

# LANE COMMUNITY COLLEGE

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*Transforming Lives Through Learning*



**2012-2013**  
**Strategic Directions Report**

# 2012-2013 Strategic Directions Report

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The graphics in this document were designed by Lane graphic design student Byron Hughey, graduation date Spring 2014. Byron works in the college's New Media Center.

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# Strategic Planning at Lane Community College

Lane Community College’s 2010-2015 [Strategic Plan](#) was prepared by College Council through a year-long process of engagement with college stakeholders, study, data and environmental analysis, and input from other planning processes. The plan was approved by the Board of Education in spring 2010.

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

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

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

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

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

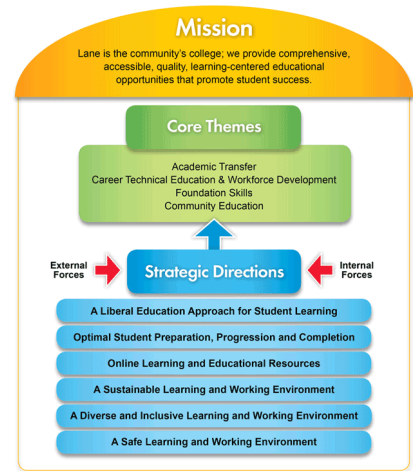


Figure 1: Lane Community College Strategy Map

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

### A Focus on Student Success

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

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

Student success is embedded throughout the college’s strategic and operational plans and is the overarching objective that ties the college’s work together across our core themes and student population. Synergies among several campus groups have enabled more effective implementation of campus initiatives aimed at improving student goal achievement, and a critical mass of expertise and common commitment among staff is emerging through the [Student Success Leadership Team](#).

Student success indicators from state Achievement Compact historical data illustrate progress in key student success measures as illustrated in Figure 1 below and Figure 2 on the following page.

Figure 2: Award Completions

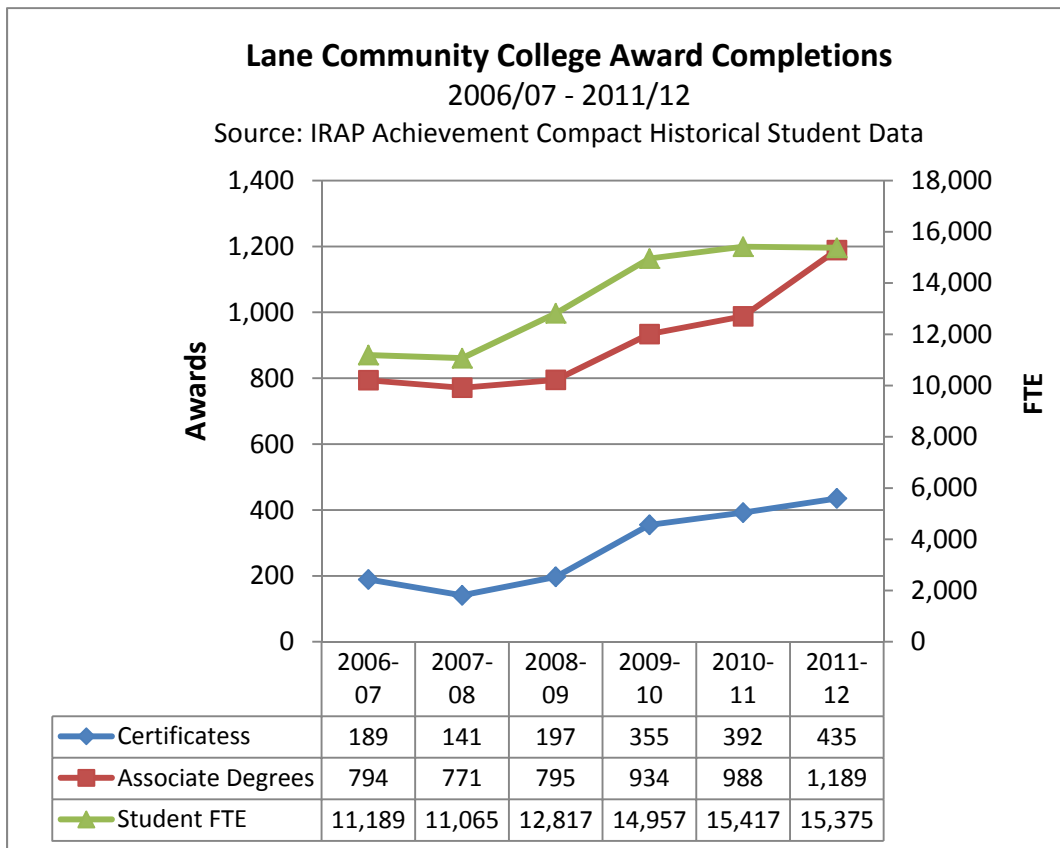
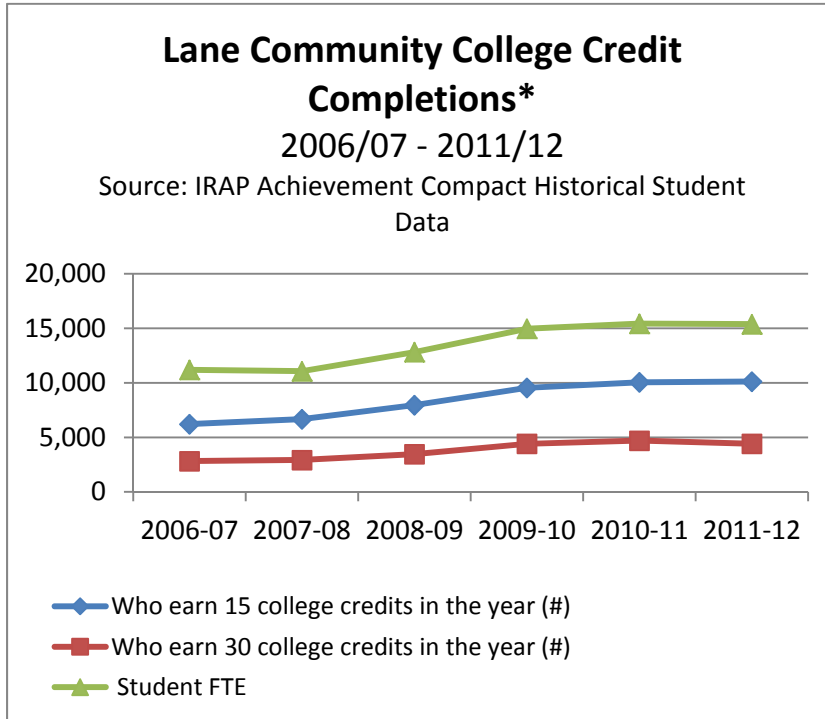


Figure 3: Credit Completions



\* College Now cases are included in credit completion data in order to match the number provided by ODCCWD.

The college will continue to cultivate a culture of evidence-informed decision making to include improving unit planning and program review processes, and expanding financial and benchmark reporting capacities at the institutional, project and program/activity level. A strategic focus for the 2013-2014 academic year is to develop mission fulfillment metrics and evidence that a) tell the Lane story; b) deepen our understanding of successes, issues and opportunities; c) connect to state and national benchmarks and norms, including accreditation and proposed performance funding metrics; and d) connect to project and program/activity-specific metrics and evidence.

### 2012-2013 Strategic Directions Update

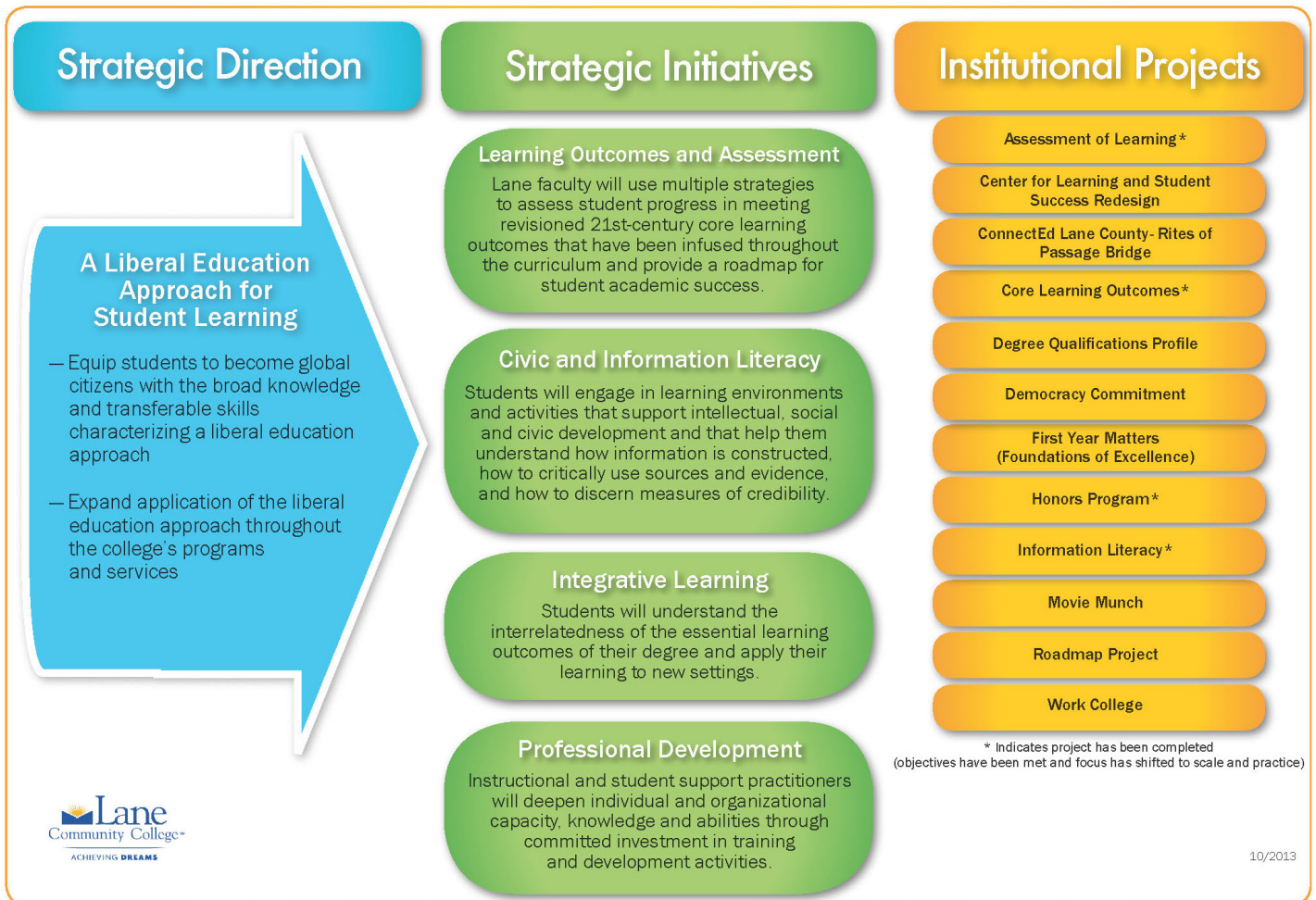
The following sections of this report focus on each of Lane’s strategic directions, with strategy maps that illustrate alignment of institutional initiatives and projects with strategic directions goals. Within each strategic direction, some data have been cited. As the Board regularly reviews collegewide benchmark 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 2012-2013 academic year with work continuing into 2013-2014. *New projects* were brought online after the start of the 2012-2013 year as part of our ongoing, evolving process of focusing work and resources on the further achievement of strategic direction goals.

