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The 2010 Employer Surveys evaluate employers' general perception of UVU's educational quality, the skills and performance of UVU graduates, and recruiting practices among employers. The surveys are based on phone interviews with two groups: 1,087 employers statewide identified from Department of Workforce Services public records and alumni self-reports on the 2008 and 2009 Graduated Alumni Surveys, and 221 individual supervisors of UVU alumni identified on those surveys.

MAJOR FINDINGS

Educational Quality

- 85% of employers consider UVU's quality to be good or very good, and only six employers (0.8%) considered it less than satisfactory.
- Employers see UVU as roughly equal to Southern Utah University and Weber State University. Only Brigham Young University, the University of Utah, Utah State University and Westminster College are seen as distinctly better than UVU.
- UVU's repertoire of programs does an outstanding job of addressing the needs of Utah employers. Engineering was by far the most commonly suggested new degree at the bachelor's and graduate level, with medicine and human resources also common. Nursing was the most commonly suggested associate's degree program, followed closely by marketing and health care.

Job Performance

- UVU graduates possess skills that are well above the basic requirements of their positions. Graduates rated exceptionally high in oral communication, critical thinking and problem solving, and essential functional skills required for their position. Graduates' lowest rated skill is in understanding of global issues, but are also considered weak in math skills, awareness of cultural differences, and leadership.
- 97% of supervisors were generally satisfied with graduates' work habits. Graduates were strongest in ethical behavior and willingness to learn and weakest in entrepreneurial and innovative behavior and ability to work with people unlike him/herself.

Recruiting and Hiring

- The most striking finding of the 2010 employer survey regarding recruiting practices is the irrelevance of campus recruiting: 65% of all businesses and 74% of small businesses do not recruit on university campuses.
- Among firms that do recruit on campus, career centers remain the most important point of contact. Career services office job boards were the most commonly used method of recruiting on campuses. Career services offices are most utilized by large businesses.
- The most substantial change in recruiting practices since 2003 is the decline in the use of job boards. 30% of employers relied on at least one form of networking, and 9% of employers now network with potential job candidates through social media.
- Four in five employers would be likely or very likely to hire a UVU graduate.
- Supervisors believe both that having a degree in general and the specific course of study are moderately or very relevant to employment decisions about UVU graduates. However, supervisors see bachelor's degrees as substantially more relevant to employment decisions than associate's degrees.

METHODOLOGY

The 2010 Employer Survey was conducted in two parts: a general survey of employers statewide regarding recruiting and general perceptions of UVU's educational quality, and a survey of alumni's supervisors regarding the performance of individual alumni in the workplace. All respondents were contacted by telephone during June 2010.

The interview cohort for the general employer survey was drawn from two sources: the 2008 and 2009 alumni surveys and the Department of Workforce Services FirmFind database

(<https://jobseeker.dws.state.ut.us/jsp/firmfind/welcome.do>; accessed April 5, 2010). The DWS database listed 4,286 employers with at least 50 employees. However, contact information for these employers was often inaccurate or led to human resources consulting firms rather than the employer itself. Where these could be easily identified, such employers were excluded from the interview cohort; as there was no particularly strong relationship between exclusion and the employer attributes listed in the DWS database it is not believed that this introduced a substantial sample bias. A total of 2,512 employers were drawn from the DWS database. To this were added 1,048 employers that alumni had stated that they currently worked for and provided sufficient identifying information (generally, name and city) to contact on the 2008 and 2009 alumni surveys. Of these 3,560 employers in the interview cohort, surveys were completed by 1,087. The margin of error for this group is 3.0%.

Data from the general employer survey was also analyzed by employer size subgroups. The sample included 580 small businesses (defined as those with fewer than 100 employees) and 484 large businesses; 23 employers declined to provide data regarding the number of employees. The margins of error for these groups are 4.1% and 4.5%, respectively.

