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# BRIDGE TO EXCELLENCE MASTER PLAN

## STAKEHOLDER MEETING HANDOUTS

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## Maryland and Prince George's County Public Schools Graduation Requirements for Students Entering 9<sup>th</sup> Grade in or after 2005

| SUBJECT AREA            | SPECIFIC CREDIT REQUIREMENTS  |   |
|-------------------------|---|---|
|                         | Maryland High School Graduation Requirements  | PGCPS High School Graduation Requirements   |
| English                 | 4 credits   | 4 credits   |
| Mathematics             | 3 credits <ul style="list-style-type: none"> <li>1 in Algebra/Data Analysis</li> <li>1 in Geometry</li> <li>1 elective</li> </ul>   | 3 credits <ul style="list-style-type: none"> <li>1 in Algebra/Data Analysis</li> <li>1 in Geometry</li> <li>1 additional mathematics credit</li> </ul>  |
| Science                 | 3 credits <ul style="list-style-type: none"> <li>1 in Biology</li> <li>2 additional credits with laboratory experience in earth, life, or physical science</li> </ul>   | 3 credits <ul style="list-style-type: none"> <li>1 in Biology</li> <li>2 additional credits that must include a laboratory experience in any or all of the following areas: earth science, life sciences, physical science</li> </ul>   |
| Social Science          | 3 credits <ul style="list-style-type: none"> <li>1 in U.S. History</li> <li>1 in World History</li> <li>1 in Local, State, and National Government</li> </ul>   | 3 credits <ul style="list-style-type: none"> <li>1 in U.S. History</li> <li>1 in World History</li> <li>1 in Local, State, National Government</li> </ul>   |
| Technology Education    | 1 credit  | 1 credit  |
| Health                  | ½ credit  | ½ credit  |
| Physical Education      | ½ credit  | ½ credit  |
| Fine Arts               | 1 credit  | 1 credit  |
| Other                   | 2 credits in Foreign Language <u>or</u><br>2 credits in Advanced Technology education <u>and</u><br>3 credits in electives<br><u>Or</u><br>4 credits in a Career & Technology Education (CTE) program <u>and</u><br>1 credit in an elective | 2 credits of either Foreign language or American Sign Language (class of 2008 and beyond)—(both credits must be in the same language per local requirements) <u>and</u> 3 credits in electives;<br><u>OR</u> 2 credits of Advanced Technology Education <u>and</u> 3 credits in electives;<br><u>OR</u> Complete (4-9 credits) a State-Approved Career & Technology Education (CTE) Program <u>and</u> any remaining credits in electives |
| Service Learning        | Complete 75 hours of student service <u>or</u><br>Complete a locally designed program in student service approved by the State  | The student shall complete a locally-developed, state-approved program that includes service learning infusion in designated courses, preparation, reflection, and a specified number of hours of independent service.  |
| Local Requirements      | Meet all graduation requirements imposed by your school district  | Twenty-one (21) credits are required. Per COMAR 13A.03.02.01C, PGCPS has notified MSDE that four (4) credits must be earned after completion of Grade 11.   |
| High School Assessments | Take the HSAs in English 2, Algebra, Biology, and Government, and pass all four tests.  | Take the HSAs in English 2, Algebra, Biology, and Government, and pass all four tests.  |

Source: PGCPS Administrative Procedure 6150, [www.pgcps.org/~procedur/](http://www.pgcps.org/~procedur/) page 9, and [http://www.marylandpublicschools.org/NR/rdonlyres/075539F6-8792-462A-BAB6-5074A29705A3/15560/HSA\\_and\\_Your\\_Child\\_2008.pdf](http://www.marylandpublicschools.org/NR/rdonlyres/075539F6-8792-462A-BAB6-5074A29705A3/15560/HSA_and_Your_Child_2008.pdf).

