

# Survey on Opinions of Employers on Major Aspects of Performance of Sub-degree Graduates in Year 2013 - Executive Summary -

Prepared for  
Education Bureau

By  
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# 1. Introduction

## 1.1 Background

- 1.1.1 The Education Bureau (EDB)<sup>1</sup> has been conducting surveys on opinions of employers on major aspects of performance of post-secondary programme graduates in the past years with the aim of keeping track of the quality of graduates and employers' views over time.
- 1.1.2 Between 1998 and 2010, a total of six surveys in the same series had been conducted, covering full-time publicly-funded first degree graduates of the University Grants Committee (UGC)-funded institutions<sup>2</sup> of the years 1998, 1999, 2000, 2003, 2006 and 2010, with the surveys being extended to self-financing first degree graduates since 2010. The surveys had also covered publicly-funded sub-degree graduates since 2000, and encompassed both publicly-funded and self-financing sub-degree graduates since 2006<sup>3</sup>. The findings of the surveys enable the Government, post-secondary institutions and the community at large to have a better understanding of the performance of graduates at work and the employers' views.
- 1.1.3 The present survey covers full-time locally-accredited publicly-funded and self-financing first degree and sub-degree graduates of 2013 (the Survey).
- 1.1.4 The sections that followed provide:
- i. An outline of the survey methodology; and
  - ii. A summary of the major findings on the sub-degree graduates of 2013.

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<sup>1</sup> Including the former Education and Manpower Bureau before 1 July 2007.

<sup>2</sup> The surveys started covering graduates of the former Hong Kong Institute of Education since 2003.

<sup>3</sup> The survey on 2000 sub-degree graduates covered the publicly-funded graduates of Hong Kong Polytechnic University, City University of Hong Kong and Vocational Training Council. The survey on 2003 graduates was extended to cover publicly-funded graduates of the former Hong Kong Institute of Education. The surveys were further extended to encompass graduates of publicly-funded or self-financing locally-accredited sub-degree programmes offered by 18 post-secondary institutions in 2006, 20 institutions in 2010 and 15 institutions in 2013.

## 1.2 Study Objectives

1.2.1 The objectives of the Survey are summarised as follows:

- i. To obtain the opinions of employers on major aspects of the performance of full-time locally-accredited publicly-funded and self-financing first degree graduates and sub-degree graduates of 2013 employed in the work place with regard to nine major aspects of performance, i.e.
  - Language Proficiency in Chinese, English, Putonghua and other languages;
  - Numerical Competency;
  - Information Technology Literacy;
  - Analytical and Problem-Solving Abilities;
  - Work Attitude;
  - Inter-personal Skills;
  - Management Skills;
  - Technical Knowledge Required for the Job; and
  - Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-esteem.
- ii. To understand employers' common practices in graduates' recruitment;
- iii. To collect employers' suggestions on institutions or the education system regarding ways of further enhancement of the quality of graduates; and
- iv. To identify changes in opinions of employers on graduates compared to previous rounds of surveys.

## 2. Survey Methodology

### 2.1 Survey Coverage

- 2.1.1 The Survey covered companies/ organisations and Government bureaux/ departments that had employed graduates of 2013 from full-time locally-accredited first degree and sub-degree programmes.
- 2.1.2 The target respondents of the Survey were the immediate supervisors of the graduates or persons at senior levels who had adequate knowledge of the performance of the graduates.

### 2.2 Sampling Frame

- 2.2.1 The sampling frame of the Survey covered a net of 15 576 graduates (12 322 first degree and 3 254 sub-degree graduates) working on full-time basis as at December 2013 with details as follows:
- i. As reflected in the information sourced from the Graduate Employment Surveys conducted by individual institutions in end-2013, a total of 22 476 graduates (i.e. 16 896 first degree and 5 580 sub-degree graduates) were identified to be working on a full-time basis. The remaining ineligible graduates (either working on a part-time basis or pursuing further studies) were excluded in the initial sampling frame of the Survey.
  - ii. A total of 6 962 graduates (i.e. 4 593 first degree and 2 369 sub-degree graduates out of the initial sampling frame of 22 476 eligible graduates) were excluded from the Survey for reasons such as having insufficient employers' information provided or being identified as self-employed.
  - iii. 62 eligible graduates (i.e. 19 first degree and 43 sub-degree graduates) were added back to the sampling frame during survey execution upon confirmation of eligibility from the employers.

## 2.3 Sample Design and Sample Size

- 2.3.1 All the companies / organisations and Government bureaux / departments that had employed graduates of 2013 were invited to participate in the Survey. A total of 71 Government employers<sup>4</sup> and 5 559 non-Government employers were invited.
- 2.3.2 To minimise respondents' burden, employers were asked to provide assessment for only a proportion of the first degree graduates and sub-degree graduates. The graduates were selected by the following criteria:
- i. If the employer had employed only one associate degree / higher diploma graduate of 2013, he / she was automatically selected;
  - ii. If more than one associate degree / higher diploma graduate had been employed, and they all graduated from one institution, the graduate shown in the middle of the corresponding list of associate degree / higher diploma graduates based on alphabetical order was selected.
  - iii. If the associate degree / higher diploma graduates employed were from more than one institution, one graduate was selected from each institution with the highest number of hires (at most four institutions). For each institution selected, the graduate shown in the middle of the corresponding list of associate degree / higher diploma graduates based on alphabetical order was selected.

## 2.4 Data Collection Method

- 2.4.1 Data were collected by using self-administered questionnaire. Telephone calls were made to the Government bureaux / departments and the companies / organisations to explain the purpose of the Survey and to identify an appropriate contact person from each Government bureau / department and company / organisation to help out with project co-ordination. The contact persons were mostly Personnel Managers or Human Resources Managers.
- 2.4.2 Copies of the questionnaires, invitation letters from both the Secretary for Education and the Consultant and general guidelines for selecting the graduates were sent to the contact persons through direct mailing in August 2015. The employers were requested to select graduates systematically for assessment by following the rules given in the general guidelines and to distribute the questionnaires to the immediate supervisors of the sampled graduates. These immediate supervisors were invited to complete and return the questionnaire to the Consultant by using the pre-paid self-addressed envelope. Alternatively, the respondents could fax or email the questionnaires to a dedicated fax number / email address of the Consultant. Telephone follow-up calls were made to the contact persons / immediate supervisors who did not return the questionnaire before the survey deadline.

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<sup>4</sup> Government employers comprised Government departments, bureaux and Government schools.

## 2.5 Enumeration Results and Response Rate

- 2.5.1 2 116 completed questionnaires (representing 1 385 first degree graduates and 731 sub-degree graduates) from 38 Government bureaux / departments and 1 775 companies / organisations were received by 3 May 2016.
- 2.5.2 Among the 3 594 eligible employers (i.e. 5 630 employers consolidated from the sampling frame of the education institutions less 2 036 invalid cases after confirmation with the employers by various means such as mail bounce back or telephone follow-up) who had employed first degree and sub-degree graduates in 2013, 1 813 of them had returned with completed questionnaires, representing a response rate of 50.4%. For details of the enumeration results, please refer to [Annex 2](#).

## 2.6 Questionnaire Design

- 2.6.1 The Survey covered nine aspects of performance (as stated in paragraph 1.2.1). Each aspect of performance was measured by a number of attributes, with a total of 45 attributes being included for gauging the nine aspects of performance. These aspects of performance were carefully chosen with reference to available survey reports and opinions of employers who had participated in the qualitative phase of the pilot study.
- 2.6.2 For each attribute, respondents were requested to give (i) their assessment on the performance of the sampled graduates; and (ii) their views on the importance of the attributes for the posts held by the sampled graduates. Their assessments were indicated on a 5-point Likert scale with detailed description as summarised in the following table:

Score	Performance	Importance
5	Always exceeds the employers' requirements	Very important
4	Sometimes exceeds the employers' requirements	Quite important
3	Generally meets the employers' requirements	Average
2	Sometimes fails to meet the employers' requirements	Not quite important
1	Always fails to meet the employers' requirements	Not important at all

- 2.6.3 The overall performance score or the performance score for each aspect measured represented the weighted average of the performance scores of its constituent attributes, with the respective importance scores taken as the weights.
- 2.6.4 Regarding the common practices of graduate recruitment, respondents were asked about (i) the factors considered in the hiring and selection process of graduates and (ii) whether on-the-job training was provided to the newly recruited graduates. In particular, 12 of the above (performance) attributes were included in the evaluation for gauging respondents' views on whether these attributes were important consideration factors in the graduate recruitment. These attributes were also assessed on a 5-point scale as illustrated above.

## 2.7 Pilot Test

- 2.7.1 Before the commencement of the main Survey, a pilot test, comprising a qualitative study and a quantitative study, was carried out:
- i. The qualitative study, consisted of six in-depth interviews with representatives of sampled employers (including Personnel Managers and Human Resources Managers), was conducted during the period in April-July 2015 to collect input on any further enhancement of the design of the self-administered questionnaires; and
  - ii. The quantitative study was conducted in April-July 2015 to test the survey process, the sampling mechanism and comprehension of the questionnaires. 15 returned questionnaires were received from 14 employers who were confirmed to have employed 2013 graduates. The completed questionnaires were excluded from the main survey.
- 2.7.2 Minor modifications on the questionnaires and the survey process were implemented in response to the input of the pilot test.

## 2.8 Estimation Method

- 2.8.1 The data obtained from the completed questionnaires were weighted according to the consolidated sampling frame of 2013 first degree and sub-degree graduates as reported by each institution (i.e. 12 322 first degree and 3 254 sub-degree graduates, details had been described in paragraph 2.2.1 above).

## 2.9 Quality Control Measures

- 2.9.1 Measures were taken to ensure that the survey results were in compliance with the agreed quality standard. These included:
- i. Proper training was provided to interviewers responsible for the telephone follow-up calls, including regular briefing and de-briefing sessions;
  - ii. Interviewers were remunerated by time rate (instead of piece rate) as an incentive of quality work;
  - iii. All contact results were kept in a Computer Assisted Telephone Interview (CATI) system to facilitate continuous monitoring of the survey process;
  - iv. Each returned questionnaire was edited and the collected data were validated by fieldwork supervisors;
  - v. All telephone calls were recorded by a digital recording system;
  - vi. A progressive double data entry system for inputting data into computer was used to minimise typing error.

