

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, 2004 and 2006.

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 2006 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 2006, 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 2006: Additional Questions*.

Data Collection

At the end of the third week of spring term 1,022 student packets containing the *ACT Student Opinion Survey (Northwest Edition)* and Lane's additional questions were delivered to 52 instructors of credit courses. These 52 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 fifth and sixth weeks of the term and then to collect completed surveys from students during the next meeting of the class. Forty-seven instructors returned packets of completed student

surveys. IRAP staff submitted all of the ACT standard 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. A total of 466 completed NW Edition standard student surveys were processed by ACT, yielding a response rate of 53.4%**.

Comparison of Survey Respondents with Lane Student Population

Based on characteristics of age, ethnicity/race, and gender, as reported by ACT in responses to the standard survey instrument that all Oregon community college students used, 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- Lane's Additional Questions			All Credit Students
	# of responses	% of all responses	% of valid responses	
response category				% of credit students fall '05*
African-American or Black	8	1.7%	2.0%	1.6%
Native American	11	2.4%	2.8%	3.1%
Caucasian or White	343	73.6 %	86.0%	87.7%
Mexican-American, Mexican origin	14	3.0%	3.5%	included w/ Latino or Hispanic
Asian American, Oriental, Pacific Islander	13	2.8%	3.3%	3.1%
Puerto Rican, Cuban, other Latino or Hispanic	10	2.1%	2.5%	4.5%
other	24	5.2%	na	Na
I prefer not to respond	33	7.1%	na	Na
blank	10	2.1%	na	Na
total	466	100%	100%	100%

* Data for fall 2005 credit students from Lane's *Facts 2005/2006* brochure.

Example: For all students who completed the survey and reported their ethnic/racial group (i.e., valid responses), 2.0% (8 students) indicated they were African-American or Black. For Lane students enrolled in credit classes during fall term 2005, 1.6% reported they were African-American or Black.

** This response rate was determined after reducing the total number of surveys distributed (N = 1,022) by the number of un-distributed surveys that were delivered to faculty who did not participate in the project (N = 150). Some students did not respond to all questions.

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

response category	# of responses	% of responses	% of valid responses	% of credit students '05-06*
18 or under	29	6.2%	6.3%	
19	59	12.7%	12.8%	
20	40	8.6%	8.7%	
21	30	6.4%	6.5%	45.0%
22	24	5.2%	5.2%	
23 to 25	57	12.2%	12.4%	18.0%
26 to 29	53	11.4%	11.5%	12.0%
30 to 39	88	18.9%	19.1%	11.0%
40 to 61	76	16.3%	16.5%	12.0%
62 or over	4	0.9%	0.9%	2.0%
blank	6	1.3%	na	na
total	466	100%	100%	100%

* Data for 2005-06 credit students from *Lane Profile 2005-2006*.

Example: For students who completed the survey and reported their age (i.e., valid responses), 34.3% (158 students) were 21 years or younger. For Lane students enrolled in credit classes during 2005-06, 45.0% were 18 years or younger. (NOTE: the count of all Lane students enrolled 2005-06 includes teenage College Now students which makes it difficult to compare ages of survey respondents exactly to all Lane credit students because College Now students did not participate in the survey.)

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

response category	# of responses	% of responses	% of valid responses	% of credit students fall '05*
male	204	43.8%	44.3%	44.1%
female	257	55.2%	55.7%	55.9%
blank	5	1.1%	na	na
total	466	100%	100%	100%

* Data for fall 2005 credit students from Lane's *Facts 2004/2005* brochure.

Example: For students who completed the survey and reported their gender, 43.8% (204 students) were male. For Lane students enrolled in credit classes during fall term 2005, 44.1% were male.

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

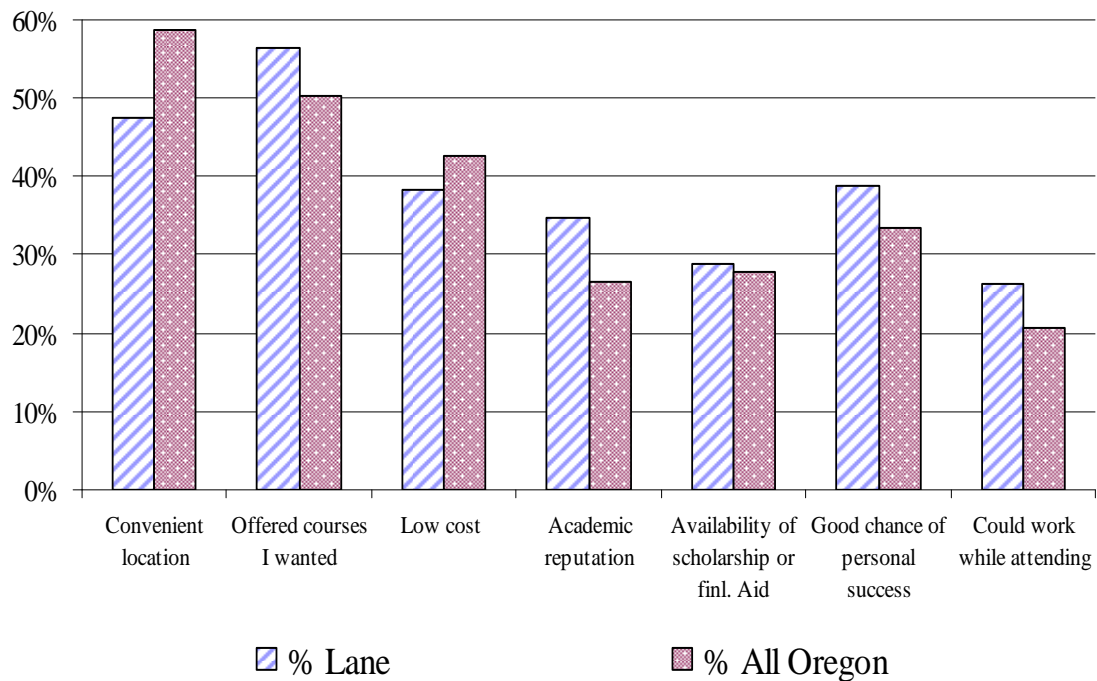
A summary of findings is presented below. More detailed graphic and tabular presentations of responses to all questions are presented in the Findings section of this report.

