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## ABSTRACT

In spring 1983, a study was conducted to identify the problems and concerns of former Lane Community College (LCC) students who had transferred to the University of Oregon during the 1982-83 academic year. A five-page questionnaire was mailed to 312 former LCC students, requesting information on student characteristics, curriculum and articulation, and the availability of information on transfer and student personnel services. Study findings, based on responses from 54.6% of the students, included the following: (1) 77% of the former students were attending the university full-time; (2) over half were enrolled in a program related to their major at LCC; (3) the two main reasons for enrolling at LCC were financial (75.2%) and preference for a community college for lower division work (51.6%); (4) of those students earning more than 90 credits at LCC, 80% had all of their credits accepted at the university; (5) while 60.6% of the students had a grade point average of at least 3.25 at LCC, only 39.5% maintained this average at the university; (6) 79.4% of the students were at least somewhat aware of the university requirements prior to transfer; and (7) the main suggestion for improving the transfer process was more individual contact with LCC counselors. Appendices include the survey instrument and student comments and suggestions. (HB)

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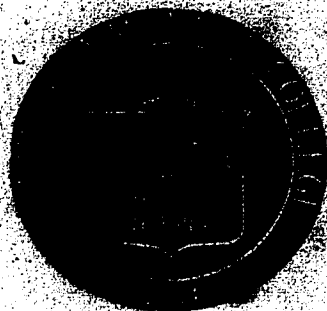
# LANE COMMUNITY COLLEGE

EUGENE, OREGON

RESULTS OF THE UNIVERSITY OF OREGON

STUDENT TRANSFER QUESTIONNAIRE

1982-83



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### Survey Highlights

1. Of those students responding to the survey, 51.8% were women and 47.5% were men. (One respondent did not identify his/her sex.)
2. 53.6% of female students, 68.8% of male students, and 60.9% of the total population is in the age range of 18-25 years.
3. Seventy-seven percent of all students are attending the U of O full time. Eighty percent of the population is either working only part-time, or not employed at all.
4. 28.4% of students transferring to the U of O listed their major area of study at LCC as Business or Business-related.
5. At least half of the students' majors at the U of O are directly related to their major area of study at LCC.
6. The two primary reasons for enrolling at LCC are: 1) financial reasons (75.2%), and 2) prefer community college for lower division work (51.6%).
7. Students transfer to the University of Oregon primarily because it is the only local four-year institution and because they have achieved their goals at LCC (to be differentiated from completing their degree/certificate).
8. In listing doubts about the U of O being the right institution for them, 24.7% students indicated cost and 16.7% marked their program in major area of study.
9. Ninety-one or more credits was the most frequently marked range of how many credits were earned at LCC.
10. Of those students earning 91 credits or more at LCC, approximately 80% of them had all their credits accepted by the U of O.
11. 60.6% of all students attending LCC had a GPA of 3.25 or higher.
12. While 60.6% of the students had GPA of 3.25 or higher at LCC, that percentage dropped to 39.5% at the U of O.
13. 79.4% of the students were at least somewhat aware of the university requirements prior to their transfer.
14. A counselor was the primary LCC "consultant" with whom students discussed transfer plans.
15. The greatest need for guidance services fell into the realm "Planning Services" with academic advising and transfer information ranking the highest.
16. Admissions information and academic advising were the two services used the most.
17. The single most important suggestion for improving the transfer process is more individual contact with LCC counselors.
18. The two major difficulties students encountered in transferring to the U of O are lack of personalized attention and cultural change.

RESULTS OF THE UNIVERSITY OF OREGON STUDENT TRANSFER QUESTIONNAIRE  
1982-83

INTRODUCTION

One of the major objectives of Lane Community College has been to offer lower-division college transfer courses which meet the requirements of the Oregon System of Higher Education. Full-time equivalent (FTE) student enrollment in the college's transfer programs has generally comprised approximately 45% of Lane's total FTE enrollment. Thus, the college transfer programs may be recognized as an important function of the college.

This present study was conducted to determine what problems are encountered by former Lane students in transferring to a four-year institution. It was felt that transfer problems may result from policies or conditions existing within the instructional or guidance areas. In order to maximize the opportunities and experiences of Lane's transferring students, these areas of strengths and weaknesses must be identified. The study sought to identify and describe transfer concerns encountered and perceived by students who had transferred from Lane Community College to the University of Oregon (U of O) and who were enrolled at the U of O during the 1982-83 academic year. Specifically, the survey focused on four major categories:

1. Student characteristics (e.g., age, sex, current student and employment status, reasons for institutional choice, when plans for further education were made).
2. Curriculum and articulation (e.g., the relationship between LCC and University studies, the strengths and weaknesses of the transfer process).
3. Transfer information (e.g., credit accepted, grade point averages, awareness of U of O requirements).
4. Student personnel services information (e.g., the effectiveness of the currently available services, the types of assistance needed by transferring students).

METHODOLOGY

A primary method for identifying the problems of transfer students is to ask them directly what they perceive to be the conditions and/or situations creating their problems or feelings of frustration. A questionnaire technique was used in this study as a means of collecting such data. Provision was made on the questionnaire for the respondents to write additional information, comments, or suggestions. Names and other student-identifiable information were not sought in order to obtain open and willing responses.

The five-page questionnaire and accompanying cover letter (Appendix A) were mailed to 312 former LCC students enrolled at the University of Oregon in the fall term 1982. Twenty-five questionnaires were returned by the Post Office as being undeliverable. It was assumed that the remaining 287 surveys were delivered to the former students. Final percentages of student responses were based on this number.

The questionnaires were mailed during spring term 1983. It was felt that by this time the newly transferred students would have had the opportunity to adjust to their new environment and react objectively to their transfer experiences. A follow-up letter was posted three weeks after the questionnaire to encourage student response (Appendix A). A total of 162 questionnaires were returned of the 287 presumed to have reached the former LCC students--a 54.6% return.

## FINDINGS

### Characteristics of Former Students

Data were gathered on five student characteristics: sex, age, race, current student status, and current employment status. Of the students responding 51.8% were women and 47.5% were men. This does reflect the trend of women students increasing in education. When possible, the information presented in this report will be classified by female and male respondents. Percentages throughout the report will be based on the total number of females (84) and males (77) responding to the survey (except in a few instances where the percent of the number of responses to a particular question is used). The total number of respondents is 162, including one of unknown sex. 93.7% of all the respondents were Caucasian. The next highest category was Asian/Pacific Islander with 3.2%.

The results showed a wide range of ages among the transfer students. The majority of women (53.6%) and men (68.8%) were between 18 and 25 years old. The higher age ranges reflected more females than males. 20.3% of female students were 34 years and older while only 5.2% of male students were in the same age category. (See Table 1, page 6.)

Of the responding students, 77.1% were enrolled as full-time students, spring term 1983. 10.2% of the students were no longer enrolled at the U of O when they received the survey. 40.8% of the students were employed part-time, and 17.2% were employed full-time. (See Table 2, page 6.)

### Curriculum and Articulation

These former students fell into seven broad categories of study at LCC that are displayed in Table 3. While studying at Lane, 28.4% of the students who transferred to the University of Oregon were enrolled in business-related programs. The next largest category was Liberal Arts where physical/education, political science, and theatre/music experienced the highest enrollments. General studies students comprised the next highest category. These were students who had undeclared majors or who, in fact, were majoring in general studies. (See Table 3, page 7.)

The students were asked to indicate the relationship of their current studies at the U of O to their major area of study at LCC. A total of 50.7% of the students indicated that their studies were directly related and 34.9% felt them to be at least somewhat related. Only 14.4% found that there was no relationship between the two curriculums. (See Table 4, page 7.)

While there are numerous factors influencing students who choose to attend a community college prior to a four-year institution, previous studies have shown that practical considerations (e.g., low cost and nearness to home) tend to have the most influence. The students were asked to check three reasons that best explained why they had enrolled at LCC. These data are displayed in Table 5, page 8. The responses were tabulated and then rank ordered. The percentages do not add up to 100% because each student was given three responses. The responses were ranked in priority order (according to highest percentage) for female, male, and overall categories. The top two reasons for both women and men were financial reasons and that they prefer community



colleges for lower division work. Nearness to home was a very close third for the men while the quality of LCC's programs and instructors was third for the women. (See Appendix B, p. 25 for "other" comments.)

For a majority (54%) of the former students, LCC was the first institution of higher education in which they had enrolled. Other four-year Oregon college/university (not U of O or Oregon State University) and other Oregon community colleges were two of the more popular responses for those students who had previously attended an institution of higher education.

