

Clark College *The Next Step*

Career and Technical Student
Follow-up Report

2007—2008



Career and Technical Student Follow-up Report 2007 - 2008

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Executive Summary

Each year, the Office of Planning and Effectiveness conducts a follow-up survey of students who have graduated from Clark College's career and technical programs. The follow-up study is conducted with funding from the Carl D. Perkins Act. 47% of all awards conferred by the college in 2007-08 were in the career and technical areas.

Clark College facilitates both gainful and meaningful employment for career and technical students as demonstrated in this report. A total of 151 survey respondents are included in the findings.

Highlights 2007-2008

- ◆ An average of 89% of the students feel they have accomplished their primary goal.
- ◆ 88% of the students report they were prepared or well prepared for employment by Clark College.
- ◆ 73% of the students report being currently employed with 77% of these indicating that they are employed in their field of study.
- ◆ Career and technical completions were 47% of all college completions in 2007-08.
- ◆ 50% of the students indicate they plan to return to Clark College in the future for additional classes, and 75% plan to continue their education in some way.
- ◆ The medical community employs 50% of Clark College graduates surveyed.
- ◆ Clark College, Legacy, and Southwest Washington Medical Center are the largest employers of career and technical graduates.
- ◆ 67% of the students who are employed are working in the state of Washington.
- ◆ 53% of the students who reported their wages are earning \$16.00 an hour or more, with 30% of the students earning \$18.00 an hour or more.
- ◆ The primary methods of locating a job are through networking - both personal networking and college assisted networking, along with use of the internet.
- ◆ The largest group of students (34%) was already employed with their company and did not need to search for a job.
- ◆ Of those students looking for a job, 61% located one in 3 months or less.
- ◆ Almost half of the students indicate they obtained a better job.
- ◆ 82% of the students report one or more benefits as a result of their coursework.
- ◆ Most students (76%) are satisfied or very satisfied with their current employment.

Overview

The Office of Planning and Effectiveness has conducted an annual follow-up survey of career and technical (professional/technical or vocational) students since 2002. Students who earned a degree or certificate or completed an apprenticeship are considered “graduates”. Those who earned 45 or more vocational credits and left the college before graduating are termed “leavers”. The information in this report is based on students who were graduates or leavers during 2007-2008.

Completions

Students who earn career and technical degrees comprise a significant portion of the degrees awarded by Clark College each year. With the increase in more flexible certificate options for short-term training and unique programs of study, and increased departmental certificates to prepare students for work, career and technical completions continue to total almost one-half of the degrees awarded by the college.

Completions 2007-08 Compared to 2005-06 and 2006-07

Completions	2005-06	2006-07	2007-08
Associate of Arts	527	587	628
Associate in Science - Transfer Track 1	7	7	10
Associate in Science - Transfer Track 2	34	29	28
Associate in Business	91	95	89
Associate in Pre-Nursing	0	1	0
Apprenticeship	1	0	0
Associate of Applied Science	318	330	321
Certificate, >= 90 credits	4	3	2
Certificate, 45-89 credits	121	122	141
Certificate, < 45 credits *	305	253	281
Unique Programs of Study	214	159	75
High School Completion	73	59	25
GED Certificate	181	156	161
TOTAL Completions	1,876	1,801	1,761
Percent Career and Technical	51%	48%	47%

These completions figures are updated as of Winter 2009.

Methodology

This report contains data for students who graduated or left the college during 2007-2008. Surveys were sent via email or paper to 694 students six months after they left Clark College. E-mail surveys were sent to all students with an e-mail address. After one week, paper surveys were mailed to all who had not responded via e-mail survey. A follow-up postcard was mailed two weeks later to all students who had not responded to the paper survey. The process yielded a 21% response rate. This resulted in 2 students who did not include their ID when completing the survey online so their program of study and other demographic information is not reported.

Survey Response Rates

Responses from 147 students are included in this report. The response rate for this year was 21%, a drop from previous years, and in fact the lowest response rate since we began this survey.

Survey Response Rates 2007-08 Compared to 2005-06 and 2006-07

	2005-06			2006-07			2007-08		
	Surveyed	Responded	Rate	Surveyed	Responded	Rate	Surveyed	Responded	Rate
Graduates	395	122	31%	456	131	29%	537	129	24%
Leavers	111	11	10%	147	15	10%	157	16	10%
Not reported		7			5			2	
TOTAL	506	140	28%	603	151	25%	694	147	21%

Note: totals in tables may not add to 100% due to rounding.

Primary Goal

Students were asked about their primary goal in attending Clark College. The proportion of respondents who reported they attended Clark College in order to earn a degree fell below 50%. Those working towards a certificate increased to 20% and 33% were attending Clark College to improve or gain new skills or for some other reason.

Primary Goal 2007-08 Compared to 2005-06 and 2006-07

	2005-06		2006-07		2007-08	
	#	%	#	%	#	%
Earn a certificate	25	18%	19	13%	29	20%
Earn an Associate's degree	70	50%	79	52%	65	45%
Work toward a four-year degree (no AA)	2	1%	6	4%	3	2%
Improve or gain new skills	32	23%	35	23%	32	22%
Other	11	8%	12	8%	16	11%

Other goals students cited include "Earn AA & BAS"; "Earn an Associate's degree and work toward a four year degree"; "Enter a new career"; and "To transfer to WSU-V to attain my masters."

Accomplished Primary Goal

Students were asked if they feel they accomplished their primary goal in attending Clark College. 89% of the graduates and leavers feel they have accomplished their primary goal.

Accomplished Primary Goal

	% accomplished
Earn a certificate	90%
Earn an Associate's Degree	92%
Work toward a four-year degree	50%
Improve or gain new skills	88%
Other	92%
Total	89%

Reasons students list for not feeling like they accomplished their goals include:

- ◆ First year teacher did not waive first year classes, as I have been a machinist for 35 years and don't need first year classes.
- ◆ My goal included Computer Forensics training that was discontinued
- ◆ RN program was not for me
- ◆ Still need a few academic classes
- ◆ Teacher was VERY hard to comprehend on topic, talking above our heads

Reason for Leaving College

There is no one reason students leave Clark College before completion of a degree or certificate. The biggest reasons students reported leaving are 1) received all the needed from the program and 2) personal and financial issues.

- ◆ It wasn't for me
- ◆ Lost my way, and went traveling the world!

Current or Future Educational Plans

Students were asked if they are currently pursuing or planning to pursue various educational opportunities.

Current or Future Educational Plans

	#	%
Return to Clark for an Associate's degree	25	17%
Return to Clark for college pre-requisites	9	6%
Return to Clark for job related or personal interest classes	40	27%
Attend another community college	5	3%
Transfer to a 4-year institution	31	21%
None / no response	37	25%

Half of the students indicate they plan to return to Clark College in the future for additional classes, higher than 36% the previous year. A total of 75% plan to pursue their education in some way – the highest rate of continued education since this survey began. Plans to pursue future education follow the unemployment rate. When unemployment is low, students are less likely to indicate they are planning to pursue future education. When unemployment rates are higher, the percent of students planning to pursue further education increases.

Employment

When asked about their current employment situation, only 73% of the students report being currently employed – down 13 percentage points from the previous year. Most employed respondents work full-time (68%), and 32% are employed 34 hours a week or less. This represents a loss of 10 percentage points in the full-time category from last year. An additional 12% are out of the labor force and not looking for a job -- including homemakers and retirees. 15% are unemployed and still seeking a job, up from 7% the previous year.

Employment

	#	%
Employed	107	73%
◆ Full-time	73	68%
◆ Part-time	34	32%
Out of Labor Force	17	12%
Unemployed	22	15%

The table below shows students' employment rates for 2007-08 compared with prior years. Reported employment rates have dropped, with 15% reporting unemployment and 12% out of labor force. Part-time employment made up a much larger percentage of the employed students this year. The unemployment rate, while increased from the previous two years, is similar to the rates reported by graduates from 2001-02 through 2003-04.

Employed 2007-08 Compared to 2005-06 and 2006-07

	2005-06	2006-07	2007-08
Employed	88%	86%	73%
◆ Full-time	73%	78%	68%
◆ Part-time	27%	22%	32%
Out of Labor Force	5%	7%	12%
Unemployed	7%	7%	15%

