

Employer Survey Fall 2002

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

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Executive Summary

In Fall 2001, 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 2001 Alumni Survey were then sent an Employer Survey in Fall 2002. 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 70% of respondents indicated that compared to other employees, Southeastern graduates were better prepared for employment.
- ! All of the respondents who answered all the question, indicated they would hire another Southeastern graduate.
- ! The most important skills or characteristics for a graduate's job were working in an ethical manner and work attitude.
- ! Southeastern graduates were rated the highest in working in an ethical manner, followed by dependability.
- ! Graduates were rated the lowest on leadership skills.
- ! The most important characteristic employers looked for when hiring a new employee was motivation/initiative/desire, followed by work attitude.
- ! Areas that can be targeted for improvement include interpersonal communication skills, critical thinking skills, and ability to solve problems.
- ! 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 the curriculum continues to be effective or if changes need to be investigated.

In Fall 2001, 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 2001 Alumni Survey were then sent an Employer Survey in Fall 2002. 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 2001 a survey was conducted of 1998-99 and 1999-2000 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 (180) 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.

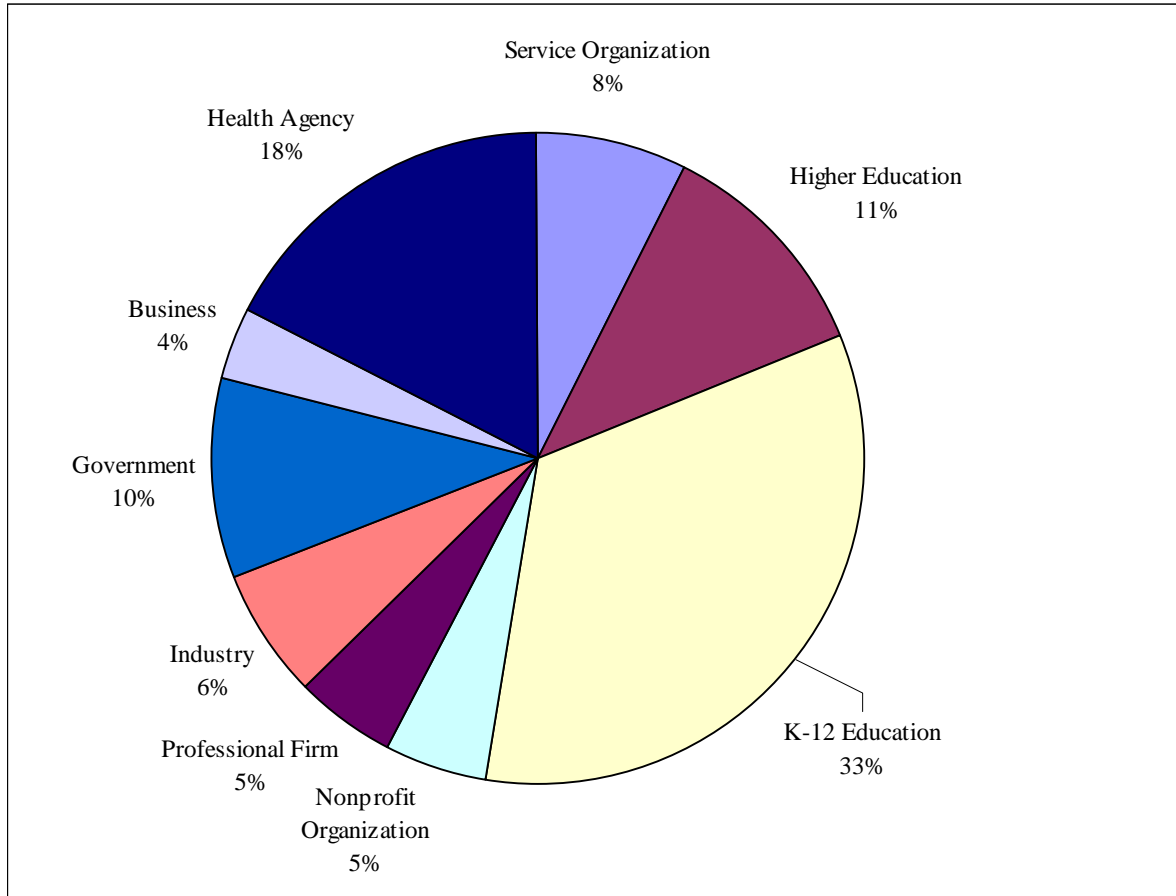
In the Fall 2002, 172 supervisors were sent a survey and a cover letter signed by the President. The cover letter identified the Southeastern graduate and indicated that the graduate had provided us with the information so that we could contact the supervisor for the purpose of conducting a survey. Two weeks after the survey was first sent, a postcard reminder was sent and two weeks later a second mailing was sent. A total of 81 surveys were returned completed for a return rate of 47%.

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=45) 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 (33.3%, n=27). Figure 1 shows the types of organization.

Figure 1
Respondent's Organization Type



Most of the organizations represented were either small organizations (23.5%, n=19), less than 50 employees, or large organizations (37.0%, n=30), 500 or more employees. Almost fifteen percent (14.8%, n=12) had 50 to 99 employees, 17.3% (n=14) had 100 to 249 employees, and 7.4% (n=6) 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 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 and interpersonal communication skills were rated the most important (mean=4.87) and public speaking skills were least important (mean=4.05). Graduates were rated as most skilled in reading (mean=4.51) and least skilled in public speaking (mean=4.00). 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 Nursing & Health Sciences had the highest level of communication skills.

Table 1
Importance of Communication Skills

	1- Not Important	2	3	4	5 - Very Important
Listening Skills - Total	0%	0%	2.5% (2)	7.6% (6)	89.9% (71)
Arts & Sciences	0%	0%	4.5% (1)	13.6% (3)	81.8% (18)
Business & Technology	0%	0%	0%	6.7% (1)	93.3% (14)
Education & Human Development	0%	0%	3.4% (1)	3.4% (1)	93.1% (27)
Nursing & Health Sciences	0%	0%	0%	7.7% (1)	92.3% (12)
Written Communication Skills - Total	0%	0%	6.3% (5)	17.5% (14)	76.3% (61)
Arts & Sciences	0%	0%	0%	22.7% (5)	77.3% (17)
Business & Technology	0%	0%	18.8% (3)	25.0% (4)	56.3% (9)
Education & Human Development	0%	0%	0%	13.8% (4)	86.2% (25)
Nursing & Health Sciences	0%	0%	15.4% (2)	7.7% (1)	76.9% (10)
Public Speaking Skills - Total	5.3% (4)	6.6% (5)	15.8% (12)	22.4% (17)	50.0% (38)
Arts & Sciences	4.8% (1)	4.8% (1)	9.5% (2)	19.0% (4)	61.9% (13)
Business & Technology	7.1% (1)	14.3% (2)	14.3% (2)	21.4% (3)	42.9% (6)
Education & Human Development	3.6% (1)	3.6% (1)	14.3% (4)	25.0% (7)	53.6% (15)
Nursing & Health Sciences	7.7% (1)	7.7% (1)	30.8% (4)	23.1% (3)	30.8% (4)

Table 1
Importance of Communication Skills Cont.