# A Liberal Education Approach for Student Learning

Prepared by: Maurice Hamington, Executive Dean of Transfer Education; Lida Herburger, Student Success Manager; Christina Howard, Faculty Coordinator of Assessment; Mary Parthemer, TRiO Director/ASA Manager; Marika Pineda, Library Director; Tamara Pinkas, Cooperative Education Faculty; Brett Rowlett, Director of Governmental and Community Relations; Sarah Ulerick, Dean of Science

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

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





## Overview

*Liberal education is an approach to learning that empowers individuals and prepares them to deal with complexity, diversity and change. ~ AAC&U, Liberal Education for Everyone, 2008.*

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 establishment and integration of new Core Learning Outcomes (represented in Figure 2), information literacy utilization rates, and student perception data such as Learning Communities' Student Learning, Engagement and Satisfaction Survey. The college will continue to develop and refine data and analytical capacity in evaluating liberal education initiatives and their impact on overarching student success indicators.



Figure 4:  
Core Learning Outcomes

## Completed Projects

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

### Assessment of Learning

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

Lane is committed to creating, supporting and sustaining a culture of assessment and continuous improvement to advance and support student success. In the fifth year of General Education



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

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

### **Core Learning Outcomes**

Leads: Christina Howard, Kate Sullivan, Mary Brau

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. A final version of the Core Learning Outcomes was presented during fall 2012 inservice, followed by an October 2012 Strategic Directions Conference, "Core Learning at Lane". During the conference, faculty reviewed best practices and shared examples of infusing quality student engagement in learning through core learning outcomes. Additionally, the Assessment Team presented CLOs to Faculty Council, Learning Council, College Now staff and in faculty meetings within departments. Assessment Team members presented workshops at our fall in-service and our spring conference to persist in the college's commitment to faculty professional development in integrated learning through visible CLOs in courses and through CLO rubrics generated by Lane faculty discipline-project teams.

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

The Core Learning Outcomes Assessment Action Plan is systematic in its methods to move us forward toward mission fulfillment. Goals of increasing visibility and ownership, linking courses to CLOs, and student CLO assessment will result in outcomes that support the commitment to our liberal education strategic direction. [www.lanec.edu/assessment/core-learning-outcomes](http://www.lanec.edu/assessment/core-learning-outcomes)

## **Honors Program**

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

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

In 2012-2013, the Honors Program continued to increase the selection of courses available to Lane students. In addition to the required inquiry and capstone seminars, course offerings increased from six to thirteen, with additional offerings coming online in 2013-2014. A Cooperative Education course was made available beginning summer 2013 to allow honors students to meet the program's experiential learning requirement.

Twenty students finished the Invitation to Inquiry Seminar and seven students completed the Capstone Seminar during the 2012-13 academic year. In conjunction with Cooperative Education and IE3, the college is now able to offer a study abroad section for honors students. In partnership with the International Program, a Scholars International floor was created at Titan Court to provide a scholarly, internationally-focused living space for Lane students.

The loss and retirement of key Honors personnel necessitated recruitment of some new leaders and the creation of a Transition Plan for 2013-14. With the energetic leadership of our Faculty Coordinators and the ongoing engagement of our Leadership Team, the Lane Honors Program continues to grow. [www.lanecc.edu/honors](http://www.lanecc.edu/honors)

## **Information Literacy**

Lead: Marika Pineda

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

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

Librarians have developed an Information Literacy Toolkit to support faculty in embedding information literacy instruction into their courses. Instructors can incorporate toolkit content – short video tutorials, quizzes, widgets, and handouts – into Moodle. In 2012-13, the quizzes in the Information Literacy Toolkit were accessed 2,378 times. Another infusion resource is “one-shot” sessions where library faculty are invited to teach information literacy to any class at the request of the instructor. Librarians taught approximately 240 sessions in 2012-2013, serving 5,000 students in this modality.

To help Lane instructors stay current on evolving topics, Lane’s librarians facilitated a conversation on “Copyright and Fair Use in the Digital Age: Evolving Understanding and Responses” to more than 20 faculty at *Tea and Topics: Talk About Your Teaching* in May 2012. 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.

## **Continuing Projects**

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

### **Degree Qualifications Profile**

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

To succeed in the contemporary workplace, today’s students must prepare for jobs that are rapidly changing, use technologies that are still emerging and work with colleagues from (and often in) all parts of the globe. But the press toward helping many more students earn degrees has not been grounded in any consistent public understanding of what these degrees ought to mean. The Degree Qualifications Profile (DQP) focuses on what students should be expected to know and be able to do once they earn a degree at any level regardless of a student's field of specialization. The DQP focuses on five dimensions of learning: Applied Learning; Civic Learning; Intellectual Skills; Broad, Integrative Knowledge; and Specialized Knowledge. The DQP seeks to align learning outcomes with these dimensions.

Lane’s DQP team is comprised of faculty from general education and career technical areas, managers, and information technology staff. Collectively team members link with multiple academic divisions and disciplines, executive leadership of the college, Faculty Council, Learning Council, Institutional Research and Planning, statewide organizations, and colleagues at the University of Oregon to identify synergies among Lane’s ongoing efforts to use learning outcomes to guide teaching and assessment of learning. During 2012-2013 Lane’s DQP work plan focused on Institutional Engagement, one of three threads of the statewide project.

Work to date includes 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 their work in progress and their findings. Mapping work was presented statewide and with members of the National Institute for Learning Outcomes Assessment at the Spring DQP Teleconference. Work was initiated to link student affairs co-curricular activities to core learning outcomes; this work presents exciting opportunities to apply the Core Learning Outcomes and DQP frameworks to high impact co-curricular activities. Although progress on broader faculty professional development was delayed due to time and resource constraints, this will be a focus for the team in the current academic year. <https://www.oregondqp.org/>

### **Democracy Commitment**

Lead: Brett Rowlett

The Democracy Commitment (TDC) is a national initiative providing a platform for the development and expansion of community college programs, projects and curricula aiming at engaging students in civic learning and democratic practice across the country. The goal of TDC is that every graduate of an American community college shall have had an education in democracy.

This includes all students, whether they aim to transfer to university, achieve an associate degree or obtain a certificate. After becoming one of the original TDC signatories in 2011, Lane has increased civic involvement awareness and opportunity in partnership with student government, cooperative education, service learning and the Honors and Work College programs.

A continuance of TDC's first signature initiative, Engage the Election: 2012, the 2014 version focuses on the midterm elections. This initiative encourages member institutions to host engaging events through which both students and the community can have open, civil dialogue surrounding issues that are often overlooked outside of a Presidential election year. While many argue that the midterm elections are more important than the designation of our nation's highest executive, TDC recognizes that media outlets do not give these particular election cycles the visibility and exposure deserved. In response, The Democracy Commitment proposes a lofty, yet attainable goal, coined "2-3-4." By November 2014, TDC wants to have expanded its network to 200 community colleges nationwide, to represent 3,000,000 students, and support community colleges in registering 400,000 new voters. Lane's voter registration, engagement and turnout efforts in 2012 was one of the most successful of any of the community colleges nationwide, and we are working with TDC to share best practices with other member institutions as well as looking for ways to improve upon our success. In providing helpful toolkits, coordination assistance, and the generation of local and national resources from partner organizations to staff, faculty, and administrators, The Democracy Commitment believes the initiative will help students in American community colleges be more engaged in the 2014 election. [www.lanecollege.edu/studentsuccess/DemocracyCommitment](http://www.lanecollege.edu/studentsuccess/DemocracyCommitment)

### **First Year Matters (Foundations of Excellence)**

Leads: Mary Parthemer, Lida Herburger

In 2011-2012, Lane participated in Foundations of Excellence (FoE), a year-long, comprehensive, guided self-assessment and improvement process centered on improving the first year of college (first year experience) for Lane students. The centerpiece was a set of aspirational principles that are termed Foundational Dimensions. FoE task force members from across campus used local expertise and multiple forms of evidence to guide intellectually substantive and collegial discussions about the campus' level of excellence in the first year, producing and submitting an evaluation report and resulting action items and priorities.

