

Title –III Performance Report

Enrollment

Cohort Term –	All Degree-Seeking First and not First time			Degree-Seeking First-time/Full -time		Degree-Seeking First-time/Part-time		Total First-time Degree-Seeking
Fall 4 th week	Total	Full-time	Part-time	Number	Percent of degree-seeking	Number	Percent of degree-seeking	
200820	8103	4296 (53%)	3807 (47%)	943	(12%)	533	(7%)	1476 (18%)
200920	8928	4775 (53%)	4153 (47%)	1151	(13%)	685	(8%)	1836 (21%)
201020	10469	5835 (56%)	4634 (44%)	1301	(12%)	765	(7%)	2066 (19%)
201120	10792	5760 (53%)	5032 (47%)	958	(9%)	701	(6%)	1659 (15%)
201220	12658	6208 (49%)	6450 (51%)	991	(8%)	846	(7%)	1837 (15%)

Notes:

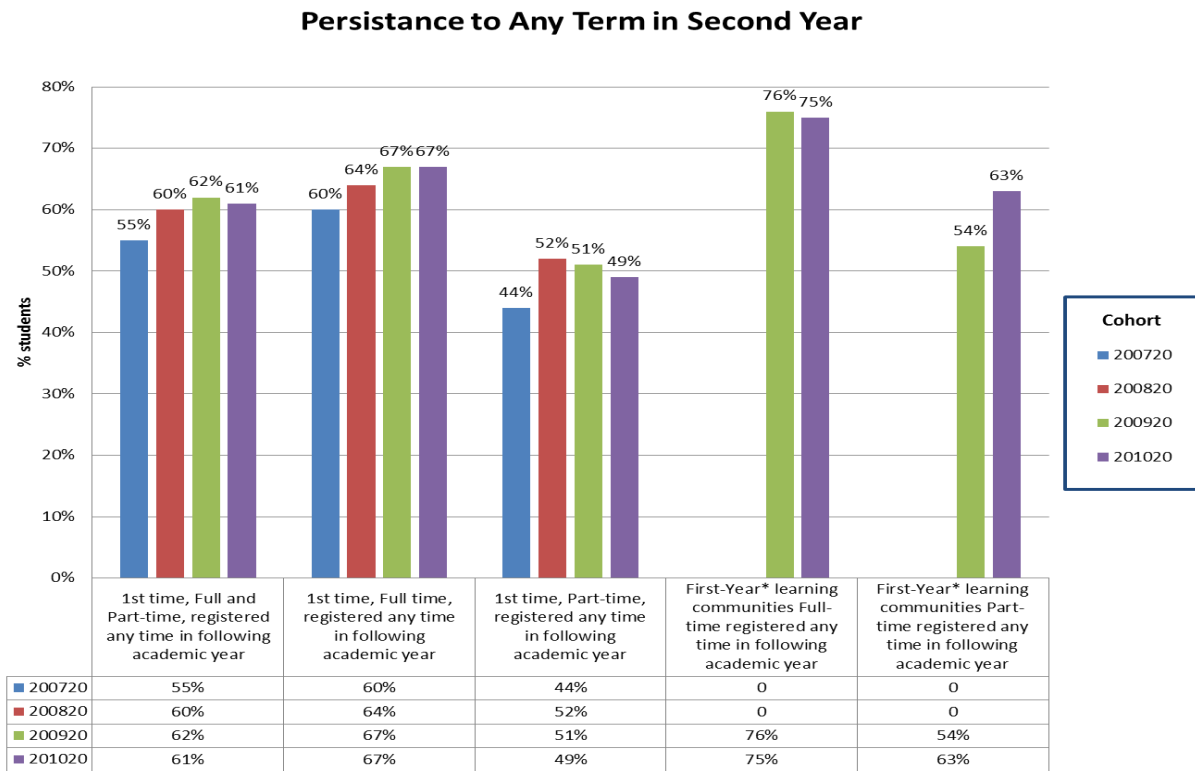
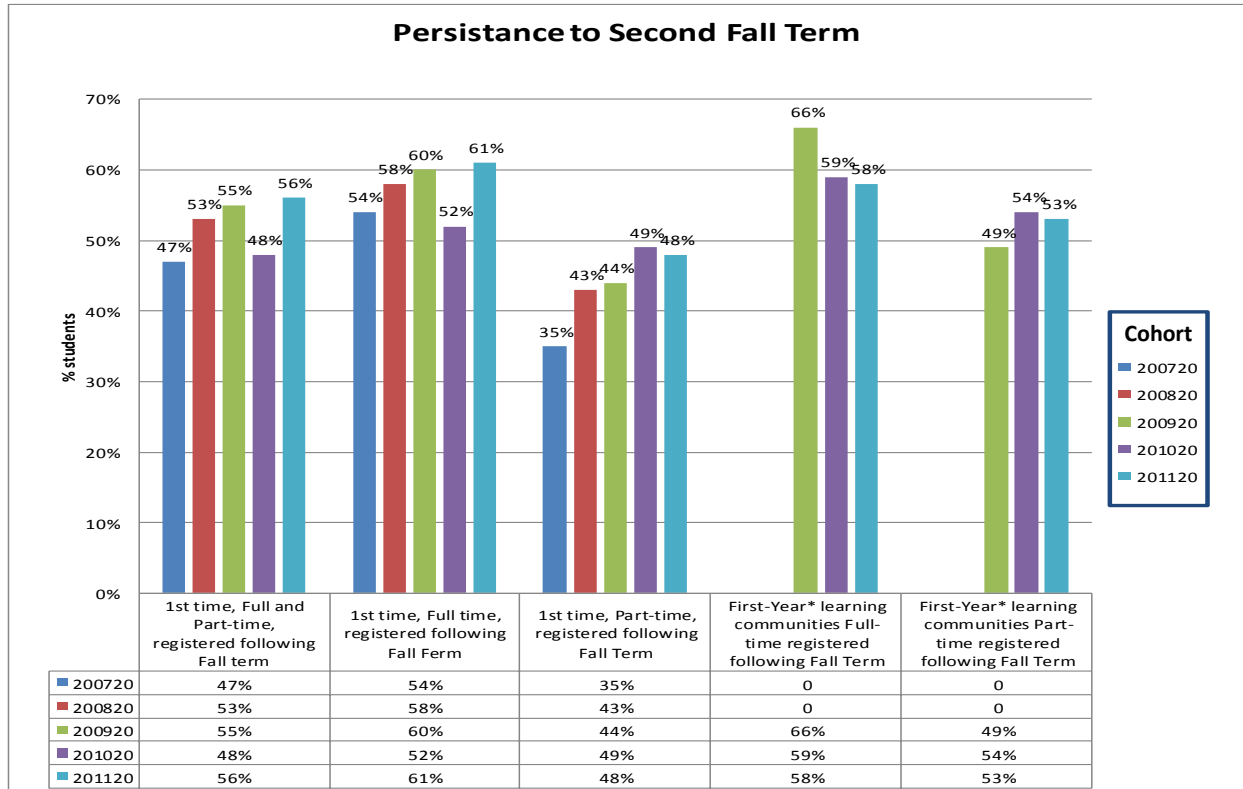
There were 958 new, degree-seeking students who were enrolled full-time in fall 2010 (i.e., the "Cohort Term" = 201120) and these represent 9% of all 10,882 degree-seeking students enrolled at Lane fall '10.

