



# Lane

Community College <sup>SM</sup>  
*Transforming Lives through Learning*

Strategic Directions Report

**2014**  
**2015**

# 2014-2015 Mission Fulfillment and Strategic Directions Report

Prepared By: Jennifer Steele ▪ Editor: Ce Rosenow ▪ Graphic Design: Dan Culnane

Contributors: Joan Aschim, Siv Serene Barnum, Dawn Barth, Ben Bower, Susan Carkin, Dennis Carr, Ian Coronado, Susie Cousar, Barb Delansky, Jerry DeLeon, Dawn DeWolf, Roger Ebbage, Greg Evans, Jennifer Frei, Sara Fox, Helen Garrett, Chris Haneson, Jennifer Hayward, Lida Herburger, Ben Hill, Kathie Hledik, Kristina Holton, Christina Howard, Sandy Brown Jensen, Meredith Keene-Wilson, Brian Kelly, Donna Koechig, Mary Jeanne Kuhar, Randa Law, Kerry Levett, Michael Levick, Cathy Lindsley, Rosa Lopez, Phil Martinez, Pamela McGilvray, Audrey Mills, Terrie Minner, Mary Parthemer, Marika Pineda, Russ Pierson, Ce Rosenow, Brett Rowlett, Paul Rusher, Kyle Schmidt, Michael Schneider, Bill Schuetz, Anna Scott, Mike Sims, Jace Smith, Todd Smith, Jennifer Steele, Kevin Steeves, Kate Sullivan, Craig Taylor, Stan Taylor, Becky Thill, Clif Trolin, Sarah Ulerick, Molloy Wilson

The graphics in this document were designed by Lane student Dan Culnane.  
Dan is currently pursuing his A.S.S. degree in Graphics Design  
and works in the college's Design and Media Center.

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***Lane is the community's college:  
We provide comprehensive, accessible, quality, learning-centered educational  
opportunities that promote student success.***

## **INTRODUCTION**

2014-2015 was a year of celebration, self-assessment, and institutional improvement for Lane Community College.

In October 2014, the college celebrated the 50<sup>th</sup> anniversary of its founding as a comprehensive community college. For 50 years, Lane has fulfilled its promise to the community by embracing the vision, mission, core values, and more recently, core themes that focus squarely on community needs. In its planning, decision-making, resource allocation, and focus on student learning, the college demonstrates its commitment to providing access to higher education and supporting student success, particularly for under-represented and nontraditional students.

Fall 2014 was also the college's [year seven self-study](#) and peer evaluation visit from the Northwest Commission on Colleges and Universities. In addition to receiving eight commendations, the college received recommendations, which have led to evolution in our thinking and improved organizational structures to support our progress toward, and evaluation of, mission fulfillment.

### **Institutional Effectiveness Model**

In order to more clearly state, evaluate and communicate mission fulfillment, the college has developed an institutional effectiveness model that forms the basis for regular and effective assessment of the adequacy of college resources, capacity, and effectiveness of our programs, services and operations. This model supports the college's continual adaptation to assessment findings, ensuring that decision-making bodies at the college adjust policies and practices when necessary to address areas needing improvement as they come to light, and thereby ensures organizational adaptation and sustainability.

The model consists of six essential and interrelated elements: 1) core themes, 2) the Institutional Effectiveness Committee, 3) regular monitoring of data, 4) annual assessments, 5) implementation of needed changes, 6) clear communication.

### **New Core Themes**

During and subsequent to our accreditation self-study, the college recognized that our existing core themes of Academic Transfer, Career Technical and Workforce Development, Foundational Skills Development, and Lifelong Learning addressed the populations the college serves but did not fully reflect the work of the college, nor did they allow us to adequately assess if we are fulfilling our mission. To remedy this, the newly formed Institutional Effectiveness Committee (IEC, described below) began the work of developing new core themes by collecting input and feedback from the campus community through forums, facilitated meetings, a blog, surveys, and breakout sessions during the 2015 Spring Conference. With the abundant feedback and through intensive work sessions that continued through the summer, the IEC developed four new core themes that were approved by the Board of Education in July 2015 and are presented in Figure 1 and Appendix A. The new core themes were introduced to the campus community in Fall Term 2015 through core theme forums, and the IEC will continue its outreach efforts throughout the 2015-2016 academic year to foster shared understanding of, and broad engagement with, the core themes.

Figure 1: Lane Community College Core Themes

**Core Theme 1: Responsive Community Engagement**

As an engaged member of our community, Lane’s programs, services, and activities serve the community’s needs.

**Core Theme 2: Accessible and Equitable Learning Opportunities**

Lane’s policies, procedures, programs, and services facilitate open, fair, and just educational experiences.

**Core Theme 3: Quality Educational Environment**

Lane’s quality educational environment embraces academic and instructional integrity, relevancy, rigor, innovation, and transparency.

**Core Theme 4: Individual Student Achievement**

Lane’s students advance on their academic paths and reach their educational goals.

The new core themes will guide all data gathering and assessment, and related changes to future directions, objectives, indicators of achievement, and services. They will break down the functional silos created by our previous themes, moving us toward a more comprehensive approach for planning, assessing, and improving mission fulfillment.

The new core themes will also guide our planning processes and our assessment of institutional effectiveness. Regardless of the committee or department producing the data (e.g., Achieving the Dream, Strategic Enrollment Management), the data will be aligned with and integrated into the larger, on-going assessment of mission fulfillment through the core themes and their related objectives and indicators of achievement.

**Institutional Effectiveness Committee**

In winter 2015, the Vice President of Academic & Student Affairs and the Vice President of College Services created the [Institutional Effectiveness Committee](#) (IEC) to increase alignment between the college planning processes and core themes, and to support a culture of planning, assessment, and improvement on campus. The committee is comprised of faculty, managers, staff, and members of the executive administration, many of who serve on related committees (e.g. the Academic Program Review Oversight Committee, the Accreditation Team, the Achieving the Dream Teams, the Assessment Team, Faculty Council and the Strategic Enrollment Management Steering Committee).

As articulated in the committee’s charter, the IEC’s responsibilities include the following:

- Establish institutional effectiveness committee work, timelines, and projects
- Prepare and disseminate needed reports related to college effectiveness at all levels of the college’s planning processes

- Design and implement effective technology solutions for displaying and disseminating information in collaboration with Information Technology
- Serve as a consultant to councils, committees, and departments regarding accreditation, assessment, program review, budget development and resource allocation
- Assist in the development and identification of core themes, objectives and indicators
- Monitor progress

The work of the IEC in 2014-2015 focused on the development of new core themes. In 2015-2016 the committee will continue to share core themes with the campus community, work on refining core theme indicators, and assist with the development of the college's new strategic plan.

## **Institutional Planning**

The college has designed a new institutional planning structure to ensure planning processes are purposeful, systematic, integrated, and comprehensive, and support and document mission fulfillment. In this structure, all planning efforts – department, program, governance, and the college's strategic plan – are aligned to support core theme objectives.

### **Department and Program Planning**

The Department Planning Workgroup, composed of faculty, classified staff and managers, was convened in spring 2014 to assess current practices, research best practices and develop and implement improvements for department- and program-level planning, to include transitioning to a comprehensive program review process for the college and restructuring annual assessment and resource allocation processes. This work is being approached with an agile development or continuous process improvement mindset.

The centerpiece of the reimagined program/department planning process is Program Review, a self-study process that occurs on a five-year cycle. Program review provides a structure for longer-term strategic planning and in-depth consideration of department-specific and cross-department issues and opportunities. Academic program reviews<sup>1</sup> are led by program faculty and coordinated by the Academic Program Review Oversight Committee (APROC). Student Affairs and College Services program reviews are led by managers and classified staff.

Outcomes of program review include an in-depth assessment of program strengths, opportunities for improvement, aspirations, results (program-specific indicators), peer-review feedback, and specific recommendations for program improvement.

During the *Annual Department Self-Evaluation*, department managers, faculty and staff reflect on performance relative to department (program review) and college-wide strategic goals and objectives. This annual exercise provides an organizational structure for departments to analyze data, engage in meaningful conversations about program performance, and to identify gains, gaps and opportunities for continued improvement.

Outcomes of the annual self-evaluation include identification of meaningful trends/data points, department gains and gaps, goals for the coming year and resource planning in support of such goals.

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<sup>1</sup> <https://www.lanec.edu/academicprogramreview>

An additional outcome is feedback from executive deans and vice presidents on program performance, goals and resource plans.

Budget Development and Resource Allocation in the newly envisioned system will flow from program review and annual self-evaluation, and will encompass all funding sources used in budget development to include existing budget, ICP, technology fee, Perkins and other grants, capital outlay, curriculum development, foundation, strategic investment/special projects, and staffing. After receiving feedback from executive deans and vice presidents, departments and project teams will submit specific budget proposals and recommendations for consideration and prioritization.

## **Strategic Planning**

With the expiration of the college's current 2010-2015 Strategic Plan, the Board of Education has commissioned the development of a new five year plan, with the following guiding principles:

- 1) The plan will provide a meaningful framework for focusing and aligning the work of the college over the ensuing five years
- 2) The plan will be organized around core themes and then strategic directions in support of these themes
- 3) Planning efforts will be informed by broad-based input and a diversity of perspectives from throughout the college and larger community
- 4) Staff will be rigorous in their use of evidence and analysis, both in the construction of the plan, objectives and indicators and in the evaluation of progress toward established goals
- 5) All planning efforts at the college will be purposefully and systematically integrated with strategic plan goals and implementation plans.

During the 2014-2015 academic year, the board hosted a series of Community Conversations throughout Lane's service area where board members facilitated dialogue and received community input around such questions as "Lane is the community's college; will this mean something different in 10 years than it does today?", "What do you depend on from LCC?", and "What is missing from Lane's current strategic directions?".

Also during 2014-2015, the Executive Team hosted seven campus-wide Global Conversations around topics including "The Future of Higher Education/Defining the Role of the Community College," "Current and Future Trends in Community Colleges," "Who is the 21<sup>st</sup> Century Student?" and "Student Success" that provided a forum for future visioning and consideration of strategic issues and opportunities for the college.

The final foundational pieces for strategic planning accomplished in 2014-2015 were the re-instatement of the planning subcommittee of College Council, formation of the IEC, and development of new core themes.

In 2015-2016, the IEC will form core theme teams comprised of faculty, staff and managers from the IEC; College Council; Institutional Research, Assessment, and Planning; and subject matter expertise, which will map existing strategic directions to core theme objectives, identifying areas of alignment and gaps and providing initial suggestions for revisions and enhancement. Core theme teams will then solicit additional feedback from the wider campus community through open forums, bring in feedback from community and campus conversations, and draft a new strategic plan to bring to the Board of Education in June 2016.

A key element of the new strategic plan will be its direct alignment to core themes objectives so that core theme indicator data will be used to assess overall mission fulfillment *and* progress toward strategic plan goals. In 2016-2017, Lane will undertake an intensive examination of its assessment practices through the Mid-Cycle Evaluation Self-Evaluation Report required by the Northwest Commission on Colleges and Universities (NWCCU). This three-part report includes: an overview of Lane's assessment plan; representative examples of how the college has operationalized the mission and core themes moving from core theme objectives to indicators to outcomes to mission fulfillment; and a discussion of work to be accomplished prior to the Year Seven Self-Evaluation Report. The Accreditation Team, Institutional Effectiveness Committee and Assessment Team will be important contributors to the mid-cycle self-evaluation work.



# 2010-2015 STRATEGIC DIRECTIONS

The college has implemented its 2010-2015 strategic plan through strategic direction goals and implementation plans. As a learning organization, Lane approaches planning and implementation as a continuous, iterative activity. A key part of Lane’s strategic planning process is the college’s engagement 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 2) 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 gaps in mission fulfillment. It is also a valuable communications tool for Lane faculty and staff as well as external partners, agencies and organizations.

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 2014-2015 academic year with work continuing into 2015-2016. *New projects* were brought online after the start of the 2014-2015 year as part of our ongoing, evolving process of focusing work and resources on the further achievement of strategic direction goals.

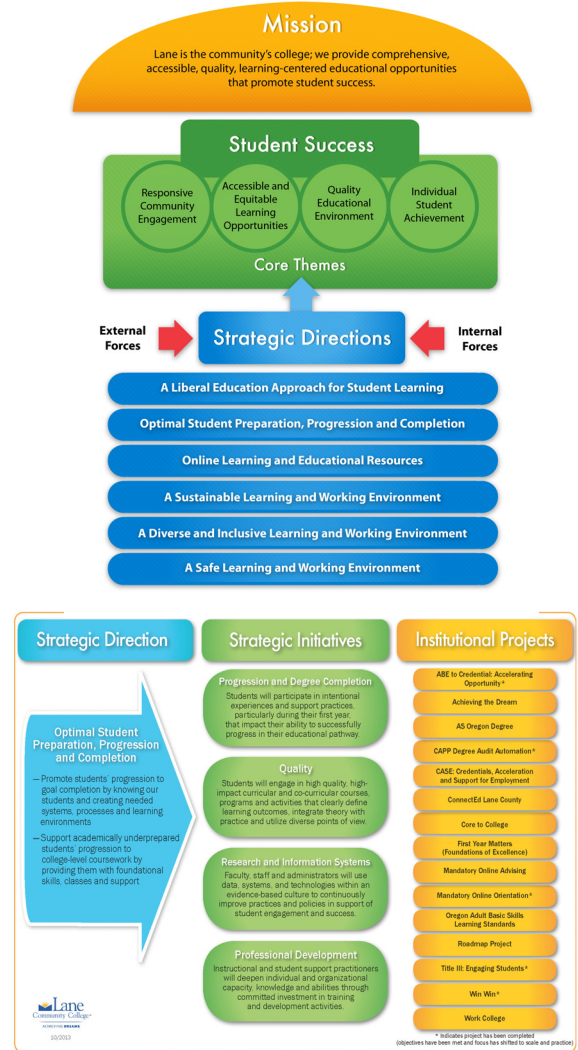


Figure 2: Lane Community College Strategy Map

## A Liberal Education Approach for Student Learning

Prepared by: Ian Coronado, Dean of Academic Technology; Dawn DeWolf, Vice President for Academic and Student Affairs; Jennifer Frei, Executive Dean, School of Arts and Sciences; Lida Herburger, Director of Student Success; Christina Howard, Faculty Coordinator of Assessment; Phil Martinez, Dean of Social Science; Mary Parthemer, TRiO/TriO STEM Director; Ce Rosenow, Honors and Special Projects Faculty Coordinator; Brett Rowlett, Director of Governmental and Community Relations; Kate Sullivan, Assessment Team Faculty Chair; Sarah Ulerick, Retired 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.

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.



Figure 3:  
Core Learning Outcomes

Table 1: Active and Collaborative Learning

<b>CCSSE Active and Collaborative Learning Benchmark Scores: All Students</b>			
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.lanecollege.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<sup>2</sup> 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, 2014 and 2015 academic years.