### PGCPS Graduation Rate\*: 2002-03 through 2007-08

| Annual Measurable Objective:   | 80.99%  | 80.99%  | 83.24%  | 83.24%  | 83.24%  | 85.50%  |
|--|---------|---------|---------|---------|---------|---------|
| Subgroup   | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
| All Students<br>(Counts toward AYP)  | 89.54%  | 86.72%  | 86.82%  | 86.56%  | 84.88%  | 83.09%  |
| African American   | 90.22%  | 88.25%  | 87.74%  | 87.95%  | 85.89%  | 84.96%  |
| American Indian/<br>Alaskan Native   | 81.82%  | 88.46%  | 89.13%  | 83.33%  | 85.37%  | 80.00%  |
| Asian/Pacific Islander   | 95.86%  | 90.19%  | 91.99%  | 89.58%  | 90.65%  | 87.85%  |
| Hispanic   | 82.83%  | 79.17%  | 80.44%  | 76.68%  | 76.07%  | 69.26%  |
| White<br>(Not of Hispanic Origin)  | 86.65%  | 79.67%  | 82.72%  | 82.62%  | 82.03%  | 82.17%  |
| Free/Reduced Meals (FARMS)   | 90.73%  | 90.20%  | 90.60%  | 89.22%  | 86.92%  | 86.90%  |
| Limited English Proficient (LEP)   | 97.62%  | 100.0%  | 100.0%  | ----**  | 100.0%  | 99.04%  |
| Special Education  | 95.17%  | 92.60%  | 96.08%  | 94.88%  | 91.84%  | 83.83%  |
| <b>Gender</b>  |         |         |         |         |         |         |
| Female   | 92.36%  | 90.14%  | 89.91%  | 89.78%  | 88.92%  | 86.89%  |
| Male   | 86.63%  | 83.08%  | 83.55%  | 83.22%  | 80.74%  | 79.34%  |
| <i>Source: PGCPS 2008 Bridge to Excellence Master Plan, Table 5.6, p. 568.</i>   |         |         |         |         |         |         |
| * The Graduation Rate is the percentage of students who received a Maryland high school diploma during the reported school year. <i>This is an estimated cohort rate.</i> It is calculated by dividing the number of high school graduates by the sum of the dropouts for grades 9 through 12, respectively, in consecutive years, plus the number of high school graduates. |         |         |         |         |         |         |
| ** There were no students in this category for this particular year.   |         |         |         |         |         |         |
| The shaded cells denote <i>not</i> meeting the Annual Measurable Objective.  |         |         |         |         |         |         |

### PGCPS Dropout Rate\*: 2002-03 through 2007-08

| State Satisfactory Standard:     | 3.00%   | 3.00%   | 3.00%   | 3.00%   | 3.00%   | 3.00%   |
|----------------------------------|---------|---------|---------|---------|---------|---------|
| Subgroup                         | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 |
| All Students                     | 2.34%   | 2.92%   | 3.57%   | 3.96%   | 3.82%   | 2.42%   |
| African American                 | 2.15%   | 2.76%   | 3.16%   | 3.58%   | 3.70%   | 2.22%   |
| American Indian/Alaskan Native   | 3.43%   | 3.33%   | 3.86%   | 1.90%   | 3.94%   | 2.96%   |
| Asian/Pacific Islander           | 1.56%   | 2.11%   | 2.08%   | 2.47%   | 2.45%   | 2.28%   |
| Hispanic                         | 3.74%   | 3.96%   | 7.11%   | 7.21%   | 5.07%   | 3.68%   |
| White (Not of Hispanic Origin)   | 2.99%   | 3.57%   | 3.90%   | 4.04%   | 3.67%   | 2.4%    |
| Free/Reduced Meals (FARMS)       | 1.71%   | 2.06%   | 2.26%   | 3.20%   | 3.15%   | 1.96%   |
| Limited English Proficient (LEP) | 0.00%   | 0.00%   | 0.00%   | 0.00%   | 0.40%   | 2.32%   |
| Special Education                | 0.45%   | 0.81%   | 3.54%   | 1.92%   | 1.07%   | 3.36%   |
| <b>Gender</b>                    |         |         |         |         |         |         |
| Female                           | 1.78%   | 2.24%   | 2.73%   | 3.16%   | 3.17%   | 1.85%   |
| Male                             | 2.87%   | 3.58%   | 4.39%   | 4.73%   | 4.44%   | 2.95%   |

*Source: PGCPS 2008 Bridge to Excellence Master Plan, Table 5.7, p. 568.*

Shaded cells denote *not* meeting the state satisfactory standard.