	1- Not Important	2	3	4	5 - Very Important
Reading Skills - Total	0%	0%	5.0% (4)	21.3% (17)	73.8% (59)
Arts & Sciences	0%	0%	9.1% (2)	9.1% (2)	81.8% (18)
Business & Technology	0%	0%	12.5% (2)	50.0% (8)	37.5% (6)
Education & Human Development	0%	0%	0%	13.8% (4)	86.2% (25)
Nursing & Health Sciences	0%	0%	0%	23.1% (3)	76.9% (10)
Interpersonal Communication Skills - Total	0%	0%	2.5% (2)	7.6% (6)	89.9% (71)
Arts & Sciences	0%	0%	4.5% (1)	9.1% (2)	86.4% (19)
Business & Technology	0%	0%	6.3% (1)	12.5% (2)	81.3% (13)
Education & Human Development	0%	0%	0%	0%	100% (28)
Nursing & Health Sciences	0%	0%	0%	15.4% (2)	84.6% (11)

Table 2
Graduates' Level of Communication Skills

	1- Poor	2	3	4	5 - Excellent	Not Applicable
Listening Skills - Total	0%	1.3% (1)	13.8% (11)	27.5% (22)	57.5% (46)	0%
Arts & Sciences	0%	4.5% (1)	13.6% (3)	22.7% (5)	59.1% (13)	0%
Business & Technology	0%	0%	18.8% (3)	31.3% (5)	50.8% (8)	0%
Education & Human Development	0%	0%	13.8% (4)	27.6% (8)	58.6% (17)	0%
Nursing & Health Sciences	0%	0%	7.7% (1)	30.8% (4)	61.5% (8)	0%
Written Communication Skills - Total	0%	5.0% (4)	13.8% (11)	32.5% (26)	48.8% (39)	0%
Arts & Sciences	0%	9.1% (2)	18.2% (4)	22.7% (5)	50.0% (11)	0%
Business & Technology	0%	6.3% (1)	18.8% (3)	43.8% (7)	31.3% (5)	0%
Education & Human Development	0%	3.4% (1)	10.3% (3)	31.0% (9)	55.2% (16)	0%
Nursing & Health Sciences	0%	0%	7.7% (1)	38.5% (5)	53.8% (7)	0%
Public Speaking Skills - Total	3.1% (3)	4.6% (3)	23.1% (15)	27.7% (18)	41.5% (27)	0%
Arts & Sciences	10.5% (2)	0%	15.8% (3)	31.6% (6)	42.1% (8)	0%
Business & Technology	0%	15.4% (2)	23.1% (3)	30.8% (4)	30.8% (4)	0%
Education & Human Development	0%	4.2% (1)	29.2% (7)	25.0% (6)	41.7% (10)	0%
Nursing & Health Sciences	0%	0%	22.2% (2)	22.2% (2)	55.6% (5)	0%
Reading Skills - Total	0%	1.3% (1)	9.0% (7)	26.9% (21)	62.8% (49)	0%
Arts & Sciences	0%	4.5% (1)	13.6% (3)	22.7% (5)	59.1% (13)	0%
Business & Technology	0%	0%	13.3% (2)	40.0% (6)	46.7% (7)	0%
Education & Human Development	0%	0%	3.6% (1)	28.6% (8)	67.9% (19)	0%
Nursing & Health Sciences	0%	0%	7.7% (1)	15.4% (2)	76.9% (10)	0%

Table 2
Graduates' Level of Communication Skills Cont.

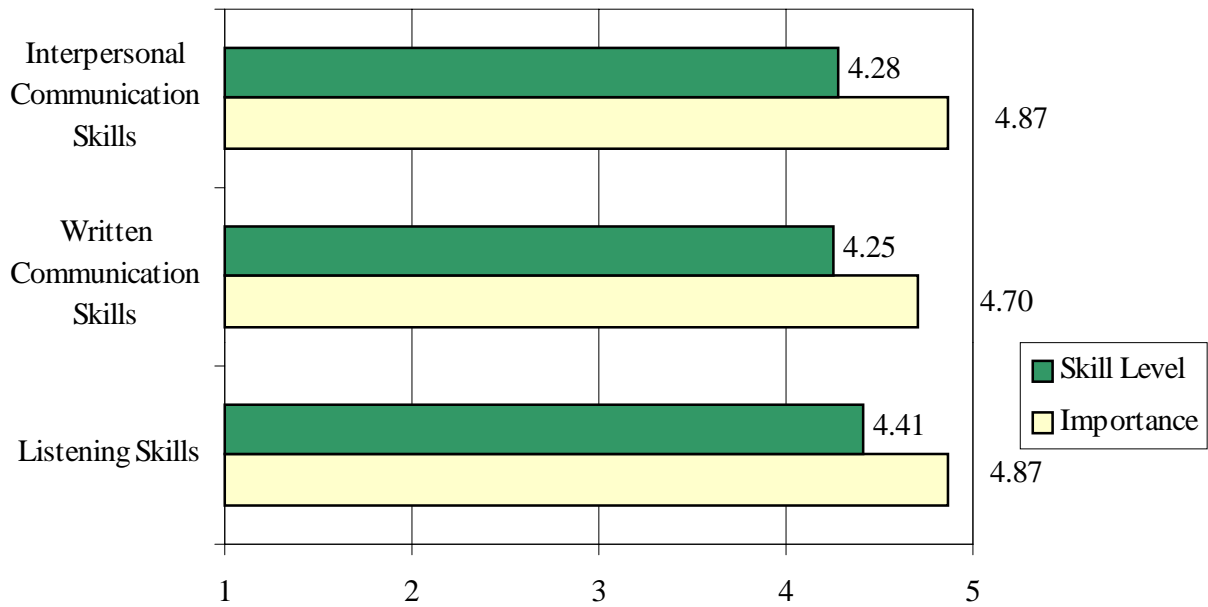
	1- Poor	2	3	4	5 - Excellent	Not Applicable
Interpersonal Communication Skills - Total	1.3% (1)	1.3% (1)	17.5% (14)	28.8% (23)	51.3% (41)	0%
Arts & Sciences	4.5% (1)	4.5% (1)	27.3% (6)	13.6% (3)	50.0% (11)	0%
Business & Technology	0%	0%	12.5% (2)	37.5% (6)	50.0% (8)	0%
Education & Human Development	0%	0%	17.2% (5)	41.4% (12)	41.4% (12)	0%
Nursing & Health Sciences	0%	0%	7.7% (1)	15.4% (2)	76.9% (10)	0%

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	4.87	0.40	4.41	0.77	-.46*
Written Communication Skills	4.70	0.58	4.25	0.88	-.46*
Public Speaking Skills	4.05	1.19	4.00	1.06	-.31
Reading Skills	4.69	0.56	4.51	0.72	-.21
Interpersonal Communication Skills	4.87	0.40	4.28	.89	-.60*

* 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=4.49) and technical computer skills were least important (mean=3.19). Graduates were rated the most skilled in basic computer skills (mean=4.57) and the least skilled in technical computer skills (mean=3.94). 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 Business & Technology had the highest level of Technical Skills

Table 4
Importance of Technical Skills

	1- Not Important	2	3	4	5 - Very Important
Ability to Apply Mathematical Skills - Total	5.3% (4)	10.5% (8)	21.1% (16)	21.1% (16)	42.1% (32)
Arts & Sciences	10.5% (2)	15.8% (3)	26.3% (5)	15.8% (3)	31.6% (6)
Business & Technology	0%	6.3% (1)	12.5% (2)	18.8% (3)	62.5% (10)
Education & Human Development	7.1% (2)	10.7% (3)	25.0% (7)	21.4% (6)	35.7% (10)
Nursing & Health Sciences	0%	7.7% (1)	15.4% (2)	30.8% (4)	46.2% (6)
Ability to Apply Scientific Skills - Total	23.5% (16)	7.4% (5)	19.1% (13)	19.1% (13)	30.9% (21)
Arts & Sciences	35.3% (6)	11.8% (2)	11.8% (2)	5.9% (1)	35.3% (6)
Business & Technology	25.0% (3)	16.7% (2)	25.0% (3)	8.3% (1)	25.0% (3)
Education & Human Development	26.9% (7)	3.8% (1)	11.5% (3)	34.6% (9)	23.1% (6)
Nursing & Health Sciences	0%	0%	38.5% (5)	15.4% (2)	46.2% (6)
Computer Application Skills - Total	5.1% (4)	2.5% (2)	11.4% (9)	34.2% (27)	46.8% (37)
Arts & Sciences	13.6% (3)	0%	13.6% (3)	27.3% (6)	45.5% (10)
Business & Technology	0%	0%	0%	43.8% (7)	56.3% (9)
Education & Human Development	0%	3.6% (1)	14.3% (4)	32.1% (9)	50.0% (14)
Nursing & Health Sciences	7.7% (1)	7.7% (1)	15.4% (2)	38.5% (5)	30.8% (4)

Table 4
Importance of Technical Skills Cont.