### Assessment of Learning

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

Lane is committed to creating, supporting and sustaining a culture of assessment and continuous improvement to advance and support student success. In the sixth year of General Education Assessment, the Assessment Team (A-Team) continued working toward the goals in the [Core Learning Outcomes Assessment Action Plan](#):

- Increase visibility and understanding of the strategic direction: “a liberal education approach to student learning.”
- Increase visibility and ownership of core learning outcomes.
- Link general education curriculum to core learning outcomes.
- Assess student proficiency in core learning outcomes.

An agile Request for Proposals (RFP) process explicitly recognized faculty discipline expertise and resulted in increased applications for assessment projects, new faculty discipline teams and support to advance the work for established teams. The team refined the RFP process and furthered the claim that faculty benefit most from scaffolded project frameworks. Faculty could receive funding and resources for a project that 1) included multiple faculty from a shared discipline and 2) resulted in improving visibility, integration or assessment of Core Learning Outcomes (CLOs) in their discipline. This year was the first in five years where the A-Team had more faculty funding requests than its budget could fill (569 hours on applications, 375 hours in the budget). In total, 14 discipline teams received funding and engaged in a variety of projects including course outcome refinement, mapping CLOs to course outcomes, mapping CLOs to curriculum within a program and artifact assessment. Some of these projects continued work initiated in prior RFP cycles, thus strengthening and deepening assessment practice within disciplines.

A-team members also actively served on a number of committees that have worked toward increasing the visibility and value of CLOs. The A-team has two appointed positions on the Institutional Effectiveness Committee, which facilitates frequent conversations about what it means to integrate the value of a liberal education into college-wide strategic planning. Additionally, A-team members participated on the Academic Program Review Committee and the Academic Program Review

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<sup>2</sup> <http://www.lanec.edu/accreditation>

Oversight Committee, thereby extending considerable influence on the college's new program review process. For instance, in the Guiding Principles of Program Review, faculty identify questions for deeper study that inform program improvements. In Section 3, Key Performance Indicators, the Program Review Work Group included "Student learning; core learning outcomes, curricular assessment" as a point from which academic programs assess quality. Program review also allows the Administration/Management Team to select questions for in-depth study, providing an opportunity for leadership to upscale CLO assessment methods and plans as an institutional priority aligned with academic program review. Kate Sullivan, Christina Howard and Ce Rosenow also supported two academic programs engaged in a pilot of academic program review (ECE and Drafting).

A-team members served on several other committees, as well. These include the Core Themes Work Group, Cultural Competency Professional Development Work Groups, Curriculum Committee, Honors Program, Learning Council, Peace Center Committee and Program Update Tool Committee.

A-team members also participated in other forms of outreach and engagement with assessment work. Kate Sullivan and Christina Howard attended the Tuesday Deans' meeting. Kate Sullivan continued person-to-person outreach within departments to encourage faculty to apply and persist in assessment projects. Christina Howard and Sarah Ulerick were invited to present a model for authentic assessment at the Conference on Community College Assessment, hosted by Valencia College in Orlando, Florida. Sarah Lushia presented "Whole and Personal: The Role of ePortfolios in Fostering Deeper Engagement with Liberal Arts Education" at the AAEEBL 2015 conference. Her presentation addressed the ways in which work-to-date on engaging students with CLOs has affected student education, especially interaction with their Honors Program ePortfolios. Sarah Lushia, Siskanna Naynaha and Kate Sullivan participated on the "Community of Hackers: Doing Meaningful Writing Assessment in the Two-Year College" panel at the October 2013 Pacific Northwest's Two-Year College Association Conference in Seattle, WA. Their presentations addressed course, sequence, and program-level CLO assessment.

The year culminated with the A-Team providing extensive staff and faculty professional development during the 2015 Spring Conference: "Think Engage Create Communicate Apply." The team identified a nationally recognized keynote speaker, Nassim Ebrahimi, Ph.D., Director of Learning Outcomes Assessment, Anne Arundel Community College, who spoke to the value of CLOs across units within the college. The morning agenda included three breakout sessions to further develop faculty and staff interest in infusing CLOs into their work with students.

Assessment methods and outcomes-based assessment and reporting will be a focused effort in 2015-16. The team plans to implement an Assessment Fellows project, modeled by Anne Arundel Community College. Assessment Fellows are experienced faculty who provide leadership and mentorship for faculty engaged in integrating CLO awareness, use, and/or assessment, thus reinforcing a sustainable faculty culture of assessment within disciplines and divisions. The team plans to focus its effort on deeper integration of student perspectives into CLO work, increasing CLO visibility among students and ensuring that the CLOs are and remain relevant to Lane's student body.

## **Center for Learning and Student Success Redesign**

Leads: Michael Levick, Claire Dannenbaum, Raymond Bailey, Toni Timmers, Liz Coleman, Christina Walsh, Thad Cowdin, Ian Coronado, Jen Klaudinyi, Audrey Mills

The future inhabitants of the Learning Commons spent their time in the 2014-2015 academic year making plans that focused on operations, communication and themes common to the constituents, all in support of student learning and success. Constituents included the Library, Tutor Central, Instructional Testing Services (formerly the Social Science Testing Lab), and the Academic Technology Center (ATC) which all came together under the Academic Technology division. At the same time, a new working partnership was forged with the Center for Student Engagement, which is the only non-Academic Technology area within the Learning Commons. Together, these groups met regularly to determine how information would flow and which service areas would be in charge of new services that required additional monitoring.

During 2014-2015, the Learning Commons group was able to:

- Identify all the required skills for the Information and Student Help Desks, and create online training materials so that student workers would be able to easily access information to do all the student jobs
- Build workflows so that it is clear where students, faculty and staff go to get technology help in the Learning Commons
- Design and implement computers which can accommodate student users across multiple platforms within the Learning Commons
- House an Instructional Testing Service (ITS) which can serve the testing needs of online and hybrid courses
- Integrate student support services from Library and Academic Technology staff using the Kayako online helpdesk system and HipChat instant messaging
- Integrate services that had previously been independent of each other, in order to offer students a seamless experience in accessing services.

Throughout the 2015-2016 year, and into the future, the Learning Commons will continue to build on the synergies which have emerged from the CLASS project to support and guide students toward success.

## **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 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 offers each summer.

The coalition 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. In 2013-2014, 24 students were served through this program; 21 students were served in 2014-2015. The two-year grant concluded at the end of the 2014-2015 academic year. The college will reapply if and when additional funds are available.

<http://connectedlanecounty.org>

### **Core Learning Outcomes**

Leads: Christina Howard, Sarah Lushia, Kate Sullivan

Lane's Assessment 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. Lane's CLO work in 2014-15 was supervised by CLO Faculty Coordinator Kate Sullivan. Sarah Lushia will serve as CLO coordinator for 2015-2016.

In order to engage students and make the CLOs more accessible to them, Sarah Lushia produced a CLO mini-documentary: <https://www.youtube.com/watch?v=ZFdMaKcL1Go> This documentary features a candid discussion among students about their understanding of the CLOs and why the CLOs are valuable to their learning process.

To better support faculty in their assessment work, the 2014-2015 RFP for assessment scaffolded types of projects in recognition that not all faculty groups would be at the same stage of readiness to undertake artifact evaluation. Thus, the RFP included five levels of funding: a) development of outcome language for courses and programs in need of outcome refinement; b) development of supplemental materials such as signature assignments; c) mapping of CLOs against course outcomes and course materials; d) rubric development; e) artifact collection and assessment. In accordance with the RFP for 2013-2014, the A-Team required faculty to work in teams and to obtain the endorsement of either program/department leads or division deans.

The RFP resulted in submissions from fifty-one faculty, focused on fourteen separate projects, drawn from the School of Arts and Sciences and the School of Professional and Technical Careers, and credit and non-credit programs. In addition, the team funded Art to finish the project that they began in 2013-2014 but were unable to complete because of the drop in sections offered in their division and the subsequent lack of employment for the PT faculty who had initially agreed to evaluate artifacts using a rubric developed in 2012-2013. Every faculty group that answered the 2014-2015 RFP and completed a project has plans for the next stage of their CLO assessment work.

During 2014-15, the A-team began work to propose adding a new section to the current New or Revised Curriculum Approval Form. The section would ask faculty proposing new or revised curricula to map course learning outcomes to specific Core Learning Outcomes. After reviewing several drafts, the proposed new section was taken to the Curriculum Committee on November 4, 2015 and approved. This small step ensures that CLOs are a visible and significant element of curriculum design at Lane.

CLO visibility around the college increased significantly this past year. The CLOS are on banners across campus and on the paving stones that lead up to the remodeled Center Building. They were also on the cover of the catalog.

## **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, Assessment, 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 the 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. [lanecommunitycollege.github.io/oregondqp.org/](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.

Since 2012, a number of intentional practices were put into place with the aim of improving a liberal education approach for Lane’s first-year students including:

- Development and wide dissemination of a first-year philosophy that describes the value of education and details how Lane faculty and staff commit to supporting each student’s learning and development
- Integration of the colleges’ Core Learning Outcomes into first-year classes and co-curricular activities.

### **Honors Program**

Leads: Ce Rosenow, 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 has sixteen different honors courses, and multiple sections of several courses. The offerings include classes in art, cooperative education, science, social science and writing.

The program offered exceptional off-campus learning opportunities for students, as well. Events included a workshop in the University of Oregon’s Special Collections Library, attendance at the University of

Figure 4: Honors Post-It Note



Oregon's Undergraduate Research Fair and Oregon State University's Honors Thesis Fair, an information session at Oregon State's University Honors College and a tour of the University of Oregon's Natural History Museum.

The program continues to use several recruitment efforts: post-it notes that Lane faculty can put on students' work, recommending that students look into the Honors Program; an honors brochure that is distributed to high school advisors and counselors as well as to advisors in Lane's International Programs; and targeted email messages to students requesting information on the Honors Program when they apply to the college. Presentations to high school advisors and counselors and to international advisors visiting the college increased awareness of the program.

Lane's Honors Program also maintained its articulation agreements with Portland State University Honors College, Southern Oregon University Honors College, and Washington State University Vancouver Honors Program. Conversations are underway with the University of Oregon, Oregon State University and the Oregon Institute of Technology to create opportunities for honors students when they transfer.

The make-up of the Honors Core Team continues to evolve to efficiently serve the needs of the program. The college established a permanent Honors Faculty Coordinator position, and the Core Team is now comprised of the Faculty Coordinator and the Honors Dean. The Honors Leadership Team continues to provide excellent support for the program. [www.lanecollege.edu/honors](http://www.lanecollege.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 members provide a brief synopsis of the film's academic importance and facilitate a discussion and question and answer session after the showing.

## **Roadmap Project**

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

The Roadmap Project was designed to help community colleges create robust and proactive programs of academic support tied to expected learning outcomes that engage students and teach them how to become active partners in their own quest for educational success. In 2011, Lane was selected as one of only 22 community colleges to participate in the project by the American Association of Colleges and Universities (AAC&U). The centerpiece of Lane's project was envisioned as a student Guide to Personal Success (GPS) that would integrate core learning outcomes (CLOs), high impact practices (HIPs), and degree progression and completion policies.

In February 2015, Lane faculty and staff shared our work at the Emerging Ideas Exchange at the Achieving the Dream Conference, DREAM 2015, as part of a three-school consortium. This was Lane's last action as a Roadmap Project college. The original three-year grant has ended and some of the work associated with the project is continuing within the college's Assessment Team.

## **Work College**

Leads: Dawn DeWolf, Dennis Carr

The Work College project was 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 the 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.

*There are 81  
student workers  
currently employed  
at Lane*

## **Continuing Projects**

The following institutional projects will continue into the 2015-2016 academic year:

### **The 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 designed to engage 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 Program.

During the 2014-2015 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.). In 2014, Lane became the first institution in Oregon to partner with TurboVote, an online service that helps members of the LCC community vote in every election — local, state, and national. In June, Lane attended and presented at the TDC annual conference.

[www.lanec.edu/studentssuccess/DemocracyCommitment](http://www.lanec.edu/studentssuccess/DemocracyCommitment)

### **Transfer Area Identity and Branding**

Leads: Jennifer Frei, Maurice Hamington

During the 2014-2015 year, increased emphasis on completion and regional identity concerns 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. Through campus discussions with managers, faculty and staff, and following approval of the Executive Team, President and Board of Education, Academic Transfer became the School of Arts and Sciences. The purpose of this branding was 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.

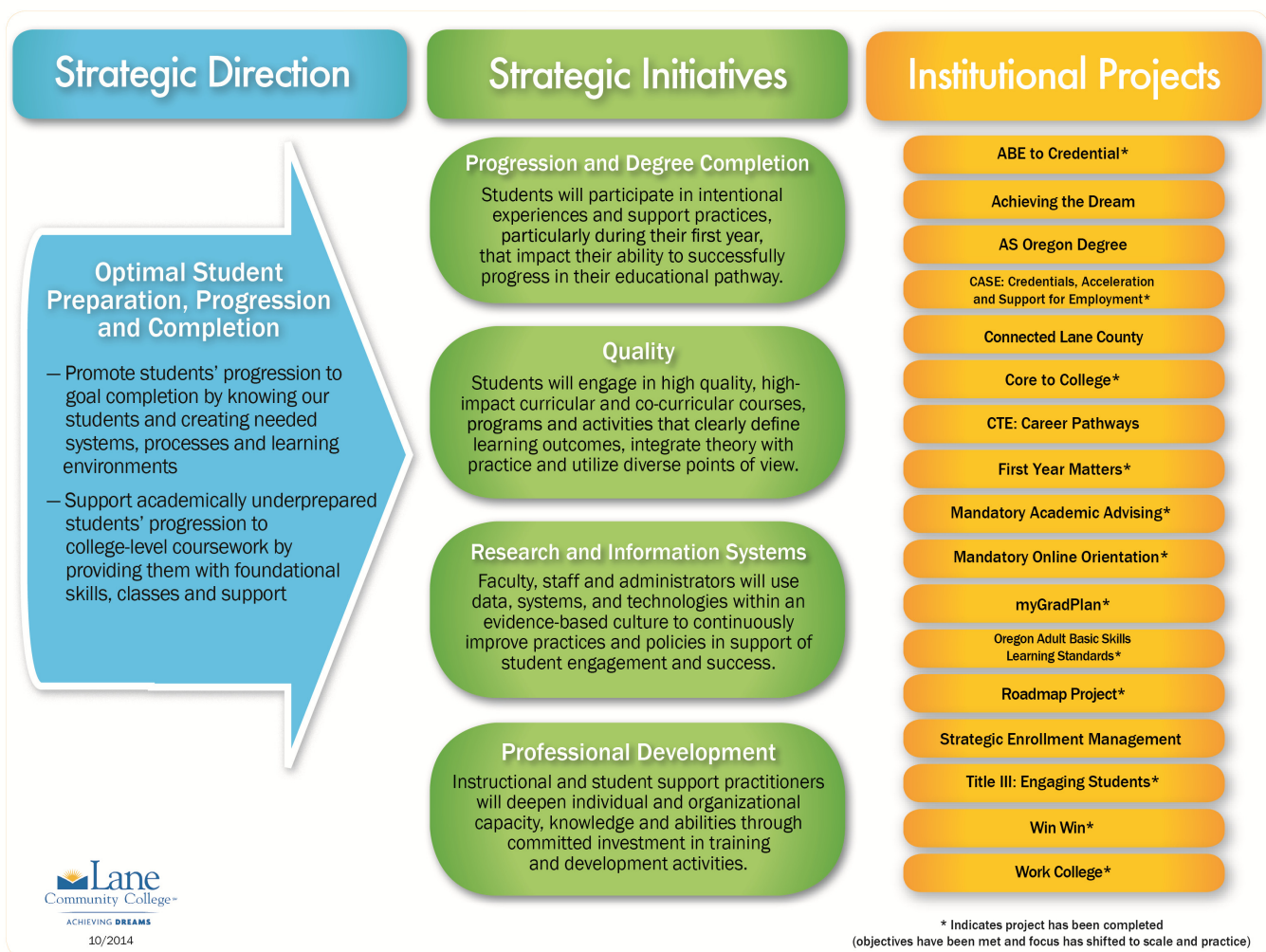
During the 2015-2016 year, the Executive Dean and Division Deans for the School of Arts and Sciences will continue to develop the School's identity with the development and publication of a School of Arts and Sciences website.

