

# **Employer Survey Spring 2008**

**Southeastern Louisiana University  
Office of Institutional Research and Assessment**

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## Executive Summary

In 2006-2007, an Alumni Survey was conducted. As part of the survey, alumni were asked to provide information about their employers. The employers identified in the 2006-2007 Alumni Survey were then sent an Employer Survey in Spring 2008. This survey addressed three specific areas: what skills or knowledge are important to a graduate's job; what the graduate's skill level is in the identified areas; and what attributes employers believe are important when they hire a new employee. The survey also asked some general questions concerning the graduate's overall preparedness and the type of organization for which the graduate works.

Highlights of the survey include the following:

- Over 75% of respondents indicated that compared to other employees, Southeastern graduates were better prepared for employment.
- All of the respondents who answered the question, indicated they would hire another Southeastern graduate.
- The most important skills or characteristics for a graduate's job was dependability, followed by working in an ethical manner and work attitude.
- Southeastern graduates were rated the highest in basic computer skills.
- Graduates were rated the lowest on leadership skills.
- Technical computer skills were the least important skill to a graduate's job.
- The biggest difference between the importance of a skill and the graduates skill level was in professionalism. Graduates skill in that area was rated much lower than its importance.
- The most important characteristic employers looked for when hiring a new employee was work attitude.

## **Introduction**

While it is acknowledged that the purpose of the university is more than simply preparing students for employment, it is important that students be able to integrate the knowledge and skills they gain during their education into the workplace. Employers are in a unique position to be able to provide valuable information on our graduates' preparedness for the workplace. Southeastern, as part of its continuous quality improvement effort, implemented an Employer Survey as a mechanism to help evaluate whether the curriculum continues to be effective or if changes need to be investigated.

In Spring 2007, an Alumni Survey was conducted, and as a part of the survey, alumni were asked to provide information about their employers. The employers identified in the 2006-2007 Alumni Survey were then sent an Employer Survey in Spring 2008. This survey addressed three specific areas: what skills or knowledge are important to a graduate's job; what the graduate's skill level is in the identified areas; and what attributes employers believe are important when they hire a new employee. The survey also asked some general questions concerning the graduate's overall preparedness and the type of organization for which the graduate works. A full copy of the survey can be found in Appendix A.

This report provides the results of the survey.

## **Method**

In Spring 2007 a survey was conducted of 2002-2003, 2003-2004, and 2004-2005 graduates. Included in the survey was a request for information concerning the graduate's immediate supervisor, the person who would be in the best position to evaluate the graduate's skill level. Slightly more than 40% of the respondents (289, 41.9%) provided information on their supervisor. After several attempts to gather more information, 13 were discarded because not enough information was provided to contact the supervisor.

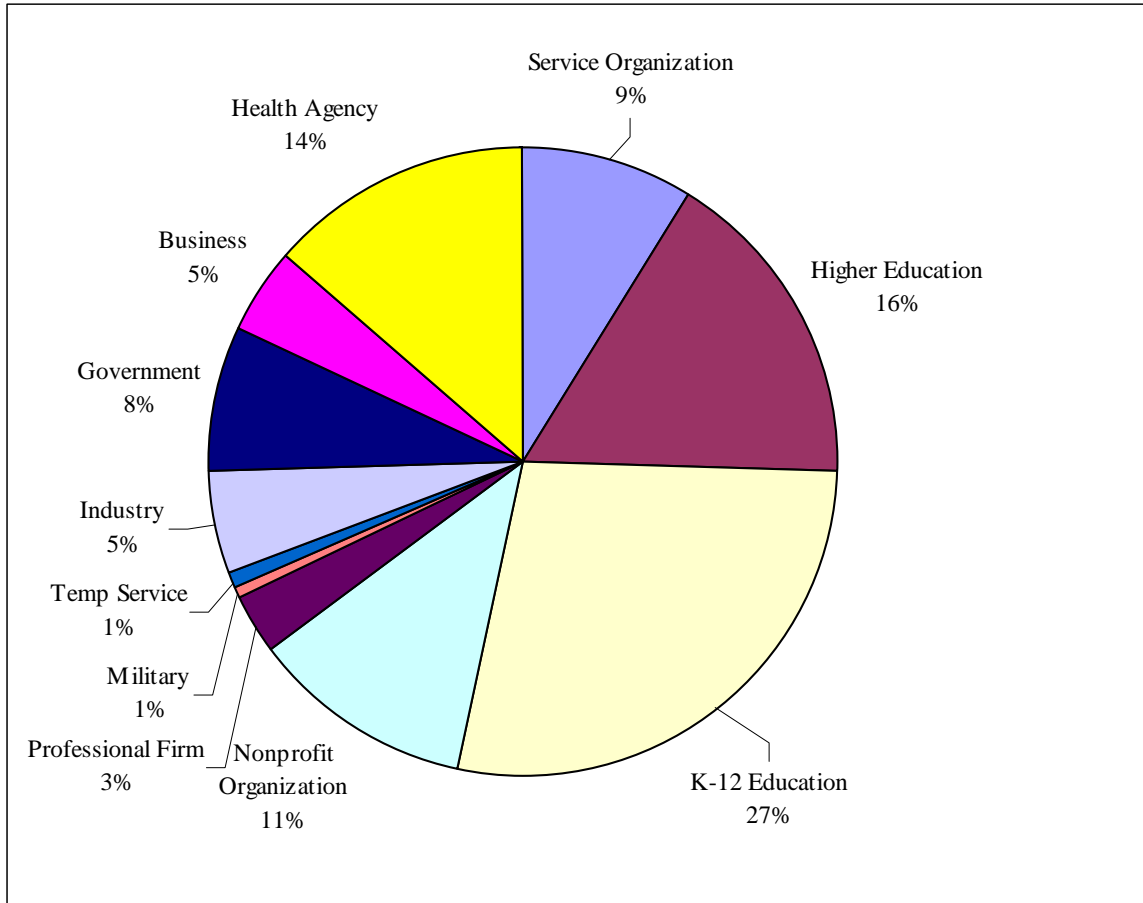
In the Spring 2008, 276 supervisors were sent a survey and a cover letter signed by the President. The cover letter identified the Southeastern graduate and indicated that the graduate had provided us with the information so that we could contact the supervisor for the purpose of conducting a survey. Two weeks after the survey was first sent, a postcard reminder was sent and two weeks later a second mailing was sent. A total of 135 surveys were returned completed for a return rate of 49%.

Also included in the mailing was an Internship Site Registration form. Supervisors were asked to complete the form if they would be willing to host a Southeastern student intern. They were also asked to indicate what majors they would be most interested in. A copy of the completed Internship Site Registration Form was distributed to each Department Head of the majors indicated.

## Respondent Characteristics

Over half (62%, n=84) of the respondents indicated that they supervise other Southeastern graduates. A variety of organizational types was represented, with the largest representation being K-12 Education (27%, n=37). Figure 1 shows the types of organization.

**Figure 1**  
**Respondent's Organization Type**



Most of the organizations represented were either small organizations (22%, n=30), less than 50 employees, or large organizations (33%, n=45), 500 or more employees. Twenty percent (20%, n=27) had 50 to 99 employees, 15% (n=20) had 100 to 249 employees, and 8% (n=11) had 250 to 499 employees.

The respondents employed graduates from many Southeastern programs. Table 1 provides the majors of the Southeastern graduates the respondents supervised.

**Table 1**  
**Majors of Southeastern Graduates Supervised**

|                                 |   |  |    |
|---------------------------------|---|--|----|
| BA Communications               | 2 | MEd Counselor Education                  | 6  |
| MA Organizational Communication | 2 | BA Social Work                           | 6  |
| BA English Education            | 1 | BA Elementary Education                  | 11 |
| BA English                      | 3 | BA Special Education                     | 1  |
| MA English                      | 3 | MEd Special Education                    | 4  |
| BA Spanish                      | 1 | MEd Curriculum & Instruction             | 5  |
| BA History                      | 1 | MAT Elementary & Special Education       | 4  |
| MA History                      | 1 | BGS General Studies                      | 2  |
| BA Political Science            | 2 | BA Speech, Language & Hearing Specialist | 2  |
| BA Social Studies Education     | 2 | MS Communication Sciences & Disorders    | 7  |
| MMus Music                      | 1 | BA Kinesiology                           | 2  |
| BA Psychology                   | 4 | BS Nursing                               | 15 |
| MA Psychology                   | 2 | MSN Nursing                              | 3  |
| BA Sociology                    | 2 | BS Biology                               | 3  |
| BA Criminal Justice             | 3 | BS Horticulture                          | 1  |
| BS Accounting                   | 6 | BS Computer Science                      | 1  |
| BA General Business             | 3 | BS Industrial Technology                 | 5  |
| BA Management                   | 6 | BS Math Education                        | 2  |
| MBA                             | 2 | MS Integrated Science & Technology       | 1  |
| BS Family Consumer Science      | 2 |  |    |

## Results

The first section of the survey asked employers to rate 31 skills or characteristics in terms of how important they are to the graduate's job and the level of the graduate's skills in that area. The 31 skills or characteristics were grouped into four general areas: (a) Communication Skills, (b) Technical Skills, (c) Workplace Knowledge and Skills, and (d) Professional Traits and Attitudes. For each of these areas three tables are presented. The first table provides percentages and frequencies for the importance of each skill by college of the alumni. The second table provides percentages and frequencies for the level of each skill by college of the alumni. The third table provides summary statistics for each skill. Please note the college of the alumni reflects the Summer 2005 reorganization.

The summary statistics provided include mean and standard deviation for importance, skill level and a "gap score", which is the mean of the observed difference between importance and level for each skill or characteristic. Those who indicated that a skill was "Not Applicable" to a graduate's job were not included in this analysis. The gap score provides an indication of the graduate's skill level in terms of the importance of that skill to the workplace. The possible range is -4 to +4, with a negative number indicating a higher perceived importance than skill level. A positive number indicates that skill level is higher than importance. For example, if an employer rated a skill as Very Important (5) and rated the graduate's skill level as Poor (1) then the gap score would be -4. If a skill was rated with the same importance and the same skill level then the gap score would be 0. T-tests were conducted to determine whether or not the gap scores were significantly different from zero; significant gap scores are noted in the tables. A graph containing the importance and skill level for items where significant gap scores exist is presented for each area.



## Communication Skills

In general, employers rated communication skills as being important to graduates' current positions. Listening skills were rated the most important (mean=4.91) and public speaking skills were least important (mean=3.97). Graduates were rated as most skilled in reading (mean=4.66) and least skilled in public speaking (mean=4.09). All of the gap scores, with the exception of Public speaking skills, were negative, which indicates that the graduate's skill level is lower than the importance to the job. The largest gap was in interpersonal communication skills. The gap scores for listening skills, written communication skills, and interpersonal communication skills were all significantly different than 0. In general, graduates of the College of Science & Technology had the highest level of communication skills.

**Table 2**  
**Importance of Communication Skills**

|   | <b>1- Not Important</b> | <b>2</b> | <b>3</b> | <b>4</b>   | <b>5 - Very Important</b> |
|---|-------------------------|----------|----------|------------|---------------------------|
| <b>Listening Skills - Total</b>             | 0%                      | 0%       | 0%       | 9.3% (12)  | 90.7% (117)               |
| Arts, Humanities & Social Sciences          | 0%                      | 0%       | 0%       | 15.4% (4)  | 84.6% (22)                |
| Business                                    | 0%                      | 0%       | 0%       | 14.3% (3)  | 85.7% (18)                |
| Education & Human Development               | 0%                      | 0%       | 0%       | 4.8% (2)   | 95.2% (40)                |
| General Studies                             | 0%                      | 0%       | 0%       | 0%         | 100.0% (2)                |
| Nursing & Health Sciences                   | 0%                      | 0%       | 0%       | 7.4% (2)   | 92.6% (25)                |
| Science & Technology                        | 0%                      | 0%       | 0%       | 9.1% (1)   | 90.9% (10)                |
| <b>Written Communication Skills - Total</b> | 0%                      | 0%       | 3.1% (4) | 20.2% (26) | 76.7% (99)                |
| Arts, Humanities & Social Sciences          | 0%                      | 0%       | 7.7% (2) | 11.5% (3)  | 80.8% (21)                |
| Business                                    | 0%                      | 0%       | 0%       | 33.3% (7)  | 66.7% (14)                |
| Education & Human Development               | 0%                      | 0%       | 2.4% (1) | 9.8% (4)   | 87.8% (36)                |
| General Studies                             | 0%                      | 0%       | 0%       | 50.0% (1)  | 50.0% (1)                 |
| Nursing & Health Sciences                   | 0%                      | 0%       | 0%       | 21.4% (6)  | 78.6% (22)                |
| Science & Technology                        | 0%                      | 0%       | 9.1% (1) | 45.5% (5)  | 45.5% (5)                 |

