

# **Hartnell College**

## **2002 Employer Survey Final Report**

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Institutional Research and Planning Office  
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**April 2004**



# **Hartnell College**

## **2002 Employer Survey Final Report**

**Conducted by:**  
**Institutional Research and Planning Office**

Christopher Myers, Director  
Andrea Preppernau, Institutional Research Analyst  
Kristy Wolter-Warmerdam, Institutional Research Analyst  
John Briggs, Institutional Research Technician  
Stephanie Betancourt, Institutional Research Assistant  
Mariana Polio, Student Assistant

**April 2004**



## **Hartnell College 2002 Employer Survey Final Report**

### **Executive Summary**

In fall 2002, the Hartnell College Institutional Research and Planning Office surveyed the employers of Hartnell College graduates who received an associates degree or certificate of completion during 2001-02. The purpose of this survey was to assess how well Hartnell College is preparing its graduates for the workforce, as well as to ascertain the knowledge, abilities, and skills that are important to employers. The results are intended to provide information that will assist Hartnell's instructional and student services staff to better prepare students for employment.

The employers who completed the 2002 Employer Survey appear to be satisfied with the quality of Hartnell graduates. Respondents generally rated the performance of general education and work knowledge or abilities of the Hartnell graduates positively. On average, these characteristics were rated as very good. The employers also rated Hartnell's graduates' ability to follow directions, attitude toward work, overall performance, working as a team member, applying knowledge/skills related to the job, ability to work independently, and quality of work as very good to excellent.

Employers valued quality of work, interpersonal/people skills, completing tasks in a timely manner, attitude toward work, and following directions as the most important work related skills or knowledge an employee could have.

Survey results also show that most employers believed their employee's Hartnell major directly related to their current position. On average, they believed that having an AA degree or certificate was a slightly to moderately important asset when hiring for the position.

Suggestions most often given for how Hartnell College can better prepare students included emphasizing a stronger work ethic and better communication skills.



## **Acknowledgments**

I would like to acknowledge the contributions of the many persons who provided the guidance, resources, and support that made this study possible. First, I would like to thank members of the advisory committee, who helped plan and implement this major research project. Team members include: Mr. Dan Bequette, Ms. Jane DiGirolamo, Ms. Mary Dominguez, Dr. Dan Ipson, Dr. Romero Jalomo, Ms. Cathy Noble, and Ms. Marylu Stenbit. I would also like to thank Dr. Ed Valeau, President/Superintendent, who provided support and resources for this study.

In addition, thanks go to the managers who critiqued the survey process and instrument, the employers who piloted the survey, and the employers who completed the questionnaires. Lastly, I would like to express my gratitude to the Institutional Research and Planning Staff, whose excellent work made this study and report possible. Ms. Andrea Preperneau coordinated questionnaire development, Ms. Kristy Wolter-Warmerdam conducted analyses and coordinated report development, Mr. John Briggs developed tables and graphs, Ms. Penny Betancourt assisted with the report development, and Ms. Mariana Polio assisted with clerical tasks.

Christopher J. Myers  
Project Director



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2002 Hartnell College Employer Survey	



# Hartnell College

## 2002 Employer Survey Final Report

In fall 2002, the Hartnell College Institutional Research and Planning Office surveyed the employers of Hartnell College graduates who received an associates degree or certificate of completion during 2001-02. The purpose of this survey was to assess how well Hartnell College is preparing its graduates for the workforce, as well as to ascertain the knowledge, abilities, and skills that are important to employers. The results are intended to provide information that will assist Hartnell's instructional and student services staff to better prepare students for employment.

### Method

The Institutional Research and Planning Office developed the survey procedures and questionnaire in collaboration with an advisory committee composed of faculty and managers, and with the input from the Hartnell College management team. Respondents from the Hartnell College 2002 Graduate Survey volunteered information regarding their employers and provided the Institutional Research and Planning Office permission to contact them. The questionnaire contained both forced choice and open ended questions and was printed on a two-page, scannable form (see attachment).

Surveys were mailed to 66 employers of Hartnell College graduates. Later, a reminder letter and another questionnaire were mailed to employers who did not re-

turn the first questionnaire.

Response frequencies and average responses are reported for questions having quantitative ratings. Average responses among subgroups were also statistically compared using t-tests ( $p \leq .001$ ). Responses were considered to be significantly different from one another if the subgroup averages (1) were at least 0.5 point different (on a 5-point or 6-point scale) and (2) were statistically significantly different from one another. Responses to open-ended questions were categorized and summarized.

### Survey Results

#### Employee Characteristics

Completed questionnaires were returned by 49 (74%) of the graduates' employers who were surveyed. Table 1 and Graph 1a-c show characteristics of the graduates whose performance was assessed by employers completing the employer survey. Eighty-nine percent of these employees received an associate's degree and 11% earned a certificate of completion. Approximately nine-tenths of the graduates were women, 74% were Latino, and the majority of the survey graduates were in the 20-24 age group. The largest proportion (two-fifths) had attended Hartnell for more than 3 years. The primary educational goal at Hartnell of approximately half of the survey graduate was to transfer to a four-year college or university.

## Employer Survey

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<b>Table 1. Characteristics of Graduates Assessed by Employer</b>		
<b>Characteristic</b>	<b>N</b>	<b>%</b>
<b>Total</b>	49	100%
<b>Gender</b>		
Man	5	11%
Woman	41	89%
<b>Ethnicity</b>		
Asian American	2	4%
Filipino	4	9%
Latino	35	74%
White	5	11%
Other Minority	1	2%
<b>Age</b>		
Below 20	5	11%
20-24	20	43%
25-29	5	11%
30-39	9	19%
40-49	8	17%
<b>City of Residence</b>		
Gonzales	1	2%
Greenfield	4	9%
King City	3	6%
Prunedale	2	4%
Salinas	28	60%
Soledad	1	2%
Outside Hartnell District	8	17%

Note: Percentages may not sum to 100% due to rounding.

