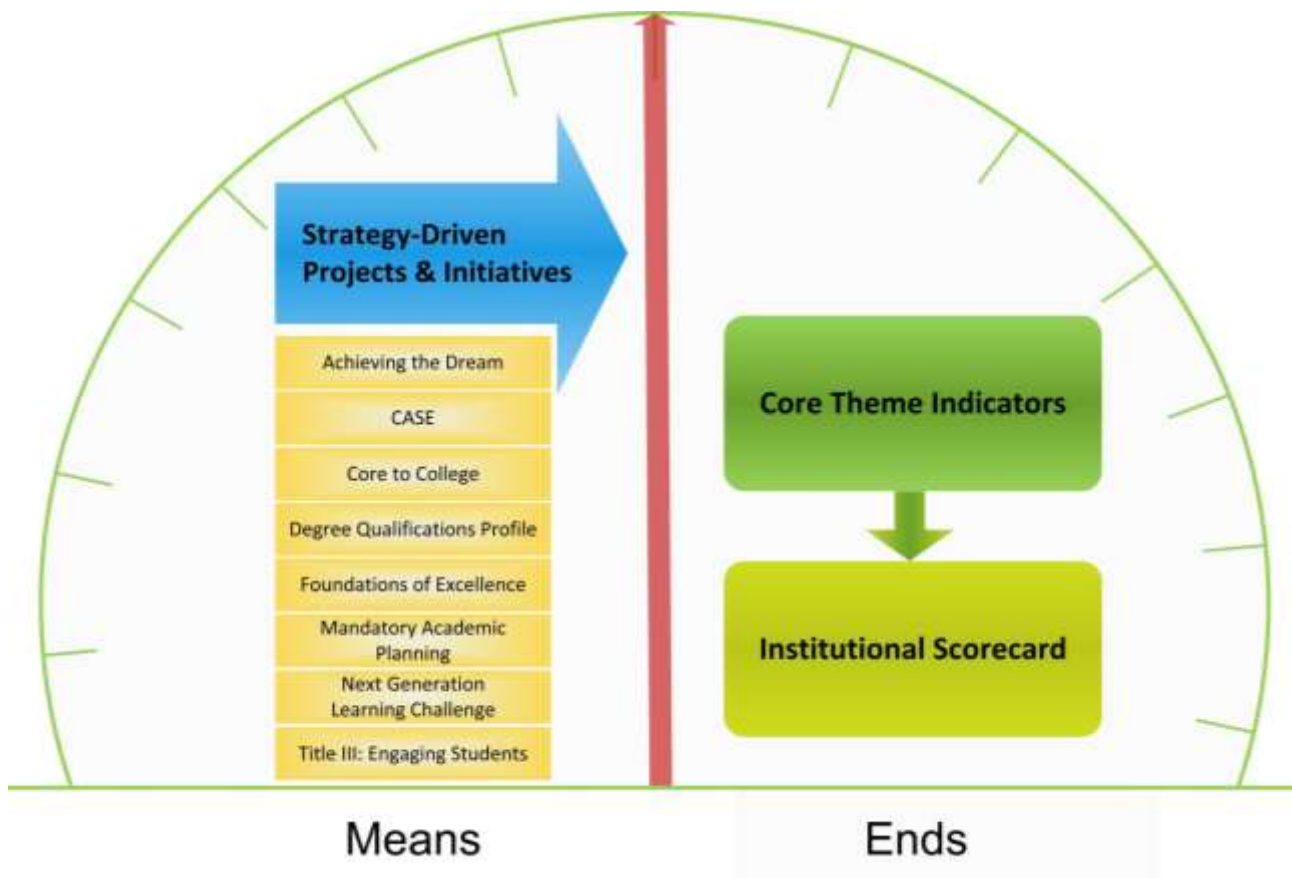# Lane Community College

Transforming Lives Through Learning

2011-2012 Strategic Directions Report

Prepared by: Sonya Christian, Jen Steele, Craig Taylor

Introduction

Lane Community College has been implementing the Strategic Directions approved by College Council in March 2010. Each year the college has focused on two of the strategic directions while still continuing to work on all six. The work related to the Strategic Directions has helped Lane staff design and implement strategic initiatives and to review and revise current policies and procedures. This work has been cultivated within a deepening culture of inquiry further enhanced by the self-study frameworks of Lane's Achieving the Dream and First Year Experience special projects. To that end, the college has focused in 2011-2012 to develop an institutional scorecard which can demonstrate the results of the work related to the Strategic Directions and ultimately to mission fulfillment.

During 2011-2012 Lane staff also developed a student success portal and student success leadership team with the objective of aligning, coordinating and communicating the work of the college in a cohesive manner. http://www.lanecc.edu/studentsuccess/

A primary component of this alignment effort has been the development of a Strategy Map for the college, the first level of which is pictured at right. Lane's Strategy Map provides a visual framework for aligning projects and initiatives to the Strategic Directions of the college. It provides useful information for establishing priorities, allocating resources, evaluating new project proposals, and identifying gaps in mission fulfillment. It is also a valuable communications tool for Lane faculty and staff as well as external partners, agencies and organizations. The web-based strategy map at http://www.lanecc.edu/studentsuccess/StrategicDirections/index.html enables users to click into any of the strategic directions to view strategic initiatives and institutional projects that have been undertaken in support of that strategy.

Lane's 2011-2012 Strategic Directions work and accomplishments will be presented in the following pages using the strategy map format.

Strategy Map Definitions

Strategic Directions express long-term strategies for realizing the mission of the college.

Strategic Initiatives are focused work designed to move Lane toward accomplishing Strategic Directions such as quality progression and completion. Strategic initiatives support Strategic Directions and provide an organizing framework for institutional projects.

Institutional projects have college-wide impact, a defined start and end date, and defined outcomes and objectives that support strategic initiatives.

Improving Trends

While Lane's institutional scorecard is still being developed, existing student success indicators illustrate progress in key student success measures over a five year period, as illustrated in Charts 1 and 2 and Table 1 below.
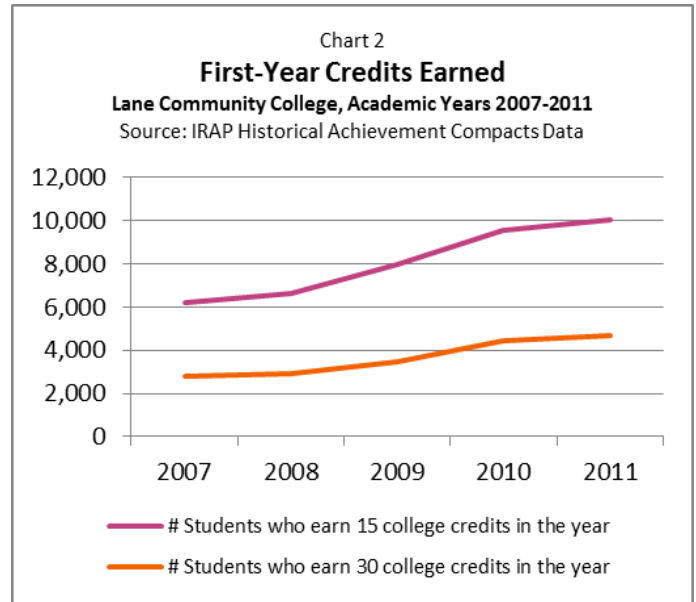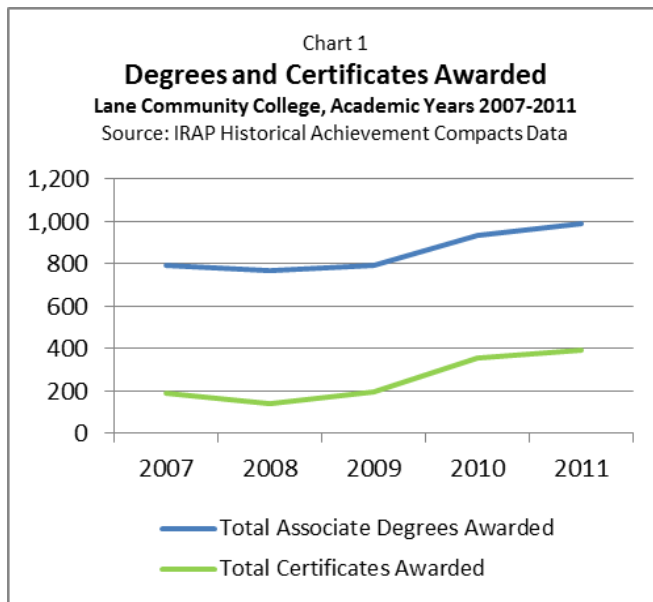

