

Online Learning and Educational Resources

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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 and hybrid course offerings have increased 366% (from 197 to 919) from 2006-2007 to 2012-2013. Student FTE in online and hybrid sections has similarly increased, as illustrated in Figure 6.

Website enhancements and online resource development achievements are evidenced by a 39% year over year decrease in the bounce rate¹ combined with a 15% increase in average website visit duration².

Academic Technology and Information Technology faculty and staff are continuing to collaborate with Institutional Research Assessment and Planning 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 and their relationship to and impact upon student preparation, progression and completion indicators.

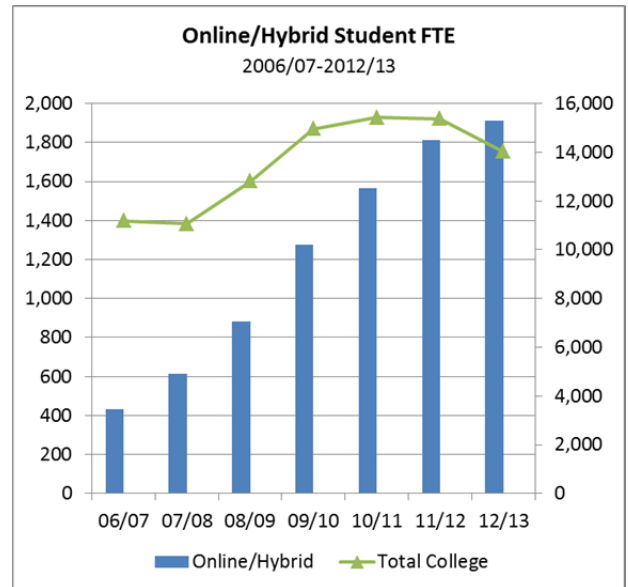


Figure 6: Online/Hybrid Student FTE
Source: Information Technology/Institutional Research Assessment and Planning. 12/13 figures are preliminary

¹ Bounce rate is a measure of the effectiveness of a website in encouraging visitors to continue with their visit. It is expressed as a percentage and represents the proportion of visits that end on the first page of the website that the visitor sees. Farris, Paul W.; Neil T. Bendle; Phillip E. Pfeifer; David J. Reibstein (2010). *Marketing Metrics: The Definitive Guide to Measuring Marketing Performance*.

² Source: Information Technology Department

Completed Projects

During the 2012-2013 academic year 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.

iLane Campus Conferences

Lead: Brad Hinson

iLane Conferences, introduced in 2010, were designed to directly support online learning strategic initiatives and to challenge all attendees to think, teach, and serve outside-the-box; to Think Different. Conferences held in 2010, 2011 and 2012 included presentations, open discussions, workshops, digital storytelling and innovation spotlights from across the Lane community and were widely attended by faculty, staff and administrators. Ideas and innovations brought forth through the conferences have been infused into projects and practices throughout the college.

Digital Storytelling

Lead: Sandy Brown Jensen

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 to include tutoring services, employee wellness, diversity, assessment, and student success. Additionally, through the Academic Technology Center, ongoing all-campus workshops and training are provided in a variety of web 2.0 tools on pocket technology, and a new audio booth has been established on campus for recording digital stories.

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.lanecollege.edu/storylane/>, <https://blogs.lanecollege.edu/mindonfire>

Knowledge Network & ePortfolios

Lead: Jen Klaudinyi

Honors students are building e-Portfolios to document their experiences and pathways throughout their program of study with a persistent use of digital tools and scholarly research. Currently, ePortfolio instruction is integrated into Honors Program classes with support from the library and Academic Technology Center. 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 and as a model for scaling it up to other programs at the college. <https://blogs.lanecollege.edu/eportfolio/>

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 both blending face-to-face instruction, web based instruction, and new-media and the integration of computers, smartphones, television, videoconferencing and other emerging electronic media with traditional teaching & learning.

LaneOnline continued its development in 2012-2013 with the redesign of its website. Focused on the perspective of students, the new website guides both potential and current students with the essential information to become successful, informed and well-prepared online learners. This resource begins with the basic explanation of online learning, modes of LaneOnline course delivery, skills needed to be an online learner, and self-assessment tools. It progresses to instruction on how to enroll and begin classes, and it identifies online and on-campus resources available to ensure students have the help they need to complete their courses.

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

OER Faculty Fellowship

Lead: Jen Klaudinyi

This community of practice started in 2010-2011, and it focuses on exploration, development and adoption of Open Educational Resources (OER). The fellowship nurtures faculty research and awareness of quality OER practices and provides advocacy and consultation to fellow faculty. A subsequent goal is 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 have saved an estimated \$325,000 annually through OER efforts to date, and the fellowship recently won WCET's WOW Award. The 2013-2014 fellowship is being revamped to include a discipline team approach.