**Table 2**  
**Importance of Communication Skills Cont.**

|   | <b>1- Not Important</b> | <b>2</b>  | <b>3</b>   | <b>4</b>   | <b>5 - Very Important</b> |
|---|-------------------------|-----------|------------|------------|---------------------------|
| <b>Public Speaking Skills - Total</b>             | 1.6% (2)                | 4.8% (6)  | 28.6% (36) | 25.4% (32) | 39.7% (50)                |
| Arts, Humanities & Social Sciences                | 0%                      | 3.8% (1)  | 42.3% (11) | 19.2% (5)  | 34.6% (9)                 |
| Business  | 0%                      | 10.5% (2) | 10.5% (2)  | 42.1% (8)  | 36.8% (7)                 |
| Education & Human Development                     | 2.5% (1)                | 2.5% (1)  | 20.0% (8)  | 22.5% (9)  | 52.5% (21)                |
| General Studies                                   | 0%                      | 0%        | 50.0% (1)  | 50.0% (1)  | 0%                        |
| Nursing & Health Sciences                         | 0%                      | 3.6% (1)  | 42.9% (12) | 25.0% (7)  | 28.6% (8)                 |
| Science & Technology                              | 9.1% (1)                | 9.1% (1)  | 18.2% (2)  | 18.2% (2)  | 45.5% (5)                 |
| <b>Reading Skills - Total</b>                     | 0%                      | 0%        | 3.9% (5)   | 18.6% (24) | 77.5% (100)               |
| Arts, Humanities & Social Sciences                | 0%                      | 0%        | 3.8% (1)   | 23.1% (6)  | 73.1% (19)                |
| Business  | 0%                      | 0%        | 4.8% (1)   | 28.6% (6)  | 66.7% (14)                |
| Education & Human Development                     | 0%                      | 0%        | 4.9% (2)   | 9.8% (4)   | 85.4% (35)                |
| General Studies                                   | 0%                      | 0%        | 50.0% (1)  | 0%         | 50.0% (1)                 |
| Nursing & Health Sciences                         | 0%                      | 0%        | 0%         | 21.4% (6)  | 78.6% (22)                |
| Science & Technology                              | 0%                      | 0%        | 0%         | 18.2% (2)  | 81.8% (9)                 |
| <b>Interpersonal Communication Skills - Total</b> | 0%                      | 0%        | 0%         | 15.5% (20) | 84.5% (109)               |
| Arts, Humanities & Social Sciences                | 0%                      | 0%        | 0%         | 26.9% (7)  | 73.1% (19)                |
| Business  | 0%                      | 0%        | 0%         | 28.6% (6)  | 71.4% (15)                |
| Education & Human Development                     | 0%                      | 0%        | 0%         | 4.9% (2)   | 95.1% (39)                |
| General Studies                                   | 0%                      | 0%        | 0%         | 50.0% (1)  | 50.0% (1)                 |
| Nursing & Health Sciences                         | 0%                      | 0%        | 0%         | 3.6% (1)   | 96.4% (27)                |
| Science & Technology                              | 0%                      | 0%        | 0%         | 27.3% (3)  | 72.7% (8)                 |

**Table 3**  
**Graduates' Level of Communication Skills**

|   | <b>1- Poor</b> | <b>2</b> | <b>3</b>   | <b>4</b>   | <b>5 - Excellent</b> | <b>Not Applicable</b> |
|---|----------------|----------|------------|------------|----------------------|-----------------------|
| <b>Listening Skills - Total</b>             | 0%             | 0%       | 4.6% (10)  | 31.8% (42) | 60.6% (80)           | 0%                    |
| Arts, Humanities & Social Sciences          | 0%             | 0%       | 7.4% (2)   | 44.4% (12) | 48.1% (13)           | 0%                    |
| Business                                    | 0%             | 0%       | 4.5% (1)   | 31.8% (7)  | 63.6% (14)           | 0%                    |
| Education & Human Development               | 0%             | 0%       | 9.5% (4)   | 38.1% (16) | 52.4% (22)           | 0%                    |
| General Studies                             | 0%             | 0%       | 100.0% (2) | 0%         | 0%                   | 0%                    |
| Nursing & Health Sciences                   | 0%             | 0%       | 3.4% (1)   | 13.8% (4)  | 82.8% (24)           | 0%                    |
| Science & Technology                        | 0%             | 0%       | 0%         | 30.0% (3)  | 70.0% (7)            | 0%                    |
| <b>Written Communication Skills - Total</b> | 0%             | 0.8% (1) | 10.1% (13) | 32.6% (42) | 56.6% (73)           | 0%                    |
| Arts, Humanities & Social Sciences          | 0%             | 0%       | 11.1% (3)  | 40.7% (11) | 48.1% (13)           | 0%                    |
| Business                                    | 0%             | 4.8% (1) | 9.5% (2)   | 28.6% (6)  | 57.1% (12)           | 0%                    |
| Education & Human Development               | 0%             | 0%       | 7.3% (3)   | 36.6% (15) | 56.1% (23)           | 0%                    |
| General Studies                             | 0%             | 0%       | 100.0% (2) | 0%         | 0%                   | 0%                    |
| Nursing & Health Sciences                   | 0%             | 0%       | 10.7% (3)  | 25.0% (7)  | 64.3% (18)           | 0%                    |
| Science & Technology                        | 0%             | 0%       | 0%         | 30.0% (3)  | 70.0% (7)            | 0%                    |

**Table 3**  
**Graduates' Level of Communication Skills Cont.**

|                                       | <b>1- Poor</b> | <b>2</b> | <b>3</b>   | <b>4</b>   | <b>5 - Excellent</b> | <b>Not Applicable</b> |
|---------------------------------------|----------------|----------|------------|------------|----------------------|-----------------------|
| <b>Public Speaking Skills - Total</b> | 0%             | 2.5% (3) | 22.3% (27) | 38.0% (48) | 36.4% (44)           | 0.8% (1)              |
| Arts, Humanities & Social Sciences    | 0%             | 0%       | 36.0% (9)  | 40.0% (10) | 24.0% (6)            | 0%                    |
| Business                              | 0%             | 5.9% (1) | 17.6% (3)  | 17.6% (3)  | 58.8% (10)           | 0%                    |
| Education & Human Development         | 0%             | 0%       | 22.0% (9)  | 36.6% (15) | 39.0% (16)           | 2.4% (1)              |
| General Studies                       | 0%             | 0%       | 100.0% (2) | 0%         | 0%                   | 0%                    |
| Nursing & Health Sciences             | 0%             | 7.7% (2) | 15.4% (4)  | 46.2% (12) | 30.8% (8)            | 0%                    |
| Science & Technology                  | 0%             | 0%       | 0%         | 60.0% (6)  | 40.0% (4)            | 0%                    |
| <b>Reading Skills - Total</b>         | 0%             | 0%       | 3.0% (4)   | 28.0% (37) | 68.9% (91)           | 0%                    |
| Arts, Humanities & Social Sciences    | 0%             | 0%       | 7.7% (2)   | 34.6% (9)  | 57.7% (15)           | 0%                    |
| Business                              | 0%             | 0%       | 0%         | 22.7% (5)  | 77.3% (17)           | 0%                    |
| Education & Human Development         | 0%             | 0%       | 2.4% (1)   | 28.6% (12) | 69.0% (29)           | 0%                    |
| General Studies                       | 0%             | 0%       | 50.0% (1)  | 50.0% (1)  | 0%                   | 0%                    |
| Nursing & Health Sciences             | 0%             | 0%       | 0%         | 27.6% (8)  | 72.4% (21)           | 0%                    |
| Science & Technology                  | 0%             | 0%       | 0%         | 18.2% (2)  | 81.8% (9)            | 0%                    |

**Table 3**  
**Graduates' Level of Communication Skills Cont.**

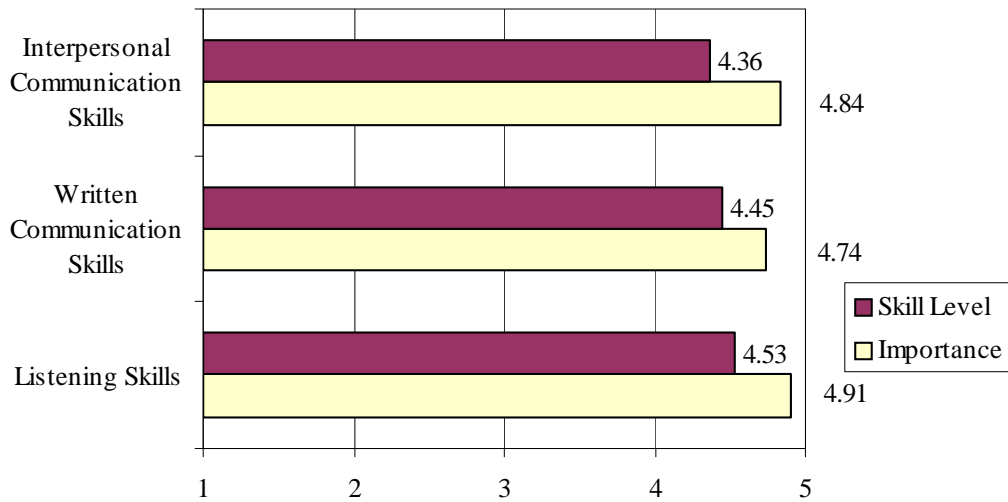
|   | <b>1- Poor</b> | <b>2</b>  | <b>3</b>   | <b>4</b>   | <b>5 - Excellent</b> | <b>Not Applicable</b> |
|---|----------------|-----------|------------|------------|----------------------|-----------------------|
| <b>Interpersonal Communication Skills - Total</b> | 0%             | 2.3% (3)  | 11.6% (15) | 33.3% (43) | 52.7% (68)           | 0%                    |
| Arts, Humanities & Social Sciences                | 0%             | 4.0% (1)  | 0%         | 48.0% (12) | 40.0% (10)           | 0%                    |
| Business  | 0%             | 0%        | 18.6% (8)  | 45.0% (9)  | 55.0% (11)           | 0%                    |
| Education & Human Development                     | 0%             | 2.3% (1)  | 0%         | 32.6% (14) | 46.5% (20)           | 0%                    |
| General Studies                                   | 0%             | 50.0% (1) | 10.7% (3)  | 50.0% (1)  | 0%                   | 0%                    |
| Nursing & Health Sciences                         | 0%             | 0%        | 18.2% (2)  | 21.4% (6)  | 67.9% (19)           | 0%                    |
| Science & Technology                              | 0%             | 0%        | 11.6% (15) | 9.1% (1)   | 72.7% (8)            | 0%                    |

**Table 4**  
**Summary Statistics for Communication Skills**

|                                    | Importance to Graduates' Job |                    | Graduates' Skill Level |                    | Mean of Gap Score |
|------------------------------------|------------------------------|--------------------|------------------------|--------------------|-------------------|
|                                    | Mean                         | Standard Deviation | Mean                   | Standard Deviation |                   |
| Listening Skills                   | 4.91                         | 0.29               | 4.53                   | 0.64               | -.38*             |
| Written Communication Skills       | 4.74                         | 0.51               | 4.45                   | 0.71               | -.30*             |
| Public Speaking Skills             | 3.97                         | 1.01               | 4.09                   | 0.83               | .03               |
| Reading Skills                     | 4.74                         | 0.52               | 4.66                   | 0.54               | -.06              |
| Interpersonal Communication Skills | 4.84                         | 0.36               | 4.36                   | 0.78               | -.46*             |

\* Significantly different from zero at  $p < .001$

**Communication Skills with Significant Gap Scores**



## Technical Skills

In general, employers rated technical skills as being relevant to graduates' current positions. Basic computer skills were rated the most important (mean=4.71) and technical computer skills were least important (mean=3.53). Graduates were rated the most skilled in basic computer skills (mean=4.73) and the least skilled in technical computer skills (mean=4.06). The gap scores for technical computer skills and ability to apply mathematical skills were significantly different. For all technical skills, the students skill level in that area is higher than the importance of that particular skill to their job. In general, graduates of the College of Science & Technology had the highest level of Technical Skills

**Table 5**  
**Importance of Technical Skills**

|   | <b>1- Not Important</b> | <b>2</b>  | <b>3</b>   | <b>4</b>   | <b>5 - Very Important</b> |
|---|-------------------------|-----------|------------|------------|---------------------------|
| <b>Ability to Apply Mathematical Skills - Total</b> | 5.6% (7)                | 7.1% (9)  | 19.0% (24) | 26.2% (33) | 42.1% (53)                |
| Arts, Humanities & Social Sciences                  | 19.2% (5)               | 7.7% (2)  | 26.9% (7)  | 26.9% (7)  | 19.2% (5)                 |
| Business  | 0%                      | 10.5% (2) | 21.1% (4)  | 26.3% (5)  | 42.1% (8)                 |
| Education & Human Development                       | 5.0% (2)                | 10.0% (4) | 20.0% (8)  | 15.0% (6)  | 50.0% (20)                |
| General Studies                                     | 0%                      | 0%        | 50.0% (1)  | 50.0% (1)  | 0%                        |
| Nursing & Health Sciences                           | 0%                      | 3.6% (1)  | 7.1% (2)   | 32.1% (9)  | 57.1% (16)                |
| Science & Technology                                | 0%                      | 0%        | 18.2% (2)  | 45.5% (5)  | 36.4% (4)                 |
| <b>Ability to Apply Scientific Skills - Total</b>   | 11.8% (14)              | 9.2% (11) | 23.5% (28) | 23.5% (28) | 31.9% (38)                |
| Arts, Humanities & Social Sciences                  | 26.1% (6)               | 21.7% (5) | 26.1% (6)  | 21.7% (5)  | 4.3% (1)                  |
| Business  | 11.1% (2)               | 16.7% (3) | 38.9% (7)  | 16.7% (3)  | 16.7% (3)                 |
| Education & Human Development                       | 10.8% (4)               | 8.1% (3)  | 29.7% (11) | 16.2% (6)  | 35.1% (13)                |
| General Studies                                     | 50.0% (1)               | 0%        | 50.0% (1)  | 0%         | 0%                        |
| Nursing & Health Sciences                           | 0%                      | 0%        | 7.1% (2)   | 32.1% (9)  | 60.7% (17)                |
| Science & Technology                                | 9.1% (1)                | 0%        | 9.1% (1)   | 45.5% (5)  | 36.4% (4)                 |