Table 1

Lane Community College Student Success Progression Indicators

Source: Lane ATD Longitudinal Cohort Data

ATD Fall Cohort =	Transfer Students					Career Technical Students				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
Fall Year 1 to Fall Year 2 persistence	70%	75%	76%	77%	N/A	70%	75%	77%	78%	N/A
Completed (C or better) 15 or more credits in 1st year	56%	56%	59%	60%	60%	58%	59%	61%	62%	63%
Completed one or more awards (Cert or AA) in 3 years	11%	11%	12%	N/A	N/A	17%	17%	24%	N/A	N/A
Students of Color, Latino, or More than one Race who received any financial aid in year 1	70%	73%	77%	81%	82%	74%	78%	73%	85%	85%

The following sections of this report focus on each of Lane's Strategic Directions, with strategy maps that illustrate alignment of institutional projects and Strategic Directions. Descriptions of projects were prepared by Lane staff who are implementing projects in each area.

# A Liberal Education Approach for Student Learning

Prepared by: Sarah Ulerick, Dean of Science, Sonya Christian, Vice President for Academic and Student Affairs, Christina Howard, Faculty Coordinator of Assessment, Anne McGrail, Co-PI Title III, Andrea Newton, Executive Dean, Career Technical

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

Source: http://www.lanecc.edu/research/planning/StrategicDirections.htm

A Liberal Education Approach for Student Learning Strategy Map
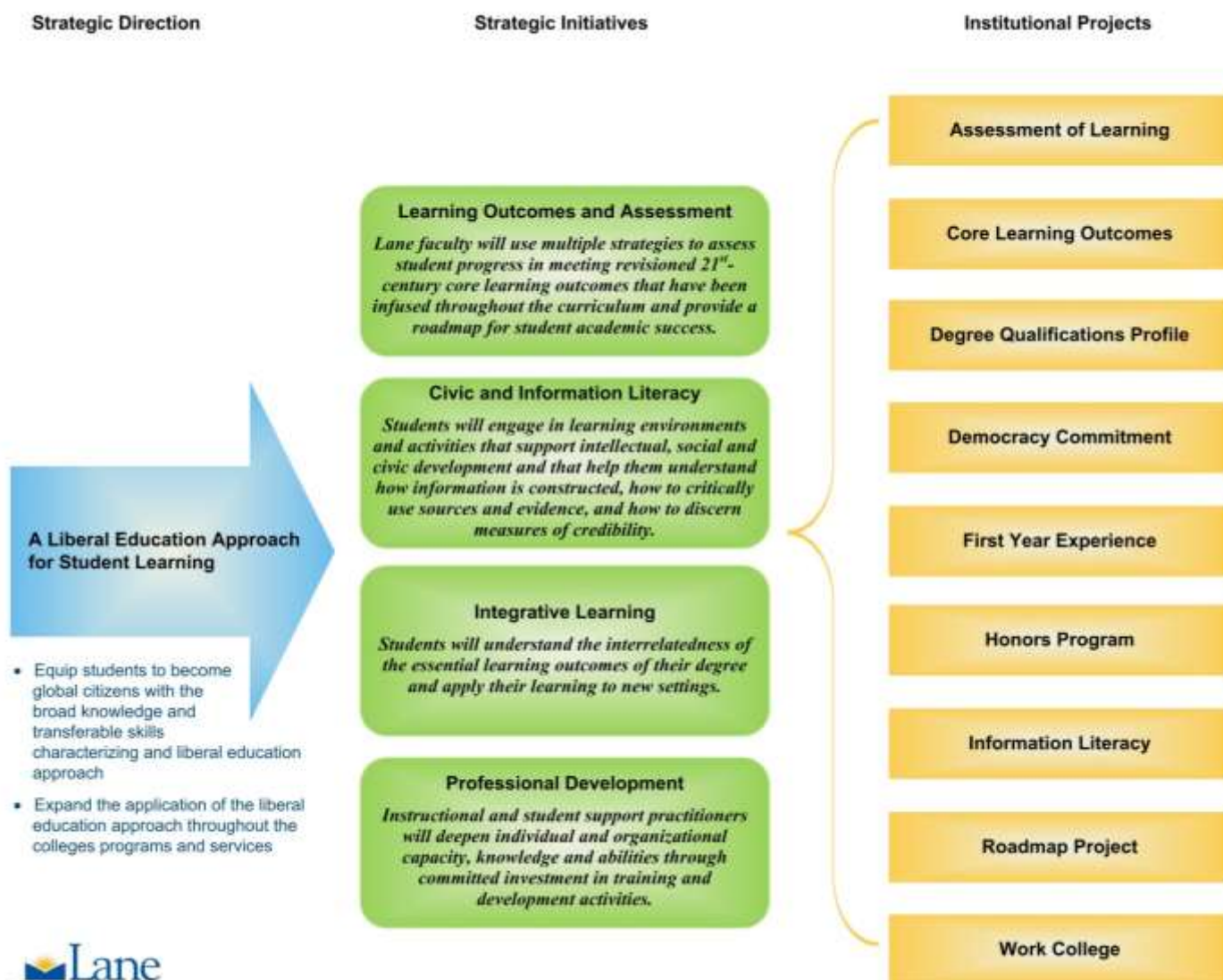
Introduction:

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: Strategic Direction Context & Goals)

To achieve the goals and objectives for 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***. The institutional projects described below directly support these initiatives.