\* The number and percentage of students who leave school for any reason, except death, before graduation or completion of a Maryland approved educational program and who are not known to enroll in another school or state-approved program during the current school year. The year is defined as July through June and includes students dropping out over the summer and students dropping out of evening high school and other alternative programs. The dropout rate is computed by dividing the number of dropouts by the total number of students in grades 9 – 12.

## High School Program Completion Status by Selected Student Categories: PGCPS High School Completion: Class of 2008

| Students with Maryland High School Diploma Who Met:          | All Students |       | Special Education |       | Limited English Proficient |       | Free / Reduced Meals |       |
|--|--------------|-------|-------------------|-------|----------------------------|-------|----------------------|-------|
|  | No.          | PCT.  | No.               | PCT.  | No.                        | PCT.  | No.                  | PCT.  |
| A. University System of Maryland Course Requirements         | 4,681        | 55.3% | 121               | 16.9% | 91                         | 29.4% | 1,192                | 48.0% |
| B. Career and Technology Education Program                   | 707          | 8.4%  | 260               | 36.4% | 7                          | 2.3%  | 256                  | 10.3% |
| C. Both University System and Career/Technology Requirements | 939          | 11.1% | 24                | 3.4%  | 9                          | 2.9%  | 260                  | 10.5% |
| D. Rigorous High School Program Indicators                   | 681          | 8.0%  | 7                 | 1.0%  | 8                          | 2.6%  | 139                  | 5.6%  |
| E. One or more of Categories A, B, C, or D                   | 6,329        | 74.8% | 405               | 56.6% | 108                        | 35.0% | 1,710                | 68.9% |
| <b>Total*</b>  | 8,460        |       | 715               |       | 309                        |       | 2,481                |       |

\* Total is not the sum of categories A, B, C, and D since some students are represented in more than one category.

*Source: 2008 Maryland Report Card*

### Definitions of High School Completion Categories

High School Program Completion reflects the percentage of students completing a rigorous course of study.

**University System of Maryland Requirements** - The number and percentage of graduates who completed course requirements that would qualify them for admission to the University System of Maryland.

**Career and Technology Education Program** - The number and percentage of graduates who completed an approved Career and Technology Education program.

**Both University and Career/Technology Requirements** - The number and percentage of graduates who met both of the above requirements.

**Rigorous High School Program Indicators** - The percentage of graduates who mastered 4 of the 6 performance indicators:

- Two or more credits in the same foreign language with a grade of B or better;
- One or more credits in mathematics courses at a level higher than Algebra II and Geometry with a grade of B or better;
- Four credits of science with a grade of B or better;
- Two or more credits of approved advanced technology education with a grade of B or better;
- A score of 1,000 or higher on SAT-1 or a score of 20 or higher on ACT, or both; and
- A cumulative grade point average of 3.0 or higher on a 4.0 scale.

Course requirements for the admissions standards are set by the Board of Regents of the University System of Maryland. Ensuring the acceptability of each local system's courses by the University System of Maryland is the responsibility of the individual school systems.

*Source: 2008 Maryland Report Card*

## PGCPS DOCUMENTED DECISIONS: CLASS OF 2008

| DECISION  | NUMBER       | PERCENT      |
|---|--------------|--------------|
| Attend a four-year college                          | 3,629        | 48.9         |
| Attend a two-year college                           | 924          | 12.4         |
| Attend a specialized school or specialized training | 355          | 4.8          |
| Enter employment (related to high school program)   | 90           | 1.2          |
| Enter employment (unrelated to high school program) | 363          | 4.9          |
| Enter the military                                  | 186          | 2.5          |
| Enter full-time employment and school               | 624          | 8.4          |
| Enter part-time employment and/or school            | 979          | 13.2         |
| Other and No Response                               | 272          | 3.7          |
| <b>Total</b>  | <b>7,422</b> | <b>100.0</b> |

*Source: 2008 Maryland Report Card*

### GRADE 12 DOCUMENTED DECISIONS

The Maryland State Department of Education collects pre-graduation plans data using the High School Graduate Follow-up Questionnaire. All graduating seniors indicate their post graduation decisions within 30 days of anticipated graduation.

**College** is defined as the student's decision to attend any public or nonpublic post-secondary institution providing a two-year or four-year course of study resulting in the conferring of a degree upon successful completion of the program or course of study.