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 completed FoE self-study processes. Lane's FoE team developed a template to more effectively describe the required work to actualize the nine recommendations that emerged from the First Year Matters at Lane self-study. During the 2012-2013 academic year, work focused on two activities: (1) clearly identifying Lane's first-time and first-year students, and (2) developing a First Year Philosophy. Both a faculty/staff-focused version and a student-focused version of the Philosophy Statement were adopted. The First Year Philosophy for Students is disseminated to all new students during New Student Academic Advising sessions.

During 2013-2014 the First Year Matters team will continue to work through the priorities identified in the FoE Action Plan.

## **Roadmap Project**

Leads: Maurice Hamington, Lida Herburger, Jessica Alvarado, Barbara Breden, Mary Parthemer, Sarah Ulerick

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

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

For the coming year, the project team will focus on making high impact practices and CLOs visible to students and increasing faculty understanding of high impact practices via a workshop to be held during winter term. [www.lanecc.edu/aacuroadmapproject](http://www.lanecc.edu/aacuroadmapproject)

## **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 students for the successful transition to life, work and career after college while also helping them pay for their college education. In fall 2011, the project team completed an inventory of current student employment practices. In winter 2012, survey results and a study of national best practices were used to identify and explore options for improving part-time work opportunities for Lane students, especially on main campus. The Work College team concluded its 2012-13 work with the completion of two documents: a comprehensive student worker inventory and a draft proposal for increasing and improving student employment at Lane.

The student worker inventory documents 12 distinct ways that students work for Lane. The inventory includes information about whether or not student workers enroll for credit and pay tuition related to their employment, how students are paid, eligibility requirements for each type of job, benefits to the student and benefits to the college. The proposal for increasing student employment cites seven specific recommendations for moving this initiative forward. Several of the recommendations are procedural with no budget implications while others require Lane to invest resources. Together these two documents identify the complexity, challenges and opportunities associated with student employment at Lane.

## **New Projects**

As part of our continuous process of reflection, review and planning to achieve liberal education 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 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.

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

Lane Community College has partnered with Springfield School District to develop a grant-funded Rites of Passage (ROP) "Wrap Around" Program to extend 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 will be an extension of the history, literature and life skills courses Lane teaches each summer. The first ROP bridge classes are planned for Springfield High School starting January 2014. <http://connectedlanecounty.org>

### **Movie Munch Film Series**

Lead: Phil Martinez

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. The faculty provide a brief synopsis of the film's academic importance and facilitate a discussion and question and answer session after the showing. Based on positive student and faculty feedback, the series will continue into the 2013-2014 academic year.

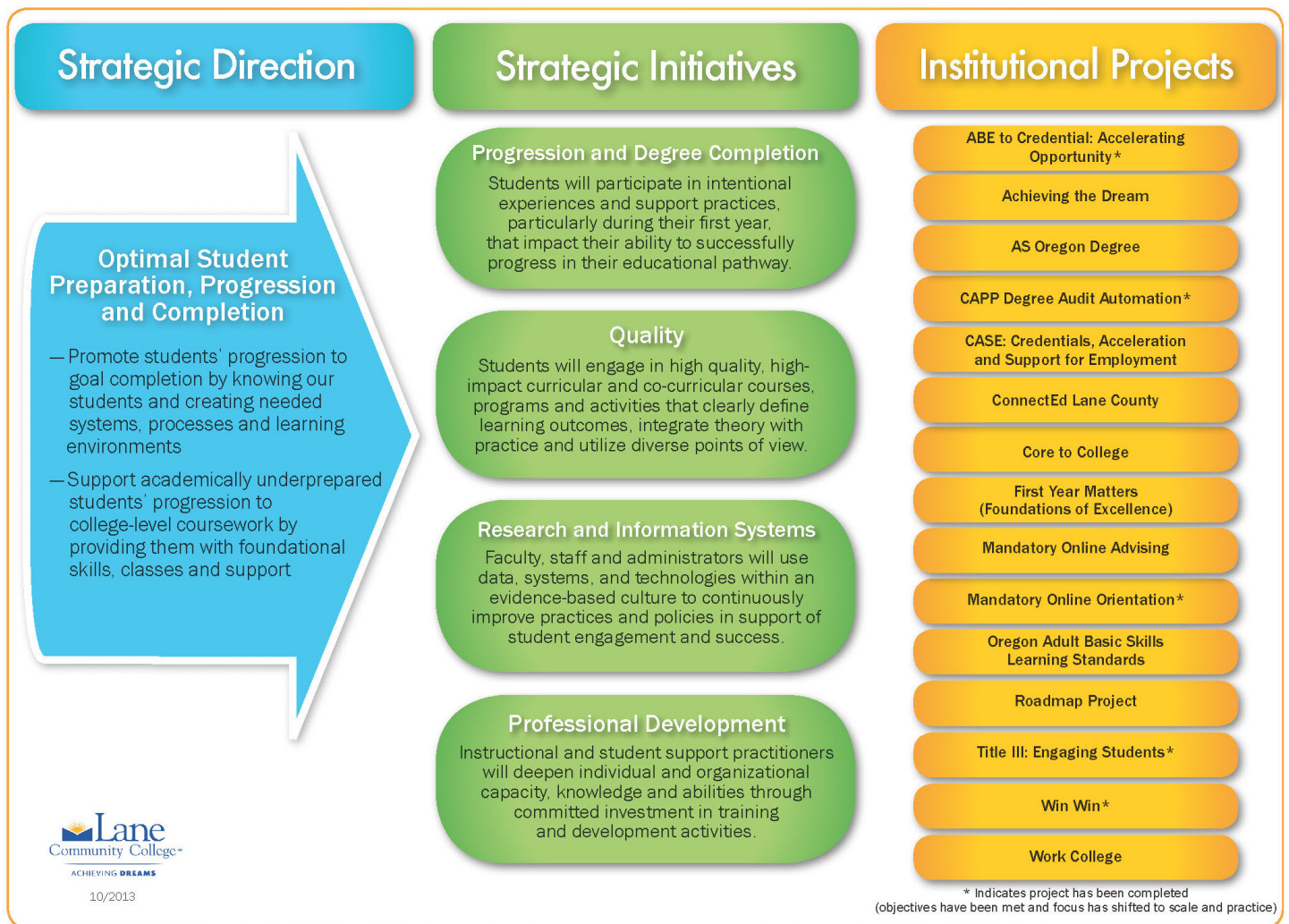


## Optimal Student Preparation, Progression and Completion

Prepared by: Jerry DeLeon, Dean of Counseling & Advising; Dawn DeWolf, Executive Dean of Career Technical Education; Helen Garrett, Dean of Enrollment Management Systems; Maurice Hamington, Executive Dean of Transfer Education; Lida Herburger, Student Success Manager; Kathie Hledik, Dean of Math; Cathy Lindsley, Director of Tutoring/ABSE/ESL; Mary Parthemer, Director of TRiO/ASA Manager

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

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



## Overview

Students come to Lane with a variety of goals, and preparing them for successful completion requires understanding of students’ profiles when they first enter the college and responsiveness to their needs as they progress. The college commits to knowing our students so that faculty and staff can work to meet their needs when they arrive, support their learning as they progress, and help them to efficiently and successfully accomplish their educational, career and life goals.

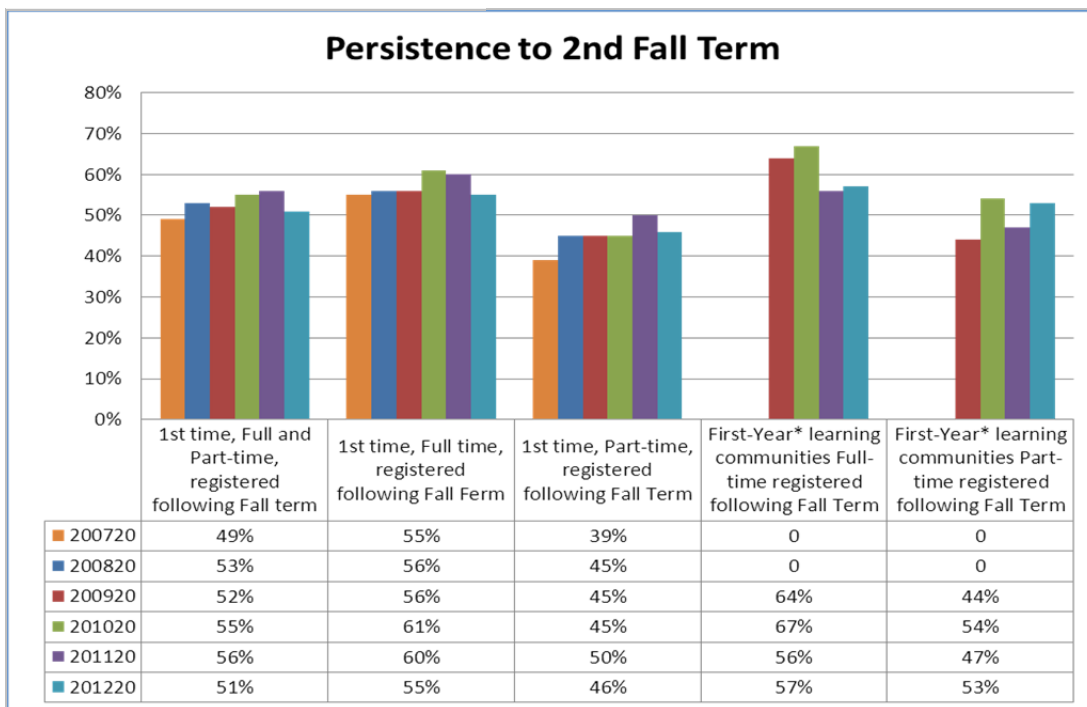
Comprehensive and on-going assessments will help identify incoming and continuing students’ needs and goals and will guide the design and implementation of programs, learning environments and services supporting student progression and completion. Such data will also guide development and improvement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

Many students arrive under-prepared for college-level classes and need 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 they may need to be encouraged to fully participate in the college community. Source: [Lane Community College Strategic Plan](#).

