

Survey on Opinions of Employers on Major Aspects of Performance of First Degree Graduates in Year 2010 - Executive Summary -

Prepared for
Education Bureau

By
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1. Introduction

1.1 Background

- 1.1.1 The Education Bureau (EDB)¹ has been conducting surveys on opinions of employers on major aspects of performance of post-secondary programmes 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 2006, a total of five surveys in the same series had been conducted, covering full-time publicly-funded first degree graduates of the University Grants Committee (UGC)-funded institutions² of the years 1998, 1999, 2000, 2003 and 2006. The 2000 and 2003 surveys were extended to cover publicly-funded sub-degree graduates, and the 2006 survey further encompassed both publicly-funded and self-financing sub-degree graduates³. 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-financed first degree and sub-degree graduates of 2010 (the Survey).
- 1.1.4 The following sections will:
- i. outline the survey methodology; and
 - ii. summarize the major findings on the first degree graduates of 2010.

1.2 Study Objectives

- 1.2.1 The objectives of the Survey are:
- i. To obtain the opinions of employers on major aspects of the performance of 2010 full-time locally-accredited publicly-funded and self-financed first degree graduates and sub-degree graduates 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;

¹ The first survey was initiated by the then Education and Manpower Bureau, which has been re-organized as the Education Bureau since 1 July 2007.

² The first three rounds of Surveys did not include graduates of the Hong Kong Institute of Education.

³ 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 Hong Kong Institute of Education. The Survey on 2006 graduates was further extended to encompass those of publicly-funded or self-financing locally-accredited sub-degree programmes offered by 18 post-secondary institutions.

- Management Skills;
 - Technical Skills Required for the Job; and
 - Knowledge of Current Affairs and Business Issues, Self-learning Ability and Self-esteem.
- ii. To collect employers' suggestions on institutions or the education system regarding ways of improving the quality of graduates; and
 - iii. 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 / organizations and Government bureaux / departments that had employed graduates of 2010 from full-time locally-accredited first degree and sub-degree programmes as at the end of December 2010.
- 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 According to the information from the Graduate Employment Survey conducted by individual institutions in end-2010, 11 938 first degree and 5 545 sub-degree graduates (i.e. 17 483 in total) were identified to be working on a full-time basis. The remaining graduates (who might be working on a part-time basis or pursuing further studies) were considered irrelevant to the Survey.
- 2.2.2 Among the 17 483 graduates, 919 (786 first degree and 133 sub-degree graduates) did not provide sufficient information about their employers and were excluded from the Survey. In addition, during fieldwork execution, another 51 graduates (9 first degree and 42 sub-degree graduates) were identified to be working on a full-time basis and were hence included in the Survey. As a result, the Survey covered 16 615 graduates (11 161 first degree and 5 454 sub-degree graduates) working on a full-time basis as at December 2010. Records of these graduates were used as the sampling frame.

2.3 Sample Design and Sample Size

- 2.3.1 All the companies/ organizations and Government bureaux/ departments that had employed graduates of 2010 were invited to participate in the Survey. A total of 76 Government employers⁴ and 5 624 non-Government employers were invited.
- 2.3.2 To minimize 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 first degree graduate of 2010, he / she was automatically selected;
 - ii. If more than one first degree graduate had been employed, and they all graduated from one institution, the graduate shown in the middle of the list based on alphabetical order was selected.
 - iii. If the first degree 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 list based on alphabetical order was selected.

2.4 Data Collection Method

- 2.4.1 Data were collected by self-administered questionnaire method. Telephone calls were made to the Government bureaux/ departments and the companies/ organizations to explain the purpose of the Survey and to identify a contact person from each Government bureau/ department and company/ organization to co-ordinate the survey. These contact persons were mostly Personnel Managers or Human Resources Managers.
- 2.4.2 Copies of the questionnaire, the invitation letters (from the Secretary for Education and the Consultant) and general guidelines for selecting the graduates were sent to the contact persons in December 2011. 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 number/ email address of the Consultant. Telephone follow-up calls were made to the contact person s/ immediate supervisors who did not return the questionnaire.

⁴ Including Government departments, bureaux and Government schools.

2.5 Response Rate

2.5.1 By May 2012, 2 360 returned questionnaires (representing 1 578 first degree graduates and 782 sub-degree graduates) from 45 Government bureaux / departments and 2 074 companies / organizations were received, representing a response rate of 50.4% (which was calculated by excluding 1 495 invalid cases in most of which the employers reported that they had not employed any 2010 graduates as at December 2010 or that the graduates had left the companies with no staff knowing their performance). Please refer to Annex 2 for the detailed enumeration results.

2.6 Questionnaire Design

2.6.1 The Survey covered nine aspects of performance (as stated in paragraph 1.2.1). Each aspect was measured by a number of attributes, with a total of 43 attributes being included for gauging the nine aspects of performance. These aspects were carefully chosen with reference to available survey reports and opinions of employers who had participated in the qualitative study of the pilot test.

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 scale as follows:

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 was taken as 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 Section on the improvement areas for the quality of the graduates, respondents were asked to express how much they agreed to 10 pre-identified improvement measures, as well as to provide their own suggestions to improve the quality of the students.

2.7 Pilot Test

2.7.1 Before the main fieldwork of the Survey started, a pilot test was carried out:

- i. A qualitative study, consisted of in-depth interviews with eight respondents (including directors of career and placement of institutions and human resources managers of employers), was conducted between September and October 2011 to collect opinions for improvement of the questionnaires; and

- ii. A quantitative study was conducted in September and October 2011 to test the sampling mechanism, the survey process and comprehension of the questionnaires. It covered 23 employers and 24 graduates. These employers were excluded from the main survey.

2.7.2 Based on the results of the pilot test, some modifications on the questionnaires, sampling mechanism and the survey process were made.