Many of the transfer students had doubts about the University of Oregon being the right institution for them. Those who had doubts were asked to choose all answers they considered relevant. These results were compiled and each reason ranked by the percentage of students responding. The reasons are displayed in rank order for both female and male respondents. The main reasons given by both female and male respondents for having doubts about the U of O were cost and the program within the major area of study. (See Table 6, page 8). (See Appendix B, p. 30 for "other" comments.)

#### Transfer Information

When students were asked why they transferred to the U of O, the highest overall response was because it is a total four-year institution. A very close second is because they had achieved their goals at LCC. These results were compiled and each reason ranked by the percentage of students responding. The women ranked "Completed my degree at LCC" and "U of O as best four-year Oregon college in my field" as the third and fourth most important reasons for transferring. The men responded with the above two reasons reversed. (See Table 7, page 9.) (See Appendix B, p. 28 for "other" comments.)

The majority (52.5%) of transfer students had gained 71 or more credit hours at LCC. 62.2% of those students had their credits accepted by the U of O. [NOTE: More students indicated they had credits in a specific range accepted by the U of O while fewer students had said they had earned that many at LCC for the same range. For example, see credit range "81-90" on both Tables 8 and 9. One speculation is that some students may have considered credits earned at another institution.] Because of this anomaly, it is difficult to draw any solid conclusions. (See Tables 8 & 9, page 10.)

Prior to transferring to the U of O, 54.9% of the women and 32.2% of the men had Grade Point Averages (GPA) of 3.50 or more at LCC. For spring term 1983, 39.5% of the women and 14.5% of the men reported a GPA of 3.50 or more at the University. While attending Lane, 79.6% of all the students had a GPA of 3.00 or more. 58.6% of these students had a GPA of 3.00 or more while attending the University of Oregon. (See Tables 10 & 11, page 11.)

#### Student Personnel Services Information

When asked if they were aware of the requirements and/or course sequences at University of Oregon before transferring, only 34.4% of the students indicated they were definitely aware of the requirements. (See Table 12, page 12.)



It would seem natural to assume that students who intend to transfer from LCC to the U of O discuss their plans with a Lane staff member at some point during their enrollment at the college. Particularly since 50% of former students had taken 71 or more credit hours at LCC. However, 53.4% of the responding transfer students stated that they had not discussed their transfer plans with an LCC staff person.

Those students who met with an LCC staff person to discuss their transfer plans chose counselors (54.7%) as their primary "consultant." The two runners up were academic advisors (20.0%) and instructors (13.3%). (See Table 13, page 12.) (See Appendix B, page 31 for "other" comments.)

The transfer students felt there was a great need for all of the Planning Services (career, academic, course and transfer) except one, and that was life goals. It is interesting to note that 36.8% of the women students perceived a great need for life goal planning, while only 18.5% of the men felt the same. Admissions information was seen as the most important academic service (75.0% women and 54.1% men). The only personal service a majority of the students saw a great need for was financial problem assistance. However, if "some need" and "great need" are grouped together, all of the services are seen as needed by over 50% of the students. (See Table 14, page 13.)

Students were asked to indicate the services they actually used at LCC. These results were compiled and each service ranked by the percentage of students responding. The services are displayed in rank order for both females and male respondents. Admissions information (40.1%) was the service students most frequently indicated they actually used. Academic advising was the second most utilized service for both women (34.5%) and men (29.9%). Transfer services were ranked third overall (27.8%). (See Table 15, page 14.)

The major difficulties students encountered in transferring to the U of O were rank ordered by the percentage of students responding to each difficulty. Lack of personalized attention was seen as the major difficulty overall, (39.5%). However, it was first with the male students at 45.4% but second with female students at 34.5%. Overall, cultural change (38.9%) and knowledge of U of O offerings (30.9%) were second and third. There were a lot of "other" responses: They were categorized into six major areas:

- 1) Scheduling
- 2) General instruction
- 3) Atmosphere
- 4) Curriculum
- 5) Planning
- 6) Miscellaneous

(See Table 16, page 15.) (See Appendix B for elaboration of "other" remarks.)

The single most frequent suggestion given by both females and males for improving the transfer process was more individual contact with LCC counselors. (See Table 17, page 16.)

### General Comments and Suggestions

Space was provided at the end of the questionnaire to give any additional comments or suggestions which they felt might help LCC improve its services. The following major topics were covered in their writings:

- 1) LCC/U of O cooperation
- 2) LCC - curriculum
- 3) LCC - counseling
- 4) General comments

Rather than dilute the impact of these comments by summarization, all comments and suggestions are provided verbatim in Appendix C.

TABLE 1

## Age and Sex of Transfer Students

Age	Female		Male		Total	
	N	%	N	%	N	%
18-21	26	31.0	20	26.0	46	28.6
22-25	19	22.6	33	42.8	52	32.3
26-28	9	10.7	14	18.2	23	14.3
29-33	13	15.5	6	7.8	19	11.8
34-39	9	10.7	2	2.6	11	6.8
40-49	5	6.0	1	1.3	6	3.7
50+	3	3.6	1	1.3	4	2.5

TABLE 2

Current Student and Employment Status of Transfer Students,  
Classified by Sex

	U of O Student Status						Employment Status					
	Full-Time		Part-Time		Not Student		Full-Time		Part-Time		Not Employed	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	59	72.0	13	15.8	10	12.2	16	19.8	31	38.3	34	42.0
Male	62	82.7	7	9.3	6	8.0	11	14.5	33	43.4	32	42.1
TOTAL	121	77.1	20	12.7	16	10.2	27	17.2	64	40.8	66	42.0

TABLE 3

## Enrollment Within Major Categories of Study at LCC

	Total	
	N	%
Business 42	28.4	
Liberal Arts	41	27.7
General Studies	22	14.9
Community Services	20	13.5
Technology	11	7.4
Science 10	6.8	
Health Occupations	2	1.4

TABLE 4

## Relationship of Current University Studies to Former Studies, Classified by Sex

	Female		Male		Total	
	N	%	N	%	N	%
Directly Related	38	50.0	36	51.4	74	50.7
Somewhat Related	26	34.2	25	35.7	51	34.9
Unrelated	12	15.8	9	12.8	21	14.4



TABLE 5  
Ranking of Reasons for Enrolling in LCC,  
Classified by Sex

	Female		Male		Total	
	Rank	% of Total	Rank	% of Total	Rank	% of Overall Total
Financial reasons	1	76.2	1	74.0	1	75.2
Prefer community college for lower division work	2	57.1	2	45.4	2	51.6
Nearness to home	4	27.4	3	42.8	3	34.8
Quality of LCC's programs and instructors	3	34.5	4	32.5	4	33.5
Size of institution	6	17.8	5	22.1	5	19.9
Lacked confidence to begin four-year school	5	26.2	6	11.7	6	19.2
Lacked sufficient course preparation from high school	7	9.5	7	9.1	7	9.3
Athletics or other activities	8.5	3.6	8	7.8	8	5.6
Academic reasons	8.5	3.6	9.5	3.9	9	3.7
Not admitted to institution of my choice	10.5	1.2	9.5	3.9	10	2.5
Friends	10.5	1.2	11	1.3	11	1.2

TABLE 6

Ranking of Reasons for Students' Doubts About the University,  
Classified by Sex

	Female		Male		Total	
	Rank	% of Total	Rank	% of Total	Rank	% of Overall Total
Cost	27.4	1	22.1	1	24.7	
Program in Major Area of Study	2	20.2	2	13.0	2	16.7
Faculty	3.5	14.3	3	10.4	3	12.3
Size	14.3	5	6.5	4	10.5	
Social Reasons	6	2.4	4	7.8	5	4.9
Location	5	3.6	6	2.6	6	3.1

TABLE 7

Ranking of Reasons Why Students Transferred to the University,  
Classified by Sex

	Female		Male		Total	
	Rank	% of Total	Rank	% of Total	Rank	% of Overall Total
Local four-year institution	2	41.7	1	44.2	1	42.8
Got what I wanted from LCC (achieved my goals)	1	44.0	2	40.2	2	42.2
Completed my degree at LCC	3	26.2	4	16.9	3	21.7
U of O is best four-year Oregon College in my field	4	14.3	3	28.6		20.5
LCC not challenging enough	5	9.5	5	6.5	5	8.1
Decided did not want a vocational degree	6.5	6.0	6.5	3.9	6.5	5.0
Prestige	6.5	6.0	6.5	3.9	6.5	5.0
Friends	8	2.4	8	2.6	8	2.5



TABLE 8

Number of Credit Hours Gained at LCC,  
Classified by Sex

Credit Hours	Female		Male		Total	
	N	%	N	%	N	%
1-10	4	4.9	8	10.8	12	7.7
11-20	5	6.2	7	9.4	12	7.7
21-30	5	6.2	5	6.8	10	6.4
31-40	6	7.4	7	9.4	13	8.4
41-50	9	11.1	6	8.1	15	9.7
51-60	5	6.2	4	5.4	9	5.8
61-70	1	1.2	2	2.7	3	1.9
71-80	10	12.3	6	8.1	16	10.3
81-90	7	8.6	4	5.4	11	7.1
91 or more	29	35.8	25	33.8	54	34.8