**Table 5**  
**Importance of Technical Skills Cont.**

|  | <b>1- Not Important</b> | <b>2</b>   | <b>3</b>   | <b>4</b>   | <b>5 - Very Important</b> |
|--|-------------------------|------------|------------|------------|---------------------------|
| <b>Computer Application Skills - Total</b> | 2.3% (3)                | 0.8% (1)   | 4.7% (6)   | 32.6% (42) | 59.7% (77)                |
| Arts, Humanities & Social Sciences         | 0%                      | 0%         | 3.8% (1)   | 42.3% (11) | 53.8% (14)                |
| Business                                   | 4.8% (1)                | 0%         | 0%         | 33.3% (7)  | 61.9% (13)                |
| Education & Human Development              | 4.9% (2)                | 0%         | 4.9% (2)   | 17.1% (7)  | 73.2% (30)                |
| General Studies                            | 0%                      | 0%         | 50.0% (1)  | 0%         | 50.0% (1)                 |
| Nursing & Health Sciences                  | 0%                      | 3.6% (1)   | 7.1% (2)   | 50.0% (14) | 39.3% (11)                |
| Science & Technology                       | 0%                      | 0%         | 0%         | 27.3% (3)  | 72.7% (7)                 |
| <b>Basic Computer Skills - Total</b>       | 0%                      | 0%         | 1.6% (2)   | 25.6% (33) | 72.9% (94)                |
| Arts, Humanities & Social Sciences         | 0%                      | 0%         | 3.8% (1)   | 15.4% (4)  | 80.8% (21)                |
| Business                                   | 0%                      | 0%         | 0%         | 19.0% (4)  | 81.0% (17)                |
| Education & Human Development              | 0%                      | 0%         | 0%         | 24.4% (10) | 75.6% (31)                |
| General Studies                            | 0%                      | 0%         | 50.0% (1)  | 0%         | 50.0% (1)                 |
| Nursing & Health Sciences                  | 0%                      | 0%         | 0%         | 46.4% (13) | 53.6% (15)                |
| Science & Technology                       | 0%                      | 0%         | 0%         | 18.2% (2)  | 81.8% (9)                 |
| <b>Technical Computer Skills - Total</b>   | 4.1% (5)                | 10.6% (13) | 35.0% (43) | 29.3% (36) | 21.1% (26)                |
| Arts, Humanities & Social Sciences         | 8.3% (2)                | 12.5% (3)  | 25.0% (6)  | 33.3% (8)  | 20.8% (5)                 |
| Business                                   | 10.0% (2)               | 15.0% (3)  | 35.0% (7)  | 15.0% (3)  | 25.0% (5)                 |
| Education & Human Development              | 2.6% (1)                | 10.3% (4)  | 38.5% (15) | 20.5% (8)  | 28.2% (11)                |
| General Studies                            | 0%                      | 50.0% (1)  | 0%         | 0%         | 50.0% (1)                 |
| Nursing & Health Sciences                  | 0%                      | 7.4% (2)   | 44.4% (12) | 44.4% (12) | 3.7% (1)                  |
| Science & Technology                       | 0%                      | 0%         | 27.3% (3)  | 45.5% (5)  | 27.3% (3)                 |



**Table 6**  
**Graduates' Level of Technical Skills**

|   | <b>1- Poor</b> | <b>2</b> | <b>3</b>   | <b>4</b>   | <b>5 - Excellent</b> | <b>Not Applicable</b> |
|---|----------------|----------|------------|------------|----------------------|-----------------------|
| <b>Ability to Apply Mathematical Skills - Total</b> | 0%             | 1.8% (2) | 12.6% (14) | 33.3% (37) | 51.4% (57)           | 0.9% (1)              |
| Arts, Humanities & Social Sciences                  | 0%             | 0%       | 19.0% (4)  | 57.1% (12) | 19.0% (4)            | 4.8% (1)              |
| Business  | 0%             | 0%       | 5.6% (1)   | 38.9% (7)  | 55.6% (10)           | 0%                    |
| Education & Human Development                       | 0%             | 5.7% (2) | 22.9% (8)  | 22.9% (8)  | 48.6% (17)           | 0%                    |
| General Studies                                     | 0%             | 0%       | 50.0% (1)  | 50.0% (1)  | 0%                   | 0%                    |
| Nursing & Health Sciences                           | 0%             | 0%       | 33.3% (8)  | 33.3% (8)  | 66.7% (16)           | 0%                    |
| Science & Technology                                | 0%             | 0%       | 9.1% (1)   | 9.1% (1)   | 90.9% (10)           | 0%                    |
| <b>Ability to Apply Scientific Skills - Total</b>   | 0%             | 3.1% (3) | 14.6% (14) | 40.6% (39) | 37.5% (36)           | 4.2% (4)              |
| Arts, Humanities & Social Sciences                  | 0%             | 6.7% (1) | 40.0% (6)  | 46.7% (7)  | 0%                   | 6.7% (1)              |
| Business  | 0%             | 0%       | 15.4% (2)  | 61.5% (8)  | 15.4% (2)            | 7.7% (1)              |
| Education & Human Development                       | 0%             | 6.9% (2) | 17.2% (5)  | 34.5% (10) | 37.9% (11)           | 3.4% (1)              |
| General Studies                                     | 0%             | 0%       | 50.0% (1)  | 0%         | 0%                   | 50.0% (1)             |
| Nursing & Health Sciences                           | 0%             | 0%       | 0%         | 42.3% (11) | 57.7% (15)           | 0%                    |
| Science & Technology                                | 0%             | 0%       | 0%         | 27.3% (3)  | 72.7% (8)            | 0%                    |
| <b>Computer Application Skills - Total</b>          | 0%             | 0%       | 8.7% (11)  | 28.6% (36) | 62.7% (79)           | 0%                    |
| Arts, Humanities & Social Sciences                  | 0%             | 0%       | 11.5% (3)  | 50.0% (13) | 38.5% (10)           | 0%                    |
| Business  | 0%             | 0%       | 5.0% (1)   | 35.0% (7)  | 60.0% (12)           | 0%                    |
| Education & Human Development                       | 0%             | 0%       | 10.0% (4)  | 22.5% (9)  | 37.5% (27)           | 0%                    |
| General Studies                                     | 0%             | 0%       | 100.0% (2) | 0%         | 0%                   | 0%                    |
| Nursing & Health Sciences                           | 0%             | 0%       | 3.6% (1)   | 25.0% (7)  | 71.4% (20)           | 0%                    |
| Science & Technology                                | 0%             | 0%       | 0%         | 0%         | 100.0% (10)          | 0%                    |

**Table 6  
Graduates' Level of Technical Skills Cont.**

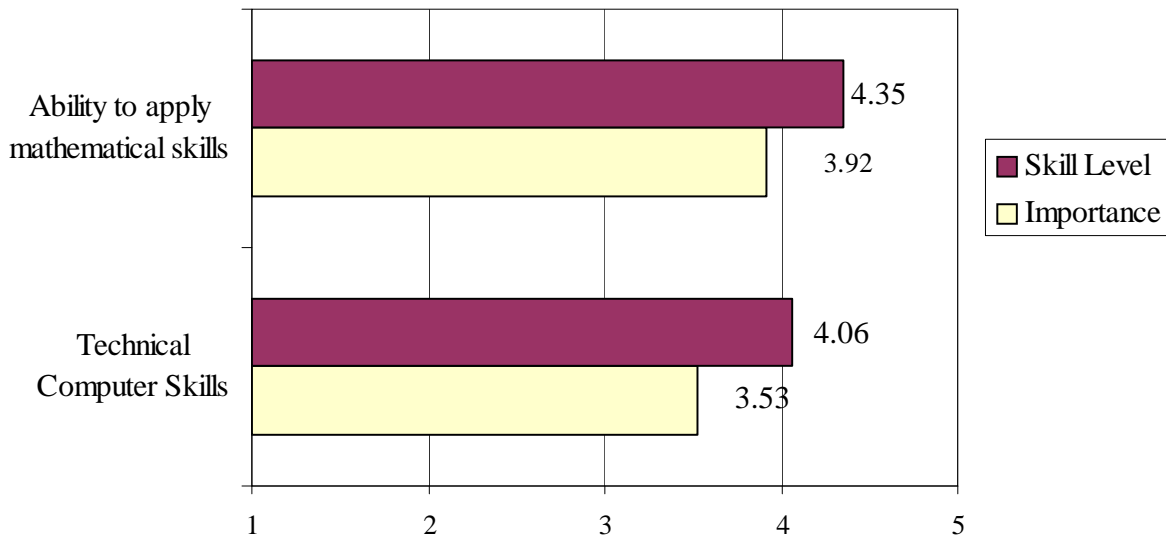
|  | <b>1- Poor</b> | <b>2</b> | <b>3</b>   | <b>4</b>   | <b>5 - Excellent</b> | <b>Not Applicable</b> |
|--|----------------|----------|------------|------------|----------------------|-----------------------|
| <b>Basic Computer Skills - Total</b>     | 0%             | 0%       | 4.7% (6)   | 18.0% (23) | 77.3% (99)           | 0%                    |
| Arts, Humanities & Social Sciences       | 0%             | 0%       | 4.0% (1)   | 28.0% (7)  | 68.0% (17)           | 0%                    |
| Business                                 | 0%             | 0%       | 4.8% (1)   | 19.0% (4)  | 76.2% (16)           | 0%                    |
| Education & Human Development            | 0%             | 0%       | 4.7% (2)   | 14.0% (6)  | 81.4% (35)           | 0%                    |
| General Studies                          | 0%             | 0%       | 50.0% (1)  | 50.0% (1)  | 0%                   | 0%                    |
| Nursing & Health Sciences                | 0%             | 0%       | 3.8% (1)   | 15.4% (4)  | 80.8% (21)           | 0%                    |
| Science & Technology                     | 0%             | 0%       | 0%         | 9.1% (1)   | 90.9% (10)           | 0%                    |
| <b>Technical Computer Skills - Total</b> | 0%             | 3.6% (4) | 19.8% (22) | 42.3% (47) | 33.3% (37)           | 0.9% (1)              |
| Arts, Humanities & Social Sciences       | 0%             | 0%       | 37.5% (9)  | 41.7% (10) | 20.8% (5)            | 0%                    |
| Business                                 | 0%             | 5.6% (1) | 16.7% (3)  | 50.0% (9)  | 27.8% (5)            | 0%                    |
| Education & Human Development            | 0%             | 5.9% (2) | 14.7% (5)  | 35.3% (12) | 41.2% (14)           | 2.9% (1)              |
| General Studies                          | 0%             | 0%       | 50.0% (1)  | 50.0% (1)  | 0%                   | 0%                    |
| Nursing & Health Sciences                | 0%             | 4.2% (1) | 16.7% (4)  | 41.7% (10) | 37.5% (9)            | 0%                    |
| Science & Technology                     | 0%             | 0%       | 0%         | 55.6% (5)  | 44.4% (4)            | 0%                    |

**Table 7**  
**Summary Statistics for Technical Skills**

|                                      | Importance to Graduates' Job |                    | Graduates' Skill Level |                    | Mean of Gap Score |
|--------------------------------------|------------------------------|--------------------|------------------------|--------------------|-------------------|
|                                      | Mean                         | Standard Deviation | Mean                   | Standard Deviation |                   |
| Ability to Apply Mathematical Skills | 3.92                         | 1.18               | 4.35                   | 0.77               | 0.28*             |
| Ability to Apply Scientific Skills   | 3.55                         | 1.34               | 4.17                   | 0.81               | 0.20              |
| Computer Application Skills          | 4.47                         | 0.82               | 4.54                   | 0.65               | 0.05              |
| Basic Computer Skills                | 4.71                         | 0.49               | 4.73                   | 0.54               | 0.03              |
| Technical Computer Skills            | 3.53                         | 1.07               | 4.06                   | 0.83               | 0.40*             |

\* Significantly different from zero at  $p < .05$

**Technical Skills with Significant Gap Scores**



## Workplace Knowledge and Skills

In general, employers rated workplace knowledge and skills as being important to graduates' current positions. Organizational skills were rated the most important (mean=4.76) and management skills were least important (mean=4.10). Graduates were rated as most skilled in organizational skills (mean=4.45) and least skilled in leadership skills (mean=3.97). All of the gap scores were negative, which indicates that the graduate's skill level is lower than the importance to the job. The largest gap was in ability to solve problems. The gap scores for critical thinking skills, organizational skills, ability to identify problems, ability to solve problems, ability to think creatively, ability to integrate knowledge and information from different areas, leadership skills, and management skills, were all significantly different than 0. In general, graduates of the College of Science & Technology had the highest level of workplace knowledge and skills.

**Table 8**  
**Importance of Workplace Knowledge and Skills**

|   | <b>1- Not Important</b> | <b>2</b> | <b>3</b>  | <b>4</b>   | <b>5 - Very Important</b> |
|---|-------------------------|----------|-----------|------------|---------------------------|
| <b>Critical Thinking Skills - Total</b> | 0.8% (1)                | 0.8% (1) | 7.0% (9)  | 14.1% (18) | 77.3% (99)                |
| Arts, Humanities & Social Sciences      | 0%                      | 4.0% (1) | 12.0% (3) | 8.0% (2)   | 76.0% (19)                |
| Business                                | 4.8% (1)                | 0%       | 4.8% (1)  | 28.6% (6)  | 61.9% (13)                |
| Education & Human Development           | 0%                      | 0%       | 7.3% (3)  | 7.3% (3)   | 85.4% (35)                |
| General Studies                         | 0%                      | 0%       | 50.0% (1) | 0%         | 50.0% (1)                 |
| Nursing & Health Sciences               | 0%                      | 0%       | 0%        | 7.1% (2)   | 92.9% (26)                |
| Science & Technology                    | 0%                      | 0%       | 9.1% (1)  | 45.5% (5)  | 45.5% (5)                 |
| <b>Organizational Skills - Total</b>    | 0%                      | 0%       | 2.4% (3)  | 19.7% (25) | 78.0% (99)                |
| Arts, Humanities & Social Sciences      | 0%                      | 0%       | 7.7% (2)  | 23.1% (6)  | 69.2% (18)                |
| Business                                | 0%                      | 0%       | 0%        | 38.1% (8)  | 61.9% (13)                |
| Education & Human Development           | 0%                      | 0%       | 0%        | 7.3% (3)   | 92.7% (38)                |
| General Studies                         | 0%                      | 0%       | 0%        | 100.0% (2) | 0%                        |
| Nursing & Health Sciences               | 0%                      | 0%       | 3.8% (1)  | 15.4% (4)  | 80.8% (21)                |
| Science & Technology                    | 0%                      | 0%       | 0%        | 18.2% (2)  | 81.8% (9)                 |