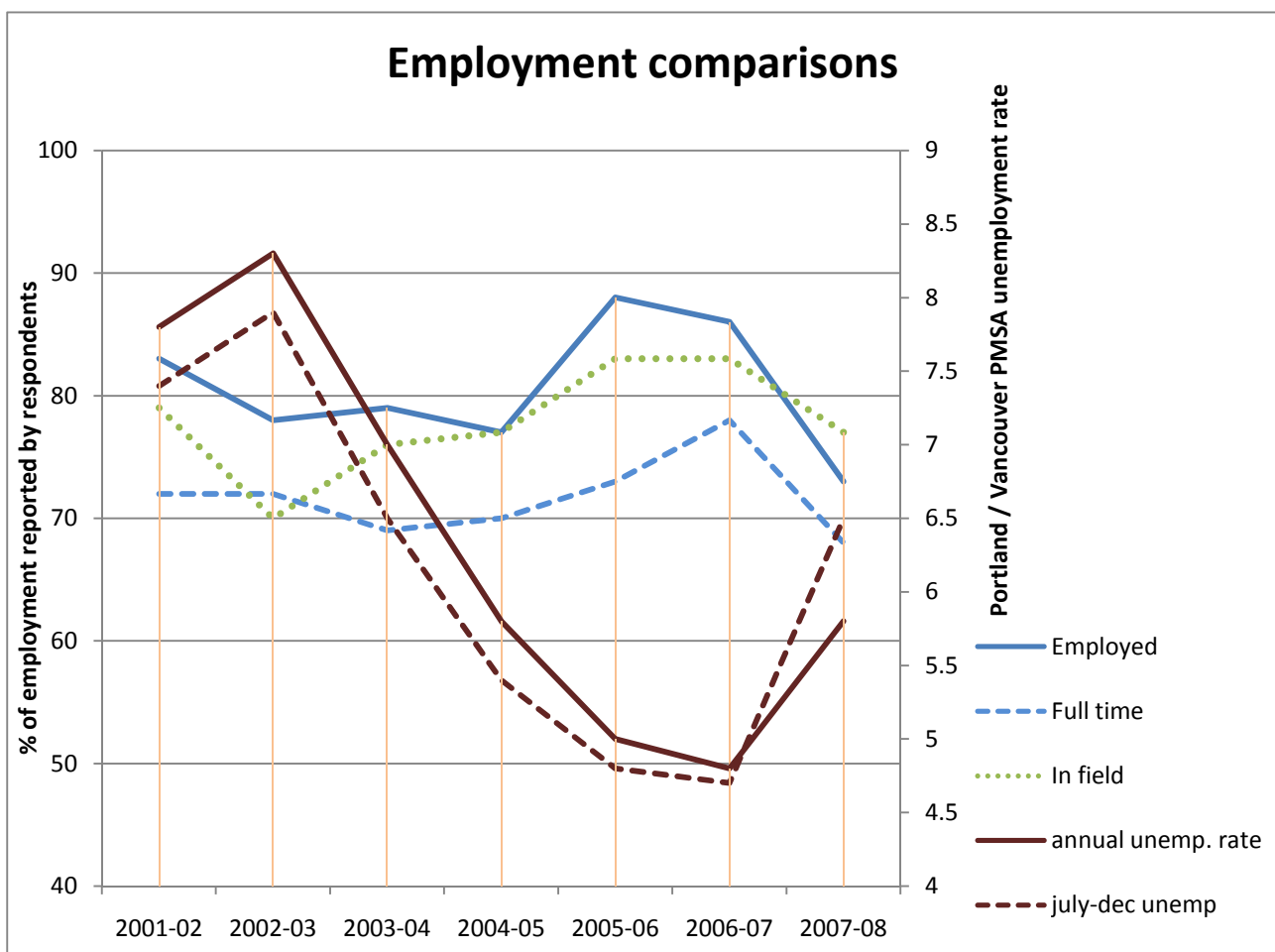
Employed in Their Field of Study

The percentage of students employed in their field of study has dropped to 77% from 83%. The primary reason for not working in their field of study is not being able to find employment in that area. Some students completed and they do not feel they have marketable skills in the area they are looking for work.

Other reasons given by the 23% who are not working in their field:

- ◆ Better wages
- ◆ Continuing education at EWU for a BSAT to graduate 2010 and then transferring to another institution for Master's in some form of research career because I am disabled and have to work from home.
- ◆ Hard to find meaningful work at age 55+
- ◆ I.T.C. at Larch CC
- ◆ Returning to school
- ◆ The job market is making it difficult to find a job since more applicants are more qualified.
- ◆ The Medical field is not for me I might go for a business degree
- ◆ Wanted to get Spanish skills due to a lot of non-native English speakers in work group.

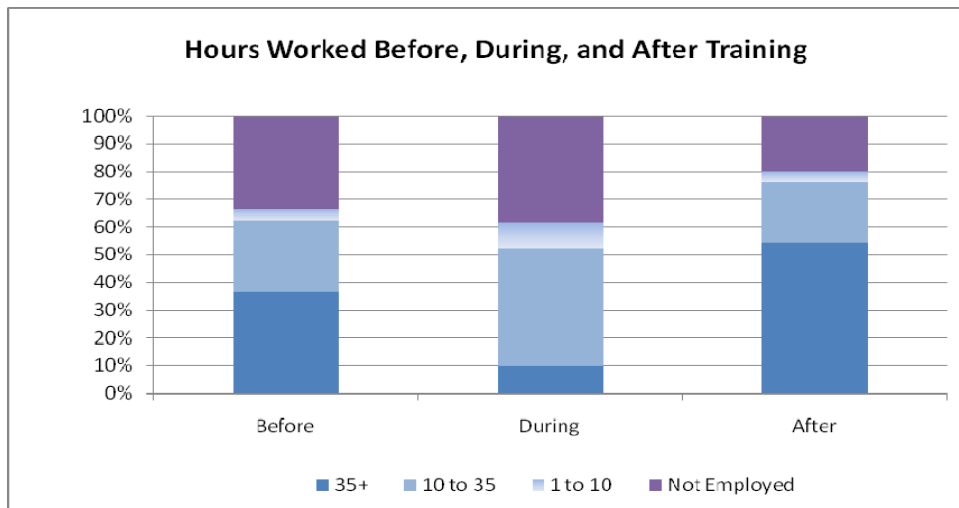
Students in the career and technical programs are impacted by the local economy. When local unemployment is high, as it was for the students completing college in 2002-03, employment is lower, as is employment in full-time positions and employment within the field. In 2005-06 and 2006-07 when regional unemployment was low a much higher percent of students were employed, employed in full-time positions and within their field. However, at least 70% of students responding are employed regardless of the unemployment rate, with more attending school or not in the labor force.



Hours Worked Before, During, and After Training

More than one third (35%) of students were already employed when they began at Clark College. 39% of the students reporting a current employment status of full-time indicate that they were already employed with the company they work for presently. 30% of the part-time employees were already employed.

For this survey period employment of more than 10 hours a week dropped from 63% to 52% - so more students were working while attending school than in the past. Full-time employment rose from 37% before to 54% after.



Top Employers

Overall, the medical organizations continue to be the largest employer of Clark College student respondents; 54 of the 108 employers reported in this surveys (50%) are medical/health related. The organization that employs the largest number of 2007-08 respondents was Clark College.

Top Employers

	# students employed
Clark College	12
Legacy	10
Southwest Washington Medical Center	8

Location of Employment

Two-thirds (67%) of the students who are employed are working in the state of Washington; 30% work in Oregon; and only 3 (3%) of the respondents are employed out of the Washington or Oregon area.

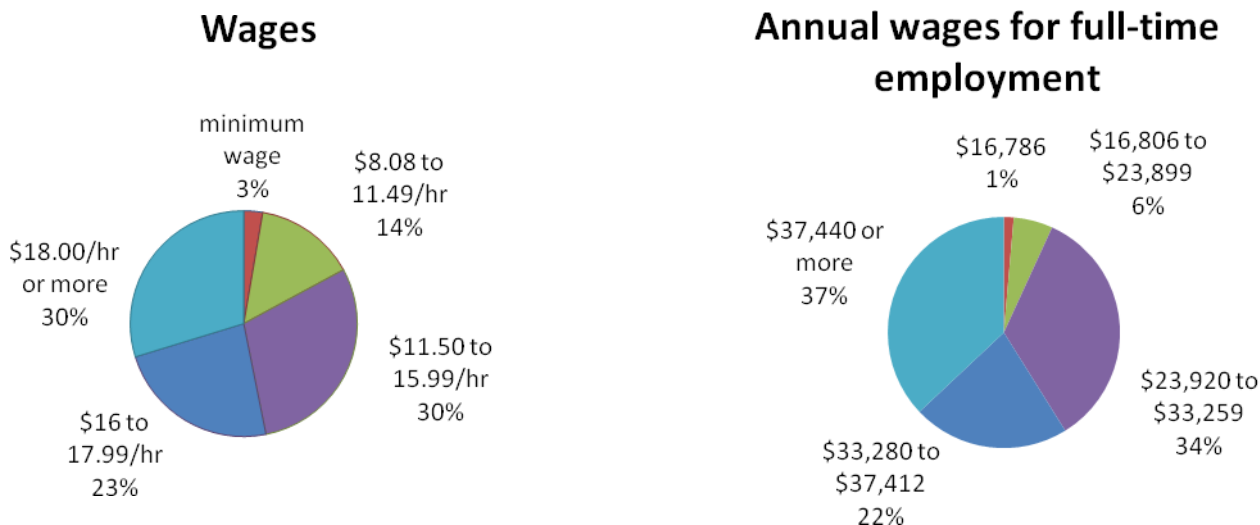
55% of the students are employed in Vancouver (the same as last year) and 21% work in Portland (a drop from 29%) – the two largest areas.

