

2011 Follow-Up Study of 2009-10 Students

Executive Summary

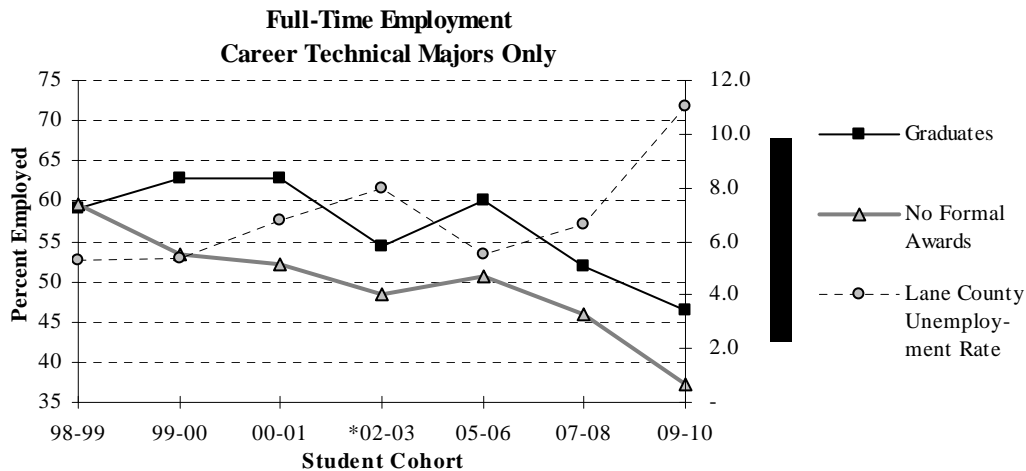
The 2011 Follow-Up Study of 2009-10 Students targeted two groups of former Lane Community College students. Surveys were mailed to all 2009-10 **graduates** (students who earned a degree or certificate). The second group contacted was **no formal award** (NFA) students. These were students who achieved a total of 60 or more credits for a degree, earned 12 or more credits during at least one term, did not earn a degree or certificate, and did not return to Lane for fall term 2010. The data were analyzed according to a respondent's completion status—graduate or NFA—and Major Grouping—a career technical (CT) major or Lower Division Collegiate (LDC) transfer major.

Demographics

- Overall, 59 percent of the respondents were in the 18 to 30 year age group. A higher percentage of females responded to this survey than did males (33% and 26% respectively).

Employment

- Overall, the current data indicate that CT graduates have an advantage over NFA respondents in obtaining new jobs after their Lane education. CT graduates also maintain an advantage in obtaining related jobs, and in obtaining higher incomes.
- Over 91 percent of employed CT graduates who reported they were employed in jobs related to their fields indicated their Lane courses were “relevant” or “very relevant.”



- *No study was done for years not shown between '00-01 and '09-10. The above chart appears to suggest that a lower unemployment rate seems to correspond to a higher full-time employment rate for career technical majors and vice versa. Forty-six percent of graduates and 37 percent of NFA career technical respondents were employed full-time.

Cooperative Education

- Approximately three-quarters of all respondents who participated in Cooperative Education rated its “value” and “relevance” as “good” or “very good.”

Lane Training

- Nearly 89 percent of former career technical students employed in jobs related to their Lane fields of study indicated Lane's overall training was “excellent” or “good.”

Transfer

- Three-fourths of the respondents with lower division transfer majors were attending school either full- or part-time when they completed the survey.
- Seventy percent of the respondents with LDC transfer majors who had transferred to a four-year college or university reported that Lane prepared them “well” or “very well” for classes at their new institutions.
- Seventy-six percent of LDC transfer majors indicated they were “well” or “very well” prepared for writing tasks at a four-year school.

Reasons for Choosing Lane

- Overall, respondents indicated that cost and location were the two primary reasons they chose to attend Lane rather than another college or university.
- One-third (36.5%) of all respondents indicated the likelihood of taking classes at Lane in the next two-three years was “likely” or “very likely.”