| <b>Table 8</b>  |                         |          |            |            |                           |
|---|-------------------------|----------|------------|------------|---------------------------|
| <b>Importance of Workplace Knowledge and Skills Cont.</b> |                         |          |            |            |                           |
|   | <b>1- Not Important</b> | <b>2</b> | <b>3</b>   | <b>4</b>   | <b>5 - Very Important</b> |
| <b>Ability to Plan Projects - Total</b>                   | 2.4% (3)                | 0%       | 13.7% (17) | 33.9% (42) | 63.6% (7)                 |
| Arts, Humanities & Social Sciences                        | 3.8% (1)                | 5.3% (1) | 11.5% (3)  | 42.3% (11) | 42.3% (11)                |
| Business  | 0%                      | 0%       | 15.8% (3)  | 21.1% (4)  | 57.9% (11)                |
| Education & Human Development                             | 2.4% (1)                | 0%       | 7.3% (3)   | 29.3% (12) | 61.0% (25)                |
| General Studies   | 50.0% (1)               | 0%       | 0%         | 50.0% (1)  | 0%                        |
| Nursing & Health Sciences                                 | 0%                      | 0%       | 24.0% (6)  | 48.0% (12) | 28.0% (7)                 |
| Science & Technology                                      | 0%                      | 0%       | 18.2% (2)  | 18.2% (2)  | 63.6% (7)                 |
| <b>Ability to Identify Problems - Total</b>               | 0%                      | 0%       | 6.3% (8)   | 20.6% (26) | 73.0% (92)                |
| Arts, Humanities & Social Sciences                        | 0%                      | 0%       | 11.5% (3)  | 26.9% (7)  | 61.5% (16)                |
| Business  | 0%                      | 0%       | 4.8% (1)   | 42.9% (9)  | 52.4% (11)                |
| Education & Human Development                             | 0%                      | 0%       | 2.4% (1)   | 14.6% (6)  | 82.9% (34)                |
| General Studies   | 0%                      | 0%       | 50.0% (1)  | 50.0% (1)  | 0%                        |
| Nursing & Health Sciences                                 | 0%                      | 0%       | 3.8% (1)   | 11.5% (3)  | 84.6% (22)                |
| Science & Technology                                      | 0%                      | 0%       | 10.0% (1)  | 0%         | 90.0% (9)                 |
| <b>Ability to Solve Problems - Total</b>                  | 0%                      | 0%       | 3.9% (5)   | 17.2% (22) | 78.9% (101)               |
| Arts, Humanities & Social Sciences                        | 0%                      | 0%       | 11.5% (3)  | 23.1% (6)  | 65.4% (17)                |
| Business  | 0%                      | 0%       | 0%         | 38.1% (8)  | 61.9% (13)                |
| Education & Human Development                             | 0%                      | 0%       | 2.4% (1)   | 9.8% (4)   | 87.8% (36)                |
| General Studies   | 0%                      | 0%       | 50.0% (1)  | 0%         | 50.0% (1)                 |
| Nursing & Health Sciences                                 | 0%                      | 0%       | 0%         | 7.4% (2)   | 92.6% (25)                |
| Science & Technology                                      | 0%                      | 0%       | 0%         | 18.2% (2)  | 81.8% (9)                 |
| <b>Ability to Think Creatively - Total</b>                | 0%                      | 0%       | 12.7% (16) | 28.6% (36) | 58.7% (74)                |
| Arts, Humanities & Social Sciences                        | 0%                      | 0%       | 20.0% (5)  | 20.0% (5)  | 60.0% (15)                |
| Business  | 0%                      | 0%       | 23.8% (5)  | 38.1% (8)  | 38.1% (8)                 |
| Education & Human Development                             | 0%                      | 0%       | 4.9% (2)   | 14.6% (6)  | 80.5% (33)                |
| General Studies   | 0%                      | 0%       | 50.0% (1)  | 0%         | 50.0% (1)                 |
| Nursing & Health Sciences                                 | 0%                      | 0%       | 11.1% (3)  | 44.4% (12) | 44.4% (12)                |
| Science & Technology                                      | 0%                      | 0%       | 0%         | 50.0% (5)  | 50.0% (5)                 |
| <b>Table 8</b>  |                         |          |            |            |                           |
| <b>Importance of Workplace Knowledge and Skills Cont.</b> |                         |          |            |            |                           |

|  | <b>1- Not Important</b> | <b>2</b>  | <b>3</b>   | <b>4</b>   | <b>5 - Very Important</b> |
|--|-------------------------|-----------|------------|------------|---------------------------|
| <b>Ability to Integrate Knowledge and Information from Different Areas - Total</b> | 0%                      | 0%        | 8.7% (2)   | 52.2% (12) | 39.1% (9)                 |
| Arts, Humanities & Social Sciences   | 0%                      | 0%        | 8.7% (2)   | 52.2% (12) | 39.1% (9)                 |
| Business   | 0%                      | 0%        | 0%         | 33.3% (7)  | 66.7% (14)                |
| Education & Human Development  | 0%                      | 0%        | 2.6% (1)   | 12.8% (5)  | 84.6% (33)                |
| General Studies  | 0%                      | 0%        | 50.0% (1)  | 50.0% (1)  | 0%                        |
| Nursing & Health Sciences  | 0%                      | 0%        | 0%         | 23.1% (6)  | 76.9% (20)                |
| Science & Technology   | 0%                      | 0%        | 0%         | 54.5% (6)  | 45.5% (5)                 |
| <b>Leadership Skills - Total</b>   | 0.8% (1)                | 3.3% (4)  | 9.8% (12)  | 39.8% (49) | 42.3% (11)                |
| Arts, Humanities & Social Sciences   | 0%                      | 3.8% (1)  | 15.4% (4)  | 38.5% (10) | 42.3% (11)                |
| Business   | 0%                      | 5.6% (1)  | 5.6% (1)   | 44.4% (8)  | 44.4% (8)                 |
| Education & Human Development  | 2.4% (1)                | 0%        | 4.9% (2)   | 36.6% (15) | 56.1% (23)                |
| General Studies  | 0%                      | 50.0% (1) | 0%         | 0%         | 50.0% (1)                 |
| Nursing & Health Sciences  | 0%                      | 4.0% (1)  | 16.0% (4)  | 44.0% (11) | 36.0% (9)                 |
| Science & Technology   | 0%                      | 0%        | 9.1% (1)   | 45.5% (5)  | 45.5% (5)                 |
| <b>Management Skills - Total</b>   | 3.3% (4)                | 3.3% (4)  | 15.4% (19) | 36.6% (45) | 45.8% (11)                |
| Arts, Humanities & Social Sciences   | 12.5% (3)               | 4.2% (1)  | 8.3% (2)   | 29.2% (7)  | 45.8% (11)                |
| Business   | 0%                      | 5.3% (1)  | 10.5% (2)  | 42.1% (8)  | 42.1% (8)                 |
| Education & Human Development  | 2.4% (1)                | 0%        | 7.3% (3)   | 36.6% (15) | 53.7% (22)                |
| General Studies  | 0%                      | 50.0% (1) | 0%         | 50.0% (1)  | 0%                        |
| Nursing & Health Sciences  | 0%                      | 3.8% (1)  | 34.6% (9)  | 30.8% (8)  | 30.8% (8)                 |
| Science & Technology   | 0%                      | 0%        | 27.3% (3)  | 54.5% (6)  | 18.2% (2)                 |

**Table 9**  
**Graduates' Level of Workplace Knowledge and Skills**

|   | <b>1- Poor</b> | <b>2</b>  | <b>3</b>   | <b>4</b>   | <b>5 - Excellent</b> | <b>Not Applicable</b> |
|---|----------------|-----------|------------|------------|----------------------|-----------------------|
| <b>Critical Thinking Skills - Total</b> | 0%             | 0.8% (1)  | 11.0% (14) | 38.6% (49) | 49.6% (63)           | 0%                    |
| Arts, Humanities & Social Sciences      | 0%             | 0%        | 16.7% (4)  | 50.0% (12) | 33.3% (8)            | 0%                    |
| Business                                | 0%             | 2.3% (1)  | 5.0% (1)   | 55.0% (11) | 40.0% (8)            | 0%                    |
| Education & Human Development           | 0%             | 0%        | 16.3% (7)  | 37.2% (16) | 44.2% (19)           | 0%                    |
| General Studies                         | 0%             | 0%        | 100.0% (2) | 0%         | 0%                   | 0%                    |
| Nursing & Health Sciences               | 0%             | 0%        | 0%         | 29.6% (8)  | 70.4% (19)           | 0%                    |
| Science & Technology                    | 0%             | 0%        | 0%         | 18.2% (2)  | 81.8% (9)            | 0%                    |
| <b>Organizational Skills - Total</b>    | 0%             | 0%        | 10.2% (13) | 34.3% (44) | 55.5% (71)           | 0%                    |
| Arts, Humanities & Social Sciences      | 0%             | 0%        | 11.5% (3)  | 50.0% (13) | 38.5% (10)           | 0%                    |
| Business                                | 0%             | 0%        | 0%         | 42.9% (9)  | 57.1% (12)           | 0%                    |
| Education & Human Development           | 0%             | 0%        | 16.7% (7)  | 31.0% (13) | 52.4% (22)           | 0%                    |
| General Studies                         | 0%             | 0%        | 100.0% (2) | 0%         | 0%                   | 0%                    |
| Nursing & Health Sciences               | 0%             | 0%        | 3.7% (1)   | 14.8% (4)  | 81.5% (22)           | 0%                    |
| Science & Technology                    | 0%             | 0%        | 0%         | 50.0% (5)  | 50.0% (5)            | 0%                    |
| <b>Ability to Plan Projects - Total</b> | 0%             | 1.7% (2)  | 10.2% (12) | 34.7% (41) | 50.8% (60)           | 2.5% (3)              |
| Arts, Humanities & Social Sciences      | 0%             | 0%        | 8.3% (2)   | 37.5% (9)  | 50.0% (12)           | 4.2% (1)              |
| Business                                | 0%             | 0%        | 5.6% (1)   | 27.8% (5)  | 66.7% (12)           | 0%                    |
| Education & Human Development           | 0%             | 2.4% (1)  | 11.9% (5)  | 40.5% (17) | 45.2% (19)           | 0%                    |
| General Studies                         | 0%             | 50.0% (1) | 0%         | 0%         | 0%                   | 50.0% (1)             |
| Nursing & Health Sciences               | 0%             | 0%        | 13.6% (3)  | 31.8% (7)  | 50.0% (11)           | 4.5% (1)              |
| Science & Technology                    | 0%             | 0%        | 10.0% (1)  | 30.0% (3)  | 60.0% (6)            | 0%                    |

**Table 9**  
**Graduates' Level of Workplace Knowledge and Skills Cont.**

|   | <b>1- Poor</b> | <b>2</b>  | <b>3</b>   | <b>4</b>   | <b>5 - Excellent</b> | <b>Not Applicable</b> |
|---|----------------|-----------|------------|------------|----------------------|-----------------------|
| <b>Ability to Identify Problems - Total</b> | 0%             | 1.6% (2)  | 12.6% (16) | 33.9% (43) | 52.0% (66)           | 0%                    |
| Arts, Humanities & Social Sciences          | 0%             | 0%        | 20.0% (5)  | 44.0% (11) | 36.0% (9)            | 0%                    |
| Business                                    | 0%             | 0%        | 0%         | 35.0% (7)  | 65.0% (13)           | 0%                    |
| Education & Human Development               | 0%             | 2.4% (1)  | 21.4% (9)  | 31.0% (13) | 45.2% (19)           | 0%                    |
| General Studies                             | 0%             | 50.0% (1) | 50.0% (1)  | 0%         | 0%                   | 0%                    |
| Nursing & Health Sciences                   | 0%             | 0%        | 3.7% (1)   | 33.3% (9)  | 63.0% (17)           | 0%                    |
| Science & Technology                        | 0%             | 0%        | 0%         | 27.3% (3)  | 72.7% (8)            | 0%                    |
| <b>Ability to Solve Problems - Total</b>    | 0%             | 2.4% (3)  | 11.8% (15) | 40.2% (51) | 45.7% (58)           | 0%                    |
| Arts, Humanities & Social Sciences          | 0%             | 3.8% (1)  | 23.1% (6)  | 46.2% (12) | 26.9% (7)            | 0%                    |
| Business                                    | 0%             | 0%        | 5.0% (1)   | 35.0% (7)  | 60.0% (12)           | 0%                    |
| Education & Human Development               | 0%             | 4.7% (2)  | 11.6% (5)  | 41.9% (18) | 41.9% (18)           | 0%                    |
| General Studies                             | 0%             | 0%        | 50.0% (1)  | 50.0% (1)  | 0%                   | 0%                    |
| Nursing & Health Sciences                   | 0%             | 0%        | 7.7% (2)   | 34.6% (9)  | 57.7% (15)           | 0%                    |
| Science & Technology                        | 0%             | 0%        | 0%         | 40.0% (4)  | 60.0% (6)            | 0%                    |
| <b>Ability to Think Creatively - Total</b>  | 0%             | 2.4% (3)  | 12.1% (15) | 36.3% (45) | 49.2% (61)           | 0%                    |
| Arts, Humanities & Social Sciences          | 0%             | 0%        | 20.05% (5) | 32.0% (8)  | 48.0% (12)           | 0%                    |
| Business                                    | 0%             | 0%        | 5.0% (1)   | 40.0% (8)  | 55.0% (11)           | 0%                    |
| Education & Human Development               | 0%             | 4.8% (2)  | 9.5% (4)   | 33.3% (14) | 52.4% (22)           | 0%                    |
| General Studies                             | 0%             | 50.0% (1) | 0%         | 50.0% (1)  | 0%                   | 0%                    |
| Nursing & Health Sciences                   | 0%             | 0%        | 16.0% (4)  | 44.0% (11) | 40.0% (10)           | 0%                    |
| Science & Technology                        | 0%             | 0%        | 10.0% (1)  | 30.0% (3)  | 60.0% (6)            | 0%                    |