The following list includes positions held by students who work in Oregon:

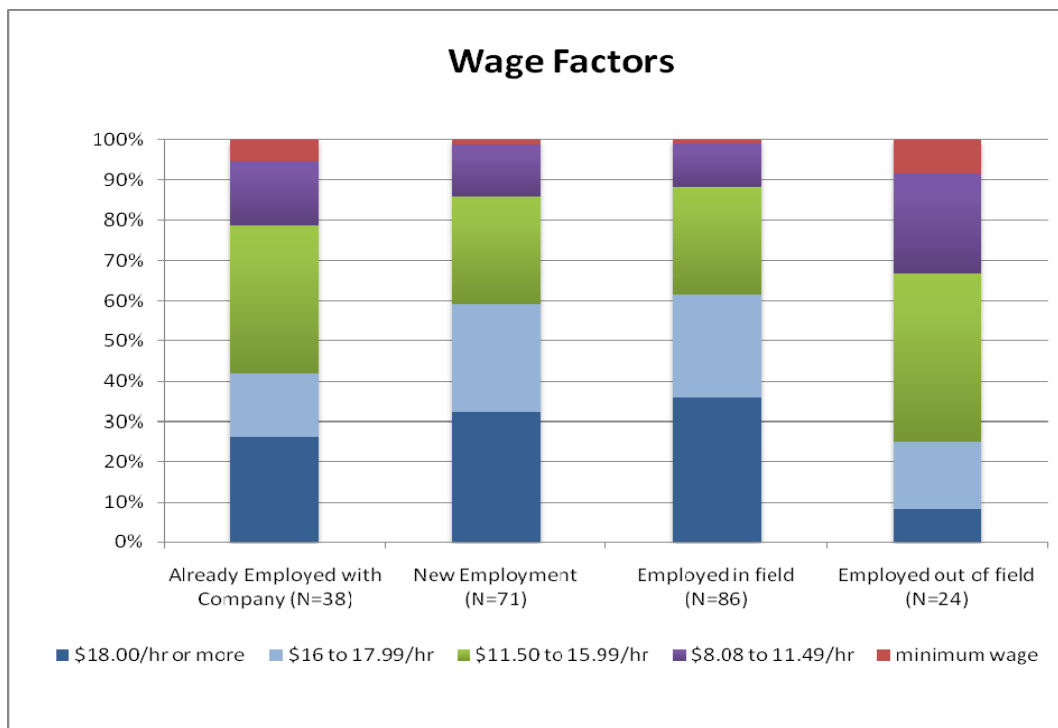
- Electrical Supervisor
- Health unit coordinator
- Homestay Interviewer
- Human Resources
- Med Trans
- Paperboy
- Pharmacy Technician
- Registered Nurse
- Registered Nurse
- Registered Nurse
- Registered Nurse- charge nurse
- Registered Nurse- contract
- Registered Nurse- Critical Care
- Registered Nurse- med/surg
- Registered Nurse- OR
- Registered Nurse--surgical services
- Route Driver/Deliver Uniforms/towels
- Security Officer
- Training Specialist Developmental Disabilities
- Unit Specialist
- Unloader
- VP Trade Connections

Wages

More than half (53%) of students who reported their wages are earning \$16.00 an hour or more. Almost a third of the students earn \$18.00 an hour or more. However, there are still 17% of the students making less than \$11.50 an hour. The Washington state minimum wage at the time of this study was \$8.07 an hour. Students employed full-time are slightly less likely to earn wages in the lower range (\$11.49 or less an hour).



Students finding new employment and those employed in the field, are more likely to \$16 an hour or more. Those student respondents not employed in their field earn the lowest wages.



Locating Current Job

On-line sources have increased as a means to locate employment. These include the use of craigslist, employer web sites, e-recruiting, employment web sites, and on-line ads for local newspapers. However, networking through friends, relatives, and other students continue as important methods of locating jobs for students. Clark College career services, instructors, and career fairs continue to serve an important role in connecting students and jobs.

Clark College internships, externships, clinical, etc. were the reason given for a number of positions – especially within the medical field. The following positions were attained through these methods:

Clark College TLC – Tech Assistant
Columbia River MH – RN
Family Medicine of Southwest – medical position
Legacy – RN (2)
Legacy – Pharmacy Technician
Legacy – X-ray technologist
Legacy – Pharmacy
Northwest Compounders – Pharmacy Technician
Seamar Clinic – Medical Assistant
SWMC – RN Oncology
SWMC – RN
Woodland School District – Systems Administrator
YMCA – Personal Trainer

Length of Time to Employment

One third (34%) of students were already employed with their company and did not need to look for a job. Of those looking for a job, 61% were employed in 3 months or less; this is 10 percentage points less than in 2006. One fourth (26%) of the respondents took 4 or more months to find a job.

Length of Time to Employment

	%
Already employed with the company	34%
Up to 1 month	18%
From 1 to 3 months	23%
From 4 to 6 months	11%
Over 6 months	15%

Prepared for Employment

When asked how respondents feel their education at Clark College prepared them for employment in the field of their choice, 88% of students report they were prepared or well prepared by Clark College for employment. This is a decrease from the previous year, however 6% more indicated they were well prepared. Over time the percent of students feeling not adequately prepared has remained relatively similar, but a greater percent of prepared students have shifted into the well prepared category.

Prepared for Employment

	%
Well prepared	55%
Prepared	33%
Not adequately prepared	12%

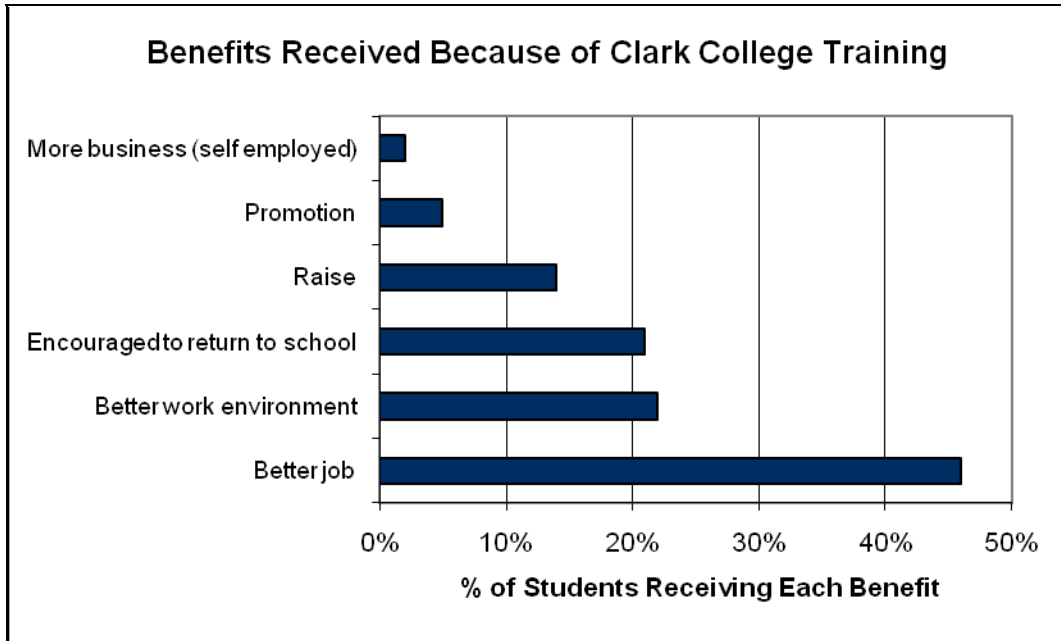
Students who indicated they were not adequately prepared had these comments:

- ◆ During the time of my training (2004-2005), the medical transcription dept was just one person teaching Med Trans I and II. She was not helpful, informative, or knowledgeable at all. When this was brought to the director's attention, I was told transcription is something one needs to individually learn on their own. I thought -- why go to school at all then? Paying all that money and not get taught properly? I can honestly say I did not learn much of medical transcription at Clark College. Those 2 courses DID NOT prepare me for the real world and I pretty much learned on the job outside of school. Thank you.
- ◆ Have not found a job. you should be telling people this instead of profiting off their need for skills. you stole my money and I still have no job and could loose my house now.
- ◆ Course [welding] needs more hands-on experience with different kinds of equipment.
- ◆ I haven't been able to find a full-time job. I'm continuing at Clark to network with people and look for work opportunities.
- ◆ It seems a shame, with my excellent employment history, that I can't find a job. Even with 200 hours of externship [electronics technology]--and the externship did not count toward experience-- people are still looking for someone with job experience, and are not willing to hire without it.
- ◆ Due to the economy I have been unable to find a job as of yet.
- ◆ I need a job that pays good... need to work with you resume group.
- ◆ I wish I would have known how little an AAS would have gotten me and just gotten my transfer degree and gone to wsu for BAT in computer science.
- ◆ [instructor] is NOT qualified to TEACH the power utility program. ... to teach students is NOT what he needs to be doing. When in lab, he would throw items on the table and tell us what he wanted done for lab. There were numerous times when he couldn't even do the lab himself. I would be really upset if I had to pay for this class myself. Get someone in there who doesn't do 9 months of Power point and not work out problems on the board that students ASK!!
- ◆ After having tried and failed to find a job in medical transcription, I feel that Clark college's program in medical transcription is not adequate and should be discontinued.
- ◆ Business will be my course in life. I will continue my course work for an AA in the future and go from there
- ◆ I am currently attending classes at PCC because the Horticulture Education at Clark is a joke.

- ◆ People should be encourage to research their field of choice before they dive in. I did not realize RN nursing was not for me until I completed a year of the program. It has taken a toll on my mental health. I am unsure about my career choices at this point.

Benefits Received Because of Clark College Training

Students were asked to indicate the benefits they received as a result of their training at Clark College. Almost half of the students indicate they obtained a better job. Better work environment and encouraged to return to school are next in order of benefits. 82% of the students report one or more benefits as a result of their coursework.