Institutional Projects:

Assessment of Learning
In the fourth year of General Education Assessment, data collection and assessment projects focused on the core ability of Communicating Effectively. Over three hundred artifacts from Science, Social Science, Language Literature and Communication, and FYE College Success classes were collected and scored by scoring teams consisting of two instructors. An additional 148 writing artifacts from a range of classes were scored using the Communicating Effectively rubric in a separate assessment effort conducted by LLC faculty. Scoring seemed to be quite consistent among scoring teams and the Communicating Effectively rubric was streamlined and improved. A fairly consistent mean score was seen in most Gen Ed disciplines and a base-line score of Lane students is emerging from the data. Students consistently scored highest in *Purpose/Effect* and lowest in *Technique* and *Data/Evidence. Data/Evidence* proved to be the most challenging dimension for scorers to rate. When summed across all artifacts, 44% of artifacts where scored in the developing level and 34% in the proficient level. The synthesis report provides detailed analysis of the six content areas that contributed artifacts and provides suggestions for future data collection and analysis. The development of a general education coordinator position was beneficial in collecting artifacts and scoring information and developing scoring procedures and increasing visibility and awareness the assessment effort among faculty at Lane. Leads: Christina Howard, Mary Brau. http://www.lanecc.edu/assessment/

Core Learning Outcomes
Lane's Assessment Team engaged the campus community in conversations to update and expand the college's core learning outcomes for the 21st Century. Beginning with Fall In-Service, members of the Assessment Team introduced the plan to renew outcomes (previously called core abilities). The team hosted an all-day conference on Nov. 18, 2011, Re-Visioning Learning, attended by a broad range of faculty and staff who provided input on the draft core outcomes. Work continued at the Spring Conference in May. The Assessment Team continued to develop the language and themes of the outcomes and will present a final draft to the campus community this coming fall. Leads: Christina Howard, Barbara Breaden, Mary Brau.

Degree Qualifications Profile
The nation is urgently being called upon to focus on the numbers of Americans completing degrees and certificates to help address issues of local and global competitiveness and America's loss of position with its percentage of college graduates falling behind that of other countries. In the frenzy to meet the completion agenda, higher education must not forget the quality imperative.   The *Oregon DQP's* focus on quality and the transparency of learning outcomes will ensure that graduates have the skills necessary to learn-unlearn-relearn, to be globally competitive, and to solve the unscripted problems of tomorrow. Oregon was granted $789,000 for this work with Lane as the lead college. Leads: Sonya Christian, Sarah Ulerick, Phil Martinez, Siskanna Naynaha.
http://www.lanecc.edu/studentsuccess/DQP/

Democracy Commitment
The premise for this work is rooted in empowering students to engage in their communities through the development of their knowledge base on economic, social, and cultural issues as well as their critical thinking and communication. The Democracy Commitment is organized under five interrelated themes: curricular infusion of civic education, experiential learning (service learning, cooperative education, work college), co-curricular (student government and voter registration), international, and digital democracy and social networks. After becoming one of the original signatories of The Democracy Commitment 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. Work within each of the five Democracy Commitment themes will continue into the coming years. Lead: Andrea Newton.
http://www.lanecc.edu/studentsuccess/DemocracyCommitment/

First Year Experience
In 2011-2012, Lane participated in The First Year Matters: Foundations of Excellence, a year-long, comprehensive, guided self-assessment and improvement process centered on the first year of college (first year experience). The centerpiece is 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. Leads: Mary Parthemer, Lida Herburger.

Honors Program
Lane's Honors Program is centered on scholarly inquiry, academic rigor and intellectual growth. Through challenging coursework, independent study, honors seminars, experiential learning and a capstone project, honors students develop their critical thinking skills, creativity and intellectual curiosity. In its inaugural year, the Honors Program enrolled 25 students, with a goal of adding 25 more students this coming year. Students participated in eight cultural and educational events, including the first Honors Symposium, the Health and Wellness Symposium, conducted by members of the Honors Spring Seminar. In 2011-12, eight honors courses were offered, including a summer art course that resulted in the colorful mural on the south east side of the PE building. Leads: Ce Rosenow, Katie Morrison-Graham, Jen Hare, Jen Steele, Ken Murdoff, Sonya Christian. www.lanecc.edu/honors

Information Literacy
In fall 2011, all composition faculty members (full-time and part-time) attended one of two workshops facilitated by the composition coordinator Siskanna Naynaha and Lane's librarians. Among other topics, the workshop covered information literacy and how faculty can use Lane's online library resources to support their students' research and integration of sources into their writing. The department hosted renowned composition specialist Rebecca Moore Howard who shared her research on the evolving information literacy picture nationally. In May, 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 the Tea and Topics teaching conversation series. Lead: Marika Pineda, Jen Klaudinyi.

Roadmap Project
In recognition of work to 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). 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. Project team members attended the kickoff event in Burlington, VT in June 2011, sponsored the Core Learning Outcomes conference at Lane in November, presented at the Oregon Student Success Conference in February and traveled to Seattle for the AAC&U Student Success Conference in March. Current work includes the creation of an online GPS. Leads: Sonya Christian, Andrea Newton, Barbara Breaden, Sarah Ulerick

Work College
The Work College project is designed to enhance student success by increasing 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. In spring 2012 and into the coming year, the team will develop and implement specific plans. Lead: Tamara Pinkas.

Optimal Student Preparation, Progression and Completion

Prepared by: Lida Herburger, Student Success Manager, Jen Steele, Project Director

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

Source: http://www.lanecc.edu/research/planning/StrategicDirections.htm

Optimal Student Preparation, Progression and Completion Strategy Map

Strategic Direction

Strategic Initiatives

Institutional Projects

Optimal Student Preparation, Progression and Completion (Quality Progression and Completion)

- Promote students' progression to goal completion by knowing our students and creating needed systems, processes and learning environments
- Support academically underprepared students' progression to college-level coursework by providing them with foundational skills, classes and support

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

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

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

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

- ABE to Credential: Accelerating Opportunity
- Achieving the Dream
- CAPP Degree Audit Automation
- Career Pathways
- CASE: Credentials, Acceleration and Support for Employment
- Core to College
- Degree Qualifications Profile
- First Year Matters: Foundations of Excellence
- Mandatory/Online Advising & Orientation
- Oregon Adult Basic Skills Learning Standards
- Roadmap Project
- Title III: Engaging Students
- Win-Win
- Work College

Lane Community College - 9/2012

Introduction:

Students come to Lane with a variety of goals, and preparing them for successful completion requires understanding of students' profile 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: Strategic Direction Context & Goals)

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***. The institutional projects described below directly support these initiatives.

Institutional Projects:

ABE to Credential: Accelerating Opportunity

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 this past year, the work continues with the hope of securing funding in the near future. Lead: Dawn DeWolf.

Achieving the Dream

In 2011, Lane joined Achieving the Dream (ATD), 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 degree. In 2011-2012, a data framework and longitudinal student cohort database and analytical tools were developed, three campus wide data conferences were hosted, a faculty data coaches team was created, and a three-year implementation proposal to improve student success through interventions in math placement and mandatory academic planning was developed. Work in the coming year will focus on implementing interventions, deepening analytical and evaluation capacity, strengthening the data coaches team, and measuring impact. Leads: Jen Steele, Sonya Christian, Craig Taylor, Ben Hill.

CAPP Degree Audit Automation

CAPP (Banner Curriculum and Program Planning) degree audit automation, part of Enrollment Services' "Project: Graduate More!", 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. Lead: Margaret Kimble.

CASE: Credentials, Acceleration and Support for Employment

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. At this date, CASE is fully staffed and the Career Coaches will complete Career Development Facilitator training by October 2012. This team has served more than 95 students with 85 being identified as eligible grant participants including 12 veterans. The Career Pathways strategy is on target with a new welding cohort completing their co-op seminar this summer, anticipating graduation in December. Lane is the lead in the Community of Practice for Credit for Prior Learning, facilitating a state-wide summit here in September. Lead: Dawn DeWolf.

