

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.

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 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 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 2002, 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 35 additional questions were compiled in a three-page format and distributed along with the standard ACT Student Opinion Survey.

Data Collection

At the end of the third week of spring term 1,253 student packets containing the *ACT Student Opinion Survey (Northwest Edition)* and Lane's additional questions 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 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 600 completed student surveys were returned to IRAP for a student survey response rate of 48%. IRAP staff loaded responses to the 35 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 September 2002.

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.

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 2000/2001* 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	556	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.

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***

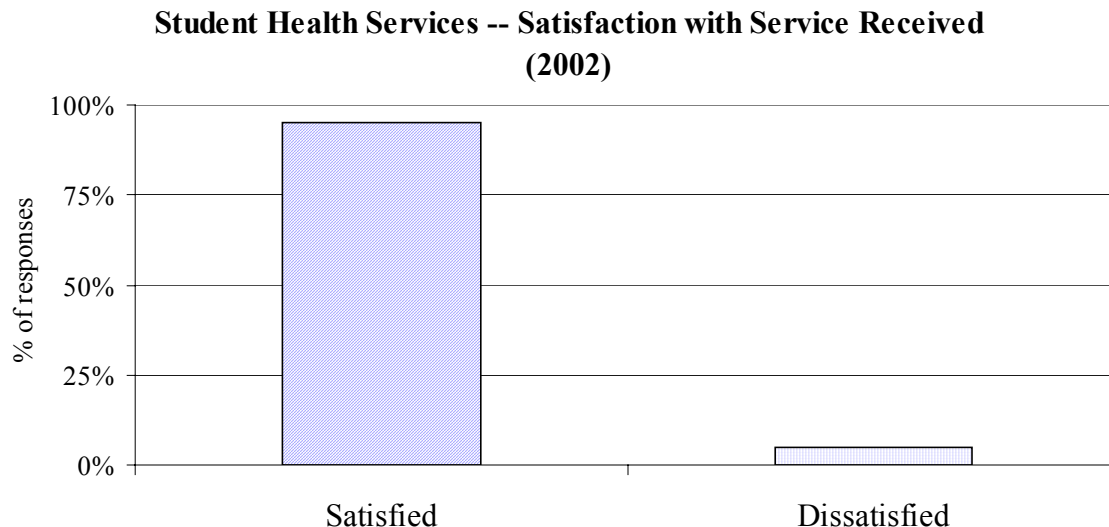
A majority of survey respondents reported they had “Never” used Lane’s Student Health Services (73% in 2002, compared to 74% in 2000), but among those who had used Student Health Services 95% reported they were satisfied with the service they received (compared to 94% in 2000).

- 66% reported they were “Very satisfied” with the service they received (compared to 65% in 2000) and
- 29% were “Somewhat satisfied” (compared to 29% in 2000).

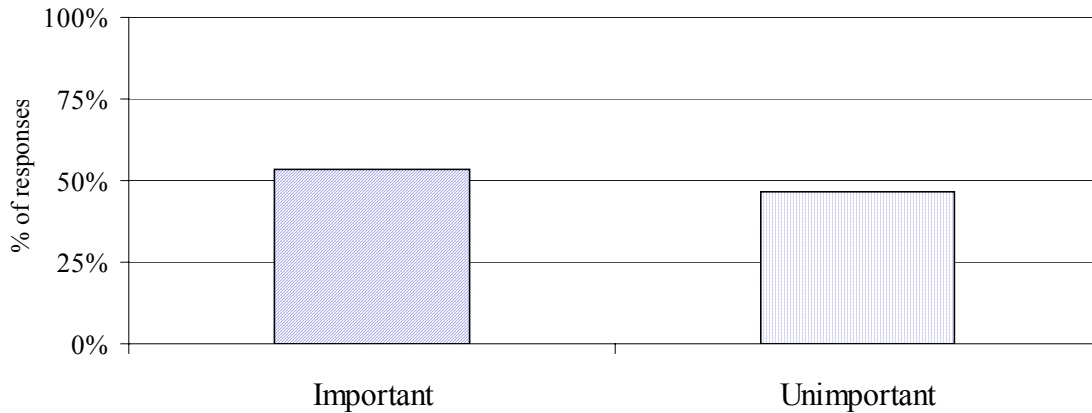
Among all survey respondents, 54% reported it was important to have Lane’s Student Health Services available during the evening or on weekends (compared to 55% in 2000).