Callers for the general survey were instructed to ask for the person who makes hiring decisions at the company. This resulted in contacts with respondents in several different roles within an organization. Approximately 10% of respondents were the owner, president, or chief executive officer, 36% were in human resources, 24% were managers, and 28% held other positions. Two percent of respondents declined to identify their position. Comparison of types of respondents on selected

variables shows no statistically significant differences in perception of educational quality, but some differences in recruiting practices. Those differences remained significant when controlling for the size of the firm and are discussed below.

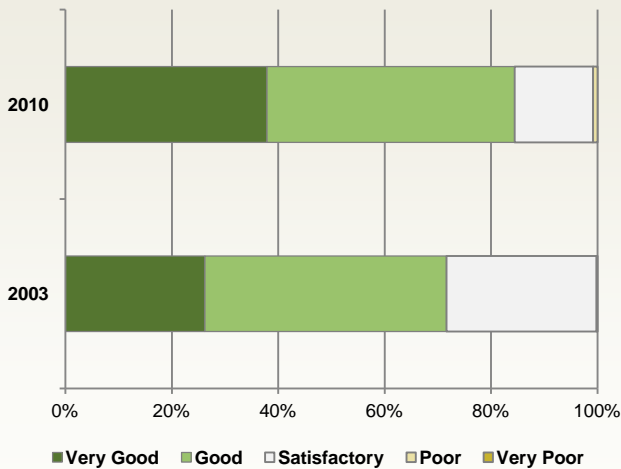
The interview cohort for the alumni supervisor survey was drawn from responses to the 2008 and 2009 alumni surveys. The population for this study is considered to be all employed graduates from the 2006-2007 and 2007-2008 graduating classes. Based on employment status information from the 2008 and 2009 alumni surveys and the number of graduates for those years, the population is estimated at 5,287 graduates. Employed alumni provided both permission to contact their current supervisors and adequate contact information for them (either a first name and phone number or a full name and company) for 730 supervisors; 94 supervisors working for other universities were excluded because of conflict of interest concerns. Of this cohort of 636 respondents, 221 completed the survey. But because participants were pre-selected from this population by the graduates themselves before being contacted by IRI, randomness is not assured and sample biases may be present. The margin of error for this group was 6.6%.

Open-response questions for both surveys were coded and analyzed using SPSS Text Analysis for Surveys. Multiple themes within a single response were permitted and coded on all questions.

EMPLOYERS' PERCEPTION OF UVU

The perception of UVU overall is based on interviews from the general employer survey. Employers view UVU as a strong academic institution. No employers considered UVU's overall quality of education as very poor, and only six (0.8%) considered it less than satisfactory. Eighty-five percent consider UVU's quality to be good or very good, an increase of 13 percentage points over the previous employer survey in 2003. There were no significant differences between large and small businesses, and no systematic differences with regard to economic outlook from which conclusions can be drawn.

Figure 1: Overall Evaluation of Educational Quality, 2003 and 2010



UVU also performs well in comparison to other institutions in Utah. Employers were asked to rate other institutions in comparison to UVU on a scale of one to seven with UVU at four; ratings above four indicate a perception that the compared institution is seen as better than UVU, while ratings below four indicate that UVU is seen as better than the compared institution.

Despite five years of substantial change at UVU, the rankings are virtually identical to those of the 2003 survey. Employers see UVU as roughly equal to Southern Utah University (3.92) and Weber State University (4.23). A majority of respondents believed that UVU's educational quality was approximately equal (rated 3, 4, or 5) to these institutions (56% and 55% respectively).

Only Brigham Young University (5.29), the University of Utah (5.27), Utah State University (4.71) and Westminster College (4.53) are seen as distinctly better than UVU. Majorities of respondents rated BYU (70%) and the University of Utah (69%) as better than UVU, and as many respondents saw Utah State as approximately equal to UVU as saw it as better (47%). Opinion was exceptionally polarized regarding the comparison with Westminster College; slightly less than half see it as distinctly better than UVU, but one in five saw UVU as the better institution. There was a very slight decline in the number of respondents that considered UVU equal to or better than comparable institution in all cases, but this is attributable entirely to a slight change in survey methodology.