Core to College

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 that will improve college readiness and achievement. The project will use the Common State Standards and assessments to establish a common definition of college readiness to signal a student's preparedness for credit-bearing college courses. During the 2011-2012 academic years, an introductory Math Summit was held at Lane, attended by over 40 high school and college math instructors. Participants received an overview of the project and heard the latest information on the SMARTER Balanced Assessment from Oregon Department of Education representatives. They also had the opportunity to meet in mixed grade-level small groups to discuss expectations and challenges in this combined work. A small group of these instructors later participated in a curriculum alignment project, comparing the content of their Math 111 courses and determining how they address the Common Core State Standards. Future plans include expanding this work and including assessment as well, in hopes of strengthening the connections between high school exit and college entry. A second Math Summit to guide this project expansion is planned at Lane for October, 2012. Lead: Kathie Hledik, Don McNair, Sonya Christian, Berrie Hsiao.

First Year Matters: Foundations of Excellence

In 2011-2012, Lane participated in Foundations of Excellence (FoE), a year-long, comprehensive, guided self-assessment and improvement process centered on the first year of college (first year experience). The centerpiece is 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 the coming year, the college will continue participation, focusing on implementation of priorities and high impact practices. Leads: Mary Parthemer, Ken Murdoff, Lida Herburger.

Mandatory/Online Advising & Orientation

The Mandatory/Online Advising & Orientation project, started in 2011, will enhance student success by providing comprehensive Academic/Advising resources online for all students in all majors. Online orientations will be available for students to access off-site, providing program specific information and course selection planning based on the student's placement test results. In fall 2011, Lane staff piloted an online SOAR (Student Orientation and Registration) with New Student Information Sessions (NCIS) and Program Advising Student Sessions (PASS) in select advising areas. In winter 2012, Moodle academic advising resources were available for all academic majors at Lane. In spring 2012, Lane project leads presented this work at the Achieving the Dream and NACADA conferences. In the coming year, orientation and advising/academic planning will transition to being required for all new students. Lead: Jerry DeLeon.

Oregon Adult Basic Skills Learning Standards

The Oregon ABS Learning Standards project, started in 2011 with funding from Oregon Department of Community Colleges and Workforce Development (CCWD), will 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 teachers, program administrators, and state leadership. The standards are intended to be used in reaching listening, speaking, and reading to both native and non-native English speakers and from very beginning levels to college transition. Lead: Cathy Lindsley.

Title III: Engaging Students

With funding from a five-year Department of Education grant, the Title III: Engaging Students Project enhances student success by making institutional changes based on proven practices to improve persistence and success of first-year credit students. To improve student engagement at Lane, the project seeks to change the college culture from "Freedom to Fail" to "Right to Succeed" by enhancing the First Year Experience (FYE). Ongoing activities include support for Learning Communities, sponsorship of Tea & Topics faculty discussions, curriculum development "mini-grants" to infuse student success principles into regular coursework and creation and enhancement of the *myLane* student portal. In 2011-12, a new student communication campaign was launched using bulletin boards across campus. Lead: Mary Parthemer.

Win-Win

Win-Win is funded through a Lumina Foundation grant to the Oregon Department of Community Colleges and Workforce Development (CCWD) and the 17 Oregon Community Colleges. Working with the Oregon University System with the goal of meeting the State Board of Education vision for Oregon 40-40-20, the project focuses on identifying those students who are eligible or potentially eligible to receive an AAOT degree and helping them complete any needed requirements for graduation. An October 2011 conference, hosted by Lane, kicked off the work by focusing on developing systems and practices that support students completing their associate and bachelor degrees. The work began with a statewide degree audits with student records subjected to degree audits at their cognizant college. The Department of Education issued FERPA exceptions so that schools could share information. A coordinator was hired and is helping colleges begin auditing records, contacting students, tracking and reporting data. Leads: Helen Garrett, John Hamblin, Margaret Kimble.

> *Focused, sustained efforts, targeted to significant numbers of students, can produce real improvements in student engagement, learning, persistence, and academic attainment.*
>
> **Community College Survey of Student Engagement,** *Strategies That Matter Most,* **2008.**

Online Learning and Educational Resources

Prepared by: Brad Hinson, Dean, Academic Technologies, Kevin Steeves, Learning Environment Administrator; Michael Levick Technology Training Coordinator; and Faculty Technology Specialists - Adrienne Mitchell, Meredith Keene-Wilson, Ian Coronado, Sandy Jensen, and Jen Klaudinyi.
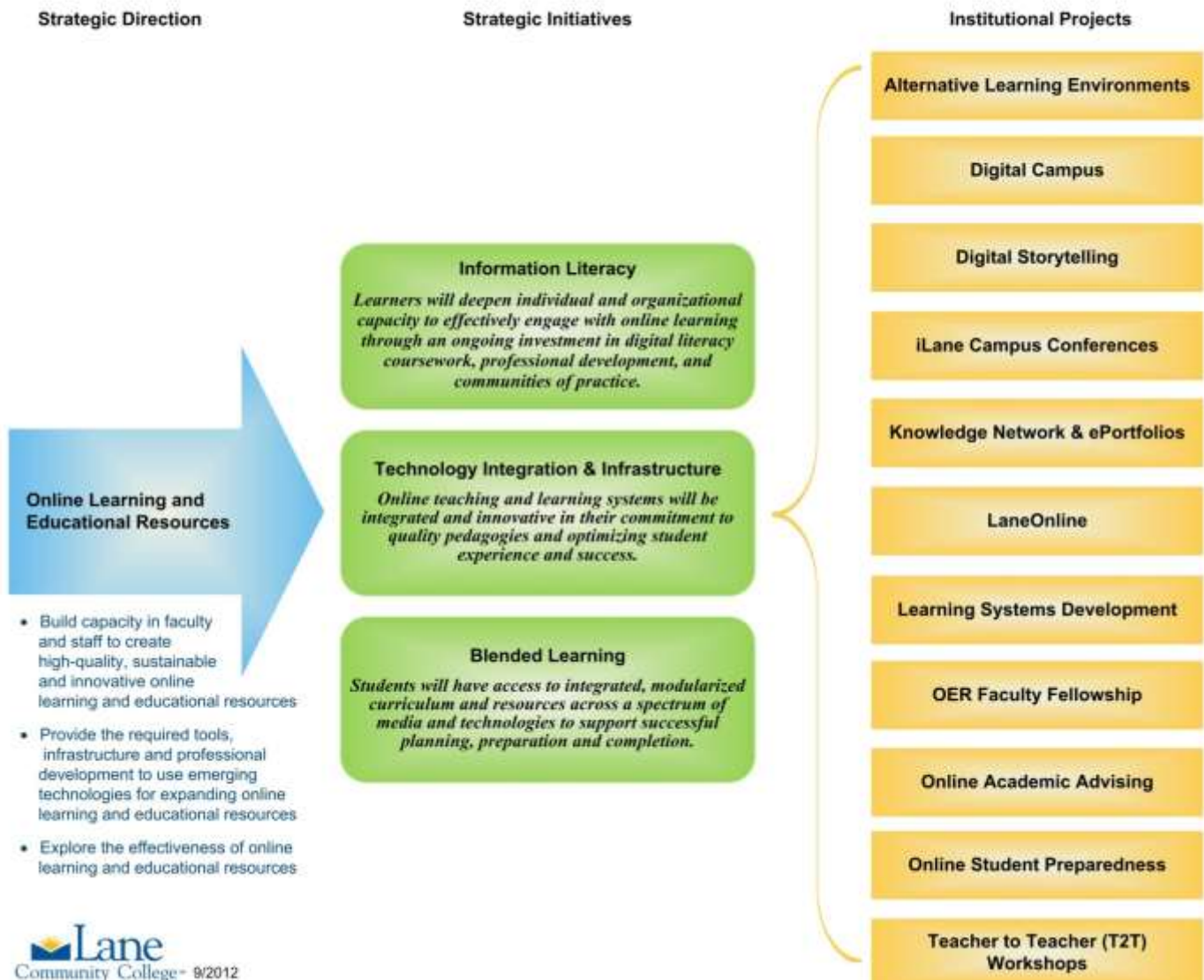
Build capacity in faculty and staff to create high-quality, sustainable and innovative online learning and educational resources

