

Project Summary

Background

Every two years all Oregon community colleges conduct a student opinion survey to assess perceptions of college environment and services. The survey has been authorized and supported by the Oregon Community College Deans of Students Association. The first statewide administration of this survey occurred in the fall of 1993 using the standard *Student Opinion Survey* questionnaire developed by American College Testing (ACT). Following that first survey project, the Oregon Council of Community College Institutional Researchers developed a customized Northwest Edition of the standard ACT instrument. This new survey instrument has been administered to Oregon community college students during spring terms of 1996, 1998, 2000, 2002 and 2004.

Besides the standardized ACT survey instrument which is used by all Oregon community colleges for this biennial student survey project, additional questions unique to each college can be included with this project. This report contains findings from the additional questions developed by Lane staff for the spring 2004 survey. The methodology and findings of the survey project are briefly summarized below. Readers are encouraged to review the detailed graphic and tabular presentations of findings derived from the additional questions as well as respondent comments that follow this summary. The survey instrument used in this project follows the detailed presentations of findings.

Survey Methodology

Survey Instrument

During spring term 2004, drafts of possible additional questions to be included with the *ACT Student Opinion Survey (Northwest Edition)* were submitted to Institutional Research, Assessment & Planning (IRAP) by Lane staff who wanted to investigate particular issues. IRAP staff reviewed questions and offered suggestions that would clarify and focus questions. The final 49 additional questions were compiled in a four-page format and distributed along with the standard ACT Student Opinion Survey.

Data Collection

At the end of the third week of spring term 1,267 student packets containing the *ACT Student Opinion Survey (Northwest Edition)* and Lane's additional questions were delivered to 59 instructors of credit courses. These 59 sections were a stratified random sample of spring term credit sections. The following criteria were used to select sections:

- at least one section was selected from each department
- the number of sections selected in a department was based on student FTE in the department
- no instructor was selected more than once
- morning, afternoon and evening courses were selected in approximately the ratio such classes were offered spring term.

Instructors were asked to distribute survey packets to students at the end of a class session sometime during the fourth or fifth weeks of the term and then to collect completed surveys from students during the next meeting of the class. Fifty-four instructors returned packets of completed student surveys. A total of 595 completed student surveys were returned to IRAP for a student survey response rate of 47%**. IRAP staff loaded responses to the 49 additional questions and then submitted all of the ACT survey forms to a central collection point at Chemeketa Community College where they were grouped with completed surveys from all other Oregon community colleges before being sent off to ACT for processing. Findings from the ACT survey instrument should be available from ACT November 2004.

Comparison of Survey Respondents with Lane Student Population

Based on characteristics of age, ethnicity/race, and gender, the survey respondents were representative of Lane's student population enrolled in credit classes. The following three charts are comparisons of survey respondents with all credit students on these three characteristics.

ACT Student Opinion Survey-				
Ethnic/Racial Group	Lane's Additional Questions			All Credit Students
response category	# of responses	% of all responses	% of valid responses	% of credit students fall '03*
African-American or Black	9	1.5%	1.9%	1.5%
Native American	11	1.8%	2.3%	3.1%
Caucasian or White	427	71.8%	87.9%	88.4%
Mexican-American, Mexican origin	10	1.7%	2.1%	included w/ Latino or Hispanic
Asian American, Oriental, Pacific Islander	23	3.9%	4.7%	3.2%
Puerto Rican, Cuban, other Latino or Hispanic	6	1.0%	1.2%	3.8%
other	17	2.9%	na	na
I prefer not to respond	59	9.9%	na	na
blank	33	5.5%	na	na
total	595	100%	100%	100%

* Data for fall 2003 credit students from Lane's *Facts 2003/2004* brochure.

Example: For students who completed the survey and reported their ethnic/racial group, 1.9% (9 students) indicated they were African-American or Black. For Lane students enrolled in credit classes during fall term 2003, 1.5% reported they were African-American or Black.

** The number of responses to Lane's Additional Questions (595) is greater than the number of responses to the ACT Student Opinion Survey – NW Edition (572) because some survey packets were returned to IRAP after the deadline for sending scan forms to ACT. In these cases, responses to Additional Questions were processed by IRAP staff and included in this report of findings for the Additional Questions.

Age Groups:**ACT Student Opinion Survey****All Credit Students**

response category	# of responses	% of responses	% of valid responses	% of credit students '02-03*
18 or under	34	5.7%	6.0%	3.0%
19	62	10.4%	11.0%	
20	65	10.9%	11.5%	
21	50	8.4%	8.8%	35.0%
22	32	5.4%	5.7%	
23 to 25	79	13.3%	14.0%	20.0%
26 to 29	67	11.3%	11.8%	13.0%
30 to 39	93	15.6%	16.4%	14.0%
40 to 61	83	13.9%	14.7%	14.0%
62 or over	1	0.2%	0.2%	1.0%
blank	29	4.9%	na	na
total	595	100%	100%	100%

* Data for 2002-03 credit students from *Lane Profile 2002-2003*.

Example 1: For students who completed the survey and reported their age, 6.0% (34 students) were 18 years or younger. For Lane students enrolled in credit classes during 2002-03, 3.0% were 18 years or younger.

Example 2: For students who completed the survey and reported their age, 31.3% were 19, 20, or 21 years old (11.0% + 11.5% + 8.8%). For Lane students enrolled in credit classes during 2002-03, 35.0% were 19, 20, or 21 years old.

Gender:**ACT Student Opinion Survey****All Credit Students**

response category	# of responses	% of responses	% of valid responses	% of credit students fall '03*
male	238	40.0%	42.3%	45.3%
female	324	54.5%	57.7%	54.7%
blank	33	5.5%	na	na
total	595	100%	100%	100%

* Data for fall 2003 credit students from Lane's *Facts 2003/2004* brochure.

Example: For students who completed the survey and reported their gender, 42.3% (238 students) were male. For Lane students enrolled in credit classes during fall term 2003, 45.3% were male.

A summary of findings from Lane’s additional questions is presented below. More detailed graphic and tabular presentations of responses to all questions are presented in the Findings section of this report. Respondents’ comments follow the tables and graphs. All percentages reported in this Summary section are “valid” percentages (i.e., surveys with no response for a particular question were not included in the percent calculation).

