



MHEC
MARYLAND HIGHER EDUCATION COMMISSION

2006 Community College Graduate and Employer Follow-Up Survey Report

March 2007

MARYLAND HIGHER EDUCATION COMMISSION
839 Bestgate Rd. • Suite 400 • Annapolis, MD 21401-3013

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The Maryland Higher Education Commission conducts a triennial follow-up survey of recent community college graduates and employers of occupational graduates in cooperation with the State's two-year campuses. This study provides information about the post-graduation employment and educational activities of community college students, their perceptions about the quality of their experiences at their institution and other outcomes-related matters including the perceptions of their employers. Results from the survey are included in each college's performance accountability report and in the Commission's Managing for Results submission.

This report contains a presentation of the results of the most recent survey (2005 community college graduates) and an analysis of trend data gleaned over 25 years.

Results of 2006 Community College Graduate Follow-Up Survey

The questionnaire was administered in spring 2006 to all 10,567 graduates who earned an associate degree or certificate from a Maryland community college during the 2004-2005 academic year. The ScanTron readable form was redesigned into a single-page instrument in effort to increase the overall response rates. Two copies of the survey were printed for each graduate in order to allow the colleges to conduct a follow-up mailing. Most schools also conducted a telephone campaign to increase the response rate. Overall, there were 672 questionnaires returned as undeliverable. Of the remainder, responses were received from 2,952 graduates, for a statewide return rate of 30 percent.

Table 1. Community College Graduate Follow-up Survey Response Rate

Institution	Adjusted Sample Size	Responses	Response Rate
Allegany College of Maryland	628	211	36%
Anne Arundel Community College	1,329	398	32%
Baltimore City Community College	612	129	23%
Carroll Community College	355	111	32%
Cecil Community College	136	38	31%
College of Southern Maryland	715	207	31%
Community College of Baltimore County	1,747	485	30%
Chesapeake College	217	86	40%
Frederick Community College	532	164	32%
Garrett College	106	29	30%
Hagerstown Community College	473	153	34%
Harford Community College	518	147	30%
Howard Community College	472	147	33%
Montgomery College	1,611	319	21%
Prince George's Community College	758	217	32%
Wor-Wic Community College	358	111	32%
Statewide Total	10,567	2,952	30%

Principal author: Pat Pscherer

Characteristics of Survey Participants

Women accounted for close to three-fourths (72 percent) of all respondents. Racially, minorities (African-Americans, Native Americans, Hispanics and Asians) represented 27 percent. Respondents who were conferred an Associate degree in fiscal year 2005 accounted for 88 percent of survey respondents. While the survey respondents were generally demographically representative of the 2005 Maryland community college graduates as a whole, women were somewhat over-represented in the survey responses while minorities and certificate earners tended to be somewhat under-represented.

**Table 2. Demographic Distribution Comparison:
2006 Survey Respondents vs. All 2005 Graduates**

	Survey Respondents	All Graduates*
Gender		
Men	28.0%	34.3%
Women	72.0%	65.7%
Race		
Minority	26.9%	31.1%
Non-minority	73.1%	68.9%
Highest Degree Earned		
Certificate	12.1%	19.4%
Associate	87.9%	80.6%

*source: MHEC Trends in Degrees and Certificates by Race and Gender, April 2006

Twenty-seven percent of the respondents were general studies transfer majors, 21 percent health technologies majors, 12 percent business technologies students, and 10 percent arts and sciences transfer students. These four majors were also the most prevalent major areas of study in the previous survey in 2003

The Community College Experience

Statewide, the Maryland community college experience was overwhelmingly positive for the 2005 graduates. Nine out of ten respondents rated their overall experience at a Maryland community college as either “Very Good” or “Good”. Only one percent rated their community college experience negatively.

