

STANDARD THREE

Students



Introduction

From the moment students walk in the door of the new Student Services building, they benefit from the major evaluation and redesign efforts in this area of the college in the last ten years, including the culmination of the Students First! process redesign project (3.A.4). A key element of Student Services is integration: all service staff at Lane put the student's perspective and convenience first, and services are located and coordinated with this in mind. The Student Services building is a major physical resource for student services that reflects this integrated, student-centered approach (3.A.4). Within it, students can apply for admission; seek academic advising, career or personal counseling; register online; apply for financial aid; take placement tests; and pay their bills. Completed in 2001, the aptly named Building One provides a home for most student services under one roof, and has become the new gateway for the college.

The college provides comprehensive and high-quality student services that are also closely integrated with instruction through its "neighborhood" model for placing counselors locally in instructional divisions as well as

centrally in the Student Services building. Counselors and advisors use a developmental model that has proven highly effective in assisting students with their goal attainment. The college is guided by a philosophy that views student learning holistically, and so makes every effort to provide all the necessary services that support student success: in addition to counseling, advising, and financial aid, Lane provides student health services, child care services, a Women's Center and a Multicultural Center, among many others.

The college's implementation of Banner, a new organizational information management system, is another major improvement that automates registration and business processes and allows students to select courses and register online in "ExpressLane," saving them time and offering 24-hour convenience.

The expanding level of services has resulted in increased student traffic for all units, particularly during peak periods. Figure 3-2 summarizes major student services offered by the college, indicating a bustling environment with students benefiting from multiple services.

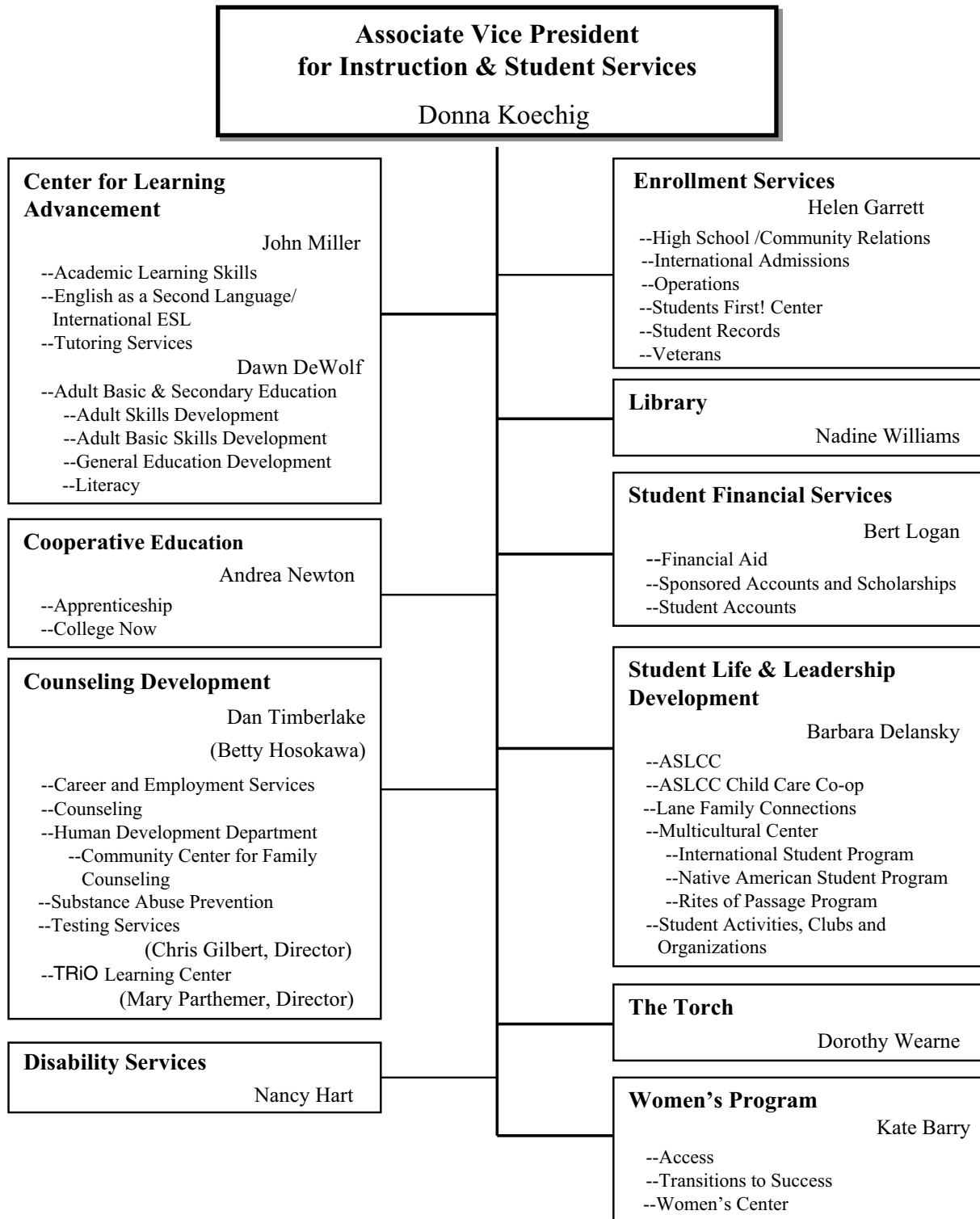


Figure 3-1: Organizational Chart for Student Services (Source: IRAP).

Student Services at a Glance Characteristics and Activities

(per year except when noted)

Athletics

- 135 student athletes participated in intercollegiate sports
- 4,227 students participated in open gym
- 20,000 joined in 27 events

Bookstore

- \$450,000 transferred to General Fund
- 20,000 used books bought back from students

Career and Employment Services (CES)

- 1,147 students toured CES
- 222 students earned wages of \$563,314 in Job Location and Development Program
- 744 students earned \$793,167 in Federal Work Study Program
- 233 students earned \$132,459 in Learn and Earn Program

Counseling and Advising Center

- 74,895 contacts (16 months)
- 23,166 called the reception desk
- 7,155 students participated in advance registration

Disability Services

- 700 students eligible for services
- 3,446 in-person services per term
- 1,312 calls received at reception desk per term

Enrollment Services

- 34,394 total enrollment in 2002-03
- 99,894 credit registrations
- 37,342 non-credit registrations
- 411 students served in person daily at Students First! Center
- 342 student phone calls responded to daily at Students First! Center

Financial Aid

- 9,000 students received financial aid
- \$28 million disbursed in financial aid

Foodservices

- 481,874 transactions processed
- \$1.5 million annual gross revenues

Student Health

- 5,178 health care visits
- 1,011 students educated via class presentations
- 169 emergency/urgent care visits

Student Life and Leadership Development (SLLD)

- 100 visits per day in SLLD
- 100 visits per day in Multicultural Center (MCC)
- 16 recognized student clubs and organizations
- 300 students per term seek assistance through ASLCC Legal Services
- 2,161 children in families served through Lane Family Connections
- 48 families per term received low-cost child care from the ASLCC child care co-op

Substance Abuse Prevention (SAP)

- 300 walk-in contacts
- 900 phone calls received
- 1,700 contacts through clubs and activities

Testing Office

- 17,997 placement tests administered
- 2,247 GED tests administered
- 2,228 interest inventories administered
- 23,750 total tests administered

The Torch

- 4,000 student circulation

TRiO

- 84 percent percentage of students who persisted to enroll the next fall after beginning TRiO
- 82 percent transferred to 4-year schools

Tutoring Services

- 4,000 students served
- 50,000 tutoring hours
- \$75,000 students earned in wages as tutors

Women's Program

- 2,284 visits per month
- 607 attended program orientations
- 675 women students enrolled in Transitions to Success classes

Figure 3-2: Student Services at a Glance (Source: Office of Instruction and Student Services).

Purpose and Organization

Lane's Student Services support the achievement of the college's goals by contributing to students' educational development. Student services are organized to best ensure students' success (3.A.1) Student Services units support instructional departments by focusing on the whole student in a student-centered, integrated service-delivery model.

