

# **Employer Survey Spring 2011**

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

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## Executive Summary

In 2009-2010, an Alumni Survey was conducted. As part of the survey, alumni were asked to provide information about their employers. The employers identified in the 2009-2010 Alumni Survey were then sent an Employer Survey in Spring 2011. 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 listening skills and work attitude.
- Southeastern graduates were rated the highest in working in an ethical manner.
- Graduates were rated the lowest on leadership skills.
- Ability to apply scientific 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 skills in that area was rated much lower than its importance.
- The most important characteristic employers looked for when hiring a new employee was motivation/initiative/desire.

## **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 2011, 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 2009-2010 Alumni Survey were then sent an Employer Survey in Spring 2011. 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 2009-2010 a survey was conducted of 2006-2006, 2006-2007, and 2007-2008 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. Almost one-third of the respondents (196, 31.5%) provided information on their supervisor. After several attempts to gather more information, 2 were discarded because not enough information was provided to contact the supervisor.

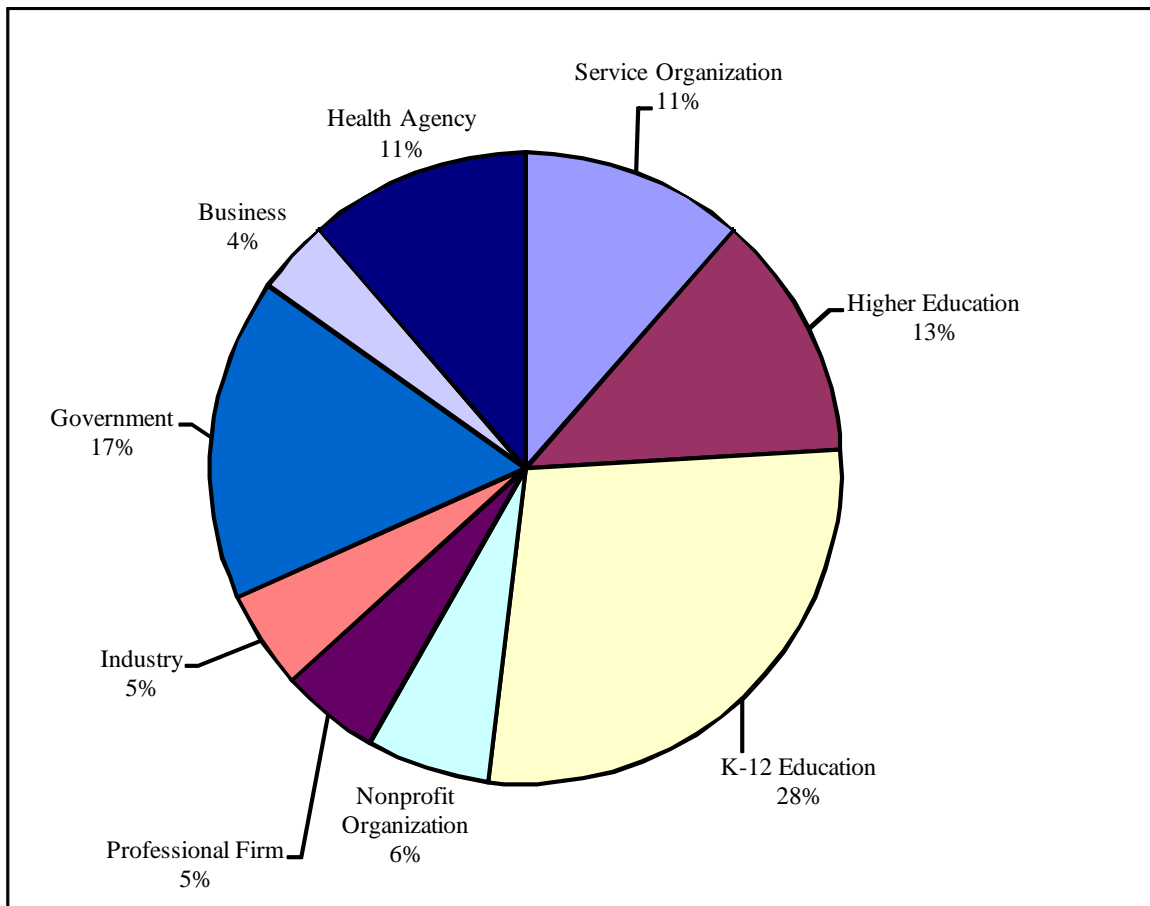
In the Spring 2011, 194 supervisors were sent a survey and a cover letter signed by the President. The cover letter identified the Southeastern graduate and indicated that the graduate had provided us with the information so that we could contact the supervisor for the purpose of conducting a survey. 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 82 surveys were returned completed for a return rate of 42%.

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 (61%, n=50) 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=22). Figure 1 shows the types of organization.

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



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Most of the organizations represented were either small organizations (20%, n=16), less than 50 employees, or large organizations (33%, n=27), 500 or more employees. Twenty percent (18%, n=15) had 50 to 99 employees, 15% (n=12) had 100 to 249 employees, and 5% (n=4) 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	3	BS Early Childhood Education	1
MA Organizational Communication	1	BS Elementary Education	2
BS Speech Education	1	BS Middle School Education	1
BA English Education	1	BA Special Education	2
BA Liberal Arts Studies	1	MEd Special Education	1
BA Political Science	1	MEd Curriculum & Instruction	4
BA Psychology	2	BGS General Studies	6
BA Sociology	1	BS Communication Sciences & Disorders	2
BA Criminal Justice	2	MS Communication Sciences & Disorders	6
MS Applied Sociology	2	BS Athletic Training	2
BS Accounting	3	BA Kinesiology	4
BBA General Business	1	BS Health Education & Promotion	2
BA Management	4	BS Nursing	2
MBA	8	MSN Nursing	4
BS Family Consumer Science	2	BS Biology	1
MEd Counselor Education	4	BS Industrial Technology	4
BA Social Work	1		

## 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.

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=4.92) and public speaking skills were least important (mean=4.12). Graduates were rated as most skilled in reading (mean=4.73) and least skilled in public speaking (mean=4.17). 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 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 Education & Human Development 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%	7.8% (6)	92.2% (71)
Arts, Humanities & Social Sciences	0%	0%	0%	8.3% (1)	91.7% (11)
Business	0%	0%	0%	13.3% (2)	86.7% (13)
Education & Human Development	0%	0%	0%	10.0% (2)	90.0% (18)
General Studies	0%	0%	0%	0%	100.0% (5)
Nursing & Health Sciences	0%	0%	0%	4.8% (2)	95.2% (20)
Science & Technology	0%	0%	0%	0%	100.0% (4)
<b>Written Communication Skills - Total</b>	0%	0%	1.3% (1)	13.0% (10)	85.7% (66)
Arts, Humanities & Social Sciences	0%	0%	8.3% (1)	16.7% (2)	75.0% (9)
Business	0%	0%	0%	6.7% (1)	9.3% (14)
Education & Human Development	0%	0%	0%	20.0% (4)	80.0% (16)
General Studies	0%	0%	0%	0%	100.0% (5)
Nursing & Health Sciences	0%	0%	0%	14.3% (3)	85.7% (18)
Science & Technology	0%	0%	0%	0%	100.0% (4)

<b>Table 2</b>					
<b>Importance of Communication Skills Cont.</b>					
	<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>	3.9% (3)	3.9% (3)	17.1% (13)	26.3% (20)	48.7% (37)
Arts, Humanities & Social Sciences	9.1% (1)	9.1% (1)	27.3% (3)	27.3% (3)	27.3% (3)
Business	6.7% (1)	6.7% (1)	20.0% (3)	13.3% (2)	53.3% (8)
Education & Human Development	0%	0%	15.0% (3)	25.0% (5)	60.0% (12)
General Studies	16.7% (1)	0%	0%	50.0% (3)	33.3% (2)
Nursing & Health Sciences	0%	5.0% (1)	15.0% (3)	30.0% (6)	50.0% (10)
Science & Technology	0%	0%	25.0% (1)	25.0% (1)	50.0% (10)
<b>Reading Skills - Total</b>	0%	0%	2.6% (2)	14.3% (11)	83.1% (64)
Arts, Humanities & Social Sciences	0%	0%	8.3% (1)	16.7% (2)	75.0% (9)
Business	0%	0%	0%	13.3% (2)	86.7% (13)
Education & Human Development	0%	0%	5.0% (1)	20.0% (4)	75.0% (15)
General Studies	0%	0%	0%	0%	100.0% (2)
Nursing & Health Sciences	0%	0%	0%	9.5% (2)	90.5% (19)
Science & Technology	0%	0%	0%	25.0% (1)	75.0% (3)
<b>Interpersonal Communication Skills - Total</b>	0%	0%	1.3% (1)	15.6% (12)	83.1% (64)
Arts, Humanities & Social Sciences	0%	0%	6.7% (1)	16.7% (2)	83.3% (10)
Business	0%	0%	0%	20.0% (3)	73.3% (11)
Education & Human Development	0%	0%	0%	15.0% (3)	85.0% (17)
General Studies	0%	0%	0%	0%	100.0% (5)
Nursing & Health Sciences	0%	0%	0%	14.3% (3)	85.7% (18)
Science & Technology	0%	0%	0%	25.0% (1)	75.0% (3)