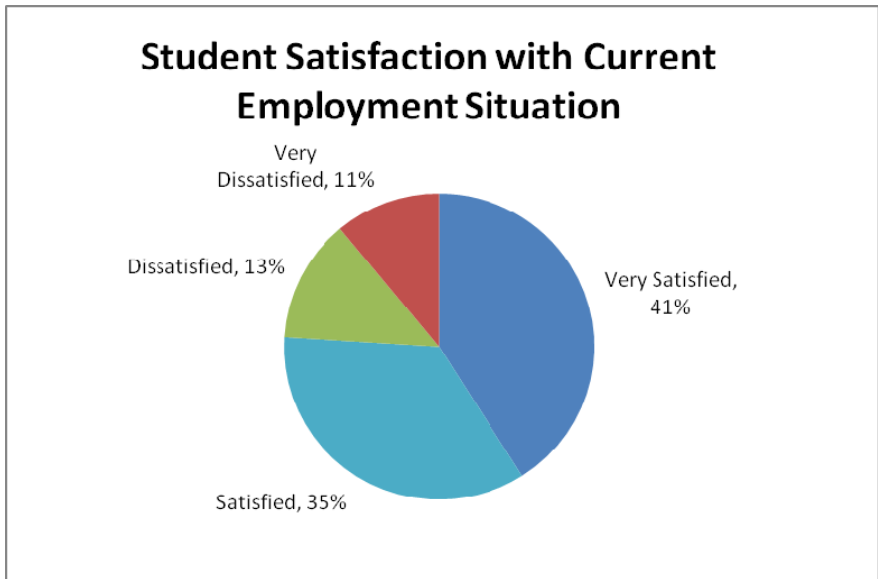


Other benefits reported:

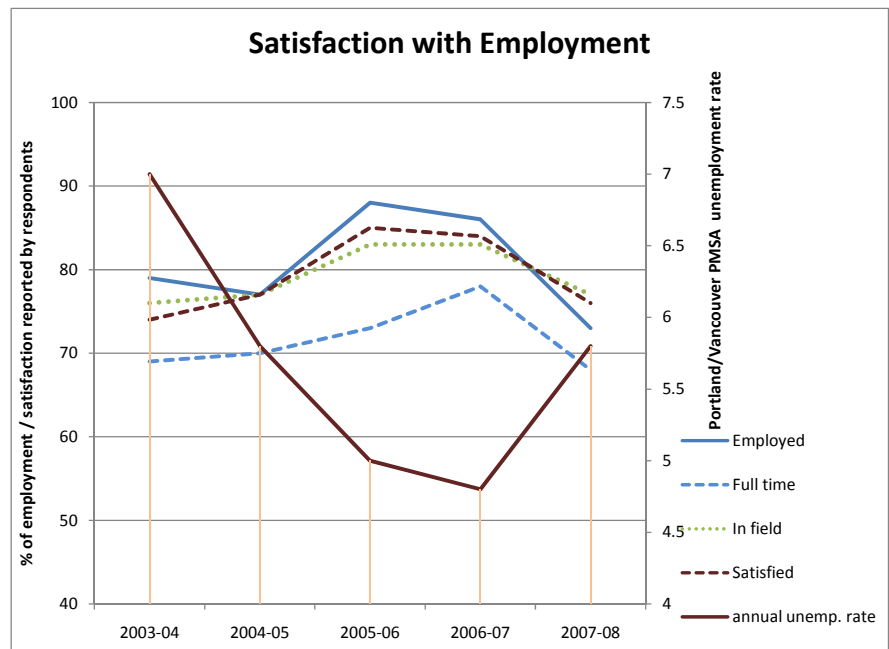
- ◆ Achieved a goal
- ◆ Became employed in the field I wanted
- ◆ Changed careers
- ◆ Healthcare benefit, retirement
- ◆ Meet and network with people of similar interest
- ◆ My clients are very satisfied with my training
- ◆ Helped me get into the Construction Management program at CWU

Student Satisfaction with Current Employment Situation

Finally, students were asked how satisfied they are in their current employment situation. Three quarters (76%) of respondents are satisfied or very satisfied with their current employment situation.



Respondent satisfaction with current job situation follows the same trend as employment, full-time employment, and employment in the field. As unemployment rises there is a decrease in satisfaction levels.



Conclusions

- ◆ More career and technical students are looking for 4-year degrees. 30% of the respondents indicated an interest in transferring, (about one-third are nursing students.)
- ◆ Less than 50% of the students have a goal of an Associate's degree. We must train students with skills they need outside of lengthy programs.
- ◆ On average about 8% of the career and technical students are not in the workforce, or looking to be in the workforce.
- ◆ Students need transferable skills, not just those specific to one occupation. This is especially true when unemployment is high and students need to be versatile if they want to find employment.

Please check the box of the response that best answers the question.

1. What was your **primary goal** in attending Clark College?

- a. Improve or gain new skills
- b. Earn a certificate
- c. Earn an associate's degree
- d. Work toward a four-year degree (transfer with no associate's degree)
- e. Other _____

2. Do you feel you **accomplished** your primary goal in attending Clark College?

- a. Yes
- b. No, please explain _____

3. If you **left** Clark College prior to receiving a degree or certificate, why did you leave? (check the **primary reason**)

- a. Had received all I needed from the program
- b. Found a job
- c. Classes/curriculum at Clark College (did not like, did not meet my needs, etc.)
- d. Class schedule did not fit my schedule
- e. Financial or financial aid reasons
- f. Personal (child care, transportation issues, family, medical, moved, etc.)
- g. Other (please state) _____

4. Are you currently or do you plan to:

- a. Return to Clark for an Associate's Degree
- b. Attend another community college
- c. Transfer to a 4-year institution
- d. Return to Clark for college prerequisites
- e. Return to Clark College for job related or personal interest classes

5. What is your **current** employment status?

- a. Employed 35 hours or more per week
- b. Employed 1-34 hours/week
- c. Not working & not seeking a job (at home, retired, full time school, volunteer, etc.)
- d. Unemployed, but seeking a job (*skip to #9*)

6. Please complete for your **current position**:

Name of Organization/Employer

(indicate if self-employed)

_____ City _____ State

Position Title / Description

7. Please state the approximate **hourly wage** for your current position:

- a. \$8.00 / hr. or less
- b. \$8.01 to \$11.49 / hr.
- c. \$11.50 to \$15.99 / hr.
- d. \$16.00 / hr. or more

8. Is this position in your field of study?

- a. Yes
- b. No

9. If you are currently working in a job or attending school in a field that is **not** related to your coursework at Clark College, please explain why.

10. Please check your work status for each time period.

	35+ hrs/wk	10-35 hrs/wk	1-10 hrs/wk	Not Employed
a. Before entering the program				
b. While in the program				
c. Since leaving the program				

11. After leaving Clark College how long did it take you to find a job?

- a. Already employed with company
- b. Up to 1 month
- c. From 1-3 months
- d. From 4-6 months
- e. Over 6 months

12. How did you locate your job?

13. How well do you feel your education at Clark College **prepared you** for employment in the field of your choice?

- a. Well prepared
- b. Prepared
- c. Not adequately prepared

14. What **benefits** have you received as a result of your coursework at Clark College? (check all that apply)

- a. Received a raise
- b. Received a promotion
- c. Obtained a better job
- d. Moved to a better work environment
- e. More business (if self employed)
- f. Encouraged to return to school
- g. Other _____

15. How **satisfied** are you with your current employment situation? (whether employed or not)

- a. Very satisfied
- b. Satisfied
- c. Dissatisfied
- d. Very dissatisfied

Additional Comments:

Appendix A

Three Year Group and Program Data

Rolling Three Year Data by Programs and Program Groups

2004-05 and 2005-06 and 2006-07 Survey Respondents N = 446

Program groups were created as a way to analyze data for similar programs and to build sufficient numbers to make data meaningful. Grouping three years' data together yields a total of 446 respondents. Even with three years' data many programs do not have enough respondents to make analysis at the program level meaningful. The following chart shows in tan color the 18 groupings which have been agreed upon for this report, and the programs they include.

