



MacEwan
UNIVERSITY

INSTITUTIONAL ANALYSIS
AND PLANNING

GRANT MACEWAN UNIVERSITY

EMPLOYER SURVEY REPORT 2020

Prepared by:
Tina VanderHeide, MA
Research Analyst
Institutional Analysis & Planning
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EXECUTIVE SUMMARY

- Drawing from a list of employers obtained from 2019 and 2017 graduates, the 2020 Employer Survey collected feedback from 189 employers, with graduates representing 41 program areas. Almost two-third of employers said their organization has been employing MacEwan University graduates for more than 3 years.
- The skills that were deemed important by the highest percentage of employers were *interpersonal and teamwork skills* (100%), *verbal communication skills* (99%), *professional and ethical behaviour* (98%), *critical thinking skills* (97%), and *problem solving and decision making skills* (97%).
- Employer feedback indicates that in general, graduates are appropriately prepared in skill areas that are important for success in the labour market. The skills that the highest percentage of employers rated MacEwan University graduates as being prepared for were *professional and ethical behaviour* (84%), *sensitivity and responsiveness to diversity* (84%), *commitment to ongoing professional growth/continuous learning* (84%), *interpersonal and teamwork skills* (83%).
- There were some areas in which large discrepancies occurred between what employers thought was an important skill and how prepared they believed graduates to be in that particular skill area. Regarding *problem solving and decision making skills*, 97% of employers indicated that these are important skills, but only 61% felt that graduates were well prepared in this area. Similarly, while 97% of employers rated *critical thinking skills* as important, only 69% indicated that graduates were prepared or well prepared in this area.
- Regarding graduates' overall preparation for employment, 73% of employers reported that graduates were prepared or well prepared.
- When asked to compare MacEwan University graduates to graduates from similar programs at other institutions, almost one-third of employers (30%) identified MacEwan University graduates as better prepared, and 52% reported that they are equally prepared. Results from the 2016 Employer Survey similarly indicated that 31% of employers identified MacEwan University graduates as being better prepared than graduates from similar programs at other institutions and 41% believed they were equally prepared.
- Over two-thirds (69%) of employers reported that they did not have any preferences in hiring graduates from certain programs or institutions. Of those who indicated that they did have preferences, 21% cited MacEwan University in general or a specific program at the university as the institution or program from which they prefer to hire.
- When asked to provide additional comments, many employers praised MacEwan University, its programs, and graduates. The importance of the practicum placements and hands-on experiences provided by the university were noted. Employers also had suggestions for skill development at the program level.

I. INTRODUCTION

The MacEwan University Employer Survey focuses on how well graduates of MacEwan University programs meet the needs and expectations of employers. More specifically, the Employer Survey evaluates how well MacEwan University programs prepare students for the labour market in terms of specified skills and abilities that employers value. In addition, employers are given the opportunity to compare how MacEwan University graduates of particular programs compare to graduates from similar programs offered at other post-secondary institutions.

The 2020 Employer Survey asked employers to report on the following:

- Experience with MacEwan University graduates
- Ratings of university-identified skills and abilities
- Graduates' preparation for employment
- Comparison to graduates from other institutions
- Employer hiring preferences

Administration of the survey depends on receiving an adequate number of employer contacts, which are requested from graduates who participated in the Graduate Survey.

The primary purpose of the survey is to provide information to the university and individual programs regarding the needs of employers. Understanding these needs is critical in ensuring that MacEwan University programs remain current, build on existing strengths, and adapt to change when necessary.

II. METHODOLOGY

MacEwan University contracted with Leger to conduct telephone interviews with employers.

A sample of employers was obtained from graduates from the 2019 and 2017 Graduate Surveys, conducted in the fall terms of 2019 and 2017, respectively. Five hundred and twenty-two graduates provided complete contact information of their supervisors for the purpose of the Employer Survey.¹ The contractor attempted to contact all supervisors. A total of 189 employers participated in the survey, representing an overall response rate of 36%, as indicated in Table 1. Supervisors of graduates from 41 programs participated in the survey.

Table 1 – Survey Response Rates			
	# of contacts provided	# of respondents	Response rate
2019 Graduate Survey source	209	74	35%
2017 Graduate Survey source	313	115	37%
Overall Respondents	522	189	36%

DATA ANALYSIS AND PRESENTATION OF RESULTS

The data from all surveys were entered into SPSS. Frequency tables were used to determine percentages. The valid percentages (i.e., missing data excluded) are reported in the body of the text. Additionally, for scaled responses results were sometimes collapsed (e.g., combining 4 and 5) and are indicated where appropriate. It should be noted that the percentages in tables do not always total 100, due to rounding.

The 2020 Employer Survey presents overall university results. Individual program summaries are provided in Appendix A. In cases where $n < 5$, similar programs were combined in order to facilitate analysis (e.g., Police and Investigations – Police Studies and Investigative Studies).

In results for which there were less than 5 respondents, “IR” (insufficient response) is noted.

Table 2 shows survey participation by program.²

¹ Seven contacts identified by 2017 graduates and ten contacts identified by 2019 graduates were identified by more than one graduate.

² Note: only programs in which employers of graduates participated in the survey are listed.

Table 2 – Participation by Program

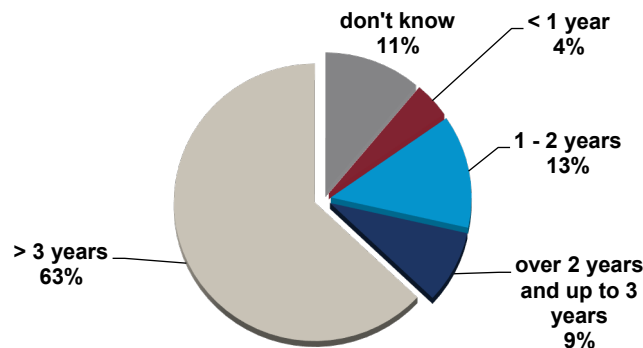
Program Name	N		Program Name	N
Accounting & Strategic Measurement – Diploma	5		Design Studies diploma	1
Acupuncture	1		Disability Management in the Workplace	2
Arts & Cultural Management	2		Early Learning & Child Care Diploma/Early Childhood Development	2
Bachelor of Applied Human Service Admin	3		Early Learning and Childcare	4
Bachelor of Arts	10		Emergency Communications & Response	3
• Anthropology (1)			Hearing Aid Practitioner	7
• Political Science (1)			Human Resources Management – Certificate & Diploma	8
• Psychology (6)			Information Management & Library Technology	1
• Sociology (2)			Legal Assistant	2
Bachelor of Child & Youth Care	4		Massage Therapy	1
Bachelor of Commerce	31		Music Diploma	1
• Accounting (11)			Occupational Health Nursing	1
• Human Resources Management (2)			Office Assistant	2
• International Business (2)			• Medical (2)	
• Management (7)			Perioperative Nursing for RNs	6
• Marketing (8)			Police & Investigations	5
• Supply Chain Management (1)			• Investigative Studies (4)	
Bachelor of Communication Studies	2		• Police Studies (1)	
• Journalism (1)			Post Basic Certificate - Wound Mgmt	2
• Professional Communication (1)			Post-Basic Nursing Practice – Hospice, Palliative Care & Gerontology	1
Bachelor of Science	10		Psychiatric Nursing	3
• Biological Sciences (4)			Psychiatric Nursing diploma	5
• Computer Science (1)			Public Relations	1
• Physical Sciences (1)			Social Work diploma	10
• Psychology (4)			Special Needs Educational Assistant	4
Bachelor of Science in Nursing	25		Theatre Arts	1
Bachelor of Social Work	2		Theatre Production	1
Business Management	5		Therapist Assistant	4
Business Management Diploma – Insurance & Risk Management	1		• PT/OT (2)	
Child and Youth Care diploma	2		• SLPA (2)	
Correctional Services	5		Travel	3
Total Number of Respondents				189

III. SURVEY RESULTS

EXPERIENCE WITH MACEWAN UNIVERSITY GRADUATES

Respondents were asked to indicate the length of time their organization has been employing MacEwan University graduates from specified programs.³ As Figure 1 indicates, almost two-thirds (63%) said their organization has been employing MacEwan University graduates for more than 3 years. Nine percent have employed MacEwan University graduates from two to three years, and 13% have employed a MacEwan University graduate for one to two years. Eleven percent of respondents said they didn't know how long their organization had employed a MacEwan University graduate.

Figure 1. Number of Years Organization Has Employed a MacEwan University Graduate(s)



RATINGS OF UNIVERSITY-IDENTIFIED SKILLS & ABILITIES

While each program has specific learning objectives, there are certain general skills that programs also aim to provide to their students. In 2008, AQuAA (Academic Quality Assurance and Accreditation) identified the following list of skills that could be common across university programs:

- Written communication skills
- Verbal communication skills
- Critical thinking skills
- Research skills
- Problem solving and decision making skills
- Interpersonal and teamwork skills
- Professional and ethical behaviour
- Sensitivity and responsiveness to diversity
- Awareness of global issues
- Knowledge of technology used in the industry
- Commitment to on-going professional growth and continuous learning

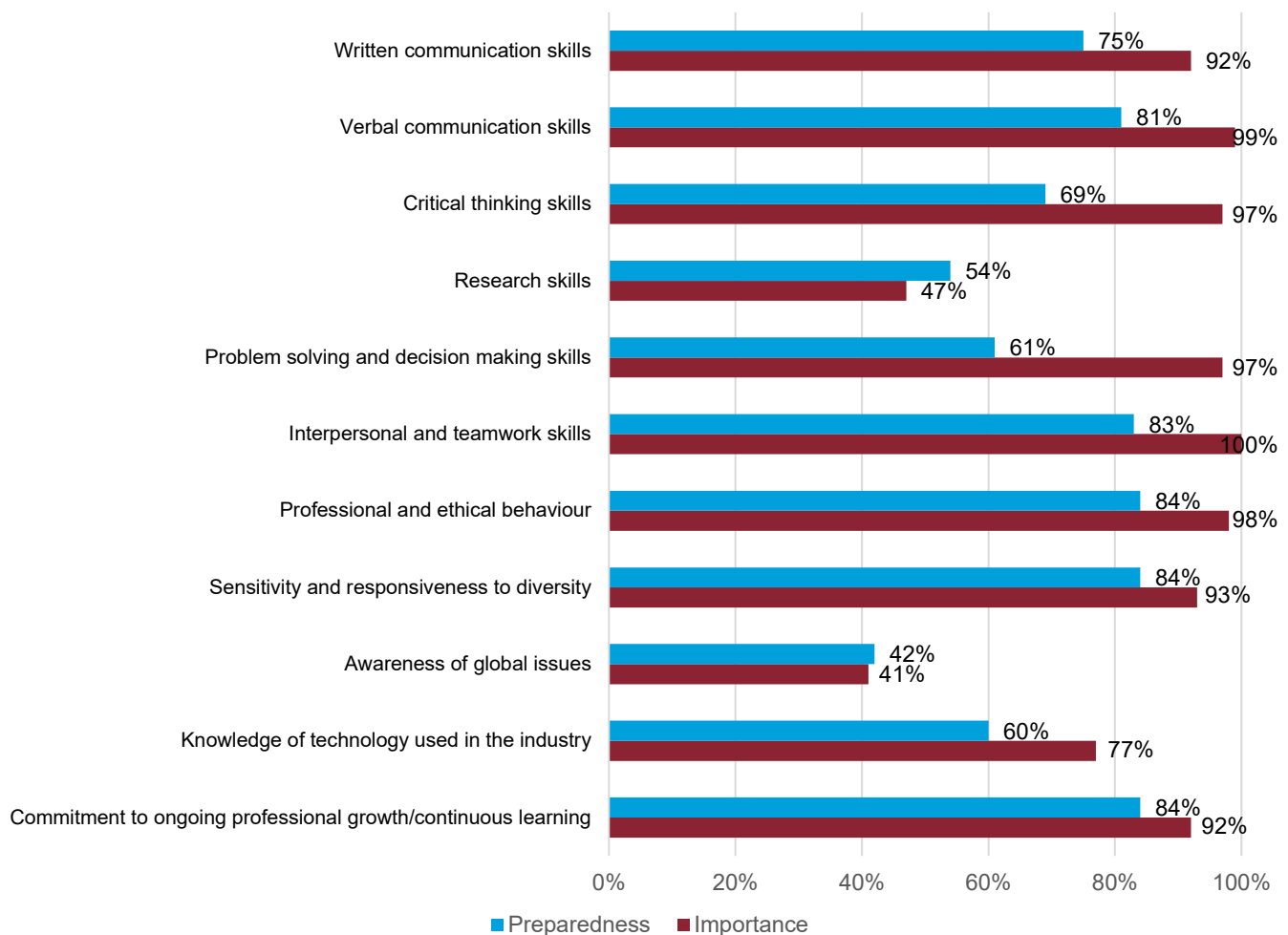
³ As indicated by the graduates who provided the contact information for their employers. When asked if they also currently employ graduates from other MacEwan programs, 41% of respondents replied "yes."

Employers were asked to rate these skills on two separate five-point scales:

- 1) **Importance** of each skill in performing work in the field, where 1 equals “not at all important” and 5 equals “very important”
- 2) **Preparation** of MacEwan University graduates in each skill area, where 1 equals “not at all prepared” and 5 equals “well prepared”

Ratings of 4 and 5 were combined to form “important” and “prepared” categories.

Figure 2. Importance of Skills vs. Preparedness of Graduates



Importance of Skills in Performing Work in the Field

As Figure 2 indicates, employers, on average, rated *interpersonal and teamwork skills* (100% of employers indicated that this skill was important or very important), *verbal communication skills* (99%), and *professional and ethical behaviour* (98%) as the most important skills that graduates required in order to perform their work. Also rated as important were *critical thinking skills* (97%) and *problem*

solving and decision making skills (97%). Skills that received the lowest ratings of importance by employers were *awareness of global issues* (41%) and *research skills* (47%).

Preparedness of Graduates in Each Skill Area

As shown in Figure 2, employers indicated that graduates appear to be most prepared in the areas of *professional and ethical behaviour* (84%), *sensitivity and responsiveness to diversity* (84%), *commitment to ongoing professional growth/continuous learning* (84%), and *interpersonal and teamwork skills* (83%). Graduates appear to be the least prepared (according to employers' ratings) in their *awareness of global issues* (42%) and *research skills* (54%).

There were some discrepancies between what employers thought was an important skill and how prepared they believed graduates to be in that particular skill area. This was especially true in the case of *problem solving and decision making skills*, where a 36% difference occurred; 97% of employers indicated that this is an important skill, but only 61% felt that the graduates they employed were prepared or well prepared in this area. In addition, while 97% of employers rated *critical thinking skills* as important, only 69% indicated that graduates were prepared or well prepared in this area.

The skill area in which there was the least discrepancy among employers in their ratings of "importance" and "preparedness" was *awareness of global issues* (41% of employers thought it was important, and 42% thought graduates were prepared or well prepared in this area).

ADDITIONAL SKILLS OF IMPORTANCE

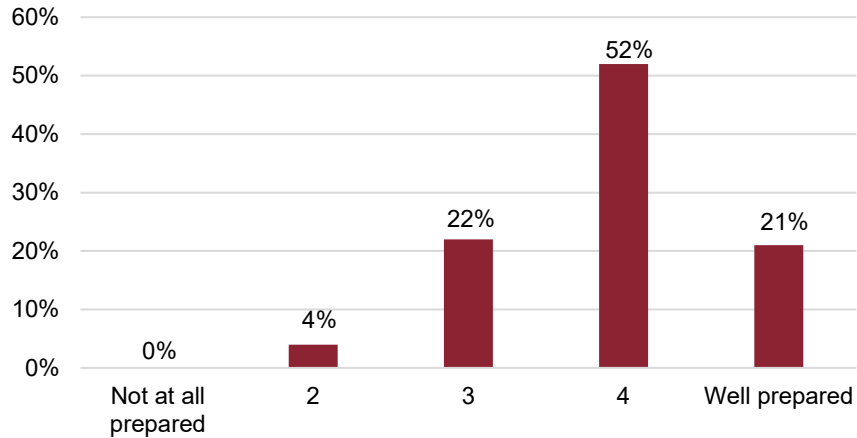
Employers were also asked to identify additional skills that are important in their field of work, as well as graduates' preparation in these additional skill areas. There were a few areas that were general enough to apply across programs (for example, organizational skills, practical experience, and project management skills), but most were specific to program disciplines. As such, when numbers are sufficient, employers' comments on additional skills of importance are provided in Appendix B: Program Summaries.

GRADUATES' PREPARATION FOR EMPLOYMENT

Employers provide a valuable perspective on MacEwan University's ability to prepare graduates for employment. Employers were asked to rate how prepared MacEwan University graduates are for work in the field. A five-point scale was used, where 1 equals "very poorly prepared" and 5 equals "very well prepared." Figure 3 shows that overall, 73% of employers reported that graduates were prepared or well prepared. Results from the 2016, 2012, 2008, and 2004 Employer Surveys indicate that 78%, 74%, 63% and 76% of employers, respectively, believed graduates to be prepared or well prepared.

Employers who rated graduates' preparation as 2 or 1 were invited to comment on their ratings. As these ratings represent a small number of employers, comments are provided in the individual program summaries.

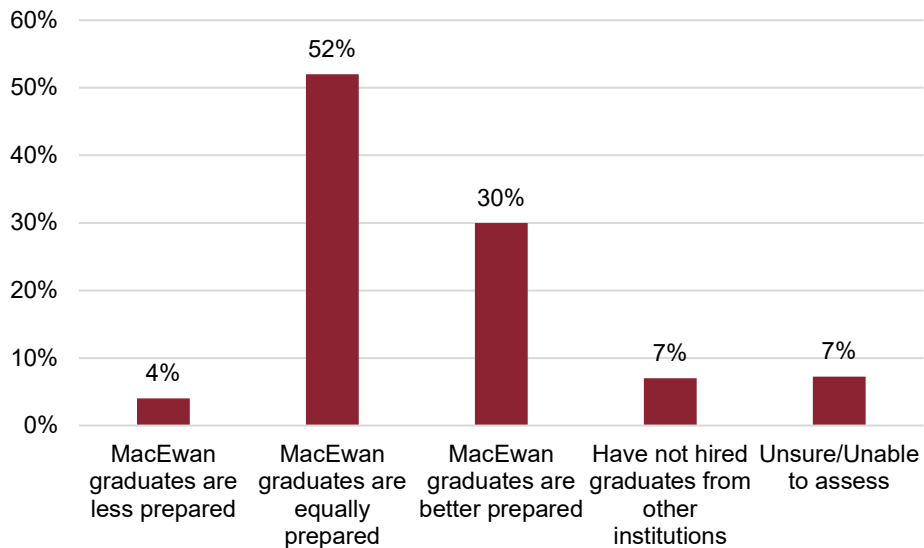
Figure 3. MacEwan University Graduates' Overall Preparation for Related Employment



COMPARISON TO GRADUATES FROM OTHER INSTITUTIONS

Employers have the unique vantage point of being able to compare graduates from a variety of institutions and programs. As such, employers were asked, “*In your experience, how do MacEwan University graduates from this program compare to graduates from similar programs offered at other institutions?*” The results are presented in Figure 4 below.

Figure 4. Comparison of MacEwan Graduates to Graduates from Other Institutions



As indicated in Figure 4, 30% of employers thought that MacEwan University graduates were better prepared than graduates from similar programs at other institutions, and 52% believed they are as prepared. Seven percent reported that they have not hired graduates from other institutions and therefore were unable to make this comparison. Four percent thought that MacEwan University

graduates were less prepared than those from other institutions, and 7% were unsure or unable to make a comparison.

Data from the 2016, 2012, and 2008 Employer Surveys was compared to 2020 data. As Table 3 indicates, a slightly lower percentage of 2020 employers as compared to 2016, 2012, and 2008 employers rated MacEwan University graduates as being better prepared than graduates from similar programs at other institutions. The percentage of employers rating MacEwan University graduates as equally prepared, however, increased from 36% in 2012 to 52% in 2020.

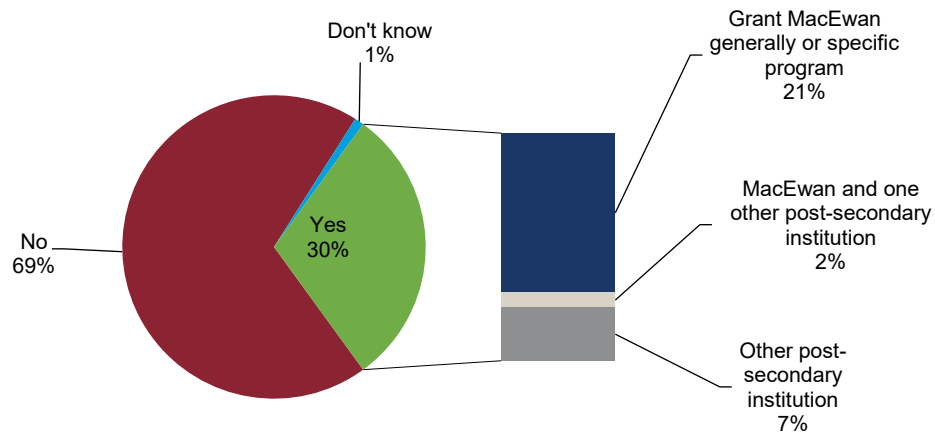
Table 3 – Preparedness of MacEwan University Graduates Compared to Graduates from Similar Programs at Other Institutions*				
	2020	2016	2012	2008
Less prepared	4%	5%	3%	5%
Equally prepared	52%	41%	36%	38%
Better prepared	30%	31%	34%	35%
Have not hired others	7%	16%	8%	15%
Not sure	7%	7%	18%	7%

*Note: Because the 2020, 2016, 2012, and 2008 employers are not comprised of the same individuals, results must be interpreted with caution.

EMPLOYER HIRING PREFERENCES

Employers were asked if they had any preferences hiring graduates from certain programs or institutions. As Figure 5 shows, over two-thirds (69%) indicated that they did not.

Figure 5. Do Employers Have Preferred Program or Institution from Which They Hire



Of the employers who conveyed a preference (30%), most named MacEwan University in general or a specific program at MacEwan University as the institution or program from which they prefer to hire.

ADDITIONAL COMMENTS

At the end of the survey, participants were invited to share any additional comments or feedback about MacEwan University or its programs. Forty-one percent (n=78) of the participants took the opportunity to do so. While comments were mostly program-specific, commonalities did emerge.

Several employers provided general accolades indicating, for example, that they are “very impressed with the students coming out of Grant MacEwan, “we are very happy with the students we get here,” and said “they are doing a fine job, the grads we've hired so far have been above par.”

Many employers also commented on the importance of practicum placements and hands-on experience and suggested longer placements or different types of experiences as ways to further improve practicum experiences.

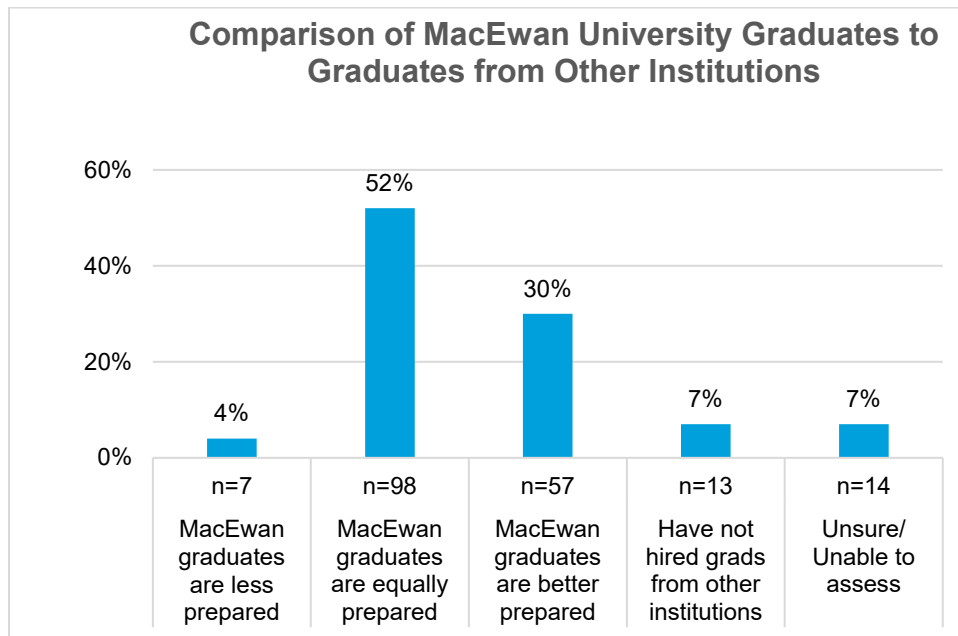
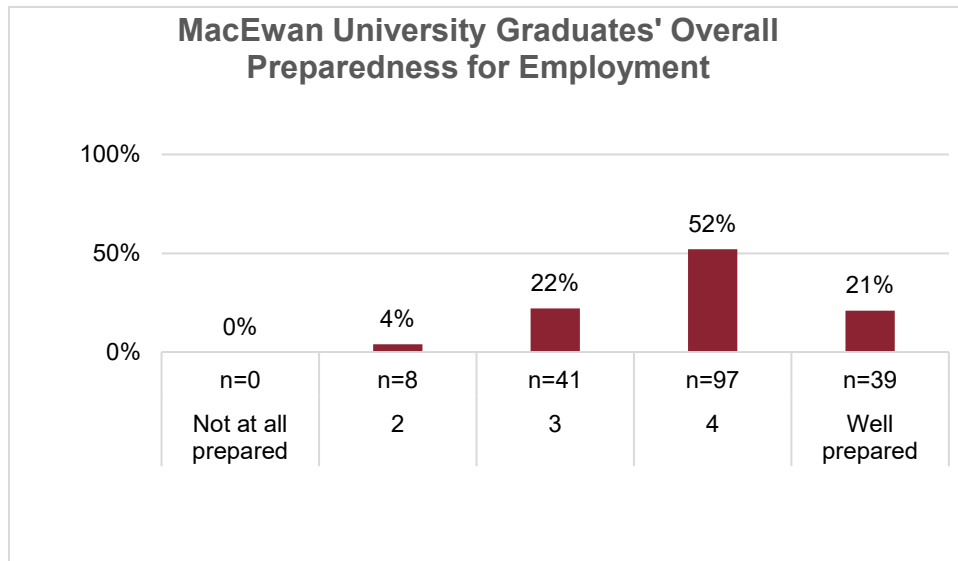
Finally, a number of employers commented on certain skill areas that individual programs could improve upon. Themes were not evident among these skills but comments are provided to each program for consideration.