2.8 Estimation Method

2.8.1 The data obtained in the questionnaires received were weighted according to the actual number of 2010 first degree and sub-degree graduates from each institution within the sampling frame of the Survey (i.e. 11 161 first degree and 5 454 sub-degree graduates, please refer to Paragraph 2.2.2).

2.9 Quality Control Measures

2.9.1 Measures were taken to ensure that the survey results were of high quality. These included:

- i. Proper training of interviewers responsible for the telephone follow-up calls, including regular briefing and de-briefing sessions;
- ii. Interviewers were remunerated by time rates as an incentive of quality work;
- iii. All contact results were kept in a Computer Assisted Telephone Interview (CATI) system to facilitate monitoring of the survey process;
- iv. Editing of the return questionnaires and validation of the collected data 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 minimize 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 (less than 50). 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 contained in this report is given below:

Table 1. COEFFICIENT OF VARIATION OF THE MAJOR ESTIMATES

Aspect	First Degree Graduates	
	Performance score	CV %
OVERALL	3.53	0.4
A Language Proficiency	3.65	0.4
Chinese Language Proficiency	3.74	0.5
English Language Proficiency	3.57	0.5
B Numerical Competency	3.57	0.5
C Information Technology Literacy	3.73	0.4
D Analytical and Problem-Solving Abilities	3.35	0.5
E Work Attitude	3.73	0.5
F Inter-personal Skills	3.53	0.5
G Management Skills	3.26	0.5
H Technical Skills Required for the Job	3.49	0.5
I Knowledge of Current Affairs and Business Issues, Self-learning Ability and Self-esteem	3.34	0.5

3. Key Findings

3.1 Overall Performance

3.1.1 The overall performance of the 2010 first degree graduates as assessed by employers was satisfactory with the average score at 3.53, which was between “generally meeting employers’ requirements” and “sometimes exceeding employers’ requirements”. One-fifth (20%) of graduates in particular received a rating of 4.01 or above, implying that their performance was “sometimes” / “always” exceeding employers’ requirements. There were only 1% of graduates who were rated 2.00 or below, indicating that there were very few graduates who failed to meet employers’ requirements. (Table 2)

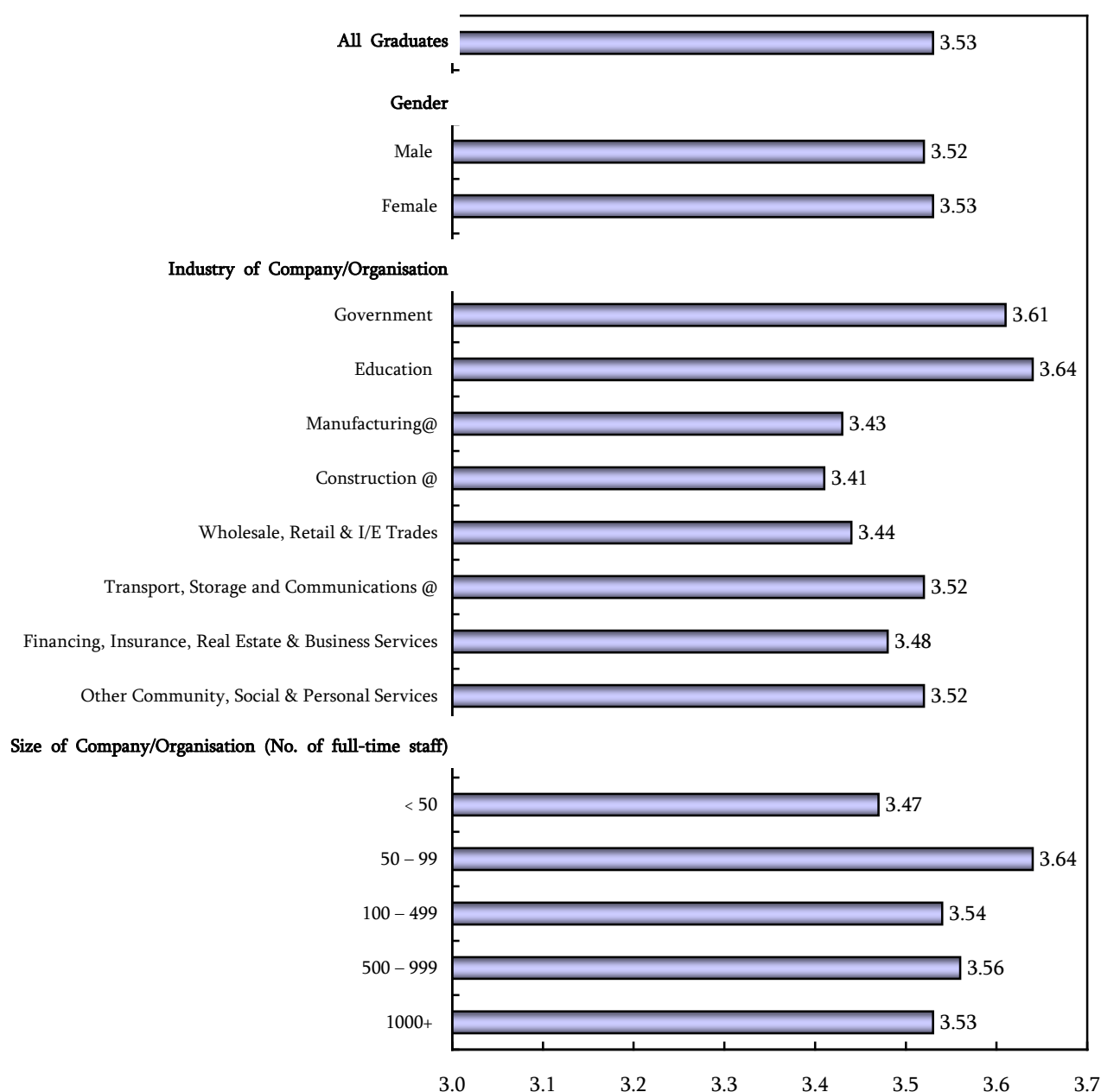
Table 2. OVERALL PERFORMANCE SCORES AND PERFORMANCE SCORES OF THE NINE ASPECTS OF 2010 FIRST DEGREE GRADUATES