## Optimal Student Preparation, Progression and Completion

Prepared by: Siv Serene Barnum, Lead Degree and Transcript Evaluator; Jerry DeLeon, Dean of Counseling & Advising; Dawn DeWolf, Vice President of Academic and Student Affairs; Jennifer Frei, Executive Dean, School of Arts and Sciences; Helen Garrett, Dean of Enrollment Management Systems; Lida Herburger, Director of Student Success; Ben Hill, Math Faculty; Kathie Hledik, Dean of Math; Kristina Holton, Math Faculty, Mary Jeanne Kuhar, Executive Dean, School of Professional and Technical Careers; Kerry Levett, Executive Dean of Student Affairs; Cathy Lindsley, Director of Tutoring/ABSE/ESL; Rosa Lopez, Career Pathways Coordinator; Mary Parthemer, Director of TRiO/TRiO STEM; Jennifer Steele, Strategic Planning and Budget Officer

*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*



## 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.lanecollege.edu/studentsuccess>

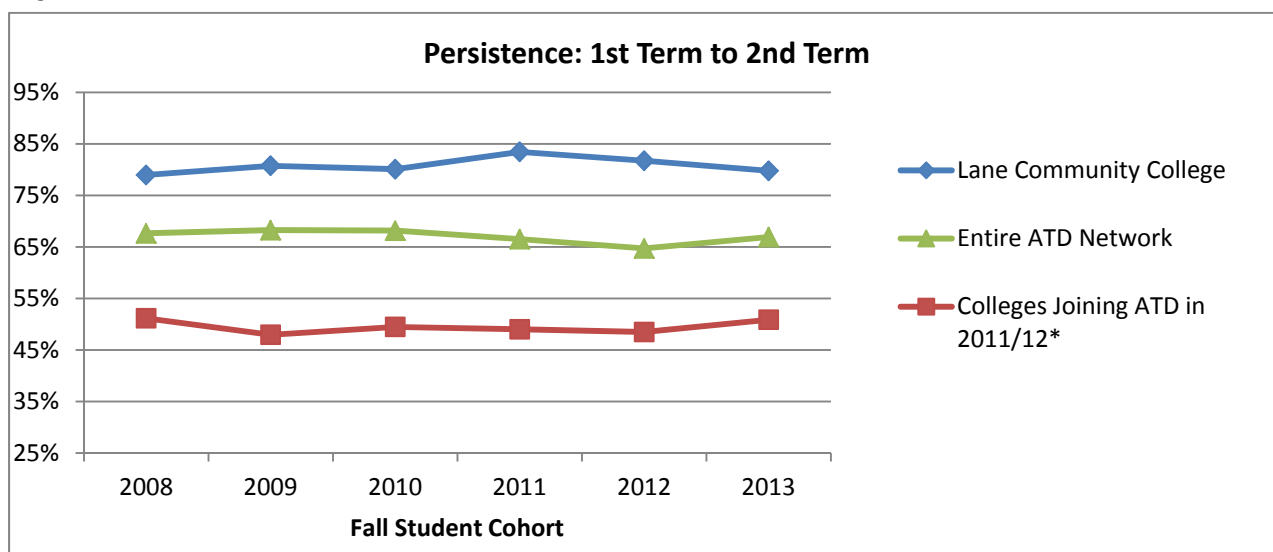
Comprehensive and on-going assessments help identify incoming and continuing students' needs and goals. They also guide the design and implementation of programs, learning environments and services supporting student progression and completion. Such data will also guide development and improvement of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

Many students arrive underprepared 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. Table 2 on the following page presents longitudinal student success based upon ATD student cohorts.

Figure 5: Term to Term Persistence



Source: Achieving the Dream Benchmarking for Success Report, February 2015. ATD Student Success Outcome Measurement 4  
\*29 college joined Achieving the Dream in 2011/12.

Table 2: Student Success Data by ATD Cohort

NOTES	Group =	All ATD Students								
	ATD Cohort =	2006	2007	2008	2009	2010	2011	2012	2013	ALL
<b>Completion and success rates for program-level math and writing courses (within 2 years)</b>										
	Attempted Program-Level Math in 2 yrs	30%	31%	33%	36%	32%	32%	31%		32%
a.	Program-Level Math Pass Rate in 2 yrs	80%	80%	81%	81%	82%	78%	80%		80%
	Successful Completion of Program-Level Math in 2 yrs	24%	25%	27%	29%	26%	25%	24%		26%
	Attempted Program-Level Writing in 2 yrs	53%	51%	51%	53%	52%	49%	49%		51%
a.	Program-Level Writing Pass Rate in 2 yrs	81%	82%	82%	84%	82%	79%	78%		81%
	Successful Completion of Program-Level Writing in 2 yrs	43%	42%	42%	45%	42%	39%	38%		42%
<b>Successful completion of one or more foundational requirements in 1st year</b>										
b.	Completed gateway writing or math in 1st year	43%	41%	40%	45%	40%	39%	40%	39%	41%
<b>Persistence rates</b>										
c.	Student Persisted into 3rd Year (or award or transfer)	62%	63%	64%	61%	62%	57%			61%
<b>Award completion rates (within 4 years)</b>										
	Completed one or more associates degree within 4 yrs	12%	13%	14%	13%	12%				13%
	Completed one or more certificate within 4 yrs	2%	2%	4%	4%	3%				3%
	Completed any award (Cert or associates) within 4 yrs	13%	14%	16%	15%	13%				14%
<b>Transfer rates (within 3 years)</b>										
	Transferred to a community college within 3 yrs	12%	14%	12%	10%	11%	11%			12%
	Transferred to a 4-year college within 3 yrs	18%	17%	18%	16%	15%	15%			16%
	Any transfer within 3 yrs	31%	31%	31%	26%	27%	26%			28%
	<b>Total N Cases =</b>	<b>1,965</b>	<b>2,009</b>	<b>2,401</b>	<b>2,670</b>	<b>2,550</b>	<b>2,629</b>	<b>2,414</b>	<b>2,235</b>	<b>18,873</b>

NOTES:

Sample is ATD data set, i.e, new credit students in fall terms who self-identified at enrollment as seeking a Lane credential or direct transfer.

a. Course "Pass Rates" are percentages of students who attempted that passed (C- or better)

Percent of students who successfully completed program-level math or writing. Note that 0.6% of ATD students are excluded either

b. because their declared program has no gateway definitions (Career Pathways for example), or because they provided initial evidence that they had completed gateway work in both subjects at another institution.

c. The long term persistence rate is modelled on ATD tool and includes awards, transfer AND persistence.

Total N Cases shows the size of the full fall cohort cohort. However, not all cases have data on all scores. All percentages are valid % of cases with data.

## **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, 2014 and 2015 academic years.

### **ABE to Credential: Accelerating Opportunity**

Leads: 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 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 using 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, for those who were previous professionals in the field, by applying for credit for prior learning for those specific credits. These efforts will continue into the 2014-2015 year.

In 2014-15, planning efforts continued to offer the ESL/ECE credit/non-credit learning community for early childhood education students. Involved faculty and the pathways coordinator created a planning guide that will help departments replicate these efforts with other programs. The team searched (unsuccessfully) for funds to hire an advisor/transition specialist, a critical element for success and efforts to continue. Planning is ongoing to reinstate the ECE/VESL Pathway beginning in fall 2016. Also, NCWE awarded the "ECE- VESL" with the National Exemplary Program Award, presented at the organization's national conference in Portland in October 2015.

We also began expansion of this model and development of a credit/non-credit ABE/Business pathway to be implemented fall 2016. The effort involves coordination and curriculum development with Language, Literature and Communication; Counseling/Advising; Business; Adult Basic and Secondary Education and English as a Second Language. It leads to a Pathways Certificate in Customer Service fully embedded in CTE Business degree programs.



Pathways, ABE/ESL and the Financial Aid office worked together to interpret and implement reinstatement of federal ability to benefit legislation. The change will allow students in non-credit/credit career pathways to be eligible for federal financial aid even if they haven't earned a GED yet.

All ABSE-to-Credential efforts are aligned with WIOA, Ability to Benefit, and Guided Pathways models.

### **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 stopped offering direct student services on December 31, 2014. The official end date of the grant was March 31, 2015.

### **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 continues 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, 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 first year 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.lanecollege.edu/studentsuccess/our-work/foe-overview/>

### **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 became 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.

In spring of 2014, communications were expanded into the term for all new degree-seeking credit students, with weekly emails providing timely information and student success tips. A major goal of this effort is for the new students to end up with a two-year, term-by-term planner through the email referral process to academic advisors.

## **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.

In spring of 2014, the orientation program was enhanced by communications into the term for all new degree-seeking credit students. Information that is timely for the student to learn about at the time the email is sent, and success tips are being sent on a weekly basis to this student population. For example, an email is sent the second week reminding students to visit their academic advisor during weeks 2-5 to prepare them to register for the following term when registration opens during week 6.

## **myGradPlan**

Lead: Siv Serene Barnum

myGradPlan is designed as a planning tool for students who are pursuing an associate degree and/or certificate at Lane. It was implemented in the summer of 2014 and allows students to see to how they are progressing toward their academic goals. It uses course work taken at Lane, courses in progress at Lane, and if the student has requested that their transfer work be evaluated, the student's transfer work, as well.

Students may select up to five program of study options which they are intending to earn at Lane. myGradPlan uses this information to see how they are progressing and to allow students to apply online for the awarding of the degrees, certificates and Career Pathway Certificates. Students may also use the "What If?" function in myGradPlan to look at additional programs of study under the current catalog year to see how close they are to earning these awards.

myGradPlan is located in the myLane portal under the myGradPlan tab.

## **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 the Adult Basic and Secondary Education and the 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. Efforts are funded by Title II Adult Education and Family Literacy Workforce Investment Act program improvement dollars with some assistance from 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.

## **Roadmap Project**

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

The Roadmap Project was designed to help community colleges create robust and proactive programs of academic support tied to expected learning outcomes that engage students and teach them how to become active partners in their own quest for educational success. In 2011, Lane was selected as one of only 22 community colleges to participate in the project by the American Association of Colleges and Universities (AAC&U). The centerpiece of Lane's project was envisioned as a student Guide to Personal Success (GPS) that would integrate core learning outcomes (CLOs), high impact practices (HIPs), and degree progression and completion policies.

In February 2015, Lane faculty and staff shared our work at the Emerging Ideas Exchange at the Achieving the Dream Conference, DREAM 2015, as part of a three-school consortium. This was Lane's last action as a Roadmap Project college. The original three-year grant has ended and some of the work associated with the project is continuing within the college's Assessment Team.

### **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 and institutionalize Title III program components.

*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.*

### **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

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 the 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 into the 2015-2016 academic year:

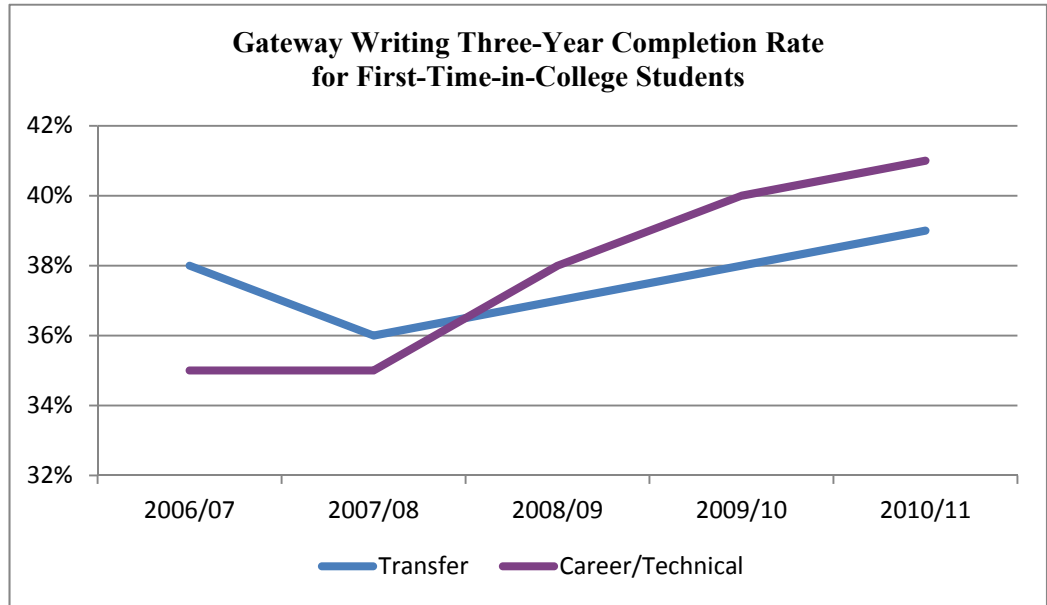
### **Achieving the Dream**

Leads: Dawn DeWolf, 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.

In September 2014, Achieving the Dream named Lane as an ATD Leader College. This prestigious status indicates that Lane met high standards of practice and performance by demonstrating commitment to and progress on the principles of Achieving the Dream. In addition, Lane demonstrated at least three years of sustained improvement on at least one of the ATD measures of student success. Lane's metrics focused on gains in gateway writing completion rates, especially for students of color. This data is presented in Figure 6.

