

# **Student Follow-Up Study**

## **Spring 2009**

2007-08 Students: *One Year Later*

### **Education**

## Education

### ***Education Status (Spring 2009)***

#### **What is your current educational status?**

- Forty percent of all respondents were attending school full-time when they completed the survey and 8.7 percent were attending school part-time.
- Three-quarters of the respondents with transfer majors were continuing their education at the time they completed the survey and another 5.3 percent had attended school since leaving Lane but were not attending school at the time of this survey. Sixty percent of NFA respondents were attending school at the time of this survey.
- Forty-eight percent of respondents with transfer majors attending college at the time they completed the survey were enrolled at the University of Oregon and nine percent were attending Oregon State University (Table 14a).

#### **Interpretation/Analysis:**

The current student follow-up survey again reveals that a substantial number of Lane's students with transfer majors continue on in school (74.9%). Of those LDC students in school at the time of this survey, 82 percent were attending four-year institutions.

Eleven graduate and 4 NFAs (15 total) out of the 128 respondents with transfer majors who were attending school at the time they completed the survey were enrolled at Lane (12%).\*

**Table 14a: Educational Institutions Attended Spring 2009 by Lane Graduates and Former Students with Transfer Majors**

College	Completion Status				Total	
	Graduates		NFA		LDC	
	n	%	n	%	n	%
Lane Community College*	11	17%	4	6%	15	12%
University of Oregon	33	50%	29	47%	62	48%
Oregon State University	5	8%	6	10%	11	9%
Other Oregon University System institutions	4	6%	7	11%	11	9%
In-state 4-yr private institutions	10	15%	6	10%	16	13%
Out-of-state 4-yr public institutions	2	3%	3	5%	5	4%
Community college other than Lane	1	2%	7	11%	8	6%
Total	66	100.0	62	100.0	128	100.0

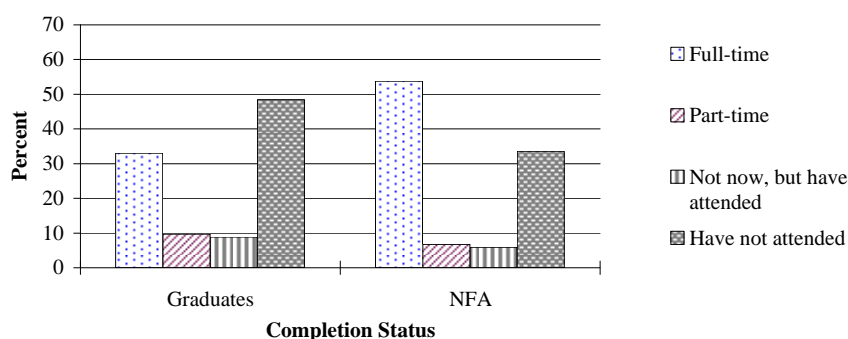
\*Many respondents still attending Lane were continuing on to earn an associate degree, a second degree, or to complete more classes for transfer.

**Table 14: Education Status (Spring 2009) (All Respondents)**

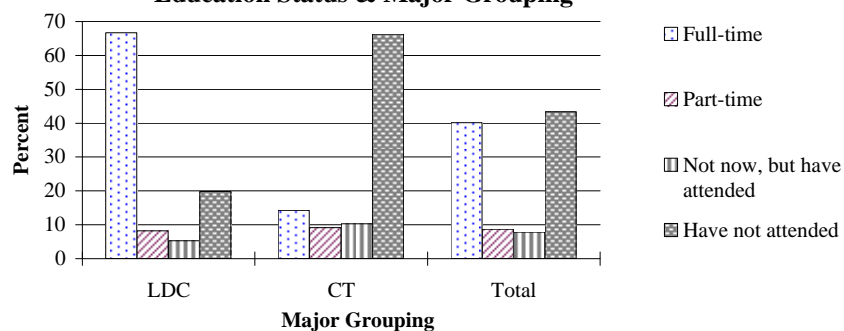
Education Status	Completion Status				Major Grouping				Total	
	Graduates		NFA		LDC		CT			
	n	%	n	%	n	%	n	%	n	%
Full-time	75	33.0	64	53.8	114	66.7	25	14.3	139	40.2
Part-time	22	9.7	8	6.7	14	8.2	16	9.1	30	8.7
Not now, but have attended	20	8.8	7	5.9	9	5.3	18	10.3	27	7.8
Have not attended since leaving Lane	110	48.5	40	33.6	34	19.9	116	66.3	150	43.4
Total	227	100.0	119	100.0	171	100.0	175	100.0	346	100.0
No Response	1						1		1	

Example: The percentage of responding graduates who indicated they were in school full-time (in Spring 2009) was 33%.