	1- Not Important	2	3	4	5 - Very Important
Basic Computer Skills - Total	2.6% (2)	1.3% (1)	6.5% (5)	23.4% (18)	66.2% (51)
Arts & Sciences	9.1% (2)	0%	13.6% (3)	9.1% (2)	68.2% (15)
Business & Technology	0%	0%	0%	20.0% (3)	80.0% (12)
Education & Human Development	0%	3.7% (1)	0%	29.6% (8)	66.7% (18)
Nursing & Health Sciences	0%	0%	15.4% (2)	38.5% (5)	46.2% (6)
Technical Computer Skills - Total	16.2% (11)	14.7% (10)	25.0% (17)	22.1% (15)	22.1% (15)
Arts & Sciences	17.6% (3)	5.9% (1)	35.3% (6)	17.6% (3)	23.5% (4)
Business & Technology	0%	15.4% (2)	23.1% (3)	30.8% (4)	30.8% (4)
Education & Human Development	15.4% (4)	11.5% (3)	19.2% (5)	26.9% (7)	26.9% (7)
Nursing & Health Sciences	33.3% (4)	33.3% (4)	25.0% (3)	8.3% (1)	0%

Table 5
Graduates' Level of Technical Skills

	1- Poor	2	3	4	5 - Excellent	Not Applicable
Ability to Apply Mathematical Skills - Total	0%	2.5% (2)	12.5% (10)	28.8% (23)	33.8% (27)	22.5% (18)
Arts & Sciences	0%	4.5% (1)	18.2% (4)	18.2% (4)	27.3% (6)	31.8% (7)
Business & Technology	0%	6.3% (1)	12.5% (2)	25.0% (4)	56.3% (9)	0%
Education & Human Development	0%	0%	13.8% (4)	31.0% (9)	24.1% (7)	31.0% (9)
Nursing & Health Sciences	0%	0%	0%	46.2% (6)	38.5% (5)	15.4% (2)
Ability to Apply Scientific Skills - Total	0%	2.5% (2)	12.7% (10)	17.7% (14)	24.1% (19)	43.0% (34)
Arts & Sciences	0%	4.5% (1)	18.2% (4)	13.6% (3)	13.6% (3)	50.0% (11)
Business & Technology	0%	0%	6.3% (1)	12.5% (2)	18.8% (3)	62.5% (10)
Education & Human Development	0%	3.6% (1)	14.3% (4)	17.9% (5)	17.9% (5)	46.4% (13)
Nursing & Health Sciences	0%	0%	7.7% (1)	30.8% (4)	61.5% (8)	0%
Computer Application Skills - Total	0%	2.5% (2)	10.0% (8)	30.0% (24)	50.0% (40)	7.5% (6)
Arts & Sciences	0%	0%	13.6% (3)	40.9% (9)	36.4% (8)	9.1% (2)
Business & Technology	0%	6.3% (1)	0%	18.8% (3)	75.0% (12)	0%
Education & Human Development	0%	0%	10.3% (3)	31.0% (9)	48.3% (14)	10.3% (3)
Nursing & Health Sciences	0%	7.7% (1)	15.4% (2)	23.1% (3)	46.2% (6)	7.7% (1)
Basic Computer Skills - Total	0%	0%	7.6% (6)	26.6% (21)	62.0% (49)	3.8% (3)
Arts & Sciences	0%	0%	9.1% (2)	27.3% (6)	59.1% (13)	4.5% (1)
Business & Technology	0%	0%	0%	13.3% (2)	86.7% (13)	0%
Education & Human Development	0%	0%	10.3% (3)	34.5% (10)	48.3% (14)	6.9% (2)
Nursing & Health Sciences	0%	0%	7.7% (1)	23.1% (3)	69.2% (9)	0%

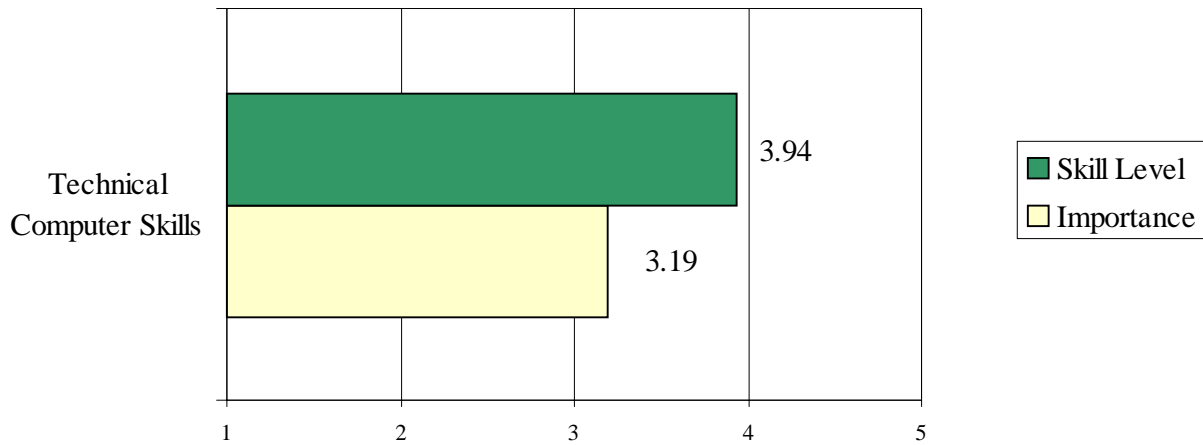
Table 5
Graduates' Level of Technical Skills Cont.

	1- Poor	2	3	4	5 - Excellent	Not Applicable
Technical Computer Skills - Total	0%	6.3% (5)	15.2% (12)	22.8% (18)	24.1% (19)	31.6% (25)
Arts & Sciences	0%	4.5% (1)	13.6% (3)	18.2% (4)	22.7% (5)	40.9% (9)
Business & Technology	0%	6.7% (1)	13.3% (2)	26.7% (4)	20.0% (3)	33.3% (5)
Education & Human Development	0%	3.4% (1)	24.1% (7)	0%	31.0% (9)	27.6% (8)
Nursing & Health Sciences	0%	15.4% (2)	0%	7.7% (1)	23.1% (3)	53.8% (7)

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	3.84	1.23	4.21	0.83	-.05
Ability to Apply Scientific Skills	3.26	1.55	4.11	0.91	.02
Computer Application Skills	4.15	1.06	4.38	0.79	.04
Basic Computer Skills	4.49	0.88	4.57	0.64	.03
Technical Computer Skills	3.19	1.37	3.94	0.98	.42*

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 identify problems was rated the most important (mean=4.83) and management skills were least important (mean=4.14). Graduates were rated as most skilled in organizational skills (mean=4.37) and least skilled in leadership skills (mean=3.88). 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 and critical thinking skills. The gap scores for critical thinking skills, organizational skills, ability to identify problems, ability to solve problems, ability to think creatively, and leadership skills were all significantly different than 0. In general, graduates of the College of Nursing & Health Sciences had the highest level of workplace knowledge and skills.

Table 7
Importance of Workplace Knowledge and Skills

	1- Not Important	2	3	4	5 - Very Important
Critical Thinking Skills - Total	0%	1.3% (1)	1.3% (1)	14.1% (11)	83.3% (65)
Arts & Sciences	0%	4.5% (1)	0%	13.6% (3)	81.8% (18)
Business & Technology	0%	0%	0%	18.8% (3)	81.3% (13)
Education & Human Development	0%	0%	3.7% (1)	14.8% (4)	81.5% (22)
Nursing & Health Sciences	0%	0%	0%	7.7% (1)	92.3% (12)
Organizational Skills - Total	0%	0%	3.8% (3)	14.1% (11)	82.1% (64)
Arts & Sciences	0%	0%	4.5% (1)	13.6% (3)	81.8% (18)
Business & Technology	0%	0%	6.3% (1)	31.3% (5)	62.5% (10)
Education & Human Development	0%	0%	3.7% (1)	11.1% (3)	85.2% (23)
Nursing & Health Sciences	0%	0%	0%	0%	100% (13)
Ability to Plan Projects - Total	5.3% (4)	0%	11.8% (9)	23.7% (18)	59.2% (45)
Arts & Sciences	0%	0%	14.3% (3)	9.5% (2)	76.2% (16)
Business & Technology	0%	0%	13.3% (2)	26.7% (4)	60.0% (9)
Education & Human Development	7.4% (2)	0%	7.4% (2)	22.2% (6)	63.0% (17)
Nursing & Health Sciences	15.4% (2)	0%	15.4% (2)	46.2% (6)	23.1% (3)

Table 7
Importance of Workplace Knowledge and Skills Cont.