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 persistence data and the impact of first year learning communities on student persistence.

Figure 5: Persistence to 2<sup>nd</sup> Fall Term



Source: Title III Report

## **Completed Projects**

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

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

Lead: Dawn DeWolf

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

### **CAPP Degree Audit Automation**

Leads: Margaret Kimble, Helen Garrett

CAPP (Banner Curriculum and Program Planning) degree audit automation provides students, counselors and advising staff with automated progress audits to help assess student program progress and courses needed for completion. In fall 2011, Enrollment Services staff ran CAPP batch processing for all registered students and used refined reporting techniques to identify completed degrees and certificates for registered students. In spring 2012, staff enabled new self-service view access to students in myLane and started working toward shifting degree evaluation processing from continuous processing to an end-of-term task. Now fully implemented as part of Enrollment and Student Financial Services “Project Graduate More,” degree audit automation has been responsible for awarding 147 AAOT degrees.

### **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.

### **Title III: Engaging Students**

Lead: Mary Parthemer

The Title III: Engaging Students grant had its final year of five years in 2012-13, ending 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. Engaging Students enhanced student success by making institutional changes based on proven, high impact practices. Seven strategies were integrated in the First Year Experience including expanding first-year Learning Communities, faculty and staff development that focused on improving student success, ensuring all students are oriented to Lane and are advised, improving communication with students, and developing more front-end services.

As evidenced in the grant’s year five report, the college has made progress toward improving first-year to second-year persistence rates, graduation rates, transfer rates and increased FTE due to student retention. The grant also helped create cultural change at Lane. Faculty and staff from across the institution worked collaboratively to establish systems and an environment that supports our students in achieving their goals at Lane and are committed to continuing this momentum.

### **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.

## Continuing Projects

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

### **Achieving the Dream**

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

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

Providing an intentional and mandatory orientation and advising experience has been a goal of many student success initiatives including ATD. This objective has been achieved in stages beginning with the creation of online Moodle advising modules allowing students to receive targeted information about their majors and access to counselors and advisors without the need to wait for an appointment. Continuing this guided, self-service trend, the college introduced new online tools that give students the ability to make an informed choice about their Program of Study, to complete the required New Student Information Session (orientation) and to run degree progress reports. These tools will be augmented by DegreeWorks, which came online in fall 2013. To complete the process, all new students will be required to meet with their counselor or advisor individually or in group advising sessions to craft a first-term academic plan. Planning is underway for a term-long First Year seminar to guide students in creating an academic plan that will carry them through to goal completion.

Evidence points to non-completion of program-level math as a major obstacle for Lane students. The ATD focus this past year has been on providing tools to help students understand the value of preparing for math placement tests. A new placement orientation video was created to help students understand the placement testing process. Faculty and staff have improved the math study skills sheets used for placement testing preparation and made them available online. New projects under development for 2013-2014 include the creation of interactive, online review modules, an intensive option to take linked sections of the two lowest-level developmental math courses with full instructor contact time in a single term, and a "brush-up" workshop to help students regain math skills prior to placement testing or retesting. Academic advisors and counselors are stressing early registration in math courses, and we are working with the college leadership to change policy to require new students to take math within their first two terms.

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

### **CASE: Credentials, Acceleration and Support for Employment**

Leads: Dawn DeWolf, Randa Law, Margaret Kimble

In October 2011, Lane was awarded \$1.7M in grant funding from the Department of Labor and Employment and Training Administration for the CASE (Credentials, Acceleration and Support for Employment) TAACCCT Grant. The grant is designed to enhance student success, particularly underemployed and unemployed workers and Trade Act Adjustment eligible students, by developing

and promoting career pathway programs and increasing completion rates through career coaching, employer collaboration and applying credit for prior learning.

In 2012-2013, a cross-agency team representing Lane, local workforce agencies and the employment department was established to enhance job referral processes and effectiveness for CASE students. To date, 53 CASE participants have earned credentials, and 189 students are currently participating in the CASE system.

In addition to continuing to develop curriculum and resources for CASE participants, the focus in 2013-2014 will be to participate in the credit for prior learning standards work occurring at the state level.

### **Core to College**

Leads: Kathie Hledik, Kristina Holton, Sara Fox

Started in December 2011, the three-year Core to College project, funded by the Lumina Foundation, William & Flora Hewlett Foundation, and Bill & Melinda Gates Foundation, is designed to foster long-term collaborations between higher education and K-12 entities to improve students' college readiness and achievement. The project uses Common State Standards and assessments to establish a common definition of college readiness to signal a student's preparedness for credit-bearing college courses.

Activities during 2012-2013 included the second annual Math Summit held at Lane in October, bringing together educators to hear updates on the Common Core State Standards and the Smarter Balanced Assessment and to collaborate with each other on teaching and assessment strategies. The Educational Policy Improvement Center (EPIC) is also guiding a process for a group of college instructors and high school math teachers to align the content of Math 95 classes and to compare curricula with the Common Core State Standards. EPIC will analyze the data collected and provide a report in fall 2013. Additionally, several Lane members participated in the development of a statewide definition of college and career readiness, to be presented to the OEIB sometime this year, while others participated in summer work sessions for the Illustrative Math Project, also focused on the Common Core. Reports on the project were presented at the annual conferences of the Oregon Mathematical Association of Two-Year Colleges and Teachers of Mathematics.

<http://oregoncoretocollege.org>

### **First Year Matters (Foundations of Excellence)**

Leads: Mary Parthemer, Lida Herburger

As previously noted in the Liberal Education Approach for Student Learning section of this report, in 2011-2012, Lane participated in Foundations of Excellence (FoE), a year-long, comprehensive, guided self-assessment and improvement process centered on improving the first year of college (first year experience) for Lane students. The centerpiece was a set of aspirational principles that are termed Foundational Dimensions. FoE task force members from across campus used local expertise and multiple forms of evidence to guide intellectually substantive and collegial discussions about the campus' level of excellence in the first year, producing and submitting an evaluation report and resulting action items and priorities.



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 completed FoE self-study processes. Lane's FoE team developed a template to more effectively describe the required work to actualize the nine recommendations that emerged from the First Year Matters at Lane self-study. During the 2012-2013 academic year, work focused on two activities: (1) clearly identifying Lane's first-time and first-year students, and (2) developing a First Year Philosophy. Both a faculty/staff-focused version and a student-focused version of the Philosophy Statement were adopted. The First Year Philosophy for Students is disseminated to all new students during New Student Academic Advising sessions.

During 2013-2014 the First Year Matters team will continue to work through the priorities identified in the FoE Action Plan.

### **Mandatory Online Advising**

Lead: Jerry DeLeon, Jessica Alvarado, Anthony Hampton

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.)

Currently, the Mandatory Online Academic Advising tool offers online advising for all new credit students by using three main content areas: AAOT Transfer, ASOT Transfer, and Career Technical non-transfer students. The objective is to offer an additional resource for students to receive academic advising once it becomes mandatory for all students. The other New Student Academic Advising Session tools supplementing the online version are group and individual New Student Academic Advising Sessions. Counseling Department faculty leads will continue developing content and functionality in the 2013-2014 academic year.

### **Oregon Adult Basic Skills Learning Standards**

Lead: Cathy Lindsley

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

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

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

### **Roadmap Project**

Leads: Maurice Hamington, Lida Herburger, Jessica Alvarado, Barbara Breden, Mary Parthemer, Sarah Ulerick

As previously noted in the Liberal Education Approach for Student Learning section of this report, Lane was selected to participate in the Roadmap Project by the American Association of Colleges and Universities (AAC&U). Lane was invited to apply for a continuation award and will participate in the project for another three years. The centerpiece of Lane's project is a student Guide to Personal Success (GPS) that ties together core learning outcomes, high impact practices and degree progression and completion policies, procedures and structures that optimally support student progression and completion.

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

For the coming year, the project team will focus on implementing the GPS and further developing structures and systems in support of student progression and completion.

### **Work College**

Lead: Dawn DeWolf, Dennis Carr

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

The student worker inventory documents 12 distinct ways that students work for Lane. The inventory includes information about whether or not student workers enroll for credit and pay tuition related to their employment, how students are paid, eligibility requirements for each type of job, benefits to the student and benefits to the college. The proposal for increasing student employment cites seven specific recommendations for moving this initiative forward. Several of the recommendations are procedural with no budget implications while others require Lane to invest resources. Together these two documents identify the complexity, challenges and opportunities associated with student employment at Lane.

