

Hennepin Technical College

Employer Satisfaction Survey 2015

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Report of the Employer Satisfaction Survey

Introduction

The Employer Satisfaction Survey is administered following the MnSCU Graduate Follow-up Survey. Recent graduates identify their employers and HTC sends the Employer Satisfaction Survey to those identified. This report will focus on the results provided from the administration of the surveys for FY 2015.

Instrument

The Employer Satisfaction Survey (ESS) is a locally developed survey of 27 questions. Employers are asked to respond to skills presented by the graduates in three areas: Technical, General, and Employment. Responses are measured in a scale of Very well (4), Well (3), Somewhat (2), Not well (1), and Not applicable (5).

Methodology

The ESS was administered to employers via mail and is sent through the Career Services Office. It is a paper pencil survey and a total of 711 surveys were received during the nine year period. A total of 102 were returned during this time period. The survey is sent to the employer identified through the Graduate Follow-Up survey and is then directed to the person responsible for supervising the employee being evaluated.

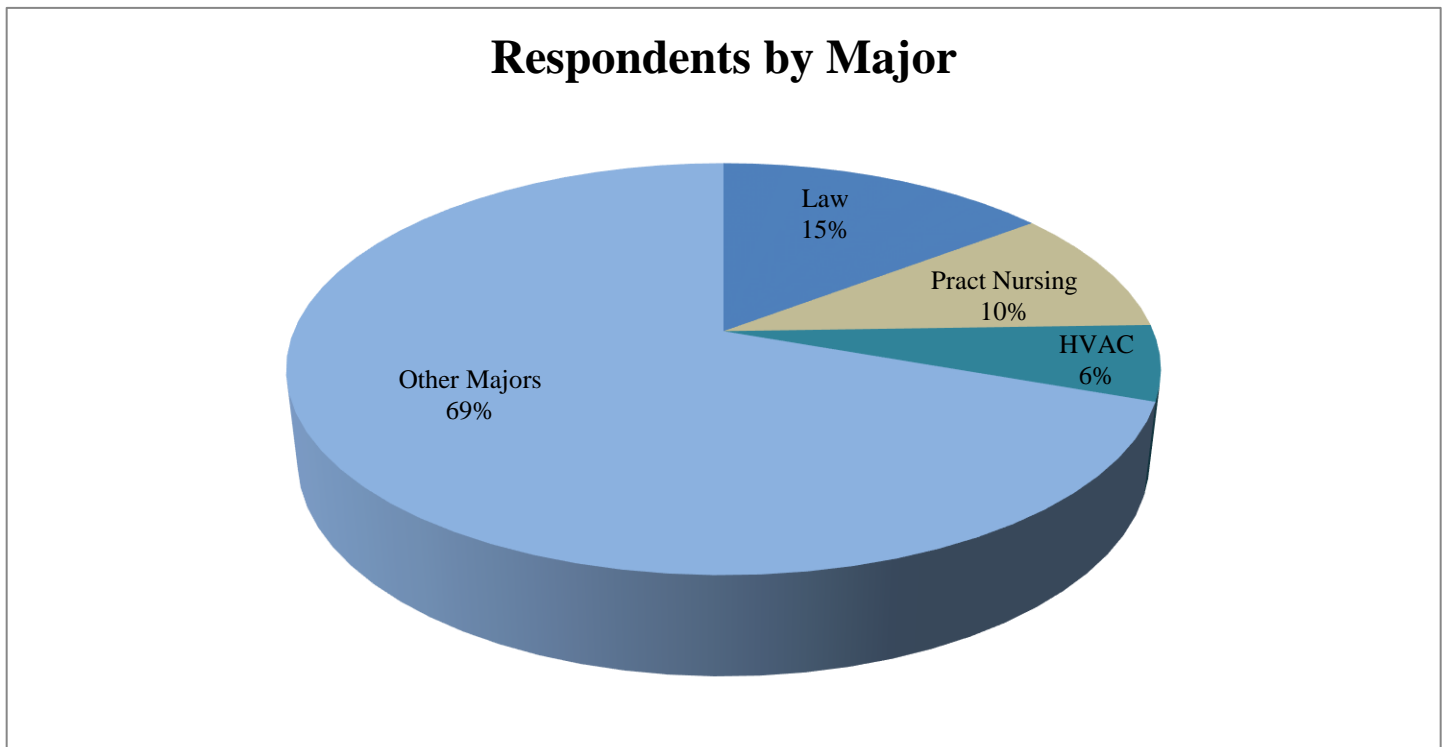
Results

Results will be presented in three sections: Employer responses for period 2015, Comparison for period FY 2007-2015 by year responses; and Summary of open ended responses for FY 2015. In all cases, data with less than 6 will be suppressed.