	1- Not Important	2	3	4	5 - Very Important
Ability to Identify Problems - Total	0%	0%	0%	16.7% (13)	83.3% (65)
Arts & Sciences	0%	0%	0%	27.3% (6)	72.7% (16)
Business & Technology	0%	0%	0%	25.0% (4)	75.0% (12)
Education & Human Development	0%	0%	0%	11.1% (3)	88.9% (24)
Nursing & Health Sciences	0%	0%	0%	0%	100% (13)
Ability to Solve Problems - Total	0%	0%	2.6% (2)	12.8% (10)	84.6% (66)
Arts & Sciences	0%	0%	0%	22.7% (5)	77.3% (17)
Business & Technology	0%	0%	0%	25.0% (4)	75.0% (12)
Education & Human Development	0%	0%	3.7% (1)	3.7% (1)	92.6% (25)
Nursing & Health Sciences	0%	0%	7.7% (1)	0%	92.3% (12)
Ability to Think Creatively - Total	1.3% (1)	0%	7.8% (6)	26.0% (20)	64.9% (50)
Arts & Sciences	0%	0%	0%	31.8% (7)	68.2% (15)
Business & Technology	0%	0%	6.3% (1)	31.3% (5)	62.5% (10)
Education & Human Development	3.8% (1)	0%	3.8% (1)	23.1% (6)	69.2% (18)
Nursing & Health Sciences	0%	0%	30.8% (4)	15.4% (2)	53.8% (7)
Ability to Integrate Knowledge and Information from Different Areas - Total	0%	0%	6.6% (5)	23.3% (20)	67.1% (51)
Arts & Sciences	0%	0%	4.5% (1)	45.5% (10)	50.0% (11)
Business & Technology	0%	0%	12.5% (2)	25.0% (4)	62.5% (10)
Education & Human Development	0%	0%	0%	19.2% (5)	80.8% (21)
Nursing & Health Sciences	0%	0%	16.7% (2)	8.3% (1)	75.0% (9)
Leadership Skills - Total	0%	2.7% (2)	22.7% (17)	20.0% (15)	54.7% (41)
Arts & Sciences	0%	0%	40.0% (8)	15.0% (3)	45.0% (9)
Business & Technology	0%	6.7% (1)	20.0% (3)	20.0% (3)	53.3% (8)
Education & Human Development	0%	0%	14.8% (4)	25.9% (7)	59.3% (16)
Nursing & Health Sciences	0%	7.7% (1)	15.4% (2)	15.4% (2)	61.5% (8)

**Table 7
Importance of Workplace Knowledge and Skills Cont.**

	1- Not Important	2	3	4	5 - Very Important
Management Skills - Total	4.2% (3)	2.8% (2)	16.7% (12)	27.8% (20)	48.6% (35)
Arts & Sciences	0%	5.9% (1)	29.4% (5)	35.3% (6)	29.4% (5)
Business & Technology	0%	0%	20.0% (3)	26.7% (4)	53.3% (8)
Education & Human Development	7.4% (2)	0%	11.1% (3)	29.6% (8)	51.9% (14)
Nursing & Health Sciences	7.7% (1)	7.7% (1)	7.7% (1)	15.4% (2)	61.5% (8)

Table 8
Graduates' Level of Workplace Knowledge and Skills

	1- Poor	2	3	4	5 - Excellent	Not Applicable
Critical Thinking Skills - Total	0%	2.5% (2)	18.8% (15)	23.8% (19)	52.5% (42)	2.5% (2)
Arts & Sciences	0%	9.1% (2)	18.2% (4)	27.3% (6)	40.9% (9)	4.5% (1)
Business & Technology	0%	0%	37.5% (6)	12.5% (2)	50.0% (8)	0%
Education & Human Development	0%	0%	13.8% (4)	34.5% (10)	48.3% (14)	3.4% (1)
Nursing & Health Sciences	0%	0%	7.7% (1)	7.7% (1)	84.6% (11)	0%
Organizational Skills - Total	0%	3.8% (3)	11.3% (9)	28.8% (23)	55.0% (44)	1.3% (1)
Arts & Sciences	0%	9.1% (2)	22.7% (5)	13.6% (3)	50.0% (11)	4.5% (1)
Business & Technology	0%	0%	6.3% (1)	50.0% (8)	43.8% (7)	0%
Education & Human Development	0%	0%	10.3% (3)	37.9% (11)	51.7% (15)	0%
Nursing & Health Sciences	0%	7.7% (1)	0%	7.7% (1)	84.6% (11)	0%
Ability to Plan Projects - Total	0%	3.8% (3)	15.0% (12)	30.0% (24)	40.0% (32)	11.3% (9)
Arts & Sciences	0%	9.1% (2)	31.8% (7)	13.6% (3)	40.9% (9)	4.5% (1)
Business & Technology	0%	0%	18.8% (3)	25.0% (4)	50.0% (8)	6.3% (1)
Education & Human Development	0%	0%	6.9% (2)	41.4% (12)	41.4% (12)	10.3% (3)
Nursing & Health Sciences	0%	7.7% (1)	0%	38.5% (5)	23.1% (3)	30.8% (4)
Ability to Identify Problems - Total	0%	5.0% (4)	12.5% (10)	32.5% (26)	50.0% (40)	0%
Arts & Sciences	0%	13.6% (3)	27.3% (6)	22.7% (5)	36.4% (8)	0%
Business & Technology	0%	0%	0%	50.0% (8)	50.0% (8)	0%
Education & Human Development	0%	0%	13.8% (4)	31.0% (9)	55.2% (16)	0%
Nursing & Health Sciences	0%	7.7% (1)	0%	30.8% (4)	61.5% (8)	0%

Table 8
Graduates' Level of Workplace Knowledge and Skills Cont.

	1- Poor	2	3	4	5 - Excellent	Not Applicable
Ability to Solve Problems - Total	0%	3.8% (3)	13.8% (11)	36.3% (29)	46.3% (37)	0%
Arts & Sciences	0%	4.5% (1)	31.8% (7)	27.3% (6)	36.4% (8)	0%
Business & Technology	0%	6.3% (1)	0%	56.3% (9)	37.5% (6)	0%
Education & Human Development	0%	0%	13.8% (4)	34.5% (10)	51.7% (15)	0%
Nursing & Health Sciences	0%	7.7% (1)	0%	30.8% (4)	61.5% (8)	0%
Ability to Think Creatively - Total	0%	6.4% (5)	14.1% (11)	38.5% (30)	39.7% (31)	1.3% (1)
Arts & Sciences	0%	18.2% (4)	18.2% (4)	22.7% (5)	40.9% (9)	0%
Business & Technology	0%	0%	6.3% (1)	56.3% (9)	37.5% (6)	0%
Education & Human Development	0%	3.7% (1)	14.8% (4)	44.4% (12)	33.3% (9)	3.7% (1)
Nursing & Health Sciences	0%	0%	15.4% (2)	30.8% (4)	53.8% (7)	0%
Ability to Integrate Knowledge and Information from Different Areas - Total	0%	3.9% (3)	13.2% (10)	36.8% (28)	44.7% (24)	1.3% (1)
Arts & Sciences	0%	14.3% (3)	19.0% (4)	28.6% (6)	33.3% (7)	4.8% (1)
Business & Technology	0%	0%	0%	43.8% (7)	56.3% (9)	0%
Education & Human Development	0%	0%	19.2% (5)	38.5% (10)	42.3% (11)	0%
Nursing & Health Sciences	0%	0%	7.7% (1)	38.5% (5)	53.8% (7)	0%
Leadership Skills - Total	1.3% (1)	6.3% (5)	26.3% (21)	28.8% (23)	31.3% (25)	6.3% (5)
Arts & Sciences	4.5% (1)	18.2% (4)	18.2% (4)	22.7% (5)	18.2% (4)	18.2% (4)
Business & Technology	0%	0%	43.8% (7)	31.3% (5)	18.8% (3)	6.3% (1)
Education & Human Development	0%	3.4% (1)	27.6% (8)	34.5% (10)	34.5% (10)	0%
Nursing & Health Sciences	0%	0%	15.4% (2)	23.1% (3)	61.5% (8)	0%

Table 8
Graduates' Level of Workplace Knowledge and Skills Cont.