TABLE 9

LCC Credit Hours Accepted by U of O,  
Classified by Sex

Credit Hours	Female		Male		Total	
	N	%	N	%	N	%
1-10	6	7.4	9	11.8	15	9.6
11-20	5	6.2	7	9.2	12	7.6
21-30	4	4.9	6	7.9	10	6.4
31-40	7	8.6	8	10.5	15	9.6
41-50	8	9.9	5	6.6	13	8.3
51-60	4	4.9	5	6.6	9	5.7
61-70	6	7.4	3	3.9	9	5.7
71-80	7	8.6	4	5.3	11	7.0
81-90	12	14.8	8	10.5	20	12.7
91 or more	22	27.2	21	27.6	43	27.4

TABLE 10

Grade Point Average (GPA) Achieved at LCC,  
Classified by Sex

GPA	Female		Male		Total	
	N	%	N	%	N	%
0.00 - 2.24	1	1.2	2	2.7	3	1.9
2.25 - 2.49	3	3.6	1	1.3	4	2.5
2.50 - 2.74	2	2.4	6	8.0	8	5.1
2.75 - 2.99	6	7.3	11	14.7	17	10.8
3.00 - 3.24	11	13.4	19	25.3	30	19.1
3.25 - 3.49	14	17.1	12	16.0	26	16.6
3.50 - 3.74	19	23.2	13	17.3	32	20.4
3.75 - 4.00	26	31.7	11	14.7	37	23.6

TABLE 11

Grade Point Average (GPA) Achieved at the University,  
Classified by Sex

GPA	Female		Male		Total	
	N	%	N	%	N	%
0.00 - 2.24	4	5.3	3	3.9	7	4.6
2.25 - 2.49	6	7.9	8	10.5	14	9.2
2.50 - 2.74	6	7.9	12	15.8	18	11.8
2.75 - 2.99	9	11.8	15	19.7	24	15.8
3.00 - 3.24	11	14.5	18	23.7	29	19.1
3.25 - 3.49	10	13.2	9	11.8	19	12.5
3.50 - 3.74	13	17.1	6	7.9	19	12.5
3.75 - 4.00	17	22.4	5	6.6	22	14.5

TABLE 12

Awareness of University Requirements Prior to Transfer,  
Classified by Sex

	Female		Male		Total	
	N	%	N	%	N	%
Definitely aware	29	34.5	26	34.2	55	34.4
Somewhat aware	39	46.4	33	43.4	72	45.0
Unaware	16	19.0	17	22.4	33	20.6

TABLE 13

Primary LCC "Consultant" To Discuss Transfer Plans

	Female		Male		Total	
	N	%	N	%	N	%
Counselor	21	50.0	20	60.6	41	54.7
Director	5	11.9	5	15.2	10	13.3
Women's Center/Counselor	1	2.4	0		1	1.3
Academic Advisor	9	21.4	6	18.2	15	20.0
Clerk/Secretary	0		0		0	
Administrator	0		0		0	
Other	6	14.3	2	6.1	8	10.7

TABLE 14  
The Need For Various Kinds of Guidance Services, Classified by Degree of Need and By Sex

	GREAT NEED						SOME NEED						NO NEED					
	Female		Male		Total		Female		Male		Total		Female		Male		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>PLANNING SERVICES</b>																		
Career	28	66.7	19	57.6	47	62.7	9	21.4	14	42.4	23	30.7	5	11.9	0	0	5	6.7
Academic Advising	42	82.4	31	75.6	73	79.3	6	11.8	10	24.4	16	17.4	3	5.9	0	0	3	3.3
Course Scheduling	26	55.3	17	54.8	43	55.1	18	38.3	13	41.9	31	39.7	3	6.4	1	3.2	4	5.1
Transfer	35	79.5	28	70.0	63	75.0	7	15.9	9	22.5	16	19.0	2	4.5	3	7.5	5	6.0
Life Goals	14	36.8	5	18.5	19	29.2	16	42.1	18	66.7	34	52.3	8	21.1	4	14.8	12	18.5
<b>ACADEMIC SERVICES</b>																		
Testing (skill & interest)	23	53.5	15	40.5	38	47.5	16	37.2	17	45.9	33	41.2	4	9.3	5	13.5	9	11.2
Admissions Information	39	75.0	20	54.1	59	66.3	11	21.2	16	43.2	27	30.3	2	3.8	1	2.7	3	3.4
Study Problem Assistance	15	40.5	8	30.8	23	36.5	17	45.9	17	65.4	34	54.0	5	13.5	1	3.8	6	9.5
Grade Problem Assistance	10	29.4	4	15.4	14	23.3	20	58.8	18	69.2	38	63.3	4	11.8	4	15.4	8	13.3
<b>PERSONAL SERVICES</b>																		
Financial Problem Assistance	31	72.1	22	62.8	53	67.9	11	25.6	13	37.1	24	30.8	1	2.3	0	0	1	1.3
Family/Marital Problems	8	22.8	5	20.8	13	22.0	15	42.8	11	45.8	26	44.1	12	34.3	8	33.3	20	33.9
Friend/Relationship Problems	8	23.5	2	8.3	10	17.2	14	41.2	14	58.3	28	48.3	12	35.3	8	33.3	20	34.5
Referral to Social Agencies	11	32.4	4	17.4	15	26.3	16	47.1	15	65.2	31	54.4	7	20.6	4	17.4	11	19.3
Personal Adjustment Concerns (e.g., depression, tension)	7	21.2	6	21.4	13	21.3	17	51.5	15	53.6	32		9	27.3	7	25.0	16	26.2
<b>OTHER SERVICE AREAS</b>																		
Women's Center	22	52.4	5	27.8	27	45.0	12	28.6	10	55.6	22	36.7	8	19.0	3	16.7	11	18.3
Veteran's Office	15	44.1	18	58.1	33	50.8	15	44.1	9	29.0	24	36.9	4	11.8	4	12.9	8	12.3

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TABLE 15

The Rank Order Given for Services Used at LCC,  
Classified by Sex

	Female		Male		Total	
	Rank	% of Total	Rank	% of Total	Rank	% of Overall Total
Admissions Information	1	44.0	1	36.4	1	40.1
Academic Advising	2	34.5	2	29.9	2	32.1
Transfer	4	27.4	3.5	28.6	3	27.8
Course Scheduling	3	28.6	5.5	19.5	4.5	24.1
Financial Problem Assistance	5.5	22.6	4	26.0	4.5	24.1
Testing (skill & interest)	7	16.7	3.5	28.6	5	22.2
Career	5.5	22.6		18.2	6	20.4
Veteran's Office	11	3.6	5.5	19.5	7	11.1
Women's Center	6	17.9	10.5	0	8	9.3
Study Problem Assistance	8	8.3	8.3	6.5	9	7.4
Life Goals	9	7.1	8.3	6.5	10	6.8
Grade Problem Assistance	10	6.0	8.3	6.5	11	6.2
Personal Adjustment Concerns (e.g., depression, tension)	12.3	2.4	7	7.8	12	4.9
Family/Marital Problems	12.3	2.4	9.5	1.3	13	1.8
Friend/Relationship Problems	13	1.2	9.5	1.3	14.5	1.2
Referral to Social Agencies	12.3	2.4	10.5	0	14.5	1.2

TABLE 16

The Rank Order of Students' Major Difficulties Encountered in  
Transferring to the U of O

	Female		Male		Total	
	Rank	% of Total	Rank	% of Total	Rank	% of Overall Total
Lack of personalized attention	2	34.5	1	45.4	1	39.5
Cultural change	1	40.5	2	37.7	2	38.9
Knowledge of U of O offerings	4	26.2	3	36.4	3	30.9
Major area of study	3	29.8	4	24.7	4	27.2
LCC academic preparation	6	15.5	5	20.8	5	17.9
Transferring of credits	5	16.7	6	18.2	6	17.3
Registration	8	10.7	7	15.6	7	13.0
Financial problems	7	13.1	9	11.7	8	12.3
Class size	9.5	9.5	8.5	14.3	9	11.7
Adjustment to U of O teaching methods	9.5	9.5	8.5	14.3	10	11.7

TABLE 17

The Rank Order of Students' Suggestions for Improving the Transfer Process,  
Classified By Sex

	Female		Male		Total	
	Rank	% of Total	Rank	% of Total	Rank	% of Overall Total
Make individual contact with LCC Counselors	1	79.8	1	76.6	1	77.8
Less emphasis on social events	2 <sup>nd</sup>	47.6	2	45.4	2	46.3
More emphasis on social events	3	45.2	3	33.8	3	39.5
Better informed LCC counselors	4	7.1	4	6.5	4	6.8
Organized small discussion groups led by U of O students	5	6.0	5	2.6	5	4.3



APPENDIX A  
COVER LETTER AND QUESTIONNAIRE

# Lane Community College

4000 East 30th Avenue  
Eugene, Oregon 97405  
(503) 747-4501

May 3, 1983

Dear Former LCC Student:

We are currently conducting a series of surveys to gather information from persons who have taken classes or have been enrolled in programs at Lane Community College. The Questionnaire which is enclosed is specifically directed to students who have transferred from LCC to the University of Oregon. It is hoped that input from you and other transfer students will aid us in the curriculum development and long-range planning processes which relate to this segment of our "community".