There were 701 new, degree-seeking students who were enrolled part-time in fall 2010 (i.e., the "Cohort Term" = 201120) and these represent 6% of all 10,882 degree-seeking students enrolled at Lane fall '10.

The Fall 2010 and Fall 2011 first-time student cohorts make up less of the full degree-seeking cohorts indicating more second-year and beyond students have persisted.

From ATD Data	Transfer		CTE	
	No 1st Year College Success Course	1st Year College Success Course	No 1st Year College Success Course	1st Year College Success Course
Completed one or more awards (Cert or AA) in 3 years	8%	10%	14%	11%
Completed one or more awards (Cert or AA) in 5 years	13%	17%	19%	36%

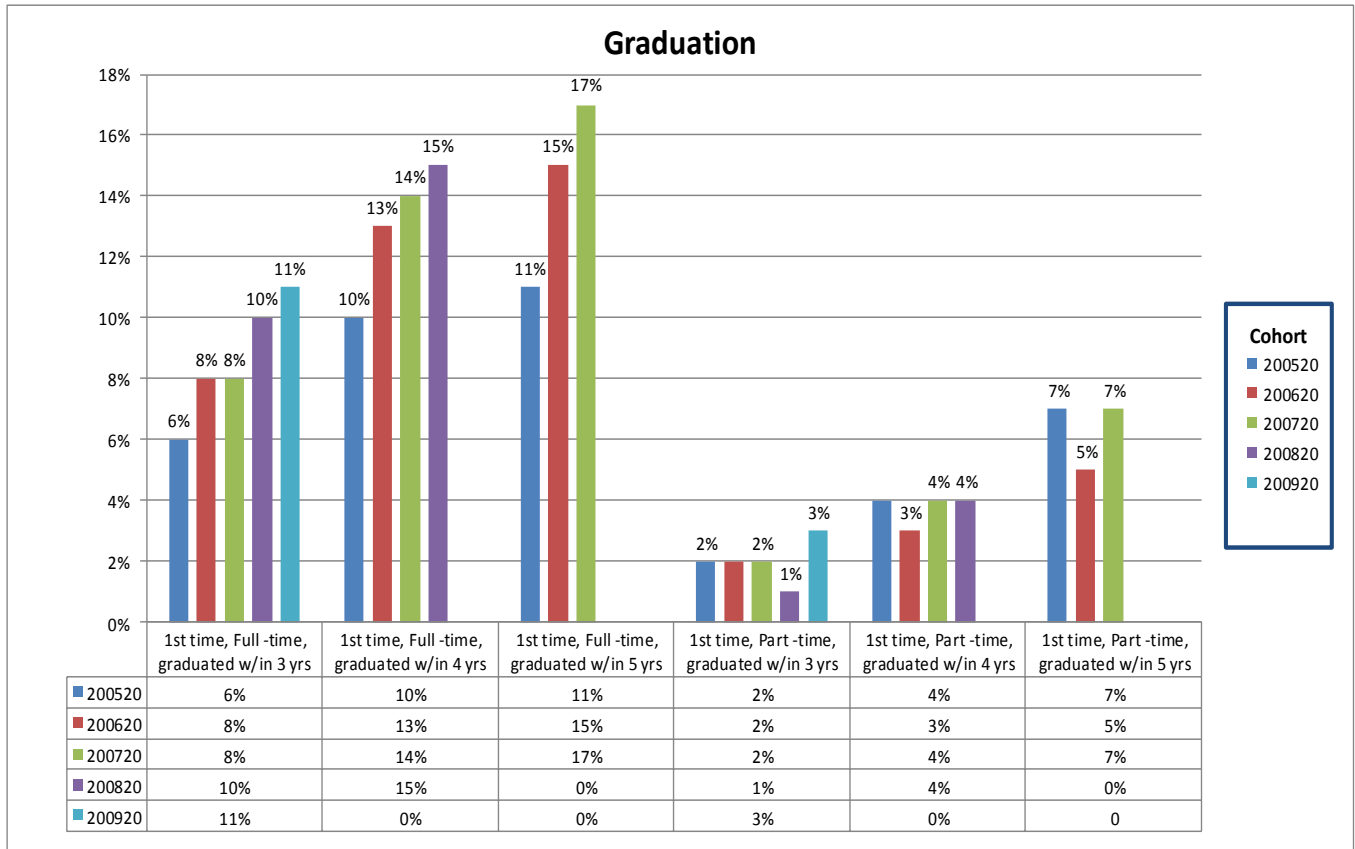
Persistence



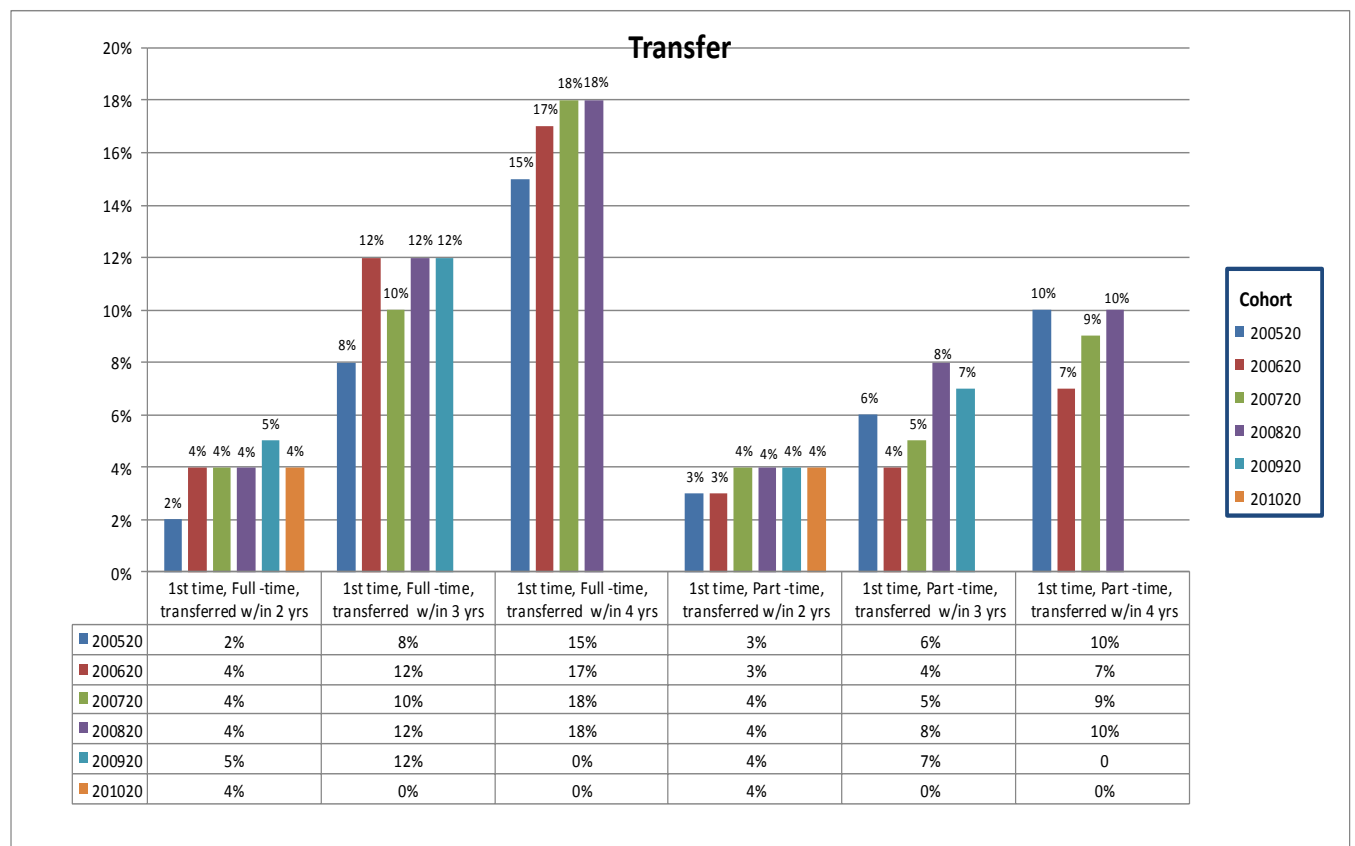
*First-Year Learning Communities include first-year, not necessarily first-time students

**In Fall 2006 (200720) and Fall 2007 (200820) Lane had not yet started to build capacity for additional First-Year Learning Communities