In its recent organizational restructuring, the college emphasized the importance of strong linkages between instruction and student services: the associate vice president for instruction and student services (AVP for ISS), who oversees several instructional and student service areas, reports to the vice president for instruction and student services (VP for ISS), the chief academic and student services officer of the college. This linkage between instruction and student services on the Executive Team (ET) helps assure that the college provides high-quality and integrated services for students (Figure 3-1).

Additional Student Services areas covered in this standard are overseen by appropriate members of ET: Athletics (AVP for ISS), Foodservices (Executive Director for Community Education and Workforce Development), Marketing and Public Relations (President's Office), and Public Safety, Student Health, and the Bookstore (Vice President, College Operations).

Process Redesign

In 1995, the president and vice presidents determined it was important to streamline processes at the college; they authorized technology and process analyses for that year, and budgeted \$1.5 million for the project (3.A.4). Several areas were reviewed and narrowed down to focus on six key process areas:

- Facilities/support
- Grants/contracts
- Personnel/payroll
- Planning/budget/financial transactions
- Procurement
- Services to students

Services to students was selected for focus, and a significant Process Redesign effort was initiated, resulting in the Students First! Project, an innovative, holistic approach to meeting students' needs.

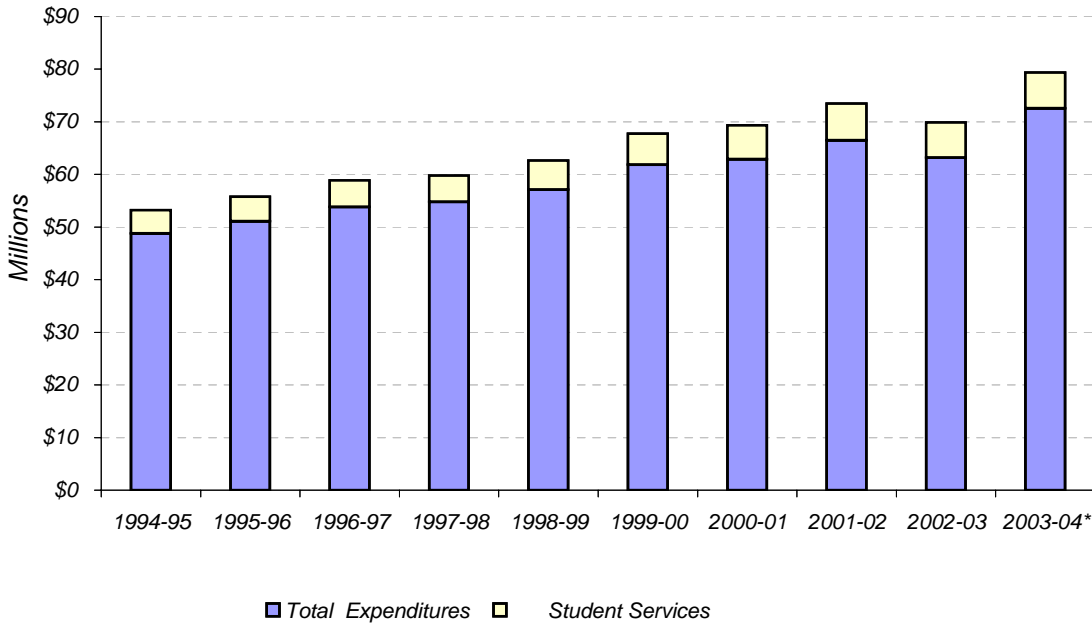
Lane's human, physical and financial resources are allocated on the basis of identified needs and are adequate to provide essential services for student services and programs to achieve the college's mission and goals (3.A.4). Overall, there are 13 managers overseeing 13 units, 50 faculty, 189 classified staff, 55 student employees and 27 other employees providing student services support. In the new Building One, Lane has created a physical nucleus for Student Services which enhances efficiency and reduces confusion for users. Student services are funded from several appropriated budgets: the General Fund (\$6,790,993 for FY04); financial aid (\$320,449 FY04); Enterprise Fund (\$11,006,300 FY04); special revenue (\$5,751,000); special revenue—restricted (\$743,753 FY04).

Figure 3-3 shows the general fund allocation for student services over the last ten years. There was an overall increase in student services funding from FY96 to FY03 and then a 14 percent decrease from FY03 to FY04, which reflects college-wide budget reductions as a result of decreased state revenues. Even during budget cuts, however, the percentage of the General Fund budget allocated to Student Services has remained stable: in 2003-04, the Student Services budget was 9.36 percent of the total general funds budget; this compares to a low of 8.52 percent in 1995 and a high of 11.09 percent in 2002-03 (Figure 3-3).

From 1995-2003, student transfer, professional technical, and developmental FTE increased 9 percent overall, from 9,762 to 10,613, with the largest increase in transfer credit FTE (up 10 percent since 1995¹).

Given that students use services such as counseling and advising heavily, these increases have stretched resources: in a recent survey, students reported that while they were satisfied

¹ Because of a 1995 state change in the calculation of FTE (to 1 FTE = 510 clock hours), in this report all statistics will date from 1995.



* Figures based on 2003-04 budget rather than expenditures

Figure 3-3: Student Services General Fund Allocation Trend FY95-FY04 Need (Source: College Operations).

with the *quality* of services (3.D.10), their satisfaction with *availability* has declined in recent years. In 1994, 19.8 percent were “very satisfied” and 43.4 percent were “satisfied” with availability of advisors. In 2002, those numbers had dropped to 16.4 percent and 38.6 percent respectively.

The high success of Students First! and its new enhanced visibility in Building One have produced increased demand for services that staff have found difficult to meet adequately given budget constraints. In the Women’s Center, for example, user count per month at the front desk the year they moved into Building One increased from 931 in 2000 to 1,765 in 2001; by May 2004, that number had increased to 2,284; there has been no decrease in use of the Women’s Center even with drop in college enrollments in 2003-04. In addition to the high visibility and convenience of Building One, other factors have contributed to the significant increase in workload in Student Services. During this same period, community resources have dwindled due to federal, state and local budget cuts in social services. Individuals who had relied on these services have turned to Lane to replace some of their needs for psychiatric, social, medical, recreational and other types of support. For

example, in 2000, 582 students used Disability Services and accommodations; by 2004, that number increased to 717. Lane’s student services meet an important set of community needs during difficult economic times.

Staff Qualifications

Lane’s thorough search and hiring practices have resulted in competent staff with excellent qualifications appropriate to their assignments (3.A.2). Student services units have access to classification descriptions on the College Online Policy and Procedure System (COPPS). Job descriptions which clearly outline the essential functions for each position are updated when vacancies occur. When positions change through reorganization, technological change, or college needs, a reclassification review process, described on COPPS, is followed.

Classified staff, faculty and managers are evaluated, as per union contracts, agreements, and college policy (4.A.5). Self-assessment is part of each evaluation process, and evaluations contribute to staff development. The performance review process for managers is aimed at evaluating managers’ achievement of their units’ goals.

COPPS policies and procedures also guide the appropriate operation of Lane’s student development programs and services (3.A.3).

Policies and procedures guide the development of clubs that are ratified by the Associated Students of Lane Community College (ASLCC). Clubs and advisors are expected to abide by college rules and procedures. Student programs and services have policies and procedures formalized and on record. Each develops goals for the coming year that are compatible with Student Services’ and the college’s mission and goals.

Strengths:

- Lane provides a comprehensive range of student services conveniently located, including counseling and advising, legal, health, social, cultural, and even basic needs such as donated clothing.
- The new Student Services building has had a significant positive impact on student service delivery, providing a central location for specialized services such as the Multicultural Center and Women’s Center, and for formal and informal student meetings and gatherings.
- Students relate high satisfaction with services.
- Lane uses a holistic approach to providing services, with a high level of coordination.
- Nationally recognized student services personnel are highly qualified and deeply committed to ensuring a welcoming environment and student success.
- Lane is committed to providing services for a diverse group of students, including programs for various groups of students and special populations.
- The organizational structure strongly integrates student services with instruction.
- Recruitment and retention are strongly supported.
- Banner improves student access to information and streamlines productivity.

Challenges:

- Heightened demand for student services has resulted in increased workload in the most heavily used areas, including services by phone. During peak periods, workload can be unmanageable.

- The learning curve involved in the Banner implementation added to staff workload and changed many job functions.