This particular phase of our "follow-up" study is primarily attempting to ascertain:

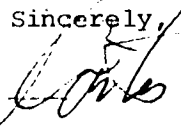
- 1) the relationship between studies at LCC and the University,
- 2) the strengths and weaknesses of transferring from LCC to the U of O, and,
- 3) possible suggestions for facilitating the transfer process.

All responses to this Questionnaire will be confidential and will not be examined in an individually identifiable manner.

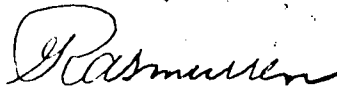
We realize this is a busy time of the year for you. However, your reactions will help us in providing increasingly beneficial services in the future. Please take a few minutes to complete this survey and return it to us by May 17, 1983. A return envelope is enclosed for your convenience.

Thanks for your help!

Sincerely,

  
Jack Carter  
Dean of Students

Enclosures



Gerry Rasmussen  
Dean of Instruction

Read each item carefully. Answer it to the best of your knowledge. Be sure to follow the directions given for each section or question. If you wish to make additional comments, please feel free to do so!

These items are optional. However, your responses will assist the statistical analyses of the population of former LCC students who are now attending the University of Oregon. As in all sections of the Questionnaire, responses are confidential and will be reported only as "group" responses. For each item, please check (X) the appropriate response.

- |          |   |         |                                |
|----------|---|---------|--------------------------------|
| 1. Sex:  | <input type="checkbox"/> Female                         | 4. Age: | <input type="checkbox"/> 18-21 |
|          | <input type="checkbox"/> Male                           |         | <input type="checkbox"/> 22-25 |
|          |   |         | <input type="checkbox"/> 26-28 |
| 2. Race: | <input type="checkbox"/> American Indian/Alaskan Native |         | <input type="checkbox"/> 29-33 |
|          | <input type="checkbox"/> Black                          |         | <input type="checkbox"/> 34-39 |
|          | <input type="checkbox"/> Asian/Pacific Islander         |         | <input type="checkbox"/> 40-49 |
|          | <input type="checkbox"/> Hispanic                       |         | <input type="checkbox"/> 50+   |
|          | <input type="checkbox"/> Caucasian                      |         |                                |
3. Are you an International (foreign) Student? ☐ yes ☐ no

For each item in this section, please provide the information requested or check (X) the appropriate blank.

1. Current Student Status (Check one in each column):

U of O	LCC
<input type="checkbox"/> Full-time (12+ hrs/term)	<input type="checkbox"/> Full-time (12+ hrs/term)
<input type="checkbox"/> Part-time (less than 12 hrs/term)	<input type="checkbox"/> Part-time (less than 12 hrs/term)
<input type="checkbox"/> No longer a student at U of O	<input type="checkbox"/> No longer a student at LCC

2. Current Employment Status: ☐ Full-time (30 or more hours per week)
- ☐ Part-time (less than 30 hours per week)
- ☐ Not employed

3. What was your major area of study at LCC (e.g., accounting, radio broadcasting)? \_\_\_\_\_

4. What three reasons best explain why you enrolled at LCC? (Please check three)

<input type="checkbox"/> Financial reasons	<input type="checkbox"/> Not admitted to institution of my choice
<input type="checkbox"/> Athletics or other activities	<input type="checkbox"/> Nearness to home
<input type="checkbox"/> Lacked confidence to begin four-year school	<input type="checkbox"/> Academic reasons
<input type="checkbox"/> Size of institution	<input type="checkbox"/> Friends
<input type="checkbox"/> Quality of LCC's programs & instructors	<input type="checkbox"/> Other _____
<input type="checkbox"/> Lacked sufficient course preparation from high school	
<input type="checkbox"/> Prefer community college for lower division work	

5. Was LCC the first institution of higher education in which you enrolled?

\_\_\_\_\_ yes \_\_\_\_\_ no

5a. If no, was the previous institution: (Check the most recent)

\_\_\_\_\_ The University of Oregon

\_\_\_\_\_ Oregon State University

\_\_\_\_\_ Other 4-year Oregon college/university

\_\_\_\_\_ Another Oregon community college

\_\_\_\_\_ Private Oregon educational institution

\_\_\_\_\_ Other (e.g., out of state) \_\_\_\_\_

6. Why did you transfer to the U of O? (Check as many as appropriate)

\_\_\_\_\_ Completed my degree at LCC

\_\_\_\_\_ LCC not challenging enough

\_\_\_\_\_ Friends

\_\_\_\_\_ Decided did not want a vocational degree

\_\_\_\_\_ Prestige

\_\_\_\_\_ Got what I wanted from LCC (achieved my goals)

\_\_\_\_\_ Local four-year institution

\_\_\_\_\_ U of O is better four-year Oregon college in my field

\_\_\_\_\_ Other: \_\_\_\_\_

7. What is your major area of study at the University of Oregon?

\_\_\_\_\_

8. Does this area of study at the U of O directly relate to your major areas of study at LCC?

\_\_\_\_\_ yes \_\_\_\_\_ somewhat \_\_\_\_\_ no

9. How many terms have you attended the U of O?

\_\_\_\_\_ less than 1 \_\_\_\_\_ 3-4

\_\_\_\_\_ 1-2 \_\_\_\_\_ 5-6

\_\_\_\_\_ 2-3 \_\_\_\_\_ 6+

10. If you have doubts about the University of Oregon being the right institution for you, what are the reasons? (If you have no doubts, go to the next question.)

\_\_\_\_\_ Size

\_\_\_\_\_ Program in major area of study

\_\_\_\_\_ Faculty

\_\_\_\_\_ Location

\_\_\_\_\_ Cost

\_\_\_\_\_ Social reasons

\_\_\_\_\_ Other \_\_\_\_\_



1. Number of college transfer credit hours: (Check one in each column)

Earned at LCC

Accepted by U of O

<input checked="" type="checkbox"/>	1-10 credits	<input type="checkbox"/>
<input type="checkbox"/>	11-20 credits	<input type="checkbox"/>
<input type="checkbox"/>	21-30 credits	<input type="checkbox"/>
<input type="checkbox"/>	31-40 credits	<input type="checkbox"/>
<input type="checkbox"/>	41-50 credits	<input type="checkbox"/>
<input type="checkbox"/>	51-60 credits	<input type="checkbox"/>
<input type="checkbox"/>	61-70 credits	<input type="checkbox"/>
<input type="checkbox"/>	71-80 credits	<input type="checkbox"/>
<input type="checkbox"/>	81-90 credits	<input type="checkbox"/>
<input type="checkbox"/>	91+ credits	<input type="checkbox"/>

2. Approximate grade point average (GPA): (Check one in each column)

Final LCC

Current U of O

<input type="checkbox"/>	0.00-2.24 GPA	<input type="checkbox"/>
<input type="checkbox"/>	2.25-2.49 GPA	<input type="checkbox"/>
<input type="checkbox"/>	2.50-2.74 GPA	<input type="checkbox"/>
<input type="checkbox"/>	2.75-2.99 GPA	<input type="checkbox"/>
<input type="checkbox"/>	3.00-3.24 GPA	<input type="checkbox"/>
<input type="checkbox"/>	3.25-3.49 GPA	<input type="checkbox"/>
<input type="checkbox"/>	3.50-3.74 GPA	<input type="checkbox"/>
<input type="checkbox"/>	3.75-4.00 GPA	<input type="checkbox"/>

3. Were you aware of the requirements and/or course sequences at the University of Oregon before your transfer?

☐ yes ☐ somewhat ☐ no

4. While at LCC did you ever meet with an LCC staff person to discuss your transfer plans?

☐ yes ☐ no

- 4a. If "yes," who was your primary LCC "consultant?"