**APPENDIX A:
EMPLOYER SURVEY UNIVERSITY AND FACULTY/SCHOOL
SUMMARIES**

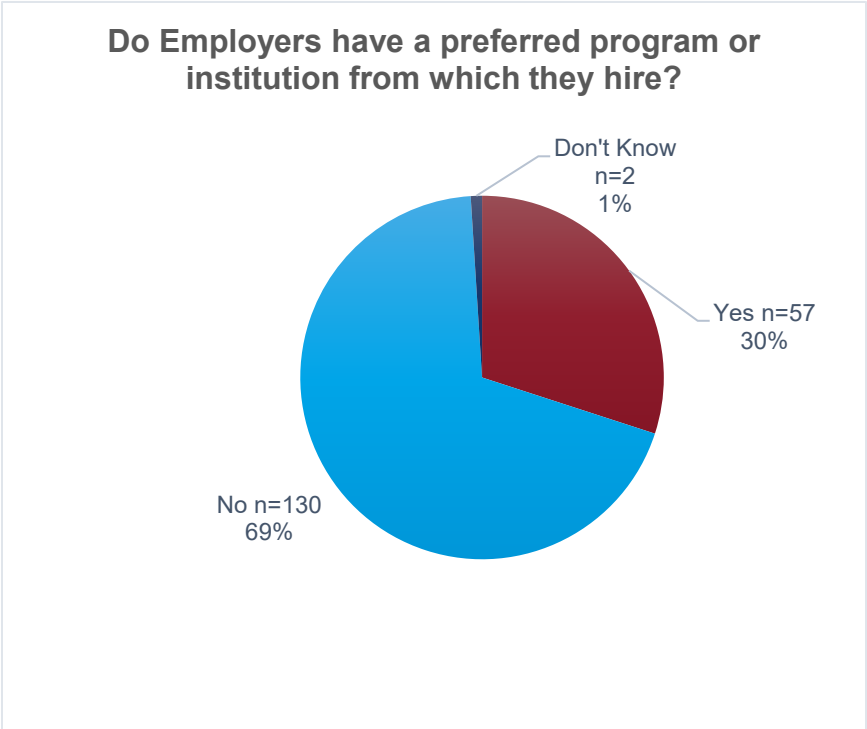
Skills and Abilities

<i>Importance of Skills and Abilities</i>						<i>Graduates' Preparedness</i>				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
1%	2%	6%	24%	68%	Written communication skills	0%	3%	22%	46%	30%
0%	0%	1%	14%	85%	Verbal communication skills	0%	1%	18%	46%	36%
0%	1%	3%	27%	70%	Critical thinking skills	0%	4%	26%	42%	28%
7%	17%	29%	36%	11%	Research skills	3%	11%	33%	36%	18%
0%	0%	3%	28%	69%	Problem solving and decision making skills	1%	2%	36%	41%	20%
0%	0%	0%	16%	84%	Interpersonal and teamwork skills	0%	2%	16%	49%	34%
0%	0%	2%	12%	87%	Professional and ethical behaviour	0%	2%	14%	38%	46%
0%	0%	7%	24%	69%	Sensitivity and responsiveness to diversity	0%	2%	14%	41%	43%
3%	13%	43%	34%	7%	Awareness of global issues	2%	10%	46%	28%	14%
2%	3%	19%	43%	33%	Knowledge of technology used in the industry	4%	7%	30%	40%	19%
1%	1%	6%	34%	57%	Commitment to ongoing professional growth and continuous learning	1%	2%	14%	46%	38%

Graduates' Preparedness for Employment



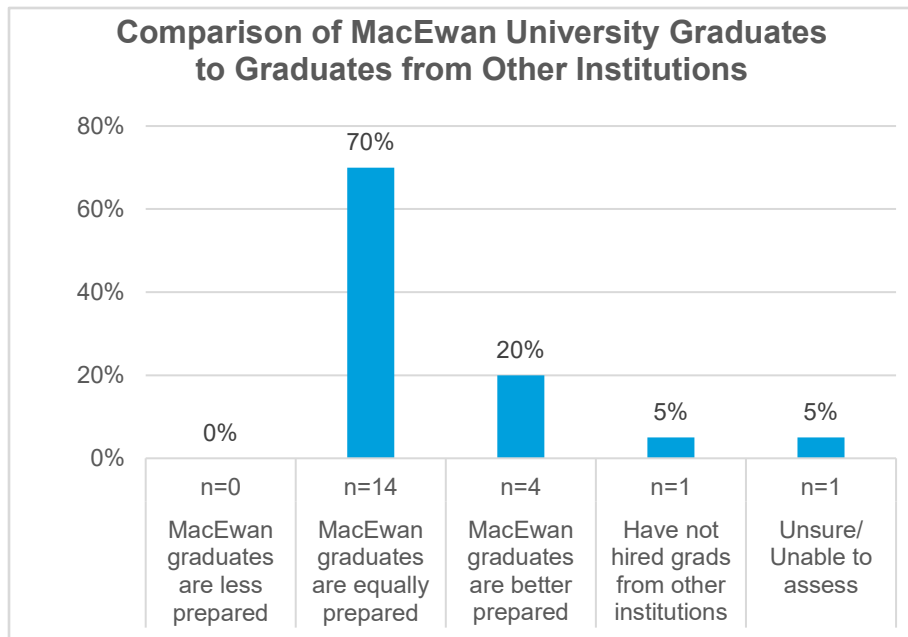
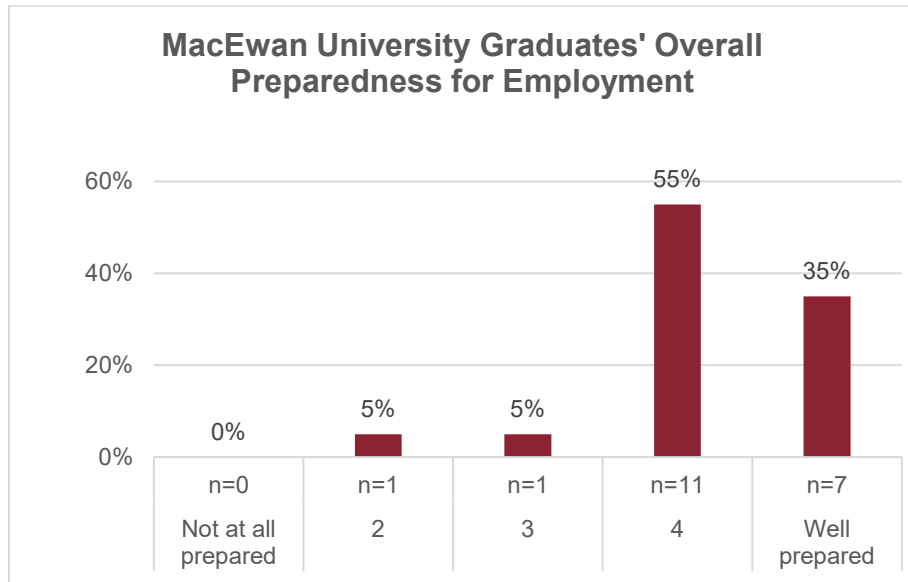
Hiring Preferences



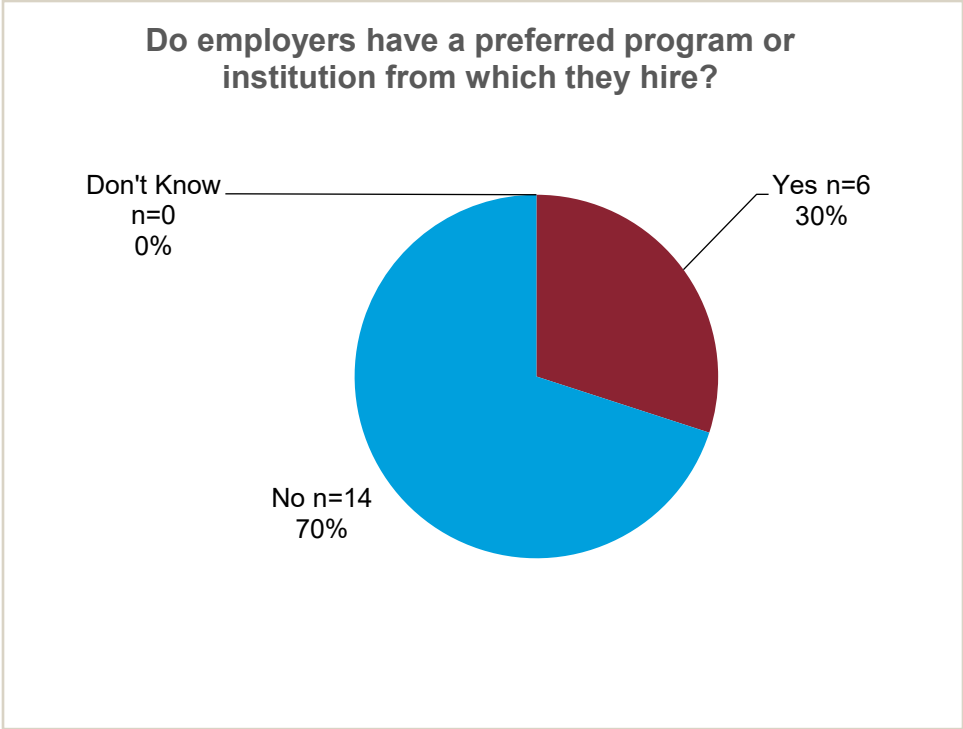
Skills and Abilities

<i>Importance of Skills and Abilities</i>						<i>Graduates' Preparedness</i>				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
5%	10%	5%	15%	65%	Written communication skills	0%	5%	5%	25%	65%
0%	0%	0%	10%	90%	Verbal communication skills	0%	0%	0%	35%	65%
0%	0%	20%	30%	50%	Critical thinking skills	0%	0%	5%	35%	60%
25%	20%	25%	20%	10%	Research skills	6%	18%	12%	24%	41%
0%	0%	5%	30%	65%	Problem solving and decision making skills	0%	0%	30%	25%	45%
0%	0%	0%	25%	75%	Interpersonal and teamwork skills	0%	0%	10%	40%	50%
0%	0%	5%	10%	85%	Professional and ethical behaviour	0%	0%	5%	25%	70%
0%	0%	5%	20%	75%	Sensitivity and responsiveness to diversity	0%	0%	10%	30%	60%
10%	20%	45%	25%	0%	Awareness of global issues	0%	11%	21%	37%	32%
0%	5%	35%	35%	25%	Knowledge of technology used in the industry	5%	10%	30%	30%	25%
5%	5%	10%	25%	55%	Commitment to ongoing professional growth and continuous learning	0%	0%	16%	37%	47%

Graduates' Preparedness for Employment



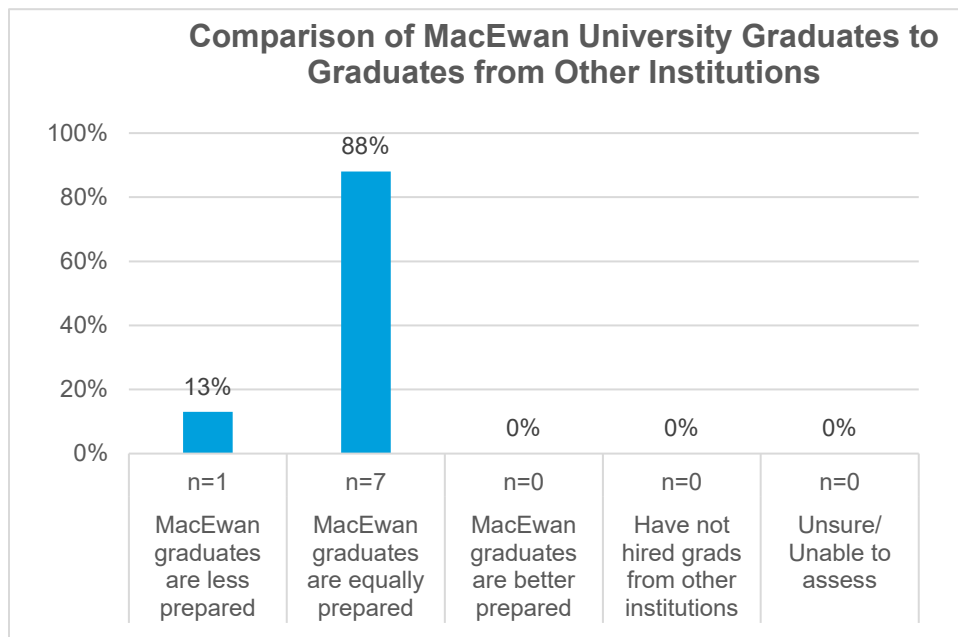
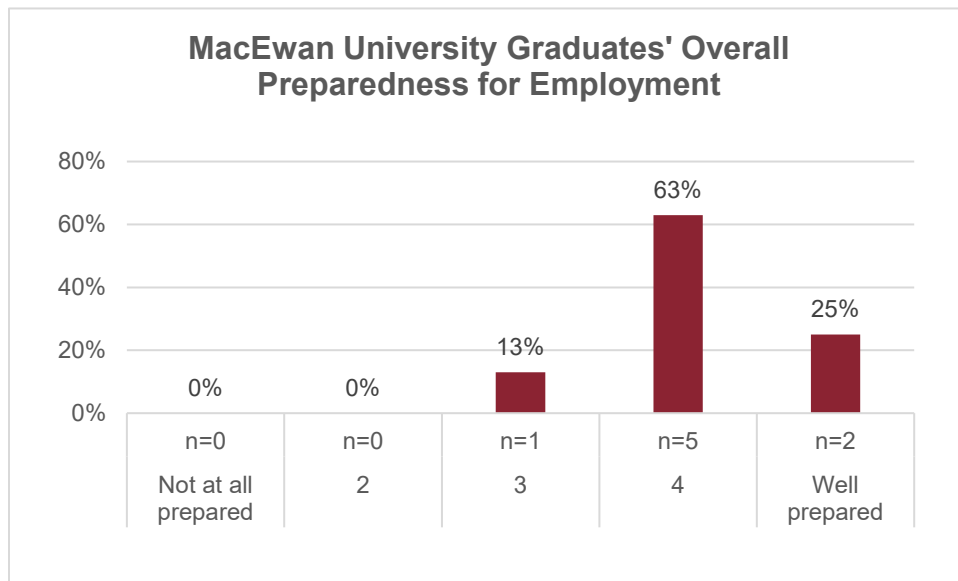
Hiring Preferences



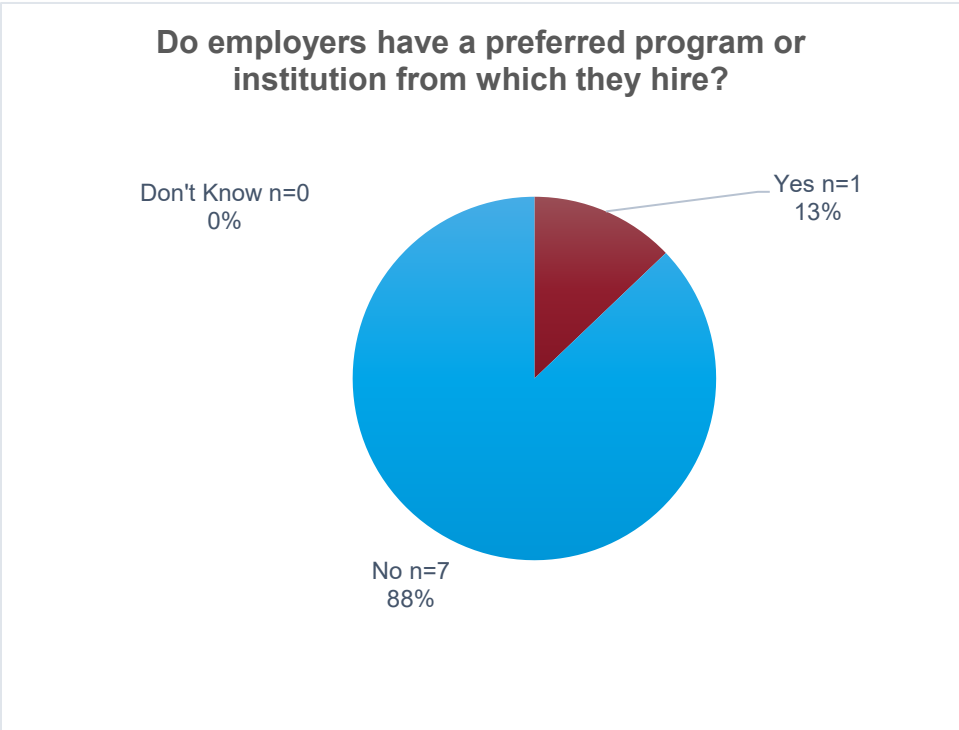
Skills and Abilities

<i>Importance of Skills and Abilities</i>						<i>Graduates' Preparedness</i>				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
0%	0%	13%	25%	63%	Written communication skills	0%	0%	25%	38%	38%
0%	0%	0%	38%	63%	Verbal communication skills	0%	0%	13%	25%	63%
0%	0%	0%	75%	25%	Critical thinking skills	0%	0%	38%	38%	25%
25%	13%	0%	63%	0%	Research skills	0%	29%	14%	29%	29%
0%	0%	13%	50%	38%	Problem solving and decision making skills	0%	0%	63%	25%	13%
0%	0%	0%	38%	63%	Interpersonal and teamwork skills	0%	0%	13%	50%	38%
0%	0%	0%	25%	75%	Professional and ethical behaviour	0%	0%	25%	25%	50%
0%	0%	13%	63%	25%	Sensitivity and responsiveness to diversity	0%	0%	13%	50%	38%
0%	25%	38%	38%	0%	Awareness of global issues	0%	38%	25%	13%	25%
0%	13%	13%	63%	13%	Knowledge of technology used in the industry	0%	13%	13%	63%	13%
0%	0%	25%	63%	13%	Commitment to ongoing professional growth and continuous learning	0%	0%	38%	50%	13%

Graduates' Preparedness for Employment



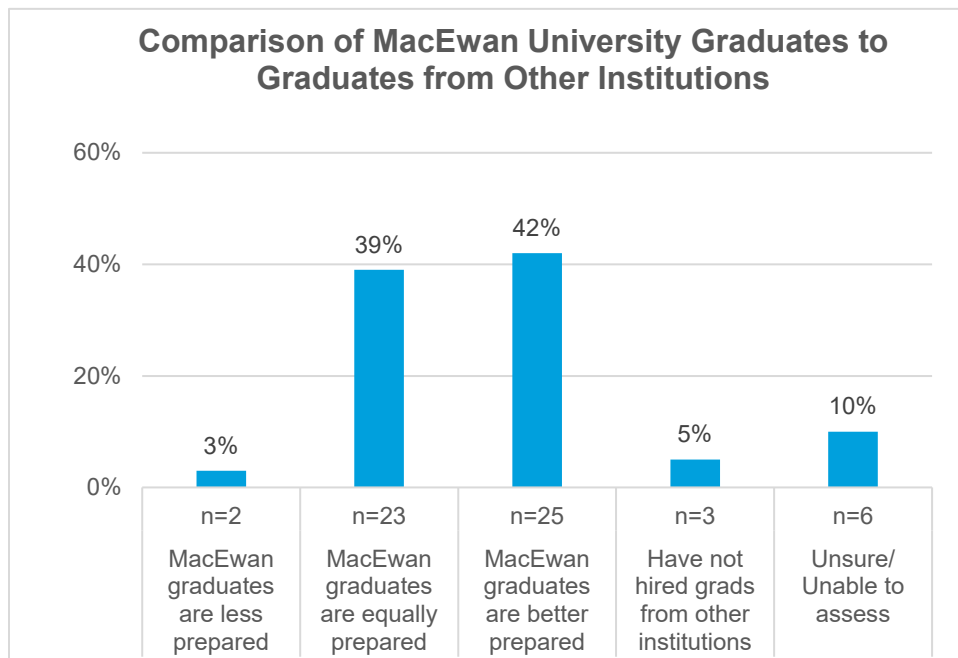
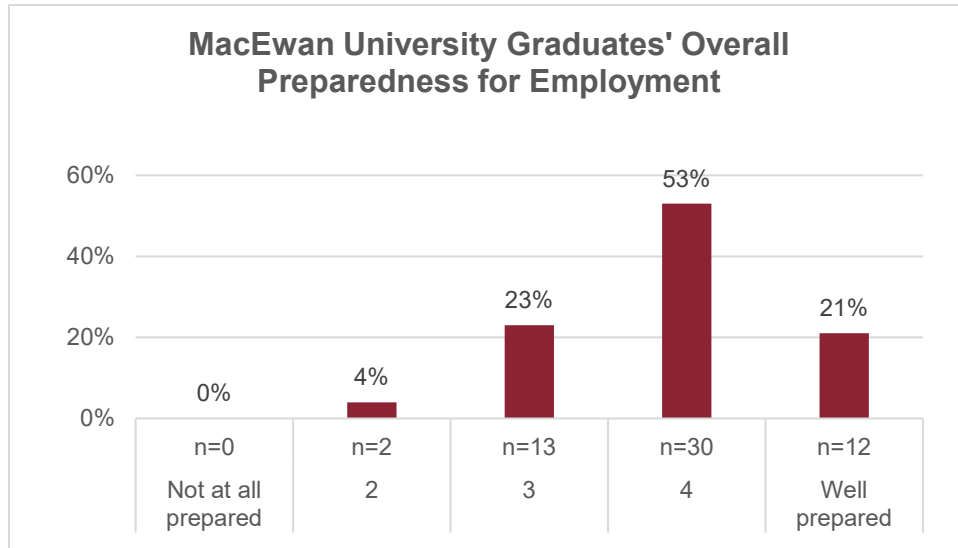
Hiring Preferences



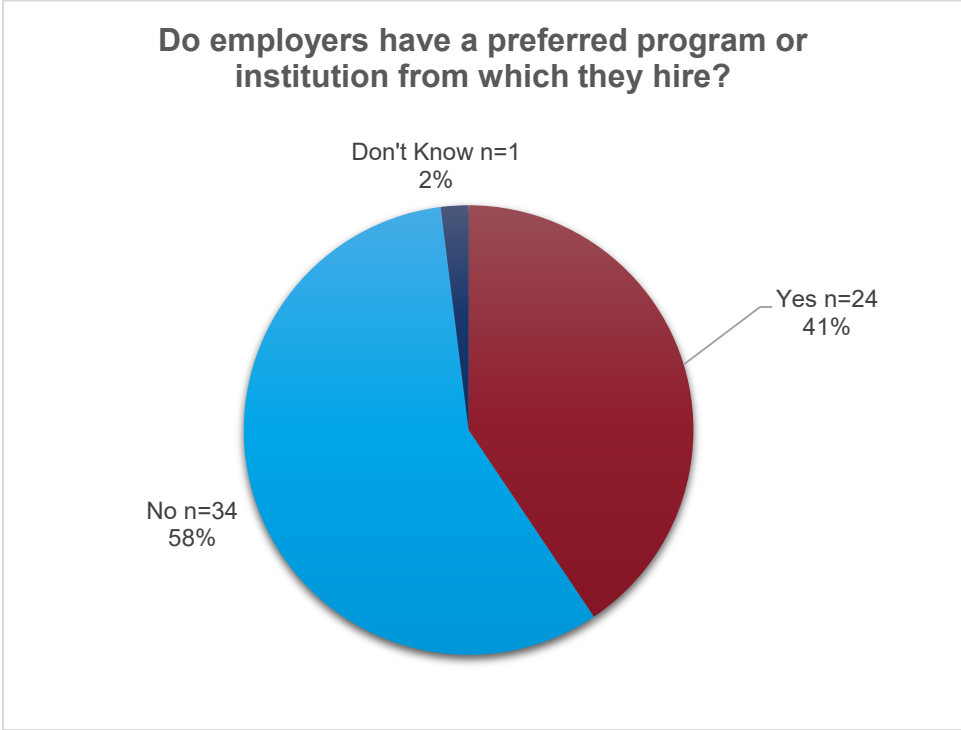
Skills and Abilities

Importance of Skills and Abilities						Graduates' Preparedness				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
2%	2%	5%	24%	68%	Written communication skills	0%	2%	26%	44%	28%
0%	0%	0%	14%	86%	Verbal communication skills	0%	0%	23%	40%	37%
0%	0%	0%	24%	76%	Critical thinking skills	0%	2%	26%	44%	28%
2%	17%	31%	39%	12%	Research skills	2%	6%	33%	46%	14%
0%	0%	0%	22%	78%	Problem solving and decision making skills	2%	2%	28%	40%	28%
0%	0%	0%	10%	90%	Interpersonal and teamwork skills	0%	4%	18%	40%	39%
0%	0%	2%	10%	88%	Professional and ethical behaviour	0%	4%	5%	44%	47%
0%	0%	5%	14%	81%	Sensitivity and responsiveness to diversity	0%	2%	6%	40%	53%
0%	10%	41%	40%	9%	Awareness of global issues	2%	8%	48%	33%	10%
2%	3%	14%	42%	39%	Knowledge of technology used in the industry	5%	4%	33%	42%	16%
0%	2%	2%	34%	63%	Commitment to ongoing professional growth and continuous learning	0%	3%	12%	50%	35%

Graduates' Preparedness for Employment



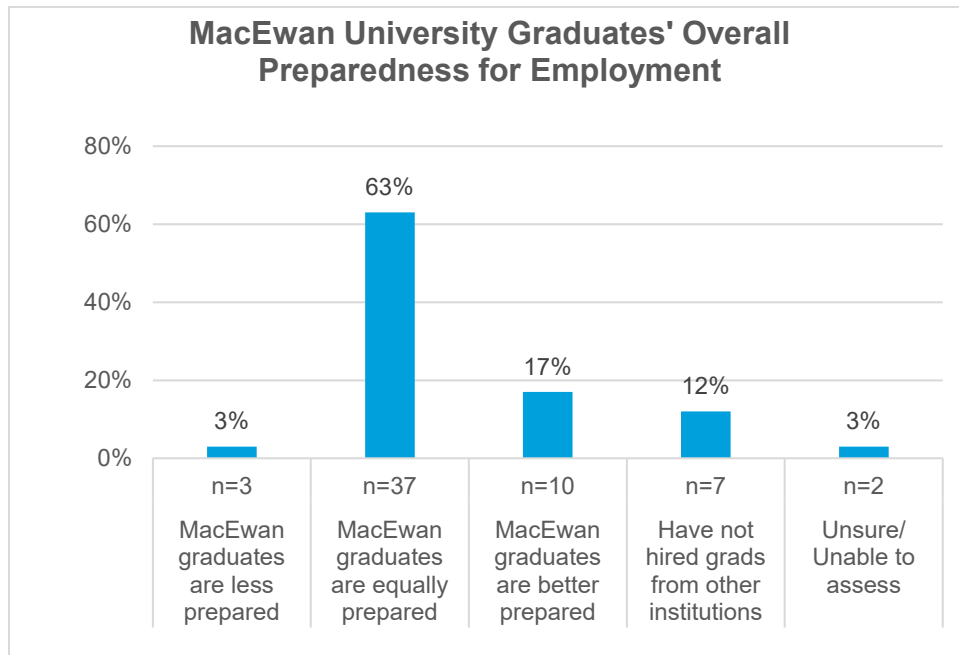
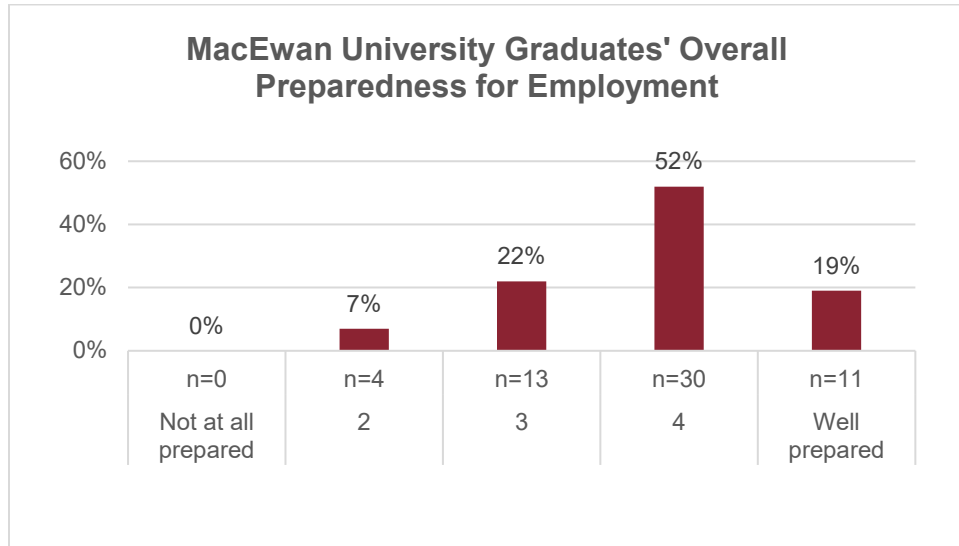
Hiring Preferences