Figure 6: Gateway Writing Completion Rates



**Gateway Writing Three-Year Completion Rates Disaggregated**

	cohort years:	2006/07	2007/08	2008/09	2009/10	2010/11
White, Non-Latinos		37%	36%	38%	39%	38%
Latinos (Any Race)		33%	40%	41%	35%	41%
Other Students of Color		31%	30%	32%	43%	44%
Male		32%	30%	33%	36%	36%
Female		42%	41%	43%	43%	44%
No Pell Award		35%	34%	35%	37%	38%
Any Pell Award		40%	38%	40%	39%	40%
Transfer		38%	36%	37%	38%	39%
Career/Technical		35%	35%	38%	40%	41%

Since first joining the ATD network, a focal point of Lane’s ATD work has been math. This past year the college adopted a new math placement exam that should more accurately place students and implemented a Statway-like math literacy course to shorten the math pathway for non-STEM students.

In February, Kerry Levett and Mary Parthemer conducted a well-received presentation on Academic Progress Standards at the annual ATD conference (DREAM 2015) held in Baltimore. This coming



year, ATD at Lane will focus on creating specific plans for campus engagement and data sharing, student retention, and for requiring developmental math within the first two terms of enrollment. <https://blogs.lanecollege.edu/studentsuccess/our-work/atd-overview/>

## **AS Oregon Degree**

Leads: Maurice Hamington, Sarah Ulerick

The Associate of Science degree project was initiated in 2012 by retired Lane advising faculty member, Rich Freund, and the Coordinator for Student Learning Assessment and Curriculum and Scheduling, Mary Brau (also now retired). The project's aim is to reconfigure Lane's current Associate of Science degree into direct transfer degrees to the University of Oregon and to Oregon State University with no ancillary requirements and with clear pathways for transferring with junior standing in a variety of Bachelor's degree programs. The work is being modeled after Linn-Benton Community College's long-standing transfer partnership 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. By providing direct transfer degrees with pathways to guide students, Lane hopes to increase progression and completion and also avoid the problem some students encounter of having credits that do not "count" for specific majors they are pursuing.

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 paths were published in the 2014-2015 catalog.

Phase two of the project is to create curricular pathways to specific majors at both universities such that students can complete two full time years at Lane Community College and transfer efficiently with junior standing at the corresponding institution. Implementation of phase two will engage academic and student services faculty and staff from Lane as well as the universities and so may take several years to implement. During the 2014-2015 year, project work was assigned to former Science Dean Sarah Ulerick. Sarah conducted numerous meetings with key stakeholders and managers in academic and student services areas who would be engaged in phase two. In April 2015, she and Executive Dean Hamington met with representatives from the University of Oregon to discuss "Building a shared vision for Lane-UO transfer students." The meeting established common interests and benefits to both institutions, and affirmed the collaborative intent of the project.

A faculty interest group (FIG) brought the *Redesigning America's Community Colleges* (T.R. Bailey, S.S. Jaggars, D. Jenkins, 2015, Harvard Press) content to the forefront in summer 2015. The AS degree project could be one way to move Lane toward more concrete guided pathways for transfer students. In this way the project became a larger and more challenging effort. Various departments or groups on campus are going to engage in discussing concepts from the *Redesigning* book. The college will host one of the authors, Dr. Davis Jenkins, in a statewide conference at Lane in February 2016.

## Connected Lane County

Connected Lane County, a Regional Achievement Compact (RAC) comprised of a broad representation of stakeholders, is committed to creating a seamless educational pathway for student success from early learning through K-12 and higher education. Connected Lane County partners, in addition to Lane Community College, include superintendents from all of the Lane County School Districts, Lane ESD, United Way of Lane County, University of Oregon, Education Policy Improvement Center, Lane Workforce Partnership, and Early Learning Center.

Highlights of Connected Lane County accomplishments to date include:

- The Connected Lane County Mentoring Program has served over 110 new K-12 teachers and administrators.
- The Connected Lane Pathways grant (Eastern Promise Replication) partnered with Lane Community College, University of Oregon, Educational Policy Improvement Center (EPIC), and districts to develop and implement a Multiple Pathways Framework and associated modules for middle school students to explore their college and career aspirations.
- The program supported four CTE Revitalization grants in Lane County. For example, a Lane Healthcare Pathways grant served more than 240 students and made significant progress on recruiting underserved students.

The Connected Assessment and Research Dataset, which will support the work of Connected Lane County, represents three years of collaboration, shared funding and development support from the University of Oregon, Lane ESD, and Lane Community College. The goal is to create a cross-sector de-identified research/practice dataset including information for all students attending the 16 school districts, students from Lane County attending the University of Oregon and Lane Community College and, in the near future, students served by the Lane Early Learning Alliance (P-6).

Connected Lane County has applied for additional grants including: STEM HUB, STEM/CTE Networks, STEM/CTE Innovation, STEAM, CTE revitalization, Scale Up - Eastern Promise Replication – (2014-15 Connected Lane Pathways), CTE Revitalization, Kindergarten Partnership and Innovation Fund, State and local foundations such as Oregon Community Foundation for Native American Pedagogy, African American Achievement Gap, Gang Prevention, and/or newly identified equity initiatives. <http://connectedlanecounty.org>

## CTE: Career Pathways

Leads: Cathy Lindsley, Rosa Lopez, Deron Fort

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

*In 2014-15, 62% of Healthcare Pathways participants were under served students; 25% Latina/o.*

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 toward 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 which individual CTE programs make their annual program updates.

Current Career Pathways efforts at both the state and local levels are focused on the alignment of Title II and Career Pathways based on the new WIOA requirements, as well as the Partial Reinstatement of Ability to Benefit (ATB) Legislation. WIOA is requiring a more focused connection of GED recipients into credentials that can be completed within one year. The partial restoration of Ability to Benefit allows students without a GED to gain access to financial aid only if enrolled in an "eligible Career Pathways Program." These policies have reinforced our efforts to develop Career Pathways that include "co-enrollment" options in non-credit ABS classes, and credit classes associated with an entry level Career Pathway Certificate. Although Lane is not running any ABS to CTE programs in the current year, efforts are underway to pilot or deliver between two and four ABS to CTE programs for the 2016-2017 school year.

Lane's Career Pathways Coordinator was elected co-chair for the Career Pathways statewide alliance for the current biennium. Lane programs have been highlighted and used as examples in national webinars and research documents from CLASP. Lane continues to host the webserver for the Career Pathways web tool used at every community college in Oregon and Washington and several community colleges across the country. Lane will use the Career Pathways Innovation Funds and the upcoming SNAP contracts to continue to grow Career Pathways efforts.

<http://www.lanecc.edu/pathways>

### **Math Developmental Education**

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

In 2014-2015, the college implemented a new math placement test, Accuplacer. The transition went smoothly, and students report satisfaction with the simpler, adaptive test. Over the course of 2015-2016, faculty and staff will monitor placements and student success rates to determine if established cut scores need any revision.

In the 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.

Math 98, a newly-created Math Literacy course that is intended for students not headed for STEM-related careers, was introduced in 2014. This course can reduce math requirements by up to three terms and provides key mathematical concepts that are contextually-based and focused on problem solving and critical thinking. Enrollment continues to grow in this course, and in spring 2015, the Oregon Higher Education Coordinating Commission approved it as a pre-requisite for college-level math. This means that all higher education institutions in the state will allow students to take Math 98 and Math 105 to fulfill their AAOT math requirements.

Another new class, Math 82: Math for Network Operations, was created in 2014-2015 to meet the needs of the Computer Network Operations program. This has been a successful offering for networking students and the response from students, faculty and staff has been positive.

Lane’s participation in the statewide group working on Developmental Education Redesign is continuing, with Placement added as one area of focus. Faculty and staff will continue work on refining Lane’s placement processes, including the messaging that goes out to students both before and after testing.

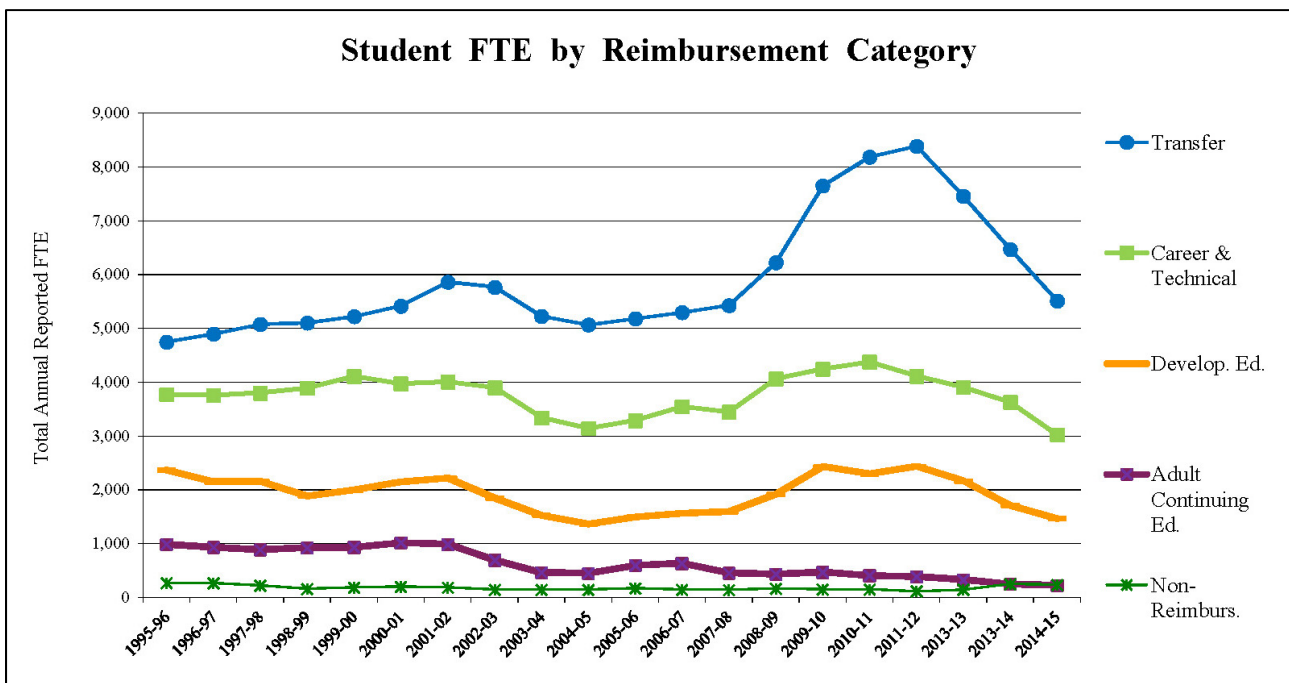
### Strategic Enrollment Management

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. This work has taken on additional significance as college enrollment has fluctuated 40% over the past eight years during the great recession and subsequent economic recovery, as illustrated in Figure 7. In 2014-2015, a planning workgroup was established and worked throughout the year to develop a three-year plan with an overarching goal of stabilizing college enrollment at 11,000 FTE by 2018. The plan is organized into three goal areas: increasing new student enrollment, increasing student retention and increasing credential attainment. Lane’s [Strategic Enrollment Management Plan](#) was approved by the Board of Education in June 2015.

In 2015-2016, goal teams will begin designing and implementing plan strategies.

Figure 7: Student FTE by Reimbursement Category



Source: Institutional Research, Assessment and Planning

## 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: 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 sections have increased 330% (from 192 to 830) from 2006 to 2015. Student FTE in online sections has similarly increased, as illustrated in Figure 8. In 2014-2015, online student FTE declined by approximately 14%, reflecting the significant decline in the college's overall student population over the past three 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.

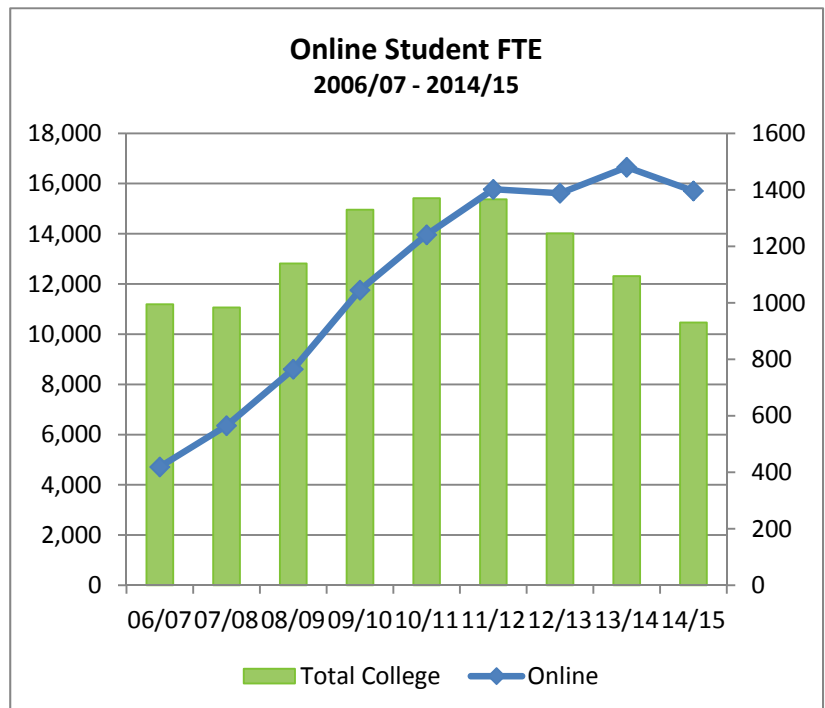


Figure 8: Online Student FTE  
Source: Academic Technology

## **Completed Projects**

During the 2013, 2014 and 2015 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.

### **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 100 workshops, webinars, and sessions were offered in 2014-2015. <https://blogs.lanecollege.edu/atc/events>

### **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.

<https://blogs.lanecollege.edu/studentssuccess/our-work/atd-overview/>

### **Center for Learning and Student Success Redesign**

Leads: Michael Levick, Claire Dannenbaum, Raymond Bailey, Toni Timmers, Liz Coleman, Christina Walsh, Thad Cowdin, Ian Coronado, Jen Klaudinyi, Audrey Mills

The future inhabitants of the Learning Commons spent their time in the 2014-2015 academic year making plans that focused on operations, communication and themes common to the constituents, all in support of student learning and success. Constituents included the Library, Tutor Central, Instructional Testing Services (formerly the Social Science Testing Lab), and the Academic Technology Center (ATC) which all came together under the Academic Technology division. At the same time, a new working partnership was forged with the Center for Student Engagement, which is the only non-Academic Technology area within the Learning Commons. Together, these groups met regularly to determine how information would flow, and which service areas would be in charge of new services that required additional monitoring.