☐ Counselor

☐ Clerk/secretary

☐ Instructor

☐ Administrator

☐ Women's Center Staff

☐ Other \_\_\_\_\_

☐ Academic advisors

5. Listed below are some guidance services frequently used by students.

- a. Check the services you used while at LCC.  
 b. For each service listed, circle your feeling about the need to provide such a counseling service at LCC.

Services I  
Used at LCC

Need for this Service  
Great Some None

PLANNING SERVICES:

<input type="checkbox"/>	Career	3	2	1
<input type="checkbox"/>	Academic advising	3	2	1
<input type="checkbox"/>	Course scheduling	3	2	1
<input type="checkbox"/>	Transfer	3	2	1
<input type="checkbox"/>	Life goals	3	2	1

ACADEMIC SERVICES:

<input type="checkbox"/>	Testing (skill & interest)	3	2	1
<input type="checkbox"/>	Admissions information	3	2	1
<input type="checkbox"/>	Study problem assistance	3	2	1
<input type="checkbox"/>	Grade problem assistance	3	2	1

PERSONAL SERVICES:

<input type="checkbox"/>	Financial problem assistance	3	2	1
<input type="checkbox"/>	Family/marital problems	3	2	1
<input type="checkbox"/>	Friend/relationship problems	3	2	1
<input type="checkbox"/>	Referral to social agencies	3	2	1
<input type="checkbox"/>	Personal adjustment concerns (e.g., depression, tension, inadequacy feelings)	3	2	1

OTHER SERVICE AREAS:

<input type="checkbox"/>	Women's Center	3	2	1
<input type="checkbox"/>	Veteran's Office	3	2	1

6. In general, did the academic program at LCC adequately prepare you for continuing your studies at the present school?

\_\_\_\_\_ yes \_\_\_\_\_ no

7. If you had a problem with course sequence or course requirements at the University of Oregon, could the problem have been avoided by better planning at LCC?

\_\_\_\_\_ yes \_\_\_\_\_ no

Comments: \_\_\_\_\_



8. Please check any of the suggestions listed below that you feel would improve the transfer process:

☐ More individual contact with LCC counselors  
☐ Less emphasis on social events  
☐ More emphasis on social events  
☐ Organized small discussion groups led by U of O students  
☐ Better informed LCC counselors  
☐ Other: \_\_\_\_\_

9. What was the major difficulty you encountered in transferring to the U of O?

☐ Cultural change  
☐ Transferring of credits  
☐ Class size  
☐ Registration  
☐ Knowledge of U of O offerings  
☐ Major area of study  
☐ LCC academic preparation  
☐ Adjustment to U of O teaching methods  
☐ Financial problems  
☐ Lack of personalized attention  
☐ Other: \_\_\_\_\_

We are attempting to identify and respond to the unique problems which LCC students encounter when they transfer to a four-year institution. Please give any additional comments or suggestions which you feel would help us improve our services.

THANK YOU FOR YOUR ASSISTANCE!

APPENDIX B

"OTHER" COMMENTS

A. Question #4

WHAT THREE REASONS BEST EXPLAIN WHY YOU ENROLLED AT LCC?

Other

- \* Wanted classes not offered at my high school.
- \* Employed at LCC.
- \* Program.
- \* Did not know I could go to the University.
- \* Wasn't sure what major I wanted at first.
- \* A class in El Salvador was being offered that I enrolled in because it was an issue that very much interested me.
- \* LCC offered courses in my high school. (2)
- \* Did not plan to try for a four-year degree at that time.
- \* Social Security benefits would have stopped.
- \* The availability of a two-year program in Forestry related subjects.
- \* LCC classes offered at my high school taught by high school teacher and no tuition.
- \* Waiting to get enough credits to go out of state.
- \* Evening class.
- \* As part of Marist High School program.
- \* I wasn't particularly looking to prepare for a career - just to take some classes out of curiosity.
- \* It had been five years since high school, so Lane was a good intermediate step.
- \* Lack of residency for University of Oregon.
- \* Only Legal Assistant program.
- \* Medical Office Assistant Program.
- \* My husband also attended.
- \* To prepare for University of Oregon Business School.
- \* At the time all I wanted was any Early Childhood Education degree and I heard LCC was the best place in the state to get it. Then I went there for general education for financial reasons.

WHAT THREE REASONS BEST EXPLAIN WHY YOU ENROLLED AT LCC?

Other (Continued) \*

- \* Only community college here.
- \* Good place to start.
- \* Wasn't sure what to major in. I thought I would try a menu of courses to see what areas interested me.
- \* Did not know what I wanted to do.
- \* Wasn't sure I was going to finish my degree when I came back to school.
- \* Scheduling with work.
- \* Social Security Omnibus Reconciliation Act.
- \* Condensed class, time advantage.

PREVIOUS INSTITUTIONS ATTENDED

Other

- \* Out of state (community college)
- \* Out of state (unknown) (4)
- \* Out of state (4-year university)
- \* Iowa
- \* University of Maryland
- \* Minnesota Community College
- \* Fisher Jr. College - Worcester, Mass.
- \* Charlot Community College - Hayward, CA
- \* University of Minnesota in Deluth
- \* College of Redwood, CA
- \* - UCLA
- \* University of Wisconsin
- \* Brigham Young University
- \* NH W - Tech College
- \* University of Virginia
- \* Houghton College (N.Y.)
- \* Utah Technical
- \* Central Michigan University
- \* California State College
- \* College of the Siscirous, Humbolt State University
- \* California
- \* University of Idaho

A. Question 6

WHY DID YOU TRANSFER TO THE UNIVERSITY OF OREGON?

Other

- \* Was accepted to Architecture at the University.
- \* Finish B.S. in Business Administration.
- \* Larger selection of courses.
- \* Tired of LCC.
- \* University of Oregon more convenient.
- \* Hometown. LCC too small.
- \* Changed major not offered elsewhere (Dance).
- \* Uneconomical to get to school every day.
- \* I find the University very stimulating intellectually and I wanted to be around that. Also, I didn't like Lane being so far out from town so I could not come and go as finished.
- \* Complete B.S. (Science) from another school.
- \* Work at the University of Oregon so get tuition break.
- \* It's the only four-year college here.
- \* Earned as many transfer credits as I could at LCC.
- \* Teaching certificate not available at LCC.
- \* Wanted change of academic atmosphere and teachers.
- \* Need B.S. for graduate school.
- \* Entered Honors College.
- \* Moved on campus - liked living closer to classes.
- \* Financial.
- \* Was awarded an ROTC scholarship.
- \* Completed all lower division classes available.
- \* Couldn't get what I wanted (Elementary Education) at Lane.
- \* Completed lower division work; exceeded transfer limit.
- \* Moved to complete B.A.
- \* To achieve higher degree.

WHY DID YOU TRANSFER TO THE UNIVERSITY OF OREGON?

Other (Continued)

- \* Most LCC courses in Computer Science were not transferable.
- \* Could only go two years at LCC, then I needed to transfer.
- \* Computer Science classes.
- \* Completed maximum amount of credits at LCC for Financial Aid.
- \* Finished most of my lower division work and wanted to complete my B.A.
- \* No Accounting degree at LCC (i.e., four-year degree).
- \* Moved to Albany and then graduated.
- \* Utilization of married student housing.
- \* Pre-professional studies; to get B.S.



A. Question 10

If You Have Any Doubts About the U of O Being the Right Institution For You,  
What are the Reasons?

- \* Too much skim reading.
- \* Impersonal.
- \* Not as friendly and personal as LCC.
- \* Demotivation by department.
- \* Grades.
- \* Not very impressed.
- \* I find many of the required classes irrelevant to my field of study.
- \* Lacks personability.
- \* No employment, bad schedules, poor choice of classes.
- \* Quality of instruction.
- \* I'm not sure it will be accepting and innovative to interdisciplinary programs and/or majors.

B. Question 4a

While at LCC, Did You Ever Meet with an LCC Staff Person to Discuss Your Transfer Plans? If "Yes," Who Was your Primary LCC Consultant?

- \* Myself. I researched the requirements. There was more misinformation being given than the correct information.
- \* Veterans' Administration.
- \* SFE Coordinator. George Alvergue was extremely helpful to me.
- \* Self.
- \* Two music department instructors (James Greenwood and Beth Emmons).
- \* Peggy Marston (2).
- \* Records Department (Grace Cameron).
- \* Ron Metzger.
- \* Teacher and Financial Aid.
- \* No primary one.
- \* I had SFE with Peggy Marston who was a valuable source of information. I owe my informed transition from LCC to the U of O to her.
- \* David Croft was the closest thing to a U of O professor I had. He was very good.

