

Report to the Board of Education on Board Policy A.020
Treatment of Learners
June 13, 2012

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

The following annual report addresses the ways by which the college ensures that the interactions with students are “safe, respectful and confidential.”

Section I

The institution represents itself accurately and consistently to prospective students through its catalogs, publications and official statements.

Standard 2.A.21 (Institutional Integrity) of the recently revised Accreditation Standards of the Northwest Commission on Colleges and Universities (NWCCU; revised 2010), states, “The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.”

The college continues to be compliant with this standard and, according to Lane’s Marketing and Public Relations Department, Lane has a comprehensive graphic identity in order to create a high-quality and consistent image of the college. To ensure that publications are professionally designed, present clear and accurate information, contain correct grammar, punctuation and spelling, present a consistent image of the college, and follow college and federal guidelines, all display advertising and marketing publications intended for off-campus use must be approved by the college’s marketing manager. The college continues to work to ensure that all communication from the college presents Lane positively and accurately.

The college continues to present all necessary information on student rights and responsibilities in the Lane Catalog and on Lane’s website. A hardcopy of the Lane Catalog is provided to new students at no charge if picked up, and for a \$3 shipping and handling charge if mailed. The current Lane Catalog is also available on-line at: <http://www2.lanecc.edu/sites/default/files/collegecatalog/1112catalog.pdf>. A Student Planner that supplements Lane Catalog information has garnered positive student and staff feedback.

The 2011-12 Lane Catalog and website included all the information required for compliance with NWCCU accreditation standard 2.A.15: “Policies and procedures regarding students’ rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for

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

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

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

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 instructional departments prior to publishing the new Lane Catalog. This review ensures accurate information about the curriculum is presented to students and prospective students in printed documents and on the web. Additionally, information about community education programs is printed in the Community Education Class Schedule which is mailed to most district households each term.

Lane’s educational programs and services continue to be the primary emphasis of all advertisements, publications, promotional literature, and recruitment activities. Lane student success stories are also featured in such literature.

Lane continues to have an active recruiting program which reaches out to high schools and the community at local events. The recruiting program describes Lane’s benefits and shares information about courses and programs. Lane Catalogs are distributed free of charge at these events.

The college radio station, KLCC, continues to communicate Lane’s vision to transform lives through learning. Marketing materials reflect college values. The core value of diversity continues to provide a guiding principle for Lane’s efforts to promote its programs to diverse communities.

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

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 to ensure we only request information pertinent to admission. As an example, when a student applies online to be a credit student, some items are marked ‘mandatory’ while the preponderance of items are marked as not required. Enrollment and Student Financial Services works hand-in-hand with Institutional

Research, Assessment and Planning to make sure that we are collecting information necessary to support required reporting and to track students appropriately.

Methods of collecting, reviewing, transmitting, or storing information about learners will be protected against improper access in compliance with federal and state regulations.

Staff review practices used in collecting, reviewing, transmitting, and storing student information to ensure protections are in place to guard against improper access to confidential learner/customer information. Regulations set in the Family Educational Rights and Privacy Act (FERPA) and state public records laws are followed. FERPA deals specifically with the education records of persons who are, or have been, in attendance in post-secondary institutions. Enrollment and Student Financial Services staff are knowledgeable of these laws and they work with instructional staff to address issues that may cause the college to be out of compliance. Staff will continue to be trained in relevant laws and procedures required for compliance. Significant updates to FERPA were passed by the Department of Education in January 2009 and additional updates in January 2012. Faculty and staff are provided with training and updates in response to requests, and when following up on issues that arise related to FERPA compliance.

By board policy, COPPS policy, and Family Educational Rights and Privacy Act (FERPA) guidelines, Lane employees and students have the same rights of privacy as any other citizen. Lane maintains a web link to the FERPA website to clarify important issues about the Act and to allow individuals to easily review those guidelines (<http://www.lanecc.edu/cops/release.htm>).

The faculty contract calls on the college to respect the privacy of faculty members, including respect for the privacy of faculty mailboxes, offices, email, phones, computers, and personal material. For students, faculty and staff, the use of Banner 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 used in the process of conducting college business. An additional security safety measure was implemented in spring 2012 which required all users of myLane to update their self-selected 6-digit PIN to a safer 12 to 16-character passphrase. New students no longer use their date of birth as their initial log in and they are now assigned a randomly generated passphrase which needs to be changed the first time they access myLane.

There are a variety of safeguards in place and maintained by Enrollment and Student Financial Services to ensure the security of paper and electronic student records. A key safeguard for electronic access through myLane is a secure and confidential student created personal identification number. Students and staff are able to use a secure method to look up their “L” number; individuals can enter their name, date of birth and the e-mail address they have on file in myLane and an e-mail message is sent only to the matching e-mail address in Banner. The Director of Enrollment and Student Financial Services/Registrar attends regional and national training to stay current on the Family Educational Rights and Privacy Act and takes steps to keep all campus personnel knowledgeable of the law.