<https://blogs.lanecc.edu/oer/>

Teacher to Teacher Workshops (Academic Technology Faculty Instructional Development)

Leads: Meredith Keene-Wilson, Ian Coronado, Adrienne Mitchell, Jen Klaudinyi, Kevin Steeves

Lane faculty and staff have developed a portfolio of training and professional development opportunities, which 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. Instructional development opportunities include: Introduction to Moodle, Course Building Fundamentals, Best Practices in E-Learning, Foundations of Moodle Course Facilitation, What's New in Moodle, and Preserving Archived Moodle Courses and Grades. Teaching Online is a series of workshops, short courses and self-paced tutorial-style instruction designed to help instructors develop online or hybrid courses. There are three levels of coursework: Getting Started, Developing Your Online or Hybrid Course and Improving Your Online Course. Additionally, drop in training is available through the college's Academic Technology Center.

<https://blogs.lanecc.edu/atude/workshops/>

Continuing Projects

The following institutional projects will continue on into the 2013-2014 academic year:

Alternative Learning Environments (Adaptive Learning for Developmental Math)

Lead: Adrienne Mitchell

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

Furthermore, 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.lanec.edu/studentsuccess/our-work/atd-overview/>

Digital Campus

Lead: Kyle Schmidt

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 become more seamless, usable, and functional – an orchestrated ecosystem that leverages single-sign-on web services and unified look, feel and branding. The primary objective is to remove barriers of process and technology (multiple web portals working independently) to streamline and integrate the online student experience (multiple web portals working in concert). During the last year, a new design for the main campus [website](#) was launched and incorporates a “mega-menu” that is also integrated on a number of other Lane web properties, including AskLane, Blogs, Moodle, and Search. Development and enhancement work will continue into 2013-2014.

Online Student Preparedness

Leads: Brad Hinson, Meredith Keene-Wilson, Adrienne Mitchell

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 is currently in development. Beginning with the fall 2013 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. <http://www.lanec.edu/laneonline/>, <https://www.lanec.edu/mediaarts/digital-literacy-911>

New Projects

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

Center for Learning and Student Success Redesign

Leads: Michael Levick, Jen Klaudinyi, Audrey Mills

Members of the Academic Technology team are intensively participating in planning for the college's redesigned learning commons, or the "Center for Learning and Student Success." Our goal is to create a center that integrates learning services with a flexible design that contributes to information and digital literacy for students, as well as for the campus community at-large.

The redesign presents an opportunity to further integrate academic technology into the everyday learning experiences of students and the faculty's instructional design. Current priorities include moving the Academic Technology Center into the Learning Commons, centralizing the student technology help desk (SHED), building a media-rich creation studio accessible to all students, housing an expanded academic Testing Center to support the growth of online courses and serve additional instructional departments, and designing flexible and technologically-rich learning spaces to facilitate student success for years to come.

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

Lead: Adrienne Mitchell

A new Academic Technology initiative, this project began as a pilot in spring 2013 and continues into the 2013-2014 academic year. In alignment with state and national initiatives toward developmental education redesign, textbook affordability, and student success, the ultimate goal of this project is to increase student success in developmental education and beyond. Specifically, the purpose of this collaboration project is twofold: 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 will be 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 will be digital and open, thereby reducing the reliance on texts and other commercial products and contributing to textbook affordability for students.

<http://digcolab.blogspot.com/>

Digital Badges

Lead: Brad Hinson, Meredith Keene-Wilson, Kyle Schmidt, and Kevin Steeves

The use of digital badges is sweeping the educational nation. They are touted as a way to motivate and engage learners, to signify accomplishments and to mark completion or mastery of a skill. Lane is investigating several models including the Mozilla Open Badges Project, Moodle Badges and Purdue Passport. The spring 2013 inservice presentation [Badges 101](#), introduced the concept of flipping a class and the use of badges as a motivational tool.

Badges will be installed into Moodle December 2013, and testing will begin in the college's Moodle Sandbox (lanecc-sandbox.mrooms.net). Moodle's production site (classes.lanecc.edu) will have badges available summer 2014. LCC Moodle will integrate Mozilla Open Badges, allowing users to add badges to their Moodle profile and/or push badges to their Open Badges Backpack. (<http://docs.moodle.org/25/en/Badges>).