## **New Projects**

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

### **AS Oregon Degree**

Leads: Maurice Hamington, Rich Freund

This project will reconfigure Lane's current Associate of Arts Science degree into a direct transfer degree to the University of Oregon and Oregon State University with no ancillary requirements and with clear pathways to transferring with Junior standing in a variety of Bachelor of Arts degree programs. The work is being modeled after Linn-Benton's relationship with Oregon State University. The objective is to support transfer students in maximizing their time and resources and encourage them to earn an Associate of Arts degree on their way toward further academic study. The general studies curriculum approval resulting in catalog changes will be completed for fall 2014 with Bachelor of Arts pathways in place for fall 2015.

### **ConnectEd Lane County**

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

ConnectED Lane County is a local coalition of school districts, institutions of public higher education, and early childhood partners. The aim is to increase the number of local high school graduates who are successful in higher education and life by creating a seamless and streamlined transition between early childhood, K-12 and higher education through partnerships and relationships with educational, community, and business partner organizations. Partners share information, increase cooperation, and aid students in their education transitions by identifying shared strengths, issues and concerns; identifying and addressing systemic barriers that harm equity and accessibility for all students; exploring opportunities for cooperation; and identifying resources that can benefit students such as grants, donations, knowledge and experience. The related ConnectEd Lane County – Rites of Passage Bridge project is described in the Liberal Education Approach for Student Learning section of this report.

<http://connectedlanecounty.org>

## Online Learning and Educational Resources

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

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 rate<sup>1</sup> combined with a 15% increase in average website visit duration<sup>2</sup>.

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.

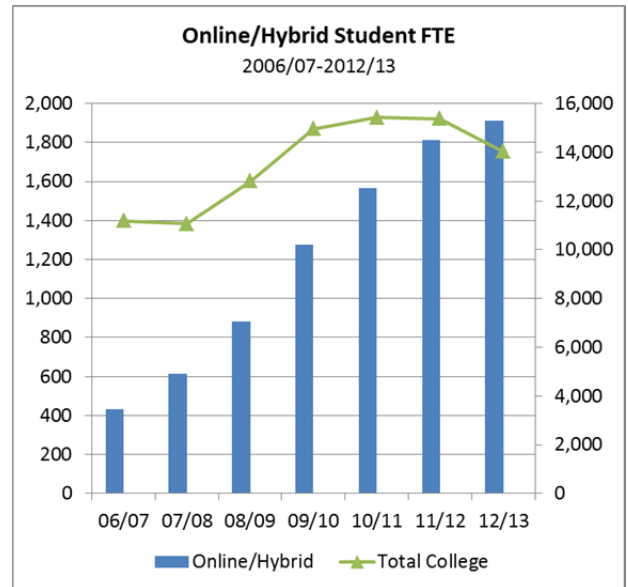


Figure 6: Online/Hybrid Student FTE  
Source: Information Technology/Institutional Research Assessment and Planning. 12/13 figures are preliminary

<sup>1</sup> 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*.

<sup>2</sup> 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](http://lanecc-sandbox.mrooms.net)). Moodle's production site ([classes.lanecc.edu](http://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

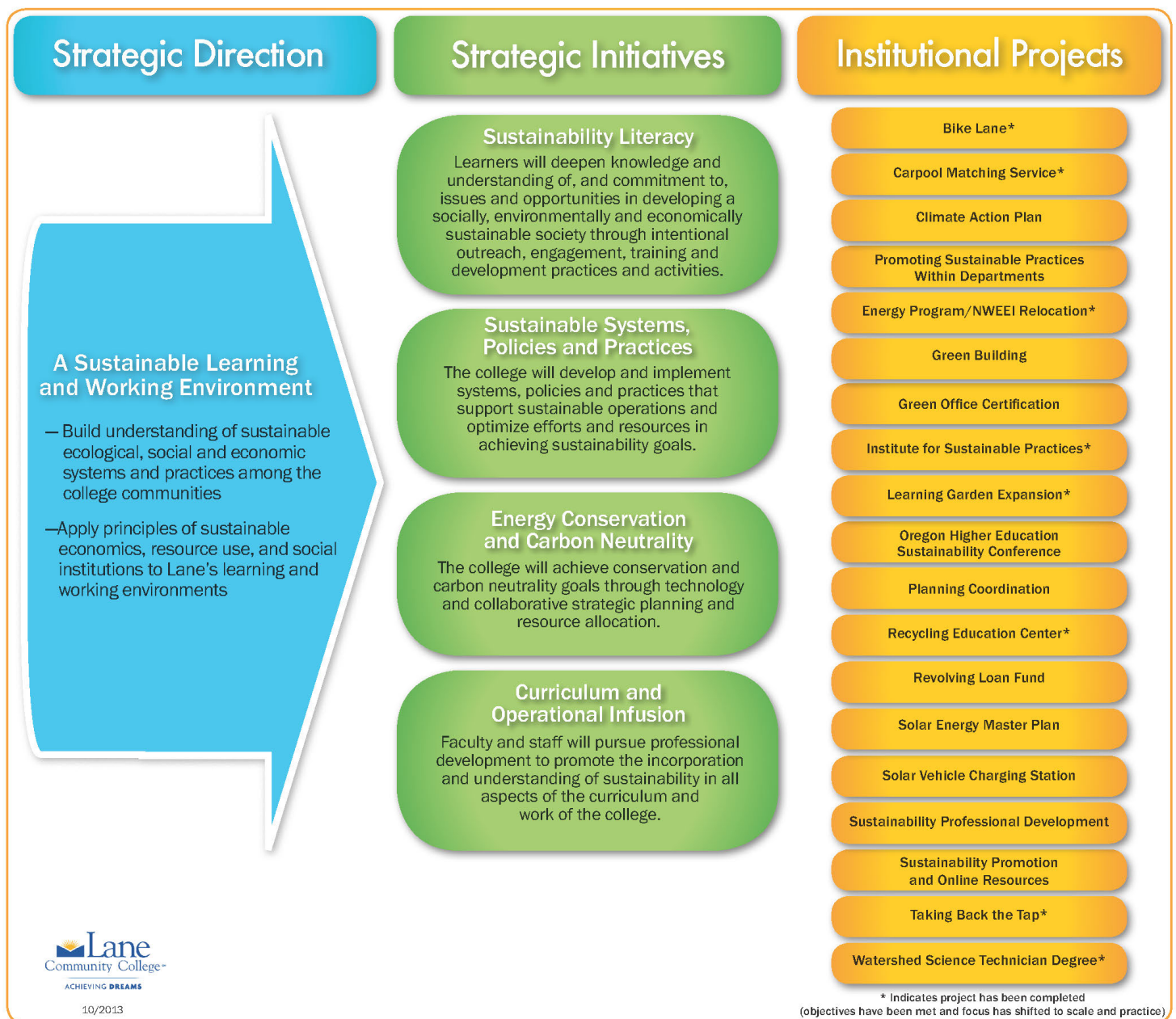
The Video Distribution Platform establishes an online media service for the college to present content created by faculty, documented events, and college announcements. The benefits of the system are: easier access across multiple devices for students, next generation tools to help both students and 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.

## A Sustainable Learning and Working Environment

Prepared by: Roger Ebbage, Institute for Sustainable Practices Faculty; Jennifer Hayward, Sustainability Coordinator; Brian Kelly, Vice President of College Services; Michael O’Neal, Foodservices Manager; Claudia Owen, Science Faculty; Margaret Robertson, Advanced Technology Faculty; Paul Ruscher, Science Faculty; Anna Scott, Energy Analyst; Julie Sheen, Learning Garden Specialist; Mike Sims, Recycling and Surplus Property Coordinator; Todd Smith, Director of Facilities Management and Planning; Sarah Ulerick, Dean of Science

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

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





## 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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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.lanecollege.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.lanecollege.edu/sustainability/sustainable-practices-departments](http://www.lanecollege.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.lanecollege.edu/sustainability/green-building](http://www.lanecollege.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](http://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](http://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](http://www.lanecc.edu/sustainability)