I. 2015 EMPLOYER RESPONSES:

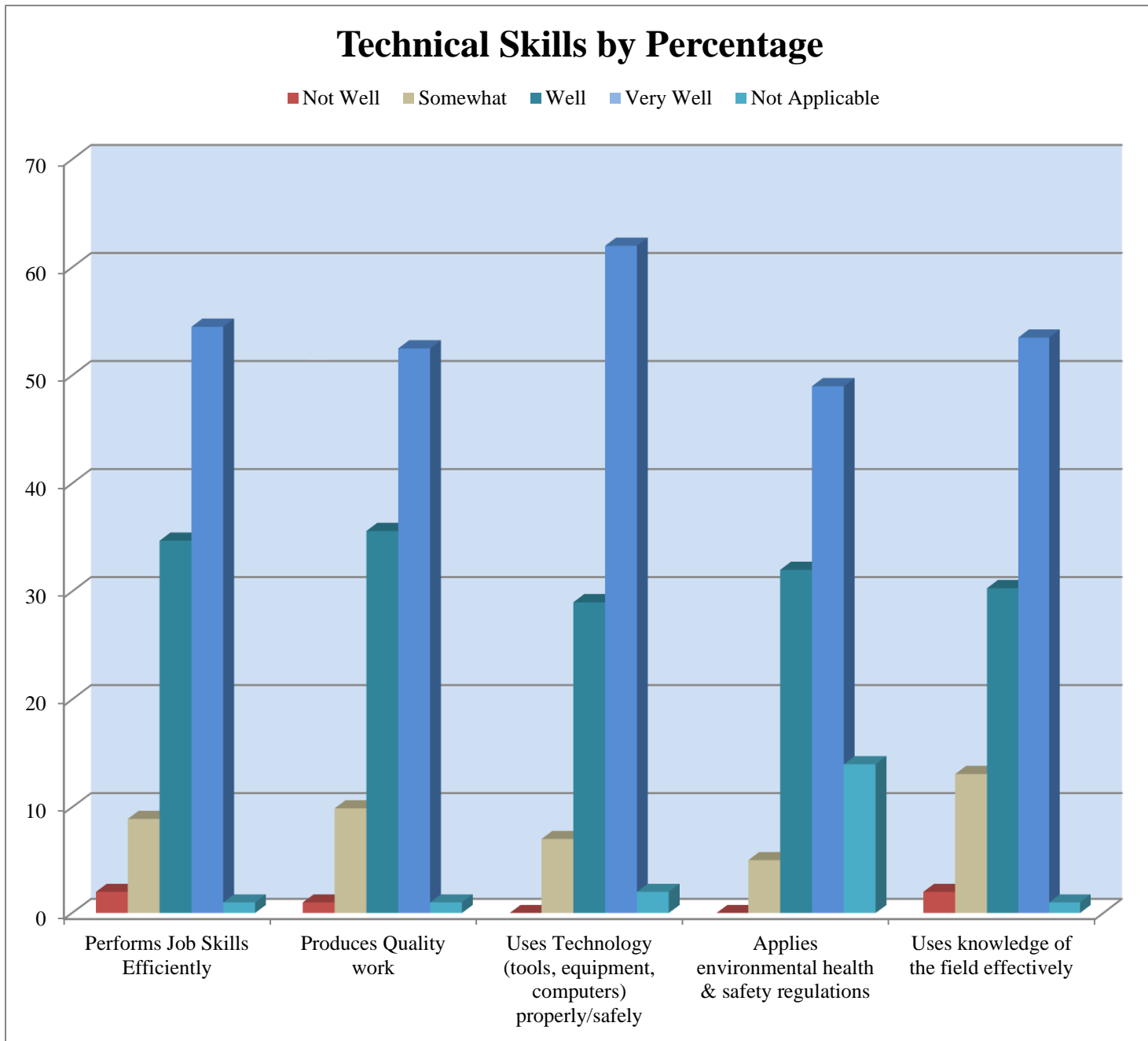
The top employer respondents represented graduates from the following majors by percentage of respondents. Many of the respondents had only 1 HTC graduate for the basis of their input. Law, Practical Nursing and HVAC were the largest majors with responses.

