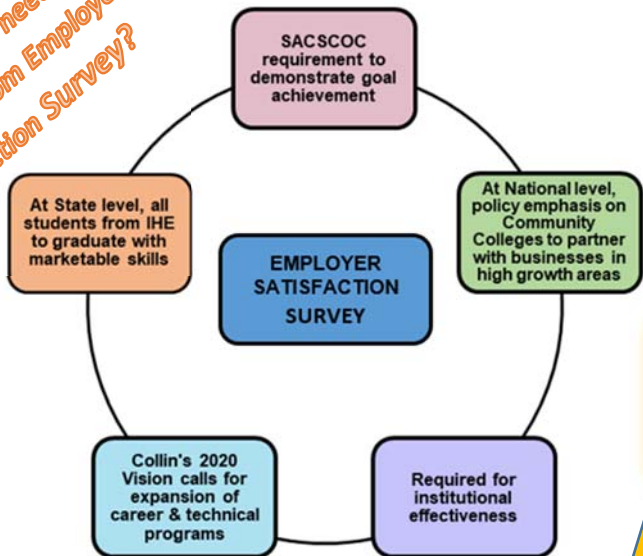


***Summary Report***  
***Employer Satisfaction Survey of Workforce Education Programs***  
***Spring 2017 Administration***

**Prepared by**  
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**Director, Institutional Research**  
**Collin College**

**February 8, 2018**

*Why do we need feedback from Employer Satisfaction Survey?*



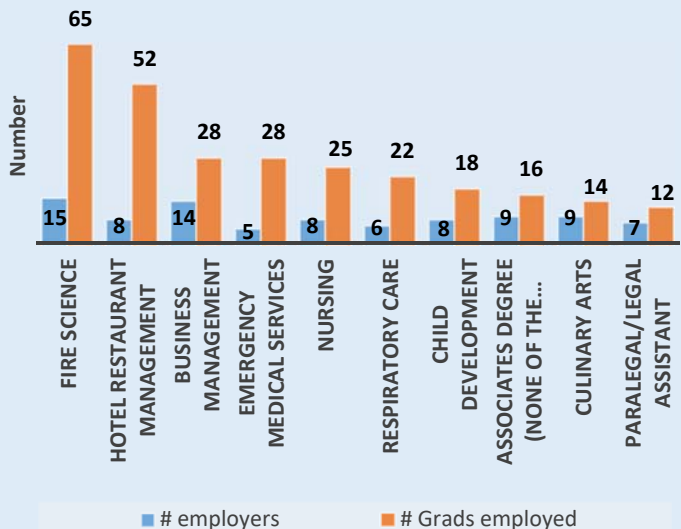
**ROADBLOCK IS: Obtaining employer contact information**

**A multipronged methodology is used that deployed 13 survey using different modalities**

## Mean Response on 4-Point Scale for 11 Prompts about Collin Graduates' Preparation for Positions for Which they were Hired

	1	2	3	4
APPRECIATE DIVERSITY IN THE WORKPLACE			3.57	
TECHNICALLY COMPETENT			3.54	
OVERALL, COLLIN IS SUCCESSFULLY PREPARING ITS...			3.54	
EFFECTIVELY PARTICIPATE IN TEAM ACTIVITIES			3.52	
DEMONSTRATE COMPUTER SKILLS			3.50	
EFFECTIVELY COOPERATE WITH OTHERS			3.50	
ABILITY TO UNDERSTAND WRITTEN INFORMATION			3.49	
HAVE ORAL COMMUNICATION SKILLS			3.45	
DEMONSTRATE WRITING SKILLS			3.40	
PARTICIPATE IN WORK-RELATED PROBLEM SOLVING			3.39	
DEMONSTRATE EFFECTIVE CRITICAL THINKING SKILLS			3.36	

## Top 10 Occupational Areas Represented by Number of Employers & Graduates Hired

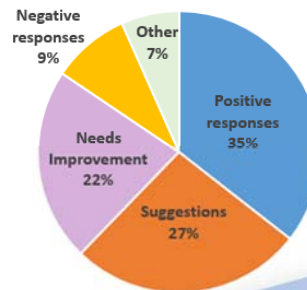


**101** responding organizations hired Collin graduates  
**25** companies sent employees for training

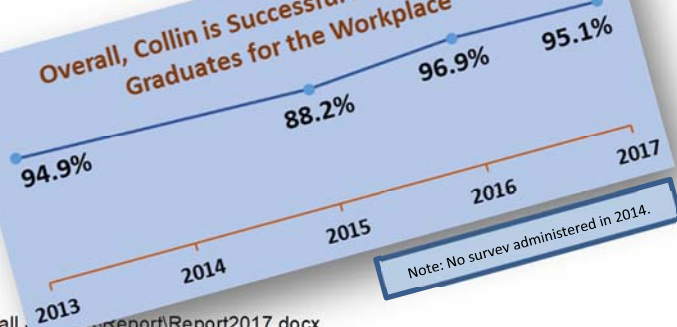
**83%** of employers hired 1-5 graduates

**95%** employers "agreed" or "strongly agreed" that Collin is successfully preparing graduates for workplace

## Open-ended comments



## Overall, Collin is Successful in Preparing its Graduates for the Workplace



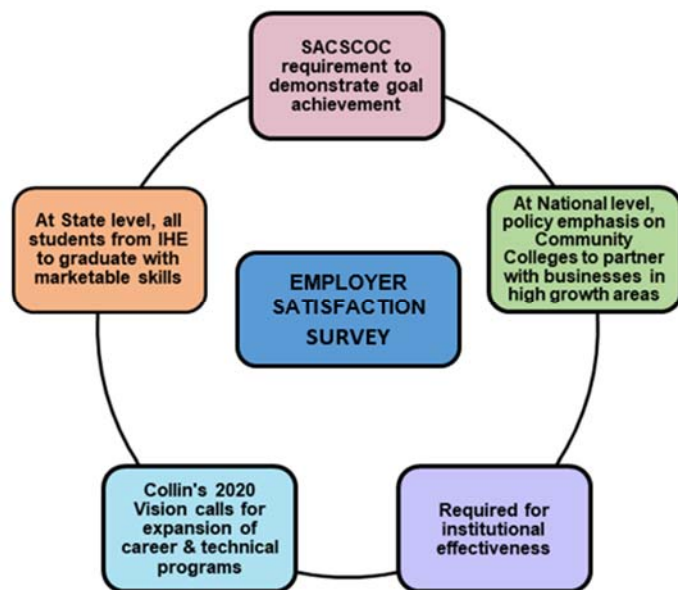
# Summary Report

## Employer Satisfaction Survey of Workforce Education Programs Spring 2017 Administration

### Introduction

Collin College's Institutional Research Office (IRO) administers a periodic Employer Satisfaction Survey (ESS) to businesses and agencies that hire the College's workforce education program graduates. The purpose of this survey is to assess the degree of satisfaction employers have with Collin's recent workforce education program graduates, and to give program faculty a sense of how effectively they are preparing students to meet the current needs of employers. The insights provided should help faculty and academic administrators make better decisions about the training needs of employers and the preparation of students for the employment markets of the 21<sup>st</sup> century.

The data generated from the ESS serves as a useful input for instructional program review, and helps assess how effective the programs and program improvements are and for the state and SACSCOC reporting. Feedback from ESS is also useful in the context of Collin's strategic plan, 2020 Vision, and the State of Texas' 60X30TX Plan, both of which emphasize workforce education. The concern for qualified workers is growing in recent years in the context of global competitiveness. The amendment to the new Workforce Innovation and Opportunity Act (WIOA) calls for meaningful collaboration between workforce development systems and higher education.



**Figure 1. Employer Satisfaction Survey in the context of policy and planning.**

Collin was reported as the 21<sup>st</sup> fastest growing county in the nation between 2010 and 2016 (American Fact Finder, US Census Bureau, n.d). Recently, the county has seen massive relocation of corporations. In this context, Collin College is positioned to play a critical role in the area by providing a pipeline of qualified workers and meeting the training

needs of the area employers. Collin College plans on increasing the number of students in career and technical courses and programs by 25 percent and doubling the companies it serves from 39 in 2015 to 80 in 2020 (Collin College, 2020 Vision, n.d). However, Collin's success in helping the growing economy rests on its ability to meet the needs of the employers with well-educated and trained employees which can only happen if it gets feedback from employers about their needs and how well Collin is preparing its graduates to meet their needs. The ESS supports the College in achieving its strategic goals by shedding light on employers' impressions of Collin's graduates.

The most recent Employer Satisfaction Survey was administrated in 2017; the administration started in spring and the data collection continued till the end of July. Prior to the administration, IRO requested the deans/associate deans over workforce education programs to review the questionnaire to ensure proper listing of programs in their areas. The emails to the associate deans/directors, employers, and graduates highlighted the significance of the ESS in the context of Collin's strategic plan, 2020 Vision, and the State of Texas' plan, 60X30TX. Following the input from deans/associate deans, the electronic and paper modalities of the instrument<sup>1</sup> were revised to reflect changes in the list of majors.

A noteworthy change in 2017 was that the electronic version was transformed into an adaptive survey that made the survey accessible on cell phones. In addition, certain enhancements were also made that included supplementing the paper survey and the cover letter with a QR code and a survey link thus enabling respondents to have easy electronic option to send their responses electronically even in case of paper surveys. The link provided in the paper survey and the cover letter was short and simple enough that respondents could manually type it in their browsers, if they opted to send their responses' electronically rather than mailing the completed survey back in the metered envelop provided.