**Education & Completion Status**



**Education Status & Major Grouping**



Respondents are represented three times:

- Once in Completion Status as either a graduate or NFA (no formal award).
- Secondly in Major Grouping as either LDC (lower division collegiate transfer) or CT (career technical).
- A third time in the total.

### ***Preparation for Transfer***

**If you transferred to a four-year college or university, how well did Lane classes prepare you for classes at your new institution?**

(5) Very well                      (4)                      (3) Somewhat                      (2)                      (1) Not at all well

- Overall, eighty-one percent of all respondents who continued their education indicated that Lane prepared them “well” or “very well” for classes at their new institutions.
- The percentage of graduates who indicated that Lane prepared them “well” or “very well” for classes at their new institutions (80.7%) was similar to the percentage of no formal award respondents who indicated that Lane prepared them “well” or “very well” (81.6%).

### **Additional Information:**

Respondents’ comments suggest that the vast majority of Lane students who transfer think that Lane effectively prepared them for classes at a four-year college or university:

- \* *I took a year of anatomy and physiology and a year of General Chemitry. Both have prepared me for pharmacology and Pathophysiology.*
- \* *I felt that academically I was very ready.*
- \* *[Two Art teachers] were wonderful and prepared me well for Art classes at PSU.*
- \* *My music instructors at Lane were positively amazing - they were always gladly willing to answer questions and give of their time and thoroughly explained concepts so that I felt well prepared and equipped for the music program at U of O. They also inspired me with their enthusiasm, and not merely knowledge of the subject but ability to teach it as well.*
- \* *I have accurate skills and knowledge while taking my upper division core classes at the U of O. Math, writing and econ were excellent classes at Lane.*
- \* *When I transferred to the U of O, I entered the Honor's Program in the business school and I feel I am competitive and performing well.*
- \* *[Several professors] have really laid a solid foundation for me to continue in education and to really grasp and understand material at U of O.*
- \* *After not being in school for many years, [Lane] was a smaller environment but yet academically driven. It acclimated me to academia.*

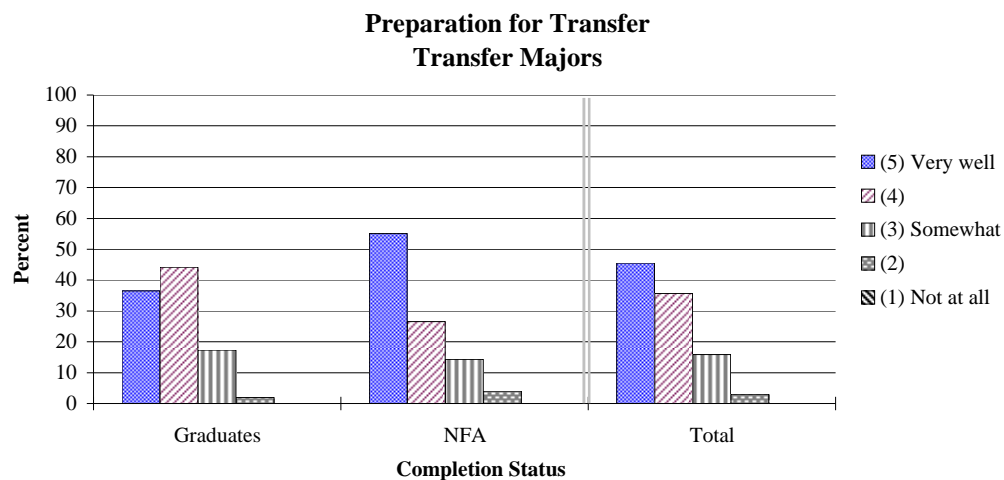
Many respondents commented about the lack of preparation for bigger classes, different teaching styles and workload. The following comments are representative of several comments:

- \* *I felt that academically I was very ready. However, I was not prepared for the larger class size so I would recommend having students dual enroll for a term. It helped me a lot.*
- \* *I was not completely used to being in large classes. Everything else prepared me.*
- \* *The U of O gives out much more homework, specifically more reading assignments.*
- \* *I was a little spoiled. Lane is very nice, teachers really cared about your well-being and wanting to see you succeed.*

**Table 15: Preparation for Transfer to a Four-Year College or University**  
(Transfer Major Respondents Who Had Transferred)

Preparation Rating	Completion Status				Total	
	Graduates		NFA		LDC	
	n	%	n	%	n	%
(5) Very well	19	36.5	27	55.1	46	45.5
(4)	23	44.2	13	26.5	36	35.6
(3) Somewhat	9	17.3	7	14.3	16	15.8
(2)	1	1.9	2	4.1	3	3.0
(1) Not at all	0	0.0	0	0.0	0	0.0
Total	52	100.0	49	100.0	101	100.0
No Response	1		1		2	

Example: The percentage of responding graduates who indicated Lane prepared them "very well" for transfer to a four-year college or university was 36.5%.



Respondents are represented twice:

- Once in completion status as either a graduate or NFA (no formal award).
- A second time in the total.

### ***Ease of Transfer***

**If you transferred to a four-year college or university from Lane, how easy was the transfer between institutions?**

(5) Very easy      (4)      (3) Somewhat      (2)      (1) Not at all easy

- Over 89 percent of all LDC major respondents who transferred indicated the ease of transferring was “very easy” or “easy.”
- All 100 percent of graduate respondents with LDC majors indicated the ease of transferring was “somewhat easy,” “easy,” or “very easy.”

**Please specify which courses you *thought* would transfer but didn’t?**

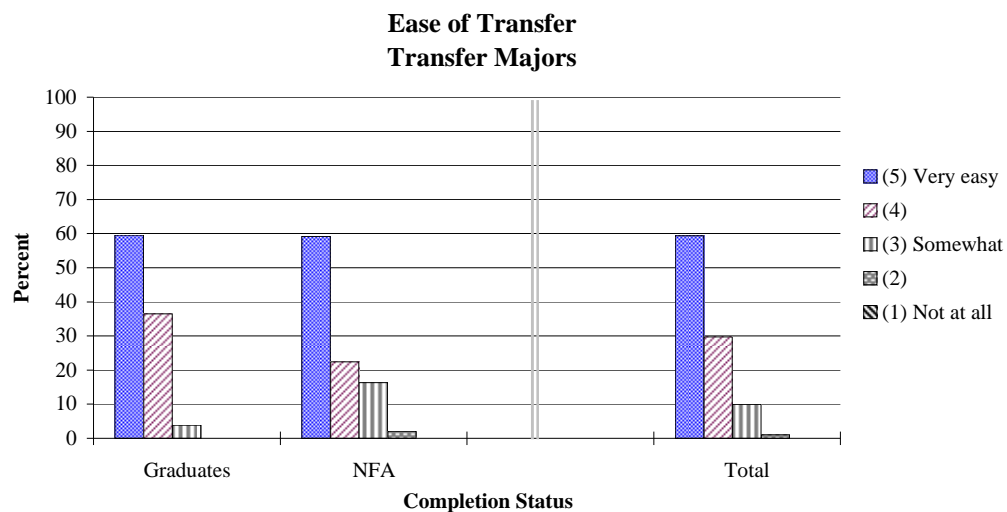
- **The majority of respondents answered that all of the courses they thought would transfer did transfer.**
- A few respondents indicated a negative experience as the following comments indicate:
  - \* *Part of an English course was the only one.*
  - \* *They all transferred but some of them were not applicable for credit in my arena.*
  - \* *GIS, but I had 120 credits transferred.*
  - \* *I managed to get most of the classes transferred, but it was a lot of work.*

**Table 16: Ease of Transfer to a Four-Year College or University**

(Transfer Major Respondents Who Had Transferred)

Ease of Transfer	Completion Status				Major Grouping	
	Graduates		NFA		LDC	
	n	%	n	%	n	%
(5) Very easy	31	59.6	29	59.2	60	59.4
(4)	19	36.5	11	22.4	30	29.7
(3) Somewhat	2	3.8	8	16.3	10	9.9
(2)	0	0.0	1	2.0	1	1.0
(1) Not at all	0	0.0	0	0.0	0	0.0
Total	52	100.0	49	100.0	101	100.0
No Response	1		1		2	

Example: The percentage of responding graduates who indicated transferring to four-year colleges or universities was "very easy" was 59.6%.



