Employer Survey
Fall 1998

Southeastern Louisiana University
Office of Institutional Research and Assessment

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Executive Summary

In Fall 1997, an Alumni Survey was conducted. As part of the survey, alumni were asked to provide information about their employers. The employers identified in the Fall 1997 Alumni Survey were then sent an Employer Survey in Fall 1998. 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.

! Over 95% of respondents indicated they would hire another Southeastern graduate.

! The most important skills or characteristics for a graduate's job were listening skills and dependability.

! Southeastern graduates were rated the highest in dependability, followed by working in an ethical manner.

! Graduates were rated the lowest on technical computer skills; however these skills were rated as less important to many of their jobs.

! The most important characteristic employers looked for when hiring a new employee was work attitude, followed by motivation/initiative/desire.

! Areas that can be targeted for improvement include ability to solve problems, professionalism, and listening skills.

! Over 25% of the employers were in K-12 education.

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 curriculum continues to be effective or if changes need to be investigated.

In Fall 1997, 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 Fall 1997 Alumni Survey were then sent an Employer Survey in Fall 1998. 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 Fall 1997 a survey was conducted of 1994-95 and 1995-96 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 50% of the respondents (238) provided information on their supervisor. After several attempts to gather more information, 7 were discarded because not enough information was provided to contact the supervisor.

In the Fall 1998, 231 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. Of the 231 surveys which were sent out, one was returned because of a bad address and one was returned because the supervisor was no longer employed at the company.

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 128 surveys were returned completed for a return rate of 56%.

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 (56%, n=72) 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 (26.6%, n=34). Figure 1 shows the types of organization.

Figure 1
Respondent's Organization Type
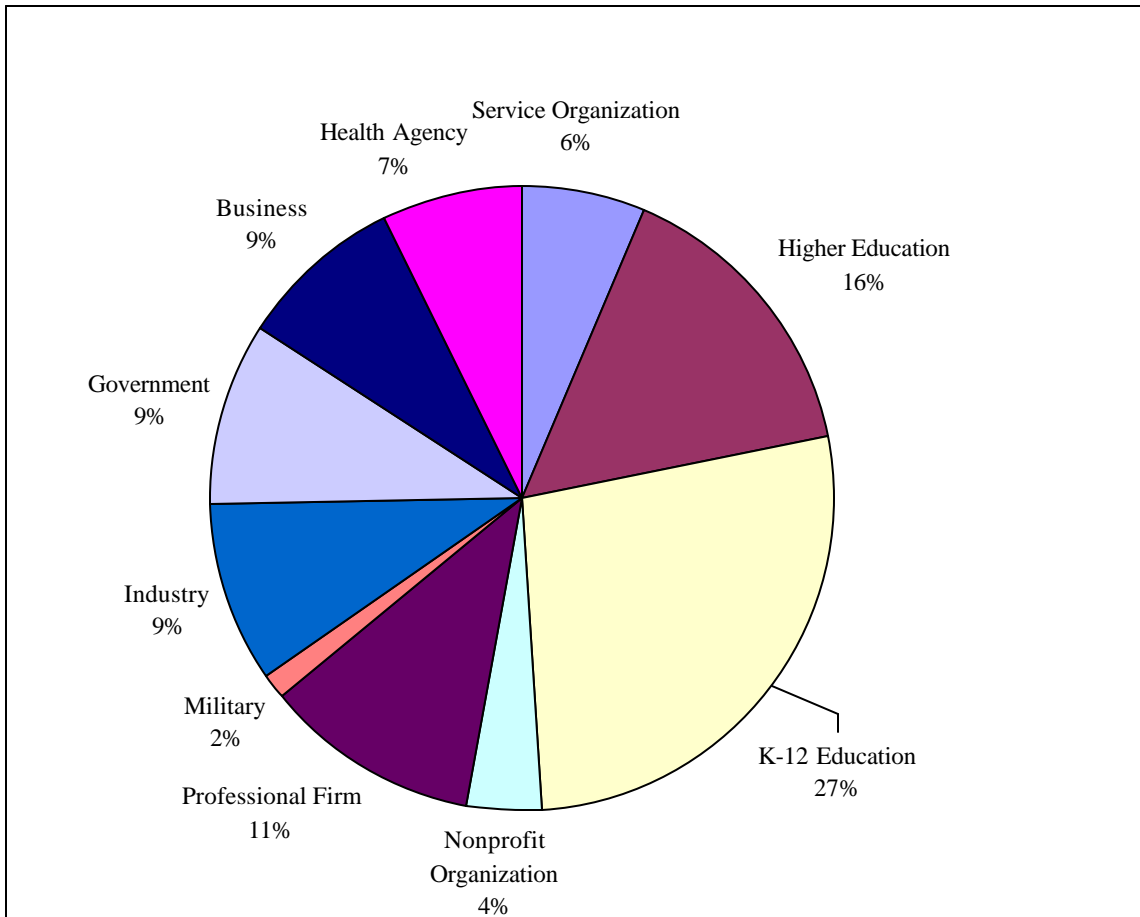
Most of the organizations represented were either small organizations (34.4%, n=44), less than 50 employees, or large organizations (28.9%, n=37), 500 or more employees. Eighteen percent (18.0%, n=23) had 50 to 99 employees, 10.2% (n=13) had 100 to 249 employees, and 6.3% (n=8) had 250 to 499 employees.

