Employer Survey
Fall 2004

Southeastern Louisiana University
Office of Institutional Research and Assessment

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Table of Contents

Executive Summary

In 2003-2004, an Alumni Survey was conducted. As part of the survey, alumni were asked to provide information about their employers. The employers identified in the 2003-2004 Alumni Survey were then sent an Employer Survey in Fall 2004. 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 working in an ethical manner.

- Southeastern graduates were rated the highest in dependability.

- Graduates were rated the lowest on technical computer skills, which was also the least important skill to a graduates job.

- the biggest difference between the importance of a skill and the graduates skill level was in work attitude. 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.

- Areas that can be targeted for improvement include work attitude, interpersonal communication skills, critical thinking skills, and ability to solve problems.

- Over 35% 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 the curriculum continues to be effective or if changes need to be investigated.

In 2003-2004, 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 2003-2004 Alumni Survey were then sent an Employer Survey in Fall 2004. 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 2003-2004 a survey was conducted of 2000-2001 and 2001-2002 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 (285, 41.7%) provided information on their supervisor. After several attempts to gather more information, 8 were discarded because not enough information was provided to contact the supervisor.

In the Fall 2004, 277 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 146 surveys were returned completed for a return rate of 53%.

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 (66%, n=96) 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 (36%, n=53). Figure 1 shows the types of organization.

Figure 1
Respondent's Organization Type
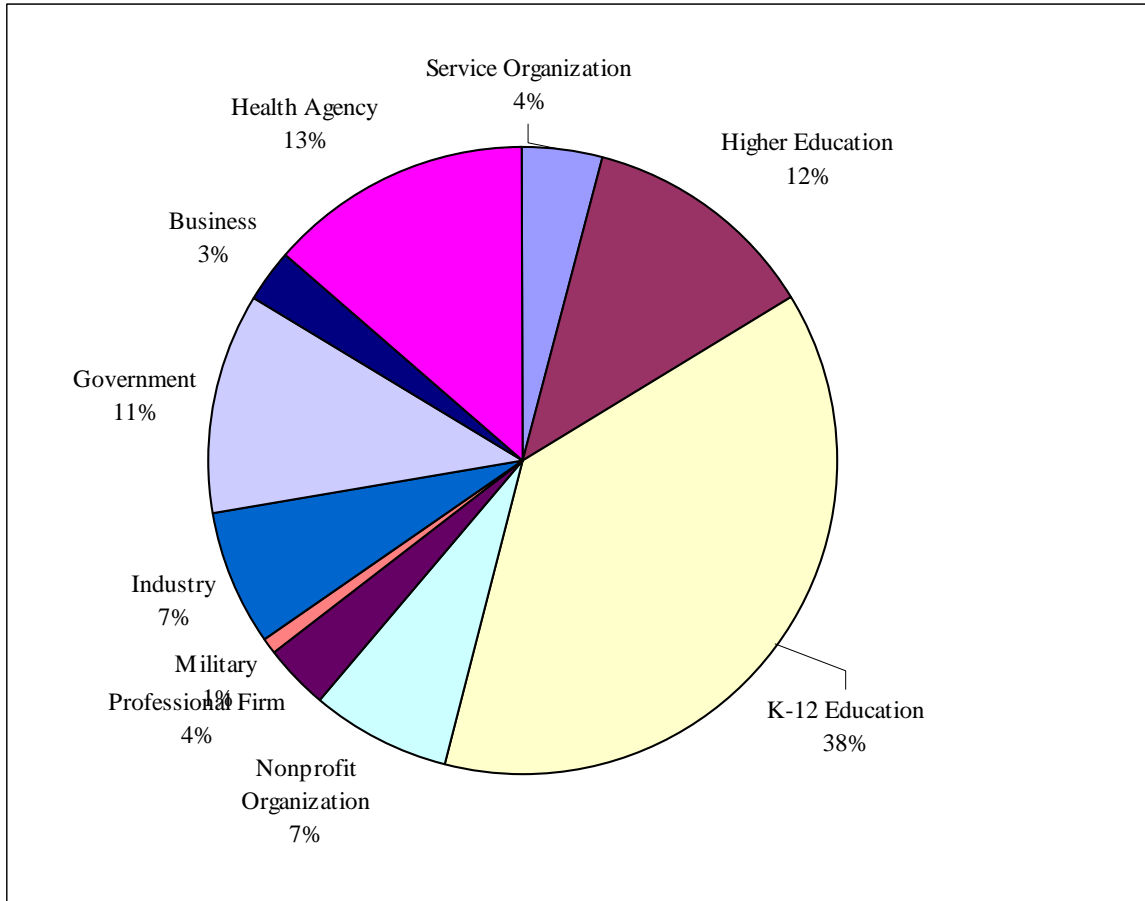
Most of the organizations represented were either small organizations (26%, n=38), less than 50 employees, or large organizations (39%, n=57), 500 or more employees. Thirteen percent (13%, n=19) had 50 to 99 employees, 13% (n=19) had 100 to 249 employees, and 5% (n=7) had 250 to 499 employees.

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	MBA	7
BA English Education	1	BS Family Consumer Science	2
BA English	2	MEd Counselor Education	2
MA English	1	BA Social Work	12
BA Liberal Arts Studies	1	MEd Administration & Supervision	4
BA History	1	BA Elementary Education	20
MA History	2	BA Special Education	1
BA Political Science	1	MEd Special Education	1
BA Social Studies Education	1	MEd Curriculum & Instruction	5
BMEd Music Education	1	BGS General Studies	2
BM Music	2	BA Speech, Language & Hearing Specialist	2
BA Psychology	3	MS Communication Sciences & Disorders	7
MA Psychology	1	BA Kinesiology	6
BA Sociology	1	MA Health & Kinesiology	2
BA Criminal Justice	3	BS Nursing	16
BA Art	1	MSN Nursing	2
BS Accounting	9	BS Biology	3
BA General Business	5	MS Biology	2
BA Management	4	BS Computer Science	1
BS Finance	1	BS Industrial Technology	5
BA Marketing	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. 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=4.84) and public speaking skills were least important (mean=3.90). Graduates were rated as most skilled in reading (mean=4.57) 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 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 Arts, Humanities & Social Sciences had the highest level of communication skills.

Table 2
Importance of Communication Skills

	1- Not Important	2	3	4	5 - Very Important
Listening Skills - Total	0%	0%	2.9% (4)	10.2% (14)	86.9% (119)
Arts, Humanities & Social Sciences	0%	0%	10.0% (2)	10.0% (2)	80.0% (16)
Business	0%	0%	4.0% (1)	24.0% (6)	72.0% (18)
Education & Human Development	0%	0%	0.0%	6.1% (3)	93.9% (46)
General Studies	0%	0%	0%	0%	100.0% (2)
Nursing & Health Sciences	0%	0%	3.2% (1)	3.2% (1)	93.5% (29)
Science & Technology	0%	0%	0%	20.0% (2)	80.0% (8)
Written Communication Skills - Total	0%	0%	3.7% (5)	17.9% (24)	78.4% (105)
Arts, Humanities & Social Sciences	0%	0%	5.6% (1)	22.2% (4)	72.2% (13)
Business	0%	0%	4.2% (1)	41.7% (10)	54.2% (13)
Education & Human Development	0%	0%	0%	8.3% (4)	91.7% (44)
General Studies	0%	0%	100.0% (2)	0%	0%
Nursing & Health Sciences	0%	0%	3.1% (1)	15.6% (5)	81.3% (26)
Science & Technology	0%	0%	0%	10.0% (1)	90.0% (9)

	1- Not Important	2	3	4	5 - Very Important
Table 2 **Importance of Communication Skills Cont.**					
Public Speaking Skills - Total	3.8% (5)	4.5% (6)	23.5% (31)	34.1% (45)	34.1% (45)
Arts, Humanities & Social Sciences	0%	5.6% (1)	33.6% (6)	27.8% (5)	33.3% (6)
Business	4.2% (1)	12.5% (3)	12.5% (3)	50.0% (12)	20.8% (5)
Education & Human Development	2.1% (1)	2.1% (1)	16.7% (8)	31.3% (15)	47.9% (23)
General Studies	50.0% (1)	0%	0%	50.0% (1)	0%
Nursing & Health Sciences	3.3% (1)	3.3% (1)	33.3% (10)	36.7% (11)	23.3% (7)
Science & Technology	10.0% (1)	0%	40.0% (4)	10.0% (1)	40.0% (4)
Reading Skills - Total	0%	0%	5.3% (7)	24.8% (33)	69.9% (93)
Arts, Humanities & Social Sciences	0%	0%	15.8% (3)	26.3% (5)	57.9% (11)
Business	0%	0%	8.0% (2)	56.0% (14)	36.0% (9)
Education & Human Development	0%	0%	0%	12.5% (6)	87.5% (42)
General Studies	0%	0%	50.0% (1)	0%	50.0% (1)
Nursing & Health Sciences	0%	0%	0%	17.2% (5)	82.8% (24)
Science & Technology	0%	0%	10.0% (1)	20.0% (2)	70.0% (7)
Interpersonal Communication Skills - Total	0%	0%	1.5% (2)	15.0% (20)	83.5% (111)
Arts, Humanities & Social Sciences	0%	0%	0%	15.0% (3)	85.0% (17)
Business	0%	0%	4.0% (1)	24.0% (6)	72.0% (18)
Education & Human Development	0%	0%	2.1% (1)	10.6% (5)	87.2% (41)
General Studies	0%	0%	0%	50.0% (1)	50.0% (1)
Nursing & Health Sciences	0%	0%	0%	10.3% (3)	89.7% (26)
Science & Technology	0%	0%	0%	20.0% (2)	80.0% (8)