Employee Directory

Lead: David Regan

Currently, students and employees are able to search for directory information about Lane employees through a limited online search. A new search, set to go live before the end of the year, will allow 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.

Media Server

Lead: David Regan

The current Media Server provides a place to store large digital files for use in an academic environment, most often in Moodle. Unfortunately, the Media Server lacks web integration and essential file sharing and security features. A new, more user friendly, open source system called OwnCloud will enter testing before the end of the year and supplant the existing Media Server making it easier for instructors to incorporate media resources into their classes.

Video Distribution Platform

Leads: Ian Coronado and Dean Middleton

The Video Distribution Platform establishes an online media service for the college to present content created by faculty, documented events, and college announcements. The benefits of the system are: easier access across multiple devices for students, next generation tools to help both students and faculty deliver content, and a layer of security for faculty that would invoke fair use of culturally relevant materials without compromising their personal accounts with providers like YouTube. The video distribution platform will also extend the brand of the college allowing us to add watermarks to materials generated at Lane.

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, Lane's recycling rate increased from 56% in 2010-2011 to 57% in 2011-2012. Despite efforts to conserve energy, Lane's energy use increased from 114,441 MMBtu in 2010-2011 to 123,282 MMBtu in 2011-2012. During 2013-2014, the Institute for Sustainable Practices will prepare recommendations for decreasing energy use and continue to increase the recycling rate.

Completed Projects

During the 2012-2013 academic year the college successfully completed several institutional sustainability projects, achieving objectives, shifting focus toward scale and practice and successfully integrating the work into ongoing college programs and services.

Bike Lane

Lead: Mike Sims

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

Bike Lane maintenance and check-outs/ins are currently being supervised by a former bike mechanic and community volunteer. The Institute for Sustainable Practices plans to work with ASLCC on a long-term plan for volunteers and staff, dedicated funding, storage facilities, and expansion to 100 bikes.

www.surveymonkey.com/s/LCCBikeLane

Carpool Matching Service

Leads: Brian Kelly, Jennifer Hayward

Lane continues to support the online carpool matching service, Zimride, established in 2011-2012 to reduce traffic jams, parking lot congestion, and the college's greenhouse gas profile. Zimride users grew from 950 in 2012 to 1130 in 2013, with more than 1,000 rides posted. Carpool matching has saved Lane commuters 8,900 gallons of gas and reduced greenhouse gas emissions by 87 tons. Currently 12 prime parking spaces have been designated carpool only.

Starting in April 2014, Lane will move to using a regional carpool matching service called Drive Less Connect that has the same functionality as Zimride (but charges no annual service fee to the college) and will embark upon a new promotional campaign for the 2014-2015 academic year.

www.zimride.lanecc.edu

Energy Program/NWEEI Relocation

Lead: Roger Ebbage

The Energy Programs and the Northwest Water and Energy Education Institute (NWEEI) relocated to the new Downtown Campus in winter 2013. Lane's new building, in the heart of downtown Eugene, is designed with several one-of-a-kind features that allow students to interact with the building as a functioning lab. The project has often been referred to as a 'building that teaches'; it provides a unique opportunity for people locally, nationally and internationally to learn about energy efficiency and building sciences. In the new location, students are learning about and operating state of the art lighting and ventilation systems. In 2013-2014 faculty and staff responsible for oversight of all six sustainability-related degrees will be strategizing on how to collaborate in ways that will steward college resources, better serve students and optimally foster sustainability in learning.

www.lanecc.edu/sustainability/energy-management-program

Institute for Sustainable Practices

Leads: Brian Kelly, Roger Ebbage, Jennifer Hayward

The Institute for Sustainable Practices (ISP) officially formed in March 2013. ISP brings together the operational and educational sustainability units to work together toward realizing Lane's core value of sustainability. This new organizational structure optimizes opportunities for collaborations between operations and curriculum. This collaboration is often termed "using your campus as a learning lab" and Lane is excelling in this area. ISP operations staff hosted 12 interns in 2012-13 and coordinated projects for more than 10 classes. These students accomplished things like coordinating Earth Day festivities, compiling data for the greenhouse gas inventory, and creating an educational brochure about bird watching in the Learning Garden. Lane gave a presentation at the 2013 Oregon Higher Education Sustainability Conference on using our campus as a learning lab and the college was also featured at two national trainings on this topic this year. www.lanecc.edu/sustainability

Learning Garden Expansion

Lead: Julie Sheen

Lane's Learning Garden is a student-led initiative that grows healthy, sustainable food for the campus community while providing learning, service, and leadership opportunities for students. Learning Garden student volunteers may qualify for work study, internships, or service learning credit from specific faculty who support the garden with their curriculum. The garden has received national attention in *KIWI Magazine's* "Green College Report" as well as an Outstanding Commitment Award at the Clinton Global Initiative University.