Lane Services: Student Health Services

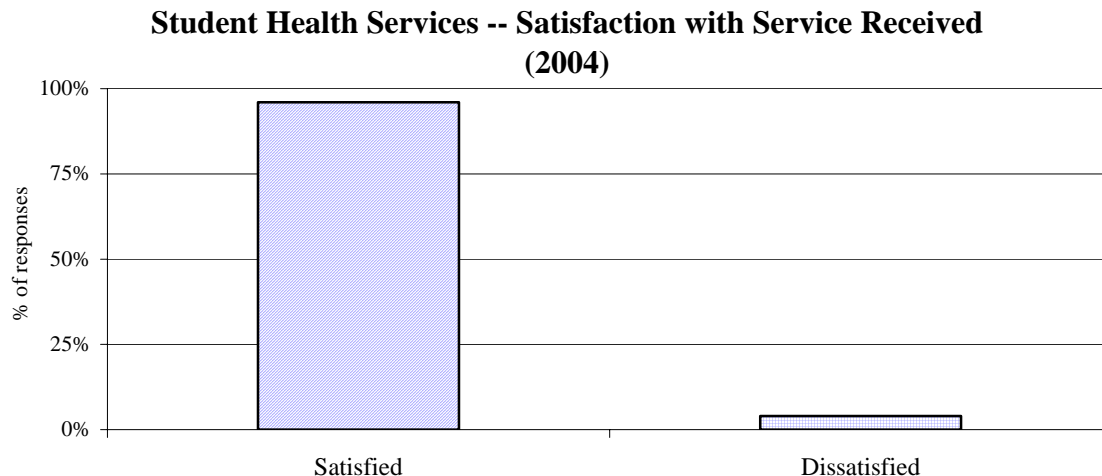
A majority of survey respondents reported they had “Never” used Lane’s Student Health Services (73% in both 2004 and 2002), but among those who had used Student Health Services 96% reported they were satisfied with the service they received (compared to 95% in 2002).

- 62% reported they were “Very satisfied” with the service they received (compared to 66% in 2002) and
- 34% were “Somewhat satisfied” (compared to 29% in 2002).

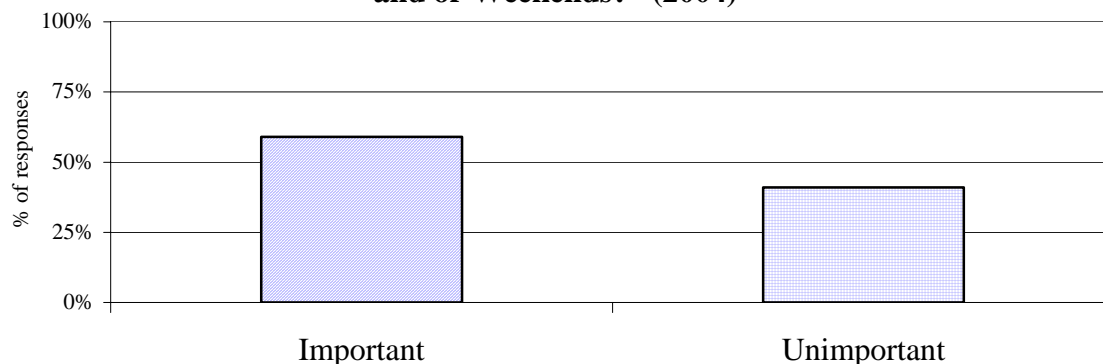
Among all survey respondents, 59% reported it was important to have Lane’s Student Health Services available during the evening or on weekends (compared to 53% in 2002).

- 23% reported it is “Very important” to have Student Health Services available evenings or weekends (compared to 21% in 2002)
- 36% reported it is “Somewhat important” (compared to 32% in 2002)

See pages 1 – 3 in the Findings section for details related to Student Health Services.



Student Health Services -- Important to have Available Evening and or Weekends? (2004)



Lane Services: Public Safety Office

A majority of survey respondents, 82%, reported they have not voluntarily used the services of the Public Safety Office, but among those who had used the Public Safety Office 78% reported they were satisfied with the service they received.

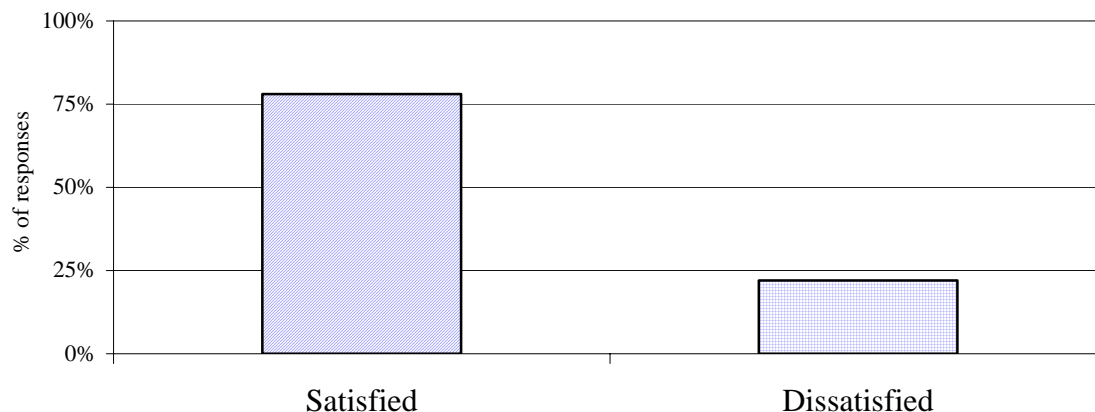
- 38% reported they were “Very satisfied” with the service they received, and
- 40% were “Somewhat satisfied”

A majority of survey respondents, 87%, reported they have not received a citation and/or had a discussion with a Public Safety Officer about their behavior on campus, but among those who had received a citation and/or had a discussion with a Public Safety Officer 35% reported they were satisfied with their contact with Public Safety.

