

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 and 2002.

The standardized ACT survey instrument is used by all Oregon community colleges for this biennial student survey project. This report contains findings from the questions for the spring 2002 survey. The methodology and findings of the survey project are briefly summarized below. Readers are encouraged to review the detailed graphic and tabular presentations that follow this summary. The survey instrument used in this project follows the detailed presentations of findings.

Survey Methodology

Survey Instrument

During spring term 2002, the standard *ACT Student Opinion Survey (Northwest Edition)* was obtained by Institutional Research, Assessment & Planning (IRAP) from the Oregon Council of Community College Institutional Researchers. Additional Lane-specific questions were developed by Lane staff with the assistance of the Director of IRAP during fall and winter terms. Findings from these additional questions have been processed and reported separately in *ACT Student Opinion Survey - Spring 2002: Additional Questions (July 2002)*.

Data Collection

At the end of the third week of spring term 1,253 student packets containing the *ACT Student Opinion Survey (Northwest Edition)* were delivered to 58 instructors of credit courses. These 58 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 sections were selected in approximately the ratio such sections 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 600 completed student surveys were returned to IRAP for a student survey response rate of 48%. IRAP staff 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 came back from ACT in September 2002.

Comparison of Survey Respondents with Lane Student Population

Based on characteristics of age, ethnicity/race, and gender, the survey respondents were reasonably 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.

Ethnic/Racial Group:	ACT Student Opinion Survey			All Credit Students
response category	# of responses	% of all responses	% of valid responses	% of credit students fall '01*
African-American or Black	9	1.5%	1.8%	1.4%
Native American	4	0.7%	0.8%	3.1%
Caucasian or White	426	71.0%	87.3%	85.9%
Mexican-American, Mexican origin	12	2.0%	2.5%	included w/ Latino or Hispanic
Asian American, Oriental, Pacific Islander	26	4.3%	5.3%	5.5%
Puerto Rican, Cuban, other Latino or Hispanic	11	1.8%	2.3%	4.1%
other	35	5.8%	na	na
I prefer not to respond	60	10.0%	na	na
blank	17	2.8%	na	na
total	600	100%	100%	100%

* Data for fall 2001 credit students from Lane's *Facts 2001/2002* brochure.

Example: For students who completed the survey and reported their ethnic/racial group, 1.8% (9 students) indicated they were African-American or Black. For Lane students enrolled in credit classes during fall term 2001, 1.4% reported they were African-American or Black.

Age Groups:	ACT Student Opinion Survey			All Credit Students
response category	# of responses	% of responses	% of valid responses	% of credit students '00-01*
18 or under	28	4.7%	4.8%	6.0%
19	78	13.0%	13.2%	34.0%
20	67	11.2%	11.4%	
21	56	9.3%	9.5%	
22	31	5.2%	5.3%	30.0%
23 to 25	76	12.7%	12.9%	
26 to 29	50	8.3%	8.5%	
30 to 39	109	18.2%	18.5%	13.0%
40 to 61	93	15.5%	15.8%	15.0%
62 or over	1	0.2%	0.2%	1.0%
blank	11	1.8%	na	na
total	600	100%	100%	100%

* Data for 2000-01 credit students from *Lane Profile 2000-2001*.

Example 1: For students who completed the survey and reported their age, 4.8% (28 students) were 18 years or younger. For Lane students enrolled in credit classes during 2000-01, 6.0% were 18 years or younger.

Example 2: For students who completed the survey and reported their age, 34.1% were 19, 20, or 21 years old (13.2% + 11.4% + 9.5%). For Lane students enrolled in credit classes during 2000-01, 34.0% 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 '01*
male	248	41.3%	42.4%	45.0%
female	337	56.2%	57.6%	55.0%
blank	15	2.5%	na	na
total	600	100%	100%	100%

* Data for fall 2001 credit students from Lane's *Facts 2001/2002* brochure.

Example: For students who completed the survey and reported their gender, 42.4% (248 students) were male. For Lane students enrolled in credit classes during fall term 2001, 45.0% were male.