Figure 1. Graduate Rating of Their Overall Community College Experience

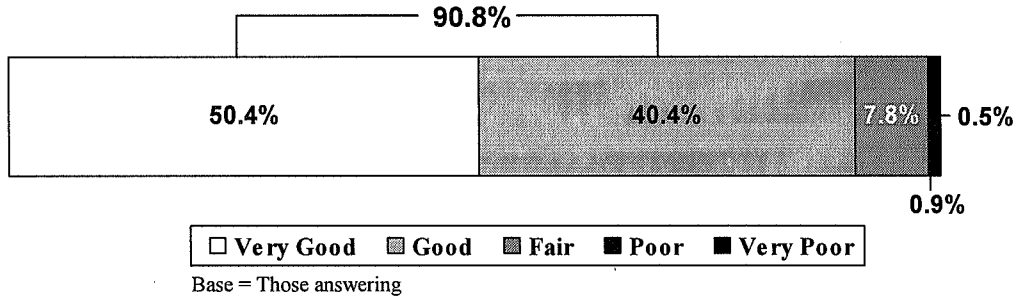


Table 3. Graduate Rating of Overall Community College Experience: Percent Rating “Very Good” or “Good”, by Institution

Institution	Percent Good/ Very Good
Wor-Wic	98.2%
Anne Arundel	97.2%
Howard	95.9%
Frederick	95.1%
Montgomery	94.7%
Carroll	94.4%
Chesapeake	92.9%
Cecil	92.3%
Prince George's	92.1%
Harford	91.2%
Allegany	90.0%
Garrett	89.7%
Hagerstown	88.1%
Coll. of Southern MD	85.9%
Comm. Coll. of Balt. Co.	83.3%
Balt. City Comm. Coll.	76.8%

Base = Those answering

Throughout the years, Maryland’s community colleges have continually received high marks from their graduates. The percentage of graduates who expressed satisfaction with the quality of their college or rated it as “Very Good” or “Good” has been 87 percent or higher in each of the surveys, and it exceeded 90 percent in the past two studies (Table 4).

Table 4. Percent of Graduates Rating Overall Quality of Community College Experience Highly

Year	Percent Good/Very Good
<i>“satisfied or extremely satisfied with quality of college”</i>	
1980	97.1 %
1982	98.0 %
1984	97.6 %
<i>“overall quality of college good or very good”</i>	
1986	91.0 %
1988	89.4 %
1990	89.8 %
1992	88.9 %
1994	87.7 %
1996	87.9 %
1998	87.4 %
2000	88.1 %
2002	91.4 %
2005	90.8 %

Base = Those answering

Graduation Goal Attainment

When asked if their most important goal had been achieved by the time they graduated from their community college, 94 percent answered in the affirmative. Almost half (48 percent) reported that their most important goal had been *completely* fulfilled.

Post-Graduation Activity

One year after graduation from a Maryland community college, the majority (58.1 percent) of the respondents were working full-time. An additional 21.6 percent of the survey respondents were working part-time. Four percent were unemployed and seeking a job. Men and women reported full-time employment at very similar rates (men: 57.7 percent, women: 58.2 percent) while minority graduates reported full-time employment slightly more frequently than non-minorities (minority: 60.3 percent, non-minority: 57.3 percent). In terms of unemployment, men reported a higher rate (4.5 percent) than their female counterparts (3.7 percent) while minorities were twice as likely to be unemployed one year after graduation (minority: 6.3%, non-minority: 3.1 percent).

Many 2005 graduates had re-enrolled at post-secondary education institutions. Twenty-nine percent of the survey respondents reported being back in school full-time one year after graduation. Thirteen percent reported being a part-time student. Men were more likely than women to be enrolled full-time (men: 33.9 percent, women: 27.2), while minority graduates were somewhat less likely to have re-entered the classroom full-time (minority: 26.2 percent, non-minority: 30.1 percent).

Table 5 presents the employment and education status of survey respondents one year after graduation. The percentages in each column exceed 100 percent as graduates could fit into multiple categories.

Table 5. Employment/Educational Status of Respondents One Year After Graduation

Work/Education Status	Total	Gender		Race	
		Men	Women	Minority	Non-Minority
Employed full time	58.1%	57.7%	58.2%	60.3%	57.3%
Employed part time	21.6%	18.4%	22.8%	18.1%	22.8%
Full time student	29.1%	33.9%	27.2%	26.2%	30.1%
Part time student	13.0%	13.1%	12.9%	15.4%	11.9%
Full time homemaker	3.9%	1.2%	4.9%	4.0%	3.9%
Unemployed, seeking job	4.0%	4.5%	3.7%	6.3%	3.1%
Unemployed, not seeking job	1.4%	1.6%	1.3%	1.3%	1.4%
Retired	1.2%	2.2%	0.8%	1.9%	0.9%

Base = Those answering
Multiple responses possible

The majority of graduates in each of the occupational fields held full-time employment, while most of those in each of the transfer programs were enrolled in college full-time and/or working full-time (Table 6).

