

Report to the Board of Education on Board Policy A.020

Treatment of Learners

June 2014

The Lane Board of Education has provided an Executive Direction through Policy A.020 to ensure that “with respect to interactions with learners, the president shall assure that procedures and decisions are safe, respectful and confidential.” In addition to this annual report, it’s important to note that implementing this Board Policy is 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. 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 accreditation 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://www.lanecc.edu/sites/default/files/collegecatalog/1314catalog.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 responsible for the curriculum 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 2013-14 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 that is reviewed and updated annually and also 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 is 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. Faculty and staff are provided with training and updates in response to requests and as follow 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. New students are 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. A 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. A 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.
- r. Beginning December 2013, all students using myLane to register each term must read and accept that they have read a Consumer Guide statement providing them with information

related to the provision of Social Security Numbers for financial aid and 1098T tax reporting processes. They are provided the link to the Consumer Guide website <http://www.lanecce.edu/finaid/consumer-information> to review a myriad of information related to reporting and data collection processes.

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

Facilities Management & Planning is aware of and working diligently to make certain types of spaces (e.g. offices, examination rooms) private both visually and aurally for students and staff. Typically, the design and construction of the envelopes surrounding these types of spaces is tailored to provide that reasonable level of visual and aural privacy. In new or remodeled projects, visual and aural privacy has become a standard. In older buildings, visual and aural privacy must be achieved through retrofitting existing rooms on an “as needed” basis. Facilities Management & Planning process requests for these sorts of space needs. Sometimes the process results in physically changing the room envelope and in other cases the occupant(s) may be relocated through the space assignment process to more appropriate spaces.

A recent example is the new downtown campus academic (DCA) building with open office areas. These types of spaces provide an open welcoming feeling and effectively dispersed ambient light 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 Center for Learning and Student Success project, the newest example of a major renovation in the design phase, which includes high-wall enclosure of rooms to accommodate a variety of functions (e.g. faculty offices, group study rooms, break/work rooms) while providing an appropriate level of visual and aural privacy for students and staff. Interior and exterior windows equipped with various types of window treatments allow occupants to make adjustments for privacy, daylighting or transparency.

The remodel of space in building 11 to accommodate the relocation of the Academic Learning Skills department and the expansion of the International Student Program office suite are other recent examples of creating offices and workrooms where students and/or staff can enjoy visual and aural privacy.

In short, Facilities Management & Planning knows that each space has its own unique set of criteria that need to be addressed. These criteria include more than visual and aural privacy. They include “outside-the-classroom” learning spaces that are attractive and welcoming, daylight spaces where possible, as well as controls to regulate temperature, air filtration and movement.

Facilities provide a reasonable level of indoor environmental quality.

Staff in the Facilities Management & Planning Department and in 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 growths. 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.

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 is 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. Unfortunately, state-of-the-art investigative testing is not able to identify all of the causes of IEQ problems. While all of the causes of IEQ problems aren't yet known, some of them are known and FMP has developed action plans to remedy them. These plans include remodeling custodial closets, repairing roof leaks, replacing damaged ceiling tiles, repairing and maintaining plumbing fixtures, painting shelving surfaces, replacing and cleaning carpets and baseboards, and disinfecting surfaces. Where those remedies have been completed, the results have been very encouraging. Simply put, the occupants don't experience unhealthy symptoms.

Over the past several years, the college has learned much about IEQ problems and has put this knowledge into the planning and construction of the new Downtown Center Academic and Residential Buildings and the Center for Student Learning and Success. A healthy IEQ 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

(http://www.lanecc.edu/sites/default/files/governance/designguidelines-final-090528_1_000.pdf) 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. 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.

The Guidelines have generated several design objectives that apply to all space, both outside and inside. Beyond the basics of providing attractive, healthy, safe and comfortable space, the college recognizes that students learn in a variety of environments – some prefer to work alone, others prefer to work in groups, some prefer quiet space and others want to be in active areas. Also, the location of these spaces must be self-evident and convenient to reach.