## 2.10 Cautionary Remarks

2.10.1 Readers are advised to take caution in interpreting findings of subgroups based on small number of observations (i.e. less than 50 responses for the Survey). These sub-group findings are subject to relatively larger sampling error.

## 2.11 Reliability of the Estimates

2.11.1 Results of the Survey are subject to sampling error and non-sampling error. The estimates in this report are based on information obtained from a particular sample, which was one of the numerous possible samples that could be drawn by using the same sample design. By chance, estimates derived from different samples would differ from each other. The “sampling error” is a measure of these variations and also a measure of the precision with which an estimate derived from a particular sample would be applied to infer the population parameters that need to be measured.

2.11.2 It should be noted that since all estimates contained in this report are subject to sampling error, a zero figure might mean a non-zero figure of a small number of observations.

2.11.3 For comparing the precision of the estimates of various variables contained in this report, the coefficient of variation (CV) can be used. The CV of the estimates of the main variable (i.e. the key aspects of performance) contained in this report is given below:

*Table 1. COEFFICIENT OF VARIATION OF THE MAJOR ESTIMATES*

Aspect	Sub-degree Graduates	
	Performance score	CV %
<b>OVERALL</b>	<b>3.35</b>	<b>0.6</b>
A Language Proficiency	3.36	0.6
Chinese Language Proficiency	3.51	0.7
English Language Proficiency	3.15	0.9
B Numerical Competency	3.32	0.7
C Information Technology Literacy	3.58	0.7
D Analytical and Problem-Solving Abilities	3.25	0.8
E Work Attitude	3.52	0.8
F Inter-personal Skills	3.41	0.7
G Management Skills	3.13	0.8
H Technical Knowledge Required for the Job	3.34	0.7
I Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-esteem	3.17	0.8

### 3. Key Findings

#### 3.1 Overall Performance

3.1.1 The overall performance of the 2013 sub-degree graduates as assessed by employers was satisfactory with an average score of 3.35, which was between “generally meeting employers’ requirements” and “sometimes exceeding employers’ requirements”. In particular, 11% of graduates received a rating of 4.01 or above, indicating that around one-tenth of graduates “always” or “sometimes” went beyond employers’ requirements. There was only 1% of graduates who received a rating of 2.00 or below, implying that only a few graduates failed to meet employers’ required standards. (Table 2)

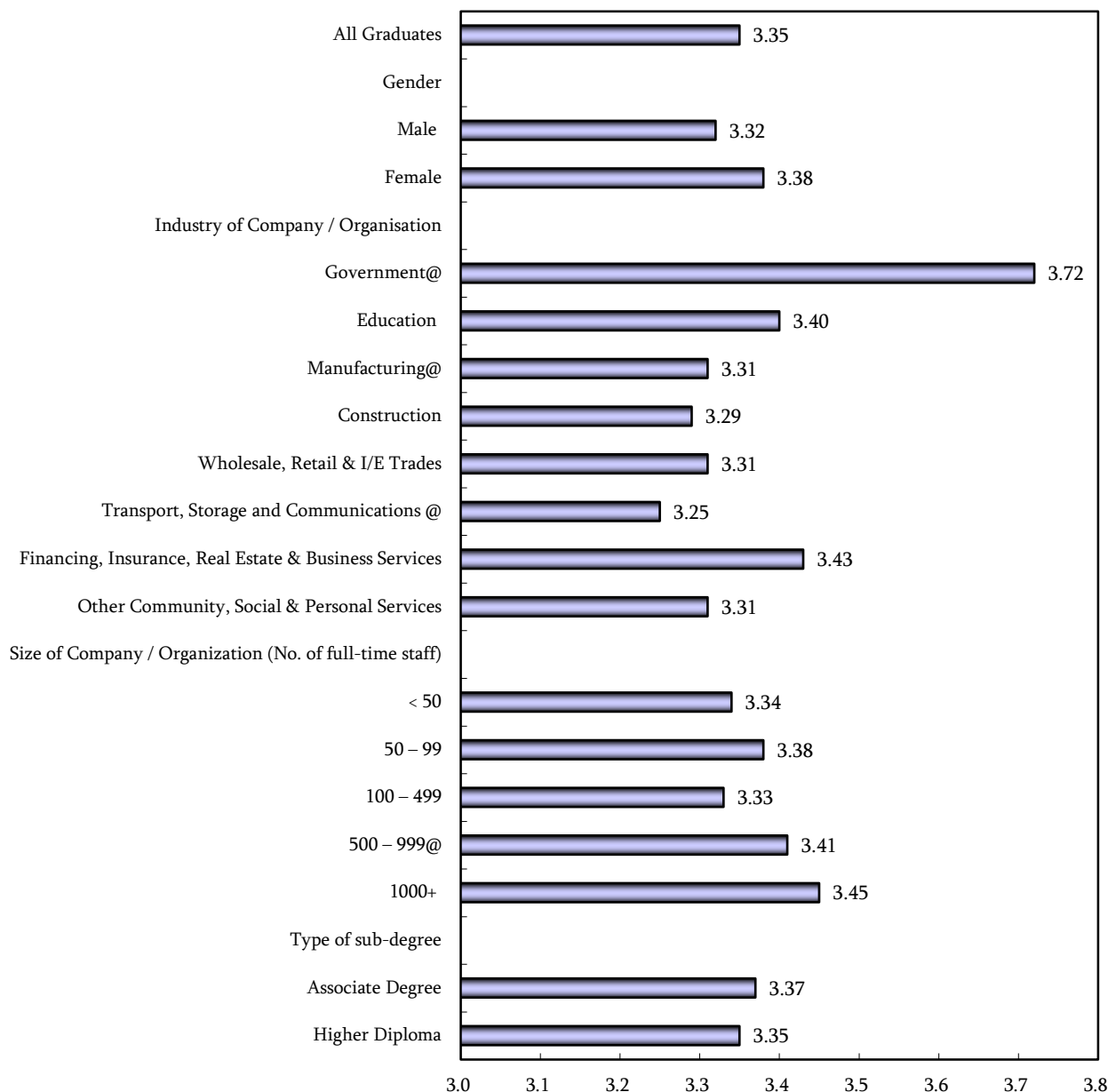
*Table 2. OVERALL PERFORMANCE SCORES AND PERFORMANCE SCORES OF THE NINE ASPECTS OF 2013 SUB-DEGREE GRADUATES*

Aspect	Performance score	Distribution of performance score					
		5 – 4.01	4 – 3.01	3 – 2.01	2 – 1.01	1	Not applicable
		%	%	%	%	%	%
<b>OVERALL</b>	<b>3.35</b>	11	63	25	1	-	-
A Language Proficiency	3.36	11	53	34	2	*	-
Chinese Language Proficiency	3.51	9	37	51	2	1	1
English Language Proficiency	3.15	3	23	56	12	2	3
B Numerical Competency	3.32	6	38	47	3	1	5
C Information Technology Literacy	3.58	17	51	28	2	*	2
D Analytical and Problem-Solving Abilities	3.25	10	45	39	6	1	*
E Work Attitude	3.52	19	53	24	4	*	*
F Inter-personal Skills	3.41	13	52	32	3	*	*
G Management Skills	3.13	5	36	44	7	1	6
H Technical Knowledge Required for the Job	3.34	8	43	44	3	*	1
I Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-esteem	3.17	7	42	44	6	*	1

Note: \* : denotes less than 0.5%

3.1.2 In terms of gender, there was no obvious difference between the overall performance of male (average 3.32) and female (3.38) graduates. Analysed by industries graduates engaged in, graduates employed in the Government<sup>5</sup> sector (3.72) received the highest performance score. Comparing graduates employed in companies / organisations of different sizes, those employed in companies / organisations with 1 000 or more staff showed the best overall performance at 3.45. (Chart 1)

*Chart 1. ANALYSES OF OVERALL PERFORMANCE SCORE 2013 SUB-DEGREE GRADUATES BY DEMOGRAPHIC PROFILES*



Note: @ : Small no. of observations (less than 50)

<sup>5</sup> Small number of observations and the findings should be interpreted with care.

3.1.3 Based on the results of the present survey and those of previous surveys of the same series, the overall performance score of sub-degree graduates was largely stable over the past years (2000 to 2013). Specifically, the 2013 score was the same as the 2010 score at 3.35. (Table 3)

*Table 3. OVERALL PERFORMANCE SCORE OF SUB-DEGREE GRADUATES BY YEAR OF GRADUATION*

	2000 Graduates	2003 Graduates	2006 Graduates	2010 Graduates	2013 Graduates
<b>Overall Performance</b> (Note)	3.36	3.44	3.41	3.35	3.35 (or 3.35 by excluding new attribute)

Note: Readers should take caution that a new aspect (Technical Knowledge Required for the Job) was added in survey on 2003 graduates; another new aspect (Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-esteem) was added in survey on 2010 graduates; new attribute (Possession of Necessary Knowledge and Skills for the Job Position in the aspect of Technical Knowledge Required for the Job) was added in survey on 2013 graduates. Also, the coverage of the surveys on 2000 and 2003 graduates was different from surveys on 2006, 2010 and 2013 graduates. Hence, the overall performance score of 2000 and 2003 graduates were presented here for reference only and not recommended for direct comparison. For readers' information, **if the new attribute was excluded, the overall performance score of the 2013 graduates is still 3.35.**

## 3.2 Sub-degree Graduates' Performance in Respect of the Nine Major Aspects

3.2.1 The performance scores of each of the nine major aspects and their corresponding importance scores are presented in Table 4.

3.2.2 The average performance scores of the nine major aspects were all above 3.01, implying that the graduates were "generally meeting employers' requirements" or "exceeding employers' requirements" in each of the aspects. Specifically, Information Technology Literacy (3.58) was the best rated aspect, while Management Skills (3.13) had the lowest average performance score.

3.2.3 All nine aspects received average importance scores of over 3.20, reflecting that the various aspects were perceived to be “quite important” or “very important” by employers. Amongst the different aspects, employers considered Work Attitude to be the most important aspect for the positions held by the graduates (4.23), and Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-esteem to be the least important aspect (3.26).

