

Report to the Board of Education on Board Policy A.020
Treatment of Learners
June 14, 2011

The Lane Board of Education has provided an Executive Direction through Policy A.020 to ensure that “with respect to interactions with learners, the procedures and decisions are safe, respectful and confidential.” Elements of this Policy are closely aligned with accreditation standards established by the Northwest Commission on Colleges and Universities (<http://www.nwccu.org/Standards%20and%20Policies/Guide%20for%20Self-Study/Standards%20and%20Guide.htm>).

The following annual report addresses the ways by which the college ensures 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.

Standard 2.A.21 (Institutional Integrity) of the recently revised Accreditation Standards of the Northwest Commission on Colleges and Universities (NWCCU, revised 2010), 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 Lane’s Marketing and Public Relations Department, 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. A hardcopy Catalog 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 (<http://www.lanecc.edu/collegecatalog/documents/1011catalog.pdf>). A Student Planner that supplements Catalog information has garnered positive student and staff feedback.

The 2010-11 Lane Catalog included all the information required for compliance with Northwest Commission on Colleges and Universities (NWCCU) accreditation standard 2.A.15: Policies and procedures regarding students’ rights and responsibilities—including academic honesty, appeals,

grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

Similarly, Lane’s catalog includes information required for compliance with NWCCU standard 2.A.16: The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner

Lane’s Catalog also includes information required for compliance with NWCCU standard 2.A.17: The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

A comprehensive college-wide curriculum review precedes the annual update to the college catalog. 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.

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 (<http://www.lanecc.edu/cops/release.htm>).

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 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 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 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 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. Recent examples include the newly renovated building 4 open office area located on the second floor. This space provides both an open welcoming feeling with an extended exposed roof structure and high clearance entry space while also providing cubicles and privacy for staff. In addition, the new high wall offices provide both windows with window treatment for visual privacy while providing sound acoustical conversation privacy. A second example is the new office design in building 30 which provides faculty with high wall privacy while also providing day lighting windows and window treatments. A glass walled faculty break/work room provides for sound privacy while also providing an open friendly environment. A third example is found in building 2. The IT staff were scattered all over the campus often sharing office or cubicle spaces. Now that the building 2 renovations are completed, IT staff have been relocated into a fully renovated and centralized office space which provides both high wall offices and multi-use conference rooms while also providing very quiet class rooms for high tech video conferencing and learning environments. The IT staff can now access one another much more effectively in a centralized location while providing a team oriented student focused service to the campus. The IT staff now have many more private offices and smart technology class rooms in which to provide a wide-range of both technical and instructional learning opportunities to students and college employees.

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 2010-11. 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, the summer 2010 bond renovation project creating new offices for Health Professions and classrooms on the first and second floors of building 4 was followed by a specific remediation project in the dental clinic and dental lab areas on the first floor (ground floor) of building 4 during winter break in December and January, 2011. Despite careful planning for the two renovation projects in building 4, reports and complaints about IEQ symptoms and concerns have persisted through spring, 2011. Building 4 faculty and staff who continue to experience health symptoms have once again been accommodated and relocated to alternative work spaces outside of building 4. At the direction of College Facilities, Management and Planning, thorough follow-up inspections have been completed this spring (2011) by outside agencies including:

(1) Or-OSHA, (2) Two separate indoor environmental quality assessment firms, with testing by one of the IEQ firms continuing throughout the end of spring term, 2011, and (3) Consultations with an industrial hygienist from the State Accident Insurance Fund, Lane's workers compensation carrier. Impacts from the challenging IEQ reports about building 4 have been significant on faculty, staff and students and the College/FMP is investing significant resources to attempt to identify if there is an IEQ cause for the reported symptoms.

