Report to the Board of Education on Board Policy BP720
Student Services-Global Directions Report
June 2015

The Lane Board of Education has provided an Executive Direction through Policy BP720 to ensure that "with respect to services for students, 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 Northwest Commission on Colleges and Universities (NWCCU) 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/1415catalog.pdf.

A hard copy of the Lane Catalog is provided to new students during New Student Academic Advising Sessions and can be purchased for $3 in the Titan Store . The most current academic program requirements and information for career technical 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 faculty and 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 reviews 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 Director of Marketing & Public Relations to ensure communications are professionally designed, present clear and accurate information, and follow college and federal guidelines (see the Advertising procedure in the College Online Policy and Procedure System https://www.lanecc.edu/copps/documents/advertising). The college strives to ensure that all communications are presented positively and accurately.

The 2014-15 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 is 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. A college procedure for "Release of Student Records" is maintained on Lane's College Online Policy and Procedure System (COPPS). The procedure provides 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).

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 (FERPA) 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.lanecc.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.

An 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.

Another example is the soon-to-be-completed Center for Learning and Student Success (CLASS) project which will have 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. 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 Occupational Safety & Health Administration (OSHA) and American Society of Heating and Air-Conditioning Engineers (ASHRAE) standards.

The physical sensitivities of people to temperature and airborne particles differ considerably and buildings that are 40 years old and older usually have at least a few rooms that present IEQ circumstances which may be challenging to 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 will provide 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. A "landing page" for the [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. However, student and staff use of the portal, or other web based search options to
access information, needs to be improved.

The implementation the online club management system (OrgSync) 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 52 groups have registered on OrgSync
and 13,000 individual users have set up accounts or have been uploaded into specific portal sites
on OrgSync. This has allowed better communications with targeted populations to "push out"
information about the college, upcoming events, and notices to students via email.

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. <u>Service:</u> Acquire and/or enhance skills to treat others with respect and courtesy while continuously striving to meet student/staff needs.
2. <u>Critical thinking skills:</u> Acquire and/or enhance skills to guide personal beliefs and actions through observation, experience, reflection, reasoning, and/or communication.
3. <u>Interpersonal and group skills:</u> Acquire and/or enhance skills to produce mutual benefits so that all group members gain from each other's efforts
4. <u>Teamwork:</u> Acquire and/or enhance skills to enrich the workplace through collaborations with other employees.
5. <u>Professional Skills:</u> Acquire and/or enhance professional workforce skills through trainings and daily work procedures.
6. <u>Appreciation and understanding of differences:</u> Acquire and/or enhance a strong understanding and appreciation of diverse populations through interactions and exposure to growth opportunities.
7. <u>Open communication:</u> 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 Student Leadership Development 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. The OrgSync software also provides 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 referenced 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 (PB630) in the Lane Catalog; related procedures and accommodations for resolving problems are printed in the Lane Catalog. 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	https://www.lanecc.edu/copps/student-code-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/llc/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 submissions, 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 <u>online incident report form</u>. Students can submit reports through a link in the "mySafety" window in myLane. 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, 2014- April 16, 2015. This table directly correlates to "proscribed conduct" in the student Code of Conduct.

Table 8.A Summary of Student Code of Conduct Issues

Incident Type	Number of Violations	Notes
Attempting to discourage one's use of the judicial system	2	
Breach of peace	1	
Damage to property of the college	7	
Disorderly Conduct	36	
Disruption or obstruction of teaching or other college activities	22	
Disruptive Behavior	45	
Failure to comply with the orders of a college official	17	
Failure to identify oneself to a college official	0	
Falsification, distortion, or misrepresentation of information before a judicial body	0	
Harassment	23	Student/Student: 21 Student/Staff: 0 Student/Faculty: 0 Student Accused by faculty = 2
Indecent conduct	1	
Intimidation	1	
Lewd conduct	1	
Physical abuse	4	
Request for sexual favors	1	Student accused by student: 1

Sexual Harassment	8	Student/Student = 8
Stalking	7	
Student Behavioral Concerns	1	
Theft	6	
Theft or abuse of computer time	0	
Threats	16	
Unlawful possession of a weapon	1	
Use of an item as a weapon	0	
Use, possession, or distribution of alcoholic beverages	8	
Use, possession, or distribution of narcotic or controlled substances	11	
Verbal abuse	16	
Violation of federal, state, or local law	24	
Violation of published college policies, rules or regulations	39	
Violation of restraining order	0	
Violent behavior	2	
Weapons references	1	
Total Violations	**361**	

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.