Table 3
Graduates' Level of Communication Skills

	1- Poor	2	3	4	5 - Excellent	Not Applicable
Listening Skills - Total	0%	0%	7.1% (10)	31.2% (44)	61.7% (87)	0%
Arts, Humanities & Social Sciences	0%	0%	0%	18.2% (4)	81.8% (18)	0%
Business	0%	0%	8.0% (2)	44.0% (11)	48.0% (12)	0%
Education & Human Development	0%	0%	2.1% (1)	29.2% (14)	68.8% (33)	0%
General Studies	0%	0%	50.0% (1)	0%	50.0% (1)	0%
Nursing & Health Sciences	0%	0%	12.1% (4)	33.3% (11)	54.5% (18)	0%
Science & Technology	0%	0%	18.2% (2)	36.4% (4)	45.5% (5)	0%
Written Communication Skills - Total	0%	0.7% (1)	11.3% (16)	31.9% (45)	54.6% (77)	1.4% (2)
Arts, Humanities & Social Sciences	0%	4.5% (1)	4.5% (1)	13.6% (3)	68.2% (15)	9.1% (2)
Business	0%	0%	16.0% (4)	48.0% (12)	36.0% (9)	0%
Education & Human Development	0%	0%	6.3% (3)	29.2% (14)	64.6% (31)	0%
General Studies	0%	0%	100.0% (2)	0%	0%	0%
Nursing & Health Sciences	0%	0%	15.2% (5)	27.3% (9)	57.6% (19)	0%
Science & Technology	0%	0%	9.1% (1)	63.6% (7)	27.3% (3)	0%

	1- Poor	2	3	4	5 - Excellent	Not Applicable
Table 3 **Graduates' Level of Communication Skills Cont.**						
Public Speaking Skills - Total	0%	4.3% (6)	18.4% (26)	36.2% (51)	31.2% (44)	9.9% (14)
Arts, Humanities & Social Sciences	0%	4.5% (1)	13.6% (3)	27.3% (6)	45.5% (10)	9.1% (2)
Business	0%	4.0% (1)	20.0% (5)	44.0% (11)	8.0% (2)	24.0% (6)
Education & Human Development	0%	2.1% (1)	16.7% (8)	39.6% (19)	39.6% (19)	2.1% (1)
General Studies	0%	0%	50.0% (1)	0%	0%	50.0% (1)
Nursing & Health Sciences	0%	9.1% (3)	24.2% (8)	30.3% (10)	30.3% (10)	6.1% (2)
Science & Technology	0%	0%	9.1% (1)	45.5% (5)	27.3% (3)	18.2% (2)
Reading Skills - Total	0%	0%	5.0% (7)	32.4% (45)	61.2% (85)	1.4% (2)
Arts, Humanities & Social Sciences	0%	0%	10.0% (2)	0%	90.0% (18)	0%
Business	0%	0%	0%	56.0% (14)	40.0% (10)	4.0% (1)
Education & Human Development	0%	0%	2.1% (1)	29.8% (14)	68.1% (32)	0%
General Studies	0%	0%	50.0% (1)	50.0% (1)	0%	0%
Nursing & Health Sciences	0%	0%	5.9% (2)	29.4% (10)	61.8% (21)	2.9% (1)
Science & Technology	0%	0%	9.1% (1)	54.5% (6)	36.4% (4)	0%

	1- Poor	2	3	4	5 - Excellent	Not Applicable
Table 3 **Graduates' Level of Communication Skills Cont.**						
Interpersonal Communication Skills - Total	0.7% (1)	0.7% (1)	10.8% (15)	32.4% (45)	55.4% (77)	0%
Arts, Humanities & Social Sciences	0%	4.5% (1)	4.5% (1)	22.7% (5)	68.2% (15)	0%
Business	0%	0%	16.0% (4)	44.0% (11)	40.0% (10)	0%
Education & Human Development	0%	0%	13.0% (6)	23.9% (11)	63.0% (29)	0%
General Studies	0%	0%	0%	100.0% (4)	0%	0%
Nursing & Health Sciences	3.0% (1)	0%	9.1% (3)	30.3% (10)	57.6% (19)	0%
Science & Technology	0%	0%	9.1% (1)	54.5% (6)	36.4% (4)	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	4.84	0.44	4.55	0.63	-.31*
Written Communication Skills	4.75	0.52	4.42	0.72	-.33*
Public Speaking Skills	3.90	1.05	4.05	0.86	-.05
Reading Skills	4.65	0.58	4.57	0.59	-.10
Interpersonal Communication Skills	4.82	0.42	4.41	0.77	-.41*

* Significantly different from zero at p < .001

Communication Skills with Significant Gap Scores
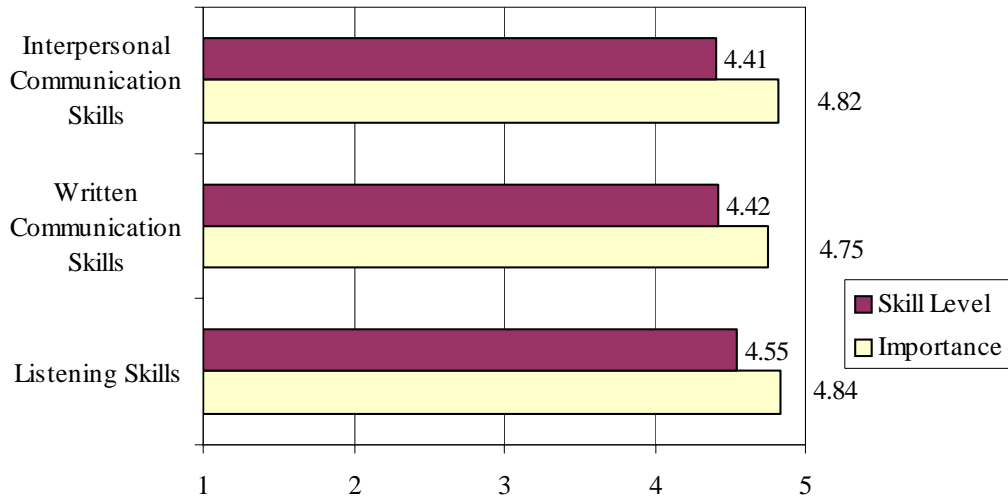
In general, employers rated technical skills as being relevant to graduates' current positions. Basic computer skills were rated the most important (mean=4.53) and technical computer skills were least important (mean=3.21). Graduates were rated the most skilled in basic computer skills (mean=4.57) and the least skilled in technical computer skills (mean=3.96). The only gap score which was significant was technical computer skills. In general, 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 Arts, Humanities & Social Sciences had the highest level of Technical Skills

Table 5
Importance of Technical Skills

	1- Not Important	2	3	4	5 - Very Important
Ability to Apply Mathematical Skills - Total	3.8% (5)	3.8% (5)	19.1% (25)	31.3% (41)	42.0% (55)
Arts, Humanities & Social Sciences	5.3% (1)	5.3% (1)	31.6% (6)	36.8% (7)	21.1% (4)
Business	0%	0%	8.0% (2)	24.0% (6)	68.0% (17)
Education & Human Development	6.5% (3)	8.7% (4)	17.4% (8)	34.8% (16)	32.6% (15)
General Studies	0%	0%	100.0% (2)	0%	0%
Nursing & Health Sciences	0%	0%	20.0% (6)	26.7% (8)	53.3% (16)
Science & Technology	11.1% (1)	0%	11.1% (1)	44.4% (4)	33.3% (3)
Ability to Apply Scientific Skills - Total	9.7% (12)	9.7% (12)	21.0% (26)	34.7% (43)	25.0% (31)
Arts, Humanities & Social Sciences	21.4% (3)	7.1% (1)	35.7% (5)	28.6% (4)	7.1% (1)
Business	17.4% (4)	21.7% (5)	30.4% (7)	21.7% (5)	8.7% (2)
Education & Human Development	8.9% (4)	8.9% (4)	20.0% (9)	35.6% (16)	26.7% (12)
General Studies	50.0% (1)	50.0% (1)	0%	0%	0%
Nursing & Health Sciences	0%	0%	13.3% (4)	43.3% (13)	43.3% (13)
Science & Technology	0%	10.0% (1)	10.0% (1)	50.0% (5)	30.0% (3)

	1- Not Important	2	3	4	5 - Very Important
Table 5 **Importance of Technical Skills Cont.**					
Computer Application Skills - Total	3.0% (4)	2.2% (3)	14.9% (20)	27.6% (37)	52.2% (70)
Arts, Humanities & Social Sciences	0%	0%	10.0% (2)	35.0% (7)	55.0% (11)
Business	0%	4.0% (1)	4.0% (1)	24.0% (6)	68.0% (17)
Education & Human Development	2.1% (1)	0%	12.5% (6)	29.2% (14)	56.3% (27)
General Studies	50.0% (1)	0%	0%	50.0% (1)	0%
Nursing & Health Sciences	6.9% (2)	6.9% (2)	27.6% (8)	24.1% (7)	34.5% (10)
Science & Technology	0%	0%	30.0% (3)	20.0% (2)	50.0% (5)
Basic Computer Skills - Total	1.5% (2)	0%	9.7% (13)	21.6% (29)	67.2% (90)
Arts, Humanities & Social Sciences	0%	0%	10.0% (2)	25.0% (5)	65.0% (13)
Business	0%	0%	0%	16.0% (4)	84.0% (21)
Education & Human Development	2.1% (1)	0%	8.3% (4)	16.7% (8)	72.9% (35)
General Studies	50.0% (1)	0%	0%	50.0% (1)	0%
Nursing & Health Sciences	0%	0%	20.7% (6)	34.5% (10)	44.8% (13)
Science & Technology	0%	0%	10.0% (1)	10.0% (1)	80.0% (8)
Technical Computer Skills - Total	14.2% (18)	11.8% (15)	30.7% (39)	25.2% (32)	18.1% (23)
Arts, Humanities & Social Sciences	6.3% (1)	37.5% (6)	31.3% (5)	6.3% (1)	18.8% (3)
Business	8.0% (2)	4.0% (1)	16.0% (4)	32.0% (8)	40.0% (10)
Education & Human Development	17.4% (8)	6.5% (3)	41.3% (19)	17.4% (8)	17.4% (8)
General Studies	50.0% (1)	50.0% (1)	0%	0%	0%
Nursing & Health Sciences	17.9% (5)	10.7% (3)	28.6% (8)	42.9% (12)	0%
Science & Technology	10.0% (1)	10.0% (1)	30.0% (3)	30.0% (3)	20.0% (2)

