

Office of Analysis, Assessment, and Accreditation

2005 Noel-Levitz Employer Satisfaction Survey

Utah State University

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April 2006

2005 Noel-Levitz Employer Satisfaction Survey

EXECUTIVE SUMMARY

Several colleges and universities approached Noel-Levitz (an enrollment management firm) about developing an employer satisfaction survey that provided national norms for benchmarking purposes. Noel-Levitz put together a project to develop and pilot test a survey instrument to be administered to employers to collect data on their levels of satisfaction with the preparation of graduates at specified colleges or universities. The data collected with this instrument was to be incorporated into a national database so that employer satisfaction norms could be established and reported to participating institutions. Utah State University was invited to help pilot this study.

Lists of students and their employers were compiled for the survey sample. Cover letters and the surveys were mailed to 297 employers of recent USU graduates. Completed surveys were obtained from 112 of the employers, constituting a return rate of 37.7%. The survey included questions on: The graduates knowledge and understanding of their major field and general knowledge and understanding outside their major field, qualities generally expected of employees, general skills, and specialized skills. Eighty-three percent of the surveys were filled out by the graduate's supervisor. Sixty-six percent of those supervisors had the opportunity of observing the graduate's daily, and 24% observed them weekly. It should be noted that 41% of the employee's that were evaluated held the position of teachers in the public schools. Among the findings of the survey are the following:

Knowledge and Understanding of USU Graduates

- Employers were very satisfied with the graduate's overall knowledge and understanding in the major field of study.
- Employers were also very satisfied with the graduate's general knowledge and understanding outside of the major field of study.

Qualities Generally Expected of Employees

- Overall, employers were very satisfied with how graduates demonstrated qualities you would expect from a college graduate (i.e., creativity, reliability, integrity, self-discipline, etc.)

General Skills

- Overall, employers were very satisfied with graduate's general skills as they related to the requirements of the job.

Specialized Skills

- Overall, employers were very satisfied with the graduate's specialized skills as they related to the requirements of the job (i.e., ability to set goals and allocate time to achieve those goals, ability to translate theory into practice, etc.)
- Based on their experience with USU graduates, most employers would be very likely to hire other USU graduates.

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SURVEY OBJECTIVES

Several colleges and universities approached Noel-Levitz (an enrollment management firm) about developing an employer satisfaction survey that provided national norms for benchmarking purposes. Noel-Levitz put together a project to develop and pilot test a survey instrument to be administered to employers to collect data on their levels of satisfaction with the preparation of graduates at specified colleges or universities. The data collected with this instrument were to be incorporated into a national database so that employer satisfaction norms could be established and reported to participating institutions. Utah State University was invited to help pilot this study.

SURVEY ADMINISTRATION

Sample Selection and Survey Administration. The sample was chosen from the seventeen institutions showing an interest in the project listed below:

Bismarck State College	ND
Dickinson State University	ND
Diablo Valley College	CA
Lake Region State College	ND
Mayville State University	ND
Minnesota State College	MN
Minot State University	ND
Minot State University Bottineau	ND
North Dakota State College of Science	ND
North Dakota State University	ND
Riverland Community College	MN
University of North Dakota	ND
Utah State University	UT
University of Utah	UT
Valley City State University	ND
Williston State College	ND

Other institutions that had expressed an interest in participating in the project withdrew because they were unable to develop a list of employers who could be matched to graduates.

Lists of recent USU graduates, for which USU had employer information, were compiled for the survey sample. Sample selection was difficult because USU's databases did not have the names and address of many of our graduate's employers. Cover letters were sent to human resource offices of employers with requests to send an enclosed cover letter and survey to the supervisors of the USU graduates. Surveys were mailed to 297 employers. Completed surveys were obtained from 112 of the employers, a return rate of 37.7%. It should be noted that 41% of the USU graduates evaluated in this survey were teachers in the public schools; this should be kept in mind when interpreting the results of this survey. A list of position titles of employees that were evaluated can be found in Appendix A.

The Survey Instrument. The survey included questions on: The graduates knowledge and understanding if their major field and general knowledge and understanding outside their major field, qualities generally expected of employees, general skills, and specialized skills. The survey

instrument is included as Appendix B. The survey was administered in the Fall semester of 2004 and apparently the data were analyzed in June of 2005, but Utah State University did not receive the data from Noel-Levitz until April of 2006.

Data Analysis. All completed surveys were sent to Noel-Levitz for scanning and analysis. Reports received from Noel-Levitz were descriptive showing means. All items except demographic items had response choices as follows: Extremely (Important and Satisfaction), Very (Important and Satisfaction), Somewhat (Important and Satisfaction), Not Very (Important and Satisfaction), and Not at all (Important and Satisfaction). Labels for Importance and Satisfaction had ratings: 5 = Extremely Important or Satisfied, 4 = Very Important or Satisfied, 3 = Somewhat Important or Satisfied, 2 = Not Very Important or Satisfied, and 1 = Not at all Important or Satisfied. Raw data for USU can be found in Appendix D, and raw data for the entire sample can be found in Appendix E of the online version of this report at: <http://aaa.usu.edu/factsfigures/surveys.asp>.

RESPONDENT CHARACTERISTICS (see Table 1)

Eighty-three percent of the respondents were supervisors of the employees they were evaluating. Sixty-six percent of the respondents had the opportunity of observing the work of the employee on a daily basis and another 24% observed them on a weekly basis.

	USU Sample				Total Sample			
	Other	Human resources / personnel director	Co-worker	Supervisor	Other	Human resources / personnel director	Co-worker	Supervisor
Table 1. RESPONDENT CHARACTERISTICS								
Which of the following best describes your relationship to this employee?								
	2	1	1	108	29	61	33	607
	1.42%	0.71%	0.71%	76.60%	3.97%	8.36%	4.52%	83.15%
	Annually	Monthly	Weekly	Daily	Annually	Monthly	Weekly	Daily
How often do you have the opportunity to observe the work of this employee?								
	3	10	31	65	15	55	174	477
	2.42%	8.06%	25.00%	52.42%	2.08%	7.63%	24.13%	66.16%

KNOWLEDGE AND UNDERSTANDING (see Table 2)

This section asked questions about the employee's knowledge and understanding needed for successful performance on the job for which the employee was hired. They were asked to rate the importance of the employee's knowledge and understanding, and then rate their satisfaction with the employee's knowledge and understanding.

When asked about the importance of the employee's knowledge in their field, the supervisor's of USU graduates (4.25) and the supervisor's in the total sample (4.19) thought this was very important. Satisfaction with the employee's knowledge was very satisfied with a mean of 4.21 for USU graduates, and a mean of 4.02 for the total sample.

Understanding of job-related information was almost equally important to the employers of USU graduates (4.19) and the employers of the total sample (4.14). Satisfaction with job-related information was very satisfactory for USU graduates (4.04), and somewhat satisfactory for the total sample (3.98).

Specific technical knowledge required for the job (other than computer applications) was somewhat important to both USU graduate supervisor's (3.82) and to the employers of the total sample (3.79). Employers of USU graduates were very satisfied with the employee's technical knowledge (4.01), but the supervisor's of the total sample were somewhat satisfied with employee's technical knowledge (3.84).

Knowledge of specific computer applications required for the job (other than word-processing, spreadsheets, database applications) was somewhat important to both groups of employers (USU graduates 3.23, and the total sample 3.16). Employers were also somewhat satisfied with this specific computer application knowledge. Employers rated USU graduates at 3.92, and employers rated to total sample at 3.66.

Understanding of organizational context (industry regulations, competition, etc.) was only somewhat important to both groups of employers (USU 3.30, Total 3.28). Satisfaction with understanding of organizational context was 3.59 for USU graduates, and 3.49 for the total sample.

Understanding of the international business environment was not at all important to the employers of USU graduates (1.71) or the employers of the total sample (1.93). Satisfaction with this item was 2.77 for the employers of USU graduates and 2.74 for the employers of the total sample.

A question about the understanding of systems and organizations (e.g. political systems, markets, cultures) was not very important to either employers of USU graduates (2.58) or the employers of the total sample (2.56). Satisfaction with USU graduate understands of systems and organizations was somewhat satisfied at 3.52 and 3.17 for employers of the total sample.

Knowledge of peoples and cultures from other countries was not very important to either group. However, employers of USU graduate's were somewhat satisfied (3.43), and employers of the total sample were also somewhat satisfied but to a lesser extent (3.13).

When employers were asked about their overall satisfaction with employee's knowledge and understanding of their major field of study, both USU graduate employers (4.23) and employers of the total sample (4.11) were very satisfied.