Goals and Attainment

- A majority of students achieved the objective indicated by their primary reason for attending Lane.

Number Indicating Primary Reason		Achievement	
Transfer	284	236	83% transferred.
Earn certificate/degree	102	86	84% graduated.
Prepare for a new job (CT only)	139	59	42% were working in a related job, and not the same job as before attending Lane.

- Overall, no formal award respondents with transfer majors tended to leave Lane before completing a degree primarily because they transferred to another school (53%), accomplished what they wanted (29.9%), had financial problems (9.4%) or moved out of the area (9.4%). Nearly 16% percent of *NFA* career technical majors left Lane because of financial problems.
- Overall, seventy-two percent of the respondents indicated they achieved their goals “very much.”

General Education Core Abilities

- The percentage of respondents indicating **communicating effectively** as “important” or “very important” (98.4%) was higher than the percentage of respondents indicating that Lane’s coursework/training in this area was “effective” or “very effective” (90.4%).
- Nearly 98% of all respondents indicated that **thinking critically** was “important” or “very important” while 86% indicated that Lane coursework/training in this area was “effective” or “very effective.”
- Nearly 89% of all respondents indicated that an **understanding of the relationship between self and the community** was “important” or “very important” while 74.7% indicated that Lane coursework/training in this area was “effective” or “very effective.”
- Over 85% of all respondents indicated that an **exploration of academics** was “important” or “very important” while 73.4% indicated that Lane coursework/training in this area was “effective” or “very effective.”

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General Analysis

The Survey Instruments

The Institutional Research, Assessment & Planning (IRAP) department has conducted a survey of former Lane students each year since 1976 except in 2003, 2005, 2006, 2008 and 2010. The survey is conducted one year after the students graduated or left Lane.

IRAP mailed two different surveys: one to transfer majors and another to career technical majors. The two surveys had ten questions in common (e.g. reasons for attending, goals, co-op education experience, educational status, and employment status). The transfer instrument asked about transferring to a four-year school and writing courses and writing task preparation for four-year schools. The career technical instrument asked more detailed questions about employment; e.g., related jobs, course relevance, and job skills. The career technical survey also asked former students about Lane training and the importance of specific job skills.

Appendix A contains the transfer survey instrument, and Appendix B contains the career technical survey instrument.

The Survey Population

The study targeted two distinct groups of students:

- **Graduates:** all students who earned a degree or certificate during the 2009-10 academic year.
- **No formal award students (NFA):** all students who attended full-time at least one term during the 2009-10 academic year, did not achieve a degree or certificate, earned at least 60 credits for a degree program while attending Lane, and did not re-enroll fall term 2010.

Methodology

In February 2011 lists of all graduates and no formal award students as defined above were extracted from Lane's student database. In April 2011, surveys were mailed to former students with USA addresses (1,927 total): a transfer major survey went to transfer majors and a career technical (CT) survey went to CT students. Four weeks after surveys were mailed, telephone follow-up interviews began with all non-respondents who had local telephone numbers within the Eugene-Springfield calling area. A private outside company, Advanced Marketing Research, conducted the telephone interviews.

Responses from the mail-in surveys were entered into an MS Access database. Responses from the phone surveys were entered into a computer program by Advanced Marketing Research and subsequently merged with the mail-in data in MS Access. All survey responses were merged with demographic data extracted from Lane's central student database for eventual analysis.

The survey has always been conducted nine to twelve months after students graduate or leave Lane.

Response Rates

Nineteen hundred and twenty-seven students were contacted for this study. The overall response rate (29.7%) was typical. Response rates are listed in tables one through five.

Analysis of Data

The data were analyzed using MS Access and MS Excel, microcomputer-based database and spreadsheet software applications. The general analyses used two different groupings of respondents. First, each item was analyzed using a respondent's completion status grouping (graduate or no formal award). Second, each item was analyzed by grouping of reported major (career technical major or lower division collegiate transfer major).