B. Question 8

Suggestions that Would Improve the Transfer Program

Other

- \* In class information about transferring.
- \* An increased workload for LCC classes.
- \* U of O counselors coming to LCC and telling us about requirements.
- \* More information pamphlets available from U of O.
- \* More literature about transfer credits.
- \* Closer contact with current U of O course content and preparation for transfer.
- \* More information on using community colleges for preparation for B.A. (i.e., meeting lower-division group requirements at LCC so upper-division work can be completed in prescribed time [4 yrs. = 2+2]).
- \* Urge everyone to prepare for a four-year college (take adequate Math, Science, etc.).
- \* Organized discussions led by different schools from U of O.
- \* Better updated transfer course equivalent list.
- \* The admission orientation information was sufficient.
- \* Inform students.
- \* Earlier on, during first year.
- \* Better informed students
- \* Contact with U of O students (one on one).
- \* Better academic preparation.
- \* Current information for major requirements.
- \* Ending of term transfer workshop.
- \* Get the students to come over to the U of O 2 times a year before transferring.
- \* Have U of O people (professors) come to LCC.
- \* Better familiarity with U of O schedules.

B. Question 8 (Continued)

- \* "Feeder" programs: LCC programs specially designed to prepare student for specific program at the U of O.
- \* Peer advising.
- \* More knowledge of U of O academic standards.
- \* U of O counselor to come to LCC.
- \* Assign counselors to students to help them plan ahead.
- \* Real academic advisors.
- \* More communication between U of O and LCC.)
- \* Improved access to information about schooling after LCC.
- \* Better communication between U of O and LCC.
- \* Harder course requirements.
- \* Stress further education opportunities by LCC staff so students will be encouraged to do so.

B. Question 3

TRANSFER DIFFICULTIES

Scheduling

- \* Part of the problem was my own scheduling. My credits at LCC were earned over a ten year period as my career allowed.
- \* Most problems are just getting the courses you need and the order you can sign up for them is random. In fact, it's so random, I've been screwed over every term so far at the U of O registration. You are better off if you do use planning and accept more options.
- \* Getting in all the classes I prefer to take.
- \* Very difficult to know where to get help. Scheduling of classes precludes payment.
- \* I was five years after attending Lane. A bit of a problem.

## TRANSFER DIFFICULTIES

### General Instruction

- \* My first term at the U of O was quite a cultural shock. It is much harder than LCC.
- \* No interest in classes, too much pressure.
- \* The major adjustment problems I personally encountered could not be helped by LCC. The lack of motivation seen in U of O professors (perhaps due to class size and computerized evaluation) is a difficult transition for LCC students who are used to smaller classes, better instructors, and improved communication and motivation of both student and educator. Perhaps the U of O should be the ones looking for improvement.
- \* Lack of interesting, stimulating teachers and prevalence of boring classes (which I had always avoided before, but unfortunately are required for a degree).
- \* At the U of O, I feel it is very hard to get into contact with an adviser. You are assigned one and no one else will talk to you and the adviser is so busy they never have any time. Teachers are never in except for limited office hours.
- \* Primary problem encountered at the U of O was difference in teaching methods and testing.
- \* The monotony of lecture system. Felt instructors were more often there to test than to teach.
- \* Due to the size of classes at the U of O, individual attention is nil, and they assume you have had a strong Math background. Many students end up taking their Math courses twice at the U of O.

## TRANSFER DIFFICULTIES

### Atmosphere

- \* Feeling comfortable on campus - building a support group.
- \* The University of Oregon is so impersonal. I feel that my education isn't organized really well. They don't agree with all the requirements. LCC was great. I didn't realize this until I came to the U of O.
- \* The biggest problem I encountered in transferring was being scared to death and afraid I wouldn't be able to handle the work at the U of O. The transfer process on the U of O end is rotten. They do a rotten job of welcoming students. U of O is so big and it is easy to get lost and not know who to ask for help.
- \* I feel that college transfer students aren't really recognized (like new students from high schools). Building support groups are the most important part of schooling and education. Most colleges are about the same. (just different classwork, exams and registration). The feeling of comfort that a support group provides is essential to successful education.
- \* U of O gives no attention to the students' needs.
- \* Explain that the University is a very large change personally, socially and economically. There is much more work to do. Discipline is a big problem I have although I am a very intelligent person.
- \* The large bureaucracy.
- \* The very young age group of undergraduates.
- \* Being an older, married, undergraduate student. I find I am a member of a very small group and thus tend to intimidate the very young students with my age, plus am often mistaken for a graduate student.
- \* I felt overwhelmed and intimidated at first, but have made friends and now feel o.k.
- \* There is a real feeling of animosity from U of O staff towards me as a graduate of LCC. That feeling, as well as the extra time involved in going for a B (Bachelor's degree) in Data Processing (at least three more terms than the Accounting) pushed me to the Business Department.

## TRANSFER DIFFICULTIES

### Curriculum

- \* If I would have stayed with the same major, or if I had started with a different major my first year at LCC, I would have been prepared for the U of O.
- \* I wish that the vocational credits and state college credits would be better explained.
- \* If I knew I was going to transfer schools, I would have taken classes that would transfer.
- \* Not well prepared at LCC (2).
- \* Having to start at the freshman level in Computer Science courses.
- \* Becoming familiar with the U of O requirements for B.A. U of O counselors assume transfer students already understand the requirements.
- \* An item of major importance for transfer students is the smooth transition of academic emphasis in a certain major to the continuing courses offered for that major at the U of O. I felt surprised by some of the material presented in continuing Accounting classes that should have been at least vaguely familiar to me.
- \* I feel my biggest problem was getting my classes to transfer because I had taken the wrong class numbers.
- \* I don't feel any problems which students may encounter when transferring lay in the services LCC offers, but in the amount of work (reading and writing) required at LCC. There is a substantial increase in workload for each class at the U of O and that is where, I think, most students have the hardest difficulty in adjusting when they do transfer.
- \* The load in theatre was much heavier, but this wasn't necessarily a problem.
- \* More restriction for getting into a Computer Science course. (We must have CIS 201, 203, 311, 313, 315 for a B average to get major status to get into the 400 level courses.)
- \* Courses certainly more demanding.
- \* Harder classes at the U of O (2).
- \* Greater reading requirements at the U of O.
- \* Focus more on transfer credit as to be more strict to the course GPA. To understand the course material instead of trying to get a higher GPA.



### Curriculum (Continued)

- \* I have found that the Accounting classes at the U of O contain at least twice as much information per term as equivalent classes at LCC. The only reason I have been able to maintain my GPA is because I am highly motivated. I was definitely not well prepared at LCC. I am finding in some classes I have to do double work learning the current information and learning what I should have known when I entered.
- \* Some hangups I had, had to do with general university requirements because the U of O with such a wild prerequisite plan is causing me to go to school longer because I didn't get (and some weren't offered) the prerequisites from LCC.
- \* Entering the U of O as an Accounting major, I found it very difficult to keep up with the pace. I lacked theory and practical application to the point of almost failing. This hurt my ego and attitude of LCC. I recommend those who want a four-year degree to start at the U of O, not LCC, and those who even think they may want a four-year degree to start at the U of O.
- \* I transferred from LCC because I was unhappy with the Theatre Department. I simply could not get the serious education in acting I desired.

## TRANSFER DIFFICULTIES

### Planning

- \* I hadn't planned on going to a four-year degree institution. When I found no job Fall Term, I enrolled at the University of Oregon. Upon enrolling at the U of O, I found the Accounting degree would take less time.
- \* More planning in advance would have been beneficial.
- \* The planning problems were my fault, not yours.
- \* Planning always helps.
- \* Did not plan to attend the University of Oregon while at LCC (3).
- \* Didn't really have serious problems, but I should have planned a little more.
- \* Ignorance of the academic options open to students.
- \* Tell anyone that is transferring not to worry a lot. It is just another place to get information. I never saw a counselor, so I don't know for sure what they prepare a student with.
- \* I just feel it would have been helpful if I had realized I was, in effect, wasting my time taking classes that wouldn't transfer. LCC is a great place, but they should concentrate on making sure students understand the transfer process.
- \* Transfer of applicable classes. I spent a lot of time taking classes that I thought were required but in fact were not.
- \* I think that when students are getting ready to transfer to the U of O, they should try to get as many of their studies that they can get done at LCC so they can get on their way with their special studies.
- \* Areas are needed in preparing students to transfer and what to expect.
- \* More help in deciding what university to transfer to after LCC. Mainly, the transfer can best be improved by reforms in the major universities.
- \* I didn't have any problems, but the reason may be that when I first moved back to Eugene from Bend, I went to the Education Department at the U of O and found out what I needed to complete at LCC.
- \* I also went to Portland Community College and lost over 40 vocational credits at my time of transfer. I didn't even know there were different kinds of credits. Please inform everyone so that what happened to me doesn't happen to them.
- \* More knowledge of U of O academic standards.