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. The second table provides percentages and frequencies for the level of each skill. 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=4.95) and public speaking skills were least important (mean=3.97). Graduates were rated as most skilled in reading (mean=4.64) and least skilled in public speaking (mean=4.05). 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 listening skills. The gap scores for listening skills, written communication skills, and interpersonal communication skills were all significantly different than 0.

Table 1
Importance of Communication Skills

	1- Not Important	2	3	4	5 - Very Important
Listening Skills	0%	0%	0.8% (1)	3.9% (5)	95.3% (5)
Written Communication Skills	0%	0.8% (1)	3.9% (5)	16.4% (21)	78.9% (101)
Public Speaking Skills	5.5% (7)	4.7% (6)	18.0% (23)	28.9% (37)	40.6% (52)
Reading Skills	0%	1.6% (2)	4.7% (6)	13.3% (17)	79.7% (102)
Interpersonal Communication Skills	0%	0%	5.5% (7)	15.6% (20)	78.9% (101)

Table 2
Graduates' Level of Communication Skills

	1- Poor	2	3	4	5 - Excellent	Not Applicable
Listening Skills	0%	0.8% (1)	6.3% (8)	34.4% (44)	58.6% (75)	0%
Written Communication Skills	0%	3.1% (4)	12.5% (16)	33.6% (43)	50.0% (64)	0.8% (1)
Public Speaking Skills	0.8% (1)	3.1% (21)	16.4% (21)	38.3% (49)	29.7% (38)	10.9% (14)
Reading Skills	0%	0%	2.3% (3)	30.5% (39)	65.6% (84)	0.8% (1)
Interpersonal Communication Skills	1.6% (2)	0.8% (1)	10.9% (14)	36.7% (47)	48.4% (62)	1.6% (2)

Table 3
Summary Statistics for Communication Skills

	Importance to Graduates' Job		Graduates' Skill Level		Mean of Gap Score
	Mean	**Standard Deviation**	**Mean**	**Standard Deviation**	
Listening Skills	4.95	0.26	4.51	0.65	-0.44*
Written Communication Skills	4.73	0.57	4.31	0.81	-0.43*
Public Speaking Skills	3.97	1.14	4.05	0.86	-0.12
Reading Skills	4.72	0.63	4.64	0.53	-0.08
Interpersonal Communication Skills	4.73	0.55	4.32	0.83	-0.42*

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

Communication Skills with Significant Gap Scores

Technical Skills

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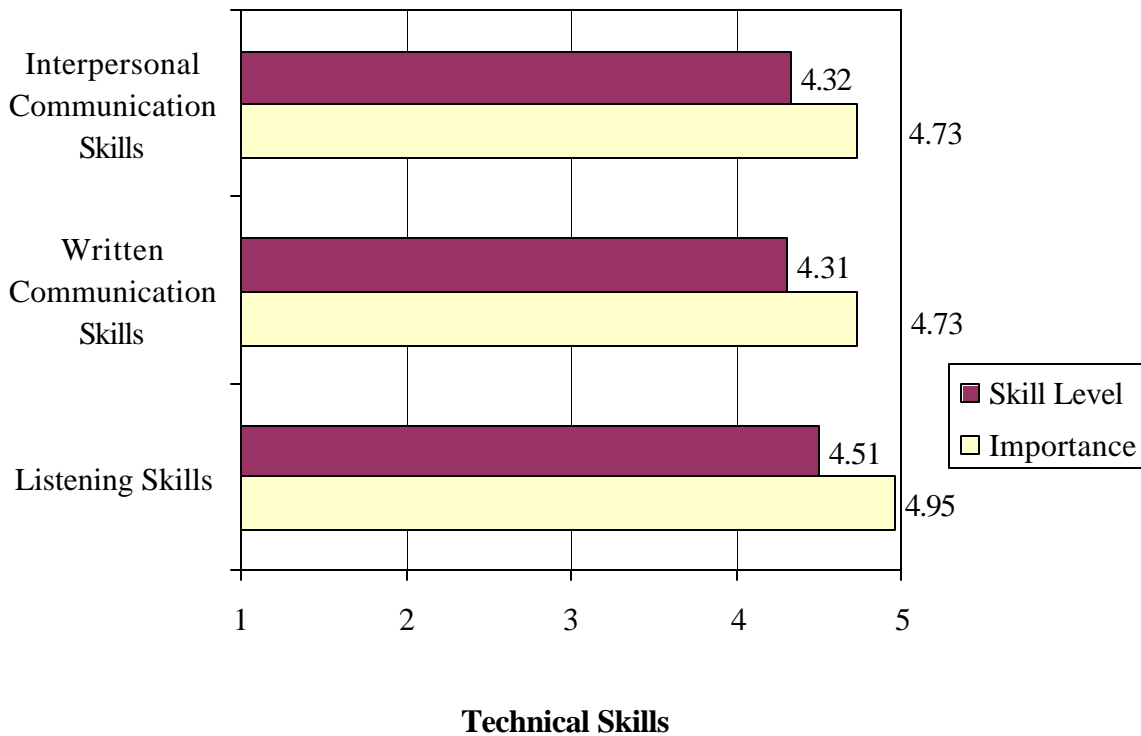
In general, employers rated technical skills as being relevant to graduates' current positions. Basic computer skills were rated the most important (mean=4.35) and technical computer skills were least important (mean=3.26). The largest gap was in technical computer skills. None of the gap scores were significantly different from 0. This means that the difference between the skills importance to the job and the graduate's level of skill is not interpretable.