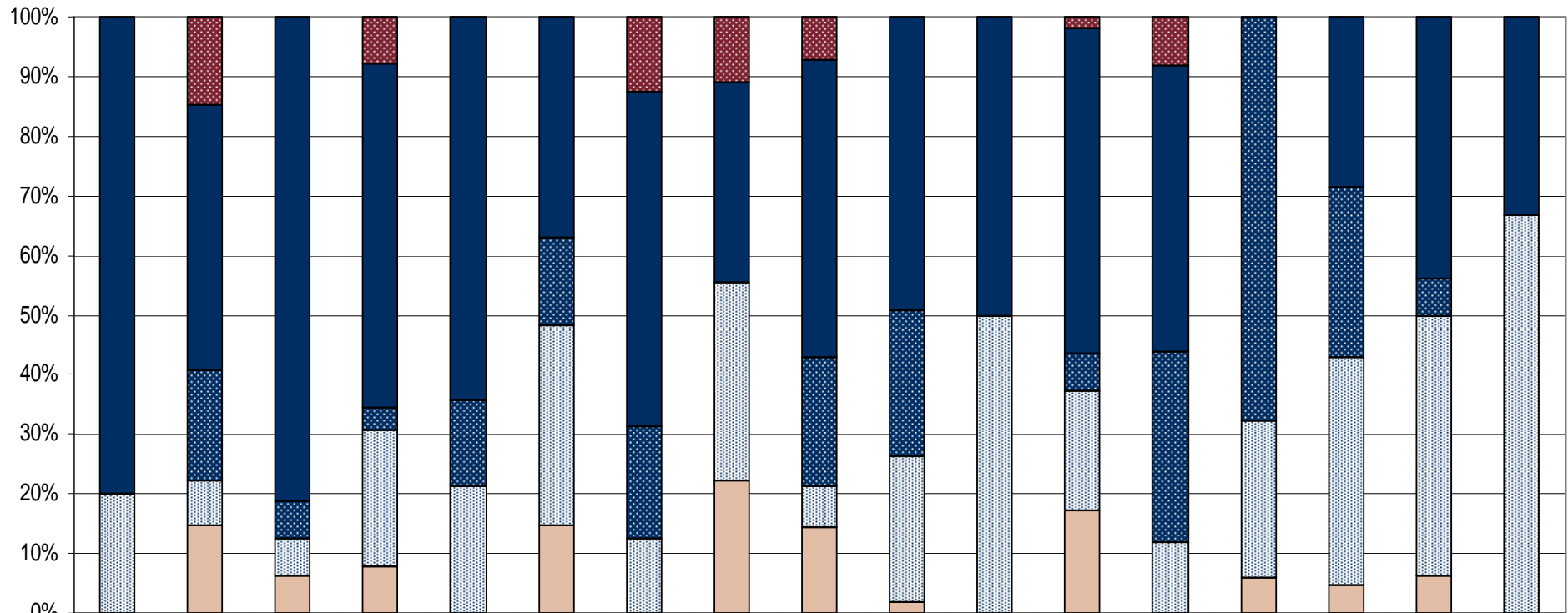
Program Group with Programs Included	# surveys
Agriculture - Horticulture	5
Agriculture - Horticulture	2
Landscape Technology	3
Applied Technology	27
Computer Aided Design and Drafting	2
Construction Technology	2
Electronic Technology	4
Electronic Technology - Basic Computer Hardware	4
Electronic Technology - Basic Electronics	3
Machining Technology	4
Manufacturing Systems Maintenance Technology	5
Power Utilities Technology	3
Business	32
Accounting	14
Accounting Clerk	2
Business Administration	4
Management I	2
Marketing	4
Supervisory Management	6
Computer Technology	26
Computer Network Administrator	19
Data Networks / Telecommunication Technology	5
Software Solutions Development	2
Culinary Arts	14
Bakery Management	5
Cooking / Restaurant Management	5
Restaurant Management	4

Program Group with Programs Included	# surveys
Dental Hygiene	27
Early Childhood Education	16
Early Childhood Education	12
ECE - Infants and Toddlers	1
ECE - School Age	3
Graphics	9
Graphic Communications	6
Graphic Communications - Web & Multimedia	3
Health Related	14
Addiction Counselor Education	6
Emergency Medical Technician - Basic	4
Fitness Trainer	3
Paramedicine	1
Medical Office BTEC	57
Clinical Office Assistant	1
Medical Assistant	27
Medical Billing / Coding Specialist	12
Medical Office Specialist	13
Medical Receptionist	2
Medical Transcriptionist	2
Microcomputer Specialist	6
Nursing	99
Paralegal	25
Legal Administrative Assistant	3
Paralegal	22
Pharmacy Technology	34

Appendix A – Three Year Rolling Data 2004-05, 2005-06, 2006-07

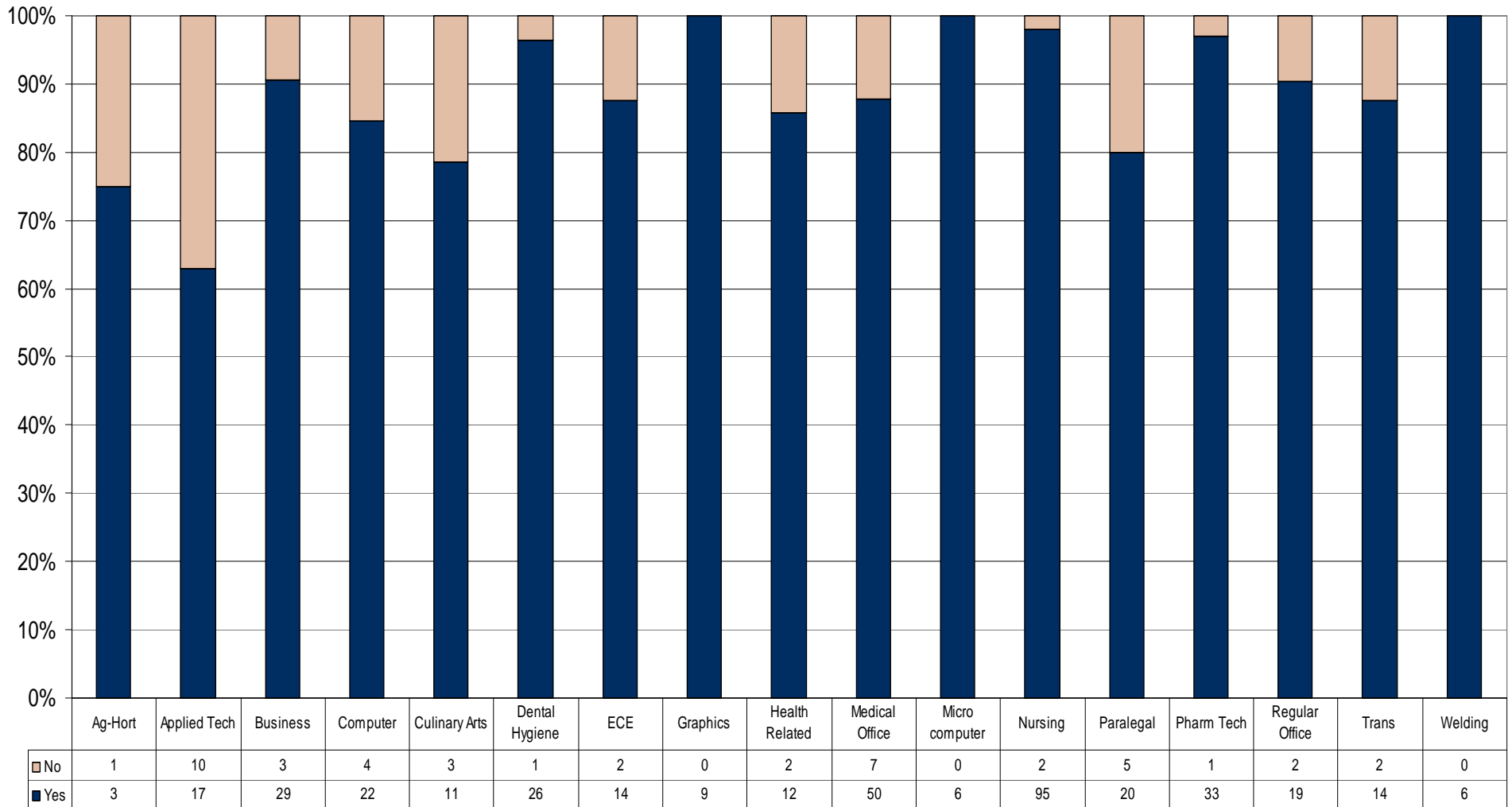
Program Group with Programs Included	# surveys
Regular BTEC	21
Administrative Assistant	7
Business Software Application Specialist	3
Microsoft Office Specialist Level I - Larch	2
Microsoft Office Specialist Level II - Larch	1
Office Assistant	3
Office Software Applications	2
Office Support Specialist	2
Receptionist	1
Transportation	16
Automotive Technology	8
Diesel Technology	8
Welding	6
Welding Tech - Basic Wirefeed/TIG/Oxyfuel	3
Welding Technology	3