**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%	2.4% (2)	2.4% (2)	25.6% (21)	68.3% (56)	0%
Arts, Humanities & Social Sciences	0%	0%	7.7% (1)	15.4% (2)	76.9% (10)	0%
Business	0%	0%	0%	43.8% (7)	50.0% (8)	6.3% (1)
Education & Human Development	0%	0%	0%	20.0% (4)	80.0% (16)	0%
General Studies	0%	16.7% (1)	0%	0%	83.3% (5)	0%
Nursing & Health Sciences	0%	4.5% (1)	0%	22.7% (5)	72.7% (16)	0%
Science & Technology	0%	0%	20.0% (1)	60.0% (3)	20.0% (1)	0%
<b>Written Communication Skills - Total</b>	1.2% (1)	0%	4.9% (4)	37.8% (31)	54.9% (45)	0%
Arts, Humanities & Social Sciences	0%	0%	15.4% (2)	30.8% (4)	53.8% (7)	0%
Business	0%	0%	6.3% (1)	43.8% (7)	43.8% (7)	6.3% (1)
Education & Human Development	0%	0%	0%	45.0% (9)	55.0% (11)	0%
General Studies	0%	0%	0%	33.3% (2)	66.7% (4)	0%
Nursing & Health Sciences	4.5% (1)	0%	20.0% (1)	22.7% (5)	72.7% (16)	0%
Science & Technology	0%	0%	0%	80.0% (4)	0%	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>	1.2% (1)	3.7% (3)	13.4% (11)	29.3% (24)	39.0% (32)	13.4% (11)
Arts, Humanities & Social Sciences	0%	7.7% (1)	23.1% (3)	7.7% (1)	46.2% (6)	15.4% (2)
Business	0%	6.3% (1)	12.5% (2)	43.8% (7)	31.3% (5)	6.3% (1)
Education & Human Development	0%	0%	10.0% (2)	35.0% (7)	50.0% (10)	5.0% (1)
General Studies	0%	0%	0%	50.0% (3)	50.0% (3)	0%
Nursing & Health Sciences	4.5% (1)	4.5% (1)	9.1% (2)	18.2% (4)	31.8% (7)	31.8% (7)
Science & Technology	0%	0%	40.0% (2)	40.0% (2)	20.0% (1)	0%
<b>Reading Skills - Total</b>	0%	1.2% (1)	2.4% (2)	17.1% (14)	75.6% (62)	0%
Arts, Humanities & Social Sciences	0%	0%	7.7% (1)	15.4% (2)	76.9% (10)	0%
Business	0%	0%	0%	37.5% (6)	56.3% (9)	6.3% (1)
Education & Human Development	0%	0%	5.0% (1)	10.0% (2)	80.0% (16)	5.0% (1)
General Studies	0%	0%	0%	16.7% (1)	83.3% (5)	0%
Nursing & Health Sciences	0%	4.5% (1)	0%	4.5% (1)	90.9% (20)	0%
Science & Technology	0%	0%	0%	40.0% (2)	81.8% (9)	20.0% (1)

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

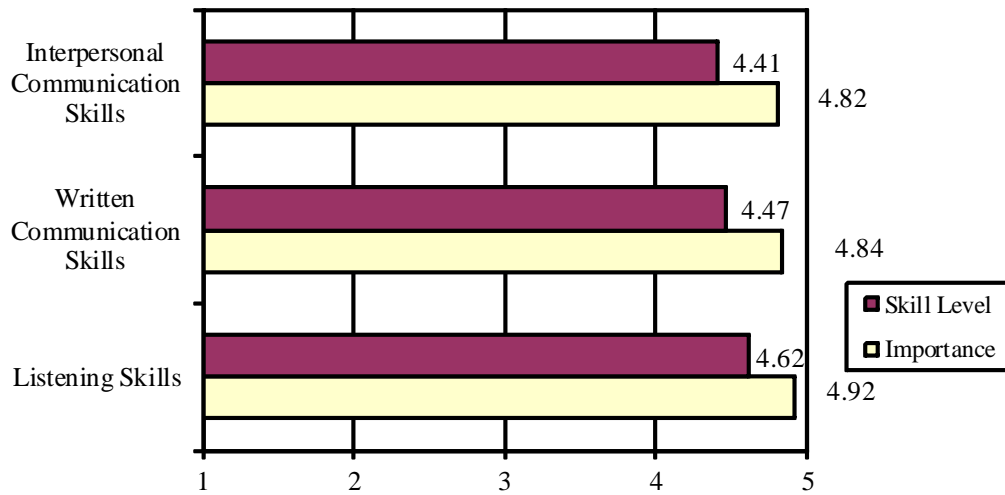
	<b>1- Poor</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 - Excellent</b>	<b>Not Applicable</b>
<b>Interpersonal Communication Skills - Total</b>	1.2% (1)	0%	13.4% (11)	25.6% (21)	57.3% (47)	2.4% (2)
Arts, Humanities & Social Sciences	0%	0%	15.4% (2)	23.1% (3)	61.5% (8)	6.3% (1)
Business	0%	0%	18.8% (3)	43.8% (7)	31.3% (5)	0%
Education & Human Development	0%	0%	5.0% (1)	25.0% (5)	70.0% (14)	0%
General Studies	0%	0%	16.7% (1)	0%	83.3% (5)	0%
Nursing & Health Sciences	4.5% (1)	0%	13.6% (3)	22.7% (5)	54.5% (12)	4.5% (1)
Science & Technology	0%	0%	20.0% (1)	20.0% (1)	60.0% (3)	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	4.92	0.27	4.62	0.66	-.33*
Written Communication Skills	4.84	0.40	4.47	0.71	-.36*
Public Speaking Skills	4.12	1.08	4.17	0.94	-.04
Reading Skills	4.81	0.46	4.73	0.57	-.09
Interpersonal Communication Skills	4.82	0.42	4.41	0.82	-.40*

\* 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=4.84) and ability to apply scientific skills were least important (mean=3.61). Graduates were rated the most skilled in basic computer skills (mean=4.70) and the least skilled in technical computer skills (mean=4.28). The gap scores for technical computer skills, ability to apply mathematical skills, and ability to apply scientific skills were significantly different. Graduates of the College of Business had the lowest 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>	2.6% (2)	2.6% (2)	19.7% (15)	23.7% (18)	51.3% (39)
Arts, Humanities & Social Sciences	9.1% (1)	9.1% (1)	18.2% (2)	27.3% (3)	36.4% (4)
Business	0%	0%	0%	13.3% (2)	86.7% (13)
Education & Human Development	5.0% (1)	5.0% (1)	25.0% (5)	60.0% (6)	35.0% (7)
General Studies	0%	0%	0%	20.0% (1)	80.0% (4)
Nursing & Health Sciences	0%	0%	33.3% (7)	23.8% (5)	42.9% (9)
Science & Technology	0%	0%	25.0% (1)	25.0% (1)	50.0% (2)
<b>Ability to Apply Scientific Skills - Total</b>	8.1% (6)	10.8% (8)	25.7% (19)	23.0% (17)	32.4% (24)
Arts, Humanities & Social Sciences	18.2% (2)	45.5% (5)	9.1% (1)	18.2% (2)	9.1% (1)
Business	28.6% (4)	0%	28.6% (4)	21.4% (3)	21.4% (3)
Education & Human Development	0%	0%	42.1% (8)	21.1% (4)	36.8% (7)
General Studies	0%	0%	0%	40.0% (2)	60.0% (3)
Nursing & Health Sciences	0%	14.3% (3)	19.0% (4)	23.8% (5)	42.9% (9)
Science & Technology	0%	0%	50.0% (2)	25.0% (1)	25.0% (1)

**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>	0%	0%	7.9% (6)	17.1% (13)	75.7% (57)
Arts, Humanities & Social Sciences	0%	0%	8.3% (1)	16.7% (2)	75.0% (9)
Business	0%	0%	0%	21.4% (3)	78.6% (11)
Education & Human Development	0%	0%	15.0% (3)	20.0% (4)	65.0% (13)
General Studies	0%	0%	0%	40.0% (2)	60.0% (3)
Nursing & Health Sciences	0%	0%	4.8% (2)	9.5% (2)	85.7% (18)
Science & Technology	0%	0%	25.0% (1)	0%	75.0% (3)
<b>Basic Computer Skills - Total</b>	0%	1.3% (1)	2.6% (2)	6.5% (5)	89.6% (69)
Arts, Humanities & Social Sciences	0%	0%	0%	16.7% (2)	83.3% (10)
Business	0%	0%	0%	0%	100.0% (15)
Education & Human Development	0%	5.0% (1)	5.0% (1)	5.0% (1)	85.0% (17)
General Studies	0%	0%	0%	0%	100.0% (5)
Nursing & Health Sciences	0%	0%	4.8% (1)	4.8% (1)	90.5% (18)
Science & Technology	0%	0%	0%	25.0% (1)	75.0% (3)
<b>Technical Computer Skills - Total</b>	5.4% (4)	6.8% (5)	24.3% (18)	23.0% (17)	40.5% (30)
Arts, Humanities & Social Sciences	9.1% (1)	18.2% (2)	18.2% (2)	0%	54.5% (6)
Business	14.3% (2)	0%	28.6% (4)	35.7% (5)	21.4% (3)
Education & Human Development	0%	5.3% (1)	26.3% (5)	15.8% (3)	52.6% (10)
General Studies	20.0% (1)	0%	20.0% (1)	40.0% (2)	20.0% (1)
Nursing & Health Sciences	0%	9.5% (2)	19.0% (4)	33.3% (7)	38.1% (8)
Science & Technology	0%	0%	50.0% (2)	0%	50.0% (2)