Figure 1



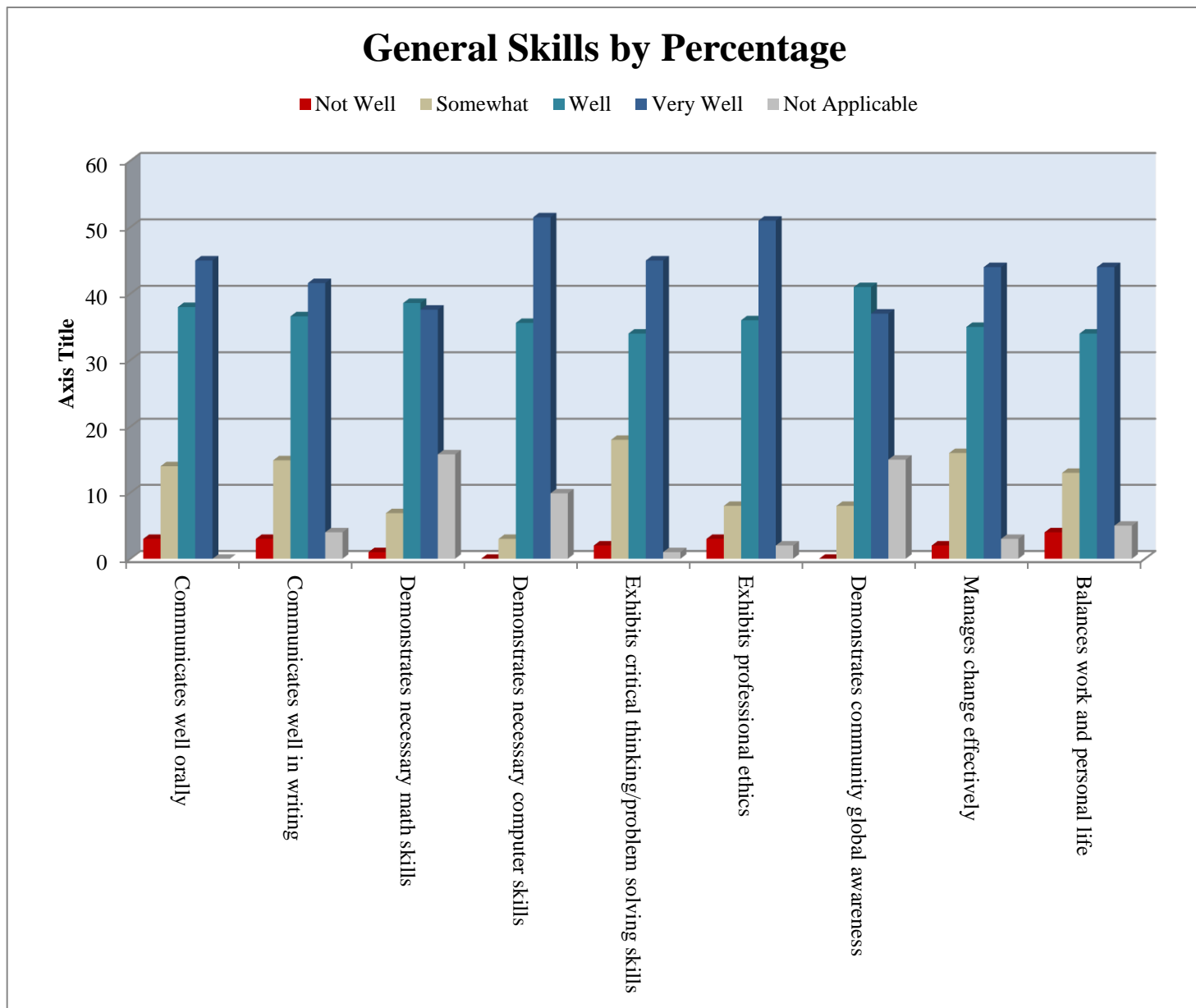
Of the five areas in the Technical Skills area (Performs job skills efficiently, Produces quality work, Uses technology (tools, equipment, computers) properly/safely, Applies environmental health and safety regulation and Uses knowledge of the field effectively) our graduates were rated Very Well (62%) in Uses Technology (tools, equipment, computers) properly/safely, and 54% in Performs Job Skills Efficiently, our score dropped to 49% in the areas of Applies environmental health and safety regulations.

Figure 2.