Overall satisfaction with employee's general knowledge and understanding outside of the major field of study was barely very satisfactory for the employer's of USU graduates (4.01), and somewhat satisfactory (3.92) for employer's of the total sample.

Table 2. KNOWLEDGE and UNDERSTANDING	Importance USU Mean	Satisfaction USU Mean	Importance Total Mean	Satisfaction Total Mean
Knowledge in employee's field of study	4.25	4.21	4.19	4.02
Understanding of job-related information	4.19	4.04	4.14	3.98
Specific technical knowledge required for the job (other than computer applications)	3.82	4.01	3.79	3.84
Knowledge of specific computer applications required for job (other than word-processing, spreadsheets, database applications)	3.23	3.92	3.16	3.66
Understanding of organizational context (industry regulations, competition, etc.)	3.30	3.59	3.28	3.49
Understanding of international business environment	1.71	2.77	1.93	2.74
Understanding of systems and organizations (e.g., political systems, markets, cultures)	2.58	3.52	2.56	3.17
Knowledge of peoples and cultures from other countries	2.76	3.43	2.52	3.13
		Satisfaction		Satisfaction
Overall satisfaction with employee's knowledge and understanding of their major field of study		4.23		4.11
Overall satisfaction with employee's general knowledge and understanding (outside of the major field)		4.01		3.92
Labels for Importance and Satisfaction ratings: 5 = Extremely; 4 = Very; 3 = Somewhat; 2 = Not Very; 1 = Not At All				

QUALITIES GENERALLY EXPECTED OF EMPLOYEES (See Table 3)

There were eleven questions in this section that alluded to personal qualities that employers expect from employees, i.e. flexibility, creativity, empathy, reliability, integrity, self-discipline, positive attitude toward work, willingness to learn, etc.

As one would expect these items were very important to the employers of both groups. Importance means ranged from 4.11 to 4.59 from the employers of the USU graduates, and from 4.10 to 4.56 from the employers of the total sample.

Although most means for satisfaction were in the very satisfied category there was a little variance between the two groups. When asked about employee's flexibility (responds well to change) the mean for USU graduates was 4.14 and the mean for the total sample was 4.10.

The question on creativity was aimed at seeing if employees were able to identify new approaches to problems. The satisfaction level for USU graduates was 4.16, while the satisfaction level for the total sample was 3.91. When measuring empathy of employees, or how well they understood situations, feelings, or the motives of others, USU graduates received a mean of 4.13 the total sample a mean of 4.02.

When asked if employees were reliable and could be depended on to complete work assignments, satisfaction with USU graduates was 4.54, while satisfaction with graduates from the total sample was 4.35.

Integrity or understanding and applying ethical principles to decisions received satisfaction rankings of 4.50 for USU graduates and 4.28 for the total sample.

Another question dealt with employee's self-discipline or their ability to exhibit control of personal behavior. USU graduates received a mean of 4.38, while the total sample received a mean of 4.20.

When asked if the employers were satisfied with the employee's positive attitude toward work, USU graduate lead with a mean of 4.43 and the total sample had a mean of 4.27.

The two groups were nearly equal in their ratings about their willingness to learn. USU graduates had a mean of 4.44, the total sample a mean of 4.41. The two groups were also equal in satisfaction with their ability to understand and take directions for work assignments. USU graduates had a mean of 4.27, and the total sample a mean of 4.26.

There was a little more variance with satisfaction on the item that asked about how employee's accepted responsibility for consequences of their actions. USU graduates had a ranking of 4.37, and the total sample had a ranking of 4.18.

When employers were asked: "Overall, how satisfied are you that this employee demonstrates the qualities you would expect from a college graduate?" USU graduate's had a mean of 4.34 and the total sample had a mean of 4.21.

Table 3. QUALITIES GENERALLY EXPECTED	Importance USU Mean	Satisfaction USU Mean	Importance Total Mean	Satisfaction Total Mean
Flexibility (responds well to change)	4.32	4.14	4.35	4.10
Creativity (identifies new approaches to problems)	4.13	4.16	4.10	3.91
Empathy (understands the situations, feelings, or motives of others)	4.11	4.13	4.11	4.02
Reliability (can be depended on to complete work assignments)	4.62	4.54	4.63	4.35
Integrity (understands and applies ethical principles to decisions)	4.59	4.50	4.50	4.28
Self-discipline (exhibits control of personal behavior)	4.37	4.38	4.42	4.20
Positive attitude toward work	4.45	4.43	4.52	4.27
Willingness to learn	4.53	4.44	4.56	4.41
Understands and takes directions for work assignments	4.46	4.27	4.48	4.26
Accepts responsibility for consequences of actions	4.50	4.37	4.46	4.18
		Satisfaction		Satisfaction
Overall, how SATISFIED are you that this employee demonstrates the qualities you would expect from a college graduate?		4.34		4.21
Labels for Importance and Satisfaction ratings: 5 = Extremely; 4 = Very; 3 = Somewhat; 2 = Not Very; 1 = Not At All				

GENERAL SKILLS (See Table 4)

This section of questions dealt with general skills that are typically expected of most employees with education beyond high school. Employers were asked to evaluate such skills as: written and verbal communication, listening skills, organization of presentations, critical thinking, etc.

There were variations between groups on ratings. Written communication skills were very important to both groups. Satisfaction with written communication skills for the USU graduates was 4.20 and 3.99 for the total sample. Verbal communication skills were also very important to both groups. Employer's satisfaction with USU graduates (4.21) was higher than for the total group (4.07).

Employee's ability to listen to others was very important for both groups. USU graduates had a satisfaction rating of 4.15, and the total sample had a satisfaction rating of 4.09. Ability of employee's to organize information for presentations was a little more important to employers of USU graduates (3.89) than for employers of the total sample (3.68). Satisfaction levels on this item were 4.05 for USU graduates and 3.85 for the total sample.

There was a little more interest in employee's critical thinking skills. How well employees did in evaluating information and making decisions was very important for both groups, 4.32 (USU) and 4.25 (total group) respectively. Satisfaction was 4.06 for USU graduates and 3.91 for the total group.

Importance and satisfaction with computation (math) skills was similar for the employers of the USU graduates (3.53 importance, 3.99 satisfaction) and for employers of the total group (3.55 importance, 3.86 satisfaction). Reading skills were very important for both groups 4.12 (USU) and 4.04 (total group). Satisfaction for USU graduates was 4.26 and 4.10 for the total group.

Computer word processing skills were somewhat important for both groups; while satisfaction levels were a little higher for the USU group (4.09) than the total group (3.99) Advanced computer skills (spreadsheets, databases) were also somewhat important for the employers of the USU graduates (3.19) but not very important for the employers of the total group (2.94). Satisfaction with advanced computer skills was 3.89 for USU graduates and 3.64 for the total group.

Use of equipment or technology specific to the job (other than computers) was somewhat important for both groups, USU 3.43 and the total group 3.61. Satisfaction levels were similar for both groups; USU had a mean of 3.89, while the total group had a mean of 3.83.

Leadership skills were somewhat important for both groups. Satisfaction with leadership skills was 3.93 for USU graduates and 3.67 for the total group.

Teamwork or interpersonal relations skills was very important for both groups (4.58 USU, 4.48 total). Satisfaction with teamwork was lower than the importance ratings; 4.17 for USU graduates and 4.10 for the total group.

Customer service was very important to both groups with almost identical satisfaction ratings (4.08 for USU, 4.09 total group).

When employers were asked overall how satisfied they were with employee's general skills as they related to the requirements of the job the USU graduates mean was 4.14 and the total groups mean was 4.12.

Table 4. GENERAL SKILLS	Importance USU Mean	Satisfaction USU Mean	Importance Total Mean	Satisfaction Total Mean
Written communication	4.16	4.20	4.10	3.99
Verbal communication	4.47	4.21	4.41	4.07
Listening to others	4.42	4.15	4.39	4.09
Organizing information for presentation	3.89	4.05	3.68	3.85
Critical thinking (e.g., evaluating information, making decisions)	4.32	4.06	4.25	3.91
Computation (math)	3.53	3.99	3.55	3.86
Reading	4.12	4.26	4.04	4.10
Basic computer (e.g., word-processing)	3.75	4.09	3.57	3.99
Advanced computer (e.g., spreadsheets, databases)	3.19	3.89	2.94	3.64
Use of equipment or technology specific to the job (other than computers)	3.43	3.89	3.61	3.83
Leadership	3.88	3.93	3.73	3.67
Teamwork (interpersonal relationships)	4.58	4.17	4.48	4.10
Customer service	4.19	4.08	4.29	4.09
		Satisfaction		Satisfaction
Overall, how SATISFIED are you with this employee's general skills as they relate to the requirements of the job?		4.14		4.12
Labels for Importance and Satisfaction ratings: 5 = Extremely; 4 = Very; 3 = Somewhat; 2 = Not Very; 1 = Not At All				

SPECIALIZED SKILLS (See Table 5)

The final section concerns the specialized skills that are not typically expected of all employees, but may be required for some. Questions dealt with topics such as: management of organizational resources, negotiation, mentoring, language skills, etc.