Primary Goal in Attending Clark College

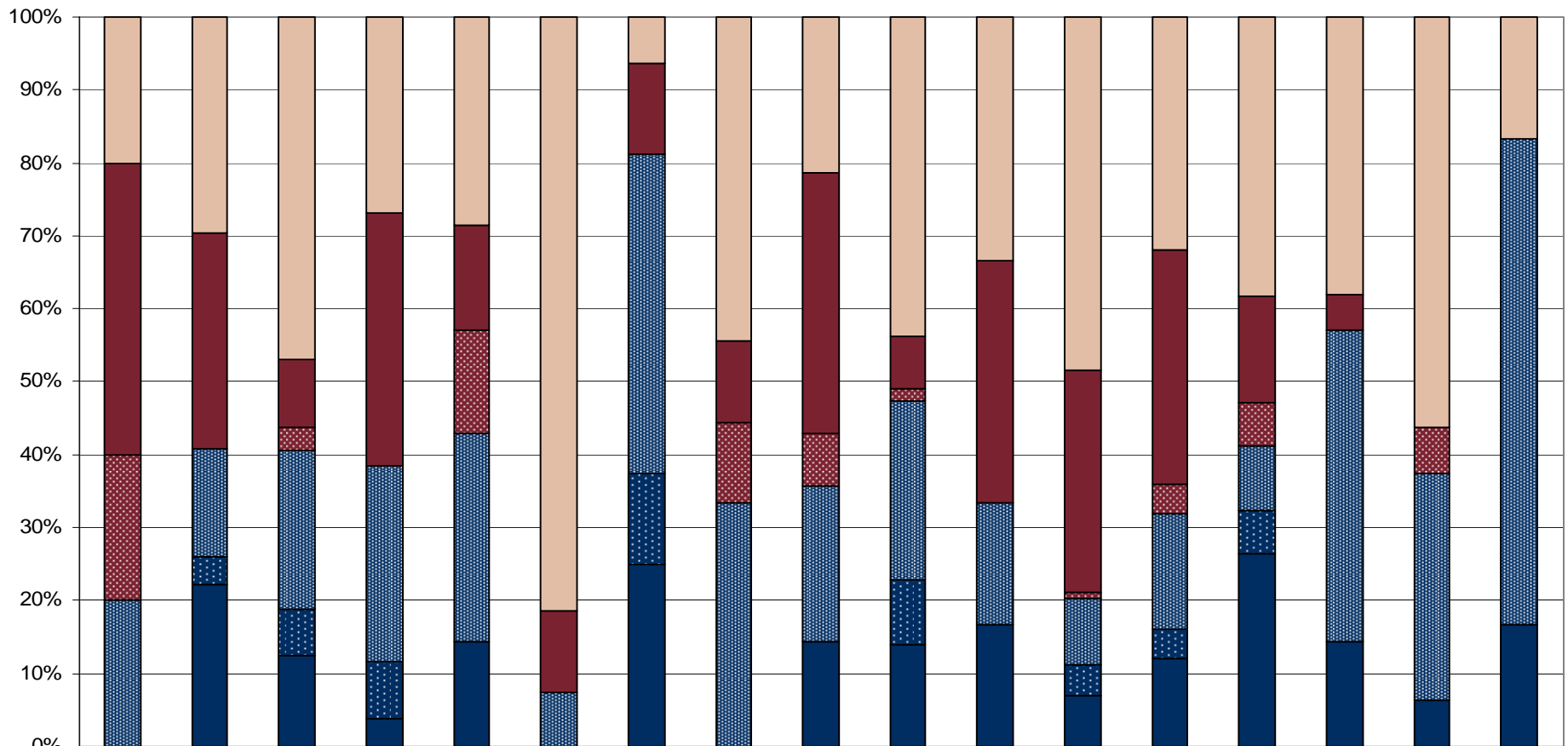


	Ag-Hort	Applied Tech	Business	Computer	Culinary Arts	Dental Hygiene	ECE	Graphics	Health Related	Medical Office	Micro computer	Nursing	Paralegal	Pharm Tech	Regular Office	Trans	Welding
■ Four-year	0	4	0	2	0	0	2	1	1	0	0	2	2	0	0	0	0
■ Degree	4	12	26	15	9	10	9	3	7	28	3	54	12	0	6	7	2
■ Cert	0	5	2	1	2	4	3	0	3	14	0	6	8	23	6	1	0
■ Skills	1	2	2	6	3	9	2	3	1	14	3	20	3	9	8	7	4
■ Other	0	4	2	2	0	4	0	2	2	1	0	17	0	2	1	1	0