Many practices and procedures have been established to ensure student information is protected. Following are some examples:

- a. Mandated student, enrollment, and course data are sent electronically to the Oregon Department of Community Colleges & Workforce Development (ODCCWD) via secure file transport protocol (i.e. ftp).
- b. Providing a social security number at Lane is voluntary. Social security numbers are used only in a few special situations (e.g., to the IRS for 1098-T reporting and is required for students seeking federal financial aid). The college does not use social security numbers as the student identification number but rather assigns students an 'L' number as their student ID number. Updates to FERPA require staff to no longer ask for all or any part of a student's social security number when confirming or releasing student information.
- c. A confidential, student-created, 12 to 16 character alpha/numeric passphrase provides another level of security for accessing student data through myLane.
- d. A Records Retention Schedule guides retention of confidential records.
- e. A procedure exists to guide the release of student information.
- f. Access and confirmation policies are maintained on the Archive web pages.
- g. Procedure dealing with the destruction of records is followed and ensures necessary protection of data.
- h. Appropriate controls are in place for accessing data bases.
- i. Files are locked and placed in fire-proof cabinets.
- j. All counseling information is kept in double locked offices as required by law.
- k. Protocol designed to protect student identity is followed for the posting of test scores and grades.
- l. There are five options for students to submit Financial Aid paper work: Mail, fax, locked drop box, in-person, and via the web. The first two methods are delivered inside the secure area behind Enrollment and Student Financial Services. The locked drop box is emptied multiple times throughout the day, and the paperwork is carried directly into the secure area. The in-person paperwork is collected in a secure area behind the Enrollment and Student Financial Services counter and is retrieved at least once each day and taken to the secure area inside Enrollment and Student Financial Services. Lane receives electronic student data from the completion of the Free Application for Federal Student Aid (FAFSA) from the Department of Education. This information is stored on secure servers and other computer hardware supported and maintained by Information Technology and is accessible only by staff needing access to the data to perform their jobs.
- m. All Financial Aid student files are digitally scanned and indexed. Any paperwork waiting to be scanned is securely locked each night. Files currently being worked on, and all paperwork, are kept in a secure area inside Enrollment and Student Financial Services that is accessible only to the staff working inside the Enrollment and Student Financial Services area. Access to the entire area is restricted during the day by a keypad locking system.
- n. The Financial Aid computer system is controlled by a user-specific security system.
- o. Grades are entered through the web.
- p. Students determine whether their "directory information" can be released for use inside and outside the college. An electronic process exists that enables students to restrict the release of their directory information and/or to provide a password to allow others to have access to billing information through myLane. This process requires the student to log in using her/his

confidential passphrase. All paper methods used prior to this were discontinued, providing for additional security measures.

- q. The Health Clinic and Disability Resources shred all materials containing personal identifiable information that are not being retained.

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

Facilities Management & Planning is aware that certain types of spaces (e.g. offices and examination rooms) need visual and aural privacy for students and staff. Typically, construction of the envelopes surrounding these types of spaces is tailored to provide a reasonable level of visual and aural privacy. Facilities Management and Planning process requests for these sorts of space needs, primarily in offices. The process often results in a recommended space assignment.



lighting windows and window treatments. A glass walled faculty break/work room provides for sound privacy and an open friendly environment.

Recent examples include the newly renovated building 4 open office area located on the second floor. This space provides both an open welcoming feeling and an extended exposed roof structure and high clearance entry space; it also provides cubicles and privacy for staff. In addition, the new high wall offices provide both windows with window treatment for visual privacy and sound acoustical conversation privacy.

A second example is the new office design in building 30 which provides faculty with high wall privacy and also day



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

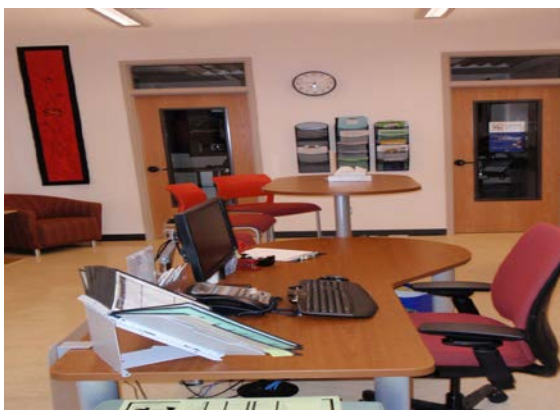
A third example is found in building 2. The IT staff were scattered all over the campus, often sharing office or cubicle spaces. Now that the building 2 renovations are completed, IT staff have been relocated into a fully renovated and centralized office space which provides high wall offices, multi-use conference rooms, and very quiet class rooms for high tech video conferencing and learning environments. The IT staff can now access one another much more effectively in a centralized location while providing team-oriented and student focused service to the campus.



The IT staff now have many more private offices and smart technology class rooms in which to provide a wide range of both technical and instructional learning opportunities to students and college employees.

The fourth example is found in the newly constructed International Center office suite in building 11.

The entrance to this suite utilizes a similar presentation to that of the new building 4 Health Professions office with an open clear story exposed wood structure roof framing design. Maximizing glass surfaces encourages transparency, day lighting, and various treatments also provides privacy for students and staff.



The fifth example of how privacy and security is provided for students and staff is the recent remodel of the second floor offices in building 3, Administration. The partitions were re-designed and an access door and gate were installed to restrict traffic into the heart of the office area. An information station was installed to provide a welcoming focal point for students. A panic button was installed at one of the office stations to provide fast public safety response in the event of an emergency.



Facilities provide a reasonable level of indoor environmental quality.