Improvement Plans:

- Student Services directors will continue to use the unit planning process to identify solutions to address student demand for services, including appropriate staffing levels and increased utilization of technology.
- Lane invited two consultants to examine workload and service delivery issues in 2004, in Enrollment Services and Student Financial Services. Several recommendations were offered and are in the process of follow-up. Use of document imaging may provide some workload relief.
- The learning curve in Banner is a temporary phenomenon which will improve each year as staff become accustomed to it and fully trained. In fact, the implementation of Banner will eventually streamline some of the student services functions.

General Responsibilities

Meeting Students’ Needs

Lane systematically identifies the characteristics of its student population and students’ learning and special needs; the college also makes provision for meeting those identified needs (3.B.1). Examples of programs that meet identified needs follow:

Career and Employment Services

- ASLCC Child Care Coop
- Testing Office
- Counseling and Advising
- Tutoring Services
- Adult Basic and Secondary Education
- Academic Learning Skills
- English as a Second Language (ESL)
- Disability Services
- Substance Abuse Prevention Program
- Student Life and Leadership Development
- Multicultural Center
- Native American Student Program
- Rites of Passage Summer Academy
- College Information Sessions for Students of Color
- High School Visitation Program

- Women’s Program
- TRiO
- Guided Studies
- Student Health Services

Institutional Research Assessment and Planning (IRAP) tracks students over time (longitudinal) who attend Lane, including those coming to Lane from high school and those with county residency status, to record their reasons for attending, as well as their race and ethnicity, gender, and age. To the extent possible, the college also tracks data on disability, preparedness, and income, and addresses these issues as well. The American College Testing (ACT) Student Opinion Survey, Student Follow-Up Studies, Benchmarks and Monitoring Reports provide key information about Lane’s success in meeting students’ identified needs (1.A.3; 1.B.7).

The Success and Goal Achievement (SAGA) committee focuses on overall student success. SAGA, a relatively new adaptation of the college’s Enrollment Management Plan, shifted the focus of the original plan from enrollment to student success and retention. SAGA incorporates best practices learned from Lane’s Student Support Services (TRiO), a successful high-risk intervention model for a limited group of students, and generalizes TRiO’s successful methods to Lane students at large. In Spring 2003, the SAGA Committee set three goals for 2003-04:

- Use data to establish Lane Community College’s baseline student success rate.
- Use interviews of experts and a thorough review of the literature to identify the best practices in supporting student success.
- Create an action plan to improve student success at Lane.

SAGA has seen promising results so far: one is the institution of a First Year Experience class to enhance student success.

Lane maintains an open admissions policy and makes provision for students’ varying preparedness (3.B.1). Students entering the college take placement tests, primarily in the Main Campus Testing Office. Most degree-seeking students take placement tests in reading, sentence skills, and math, which places them in the appropriate class for their skill level.

Counseling and Advising

Counseling and Advising identifies and serves students’ learning needs and serves the mission of the college by facilitating student orientation, entrance, and successful completion of program choices; providing placement test orientation and matching appropriate resources to developmental needs; and collaborating with students to help realize their potential. Counselors are trained in crisis intervention techniques and respond to urgent situations within the department and across campus. Counselors and advisors are assigned to programs, undeclared majors, and diverse populations to facilitate entry into the college learning environment. Counseling and Advising uses a unique computerized tracking system, which collects information on students’ reasons for seeing counselors and advisors, time spent waiting, and numbers of contacts. Staff can add notes after each contact with students to enhance continuity during a student’s subsequent visits.

Counselors at Lane are also faculty, and teach courses using a psycho-educational model. The college-wide advising model, in which some counselors’ and advisors’ offices are physically located in instructional divisions, facilitates coordination of instructional and student services (3.D.10).

Following a comprehensive evaluation of the college’s efforts at retaining students of color, two retention specialists/counselors have been hired with .4 FTE of each position dedicated to retention of students of color. Traditionally underserved populations are sought out and especially encouraged to use the retention services offered.



Women’s Program

The Women’s Program has been highly successful in identifying the needs of women students and helping them achieve their academic and life goals. The Women’s Center offers resources, referral and information for women returning to school; Alternative Career Choices for Equitable Student Success (ACCESS) helps women explore technical and trades careers; Transitions to Success is an entry program for women in transition; and the Options Unlimited Conference provides hand-on exploration for middle- and high-school girls in non-traditional skills. A calendar of events and an online newsletter keep women informed of events and services.

Disability Services

Disability Services strives to provide equal access, as defined by federal legislation, to all students with qualifying, documented disabilities. The department provides academic accommodations, advising and problem solving, printed materials in alternative formats, assistive technology, and resources and training for faculty on referral and accommodations. Disability Services also collaborates with community resources and school districts throughout Lane County and provides website links to information on financial aid, grants, and scholarships for students with disabilities.

Disability Services has seen a significant increase in a variety of areas of service, including the number of students requesting services and the number of complex accommodations. The ratio of students to Disability Services advisors is 280:1; the best practice ratio according to national recommendations is 150:1. Still, student satisfaction with Disability Services is high.

TRiO

Preparedness for college is a common issue for Lane’s students; TRiO is one of the most successful models for using supplemental learning environments to facilitate the success of students with identified needs. A federal grant-funded program, TRiO offers a variety of services to help first-generation college students, students with disabilities, and other at-risk students move from a two-year to a four-year institution. TRiO provides a Learning Center, a computer lab, academic

advising, personal and career counseling, information and referral to services on- and off-campus, mentoring, cultural enrichment activities, study groups, special workshops and classes, assistance with transfer planning, and visits to Oregon four-year colleges and universities. TRiO’s performance outcomes for 2002-03 are impressive. On measures of persistence, good academic standing, graduation, and transfer, TRiO students surpassed proposed benchmark levels.

Focus Groups

In the last several years, Lane has increased its efforts to identify and address the needs of communities of color. In November 2001, for example, the board met with students and community leaders for one of several “Strategic Conversations” to hear their perspectives on the direction of Lane’s diversity efforts. Results of these conversations have been incorporated into Lane’s Diversity Plan (3.D.2). In Spring 2003, the administration conducted eight student focus groups, involving 55 students. Students described many concerns they felt about campus climate and other on-campus issues. Their concerns were taken to Faculty Council, the board, and departments organized a response where appropriate.

Student Participation

Students utilize many opportunities to participate in institutional governance (3.B.2; see also Standard 6). Lane recognizes that student government, ASLCC, is an active and vital part of the campus community, and that organization is often the route by which students are recruited for participation on institutional committees. ASLCC is given a great deal of autonomy over its operations and budget.

ASLCC includes as members all main campus students who are enrolled and have paid mandatory student fees. Because Lane recognizes the importance of the student voice at the highest level of governance, the ASLCC president, while not officially a member of the board, sits at the board table for meetings. The Strategic Planning Task Force and the College Council both have two seats available for student representatives. Each of the seven new governance councils,

which provide strategic planning for all college functions, also has two student representatives. It is also customary, when feasible, for students to sit on hiring and standing college committees such as the Budget Advisory Group and the Facilities Management Team. (See Standards 7 and 8.)

Faculty Involvement

Some student services departments are also instructional units, and faculty are involved in the development of policies and planning for student programs and services (3.B.2). Some student services use a psycho-educational model, enhancing student access by providing developmental counseling in a group setting that would otherwise be unfeasible on an individual basis. Many faculty also serve in an advisory capacity to programs such as the literary magazine *Denali*, the Nature Writer's Club, and others. In addition, Rites of Passage Summer Academies involve many faculty in its development. The Diversity Team, which includes several faculty, drew up the campus Diversity Plan (3.D.2). The Diversity Team College Climate Action Team chair is a faculty member, as are the Student Retention Counselors. Student Services personnel who are faculty serve on such committees as Faculty Council, where they can communicate important student services needs to the instructional areas. The new Student Affairs Council has faculty representation.

Student Rights and Responsibilities

Lane has clearly stated and well-publicized policies on students' rights and responsibilities with procedures to ensure policies are implemented in a fair and consistent manner (3.B.3). COPPS policies for students include: Code of Conduct, Student Complaint Process, Informal Report and Resolution Process, Sexual Harassment, Race/Ethnicity and National Origin Harassment (with both Informal and Formal Report and Resolution Processes), ADA Complaint Procedures and Affirmative Action Guidelines and Complaint Procedure. Information is publicized in the Catalog (pp. 60-68); in the Class Schedule; and on the web.