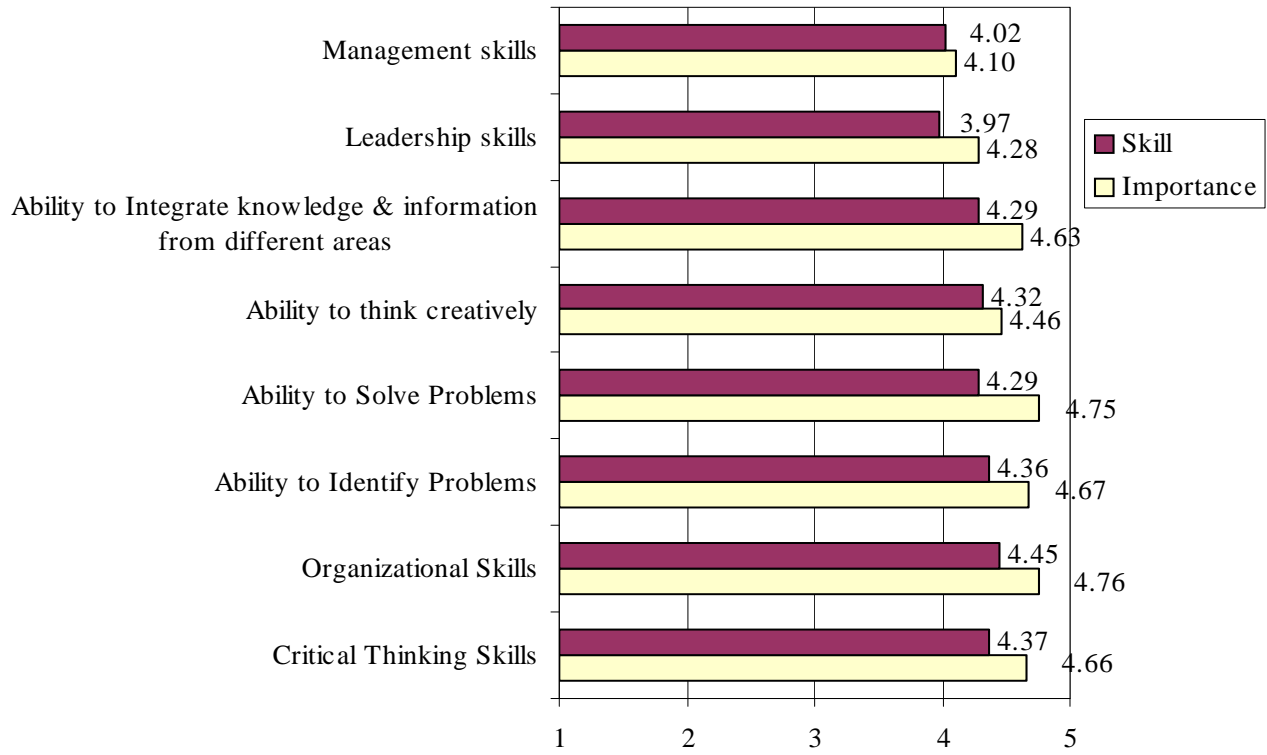
| <b>Table 9</b>   |                |           |            |            |                      |                       |
|--|----------------|-----------|------------|------------|----------------------|-----------------------|
| <b>Graduates' Level of Workplace Knowledge and Skills Cont.</b>                    |                |           |            |            |                      |                       |
|  | <b>1- Poor</b> | <b>2</b>  | <b>3</b>   | <b>4</b>   | <b>5 - Excellent</b> | <b>Not Applicable</b> |
| <b>Ability to Integrate Knowledge and Information from Different Areas - Total</b> | 0%             | 0.8% (1)  | 19.7% (24) | 28.7% (35) | 50.0% (61)           | 0.8% (1)              |
| Arts, Humanities & Social Sciences   | 0%             | 0%        | 34.8% (8)  | 43.5% (10) | 21.7% (5)            | 0%                    |
| Business   | 0%             | 0%        | 10.0% (2)  | 30.0% (6)  | 60.0% (12)           | 0%                    |
| Education & Human Development  | 0%             | 2.4% (1)  | 24.4% (10) | 19.5% (8)  | 51.2% (21)           | 2.4% (1)              |
| General Studies  | 0%             | 0%        | 50.0% (1)  | 50.0% (1)  | 0%                   | 0%                    |
| Nursing & Health Sciences  | 0%             | 0%        | 7.4% (2)   | 25.9% (7)  | 66.7% (18)           | 0%                    |
| Science & Technology   | 0%             | 0%        | 11.1% (1)  | 33.3% (3)  | 55.6% (5)            | 0%                    |
| <b>Leadership Skills - Total</b>   | 1.6% (2)       | 4.1% (5)  | 23.6% (29) | 36.6% (45) | 33.3% (41)           | 0.8% (1)              |
| Arts, Humanities & Social Sciences   | 0%             | 12.0% (3) | 36.0% (9)  | 44.0% (11) | 8.0% (2)             | 0%                    |
| Business   | 5.3% (1)       | 0%        | 5.3% (1)   | 36.8% (7)  | 52.6% (10)           | 0%                    |
| Education & Human Development  | 0%             | 4.9% (2)  | 24.4% (10) | 39.0% (16) | 31.7% (13)           | 0%                    |
| General Studies  | 50.0% (1)      | 0%        | 0%         | 50.0% (1)  | 0%                   | 0%                    |
| Nursing & Health Sciences  | 0%             | 0%        | 23.1% (6)  | 26.9% (7)  | 46.2% (12)           | 3.8% (1)              |
| Science & Technology   | 0%             | 0%        | 30.0% (3)  | 30.0% (3)  | 40.0% (4)            | 0%                    |
| <b>Management Skills-Total</b>   | 0.9% (1)       | 5.2% (6)  | 19.1% (22) | 39.1% (45) | 33.9% (39)           | 1.7% (2)              |
| Arts, Humanities & Social Sciences   | 0%             | 8.7% (2)  | 13.0% (3)  | 56.5% (13) | 17.4% (4)            | 4.3% (1)              |
| Business   | 0%             | 0%        | 6.7% (1)   | 33.3% (5)  | 60.0% (9)            | 0%                    |
| Education & Human Development  | 0%             | 7.3% (3)  | 19.5% (8)  | 39.0% (16) | 34.1% (14)           | 0%                    |
| General Studies  | 50.0% (1)      | 0%        | 50.0% (1)  | 0%         | 0%                   | 0%                    |
| Nursing & Health Sciences  | 0%             | 4.2% (1)  | 20.8% (5)  | 33.3% (8)  | 37.5% (9)            | 4.2% (1)              |
| Science & Technology   | 0%             | 0%        | 40.0% (4)  | 30.0% (3)  | 30.0% (3)            | 0%                    |

**Table 10**  
**Summary Statistics for Workplace Knowledge and Skills**

|   | Importance to Graduates' Job |                    | Graduates' Skill Level |                    | Mean of Gap Score |
|---|------------------------------|--------------------|------------------------|--------------------|-------------------|
|   | Mean                         | Standard Deviation | Mean                   | Standard Deviation |                   |
| Critical Thinking Skills  | 4.66                         | 0.71               | 4.37                   | 0.71               | -.31*             |
| Organizational Skills   | 4.76                         | 0.48               | 4.45                   | 0.67               | -.30*             |
| Ability to Plan Projects  | 4.27                         | 0.90               | 4.38                   | 0.74               | -.03              |
| Ability to Identify Problems  | 3.67                         | 0.59               | 4.36                   | 0.76               | -.31*             |
| Ability to Solve Problems   | 4.75                         | 0.52               | 4.29                   | 0.77               | -.46*             |
| Ability to Think Creatively   | 4.46                         | 0.71               | 4.32                   | 0.78               | -.18*             |
| Ability to Integrate Knowledge and Information from Different Areas | 4.63                         | 0.55               | 4.29                   | 0.81               | -.37*             |
| Leadership Skills   | 4.28                         | 0.83               | 3.97                   | 0.94               | -.37*             |
| Management Skills   | 4.10                         | 1.00               | 4.02                   | 0.92               | -.27*             |

\* Significantly different from zero at  $p < .001$

### Workplace Knowledge and Skills with Significant Gap Scores



## Professional Traits and Attitudes

In general, employers rated professional traits and attitudes as being important to graduates' current positions. Dependability was rated the most important (mean=4.96) while ability to learn independently and ability to work under pressure were least important (mean=4.65). Graduates were rated the highest in working in an ethical manner (mean=4.66) and lowest in ability to work under pressure (mean=4.33). All of the gap scores were negative, which indicates that the graduate's skill level is lower than the importance to the job. The largest gap was in professionalism. The gap scores for all the professional traits and attitudes were significantly different than 0. In general, graduates of the College of Business had the highest level of workplace knowledge and skills.

**Table 11**  
**Importance of Professional Traits and Attitudes**

|   | <b>1- Not Important</b> | <b>2</b> | <b>3</b> | <b>4</b>  | <b>5 - Very Important</b> |
|---|-------------------------|----------|----------|-----------|---------------------------|
| <b>Professionalism - Total</b>              | 0%                      | 0%       | 0%       | 9.4% (12) | 90.6% (116)               |
| Arts, Humanities & Social Sciences          | 0%                      | 0%       | 0%       | 7.7% (2)  | 92.3% (24)                |
| Business                                    | 0%                      | 0%       | 0%       | 19.0% (4) | 81.0% (17)                |
| Education & Human Development               | 0%                      | 0%       | 0%       | 2.4% (1)  | 97.6% (40)                |
| General Studies                             | 0%                      | 0%       | 0%       | 50.0% (1) | 50.0% (1)                 |
| Nursing & Health Sciences                   | 0%                      | 0%       | 0%       | 3.7% (1)  | 96.3% (26)                |
| Science & Technology                        | 0%                      | 0%       | 0%       | 27.3% (3) | 72.7% (8)                 |
| <b>Working in an Ethical Manner - Total</b> | 0%                      | 0%       | 0%       | 5.5% (7)  | 94.5% (120)               |
| Arts, Humanities & Social Sciences          | 0%                      | 0%       | 0%       | 4.0% (1)  | 96.0% (24)                |
| Business                                    | 0%                      | 0%       | 0%       | 19.0% (4) | 81.0% (17)                |
| Education & Human Development               | 0%                      | 0%       | 0%       | 2.4% (1)  | 97.6% (40)                |
| General Studies                             | 0%                      | 0%       | 0%       | 0%        | 100.0% (2)                |
| Nursing & Health Sciences                   | 0%                      | 0%       | 0%       | 0%        | 100.0% (27)               |
| Science & Technology                        | 0%                      | 0%       | 0%       | 9.1% (1)  | 90.9% (10)                |

**Table 11**  
**Importance of Professional Traits and Attitudes Cont.**

|   | <b>1- Not Important</b> | <b>2</b> | <b>3</b> | <b>4</b>   | <b>5 - Very Important</b> |
|---|-------------------------|----------|----------|------------|---------------------------|
| <b>Work Attitude - Total</b>                              | 0%                      | 0%       | 0.8% (1) | 3.9% (5)   | 95.3% (121)               |
| Arts, Humanities & Social Sciences                        | 0%                      | 0%       | 3.8% (1) | 0%         | 96.2% (5)                 |
| Business  | 0%                      | 0%       | 0%       | 4.8% (1)   | 95.2% (20)                |
| Education & Human Development                             | 0%                      | 0%       | 0%       | 5.0% (2)   | 95.0% (38)                |
| General Studies   | 0%                      | 0%       | 0%       | 0%         | 100.0% (2)                |
| Nursing & Health Sciences                                 | 0%                      | 0%       | 0%       | 3.7% (1)   | 96.3% (26)                |
| Science & Technology                                      | 0%                      | 0%       | 0%       | 9.1% (1)   | 90.9% (10)                |
| <b>Dependability - Total</b>                              | 0%                      | 0%       | 0%       | 3.9% (5)   | 96.1% (122)               |
| Arts, Humanities & Social Sciences                        | 0%                      | 0%       | 0%       | 3.8% (1)   | 96.2% (25)                |
| Business  | 0%                      | 0%       | 0%       | 9.5% (2)   | 90.5% (19)                |
| Education & Human Development                             | 0%                      | 0%       | 0%       | 0%         | 100.0% (41)               |
| General Studies   | 0%                      | 0%       | 0%       | 0%         | 100.0% (2)                |
| Nursing & Health Sciences                                 | 0%                      | 0%       | 0%       | 0%         | 100.0% (26)               |
| Science & Technology                                      | 0%                      | 0%       | 0%       | 18.2% (2)  | 81.8% (9)                 |
| <b>Punctuality - Total</b>                                | 0%                      | 0%       | 2.3% (3) | 12.5% (16) | 85.2% (109)               |
| Arts, Humanities & Social Sciences                        | 0%                      | 0%       | 0%       | 15.4% (4)  | 84.6% (22)                |
| Business  | 0%                      | 0%       | 4.8% (1) | 23.8% (5)  | 71.4% (15)                |
| Education & Human Development                             | 0%                      | 0%       | 2.4% (1) | 9.8% (4)   | 87.8% (36)                |
| General Studies   | 0%                      | 0%       | 0%       | 0%         | 100.0% (2)                |
| Nursing & Health Sciences                                 | 0%                      | 0%       | 0%       | 7.4% (2)   | 92.6% (25)                |
| Science & Technology                                      | 0%                      | 0%       | 9.1% (1) | 9.1% (1)   | 81.8% (9)                 |
| <b>Willingness to Accept New Responsibilities - Total</b> | 0%                      | 0%       | 0.8% (1) | 29.0% (36) | 70.2% (87)                |
| Arts, Humanities & Social Sciences                        | 0%                      | 0%       | 0%       | 28.0% (7)  | 72.0% (18)                |
| Business  | 0%                      | 0%       | 0%       | 33.3% (7)  | 66.7% (14)                |
| Education & Human Development                             | 0%                      | 0%       | 0%       | 17.5% (7)  | 82.5% (33)                |
| General Studies   | 0%                      | 0%       | 0%       | 100.0% (2) | 0%                        |
| Nursing & Health Sciences                                 | 0%                      | 0%       | 3.8% (1) | 34.6% (9)  | 61.5% (16)                |
| Science & Technology                                      | 0%                      | 0%       | 0%       | 40.0% (4)  | 60.0% (6)                 |