Staff in the Facilities Management & Planning Department are aware that the indoor environmental quality (IEQ) of offices, classrooms, labs, assembly areas, conference rooms, and other areas needs to be safe, healthy, and comfortable for teaching and learning. Typically, construction of new and/or remodeled rooms features materials and finishes that preclude the establishment of harmful bacteria, fungus, mold, and various other biological growth. Indoor environmental air quality includes maintaining fresh air treatment and adequate air flow into buildings, providing state-of-the-art air temperature controls, and providing adequate air movement and filtration. Periodic indoor air quality monitoring and testing indicate that IEQ standards are maintained at or above current OSHA and ASHRAE standards.

IEQ assessments in 2011 resulted in significant repairs to the building infrastructure of building 4 during summer 2011. A repair and upgrade plan is currently in place for building 24 that is anticipated to be completed by summer 2012. Action plans are being developed for any buildings

where challenging IEQ conditions have been identified. These action plans included remodeling custodial closets, repairing roof leaks, replacing damaged ceiling tiles, repair and maintenance of plumbing fixtures, painting shelving surfaces, replacing and cleaning carpets and baseboards, and disinfecting surfaces wherever necessary. The College's FMP Department now recommends alternatives to carpet, and replacement of carpet for all building upgrades and remodels. All air handling system filters are replaced in all buildings on a regular schedule as part of the routine maintenance for these systems.

The physical sensitivities of people to temperature and airborne particles differ considerably, and 40 year-old (plus) buildings usually have at least a few rooms that present IEQ circumstances which may challenge some sensitive people. When a room at Lane is reported to have an indoor environmental quality problem, the Facilities Management and Planning Department acts promptly to inspect and test for potential IEQ contaminants, identify any problems, and remedy challenging circumstances. Spaces are vacated quickly when needed. Areas will only be reoccupied after corrections have been completed and test results indicate that the IEQ is improved and within accepted limits. In some cases, portable high efficiency particulate air (HEPA) filtration units are purchased and installed in offices occupied by those with hyper-allergenic environmental air sensitivities. These units have direct digital sensors that control the fan speed directly to maintain an optimal filtration level.

Lane frequently works with the leading IEQ consultants in the state, including OSHA consultative services and private companies, to ensure the best possible IEQ. In the case of building 4, the summer 2010 bond renovation project, that created new offices for Health Professions and classrooms on the first and second floors, was followed by a specific remediation project in the dental clinic and dental lab areas on the first floor (ground floor) of building 4 during winter break in December and January, 2011. At the direction of College Facilities, Management and Planning, thorough follow-up inspections were completed in spring 2011 by outside agencies including: 1) Oregon OSHA, 2) two separate indoor environmental quality assessment firms, with testing by one of the IEQ firms continuing throughout the end of spring term 2011, and 3) consultations with an industrial hygienist from the State Accident Insurance Fund, Lane's workers compensation carrier. The test results and recommendations from outside consultants and experts resulted in development of a comprehensive repair and upgrade plan for building 4 that was successfully executed in the summer of 2011.

Lastly, indoor environmental quality has been a key issue with the design of the new Health and Wellness Center as well as the new downtown college campus and residential building. IEQ considerations and indoor air quality will remain a priority during planning for all remaining bond and capital improvement projects.

The college environment is welcoming and accepting to all learners.

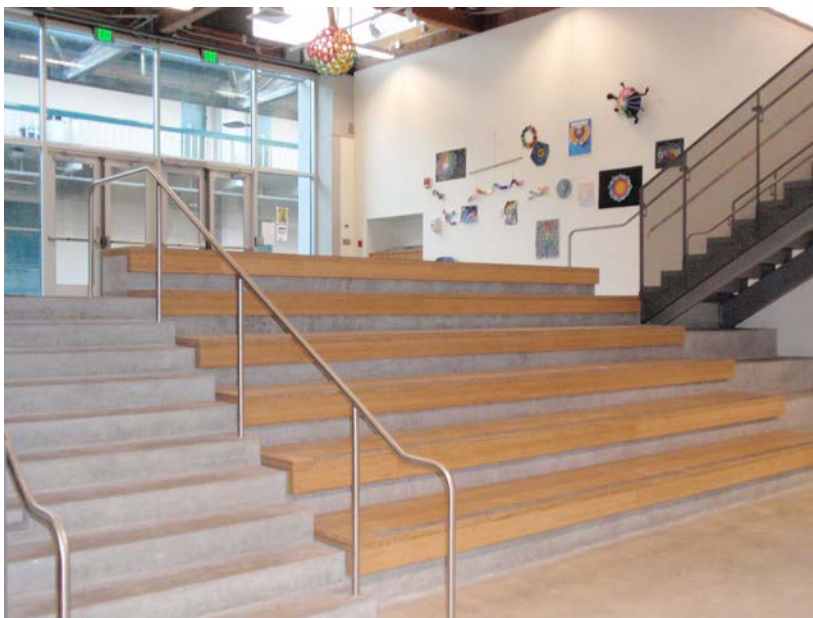
Lane's Design Guidelines are reviewed annually by the Facilities Council and are primary in efforts to make the physical environment welcoming for all learners (http://www.lanec.edu/governance/councils/facilities/documents/DesignGuidelines-final-090528_1.pdf). The Guidelines are based on two overarching principles:

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

New buildings such as the Health and Wellness Center provide student gathering spaces that facilitate engagement outside of classes and contributes significantly to student learning.



Lane's Native American Longhouse has been completed and provides a welcoming place for the instruction of Native American languages and history, as well as a home for cultural events throughout the year. The new Health and Wellness Center, completed bond projects, upcoming bond projects that are in early stages of planning, and projects that were recently completed using state stimulus funds, bring substantial improvements in creating and enhancing facilities so they are inviting, welcoming to learners, and contribute to learning.