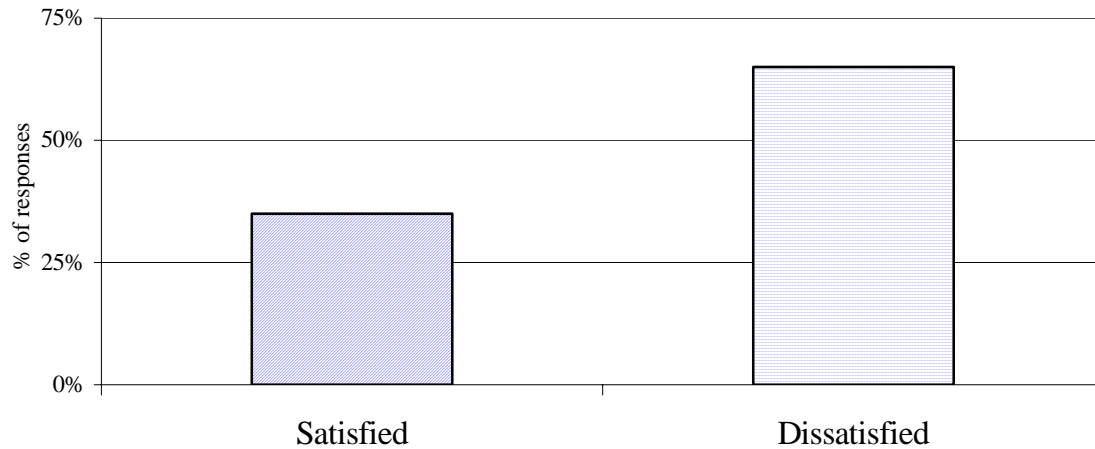
- 19% reported they were “Very satisfied” with the service they received, and
- 16% were “Somewhat satisfied”

See pages 4 – 7 in the Findings section for details related to the Public Safety Office.

Public Safety Office -- Satisfaction with Service Received (2004)



Public Safety Office -- Satisfaction with Contact with Public Safety Officer (2004)



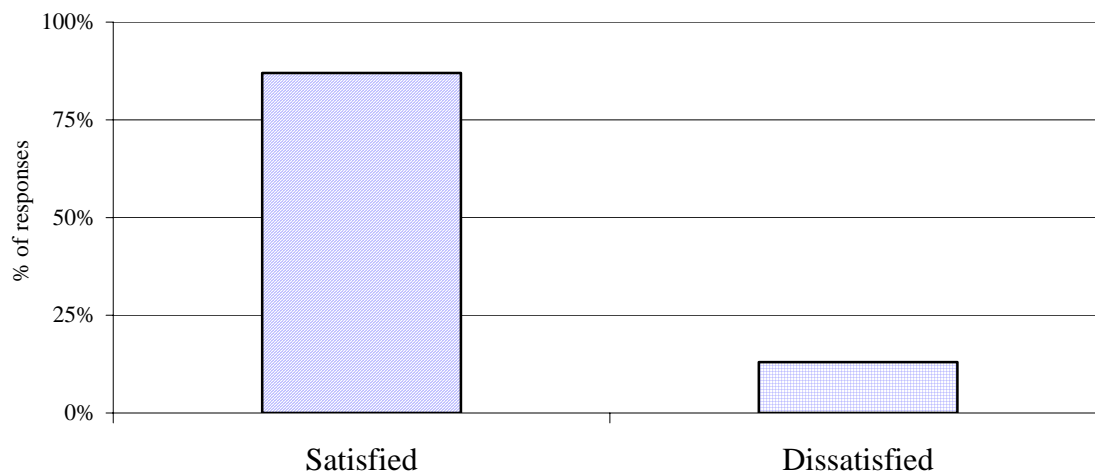
Lane Services: *Disability Services*

A majority of survey respondents reported they had “Never” used Lane’s Disability Services (90% in 2004, compared to 93% in 2002), but among those who had used Disability Services 87% reported they were satisfied with the service they received (compared to 78% in 2002).

- 57% reported they were “Very satisfied” with the service they received (compared to 48% in 2002) and
- 30% were “Somewhat satisfied” (compared to 30% in 2002)

See pages 8 – 9 in the Findings section for details related to Disability Services.

Disability Services -- Satisfaction with Service Received (2004)

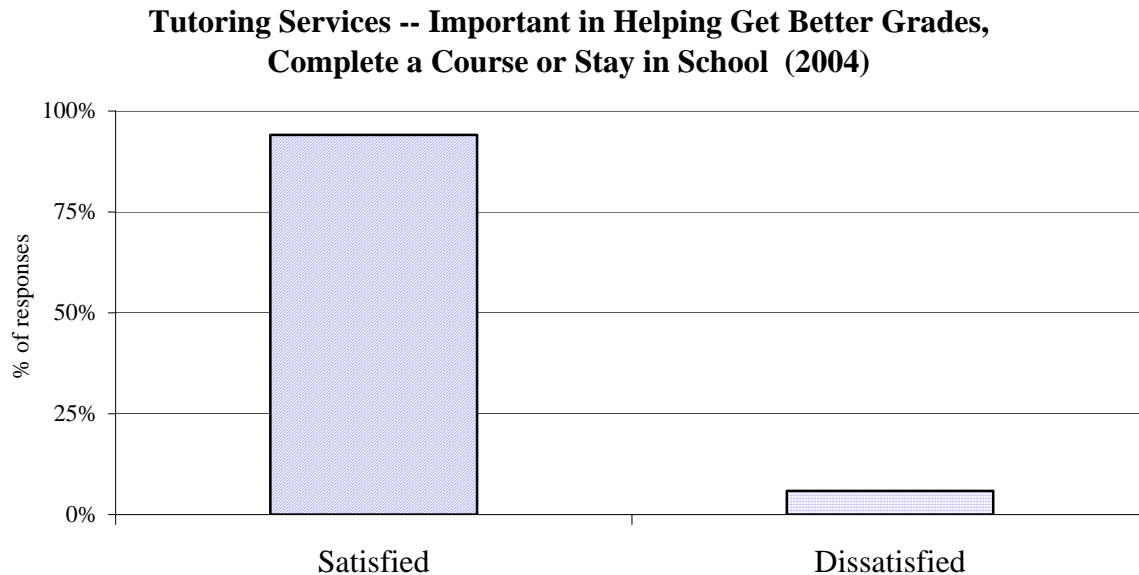


Lane Services: Tutoring Services

The percent of students who used Lane’s Tutoring Services increased (43% in 2004 compared to 42% in 2002), and among those who had used Tutoring Services 94% reported that tutoring assistance was important in helping them get better grades, complete a course or stay in school.