Separate detailed reports will be prepared for individual departments that will contain analyses of the data by career technical programs.

Limitations

The results of this survey are expressions of the attitudes, perceptions, and experiences of former students. As such, they are valid and offer valuable insights into Lane's operations even though they may reflect a different reality than that perceived by Lane faculty and staff. These sorts of data also may reflect a constructed reality in which respondents may have changed or filtered the past according to their current situations. These students' responses could also reflect an evolution in goals and expectations. For example, students who originally intended to earn a degree, but who left Lane after a year to accept a job, may report they accomplished their goals even though their original goal of earning a degree was not attained. Additionally, respondents may tend to answer questions with a "socially acceptable" response or a response that may reflect more favorably on their present situation. Research has shown that self-reported income, for example, often is one such survey item.

Tables and Graphs

Except for numerical ratings, each chart and graph consists of data for one question or item based on both Completion Status and Major Grouping. In general, only frequency tables are shown. Shading is used on the tables, usually to emphasize the most frequent response or the highest rating for a group.

Some graphs may portray data in groupings that are collapsed from the data listed in the table. Some trend data are included for selected questions.

The survey results are divided into sections of like data for easier reading (Demographics and Background, Goals and Attainment, Education and Employment Status, Co-operative Education ratings, Job Skills, and General Education). Readers are encouraged to seek relationships among data from across sections and to contact the Institutional Research, Assessment & Planning department with questions that require additional analyses of the data.

Further Reports

Analysis of student follow-up data by degree program and instructional department will be sent to the corresponding department chairs and program coordinators in the form of a Student Outcomes Report for career technical programs. These reports also will be available from Institutional Research, Assessment & Planning.

Student Follow-Up Study

Spring 2011

2009-10 Students: *One Year Later*

Detailed Analysis

Table 1: Career Technical Grad Historical Response Rates and Employment Status

Year	Potential Respondents	Respondents		Employed		Emp. in a Related Job	
		n	%	n	%	n	%
1989-90	437	233	53.3	190	81.5	160	84.2
1990-91	519	220	42.4	167	75.9	142	85.0
1991-92	565	260	46.0	204	78.5	180	88.2
1992-93	649	268	41.3	242	90.3	199	82.2
1993-94	646	323	50.0	265	82.0	227	85.7
1994-95	619	313	50.6	262	83.7	206	78.6
1995-96	520	245	47.1	206	84.1	147	71.4
1996-97	489	211	43.1	179	84.8	147	82.1
1997-98	449	193	43.0	151	78.2	131	86.8
1998-99	412	205	49.8	162	79.0	137	84.6
1999-00	524	242	46.2	198	81.8	165	83.3
2000-01	481	191	39.7	158	82.7	126	79.7
*2002-03	536	201	37.5	164	81.6	136	82.9
2005-06	454	174	38.3	144	82.8	129	89.6
2007-08	426	139	32.6	106	76.3	91	85.8
2009-10	602	207	34.4	143	69.1	113	79.0
Total	8,752	3,625	41.4%	3,183	87.8%	2,640	82.9%

Example: The percentage of career technical (CT) program 2009-10 graduates who responded to this survey was 34.4%.

The percentage of 2009-10 CT graduates who were employed was 69.1%.

The percentage of responding employed CT 2009-10 graduates who had a job in a related field was 79%.

Note: "Employed" includes respondents working full-time, part-time, or full-time military at time of survey.

*Studies were not conducted for years after 2000-01 that are not shown.