When employers were asked about the importance of management of organizational resources (budgets, subordinates, etc.) both groups indicated that this was not very important. Employers of USU graduates were somewhat satisfied (3.69) with employee's skills in this area while employers of the total group rated their satisfaction a little lower (3.22).

Fluency in a language other than English was not of much importance to either group of employers and they were not particularly satisfied with employee's skills in this area. Project management, however, was somewhat important to the employers of USU graduates (3.04), but not very important to employers of the total group (2.82). Satisfaction with USU graduates skills in project management was 3.54 and 3.26 for employers of the total group.

Negotiation skills (contracts, sales, alliances) were not at all important to employers of USU graduates (1.82), and not very important to employers of the total group (2.01). Satisfaction with USU graduates was 2.99 and 2.72 with the total group.

Mentoring or coaching colleagues was somewhat important to both groups. Satisfaction ratings were 3.63 for USU graduates and 3.36 for the total group.

One would expect the above items to be of less value to employers since 41% of the employees being evaluated were teachers. These would not necessarily be skills expected of them to perform unless a language was required in their assignment.

Ability to set goals and allocate time to achieve them was somewhat important to both groups, 3.95 for USU graduate employers, and 3.89 for the total group. A satisfaction rating for USU graduates was 4.03 and 3.80 for the total group. Ability to translate theory into practice was very important to employers of USU graduates (4.0) and somewhat important to employers of the total group (3.66). Satisfaction with USU graduates was 3.91 and 3.69 for the total group. One would expect these skills to be more valued than the others in this category dependent on the position of the employees.

When employers were asked: "Overall, how satisfied are you with this employee's specialized skills as they relate to the requirements of the job?" Employers of USU graduates were very satisfied (4.01) and employers of the total group were somewhat satisfied (3.89).

The last question employers were asked was: "Based on your experience with this employee, how LIKELY are you to hire other graduates of this school?" Employers of USU graduates said they were very likely to hire other USU graduates (4.42), and employers of the total group ranked this item 4.17. USU graduates were ranked higher on each of the items in this section.

Table 5. SPECIALIZED SKILLS	Importance USU Mean	Satisfaction USU Mean	Importance Total Mean	Satisfaction Total Mean
Management of organizational resources (budgets, subordinates, etc.)	2.84	3.69	2.62	3.22
Fluency in a language other than English	2.07	2.81	1.70	2.28
Project management	3.04	3.54	2.82	3.26
Negotiation (contracts, sales, alliances)	1.82	2.99	2.01	2.72
Mentoring or coaching colleagues	3.18	3.63	3.01	3.36
Ability to set goals and allocate time to achieve them	3.95	4.03	3.89	3.80
Ability to translate theory into practice	4.00	3.91	3.66	3.69
		Satisfaction		Satisfaction
Overall, how SATISFIED are you with this employee's specialized skills as they relate to the requirements of the job?		4.01		3.89
Based on your experience with this employee, how LIKELY are you to hire other graduates of this school?		4.42		4.17
Labels for Importance and Satisfaction ratings: 5 = Extremely; 4 = Very; 3 = Somewhat; 2 = Not Very; 1 = Not At All				

ADDITIONAL INFORMATION

Employers were asked to provide comments or suggestions for improving the quality of the school's graduates. Out of the 112 respondents that completed the surveys, 38 respondents chose to comment. These comments and suggestions are provided in Appendix C. Twenty-three out of the 38 responses are from employers of teachers. So the majority of the comments have to do with how well our education students are prepared. These comments and suggestions are very candid and should be reviewed carefully.

SUMMARY

This is an important type of study for USU to be doing. However, certain employer data needs to be in place before such a study can be done successfully. It is important for departments to gather employment information on their graduates. The small amount of data that existed was used but for the numbers of students that USU graduates each year the database of graduate's employers was limited. If departments are really interested in actually seeing how their students are doing in the workforce they need to collect employment information that would help populate a database for future study.

The experience with Noel-Levitz left a lot to be desired. Information was not given to USU in any kind of timely manner. And, after the fact, USU had to ask for a report. This was not impressive. That said, the information about USU graduates seemed to place USU solidly among the institutions that participated in this study. Those respondents that participated in giving information were candid and straight forward. With some revision of the survey instrument, this type of study is very important to USU. However, after this experience with the Noel-Levitz firm USU might not want to spend the resources to work through them again on this study.

APPENDIX A

Noel-Levitz Employer Satisfaction Survey 2005 - Frequencies Position Title

positiontitle

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	.9	.9	.9
Academic/Life Skills Coordinator	1	.9	.9	1.8
Activities Coordinator/Assit. Rec. Dir.	1	.9	.9	2.7
Adjunct Faculty	1	.9	.9	3.6
Administrative Assistant	1	.9	.9	4.5
Archaeologist	1	.9	.9	5.4
Assistant Director of Marketing (Athletics)	1	.9	.9	6.3
Assistant Golf Course Superintendent	1	.9	.9	7.1
Behavior Aide	1	.9	.9	8.0
Case Manager	1	.9	.9	8.9
Clinical Dietitian	1	.9	.9	9.8
Computer Programmer	3	2.7	2.7	12.5
Coordinator/Behavior Specialist	1	.9	.9	13.4
Counselor	1	.9	.9	14.3
Customer Service Rep.	1	.9	.9	15.2
Electronics Repair	1	.9	.9	16.1
Emergency Room Technician	1	.9	.9	17.0
Engineer	2	1.8	1.8	18.8
Flight Instructor	5	4.5	4.5	23.2
GIS Technician	1	.9	.9	24.1
Graduate Assistant	2	1.8	1.8	25.9
Inventory Specialist	1	.9	.9	26.8
Laboratory Technician	1	.9	.9	27.7
Lecturer	2	1.8	1.8	29.5
Nutrition Research Specialist	1	.9	.9	30.4
Office Manager	1	.9	.9	31.3
P.T. Aide	1	.9	.9	32.1
Personal Fitness Trainer	1	.9	.9	33.0
Pharmacy Technician	1	.9	.9	33.9
Phone Specialist	1	.9	.9	34.8
Planning Intern	1	.9	.9	35.7
Pracitcum Counselor (Graduate Student)	1	.9	.9	36.6
Registered Nurse	1	.9	.9	37.5
Research Assistant	3	2.7	2.7	40.2
Research Associate	3	2.7	2.7	42.9
Resource	1	.9	.9	43.8
Sales Rep.	1	.9	.9	44.6
Scheduling Specialist II	1	.9	.9	45.5
School Group Coordinator	1	.9	.9	46.4
Secretary	3	2.7	2.7	49.1
Server	1	.9	.9	50.0

positiontitle

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sign's & Upholstry Shop	1	.9	.9	50.9
Speech Therapist	1	.9	.9	51.8
Staff Assistant	1	.9	.9	52.7
System Administrator	1	.9	.9	53.6
Teacher	46	41.1	41.1	94.6
Teaching Assistant	2	1.8	1.8	96.4
Technical Director Assistant	1	.9	.9	97.3
Technical Writer	1	.9	.9	98.2
Truck Driver	1	.9	.9	99.1
Web Master	1	.9	.9	100.0
Total	112	100.0	100.0	

APPENDIX B



EMPLOYER SATISFACTION SURVEY™

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Dear Employer,

[NAME OF INSTITUTION] is interested in assessing the satisfaction of employers with the education received by their graduates. You are part of a sample of employers identified by [NAME OF INSTITUTION] to participate in this important survey project. Your responses will provide the school with information about the effectiveness of their educational programs.

This survey asks you to rate your satisfaction with the education received by a specific graduate of the school. You should have received a letter along with this survey identifying that person. If you have misplaced the letter, please contact Scott Bodfish at Noel-Levitz (800-876-1117). It is important that the person who is most familiar with the graduate at the time they were initially hired be the person to complete this survey.