Table 4
Importance of Technical Skills

	1- Not Important	2	3	4	5 - Very Important
Ability to Apply Mathematical Skills	7.0% (9)	6.3% (8)	21.9% (28)	24.2% (31)	37.5% (48)
Ability to Apply Scientific Skills	18.8% (27)	7.0% (9)	21.9% (28)	15.6% (20)	32.0% (41)
Computer Application Skills	0.8% (1)	2.3% (3)	19.5% (25)	28.9% (37)	46.9% (60)
Basic Computer Skills	0.8% (1)	2.3% (3)	10.9% (14)	32.8% (42)	52.3% (67)
Technical Computer Skills	7.8% (10)	14.1% (18)	30.5% (39)	29.7% (38)	12.5% (16)

Table 5
Graduates' Level of Technical Skills

	1- Poor	2	3	4	5 - Excellent	Not Applicable
Ability to Apply Mathematical Skills	0%	0%	14.1% (18)	37.5% (48)	32.0% (41)	15.6% (20)
Ability to Apply Scientific Skills	0.8% (1)	0%	14.8% (19)	28.1% (36)	27.3% (35)	27.3% (35)
Computer Application Skills	0%	3.1% (4)	18.8% (24)	30.5% (39)	37.5% (48)	7.8% (10)
Basic Computer Skills	0%	2.3% (3)	12.5% (16)	31.3% (40)	45.3% (58)	6.3% (8)
Technical Computer Skills	2.3% (3)	5.5% (7)	25.8% (33)	23.4% (30)	18.8% (24)	21.9% (28)

Table 6
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	3.81	1.23	4.21	0.71	.12
Ability to Apply Scientific Skills	3.37	1.50	4.14	0.82	.16
Computer Application Skills	4.21	0.90	4.14	0.87	-0.18
Basic Computer Skills	4.35	0.83	4.31	0.80	-0.14
Technical Computer Skills	3.26	1.12	3.67	1.03	-0.21

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=4.75) and management skills were least important (mean=4.19). Graduates were rated as most skilled in organizational skills (mean=4.34) and least skilled in management skills (mean=3.90). 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.

Table 7
Importance of Workplace Knowledge and Skills

	1- Not Important	2	3	4	5 - Very Important
Critical Thinking Skills	0%	0%	4.7% (6)	22.7% (29)	72.7% (93)
Organizational Skills	0%	0%	3.1% (4)	24.2% (31)	72.7% (93)
Ability to Plan Projects	1.6% (2)	0.8% (1)	12.5% (16)	31.3% (40)	53.9% (69)
Ability to Identify Problems	0%	0%	4.7% (6)	21.1% (27)	74.2% (95)
Ability to Solve Problems	0%	0%	3.1% (4)	18.8% (24)	78.1% (100)
Ability to Think Creatively	0.8% (1)	0.8% (1)	11.7% (15)	25.0% (32)	60.9% (78)
Ability to Integrate Knowledge and Information from Different Areas	0%	0.8% (1)	3.9% (5)	32.0% (41)	62.5% (80)
Leadership Skills	0.8% (1)	1.6% (2)	14.8% (19)	32.0% (41)	50.0% (64)
Management Skills	1.6% (2)	4.7% (6)	17.2% (22)	25.8% (33)	50.0% (64)