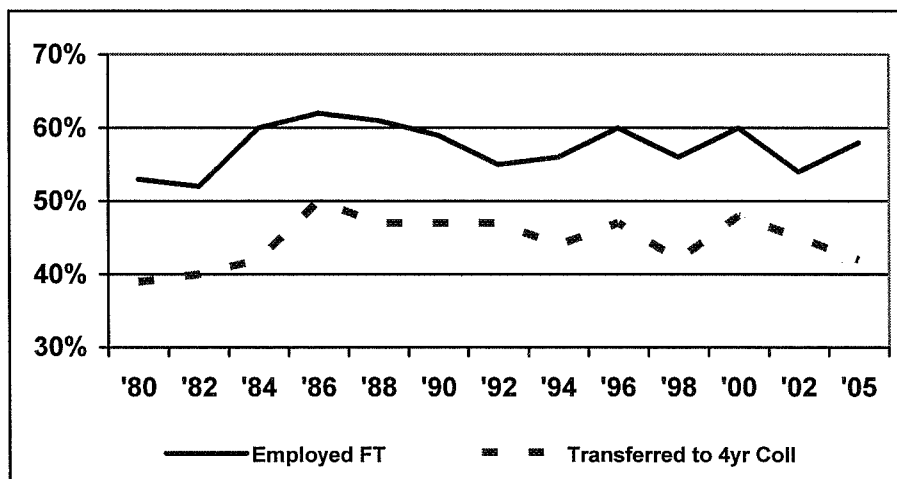
Table 6. Employment/Educational Status of Respondents, by Program

Program	Employed FT	Employed PT	FT Student	PT Student
<i>Transfer Programs</i>				
Arts and Sciences	27.7%	20.5%	35.3%	7.6%
Engineering	22.5%	22.5%	37.5%	10.0%
General Studies	30.3%	19.5%	30.8%	10.5%
Education	27.2%	21.9%	37.9%	7.1%
Business	38.1%	17.9%	28.6%	11.3%
Computer Info. Sci.	33.3%	11.1%	33.3%	7.4%
<i>Occupational Programs</i>				
Business Tech	52.0%	14.8%	13.4%	11.0%
Data Proc. Tech	57.1%	7.4%	10.8%	14.3%
Health Tech	67.1%	12.9%	5.9%	8.2%
Mech. Eng. Tech	61.5%	8.3%	11.5%	10.4%
Science Tech	55.9%	14.7%	20.6%	2.9%
Public Svc. Tech.	53.5%	13.1%	14.4%	10.4%

Base = Those answering
Multiple responses possible

The proportion of graduates who have transferred to four-year institutions versus those who have taken full-time employment has varied. In 1980, 38.6 percent were enrolled in a transfer college or institution. This rose to a high of 50 percent in 1986, and then dropped slightly in subsequent years. The percent employed full-time has ranged between 52.2 and 62.2 during the past two decades.

Figure 2. Employment/Educational Status of Graduates



Transfer to a Four-Year Institution

When asked to rate how well their community college prepared them for transfer, more than eight out of ten respondents who had transferred to a four-year college or university since graduation replied that the preparation that they received was either “Very Good” or “Good” (Figure 3). Women and men reported being equally well prepared for transfer (men: 82.6 percent, women: 81.7 percent). Minorities rated the community colleges slightly higher than non-minorities (minority: 85.8, non-minority: 80.7).

Figure 3. Respondent Rating of Community College Transfer Preparation

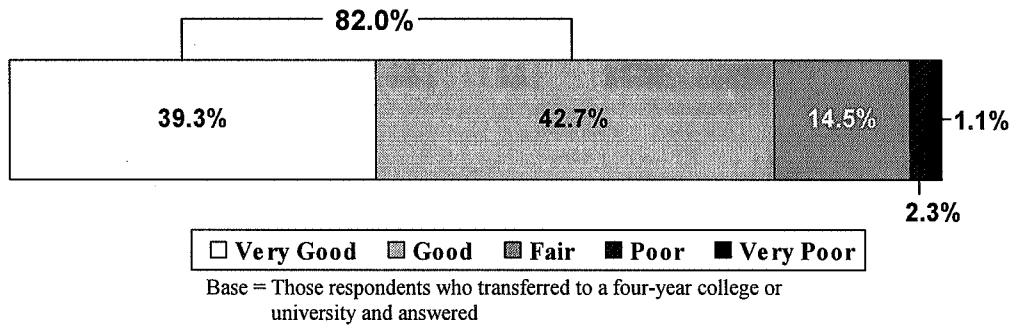


Table 7. Respondent Rating of Community College Transfer Preparation: Percent Rating “Very Good” or “Good”, by Institution