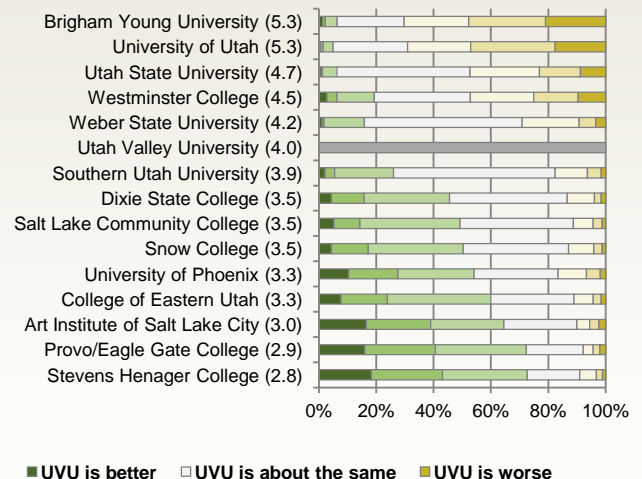
Some of the greatest gaps are seen in comparison with proprietary institutions, which were not included in the

2003 survey. Institutions such as the University of Phoenix (3.33), the Art Institute of Salt Lake City (2.98), Provo College/Eagle Gate College (2.85), and Stevens-Henegger College (2.79) generally compared least favorably to UVU. Proprietary schools were considered inferior to all public and private/non-profit institutions with the exception of the College of Eastern Utah, which was seen as virtually equal to the University of Phoenix. A majority of employers see UVU as superior to the University of Phoenix and at least two-thirds see it as superior to the other proprietary institutions.

Interestingly, firms that are expecting declines in employment or business activity were more likely to show statistically significant differences in their evaluations of other institutions. The most consistent differences came with regard to UVU's closest competitors and to proprietary institutions. Businesses expecting a decline in business activity rated WSU (4.36), SUU (4.42), Salt Lake Community College (4.08), and Snow College (3.91) substantially higher than employers did in general; the difference is consistent with but more pronounced than that for businesses expecting a decline in employment. Those expecting a decline in employment hold an especially dim view of proprietary institutions compared to UVU, rating the University of Phoenix (3.2), AiSLC (2.10), Provo College/Eagle Gate College (2.48), and Stevens-Henegger College (2.39) much lower than other employers.

UVU's repertoire of programs does an outstanding job of addressing the needs of Utah employers, but there is room for improvement. Employers suggested a very wide range of degrees that UVU should offer. But 83% of

Figure 2: Comparison of Educational Quality (7-point scale; mean score in parentheses)



suggested associate's degree programs, 81% of suggested bachelor's degree programs, and 68% of suggested graduate programs are currently offered by the university.

In 2003, IRI concluded that this indicated a lack of awareness of the degrees offered by UVU. While the 2010 survey data is consistent with the 2003 data, reevaluation of data from both surveys suggests reinterpreting the conclusion of the 2003 survey. Both surveys asked participants, "Are there any specific degrees you believe that UVU should offer," specifying degree levels in two (2003) or three (2010) otherwise identical questions. The question is not limited to degrees not offered. In addition, many respondents suggested degrees in fields that are offered by nearly every university: 62% believed UVU should offer bachelor's degrees in business, management, or marketing; 36% suggested science. It is thus most likely that respondents are offering general statements about degrees that would be useful regardless of their awareness of UVU's offerings, and not suggestions specifically for additional degrees.

In this light, the high number of degrees already offered sheds little light on awareness of UVU's programs but much on whether the degrees offered by the institution match the needs of the state's employers. That more than four-fifths of employers believe that UVU should offer the undergraduate degrees that it does is a strong vote of confidence.

This is not to say, however, that there are no degrees that employers would like UVU to add. Forty-two percent of employers identified at least one associate's degree that UVU does not currently offer, and 45% suggested at least one bachelor's degree. Engineering (16%) was by

far the most commonly suggested additional bachelor's degree, with medicine (10%) and human resources (8%) also common. That engineering programs were the most commonly suggested programs was consistent with the 2003 survey. There was greater diversity with regard to additional associate's degree programs; nursing was the most commonly suggested associate's degree program (8%), followed closely by marketing (8%) and health care (7%).

