LANE COMMUNITY COLLEGE

Transforming Lives through Learning

2013-2014
Strategic Directions Report

50 YEARS
OF STUDENT SUCCESS

2013-2014 Strategic Directions Report

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The graphics in this document were designed by Lane student Michele Tokuno. Michele has an A.S. degree in Commercial Art and is pursuing a second degree in Computer Programming. Michele works in the college's New Media Center.

Contents

Strategic Planning at Lane Community College

Lane Community College's *2010-2015 Strategic Plan* was prepared by College Council through a year-long process of engagement with college stakeholders, study, data and environmental analysis and input from other planning processes. The plan was approved by the board of education in spring 2010.

The plan documents the convergence of several key priorities for the college, providing six strategic directions that construct a framework for fulfilling Lane's mission. The college responded to national conversations about community college reform by aligning its plan with the following goals: improve student preparation, progression and completion; provide a liberal education approach for learning, including improved digital fluency and critical thinking across disciplines; and build a diverse, inclusive, safe and sustainable learning and working environment for all who learn and work at the college.

The strategic plan and strategic directions guide decisions and resource allocations at all levels of the organization. They inform division and department unit plans and program review, budget and long-range financial planning, emergency plans, governance council plans and other planning efforts. Over the past years, a deliberate effort has been made to deepen understanding of strategic directions and their operational implications at a local (e.g. department) level. A new network has emerged with staff engaged in related projects and initiatives directly supporting strategic plan goals, which results in better communication and a powerful cross-pollination and convergence of ideas and efforts.

Lane's core themes of Academic Transfer, Career Technical and Workforce Development, Foundational Skills Development and Lifelong Learning reflect the college's comprehensive mission and receive essential support through the strategic plan and each of the strategic directions.

The college implements its strategic plan through strategic direction goals and implementation plans. As a learning organization, Lane approaches planning and implementation as a continuous, iterative activity. As a key part of Lane's strategic planning process, the college engages in annual reflection, review, assessment, prioritization and operational planning for the year ahead. During the annual reflection and review, strategic direction leads work with faculty, staff, project leads and other stakeholders to assess progress toward goals and objectives, report accomplishments and identify areas of focus and priority for the coming year.

Starting in 2012, the college used the strategy map format (Figure 1) to provide an organizing structure for this process and resulting report to the board of education. The strategy map presents a visual framework for aligning practice, initiatives and projects with the strategic directions of the college. It provides useful information for establishing priorities, allocating resources, evaluating new project proposals and identifying
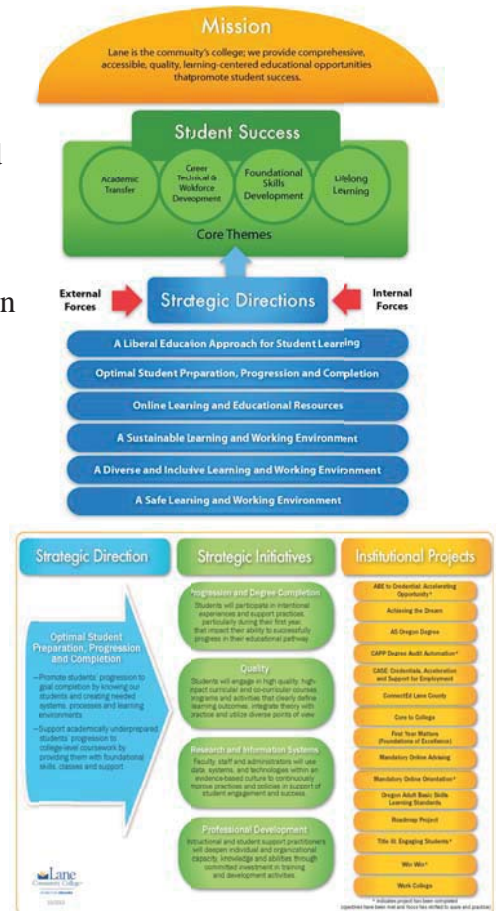

Figure 1: Lane Community College Strategy Map

gaps in mission fulfillment. It is also a valuable communications tool for Lane faculty and staff as well as external partners, agencies and organizations.

A Focus on Student Success

"Student success is the journey through which our students develop, progress toward and achieve their goals." Lane Community College definition of student success, 2014

Student success is at the heart of our mission as the community's college. It is the foundation upon which we organize and plan our work, measure our success and achieve our vision of transforming lives through learning.

Lane demonstrates a deeply rooted commitment to student achievement by understanding the unique experiences, abilities and goals of our students; providing a liberal education approach for learning; ensuring access and opportunity for all students; and aligning academic and support services to support quality, progression and completion.

Student success is embedded throughout the college's strategic and operational plans and is the overarching objective that ties the college's work together across our core themes and student population. Synergies among several campus groups have enabled more effective implementation of campus initiatives aimed at improving student goal achievement, and a critical mass of expertise and common commitment among staff emerged through the Student Success Leadership Team (2011-2014). In 2013-2014 the Academic and Student Affairs Leadership Team and Student Success Leadership Team developed a new "Strategies for Student Success: Initiatives to Practice" framework that provides managers, faculty, staff and students with a systematic overview of the different support resources available while also serving as a guide for aligning services and resources around student needs.

Student Success Framework, 2014:

Start Right- Practices that primarily improve students' successful entry into a program that leads to goal achievement.

First Year Focus- Practices aimed at providing students with outstanding curricular and co-curricular experiences in their first year,

Maintain Momentum- Practices in this category are those directed at successfully contributing to student progression.

Goal Completion- This category describes practices that assist continuing students in completing their academic goals.

Figure 2: Award Completions

Lane Community College Award Completions
2006-07 to 2012-13
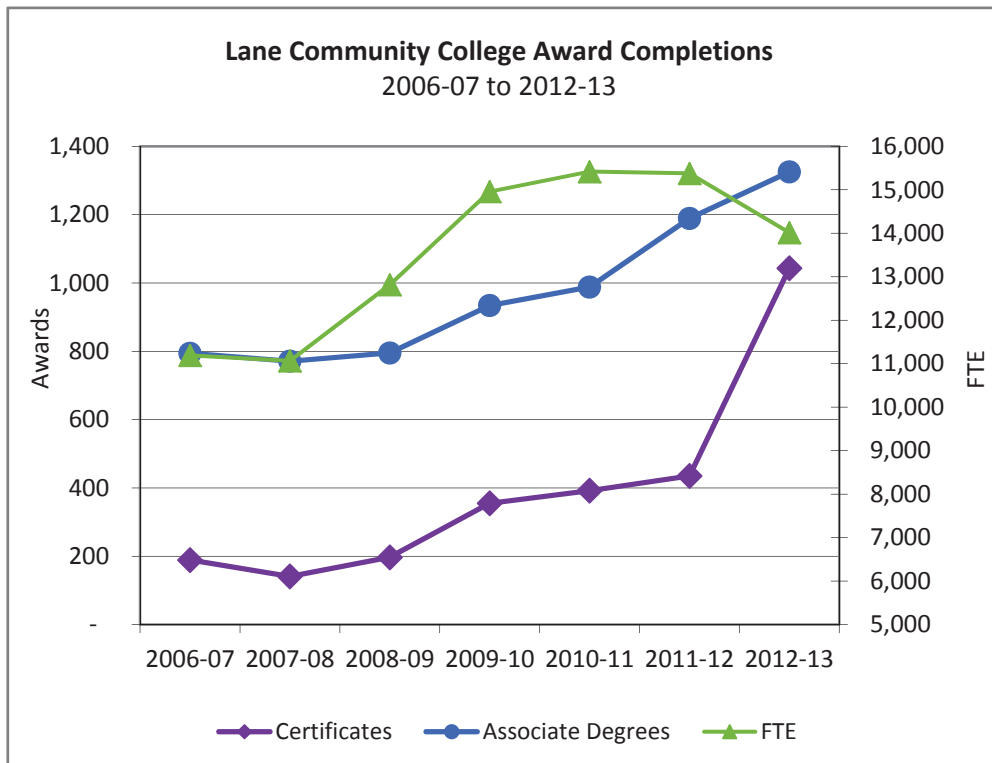
Source: Institutional Research, Assessment and Planning Achievement Compact Student Data

Data used in the strategic planning cycle (both in development and in evaluating progress toward goals) include institutional benchmarks, student success indicators, environmental and economic trends, financial analysis, human resources data and core theme indicators. The college has invested in developing data and analysis resources and capacity in the following ways: through the addition of a faculty researcher position in the office of Institutional Research, Assessment and Planning; through investment in enterprise database reporting systems such as ARGOS, Achieving the Dream and Connected Lane County longitudinal student progression and completion reports; and through a new department reporting tool that brings together department staffing data, student enrollment, budget and expenditures in a single report, providing deans and directors with a year-over-year view of their activities and efficiency for use in unit planning and program review.

2013-2014 Strategic Directions Update

The following sections of this report focus on each of Lane's strategic directions, with strategy maps that illustrate alignment of institutional initiatives and projects with strategic directions goals. Within each strategic direction, selected data is presented. As the board regularly reviews college-wide benchmark and accreditation data and indicators, these are not replicated in this report. Updates are provided for each of the institutional projects undertaken in support of strategic direction goals, with projects categorized as completed, continuing or new. *Completed projects* are those in which project goals have been substantively achieved and the work is being successfully integrated into ongoing college programs and services. *Continuing projects* were initiated prior to the 2013-2014 academic year with work continuing into 2014-2015. *New projects* were brought online after the start of the 2013-2014 year as part of our ongoing, evolving process of focusing work and resources on the further achievement of strategic direction goals.

A Liberal Education Approach for Student Learning

Prepared by: Ian Coronado, Dean of Academic Technology; Dawn DeWolf, Vice President for Academic and Student Affairs; Maurice Hamington, Executive Dean, Academic Affairs - Transfer; Lida Herburger, Student Success Manager; Christina Howard, Faculty Coordinator of Assessment; Phil Martinez, Social Science Faculty; Mary Parthemer, TRiO Director/ASA Manager; Marika Pineda, Library Director; Ce Rosenow, Honors Program Faculty Coordinator; Brett Rowlett, Director of Governmental and Community Relations; Kate Sullivan, CLO Faculty Coordinator; Sarah Ulerick, Dean of Science

Equip students to become global citizens with the broad knowledge and transferable skills characterizing a liberal education approach

Expand application of the liberal education approach throughout the college's programs and services

Overview

Our world is increasingly interdependent and complex, with rapidly changing demographics, institutions and workplaces. The explosive growth of information and knowledge requires intellectual tools and dispositions that are dynamic, responsive and transferable. The liberal education approach can empower our students to become global citizens, capable of communicating across borders and critically analyzing the evolving issues and problems they face. Such an approach supports respect for individuals, cultural differences and alternative views.

Through a liberal education, students are encouraged to address ethics and values, cultivating civic and personal responsibility and engaging critical themes across languages and cultures. A liberal education is inherently adaptable and broadly applicable across all learners and social environments; it provides students with a vital set of critical thinking tools to challenge the disempowerment often produced in contemporary economic, political and social institutions. Liberal education aligns with Lane's transformational vision and comprehensive mission. Source: Lane Community College Strategic Plan.

To achieve the goals and objectives of a liberal education approach for student learning, work has been focused and organized around four strategic initiatives: *learning outcomes and assessment*, *civic and information literacy, integrative learning* and *professional development*.

Figure 3:
Core Learning Outcomes

In addition to reviewing and assessing project level outcomes and results, leads of liberal education projects use institutional data and evidence to assess progress toward strategic goals. For example, evidence that the college is making progress on the objectives of the Liberal Education Approach for Student Learning Strategic Direction includes the ongoing integration of Core Learning Outcomes (represented in Figure 3), information literacy utilization rates, and student perception data such as the Community College Survey of Student Engagement (CCSSE). Table 1 presents data on one of the five CCSSE benchmarks, specifically related to liberal education and learning outcomes.

Table 1: Active and Collaborative Learning

CCSSE Active and Collaborative Learning Benchmark Scores: All Students			
Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaboration with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community and their personal lives.			
Lane has consistently scored above the CCSSE cohort mean and the Oregon community college consortium in this benchmark, measured every three years.			
Year	**Lane**	**CCSSE Cohort**	**Oregon Schools**
2005	50.7	50.0	
2008	53.5	50.0	51.6
2011	53.5	50.0	52.2
2014	52.4	50.0	51.2

Source: Institutional Research, Assessment and Planning. http://www.lanecc.edu/research/ir/studies

Additional evidence of progress toward liberal education strategic goals and objectives has been collected as part of Lane's comprehensive self-study accreditation[1] process. For example in the Academic Transfer Core Theme, indicator 1.7 measures student proficiency in meeting Core Learning Outcomes (CLOs) for general education. Across a most recent student sample, 93% of students rated Lane coursework/training as "effective" or "very effective" in developing four core abilities.

Completed Projects

The college has successfully completed several institutional projects in support of the liberal education strategic direction, achieving objectives, shifting focus toward scale and practice and successfully integrating the work into ongoing college programs and services. The following section provides updates on projects completed in the 2013 and 2014 academic years.

Assessment of Learning

Leads: Christina Howard, Kate Sullivan, Sarah Ulerick, Molloy Wilson, Christine Andrews, Siskanna Naynaha

Lane is committed to creating, supporting and sustaining a culture of assessment and continuous improvement to advance and support student success. In the fifth year of General Education Assessment, the Assessment Team (A-Team) moved forward with its efforts to re-envision learning and learning assessment through Lane's new Core Learning Outcomes (CLO). Team members surveyed faculty on current methods and outcomes of CLO assessment at the classroom, discipline and institutional level. The anonymous data submitted by 75 faculty from 23 disciplines included qualitative feedback on methods and challenges to systematic core learning outcome assessment. Faculty reported a broad range of methods to communicate and assess core learning outcomes, with discussion cited as the most widely utilized CLO assessment method. Qualitative data led to intentional assessment project design where 26 faculty (full and part-time) from eight discipline teams developed rubrics to assess at least one core learning outcome. The final rubric projects provide evidence of a cultural, faculty-led shift toward increasing visibility and active assessment of our new core learning outcomes.

Assessment Team work in the 2012-2013 academic year culminated in acceptance to the AAC&U Institute on General Education and Assessment where a core team of faculty and management drafted the Core Learning Outcomes Assessment Action Plan for mapping and assessing core learning outcomes across general education disciplines. This plan provides a solid framework for strengthening and deepening learning outcome assessment and program improvement as an ongoing and recursive process at the college.

During 2013-2014, significant and measurable progress was made toward the first two goals of the Action Plan. The A-Team facilitated discussions with multiple college stakeholders, including leadership, managers, program coordinators, K-12 liaisons, marketing and publications, counseling and advising, curriculum, and the University of Oregon. Activities included meetings, focus groups, professional development, faculty assessment project RFP review and monitoring, mentoring, and reporting back. Outcomes of these efforts include:

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[1] http://www.lanecc.edu/accreditation

- Evidence of increased CLO visibility in courses, academic advising materials, co-curricular activities, and marketing and communications (e.g. Honors program, College Now, Career Pathways, campus publications, campus publicity materials, including banners and webpages)
- Evidence of increased faculty engagement in CLO assessment within academic disciplines
- Broad faculty participation in A-Team sponsored professional development workshops in learning outcomes assessment ("Engaging With CLOs")
- Website enhancements to disseminate learning assessment efforts and outcomes to the college and the public.

Lane's efforts have also resulted in progress linking our general education curriculum to CLOs. Implementation of a designated CLO coordinator and RFP resources has resulted in:

- Increased faculty engagement in CLO assessment process and project development
- Increased high-enrollment course and program coherence as discipline teams refined shared documents to visibly relate to the CLOs
- Linked general education curriculum to CLOs, courses and program outcomes
- Deepened understanding within discipline teams of the steps necessary to develop meaningful rubrics for authentic assessment.

As we move into years two and three of Action Plan implementation, we are positioned to persist in developing new discipline teams while sustaining established discipline teams for systematic assessment, including direct assessment of artifacts. The website is designed to easily promote and disseminate assessment project outcomes to help inform our collective teaching and learning practices. www.lanecc.edu/assessment/about-team

Core Learning Outcomes

Leads: Christina Howard, Kate Sullivan

Lane's Assessment Team (A-Team) created the Core Learning Outcomes to help students understand the abilities needed to become global citizens, capable of communicating across borders and critically analyzing the evolving issues and problems they face. A final version of the Core Learning Outcomes was presented during Fall 2012 Inservice, followed by an October 2012 Strategic Directions Conference, "Core Learning at Lane." During the conference, faculty reviewed best practices and shared examples of infusing quality student engagement in learning through core learning outcomes. Additionally, the A-Team presented CLOs to Faculty Council, Learning Council, College Now staff and in faculty meetings within departments. A-Team members presented workshops at Fall Inservice and Spring Conference to persist in the college's commitment to faculty professional development in integrated learning through visible CLOs in courses and through CLO rubrics generated by Lane faculty discipline-project teams.

The shared CLO framework is evidence of faculty and staff-led efforts to develop transferable skills for Lane students through curricular and co-curricular learning at Lane. CLOs are posted on the Assessment Team web page and more than 200 posters featuring the five CLOs have been distributed across campus. College leadership is providing opportunities for infusing core learning outcomes in outreach, marketing and publicity activities to further inform our stakeholders of the value of a "liberal education approach for learning."

