

Education

Education Status (Spring 2011)

What is your current educational status?

- Forty-two percent of all respondents were attending school full-time when they completed the survey and 8.8 percent were attending school part-time.
- Three-quarters of the respondents with transfer majors were continuing their education at the time they completed the survey and another 6.8 percent had attended school since leaving Lane but were not attending school at the time of this survey. Nearly 55 percent of NFA respondents were attending school at the time of this survey.
- Fifty-five percent of respondents with transfer majors attending college at the time they completed the survey were enrolled at the University of Oregon and twelve 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 (75%). Of those LDC students in school at the time of this survey, 91 percent were attending four-year institutions.

Ten graduates out of the 226 respondents with transfer majors who were attending school at the time they completed the survey were enrolled at Lane (4%).*

Table 14a: Educational Institutions Attended Spring 2011 by Lane Graduates and Former Students with Transfer Majors

College	Completion Status				Total	
	Graduates		NFA		LDC	
	n	%	n	%	n	%
Lane Community College*	10	7%	0	0%	10	4%
University of Oregon	97	64%	27	36%	124	55%
Oregon State University	12	8%	15	20%	27	12%
Other Oregon University System institutions	8	5%	10	14%	18	8%
In-state 4-yr private institutions	19	13%	10	14%	29	13%
Out-of-state 4-yr institutions	3	2%	4	5%	7	3%
Community college other than Lane	3	2%	8	11%	11	5%
Total	152	100.0	74	100.0	226	100.0

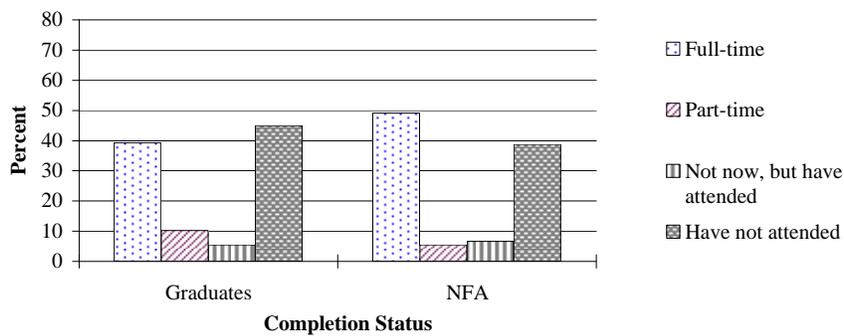
*Many respondents still attending Lane were continuing on to earn an associate degree, a second degree, or to complete more classes for transfer.

Table 14: Education Status (Spring 2011) (All Respondents)

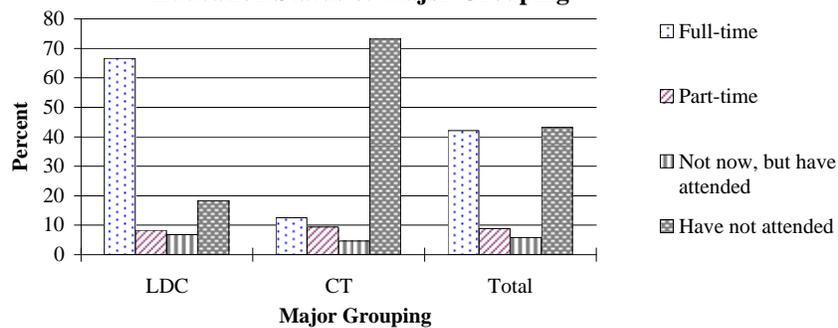
Education Status	Completion Status				Major Grouping				Total	
	Graduates		NFA		LDC		CT		n	%
Full-time	158	39.3	81	49.1	207	66.6	32	12.5	239	42.2
Part-time	41	10.2	9	5.5	26	8.4	24	9.4	50	8.8
Not now, but have attended	22	5.5	11	6.7	21	6.8	12	4.7	33	5.8
Have not attended since leaving Lane	181	45.0	64	38.8	57	18.3	188	73.4	245	43.2
Total	402	100.0	165	100.0	311	100.0	256	100.0	567	100.0
No Response	3		3		4		2		6	

Example: The percentage of responding graduates who indicated they were in school full-time (in Spring 2011) was 39.3%.

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, 70.5% 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 (68.5%) was slightly less compared to the percentage of no formal award respondents who indicated that Lane prepared them “well” or “very well” (74.6%).