Aspect	Performance score	Distribution of performance score					
		5 – 4.01	4 – 3.01	3 – 2.01	2 – 1.01	1	Not applicable
		%	%	%	%	%	%
OVERALL	3.53	20	62	16	1	-	*
A Language Proficiency	3.65	21	58	19	1	*	*
Chinese Language Proficiency	3.74	15	43	36	2	*	4
English Language Proficiency	3.57	11	39	42	4	1	4
B Numerical Competency	3.57	15	44	34	2	*	5
C Information Technology Literacy	3.73	26	50	22	1	*	1
D Analytical and Problem-Solving Abilities	3.35	12	53	31	3	*	*
E Work Attitude	3.73	33	47	17	2	*	*
F Inter-personal Skills	3.53	19	54	24	3	1	*
G Management Skills	3.26	9	41	41	6	1	3
H Technical Skills Required for the Job	3.49	11	43	38	4	1	4
I Knowledge of Current Affairs and Business Issues, Self-learning Ability and Self-esteem	3.34	12	52	32	3	1	1

Note: * : denotes less than 0.5%

3.1.2 There was no obvious difference between the overall performance of male (3.52) and female (3.53) graduates. Analyzed by the industries graduates engaged in, those working in the Education sector (3.64) received the highest performance score, while those from the Construction sector (3.41) were rated the lowest. However, since there were less than 50 observations from the Construction sector, the findings are subject to relatively larger sampling error. Comparing graduates employed in companies/ organizations of different sizes, those who worked in companies/ organizations of 50-99 full-time staff showed the best overall performance with the score at 3.64. (Chart 1)

Chart 1. ANALYSES OF OVERALL PERFORMANCE SCORE OF 2010 FIRST DEGREE GRADUATES BY DEMOGRAPHIC PROFILES



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

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 first degree graduates was largely stable over the past 10 years (2000 to 2010). The 2010 score was marginally lower than the 2006 score but higher than the 2000 score.

Table 3. OVERALL PERFORMANCE SCORE OF FIRST DEGREE GRADUATES BY YEARS OF GRADUATION

	1998 Graduates	1999 Graduates	2000 Graduates	2003 Graduates	2006 Graduates	2010 Graduates
Overall Performance	3.46	3.46	3.51	3.58	3.59	3.53

Note: Readers should take caution that a new aspect (Technical Skills Required for the Job) was added in survey on 2003 graduates; another new aspect (Knowledge of Current Affairs and Business Issues, Self-learning Ability and Self-esteem) was added in survey on 2010 graduates. Also, the coverage of the surveys on graduates of previous years was different from surveys on 2010 graduates. Hence, the overall performance score of previous years were presented here for reference only and not recommended for direct comparison. For readers' information, if the new aspect was excluded, the overall performance score of the 2010 graduates is 3.55.

3.2 First Degree Graduates' Performance in Respect of the Nine Major Aspects

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

3.2.2 The performance scores of the nine major aspects were all above 3.20, implying that the graduates were able to “generally meet employers’ requirements” or “exceed employers’ requirements” in each of the aspects. Specifically, Information Technology Literacy (3.73) as well as Work Attitude (3.73) were the best rated areas, while Management Skills had the lowest average performance score (3.26).

3.2.3 All nine aspects received average importance scores of over 3.50, reflecting that the various aspects were perceived to be “quite important” or “very important” by employers. Amongst the different areas, employers considered Work Attitude to be the most important aspect for the positions held by the graduates (4.35), and Knowledge of Current Affairs and Business Issues, Self-learning Ability and Self-esteem, to be the least important aspect (3.51).

Table 4. PERFORMANCE AND IMPORTANCE SCORES FOR 2010 FIRST DEGREE GRADUATES OF THE NINE ASPECTS

Aspect	Performance score	Importance score
A Language Proficiency	3.65	3.59
Chinese Language Proficiency	3.74	3.94
English Language Proficiency	3.57	4.04
B Numerical Competency	3.57	3.84
C Information Technology Literacy	3.73	3.69
D Analytical and Problem-Solving Abilities	3.35	4.02
E Work Attitude	3.73	4.35
F Inter-personal Skills	3.53	4.10
G Management Skills	3.26	3.64
H Technical Skills Required for the Job	3.49	4.04
I Knowledge of Current Affairs and Business Issues, Self-learning Ability and Self-esteem	3.34	3.51

3.2.4 Comparing the performance and importance ratings of the different aspects in the 2010 and 2006 surveys,

- i. In terms of the importance scores, both 2010 and 2006 surveys demonstrated that employers considered Work Attitude (4.35 in 2010 and 4.40 in 2006) and Inter-personal Skills (4.10 in 2010 and 4.28 in 2006) as the top two most important aspects.
- ii. The performance scores of English Language Proficiency (from 3.49 in 2006 to 3.57 in 2010) showed some slight increases compared to four years ago. On the other hand, Information Technology Literacy (from 3.81 in 2006 to 3.73 in 2010), Numerical Competency (from 3.66 in 2006 to 3.57 in 2010), Interpersonal Skills (from 3.66 in 2006 to 3.53 in 2010), and Analytical and Problem-Solving Abilities (from 3.43 in 2006 to 3.35 in 2010) declined marginally over the last survey.
- iii. Excluding the new aspect Knowledge of Current Affairs and Business Issues, Self-learning Ability and Self-esteem, the overall performance score of the 2010 graduates maintained at a level statistically similar to that in 2006 (from 3.59 in 2006 to 3.55 in 2010).
- iv. Regarding the importance for the posts held by the graduates, most aspects showed a slight drop in their scores over time, particularly for Management Skills (from 3.89 in 2006 to 3.64 in 2010) and Information Technology Literacy (from 3.95 in 2006 to 3.69 in 2010);