- 61% reported that tutoring assistance was “Very important”, and
- 33% reported it was “Somewhat important”

See pages 10 - 11 in the Findings section for details related to Tutoring Services.



Lane Services: Recovery Center

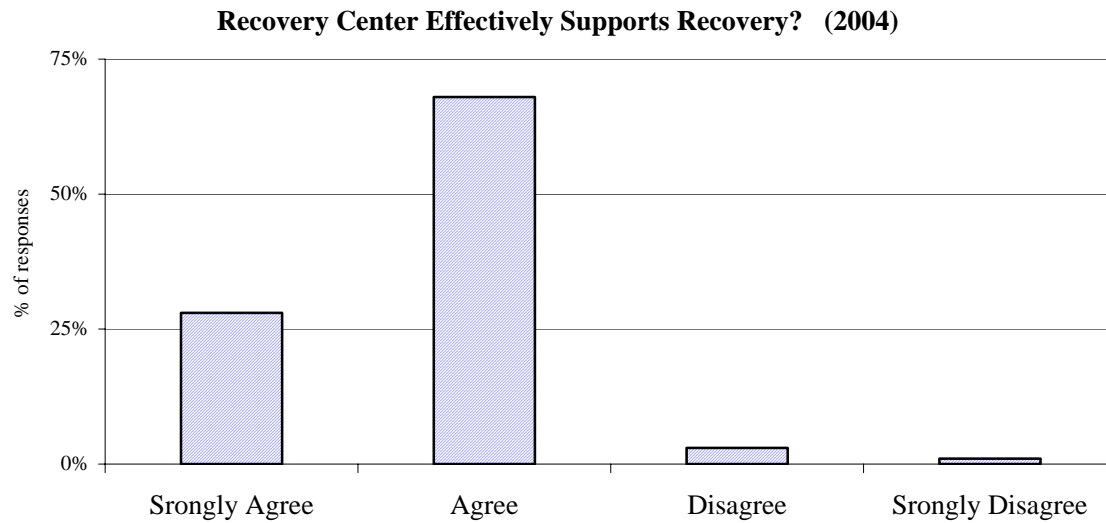
A majority of survey respondents (80% in both 2004 and 2002) reported they did not know that Lane had a Recovery Center on campus for information and referral, support, and counseling about substance abuse and related issues that affect students and families.

Among those who were aware of the Center, 96% reported they agreed that the Center effectively supports recovery (compared to 92% in 2002).

- 28% reported they “Strongly agree” (compared to 23% in 2002)
- 68% reported they “Agree” (compared to 69% in 2002)

See pages 12 – 14 in the Findings section for details related to Lane’s Recovery Center.

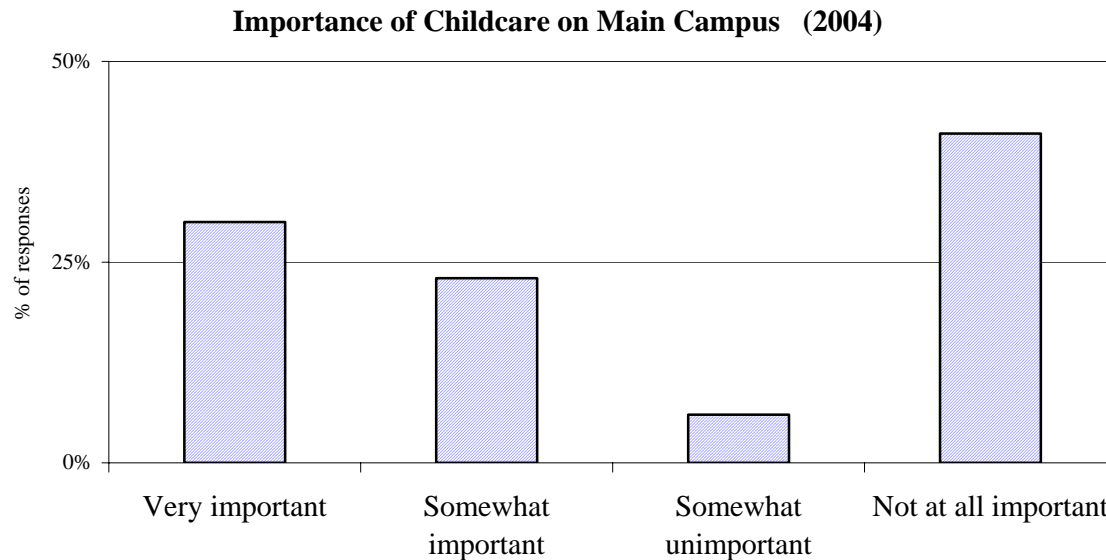
Note: For comparison, the “Don’t know/No opinion” responses to 2002 survey were excluded from percent calculation.



Lane Services: Childcare on Main Campus

Fifty-three percent of survey respondents reported it was important to them to have childcare available on main campus (compared to 49% in 2002), and 41% reported childcare on main campus was “Not at all important” to them (compared to 42% in 2002).

See page 15 in the Findings section for details related to childcare on main campus.



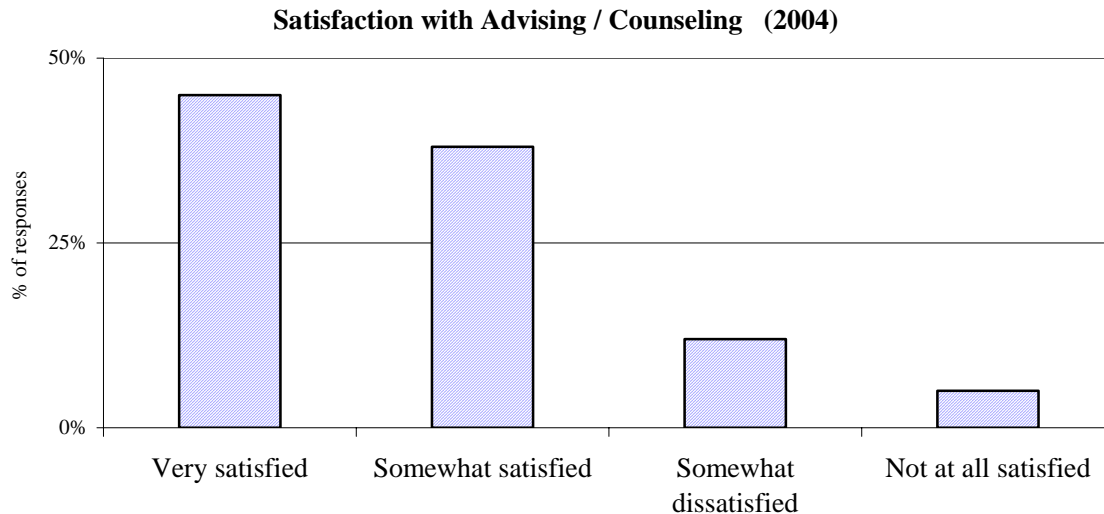
Lane Services: Advising and Counseling

Of the respondents who had met with a Lane advisor or counselor during the 2003-04 school year, 63% had “1 to 2 meetings” (compared to 63% in 2002), 32% reported they had “3 to 5 meetings” (compared to 29% in 2002), and 5% reported they had “6 or more meetings” during the year (compared to 8% in 2002).