To date, more than 7,000 pounds of Learning Garden produce have been sold to Lane Conference and Culinary Services. In 2012-2013 annual volunteer hours increased from 900 to 2,000, the number of student workers increased from 11 to 16, the number of workshops offered increased from 4 to 30, and a new community supported agriculture (CSA) program was established.

Lane students approved a \$.50 increase to student fees to support ongoing staffing needs for the garden and in 2012 the college hired Julie Sheen as Learning Garden Specialist to provide expert continuity and support for this work. A new 3-credit class, "Gardening and Sustainable Food Systems" will be offered starting summer 2014, providing an opportunity for students to gain an even deeper level of knowledge and understanding of sustainable gardening practices than volunteering and workshop opportunities currently provide.

www.lanec.edu/sustainability/learning-garden-club

Recycling Education Center

Lead: Mike Sims

A new bond-funded Recycling Education Center opened in 2011 in Building 10 as the culmination of years of planning to create a learning and operational facility to further sustainability goals and objectives. The Recycling Education Center has significantly improved operating efficiency and revenue streams and also provided opportunities for students in Lane's Resource Conservation Manager Program to gain real world skills in waste management through internships and work experience.

As a result of Recycling Education Center work, the college's recycling rate has increased 1% and surplus property distribution has more than doubled. In 2012-2013, five student internships were provided, new revenue streams were created by cardboard baling and composting is now available for department break rooms. New waste management systems have been installed in several buildings. This system removes trash cans from classrooms and provides several waste sorting stations in hallways. An initial evaluation indicates a 50% reduction in material placed in garbage cans in the buildings that have this system. The recycling team is currently developing a comprehensive plan for achieving future recycling rate and efficiency targets. www.lanec.edu/recycle

Solar Vehicle Charging Station

Lead: Anna Scott

A solar station for electric vehicle charging opened on main campus during spring term 2012. The station provides electrical vehicles charging stations fueled by a 36-kilowatt solar array, with excess solar power fed into Lane's electricity grid.

By fall 2013, 20 spaces have been designated as parking for electrical vehicle charging and the station actively contributes to climate action plan goals by supplying renewable solar energy to the campus and by supporting climate-friendly transportation choices. An additional charging station in parking lot N will be installed as demand warrants and resources allow. www.lanecc.edu/bond/solar-station

Taking Back the Tap

Leads: Michael O'Neal, Jennifer Hayward

The Sustainability Committee voted to support the national "Taking Back the Tap" campaign by eliminating bottled water sales on campus, removing bottled water from vending machines and installing bottle filling stations throughout campus.

In 2012-2013, Campus Foodservices and the Titan Store stopped selling bottled water and 15 filling stations have been installed at main campus and the new Downtown Campus. To date, the Sustainability Committee has gathered 276 employee and student signatures in support of the "Take Back the Tap Pledge". The Sustainability Committee supports and promotes this initiative at health and wellness fairs, Earth Day, and other special events and gatherings. The committee will develop plans to install additional bottle filling stations and to remove bottled water from vending machines.

www.lanecc.edu/sustainability/take-back-tap

Watershed Science Technician Degree

Leads: Paul Rusher, Sarah Ulerick

Water will be the major geopolitical factor in the world in the coming years and managing water resources will be a primary objective of governments at every level from local to national and international bodies. In response, the college has created a new Watershed Science Technician (WST) AAS degree program. 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 this program will have a local, regional and global awareness of water issues and how they affect communities. In addition, they will have developed 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. In 2013-2014 faculty and staff responsible for oversight of all six sustainability-related degrees will be strategizing on how to collaborate in ways that will steward college resources, better serve students and optimally foster sustainability in learning. <http://www.lanecc.edu/sites/default/files/collegecatalog/ctwatershedsciencetechnician.pdf>

Continuing Projects

The following institutional projects will continue on into the 2013-2014 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 61 actions that will put Lane on a solid path toward carbon neutrality. This plan will be updated and refined as it is reviewed by more members of the college community. As technologies, perceptions, and availability of resources change over the next forty years, sustainability leads will continue to improve the plan accordingly. This 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 2012-2013 staff completed a greenhouse gas inventory and began planning efforts for reaching 2050 carbon neutrality goals. Work in the coming year will focus on developing more robust data collection and management systems, preparing a formal progress report to be submitted to the American College and University Presidents Climate Commitment and to the college community, developing and implementing a campus-wide education and engagement process, and developing more specific strategies with timelines, milestones and budgets for reaching carbon neutrality.

www.lanecc.edu/sustainability/sustainability-plans

Planning Coordination

Leads: Claudia Owen, Jennifer Hayward, Margaret Robertson

Sustainability leaders and practitioners on campus are working to develop combined "master" strategic plans to include the sustainability plan, perimeter plan and campus master plan to ensure planning and implementation efforts are aligned and coordinated. Work includes visioning sessions, in-service workshops and committee meetings.