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.

Source: http://www.lanecc.edu/research/planning/StrategicDirections.htm

Online Learning and Educational Resources Strategy Map

Strategic Direction	Strategic Initiatives	Institutional Projects

Alternative Learning Environments

Digital Campus

Digital Storytelling

iLane Campus Conferences

Knowledge Network & ePortfolios

LaneOnline

Learning Systems Development

OER Faculty Fellowship

Online Academic Advising

Online Student Preparedness

Teacher to Teacher (T2T) Workshops

Information Literacy

Learners will deepen individual and organizational capacity to effectively engage with online learning through an ongoing investment in digital literacy coursework, professional development, and communities of practice.

Technology Integration & Infrastructure

Online teaching and learning systems will be integrated and innovative in their commitment to quality pedagogies and optimizing student experience and success.

Blended Learning

Students will have access to integrated, modularized curriculum and resources across a spectrum of media and technologies to support successful planning, preparation and completion.

Online Learning and Educational Resources

- 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

Lane Community College - 9/2012

Introduction:

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: Strategic Direction Context & Goals)

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.

Institutional Projects:

Alternative Learning Environments (Adaptive Learning for Developmental Education)
Academic Technology has partnered with a campus collaboration focused on streamlining developmental education. Within this context faculty and staff are guiding the strategic adoption of individualized, adaptive learning systems for developmental education. Technology-enhanced instruction will provide self-paced, self-actualized learning for students using a flipped classroom format. Leads: Adrienne Mitchell, Brad Hinson.

Digital Campus
The Digital Campus initiative focuses on connecting and integrating all college web properties (web site, myLane, Moodle, ePortfolios, etc.) to provide users with a more unified, orchestrated interaction with Lane online. The transition among web systems will be more seamless, usable, and functional – an orchestrated ecosystem that leverages single-sign-on, web services, and unified look & feel. To 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). Leads: Brad Hinson, Kyle Schmidt, Patrick Griffith.

Digital Storytelling
A new initiative of Academic Technology, digital storytelling applies the web 2.0 toolset to the traditional narrative of writing, student self-reflection, as well as 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. It is the presentation of the 21st century. Lead: Sandy Jensen.
http://pln.lanecc.net/souloflane/

iLane Campus Conferences

iLane Conferences, introduced in 2011, are designed to directly support online learning strategic initiatives and to challenge to all attendees to think, teach, and serve outside-the-box; to Think Different. Conferences held in October 2011 and March 2012 included presentations, open discussions, workshops, digital storytelling and innovation spotlights from across the Lane community. Lead: Brad Hinson.

Knowledge Network & ePortfolios

As a part of the Honors Program, a Digital & Information Literacy hybrid course using blogging and other Web 2.0 technologies as an open learning environment has been developed. 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. The course is taught by faculty librarians and faculty technology specialists, and has been done in conjunction with an introduction of a community blogging framework to the full campus. The system is being framed as the Lane Knowledge Network – designed to facilitate knowledge and idea exchange within the academy. Leads: Kevin Steeves, Jen Klaudinyi, Sandy Jensen, Brad Hinson. https://pln.lanecc.net/

LaneOnline

This year Distance Learning at Lane has 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; blending face-to-face instruction, web based instruction, and new-media; the integration of computers, smartphones, television, videoconferencing and other emerging electronic media with traditional teaching & learning. Lead: Brad Hinson. http://www.lanecc.edu/distance/

Learning Systems Development

Online learning is supported by a collection of systems that have been further upgraded and improved in the past year. Systemic upgrades require extensive technical investment as well as training and support for teachers and learners. This year's upgrades have included the core learning management system Moodle as well as Collaborate (web conferencing) and WordPress (ePortfolios and the Knowledge Network). Lead: Kevin Steeves. http://classes.lanecc.edu/

OER Faculty Fellowship- Year 2

This community of practice 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 $60,000 annually through OER efforts to date. Leads: Jen Klaudinyi, Brad Hinson. https://pln.lanecc.net/oer/

Online Academic Advising

The Counseling Department devised a strategy to *go where the students are* and provide Academic Advising Online – within the Moodle system. Academic Technology staff have partnered with the Counseling Department to bring this vision to reality, and are currently beta-testing a custom Moodle installation designed to suit their unique needs and designed for high-volume student traffic. Leads: Counseling faculty and staff, Kevin Steeves, Brad Hinson. http://academicadvising.lanecc.edu/

Online Student Preparedness

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 have been revised to ensure students are fully informed before enrolling in an online course, for example: Moodle demo course, online learning orientation, online orientation workshops, and a readiness quiz. A *digital literacy* placement test and remedial course is currently in development. Lead: Brad Hinson. http://www.lanecc.edu/distance/

Teacher to Teacher Workshops (T2T)

Training and professional development opportunities are offered to faculty in a variety of formats and venues, with an emphasis on Teacher-to-Teacher (T2T) courses and workshops. Opportunities range in depth and breadth and are designed to accommodate faculty at different levels of logistical need and learning style. Lead: Meredith Keene-Wilson. http://pln.lanecc.net/atude/events/

> *As new media are used by students both as their source of raw information and as the tools through which they express their mastery, the role of educator changes. Instead of teachers providing "content" to students, they now are freed to help students find "context" and meaning in their studies.*
>
> **New Horizons for Learning,**
> *Multi-Media Encourages New Learning Styles*

A Diverse and Inclusive Learning and Working Environment

Prepared by: Donna Koechig, Diversity Director, Nancy Hart, Dean, Disability Resources,
Barb Delansky, Dean, Student Life, Multicultural Center and Women's Program,
Dennis Carr, Executive Director, Human Resources