(Continued)

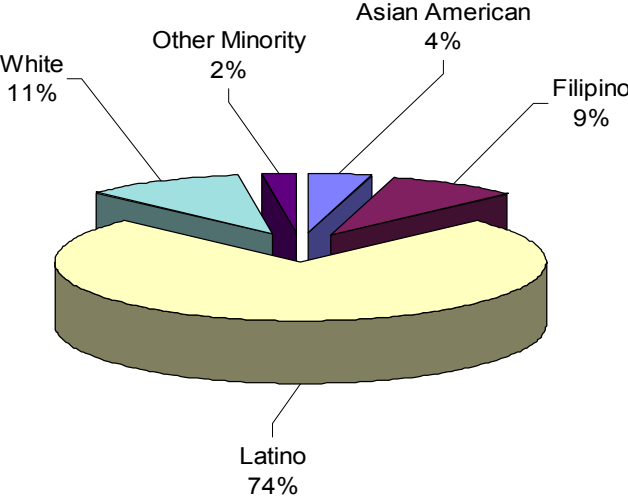
<b>Table 1. Characteristics of Graduates Assessed by Employer (Continued)</b>		
<b>Respondent Characteristic</b>	<b>N</b>	<b>%</b>
<b>Award Received</b>		
AA/AS degree	43	88%
Certificate	6	12%
<b>Years Attended Hartnell</b>		
1 ½ - 2	11	24%
2 ½ - 3	16	35%
More than 3	19	41%
<b>Primary Educational Goal</b>		
Transfer to a 4-year college or university	25	54%
Earn associate's degree	12	26%
Earn certificate of completion	5	11%
Prepare, advance or change career	4	9%
<b>Employment Field</b>		
Education	14	29%
Health, Sciences, Veterinary	11	22%
Administrative Assistant	8	16%
Sales, Banking	8	16%
Other	8	16%

Note: Percentages may not sum to 100% due to rounding.

# Employer Survey

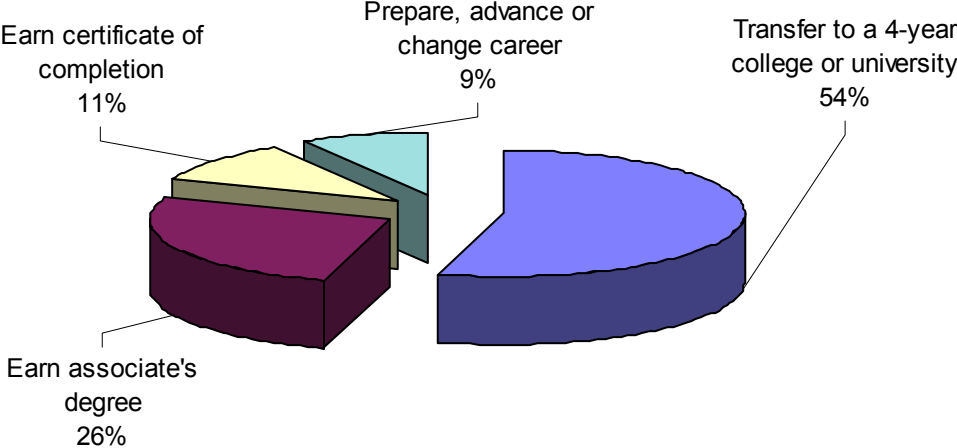
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### Graph 1a: Employees by Ethnicity



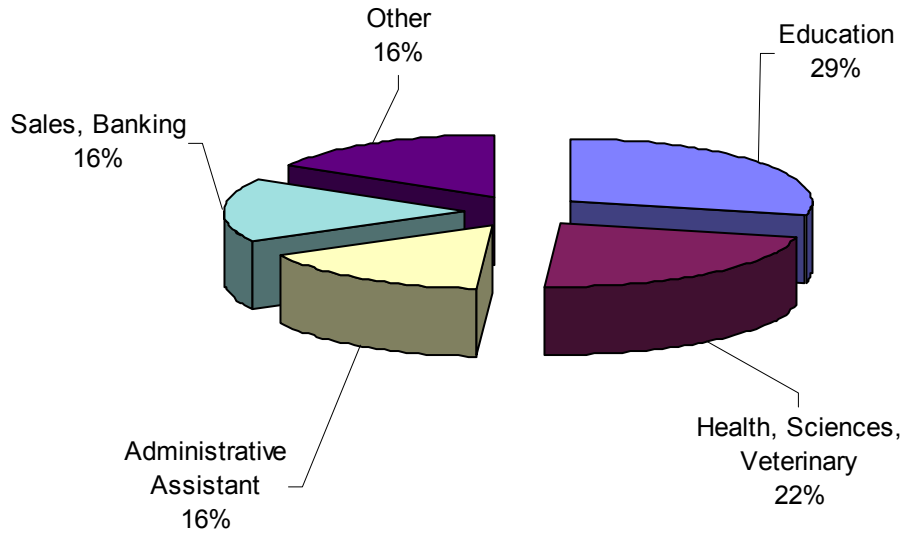
Note: Percentages may not sum to 100% due to rounding.

### Graph 1b: Employees by Educational Goal



Note: Percentages may not sum to 100% due to rounding.

Graph 1c: Employees by Educational Goal



Note: Percentages may not sum to 100% due to rounding.

## Employer Survey

### Work Environment

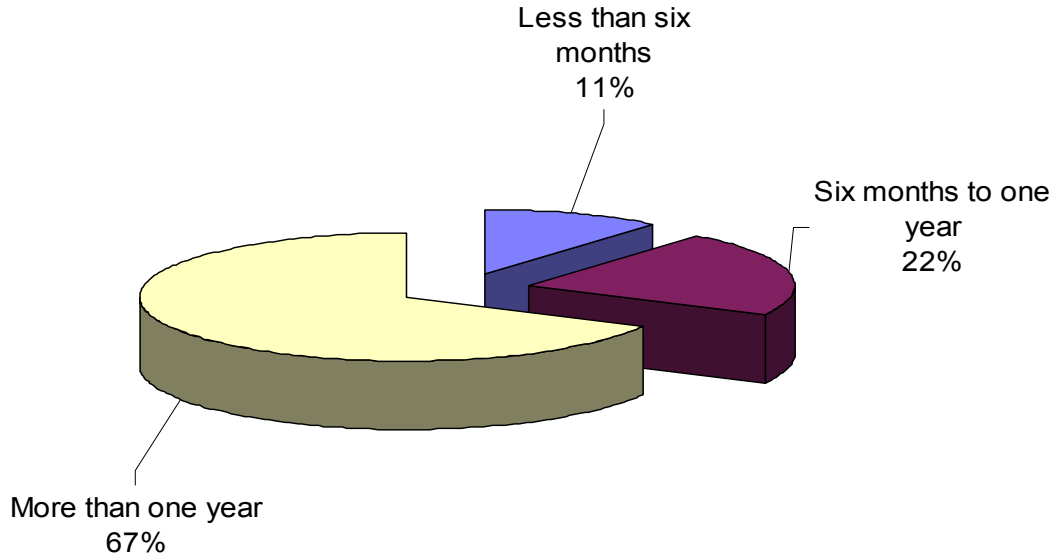
Table 2 displays survey results pertaining to employment of graduates assessed by their employer. As shown in Graph 2a and Table 2, 65% of these graduates have been employed in their current position for over one year, and approximately one-half are employed between 31-40 hours per

week. In addition, the largest proportion of these graduates earn between \$1,001-\$2,000 (32%) and \$2,001-\$3,000 (30%) per month. Overall, 26% found their current position through a friend or relative, followed by a newspaper or classified ad (19%), and an internship or cooperative work experience (12%).