During 2014-2015, the Learning Commons group was able to:

- Identify all the required skills for the Information and Student Help Desks, and create online training materials so that student workers would be able to easily access information to do all the student jobs
- Build workflows so that it is clear where students, faculty and staff go to get technology help in the Learning Commons
- Design and implement computers which can accommodate student users across multiple platforms within the Learning Commons
- House an Instructional Testing Service (ITS) which can serve the testing needs of online and hybrid courses
- Integrate student support services from Library and Academic Technology staff using the Kayako online helpdesk system and HipChat instant messaging
- Integrate services that had previously been independent of each other, in order to offer students a seamless experience in accessing services.

Throughout the 2015-2016 year, and into the future, the Learning Commons will continue to build on the synergies which have emerged from the CLASS project to support and guide students toward success.

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

Leads: Adrienne Mitchell, Ian Coronado

This project began as a pilot in spring 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 Badges**

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

Lane's Moodle's production site ([classes.lanecollege.edu](http://classes.lanecollege.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 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.lanecce.edu/storylane/>, <https://blogs.lanecce.edu/mindonfire>

## **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.

## **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.lanecce.edu>

## **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/>

## **Video.lanecc.edu (previously Video Distribution Platform)**

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 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 2015-2016 academic year:

### **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 a 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 continuing stumbling block at the moment is the lack of a single-sign-on system. The college will implement a single sign-on system in 2015-2016.

### **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/>

### **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.

In 2014-15, Sarah Lushia began the groundwork for establishing an ePortfolio Community of Practice at Lane. This work involved: 1) creating a website (<https://eportfolioteoryreadinggroup.wordpress.com/>) to house resources, sample ePortfolios, a blog, and readings in ePortfolio theory; 2) establishing an ePortfolio theory reading group, which met monthly during the academic year to read and discuss specific pieces of ePortfolio theory; 3) crafting a 5 year plan for ePortfolio work on Lane's campus that moved beyond the Honors program (<https://docs.google.com/document/d/14-UZ9VCWD5afN3Dp9YpnabDu4VBHypN1XQNCI4hfw54/edit?usp=sharing>). Lushia worked with students to create a mini-documentary about students experiences with ePortfolios, which was completed in Spring 2015 (<https://vimeo.com/129803896>). She returned to the AAEEBL conference in July 2015 to give a presentation titled "Whole and Personal: The Role of ePortfolios in Fostering Deeper Engagement With Liberal Arts Education," which included the mini-documentary.

The five year plan was partially funded for the 2015-16 academic year. Lushia will receive a one-course reassignment to continue ePortfolio work on campus. She is continuing to host meetings for those interested in ePortfolio work. This year those meetings are work-focused. They provide space for people to gather to work on building and maintaining their own ePortfolios and to craft ePortfolio theory. She will also work with several faculty to begin/continue developing their ePortfolio pedagogy using the 50 hours of CD funding that was awarded for this work. In her own work, she will be implementing an ePortfolio pedagogy in all writing courses she teaches rather than only in her Honors writing courses. Additionally, she will be participating in helping to create and implement an ePortfolio model and support infrastructure for Cultural Competency Professional Development work happening on campus.

## **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.

As shown in the graph on page 34, online enrollment has increased significantly over the past several years, but did experience a measurable decline of 14% in 2014-2015.

Accomplishments and Data:

- Number of unique course numbers offered: 551 credit online courses, 219 hybrid courses, 14 telecourses and 28 live interactive courses.
- 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.

[www.lanecc.edu/laneonline](http://www.lanecc.edu/laneonline)

## **OER (Open Educational Resources)**

Lead: Ian Coronado

In 2012-2013 and 2013-2014, 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.

2014-2015 was a year of reformation for the Lane OER program. Lacking an OER Coordinator, the college focused on working with our statewide partners through the Oregon Community College Distance Learning Association (OCCDLA) to help hire Oregon's first statewide OER Librarian, Amy Hofer. Since her hire, Amy has hosted two OER events at Lane and was a guest when Lane hosted the Global Conversation on OER in February 2015. Amy has helped connect Lane and other statewide community college faculty to statewide grant opportunities.

With the passage of HB 2871, academic technology staff will be focusing on the implementation of tracking every single course that uses OER materials or low-cost textbooks to be identified in the course catalog. Additional upcoming efforts include bringing in a new OER coordinator at Lane who will work with faculty to review OER objects and continue with implementation grants for classes that go textbook-free.

## **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.

During 2014-2015, Academic Technology hosted five MAC911 workshops to help build skills with students who identified gaps in their basic computing skills. Next steps for the team are working with Counseling and Advising to explore what mainstreamed computer based skills assessment could look like at Lane. These conversations will be taking place during the 2015-216 academic year.

[www.lanec.edu/laneonline](http://www.lanec.edu/laneonline), [www.lanec.edu/mediaarts/mac911](http://www.lanec.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 the following new projects and areas of focus:

### **Caption Everything**

Lead: Ian Coronado, Audrey Mills, Dean Middleton

Section 508 of the U.S. Rehabilitation Act requires that electronic, and digital documents are accessible to all. Following this directive and the Universal Design principle of providing multiple means of representation, academic technology staff at Lane are captioning media files (audio and video). Phase one of this project strives to caption 80% of media content, making additional accommodations as needed while a stable, recurring funding source is identified to support 100% compliance.

### **Google Apps for Education (GafE)**

Lead: Ian Coronado, Sandy Jensen

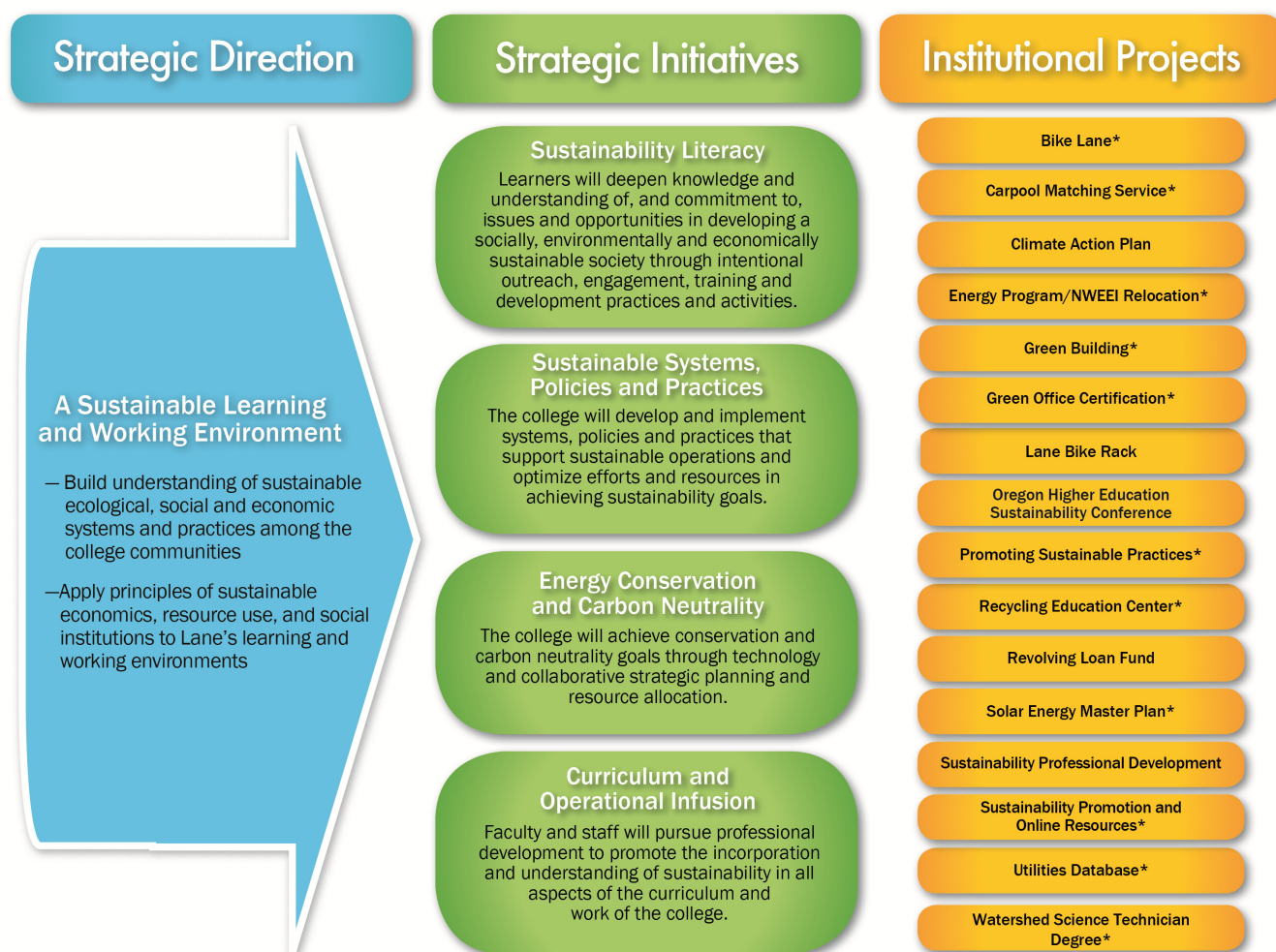
Google Apps for Education represents a suite of online productivity applications. This comes incidentally as part of providing gmail for Lane students. GafE allows students to work collaboratively and save work using cloud storage. While working with tools that require only an internet connection and a networked device is a shift in thinking for both students and faculty, there are many untapped educational opportunities when students can generate, publish and share content in a manner that goes beyond handing in work for the classroom. Lane's GafE project looks at how both instructors and students can leverage this new technology.

## A Sustainable Learning and Working Environment

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

***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***



## Overview

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 that provides information about energy use, cost, and more. These annual reports are available at <http://www.lanecollege.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. For 2014-2015 Lane's recycling rate was 55% and Lane saved on its energy profile for the first time in 5 years. Continuing plans for increasing the recycling rate and reversing the trend of increased energy use are summarized on the following pages.

In 2015 Lane was awarded the Green Genome award for Governance from the SEED Center, an initiative of the American Association of Community Colleges. This award recognizes Lane's over 20-year commitment to incorporating sustainability into its institutional structure, facilities, and curriculum. EPA recognized Lane as a "Low Carbon IT partner," a nationwide campaign to assist and recognize organizations for reducing energy consumed by technology equipment.

## 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, 2014 and 2015 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. Survey results indicate a positive impact on access to campus and reduced single occupant vehicle traffic. The program has expanded to 50 bicycles at the main campus and downtown center, and plans are in place to create a new bicycle garage and service center for the program.

[www.lanecc.edu/sustainability/bikelane](http://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](http://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 Center in winter 2013. The 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.

Since moving, 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](http://www.theseedcenter.org/getattachment/Resources/SEED-Resources/SEED-Toolkits/Campus-as-a-Living-Lab/Campus-as-a-Living-Lab.pdf)). The Downtown Center received three recognitions from the American Institute of Architects, including Southwestern Oregon Mayor's Choice and People's Choice awards.

Energy Program leads continue to grow on-site customized training programs and will be offering an online option for the degree so that this quality curriculum can be disseminated nationally. The Energy Program reported a small increase in students at its physical location in the Downtown Center and continues to work on marketing. One aspect is that the program is separated from the main campus



population and needs to promote the career pathways available in the program. The Institute for Sustainable Practices and the Energy Management Program is strategizing how to create more identity and visibility for all sustainability-related programs with an eye to increasing enrollment.

[www.lanecc.edu/sustainability/energy-management-program](http://www.lanecc.edu/sustainability/energy-management-program)

### **Green Building**

Leads: Bob Mention, Russ Pierson, Todd Smith

Lane continues to be a leader in green building within higher education, garnering national acclaim. 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 scheduled to complete building its first LEED certified remodel, the Center for Learning and Student Success in fall 2015. [www.lanecc.edu/sustainability/green-building](http://www.lanecc.edu/sustainability/green-building)

### **Green Office Certification**

Leads: Jennifer Hayward, Mike Sims

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](http://www.lanecc.edu/sustainability/green-office-program)

### **Promoting Sustainable Practices within Departments and Divisions**

Leads: Jennifer Hayward, Mike Sims

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, Professional and Organizational Development/Diversity Office, President's Office and Cooperative Education Division. In 2015, The Institute for Sustainable Practices began a building-by-building occupant education and behavior change program called Making Good Choices. The program resulted in measurable savings in Building 1 and is currently being performed in Building 16. The Institute for Sustainable Practices plans on continuing to expand this program to include possible retro commissioning strategies and compliance with LEED version 4 guidelines for operation and maintenance of buildings.

[www.lanecc.edu/sustainability/sustainable-practices-departments](http://www.lanecc.edu/sustainability/sustainable-practices-departments)

## Recycling Education Center

Leads: Mike Sims, Becky Thill

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 innovative systems to capture and divert material.

Since the Recycling Education Center opened, the college has generated approximately 25% less throughput (total of trash and recycling volumes) through system improvements such as removal of classroom trashcans and remodeled collection systems. The college is producing less material that must be handled either in the trash or recycling streams, which reduces staffing requirements, disposal costs, and the number of heavy trucks coming to campus (resulting in lesser emissions). In order to both decrease the amount of total trash and increase the recycling rate, the college needs to update the 1960's era outdoor collection system, which encourages landfilling and is a hazard for staff to service due to lifting injuries. Sustainability staff are collaborating with facilities staff during design, construction and remodeling of new spaces to install recycling and waste collection systems that both increase recycling rates and reduce custodial labor.

*A recent study by the Recycling Education Center shows that it costs \$359 to handle a ton of recycling versus \$717 to handle a ton of garbage.*

Internal reuse of surplus property, such as office equipment and supplies, has increased due to the center's centralization of services, saving the college thousands of dollars each year.

Education is a central tenet of the Recycling Education Center. The center hosts classes to perform waste audits, provides cooperative education internship opportunities, and employs student workers who would like to learn more about the center's operations.

Since the completion of this bond-funded project, many of the recycling program's key performance indicators have improved, such as a decrease in trash volumes and total throughput, increase in use of surplus property, and new sources of revenue to replace lost revenue from depressed recycling commodities. The Recycling Education Center hopes to continue this momentum with the following future projects:

- Redesign of the Center for Learning and Student Success outdoor collection system and other outdoor collection systems on campus
- Public sales of surplus property
- Expanded composting efforts
- Expanded education and outreach.

[www.lanecc.edu/recycle](http://www.lanecc.edu/recycle)

## **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 continue to develop and plan for implementation of a new solar plan in 2016.

## **Sustainability Promotion and Online Resources**

Lead: Jennifer Hayward, Mike Sims

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. The site currently receives more than 2,000 hits monthly. [www.lanec.edu/sustainability](http://www.lanec.edu/sustainability)

## **Utilities Databases**

Leads: Anna Scott, Mike Sims

The Institute for Sustainable Practices successfully implemented two databases to track resource use share information with the campus community:

1. Utility Direct: This database tracks all resource use by the college: energy, recycling and trash, and water. It allows the college to track all use and report on volumes of material and cost.
2. Energy Star Building Portfolio Manager: This free database is provided by the EPA and the Energy Star Program to track energy use and greenhouse gas emissions.

