## **Student Follow-Up Survey**



Plea	e answer the following questions and return the questionnaire in the enclosed envelope. No stamp is needed.
	e answer the ronowing questions and return the questionnaire in the enerosed envelope. No stamp is needed.
1.	What was your major field of study when you left or graduated from Lane?
2.	Why did you choose to attend Lane rather than another college or university? (Check all that apply.)  Specific degree or training program available at Lane Lower cost at Lane Higher quality of instruction at Lane Location of Lane close to home Enrollment restrictions at state colleges and universities Other (please specify)
3.	What was your primary reason for attending Lane? (Choose only one answer.)  O To complete lower division classes for transfer to a four-year college O To prepare for a new job or career O General self-improvement O To earn a one- or two-year certificate/degree (not interested in transfer to four-year school) O To improve/update job skills for current position O Other (please specify)
4.	To what extent did you achieve your goals or obtain what you wanted from your Lane education?  □ Very much so □ Somewhat □ Not at all  We there existing your wanted to achieve while attention Lane hat did not accomplish?
	Was there anything you wanted to achieve while attending Lane but did not accomplish?
5.	How likely would you be to take a class from Lane in the next 2-3 years? (Circle only one answer.)    Very likely   Somewhat   Not at all likely   5   4   3   2   1
	How likely would you be to take a class from Lane in the next 2-3 years? (Circle only one answer.)  Very likely  Somewhat  Not at all likely
	How likely would you be to take a class from Lane in the next 2-3 years? (Circle only one answer.)    Very likely Somewhat Not at all likely   5 4 3 2 1    If you participated in the Cooperative Education Program, how would you rate your Co-op assignment in

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8. What is your <b>current</b> educational status O Attending school/training <i>full</i> -time (		•			ool nov	v. but ha	ave since	e leavin	g Lane
Attending school/training part-time		,		_			eaving L		g Lane
9. What is your <b>current</b> employment status	s? (Choose	only one	e answer	·.)					
<ul><li> Employed full-time</li><li> Employed part-time</li><li> Full-time military service</li></ul>	O U	nemplo	yed (not	employ	ed, but	actively	back wi seeking t seeking	g emplo	yment)
Please complete questions 10-11 if you are	employed.	If you a	are not o	employe	ed, plea	ase go to	o questic	on 17.	
10. If you are employed, were you employ	yed in your	present	job whe	n you be	gan tal	king clas	sses at L	ane?	☐ Yes □
11. a. Is your job related to your Lane Com  Yes, it is directly or closely rela	•	-		•	otely o	r is not 1	elated a	t all.	
<ul> <li>b. If your present job is not related to you</li> <li>Preferred to work in another fie</li> <li>Found better paying job in another</li> <li>Could not find a job in field of point complete program or participation</li> <li>Temporary job while in transition</li> <li>Other</li> </ul>	eld her field preparation ass licensing		ease che	eck the o	ne best	treason	why: (C	hoose o	one answer
Please complete questions 12-16 if you are employed in a job related to your field of s	study, pleas	se go to	questio	n 17.			. If you	are not	t
12. How relevant were Lane classes to the <u>Very relevant</u>		e and sk hat relev		need on		? all relev	ant		
	-	3		2		1			
5 4		3		2		•			
5 4 13. How <i>important</i> are the following <b>vocat</b>	ionally spec		lls in you		t job an	•	effective v	was Lar	ne's
		cific skil		ır curren	h skill.)	ıd how e			
13. How <i>important</i> are the following <b>vocat</b>		cific skil		ır curren	h skill.)	nd how e	s of Lan	e cours	
13. How <i>important</i> are the following <b>vocat</b>	ortance and Very	cific skil one <i>effec</i>	ctiveness	or currents for each	h skill.)  Effect  Very	nd how e		e cours g Not	Does not
13. How <i>important</i> are the following <b>vocat</b>	ortance and Very	cific skil one <i>effec</i>	ctiveness <b>rtance</b>	or currents for each	h skill.)  Effect  Very	nd how e	s of Lan trainin	e cours g Not	ework  Does
13. How <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>impo</i>	Very	cific skil one effec Impo	ctiveness	Not	h skill.)  Effect  Very  Effec	ad how e	s of Lan training	e cours g Not ective	Does not
13. How <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>impo</i> Equipment operation	Very Impor	cific skill one effective stant	ctiveness rtance Im 2	Not portant	h skill.)  Effect Very Effect 4	tive	s of Lan training Effo	e cours g Not ective	Does not
13. How <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> Equipment operation  Equipment maintenance	Very Impor	cific skill one effective stant  3 3	ctiveness rtance Im 2 2	Not portant	h skill.)  Effect Very Effect 4 4	tive	s of Lan / training Effor	e cours g Not ective 1	Does not apply
13. How <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> are training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> are training for each skill? (Circle one <i>important</i> are training for each skill?)	Very Impor	tant 3 3 3 3 3 3 3 3	ctiveness rtance Im 2 2 2 2 2 2	Not portant  1 1	h skill.)  Effect Very Effect 4 4 4	tive  3  3  3  3	s of Lan / training Effor	e cours g Not ective 1 1 1 1	Does not apply
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13. How <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> are training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> are training for each skill? (Circle one <i>important</i> are training for each skill?)	Very Importance and Very Importance and 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	rtant  3 3 3 3 improve	ctiveness ortance Im 2 2 2 2 2 2 vocation use a couse a couse	Not portant  1 1 1 1 nally speciments in the speciment in	Very Effect  4 4 4 4 4 4 in your j	tive  3  3  3  3  cills that	s of Lan / training Effor 2 2 2 2 2 2 would h	Not ective  1 1 1 1 1 ave hel	Does not apply
<ul> <li>13. How <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> are the following <b>vocat</b> training for each skill? (Circle one <i>important</i> and important per vector).</li> <li>Equipment maintenance</li> <li>Work quality</li> <li>Hands-on experience</li> <li>Technical job knowledge</li> <li>Computer skills specific to your field</li> <li>a. What specific training should Lane you in your current job?</li> <li>b. Estimate the number of hours <i>per vector</i> hrs/wk).</li> <li>c. Estimate the percent of time <i>per we</i></li> </ul>	Very Importance and Very Importance and Very Importance and 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	rtant  3 3 3 3 improve	ctiveness ortance Im 2 2 2 2 2 2 2 vocation use a conuse a	Not portant  1 1 1 1 1 nally speciments in (	Very Effect 4 4 4 4 4 4 in your jexample	tive  3 3 3 3 3 cills that	s of Lan / training Effor 2 2 2 2 2 2 would h	Not ective  1 1 1 1 1 ave hel	Does not apply
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16.	Please provide the following information on your present job:						
	Job Title:	Job Duties:					