*Table 4. PERFORMANCE AND IMPORTANCE SCORE FOR 2013 SUB-DEGREE GRADUATES OF THE NINE ASPECTS*

Aspect	Performance score	Importance score
A Language Proficiency	3.36	3.39
Chinese Language Proficiency	3.51	3.89
English Language Proficiency	3.15	3.58
B Numerical Competency	3.32	3.58
C Information Technology Literacy	3.58	3.63
D Analytical and Problem-Solving Abilities	3.25	3.94
E Work Attitude	3.52	4.23
F Inter-personal Skills	3.41	3.99
G Management Skills	3.13	3.51
H Technical Knowledge Required for the Job	3.34	3.88
I Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-esteem	3.17	3.26

- 3.2.4 Comparing the results of the performance and importance scores of the different aspects in the 2013 and 2010 surveys,
- i. The performance scores of Work Attitude (from 3.52 in 2010 to 3.52 in 2013), Inter-personal Skills (from 3.39 in 2010 to 3.41 in 2013), Language Proficiency (from 3.34 in 2010 to 3.36 in 2013), Technical Knowledge Required for the Job (from 3.35 in 2010 to 3.34 in 2013), Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-esteem (from 3.14 in 2010 to 3.17 in 2013) and Management Skills (from 3.11 in 2010 to 3.13 in 2013) maintained at levels similar to those in 2010.
  - ii. While the performance scores of Numerical Competency (from 3.39 in 2010 to 3.32 in 2013) declined marginally over the last three years, those of Analytical and Problem-Solving Abilities (from 3.19 in 2010 to 3.25 in 2013) showed a marginal improvement.
  - iii. In terms of the importance scores, both 2013 and 2010 surveys demonstrated that employers considered Work Attitude (4.23 in 2013 and 4.27 in 2010) and Inter-personal Skills (3.99 in 2013 and 4.02 in 2010) as the top two most important aspects. (Table 5)

*Table 5. COMPARISON OF IMPORTANCE SCORE AND PERFORMANCE SCORE BETWEEN 2010 AND 2013 SUB-DEGREE GRADUATES*

Aspect	2010 Graduates		2013 Graduates	
	Importance Mean Score	Performance Mean Score	Importance Mean Score	Performance Mean Score
<b>Overall Performance</b>				
- Excluding new attribute #	N/A	3.38 #	N/A	3.35 #
- Including new attribute	N/A	3.35	N/A	3.35
Language Proficiency	3.42	3.34	3.39	3.36
Chinese Language Proficiency	3.88	3.56	3.89	3.51
English Language Proficiency	3.71	3.13	3.58	3.15
Numerical Competency	3.74	3.39	3.58	3.32
Information Technology Literacy	3.74	3.63	3.63	3.58
Analytical and Problem-Solving Abilities	3.95	3.19	3.94	3.25
Work Attitude	4.27	3.52	4.23	3.52
Inter-personal Skills	4.02	3.39	3.99	3.41
Management Skills	3.57	3.11	3.51	3.13
Technical Knowledge Required for the Job <sup>&amp;</sup>	3.84	3.35	3.88	3.34
Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-esteem	3.38	3.14	3.26	3.17

Note: # : Excluding the attribute “Possession of necessary knowledge and skills for the job position” in the aspect of “Technical Knowledge Required for the Job”

& : One attribute, “Possession of necessary knowledge and skills for the job position”, was added in survey on 2013 graduates

### 3.3 Sub-degree Graduates' Performance in Respect of the 44 Attributes

- 3.3.1 Table 6 & 7 summarised the importance scores and performance scores attained by the sub-degree graduates in respect of the 44 attributes under the nine major performance aspects.
- 3.3.2 The great majority of the 44 attributes were perceived as important (score 3.01 or above) for the posts held by the graduates. Amongst them, 14 attributes had average importance scores of 4.01 or above, indicating that they were regarded by employers to be “very important” for the positions in which graduates were employed. In particular, Professional / Business Ethics (4.35) received the highest importance score, followed at a close distance by Commitment (4.33), Perseverance (4.25) and Team Work (4.25).
- 3.3.3 Other Language Proficiency (1.52) was rated as the least important attribute, scoring 2.00 or below (“not quite important”/ “not important at all”). Another two attributes that received relatively lower importance scores were Knowledge about China Trade / Economic Development (2.11) and Knowledge of Current Affairs, Global Issues and Development (2.54).
- 3.3.4 In terms of performance, the 2013 graduates were able to “exceed their employers’ requirements” (score 3.01 or above) to varying degrees in most of the 44 attributes. Ability to Make Use of the Internet and Intranet to Facilitate Work and Business (3.71) and Professional / Business Ethics (3.68) received the highest performance ratings. Use of Basic Computer Software (3.65) and Team Work (3.62) were also amongst the top performance attributes. The performance of 8% to 16% of graduates in these attributes were considered as “always exceeding employers’ requirements”.
- 3.3.5 The areas with lowest performance scores were the same as those considered to be least important by employers, viz. Knowledge about Other Language Proficiency (2.57), China Trade / Economic Development (2.66), Knowledge of Current Affairs, Global Issues and Development (2.85), and Leadership and Management of Staff (2.93). Less than one-fifth of graduates (6% to 16%) were considered by the respondents to be “sometimes” or “always failing to meet their employers’ requirements” in these performance attributes.
- 3.3.6 The perceived importance of and graduates’ performance in the various attributes are detailed as follows by descending order of mean performance scores:

#### Information Technology Literacy

- 3.3.7 This aspect had an importance score of 3.63. The average performance score was 3.58, which was the highest among all aspects. Among the four attributes of Information Technology Literacy, Ability to Make Use of the Internet and Intranet to Facilitate Work and Business at 3.71 (importance score 3.74) had the highest performance score, with 58% of graduates achieving a rating of 4 or above. Adaptability to New Software had the lowest performance score at 3.41 (importance score 3.32), with 34% of graduates receiving a rating of 4 or above.

### Work Attitude

3.3.8 This aspect received the highest importance score of 4.23. The performance score was 3.52 on average, which was the second highest among the nine aspects. Among the six attributes of Work Attitude, Professional / Business Ethics received the performance score at 3.68 (importance score 4.35), with 57% of graduates attaining a rating of 4 or above. Initiative and Drive had the lowest performance score at 3.36 (importance score 4.23), with 43% of graduates receiving a rating of 4 or above. Perseverance had an above average importance score in this performance aspect (4.25 versus 4.23 average score for the aspect of Work Attitude), with a performance score of 3.51.

### Inter-personal Skills

3.3.9 This aspect received the second highest importance score of 3.99. The average performance score was 3.41, which occupied the third highest position on the list. Among the five attributes of Inter-personal Skills, graduates' performance on Team Work was best rated at 3.62 (importance score 4.25), with 57% of graduates achieving a rating of 4 or above. Able to Manage and Resolve Conflict When Appropriate had the lowest performance score at 3.25 (importance score 3.93), with 32% of graduates receiving a rating of 4 or above. Negotiation and Communications Skills had an above average importance score in this performance aspect (4.05 versus 3.99 average score for the aspect of Inter-personal Skills), with a performance score of 3.33.

### Language Proficiency

3.3.10 This aspect had an importance score of 3.39. The average performance score took up the fourth position on the list at 3.36. Among the six attributes of Language Proficiency, Comprehension of Verbal and Written Communication (importance score 4.21) and Chinese Proficiency (importance score 3.89) at 3.51 had the highest performance scores, with 50% and 45% of graduates attaining a rate of 4 or above respectively. English Proficiency had an above average importance score in this performance aspect (3.58 versus 3.39 average score for the aspect of Language Proficiency), with a performance score of 3.15.

### Technical Knowledge Required for the Job

3.3.11 This aspect gained an importance score of 3.88. The average performance score was 3.34, which occupied the fifth position among the nine aspects. Graduates' performance scores on the four attributes of Technical Knowledge Required for the Job were close to one another. Relatively speaking, graduates' performance on Being Aware of Occupational Health and Safety Practices and Procedures and Act in Accordance with These was better rated at 3.38 (importance score 3.78) with 35% of graduates achieving a rating of 4 or above. Ability to Select and Use Appropriate Tools and Technology to Solve Technical Problems and Work to Agreed Quality Standards and Specification achieved a performance score of 3.28 (importance score 3.81), with 34% of graduates scoring 4 or above.

### Numerical Competency

3.3.12 This aspect had an importance score of 3.58. The average performance score was 3.32, which occupied the sixth position among the nine aspects. Among the three attributes of Numerical Competency, Comprehension of Data and Preparation of Data had performance scores at 3.37 and 3.35 respectively (importance score 3.64 and 3.60 respectively), both with 36% of graduates achieving a rating of 4 or above. Application of Data (importance score 3.51) had a performance score of 3.23, with 27% of graduates receiving a rating of 4 or above.

### Analytical and Problem-Solving Abilities

3.3.13 This aspect had an importance score of 3.94. The average performance score was 3.25. Among the six attributes of Analytical and Problem-Solving Abilities, Common Sense at 3.36 (importance score 4.01) and Analytical Mind at 3.31 (importance score 4.06) were best rated in performance, with 42% and 39% of graduates respectively receiving a rating of 4 or above. Judgment had an above average importance score in this performance aspect (3.98 versus 3.94 average score for the aspect of Analytical and Problem-Solving Abilities), with a performance score of 3.13 and around a quarter of graduates (27%) receiving a rating of 4 or above.

### Knowledge on Current Affairs and Business Issues, Self-Learning Ability and Self-Esteem

3.3.14 This aspect received a lower importance score among the nine aspects at 3.26 and an average performance score at 3.17. Among the six attributes of Knowledge on Current Affairs and Business Issues, Self-esteem achieved the highest performance score at 3.34 (importance score 3.91), with around four in ten (39%) graduates obtained a rating of 4 or above. Knowledge about China Trade / Economic Development had a lower importance score of 2.11 and a performance score at 2.66, with 5% of graduates receiving a rating of 4 or above. This attribute, however, was not applicable to over half (60%) of the graduates.

### Management Skills

3.3.15 This aspect received an importance score of 3.51 with an average performance score at 3.13. Among the four attributes of Management Skills, graduates' performance on Management of Available Resources and Ability to Seek Resources and Assistance was best rated at 3.22 (importance score 3.72), with 29% of graduates achieving a rating of 4 or above. Leadership and Management of Staff had a performance score at 2.93 (importance score 3.10), with 12% of graduates receiving a rating of 4 or above.

