

Education

Education Status (Spring 2007)

What is your current educational status?

- Almost 34 percent of all respondents were attending school full-time when they completed the survey and 7.4 percent were attending school part-time.
- Over 68 percent 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. Forty-eight percent of NFA respondents were attending school at the time of this survey.
- Over 64 percent of respondents with transfer majors attending college at the time they completed the survey were enrolled at the University of Oregon and seven 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 (68.6%). Of those LDC students in school at the time of this survey, approximately 91 percent were attending four-year institutions.

One graduate and 10 NFAs (11 total) out of the 129 respondents with transfer majors who were attending school at the time they completed the survey were enrolled at Lane (8.5%).*

Table 14a: Educational Institutions Attended Spring 2007 by Lane Graduates and Former Students with Transfer Majors

| College | Completion Status | | | | Total | |
|---|-------------------|-------|-----|-------|-------|-------|
| | Graduates | | NFA | | LDC | |
| | n | % | n | % | n | % |
| Lane Community College* | 1 | 1.5% | 10 | 15.6% | 11 | 8.5% |
| University of Oregon | 48 | 73.8% | 35 | 54.7% | 83 | 64.3% |
| Oregon State University | 3 | 4.6% | 6 | 9.4% | 9 | 7.0% |
| Other Oregon University System institutions | 4 | 6.2% | 4 | 6.3% | 8 | 6.2% |
| In-state 4-yr private institutions | 6 | 9.2% | 6 | 9.4% | 12 | 9.3% |
| Out-of-state 4-yr public institutions | 3 | 4.6% | 2 | 3.1% | 5 | 3.9% |
| Institution not indicated | | | 1 | 1.6% | 1 | 0.8% |
| Total | 65 | 100.0 | 64 | 100.0 | 129 | 100.0 |

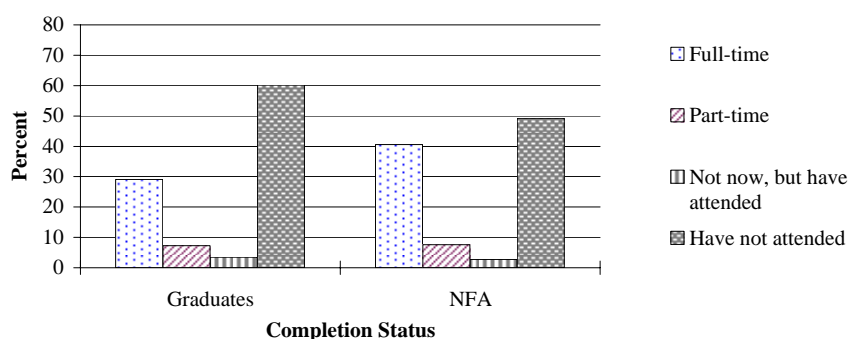
*Many respondents still attending Lane were continuing on to earn an associate degree, a second degree, or to complete more classes for transfer.

Table 14: Education Status (Spring 2007) (All Respondents)