Table 6
Graduates' Level of Technical Skills

	1- Poor	2	3	4	5 - Excellent	Not Applicable
Ability to Apply Mathematical Skills - Total	0.7% (1)	0.7% (1)	14.4% (20)	35.3% (49)	32.4% (45)	16.5% (23)
Arts, Humanities & Social Sciences	0%	0%	13.6% (3)	27.3% (6)	40.9% (9)	18.2% (4)
Business	0%	4.0% (1)	16.0% (4)	24.0% (6)	52.0% (13)	4.0% (1)
Education & Human Development	2.2% (1)	0%	13.0% (6)	45.7% (21)	21.7% (10)	17.4% (8)
General Studies	0%	0%	100.0% (2)	0%	0%	0%
Nursing & Health Sciences	0%	0%	9.1% (3)	33.3% (11)	33.3% (11)	24.2% (8)
Science & Technology	0%	0%	18.2% (2)	45.5% (5)	18.2% (2)	18.2% (2)
Ability to Apply Scientific Skills - Total	0.8% (1)	0%	15.3% (19)	33.9% (42)	28.2% (35)	21.8% (27)
Arts, Humanities & Social Sciences	0%	0%	15.8% (3)	36.3% (5)	21.1% (4)	36.8% (7)
Business	0%	0%	8.7% (2)	17.4% (4)	21.7% (5)	52.2% (12)
Education & Human Development	2.5% (1)	0%	20.0% (8)	35.0% (14)	30.0% (12)	52.2% (12)
General Studies	0%	0%	50.0% (1)	0%	0%	50.0% (1)
Nursing & Health Sciences	0%	0%	17.2% (5)	37.9% (11)	41.4% (12)	3.4% (1)
Science & Technology	0%	0%	0%	72.7% (8)	18.2% (2)	9.1% (1)
Computer Application Skills - Total	0%	0%	10.7% (15)	27.9% (39)	55.7% (78)	5.7% (8)
Arts, Humanities & Social Sciences	0%	0%	9.1% (2)	4.5% (1)	81.8% (18)	4.5% (1)
Business	0%	0%	12.0% (3)	12.0% (3)	68.0% (17)	8.0% (2)
Education & Human Development	0%	0%	4.3% (2)	40.4% (19)	51.1% (24)	4.3% (2)
General Studies	0%	0%	50.0% (1)	0%	0%	50.0% (1)
Nursing & Health Sciences	0%	0%	18.2% (6)	33.3% (11)	42.4% (14)	6.1% (2)
Science & Technology	0%	0%	9.1% (1)	45.5% (5)	45.5% (5)	0%

| Table 6 Graduates' Level of Technical Skills Cont.						
	1- Poor	2	3	4	5 - Excellent	Not Applicable
Basic Computer Skills - Total	0%	0%	6.5% (9)	28.8% (40)	62.6% (87)	2.2% (3)
Arts, Humanities & Social Sciences	0%	0%	9.1% (2)	4.5% (1)	81.8% (18)	4.5% (1)
Business	0%	0%	0%	28.0% (7)	72.0% (18)	0%
Education & Human Development	0%	0%	4.3% (2)	30.4% (14)	63.0% (29)	2.2% (1)
General Studies	0%	0%	0%	50.0% (1)	0%	50.0% (1)
Nursing & Health Sciences	0%	0%	15.2% (5)	36.4% (12)	48.5% (16)	0%
Science & Technology	0%	0%	0%	45.5% (5)	54.5% (6)	0%
Technical Computer Skills - Total	0.7% (1)	2.9% (4)	20.0% (28)	25.7% (36)	25.0% (35)	25.7% (36)
Arts, Humanities & Social Sciences	0%	0%	23.8% (5)	9.5% (2)	19.0% (4)	47.6% (10)
Business	0%	0%	24.0% (6)	20.0% (5)	40.0% (10)	16.0% (4)
Education & Human Development	2.1% (1)	6.3% (3)	18.8% (9)	25.0% (12)	22.9% (11)	25.0% (12)
General Studies	0%	0%	50.0% (1)	0%	0%	50.0% (1)
Nursing & Health Sciences	0%	3.0% (1)	12.1% (4)	39.4% (13)	21.2% (7)	24.2% (8)
Science & Technology	0%	0%	27.3% (3)	36.4% (4)	27.3% (3)	9.1% (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	4.04	1.06	4.17	0.81	-.05
Ability to Apply Scientific Skills	3.56	1.24	4.13	0.80	.19
Computer Application Skills	4.24	0.99	4.48	0.69	.15
Basic Computer Skills	4.53	0.79	4.57	0.62	.02
Technical Computer Skills	3.21	1.28	3.96	0.92	.28*

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

Technical Skills with Significant Gap Scores
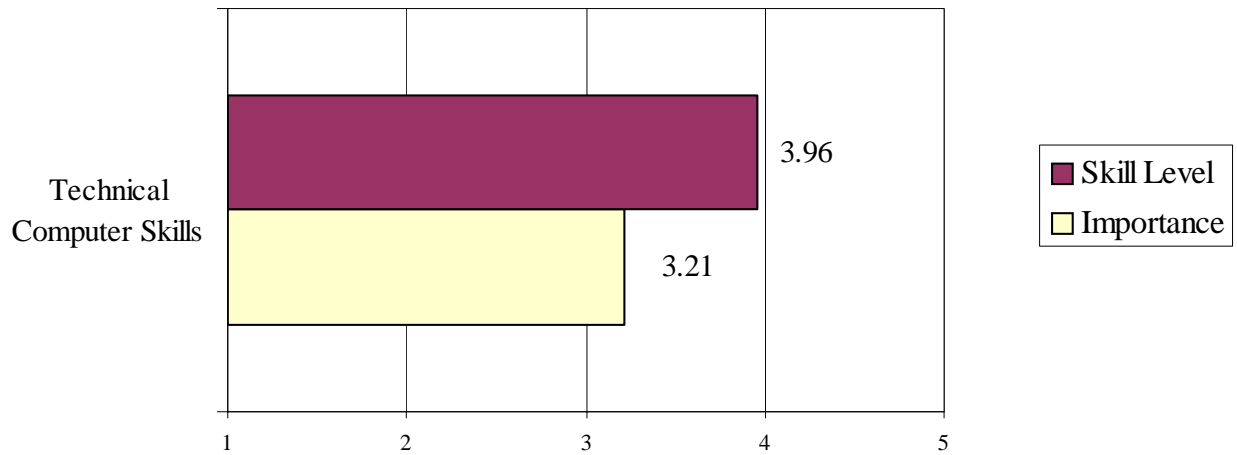
Workplace Knowledge and Skills

In general, employers rated workplace knowledge and skills as being important to graduates' current positions. Critical thinking skills were rated the most important (mean=4.74) and management skills were least important (mean=3.95). Graduates were rated as most skilled in organizational skills (mean=4.47) and least skilled in leadership skills (mean=4.02). 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, and ability to integrate knowledge and information from different areas were all significantly different than 0. In general, graduates of the College of Education & Human Development had the highest level of workplace knowledge and skills.

Table 8
Importance of Workplace Knowledge and Skills

	1- Not Important	2	3	4	5 - Very Important
Critical Thinking Skills - Total	0%	0%	1.5% (2)	23.3% (31)	75.2% (100)
Arts, Humanities & Social Sciences	0%	0%	5.3% (1)	36.8% (7)	57.9% (11)
Business	0%	0%	0%	44.0% (11)	56.0% (14)
Education & Human Development	0%	0%	0%	14.9% (7)	85.1% (40)
General Studies	0%	0%	0%	100.0% (2)	0%
Nursing & Health Sciences	0%	0%	0%	6.7% (2)	93.3% (28)
Science & Technology	0%	0%	10.0% (1)	20.0% (2)	70.0% (7)
Organizational Skills - Total	0%	0%	4.5% (6)	20.3% (27)	75.2% (100)
Arts, Humanities & Social Sciences	0%	0%	5.3% (1)	21.1% (4)	73.7% (14)
Business	0%	0%	12.0% (3)	28.0% (7)	60.0% (15)
Education & Human Development	0%	0%	0%	14.6% (7)	85.4% (41)
General Studies	0%	0%	0%	50.0% (1)	50.0% (1)
Nursing & Health Sciences	0%	0%	0%	17.2% (5)	82.8% (24)
Science & Technology	0%	0%	20.0% (2)	30.0% (3)	50.0% (5)

	1- Not Important	2	3	4	5 - Very Important
Ability to Plan Projects - Total	3.0% (4)	2.3% (3)	16.5% (22)	30.8% (41)	47.4% (63)
Arts, Humanities & Social Sciences	0%	0%	0%	50.0% (9)	50.0% (9)
Business	4.0% (1)	0%	12.0% (3)	40.0% (10)	44.0% (11)
Education & Human Development	0%	4.2% (2)	10.4% (5)	25.0% (12)	60.4% (29)
General Studies	50.0% (1)	0%	50.0% (1)	0%	0%
Nursing & Health Sciences	6.7% (2)	3.3% (1)	33.3% (10)	26.7% (8)	30.0% (9)
Science & Technology	0%	0%	30.0% (3)	20.0% (2)	50.0% (5)
Ability to Identify Problems - Total	0.7% (1)	0%	4.5% (6)	20.9% (28)	73.9% (99)
Arts, Humanities & Social Sciences	0%	0%	5.0% (1)	20.0% (4)	75.0% (15)
Business	4.0% (1)	0%	4.0% (1)	24.0% (6)	68.0% (17)
Education & Human Development	0%	0%	4.2% (2)	22.9% (11)	72.9% (35)
General Studies	0%	0%	50.0% (1)	0%	50.0% (1)
Nursing & Health Sciences	0%	0%	0%	16.7% (5)	83.3% (25)
Science & Technology	0%	0%	11.1% (1)	22.2% (2)	66.7% (6)
Ability to Solve Problems - Total	0.7% (1)	0%	2.2% (3)	20.7% (28)	76.3% (103)
Arts, Humanities & Social Sciences	0%	0%	5.0% (1)	20.0% (4)	75.0% (15)
Business	4.0% (1)	0%	0%	24.0% (6)	72.0% (18)
Education & Human Development	0%	0%	0%	16.7% (8)	83.3% (40)
General Studies	0%	0%	0%	50.0% (1)	50.0% (1)
Nursing & Health Sciences	0%	0%	0%	23.3% (7)	76.7% (23)
Science & Technology	0%	0%	20.0% (2)	20.0% (2)	60.0% (6)
Ability to Think Creatively - Total	1.5% (2)	2.2% (3)	9.6% (13)	35.3% (48)	51.5% (70)
Arts, Humanities & Social Sciences	0%	0%	20.0% (4)	25.0% (5)	55.0% (11)
Business	0%	4.0% (1)	8.0% (2)	52.0% (13)	36.0% (9)
Education & Human Development	2.1% (1)	2.1% (1)	2.1% (1)	29.2% (14)	64.6% (31)
General Studies	0%	0%	0%	100.0% (2)	0%
Nursing & Health Sciences	3.2% (1)	0%	16.1% (5)	35.5% (11)	45.2% (14)
Science & Technology	0%	10.0% (1)	10.0% (1)	30.0% (3)	50.0% (5)

Table 8
Importance of Workplace Knowledge and Skills Cont.