Table 8
Graduates' Level of Workplace Knowledge and Skills

	1- Poor	2	3	4	5 - Excellent	Not Applicable
Critical Thinking Skills	0%	1.6% (2)	14.1% (18)	40.6% (52)	43.8% (56)	0%
Organizational Skills	0%	1.6% (2)	14.1% (18)	32.8% (42)	51.6% (66)	0%
Ability to Plan Projects	0%	0.8% (1)	14.8% (19)	39.8% (51)	43.0% (55)	1.6% (2)
Ability to Identify Problems	0%	0.8% (1)	12.5% (16)	46.1% (59)	40.6% (52)	0%
Ability to Solve Problems	0.8% (1)	2.3% (3)	14.8% (19)	45.3% (58)	35.9% (46)	0.8% (1)
Ability to Think Creatively	0.8% (1)	3.1% (4)	19.5% (25)	34.4% (44)	39.8% (51)	0.8% (1)
Ability to Integrate Knowledge and Information from Different Areas	0%	2.3% (3)	14.1% (18)	45.3% (58)	36.7% (47)	1.6% (2)
Leadership Skills	2.3% (3)	3.9% (5)	25.8% (33)	33.6% (43)	32.8% (42)	1.6% (2)
Management Skills	1.6% (2)	2.3% (3)	28.1% (36)	33.6% (43)	28.1% (36)	5.5% (7)

Table 9
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	4.68	0.56	4.27	0.76	-0.41[*]
Organizational Skills	4.70	0.53	4.34	0.78	-0.35[*]
Ability to Plan Projects	4.35	0.85	4.27	0.74	-0.13
Ability to Identify Problems	4.70	0.55	4.27	0.70	-0.43[*]
Ability to Solve Problems	4.75	0.50	4.14	0.81	-0.61[*]
Ability to Think Creatively	4.46	0.79	4.12	0.89	-0.38[*]
Ability to Integrate Knowledge and Information from Different Areas	4.57	0.61	4.18	0.76	-0.38[8]
Leadership Skills	4.30	0.84	3.92	0.98	-0.40[*]
Management Skills	4.19	0.99	3.90	0.92	-0.38[*]

[*] Significantly different from zero at p < .001

Workplace Knowledge and Skills with Significant Gap Scores

Skill	Skill Level	Importance
Management Skills	3.90	4.19
Leadership Skills	3.92	4.30
Ability to Integrate Knowledge and Information from Different Areas	4.18	4.57
Ability to Think Creatively	4.12	4.46
Ability to Solve Problems	4.14	4.75
Ability to Identify Problems	4.27	4.70
Organizational Skills	4.34	4.70
Critical Thinking Skills	4.27	4.68
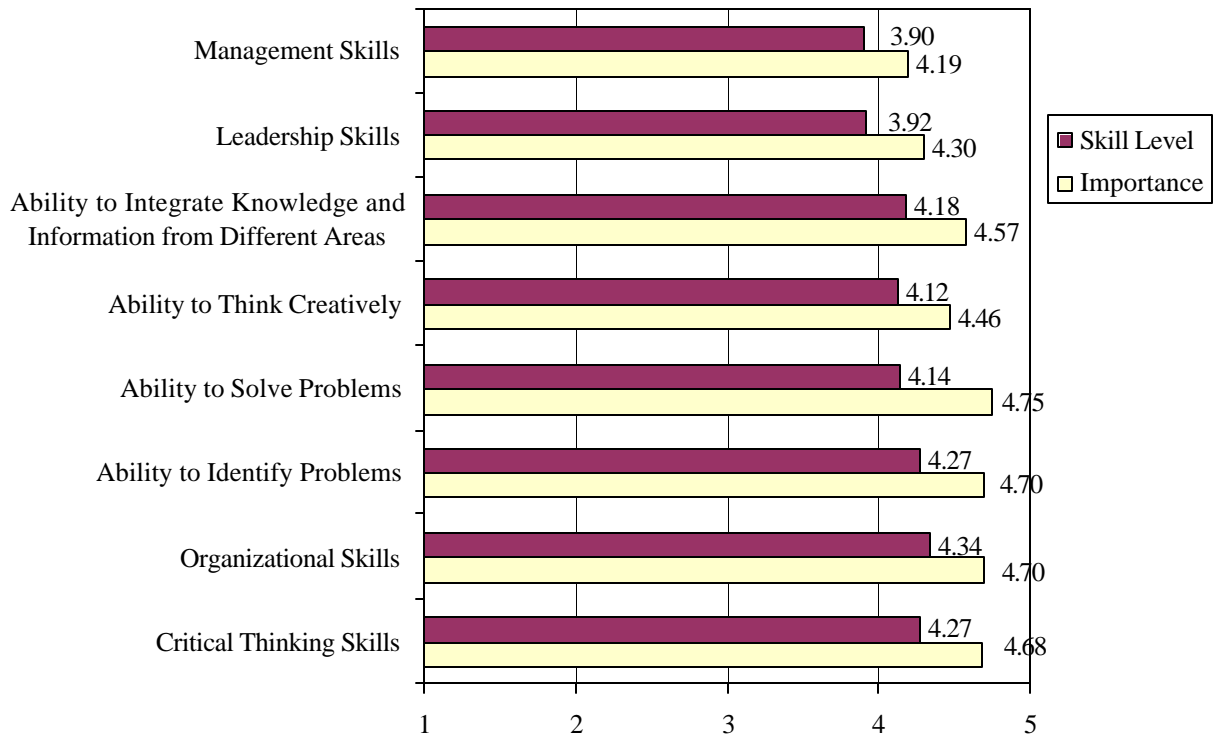
Professional Traits and Attitudes