College Impressions:

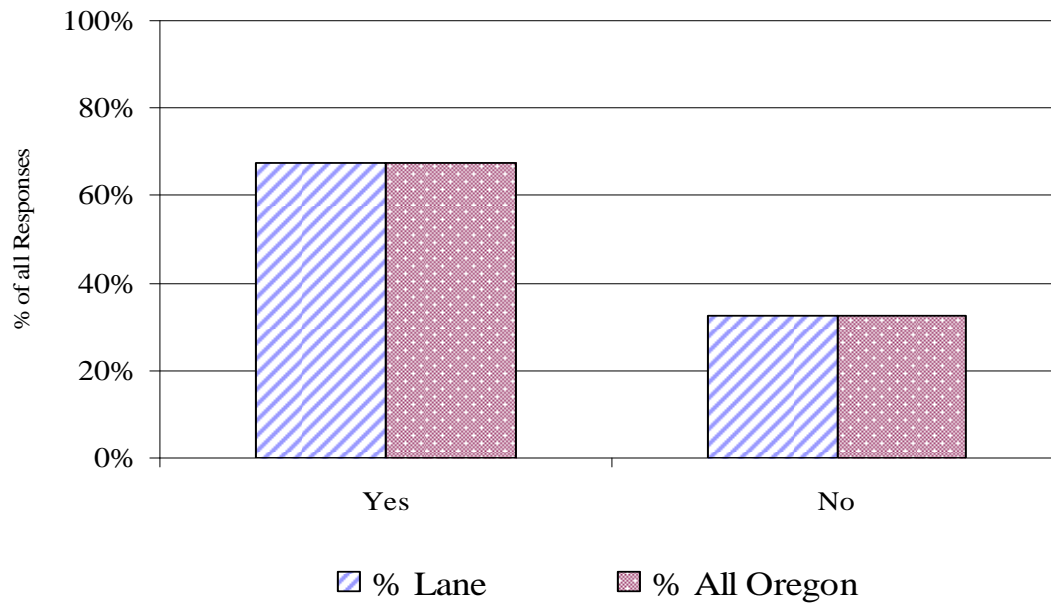
Following are the most frequently reported major reasons for selecting Lane compared to major reasons provided by respondents from all Oregon community colleges.

Major Reason	% of Lane Respondents	% of All Oregon Respondents
Convenient Location	47.4	58.8
Offered courses I wanted	56.4	50.3
Low Cost	38.4	42.6
Good professional/technical or academic reputation	34.8	26.5
Good chance of personal success	38.8	33.4
Could work while attending	26.2	32.6
Availability of scholarship or financial aid	28.8	27.8