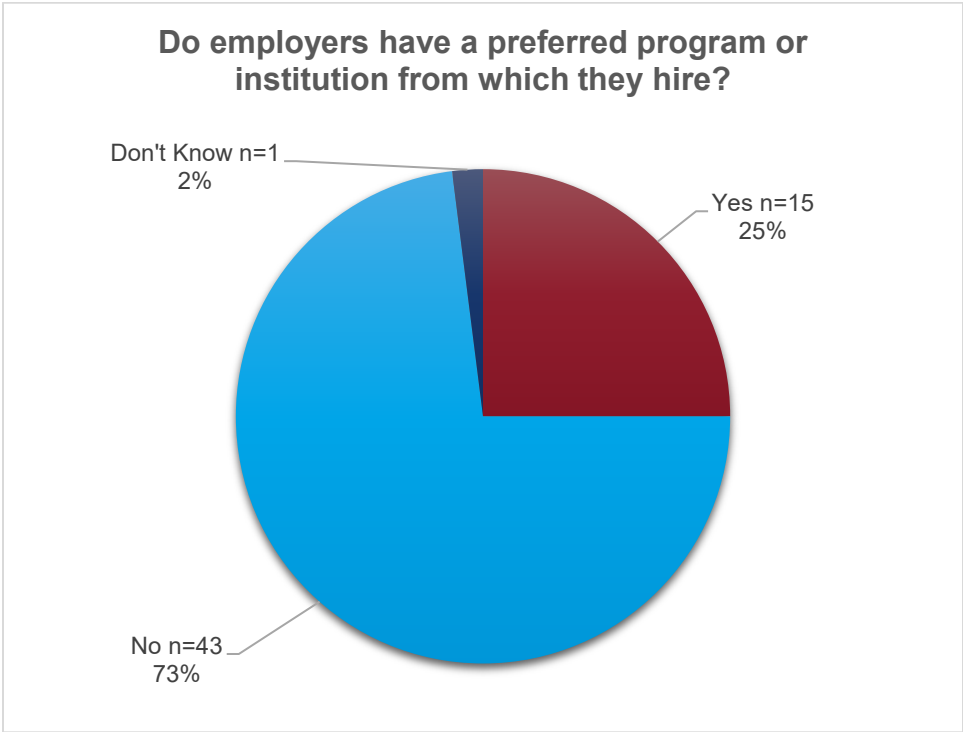
Skills and Abilities

<i>Importance of Skills and Abilities</i>						<i>Graduates' Preparedness</i>				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
0%	0%	9%	29%	63%	Written communication skills	0%	4%	25%	52%	20%
0%	0%	3%	17%	80%	Verbal communication skills	0%	2%	21%	46%	30%
0%	2%	2%	37%	59%	Critical thinking skills	0%	13%	23%	38%	27%
2%	12%	35%	36%	16%	Research skills	0%	14%	35%	33%	18%
0%	0%	7%	36%	58%	Problem solving and decision making skills	2%	6%	35%	49%	9%
0%	0%	0%	20%	80%	Interpersonal and teamwork skills	0%	2%	12%	51%	35%
0%	0%	2%	14%	85%	Professional and ethical behaviour	0%	4%	19%	32%	46%
0%	0%	9%	27%	64%	Sensitivity and responsiveness to diversity	0%	4%	14%	41%	41%
5%	16%	35%	38%	7%	Awareness of global issues	4%	10%	49%	24%	14%
3%	2%	17%	46%	32%	Knowledge of technology used in the industry	4%	13%	27%	41%	16%
2%	0%	10%	39%	49%	Commitment to ongoing professional growth and continuous learning	4%	2%	11%	50%	34%

Graduates' Preparedness for Employment



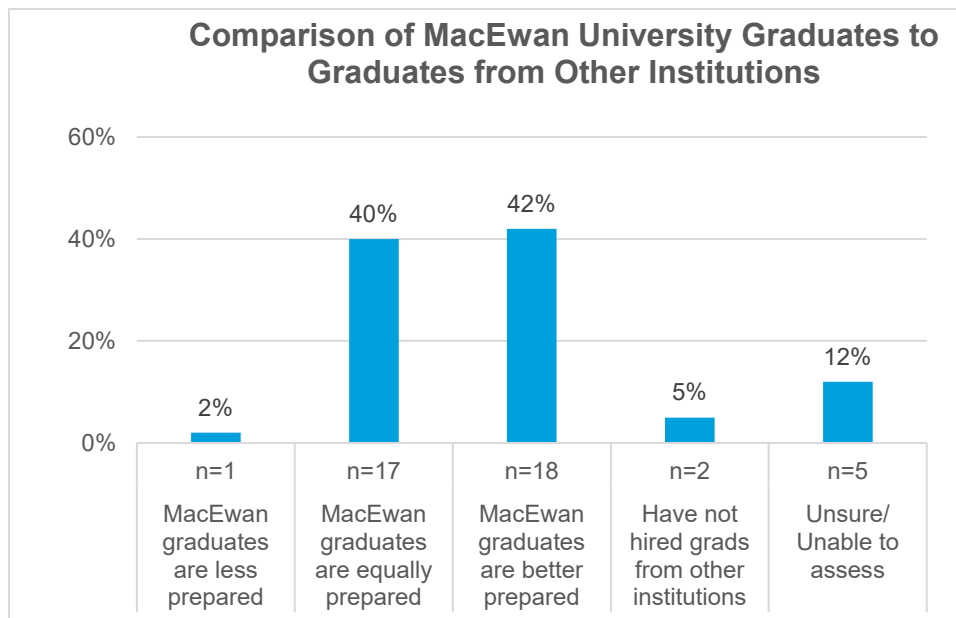
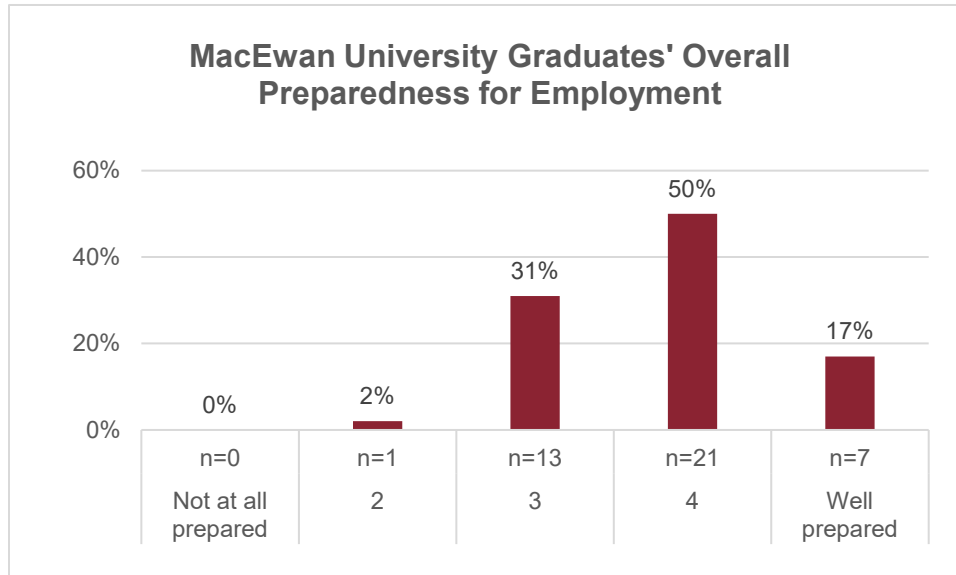
Hiring Preferences



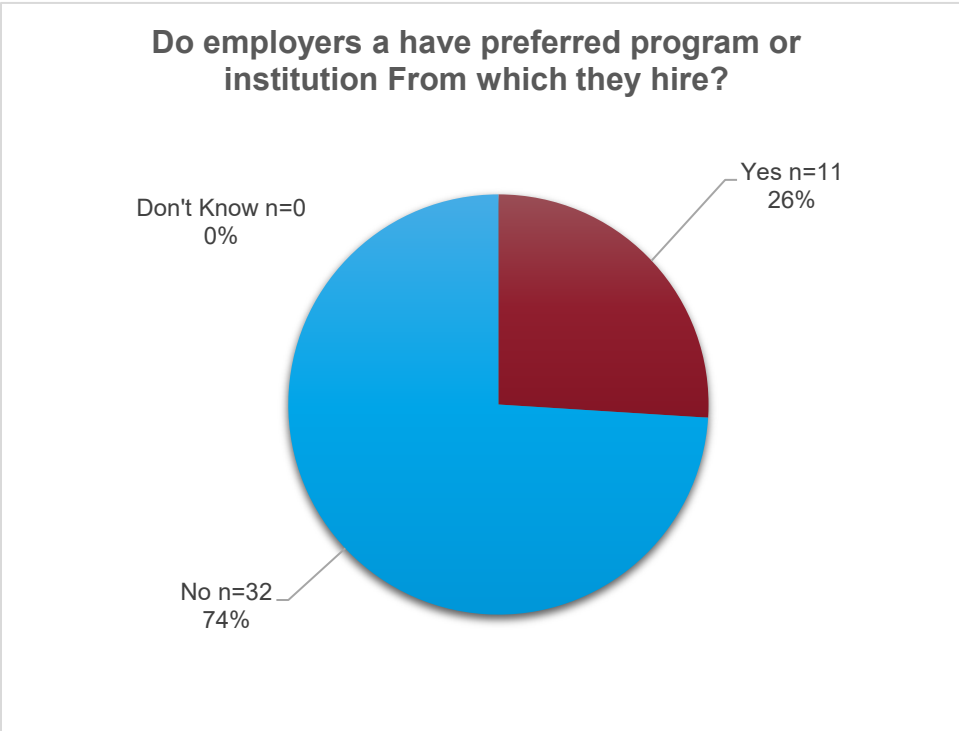
Skills and Abilities

<i>Importance of Skills and Abilities</i>						<i>Graduates' Preparedness</i>				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
0%	0%	2%	21%	77%	Written communication skills	0%	2%	20%	51%	27%
0%	0%	0%	9%	91%	Verbal communication skills	0%	0%	17%	62%	21%
0%	0%	0%	7%	93%	Critical thinking skills	0%	0%	38%	48%	14%
9%	23%	28%	35%	5%	Research skills	6%	6%	42%	33%	12%
0%	0%	0%	21%	79%	Problem solving and decision making skills	0%	0%	45%	41%	14%
0%	0%	0%	12%	88%	Interpersonal and teamwork skills	0%	0%	21%	62%	17%
0%	0%	0%	9%	91%	Professional and ethical behaviour	0%	0%	21%	45%	33%
0%	0%	7%	28%	65%	Sensitivity and responsiveness to diversity	0%	0%	29%	44%	27%
2%	7%	58%	23%	9%	Awareness of global issues	0%	6%	58%	27%	9%
0%	2%	21%	42%	35%	Knowledge of technology used in the industry	2%	0%	33%	38%	26%
0%	0%	2%	28%	70%	Commitment to ongoing professional growth and continuous learning	0%	0%	14%	38%	48%

Graduates' Preparedness for Employment



Hiring Preferences



**APPENDIX B:
PROGRAM SUMMARIES**
(IN ALPHABETICAL ORDER)

Accounting and Strategic Measurement Diploma

Overall Preparation for Employment: 4.20
(average rating on a 5-point scale)

n= 5

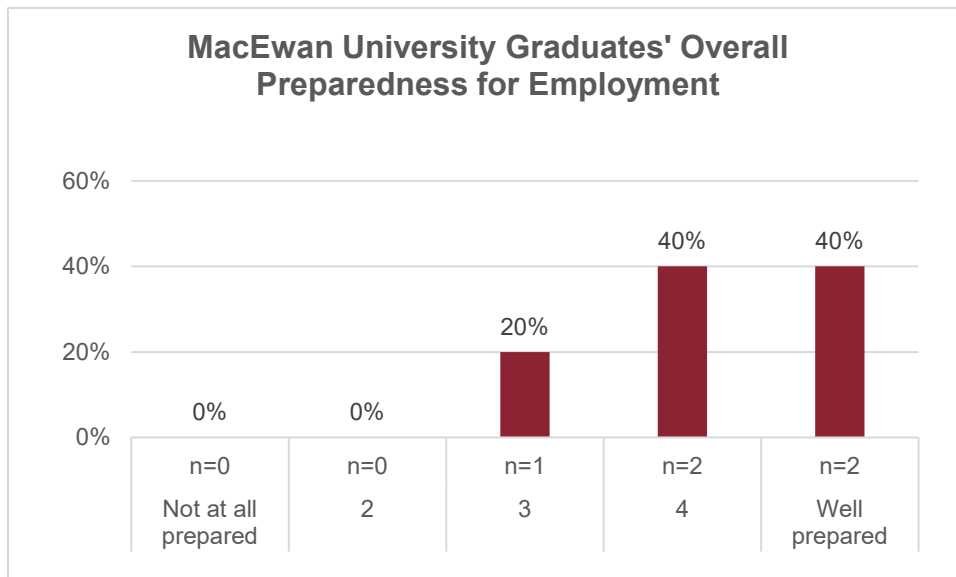
Skills and Abilities

<i>Importance of Skills and Abilities</i>						<i>Graduates' Preparedness</i>				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
0%	0%	20%	0%	80%	Written communication skills	0%	0%	20%	40%	40%
0%	0%	0%	0%	100%	Verbal communication skills	0%	0%	40%	0%	60%
0%	0%	0%	40%	60%	Critical thinking skills	0%	20%	0%	40%	40%
0%	60%	20%	20%	0%	Research skills	0%	25%	50%	0%	25%
0%	0%	20%	40%	40%	Problem solving and decision making skills	0%	0%	40%	20%	40%
0%	0%	0%	20%	80%	Interpersonal and teamwork skills	0%	0%	0%	40%	60%
0%	0%	0%	20%	80%	Professional and ethical behaviour	0%	0%	20%	0%	80%
0%	0%	0%	40%	60%	Sensitivity and responsiveness to diversity	0%	0%	0%	20%	80%
20%	60%	0%	20%	0%	Awareness of global issues	0%	25%	50%	0%	25%
0%	0%	0%	60%	40%	Knowledge of technology used in the industry	0%	0%	40%	40%	20%
0%	0%	40%	40%	20%	Commitment to ongoing professional growth and continuous learning	0%	0%	25%	25%	50%

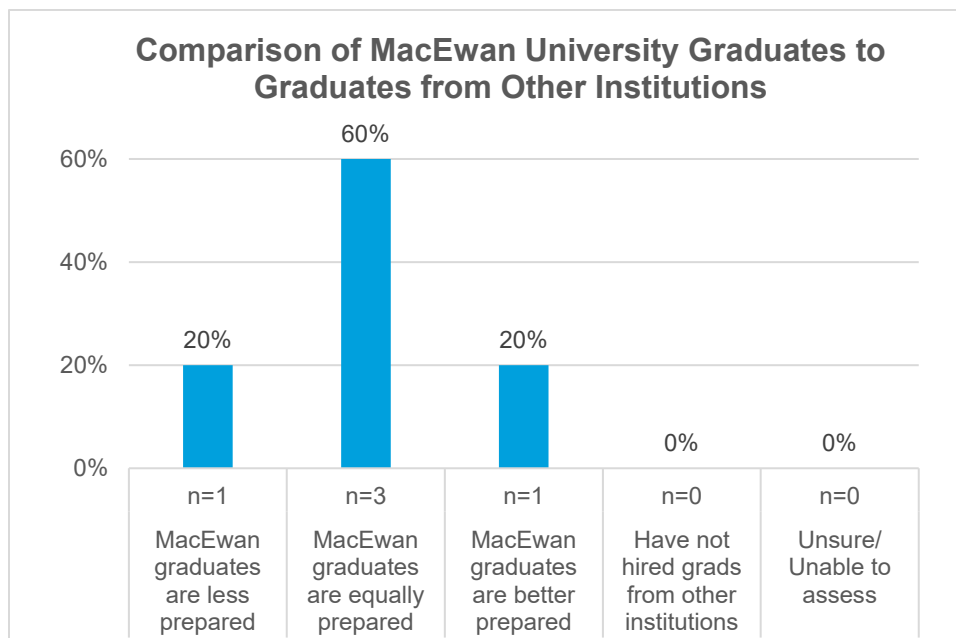
Additional Skills of Importance

Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
None noted	-	-

Graduates' Preparedness for Employment



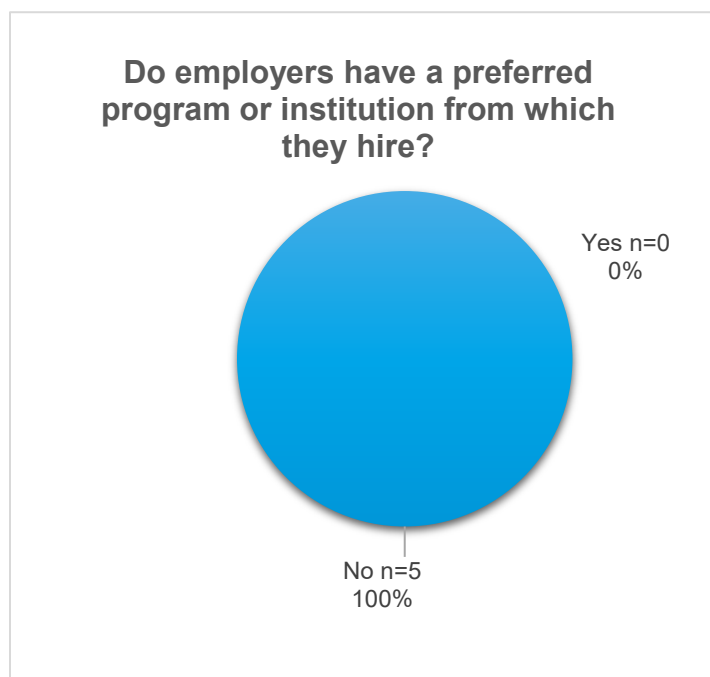
Comments: (no comments)



Comments:

- Coming into the industry their diplomas and certificates are not going to help them here, all of them are well prepared, they are smart kids.
- I have had two people from the university and from here. I don't know if it was their personality, very comparable people.
- I have worked with graduates from other universities who I found had a little bit more general knowledge, a lot more classes in the social sciences. In terms of the graduate we had from the Communications program, I found that person not well prepared to work creatively or work outside the box. It was too much technical knowledge.
- Overall, in my experience, I find that people that have graduated from other similar programs demonstrate the same level of exposure and lack real technical experience that's required to tackle a client base. I feel like all people get the same exposure so they stay at the same level.
- They seem to have more practical knowledge.

Hiring Preferences



What program and/or organization?

(none specified)

Additional Comments

- It would help for graduates to get some hands-on training. It should be included in the program that they get tied up with smaller organizations so that they get training.
- So the university itself is very responsive and willing to accept feedback. This is a really good example.

Acupuncture

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

n= 1

To maintain confidentiality, results are not reported when fewer than five employers responded.

Arts and Cultural Management

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)
n= 2

To maintain confidentiality, results are not reported when fewer than five employers responded.

Bachelor of Applied Human Service Administration

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)
n= 3

To maintain confidentiality, results are not reported when fewer than five employers responded.

Bachelor of Arts

Overall Preparation for Employment: 4.0
(average rating on a 5-point scale)

All Majors

n= 10

Skills and Abilities

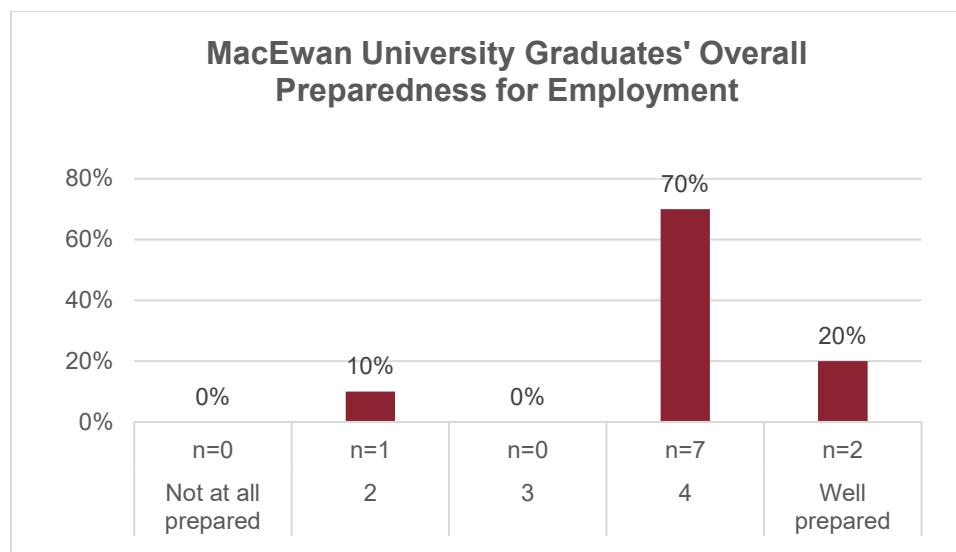
Importance of Skills and Abilities						Graduates' Preparedness				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
0%	10%	10%	10%	70%	Written communication skills	0%	0%	0%	30%	70%
0%	0%	0%	0%	100%	Verbal communication skills	0%	0%	0%	50%	50%
0%	0%	0%	30%	70%	Critical thinking skills	0%	0%	0%	60%	40%
20%	30%	10%	20%	20%	Research skills	10%	30%	10%	10%	40%
0%	0%	0%	20%	80%	Problem solving and decision making skills	0%	0%	20%	40%	40%
0%	0%	0%	20%	80%	Interpersonal and teamwork skills	0%	0%	10%	40%	50%
0%	0%	10%	20%	70%	Professional and ethical behaviour	0%	0%	10%	20%	70%
0%	0%	10%	20%	70%	Sensitivity and responsiveness to diversity	0%	0%	10%	40%	50%
10%	20%	30%	40%	0%	Awareness of global issues	0%	20%	0%	40%	40%
0%	10%	30%	30%	30%	Knowledge of technology used in the industry	10%	10%	30%	20%	30%
0%	0%	10%	30%	60%	Commitment to ongoing professional growth and continuous learning	0%	0%	20%	30%	50%

Additional Skills of Importance

Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
Concurrent disorders, addictions, mental health disorders in general for DSM5	1	3

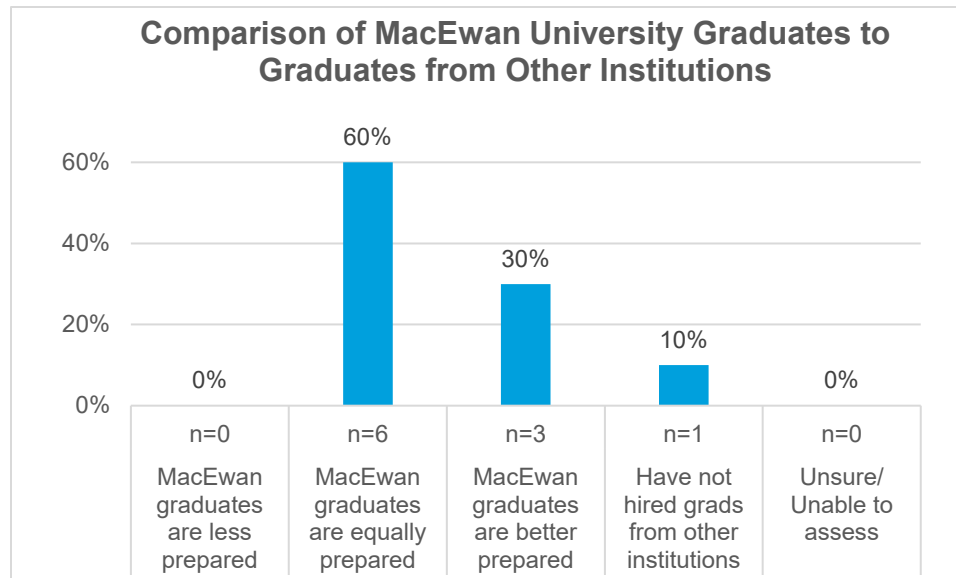
Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
Knowledge in the field, practical experience	1	5
Self care	1	3
Versatility	1	2
Design, Visual presentation	1	4
Practicum	1	4
Programming	1	4

Graduates' Preparedness for Employment



Comments:

- They do set you up generally to get into the workforce. We do love MacEwan but that's not to say they are equal to any U of A or Concordia graduate.

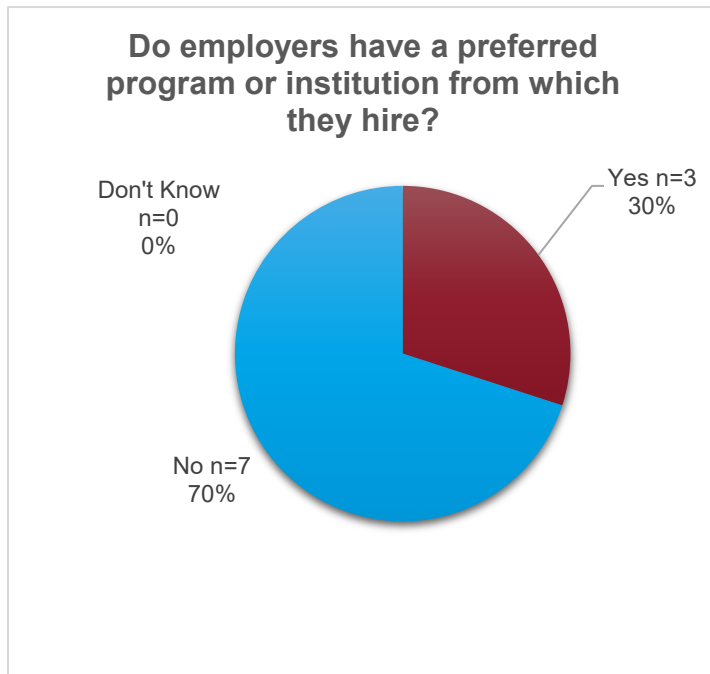


Comments:

- Because they've taken initiative for learning and they've pursued and completed it. I think there's a skill set involved with that that is very important.
- Having had practicums from other programs in child and youth, it appears that they're learning similar topics and learning at similar paces. Looking at the different courses, the courses are very similar in nature.
- I have never worked with any other university grad before. Honestly, she is better than people that are here.
- I have people working from MacEwan, U of A, and other university programs. Retail is basic work so it is very easy to adapt to.
- I think it comes down to the instructors. They seem to have a high standard and they challenge their students through discussion. I think the diversity of the programs, she took everything from nutrition to sex education courses. I believe they brought in speakers or maybe it was just the instructors she was talking about. We deal with all walks of life, gender status, and we connect people and provide referrals and so understanding individuals with inter-generational trauma or social detriments of health. When we wrap services around our clients, the student would share what she learned, so for example, whether it was people facing poverty, she brought in her textbook on nutrition and we brainstormed ways of getting vital nutrients and minerals through a food program we ran. When it came to research she was extremely quick – competent and able to assist with writing grants which was nothing to do with her training, but it was a skill that was transferable and also with research she was able to read statistical information with proficiency. And the other thing that stands out for me is on ethics – we see a lot of systemic issues and with regard to human rights, we talked a lot about ethics and how to maintain that within programs. It's amazing – I'm pretty impressed. I could go on for hours.
- I think the education across the board is pretty standard for an undergraduate. On my personal level, the MacEwan Honor Psych program is very applicable for students in the workplace and also for continued education to a Master's program.

- The education itself is not the most paramount for us. The work ethic and the interpersonal skills to be able to engage with our customers.
- We've only had graduates from NAIT and they seemed to be on par with MacEwan graduates as far as preparedness.
- When I have someone from MacEwan and I have someone from the University of Alberta, the MacEwan student is hungrier. They have more of a work ethic and more of a drive to succeed, whereas the U of A person thinks that success is easy.

Hiring Preferences



What program and/or organization?

MacEwan University

- Emergency Dispatch
- No specific program

American Association of State and Local History

- History Leadership Institute

Additional Comments

- For MacEwan to get a Master's program for psychology.
- We are very happy with the students we get here.
- We have an elder facilitator that I think would be a compliment to all of MacEwan's programs. His journey from culture to residential school to the streets to incarceration then employment and back to culture, called the broken journey, and I see when we share that with people and what they're being taught is then enhanced through his personal journey.