Safety and Security

Lane makes adequate provision for the safety and security of its students and their property (3.B.4;

see also Standard 8). The Public Safety Department's goals support the learning environment through proactive responses to safety concerns. Public safety officers are on campus 24 hours a day, every day. The emergency extension for all emergency calls is publicized and easy to remember: 5555. Public Safety also provides other non-emergency services free of charge, including collecting lost and found items and performing security checks.

A college-wide committee, the Joint Emergency Action Planning Group (JEAP), developed and widely distributed an employee manual describing a wide variety of potential emergency situations and action steps for handling them. The college informs staff to ensure the safety of students.

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

While the college attempts to meet the needs of a diverse population, challenges remain. In Spring 2003, for example, a series of on-campus racial harassment incidents prompted the college to take steps to provide support for individuals and groups affected. President Spilde called an all-campus gathering and publicly condemned the incidents and committed her support and the college's support for individuals affected. In addition, she convened a Response Team, which included all employee groups and the union presidents, to make recommendations to address these incidents. Many of these recommendations have been implemented or are in process.

Information for Students

The college collects all necessary information on student rights and responsibilities in one source, the catalog, which is provided to students at no charge if picked up and for \$3 shipping and handling charge if mailed; the catalog is also available on-line (3.B.5). A Student Planner that

supplements rather than repeats catalog information has garnered positive student and staff feedback. Updates for the printed catalog are made annually; updates for the on-line version are made periodically.

The 2004-05 Catalog includes all of the information required for compliance: the mission, vision, core values, and strategic directions are printed on the inside front cover; admission requirements and procedures are on pp. 11-13; students' rights and responsibilities, pp. 60-68; academic regulations, pp. 54-68; degree completion requirements, pp. 39-50, and for each degree, pp. 69-126; credit courses and descriptions, pp. 127-204; tuition, p. 19; fees and other charges, p. 19; refund policy, p. 23; items relative to attending or withdrawing, pp. 4-64; student conduct, pp. 60-68; grievance policy, p. 60; academic honesty, p. 63; student government, p. 33; student organization and services, pp. 24-38; athletics, p. 33.

Student Services Evaluation

Lane periodically and systematically evaluates the appropriateness, adequacy, and utilization of student services and programs and uses the results of the evaluation as a basis for change (3.B.6). The college utilizes the Profile of Lane Community College and the ACT Student Opinion Survey to track the effectiveness of its student services. In addition, the assessment chapter of unit plans allows departments and units to systematically engage in the annual evaluation of their own goals and achievements at the point of impact, and build from year to year on that information. These unit plans are also the basis for college-wide resource allocation and planning (1.B).



The SAGA report is also being used for planning and evaluation of student services goals (3.B.1). The Response Team Report and the Diversity Plan encourage evaluation of student services in responding to college climate issues and diversity. In addition, the Student Affairs Council in Lane's new governance system will develop, review and evaluate plans and set directions for student affairs in accordance within the vision, mission, core values, learning-centered principles and Strategic Plan of the college.

Strengths:

- Lane systematically identifies the characteristics of its student population and provides comprehensive, high-quality services to meet those needs. Lane is unique in Oregon in its provision of basic medical care to community college students, and Lane's child care centers help working parents attend school while their children are well cared for.
- Student participation in governance is welcomed. Two students sit on each of the new governance councils and are present on many committees across campus.
- Policies and other information are readily available to students through Lane's publications and website.
- Lane provides a safe, secure environment for its students.
- The college's integrated service delivery model for Counseling and Advising is high quality, and its unique computerized tracking system ensures continuity in service.
- Evaluation and improvement are deeply embedded in the culture of student services. The Students First! project itself was an improvement based on evaluation, and continues to be evaluated and improved.
- SAGA, Counseling and Advising, and the Women's Program regularly use assessment data to track and improve student success.

Challenges:

- Some on-campus racial harassment incidents have shown the need for continued positive college response in this area (3.D.2).
- Some students have expressed concern about the enforcement model used to manage campus safety.

Improvement Plans:

- Recommendations from the Response Team have begun to be implemented and will come under review and further implementation in 2004-05.
- Public Safety is transitioning from a security enforcement model to an educational-developmental model in handling campus safety.

Academic Credit and Records

Evaluation of student learning and the award of credit are based on clearly stated and distinguishable criteria (3.C.1). Criteria for award of credit are noted in the 2004-05 Catalog, p. 53, including classroom hours per credit hour, classroom hours per lecture/lab credit hour, and classroom hours per lab credit.

Academic records are accurate, secure, and comprehensive: all permanent records are stored on microfilm in a fireproof vault; comprehensive records include records for each term of attendance, course numbers and titles, grades earned, and indication of credit or non-credit classes. Records are kept permanently with no expiration date. Degree evaluations verify that students have met requirements set by the state and approved by the Degree Requirements Review Committee (see 2.C for specific degree requirements). In 2003-04, the credit evaluation process was automated through Banner and counselors can now review students' progress at any point; degree evaluators can double-check system-generated degree evaluations.

ExpressLane is a group of web services for students, staff and others to view and change their information in Lane's administrative system. Lane students, instructors, administrators, staff employees, and the general public may use some or all of ExpressLane services. Every ExpressLane user is assigned an "L" number as an identifier, replacing the insecure Social Security number.

Evaluation, Credit and Records

Criteria used for evaluating student performance and achievement are appropriate to the degree level, clearly stated and implemented (3.C.2). Syllabi, distributed to every student on the first day of every class, outline the course objectives, requirements,

and grading criteria. Departments are very involved in the process of establishing criteria. In those areas that use portfolio grading, departments set the standard for student performance and achievement. The Curriculum Approval Committee approves departmental standards (see Standard 2).

The college makes a clear distinction in the Catalog between credit and non-credit on pp. 69-126 and pp. 205-6 (3.C.3). In addition, Lane's quarterly class schedule is clearly divided into credit and non-credit sections. The distinction is further defined on the Continuing Education website FAQ section. Student transcript notes clearly indicate whether courses are credit or non-credit. In the Banner system, students choose whether to include non-credit courses on their transcripts, whereas credit courses must appear on a transcript.

Lane's policy on the award and transfer of academic credit is consistent with indicator 2.C.4 and Policy 2.5 (3.C.4). The Catalog describes articulation agreements in place with individual colleges; the AAOT covers all Oregon University System (OUS) institutions. Staff are well-trained and experienced in transfer of credit. Lane only accepts credits from regionally accredited institutions or, in the case of international transcripts, colleges that are recognized by the Ministry of Education or a similar government body of foreign countries.

Lane's student records, including transcripts, are private, accurate, complete, and permanent (3.C.5). Student records are stored on microfilm in a fireproof vault. The data and records in the computing systems are saved daily on tape and stored at an off-site location. Recent construction has improved space for storage and security.

All staff have Family Educational Rights and Privacy Act (FERPA) training and are supervised to ensure the law is observed. The college includes FERPA guidelines in COPPS on-line and posts them in Divisions.

Strengths:

- Lane's systems of evaluation of student learning and awarding of credit are clear, appropriate, and well-publicized.
- Records are private, accurate, complete and permanent.

- The ExpressLane computer self-service environment allows students to access their academic records without waiting in line.
- Procedures for transfer credit are appropriate.

Challenge:

- Some students who have fewer computer skills have difficulty interfacing with Lane’s automated registration system.

Improvement Plan:

- Student Services employs students and staff to assist students with ExpressLane. They are also currently designing a survey of students to study user-friendliness of ExpressLane, and will make improvements as appropriate.

Student Services

Admission Policies, Inclusiveness

Lane’s General Admissions policy, published in the Catalog on p. 11, is consistent with the college mission to provide affordable, quality, lifelong educational opportunities to all students (3.D.1). According to this policy, Lane is open to all applicants who are 18 years of age or have a high school diploma or GED. Previous academic status at other institutions does not constitute a criterion for denial of admission. Board policy D.070 provides for equality of opportunity in admissions. Students who enroll for high school or alternative school credit must comply with Oregon Revised Statutes 339.010 (Compulsory School Attendance Law). Lane’s admission policy for Adult Basic and Secondary Education (ABSE) is described in the Catalog on p. 207.