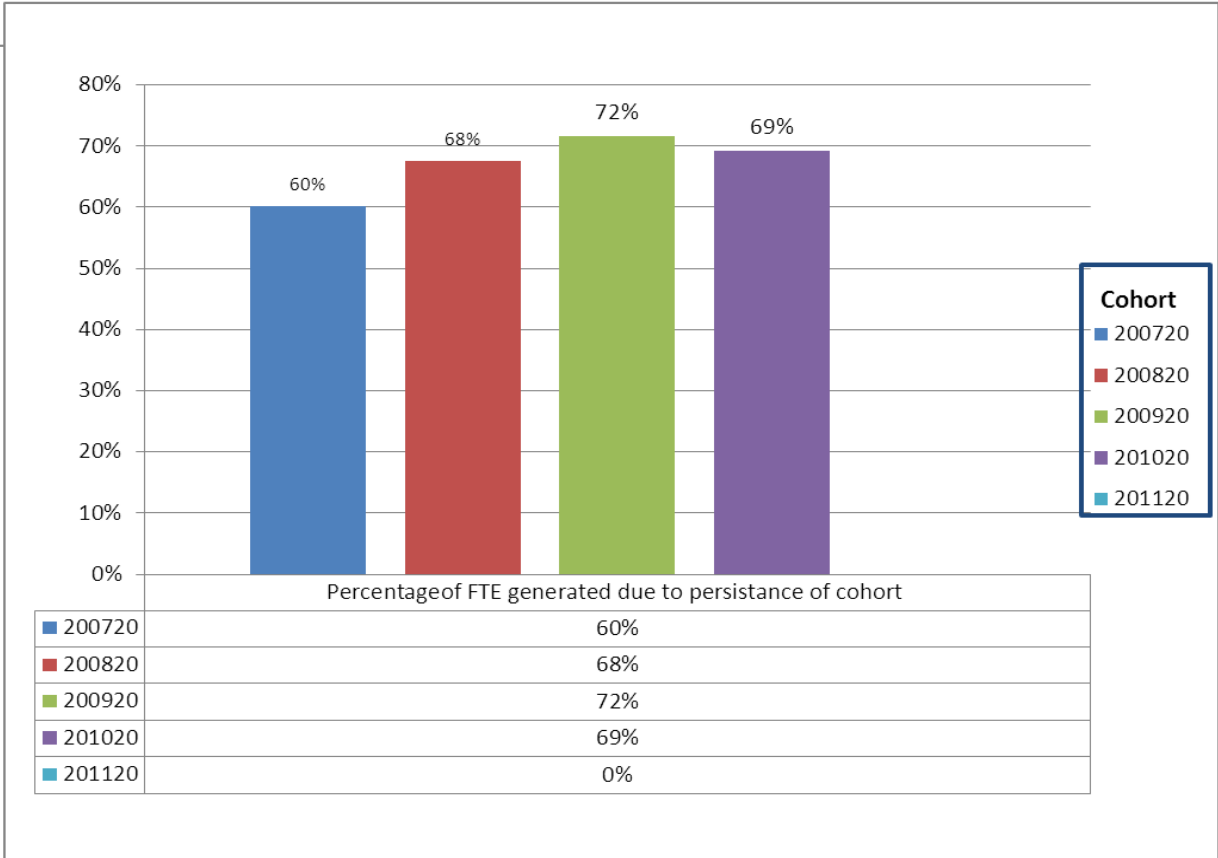
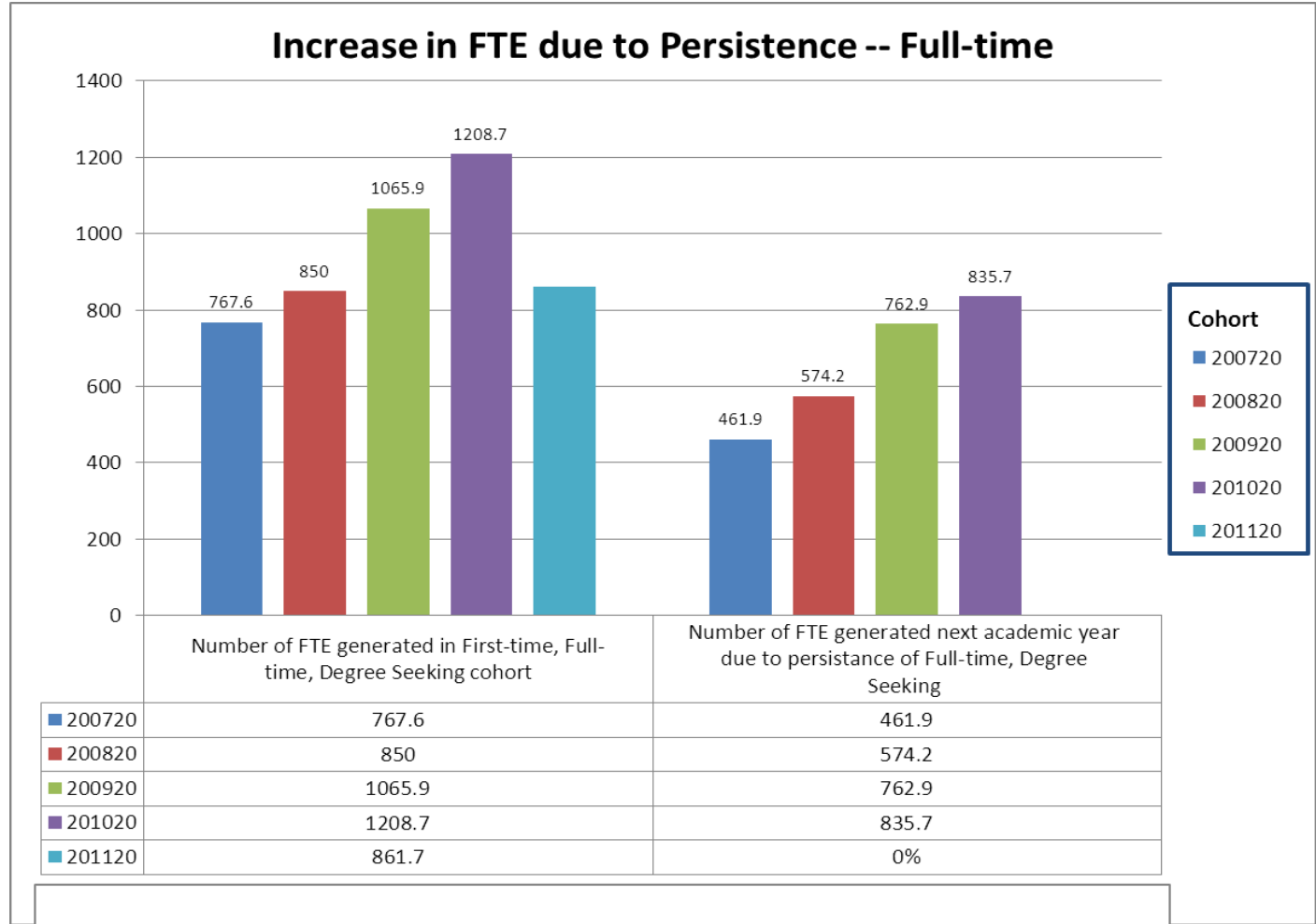
Graduation



