

**Report to the Board of Education on Board Policy A.020**  
**Treatment of Learners**  
*June 2013*

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**

***1. 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. The college presents all necessary information on student rights and responsibilities in the Lane Catalog and on Lane’s website. Curriculum requirements for each Lane program and descriptions of required and elective courses can be found in the Course Descriptions section of the Catalog. The current Lane Catalog is also available online at: <http://www2.lanecc.edu/sites/default/files/collegecatalog/1112catalog.pdf>.

A hardcopy of the Lane Catalog is provided to new students at no charge when picked up and costs \$3 for shipping and handling charge if mailed. The most current program requirements and information about programs, including current counselors/advisors for each program, are available on the Lane website at <http://www.lanecc.edu/collegecatalog/career-and-technical-programs>.

A comprehensive college-wide curriculum review precedes the annual update to the Lane Catalog. All courses and programs are reviewed each year by staff in academic departments prior to publishing the new Lane Catalog. This review ensures that accurate information about the curriculum is presented to students and prospective students in printed documents and on the web. Additionally, information about community education programs is printed in the Community Education Class Schedule which is mailed to most district households each term.

The Marketing and Public Relations Department annually updates Lane's Graphic Standards Guide, which includes information on how to present a consistent, high-quality image of the college. All advertising and marketing publications intended for off-campus use must be approved by the marketing manager to ensure communications are professionally designed, present clear and accurate information, and follow college and federal guidelines. The college strives to ensure that all communications are presented positively and accurately.

The 2012-13 Lane Catalog and website included all the information required for compliance with 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 and website include 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 and website also include 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."

Lane continues to have an active recruiting program which reaches out to high schools and the community at local events. The recruiting program describes Lane's benefits and shares information about courses and programs.

KLCC, the college radio station, supports the college vision of transforming lives through learning. Underwriting messages address student success and real education, real results. The core value of diversity is broadly evident in radio, print, and electronic communications.

## ***2. Admissions information forms avoid eliciting information for which there is no clear necessity.***

Enrollment and Student Financial Services staff 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 online and paper admission process ensuring they only request information pertinent to admission. As an example, when a student applies online 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 assure that they are collecting information necessary to support required reporting and to track students appropriately.

***3. 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. Regulations set in the Family Educational Rights and Privacy Act (FERPA) and state public records laws are followed. 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 and additional updates in January 2012. Faculty and staff are provided with training and updates in response to requests and when following up on issues that arise related to FERPA compliance.

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 website to clarify important issues about the Act and to allow individuals to easily review those guidelines (<http://www.lanecc.edu/copps/documents/release-student-records>).

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 provides improved privacy and security. Instead of Social Security numbers, the college uses “L” numbers – identifying numbers randomly assigned – which deters the misuse of personal information routinely required in the process of conducting college business. An additional security safety measure was implemented in spring 2012, which required all users of myLane to update their self-selected 6-digit PIN to a safer 12 to 16-character passphrase. New students no longer use their date of birth as their initial log-in and they are now assigned a randomly generated passphrase which needs to be changed the first time they access myLane.

There are a variety of safeguards 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 Dean of Enrollment Management Systems 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 does not use 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, 12 to 16 character alpha/numeric passphrase 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 each 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 passphrase. 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.

***4. 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 new downtown campus academic (DCA) building with open office areas. These types of spaces provide an open welcoming feeling and effective ambient light dispersment among multiple work locations. These types of work spaces also provide good line-of-sight support for staff and students. In addition, the high wall offices provide windows with window treatment for visual privacy and sound acoustical conversation privacy.





A second example is the new office design in building 30 which provides faculty with high wall privacy and also day lighting windows and window treatments. A glass walled faculty break/work room provides for sound privacy and an open friendly environment.

Building student learning spaces in open, welcoming formats, and in glass walled day-lighting formats, provides a variety of opportunities for students to share information and prepare coursework outside the classroom. A coffee shop with energy snacks is located in building 30 to reinforce the “sense of place” theme that resonates throughout the building. Bright colors and well designed furnishings add to the quality of the learning environment. Acoustical treatments reduce sound transmission.

### **Facilities provide a reasonable level of indoor environmental quality.**

Staff in the Facilities Management & Planning Department and the Institute for Sustainable Practices are aware that the indoor environmental quality (IEQ) of offices, classrooms, labs, assembly areas, conference rooms, and other areas needs to be safe, healthy, and comfortable for teaching and learning. 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 growth. Indoor environmental air quality includes maintaining fresh air treatment and adequate air flow into buildings, providing state-of-the-art air temperature controls, and providing adequate air movement and filtration. Periodic indoor air quality monitoring and testing indicate that IEQ standards are maintained at or above current OSHA and ASHRAE standards.