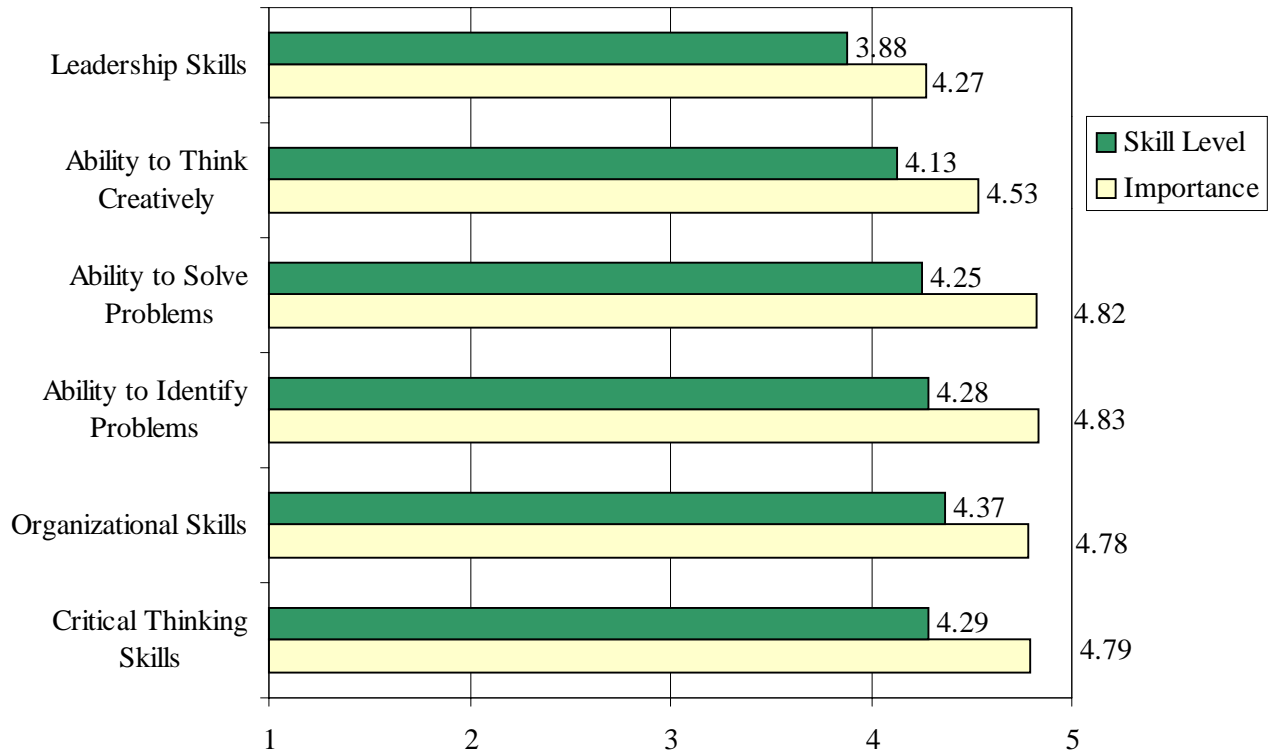
	1- Poor	2	3	4	5 - Excellent	Not Applicable
Management Skills - Total	1.3% (1)	5.0% (4)	20.0% (16)	23.8% (19)	31.3% (25)	18.8% (15)
Arts & Sciences	0%	9.1% (2)	13.6% (3)	13.6% (3)	22.7% (5)	40.9% (9)
Business & Technology	0%	0%	50.0% (8)	18.8% (3)	25.0% (4)	6.3% (1)
Education & Human Development	3.4% (1)	3.4% (1)	10.3% (3)	41.4% (12)	31.0% (9)	10.3% (3)
Nursing & Health Sciences	0%	7.7% (1)	15.4% (2)	7.7% (1)	53.8% (7)	15.4% (2)

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	4.79	0.52	4.29	0.87	-.55*
Organizational Skills	4.78	0.50	4.37	0.83	-.42*
Ability to Plan Projects	4.32	1.05	4.20	0.87	-.35
Ability to Identify Problems	4.83	0.38	4.28	0.87	-.53*
Ability to Solve Problems	4.82	0.45	4.25	0.83	-.55*
Ability to Think Creatively	4.53	0.75	4.13	0.89	-.42*
Ability to Integrate Knowledge and Information from Different Areas	4.61	0.61	4.24	0.84	-.36
Leadership Skills	4.27	0.91	3.88	1.00	-.43*
Management Skills	4.14	1.07	3.97	1.02	-.39

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

Workplace Knowledge and Skills with Significant Gap Scores



Professional Traits and Attitudes

In general, employers rated professional traits and attitudes as being important to graduates' current positions. Dependability, work attitude, and working in an ethical manner were rated the most important (mean=4.95) and ability to learn independently was least important (mean=4.52). Graduates were rated the highest in working in an ethical manner (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 with persons from diverse ethnic and cultural backgrounds, ability to work independently, ability to work in teams, 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 - Total	0%	0%	0%	7.7% (6)	92.3% (72)
Arts & Sciences	0%	0%	0%	9.1% (2)	90.9% (20)
Business & Technology	0%	0%	0%	18.8% (3)	81.3% (13)
Education & Human Development	0%	0%	0%	0%	100% (27)
Nursing & Health Sciences	0%	0%	0%	7.7% (1)	92.3% (12)
Working in an Ethical Manner - Total	0%	0%	1.3% (1)	3.8% (3)	94.9% (74)
Arts & Sciences	0%	0%	6.1% (1)	9.1% (2)	90.9% (20)
Business & Technology	0%	0%	0%	0%	93.8% (15)
Education & Human Development	0%	0%	0%	0%	100% (27)
Nursing & Health Sciences	0%	0%	0%	7.7% (1)	92.3% (12)
Work Attitude - Total	0%	0%	0%	6.4% (5)	93.6% (73)
Arts & Sciences	0%	0%	0%	9.1% (2)	86.4% (19)
Business & Technology	0%	0%	0%	12.5% (2)	87.5% (14)
Education & Human Development	0%	0%	0%	3.7% (1)	96.3% (26)
Nursing & Health Sciences	0%	0%	0%	0%	100% (13)

Table 10
Importance of Professional Traits and Attitudes Cont.

	1- Not Important	2	3	4	5 - Very Important
Dependability - Total	0%	0%	0%	6.4% (5)	93.6% (73)
Arts & Sciences	0%	0%	0%	13.6% (3)	86.4% (19)
Business & Technology	0%	0%	0%	12.5% (2)	87.5% (14)
Education & Human Development	0%	0%	0%	0%	100% (27)
Nursing & Health Sciences	0%	0%	0%	0%	100% (13)
Punctuality - Total	0%	0%	1.3% (1)	17.9% (14)	80.8% (63)
Arts & Sciences	0%	0%	0%	31.8% (7)	68.2% (15)
Business & Technology	0%	0%	6.3% (1)	12.5% (2)	81.3% (13)
Education & Human Development	0%	0%	0%	11.1% (3)	88.9% (24)
Nursing & Health Sciences	0%	0%	0%	15.4% (2)	84.6% (11)
Willingness to Accept New Responsibilities - Total	0%	0%	5.1% (4)	17.9% (14)	76.9% (60)
Arts & Sciences	0%	0%	4.5% (1)	27.3% (6)	68.2% (15)
Business & Technology	0%	0%	6.3% (1)	25.0% (4)	68.8% (11)
Education & Human Development	0%	0%	3.7% (1)	11.1% (3)	85.2% (23)
Nursing & Health Sciences	0%	0%	7.7% (1)	7.7% (1)	84.6% (11)
Decision-making Ability - Total	0%	0%	2.6% (2)	24.7% (19)	72.7% (56)
Arts & Sciences	0%	0%	4.8% (1)	28.6% (6)	66.7% (14)
Business & Technology	0%	0%	6.3% (1)	31.3% (5)	62.5% (10)
Education & Human Development	0%	0%	0%	18.5% (5)	81.5% (22)
Nursing & Health Sciences	0%	0%	0%	23.1% (3)	76.9% (10)
Ability to Work with Persons from Diverse Ethnic and Cultural Backgrounds - Total	1.3% (1)	1.3% (1)	1.3% (1)	14.1% (11)	82.1% (64)
Arts & Sciences	4.5% (1)	4.5% (1)	0%	18.2% (4)	72.7% (16)
Business & Technology	0%	0%	6.3% (1)	12.5% (2)	81.3% (13)
Education & Human Development	0%	0%	0%	11.1% (3)	88.9% (24)
Nursing & Health Sciences	0%	0%	0%	15.4% (2)	84.6% (11)

Table 10
Importance of Professional Traits and Attitudes Cont.