**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%	1.2% (1)	3.7% (3)	30.5% (25)	54.9% (45)	9.8% (8)
Arts, Humanities & Social Sciences	0%	0%	7.7% (1)	38.5% (5)	46.2% (6)	7.7% (1)
Business	0%	6.3% (1)	0%	43.8% (7)	43.8% (7)	6.3% (1)
Education & Human Development	0%	0%	0%	25.0% (5)	60.0% (12)	15.0% (3)
General Studies	0%	0%	0%	33.3% (2)	66.7% (4)	0%
Nursing & Health Sciences	0%	0%	9.1% (2)	13.6% (3)	63.6% (14)	13.6% (3)
Science & Technology	0%	0%	0%	60.0% (3)	40.0% (2)	0%
<b>Ability to Apply Scientific Skills - Total</b>	0%	1.2% (1)	9.8% (8)	29.3% (24)	40.2% (33)	19.5% (16)
Arts, Humanities & Social Sciences	0%	0%	15.4% (2)	30.8% (4)	30.8% (3)	23.1% (3)
Business	0%	6.3% (1)	12.5% (2)	37.5% (6)	12.5% (2)	31.3% (5)
Education & Human Development	0%	0%	5.0% (1)	25.0% (5)	50.0% (10)	20.0% (4)
General Studies	0%	0%	0%	33.3% (2)	66.7% (4)	0%
Nursing & Health Sciences	0%	0%	9.1% (2)	18.2% (4)	54.5% (12)	18.2% (4)
Science & Technology	0%	0%	20.0% (1)	60.0% (3)	20.0% (1)	0%
<b>Computer Application Skills - Total</b>	2.4% (2)	0%	6.1% (5)	22.0% (18)	67.1% (55)	2.4% (2)
Arts, Humanities & Social Sciences	6.3% (1)	0%	0%	38.5% (5)	61.5% (8)	0%
Business	0%	0%	12.5% (2)	25.0% (4)	43.8% (7)	12.5% (2)
Education & Human Development	0%	0%	15.0% (3)	15.0% (3)	70.0% (14)	0%
General Studies	0%	0%	0%	33.3% (2)	66.7% (4)	0%
Nursing & Health Sciences	4.5% (1)	0%	0%	9.1% (2)	86.4% (19)	0%
Science & Technology	0%	0%	0%	40.0% (2)	60.0% (3)	0%

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

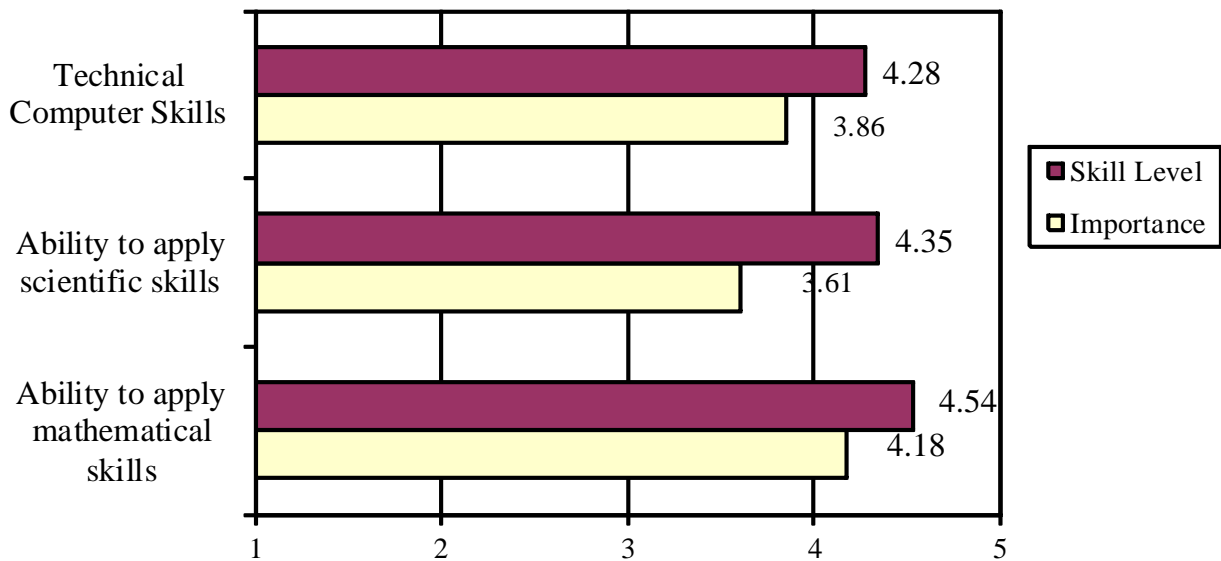
	<b>1- Poor</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 - Excellent</b>	<b>Not Applicable</b>
<b>Basic Computer Skills - Total</b>	2.4% (2)	0%	3.7% (3)	12.2% (10)	80.5% (66)	1.2% (1)
Arts, Humanities & Social Sciences	0%	0%	0%	7.7% (1)	92.3% (12)	0%
Business	6.3% (1)	0%	6.3% (1)	6.3% (1)	75.0% (12)	6.3% (1)
Education & Human Development	0%	0%	10.0% (2)	20.0% (4)	70.0% (14)	0%
General Studies	0%	0%	0%	16.7% (1)	83.3% (5)	0%
Nursing & Health Sciences	4.5% (1)	0%	0%	9.1% (2)	86.4% (19)	0%
Science & Technology	0%	0%	0%	20.0% (1)	80.0% (4)	0%
<b>Technical Computer Skills - Total</b>	2.4% (2)	1.2% (1)	13.4% (11)	22.0% (18)	47.6% (39)	13.4% (11)
Arts, Humanities & Social Sciences	0%	0%	15.4% (2)	7.7% (1)	61.5% (8)	15.4% (2)
Business	6.3% (1)	0%	6.3% (1)	43.8% (7)	18.8% (3)	25.0% (4)
Education & Human Development	0%	5.0% (1)	15.0% (3)	15.0% (3)	60.0% (12)	5.0% (1)
General Studies	0%	0%	16.7% (1)	16.7% (1)	50.0% (3)	16.7% (1)
Nursing & Health Sciences	4.5% (1)	0%	13.6% (3)	22.7% (5)	50.0% (11)	9.1% (2)
Science & Technology	0%	0%	20.0% (1)	20.0% (1)	40.0% (2)	20.0% (1)

**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	4.18	1.01	4.54	0.65	.28*
Ability to Apply Scientific Skills	3.61	1.27	4.25	0.75	.48*
Computer Application Skills	4.67	0.62	4.55	0.83	-.08
Basic Computer Skills	4.84	0.52	4.70	0.77	-.09
Technical Computer Skills	3.86	1.19	4.28	0.97	.27*

\* 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. Ability to solve problems was rated the most important (mean=4.90) and management skills were least important (mean=4.31). Graduates were rated as most skilled in critical thinking skills (mean=4.53) and least skilled in leadership skills (mean=4.15). 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 integrate knowledge and information from different areas, and leadership skills, were all significantly different than 0.

**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>	1.3% (1)	0%	1.3% (1)	9.3% (7)	88.0% (66)
Arts, Humanities & Social Sciences	8.3% (1)	0%	0%	0%	91.7% (11)
Business	0%	0%	0%	13.3% (2)	86.7% (13)
Education & Human Development	0%	0%	0%	5.6% (1)	94.4% (17)
General Studies	0%	0%	0%	0%	100.0% (5)
Nursing & Health Sciences	0%	0%	0%	14.3% (3)	85.7% (18)
Science & Technology	0%	0%	25.0% (1)	25.0% (1)	50.0% (2)
<b>Organizational Skills - Total</b>	0%	0%	1.3% (1)	13.0% (10)	85.7% (66)
Arts, Humanities & Social Sciences	0%	0%	0%	8.3% (1)	91.7% (11)
Business	0%	0%	0%	26.7% (4)	73.3% (11)
Education & Human Development	0%	0%	0%	15.0% (3)	85.0% (17)
General Studies	0%	0%	0%	0%	100.0% (5)
Nursing & Health Sciences	0%	0%	4.8% (1)	0%	95.2% (20)
Science & Technology	0%	0%	0%	50.0% (2)	50.0% (2)