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 are reviewed annually by the Facilities Council and are key in efforts to make the physical environment welcoming for all learners

(http://www.lanecc.edu/governance/councils/facilities/documents/DesignGuidelines-final-090528_1.pdf). 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 has been completed and provides 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, completed bond projects and upcoming bond projects that are in early stages of planning, and also projects that were recently

completed using state stimulus funds 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 (<http://www.lanecc.edu/research/planning/documents/SPCoreValues.pdf>) and a Strategic Direction (<http://www.lanecc.edu/research/planning/StrategicDirections.htm>) 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 the Strategic Direction are implemented in a variety of ways. The college has a Diversity Council charged with recommending diversity related policies to the College Council. The Student Affairs Council and the Learning Council developed a joint set of directions in response to the new College Strategic Directions (<http://www.lanecc.edu/research/planning/documents/StrategicDirectionsLCSACFinalFormattedJuly202010.pdf>). 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 (<http://www.lanecc.edu/saga/>). 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, support for 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 2010-2011, ASLCC developed a series of goals and completed an assessment of those goals as part of their Oregon Community College Student Association certification process. ASLCC received commendation from the certifying reviewers for their outstanding organization, training and clearly stated expectations for student leaders.

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.

Progress and skill attainment related to these objectives are assessed in targeted trainings, debriefings, and in student leaders' reflections and evaluation of their experiences.

Learners are informed of their rights and responsibilities and are provided a process to address grievances.

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 Lane 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. 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:

Twenty-two formal student complaints were received by the Office of Academic and Student Affairs (ASA). Five were filed against managers, services, or departments. Thirteen were filed against faculty, one was filed against staff and three 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. No students alleged harassment by another student. All complaints were investigated and either mutually resolved or a finding was issued. Ten are currently open and in process. One Department of Justice complaint was filed by a student. The college worked with the Department of Justice on a resolution that was satisfactory to the complainant.

ASA logged ninety-eight 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:

No students were cited through the Code of Conduct process for sexually harassing other students.

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 (7/1/09- 6/3/10)	25	28	2	0	1	3	1	0	11
2010 (7/1/10 – 5/8/11)	22	98	0	0	0	0	0	4	10
Treatment of Learners Report – 2010 Data for ALL Student Complaints Academic Year (July 1, 2010 through May 18, 2011)									
Formal Student Complaints	Formal Student Complaints Resolved								
	Upheld	Dismissed	Un-founded	Withdrawn	Not correct Process	Resolution Pending			
22	6	1	2	2	4	7			

Managers/Services/Departments	5
Faculty	13
Staff	1
Another Student	3
total	22

Formal Harassment					ADA Formal	Code of Conduct Harassment
Sexual	Sexual Orient.	Racial	Disability	Religion		
0	0	0	0	0	4	0

Informal Harassment					ADA Informal	Informal Student Complaints
Sexual	Sexual Orient.	Racial	Disability	Religion		
0	0	0	0	0	0	98

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:

Fifty-four Code of Conduct issues were tracked between July 1, 2010 and May 18, 2011, compared with forty-one for the entire academic year 2009-2010 and forty-one for academic year 2008-2009.

Event Type	2008-09	2009-10	2010-11
Academic Dishonesty		2	
Alcohol on Campus	1		
Animal Abandonment			
Assault		1	1
Disorderly Conduct	11	5	15
Disruptive Behavior	2	9	16
Driving While Suspended		1	
Elude	1		

Endangerment			
Fail to Obey Stop/Yield			
Failure to Maintain Single Lane		1	
Failure to Obey Official	2	2	3
False Information		1	
Fraud	1	1	
Harassment	4	3	10
Harassment – Sexual		2	
Menacing	1		
Minor in Possession - Alcohol			
Misuse College Computers – Pornography	1		
Misuse College Property			
Notice of Banning	1		
Off Campus Issue		1	
Open Container – Alcohol			
Plagiarism			
Possession of a Controlled Substance	5	6	6
Public Intoxication		1	
Public Safety Issue – Watch	1		
Reckless Driving			
Reckless Endangerment	1		
Skateboarding	1		
Stalking	1		
Temporary Exclusion of Service Animal			

Theft, Attempted		1	3
Threatening Behavior	1	4	
Threatening Behavior/Threat Assessment		1	
Threatening Statements	2		
Trespass II	4		
Uninsured Motorist			
Total	41	41	54

The college strives to make adequate provision for the safety and security of learners. The mission of Lane's Public Safety Department is to:

- Provide a safe educational environment
- Respond to violations of law and emergent situations on campus
- Promote informative, educational and cogent public safety services
- Promote holistic safety and security awareness
- 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: campus lost and found operations, parking enforcement, key distribution for access to buildings and classrooms, jump-start pack loans, and the management of the campus access control system.