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

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



Landscaping improvements at the west entrance of the campus, around building 3, added seating benches to enhance the welcoming nature of the campus. Those with accessibility challenges can utilize these seating benches as resting stations. Students



can also meet together to share instructional information and plan their day. The landscaping design provides low cost native plantings which also reduce facilities operational costs.

New furnishings were recently installed in the cafeteria seating areas. These furnishings provide options for students with accessibility challenges and for students with multiple learning needs. Electrical power stations were installed for students to plug in laptops and other electronic media devices, a variety of table tops were provided, seating heights are at multiple levels, and all furnishings are very comfortable and

attractive. Efficiencies and densities were increased allowing more students to gather outside the classroom both for meals and as a learning environment outside the class room.



Lane's Core Values (<http://www.lanecc.edu/research/planning/documents/SPCoreValues.pdf>) and Strategic Directions (<http://www.lanecc.edu/research/planning/StrategicDirections.htm>) support diversity. Lane's Diversity Core Value states that Lane is:

- Welcoming, valuing and promoting diversity among staff, students and our community
- Cultivating a respectful, inclusive and accessible working and learning environment
- Working effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
- Developing capacity to understand issues of difference, power and privilege

Lane's Diversity Strategic Direction states:

- Create a diverse and inclusive learning college
- Develop institutional capacity to respond effectively and respectfully to students, staff, and community members of all cultures, languages, classes, races, genders, ethnic backgrounds, religious beliefs, sexual orientations, and abilities.

Lane has holistic student services that support a diverse student body. The Women's Program provides a Women's Center with services focused on the needs of women students, an instructional program for women in transition, a bridge program for Spanish speaking women, a program to help students explore non-traditional careers, and educational events and speakers on women's and gender issues. The Multicultural Center provides programs, support and services including a Native American student program, an African American student program, a developing 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. The department also offers retention counseling for Latino/a students. And, Lane is in the process of developing and expanding its International Program.

The Student Success Leadership Team (SSLT), created in October 2011, and arising out of year-long student success study series, is a broadly representative group of 56 faculty, students, staff and administrators charged with shepherding the work of the college as it relates to quality, progression and completion. SSLT members are developing capacity and understanding of Lane's progression and completion data framework,

connections between strategic initiatives, high impact practices, and change management and continuous process improvement methodologies. Our SSLT focus for the coming year will be to stabilize and strengthen our existing projects and initiatives by enhancing our communications, organization and outreach/distribution of knowledge and information, and developing and sharing resources, tools and best practices for implementation, operation and change management. Our new Student Success Web Site (www.lanec.edu/studentsuccess) is being populated and developed for an official launch in fall 2012. This site will serve as the primary portal for student success information and resources.



Tag Cloud Representation of 2011-2012 SSLT Projects & Priorities

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



Lane's ATD Model

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

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

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

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

Our ATD data show that only 9% of entering students earn a degree or certificate after 3 years; only 16% after 5 years. This is similar to the graduation rates we see from OCCURS and other data sets. With a growing national and state focus on completion rates, we have an increasing sense of urgency for improving these rates at Lane. Again turning to national studies and high impact practices and results from other ATD schools, we have identifying specific opportunities (interventions) for “moving the dial” that we will pursue within the ATD construct, and that will complement existing completion projects and initiatives.



Lane's ATD Core Team

To address this priority, we are developing interventions in identifying a program and major as well as mandatory academic planning.

For additional information about our ATD work, please visit www.lanecc.edu/studentsuccess/ATD/index.html.

The Engaging Students Title III grant is a comprehensive, integrated first-year experience program (FYE) for new students who are enrolled in credit classes and who intend to earn a degree at Lane or transfer to a four-year institution. The overall goal is to improve student success (persistence, graduation and transfer), as well the College's fiscal sustainability through providing: 1) a comprehensive, integrated first-year experience for new credit students; 2) strengthened coordination and collaboration between Academic Affairs and Student Affairs; 3) a holistic approach to student learning; and 4) a college climate that continuously improves practices that support success. The project is in its fourth year and is exceeding its goals. The number of first year learning communities has been expanded, student orientation and advising have been redesigned, and a new student portal has been implemented. Faculty Professional Development activities include intensive two-day workshops prior to Fall Inservice, monthly Tea & Topics discussions, and funding for curriculum infusion of student success principles.

Lane also joined The Foundations of Excellence in the First College Year (FoE) Initiative (<http://lanecc.edu/studentsuccess/FoundationsExcellence/index.html>) during 2011-12. The FoE applies a blueprint for building the first year of college as the foundation for undergraduate education. A taskforce composed of broad-based membership from across the college participated in an intensive self-study based on the nine 'Aspirational Foundational Dimensions' of the initiative. Using an array of sources such as surveys, enrollment and persistence data, College policies, Core Values, Strategic Directions and communications about programs, each Dimension was rigorously analyzed according to how well Lane meets the criteria suggested by FoE. Each Dimension Team produced a report with its findings and recommended action items. This self-study will culminate with a multi-year action plan to guide and improve the first-year experience for Lane students.

Learners have a clear understanding of what may be expected from the services offered.

The college's website and publications clearly describe what may be expected from the services offered at the college. Staff strive to create statements and representations that are clear, factually accurate, and current.