The survey began by asking the employers if they had hired anyone from Collin within the last year (2016). If so, they were requested to check from a list of Collin's workforce education majors those majors from which they had hired Collin graduates in 2016. They were then asked to give their impressions of Collin graduates based on ten prompts that relate to competencies associated with various areas of workforce preparation. An eleventh prompt seeks overall assessment of how successfully Collin is preparing its

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<sup>1</sup> After consultation with the instructional deans, the following changes were made to the program listing used by respondents to identify areas from which they hire graduates.

- Removed Dietary Manager
- "Merged Information System Cybersecurity" and "Cybersecurity" into Cybersecurity.

students for the workforce. The eleven prompts are rated on a four-point scale<sup>2</sup> where 1= strongly disagree and 4 = strongly agree. The mean response on the 4-point scale represents the arithmetic average of all scores on a given item, and the standard deviation reflects an average measure of variation from the mean. **The higher the mean response the greater is the relative degree of satisfaction; a value closer to four is desirable.** A copy of the survey appears in Appendix B.

## Methodology

The survey instrument as well as the survey administration processes were reviewed and revised. A multi-pronged methodology was embraced to improve the response rate that entailed deploying a number of survey modalities to obtain feedback from employers. The survey methodology is graphically illustrated in Figure 1 on page 6. (For details of the methodology, see Appendix B, page 31). Some initiatives were a continuation of successful strategies from the last three administrations and some were new efforts:

- A. More leeway was given to associate deans/directors in the use of survey modalities and administration options of ESS to the advisory boards members of the Workforce Programs;
- B. Customized surveys were administered to advisory board members on behalf of the associated deans/directors;
- C. More support and engagement of the program directors was sought;
- D. Like in previous years, the recent graduates were directly approached via an electronic survey, aka, the “Graduate Survey,” requesting information about their employment status following their graduation and also requesting their employers’ electronic and physical addresses;
- E. Continued collaboration from the Director of Career Services resulted in inserting 100 paper surveys into the packets prepared for the registered employers’ who participated in the Collin’s 2017 Annual Job Fair;
- F. Survey instrument/modalities were enhanced to improve access. The ESS was made accessible via cell phones and the paper ESS was enhanced by adding a QR code and a link to the electronic version of the survey;
- G. The IR director initiated databank<sup>3</sup> of electronic and physical contact information of all employers, who had ever hired a Collin graduate, was updated; in 2017, this databank housed a total of 9,065 addresses garnered from various means.

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<sup>2</sup> Up till 2015, a reverse 4-point scale was used where 1 = strongly agree and 4 = strongly disagree, hence lower mean scores indicated a greater degree of relative satisfaction. Starting from 2016 the scale was flipped to make it more intuitive so that higher values reflect higher satisfaction levels.

<sup>3</sup> This initiative was undertaken to mitigate the difficulty and time consuming struggle in obtaining employers’ contact information.

- H. Unlike in the previous year, in 2017 IRO was able to obtain email addresses of those employers who had hired via Collin's Cooperative Work Experience (Co-op).

Because of the number of surveys and flexibility in the administration, IRO could not maintain consistency in sending follow-up survey reminders. Hence, follow-up reminders varied from survey to survey. No reminders were sent in instances where the survey link was provided to the associate deans/program directors. Typically, one follow-up reminder was sent in instances where IRO administered the ESS. In case of paper surveys, no reminders were sent. The inability to maintain consistency in follow-up reminders stems from multiple survey modalities/administration which were not entirely in IRO's control.

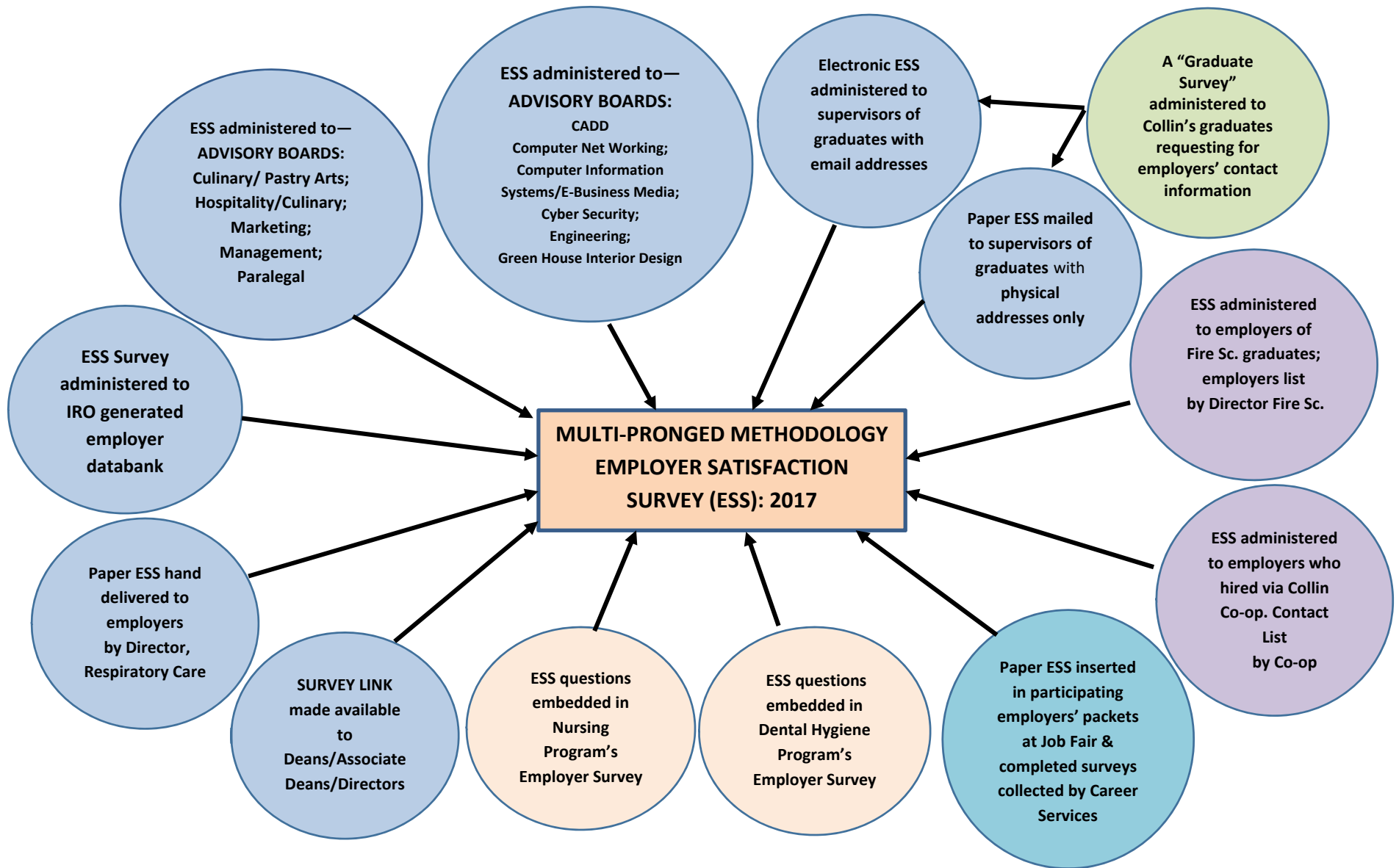
In 2017, a total of 209 responses were obtained from a valid pool of 5,207 employers, 87 of which were employers from the IRO's databank (4,631 valid contacts). The remaining 122 completed surveys were a result of ESS administration to 619 valid addresses deploying various survey modalities; yielding a response rate of almost 20%.

The number of completed surveys has been increasing over time. In 2017 there were 209 completed surveys as opposed to 151 for 2016, 62 for 2015 and 135 for 2013. Keeping in mind that the 2017 and 2016 administrations use the reference period for hiring as "within last year," whereas, the 2015 and 2013 surveys asked if employers had hired within the last two and three years respectively<sup>4</sup>, one can say that the outcomes have improved.

A difference of means test was undertaken to see if there were any statistically significant differences in the mean scores for the 11 prompts between the 2017 and 2016.

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<sup>4</sup> The variations in the reference period are because of gaps in survey administrations. No survey was administered in 2014 because IRO wanted to focus on those programs only which were undergoing program review. However, this did not materialize despite IRO's efforts; therefore, the 2015 survey refers to two-years. The 2013 survey refers to three years because no surveys could be administered in 2010, 2011 and 2012 because of administrative changes within IRO and the considerable time it took to revise the instrument by getting all deans on board.



**Figure 2. Multi-pronged Methodology of Employers' Satisfaction Survey (ESS): 2017 Administration**

## Results

Forty-five percent of the total respondents (N= 209) to the 2017 ESS reported to have employed Collin graduates in 2016 which is six percentage points higher than in the previous administration (Figure 2). Comparing the 2017 and 2016 administrations, the percentage of employers who sent employees for training purposes is 2 points higher in 2017 (11 vs. 9 percent). In terms of numbers, almost twice the number of employers had hired Collin graduates in 2017 administration (101 vs. 59) and double the number of employers had sent their employees for training (25 vs. 13).

The employers who had hired Collin graduates were probed about the approximate number of graduates they had hired in the last year. For the 2017 ESS, out of 101 employers who had hired Collin graduates, 87 provided information about the number of graduates they had hired; 83 percent of these 87 employers reported hiring one to five graduates (Appendix A, Table A4).