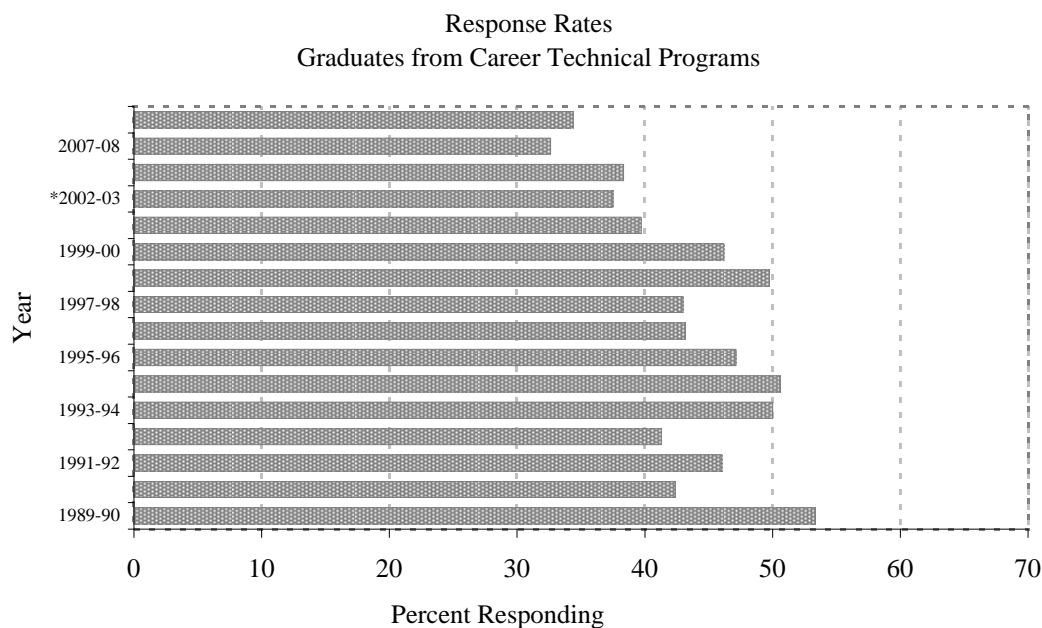


Table 2: Career Technical NFA Historical Response Rates and Employment Status

Year	Potential Respondents	Respondents		Employed		Emp. in a Related Job	
		n	%	n	%	n	%
1989-90	117	48	41.0	39	81.3	27	69.2
1990-91	128	44	34.4	27	61.4	12	44.4
1991-92	167	63	37.7	45	71.4	30	66.7
1992-93	363	107	29.5	73	68.2	45	61.6
1993-94	319	116	36.4	83	71.6	46	55.4
1994-95	361	126	34.9	94	74.6	52	55.3
1995-96	240	90	37.5	79	87.8	47	59.5
1996-97	387	119	30.7	96	80.7	68	70.8
1997-98	260	83	31.9	66	79.5	36	54.5
1998-99	250	86	34.4	66	76.7	27	40.9
1999-00	256	72	28.1	50	69.4	23	46.0
2000-01	292	69	23.6	51	73.9	25	49.0
*2002-03	280	66	23.6	42	63.6	19	45.2
2005-06	309	85	27.5	62	72.9	36	58.1
2007-08	161	37	23.0	23	62.2	15	65.2
2009-10	239	51	21.3	33	64.7	13	39.4
Total	4,029	1,272	31.6%	942	74.1%	534	56.7%

Example: The percentage of 2009-10 career technical NFAs who were contacted by survey and responded was 21.3%.

The percentage of 2009-10 NFA respondents who are employed was 64.7%.

The percentage of employed 2009-10 NFA respondents who have a job in a related field was 39.4%.

*Studies were not conducted for years after 2000-01 that are not shown.