The Health and Wellness Center and the Downtown Campus are the most recent examples of the application of these objectives. Both provide a variety of student learning spaces, inside and outside of the buildings themselves. They are well used. It's very encouraging to see students working, smiling and interacting in these spaces.

The design of the new Center for Learning and Student Success incorporates these objectives too. The building provides numerous and different types of spaces both open and enclosed for student learning outside the classroom. The plaza west of the building has been completely redesigned to facilitate pedestrian access to all buildings as well as providing multiple spaces for casual or intentional student interactions.

Other recent renovations provide spaces outside the classroom that are welcoming while also encouraging students to gather and share instructional class material, make presentations, and interact in an open facility format designed for flexible multipurpose uses. New elevators and accessibility ramps were installed to accent the theme of access for all.

Lane's Core Values (<http://www.lanecc.edu/research/planning/vision-mission-core-values>) and Strategic Directions (<http://www.lanecc.edu/research/planning/strategic-directions>) strive to support a college environment that is welcoming and accepting to all learners. 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.

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 services offered at the college. Staff strive to create statements and representations that are clear, factually accurate, and current. For the 2013-2014 academic year, a "landing page" for student consumer student consumer information page was created to provide direct access to topics such as general college information, financial assistance, and health and safety.

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.

During the 2013-14 academic year, Student Life and Leadership Development department, in conjunction with ASLCC, implemented a new online club management system (OrgSync) that allows students to establish and join groups of interest, manage their own involvement by creating e-portfolios and co-curricular transcripts and promote events. Currently over 20 groups have registered on OrgSync and 400 individual users have set up accounts.

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.

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. 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 (<http://www.lanecc.edu/copps/student-rights-and-responsibilities>) that 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 (<http://www.lanecc.edu/copps/student-code-conduct>) that describes conduct that interferes with the responsibilities and obligations of the college. It also outlines the possible consequences 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. Both documents are updated by Student Life and Leadership Development and are approved by the Executive Dean of Student Affairs.

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 Conduct/Complaint Officers 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. Complaints against faculty or regarding curriculum issues are managed through appropriate instructional deans. Likewise, students may appeal complaint outcomes through the designated Executive Dean.

The table below demonstrates the locations of our policies and procedures on various Lane web pages.

Table 7.A Policy and Procedure Links

Policy and Procedures	Location
Student rights and responsibilities	http://www.lanecc.edu/copps/documents/student-rights-and-conduct
Academic honesty	http://www.lanecc.edu/copps/documents/student-rights-and-conduct
Appeals	
Informal	http://www.lanecc.edu/copps/documents/student-complaint-procedure-informal-report-and-resolution-process
Formal	http://www.lanecc.edu/copps/documents/student-complaint-procedure-formal
Grade Appeals	http://www.lanecc.edu/copps/documents/grades-academic-and-degree-appeals
Academic Review Committee	http://www.lanecc.edu/copps/documents/academic-requirements-review-committee-authority
Racial Harassment	http://www.lanecc.edu/copps/documents/harassment-based-race-or-ethnicity-or-national-origin-general
Sexual Harassment	http://www.lanecc.edu/copps/documents/harassment-sexual-general
Disabilities	http://www.lanecc.edu/copps/documents/disabilities-americans-disabilities-act-complaint-procedure
Discrimination	http://www.lanecc.edu/copps/documents/affirmative-action-guidelines-and-complaint-procedure
Title IX	http://www.lanecc.edu/copps/documents/title-ix-coordinator-and-section-504-officers

Academic Honesty is defined for students in the Student Code of Conduct in Article III, “Proscribed Conduct.” Program specific information is provided to students within specific Academic Divisions (see Language, Literature, and Communications for a specific example: <http://www.lanecc.edu/lc/facultyresources/sample-statement-about-sanctions>), as well as through individual course information such as syllabi.