**Figure 3. Has your organization employed any Collin College graduates within the last year?**

### **2017 versus 2016 administration**

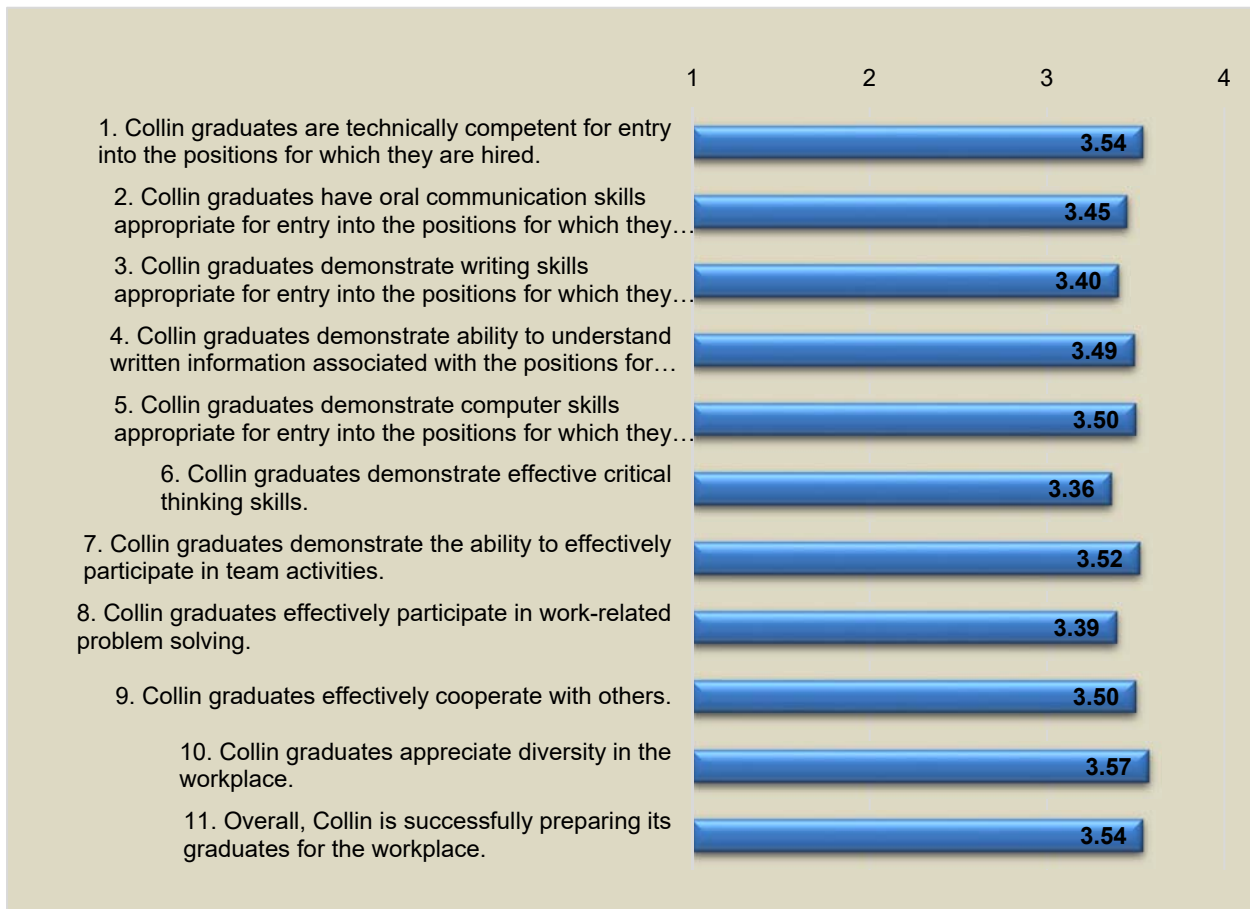
Note 1. The totals do not add to 209 and 151 respectively for 2017 and 2016 administrations because many respondents selected more than one response choice.

Note 2. Last year referred to 2016 for 2017 survey administration and to 2015 for 2016 administration.

The survey asked only those employers who had hired Collin graduates to respond to ten prompts for assessing specific aspects of Collin graduates' preparation for the respective positions for which they were hired. An eleventh item is the overall assessment of how successfully Collin is preparing its students for the workforce. As mentioned before, the prompts were assessed on four-point scale where 1 = strongly disagree and 4 = strongly agree and a mean score closer to four is more desirable. The prompts and the employers' mean responses are provided in Figure 3. (See Appendix C for a copy of the questionnaire).



Employers were largely satisfied with the performance of Collin graduates in all areas as evidenced by mean scores above 3. The greatest degree of agreement was with the statement that “Collin graduates appreciate diversity in the workplace” (3.57) followed by “Collin graduates are technically competent for entry into the positions for which they are hired,” and “Overall, Collin is successfully preparing its graduates for the workplace,” both of which tied in the second place (3.54). This was followed by “Collin graduates demonstrate the ability to effectively participate in team activities” (3.52), “Collin graduates demonstrate computer skills appropriate for entry into the positions for which they are hired” (3.50) and “Collin graduates effectively cooperate with others.” (3.50). The lowest mean score was for critical thinking skills (3.36).



**Figure 4. Mean scores on 4-point scale for 11 prompts about graduates' preparation for positions for which they were hired.**

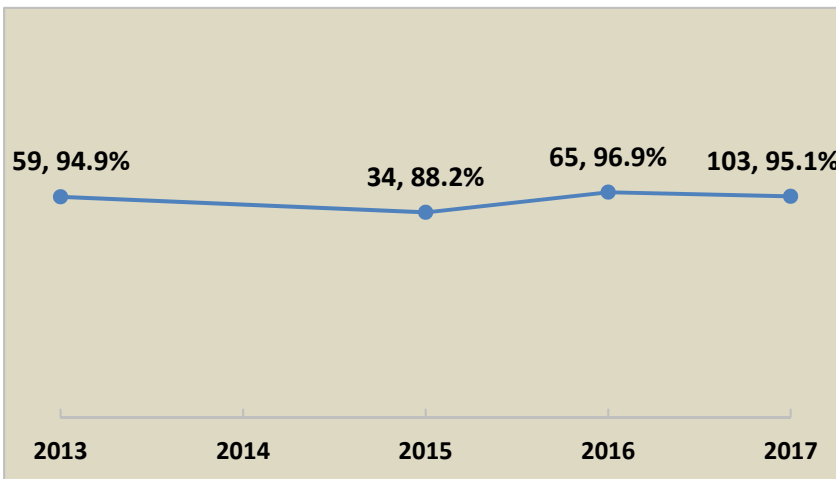
Source: Employer Satisfaction Survey 2017.

Compared to the results of the 2016 survey, mean scores improved on four items: technical competency, ability to understand written information, critical thinking skills, and overall preparation for the workplace (Appendix A, Table 6). The most improvement occurred in technical competence for entry into positions for which graduates were hired,

an increase of about 2 percentage points, followed by graduates' demonstration of effective critical thinking skills (1.4 percentage point increase). Seven out of 11 prompts indicated slight declines in employers' impressions of Collin graduates as employees. The area showing the most decline in the mean response was for "graduates demonstrate computer skills appropriate for entry into positions for which they are hired" (3.61 in 2016 vs. 3.50 in 2017) followed by "graduates appreciate diversity in the workplace" (Appendix A, Table 6). A difference of means test was undertaken to see if any of these differences were statistically significant. Analysis of data indicated that there were no statistically significant differences in the mean scores for the 11 prompts between 2017 and 2016.

There is a caveat in comparing results from different administrations of ESS because each year different employers/organizations respond, so the mean increase or decrease could be a reflection of the type of employers/organizations responding who may value a particular work-related competency/skill more or less depending upon the nature of their work. Overall, the employers perceived that Collin is preparing its students well (3.54); the mean score improved from 3.51 in 2016 to 3.54 in 2017, inching closer to "4" ("strongly agree") on the scale. The higher the value on the scale the better the impression of Collin graduates as employees.

Analysis of longitudinal data indicates that employers' impressions over the years are pretty stable (Figure 3). Around 95 percent "strongly agree" or "agree" that Collin is successful in preparing its graduates for the workplace with the exception of 2015 ESS when it slightly dipped to 88 percent. This decline could be because the 2015 survey was administered to only advisory boards members who could be holding higher standards of performance and also to the fact that the number of advisory board members who had hired was much smaller.



**Figure 4. Overall, Collin is Successful in Preparing Collin Graduates for the Workplace.**

Note. No survey was administered in 2014.  
The 2015 survey was administered to only the Programs' Advisory Board

The top ten occupational areas most commonly represented by the respondents were Fire Science (15), Business Management (14), Culinary Arts (9), Associate Degree (9), Child Development (8), Hotel Restaurant Management (8), Nursing (8) Paralegal/Legal Assistant (7), Dental Hygiene (6) and Respiratory Care (6). Out of the 45 programs listed on the instrument (including Associates degree), 11 received no responses. For details, see Appendix A, Table 1.

The occupational areas for which employers had hired the most graduates are Fire Science (65), Hotel/Restaurant Management (52), Business Management (28), Emergency Medical Services (28), Nursing (25), Respiratory Care (22), Child Development (18), Associates Degree (16), Culinary Arts (14) and Paralegal/Legal Assistant (12). One recruiter reported hiring over 25 graduates from various areas. For details, see Appendix A, Table A2.

In past administrations, despite concerted efforts, the number of responses from any area were insufficient to allow data to be meaningfully broken out across the College's programs listed on the survey. For the first time, we have enough responses for Fire Science and Business Management to provide data for these two areas. See Appendix Tables A7 and A8.

A list of 99 companies/organizations from 2017 ESS that had hired Collin graduates in reference period of 2016 and had voluntarily identified themselves, along with a list of 22 companies/organizations that had sent their employees for training in 2016 is presented in Table 2, below.

Table 2. Businesses/Agencies that...