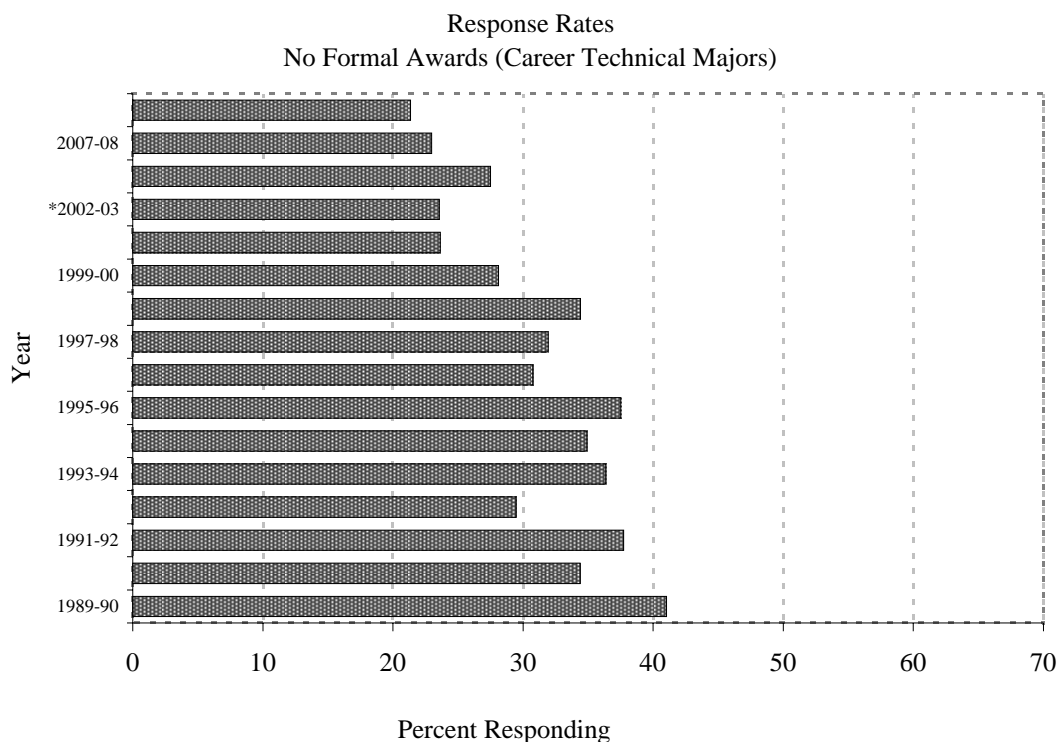


Table 3: Transfer Grad Historical Response Rates and Educational Status

Year	Potential Respondents	Respondents		Transferred	
		n	%	n	%
1989-90	94	55	58.5	na	-
1990-91	103	56	54.4	na	-
1991-92	179	83	46.4	na	-
1992-93	218	96	44.0	na	-
1993-94	266	114	42.9	na	-
1994-95	262	93	35.5	na	-
1995-96	275	112	40.7	na	-
1996-97	269	65	24.2	na	-
1997-98	299	129	43.1	88	68.2
1998-99	269	133	49.4	84	63.2
1999-00	355	151	42.5	102	67.5
2000-01	305	114	37.4	70	61.4
*2002-03	356	137	38.5	97	70.8
2005-06	328	88	26.8	64	72.7
2007-08	369	89	24.1	66	74.2
2009-10	576	198	34.4	156	78.8
8 Study Total	2,857	1,039	36.4%	727	70.0%

Example: The percentage of transfer program 2009-10 graduates who responded to this survey was 34.4%.

The percentage of 2009-10 transfer graduates who had transferred to a four-year institution was 78.8%.

*Studies were not conducted for years after 2000-01 that are not shown.