	1- Not Important	2	3	4	5 - Very Important
Ability to Integrate Knowledge and Information from Different Areas - Total	0%	0%	6.7% (9)	26.1% (35)	67.2% (90)
Arts, Humanities & Social Sciences	0%	0%	5.0% (1)	30.0% (6)	65.0% (13)
Business	0%	0%	8.0% (2)	44.0% (11)	48.0% (12)
Education & Human Development	0%	0%	2.1% (1)	14.9% (7)	83.0% (39)
General Studies	0%	0%	50.0% (1)	50.0% (1)	0%
Nursing & Health Sciences	0%	0%	3.3% (1)	26.7% (8)	70.0% (21)
Science & Technology	0%	0%	30.0% (3)	20.0% (2)	50.0% (5)
Leadership Skills - Total	2.2% (3)	3.7% (5)	14.1% (19)	47.4% (64)	32.6% (44)
Arts, Humanities & Social Sciences	5.0% (1)	0%	15.0% (3)	50.0% (10)	30.0% (6)
Business	8.0% (2)	8.0% (2)	16.0% (4)	44.0% (11)	24.0% (6)
Education & Human Development	0%	4.2% (2)	12.5% (6)	45.8% (22)	37.5% (18)
General Studies	0%	0%	0%	100.0% (2)	0%
Nursing & Health Sciences	0%	0%	13.3% (4)	50.0% (15)	36.7% (11)
Science & Technology	0%	10.0% (1)	20.0% (2)	40.0% (4)	30.0% (3)
Management Skills - Total	3.0% (4)	5.3% (7)	24.2% (32)	28.0% (37)	39.4% (52)
Arts, Humanities & Social Sciences	11.8% (2)	0%	29.4% (5)	23.5% (4)	35.3% (6)
Business	4.0% (1)	16.0% (4)	20.0% (5)	28.0% (7)	32.0% (8)
Education & Human Development	0%	2.1% (1)	18.8% (9)	22.9% (11)	56.3% (27)
General Studies	0%	0%	50.0% (1)	50.0% (1)	0%
Nursing & Health Sciences	3.3% (1)	6.7% (2)	26.7% (8)	36.7% (11)	26.7% (8)
Science & Technology	0%	0%	40.0% (4)	30.0% (3)	30.0% (3)

Table 9
Graduates' Level of Workplace Knowledge and Skills

	1- Poor	2	3	4	5 - Excellent	Not Applicable
Critical Thinking Skills - Total	0%	1.4% (1)	11.3% (16)	34.5% (49)	50.7% (72)	2.1% (3)
Arts, Humanities & Social Sciences	0%	0%	4.5% (1)	31.8% (7)	59.1% (13)	4.5% (1)
Business	0%	0%	24.0% (6)	40.0% (10)	36.0% (9)	0%
Education & Human Development	0%	2.1% (1)	6.3% (3)	31.3% (15)	58.3% (28)	2.1% (1)
General Studies	0%	0%	50.0% (1)	0%	50.0% (1)	0%
Nursing & Health Sciences	0%	2.9% (1)	11.8% (4)	26.5% (9)	55.9% (19)	2.9% (1)
Science & Technology	0%	0%	9.1% (1)	72.7% (8)	18.2% (2)	0%
Organizational Skills - Total	0%	1.4% (2)	9.9% (14)	27.7% (39)	59.6% (84)	1.4% (2)
Arts, Humanities & Social Sciences	0%	0%	13.6% (3)	13.6% (3)	68.2% (15)	4.5% (1)
Business	0%	8.0% (2)	4.0% (1)	40.0% (10)	44.0% (11)	4.0% (1)
Education & Human Development	0%	0%	8.3% (4)	18.8% (9)	72.9% (35)	0%
General Studies	0%	0%	0%	50.0% (1)	50.0% (1)	0%
Nursing & Health Sciences	0%	0%	12.1% (4)	30.3% (10)	57.6% (19)	0%
Science & Technology	0%	0%	18.2% (2)	54.5% (6)	27.3% (3)	0%
Ability to Plan Projects - Total	0%	0.7% (1)	13.5% (19)	31.2% (44)	44.7% (63)	9.9% (14)
Arts, Humanities & Social Sciences	0%	0%	9.1% (2)	27.3% (6)	54.5% (12)	9.1% (2)
Business	0%	4.0% (1)	8.0% (2)	40.0% (10)	36.0% (9)	12.0% (3)
Education & Human Development	0%	0%	8.3% (4)	25.0% (12)	62.5% (30)	4.2% (2)
General Studies	0%	0%	50.0% (1)	0%	0%	50.0% (1)
Nursing & Health Sciences	0%	0%	18.2% (6)	33.3% (11)	30.3% (10)	18.2% (6)
Science & Technology	0%	0%	36.4% (4)	45.5% (5)	18.2% (2)	0%

	1- Poor	2	3	4	5 - Excellent	Not Applicable
Table 9 **Graduates' Level of Workplace Knowledge and Skills Cont.**						
Ability to Identify Problems - Total	0%	0%	10.1% (14)	40.6% (56)	48.6% (67)	0.7% (1)
Arts, Humanities & Social Sciences	0%	0%	0%	40.9% (9)	59.1% (13)	0%
Business	0%	0%	12.0% (3)	48.0% (12)	36.0% (9)	4.0% (1)
Education & Human Development	0%	0%	8.5% (4)	36.2% (17)	55.3% (26)	0%
General Studies	0%	0%	50.0% (1)	0%	50.0% (1)	0%
Nursing & Health Sciences	0%	0%	9.4% (3)	43.8% (14)	46.9% (15)	0%
Science & Technology	0%	0%	30.0% (3)	40.0% (4)	30.0% (3)	0%
Ability to Solve Problems - Total	0%	1.4% (2)	11.3% (16)	39.0% (55)	47.5% (67)	0.7% (1)
Arts, Humanities & Social Sciences	0%	0%	13.6% (3)	22.7% (5)	63.6% (14)	0%
Business	0%	8.0% (2)	8.0% (2)	48.0% (12)	32.0% (8)	4.0% (1)
Education & Human Development	0%	0%	10.6% (5)	36.2% (17)	53.2% (25)	0%
General Studies	0%	0%	0%	50.0% (1)	50.0% (1)	0%
Nursing & Health Sciences	0%	0%	11.8% (4)	41.2% (14)	47.1% (16)	0%
Science & Technology	0%	0%	18.2% (2)	54.5% (6)	27.3% (3)	0%
Ability to Think Creatively - Total	0%	0.7% (1)	14.3% (20)	34.3% (48)	49.3% (69)	1.4% (2)
Arts, Humanities & Social Sciences	0%	4.5% (1)	9.1% (2)	36.4% (8)	50.0% (11)	0%
Business	0%	0%	24.0% (6)	44.0% (11)	32.0% (8)	0%
Education & Human Development	0%	0%	10.6% (5)	21.3% (10)	66.0% (31)	2.1% (1)
General Studies	0%	0%	50.0% (1)	50.0% (0)	0%	0%
Nursing & Health Sciences	0%	0%	15.2% (5)	33.3% (11)	48.5% (16)	3.0% (1)
Science & Technology	0%	0%	9.1% (1)	63.6% (7)	27.3% (3)	0%