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

1. Enrollment requirements and procedures
2. Information about programs and courses
3. Degree and program completion requirements, including length of time required to obtain a degree or certification of completion
4. Faculty (full-time and part-time listed separately) with degrees held and the conferring institution
5. Institutional facilities readily available for educational use
6. Rules and regulations for conduct
7. Tuition, fees, and other program costs
8. Opportunities and requirements for financial aid
9. Policies and procedures for refunding fees and charges to students who withdraw from enrollment
10. Institutional core values
11. Academic calendar

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

MyLane, the new student portal, offers an interactive environment where students can find the information they need with one log-in and where staff can highlight and tailor messages to students.

ASLCC and other student leadership positions offer rewarding opportunities for students seeking leadership experiences while attending Lane. Participation in ASLCC is transformative for the students involved in ASLCC Senate and for the larger student body. In 2010-2011, ASLCC developed a series of goals and completed an assessment of those goals as part of their Oregon Community College Student Association certification process. ASLCC received commendation

from the certifying reviewers for their outstanding organization, training and clearly stated expectations for student leaders.

The learning objectives for ASLCC involvement include:

1. **Service:** Acquire and/or enhance skills to treat others with respect and courtesy while continuously striving to meet student/staff needs.
2. **Critical thinking skills:** Acquire and/or enhance skills to guide personal beliefs and actions through observation, experience, reflection, reasoning, or communication.
3. **Interpersonal and group skills:** Acquire and/or enhance skills to produce mutual benefits so that all group members gain from each other's efforts
4. **Teamwork:** Acquire and/or enhance skills to enhance the workplace through collaborations with other employees.
5. **Professional Skills:** Acquire and/or enhance professional workforce skills through trainings and daily work procedures.
6. **Appreciation and understanding of differences:** Acquire and/or enhance a strong understanding and appreciation of diverse populations through interactions and exposure to growth opportunities.
7. **Open communication:** Acquire and/or enhance skills to approach reasonable topics and hold discussions leading to resolution.

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

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

The college maintains a written statement of [Student Rights and Responsibilities](#). This document outlines the essential provisions for academic freedom and guides students in becoming responsible participants in the college community. Lane also maintains a written [Student Code of Conduct](#). This document describes conduct that interferes with the responsibilities and obligations of the college. It also outlines the penalties imposed for prohibited conduct and explains the procedural due process for alleged student violations and the protection of student rights. These materials are available through the college website. The Code of Conduct is also published in the Lane Catalog and in the Community Education Class Schedule.

The college publishes the Board Policy dealing with Harassment (D.020) in the Lane Catalog; related procedures and accommodations for resolving problems are printed in the Lane Catalog and in the Community Education Class Schedule. All harassment, discrimination, ADA and student complaint policies and procedures are available through the college website in English and Spanish. Forms are available to be downloaded and contacts are listed to assist with complaints. The Executive Dean for Student Affairs assigns staff as Judicial Advisors to investigate and resolve general student complaints that cannot be solved at the department or division level. Students have the right to appeal complaint findings to the Executive Dean.

Student complaint data for 2011-2012 follows (May 15, 2011, through May 14, 2012):

Student complaints:

Thirty Six formal student complaints were received by the Office of Academic and Student Affairs (ASA) between May 15, 2011, and May 14, 2012. One complaint was filed against managers, services, or departments. Twenty-seven complaints were filed against faculty, one was filed against staff, and five were filed against another student. Formal student complaints included complaints about college processes or policies, exceptions to the refund policy that were referred to the student complaint process, classroom issues such as alleged unfair treatment, and complaints about staff behavior or services. No students alleged harassment by another student. All complaints were investigated and either mutually resolved or a finding was issued. Five were open and in process at the time this report was prepared. Two student complaints were filed with the Office of Civil Rights. The college worked with the Office of Civil Rights on resolutions that were satisfactory to the complainants.

ASA logged ninety six informal student complaints, and ten discipline records checks for federal government positions that are awaiting a signed student release. All informal complaints were referred to division/department managers, appropriate support staff, or were resolved by the Executive Dean for Student Affairs. Additional informal complaints were resolved directly through the department manager or by a staff contact person.

* *Note:* The reporting timeframe for this report was changed this year to account for complaints and code of conduct violations that occur in the last four weeks of the school year. This change in reporting timeframe has resulted in a one-time increase in the number of reported incidents. That is, the reporting period for 2011-12 was an entire academic year compared to the eleven month time-frame used in previous years.

Harassment complaints:

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

Treatment of Learners Report – Longitudinal Data for ALL Student Complaints									
Academic Year	Formal Student Complaints	Informal Student Complaints	Formal Harassment			Informal Harassment		ADA Formal	ADA Informal
			Sexual	Racial	Disability	Sexual	Racial		
2003 (7/1/02 - 6/30/03)	41	N/A	1	1		4	1	0	2
2005 (7/1/04 - 5/24/05)	44	91	0	0		7	1	0	0
2006 (7/1/05 - 5/22/06)	37	44	0	0		18	2	0	2
2007 (7/1/06 - 5/16/07)	29	40	0	0		9	1	2	2
2008 (7/1/07 – 4/29/08)	26	20	1	0		7	2	0	3
2009 (7/1/09 - 6/3/10)	25	28	2	0	1	3	1	0	11
2010 (7/1/10 – 5/8/11)	22	98	0	0	0	0	0	4	10
2011 (5/15/11 - 5/14/12) *	36	96	2	0	0	1	0	1	0