	1- Not Important	2	3	4	5 - Very Important
Ability to Work Independently - Total	0%	0%	2.6% (2)	15.4% (12)	82.1% (64)
Arts & Sciences	0%	0%	0%	13.6% (3)	86.4% (19)
Business & Technology	0%	0%	0%	25.0% (4)	75.0% (12)
Education & Human Development	0%	0%	3.7% (1)	11.1% (3)	85.2% (23)
Nursing & Health Sciences	0%	0%	7.7% (1)	15.4% (2)	76.9% (10)
Ability to Work in Teams - Total	0%	0%	3.9% (3)	19.7% (15)	76.3% (58)
Arts & Sciences	0%	0%	5.0% (1)	25.0% (5)	70.0% (14)
Business & Technology	0%	0%	6.3% (1)	18.8% (3)	75.0% (12)
Education & Human Development	0%	0%	0%	18.5% (5)	81.5% (22)
Nursing & Health Sciences	0%	0%	7.7% (1)	15.4% (2)	76.9% (10)
Ability to Learn Independently - Total	0%	1.3% (1)	9.0% (7)	23.1% (18)	66.7% (52)
Arts & Sciences	0%	0%	9.1% (2)	31.8% (7)	59.1% (13)
Business & Technology	0%	0%	6.3% (1)	31.3% (5)	62.5% (10)
Education & Human Development	0%	3.7% (1)	3.7% (1)	18.5% (5)	74.1% (20)
Nursing & Health Sciences	0%	0%	23.1% (3)	7.7% (1)	69.2% (9)
Ability to Work Under Pressure - Total	0%	1.3% (1)	5.1% (4)	15.4% (12)	78.2% (61)
Arts & Sciences	0%	4.5% (1)	4.5% (1)	22.7% (5)	68.2% (15)
Business & Technology	0%	0%	12.5% (2)	18.8% (3)	68.8% (11)
Education & Human Development	0%	0%	0%	11.1% (3)	88.9% (24)
Nursing & Health Sciences	0%	0%	7.7% (1)	7.7% (1)	84.6% (11)

Table 11
Graduates' Level of Professional Traits and Attitudes

	1- Poor	2	3	4	5 - Excellent	Not Applicable
Professionalism - Total	2.5% (2)	3.8% (3)	7.5% (6)	23.8% (19)	62.5% (50)	0%
Arts & Sciences	4.5% (1)	9.1% (2)	18.2% (4)	22.7% (5)	45.5% (10)	0%
Business & Technology	0%	6.3% (1)	0%	50.0% (8)	43.8% (7)	0%
Education & Human Development	3.4% (1)	0%	3.4% (1)	20.7% (6)	72.4% (21)	0%
Nursing & Health Sciences	0%	0%	7.7% (1)	0%	92.3% (12)	0%
Working in an Ethical Manner - Total	1.3% (1)	0%	3.8% (3)	18.8% (15)	76.3% (61)	0%
Arts & Sciences	0%	0%	13.6% (3)	22.7% (5)	63.6% (14)	0%
Business & Technology	0%	0%	0%	18.8% (3)	81.3% (13)	0%
Education & Human Development	3.4% (1)	0%	0%	20.7% (6)	75.9% (22)	0%
Nursing & Health Sciences	0%	0%	0%	7.7% (1)	92.3% (12)	0%
Work Attitude - Total	2.5% (2)	2.5% (2)	7.5% (6)	21.3% (17)	66.3% (53)	0%
Arts & Sciences	9.1% (2)	4.5% (1)	4.5% (1)	27.3% (6)	54.5% (12)	0%
Business & Technology	0%	0%	12.5% (2)	31.3% (5)	56.3% (9)	0%
Education & Human Development	0%	0%	10.3% (3)	20.7% (6)	69.0% (20)	0%
Nursing & Health Sciences	0%	7.7% (1)	0%	0%	92.3% (12)	0%
Dependability - Total	0%	1.3% (1)	6.3% (5)	17.5% (14)	75.0% (60)	0%
Arts & Sciences	0%	0%	13.6% (3)	27.3% (6)	59.1% (13)	0%
Business & Technology	0%	0%	6.3% (1)	12.5% (2)	81.3% (13)	0%
Education & Human Development	0%	3.4% (1)	0%	20.7% (6)	75.9% (22)	0%
Nursing & Health Sciences	0%	0%	7.7% (1)	0%	92.3% (12)	0%

Table 11
Graduates' Level of Professional Traits and Attitudes Cont.

	1- Poor	2	3	4	5 - Excellent	Not Applicable
Punctuality - Total	1.3% (1)	0%	8.8% (7)	20.0% (16)	70.0% (56)	0%
Arts & Sciences	0%	0%	18.2% (4)	22.7% (5)	59.1% (13)	0%
Business & Technology	0%	0%	6.3% (1)	18.8% (3)	75.0% (12)	0%
Education & Human Development	3.4% (1)	0%	3.4% (1)	20.7% (6)	72.4% (21)	0%
Nursing & Health Sciences	0%	0%	7.7% (1)	15.4% (2)	76.9% (10)	0%
Willingness to Accept New Responsibilities - Total	0%	3.8% (3)	7.5% (6)	23.8% (19)	65.0% (52)	0%
Arts & Sciences	0%	4.5% (1)	18.2% (4)	27.3% (6)	50.0% (11)	0%
Business & Technology	0%	0%	0%	43.8% (7)	56.3% (9)	0%
Education & Human Development	0%	3.4% (1)	6.9% (2)	17.2% (5)	72.4% (21)	0%
Nursing & Health Sciences	0%	7.7% (1)	0%	7.7% (1)	84.6% (11)	0%
Decision-making Ability - Total	2.5% (2)	2.5% (2)	13.9% (11)	35.4% (28)	45.6% (36)	0%
Arts & Sciences	4.8% (1)	9.5% (2)	28.6% (6)	23.8% (5)	33.3% (7)	0%
Business & Technology	0%	0%	12.5% (2)	56.3% (9)	31.3% (5)	0%
Education & Human Development	3.4% (1)	0%	6.9% (2)	41.4% (12)	48.3% (14)	0%
Nursing & Health Sciences	0%	0%	7.7% (1)	15.4% (2)	76.9% (10)	0%

Table 11
Graduates' Level of Professional Traits and Attitudes Cont.