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:

- * *It's been a while since I've been in school (1979) and Lane prepared me for college level work, encouraged me to challenge myself and taught me how to study effectively.*
- * *Lane classes are more organized and student oriented than a 4-yr college.*
- * *The focus on fundamental and hard work along with dedicated professors made the transition easy. At least for Mechanical Engineering students, I feel Lane students are very well prepared.*
- * *The faculty in the Music Department not only prepared me for the entrance exam but pushed me to the level that no entrance exam was required. The faculty at University of Louisville is very impressed with what LCC teaches.*
- * *Because of the smaller class sizes at Lane, I gained the confidence to speak up and participate during class as well as learn how to get to know my instructors.*
- * *The level of difficulty was enough to prepare me for the level of difficulty at the University.*
- * *I felt totally prepared when I arrived at the new school.*

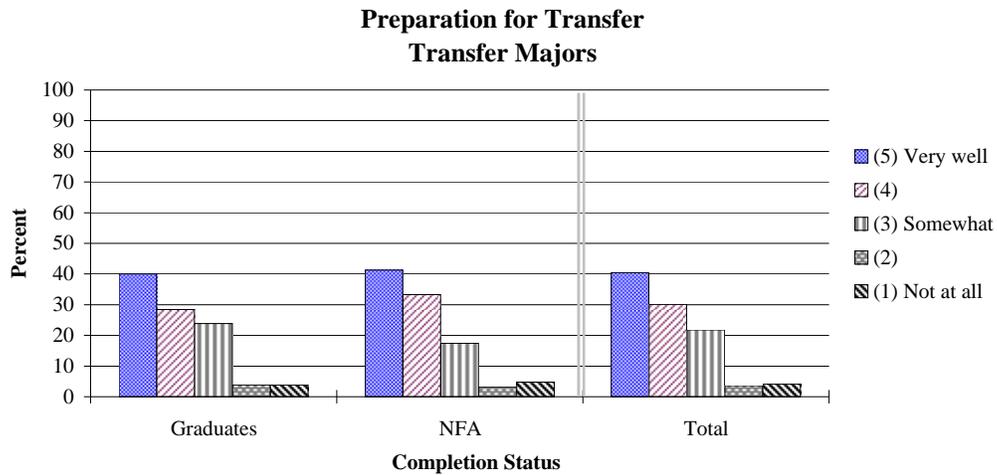
Many respondents commented about the lack of preparation for bigger classes, different teaching styles and workload. The following comments are representative of several comments:

- * *A shock, everything was just so different.*
- * *Academically, I pretty much got what I needed. But when I got to the U of O, I found myself in the dark as how to proceed with the bureaucratic stuff.*
- * *Quality of instruction at LCC was good. However, it did not prepare me for University work. For instance, U of O does essay exams so finals and midterms were completely different.*
- * *University classes are much harder. In addition Lane tends to coddle its students with easier homework loads and access to out of class resources like tutors.*
- * *The U of O was more research and a different style. It was harder than Lane.*

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	52	40.0	26	41.3	78	40.4
(4)	37	28.5	21	33.3	58	30.1
(3) Somewhat	31	23.8	11	17.5	42	21.8
(2)	5	3.8	2	3.2	7	3.6
(1) Not at all	5	3.8	3	4.8	8	4.1
Total	130	100.0	63	100.0	193	100.0
No Response	7		1		8	

Example: The percentage of responding graduates who indicated Lane prepared them "very well" for transfer to a four-year college or university was 40.0%.



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

- Nearly 77 percent of all LDC major respondents who transferred indicated the ease of transferring was “very easy” or “easy.”
- Over 96 percent of graduate respondents with LDC majors indicated the ease of transferring was “very easy” or “easy.”