Treatment of Learners Report – 2011 Data for ALL Student Complaints Academic Year (5/15/11-5/14/12) *						
Formal Student Complaints	Formal Student Complaints Resolved					
	Upheld	Dismissed	Un-founded	Denied	Not correct Process	Resolution Pending
36	13	9	1	3	5	5
					Managers/Services/Departments	1
					Faculty	27
					Parking	1
					Process	1
					Staff	1
					Another Student	5
					total	36

Formal Harassment					ADA Formal	Code of Conduct Harassment
Sexual	Sexual Orient.	Racial	Disability	Religion		
2	0	0	0	0	1	10

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

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

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

Student Code of Conduct Issues:

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

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

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

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

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, every day. The emergency extension for all emergency calls is well publicized and easy to remember – extension 5555. Non-emergency services may be obtained by dialing extension 5558. Public Safety also provides other non-emergency services free of charge, including but not limited to crime prevention education, self defense classes, sexual assault prevention courses, seminars on workplace violence, and active-shooter preparedness. Other services include campus lost and found operations, parking enforcement, key distribution for access to buildings and classrooms, jump-start pack loans, and the management of the campus access control system (including key card production).

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

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

Emergency Preparedness

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

The campus also has several emergency notification systems including Lane Alert and a building public address system. Lane Alert enables campus officials to send an e-mail or text message to faculty, staff, and students. The public address system is for on-campus notification.

The college has formed a threat assessment team to provide a coordinated campus approach to assessing threats posed by individuals on campus and to coordinate appropriate preventive and corrective action. Potential threatening behavior by students is addressed in a team approach coordinated by the Executive Dean for Student Affairs, in consultation with the Director for Public Safety and the Associate Dean for Student Affairs, Counseling and Advising. Other campus and community resources are consulted depending on the problem(s) being addressed.

Information concerning student safety is posted on the Public Safety Department website (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.html>) which is also published in the Lane Catalog.

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

The total number of citations (including traffic, moving, conduct, and lesser criminal offenses) are reported in Appendix II. Overall citations increased YTD as compared to 2011 and are approximately 48% of total citations. This is slightly ahead of total 2011 citations but will likely stabilize over the summer.

The total number of incidents for 2012 is projected to decline slightly compared to the number of incidents reported for calendar year 2011. For the period January 1, 2012, through May 1, 2012, there were 84 incidents reported and for the entire 2011 year there were 291 incidents reported. 2011 data had a mean of 24.25 cases per month while the first four months of 2012 had a mean of 21 cases per month. More detailed data on citations and incidents are included as appendices

with this report. Also, it is interesting to note that during the entire 2011 year, 15 persons were arrested and in for the first four months of 2012, 14 persons have already been arrested.

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 2010-11 increased by 11% compared to the previous year. The number of disabled students returning to Lane in 2010-11 increased by 9%. Ninety nine graduates identified as having a disability, which represents 8.5% of all Lane's graduates for 2010-11.

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

The number of front desk contacts in DR (calls and walk-in traffic) declined during 2010-11. Visits to the DR website increased 6% during 2010-11, and the website continues to be an important contact for prospective students.

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

Accommodations in higher education are intended to create an accessible, inclusive learning environment that allows all students an opportunity to demonstrate their ability to successfully complete course objectives. Technology is an increasingly important accommodation resource.

The DR website continues to be a vital component of serving students and a resource for faculty, staff and the community. DR staff members utilize web-based tools for internal systems and for providing information to students. DR has expanded the range of technology options that are available to students. There is a continued trend to move Assistive Technology into campus computer labs, creating broad access for anyone who may benefit, rather than restricting use to those who complete the 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 and higher quality and sophistication of skills among the DR Advisors and other staff. Technology used by staff to develop systems and provide accommodations continues to evolve at a rapid pace. The department continues to streamline procedures, services and support through a range of cost-saving techniques, which has been easier to accomplish as technology has become more advanced. Overall accommodation requests increased in 2010-11.

Typical accommodations and services include:

- Assistive Technology (hardware, software, equipment)
- Alternate Format (Electronic Format, Braille) for textbooks, packets, classroom materials
- Classroom/Lab Accommodations (adjustable tables, ergo chairs, specialized keyboards, large screen monitors)
- Classroom/Lab Aide
- Computer-Assisted Note-taking (CAN)
- Curriculum/Academic Adjustments
- Interpreter (American Sign Language)
- Magnification Devices
- Note-taking (volunteer)
- Assistive Technology (Mac Speech, Dragon Naturally Speaking, Natural Reader, JAWS)
- Test/Quiz Accommodations (extended time, scribe, reader)

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

Student outcomes:

Following are summaries of responses to a few selected questions included in Lane's Student Follow-up Survey which is sent to: a) graduates, and b) students who were close to graduation but left Lane prior to completing a degree or certificate:

Spring term of year that Student Follow-up Survey was conducted	Percent of students who reported they “Very much” achieved their goals at Lane
2011	72%
2009	78%
2007	76%
2004	75%
2002	73%
2001	75%
2000	74%
1999	75%

Spring term of year that Student Follow-up Survey was conducted	Percent of employed career technical students who reported Lane courses were “Very relevant” or “Relevant” to skills used in their jobs
2011	82%
2009	86%
2007	82%
2004	88%
2002	86%
2001	89%
2000	86%
1999	87%

Spring term of year that Student Follow-up Survey was conducted	Percent of former transfer students who reported Lane prepared them “Very well” or “Well” for a 4-year college or university
2011	71%
2009	82%
2007	84%
2004	75%
2002	81%
2001	81%
2000	81%
1999	82%

While these results are consistent and good, there is still work to be done. We continue to work closely with career-technical program advisory committees to revise the curriculum to meet changing needs in the workplace. We work closely with four-year institutions to ensure a seamless transition for Lane students going on to earn a four-year degree. For example, during

winter term 2006, Lane and OSU signed a dual enrollment partnership agreement. Like the partnership program that was implemented in 2001 between Lane and the UO, the purpose of the OSU program is to facilitate a seamless transition for students between the two institutions, to improve marketing and competitive positioning for the two schools and to increase enrollment on both campuses.