Table 5. COMPARISON OF IMPORTANCE SCORE AND PERFORMANCE SCORE BETWEEN 2006 AND 2010 FIRST DEGREE GRADUATES

Aspect	2006 Graduates		2010 Graduates - All Attributes	
	Importance Mean Score	Performance Mean Score	Importance Mean Score	Performance Mean Score
Overall Performance				
- Excluding new aspect #	N/A	3.59	N/A	3.55
- Including new aspect	N/A	N/A	N/A	3.53
Language Proficiency&	3.84 *	3.61 *	3.59	3.65
Chinese Language Proficiency	4.06	3.73 *	3.94	3.74
English Language Proficiency	4.10	3.49 *	4.04	3.57
Numerical Competency&	4.04	3.66	3.84	3.57
Information Technology Literacy&	3.95	3.81	3.69	3.73
Analytical and Problem-Solving Abilities	4.14	3.43	4.02	3.35
Work Attitude	4.40	3.75	4.35	3.73
Inter-personal Skills&	4.28	3.66	4.10	3.53
Management Skills&	3.89	3.25	3.64	3.26
Technical Skills Required for the Job&	4.05	3.46	4.04	3.49
Knowledge of Current Affairs and Business Issues, Self-learning Ability and Self-esteem&	N/A	N/A	3.51	3.34

Notes

: Excluding the aspect “Knowledge of Current Affairs and Business Issues, Self-learning Ability and Self-esteem”

& : Some of the attributes were added / modified in survey on 2010 graduates

* : Estimation by taking the importance-weighted average score of attributes in “Chinese Language Proficiency” and “English Language Proficiency”

3.3 First Degree Graduates' Performance in Respect of the 43 Aspects

- 3.3.1 Table 6 shows the importance scores and performance scores of graduates in respect of each of the nine aspects and 43 attributes.
- 3.3.2 The great majority of the 43 attributes were rated by employers as important (score 3.01 or above) for the posts held by graduates. About half of them (23 attributes) had average importance scores of 4.01 or above, indicating that they were regarded to be “very important” for the positions in which graduates were employed. Professional / Business Ethics (4.49) received the highest importance score, followed closely by Commitment (4.47).
- 3.3.3 Other Language Proficiency (1.54) was rated as the least important attribute, scoring 2.00 or below (“not quite important”/ “not important at all”). It was trailed by Knowledge about China Trade/ Economic Development (2.41) and Knowledge of Current Affairs, Global Issues and Development (2.87).
- 3.3.4 In terms of performance, the 2010 graduates were able to go beyond their employers’ requirements” (score 3.01 or above) to varying degrees in most of the 43 attributes. The most important attribute, Professional/ Business Ethics, also received the highest performance rating (3.94). Other top performance aspects included Ability to Make Use of the Internet and Intranet to Facilitate Work and Business (3.89), Use of Basic Computer Software (3.85), Commitment (3.81) and Team Work (3.79). The performance of 20% to 28% of graduates was considered as “always exceeding employers’ requirements” in these attributes.
- 3.3.5 The areas with the lowest performance scores were the same as those considered to be the least important by employers, viz. Knowledge about China Trade / Economic Development (2.78), Other Language Proficiency (2.86) and Knowledge of Current Affairs, Global Issues and Development (2.99). Even so, the performance of only 3% to 14% of graduates was considered to be “sometimes” or “always failing to meet employers’ requirements” in these 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 3.69. The average performance score was 3.73, which, together with that of Work Attitude (see paragraph 3.38 below), ranked 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 had the highest performance score at 3.89 (importance score 3.91) with 65% of graduates achieving a rating of 4 or above. Adaptability to New Software scored the lowest at 3.48 (importance score 3.30), with 36% of graduates receiving a rating of 4 or above.

Work Attitude

3.3.8 This aspect received the highest importance score of 4.35. The performance score was 3.73 on average, and, same as Information Technology Literacy, was the highest among the nine aspects. Among the six attributes of Work Attitude, Professional/Business Ethics received a performance score of 3.94 (importance score 4.49) with 68% of graduates attaining a rating of 4 or above. Initiative and Drive was rated the lowest at 3.57 (importance score 4.37), despite 54% of graduates received a rating of 4 or above.

Language Proficiency

3.3.9 This aspect had an importance score of 3.59. The average performance score was the third highest on the list at 3.65. Among the six attributes of the aspect, Chinese Proficiency at 3.74 (importance score 3.94) followed by Comprehension of Verbal and Written Communication at 3.72 (importance score 4.37) had the highest performance score. The two attributes had 58% and 64% of graduates respectively attaining a rating of 4 or above.

Numerical Competency

3.3.10 This aspect had an importance score of 3.84. The average performance score was 3.57, which was the fourth highest on the list. Among the three attributes of Numerical Competency, Comprehension of Data had the highest performance score at 3.62 (importance score 3.87) with 51% of graduates achieved a rating of 4 or above. Application of Data scored the lowest at 3.49, with 43% of graduates receiving a rating of 4 or above.

Interpersonal Skills

3.3.11 This aspect received the second highest importance score of 4.10. The average performance score was 3.53, occupying the fifth position on the list. Among the five attributes of the aspect, Team Work was best rated at 3.79 (importance score 4.36) with 67% of graduates achieving a rating of 4 or above. Able to Manage and Resolve Conflict When Appropriate had the lowest performance score at 3.27 (importance score 3.97), with 33% of graduates receiving a rating of 4 or above.