Bachelor of Arts

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

Anthropology

n= 1

To maintain confidentiality, results are not reported when fewer than five employers responded.

Bachelor of Arts

Political Science

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

n= 1

To maintain confidentiality, results are not reported when fewer than five employers responded.

Bachelor of Arts

Overall Preparation for Employment: 3.83
(average rating on a 5-point scale)

Psychology

n= 6

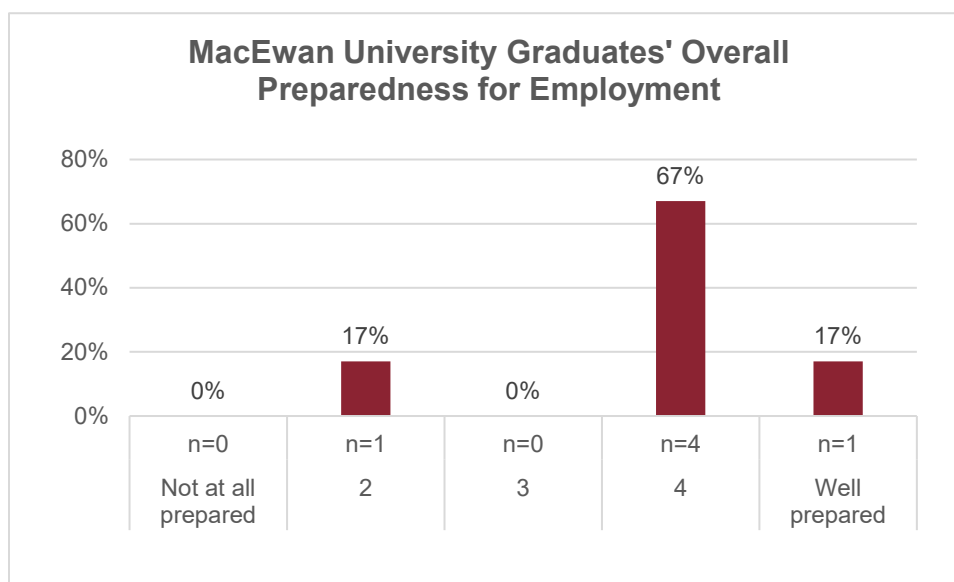
Skills and Abilities

<i>Importance of Skills and Abilities</i>						<i>Graduates' Preparedness</i>				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
0%	0%	0%	17%	83%	Written communication skills	0%	0%	0%	17%	83%
0%	0%	0%	0%	100%	Verbal communication skills	0%	0%	0%	50%	50%
0%	0%	0%	33%	67%	Critical thinking skills	0%	0%	0%	67%	33%
17%	17%	17%	17%	33%	Research skills	17%	33%	0%	0%	50%
0%	0%	0%	17%	63%	Problem solving and decision making skills	0%	0%	33%	33%	33%
0%	0%	0%	17%	63%	Interpersonal and teamwork skills	0%	0%	17%	50%	33%
0%	0%	0%	0%	100%	Professional and ethical behaviour	0%	0%	17%	0%	83%
0%	0%	0%	0%	100%	Sensitivity and responsiveness to diversity	0%	0%	17%	33%	50%
0%	0%	50%	50%	0%	Awareness of global issues	0%	17%	0%	67%	17%
0%	0%	33%	33%	33%	Knowledge of technology used in the industry	17%	0%	17%	33%	33%
0%	0%	0%	17%	83%	Commitment to ongoing professional growth and continuous learning	0%	0%	33%	0%	67%

Additional Skills of Importance

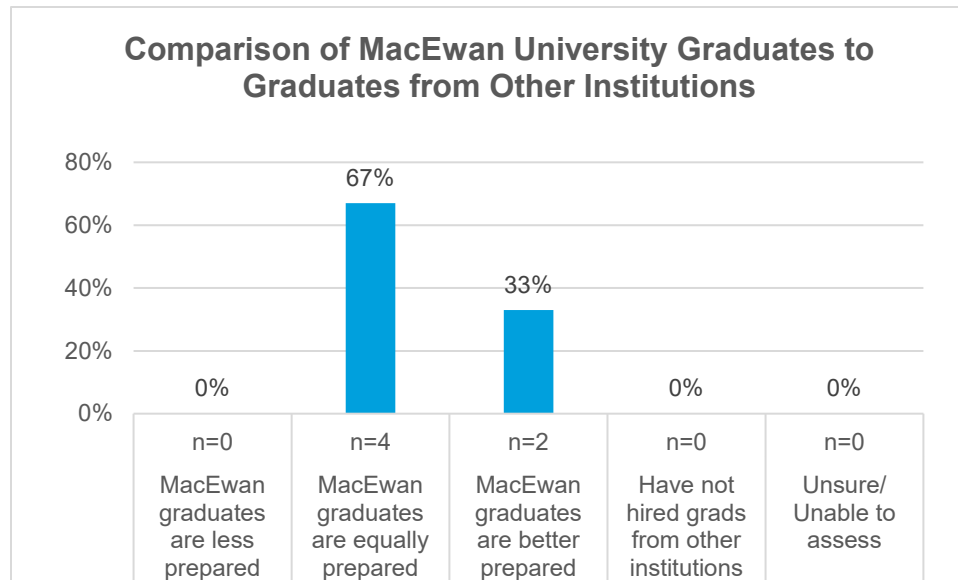
Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
Versatility	1	2
Design, Visual presentation	1	2
Concurrent disorders, addictions, mental health disorders in general for DSM5	1	3
Self care	1	3
Practicum	1	4

Graduates' Preparedness for Employment



Comments:

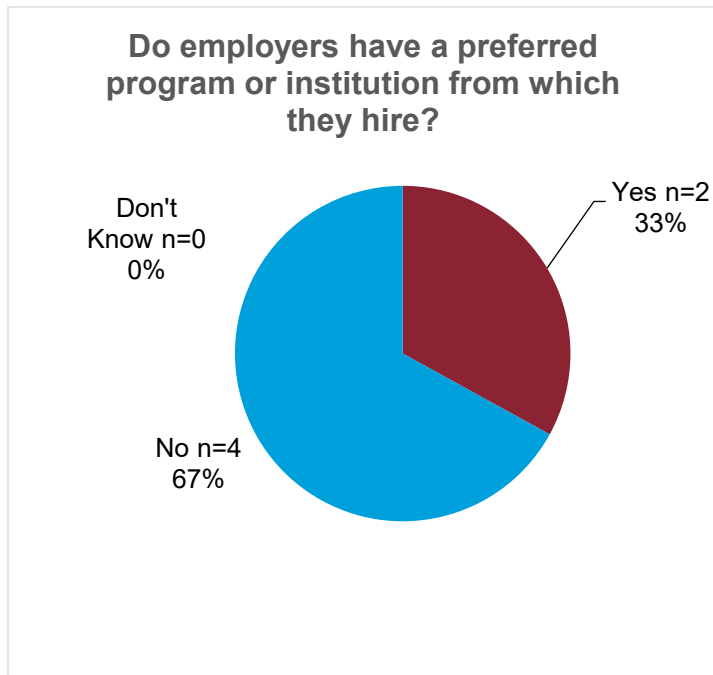
- They do set you up generally to get into the workforce. We do love MacEwan but that's not to say they are equal to any U of A or Concordia graduate.



Comments:

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Hiring Preferences



What program and/or organization?

MacEwan University

- No specific program listed

American Association of State and Local History

- History Leadership Institute

Additional Comments

- For MacEwan to get a Master's program for psychology.
- We have an elder facilitator that I think would be a compliment to all of MacEwan's programs. His journey from culture to residential school to the streets to incarceration then employment and back to culture, called the broken journey, and I see when we share that with people and what they're being taught is them enhanced through his personal journey.

Bachelor of Arts

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

Sociology

n= 2

To maintain confidentiality, results are not reported when fewer than five employers responded.

Bachelor of Child and Youth Care

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

n= 4

To maintain confidentiality, results are not reported when fewer than five employers responded.

Bachelor of Commerce

Overall Preparation for Employment: 3.84
(average rating on a 5-point scale)

All Majors

n= 31

Skills and Abilities

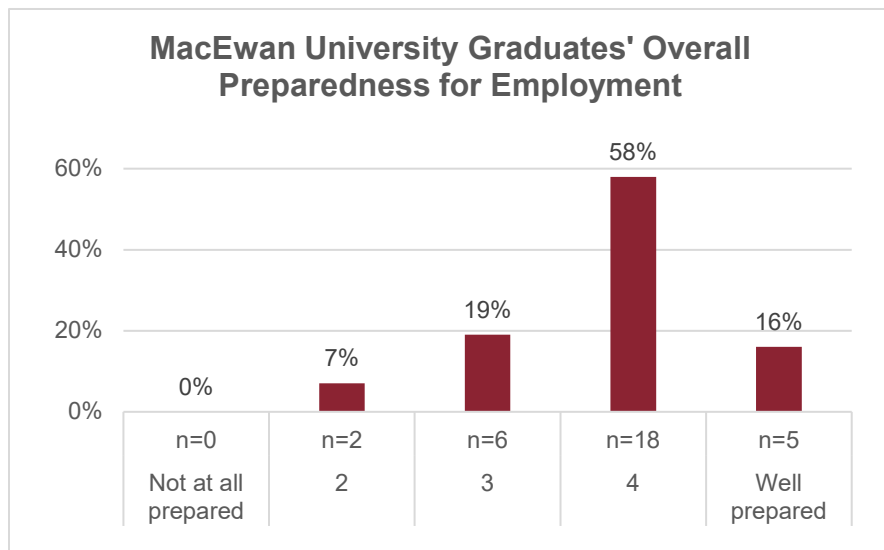
<i>Importance of Skills and Abilities</i>						<i>Graduates' Preparedness</i>				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
0%	0%	7%	42%	52%	Written communication skills	0%	3%	23%	57%	17%
0%	0%	3%	23%	74%	Verbal communication skills	0%	0%	13%	60%	27%
0%	3%	0%	42%	55%	Critical thinking skills	0%	7%	23%	37%	33%
3%	7%	40%	33%	17%	Research skills	0%	14%	29%	36%	21%
0%	0%	7%	32%	61%	Problem solving and decision making skills	3%	0%	33%	53%	10%
0%	0%	0%	19%	81%	Interpersonal and teamwork skills	0%	3%	7%	55%	36%
0%	0%	3%	13%	84%	Professional and ethical behaviour	0%	3%	13%	36%	48%
0%	0%	13%	36%	52%	Sensitivity and responsiveness to diversity	0%	0%	13%	50%	37%
7%	17%	27%	40%	10%	Awareness of global issues	7%	11%	41%	30%	11%
7%	0%	19%	39%	36%	Knowledge of technology used in the industry	7%	20%	23%	33%	17%
3%	0%	10%	32%	55%	Commitment to ongoing professional growth and continuous learning	7%	0%	10%	52%	32%

Skills of Importance

Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
Ability to deal with ambiguity	1	2
Communication skills	1	4
Project Management	1	1
Self-motivated individuals	1	3

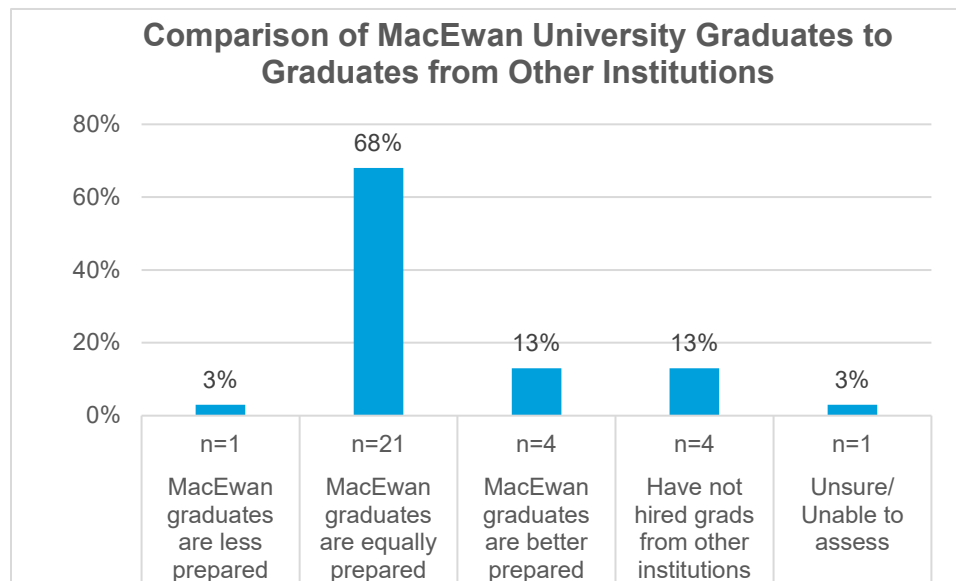
Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
Time management	1	3
Customer service	1	3
Strategy or stakeholder management	1	1
Emotional intelligence, budgeting	1	1
Organizational behaviour	1	3

Graduates' Preparedness for Employment



Comments:

- I'm going off the individual I was working with. If I had a larger pool those data points may have changed. I also am a MacEwan graduate – from first-hand experience, those topics that were not covered and would have been helpful for myself and had to get those skills outside of Grant MacEwan. I know they offer project modules but it's independent of the commerce program.
- It's experience – there's a gap between academic and experience. Some of the courses that are offered are lacking core knowledge courses for our industry, taxation being one. They can take a tax course but it's not specific to MacEwan students, it's anybody coming out of post-secondary. We're having to train them for the real world or practical world. We'd be more inclined to seek out cooperative students.

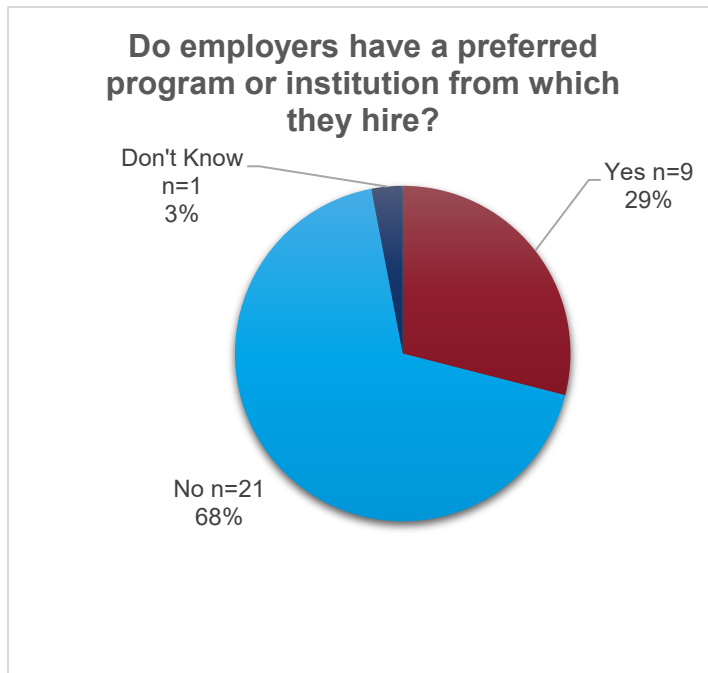


Comments:

- Based on my experience with those from the U of A program, they are equally prepared.
- Equally with NAIT, less prepared when compared to the U of 'a. I find there is more of a sense of entitlement, less work ethic, and more demands on the employer.
- I believe the type of courses they are taking are comparable to other post-secondary institutions. A lot comes down to the individual. GPA is an indicator. I used to not be a believer in that but their performance in the real world is related to their GPA.
- I don't have anything to go against. Part of it relates to commerce and other skills don't relate to commerce.
- I just worked with graduates from the U of A programs and I haven't seen differences in their performance in graduates from these two programs. The graduates that we tend to hire from the U of A, for example, have been exposed to the co-op program. They have practicum knowledge.
- I think critical thinking skills need development.
- I think everybody gets their education at an equal level. It's the person that makes a difference in their success.
- I think MacEwan has done a fantastic job at becoming and growing more than just a community college. As an employer, we don't discount any MacEwan resume. MacEwan has created a great reputation for itself.
- In general, the gentleman who works for us, he has an excellent attitude. It seems like he was going to have to work hard at the beginning and do whatever it takes to succeed.
- In new recruits I didn't find any difference.

- In the industry we're in, we don't deal with a lot of graduates, but our graduate is on the same level as other graduates from other programs. Written and verbal skills are excellent. The ambition, drive, and confidence to move forward has been very impressive.
- It seems to be more hands-on – they do more real projects, real business issues, it's not out of textbook. They have them out in the field getting real life experience, well connected to the community.
- It's hard for me to really narrow down. I don't have at the top of my mind certain programs they graduate from. I do have a level of confidence with Grant MacEwan, I'm a graduate myself.
- If I compared to NAIT, NAIT is much more technical skills where MacEwan doesn't get into that same detail on the technical, so then if I look at the U of A, that is more conceptual, so they are able to grasp higher level concepts sooner, but MacEwan strives to set a balance between the two. On the preparedness side, really, it's understanding the recruiting process when coming into the public accounting world. I think there needs to be more communication of that process.
- It's really more person-dependent, not so much graduate dependent.
- It's the same, even people from NAIT – the courses are comparable. I think MacEwan and other graduates of similar dispositions have an equal propensity, however, there is strategic opportunity to diversify and offer more practical skill sets (project management).
- Just based on the fact that I don't think we would necessarily choose MacEwan over other graduates, but we wouldn't discount them in comparison to other programs. We've been canvassing for recruiting this year and we are very happy with the turnout of MacEwan graduates and even pre-graduates.
- Just comparing it, I would say it's about the same as the U of A, very similar, if anything, slightly less for the technical side than the U of A, but stronger than grads from NAIT.
- The field we are in, especially for entry level positions, need a lot of nuance, judgment related to the language of social services in supporting clientele. A lot of support is continuative and that requires a lot of training.
- The majority of them being able to do their jobs need experience. They're lacking experience. For lack of experience, they are doing a great job.
- The quality of candidates we've had compared to other similar situations, other programs have been good to us.
- There's nothing that stands out when I compare them to the University of Alberta.
- They're through the program, they get them ready for the real world, more hands-on, get out and learn, not waiting for things to happen, they take the initiative, they are very responsible as well.
- We have staff who are from Grant MacEwan and others, the work we give to them, they get the same results.
- We haven't had a preference over one school to another.
- We've had graduates from the U of A and they have an equal skill set.

Hiring Preferences



What program and/or organization?

NAIT

- Radio and Television Arts Program

University of Alberta

- Bachelor of Commerce
- MBA
- Co-op
- Administration

MacEwan University

- Administration
- Bachelor of Commerce
- Bachelor of Commerce – Accounting major
- Communications
- Marketing
- Journalism
- International Business Marketing
- Strategic Law

Additional Comments

- Getting students exposed to practical experience and work environments when possible. Teaching students to do continued research and professional development is an important quality that employers seek.
- I haven't seen from Grant MacEwan but I've seen from NAIT, where NAIT will come to our business for practicum placements.
- I think it would be good to have an internship like that Co-op program, so they could get their choice for what they can do. I think that people coming straight out of universities that have come from any of the programs don't really know what a job is. An employer who is hiring someone right out of, it is a big risk for them. The odds are they leave you after one year for no good reason. They don't obviously think there is no good reason. They haven't achieved enough experiences to make good decisions.
- I think the students would benefit from a practicum.
- It would be great if we could ever get someone from our company in front of the fourth year Business students, in particular, a class. The U of A has allowed us to do a presentation and it helps us give the students some insight into the workforce.
- Keep being connected to the community, it really helps graduates. Staying connected to the community, the real business.
- They come pretty prepared.
- They do a great job. I know the U of A has an official Co-op program. It might be nice to have something like that through MacEwan.
- You can introduce them to different fields, for example, our field - dental or medical.

Bachelor of Commerce

Overall Preparation for Employment: 3.91
(average rating on a 5-point scale)

Accounting

n= 11

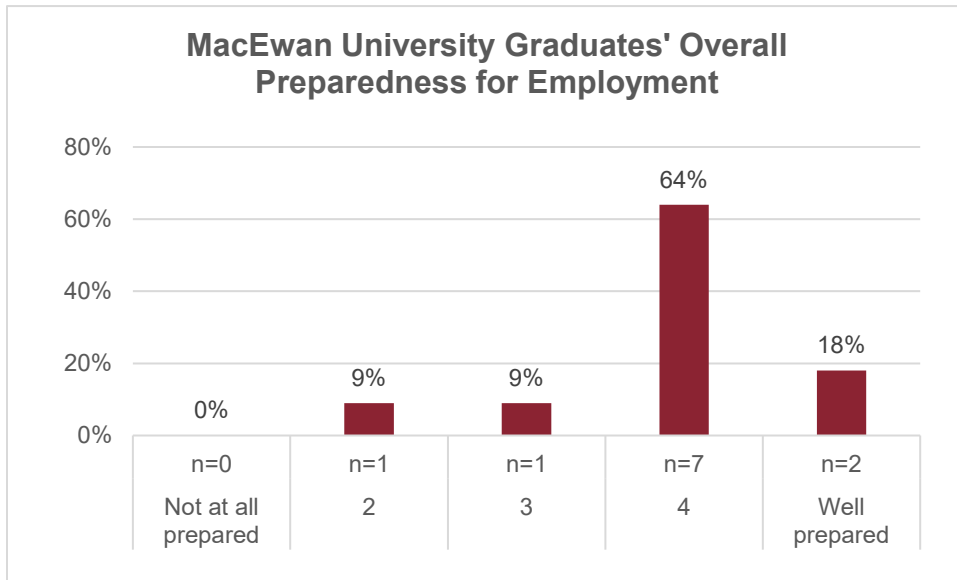
Skills and Abilities

<i>Importance of Skills and Abilities</i>						<i>Graduates' Preparedness</i>				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
0%	0%	0%	54%	46%	Written communication skills	0%	0%	40%	50%	10%
0%	0%	0%	54%	46%	Verbal communication skills	0%	0%	10%	80%	10%
0%	0%	0%	27%	73%	Critical thinking skills	0%	0%	20%	60%	20%
0%	10%	40%	20%	30%	Research skills	0%	25%	25%	38%	13%
0%	0%	9%	46%	46%	Problem solving and decision making skills	0%	0%	30%	50%	20%
0%	0%	0%	36%	64%	Interpersonal and teamwork skills	0%	0%	0%	73%	27%
0%	0%	0%	36%	64%	Professional and ethical behaviour	0%	0%	27%	46%	27%
0%	0%	9%	64%	27%	Sensitivity and responsiveness to diversity	0%	0%	10%	60%	30%
0%	20%	40%	30%	10%	Awareness of global issues	11%	0%	56%	33%	0%
9%	0%	9%	46%	36%	Knowledge of technology used in the industry	10%	10%	10%	60%	10%
9%	0%	0%	27%	64%	Commitment to ongoing professional growth and continuous learning	9%	0%	0%	64%	27%

Additional Skills of Importance

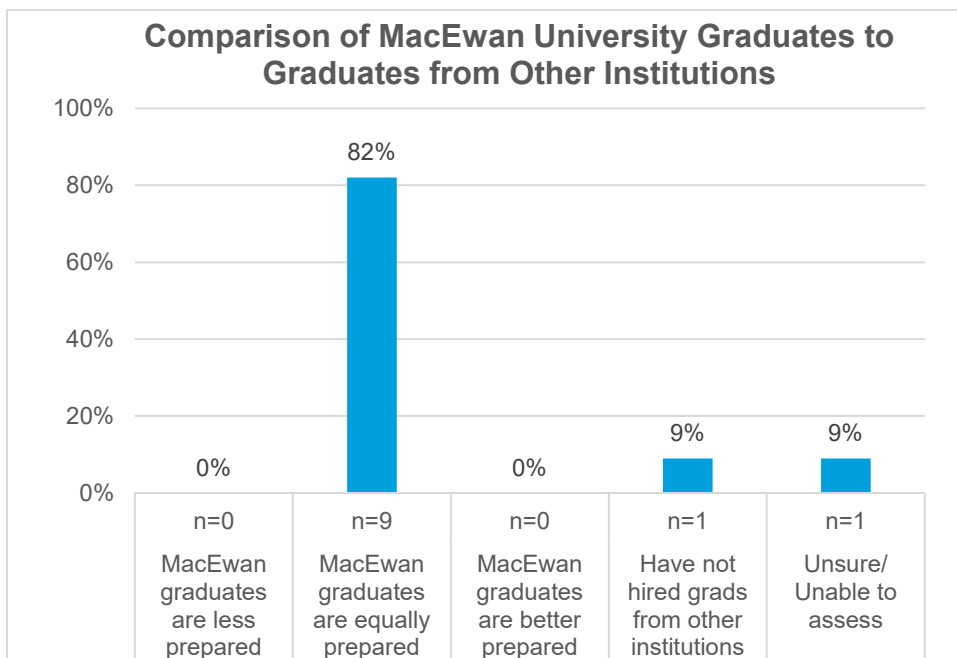
Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
Self-motivated individuals	1	3
Time management	1	3

Graduates' Preparedness for Employment



Comments:

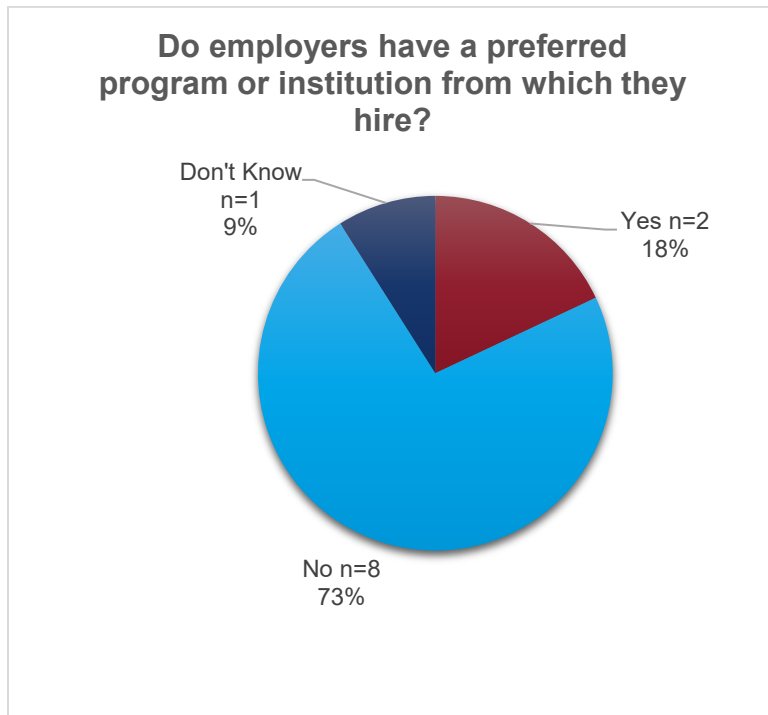
- It's experience – there's a gap between academic and experience. Some of the courses that are offered are lacking core knowledge courses for our industry, taxation being one. They can take a tax course but it's not specific to MacEwan students, it's anybody coming out of post-secondary. We're having to train them for the real world or practical world. We'd be more inclined to seek out cooperative students.