The CLO work plan for 2013-2014 was established through conversations begun at the June 2013 AAC&U Institution on General Education Assessment in Burlington, VT, which led to an assessment strategy that shifted focus from individual courses and individual or dyads of instructors crafting small projects for their own use, to a greater concentration on projects tied to program review and/or development of rubrics with disciplinary specificity, connected to signature assignments. Specifically, CLO work in 2013-2014 focused on the following goals from the A-Team's 3-year assessment plan: 1) increase visibility and understanding of the strategic direction, "a liberal education approach to student learning"; 2) increase visibility, understanding and ownership of Lane CLOs.

Increased visibility and increased ownership of CLOs were manifest through eight department/program projects—Art, Biology, Communications, Dental Hygiene, English/Composition, French, Physical Therapist Assistant, and Spanish—where faculty worked on plans for assessment in high enrollment courses, mapped CLOs to course outcomes or course materials, created rubrics or supplemental materials for students and faculty to ensure course consistency, and created or revised signature assignments. This work, supervised by CLO Faculty Coordinator Kate Sullivan, is not completed and will continue over the next few years, until a faculty majority have facility with the integration of CLOs into the curriculum and their assessment within a disciplinary context. www.lanecc.edu/assessment/core-learning-outcomes

Degree Qualifications Profile (DQP)

Leads: Maurice Hamington, Sarah Ulerick, Siskanna Naynaha, Kate Sullivan, Christina Howard, Phil Martinez

The Oregon DQP was a three-year project supported by the Lumina Foundation. The primary purpose of the project was to employ the DQP framework to engage Oregon's seventeen public two-year and seven four-year institutions in purposeful discussions and reflections on the meaning and alignment of their degrees through three primary initiatives: 1) Engage institutions in substantive conversations about expected learning outcomes for their degrees; 2) Compare and align (where possible) learning expectations horizontally for peer degrees across Oregon institutions; and 3) Enhance the inter-institutional vertical integration of Oregon's two-year and four-year degrees to enhance student transition, progression and completion in moving between community colleges and universities.

The project substantially achieved the objectives for institutional engagement and to a lesser extent, the objectives for horizontal alignment and vertical integration. During the first year, twelve community colleges (including Lane) and six universities reported activities and progress on institutional engagement. During the second year, seven community colleges and five universities identified goals for institutional engagement on their year two work plans.

The Oregon DQP project fulfilled its underlying intention of raising the conscientiousness of institutional colleagues on the importance and role of learning outcomes as the foundation for institutional practice. It stimulated thought, encouraged reflection and engaged faculty, administrators and students in meaningful conversations on the essential learning outcomes for associate and baccalaureate degrees offered by Oregon community colleges and universities. The most fertile ground for these discussions and for continued alignment of learning outcomes resides in the general education component of associate and baccalaureate degrees. While the "meta" level of the DQP outcomes may have appeared too abstract at the beginning of the project when some faculty

were more focused on program and course level outcomes, the DQP served as an effective framework and catalyst to engage faculty in articulating and aligning expected student learning outcomes at the course, program and degree levels. Once started, those conversations will continue.

Lane's DQP team was comprised of faculty from general education and career technical areas, managers and information technology staff. Collectively, team members linked with multiple academic divisions and disciplines, executive leadership of the college, Faculty Council, Learning Council, Institutional Research and Planning, statewide organizations and colleagues at the University of Oregon to identify synergies among Lane's ongoing efforts to use learning outcomes to guide teaching and assessment of learning. Work completed included mapping Lane's new Core Learning Outcomes to the DQP framework and exploring opportunities to also map program and course outcomes to DQP. The team hosted a campus Mapping Summit to share its work in progress and its findings. Mapping work was presented statewide and with members of the National Institute for Learning Outcomes Assessment at the Spring DQP Teleconference. Work was initiated to link student affairs co-curricular activities to core learning outcomes; this work presents exciting opportunities to apply the Core Learning Outcomes and DQP frameworks to high impact co-curricular activities.

During 2013-2014, it was determined that continuing work on the Oregon DQP project under the prevailing circumstances would, at best, produce marginally diminishing returns on the investments of time, effort and resources. To leverage, extend and amplify the outcomes from the project, a modification was proposed for the third year of the grant to anticipate the attendant issues associated with assessing and documenting student learning outcomes within the DQP or DQP-like curricular framework. Specifically, the proposal submitted to the Lumina Foundation was to investigate the feasibility of credentialing and reporting student achievement at the learning outcome level, rather than at the course grade level. Following a series of discussions with the Lumina Foundation, it was determined that the timing was not right for this project. Reluctantly, therefore, the decision was made to terminate the project one year prior to the expected completion date of August 31, 2015. http://lanecommunitycollege.github.io/oregondqp.org/

First Year Matters (Foundations of Excellence)

Leads: Mary Parthemer and Lida Herburger

In 2011-2012, Lane participated in the Foundations of Excellence (FOE) year-long, comprehensive, guided self-assessment and improvement process centered on improving the first year of college for Lane students. One team examined the extent to which Lane delivers curricular and co-curricular learning experiences that promote critical thinking, ethical decision-making, and the lifelong pursuit of knowledge. The team determined it would be beneficial for the college to improve its intentional practices, policies or culture with respect to new students, and to develop a clear path for helping first-year students see and understand the diverse roles education can play in their lives.

In 2013-14, a number of intentional practices were aimed at improving a liberal education approach for Lane's first-year students. A first-year philosophy had been developed during 2012-13 and was adopted for the 2013-14 year. All new students to Lane received a copy of the first-year philosophy that describes the value of education and details how Lane faculty and staff commit to supporting each student to develop and learn in meaningful and lasting ways. Some departments customized the first-year philosophy to their own discipline and/or service. This past year saw many efforts to integrate Lane's newly developed Core Learning Outcomes (CLOs) into first-year classes and co-

curricular activities. First-year College Success classes delivered directed lessons about the CLOs and first-year philosophy.

Although the FOE process is complete, the comprehensive action plan that came out of the two-year self-assessment and planning process is informing directions and actions that will continue to improve the experiences for first-year students at Lane Community College.

Lane Honors Program

Leads: Ce Rosenow, Katie Morrison-Graham, Susan Carkin, Lida Herburger, Elizabeth Pratt

Lane's Honors Program provides students with a transformative learning experience centered on scholarly inquiry, academic rigor and intellectual growth. Through challenging coursework, experiential learning, a capstone project and co-curricular activities, honors students develop their critical thinking skills, creativity and intellectual curiosity.

The Honors Program offers fifteen different honors courses and options. These offerings include classes in art, cooperative education, science, social science and writing. Additional classes are scheduled for 2014-2015.

Figure 4: Honors Post-It Note

More than 60 students were active in the program in 2013-2014, and several recruitment efforts went into effect to increase this number in the coming year. These efforts included post-it notes that Lane faculty and high school teachers can put on students' work (shown in Figure 4), recommending that students look into the Honors Program, and the development of an honors brochure. Presentations to Lane's advisors and counselors, high school advisors and counselors, high school students touring Lane's campus, and the ECHO students increased awareness of the program. Additionally, targeted email messages went out to students requesting information about honors when applying to Lane as well as to students whose GPA makes them eligible for the program.

The program continued to provide exceptional off-campus and co-curricular learning opportunities for students. Events included attending the University of Oregon's Undergraduate Research Fair, Oregon State University's Honors Thesis Fair, and a guided tour of the University of Oregon's Natural History Museum.

Because of the academic rigor of honors course offerings and the range of co-curricular opportunities offered to honors students, several schools formed articulation agreements with the Lane Honors Program: Portland State University Honors College, Southern Oregon University Honors College, and Washington State University Vancouver Honors Program. Current conversations are underway with the University of Oregon exploring honors opportunities for our students when they transfer.

The make-up of the Honors Core Team continues to evolve to efficiently serve the needs of the program. With the energetic leadership of the Core Team and the ongoing engagement of the Leadership Team, the Lane Honors Program continues to grow. www.lanecc.edu/honors

Information Literacy

Lead: Marika Pineda

The Information Literacy Program is designed to enhance the pursuit of knowledge by preparing students to think critically and use information effectively and by helping faculty infuse information literacy into their courses. Led by library faculty and staff, the program consists of face-to-face instruction sessions, reference services and an Information Literacy Toolkit.

Students on campus have ready access to librarians at the reference desk, a traditional point of one-on-one instruction. Through the Information Literacy Program, virtual reference services are available 24/7 through an online chat system. A chat widget is available for embedding in Moodle so that students have access to live research help at the point of need. To further support information literacy efforts, librarians create online research guides for subjects and courses.

Librarians have developed an Information Literacy Toolkit to support faculty in embedding information literacy instruction into their courses. Instructors can incorporate toolkit content – short video tutorials, quizzes, widgets, and handouts – into Moodle. In 2012-13, the quizzes in the Information Literacy Toolkit were accessed 2,378 times. Another infusion resource is "one-shot" sessions where library faculty are invited to teach information literacy to any class at the request of the instructor. Librarians have taught approximately 475 sessions serving 9,000 students in this modality over the past two years.

Information Literacy development and outreach efforts will continue and be scaled up as part of collaborative planning efforts within Academic and Student Affairs programs and services.

Movie Munch Film Series

Leads: Phil Martinez, Micah Cordova

The Movie Munch Film Series was started during the 2012-2013 academic year to support liberal education objectives of civic and information literacy and integrative learning. Social Science faculty select movies that touch on academic and social science issues and then host a monthly film screening over the lunch hour. Faculty provide a brief synopsis of the film's academic importance and facilitate a discussion and question and answer session after the showing. Based on positive student and faculty feedback, the series was continued into the 2013-2014 academic year, with nine movies presented to date.

Work College

Leads: Dawn DeWolf, Dennis Carr

The Work College project is designed to enhance student success by increasing paid student employment opportunities on campus. The project vision is to create a cohesive, visible and robust system for student employment that also offers development of skills, abilities, habits and attitudes that prepare Lane students for the successful transition to life, work and career after college while also helping them pay for their college education. In fall 2011, the project team completed an inventory of current student employment practices. In winter 2012, survey results and a study of national best practices were used to identify and explore options for improving part-time work opportunities for Lane students, especially on main campus. The Work College

There are 107 student workers currently employed at Lane.

team concluded its 2012-13 work with the completion of two documents: a comprehensive student worker inventory and a draft proposal for increasing and improving student employment at Lane. In 2013-2014 the structure and framework were completed to support student employment opportunities and implement recommendations from the work group.

Continuing Projects

The following institutional projects will continue into the 2014-2015 academic year:

Center for Learning and Student Success Redesign

Leads: Michael Levick, Jen Klaudinyi, Audrey Mills, Ian Coronado

The 2013-2014 academic year saw the last details being scrutinized in the planning for the college's redesigned learning commons, or the "Center for Learning and Student Success." From an academic technology perspective, the goal is to create a center that integrates learning services with a flexible design that contributes to information and digital literacy for students, as well as the campus community at-large.

The redesign presents an opportunity to further integrate academic technology into the everyday learning experiences of students and into the faculty's instructional design. Current priorities include:

- Moving the Academic Technology Center into the Learning Commons
- Centralizing student technology help (SHED)
- Building a media-rich creation studio accessible to all students
- Housing an expanded academic Testing Center to support the growth of online courses and serve additional instructional departments
- Designing flexible and technologically-rich learning spaces to facilitate student success for years to come
- Planning integration of student support services from library and AT staff using the Kayako online helpdesk system.

Connected Lane County/Rites of Passage Bridge

Leads: Dawn DeWolf, Craig Taylor, Deron Fort, Lida Herburger, Sue Norton, Greg Evans

ConnectED Lane County is a local coalition of school districts, institutions of public higher education and early childhood partners. The aim is to increase the number of local high school graduates who are successful in higher education and life by creating a seamless and streamlined transition between early childhood, K-12 and higher education through partnerships and relationships with educational, community and business partner organizations.

Lane Community College has partnered with Springfield School District to develop a grant-funded Rites of Passage (ROP) "Wrap Around" Program that extends the summer program experience into the classrooms at the high school level throughout the academic year, thus providing a seamless transition to post-secondary education at Lane. The coursework is an extension of the history, literature and life skills courses Lane teaches each summer.

The coalition has received grant funding from the OEIB for Connected Lane Pathways, a project focused on supporting the formation of college and career aspirations in the middle and early high school years for all students in Lane County schools. http://connectedlanecounty.org

Democracy Commitment

Lead: Brett Rowlett

The Democracy Commitment (TDC) is a national initiative providing a platform for the development and expansion of community college programs, projects and curricula aiming at engaging students in civic learning and democratic practice across the country. The goal of TDC is that every graduate of an American community college shall have had an education in democracy. This goal includes all students, whether they plan to transfer to university, achieve an associate degree or obtain a certificate. After becoming one of the original TDC signatories in 2011, Lane has increased civic involvement awareness and opportunity in partnership with student government, cooperative education, service learning and the Honors and Work College programs.

During the 2013-2014 academic year, Lane's TDC initiative worked with student organizations to promote on- and off-campus voter engagement activities (voter registration, get-out-the-vote efforts, voter education, etc.). The issue of income inequality was added as a national initiative for TDC, and in February, a campus screening of former US Labor Secretary Robert Reich's documentary *Inequality for All* drew more than 125 students and staff. A webcast that followed allowed attendees to submit questions to Secretary Reich. In March, a Lane delegation of students and staff presented at the League for Innovation in the Community College's conference about Lane's voter engagement efforts and Political Science Cooperative Education Program. Lane was also invited to attend at the TDC annual conference in June. www.lanecc.edu/studentsuccess/DemocracyCommitment

Roadmap Project

Leads: Maurice Hamington, Lida Herburger, Mary Parthemer, Sarah Ulerick

In recognition of work supporting community college student success, Lane was selected as one of only 12 community colleges to participate in the Roadmap Project by the American Association of Colleges and Universities (AAC&U). Lane was invited to apply for a continuation award and will participate in the project for another two years. The centerpiece of Lane's project is a student Guide to Personal Success (GPS) that ties together the following procedures and structures that optimally support student progression and completion: core learning outcomes (CLOs), high impact practices (HIPs) and degree progression and completion policies.

The GPS will integrate three components in a systemic and cultural change for teaching and learning at Lane: 1) Learning: Using CLOs as guiding principles for liberal education and guideposts for a student's academic journey, 2) Engagement: Empowering students with HIPs to advance their learning and success, and 3) Navigation: Developing transparent processes and tools that support integrated practices for student progression and completion.

For the coming year, the project team will focus creating a visual representation of the GPS. www.lanecc.edu/aacuroadmapproject

New Projects

While faculty, staff and managers involved in Lane's liberal education strategic direction will focus primarily on developing continuing projects and bringing them to scale, they have embarked upon an additional project to support liberal education goals as described below.

Transfer Area Identity and Branding

Lead: Maurice Hamington

Increased emphasis on completion and regional identity concerns have led Lane's transfer deans and the Executive Dean of Academic Transfer to propose a rebranding of the transfer curriculum and structure to a more common academic construct such as School of Arts, Business, and Sciences or School of Arts and Sciences. The purpose of this branding is to create a stronger sense of pride and identity around the transfer curriculum, which generates a majority of the school's FTE. The hope is that students will find this identification more attractive and therefore spur greater interest in academic progress and graduation. The team plans to complete a proposal in the 2014-2015 year for implementation in either fall 2015 or 2016.

Optimal Student Preparation, Progression and Completion

Prepared by: Jerry DeLeon, Dean of Counseling & Advising; Dawn DeWolf, Vice President for Academic and Student Affairs; Helen Garrett, Dean of Enrollment Management Systems; Maurice Hamington, Executive Dean, Academic Affairs - Transfer; Lida Herburger, Student Success Manager; Kathie Hledik, Dean of Math; Kerry Levett, Executive Dean of Student Affairs; Cathy Lindsley, Director of Tutoring/ABSE/ESL; Rosa Lopez, Career Pathways Coordinator; Mary Parthemer, Director of TRiO/ASA Manager

Promote students' progression to goal completion by knowing our students and creating needed systems, processes and learning environments

Support academically underprepared students' progression to college-level coursework by providing them with foundational skills, classes and support

Strategic Direction

Optimal Student Preparation, Progression and Completion

— Promote students' progression to goal completion by knowing our students and creating needed systems, processes and learning environments

— Support academically underprepared students' progression to college-level coursework by providing them with foundational skills, classes and support

Strategic Initiatives

Progression and Degree Completion
Students will participate in intentional experiences and support practices, **particularly during their first year,** that impact their ability to successfully progress in their educational pathway.

Quality
Students will engage in high quality, high-impact curricular and co-curricular courses, **programs and activities that clearly define** learning outcomes, integrate theory with practice and utilize diverse points of view.

Research and Information Systems
Faculty, staff and administrators will use data, systems, and technologies within an evidence-based culture to continuously improve practices and policies in support of student engagement and success.

Professional Development
Instructional and student support practitioners will deepen individual and organizational capacity, knowledge and abilities through committed investment in training and development activities.