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

	<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>	1.3% (1)	0%	6.7% (5)	33.3% (25)	58.7% (44)
Arts, Humanities & Social Sciences	0%	0%	8.3% (1)	25.0% (3)	66.7% (8)
Business	0%	0%	14.3% (2)	57.1% (8)	28.6% (4)
Education & Human Development	0%	0%	10.0% (2)	20.0% (4)	70.0% (14)
General Studies	0%	0%	0%	40.0% (2)	60.0% (3)
Nursing & Health Sciences	5.0% (1)	0%	0%	35.0% (7)	60.0% (12)
Science & Technology	0%	0%	0%	25.0% (1)	75.0% (3)
<b>Ability to Identify Problems - Total</b>	0%	0%	0%	16.9% (13)	83.1% (64)
Arts, Humanities & Social Sciences	0%	0%	0%	8.3% (1)	91.7% (11)
Business	0%	0%	0%	33.3% (5)	66.7% (10)
Education & Human Development	0%	0%	0%	15.0% (3)	85.0% (17)
General Studies	0%	0%	0%	0%	100.0% (5)
Nursing & Health Sciences	0%	0%	0%	14.3% (3)	85.7% (18)
Science & Technology	0%	0%	0%	25.0% (1)	75.0% (3)
<b>Ability to Solve Problems - Total</b>	0%	0%	0%	10.4% (8)	89.6% (69)
Arts, Humanities & Social Sciences	0%	0%	0%	0%	100.0% (12)
Business	0%	0%	0%	20.0% (3)	80.0% (12)
Education & Human Development	0%	0%	0%	10.0% (2)	90.0% (18)
General Studies	0%	0%	0%	0%	100.0% (5)
Nursing & Health Sciences	0%	0%	0%	4.8% (1)	95.2% (20)
Science & Technology	0%	0%	0%	50.0% (2)	50.0% (2)
<b>Ability to Think Creatively - Total</b>	1.3% (1)	0%	12.8% (10)	21.8% (17)	64.1% (50)
Arts, Humanities & Social Sciences	0%	0%	8.3% (1)	16.7% (2)	75.0% (9)
Business	0%	0%	20.0% (3)	33.3% (5)	46.7% (7)
Education & Human Development	0%	0%	5.0% (1)	25.0% (5)	70.0% (14)
General Studies	16.7% (1)	0%	0%	16.7% (1)	66.7% (4)
Nursing & Health Sciences	0%	0%	14.3% (3)	14.3% (3)	71.4% (15)
Science & Technology	0%	0%	50.0% (2)	25.0% (1)	25.0% (1)

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

	<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%	2.7% (2)	26.7% (20)	70.7% (53)
Arts, Humanities & Social Sciences	0%	0%	8.3% (1)	33.3% (4)	58.3% (7)
Business	0%	0%	6.7% (1)	33.3% (5)	60.0% (9)
Education & Human Development	0%	0%	0%	20.0% (4)	80.0% (16)
General Studies	0%	0%	0%	25.0% (1)	75.0% (3)
Nursing & Health Sciences	0%	0%	0%	20.0% (4)	80.0% (16)
Science & Technology	0%	0%	0%	50.0% (2)	50.0% (2)
<b>Leadership Skills - Total</b>	2.6% (2)	0%	6.5% (5)	41.6% (32)	49.4% (38)
Arts, Humanities & Social Sciences	8.3% (1)	0%	8.3% (1)	25.0% (3)	58.3% (7)
Business	0%	0%	21.4% (3)	28.6% (4)	50.0% (7)
Education & Human Development	0%	0%	0%	50.0% (10)	50.0% (10)
General Studies	16.7% (1)	0%	0%	50.0% (3)	33.3% (2)
Nursing & Health Sciences	0%	0%	4.8% (1)	42.9% (9)	52.4% (11)
Science & Technology	0%	0%	0%	75.0% (3)	25.0% (1)
<b>Management Skills - Total</b>	2.7% (2)	0%	14.9% (11)	28.4% (21)	54.1% (40)
Arts, Humanities & Social Sciences	8.3% (1)	0%	16.7% (2)	33.3% (4)	41.7% (5)
Business	0%	0%	14.3% (2)	50.0% (7)	35.7% (5)
Education & Human Development	0%	0%	10.5% (2)	21.1% (4)	68.4% (13)
General Studies	16.7% (1)	0%	0%	33.3% (2)	50.0% (3)
Nursing & Health Sciences	0%	0%	21.1% (4)	5.3% (1)	73.7% (14)
Science & Technology	0%	0%	25.0% (1)	75.0% (3)	0%

**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>	1.2% (1)	0%	4.9% (4)	30.5% (25)	59.8% (49)	3.7% (3)
Arts, Humanities & Social Sciences	0%	0%	7.7% (1)	30.8% (4)	53.8% (7)	7.7% (1)
Business	0%	0%	0%	56.3% (9)	37.5% (6)	6.3% (1)
Education & Human Development	0%	0%	5.0% (1)	60.0% (6)	65.0% (13)	0%
General Studies	0%	0%	16.7% (1)	0%	83.3% (5)	0%
Nursing & Health Sciences	4.5% (1)	0%	0%	18.2% (4)	72.7% (16)	0%
Science & Technology	0%	0%	20.0% (1)	40.0% (2)	40.0% (2)	0%
<b>Organizational Skills - Total</b>	2.4% (2)	0%	9.8% (8)	23.2% (19)	62.2% (51)	2.4% (2)
Arts, Humanities & Social Sciences	0%	0%	7.7% (1)	7.7% (1)	84.6% (11)	0%
Business	6.3% (1)	0%	12.5% (2)	37.5% (6)	37.5% (6)	6.3% (1)
Education & Human Development	0%	0%	10.0% (2)	25.0% (5)	60.0% (12)	5.0% (1)
General Studies	0%	0%	0%	16.7% (1)	83.3% (5)	0%
Nursing & Health Sciences	4.5% (1)	0%	9.1% (2)	18.2% (4)	68.2% (15)	0%
Science & Technology	0%	0%	20.0% (1)	40.0% (2)	40.0% (2)	0%
<b>Ability to Plan Projects - Total</b>	1.2% (1)	0%	8.5% (7)	28.0% (23)	52.4% (43)	9.8% (8)
Arts, Humanities & Social Sciences	0%	0%	7.7% (1)	7.7% (1)	84.6% (11)	0%
Business	0%	0%	6.3% (1)	56.3% (9)	25.0% (4)	12.5% (2)
Education & Human Development	0%	0%	15.0% (3)	20.0% (4)	60.0% (12)	5.0% (1)
General Studies	0%	0%	0%	16.7% (1)	83.3% (5)	0%
Nursing & Health Sciences	4.5% (1)	0%	9.1% (2)	18.2% (4)	45.5% (10)	22.7% (5)
Science & Technology	0%	0%	0%	80.0% (4)	20.0% (1)	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>	1.2% (1)	0%	9.8% (8)	28.0% (23)	59.8% (49)	1.2% (1)
Arts, Humanities & Social Sciences	0%	0%	0%	30.8% (4)	69.2% (9)	0%
Business	0%	0%	6.3% (1)	50.0% (8)	37.5% (6)	6.3% (1)
Education & Human Development	0%	0%	10.0% (2)	25.0% (5)	65.0% (13)	0%
General Studies	0%	0%	16.7% (1)	16.7% (1)	66.7% (4)	0%
Nursing & Health Sciences	4.5% (1)	0%	13.6% (3)	13.6% (3)	68.2% (15)	0%
Science & Technology	0%	0%	20.0% (1)	40.0% (2)	40.0% (2)	0%
<b>Ability to Solve Problems - Total</b>	1.2% (1)	0%	11.0% (9)	37.8% (31)	48.8% (40)	1.2% (1)
Arts, Humanities & Social Sciences	0%	0%	0%	38.5% (5)	61.5% (8)	0%
Business	0%	0%	12.5% (2)	50.0% (8)	31.3% (5)	6.3% (1)
Education & Human Development	0%	0%	10.0% (2)	40.0% (8)	50.0% (10)	0%
General Studies	0%	0%	16.7% (1)	16.7% (1)	66.7% (4)	0%
Nursing & Health Sciences	4.5% (1)	0%	13.6% (3)	27.3% (6)	54.5% (12)	0%
Science & Technology	0%	0%	20.0% (1)	60.0% (3)	20.0% (1)	0%
<b>Ability to Think Creatively - Total</b>	1.2% (1)	0%	14.6% (12)	25.6% (21)	56.1% (46)	2.4% (2)
Arts, Humanities & Social Sciences	0%	0%	7.7% (1)	23.1% (3)	69.2% (9)	0%
Business	0%	0%	18.3% (3)	50.0% (8)	25.0% (4)	6.3% (1)
Education & Human Development	0%	0%	10.0% (2)	20.0% (4)	70.0% (14)	0%
General Studies	0%	0%	16.7% (1)	0%	83.3% (5)	0%
Nursing & Health Sciences	4.5% (1)	0%	9.1% (2)	22.7% (5)	59.1% (13)	4.5% (1)
Science & Technology	0%	0%	60.0% (3)	20.0% (1)	20.0% (1)	0%