Appeal processes are included in the complaint procedures. Students seeking to appeal graduation requirements may appeal to the Academic Requirements Review Committee [<http://www.lanecc.edu/copps/documents/academic-requirements-review-committee-authority>]

to waive or alter graduation requirements. Students may submit a **Petition for Exception to Refund Policy** Form [<http://www.lanecc.edu/esfs/petition-exception-refund-policy>] to request a refund for charges for classes not dropped by the refund deadline.

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.

Academic and Student Affairs has implemented a software tool (Maxient) that allows faculty and staff to submit a complaint or code of conduct issue, track these and manage communications to individuals involved. This tool also significantly enhances the college's ability to track and maintain data needed for Clery Act reporting. Staff and faculty can report concerning student behavior through an [online incident report form](#). Once submitted, this form is automatically sent to the Executive Dean of Student Affairs where it is reviewed and assigned to the appropriate conduct officer for action.

Table 8.A presents a summary of Code of Conduct issues that were tracked from April 17, 2013-April 16, 2014. This table directly correlates to "proscribed conduct" in the student Code of Conduct.

Table 8.A Summary of Student Code of Conduct Issues

Note: A student may be cited for multiple violations of the Code of Conduct. During this reporting period, 77 students were found with 148 violations of the Code of Conduct.

Incident Type	Number of Violations	Notes
Acts of Dishonesty	7	
Alteration of any college document, record, or instrument of identification	2	
Cheating	6	
Disorderly Conduct	16	
Disruption or obstruction of teaching or other college activities	7	
Disruptive Behavior	13	
Failure to comply with the orders of a college official	11	
Failure to identify oneself to a college official	2	
Falsification, distortion, or misrepresentation of information before a judicial body	2	
Forgery	2	
Furnishing false information	3	
Harassment	12	Accused by student = 8 Accused by staff = 2 Accused by faculty = 2

Indecent conduct	1	
Intimidation	3	
Lewd conduct	1	
Other	1	
Physical abuse	1	
Plagiarism	2	
Sexual Harassment	3	Accused by student = 3
Stalking	2	
Theft	5	
Theft or abuse of computer time	2	
Threats	6	
Unlawful possession of a weapon	1	
Use of an item as a weapon	1	
Use, possession, or distribution of alcoholic beverages	1	
Use, possession, or distribution of narcotic or controlled substances	7	
Verbal abuse	6	
Violation of federal, state, or local law	5	
Violation of published college policies, rules or regulations	11	
Violation of restraining order	1	
Violent behavior	2	
Weapons references	3	
Total Violations	148	

In addition to the Student Code of Conduct, the Threat Assessment Team (TAT) began working with the specific purpose “to provide a coordinated campus approach to assessing the threat posed by individuals on campus and to coordinate appropriate preventative and corrective action.” The TAT is responsive to both student and employee threats. The TAT meets monthly to review protocols, training opportunities, to and debrief cases. In a crisis situation, one of a determined threat to the campus, the TAT meets to manage the response and follow-up to the situation. Additionally, the TAT Consultative Team meets quarterly. The consultative group brings together appropriate representatives from across the campus to receive training, review protocol application, and offer suggestions for improvement. Members of the consultative group may be called to meet with the TAT during crisis situations when appropriate.

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 30th Avenue campus 24 hours a day and at the Downtown Campus 16 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, domestic violence prevention, 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 Planning 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, the Chief Human Resources Officer, The Vice-President of College Services, and the Associate Dean for Counseling and Advising. Other campus and community resources are consulted depending on the problem(s) being addressed.

Lane Community College has a central emergency preparedness page at www.lanecc.edu/epal. This site contains all hazard threat response, safety, and emergency information as well as training for campus community members.

Information concerning student safety is also 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://lanecc.edu/psd/newsletter> . Public Safety also produces a number of brochures on Crime Prevention, Parking Enforcement, and Public Safety generally. 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 2012-13 decreased by 0.2% compared to the previous year. Seventy-one graduates identified as having a disability for 2012-13.