These databases are being used to measure and assess program success and progress toward Climate Action Plan goals through the recycling rate, therms of energy, kilogallons of water, and greenhouse gas emissions. As the databases become populated with additional years of data, staff will be able to identify long-term trends and opportunities for continued improvement.

## **Watershed Science Technician Degree**

Lead: Paul Rusher

The college created a new Watershed Science Technician (WST) AAS degree program in 2011 to respond to the increasing importance of water as a major geopolitical factor for local, national and international organizations and agencies. The WST program integrates basic science with field-based technical skills, providing a solid basis for students to engage in emerging career opportunities to safeguard healthy water and watersheds. Students who complete the program have local, regional and global awareness of water issues and how they affect communities. In addition, they develop an array of skills designed to competently assess various types of watershed systems and how they might be impacted by land use changes, restoration efforts and other environmental factors. Combined with the

Water Conservation Program, the Watershed Science Technician Program positions Lane to be Oregon's "Water College."

The program enrolled its first cohort of students in fall 2012, with the second cohort starting in fall 2013. Program faculty and staff have developed close ties with local watershed councils, governments and other non-profits to include Oregon Watershed and Enhancement Board, Coast Fork Willamette Watershed Council, City of Eugene, Army Corps of Engineers, Mt. Pisgah Arboretum and Lane County. Real-time environmental data collection activities have been enhanced on campus with the addition of meteorological, hydrological and soil monitoring stations (shared with Earth and Environmental Sciences, EES). These data enhance classes in the WST, EES and Biology programs at LCC, including AAOT classes. Faculty and staff responsible for oversight of all six sustainability-related degrees continue to strategize how to collaborate in ways that will steward college resources, better serve students and optimally foster sustainability in learning. These include more defined career pathways, improved identity for sustainability courses (such as creating a SUST course prefix) and programs, and the addition of certificate programs for academic programs such as business, health professions, hospitality and culinary programs, and advanced technology programs.  
<http://www.lanec.edu/sites/default/files/collegecatalog/ctwatershedsciencetechnician.pdf>

## **Continuing Projects**

The following institutional projects will continue into the 2015-2016 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. In 2016, the college will begin to revise the plan, focusing on the theme of "resilience", both for the college and the supporting Lane County community.

Work on the plan in 2013-2014 and 2014-2015 focused on five strategies:

#### **1. Improving the Greenhouse Gas Inventory Data 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.

In 2015, sustainability staff adopted two new databases to assist in tracking greenhouse gas emissions. One, the Energy Star Portfolio Manager, allows for the input of building resource use data to provide a greenhouse gas profile for the building or an entire group of buildings. The other, Utility Direct Utility Manager, allows for easy importing of raw resource data to provide comprehensive reports on all resource use by the college. It also has the added function of directly importing this data into Energy Star Portfolio Manager. Sustainability anticipates that ease of importing data into these databases opposed to hand entry will reduce errors and allow for more actual analysis of building performance.

## 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 2015, Sustainability launched the Making Good Choices Occupant Education Program, which takes its cues from the Climate Action Plan. This program has been delivered to the occupants of buildings 1 and 16 and more buildings are planned for 2016.

Other climate action initiatives for 2016:

- Promoting the Oregon Higher Education Sustainability Conference as a means of education and action
- Further film screenings
- Partnership with the Lane Peace Center to make links between peace, social justice and climate change

## 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.
- Improving the bicycle loan program to include more bicycles to the fleet, better outreach, and an enclosed, secure bicycle parking facility for bicycle commuters and program bicycles.

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. In 2015, Lane updated its progress report, which is available at [rs.acupcc.org/progress/936/](http://rs.acupcc.org/progress/936/). More information about the American College and University Presidents' Climate Commitment can be found at: [www.presidentsclimatecommitment.org](http://www.presidentsclimatecommitment.org)

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 2015 ISP implemented an expansion of the college's support for off site renewable energy by purchasing certified and verified Green-E renewable energy credits and lowering the carbon footprint of its Scope 2 emissions (Indirect GHG emissions from consumption of purchased electricity, heat or steam) by supporting regional carbon offset programs. These two programs are contributing to the achievement of 12% of the 19% off-site renewable energy goal.

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 2015 and 2016, the Institute for Sustainable Practices will advocate for the adoption of LEED version 4.0 Operations and Maintenance as a pathway to reduce existing building energy use by 35%. LEED Version 4.0 affects implementation strategies for energy, water, solid waste, and procurement (purchasing) by providing steps for establishment and performance periods as part of a certification process.

In 2016 the Institute for Sustainable Practices will continue to advocate for the addition or replacement of non-functioning sub meters in buildings critical to its behavior education campaign

and retro commissioning strategy. ISP will continue to develop programs that tie together operations and occupant behavior in a comprehensive building program strategy to achieve resource conservation goals (energy, waste, and water). Having appropriate sub meters is critical to verify building systems performance and occupant behavior.

The Institute for Sustainable Practices is also in the process of homogenizing data reporting from energy and solid waste efforts to inform data driven decision-making by building managers, occupants, and college administrators. This will allow for on-time and comprehensive reporting as well as more informative and action-oriented content. [www.lanec.edu/sustainability/climate](http://www.lanec.edu/sustainability/climate)

### **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 will feature plenary speakers, poster sessions and panel discussions from sustainability leaders across the state and region. [www.ohesc.org](http://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.

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 proposed a new Green Revolving Fund with the goal of implementing it 2016. The fund will provide a loan to projects that meet the goal of saving energy in a manner that can be independently verified. It will be reimbursed from verified utility savings for future reinvestment. <http://www.lanec.edu/sustainability/sustainable-practices-energy-carryover-fund>

## **Sustainability Professional Development**

Leads: Brian Kelly, Mike Sims, Anna Scott, Becky Thill, 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 2014-2015 academic year.

The Learning Garden continues to hold workshops and events throughout the year. A notable event is the Al Fresco dinner, which was themed “Cider and Bounty in the Garden” and was a collaboration with the Center for Meeting and Learning and Wildcraft Ciderworks. For 2016, The Learning Garden and Continuing Education will team up to offer community education courses on organic gardening and food preservation.

In October of 2015, Lane had a significant presence at the annual conference of the Association for the Advancement of Sustainability in Higher Education in Minneapolis. Five Lane employees (one classified staff, two managers, an administrator, and a faculty member) attended the conference to bring back best practices in higher education sustainability to Lane. Three Lane employees teamed up to give a workshop about “Sustainability and Faith: Creating Common Ground.” This conference is attended by thousands of higher education employees and students who are passionate about sustainability. Lane employees and students who attended not only shared what we are doing but also learned about best practices in sustainability from hundreds of other colleges and universities.

In February of 2016, Lane will be hosting the Oregon Higher Education Sustainability Conference. This conference will bring together students, professional staff, administrators, government and non-governmental organizations, and the community to discuss and share ideas about higher education sustainability in Oregon. It is anticipated that approximately 300 people from around the state will attend to present at attend sessions on operations, curriculum, social justice, international perspectives, and governance. [www.ohesc.org](http://www.ohesc.org)

## **New Projects**

New projects undertaken in 2014-2015 are in support of sustainability strategic direction goal 3: Energy Conservation and Carbon Neutrality.

### **Lane Bike Rack**

Lead: Mike Sims

Based upon the success of the Bike Lane bicycle loan program and survey feedback from participants, the college approved the construction of a dedicated bicycle parking garage and service area for program bikes. This facility will have keycard access and will be located close the locker rooms and showers so bicycle commuters can conveniently change and clean up before class or work. Currently in design and development, the intent is to have the building completed by summer 2016.



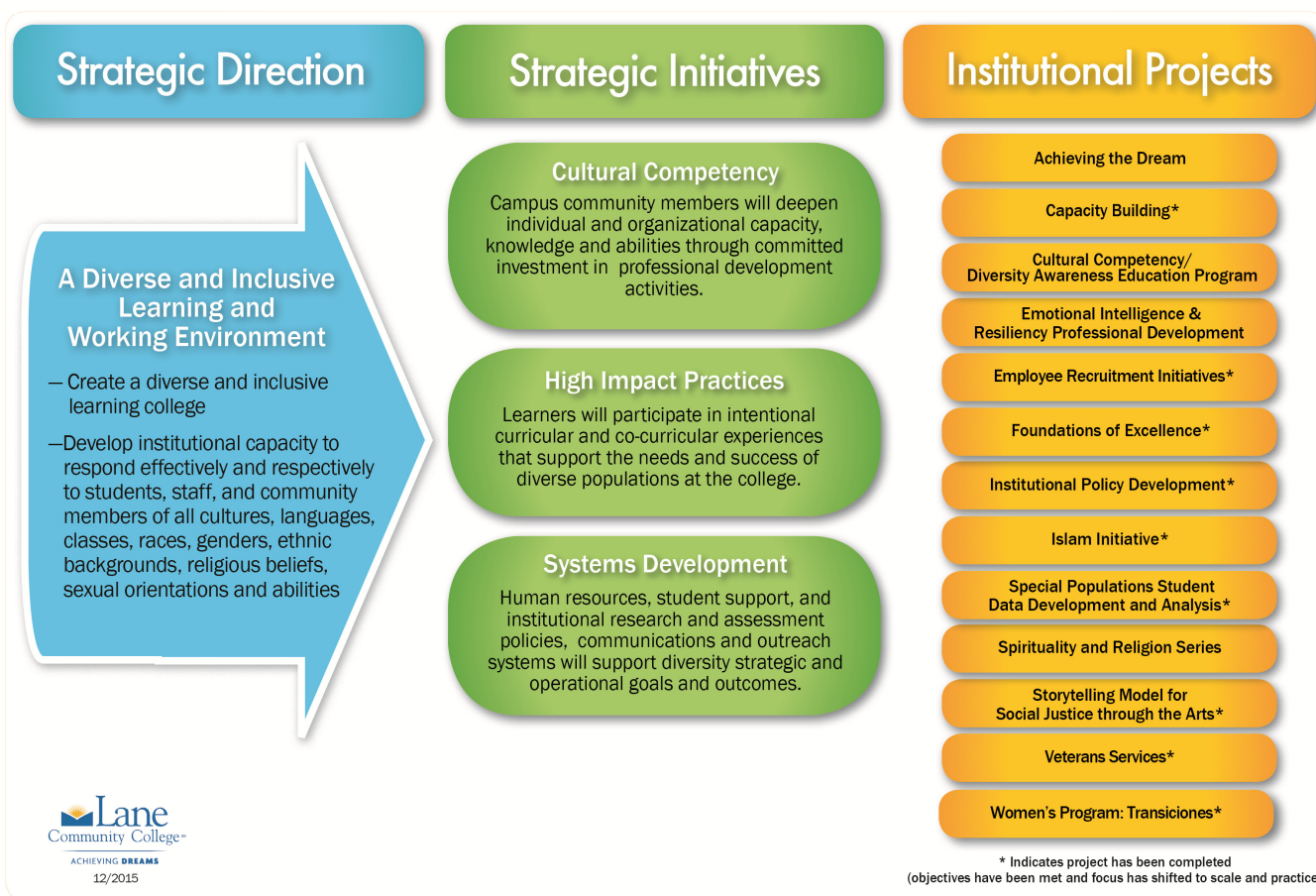
## A Diverse and Inclusive Learning and Working Environment

Prepared by: Greg Evans, Special Projects Coordinator; Dawn DeWolf, Vice President for Academic and Student Affairs; 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*



## Overview

*“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](#).

Table 3: Credit Student Gender and Ethnic Background Headcount

<b>Credit Students Fall term 2014</b>					<b>Credit Students Fall term 2015</b>				
<b>Headcount by Gender and Course Load</b>					<b>Headcount by Gender and Course Load</b>				
	Full-time	Part-time	Total	%		Full-time	Part-time	Total	%
Males	1,987	2,894	4,881	47.5%	Males	1,737	2,825	4,562	48.1%
Females	1,755	3,343	5,098	49.6%	Females	1,618	2,987	4,605	48.6%
unknown	50	256	306	3.0%	unknown	52	265	317	3.3%
<b>Total</b>	<b>3,792</b>	<b>6,493</b>	<b>10,285</b>	<b>100.0%</b>	<b>Total</b>	<b>3,407</b>	<b>6,077</b>	<b>9,484</b>	<b>100.0%</b>
Percent	36.9%	63.1%			Percent	35.9%	64.1%		
Average Age for all credit students = 27.1 years					Average Age for all credit students = 26.1 years				
Average Age for all credit males = 26.9 years					Average Age for all credit males = 26.0 years				
Average Age for all credit females = 27.3 years					Average Age for all credit females = 26.1 years				
<b>Ethnic Background</b> (excludes international -- N = 226)					<b>Ethnic Background</b> (excludes international -- N = 291)				
		#	% *			#	% *		
African American		191	2.2%	African American		201	2.4%	African American	
Asian/Pacific Islander		291	3.3%	Asian/Pacific Islander		257	3.1%	Asian/Pacific Islander	
Caucasian		6,779	76.5%	Caucasian		6,188	74.8%	Caucasian	
Hispanic		965	10.9%	Hispanic		996	12.0%	Hispanic	
Native American		170	1.9%	Native American		140	1.7%	Native American	
Multiple race (not Hisp)		470	5.3%	Multiple race (not Hisp)		492	5.9%	Multiple race (not Hisp)	
* Does not include 1,165 unknown.					* Does not include 919 unknown.				

Source: Institutional Assessment, Research and Planning

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](http://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.

In 2014-2015, the Spring Conference focused on the “Engage” Core Learning Outcome, which involves engaging diverse values with civic and ethical awareness. Phil Nash, faculty in the Asian American Studies Program at the University of Maryland and a nationally recognized speaker on the topic of Cultural Competency, addressed the topic in a plenary session. Also at Spring Conference, the Cultural Competence and Professional Development Committee introduced several topics/programs to the campus community.

Through Connected Lane Pathways, a Regional Promise Grant, Lane Community College helped to develop a programmatic framework to support aspirational pathways for middle school students, while concurrently promoting a college going culture for all students, regardless of background. The Multiple Pathways Framework (MPF) reimagines approaches to college planning, career counseling, and college and career readiness through culturally and locally relevant lenses, a highly innovative approach not utilized in most existing college and career readiness curriculums. This effort recognizes the myriad pathways to the future for students, pathways that extend from historical contexts and are framed by current experiences and conditions.

## **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, 2014, and 2015 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, more than 150 Lane classified, faculty and managers have participated in the program. It continues to be a highly valued professional development opportunity by Lane staff.

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.