Among those who had met with an advisor or counselor during 2003-04, 83% reported they were satisfied with the quality of service they received (compared to 87% in 2002):

- 45% reported they were “Very satisfied”
- 38% reported they were “Somewhat satisfied”
- 12% reported they were “Somewhat dissatisfied”
- 5% reported they were “Very dissatisfied.”

See page 16 - 17 in the Findings section for details related to counseling and advising services.

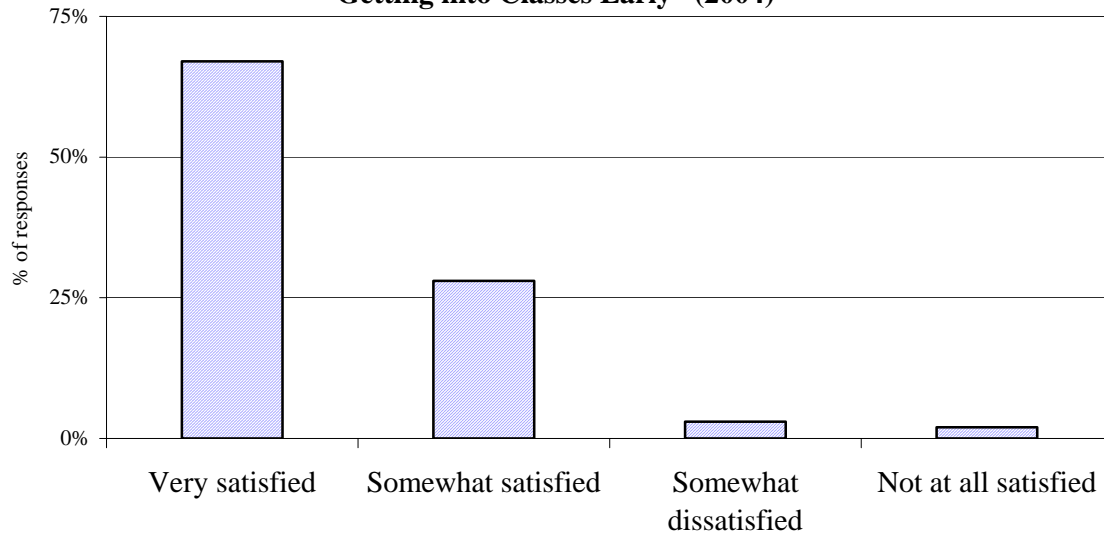


Lane Services: Advance Registration System

Among those who had used Lane’s advance registration system, 95% reported they were satisfied with “the opportunity it provides for getting into classes early” (compared to 89% in 2002):

- 67% reported they were “Very satisfied”
- 28% reported they were “Somewhat satisfied”
- 3% reported they were “Somewhat dissatisfied”
- 2% reported they were “Very dissatisfied.”

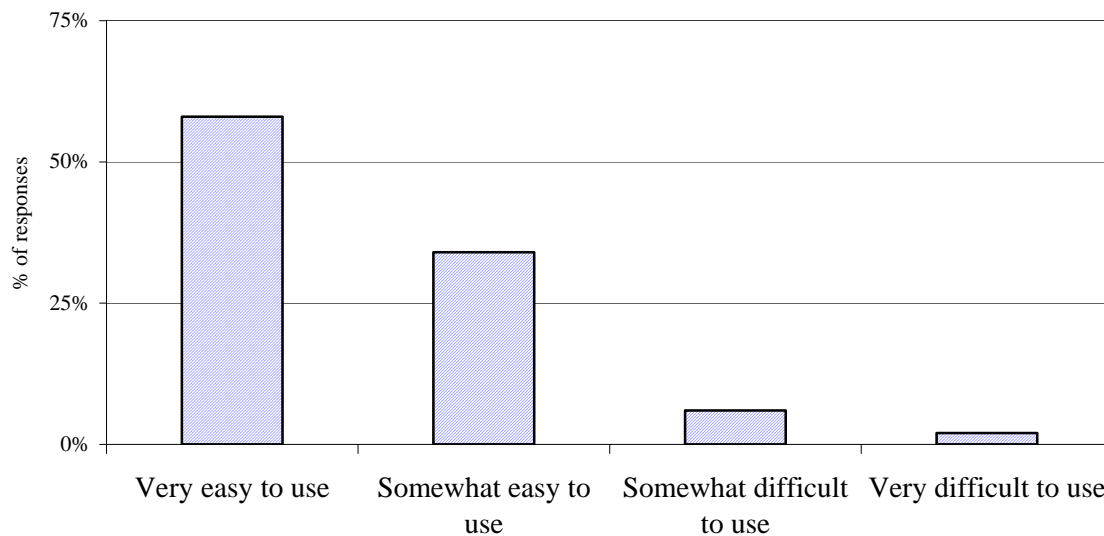
Satisfaction with Opportunity Advance Registration Provides for Getting into Classes Early (2004)



Among those who had used Lane's advance registration system, 92% reported it was easy to use (compared to 92% in 2002):

- 58% reported the advance registration system was "Very easy to use"
- 34% reported it was "Somewhat easy to use"
- 6% reported it was "Somewhat difficult to use"
- 2% reported the advance registration system was "Very difficult to use"

Easy to Use Advance Registration System? (2004)



See page 18 - 19 in the Findings section for details related to Lane's advance registration system.