During 2012/2013, complaints about building #4 have again resulted in significant IEQ challenges, and the college has responded by reducing long term use by faculty, staff and students of the office spaces and classrooms in building #4. College administrative representatives are actively collaborating with government agencies, outside contractors, and independent IEQ safety experts, as well as the impacted employees and students, to provide alternative work and learning locations outside of building #4. Decisions are pending concerning the long term use of building #4.

On a positive note, repairs and upgrades to windows and wall spaces for building 24 were completed in summer 2012 that improved IEQ conditions. Action plans are being developed for buildings where challenging IEQ conditions have been identified. These action plans included remodeling custodial closets, repairing roof leaks, replacing damaged ceiling tiles, repair and maintenance of plumbing fixtures, painting shelving surfaces, replacing and cleaning carpets and baseboards, and disinfecting surfaces wherever necessary. The College’s FMP Department now recommends alternatives to carpet, and replacement of carpet for all building upgrades and remodels. All air handling system filters are replaced in all buildings on a regular schedule as part of the routine maintenance for these systems.

The physical sensitivities of people to temperature and airborne particles differ considerably and 40 year-old (plus) buildings usually have at least a few rooms that present IEQ circumstances which may challenge some sensitive people. When a room at Lane is reported to have an indoor environmental quality problem, the Facilities Management and Planning Department acts

promptly to inspect and test for potential IEQ contaminants, identify any problems, and remedy challenging circumstances. Spaces are vacated quickly when needed. Areas will only be reoccupied after corrections have been completed and test results indicate that the IEQ is improved and within accepted limits. In some cases, portable high efficiency particulate air (HEPA) 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 an optimal filtration level.

Lane frequently works with the leading IEQ consultants in the state, including OSHA consultative services and private companies, to ensure the best possible IEQ conditions for employees and students. In the case of building #4, as noted above, the college is again actively collaborating with numerous government agencies, IEQ experts and contractors, as well as employees and students, to determine the best possible design modifications, as well as the most appropriate long term use of building #4. Decisions will be made that assure a safe and healthy work and learning environment for those who use facilities in building #4.

Lastly, indoor environmental quality was a key issue with the design of the new Health and Wellness Center (building #30) as well as the new downtown campus academic and residential buildings. IEQ considerations and indoor air quality will remain a priority during planning for all remaining bond and capital improvement projects.

### ***5. The college environment is welcoming and accepting to all learners.***

Lane's Design Guidelines were developed and are maintained by the Facilities Council. The primary goal of the Guidelines is to make Lane's physical environment welcoming for all learners ([http://www2.lanecc.edu/governance/councils/facilities/documents/DesignGuidelines-final-090528\\_1.pdf](http://www2.lanecc.edu/governance/councils/facilities/documents/DesignGuidelines-final-090528_1.pdf)). The Guidelines are based on two overarching principles:

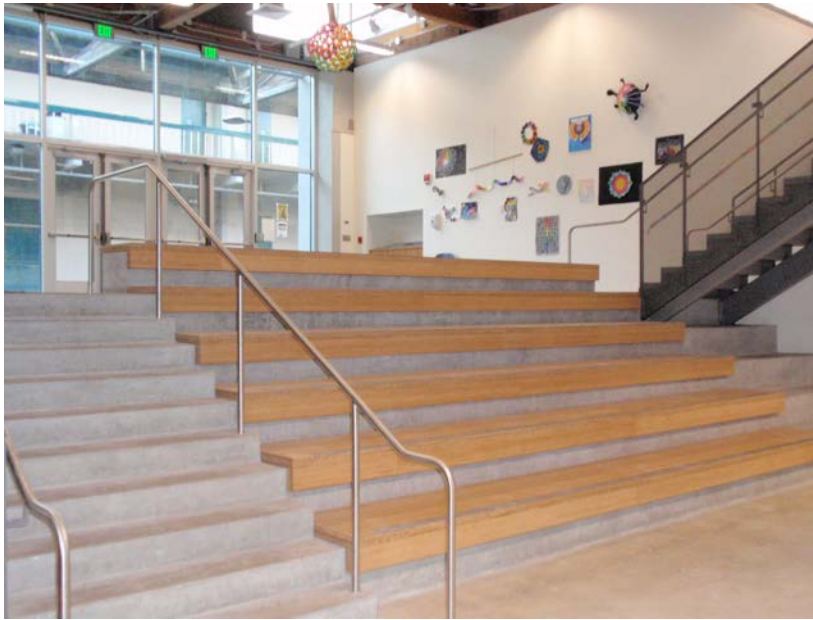
- Buildings and open spaces should reflect and promote the College's Mission, Vision and Core Values.
- Buildings and open spaces should provide a welcoming, safe and pedestrian-oriented campus that values both the natural world and artistic expression, and integrates them into the built environment.