- 22% reported it is “Very important” to have Student Health Services available evenings or weekends (compared to 19% in 2000)
- 32% reported it is “Somewhat important” (compared to 36% in 2000)

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? (2002)



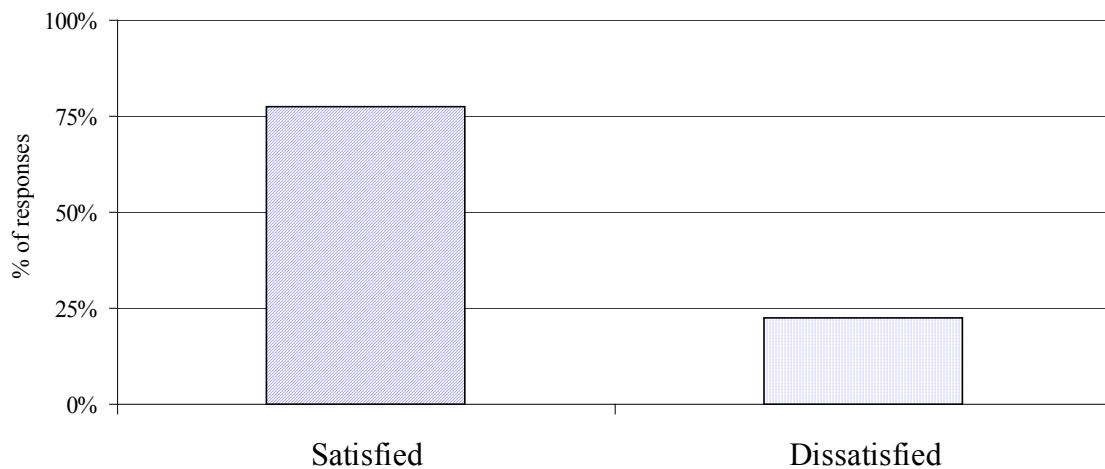
Lane Services: Disability Services

A majority of survey respondents reported they had “Never” used Lane’s Disability Services (93% in 2002, compared to 95% in 2000), but among those who had used Disability Services 78% reported they were satisfied with the service they received (compared to 78% in 2000).

- 48% reported they were “Very satisfied” with the service they received (compared to 33% in 2000) and
- 30% were “Somewhat satisfied” (compared to 44% in 2000)

See pages 4 – 5 in the Findings section for details related to Disability Services.

Disability Services -- Satisfaction with Service Received (2002)