Institutional Projects

- ABE to Credential: Accelerating Opportunity*
- Achieving the Dream
- AS Oregon Degree
- CASE: Credentials, Acceleration and Support for Employment
- Connected Lane County
- Core to College*
- CTE Career Pathways
- First Year Matters*
- Mandatory Academic Advising
- Mandatory Online Orientation*
- Math Developmental Education
- myGradPlan
- Oregon Adult Basic Skills Learning Standards
- Roadmap Project
- Strategic Enrollment Management Program
- Title III: Engaging Students*
- Win Win*
- Work College*

Lane Community College
ACHIEVING DREAMS
10/2014

* Indicates project has been completed
(objectives have been met and focus has shifted to scale and practice)

Overview

Student success is at the heart of our mission as the community's college. It is the foundation upon which we organize and plan our work, measure our success, and achieve our vision of transforming lives through learning. We define student success as the journey through which our students develop, progress toward and achieve their goals. Lane supports student success by providing high quality and accessible learning experiences, structures and practices to support our students in reaching their goals. https://blogs.lanecc.edu/studentsuccess

Comprehensive and on-going assessments help identify incoming and continuing students' needs and goals. They also guide the design and implementation of programs, learning environments and services supporting student progression and completion. Such data will also guide development and improvement of institutional systems and processes that support completion.

Many students arrive under-prepared for college-level classes and need basic skills, English as a Second Language and developmental course work to prepare them to achieve their goals. They also need services and resources specifically designed for their entering academic skill level, and assistance to transition to college level work. Persistence term to term is critical in students making progress toward completing a degree or certificate.

To achieve Lane's progression and completion goals and objectives, work has been focused and organized around four strategic initiatives: *progression and degree completion*, *quality*, *research and information systems* and *professional development*.

In addition to reviewing and assessing project level outcomes and results, student preparation, progression and completion leads review and analyze institutional student success data to assess progress toward strategic goals. For example, Figure 5 illustrates term-to-term persistence data for Lane students as compared to students in other Achieving the Dream (ATD) schools.

Figure 5: Term to Term Persistence
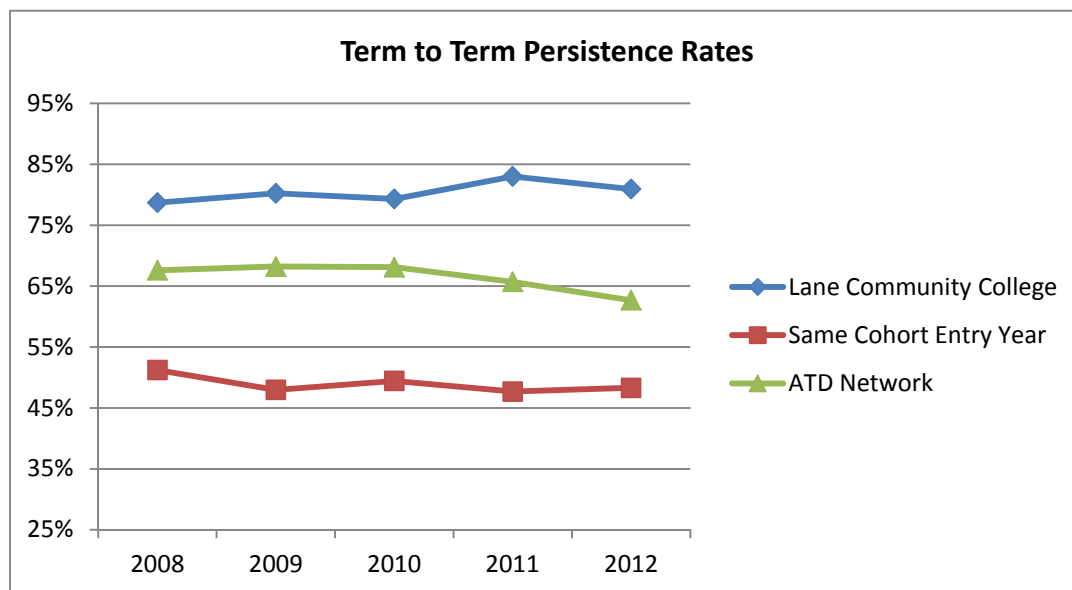
Source: Achieving the Dream

Table 2 presents selected student progression and completion indicators from Lane's 2014 comprehensive self-evaluation report. The complete report is available online at www.lanecc.edu/accreditation/year-seven-self-evaluation-report.

Table 2: Selected Student Preparation, Progression and Completion Core Theme Indicators

Indicator	Data	Rating
Indicator 1.1: Transfer student course success rates in gateway writing and math		
Gateway writing pass rate within 2 years Gateway math pass rate within 2 years	82% 81%	4, exemplary achievement
Indicator 1.2: Percent of transfer students successfully completing one or more gateway requirements in their first year at Lane (writing or math)		
Across seven student cohorts, percent of students who completed gateway writing or math within first year	33%	2, approaching achievement
Indicator 1.5: Transfer student persistence rates		
Across five student cohorts, percent of students persisting into third year (or earning an award or transferred)	64%	4, exemplary achievement
Indicator 1.10: Transfer student persistence rates at transfer institutions		
Across seven student cohorts, graduation rate of Lane transfer students at OUS institutions	75.3%	4, exemplary achievement
Indicator 2.5: Percent of career technical and workforce development students earning a certificate and/or degree		
Across four student cohorts, percent of students completing one or more associate degrees in four years	20%	3, achieved
Indicator 2.7: Percent employment for degree- or certificate-completing career technical and workforce students		
Across a most recent student sample, percent of degree- or certificate-completing students who are working within one year of completing	70%	3, achieved
Indicator 3.1: Student success rates in developmental math, writing, and reading courses (below 100 level)		
Across six student cohorts, percent of students passing any developmental course within two years	79% (math), 81% (writing), 81% (reading)	2, approaching achievement
Indicator 3.6: Percent of students enrolled in ABSE or ESL who transition successfully to post-secondary education		
Percent of ABSE or ESL students from the 2012-13 grant who transitioned to post-secondary education	Lane: 52% Oregon goal: 38%	4, exemplary achievement
Indicator 4.2: Pass rates for Allied Health pre-certification classes		
Class pass rates for all Allied pre-certification classes over a three-year period	>90%	3, achieved

Source: Lane Community College Year Seven Self-Evaluation Report, 2014

Completed Projects

The college has successfully completed several institutional projects in support of the student preparation, progression and completion strategic direction, achieving objectives, shifting focus toward scale and practice and successfully integrating the work into ongoing college programs and services. The following section provides updates on projects completed in the 2013 and 2014 academic years.

ABE to Credential: Accelerating Opportunity

Lead: Dawn DeWolf, Cathy Lindsley, Rosa Lopez

This multi-state initiative seeks to fundamentally change the way adult basic education is structured and delivered at the state and individual institution levels to support student progression and completion from adult basic skills through to completion of career technical education pathways certificates and on to employment or higher-level education credentials. Although the state was unsuccessful in the pursuit of a grant from the Gates Foundation during 2011-2012, the work continued in Adult Basic Education by connecting into existing and emerging student support structures and collaborating with Career Pathways and CASE (Credentials, Acceleration and Support for Employment) projects. Examples of transition supports (or "bridges") implemented in 2012-2013 include Early Childhood Education VESL (Vocational English as a Second Language), CASE Welding Cohort, Bridge to Advanced Technology and Bridge to CNA pilot. Work will continue on as part of the Adult Basic Education work plan and Career Pathways and CASE projects.

In 2013-2014, English as a Second Language and Early Childhood Education departments concluded the first ever ESL-CTE credit/non-credit learning community, better known as the ECE-VESL Pathway. This pathway involved moving a full cohort of pre-college level English language learners interested in and/or working in the field of Early Childhood Education (ECE) through a series of three terms. Each term involved an ECE 3- or 4- credit class coupled with an ESL class. The instructors collaborated sharing common outcomes and used the same reading materials for their assignments and outcomes. At the end of three terms the students in the cohort earned 11 credits and over two-third of the students were testing above 67 on the college placement test. Also, the credits students earned were fully embedded in a Career Pathway Certificate of Curriculum and Guidance. An additional 8 credits could be earned either by entering into regular classes, or those who were previous professionals in the field they could apply for credit for prior learning for those specific credits. These efforts will continue into the 2014-2015 year.

Core to College

Leads: Kathie Hledik, Sara Fox, Kristina Holton,

Lane recently completed the third year of its participation in the Lumina-funded Core to College project, working collaboratively with teachers, faculty and staff from Sheldon High School, University of Oregon and Eugene 4J School District. The goals of the project included encouraging collaboration between secondary and post-secondary educators in order to improve the transition for students from high school to college. Lane also participated on the Oregon Core Leadership Team, which monitored and supported the work of the various institutions around the state involved in the project.

Two main activities constituted the bulk of the project work during 2013-2014. The first was the development of an alignment tool for comparing the objectives of Algebra II in high schools and Math 95 in postsecondary developmental education to the Common Core State Standards in mathematics. Participants used webinars and conference calls to clarify the process and the objectives in order to ensure the accuracy of the results. The development and analysis portion of the alignment work was

coordinated by the Educational Policy Improvement Center, with the results shared in December 2013 at the Math Summit conference. An extension of this activity was the formation of the Core to College Math Advisory Committee, math educators from Oregon community colleges who regularly discussed pedagogy and course progressions of developmental and entry-level mathematics courses in relation to the Common Core State Standards.

The second significant activity during 2013-2014 was the third annual Math Summit, held at Lane in December 2013 to bring together high school and college math educators to share strategies, updates and progress towards alignment of goals and standards. The keynote speaker was Rob Saxton, the Deputy Superintendent of Public Instruction for Oregon. Participants also heard from math professionals from local high schools, Lane, University of Oregon, Oregon State University, Oregon Department of Education and Oregon Department of Community Colleges and Workforce Development. Consultants from the Educational Policy Improvement Center (EPIC) presented their analysis of the completed alignment work, and participants also had the opportunity to learn more about the Smarter Balanced test and to work together on math problem-solving activities.

Although the grant ended in 2014, some of the work will continue through various groups such as the Oregon Developmental Education Redesign Team and the Math Pathways Committee of the Joint Boards Articulation Commission. http://oregoncoretocollege.org

First Year Matters (Foundations of Excellence)

Leads: Mary Parthemer and Lida Herburger

During 2011-12, Lane, as part of a consortium of seven Oregon Community Colleges, engaged in a self-study about how it addresses the needs of its first-year students. The Gardner Institute Foundations of Excellence (FOE) model provided the structure and support to guide Lane through the comprehensive self-study about the experiences of first-year students at Lane. The FOE process engaged the campus community in a collaborative effort that brought together multiple viewpoints concerning the quality and efficacy of Lane's response to first year students' needs.

In 2012-13, Lane joined the inaugural group of colleges that participated in Foundations of Excellence (FOE) Implement, a year-long advisory service for institutions from the Gardner Institute providing feedback, counsel, expertise, and support to develop an implementation plan derived from the completed FOE self-study processes. The following nine goals were synthesized from nearly 100 recommendations that came out of the assessment process. A template was developed to more effectively describe the required work to actualize the nine recommendations over the next five years.

1. Define, identify, target and track First-Time and First-Year students.
2. Institutionalize the first-year experience at Lane by creating responsive and enduring policies, procedures and offerings for first-year students, by assigning administrative responsibility for ensuring first-year student support and progress, and by allocating recurring resources to support FYE students.
3. Ensure students begin in the right classes to build a strong academic foundation in order to persist and succeed.
4. Provide an extended orientation process across the first term and the first year.
5. Improve first-year outcomes by developing a mandatory system of academic advising that includes educational planning.
6. Focus professional development, training and campus events on the first-year experience and student success.

7. Improve internal and external communications systems to ensure accurate and timely information to the community, and to students, faculty and staff.
8. Identify, improve and promote the use of high impact practices across departments and units and within curricular and co-curricular offerings.
9. Design effective curricula and instructional methods to promote engagement and success both inside and outside the classroom.

https://blogs.lanecc.edu/studentsuccess/our-work/foe-overview/

Mandatory Online Orientation

Lead: Jerry DeLeon

The Mandatory/Online Advising & Orientation project, started in 2011, is designed to enhance student success by providing comprehensive orientation and academic advising resources online for all students in all majors. The objective of the online orientation component is to make online orientation available for all students, providing program specific information and course selection planning based on the student's placement test results.

Mandatory Online Orientation (known to new students as the New Student Information Session) was implemented in spring 2012. All new credit students are now required to complete this session before they are released to register. Going through this online orientation engages students as they learn to navigate myLane, the student portal for the college information, enrollment and financial aid system. Leads will measure the impact of this work on student persistence and success by comparing results from past student cohorts with the results from 2012-2013 forward. These data can be tracked term to term and year to year. Future plans are to create a second version that will provide "badges" to award and demonstrate completion.

> *One of Lane's Title III grant objectives was to increase the percentage of first-year students who access orientation services designed to support achievement of their academic goals from 49% (IRAP, 2008) to 100%. The college achieved this 100% goal in Spring 2012 and has implemented structures to ensure all credit students complete orientation prior to registration.*

During 2013-2014 we enhanced the orientation program by expanding communications into the term for credit students. Information and success tips are being sent on a weekly basis to this same student population.

Oregon Adult Basic Skills Learning Standards

Lead: Cathy Lindsley

The Oregon ABS Learning Standards project, started in 2011 with funding from Oregon Department of Community Colleges and Workforce Development (CCWD), is a statewide initiative to support students in developing the knowledge and skills they need to achieve their goals as family members, workers, community members, and lifelong learners. The Learning Standards and their frameworks are accessible and practical tools used by Adult Basic Skills (ABSE and ESL) teachers, program administrators and state leadership. The standards, also aligned with Common Core Standards, are intended to be used in identifying appropriate learning goals in listening, speaking, reading, writing and math for both native and non-native English speakers and from very beginning levels to college transition.

Success is measured by number and percentage of faculty trained in Learning Standards Institutes and progress towards integrating learning standards into all aspects of the programs' Indicators of Program Quality. For example, in 2012-13 Lane completed its goal of rewriting course outlines and job descriptions to include learning standards.

This will be an ongoing effort, requiring professional development and collaboration between Adult Basic and Secondary Education and English as a Second Language departments, and the results are being integrated into what the faculty and students experience in their everyday teaching and learning. For 2013-2014 efforts are funded by Title II Adult Education and Family Literacy Workforce Investment Act program improvement dollars with assistance from $20,000 state strategic funds through Oregon Community Colleges and Workforce Development. A statewide task force is developing sustainability efforts to maintain the momentum using a variety of professional development delivery models and materials developed and shared across all community colleges and Department of Corrections ABSE and ESL programs.

Title III: Engaging Students

Lead: Mary Parthemer

The five-year Title III: *Engaging Students* grant ended on September 30, 2013. The $2 million Strengthening Institutions grant focused on improving persistence and success for Lane credit students through a comprehensive, integrated first-year experience. Program data indicated improved persistence, graduation, transfer rates, and increased FTE due to student retention. The Title III grant contributed to changing Lane's culture by developing a better understanding of first-year students' attributes and needs and developed ways to address those needs holistically and systematically. Shifts have occurred across the College with an increased understanding of how engagement improves student persistence and success. Faculty and staff from throughout the institution worked collaboratively to establish systems and an environment that supports our students in achieving their goals at Lane and there is commitment to continue this momentum.

In 2013-14, a Student Success framework was adopted that structures our multiple success initiatives into four categories: Start Right, First-Year Focus, Maintain Momentum, and Completion. We began to use this framework to plan and execute our student success work, including the institutionalization of Title III program components.
https://blogs.lanecc.edu/studentsuccess/portfolios/title-iii-engaging-students/

Win Win

Leads: Helen Garrett, Siv Serene Barnum, Margaret Kimble

The Win Win project began in the fall of 2011 with a kick-off conference at Lane Community College that was attended by staff from the 17 community colleges. CCWD sponsored this work, with funding provided by the Lumina Foundation. The project was designed to help the 17 Oregon community colleges identify students in a particular cohort who were eligible for an AAOT degree and to address situations and reduce barriers preventing students from completing the AAOT.

Lane degree and transcript evaluators audited records for 775 students who were enrolled in an Oregon community college between 2001 and 2010, had earned at least 90 quarter credits and maintained a 2.0 or higher GPA, whose most recent 24 credits were taken at Lane, and who had never earned a degree

from an Oregon community college. 14 students were found to have met all requirements and were awarded an AAOT degree using the 2011-2012 catalog.

This project enabled Enrollment and Student Financial Services staff to analyze the degree audit process and implement improvements and efficiencies, develop an auto-award process with an opt out feature that has resulted in 147 AAOT degrees awarded in summer 2013, work through questions and perceived barriers around auto awarding and financial aid, and generate shared understanding of the strategic importance of identifying students who have achieved degrees. The project was completed in fall 2013.

Work College

Leads: Dawn DeWolf, Dennis Carr

As previously noted in the Liberal Education Approach for Student Learning section of this report, the Work College project is designed to enhance student success by increasing paid student employment opportunities on campus. The project vision is to create a cohesive, visible and robust system for student employment that also offers development of skills, abilities, habits, and attitudes that prepare Lane students for the successful transition to life, work and career after college while also helping them pay for their college education. In fall 2011, the project team completed an inventory of current student employment practices. In winter 2012, survey results and a study of national best practices were used to identify and explore options for improving part-time work opportunities for Lane students, especially on main campus. The Work College team concluded its 2012-13 work with the completion of two documents: a comprehensive student worker inventory and a draft proposal for increasing and improving student employment at Lane.

In 2013-2014 the structure and framework were completed to support student employment opportunities and implement recommendations from the work group.

Continuing Projects

The following institutional projects will continue on into the 2014-2015 academic year:

Achieving the Dream

Leads: Maurice Hamington, Lida Herburger, Craig Taylor, Ben Hill, Molloy Wilson

Achieving the Dream (ATD) is an evidence-based, student-centered and results-oriented national initiative dedicated to helping community college students, particularly low-income students and students of color, stay in school and earn a college certificate or degree. Strengthened by participation in other national, regional and local initiatives, Lane's ATD focus is on making learning-centered and evidence-based decisions that support student access, progression and completion.