Respondents are represented twice:

- Once in completion status as either a graduate or NFA (no formal award).
- A second time in the total.

### ***Writing Classes Completed at Lane***

(Transfer Major Respondents Only)

**The number of writing classes completed at Lane in the last five years was extracted from Lane's Academic History. Completed means the student earned a Pass or a C- or above.**

☐ WR 121      ☐ WR 122      ☐ WR 123      ☐ WR 227 (Technical Writing)

- Two-thirds of LDC respondents had completed WR 121 (67%) and sixty percent of LDC respondents had completed WR 122.
- Nearly three-quarters of the transfer graduate respondents had completed WR 122 (71.7%) and half had completed WR 123 (49.1%).
- The percentage of transfer graduate respondents who had completed WR122 (71.7%) was substantially higher compared to the percentage of transfer NFA respondents who had completed WR 122 (48%).
- Nearly one-quarter (24.3%) of LDC respondents had completed WR227 at Lane.

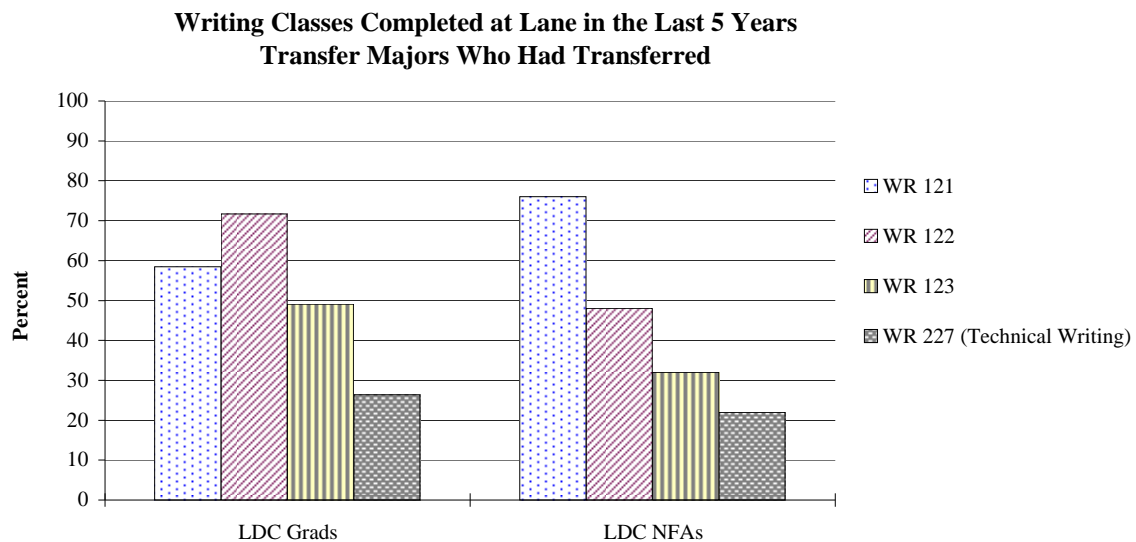


**Table 17: Writing Classes Completed at Lane**

(Transfer Major Respondents Who Had Transferred to a Four-Year College or University)

Writing Classes Completed at Lane	Completion Status				Total Transfers	
	LDC Grads		LDC NFAs			
	n	%	n	%	n	%
WR 121	31	58.5	38	76.0	69	67.0
WR 122	38	71.7	24	48.0	62	60.2
WR 123	26	49.1	16	32.0	42	40.8
WR 227 (Technical Writing)	14	26.4	11	22.0	25	24.3
WR 121 and 122 only	9	17.0	10	20.0	19	18.4
WR 121 and 122 and 123 only	15	28.3	7	14.0	22	21.4
Total respondents*	53	100.0	50	100.0	103	100.0

\*Note: Respondents take more than one writing class, therefore the number of responses is greater than the number of respondents.