**Table 11**  
**Importance of Professional Traits and Attitudes Cont.**

|  | <b>1- Not Important</b> | <b>2</b> | <b>3</b>  | <b>4</b>   | <b>5 - Very Important</b> |
|--|-------------------------|----------|-----------|------------|---------------------------|
| <b>Decision-making Ability - Total</b>   | 0%                      | 0%       | 3.1% (4)  | 22.7% (29) | 74.2% (95)                |
| Arts, Humanities & Social Sciences   | 0%                      | 0%       | 3.8% (1)  | 23.1% (6)  | 73.1% (19)                |
| Business   | 0%                      | 0%       | 4.8% (1)  | 28.6% (6)  | 66.7% (14)                |
| Education & Human Development  | 0%                      | 0%       | 2.4% (1)  | 9.8% (4)   | 87.8% (36)                |
| General Studies  | 0%                      | 0%       | 0%        | 100.0% (2) | 0%                        |
| Nursing & Health Sciences  | 0%                      | 0%       | 0%        | 25.9% (7)  | 74.1% (2)                 |
| Science & Technology   | 0%                      | 0%       | 9.1% (1)  | 36.4% (4)  | 54.5% (6)                 |
| <b>Ability to Work with Persons from Diverse Ethnic and Cultural Backgrounds - Total</b> | 0%                      | 0%       | 4.8% (6)  | 24.0% (30) | 71.2% (89)                |
| Arts, Humanities & Social Sciences   | 0%                      | 0%       | 8.0% (2)  | 28.0% (7)  | 64.0% (16)                |
| Business   | 0%                      | 0%       | 14.3% (3) | 19.0% (4)  | 66.7% (14)                |
| Education & Human Development  | 0%                      | 0%       | 0%        | 14.6% (6)  | 85.4% (35)                |
| General Studies  | 0%                      | 0%       | 0%        | 50.0% (1)  | 50.0% (1)                 |
| Nursing & Health Sciences  | 0%                      | 0%       | 4.0% (1)  | 40.0% (10) | 56.0% (14)                |
| Science & Technology   | 0%                      | 0%       | 0%        | 18.2% (2)  | 81.8% (9)                 |
| <b>Ability to Work Independently - Total</b>   | 0%                      | 0.8% (1) | 0%        | 21.1% (27) | 78.1% (100)               |
| Arts, Humanities & Social Sciences   | 0%                      | 0%       | 0%        | 19.2% (5)  | 80.0% (21)                |
| Business   | 0%                      | 4.8% (1) | 0%        | 19.0% (4)  | 76.2% (16)                |
| Education & Human Development  | 0%                      | 0%       | 0%        | 12.2% (5)  | 87.8% (36)                |
| General Studies  | 0%                      | 0%       | 0%        | 100.0% (2) | 0%                        |
| Nursing & Health Sciences  | 0%                      | 0%       | 0%        | 29.6% (8)  | 70.4% (19)                |
| Science & Technology   | 0%                      | 0%       | 0%        | 27.3% (3)  | 72.7% (8)                 |

**Table 11**  
**Importance of Professional Traits and Attitudes Cont.**

|   | <b>1- Not Important</b> | <b>2</b> | <b>3</b>  | <b>4</b>   | <b>5 - Very Important</b> |
|---|-------------------------|----------|-----------|------------|---------------------------|
| <b>Ability to Work in Teams - Total</b>       | 0%                      | 0%       | 3.9% (5)  | 18.8% (24) | 77.3% (9)                 |
| Arts, Humanities & Social Sciences            | 0%                      | 0%       | 11.5% (3) | 15.4% (4)  | 73.1% (19)                |
| Business                                      | 0%                      | 0%       | 0%        | 28.6% (6)  | 71.4% (15)                |
| Education & Human Development                 | 0%                      | 0%       | 2.4% (1)  | 12.2% (5)  | 85.4% (35)                |
| General Studies                               | 0%                      | 0%       | 50.0% (1) | 50.0% (1)  | 0%                        |
| Nursing & Health Sciences                     | 0%                      | 0%       | 0%        | 14.8% (4)  | 85.2% (23)                |
| Science & Technology                          | 0%                      | 0%       | 0%        | 36.4% (4)  | 63.6% (7)                 |
| <b>Ability to Learn Independently - Total</b> | 0%                      | 0%       | 4.0% (5)  | 27.0% (34) | 69.0% (87)                |
| Arts, Humanities & Social Sciences            | 0%                      | 0%       | 3.8% (1)  | 26.9% (7)  | 69.2% (18)                |
| Business                                      | 0%                      | 0%       | 10.0% (2) | 30.0% (6)  | 60.0% (12)                |
| Education & Human Development                 | 0%                      | 0%       | 2.5% (1)  | 15.0% (6)  | 82.5% (33)                |
| General Studies                               | 0%                      | 0%       | 0%        | 50.0% (1)  | 50.0% (1)                 |
| Nursing & Health Sciences                     | 0%                      | 0%       | 3.7% (1)  | 33.3% (9)  | 63.0% (17)                |
| Science & Technology                          | 0%                      | 0%       | 0%        | 45.5% (5)  | 54.5% (6)                 |
| <b>Ability to Work Under Pressure - Total</b> | 1.6% (2)                | 0%       | 4.0% (5)  | 20.6% (26) | 73.8% (93)                |
| Arts, Humanities & Social Sciences            | 3.8% (1)                | 0%       | 3.8% (1)  | 26.9% (7)  | 65.4% (17)                |
| Business                                      | 5.0% (1)                | 0%       | 0%        | 20.0% (4)  | 75.0% (15)                |
| Education & Human Development                 | 0%                      | 0%       | 7.3% (3)  | 14.6% (6)  | 78.0% (32)                |
| General Studies                               | 0%                      | 0%       | 0%        | 50.0% (1)  | 50.0% (1)                 |
| Nursing & Health Sciences                     | 0%                      | 0%       | 3.8% (1)  | 15.4% (4)  | 80.8% (21)                |
| Science & Technology                          | 0%                      | 0%       | 0%        | 36.4% (4)  | 63.6% (7)                 |

**Table 12**  
**Graduates' Level of Professional Traits and Attitudes**

|   | <b>1- Poor</b> | <b>2</b> | <b>3</b>   | <b>4</b>   | <b>5 - Excellent</b> | <b>Not Applicable</b> |
|---|----------------|----------|------------|------------|----------------------|-----------------------|
| <b>Professionalism - Total</b>              | 0%             | 2.3% (3) | 14.1% (18) | 25.0% (32) | 58.6% (75)           | 0%                    |
| Arts, Humanities & Social Sciences          | 0%             | 0%       | 30.8% (8)  | 30.8% (8)  | 38.5% (10)           | 0%                    |
| Business                                    | 0%             | 0%       | 0%         | 45.0% (9)  | 55.0% (11)           | 0%                    |
| Education & Human Development               | 0%             | 0%       | 14.0% (6)  | 20.9% (9)  | 65.1% (28)           | 0%                    |
| General Studies                             | 0%             | 100% (2) | 0%         | 0%         | 0%                   | 0%                    |
| Nursing & Health Sciences                   | 0%             | 3.7% (1) | 11.1% (3)  | 11.1% (3)  | 74.1% (20)           | 0%                    |
| Science & Technology                        | 0%             | 0%       | 10.0% (1)  | 30.0% (3)  | 60.0% (6)            | 0%                    |
| <b>Working in an Ethical Manner - Total</b> | 0%             | 0.8% (1) | 3.9% (5)   | 23.6% (30) | 71.7% (91)           | 0%                    |
| Arts, Humanities & Social Sciences          | 0%             | 0%       | 7.7% (2)   | 30.8% (8)  | 61.5% (16)           | 0%                    |
| Business                                    | 0%             | 0%       | 0%         | 25.0% (5)  | 75.0% (15)           | 0%                    |
| Education & Human Development               | 0%             | 2.4% (1) | 2.4% (1)   | 21.4% (9)  | 73.8% (31)           | 0%                    |
| General Studies                             | 0%             | 0%       | 0%         | 100% (2)   | 0%                   | 0%                    |
| Nursing & Health Sciences                   | 0%             | 0%       | 3.7% (1)   | 18.5% (5)  | 77.8% (21)           | 0%                    |
| Science & Technology                        | 0%             | 0%       | 10.0% (1)  | 10.0% (1)  | 80.0% (8)            | 0%                    |
| <b>Work Attitude - Total</b>                | 3.1% (4)       | 1.6% (2) | 4.7% (6)   | 27.6% (35) | 63.0% (80)           | 0%                    |
| Arts, Humanities & Social Sciences          | 0%             | 3.8% (1) | 7.7% (2)   | 34.6% (9)  | 53.8% (14)           | 0%                    |
| Business                                    | 0%             | 0%       | 0%         | 25.0% (5)  | 75.0% (15)           | 0%                    |
| Education & Human Development               | 2.4% (1)       | 0%       | 7.3% (7)   | 29.3% (12) | 61.0% (25)           | 0%                    |
| General Studies                             | 50.0% (1)      | 0%       | 0%         | 50.0% (1)  | 0%                   | 0%                    |
| Nursing & Health Sciences                   | 3.7% (1)       | 3.7% (1) | 3.7% (1)   | 18.5% (5)  | 70.4% (19)           | 0%                    |
| Science & Technology                        | 9.1% (1)       | 0%       | 0%         | 27.3% (3)  | 63.6% (7)            | 0%                    |



**Table 12**  
**Graduates' Level of Professional Traits and Attitudes Cont.**

|   | <b>1- Poor</b> | <b>2</b> | <b>3</b>   | <b>4</b>   | <b>5 - Excellent</b> | <b>Not Applicable</b> |
|---|----------------|----------|------------|------------|----------------------|-----------------------|
| <b>Dependability - Total</b>                              | 1.6% (2)       | 1.6% (2) | 2.3% (3)   | 21.1% (27) | 73.4% (94)           | 0%                    |
| Arts, Humanities & Social Sciences                        | 0%             | 3.8% (1) | 3.8% (1)   | 15.4% (4)  | 76.9% (20)           | 0%                    |
| Business  | 0%             | 0%       | 0%         | 20.0% (4)  | 80.0% (16)           | 0%                    |
| Education & Human Development                             | 0%             | 0%       | 4.9% (2)   | 24.4% (10) | 70.7% (29)           | 0%                    |
| General Studies   | 0%             | 0%       | 0%         | 100.0% (2) | 0%                   | 0%                    |
| Nursing & Health Sciences                                 | 3.6% (1)       | 3.6% (1) | 0%         | 21.4% (6)  | 71.4% (20)           | 0%                    |
| Science & Technology                                      | 9.1% (1)       | 0%       | 0%         | 9.1% (1)   | 81.8% (9)            | 0%                    |
| <b>Punctuality - Total</b>                                | 0.8% (1)       | 2.3% (3) | 9.4% (12)  | 17.2% (22) | 70.3% (90)           | 0%                    |
| Arts, Humanities & Social Sciences                        | 0%             | 0%       | 15.4% (4)  | 23.1% (6)  | 61.5% (16)           | 0%                    |
| Business  | 5.0% (1)       | 5.0% (1) | 5.0% (1)   | 5.0% (1)   | 80.0% (16)           | 0%                    |
| Education & Human Development                             | 0%             | 2.4% (1) | 11.9% (5)  | 21.4% (9)  | 64.3% (27)           | 0%                    |
| General Studies   | 0%             | 0%       | 50.0% (1)  | 50.0% (1)  | 0%                   | 0%                    |
| Nursing & Health Sciences                                 | 0%             | 3.6% (1) | 3.6% (1)   | 10.7% (3)  | 82.1% (23)           | 0%                    |
| Science & Technology                                      | 0%             | 0%       | 0%         | 20.0% (2)  | 80.0% (8)            | 0%                    |
| <b>Willingness to Accept New Responsibilities - Total</b> | 2.4% (3)       | 1.6% (2) | 11.8% (15) | 28.3% (36) | 55.9% (71)           | 0%                    |
| Arts, Humanities & Social Sciences                        | 0%             | 0%       | 12.5% (3)  | 54.2% (13) | 33.3% (8)            | 0%                    |
| Business  | 0%             | 0%       | 0%         | 20.0% (4)  | 80.0% (16)           | 0%                    |
| Education & Human Development                             | 2.4% (1)       | 2.4% (1) | 16.7% (7)  | 33.3% (14) | 45.2% (19)           | 0%                    |
| General Studies   | 0%             | 0%       | 100.0% (2) | 0%         | 0%                   | 0%                    |
| Nursing & Health Sciences                                 | 3.6% (1)       | 3.6% (1) | 10.7% (3)  | 10.7% (3)  | 71.4% (20)           | 0%                    |
| Science & Technology                                      | 9.1% (1)       | 0%       | 0%         | 18.2% (2)  | 72.7% (8)            | 0%                    |