Employers were nearly as likely to suggest a graduate program that UVU does not offer (60%) as they were to suggest one that UVU does. Engineering was again the most popular (15%). But there is substantial demand for graduate programs in medicine (14%), science (12%), and human resources (11%).

EMPLOYERS' PERCEPTION OF GRADUATES' JOB PERFORMANCE

Employers' perceptions of UVU graduates' job performance was studied through the Graduate Supervisor Survey. Supervisors of UVU alumni are exceptionally satisfied with UVU graduates. Supervisors evaluated the alumni working for them on 14 areas of knowledge, skills, and abilities using a seven-point scale. A value of one indicated that their skills were inadequate; four indicated that their skills are adequate for their responsibilities, and seven indicated ideal skills.

The mean evaluation of all alumni across all skills was 5.9, indicating skills that are well above the basic requirements of graduates' positions. Only 3.2% of supervisors rated the graduate working for them as generally inadequate (giving a mean score of less than 3.5), and 29% saw skills that were ideal across the board (giving a mean score of more than 6.5). Only two supervisors said that the graduates working for them had knowledge, skills, and abilities that were not adequate for the position on a separate dichotomous question.

Supervisors also rated the same areas in importance, with a score of one indicating that the area was irrelevant to the graduate's responsibilities, four indicating that it is helpful but not essential, and seven indicating that it was essential. The average rating of all areas was 5.94, and 27% averaged in the essential range (above 6.5) across all areas. This suggests that, while employers do have some priorities with regard to knowledge, skills, and abilities they are nonetheless

Figure 3: Employers' Most Preferred Degrees

Associate's	Bachelor's	Graduate
Business 258/23.7%	Business 337/31%	Business 296/27.2%
Digital Media 140/12.9%	Science 213/19.6%	Medical* 73/6.7%
Medical* 83/7.6%	Computer 117/10.8%	Accounting 68/6.3%
Social Science 78/7.2%	Trades 88/8.1%	Engineering* 68/6.3%
Engineering* 51/4.7%	Engineering* 74/6.8%	Science* 53/4.9%

* Includes some recommended degrees not currently offered by UVU.

seeking well-rounded employees who are strong even in areas not strictly essential to their jobs.

Evaluation of specific knowledge, skills, and abilities was also uniformly high, and the pattern of strengths and weaknesses generally parallels that of the importance of these areas to employers. Supervisors gave a higher average rating to overall job knowledge and skills (6.20) than they did to any specific area. Graduates also rated exceptionally high in oral communication (6.19), critical thinking and problem solving (6.16), and essential functional skills required for their position (6.12). Supervisors' highest priorities are in oral communication (6.47) and critical thinking and problem solving (6.42); nearly two-thirds of supervisors considered these areas essential to a graduate's responsibilities.

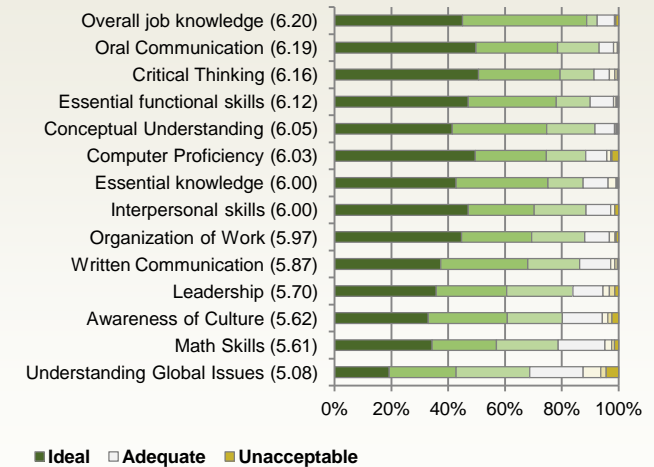
The weakest areas among graduates are in social and cultural knowledge. The lowest rated area is understanding of global issues. Mean rating here was only 5.08. Less than 20% of graduates were rated ideal, and 13% were considered inadequate. Graduates are also considered weak in math skills (mean rating 5.61, 34% ideal, 5% inadequate), awareness of cultural differences (5.62, 33% ideal, 6% inadequate), and leadership (5.70, 36% ideal, 6% inadequate).