Disability Resources	2008-09	2009-10	2010-11	2011-12	2012-13
# Students Served	614	759	842	930	928
# Returning Students	125	177	193	N/A	N/A
# Graduates identified as having a disability	70	114	99	71	71
Of all Lane graduates, % of students with disabilities who graduated	7.7%	9.9%	8.5%	5.2%	N/A

The number of front desk contacts in DR (calls and walk-in traffic) was unavailable for part of the year. Visits to the DR website decreased 11% during 2012-13.

Disability Resources	2008-09	2009-10	2010-11	2011-12	2012-13
Front Desk Contacts	11,978	16,790	14,761	15,244	Not available
Website Visits	2,803	6,213	6,603	7,018	6,220

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 continuing 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 is evolving 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 2012-13.

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 can result 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 *

Reports		2011	2012	2013	01/01/2014 04/01/2014
Offense	ORS	Total	Total	Total	Total
Arrested	133.033	15	2	5	2
Abandoned Vehicle	341.300	1			
Alarm - Audible	133.033	1		2	
Animal Neglect	LC 7.124	4	2		
Arson 2	164.315				
Assault 2	163.175				
Assault 3	163.165		1	1	
Assault 4	163.160	1	3	1	
Bomb or Destructive Device	166.382				
Burglary 2	164.215	12	1	1	
Careless Driving	811.135				
Carry Concealed Weapon	166.240		1		
Child Neglect 2	163.545				
Code of Conduct - Possession of Alcohol	341.300			1	
Code of Conduct - Student	341.300	8	10	6	2
College Policy - General	341.300	3		0*	
Computer Crime	164.377		1		
Criminal Mischief 1	164.365			2	1
Criminal Mischief 2	164.354	2	3	2	1
Criminal Mischief 3	164.345	9	3	1	
Damage to Campus Property	341.300	1	2		1
Damage to Personal Property	341.300		1	1	
Delivery of Controlled Substance - Marijuana	475.860	1		1	
Delivery of Controlled Substance - Methamphetamine	475.890	1			
Disable Parking - Improper Use	811.630	1			
Disorderly Conduct	166.025	22	18	4	2
Dispute	133.033				
Dog at Large	341.300	1			
Driving While Suspended - Misdemeanor	811.182				
Driving While Suspended - Violation	811.175		1	3	
DUII	813.010			3	
Elude	811.540	1	4	2	

Emergency Response	133.033	1			
Reports		2011	2012	2013	01/01/2014 04/01/2014
Offense	ORS	Total	Total	Total	Total
Fail to Obey - Traffic Control Device	811.265			5	
Fail to Obey College Official	341.300	2	2	1	
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	1	2	1	
Found Property	133.055			1	
Fraudulent Use of Credit Card	165.055				
Graffiti	164.383	6	2	3	1
Harassment	166.065	27	17	14	4
Harassment - Telephonic	166.090	1	5		
Hit & Run - Injury	133.033	1			
Hit & Run - Non Injury	133.033	19	4	11	2
Information - General	133.033	5			
Information - Protection Order		2			
Initiate False Report	162.375	1			
Lost or Mislaid Property		1			
Medical Assistance	133.033	11	8	8	3
Menacing	163.190	3	4	3	
Minor In Possession - Alcohol	471.430	1	1		
Misuse of Campus Resources	341.300			1	
Open Container - Alcohol	811.170		2	1	
Outside Agency Assist	133.033		1	2	
Parked Obstructing Roadway	811.555	2			
Possession Controlled Substance - Heroin	475.854	1			
Possession Controlled Substance - Marijuana	475.864	10	7	7	
Possession Controlled Substance - Methamphetamine	475.890	1			
Possession Controlled Substance – Other	475.995			1	
Prostitution	160.007			1	
Public Assist	133.055	1			
Public Indecency	163.465	4		1	
Reckless Driving	811.140			1	
Reckless Endangering	163.195	1	1		
Resist Arrest	162.315			1	
Robbery 3	164.395		1		
Sex Abuse 1	163.425			1	