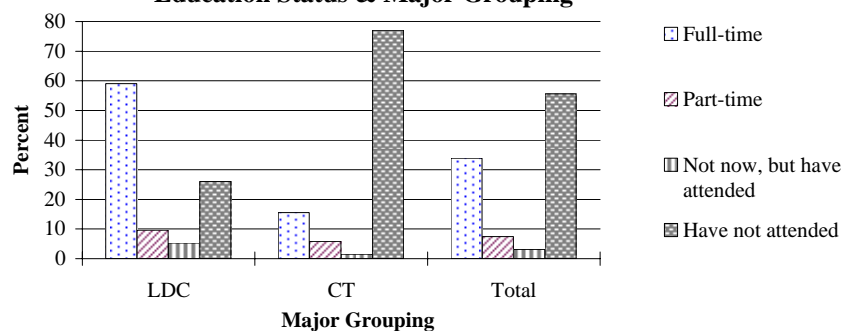
| Education Status | Completion Status | | | | Major Grouping | | | | Total | |
|--------------------------------------|-------------------|-------|-----|-------|----------------|-------|-----|-------|-------|-------|
| | Graduates | | NFA | | LDC | | CT | | | |
| | n | % | n | % | n | % | n | % | | |
| Full-time | 76 | 29.1 | 75 | 40.5 | 111 | 59.0 | 40 | 15.5 | 151 | 33.9 |
| Part-time | 19 | 7.3 | 14 | 7.6 | 18 | 9.6 | 15 | 5.8 | 33 | 7.4 |
| Not now, but have attended | 9 | 3.4 | 5 | 2.7 | 10 | 5.3 | 4 | 1.6 | 14 | 3.1 |
| Have not attended since leaving Lane | 157 | 60.2 | 91 | 49.2 | 49 | 26.1 | 199 | 77.1 | 248 | 55.6 |
| Total | 261 | 100.0 | 185 | 100.0 | 188 | 100.0 | 258 | 100.0 | 446 | 100.0 |
| No Response | 1 | | 1 | | 1 | | 1 | | 2 | |

Example: The percentage of responding graduates who indicated they were in school full-time (in Spring 2007) was 29.1%.

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, 84 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 (82.2%) was similar to the percentage of no formal award respondents who indicated that Lane prepared them “well” or “very well” (86.5%).

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:

- * *There was nothing that LCC didn't prepare me for.*
- * *I've been able to keep up with the classes and the study habits I developed at Lane have carried over.*
- * *There was almost no difference in going to Lane than the U of O except one is bigger.*
- * *I was able to smoothly transition to classes at the university.*

Many respondents commented on the high quality of instruction at Lane.

- * *I had amazing teachers, preparation.*
- * *I felt that my instructors at Lane wanted me to succeed and put forth extra effort to help.*
- * *The instructors at Lane were fantastic. Many of them spoke directly to four-year college experiences in the classroom. I liked Lane's intimate setting.*

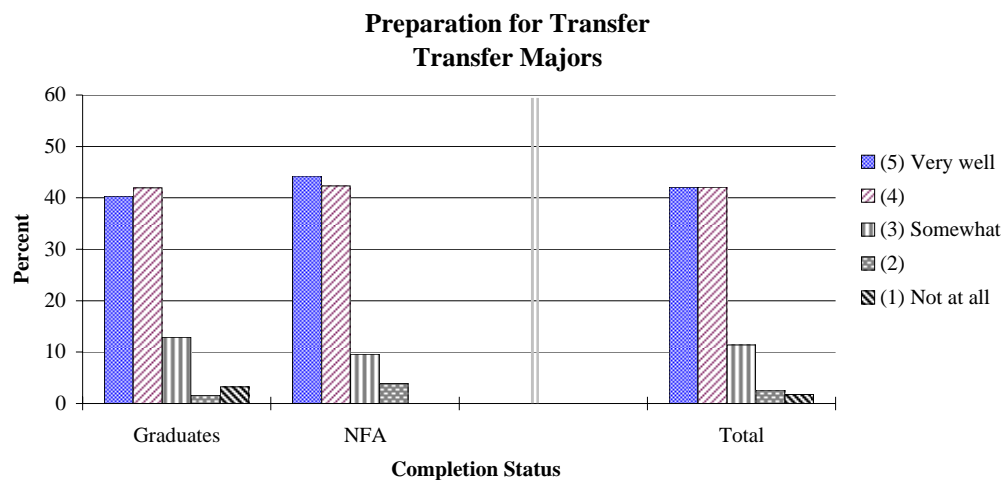
Many respondents commented about the lack of preparation for bigger classes, different teaching styles and workload. The following comments are representative of several comments:

- * *It is a different style at the U of O - the U of O is focused on people who are only being in school where Lane is used to dealing with adults.*
- * *At Lane there was more instructor interaction so that doesn't prepare you to deal with a large class with a remote teacher.*
- * *I felt that probably the U of O is about twice as hard and Lane has a lot more tutoring and help resources. You don't get as much help at the U of O.*
- * *Classes at LCC are much more intimate than at the U of O. It was a little shocking to go from a class of 25 to a class with 200 students.*
- * *I went from lower division courses to upper division courses. I don't know if anything could have prepared me completely for that, and at LCC it is understood that many students work as wlel. It is not as common at the U of O so work load is large and frequent.*

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 | 25 | 40.3 | 23 | 44.2 | 48 | 42.1 |
| (4) | 26 | 41.9 | 22 | 42.3 | 48 | 42.1 |
| (3) Somewhat | 8 | 12.9 | 5 | 9.6 | 13 | 11.4 |
| (2) | 1 | 1.6 | 2 | 3.8 | 3 | 2.6 |
| (1) Not at all | 2 | 3.2 | 0 | 0.0 | 2 | 1.8 |
| Total | 62 | 100.0 | 52 | 100.0 | 114 | 100.0 |
| No Response | 2 | | 1 | | 3 | |

Example: The percentage of responding graduates who indicated Lane prepared them "very well" for transfer to a four-year college or university was 40.3%.



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 81 percent of all LDC major respondents who transferred indicated the ease of transferring was “very easy” or “easy.”
- Nearly 97 percent of graduate respondents with LDC majors indicated the ease of transferring was “somewhat easy,” “easy,” or “very easy.”

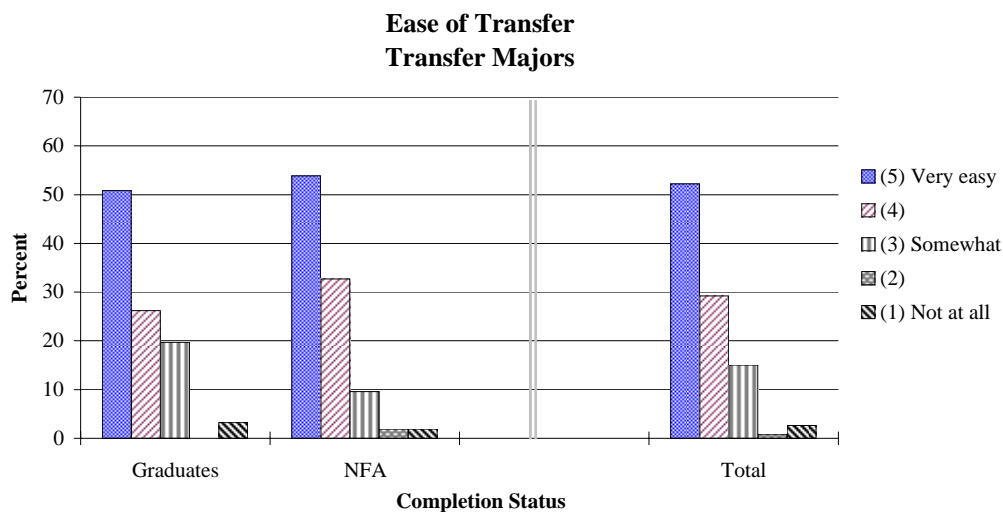
Please specify which courses you *thought* would transfer but didn’t?

- 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:
 - * *My business courses that I needed to transfer did not transfer very easily. Most classes only transferred as electives.*
 - * *Co-op - had more than needed and paid for some that were not transferable.*
 - * *All of my credits transferred. A few technical Administrative Assistant classes transferred as pass/no-pass.*
 - * *Just an old computer programming class didn't transfer.*

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 | 50.8 | 28 | 53.8 | 59 | 52.2 |
| (4) | 16 | 26.2 | 17 | 32.7 | 33 | 29.2 |
| (3) Somewhat | 12 | 19.7 | 5 | 9.6 | 17 | 15.0 |
| (2) | 0 | 0.0 | 1 | 1.9 | 1 | 0.9 |
| (1) Not at all | 2 | 3.3 | 1 | 1.9 | 3 | 2.7 |
| Total | 61 | 100.0 | 52 | 100.0 | 113 | 100.0 |
| No Response | 3 | | 1 | | 6 | |

Example: The percentage of responding graduates who indicated transferring to four-year colleges or universities was "very easy" was 50.8%.