<b>(a) hired Collin graduates in 2016.</b>	
Academics Plus	Microconsult, Inc.
Advanced Fixtures, Incorporated	mom;s Best Friend
AlphaBEST Education	Mooyah / Palio's - Osborne Restaurant Group
Anna Fire Department	Our Savior Preschool
Apple Creek Preschool	Oxidor Laboratories
AT&T	ParcelPedia
Atlantic Hotels Group	Parkland Health & Hospital System
Baylor University Medical Center	Plano Fire Rescue
Ben & Jerry's	PLS Financial
Bright Horizons	PMR Technical, LP
Celina Fire Department	Polo Ralph Lauren
Children's Health Systems of Texas	Prestonwood Baptist Church
Choctaw Nation Casino	Princeton FD
Cisco	Prosper FD
City of Lewisville	Pyrotex
City of Lucas Fire-Rescue	Richardson Fire Department
City of Melissa Fire Department	Royal Oaks High Performance Tennis Program
City of University Park	Sheraton McKinney
Click4Corp	Starr Law Firm, P.C.
College Nannies & Tutors	Stonebriar Medical Associates PA
Companion K-9 Dog Services	Stretch-N-Grow Fitness
Conley Rose, P.C.	Sweet Art Bakery
Copart, Inc.	Target
Coppell Fire Department	Texas Health Presbyterian Dallas
Curtis Law Group	The Hawkins Law Firm
Dallas Metro Engineering for Kids, SSAF LLC	The Westin Stonebriar Hotel and Golf Club and the Sheraton Stonebriar Hotel
Do-It-Yourself Pest & Weed Control	Tutor Doctor
EBA Automotive	No name provided (18)
Emler Swim School	<b>Total =99</b>
Engineered Air Balance Co., Inc.	<b>(b) sent employers for training in 2016.</b>
Escalante Golf	Advanced Fixtures, Incorporated
Fairview EyeCare, P.A.	AT&T
Fairview Fire Rescue	Blount Fine Foods
Fasternal	Bright Horizons
FRGI-Taco Cabana/ Pollo Tropical	Celina Fire Department
Garland Fire Department	City of Lucas Fire-Rescue
General Sound	City of Melissa Fire Department
Girl Scouts of NE TX	City of University Park
Greenville Fire-Rescue	Click4Corp
Heartland Dental	Coppell Fire Department
Homewatch Caregivers	Frisco ISD
ImageVision	Garland Fire Department
InTouch Credit Union	General Sound
K-9 University, Inc.	Girl Scouts of NE TX
Lowe's Home Improvement	Hendrick Scholarship Foundation
LOWES HOME IMPROVEMENT	McKinney Fire Department
Macys	Methodist McKinney Hospital
Market Street	Plano Fire Rescue
McGee Law Firm	Prosper FD
McKinney Fire Department	Sanden International
Medical City Plano	Simpson Strong-Tie
Methodist Dallas Medical Center	TGI Fridays
Methodist McKinney Hospital	No name provided (3)
Michael Johnson Performance	<b>Total =25</b>

## Open-Ended Comments

Respondents were given an opportunity to provide comments or suggestions that might help Collin more effectively prepare its students. Forty-five comments were obtained which are summarized in Table 3a in a descending order of tally. The largest number of responses were positive (n=16); 12 were suggestions, which are bolded; 10 comments related to improvements, which are in blue font; and four comment were negative, which are in red font. Overall, 38 percent of the comments were positive, another 27 percent were suggestions and 20 percent were areas of improvement.

Table 3a: Summary Open-Ended Comments

Comments	N	%
Positive responses	17	37.8
Suggestions	<b>12</b>	<b>26.7</b>
Needs Improvement	9	20.0
Negative	4	8.9
Other	3	6.7
<b>Total comments</b>	45	100.0

Table 3b below presents the verbatim comments of employers. Names have been redacted in some comments to protect the identity of the persons.

Table 3b. Open-Ended Comments in Response to the Following Prompt: “Please provide comments or suggestion that might help Collin College more effectively prepare students to work in your organization.” (Employers’ Verbatim Comments)

<b>Comments</b>
<b>Avoid online training classes for firefighting skills. The only proficient way to learn is hands on. Online classes are a joke and a waste of time.</b>
Based on my experience with Collin College graduates they seem to be well prepared to enter the work environment. Graduates seem to very knowledgeable about their field and are positioned to succeed in today's work environment.
Candidates from the program come through knowledgeable and fit for duty. Most of the deficiencies are simply due to adjustment to the new environment, procedures, and equipment.
Collin College Fire Science is doing a great job.
Collin County Fire/EMS Academies do a great job teaching the basics s set forth by DSHS and TCFP. The diversity in the instructors, meaning several different departments represented by the instructor pool, is what sets it apart from other such training programs. I am really looking forward to the completion of the new training facility for CC Fire School. This will be a HUGE improvement for this program. I am very pleased with the program and the candidate the program produces.
<b>Emphasize the need to be pleasant and personable with all prospective employer representatives, as well as demonstrating a sense of urgency when requested to provide information.</b>
<b>Fire Service: Line of Duty Deaths and Injuries are on the rise. Perhaps spend additional time on safety practices, reviewing the industry trends on accidents, review proper lifting techniques, etc. Health and wellness are becoming more and more important for longevity in our careers. The areas of strength, cardio, flexibility, nutrition, and mental (PTSD) are all areas that are needing attention.</b>
<b>From a retail standpoint, inform the graduates that constant communication with the leadership team is key.</b>
I am well pleased with the recent hire of Jasmine Friend. She represents your institution well.
I feel that the Collin faculty do a great job in preparing their Respiratory Graduates to effectively enter the workplace. Thank you!
I have found college students to be an asset with my type of business. It works well to be able to hire part time students while they are going to school. I find them to be goal oriented and have the wiliness most of the time to take imitative to get task done without being directed consistently. They have fresh attitudes. I try to teach them to have an excellent work ethic while they are here. They also can learn all aspects of a business not just one set task. Since my company is small it's lends itself to this type of training for a small business. I would think this can help them with their future careers in their field of study.
I hire a lot of current students. I am a recruiter for an after school program that operates in much of Collin County and our work hours are great for college students.
I think you've done a great job preparing them for the workplace with a realistic approach as to what to expect from a company and from starting out.
<b>I would utilize case studies and apply the concepts they learn in class to real world issues.</b>
<b>Impress upon students the importance of both oral and particularly written communication skills.</b>
<b>Increase the writing component to better prepare them for thorough documentation.</b>
<b>It would be great if Collin College collaborated with Our Savior Preschool to help channel students into jobs pertaining to their studies, especially those who are interested in early childhood education. We could help place students interested in child development and early childhood education in paying jobs during their college years. This would be a win/win for our school and also for the students.</b>
<b>More hands on experience in the science lab.</b>
<b>Opportunities for internships, shadowing, etc. would help prepare students to understand the work environment they are studying to be involved in.</b>

Table 3b. Continued 1

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**Comments**

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**Paralegal students coming from the program when interviewing are (1) expecting pay higher than is what is being offered in the market (2) are expecting to be a paralegal and not a legal secretary, legal assistant, file clerk, etc. (3) are surprised to learn that they are competing against new law school grads and new attorneys have passed the bar. Recently, we advertised for a legal assistant and the candidates just coming out of school expected pay to be in the high \$20+ hour range instead of the mid-teens Secondly, sixty-four percent of the resumes we received were new law school grads and attorneys. Third, applicants were surprised that a paralegal wears many hats such as receptionist, drafter, file clerk, etc. I believe all students should complete an internship before graduation.**

---

Penmanship is important as a basic communication skill. Timeliness and ability to work effectively and professionally under the "pressure of time".

---

**perhaps offer a true restaurant management program That includes a TX Food Managers License course/exam through Servsafe or any program honored by the Health Dept. This would allow the graduates to get a higher pay in local restaurants**

---

Public speaking skills and relationship/sales skills are lacking with Collin students. In the service industry, I need employees that are willing to reach out to customers and build relationships with them. Some of the Collin students are strong in this area, but the majority are weak with these skills.

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Revenue management, organized, flexible, dedicated

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Students need a course on professionalism!

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The child development does a wonderful job. The teachers come prepared and confident.

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The Collin County Fire Science program is considered a premier agency by fire departments in the State of Texas. It is a well managed program with a competent and seasoned staff.

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**The only way I could suggest Collin graduates be even better than they are is to get more repetitions of manipulative skills. That is likely to be remedied when your new drill facility is completed. I have no issue or negative comments on the skills or knowledge the graduates have.**

---

The people I hire need to be willing to do menial tasks that go along with the job or workplace as well as skilled tasks. An attitude that anything required is "beneath them" is not conducive to teamwork. Cleaning up after themselves, being willing to help others when workload is increased throughout the company, etc. should be part of job skills. It is called etiquette and selflessness. To me it's part of being an American in small business. As a very small business owner, I have to do the menial tasks as well, why shouldn't my employees be willing do what they see me doing?

---

The people that I have hired from Collin county have been awesome!!

---

**There should be a 5 point system instead of 4**

---

They have all been the best we have hired.

---

Though we have not hired, getting to meet many of your students had been a pleasure.

---

**We are a fire alarm company, low voltage electrical training would be great.**

---

We have brought on several graduates from the Fire or EMS academy as volunteer firefighters with our organization. Most have been great teammates and are dedicated to their chosen profession. Several have gone on to become paid firefighters for neighboring cities. The Collin program is a great resource to have with my current Combination Fire department system.

---

**We have had good experience with students from Collin College. If I were to make one suggestion it would be to provide the students various leadership opportunities. For example, having students each take turns taking charge of small groups. This could be in a classroom setting or during hands on but it will expose them to being out in front leading. Students today are very intelligent but they could use more practical application and problem solving skills.**

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We have not employed graduates, but existing students for part time work to teach our STEM after school program in Wylie and Lovejoy ISD

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Table 3b. Continued 2

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**Comments**

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We have worked with Collin College CoOp program. The extent of our partnership has been pleasant. The student with always on time, eager to learn, very hard worker and adapted to changes very quickly. I hope that all the students in this program can give the same commitment to the program. I hope to do the program again in the future.