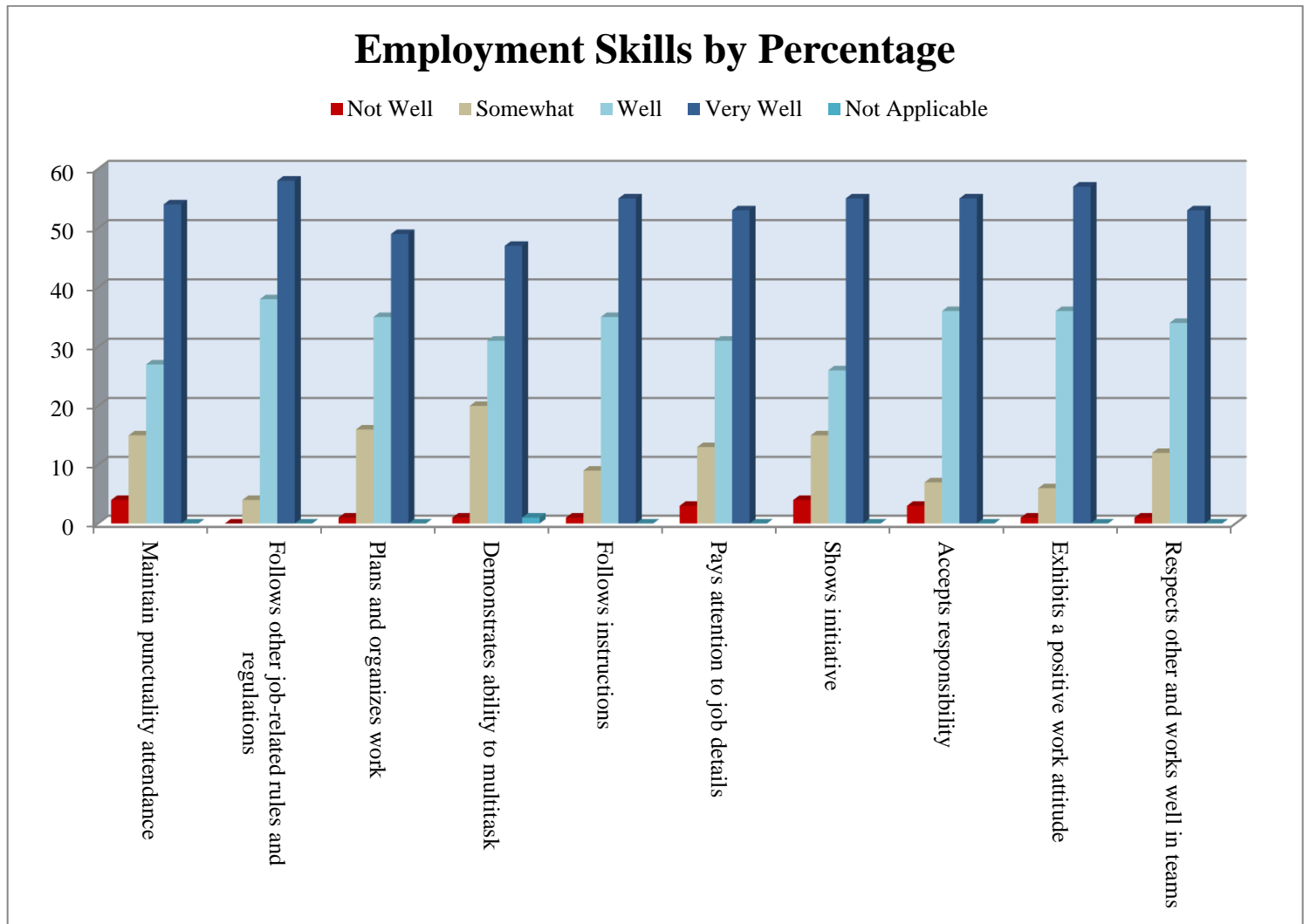
General skills include those areas related to communication (oral and written), critical thinking, professional ethics, global awareness, computer and math skills as well as managing change and balancing work and personal life. Within this area, we are less than 50% for “Very Well” in many of the categories. The area where we exceed 50% is in the professional ethics category, and demonstrates necessary computer skills. Many of these general skills are components of our general education coursework.

Figure 3



Employment Skills is our largest category to be reviewed and ratings above 50% in the Very Well in most of the categories. We fall below 50% with respect to demonstrating multitasking, and plans and organizes work. .

Figure 4



The final two questions seek information regarding their overall rating of our graduates skills in all areas (technical, general and employment) and if they would hire an HTC graduate again. Sixty-four percent indicated they would definitely hire an HTC grad again and forty-nine percent indicated the overall rating Very Well for all skills areas.

Figure 5.