Comments:

- I believe the type of courses they are taking are comparable to other post-secondary institutions. A lot comes down to the individual. GPA is an indicator. I used to not be a believer in that but their performance in the real world is related to their GPA.
- I don't have anything to go against. Part of it relates to commerce and other skills don't relate to commerce.
- I think MacEwan has done a fantastic job at becoming and growing more than just a community college. As an employer, we don't discount any MacEwan resume. MacEwan has created a great reputation for itself.
- In the industry we're in, we don't deal with a lot of graduates, but our graduate is on the same level as other graduates from other programs. Written and verbal skills are excellent. The ambition, drive, and confidence to move forward has been very impressive.
- If I compared to NAIT, NAIT is much more technical skills where MacEwan doesn't get into that same detail on the technical, so then if I look at the U of A, that is more conceptual, so they are able to grasp higher level concepts sooner, but MacEwan strives to set a balance between the two. On the preparedness side, really, it's understanding the recruiting process when coming into the public accounting world. I think there needs to be more communication of that process.
- Just based on the fact that I don't think we would necessarily choose MacEwan over other graduates, but we wouldn't discount them in comparison to other programs. We've been canvassing for recruiting this year and we are very happy with the turnout of MacEwan graduates and even pre-graduates.
- Just comparing it, I would say it's about the same as the U of A, very similar, if anything, slightly less for the technical side than the U of A, but stronger than grads from NAIT.
- We have staff who are from Grant MacEwan and others, the work we give to them, they get the same results.
- We haven't had a preference over one school to another.

Hiring Preferences



What program and/or organization?

MacEwan University

- Bachelor of Commerce with Accounting major
- Administration

University of Alberta

- Administration
- Bachelor of Commerce with Accounting major

Additional Comments

- Getting students exposed to practical experience and work environments when possible. Teaching students to do continued research and professional development is an important quality that employers seek.
- They do a great job. I know the U of A has an official co-op program. It might be nice to have something like that through MacEwan.
- We've had good success so far.

Bachelor of Commerce

Human Resources Management

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

n= 2

To maintain confidentiality, results are not reported when fewer than five employers responded.

Bachelor of Commerce

International Business

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

n= 2

To maintain confidentiality, results are not reported when fewer than five employers responded.

Bachelor of Commerce

Overall Preparation for Employment: 3.57
(average rating on a 5-point scale)

Management

n= 7

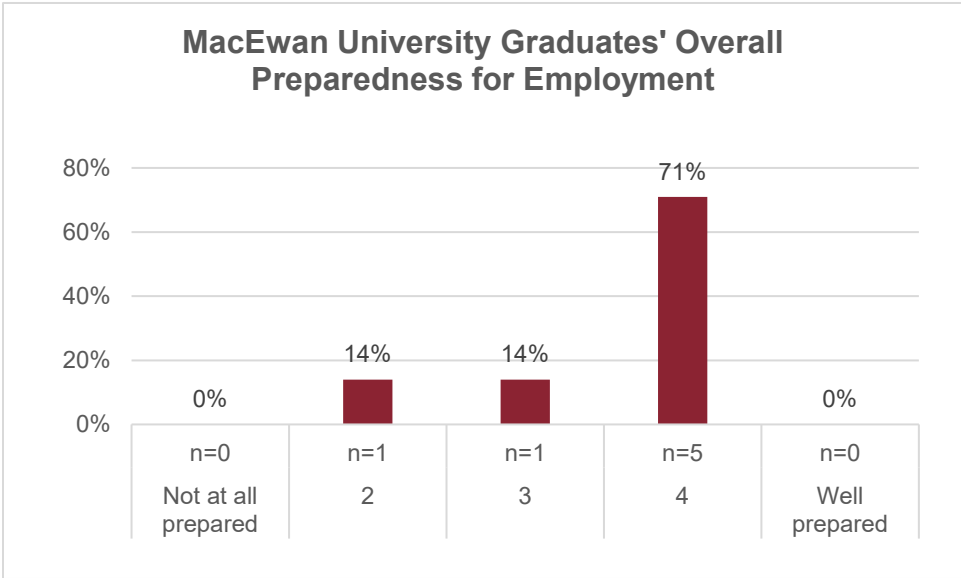
Skills and Abilities

Importance of Skills and Abilities						Graduates' Preparedness				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
0%	0%	14%	43%	43%	Written communication skills	0%	14%	29%	43%	14%
0%	0%	14%	0%	86%	Verbal communication skills	0%	0%	29%	57%	14%
0%	14%	0%	57%	29%	Critical thinking skills	0%	29%	57%	0%	14%
14%	0%	57%	29%	0%	Research skills	0%	29%	29%	43%	0%
0%	0%	14%	0%	86%	Problem solving and decision making skills	14%	0%	29%	57%	0%
0%	0%	0%	14%	86%	Interpersonal and teamwork skills	0%	0%	29%	57%	14%
0%	0%	14%	0%	86%	Professional and ethical behaviour	0%	0%	14%	71%	14%
0%	0%	14%	29%	57%	Sensitivity and responsiveness to diversity	0%	0%	29%	14%	57%
14%	29%	0%	43%	14%	Awareness of global issues	14%	14%	43%	29%	0%
14%	0%	14%	29%	43%	Knowledge of technology used in the industry	14%	29%	14%	29%	14%
0%	0%	29%	43%	29%	Commitment to ongoing professional growth and continuous learning	14%	0%	29%	43%	14%

Additional Skills of Importance

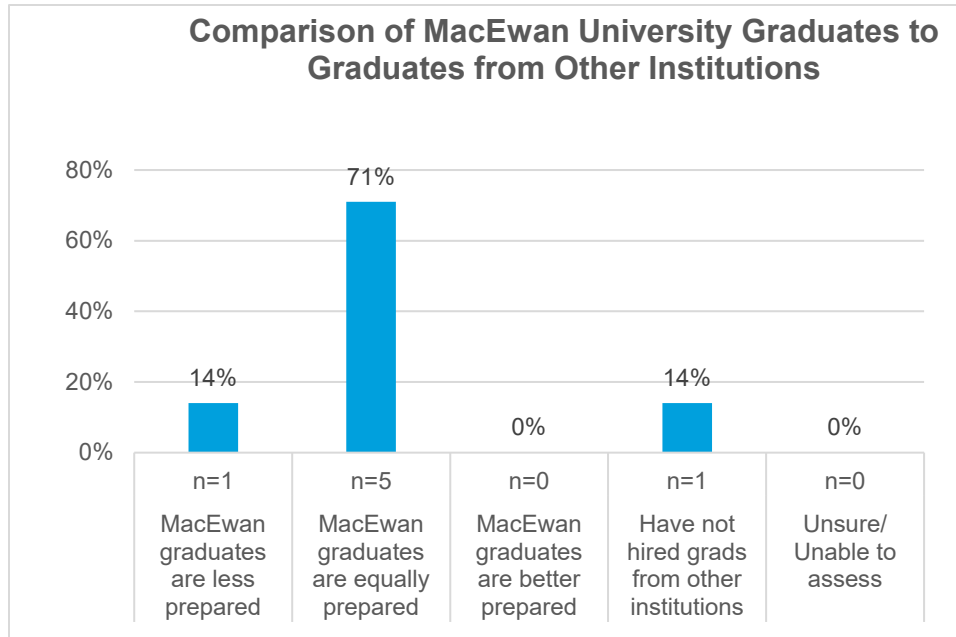
Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
Project management	1	1
Strategy or stakeholder management	1	1
Emotional intelligence, budgeting	1	1

Graduates' Preparedness for Employment



Comments:

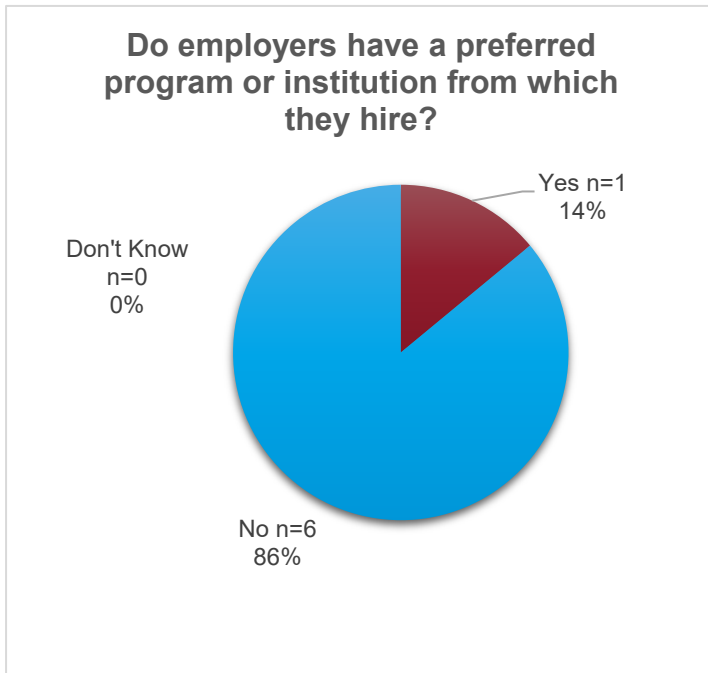
- I'm going off the individual I was working with. If I had a larger pool those data points may have changed. I also am a MacEwan graduate – from first-hand experience, those topics that were not covered and would have been helpful for myself and had to get those skills outside of Grant MacEwan. I know they offer project modules but it's independent of the Commerce program.



Comments:

- I think critical thinking skills need development.
- In new recruits I didn't find any difference.
- It's really more person-dependent, not so much graduate-dependent.
- It's the same, even people from NAIT – the courses are comparable. I think MacEwan and other graduates of similar dispositions have an equal propensity, however, there is strategic opportunity to diversify and offer more practical skill sets (project management).
- The majority of them being able to do their jobs need experience. They're lacking experience. For lack of experience, they are doing a great job.
- There's nothing that stands out when I compare them to the University of Alberta.

Hiring Preferences



What program and/or organization?

- University of Alberta
 - MBA

Additional Comments

- I haven't seen from Grant MacEwan but I've seen from NAIT where NAIT will come to our business for practicum placements.
- It would be great if we could ever get someone from our company in front of the fourth-year business students, in particular, a class. The U of A has allowed us to do a presentation and it helps us give the students some insight into the workforce.
- You can introduce them to different fields, for example, our field dental or medical.

Bachelor of Commerce

Overall Preparation for Employment: 3.75
(average rating on a 5-point scale)

Marketing

n= 8

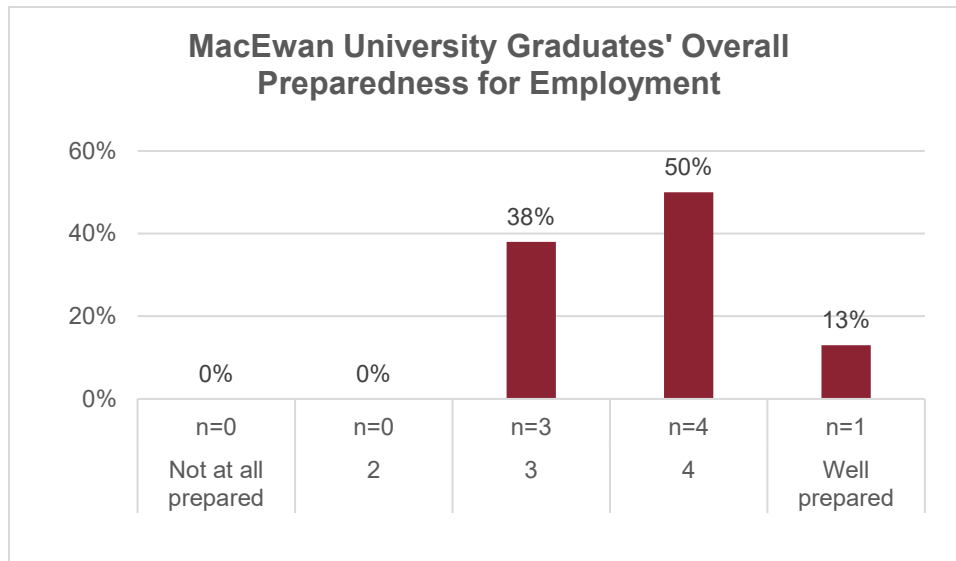
Skills and Abilities

Importance of Skills and Abilities						Graduates' Preparedness				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
0%	0%	13%	25%	63%	Written communication skills	0%	0%	13%	63%	25%
0%	0%	0%	13%	88%	Verbal communication skills	0%	0%	13%	50%	38%
0%	0%	0%	50%	50%	Critical thinking skills	0%	0%	13%	50%	38%
0%	0%	25%	50%	25%	Research skills	0%	0%	25%	38%	38%
0%	0%	0%	50%	50%	Problem solving and decision making skills	0%	0%	38%	50%	13%
0%	0%	0%	0%	100%	Interpersonal and teamwork skills	0%	13%	0%	38%	50%
0%	0%	0%	0%	100%	Professional and ethical behaviour	0%	13%	0%	13%	75%
0%	0%	0%	25%	75%	Sensitivity and responsiveness to diversity	0%	0%	13%	63%	25%
13%	0%	25%	50%	13%	Awareness of global issues	0%	25%	25%	38%	13%
0%	0%	38%	13%	50%	Knowledge of technology used in the industry	0%	38%	38%	13%	13%
0%	0%	0%	38%	63%	Commitment to ongoing professional growth and continuous learning	0%	0%	13%	25%	63%

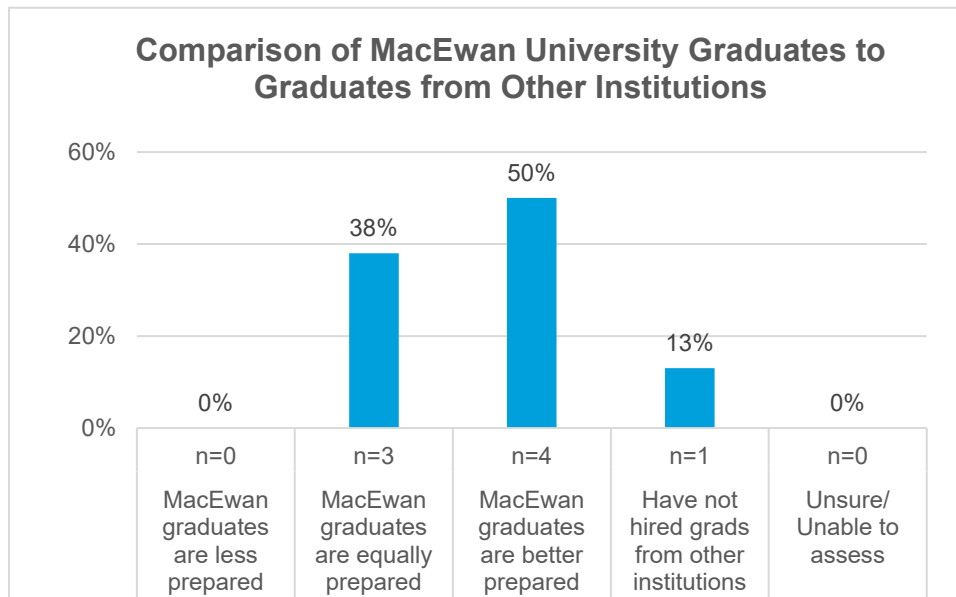
Additional Skills of Importance

Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
None mentioned		

Graduates' Preparedness for Employment



Comments:
(no comments)

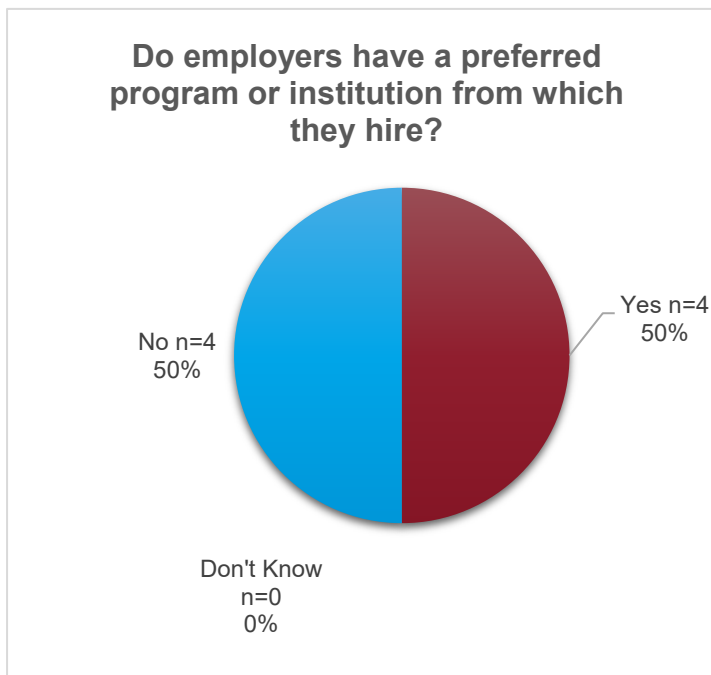


Comments:

- Equally with NAIT, less prepared when compared to the U of A. I find there is more of a sense of entitlement, less work ethic, and more demands on the employer.
- I think everybody gets their education at an equal level. It's the person that makes a difference in their success.

- In general, the gentlemen who works for us, he has an excellent attitude. It seems like it was put into him that he was going to have to work hard at the beginning and do whatever it takes to succeed.
- It seems to be more hands-on – they do more real projects, real business issues, it's not out of textbook. They have them out in the field getting real life experience, well connected to the community.
- The field we are in, especially for entry level positions, need a lot of nuance, judgment related to the language of social services in supporting clientele. A lot of support is continuative and that requires a lot of training.
- The quality of candidates we've had compared to other similar situations, other programs have been good to us.
- They're through the program, they get them ready for the real world, more hands-on, get out and learn, not waiting for things to happen, they take the initiative, they are very responsible as well.

Hiring Preferences



What program and/or organization?

University of Alberta or MacEwan University

- Communications, Marketing, Journalism
- Institutional program Bachelor of Commerce
- International Business Marketing, Strategic Law
- Radio and Television Arts Program

Additional Comments

- I think it would be good to have an internship like that Co-op program so they could get the experience so they could get their choice for what they can do. I think that people coming straight out of universities that have come from any of the programs don't really know what a job is. An employer who is hiring someone right out of university, it is a big risk for them. The odds are they leave you after one year for no good reason. They don't obviously think there is no good reason. They haven't achieved enough experiences to make good decisions.
- Keep being connected to the community it really helps the graduates. Staying connected to the community, the real business.
- They come pretty prepared.

Bachelor of Commerce

Supply Chain Management

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

n= 1

To maintain confidentiality, results are not reported when fewer than five employers responded.

Bachelor of Communication Studies

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

Journalism

n= 1

To maintain confidentiality, results are not reported when fewer than five employers responded.

Bachelor of Communication Studies

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

Professional Communication

n= 1

To maintain confidentiality, results are not reported when fewer than five employers responded.

Bachelor of Science

Overall Preparation for Employment: 4.40
(average rating on a 5-point scale)

All Majors

n= 10

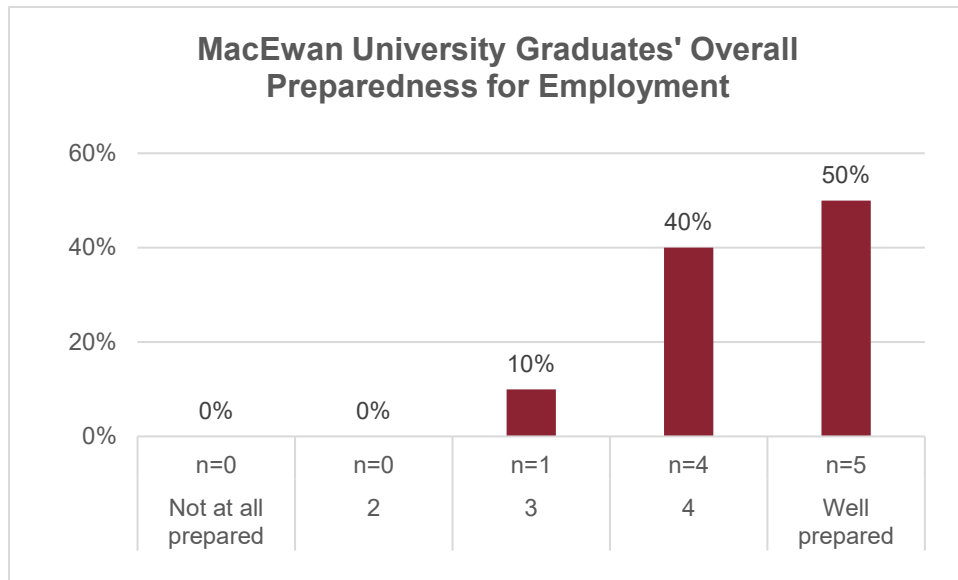
Skills and Abilities

Importance of Skills and Abilities						Graduates' Preparedness				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
10%	10%	0%	20%	60%	Written communication skills	0%	10%	10%	20%	60%
0%	0%	0%	20%	80%	Verbal communication skills	0%	0%	0%	20%	80%
0%	0%	40%	30%	30%	Critical thinking skills	0%	0%	10%	10%	80%
30%	10%	40%	20%	0%	Research skills	0%	0%	14%	43%	43%
0%	0%	10%	40%	50%	Problem solving and decision making skills	0%	0%	40%	10%	50%
0%	0%	0%	30%	70%	Interpersonal and teamwork skills	0%	0%	10%	40%	50%
0%	0%	0%	0%	100%	Professional and ethical behaviour	0%	0%	0%	30%	70%
0%	0%	0%	20%	80%	Sensitivity and responsiveness to diversity	0%	0%	10%	20%	70%
10%	20%	60%	10%	0%	Awareness of global issues	0%	0%	44%	33%	22%
0%	0%	40%	40%	20%	Knowledge of technology used in the industry	0%	10%	30%	40%	20%
10%	10%	10%	20%	50%	Commitment to ongoing professional growth and continuous learning	0%	0%	11%	44%	44%

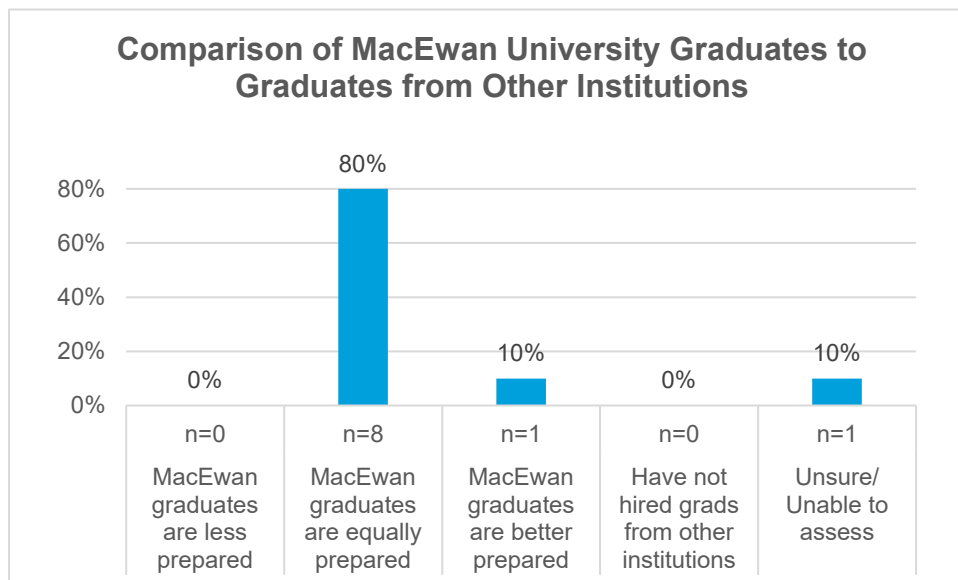
Additional Skills of Importance

Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
Group management	1	4
Preparedness	1	5
Working with children with disabilities and special needs	1	2

Graduates' Preparedness for Employment



Comments: (no comments)

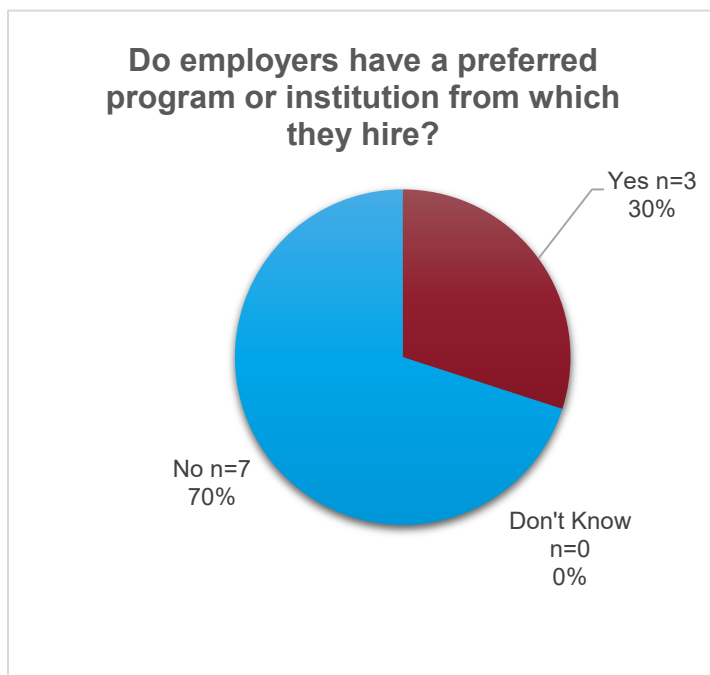


Comments:

- Being a Grant MacEwan graduate myself and knowing people who have gone at a university level, they are a little better at on-hand. University students sit in a room with 300 people and they listen. Grant MacEwan students get more hands-on experience.
- For the graduates I have from other programs, I'd say MacEwan graduates are as well prepared as anyone else from another post-secondary program.

- I have nothing to reference another school with similar programs so I'm guessing.
- I know for the pharmacy program we have a few graduates, they all seem to have a level playing field. There are none that are a cut above the rest. For the most part, all grads seem to do quite well. We are not having any issues with them by any means.
- If you're comparing it to other universities, the students are similar to their preparedness in work.
- It's retail – as long as they have their verbal communication skills, they would be equally prepared.
- It's the industry standard. There is not anything that really differentiates them coming from different universities.
- They seem to have more of a drive and they're more professional. The quality of education they received seems a little more in-depth.
- We've had other people from other universities. They are on the same level, they have the same everything personality-wise. We are very pleased with the person working with us. Overall, extremely good person – well educated and driven.

Hiring Preferences



What program and/or organization?

MacEwan University

- Bachelor of Commerce
- Drama, Acting

NAIT

- Materials Engineering Technology

University of Alberta

- Bachelor of Commerce

Additional Comments

- I regard it as a great institution. Is it applicable to my business? Not necessarily.
- We're pretty happy with the people we get from there and how things go.

Bachelor of Science

Biological Sciences

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

n= 4

To maintain confidentiality, results are not reported when fewer than five employers responded.

Bachelor of Science

Computer Science

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

n= 1

To maintain confidentiality, results are not reported when fewer than five employers responded

Bachelor of Science

Physical Sciences

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

n= 1

To maintain confidentiality, results are not reported when fewer than five employers responded.

Bachelor of Science

Psychology

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

n= 4

To maintain confidentiality, results are not reported when fewer than five employers responded.