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

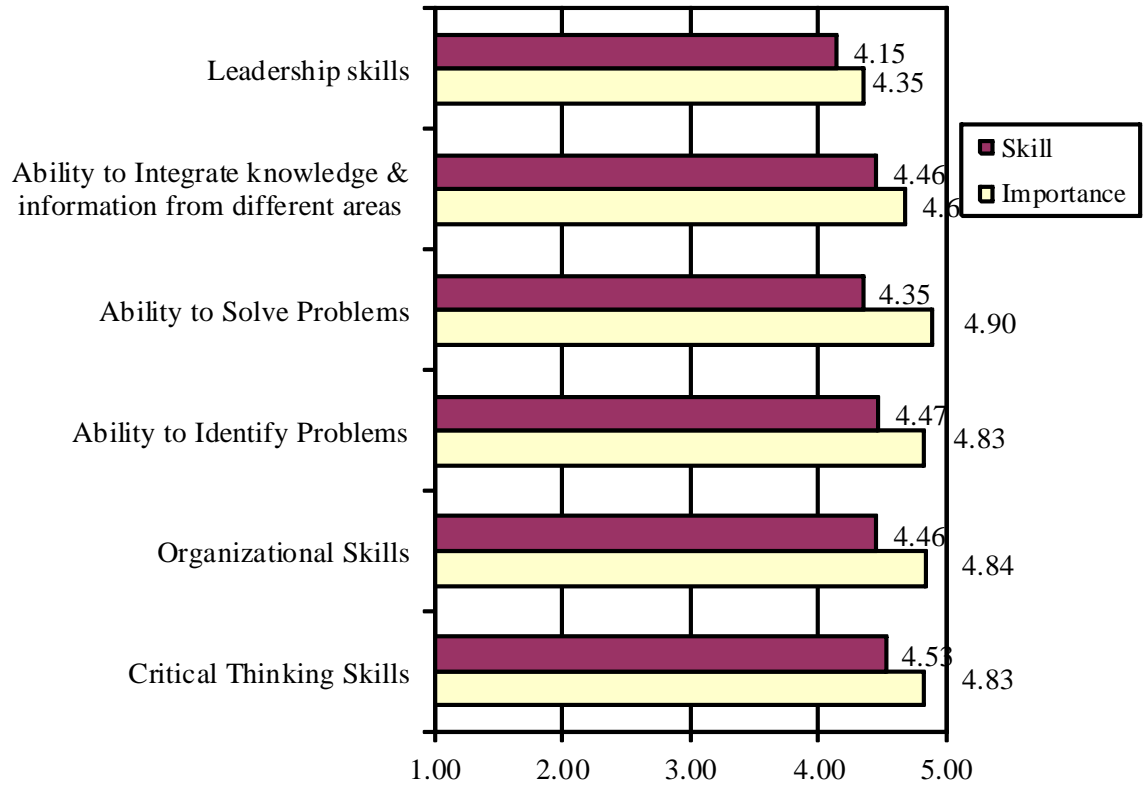
	<b>1- Poor</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 - Excellent</b>	<b>Not Applicable</b>
<b>Ability to Integrate Knowledge and Information from Different Areas - Total</b>	1.2% (1)	0%	8.5% (7)	30.5% (25)	56.1% (46)	3.7% (3)
Arts, Humanities & Social Sciences	0%	0%	0%	53.8% (7)	46.2% (6)	0%
Business	0%	0%	12.5% (2)	37.5% (6)	43.8% (7)	6.3% (1)
Education & Human Development	0%	0%	10.0% (2)	25.0% (5)	65.0% (13)	0%
General Studies	0%	0%	16.7% (1)	16.7% (1)	50.0% (3)	16.7% (1)
Nursing & Health Sciences	4.5% (1)	0%	9.1% (2)	9.1% (2)	72.7% (16)	4.5% (1)
Science & Technology	0%	0%	0%	80.0% (4)	20.0% (1)	0%
<b>Leadership Skills - Total</b>	1.2% (1)	2.4% (2)	15.9% (13)	37.8% (31)	39.0% (32)	3.7% (3)
Arts, Humanities & Social Sciences	0%	7.7% (1)	15.4% (2)	30.8% (4)	38.5% (5)	7.7% (1)
Business	0%	0%	18.8% (3)	31.3% (5)	37.5% (6)	12.5% (2)
Education & Human Development	0%	5.0% (1)	15.0% (3)	30.0% (6)	50.0% (10)	0%
General Studies	0%	0%	16.7% (1)	50.0% (3)	33.3% (2)	0%
Nursing & Health Sciences	4.5% (1)	0%	13.6% (3)	40.9% (9)	40.9% (9)	0%
Science & Technology	0%	0%	20.0% (1)	80.0% (4)	0%	0%
<b>Management Skills-Total</b>	1.2% (1)	1.2% (1)	18.3% (15)	29.3% (24)	40.2% (33)	9.8% (8)
Arts, Humanities & Social Sciences	0%	7.7% (1)	15.4% (2)	23.1% (3)	46.2% (6)	7.7% (1)
Business	0%	0%	18.8% (3)	37.5% (6)	31.3% (5)	12.5% (2)
Education & Human Development	0%	0%	20.0% (4)	35.0% (7)	40.0% (8)	5.0% (1)
General Studies	0%	0%	0%	33.3% (2)	50.0% (3)	16.7% (1)
Nursing & Health Sciences	4.5% (1)	0%	18.2% (4)	13.6% (3)	50.0% (11)	13.6% (3)
Science & Technology	0%	0%	40.0% (2)	60.0% (3)	0%	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	4.83	0.58	4.53	0.71	-.32*
Organizational Skills	4.84	0.40	4.46	0.87	-.44*
Ability to Plan Projects	4.48	0.74	4.45	0.78	-.10
Ability to Identify Problems	4.83	0.38	4.47	0.78	-.38*
Ability to Solve Problems	4.90	0.31	4.35	0.78	-.55*
Ability to Think Creatively	4.47	0.82	4.39	0.83	-.15
Ability to Integrate Knowledge and Information from Different Areas	4.68	0.52	4.46	0.77	-.21*
Leadership Skills	4.35	0.82	4.15	0.88	-.23*
Management Skills	4.31	0.92	4.18	0.90	-.14

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

### 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 was least important (mean=4.60). Graduates were rated the highest in working in an ethical manner (mean=4.81) and lowest in decision-making ability (mean=4.39). 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 punctuality. The gap scores for professionalism, work attitude, dependability, punctuality, willingness to accept new responsibilities, decision-making ability, ability to work independently, ability to work in teams, and ability to work under pressure, were all significantly different than 0. In general, graduates of the College of Arts, Humanities, and Social Sciences 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>	1.3% (1)	0%	1.3% (1)	6.4% (5)	91.0% (71)
Arts, Humanities & Social Sciences	0%	0%	0%	0%	100.0% (12)
Business	0%	0%	6.7% (1)	13.3% (2)	80.0% (12)
Education & Human Development	0%	0%	0%	5.0% (1)	95.0% (19)
General Studies	16.7% (1)	0%	0%	0%	83.3% (5)
Nursing & Health Sciences	0%	0%	0%	4.8% (1)	95.2% (20)
Science & Technology	0%	0%	0%	25.0% (1)	75.0% (3)
<b>Working in an Ethical Manner - Total</b>	2.5% (2)	0%	0%	3.8% (3)	93.7% (74)
Arts, Humanities & Social Sciences	0%	0%	0%	0%	100.0% (12)
Business	6.3% (1)	0%	0%	0%	93.8% (15)
Education & Human Development	0%	0%	0%	10.0% (2)	90.0% (18)
General Studies	16.7% (1)	0%	0%	0%	83.3% (5)
Nursing & Health Sciences	0%	0%	0%	4.8% (1)	95.2% (20)
Science & Technology	0%	0%	0%	0%	100.0% (4)

**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%	9.1% (7)	90.9% (70)
Arts, Humanities & Social Sciences	0%	0%	0%	16.7% (2)	83.3% (10)
Business	0%	0%	0%	0%	100.0% (15)
Education & Human Development	0%	0%	0%	15.0% (3)	85.0% (17)
General Studies	0%	0%	0%	0%	100.0% (5)
Nursing & Health Sciences	0%	0%	0%	4.8% (1)	95.2% (20)
Science & Technology	0%	0%	0%	25.0% (1)	75.0% (3)
<b>Dependability - Total</b>	0%	0%	0%	3.9% (3)	96.1% (74)
Arts, Humanities & Social Sciences	0%	0%	0%	8.3% (1)	91.7% (11)
Business	0%	0%	0%	6.7% (1)	93.3% (14)
Education & Human Development	0%	0%	0%	5.0% (1)	95.0% (19)
General Studies	0%	0%	0%	0%	100.0% (5)
Nursing & Health Sciences	0%	0%	0%	0%	100.0% (21)
Science & Technology	0%	0%	0%	0%	10.0% (4)
<b>Punctuality - Total</b>	1.3% (1)	0%	0%	13.0% (10)	85.7% (66)
Arts, Humanities & Social Sciences	0%	0%	0%	16.7% (2)	83.3% (10)
Business	1.3% (1)	0%	0%	18.8% (3)	75.0% (12)
Education & Human Development	0%	0%	0%	5.0% (1)	95.0% (95)
General Studies	0%	0%	0%	0%	100.0% (5)
Nursing & Health Sciences	0%	0%	0%	0%	100.0% (20)
Science & Technology	0%	0%	0%	100.0% (4)	0%
<b>Willingness to Accept New Responsibilities - Total</b>	0%	0%	3.9% (3)	17.1% (13)	78.9% (60)
Arts, Humanities & Social Sciences	0%	0%	0%	16.7% (2)	83.3% (10)
Business	0%	0%	3.7% (1)	13.3% (2)	80.0% (12)
Education & Human Development	0%	0%	0%	15.0% (3)	85.0% (17)
General Studies	0%	0%	0%	20.0% (1)	80.0% (4)
Nursing & Health Sciences	0%	0%	10.0% (2)	15.0% (3)	75.0% (15)
Science & Technology	0%	0%	0%	50.0% (2)	50.0% (2)