In general, employers rated professional traits and attitudes as being important to graduates' current positions. Dependability was rated the most important (mean=4.95) and ability to work with persons from diverse ethnic and cultural backgrounds was least important (mean=4.52). Graduates were rated the highest in dependability (mean=4.69) and lowest in decision-making ability (mean=4.19). 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 professionalism, working in an ethical manner, work attitude, dependability, punctuality, decision-making ability, ability to work independently, ability to work in teams, ability to learn independently, and ability to work under pressure were all significantly different than 0.

Table 10
Importance of Professional Traits and Attitudes

	1- Not Important	2	3	4	5 - Very Important
Professionalism	0%	0%	1.6% (2)	9.4% (12)	87.5% (112)
Working in an Ethical Manner	0%	0%	1.6% (2)	7.0% (9)	91.4% (117)
Work Attitude	0%	0%	0%	6.3% (8)	93.0% (119)
Dependability	0%	0%	0%	4.7% (6)	95.3% (122)
Punctuality	0.8% (1)	0%	3.9% (5)	18.8% (24)	76.6% (98)
Willingness to Accept New Responsibilities	0%	0%	3.1% (4)	30.5% (39)	66.4% (85)
Decision-making Ability	0%	0%	4.7% (6)	28.9% (37)	64.1% (82)
Ability to Work with Persons from Diverse Ethnic and Cultural Backgrounds	1.6% (2)	0%	9.4% (12)	22.7% (29)	65.6% (84)
Ability to Work Independently	0%	0%	3.9% (5)	22.7% (29)	73.4% (94)
Ability to Work in Teams	1.6% (2)	0.8% (1)	7.0% (9)	18.8% (24)	71.9% (92)
Ability to Learn Independently	0%	0%	4.7% (6)	28.1% (36)	64.8% (83)
Ability to Work Under Pressure	0.8% (1)	0.8% (1)	3.1% (4)	20.3% (26)	74.2% (95)

Table 11
Graduates' Level of Professional Traits and Attitudes

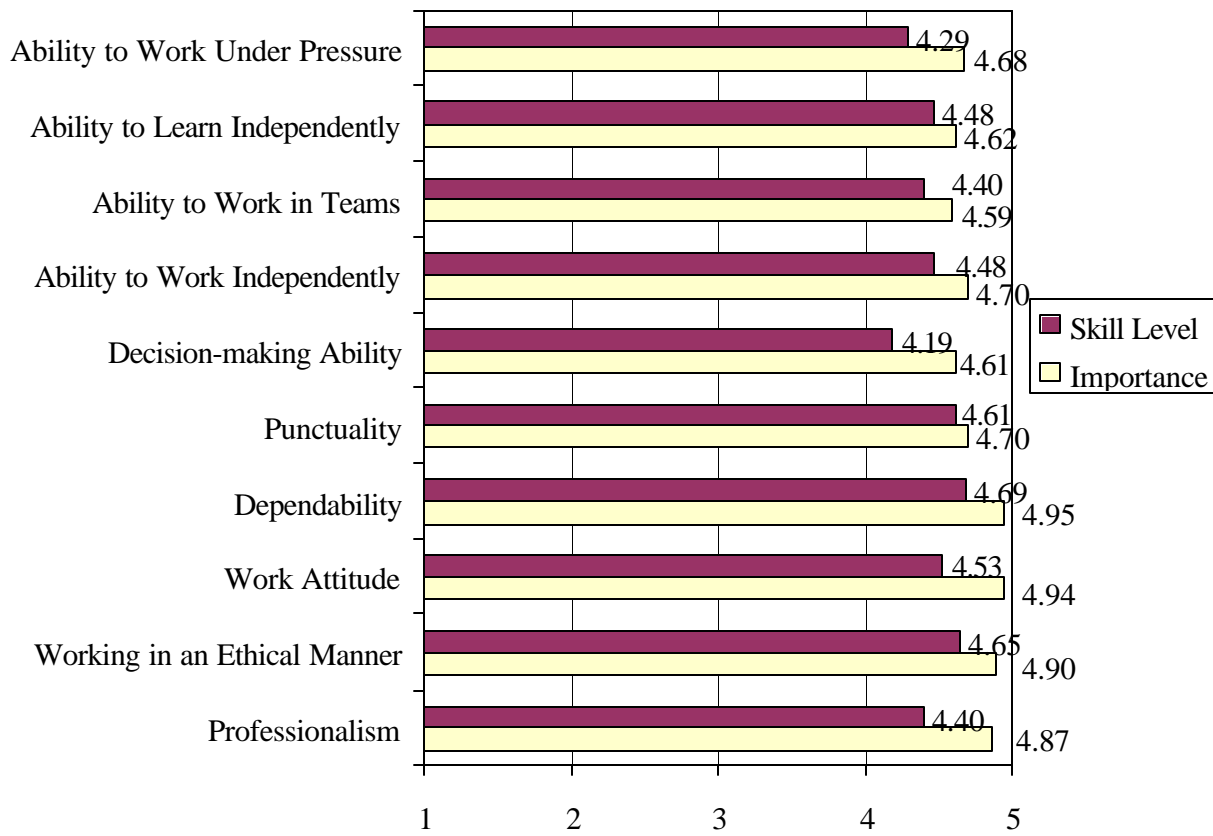|	1- Poor	2	3	4	5 - Excellent	Not Applicable
Professionalism	1.6% (2)	1.6% (2)	9.4% (12)	29.7% (38)	57.0% (73)	0%
Working in an Ethical Manner	0%	2.3% (3)	4.7% (6)	18.8% (24)	73.4% (94)	0%
Work Attitude	0.8% (1)	2.3% (3)	5.5% (7)	25.8% (33)	65.6% (84)	0%
Dependability	0%	0.8% (1)	4.7% (6)	19.5% (25)	75.0% (96)	0%
Punctuality	0%	0%	7.0% (9)	25.0% (32)	67.2% (86)	0.8% (1)
Willingness to Accept New Responsibilities	0.8% (1)	1.6% (2)	7.8% (10)	25.0% (32)	64.8% (83)	0%
Decision-making Ability	0%	1.6% (2)	15.6% (20)	43.0% (55)	37.5% (48)	0%
Ability to Work with Persons from Diverse Ethnic and Cultural Backgrounds	1.6% (2)	0%	7.0% (9)	28.1% (36)	56.3% (72)	4.7% (6)
Ability to Work Independently	0%	2.3% (3)	8.6% (11)	27.3% (35)	61.7% (79)	0%
Ability to Work in Teams	1.6% (2)	0.8% (1)	8.6% (11)	32.8% (42)	53.9% (69)	1.6% (2)
Ability to Learn Independently	0%	0%	8.6% (11)	35.2% (45)	56.3% (72)	0%
Ability to Work Under Pressure	0%	2.3% (3)	10.9% (14)	41.4% (53)	43.8% (56)	0.8% (1)