The college employs a number of trained and licensed professionals who typically come from other law enforcement backgrounds. In addition to their work on the main campus, these officers also provide limited coverage at the Downtown Center.

The college has emergency plans and procedures to guide faculty, staff and students in an orderly fashion through various kinds of unusual or dangerous occurrences at the college. These plans include contributions from the Emergency Response Team, the Campus Safety Committee (that represents all employee groups), and Public Safety.

The campus also has several emergency notification systems including Lane Alert and the Public Address System. Lane Alert enables campus officials to send an e-mail or text message to faculty, staff, and students. The public address system is for on-campus notification that reaches all buildings.

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 posted on the Public Safety Department website and the link to that website also is published in the Lane Catalog (<http://www.lanecc.edu/psd/clery.html>).

Additional information about safety and security on campus, Public Safety produces a monthly newsletter that is available online at: <http://www.lanecc.edu/psd/newsletter.html> and through a pamphlet that is available from the Public Safety office.

Total citations (including traffic, moving, conduct, and lesser criminal offenses) from July 1st - April 29th for the past three years are reported in Appendix II. Overall citations increased by 0.5% in the most recent period (07/01/10-04/29/11). Total incidents reported also increased between (07/01/09-04/29/10) and (07/01/10-04/29/11), with available data that have not yet been officially prepared and audited at this date, indicating a 36% increase in the number of incidents (see Appendix I). Additional data on citations and incident reports are included as appendices with this report.

Policies and procedures for dealing with security issues are available in the College Online Policy and Procedure System (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.

In addition to the campus access control system, Public Safety manages an extensive network of cameras, alarm systems, and law enforcement data systems that significantly contribute to the safety and security of the entire campus community.

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, including 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, consultation and accommodations 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 who requested DR support in 2009-10 increased by 19% compared to 2008-09. Additionally, Disability Resources further increased efforts to support 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 increased by 42%. The number of graduates who identified as having a disability increased by 64% and represented 18% of all students with disabilities at Lane that year.

Disability Resources	2006-07	2007-08	2008-09	2009-10
# Students Served	437	463	587	699
# Graduates	76	89	78	128

The number of front desk contacts (calls and walk-in traffic) has increased by 40%. DR website visits have increased sharply during 2009-10 (122%), and this continues to be a major source of contact for prospective students.

Disability Resources	2006-07	2007-08	2008-09	2009-10
Front Desk Contacts	8,872	7,703	11,978	16,790
Website Visits	N/A	N/A	2,803	6,213

Accommodations in higher education are intended to create an accessible, inclusive learning environment that allows all students an opportunity to demonstrate their ability to successfully complete course objectives. Technology is an increasingly important accommodation resource. The DR website continues to be a vital component of serving students and a resource for faculty, staff and the community. DR staff members 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. There is a continued trend to move Assistive Technology into campus computer labs, creating broad access for anyone who may benefit, rather than restricting use to those who complete the eligibility process.

While numbers of students with disabilities seeking support have increased, the intensity and complexity of individual student situations and the services provided to them have also increased significantly. Technology used by staff to develop systems and provide accommodations

continues to evolve at a rapid pace. Braille production increased another 43% as students with vision disabilities take complex courses (e.g., Music Theory, Algebra, Sound Engineering, and Anatomy and Physiology). The department continues to streamline procedures, services and support through a range of cost-saving techniques, which has been easier to accomplish as technology has become more advanced. Overall accommodation requests increased.