Summary of Findings from Lane's responses compared to all Oregon Community Colleges

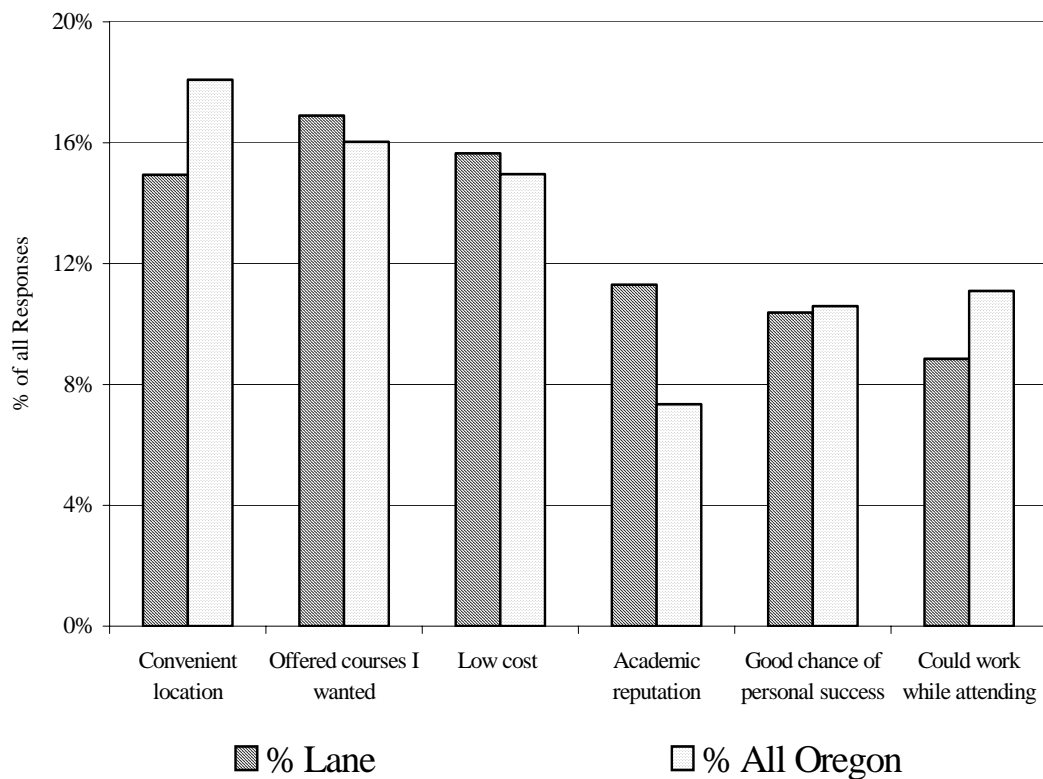
A summary of findings is presented below. More detailed graphic and tabular presentations of responses to all questions are presented in the Findings section of this report. All percentages reported in this Summary section are "valid" percentages (i.e., surveys with no response for a particular question were not included in the valid calculation).

College Impressions:

When asked to indicate what was a major reason that they selected a particular 2-year college,