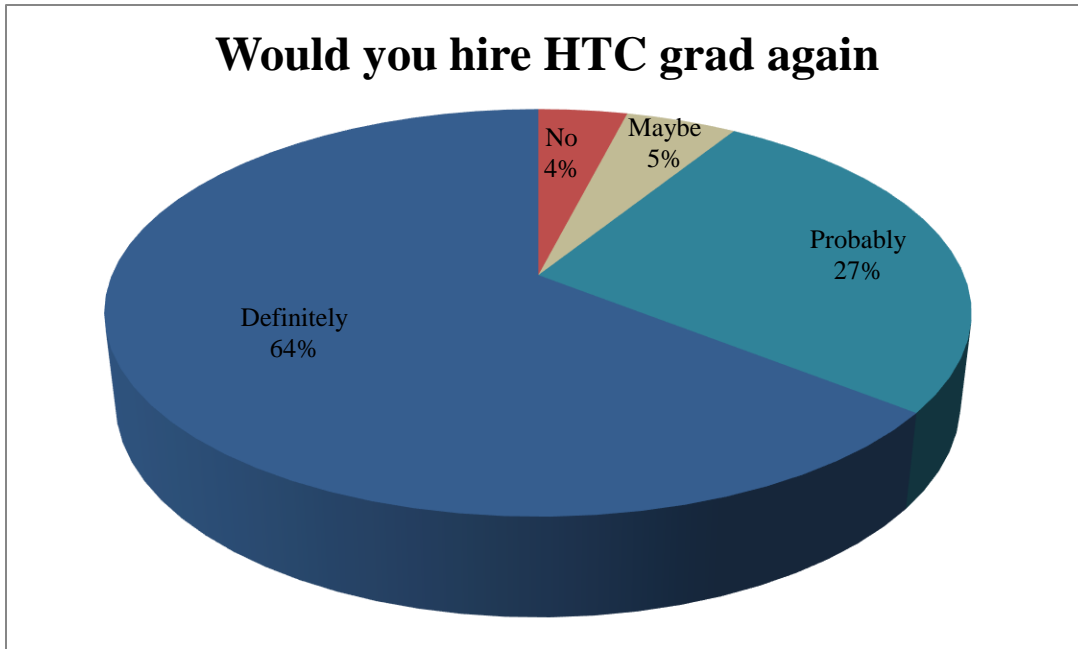
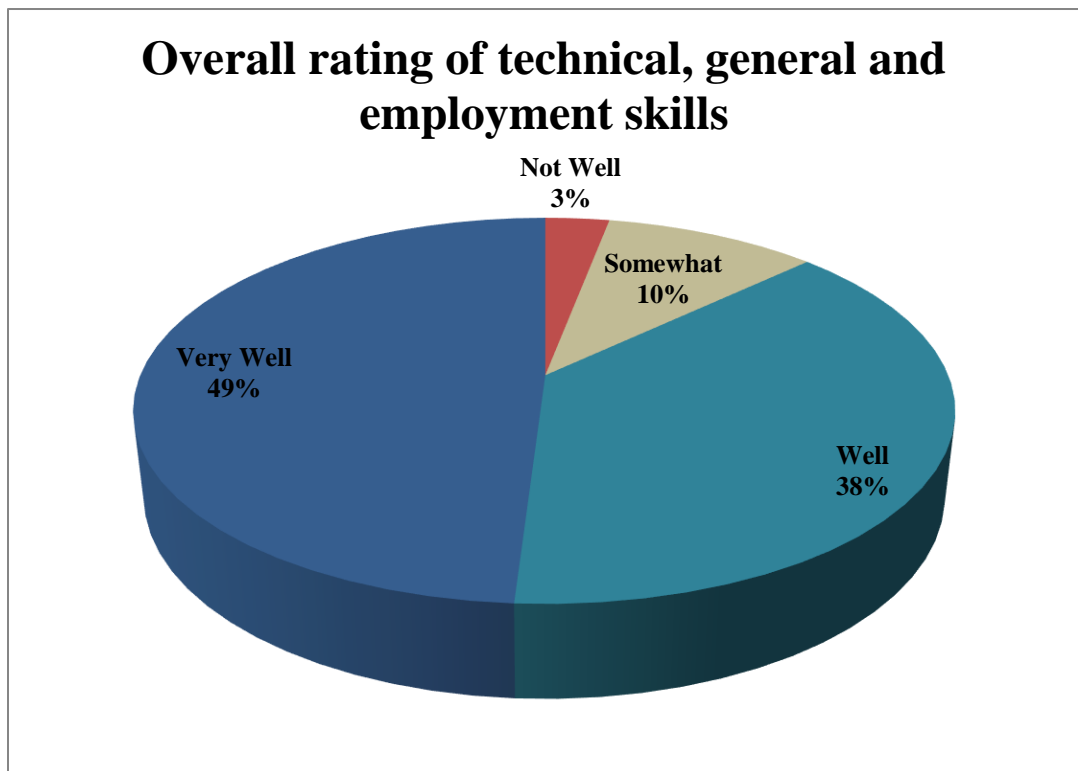