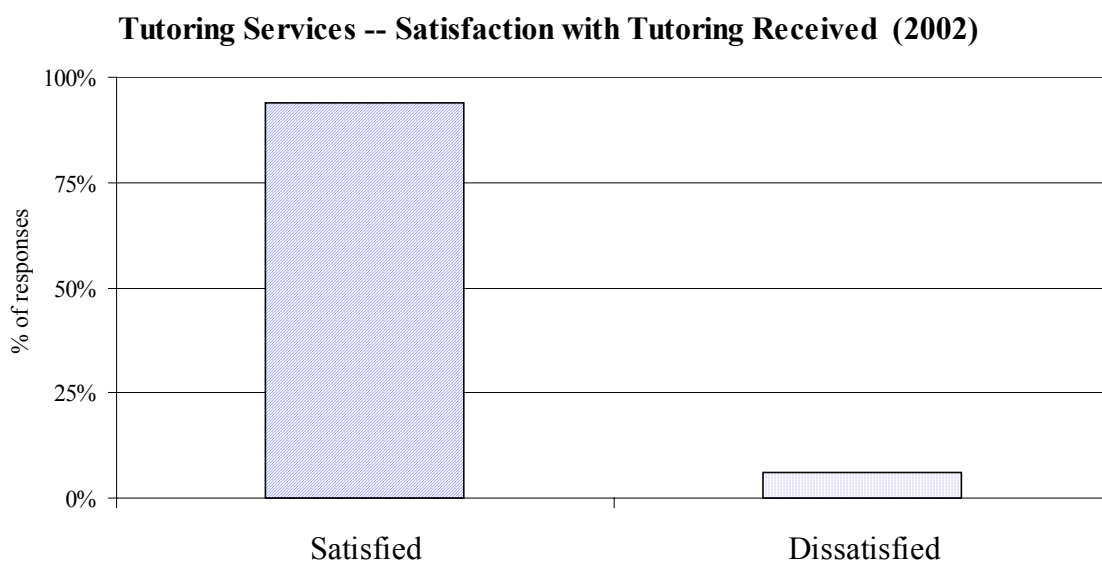


*Lane Services: **Tutoring Services***

The percent of students who used Lane’s Tutoring Services increased (42% in 2002 compared to 37% in 2000), and among those who had used Tutoring Services 94% reported they were satisfied with the tutoring they received (compared to 90% in 2000).

- 47% reported they were “Very satisfied” with the tutoring they received (compared to 50% in 2000) and
- 47% were “Somewhat satisfied” (compared to 40% in 2000)

See pages 6 – 7 in the Findings section for details related to Tutoring Services.



*Lane Services: **Recovery Center***

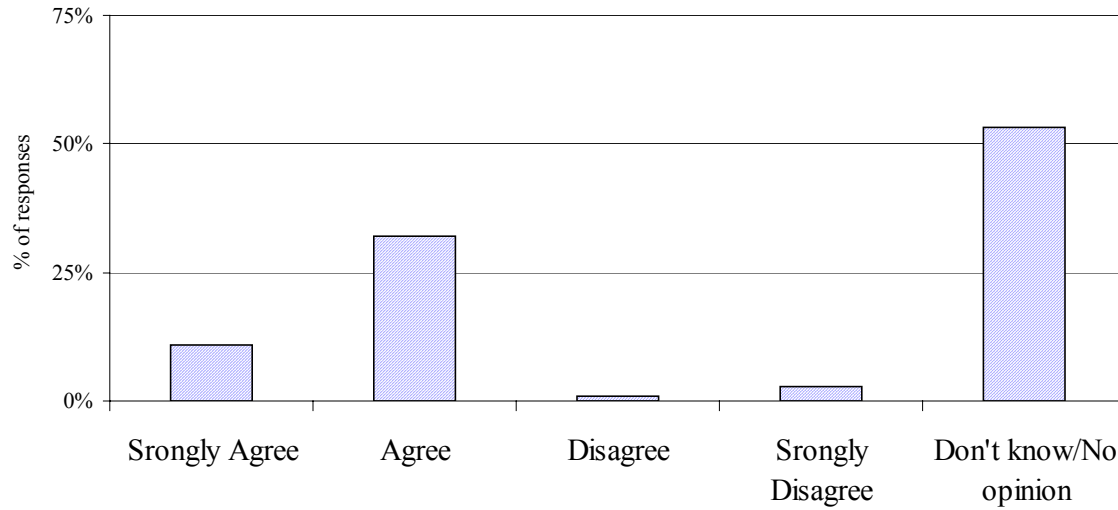
A majority of survey respondents (80% in 2002, compared to 78% in 2000) reported they did not know that Lane had a Recovery Center on campus for information and referral, support, and counseling about substance abuse and related issues that affect students and families.

Among those who were aware of the Center, 43% reported they agreed that the Center effectively supports recovery (compared to 40% in 2000).

- 11% reported they “Strongly agree” (compared to 20% in 2000)
- 32% reported they “Agree” (compared to 21% in 2000)
- 53% reported they did not know or had no opinion (compared to 55% in 2000).

See pages 8 – 9 in the Findings section for details related to Lane’s Recovery Center.