Bachelor of Science in Nursing

Overall Preparation for Employment: 3.72
(average rating on a 5-point scale)

n= 25

Skills and Abilities

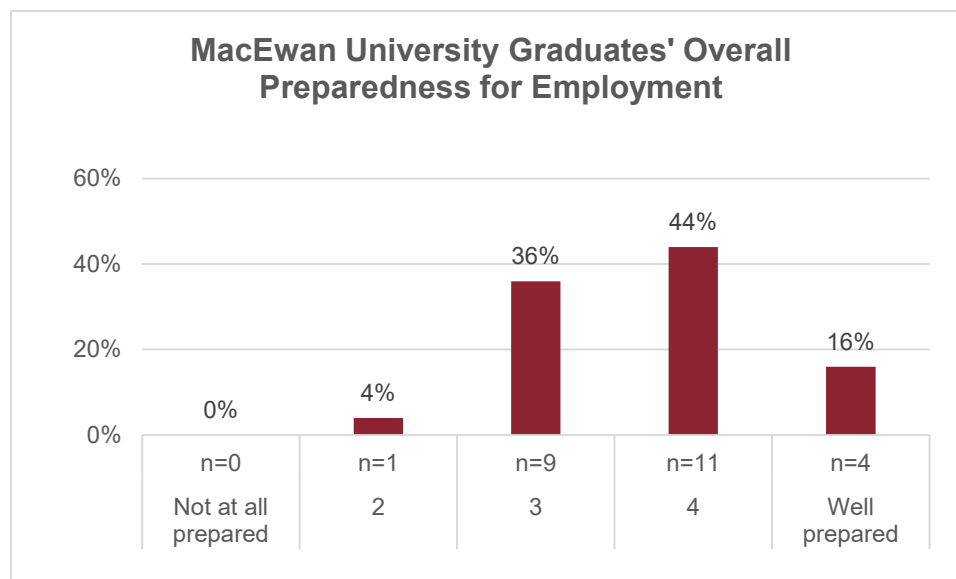
<i>Importance of Skills and Abilities</i>						<i>Graduates' Preparedness</i>				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
0%	0%	4%	16%	80%	Written communication skills	0%	0%	22%	61%	17%
0%	0%	0%	12%	88%	Verbal communication skills	0%	0%	13%	79%	8%
0%	0%	0%	4%	96%	Critical thinking skills	0%	0%	33%	58%	8%
0%	24%	24%	48%	4%	Research skills	5%	5%	50%	35%	5%
0%	0%	0%	28%	72%	Problem solving and decision making skills	0%	0%	50%	38%	13%
0%	0%	0%	12%	88%	Interpersonal and teamwork skills	0%	0%	17%	63%	21%
0%	0%	0%	4%	96%	Professional and ethical behaviour	0%	0%	21%	50%	29%
0%	0%	4%	32%	64%	Sensitivity and responsiveness to diversity	0%	0%	35%	44%	22%
0%	8%	48%	32%	12%	Awareness of global issues	0%	10%	60%	25%	5%
0%	0%	20%	44%	36%	Knowledge of technology used in the industry	0%	0%	33%	38%	29%
0%	0%	0%	24%	76%	Commitment to ongoing professional growth and continuous learning	0%	0%	17%	38%	46%

Additional Skills of Importance

Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
Being prepared for working in rural settings	1	3
Charge Nurse skills such as supervising	1	3
Interview skills	1	1

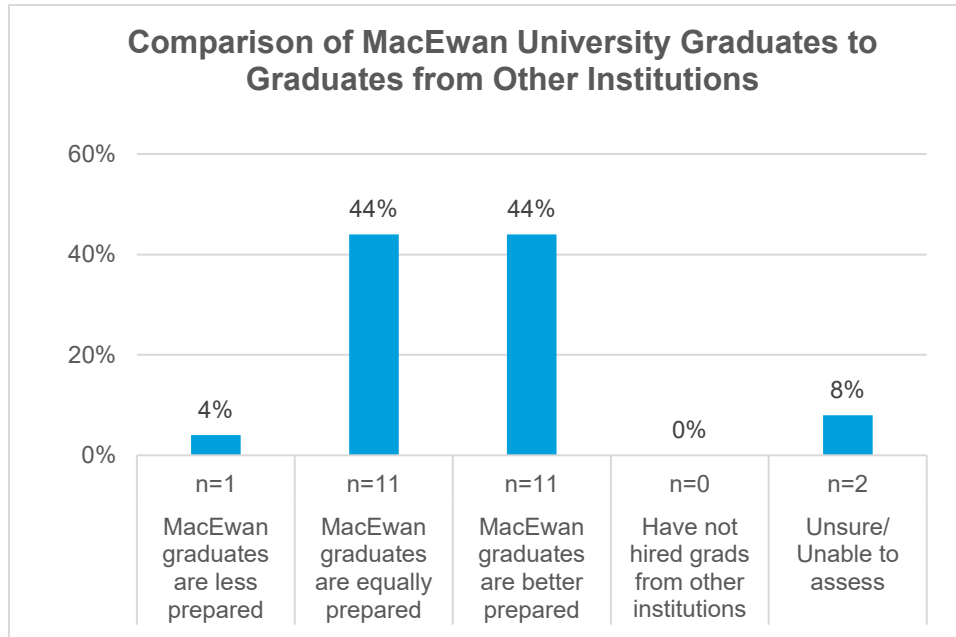
Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
Leadership skills, delegation, resource management	1	5
More training in labour and delivery	1	1
Understanding of patient needs	1	3
Understanding the relationship between physical illness and mental health	1	2
Conflict resolution	1	2
Leadership, role modeling		2
Communication, problem solving	1	3

Graduates' Preparedness for Employment



Comments:

- We have to train them. It's a specialized area so they require additional training.

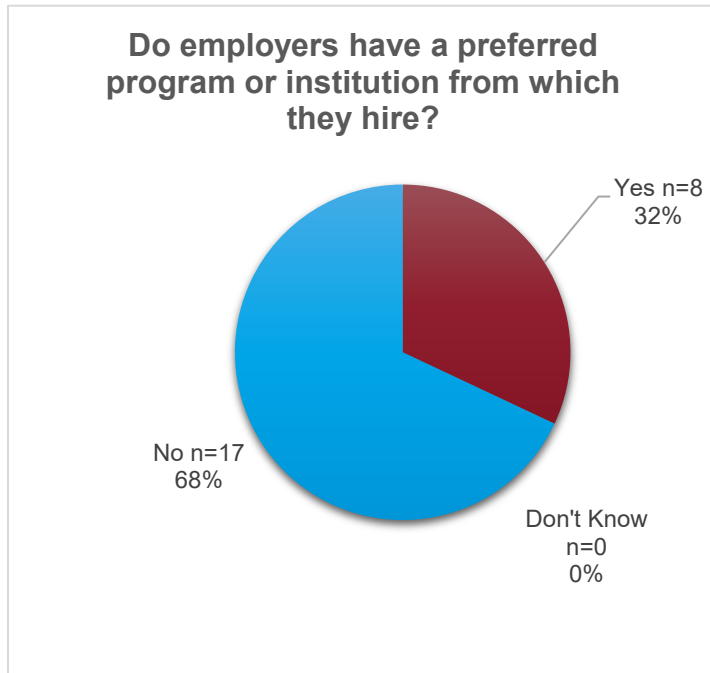


Comments:

- From my experience, in terms of on-site training, the instructors are involved, and class sizes seem to be manageable for them. The leadership course at MacEwan is unique and super-duper valuable. I cannot say enough good things. Overall, the students are better rounded.
- I can honestly say I haven't seen a difference. It doesn't seem to matter what school they come from as to how good are not good they are. From my experience, it seems to be how big their experience is comes from hands-on and practicums.
- I don't actually see a difference between my U of A grads or Grant MacEwan grads.
- I don't find that any of them are well prepared when they come out. I find they have a very large learning curve, especially with critical thinking, proficiency of skills, communication.
- I don't know who comes from what school when they start here. Hard for me to answer.
- I find that they have more hands-on experience. They attempt to problem solve better.
- I find, I don't know what it is, but I find they do so much better in actual patient care, dealing with families, staff conflicts, they are just – I find not as much of the book smartness but completely stellar in the patient care and actual nursing. We appreciate the MacEwan grads so much, we also take their fourth-year students as well, we have four here right now. We appreciate them very much. There are very few of them we would not hire instantly.
- I know that historically college-based programs were a little shorter in duration with the same amount of clinical time. Grant MacEwan has moved to a university system that spreads that time over a longer period of time. This shows in the readiness to work. If I were to give the same interview to a mature LPN graduate, they will score better in an interview about 80% of the time when compared to a RN Grant MacEwan graduate. Beyond life skill questions, they will also answer cynical questions more thoroughly.
- I think it really depends on the individual. It doesn't matter what school you come from, it's always work ethic. You need to have the drive and passion to succeed in it.

- I'm not exactly sure which one comes from which school so one school doesn't stand out from the other, personality plays a role.
- Just they still have a bit of a practical component and their instructors are quite hands-on.
- MacEwan graduates do leadership components compared to other institutions.
- My experience, I've been in management for 12 years and in other departments, can't put my finger on it, they are just better prepared.
- Often with students, they don't have a lot of hands-on experience and trying to put the research into practice, for example, of a patient is psychotic, you have to rule out is there anything physical going on that might explain the change in behaviour. I think they need to have more training with understanding the relationship between mental and physical health. Some of the nurses don't go into psychiatry, they seem to have a learning curve, or they don't appreciate the inter-relationship between mental health and physical health.
- There's just a noticeable difference between MacEwan students and other students.
- They all are developing their skills and still learning. I don't find one program better than the other. I do find we have received some "cream of the crop" students from Grant Mac and they have done well. I look for students with excellent clinical references from their instructors and those that have preceptored in the area or similar high acuity environment that I work in (emergency). I hire new grads and give them 3 months less a day whereby they are considered casual, give them a full orientation and provide full-time work for 3 months to solidify their learnings with hope they apply and win a line eventually working for us and many do. I couldn't bring a new nurse into this environment any other way casually as I would set them up for failure. I am not aware of anybody else in the zone that does it this way. We always have open lines, so it makes it easy to shadow fill allowing me to do this. I have done it for the past 3 years and it's been very effective. I can describe this process like growing our own nurses up. It sometimes takes a few attempts before they win a line because they are competing against those with experience and seniority. At least this way I get their foot in the door as new grads are often external to AHS and so many wouldn't get short-listed to interview on competitions, especially here in Emergency. I have made many of these new grads happy and so many are appreciative of same. It makes me so happy to see them evolve into find young nurses. We all have to start somewhere.
- They have more hands-on relevance.
- They just are more prepared; it seems they're able to do things on their own much quicker than some of the others. It's like they are not babied as much, for example, I was a patient in the hospital in the city. One of the student nurses realized that I was a nurse and asked me in my opinion which hospital prepared their nurses better – MacEwan or the other – meanwhile, she wouldn't tell me where she was from. She wanted to know my opinion. I said MacEwan. She laughed, said I'm a U of A student but I have to agree with you when she worked with students from MacEwan, she can tell they are better prepared.
- They seem to have a better understanding of what's expected of them in a professional environment.
- The U of A has less clinical hours for their final year and we primarily hire U of A and Grant MacEwan graduates. Grant MacEwan has more clinical hours. It's the hands-on that we find students are lacking nowadays.
- We only use one other institution.

Hiring Preferences



What program and/or organization?

MacEwan University

- Bachelor of Science in Nursing (6)
- Bachelor of Science

(no institution noted)

- Pediatric Student Placement

Additional Comments

- Being supporting students when they came for training, I felt supported by the faculty if I've had questions or needed support.
- I believe they need to spend more time at the end of the programs prior to graduation on direct skill management and interview skills.
- I find that some of the programs, some do actually come out better prepared than some other students. for example, Therapist Assistant.
- I quite like the Grant MacEwan program. It's a good program, it sets the students up for success.
- I think MacEwan is doing a good job at preparing students for the workforce.
- If they're looking for work in pediatrics, then having a pediatric student placement will always put them ahead of another grad that does not have a placement. I don't think the number of students going through pediatrics is enough. I don't think there are enough of them. I think we're in big trouble over the next 5-10 years; we're going to be in trouble because people my age are going to start retiring.
- My colleagues find particularly in the second year, a lot are reluctant to take students due to they just don't seem to have that fundamental base, especially providing good patient care and understanding what professionalism means in the workforce.
- They seem to be very good – when on the units, ask questions. They are genuinely trying to educate themselves and trying to learn.
- We see overall more well-rounded students.
- We want to make sure that the applicants coming into our area because we are an intensive care area, that they are top performing students at the top of their class.

- We've been happy. We support the nursing students and the practicum and then we hire them if they're the right fit.

Bachelor of Social Work

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

n= 2

To maintain confidentiality, results are not reported when fewer than five employers responded.

Business Management

Overall Preparation for Employment: IR
(average rating on a 5-point scale)

Diploma

n= 5

Skills and Abilities

<i>Importance of Skills and Abilities</i>						<i>Graduates' Preparedness⁴</i>				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
0%	0%	20%	20%	60%	Written communication skills	-	-	-	-	-
0%	0%	0%	0%	100%	Verbal communication skills	-	-	-	-	-
0%	0%	0%	20%	80%	Critical thinking skills	-	-	-	-	-
0%	20%	60%	20%	0%	Research skills	-	-	-	-	-
0%	0%	0%	20%	80%	Problem solving and decision making skills	-	-	-	-	-
0%	0%	0%	20%	80%	Interpersonal and teamwork skills	-	-	-	-	-
0%	0%	0%	0%	100%	Professional and ethical behaviour	-	-	-	-	-
0%	0%	0%	0%	100%	Sensitivity and responsiveness to diversity	-	-	-	-	-
0%	0%	80%	20%	0%	Awareness of global issues	-	-	-	-	-
0%	0%	40%	20%	40%	Knowledge of technology used in the industry	-	-	-	-	-
0%	0%	0%	60%	40%	Commitment to ongoing professional growth and continuous learning	-	-	-	-	-

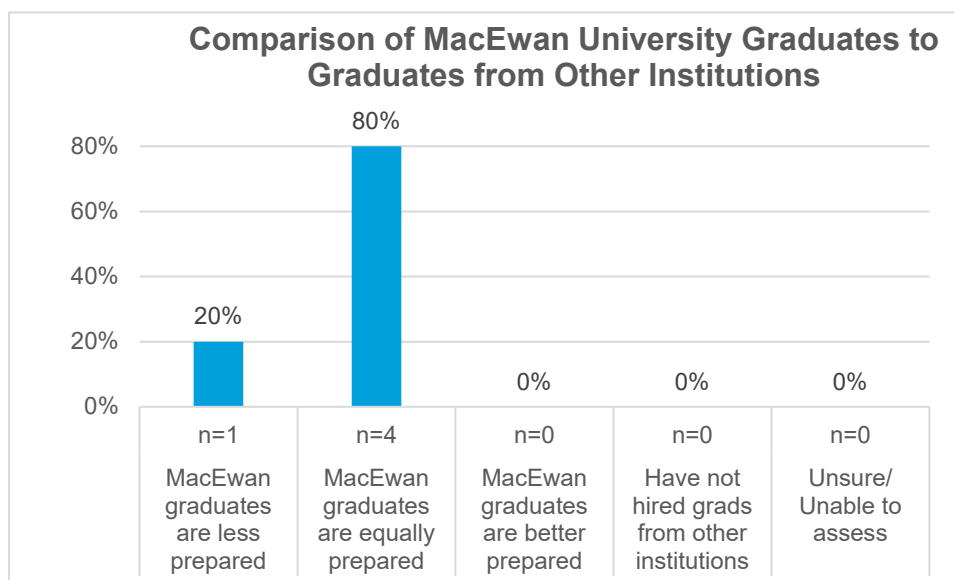
⁴ To maintain confidentiality, results are not reported when less than 5 employers responded (one employer responded "don't know" to all areas of preparation).

Additional Skills of Importance

Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
Accountability	1	1
Industrial relations, more HR both on union and management side	1	2
Leadership	1	1
Initiative	1	2

Graduates' Preparedness for Employment⁵

Comments:(no comments)



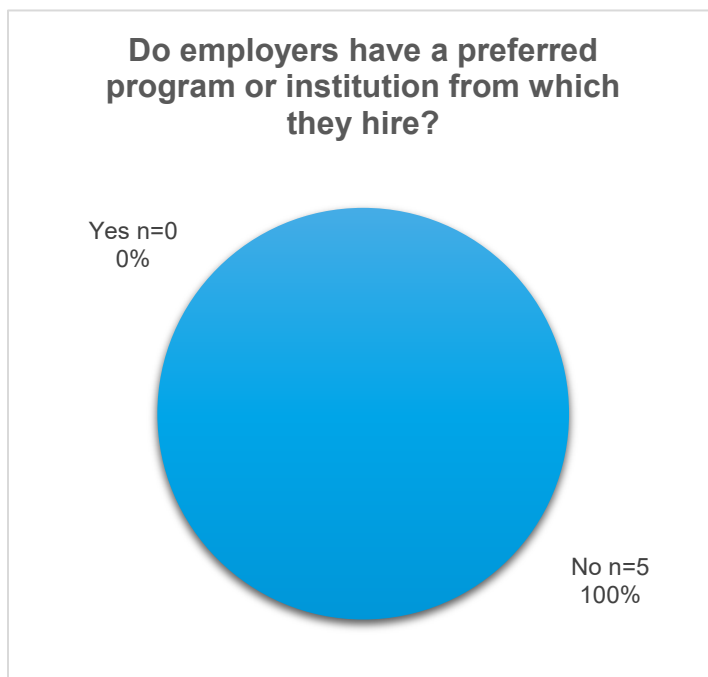
Comments:

- For a member coming into the Canadian Armed Forces, a member is trained by the government or by the Canadian Armed Forces and we are responsible for training members to our standards. Members with a post-secondary education usually opt for the Officer programs. We train them to the Canadian Forces standard. It would be difficult for me to differentiate between the institutions if they are better or worse. It just means they have a higher education. The Canadian Armed Forces get young members. We don't pick or choose. If they are able to meet the fitness tests or medical test, we will look at everybody and employ based on their personal abilities.

⁵ To maintain confidentiality, results are not reported when less than 5 employers responded (one employer responded "don't know" to level of preparation).

- I do a lot of recruiting when I'm looking at skill sets and transferrable knowledge. I find them comparable to other institutions.
- I think it's more of an individual, not so much the institution, but their ability and their want to learn and improve.
- If I was to compare the two, I have a bunch from NAIT right now, they're equal. It's personalities when it comes to business management, it comes to having to lead people. A lot of people are not able to lead people. It has to do with personality.
- It's just that I work with a lot of students here; while working with them, you get to know how they are at problem solving, team work, communication, and not being professional in the workplace.

Hiring Preferences



What program and/or organization?

(no institutions or programs specified)

Additional Comments

- Canadian citizens go through a recruitment process, medical, social, and they do a whole host of tests and then when they are deemed acceptable for enrolment, the recruitment process follows through with the training and placement in the various units that best suits the members' skills and abilities, and educational background. When the member goes through the training process, which can take anywhere from 2-4 years, then they will be employed in a suitable environment that fits their abilities. It's all dependent on the training.
- In general, they could do better by teaching how to lead people.
- More exposure, as an employer, I'm constantly asked by employees what program I can take and I don't know so maybe better program marketing.

Child and Youth Care

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

Diploma

n= 2

To maintain confidentiality, results are not reported when fewer than five employers responded.

Correctional Services

Overall Preparation for Employment: IR
(average rating on a 5-point scale)

Diploma

n= 5

Skills and Abilities

Importance of Skills and Abilities						Graduates' Preparedness ⁶				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
0%	0%	20%	20%	60%	Written communication skills	-	-	-	-	-
0%	0%	0%	40%	60%	Verbal communication skills	-	-	-	-	-
0%	0%	0%	20%	80%	Critical thinking skills	-	-	-	-	-
0%	60%	20%	20%	0%	Research skills	-	-	-	-	-
0%	0%	0%	20%	80%	Problem solving and decision making skills	-	-	-	-	-
0%	0%	0%	20%	80%	Interpersonal and teamwork skills	-	-	-	-	-
0%	0%	0%	20%	80%	Professional and ethical behaviour	-	-	-	-	-
0%	0%	0%	20%	80%	Sensitivity and responsiveness to diversity	-	-	-	-	-
0%	20%	40%	20%	20%	Awareness of global issues	-	-	-	-	-
0%	20%	20%	40%	20%	Knowledge of technology used in the industry	-	-	-	-	-
0%	0%	0%	60%	40%	Commitment to ongoing professional growth and continuous learning	0%	0%	40%	20%	40%

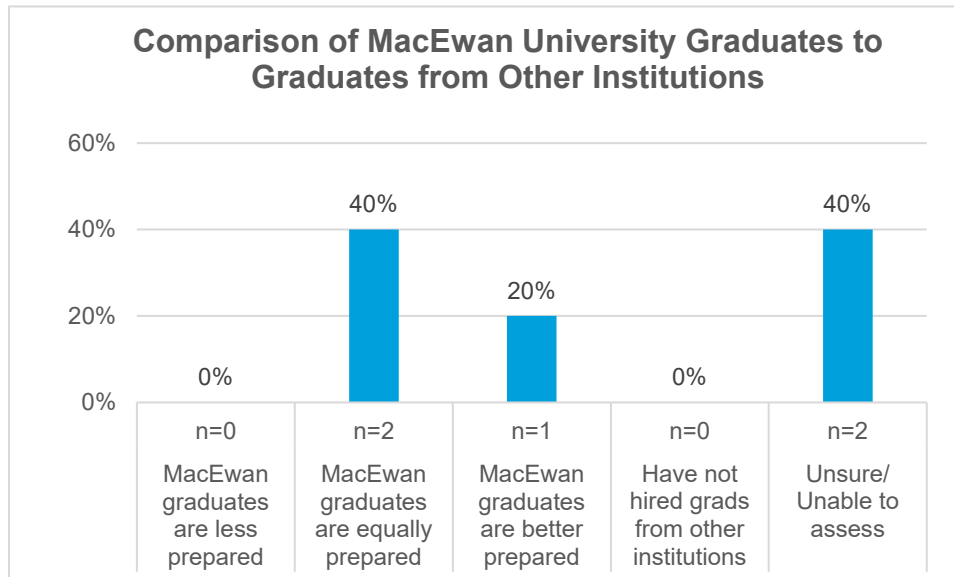
Additional Skills of Importance

Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
Hand tool skills	1	Don't know

⁶ To maintain confidentiality, results are not reported when less than 5 employers responded (one employer responded "don't know" to almost all areas of preparation).

Graduates' Preparedness for Employment⁷

Comments: (no comments)

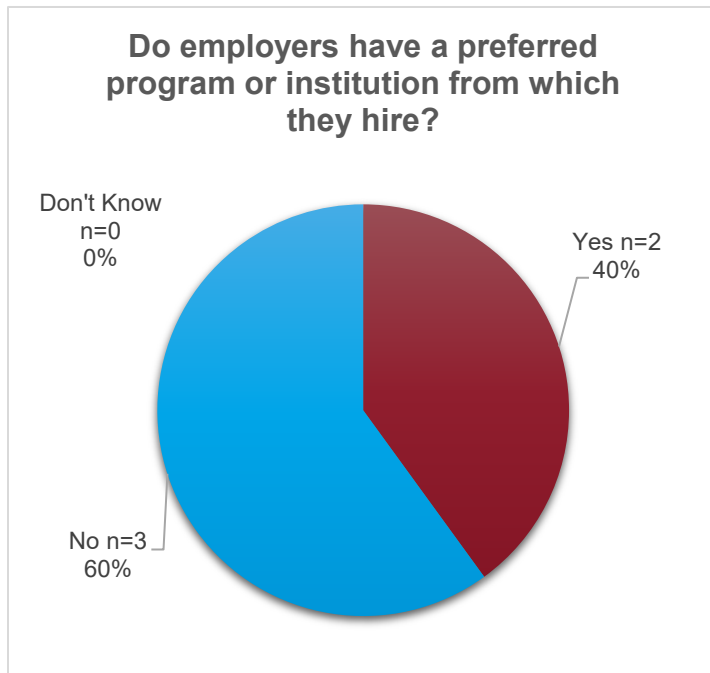


Comments:

- I find the students are very different in many ways, but if you speak to the differences they bring, it's very level with Corrections students – I find that they have a very strong knowledge base and they are much more prepared to get started in this field. Whereas other students come with a different type of professionalism and seriousness. I find a lot of MacEwan students don't realize how serious their practicum is. MacEwan students at times don't take advantage of the opportunities given to them whereas other students have a level of understanding. It's very important to respect the practicum as well, it's not a major issue but it's a little difference.
- I'm a graduate of the program myself so I know there is a lot of hands-on knowledge. Just more like practical-related knowledge. If someone comes in with a psychology degree, they have the knowledge but not the hands-on experience. The counselling and interviewing courses were really helpful for helping our staff with working with clients.
- That's my experience.

⁷ To maintain confidentiality, results are not reported when less than 5 employers responded (one employer responded "don't know" to level of preparation).

Hiring Preferences



What program and/or organization?

- MacEwan University
- Correctional Services (2)

Additional Comments

- I think in terms of Corrections, they should focus on mental health. I worked here and at 101 St. apartments with John Howard and mental health is so prevalent in working in the field of Corrections. It's important to put a lot of emphasis on that piece. I'm not sure what Corrections focuses on in terms of trauma-informed care. That's the direction our agency is going in, so to do that would be helpful. Overall, I'm happy hiring the Corrections program graduates.
- The program is actually quite significant in building our future staff requirements. The only issue that has come up are from individuals not the program.

Design Studies

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

Diploma

n= 1

To maintain confidentiality, results are not reported when fewer than five employers responded.

Disability Management in the Workplace

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)
n= 2

To maintain confidentiality, results are not reported when fewer than five employers responded.

Early Learning and Child Care/Early Childhood Development

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

n= 2

Diploma

To maintain confidentiality, results are not reported when fewer than five employers responded.

Early Learning and Child Care

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

n= 4

To maintain confidentiality, results are not reported when fewer than five employers responded.

Emergency Communications and Response

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

Diploma

n= 3

To maintain confidentiality, results are not reported when fewer than five employers responded.

Hearing Aid Practitioner

Overall Preparation for Employment: 3.71
(average rating on a 5-point scale)

Diploma

n= 7

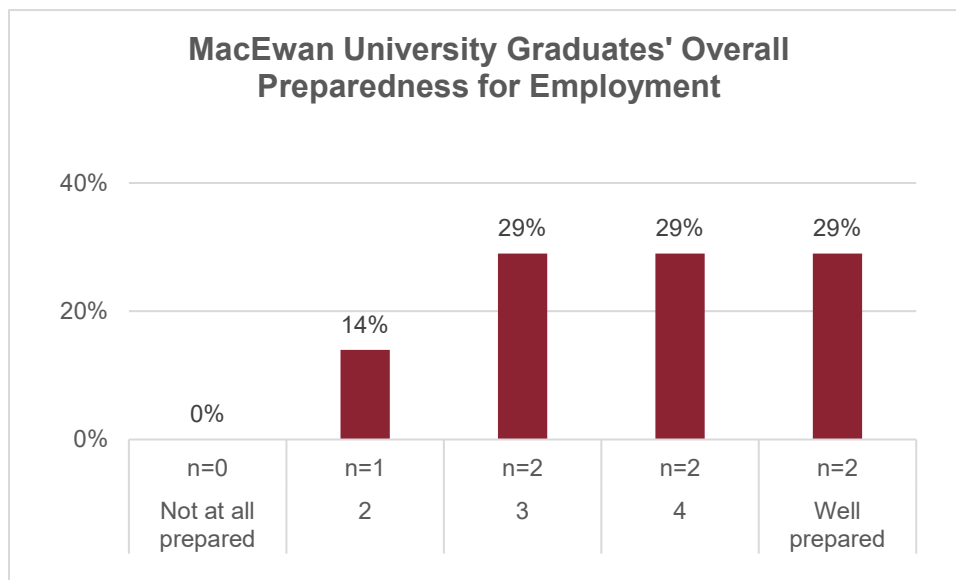
Skills and Abilities

Importance of Skills and Abilities						Graduates' Preparedness				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
0%	0%	0%	43%	57%	Written communication skills	0%	0%	29%	29%	43%
0%	0%	0%	14%	86%	Verbal communication skills	0%	0%	14%	43%	43%
0%	0%	0%	43%	57%	Critical thinking skills	0%	0%	14%	43%	43%
0%	14%	14%	43%	29%	Research skills	0%	0%	0%	71%	29%
0%	0%	0%	29%	71%	Problem solving and decision making skills	0%	0%	14%	57%	29%
0%	0%	0%	0%	100%	Interpersonal and teamwork skills	0%	0%	0%	57%	43%
0%	0%	0%	14%	86%	Professional and ethical behaviour	0%	0%	0%	57%	43%
0%	0%	14%	14%	71%	Sensitivity and responsiveness to diversity	0%	0%	0%	67%	33%
0%	0%	67%	33%	0%	Awareness of global issues	0%	0%	60%	40%	0%
0%	0%	0%	14%	86%	Knowledge of technology used in the industry	14%	0%	29%	29%	29%
0%	0%	0%	29%	71%	Commitment to ongoing professional growth and continuous learning	0%	0%	14%	57%	29%

Additional Skills of Importance

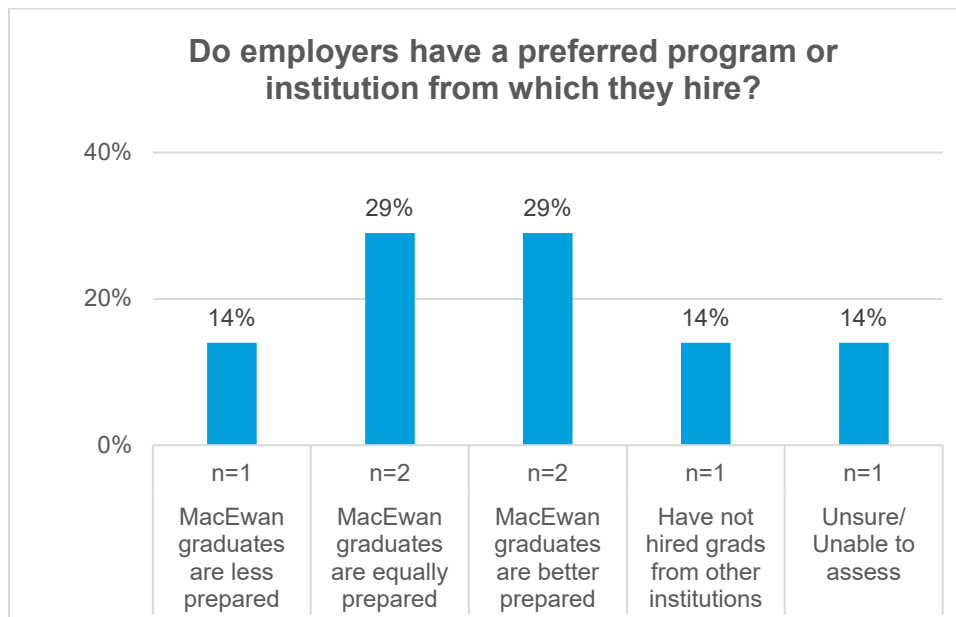
Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
Hands-on	1	3
Psychology of the hearing impaired	1	1
Consultative selling	1	1

Graduates' Preparedness for Employment



Comments:

- Just compared to other students across the province, we feel the students from Grant MacEwan are sub par in terms of knowledge, experience, and just overall not well prepared for work.