Institution	Percent Good/ Very Good
Frederick	93.6%
Wor-Wic	91.1%
Howard	90.9%
Montgomery	89.9%
Anne Arundel	87.6%
Chesapeake	86.8%
Cecil	86.7%
Hagerstown	86.4%
Prince George's	84.1%
Coll. Of Southern MD	81.6%
Carroll	79.0%
Balt. City Comm. Coll.	77.3%
Harford	74.0%
Allegany	72.9%
Garrett	68.8%
Comm. Coll. of Balt. Co.	68.3%

Base = Those respondents who transferred to a four-year college or university and answered

Over the years, a strong majority of the community college graduates who transferred to four-year colleges or universities have been pleased with their preparation for transfer (Table 8). More than three-quarters of the graduates in each of the surveys rated their transfer preparation as “Very Good” or “Good” or expressed satisfaction with it. For the second survey in a row, that rate has exceeded 80 percent.

Table 8. Percent of Transfer Students Rating Transfer Preparation Highly

Year	Percent Good/Very Good
<i>“satisfied or extremely satisfied with transfer preparation”</i>	
1980	92.0%
1982	91.7%
1984	92.2%
<i>“transfer preparation good or very good”</i>	
1986	78.2%
1988	81.4%
1990	82.7%
1992	81.3%
1994	81.9%
1996	80.1%
1998	79.7%
2000	79.3%
2002	84.6%
2005	82.0%

Base = Those respondents who transferred to a four-year college or university and answered

Transferring respondents were also asked about the number of credits, if any, for which they earned at least a “C” grade but which were not accepted at the transfer institution. Nearly half (45 percent) of the responding students reported that they were able to transfer all of their community college credits, while an additional 30 percent lost between one and six credits of course work. More than a quarter of the students were unable to transfer 7 or more of the credits that they had earned at their community college. Seven percent reported not being able to transfer 20 or more credits worth of course work.

Community college transfer students have experienced much greater success in recent years in getting acceptance for the credits they earned at their two-year institution. The percentage of transfer students for whom all credits were accepted was considerably higher for 2002 and 2005 graduates than for those in 1996 and 1998. This finding reflects the outcome of the articulation efforts made by the State and the campuses (Table 9).

Table 9. Percent of Graduates Reporting how Credits Transferred

Year	All Credits Accepted	Lost 1-6 Credits	Lost Over 6 Credits
1996	12.8 %	47.3 %	39.9 %
1998	13.9 %	49.7 %	36.4 %
2000	16.4 %	46.8 %	36.8 %
2002	45.2 %	31.9%	22.9%
2005	45.2 %	30.0%	25.8%

Base = Respondents who transferred to a four-year college or university and answered

Graduates Currently Employed Full-time

Of those graduates who reported being employed full-time, 79.4 percent indicated that their job was in the same or a related field as their major. Women reported being more likely work in a field related to their community college major (81.4 percent vs. 74.2 percent for men) while minorities were slightly less likely (76.3 percent vs. 80.3 percent for non-minorities). Graduates who majored in Health Technologies, Business or Business Technologies, or Mechanical/Engineering Technologies were the most likely to have a job the same as or somewhat related to their field of study. An overwhelming majority (88.3 percent) of Health Technology graduates work in the same field full-time.