Providing an intentional and mandatory orientation and advising experience has been a goal of many student success initiatives including ATD. This objective has been achieved in stages beginning with the creation of online Moodle advising modules

*In September 2014, Achieving the Dream announced that Lane Community College is one of 16 community colleges selected for the 2014 cohort of **Achieving the Dream Leader Colleges**—a national designation awarded to community colleges that commit to improving student success and closing achievement gaps. Lane is the only Oregon college to receive the honor.*

allowing students to receive targeted information about their majors and access to counselors and advisors without the need to wait for an appointment. Continuing this guided, self-service trend, the college introduced new online tools that give students the ability to make an informed choice about their program of study, to complete the required New Student Information Session (orientation) and to run degree progress reports. The online New Student Information Session (orientation) was mandated for all new students as of Summer 2013 and advising for all new students, either online or in-person, became mandatory as of Spring 2014, eliminating any chance of students avoiding these processes. A bonus from this mandatory process is an unofficial admissions deadline with the expected result of students who think ahead and are prepared to start college.

For the coming year, the ATD Team will focus on strengthening math interventions, improving persistence and credential attainment, and strengthening the culture of evidence throughout the college. https://blogs.lanecc.edu/studentsuccess/our-work/atd-overview/

AS Oregon Degree

Leads: Maurice Hamington, Sarah Ulerick

Driven by the work of retired Lane adviser, Rich Freund, this project endeavors to reconfigure Lane's current Associate of Arts Science degree into a direct transfer degree to the University of Oregon and Oregon State University with no ancillary requirements and with clear pathways to transferring with junior standing in a variety of Bachelor of Arts degree programs. The work is being modeled after Linn-Benton's relationship with Oregon State University.

The objective of this project is to support transfer students in maximizing their time and resources and encourage them to earn an Associate of Science degree on their way toward further academic study. Phase one of the project was completed in 2013-2014 with implementation in Fall 2014. This phase consisted of creating a general studies curricular path to transfer to the University of Oregon or Oregon State University with each course mapping onto the requirements of the respective institution. As a result of its approval, there are now three paths associated with the Associate of Science degree: 1) the original pathway; 2) a pathway to the University of Oregon, and; 3) a pathway to Oregon State University. These are published in the 2014-2015 catalog. Phase two of the project is to create curricular pathways to specific degrees at both universities such that students can complete two full time years at Lane Community College and transfer with junior standing at the corresponding institution without taking courses not required for the bachelor's degree if so desired. Implementation of phase two will engage faculty from Lane as well as the universities and so may take several years to implement. It is hoped that substantial progress will be made in 2014-2015.

CASE: Credentials, Acceleration and Support for Employment

Leads: Dawn DeWolf, Randa Law, Rosa Lopez, Margaret Kimble

In the third and final year of the $1.7M CASE grant (Department of Labor TAACCCT), the grant reached full enrollment by registering 172 new students and served a total of 345 students. 133 students completed programs and earned credentials, including CTE and transfer degrees, industry based certifications, and Career Pathway certificates, accomplishing the grant goals of enhancing student success, promoting career pathway programs, and increasing completion rates. A Workforce Center was opened, which provided CASE students with a drop-in resource area for career, academic and job search services. An audit with the Department of Labor was successfully completed in January 2014.

Career Pathways projects included a new certificate for Group Exercise Instructor in the Exercise & Movement Science Program, successful student cohorts in Early Childhood Education and Welding, and curriculum development for an ECE VESL.

Collaboration with external partners resulted in a number of positive outcomes. Working with the Oregon Employment Department resulted in the development of the STARR project, a formalized process for expediting the referral of student completers to the OED for enhanced job search services. Additionally, the CASE grant served as the campus liaison for other OED programs: TUI (Training Unemployment Insurance) and Trade Act. This relationship increased enrollments in the grant and improved the quality of campus services for those student populations. In partnership with the local workforce investment board, CASE provided an on-campus testing site for the NCRC (National Career Readiness Certificate) and certified 186 students. A CASE job fair was developed specifically for, and in partnership with, a new employer in the Eugene community, Waterford Grand.

Collaboration with internal partners also had positive results. Working with the Exercise & Movement Science Program to develop and coordinate a networking event for students provided them with the opportunity to meet and interact with employers in their field. CASE staff were available in the LCC Veterans Center several times a week, increasing veteran enrollments in the grant. Partnering with the Women's Program and the Advanced Technology Department culminated in the delivery of an employer panel presentation on "Employment in Technology and Trades."

The CASE grant will stop offering direct student services on December 31, 2014. The official end date of the grant is March 31, 2015. The next six months will be spent preparing for the grant closing, transitioning students appropriately and organizing the final data collection and reporting.

Connected Lane County

Leads: Dawn DeWolf, Craig Taylor, Deron Fort, Lida Herburger, Sue Norton, Greg Evans

ConnecteD Lane County is a local coalition of school districts, institutions of public higher education and early childhood partners. The aim is to increase the number of local high school graduates who are successful in higher education and life by creating a seamless and streamlined transition between early childhood, K-12 and higher education through partnerships and relationships with educational, community and business partner organizations.

Lane Community College has partnered with Springfield School District to develop a grant-funded Rites of Passage (ROP) "Wrap Around" Program that extends the summer program experience into the classrooms at the high school level throughout the academic year, thus providing a seamless transition to post-secondary education at Lane. The coursework is an extension of the history, literature and life skills courses Lane teaches each summer.

The coalition has received grant funding from the Oregon Education Investment Board (OEIB) for Connected Lane Pathways, a project focused on supporting the formation of college and career aspirations in the middle and early high school years for all students in Lane County schools.
http://connectedlanecounty.org

CTE: Career Pathways

Leads: Cathy Lindsley, Rosa Lopez, Deron Fort

Career Pathways and the expansion of Career Pathways Systems continue to improve at Lane as well as across the state in collaborative efforts among all 17 community colleges. Career Pathways at Lane involves participant-focused systems change, including creation of stackable and transferable credentials with multiple entry and exit points. Career Pathways develop and maintain well supported links between high school, adult basic skills, and workforce, with clear leveraging and braiding of resources and services along the continuum. Ultimately, Career Pathways lead to more opportunities for at-risk populations and better transparency and accessibility for all students and potential students.

In 2013-2014, the ECE-ESL pilot was concluded with strong intentional links to ESL and to workforce (as described in ABE to Credential). Partners developed an entry-level customer service career pathway certificate in business, which is fully embedded or almost fully embedded in all business programs and has potential for multiple intentional links. It also has at least 50 percent overlap with most other CTE programs. Another entry-level certificate was developed in human services, and a professional advanced certificate developed in CIT. High School Connections has continued to enhance intentional links through the POST Program of Study Template and emphasis on "credits with a purpose" (supporting high school students earning college credits in ensuring those credits count towards their certificate or degree goal), as well as emphasizing Pathways for RTEC and other dual enrollment programs. Career Pathways continues to be part of an effort to streamline the way in with individual CTE programs make their annual program updates.
http://www.lanecc.edu/pathways

Mandatory Academic Advising (formerly Mandatory Online Advising)

Lead: Jerry DeLeon, Deidre Lyons, Terrie Minner

The Mandatory Online Advising & Orientation project, started in 2011, is designed to enhance student success by providing comprehensive orientation and academic advising resources online for all students in all majors. Mandatory Online Orientation, known to students as the New Student Information Session, was implemented in spring 2012 (see completed projects.)

Lane's Title III grant academic program objectives included "increasing the percentage of first year students who participate in academic advising to 100% in order to develop intentional first-year academic plans that consider their individual goals and needs".

In fall 2013, Academic Advising was offered loosely in a mandatory way, to all new credit students. In spring of 2014, the process because officially required, and was made transparent to all staff, students, and the community. As of spring 2014, all new credit students are required to receive first term academic advising upon entry to the college, as part of the process to become a Lane student. In order to provide service to all students, four different processes were created and implemented:

- Online academic advising for new credit prior college students (implemented fall 2012)
- Individual academic advising for new credit prior college students (implemented fall 2012)
- Online academic advising for new credit first time college students (implemented summer 2013)
- Group academic advising for new credit first time college students (implemented spring 2014)

In 2013-2014 communications were expanded into the term for credit students, with weekly emails providing information and student success tips and referring students to academic advisors for development of a second year term-by-term planner.

The effectiveness of orientation and advising will be measured through student polls, surveys and focus groups and persistence and completion data, which should become available in the next year. Counseling department staff leads will continue development of content and functionality into the 2014-2015 year.

Roadmap Project

Leads: Maurice Hamington, Lida Herburger, Mary Parthemer, Sarah Ulerick

In recognition of work supporting community college student success, Lane was selected as one of only 12 community colleges to participate in the Roadmap Project by the American Association of Colleges and Universities (AAC&U). Lane was invited to apply for a continuation award and will participate in the project for another two years. The centerpiece of Lane's project is a student Guide to Personal Success (GPS) that ties together the following procedures and structures that optimally support student progression and completion: core learning outcomes (CLOs), high impact practices (HIPs) and degree progression and completion policies.

The GPS will integrate three components in a systemic and cultural change for teaching and learning at Lane: 1) Learning: Using CLOs as guiding principles for liberal education and guideposts for a student's academic journey, 2) Engagement: Empowering students with HIPs to advance their learning and success, and 3) Navigation: Developing transparent processes and tools that support integrated practices for student progression and completion.

For the coming year, the project team will focus on creating a visual representation of the GPS. www.lanecc.edu/aacuroadmapproject

New Projects

As part of our continuous process of reflection, review and planning to achieve preparation, progression and completion strategic direction goals, we have embarked upon several new projects and areas of focus as described below.

Math Developmental Education

Lead: Kathie Hledik, Vicky Kirkpatrick, Kristina Holton, Ben Hill

In 2014-2015, the college will continue efforts to improve the math placement process for students. This includes providing online test reviews, encouraging or requiring the math placement test as part of the registration process for new students, and dissemination of a short video that explains the placement process in detail. A more important change will be the shift to using the Accuplacer test instead of the locally-created exam. This will allow students to take the test remotely if needed, and because of its validity should create more accurate placements for students.

Faculty will continue refining curriculum offerings to reduce the length of time students spend in developmental courses, such as offering Math 98, a newly-created Math Literacy course that is intended for students not headed for STEM-related careers. This will reduce their math requirement

by up to three terms and will provide key mathematical concepts that are contextually-based and focused on problem solving and critical thinking. In 2013-2014 year the college began offering a special section of Math 60 and 65 called Guided Study, specifically designed for students who have struggled with this content in the past. Students work at their own pace, aided by an instructor and a tutor, and can earn partial credit for the course if they can't complete all of the requirements in one term.

Lane faculty and staff will also continue participation in the statewide leadership group working on Developmental Education Redesign, implementing the recommendations of the initial report, helping to refine the goals of the group, and monitoring the results.

myGradPlan

Lead: Helen Garret

Building upon the work of the CAPP (Banner Curriculum and Program Planning) degree automation project completed in 2012-2013, the college has implemented the Ellucian DegreeWorks degree audit tool, in the form of myGradPlan. In the summer of 2014 a new myGradPlan tab was added to the myLane portal. Through myGradPlan, students and staff can access the tool to review progress toward AAOT, ASOT, AGS, AS-UO, AS-OSU, AS, and some AAS degrees.

In 2014-2015, staff will work with the remaining AAS programs to scribe requirements into the audit tool and make them available through myGradPlan. The goal is to have all degrees and certificates available in myGradPlan by the end of the 2014-2015 academic year and to implement and make available the Degree Planning Tool for student and counseling/advising use in fall 2015.

Strategic Enrollment Management Program

Leads: Kerry Levett, Jennifer Steele

One of the seven long-term strategies shared with the board of education in September 2013 was the development of a Strategic Enrollment Management (SEM) program for Lane that includes analytical tools for modeling and projecting enrollment based upon trend data, regional demographics, student success and retention measures, economic and environmental factors and other influencers. The program will establish enrollment goals by student segment; guide marketing, communication and recruitment efforts; link to resource planning and scheduling; identify and address key entrance and exit points; and inform budget and financial plans and projections. After researching SEM planning models and structures, Kerry Levett and Jennifer Steele have brought together a steering committee to draft a plan in 2014-2015 based on the Educational Policy Institute (EPI) model.

Online Learning and Educational Resources

Prepared by: Ian Coronado, Dean of Academic Technology; Michael Levick, Technology Training Coordinator; Audrey Mills, Administrative Coordinator; Kevin Steeves, Learning Environment Administrator; and Faculty Technology Specialists: Adrienne Mitchell, Meredith Keene-Wilson, and Sandy Brown Jensen.

Build capacity in faculty and staff to create high-quality, sustainable and innovative online learning and educational resources

Provide the required tools, infrastructure and professional development to use emerging technologies for expanding online learning and educational resources

Explore the effectiveness of online learning and educational resources

Overview

Technology is transforming the way students engage with information, with education and with each other in their daily lives. Increasingly, students have come to expect online learning environments and components in their learning experiences; the technology and information revolution thus creates new possibilities for meeting the learning needs of students. Developing online learning and educational resources can allow us to re-think pedagogies and engagement strategies. Creating and adapting new tools, creative learning environments and pedagogies of online learning and engagement can empower students and the entire Lane community to connect with the emerging global information infrastructure and with each other. Source: Lane Community College Strategic Plan.

To achieve the goals and objectives for online learning, work has been focused and organized around three strategic initiatives: *information literacy*, *technology integration and infrastructure* and *blended learning*. The institutional projects described below directly support these initiatives.

In addition to reviewing project level outcomes and results, online learning and educational resources leads look to institutional data and evidence to assess progress toward strategic direction goals. For example, online course offerings have increased 364% (from 192 to 891) from 2006 to 2013. Student FTE in online sections has similarly increased, as illustrated in Figure 6, even as total college FTE has declined over the past two academic years.

The Associate of Arts Oregon Transfer degree, Associate of Science degree and Associate of General Studies degree can all be earned 100% online. There are twelve other associate degrees and six one-year certificates that can be earned 50% or more online.

Academic Technology and Information Technology faculty and staff are continuing to collaborate with Institutional Research Assessment and Planning (IRAP) and to develop data sets and analytical capabilities. These will allow us to better understand and evaluate the quality and effectiveness of online learning and educational resources, as well as their relationship to and impact upon student preparation, progression and completion indicators.
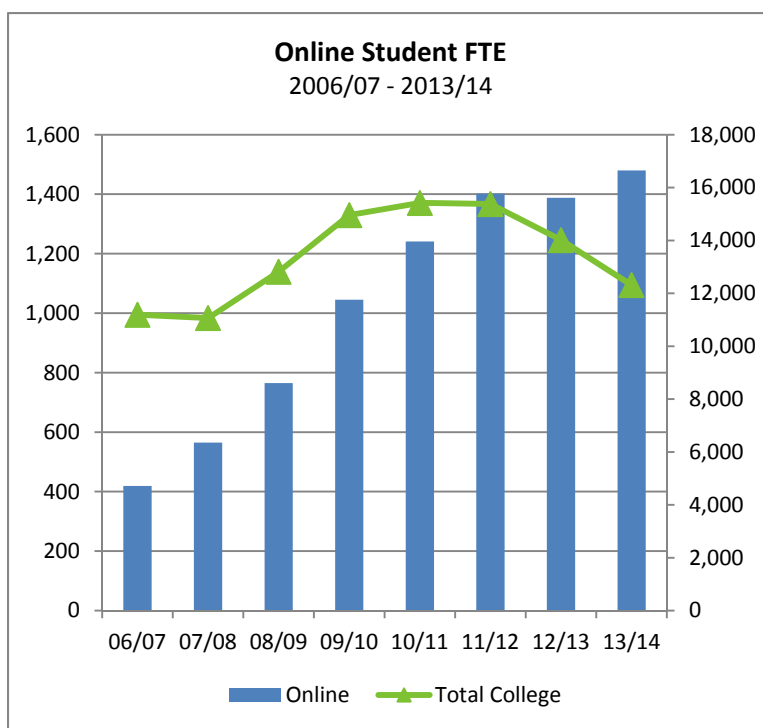

Figure 6: Online Student FTE
Source: Information Technology and Institutional Research, Assessment and Planning.

Completed Projects

During the 2013 and 2014 academic years, the college successfully completed several institutional online learning and educational resources projects, achieving objectives, shifting focus toward scale and practice and successfully integrating the work into ongoing college programs and services.

DIG Co-Lab (Digital Collaboration Faculty Fellowship for Developmental Education)

Leads: Adrienne Mitchell, Ian Coronado

This project began as a pilot in Spring and Summer 2013 and concluded in Summer 2014. In alignment with state and national initiatives toward (1) developmental education redesign; (2) textbook affordability; and (3) student success, the ultimate goal of this project was to increase student success in developmental education and beyond. Specifically, the purpose of this collaboration project was twofold: we aimed to (1) share instructor-developed learning objects, instructional materials, and modules and other open educational resources digitally and (2) increase collaboration and innovation among developmental education instructors at Lane. As such, resources were organized by content area in order to promote sharing across multiple courses within the context of developmental education redesign and change. In addition, all materials developed and shared in this project are digital in nature and open, thereby reducing the reliance on texts and other commercial products and contributing to textbook affordability for students. Ten different collaborators created more than 130 different learning objects and curricular materials during the span of the project. http://digcolab.blogspot.com/

Digital Storytelling

Lead: Sandy Brown Jensen

An initiative of Academic Technology, digital storytelling applies the web 2.0 toolset to the traditional narrative of writing, student self-reflection, and overall teaching and learning. Digital storytelling includes the use of digital cameras, voice recorders, software and hardware to capture and shape new-media in the telling of a story, presentation or idea. During 2012-2013, Lane faculty received direct mentorship in integrating digital storytelling into their classes, and faculty and staff were mentored in bringing digital storytelling into programs and initiatives and events including tutoring services, employee wellness, diversity, assessment and student success.