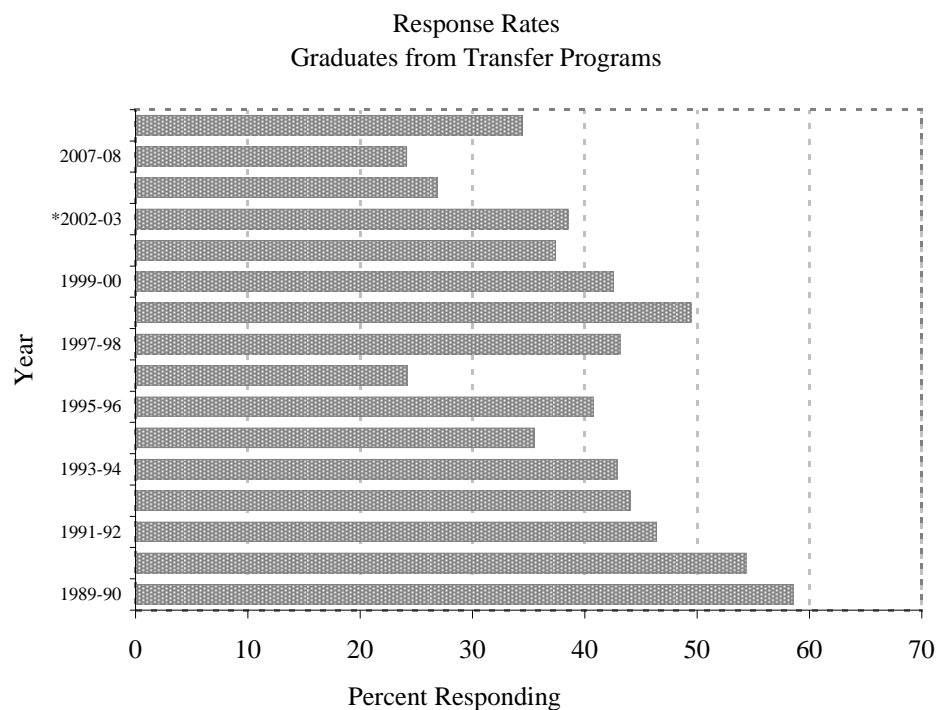


Table 4: Transfer NFA Historical Response Rates and Educational Status

Year	Potential Respondents	Respondents		Transferred	
		n	%	n	%
1989-90	455	150	33.0	na	-
1990-91	391	113	28.9	na	-
1991-92	386	138	35.8	na	-
1992-93	634	186	29.3	na	-
1993-94	558	182	32.6	na	-
1994-95	562	152	27.0	na	-
1995-96	499	141	28.3	na	-
1996-97	538	123	22.9	na	-
1997-98	546	204	37.4	107	52.5
1998-99	509	177	34.8	96	54.2
1999-00	469	161	34.3	94	58.4
2000-01	554	168	30.3	84	50.0
*2002-03	515	156	30.3	101	64.7
2005-06	555	101	18.2	53	52.5
2007-08	337	82	24.3	63	76.8
2009-10	510	117	22.9	77	65.8
8 Study Total	3,995	1,166	29.2%	675	57.9%

Example: The percentage of 2009-10 transfer NFAs who were contacted by survey and responded was 22.9%.

The percentage of 2009-10 NFA respondents who had transferred to another institution was 65.8%.

*Studies were not conducted for years after 2000-01 that are not shown.