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

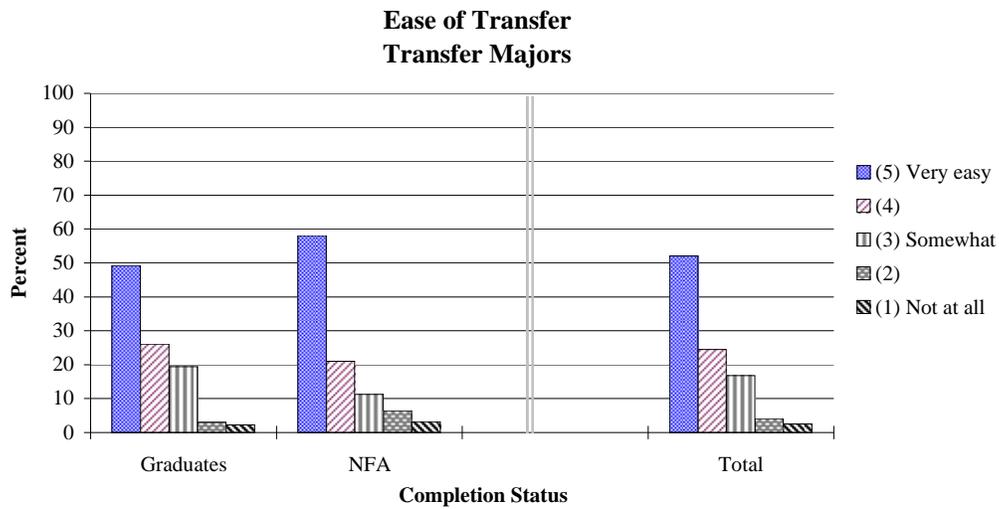
- Many respondents answered that all of the courses they thought would transfer did transfer.
 - * *I did the AAOT and everything transferred.*
 - * *No problems.*
 - * *None, although I do still need a course in diversity and I thought AAOT covered all of that and I didn't need three writing courses.*
 - * *My courses transferred - I just wasn't clear on everything and had to ask several people to find answers.*
 - * *None, everything I took at Lane transferred.*
 - * *Some transferred strangely but did go in the end.*
 - * *I had no problems with courses being eligible, but did have problems with the transfer records between schools (OSU).*
- A few respondents indicated a negative experience as the following comments indicate:
 - * *Some just weren't accepted as a pre-req for certain classes. Mostly in Anthropology.*
 - * *Most of the classes I took transferred, but I had problems when I sent an electronic transcript to the U of O - not all my classes showed up and I had to resubmit a paper copy.*
 - * *I did not have specific problems with transferring classes. I did suffer because I received bad information from counselors/advisors about which classes at LCC would be useful for my future at U of O. They also did not advise me that staff from U of O are occasionally available to speak with at LCC. I did not find this out until I was already at U of O.*
 - * *Courses below 100 level are not transferable.*
 - * *Many of my courses did not transfer because I transferred to a 4-year with semesters versus trimester system.*

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	66	49.3	36	58.1	102	52.0
(4)	35	26.1	13	21.0	48	24.5
(3) Somewhat	26	19.4	7	11.3	33	16.8
(2)	4	3.0	4	6.5	8	4.1
(1) Not at all	3	2.2	2	3.2	5	2.6
Total	134	100.0	62	100.0	196	100.0
No Response	1				1	

Example: The percentage of responding graduates who indicated transferring to four-year colleges or universities was "very easy" was 49.3%.



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)

- Nearly 63% of LDC respondents had completed WR 121 at Lane and a little over 61% of LDC respondents had completed WR 122 at Lane.
- Over sixty-six percent of the transfer graduate respondents had completed WR 122 at Lane and one-third had completed WR 123 at Lane.
- The percentage of transfer graduate respondents who had completed WR122 at Lane (66.4%) was substantially higher compared to the percentage of transfer NFA respondents who had completed WR 122 at Lane (50%).
- Just over sixteen percent (16.4%) of LDC respondents had completed WR227 at Lane.

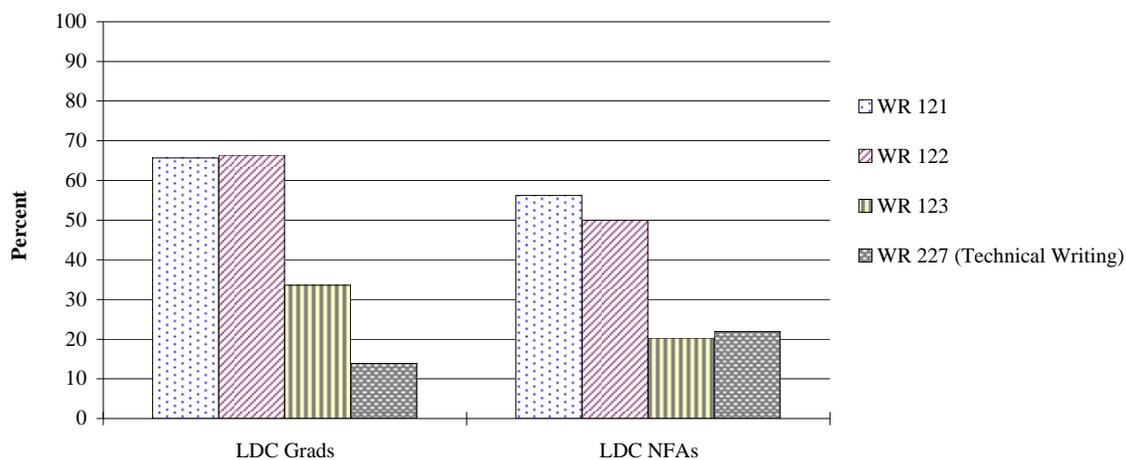
Table 17: Writing Classes Completed at Lane