Lane's Digital Storytelling Initiative was honored nationally in February 2013 when four students were selected to serve as the Social Media Team at the Achieving the Dream National Conference in Anaheim and the college's work has had a visible presence at several national and international conferences. The Story Lane website will continue to be developed with content and digital stories of the campus community. https://blogs.lanecc.edu/storylane/, https://blogs.lanecc.edu/mindonfire

Employee Directory

Lead: David Regan

In spring 2014 a new employee directory and search tool went live, allowing improved searching by department, additional visible fields and editing of some directory information, such as office hours, directly by the employee, making it simpler for students to contact instructors and departments. https://directory.lanecc.edu

Knowledge Network & ePortfolios

Leads: Sarah Lushia, Ce Rosenow, Eileen Thompson

Honors students build and maintain e-Portfolios to document their experiences and pathways throughout their program of study with a persistent use of digital tools and scholarly research. In the past, ePortfolio instruction was integrated into several Honors Program classes with support from Jen Klaudinyi, Faculty Librarian and Faculty Technology specialist. During 2011-12 and 2012-13, faculty technology specialists co-taught ePortfolio-focused honors classes and developed an ePortfolio model page to serve as the primary support site for this project.

In 2013-2014, Sarah Lushia and Eileen Thompson became the Honors Program's ePortfolio leads. Through a Research and Development grant, they attended the international Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) conference on ePortfolios and the college became an AAEEBL member. In 2014, Sarah Lushia presented a paper at the AAEEBL conference. Academic Technology's support for ePortfolios came to a close in 2013-2014 as this work was migrated solely to the Lane Honors Program. https://blogs.lanecc.edu/honorroll/

LaneOnline

Lead: Audrey Mills

In 2011-2012, Distance Learning at Lane reinvented itself as LaneOnline as an indicator of renewal, growth and a student-centered focus. This shift was made with a variety of strategies in mind, but most predominantly it is meant to reflect the broader concept of Blended Learning. Blended Learning is a mix of instructional techniques and technologies, which may be delivered in a variety of combinations. These combinations include blending face-to-face instruction, web based instruction and new-media as well as integrating computers, smartphones, television, videoconferencing and other emerging electronic media with traditional teaching and learning.

Online enrollments remained steady during 2013-2014 while overall Lane Community College enrollment declined. Hybrid enrollments experienced a slight (6.73%) decrease. Telecourse and live interactive course enrollments decreased 28.86% and 32.8% respectively. The decreases can largely be attributed to several of these courses changing to the online format and to declining use of these older technologies.

Accomplishments and Data:

- Number of unique course numbers offered: 201 online courses, 123 hybrid courses, 17 telecourses and 28 live interactive courses.
- Courses never offered previously in the online format: 22 courses from 12 disciplines; 4 of these courses were from Mathematics.
- Courses never offered previously in the hybrid format: 27 courses from 11 disciplines.
- There is now an online/hybrid icon identifying online and hybrid courses on the web class schedule. The icon is linked to an online readiness self-assessment and the LaneOnline website.
- The Associate of Arts Oregon Transfer degree, Associate of Science degree and Associate of General Studies degree can all be earned 100% online. There are 12 other associate degrees and 6 one-year certificates that can be earned 50% or more online.

- The Basic Health Care Career Pathways certificate can be earned 100% online. There are 7 other Career Pathways certificates that can be earn 50% or more online.
- 142 instructors taught an online course and 141 taught a hybrid course.

www.lanecc.edu/laneonline

Academic Technology – Faculty Instructional Development (Teacher to Teacher Workshops)

Leads: Meredith Keene-Wilson, Audrey Mills, Adrienne Mitchell, Jen Klaudinyi, Kevin Steeves

Training and professional development opportunities are offered to faculty in a variety of formats and venues, with an emphasis on Teacher-to-Teacher instruction and workshops. Opportunities range in depth and breadth and are designed to accommodate faculty at different levels of logistical need, learning style and instructional design. More than 120 workshops, webinars and sessions were offered in 2013. https://blogs.lanecc.edu/atude/workshops/

Video Distribution Platform (Kaltura)

Leads: Ian Coronado, Dean Middleton

Kaltura established an online media service for the college to present content created by faculty, documented events and college announcements. The benefits of the Kaltura system are easier access across multiple devices for the students and a layer of security for faculty that helps invoke fair use of culturally-relevant materials without compromising faculty personal accounts with providers such as YouTube. Kaltura also allows for easier captioning of video-generated content, which helps Lane maintain compliance with section 508 of the Rehabilitation Act.

Continuing Projects

The following institutional projects will continue on into the 2014-2015 academic year:

Alternative Learning Environments (Adaptive Learning for Developmental Math)

Lead: Adrienne Mitchell

Academic Technology has partnered with the Achieving the Dream campus effort focused on accelerating student completion of college level math by encouraging appropriate placement as well as early and sustained progression. Within this context, faculty have developed and implemented open educational resources (OER) that students may use to prepare to take and/or re-take the placement test. These OER are closely aligned with the math placement test and are available to all students in Moodle. Additionally, an open, interactive web-based version has been developed for use by students, prospective students, high school teachers, Lane instructors and by the community at large.

In 2012-2013, a broad-based team evaluated individualized, adaptive learning systems and other open educational resources for developmental math instruction to determine the feasibility of their implementation. At present, instructors in ALS and ABSE are experimenting with the use of MyOpenMath – a complete, open math platform – including its integration into Moodle.

The team looks to accelerate development of additional alternative learning environments as part of the 2014-2015 Achieving the Dream Leader College work plan.
https://blogs.lanecc.edu/studentsuccess/our-work/atd-overview/

Center for Learning and Student Success Redesign

Leads: Michael Levick, Jen Klaudinyi, Audrey Mills, Ian Coronado

As described in the Liberal Education Approach for Student Learning section of this report, the 2013-2014 academic year saw the last details being scrutinized in the planning for the college's redesigned learning commons, or the "Center for Learning and Student Success." From an academic technology perspective, the goal is to create a center that integrates learning services with a flexible design that contributes to information and digital literacy for students, as well as the campus community at-large.

The redesign presents an opportunity to further integrate academic technology into the everyday learning experiences of students and the faculty's instructional design. Current priorities include:

- Moving the Academic Technology Center into the Learning Commons
- Centralizing student technology help (SHED)
- Building a media-rich creation studio accessible to all students
- Housing an expanded academic Testing Center to support the growth of online courses and serve additional instructional departments
- Designing flexible and technologically-rich learning spaces to facilitate student success for years to come
- Planning integration of student support services from library and AT staff using Kayako online helpdesk system.

Digital Badges

Leads: Kyle Schmidt, Kevin Steeves, Meredith Keene-Wilson

Lane's Moodle's production site (classes.lanecc.edu) implemented badges starting in Summer 2014, giving faculty another tool to motivate and engage learners, signify accomplishments and mark completion or mastery of one or many skills. Lane's learning systems team will continue to investigate other portable badging systems such as Mozilla Open Badges, which allows users to add badges to their Moodle profile or push badges to their Open Badges Backpack.
http://docs.moodle.org/25/en/Badges

Digital Campus

Leads: Kyle Schmidt, Ian Coronado

The Digital Campus initiative focuses on connecting and integrating all college web properties (website, myLane, Moodle, ePortfolios, etc.) to provide users with a unified interaction with LaneOnline. The transition between web systems will be more seamless, usable and functional – an orchestrated ecosystem that leverages single-sign-on, web services, and unified look, feel, and branding. The primary objective is to remove barriers of process and technology (multiple web portals working independently) and thereby streamline and integrate the online student experience (multiple web portals working in concert). The foremost stumbling block at the moment is the deployment of a single-sign-on system. Until that work is completed, the project is on hiatus.

OER (Open Educational Resources)

Leads: Ian Coronado, Kevin Steeves

In 2012-2014, an OER Faculty Fellowship community of practice focused on exploration, development and adoption of Open Educational Resources (OER). The fellowship nurtured faculty research and awareness of quality OER practices and provided advocacy and consultation to fellow faculty. A subsequent goal was to facilitate the conversion of textbook laden courses to a peer-reviewed OER format that is textbook free – lowering costs and increasing value for students. Lane students saved an estimated $325,000 annually through OER efforts to date, and the fellowship won WCET's 2013 WOW Award. Last year's fellowship was revamped to include a discipline team approach.

The coming 2014-15 year will see the OER Faculty Fellowship go on hiatus as the ATC takes a broader tack in expanding and supporting the adoption of OERs at Lane. In its stead, an OER Steering Committee is being formed to determine where the next needs are and which directions should be taken to lead Lane and the State of Oregon forward. https://blogs.lanecc.edu/oer/

Online Student Preparedness

Leads: Meredith Keene-Wilson, Ian Coronado

In 2011, Academic Technology launched a division initiative to boost online student preparedness, i.e. student's capability to progress and succeed in the online classroom. Within this context, student-oriented content and tools – including a Moodle demo course, online learning orientation, online orientation workshops, and a readiness quiz – have been revised to ensure students are fully informed before enrolling in an online course. A digital literacy placement test and remedial course are currently in development. Beginning with the Fall 2013 class schedule, new visual icons have been added to identify online and hybrid classes in the schedule, and they contain explanatory information about hybrid and online classes as well as a link to a readiness assessment that students can take before enrolling.

Fall of 2013 saw the introduction of a joint effort between Academic Technology and Media Arts. Digital Literacy MAC 911, a resource for students, helps them determine if they have the digital skills necessary to be successful in courses requiring computer use. MAC 911 begins with an online digital literacy skills self-assessment. If the student discovers they need additional skills, they can attend one of several hands-on training sessions throughout the term.

www.lanecc.edu/laneonline, www.lanecc.edu/mediaarts/mac911

New Projects

As part of our continuous process of reflection, review and planning to achieve online learning strategic direction goals, we have embarked upon several new projects and areas of focus as described below.

Edu-Blogging

Leads: Kevin Steeves, Sandy Brown-Jensen, Matt Danskine

An **edublog** is a blog created for educational purposes. Edublogs archive and support student and teacher learning by facilitating reflection, questioning by self and others, collaboration and by providing contexts for engaging in higher-order thinking. The use of blogs has become popular in education institutions including public schools and colleges. Blogs can be useful tools for sharing information and tips among co-workers and providing information for students. Some instructors use blogs as an instructional and assessment tool, blogs can be used as a task management tool, and blogs are used to teach individuals about writing for an audience as they can be made public. Blogging software makes it easier to create content for the Web without knowing much HTML.

Common examples include blogs written by or for teachers, blogs maintained for the purpose of classroom instruction, or blogs written about educational policy. Educators who blog are sometimes called edubloggers. At Lane, many instructors maintain edublogs for documenting their own professional development, as well as for all the reasons listed above. Support is provided for them by two methods: direct personal mentorship and publically available ATC workshops.

Skills Support and Training System (SST)

Lead: Michael Levick

The Skills Support and Training System (SST) is a peer-based, training and certification system for campus administrative personnel (Peer-2-Peer). The goal of the Skills Support and Training project is to provide quality on-the-job training and accessible reference materials.
Kbase.lanecc.edu is our tool for facilitating capture and access of support materials. It is also the resource to find and share articles about Banner, budget and finance, course management, student records, human resources, and other administrative functions. https://kbase.lanecc.edu/

Help.lanecc.edu

Lead: Michael Levick

Help.lanecc.edu is a support portal that includes a knowledgebase for technology self-support, a live chat support function and a ticketing system to track support. It is run through the ATC and supports both faculty and students. ATC staff are able to track visits to the site and measuring how long students or faculty have visited the site and if they are there for an extended period of time. They can initiate a chat and, as needed, initiate a ticket to get fully documented support assistance underway.
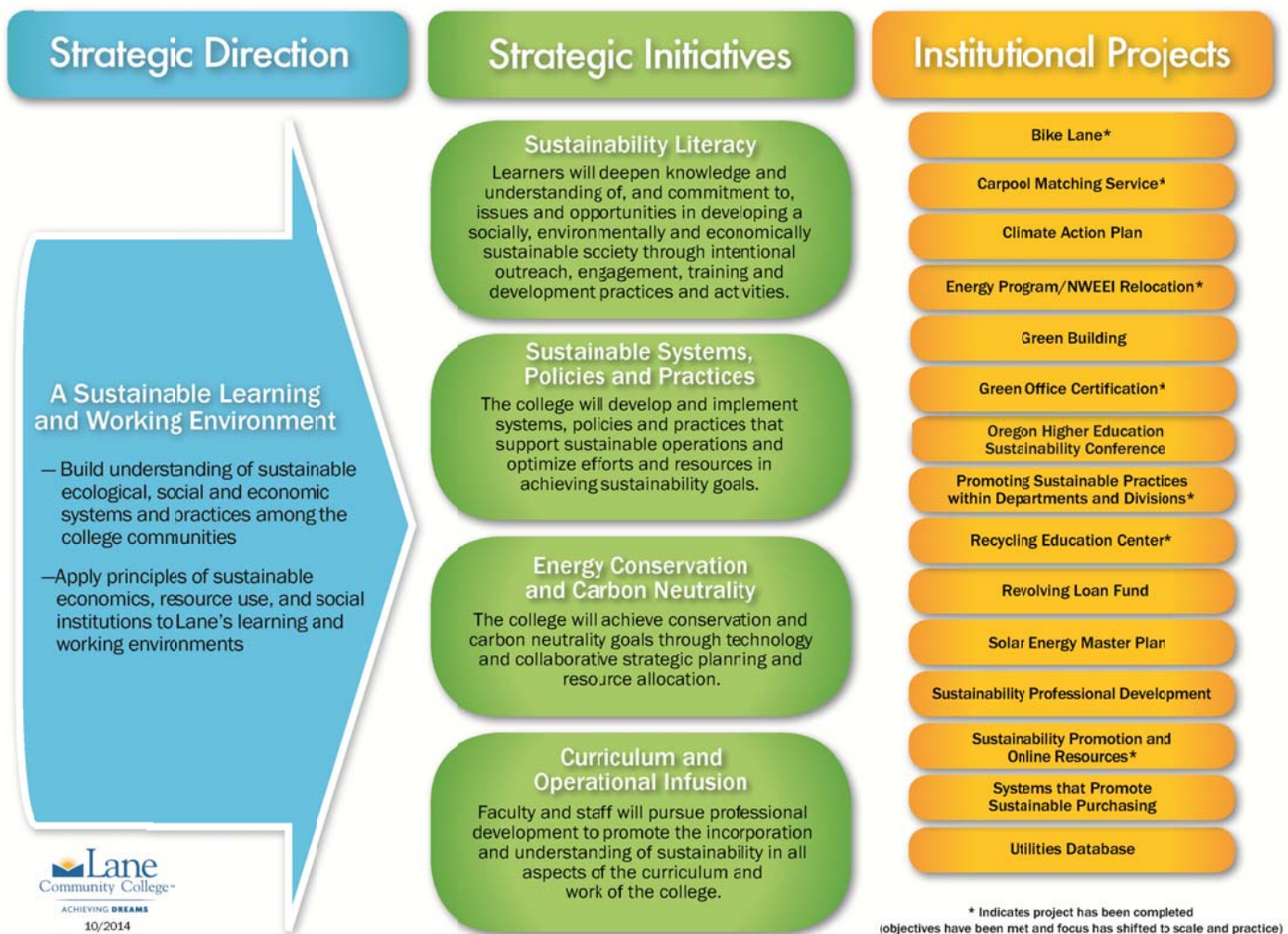
This project started in 2014 year and will be ongoing. New enhancements to the system include the exploration of extending this system to the IT helpdesk technicians, unifying ticketing systems, and implementation of voice over internet protocol (VOIP) so that all calls can be routed to the same location. Staff are also exploring an integration with the library help desk in anticipation of stronger ATC partnership with the library in the new Center for Learning and Student Success. Plans to increase marketing and communication of the service include placing a Live Help chat icon on the college's main web page. http://help.lanecc.edu/

A Sustainable Learning and Working Environment

Prepared by: Susie Cousar, Health, PE and Athletics Instructor; Roger Ebbage, Institute for Sustainable Practices Faculty; Jennifer Hayward, Sustainability Coordinator; Brian Kelly, Vice President for College Services; Pamela McGilvray, Advisor, Disability Resources; Russ Pierson, Assistant Director, Facilities Management and Planning; Paul Ruscher, Science Faculty; Anna Scott, Energy Analyst; Mike Sims, Recycling and Surplus Property Coordinator; Todd Smith, Director of Facilities Management and Planning; Sarah Ulerick, Dean of Science

Build understanding of sustainable ecological, social and economic systems and practices among the college communities

Apply principles of sustainable economics, resource use and social institutions to Lane's learning and working environments

Strategic Direction

A Sustainable Learning and Working Environment

— Build understanding of sustainable ecological, social and economic systems and practices among the college communities

— Apply principles of sustainable economics, resource use, and social institutions to Lane's learning and working environments

Lane Community College
ACHIEVING DREAMS
10/2014

Strategic Initiatives

Sustainability Literacy
Learners will deepen knowledge and understanding of, and commitment to, issues and opportunities in developing a socially, environmentally and economically sustainable society through intentional outreach, engagement, training and development practices and activities.