### Planning (Continued)

- \* I particularly encountered trouble in meeting upper division requirements for my B.A. since I wasn't aware of the pure Science requirements for a B.A., and I am having to use time for lower division Science courses which should have been devoted to upper division work.
- \* I wasn't aware of the U of O group requirements, or which LCC classes counted toward which U of O degree. If I had known more, I would have taken more arts and letter courses. As it was, I transferred 0 arts and letters out of 80 credit hours.
- \* I went to LCC for five years. I graduated there three times. I was comfortable there and afraid of change when transferring. I lost two years credits. I wish I would have really been encouraged to transfer much sooner. I was able to transfer 108 credits from my 193 total.
- \* Closer contact with current U of O course content and preparation for transfer.

## TRANSFER DIFFICULTIES

### Miscellaneous

- \* Cannot get food stamps now.
- \* I moved 40 miles out of town before enrolling at the U of O.
- \* As I had already attended a four-year school before LCC, I attended LCC because it offered some casual, inexpensive classes I was interested in. There were no real problems in transferring.
- \* It is really an individual matter as to what one decides he/she feels is the best choice for future academic involvement. My original plan was to gain employment upon graduating from LCC. However, due to Reaganomics, it became necessary to choose between a continuing education or returning to menial labor. Upon enrolling at the U of O, my greatest degree of difficulty was "keeping up with the pace" in Math related subjects.

APPENDIX C  
GENERAL COMMENTS AND SUGGESTIONS

## GENERAL COMMENTS/SUGGESTIONS

### LCC - Curriculum

- \* Bi 101 (Ecology and the Environment) class did not meet U of O requirements for my major which I was told it would do.
- \* Would be helpful if the Chemistry (Organic) sequence matched that of the U of O.
- \* I did not know that so many Literature classes were required at the University of Oregon. I believe that more information should be available for this kind of thing.
- \* There is no way a student from LCC can manage at the U of O in Accounting. Out of six student transfers to the U of O in the Fall of 1982, I am the only one still in it as of Spring 1984 due to hard work on my part.
- \* Stress more on Math!
- \* At LCC, Phl 201, 202 and 203 do not transfer at the U of O as Phl 201, 202, and 203. It would be nice for LCC to have an idea of its transfer credits (i.e., what classes will equal elsewhere).
- \* As of Spring 1984, the core program requirements for upper division status in Computer Science contains no classes which are offered at LCC.
- \* Someone should take a look at Econ 375 for Business majors. Took three terms at LCC (C, B, and B) and got a D! Required for Business and Econ. majors.
- \* I wanted to take general Geology at Lane, but the time for it and General Physics conflicted.
- \* Plan carefully in advance for U of O's "cluster" program.
- \* I left LCC sooner than I planned due to personal reasons.
- \* I did not complete my Science and Foreign Language requirements at LCC. If I had, I could concentrate on upper division work now.
- \* I found that most Data Processing classes at LCC did not apply to the U of O curriculum.
- \* LCC is not up to date with course sequences needed at the U of O. (Especially, for major requirements).
- \* Taking more of the Early Childhood Education classes with sequence numbers that would transfer. I was told some would transfer if I took them as transfer courses--otherwise they wouldn't.
- \* Offer transferable Computer Science courses in Pascal Programming.
- \* I was not really told the requirements I needed after I left LCC.

GENERAL COMMENTS/SUGGESTIONS - LCC - Curriculum (Continued)

- \* It has come to my attention since leaving LCC that it is a very special school. It would seem that the atmosphere there is uniquely constructed to allow those of us who are not the strictest of academics to enroll in classes in an attempt to explore new interests. Unfortunately, the U of O doesn't seem free to follow a similar avenue of thought. I would hope LCC and other community colleges will continue to offer knowledge to those who desire to learn and not only to those who play an academic game with the idea that it is only that.
- \* The earlier the students get his/her practicum work done, the better. If I would have known what was in store for me later, I would have tried to do more sooner instead of waiting. Overall, I was very pleased with LCC's program and I am adjusting to the University's.
- \* I'll probably go back to LCC next year due to lack of funds and only to get a two-year degree.
- \* I'm not sure about this, but I think it is harder to get good grades at the U of O, so it would be nice if the grading were closer. That way students would not be so surprised when they don't do as well at the U of O as they did at LCC.
- \* I would like the Data Processing Department to work closer with the U of O in establishing LCC's course content.
- \* Urge everyone to prepare for a four-year college. Take adequate Math and Science classes.
- \* I wanted classes not offered at my high school.
- \* I found that LCC did not prepare me for the pressure I would meet at the U of O in classroom studies. Yet, LCC is definitely a fine school with a wide range of areas to study. I did like the versatility of this and the atmosphere.
- \* The academic expectations are not high enough at LCC. The courses did not prepare me for the U of O's level.
- \* There was a large gap between the Accounting courses at LCC and the content and emphasis in the subsequent Accounting courses at the U of O.
- \* LCC requires its own courses for A.D. and those are just electives at the U of O (especially computer courses), so I had to take a beginning course of Computer Science after two years of study at LCC. Also, LCC should teach more Mathematics for good transferring.
- \* Mathematics 121-123 are required at the U of O before beginning Block 1. I should have begun this sequence at LCC. However, I think the U of O and LCC should get together on Math 121-123 so the sequence isn't taken at one or the other schools.
- \* I really like the small classes and personal attention.

GENERAL COMMENTS/SUGGESTIONS - LCC - Curriculum (Continued)

- \* U of O teaches and tests theory. LCC teaches more application and it was difficult to adjust.
- \* LCC classes resembled my high school classes. In fact, some were easier than they resembled. Helped prepare me for courses at the U of O.
- \* I took my LCC classes in English through my high school so there is little to compare with. However, in talking with friends, it appears the workload is lighter at LCC.
- \* I attended LCC while I was finishing my high school education at Marist. The classes LCC provided (English and History) were adequate. They helped me very much as a freshman at Seattle University.
- \* LCC should make course content comparable to the U of O as far as difficulty is concerned.
- \* Now that I look back, LCC was too easy. With the same amount of credits I do twice the amount of work as at LCC. It was quite a shock. All in all, out of three community colleges I went to, Lane was by far the best.
- \* LCC was great and adequate preparation for my transfer to the U of O. The only thing I would have done differently would be to fulfill more lower division credits in series of 3 only. I took more scattered and varied (interesting) classes, which leaves my U of O cluster requirements still unmet. LCC is perfect for fulfilling the 3 in a row credits such as Lit 101, 103, and 103. Only I didn't realize that at the time.
- \* LCC should recognize the course numbers and get exact equivalent numbers and let students know what courses are transferrable. Especially not by mouth, but write it down on paper. Especially for Computer Science. If someone is thinking of transferring to a four-year institution, it is a waste of time to take courses at Lane. I am not saying it is a bad program. I think it is probably one of the best. I actually learned more applications and usages. On the otherside, for just a piece of paper, those are just extra work. It is a matter of personal perspective for his/her life. I don't know which is better, but for me I wish I did not feel so wasted and hopefully nobody else does.
- \* The classes at Lane are "Mickey Mouse" in comparison to the U of O. Transfer students are in for a rude awakening.
- \* Some classes at LCC are too easy and some are graded too easy.
- \* I felt that Mathematics was not stressed enough.
- \* I am a smart person and LCC was basically easy for me. I could "goof-off" and still get by with a real good GPA. Not so at the University of Oregon. If you don't have good study habits, you suffer. It would have been helpful if LCC was more challenging.



GENERAL COMMENTS/SUGGESTIONS - LCC - Curriculum (Continued)

- \* I think more emphasis should be put on LCC students that plan to transfer to a four-year school on completing as many Literature classes at LCC as possible. It would also be helpful to know which university requirements can be fulfilled at LCC so that when a student begins at the U of O they can concentrate on upper division credits.
- \* I think LCC is a challenging, yet personalized school, where you can get quality courses and not pay the tuition required by a four-year school. School is the kind of thing where you get from it what you put in it. Lane has something for everyone. I had much difficulty coming into Lane trying to get Human Anatomy and Physiology, and General Physics. Both classes were full and I had to attend the first week of classes not formally enrolled. Other than that - top junior college.
- \* Somewhat the difficulty of study at LCC should be raised. It is academically inferior to any class (even 100 and 200 level courses) and therefore, are not adequate preparation for study at the University of Oregon. It's a whole other world - it's like going from kindergarten to high school.
- \* Instructors should not be so easy on students at LCC to better prepare students for the course loads at the U of O.
- \* Perhaps more warning that LCC's program does not feed into the U of O Data Processing curriculum. Luckily, I am now employed full-time in Data Processing - a direct result of my LCC education.
- \* My drop in GPA of nearly one point (3.6 down to 2.7) is due, in part, to changes in my personal life, but LCC is not as demanding as the U of O and that has caused me some major problems in my transfer. In fact, I am on academic probation. Asking more from students at LCC could possibly prepare them better for a four-year college.
- \* My involvement in your Forestry Program taught me the true meaning of the words: Die Hard! I honestly benefitted greatly from my time spent at LCC. I feel that any amount of needed preparatory programs for four-year transferencies are already available at LCC and only require the individual's commitment to a goal.
- \* Increase the workload at LCC. Harder course requirements.
- \* LCC is so much more personalized.