*Table 6. PERFORMANCE SCORE OF 2013 SUB-DEGREE GRADUATES AND ITS DISTRIBUTION IN RESPECT OF THE 44 ATTRIBUTES*

Attribute	Importance Score Mean	Performance Score Mean	Views of employers on whether the graduates' performance had met their required standard					
			Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not Applicable
			%	%	%	%	%	%
<b>A. LANGUAGE PROFICIENCY</b>	<b>3.39</b>	<b>3.36</b>						
1 Expression of ideas	4.19	3.43	8	35	51	5	1	-
2 Comprehension of verbal and written communication	4.21	3.51	8	42	44	5	1	*
3 Chinese proficiency	3.89	3.51	9	37	51	2	1	1
4 English proficiency	3.58	3.15	3	23	56	12	2	3
5 Putonghua proficiency	2.94	3.02	2	16	45	12	3	21
6 Other language proficiency	1.52	2.57	-	2	5	3	3	86
<b>B. NUMERICAL COMPETENCY</b>	<b>3.58</b>	<b>3.32</b>						
7 Comprehension of data	3.64	3.37	5	31	53	4	1	5
8 Preparation of data	3.60	3.35	5	31	50	6	1	7
9 Application of data	3.51	3.23	4	23	55	7	1	9
<b>C. INFORMATION TECHNOLOGY LITERACY</b>	<b>3.63</b>	<b>3.58</b>						
10 Use of basic computer software	3.88	3.65	11	46	39	2	1	2
11 Use of job-specific computer software	3.57	3.47	7	36	40	6	1	11
12 Adaptability to new software	3.32	3.41	6	28	42	5	1	18
13 Ability to make use of the Internet & Intranet to facilitate work & business	3.74	3.71	15	43	34	4	*	5
<b>D. ANALYTICAL AND PROBLEM-SOLVING ABILITIES</b>	<b>3.94</b>	<b>3.25</b>						
14 Common sense	4.01	3.36	6	36	48	7	2	*
15 Analytical mind	4.06	3.31	6	33	48	10	2	1
16 Problem-solving ability	4.11	3.26	6	31	48	11	3	1
17 Creativity	3.55	3.16	5	22	51	12	3	7
18 Ability to implement solutions and act on opportunities for improvement	3.93	3.20	6	24	50	13	2	3
19 Judgment	3.98	3.13	6	21	55	13	3	1

Survey on Opinions of Employers on Major Aspects of Performance of Sub-degree Graduates in Year 2013 – Executive Summary

Attribute	Importance Score Mean	Performance Score Mean	Views of employers on whether the graduates' performance had met their required standard					
			Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not Applicable
			%	%	%	%	%	%
<b>E. WORK ATTITUDE</b>	<b>4.23</b>	<b>3.52</b>						
20 Commitment	4.33	3.59	14	42	33	9	2	*
21 Perseverance	4.25	3.51	12	38	40	8	1	*
22 Initiative and drive	4.23	3.36	10	33	43	11	3	*
23 Receptivity and adaptability to new ideas and environment	4.01	3.48	8	42	41	8	1	1
24 Ability to work independently	4.19	3.41	11	35	41	11	2	*
25 Professional / business ethics	4.35	3.68	16	41	37	4	1	1
<b>F. INTER-PERSONAL SKILLS</b>	<b>3.99</b>	<b>3.41</b>						
26 Negotiation and communication skills	4.05	3.33	6	34	48	11	1	1
27 Able to accept and provide feedback in a constructive and considerate manner	4.08	3.45	9	39	42	9	1	1
28 Team work	4.25	3.62	13	44	36	6	1	*
29 Able to manage and resolve conflict when appropriate	3.93	3.25	4	28	50	11	1	6
30 Able to establish an effective social network	3.64	3.34	6	31	47	8	2	7
<b>G. MANAGEMENT SKILLS</b>	<b>3.51</b>	<b>3.13</b>						
31 Organisation of work	3.86	3.20	4	27	48	13	2	6
32 Management of available resources and ability to seek resources and assistance	3.72	3.22	4	25	51	9	2	8
33 Able to control and monitor	3.35	3.03	2	17	43	14	2	21
34 Leadership and management of staff	3.10	2.93	2	10	41	13	3	31
<b>H. TECHNICAL KNOWLEDGE REQUIRED FOR THE JOB</b>	<b>3.88</b>	<b>3.34</b>						
35 Possession of necessary knowledge and skills for the job position	4.00	3.34	5	33	52	6	2	2
36 Ability to apply technical knowledge to handle technical demands in work	3.95	3.35	4	34	48	7	1	6
37 Ability to select and use appropriate tools and technology to solve technical problems, and work to agreed quality standards and specification	3.81	3.28	4	30	50	9	1	6
38 Aware of occupational health and safety practices and procedures, and act in accordance with these	3.78	3.38	7	28	50	6	*	9

Survey on Opinions of Employers on Major Aspects of Performance of Sub-degree Graduates in Year 2013 –  
Executive Summary

Attribute	Importance Score	Performance Score	Views of employers on whether the graduates' performance had met their required standard					
			Always exceeds	Sometimes exceeds	Generally meets	Sometimes fails to meet	Always fails to meet	Not Applicable
			%	%	%	%	%	%
<b>I. KNOWLEDGE ON CURRENT AFFAIRS AND BUSINESS ISSUES, SELF-LEARNING ABILITY AND SELF-ESTEEM</b>	<b>3.26</b>	<b>3.17</b>						
39 Self-esteem	3.91	3.34	8	31	49	10	1	1
40 Self-learning ability	3.95	3.29	6	33	46	12	2	1
41 Knowledge about work and industry working in	3.93	3.23	4	28	56	10	2	1
42 Knowledge about China trade / economic development	2.11	2.66	1	4	20	10	5	60
43 Knowledge of Current Affairs (local and international), global issues and development	2.54	2.85	1	8	35	11	4	41
44 Personal career planning	3.14	3.06	2	16	48	10	3	20

Note: \* : denotes less than 0.5%

**Table 7. IMPORTANCE SCORE OF 2013 SUB-DEGREE GRADUATES AND ITS DISTRIBUTION IN RESPECT OF THE 44 ATTRIBUTES**

Attribute	Importance Score	Importance ranked by employers				
		Very important	Quite important	Average	Not quite important	Not important at all
		%	%	%	%	%
<b>A. LANGUAGE PROFICIENCY</b>	<b>3.39</b>					
1 Expression of ideas	4.19	34	52	13	1	-
2 Comprehension of verbal and written communication	4.21	33	55	11	1	-
3 Chinese proficiency	3.89	21	49	29	1	*
4 English proficiency	3.58	10	46	38	5	1
5 Putonghua proficiency	2.94	3	26	44	16	11
6 Other language proficiency	1.52	1	3	12	15	69
<b>B. NUMERICAL COMPETENCY</b>	<b>3.58</b>					
7 Comprehension of data	3.64	14	47	32	4	3
8 Preparation of data	3.60	13	48	30	4	5
9 Application of data	3.51	13	41	36	6	5
<b>C. INFORMATION TECHNOLOGY LITERACY</b>	<b>3.63</b>					
10 Use of basic computer software	3.88	20	53	24	1	2
11 Use of job-specific computer software	3.57	18	40	32	5	6
12 Adaptability to new software	3.32	11	37	36	6	10
13 Ability to make use of the Internet & Intranet to facilitate work & business	3.74	19	45	30	2	3
<b>D. ANALYTICAL AND PROBLEM-SOLVING ABILITIES</b>	<b>3.94</b>					
14 Common sense	4.01	25	52	22	1	*
15 Analytical mind	4.06	26	56	18	*	*
16 Problem-solving ability	4.11	31	51	18	*	*
17 Creativity	3.55	16	37	38	5	5
18 Ability to implement solutions and act on opportunities for improvement	3.93	24	50	24	1	2
19 Judgment	3.98	24	54	21	1	1
<b>E. WORK ATTITUDE</b>	<b>4.23</b>					
20 Commitment	4.33	45	45	10	-	*
21 Perseverance	4.25	39	48	13	-	*
22 Initiative and drive	4.23	36	51	12	*	*
23 Receptivity and adaptability to new ideas and environment	4.01	27	50	21	1	1
24 Ability to work independently	4.19	35	51	14	*	*
25 Professional / business ethics	4.35	49	38	11	*	1

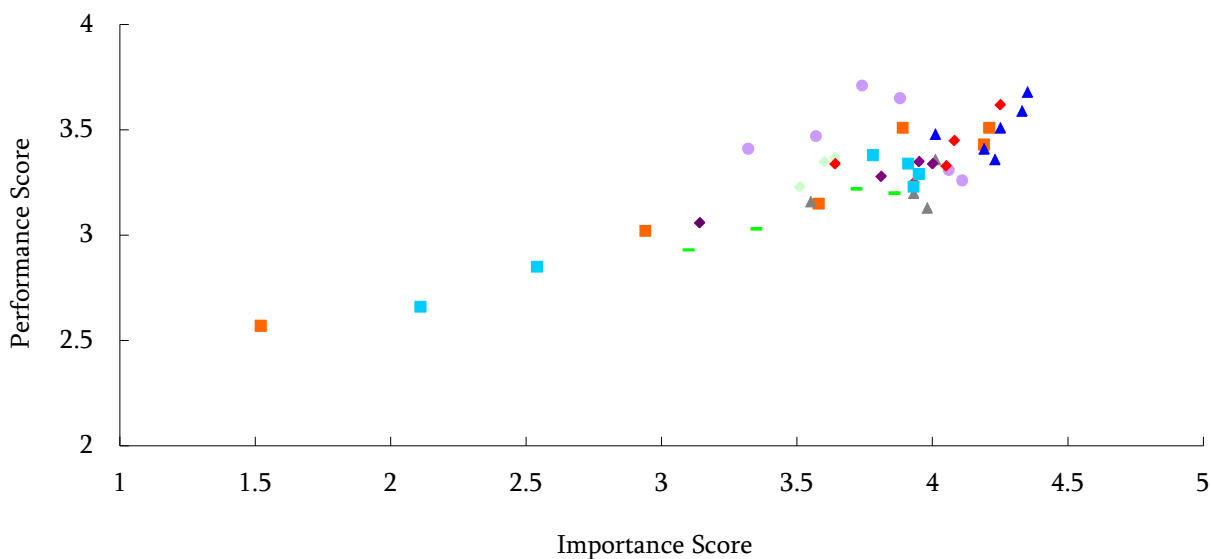
Survey on Opinions of Employers on Major Aspects of Performance of Sub-degree Graduates in Year 2013 – Executive Summary