Lane Services: Students First! Center

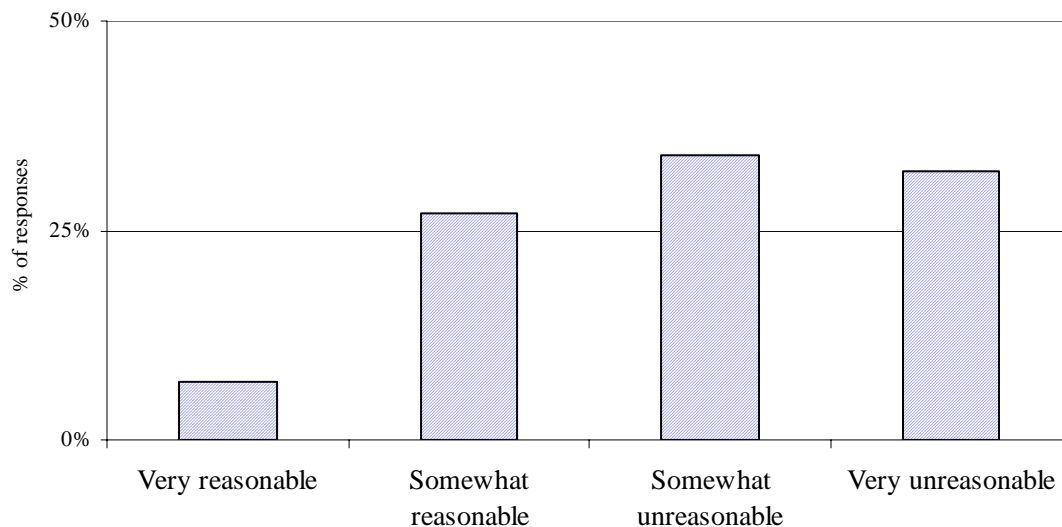
Of the respondents who had gone to the Students First! Center in person during the 2003-04 school year, 61% reported they had gone “0 to 5 times”, 30% reported they had gone “6 to 10 times”, 6% reported they had gone “11 to 15 times” and 3% reported they had gone “More than 15 times” during the year.

On average, 9% reported they had to wait in line “0 to 10 minutes” before receiving assistance, 30% reported they had to wait “11 to 20 minutes,” 29% had to wait “21 to 30 minutes,” and 32% reported they had to wait in line “More than 30 minutes” before receiving assistance.

Thirty-four percent of respondents reported that the amount of time they had to wait in line to speak to a Students First! Center representative was “Reasonable:”

- 7% reported the amount of time was “Very reasonable”
- 27% reported the amount of time was “Somewhat reasonable”
- 34% reported the amount of time was “Somewhat unreasonable”
- 32% reported the amount of time was “Very unreasonable.”

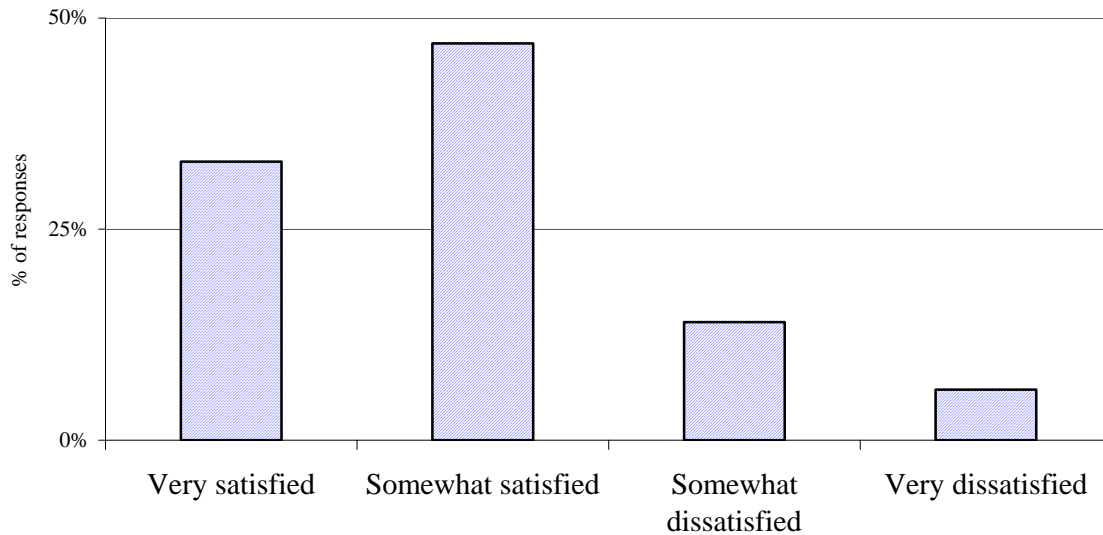
Students First! Center - Amount of Time Waited in Line (2004)



Eighty percent of survey respondents reported they were satisfied with the service they received from the Students First! Center:

- 33% reported they were “Very satisfied”
- 47% reported they were “Somewhat satisfied”
- 14% reported they were “Somewhat dissatisfied”
- 6% reported they were “Very dissatisfied.”

Students First! Center - Satisfaction with Service Received (2004)



Eighty-six percent of survey respondents reported they agreed that the Students First! Representatives provide good customer service:

- 29% reported they “Strongly agree”
- 57% reported they “Agree”

Seventy-eight percent of survey respondents reported they agreed that they know where to find information about policies and procedures regarding Lane registration and billing:

- 21% reported they “Strongly agree”
- 57% reported they “Agree”

See pages 20 - 25 in the Findings section for details related to Lane’s Students First! Center.

Lane's Environment: College Environment is Welcoming and Accepting

Overall, a majority of survey respondents (96% in 2004, compared to 97% in 2002) thought the general college environment is welcoming and accepting to all students, regardless of their race or national origin, gender, religion, physical ability, age, or sexual orientation.

When responses of students of color are compared to responses of students who reported their ethnic/ racial group was Caucasian or white, there are slight differences:

- 97.6% of white students thought Lane's environment was welcoming and accepting; 427 Caucasian/white students responded (compared to 97.1% in 2002; 395 students responding).
- 97.4% of students of color thought the environment was welcoming and accepting; 76 students of color responding (compared to 96.8% in 2002; 92 students responding).