---

We hire tutors throughout the year to work with our K-12 students. We also hire nursing graduates occasionally, as we often have nursing students from Collin taking Anatomy & Physiology seeking tutoring (the class is known as one of the toughest in the program). While these tutors are usually qualified and sufficient at tutoring, what we find many students (not just from Collin) lack is reliability and accountability. We need tutors to show up at the client's home on time, consistently and be proactive in helping our students achieve success. There is a general lack of this in the students that are coming out of colleges these days, from what we are seeing. So, as important as technical skills and writing skills are, work ethic will carry these students further than anything else!

---

We offer great training programs to get new hires up to speed. We ask that students be flexible with working retail hours and are organized to balance life and work schedules.

---

We routinely host students going through the medical assistant program for their externships. The area where they are consistently weak is medical terminology. This seems like it should be as standard as vocabulary is for elementary school students since medicine has its own unique language. Aside from that, I have had great experiences with the Collin College students and look forward to having more rotate through this office!

---

We would honestly love to have the college send more graduates or undergraduates our way. We have found a lot of great employers

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Would y'all consider part-time & full-time career fairs or events?

---

Your Career Services - [REDACTED] is horrible to work with... [REDACTED]. Year after year it's a challenge dealing with [REDACTED] so i use the other universities now. It's frustrating b/c our campuses. You need a system like the other universities that send emails to the department students with job openings. It's very business unfriendly for an employer to need to repost to your job board per 30 days.

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Note. The black [REDACTED] indicates that the comment is redacted.



## Improvements Incorporated in 2017 Employer Satisfaction Survey

- The significance of the Employer Satisfaction survey in the context of Collin's strategic plan, 2020 Vision, and the State of Texas' 60X30TX plan was stressed in the initial email to the deans/associate deans/directors. It was reiterated that the biggest impediment to the survey was the inability to find the contact information of employers and that we needed to re-focus on the efforts to have more employers respond to the survey. Likewise, the graduates who were contacted via "Graduate Survey" and the employers who were directly contacted were informed about the importance of ESS in the context of national and State policies and Collin's strategic priorities.
- The survey was enhanced to make it an adaptive survey whereby the respondents had the option to complete ESS on their cell phones. The paper survey was supplemented with a QR code and a very short survey link was provided at the end of the paper survey. The cover letters prominently displayed the QR code and the survey link to enable respondents to send their responses electronically, if they so desired.
- The program directors were more actively engaged as a result of which the Dental Hygiene Program continued with adding questions from ESS to its Employer Satisfaction survey. The Nursing Program did the same for the first time. The Respiratory Program Directors hand carried the paper ESS to the employers. The Fire Science Program Director provided a comprehensive list of its graduates' employers email addresses.
- In 2017, most associate deans provided the contact lists of the advisory board members for all programs under them. Hence, for the first time, IRO could keep track of the number of surveys sent and the number of responses received from most of the advisory boards and was able to track the response rates.
- IR Director worked with Collin's Co-op to obtain email addresses of the employers that were hired via the Co-op.
- A much higher number of completed surveys were obtained in 2017. For the first time we are able to generate reports for two programs. Hopefully, this will incentivize others for more active participation in collecting data about employers of their programs' graduates.

## Challenges

- Despite the fact that the number of completed surveys in 2017 is much higher than prior years, still the number of responses are not adequate to make it possible to generalize the data to all programs. This limits the usefulness of the survey results. A major challenge of ESS continues to be its low response rates.
- Embracing a multi-pronged methodology with multiple survey modalities could have led to disparities in the administration process. IRO could not maintain consistency in sending follow-up reminders, which varied between survey modalities and administrations; e.g., no follow-up reminders were sent in case of paper surveys and in cases where the survey URL was provided to the associate deans/program directors. In instances, where IRO administered the surveys, typically, one follow-up reminder was sent. Hence the inability to maintain consistency over time in administration of surveys could impact comparisons between years because of differences in methodology.
- IRO could not keep track of the number of advisory board members in instances when the survey link was provided to the associate deans/program directors.
- Because of the customization of the surveys, it becomes cumbersome for IRO to have a number of active surveys in various stages of administration, monitor their progress, upload to server, manage follow-up reminders, and download each survey as a separate entity.

## Future Efforts to Identify Employers and Improve Response

- Continue to emphasize the significance of the Employer Satisfaction survey to the deans/associate deans/directors, employers and graduates in the context of Collin's strategic plan, 2020 Vision, and the State of Texas' plan, 60X30TX.
- Since some workforce programs conduct their own employer surveys and IRO has tried but not been able contact all programs, IRO intends to continue to explore the possibility of adding questions from the ESS to more programs' surveys when feasible, and when not feasible, obtain the list of employers from those programs.
- Work with Career Services to explore/undertake an initiative whereby in the last semester prior to graduation, the prospective graduates would be supported to create LinkedIn profiles. Also, consider involving Student Development to help with offering free professional photographs for prospective graduates. The IR Director has

submitted an innovation grant challenge proposal that suggests Collin support all workforce program students to build their business presence by creating LinkedIn profiles, because employers in 21<sup>st</sup> century market search LinkedIn for prospective employees. The innovation grant proposal is under Phase II Review.

- Explore the possibility of Involving Student Development to include information about ESS in their information sessions or send email message to graduates prior to graduation stressing the importance of the ESS feedback and informing them that they will receive a survey from Collin and requesting them to support Collin by providing the contact email of their employers.
- Find a way to have graduates confirm/provide their personal email addresses prior to graduation so that they could be contacted with minimum email bounces. In 2017, out of 2,895 emails sent to graduates via Graduate Survey to obtain information about their employers, 165 addresses failed. In the 2016 Graduate Survey, 195 out of 2,707 personal email addresses failed.
- Continue to work with Collin's Co-op so they collect email addresses of employers that hire graduates via Co-op.
- Continue to develop and maintain the IRO generated databank of employers. It is encouraging that out of the total 209 responses, 87 were garnered from the IRO generated databank.
- Since the market is changing fast, upskilling of the employers is needed on an ongoing basis. It is necessary to review the ESS in the light of market's changing needs and consider adding questions that, for example, ask employers, "what future competencies they see in the type of occupations they offer," and "what skills they would like our graduates to have in the coming three to five years." The revisions are to be made in consultation with the deans, associate deans, and directors.
- Because the traditional methods of obtaining employer information yield inconsistent and low outcomes, IRO has been exploring less traditional methods some of which are listed below.
  - IRO has considered the EMSI's Alumni Insight which provides alumni information based on publicly available social and professional profiles and Career Builders Resume Database. It is very costly to have the whole package and the bare minimum package has data download limitations which makes it very inefficient.

- IRO looked into the recent Outcomes Survey launched by GradLeaders<sup>5</sup> to track graduates' career outcomes for recent graduates. This survey provides insights into how graduates fare after commencement at three, six and 12 months after finishing their studies. They require institution to provide the personal email addresses of graduates and they administer the survey. So it was not pursued since IRO's Graduate Survey gathers information from the graduates about their employment status and their employers contact information for the last year.
- IRO also explored Equifax that leverages its existing job verification system, the Work Number, with data from over 5,700 employers to provide a dynamic picture of graduates over time by program and degree type. Its data may be more accurate, because there is no self-reporting. Its Graduates' Outcomes analysis provides information about where the graduates reside post-graduation, their income, and which industries employ the institutions' graduates. The institutions have to send Equifax the graduates social security numbers. Their data is encrypted and they say they are FERPA compliant. However, in order to obtain the employers' contact information, it requires a fee per transaction which is pretty steep in addition to a yearly subscription that makes it very expensive.
- In last few years IRO had explored HEPdata's<sup>6</sup> Employer Alert, that tracks alumni employment changes using social media. At that time, it could only provide the contact addresses of the Human Resource offices of the companies. Hence, it was deemed not very helpful. IRO has been in discussion with them in the last few years. HEPdata has made some headway this year, and using their EmployerFind and BusinessAppend Services, they can provide the business email addresses of the graduates. They are very cost effective. IRO has decided to try them for the 2018 ESS as well as for the upcoming Coordinating Board's Supplemental Follow-up report (CB116).

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<sup>5</sup> This survey is being utilized by 120 schools nationwide.

<sup>6</sup> The HEPdata started as a company with the primary purpose to help fundraisers engage donors through accurate and timely data. Later, it expanded to include EmployerFind and EmployerAlert to append up-to-date about employers names and their job titles using social network data.

## Summary

Collin College's 2017 Employer Satisfaction Survey indicated that employers were largely (95 percent) satisfied with the preparation of College's graduates for the workplace. Based on four-point scale, the mean scores indicated that the greatest degree of agreement was with the statement, "Collin graduates appreciate diversity in the workplace" (3.57). This was followed by "Collin graduates are technically competent for entry into the positions for which they are hired," and "Overall, Collin is successfully preparing its graduates for the workplace," both of which tied in the second place (3.54). This was trailed by "Collin graduates demonstrate the ability to effectively participate in team activities" (3.52), "Collin graduates demonstrate computer skills appropriate for entry into the positions for which they are hired" (3.50) and "Collin graduates effectively cooperate with others." (3.50). The lowest mean score was for critical thinking skills (3.36).

Compared to the results of the 2016 survey, mean scores improved on four items: technical competency, ability to understand written information, critical thinking skills, and overall preparation for the workplace. Seven out of 11 prompts indicated slight declines in employers' impressions of Collin graduates as employees. A difference of means test indicated that there were no statistically significant differences in the mean scores for the 11 prompts between 2017 and 2016.