Recovery Center Effectively Supports Recovery? (2002)

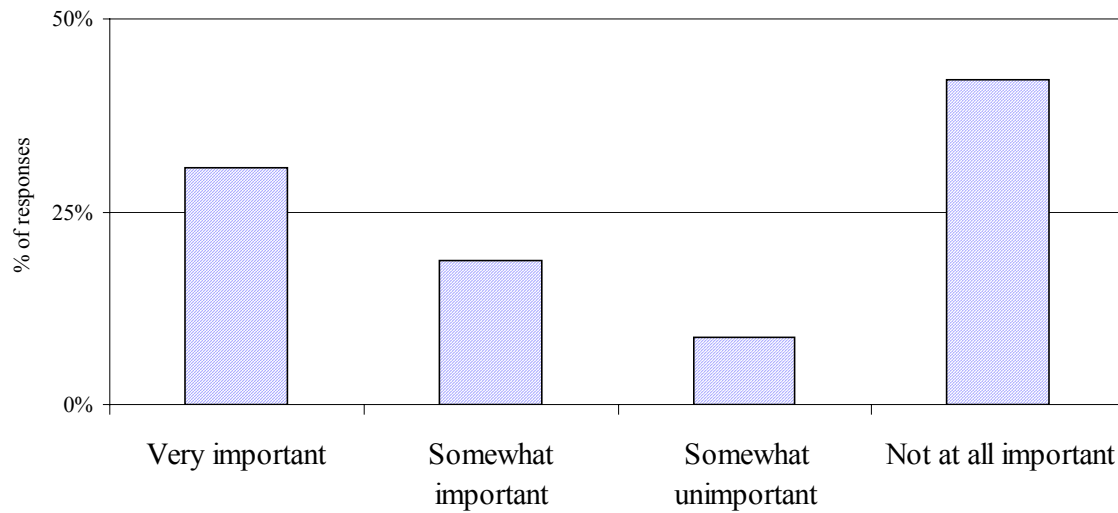


Lane Services: Childcare on Main Campus

Forty-nine percent of survey respondents reported it was important to them to have childcare available on main campus (compared to 52% in 2000), and 42% reported childcare on main campus was “Not at all important” to them (compared to 41% in 2000).

See page 10 in the Findings section for details related to childcare on main campus.

Importance of Childcare on Main Campus (2002)



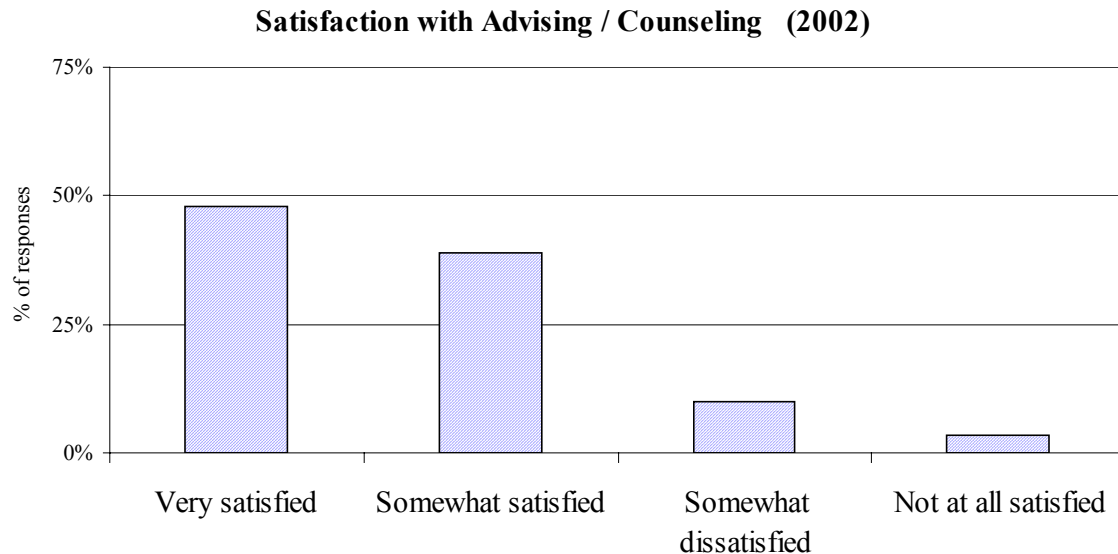
Lane Services: Advising and Counseling

A majority of survey respondents (79% in 2002) reported they had met with a Lane advisor or counselor during the 2001-02 school year. Most respondents (63%) had “1 to 2 meetings”, 29% reported they had “3 to 5 meetings”, and 8% reported they had “6 or more meetings” during the year.