**Table 12**  
**Graduates' Level of Professional Traits and Attitudes Cont.**

|  | <b>1- Poor</b> | <b>2</b> | <b>3</b>   | <b>4</b>   | <b>5 - Excellent</b> | <b>Not Applicable</b> |
|--|----------------|----------|------------|------------|----------------------|-----------------------|
| <b>Decision-making Ability - Total</b>   | 1.6% (2)       | 0%       | 9.6% (12)  | 43.2% (54) | 45.6% (57)           | 0%                    |
| Arts, Humanities & Social Sciences   | 0%             | 0%       | 12.0% (3)  | 60.0% (15) | 28.0% (7)            | 0%                    |
| Business   | 0%             | 0%       | 5.3% (1)   | 31.6% (6)  | 63.2% (12)           | 0%                    |
| Education & Human Development  | 0%             | 0%       | 12.2% (5)  | 51.2% (21) | 36.6% (15)           | 0%                    |
| General Studies  | 0%             | 0%       | 100.0% (2) | 0%         | 0%                   | 0%                    |
| Nursing & Health Sciences  | 3.6% (1)       | 0%       | 3.6% (1)   | 32.1% (9)  | 60.7% (17)           | 0%                    |
| Science & Technology   | 10.0% (1)      | 0%       | 0%         | 30.0% (3)  | 60.0% (6)            | 0%                    |
| <b>Ability to Work with Persons from Diverse Ethnic and Cultural Backgrounds - Total</b> | 0%             | 0.8% (1) | 10.6% (13) | 28.5% (35) | 60.2% (74)           | 0%                    |
| Arts, Humanities & Social Sciences   | 0%             | 4.0% (1) | 16.0% (4)  | 32.0% (8)  | 48.0% (12)           | 0%                    |
| Business   | 0%             | 0%       | 0%         | 26.3% (5)  | 73.7% (14)           | 0%                    |
| Education & Human Development  | 0%             | 0%       | 15.0% (6)  | 22.5% (9)  | 62.5% (25)           | 0%                    |
| General Studies  | 0%             | 0%       | 50.0% (1)  | 50.0% (1)  | 0%                   | 0%                    |
| Nursing & Health Sciences  | 0%             | 0%       | 3.7% (1)   | 37.0% (10) | 59.3% (16)           | 0%                    |
| Science & Technology   | 0%             | 0%       | 10.0% (1)  | 20.0% (2)  | 70.0% (7)            | 0%                    |

**Table 12**  
**Graduates' Level of Professional Traits and Attitudes Cont.**

|   | <b>1- Poor</b> | <b>2</b> | <b>3</b>  | <b>4</b>   | <b>5 - Excellent</b> | <b>Not Applicable</b> |
|---|----------------|----------|-----------|------------|----------------------|-----------------------|
| <b>Ability to Work Independently - Total</b>  | 0.8% (1)       | 1.6% (2) | 9.4% (12) | 24.4% (31) | 63.8% (81)           | 0%                    |
| Arts, Humanities & Social Sciences            | 0%             | 0%       | 12.0% (3) | 32.0% (8)  | 56.0% (14)           | 0%                    |
| Business                                      | 0%             | 5.0% (1) | 5.0% (1)  | 25.0% (5)  | 65.0% (13)           | 0%                    |
| Education & Human Development                 | 0%             | 0%       | 11.9% (5) | 21.4% (9)  | 66.7% (28)           | 0%                    |
| General Studies                               | 0%             | 0%       | 50.0% (1) | 0%         | 50.0% (1)            | 0%                    |
| Nursing & Health Sciences                     | 0%             | 3.7% (1) | 7.4% (2)  | 18.5% (5)  | 70.4% (19)           | 0%                    |
| Science & Technology                          | 9.1% (1)       | 0%       | 0%        | 27.3% (3)  | 63.6% (7)            | 0%                    |
| <b>Ability to Work in Teams - Total</b>       | 1.6% (2)       | 1.6% (2) | 8.7% (11) | 30.7% (39) | 57.5% (73)           | 0%                    |
| Arts, Humanities & Social Sciences            | 0%             | 0%       | 20.0% (5) | 40.0% (10) | 40.0% (10)           | 0%                    |
| Business                                      | 0%             | 0%       | 0%        | 25.0% (5)  | 75.0% (15)           | 0%                    |
| Education & Human Development                 | 0%             | 4.8% (2) | 4.8% (2)  | 40.5% (17) | 50.0% (21)           | 0%                    |
| General Studies                               | 0%             | 0%       | 50.0% (1) | 50.0% (1)  | 0%                   | 0%                    |
| Nursing & Health Sciences                     | 3.6% (1)       | 0%       | 7.1% (2)  | 10.7% (3)  | 78.6% (22)           | 0%                    |
| Science & Technology                          | 10.0% (1)      | 0%       | 10.0% (1) | 30.0% (3)  | 50.0% (5)            | 0%                    |
| <b>Ability to Learn Independently - Total</b> | 1.6% (2)       | 0.8% (1) | 7.1% (9)  | 28.6% (36) | 61.9% (78)           | 0%                    |
| Arts, Humanities & Social Sciences            | 0%             | 0%       | 8.0% (2)  | 28.0% (7)  | 64.0% (16)           | 0%                    |
| Business                                      | 0%             | 0%       | 10.5% (2) | 21.1% (4)  | 68.4% (13)           | 0%                    |
| Education & Human Development                 | 0%             | 0%       | 9.8% (4)  | 31.7% (13) | 58.5% (24)           | 0%                    |
| General Studies                               | 0%             | 0%       | 50.0% (1) | 50.0% (1)  | 0%                   | 0%                    |
| Nursing & Health Sciences                     | 3.6% (1)       | 3.6% (1) | 0%        | 32.1% (9)  | 60.7% (17)           | 0%                    |
| Science & Technology                          | 9.1% (1)       | 0%       | 0%        | 18.2% (2)  | 72.7% (8)            | 0%                    |

**Table 12**  
**Graduates' Level of Professional Traits and Attitudes Cont.**

|   | <b>1- Poor</b> | <b>2</b>  | <b>3</b>   | <b>4</b>   | <b>5 - Excellent</b> | <b>Not Applicable</b> |
|---|----------------|-----------|------------|------------|----------------------|-----------------------|
| <b>Ability to Work Under Pressure - Total</b> | 0.8% (1)       | 3.2% (4)  | 12.0% (15) | 30.4% (38) | 53.6% (67)           | 0%                    |
| Arts, Humanities & Social Sciences            | 0%             | 0%        | 16.7% (4)  | 33.3% (8)  | 50.0% (12)           | 0%                    |
| Business                                      | 4.8% (1)       | 0%        | 4.8% (1)   | 23.8% (5)  | 66.7% (14)           | 0%                    |
| Education & Human Development                 | 0%             | 4.9% (2)  | 14.6% (6)  | 36.6% (15) | 43.9% (18)           | 0%                    |
| General Studies                               | 0%             | 50.0% (1) | 50.0% (1)  | 0%         | 0%                   | 0%                    |
| Nursing & Health Sciences                     | 0%             | 3.7% (1)  | 11.1% (3)  | 22.2% (6)  | 63.0% (17)           | 0%                    |
| Science & Technology                          | 0%             | 0%        | 0%         | 40.0% (4)  | 60.0% (6)            | 0%                    |

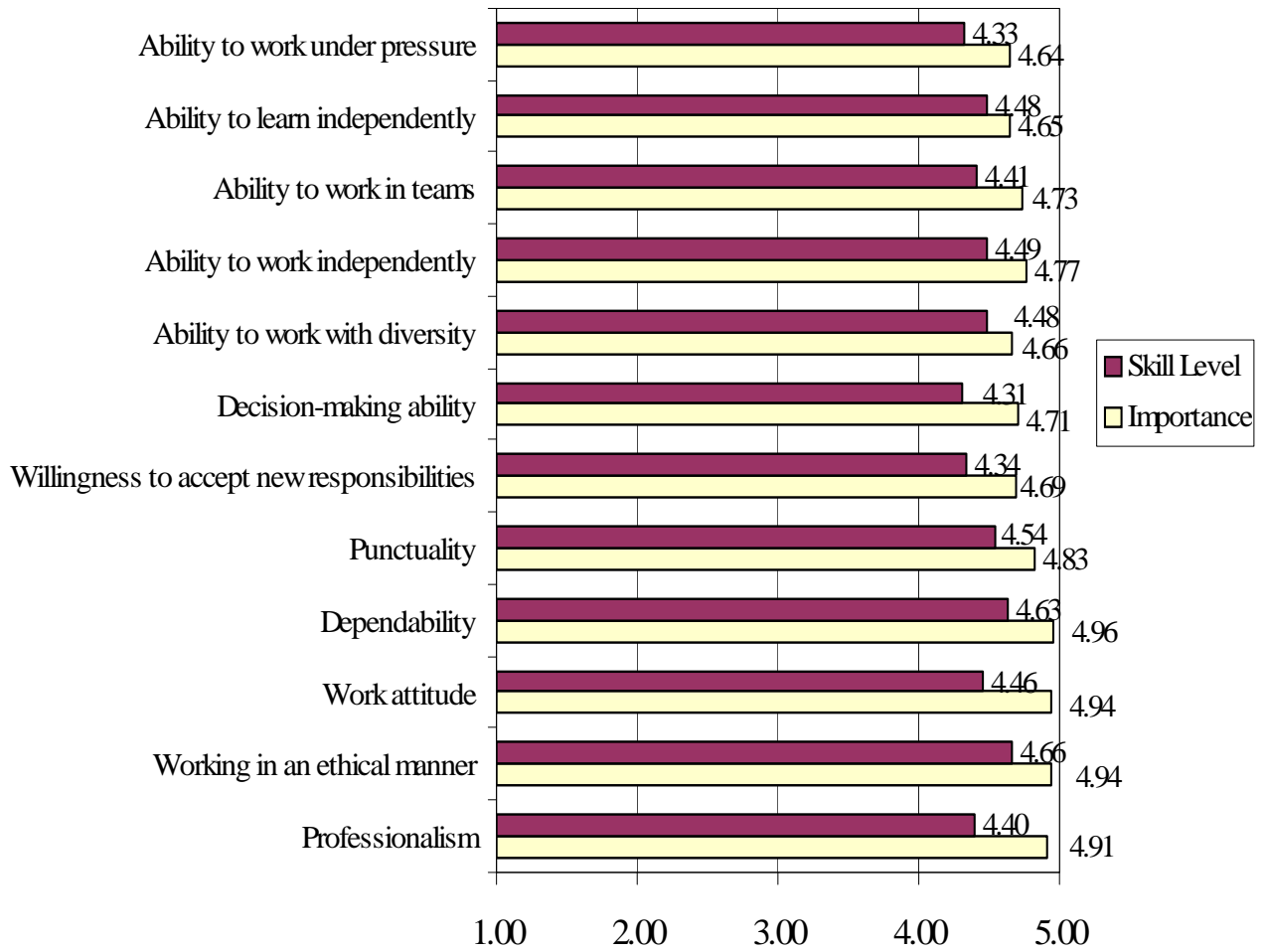
**Table 13**  
**Summary Statistics for Professional Traits and Attitudes**

|   | Importance to Graduates' Job |                    | Graduates' Skill Level |                    | Mean of Gap Score  |
|---|------------------------------|--------------------|------------------------|--------------------|--------------------|
|   | Mean                         | Standard Deviation | Mean                   | Standard Deviation |                    |
| Professionalism   | 4.91                         | 0.29               | 4.40                   | 0.82               | -0.50 <sup>1</sup> |
| Working in an Ethical Manner  | 4.94                         | 0.23               | 4.66                   | 0.59               | -0.28 <sup>1</sup> |
| Work Attitude   | 4.94                         | 2.61               | 4.46                   | 0.91               | -0.48 <sup>1</sup> |
| Dependability   | 4.96                         | 0.20               | 4.63                   | 0.75               | -0.33 <sup>1</sup> |
| Punctuality   | 4.83                         | 0.44               | 4.54                   | 0.82               | -0.33 <sup>1</sup> |
| Willingness to Accept New Responsibilities                                | 4.69                         | 0.48               | 4.34                   | 0.92               | -0.34 <sup>1</sup> |
| Decision-making Ability   | 4.71                         | 0.52               | 4.31                   | 0.78               | -0.43 <sup>1</sup> |
| Ability to Work with Persons from Diverse Ethnic and Cultural Backgrounds | 4.66                         | 0.57               | 4.48                   | 0.72               | -0.15 <sup>2</sup> |
| Ability to Work Independently   | 4.77                         | 0.48               | 4.49                   | 0.80               | -0.29 <sup>1</sup> |
| Ability to Work in Teams  | 4.73                         | 0.53               | 4.41                   | 0.84               | -0.31 <sup>2</sup> |
| Ability to Learn Independently  | 4.65                         | 0.56               | 4.48                   | 0.80               | -0.17 <sup>2</sup> |
| Ability to Work Under Pressure  | 4.65                         | 0.71               | 4.33                   | 0.87               | -0.37 <sup>1</sup> |

<sup>1</sup> Significantly different from zero at  $p < .001$

<sup>2</sup> Significantly different from zero at  $p < .05$

### Professional Traits and Attitudes with Significant Gap Scores



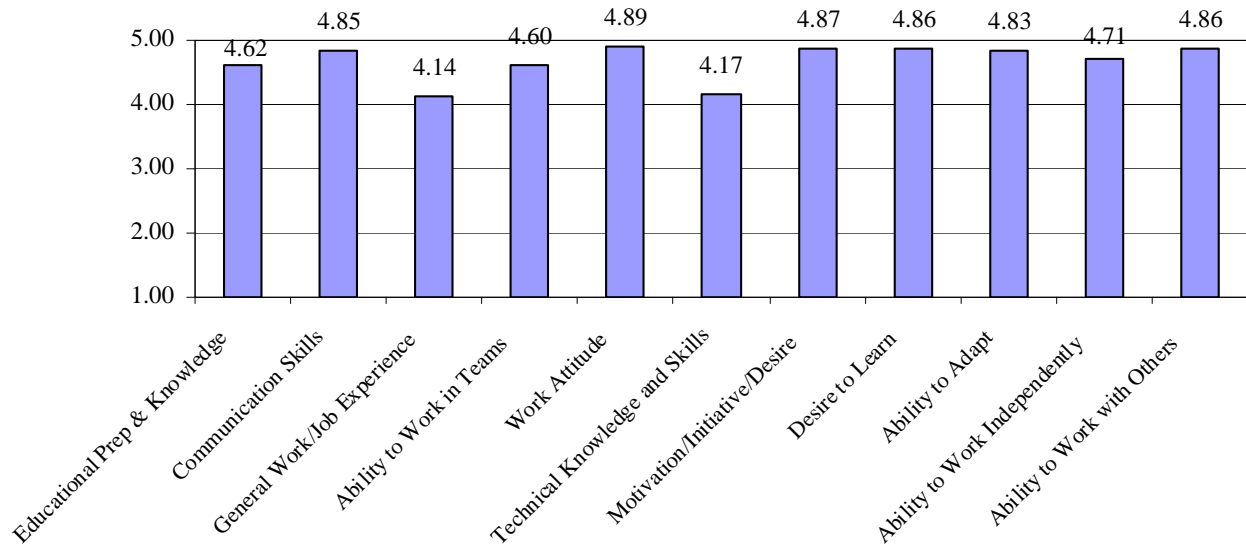
## What Employers Look For in New Employees

The second section of the survey asked employers to rate how important various items are to them when they hire a new employee. In general, all of the items were important to employers, with work attitude being the most important (mean=4.89) and general work- or job-related experience being the least important (mean=4.14).