Accomplished Primary Goal

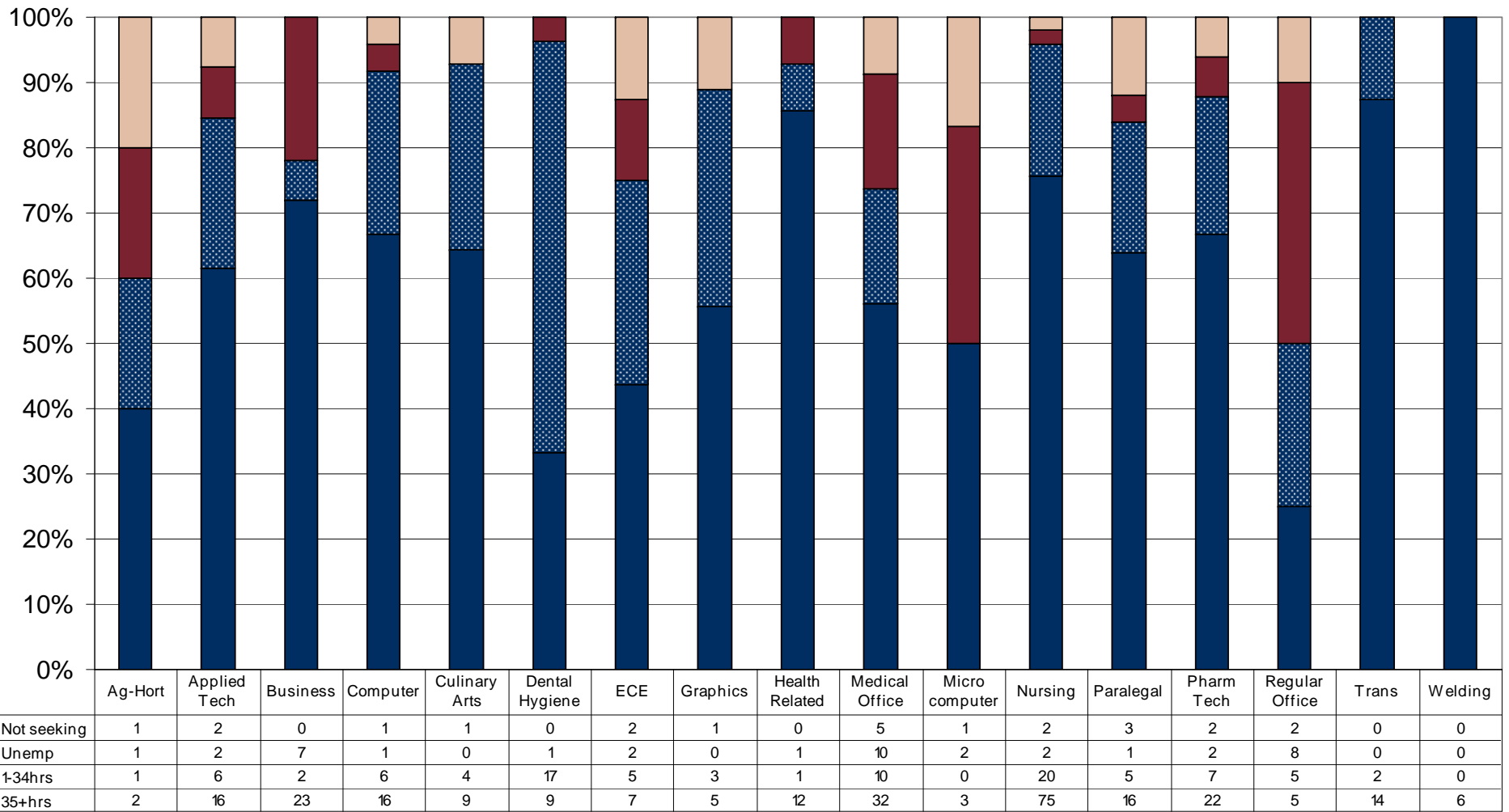


Education Plan - Current or Future

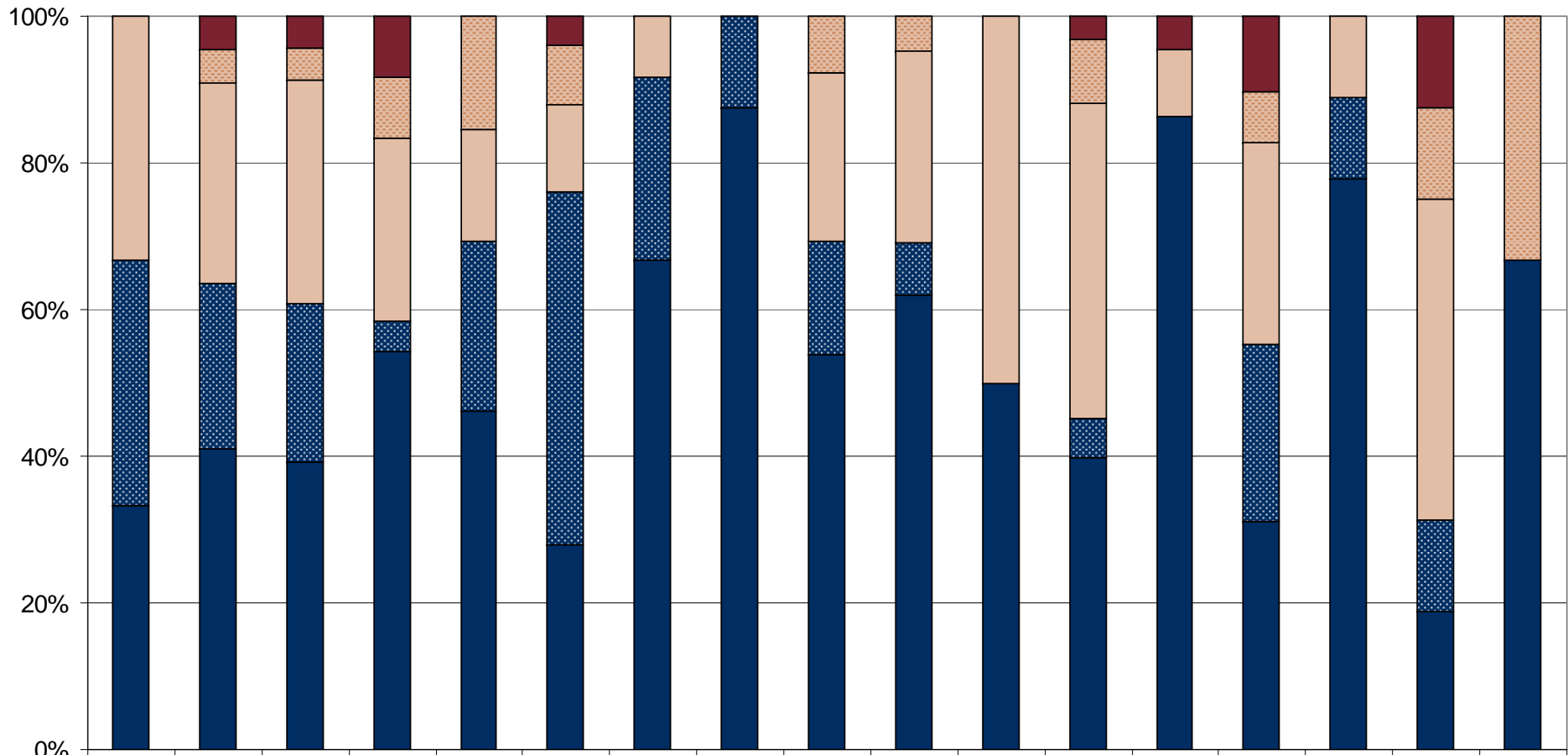


	Ag-Hort	Applied Tech	Business	Computer	Culinary Arts	Dental Hygiene	ECE	Graphics	Health Related	Medical Office	Micro computer	Nursing	Paralegal	PharmTech	Regular Office	Trans	Welding
None	1	8	15	7	4	22	1	4	3	25	2	48	8	13	8	9	1
4-year	2	8	3	9	2	3	2	1	5	4	2	30	8	5	1	0	0
Other CTC	1	0	1	0	2	0	0	1	1	1	0	1	1	2	0	1	0
Clark-other	1	4	7	7	4	2	7	3	3	14	1	9	4	3	9	5	4
Clark-prereq	0	1	2	2	0	0	2	0	0	5	0	4	1	2	0	0	0
Clark AA degree	0	6	4	1	2	0	4	0	2	8	1	7	3	9	3	1	1

Current Employment

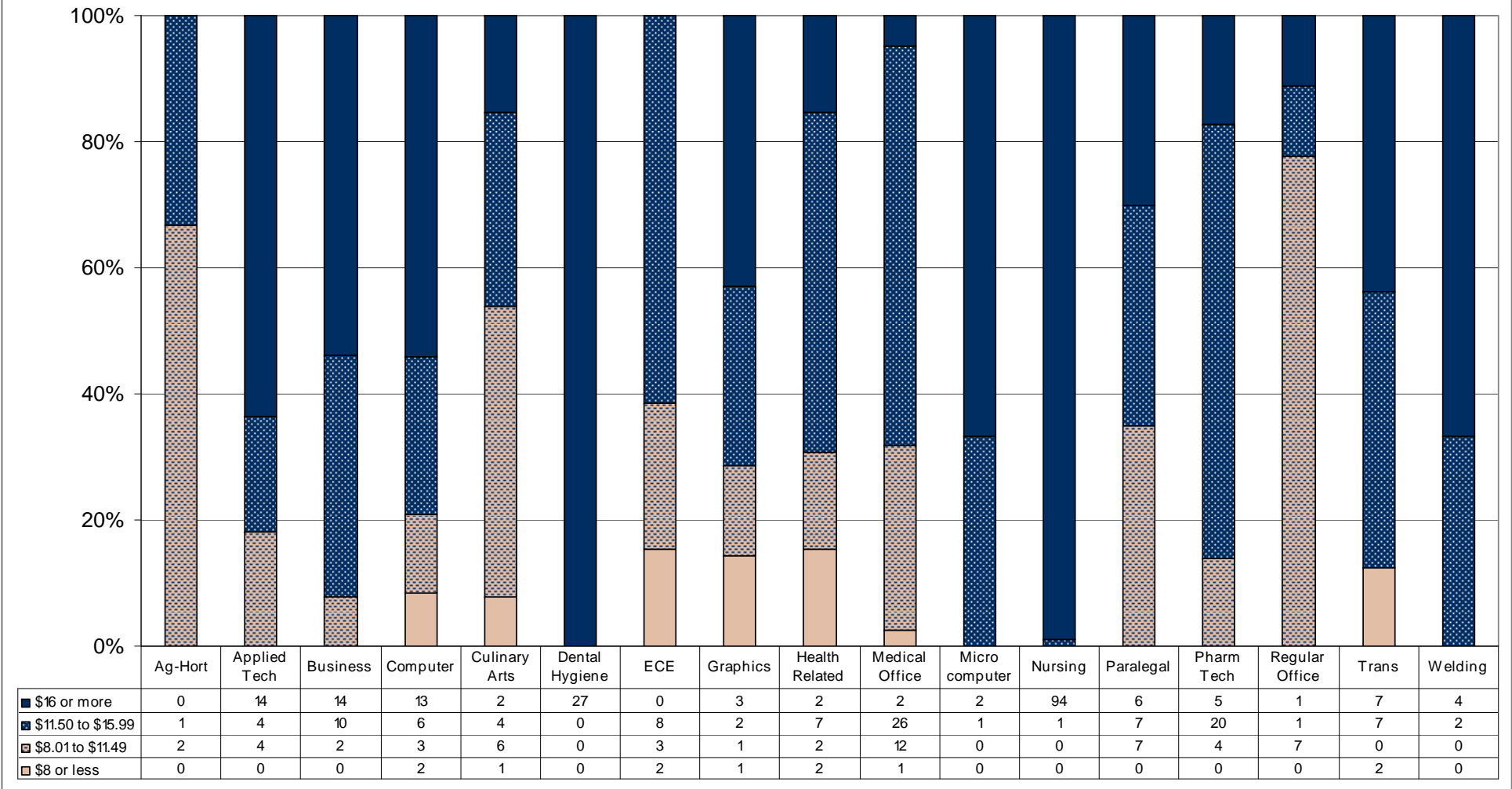


Location of Employment

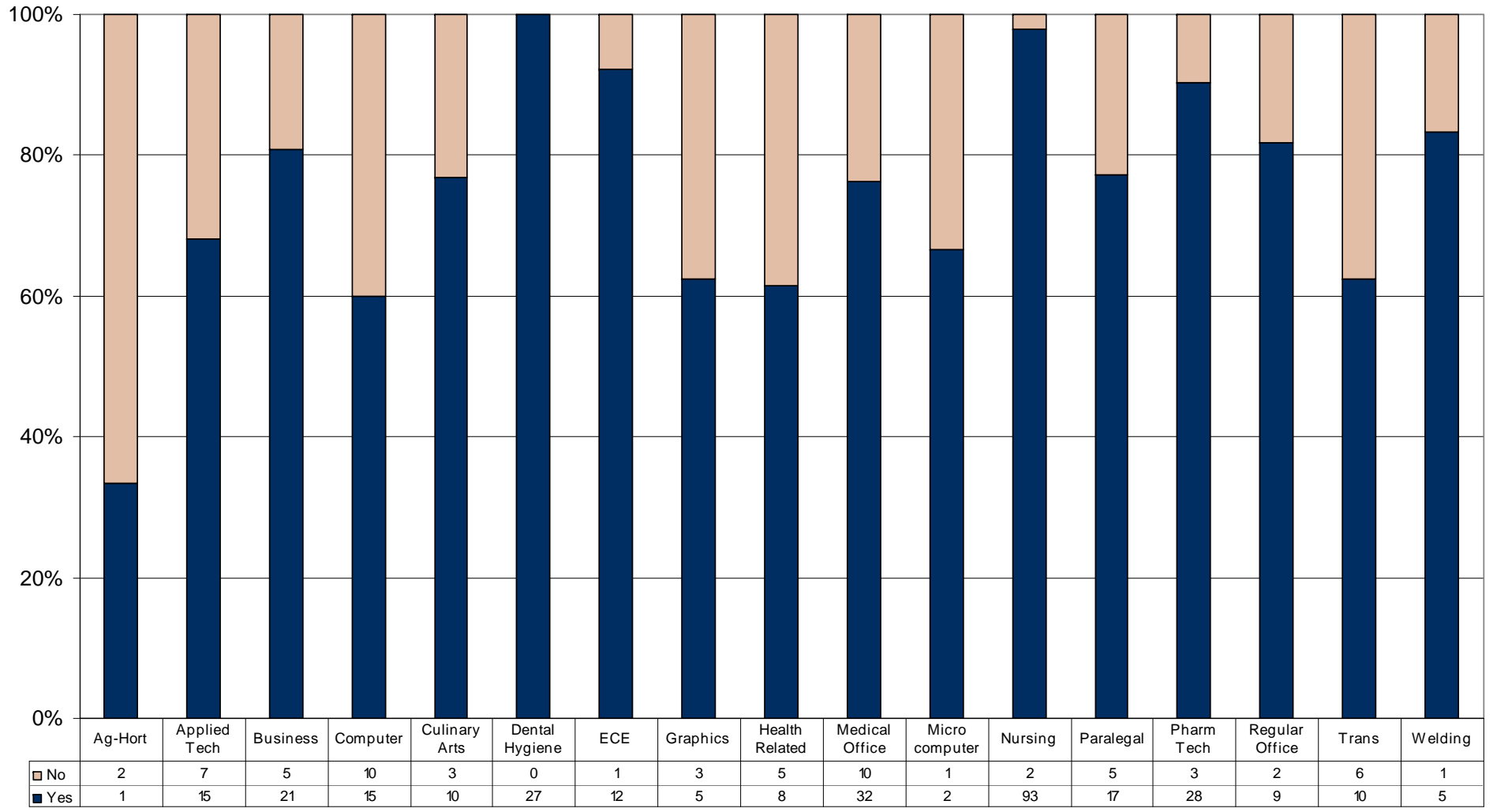


	Ag- Hort	Applied Tech	Business	Computer	Culinary Arts	Dental Hygiene	ECE	Graphics	Health Related	Medical Office	Micro computer	Nursing	Paralegal	Pharm Tech	Regular Office	Trans	Welding
■ Out of WA/OR	0	1	1	2	0	1	0	0	0	0	0	3	1	3	0	2	0
■ Other OR	0	1	1	2	2	2	0	0	1	2	0	8	0	2	0	2	2
■ Portland	1	6	7	6	2	3	1	0	3	11	1	40	2	8	1	7	0
■ Other WA	1	5	5	1	3	12	3	1	2	3	0	5	0	7	1	2	0
■ Vancouver	1	9	9	13	6	7	8	7	7	26	1	37	19	9	7	3	4