Among those who had met with an advisor or counselor during 2001-02, 87% reported they were satisfied with the quality of service they received:

- 48% reported they were “Very satisfied”
- 39% reported they were “Somewhat satisfied”
- 10% reported they were “Somewhat dissatisfied”
- 3% reported they were “Very dissatisfied.”

See page 11 - 13 in the Findings section for details related to counseling and advising services.



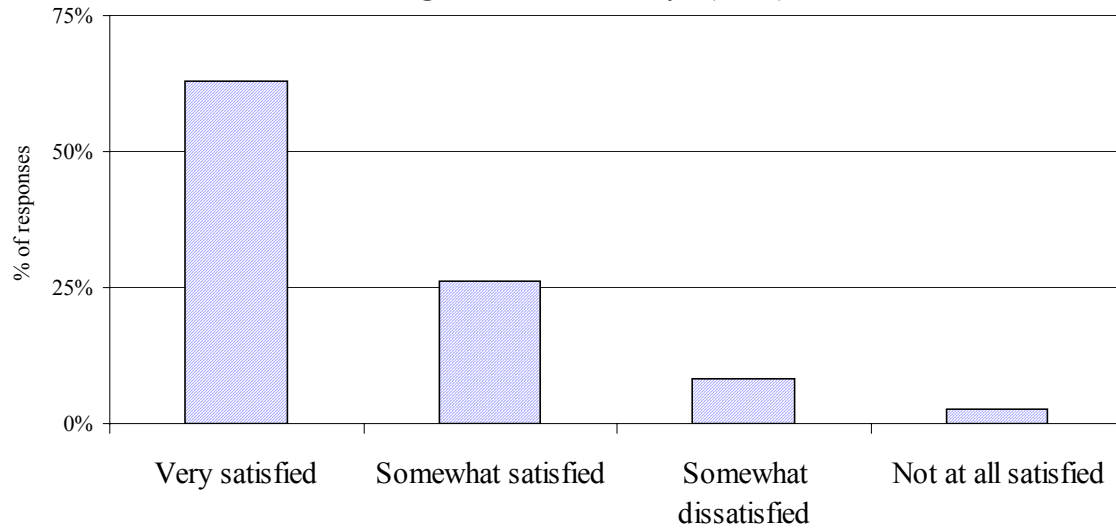
Lane Services: Annual Registration System

A majority of survey respondents (67% in 2002) reported they had used Lane’s annual registration system.

Among those who had used Lane’s annual registration system, 89% reported they were satisfied with “the opportunity it provides for getting into classes early”:

- 63% reported they were “Very satisfied”
- 26% reported they were “Somewhat satisfied”
- 8% reported they were “Somewhat dissatisfied”
- 3% reported they were “Very dissatisfied.”

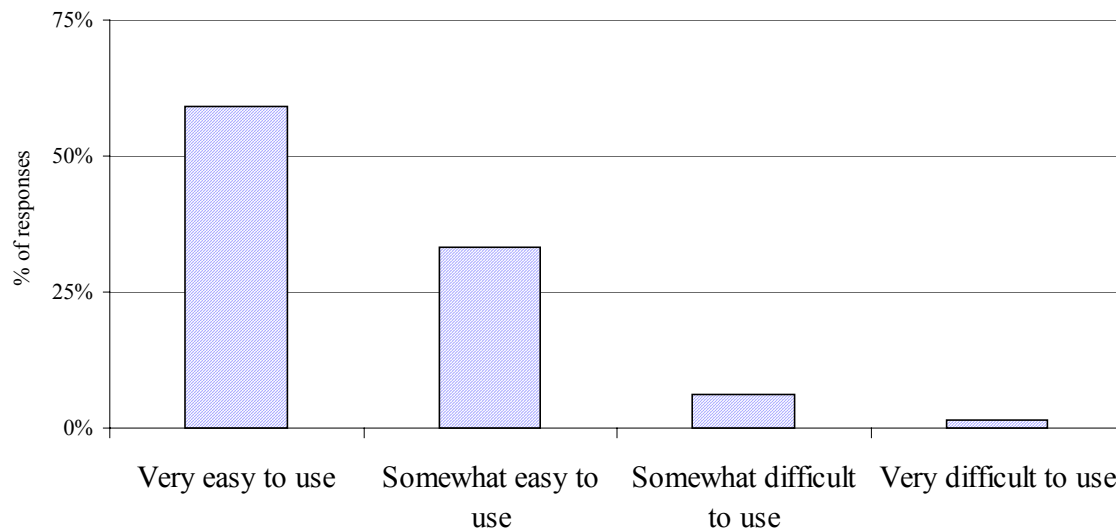
Satisfaction with Opportunity Annual Registration Provides for Getting into Classes Early (2002)