However, these areas were also less important area to graduates' current responsibilities. Understanding of global issues was the least important, with a mean score of just 4.69. More supervisors considered this of little relevance (19% rating it 3 or less) than essential (14%). Math skills (5.23, 11% low relevance) and awareness of cultural differences (5.28, 11%) were also seen as substantially less important than other areas.

It is possible that this is an artifact of the survey process, as supervisors evaluate graduates more critically in areas of higher priority and less so in areas that are less important. But it is also possible that this reflects a noticeable gap between the priorities of the institution and those who employ its graduates. This should not be entirely surprising to the extent that this gap reflects UVU's efforts to incorporate the expectations of other stakeholders in its priorities.

After adjusting for scale differences, evaluations of graduates' skills fell somewhat from 2003 to 2010. Mean evaluation of all areas fell by 0.22 points, and fell in all comparable areas except critical thinking and problem solving and oral communication. The greatest declines were in math skills (0.49 points), computer proficiency (0.23 points) and written communication (0.21 points).

Figure 4: Job Performance Indicators (7-point scale; mean score in parentheses)



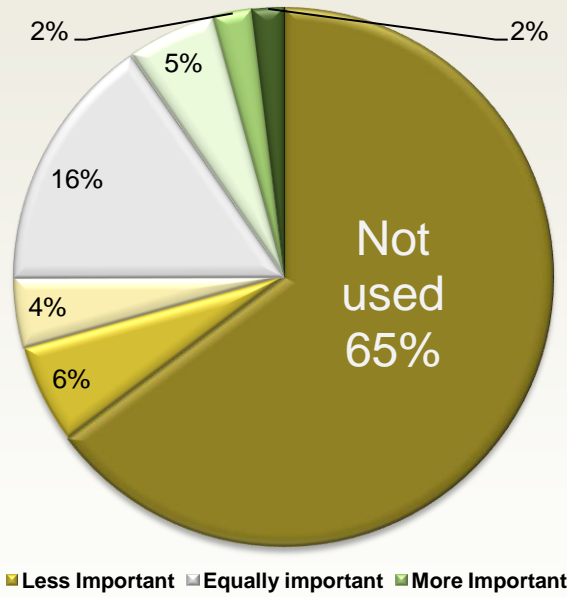
Computer skills fell most dramatically compared to others, going from the strongest skill of graduates to a middling sixth strongest. Critical thinking skills showed very slight growth (0.07 points), but against a backdrop of declines this gain moved it from third worst to third best. The same was true of oral communication, where a slight gain moved it from seventh best to second. It is not clear how much of this reflects substantive changes in supervisors' views and how much is due to changes in scales used.

General satisfaction with graduates extends to work habits as well. Rated on a scale ranging from very unsatisfied (1) to very satisfied (5), the mean rating of graduates' work habits was 4.48. Only 1.4% of supervisors were dissatisfied on the whole, and 97% were satisfied overall. There was relatively little variation across the 10 work habits addressed in the survey. Graduates were strongest in ethical behavior (mean score 4.64) and willingness to learn (4.6) and weakest in entrepreneurial and innovative behavior (4.22 with only 84% satisfied) and ability to work with people unlike him/herself (4.38). Differences between the 2010 and 2003 surveys were trivial in this area.

RECRUITING AND HIRING GRADUATES

Both the General Employer Survey and the Graduate Supervisor Survey addressed recruiting and hiring practices. The most striking finding of the 2010 General Employer Survey regarding recruiting practices is the irrelevance of campus recruiting: 65% of all businesses and 74% of small businesses do not recruit on university campuses. Even among large firms, the majority do not

Figure 5: Importance of On-Campus Recruiting (7-point scale)



recruit on campus. Those firms that do recruit on campus, however, generally see it as an important recruiting strategy, with 25% of employers reporting that it is equally important as or more important than recruiting among the general public. Less than 5% of employers see on-campus recruiting as more important, and only 20 said it was used exclusively.