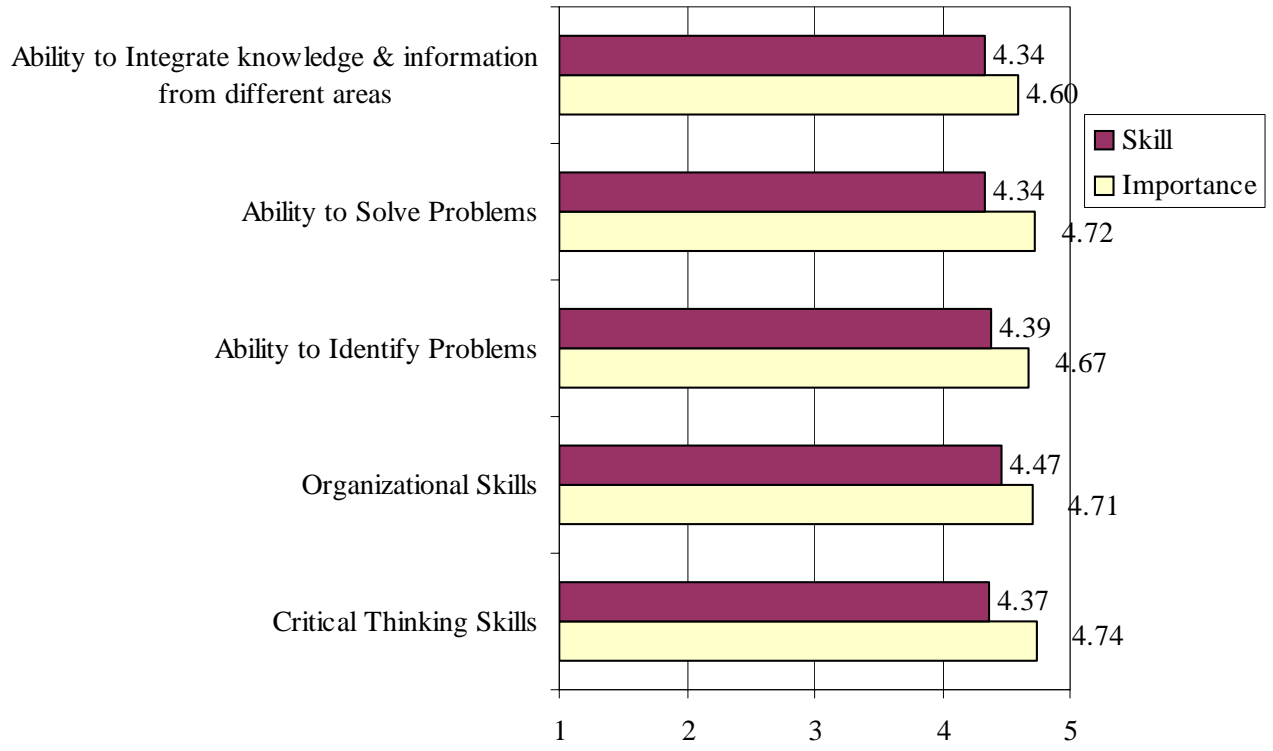| Table 9 Graduates' Level of Workplace Knowledge and Skills Cont.						
	1- Poor	**2**	**3**	**4**	**5 - Excellent**	**Not Applicable**
Ability to Integrate Knowledge and Information from Different Areas - Total	0%	0%	16.1% (22)	32.8% (45)	49.6% (68)	1.5% (2)
Arts, Humanities & Social Sciences	0%	0%	18.2% (4)	27.3% (6)	54.5% (12)	0%
Business	0%	0%	25.0% (6)	33.3% (8)	41.7% (10)	0%
Education & Human Development	0%	0%	6.5% (3)	34.8% (16)	56.5% (26)	2.2% (1)
General Studies	0%	0%	50.0% (1)	50.0% (1)	0%	0%
Nursing & Health Sciences	0%	0%	12.5% (4)	31.3% (10)	53.1% (17)	3.1% (1)
Science & Technology	0%	0%	36.4% (4)	36.4% (4)	27.3% (3)	0%
Leadership Skills - Total	0.7% (1)	2.8% (4)	23.2% (33)	34.5% (49)	32.4% (46)	6.3% (9)
Arts, Humanities & Social Sciences	4.5% (1)	4.5% (1)	13.6% (3)	31.8% (7)	36.4% (8)	9.1% (2)
Business	0%	0%	24.0% (6)	36.0% (9)	20.0% (5)	20.0% (5)
Education & Human Development	0%	2.1% (1)	20.8% (10)	39.6% (19)	35.4% (17)	2.1% (1)
General Studies	0%	0%	50.0% (1)	50.0% (1)	0%	0%
Nursing & Health Sciences	0%	5.9% (2)	26.5% (9)	32.4% (11)	35.3% (12)	0%
Science & Technology	0%	0%	36.4% (4)	18.2% (2)	36.4% (4)	9.1% (1)
Management Skills - Total	0.7% (1)	2.9% (4)	20.7% (29)	30.0% (42)	31.4% (44)	14.3% (20)
Arts, Humanities & Social Sciences	4.5% (1)	0%	9.1% (2)	27.3% (6)	31.8% (7)	27.3% (6)
Business	0%	4.0% (1)	20.0% (5)	28.0% (7)	24.0% (6)	24.0% (6)
Education & Human Development	0%	2.2% (1)	17.4% (8)	32.6% (15)	43.5% (20)	4.3% (2)
General Studies	0%	0%	50.0% (1)	50.0% (1)	0%	0%
Nursing & Health Sciences	0%	5.9% (2)	29.4% (10)	26.5% (9)	29.4% (10)	8.8% (3)
Science & Technology	0%	0%	27.3% (3)	36.4% (4)	9.1% (1)	27.3% (3)

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	4.74	0.48	4.37	0.75	-.37*
Organizational Skills	4.71	0.55	4.47	0.74	-.26*
Ability to Plan Projects	4.17	0.99	4.33	0.76	-.05
Ability to Identify Problems	4.67	0.64	4.39	0.67	-.31*
Ability to Solve Problems	4.72	0.85	4.34	0.74	-.42*
Ability to Think Creatively	4.33	0.85	4.34	0.75	-.06
Ability to Integrate Knowledge and Information from Different Areas	4.60	0.61	4.34	0.75	-.30*
Leadership Skills	4.04	0.91	4.02	0.89	-.12
Management Skills	3.95	1.06	4.03	0.91	-.11

* Significantly different from zero at p < .001

Workplace Knowledge and Skills with Significant Gap Scores

Skill	Skill	Importance
Ability to Integrate knowledge & information from different areas	4.34	4.60
Ability to Solve Problems	4.34	4.72
Ability to Identify Problems	4.39	4.67
Organizational Skills	4.47	4.71
Critical Thinking Skills	4.37	4.74

Professional Traits and Attitudes

In general, employers rated professional traits and attitudes as being important to graduates' current positions. Working in an ethical manner was rated the most important (mean=4.96) and ability to learn independently was least important (mean=4.56). Graduates were rated the highest in dependability (mean=4.66) and lowest in decision-making ability (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 work attitude. The gap scores for professionalism, working in an ethical manner, work attitude, dependability, punctuality, willingness to accept new responsibilities, decision-making ability, 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 & Social Sciences had the highest level of workplace knowledge and skills.

Table 11
Importance of Professional Traits and Attitudes

	1- Not Important	2	3	4	5 - Very Important
Professionalism - Total	0%	0.7% (1)	0%	8.2% (11)	91.0% (122)
Arts, Humanities & Social Sciences	0%	0%	0%	0%	100% (20)
Business	0%	0%	0%	20.0% (5)	80.0% (20)
Education & Human Development	0%	0%	0%	0%	100% (48)
General Studies	0%	0%	0%	0%	100% (2)
Nursing & Health Sciences	0%	0%	0%	10.3% (3)	89.7% (26)
Science & Technology	0%	10.0% (1)	0%	30.0% (3)	60.0% (6)
Working in an Ethical Manner - Total	0%	0%	0.8% (1)	2.3% (3)	97.0% (129)
Arts, Humanities & Social Sciences	0%	0%	0%	0%	100% (19)
Business	0%	0%	0%	4.0% (1)	96.0% (24)
Education & Human Development	0%	0%	0%	2.1% (1)	97.9% (46)
General Studies	0%	0%	0%	0%	100.0% (2)
Nursing & Health Sciences	0%	0%	0%	0%	100.0% (30)
Science & Technology	0%	0%	10.0% (1)	10.0% (1)	80.0% (8)

Table 11 Importance of Professional Traits and Attitudes Cont.					
	1- Not Important	2	3	4	5 - Very Important
Work Attitude - Total	0%	0%	0.7% (1)	5.9% (8)	93.3% (126)
Arts, Humanities & Social Sciences	0%	0%	0%	5.0% (1)	95.0% (19)
Business	0%	0%	0%	12.0% (3)	88.0% (22)
Education & Human Development	0%	0%	0%	0%	100% (48)
General Studies	0%	0%	0%	50.0% (1)	50.0% (1)
Nursing & Health Sciences	0%	0%	0%	3.3% (1)	96.7% (29)
Science & Technology	0%	0%	10.0% (1)	20.0% (2)	70.0% (7)
Dependability - Total	0%	0%	0%	7.4% (10)	92.6% (125)
Arts, Humanities & Social Sciences	0%	0%	0%	5.0% (1)	95.0% (19)
Business	0%	0%	0%	24.0% (6)	76.0% (19)
Education & Human Development	0%	0%	0%	2.1% (1)	97.9% (47)
General Studies	0%	0%	0%	50.0% (1)	50.0% (1)
Nursing & Health Sciences	0%	0%	0%	0%	100% (30)
Science & Technology	0%	0%	0%	10.0% (1)	90.0% (9)
Punctuality - Total	0%	0%	3.0% (4)	15.6% (21)	81.5% (110)
Arts, Humanities & Social Sciences	0%	0%	5.0% (1)	10.0% (2)	85.0% (17)
Business	0%	0%	4.0% (1)	28.0% (7)	68.0% (17)
Education & Human Development	0%	0%	2.1% (1)	8.3% (3)	89.6% (43)
General Studies	0%	0%	0%	50.0% (1)	50.0% (1)
Nursing & Health Sciences	0%	0%	0%	13.3% (4)	86.7% (26)
Science & Technology	0%	0%	10.0% (1)	30.0% (3)	60.0% (6)
Willingness to Accept New Responsibilities - Total	0%	0%	3.7% (5)	25.9% (35)	70.4% (95)
Arts, Humanities & Social Sciences	0%	0%	5.0% (1)	20.0% (4)	75.0% (15)
Business	0%	0%	0%	36.0% (9)	64.0% (16)
Education & Human Development	0%	0%	2.1% (1)	20.8% (10)	77.1% (37)
General Studies	0%	0%	0%	50.0% (1)	50.0% (1)
Nursing & Health Sciences	0%	0%	3.3% (1)	26.7% (8)	70.0% (21)
Science & Technology	0%	0%	20.0% (2)	30.0% (3)	50.0% (5)