### ***Preparation for Four-Year Institution Writing Tasks***

(Transfer Major Respondents Only)

**If you transferred, how prepared were you for writing tasks in courses at a four-year college or university?**

(5) Very well      (4)      (3) Somewhat      (2)      (1) Not at all

- Over 85 percent of LDC respondents indicated they were “well” or “very well” prepared for writing tasks at a four-year institution.
- Less than half of transfer graduate respondents answered they were “very well” prepared (40.4%) compared to 56 percent of transfer NFA respondents who indicated they were “very well” prepared.

#### **Interpretation/Analysis:**

Nearly eighty-two percent of transfer majors who took the sequence WR 121, WR 122, and WR 123 indicated Lane prepared them “well” or “very well” for writing tasks in courses at a four-year college or university.

Nearly forty-one percent of transfer majors who took the three-course sequence WR 121, WR122, and WR123 indicated Lane prepared them “very well” for writing tasks in courses at a four-year college or university.

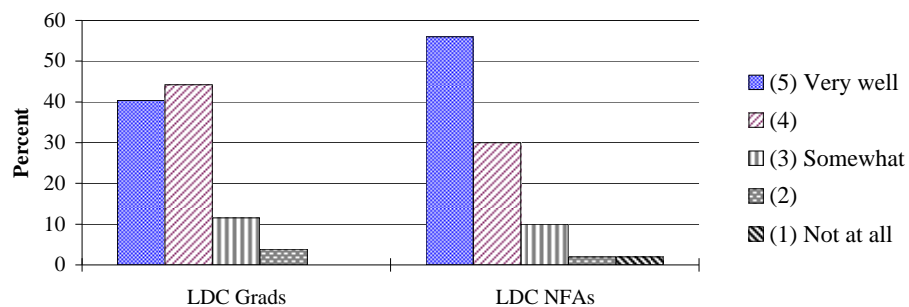
**Table 18: Preparation for Four-Year Institution Writing Tasks**

(Transfer Major Respondents Only)

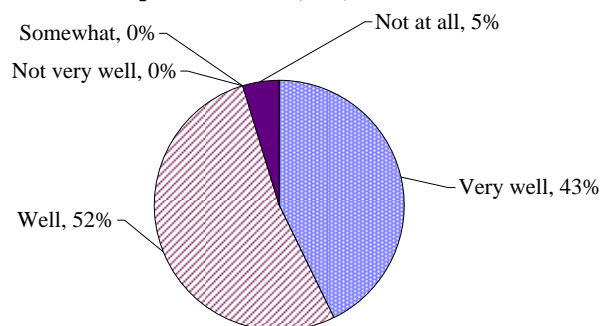
Preparation Rating	Completion Status				Total Transfer Majors	
	LDC Grads		LDC NFAs			
	n	%	n	%	n	%
(5) Very well	21	40.4	28	56.0	49	48.0
(4)	23	44.2	15	30.0	38	37.3
(3) Somewhat	6	11.5	5	10.0	11	10.8
(2)	2	3.8	1	2.0	3	2.9
(1) Not at all	0	0.0	1	2.0	1	1.0
Total	52	100.0	50	100.0	102	100.0

Example: The percentage of responding graduates who indicated Lane prepared them "very well" for writing tasks at a four-year college or university environment was 40.4%.

**Preparation for 4-Year Institution Writing Tasks  
Transfer Majors Only**



**Writing Prep of Transfer Majors  
Completed WR 121,122,123 at Lane**



## ***Likelihood of Taking Classes at Lane in the Next 2-3 Years***

**How likely would you be to take a class from Lane in the next 2-3 years?**

(5) Very likely      (4)      (3) Somewhat      (2)      (1) Not at all likely

- Overall, 30.9 percent of all respondents indicated the likelihood of taking classes at Lane in the next two to three years was “very likely” or “likely.” Another 13.2 percent of all respondents indicated the likelihood of taking classes at Lane in the next two to three years was “somewhat likely.”
- The percentage of career technical major respondents indicating the likelihood of taking further classes at Lane as “very likely” was 37.2 percent compared to transfer majors at 21.8 percent.
- The percentage of no formal award respondents indicating the likelihood of taking further classes at Lane as “very likely” was similar to graduates (31.6% and 28.4% respectively).