Employers do use a wide range of methods when recruiting on campus. Campus career centers remain the most important point of contact. Career services office job boards were the most commonly used method of recruiting on campuses (81%); a majority of employers also used contacts with career centers (65%) and on-campus career fairs (63%). Networking is also a common method, especially through current students (61%); alumni and professors are equally likely candidates for network recruiting (44% and 43% respectively).

Employers have changed their recruiting practices significantly since the 2003 survey. The most substantial change is the decline in the use of job boards. In 2003, 40% of employers (including those who do not recruit on campus) posted advertisements on campus job boards; that fell to only 29% in 2010. Advertising in campus newspapers, which was used by only 18% of employers in 2003, fell to a mere 7% in 2010. But 30% relied on at least one form of networking, a category not included in the 2003 survey. Nine percent of employers now network with potential job candidates through social media.

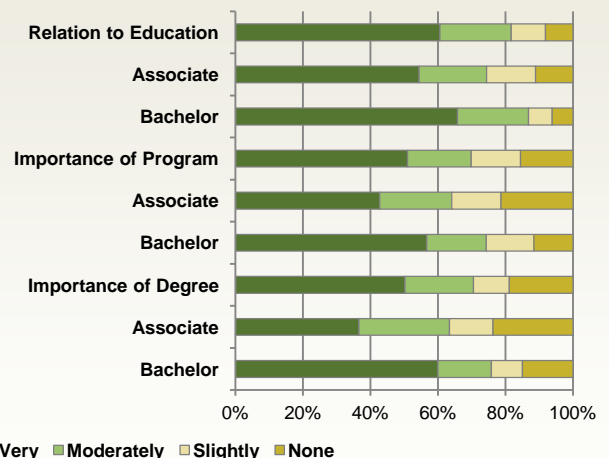
There are very substantial differences between small and large businesses in their recruiting practices. Career services offices are most utilized by large businesses. While 75% of large businesses who recruit on campus used career fairs, only 44% of small businesses did; 71% of large businesses but only 58% of small businesses used contacts with career centers. Large businesses were also more likely to use more recruiting methods than small businesses.

Only two institutions in the state attracted the attention of a majority of employers who do any on-campus recruiting: the University of Utah (61%) and BYU (58%). Slightly less than half of all employers statewide who recruit on campuses recruited through USU and UVU. Location seems to have had an influence on the remaining institutions, with employers more likely to recruit from those in the Wasatch Front than elsewhere.

Small employers are more selective about the campuses on which they recruit. There was a difference of nearly 17 percentage points between the percentage of large and small employers that recruit on the University of Utah campus and nearly 20 points for USU. But the difference was barely four points for BYU and UVU. Large employers, not surprisingly, recruited at more institutions on average (4.85, compared to 3.2 for small businesses.) Small businesses were exceptionally unlikely to recruit from two-year institutions outside of the Wasatch Front, or from proprietary institutions.

The generally positive perception of UVU works to the benefit of UVU's graduates. Given their perceptions of UVU, four in five employers would be likely or very likely to hire a UVU graduate. Only six said that they would be unlikely or very unlikely to do so. Again, there were no significant and systematic differences across business

Figure 6: Relevance of Education by Degree Level



size or economic outlook.

The findings of the Graduate Supervisor Survey are quite consistent with this. Education is a critical factor in supervisors' employment decisions about graduates. Eighty-two percent of supervisors reported that the graduates' responsibilities are very related or moderately related to the graduates' education. Approximately 70% of supervisors believe both that having a degree in general and the specific course of study are moderately or very relevant to employment decisions about UVU graduates; only 19% of supervisors thought having a degree was irrelevant and 16% thought that the course of study was irrelevant.