To preserve confidentiality, we are not asking for your name or any identifying information. Please note that the identity of the graduates will not be shared with the schools. Instead, the schools will only receive summary reports. In this way we hope that you will be candid in your responses. *Thank you for your participation.*

When you have completed the survey, please return it to:

Noel-Levitz
2101 ACT Circle
Iowa City, IA 52245

How **FAMILIAR** are you with [NAME OF INSTITUTION]?

- Extremely Very Somewhat Not very Not at all

What is the title of the position for which this employee was hired?

How long has this employee worked in this position? (Choose one)

- Less than 6 months More than 6 months but less than one year Between one and two years More than two years

Which of the following best describes your relationship to this employee? (Choose one)

- Supervisor Co-worker Human resources/personnel director Other _____

How often do you have the opportunity to observe the work of this employee? (Choose one)

- Daily Weekly Monthly Annually

How **IMPORTANT** were each of the following qualifications when you were hiring to fill this employee's position?

(CHECK ONE BOX FOR EACH OF THE QUALIFICATIONS LISTED BELOW)

	Extremely	Very	Somewhat	Not Very	Not at all
Previous work experience					
Specialized training or skills					
Specialized certification					
Degree in a specific major field					
Associate's degree					
Bachelor's degree					
Graduate degree					

PLEASE TURN OVER

This section concerns an employee's **knowledge and understanding**. For each item, first indicate how important this type of knowledge is to the successful performance of the job for which this employee was hired, and then rate your satisfaction with how well this employee had learned this type of knowledge *at the time they were initially hired*.

Rate IMPORTANT for successful performance of the job						Rate SATISFACTION with this employee's knowledge				
Extremely	Very	Somewhat	Not Very	Not at all		Extremely	Very	Somewhat	Not Very	Not at all
					Knowledge in employee's field of study					
					Understanding of job-related information					
					Specific technical knowledge required for the job (other than computer applications)					
					Knowledge of specific computer applications required for job (other than word-processing, spreadsheets, database applications)					
					Understanding of organizational context (industry regulations, competition, etc.)					
					Understanding of international business environment					
					Understanding of systems and organizations (e.g., political systems, markets, cultures)					
					Knowledge of peoples and cultures from other countries					

Overall, how SATISFIED are you with . . .	Extremely	Very	Somewhat	Not Very	Not at all
Employee's <u>knowledge and understanding of their major field of study</u>					
Employee's <u>general knowledge and understanding</u> (outside of the major field)					

This section concerns the **qualities generally expected of employees**. For each item, first indicate how important this quality is to the successful performance of the job for which this employee was hired, and then rate your satisfaction with how well this employee demonstrated this quality *at the time they were initially hired*.

Rate IMPORTANT for successful performance of the job						Rate SATISFACTION with this employee's qualities				
Extremely	Very	Somewhat	Not Very	Not at all		Extremely	Very	Somewhat	Not Very	Not at all
					Flexibility (responds well to change)					
					Creativity (identifies new approaches to problems)					
					Empathy (understands the situations, feelings, or motives of others)					
					Reliability (can be depended on to complete work assignments)					
					Integrity (understands and applies ethical principles to decisions)					
					Self-discipline (exhibits control of personal behavior)					
					Positive attitude toward work					
					Willingness to learn					
					Understands and takes directions for work assignments					
					Accepts responsibility for consequences of actions					

Overall, how **SATISFIED** are you that this employee demonstrates the qualities you would expect from a college graduate?
 Extremely Very Somewhat Not very Not at all

GO TO NEXT PAGE

This section concerns the **general skills** that are typically expected of most employees with education beyond high school. For each skill, first indicate how important this skill is to the successful performance of the job for which this employee was hired, and then rate your satisfaction with how well-prepared this employee was in each of these skills *at the time they were initially hired*.

Rate IMPORTANT for successful performance of the job						Rate SATISFACTION with this employee's general skills				
Extremely	Very	Somewhat	Not Very	Not at all		Extremely	Very	Somewhat	Not Very	Not at all
					Written communication					
					Verbal communication					
					Listening to others					
					Organizing information for presentation					
					Critical thinking (e.g., evaluating information, making decisions)					
					Computation (math)					
					Reading					
					Basic computer (e.g., word-processing)					
					Advanced computer (e.g., spreadsheets, databases)					
					Use of equipment or technology specific to the job (other than computers)					
					Leadership					
					Teamwork (interpersonal relationships)					
					Customer service					

Overall, how **SATISFIED** are you with this employee's general skills as they relate to the requirements of the job?
 Extremely Very Somewhat Not very Not at all

This final section concerns the **specialized skills** that are not typically expected of all employees, but may be required for some. For each skill, first indicate how important this skill is to the successful performance of the job for which this employee was hired, and then rate your satisfaction with how well-prepared this employee was in each of these skills *at the time they were initially hired*.

Rate IMPORTANT for successful performance of the job						Rate SATISFACTION with this employee's specialized skills				
Extremely	Very	Somewhat	Not Very	Not at all		Extremely	Very	Somewhat	Not Very	Not at all
					Management of organizational resources (budgets, subordinates, etc.)					
					Fluency in a language other than English					
					Project management					
					Negotiation (contracts, sales, alliances)					
					Mentoring or coaching colleagues					
					Ability to set goals and allocate time to achieve them					
					Ability to translate theory into practice					

Overall, how **SATISFIED** are you with this employee's specialized skills as they relate to the requirements of the job?
 Extremely Very Somewhat Not very Not at all

Based on your experience with this employee, how **LIKELY** are you to hire other graduates of [NAME OF INSTITUTION]?
 Extremely Very Somewhat Not very Not at all

PLEASE TURN OVER

Use the space below to provide [NAME OF INSTITUTION] with any comments or suggestions for improving the quality of the school's graduates.

CODE: _ _ _ _ _ (For internal processing only.)

CODE: _ _ _ _ _ (For internal processing only.)

APPENDIX C

APENDIX C : Comments or Suggestions for Improving the Quality of USU's Graduates.

Employee's Position Title	Employer's Comments or suggestions
Behavior Aide	Graduates need to learn to take direction, implement programming, evaluate results & communicate ideas.
Teacher	Just that a can do attitude is required. Don't get mired down with the negative crowd. It's a bad affiliation that doesn't serve the new kid on the block well.
Teacher	I love your students. They do a great job in the classroom. Well prepared and very professional. Thanks for all you do for public education.
Teacher	Doing very good job. Keep up the good work. No suggestions.
Language Teacher	I would recommend that greater attention to the area of standards based instruction and assessment be made at USU. Also, there needs to be a greater understanding of instructional strategies influence higher level thinking, i.e. "how do you teach complex thinking?"
Resource	I have hired 2 resource teachers who graduated from Utah State. Both have been highly qualified team players with top skills for teaching. Thank you. Your program must be very strong.
ESL Teacher	She is a great employee! She is caring and very professional. I would love to have my entire staff like her.
Teacher	This grad just needs more experience.
Special Education Teacher	Education graduates are so well trained in both behavior management skills and teaching skills. Thank you! A USU grad is always my first choice.
Teacher - Cache Valley Detention Center	USU graduates have always been very well prepared and have been outstanding employees. I have always favored USU graduates because of their preparation.
Language Arts Teacher	More methods and Teaching strategies related to research materials. Have students teach methods/strategies in front of peers/professors - Don't wait for just students teaching experience. Begin "weeding" out prospective teachers early (Contrary to popular belief NOT everyone CAN TEACH!)
English Teacher	Continue to give your students in education training in classroom management, standards based education; tie with other universities and work with successful new programs (i.e., professional learning communities).
Kindergarten Teacher	She graduated with a degree in Early Childhood/Elementary Education. She is an exceptional teacher - well trained and prepared.
Special Education Teacher	I have been very pleased with the quality and preparation of students from USU. I am, however, more likely to hire a candidate based upon recommendations from others they have worked with and individual personalities.
Biology Teacher	She is a good teacher, however, she has NOT completed requirements for Utah Teacher Certification. She has told me she is applying to be a physician's assistant, and seems to have dis-interested attitude in continuing as a teacher. She has only been here 2 years, and has done a good job. Kids like her, it will be a challenge to find another person like her. It would be nice to hire candidates who want to stay in education. Our district has not had a pay increase in 5 years. Many qualified candidates are choosing other careers.
Teacher	Knowledge is there but really lacks personal relation skills. I'm not sure what USU can do to improve an individual's skills at dealing with people. I have found that some individuals come from any university very willing to learn, accept supervision and progress. Others "know it all" when they come to jobs. They are usually the most difficult to change or work with.