Figure 6



II. COMPARISON BY YEARS

Table 1 Technical Skills

Not applicable, and No response rating are not included. Percentages might not equal 100 due to omission of the 2 responses.

Item	Rating	2007	2008	2009	2010	2011	2012	2013	2014	2015
	by %	N=77	N=113	N=110	N=52	N=71	N=60	N=69	N=57	N=102
Performs job skills efficiently	Not well	3.9	0.9	0	1.9	4.2	0	0	2	2
	Somewhat	10.4	6.2	5.5	5.8	9.9	10.0	7.2	9	8.9
	Well	33.8	37.2	40.0	25.0	43.7	38.3	42.0	44	34.7
	Very Well	51.9	54.9	54.5	67.3	40.8	51.7	49.3	45	54.5
Produces quality work	Not well	2.6	0.9	0	1.9	1.4	0	0	2	1
	Somewhat	11.7	8.8	4.5	1.9	11.3	6.7	7.2	9	9.9
	Well	33.8	35.4	40.9	26.9	39.4	38.3	42.0	42	35.6
	Very Well	50.6	54	54.5	69.2	46.5	55.0	49.3	47	52.5
Uses technology (tools equipment, computers) properly/safely	Not well	1.3	0	0	1.9	1.4	0	1.4	0	0
	Somewhat	5.2	0.9	5.5	0	8.5	3.3	4.3	9	7
	Well	35.1	39.8	36.4	23.1	38.0	28.3	37.7	42	29
	Very Well	58.4	55.8	54.5	73.1	42.3	65	55.1	49	62
Applies environmental health & safety regulations	Not well	1.3	0	0	1.9	0	0	0	2	0
	Somewhat	9.1	8.0	9.1	5.8	8.5	8.3	7.2	7	5
	Well	35.1	34.5	35.5	26.9	46.5	33.3	37.7	46	32
	Very Well	49.4	48.7	50.9	57.7	40.8	45	43.5	42	49
Uses knowledge of the field effectively	Not well	1.3	0.9	0	1.9	2.8	1.7	1.4	2	2
	Somewhat	10.4	8.0	8.2	1.9	18.3	6.7	7.2	12	13.1
	Well	39.0	39.8	40.9	26.9	33.8	35	44.9	44	30.3
	Very Well	49.4	50.4	49.1	67.3	42.3	48.3	43.5	42	53.5