New buildings such as the Health and Wellness Center provide student gathering spaces that facilitate engagement outside of classes and contribute 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, upcoming bond projects that are in early stages of planning, and

projects that were recently completed using state stimulus funds, create and substantially improve facilities so they are welcoming to learners and contribute to learning.



Building 10 was recently completely renovated and it provides spaces outside the classroom that are welcoming while also encouraging students to gather and share instructional class material, make presentations, and learn in an open facility format with high exposed ceilings and a flexible multipurpose use, accessible space. A new elevator and new accessibility ramps were installed as part of this project to accent the theme of access for all.

Landscaping around building 10 was improved to provide multiple types of seating for all students, gathering spaces, and a friendly open and welcoming outdoor learning environment.

New furnishings were recently installed in the cafeteria seating areas. These furnishings provide options for students with accessibility challenges and for students with multiple learning needs. Electrical power stations were installed for students to plug in laptops and other electronic media devices, a variety of table tops were provided, seating heights are at multiple levels, and all furnishings are very comfortable and attractive. Efficiencies and densities were increased providing more students with space outside the classroom for meals and to use as a learning environment.





Lane's Core Values ( <http://www2.lanecc.edu/research/planning/documents/SPCoreValues.pdf> ) and Strategic Directions ( <http://www.lanecc.edu/research/planning/strategic-directions> ) support diversity. Lane's Diversity Core Value states 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

Lane's Diversity Strategic Direction 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.

Lane has holistic student services that support a diverse student body. The Women's Program provides a Women's Center with services focused on 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, an African American student program, a Chicano/Latino student program, an 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. Lane is in the process of expanding its International Program.

The Student Success Leadership Team (SSLT), created in October 2011, and arising out of a year-long student success study series, is a broadly representative group of faculty, staff and administrators charged with shepherding the work of the college as it relates to quality, progression and completion.

The work of the SSLT is an example of strategically intentional efforts to guide and support more students in achieving

success at Lane, which is an "active extension" of the goal of providing a welcoming and accepting environment. SSLT members are developing capacity and understanding of Lane's progression and completion data framework, connections between strategic initiatives, high impact practices, and change management and continuous process improvement methodologies. The focus of SSLT for 2012-13 has been to stabilize and strengthen existing projects and initiatives by enhancing our communications, organization and outreach/distribution of



Tag Cloud Representation of SSLT Projects & Priorities

knowledge and information, and developing and sharing resources, tools and best practices for implementation, operation and change management. Our new Student Success Web Site (<http://www2.lanecc.edu/studentsuccess/>) officially launched in fall 2012. This site will serve as the primary portal for student success information and resources.

In July 2011 Lane joined Achieving the Dream (ATD), a national initiative designed to help community college students succeed by employing a rigorous, evidence-based model of self-study, intervention, evaluation and implementation/practice. Participation in ATD requires; 1) an unwavering commitment to data collection and analysis, and 2) significant, measurable improvements in student progression and completion. Lane's participation in ATD complements and supports student success work at the college by compelling us to develop capacity in our data systems and literacy, providing a structured framework that can be replicated to other projects and initiatives, providing access to national best practices and support, and holding us accountable for results. Through a year-long process of study, analysis, and stakeholder engagement, Lane's ATD Core Team developed a comprehensive three-year implementation plan focused on two priority areas:



1) Increasing the percentage of Lane students prepared for and promptly attempting their program-level math course.

This arose early in our study process as an area of rich opportunity for improvement. Data show that 85% of our students place into developmental math, and only 32% of those students complete all developmental levels within their first three years at Lane. Our CCSSE and SENSE data indicate math avoidance and frustration with the placement processes, and qualitative data from Foundations of Excellence (FoE) and other conversations and surveys reinforce concerns with developmental math structures. National studies and results from other ATD schools show that developmental math structures have a significant impact on student success, and Lane is already pursuing developmental education redesign initiatives.

To address this priority, Lane is developing interventions in math placement, early and sustained math progression, and alternative learning environments.