Transfer

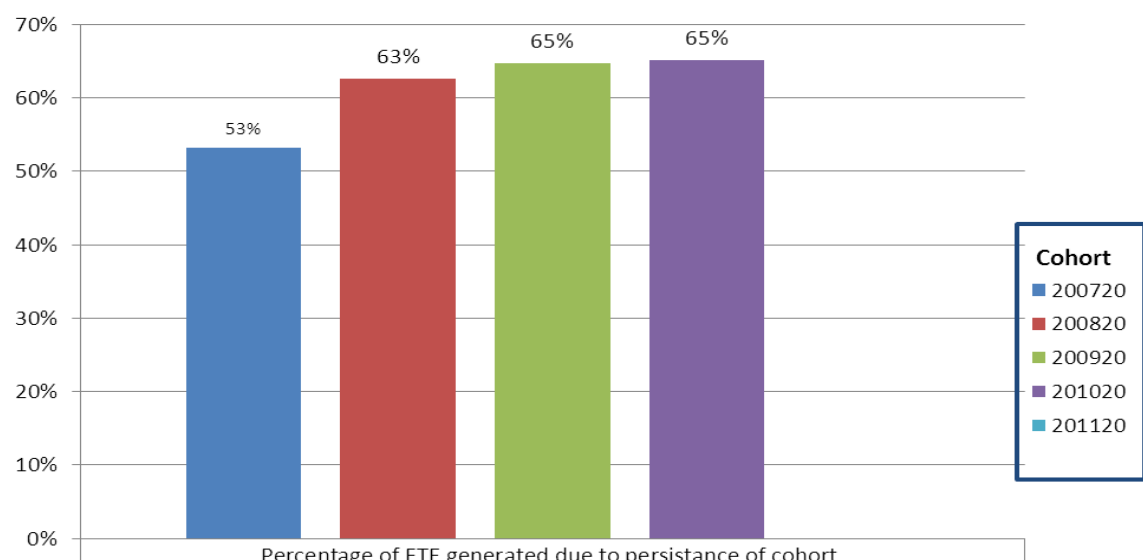
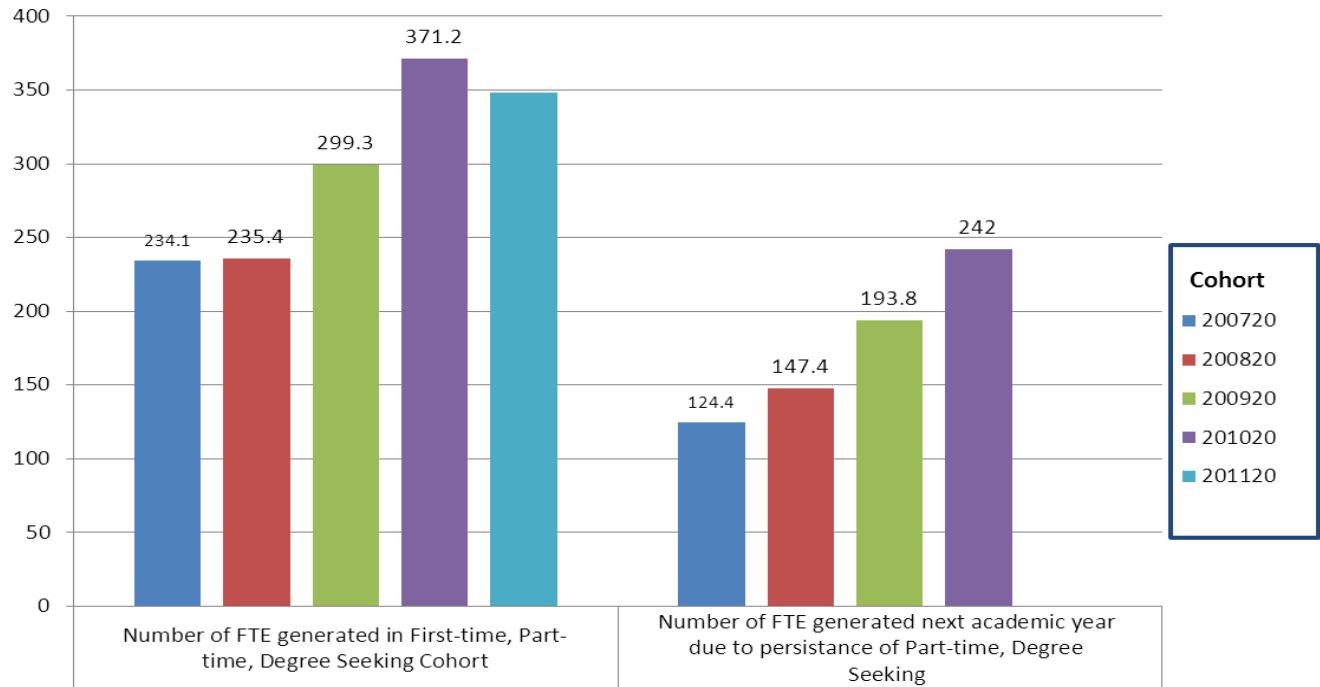