Sustainable Systems, Policies and Practices
The college will develop and implement systems, policies and practices that support sustainable operations and optimize efforts and resources in achieving sustainability goals.

Energy Conservation and Carbon Neutrality
The college will achieve conservation and carbon neutrality goals through technology and collaborative strategic planning and resource allocation.

Curriculum and Operational Infusion
Faculty and staff will pursue professional development to promote the incorporation and understanding of sustainability in all aspects of the curriculum and work of the college.

Institutional Projects

Bike Lane*

Carpool Matching Service*

Climate Action Plan

Energy Program/NWEEI Relocation*

Green Building

Green Office Certification*

Oregon Higher Education Sustainability Conference

Promoting Sustainable Practices within Departments and Divisions*

Recycling Education Center*

Revolving Loan Fund

Solar Energy Master Plan

Sustainability Professional Development

Sustainability Promotion and Online Resources*

Systems that Promote Sustainable Purchasing

Utilities Database

* Indicates project has been completed (objectives have been met and focus has shifted to scale and practice)

<h1 style="text-align:center">Overview</h1>

In recent years, a variety of issues related to climate change and energy use have focused a spotlight of interest and action on sustainability. It is becoming increasingly understood that the future health and wellbeing of people around the world will rely on increased understanding of sustainable practices and values such as conservation, better resource utilization, and social equity. Lane's approach to sustainability literacy emphasizes its interdisciplinary nature, encompassing social, environmental, and economic orientations.

Lane is developing policies and procedures that support and encourage students and staff to learn about, understand, and experience the multidimensional significance of sustainability in our lives. Because of its status as a learning college, the college can support sustainability as an interdisciplinary curricular and co-curricular outcome, in which facets of sustainability are infused across the college academic and student affairs areas. All units at Lane promote and practice sustainability in their daily work, applying best practice principles of sustainable economics and resource conservation. Source: Lane Community College Strategic Plan.

To achieve sustainability goals and objectives, work is focused and organized around four strategic initiatives: *sustainability literacy*; *sustainable systems*, *policies and procedures; energy conservation and carbon neutrality*; and *curriculum and operational infusion through professional development*.

In addition to reviewing project level outcomes and results, sustainability leads use institutional data and evidence to assess progress toward strategic goals. For example, the Institute for Sustainable Practices (ISP) annually reports the college's recycling rate (the amount recycled as a percent of all waste material), as well as the total amount recycled and the total amount landfilled. ISP also prepares an annual energy indicator report which provides information about energy use, cost, and more. These annual reports are available online at www.lanecc.edu/sustainability/metrics-and-data. Over the five year period of this strategic direction, Lane's recycling rate has remained fairly flat, at about 54%, and energy use has increased. Plans for increasing the recycling rate and reversing the trend of increased energy use are summarized on the following pages.

Completed Projects

The college has successfully completed several institutional sustainability projects in support of this strategic direction, achieving objectives, shifting focus toward scale and practice and successfully integrating the work into ongoing college programs and services. The following section provides updates on projects completed in the 2013 and 2014 academic years.

Bike Lane

Lead: Mike Sims

Bike Lane, a bike loan program modeled after the library's laptop checkout program, was piloted during spring term 2012 with ten commuter-style bikes and gear available for loan to students who cannot otherwise afford a bike. The program helps students take advantage of the bus-bike network to get to campus and around town, helps lower the college's collective carbon footprint, and encourages health and wellness. The program has expanded to 45 bikes (35 at main campus, 10 at Titan Court), with a 100% check out rate each term. Survey results indicate a positive impact on access to campus and reduced single occupant vehicle traffic. www.lanecc.edu/sustainability/bikelane

Carpool Matching Service

Leads: Brian Kelly, Jennifer Hayward

In 2013-2014, Lane transitioned from using the carpool matching service, Zimride, to using a new regional carpool matching service called Drive less Connect that has the same functionality as Zimride, but charges no annual service fee to the collect. The Institute for Sustainable Practices will be promoting the new carpool matching service during the 2014-15 academic year through a variety of marketing and communication channels to include the Lane Weekly, student and staff myLane portal, and work with student government and student ambassadors.. www.lanecc.edu/facilities/transportation

Energy Program/NWEEI Relocation

Lead: Roger Ebbage

The Energy Programs and the Northwest Water and Energy Education Institute (NWEEI) relocated to the new Downtown Campus in winter 2013. Lane's new building, in the heart of downtown Eugene, is designed with several one-of-a-kind features that allow students to interact with the building as a functioning lab. The project has often been referred to as a 'building that teaches'; it provides a unique opportunity for people locally, nationally and internationally to learn about energy efficiency and building sciences. In the new location, students are learning about and operating state of the art lighting and ventilation systems.

Since moving to the Downtown Campus, the Energy Management Program has been featured nationally as a model program that uses its "campus as a learning lab." For example, the program is prominently highlighted in *The Campus as a Living Laboratory: Using the Built Environment to Revitalize College Education* (www.theseedcenter.org/getattachment/Resources/SEED-Resources/SEED-Toolkits/Campus-as-a-Living-Lab/Campus-as-a-Living-Lab.pdf). In the past year, lead faculty member, Roger Ebbage, has also led several national trainings on the same topic.

Despite these positive developments, enrollment in the Energy Programs is continuing to decline and local employer demand for graduates has waned. In response to this trend, Energy Program leads will be offering an online option for the degree so that this quality curriculum can be disseminated nationally. www.lanecc.edu/sustainability/energy-management-program

Green Office Certification

Lead: Jennifer Hayward

Created by the Sustainability Committee in 2012-13, the Green Office Certification Program is a tool for departments or divisions to use to improve sustainable practices. The idea behind the program is that small actions taken by several departments can add up to large resource and financial savings over a year. In order to receive certification, departments complete an online checklist of the sustainable practices. Five departments have received certification to date. The Institute for Sustainable Practices and the Sustainability Committee will continue promoting this program and encouraging departments to apply. www.lanecc.edu/sustainability/green-office-program

Promoting Sustainable Practices within Departments and Divisions

Lead: Jennifer Hayward

In 2012-13, the Institute for Sustainable Practices began cataloging, celebrating, and promoting the sustainability efforts in various departments at Lane in an effort to deepen engagement and awareness. Departments that have been featured are Facilities Management and Planning, Child and Family Education, Conference and Culinary Services, Mathematics, the Small Business Development Center, and the Professional and Organizational Development/Diversity Office. The President's Office was featured in 2013-2014. Sustainability staff plans to continue featuring departments periodically in 2014-2015 and in future years. www.lanecc.edu/sustainability/sustainable-practices-departments

Recycling Education Center

Lead: Mike Sims

The Recycling Education Center, opened in 2011, continues to provide recycling and waste diversion services, educational opportunities for the campus community, surplus property services, and collaboration with Facilities Management and Planning to develop innovative systems to capture and divert material. Since the Recycling Education Center opened, the college generated approximately 20% less trash through systems improvements and increased diversion.   Internal reuse of surplus property increased as well due to the center's centralization of services, saving the college thousands of dollars a year. A notable highlight of the Recycling Education Center's activity is the increasing presence of a new indoor recycling and waste collection system. The Recycling Coordinator works closely with Facilities Management and Planning during the design and construction phases of remodels and new construction to place this system. Studies show that waste generation decreases approximately 30% with a commensurate increase in recycling rates in buildings where this system is present. It also reduces the amount of work and expense for Custodial Services by removing individual trashcans from classrooms. A recent study by the Recycling Education Center shows that it costs the college $359.21 to handle a ton of recycling versus $717.11 to handle a ton of garbage.

Education is a central tenet of The Recycling Education Center. The center hosted four classes to perform waste audits. Two interns completed their cooperative education requirements with the Recycling Education Center, gaining experience in administrative, operational, and outreach work. Recycling also employs student workers who would like to learn more about the center's operations. Since the completion of this bond-funded project, all of the Recycling Program's key performance indicators have improved. The Recycling Education Center hopes to continue this momentum with the following future projects:

- CLASS Outdoor Plaza: The Recycling Coordinator is working closely with FMP and the CLASS design team to redesign our outdoor collection system. It is hoped that the success of this system in the plaza will allow the college to replace the existing equipment with equipment similar to that in the CLASS Plaza.
- Outdoor Collection: One of the barriers to improving our key performance indicators is the dysfunction of the current outdoor collection system campus wide. Replacing the old equipment will improve aesthetics, functionality, and reduce our landfill burden by up to 20%.
- Surplus Property Sales: The Recycling Coordinator is working with the college governance system to develop a procedure to hold periodic public sales of obsolete surplus property. This will add another revenue stream to support our operations.

- Composting: Compostable material accounts for approximately 30% of the college's waste stream. Recycling will work to expand the office and break room composting system for faculty and staff and provide composting opportunities to students who are eating in a place other than the cafeteria.
- Education: The Recycling Education Center is working to get into classrooms, staff and faculty meetings, and student group meetings to provide information and answer questions.

www.lanecc.edu/recycle

Sustainability Promotion and Online Resources

Lead: Jennifer Hayward

In a concerted effort to promote awareness and understanding of sustainability issues and opportunities across campus and in our community and world, sustainability staff are improving online reach and effectiveness. With input from the Sustainability Committee and others, Lane's sustainability website was completely redesigned in 2012-2013. The new site provides a comprehensive view of the Institute for Sustainable Practices including sections covering food, energy, water, the built environment, purchasing, departmental practices, and student projects. In addition, sustainability issues and topics are now featured more prominently on the main college website and in the course catalog.
 www.lanecc.edu/sustainability

Continuing Projects

The following institutional projects will continue on into the 2014-2015 academic year:

Climate Action Plan

Leads: Jennifer Hayward, Brian Kelly, Mike Sims, Anna Scott

With the Climate Action Plan, the college has committed to becoming carbon neutral by 2050. A team of experts from the college and community has compiled a plan comprised of 61 actions that will put Lane on a solid path toward carbon neutrality. As technologies, perceptions and availability of resources change over the next thirty-five years, and more members of the campus community become engaged in the work, sustainability leads will continuously improve and adapt the plan.

The Climate Action Plan is a living document that will help us navigate toward a more sustainable world while providing inspiration and information to help Lane's students to do the same. Work on the plan in 2013-2014 focused on five strategies:

1) Improving the Greenhouse Gas Inventory Date Collection System

   In 2013-2014, sustainability staff worked with stakeholders throughout the college to develop better greenhouse gas inventory data collection and management systems. This collaboration resulted in an easy to follow written procedure for conducting the inventory, which will save time and improve the accuracy of the data. One of the best outcomes of the new system was a transportation survey, which was given to employees and students in May 2014. Survey results are helping Lane to more accurately estimate our emissions from daily commuting. The results will also help in the development of programs to get commuters out of single occupant vehicles and onto the bus and other more climate-friendly modes of transportation.

2) Informing the Campus Community about Climate Change and Lane's Plan

Sustainability leads coordinated several events to inform the campus community about climate change and Lane's Climate Commitment in 2013-2014. These events included:

- A Climate Action and Education Forum
- A Climate Action Plan presentation to the board of education
- A Climate Summit
- Screening of the films *The Island President* and *Chasing Ice*.

In addition to events and presentations, sustainability staff also submitted several Lane Weekly announcements, created a new climate section on the sustainability webpage, and more.

3) Promoting and Supporting Climate-Friendly Transportation Options

Daily commuting is responsible for about 85% of Lane's greenhouse gas emissions. In order to reduce these emissions, Lane needs to develop and promote transportation options that reduce single-occupant vehicle traffic. As mentioned previously, the transportation survey data collected this year will help Lane to develop new systems. In addition to collecting data, Lane also continued its work on promoting climate-friendly transportation options by:

- Hosting a Healthy Transportation Habits table at the annual Health and Wellness Fair
- Holding a "Bike and Walk to Lane" event on Earth Day in which over 40 employees and students participated
- Holding a student competition regarding climate-friendly transportation on Facebook
- Publishing several Lane Weekly announcements encouraging climate-friendly transportation
- Enacting a Transportation Fee Allocation Procedure that provides instructions for funding projects that will help Lane achieve our climate goals.

4) Submitting a Progress Report on the Climate Action Plan to the American College and University Presidents' Climate Commitment (ACUPCC), the organizing body for Lane's climate commitment.

Sustainability leads submitted Lane's first official progress report to the ACUPCC in December 2013. More information about the American College and University Presidents' Climate Commitment can be found at: www.presidentsclimatecommitment.org, while Lane's progress report is available at rs.acupcc.org/progress/936/.

5) Developing New Strategies for Saving Energy

Lane's Central Plant design team was charged with including a sustainability and financial plan as part of the Central Plant design process. The sustainability and financial planning process resulted in a recommendation from the design team on a more concrete strategy for achieving Lane's goal of carbon neutrality related to building energy use. This strategy consisted of:

- Ensuring that new buildings use 45% less energy than baseline buildings
- Reducing existing building energy use by 35%
- Reducing the Central Plant energy use by 40%

- Installing on-site renewable energy equivalent to 20% of campus energy use
- Supporting off-site renewable energy equivalent to 19% of campus energy use.

In March 2014, Facilities Management and Planning, the Institute for Sustainable Practices and several engineers met to begin mapping out the strategy for reducing building energy use by 35%. ISP and FMP leads are further developing these plans in 2014-2015 including determining how to reduce Building 3 energy use by 35%. Plans include:
- Working with the Energy Management Program second year students to log energy use in campus buildings
- Tuning the HVAC and lighting systems through a collaboration between Energy Management students and trades staff
- Delivering an occupant education program
- Obtaining quotes for larger expense items like replacing the roof and windows, improving insulation and revamping or replacing the heating, cooling and ventilation system.

In 2014-2015, sustainability staff will also be compiling a new greenhouse gas inventory for 2013-2014, submitting a new progress report to the ACUPCC, continuing to implement the Climate Action Plan. www.lanecc.edu/sustainability/climate

Green Building

Leads: Bob Mention, Russ Pierson, Todd Smith

Lane continues to be a front-runner in green building within higher education. The Health and Wellness Building received LEED Gold certification in 2012. In 2014, Titan Court received LEED Gold certification and the Downtown Campus received LEED Platinum certification. Lane is currently building its first LEED certified remodel, the Center for Learning and Student Success. Lane's Interim Director and Assistant Director of Facilities Management and Planning will be presenting about the Downtown Center project at the upcoming Association for the Advancement of Sustainability in Higher Education conference. www.lanecc.edu/sustainability/green-building

Oregon Higher Education Sustainability Conference

Lead: Brian Kelly

Lane is widely recognized as a national leader in sustainability in higher education. As a result, the college was selected to host the next Oregon Higher Education Sustainability Conference, a biennial conference attended by hundreds of students and higher education professionals including administrators, faculty and classified staff. This conference will take place in February 2016 and planning work is well underway. www.ohesc.org

Revolving Loan Fund

Lead: Anna Scott

Lane's revolving loan fund model was based on the concept of continuously reinvesting utility savings over 2005 baseline levels into new energy efficiency and renewable energy projects. This model worked well for a few years until Lane's square footage started to increase and enrollment started to surge. With additional square footage and higher enrollments, there have not been savings over baseline levels that can be invested into new and needed work. However, the college has been

able to move forward with many planned energy efficiency and renewable energy projects using state, grant and bond funds.

Although Lane's revolving loan fund has not worked perfectly in the past, the college is still considered a leader in this area and was invited to become a charter member of the Billion Dollar Green Challenge (http://greenbillion.org/). This challenge encourages colleges, universities and other nonprofit institutions to invest a combined total of one billion dollars in self-managed revolving funds that finance energy efficiency improvements. Lane is among 46 other participating institutions and is included among only 10 schools about which the Challenge has written a case study (greenbillion.org/case-study/lane/).

As a member of the Billion Dollar Green Challenge, Lane has access to and has begun using a web-based tracking system, dubbed "Green Revolving Investment Tracking System," that manages every aspect of a revolving loan fund.

In 2013-2014, Lane's sustainability staff researched revolving loan fund models used by other colleges and universities and developed a presentation to inform college stakeholders about these funds. In 2014-2015, sustainability staff will develop a proposal for a new fund with the goal of implementing it during this year.
http://www.lanecc.edu/sustainability/sustainable-practices-energy-carryover-fund

Solar Energy Master Plan

Lead: Anna Scott

The goals of Lane's initial solar energy master plan, created in 2006, have largely been completed. Accomplishments include student solar electric installation projects, installation of a solar thermal (hydronic) system, development of several solar demonstration areas, ensuring solar capacity is integrated into capital project planning, participating in state and local solar energy initiatives and other efforts to attain carbon neutrality by 2050 in concert with the Climate Action Plan. Sustainability leads will develop and begin implementation of a new solar plan in 2014-2015.

Sustainability Professional Development

Leads: Brian Kelly, Julie Sheen, Mike Sims, Anna Scott, Jennifer Hayward, Roger Ebbage

Lane is continuing to make improvements in the area of sustainability professional development including incorporating a 4-hour module into its popular Aspiring Leaders training. The Institute for Sustainable Practices also offered many events and educational opportunities for employees and students during the 2013-2014 academic year, some of which have already been described in this report. One area that has not been highlighted in this report yet is the Learning Garden. The Learning Garden held over twenty workshops throughout 2013-2014 that included topics such as pruning fruit trees and growing vegetables in the winter.