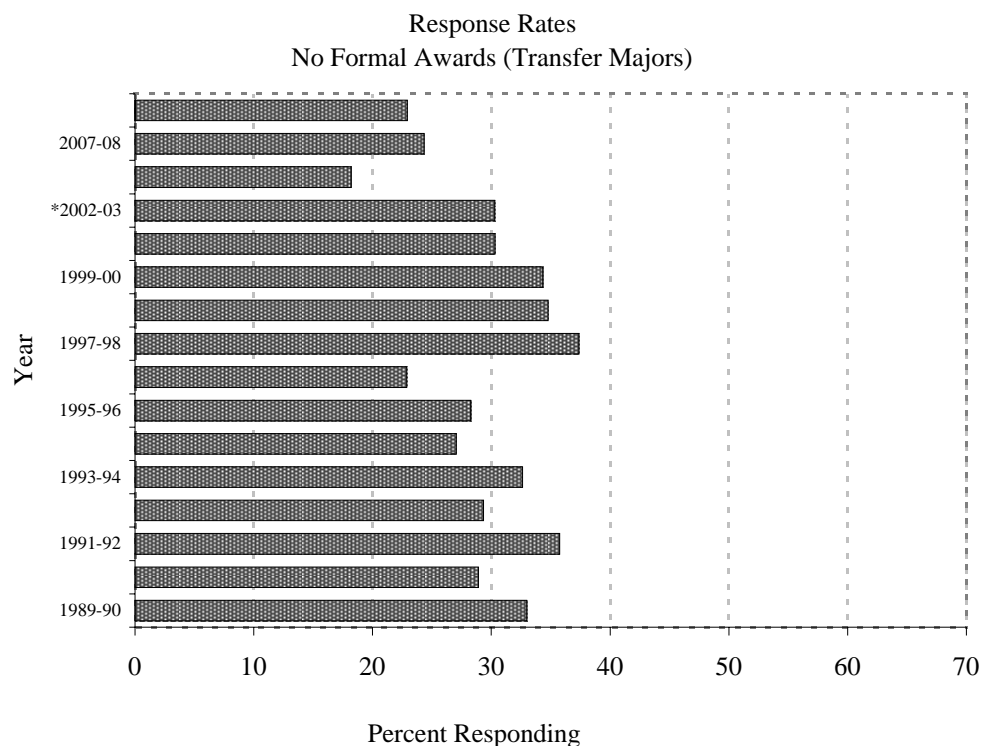


Table 5: All Respondent Historical Response Rates

By Completion Status

Year	Potential Grad Respondents	Grad Respondents		Potential NFA Respondents	NFA Respondents	
		n	%		n	%
1989-90	531	288	54.2	572	198	34.6
1990-91	622	276	44.4	519	157	30.3
1991-92	744	343	46.1	553	201	36.3
1992-93	867	364	42.0	997	293	29.4
1993-94	912	437	47.9	877	298	34.0
1994-95	881	406	46.1	923	278	30.1
1995-96	795	357	44.9	739	231	31.3
1996-97	758	276	36.4	925	242	26.2
1997-98	748	322	43.0	806	287	35.6
1998-99	681	338	49.6	759	263	34.7
1999-00	879	393	44.7	725	233	32.1
2000-01	786	305	38.8	846	237	28.0
*2002-03	892	338	37.9	795	222	27.9
2005-06	782	262	33.5	864	186	21.5
2007-08	795	228	28.7	498	119	23.9
2009-10	1,178	405	34.4	749	168	22.4
Total	13,357	5,677	42.5%	12,740	3,844	30.2%

Example: The percentage of 2009-10 graduates who were contacted by survey and responded was 34.4% (405 divided by 1,178).

*Studies were not conducted for years after 2000-01 that are not shown.