However, there is a substantial difference in supervisors' attitudes toward bachelor's degrees and associate's degrees. While two-thirds of those with bachelor's degrees were in jobs that were very related to their education, only 54% of those with associate's degrees were. Three quarters of those supervising graduates with bachelor's degrees said that the course of study and having a degree in general were moderately or very related to employment decisions. Among those supervising graduates with associate's degrees, only two-thirds did. Nearly twice as many supervisors considered associate's degrees in a specific course of study irrelevant, and those supervising associate's degree graduates were 58% more likely to say that having a degree in general was irrelevant.

DATA TABLES

General Employer Survey

Table 1: Assessment of UVU Educational Quality

	Very Good	Good	Satisfactory	Poor	Very Poor
Overall Quality	278/37.9%	342/46.6%	108/14.7%	6/0.8%	0/0%
Willing to Hire Graduates	Very likely	Likely	Neutral	Unlikely	Very unlikely
Comparison of Educational Quality	341/40.7%	333/39.8%	157/18.8%	4/0.5%	2/0.2%
	Mean	Below UVU	Equal to UVU	Above UVU	
Brigham Young University	5.3	42/6.4%	153/23.4%	460/70.2%	
University of Utah	5.3	32/4.9%	170/26%	451/69.1%	
Utah State University	4.7	40/6.2%	298/46.5%	303/47.3%	
Westminster College	4.5	111/19.3%	192/33.4%	271/47.2%	
Weber State University	4.2	96/15.9%	333/55%	176/29.1%	
Southern Utah University	3.9	157/26.1%	339/56.3%	106/17.6%	
Dixie State College	3.5	262/45.6%	236/41%	77/13.4%	
Salt Lake Community College	3.5	299/49.3%	240/39.5%	68/11.2%	
Snow College	3.5	295/50.3%	215/36.7%	76/13%	
University of Phoenix	3.3	316/54.1%	171/29.3%	97/16.6%	
College of Eastern Utah	3.3	309/60%	149/28.9%	57/11.1%	
Art Institute of Salt Lake City	3.0	257/64.6%	101/25.4%	40/10.1%	
Provo College/Eagle Gate College	2.9	372/72.4%	102/19.8%	40/7.8%	
Stevens Henager College	2.8	409/72.6%	103/18.3%	51/9.1%	

Table 2: Recruiting Practices

Importance of on campus recruiting compared to general public	
Not Used(1)	688/64.8%
Less Important (1-2)	751/70.7%
Equally Important (3-5)	266/25%
More Important (6-7)	45/4.2%
Recruiting Methods	
Posting positions on job boards through a career services office	308/80.6%
Networking through other employees	274/71.9%
Contacts through campus career centers	249/65.4%
On-campus career fairs	239/62.6%
Networking through current students	232/61.1%
Networking through alumni	169/44.6%
Networking through professors	163/42.8%
Posting positions on job boards through an alumni association	151/39.7%
On-campus interviews	128/33.5%
Networking through campus-affiliated groups on social networking websites	94/24.8%
Class presentations	84/22.1%
Advertising in the campus newspaper	73/19.3%
Posting positions using RockyJobs.org	20/5.3%
Other	88/23.2%
Recruiting Institutions	
University of Utah	223/61.1%
Brigham Young University	211/57.8%
Utah State University	181/49.6%
UVU	181/49.6%
Weber State University	132/36.5%
Salt Lake Community College	131/36.3%
Westminster College	95/26.7%
Southern Utah University	73/20.4%
University of Phoenix	61/17.1%
Steven Henager College	48/13.6%
Dixie State College	46/12.9%
Provo / Eagle Gate College	41/11.5%
Snow College	39/11%
College of Eastern Utah	36/10.1%
Art Institute of Salt Lake City	21/5.9%
Other	88/23.2%

Table 3: Employer Characteristics and Economic Outlook

	Less than 25	25-99	100-499	500 or more
Number of Employees	181/17%	399/37.5%	382/35.9%	102/9.6%
Position of Respondent	President, CEO, or Owner	Human Resources	Manager	Other
	109/10.2%	387/36.2%	265/24.8%	307/28.7%
Employment Outlook	Increase	Remain about the same	Decrease	
	391/37%	609/57.6%	58/5.5%	
Business Outlook	Increase	Remain about the same	Decrease	
	641/61.2%	381/36.4%	25/2.4%	