	1- Poor	2	3	4	5 - Excellent	Not Applicable
Ability to Work with Persons from Diverse Ethnic and Cultural Backgrounds - Total	0%	2.5% (2)	5.0% (4)	27.5% (22)	63.8% (51)	1.3% (1)
Arts & Sciences	0%	4.5% (1)	9.1% (2)	31.8% (7)	50.0% (11)	4.5% (1)
Business & Technology	0%	0%	0%	25.0% (4)	75.0% (12)	0%
Education & Human Development	0%	3.4% (1)	3.4% (1)	34.5% (10)	58.6% (17)	0%
Nursing & Health Sciences	0%	0%	7.7% (1)	7.7% (1)	84.6% (11)	0%
Ability to Work Independently - Total	0%	3.8% (3)	10.0% (8)	17.5% (14)	68.8% (55)	0%
Arts & Sciences	0%	9.1% (2)	22.7% (5)	13.6% (3)	54.5% (12)	0%
Business & Technology	0%	0%	6.3% (1)	18.8% (3)	75.0% (12)	0%
Education & Human Development	0%	0%	6.9% (2)	27.6% (8)	65.5% (19)	0%
Nursing & Health Sciences	0%	7.7% (1)	0%	0%	92.3% (12)	0%
Ability to Work in Teams - Total	1.3% (1)	2.5% (2)	11.4% (9)	22.8% (18)	60.8% (48)	1.3% (1)
Arts & Sciences	4.8% (1)	0%	14.3% (3)	28.6% (6)	47.6% (10)	4.8% (1)
Business & Technology	0%	0%	18.8% (3)	37.5% (6)	43.8% (7)	0%
Education & Human Development	0%	3.4% (1)	10.3% (3)	17.2% (5)	69.0% (20)	0%
Nursing & Health Sciences	0%	7.7% (1)	0%	7.7% (1)	84.6% (11)	0%

Table 11
Graduates' Level of Professional Traits and Attitudes Cont.

	1- Poor	2	3	4	5 - Excellent	Not Applicable
Ability to Learn Independently - Total	0%	1.3% (1)	11.3% (9)	27.5% (22)	58.8% (47)	1.3% (1)
Arts & Sciences	0%	4.5% (1)	22.7% (4)	22.7% (5)	45.5% (10)	4.5% (1)
Business & Technology	0%	0%	12.5% (2)	37.5% (6)	50.0% (8)	0%
Education & Human Development	0%	0%	3.4% (1)	34.5% (10)	62.1% (18)	0%
Nursing & Health Sciences	0%	0%	7.7% (1)	7.7% (1)	84.6% (11)	0%
Ability to Work Under Pressure - Total	1.3% (1)	2.5% (2)	15.0% (12)	22.5% (18)	58.8% (47)	0%
Arts & Sciences	0%	4.5% (1)	31.8% (7)	18.2% (4)	45.5% (10)	0%
Business & Technology	6.3% (1)	0%	0%	37.5% (6)	56.3% (9)	0%
Education & Human Development	0%	3.4% (1)	13.8% (4)	20.7% (6)	62.1% (18)	0%
Nursing & Health Sciences	0%	0%	7.7% (1)	15.4% (2)	76.9% (10)	0%

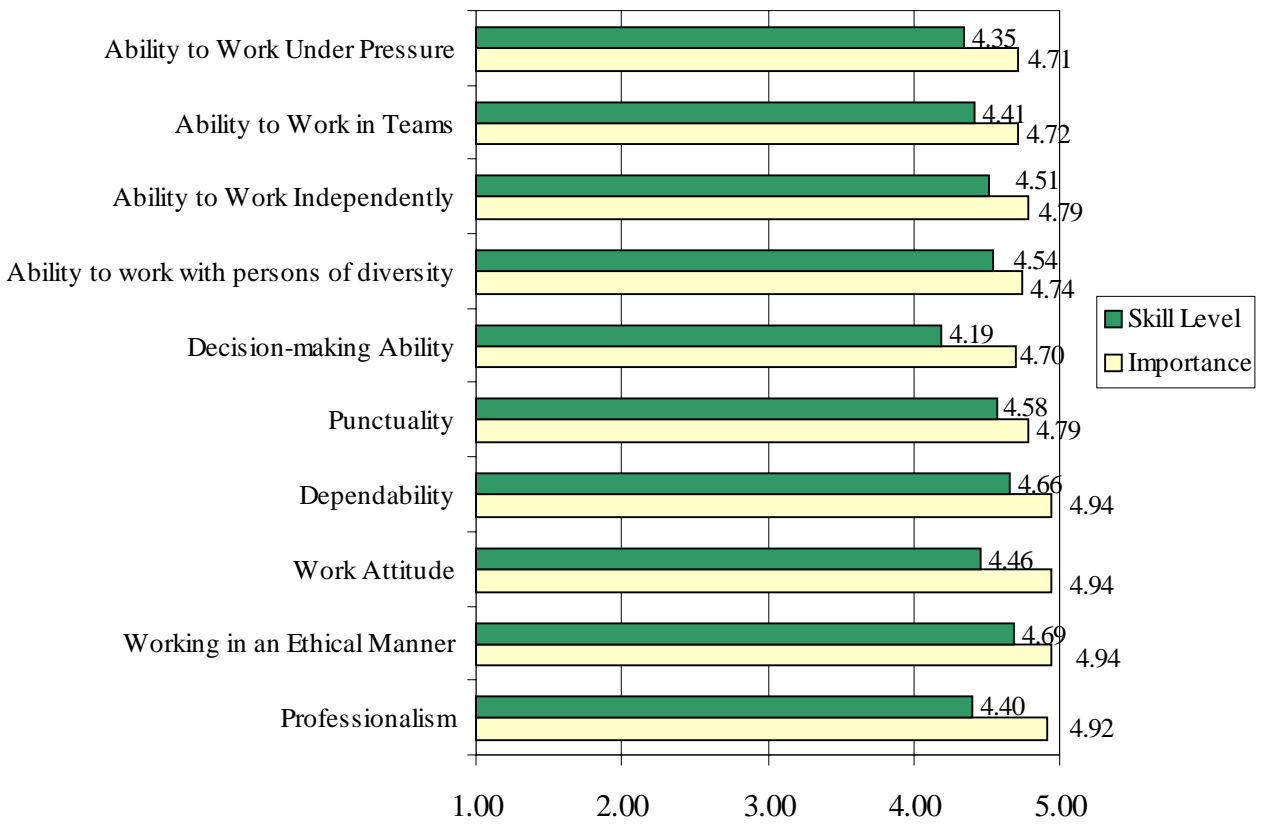
Table 12
Summary Statistics for Professional Traits and Attitudes

	Importance to Graduates' Job		Graduates' Skill Level		Mean of Gap Score
	Mean	Standard Deviation	Mean	Standard Deviation	
Professionalism	4.92	0.27	4.40	0.96	-0.51 ¹
Working in an Ethical Manner	4.94	0.29	4.69	0.67	-0.25 ²
Work Attitude	4.94	0.25	4.46	0.93	-0.45 ¹
Dependability	4.94	0.25	4.66	0.65	-0.22 ²
Punctuality	4.79	0.44	4.58	0.76	-0.16 ²
Willingness to Accept New Responsibilities	4.72	0.56	4.50	0.80	-0.18
Decision-making Ability	4.70	0.51	4.19	0.95	-0.49 ¹
Ability to Work with Persons from Diverse Ethnic and Cultural Backgrounds	4.74	0.67	4.54	0.71	-0.25 ²
Ability to Work Independently	4.79	0.47	4.51	0.83	-0.26 ²
Ability to Work in Teams	4.72	0.53	4.41	0.89	-0.29 ²
Ability to Learn Independently	4.55	0.71	4.46	0.75	-0.09
Ability to Work Under Pressure	4.71	0.63	4.35	0.92	-0.31 ²