Attribute	Importance Score	Importance ranked by employers				
		Very important	Quite important	Average	Not quite important	Not important at all
		%	%	%	%	%
<b>F. INTER-PERSONAL SKILLS</b>	<b>3.99</b>					
26 Negotiation and communication skills	4.05	29	50	19	1	1
27 Able to accept and provide feedback in a constructive and considerate manner	4.08	29	51	19	*	1
28 Team work	4.25	40	46	13	*	*
29 Able to manage and resolve conflict when appropriate	3.93	25	49	24	*	2
30 Able to establish an effective social network	3.64	15	44	34	3	4
<b>G. MANAGEMENT SKILLS</b>	<b>3.51</b>					
31 Organisation of work	3.86	24	49	21	1	5
32 Management of available resources and ability to seek resources and assistance	3.72	18	49	26	1	6
33 Able to control and monitor	3.35	14	39	29	6	13
34 Leadership and management of staff	3.10	11	33	30	6	20
<b>H. TECHNICAL KNOWLEDGE REQUIRED FOR THE JOB</b>	<b>3.88</b>					
35 Possession of necessary knowledge and skills for the job position	4.00	30	46	21	1	2
36 Ability to apply technical knowledge to handle technical demands in work	3.95	29	45	21	2	3
37 Ability to select and use appropriate tools and technology to solve technical problems, and work to agreed quality standards and specification	3.81	21	49	25	1	4
38 Aware of occupational health and safety practices and procedures, and act in accordance with these	3.78	23	44	26	1	6
<b>I. KNOWLEDGE ON CURRENT AFFAIRS AND BUSINESS ISSUES, SELF-LEARNING ABILITY AND SELF-ESTEEM</b>	<b>3.26</b>					
39 Self-esteem	3.91	21	53	25	*	1
40 Self-learning ability	3.95	24	51	24	1	1
41 Knowledge about work and industry working in	3.93	25	49	23	2	2
42 Knowledge about China trade / economic development	2.11	2	10	28	16	44
43 Knowledge of Current Affairs (local and international), global issues and development	2.54	4	16	38	15	27
44 Personal career planning	3.14	5	35	40	7	12

Note: \* : denotes less than 0.5%

3.3.16 The importance scores and the corresponding performance scores for the 44 attributes are plotted on a two-dimensional graph as shown in Chart 2 below. On the whole, a positive relationship between the two scores is observed: for attributes that were considered relatively more important, graduates generally received a relatively higher rating in their performance score.

Chart 2. *PERFORMANCE SCORES AND IMPORTANCE SCORES OF 2013 SUB-DEGREE GRADUATE BY ATTRIBUTES*



- Language Proficiency
- ◆ Numerical Competency
- Information Technology Literacy
- ▲ Analytical and Problem-Solving Abilities
- ▲ Work Attitude
- ◆ Inter-personal Skills
- Management Skills
- ◆ Technical Knowledge Required for the Job
- Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-esteem

### 3.4 Satisfaction with the Overall Performance of the 2013 Sub-degree Graduates

3.4.1 Around three-fifths (61%) of employers were satisfied with the overall performance of 2013 graduates. (Table 8)

*Table 8. SATISFACTION WITH OVERALL PERFORMANCE OF SUB-DEGREE GRADUATES BY YEAR OF GRADUATION*

Overall Performance	2000 Graduates	2003 Graduates	2006 Graduates	2010 Graduates	2013 Graduates
	%	%	%	%	%
Very Satisfied	6	11	11	12	10
Quite Satisfied	45	50	47	52	51
Average	41	32	33	29	34
Quite Dissatisfied	6	6	7	5	4
Very Dissatisfied	1	1	1	1	1
No Comment	-	-	-	1	*
Total	100	100	100	100	100

Note: Readers should take note of the different coverage of the surveys across the various cohorts (please refer to paragraphs 1.1.2 and 1.1.3 above for details). The satisfaction levels of 2000 and 2003 graduates were presented in the table for reference only and direct comparison of statistics was not recommended.<sup>6</sup>

\* : denotes less than 0.5%

<sup>6</sup> A relatively higher turnover rate of the sub-degree graduates in individual sectors in recent years might have affected some employers' overall perception of the performance of the 2013 graduates that they had hired.

### 3.5 Common Practices of Graduate Recruitment

- 3.5.1 Around 70% of employers acknowledged that academic qualification was a major consideration in graduate recruitment (69%) and the job positions required applicants to be graduated from relevant academic programmes such as, Engineering and Technology, and Education (63%).
- 3.5.2 About one-fourth of employers indicated that the job positions required applicants to attain relevant professional qualifications before taking up the job, such as teacher qualifications (e.g. qualifications related to early childhood education, PGDE and language benchmark assessments) and qualifications related to construction, engineering and IT (26%). (Table 9)

*Table 9. WHETHER ACADEMIC AND PROFESSIONAL QUALIFICATIONS OF THE GRADUATE WERE MAJOR CONSIDERATION FACTORS IN RECRUITMENT*

	Yes	No
	%	%
Whether academic qualification was a major consideration in recruiting for the job position	69	31
Whether the job position required an applicant to be graduated from any specific academic programme	63	37
Whether the job position required an applicant to attain any specific professional qualification before taking up the job	26	74

3.5.3 Other than academic and professional qualifications, employers were asked to rate the importance of 12 attributes of graduates in recruitment. All of these attributes received average importance scores of over 3.00, with Character and Attitude being regarded as the most important quality (4.38), followed closely by Communication (4.30) and Presentation (4.22). The importance of these three attributes in recruitment was also reflected in the distribution of importance scores, with near 90% considering them as “very important” or “quite important”. (Table 10)

*Table 10. IMPORTANCE SCORE OF QUALITIES OF 2013 SUB-DEGREE GRADUATES IN RECRUITMENT*

Attribute	Importance Score	Importance ranked by employers				
		Very important	Quite important	Average	Not quite important	Not important at all
		%	%	%	%	%
1 Presentation	4.22	34	54	11	1	-
2 Communication	4.30	37	56	7	*	-
3 Knowledge about the company / organisation / industry	3.54	12	39	42	7	*
4 Character and attitude	4.38	45	49	6	1	-
5 Job / internship experiences	3.27	5	35	46	11	3
6 Numerical competency	3.36	6	34	50	9	1
7 Language proficiency (speaking)						
English	3.42	7	37	48	7	1
Cantonese	4.07	31	46	22	1	-
Putonghua	3.09	3	26	51	16	4
8 Language proficiency (writing)						
English	3.49	8	41	42	7	1
Chinese	3.83	19	48	31	2	*
9 Analytical and problem-solving abilities	4.03	25	54	19	2	*

Note: \* : denotes less than 0.5%

3.5.4 Over 70% of graduates hired were provided with on-the-job training (73%). Among them, they were generally provided with Industry-specific Training (86%), such as Company / Industry Overview (58%), and some general training related to Communication / Inter-personal Skills (39%), Leadership and Teamwork (33%) and Information Technology (31%). (Table 11)

*Table 11. TYPE OF TRAINING PROVIDED*

	Total
Industry-specific training	86%
Company / industry overview	58%
Training required of a professional qualification(s) (e.g. Certified Public Accountant)	19%
Skills and knowledge related to teaching and education	8%
Other industry-related skills and knowledge	22%
General training	59%
Communication / inter-personal skills	39%
Leadership and Teamwork	33%
Information Technology	31%
Language	15%
Others (e.g. problem-solving skills, organisation of work)	*

Note: \* : denotes less than 0.5%

3.5.5 Trainings provided were mostly delivered in the form of Workshop (62%), Talk / Seminar (59%) and Mentorship Programme (43%). (Table 12)

*Table 12. FORMAT OF TRAINING PROVIDED*

	Total
Workshop	62%
Talk / Seminar	59%
Mentorship Programme	43%
e-learning	11%
External training courses	8%
Others (e.g. overseas training, peer observation)	1%

### 3.6 Proposed Collaborations and Suggested Improvements

- 3.6.1 Various measures were proposed in the questionnaire to solicit the degree of agreement of the employer respondents.
- 3.6.2 At least half of the employers held the opinion that post-secondary institutions should enhance the relevance and curriculum of the sub-degree programmes through the following proposed measures:
- i. Increasing the weight of general education in the curriculum (58%);
  - ii. Increasing the weight of professional knowledge in the curriculum (91%);
  - iii. Arranging more writing assignment in the curriculum (78%); and
  - iv. Increasing reading load in the curriculum (80%)
- 3.6.3 Amongst employers who agreed with the proposed industry-institution collaboration by “arranging internship programmes in collaboration with companies / organisations for post-secondary students”, “arranging pre-employment training / workshop in collaboration with companies / organisations for post-secondary” and “involving employers in curriculum development”, 59%, 50% and 42% of employers respectively expressed willingness to participate in the proposed collaborations. (Table 13)

*Table 13. IMPROVEMENT MEASURES INVOLVING EMPLOYERS*

Proposed Industry-Institution Collaboration	Willingness to participate		
	Yes	No	Don't know / Not sure
	%	%	%
Involving employers in curriculum development	42	16	41
Arranging internship programmes in collaboration with companies / organisations for students	59	12	30
Arranging pre-employment training / workshop in collaboration with companies / organisations for graduates	50	13	38

3.6.4 26% employer respondents had provided further comments / suggestions that were related to the performance of sub-degree graduates. Among them, 14% commented on areas related to Work Attitude, followed by areas related to Language Abilities (13%), Inter-personal and Management Skills (12%). (Table 14)

*Table 14. OTHER COMMENTS OR AREAS OF SUGGESTED IMPROVEMENTS*

Major areas related to	All employer respondents with comments (%) #
Work attitude	14
Language abilities	13
Inter-personal and management skills	12
Technical knowledge	9
Numerical and information technology literacy	5
Others	4

Note: # : The number of returned questionnaires with comments as a percentage of the total number of returned questionnaires (i.e. 731)

- 3.6.5 Regarding work attitude, some employer respondents commented that the graduates had to show more initiative, drive and passion for the job. They had to further improve on their sense of responsibility, commitment and self-discipline.
- 3.6.6 Employer respondents' comments on language abilities were mostly related to graduates' expression of ideas, particularly expression of idea in written format (e.g. business writing) and comprehension of verbal and written communication.
- 3.6.7 In respect of inter-personal and management skills, some employer respondents stated that graduates had to improve their communication and customer service skills. At the same time, graduates were expected to demonstrate more team spirit and be more willing to communicate with others.
- 3.6.8 The approaches to further improve the various aspects were suggested as follows:
- i. Offering more practical and training opportunities;
  - ii. Increasing the weight of the technical knowledge in the curriculum to facilitate graduates;
  - iii. Providing more internship opportunities for graduates to reinforce their technical knowledge;
  - iv. Organising more workshops / mentorship programmes / sharing sessions / outreach programmes to enhance graduates' understanding of knowledge and skills required by the industry;
  - v. Encouraging continuous learning, by means of external courses or e-learning to help graduates acquire more up-to-date technical knowledge and skills;
  - vi. Provision of mentorship scheme / workshops / training scheme to enhance graduates' knowledge about work environment; and
  - vii. Encouraging sub-degree graduates to extend their contact with the outside world and current affairs.