	1- Not Important	2	3	4	5 - Very Important
Table 11 **Importance of Professional Traits and Attitudes Cont.**					
Decision-making Ability - Total	0.7% (1)	0%	5.2% (7)	22.2% (30)	71.9% (97)
Arts, Humanities & Social Sciences	0%	0%	5.0% (1)	15.0% (3)	80.0% (16)
Business	0%	0%	4.0% (1)	44.0% (11)	52.0% (13)
Education & Human Development	2.1% (1)	0%	2.1% (1)	16.7% (8)	79.2% (38)
General Studies	0%	0%	50.0% (1)	0%	50.0% (1)
Nursing & Health Sciences	0%	0%	0%	16.7% (5)	83.3% (25)
Science & Technology	0%	0%	30.0% (3)	20.0% (2)	50.0% (5)
Ability to Work with Persons from Diverse Ethnic and Cultural Backgrounds - Total	0%	0.7% (1)	5.2% (7)	27.6% (37)	66.4% (89)
Arts, Humanities & Social Sciences	0%	0%	5.0% (1)	25.0% (5)	70.0% (14)
Business	0%	0%	12.0% (3)	40.0% (10)	48.0% (12)
Education & Human Development	0%	0%	4.3% (2)	14.9% (7)	80.9% (38)
General Studies	0%	0%	0%	100% (2)	0%
Nursing & Health Sciences	0%	0%	0%	33.3% (10)	66.7% (20)
Science & Technology	0%	10.0% (1)	10.0% (1)	30.0% (3)	50.0% (5)
Ability to Work Independently - Total	0%	0%	4.5% (6)	32.1% (43)	63.4% (85)
Arts, Humanities & Social Sciences	0%	0%	5.0% (1)	30.0% (6)	65.0% (13)
Business	0%	0%	4.0% (1)	24.0% (6)	72.0% (18)
Education & Human Development	0%	0%	2.1% (1)	23.4% (11)	74.5% (35)
General Studies	0%	0%	0%	50.0% (1)	50.0% (1)
Nursing & Health Sciences	0%	0%	6.7% (2)	46.7% (14)	46.7% (14)
Science & Technology	0%	0%	10.0% (1)	50.0% (5)	40.0% (4)

	1- Not Important	2	3	4	5 - Very Important
Table 11 **Importance of Professional Traits and Attitudes Cont.**					
Ability to Work in Teams - Total	0%	1.5% (2)	4.5% (6)	26.9% (36)	67.2% (90)
Arts, Humanities & Social Sciences	0%	5.0% (1)	5.0% (1)	25.0% (5)	65.0% (13)
Business	0%	4.0% (1)	4.0% (1)	44.0% (11)	48.0% (12)
Education & Human Development	0%	0%	2.1% (1)	18.8% (9)	79.2% (38)
General Studies	0%	0%	0%	50.0% (1)	50.0% (1)
Nursing & Health Sciences	0%	0%	6.9% (2)	24.1% (7)	69.0% (20)
Science & Technology	0%	0%	10.0% (1)	30.0% (3)	60.0% (6)
Ability to Learn Independently - Total	0%	0.7% (1)	5.9% (8)	30.4% (41)	63.0% (85)
Arts, Humanities & Social Sciences	0%	0%	20.0% (4)	10.0% (2)	70.0% (14)
Business	0%	0%	4.0% (1)	32.0% (8)	64.0% (16)
Education & Human Development	0%	0%	0%	35.4% (17)	64.6% (31)
General Studies	0%	0%	50.0% (1)	0%	50.0% (1)
Nursing & Health Sciences	0%	0%	0%	43.3% (13)	56.7% (17)
Science & Technology	0%	10.0% (1)	20.0% (2)	10.0% (1)	60.0% (6)
Ability to Work Under Pressure - Total	0%	0%	7.4% (10)	18.5% (25)	74.1% (100)
Arts, Humanities & Social Sciences	0%	0%	15.0% (3)	20.0% (4)	65.0% (13)
Business	0%	0%	8.0% (2)	12.0% (3)	80.0% (20)
Education & Human Development	0%	0%	6.3% (3)	20.8% (10)	72.9% (35)
General Studies	0%	0%	50.0% (1)	0%	50.0% (1)
Nursing & Health Sciences	0%	0%	0%	16.7% (5)	83.3% (25)
Science & Technology	0%	0%	10.0% (1)	30.0% (3)	60.0% (6)

Table 12
Graduates' Level of Professional Traits and Attitudes

	1- Poor	2	3	4	5 - Excellent	Not Applicable
Professionalism - Total	0%	0%	12.9% (18)	21.6% (30)	64.0% (89)	1.4% (2)
Arts, Humanities & Social Sciences	0%	0%	9.1% (2)	13.6% (3)	72.7% (16)	4.5% (1)
Business	0%	0%	16.0% (4)	32.0% (8)	52.0% (13)	0%
Education & Human Development	0%	0%	8.7% (4)	13.0% (6)	76.1% (35)	2.2% (1)
General Studies	0%	0%	0%	50.0% (1)	50.0% (1)	0%
Nursing & Health Sciences	0%	0%	15.2% (5)	27.3% (9)	57.6% (19)	0%
Science & Technology	0%	0%	27.3% (3)	27.3% (3)	45.5% (5)	0%
Working in an Ethical Manner - Total	0%	0%	8.6% (12)	18.6% (26)	72.9% (102)	0%
Arts, Humanities & Social Sciences	0%	0%	4.5% (1)	9.1% (2)	86.4% (19)	0%
Business	0%	0%	12.0% (3)	16.0% (4)	72.0% (18)	0%
Education & Human Development	0%	0%	8.7% (4)	19.6% (9)	71.7% (33)	0%
General Studies	0%	0%	0%	50.0% (1)	50.0% (1)	0%
Nursing & Health Sciences	0%	0%	8.8% (3)	23.5% (8)	67.6% (23)	0%
Science & Technology	0%	0%	9.1% (1)	18.2% (2)	72.7% (8)	0%
Work Attitude - Total	0%	1.4% (2)	11.4% (16)	24.3% (34)	62.1% (87)	0.7% (1)
Arts, Humanities & Social Sciences	0%	4.5% (1)	9.1% (2)	9.1% (2)	77.3% (17)	0%
Business	0%	4.0% (1)	4.0% (1)	32.0% (8)	60.0% (15)	0%
Education & Human Development	0%	0%	8.7% (4)	26.1% (12)	65.2% (30)	0%
General Studies	0%	0%	0%	50.0% (1)	50.0% (1)	0%
Nursing & Health Sciences	0%	0%	17.6% (6)	20.6% (7)	58.8% (20)	2.9% (1)
Science & Technology	0%	0%	27.3% (3)	36.4% (4)	36.4% (4)	0%

	1- Poor	**2**	**3**	**4**	**5 - Excellent**	**Not Applicable**

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

	1- Poor	**2**	**3**	**4**	**5 - Excellent**	**Not Applicable**
Dependability - Total	0%	0.7% (1)	5.0% (7)	20.9% (29)	71.2% (99)	2.2% (3)
Arts, Humanities & Social Sciences	0%	0%	4.8% (1)	14.3% (3)	81.0% (17)	0%
Business	0%	4.0% (1)	0%	20.0% (5)	76.0% (19)	0%
Education & Human Development	0%	0%	6.5% (3)	17.4% (8)	73.9% (34)	2.2% (1)
General Studies	0%	0%	0%	50.0% (1)	50.0% (1)	0%
Nursing & Health Sciences	0%	0%	2.9% (1)	26.5% (9)	67.6% (23)	2.9% (1)
Science & Technology	0%	0%	18.2% (2)	27.3% (3)	45.5% (5)	9.1% (1)
Punctuality - Total	0%	2.9% (4)	9.3% (13)	20.0% (28)	65.0% (91)	2.9% (4)
Arts, Humanities & Social Sciences	0%	4.5% (1)	9.1% (2)	4.5% (1)	72.7% (16)	9.1% (2)
Business	0%	8.0% (2)	8.0% (2)	16.0% (4)	68.0% (17)	0%
Education & Human Development	0%	2.2% (1)	4.3% (2)	19.6% (9)	71.7% (33)	2.2% (1)
General Studies	0%	0%	0%	50.0% (1)	50.0% (1)	0%
Nursing & Health Sciences	0%	0%	8.8% (3)	23.5% (8)	64.7% (22)	2.9% (1)
Science & Technology	0%	0%	36.4% (4)	45.5% (5)	18.2% (2)	0%
Willingness to Accept New Responsibilities - Total	0%	1.4% (2)	10.6% (15)	23.9% (34)	61.3% (87)	2.8% (4)
Arts, Humanities & Social Sciences	0%	4.5% (1)	9.1% (2)	4.5% (1)	77.3% (17)	4.5% (1)
Business	0%	0%	8.0% (2)	32.0% (8)	56.0% (14)	4.0% (1)
Education & Human Development	0%	2.1% (1)	8.3% (4)	18.8% (9)	68.8% (33)	2.1% (1)
General Studies	0%	0%	0%	50.0% (1)	50.0% (1)	0%
Nursing & Health Sciences	0%	0%	14.7% (5)	29.4% (10)	55.9% (19)	0%
Science & Technology	0%	0%	18.2% (2)	45.5% (5)	27.3% (3)	9.1% (1)

Table 12 Graduates' Level of Professional Traits and Attitudes Cont.						
	1- Poor	2	3	4	5 - Excellent	Not Applicable
Decision-making Ability - Total	0%	0.7% (1)	10.6% (15)	39.7% (56)	43.3% (61)	5.7% (8)
Arts, Humanities & Social Sciences	0%	0%	4.5% (1)	22.7% (5)	50.0% (11)	22.7% (5)
Business	0%	0%	16.0% (4)	48.0% (12)	32.0% (8)	4.0% (1)
Education & Human Development	0%	0%	10.6% (5)	36.2% (17)	48.9% (23)	4.3% (2)
General Studies	0%	0%	0%	100% (2)	0%	0%
Nursing & Health Sciences	0%	2.9% (1)	5.9% (2)	44.1% (15)	47.1% (16)	0%
Science & Technology	0%	0%	27.3% (3)	45.5% (5)	27.3% (3)	0%
Ability to Work with Persons from Diverse Ethnic and Cultural Backgrounds - Total	0%	0.7% (1)	7.4% (10)	33.3% (45)	56.3% (76)	2.2% (3)
Arts, Humanities & Social Sciences	0%	0%	5.3% (1)	21.1% (4)	68.4% (13)	5.3% (1)
Business	0%	4.0% (1)	4.0% (1)	32.0% (8)	56.0% (14)	4.0% (1)
Education & Human Development	0%	0%	8.9% (4)	28.9% (13)	60.0% (27)	2.2% (1)
General Studies	0%	0%	50.0% (1)	50.0% (1)	0%	0%
Nursing & Health Sciences	0%	0%	6.1% (2)	42.4% (14)	51.5% (17)	0%
Science & Technology	0%	0%	9.1% (1)	45.5% (5)	45.5% (5)	0%