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.

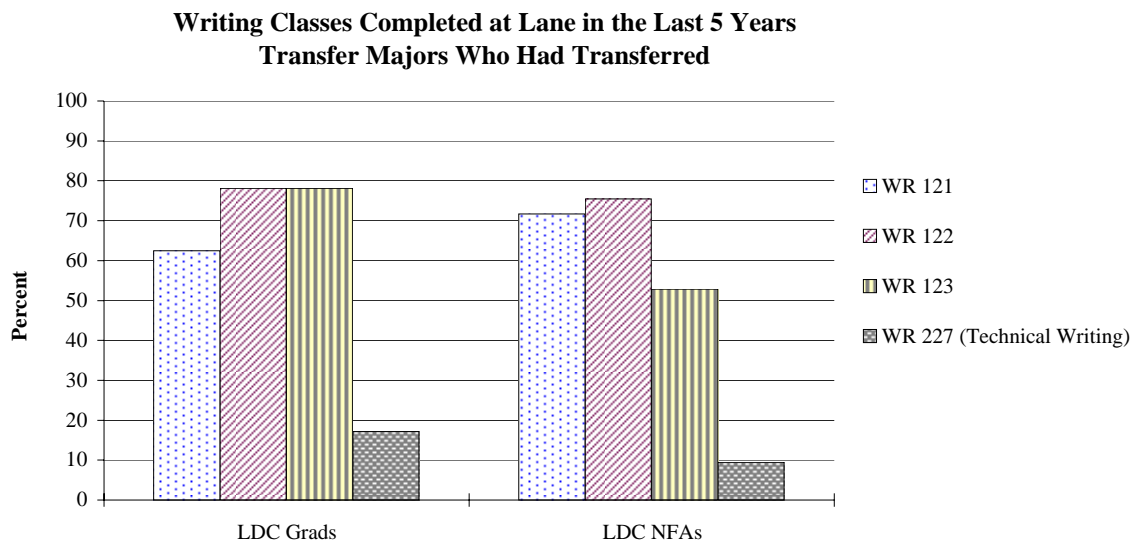
☐ WR 121 ☐ WR 122 ☐ WR 123 ☐ WR 227 (Technical Writing)

- Two-thirds of LDC respondents had completed WR 121 (66.7%) and three-quarters had completed WR 122 (76.9%).
- Over three-quarters of the transfer graduate respondents had completed WR 122 (78.1%) and WR 123 (78.1%).
- The percentage of transfer graduate respondents who had completed WR123 (78.1%) was substantially higher compared to the percentage of transfer NFA respondents who had completed WR 123 (52.8%).

Table 17: Writing Classes Completed at Lane
(Transfer Major Respondents Who Had Transferred)

| Writing Classes Completed at Lane | Completion Status | | | | Total Transfers | |
|--------------------------------------|-------------------|-------|----------|-------|-----------------|-------|
| | LDC Grads | | LDC NFAs | | | |
| | n | % | n | % | n | % |
| WR 121 | 40 | 62.5 | 38 | 71.7 | 78 | 66.7 |
| WR 122 | 50 | 78.1 | 40 | 75.5 | 90 | 76.9 |
| WR 123 | 50 | 78.1 | 28 | 52.8 | 78 | 66.7 |
| WR 227 (Technical Writing) | 11 | 17.2 | 5 | 9.4 | 16 | 13.7 |
| WR 121 and 122 only | 2 | 3.1 | 23 | 43.4 | 25 | 21.4 |
| WR 121 and 122 and 123 only | 39 | 60.9 | 31 | 58.5 | 70 | 59.8 |
| Total respondents* | 64 | 100.0 | 53 | 100.0 | 117 | 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 81 percent of LDC respondents indicated they were “well” or “very well” prepared for writing tasks at a four-year institution.
- Nearly half of transfer graduate respondents answered they were “very well” prepared (45.2%) compared to 53.8 percent of transfer NFA respondents who indicated they were “very well” prepared.