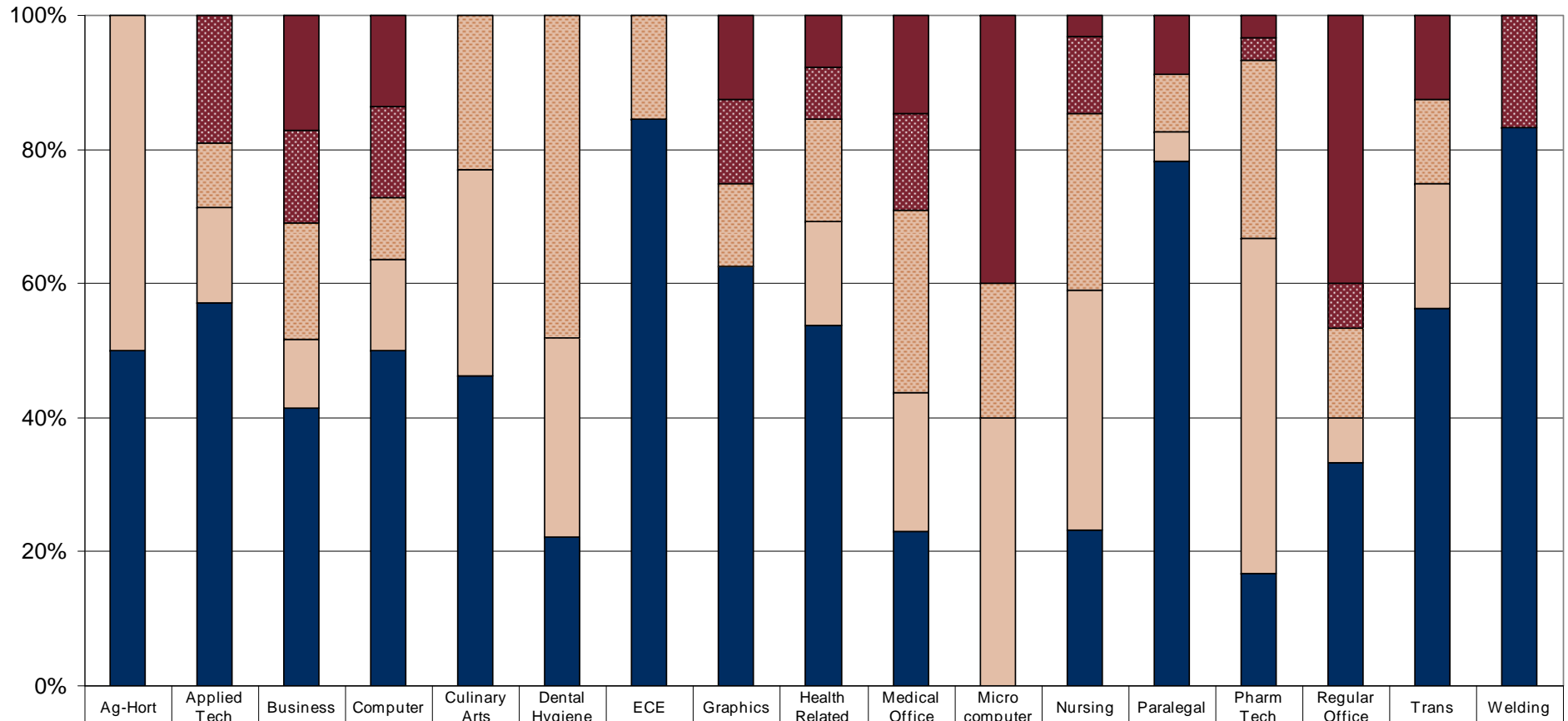
Hourly Wage



Position is in Field of Study

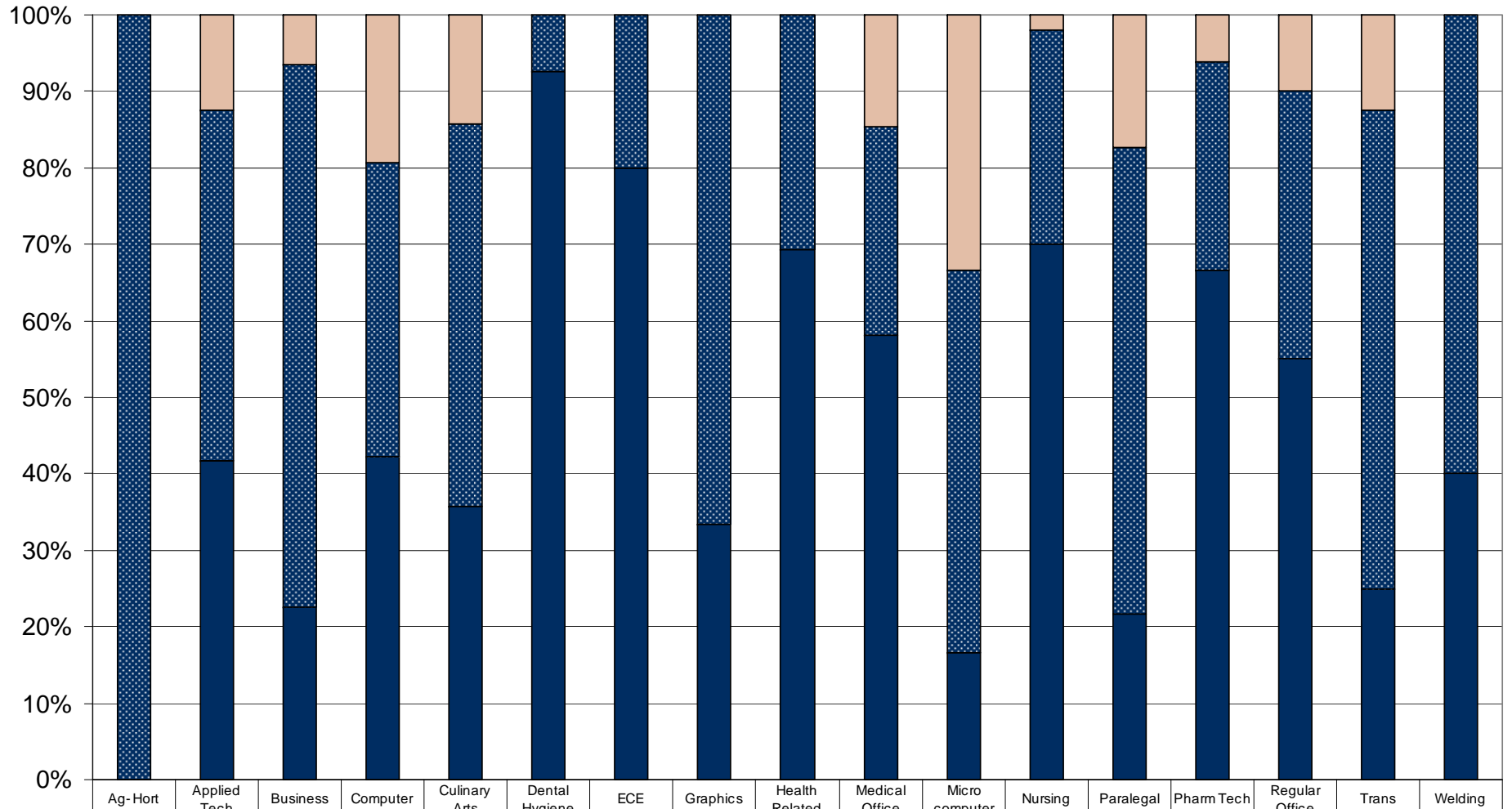


Length of time to Locate Employment



	Ag-Hort	Applied Tech	Business	Computer	Culinary Arts	Dental Hygiene	ECE	Graphics	Health Related	Medical Office	Micro computer	Nursing	Paralegal	Pharm Tech	Regular Office	Trans	Welding
Over 6 mo	0	0	5	3	0	0	0	1	1	7	2	3	2	1	6	2	0
4 to 6 mo	0	4	4	3	0	0	0	1	1	7	0	11	0	1	1	0	1
1 to 3 mo	0	2	5	2	3	13	2	1	2	13	1	25	2	8	2	2	0
1mo	2	3	3	3	4	8	0	0	2	10	2	34	1	15	1	3	0
Already emp.	2	12	12	11	6	6	11	5	7	11	0	22	18	5	5	9	5

Prepared for Employment



Not adequately prep.	0	3	2	5	2	0	0	0	0	8	2	2	4	2	2	2	0
Prepared	4	11	22	10	7	2	3	6	4	15	3	27	14	9	7	10	3
Well prepared	0	10	7	11	5	25	12	3	9	32	1	68	5	22	11	4	2

Satisfied with Current Employment Situation