Typical accommodations and services include:

- 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 (Mac Speech, Dragon Naturally Speaking, Natural Reader, JAWS)
- Test/Quiz Accommodations (extended time, scribe, reader).

The Disability Resources department continues to evolve 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, and philosophies.

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
2009-10	92.1%
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)
2009-10	82.6%
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 2007, 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 first conducted a coordinated administration of the CCSSE in 2008. The consortium just completed a second coordinated administration of the CCSSE during spring term 2011. Findings from students' responses should be available by late summer 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>. Appendix IV includes 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.

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. See Appendix III for examples of how students' perspectives at Lane compare to students from other Oregon Consortium colleges as well as students from all other colleges that conducted the 2009 SENSE.

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.

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

Appendix I

Incident Reports July 1 through April 29 of the year reported Prepared by Officer Jim Harris for the Public Safety Office				
		2009	2010	2011
Offense	ORS	Total	Total	Total
Abandoned Vehicle - Towed	341.300			3
Alarm Response - Audible	133.033		2	3
Arson II	164.315			1
Assault II	163.175			1
Assault IV	163.160		4	2
Assist Outside Agency	133.033	2		
Bicycle Crash	133.033		2	
Burglary II	164.215	44	18	15
Careless Driving	811.135	1	1	
Carry Concealed Weapon	166.240		1	
College Policy Violation - General	341.300	2	1	5
Connecting Crash Report-Info	133.033			1
Criminal Mischief I	164.365	2	1	
Criminal Mischief II	164.354	7	4	
Criminal Mischief III	164.345			3
Damage Campus Property	341.300		1	1
Damage Personal Property	341.300		1	
Destructive Device	166.382			
Disorderly Conduct	166.025	6	4	15
Destructive Device (Bomb)	166.382			2
Driving While Suspended - Infraction/Violation	811.175			1
Driving While Suspended - Misdemeanor/Felony	811.182		1	
Elude Public Safety	811.540		1	1
Emergency Response	341.300			1
Fail to Maintain Single Lane	811.370	1		
Fail to Obey College Official	341.300	1		1
False Information - Code of Conduct	341.300		1	
Forgery II	165.007	1		
Found Contraband - Drugs	133.033	1	1	2
Found Property	133.330	1		
Fraudulent Use of Credit Card	165.055	1		1
Graffiti	164.383	5		1
Harassment	166.065	9	4	27
Harassment - Telephonic	166.090			1
Hit and Run - Injury	133.033			1

		2009	2010	2011
Offense	ORS	Total	Total	Total
Hit and Run - Non-Injury	133.033	7	4	17
Identity Theft	156.800	1		1
Information - Non Criminal	133.033	25	6	5
Information - Protection Order	133.033	5	5	1
Lost or Mislaid Property	133.033			1
Medical Assist	133.033	3	7	2
Menacing	163.190	1		
Motor Vehicle Crash - Fatal	133.033			1
Motor Vehicle Crash - Injury	133.033	1	1	
Motor Vehicle Crash - Non-Injury	133.033		1	1
Obstructing Training Course - Tow	341.300		1	
Parked 'Authorized Vehicle' Space	811.555	1		
Possession of Alcohol - On Campus	341.300	1		1
Possession of Controlled Substance - Marijuana	475.864	4	5	5
Public Assist	133.033			1
Public Indecency	163.465		3	
Reckless Driving	811.140		1	
Reckless Endangering	163.195	5	1	
Robbery III	164.395		1	
Sex Offender Contact	181.597	2	6	8
Skateboard	341.300	1		
Stalking	163.732	5		1
Student Code of Conduct - General	341.300	5	5	13
Suicidal Subject	133.033	1		
Suspicious Conditions	133.033	5	8	5
Suspicious Person(s)	133.033	7	11	12
Suspicious Vehicle(s)	133.033	1	1	
Theft I (Value in excess of \$1000)	164.055	5	8	5
Theft II (Value between \$100 and \$1000)	164.045	28	22	26
Theft III (Value less than \$100)	164.043	9	8	14
Trespass II	164.245	4	1	2
Unlawful Entry Into Vehicle	164.272	15	7	12
Unlawful Use of a Vehicle	164.135	9	2	1
Violation of Restraining Order	107.720			1
Warrant Service	133.033	2	3	
Total		237	166	225