<b>Work Environment</b>	<b>N</b>	<b>%</b>
<b>Length of Employment</b>		
Less than six months	5	11%
Six months to one year	10	22%
More than one year	31	67%
<b>Monthly Gross Pay</b>		
\$1,000 or less	7	16%
\$1,001 - \$2,000	14	32%
\$2,001 - \$3,000	13	30%
\$3,001 or more	10	23%
<b>Hours Worked per Week</b>		
11 - 20	4	9%
21 - 30	14	33%
31 - 40	21	49%
More than 40	4	9%
<b>How Job Was Found</b>		
Friend / Relative	11	26%
Newspaper / Classified Ad	8	19%
Internship / Coop Work Exp	5	12%
Instructor / Counselor Referral	2	5%
Other	16	38%

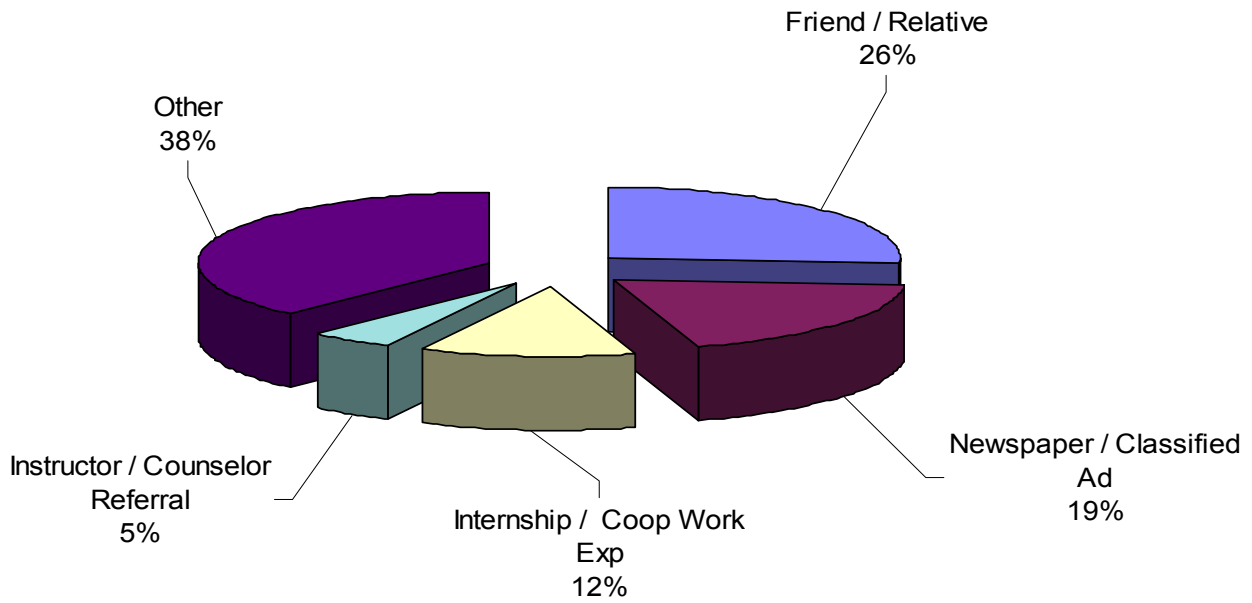
Note: Percentages may not sum to 100% due to rounding.

Graph 2a: Length of Employment



Note: Percentages may not sum to 100% due to rounding.

Graph 2b: How Job was Found



Note: Percentages may not sum to 100% due to rounding.

## Employer Survey

### Hartnell Training Related to Current Position

Table 3a and 3b show the relationship between the employer's assessment of the graduates' training or major at Hartnell College in relation to their current position. As shown in Table 3a, seventy-seven percent of the employers in the education field believed the Hartnell training or major their employee had received directly related to their current position. Employers in the health sciences/veterinary field rated the major or training as being directly related

(55%). Employers in administrative assistant and sales/banking fields rated major or training as somewhat related (50%).

Table 3b displays the ratings given by each employer broken down by employee's Hartnell major. The results indicate that the education received by 100% of the agricultural business and auto majors, 67% of the nursing/medical lab majors, 56% of the general/transfer/liberal studies majors and 50% of the behavioral science majors was directly related to their current position.

Occupation	Directly Related		Somewhat Related		Not Related		Total	
	N	%	N	%	N	%	N	%
	Education	10	77%	3	23%	0	0%	13
Health Sciences/Veterinary	6	55%	3	27%	2	18%	11	100%
Administrative Assistant	3	38%	4	50%	1	13%	8	100%
Sales/Banking	2	25%	4	50%	2	25%	8	100%
Other	2	25%	5	63%	1	13%	8	100%
<b>Total</b>	<b>23</b>	<b>48%</b>	<b>19</b>	<b>40%</b>	<b>6</b>	<b>13%</b>	<b>48</b>	<b>100%</b>

Note: Percentages may not sum to 100% due to rounding.

Major	Directly Related		Somewhat Related		Not Related		Total	
	N	%	N	%	N	%	N	%
	General/Transfer/Liberal Studies	15	56%	10	37%	2	7%	27
Nursing/Medical Lab	4	67%	2	33%	0	0%	6	100%
Behavioral Science	2	50%	2	50%	0	0%	4	100%
Early Childhood Education	0	0%	2	67%	1	33%	3	100%
Animal Health	0	0%	1	50%	1	50%	2	100%
Business/Accounting	0	0%	1	50%	1	50%	2	100%
Administration of Justice	0	0%	0	0%	1	100%	1	100%
Agricultural Business	1	100%	0	0%	0	0%	1	100%
Auto	1	100%	0	0%	0	0%	1	100%
Computer Science	0	0%	1	100%	0	0%	1	100%
<b>Total</b>	<b>23</b>	<b>48%</b>	<b>19</b>	<b>40%</b>	<b>6</b>	<b>13%</b>	<b>48</b>	<b>100%</b>

Note: Percentages may not sum to 100% due to rounding.