A total of 101 organizations reported to have hired Collin graduates in 2016, suggesting that employers from a broad range of occupational areas showed consistently high levels of satisfaction with the performance of Collin's graduates. Multiple approaches and modalities were deployed to help improve the response rates; the efforts were somewhat fruitful as the number of responses increased from 66 in 2015 to 135 in 2016 to 209 in 2017. Even though IRO received a much higher number of completed surveys in 2017 compared to the previous years, still, we need larger numbers of employers to respond so that we have more confidence that the survey results represent all employers of Collin's graduates. The most commonly cited occupational areas represented by the survey responses were Fire Science, Business Management, Culinary Arts, Associate Degree, Child Development, Hotel Restaurant Management, Nursing, Paralegal/Legal Assistant, Dental Hygiene, and Respiratory Care. The open-ended comments mostly were positive. For the first time, sufficient responses were obtained from employers of two programs, (Fire Science and Business Management) that separate reports are generated for them.

Analysis of longitudinal data from the past administrations of ESS indicates that overall impressions of employers are pretty stable, around 95 percent "strongly agree" or "agree" that Collin is successfully preparing its graduates for the workforce.

In the context of the growing economy, ESS has assumed more importance because of the national and State policies and Collin's strategic priorities coupled with the fact that Collin's service area is experiencing unprecedented growth and Collin College is positioned to play a critical role in the area by meeting the needs of the employers. However, Collin's success in the growing economy of its service area rests in its ability to meet the needs of the employers with well-educated and trained graduates which can only happen if it obtains feedback from employers; this is only possible if we have the contact information of employers. IRO intends to keep pursuing the current successful strategies and would keep on attempting to explore new initiatives to help improve the response rates.

Active engagement and support of faculty and academic administrators will continue to be critical for the future success of the Employer Satisfaction Survey. The associate deans and program directors not only can play a pivotal role in identifying employers of the workforce program graduates, they also can fill the irreplaceable function of contacting the employers thus helping Collin meet its obligations for program improvement and demonstrating to the State and the Southern Association of Schools and Colleges (SACS) the College's commitment to program improvement besides meeting the needs of the growing service area economy.

## **APPENDICES**

**Appendix A**  
**Summary Tables**



Table A1: List of Programs by Response (in Descending Order of Number of Response)

Programs from which responses received			Programs from which responses NOT received		
	Count	%		Count	%
Fire Science	15	10.6%	Commercial Music	0	0.0%
Business Management	14	9.9%	Convergence Technology	0	0.0%
Culinary Arts	9	6.3%	E-Business Development	0	0.0%
Associates Degree (none of the listed majors)	9	6.3%	Graphic Design	0	0.0%
Child Development	8	5.6%	Geospatial Information Science	0	0.0%
Hotel Restaurant Management	8	5.6%	Law Enforcement	0	0.0%
Nursing	8	5.6%	Office Systems Support	0	0.0%
Paralegal/Legal Assistant	7	4.9%	Photography	0	0.0%
Dental Hygiene	6	4.2%	Polysomnography (Sleep Technology)	0	0.0%
Respiratory Care	6	4.2%	Semiconductor Manufacturing	0	0.0%
Emergency Medical Services	5	3.5%	Software Design	0	0.0%
Marketing	5	3.5%			
Certified Nurse Assistant	4	2.8%			
Computer Science	4	2.8%			
Engineering Technology	4	2.8%			
Telecommunications	4	2.8%			
Computer Aided Drafting and Design	3	2.1%			
Surgical Technology	3	2.1%			
Animation/Game Art	2	1.4%			
Biotechnology	2	1.4%			
Computer Networking	2	1.4%			
Web Developer	2	1.4%			
Audio Engineering	1	0.7%			
Computer Information Systems	1	0.7%			
Cybersecurity	1	0.7%			
Database Programming	1	0.7%			
Electronic Technology	1	0.7%			
Health Information Management	1	0.7%			
Interior Design	1	0.7%			
Meeting and Event Management	1	0.7%			
Pastry Arts	1	0.7%			
Real Estate	1	0.7%			
Sign Language Interpreter	1	0.7%			
Web Administration	1	0.7%			
<b>Total</b>	<b>142</b>	<b>100.0%</b>			

Table A2: List of Programs by Number Graduates Employed (in Descending Order of Number of Graduates)

<b>Programs from which responses received</b>			<b>Programs from which responses NOT received</b>		
Programs	# Grads employed	% grads employed	Programs	# Grads employed	% grads employed
Fire Science	65	17.8%	Commercial Music	0	0.0%
Hotel Restaurant Management	52	14.2%	Convergence Technology	0	0.0%
Business Management	28	7.7%	Cybersecurity	0	0.0%
Emergency Medical Services	28	7.7%	Database Programming	0	0.0%
Nursing	25	6.8%	E-Business Development	0	0.0%
Respiratory Care	22	6.0%	Electronic Technology	0	0.0%
Child Development	18	4.9%	Geospatial Information Science	0	0.0%
Associates Degree (none of the listed majors)	16	4.4%	Graphic Design	0	0.0%
Culinary Arts	14	3.8%	Law Enforcement	0	0.0%
Marketing	12	3.3%	Meeting and Event Management	0	0.0%
Paralegal/Legal Assistant	12	3.3%	Office Systems Support	0	0.0%
Interior Design	10	2.7%	Photography	0	0.0%
Certified Nurse Assistant	9	2.5%	Polysomnography (Sleep Technology)	0	0.0%
Surgical Technology	9	2.5%	Semiconductor Manufacturing	0	0.0%
Dental Hygiene	6	1.6%	Software Design	0	0.0%
Pastry Arts	5	1.4%			
Telecommunications	5	1.4%			
Animation/Game Art	4	1.1%			
Biotechnology	4	1.1%			
Computer Science	4	1.1%			
Health Information Management	4	1.1%			
Engineering Technology	3	0.8%			
Computer Information Systems*	2	0.5%			
Web Administration	2	0.5%			
Web Developer	2	0.5%			
Audio Engineering	1	0.3%			
Computer Aided Drafting and Design	1	0.3%			
Computer Networking	1	0.3%			
Real Estate	1	0.3%			
Sign Language Interpreter	1	0.3%			
<b>Total</b>	<b>366</b>	<b>100%</b>			

\* Two employers did not report the number of hires.

Table A3. Has Your Organization Employed any Collin College Graduates Within the Last Year (2016)?

	Count	%
My organization has employed Collin graduates	101	44.7%
My organization has sent employees for training/upgrading their skills by taking courses at Collin College	25	11.1%
My organization has not employed any Collin graduates*	100	44.2%
<b>Total**</b>	<b>226</b>	<b>100.0%</b>

\* Out of the 100 employers who had not hired, 54 were from the database, 49 from various advisory boards, and 8 from paper surveys put in the registered employers' packets at the Collin's Job Fair.

\*\*Does not add to 209 because some respondents selected multiple response choices.

Table A4. How Many Collin Graduates Have You Employed in the Last Year (2016)?

	Count	%
N/A	3	3%
I don't know/Not sure	2	2%
1 graduate	31	36%
2 graduates	22	25%
3-5 graduates	19	22%
6-10 graduates	5	6%
10-25 graduates	5	6%
<b>Total</b>	<b>87</b>	<b>100%</b>

Note. Those respondents who had hired were asked the above question. The table does not include 122 non responses which includes 100 who had not hired and some others who did not respond to the question.

Table A5. Overall, Collin is Successfully Preparing Its Graduates for the Workplace

	Frequency	Percent	Valid Percent	Cumulative Percent
1= Strongly Disagree	2	1.0	1.9	1.9
2	3	1.4	2.9	4.9
3	35	16.7	34.0	38.8
4 = Strongly Agree	63	30.1	61.2	100.0
<b>Total</b>	<b>103</b>	<b>49.3</b>	<b>100.0</b>	
No response	106	50.7		
<b>Grand Total</b>	<b>209</b>	<b>100.0</b>		

Aggregating the results of the response choices "Agree" and "Strongly Agree: (highlighted in yellow) indicates that the 95.1 percent of the employers had the impressions that Collin is successfully preparing its graduates for the workplace.

Table A6. Comparison of 2017 and 2016 Employer Satisfaction Survey Results  
(1= strongly disagree; 4 = strongly agree)

Prompts	Spring 2017			Spring 2016			% change in Means 2016-2017
	N	Mean	Std. Deviation	N	Mean	Std. Deviation	
1. Collin graduates are technically competent for entry into the positions for which they are hired.	102	3.54	0.608	65	3.48	0.640	1.8
2. Collin graduates have oral communication skills appropriate for entry into the positions for which they are hired.	103	3.45	0.682	65	3.49	0.504	-1.3
3. Collin graduates demonstrate writing skills appropriate for entry into the positions for which they are hired.	103	3.40	0.632	65	3.42	0.635	-0.5
4. Collin graduates demonstrate ability to understand written information associated with the positions for which they are hired.	103	3.49	0.698	65	3.46	0.561	0.7
5. Collin graduates demonstrate computer skills appropriate for entry into the positions for which they are hired.	103	3.50	0.670	64	3.61	0.607	-3.2
6. Collin graduates demonstrate effective critical thinking skills.	102	3.36	0.768	64	3.31	0.687	1.5
7. Collin graduates demonstrate the ability to effectively participate in team activities.	101	3.52	0.701	65	3.55	0.560	-0.8
8. Collin graduates effectively participate in work-related problem solving.	102	3.39	0.810	63	3.40	0.661	-0.1
9. Collin graduates effectively cooperate with others.	102	3.50	0.671	65	3.55	0.587	-1.5
10. Collin graduates appreciate diversity in the workplace.	103	3.57	0.695	64	3.67	0.536	-2.7
11. Overall, Collin is successfully preparing its graduates for the workplace.	103	3.54	0.653	65	3.51	0.616	1.0

Source: Employer Satisfaction Survey 2016 and 2017.