Table 12
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	4.87	0.38	4.40	0.85	-0.46[1]
Working in an Ethical Manner	4.90	0.35	4.65	0.68	-0.25[1]
Work Attitude	4.94	0.24	4.53	0.77	-0.40[1]
Dependability	4.95	0.21	4.69	0.60	-0.27[1]
Punctuality	4.70	0.62	4.61	0.62	-0.13[2]
Willingness to Accept New Responsibilities	4.63	0.55	4.52	0.77	-.012
Decision-making Ability	4.61	0.58	4.19	0.76	-0.42[1]
Ability to Work with Persons from Diverse Ethnic and Cultural Backgrounds	4.52	0.80	4.48	0.78	-0.12
Ability to Work Independently	4.70	0.54	4.48	0.75	-0.21[1]
Ability to Work in Teams	4.59	0.79	4.40	0.81	-0.24[1]
Ability to Learn Independently	4.62	0.58	4.48	0.65	-0.12[2]
Ability to Work Under Pressure	4.68	0.65	4.29	0.76	-0.42[1]

[1] Significantly different from zero at $p < .001$
[2] Significantly different from zero at $p < .05$

Professional Traits and Attitudes with Significant Gap Scores

Ability to Work Under Pressure — Skill Level: 4.29, Importance: 4.68

Ability to Learn Independently — Skill Level: 4.48, Importance: 4.62

Ability to Work in Teams — Skill Level: 4.40, Importance: 4.59

Ability to Work Independently — Skill Level: 4.48, Importance: 4.70

Decision-making Ability — Skill Level: 4.19, Importance: 4.61

Punctuality — Skill Level: 4.61, Importance: 4.70

Dependability — Skill Level: 4.69, Importance: 4.95

Work Attitude — Skill Level: 4.53, Importance: 4.94

Working in an Ethical Manner — Skill Level: 4.65, Importance: 4.90
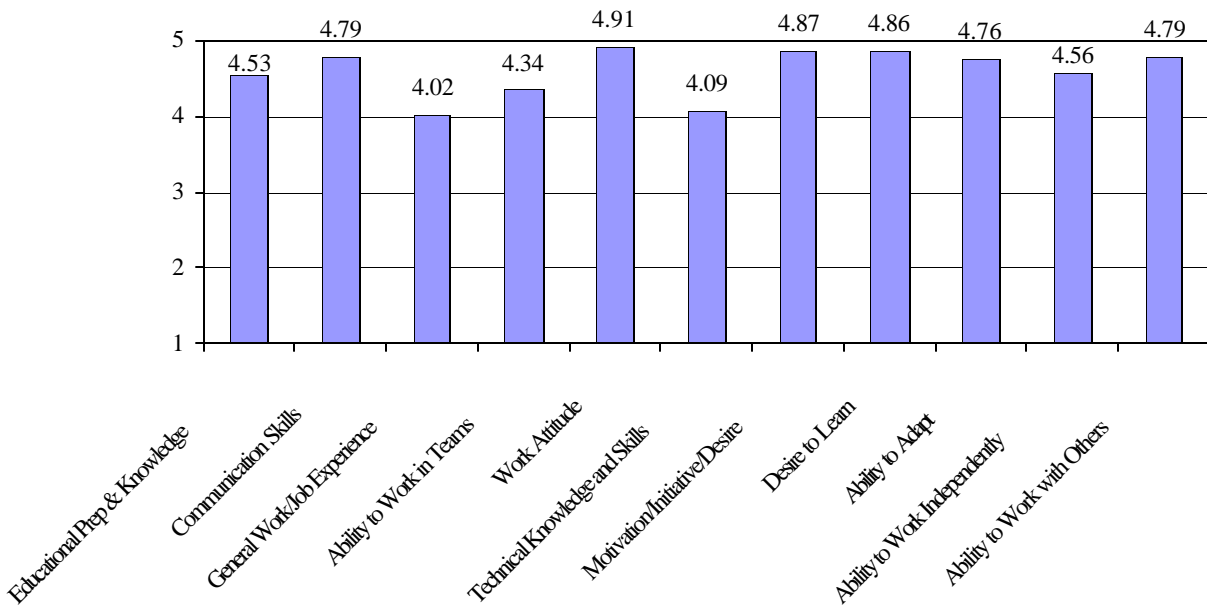
Professionalism — Skill Level: 4.40, Importance: 4.87

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=4.91) and general work- or job-related experience being the least important (mean=4.02).

Table 13
Importance of Factors in Hiring New Employees

	1- Not Important	2	3	4	5 - Very Important