A primary goal of the College is to assist students to develop programs of study designed to meet their individual needs and consistent with feasible college operation. Some programs do have selective enrollment or waiting lists. There is a publicized and clear process for those who are on a wait list.

International students follow a different admissions process. Students must have sufficient English language skills as measured by TOEFL or IELTS exam results, have completed secondary school and provide official records, and have evidence of financial responsibility.

Attention to Students’ Needs

Lane gives attention to the needs of its student body, and pays conscious attention to such factors as ethnic, socioeconomic, and religious diversity while demonstrating regard for students’ rights and responsibilities (3.D.2). Lane exceeds federal guidelines for protected classes, including lesbian, gay, bi-sexual and transgendered students in its non-discrimination policies. Diversity is one of Lane’s core values and undergirds its strategic directions. Lane has an open and non-discriminatory admissions policy and does not factor ethnic, socioeconomic, or religious diversity in its admissions process. Once admitted, students have access to support, success, and retention services (3.B.1).

Services for Diverse Students

The college holds diversity as an area of continuous training and improvement, and has made consistent efforts at every level to address the needs of a diverse community. The Diversity Team and the Response Team have worked directly to solve ongoing problems and issues related to bias and discrimination. In addition, Lane has approached these issues from an educational standpoint by including issues of privilege, power, and difference in its Reading Together Project and in the Spring Conference. The Diversity Team is also responsible for long-range, proactive planning in this area, which will be assumed by the Diversity Council in Lane’s new governance system. Lane has a draft Diversity Plan, which outlines approaches to many diversity issues. The plan is comprehensive and ambitious in its scope.

The college maintains an on-going program of diversity education, events and leadership opportunities for students and staff. A partial list of programs follows:

- The Multicultural Center (MCC) provides a place for students, staff and community members to meet, connect, and network, and supports student academic and cultural activities. MCC provides support for all students, including services for Asian, African, Native American, and Latino and Lesbian, Gay, Bi-Sexual and Transgendered (LGBT) students, and provides hands-on experiences to

complement theoretical and philosophical classwork in many areas.

- The Rites of Passage Summer Academy is a collection of four cultural immersion programs designed to provide high school and middle school students of color in Lane county with education specific to their ethnic heritage. The four programs include: African American Rites of Passage, Asian/Asian American Rites of Passage, Umista Native American Rites of Passage and Puertas Abiertas Latino/Latina Rites of Passage.
- The International Student Community Program (ISCP) supports and offers special services and activities that assist international student success. The ISCP provides cultural and program resources to instructors and students through class presentations and special events. The ISCP also contributes significantly to the overall diversity of the student body.
- The Native American Student Program has increased the enrollment of Native American students and has established contacts with various tribal representatives that will have long-term impacts in a variety of training and education programs at the college. This group is a vital recruitment and retention tool and also may soon receive financial support from Tribal education representatives to further expand services.
- The Women's Program provides a home base for students, resources, and sponsors cultural events as well as providing services and programs for women.
- The Queer-Straight Alliance provides support, social activities and special events for queer students, staff and allies on campus and in the community.
- In an effort to enhance the learning environment, Lane supports efforts to create a long house. Frank Merrill, Native American Student Program Coordinator, first raised the issue of building a long house in 1993. The Board has reserved \$250,000 in matching funds for construction of the long house, which is designed to be a multiple-use facility for all students that incorporates the needs of Native American students and the local Native American community. The structure would also

be available for all students and promote a sense of campus community.

- Disability Services provides strategies, resources, support and legal accommodations for students with disabilities.
- Specialized Employment Services (SES) provides employment training and education to adult students who experience developmental disabilities. SES operates as a cooperative venture between the college, the Lane County Office of Developmental Disabilities, and the State of Oregon's Seniors and Persons with Disabilities Division.

Other Support Services

The college provides comprehensive tutoring services, both in departments (e.g., Math, Languages) and in a newly remodeled "Tutor Central" on the second floor of the Center Building. Adjacent to the Academic Learning Skills department, Tutor Central is staffed by professional and student-peer tutors, and provides a welcoming environment for students who need help with coursework and skill development. The Tutoring Center houses a coordinator of tutoring services, four coordinators for Math, Science, Music, & Foreign Languages, and three part-time coordinators. During academic year 2002-03, Tutoring Services assisted 3,817 students for a total of 50,000 hours (see Standard 2.G).

Among other support services for its diverse population, Lane offers support for low-income students (such as a free "No Cash Clothing Stash" clothing outlet, Learn and Earn, and job placement services). The Guided Studies program supports students who are under-prepared in reading, writing, and math skills (see Standard



2.G). The college supports specialized services that are available for students who encounter language barriers or other obstacles (e.g., ESL and International ESL, TRiO, Disability Services; 3.B.1).

Strengths:

- Lane’s admission policies ensure accessibility consistent with its mission: Lane is one of a few community colleges which does not charge an application fee.
- More bilingual signage is planned to accommodate needs of Spanish-speaking students.
- The college offers a host of support services for its student body.

Challenge:

- Resource allocation for the Diversity Plan is a challenge.

Improvement Plan:

- The Board has reviewed the Diversity Plan and funding recommendations will be made during the budget development process.

Placement, Degree Requirements, and Termination Policies

To facilitate student success, appropriate policies and procedures guide the placement of students in courses and programs based upon their academic and technical skills. Through the Testing Office and Adult Skills Development (ASD), the college makes provisions for the ability of college work to benefit students. Lane provides instruction at no charge for students who need skills improvement before taking or re-taking the Ability to Benefit test. The Testing Office oversees testing and provides tips on preparing for placement testing, taking computer-administered tests, managing test anxiety, improving memory, and developing effective strategies for college success. The Testing Office also makes provisions for computer literacy differences; provides clear policies and explanations; and provides referrals for test interpretation and advising.

Degree-seeking students must take placement tests. Test results guide the direction of their

registration with an aim of ensuring their success: if they are prepared for college-level work, they are referred to advisors and counselors for that area; they may be restricted to registration for non-credit developmental classes and the Guided Studies department; or they may be referred to Lane’s non-credit Core College Connections program for skill development. Lane’s Credit for Prior Learning gives students the opportunity to demonstrate they have mastered the material covered in a Lane course (2.A.10, see Standard 2).

Policies and Appeals

Lane specifies and publishes requirements for continuation in, or termination from, its educational programs, and it maintains an appeals process (3.D.4). The policy for readmission of students who have been suspended or terminated is clearly defined. The requirement of continuation in or termination from educational programs is described in the 2004-05 catalog on p. 58; the policy for readmission for students who have been suspended for academic reasons is in the 2004-05 catalog on p. 59. This information is also available online.

In the case of dismissal, students are provided the opportunity to petition the Academic Progress Review Committee for reinstatement into the college the following term if there is evidence that extenuating circumstances contributed to unacceptable academic progress. The student may be allowed to remain in class(es).

Requirements for Lane graduation are stated clearly in the catalog on pp. 39-41 and the online catalog (3.D.5). These are consistently applied in both the certificate and degree verification process. Student Right-to-Know Act appears on p. 41 of the catalog and online. Graduation requirements for transfer degrees, degrees, and certificates are stated in the catalog on pp. 39-50. Pages 69-126 of the catalog detail professional technical program requirements.

Financial Aid

Lane provides an effective program of financial aid consistent with its mission and goals (3.D.6). The college provides more financial aid than any other community college in Oregon. Figure 3-4

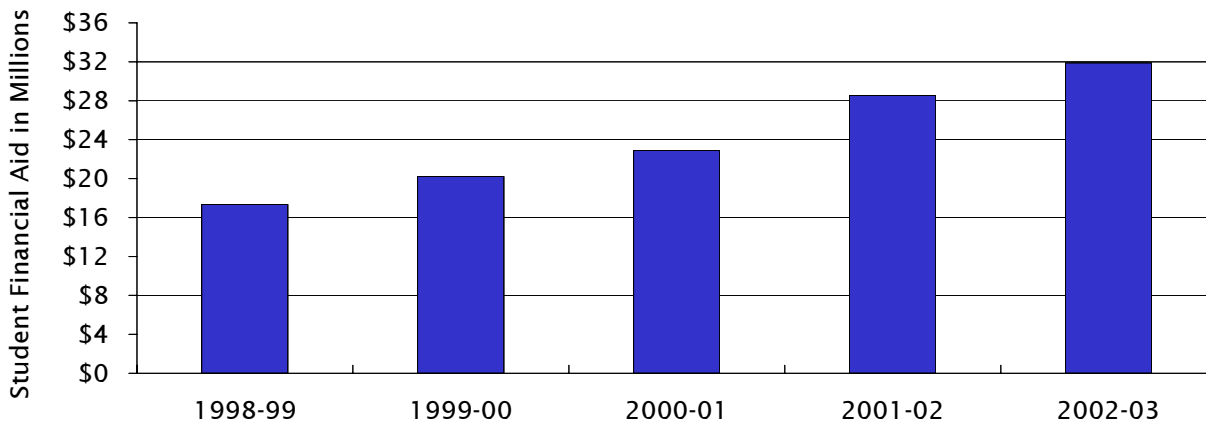


Figure 3-4: Growth in Total Financial Aid to Lane Students (Source: Lane Profile 2002-2003).

shows growth in total financial aid to Lane students from 1998-99 to 2002-03. Financial Aid (FA) staff are dedicated to providing financial assistance to all student applicants who demonstrate financial need based on federal, state and institutional guidelines.