Major reason that you selected a particular 2-year college – 2006

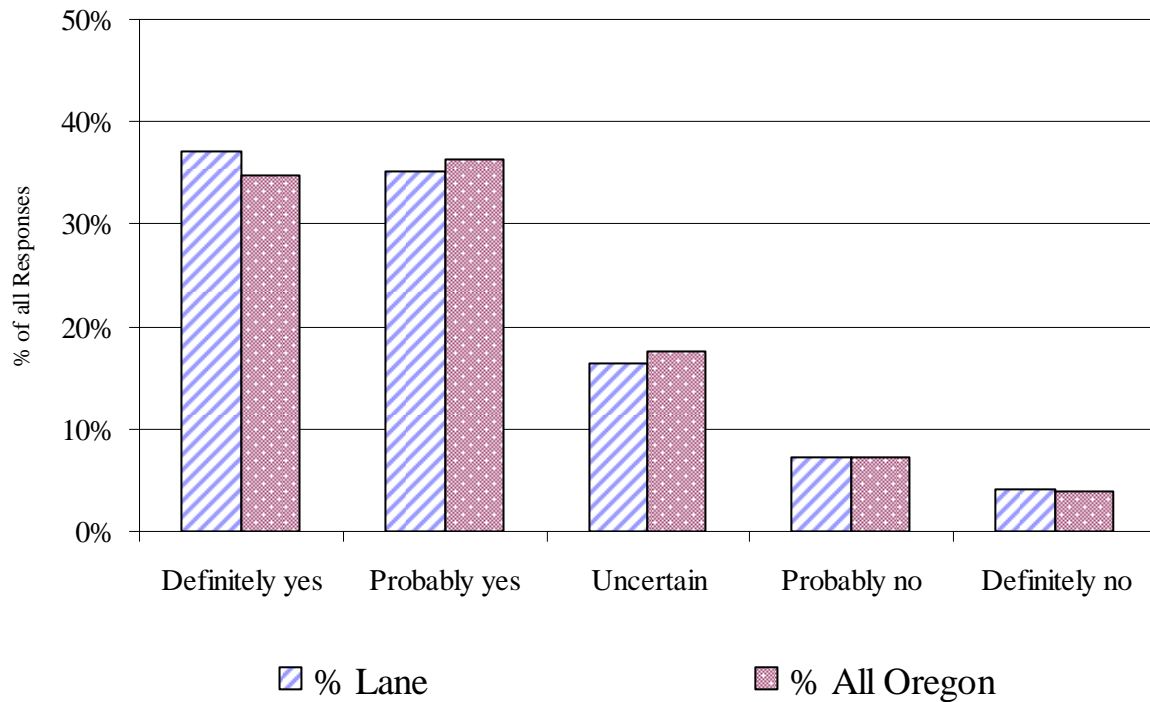


Was this college your first choice? - 2006



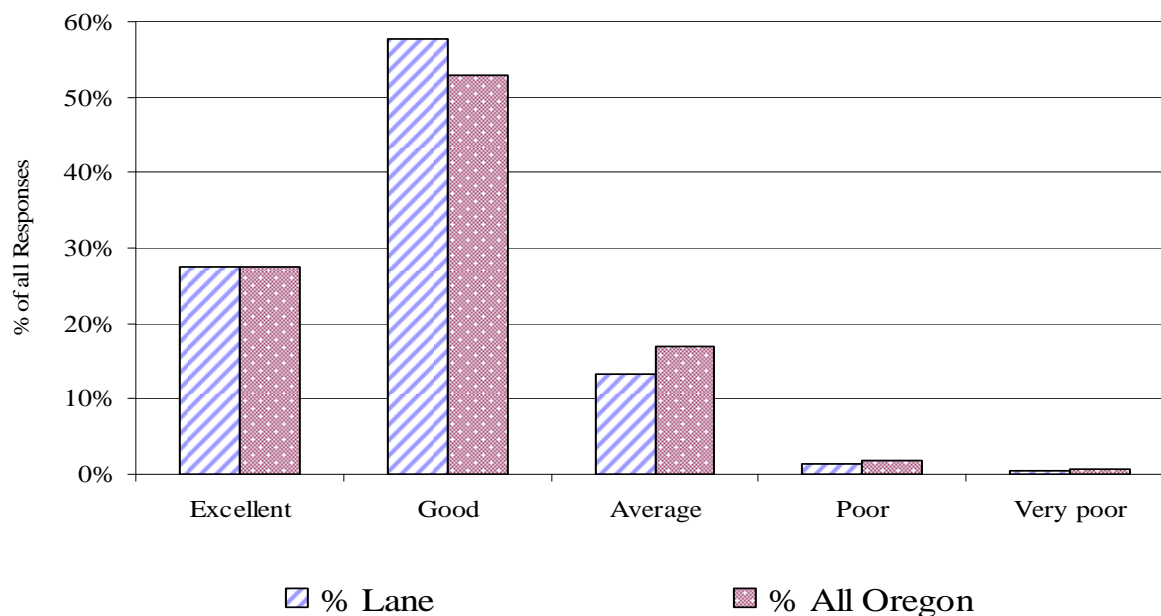
Among Lane students who responded to this question, 67.3% reported Lane was their first choice of a college to attend. This matches exactly the distribution of responses for all Oregon community college respondents.

If you could start college over, would you choose to attend this college? - 2006



- 37.1% of Lane’s survey respondents reported they would “definitely” attend Lane if they had to do it all over again, compared to 34.8% of all Oregon community college respondents.

What is the overall impression of the quality of education at this 2-year college? – 2006



- Of the survey respondents at Lane, 27.4% reported their overall impression of the quality of education was "excellent", compared to 27.5% for all Oregon respondents.
- 1.7% of the respondents at Lane reported their quality of education was "poor" & "very poor" compared to 2.6% of all Oregon respondents.

Conclusion

The findings obtained from this project are expected to contribute to a better understanding of the perceptions and experiences of Lane students and comparisons with all Oregon community college responses are intended to provide a broader context for interpreting the findings. This survey is part of ongoing assessment efforts at Lane.

In addition to the standard survey instrument used by all Oregon community colleges, Lane staff developed a set of additional questions unique to Lane. Findings from these questions are reported in ACT Student Opinion Survey - Spring 2006: Additional Questions.