## Employer Survey

### Importance of Credentials

Employers were asked to rate the importance of having an associates degree or certificate of completion credential when hiring a Hartnell graduate. Table 4a indicates that 63% of the employers rated an associates degree as moderately or very important and 57% percent of employers rated the certificate of completion as moderately or

very important.

Table 4b displays the open-ended comments provided by employers on the importance of credentials when hiring employees for the position their Hartnell graduate held. The comments indicated that employees needed more experience, more or less education, and early childhood education training.

<b>Table 4a. Importance of Credentials</b>															
Credential	Very Important		Moderately Important		Slightly Important		Slightly Unimportant		Moderately Unimportant		Very Unimportant		Total		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Certificate of Completion	14	33%	10	24%	7	17%	3	7%	4	10%	4	10%	42	100%	Slightly to Moderately Important
AA/AS	20	45%	8	18%	5	11%	1	2%	3	7%	7	16%	44	100%	Slightly to Moderately Important

Note: Percentages may not sum to 100% due to rounding.

<b>Table 4b. Comments on Importance of Credentials</b>		
Suggestion	N	%
<b>Need More Experience:</b> Agriculture, office & business skills, pharmacy, real-world, sales	5	38%
<b>Need More/Less Education:</b> Bachelor degree, AA degree, HS degree	4	31%
<b>Early Childhood Education:</b> Connect assessment to planning, teachers permits, ECE major	3	23%
<b>Other:</b>	1	8%

Note: Percentages may not sum to 100% due to rounding.

## Employer Survey

### General Education Knowledge/Abilities: Performance

Table 5 and Graph 5 display the employer performance ratings of the general

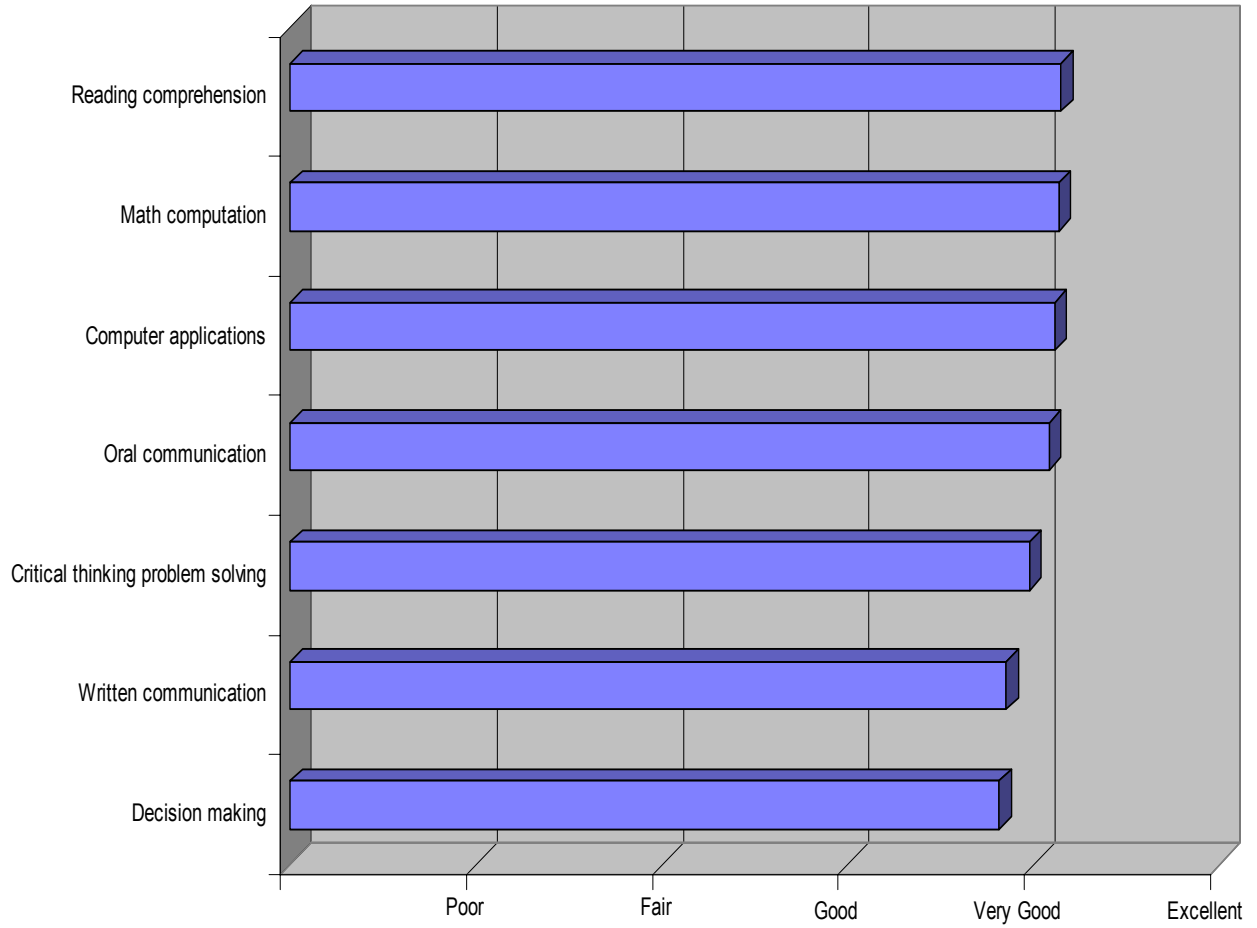
education knowledge and abilities of Hartnell graduates. It shows employers rated the graduates' performance in all of the areas assessed as being very good on average.