## Annex 1: Questionnaire



Education Bureau  
The Government of the Hong Kong Special Administrative Region

J8173 Employer Survey 2015 QTM –  
EnQ SD vSub2Final

<b>Survey on Opinions of Employers on Performance of Sub-degree Graduates in Year 2013 – Main Questionnaire</b>	Case: _____	Edit: _____

### Part I To be completed by the coordinator of this survey in your company

Please provide information about the **SAMPLED GRADUATE** to whom this questionnaire refers:

		【 Please ✓ or write down the appropriate 】	
S1.	Gender	Male ..... <input type="checkbox"/> 1	Female ..... <input type="checkbox"/> 2
S2a.	Whether still working in company now	Yes ..... <input type="checkbox"/> 1 【 Skip to S3a 】	No ..... <input type="checkbox"/> 2 【 Go to S2b 】
S2b.	【 If “No” in S2a. 】 Please specify the length of service in company	Less than 3 months ..... <input type="checkbox"/> 1	3 months or more ..... <input type="checkbox"/> 2
S3a.	Present position in company or position before leaving company		
		Job Function	
		【 Please choose one of the following 】 【 Please refer to Appendix for details 】	
S3b.	Physical and Life Scientists ... <input type="checkbox"/> 1	System Analysts and Computer Programmers ..... <input type="checkbox"/> 10	Business Professionals ..... <input type="checkbox"/> 19
	Physical and Life Science Technicians ..... <input type="checkbox"/> 2	Accountants and Auditors ..... <input type="checkbox"/> 11	Insurance, Real Estate, and Business Services Salesmen ..... <input type="checkbox"/> 20
	Medical and Health Workers <input type="checkbox"/> 3	Religious Workers ..... <input type="checkbox"/> 12	Government Officials (General Grades) ..... <input type="checkbox"/> 21
	Engineers ..... <input type="checkbox"/> 4	Authors, Journalists and Related Writers ..... <input type="checkbox"/> 13	Clerical and Related Workers <input type="checkbox"/> 22
	Architects and Surveyors ..... <input type="checkbox"/> 5	Artists ..... <input type="checkbox"/> 14	Sales/Service Workers ..... <input type="checkbox"/> 23
	Aircraft and Ship Officers ..... <input type="checkbox"/> 6	Legal Workers ..... <input type="checkbox"/> 15	Protective Service Workers... <input type="checkbox"/> 24
	Engineering Technicians..... <input type="checkbox"/> 7	Other Professionals and Technical Workers ..... <input type="checkbox"/> 16	Other Service Workers ..... <input type="checkbox"/> 25
	Teaching and Research Profession ..... <input type="checkbox"/> 8	Government Administrators and Diplomats ..... <input type="checkbox"/> 17	Agriculture and Fishery Workers ..... <input type="checkbox"/> 26
	Economists, Statisticians and Mathematicians ..... <input type="checkbox"/> 9	Managers ..... <input type="checkbox"/> 18	Production and Related Workers ..... <input type="checkbox"/> 27
	Others (Please specify) _____		..... <input type="checkbox"/> 97

Note: RESTRICTED when filled with data

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Institution from which he/ she graduated		
<b>【Associate Degree】</b>		
City University of Hong Kong ..... <input type="checkbox"/> 1	Lingnan University, The Community College ..... <input type="checkbox"/> 4	The University of Hong Kong, HKU SPACE Community College <input type="checkbox"/> 7
City University of Hong Kong, Community College ..... <input type="checkbox"/> 2	The Hong Kong Polytechnic University, Hong Kong Community College ..... <input type="checkbox"/> 5	Hong Kong College of Technology ..... <input type="checkbox"/> 8
The Hong Kong Institute of Education / The Hong Kong Institute of Education, School of Continuing and Professional Education ..... <input type="checkbox"/> 3	Hang Seng Management College (Formerly Hang Seng School of Commerce) ..... <input type="checkbox"/> 6	Hong Kong Baptist University, College of International Education ..... <input type="checkbox"/> 9
<b>【Higher Diploma】</b>		
The Hong Kong Polytechnic University ..... <input type="checkbox"/> 11	The Hong Kong Polytechnic University, Hong Kong Community College .. <input type="checkbox"/> 15	Vocational Training Council (including Hong Kong Institute of Vocational Education, School of Business and Information Systems, etc.) ..... <input type="checkbox"/> 19
The Open University of Hong Kong ..... <input type="checkbox"/> 12	Hong Kong Art School ..... <input type="checkbox"/> 16	Tung Wah College ..... <input type="checkbox"/> 20
The Hong Kong Institute of Education / The Hong Kong Institute of Education, School of Continuing and Professional Education ..... <input type="checkbox"/> 13	The University of Hong Kong, HKU SPACE Community College ..... <input type="checkbox"/> 17	YMCA College of Careers ... <input type="checkbox"/> 21
Lingnan University, The Community College ..... <input type="checkbox"/> 14	Hong Kong College of Technology ..... <input type="checkbox"/> 18	

Please provide information about your company:

<b>Industry of your company 【Please choose one of the following】</b>			
S5.	Government ..... <input type="checkbox"/> 1	Manufacturing ..... <input type="checkbox"/> 3	Wholesale, Retail & Import / Export Trades ..... <input type="checkbox"/> 5
	Education ..... <input type="checkbox"/> 2	Construction ..... <input type="checkbox"/> 4	Transport, Storage and Communications ..... <input type="checkbox"/> 6
			Financing, Insurance, Real Estate & Business Services ..... <input type="checkbox"/> 7
			Other Community, Social & Personal Services .. <input type="checkbox"/> 8
<b>Number of full-time staff 【Please choose one of the following】</b>			
S6.	Less than 50 ..... <input type="checkbox"/> 1	100 - 499 ..... <input type="checkbox"/> 3	1000 or above ..... <input type="checkbox"/> 5
	50 - 99 ..... <input type="checkbox"/> 2	500 - 999 ..... <input type="checkbox"/> 4	

Please provide your information and the contact information of the IMMEDIATE SUPERVISOR of the sampled graduate who will be requested to answer Part II (if deemed appropriate) and Part III of this questionnaire: (for confirmation purpose)

**Your Contact**

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Contact telephone number: \_\_\_\_\_ E-mail: \_\_\_\_\_

**Contact of Immediate Supervisor**

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Contact telephone number: \_\_\_\_\_ E-mail: \_\_\_\_\_

Note: RESTRICTED when filled with data

EMP 9999999

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**Part II To be completed by the coordinator of this survey in your company or the immediate supervisor of the sampled graduate**

This part is about your company's standard of **recruiting** graduates for the job position. This part can be completed by **the coordinator of this survey in your company** or **the immediate supervisor of the sampled graduate**.

S7.	The person to complete this part of the questionnaire	the coordinator of this survey in the company ..... <input type="checkbox"/> 1 the immediate supervisor of the sampled graduate ..... <input type="checkbox"/> 2
-----	---	---

S8..	Was the academic qualification of the graduate a major consideration in recruiting him/her for the job position?	Yes ..... <input type="checkbox"/> 1	No ..... <input type="checkbox"/> 2
------	--	--------------------------------------	-------------------------------------

S9.	Did the job position require an applicant to be graduated from any specific academic programme?	Yes ..... <input type="checkbox"/> 1 <b>【Go to S10】</b>	No ..... <input type="checkbox"/> 2 <b>【Skip to S11】</b>
-----	---	--	---

<b>Area of Study Required for the job</b>		
<b>【You may choose one or more areas】</b>		
S10. <b>【If “Yes” in S9.】</b> The area of study required for the job position.	Medicine, Dentistry and Health ..... <input type="checkbox"/> 1	Social Sciences ..... <input type="checkbox"/> 5
	Sciences ..... <input type="checkbox"/> 2	Arts and Humanities ..... <input type="checkbox"/> 6
	Engineering and Technology ..... <input type="checkbox"/> 3	Education ..... <input type="checkbox"/> 7
	Business and Management ..... <input type="checkbox"/> 4	
	Others (please specify): ..... <input type="checkbox"/> 97	

S11.	Did the job position require an applicant to attain any specific professional qualification before taking up the job?	Yes ..... <input type="checkbox"/> 1 <b>【Go to S12】</b>	No ..... <input type="checkbox"/> 2 <b>【Skip to S13a】</b>
------	---	--	--

S12.	<b>【If “Yes” in S11.】</b> The professional qualification required	
------	--	--

Other than academic/professional qualification, please rate the importance of the following qualities of the graduate which your company/organisation had considered in <b>recruiting</b> him/her?		<b>【 Please ✓ the appropriate answer】</b>				
		Very important	Quite important	Average	Not quite important	Not important at all
S13a	Presentation	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
S13b	Communication	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
S13c	Knowledge about the company/organisation/industry	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
S13d	Character and attitude	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
S13e	Job/internship experiences	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
S13f	Numerical competency	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
S13g	Language proficiency (speaking)					
	(i) English	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
	(ii) Cantonese	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

Note: RESTRICTED when filled with data

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(iii) Putonghua	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
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**Part II (Con't) To be completed by the coordinator of this survey in your company or the immediate supervisor of the sampled graduate**

	Other than academic/professional qualification, please rate the importance of the following qualities of the graduate which your company/organisation had considered in <b>recruiting</b> him/her?	【 Please ✓ the appropriate answer 】				
		Very important	Quite important	Average	Not quite important	Not important at all
S13h	Language proficiency (writing)					
	(i) English	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
	(ii) Chinese	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
S13i	Analytical and problem-solving abilities	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
S13j	Other important qualities, please specify: _____					