2) Increasing the percentage of Lane students earning a certificate or degree.

Our ATD data show that only 9% of entering students earn a degree or certificate after three years and only 16% complete after five years. With a growing national and state focus on completion rates, Lane has an increasing sense of urgency for improving these rates. Again, turning to national studies and high impact practices and results from other ATD schools, Lane has identified specific opportunities (interventions) for helping increase student success at Lane.

To address this priority, Lane is developing interventions that will guide new students in identifying a program and major, as well as having them participate in academic planning. For additional information about our ATD work, please visit <http://pln.lanecc.net/studentsuccess/portfolios/achieving-the-dream/>.

The Engaging Students Title III grant (<http://pln.lanecc.net/studentsuccess/portfolios/title-iii-engaging-students/>) 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 as 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 fifth year and is exceeding its goals. The number of first year learning communities has been expanded, student orientation and advising have been redesigned, and a new student portal has been implemented. Faculty Professional Development activities include intensive two-day workshops prior to Fall Inservice, monthly Tea & Topics discussions, and funding for curriculum infusion of student success principles.

Lane also extended its participation in the Foundations of Excellence in the First College Year (FoE) Initiative (<http://pln.lanecc.net/studentsuccess/portfolios/the-first-year-matters-foundations-of-excellence-foe/>) during 2012-13. The FoE applies a blueprint for building the first year of college as the foundation for undergraduate education. A taskforce composed of broad-based membership from across the college participated in an intensive self-study based on the nine 'Aspirational Foundational Dimensions' of the initiative. Using an array of sources such as surveys, enrollment and persistence data, College policies, Core Values, Strategic Directions and communications about programs, each Dimension was rigorously analyzed according to how well Lane meets the criteria suggested by FoE. Each Dimension Team produced a report with its findings and recommended action items. This self-study will culminate with a multi-year action plan to guide and improve the first-year experience for Lane students. As a result of the work achieved last year through the Foundations of Excellence in the First College Year, Lane has adopted a First Year Philosophy Statement. This statement will help guide our work in creating the culture, environment, and organizational structures that support an excellent start for first-year students.

#### ***6. 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. Staff strive to create statements and representations that are clear, factually accurate, and current.

Official publications are readily available (both printed and on the web) and accurately depict:

1. Enrollment requirements and procedures
2. Information about programs and courses
3. Degree and program completion requirements, including length of time required to obtain a degree or certification of completion

4. Faculty (full-time and part-time listed separately) with degrees held and the conferring institution
5. Institutional facilities readily available for educational use
6. Rules and regulations for conduct
7. Tuition, fees, and other program costs
8. Opportunities and requirements for financial aid
9. Policies and procedures for refunding fees and charges to students who withdraw from enrollment
10. Institutional core values
11. Academic calendar

The college provides clear and consistent information about career opportunities. The college also provides information about national and/or state legal requirements for eligibility, licensure, or entry into an occupation or profession for which education and training are offered.

MyLane, Lane's 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 and other student leadership positions offer 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 2012-13, ASLCC continued to develop a series of goals and completed an assessment of those goals as part of their Oregon Community College Student Association certification process. ASLCC received commendations from the certifying reviewers for their outstanding organization, training and clearly stated expectations for student leaders. ASLCC is one of only a few student organizations to receive certification from the CCSSA deans each year this program has been in effect.

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, and/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 enrich 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. In addition, ASLCC Senate and staff members take a required ASLCC/political science Cooperative Education class fall term. The class can be repeated winter and spring terms to provide a transcript record of their leadership experiences and service. In addition, new student club and organization software will provide the opportunity for students engaged in a variety of co-curricular endeavors to develop e-portfolios and transcripts of their activities.

***7. 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 that interferes 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 materials are available through the college website. The Code of Conduct is also published in the Lane Catalog and in the Community Education Class Schedule.

The college publishes the Board Policy dealing with Harassment (D.020) in the Lane Catalog; related procedures and accommodations for resolving problems are printed in the Lane Catalog and in the Community Education Class Schedule. 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 2012-2013 follows (April 17, 2012, through April 16, 2013):

*Student complaints:*

Twenty two formal student complaints were received by the Office of Academic and Student Affairs (ASA) between April 17, 2012, and April 16, 2013. Three complaints were filed against managers, services, or departments. Fifteen complaints were filed against faculty, one was filed against staff, and one was filed against another student. Formal student complaints 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 through the complaint process. All complaints were investigated and either mutually resolved or a finding was issued. Five were open and in process at the time this report was prepared.