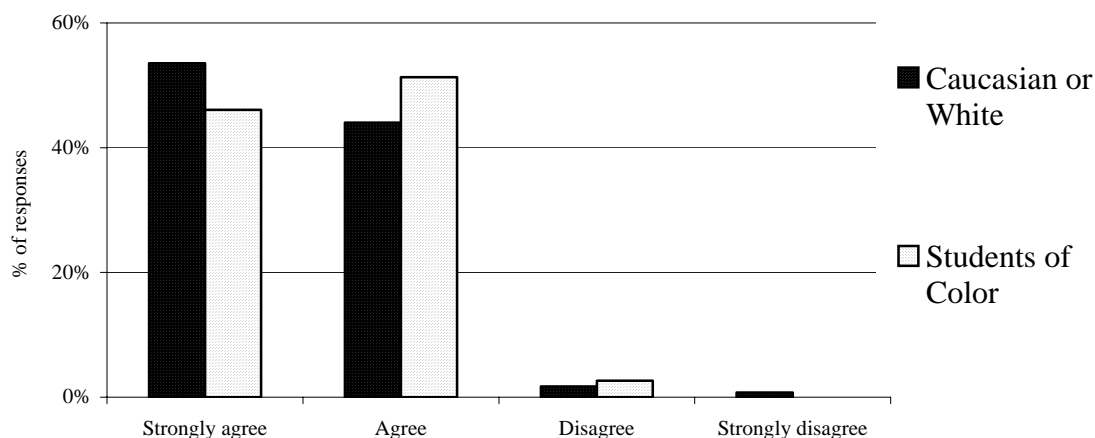
Among students who reported their ethnic/racial group was Caucasian or White

- 54% (N = 219) "Strongly agreed" with this statement (compared to 52% in 2002; N = 213)
- 43% (N = 180) "Agreed" (compared to 45% in 2002; N = 182)
- 2.0% (N = 7) "Disagreed" (compared to 2.5% in 2002; N = 10)
- 1.0% (N = 3) "Strongly disagreed" (compared to 0.5% in 2002; N = 2).

Among students of color (i.e., respondents who reported their ethnic/racial group was African-American; or Native American; or Mexican-American, Mexican origin; or Asian American, Oriental, Pacific Islander; or Puerto Rican, Cuban, other Latino or Hispanic; or "other")

- 46% (N = 35) "Strongly agreed" with this statement (compared to 42% in 2002; N = 40)
- 51% (N = 39) "Agreed" (compared to 55% in 2002; N = 52)
- 3.0% (N = 2) "Disagreed" (compared to 2.0% in 2002; N = 2)
- 0.0% (N = 0) "Strongly disagreed" (compared to 1.0% in 2002; N = 1).

General College Environment is Welcoming and Accepting (2004)



See page 26 in the Findings section for details related to all respondents and the general college environment.

Note: In the graph above, respondents who reported their ethnic/racial group was "other" are included in students of color.

Lane's Environment: Instructors Strive to Create a Classroom Environment that is Comfortable and Fair to All Students

Overall, a majority of survey respondents (96% in 2004, compared to 97% in 2002) thought “instructors strive to create a classroom environment that is comfortable and fair to all students regardless of their race or national origin, gender, religion, physical ability, age, or sexual orientation.”

Overall, when responses of students of color are compared to responses of students who reported their ethnic/racial group was Caucasian or white, there are no significant differences:

- 96.8% of Caucasian/white students thought instructors strive to create a classroom environment that is comfortable and fair to all students; 427 Caucasian/white students responded (compared to 96.6% in 2002; 393 students responded)
- 94.7% of students of color thought instructors strive to create a classroom environment that is comfortable and fair to all students; 76 students of color responded (compared to 96.9% in 2002; 93 students responded).

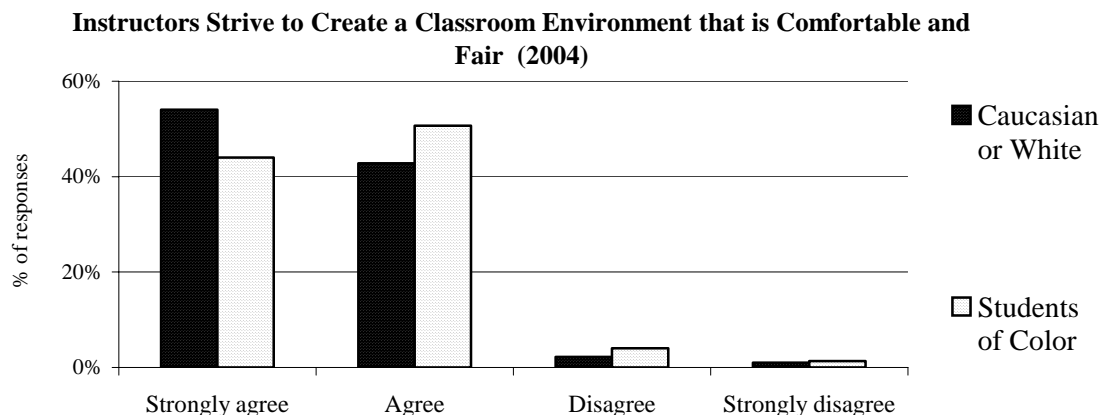
Among students who reported their ethnic/racial group was Caucasian or White

- 55% (N = 221) “Strongly agreed” with this statement (compared to 55.8% in 2002; N = 227)
- 42% (N = 175) “Agreed” (compared to 40.8% in 2002; N = 166)
- 2.0 % (N = 9) “Disagreed” (compared to 2.5% in 2002; N = 10)
- 1.0 % (N = 4) “Strongly disagreed” (compared to 1.0% in 2002; N = 4).

Among students of color (i.e., respondents who reported their ethnic/racial group was African-American; or Native American; or Mexican-American, Mexican origin; or Asian American, Oriental, Pacific Islander; or Puerto Rican, Cuban, other Latino or Hispanic; or “other”)

- 44.0% (N = 33) “Strongly agreed” with this statement (compared to 38.5% in 2002; N = 37)
- 50.7% (N = 38) “Agreed” (compared to 58.3 in 2002; N = 56)
- 4.0% (N = 3) “Disagreed” (compared to 3.1% in 2002; N = 3)
- 1.3% (N = 1) “Strongly disagreed” (compared to 0% in 2002; N = 0).

See page 27 in the Findings section for details related to all respondents and classroom environment.