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

Source: http://www.lanecc.edu/research/planning/StrategicDirections.htm

A Diverse and Inclusive Learning and Working Environment Strategy Map
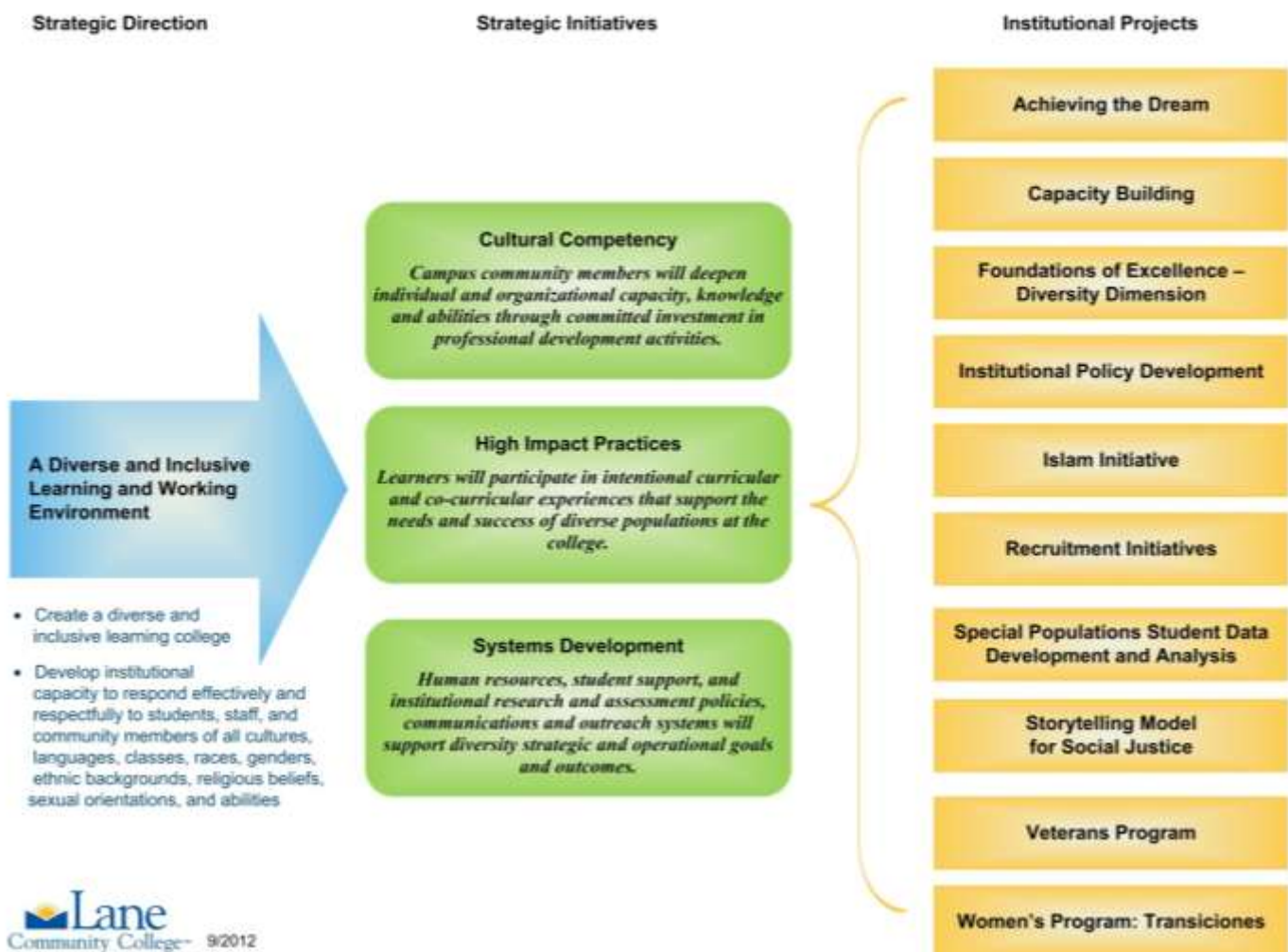
Introduction:

"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: Strategic Direction Context & Goals)

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.

Institutional Projects:

Achieving the Dream

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 degree. As part of ATD implementation planning and development, Lane conducted an Inventory on Diversity and Equity in Spring 2012, followed by a Diversity & Equity Conversation and World Cafe, attended by students from ASLCC, BSU, Trio and International Programs and 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. Leads: Jen Steele, Sonya Christian, Craig Taylor, Ben Hill.

Capacity Building

A major challenge to creating a respectful and inclusive learning college is the effective management of conflict within the organization. This requires an organizational culture where employees have the tangible skills and tools to transform conflict into solved problems, strengthened relationships, deepened trust, and increased innovation. To imbed such a culture and build internal organizational capacity for productive conflict resolution among managers and staff throughout the college, ten Lane managers have been trained in the "Break through Conflict" (BTC) systematic, researched-based training system. These managers will provide "Break through Conflict" training to Lane staff throughout the upcoming years.

In an effort to promote an inclusive and respectful environment for lesbian, gay, bi-sexual, transgender, queer, and intersex (LGBTQI) individuals on campus, "LGBTQI Allies and Safe Space" training was conducted for Lane staff and students during winter and spring terms. Eleven staff and students were also trained in the "Allies and Safe Space" training model, so as to provide ongoing, cost effective, training to Lane staff and students. Another "Allies and Safe Space" training will be held during fall 2012 in-service. Lead: Donna Koechig.

Foundations of Excellence

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' 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. Leads: Mary Parthemer, Lida Herburger.

Institutional Policy Development

One of the tasks of Lane's Diversity Council is to develop policies related to diversity on campus. This past year, the Diversity Council drafted and submitted to College Council for a first reading a Religious Guidelines Policy. This proposed policy includes basic guidelines for religious expression across campus. In addition the Diversity Council is working on the development of a policy that focuses on improving staff's cultural competency to respond effectively and respectfully to Lane's diverse students, staff and community members. Leads: Donna Koechig, Elizabeth Andrade.

Islam Initiative

This project, commissioned by Vice President Christian in 2011, is the outcome of months of collaborative work by Lane religious and peace studies faculty, staff, and administrators in partnership with the University of Oregon. The free lecture and visiting scholars program brings scholarly experts on Islam to campus who represent a diversity of backgrounds and offer a plurality of perspectives to the academic study of Islam. The program will set the tone, provide information, facilitate learning, and engage us in dialogue as the campus community explores and grapples with the complexity of this subject. Attendance is open to the entire community with the objective of deep intellectual engagement, dialogue arising from multiple perspectives and textual, historical and contemporary context, and the ability to challenge thinking and wrestle with complex ideas. Leads: Clif Trolin, Ken Murdoff, Sonya Christian, Jeff Borrowdale, Nadia Raza. http://www2.lanecc.edu/scholarlectures/

Employee Recruitment Initiatives

The college has made significant progress on Affirmative Action placement goals during the past two academic years through focused recruitment efforts and diligent work with search committees, deans and managers, reducing the number of placement goals in the Affirmative Action Plan from 26 to 22. Human Resources staff will continue to enhance diversity recruitment efforts by exploring new programs and partnerships, such as the Oregon Higher Education Recruitment Consortium (HERC), and maximizing tools and functionality available through the new Lane Employment Opportunities (LEO) system. Lead: Dennis Carr.

Special Populations Student Data Development and Analysis

The college is 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 for the purpose of understanding issues and opportunities for closing achievement gaps and for assessing the impact and effectiveness of implementing high impact practices and innovations. Lead: Molloy Wilson.

Storytelling Model for Social Justice

In January 2012, keynote speaker, Dr. Lee Anne Bell, introduced her "Storytelling Model for Social Justice" 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 such as storytelling, music, and poetry. This model, which Lane has begun to utilize for its diversity training, offers a framework for faculty and others 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. Leads: Jim Garcia, Donna Koechig.