Academic and Student Affairs logged eighty two informal student complaints. 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.

*Harassment complaints:*

One student was cited through the Code of Conduct process for sexually harassing another student. Appropriate sanctions were assessed.

<b>Treatment of Learners Report – Longitudinal Data for ALL Student Complaints</b>									
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
2011 (5/15/11 - 5/14/12) *	36	96	2	0	0	1	0	1	0
<b>2012 (4/17/12-4/16/13)</b>	22	82	0	0	0	1	0	1	6

<b>Treatment of Learners Report – 2012 Data for ALL Student Complaints</b> Academic Year (4/17/12-4/16/13) *						
Formal Student Complaints	Formal Student Complaints Resolved					
	Upheld	Dismissed	Un-founded	Withdrawn	Not correct Process	Resolution Pending
22	6	10	2	1	0	3

Managers/Services/Departments	3
Faculty	16
Parking	1
Staff	1
Another Student	1
Total	22

Formal Harassment					ADA Formal	Code of Conduct Harassment
Sexual	Sexual Orient.	Racial	Disability	Religion		
0	0	0	0	0		11

Informal Harassment					ADA Informal	Informal General Harassment Complaints
Sexual	Sexual Orient.	Racial	Disability	Religion		
0	1	0	0	0	6	0

**8. There is adequate provision for the safety and security of learners (Part A)**

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

*Student Code of Conduct Issues:*

Eighty-five Code of Conduct issues were tracked between July 1, 2012, and April 8, 2013

Event Type	2008-09	2009-10	2010-11	2011-12	2012-13
Academic Dishonesty		2		3	2
Alcohol on Campus	1			2	1
Animal Abandonment					
Animal Neglect				3	1
Assault		1	1		1
Criminal Mischief III				2	
Disorderly Conduct	11	5	15	27	14
Disruptive Behavior	2	9	16	10	12
Driving While Suspended		1			1
Elude	1				

Endangerment					
Fail to Obey Stop/Yield					
Failure to Maintain Single Lane		1			
Failure to Obey Official	2	2	3	5	6
False Information		1		4	3
Fraud	1	1			5
Harassment	4	3	10	10	10
Harassment – Sexual		2			1
Hit and Run				1	
Menacing	1			1	3
Minor in Possession - Alcohol					
Misuse College Computers – Pornography	1				
Misuse College Property				2	1
Notice of Banning	1				
Off Campus Issue		1			
Open Container – Alcohol					
Other				2	
Plagiarism				3	3
Possession of a Controlled Substance	5	6	6	8	7
Possession of Lost/Mislaid Property				2	
Public Indecency				2	
Public Intoxication		1			1



Public Safety Issue – Watch	1				
Reckless Driving				1	
Reckless Endangerment	1			2	
Skateboarding	1				2
Stalking	1				
Temporary Exclusion of Service Animal					
Theft, Attempted		1	3	4	6
Threatening Behavior	1	4			3
Threatening Behavior/Threat Assessment		1		3	
Threatening Statements	2				
Trespass I					1
Trespass II	4				1
Uninsured Motorist					
<b>Total</b>	<b>41</b>	<b>41</b>	<b>54</b>	<b>97</b>	<b>85</b>

### **There is adequate provision for the safety and security of learners (Part B)**

The college strives to make adequate provision for the safety and security of learners and Lane's Public Safety Department plays a key role in this work. The mission of Public Safety 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 into the learning experience

Public Safety has an officer presence on the 30<sup>th</sup> Avenue campus and at the Downtown Campus, 24 hours a day, every day. The emergency extension for all emergency calls is well publicized and easy to remember – extension 5555. Non-emergency services may be obtained by dialing extension 5558. Public Safety also provides other non-emergency services free of charge, including but not limited to crime prevention education, self defense classes, sexual assault

prevention courses, seminars on workplace violence, and active-shooter preparedness. Other services include campus lost and found operations, parking enforcement, jump-start pack loans, and the management of the campus access control system (including key card production).

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.

The college employs a number of trained and licensed professionals who typically come from law enforcement backgrounds. These officers enforce local, state, and federal laws as well campus rules and the student code of conduct. These officers also provide emergency medical response, investigative services, and crime scene management.

### **Emergency Preparedness**

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 the Public Safety Department.

The campus also has several emergency notification systems including Lane Alert and a building 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.