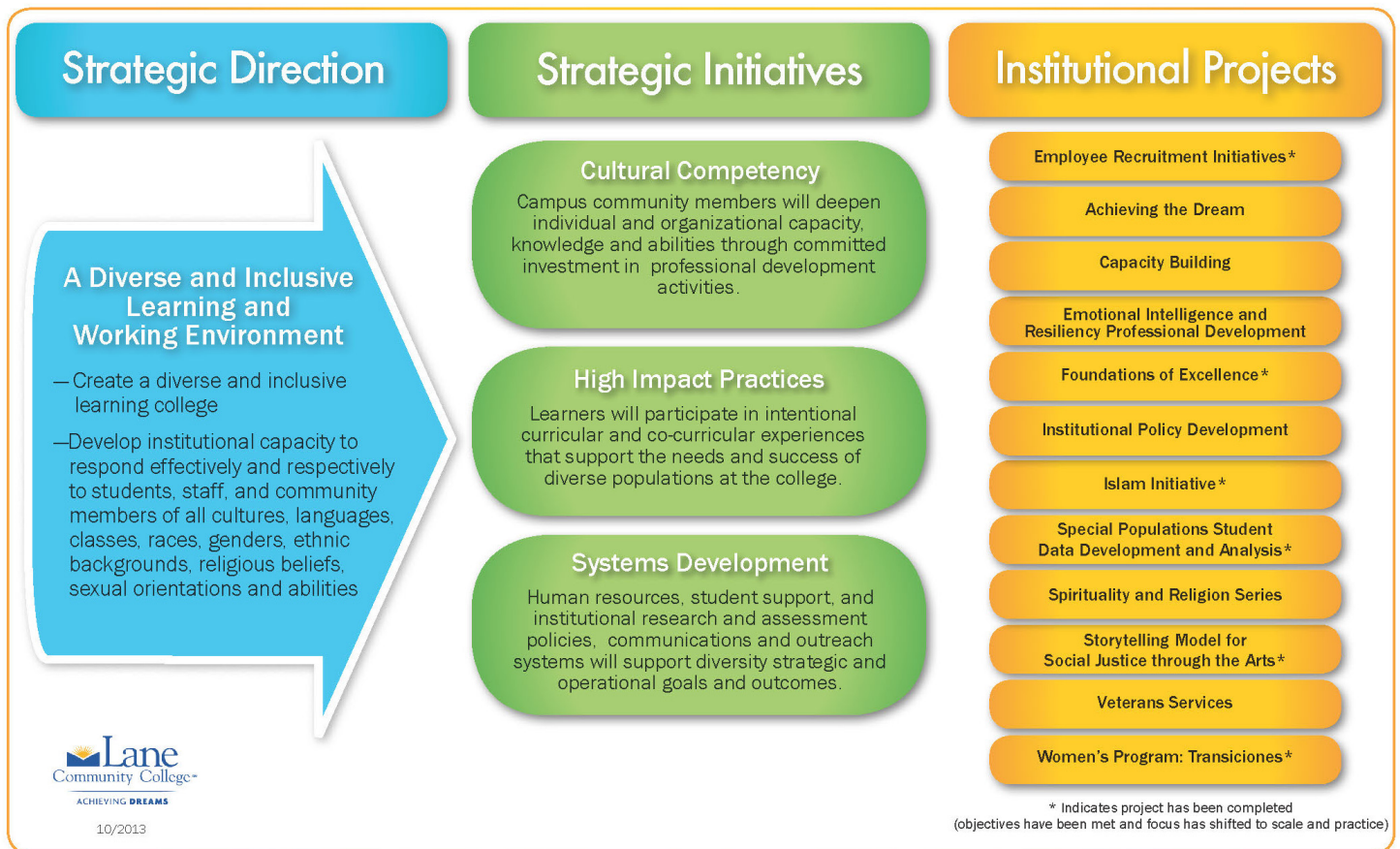
# A Diverse and Inclusive Learning and Working Environment

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

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.

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 2012-2013 that demonstrate progress toward diversity goals include reducing EEO/AA placement goals, training more than 1,500 Lane staff, students and community members in the “Storytelling Model for Social Justice through the Arts” professional development series; training more than 20 Lane students and staff to train others in the “Breakthrough Conflict” and “Allies and Safe Space” training models; countering cultural stereotyping through the Islam Initiative; and increasing Lane Community College foundation scholarship awardees by 3.5% from 2011-2012. A continuing focus will be to develop and refine the college’s capacity to assess the impact and effectiveness of diversity training, development, outreach and engagement on organizational culture and student success.

## Completed Projects

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

### Employee Recruitment Initiatives

Lead: Dennis Carr

Lane has continued to make progress in some job groups to meet EEO/AA placement goals during the past two academic years through focused recruitment efforts and diligent work with search committees, deans and managers. During this period, the number of placement goals reflecting “underutilization” (less than statistically expected employment of women and protected class employees) in the 64 job groups employed at the college has been reduced to 22 placement goals.

In March 2013, the Equity and Community Coalition (ECC) Recruitment and Selection Subcommittee reported to the ECC's Chief Administrative Officers on best practices currently being utilized by the eleven agencies during each key phase of the hiring process. These practices were distributed among agencies and assist in creating inclusive work forces and work environments. Human Resources staff will continue to enhance diversity recruitment efforts by further engagement with both internal and external stakeholders, exploring new programs and partnerships, new recruitment sources, and maximizing tools and functionality available through the new Lane Employment Opportunities (LEO) system. <http://jobs.lanecc.edu>

### **Foundations of Excellence**

Leads: Mary Parthemer, Lida Herburger

To determine the extent to which Lane meets its vision of diversity, diversity-related opportunities and programs available to first-year students were examined as part of The First Year Matters: Foundations of Excellence project. Task force 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 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.

### **Islam Initiative**

Leads: Clif Trolin, Ken Murdoff, Jeff Borrowdale, Nadia Raza

The Islam Initiative is 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 campus who represent a diversity of backgrounds and offer a plurality of perspectives to the academic study of Islam. Over the past two years, 10 national scholars on various aspects of Islam were brought to Lane to give lectures that were open to students, faculty, staff, and the general community. Scholars gave a morning or afternoon lecture to a collection of classes and an evening lecture directed toward general public with attendance up to 125. Two Festivals of Films from Around the Islamic/Muslim World were held, featuring seven to eight films each year, free and open to the public, with post-film discussion facilitated by various Lane and University of Oregon faculty and community members. Additionally, four new classes in Islamic Studies were created: Islam (Religious Studies), History of Islam, Islamic Literature, and Regional Geography of the Muslim World. To date three of the four courses have been offered for college credit and plans are being developed to offer these on a recurring basis.

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

### **Special Populations Student Data Development and Analysis**

Leads: Craig Taylor, Molloy Wilson

This work is focused on developing means for identifying student populations based on gender, ethnicity, age, socio-economic status, and also participation in programs such as Women in Transition, Rites of Passage and the Veterans Program. The purpose is to understand issues and opportunities for closing achievement gaps and for assessing the impact and effectiveness of high impact practices and innovations. Through collaboration with Enrollment Student and Financial Services, Information Technology and Academic and Student Affairs, Institutional Research, Assessment and Planning (IRAP) faculty and staff have developed a student data set that identifies

special populations and analytical tools for understanding their success. 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.

### **Storytelling Model for Social Justice through the Arts**

Leads: Jim Garcia, Donna Koechig

In January 2012, keynote speaker, Dr. Lee Anne Bell, introduced her “Storytelling Model for Social Justice through the Arts” to staff and students at Lane’s Diversity Strategic Direction Conference. Dr. Bell’s unique model is a departure from the traditional diversity training narratives in that it incorporates the arts including storytelling, music, and poetry. The model offers a framework for employees to use to actively critique “stock stories” that sustain inequality, while encouraging staff and students to seek out concealed and resistance stories about the history, struggles, strengths and aspirations of marginalized communities. These stories provide materials for developing “transforming stories” that enact and sustain more inclusive and just educational practices.

Numerous events and presentations, such as Dr. Arun Gandhi’s presentation on “Lessons from My Grandfather”; Dr. Stanley Coleman’s performance of Phillip Hayes Dean’s *“Paul Robeson”*; Ni Ketut Arini, Master Dancer of Bali’s life story, dance performance, and workshops for students and community members; and Dr. E. Patrick Johnson’s performance of *“Pouring Tea, An Oral History of Black Gay Men of the South,”* were provided using the storytelling model during the 2012-2013 academic year. Due to the positive response of this model by Lane staff, students and the community, the model has been integrated into practice within the college; ongoing diversity and equity offerings incorporating the model will be regularly provided throughout the year.

### **Women’s Program: Transiciones**

Lead: Barb Delansky

Transiciones is a program to help Latinas to 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. The Women's Program has revised and expanded Transiciones to provide students with nine credits of graded coursework to establish a GPA and therefore become eligible to apply for a variety of scholarships offered through Lane’s Foundation and in the community. These scholarships are often the only form of aid available to these students and directly impact their continuation and success. In the 2012-2013 academic year, 80% of the Transiciones cohort applied for scholarships. Moving forward, the college and program advisory committee will continue to support Transiciones participants in successful progression to degree or certificate programs and to enhance outreach, advising and other services to support Latina student success. [www.lanecc.edu/wp/womens-program-transiciones-espanol](http://www.lanecc.edu/wp/womens-program-transiciones-espanol)

## Continuing Projects

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

### **Achieving the Dream**

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

As described in the Optimal Student Preparation, Progression and Completion section of this report, in 2011, the college joined Achieving the Dream (ATD), an evidence-based, student-centered, and results-oriented national initiative dedicated to helping more community college students, particularly low-income students and students of color, stay in school and earn a college certificate or degree. As part of ATD implementation planning and development, Lane conducted an Inventory on Diversity and Equity in Spring 2012, followed by a Diversity and Equity World Conversation and World Café, attended by students from ASLCC, BSU, Trio and International Programs, members of the college's Student Success Leadership Team, ATD Teams and Executive Team. The ATD project will continue through 2013-2014; work will continue on refining the ability to study and analyze achievement gaps at Lane, develop interventions and high impact practices, and continue conversations and connections with students to explore diversity and equity issues and opportunities.

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

### **Capacity Building**

Lead: Donna Koechig

This multi-year project is focused on intentional professional development efforts to build organizational and individual capacity for transforming conflict into solved problems, strengthening relationships, deepening trust, and increasing innovation.

Since 2012, twelve Lane managers have been trained in the "Break through Conflict" system. Each term, these managers have conducted "Break through Conflict" training sessions for Lane staff and will continue to provide quarterly sessions for the upcoming academic year. During 2012-2013, eleven staff and students were trained in the "Allies and Safe Space" training model to provide ongoing, cost effective training to Lane staff and students. This model is designed to promote an inclusive and respectful environment for lesbian, gay, bi-sexual, transgender, queer, and intersex (LGBTQI) individuals on campus.

Another effort to build internal leadership capacity across employee groups is Lane's Aspiring Leaders Program. The program is in its sixth year with more than 124 classified, faculty, and managers having participated. In addition, an Advance Aspiring Leaders Committee has been formed to continuing the development of leadership skills in Aspiring Leader graduates.