**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>	2.5% (2)	0%	2.5% (2)	19.0% (15)	75.9% (60)
Arts, Humanities & Social Sciences	0%	0%	8.3% (1)	8.3% (1)	83.3% (10)
Business	6.3% (1)	0%	6.3% (1)	43.8% (7)	43.8% (7)
Education & Human Development	0%	0%	0%	15.0% (3)	85.0% (17)
General Studies	16.7% (1)	0%	0%	0%	83.3% (5)
Nursing & Health Sciences	0%	0%	0%	14.3% (3)	85.7% (18)
Science & Technology	0%	0%	0%	25.0% (1)	75.0% (3)
<b>Ability to Work with Persons from Diverse Ethnic and Cultural Backgrounds - Total</b>	0%	1.3% (1)	5.3% (4)	11.8% (9)	81.6% (62)
Arts, Humanities & Social Sciences	0%	0%	16.7% (2)	16.7% (2)	66.7% (8)
Business	0%	6.7% (1)	6.7% (1)	26.7% (4)	60.0% (9)
Education & Human Development	0%	0%	0%	10.0% (2)	90.0% (18)
General Studies	0%	0%	0%	0%	100.0% (5)
Nursing & Health Sciences	0%	0%	0%	5.0% (1)	95.0% (19)
Science & Technology	0%	0%	25.0% (1)	0%	75.0% (3)
<b>Ability to Work Independently - Total</b>	0%	0%	2.7% (2)	13.3% (10)	84.0% (63)
Arts, Humanities & Social Sciences	0%	0%	8.3% (1)	8.3% (1)	83.3% (10)
Business	0%	0%	0%	33.3% (5)	66.7% (10)
Education & Human Development	0%	0%	0%	20.0% (4)	80.0% (16)
General Studies	0%	0%	0%	0%	100.0% (4)
Nursing & Health Sciences	0%	0%	5.0% (1)	0%	95.0% (19)
Science & Technology	0%	0%	0%	0%	100.0% (4)

**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%	8.0% (6)	12.0% (9)	80.0% (60)
Arts, Humanities & Social Sciences	0%	0%	8.3% (1)	16.7% (2)	75.0% (9)
Business	0%	0%	13.3% (2)	20.0% (3)	66.7% (10)
Education & Human Development	0%	0%	5.0% (1)	10.0% (2)	85.0% (17)
General Studies	0%	0%	0%	0%	100.0% (4)
Nursing & Health Sciences	0%	0%	10.0% (2)	5.0% (1)	85.0% (17)
Science & Technology	0%	0%	0%	25.0% (1)	75.0% (3)
<b>Ability to Learn Independently - Total</b>	1.3% (1)	0%	1.3% (1)	32.5% (25)	64.9% (50)
Arts, Humanities & Social Sciences	0%	0%	0%	25.0% (3)	75.0% (9)
Business	0%	0%	0%	53.3% (8)	46.7% (7)
Education & Human Development	0%	0%	0%	30.0% (6)	70.0% (14)
General Studies	16.7% (1)	0%	0%	33.3% (2)	50.0% (3)
Nursing & Health Sciences	0%	0%	5.0% (1)	15.0% (3)	80.0% (16)
Science & Technology	0%	0%	0%	75.0% (3)	25.0% (1)
<b>Ability to Work Under Pressure - Total</b>	0%	0%	1.3% (1)	13.2% (10)	85.5% (65)
Arts, Humanities & Social Sciences	0%	0%	8.3% (1)	8.3% (1)	83.3% (10)
Business	0%	0%	0%	20.0% (3)	80.0% (12)
Education & Human Development	0%	0%	0%	15.0% (3)	85.0% (17)
General Studies	0%	0%	0%	0%	100.0% (5)
Nursing & Health Sciences	0%	0%	0%	5.0% (1)	95.0% (19)
Science & Technology	0%	0%	0%	50.0% (2)	50.0% (2)

**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>	1.2% (1)	1.2% (1)	3.7% (3)	23.2% (19)	69.5% (57)	1.2% (1)
Arts, Humanities & Social Sciences	0%	0%	0%	38.5% (5)	61.5% (8)	0%
Business	0%	6.3% (1)	6.3% (1)	18.8% (3)	62.5% (10)	6.3% (1)
Education & Human Development	0%	0%	0%	25.0% (5)	75.0% (15)	0%
General Studies	0%	0%	0%	33.3% (2)	66.7% (4)	0%
Nursing & Health Sciences	4.5% (1)	0%	4.5% (1)	9.1% (2)	81.8% (18)	0%
Science & Technology	0%	0%	20.0% (1)	40.0% (2)	40.0% (2)	0%
<b>Working in an Ethical Manner - Total</b>	0%	0%	0%	13.4% (11)	84.1% (69)	1.2% (1)
Arts, Humanities & Social Sciences	0%	0%	0%	15.4% (2)	84.6% (11)	0%
Business	0%	0%	0%	6.3% (1)	87.5% (14)	6.3% (1)
Education & Human Development	0%	0%	0%	20.0% (4)	80.0% (16)	0%
General Studies	0%	0%	0%	16.7% (1)	83.3% (5)	0%
Nursing & Health Sciences	0%	0%	0%	13.6% (3)	81.8% (18)	0%
Science & Technology	0%	0%	0%	0%	100.0% (5)	0%
<b>Work Attitude - Total</b>	1.2% (1)	1.2% (1)	6.1% (5)	19.5% (16)	70.7% (58)	1.2% (1)
Arts, Humanities & Social Sciences	0%	0%	7.7% (1)	23.1% (3)	69.2% (9)	6.3% (1)
Business	0%	6.3% (1)	6.3% (1)	25.0% (4)	56.3% (9)	0%
Education & Human Development	0%	0%	5.0% (1)	30.0% (6)	65.0% (13)	0%
General Studies	0%	0%	16.7% (1)	0%	83.3% (5)	0%
Nursing & Health Sciences	4.5% (1)	0%	4.5% (1)	9.1% (2)	81.8% (18)	0%
Science & Technology	0%	0%	0%	20.0% (1)	80.0% (4)	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>	1.2% (1)	1.2% (1)	3.7% (3)	13.4% (11)	76.8% (63)	3.7% (3)
Arts, Humanities & Social Sciences	0%	7.7% (1)	0%	7.7% (1)	76.9% (10)	7.7% (1)
Business	0%	0%	6.3% (1)	12.5% (2)	75.0% (12)	6.3% (1)
Education & Human Development	0%	0%	0%	20.0% (4)	75.0% (15)	5.0% (1)
General Studies	0%	0%	16.7% (1)	0%	83.3% (5)	0%
Nursing & Health Sciences	4.5% (1)	0%	4.5% (1)	9.1% (2)	81.8% (18)	0%
Science & Technology	0%	0%	0%	40.0% (2)	60.0% (3)	0%
<b>Punctuality - Total</b>	3.7% (3)	3.7% (3)	4.9% (4)	18.3% (15)	64.6% (53)	4.9% (4)
Arts, Humanities & Social Sciences	7.7% (1)	0%	0%	15.4% (2)	76.9% (10)	0%
Business	6.3% (1)	12.5% (2)	6.3% (1)	0%	62.5% (10)	12.5% (2)
Education & Human Development	0%	0%	5.0% (1)	30.0% (6)	60.0% (12)	5.0% (1)
General Studies	0%	0%	16.7% (1)	0%	83.3% (5)	0%
Nursing & Health Sciences	4.5% (1)	4.5% (1)	0%	22.7% (5)	63.6% (14)	4.5% (1)
Science & Technology	0%	0%	20.0% (1)	40.0% (2)	40.0% (2)	0%
<b>Willingness to Accept New Responsibilities - Total</b>	1.2% (1)	0%	7.3% (6)	23.2% (19)	58.5% (48)	9.8% (8)
Arts, Humanities & Social Sciences	0%	0%	7.7% (1)	15.4% (2)	69.2% (9)	7.7% (1)
Business	0%	0%	6.3% (1)	25.0% (4)	50.0% (8)	18.8% (3)
Education & Human Development	0%	0%	10.2% (2)	35.0% (7)	50.0% (10)	5.0% (1)
General Studies	0%	0%	16.7% (1)	0%	66.7% (4)	16.7% (1)
Nursing & Health Sciences	4.5% (1)	0%	4.5% (1)	13.6% (3)	68.2% (15)	9.1% (2)
Science & Technology	0%	0%	0%	60.0% (3)	40.0% (2)	0%
<b>Table 12</b> <b>Graduates' Level of Professional Traits and Attitudes Cont.</b>						