Table 10. Relation of Full-time Employment to Community College Major, by Program

Program	Same or Somewhat Related Field	Different Field
Health Tech	94.7%	5.3%
Business	92.4%	7.6%
Mech. Eng. Tech	86.2%	13.8%
Business Tech	84.1%	15.9%
Public Svc. Tech.	80.9%	19.1%
Science Tech	78.9%	21.1%
Computer Info. Sci.	77.8%	22.2%
Data Proc. Tech	71.6%	28.4%
Education	71.1%	28.9%
General Studies	61.7%	38.3%
Engineering	55.6%	44.4%
Arts and Sciences	54.0%	46.0%

Base = Respondents employed full-time and who answered

When asked to rate how well their community college prepared them for employment, more than eight of ten respondents who were employed full-time replied that the preparation that they received was either “Very Good” or “Good” (Figure 4). Women were more likely to report feeling well prepared for employment than men (women: 82.3 percent, men: 78.4 percent) and non-minorities rated their employment preparation slightly higher than minorities (non-minority: 82.0, minority: 79.2).

Figure 4. Respondent Rating of Community College Employment Preparation

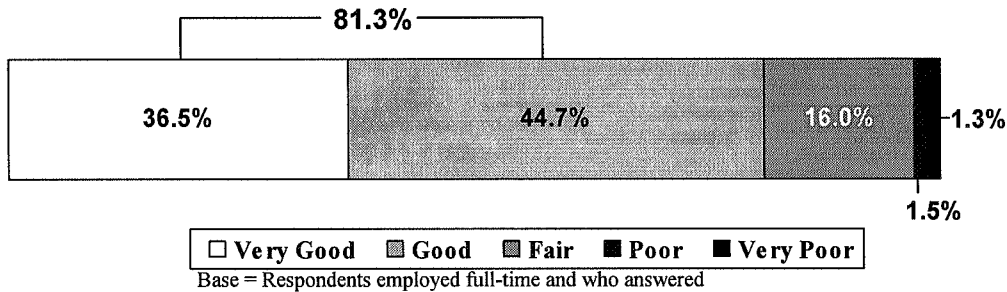


Table 11. Respondent Rating of Community College Employment Preparation: Percent Rating “Very Good” or “Good”, by Institution

Institution	Percent Good/ Very Good
Wor-Wic	92.0%
Cecil	91.3%
Garrett	88.9%
Hagerstown	87.0%
Montgomery	83.7%
Frederick	83.1%
Anne Arundel	82.1%
Howard	82.1%
Allegany	81.7%
Prince George's	80.2%
Chesapeake	80.0%
Coll. Of Southern MD	78.1%
Carroll	78.0%
Comm. Coll. of Balt. Co.	77.4%
Harford	76.4%
Balt. City Comm. Coll.	75.0%

Base = Respondents employed full-time and who answered

Consistently, a very high percentage of graduates have reported being pleased with their preparation for employment. The percentage that rated the quality of their job preparation as “Very Good” or “Good” has always exceeded 70 percent (Table 12). The percentage of 2005 graduates who gave high marks to their employment preparation was the greatest since the current wording of this survey question was adopted in 1986.

Table 12. Percent of Transfer Students Rating Employment Preparation Highly

Year	Percent Good/Very Good
<i>“satisfied or extremely satisfied with employment preparation”</i>	
1980	93.1%
1982	94.3%
1984	94.3%
<i>“employment preparation good or very good”</i>	
1986	78.9%
1988	77.9%
1990	80.0%
1992	78.0%
1994	77.2%
1996	75.1%
1998	74.6%
2000	73.9%
2002	76.5%
2005	81.3%

Base = Respondents employed full-time and who answered

Each year since 1980, at least 80 percent of community college graduates with full time employment one year after graduation held jobs in Maryland. Eight out of ten respondents to the survey of 2005 graduates who held full-time employment listed Maryland as the state in which they work. Neighboring jurisdictions (Washington D.C., Virginia, West Virginia, Delaware, Pennsylvania and New Jersey) accounted for an additional 15 percent while the remaining 4 percent worked outside of the immediate area.

Table 13. Percentage of Respondents Who Report Working Full-time in Maryland, by Institution

Institution	Percent Working in Maryland
Wor-Wic	97.5%
Chesapeake	96.5%
Balt. City Comm. Coll.	95.1%
Harford	93.6%
Comm. Coll. of Balt. Co.	90.0%
Carroll	89.8%
Frederick	87.5%
Anne Arundel	87.4%
Howard	82.9%
Montgomery	81.3%
Coll. Of Southern MD	78.8%
Garrett	76.9%
Hagerstown	71.8%
Cecil	60.0%
Allegany	50.8%
Prince George's	46.9%

Base = Respondents employed full-time and who answered

Results of 2006 Community College Graduate Employer Survey

A separate survey was sent to the employer of graduates in occupational programs to gauge their perception of the graduates' skills and the success of the community college in preparing that graduate for the workforce. Questionnaires were sent only to those employers whom the graduates granted the colleges permission to contact.