The red fill indicates a decline in the mean score for 2017 compared to 2016.  
The green fill indicates an increase in the mean score for 2017 compared to 2016.

**A difference of means test indicates no statistically significant differences in the mean score for the 11 prompts between Spring 2017 and Spring 2016 administrations.**

**Employer Satisfaction Survey: 2017 Administration  
Fire Science  
Collin College**

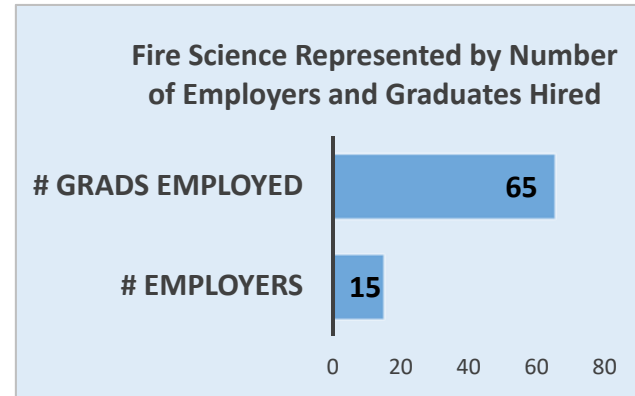


Table A7. Mean Score on 4-Point Scale for 11 Prompts about Fire Science Graduates Preparation for Positions for Which they were Hired: Employer Satisfaction Survey 2017 (1= strongly disagree; 4 = strongly agree)

	Fire Science			All Programs			Difference in Mean Response for All Programs & Fire Sc.
	N	Mean	Std. Deviation	N	Mean	Std. Deviation	
1. Collin graduates are technically competent for entry into the positions for which they are hired.	15	3.47	0.516	102	3.54	0.608	-0.07
2. Collin graduates have oral communication skills appropriate for entry into the positions for which they are hired.	15	3.33	0.617	103	3.45	0.682	-0.11
3. Collin graduates demonstrate writing skills appropriate for entry into the positions for which they are hired.	15	3.33	0.617	103	3.40	0.632	-0.06
4. Collin graduates demonstrate ability to understand written information associated with the positions for which they are hired.	15	3.53	0.516	103	3.49	0.698	0.05
5. Collin graduates demonstrate computer skills appropriate for entry into the positions for which they are hired.	15	3.47	0.516	103	3.50	0.670	-0.03
6. Collin graduates demonstrate effective critical thinking skills.	15	3.20	0.775	102	3.36	0.768	-0.16
7. Collin graduates demonstrate the ability to effectively participate in team activities.	14	3.71	0.469	101	3.52	0.701	0.19
8. Collin graduates effectively participate in work-related problem solving.	15	3.53	0.516	102	3.39	0.810	0.14
9. Collin graduates effectively cooperate with others.	15	3.60	0.507	102	3.50	0.671	0.10
10. Collin graduates appreciate diversity in the workplace.	15	3.53	0.516	103	3.57	0.695	-0.04
11. Overall, Collin is successfully preparing its graduates for the workplace.	15	3.67	0.488	103	3.54	0.653	0.12
Valid N (listwise)	14			100			

The green fill denotes that the Fire Science mean response is higher than the mean response for All Programs.

The pink fill denotes that the Fire Science mean response is lower than the mean response for All Programs.

**Employer Satisfaction Survey: 2017 Administration  
Business Management  
Collin College**

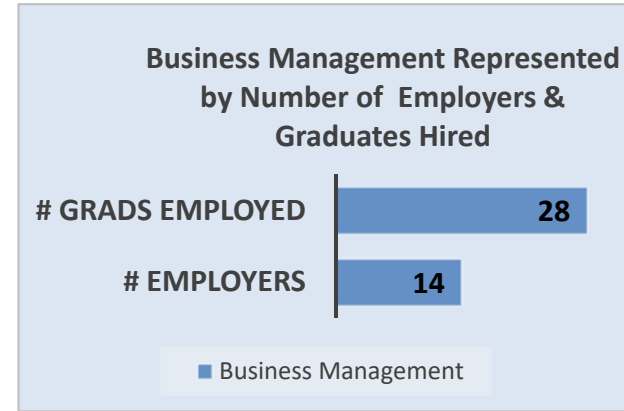


Table A8. Mean Score on 4-Point Scale for 11 Prompts about Fire Science Graduates Competence for Positions for Which they were Hired: Employer Satisfaction Survey 2017 (1= strongly disagree; 4 = strongly agree)

	Business Management			All Programs			Difference in Mean Response for All Programs & Business Mgmt.
	N	Mean	Std. Deviation	N	Mean	Std. Deviation	
1. Collin graduates are technically competent for entry into the positions for which they are hired.	14	3.64	0.633	102	3.54	0.608	0.10
2. Collin graduates have oral communication skills appropriate for entry into the positions for which they are hired.	14	3.57	0.646	103	3.45	0.682	0.12
3. Collin graduates demonstrate writing skills appropriate for entry into the positions for which they are hired.	14	3.36	0.633	103	3.40	0.632	-0.04
4. Collin graduates demonstrate ability to understand written information associated with the positions for which they are hired.	14	3.64	0.633	103	3.49	0.698	0.16
5. Collin graduates demonstrate computer skills appropriate for entry into the positions for which they are hired.	14	3.64	0.633	103	3.50	0.670	0.15
6. Collin graduates demonstrate effective critical thinking skills.	14	3.57	0.646	102	3.36	0.768	0.21
7. Collin graduates demonstrate the ability to effectively participate in team activities.	14	3.71	0.611	101	3.52	0.701	0.19
8. Collin graduates effectively participate in work-related problem solving.	14	3.64	0.633	102	3.39	0.810	0.25
9. Collin graduates effectively cooperate with others.	14	3.64	0.633	102	3.50	0.671	0.14
10. Collin graduates appreciate diversity in the workplace.	14	3.79	0.579	103	3.57	0.695	0.21
11. Overall, Collin is successfully preparing its graduates for the workplace.	14	3.79	0.579	103	3.54	0.653	0.24
Valid N (listwise)	14			100			

The green fill denotes that the Business Management mean response is higher than the mean response for All Programs.

The pink fill denotes that the Business Management mean response is lower than the mean response for All Programs.

**Appendix B**  
**Methodology Details**  
**Employer Satisfaction Survey**

## Methodology

The survey instrument as well as the survey administration processes were reviewed and revised. A multi-pronged methodology was embraced to improve the response rate that entailed deploying a number of survey modalities to obtain feedback from employers (for graphical illustration of methodology, see Figure 1 on page 6). Some initiatives were a continuation of successful strategies from last three administrations and some were new efforts:

- A. Availability of survey modalities was expanded for the Workforce Programs' Advisory Boards and extra leeway was given to associate deans/directors in the survey administration options and survey modalities.
  - Associate dean/directors were given the choice to provide IRO with the email addresses of their advisory board members so that it could administer customized surveys to members bearing the names of associate deans/directors. IRO administered ESS to those advisory board members whose email addresses were made available to IRO by the associate deans/program directors. In 2017, because of administrative reorganization and hiring of new associate deans, by and large the associate deans provided IRO with the email addresses of their advisory board members.
  - Associate deans/directors could dispense the ESS directly to their advisory board members. The survey URL was provided to few associate deans/directors who opted to send the survey link directly to their advisory board members and/or to any other employers of which they knew. IRO supported them by providing template cover letters so they could customize the letters with their names and send the survey link directly.

The option of paper surveys was made available to those associate deans/directors who wanted to dispense paper surveys at their advisory board meetings or to their Program's employers. There has been a lot of variability in the deployment of paper surveys to the advisory boards over years. In the 2015 administration, IRO staff went to various advisory board meetings and dispensed paper surveys and collected the completed surveys. In 2016, the deans/directors seemed more intent on giving out the paper surveys to their advisory board members themselves; on the positive side that indicated a sign of engagement, however, on the flip side, some deans either did not collect or lost the completed surveys. In 2017, paper surveys were not dispensed at any advisory board meetings. However,



some directors voluntarily hand carried the paper surveys to employers who they knew had hired their Program's graduates.

- B. In case of customized surveys dispensed on behalf of associate deans/directors, IRO ensured that the sender's box in the email displayed the name of the associate dean/director along with his/her designation. This was done to encourage recipients to open their emails; if recipients recognize the senders' names they are more likely to open the email and less likely to treat it as spam. This initiative involved substantial effort and time on the part of IRO staff member who administered the survey as it entailed having multiple surveys going out bearing names of different deans/directors. In a nutshell, it involved treating each Program's survey as a separate entity.
- C. IRO obtained the buy in of the program directors whose continued involvement and support made it possible to add ESS questions (bundling) to the Programs' Employer Survey. It was a win-win situation for both, the program directors got the data on the soft skills of their graduates and IRO got feedback from employers on the ESS items embedded in the survey.
- Following the successful pilot of bundling ESS with the Dental Hygiene Program's Employer Survey in 2016, once again IRO embedded questions from ESS into the Dental Hygiene's Employer Survey that evaluated performance of Program graduates' in relation to the responsibilities of dental hygienist delegated by the State of Texas. A bonus of this initiative was that instead of dispensing two separate surveys to the same employers, only one survey was administered. This saved time and effort in survey administration besides reducing survey fatigue for employers.
  - IRO explored the possibility of bundling ESS with other programs and was successful in getting the Nursing Program on board which included questions from ESS in its Nursing Program's Employer Survey. Some other programs that were contacted had limitations because they were obligated to administer surveys that were required by their accreditors and those surveys did not give them the option to add questions.
  - The Respiratory Program Director voluntarily hand carried the paper surveys to those hospitals where its graduates had performed clinicals, and who the Director knew had hired the Program graduates.