Math Teacher	She is a wonderful teacher. The teacher education program at USU is great. The teachers who come to our school as first year teachers seem like veteran teachers. The experience these students have in the schools prior to student teaching is invaluable. We would always hire a USU graduate over other universities.
Teacher	USU graduates are very "hirable". It's not so much the educational qualities that lack but the "personal" qualities of the person themselves. I have found over the years that USU maintains a very high standard for graduates.
Deaf Education Teacher	I would like to see the students in Special Education programs have more training and experience in working with regular education teachers. They need more specific training in reading instruction and assessment.
Part Time P.E. Teacher	She was well prepared and performed her duties very well. Utah State, in my opinion, is an excellent institution of learning. I know because I am a graduate of USU.
Special Education Teacher	As usual, with regard to special educators, they need entry level skills in special education compliance, special education assessment and interpretation, specialized instruction, curriculum knowledge, and behavior interventions plans.
Classroom Teacher	Utah State University, College of Education has a little different philosophy than we do in our district when it comes to teaching reading. Some graduates have a difficult time adjusting to the teaching strategies we are using. This employee had a difficult time her first year but is doing much better now. Thank you, P.S. The teaching strategies we use are Research Based.
Band/Instrumental Music Instructor	He was well prepared in content area. He demonstrated experience in teaching methods! Has confidence in abilities of knowledge and delivery. Knows his customers (students) and how to relate to them and their parents. Comfortable and able to manage classroom behavior by setting prior rules/routines/procedures accompanied by positive/negative consequences. These are critical skills and attributes to emphasize at university...courses should focus on these areas.
Flight Instructor	Provide better equipment for student training.
Research Associate	Provide students with opportunities outside of the classroom, i.e. projects, research, presentations, internships.
Assistant City Engineer	We use USU interns regularly and find them eager to learn and easy to work with. We have few needs for graduates but those we do hire bring their internship attitudes with them. The university should be proud.
GIS Technician	More applied classes - whether it is in wildlife or GIS, the students need more practical experience.
Personal Secretary	Makes some mistakes repeatedly. Does not proof well, Does jobs by rote. Does not think through what she is asked to do. Good worker, dependable.
Academic/Life Skills Coordinator	Written communication is a must in today's society and workplace. I see far too many college graduates making even simple grammatical mistakes and errors. I believe better writing skills would improve the quality of USU's graduates.
Technical Writer	I've hired and supervised six USU graduates in technical writing positions. Half were as good in person as they looked on paper. The basic education they bring with them is solid but there seems to be an over-emphasis on tools that are not universally used (i.e., Rob help, Frame maker). To that end, practical business skills have been neglected. Most seem to come into the job as if they've never had one before. An emphasis on real world problem solving would help. Internships would be a fantastic solution.
Planning Intern	More computer training!
Lecturer	Keep admission standards high as has been done for the last couple of years. Avoid grade inflation. Provide as much financial assistance toward tuition waivers, etc. as possible. Place students in employment positions related to their majors. Track students progress and employment after graduation.

Phone Specialist	Most graduates have no humility. They think they know it all. After they have been in the work force a while, this changes.
Scheduling Specialist II	It seems you provide a well-rounded education to your students. I really enjoyed working with this individual. To me, some of the most important things you can teach students are ethics, how to work hard, and how to think critically. Teach them how to fly but keep their feet on the ground. Keep u the good work, USU is producing great graduates.
Engineer I	I would like to see more focus on presentation skills in formal settings. I would like to see more leadership both in classes and in training (hands-on while doing school work).
Assistant Golf Course Superintendent	USU should become more involved in letting businesses know about the opportunity for employers to hire students as interns.
System Administrator	Interpersonal and communication skills need more emphasis for BIS and CS students.
Practicum Counselor (Graduate Student)	Excellent student, eager and thoughtful, self-motivated.

APPENDIX D

Noel-Levitz Employer Satisfaction Survey Summary Report
(Utah State University)

June 24, 2005

	Not at all	Not very	Somewhat	Very	Extremely		
How FAMILIAR are you with this school?	1	4	16	42	48		
	0.90%	3.60%	14.41%	37.84%	43.24%		
	More than two years	Between one and two years	More than 6 months but less than one year	Less than 6 months			
How long has this employee worked in this position?	14	70	11	15			
	12.73%	63.64%	10.00%	13.64%			
	Other	Human resources / personnel director	Co-worker	Supervisor			
Which of the following best describes your relationship to this employee?	2	1	1	108			
	1.79%	0.89%	0.89%	96.43%			
	Annually	Monthly	Weekly	Daily			
How often do you have the opportunity to observe the work of this employee?	3	10	31	65			
	2.75%	9.17%	28.44%	59.63%			

Noel-Levitz Employer Satisfaction Survey Summary Report
(Utah State University)

June 24, 2005

How IMPORTANT were each of the following when you were hiring to fill this employee's position?	Not at all	Not very	Somewhat	Very	Extremely		
(IMP) Previous work experience	2	10	42	36	16		
(IMP) Specialized training or skills	1	1	18	43	44		
(IMP) Specialized certification	15	14	19	14	44		
(IMP) Degree in a specific major field	6	7	19	26	51		
(IMP) Associate's degree	48	12	13	5	9		
(IMP) Bachelor's degree	8	5	11	24	62		
(IMP) Graduate degree	38	24	22	5	0		
	Not at all	Not very	Somewhat	Very	Extremely		
(IMP) Previous work experience	1.89%	9.43%	39.62%	33.96%	15.09%		
(IMP) Specialized training or skills	0.93%	0.93%	16.82%	40.19%	41.12%		
(IMP) Specialized certification	14.15%	13.21%	17.92%	13.21%	41.51%		
(IMP) Degree in a specific major field	5.50%	6.42%	17.43%	23.85%	46.79%		
(IMP) Associate's degree	55.17%	13.79%	14.94%	5.75%	10.34%		
(IMP) Bachelor's degree	7.27%	4.55%	10.00%	21.82%	56.36%		
(IMP) Graduate degree	42.70%	26.97%	24.72%	5.62%	0.00%		

KNOWLEDGE and UNDERSTANDING: IMPORTANCE	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(IMP) Knowledge in employee's field of study	4.25	0.81	110	1	5	4	4
(IMP) Understanding of job-related information	4.19	0.70	108	2	5	4	4
(IMP) Specific technical knowledge required for the job (other than computer applications)	3.82	0.93	110	1	5	4	4
(IMP) Knowledge of specific computer applications required for job (other than word-processing, spreadsheets, database applications)	3.23	1.02	109	1	5	3	3
(IMP) Understanding of organizational context (industry regulations, competition, etc.)	3.30	1.05	110	1	5	3	3
(IMP) Understanding of international business environment	1.71	0.96	99	1	4	1	1
(IMP) Understanding of systems and organizations (e.g., political systems, markets, cultures)	2.58	1.05	103	1	5	3	3
(IMP) Knowledge of peoples and cultures from other countries	2.76	1.22	105	1	5	3	3
KNOWLEDGE and UNDERSTANDING: SATISFACTION	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(SAT) Knowledge in employee's field of study	4.21	0.64	108	3	5	4	4
(SAT) Understanding of job-related information	4.04	0.69	105	2	5	4	4
(SAT) Specific technical knowledge required for the job (other than computer applications)	4.01	0.72	108	2	5	4	4
(SAT) Knowledge of specific computer applications required for job (other than word-processing, spreadsheets, database applications)	3.92	0.78	105	1	5	4	4
(SAT) Understanding of organizational context (industry regulations, competition, etc.)	3.59	0.92	105	1	5	4	4
(SAT) Understanding of international business environment	2.77	1.26	83	1	5	3	3
(SAT) Understanding of systems and organizations (e.g., political systems, markets, cultures)	3.52	0.97	96	1	5	4	3

(SAT) Knowledge of peoples and cultures from other countries	3.43	1.13	100	1	5	4	4
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	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
KNOWLEDGE and UNDERSTANDING: GAP							
(GAP) Knowledge in employee's field of study	-0.08	0.77	107	-2	2	0	0
(GAP) Understanding of job-related information	-0.15	0.77	104	-2	2	0	0
(GAP) Specific technical knowledge required for the job (other than computer applications)	0.12	0.85	107	-2	2	0	0
(GAP) Knowledge of specific computer applications required for job (other than word-processing, spreadsheets, database applications)	0.63	0.92	103	-1	4	1	0
(GAP) Understanding of organizational context (industry regulations, competition, etc.)	0.21	1.03	104	-3	3	0	0
(GAP) Understanding of international business environment	0.95	1.32	80	-3	4	1	0
(GAP) Understanding of systems and organizations (e.g., political systems, markets, cultures)	0.80	1.15	94	-2	4	1	1
(GAP) Knowledge of peoples and cultures from other countries	0.57	1.16	97	-2	4	0	0
	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(OVSAT) Employee's knowledge and understanding of their major field of study	4.23	0.62	110	3	5	4	4
(OVSAT) Employee's general knowledge and understanding (outside of the major field)	4.01	0.77	110	2	5	4	4