Surveys were mailed to 503 employers. Seven were returned as undeliverable. Of the 496 successfully posted surveys, 209 were completed and returned for a response rate of 42 percent.

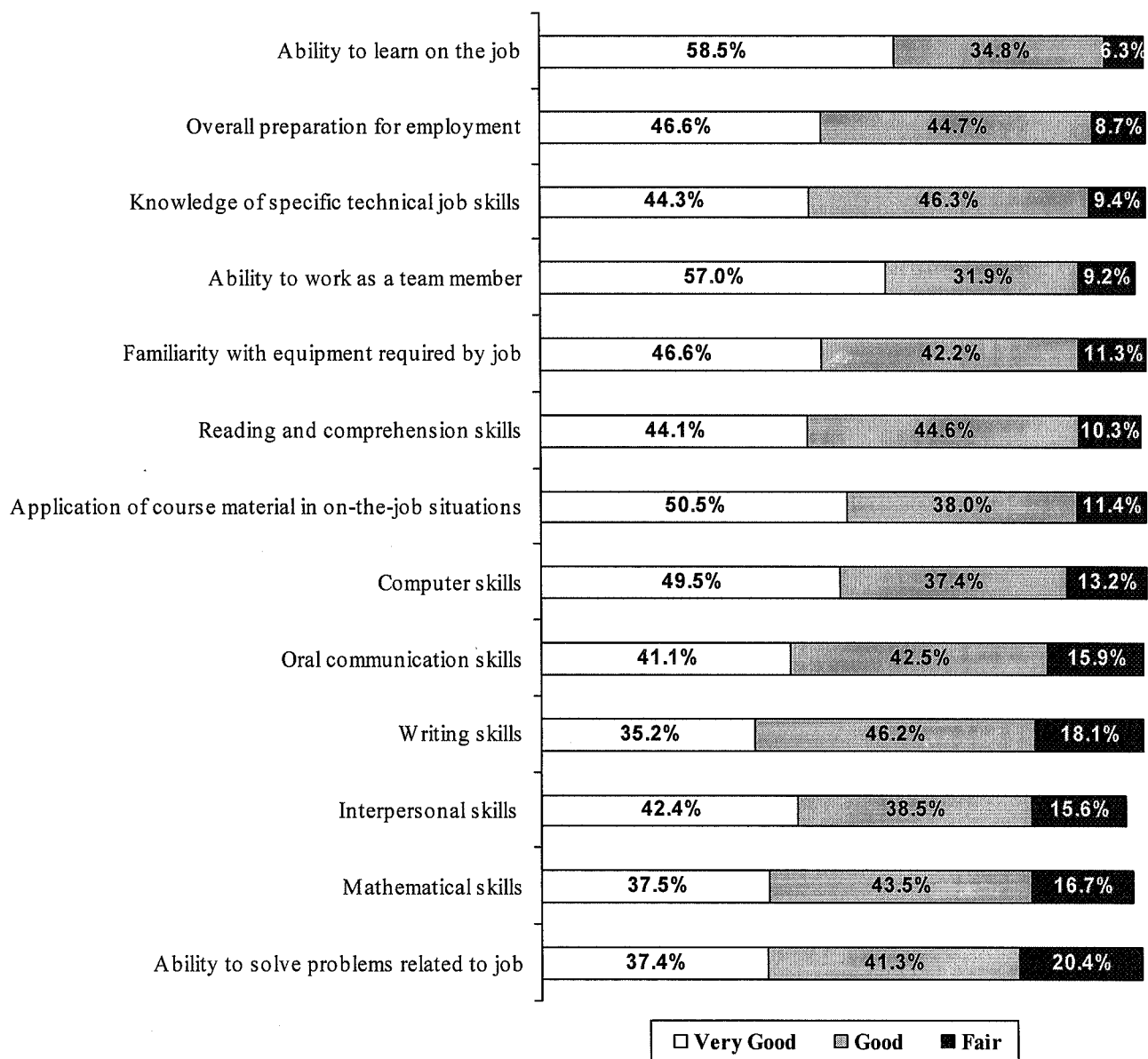
Major in Relation to the Job

Eighty-three percent of the employer respondents reported that the graduate's job was closely related to their degree program. An additional 13 percent reported that the graduate's job was somewhat related while only 4 percent responded that the graduate's job had no relation to their field of study.