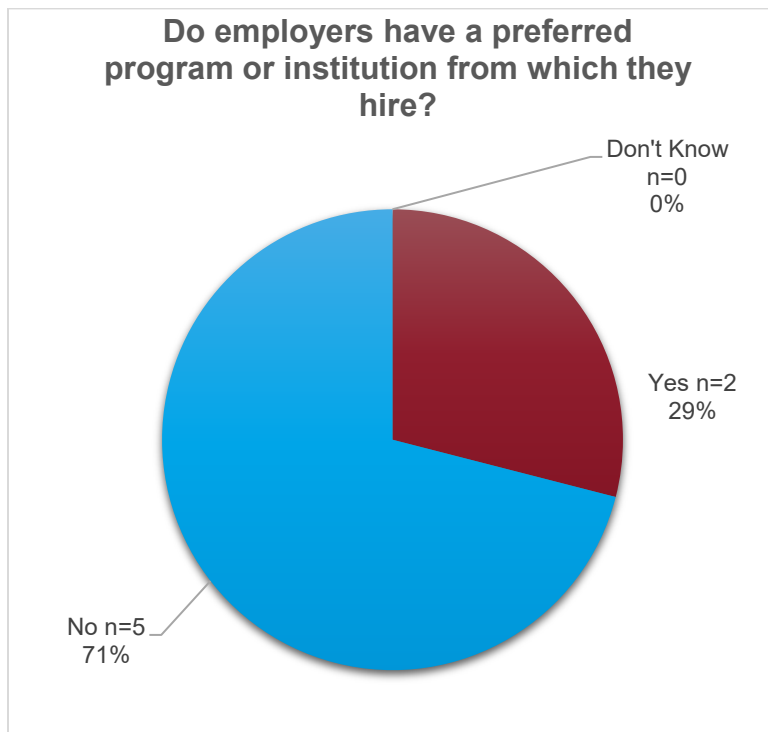


Comments:

- From our experience, the students are not prepared when they graduate to write their provincial exams. No understanding for what is needed for third party expectations.
- I feel that the combination of the lab work and the individual contact with the teachers outside of class and the curriculum combined to prepare them for the real world.

- I haven't seen any other graduates from any of the other universities here at the clinics, so I don't know. The only others that I've worked with are audiologists and they had more knowledge, but they didn't have any more hands-on experience.
- I think the reason being they're doing the technical part but they are also doing the readings, essays, and everything else. I think students that graduate from a technical college, they are doing the technical side, but I think they get a bit more out of a program like MacEwan.
- The education itself is very background oriented to the cause of hearing loss and the benefits of hearing aids. Everyone learns the basics. When you're actually put into a clinic setting where all the knowledge comes together, the practical thinking they have the critical thinking, the product knowledge, they need to understand the psychology of the hearing impaired and in many cases, this is a very large learning curve for everybody.

Hiring Preferences



What program and/or organization?

- MacEwan University
- Hearing Aid Practitioner

Additional Comments

- There should be more hands-on skills in the education system. They have a practicum, but it should be within the school itself I feel.
- They seem really well organized.
- They should talk with the provincial association to gain alignment of what is needed in the industry.
- We have a lot of students within our company so the level of training that they come out with is usually a direct correlation of the staff we've paired them with. Hiring students who have done their practicum at another location outside of our company usually are of lower quality.

Human Resources Management

Overall Preparation for Employment: 4.13
(average rating on a 5-point scale)

Certificate and Diploma

n= 8

Skills and Abilities

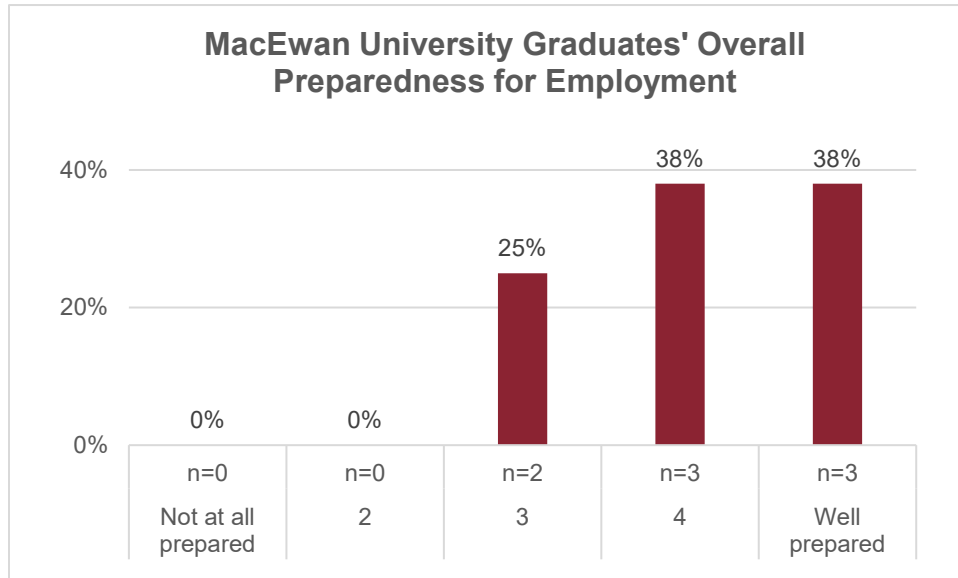
<i>Importance of Skills and Abilities</i>						<i>Graduates' Preparedness</i>				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
0%	0%	0%	25%	75%	Written communication skills	0%	0%	14%	43%	43%
0%	0%	0%	25%	75%	Verbal communication skills	0%	0%	0%	43%	57%
0%	0%	0%	38%	63%	Critical thinking skills	0%	0%	0%	86%	14%
0%	13%	25%	50%	13%	Research skills	0%	0%	33%	50%	17%
0%	0%	0%	50%	50%	Problem solving and decision making skills	0%	0%	0%	100%	0%
0%	0%	0%	0%	100%	Interpersonal and teamwork skills	0%	0%	0%	57%	43%
0%	0%	0%	0%	100%	Professional and ethical behaviour	0%	0%	0%	43%	57%
0%	0%	0%	0%	100%	Sensitivity and responsiveness to diversity	0%	0%	0%	29%	71%
0%	0%	25%	63%	13%	Awareness of global issues	0%	0%	29%	29%	43%
0%	0%	13%	63%	25%	Knowledge of technology used in the industry	0%	0%	14%	71%	14%
0%	0%	0%	38%	63%	Commitment to ongoing professional growth and continuous learning	0%	0%	0%	57%	43%

Additional Skills of Importance

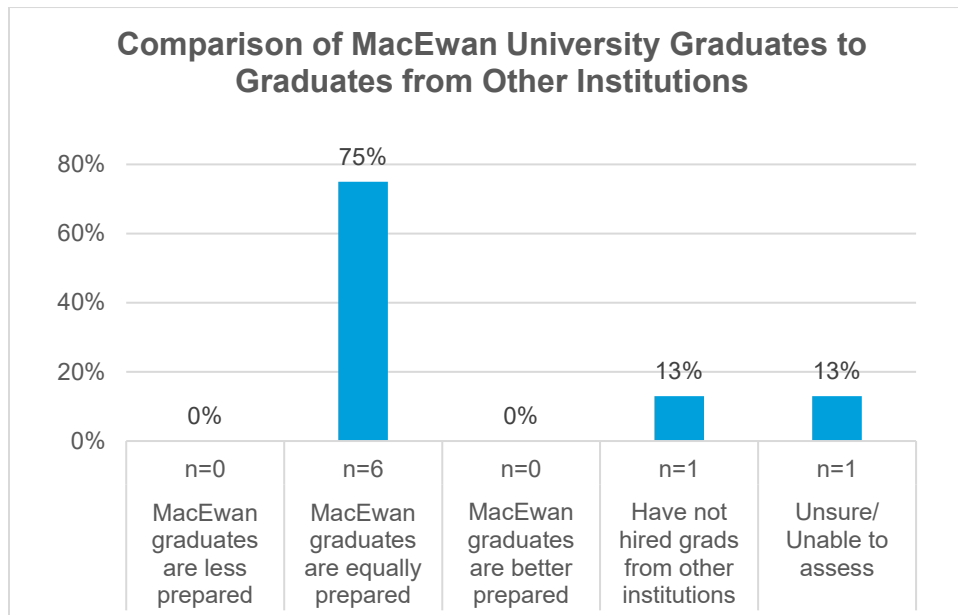
Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
Critical thinking	1	4
Product knowledge	1	2
The ability to collaborate and work effectively in a project team	1	Don't know

Having the ability to build relationships	1	Don't know
Phone skills	1	5
Professional boundaries	1	4
Computer skills	1	5
Confidentiality and privacy	1	3

Graduates' Preparedness for Employment



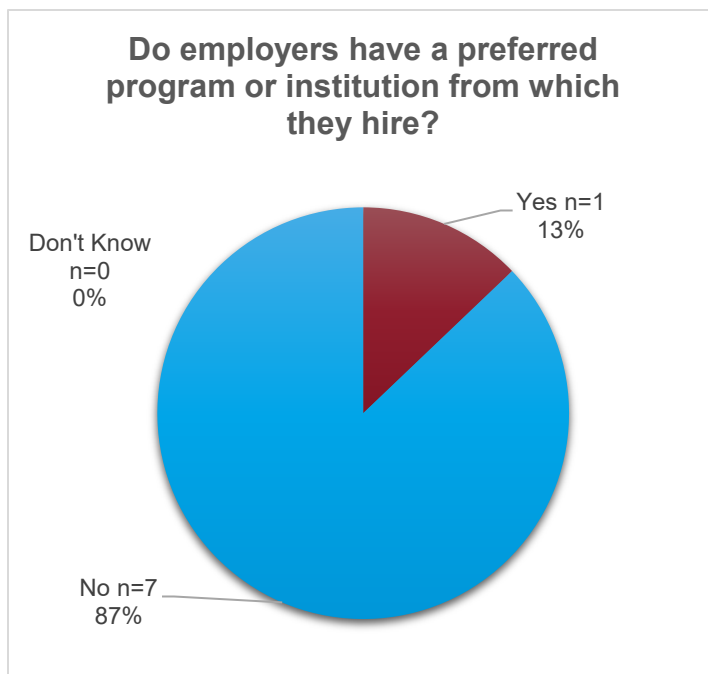
Comments: (no comments)



Comments:

- Depending on other programs, I would say some are more prepared in some areas, other programs have candidates more prepared in some other areas. However, other programs have candidates that are less prepared.
- I don't really see a difference from somebody from the U of A or Grant MacEwan.
- I've had experience with other people from other programs and both performed very well.
- If I compare to other institutions such as the U of A, what I see here in Human Resources, critical thinking is important and they have to be able to connect the dots and see the bigger picture of any decision we make and its consequences. Always evaluate the risk and how we can mitigate the risk.
- We haven't had any issues related to performance. The feedback is just as good as post-secondary students from other institutions.
- We've got other graduates from NAIT and the U of A and their performance is equal.

Hiring Preferences



What program and/or organization?

- MacEwan University
- Any technical program
- NAIT
- Any technical program

Additional Comments

- Based on my employee, I think it must have been a very good program, she was wonderful and knowledgeable.
- I don't know if it's the new generation, but we try to evaluate the process. My experience with people in human resources for 26 years, they don't pay attention to details and they need to see

how any process is connected to another one. That is my feedback, and that is to pay attention to detail, have critical thinking and pay attention to professional boundaries.

- I think where we have had success partnering with post-secondary institutions when the students have been offered a work experience or practicum or co-op and MacEwan has started to offer that work experience with students. It builds connections with employers, but I think they can do a better job at having work experience in all of their programs.
- They're well respected and well known.

Information Management and Library Technology

Diploma

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

n= 1

Legal Assistant

Diploma

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

n= 2

To maintain confidentiality, results are not reported when fewer than five employers responded.

Massage Therapy

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

n= 1

To maintain confidentiality, results are not reported when fewer than five employers responded.

Music

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

Diploma

n= 1

To maintain confidentiality, results are not reported when fewer than five employers responded.

Occupational Health Nursing Certificate

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)
n= 1

To maintain confidentiality, results are not reported when fewer than five employers responded.

Office Assistant

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

Medical major

n= 2

To maintain confidentiality, results are not reported when fewer than five employers responded.

Perioperative Nursing for Registered Nurses

Overall Preparation for Employment: 4.00
(average rating on a 5-point scale)

n= 6

Skills and Abilities⁸

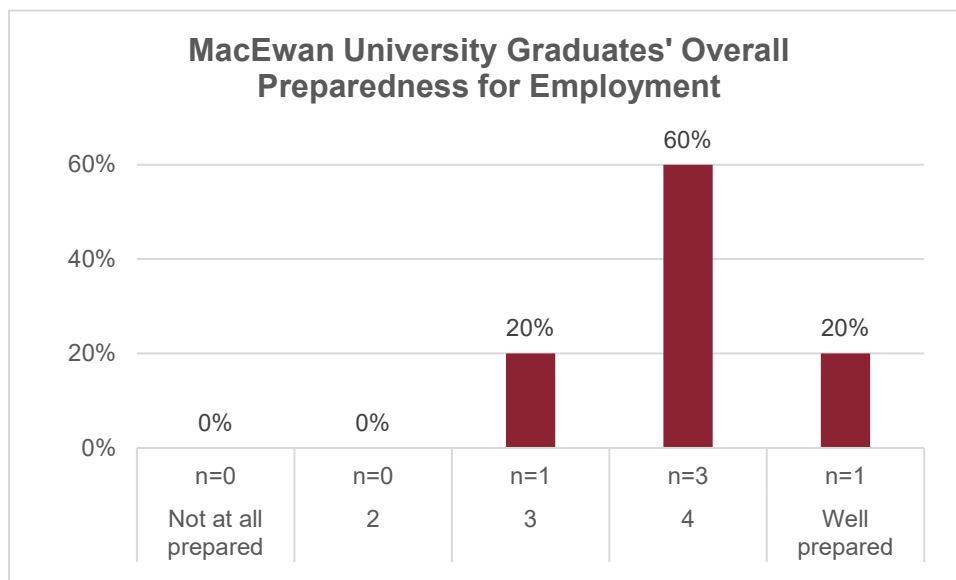
<i>Importance of Skills and Abilities</i>						<i>Graduates' Preparedness</i>				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
0%	0%	0%	50%	50%	Written communication skills	0%	0%	0%	67%	33%
0%	0%	0%	0%	100%	Verbal communication skills	0%	0%	0%	67%	33%
0%	0%	0%	0%	100%	Critical thinking skills	0%	0%	33%	50%	17%
17%	17%	17%	50%	0%	Research skills	-	-	-	-	-
0%	0%	0%	0%	100%	Problem solving and decision making skills	0%	0%	50%	33%	17%
0%	0%	0%	17%	83%	Interpersonal and teamwork skills	0%	0%	50%	33%	17%
0%	0%	0%	17%	83%	Professional and ethical behaviour	0%	0%	33%	50%	17%
0%	0%	17%	0%	83%	Sensitivity and responsiveness to diversity	0%	0%	33%	50%	17%
0%	17%	50%	17%	17%	Awareness of global issues	-	-	-	-	-
0%	0%	0%	67%	33%	Knowledge of technology used in the industry	0%	0%	33%	33%	33%
0%	0%	0%	50%	50%	Commitment to ongoing professional growth and continuous learning	0%	0%	17%	50%	33%

⁸ To maintain confidentiality, results are not reported when less than 5 employers responded (two or more employers responded "don't know" to some areas of preparation, as indicated by "-").

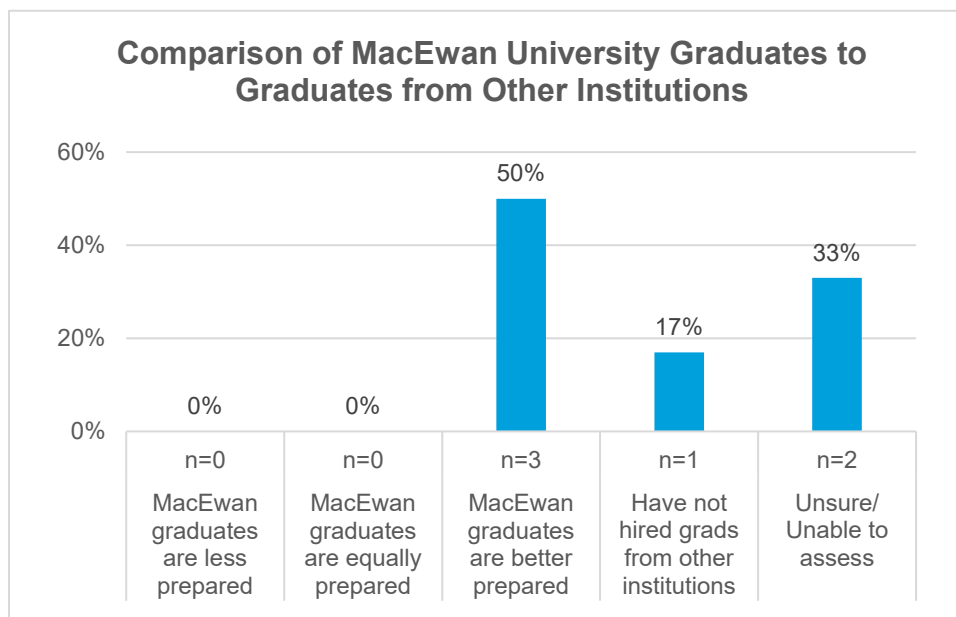
Additional Skills of Importance

Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
The roles of the perioperative nurse	1	Don't know

Graduates' Preparedness for Employment



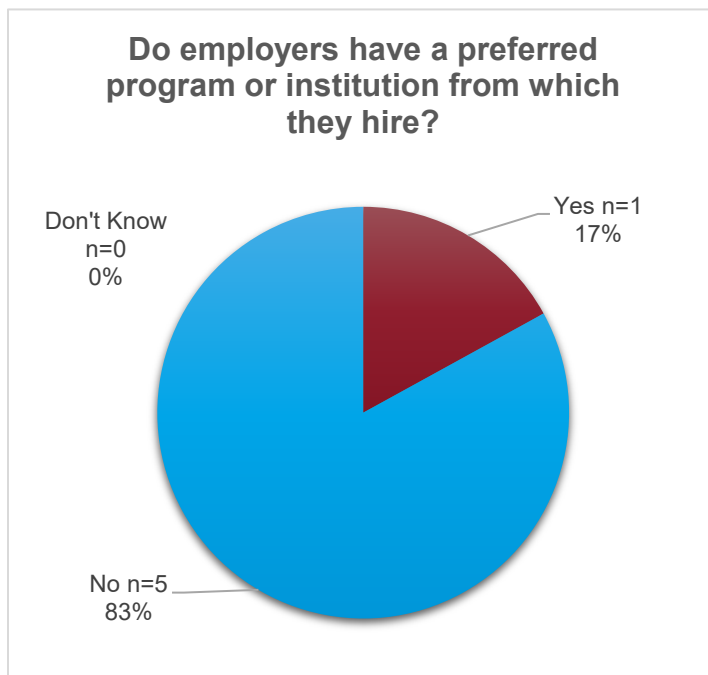
Comments: (no comments)



Comments:

- Because of the amount of time that they go through to make sure we have a good fit for a preceptor.
- Even myself, I had a really good experience with MacEwan University versus the University of Alberta. I also just like the style of their learning. The Perioperative program lead Rana Sleiman, she does a great job with communication, reaching out to rural sites regarding support and education opportunities and updates.
- I think Central Zone Alberta Services has brokered with Grant MacEwan to offer the courses, they are definitely more personalized and it gives them good rural representation

Hiring Preferences



What program and/or organization?

- MacEwan University
- Perioperative Nursing for RNs

Additional comments

- The collaboration with Alberta Health Services and the design cohorts is a very effective way to provide perioperative-ready staff at our site. Please keep it going.
- The problem with evaluating at Grant MacEwan is they do an online course in theory and they have a seven day lab, so most of the training is done by us as in the facility. The only thing we're finding in general and it doesn't matter which program, is the nurses are coming out ill-prepared for the work environment due to a reduction in clinical hours during their program.
- The support that they have offered to our site has been extremely helpful, especially the Perioperative LPN program.

Police and Investigations

Overall Preparation for Employment: 3.40
(average rating on a 5-point scale)

Police Studies and Investigative Studies

n= 5

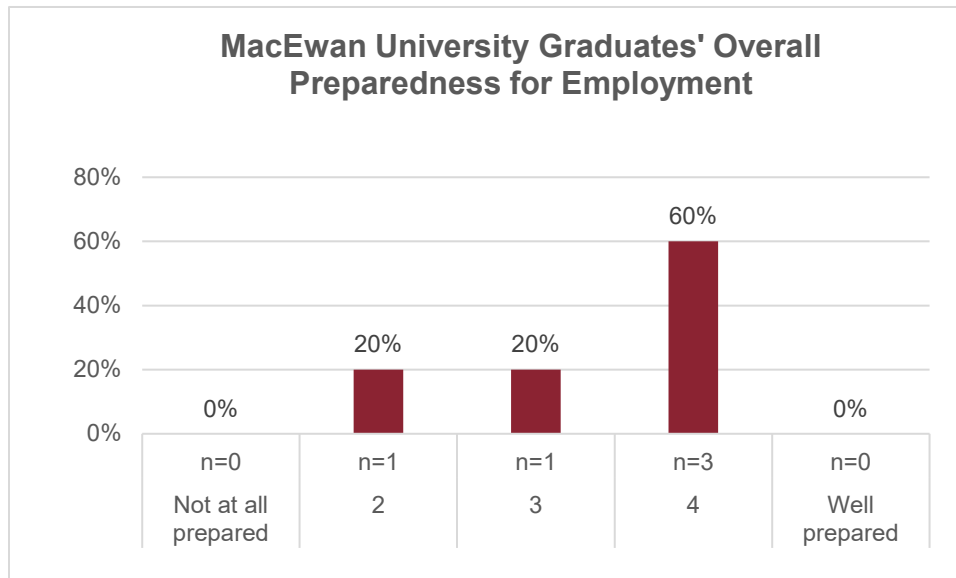
Skills and Abilities

<i>Importance of Skills and Abilities</i>					<i>Graduates' Preparedness</i>					
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
0%	20%	0%	0%	80%	Written communication skills	0%	20%	40%	20%	20%
0%	0%	0%	20%	80%	Verbal communication skills	0%	0%	40%	40%	20%
0%	0%	0%	20%	80%	Critical thinking skills	0%	0%	40%	20%	40%
20%	0%	20%	20%	40%	Research skills	20%	20%	20%	40%	0%
0%	0%	0%	20%	80%	Problem solving and decision making skills	20%	0%	0%	40%	40%
0%	0%	0%	0%	100%	Interpersonal and teamwork skills	0%	0%	40%	0%	60%
0%	0%	20%	0%	80%	Professional and ethical behaviour	0%	0%	0%	60%	40%
0%	0%	20%	0%	80%	Sensitivity and responsiveness to diversity	0%	0%	40%	0%	60%
0%	20%	20%	60%	0%	Awareness of global issues	0%	20%	60%	20%	0%
20%	0%	0%	40%	40%	Knowledge of technology used in the industry	20%	20%	20%	40%	0%
0%	0%	20%	40%	40%	Commitment to ongoing professional growth and continuous learning	0%	0%	40%	20%	40%

Additional Skills of Importance

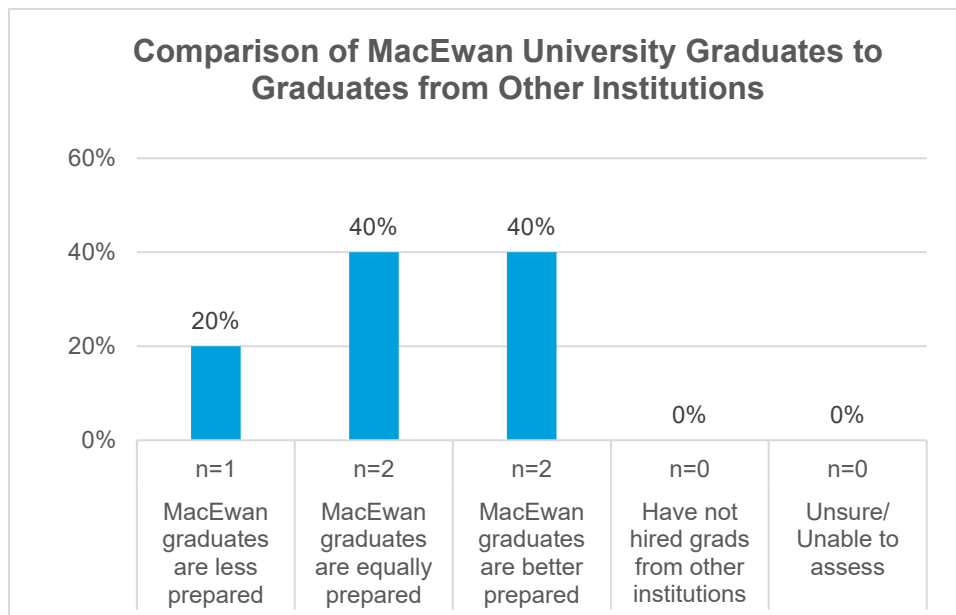
Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
Conflict resolution	1	5

Graduates' Preparedness for Employment



Comments:

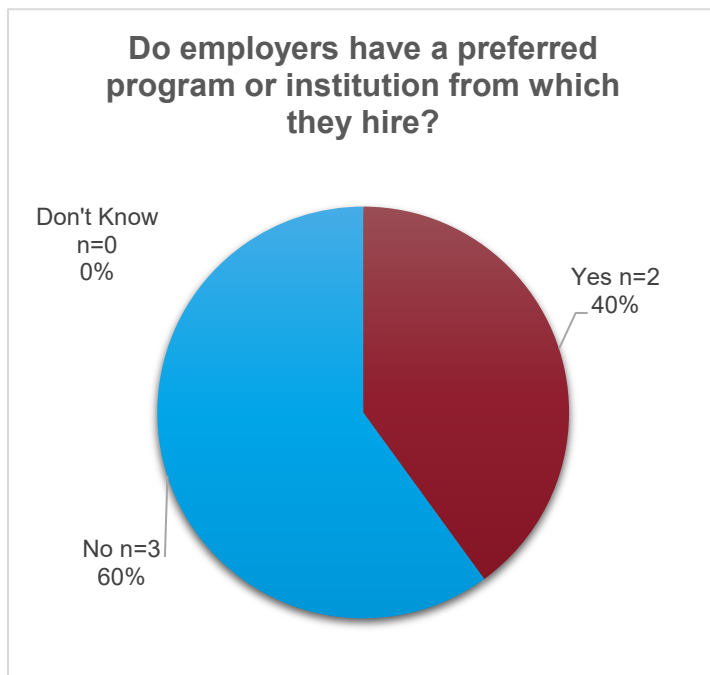
- I've helped develop two investigations programs and Grant MacEwan does not measure up. Basically, when they come to me I have to retrain them, like they are a brand new off-the-street employee.