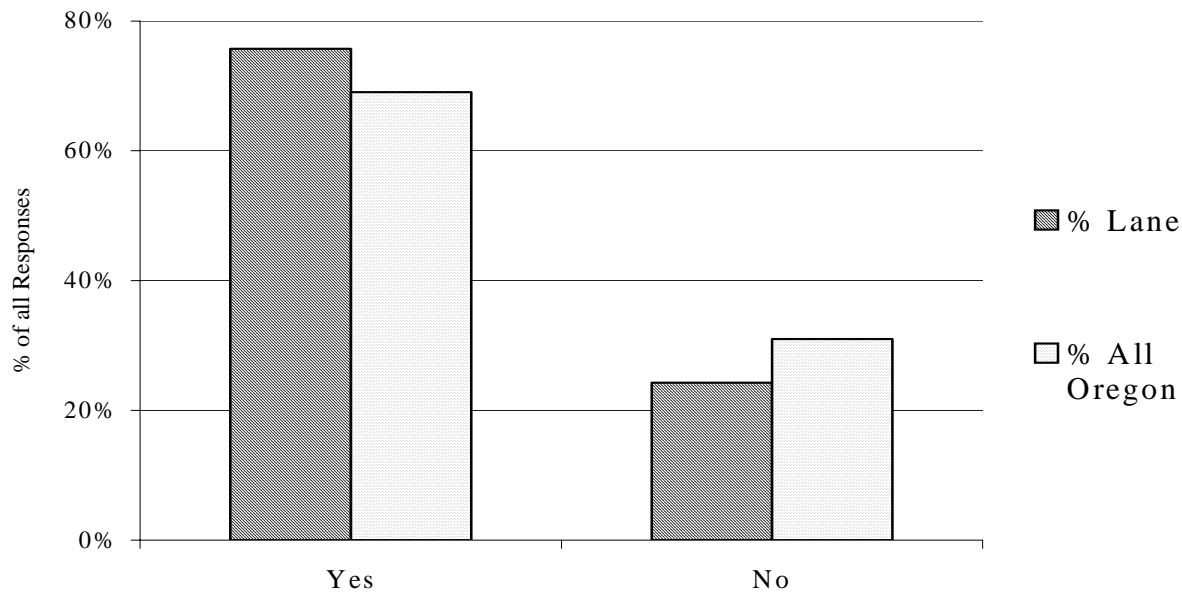
- Of Lane respondents 14.9% reported that "Convenient location" was a major reason compared to 18.1% of all Oregon respondents.
- Of Lane respondents 15.7% reported that "Low Cost" was a major reason compared to 15.0% of all Oregon respondents.
- Of Lane respondents 11.3% reported that "Academic reputation" was a major reason compared to 7.3% of all Oregon respondents.

Major reason that you selected a particular 2-year college - 2002



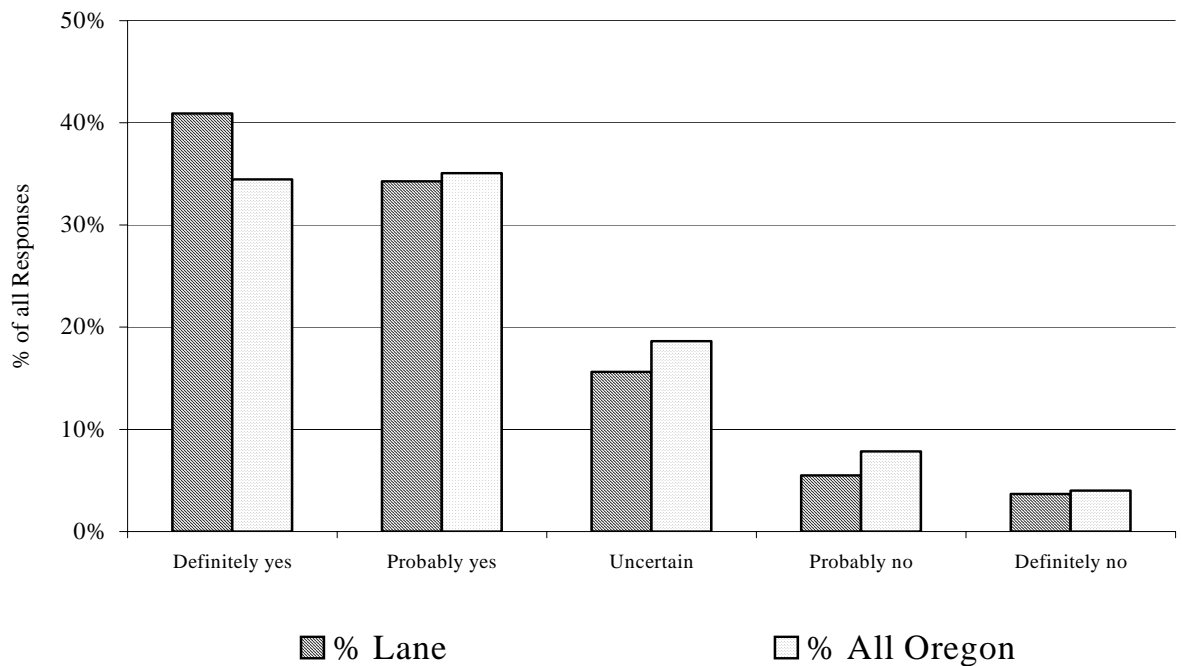
Among all Lane survey respondents, 75.8% reported the current college was their first choice, compared to 69.0% among all respondents in Oregon.