Table 12 Graduates' Level of Professional Traits and Attitudes Cont.						
	1- Poor	**2**	**3**	**4**	**5 - Excellent**	**Not Applicable**
Ability to Work Independently - Total	0%	1.4% (2)	8.5% (12)	22.0% (31)	64.5% (91)	3.5% (5)
Arts, Humanities & Social Sciences	0%	0%	0%	9.1% (2)	77.3% (17)	13.6% (3)
Business	0%	0%	12.0% (3)	36.0% (9)	52.0% (13)	0%
Education & Human Development	0%	2.1% (1)	8.3% (4)	18.8% (9)	70.8% (34)	0%
General Studies	0%	0%	0%	50.0% (1)	50.0% (1)	0%
Nursing & Health Sciences	0%	3.0% (1)	9.1% (3)	24.2% (8)	60.6% (20)	3.0% (1)
Science & Technology	0%	0%	18.2% (2)	18.2% (2)	54.5% (6)	9.1% (1)
Ability to Work in Teams - Total	0%	2.1% (3)	12.1% (17)	21.4% (30)	58.6% (82)	5.7% (8)
Arts, Humanities & Social Sciences	0%	4.5% (1)	4.5% (1)	4.5% (1)	59.1% (13)	27.3% (6)
Business	0%	0%	20.0% (5)	28.0% (7)	52.0% (13)	0%
Education & Human Development	0%	2.2% (1)	8.7% (4)	28.3% (13)	58.7% (27)	2.2% (1)
General Studies	0%	0%	0%	50.0% (1)	50.0% (1)	0%
Nursing & Health Sciences	0%	2.9% (1)	14.7% (5)	14.7% (5)	67.6% (23)	0%
Science & Technology	0%	0%	18.2% (2)	27.3% (3)	45.5% (5)	9.1% (1)
Ability to Learn Independently - Total	0%	0%	10.0% (14)	24.3% (34)	60.0% (84)	5.7% (8)
Arts, Humanities & Social Sciences	0%	0%	4.5% (1)	9.1% (2)	63.6% (14)	22.7% (5)
Business	0%	0%	16.0% (4)	44.0% (11)	40.0% (10)	0%
Education & Human Development	0%	0%	6.4% (3)	17.0% (8)	74.5% (35)	2.1% (1)
General Studies	0%	0%	50.0% (1)	0%	50.0% (1)	0%
Nursing & Health Sciences	0%	0%	9.1% (3)	27.3% (9)	60.6% (20)	3.0% (1)
Science & Technology	0%	0%	18.2% (2)	36.4% (4)	36.4% (4)	9.1% (1)

Table 12 Graduates' Level of Professional Traits and Attitudes Cont.						
	1- Poor	**2**	**3**	**4**	**5 - Excellent**	**Not Applicable**
Ability to Work Under Pressure - Total	0.7% (1)	1.4% (2)	8.7% (12)	37.0% (51)	46.4% (64)	5.8% (8)
Arts, Humanities & Social Sciences	4.5% (1)	0%	0%	22.7% (5)	50.0% (11)	22.7% (5)
Business	0%	4.0% (1)	12.0% (3)	40.0% (10)	44.0% (11)	0%
Education & Human Development	0%	0%	9.1% (1)	38.6% (17)	47.7% (21)	4.5% (2)
General Studies	0%	0%	50.0% (1)	0%	50.0% (1)	0%
Nursing & Health Sciences	0%	2.9% (1)	8.8% (3)	35.3% (12)	52.9% (18)	0%
Science & Technology	0%	0%	9.1% (1)	63.6% (7)	18.2% (2)	9.1% (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	4.90	0.37	4.52	0.72	-0.35[1]
Working in an Ethical Manner	4.96	0.23	4.64	0.64	-0.30[1]
Work Attitude	4.93	0.29	4.48	0.76	-0.44[1]
Dependability	4.93	0.26	4.66	0.61	-0.28[1]
Punctuality	4.79	0.48	4.51	0.79	-0.31[1]
Willingness to Accept New Responsibilities	4.67	0.55	4.49	0.75	-0.20[1]
Decision-making Ability	4.64	0.65	4.33	0.70	-0.34[1]
Ability to Work with Persons from Diverse Ethnic and Cultural Backgrounds	4.60	0.93	4.48	0.67	-0.11
Ability to Work Independently	4.59	0.58	4.55	0.72	-0.04
Ability to Work in Teams	4.60	0.65	4.45	0.80	-0.16[2]
Ability to Learn Independently	4.56	0.64	4.53	0.68	-0.02
Ability to Work Under Pressure	4.67	0.61	4.35	0.78	-0.33[1]

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

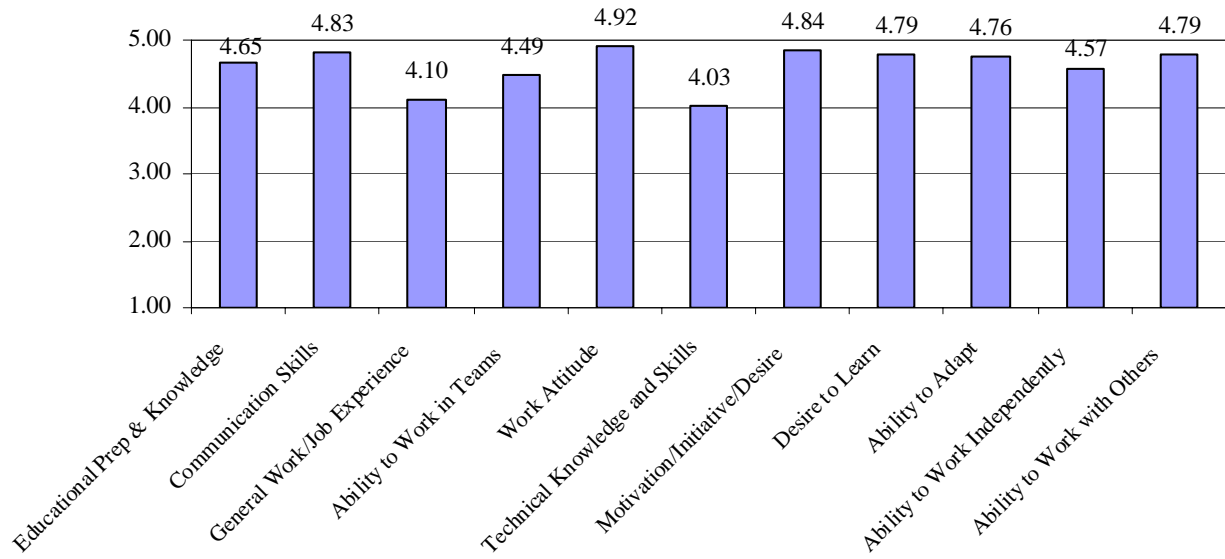**Professional Traits and Attitudes with Significant Gap Scores**

Trait	Skill Level	Importance
Ability to Work Under Pressure	4.35	4.67
Ability to Work in Teams	4.45	4.60
Decision-making Ability	4.33	4.64
Willingness to accept new responsibilities	4.49	4.67
Punctuality	4.51	4.79
Dependability	4.66	4.93
Work Attitude	4.48	4.93
Working in an Ethical Manner	4.64	4.96
Professionalism	4.52	4.90
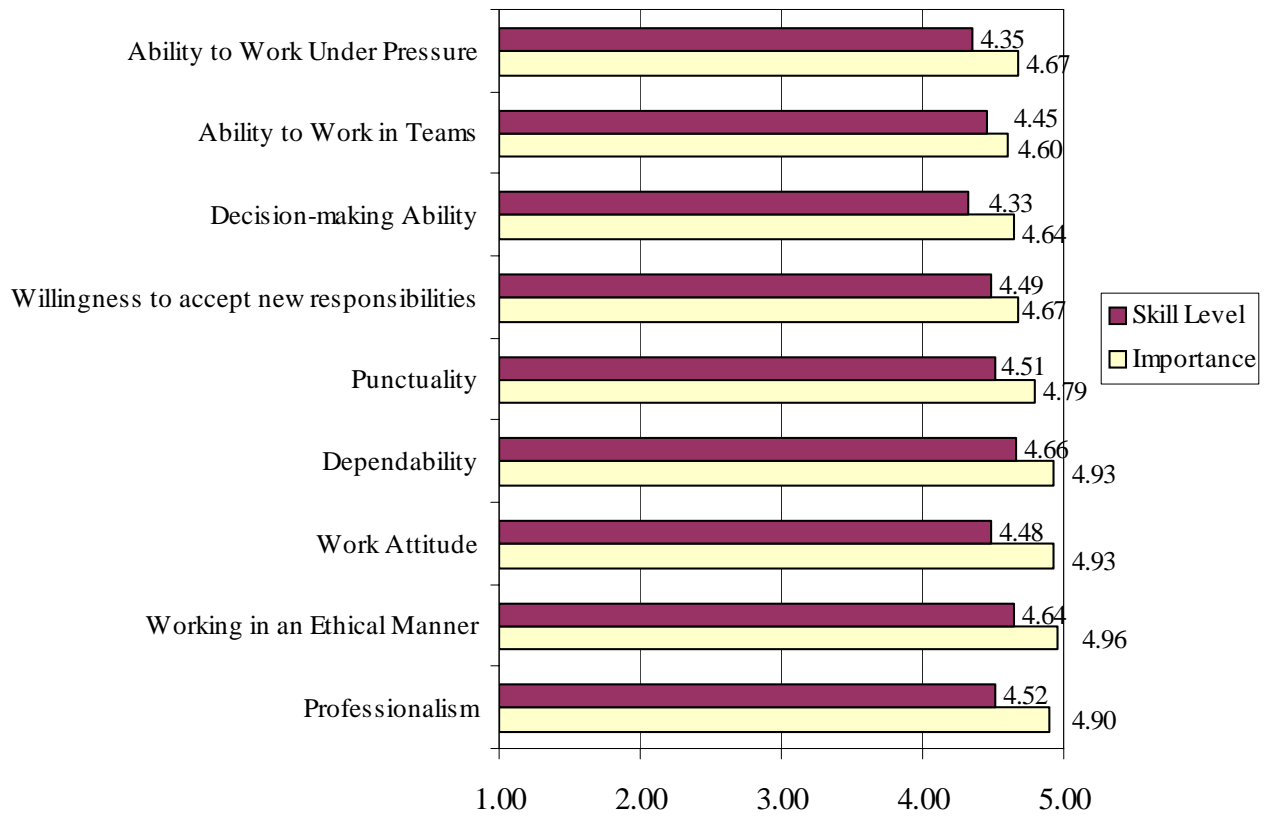
What Employers Look For in New Employees

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=4.92) and technical knowledge and skills being the least important (mean=4.03).