Also in 2013-2014, the Sustainability Committee began having conversations with the Faculty Professional Development Team about ways to provide better professional development opportunities specifically for faculty. The Sustainability Committee is considering forming a "Faculty Interest Group" in 2014-2015 with the outcome being the development of training for instructors that will support them in incorporating sustainability concepts into their classes.

In 2014-2015, Lane will have a significant presence at the annual conference of the Association for the Advancement of Sustainability in Higher Education. More than ten Lane employees and several students will be attending the conference, which is taking place in Portland in October. At least eight Lane employees and one student will be presenting at the conference. This conference is attended by thousands of higher education employees and students who are passionate about sustainability. Lane employees and students who attend will not only be sharing what we are doing but also learning about best practices in sustainability from hundreds of other colleges and universities.

Other plans for 2014-2015 include continuing to offer the Aspiring Leaders workshop and other trainings and events. In 2015-2016, a major professional development offering will be the Oregon Higher Education Sustainability Conference taking place at Lane in February 2016. www.lanecc.edu/sustainability/

New Projects

New projects undertaken in 2013-2014 are in support of sustainability strategic direction goal #2: creating systems that promote implementation of sustainable purchasing and business practices leading to better resource utilization, conversation and social equity.

Utilities Database

Lead: Anna Scott

Sustainability staff is in the process of setting up a new comprehensive utility database that will help the college more easily track metrics related to energy and water use as well as amounts of garbage and reused and recycled materials. This is a web-based system that students, employees and board of education members will be able to access to track Lane's resource use. This project will also support Goal #3, "Implement, improve, and evaluate progress of the climate action plan" by further simplifying the greenhouse gas inventory data collection system. The goal for 2014-2015 is to have the new system fully set up and campus stakeholders trained on its use.

Systems that Promote Sustainable Purchasing

Leads: Susie Cousar, Jennifer Hayward, Brian Kelly, Pamela McGilvray, Russ Pierson

Toward the end of 2013-2014, the Sustainability Committee began working on Sustainability Strategic Direction Goal #2 Implementation Action Plan items:

- Adopt a sweatshop free procurement policy similar to that of the city of Portland
- Work with Office Max to develop recommended green purchases to highlight on our web interface and an inventory of more sustainable items that are auto-substituted for less sustainable items

This work will continue in 2014-2015 with the goal of having these two items completed by the end of the year.

A Diverse and Inclusive Learning and Working Environment

Prepared by: Donna Koechig, Chief Diversity Officer; Dennis Carr, Chief Human Resources Officer; Helen Garrett, Dean of Enrollment Management Systems; Barb Delansky, Dean, Student Life, Multicultural Center and Women's Program; Mary Parthemer, TRiO Director/ASA Manager; Clif Trolin, Religious Studies Faculty

Maintain a safe learning and working environment

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
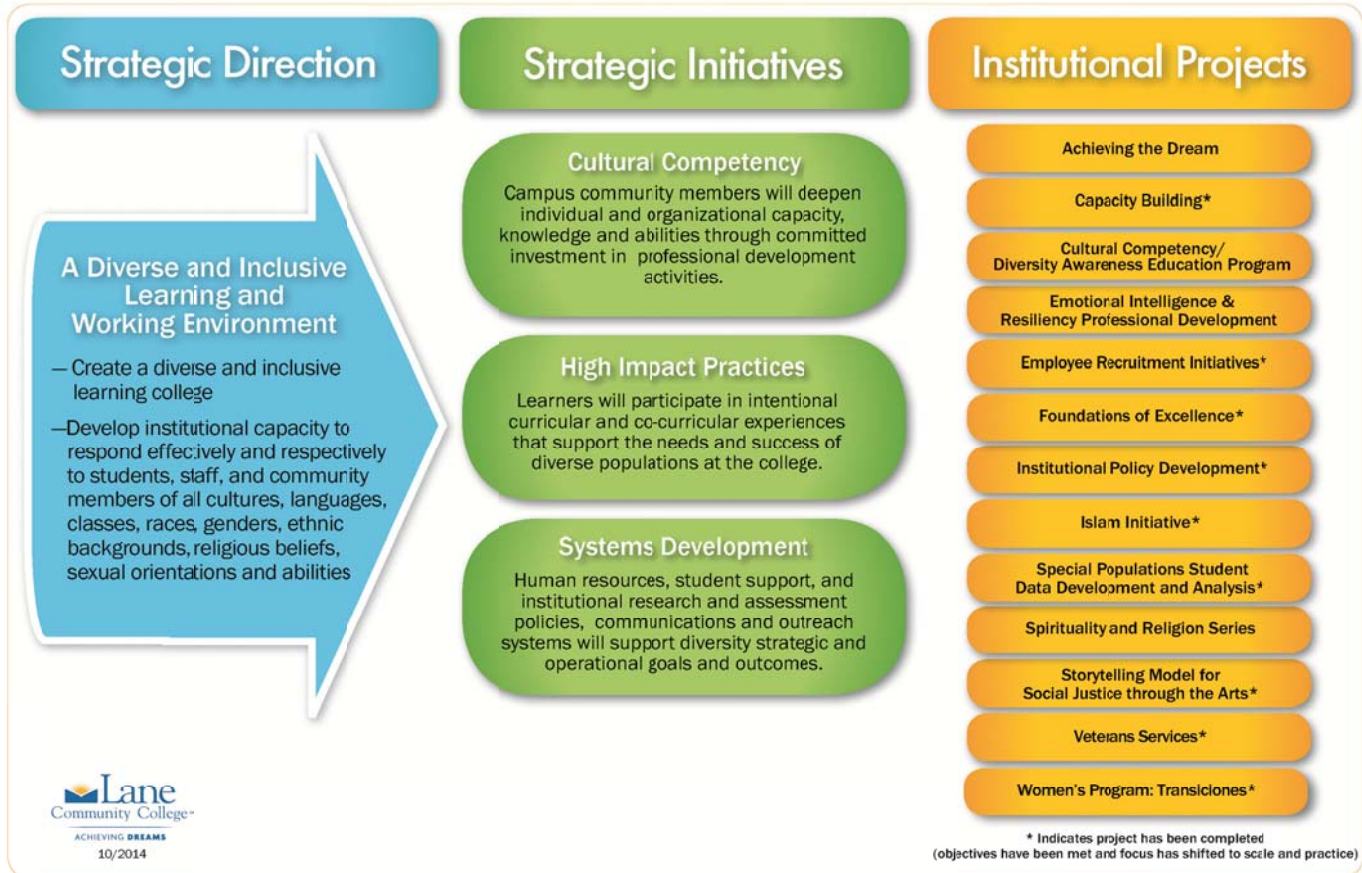
<center>**Overview**</center>

"Understanding that people within the college reflect a collection of similarities and differences, diversity will gather the power of many and reflect the spirit of one."
~2010-2015 Lane Community College Diversity Plan

Diversity is more than simply mirroring the demographics of the local population. Diversity is about becoming a higher performing organization that is respectful and inclusive and serves the needs of a diverse college population and community. Unlike traditional approaches to diversity, Lane pursues a social justice framework to guide its diversity efforts. Such a framework goes beyond understanding and celebrating individual differences to actively identifying and addressing the discrimination and oppression within systems, operational practices and policies, which are critical for creating a diverse and inclusive learning college. Welcoming and respecting students and employees with diverse backgrounds, life experiences, approaches, skill sets and understandings enhances Lane's capacity to address the needs of its increasingly diverse community and workforce. Source: Lane Community College Strategic Plan.

To achieve goals and objectives for diversity, work has been focused and organized around three strategic initiatives: **cultural competency**, **high impact practices** and **systems development**. The institutional projects described below directly support these initiatives.

In addition to reviewing project level outcomes and results, diversity leads use institutional data and evidence to assess progress toward strategic goals. Highlights from 2013-2014 that demonstrate progress toward diversity goals include the approval of a Cultural Competency/Diversity Awareness Policy by the Lane Board of Education (www.lanecc.edu/board/policies/bp520), the participation of more than 250 Lane staff, students and community members in its Emotional Intelligence Initiative and 1,400 in the "Storytelling Model for Social Justice through the Arts" professional development series, and approximately 1,000 Lane students veterans accessing services from the Maxwell Student Veteran Center.

Completed Projects

The college has successfully completed several institutional diversity projects in support of this strategic direction, achieving objectives, shifting focus toward scale and practice and successfully integrating the work into ongoing college programs and services. The following section provides updates on projects completed in the 2013 and 2014 academic years.

Capacity Building

Lead: Donna Koechig

A key challenge that institutions encounter when faced with fiscal challenges is providing quality, cost effective professional development opportunities for their employees. A frequently cited best practice to this challenge is the building of internal organizational and individual capacity. Several years ago, Lane began intentionally developing the leadership capacity within employees through its Aspiring Leaders Program. Over the past seven years, approximately 140 Lane classified, faculty and managers have participated in the program. It continues to be a highly valued professional development opportunity by Lane staff. This year, almost twice as many employees applied for the program than the college had available spaces.

To reinforce the learning that occurs in the Aspiring Leaders Program, promote ongoing staff development and create connections across cohort groups, an Advanced Aspiring Leaders Committee was formed in 2012. This committee was responsible for recommending Lane's "Emotional Intelligence" Initiative, which has been extremely successful at the college and within the community.

As noted in last year's report, Lane also initiated two train the trainer programs: "Break through Conflict" (BTC) and "Allies and Safe Space" as another cost effective way of providing ongoing professional development. Twelve Lane managers were trained in facilitating "Break through Conflict" sessions and eleven staff and students were trained in conducting "Allies and Safe Space" sessions. While these trainers have continued to conduct sessions throughout the year, both train the trainer groups are experiencing increased challenges to providing the sessions, due to the attrition of trainers. Three BTC and two Allies trainers have retired, graduated or secure external employment. As a means to support the remaining trainers, the college is currently examining a proposal by Drs. Susan and Peter Glaser that builds on the critical mass of employees who have participated in previous trainings.

In addition, faculty counselor, Debby Ganser, was certified as a Mental Health First Aid trainer and has provided "Mental Health First Aid: Working with Distressed Students" to 70 Lane staff, as well as numerous professionals in the community

As a member of the Equity and Community Coalition (ECC), the college has continued to participate in cross-agency equity and diversity events, activities and professional development opportunities to better serve our community. Lane is one of eleven agencies whose CEOs have signed a Memorandum of Understanding committing each agency to specific goals focusing on improving equity and inclusion within the community.

Employee Recruitment Initiatives

Lead: Dennis Carr

Lane has continued to make progress in some job groups to meet EEO/AA placement goals during the past two academic years through focused recruitment efforts and diligent work with search committees, deans and managers. During this period, the number of placement goals reflecting "underutilization" (less than statistically expected employment of women and protected class employees) in the 33 job groups (66 possible "placement goals") employed at the college has been reduced to 22 placement goals.

While there remain 22 placement goals in the current (2013) Lane Community College Affirmative Action Plan, which could indicate a lack of improvement, progress was made during 2013-2014 to establish more support for the "veterans preference" recruiting requirements that took effect in March 2014. Lane's Human Resources Office is now also implementing "aspirational hiring goals" that are required for all public employers for candidates with disabilities.

Lane has also continued the collaboration during 2013-2014 with the Equity and Community Coalition (ECC). In March 2013, ECC Recruitment and Selection Subcommittee reported to the ECC's Chief Administrative Officers on best practices currently being utilized by the eleven agencies during each key phase of the hiring process. These practices were distributed among agencies and assist in creating inclusive work forces and work environments. Human Resources staff will continue to enhance diversity recruitment efforts by further engagement with both internal and

external stakeholders, exploring new programs and partnerships, new recruitment sources, and maximizing tools and functionality available through the new Lane Employment Opportunities (LEO) system. jobs.lanecc.edu

Foundations of Excellence

Leads: Mary Parthemer, Lida Herburger

As part of The First Year Matters: Foundations of Excellence project, Lane examined the extent to which it met its vision of diversity, as well as diversity-related opportunities and programs available to first-year students. Taskforce members from across campus used local expertise and multiple forms of evidence to guide intellectually substantive and collegial discussions about the campus's level of excellence in the first year, producing and submitting an evaluation report and resulting action items and priorities. The Diversity Dimension Team concluded that on several levels, Lane's vision of diversity puts the institution at the forefront of national efforts to understand, foster and sustain diversity in institutions of higher education, particularly in two-year institutions across the United States. The taskforce found that while there are many opportunities for first year students at Lane to interact with others different from themselves, it is not clear that the students are generally aware of those opportunities. A recommendation was made to put diverse experiences and cultures directly in the path of new students through curricular and co-curricular activities (e.g., embedded in courses that all new students must take or embedded in first-year-student-oriented workshops or events that appeal to new students). blogs.lanecc.edu/studentsuccess/our-work/foe-overview/

Institutional Policy Development

Leads: Elizabeth Andrade, Donna Koechig

As noted in the 2012-2013 Diversity Strategic Direction Report, Lane's College Council was unable to reach consensus in approving a Professional Cultural Competency Education Policy. Therefore, on February 5, 2014, the Lane Community College Board of Education developed and passed a board policy, the "Cultural Competency/Diversity Awareness Policy for Lane Employees" (www.lanecc.edu/board/policies/bp520). This policy directs the President "to ensure the implementation of a program of professional development that requires all employees to participate in appropriate education and training." In addition the president was instructed to "assure the development of an evaluation and tracking system to assess the effectiveness of the program and submit a monitoring report to the board on an annual basis."

Islam Initiative

Lead: Clif Trolin

The Islam Initiative, a collaboration between Lane Community College and University of Oregon religious and peace studies faculty, staff and administrators to bring scholarly experts on Islam to represent a diversity of backgrounds and offer a plurality of perspectives to the academic study of Islam, was completed last year. Over its two years, hundreds of students, faculty, staff and community members attended scholarly lectures and film discussions and four classes in Islamic Studies were developed. The ongoing benefits from this work include an Islamic History class taught yearly at Lane and a library of DVDs of the Scholars on Islam Series that are actively used by instructors and students. www.lanecc.edu/scholarlectures

Special Populations Student Data Development and Analysis

Leads: Craig Taylor, Molloy Wilson

Work on this initiative is continuing and is focused on developing means for identifying student populations based on student characteristics such as gender, ethnicity and age as well as participation in particular Lane programs and services. The purpose is to understand student progress in order to help the college close achievement gaps and for assessing the impact and effectiveness of high impact practices and innovations. Institutional Research, Assessment, and Planning (IRAP) will continue to refine tools and analytical capabilities, providing a rich source of information and evidence to inform and assess strategic projects and initiatives. www.lanecc.edu/research/

Storytelling Model for Social Justice through the Arts

Leads: Jim Garcia, Donna Koechig

Lane Community College has continued to build upon Dr. Lee Anne Bell's "Storytelling Model for Social Justice through the Arts." As previously noted, this model departs from the traditional diversity professional development models by incorporating the arts such as storytelling, dance, performance and music within a social justice perspective. Basically, it provides a framework for employees to utilize to critique individual stories that sustain inequality and transform these stories into more inclusive and just educational practices.

During 2013-2014 several presentations, performances and storytelling sessions integrating the "Storytelling Model for Social Justice through the Arts" were offered for Lane staff, students and the community. Some of these included: renowned concert pianist and expert on composers of African American Descent, William Chapman Nyaho; 2008 Miss Aloha Hula and Jumu Hula Master, Kalimakuhilani Southard; respected Tibetan elder, Lady Jangchup "Alama" Palmo; Juan Carlos Arean, nationally known speaker on "Transforming Men to End Violence Against Women"; "Latino Roots in Lane County, Oregon" Exhibit; Vietnamese storyteller and internationally known guitarist and filmmaker, Tinh Mahoney; college inservice keynote speakers, Nancy Golden, Oregon Chief Education Officer, and Jilma Meneses, PSU Chief Diversity Officer; "Paul Robeson" performed by Lane faculty, Dr. Stanley Coleman, at Florence; and actor Giancarlo Esposito for Lane's MLK Jr. Celebration. www.lanecc.edu/diversity/event-calendar

Veterans Services

Lead: Helen B. Garrett

Veterans Services, located in Building 19/233, is a busy place at all hours of the day as student veterans and active military students come to receive assistance with their Veterans Affairs benefits, use the computers in the Maxwell Student Veterans Center, meet with Lane County individuals serving veterans, and congregate as part of the Lane Student Veterans Club. Nearly 1,000 students attending Lane annually receive Veterans Affairs benefits and hundreds more, not counted as non-Veterans Affairs benefits recipients, attend as well.

Students receive communications through myLane and in emails notifying them of services provided by Veterans Services. These communications include information on the Notebook Computer Loan Program, a textbook/DVD/book lending library, and activities sponsored by the Lane Student Veterans Club.

Veterans and military students new to Lane attend the newly created Lane Veterans Services weekly welcome program and receive a welcome packet including a Lane acronyms glossary and references to resource centers and tutoring services to help orient them to the college.

Women's Program: Transiciones

Lead: Barb Delansky

Transiciones is a program to help Latinas explore educational options, build self-esteem, develop healthy communication skills, access academic support and find financial assistance for college. The program offers individual and group bilingual/bicultural advising and support, orientations in Spanish for women starting at Lane, workshops on applying for scholarships, credit and noncredit classes in Spanish, networking and community resource connection. In 2013-2014, the Transiciones sequence of college success classes was restructured into specific short-term trainings and workshops to adapt to financial aid regulatory changes and provide more effective and flexible resources to support student retention and success. In 2014-2015, the Transiciones student advisor has been restructured from a .6 FTE to a 1.0 FTE assignment and will become more closely connected to the High School Connections program and services with the objective of creating additional opportunities for women of color to enter college and succeed.