Educational Preparation and Knowledge	0%	0%	7.8% (10)	30.5% (39)	60.2% (77)
Communication Skills	0%	0%	1.6% (2)	18.0% (23)	78.9% (101)
General Work- or Job-related Experience	0.8% (1)	3.9% (5)	20.3% (26)	39.8% (51)	32.8% (42)
Ability to Work in Teams	0.8% (1)	6.7% (4)	11.7% (15)	23.4% (30)	57.0% (73)
Work Attitude	0%	0%	1.6% (2)	5.5% (7)	91.4% (117)
Technical Knowledge and Skills	0%	1.6% (2)	21.9% (28)	40.6% (52)	33.6% (43)
Motivation/Initiative/Desire	0%	0%	1.6% (2)	10.2% (13)	86.7% (111)
Desire to Learn	0%	0%	0.8% (1)	12.5% (16)	85.2% (109)
Ability to Adapt to Changes and Pressures on the Job	0%	0%	0.8% (1)	21.9% (28)	75.8% (97)
Ability to Work Independently	0%	0%	6.3% (8)	30.5% (39)	61.7% (79)
Ability to Work with Others	0%	0%	2.3% (3)	15.6% (20)	80.5% (103)

Means for Factors in Hiring New Employees

	4.53	4.79	4.02	4.34	4.91	4.09	4.87	4.86	4.76	4.56	4.79	

- Educational Prep & Knowledge
- Communication Skills
- General Work/Job Experience
- Ability to Work in Teams
- Work Attitude
- Technical Knowledge and Skills
- Motivation/Initiative/Desire
- Desire to Learn
- Ability to Adapt
- Ability to Work Independently
- Ability to Work with Others

General Satisfaction

Employers were asked "Overall, compared to other employees, how well prepared for employment was the employee named in the cover letter?" Over 70% (n=94) indicated that the employee was prepared better than most, while over 20% (n=27) indicated that the employee was prepared about the same as most.

Preparation of Employee
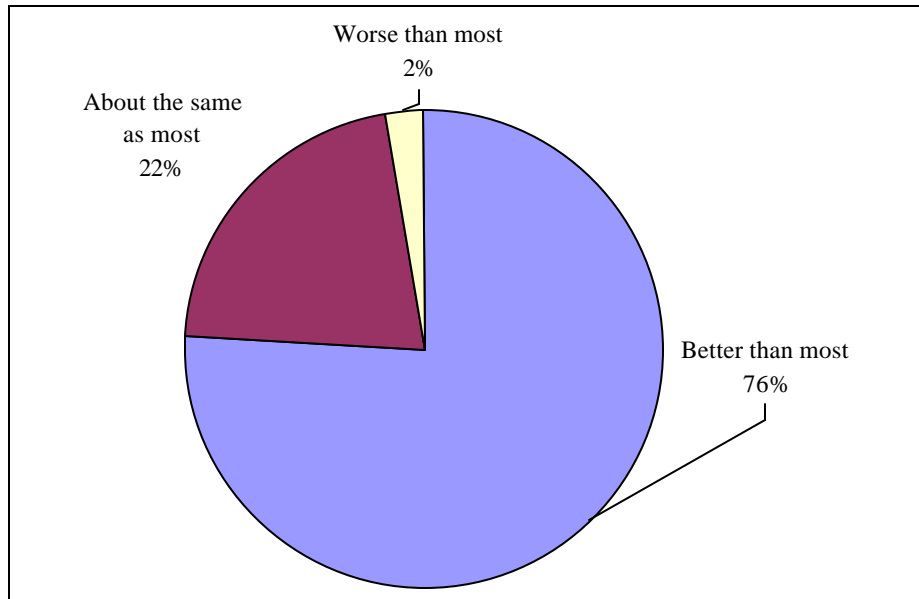
All of the employers who answered the question "Would you hire another SLU graduate?" (97% of all respondents, n=124) indicated that they would. When asked why they would, the following reasons were given.