Technical Skills Required for the Job

3.3.12 This aspect gained the third highest importance score of 4.04. The average performance score was 3.49, which occupied the sixth position among the nine aspects. Between the two attributes of the aspect, graduates' performance on Ability to Apply Technical Knowledge to Handle Technical Demands in Work was better rated at 3.53 (importance score 4.11) with 50% of graduates achieving a rating of 4 or above.

Analytical and Problem Solving Abilities

3.3.13 This aspect had an importance score of 4.02. The average performance score was 3.35, which was the third lowest among all aspects. Among the seven attributes of the aspect, Analytical Mind at 3.52 (importance score 4.19) and Common Sense at 3.51 (importance score 4.04) were best rated in terms of performance with 50% and 49% of graduates respectively receiving a rating of 4 or above. Foresight had the lowest performance score at 3.02 (importance score 3.78), with 22% of graduates receiving a rating of 4 or above.

Knowledge of 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 3.51 and the second lowest average performance score at 3.34. Among the six attributes of the aspect, Self-learning Ability achieved the highest performance score at 3.59 (importance score 4.15) with 55% of graduates achieving a rating of 4 or above. Knowledge about China Trade / Economic Development had the lower importance score of 2.41 as well as the lowest performance score at 2.78, with only 7% of graduates receiving a performance rating of 4 or above. It is, however, noted that this attribute was not applicable to over half (56%) of graduates.

Management Skills

3.3.15 This aspect received a relatively lower importance score of 3.64 and the lowest average performance score among the nine aspects at 3.26. 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 3.37 (importance score 3.91) with 38% of graduates obtaining a rating of 4 or above. Leadership and Management of Staff had the lowest performance score at 3.02 (importance score 3.14), with only 13% of graduates receiving a rating of 4 or above.

Table 6. PERFORMANCE SCORE OF 2010 FIRST DEGREE GRADUATES AND ITS DISTRIBUTION IN RESPECT OF THE 43 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
			%	%	%	%	%	%
A. LANGUAGE PROFICIENCY	3.59	3.65						
1 Expression of ideas	4.35	3.66	12	47	36	4	1	*
2 Comprehension of verbal and written communication	4.37	3.72	14	50	32	4	1	*
3 Chinese proficiency	3.94	3.74	15	43	36	2	*	4
4 English proficiency	4.04	3.57	11	39	42	4	1	4
5 Putonghua proficiency	3.03	3.35	8	17	35	6	1	33
6 Other language proficiency	1.54	2.86	*	1	4	2	1	92
B. NUMERICAL COMPETENCY	3.84	3.57						
7 Comprehension of data	3.87	3.62	12	39	40	3	1	6
8 Preparation of data	3.88	3.60	12	38	39	4	1	7
9 Application of data	3.78	3.49	9	34	43	5	1	8
C. INFORMATION TECHNOLOGY LITERACY	3.69	3.73						
10 Use of basic computer software	4.03	3.85	20	46	31	2	*	1
11 Use of job-specific computer software	3.51	3.56	10	32	38	3	1	16
12 Adaptability to new software	3.30	3.48	9	27	38	5	1	21
13 Ability to make use of the Internet & Intranet to facilitate work & business	3.91	3.89	22	43	29	2	*	4
D. ANALYTICAL AND PROBLEM-SOLVING ABILITIES	4.02	3.35						
14 Common sense	4.04	3.51	10	39	45	5	1	*
15 Foresight	3.78	3.02	3	19	53	15	4	6
16 Analytical mind	4.19	3.52	9	41	42	6	1	1
17 Problem-solving ability	4.27	3.38	8	35	44	9	2	1
18 Creativity	3.66	3.23	5	27	50	10	3	6
19 Ability to implement solution and act on opportunities for improvement	4.09	3.36	7	35	45	10	2	2
20 Judgment	4.09	3.29	6	33	48	11	2	1
E. WORK ATTITUDE	4.35	3.73						
21 Commitment	4.47	3.81	24	42	26	6	2	*
22 Ability to work independently	4.29	3.62	17	39	33	9	2	1
23 Perseverance	4.39	3.74	21	42	29	7	2	1
24 Initiative and drive	4.37	3.57	18	36	33	10	3	*
25 Receptivity and adaptability to new ideas and environment	4.09	3.62	14	41	36	6	1	1
26 Professional/business ethics	4.49	3.94	28	40	26	3	1	2

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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
			%	%	%	%	%	%
F. INTER-PERSONAL SKILLS	4.10	3.53						
27 Team Work	4.36	3.79	20	47	27	5	1	1
28 Negotiation and communication skills	4.22	3.47	10	37	43	7	2	2
29 Able to accept and provide feedback in a constructive and considerate manner	4.15	3.61	12	45	35	6	2	1
30 Able to manage and resolve conflict when appropriate	3.97	3.27	5	28	47	9	2	8
31 Able to establish an effective social network	3.80	3.43	9	34	41	8	2	6
G. MANAGEMENT SKILLS	3.64	3.26						
32 Organization of work	4.01	3.32	6	32	45	10	2	5
33 Leadership and Management of Staff	3.14	3.02	2	11	37	9	3	38
34 Able to control and monitor	3.48	3.18	4	20	38	10	2	27
35 Management of available resources and ability to seek resources and assistance	3.91	3.37	7	31	47	8	1	6
H. TECHNICAL SKILLS REQUIRED FOR THE JOB	4.04	3.49						
36 Ability to apply technical knowledge to handle technical demands in work	4.11	3.53	9	41	39	6	1	4
37 Ability to select and use appropriate tools and technology to solve technical problems, and work to agreed quality standards and specification	3.96	3.46	8	35	46	5	1	6
I. KNOWLEDGE OF CURRENT AFFAIRS AND BUSINESS ISSUES, SELF-LEARNING ABILITY AND SELF-ESTEEM	3.51	3.34						
38 Self-esteem	4.08	3.50	11	37	44	6	1	1
39 Self-learning ability	4.15	3.59	12	43	35	6	2	2
40 Knowledge about work and industry working in	4.15	3.32	7	32	49	10	2	1
41 Knowledge about China trade/ economic development	2.41	2.78	1	5	24	10	4	56
42 Knowledge of current affairs (local and international), global issues and development	2.87	2.99	2	12	39	11	3	34
43 Personal career planning	3.29	3.14	3	20	47	10	3	18