In 2012-2013 the Sustainability Committee, Institute for Sustainable Practices staff and the Facilities Council developed a strategy to bring the college's governance councils and larger campus community together to engage in scenario planning in support of master planning work. The focus for the coming year will be on implementation of this strategy. www.lanecc.edu/sustainability/sustainability-plans

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. Lane's sustainability staff is currently researching revolving loan fund models used by other colleges and universities and developing a proposal to revitalize the fund.

<http://www.lanecc.edu/sustainability/sustainable-practices-energy-carryover-fund>

Solar Energy Master Plan

Lead: Anna Scott

The goals of Lane's initial solar energy master plan, created in 2006, have largely been completed. Accomplishments include student solar electric installation projects, installation of a solar thermal (hydronic) system, development of several solar demonstration areas, ensuring solar capacity is integrated into capital project planning, participating in state and local solar energy initiatives, and other efforts to attain carbon neutrality by 2050 in concert with the Climate Action Plan. Sustainability leads will develop and begin implementation of a new solar plan in 2013-2014.

New Projects

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

Promoting Sustainable Practices within Departments and Divisions

Lead: Jennifer Hayward

In 2012-13, the Institute for Sustainable Practices began cataloging, celebrating, and promoting the sustainability efforts in various departments at Lane in an effort to deepen engagement and awareness. Departments that have been featured are Facilities Management and Planning, Child and Family Education, Conference and Culinary Services, Mathematics, the Small Business Development Center, and the Professional and Organizational Development/Diversity Office. More departments will be featured this year including Advanced Technology and the President's Office.

www.lanecc.edu/sustainability/sustainable-practices-departments

Green Building

Leads: Bob Mention, Todd Smith

2012-13 was a banner year for green building at Lane. The college received certification for its first LEED Gold building, the Health and Wellness Building. It also opened its second LEED Gold building (Titan Court) and its first LEED Platinum building (Downtown Campus). Most recently, Lane began planning for its first LEED certified remodel, the Center for Learning and Student Success.

www.lanecc.edu/sustainability/green-building

Green Office Certification

Lead: Jennifer Hayward

Created by the Sustainability Committee in 2012-13, the Green Office Certification Program is a tool for departments or divisions to use to improve sustainable practices. The idea behind the program is that small actions taken by several departments can add up to large resource and financial savings over a year. In order to receive certification, departments complete an online checklist of the sustainable practices. Four departments have received certification so far. Prizes, including gift certificates for eco-

friendly supplies and a luncheon made with produce from the Learning Garden, are currently being funded by a League for Innovation award. 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.

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 2015 Oregon Higher Education Sustainability Conference, a biennial conference attended by hundreds of students and higher education professionals including administrators, faculty, and classified staff. www.ohesc.org

Sustainability Professional Development

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

Lane was able to achieve significant strides in the area of sustainability professional development during 2012-2013. Eleven Lane employees attended the two-day Oregon Higher Education Sustainability Conference that took place at Portland State University in January 2013. The college also sent four employees and three students to the national Association for the Advancement of Sustainability in Higher Education (AASHE) Conference in 2013. The AASHE Conference will be in Portland, OR in 2014 affording the college even more opportunity for professional development in sustainability next year.

Aside from the large number of employees and students attending sustainability conferences, Lane also hosted several educational activities and workshops including the aforementioned 30+ Learning Garden workshops, Earth Day events, guest speakers, inservice trainings, and more. The sustainability website now features an “At a Glance Calendar” that has an updated list of upcoming events. There is also an “Events” and a “Conferences” section of the website where interested parties can find upcoming local, state, and national sustainability training opportunities.

Goals for 2013-2014 include having at least ten employees attend AASHE; incorporating a sustainability module into the Aspiring Leaders program; working with the Classified Professional Development Team, Faculty Professional Development Team, and others to dedicate professional development funds to sustainability; and building sustainability education into new employee and student orientations. <http://www.lanecc.edu/sustainability/>

Sustainability Promotion and Online Resources

Lead: Jennifer Hayward

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

www.lanecc.edu/sustainability