Increase in FTE due to Persistence



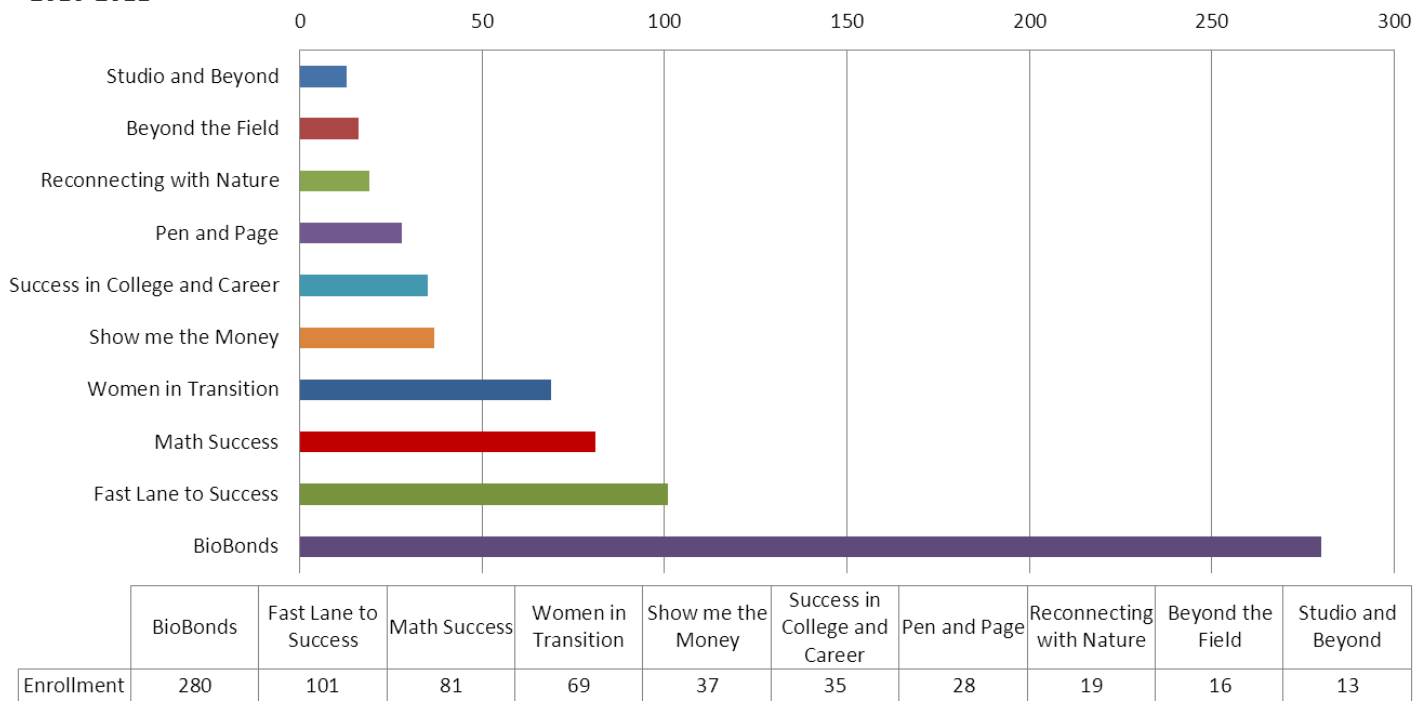
Increase in FTE due to Persistence

Increase in FTE due to Persistence-- Part-time

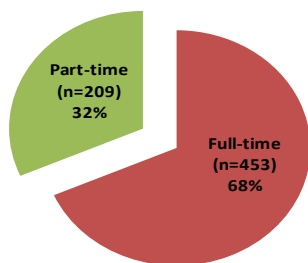


Learning Communities
2010-2011

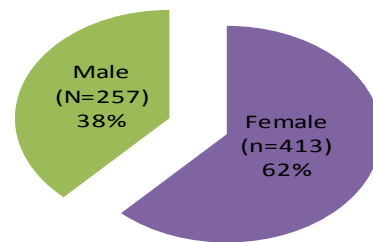
Survey Responses



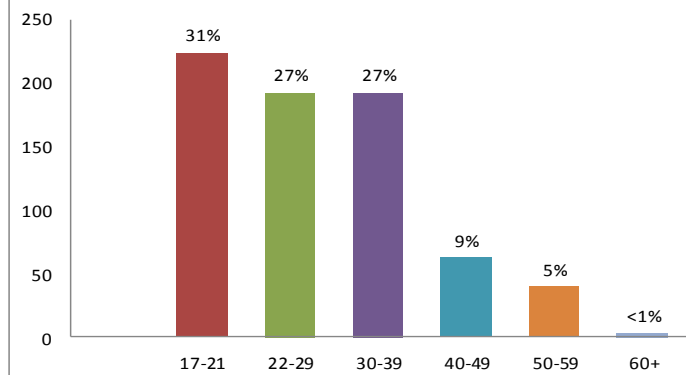
Full-Time or Part-Time
(n=662)



Gender
(n=670)