Professional Skills

When employers were asked to rate the graduates on a series of skills, a very positive picture of the outcomes of Maryland community college programs was painted. Overwhelmingly, employers of Maryland community college graduates rated graduates as “Very Good” or “Good” in each skill. Figure 5 shows the percentage of “Very Good”, “Good” or “Fair” responses on a battery of thirteen professional skills upon which employers rated the graduates. Ratings of “Very Poor” or “Poor” were practically non-existent.

**Figure 5. Employer Ratings of Graduates on Professional Skills
“Very Good”, “Good” and “Fair”, by Skill**



The employers' ratings of graduates were high across fields of study (Table 14).

**Table 14. Employer Ratings of Graduates on Professional Skills
"Very Good"/"Good", by Skill, by Graduate Major**

Professional Skill	Business Technology	Health Technology	Public Service Technology
Knowledge of specific technical job skills	85.7%	95.2%	80.8%
Familiarity with equipment required by job	92.9%	88.2%	96.0%
Ability to learn on the job	96.4%	90.6%	96.4%
Writing skills	84.0%	85.5%	80.8%
Oral communication skills	78.6%	85.0%	89.3%
Reading and comprehension skills	92.6%	92.4%	81.5%
Mathematical skills	83.3%	84.6%	79.2%
Computer skills	96.0%	88.3%	78.3%
Ability to solve problems related to job	89.3%	79.4%	78.6%
Interpersonal skills	81.5%	82.5%	82.1%
Application of course material in on-the-job situations	100.0%	88.3%	95.7%
Ability to work as a team member	92.9%	86.7%	92.6%
Overall preparation for employment	85.7%	92.2%	92.9%

Note: This table excludes graduate majors for which there were less than 15 employer responses as this number is too small for valid analysis.

Importance of the Graduates' Program in the Decision to Hire

The employers were asked whether or not the graduate's course of study affected their hiring decision. Two-thirds of the employers reported that the graduate's major was of significant importance in making their employment decision. An additional 20 percent stated that the graduate's major was somewhat important in the hiring process. Table 15 shows a breakdown of the importance of the graduates' program in the employers' hiring decision-making.

Table 15. Importance of Graduate Program in Employment Decision, by Program

Program	Very Important	Somewhat Important	Little or No Importance
Business Technology	50.0%	35.7%	14.3%
Data Processing	33.3%	22.2%	44.4%
Health Technology	75.2%	19.2%	5.6%
Mechanical and Engineering Technology	54.5%	9.1%	36.4%
Science Technology	66.7%	33.3%	0.0%
Public Service Technology	63.0%	11.1%	25.9%
Overall	67.0%	20.2%	12.8%

Likelihood of Hiring Another Program Graduate

What is likely the greatest measure of satisfaction is whether or not the employer would hire another Maryland community college graduate from the same program. Almost 70 percent of the employer respondents reported that they would be “Very Likely” to hire additional graduates from the same program. The balance of employers replied that they were “Likely” to hire other graduates from the same program. There was only one employer respondent who replied that they were “Unlikely” to hire another graduate from the same program (Table 16).

Table 16. Likelihood of Hiring Another Graduate from this Program, by Program

Program	Very Likely	Likely	Unlikely
Business Technology	65.5%	34.5%	0.0%
Data Processing	33.3%	66.7%	0.0%
Health Technology	74.8%	24.4%	0.8%
Mechanical and Engineering Technology	50.0%	50.0%	0.0%
Science Technology	66.7%	33.3%	0.0%
Public Service Technology	67.9%	32.1%	0.0%
Overall	69.2%	30.3%	0.5%

Appendices

FOLLOW-UP SURVEY OF 2004 - 2005 Maryland Community College Graduates

Congratulations on your graduation from community college!
Please tell us about where you are now and your community college experience.