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 preventive and corrective action. Potential threatening behavior by students is addressed in a team approach coordinated by the Executive Dean for Student Affairs, in consultation with the Director for Public Safety and the Associate Dean for 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 (<http://www.lanecc.edu/psd/>). On this site, there is a link to the Annual Security Report, also known as the Clery Report, (<http://www.lanecc.edu/psd/clery-compliance-information>). This report is also described in the Lane Catalog and the URL is provided there as well.

Additional information about safety and security on campus is found in the Public Safety newsletter. This document ("The Safer Times") is available online at <http://www.lanecc.edu/psd/newsletter.html>. Public Safety also produces a number of brochures on Crime Prevention, Parking Enforcement, and general Public Safety. These documents are available at the Public Safety Office or online at the Department's website.

College policies and procedures for dealing with security issues are available in the College Online Policy and Procedure System (COPPS). These policies include how to report criminal activity, substance abuse prevention, and building access information. The Women's Center and the Counseling Department also provide services and assistance for domestic violence and sexual assault victims.

## 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 creates access for students with disabilities in all areas of the college by providing them with resources, consultation and accommodations. The number of students who requested DR support in 2011-12 increased by 10% compared to the previous year. Seventy-one graduates identified as having a disability, which represents 5.2% of all Lane's graduates for 2011-12.

Disability Resources	2007-08	2008-09	2009-10	2010-11	2011-12
# Students Served	463	614	759	842	930
# Returning Students	159	125	177	193	N/A
# Graduates identified as having a disability	89	70	114	99	71
Of all Lane graduates, % of students with disabilities who graduated	---	7.7%	9.9%	8.5%	5.2%

The number of front desk contacts in DR (calls and walk-in traffic) increased 3% during 2011-12. Visits to the DR website increased 6% during 2011-12.

Disability Resources	2007-08	2008-09	2009-10	2010-11	2011-12
Front Desk Contacts	7,703	11,978	16,790	14,761	15,244
Website Visits	N/A	2,803	6,213	6,603	7,018

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 Accessible Technology into campus computer labs, creating broad access for anyone who may benefit, rather than restricting use only to those who complete the DR eligibility process.

Another continuing trend is related to the intensity and complexity of individual student situations. Working with these students requires a great deal of time as well as a greater sophistication of skills among the DR Advisors and other staff. Technology used by staff to

develop systems and provide accommodations continues to evolve at a rapid pace. 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. Accommodation requests for most types of alternate format, accessible technology, computer assisted note-taking, classroom/lab and test accommodations all increased in 2011-12.

Typical accommodations and services include:

- Accessible Technology (hardware and equipment)
- Accessible Technology Software (Dragon Dictate for Mac, Dragon Naturally Speaking, Natural Reader, JAWS)
- 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 Note-taking (CAN)
- Curriculum/Academic Adjustments
- Interpreter (American Sign Language)
- Magnification Devices
- Note-taking (volunteer)
- Test/Quiz Accommodations (extended time, reduced distraction room, scribe, reader)

The Disability Resources Department is committed to evolving toward a model of inclusive design. This approach encourages that all of Lane's physical, service and learning environments be naturally accessible, which creates more autonomy for students and sometimes results in fewer students requesting accommodations to create access. The DR Department is continually providing education to faculty, staff, students and the community about how we can all incorporate concepts and awareness of disability culture into department and campus-wide procedures, communication, and philosophies.



## Appendix I

### Incident Reports

#### Calendar Year Data

Prepared by T-Sgt J. Harris for the Public Safety Office

		2010	2011	2012	01-01-2013 04-08-2013
Offense	ORS	Total	Total	Total	Total
Arrested	133.033	1	15	2	2
Abandoned Vehicle	341.300		1		
Alarm - Audible	133.033	4	1		
Animal Neglect	LC 7.124	1	4	2	
Arson 2	164.315	1			
Assault 2	163.175	1			
Assault 3	163.165			1	
Assault 4	163.160	2	1	3	
Bomb or Destructive Device	166.382	2			
Burglary 2	164.215	15	12	1	
Careless Driving	811.135	1			
Carry Concealed Weapon	166.240			1	
Child Neglect 2	163.545	1			
Code of Conduct - Possession of Alcohol	341.300	1			
Code of Conduct - Student	341.300	12	8	10	
College Policy - General	341.300	3	3		3
Computer Crime	164.377			1	
Criminal Mischief 1	164.365	1			1
Criminal Mischief 2	164.354	2	2	3	1
Criminal Mischief 3	164.345		9	3	1
Damage to Campus Property	341.300	2	1	2	
Damage to Personal Property	341.300			1	1
Delivery of Controlled Substance - Marijuana	475.860		1		
Delivery of Controlled Substance - Methamphetamine	475.890		1		
Disable Parking - Improper Use	811.630		1		
Disorderly Conduct	166.025	11	22	18	2
Dispute	133.033	1			
Dog at Large	341.300		1		
Driving While Suspended - Misdemeanor	811.182				
Driving While Suspended - Violation	811.175			1	
DUII	813.010				2
Elude	811.540	1	1	4	
Emergency Response	133.033	2	1		