Following are college-wide summaries of course completion and student success data for fall, winter and spring terms of the academic year:

Year	Percent of students completing the courses in which they were enrolled at the end of the second week of the term
2010-11	91.9%
2009-10	92.1%
2008-09	91.9%
2007-08	91.4%
2006-07	91.1%
2005-06	91.1%

Year	Percent of passing grades awarded for completed courses (A, B, C or Pass)
2010-11	82.2%
2009-10	82.6%
2008-09	82.8%
2007-08	82.3%
2006-07	82.5%
2005-06	82.6%

Appendix I

Incident Reports Calendar Year Data

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

		2009	2010	2011	1/1/12-5/1/12
Offense	ORS	Total	Total	Total	Total
Arrested		9	1	15	14
Abandoned Vehicle	341.3			1	
Alarm - Audible			4	1	
Animal Neglect	LC 7.124		1	4	1
Arson 2	164.315		1		
Assault 2	163.175		1		
Assault 4	163.16	2	2	1	2
Bicycle Crash		2			
Bomb or Destructive Device	166.382		2		
Burglary 2	164.215	39	15	12	
Careless Driving	811.135		1		
Carry Concealed Weapon	166.24	1			
Child Neglect 2	163.545		1		
Code of Conduct - Possession of Alcohol	341.3		1		
Code of Conduct - Student	341.3	5	12	8	
College Policy - General	341.3	3	3	2	
Computer Crime					1
Criminal Mischief 1	164.365	1	1		
Criminal Mischief 2	164.354	7	2	2	1
Criminal Mischief 3	164.345	2		9	4
Damage to Campus Property	341.3	1	2	1	2
Damage to Personal Property	341.3	1			
Delivery of Controlled Substance - Marijuana	475.86			1	
Delivery of Controlled Substance - Methamphetamine	475.89			1	
Disable Parking - Improper Use	811.63			1	
Disorderly Conduct	166.025	8	11	22	8
Dispute			1		
Dog at Large	341.3			1	
Driving While Suspended - Misdemeanor	811.182	1			
Driving While Suspended - Violation	811.175	1			
DUII	813.01	1			
Elude	811.54	1	1	1	1
Emergency Response			2	1	
Fail to Obey - Traffic Control Device	811.265		1		

		2009	2010	2011	1/1/12-5/1/12
Offense	ORS	Total	Total	Total	Total
Fail to Obey College Official	341.3	2		2	
False Information to College Official	341.3		1	1	1
Forgery 1	165.013			1	
Found Contraband - Drugs	133.055	1	2	1	
Found Property	133.055	1			
Fraudulent Use of Credit Card	165.055	1	1		
Graffiti	164.383			6	1
Harassment	166.065	10	14	27	8
Harassment - Telephonic	166.09	1	4	1	1
Hit & Run - Injury				1	
Hit & Run - Non Injury		6	7	19	2
Information - General		18		5	
Information - Protection Order		4	7	2	
Initiate False Report	162.375			1	
Lost or Mislaid Property				1	
Medical Assistance		9	4	11	2
Menacing	163.19	2	2	3	
Minor In Possession - Alcohol	471.43			1	
Misuse of Campus Resources	341.3	1			
Open Container - Alcohol	811.17				2
Outside Agency Assist		2			
Parked Obstructing Roadway	811.555			2	
Possession Controlled Substance - Heroin	475.854			1	
Possession Controlled Substance - Marijuana	475.864	9	1	10	2
Possession Controlled Substance - Methamphetamine	475.89			1	
Public Assist	133.055			1	
Public Indecency	163.465	1	2	4	
Reckless Driving	811.14	1			
Reckless Endangering	163.195			1	
Robbery 3	164.395	1			1
Sex Offender Contact		4	2	7	
Skate Board Violation	341.3			1	
Stalking / Protection Order	163.732	2	1	1	
Suicidal Subject		1		1	3
Suspicious Conditions		6	2	10	1
Suspicious Persons		12	8	14	
Suspicious Vehicles		1		3	1

		2009	2010	2011	1/1/12-5/1/12
Offense	ORS	Total	Total	Total	Total
Theft 1 [Highest Level]	164.055	6	8	6	2
Theft 2 [Mid Level]	164.045	25	33	36	12
Theft 3 [Lowest Level]	164.043	11	6	22	15
Theft by Deception	164.085			1	
Tobacco Violation	341.3				1
Traffic Crash - Fatal			1		
Traffic Crash - Injury		2			
Traffic Crash - Non Injury		1	1	1	
Trespass 2	164.245	2	1	1	2
Unauthorized Use of Vehicle	164.135	9	1	5	1
Unlawful Entry Into Vehicle	164.272	13	8	2	
Unlawful Possession of Weapon	166.22		2		
Vehicle Towed	341.3		3	1	
Violation of Protection Order	163.75	1	1	1	
Warrant Service		1	2	6	6
Totals		243	190	291	84