(Transfer Major Respondents Who Had Transferred to a Four-Year College or University)

Writing Classes Completed at Lane	Completion Status				Total Transfers	
	LDC Grads		LDC NFAs		n	%
	n	%	n	%		
WR 121	90	65.7	36	56.3	126	62.7
WR 122	91	66.4	32	50.0	123	61.2
WR 123	46	33.6	13	20.3	59	29.4
WR 227 (Technical Writing)	19	13.9	14	21.9	33	16.4
WR 121 and 122 only	44	32.1	20	31.3	64	31.8
WR 121 and 122 and 123 only	20	14.6	2	3.1	22	10.9
Total respondents*	137	100.0	64	100.0	201	100.0

*Note: Respondents take more than one writing class, therefore the number of responses is greater than the number of respondents.

**Writing Classes Completed at Lane in the Last 5 Years
Transfer Majors Who Had Transferred**



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

- Three-quarters of LDC respondents (76%) 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 (48.8%) compared to 43 percent of transfer NFA respondents who indicated they were “very well” prepared.

Interpretation/Analysis:

Fifty-seven percent of transfer majors who completed the three-course sequence WR 121, WR122, and WR123 at Lane indicated Lane prepared them “very well” for writing tasks in courses at a four-year college or university.

Eighty-one percent of transfer majors who completed the sequence WR 121, WR 122, and WR 123 at Lane indicated Lane prepared them “well” or “very well” for writing tasks in courses at a four-year college or university.

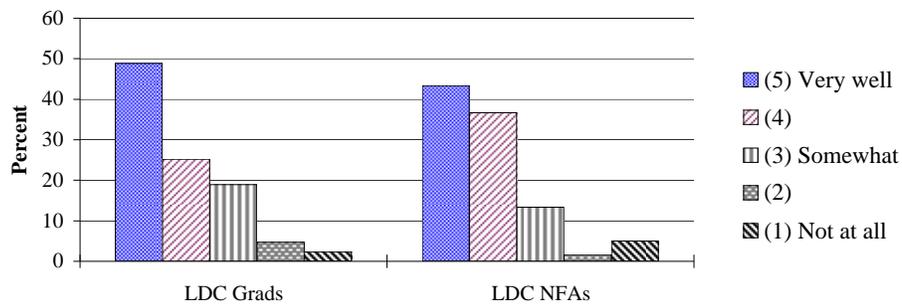
Table 18: Preparation for Four-Year Institution Writing Tasks

(Transfer Major Respondents Only)

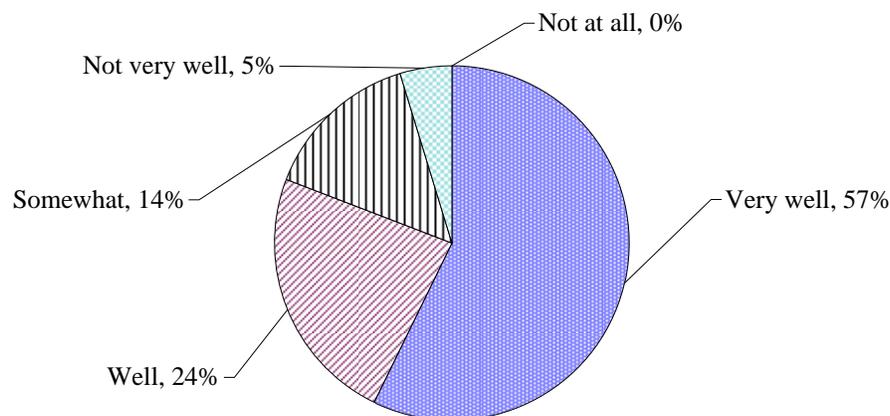
Preparation Rating	Completion Status				Total Transfer Majors	
	LDC Grads		LDC NFAs			
	n	%	n	%	n	%
(5) Very well	62	48.8	26	43.3	88	47.1
(4)	32	25.2	22	36.7	54	28.9
(3) Somewhat	24	18.9	8	13.3	32	17.1
(2)	6	4.7	1	1.7	7	3.7
(1) Not at all	3	2.4	3	5.0	6	3.2
Total	127	100.0	60	100.0	187	100.0

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 48.8%.