**Specialized School/Training** is defined as the student's decision to attend any public or nonpublic institution providing further training resulting in credentials or diploma upon successful completion of the program or course of study.

**Employment Related to Program** is defined as work in the area of the student's high school program.

**Employment Unrelated to Program** is defined as work in an area other than the student's high school program.

**Military** is defined as enlistment into a branch of the United States Armed Services.

**Full-time Employment and School** is defined as a student's decision to attend a two-year or four-year course of study and to work full-time in an area related or unrelated to the student's high school program.

**Part-time Employment and/or School** is defined as a student's decision to work part-time and/or attend a two-year or four-year course of study.

**Other** is defined as the student's decision to plan for something other than the above options.

The denominator is the total number of students completing the High School Graduate Follow-up Questionnaire.

## SAT PROFILE

| SAT Scores by Domain for PGCPS Students by Gender and Race/Ethnicity, 2008 |                    |                       |           |              |               |
|--|--------------------|-----------------------|-----------|--------------|---------------|
| Grouping   | No. of Test Takers | Critical Reading Mean | Math Mean | Writing Mean | Combined Mean |
| PGCPS  | 4,774              | 432                   | 420       | 431          | 1283          |
| Maryland Public Schools  | 36,368             | 490                   | 498       | 490          | 1478          |
| <b>Gender</b>  |                    |                       |           |              |               |
| Female   | 2,723              | 435                   | 413       | 441          | 1289          |
| Male   | 2,050              | 428                   | 429       | 418          | 1275          |
| <b>Racial/Ethnic Group</b>   |                    |                       |           |              |               |
| American Indian  | 13                 | 445                   | 393       | 427          | 1265          |
| Asian  | 190                | 469                   | 498       | 472          | 1439          |
| African American   | 3,684              | 419                   | 404       | 419          | 1242          |
| White  | 322                | 556                   | 549       | 544          | 1649          |
| Hispanic   | 295                | 422                   | 414       | 423          | 1259          |

*Source: College Board, District Integrated Summary 2007-2008, Prince George's County Public Schools, September 15, 2008, p. 6.*

| Combined Mean SAT Scores for Prince George's County<br>by Gender and Race/Ethnicity, 2006 through 2008 |         |         |         |
|--|---------|---------|---------|
| Grouping   | 2007-08 | 2006-07 | 2005-06 |
| PGCPS  | 1283    | 1279    | 1289    |
| Maryland Public Schools  | 1478    | 1475    | 1492    |
| <b>Gender</b>  |         |         |         |
| Female   | 1289    | 1283    | 1306    |
| Male   | 1275    | 1273    | 1282    |
| <b>Racial/Ethnic Group</b>   |         |         |         |
| American Indian  | 1265    | 1309    | 1384    |
| Asian  | 1439    | 1474    | 1432    |
| African American   | 1242    | 1235    | 1249    |
| White  | 1649    | 1625    | 1620    |
| Hispanic   | 1259    | 1270    | 1258    |

Sources: College Board, *Overview of the 2007 SAT Data for the State of Maryland*, August 28, 2007, pp. 7-8, and College Board, *District Integrated Summary 2007-2008, Prince George's County Public Schools*, September 15, 2008, p. 6.

## AP PROGRAM GOAL

Goal: Increase the number of Students taking AP courses by 10% annually

- PGCPS AP enrollment has increased by 53.1% from SY2005-06 to SY2008-09.
- PGCPS has an open door policy for AP enrollment.
- PGCPS encourages non-traditional AP students to enroll in rigorous courses.