Note: * : denotes less than 0.5%

Table 7. IMPORTANCE SCORE OF 2010 FIRST DEGREE GRADUATES AND ITS DISTRIBUTION IN RESPECT OF THE 43 ATTRIBUTES

Attribute	Importance Score	Importance ranked by employers				
		Very important	Quite important	Average	Not quite important	Not important at all
		%	%	%	%	%
A. LANGUAGE PROFICIENCY	3.59					
1 Expression of ideas	4.35	46	43	10	1	-
2 Comprehension of verbal and written communication	4.37	46	46	7	1	*
3 Chinese proficiency	3.94	28	44	23	3	1
4 English proficiency	4.04	32	45	19	3	1
5 Putonghua proficiency	3.03	11	24	33	15	14
6 Other language proficiency	1.54	2	2	9	19	61
B. NUMERICAL COMPETENCY	3.84					
7 Comprehension of data	3.87	25	45	24	3	3
8 Preparation of data	3.88	26	45	23	3	3
9 Application of data	3.78	23	43	26	4	4
C. INFORMATION TECHNOLOGY LITERACY	3.69					
10 Use of basic computer software	4.03	28	50	21	1	1
11 Use of job-specific computer software	3.51	20	35	29	6	9
12 Adaptability to new software	3.30	13	32	35	9	10
13 Ability to make use of the Internet & Intranet to facilitate work & business	3.91	25	47	24	2	2
D. ANALYTICAL AND PROBLEM-SOLVING ABILITIES	4.02					
14 Common sense	4.04	25	56	19	1	*
15 Foresight	3.78	19	46	29	4	2
16 Analytical mind	4.19	33	54	13	*	*
17 Problem-solving ability	4.27	39	50	11	*	*
18 Creativity	3.66	16	44	33	4	3
19 Ability to implement solution and act on opportunities for improvement	4.09	31	50	17	1	1
20 Judgment	4.09	29	52	18	1	*
E. WORK ATTITUDE	4.35					
21 Commitment	4.47	53	42	5	*	*
22 Ability to work independently	4.29	42	46	11	*	*
23 Perseverance	4.39	48	44	8	*	-
24 Initiative and drive	4.37	46	46	8	*	*
25 Receptivity and adaptability to new ideas and environment	4.09	30	50	19	1	*
26 Professional/business ethics	4.49	59	33	8	1	*

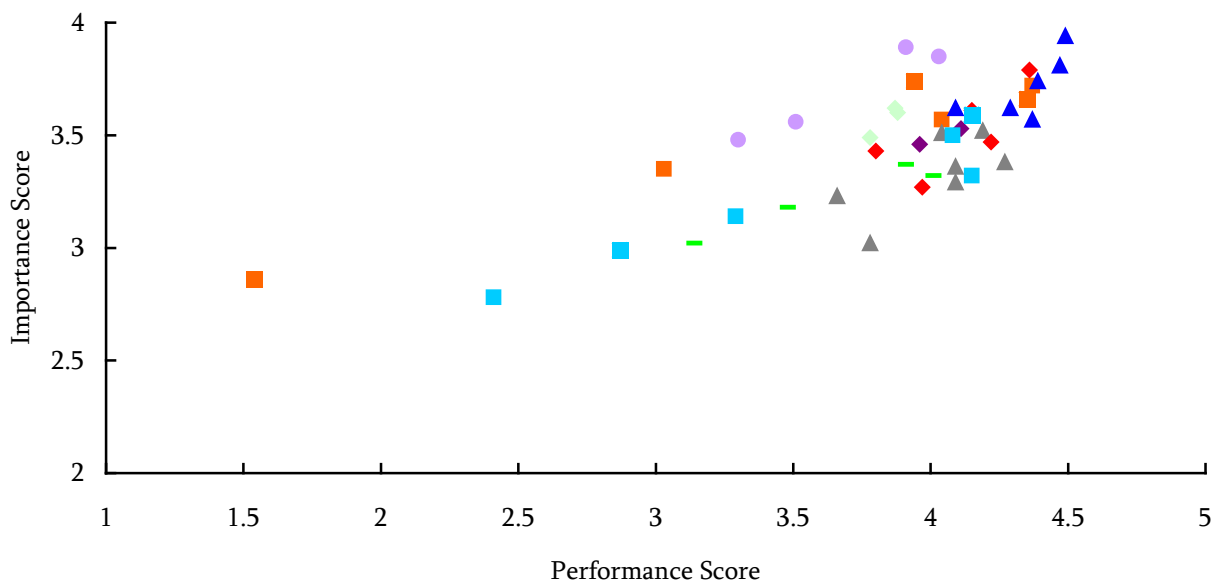
Survey on Opinions of Employers on Major Aspects of Performance of First Degree Graduates in Year 2010 – Executive Summary