Interpretation/Analysis:

Nearly three-quarters (72%) 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.

Two-fifths (40%) 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.

Comments were mixed:

- * *The writing classes prepared me in my writing skills. The workload at Lane prepared me for the workload at the university.*
- * *[I] didn't learn APA style in the three writing classes (121, 122, 123) at Lane and need them for U of O.*
- * *Writing classes didn't prepare me for the level of writing I needed.*
- * *Citations: at Lane they used the MLA and U of O they use the APA. So I had to relearn that style of quoting.*
- * *My writing skills carried over well.*

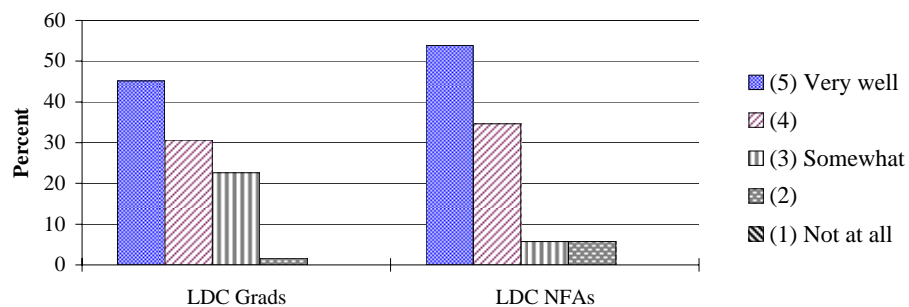
Table 18: Preparation for Four-Year Institution Writing Tasks

(Transfer Major Respondents Only)

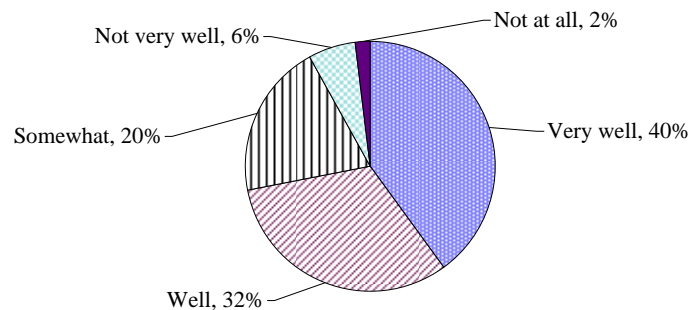
| Preparation Rating | Completion Status | | | | Total Transfer Majors | |
|-----------------------|-------------------|-------|----------|-------|-----------------------|-------|
| | LDC Grads | | LDC NFAs | | | |
| | n | % | n | % | n | % |
| (5) Very well | 28 | 45.2 | 28 | 53.8 | 56 | 49.1 |
| (4) | 19 | 30.6 | 18 | 34.6 | 37 | 32.5 |
| (3) Somewhat | 14 | 22.6 | 3 | 5.8 | 17 | 14.9 |
| (2) | 1 | 1.6 | 3 | 5.8 | 4 | 3.5 |
| (1) Not at all | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Total | 62 | 100.0 | 52 | 100.0 | 114 | 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 45.2%.

**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, 36.4 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 18.9 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 26.5 percent compared to transfer majors at 27.1 percent.
- The percentage of no formal award respondents indicating the likelihood of taking further classes at Lane as “very likely” was similar to graduates (26.5% and 26.9% respectively).