Noel-Levitz Employer Satisfaction Survey Summary Report
(Utah State University)

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QUALITIES GENERALLY EXPECTED: IMPORTANCE	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(IMP) Flexibility (responds well to change)	4.32	0.49	108	3	5	4	4
(IMP) Creativity (identifies new approaches to problems)	4.13	0.70	109	2	5	4	4
(IMP) Empathy (understands the situations, feelings, or motives of others)	4.11	0.72	109	2	5	4	4
(IMP) Reliability (can be depended on to complete work assignments)	4.62	0.51	108	3	5	5	5
(IMP) Integrity (understands and applies ethical principles to decisions)	4.59	0.56	109	3	5	5	5
(IMP) Self-discipline (exhibits control of personal behavior)	4.37	0.59	109	3	5	4	4
(IMP) Positive attitude toward work	4.45	0.66	108	3	5	5	5
(IMP) Willingness to learn	4.53	0.62	109	3	5	5	5
(IMP) Understands and takes directions for work assignments	4.46	0.54	109	3	5	4	4
(IMP) Accepts responsibility for consequences of actions	4.50	0.54	109	3	5	5	5
QUALITIES GENERALLY EXPECTED: SATISFACTION	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(SAT) Flexibility (responds well to change)	4.14	0.90	109	2	5	4	5
(SAT) Creativity (identifies new approaches to problems)	4.16	0.83	110	2	5	4	5
(SAT) Empathy (understands the situations, feelings, or motives of others)	4.13	0.89	109	2	5	4	5
(SAT) Reliability (can be depended on to complete work assignments)	4.54	0.75	109	2	5	5	5
(SAT) Integrity (understands and applies ethical principles to decisions)	4.50	0.70	109	3	5	5	5
(SAT) Self-discipline (exhibits control of personal behavior)	4.38	0.72	110	3	5	5	5
(SAT) Positive attitude toward work	4.43	0.81	109	2	5	5	5
(SAT) Willingness to learn	4.44	0.74	110	2	5	5	5
(SAT) Understands and takes directions for work assignments	4.27	0.86	110	2	5	5	5

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(SAT) Accepts responsibility for consequences of actions	4.37	0.75	109	2	5	5	5
QUALITIES GENERALLY EXPECTED: GAP	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(GAP) Flexibility (responds well to change)	-0.18	0.90	106	-3	1	0	0
(GAP) Creativity (identifies new approaches to problems)	0.03	0.81	108	-2	2	0	0
(GAP) Empathy (understands the situations, feelings, or motives of others)	0.04	1.01	107	-3	2	0	0
(GAP) Reliability (can be depended on to complete work assignments)	-0.08	0.81	107	-3	1	0	0
(GAP) Integrity (understands and applies ethical principles to decisions)	-0.09	0.79	108	-2	2	0	0
(GAP) Self-discipline (exhibits control of personal behavior)	0.01	0.75	108	-2	2	0	0
(GAP) Positive attitude toward work	-0.02	0.87	107	-2	2	0	0
(GAP) Willingness to learn	-0.09	0.84	108	-3	2	0	0
(GAP) Understands and takes directions for work assignments	-0.19	0.91	108	-3	1	0	0
(GAP) Accepts responsibility for consequences of actions	-0.13	0.86	107	-3	2	0	0
	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(OVSAT) Overall, how SATISFIED are you that this employee demonstrates the qualities you would expect from a college graduate?	4.34	0.78	102	2	5	5	5

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GENERAL SKILLS: IMPORTANCE	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(IMP) Written communication	4.16	0.55	107	2	5	4	4
(IMP) Verbal communication	4.47	0.59	106	3	5	5	5
(IMP) Listening to others	4.42	0.63	106	3	5	4	5
(IMP) Organizing information for presentation	3.89	0.88	105	1	5	4	4
(IMP) Critical thinking (e.g., evaluating information, making decisions)	4.32	0.61	104	3	5	4	4
(IMP) Computation (math)	3.53	0.91	104	1	5	4	3
(IMP) Reading	4.12	0.80	103	2	5	4	4
(IMP) Basic computer (e.g., word-processing)	3.75	0.88	103	1	5	4	4
(IMP) Advanced computer (e.g., spreadsheets, databases)	3.19	1.19	104	1	5	3	4
(IMP) Use of equipment or technology specific to the job (other than computers)	3.43	1.13	105	1	5	4	4
(IMP) Leadership	3.88	0.72	104	2	5	4	4
(IMP) Teamwork (interpersonal relationships)	4.58	0.52	106	3	5	5	5
(IMP) Customer service	4.19	1.06	103	1	5	4	5
GENERAL SKILLS: SATISFACTION	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(SAT) Written communication	4.20	0.64	108	2	5	4	4
(SAT) Verbal communication	4.21	0.68	108	2	5	4	4
(SAT) Listening to others	4.15	0.83	107	2	5	4	4
(SAT) Organizing information for presentation	4.05	0.76	107	2	5	4	4
(SAT) Critical thinking (e.g., evaluating information, making decisions)	4.06	0.80	106	2	5	4	4
(SAT) Computation (math)	3.99	0.73	104	2	5	4	4
(SAT) Reading	4.26	0.68	105	3	5	4	4
(SAT) Basic computer (e.g., word-processing)	4.09	0.76	106	2	5	4	4
(SAT) Advanced computer (e.g., spreadsheets, databases)	3.89	0.89	102	1	5	4	4
(SAT) Use of equipment or technology specific to the job (other than computers)	3.89	0.89	102	1	5	4	4
(SAT) Leadership	3.93	0.83	104	2	5	4	4
(SAT) Teamwork (interpersonal relationships)	4.17	0.90	108	2	5	4	5
(SAT) Customer service	4.08	1.03	104	1	5	4	5

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GENERAL SKILLS: GAP	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(GAP) Written communication	0.05	0.79	107	-2	2	0	0
(GAP) Verbal communication	-0.25	0.91	106	-3	2	0	0
(GAP) Listening to others	-0.27	0.95	105	-3	2	0	0
(GAP) Organizing information for presentation	0.16	0.92	105	-2	3	0	0
(GAP) Critical thinking (e.g., evaluating information, making decisions)	-0.26	0.80	103	-2	2	0	0
(GAP) Computation (math)	0.40	0.81	101	-1	3	0	0
(GAP) Reading	0.13	0.70	102	-1	1	0	0
(GAP) Basic computer (e.g., word-processing)	0.35	0.79	103	-1	2	0	0
(GAP) Advanced computer (e.g., spreadsheets, databases)	0.64	1.10	100	-1	4	0	0
(GAP) Use of equipment or technology specific to the job (other than computers)	0.37	1.17	100	-3	3	0	0
(GAP) Leadership	0.05	1.03	102	-3	2	0	0
(GAP) Teamwork (interpersonal relationships)	-0.41	0.98	106	-3	1	0	0
(GAP) Customer service	-0.16	1.06	102	-3	3	0	0
	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(OVSAT) Overall, how SATISFIED are you with this employee's general skills as they relate to the requirements of the job?	4.14	0.77	102	1	5	4	4

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(Utah State University)

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SPECIALIZED SKILLS: IMPORTANCE	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(IMP) Management of organizational resources (budgets, subordinates, etc.)	2.84	1.35	101	1	5	3	1
(IMP) Fluency in a language other than English	2.07	1.20	104	1	5	2	1
(IMP) Project management	3.04	1.15	99	1	5	3	4
(IMP) Negotiation (contracts, sales, alliances)	1.82	1.10	97	1	5	1	1
(IMP) Mentoring or coaching colleagues	3.18	1.20	100	1	5	3	3
(IMP) Ability to set goals and allocate time to achieve them	3.95	0.86	103	1	5	4	4
(IMP) Ability to translate theory into practice	4.00	1.05	100	1	5	4	4
SPECIALIZED SKILLS: SATISFACTION	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(SAT) Management of organizational resources (budgets, subordinates, etc.)	3.69	0.99	91	1	5	4	4
(SAT) Fluency in a language other than English	2.81	1.50	86	1	5	3	1
(SAT) Project management	3.54	1.00	91	1	5	4	4
(SAT) Negotiation (contracts, sales, alliances)	2.99	1.34	82	1	5	3	4
(SAT) Mentoring or coaching colleagues	3.63	1.06	96	1	5	4	4
(SAT) Ability to set goals and allocate time to achieve them	4.03	0.87	102	1	5	4	4
(SAT) Ability to translate theory into practice	3.91	0.97	101	1	5	4	4
SPECIALIZED SKILLS: GAP	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(GAP) Management of organizational resources (budgets, subordinates, etc.)	0.63	1.34	90	-3	4	1	1
(GAP) Fluency in a language other than English	0.60	1.54	86	-3	4	0	0
(GAP) Project management	0.33	1.04	90	-2	3	0	0
(GAP) Negotiation (contracts, sales, alliances)	1.00	1.18	81	-1	4	1	0
(GAP) Mentoring or coaching colleagues	0.39	1.18	95	-3	4	0	0
(GAP) Ability to set goals and allocate time to achieve them	0.06	0.97	101	-3	4	0	0