¹ Significantly different from zero at $p < .001$

² Significantly different from zero at $p < .05$

Professional Traits and Attitudes with Significant Gap Scores



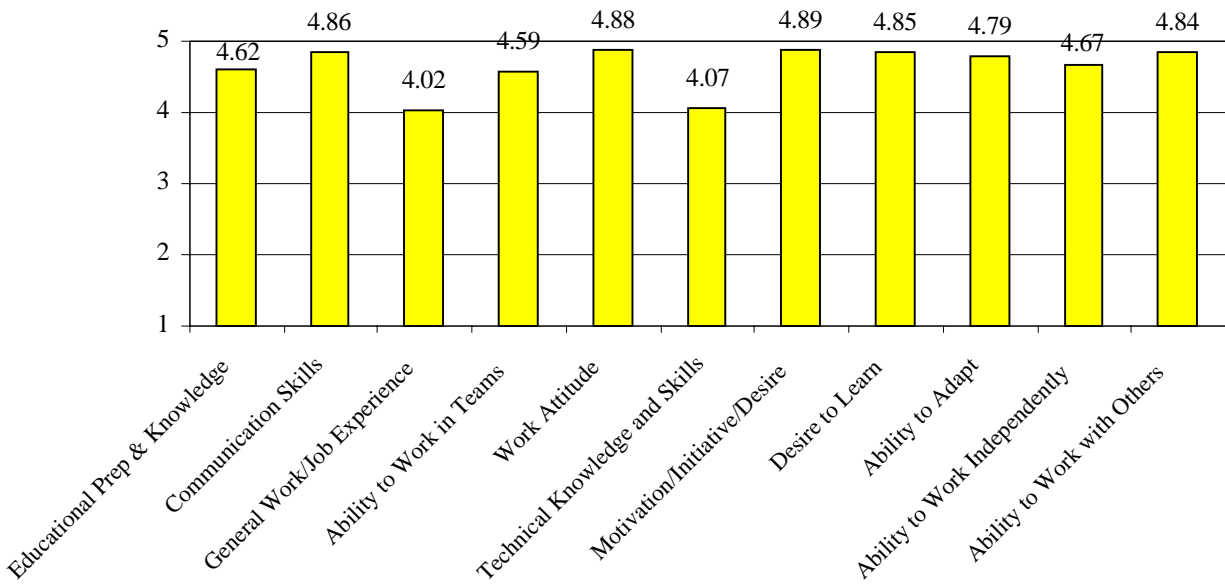
What Employers Look For in New Employees

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=4.89) 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%	7.4% (6)	23.5% (19)	69.1% (56)
Communication Skills	0%	0%	2.5% (2)	8.6% (7)	88.9% (72)
General Work- or Job-related Experience	0%	7.4% (6)	18.5% (15)	38.3% (31)	35.8% (29)
Ability to Work in Teams	1.2% (1)	1.2% (1)	8.6% (7)	14.8% (12)	74.1% (60)
Work Attitude	0%	0%	2.5% (2)	7.4% (6)	90.1% (73)
Technical Knowledge and Skills	1.2% (1)	3.7% (3)	13.6% (11)	49.4% (40)	32.1% (26)
Motivation/Initiative/Desire	0%	0%	0%	11.1% (9)	88.9% (72)
Desire to Learn	0%	0%	0%	14.8% (12)	85.2% (69)
Ability to Adapt to Changes and Pressures on the Job	0%	0%	3.7% (3)	13.6% (11)	82.7% (67)
Ability to Work Independently	0%	1.2% (1)	4.9% (4)	19.8% (16)	74.1% (60)
Ability to Work with Others	0%	0%	1.2% (1)	13.6% (11)	85.2% (69)

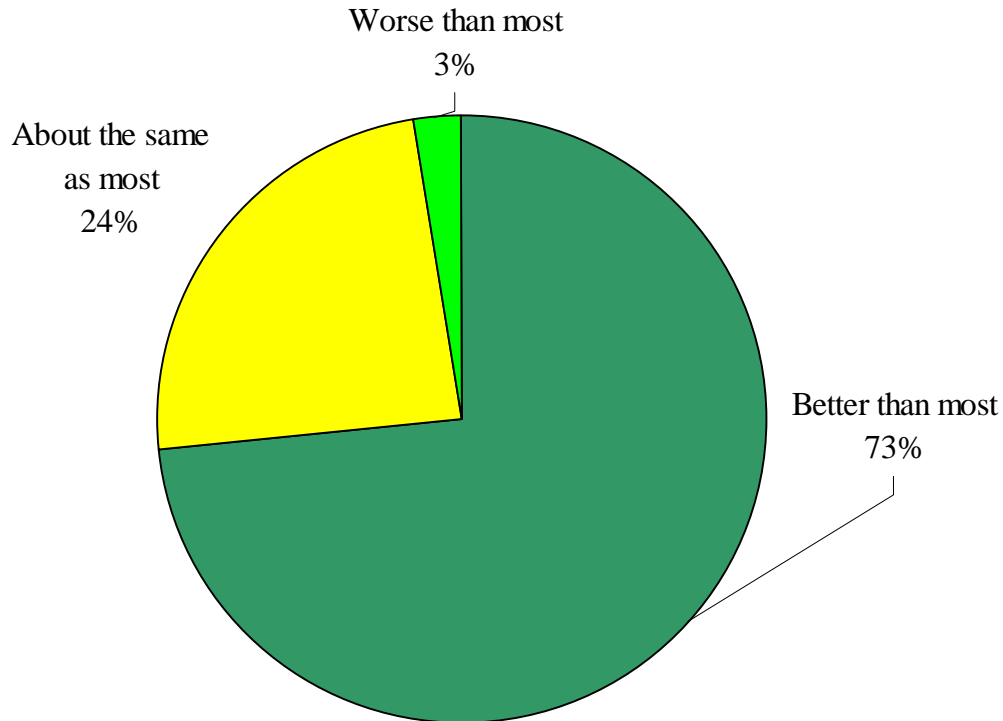
Means for Factors in Hiring New Employees



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=58) indicated that the employee was prepared better than most, while over 20% (n=19) 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?” (99% of all respondents, n=80) indicated that they would. When asked why they would, the following reasons were given.

- ! Ms. Doe has a genuine love for our students. She has been taught well and knows what it takes for students to be successful.
- ! The two graduates hired are both two of my core managers and do excellent.
- ! They have been good, reliable employees with a commitment to their job.
- ! Good School

- ! Has great knowledge.
- ! They are very well prepared, motivated and usually do very well once out in the workforce.
- ! Jane is an outstanding employee. I appreciate the interest you show concerning the ability of your graduates to use the skills they learned.
- ! They are well prepared
- ! I am a Southeastern graduate. I believe they are the best.
- ! I do not judge others by one employee. Overall, recent graduates lack the experience and with time are able to integrate knowledge with daily work tasks. Jane lacks general knowledge in diagnostics.
- ! Southeastern graduates have been prepared well for careers in education-related fields.
- ! I would evaluate the candidate's experience, knowledge, skills and presentation regardless of the school attended.
- ! Have good job skills
- ! I have been pleased with job performance of other SLU graduates.
- ! Students are well-prepared for graduate school
- ! If you train all as well as you did with Jane you all do a good job.
- ! Yes, SLU students seem to possess moral sense of obligation to their profession.
- ! Seem to be well prepared but need more hands on technology integration and special education methods.
- ! Because they have a very good knowledge background and have experience with various disorders.
- ! Generally professional and well prepared.
- ! I am a graduate of Southeastern, so I know first-hand the quality of the programs offered at SLU.
- ! I am a SLU graduate

- ! This one has impressed me
- ! Thus far they have been very effective
- ! Jane has been a wonderful asset to my dept & if she is an indication of the caliber of your grads - she's excellent!
- ! I have had 3 nurses on staff who have graduated from SLU. They are all exceptional. Even the students are exceptional.
- ! Good knowledge base. Appropriate Psycho Social Skills.
- ! Southeastern graduates tend to be well prepared and knowledgeable.
- ! I did not hire this employee. I do not believe that the problems with her work performance are related to her education.
- ! They are hard working and have positive attitude. Skills are good. Good communicators.
- ! Well trained and loyal
- ! We do not hire because a degree came from one university or the other. We hire individuals.
- ! Generally, I think SLU students are better prepared than other students.
- ! Well prepared & motivated
- ! Work habits
- ! Good work ethics
- ! Better Preparation
- ! Students are professional and have proven to be prepared in all areas of professionalism
- ! We have hired several S.L.U. students who have interned at B.W.E.
- ! Local graduates are more likely to remain in area.
- ! Most high school graduates in this area attend SLU
- ! Better preparation/clinical skills

- ! Excellent preparation
- ! Because of commitment, work ethic, excellent communication skills and counseling techniques
- ! Excellent grounding in professionalism - positive work ethic - fine academic preparation
- ! Well prepared
- ! Well prepared and dependable
- ! Every individual is different and warrants looking at

Appendix A

Southeastern Louisiana University
Employer Survey