Age of Participants

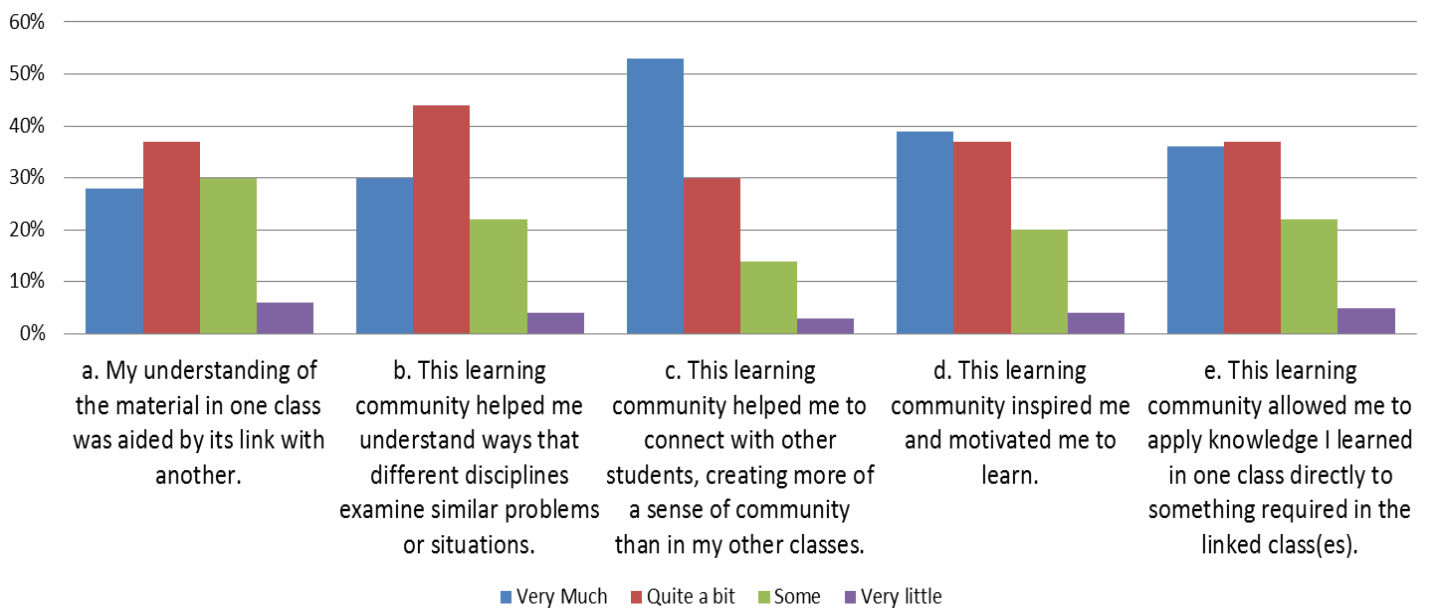


2010-2011 Learning Communities

Student Engagement & Satisfaction Survey

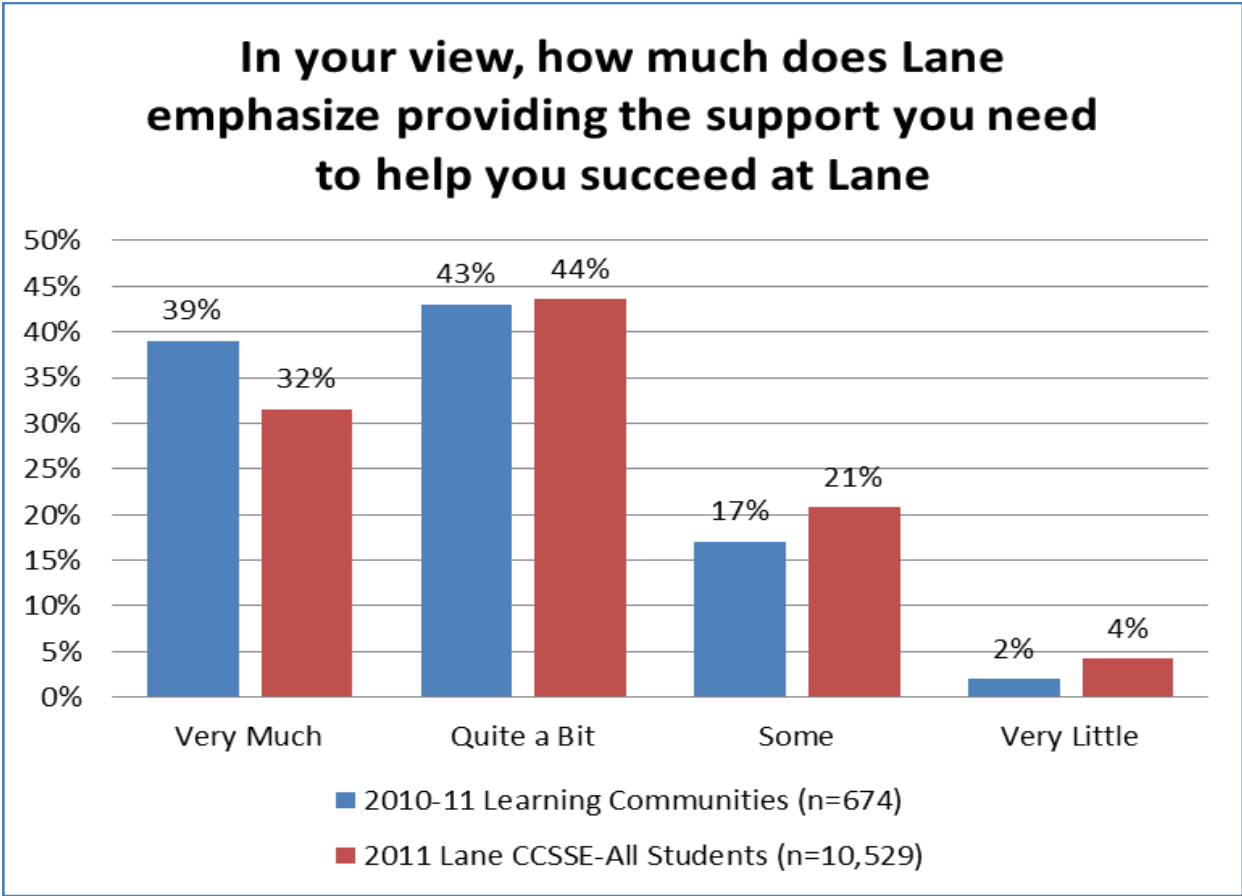
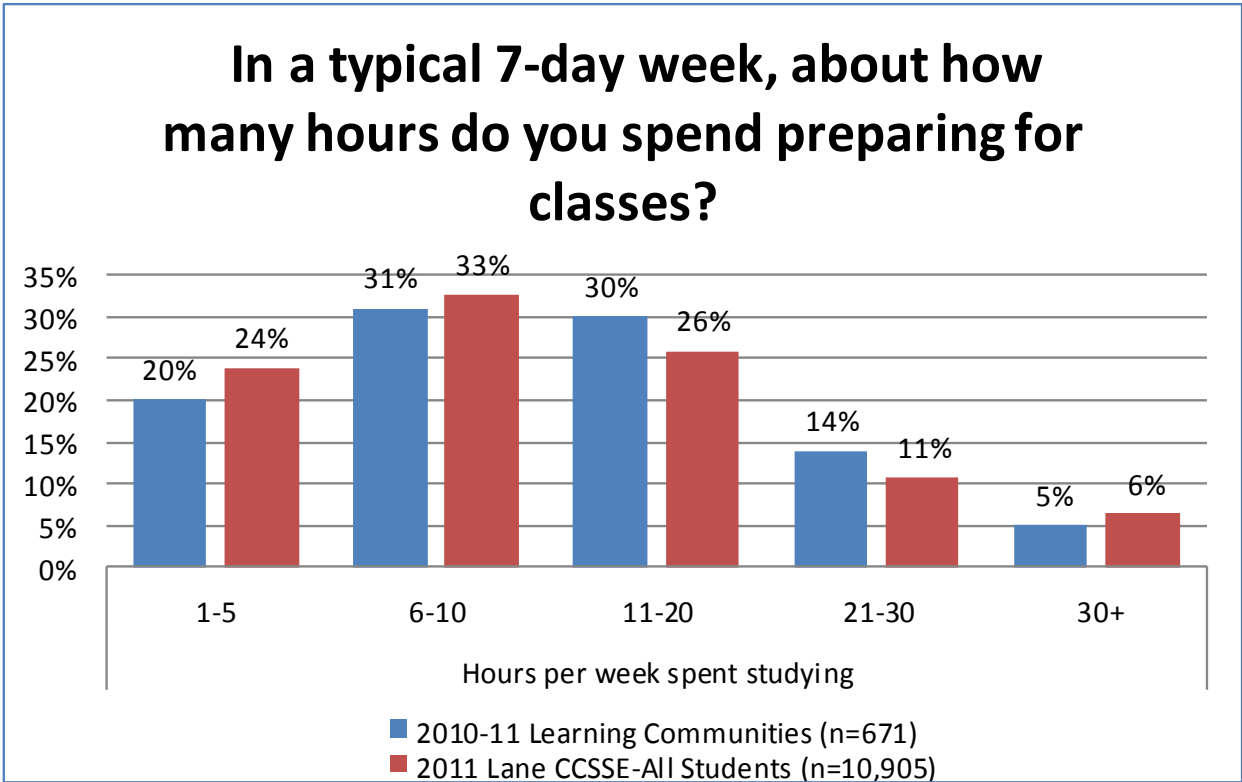
In your experience with this learning community, please rate each statement below:

(n=680)



In your experience with this learning community, please rate each statement below:	Very Much	Quite a bit	Some	Very little
a. My understanding of the material in one class was aided by its link with another.	28%	37%	30%	6%
b. This learning community helped me understand ways that different disciplines examine similar problems or situations.	30%	44%	22%	4%
c. This learning community helped me to connect with other students, creating more of a sense of community than in my other classes.	53%	30%	14%	3%
d. This learning community inspired me and motivated me to learn.	39%	37%	20%	4%
e. This learning community allowed me to apply knowledge I learned in one class directly to something required in the linked class(es).	36%	37%	22%	5%