Noel-Levitz Employer Satisfaction Survey Summary Report
(Utah State University)

June 24, 2005

(GAP) Ability to translate theory into practice	-0.15	0.91	98	-3	2	0	0
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Noel-Levitz Employer Satisfaction Survey Summary Report
(Utah State University)

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	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(OVSAT) Overall, how SATISFIED are you with this employee's specialized skills as they relate to the requirements of the job?	4.01	0.82	104	2	5	4	4
Based on your experience with this employee, how LIKELY are you to hire other graduates of this school?	4.42	0.60	105	2	5	4	4

APPENDIX E

Noel-Levitz Employer Satisfaction Survey Summary Report
(OVERALL SUMMARY)

June 24, 2005

	Not at all	Not very	Somewhat	Very	Extremely		
How FAMILIAR are you with this school?	22	62	212	262	182		
	2.97%	8.38%	28.65%	35.41%	24.59%		
	More than two years	Between one and two years	More than 6 months but less than one year	Less than 6 months			
How long has this employee worked in this position?	110	393	132	89			
	15.19%	54.28%	18.23%	12.29%			
	Other	Human resources / personnel director	Co-worker	Supervisor			
Which of the following best describes your relationship to this employee?	29	61	33	607			
	3.97%	8.36%	4.52%	83.15%			
	Annually	Monthly	Weekly	Daily			
How often do you have the opportunity to observe the work of this employee?	15	55	174	477			
	2.08%	7.63%	24.13%	66.16%			

Noel-Levitz Employer Satisfaction Survey Summary Report
(OVERALL SUMMARY)

June 24, 2005

How IMPORTANT were each of the following when you were hiring to fill this employee's position?	Not at all	Not very	Somewhat	Very	Extremely		
(IMP) Previous work experience	31	89	291	218	91		
(IMP) Specialized training or skills	10	30	152	341	191		
(IMP) Specialized certification	100	140	182	158	135		
(IMP) Degree in a specific major field	47	60	155	209	241		
(IMP) Associate's degree	250	113	124	89	68		
(IMP) Bachelor's degree	153	108	100	123	211		
(IMP) Graduate degree	320	156	85	48	33		
	Not at all	Not very	Somewhat	Very	Extremely		
(IMP) Previous work experience	4.31%	12.36%	40.42%	30.28%	12.64%		
(IMP) Specialized training or skills	1.38%	4.14%	20.99%	47.10%	26.38%		
(IMP) Specialized certification	13.99%	19.58%	25.45%	22.10%	18.88%		
(IMP) Degree in a specific major field	6.60%	8.43%	21.77%	29.35%	33.85%		
(IMP) Associate's degree	38.82%	17.55%	19.25%	13.82%	10.56%		
(IMP) Bachelor's degree	22.01%	15.54%	14.39%	17.70%	30.36%		
(IMP) Graduate degree	49.84%	24.30%	13.24%	7.48%	5.14%		

Noel-Levitz Employer Satisfaction Survey Summary Report
(OVERALL SUMMARY)

June 24, 2005

KNOWLEDGE and UNDERSTANDING: IMPORTANCE	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(IMP) Knowledge in employee's field of study	4.19	0.82	720	1	5	4	4
(IMP) Understanding of job-related information	4.14	0.71	708	1	5	4	4
(IMP) Specific technical knowledge required for the job (other than computer applications)	3.79	0.95	714	1	5	4	4
(IMP) Knowledge of specific computer applications required for job (other than word-processing, spreadsheets, database applications)	3.16	1.11	709	1	5	3	3
(IMP) Understanding of organizational context (industry regulations, competition, etc.)	3.28	1.06	702	1	5	3	4
(IMP) Understanding of international business environment	1.93	1.07	672	1	5	2	1
(IMP) Understanding of systems and organizations (e.g., political systems, markets, cultures)	2.56	1.13	695	1	5	3	3
(IMP) Knowledge of peoples and cultures from other countries	2.52	1.21	697	1	5	3	3
KNOWLEDGE and UNDERSTANDING: SATISFACTION	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(SAT) Knowledge in employee's field of study	4.02	0.70	709	1	5	4	4
(SAT) Understanding of job-related information	3.98	0.69	703	1	5	4	4
(SAT) Specific technical knowledge required for the job (other than computer applications)	3.84	0.78	696	1	5	4	4
(SAT) Knowledge of specific computer applications required for job (other than word-processing, spreadsheets, database applications)	3.66	0.93	674	1	5	4	4
(SAT) Understanding of organizational context (industry regulations, competition, etc.)	3.49	0.87	672	1	5	4	3
(SAT) Understanding of international business environment	2.74	1.17	573	1	5	3	3

Noel-Levitz Employer Satisfaction Survey Summary Report
(OVERALL SUMMARY)

June 24, 2005

(SAT) Understanding of systems and organizations (e.g., political systems, markets, cultures)	3.17	1.04	636	1	5	3	3
(SAT) Knowledge of peoples and cultures from other countries	3.13	1.12	640	1	5	3	3

Noel-Levitz Employer Satisfaction Survey Summary Report
(OVERALL SUMMARY)

June 24, 2005

	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
KNOWLEDGE and UNDERSTANDING: GAP							
(GAP) Knowledge in employee's field of study	-0.20	0.84	703	-3	3	0	0
(GAP) Understanding of job-related information	-0.17	0.80	694	-3	3	0	0
(GAP) Specific technical knowledge required for the job (other than computer applications)	0.01	0.93	689	-3	3	0	0
(GAP) Knowledge of specific computer applications required for job (other than word-processing, spreadsheets, database applications)	0.44	0.98	665	-4	4	0	0
(GAP) Understanding of organizational context (industry regulations, competition, etc.)	0.12	0.98	657	-3	4	0	0
(GAP) Understanding of international business environment	0.70	1.12	561	-3	4	0	0
(GAP) Understanding of systems and organizations (e.g., political systems, markets, cultures)	0.49	1.06	625	-3	4	0	0
(GAP) Knowledge of peoples and cultures from other countries	0.53	1.07	629	-3	4	0	0
	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(OVSAT) Employee's knowledge and understanding of their major field of study	4.11	0.68	708	1	5	4	4
(OVSAT) Employee's general knowledge and understanding (outside of the major field)	3.92	0.72	710	1	5	4	4

Noel-Levitz Employer Satisfaction Survey Summary Report
(OVERALL SUMMARY)

June 24, 2005

QUALITIES GENERALLY EXPECTED: IMPORTANCE	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(IMP) Flexibility (responds well to change)	4.35	0.58	717	3	5	4	4
(IMP) Creativity (identifies new approaches to problems)	4.10	0.70	717	1	5	4	4
(IMP) Empathy (understands the situations, feelings, or motives of others)	4.11	0.74	714	1	5	4	4
(IMP) Reliability (can be depended on to complete work assignments)	4.63	0.51	714	2	5	5	5
(IMP) Integrity (understands and applies ethical principles to decisions)	4.50	0.63	715	1	5	5	5
(IMP) Self-discipline (exhibits control of personal behavior)	4.42	0.59	714	3	5	4	4
(IMP) Positive attitude toward work	4.52	0.57	717	3	5	5	5
(IMP) Willingness to learn	4.56	0.54	717	3	5	5	5
(IMP) Understands and takes directions for work assignments	4.48	0.56	718	2	5	5	5
(IMP) Accepts responsibility for consequences of actions	4.46	0.59	717	2	5	5	5
QUALITIES GENERALLY EXPECTED: SATISFACTION	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(SAT) Flexibility (responds well to change)	4.10	0.81	717	1	5	4	4
(SAT) Creativity (identifies new approaches to problems)	3.91	0.86	716	1	5	4	4
(SAT) Empathy (understands the situations, feelings, or motives of others)	4.02	0.82	714	1	5	4	4
(SAT) Reliability (can be depended on to complete work assignments)	4.34	0.78	715	1	5	5	5
(SAT) Integrity (understands and applies ethical principles to decisions)	4.28	0.73	713	1	5	4	4
(SAT) Self-discipline (exhibits control of personal behavior)	4.20	0.82	714	1	5	4	5
(SAT) Positive attitude toward work	4.27	0.80	716	1	5	4	5
(SAT) Willingness to learn	4.41	0.73	717	1	5	5	5