		2010	2011	2012	01-01-2013 04-08-2013
Offense	ORS	Total	Total	Total	Total
Fail to Obey - Traffic Control Device	811.265	1			
Fail to Obey College Official	341.300		2	2	
False Information to College Official	341.300	1	1	1	
Forgery 1	165.013		1	1	
Forgery 2	165.007			1	
Follow Too Close	811.485				1
Found Contraband - Drugs	133.055	2	1	2	
Found Property	133.055				
Fraudulent Use of Credit Card	165.055	1			
Graffiti	164.383		6	2	
Harassment	166.065	14	27	17	5
Harassment - Telephonic	166.090	4	1	5	
Hit & Run - Injury	133.033		1		
Hit & Run - Non Injury	133.033	7	19	4	3
Information - General	133.033		5		
Information - Protection Order		7	2		
Initiate False Report	162.375		1		
Lost or Mislaid Property			1		
Medical Assistance	133.033	4	11	8	2
Menacing	163.190	2	3	4	1
Minor In Possession - Alcohol	471.430		1	1	
Misuse of Campus Resources	341.300				
Open Container - Alcohol	811.170			2	
Outside Agency Assist	133.033			1	1
Parked Obstructing Roadway	811.555		2		
Possession Controlled Substance - Heroin	475.854		1		
Possession Controlled Substance - Marijuana	475.864	1	10	7	3
Possession Controlled Substance - Methamphetamine	475.890		1		
Public Assist	133.055		1		
Public Indecency	163.465	2	4		
Reckless Driving	811.140				
Reckless Endangering	163.195		1	1	
Robbery 3	164.395			1	
Sex Offender Contact		2	7		
Skate Board Violation	341.300		1		2
Stalking / Protection Order	163.732	1	1	3	1
Suicidal Subject	133.033		1	3	
Suspicious Conditions	133.033	2	10	6	3
Suspicious Persons	133.033	8	14	3	

		2010	2011	2012	01-01-2013 04-08-2013
Offense		ORS	Total	Total	Total
Suspicious Vehicles	133.033		3	2	
Theft 1 [Highest Level]	164.055	8	6	7	2
Theft 2 [Mid Level]	164.045	33	36	32	5
Theft 3 [Lowest Level]	164.043	6	22	25	5
Theft by Deception	164.085		1		1
Threat(s)	341.300				2
Tobacco Violation	341.300			1	1
Traffic Crash - Fatal	133.033	1			
Traffic Crash - Injury	133.033				
Traffic Crash - Non Injury	133.033	1	1	1	
Trespass 2	164.245	1	1	6	
Unauthorized Use of Vehicle	164.135	1	5	3	3
Unlawful Entry Into Vehicle	164.272	8	2	4	1
Unlawful Possession of Weapon	166.220	2			
Vehicle Towed	341.300	3	1		
Violation of Protection Order	163.750	1	1		
Warrant Service	133.033	2	6	12	
Totals		291	291	217	55