Veterans Program

In 2011/2012, Lane started development of a comprehensive Veteran Programs department to optimally serve the veteran population. Veteran Programs includes several programs and services: Lane's Integration of Veterans in Education (LIVE), which focuses on campus and community resource and referral services as well as courses for or related to veterans; educational benefits services; and the new Maxwell Student Veteran Center, which provides a computer lab and meeting and lounge space for program participants. There will be a special open house event in November, when the Student Veteran Center will be formally named after Robert Maxwell, Medal of Honor recipient. Leads: Nancy Hart, Helen Garrett

Women's Program: Transiciones

The Women's Program has revised and expanded Transiciones to provide students with 9 credits of graded coursework to establish a GPA and therefore become eligible to apply for a variety of scholarships offered through the foundation and in the community. These scholarships are often the only form of aid available to these students and directly impacts their continuation and success. Lead: Barb Delansky.

A Sustainable Learning and Working Environment

Prepared by: Brian Kelly, Dean, Conference and Culinary Services, Jennifer Hayward, Sustainability Coordinator

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

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

Source: http://www.lanecc.edu/research/planning/StrategicDirections.htm

Introduction:

In recent years, a variety of issues related to climate change and energy use have focused a spotlight of interest and action on sustainability. Increasingly, it is becoming 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 will develop 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, resource conservation.
 (Source: Strategic Direction Context & Goals)

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 development and infusion*. The institutional projects described below directly support these initiatives.

Institutional Projects:

Bike Lane
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 can't 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. Based on strong participation and positive results, the program will triple in size to 30 bikes for fall term 2012. Lead: Mike Sims.

Carpool Matching Service
In 2011-2012, the transportation fee provided funding for a carpool matching service with 950 participants. The service, which the college offers in partnership with Zimride, significantly reduced fall term traffic jams and Lane's greenhouse gas profile. The service is easy to use; in seconds students and employees can set up a profile, search for open seats, or post a ride of their own. With Zimride, users can view photos, music, and radio preferences to ensure an enjoyable ride. Once on the website, students can sign up through Facebook and employees may sign up either through Facebook or by using their lanecc.edu GroupWise address. Leads: Brian Kelly, Jennifer Hayward.
http://www.lanecc.edu/mpr/news/rel01449.htm, http://www.zimride.lanecc.edu/

Climate Action Plan

With this Climate Action Plan, the college has committed to becoming carbon neutral by 2050. A team of experts from the college and community have compiled sixty-one 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. Leads: Jennifer Hayward, Brian Kelly, Mike Sims, Anna Scott. http://www.lanecc.edu/sustainability/climateactionplan.html

Energy Program/NEEI Relocation to Downtown Campus

The Energy Programs and NEEI will be relocating 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 will allow students to interact with the building as a functioning lab. The project has often been referred to as a 'building that teaches'; it will provide a unique opportunity for people locally, nationally and internationally interested in Energy efficiency and building sciences to come and learn. Lead: Roger Ebbage. http://www2.lanecc.edu/sites/default/files/collegecatalog/ctenergymgmttech.pdf

Learning Garden Expansion

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. The Learning Garden is an interdisciplinary educational model that offers students the opportunity to work with others outside the classroom and have fun. It is an essential part of Lane Community College's core value of Sustainability and has received national attention in KIWI Magazine's "Green College Report" as well as an Outstanding Commitment Award at the 2009 Clinton Global Initiative University.

The Learning Garden offers students leadership experience. It is a great way to be actively involved in implementing sustainability measures on campus. Learning Garden volunteers may qualify for work study, internships, or service learning credit from specific faculty who support the garden with their curriculum. In 2011, students approved an increase of $0.50 to the student fee to increase the Learning Garden Specialist FTE from 0.4 FTE to 0.7 This enables the Learning Garden Club to hire part time staff to manage Learning Garden activities and maximize productivity.

The garden sold over 5,000 pounds of produce to Lane Conference & Culinary Services in 2011-2012, up from 2,000 the prior year and 800 in 2009-2010. The Learning Garden Club will continue to diligently seek additional funding through grants, community support, and other outside sources. Lead: Jennifer Hayward.
http://www2.lanecc.edu/aslcc/voters-information,
http://www.lanecc.edu/sustainability/lgc.html

Planning Coordination
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 and will continue throughout 2012-2013. Leads: Claudia Owen, Jennifer Hayward, Brian Kelly, Mike Sims, Anna Scott. http://www2.lanecc.edu/sites/default/files/sustainability/120507.pdf

Recycling Education Center
A new bond-funded Recycling Education Center opened in 2011 in Building 10. This project is the culmination of years of planning and has significantly improved the efficiency and revenue of solid waste management at Lane. The Recycling Education Center also provides opportunities for students in Lane's Resource Conservation Manager Program to gain real world skills in waste management through internships beginning in the 2012-2013 academic year. Lead: Mike Simms. http://www2.lanecc.edu/recycle/

Revolving Loan Fund
The Sustainable Endowments Institute has recognized Lane as a leader in green financing for the college's commitment to funding energy conservation and renewable energy through utility carryover, bond, and deferred maintenance funding. This revolving loan fund for energy conservation and renewable energy, the only such program at a community college, has been piloted at Lane over the past few years; it will be expanded and institutionalized. Sustainability Office staff will be presenting Lane's work at several summits and events in the coming year as Lane continues to receive recognition in the area of energy conservation funding and innovation. Leads: Jennifer Hayward, Anna Scott http://www.lanecc.edu/facilities/facilitiesoffice.html

Solar Energy Master Plan
Lane's initial solar energy master plan goals have been accomplished. Sustainability leads are currently working to develop and begin implementation of a new solar plan. Lead: Anna Scott. http://www2.lanecc.edu/sites/default/files/sustainability/cap.pdf

Solar Vehicle Charging Station
A solar station for electric vehicle charging opened on main campus during spring term 2012. Lead: Anna Scott. http://www.lanecc.edu/mpr/news/rel01525.htm

Taking Back the Tab
The Sustainability Committee voted to support "Taking Back the Tap" and eliminate bottled water sales as soon as fall term 2012. Managers in areas of bottled water sales are partnering in this effort (Foodservices and the Titan Store). Leads: Jennifer Hayward, Mike O'Neal http://www2.lanecc.edu/sites/default/files/sustainability/120521.pdf

Watershed Management Degree
Every place on the planet is part of a watershed.
Students who complete this new degree program will have a local, regional and global awareness of water issues and how they affect communities. Water will be the major geopolitical factor in the world in the coming years. Managing water resources will be a primary objective of governments at every level from local to national and international bodies. Leads: Sarah Whitney, Sarah Ulerik
 http://www2.lanecc.edu/sites/default/files/oasa/documents/UP2010-11/UP_10-11_Science/Sci-Initiatives/Developing_a_Watershed_Science_Program-_CT_and_Transfer.pdf
http://www2.lanecc.edu/sites/default/files/collegecatalog/ctwatershedsciencetechnician.pdf

Sustainability acknowledges the interdependence of society, the economy, and the environment, and it encourages long-term, strategic thinking that promotes effective stewardship of our natural, social, and economic resources.