Sex Offender Contact		7			
Reports		2011	2012	2013	01/01/2014 04/01/2014
Offense	ORS	Total	Total	Total	Subtotals
Skate Board Violation	341.300	1		2	
Stalking / Protection Order	163.732	1	3	4	1
Suicidal Subject	133.033	1	3	3	1
Suspicious Conditions	133.033	10	6	19	2
Suspicious Persons	133.033	14	3	4	11
Suspicious Vehicles	133.033	3	2		
Theft 1 [Highest Level]	164.055	6	7	4	
Theft 2 [Mid Level]	164.045	36	32	23	4
Theft 3 [Lowest Level]	164.043	22	25	18	8
Theft by Deception	164.085	1		2	
Theft of Lost Property	164.065			1	
Threat(s)	341.300			4	1
Tobacco Violation	341.300		1	3	
Traffic Crash - Fatal	133.033				
Traffic Crash - Injury	133.033				
Traffic Crash - Non Injury	133.033	1	1	1	1
Trespass 1	164.255			2	
Trespass 2	164.245	1	6	5	1
Unauthorized Use of Vehicle	164.135	5	3	9	1
Unlawful Entry Into Vehicle	164.272	2	4	5	4
Unlawful Possession of Weapon	166.220			1	
Vehicle Towed	341.300	1			
Violation Basic Rule	811.100			1	
Violation of Protection Order	163.750	1			
Welfare Check	133.033				1
Warrant Service	133.033	6	12	2	1
Totals		291	217	211	56

***Data are from internal records management only and does not include local Law Enforcement data.**
For final corrected data with Law Enforcement information, see [Annual Security Report](#) at
[\[http://www.lanec.edu/psd/clery-compliance-information\]](http://www.lanec.edu/psd/clery-compliance-information)

Appendix II

Citations Reports For Calendar Years

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

	Citations		2011	2012	2013	01/01/2014 04/01/2014
Type of Cite	Offense	ORS	Total	Total	Total	
Code of Conduct	Animal Neglect	LC7.124	2	1		
Code of Conduct	Assault 3	163.165		1		
Code of Conduct	Carry Concealed Weapon	166.240		1	1	
Code of Conduct	Computer Crime	341.300			1	
Code of Conduct	Code of Conduct - General	341.300	1	11	8	1
Code of Conduct	COPPS – On Line Policy and Procedures	341.300		3	2	
Code of Conduct	Criminal Mischief III	164.345				1
Code of Conduct	Delivery of Controlled Substance – Marijuana	475.864			1	
Code of Conduct	Disorderly Conduct	166.025	5	4	3	1
Code of Conduct	False Information	341.300		1	2	
Code of Conduct	Harassment	166.065		3	1	1
Code of Conduct	Menacing	163.190		1		
Code of Conduct	Minor In Possession – Tobacco	167.400			4	1
Code of Conduct	Misuse of Campus Resources	341.300		1		
Code of Conduct	Obstructing Government	162.043	1			
Code of Conduct	Possession Control Substance – Cocaine	475.884			1	
Code of Conduct	Possession Control Substance - Marijuana	475.864	8	5	6	
Code of Conduct	Possession Control Substance – Not Specified	475.995			3	
Code of Conduct	Possession of Alcohol	341.300		1		
Code of Conduct	Possession of Forged Instrument	165.055				
Code of Conduct	Public Indecency	163.465		2	1	
Code of Conduct	Public Intoxication	133.055			1	
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	2	
Code of Conduct	Tobacco Violation	341.300	60	35	58	5
Code of Conduct	Theft 2 [Mid Ranking]	164.045	1		1	
Code of Conduct	Theft 3 [Lowest Ranking]	164.043	1	2	1	3
Code of Conduct	Theft of Lost Property	164.065			1	