Interpretation/Analysis:

Age

Thirty 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. More than 19 percent indicating the same were in the 22-25 year-old age group and another 16.8 percent were in the 26-30 year-old age group.

Nearly 31 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, 26.5 percent were in the 22-30 year-old age group and another 23.5 percent were in the 41-50 year-old age group. Less than a third (29.4%) of transfer majors were in the 31-40 year-old age group and 29 percent were in the 22-30 year-old age group.

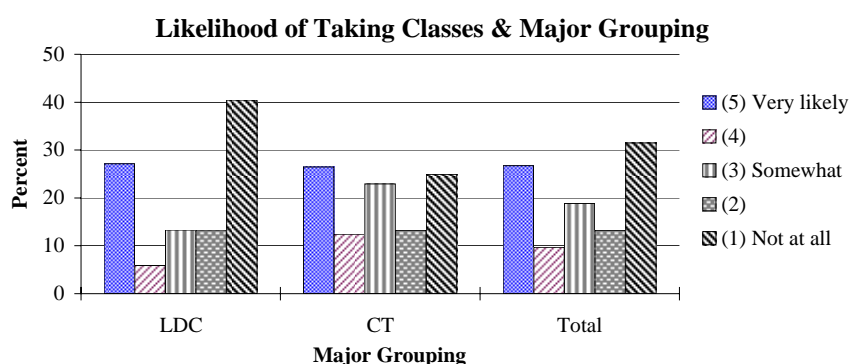
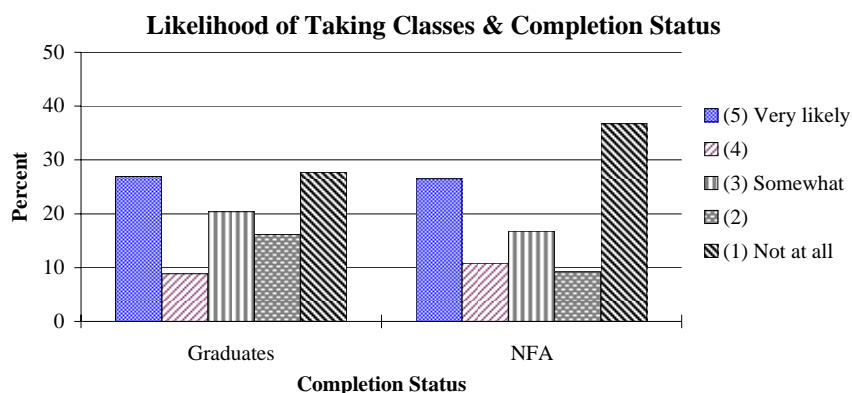
Gender

A greater percentage of female respondents (89 of 279 females or nearly 32%) indicated they would be “very likely” to attend Lane in the next two to three years than did male respondents (30 of 169 males or nearly 18%).

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 | % | | |
| (5) Very likely | 70 | 26.9 | 49 | 26.5 | 51 | 27.1 | 68 | 26.5 | 119 | 26.7 |
| (4) | 23 | 8.8 | 20 | 10.8 | 11 | 5.9 | 32 | 12.5 | 43 | 9.7 |
| (3) Somewhat | 53 | 20.4 | 31 | 16.8 | 25 | 13.3 | 59 | 23.0 | 84 | 18.9 |
| (2) | 42 | 16.2 | 17 | 9.2 | 25 | 13.3 | 34 | 13.2 | 59 | 13.3 |
| (1) Not at all | 72 | 27.7 | 68 | 36.8 | 76 | 40.4 | 64 | 24.9 | 140 | 31.5 |
| Total | 260 | 100.0 | 185 | 100.0 | 188 | 100.0 | 257 | 100.0 | 445 | 100.0 |
| No Response | 2 | | 1 | | 1 | | 2 | | 3 | |

Example: The percentage of responding graduates who indicated the likelihood of taking classes at Lane was "very likely" was 26.9%.



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.