- The Fire Science Program Director provided a comprehensive list of its graduates' employers email addresses.

D. Like in previous years, the AY2015-2016 graduates were directly approached via an electronic survey, aka, the "Graduate Survey," requesting information about their employment status following their graduation and also requested their employers' electronic and physical addresses. The graduates were informed about the importance of ESS in the context of Collin's strategic plan, Vision 2020, and the State of Texas' plan, 60X30TX. They were assured that the ESS questions did not relate to them directly rather they were general questions pertaining to all graduates. As a preemptive attempt to address any concerns the graduates may have, and to satisfy their curiosity in terms of what questions Collin would be asking their employers, a link to the "Employer Satisfaction Survey" was embedded into the Graduate Survey so that graduates could click on the link to visit the ESS for themselves.

In 2017, a total of 359 graduates responded to the survey but only 59 furnished the email addresses of their employers, (after removing duplicates and cleaning the data, the number of employers with email addresses was reduced to 54). Nonetheless, most graduates provided physical addresses and/or telephone numbers of their employers. Although, it entailed substantial investment of time and effort for IRO staff, still it administered paper surveys to those employers for whom ESS had garnered physical addresses only.

After cleaning the physical addresses, a total of 128 paper surveys were mailed along with a self-addressed metered return envelope. In order to further facilitate responses to the paper surveys, besides the metered return envelope, the cover letter had (1) a QR code, which could be scanned to access the survey, and (2) a link to the survey which was short and easy enough to be manually typed into the browser if respondents elected to send their response electronically. Initially, IRO had intended to call employers for whom it had procured phone numbers only. However, phone calls could not be made because it was too time consuming. In future, in addition to electronic and paper administrations, IRO will consider making phone calls to those employers for whom it garners telephone numbers only.

E. The IRO Director obtained continued collaboration from the Director of Career Services which resulted in inserting 100 paper surveys into the packets prepared for the registered employers' who participated in the Collin's Annual Job Fair at the Spring Creek campus in April 2017. The intent of this effort was to obtain on-the-spot feedback from any employer who had hired last year. In 2016 administration

on-the-spot response was low; only seven completed surveys were returned, however, in 2017 it is encouraging that 24 completed surveys were returned on the spot. With continued cooperation and support from Career Services, IRO will pursue this initiative in the next administration because this initiative represents low-hanging fruit which should be collected. Hopefully, future efforts to inform and educate the employers, ahead of time, about the importance of the ESS may bolster better outcomes.

F. The survey instrument/modalities were enhanced to improve easy access:

- In 2017, a noteworthy change made to the electronic version of ESS was that it was transformed into an adaptive survey which means that the survey could be accessible via cell phones.
- In order to provide additional options within the paper survey a QR code, that could be scanned, was added at the end of the paper survey and also to the cover letter accompanying the paper survey. In addition, a link to the electronic survey was provided at the end of the paper survey and in the cover letter. The link was short and easy enough to be manually typed into any browser to open the survey and to respond electronically, if desired.

G. The IRO databank was tweaked and updated.

- The IR director initiated databank<sup>7</sup> of electronic and physical contact information of all employers, who had ever hired a Collin graduate, was updated. This databank houses the data obtained from Symplicity<sup>8</sup> (a job posting database used by Collin that had the names of all employers who had ever hired/or listed job postings), from past graduate surveys and from the previous ESS surveys. The data redundancies were manually cleaned. Following the consolidation of all addresses from various sources and removing duplicates, the most recent addresses were retained. In 2017, the databank housed a total of 9,065 addresses garnered from various means.
- Despite extensive efforts to clean the data, when the survey was sent to 9,065 employers, 4,434 email addresses failed. This was not unexpected, as employers' business email addresses are likely to change overtime. Still, it is encouraging that more than half of the email addresses were valid resulting in 87 responses from databank in 2017. The databank will be

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<sup>7</sup> This initiative was undertaken to mitigate the difficulty and time consuming struggle in obtaining employer's contact information.

<sup>8</sup> A new job search database that Collin's Career Services has started using since January 2015.

continuously revised to maintain the most updated contact information of employers. Hopefully, in due time, this databank will turn into a valuable resource of recipients for administering ESS.

- H. Unlike in the previous year, in 2017 IRO was able to obtain email addresses of those employers who had hired via Collin's Cooperative Work Experience (Co-op). In the past, IRO could not use the Co-op data as it did not provide the email addresses of employers and IRO had gotten away from administering paper surveys due to high cost of mailing. IRO had been requesting Co-op for more efficient data collection that entailed soliciting email addresses of employers. In 2017, the new Co-op staff member provided the requisite contact information and the ESS was dispensed to 72 employers whose email addresses were provided by Co-op.
- I. IRO could not maintain consistency in sending follow-up survey reminders, hence, follow-up reminders varied from survey to survey. No reminders were sent in instances where the survey link was provided to the associate deans/program directors. Typically, one follow-up reminder was sent in instances where IRO administered the ESS. In case of paper surveys, no reminders were sent. The inability to maintain consistency in follow-up reminders stems from multiple survey modalities/administration which were not entirely in IRO's control.

## **Appendix C**

### **Employer Satisfaction Survey Questionnaire**



## Employer Satisfaction Survey

*Employers' feedback becomes critical in the context of increasing emphasis on workers' readiness for the labor market at the national and state levels. One of Collin College's strategic priorities, for 2016-2020, is to expand career and technical programs in alignment with labor market needs. Hence, as an employer of Collin's graduates, your opinion is very important to us. The following survey will take no more than five minutes of your time. Your feedback will help us do a better job of preparing our students to meet your needs. Any information you provide will remain confidential.*

Has your organization employed any Collin College graduates within the **last year** (2016)?

**(Please check all that apply)**

- My organization has employed Collin graduates
- My organization has sent employees for training/upgrading their skills by taking courses at Collin College
- My organization has not employed any Collin graduates

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## Employer Satisfaction Survey

How many Collin graduates did you employ last year (2016)?

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# Employer Satisfaction Survey

Your organization employed Collin graduates from which of the following majors in 2016.  
(Please check all that apply)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Animation/Game Art                 | <input type="checkbox"/> Dental Hygiene                 | <input type="checkbox"/> Office Systems Support                       |
| <input type="checkbox"/> Audio Engineering                  | <input type="checkbox"/> E-Business Development         | <input type="checkbox"/> Pastry Arts                                  |
| <input type="checkbox"/> Biotechnology                      | <input type="checkbox"/> Electronic Technology          | <input type="checkbox"/> Paralegal/Legal Assistant                    |
| <input type="checkbox"/> Business Management                | <input type="checkbox"/> Engineering Technology         | <input type="checkbox"/> Photography                                  |
| <input type="checkbox"/> Certified Nurse Assistant          | <input type="checkbox"/> Emergency Medical Services     | <input type="checkbox"/> Polysomnography (Sleep Technology)           |
| <input type="checkbox"/> Child Development                  | <input type="checkbox"/> Fire Science                   | <input type="checkbox"/> Real Estate                                  |
| <input type="checkbox"/> Commercial Music                   | <input type="checkbox"/> Graphic Design                 | <input type="checkbox"/> Respiratory Care                             |
| <input type="checkbox"/> Computer Aided Drafting and Design | <input type="checkbox"/> Geospatial Information Science | <input type="checkbox"/> Semiconductor Manufacturing                  |
| <input type="checkbox"/> Computer Information Systems       | <input type="checkbox"/> Health Information Management  | <input type="checkbox"/> Sign Language Interpreter                    |
| <input type="checkbox"/> Computer Networking                | <input type="checkbox"/> Hotel Restaurant Management    | <input type="checkbox"/> Software Design                              |
| <input type="checkbox"/> Computer Science                   | <input type="checkbox"/> Interior Design                | <input type="checkbox"/> Surgical Technology                          |
| <input type="checkbox"/> Convergence Technology             | <input type="checkbox"/> Law Enforcement                | <input type="checkbox"/> Telecommunications                           |
| <input type="checkbox"/> Culinary Arts                      | <input type="checkbox"/> Marketing                      | <input type="checkbox"/> Web Administration                           |
| <input type="checkbox"/> Cybersecurity                      | <input type="checkbox"/> Meeting and Event Management   | <input type="checkbox"/> Web Developer                                |
| <input type="checkbox"/> Database Programming               | <input type="checkbox"/> Nursing                        | <input type="checkbox"/> Associates Degree (none of the above majors) |

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# Employer Satisfaction Survey

Please rate your general impressions of Collin graduates as employees.

	1 = Strongly Disagree	2	3	4 = Strongly Agree
Collin graduates are technically competent for entry into the positions for which they are hired.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collin graduates have oral communication skills appropriate for entry into the positions for which they are hired.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collin graduates demonstrate writing skills appropriate for entry into the positions for which they are hired.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collin graduates demonstrate ability to understand written information associated with the positions for which they are hired.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collin graduates demonstrate computer skills appropriate for entry into the positions for which they are hired.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collin graduates demonstrate effective critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collin graduates demonstrate the ability to effectively participate in team activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collin graduates effectively participate in work-related problem solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collin graduates effectively cooperate with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collin graduates appreciate diversity in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, Collin is successfully preparing its graduates for the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# Employer Satisfaction Survey

Please provide comments or suggestion that might help Collin College more effectively prepare students to work in your organization.

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# Employer Satisfaction Survey

Please indicate:

Your Name:

Email Address:

Organization's Name:

Work Phone:  
(xxx-xxx-xxxx)

Address:

*If you are ready, please click on the red submit button to send your response.*

Thank you for taking the time to complete this survey.

If you have any problems sending your response or if you have any questions about the survey please contact [nahmad@collin.edu](mailto:nahmad@collin.edu)



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