17. To what extent has your training from Lane added to your *ability* for job placement and/or advancement?

Very much
5 4 3 2 Not at all
1

18. The purpose of general education at Lane is to foster wisdom through educational depth and breadth. How important are each of the following four core abilities and how effective overall was your coursework and training at Lane in helping you develop each core ability? (Circle one answer for *importance* and one answer for *effectiveness* for each core ability).

	Importance				Effectiveness of Lane coursework / training					
	Very			Not	Very			Not	Does	
	Impo	rtant .	Impo	ortant	Effec	ctive	Effe	ctive	not apply	
A. Communicate effectively										
(Examples: effective writing skills, public communication skills, effective and respectful listening, interpersonal communication skills, understanding other points of view and multiple perspectives, understanding other cultures)	4	3	2	1	4	3	2	1		
B. Think critically, solve problems effectively										
(Examples: evaluate information, determine whether conclusions or solutions are reasonable, apply the scientific method, use appropriate mathematical skills, use graphs and charts, make inferences from data, estimate outcomes where appropriate, use technology appropriate to tasks)	4	3	2	1	4	3	2	1		
C. Understand the relationship between self and community; increase self-awareness and personal responsibility		3	2	1	4	3	2	1		
(Examples: make choices for optimal personal health, protect and preserve environmental resources, understand global, cultural and historical issues)										
D. Explore academic disciplines of liberal arts, social										
sciences, and physical sciences										
(Examples: value artistic expressions and human creativity, understand fundamental concepts of physical and life sciences, understand diverse roots of our nation and world civilizations)	4	3	2	1	4	3	2	1		

19. **Please comment** on the learning environment at Lane (such as teaching, programs, services, students or facilities), **both positive and negative**.