Graduate Supervisor Survey**Table 4: Graduates' Knowledge, Skills, and Abilities**

	Graduate Competence				Relevance to Responsibilities			
	Mean	Ideal	Adequate (4-7)	Inadequate(1-3)	Mean	Essential	High (4-7)	Low (1-3)
Written Communication	5.87	82/37.4%	213/97.3%	6/2.8%	5.96	97/44.3%	213/97.3%	6/2.8%
Oral Communication	6.19	109/49.8%	215/98.2%	4/1.9%	6.47	140/63.9%	218/99.6%	1/0.5%
Math Skills	5.61	71/34.3%	197/95.1%	10/4.8%	5.23	65/30%	193/89%	24/11%
Computer Proficiency	6.03	107/49.5%	207/95.8%	9/4.2%	6.03	101/46.3%	211/96.8%	7/3.2%
Critical Thinking and Problem Solving	6.16	111/50.7%	212/96.9%	7/3.2%	6.42	134/61.2%	217/99.1%	2/0.9%
Organization of Work	5.97	98/44.7%	212/96.8%	7/3.2%	6.23	112/51.1%	217/99%	2/1%
Leadership	5.70	78/35.8%	206/94.6%	12/5.5%	5.82	82/37.6%	209/95.9%	9/4.2%
Essential substantive knowledge	6.00	93/42.9%	209/96.4%	8/3.8%	6.14	103/47.2%	216/99%	2/1%
Essential functional skills	6.12	103/47%	215/98.2%	4/1.9%	6.21	110/50.5%	215/98.7%	3/1.4%
Interpersonal skills	6.00	103/47%	213/97.3%	6/2.8%	6.29	115/52.5%	218/99.6%	1/0.5%
Conceptual Understanding	6.05	90/41.5%	214/98.7%	3/1.5%	6.11	95/43.8%	216/99.6%	1/0.5%
Overall job knowledge and skills	6.20	96/43.8%	216/98.6%	3/1.4%	6.26	109/49.8%	217/99.1%	2/0.9%
Understanding of Global Issues	5.08	40/19.2%	182/87.6%	26/12.5%	4.69	31/14.4%	175/81.4%	40/18.6%
Awareness of Cultural Differences	5.62	70/33%	200/94.3%	12/5.7%	5.28	59/27.1%	194/89%	24/11%
Average	5.90	63/28.8%	212/95.9%	7/3.2%	5.94	59/26.9%	217/99.1%	2/0.9%

Table 5: Satisfaction with Graduates' Work Habits

	Mean	Satisfied	Not Satisfied
Willingness to learn	4.6	208/95.8%	5/2.3%
Application of knowledge to work situations	4.52	208/96.3%	3/1.4%
Ability to work as a team member	4.5	201/93%	6/2.8%
Acceptance of work responsibilities	4.47	201/92.6%	7/3.2%
Ethical behavior	4.64	204/94.5%	8/3.7%
Taking Initiative	4.41	193/89%	7/3.2%
Entrepreneurial and innovative behavior	4.22	177/83.9%	6/2.8%
High personal standards for work performance	4.49	201/93%	6/2.8%
Respect for others and their ideas	4.53	201/93.1%	4/1.9%
Ability to work with people unlike him/herself	4.38	194/89.8%	7/3.3%
Average	4.48	210/96.8%	3/1.4%

Table 6: Relevance of Education to Employment

	Very related	Moderately related	Slightly related	Not related
How related is this student's education or training to his/her current responsibilities?	126/60.6%	44/21.2%	21/10.1%	17/8.2%
	Very relevant	Moderately relevant	Slightly relevant	Not relevant
How relevant was this student's specific course of study in your employment decisions about this student?	105/51%	39/18.9%	30/14.6%	32/15.5%
How relevant was it that this student have a degree in general, in your employment decisions about this student?	109/50.2%	44/20.3%	23/10.6%	41/18.9%