Banner automates labor-intensive processes and allows increased productivity and timely services. The Banner system also enables student access via the web, which provides on-demand services and information regarding the students' own financial aid status. The online website also provides general information and guides the student through the financial aid process. With the Students First! model in place, Financial Aid is able to provide a focused effort to the timely processing of financial aid applications. Students First! personnel are trained as financial aid specialists, while financial aid advisors attend to the more complex nature of the delivery of aid. On short notice and when appropriate, students can see a financial aid advisor who has expert knowledge in the determination of student aid eligibility.

Institutional reporting for financial aid awards is provided through the yearly Profile, which reports the number of students receiving financial aid, the amount of award, amount of grants and loans, and amount of scholarships. The Profile tracks financial aid trends over time.

Information regarding the categories of financial assistance (scholarships and grants) is published and made available to both prospective and enrolled students on the financial aid webpage

(3.D.7). A full range of financial aid information is published on the web for prospective and enrolled students, and the Foundation publishes a book on scholarships available to Lane students. In addition to providing required consumer information, the FA Office also conducts a number of outreach activities, including presentations at high schools and community meetings of parents and prospective students.

Comprehensive scholarship resources, applications, and assistance are available in Career and Employment Services (CES) (3.D.11). Staff assist students with researching and applying for scholarships. Numerous scholarship workshops are conducted in fall and winter terms, as well as an annual "College Financial Aid & Scholarship Workshop" in January. In 2003-04, CES hired a part-time scholarship coordinator, funded through a Carl Perkins grant, who is responsible for overall coordination of scholarship resources and services.

Lane regularly monitors its student loan programs and the institutional loan default rate; the preliminary default rate for 2002 is 9.4 percent (3.D.8). Borrowers are required to pass a pre-loan/entrance test that identifies the responsibilities of borrowing and includes a statement of their rights and responsibilities. This information and test is provided by the US Department of Education Direct Loan programs. The Perkins Loan Program is closely monitored by Student Accounts (SA) and Lane's default management strategy ensures that Department of Education expectations regarding default rates are met.

Enrollment Services has implemented changes in its credit policies intended to help students accumulate less debt. These changes include no longer allowing students to register who owe past due balances, sending accounts to collection after three months instead of six, discontinuing special payment plans, shortening the refund period from two weeks to one, no longer carrying collection agency charges on Lane's accounts receivable, and discontinuing first-time students from charging non-textbook items in the bookstore. As a result, the total student debt has been reduced from \$9 million in 2002 to \$6.8 million in 2003. Exit counseling information sessions are provided on the web and pay particular attention to loan repayment obligations.

Strengths:

- The Testing Office has a strong record of placing students at levels appropriate to their preparation, which increases retention.
- To help reduce the impact of tuition increases, the college has increased financial aid to students; the college gives out more financial aid to students than any other community college in Oregon, regardless of size.
- Lane's default rate on student loans has been reduced by 4 percent over the last six years.
- Changes the college has made to its credit policies are having the effect of lowering student debt.

Challenges:

- Testing Office staff have difficulty finding sufficient time to train part-time staff, particularly in outreach centers.
- Because of tuition increases and other financial considerations, not every student who wishes to attend Lane can.
- Continuous cross-training of all Students First! representatives in financial aid and other functions is a challenge.

Improvement Plans:

- The Testing Office will continue to address the learning curve involved in training part-time staff.
- The college and Lane Foundation will continue to develop scholarship opportunities for students with the goal of finding financial aid for every student who wishes to attend.

- To provide additional cross-training in financial aid and other functions, Students First! is now closed for an additional two hours a week.

Orientation and Advisement

Lane's numerous orientation programs for new students, including special populations, are strong. Students First! provides general information for new students about applications for admission, residency, catalog and schedules, registration, photo identification, refunds/drop deadlines, transcripts, release of records, and financial aid (3.D.9) Students First! directs students to five steps for new (and returning) students: admission, placement testing, new student information sessions, program advising/course planning, and registration. It also provides referrals to campus and community services. Students First! offers a one-stop approach that allows new students to get started at Lane with minimal confusion; services are also offered at the Downtown Center.

The Counseling and Advising Department offers new students program orientation sessions; an online orientation is available for those who cannot attend in person. Counseling and Advising also provides Early Orientation and Registration (EOAR) for new students, and provides advising at outreach centers on a limited basis, which new students can access.

Academic Advising is available on the main campus and outreach centers for every student at Lane to help them choose a career, select the appropriate academic program, or select courses (3.D.10). Training at all levels ensures the delivery of timely and accurate advising information to help students make appropriate decisions concerning academic choices and career paths (3.D.11). Specific advisor responsibilities are defined, published, and made available to students (2.C.5; see Standard 2; 4.A.2; see Standard 4). Counselors, advisors, and support staff work as a team using a college-wide advising model to present a variety of services to a diverse student population. Students report a high level of satisfaction with advising services, with 73.6 percent satisfied or very satisfied compared with an all-Oregon rate of 65.9 percent (Figure 3-5). Advisors follow FERPA Guidelines and NACADA (the national advising association) standards.

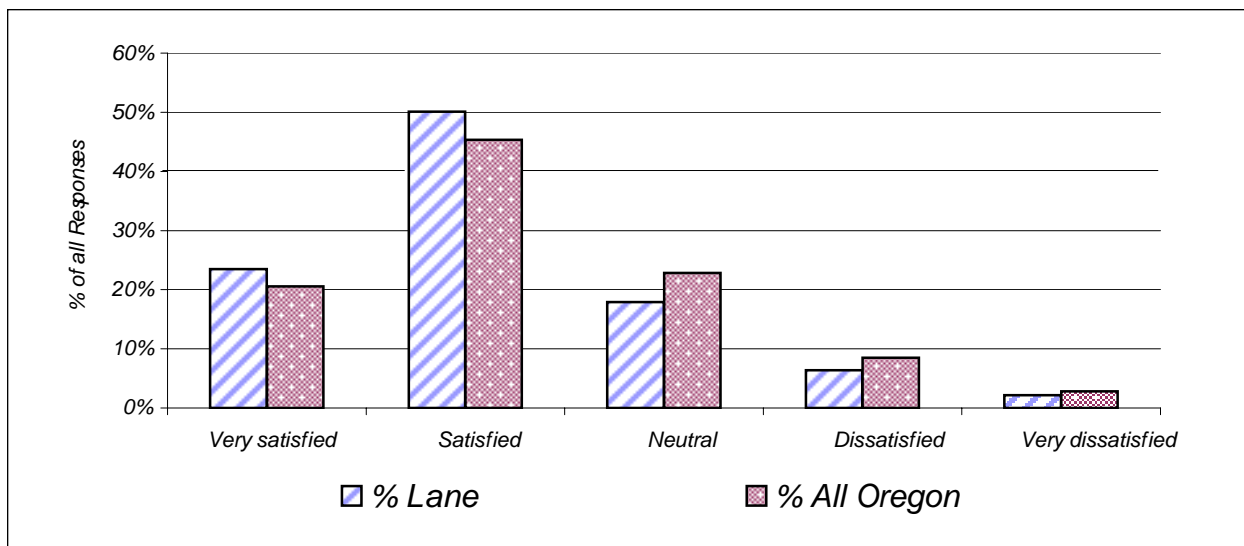


Figure 3-5: Satisfaction rates among students for Academic Advising (Source: ACT Student Opinion Survey, Spring 2002).