## Appendix II

### Citations Reports For Calendar Years

Prepared by T-Sgt. J. Harris for the Public Safety Office

			2010	2011	2012	01-01-2013 04-08-2013
Type of Cite	Offense	ORS	Total	Total	Total	Total
Code of Conduct	Animal Neglect	LC7.124		2	1	
Code of Conduct	Assault 3	163.165			1	
Code of Conduct	Code of Conduct - General	341.300		1	11	
Code of Conduct	COPPS – On Line Policy and Procedures	341.300			3	1
Code of Conduct	Disorderly Conduct	166.025		5	4	2
Code of Conduct	False Information	341.300			1	
Code of Conduct	Harassment	166.065			3	
Code of Conduct	Littering	LC6.200				
Code of Conduct	Menacing	163.190			1	
Code of Conduct	Minor In Possession - Alcohol	471.430				
Code of Conduct	Misuse of Campus Resources	341.300			1	
Code of Conduct	Obstructing Government	162.043		1		
Code of Conduct	Possession Control Substance - Marijuana	475.864	1	8	5	3
Code of Conduct	Possession of Alcohol	341.300	1		1	
Code of Conduct	Possession of Forged Instrument	165.055	1			
Code of Conduct	Public Indecency	163.465			2	
Code of Conduct	Reckless Endangering	163.195			1	
Code of Conduct	Sexual Misconduct	163.445			1	
Code of Conduct	Skateboard Violation	341.300		4	5	1
Code of Conduct	Tobacco Violation	341.300		60	35	8
Code of Conduct	Theft 2 [Mid Ranking]	164.045		1		
Code of Conduct	Theft 3 [Lowest Ranking]	164.043		1	2	1
Code of Conduct	Trespass 1	164.255			5	1
Code of Conduct	Trespass 2	164.245			2	
Code of Conduct	Unauthorized Use of Vehicle	164.135			1	
Code of Conduct	Unlawful Possession of Weapon	166.250	2			
Code of Conduct	Violation – Academic Probation	341.300			1	
Code of Conduct	Warrant Service	133.055				
Parking Offense	Abandoned Vehicle [Excess of 72 hours]	811.555	2	9	2	1
Parking Offense	Authorized Vehicle Only	811.555	26	58	17	9
Parking Offense	Disable Parking - Fail to Display Permit	811.615	37	101	117	8
Parking Offense	Disable Parking - Improper Use	811.630	2	23	11	1



Parking Offense	Overtime Parking [Excess of 30 minutes]	811.555	34	171	71	6
Parking Offense	Parked at Yellow Curb	811.555	74	148	18	1
Parking Offense	Parked in 2 or More Spaces	811.555	24	42	315	27
Parking Offense	Parked Obstructing Pedestrian Way	811.555	19	19	12	4
Parking Offense	Parked Obstructing Roadway	811.555	288	410	35	28
Parking Offense	Parking in Fire Zone	811.555	4	21	12	2
Parking Offense	Parking in Motorcycle Space	811.555	1	1	4	2
Parking Offense	Parking in No Parking Area	811.555	21	32	180	74
Parking Offense	Parking on Landscape	811.555	119	234	119	10
Parking Offense	Permit Parking - Fail to Display	811.555	64	133	124	14
Parking Offense	Parked Vehicle - Towed	341.300	1	1	2	
Parking Offense	Parked Wrong Way	811.555		2	3	
Traffic Offense	Careless Driving	811.135	1	1	5	1
Traffic Offense	Defective Brake Light	816.320			4	1
Traffic Offense	Driving in Safety Zone	811.030				
Traffic Offense	Driving While Suspended - Infraction	811.175	1	2	3	
Traffic Offense	Driving While Suspended - Misdemeanor	811.182			2	
Traffic Offense	Driving While Suspended - Violation	811.175			8	1
Traffic Offense	Driving While Suspended - Felony	811.182	1	1	1	1
Traffic Offense	Elude	811.540		1	3	1
Traffic Offense	Fail to Carry or Present Driver's License	807.570			4	
Traffic Offense	Fail to Display License Plate	803.540		1	2	
Traffic Offense	Fail to Maintain Single Lane	811.370	3		4	
Traffic Offense	Fail to Obey - College Official	341.300		3	5	
Traffic Offense	Fail to Obey - Traffic Control Device	811.265	3	10	62	16
Traffic Offense	Fail to Register/Renew Vehicle	803.300			3	4
Traffic Offense	Fail to Set Brake	811.585		3	2	
Traffic Offense	Fail to Use Safety Belt	811.210			1	2
Traffic Offense	Fail to Wear Helmet	814.269				
Traffic Offense	Improper Driving - General	341.300		1		
Traffic Offense	No Valid Operator's License	807.010	2	1	1	1
Traffic Offense	Open Container (of Alcohol)	811.170			1	
Traffic Offense	Operate Vehicle with Cell Phone	811.507			8	4
Traffic Offense	Pedestrian - Fail to Use Sidewalk	810.040			1	
Traffic Offense	Reckless Driving	811.140			2	1
Traffic Offense	Speed Racing	811.125				
Traffic Offense	Switched Registration Tags	803.560				
Traffic Offense	Uninsured Motorist	806.010	4		19	4
Traffic Offense	Unreasonable Sound Amplification	815.232			2	
Traffic Offense	Unsafe Lane Change	811.375			4	2
Traffic Offense	Violation Basic Rule [Excess 15 MPH]	811.100	2		8	4

Traffic Offense	Wrong Way on One Way	811.270			1	
Totals			738	1521	1304	248

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

NOTE-2: Data are not validated (per annual review and Clery Security Report incorporation) and are subject to change.