**Table 14**  
**Importance of Factors in Hiring New Employees**

|  | <b>1- Not Important</b> | <b>2</b> | <b>3</b>   | <b>4</b>   | <b>5 - Very Important</b> |
|--|-------------------------|----------|------------|------------|---------------------------|
| Educational Preparation and Knowledge                | 0%                      | 0%       | 5.2% (7)   | 26.7% (36) | 66.7% (90)                |
| Communication Skills                                 | 0%                      | 0%       | 0%         | 14.8% (20) | 83.7% (113)               |
| General Work- or Job-related Experience              | 0.7% (1)                | 3.7% (5) | 14.8% (20) | 40.0% (54) | 38.5% (52)                |
| Ability to Work in Teams                             | 0%                      | 1.5% (2) | 2.2% (3)   | 30.4% (41) | 63.7% (86)                |
| Work Attitude  | 0%                      | 0%       | 0.7% (1)   | 8.9% (12)  | 88.9% (120)               |
| Technical Knowledge and Skills                       | 0%                      | 3.0% (4) | 14.8% (20) | 43.7% (59) | 37.0% (50)                |
| Motivation/Initiative/Desire                         | 0%                      | 0%       | 0%         | 12.6% (17) | 85.9% (116)               |
| Desire to Learn                                      | 0%                      | 0%       | 0%         | 14.1% (19) | 84.4% (114)               |
| Ability to Adapt to Changes and Pressures on the Job | 0%                      | 0%       | 1.5% (2)   | 14.1% (19) | 83.0% (112)               |
| Ability to Work Independently                        | 0%                      | 0.7% (1) | 1.5% (2)   | 23.7% (32) | 72.6% (98)                |
| Ability to Work with Others                          | 0%                      | 0%       | 0.7% (1)   | 12.6% (17) | 85.2% (115)               |

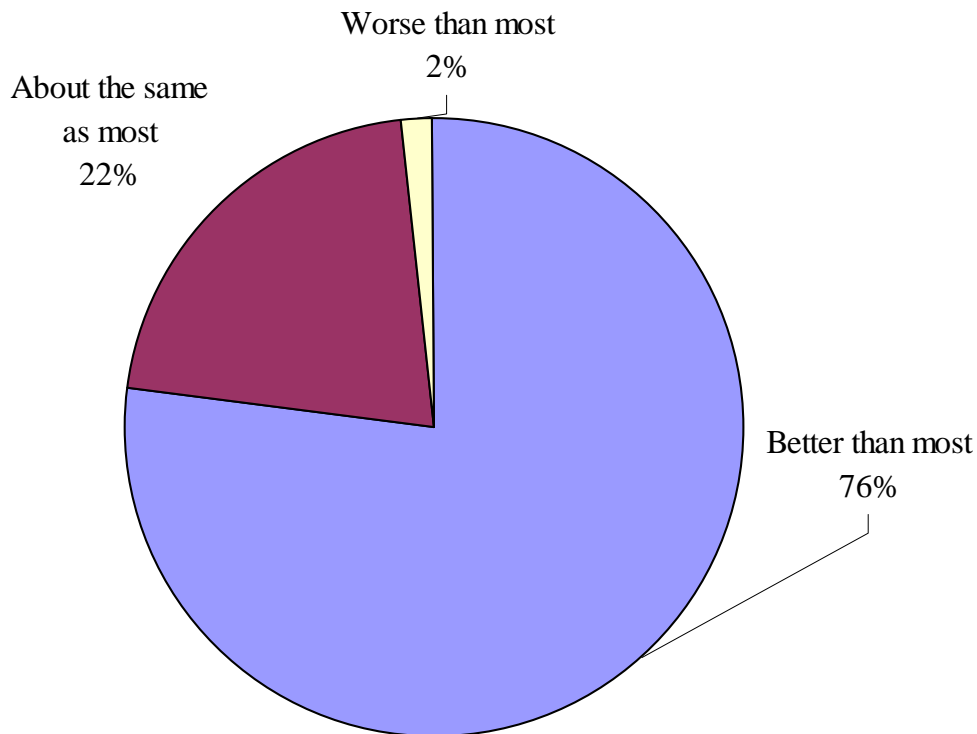
### Means for Factors in Hiring New Employees





## Preparation of Employee

Employers were asked “Overall, compared to other employees, how well prepared for employment was the employee named in the cover letter?” Over 74% (n=100) indicated that the employee was prepared better than most, while 21% (n=28) indicated that the employee was prepared about the same as most.



All of the employers who answered the question “Would you hire another Southeastern graduate?” (99% of all respondents, n=133) indicated that they would. When asked why they would, the following reasons were given.

- Good prep for work
- Their professional, social work skills were demonstrated right from the beginning of employment. They were ready to learn and offer ideas.
- If they are as well prepared as the employee and open to learning something new, I would not hesitate to hire them.
- We are a pediatric facility. The person we hired in the past from your university had great experience with pediatrics during her intern programs.
- I am a Southeastern graduate. School is student oriented and tries to provide support necessary for graduates to succeed.
- Consistent quality of SLU grads

- well prepared
- generally better prepared
- SLU graduates are loyal and very educated.
- Most are prepared.
- SLU graduates are always my first choice. They are well prepared to teach.
- Students are well-prepared
- I have been an administrator for 14 years and SLU provides me with quality educators. They seem to adjust very well to the “real world” classroom experiences. Truthfully, it is difficult for me to hire someone that was not trained at SLU. Keep up the good work.
- Preparation to enter the field of teaching.
- Certainly - SLU’s graduates are way a head of other university graduates.
- Overall the students from Southeastern are well prepared for their profession.
- well educated
- Outstanding preparation!!
- I know of the quality educated provided to these graduates. I went through the program.
- knowledgeable, well-prepared
- would not judge all by this apple
- Where the degree is earned is not important. Southeastern’s graduate programs are competitive.
- Southeastern is competitive among graduate programs.
- excellently prepared and good worth ethic. Diverse skills
- because of the knowledge and professionalism
- Well prepared for an entry level assignment. Eager to learn, professional, good work ethic, compassionate, and caring with patients. Great attitudes. Well prepared.
- well trained, good personal skills
- If they turn out like her as a person, I would any day!
- Of the two hired, they seem to be well prepared
- Best prepared of all LA universities!
- Better prepared than others
- I have been pleased with their performance and abilities.
- He is a talented teacher.
- They are well prepared and transition easily from new grad to RN in ICU.
- Very knowledgeable.
- Southeastern’s reputation and potential employees own qualifications.
- Southeastern is competitive among graduate programs
- well prepared
- Southeastern has improved their preparation of teachers, and they are more knowledgeable than other university students.
- Pending on the individual’s attitude, confidence, ability to perform well during our interview process. Not all candidates are able to make it through our interview process.
- What university an employee attended is not a factor in my decision process.
- Southeastern prepares education majors through adequate observation hours and field experience.

- Southeastern graduates are well prepared. They seem to have adequate field experience. Southeastern has outstanding professors in the field of education.
- SLU graduates are most prepared for teaching.
- Because the Southeastern graduate that I have hired are very well prepared and easily trained.
- mature and motivated
- I am an active alumni of SLU. I know Southeastern education graduates are prepared. The university philosophy and my school vision are a great connection!
- A graduate from any university has proven a desire to learn and the ability to see things through to completion.
- This evaluation form does not seem especially valuable for an MSN grad. Instead, it looks like an undergrad survey. The employee is excellent and would have been regardless of program attended.
- MBA studies have been varied and he has used them successfully in implementation.
- Well rounded individuals
- Southeastern graduates are knowledgeable, well-prepared and professional.
- They are prepared to work from day 1.
- SLU grad myself. Employee displays initiative usually just as a graduate. Well-prepared compared to other university grads.
- Excellent work ethic, educational preparedness, positive attitude, high energy.
- She was very well prepared - did great work!
- Southeastern graduates are knowledgeable, well-prepared and professional.
- Good experience w/ past hires.
- Southeastern graduates seem to be better-prepared to fulfil the roles and responsibilities of an entry-level RN.
- I think they are well prepared.
- Happy with the salary ranges for entry level MBA positions.
- Students are prepared and little additional training needed. Great work ethic!
- She came to the EU with excellent clinical knowledge and skill which made her transition as a new graduate very smooth.
- I have seen some that are very ordinary but this one was special. However, she moved on too quickly (months).
- Yes - well trained
- Always dependable well education employees.
- Over all skills was higher than student from the vo tech schools. Better prepared for the job.
- So far great employees.
- the employee was a solid employee.
- They are well prepared.
- I have had good success with Southeastern grads in going to units and performing well.
- Ethical work, manners, and professionalism
- Educational Preparation
- Most SLU grads were ready for the office environment. Plus we try to use students for intern work.

- Because they are well rounded individuals with the skills to get the job done!
- very well prepared
- Prepared, knowledgeable, professionalism

Appendix A

Southeastern Louisiana University  
Employer Survey

# SOUTHEASTERN LOUISIANA UNIVERSITY

## Employer Survey

### MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT: ●    INCORRECT: ✓    ✕    ●    ●

For each of the following skills or characteristics, please rate on the left how important it is to the Southeastern graduate's job, and on the right, please rate the level of the Southeastern graduate's skills in that area. Mark not applicable (last column) if the factor does not apply to the job.

| Not<br>Important | 2 | 3 | 4 | 5 |  | 1 | 2 | 3 | 4 | 5 | Not<br>Applicable |
|------------------|---|---|---|---|--|---|---|---|---|---|-------------------|
| ▼                |   |   |   | ▼ |  |   |   |   |   |   | ▼                 |
| ①                | ② | ③ | ④ | ⑤ | Listening skills   | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Written communication skills   | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Public speaking skills   | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Reading skills   | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Interpersonal communication skills   | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Ability to apply mathematical skills   | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Ability to apply scientific skills   | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Computer application skills  | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Basic computer skills  | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Technical computer skills  | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Critical thinking skills   | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Organizational skills  | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Ability to plan projects   | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Ability to identify problems   | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Ability to solve problems  | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Ability to think creatively  | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Ability to integrate knowledge and information from<br>different areas       | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Leadership skills  | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Management skills  | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Professionalism  | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Working in an ethical manner   | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Work attitude  | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Dependability  | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Punctuality  | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Willingness to accept new responsibilities                                   | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Decision-making ability  | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Ability to work with persons from diverse ethnic and<br>cultural backgrounds | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Ability to work independently  | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Ability to work in teams   | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Ability to learn independently   | ① | ② | ③ | ④ | ⑤ | ○                 |
| ①                | ② | ③ | ④ | ⑤ | Ability to work under pressure   | ① | ② | ③ | ④ | ⑤ | ○                 |

- For each of the following, please indicate how important it is when you hire a new employee.

Not  
Important

Very  
Important

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| ① | ② | ③ | ④ | ⑤ | Educational preparation and knowledge                |
| ① | ② | ③ | ④ | ⑤ | Communication skills                                 |
| ① | ② | ③ | ④ | ⑤ | General work- or job-related experience              |
| ① | ② | ③ | ④ | ⑤ | Ability to work in teams                             |
| ① | ② | ③ | ④ | ⑤ | Work attitude  |
| ① | ② | ③ | ④ | ⑤ | Technical knowledge and skills                       |
| ① | ② | ③ | ④ | ⑤ | Motivation/initiative/desire                         |
| ① | ② | ③ | ④ | ⑤ | Desire to learn                                      |
| ① | ② | ③ | ④ | ⑤ | Ability to adapt to changes and pressures on the job |
| ① | ② | ③ | ④ | ⑤ | Ability to work independently                        |
| ① | ② | ③ | ④ | ⑤ | Ability to work with others                          |

Overall, compared to other employees, how well prepared for employment was the employee named in the cover letter?

Better than most     
  About the same as most     
  Worse than most

Do you supervise other employees whom you know are Southeastern graduates?  Yes  No

Would you hire another Southeastern graduate?  Yes  No

**Why? or Why not?**

Which of the following categories best describes your organization? (Check only one please)

- |  |   |                                     |
|--|---|-------------------------------------|
| <input type="radio"/> Service Organization   | <input type="radio"/> Professional firm       | <input type="radio"/> Government    |
| <input type="radio"/> Higher Education       | <input type="radio"/> Military/Armed Services | <input type="radio"/> Business      |
| <input type="radio"/> K-12 Education         | <input type="radio"/> Temporary Service       | <input type="radio"/> Health Agency |
| <input type="radio"/> Nonprofit Organization | <input type="radio"/> Industry                |                                     |

For Office  
Use Only

|   |   |   |
|---|---|---|
| 0 | 0 | 0 |
| 1 | 1 | 1 |
| 2 | 2 | 2 |
| 3 | 3 | 3 |
| 4 | 4 | 4 |
| 5 | 5 | 5 |
| 6 | 6 | 6 |
| 7 | 7 | 7 |
| 8 | 8 | 8 |
| 9 | 9 | 9 |

Approximately how many people does your organization employ?

- Less than 50 employees
- 50 to 99 employees
- 100 to 249 employees
- 250 to 499 employees
- 500 or more employees

**Thank you for your important contribution! Please return in the pre-addressed envelope.**