Continuing Projects

The following institutional projects will continue on into the 2014-2015 academic year:

Achieving the Dream

Leads: Maurice Hamington, Lida Herburger, Craig Taylor, Ben Hill, Molloy Wilson

As described in the Optimal Student Preparation, Progression and Completion section of this report, in 2011, the college joined Achieving the Dream (ATD), an evidence-based, student-centered and results-oriented national initiative dedicated to helping more community college students, particularly low-income students and students of color, stay in school and earn a college certificate or degree.

As part of the Annual Reflection on our work during the 2013-2014 academic year, the ATD Core Team noted that there is a consistent gap in achievement by male students, students of color and Pell recipients that needs to be addressed. By examining these gaps more closely in the coming year, the team will contribute data to the college's ongoing discussion around cultural competency and equity.

In September, 2014 Achieving the Dream announced that Lane is one of 16 community colleges selected for the 2014 cohort of Achieving the Dream Leader Colleges—a national designation awarded to community colleges that commit to improving student success and closing achievement gaps. Lane is the only Oregon college to receive the honor.
blogs.lanecc.edu/studentsuccess/our-work/atd-overview/ http://www.lanecc.edu/newsroom/n/nr1822

Emotional Intelligence & Resiliency Professional Development

Lead: Donna Koechig

Decades of research reflect that it is the competencies associated with Emotional Intelligence (EI) that distinguish great leaders from average leaders and make the biggest difference in employee performance. EI competencies include self-awareness, self-management, social awareness and relationship management.

In November 2012, the college partnered with five local agencies to bring in leading Emotional Intelligence expert, Suzanne Rotondo, to conduct "Leading with Emotional Intelligence" professional development sessions. During 2013-2014, the college has continued to partnering with local agencies to offer basic and advance EI sessions for over 250 Lane managers, Aspiring Leaders, classified staff, faculty and community members. Additionally Lane's Faculty Professional Development Team offered "The Emotional Intelligent Classroom" conducted by Suzanne Rotondo at the 2014 Spring Conference. This session focused on integrating EI concepts into curriculum and the classroom.

Throughout the 2013 and 2014, Suzanne Rotondo has also continued to work with Lane's Executive Team to effectively model, and to integrate into its work and strategic goals, these critical skills.

Lane and its partner agencies are currently exploring the development of an "Emotional Intelligence train the trainer" model to ensure the continuation of providing this valuable professional development for its staff in a cost effective manner.

The results of pre- and post- EI surveys indicate that the EI initiative is making a significant difference for Lane faculty, staff and managers. Results on pre, one month, and six month surveys (n= 461 participants total) reflect significant improvements across ten dimensions measuring EI components.

Spirituality and Religion Series

Leads: Stan Taylor, Donna Koechig

Continuing to build on the non-violence work and Dr. Arun Gandhi's and His Holiness the Dalai Lama's visits in 2013, Lane's Peace Center and Diversity Office partnered with the Palmo Center for Peace & Education and others within the community to offer several events such as presentations on "Transforming Adversity into Opportunity" by respected Tibetan elder, Lady Jangchup Palmo; the creation of the compassion sand mandala by the Drepung Loseling Monastery monks at Lane's Downtown Center; and the collaborative offering of the First Friday Communities of Color Networking Event with the annual "Tibet Night Celebration" in downtown Eugene. Lane's Peace Center also held its Lane's 7th Annual 2014 Peace Symposium entitled "Awakening the Dreamer – Move to Actions" with featured speakers, John Perkins, Jon Symes, Katlin Sopoci-Belnap, Monica Beemer and Good Shield Aguilar.

Lane's Peace Center and Diversity Office are currently exploring partnering with the Palmo Center for Peace & Education to offer a speaker series that will focus on compassion, respect, and kindness in the upcoming year. www.lanecc.edu/peacecenter

New Projects

As part of our continuous process of reflection, review and planning to achieve diversity strategic direction goals, we have embarked upon a new project for the 2014-2015 year that supports the newly adopted board policy on Cultural Competency/Diversity Awareness and supports the diversity strategic direction goal #4 of promoting a welcoming, inclusive campus.

Cultural Competency/Diversity Awareness Education Program

Leads: Elizabeth Andrade, Siskanna Naynaha, Jim Garcia, Donna Koechig

Upon the passage of the Cultural Competency/Diversity Awareness Policy by the Lane Board of Education, several all-campus meetings were held to identify and prioritize key components for developing and implementing an educational program that accomplishes the mandate of this policy. Consistent with the recommendations from the campus-wide discussions, a committee with a cross section of interests, experience, expertise, employee groups and students was created to carry the work forward. In June 2014, the Cultural Competency Professional Development and Implementation Committee began its work on the planning, organization and recommendations for implementation of the program based on the key components identified by the campus community.

A Safe Learning and Working Environment

Prepared by: Joan Aschim, Public Information Officer; Dawn Barth, Risk Management Coordinator; Dennis Carr, Chief Human Resource Officer Thad Cowdin, Manager, Information Technology; Jayne Culberson, Director, Health Clinic; Kerry Levett, Executive Dean for Student Affairs; Jace Smith, Director, Public Safety/Director of Emergency Preparedness; Todd Smith, Interim Director, Facilities, Management and Planning

Maintain a safe learning and working environment

Improve practices and resources that secure property

Promote activities, practices and processes that encourage civil discourse and protect college communities from discrimination, harassment, threats and harm

<center>**Overview**</center>

Personal and property safety and security on college and university campuses across the nation has been the subject of increasing attention and analysis in recent years. In particular, the randomness and severity of recent acts of violence on a number of college and university campuses have raised community consciousness concerning the need to put in place effective plans and systems to assure the safety and security of all community members as well as college property.

At Lane, safety and security have multiple dimensions; all members of our community have a right to learn and work in environments in which they are protected against threats to personal safety or physical harm, as well as protected against discriminatory and harassing behaviors. In addition, as an institution of higher learning, Lane Community College is a place where people should feel free to engage in respectful, civil discourse, and where tolerance of alternative views is actively encouraged. In order to assure the above, Lane engages in ongoing efforts to provide training and professional development activities to support safety and security throughout the college community.

The college also commits to taking an active role in designing and maintaining healthful physical surroundings that are as free as possible from environmental toxins, pathogens and other contaminants. Source: Lane Community College Strategic Plan.

To achieve safety strategic goals and objectives, work is focused and organized around three strategic initiatives: *physical and environmental safety, zero tolerance for harassment and discrimination* and *safety and wellness professional development*.

Evidence that the college is making progress on the objectives of the Safe Learning and Working Environment Strategic Direction includes the establishment of the Emergency Planning at Lane (EPAL) workgroup, SafeLane, and Students of Concern webpage resources; enhanced training and Clery Act reporting to the college community; and a measurable reduction in time loss incidents and accidents impacting college employees.

Completed Projects

The college has successfully completed several institutional safety projects in support of this strategic direction, achieving objectives, shifting focus toward scale and practice and successfully integrating the work into ongoing college programs and services. The following section provides updates on projects completed in the 2013 and 2014 academic years.

CERT Training Teams

Leads: Dennis Carr, Dawn Barth, Mona Arbuckle, Jace Smith

During 2013-2014, the college reinvigorated its C-CERT program and provided training to new employees and students. In addition to training, the group meets regularly to exchange information and training experiences with members of municipal emergency management professionals and assist with drills and the coordination and delivery of safety and disaster information. Members of Lane's C-CERT Team will be deployed in the event of an emergency or disaster to support the college's Emergency Planning Team, Public Safety, and Health Clinic personnel.

During the 2013-2014 academic year, C-CERT team members have been integrated into emergency response and emergency preparedness drills in order to assure a coordinated response in the event of actual emergencies. www.lanecc.edu/safety/safety-committee-employee-safety-information

Emergency Response Drills

Leads: Jace Smith, Todd Smith

During 2013-2014, fire drills, violent actor drills, the incorporation of additional life safety alarm systems (such as panic alarms) and the review of campus emergency fire systems became institutionalized. There is currently a commitment to increase the complexity and effectiveness of these efforts during 2014-2015.

Emergency Response Team and Threat Assessment Team

Leads: Jace Smith, Dawn Barth, Dennis Carr

The college has an active Emergency Planning Team (EPT) to coordinate responses to a variety of potentially urgent and/or crisis circumstances consistent with the Emergency Plan (www.lanecc.edu/copps/documents/emergency-plan). The college also deploys a Threat Assessment Team (TAT) (www.lanecc.edu/threatassessment/team-information) when necessary to assess and effectively respond to threats and potential threats involving individuals or groups. EPT and TAT teams are staffed by different groups of college employees who either have position responsibility or subject matter expertise to inform the EPT and TAT assessments and decisions. The Emergency Planning Team meets twice a month. The Threat Assessment Team meets monthly or as frequently as needed to actively apply established risk assessment protocols concerning both specific and general threats. Effective with the start of the 2013-2014 academic year, the work of the EPT and TAT teams resulted in establishment of the Emergency Preparedness at Lane (EPAL) web page (www.lanecc.edu/epal). This increases online information, in addition to last year's launch of the SafeLane (www.lanecc.edu/safelane) web page and Students of Concern procedures (www.lanecc.edu/studentconduct), to provide an array of important emergency response guidelines and risk assessment tools for Lane employees and students.

Also during the 2013-2014 year, a strategic plan for emergency management was created and Lane's Emergency Plan was reviewed and revised to ensure contemporaneousness with current practices and threats (www.lanecc.edu/copps/documents/emergency-plan).

Lane Alert System

Leads: Dawn Barth, Jace Smith, Dennis Carr, Joan Aschim

Lane implemented the Lane Alert emergency messaging system in 2009. The system uses the web-based Blackboard Connect mass notification service and is customized for Lane's needs. This system allows for timely and confidential notifications using a variety of methods of communication (examples: home phone, cell phone, text message and email communication) to Lane staff and students. Recipients self-enroll cell phones for text messages. Other contact information is automatically pulled from staff and student records each quarter. The system may be activated from any computer with an Internet connection to provide real time warning and emergency guidance to all college community members who provide current contact information. The Lane Alert system has become the first level of emergency response notification communications to college community members. In 2013-2014, the Emergency Team sent more than 23 Lane Alert messages. Most were

related to weather but also included the Great Oregon Shakeout earthquake drill; Clery report availability; a gas leak closure, evacuation and reopening; an alleged assault; and violent actor drills.

Public Safety and Risk Management Outreach and Communications

Leads: Jace Smith, Dawn Barth, Kerry Levett, Dennis Carr

Lane's Public Safety Department has collaborated with Risk Management to conduct a series of training sessions, presentations and outreach communications for multiple college departments and campus community members. Examples include orientation presentations, response strategies for active shooter and violent actor situations, self-defense training courses, crime prevention, personal safety, violence in the workplace, sexual assault prevention and education, and domestic violence education and prevention.

In addition to these proactive efforts, Public Safety has committed to providing campus alerts for criminal situations that are of a sustained and ongoing nature or threaten community safety. Other efforts include: printed brochures, security site surveys and consultations, crime prevention materials, public safety newsletters, sexual assault prevention courses and participation in employee wellness fairs. The Public Safety Department has institutionalized these focused training, outreach communications systems and practices over the past three academic years, and all college programs, departments and divisions are encouraged to schedule training sessions. Resource websites include EPAL, Public Safety, SafeLane, Safety Committee, and Students of Concern.

Public Safety Student Cadet Program

Lead: Jace Smith

A student cadet program was implemented through Lane's Public Safety Department and the Criminal Justice degree program to provide paid cooperative education learning opportunities for college students interested in safety and law enforcement careers. Public Safety student cadets augment the full-time and part-time Public Safety officer workforce, with numerous student cadets participating in 2013-2014. This program provides additional officers focused on a safe and secure work and learning environment at the college, while providing valuable work experience to Lane students. Participants are offered part-time employment at the program's conclusion.

www.lanecc.edu/psd

SafeColleges Software

Leads: Dennis Carr, Dawn Barth, Kerry Levett

Throughout 2013-2014, members of the college's Emergency Planning Team collaborated to roll out more safety training modules in the SafeColleges software made available through the college's liability insurance carrier, and expanded training to part-time employees. Safety and security components of the SafeColleges software include modules as diverse as safe responses to active shooter incidents, mandatory reporting guidelines for suspected child abuse situations and prevention and/or reporting of harassing and discriminatory behaviors. Safety training tools and resources are also available to employees and students through the new SafeLane, Public Safety, EPAL, and Students of Concern websites.

SafeLane and Students of Concern Resources

Lead: Kerry Levett

During the 2012-2013 academic year, the college implemented two new web-based safety resources, SafeLane and Students of Concern and Threat Assessment. These resources support many of the college's projects and initiatives in support of the safe learning and working environment strategic direction. SafeLane provides quick links to a variety of safety related resources on the Public Safety, Lane Health Clinic and Employee Emergency Manual webpages. Students of Concern provides a variety of tools and resources for faculty and staff to report and process student behavioral concerns while the threat assessment pages provide consultation and referral information for both employees and students of concern. These resources are available as links off the college's home page, in employee pages, and in the mySafety channel of the student myLane portal. The objective of establishing these tools and resources is to provide information directly to faculty, staff and students so that concerning behavior, risks and threats may be directly reported to the correct college contact persons or teams.

Threats, Harassment and Discrimination Training and Procedures

Leads: Dennis Carr, Kerry Levett, Donna Koechig

In support of the safety strategic direction goal of developing systems and practices in support of a culture of zero tolerance for threats, harassment and discrimination, in 2013-2014 the college developed and implemented a series of training programs to assure that college employees and students deepen their understanding of safety issues, rights, remedies and opportunities for civil discourse. Trainings were held in November 2013 and February 2014, with plans to hold them regularly in the coming years. www.lanecc.edu/board/policies/d020

Continuing Projects

The following institutional projects will continue on into the 2014-2015 academic year:

Bond and Major Maintenance Upgrades

Lead: Todd Smith

During the past three academic years Lane made significant investments in upgrades to facilities, infrastructure, classrooms and security systems college-wide. Facilities staff have continued to service and enhance existing systems including interior and exterior lighting systems, keyless access security controls, and alarm and emergency communications systems. Through partnerships with key stakeholders, including Disability Resources, the Safety Committee and the Emergency Planning Team, the college has made strides in universal access and facilities service response times that enhance the safety and security of everyone on campus. Notable facilities upgrades projects include security upgrades at the airport, Cottage Grove Center and Willamette Street Dental Clinic; seismic rehabilitation improvements on main campus; and energy infrastructure improvements through the CLASS project. www.lanecc.edu/bond

Emergency Response Plan and Employee Emergency Manual

Leads: Dawn Barth, Jace Smith, Dennis Carr

Updates and improvements to the Emergency Plan continued during 2013-2014. A four-page summary Employee Emergency Manual was updated for 2014-2015 and is being distributed college-wide. There are four specific manuals: 30th Avenue Campus, Downtown Academic, Florence Center, and Satellite Campus. Copies of the manuals are available by contacting Risk Management. Training programs and emergency response drills aligned with the Emergency Plan are regularly scheduled throughout the year and beyond in order to standardize emergency response protocols for a variety of potential crises (www.lanecc.edu/copps/documents/emergency-plan).

New Projects

As part of our continuous process of reflection, review and planning to achieve safety strategic direction goals, we have embarked upon additional projects and areas of focus as described below.

Emergency Medical Technician Services

Lead: Jace Smith

Lane Community College Public Safety supported EMT training for four officers during 2013-2014. These individuals have been equipped with advanced medical equipment and are supervised by a local hospital emergency room medical doctor. The initial success of these officers has led to an ongoing, sustained commitment to continually train and deploy interested officers in order to support around the clock medical support to the campus community. www.lanecc.edu/psd/emergency-medical-technicians

Emergency Planning Team Strategic Plan

Leads: Jace Smith

During 2013-2014, the Emergency Planning Team created a strategic plan to provide guidance on improving the emergency preparedness of the campus. This plan includes specific goals on community relations, business continuity, emergency planning, drill planning and facilitation, resource identification, and campus training. Work in 2014-2015 will focus on operationalization of the plan.

Looking Ahead

2014-2015 represents the fifth and final year of the college's current Strategic Directions. Work this coming year will focus on continuing to review priorities and return on mission within existing project portfolios, optimizing limited staffing and other resources, and assessing and evaluating progress toward project and Strategic Direction goals. Communications, professional development and bringing work to scale will be particularly emphasized to embed high impact practices deep within the culture and operations of the college.

As this 2013-2014 Strategic Directions Update demonstrates, Lane is committed to its comprehensive mission, as evidenced by our initiating, supporting, completing and evaluating a wide range of institutional initiatives and projects that are clearly aligned with strategic directions goals. These goals – improve student preparation, progression and completion; provide a liberal education approach for learning, including improved digital fluency and critical thinking across disciplines; and build a diverse, inclusive, safe and sustainable learning and working environment for all who learn and work at the college – inform both our daily work and our vision for the future. Goals are interrelated through their shared impact on student success and support of our four core themes: Academic Transfer, Career Technical and Workforce Development, Foundational Skills Development and Lifelong Learning. The interconnectedness of our mission, core themes, strategic directions, initiatives and projects provides us with a strong institutional ability to fulfill our promise as the community's college: we will transform students' lives through learning.

Lane Community College

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