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. 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 Lane staff, faculty and managers, 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 during 2014-2015 to meet EEO/AA placement goals through focused recruitment efforts and work with search and hiring 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 remained at 22 placement goals.

While there remain 22 placement goals in the current (2014) Lane Community College Affirmative Action Plan, progress was made during 2014-2015 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.

The Human Resources Office will also continue collaborative efforts with the College’s Diversity Council to include recruitment diversity goals on the Diversity Council work plan for 2015-2016. Lane’s orientation process for recruitment committees consistently includes an emphasis on the College’s diversity core value and 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](http://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.lanecollege.edu/studentsuccess/our-work/foe-overview/](https://blogs.lanecollege.edu/studentsuccess/our-work/foe-overview/)

### **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.lanecollege.edu/scholarlectures](http://www.lanecollege.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.lanecollege.edu/research/](http://www.lanecollege.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 2014-2015 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:

- Prof. Gilberto Alexandre Sobrinho, Professor of MultiMedia, Media and Communications at Universidade de Campinas, São Paulo, Brazil, and a Fulbright Scholar currently in the Department

of Cinema at San Francisco State University. His Fulbright project title is "Brazilian Documentary and Identity Issues: Ideas, Authors, Collectives and Different Approaches to Images and Sounds of the Nation in Film, Television and Video."

- Pulitzer Prize winning author and journalist Sonia Nazario, author of "Enrique's Journey," the story of a young boy's journey from Honduras to the United States to reunite with his mother after 11 years of separation. The story deals with the issues of immigration, exploitation and child abuse, part of a larger narrative on the challenges faced by Latino/Latina communities in Oregon and beyond.
- David Barsamian, a nationally known investigative journalist/author and founder of Alternative Radio, presented on Media & Democracy for the Lane Peace Center.
- Jean Kilbourne, Ed.D., internationally recognized for her pioneering work on the image of women in advertising & her critical studies of alcohol & tobacco advertising. She is widely known for her video "Killing Us Softly", and is the author of the award-winning book *Can't Buy My Love: How Advertising Changes the Way We Think and Feel* and co-author of *So Sexy So Soon: The New Sexualized Childhood & What Parents Can Do to Protect Their Kids*. Dr. Kilborne, keynote speaker for the Lane Peace Symposium, presented on "Rising to End Gender Violence."
- Jensine Larsen is a social media expert, journalist & global women's empowerment leader. She founded World Pulse after working as a freelance journalist covering indigenous movements and ethnic cleansing in South America & Southeast Asia.
- Dr. Susan Shown Harjo, Presidential Medal of Freedom recipient, and instrumental in the passing of the Native American Graves Protection and Restoration Act and the American Religious Freedom Act presented a session at the 8th Annual Peace Symposium entitled, "Seeing Red: Indigenous Perspectives on Peace & Justice."
- Dennis Martinez, founder of the Indigenous Peoples' Restoration Network and Co-Director of the Takelma Intertribal Project presented on bridging Western Science with Traditional Ecological Knowledge at the 8th Annual Peace Symposium.
- Medical Journalist and author of *An Electronic Silent Spring*, Katie Singer presented on the erosion of community rights regarding placement of cell towers
- The 2015 MLK program featuring Ms. Holly Robinson-Peete focused on the current events related to police-civilian deaths of unarmed African American men and the general state of race relations in America today. Ms. Robinson-Peete has an extensive background in civil rights and human rights activism and speaks on these subjects on college campuses all across the nation. In addition to her civil rights advocacy, Ms. Robinson-Peete and her husband Rodney Peete operate their own foundation "HollyRod" which supports research for children with Autism and research for those afflicted with Parkinson's Disease.

## **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 was 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 2015-2016 academic year:

### **Achieving the Dream**

Leads: Dawn DeWolf, 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. In September 2014, Lane was awarded Leader College status for its demonstrated commitment to ATD principles.

As part of its analysis, the ATD Core Team noted that there has been a consistent gap in achievement by male students, students of color and Pell recipients that needs to be addressed. As shown in the Table 4 below, progress is being made on these fronts with gateway writing courses. The team will continue examining achievement gaps more closely in the coming year and will contribute data to the college’s ongoing discussion around cultural competency and equity. [blogs.lanecc.edu/studentsuccess/our-work/atd-overview/](https://blogs.lanecc.edu/studentsuccess/our-work/atd-overview/)

Table 4: Gateway Writing Completion Rates

**Gateway Writing Three-Year Completion Rates Disaggregated**

cohort (start) years:	2006/07	2007/08	2008/09	2009/10	2010/11
White, Non-Latinos	37%	36%	38%	39%	38%
Latinos (Any Race)	33%	40%	41%	35%	41%
Other Students of Color	31%	30%	32%	43%	44%
Male	32%	30%	33%	36%	36%
Female	42%	41%	43%	43%	44%
No Pell Award	35%	34%	35%	37%	38%
Any Pell Award	40%	38%	40%	39%	40%
Transfer	38%	36%	37%	38%	39%
Career/Technical	35%	35%	38%	40%	41%

**Cultural Competency Professional Development**

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

The Cultural Competency Professional Development (CCPD) initiative continues to work on the development of the program. The balance of the work moving forward will be focused on the implementation of professional development/training opportunities that advance the individual and collective growth in cultural fluency, agility and competency across the institution.

The work that has been completed by the CCPD committee includes attainment of the following core goals and objectives:

- Establishment of the Cultural Competency Professional Development Committee including a sub-committee/working group structure covering the following areas of focus: Race, Ethnicity, Culture and Language; Religion and Spirituality; Socio-Economic and Social Class; Gender, Sexual Orientation; Domestic Violence and Marital Status; Accessibility, Age, Ability, and Mental Health; Veterans and Military Status; and Social Justice, Understanding the Dynamics of Power, Privilege and Oppression.



- Review and assessment of “Best Practices” from other educational institutions and public and private sector entities actively engaged in employee development toward the creation of a “culturally fluent” workforce.
- Creation of a multi-modal culturally competent learning model. This model includes learning opportunities presented for staff engagement during in-service trainings and year-round workshop and conference opportunities.
- Identification of institutional assets in the development of a college-wide framework for achievement of the goals and objectives of the cultural competency initiative.
- Assembly and identification of college resources that support the work of the CCPD committee.

The committee is in the process of creating specific assessment tools to measure and evaluate program effectiveness. The critical objectives of the CCPD were and continue to be the definition of what “cultural competency” means; how to strategically develop a program that meets the needs of employees and the college; and the creation of a framework for professional development and assessment tools to measure employee and institutional progress. <https://blogs.lanecc.edu/engaging-diversity/>

### **Emotional Intelligence & Resiliency Professional Development**

Lead: Donna Koechig

In November 2012, the college partnered with five local agencies to bring in leading Emotional Intelligence (EI) expert, Suzanne Rotondo, to conduct “Leading with Emotional Intelligence” professional development sessions. During 2013-2014 and 2014-2015, the college continued partnering with local agencies to offer workshops and training sessions for Lane managers, Aspiring Leaders, classified staff, faculty and community members. Additionally, Lane’s Faculty Professional Development Team offered “The Emotional Intelligent Classroom,” a 2014 Spring Conference session focused on integrating EI concepts into curriculum and the classroom.

In July 2014, Ms. Rotondo worked with Lane’s Executive Team at its summer retreat. The focus of the work was for the leadership team to model emotional intelligence by practicing these skills with each other to both reach desired outcomes when working through difficult decisions and to start creating the culture they are trying to create broadly at Lane.

EI sessions offered at Lane for faculty, staff, managers and Board of Education members included “Leading with Emotional Intelligence,” “Deep Dive into the ‘Inward’ Quadrants of Emotional Intelligence: Self-Awareness and Self-Management,” and “Leading Change with Emotional Intelligence.”

In 2015-2016 the college will begin to develop a train the trainer model to bring EI training and facilitation expertise in house. The goal will be to develop 6-10 Lane staff members who will be able to facilitate EI training for newly hired staff as part of their orientation and to expand the reach of EI workshops to current faculty and staff.

## **Spirituality and Religion Series**

### ***Component of the Cultural Competency/Diversity Awareness Education Program***

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

Lane's Peace Center and Diversity Office continued their collaboration to provide vibrant offerings this year, with highlights including Geshe Thupten Jinpa Langri, PhD addressing "Fearlessness and Compassion," and the Lane Peace Symposium organizing "Seeing Red: Indigenous Perspectives On Peace & Justice."

Our new Cultural Competency/Diversity Awareness Education Program hosted a successful session for faculty and staff as part of the spring conference entitled "Religion & Spirituality: Exploring Intersections, Dismantling Stereotypes." The session featured Lee M. Gilmore, PhD, Lecturer, Religious Studies/Humanities, San José State University and the objectives for participants included:

- Cultivate a critical understanding of religious and spiritual diversity, both globally and regionally;
- Develop a basic vocabulary for describing religious and spiritual diversity;
- Examine common stereotypes about diverse religious and spiritual traditions, including intersections with race, class, gender, and sexuality; and
- Explore the internal diversity of religious traditions, including ethnic, cultural, ideological, theological, practical and political.

This work will continue into 2015-2016 under the direction of a "Religion & Spirituality" workgroup that includes a broad cross-section of faculty, staff and management.

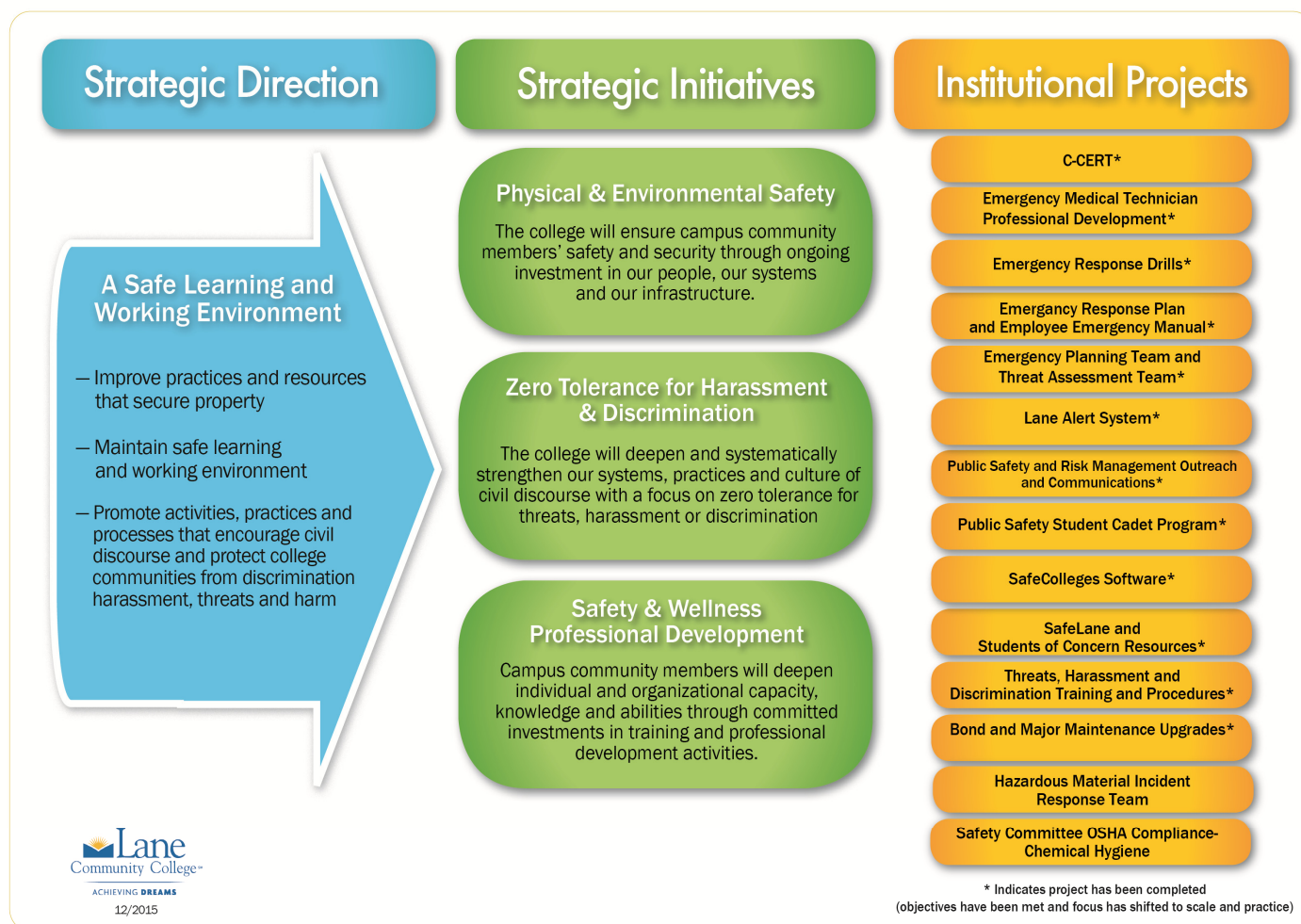
## A Safe Learning and Working Environment

Prepared by: Joan Aschim, Public Information Officer; Dawn Barth, Risk Management Coordinator; Ben Bower, C-CERT Team Lead/Instructor; Dennis Carr, Chief Human Resource Officer; Chris Hanneson, Public Safety Officer; Jennifer Hayward, Assistant Director, Facilities, Management and Planning; Kerry Levett, Executive Dean for Student Affairs; Michael Schneider, Public Safety Officer; Jace Smith, Director, Public Safety/Director of Emergency Preparedness; Todd Smith, 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*



## Overview

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](#)) website and training resources, [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, 2014, and 2015 academic years.

### **C-CERT (Campus-Community Emergency Response Team)**

Leads: Dawn Barth, Ben Bower, Jace Smith

During 2013-2014, the college reinvigorated its C-CERT program. In addition to training and certifying individuals, the C-CERT group assists with fire and active shooter drills and meets regularly to exchange information and training experiences with municipal emergency management professionals. During 2015-2015, Lane's C-CERT group continued to expand its membership and training activities. Ten new individuals were certified to join the team of 20 current Lane C-CERT members. During the past year, the team responded to a serious fire and a tornado on campus and assisted with multiple drills.

[www.lanec.edu/epal/ccert](http://www.lanec.edu/epal/ccert)

## **Emergency Medical Technician Professional Development**

Lead: Jace Smith

Lane Community College Public Safety supported EMT training for four officers during 2013-2014 and another five during 2014-2015. The first class yielded four EMT-licensed officers, while the second class has yielded one licensed officer thus far. 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](http://www.lanecc.edu/psd/emergency-medical-technicians)

*Emergency Medical Technician training and certification is one of the many professional development activities provided over the course of the year in a strategic effort to continuously develop the skill, knowledge and capabilities of the public safety staff. On average, department staff engage in 2,500 hours of professional development.*

## **Emergency Response Drills**

Leads: Jace Smith, Michael Schneider, 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. During 2014-2015, all campuses (including all college facilities located offsite from the main campus) completed state-required fire drills, earthquake drills, and several violent actor drills. In addition to providing training and guidance for faculty, staff and students, these drills provided public safety and facilities staff opportunities to evaluate life safety equipment, communication systems and additional training needs.