Table 14
Importance of Factors in Hiring New Employees

	1- Not Important	2	3	4	5 - Very Important
Educational Preparation and Knowledge	0%	0.7% (1)	6.2% (9)	19.9% (29)	71.9% (105)
Communication Skills	0%	0%	1.4% (2)	14.4% (21)	82.2% (120)
General Work- or Job-related Experience	0%	2.7% (4)	19.2% (28)	42.5% (62)	34.2% (50)
Ability to Work in Teams	0.7% (1)	2.7% (4)	6.2% (9)	27.4% (40)	62.3% (91)
Work Attitude	0%	0%	0%	8.2% (12)	91.8% (134)
Technical Knowledge and Skills	0%	3.4% (5)	21.2% (31)	42.5% (62)	31.5% (46)
Motivation/Initiative/Desire	0%	0%	0%	15.8% (23)	83.6% (122)
Desire to Learn	0%	0%	1.4% (2)	18.5% (27)	79.5% (116)
Ability to Adapt to Changes and Pressures on the Job	0%	0%	2.1% (3)	19.9% (29)	78.1% (114)
Ability to Work Independently	0%	0%	6.8% (10)	29.5% (43)	63.7% (93)
Ability to Work with Others	0%	0%	2.7% (4)	15.1% (22)	81.5% (119)

## Means for Factors in Hiring New Employees

Bar chart showing mean ratings (scale 1.00 to 5.00) for the following factors:

Factor	Mean
Educational Prep & Knowledge	4.65
Communication Skills	4.83
General Work/Job Experience	4.10
Ability to Work in Teams	4.49
Work Attitude	4.92
Technical Knowledge and Skills	4.03
Motivation/Initiative/Desire	4.84
Desire to Learn	4.79
Ability to Adapt	4.76
Ability to Work Independently	4.57
Ability to Work with Others	4.79

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=107) indicated that the employee was prepared better than most, while over 20% (n=31) indicated that the employee was prepared about the same as most.

Preparation of Employee
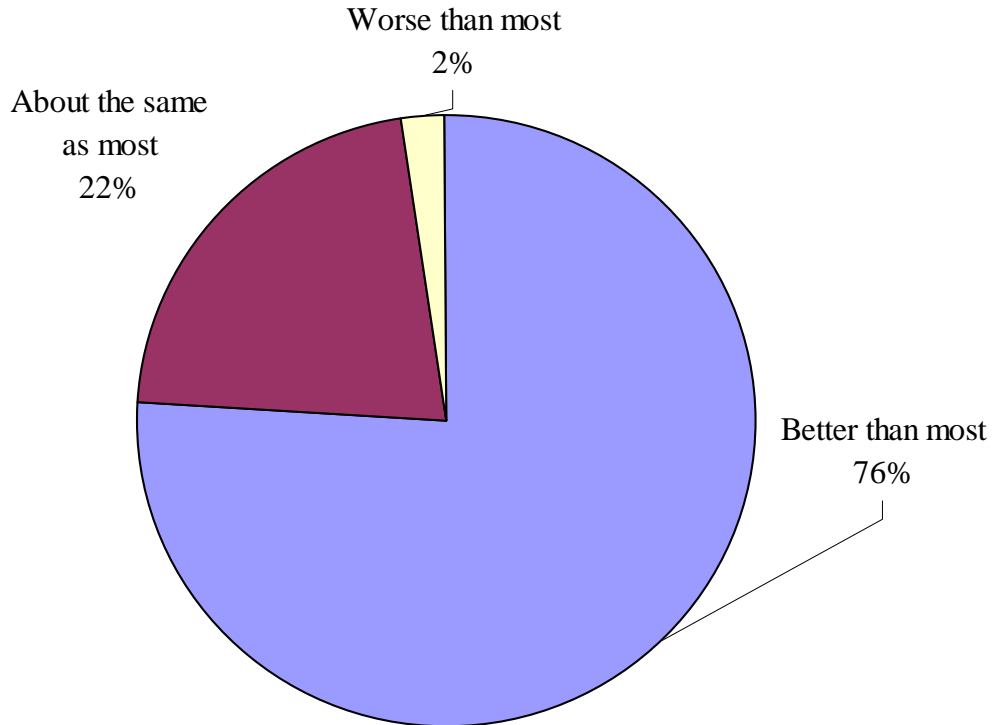
All of the employers who answered the question "Would you hire another Southeastern graduate?" (97% of all respondents, n=141) indicated that they would. When asked why they would, the following reasons were given.

- Best program for counseling in the State!
- The managing partner's an SLU graduate.
- I have found SLU graduates to be some of the "best prepared" for the "real" teaching world!!
- How the graduate presents in an interview
- Regional University. My alma mater
- SLU students are better prepared and make few mistakes when they enter the classroom. The graduates from other schools have need of more supervision.
- excellent training, work ethics, dependability, motivated, knowledgeable in field of study
- If they are well prepared for the job, I'd be delighted to hire them.

- Seem prepared
- The SE Grad. we have working here has been a positive part of our department.
- SLU graduate was better prepared than other state university graduates.
- I think SLU's graduates are well prepared, innovative & very technology literate!
- I find them very well trained.
- I have hired 8 Industrial Tech Graduates since my Graduation. Great Success
- Because they are well-prepared with the skills I need.
- SLU Graduates seem to be well-prepared & take their job seriously.
- Where are person graduated from bears no weight when hiring.
- Dependable; Prepared for job; Possesses Interpersonal skills
- Excellent educators.
- S.L.U. graduates are very prepared to work with students on all levels.
- Well prepared & very knowledgeable
- Good General Knowledge, Solid Values.
- Quality level of experience in the classroom once they finish student teaching
- My experience with southeastern graduates have been positive.
- Southeastern seems to prepare "teachers" more thoroughly and with more practical experience.
- They are trained well.
- They are eager to learn, and they learn quickly - Good work ethics. Very dependable - work well on teams.
- Because the employee was excellently prepared for this job (TA in piano) I would assume other SLU grads would also be.
- Complete preparation, confident, previous field experience from SLU.
- Well rounded, mature, experience
- SLU prepares students for the work force
- SLU has an excellent record in preparing teachers for success.
- Excellent university   I also graduated from Southeastern
- They are well-prepared for employment in the general nursing field.
- I am a Southeastern Graduate myself. I know first hand the education that your students receive. I also taught in the nursing program at SLU.
- I have had several good employees who have attended SLU
- Employees are well prepared for the business world!
- I think Southeastern produces quality nurses, but they lack some clinical experience. (I am also a SLU Graduate)
- The graduate that I've been associated with, including my wife, are all overachievers
- She is the most prepared teacher I've ever seen green out of college. Was it her age, personality, or Southeastern. She's done a great job!!
- Teacher demonstrates components of an effective teacher. She is willing to participate in after school staff development.
- More prepared for the real world and patient ratio
- Good basic skills, works well with other employees, teachable. Jobs in our industry are changing rapidly and most of the graduates have the ability to adapt.

- In a heartbeat! We are strong supporters of SLU and their graduates. They are well prepared and SLU has a strong support system.
- They seem to have a good work ethic and confidence needed to successfully perform their duties.
- They are generally very well-prepared and well-educated.
- They are very well prepared for the graduate level work.
- I have two employees from Southeastern and both have proven to be very good workers.
- Professional, pleasant to be with, Good worker
- They generally are well prepared to enter the workforce. Keep up the good work!
- They are well educated and have a good understanding of job duties and task.
- Southeastern graduates are well prepared to enter the teaching profession.
- The SLU graduates are much more successful than those from other program in the area. They are well prepared for the job. They are generally a pleasure to work with. They succeed in today's workplace
- They seem to have been taught the basic skills needed to become good teachers
- I believe that SLU grads are as well prepared - educated as grads of other universities in the same field.
- Of course it depends on the person, however, this person was much better educated then previous hires from Louisiana Tech.
- They are always very well prepared, professional
- I have employed two Southeastern graduates in the past five years. Both were excellent employees.
- SLU graduates are always well prepared for the classroom. I can pick out SLU graduates in job fair!
- SLU is a good university that prepares their students for employment.
- Very knowledgeable, easy to work with, strong work ethic
- Average Southeastern graduate is comparable to all graduates.
- They seem to have a greater ability to handle "real" students. Training is appropriate.
- Thus far, most graduates from SLU. Have been excellent employees.
- The education received makes them better prepared for work in the real world.
- My experience with this graduate is very good.
- Based on my experience, I would definitely hire another S.E. grad.
- The employee is fabulous!
- SLU graduates found to be well prepared for the Nursing profession. Overall a very good program.
- Dependable employees
- They are very efficient!
- About the same as most

Appendix A

Southeastern Louisiana University
Employer Survey

SOUTHEASTERN LOUISIANA UNIVERSITY
Employer Survey

For each of the following skills or characteristics, please rate on the left how <u>important</u> it is to the Southeastern graduate's job, and on the right, please rate the <u>level</u> 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 — Very Important	Skill / Characteristic	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)

○ Service Organization   ○ Professional firm   ○ Government
○ Higher Education   ○ Military/Armed Services   ○ Business
○ K-12 Education   ○ Temporary Service   ○ Health Agency
○ Nonprofit Organization   ○ Industry

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.