Figure 7

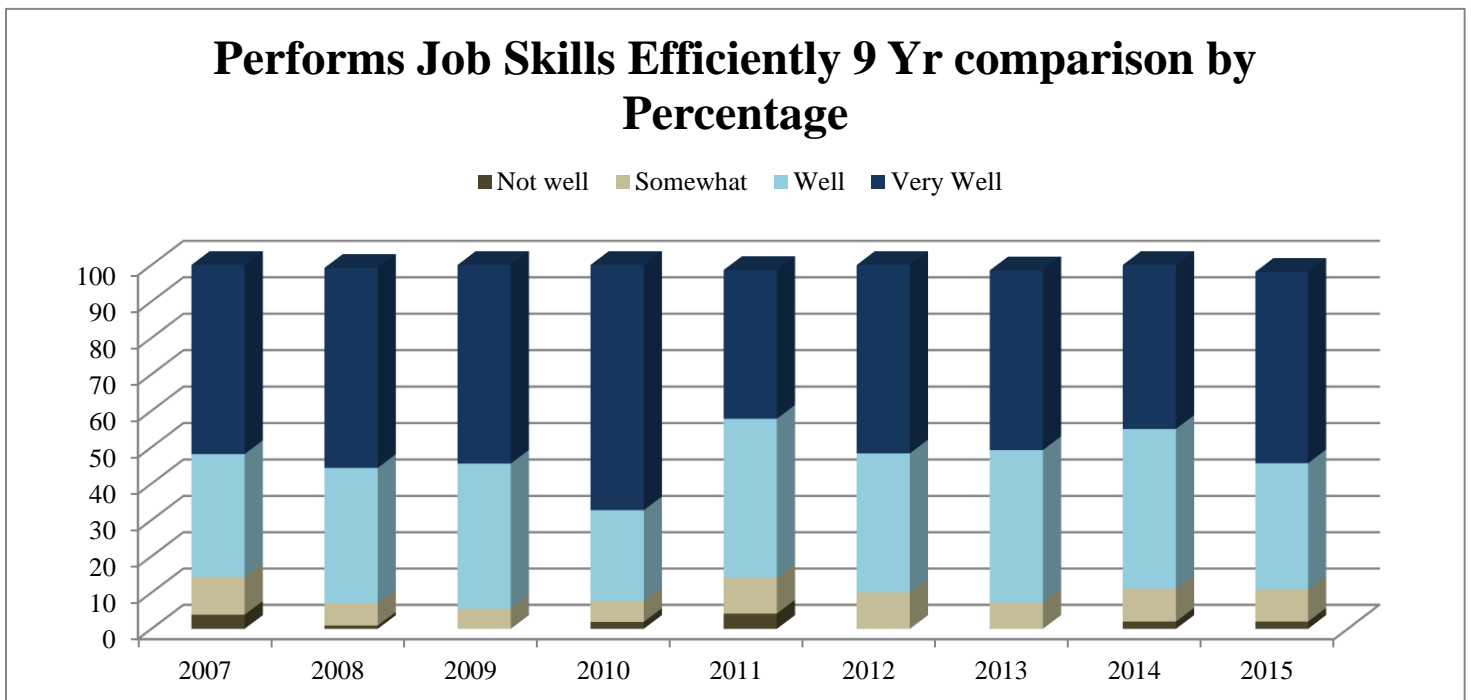


Figure 8

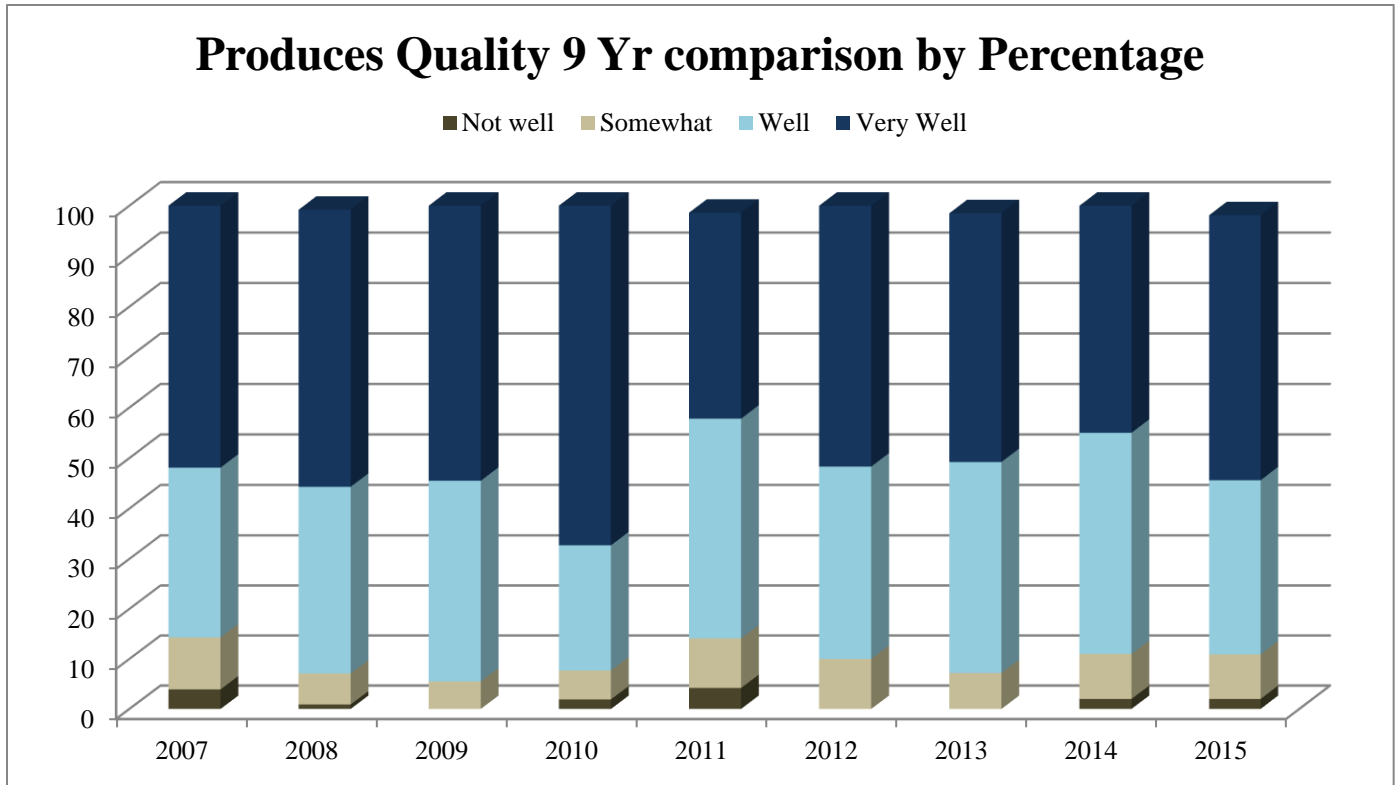