In addition to the Student Code of Conduct, the Threat Assessment Team (TAT) works 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, and to debrief cases. In a crisis situation, one determined to be a threat to the campus, the TAT meets to manage the response and follow-up with 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.

In the spring term, the Sexual Violence Prevention Implementation Team began work to ensure Lane's compliance with Title IX, and other federal regulations regarding preventing and responding to sexual violence. This team consists of faculty, staff and students with their work focused on exploring what training, communication, and resources are needed to create a comprehensive response to sexual violence. Additionally, the college appointed a new Title IX Coordinator as part of the Associate Dean for Accessibility and Support position. Two deputy coordinators will be appointed, one from Human Resources, one from Student Affairs.

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 as 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 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 Center for Accessible Resources (formally Disability Resources) creates access for students with disabilities in all areas of the college by providing them with resources, consultation and academic accommodations. The number of students requesting support in 2013-2014 decreased by 48%; compared to the previous year. 107 Lane graduates identified as having a disability in 2013-14.

Center for Accessible Resources (Disability Resources)	2009-10	2010-11	2011-12	2012-13	2013-14*
# Students Served	759	842	930	928	476
# Returning Students	177	193	N/A	N/A	N/A
# Graduates identified as having a disability	114	99	71	71	107
Of all Lane graduates, % of students with disabilities who graduated	9.9%	8.5%	5.2%	N/A	7.8%

The number of front desk contacts (calls, emails and walk-in traffic) in the Center for Accessible Resources totaled 11,274. This was a decrease of 26% over 2011-12 (data for 2012-13 were not

fully available). Visits to the website for the Center for Accessible Resources decreased 45% during 2013-14.

Center for Accessible Resources (Disability Resources)	2009-10	2010-11	2011-12	2012-13	2013-14*
Front Desk Contacts	16,790	14,761	15,244	Not available	11,274
Website Visits	6,213	6,603	7,018	6,220	3,407

* The variation in these statistics for FY13-14 to previous years is attributed to a number of factors including but not limited to: decreased college-wide enrollment and the implementation of a new departmental database. The database was devised to avoid duplication in the number of services being provided.

The Center for Accessible Resources continued to make progress in its objective of providing accommodations that are sustainable and incorporate universal design elements by opening a new testing center. This testing center allows for more tests to be proctored and students served in an environment specifically designed to incorporate current and emerging accessible technology.

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. Accommodations, and the provision of academic accommodation, have been reviewed over the last year to ensure that students are provided individualized accommodations that best meet their needs. In the Center for Accessible Resources, each student is matched up with an advisor who meets with them regularly to assess progress, course selection, and developments that may affect their accommodation needs. This shift in the approach aligns with the Center for Accessible Recourses' philosophy that accommodations need to be decided upon as the result of regular and ongoing assessment. This educational and intrusive approach focuses on encouraging independence and providing students with strategies for success beyond LCC's classrooms.

Typical accommodations and services include:
- Accessible Technology (hardware and equipment)
- Accessible Technology Software (Dragon Dictate, Dragon Naturally Speaking, Natural Reader, JAWS)
- Alternate Format (Digital Text, Braille) for textbooks, packets, classroom materials
- Classroom/Lab Accommodations (alternate chairs, specialized keyboards, large screen monitors)
- Interpreter (American Sign Language)
- Magnification Devices
- Test/Quiz Accommodations (extended time, reduced distraction room, scribe, reader)

The Center for Accessible Resources is committed to evolving toward a model of inclusive design. This approach strives for 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 Center for Accessible Resources 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/Report		2012	2013	2014
Offense	ORS	Total	Total	Total
Arrested	133.033	2		
Alarm - Audible	133.033		2	
Animal Neglect	LC 7.124	2		
Assault 2	163.175			1
Assault 3	163.165	1	1	
Assault 4	163.160	3	1	2
Assault Public Safety Officer	163.208			1
Burglary 1	164.225	1		
Burglary 2	164.215	10	1	2
Carry Concealed Weapon	166.240	1		5
Code of Conduct - Possession of Alcohol	341.300	1		
Code of Conduct - Student	341.300	5	6	4
Computer Crime	164.377	1	1	
Controlled Substance - Cause to Ingest	475.908	1		
Criminal Mischief 1	164.365		2	2
Criminal Mischief 2	164.354	3	2	2
Criminal Mischief 3	164.345	3	1	1
Damage to Campus Property	341.300	2		3
Damage to Personal Property	341.300	1	1	
Delivery of Controlled Substance - Marijuana	475.860		1	
Delivery of Controlled Substance - Heroin	475.850			1
Disorderly Conduct	166.025	22	4	13
Driving While Suspended - Violation	811.175	1	3	2
DUII	813.010		3	2
Elude	811.540	4	2	3
Fail to Obey - Traffic Control Device	811.265		5	1
Fail to Obey College Official	341.300	2	1	
False Information to College Official	341.300	1	1	1
Felon in Possession of Weapon	166.270			1
Forgery 1	165.013	1		
Forgery 2	165.007	1		
Follow Too Close	811.485		1	
Found Contraband - Drugs	133.033	2	1	3
Found Property	133.033		1	