Among those who had used Lane's annual registration system, 92% reported it was easy to use:

- 59% reported the annual registration system was "Very easy to use"
- 33% reported it was "Somewhat easy to use"
- 6% reported it was "Somewhat difficult to use"
- 2% reported the annual registration system was "Very difficult to use"

Easy to Use Annual Registration System? (2002)



See page 14 - 16 in the Findings section for details related to Lane's annual registration system.

Lane's Environment: College Environment is Welcoming and Accepting

Overall, a majority of survey respondents (97% in 2002, compared to 96% in 2000) 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:

- 97.1% of white students thought Lane's environment was welcoming and accepting; 395 Caucasian/white students responded (compared to 97.1% in 2000; 368 students responding).
- 96.8% of students of color thought the environment was welcoming and accepting; 92 students of color responding (compared to 95.1% in 2000; 77 students responding).

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

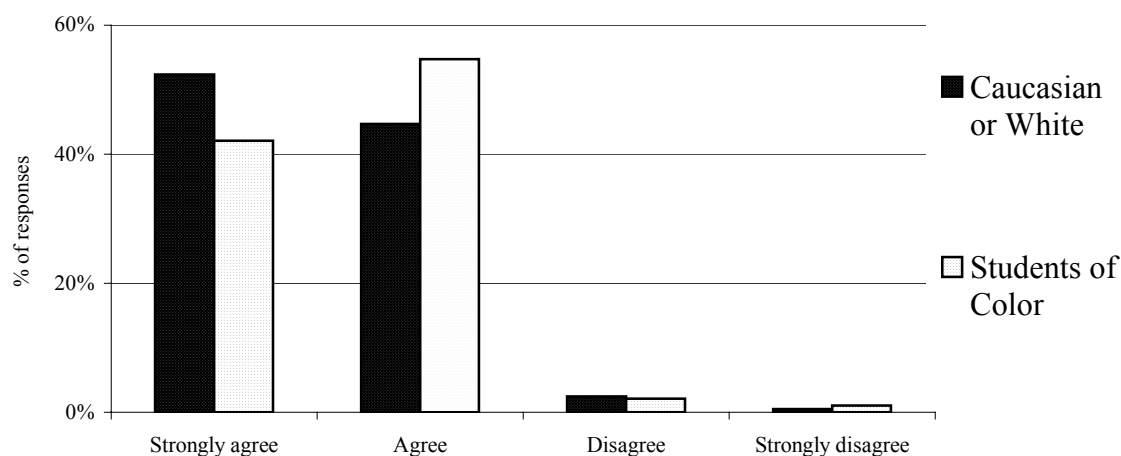
- 52% (N = 213) "Strongly agreed" with this statement (compared to 48% in 2000; N = 181)
- 45% (N = 182) "Agreed" (compared to 49% in 2000; N = 187)
- 2.5% (N = 10) "Disagreed" (compared to 2.4% in 2000; N = 9)
- 0.5% (N = 2) "Strongly disagreed" (compared to 0.5% in 2000; N = 2).

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")

- 42% (N = 40) "Strongly agreed" with this statement (compared to 32% in 2000; N = 26)
- 55% (N = 52) "Agreed" (compared to 63% in 2000; N = 51)
- 2.0% (N = 2) "Disagreed" (compared to 2.5% in 2000; N = 2)
- 1.0% (N = 1) "Strongly disagreed" (compared to 2.5% in 2000; N = 2).

See page 17 in the Findings section for details related to all respondents and the general college environment.