| <b>Advanced Placement Performance and Participation<br/>Prince George's County Public Schools, SY 2007-2008</b> |                           |                            |                           |                                      |                                       |
|---|---------------------------|----------------------------|---------------------------|--------------------------------------|---------------------------------------|
| <b>Race/Ethnicity</b>   | <b>No. of Test Takers</b> | <b>Pct. of Test Takers</b> | <b>No. of Exams Taken</b> | <b>No. of Scores Between 3 and 5</b> | <b>Pct. of Scores Between 3 and 5</b> |
| American Indian   | 18                        | 0.4%                       | 26                        | 4                                    | 15.4%                                 |
| Asian   | 319                       | 6.8%                       | 658                       | 256                                  | 38.9%                                 |
| Black   | 3,035                     | 64.4%                      | 4,696                     | 752                                  | 16.0%                                 |
| Hispanic Overall  | 402                       | 8.5%                       | 678                       | 245                                  | 36.1%                                 |
| White   | 529                       | 11.2%                      | 1,088                     | 711                                  | 65.3%                                 |
| Other   | 263                       | 5.6%                       | 460                       | 149                                  | 32.4%                                 |
| No Response   | 150                       | 3.2%                       | 222                       | 37                                   | 16.7%                                 |
| <b>Total</b>  | <b>4,716</b>              | <b>100%</b>                | <b>7,828</b>              | <b>2,154</b>                         | <b>27.5%</b>                          |
| <b>Gender</b>   |                           |                            |                           |                                      |                                       |
| Females   | 2,945                     | 62.4%                      | 4,916                     | 1,287                                | 26.2%                                 |
| Males   | 1,771                     | 37.6%                      | 2,912                     | 867                                  | 29.8%                                 |
| <b>Total</b>  | <b>4,716</b>              | <b>100%</b>                | <b>7,828</b>              | <b>2,154</b>                         | <b>27.5%</b>                          |

Source: College Board, *District Integrated Summary 2007-2008, Prince George's County Public Schools*, September 15, 2008, p. 20.

| <b>AP Course Enrollment and Exam Performance Trends of<br/>PGCPS Students, 2005-06 through 2007-08</b> |                |                |                |                |
|--|----------------|----------------|----------------|----------------|
| <b>Enrollment and Exam Performance</b>   | <b>2005-06</b> | <b>2006-07</b> | <b>2007-08</b> | <b>2008-09</b> |
| AP Course Enrollment   | 6,131          | 6,150          | 8,473          | 9,386          |
| Annual Percent Increase  | N/A            | 0.3%           | 37.8%          | 10.8%          |
| No. of Students Taking One or More AP Exams  | 2,513          | 3,271          | 4,716          | N/A            |
| Percent Increase in No. of Students Taking One or More AP Exams  | N/A            | 30.2%          | 44.2%          | N/A            |
| No. of Students with Scores 3 – 5  | 942            | 1,125          | 1,336          | N/A            |
| No. of Exams Taken   | 4,110          | 5,329          | 7,828          | N/A            |
| No. of Exams with Scores 3 – 5   | 1,570          | 1,841          | 2,154          | N/A            |
| % Exams with Scores 3 – 5  | 38.2%          | 34.5%          | 27.5%          | N/A            |

Source: College Board, *District Integrated Summary 2007-2008, Prince George's County Public Schools*, September 15, 2008, pp. 24 and 25.

## INTERNATIONAL BACCALAUREATE PROGRAM

- An academically challenging and balanced course of study, that prepares students for success in college and life beyond. The mission of the program is to develop inquiring, knowledgeable, and caring young people who help to create a better, more peaceful world through intercultural understanding and respect.
- To prepare for the program in grades 11 and 12, freshmen and sophomores take honors classes in English, social studies, and science, along with appropriate mathematics and foreign language courses. As juniors and seniors, students take one course from each of the six subject groups: language arts, foreign language, science, social studies, mathematics and an IB elective.
- An Extended Essay, a 4,000 word document written by each student relating an independent research project.
- Each student is marked on a 1 to 7 grading scale that includes both internal and external assessments. Diplomas are awarded to students who take one course from each group and earn a minimum total of 24 points.

| International Baccalaureate (IB) Program Enrollment, 2008-09 |            |            |            |            |            |
|--|------------|------------|------------|------------|------------|
| School   | 9th        | 10th       | 11th       | 12th       | Total      |
| Central  | 23         | 31         | 23         | 26         | 103        |
| Laurel   | 66         | 30         | 30         | 22         | 148        |
| Parkdale   | 24         | 12         | 24         | 21         | 81         |
| Suitland   | 30         | 55         | 52         | 37         | 174        |
| <b>Total</b>   | <b>143</b> | <b>128</b> | <b>129</b> | <b>106</b> | <b>506</b> |

Table 11

### WORKFORCE READINESS REPORT CARD FOR NEW ENTRANTS TO WORKFORCE

Assessment of new workforce entrant readiness on “very important” skills (basic knowledge and applied skills rated as “very important” by a majority of employer respondents). “Very Important” skills are placed on the Deficiency/Excellence Lists if at least 1 in 5 respondents report entrant readiness as “deficient”/“excellent.”