Attribute	Importance Score	Importance ranked by employers				
		Very important	Quite important	Average	Not quite important	Not important at all
		%	%	%	%	%
F. INTER-PERSONAL SKILLS	4.10					
27 Team work	4.36	46	44	10	*	-
28 Negotiation and communication skills	4.22	38	48	13	1	*
29 Able to accept and provide feedback in a constructive and considerate manner	4.15	32	52	15	1	*
30 Able to manage and resolve conflict when appropriate	3.97	27	48	21	2	2
31 Able to establish an effective social network	3.80	21	45	27	4	2
G. MANAGEMENT SKILLS	3.64					
32 Organization of work	4.01	29	48	18	1	2
33 Leadership and Management of staff	3.14	13	29	29	9	16
34 Able to control and monitor	3.48	18	37	24	8	9
35 Management of available resources and ability to seek resources and assistance	3.91	24	49	22	2	2
H. TECHNICAL SKILLS REQUIRED FOR THE JOB	4.04					
36 Ability to apply technical knowledge to handle technical demands in work	4.11	35	45	17	2	2
37 Ability to select and use appropriate tools and technology to solve technical problems, and work to agreed quality standards and specification	3.96	29	45	22	2	3
I. KNOWLEDGE OF CURRENT AFFAIRS AND BUSINESS ISSUES, SELF-LEARNING ABILITY AND SELF-ESTEEM	3.51					
38 Self-esteem	4.08	28	53	18	1	1
39 Self-learning ability	4.15	33	50	15	1	1
40 Knowledge about work and industry working in	4.15	36	45	17	1	1
41 Knowledge about China trade/ economic development	2.41	5	15	28	16	32
42 Knowledge of current affairs (local and international), global issues and development	2.87	6	23	37	14	17
43 Personal career planning	3.29	10	34	38	7	9

Note: * : denotes less than 0.5%

3.3.16 Chart 2 shows the importance scores and the corresponding performance scores for the 43 attributes plotted on a two-dimensional graph. 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 2010 FIRST DEGREE GRADUATES BY ATTRIBUTES*



- Language Proficiency
- ◆ Numerical Competency
- Information Technology Literacy
- ▲ Analytical and Problem-solving Skills
- ▲ Work Attitude
- ◆ Interpersonal Skills
- Management Skills
- ◆ Technical Skills required for the Job
- Knowledge of Current Affairs and Business Issues, Self-learning Ability and Self-esteem

3.4 Satisfaction with the Overall Performance of the 2010 First Degree Graduates

3.4.1 72% of employers were satisfied with the overall performance of 2010 graduates. This figure was slightly higher than that reported in the 2006 survey (69%) and was the highest amongst the five surveys in the last 11 years. (Table 8)

Table 8. SATISFACTION WITH OVERALL PERFORMANCE OF FIRST DEGREE GRADUATES BY YEARS OF GRADUATION

	1999 Graduates	2000 Graduates	2003 Graduates	2006 Graduates	2010 Graduates
Overall Performance	%	%	%	%	%
Very Satisfied	13	16	18	19	18
Quite Satisfied	56	52	53	50	55
Average	24	26	25	26	23
Quite Dissatisfied	5	5	3	4	3
Very Dissatisfied	1	1	1	*	1
No Comment	-	-	-	-	*
Total	100	100	100	100	100

Note:

* : denotes less than 0.5%

Readers should take caution that the coverage of the surveys on graduates of previous years was different from surveys on 2010 graduates (see paragraphs 1.1.2 and 1.1.3 above). Hence, the satisfaction levels of previous years were presented here for reference only and not recommended for direct comparison.

3.5 Suggested Improvements

3.5.1 Various measures were listed in the questionnaire for the employers to indicate their agreement.

3.5.2 At least half of employers opined that universities should enhance the relevance and quality of the undergraduate programmes through different measures. Amongst employers who agreed with the improvement measures of “arranging internship programmes in collaboration with companies/organizations for students”, “arranging pre-employment training/ workshop in collaboration with companies / organizations for graduates” and “involving employers in curriculum development”, 54%, 45% and 39% respectively expressed willingness to participate in such measures. (Table 9)

Table 9. INVOLVEMENT IN IMPROVEMENT MEASURES FOR 2010 FIRST DEGREE EMPLOYERS

Improvement Measures	Whether willing to be involved		
	Yes	No	Don't know/ Not sure
	%	%	%
Involving employers in curriculum development	39	11	50
Arranging internship programmes in collaboration with companies/organizations for students	54	7	39
Arranging pre-employment training / workshop in collaboration with companies/ organizations for graduates	45	9	46

3.5.3 Of the 1 578 returned questionnaires, 554 (35%) gave further suggestions for improving the performance of first degree graduates in general. Among the respondents, 22% suggested further enhancement on Work Attitude, followed by 19% on Language Abilities, and 15% on Interpersonal and Management Skills.

Table 10. OTHER SUGGESTED IMPROVEMENTS FROM 2010 FIRST DEGREE EMPLOYERS

Major aspect	% of returned questionnaires with comments #
Language abilities	19
Numerical and information technology literacy	9
Work attitude	22
Inter-personal and management skills	15
Technical knowledge	11
Others	7

Note: # The number of returned questionnaires with comments as a percentage of the total number of returned questionnaires (i.e. 1 578)

3.5.4 As regards work attitude, most comments were related to willingness to take responsibilities, making commitment, being more enthusiastic about their work and taking more initiative at work. In addition, graduates should have positive thinking and show improvement in punctuality and office manner.

3.5.5 Respondents usually commented graduates' language abilities on their communication and writing skills (in particular commercial correspondence and letters).

3.5.6 For the improvement of inter-personal and management skills, some respondents reckoned that graduates should be open to criticism and advice from colleagues. It was also suggested that they should enhance their team spirit.

3.5.7 Apart from the above specific aspects, some respondents commented that the graduates should have more common sense and knowledge of current affairs.

3.5.8 The suggested ways to improve the various aspects were quite similar, including:

- i. Introducing mentorship scheme / workshops / training scheme to enhance graduates' knowledge about work environment;
- ii. Arranging attachments to training programmes in large companies / organizations graduates to gain work experience;
- iii. Providing more opportunities in practical skills, such as speeches / presentations / business writings;
- iv. Providing support to family guidance by institutions;
- v. Promoting contact with the outside world, current affairs and updated professional knowledge; and
- vi. Introducing test on their ability before graduation.