	<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>	1.2% (1)	0%	9.8% (8)	31.7% (26)	50.0% (41)	7.3% (6)
Arts, Humanities & Social Sciences	0%	0%	15.4% (2)	15.4% (2)	53.8% (7)	15.4% (2)
Business	0%	0%	0%	50.0% (8)	37.5% (6)	12.5% (2)
Education & Human Development	0%	0%	50.0% (1)	40.0% (8)	55.0% (11)	0%
General Studies	0%	0%	16.7% (1)	16.7% (1)	50.0% (3)	16.7% (1)
Nursing & Health Sciences	4.5% (1)	0%	13.6% (3)	22.7% (5)	54.5% (12)	4.5% (1)
Science & Technology	0%	0%	20.0% (1)	40.0% (2)	40.0% (1)	0%
<b>Ability to Work with Persons from Diverse Ethnic and Cultural Backgrounds - Total</b>	1.2% (1)	0%	4.9% (4)	22.0% (18)	69.5% (57)	2.4% (2)
Arts, Humanities & Social Sciences	0%	0%	0%	23.1% (3)	76.9% (10)	0%
Business	0%	0%	6.3% (1)	25.0% (4)	62.5% (10)	6.3% (1)
Education & Human Development	0%	0%	10.0% (2)	20.0% (4)	70.0% (14)	0%
General Studies	0%	0%	0%	16.7% (1)	83.3% (5)	0%
Nursing & Health Sciences	4.5% (1)	0%	0%	18.2% (4)	72.7% (16)	4.5% (1)
Science & Technology	0%	0%	20.0% (1)	40.0% (2)	40.0% (2)	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>	1.2% (1)	0%	4.9% (1)	18.3% (15)	70.7% (58)	4.9% (4)
Arts, Humanities & Social Sciences	0%	0%	0%	23.1% (3)	69.2% (9)	7.7% (1)
Business	0%	0%	12.5% (2)	18.8% (3)	62.5% (10)	6.3% (1)
Education & Human Development	0%	0%	5.0% (1)	20.0% (4)	70.0% (14)	5.0% (1)
General Studies	0%	0%	0%	0%	100.0% (6)	0%
Nursing & Health Sciences	4.5% (1)	0%	4.5% (1)	18.2% (4)	68.2% (15)	4.5% (1)
Science & Technology	0%	0%	0%	20.0% (1)	80.0% (4)	0%
<b>Ability to Work in Teams - Total</b>	1.2% (1)	1.2% (1)	4.9% (4)	20.7% (17)	61.0% (50)	11.0% (9)
Arts, Humanities & Social Sciences	0%	6.3% (1)	0%	15.4% (2)	76.9% (10)	7.7% (1)
Business	0%	0%	12.5% (2)	25.0% (4)	37.5% (6)	18.8% (3)
Education & Human Development	0%	0%	5.0% (1)	30.0% (6)	55.0% (11)	10.0% (2)
General Studies	0%	0%	0%	16.7% (1)	66.7% (4)	16.7% (1)
Nursing & Health Sciences	4.5% (1)	0%	4.5% (1)	4.5% (1)	77.3% (17)	9.1% (2)
Science & Technology	0%	0%	0%	60.0% (3)	40.0% (1)	0%
<b>Ability to Learn Independently - Total</b>	1.2% (1)	0%	7.3% (6)	23.2% (19)	58.5% (48)	9.8% (8)
Arts, Humanities & Social Sciences	0%	0%	0%	15.4% (2)	69.2% (9)	15.4% (2)
Business	0%	0%	12.5% (2)	31.3% (5)	43.8% (7)	12.5% (2)
Education & Human Development	0%	0%	10.0% (2)	15.0% (3)	60.0% (12)	15.0% (3)
General Studies	0%	0%	16.7% (1)	0%	66.7% (4)	16.7% (1)
Nursing & Health Sciences	4.5% (1)	0%	4.5% (1)	27.3% (6)	63.6% (14)	0%
Science & Technology	0%	0%	0%	60.0% (3)	40.0% (2)	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%	1.2% (1)	12.2% (10)	19.5% (16)	57.3% (47)	9.8% (8)
Arts, Humanities & Social Sciences	0%	0%	7.7% (1)	15.4% (2)	69.2% (9)	7.7% (1)
Business	0%	0%	18.8% (3)	18.8% (3)	50.0% (8)	12.5% (2)
Education & Human Development	0%	5.0% (1)	5.0% (1)	25.0% (5)	55.0% (11)	10.0% (3)
General Studies	0%	0%	16.7% (1)	16.7% (1)	50.0% (3)	16.7% (1)
Nursing & Health Sciences	0%	0%	13.6% (3)	18.2% (4)	63.6% (14)	4.5% (1)
Science & Technology	0%	0%	20.0% (1)	20.0% (1)	40.0% (2)	20.0% (1)

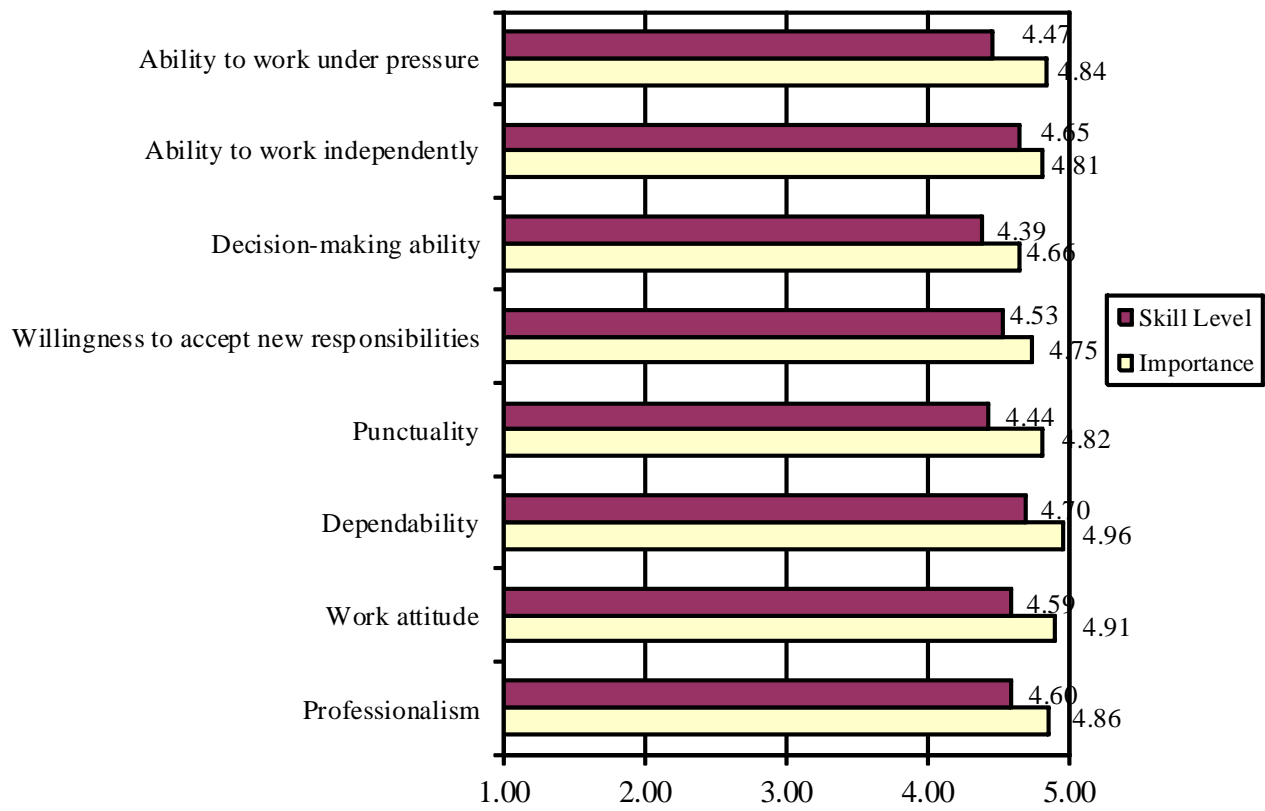
**Table 13**  
**Summary Statistics for Professional Traits and Attitudes**

	Importance to Graduates' Job		Graduates' Skill Level		Mean of Gap Score
	Mean	Standard Deviation	Mean	Standard Deviation	
Professionalism	4.86	0.55	4.60	0.74	-0.23 <sup>2</sup>
Working in an Ethical Manner	4.86	0.66	4.81	0.55	-0.04
Work Attitude	4.91	0.29	4.59	0.77	-0.29 <sup>1</sup>
Dependability	4.96	0.20	4.70	0.72	-0.25 <sup>2</sup>
Punctuality	4.82	0.56	4.44	1.03	-0.47 <sup>1</sup>
Willingness to Accept New Responsibilities	4.75	0.52	4.53	0.76	-0.23 <sup>2</sup>
Decision-making Ability	4.66	0.77	4.39	0.78	-0.31 <sup>2</sup>
Ability to Work with Persons from Diverse Ethnic and Cultural Backgrounds	4.74	0.62	4.63	0.70	-0.11
Ability to Work Independently	4.81	0.46	4.65	0.70	-0.19 <sup>2</sup>
Ability to Work in Teams	4.72	0.61	4.56	0.78	-0.18
Ability to Learn Independently	4.60	0.65	4.53	0.76	-0.10
Ability to Work Under Pressure	4.84	0.40	4.47	0.78	-0.38 <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