Goliath Business News
Sustainability and Entrepreneurship, **2005**

A Safe Learning and Working Environment

Prepared by: Dennis Carr, Executive Director, Human Resources, Jace Smith, Director, Public Safety, Greg Morgan, Chief Finance 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

Source: http://www.lanecc.edu/research/planning/StrategicDirections.htm

A Safe Learning and Working Environment Strategy Map
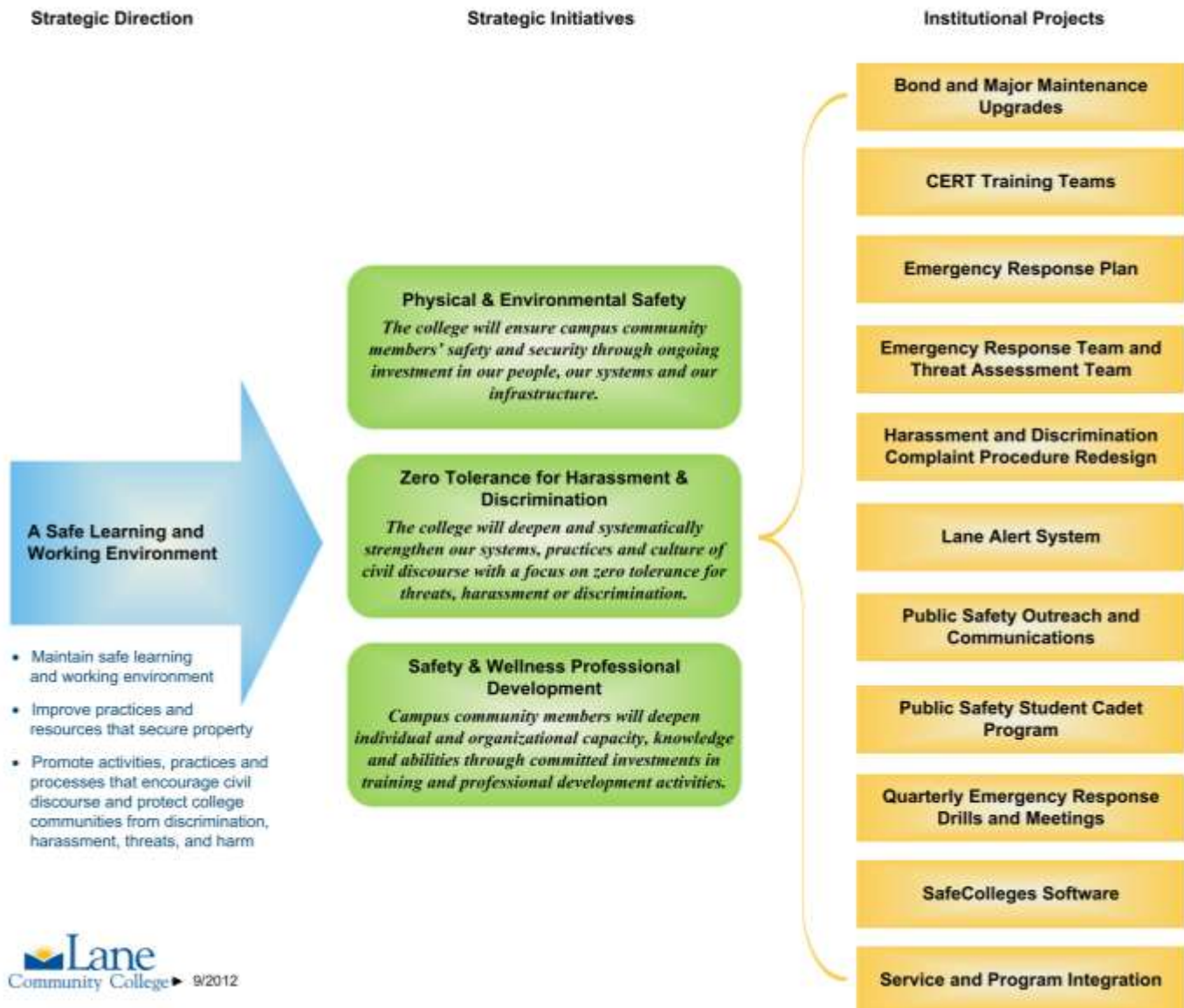
Introduction:

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 has 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: Strategic Direction Context & Goals)

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***. The institutional projects described below directly support these initiatives.

Institutional Projects:

Bond and Major Maintenance Upgrades
As a result of the 15-year bond funds and Go Oregon deferred maintenance resources, during the past three academic years Lane has invested over $50M 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 two academic years, additional projects will include a major renovation of the Center Building and comprehensive upgrades to Lane's central power plant and systems. Lead: Dave Willis.

CERT Training Teams
The college has collaborated with Lane County and regional/national emergency response authorities to provide "Community Emergency Response Team" (CERT) training for over 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. In addition, during 2012/2013, CERT team members will be integrated into emergency response and emergency preparedness drills in order to assure a coordinated response to actual emergencies. Lead: Dawn Barth.

Emergency Response Plan

Lane's Emergency Response Plan has been updated continuously during the past two academic years. Updates and improvements to the plan will continue during 2012/2013. Training programs and emergency response drills aligned with the ERP will be implemented on a regularly scheduled basis throughout 2012/2013 and beyond in order to standardize emergency protocols for a variety of potential crises by the Emergency Response Team. Lead: Dawn Barth.

Emergency Response Team and Threat Assessment Team

The college deploys an active Emergency Response Team (ERT) to coordinate responses to a variety of 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 has met monthly during the last two academic years and updates are in process concerning the college's written Emergency Response Plan. The Threat Assessment Team shall meet at least quarterly beginning in 2012/2013 and henceforth, or as often as needed, to refine protocols concerning assessments and responses to both specific and general threats. Lead: Dawn Barth.

Lane Alert System

Lane implemented the web-based "Blackboard" Lane Alert System during 2010-2012. 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 student who enroll in the Lane Alert System. The system may be activated from any computer with an Internet connection to provide real time warning and emergency guidance to all Lane community members who provide current contact information. It has quickly become the first level of emergency response notification communications to Lane community members. Lead: Dawn Barth.

Public Safety Outreach and Communications

Lane's Public Safety Department has conducted 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, self-defense courses, crime alerts and Lane Alert System notifications, safer campus newsletters, violence in the workplace training, sexual assault prevention courses, and participation in wellness fairs. Public Safety staff will be working to institutionalize these focused training, outreach and communications systems and practices over the coming academic year. Lead: Jace Smith.

Public Safety Student Cadet Program

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. 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. Lead: Jace Smith.

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

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 2012/2013 and beyond. Leads: Dave Willis, Dawn Barth, Jace Smith.

SafeColleges Software

Throughout 2012/2013, members of Lane's Emergency Response Team will collaborate to roll-out the college's new "SafeColleges" software programs, made available through the college's liability insurance carrier, PACE Insurance. Safety and security components of the Safe Colleges software include modules as diverse as safe responses to active shooter incident, mandatory reporting guidelines for suspected child abuse situations and prevention and/or reporting of harassing and discriminatory behaviors.
Leads: Dennis Carr, Greg Morgan, Dawn Barth.

Service and Program Integration

A primary focus for leaders from human resources, public safety, facilities management and planning, the health clinic and the wellness program is to take 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 Leads: Dennis Carr, Jace Smith, Dave Willis, Mona Arbuckle, Wendy Simmons.