#### High School Graduates

| Deficiency                                   |       | Excellence  |  |
|--|-------|---|--|
| Written Communications . . . . .             | 80.9% | No skills are on the Excellence List for new entrants with a high school diploma. |  |
| Professionalism/Work Ethic . . . . .         | 70.3  |   |  |
| Critical Thinking/Problem Solving . . . . .  | 69.6  |   |  |
| Oral Communications . . . . .                | 52.7  |   |  |
| Ethics/Social Responsibility . . . . .       | 44.1  |   |  |
| Reading Comprehension . . . . .              | 38.4  |   |  |
| Teamwork/Collaboration . . . . .             | 34.6  |   |  |
| Diversity . . . . .                          | 27.9  |   |  |
| Information Technology Application . . . . . | 21.5  |   |  |
| English Language . . . . .                   | 21.0  |   |  |

#### Two-Year College/Technical School Graduates

| Deficiency                                  |       | Excellence                                   |       |
|---|-------|--|-------|
| Written Communications . . . . .            | 47.3% | Information Technology Application . . . . . | 25.7% |
| Writing in English . . . . .                | 46.4  |  |       |
| Lifelong Learning/Self Direction . . . . .  | 27.9  |  |       |
| Creativity/Innovation . . . . .             | 27.6  |  |       |
| Critical Thinking/Problem Solving . . . . . | 22.8  |  |       |
| Oral Communications . . . . .               | 21.3  |  |       |
| Ethics/Social Responsibility . . . . .      | 21.0  |  |       |

#### Four-Year College Graduates

| Deficiency                       |       | Excellence                                   |       |
|----------------------------------|-------|--|-------|
| Written Communications . . . . . | 27.8% | Information Technology Application . . . . . | 46.3% |
| Writing in English . . . . .     | 26.2  | Diversity . . . . .                          | 28.3  |
| Leadership . . . . .             | 23.8  | Critical Thinking/Problem Solving . . . . .  | 27.6  |
|                                  |       | English Language . . . . .                   | 26.2  |
|                                  |       | Lifelong Learning/Self Direction . . . . .   | 25.9  |
|                                  |       | Reading Comprehension . . . . .              | 25.9  |
|                                  |       | Oral Communications . . . . .                | 24.8  |
|                                  |       | Teamwork/Collaboration . . . . .             | 24.6  |
|                                  |       | Creativity/Innovation . . . . .              | 21.5  |

#### “Very Important” Skills Considered for:

High School Graduates Report Card (% very important): Professionalism/Work Ethic (80.3%); Teamwork/Collaboration (74.7%); Oral Communications (70.3%); Ethics/Social Responsibility (63.4%); Reading Comprehension (62.5%); English Language (61.8%); Critical Thinking/Problem Solving (57.5%); Information Technology (53.0%); Written Communications (52.7%); Diversity (52.1%)

Two-Year College/Technical School Graduates Report Card (% very important): Professionalism/Work Ethic (83.4%); Teamwork/Collaboration (82.7%); Oral Communications (82.0%); Critical thinking/Problem Solving (72.7%); Reading Comprehension (71.6%); Written Communications (71.5%); English Language (70.6%); Ethics/Social Responsibility (70.6%); Information Technology (68.6%); Writing in English (64.9%); Lifelong Learning/Self Direction (58.3%); Diversity (56.9%); Creativity/Innovation (54.2%)

Four-Year College Graduates Report Card (% very important): Oral Communications (95.4%); Teamwork/Collaboration (94.4%); Professionalism/Work Ethic (93.8%); Written Communications (93.1%); Critical Thinking/Problem Solving (92.1%); Writing in English (89.7%); English Language (88.0%); Reading Comprehension (87.0%); Ethics/Social Responsibility (85.6%); Leadership (81.8%); Information Technology (81.0%); Creativity/Innovation (81.0%); Lifelong Learning/Self Direction (78.3%); Diversity (71.8%); Mathematics (64.2%) Percentages calculated from among the number of respondents to each question.

Number of respondents varied for each question, ranging from 347 to 357 for high school graduates; 351 to 360 for two-year college/ technical school graduates; 400 to 413 for four-year college/university graduates.