Appendix II

Citations Reports For Calendar Years

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

			2009	2010	2011	1/1/12-5/1/12
Type of Cite	Offense	ORS	Total	Total	Total	Total
Code of Conduct	Animal Neglect	LC 7.124			2	1
Code of Conduct	Assault 3	163.16 5				1
Code of Conduct	Code of Conduct - General	341.3			1	2
Code of Conduct	Disorderly Conduct	166.02 5	2		5	1
Code of Conduct	False Information	341.3				1
Code of Conduct	Harassment	166.06 5				1
Code of Conduct	Littering	LC 6.200	1			
Code of Conduct	Minor In Possession - Alcohol	471.43	1			
Code of Conduct	Misuse of Campus Resources	341.3	1			
Code of Conduct	Obstructing Government	162.04 3	3		1	
Code of Conduct	Possession Control Substance - Marijuana	475.86 4	10	1	8	1
Code of Conduct	Possession of Alcohol	341.3		1		
Code of Conduct	Possession of Forged Instrument	165.05 5		1		
Code of Conduct	Reckless Endangering	163.19 5				1
Code of Conduct	Skateboard Violation	341.3			4	2
Code of Conduct	Tobacco Violation	341.3			60	19
Code of Conduct	Theft 2 [Mid Ranking]	164.04 5			1	
Code of Conduct	Theft 3 [Lowest Ranking]	164.04 3	1		1	2
Code of Conduct	Trespass 1	164.25 5				2
Code of Conduct	Unlawful Possession of Weapon	166.25		2		
Code of Conduct	Warrant Service	133.05 5				1
Parking Offense	Abandoned Vehicle [Excess of 72 hours]	811.55 5	1	2	9	1
Parking Offense	Authorized Vehicle Only	811.55 5	69	26	58	2

Parking Offense	Disable Parking - Fail to Display Permit	811.61 5	84	37	101	67
Parking Offense	Disable Parking - Improper Use	811.63	9	2	23	5
Parking Offense	Overtime Parking [Excess of 30 minutes]	811.55 5	72	34	171	39
Parking Offense	Parked at Yellow Curb	811.55 5	62	74	148	16
Parking Offense	Parked in 2 or More Spaces	811.55 5	22	24	42	188
Parking Offense	Parked Obstructing Pedestrian Way	811.55 5	48	19	19	10
Parking Offense	Parked Obstructing Roadway	811.55 5	177	288	410	20
Parking Offense	Parking in Fire Zone	811.55 5	12	4	21	6
Parking Offense	Parking in Motorcycle Space	811.55 5	2	1	1	3
Parking Offense	Parking in No Parking Area	811.55 5	33	21	32	121
Parking Offense	Parking on Landscape	811.55 5	142	119	234	102
Parking Offense	Permit Parking - Fail to Display	811.55 5	124	64	133	79
Parking Offense	Parked Vehicle - Towed	341.3		1	1	1
Parking Offense	Parked Wrong Way	811.55 5			2	2
Traffic Offense	Careless Driving	811.13 5	2	1	1	3
Traffic Offense	Driving in Safety Zone	811.03	4			
Traffic Offense	Driving While Suspended - Infraction	811.17 5	4	1	2	1
Traffic Offense	Driving While Suspended - Misdemeanor	811.18 2	2			1
Traffic Offense	Driving While Suspended - Violation	811.17 5	11			1
Traffic Offense	Driving While Suspended - Felony	811.18 2		1	1	
Traffic Offense	Elude	811.54	1		1	1
Traffic Offense	Fail to Carry or Present Driver's License	807.57	3			1
Traffic Offense	Fail to Display License Plate	803.54			1	
Traffic Offense	Fail to Maintain Single Lane	811.37	11	3		
Traffic Offense	Fail to Obey - College Official	341.3	2		3	1
Traffic Offense	Fail to Obey - Traffic Control Device	811.26 5	53	3	10	12
Traffic Offense	Fail to Register/Renew Vehicle	803.3	1			
Traffic Offense	Fail to Set Brake	811.58 5			3	
Traffic Offense	Fail to Use Safety Belt	811.21	1			

Traffic Offense	Fail to Wear Helmet	814.26 9	1			
Traffic Offense	Improper Driving - General	341.3			1	
Traffic Offense	No Valid Operator's License	807.01	5	2	1	
Traffic Offense	Open Container (of Alcohol)	811.17				1
Traffic Offense	Operate Vehicle with Cell Phone	811.50 7				3
Traffic Offense	Pedestrian - Fail to Use Sidewalk	810.04				1
Traffic Offense	Reckless Driving	811.14			1	
Traffic Offense	Speed Racing	811.12 5	1			
Traffic Offense	Switched Registration Tags	803.56			1	
Traffic Offense	Uninsured Motorist	806.01	13	4		1
Traffic Offense	Unreasonable Sound Amplification	815.23 2	2		1	
Traffic Offense	Violation Basic Rule [Excess 15 MPH]	811.1	10	2	4	1
Traffic Offense	Wrong Way on One Way	811.27	3		2	
Totals			1006	738	1521	725

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

NOTE-2: Data are not validated and are subject to change.