**Table 5. Employer Ratings of Graduates' General Education Knowledge/Abilities**

Knowledge/ Ability	Excellent		Very Good		Good		Fair		Poor		Total		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
Reading comprehension	17	36%	22	47%	6	13%	2	4%	0	0%	47	100%	Very Good
Math computation	16	36%	19	43%	8	18%	1	2%	0	0%	44	100%	Very Good
Computer applications	17	39%	17	39%	8	18%	2	5%	0	0%	44	100%	Very Good
Oral communication	19	40%	19	40%	5	10%	5	10%	0	0%	48	100%	Very Good
Critical thinking problem solving	14	30%	23	50%	4	9%	4	9%	1	2%	46	100%	Very Good
Written communication	16	33%	18	38%	8	17%	3	6%	3	6%	48	100%	Very Good
Decision making	13	27%	19	40%	11	23%	4	8%	1	2%	48	100%	Very Good

Note: Percentages may not sum to 100% due to rounding

**Graph 5: Employer Rating of Graduates' General Education Knowledge/Abilities**



## Employer Survey

### General Education Knowledge/ Abilities: Importance

Table 6 and Graph 6 show the importance that Hartnell graduate employers

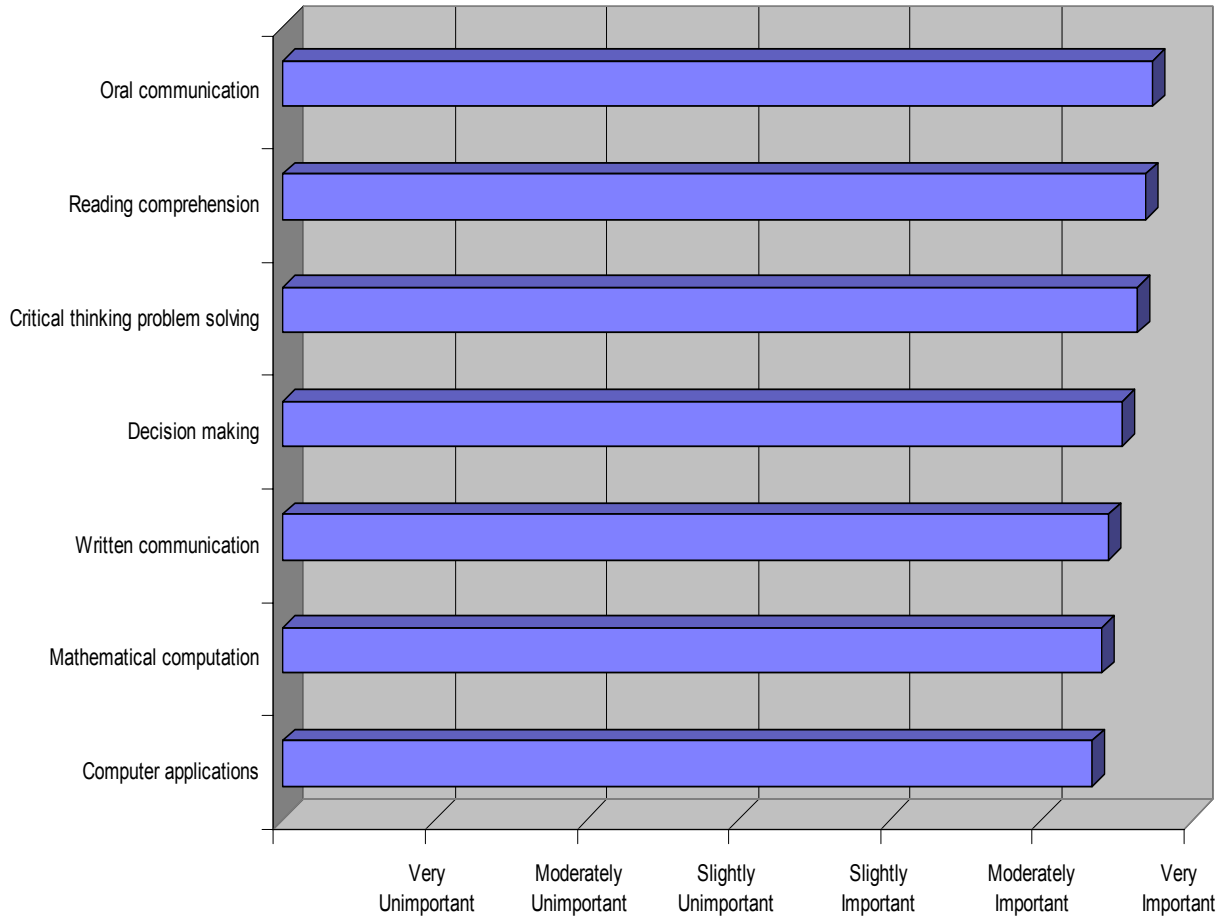
place on general education knowledge and abilities. All of the listed areas were assessed as being moderately to very important.

**Table 6. Importance of General Education Knowledge/Abilities**

Knowledge/ Ability	Very Important		Moderately Important		Slightly Important		Slightly Unimportant		Moderately Unimportant		Very Unimportant		Total		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Oral communication	38	84%	5	11%	1	2%	0	0%	0	0%	1	2%	45	100%	Moderately to Very Important
Reading comprehension	36	80%	7	16%	1	2%	0	0%	0	0%	1	2%	45	100%	Moderately to Very Important
Critical thinking problem solving	33	75%	8	18%	2	5%	0	0%	1	2%	0	0%	44	100%	Moderately to Very Important
Decision making	29	67%	9	21%	4	9%	1	2%	0	0%	0	0%	43	100%	Moderately to Very Important
Written communication	28	62%	12	27%	4	9%	0	0%	0	0%	1	2%	45	100%	Moderately to Very Important
Mathematical computation	27	60%	14	31%	2	4%	0	0%	1	2%	1	2%	45	100%	Moderately to Very Important
Computer applications	22	54%	13	32%	5	12%	0	0%	1	2%	0	0%	41	100%	Moderately to Very Important