Incident/Report		2012	2013	2014
Offense	ORS	Total	Total	Total
Graffiti	164.383	2	3	3
Harassment	166.065	17	14	13
Harassment - Telephonic	166.090	5		2
Hit & Run - Non Injury	133.033	4	11	7
Lost or Mislaid Property	133.033		1	
Medical Assistance	133.033	8	8	6
Menacing	163.190	4	3	1
Minor In Possession - Alcohol	471.430	1		1
Minor in Possession - Tobacco	167.400			1
Missing Person	133.033			2
Misuse of Campus Resources	341.300		1	
Open Container - Alcohol	811.170	2	1	
Outside Agency Assist	133.033	1	2	2
Parked Obstructing Roadway	811.555		1	
Possession Controlled Substance - Marijuana	475.864	8	7	5
Possession Controlled Substance - Methamphetamine	475.890			1
Possession Controlled Substance - Other	475.995		1	
Possession of Alcohol - on Campus	341.300	1	1	
Probation Violation - Campus	341.300	1		
Prostitution	160.007		1	
Public Indecency	163.465		1	
Public Intoxication - Code of Conduct	341.300	1		
Reckless Driving	811.140		1	1
Reckless Endangering	163.195	1		
Recovered Stolen Property	133.033	1	1	
Resisting Arrest	162.315		1	
Robbery 3	164.395	1		
Safety Plan	133.033			1
Sex Abuse 1	163.425	1		
Sexual Misconduct	163.445	1		
Skate Board Violation	341.300	1	2	
Stalking / Protection Order	163.732	3	4	5
Suicidal Subject	133.033	3	1	2
Suspicious Conditions	133.033	6	19	7
Suspicious Persons	133.033	3	4	4
Suspicious Vehicles	133.033	2		

Incident/Report		2012	2013	2014
Offense	ORS	Total	Total	Total
Theft 1 [Highest Level]	164.055	7	4	7
Theft 2 [Mid Level]	164.045	26	23	21
Theft 3 [Lowest Level]	164.043	21	18	20
Theft by Deception	164.085		2	
Threat(s)	341.300		4	2
Tobacco Violation	341.300	1	3	2
Traffic Crash - Non Injury	133.033	1	1	2
Trespass 1	164.055	1	2	1
Trespass 2	164.245	6	5	2
Unauthorized Use of Vehicle	164.135	3	9	3
Unlawful Entry Into Vehicle	164.272	4	5	8
Unlawful Possession of Weapon	166.220		1	1
Violation Basic Rule (Excess 15 MPH)	811.100		1	
Warrant Service	133.033	11	2	3
Welfare Check	133.033			3
Totals		230	210	189

Appendix II

Citations			2012	2013	2014
Type of Cite	Offense	ORS	Total	Total	Total
Code of Conduct	Animal Neglect	LC7.124	1		
Code of Conduct	Assault 3	163.165	1		
Code of Conduct	Carry Concealed Weapon	166.240		1	
Code of Conduct	Code of Conduct - General	341.300	11	6	5
Code of Conduct	COPPS – On Line Policy and Procedures	341.300	3	2	
Code of Conduct	Criminal Mischief III	164.345	1		1
Code of Conduct	Delivery of Controlled Substance - Marijuana	475.860		1	
Code of Conduct	Disorderly Conduct	166.025	4	3	2
Code of Conduct	Dispute / Fight	341.300			1
Code of Conduct	False Information	341.300	1	2	2
Code of Conduct	Felon in Possession of Weapon	166.270			1
Code of Conduct	Harassment	166.065	3	1	3
Code of Conduct	Menacing	163.190	1		
Code of Conduct	Minor In Possession - Alcohol	471.430		1	1
Code of Conduct	Minor in Possession - Tobacco	167.400		4	2
Code of Conduct	Misuse of Campus Resources	341.300	1	1	
Code of Conduct	Possession Control Substance - Marijuana	475.864	5	9	7
Code of Conduct	Possession of Alcohol	341.300	1		
Code of Conduct	Public Indecency	163.465	2	2	
Code of Conduct	Reckless Endangering	163.195	1		
Code of Conduct	Sexual Misconduct	163.445	1		
Code of Conduct	Skateboard Violation	341.300	5	2	1
Code of Conduct	Tobacco Violation	341.300	35	58	10
Code of Conduct	Theft 2 [Mid Ranking]	164.045		1	
Code of Conduct	Theft 3 [Lowest Ranking]	164.043	2	1	4
Code of Conduct	Trespass 1	164.255	5	2	1
Code of Conduct	Trespass 2	164.245	2	3	2
Code of Conduct	Unauthorized Use of Vehicle	164.135	1		
Code of Conduct	Violation – Academic Probation	341.300	1		
Code of Conduct	Warrant Service	133.055	1	1	
Parking Offense	Abandoned Vehicle [Excess of 72 HR]	811.555	2	15	3