GENERAL COMMENTS/SUGGESTIONS

LCC - Counseling

- \* Counselors assigned to students to help the student plan ahead.
- \* Real academic advisers.
- \* I think the counselors should be much more thoroughly informed on the term to term class schedules at the U of O.
- \* Inform students better.
- \* Better academic preparation.
- \* All the counselors I talked to gave me a different story. None of them really knew what was going on.
- \* Need more information about university requirements available.
- \* More schedule counseling would have helped.
- \* I don't feel the counselors had a full comprehension of what was going on at the U of O. I need to be better informed. It would have been better for me to go to the U of O for advice on what I needed before I went to the U of O.
- \* Better planning toward the U of O requirements would have helped.
- \* Wasn't told how to plan classes in order to avoid going more than four years for a Bachelors degree.
- \* I do not feel that LCC advised me enough on requirements for continuing my education (B.A.).
- \* No clear effort was made by LCC staff to inform me of the U of O requirements. In fact, the U of O requirements were never presented to me and I visited several counselors.
- \* I personally had no problems having done my counseling at the U of O, but I heard from numerous other students of problems they encountered at LCC, where better planning could have prepared them more adequately.
- \* LCC counselors are better than the U of O's. Is there ever enough proper counseling?
- \* Information available at LCC about U of O requirements was incorrect about 50% of the time.
- \* A better understanding of exactly what you need to get a four-year degree would be beneficial from day one.
- \* Academic advising not up to date with U of O general university requirements.

GENERAL COMMENTS/SUGGESTIONS - LCC - Counseling (Continued)

- \* The students should be better informed of the academic requirements for their majors when transferring to a four-year school. This will make the transition of courses easier from LCC to a four-year school.
- \* Have counselors that specialize in the different programs at the U of O that your students might transfer to. When I spoke with counselors at LCC, no one could give me the specific answers I needed.
- \* I feel that if the student is guided towards his/her intentions in going on to a four-year school, the academic advisers or counselors should stress completion of the general university requirements before transferring.
- \* Help know how to recognize non-transfer credits: It took me three terms to find out.
- \* LCC counselors need to be more aware of changes in requirements at the U of O. It is disturbing to take a class and then find out it doesn't meet U of O requirements. This has happened to other people I know who have transferred from Lane.
- \* I think it would help greatly if a student was given a precise idea as to who and what area he/she may receive a counselor in.
- \* I think that the counselors need to be better prepared about the requirements. It might be a good idea to have mandatory meetings for students.
- \* Basic course requirements at the U of O! I now must take over 200 credits at the U of O just to get a degree (because of an excess of "elective" credits which I was lead to believe were requirements!). The University of Oregon has a specific form for undergraduates to follow. LCC counselors should give this to their students along with the equivalent courses offered so that the student will be better informed. I have several friends that are presently attending LCC and I tell them not to bother to talk to LCC counselors and go directly to the U of O counselors to better gain an idea of what is actually required. This is the only drastic shortcoming I have found with LCC.
- \* I believe that the LCC counselors should have a U of O class requirement outline for each of the professional schools (i.e., Journalism, Business, etc.).
- \* It should be required for students to see counselors (peer advisers) as soon as they come to school. I had no idea of the U of O requirements before I transferred. It's mostly my fault, but a table at registration might help. Maybe during orientation you could pull the transfer students aside.
- \* There is no encouragement given on the part of the LCC counselors to further one's education in college courses. This may be, in part, due to a lack of communication between the U of O and LCC. Whatever the case, LCC counselors are not, or at least appear to be, well versed on requirements at the U of O. I asked a counselor to give me graduate requirements for the U of O and what I got was a course outline for a two-year Associate Degree at Lane.

GENERAL COMMENTS/SUGGESTIONS - LCC - Counseling (Continued)

- \* More literature about transfer credits.
- \* More information about how to know which credits transfer.
- \* Current information for major requirements.
- \* Improved access to information about schooling after LCC.
- \* More information on using the community college for preparation for B.A. (i.e., meeting lower division group requirement at LCC so upper division work can be completed in prescribed time - 4 years = 2+2).
- \* Stress higher education opportunities by LCC staff so students will be encouraged to do so.
- \* "Feeder" programs. LCC specifically designed to prepare students for specific programs at the U of O.
- \* Better familiarity with U of O schedules.
- \* In-class information about transferring.
- \* Better informed students.
- \* When students leave LCC they should be informed that learning is more difficult in the situation of larger classes at the U of O.
- \* I wish someone convincing had set me down and shown me the absolute importance of completing all "beginning" classes at LCC before being dumped into the cold, cruel world of reality that the University represents.
- \* All courses should be marked in the packets when registering as to which are transferable.
- \* The biggest problem to me seems to be knowing which courses transfer and for what. It seems to be such a vague idea.
- \* Have more understandable information as to exactly what credits are transferable to a four-year institution.
- \* I do like LCC's registration. It is horrible at the U of O trying to register.
- \* A program to connect college transfers would help smooth the transition. I know it is not really something LCC can do, I just thought I would mention the idea.
- \* Peer advising.
- \* I don't know if you offer it or not, but a yearly "blow by blow" agenda for credits to get a B.A. (including transfer to the U of O) would be nice. Also, a straight forward program schedule from the University of Oregon. This would give students a well developed knowledge of the schooling they need to get a degree.
- \* During registration, you folks should have a table just for transfers to the U of O so we can get an idea of what we should be taking.

## GENERAL COMMENTS/SUGGESTIONS

### LCC/U of O Cooperation

- \* Talking with advisers at the U of O frequently keeps requirements and course sequences in order. One meeting with a counselor can be very helpful. The meeting requirement with a counselor at the University wouldn't hurt.
- \* The U of O requires students to discuss their schedules, department requirements and degree requirements with counselors. I think this has been very helpful in understanding what needs to be accomplished prior to transfer and afterwards. I would like to see LCC do something similar. The lack of this service actually caused a delay because out of sequence.
- \* Perhaps LCC counselors could participate in U of O sponsored seminars to give them a good understanding of present U of O requirements (general education and major department), with updated refreshers as requirements change. It seems they simply are not informed about these requirements.
- \* Have students visit the University of Oregon. Classes should be visited (ones that apply to a student's major). Don't let them go in blind.
- \* Better communication between LCC and the U of O so that everybody will be kept up on new change and program requirements.
- \* I wish the two schools worked closer together on academic paths and quality levels.
- \* More/better communication between the U of O and LCC. (2)
- \* End of term transfer workshop.
- \* More information pamphlets available from the University of Oregon.
- \* U of O counselors coming over and telling us about requirements.
- \* Have U of O people (professors) come to LCC.
- \* Get the students over to the U of O two times a year before transferring.
- \* U of O counselors come out to LCC.
- \* Contacts with U of O students (one to one).
- \* Require that all transfer students take a tour of campus, and a briefing in their major field (of what to expect when they get there).
- \* I feel that, if LCC worked through the Office of Academic Advising and Student Services and had a workshop each term explaining the transfer process and what's available at the U of O, it would sure help to reduce anxiety.

### GENERAL COMMENTS

- \* Make Lane a four-year college. Find some way of knowing what the particular requirements are for each program at the University of Oregon. In writing so that can't renege. Make it clear to LCC students that it is their responsibility to know what the requirements are and to take them at LCC -- the more the better!
- \* I may not be typical, because I work here (LCC). Started taking classes in pursuit of personal interests when I started to work at the College. Noticed that the number of credits was becoming impressive about the time I learned of the Independent Study program offered through the Honors College at the U of O. My only difficulty was in forming an advisory committee since no one at the U of O was familiar with Late Victorian novelists I proposed to study, but finally succeeded in forming one familiar with Late Victorian English Literature.
- \* Perhaps if people would sleep well, exercise often, and eat a lot of ruffage (sic), they wouldn't have so many problems.
- \* Would be nice if LCC were more easily accessible by bicycle. Instructors at LCC don't coincide with U of O teaching methods. Does LCC have temporary emergency loans? Does LCC prepare students for difficulties at the U of O?
- \* Good Luck!
- \* The help to disabled students at LCC far surpasses any assistance at the U of O.

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