## **Emergency Response Plan and Employee Emergency Manual**

Leads: Dawn Barth, Jace Smith, Dennis Carr

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. The plan was reviewed and revised again in 2015.

A four-page summary Employee Emergency Manual was updated for 2014-2015 and is being distributed college-wide. There are four specific manuals: 30<sup>th</sup> 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.

## **Emergency Planning Team and Threat Assessment Team**

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

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. The college also deploys a Threat Assessment Team (TAT) 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 positional responsibility or subject matter expertise to inform EPT and TAT assessments and decisions. The Emergency Planning Team meets twice monthly while the Threat Assessment Team meets monthly or as frequently as needed to actively apply established risk assessment protocols concerning both specific and general threats.

The college has also continued to promote the use of the [SafeLane](#) web pages and [Students of Concern](#) procedures to provide an array of important emergency response guidelines and risk assessment tools for Lane employees and students. [www.lanecollege.edu/epal](http://www.lanecollege.edu/epal)

## **Lane Alert System**

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

Lane implemented the [Lane Alert](#) emergency messaging system in 2009 and upgraded to a more robust platform in 2015. 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. Special groups, including those with emergency management functions have been created in this system to increase college responsiveness to crises. During 2015, the notification system increased total users by changing from an opt-in to an opt-out model for user enrollment.

The system may be activated from any computer with an Internet connection to provide real time warning and emergency guidance to all members of the college community. The Lane Alert system has become one of the first levels of emergency response notification communications to college community members. In 2014-2015, the Emergency Team sent 29 Lane Alert messages. Most messages were sent because of potentially hazardous weather or road conditions. Alerts were also sent during 2014-2015 for the community meningitis outbreak, the Great Oregon Shakeout earthquake drill, issuances of the Clery report, potentially dangerous animals near campus, a gas leak building closure, building evaluations, 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 and Risk Management Department have conducted 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 communication 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 training, outreach, and communications systems and practices over the past three academic years, and all college programs, departments and divisions are encouraged to schedule training sessions.

### **Public Safety Student Cadet Program**

Lead: Jace Smith

A student cadet program has continued to thrive in the Public Safety Department. This unique program was implemented in collaboration with the Criminal Justice degree program to provide paid cooperative education learning opportunities for college students interested in law enforcement careers. Public Safety student cadets augment the full-time and part-time Public Safety officer workforce. In addition, the program was expanded in 2015 to include a limited number of Public Safety Dispatcher cadets. These programs provide additional officers focused on a safe and secure work and learning environment at the college, while providing valuable work experience to Lane students. Participants may be offered part-time employment at the program's conclusion.

[www.lanecc.edu/psd/cadet-program](http://www.lanecc.edu/psd/cadet-program)

### **SafeColleges Software**

Leads: Dennis Carr, Dawn Barth, Kerry Levett

During 2014-2015, the college continued to make use of [SafeColleges](#) software to provide training and educational opportunities for college managers and employees in several departments. For example, the new training requirements specified for compliance with the Title IX and sexual violence prevention programs were in part addressed through assigning SafeColleges training modules. To support compliance with Title IX and sexual violence prevention programs, Associate Dean for Accessibility & Support Terrie Minner was named Lane Community College "Title IX Coordinator" during 2015. In addition to the training applications for Title IX and sexual violence prevention training purposes, SafeColleges software has been assigned to a variety of college employees for workplace safety and discrimination/harassment prevention trainings. All college employees may participate in SafeCollege training programs and specific training modules may be assigned to employees or groups of employees. [www.lanecc.edu/safety/safety-tips-and-procedures](http://www.lanecc.edu/safety/safety-tips-and-procedures)

### **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 that support the college's 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. 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. [www.lanecc.edu/safelane](http://www.lanecc.edu/safelane)

### **Threats, Harassment and Discrimination Training and Procedures**

Leads: Dennis Carr, Kerry Levett

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, the college has continued providing training programs to assure that college employees and students deepen their understanding of safety issues, rights, remedies and opportunities for civil discourse that are essential to support learning and work environments that are free from threats of discrimination or harassment. Training for employees from one or more college departments were conducted in November 2014 and again in March 2015, and the college will hold additional harassment prevention training sessions during 2015-2016. [www.lanecc.edu/board/policies/bp630](http://www.lanecc.edu/board/policies/bp630)

### **Continuing Projects**

The following institutional projects will continue into the 2015-2016 academic year:

#### **Bond and Major Maintenance Upgrades**

Leads: Todd Smith, Brian Kelly, Jennifer Hayward

During the past four academic years, Lane made significant investments for 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 strategic partnerships with key stakeholders, including Facilities, Management and Planning, the Bond Leadership Team, Public Safety, the Center for Accessibility Resources, the College's Safety Committee, Human Resources 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.

Several college departments have also initiated safety and security initiatives that have resulted in significantly reduced accidents and incidents on campus. These safety and security improvements and initiatives have resulted in a safer learning environment for students as well as a reduction in workers compensation injury claims by college employees during the past three fiscal years. The College's success in reducing and managing workers compensation claims has resulted in saving more than \$80,000 in insurance premiums for 2015-2016.

In particular, completion of the bond CLASS project in the Center Building included the addition of internal and external audio alarms, seismic enhancements that bring the building up to current code, upgrades to the fire alarm and fire sprinkler systems, and other safety enhancements that will support the safety and security of students and employees who access services or who work in the Center Building, the largest and most frequently used building on the main campus.



Although much good work has been done to improve seismic infrastructure at Lane, many of our Buildings are still not up to current life safety seismic codes. In December 2015, Lane will be submitting applications for [Seismic Rehabilitation Grants](#) for building 2 and building 19. [www.lanec.edu/bond](http://www.lanec.edu/bond)

## **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.

### **Hazardous Material Incident Response Team (HAZMAT Team)**

Leads: Chris Hanneson, Jennifer Hayward

The Public Safety and Facilities Departments have created a multi-disciplinary Hazardous Materials incident team. This team will develop policy, train college students and employees on response procedures, and recommend personal protective equipment and containment apparatus for purchase. The purpose of this team is to quickly mitigate minor incidents and quickly respond and report larger incidents for the college. In addition, members of this group will become subject matter experts for the campus community. Team meetings are held monthly and any campus member is invited to attend.

### **Safety Committee OSHA Compliance – Chemical Hygiene Standard**

Leads: Barbara Dumbleton, Paul Ruscher, Kevin Lewis, Dennis Carr

The Science Division and the College Safety Committee prompted efforts during 2014-2015 to designate a Chemical Hygiene Safety Officer in compliance with the OSHA Chemical Hygiene Safety Standard. Chemistry instructor Kevin Lewis was designated as the Chemical Hygiene Officer (CHO) and a portion of the instructional assignment for the CHO is dedicated to assuring safety in the Science labs and Science storage facilities that are covered by the OSHA Chemical Hygiene Standard.

# APPENDIX: CORE THEMES, OBJECTIVES & INDICATORS<sup>3</sup>

## CORE THEME #1: RESPONSIVE COMMUNITY ENGAGEMENT

*As an engaged member of our community, Lane's programs, services, and activities serve the community's needs.*

### **Objective 1: Lane offers comprehensive programs that support individual and community needs.**

We look to key community stakeholders—workforce, transfer institutions, advisory boards, and continuing education participants—to gauge whether our programmatic offerings are meeting their needs, and providing students the skills and opportunities necessary to succeed. Our indicators also allow us to determine whether we are being responsive as needs change.

Indicators of Achievement:

1.1 Employer feedback on student skill and preparedness for the workplace.

*Rationale:* Feedback indicates whether the college supports individual students' skills development and whether the college supports community workforce needs.

1.2 Percentage of transfer-program curricula that articulates in a one-to-one correspondence to UO and OSU.

*Rationale:* Active collaboration with our two primary transfer institutions indicates program relevancy to the needs of four-year institutions, which in turn supports the individual needs of transfer students.

1.3 For programs that have advisory boards, percent of Program Review reports that incorporate feedback from their advisory boards.

*Rationale:* Department/ Program response to community stakeholder feedback, and adapting programs as necessary, indicate community engagement and serving community needs.

1.4 Cancellation rate for all Continuing Education classes.

*Rationale:* Cancellation rate is a key benchmark for program success according to the Learning Resources Network (LERN), through developing and offering courses and programs needed in the community.

### **Objective 2: Lane serves the intellectual and social needs of the community through non-academic programs and services.**

To measure the extent to which we are serving community needs outside the classroom, we evaluate three of our widest-reaching activities.

Indicators of Achievement:

1.5 Listenership of KLCC.

*Rationale:* Listenership of KLCC public radio station is a measure of our broadest reaching non-academic service that supports the community's needs.

1.6 Progress toward carbon neutrality.

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<sup>3</sup> The Core Themes and objectives have been approved by the Institutional Effectiveness Committee and the Board of Education. Indicators are still in development and review.

*Rationale:* Progress toward carbon neutrality is a key indicator of the college's many efforts on behalf of environmental stewardship.

1.7 Participation at Peace Center and performing arts events.

*Rationale:* These services represent two of many non-academic offerings the college provides, and attendance numbers indicate community interest.

## **CORE THEME #2: ACCESSIBLE AND EQUITABLE LEARNING OPPORTUNITIES**

***Lane's policies, procedures, programs, and services facilitate open, fair, and just educational experiences.***

**Objective 1: Lane minimizes barriers and maximizes opportunities for diverse student populations.**

To gauge the extent to which the college minimizes barriers and maximizes opportunities for its students, we consider quantitative data and student perception. The following indicators represent traditional measures of access and equity, as well as how students evaluate their individual access to opportunities.

Indicators of Achievement:

2.1 Percentage of programs at Lane whose student enrollment reflects the college's overall student demographics.

*Rationale:* An examination of program enrollment will highlight the possible existence of barriers for diverse student populations.

2.2 Course and program success rates disaggregated by: race/ethnicity, Pell Grant support, and disability status.

*Rationale:* Success by students in these populations indicates Lane's equity.

2.3 Percent of students who complete developmental credit courses and continue on to pass required program-level courses.

*Rationale:* The percent of students who pass program-level courses after remedial coursework shows accessibility of college-level academic programs for a diverse population of students.

2.4 Benchmark scores from CCSSE for support for learners.

*Rationale:* Perceived academic support is an indicator of accessibility.

2.5 Students report that participating in co-curricular groups and activities contributes to an accessible and equitable environment for learning.

*Rationale:* Perceived benefit from participation in co-curriculars is an indicator of access and equity.

2.6 Percentage of disciplines that have online offerings.

*Rational:* Providing multiple teaching modalities in a broad range of disciplines reduces barriers to accessing educational opportunities.

## **CORE THEME #3: QUALITY EDUCATIONAL ENVIRONMENT**

***Lane's quality educational environment embraces academic and instructional integrity, relevancy, rigor, innovation, and transparency.***

### **Objective 1: Lane employs high-impact practices.**

To determine how successfully services and programs create a quality educational environment, the college considers three key areas of student engagement: student awareness of high-impact practices, student perception of the effect of these practices on their educational experience, and student ownership of their own learning as a result of these practices.

Indicators of Achievement:

3.1 Students report high levels of awareness of, and satisfaction with, high-impact practices on campus.

3.2 Percentage of degree-seeking students using advising and academic planning to create clear roadmaps to learning and success.

*Rationale:* Awareness of, and engagement with, high-impact practices (3.1 & 3.2) are recognized indicators of a quality educational environment.

### **Objective 2: Lane faculty and staff regularly engage in professional development.**

In order to gauge the extent to which the college supports and contributes to the ongoing improvement of Lane's educational environment, we measure how many employees participate in professional development opportunities.

Indicators of Achievement:

3.3 Percentage of employees who participate in professional development activities.

*Rationale:* Faculty and staff engagement in activities of professional development is a key indicator of an environment that supports academic and instructional integrity.

### **Objective 3: Lane's curricula are designed with intention to support discipline-level, program-level, and college-level outcomes.**

Designing curricula with intentionality involves connecting each curriculum with outcomes at three levels (the discipline, the program, and the college), and maintaining currency. We look at curricula mapped to Lane's Core Learning Outcomes because these outcomes create this connection between levels. We also gauge how well curricula reflect the best practices in the field.

Indicators of Achievement:

3.4 Percentage of curricula that is mapped to Core Learning Outcomes.

*Rationale:* Mapping curricula to Core Learning Outcomes is a means for assessing alignment between multiple levels of learning outcomes.

3.5 Percentage of curricula that is systematically reviewed and revised to reflect current disciplinary and industry standards.

*Rationale:* Systematic redesign of curricula indicates content relevancy.

## **CORE THEME #4: INDIVIDUAL STUDENT ACHIEVEMENT**

*Lane's students advance on their academic paths and reach their educational goals.*

### **Objective 1: Students progress toward their educational objectives.**

To determine the extent to which students are advancing, we use established measures of student progress and examine three traditional academic paths.

Indicators of Achievement:

4.1 Percentage of students completing their gateway math requirement in two years.

*Rationale:* Students who complete one or more of their foundational courses in math are more likely to persist and progress. Each completion of gateway mathematics is predictive of degree completion.

4.2 Percentage of degree/certificate-seeking students who progress to their second year.

*Rationale:* Year-to-year persistence is predictive of degree completion.

4.3. Percent of students enrolled in ABSE or ESL who transition successfully to post-secondary education.

*Rationale:* As required data elements for Lane's Title II Workforce Investment Opportunity Act federal grant, this indicator assesses how well students are progressing towards their educational goals.

### **Objective 2: Students complete their educational goals.**

In order to assess student completion of educational goals, the college considers established measures in each of Lane's four general paths to student success: academic transfer, career technical and workforce development, foundational skills development, and lifelong learning.

Indicators of Achievement:

4.4 Percentage of degree/ certificate-seeking students who complete degrees or certificates within 3 years.

*Rationale:* Earning a degree or certificate is a direct measure of attainment.

4.5 Transfer rates to 4-year institutions.

*Rationale:* Transfer rates are a direct indicator of attainment.

4.6 State-certification pass rates for allied health professions.

*Rationale:* Pass rates are a direct indicator of attainment.

4.7 Percent of students enrolled in ABSE or ESL who become employed.

*Rationale:* As required data elements for Lane's Title II Workforce Investment Act federal grant, indicator 1.4 assesses how well ESL and ABSE departments assist students in transitioning to college and career.



**Lane Community College**

4000 East 30<sup>th</sup> Avenue

Eugene, Oregon 94705

[www.lanecc.edu](http://www.lanecc.edu)