S14a	Do your company/organisation provide on-the-job training to the graduate?	Yes ..... <input type="checkbox"/> 1	No ..... <input type="checkbox"/> 2
		<b>【Go to S14b and S14c】</b>	<b>【Skip to S15a】</b>
S14b.	What kind of on-the-job training has your company/organisation provided to the graduate? <b>【If “Yes” in S14a.】</b>	<b>【You may choose one or more items】</b> <i>Industry-specific training</i> Company/ industry overview ..... <input type="checkbox"/> 1 Training required of a professional qualification(s) (e.g. Certified Public Accountant) ..... <input type="checkbox"/> 2 <i>General training</i> Communication/interpersonal skills ..... <input type="checkbox"/> 3 Language ..... <input type="checkbox"/> 4 Information Technology..... <input type="checkbox"/> 5 Leadership and Teamwork ..... <input type="checkbox"/> 6 Others, please specify : _____ <input type="checkbox"/> 97	
S14c.	The format of training <b>【If “Yes” in S14a.】</b>	<b>【You may choose one or more items】</b> Talk/Seminar ..... <input type="checkbox"/> 1 Workshop ..... <input type="checkbox"/> 2 Mentorship Programme..... <input type="checkbox"/> 3 e-learning ..... <input type="checkbox"/> 4 Others, please specify : _____ <input type="checkbox"/> 97	

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S15a.	Whether a sub-degree is the minimum qualification required for the position	Yes ..... <input type="checkbox"/> 1 <b>【Go to S15b and S15c】</b>	No ..... <input type="checkbox"/> 2 <b>【Skip to S16】</b>
S15b.	<b>【If “Yes” in S15a.】</b> Factors considered when a sub-degree is decided to be the minimum qualification required for the position	<b>【You may choose one or more items】</b> Skills required for the position ..... <input type="checkbox"/> 1 Education level required for the position ..... <input type="checkbox"/> 2 Technical knowledge provided by sub-degree programmes .... <input type="checkbox"/> 3 Past experience of hiring sub-degree graduates ..... <input type="checkbox"/> 4 Wage level of sub-degree graduates ..... <input type="checkbox"/> 5 Others, please specify : _____ <input type="checkbox"/> 97	
S15c.	<b>【If “Yes” in S15a.】</b> Whether Associate Degree graduates or Higher Diploma graduates are preferred for the position	Associate Degree preferred ..... <input type="checkbox"/> 1 Higher Diploma preferred ..... <input type="checkbox"/> 2 No preference ..... <input type="checkbox"/> 3	
S16.	Recognition of sub-degree in the labour market	<b>【Please indicate in a 5-point scale, where higher score indicates a higher recognition】</b> <input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	



**Part III To be completed by the immediate supervisor of the sampled graduate**

Please provide your assessment in respect of a range of skills and knowledge shown below.

Please indicate your assessment in a 5-point scale:

1. Your assessment on the performance of the SAMPLED GRADUATE.
2. Your view on the importance for the post held by the SAMPLED GRADUATE.

Score	Performance	Importance
5	Performance always exceeds your requirement	Very important
4	Performance sometimes exceeds your requirement	Quite important
3	Performance generally meets your requirement	Average
2	Performance sometimes fails to meet your requirement	Not quite important
1	Performance always fails to meet your requirement	Not important at all

If the skill or knowledge is not required by the post of the SAMPLED GRADUATE or has not been tested, please tick the “Not Applicable” box (9) in “performance”.

3. Please provide your assessment on the overall performance of the SAMPLED GRADUATE in respect of each major aspect.

Please indicate your assessment in a 10-point scale, where 10 refers to “Performance always exceeds your requirement” and 1 refers to “Performance always fails to meet your requirement”.

If the aspect of skill or knowledge is not required by the post of the SAMPLED GRADUATE or has not been tested, please tick the “Not Applicable” box (99).

Aspect I : LANGUAGE PROFICIENCY		【 Please ✓ the appropriate answer for (a) and (b) 】											
		(a) Has the performance of the GRADUATE met your requirement in the following aspects?						(b) For the post held by the GRADUATE, how do you perceive the importance of the following aspects?					
		Always exceeds	Some-times exceeds	Gene-rally meets	Some-times fail to meet	always fail to meet	Not appli-cable	Very import-ant	Quite import-ant	Average	Not quite import-ant	Not import-ant at all	
A1	Expression of ideas ( <i>e.g. clear, precise, concise, logical, grammatically correct</i> )	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
A2	Comprehension of verbal and written communication ( <i>e.g. able to understand</i> )	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
A3	Language proficiency ( <i>includes reading and writing skills</i> ) in (i) Chinese	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
	(ii) English	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
	(iii) Putonghua	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
	(iv) Other languages ( <i>e.g. Japanese, Korean</i> )	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
Note:		10 refers to “Always exceeds your requirement”						1 refers to “Always fails to meet your requirement”					Not appli-cable
A4	Overall performance in <b>Language Proficiency</b>	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99	



**Part III(Con't) To be completed by the immediate supervisor of the sampled graduate**

Aspect II : NUMERICAL COMPETENCY		【 Please ✓ the appropriate answer for (a) and (b) 】											
		(a) Has the performance of the GRADUATE met your requirement in the following aspects?						(b) For the post held by the GRADUATE, how do you perceive the importance of the following aspects?					
		Always exceeds	Some-times exceeds	Gene-rally meets	Some-times fail to meet	always fail to meet	Not appli-cable	Very import-ant	Quite import-ant	Average	Not quite import-ant	Not import-ant at all	
B1	Comprehension of data (e.g. understanding the meaning and implications of data)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
B2	Preparation of data (e.g. accurate input and able to prepare charts and tables)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
B3	Application of data (e.g. able to make use of data or statistical/mathematical methods in drawing conclusions and making recommendations)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
Note:		10 refers to "Always exceeds your requirement"						1 refers to "Always fails to meet your requirement"					Not appli-cable
B4	Overall performance in <b>Numerical Competency</b>	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99	

Aspect III : INFORMATION TECHNOLOGY LITERACY		【 Please ✓ the appropriate answer for (a) and (b) 】											
		(a) Has the performance of the GRADUATE met your requirement in the following aspects?						(b) For the post held by the GRADUATE, how do you perceive the importance of the following aspects?					
		Always exceeds	Some-times exceeds	Gene-rally meets	Some-times fail to meet	always fail to meet	Not appli-cable	Very import-ant	Quite import-ant	Average	Not quite import-ant	Not import-ant at all	
C1	Use of basic computer software (e.g. proficient in using software, such as word processing, spreadsheet, presentation kits, at work)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
C2	Use of job-specific computer software (e.g. proficient in using software, such as database or image processing, at work)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
C3	Adaptability to new software (e.g. able to use new software to facilitate work)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
C4	Ability to make use of the Internet and Intranet to facilitate work and business	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
Note:		10 refers to "Always exceeds your requirement"						1 refers to "Always fails to meet your requirement"					Not appli-cable
C5	Overall performance in <b>Information Technology Literacy</b>	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99	

Note: RESTRICTED when filled with data

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**Part III(Con't) To be completed by the immediate supervisor of the sampled graduate**

Aspect IV : ANALYTICAL AND PROBLEM-SOLVING ABILITIES		【 Please ✓ the appropriate answer for (a) and (b) 】											
		(a) Has the performance of the GRADUATE met your requirement in the following aspects?						(b) For the post held by the GRADUATE, how do you perceive the importance of the following aspects?					
		Always exceeds	Some-times exceeds	Gene-rally meets	Some-times fail to meet	always fail to meet	Not appli-cable	Very import-ant	Quite import-ant	Average	Not quite import-ant	Not import-ant at all	
D1	Common sense (e.g. able to display a practical good sense in handling daily tasks)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
D2	Analytical mind (e.g. analyzing information logically and accurately)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
D3	Problem-solving ability (e.g. resourceful, able to identify problems/recommend logical and practical solutions, able to assess if a solution works)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
D4	Creativity (e.g. able to innovate/ put forward new ideas)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
D5	Ability to implement solutions and act on opportunities for improvement	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
D6	Judgment (e.g. able to assess situation and recommend direction or course of action)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
Note:		10 refers to "Always exceeds your requirement"						1 refers to "Always fails to meet your requirement"					Not appli-cable
D8	Overall performance in <b>Analytical and Problem-solving Abilities</b>	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99	

Aspect V : WORK ATTITUDE		【 Please ✓ the appropriate answer for (a) and (b) 】											
		(a) Has the performance of the GRADUATE met your requirement in the following aspects?						(b) For the post held by the GRADUATE, how do you perceive the importance of the following aspects?					
		Always exceeds	Some-times exceeds	Gene-rally meets	Some-times fail to meet	always fail to meet	Not appli-cable	Very import-ant	Quite import-ant	Average	Not quite import-ant	Not import-ant at all	
E1	Commitment (e.g. willing to take up responsibilities, accountable for the results, committed to organizational goals)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
E2	Perseverance (e.g. able to cope with difficult work environment/ work pressure/ uncertainty/ meeting deadline, patient in completing complicated tasks)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
E3	Initiative and drive (e.g. reacting to problems/ opportunities without being told, improving oneself and actively seeking new challenges)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
E4	Receptivity and adaptability to new ideas and environment	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
E5	Ability to work independently	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
E6	Professional/ business ethics (e.g. aware of professional image building, having integrity, not acting with favouritism or vested interest)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
Note:		10 refers to "Always exceeds your requirement"						1 refers to "Always fails to meet your requirement"					Not appli-cable
E7	Overall performance in <b>Work Attitude</b>	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99	

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**Part III(Con't) To be completed by the immediate supervisor of the sampled graduate**

Aspect VI : INTER-PERSONAL SKILLS		【 Please ✓ the appropriate answer for (a) and (b) 】											
		(a) Has the performance of the GRADUATE met your requirement in the following aspects?						(b) For the post held by the GRADUATE, how do you perceive the importance of the following aspects?					
		Always exceeds	Some-times exceeds	Gene-rally meets	Some-times fail to meet	always fail to meet	Not appli-cable	Very import-ant	Quite import-ant	Average	Not quite import-ant	Not import-ant at all	
F1	Negotiation and communication skills (e.g. able to present ideas and discuss with other parties and reach agreement in the best interests of the company)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
F2	Able to accept and provide feedback in a constructive and considerate manner	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
F3	Team work (e.g. able to cooperate with colleagues, willing to listen to/ accept other people's views, contribute positively to team work)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
F4	Able to manage and resolve conflict when appropriate	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
F5	Able to establish an effective social network	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
Note:		10 refers to "Always exceeds your requirement"						1 refers to "Always fails to meet your requirement"					Not applicable
F6	Overall performance in <b>Inter-personal Skills</b>	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99	