Advising teams have a broad range of information and specialized knowledge about assigned programs and provide specialized advising for programs and for students with identified needs. The Counseling Department has developed the Academic Advising Handbook for students to use in conjunction with web pages, catalogs, and other advising information.

Other areas of the college that provide targeted orientation and advising are:

- International Student Community Program
- Disability Services
- TRiO
- High School and Community Relations
- Guided Studies
- The Women’s Program, including Transitions to Success
- Career and Employment Services

Strengths:

- The college-wide advising model, assigning a counselor and advisor to each instructional area, increases communication linkages and effectiveness between instruction and advisement.
- Students report a high level of satisfaction with Lane’s advising.
- Orientation sessions for special populations help ensure these students’ success.

Challenge:

- The unemployment rate in Oregon has been high, contributing to a high volume of contacts in Career and Employment Services. This poses a challenge to meet the need for individual assistance with career exploration, job search skills, and scholarships.

Improvement Plans:

- The college will continue to review appropriate service and staffing levels to ensure high-quality within fiscal constraints.
- In partnership with Lane Educational Services District, the college is developing a career counseling pilot program to assist high school students in career exploration and development. This will provide relief to CES by reducing the number of contacts with undecided high school students entering Lane.

Services and Co-Curricular Activities

Student Health

Lane is the only community college in Oregon with a Student Health Clinic. Open on regular school days during the academic year, it provides primary health care services, family planning services, services for students with disabilities, information about student health insurance, and links to “patient-friendly” sites. The clinic

provides a professional level of health care and excellent services and is well-utilized by students (3.D.12). In-house Student Health surveys show that students are satisfied with service.

COPPS provides procedures and policies regarding student and staff health.

High-quality counseling within the Counseling Department and the Women's Program provide help for students experiencing problems that prevent them from being successful in school, and links students with community resources. The Counseling Department also provides a Substance Abuse Prevention Program and a Recovery Center, which includes counseling, support groups, and retention services. This program has a multicultural emphasis and provides culturally sensitive support and recovery counseling. In addition, the Community Center for Family Counseling provides credit and non-credit classes in parent education, counseling, and a telecourse series on parenting skills.

Housing Services

Although Lane does not provide dormitory housing, Student Life and Leadership Development provides free housing referral services to Lane students. The Ashlane settlement provides housing to qualified credit students at Lane who are working toward a two-year degree, one-year certificate, or transfer to a four-year institution. Ashlane includes four complexes in Eugene, rented on a sliding scale based on individual income. The housing is operated by local non-profit housing, and subject to health and safety regulations (3.D.13). Lane's investment in Ashlane includes an agreement which allows Lane students priority access to a certain number of units. The Student Life and Leadership Office has a process for referring students. The International Student Community Program offers housing resources and homestay placement opportunities for international students only.

Food Services

Appropriate food services are provided for students and staff during the normal class schedule from 7 a.m. to 6 p.m. most days (3.D.14). A wide variety of menu offerings are provided, including espresso, a snack bar, a food court, full-service catering, and a small bistro-style restaurant. Prices start from under \$3 for a

hot entrée. Vending machines for food and beverages are available at all times. The menu is under constant development.

Because Lane has degree and certificate programs in Conference and Culinary Services, there is a high level of culinary support and instructor involvement. The student-run Renaissance Room provides a "laboratory" for students to prepare sophisticated cuisine in an elegant atmosphere for students and staff at reasonable prices. A customer feedback survey is completed every spring, and the department makes improvements accordingly.

Student Life and Leadership

Student Life and Leadership Development (SLLD) is a center for co-curricular activities on campus. In alignment with the college mission, these activities and programs foster the intellectual and personal development of students (3.D.15). Lane adheres to the spirit and intent of equal opportunity for participation, and explicitly communicates its policies in this regard. The college ensures that appropriate services and facilities are accessible to students in its programs through Disability Services (3.B.1). Co-curricular activities and programs include adaptation for traditionally under-represented students.

Student Life and Leadership Development provides a web-based newsletter, the *Includer*, to keep students informed about its broad range of co-curricular programs and services, which include:

- *Denali* Literary Magazine
- International Student Program
- Latino Student Union
- Native American Student Association (NASA)
- Psi Beta Psychology Club
- Phi Theta Kappa Honor Society
- Queer Straight Alliance (QSA)
- Black Student Union
- Asian Pacific American Student Union (APASU)
- Nature Writer's Club
- Oregon Student Association
- Oregon Community College Student Association
- Oregon Student Public Interest Research Group (OSPIRG)
- ASLCC Child Care Co-op

Student Life and Leadership Development also sponsors a broad range of cultural events and programs, including a Tea and Chat (International Student Program); English Conversation Partners (International Student Program); Week of the Young Child (ASLCC child care co-op); Fall Welcome Week (SLLD); and a series of trips and special events. SLLD also provides leadership trainings (in collaboration with ASLCC); sponsors Yom Ha Shoah, Day of Remembrance (MCC); and sponsors other speakers and events.

SLLD supports ASLCC operations, such as the Book Consignment; Student Resource Center; No Cash Clothing Stash; and Ad-Hoc Committees; maintains 11 bulletin boards for posting information; and maintains roommate and information boards in the Student Resource Center.

Campus-wide, Lane spent over \$3 million in 2003-04 on diversity efforts. The Multicultural Center, staffed by full-time coordinators, provides a comfortable atmosphere where students from all ethnic backgrounds can get information about multicultural services on campus. The MCC is a planning hub for a variety of activities and celebrations, including the Lane Pow Wow, with 3,000 attendees; *Día de los Muertos* with 350 attendees; the Martin Luther King Celebration with 1,000 attendees; Chinese New Year celebration with 750 attendees. The center hosts video screenings and speaker series, and its members attend the Oregon Diversity Institute each year, plus other conferences.

Lane's co-curricular program includes policies and procedures that determine the relationship of the college with its student activities (3.D.16). Policies and procedures have been developed to determine the institutional relationship with student government: clubs are sponsored by ASLCC, and must conform to COPPS policies as part of their bylaws. The Director of SLLD is the advisor and budgeting director for student government but has no evaluative role; he or she is the budget authority for clubs. However, there is no instrument for attaching money to performance of club functions, and there is currently no policy for training club advisors and student government leaders.

Strengths:

- The Student Health Clinic is an invaluable resource to students.
- High-quality counseling services address the needs of the whole student to help ensure student goal achievement.
- Students benefit from the dedicated spending on diversity efforts, including the Multicultural Center.
- Food services are comprehensive and the Culinary Arts Program's Renaissance Room provides fine dining and service at a reasonable cost.
- Student Life and Leadership Programs provide learning opportunities that extend beyond traditional academic boundaries, including a variety of cultural activities and services.

Challenges:

- While Student Health Services is heavily used, the physical space is insufficient, and does not allow for confidentiality in the waiting room.
- Accountability and evaluation of student clubs by the Student Life and Leadership Development Director could be improved.

Improvement Plans:

- Student Health has submitted a formal request to the Space Assignment Committee for additional space. The college is currently considering integrating health care for staff into the Student Health Clinic; money for remodeled and enlarged space will be included in this project. Staff will continue to analyze current space use and look for ways to improve patient privacy. The department will clarify how this impacts HIPAA/FERPA policies.
- Policies are being established to clarify the expectations for student leaders and club advisors, and the role of the SLLD director, and to provide a mechanism for accountability for all parties. A training manual for student leaders and club advisors is currently being developed and SLLD staff are developing systems for identifying needs and evaluating effectiveness of programs.

Facilities, Bookstore, Student Media and Athletics

Part of Lane's mission is to provide lifelong personal development and enrichment, and the college supports this mission by providing a variety of opportunities and facilities for student recreational and athletic needs. The mission of the Athletics Department includes providing the finest recreational experience for as many participants as possible (3.D.17).