Note: Percentages may not sum to 100% due to rounding

**Graph 6: Importance of  
General Education Knowledge/Abilities**



## Employer Survey

### Work Knowledge/Skills: Performance

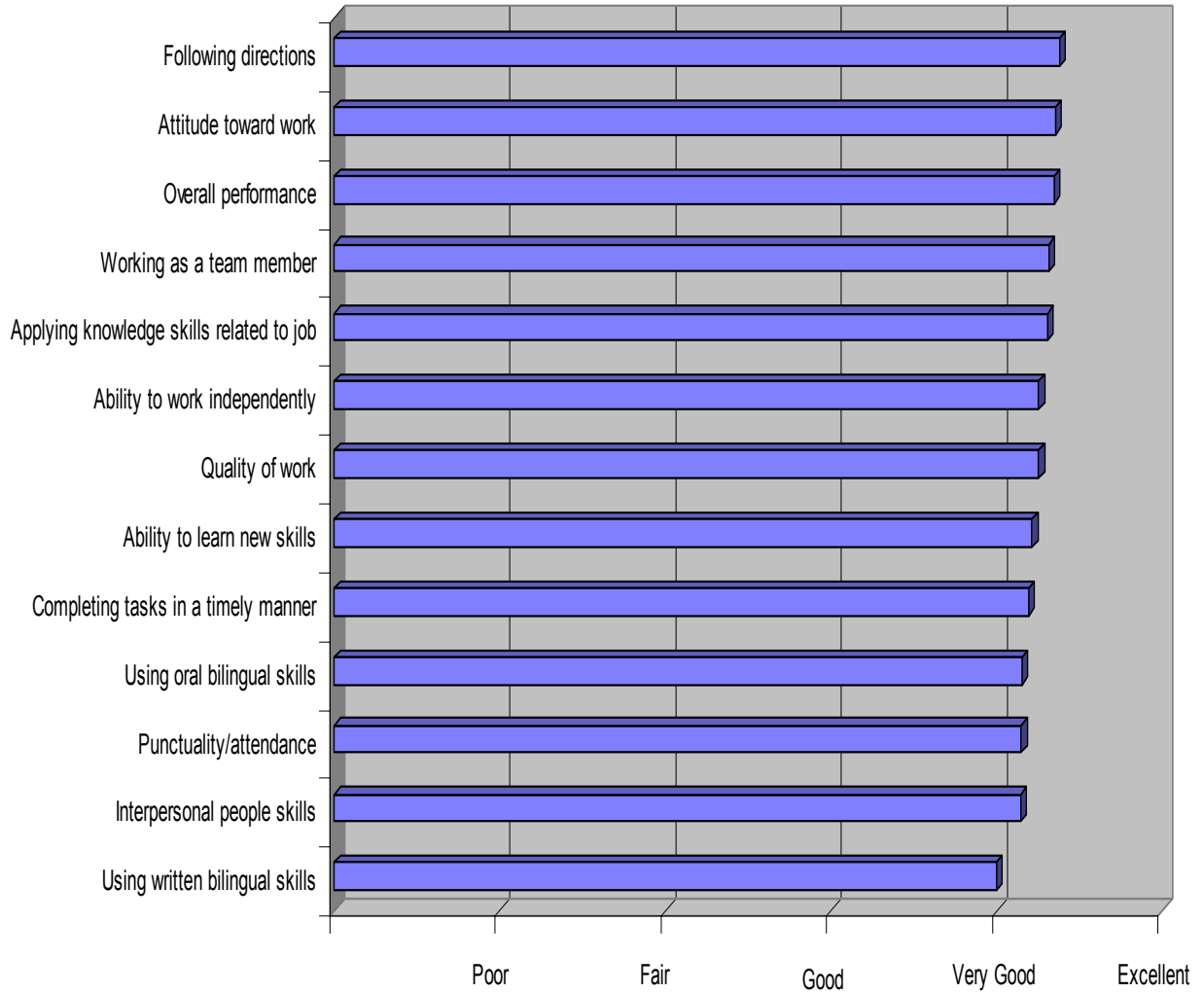
Table 7 and Graph 7 display the employer performance ratings of work knowledge and abilities of Hartnell graduates. Employers rated Hartnell graduates as having very good to excellent ability to follow directions, attitude toward work, overall performance, working as a team member, ap-

plying knowledge/skills related to the job, ability to work independently, and quality of work. The ability to learn new skills, completing tasks in a timely manner, oral and written bilingual skills, interpersonal/people skills, and punctuality/attendance were rated lower in performance with an average rating of very good.

Knowledge/ Ability	Excellent		Very Good		Good		Fair		Poor		Total		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	
Following directions	21	47%	21	47%	2	4%	1	2%	0	0%	45	100%	Very Good to Excellent
Attitude toward work	25	52%	18	38%	3	6%	1	2%	1	2%	48	100%	Very Good to Excellent
Overall performance	24	52%	15	33%	6	13%	1	2%	0	0%	46	100%	Very Good to Excellent
Working as a team member	26	54%	16	33%	3	6%	1	2%	2	4%	48	100%	Very Good to Excellent
Applying knowledge/skills related to job	21	46%	20	43%	3	7%	2	4%	0	0%	46	100%	Very Good to Excellent
Ability to work independently	25	53%	14	30%	5	11%	1	2%	2	4%	47	100%	Very Good to Excellent
Quality of work	20	43%	21	45%	4	9%	2	4%	0	0%	47	100%	Excellent
Ability to learn new skills	19	40%	22	47%	4	9%	1	2%	1	2%	47	100%	Very Good
Completing tasks in a timely manner	19	40%	21	45%	5	11%	1	2%	1	2%	47	100%	Very Good
Using oral bilingual skills	19	49%	12	31%	3	8%	5	13%	0	0%	39	100%	Very Good
Punctuality/attendance	22	47%	15	32%	7	15%	1	2%	2	4%	47	100%	Very Good
Interpersonal/people skills	19	40%	20	42%	7	15%	1	2%	1	2%	48	100%	Very Good
Using written bilingual skills	13	42%	10	32%	4	13%	3	10%	1	3%	31	100%	Very Good

Note: Percentages may not sum to 100% due to rounding

**Graph 7: Employer Ratings of Graduates' Work Knowledge/Abilities**



## Employer Survey

### Work Knowledge/Skills: Importance

The employer ratings of the importance of work knowledge and abilities are displayed in Table 8 and Graph 8. Overall, employers rated the quality of work, inter-