	Citations		2011	2012	2013	01/01/2014 04/01/2014
Type of Cite	Offense	ORS	Total	Total	Total	
Code of Conduct	Trespass 1	164.255		5	2	
Code of Conduct	Trespass 2	164.245		2	3	
Code of Conduct	Unauthorized Use of Vehicle	164.135		1		
Code of Conduct	Unlawful Possession of Weapon	166.250				
Code of Conduct	Urinate in Public	341.300			1	
Code of Conduct	Violation – Academic Probation	341.300		1		
Parking Offense	Abandoned Vehicle [Excess of 72 hours]	811.555	9	2	15	1
Parking Offense	Authorized Vehicle Only	811.555	58	17	24	6
Parking Offense	Disable Parking - Fail to Display Permit	811.615	101	117	52	22
Parking Offense	Disable Parking - Improper Use	811.630	23	11	3	3
Parking Offense	Overtime Parking [Excess of 30 minutes]	811.555	171	71	38	37
Parking Offense	Parked at Yellow Curb	811.555	148	18	8	1
Parking Offense	Parked in 2 or More Spaces	811.555	42	315	106	8
Parking Offense	Parked Obstructing Pedestrian Way	811.555	19	12	10	2
Parking Offense	Parked Obstructing Roadway	811.555	410	35	45	14
Parking Offense	Parking in Fire Zone	811.555	21	12	16	1
Parking Offense	Parking in Motorcycle Space	811.555	1	4	8	1
Parking Offense	Parking in No Parking Area	811.555	32	180	163	22
Parking Offense	Parking on Landscape	811.555	234	119	33	6
Parking Offense	Permit Parking - Fail to Display	811.555	133	124	69	19
Parking Offense	Parked Vehicle - Towed	341.300	1	2	1	
Parking Offense	Parked Wrong Way	811.555	2	3		
Traffic Offense	Careless Driving	811.135	1	5	4	
Traffic Offense	Defective Lighting	816.330		4	1	1
Traffic Offense	Driving in Safety Zone	811.030			1	
Traffic Offense	Driving While Suspended - Infraction	811.175	2	3	5	
Traffic Offense	Driving While Suspended - Misdemeanor	811.182		2	2	2
Traffic Offense	Driving While Suspended - Violation	811.175		8	11	
Traffic Offense	Driving While Suspended - Felony	811.182	1	1	2	
Traffic Offense	Elude	811.540	1	3	3	
Traffic Offense	Fail to Carry or Present Driver's License	807.570		4	8	2
Traffic Offense	Fail to Display License Plate	803.540	1	2		
Traffic Offense	Fail to Maintain Single Lane	811.370		4	4	2

	Citations		2011	2012	2013	01/01/2014 04/01/2014
Type of Cite	Offense	ORS	Total	Total	Total	
Traffic Offense	Fail to Obey - College Official	341.300	3	5	12	2
Traffic Offense	Fail to Obey - Traffic Control Device	811.265	10	62	117	14
Traffic Offense	Fail to Register/Renew Vehicle	803.300		3	18	5
Traffic Offense	Fail to Set Brake	811.585	3	2	2	1
Traffic Offense	Fail to Use Safety Belt	811.210		1	4	1
Traffic Offense	Hit and Run – Non Injury	133.055			1	
Traffic Offense	Improper Driving - General	341.300	1			
Traffic Offense	No Valid Operator's License	807.010	1	1	8	3
Traffic Offense	Open Container (of Alcohol)	811.170		1		
Traffic Offense	Operate Vehicle with Cell Phone	811.507		8	12	
Traffic Offense	Pedestrian - Fail to Use Sidewalk	810.040		1	1	
Traffic Offense	Reckless Driving	811.140		2	3	
Traffic Offense	Speed Racing	811.125			1	
Traffic Offense	Uninsured Motorist	806.010		19	33	1
Traffic Offense	Unreasonable Sound Amplification	815.232		2	1	
Traffic Offense	Unsafe Lane Change	811.375		4	2	
Traffic Offense	Violation Basic Rule [Excess 15 MPH]	811.100		8	15	3
Traffic Offense	Wrong Way on One Way	811.270		1	17	2
Totals			1,521	1,304	978	195

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

NOTE-2: 2013/2014 data are not validated (per annual review and Clery Security Report incorporation) and are subject to change.