Was this college your first choice? - 2002



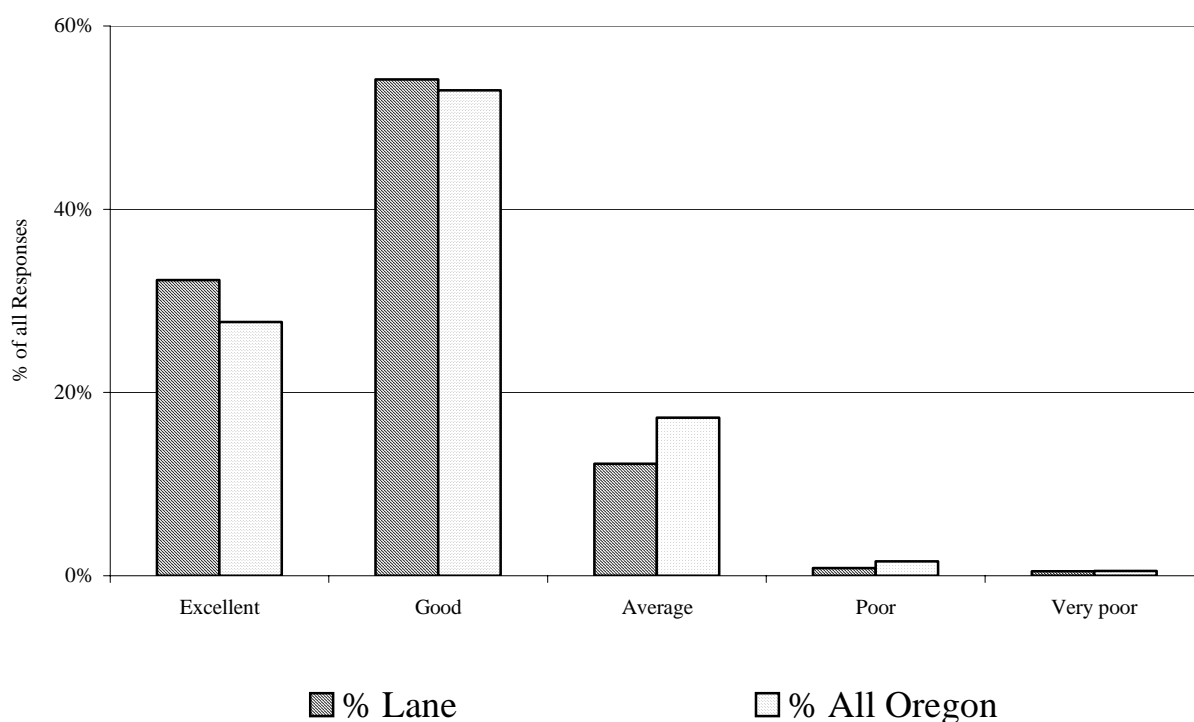
- 40.9% of Lane survey respondents said they would "definitely" attend the same college if they had it to do all over again, compared to 34.5% of all Oregon survey respondents.
- 3.7% of Lane survey respondents said they would "definitely not" attend the same college if they had it to do all over again, compared to 4.0% of all Oregon survey respondents.

If you could start college over, would you choose to attend this college? - 2002



- Of the survey respondents at Lane 32.3% reported their overall impression of the quality of education was "excellent", compared to 27.7% of all Oregon respondents.
- 1.3% of the respondents at Lane reported their quality of education was "poor" & "very poor" compared to 2.1% of all Oregon respondents.

What is the overall impression of the quality of education at this 2-year college? – 2002



Conclusion

The findings obtained from this project are expected to contribute to a better understanding of the perceptions and experiences of Lane students. While comparisons of Lane responses with all Oregon community college responses provide a broader context for interpreting findings, readers should be cautious about deriving definitive conclusions about students' experiences and services at Lane. These findings contribute to ongoing assessment efforts at Lane. This survey project will be conducted again during spring term 2004.

In addition to the standard survey instrument used by all Oregon community colleges, Lane staff and students developed a set of additional questions unique to Lane. Findings from these questions are reported in ACT Student Opinion Survey - Spring 2002: Additional Questions (July 2002).