General College Environment is Welcoming and Accepting (2002)



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 (97% in 2002, compared to 96% in 2000) 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:

- 96.6% of Caucasian/white students thought instructors strive to create a classroom environment that is comfortable and fair to all students; 393 Caucasian/white students responded (compared to 97.1% in 2000; 369 students responded)
- 96.9% of students of color thought instructors strive to create a classroom environment that is comfortable and fair to all students; 93 students of color responded (compared to 92.7% in 2000; 76 students responded).

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

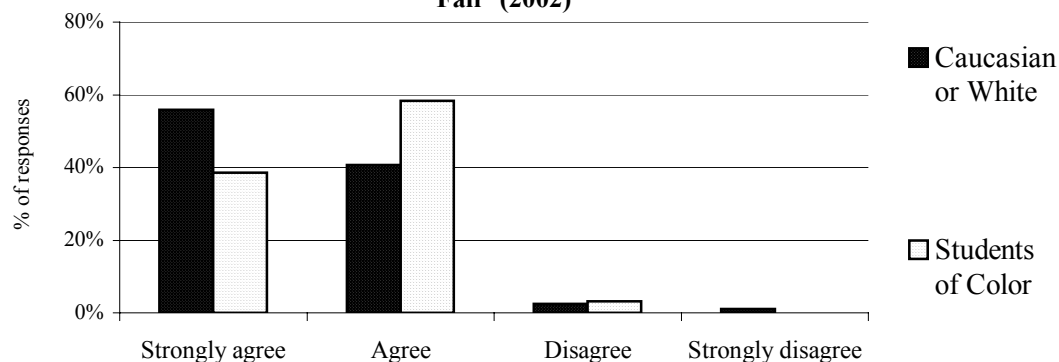
- 55.8% (N = 227) “Strongly agreed” with this statement (compared to 49.5% in 2000; N = 188)
- 40.8% (N = 166) “Agreed” (compared to 47.6% in 2000; N = 181)
- 2.5 % (N = 10) “Disagreed” (compared to 2.6% in 2000; N = 10)
- 1.0 % (N = 4) “Strongly disagreed” (compared to 0.3% in 2000; N = 1).

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”)

- 38.5% (N = 37) “Strongly agreed” with this statement (compared to 37.8% in 2000; N = 31)
- 58.3% (N = 56) “Agreed” (compared to 54.9 in 2000; N = 45)
- 3.1% (N = 3) “Disagreed” (compared to 4.9% in 2000; N = 4)
- 0% (N = 0) “Strongly disagreed” (compared to 2.4% in 2000; N = 2).

See page 18 in the Findings section for details related to all respondents and classroom environment.

Instructors Strive to Create a Classroom Environment that is Comfortable and Fair (2002)



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 World Wide Web

Eighty-eight percent of respondents reported they have access to a computer when they are away from Lane (compared to 80% in 2000) and 81% reported they have access to the World Wide Web when they are away from Lane (compared to 73% in 2000).

- 72% of respondents thought Lane provides students adequate access to computers and related equipment on campus (compared to 73% in 2000).

See pages 19 – 20 and page 23 in the Findings section for details related to computer and World Wide Web access.

Twenty-three percent of respondents reported they would have paid their spring term Lane bill over the Internet if Lane could accept payments over the Internet (compared to 17% in 2000).

See page 22 in the Findings section for details related to paying Lane bills via the Internet.

Fifty percent of respondents reported they would be “Very comfortable” using the Internet to register for Lane classes and 27% reported they would be “Somewhat comfortable” using the Internet to register. Fifteen percent reported they would be “Somewhat uncomfortable” using the internet to register and 9% would be “Very uncomfortable.”

See page 21 in the Findings section for details related to registering for Lane classes via the Internet.

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

Nearly 8% of respondents reported they “often used Lane’s on-line catalog” (compared to 6% in 2000), while a majority (65%) had “Never” used Lane’s on-line catalog (compared to 68% in 2000).

Nearly 17% of respondents reported they “often used Lane’s web pages” (compared to 8% in 2000), while 30% reported they “Never” used Lane’s web pages (compared to 43% in 2000).