Comments:

- I know that the peace officers for the Alberta Health Services come in and do a talk for them. They work closely with our Paladin employees at the hospital. They explain what to expect on the job and what they'll need to prepare for.
- I'm not familiar as to the quality of programs of other institutions so not aware of them.
- The program is not consistent with what they need to know in the investigations field.
- The vast areas they touch on such as psychology to policing and law enforcement theory and the interpersonal, community vibes that one gets from those classes. The teamwork and how important it is to have friends in the networking options and the support.
- They are just equally prepared. Out of the people I've interviewed over the last ten years, they are equally prepared as students from other universities.

Hiring Preferences



What program and/or organization?

MacEwan University

- Police Investigations – Investigations Studies
- Police Studies or Investigations Programs

Additional Comments

- The students that come out of those programs are prepared to take on what they went to school for.
- They need to focus more on insurance to have an insurance component program because they changed the name of the course from Police and Security to Police and Investigations to entice more people to apply, they have never changed the structure of the program. You're well prepared to be a security guard coming out of the Investigations program but not an investigator.

Post-Basic Certificate: Wound Management

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)
n= 2

To maintain confidentiality, results are not reported when fewer than five employers responded.

Post-Basic Nursing Practice: Hospice, Palliative Care & Gerontology

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

n= 1

To maintain confidentiality, results are not reported when fewer than five employers responded.

Psychiatric Nursing

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

n= 3

To maintain confidentiality, results are not reported when fewer than five employers responded.

Psychiatric Nursing diploma

Overall Preparation for Employment: 3.60
(average rating on a 5-point scale)

n= 5

Skills and Abilities⁹

<i>Importance of Skills and Abilities</i>					<i>Graduates' Preparedness</i>					
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
0%	0%	0%	20%	80%	Written communication skills	0%	20%	20%	40%	20%
0%	0%	0%	0%	100%	Verbal communication skills	0%	0%	60%	20%	20%
0%	0%	0%	20%	80%	Critical thinking skills	0%	0%	60%	40%	0%
40%	40%	0%	0%	20%	Research skills	-	-	-	-	-
0%	0%	0%	20%	80%	Problem solving and decision making skills	0%	0%	40%	60%	0%
0%	0%	0%	20%	80%	Interpersonal and teamwork skills	0%	0%	20%	80%	0%
0%	0%	0%	20%	80%	Professional and ethical behaviour	0%	0%	20%	40%	40%
0%	0%	20%	20%	60%	Sensitivity and responsiveness to diversity	0%	0%	20%	60%	20%
20%	0%	60%	20%	0%	Awareness of global issues	-	-	-	-	-
0%	20%	20%	0%	60%	Knowledge of technology used in the industry	20%	0%	40%	40%	0%
0%	0%	20%	0%	80%	Commitment to ongoing professional growth and continuous learning	0%	0%	0%	60%	40%

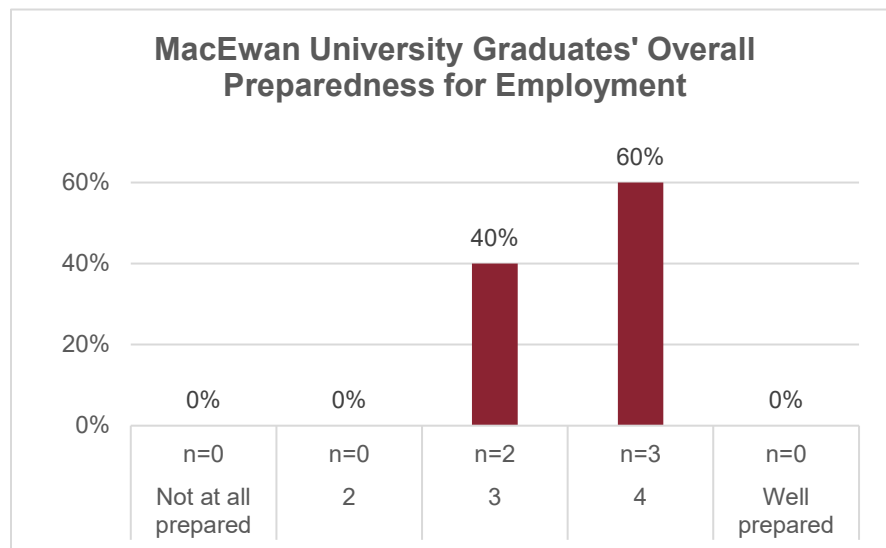
Additional Skills of Importance

Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
Knowledge in terms of medications	1	2

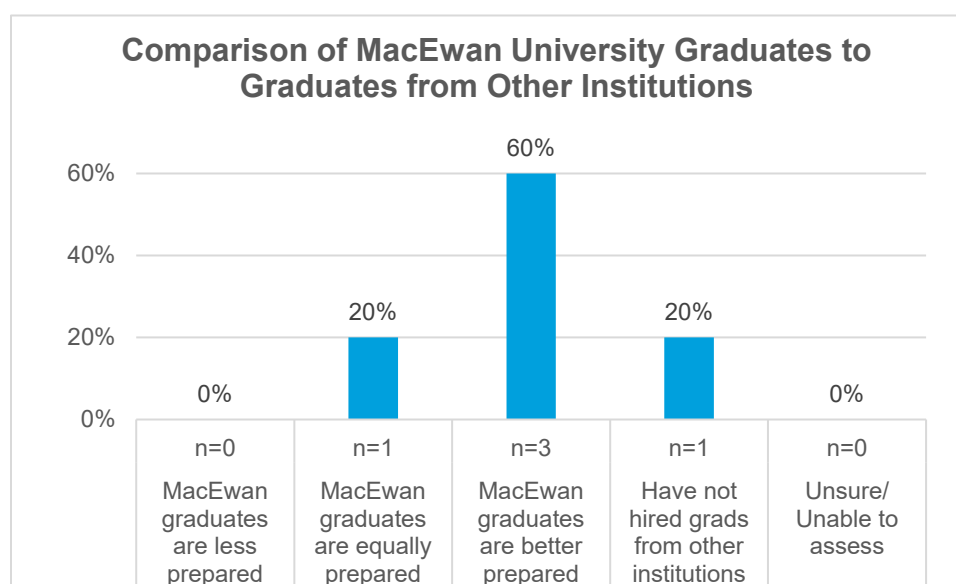
⁹ To maintain confidentiality, results are not reported when less than 5 employers responded (two employers responded "don't know" to some areas of preparation, as indicated by "-").

Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
Leadership	1	3
Conflict management	1	1
Management of dealing with difficult behaviours of patients	1	2

Graduates' Preparedness for Employment



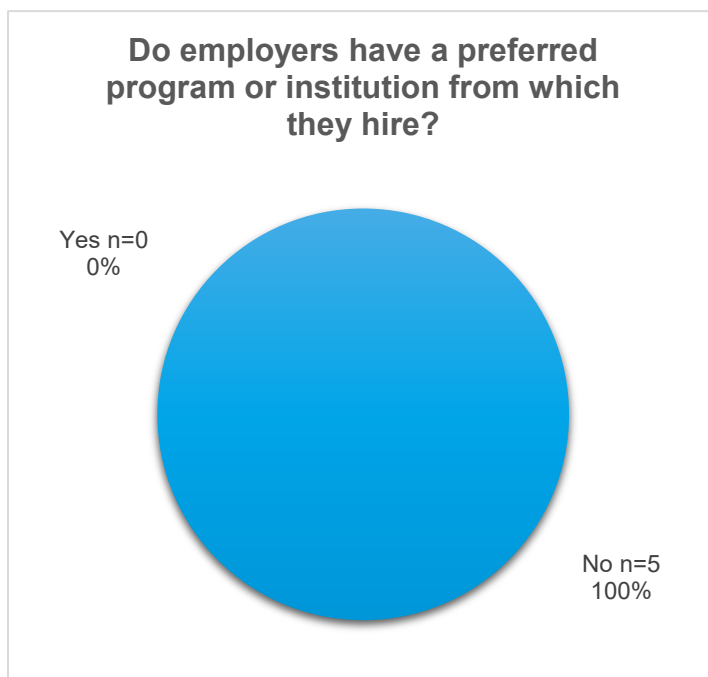
Comments: (no comments)



Comments:

- Because of the Psych nursing focus. They have other practicums here. The undergrad program is extremely beneficial for them as well. Their interest is working with the mental health and addiction population as opposed to an RN program.
- In our specific psychiatric nursing program, our graduates are better prepared than the bachelor's degree in the regular nursing program at the University of Alberta.
- It's not that they are better or ill-prepared, they need the experience and that's where it comes in, being ill-prepared. They haven't had the exposure to certain areas of the facility. Some of them don't want it. They have a certain niche. As we are a three-program facility, some are very ill-prepared to work in seniors or brain injury.
- There's more time allowed in clinical so we find they're more prepared for that patient side care or bedside care with patients. That's what sets them apart from a lot of the other university programs.

Hiring Preferences



What program and/or organization?

No responses

Additional Comments

- Interpersonal, life experience, maturity is really apparent in order to work in this field. Practicums for the psychiatric programs would benefit from commencing in the first year. There is a 5 day practicum for the first year and I question the usefulness of that week. I believe it's an introductory which I don't think how would that be useful for when they commence the second practicum. I am questioning that five days in that first year in terms of their overall practicum.
- Part of the key for the psychiatric nurse program is their hiring of their instructors. They have strong clinical experience working in addictions and mental health.

Public Relations

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

Diploma

n= 1

To maintain confidentiality, results are not reported when fewer than five employers responded.

Social Work

Overall Preparation for Employment: 3.70
(average rating on a 5-point scale)

Diploma

n= 10

Skills and Abilities

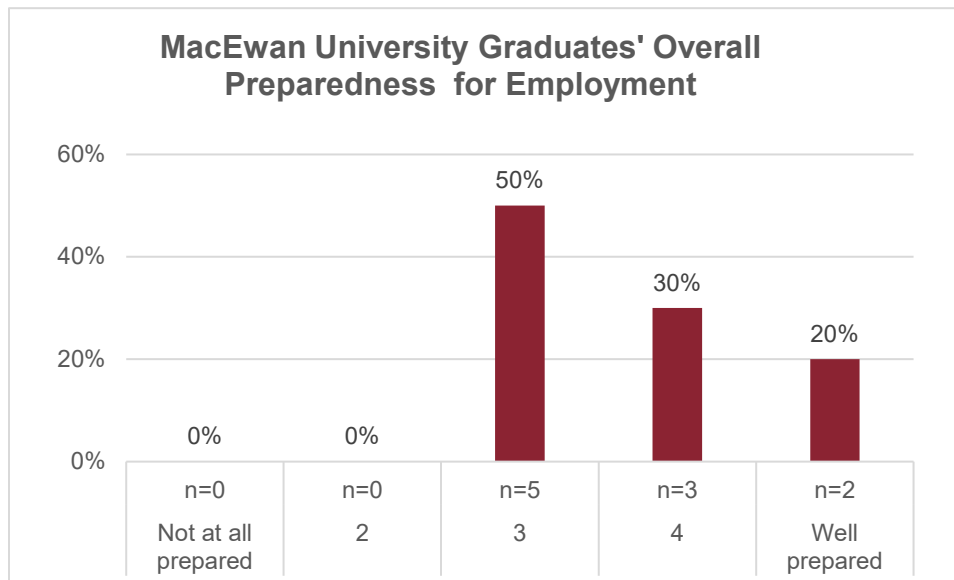
<i>Importance of Skills and Abilities</i>						<i>Graduates' Preparedness</i>				
Not at all important	2	3	4	Very important		Not at all prepared	2	3	4	Very Prepared
0%	0%	0%	20%	80%	Written communication skills	0%	0%	30%	50%	20%
0%	0%	0%	10%	90%	Verbal communication skills	0%	0%	20%	40%	40%
0%	0%	0%	0%	100%	Critical thinking skills	0%	0%	30%	30%	40%
0%	20%	10%	50%	20%	Research skills	0%	10%	30%	40%	20%
0%	0%	0%	10%	90%	Problem solving and decision making skills	0%	10%	40%	20%	30%
0%	0%	0%	20%	80%	Interpersonal and teamwork skills	0%	10%	40%	20%	30%
0%	0%	0%	10%	90%	Professional and ethical behaviour	0%	10%	10%	30%	50%
0%	0%	10%	0%	90%	Sensitivity and responsiveness to diversity	0%	10%	10%	30%	50%
0%	0%	30%	60%	10%	Awareness of global issues	0%	10%	50%	30%	10%
0%	10%	10%	50%	30%	Knowledge of technology used in the industry	0%	10%	30%	60%	0%
0%	0%	0%	20%	80%	Commitment to ongoing professional growth and continuous learning	0%	10%	10%	30%	50%

Additional Skills of Importance

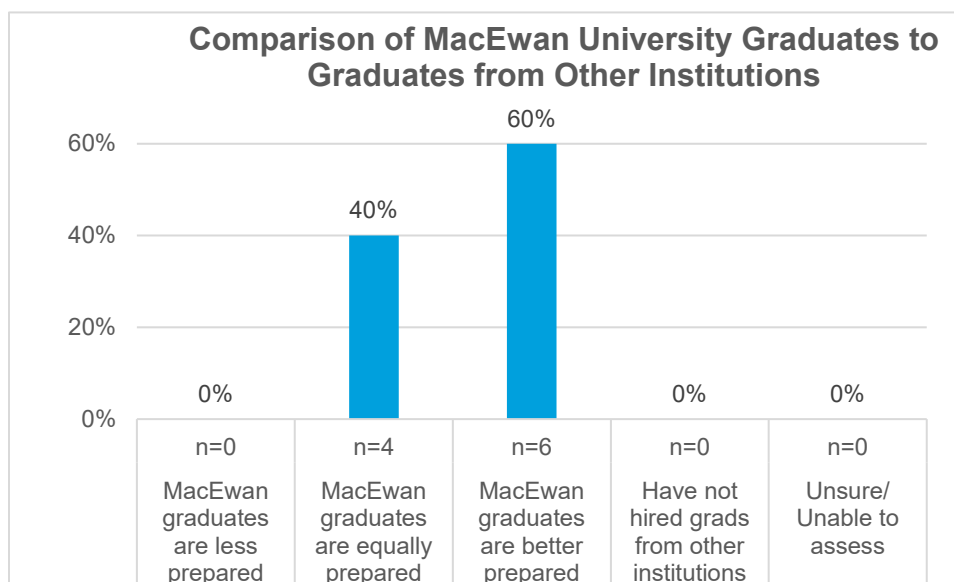
Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
Day to day practicality of theory vs real life	1	2
Presentation	1	2
Relational skills	1	5

Additional Skills	N	Graduates' Preparedness (rating on a 5 point scale)
Understanding of trauma	1	3
Indigenous culture and historical trauma	1	4
Initiation of self starters and self learning	1	2
Mental health	1	3
Time management	1	3

Graduates' Preparedness for Employment



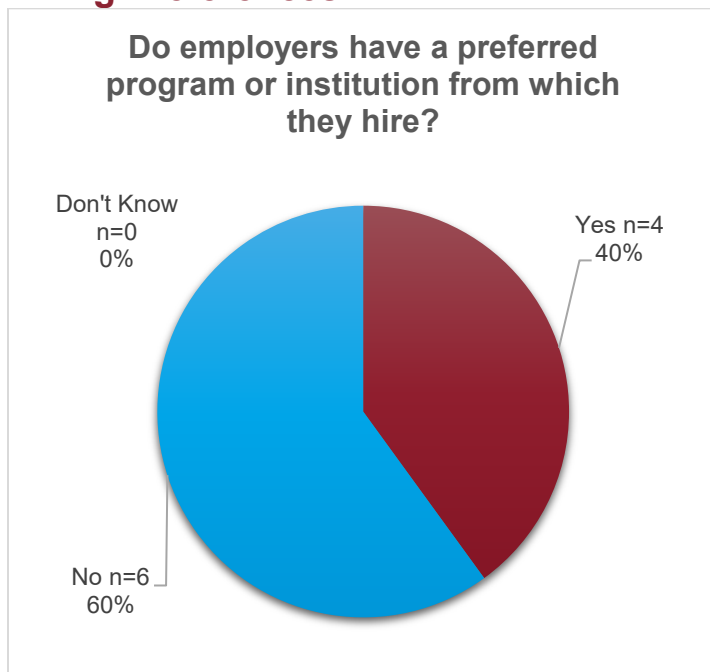
Comments: (no comments)



Comments:

- Because they get the practicum which helps immensely.
- Graduates are open to learning and are up to the challenge of working with families that have trauma and they are reliable.
- Having students from different institutions, there is a varied level of skills and I find MacEwan students are more adept to the skills required.
- I have a range of staff that come from various schools. I find they are all really amazing.
- I think it's a specialized field and I think the professors and curriculum really prepared students to come work in the field.
- I think it's an expectation that MacEwan puts into their instructors – who they hire, and I think sometimes we get behind in the new learning and the generations. It's like they are behind always and don't know how to get ahead. It's more of can the learning catch up to what is current in the every day life.
- It just seems they've got a more well-rounded scope of education and how to apply it.
- It's a field that you actually need to be in to really understand the work, whatever knowledge coming from an academic side, really like it's all theoretical. We tend to hire students who come to us for the practicum. They do really well - if we don't hire, we refer them. We get a lot of practicum students, some of them don't understand the work context, there is a lot of interpersonal, a lot of relationship building, so when we get the few that shine, we do our best to make sure they get a spot in our agency or in our partnered agency.
- Just the knowledge of where we live, if you go to a school here you have a general knowledge of its operations.
- They come with very well-rounded skills and a whole knowledge base.

Hiring Preferences



What program and/or organization?

- MacEwan University
- Social Work
 - Social Work, Child Care, Corrections
 - Child and Youth or Social Work Program
 - Bachelor of Child and Youth Program

Additional Comments

- I think they are great.
- I think they provide a successful, well rounded program that is preparing social workers in a very professional environment.

Special Needs Educational Assistant

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

Diploma

n= 4

To maintain confidentiality, results are not reported when fewer than five employers responded.

Theatre Arts

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

Diploma

n= 1

To maintain confidentiality, results are not reported when fewer than five employers responded.

Theatre Production

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

Diploma

n= 1

To maintain confidentiality, results are not reported when fewer than five employers responded.

Therapist Assistant

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

All Majors

n= 4

To maintain confidentiality, results are not reported when fewer than five employers responded.

Travel

Diploma

Overall Preparation for Employment: N/A
(average rating on a 5-point scale)

n= 3

To maintain confidentiality, results are not reported when fewer than five employers responded.

APPENDIX C: EMPLOYER SURVEY

**MACEWAN UNIVERSITY
EMPLOYER SURVEY 2016/2020**

Hello, my name is _____ and I'm calling on behalf of MacEwan University. May I please speak to _____ (*name of employer*)?

- **If the individual *is not available*, try to find out when they might be available and record in Agent Notes area for follow up**
- **Explain purpose of study (see *below*). Thank the person providing the information.**
- **Do not collect survey information from coworkers.**

- The supervisor we are trying to survey with may have moved on from when we collected their name in the fall. If you find that that person is "no longer there", please explain the reason for our call and ask:
"Who do you recommend I could speak with?" Note the name, position title and phone number of the new contact in the Agent Notes area.

PURPOSE OF THE SURVEY – SCRIPT GUIDELINES

We are doing a survey of employers who have hired our graduates in the past three years. The purpose of the study is to provide the university with information about how well its programs meet the needs of the employers, as well as ideas about how to improve its programs.

We received your name from a graduate of the _____ program.

I would like to ask you some questions about your experiences with graduates from this program and hope now is a good time. The questions are general in nature so that you will be providing feedback regarding MacEwan University's programs, not the individual employee you hired. The interview will take about 10 minutes.

(If participant says that there are no longer any MacEwan University graduates employed at this organization, please respond by saying: "we would still appreciate your feedback regarding previously employed MacEwan University graduates. As stated earlier, the questions are general in nature so you will be providing feedback regarding the university's programs, not the individual employee you hired. May we continue?")

If the individual is unwilling to be interviewed at this time, try to arrange another more convenient time. Record in Agent Notes for follow up.

PRIVACY STATEMENT - REQUIRED

Before we begin, I'd like to remind you that your participation is voluntary and that any information you share with me will be kept confidential. Only group results will be reported, and in no way will individuals be identified. If there are questions you don't want to answer, please say so and we will move on to the next one. You can also stop the interview at any time.

This survey is being conducted in accordance with the Freedom of Information and Privacy Act. If you have any questions regarding the survey, please feel free to contact David McLaughlin, MacEwan University's Executive Director of Institutional Analysis & Planning. Would you like his phone number? (His phone number is 497-5840.)

Do you have any questions before we begin?

Questions	Answers/Coding
0. In what industry does your company work?	Read options (if necessary) based on NAICS used by Statistics Canada <ol style="list-style-type: none"> 1. Agriculture 2. Natural Resources 3. Utilities 4. Construction 5. Manufacturing 6. Trade 7. Transportation/ 8. Warehousing 9. Finance/insurance/ 10. Real estate 11. Professional/scientific/ 12. Technical services 13. Business, building and other support services 14. Educational services 15. Health Care/ Social Assistance 16. Information/Culture/ 17. Recreation 18. Accommodation/ Food Services 19. Public Administration 20. Other Services (specify)_____

1. Do you currently employ a graduate from MacEwan's (<u>insert program from sample</u>) program?	1 Yes > Go to Q1b 2 No
1a. How long has it been since a graduate from the (<u>insert program from sample</u>) program was employed at your place of work? <i>We would still appreciate your feedback regarding previously employed MacEwan graduates. As stated earlier, the questions are general in nature so you will be providing feedback regarding the College's programs, not the individual employee you hired. May we continue?</i>	1. < one year 2. one to two years 3. over 2 years to 3 years 4. > 3 years 99. Don't know
1b. How long has your organization been using MacEwan graduates from the (<u>insert program from sample</u>) program?	1. < one year 2. one to two years 3. over 2 years to 3 years 4. > 3 years 99. Don't know

<p>2. Do you currently employ graduates from other MacEwan programs?</p>	<p>1 Yes 2 No > Go to Q3</p>
<p>2a. From what other MacEwan programs do you currently have employees? Record up to 6 responses.</p>	<p>DO NOT READ LIST</p> <ol style="list-style-type: none"> 1. Accounting and Strategic Management - Diploma 2. Accounting and Strategic Management - Diploma with Co-op 3. Bachelor of Arts 4. Bachelor of Child and Youth Care 5. Bachelor of Commerce 6. Bachelor of Science in Nursing 7. Design Foundations – Certificate 8. Design Studies – Diploma 9. Early Learning and Child Care diploma/Early Childhood Development 10. Human Resources Management - Certificate 11. Human Resources Management - Diploma 12. Legal Assistant 13. Management Studies 14. Office Assistant - Administrative 15. Office Assistant - Legal 16. Office Assistant - Medical 17. Psychiatric Nursing 18. Social Work 19. Therapist Assistant - Physical/Occupational 20. Therapist Assistant - Speech Language Pathologist 95. Other (specify)_____
<p>2b. For which MacEwan program area can speak best about the skills of graduates?</p>	<p>Use Q2a list</p>

<p>For the purposes of this survey, please answer the following questions with respect to the (<u>Insert: 2b.</u>) Program</p>	
<p>3. There are certain skills and abilities that may be required for work in this field. Please rate the following skills and abilities according to how <u>important</u> they are for MacEwan graduates in performing work at your organization. Please use a five-point scale where 1 equals “not at all important” and 5 equals “very important”:</p> <ul style="list-style-type: none"> • Written Communication Skills • Verbal Communication Skills • Critical thinking skills • Research skills • Problem solving and decision making skills • Interpersonal and teamwork skills • Professional and ethical behaviour • Sensitivity and responsiveness to diversity • Awareness of global issues • Knowledge of technology used in the industry • Commitment to on-going professional growth and continuous learning 	<p>1=not at all important 2 3 4 5=very important 6. Don't know</p>
<p>4. Next, we will go through the same list and you can indicate how <u>prepared</u> MacEwan graduates are in these areas. Please use a five-point scale where 1 equals “not at all prepared” and 5 equals “well prepared.” Let's start with:</p> <ul style="list-style-type: none"> • Written Communication Skills • Verbal Communication Skills • Critical thinking skills • Research skills • Problem solving and decision making skills • Interpersonal and teamwork skills • Professional and ethical behaviour • Sensitivity and responsiveness to diversity • Awareness of global issues • Knowledge of technology used in the industry • Commitment to on-going professional growth and continuous learning 	<p>1=not at all prepared 2 3 4 5=well prepared 6. Don't know</p>

<p>5a. Are there any skills we have not talked about that are important in this field of work?</p> <p>5b. What are these skills? Record up to 3 skills</p> <p>5c. (For each skill, ask:) How prepared are MacEwan graduates in these skill areas? - skill A - skill B - skill C</p>	<p>1 Yes 2 No > go to Q6</p> <p>Record verbatim</p> <p>1=not at all prepared 2 3 4 5=well prepared</p>
<p>6. Using a 5-point scale where 1 equals not at all prepared and 5 equals well prepared, overall how well prepared are MacEwan graduates' for work in the field?</p> <p>6a) (If rated 1 or 2) Could you please tell us why you chose that rating?</p>	<p>1=not at all prepared 2 3 4 5=well prepared 6. Don't know</p> <p>Record Verbatim</p>
<p>7. In your experience, how do MacEwan graduates from this program compare to graduates from similar programs offered at other institutions?</p> <p>7a) Why do you say that?</p>	<p>(Read codes 1-3) 1. MacEwan graduates are less prepared 2. MacEwan graduates are equally prepared 3. MacEwan graduates are better prepared 9. Have not hired grads from other institutions 0. Unsure / unable to assess</p> <p>Record Verbatim</p>
<p>8. When hiring for similar positions, is there a program and/or institution from which you prefer to hire?</p> <p>8a) If yes, could you tell us which program and/or institution?</p>	<p>1 Yes 2 No 3. I don't know</p> <p>Record program/institution</p>
<p>9. Do you have any additional comments, suggestions or observations regarding MacEwan's programs?</p>	<p>Record Verbatim</p>

Those are all the questions I have. Thank you very much for your time.