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

Note: Data not audited and is subject to change

Appendix II

Citation Totals By Violation July 1, through April 29 of the year reported Prepared by Officer Jim Harris for the Public Safety Office					
			2009	2010	2011
Type	Violation	ORS	Total	Total	Total
Code of Conduct	Disorderly Conduct	166.025	3		
Code of Conduct	Fail to Obey - College Official	341.300	1		1
Code of Conduct	Forgery II	165.007	1		
Code of Conduct	Identity Theft	156.800	1		
Code of Conduct	Littering	LC 6.2000		1	
Code of Conduct	Minor In Possession - Alcohol	471.430		1	
Code of Conduct	Obstructing Governmental Administration	162.235		3	
Code of Conduct	Possession of Alcohol - On Campus	341.300	1		1
Code of Conduct	Possession of Marijuana - Less than One Ounce	475.864	5	6	3
Code of Conduct	Skateboard	341.300	1		
Code of Conduct	Theft III	164.043		1	1
Code of Conduct	Tobacco Violation	341.300			36
Parking	Abandoned Vehicle	811.555		1	3
Parking	Disable Parking - Fail to Display	811.615	92	64	47
Parking	Disable Parking - Improper Use	811.630	3	1	7
Parking	Obstructing Education Process - Tow	811.555	1	1	2
Parking	Overtime Parking (Excess 30 Minutes)	811.555	127	42	55
Parking	Parked at a Yellow Curb	811.555	55	71	158
Parking	Parked in 'Authorized Vehicle' Space	811.555	27	68	36
Parking	Parked in Fire Zone	811.555	9	8	16
Parking	Parked in Motorcycle Space	811.555	9		2
Parking	Parked in 'No Parking' Area	811.555	19	40	17
Parking	Parked Obstructing Pedestrian Way	811.555	60	18	15
Parking	Parked Obstructing Roadway	811.555	10	387	272
Parking	Parked Over a Yellow Line (2 or more Spaces)	811.555	37	16	43
Parking	Parking on Landscape	811.555	96	119	220
Parking	Permit Parking	811.555	132	67	62
Parking	Permit Parking - Ramp	811.555	1	2	2
Traffic	Careless Driving	811.135	3	1	
Traffic	Driving in Safety Zone	811.030	3		
Traffic	Driving While Suspended - Felony	811.182		1	
Traffic	Driving While Suspended - Misdemeanor	811.182	2	2	
Traffic	Driving While Suspended - Violation	811.175	4	8	
Traffic	Driving While Suspended - Infraction	811.175		1	1
Traffic	Fail to Carry/Present Driver's License	807.570	1	1	

			2009	2010	2011
Type	Violation	ORS	Total	Total	Total
Traffic	Fail to Register/Renew Vehicle	803.300		1	
Traffic	Fail to Set Parking Brake	811.585			1
Traffic	Fail to Wear Helmet	814.269		1	
Traffic	Fail to Yield - Controlled Intersection	811.265		2	
Traffic	Fail to Yield - Pedestrian	810.040			1
Traffic	Improper Driving	341.300			1
Traffic	No Valid Operators License	807.010	3	4	1
Traffic	Speed Racing	811.125		1	
Traffic	Uninsured Motorist	806.010	5	12	
Traffic	Unreasonable Sound Amplification	815.232		1	
Traffic	Unsafe Lane Change	811.375	1		
Traffic	Violation of Basic Rule (+11 to 20)	811.100	4	7	3
Traffic	Wrong Way Driver	811.270	6	1	
			747	1002	1007

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

NOTE-2: Data not validated and subject to change

Appendix III

Survey of Entering Student Engagement (SENSE):

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	0.1%	0.2%	0.2%
Total	100%	100%	100%

Appendix IV

Community College Survey of Student Engagement (CCSSE)

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%