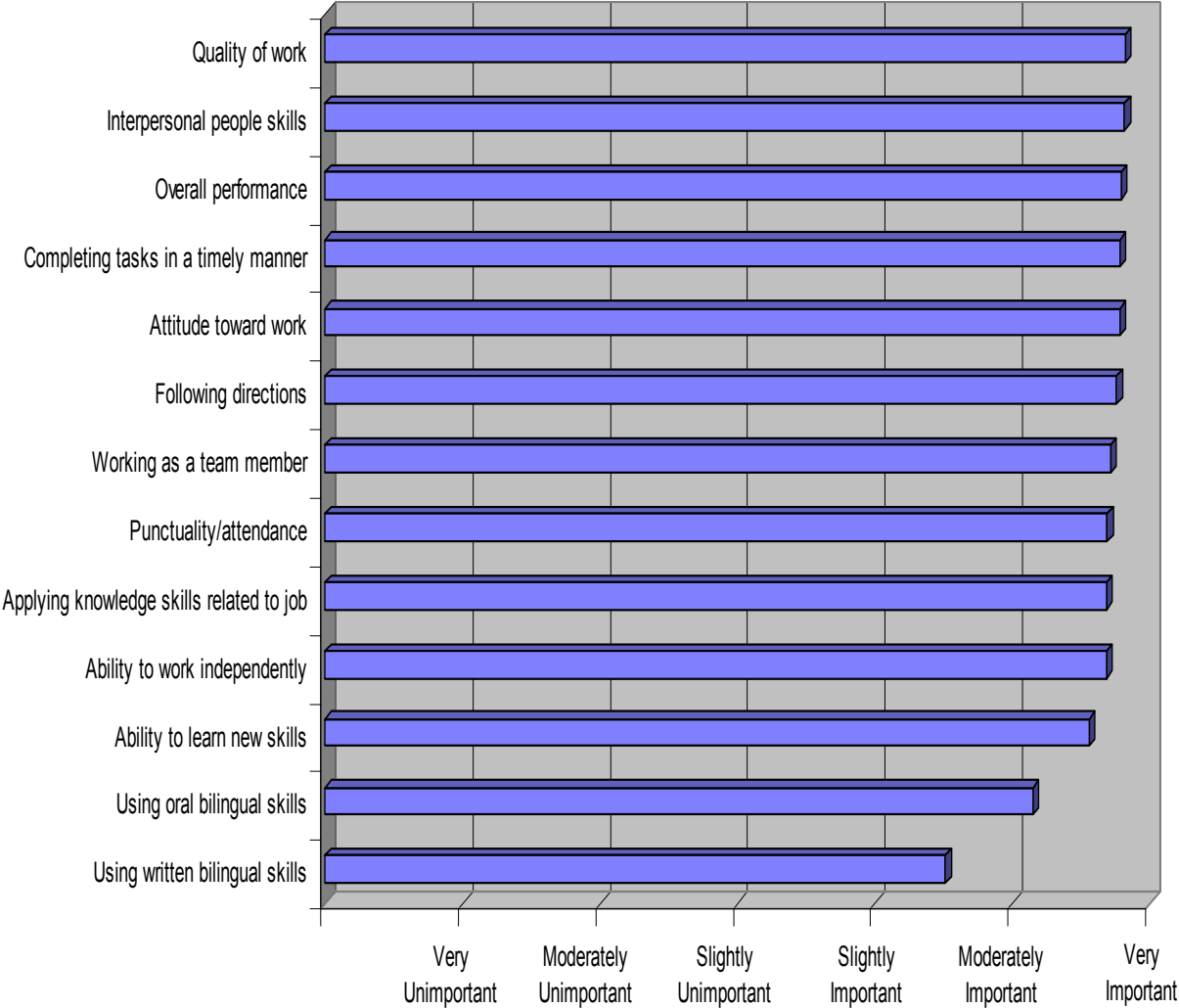
personal/people skills, overall performance, completing tasks in a timely manner, attitude toward work, and following directions as very important, on average. However, using written bilingual skills was only rated as slightly to moderately important.

**Table 8. Importance of Work Knowledge/Abilities**

Knowledge/ Ability	Very Important		Moderately Important		Slightly Important		Slightly Unimportant		Moderately Unimportant		Very Unimportant		Total		Average Response
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Quality of work	41	91%	3	7%	0	0%	0	0%	0	0%	1	2%	45	100%	Very Important
Interpersonal people skills	35	81%	8	19%	0	0%	0	0%	0	0%	0	0%	43	100%	Very Important
Overall performance	38	88%	4	9%	0	0%	0	0%	0	0%	1	2%	43	100%	Very Important
Completing tasks in a timely manner	39	87%	5	11%	0	0%	0	0%	0	0%	1	2%	45	100%	Very Important
Attitude toward work	39	87%	5	11%	0	0%	0	0%	0	0%	1	2%	45	100%	Very Important
Following directions	38	84%	6	13%	0	0%	0	0%	0	0%	1	2%	45	100%	Very Important
Working as a team member	38	84%	4	9%	2	4%	0	0%	0	0%	1	2%	45	100%	Moderately to Very Important
Punctuality/attendance	36	80%	7	16%	1	2%	0	0%	0	0%	1	2%	45	100%	Moderately to Very Important
Applying knowledge skills related to job	31	70%	12	27%	1	2%	0	0%	0	0%	0	0%	44	100%	Moderately to Very Important
Ability to work independently	32	73%	11	25%	0	0%	1	2%	0	0%	0	0%	44	100%	Moderately to Very Important
Ability to learn new skills	31	69%	11	24%	1	2%	1	2%	1	2%	0	0%	45	100%	Moderately to Very Important
Using oral bilingual skills	23	58%	8	20%	5	13%	2	5%	0	0%	2	5%	40	100%	Moderately Important
Using written bilingual skills	15	38%	6	15%	10	26%	3	8%	2	5%	3	8%	39	100%	Slightly to Moderately Important

Note: Percentages may not sum to 100% due to rounding.

**Graph 8: Importance of Work Knowledge/Abilities**



## Employer Survey

### Significant Rating Differences

Table 9 displays the results of analyses for questions with average responses that were significantly different (i.e., statistically significant ( $p \leq 0.001$ ) and  $\geq 0.5$  points) from each other. It shows that 94% of employers rated the employees' performance for following directions as excellent or very good while only 71% rated their written communication skills this way. Similarly, a significantly higher proportion of employers rated their employee's attitude toward work (90%), working as a team (87%), and overall performance (85%) as excellent or very good over compared to their decision making skills (67% rated excellent or very

good).

When assessing the importance of items, employers rated completing tasks in a timely manner (98%), quality of work (98%), attitude toward work (98%), following directions (97%), overall performance (97%), and working as a team member (93%) as moderately to very important versus computer applications (86% moderately to very important) and oral bilingual skills (78%). In addition, 96% of employers rated the importance of punctuality/attendance as moderately to very important versus computer applications (86% moderately or very important).