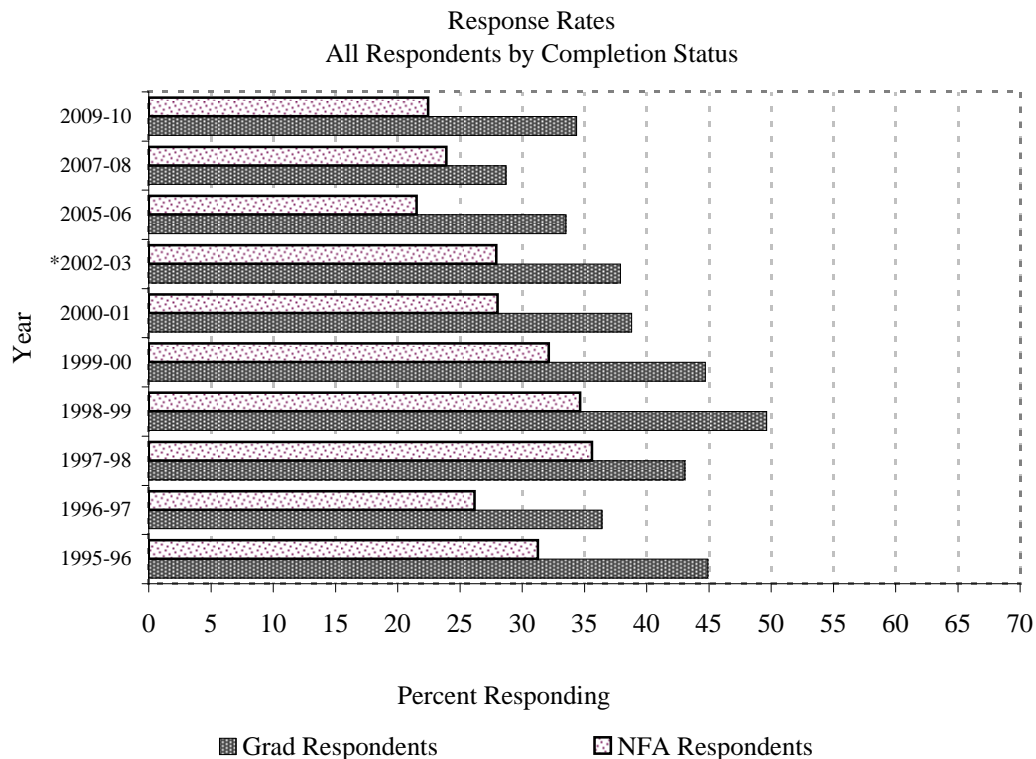


Table 5a: All Respondents' Major Grouping and Completion Status

Major Grouping	Grads		NFA		Total	
	n	%	n	%	n	%
LDC	198	48.9	117	69.6	315	55.0
Career Tech	207	51.1	51	30.4	258	45.0
Total	405	100.0	168	100.0	573	100.0

Example: The percentage of graduate respondents who were LDC majors was 48.9%.

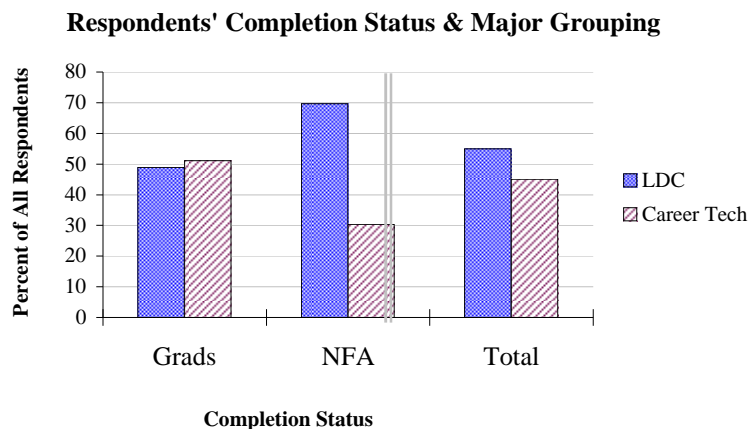


Table 6: Respondents' Major Grouping and Completion Status Over Time

Major Grouping	96-97	97-98	98-99	99-00	00-01*	02-03	05-06	07-08	09-10
Grad CT	76.4	59.9	60.7	61.6	62.6	59.5	66.4	61.0	51.1
Grad LDC	23.6	40.1	39.3	38.4	37.4	40.5	33.6	39.0	48.9
NFA CT	49.2	28.9	32.7	30.9	29.1	29.7	45.7	31.1	30.4
NFA LDC	50.8	71.1	67.3	69.1	70.9	70.3	54.3	68.9	69.6

Example: The percentage of 2009-10 graduate respondents who were career technical (CT) majors was 51.1%.

*Studies were not conducted for years after 2000-01 that are not shown.