See pages 29 and 30 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 percent of respondents reported it was important to be able to take on-line/Internet-based courses (compared to 42% in 2000)

- 18% of respondents reported this was “Very important” (compared to 15% in 2000), and 32% reported it was “Somewhat important” (compared to 27% in 2000).

Forty-three percent of respondents reported it was important to be able to take telecourses (compared to 37% in 2000).

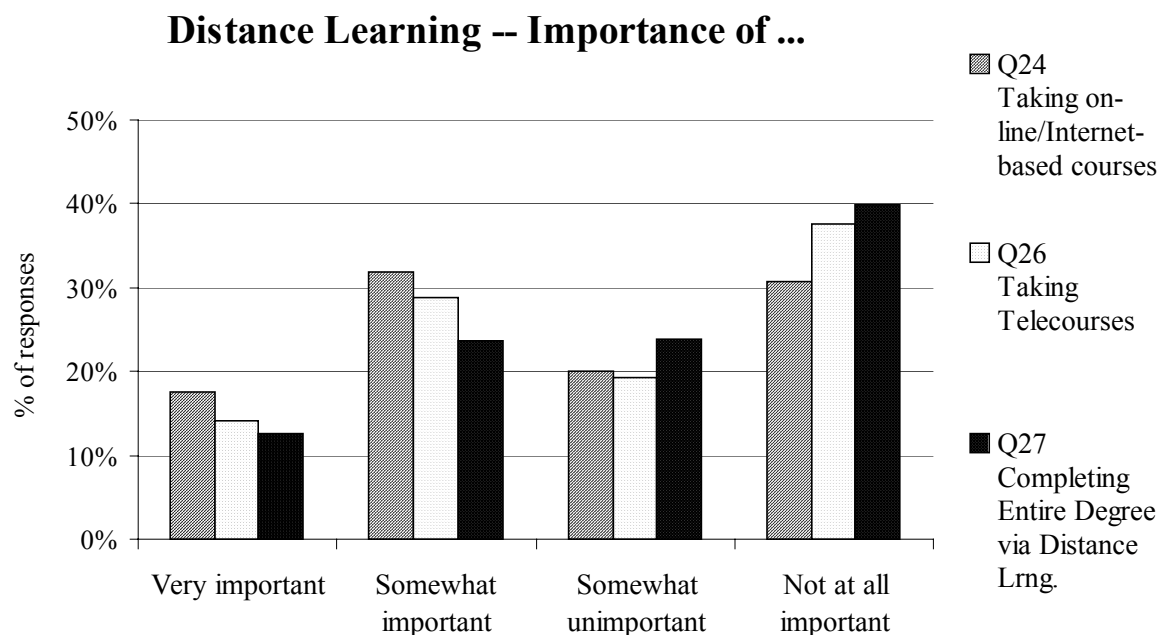
- 14% of respondents reported this was “Very important” (compared to 12% in 2000), and 29% reported it was “Somewhat important” (compared to 25% in 2000).

See pages 24 and 26 in the Findings section for details related to the importance of being able to take distance learning courses.

Thirty-seven 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 28% in 2000).

- 13% of respondents reported this was “Very important” (compared to 9% in 2000), and 24% reported it was “Somewhat important” (compared to 19% in 2000)

See page 27 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 twenty-one percent of respondents reported they were familiar with interdisciplinary linked classes and other learning community opportunities at Lane (compared to 22% in 2000).

- 3.6% of respondents reported they were “Very familiar” (compared to 3.4% in 2000), and 17% reported they were “Somewhat familiar” (compared to 18% in 2000).

Respondents were also asked to briefly explain how they learned about learning communities at Lane. Explanations provided by students who reported they were “Very familiar” or “Somewhat familiar” with learning communities at Lane mentioned the following sources:

- instructors, advisors or other students
- Lane’s class schedule or catalog, flyers, posters on bulletin boards and by accident.

See page 28 in the Findings section for details related to interdisciplinary linked classes and other learning community opportunities at Lane and see pages 35 - 37 for explanations of how students learned about these classes.

Conclusion

Many of the findings obtained from this 2002 project correspond to findings obtained from the 2000 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 2004. New issues of interest and appropriate questions will be identified and developed prior to that survey.