Aspect VII : MANAGEMENT SKILLS		【 Please ✓ the appropriate answer for (a) and (b) 】											
		(a) Has the performance of the GRADUATE met your requirement in the following aspects?						(b) For the post held by the GRADUATE, how do you perceive the importance of the following aspects?					
		Always exceeds	Some-times exceeds	Gene-rally meets	Some-times fail to meet	always fail to meet	Not appli-cable	Very import-ant	Quite import-ant	Average	Not quite import-ant	Not import-ant at all	
G1	Organization of work (e.g. having good time management, able to prioritize based on objectives, planning work efficiently)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
G2	Management of available resources and ability to seek resources and assistance	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
G3	Able to control and monitor (e.g. able to monitor the work progress of subordinates or team members)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
G4	Leadership and management of staff (e.g. able to guide, motivate and supervise subordinates, and leading a group to achieve set targets)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
Note:		10 refers to "Always exceeds your requirement"						1 refers to "Always fails to meet your requirement"					Not applicable
G5	Overall performance in <b>Management Skills</b>	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99	

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**Part III(Con't) To be completed by the immediate supervisor of the sampled graduate**

Aspect VII : TECHNICAL KNOWLEDGE REQUIRED FOR THE JOB		【 Please ✓ the appropriate answer for (a) and (b) 】											
		(a) Has the performance of the GRADUATE met your requirement in the following aspects?						(b) For the post held by the GRADUATE, how do you perceive the importance of the following aspects?					
		Always exceeds	Some-times exceeds	Gene-rally meets	Some-times fail to meet	always fail to meet	Not appli-cable	Very import-ant	Quite import-ant	Average	Not quite import-ant	Not import-ant at all	
H1	Possession of necessary knowledge and skills for the job position	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
H2	Ability to apply technical knowledge to handle technical demands in work	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
H3	Ability to select and use appropriate tools and technology to solve technical problems, and work to agreed quality standards and specification	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
H4	Aware of occupational health and safety practices and procedures, and act in accordance with these	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
Note:		<b>10</b> refers to “Always exceeds your requirement”						<b>1</b> refers to “Always fails to meet your requirement”					Not appli-cable
H5	Overall performance in <u>Technical Knowledge Required for the Job</u>	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99	

Aspect IX : KNOWLEDGE ON CURRENT AFFAIRS AND BUSINESS ISSUES, SELF-LEARNING ABILITY AND SELF-ESTEEM		【 Please ✓ the appropriate answer for (a) and (b) 】											
		(a) Has the performance of the GRADUATE met your requirement in the following aspects?						(b) For the post held by the GRADUATE, how do you perceive the importance of the following aspects?					
		Always exceeds	Some-times exceeds	Gene-rally meets	Some-times fail to meet	always fail to meet	Not appli-cable	Very import-ant	Quite import-ant	Average	Not quite import-ant	Not import-ant at all	
I1	Self- esteem	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
I2	Self-learning ability (include ability to develop new technical skills and acquire new knowledge required for the job or profession)	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
I3	Knowledge about work and industry working in	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
I4	Knowledge about China trade/ economic development	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
I5	Knowledge of current affairs (local and international), global issues and development	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
I6	Personal career planning	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	
Note:		<b>10</b> refers to “Always exceeds your requirement”						<b>1</b> refers to “Always fails to meet your requirement”					Not appli-cable
I7	Overall performance in <u>Knowledge on Current Affairs and Business Issues, Self-learning Ability and Self-esteem</u>	<input type="checkbox"/> 10	<input type="checkbox"/> 9	<input type="checkbox"/> 8	<input type="checkbox"/> 7	<input type="checkbox"/> 6	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 99	

Note: RESTRICTED when filled with data

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**Part III(Con't) To be completed by the immediate supervisor of the sampled graduate**

OVERALL PERFORMANCE		【 Please ✓ the appropriate answer 】					
		Very Satisfied	Quite Satisfied	Average	Quite Dissatisfied	Very Dissatisfied	No Comment
J1	Are you satisfied with the <b>overall performance</b> of the graduate?	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9

There have been suggestions to improve the quality of sub-degree graduates IN GENERAL. Do you agree or disagree with the suggestions as follows?		【 Please ✓ the appropriate answer 】				
		Strongly Agree	Quite Agree	Quite Disagree	Strongly Disagree	No Comment

To pass an assessment test on the following subjects before graduation:							
K1	(i)	Chinese Language	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
	(ii)	English Language	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
	(iii)	Information Technology	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9

Universities to enhance the relevance and quality of the sub-degree programmes by:							
K2	Increasing the weight of <b>general education</b> in the curriculum		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
K3	Increasing the weight of <b>professional knowledge</b> in the curriculum		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
K4	More <b>writing assignments</b> in the curriculum		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
K5	Increasing <b>reading load</b> in the curriculum		<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9

K6	(i)	Involving employers in curriculum development	<input type="checkbox"/> 5 (Answer (ii))	<input type="checkbox"/> 4 (Answer (ii))	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
		(ii) Is your department/ company willing to participate?			Yes <input type="checkbox"/> 1	No <input type="checkbox"/> 2	Don't know / Not sure <input type="checkbox"/> 3

K7	(i)	Arranging <b>internship programmes</b> in collaboration with companies/ organizations for students	<input type="checkbox"/> 5 (Answer (ii))	<input type="checkbox"/> 4 (Answer (ii))	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
		(ii) Is your department/ company willing to participate?			Yes <input type="checkbox"/> 1	No <input type="checkbox"/> 2	Don't know / Not sure <input type="checkbox"/> 3

Note: RESTRICTED when filled with data

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There have been suggestions to improve the quality of sub-degree graduates IN GENERAL. Do you agree or disagree with the suggestions as follows?		【 Please ✓ the appropriate answer 】				
		Strongly Agree	Quite Agree	Quite Disagree	Strongly Disagree	No Comment
K8	(i) Arranging <u>pre-employment training / workshop</u> in collaboration with companies/ organizations for students	<input type="checkbox"/> 5 (Answer (ii))	<input type="checkbox"/> 4 (Answer (ii))	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 9
	(ii) Is your department/ company willing to participate?			Yes <input type="checkbox"/> 1	No <input type="checkbox"/> 2	Don't know / Not sure <input type="checkbox"/> 3

**Please give your further suggestions, if any, for IMPROVING the performance of sub-degree graduates in the following major aspects:**

L1 Language abilities:

L2 Numerical and information technology literacy:

L3 Work attitude:

L4 Inter-personal and management skills:

L5 Technical knowledge:

L6 Others:

~ End of questionnaire • Thank you very much for your co-operation ~

## Annex 2: Fieldwork Enumeration Results

### A. Enumeration Result by Employer

	Government*	Non-Government	Total
Number of employers sampled	71	5 559	5 630
Number of employers with completed questionnaires returned	38	1 775	1 813
<i>Number of completed questionnaires received</i>	<i>59</i>	<i>2 057</i>	<i>2 116</i>
Number of employers with no completed questionnaires returned	5	665	670
Employer refusals	8	1 103	1 111
Invalid employer cases	20	2 016	2 036
<i>Claiming not having appointed any 2013 graduates</i>	<i>19</i>	<i>1 299</i>	<i>1 318</i>
<i>2013 graduates having left with no one knowing their performance</i>	<i>1</i>	<i>208</i>	<i>209</i>
<i>Claimed company closed</i>	<i>0</i>	<i>17</i>	<i>17</i>
<i>Claimed duplicated employer</i>	<i>0</i>	<i>28</i>	<i>28</i>
<i>Unable to locate the company / organisation</i>	<i>0</i>	<i>464</i>	<i>464</i>
<b>Response Rate</b>	<b>74.5%</b>	<b>50.1%</b>	<b>50.4%</b>

Note: \* : Including Government departments, bureaux and Government schools

### B. Number of Completed Questionnaires Received by Graduate Type

	First Degree	Sub Degree	Total
Number of completed questionnaires received	1 385	731	2 116

## Annex 3: Estimation Method

### A. Performance scores and importance scores of a graduate under each aspect

1. Let -

- (a)  $x_{ghi}$ : Performance score of graduate  $i$  in attribute  $h$  under aspect  $g$
- (b)  $I_{ghi}$ : Importance score of graduate  $i$  in attribute  $h$  under aspect  $g$
- (c)  $n_{gi}$ : Number of importance scores in range 1-5 of graduate  $i$  under aspect  $g$

2. Then the average scores of graduate  $i$  can be presented by the following formula:

(a) Average importance score on aspect  $g$  - 
$$I_{gi} = \frac{\sum_h I_{ghi}}{n_{gi}}$$

(b) Average performance score on aspect  $g$  - 
$$x_{gi} = \frac{\sum_h I_{ghi} x_{ghi}}{\sum_h I_{ghi}}$$

(c) Overall performance score - 
$$x_i = \frac{\sum_g \sum_h I_{ghi} x_{ghi}}{\sum_g \sum_h I_{ghi}}$$

3. All attributes with importance score missing are excluded from calculation of average importance scores, and all attributes with either performance score not applicable or importance score missing are excluded from calculation of average performance scores and overall performance score.

## B. Mean and proportion estimates of all graduates

4. Let -

(a)  $y_i$ : Response of graduate  $i$  (e.g. performance score in an aspect, with the response “Very important” for importance score in an attribute)

(b)  $n$ : Number of graduates enumerated;

(c)  $w_i$ : Corresponding weight of graduate  $i$  represented by the formula  $\frac{N_k}{n_k}$  with

(i)  $k$  represents the institution that a graduate belongs to;

(ii)  $n_k$  represents the sample size of institution  $k$ ; and

(iii)  $N_k$  represents the total number of graduates in institution covered by the survey.

5. Then the mean and proportion estimate is represented as 
$$\bar{y} = \frac{1}{\sum_{i=1}^n w_i} \sum_{i=1}^n w_i y_i .$$

6. All graduates with responses “not applicable” / “missing answer” are excluded from calculation of average scores, while they are included in calculation of the proportion of response.