Citations			2012	2013	2014
Type of Cite	Offense	ORS	Total	Total	Total
Parking Offense	Disable Parking - Fail to Display Permit	811.615	117	52	54
Parking Offense	Disable Parking - Improper Use	811.630	11	3	15
Parking Offense	Overtime Parking [Excess of 30 minutes]	811.555	71	39	68
Parking Offense	Parked at Yellow Curb	811.555	18	8	5
Parking Offense	Parked in 2 or More Spaces	811.555	315	107	187
Parking Offense	Parked Obstructing Pedestrian Way	811.555	12	10	56
Parking Offense	Parked Obstructing Roadway	811.555	35	45	29
Parking Offense	Parking in Fire Zone	811.555	12	16	9
Parking Offense	Parking in Motorcycle Space	811.555	4	8	1
Parking Offense	Parking in No Parking Area	811.555	180	163	80
Parking Offense	Parking on Landscape	811.555	119	33	11
Parking Offense	Permit Parking - Fail to Display	811.555	124	69	41
Parking Offense	Parked Vehicle - Towed	341.300	2	1	1
Parking Offense	Parked Wrong Way	811.555	3	1	1
Traffic Offense	Careless Driving	811.135	5	4	1
Traffic Offense	Defective Brake Light	816.320	4	4	1
Traffic Offense	Driving in Safety Zone	811.030		1	
Traffic Offense	Driving While Suspended - Infraction	811.175	3	5	1
Traffic Offense	Driving While Suspended - Misdemeanor	811.182	2	2	3
Traffic Offense	Driving While Suspended - Violation	811.175	8	11	12
Traffic Offense	Driving While Suspended - Felony	811.182	1	2	
Traffic Offense	Elude	811.540	3	3	4
Traffic Offense	Fail to Carry or Present Driver's License	807.570	4	8	8
Traffic Offense	Fail to Display License Plate	803.540	2	3	2
Traffic Offense	Fail to Maintain Single Lane	811.370	4	4	6
Traffic Offense	Fail to Obey - College Official	341.300	5	12	5
Traffic Offense	Fail to Obey - Traffic Control Device	811.265	62	117	150
Traffic Offense	Fail to Register/Renew Vehicle	803.300	3	16	16
Traffic Offense	Fail to Set Brake	811.585	2	2	3
Traffic Offense	Fail to Use Safety Belt	811.210	1	4	6
Traffic Offense	Fail to Yield - Emergency Vehicle	811.145		2	1
Traffic Offense	Fail to Yield - Intersection	811.270		6	
Traffic Offense	Fail to Yield - Pedestrian to Vehicle	810.040		1	
Traffic Offense	No Valid Operator's License	807.010	1	8	8

Citations			2012	2013	2014
Type of Cite	Offense	ORS	Total	Total	Total
Traffic Offense	Open Container (of Alcohol)	811.170	1		
Traffic Offense	Operate Vehicle with Cell Phone	811.507	8	12	14
Traffic Offense	Pedestrian - Fail to Use Sidewalk	810.040	1		
Traffic Offense	Reckless Driving	811.140	2	3	3
Traffic Offense	Speed Racing	811.125		1	
Traffic Offense	Switched Registration Tags	803.560		2	
Traffic Offense	Uninsured Motorist	806.010	19	33	18
Traffic Offense	Unreasonable Sound Amplification	815.232	2	1	
Traffic Offense	Unsafe Lane Change	811.375	4		
Traffic Offense	Violation Basic Rule [Excess 15 MPH]	811.100	8	19	16
Traffic Offense	Wrong Way on One Way	811.270	1	17	11
Totals			1304	998	903

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.