Finally, as a member of the Equity and Community Coalition (ECC), the college participates in cross-agency equity and diversity events, activities and professional development opportunities. The ECC consists 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. This includes collaboratively providing cross-agency equity and social justice activities as well as professional development opportunities to better serve their communities.



## **Institutional Policy Development**

Leads: Elizabeth Andrade, Donna Koechig

Pursuant to the purpose stated in its charter, the Diversity Council has continued its work on the development of a Professional Cultural Competency Education Policy. The policy is focused on providing staff with opportunities to learn about diversity across many dimensions and to enable them to respond more effectively and respectfully with Lane's students, staff and community. At the same time, the policy seeks to create a level of accountability for all of Lane's staff members.

The Professional Cultural Competency Education Policy has been discussed at the Diversity Council for the past five years. The Diversity Council was unable to reach consensus to approve the policy based on one representative's opposition vote. In response to this ongoing stalemate, the decision was made to suspend discussion about the Professional Cultural Competency Education Policy and focus efforts on developing a Religious Guidelines Policy. Work proceeded on the Religious Guidelines Policy. Unfortunately, last year students repeatedly expressed concerns of harassment and discrimination to the representatives of Lane's Associated Students of Lane Community College (ASLCC). In response, the student representatives to the Diversity Council decided to bring the Professional Cultural Competency Education Policy back to the forefront of the Diversity Council's work.

In spring 2013, the Diversity Council passed the Professional Cultural Competency Education Policy. The policy was then brought to College Council for consideration and approval. College Council had two readings of the policy but was unable to reach consensus to approve the policy.

## **Veterans Services**

Lead: Helen Garrett

2012-2013 represents a pinnacle year for the renamed Veterans Services Department within Enrollment and Student Financial Services. The college dedicated the new Maxwell Student Veteran Center in November of 2012 after honorary degree recipient Robert D. Maxwell, a Congressional Medal of Honor awardee and former Lane faculty member. Staffing was increased from one full-time Veterans Affairs Certifying Specialist to 1.5 FTE by adding a second half-time employee. This gave the college much needed resources to serve the more than 600 Chapter benefit veteran recipients per term. The newly funded Lane Student Veteran Club began this year and has more than 125 members meeting twice monthly to identify ways to serve veteran and military students. Outreach to the community serving veterans and military students has expanded with multiple college staff attending monthly Vet Net meetings and our hosting community members in our LIVE (Lane Integrating Veterans Education) office every week to meet with Lane students.

For the 2013-2014 academic year we have hired a work study student to develop a curriculum to begin offering a weekly Veterans and Military Student student-led orientation and a Co-Op student who is developing an outreach program to coordinate Lane attendance at community events of interests to veterans. We have also added a lending library for used textbooks and a netbook computer check out systems for students to offset their college costs. [www.lanecc.edu/va](http://www.lanecc.edu/va)



## New Projects

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

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

Lead: Donna Koechig

*What distinguishes great leaders and staff from the rest? Decades of research shows that it is the competencies associated with Emotional Intelligence (EI) that make the biggest difference. This is especially true in today's organizations of shrinking resources and higher demands. Leaders are charged with keeping others, and themselves, performing at their best during these challenging times.*

Upon the recommendation from the Advanced Aspiring Leaders Committee, and to further reinforce Lane's Diversity Core Value and Diversity Strategic Direction, the college has begun a new project focused on emotional intelligence and resiliency professional development program. The college has partnered with five local agencies to bring in a leading EI expert, Suzanne Rotondo, for training and development sessions. Suzanne has also worked with Lane's new Executive Team to model these critical leadership skills, integrate them into their daily work, and develop a high performing leadership team. Lane and its partner agencies are currently exploring the development of an "EI train the trainer" model to ensure the continuation of providing this valuable professional development for its staff in a cost effective manner.

### **Spirituality and Religion Series**

Leads: Stan Taylor, Donna Koechig

Lane's Peace Center and Diversity Office are exploring the development of a "Spirituality and Religion" series to continue to build on the non-violence work of Dr. Arun Gandhi and His Holiness the Dalai Lama's visits to the community this past year. The series will be in partnership with the Palmo Center for Peace & Education and others within the community and possibly focus on topics such as compassion, mindfulness, peace, and kindness. In 2013-2014, the first collaboration with the Palmo Peace Center will bring Lady Palmo to Lane Community College's Longhouse with Lane's Peace Center Chair being invited to speak at a dinner honoring Lady Palmo's role in bringing the Dalai Lama to Eugene. [www.lanecc.edu/peacecenter](http://www.lanecc.edu/peacecenter)

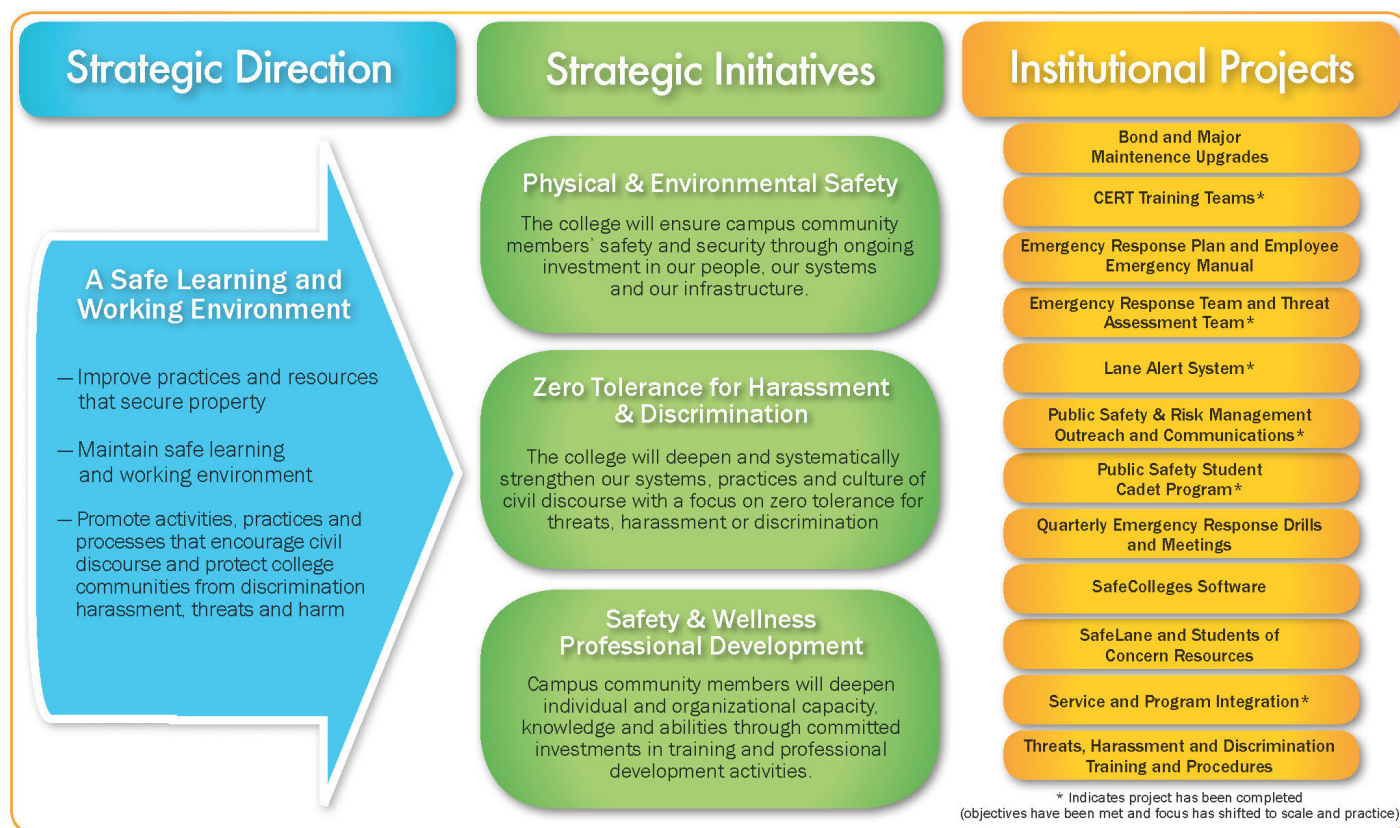
## A Safe Learning and Working Environment

Prepared by: Jace Smith, Director, Public Safety; Joan Aschim, Public Information Officer; Mona Arbuckle, Director, Health Clinic; David Willis, Director, Facilities, Management & Planning; Thad Cowdin, Manager, Information Technology; Dawn Barth, Risk Management Coordinator; Kerry Levett, Executive Dean for Student Affairs; Dennis Carr, Chief Human Resource Officer

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 shall engage 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 [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.

Time loss claims/days and the total incurred losses for workers compensation claims (a key safety performance indicator) have been reduced by over 30% during 2012-2013 compared to 2011-2012.

## Completed Projects

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

### Emergency Response Team and Threat Assessment Team

Leads: Jace Smith, Dawn Barth, Dennis Carr

The college has an active Emergency Response Team (ERT) to coordinate responses to a variety of potentially urgent and/or crisis circumstances consistent with the Emergency Response 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. ERT and TAT teams are staffed by different groups of college employees who either have position responsibility or subject matter expertise to inform the ERT and TAT assessments and decisions. The Emergency Response Team met monthly during the last two academic years. The Threat Assessment Team also meets monthly, or as frequently as needed, to actively apply established risk assessment protocols concerning both specific and general threats.