**Preparation for 4-Year Institution Writing Tasks
Transfer Majors Only**



**Writing Prep of Transfer Majors
Who 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, 36.9 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 20.5 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 19.1 percent compared to transfer majors at 25.1 percent.
- The percentage of no formal award respondents indicating the likelihood of taking further classes at Lane as “very likely” was similar to graduates (22.9% and 22.2% respectively).

Interpretation/Analysis:

Age

Twenty-four 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. Sixteen percent indicating the same were in the 26-30 year-old age group and another 25 percent were in the 22-25 year-old age group

Twenty 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 and another 20% were in the 41-50 year-old age group. Sixteen percent were in the 26-30 year-old age group and another 24 percent were in the 22-25 year-old age group.

Thirteen percent of NFA respondents indicating they would be “very likely” to attend Lane in the next two-three years were in the 26-30 year-old age group. Twenty-nine percent indicating the same were in the 22-25 year-old age group and another 29% were in the 31-40 year-old age group.

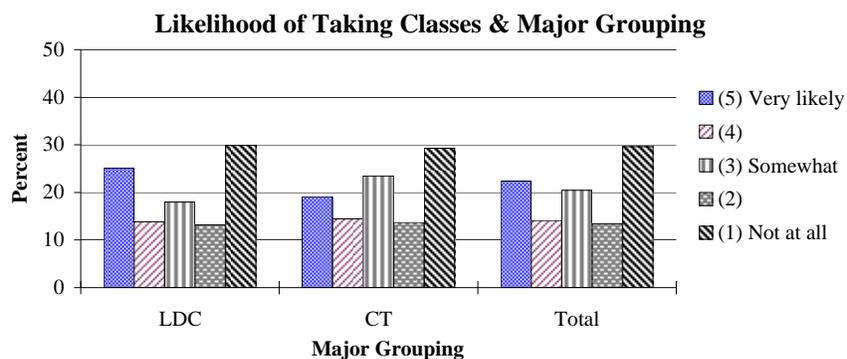
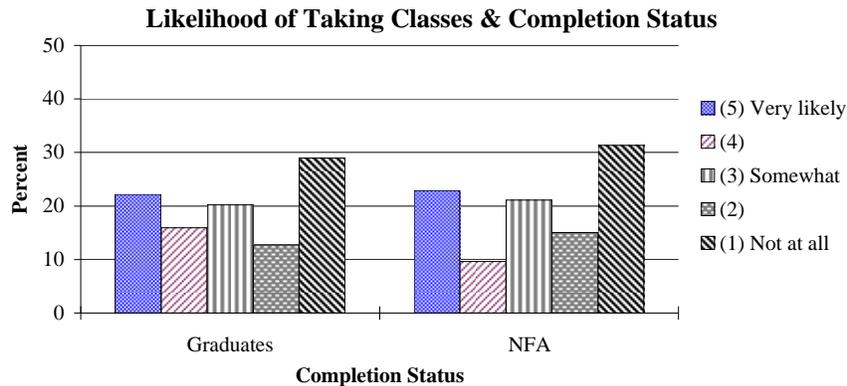
Gender

The percentage of female respondents who indicated they would be “very likely” to attend Lane in the next two to three years (80 of 353 females or 22.7%) was very similar to the percentage of male respondents indicating the same (47 of 220 males or 21.4%).

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	%	n	%		
(5) Very likely	89	22.2	38	22.9	78	25.1	49	19.1	127	22.4
(4)	64	16.0	16	9.6	43	13.8	37	14.5	80	14.1
(3) Somewhat	81	20.2	35	21.1	56	18.0	60	23.4	116	20.5
(2)	51	12.7	25	15.1	41	13.2	35	13.7	76	13.4
(1) Not at all	116	28.9	52	31.3	93	29.9	75	29.3	168	29.6
Total	401	100.0	166	100.0	311	100.0	256	100.0	567	100.0
No Response	4		2		4		2		6	

Example: The percentage of responding graduates who indicated the likelihood of taking classes at Lane was "very likely" was 22.2%.



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.