**Table 9. Employer Ratings of Items Having Significantly Different Responses**

Item Type	Group A Significantly Higher than Group B	
	Group A	Group B
<b>Performance</b> Percent of employers who rated employee performance very good or excellent	Following Direction (94%)	Written communication (71%)
	Attitude toward work (90%)	Decision making (67%)
	Working as a team (87%)	
	Overall performance (85%)	
<b>Importance</b> Percent of employers who rated items as moderately important to very important	Completing tasks in a timely manner (98%)	Computer applications (86%)
	Quality of work (98%)	Oral bilingual skills (78%)
	Attitude toward work (98%)	
	Following directions (97%)	
	Overall performance (97%)	
	Working as a team member (93%)	
	Punctuality/attendance (96%)	Computer applications (86%)

<sup>1</sup> Significantly Different=average if each item in Group A is statistically significant ( $p \leq .001$ ) and more than 0.5 points higher than the average of each item in Group B.

## Employer Survey

### Comments

#### How Hartnell Can Better Prepare Students

Table 10 displays the responses from employers on how Hartnell College can better prepare students to meet their employment needs. Twenty-two percent of the respondents suggested that emphasizing a

stronger work ethic would have the greatest benefit. Better communication skills (12%), scheduling more recruitment fairs (6%), improved English language skills (4%), and a more flexible schedule of classes (4%) were also suggested. In addition, ten percent of the respondents indicated that Hartnell College was meeting their employment needs and nothing more needed to be done.

**Table 10. How Hartnell College Can Better Prepare Students**

Suggestion	N	%
<b>Work ethic:</b> Behaving professionally, responsibility, accountability, etiquette, attitude, problem solving	11	22%
<b>Communication skills:</b> Written (spelling, grammar, structure) and oral communication	6	12%
<b>Nothing needed:</b> Continuing doing more of the same	5	10%
<b>Schedule more recruitment fairs</b>	3	6%
<b>English language skills</b>	2	4%
<b>Improve scheduling of classes</b>	2	4%
<b>Other</b>	7	14%

### General Comments

Respondents were also given the opportunity to provide any additional comments, which are classified in Table 11. Ten

percent of the survey respondents indicated that their Hartnell graduate employee is doing a great job.

**Table 11. Other Comments**

Suggestion	N	%
<b>Individual employee is great</b>	5	10%
<b>Hartnell College is doing a good job</b>	3	6%
<b>Other</b>	4	8%

## Employer Survey

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### Summary and Conclusions

The employers who completed the 2002 Employer Survey appear to be satisfied with the quality of Hartnell graduates. The typical respondent was an employer in the education field who has employed the Hartnell graduate for over a year.

The typical Hartnell graduate, whose employer participated in the survey, was a 20-24 year old Latina from Salinas. She attended Hartnell for 2 1/2-3 years before receiving her AA degree. Her primary education goal was to transfer to a four-year college or university. She works 31-40 hours per week while earning between \$1,001-\$2,000 a month.

Survey results show that most employers believed their employee's Hartnell major directly related to their current position. On average, they believed that having an AA degree or certificate was a slightly to moderately important asset when hiring for the position.

The employers generally rated the performance of general education and work knowledge or abilities of the Hartnell graduates

positively. On average, these characteristics were rated as very good. The employers also rated Hartnell's graduates' ability to follow directions, attitude toward work, overall performance, working as a team member, applying knowledge/skills related to the job, ability to work independently, and quality of work as very good to excellent. These results represent the assessment of the surveyed employers. However, they may not reflect employer assessments of Hartnell graduates who did not authorize their employers to be surveyed.

Employers valued quality of work, interpersonal/people skills, completing tasks in a timely manner, attitude toward work, and following directions as the most important work related skills or knowledge an employee could have.

Suggestions most often given for how Hartnell College can better prepare students included emphasizing a stronger work ethic and better communication skills.

**Attachment**

**2002 Hartnell College Employer Survey**



# HARTNELL COLLEGE



**DR. EDWARD J. VALEAU**  
**SUPERINTENDENT/PRESIDENT**

September 2002

<name and address of employer>

Dear <name of employer>:

The faculty and staff at Hartnell College continually strive to improve the instruction and support services we provide our students. One of our goals is to produce well-trained graduates having the skills needed for employment.

To help maintain this commitment to quality education, I need your help. Please take a few minutes to complete the attached survey. It asks questions about how well one of your employees, who is a recent Hartnell College graduate, has been trained for his or her position. This person has given us permission to contact you (signed permission form attached). The information you provide will remain confidential and will not be shared with the employee. It will only be reported in summary form with information provided by others to make improvements at Hartnell College. It is anticipated that your input will help us to better prepare future graduates for employment.

Please return your completed survey in the addressed, postage paid envelope provided. Should you have questions about the survey, feel free to contact Dr. Chris Myers, Director of Institutional Research and Planning, at 755-6972.

Thank you for contributing to the continued success of Hartnell College.

Sincerely,

A handwritten signature in cursive script that reads "Edward J. Valeau".

Edward J. Valeau  
President/Superintendent

Attachment





4. Please rate this employee's performance by marking the appropriate response on the **Performance** rating scale on the left. Also, rate the importance of each specified item for the employee's job by marking the appropriate response on the **Importance** rating scale on the right.

Performance						Importance									
EXCELLENT	VERY GOOD	GOOD	FAIR	POOR	NOT APPLICABLE / DON'T KNOW / NO OPINION	VERY IMPORTANT	MODERATELY IMPORTANT	SLIGHTLY IMPORTANT	MODERATELY UNIMPORTANT	VERY UNIMPORTANT	DON'T KNOW / NO OPINION				
<b>General Education Knowledge/Abilities</b>															
5	4	3	2	1	9	0	a. reading comprehension	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	b. mathematical computation	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	c. written communication	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	d. oral communication	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	e. critical thinking/problem solving	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	f. decision making	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	g. computer applications	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	h. other (specify) _____	6	5	4	3	2	1	9	0
<b>Work Knowledge/Skills</b>															
5	4	3	2	1	9	0	i. interpersonal/people skills	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	j. ability to work independently	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	k. applying knowledge/skills related to job	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	l. punctuality/attendance	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	m. completing tasks in a timely manner	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	n. quality of work	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	o. attitude toward work	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	p. following directions	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	q. using written bilingual skills	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	r. using oral bilingual skills	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	s. ability to learn new skills	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	t. working as a team member	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	u. overall performance	6	5	4	3	2	1	9	0
5	4	3	2	1	9	0	v. other (specify) _____	6	5	4	3	2	1	9	0

5. How can Hartnell College better prepare students to meet your employment needs? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. Other comments: \_\_\_\_\_  
 \_\_\_\_\_