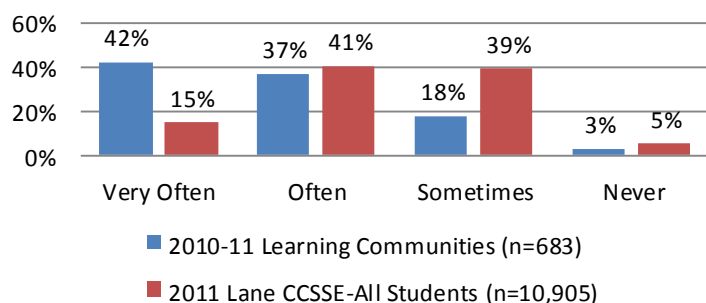
Learning Communities and CCSSE



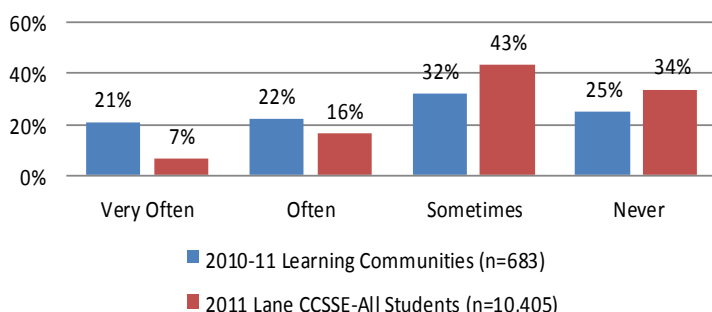
Learning Communities and CCSSE

In your experiences at Lane this term, about how often have you done each of the following?

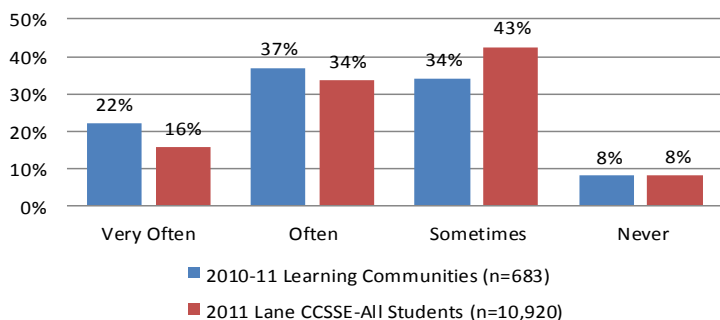
Worked with other students on projects during class



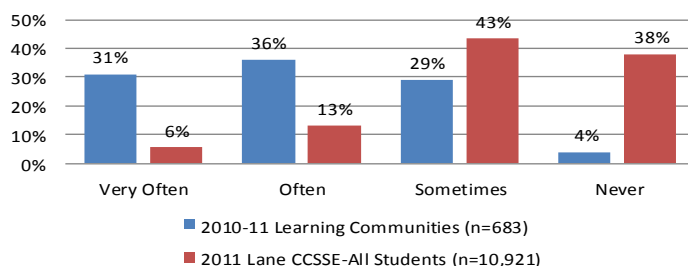
Worked with classmates outside of class to prepare class assignments



Worked harder than you thought you could to meet an instructor's standards or expectations

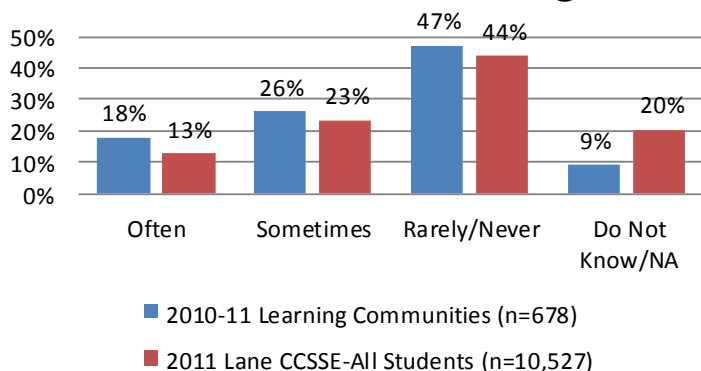


Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

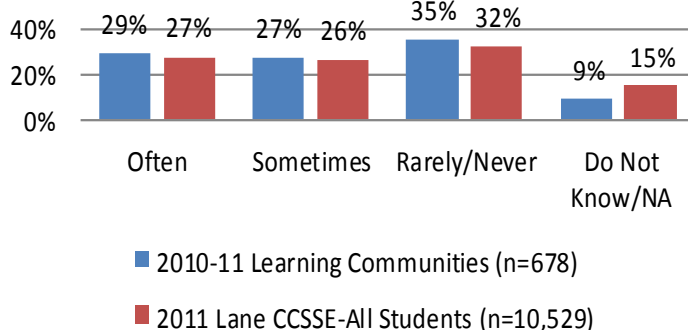


How often have you used the following services at Lane this term?

Peer or other tutoring



Computer Lab



What Learning Communities students say*



Please explain what was most beneficial to you about participating in this learning community?

- Being organized and being disciplined.
- Know more students around you. Feel comfortable asking questions in class. Working with others.
- Understanding what I want from college.
- Learning to study better-communicate with others.
- The connections (study partners/groups) made with fellow students
- Having the same students in both classes. I think it helped us bond and be able to form study groups outside of class much easier.
- I would not have been able to do such quality work without the support of my classmates.
- Learning self control and self management.

Reflecting back on what you have learned in the linked classes in this learning community, please give examples of how you applied what you learned in one class to the work in your other classes.

- A lot of the topics were taught concurrently so redundancy helped to reinforce learning. I felt this was a good thing!
- I learned that it's OK to ask for help right away. I learned that sometimes it's the way I listen that needs work. I learned why it's called community college: because we are like a community and we help each other.
- Having instruction from a writing instructor helped immensely in being successful at writing scholarship essays.
- I learned how to self-manage myself by writing out planners and schedules to plan homework and free time.
- The "self" work has informed my career work.
- Learned proper way to study in college success and applied it to how to study for math.

* Selected responses from 2010-11 Learning Communities Student Surveys