! Well prepared!

! There is obvious training and preparation for the real job of educating our youth.

! SLU graduates seem to be well prepared to enter the classroom.

! I would hire him/her if they were qualified.

! It depends upon the individual.

! If Nikki is an example, they're bright and motivated.

! I am a graduate of SLU, and proud of the students that are prepared there.

! Very prepared-----professional.

! If person is competitive with other applicants.

! We have used 2 students in the past and have been very satisfied with their skills.

! Well-qualified, knowledgeable.

! Well prepared for the work force.

! Excellent preparation! I like that they begin working with students early in their studies. All students need more information on discipline.

! Mr. Anderson was a good example of an SLU graduate.

! I went to SLU in 1974-1978.

! Well-trained professional.

! I would hire from any school if applicant meets qualifications.

! Amount/quality of class work and clinical experience graduates are given at SLU.

! Hard working. Well prepared. Knowledgeable.

! Willingness to learn.

! Belief that SLU offers students a solid education.

! Consistently top quality, preparation, and professionalism.

! Most graduates are prepared for teaching. The few who aren't lack management and discipline skills.

! Am very pleased with Jeff.

! Each person is evaluated on their ability not the university they attended.

! Have been pleased with several SLU Masters Counseling Interns.

! Familiar with abilities.
! Ms. Moore has done an outstanding job!
Your graduates become excellent employees.

! Depends, because I have graduate people from SLU that their performance is good and I have some others with a very poor performance.

! The training and experience that they receive prepare them well for teaching.

! Good background.

! The training and experience that they receive prepare them well for teaching.

! This particular SLU graduate had a natural personality to work with people and use resources from past work experience and educational experience.

! The training and experience that they receive prepare them well for teaching.

! SLU has a reliable reputation for education excellence.

! I am an SLU graduate - I feel their social work department is very good.

! Well prepared.

! Strong/good background for manufacturing.

! These students have received a well-rounded education. Most of the graduates are local people and I appreciate their desire to give something back to the community.

! They are usually pretty well prepared.

! I pay more attention to the individual than to the school.

! Excellent educational background - well rounded social skills & above average work attitude/ethics.

! They are the best.

! It depends, whether their spelling/basic reading skills were acceptable. Also, the marketing skills the employee learned in school did not apply to the skills needed for the job.

! Commitment to the university.

! Well prepared.

! I hire individuals, regardless the source of the degree.

! Excellent record with this office - geared to passing CPA exam & working with others.

! They are generally well-prepared.

! SLU education graduates have more classroom experience than other education graduates.

! Experience and working with them.

! Excellent students. Well trained & prepared. Enthusiastic, Innovative, & Willing to work.

! SLU is a very reputable institution.

! Kirk does a good job. And if he represents other SLU graduates, he is a good example.

! If they were willing to work in construction and make a commitment to it.

! Employee is extremely knowledgeable in the accounting field. Requires close supervision & motivation. Once trained, will prove to be an exceptional employee.

! Yes. They seem prepared for today's business world with the education they received at SLU.

! They generally have the needed job specific skill and knowledge, plus overall skills & knowledge.

! College background is always an asset.

! Excellent training in psychology.

! My experience is that SLU grads are prepared, knowledgeable, & have an understanding of the job expectation.

! Yes. Send more like Jim.

!   Graduates are well prepared.

!   That person appears to have a good educational background.

!   SLU graduates that I have hired have been extremely competent and well prepared.

!   I do not consider where an applicant received his degree. Most of the skills, attitudes, and abilities you have asked me to rate have nothing to do with the education received at SLU.

!   OUR UNIVERSITY!

!   A resumé showing going to college while working and/or volunteering at a service organization always catches my eye. Diverse interests outside of school are a plus.

!   They have been excellent employees overall.

!   They seem to be prepared for the "real" world experience.

!   Belief that SLU offers students a solid education.

Appendix A

Southeastern Louisiana University
Employer Survey