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(OVERALL SUMMARY)

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(SAT) Understands and takes directions for work assignments	4.26	0.78	717	1	5	4	5
(SAT) Accepts responsibility for consequences of actions	4.18	0.84	715	1	5	4	5
QUALITIES GENERALLY EXPECTED: GAP	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(GAP) Flexibility (responds well to change)	-0.26	0.87	709	-4	2	0	0
(GAP) Creativity (identifies new approaches to problems)	-0.20	0.89	710	-3	2	0	0
(GAP) Empathy (understands the situations, feelings, or motives of others)	-0.09	0.89	706	-4	2	0	0
(GAP) Reliability (can be depended on to complete work assignments)	-0.29	0.82	707	-4	2	0	0
(GAP) Integrity (understands and applies ethical principles to decisions)	-0.22	0.75	708	-4	2	0	0
(GAP) Self-discipline (exhibits control of personal behavior)	-0.22	0.89	706	-4	2	0	0
(GAP) Positive attitude toward work	-0.25	0.86	709	-4	2	0	0
(GAP) Willingness to learn	-0.16	0.77	711	-4	2	0	0
(GAP) Understands and takes directions for work assignments	-0.22	0.84	710	-4	2	0	0
(GAP) Accepts responsibility for consequences of actions	-0.28	0.88	709	-4	2	0	0
	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(OVSAT) Overall, how SATISFIED are you that this employee demonstrates the qualities you would expect from a college graduate?	4.21	0.78	646	1	5	4	4

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GENERAL SKILLS: IMPORTANCE	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(IMP) Written communication	4.10	0.73	714	1	5	4	4
(IMP) Verbal communication	4.41	0.58	711	2	5	4	4
(IMP) Listening to others	4.39	0.60	711	1	5	4	4
(IMP) Organizing information for presentation	3.68	1.05	706	1	5	4	4
(IMP) Critical thinking (e.g., evaluating information, making decisions)	4.25	0.75	709	1	5	4	4
(IMP) Computation (math)	3.55	0.98	702	1	5	4	4
(IMP) Reading	4.04	0.80	706	1	5	4	4
(IMP) Basic computer (e.g., word-processing)	3.57	1.07	705	1	5	4	4
(IMP) Advanced computer (e.g., spreadsheets, databases)	2.94	1.26	703	1	5	3	3
(IMP) Use of equipment or technology specific to the job (other than computers)	3.61	1.08	706	1	5	4	4
(IMP) Leadership	3.73	0.87	708	1	5	4	4
(IMP) Teamwork (interpersonal relationships)	4.48	0.63	712	1	5	5	5
(IMP) Customer service	4.29	0.97	708	1	5	5	5
GENERAL SKILLS: SATISFACTION	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(SAT) Written communication	3.99	0.71	704	1	5	4	4
(SAT) Verbal communication	4.07	0.70	710	2	5	4	4
(SAT) Listening to others	4.09	0.76	705	1	5	4	4
(SAT) Organizing information for presentation	3.85	0.84	681	1	5	4	4
(SAT) Critical thinking (e.g., evaluating information, making decisions)	3.91	0.81	700	1	5	4	4
(SAT) Computation (math)	3.86	0.74	677	1	5	4	4
(SAT) Reading	4.10	0.67	695	1	5	4	4
(SAT) Basic computer (e.g., word-processing)	3.99	0.87	683	1	5	4	4
(SAT) Advanced computer (e.g., spreadsheets, databases)	3.64	1.07	648	1	5	4	4
(SAT) Use of equipment or technology specific to the job (other than computers)	3.83	0.88	680	1	5	4	4
(SAT) Leadership	3.67	0.89	694	1	5	4	4
(SAT) Teamwork (interpersonal relationships)	4.10	0.87	706	1	5	4	4

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(SAT) Customer service	4.09	0.89	694	1	5	4	4
			Valid	Minimum	Maximum		
GENERAL SKILLS: GAP	Mean	Std Deviation	Respondents	Value	Value	Median Value	Modal Value
(GAP) Written communication	-0.13	0.83	700	-3	2	0	0
(GAP) Verbal communication	-0.34	0.79	703	-3	2	0	0
(GAP) Listening to others	-0.30	0.84	698	-4	3	0	0
(GAP) Organizing information for presentation	0.09	0.92	676	-3	3	0	0
(GAP) Critical thinking (e.g., evaluating information, making decisions)	-0.37	0.88	693	-4	2	0	0
(GAP) Computation (math)	0.25	0.91	672	-4	3	0	0
(GAP) Reading	0.04	0.71	687	-2	3	0	0
(GAP) Basic computer (e.g., word-processing)	0.35	0.84	678	-4	4	0	0
(GAP) Advanced computer (e.g., spreadsheets, databases)	0.57	1.04	644	-4	4	0	0
(GAP) Use of equipment or technology specific to the job (other than computers)	0.16	1.00	675	-4	4	0	0
(GAP) Leadership	-0.08	0.96	690	-4	2	0	0
(GAP) Teamwork (interpersonal relationships)	-0.38	0.94	700	-4	3	0	0
(GAP) Customer service	-0.25	0.95	689	-4	4	0	0
			Valid	Minimum	Maximum		
	Mean	Std Deviation	Respondents	Value	Value	Median Value	Modal Value
(OVSAT) Overall, how SATISFIED are you with this employee's general skills as they relate to the requirements of the job?	4.12	0.72	669	1	5	4	4

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SPECIALIZED SKILLS: IMPORTANCE	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(IMP) Management of organizational resources (budgets, subordinates, etc.)	2.62	1.26	689	1	5	3	3
(IMP) Fluency in a language other than English	1.70	1.06	684	1	5	1	1
(IMP) Project management	2.82	1.23	686	1	5	3	3
(IMP) Negotiation (contracts, sales, alliances)	2.01	1.19	676	1	5	2	1
(IMP) Mentoring or coaching colleagues	3.01	1.25	692	1	5	3	3
(IMP) Ability to set goals and allocate time to achieve them	3.89	0.97	697	1	5	4	4
(IMP) Ability to translate theory into practice	3.66	1.15	699	1	5	4	4
SPECIALIZED SKILLS: SATISFACTION	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(SAT) Management of organizational resources (budgets, subordinates, etc.)	3.22	1.08	595	1	5	3	3
(SAT) Fluency in a language other than English	2.28	1.37	533	1	5	2	1
(SAT) Project management	3.26	1.12	606	1	5	3	4
(SAT) Negotiation (contracts, sales, alliances)	2.72	1.26	550	1	5	3	3
(SAT) Mentoring or coaching colleagues	3.36	1.07	629	1	5	3	4
(SAT) Ability to set goals and allocate time to achieve them	3.80	0.91	670	1	5	4	4
(SAT) Ability to translate theory into practice	3.69	0.98	663	1	5	4	4
SPECIALIZED SKILLS: GAP	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(GAP) Management of organizational resources (budgets, subordinates, etc.)	0.38	1.07	591	-3	4	0	0
(GAP) Fluency in a language other than English	0.44	1.23	533	-3	4	0	0
(GAP) Project management	0.24	0.97	603	-3	4	0	0
(GAP) Negotiation (contracts, sales, alliances)	0.52	1.12	549	-3	4	0	0
(GAP) Mentoring or coaching colleagues	0.18	1.02	625	-4	4	0	0

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(GAP) Ability to set goals and allocate time to achieve them	-0.19	0.90	665	-4	4	0	0
(GAP) Ability to translate theory into practice	-0.11	0.89	657	-4	3	0	0

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(OVERALL SUMMARY)

June 24, 2005

	Mean	Std Deviation	Valid Respondents	Minimum Value	Maximum Value	Median Value	Modal Value
(OVSAT) Overall, how SATISFIED are you with this employee's specialized skills as they relate to the requirements of the job?	3.89	0.79	692	1	5	4	4
Based on your experience with this employee, how LIKELY are you to hire other graduates of this school?	4.17	0.65	701	2	5	4	4