Effective with the start of the 2013-2014 academic year, the work of the ERT and TAT teams has resulted in establishment of both [SafeLane](#) and [Students of Concern](#) dedicated webpages that provide a variety of important emergency response guidelines and risk assessment tools for Lane employees and students. [www.lanec.edu/copps/documents/emergency-plan](http://www.lanec.edu/copps/documents/emergency-plan), [www.lanec.edu/threatassessment/team-information](http://www.lanec.edu/threatassessment/team-information)

### **CERT Training Teams**

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

The college has collaborated with Lane County and regional/national emergency response authorities to provide Community Emergency Response Team (CERT) training for more than 35 college employees. Members of Lane's CERT Team will be deployed in the event of an emergency or disaster to support the college's Emergency Response Team, Public Safety and Health Clinic personnel. Additionally, several Public Safety officers have completed Emergency Medical Technician training through the college's EMT academic program.

During the 2013-2014 academic year, CERT team members will be integrated into emergency response and emergency preparedness drills in order to assure a coordinated response in the event of actual emergencies. [www.lanec.edu/safety/safety-committee-employee-safety-information](http://www.lanec.edu/safety/safety-committee-employee-safety-information)

### **Lane Alert System**

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

Lane implemented the Lane Alert System using the web-based Blackboard Connect mass notification system, customized for Lane's needs. This system allows for timely and confidential notifications using a variety of methods of communication (examples: home phone, cell phones, text messages and email communications) to all Lane staff and students who self-enroll for alerts. The system may be activated from any computer with an Internet connection to provide real time warning and emergency guidance to all college community members who provide current contact information. The Lane Alert System has become the first level of emergency response notification communications to college community members and was recently tested during the college's participation in the Great Oregon Shakeout earthquake drill. Employees and students may self-enroll in the Lane Alert emergency notification system by accessing the system via MyLane or ExpressLane.

### **Public Safety and Risk Management Outreach and Communications**

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

Lane's Public Safety Department has collaborated with Risk Management to conduct a series of personal safety and property security 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 alerts and Lane Alert System notifications, safety newsletters, sexual assault prevention courses, and participation in employee wellness fairs. The Public Safety Department has institutionalized these focused training, outreach communications systems and practices over the past two academic years, and all college programs, departments and divisions are encouraged to schedule training sessions. Two great safety resource websites have been created for employees and students, [SafeLane](#) and [Students of Concern](#).

## **Public Safety Student Cadet Program**

Lead: Jace Smith

A “student cadet” program has been implemented through Lane’s Public Safety Department to provide paid cooperative education learning opportunities for college students interested in safety and law enforcement careers. The Public Safety student cadet student workers augment the full-time and part-time Public Safety Officer workforce, with numerous student cadets participating in 2012-2013. This program provides additional “eyes and ears” focused on a safe and secure work and learning environment at the college, while providing valuable work experience to Lane students.

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

## **Service and Program Integration**

Leads: Dennis Carr, Jace Smith, Dave Willis, Mona Arbuckle, Wendy Simmons

A primary focus for leaders from Human Resources, Public Safety, Facilities Management and Planning, the Health Clinic and the Wellness Program takes a systems thinking approach to campus safety by developing coordinated processes, procedures and communications, and ensuring optimal integration of infrastructure, people and other resources in achieving safety objectives.

Public Safety, Facilities Management & Planning, Human Resources, the State Fire Marshall and Goshen Fire & Rescue now conduct joint quarterly meetings. Additional meetings with internal college stakeholders and external compliance and emergency response partners are scheduled on both regular and as-needed bases. Integration work has resulted in successful joint exercises, pre-planned facilities inspections, improved emergency alarm communication and coordination, and ongoing and proactive communications between college representatives and our safety partners.

## **Continuing Projects**

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

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

Lead: Todd Smith

As a result of the 15-year bond funds and Go Oregon deferred maintenance resources, during the past three academic years Lane has invested well over \$100M in upgrades to facilities, infrastructure, classrooms and security systems college-wide. These investments have resulted in significant improvements for the safety and security of college community members and property through projects such as new and renovated classrooms, enhanced contemporary interior and exterior lighting systems, keyless access security controls as well as new alarm and emergency communications systems. During the next three academic years, additional projects will include a major renovation of the Center Building transforming this building into the Center for Learning and Student Success (CLASS) and comprehensive upgrades to Lane’s central power plant and systems. The purchase of new boilers has already been authorized for the central power plant upgrade and installation of the new boilers for this project will significantly enhance both the safety and sustainability strategic directions.

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



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

Leads: Dawn Barth, Jace Smith, Dennis Carr

Lane's Emergency Response Plan has been updated during the past two academic years. Updates and improvements to the plan will continue during 2013-2014. A four-page summary Employee Emergency Manual has been updated for 2013-2014 and is being distributed as broadly as possible. There are four specific manuals, one each for main campus and the downtown, Florence and Cottage Grove centers. Copies of the manuals may be obtained by contacting Risk Management or Human Resources. Training programs and emergency response drills aligned with the ERP will be implemented on a regularly scheduled basis throughout 2013-2014 and beyond in order to standardize emergency response protocols for a variety of potential crises. [www.lanec.edu/copps/documents/emergency-plan](http://www.lanec.edu/copps/documents/emergency-plan)

## **Quarterly Emergency Response Drills and Meetings with Fire Marshall & Emergency First Responders**

Leads: Dawn Barth, Jace Smith, Todd Smith

Quarterly meetings have been scheduled and conducted with the State Fire Marshall and Emergency First Responders (Goshen Fire and Rescue) during the past two academic years. These safety and security planning and problem solving meetings will continue and become institutionalized during 2013-2014 and beyond.

## **SafeColleges Software**

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

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

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

Leads: Dennis Carr, Kerry Levett, Donna Koechig

The language of the safety strategic direction clearly states: "The college will deepen and systematically strengthen our systems, practices and culture of civil discourse with a focus on zero tolerance for threats, harassment and discrimination." Therefore, during 2013-2014 the college will plan and implement training programs, as well as implement an updated complaint procedure, to assure that college employees and students may enjoy a safe and respectful work and learning environment consistent with the core values and strategic directions of the college.

<http://www.lanec.edu/board/policies/d020>



## New Projects

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

### **SafeLane and Students of Concern Resources**

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

During the 2012-2013 academic year, the college implemented two new web-based safety resources, [SafeLane](#) and [Students of Concern and Threat Assessment](#). These resources support many of the college's projects and initiatives in support of the safe learning and working environment strategic direction. SafeLane provides quick links to a variety of safety related resources on the Public Safety, Lane Health Clinic and the Employee Emergency Manual webpages. Students of Concern provides a variety of tools and resources for faculty and staff to report and process student behavioral concerns while the threat assessment pages provide consultation and referral information for both employees and students of concern. These resources are available as links off the college's home page. 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. In 2013-2014, safety team members will continue to educate and inform the campus community of these resources and will conduct an end-of-year assessment and evaluation of their impact toward safety goals and objectives.

## Looking Ahead

Work in 2013-2014 will focus on *connection* and *convergence* of efforts and understanding in support of strategic goals and objectives. Strategic directions leads will continue to review priorities and return on mission within existing project portfolios and to optimize limited staffing and other resources. Communications, professional development and bringing work to scale will be particularly emphasized to embed high impact practices deep within the culture and operations of the college.

In addition to strategic direction projects and initiatives, college faculty, staff and administrators are undertaking three institutional planning efforts in 2013-2014:

### **Strategic Enrollment Management Plan**

Academic and Student Affairs will bring a team together to develop a strategic enrollment management program for Lane that includes analytical tools for modeling and projecting enrollment trends based on trend data, regional demographics, student success and retention measures, economic and environmental factors, and other influencers. The program will establish enrollment goals by student segment; guide marketing, communication and recruitment efforts; link to resource planning and scheduling; identify and address key entrance and exit points; and inform budget and financial plans and projections.

### **Enterprise & Auxiliary Strategic Plan**

College Services will lead the effort to generate a long-term vision for enterprise and auxiliary activities at the college to include their relationship and contribution to the general fund. Work will include clearly defining connection to college mission, reviewing business and operating models, exploring opportunities for increased revenue streams and cost efficiencies, developing key performance indicators and robust reporting tools, and determining appropriate general fund contribution levels.

### **Capital Improvement Plan**

College Services and Facilities Management & Planning will lead efforts to develop a comprehensive capital improvement plan that draws together myriad deferred maintenance, infrastructure, bond, climate action plan and campus master planning efforts to strategically prioritize capital investment over a six-year horizon. The plan will cover preservation and revitalization of existing assets and infrastructure, acquisitions, and new construction, with prioritization developed for annual project plans. Cost estimates will include initial capital investment, marginal operating costs and ongoing maintenance cost, allowing for better informed decision making and more accurate financial forecasting.

As this 2012-2013 strategic directions update indicates, Lane is committed to its comprehensive mission, as evidenced by our initiating, supporting, completing and evaluating a wide range of institutional initiatives and projects that are clearly aligned with strategic directions goals. These goals – improve student preparation, progression and completion; provide a liberal education approach for learning, including improved digital fluency and critical thinking across disciplines; and build a diverse, inclusive, safe and sustainable learning and working environment for all who learn and work at the college – inform both our daily work and our vision for the future. Goals are interrelated through their shared impact on student success and support of our four core themes: Academic Transfer, Career Technical and Workforce Development, Foundational Skills Development and Lifelong Learning. The interconnectedness of our mission, core themes, strategic directions, initiatives and projects provides us with a strong institutional ability to fulfill our promise as the community’s college: we will transform students’ lives through learning.



## **Lane Community College**

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