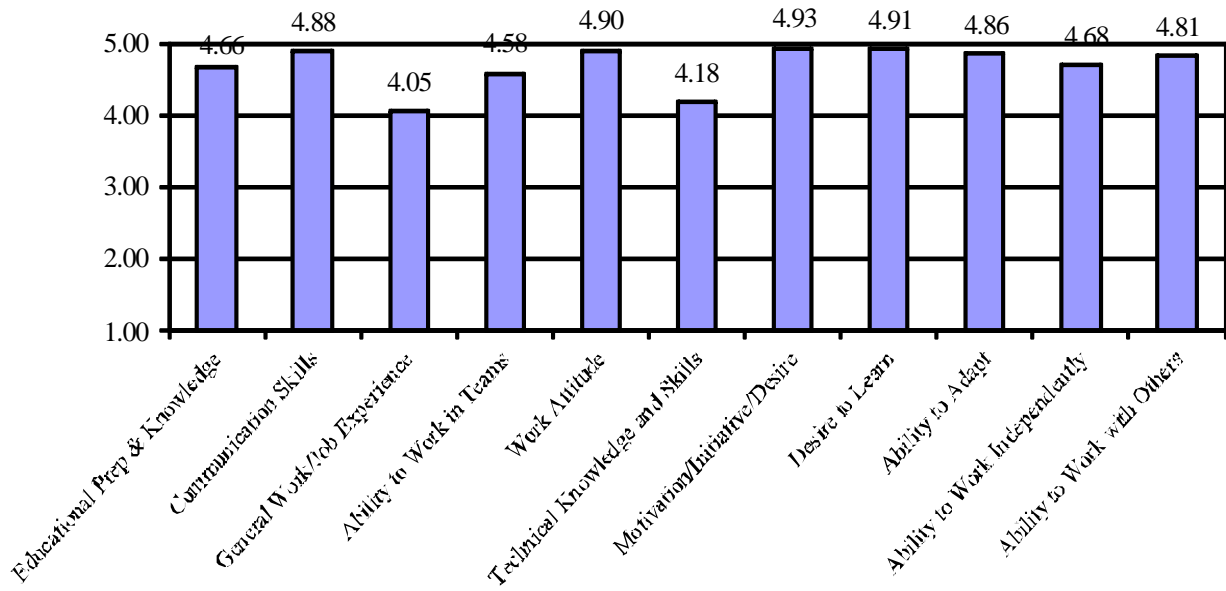
## What Employers Look For in New Employees

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 motivation/initiative/desire being the most important (mean=4.93) and general work- or job-related experience being the least important (mean=4.05).

**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%	3.7% (3)	25.6% (21)	68.3% (56)
Communication Skills	0%	0%	0%	12.2% (10)	86.6% (71)
General Work- or Job-related Experience	1.2% (1)	3.7% (3)	19.5% (16)	37.8% (31)	35.4% (29)
Ability to Work in Teams	0%	0%	4.9% (4)	31.7% (26)	61.0% (50)
Work Attitude	0%	0%	0%	9.8% (8)	89.0% (73)
Technical Knowledge and Skills	0%	2.4% (2)	12.2% (10)	48.8% (40)	34.1% (28)
Motivation/Initiative/Desire	0%	0%	1.2% (1)	4.9% (4)	92.7% (76)
Desire to Learn	0%	0%	0%	8.5% (7)	90.2% (74)
Ability to Adapt to Changes and Pressures on the Job	0%	0%	0%	13.4% (11)	85.4% (70)
Ability to Work Independently	0%	0%	2.4% (2)	26.8% (22)	69.5% (57)
Ability to Work with Others	0%	0%	1.2% (1)	15.9% (13)	81.7% (67)

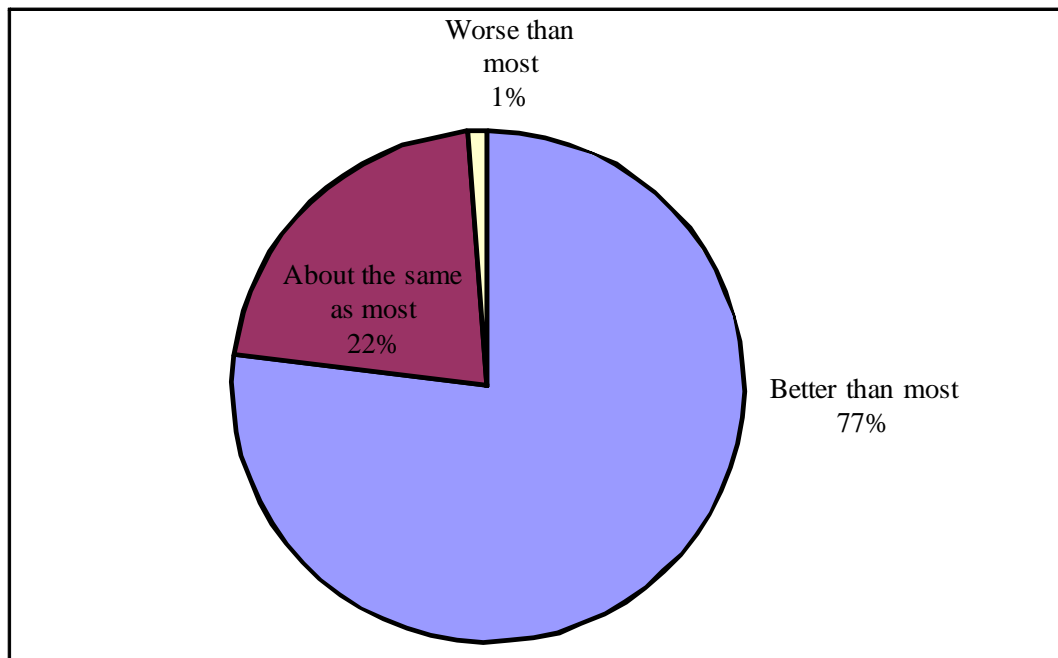
### Means for Factors in Hiring New Employees





## 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 77% (n=60) indicated that the employee was prepared better than most, while 21% (n=17) 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?” (95% of all respondents, n=78) indicated that they would. When asked why they would, the following reasons were given.

- No bias against SLU; will consider along with all other factors.
- I feel they really are prepared when they graduate. The student is now a full-time of ours as asst manager!
- Southeastern grads are more prepared than other grads from other schools. Most SELU grads can come in and hit the ground running with little training. Good job SELU, keep them coming! They are always the best prepared for the classroom!
- Southeasterns curriculum prepares students for multiple aspects of the work force.
- Most of our employees are from our town + go to SLU.
- We like college graduates because they are usually honest & dependable.
- I don't discriminate based on university attended.
- Southeastern graduates have proven to be hard-working, knowledgeable, and responsible employees.
- very well rounded

- Depends on the person and the skills needed.
- Excellent employees. Hard working & loyal to the university.
- Planning to hire interns. Quality students.
- Familiar with job and work environment.
- They are well educated, prepared, and motivated!
- The graduates are consistently well prepared and very professional.
- Excellent school-based therapy training!
- Excellent, broad well-rounded knowledge.
- Most seem well rounded & ready to work
- Southeastern graduates are very prepared to teach a classroom of students and handle all that comes with the job.
- SLU graduates are usually well prepared.
- We've had good experience w/a few SELA graduates but this one and one other were truly a mistake.
- The industrial Tech. Dept gives them a basic understanding of the work we do. Which helps the employee progress in our system.
- Definitely.
- I would think the student would be at the top of the list of students who graduated from the Athletic Training curriculum. Any graduate who exhibited his qualities would be an easy hire.
- Always prepared clinically, work ethics are excellent
- I would depending on there skill sets, attitude, + willingness to learn + be a team player. Would be more willing to hire a student that did clinical in my area.
- Strong Acctg knowledge
- The school is not as important as the person. If a great candidate is from SE that is fine with me.
- Good experience
- The graduates are well rounded and prepared to enter the work force.
- Professional; would like to see better oral/verbal presentations, up confidence is necessary in classroom. Not reading powerpoints; engage students in learning; have students (master's student) present weekly in their studies.
- Our company has hired multiple graduates over time and plan to continue.
- Came to us with good ambition, knowledge, and confidence
- Where someone graduates from is irrelevant to me. Work ethics are much more important.
- SLU does a great job preparing teachers. All that I have supervised have been excellent.
- Knowledgeable and good attitude.
- Well-prepared
- Smart, well-prepared to work.
- They are more professional and well rounded.
- Graduates are well prepared and they come into the work-force knowing some of the challenges that public education faces. They are usually very eager and willing to accept responsibilities and other duties.
- SLU graduates are well prepared for the job market.

- well-prepared
- Very pleased with this graduate's job performance.
- I have found no reason not to hire people from any particular school.
- Well prepared with current applicable knowledge and techniques.
- They are well prepared and have a good knowledge base.
- The one I employ is my best employee.
- I'm a Southeastern graduate and I know first hand the preparation that goes into a single student.
- Great employee - willing to learn and pitch in. Real team player - good skill levels.
- SLU graduates are very knowledgeable.
- I am a SLU graduate + will always honor the great education provided to all students.
- They are very professional & very prepared.

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 Important	1	2	3	4	5		1	2	3	4	5	Poor	Excellent	Not 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 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 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**

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.**