INCORRECT MARKS 

CORRECT MARK 



1. What is your current work/education status? (Mark all that apply)

- | | |
|-----------------------------------------------------------------------------------|--------------------------------------------------------|
| <input type="radio"/> Employed full time (35 or more hours per week) | <input type="radio"/> Full time homemaker |
| <input type="radio"/> Employed part time (fewer than 35 hours per week) | <input type="radio"/> Unemployed and seeking a job |
| <input type="radio"/> Full time student (12 or more credit hours per semester) | <input type="radio"/> Unemployed and not seeking a job |
| <input type="radio"/> Part time student (fewer than 12 credit hours per semester) | <input type="radio"/> Retired |

2. Was your most important goal achieved by the time you graduated from your community college?

- Completely Partly Not at all

3. Please rate your community college experience. Mark the response that most closely reflects your opinion.

- | | | | | | | |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Very Good | Good | Fair | Poor | Very Poor | No basis to judge |
| Overall quality of college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you did not transfer to a four-year college or university, please skip to question 6.

4. How well did the community college prepare you for transfer?

- | | | | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Very Good | Good | Fair | Poor | Very Poor | No basis to judge |
| Preparation was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5. How many credit hours with a "C" or better were NOT accepted by your transfer college/university?

- None 1-6 7-10 11-15 16-20 More than 20

If you are not employed, please skip the following questions.

6. How is your job related to your community college program?

- Same field Somewhat related field Different field

7. How well did your community college prepare you for employment?

- | | | | | | | |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Very Good | Good | Fair | Poor | Very Poor | No basis to judge |
| Preparation was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. Where is your job located?

- Maryland (county: _____) Neighboring State (DC, VA, WV, DE, PA, NJ) Elsewhere

9. You may contact my employer to ask about how well the college prepares students for employment.

- Yes No

Supervisor's name _____

Supervisor's title _____

Company name _____

Company mailing address _____

Company city, state, ZIP code _____

Company's phone number _____

**SURVEY of the EMPLOYERS of
2005 MARYLAND COMMUNITY COLLEGE GRADUATES**

This graduate has given the community college permission to contact you. The purpose of this survey is to help improve community college instructional programs. Survey data are used by the colleges and the Maryland Higher Education Commission to strengthen these programs. We need you, as an employer of one of our recent graduates, to tell us how well the graduate is performing on the job. Please evaluate how well this graduate was prepared by the community college for your job. All responses will be confidential and used only in summary statistical reports.

Employer Label

Student Label

A. Based upon your knowledge, is the employee's community college program related to his/her current job? (see program above.)

- 1. Yes, education closely matches job requirements
- 2. In somewhat related field, education covers most job requirements
- 3. No, in different field; education does not cover most entry job requirements
- 4. I don't know

B. In the areas listed below, please rate the preparation of this graduate as compared to other entering employees. Circle the number that most closely reflects your opinion.

	<u>Very Good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>	<u>Very Poor</u>	<u>No Basis to Judge</u>
1. Knowledge of specific technical job skills	5	4	3	2	1	0
2. Familiarity with equipment required by job	5	4	3	2	1	0
3. Ability to learn on the job	5	4	3	2	1	0
4. Writing skills	5	4	3	2	1	0
5. Oral communication skills	5	4	3	2	1	0
6. Reading and comprehension skills	5	4	3	2	1	0
7. Mathematical skills	5	4	3	2	1	0
8. Computer skills	5	4	3	2	1	0
9. Ability to solve problems related to job	5	4	3	2	1	0
10. Interpersonal skills	5	4	3	2	1	0
11. Application of course material in on-the-job situations	5	4	3	2	1	0
12. Ability to work as a team member	5	4	3	2	1	0
13. Overall preparation for employment	5	4	3	2	1	0

C. Was the graduate's specific program of study an important factor in your employment decision?

- 3. Very important
- 2. Moderately important
- 1. Of little or no importance

D. If appropriate positions are available, how likely would you be to hire another graduate from this program?

- 3. Very likely
- 2. Likely
- 1. Not likely

E. Please specify any additional skills or areas of knowledge that you feel a community college graduate should have in order to qualify for your jobs.

F. Please describe how this community college can better help you with the training of future employees.

G. Additional comments: _____

Supervisor completing this survey:

Company/Organization: _____

Address: _____

City _____ State _____ Zip Code _____

Name: (Optional) _____

Title: (Optional) _____

Thank you for completing this questionnaire.

Please return the survey in the enclosed pre-paid envelope.