### **Interpretation/Analysis:**

#### *Age*

Twenty-nine percent of those indicating they would be “very likely” to attend Lane in the next two to three years were in the 31-40 year-old age group. Twenty-six percent indicating the same were in the 26-30 year-old age group and another 20 percent were in the 22-25 year-old age group

Thirty-one percent of career technical majors indicating they would be “very likely” to attend Lane in the next two-three years were in the 31-40 year-old age group, 23 percent were in the 26-30 year-old age group and another 19 percent were in the 22-25 year-old age group.

A third (35%) of transfer majors indicating they would be “very likely” to attend Lane in the next two-three years were in the 26-30 year-old age group and another third (32%) indicating the same were in the 22-25 year-old age group.

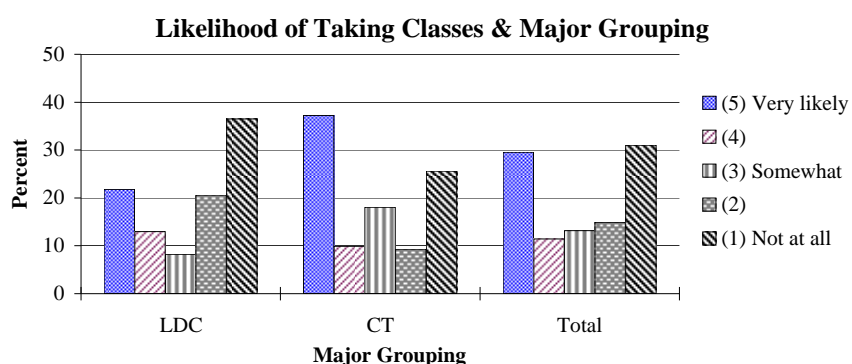
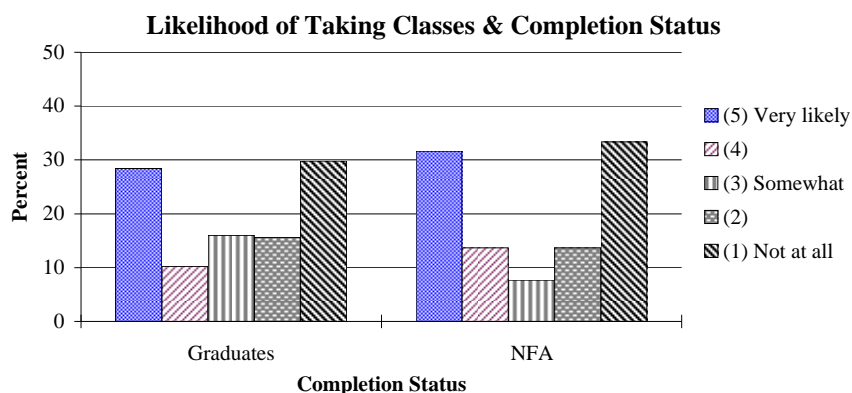
#### *Gender*

A greater percentage of female respondents (73 of 228 females or 32%) indicated they would be “very likely” to attend Lane in the next two to three years than did male respondents (28 of 119 males or 23.5%).

**Table 19: Likelihood of Taking a Class at Lane in 2-3 Years** (All Respondents)

Likelihood of Taking Classes	Completion Status				Major Grouping				Total	
	Graduates		NFA		LDC		CT			
	n	%	n	%	n	%	n	%	n	%
(5) Very likely	64	28.4	37	31.6	37	21.8	64	37.2	101	29.5
(4)	23	10.2	16	13.7	22	12.9	17	9.9	39	11.4
(3) Somewhat	36	16.0	9	7.7	14	8.2	31	18.0	45	13.2
(2)	35	15.6	16	13.7	35	20.6	16	9.3	51	14.9
(1) Not at all	67	29.8	39	33.3	62	36.5	44	25.6	106	31.0
Total	225	100.0	117	100.0	170	100.0	172	100.0	342	100.0
No Response	3		2		1		4		5	

Example: The percentage of responding graduates who indicated the likelihood of taking classes at Lane was "very likely" was 28.4%.



Respondents are represented three times:

- Once in Completion Status as either a graduate or NFA (no formal award).
- Secondly in Major Grouping as either LDC (lower division collegiate transfer) or CT (career technical).
- A third time in the total.