Note: In the preceding graph, respondents who reported their ethnic/racial group was “other” are included in students of color.

Technology: Access to Computers and the Internet

Ninety percent of respondents reported they have access to a computer when they are away from Lane (compared to 88% in 2002) and 85% reported they have access to the Internet when they are away from Lane (compared to 81% in 2002).

- 89% of respondents thought Lane provides students adequate access to computers and related equipment on campus (compared to 72% in 2002).

See pages 28 – 29 and page 32 in the Findings section for details related to computer and Internet access.

Twenty-seven percent of respondents reported they paid their spring term Lane bill using ExpressLane.

See page 31 in the Findings section for details related to paying Lane bills using ExpressLane.

Seventy percent of respondents reported they were “Very comfortable” using ExpressLane to register for Lane classes and 24% reported they were “Somewhat comfortable” using ExpressLane to register. Five percent reported they were “Somewhat uncomfortable” using ExpressLane to register and 1% were “Very uncomfortable.”

See page 30 in the Findings section for details related to registering for Lane classes using ExpressLane.

Technology: Lane’s On-line Catalog and Web Pages:

Nearly 33% of respondents reported they “often used Lane’s on-line catalog” (compared to 8% in 2002), while 24% had “Never” used Lane’s on-line catalog (compared to 65% in 2002).

Nearly 53% of respondents reported they “often used Lane’s web pages” (compared to 17% in 2002), while only 4% reported they “Never” used Lane’s web pages (compared to 29% in 2002).

See pages 40 and 41 in the Findings section for details related to students using Lane’s on-line catalog and web pages.

Courses: Importance of Distance Learning Classes and Degrees through Distance Learning

Fifty-five percent of respondents reported it was important to be able to take on-line/Internet-based courses (compared to 50% in 2002)

- 20% of respondents reported this was “Very important” (compared to 18% in 2002), and 35% reported it was “Somewhat important” (compared to 32% in 2002).

Forty percent of respondents reported it was important to be able to take telecourses (compared to 43% in 2002).

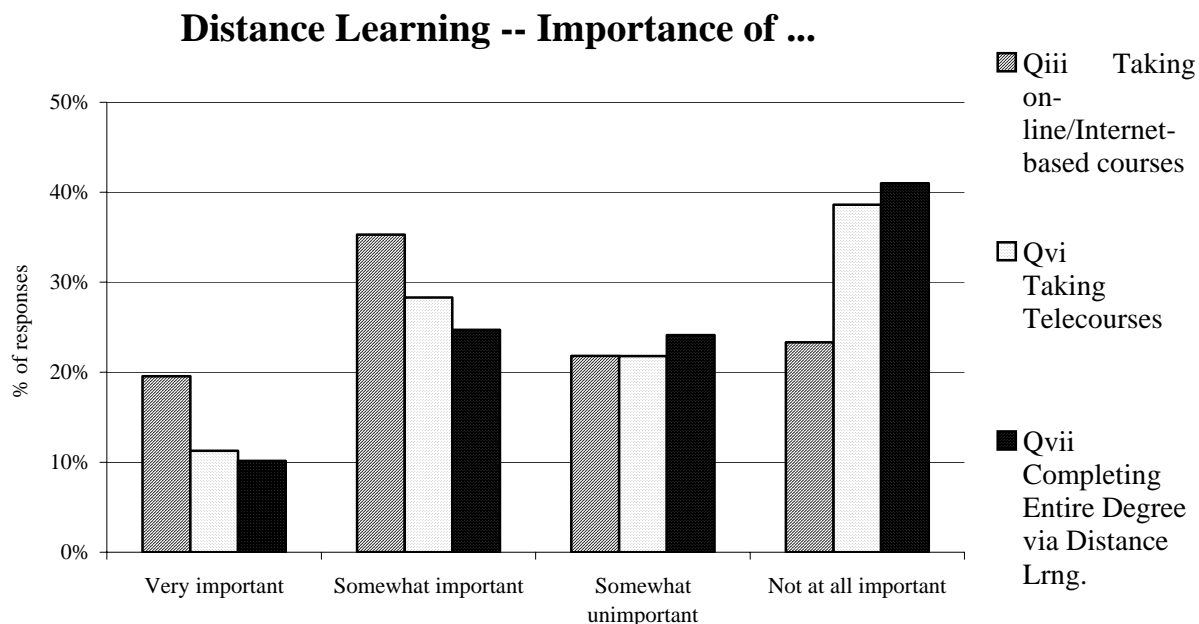
- 11% of respondents reported this was “Very important” (compared to 14% in 2002), and 28% reported it was “Somewhat important” (compared to 29% in 2002).

See pages 33 and 36 in the Findings section for details related to the importance of being able to take distance learning courses.

Thirty-five percent of respondents reported it was important to be able to complete an entire degree through distance learning (e.g., on-line/Internet-based courses, telecourses, etc.) (compared to 37% in 2002).

- 10% of respondents reported this was “Very important” (compared to 13% in 2002), and 25% reported it was “Somewhat important” (compared to 24% in 2002)

See page 37 in the Findings section for details related to the importance of being able to complete an entire degree through distance learning courses.



Courses: Familiarity with Interdisciplinary Linked Classes

Almost 34% percent of respondents reported they were familiar with interdisciplinary linked classes and other learning community opportunities at Lane (compared to 21% in 2002).

- 5.0% of respondents reported they were “Very familiar” (compared to 4% in 2002), and 29% reported they were “Somewhat familiar” (compared to 17% in 2002).

Respondents who reported they were “Very familiar” or “Somewhat familiar” with learning communities at Lane were also asked how they learned about them.

- 36% responded “Lane’s Catalog.”
- 18% responded “Lane’s printed term class schedule.”
- 1% responded “Lane’s Website.”
- 39% responded “Word of mouth.”
- 6% responded “Other.”

See page 38 in the Findings section for details related to interdisciplinary linked classes and other learning community opportunities at Lane and page 39 for details of how students learned about these classes.

Conclusion

Many of the findings obtained from this 2004 project correspond to findings obtained from the 2002 survey. The ongoing nature of this project will help to identify trends in students’ experiences and perceptions that should help Lane staff determine whether policy or program changes are necessary to enhance the learning environment and outcomes for students.

This survey project will be conducted again during spring term 2006. New issues of interest and appropriate questions will be identified and developed prior to that survey.