Lane's Fitness Education Center (FEC) provides equipment and facilities for students to increase their strength, flexibility, and health, and the college offers classes in aerobic dance, yoga, and other health and fitness areas. Highly popular among students and staff, the FEC operates at 97.5 per cent of its capacity. There are also several informal opportunities for sports including:

- Intramurals
- Club sports (cheerleading, karate, men's/women's soccer)
- Fast pitch softball
- Family recreation (miniature golf, ice skating)
- Swimming
- Bowling
- Badminton
- Basketball
- Cards and games
- Tennis
- Volleyball
- Weight lifting

Lane is exemplary in that it is only one of two colleges in Oregon that offers Family Recreation programs. In 2001-02, the total number of participants in Family Recreation at Lane was 1,099; 24 different activities were offered. In the Open Gym, there were 4,227 participants in 15 activities. In club sports, there were nine teams with 123 participants, averaging 14 per term. Lane sponsors trips to the Oregon Coast Aquarium, Oregon Museum of Science and Industry and the Wildlife Safari.

Bookstore

The Lane Bookstore's mission is to enhance learning and provide quality products and services to the Lane community (3.D.18). The Bookstore aspires to supply goods and services at the best

possible prices; to join with faculty and staff to create an environment for innovative learning and a respectful and inclusive climate; to promote services, products and information that support campus activities and enhance pride in Lane.

An open dialogue with students, faculty and vendors provides direction for the selection of general books, supplies and merchandise that best fit the needs of Lane's population. The Bookstore has been actively involved in the "Reading Together" project. During 2002-03, the Bookstore participated with other Enterprise Units (e.g., Foodservices, Laundry, Printing and Graphics) to create an advisory board of students and staff.

Surveys indicate that customers are pleased with Bookstore services. IRAP's fall 1999 survey indicated a rating of 4.2 (strongly agree rated five) for overall services. This survey of more than 1,000 students found that 92 percent of all valid responses agreed that people working in the store were well-informed and ready to help, and 86 percent were pleased overall with the service.

Student Media

Lane sponsors student media under clearly defined and published policies (3.D.19). *The Torch* is a student-produced weekly campus newspaper published by authority of the Lane Board of Education. *Denali* is a literary arts magazine that includes genres of student writing and artwork and is published three times a year. It operates under the guidelines of the Media Commission.



Intercollegiate Athletics

The Board of Education periodically reviews the philosophy, goals, and objectives of its intercollegiate athletics. The program is evaluated regularly and systematically to ensure that it is an integral part of the education of athletes and is in keeping with the educational mission of the institution (3.E.1).

Lane provides information regarding the goals and objectives of Lane's intercollegiate athletic program and institutional expectations of staff members in writing. Policies and rules concerning intercollegiate athletics are reviewed at the annual Athletics department meeting during Fall In-service. The duties and authority of those involved in athletics policy-making and program management are stated explicitly in the athletic director's job description and in the athletic commissioner's job description. Faculty participate in development of athletics policies (3.E.2; also 4.A.2).

Admissions

Lane uses the same admission requirements and procedures, academic standards and degree requirements, and financial aid awards for all students, including those involved in student athletics (3.E.3). There are Talent Grants which provide twelve credit tuition remissions; these are awarded to students with exceptional abilities in specific areas, such as athletics. However, Lane offers fewer talent grants than other schools in the region.

Lane's athletic budget development is systematic; funds raised for and expended on athletics by alumni, foundations, and other groups are subject to the approval of the administration and are accounted for through Lane's practices of documentation and audit (3.E.4). Preapproval letters are arranged for some food purchases for student activities. Lane's purchase order system ensures central budget oversight. The Foundation has signature authority for some activities.

Equal Opportunity

Lane demonstrates its commitment to fair and equitable treatment of both male and female athletes in providing opportunities for participation, financial aid, student-support

services, equipment, equal number of sports and access to facilities (3.E.5). The practice schedule for men and women alternates to ensure fairness. The athletic trainer hours and access are the same for men and women. Lane provides equivalent locker room team facilities. Lane offers the same number of scholarships to men and women, although individual teams may fundraise to provide additional scholarship opportunities. In addition, the equipment and maintenance budgets for both men's and women's facilities are equivalent, as are repair and prevention schedules. Both men's and women's sports are covered in the *Torch*, the college's weekly newspaper.

Lane schedules its intercollegiate practices and competition for both men and women to avoid conflicts with the instructional calendar, particularly during end-of-term examinations (3.E.6). Lane also follows all policies outlined in the *Official Code Book of the Northwest Athletic Association of Community Colleges (NWAACC)*.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Educational programs and services offered at Lane are the primary emphasis of all advertisements, publications, promotional literature, and recruitment activities (Policy 3.1). Lane student success stories are also featured in such literature. Lane has an active recruiting program which reaches out to high schools and the community at local events, describing Lane's benefits and sharing information about courses and programs. College catalogs are distributed free of charge, and class schedules are mailed to most households in Lane County. Lane's class schedule won a Paragon Gold award (first place nationally) in 2002. Lane's has also won other awards from the National Council for Marketing and Public Relations for its print, television and movie theater advertisements.

Most schedules offer feature articles on successful students and programs. Reasonable accommodations for Lane's publications can be made available upon request.

The college radio station communicates Lane's vision, to transform lives through learning, in its

promotion of the college. Marketing materials reflect college values.

The core value of diversity provides a guiding principal for Lane's efforts to promote its programs to diverse communities. Photographs and graphics in college publications show diverse students and staff.

Lane has expanded its efforts to recruit Latino students by publishing a recruitment brochure written in both English and Spanish. A recruitment packet, which includes information in Spanish, was designed to recruit a more diverse staff.

Strengths:

- The Fitness Education Center is a valued resource for the fitness and recreation needs of students and staff. Some equipment is state-of-the-art.
- The Bookstore provides quality educational materials and services at competitive prices at a central location.
- The *Torch* has won numerous student journalism awards and is a valued outlet for an independent student voice on campus.
- Full compliance with Title IX and an Athletics Department culture that supports women athletes contribute to student success.
- Lane's men's baseball team won the NWAACC championship in 2004.
- Overall athletic team GPA is 2.938 for 2001-02, testament to a strong scholar-athlete culture.
- Athletic scholarships support many Lane students' transfer to four-year schools: 20 out of 36 students who transferred to four-year schools in 2001-02 received athletic scholarships.
- Lane's Marketing and Public Relations Department has won numerous awards.
- A highly competent staff ensures accuracy of information and keep the public informed.
- To promote inclusiveness, the college has been developing materials, including posters, in Spanish.

Challenges:

- While the Athletics department follows the NWAACC policy concerning the scheduling of intercollegiate practices and competition, it would be valuable to develop an internal COPPS policy.
- Keeping all publications current and communicating Lane's vision, mission and core values in advertisements is challenging, given the college's limited human and fiscal resources.

Improvement Plans:

- The department will follow COPPS procedures for adding scheduling policies from the NWAACC handbook to COPPS.
- The college will continue to improve communication of its vision, mission, and core values to the public within resource constraints.

Standard Three – Students Table 1 Admission Report				
(Data requested may be provided in computer format compatible with the institution's data information system. (Not all data requested may be applicable to all institutions.)				
	Evaluation Year (2003-04)	1 Year Prior (2002-03)	2 Years Prior (2001-02)	3 Years Prior (2000-01)
Total Enrollment ¹				
Admitted	N/A			
Denied	N/A			
Enrolled	Not avail. yet	34,394	40,099	43,223
Transfer Applications Received	N/A			
Readmission Applications Received	N/A			
Graduate Applications Received	N/A			
Professional Applications Received	N/A			
Non Degree Applications Received	N/A			

¹ Lane does not track First Time Freshmen applications Received. Total Enrollment figures only are reported here.

Standard Three – Students Table 2 Student Affairs Staff Profile				
	Professional	Support	Student	Other
Female	37	162	41	11
Male	27	27	14	16
Degrees ² : PhD, EdD	13	1		1
MD, JD, MSW	2	1		1
MA, MS	39	20	1	3
BA, BS	9	50	3	4
AA, AAS, Certificate, etc.	1	61	10	2
Years Experience in field:				
None		1	3	
Less than 5	4	45	41	13
5 – 10	16	48	10	8
11 – 15	8	24		
16 – 20	6	25	1	1
More than 20	30	47		5
Full-time: 9/10 months	23	15	1	
12 months	15	94	1	
Part-time: 9/10 months	19	38	42	19
12 months	7	43	11	8

² Only highest degree completed was counted.