Annex 1: Questionnaire



Education Bureau
The Government of the Hong Kong Special Administrative Region

J7465 Employer Survey 2011 - FD - ENQvFinal

Survey on Opinions of Employers on Performance of First Degree Graduates in Year 2010 – Main Questionnaire	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 No <input type="checkbox"/> 2
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
S3.	Present position in company or position before leaving company	
S4.	Whether a bachelor degree is the minimum qualification required for the position	Yes <input type="checkbox"/> 1 No <input type="checkbox"/> 2

		Institution from which he/ she graduated		
S8b	City University of Hong Kong..... <input type="checkbox"/> 1	The Hong Kong Institute of Education..... <input type="checkbox"/> 5	The Open University of Hong Kong <input type="checkbox"/> 9	
	Hong Kong Baptist University..... <input type="checkbox"/> 2	The Hong Kong Polytechnic University <input type="checkbox"/> 6	Hong Kong Shue Yan University <input type="checkbox"/> 10	
	Lingnan University <input type="checkbox"/> 3	The Hong Kong University of Science and Technology..... <input type="checkbox"/> 7	Chu Hai College of Higher Education <input type="checkbox"/> 11	
	The Chinese University of Hong Kong <input type="checkbox"/> 4	The University of Hong Kong <input type="checkbox"/> 8	The Hong Kong Academy for Performing Arts..... <input type="checkbox"/> 12	

Please provide information about your company:

		【 Please ✓ or write down the appropriate 】		
		Industry of your company		
S9.	Government..... <input type="checkbox"/> 1	Manufacturing..... <input type="checkbox"/> 3	Wholesale, Retail & Import / Export Trades <input type="checkbox"/> 5	Financing, Insurance, Real Estate & Business Services <input type="checkbox"/> 7
	Education..... <input type="checkbox"/> 2	Construction <input type="checkbox"/> 4	Transport, Storage and Communications <input type="checkbox"/> 6	Other Community, Social & Personal Services.. <input type="checkbox"/> 8
		Number of full-time staff		
S10.	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		

Note: RESTRICTED when filled with data

EMP 9999999

Page 1 of 9



Part I(Con't) To be completed by the coordinator of this survey in your company

Please provide information about the IMMEDIATE SUPERVISOR of the sampled graduate who will be requested to answer Part II of this questionnaire: (for confirmation purpose)

Name: _____ Position: _____

Contact telephone number: _____ E-mail: _____

Part II 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).



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

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 (e.g. clear, precise, concise, logical, grammatically correct)	<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 (e.g. able to understand)	<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 (includes reading and writing skills) 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 (e.g. Japanese, Korean)	<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
A4	Overall performance in <u>Language Proficiency</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 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 applicable
B4	Overall performance in <u>Numerical Competency</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

EMP 9999999

Page 3 of 9



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

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 applicable
C5	Overall performance in <u>Information Technology Literacy</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 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
D7	Foresight (e.g. able to plan ahead/ foreseeing problems)	<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
D8	Overall performance in <u>Analytical and Problem-solving Abilities</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

EMP 9999999

Page 4 of 9



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

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 <u>Work Attitude</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 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 appli-cable
F6	Overall performance in <u>Inter-personal Skills</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

EMP 9999999

Page 5 of 9



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

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 appli-cable
G5	Overall performance in Management Skills	<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 : 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	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
H2	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
Note:		10 refers to "Always exceeds your requirement"						1 refers to "Always fails to meet your requirement"				Not appli-cable
H4	Overall performance in Technical Knowledge Required for the Job	<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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EMP 9999999

Page 6 of 9



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

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	
11	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	
12	Self-learning ability (includes 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	
13	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	
14	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	
15	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	
16	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:		10 refers to "Always exceeds your requirement"						1 refers to "Always fails to meet your requirement"					Not applicable
17	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	

OVERALL PERFORMANCE		【 Please ✓ the appropriate answer 】					
		Very Satisfied	Quite Satisfied	Average	Quite Dissatisfied	Very Dissatisfied	No Comment
J1	Are you satisfied with the <u>overall performance</u> 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 first 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

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EMP 9999999

Page 7 of 9



There have been suggestions to improve the quality of first 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
Universities to enhance the relevance and quality of the undergraduate programmes by:						
K2	Increasing the weight of general education 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 professional knowledge 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 writing assignments 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 reading load 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 internship programmes in collaboration with companies/ organizations for undergraduates	<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
K8	(i) Arranging pre-employment training / workshop in collaboration with companies/ organizations for undergraduates	<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

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EMP 9999999

Page 8 of 9



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

Please give your further suggestions, if any, for **IMPROVING** the performance of first 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	76	5 624	5 700
Number of employers with completed questionnaires returned	45	2 074	2 119
<i>Number of completed questionnaires received</i>	<i>73</i>	<i>2287</i>	<i>2 360</i>
Number of employers with no completed questionnaires returned	1	573	574
Employer refusals	10	1 502	1 512
Invalid employer cases	20	1 475	1 495
<i>Claiming not having appointed any 2010 graduates</i>	<i>20</i>	<i>1181</i>	<i>1 201</i>
<i>Contacted graduates claiming self-employed</i>	<i>0</i>	<i>88</i>	<i>88</i>
<i>2010 graduates having left with no one knowing their performance</i>	<i>0</i>	<i>114</i>	<i>114</i>
<i>Claimed company closed</i>	<i>0</i>	<i>24</i>	<i>24</i>
<i>Claimed duplicated employer</i>	<i>0</i>	<i>59</i>	<i>59</i>
<i>Unable to locate the company / organisation</i>	<i>0</i>	<i>9</i>	<i>9</i>
Response Rate	80.4%	50.0%	50.4%

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	1 578	782	2 360

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.