Figure 9

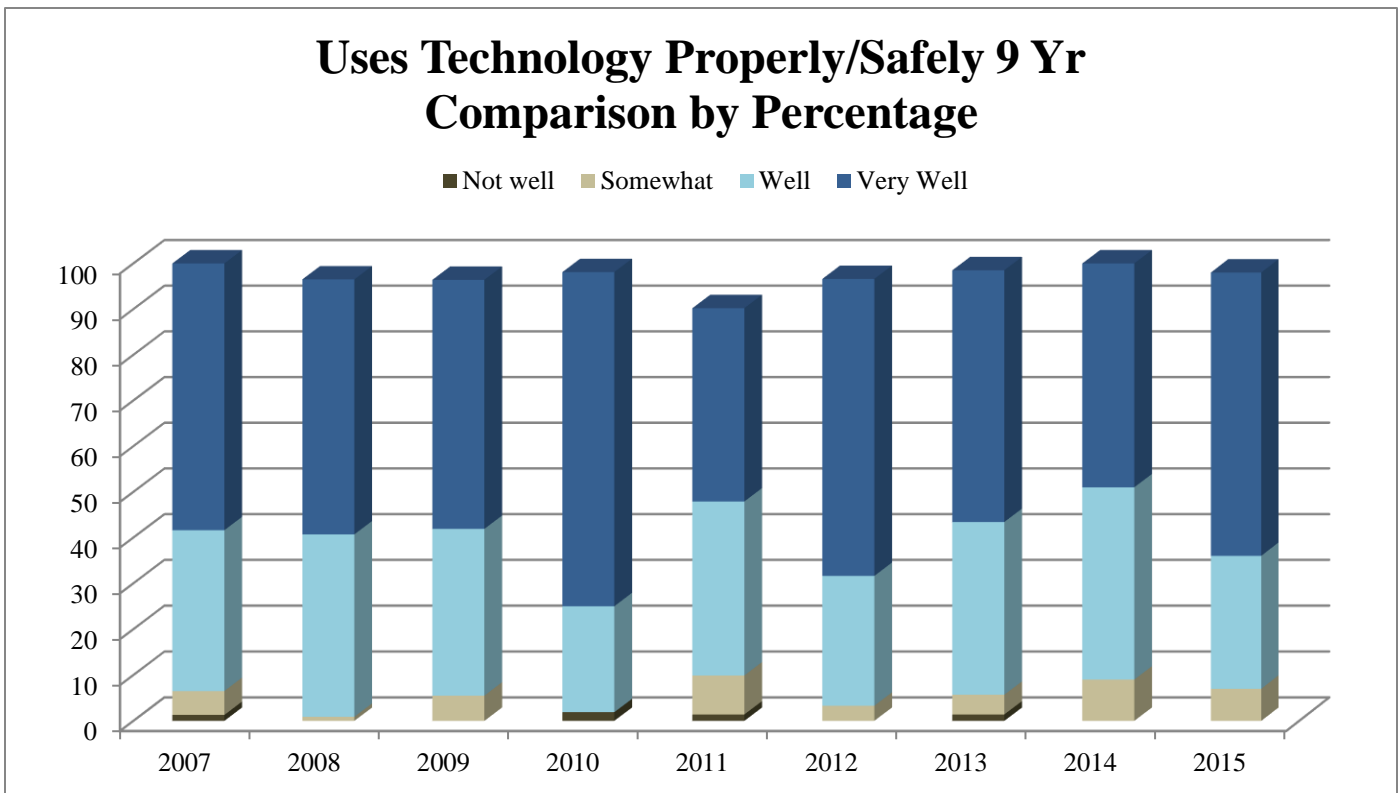


Figure 10

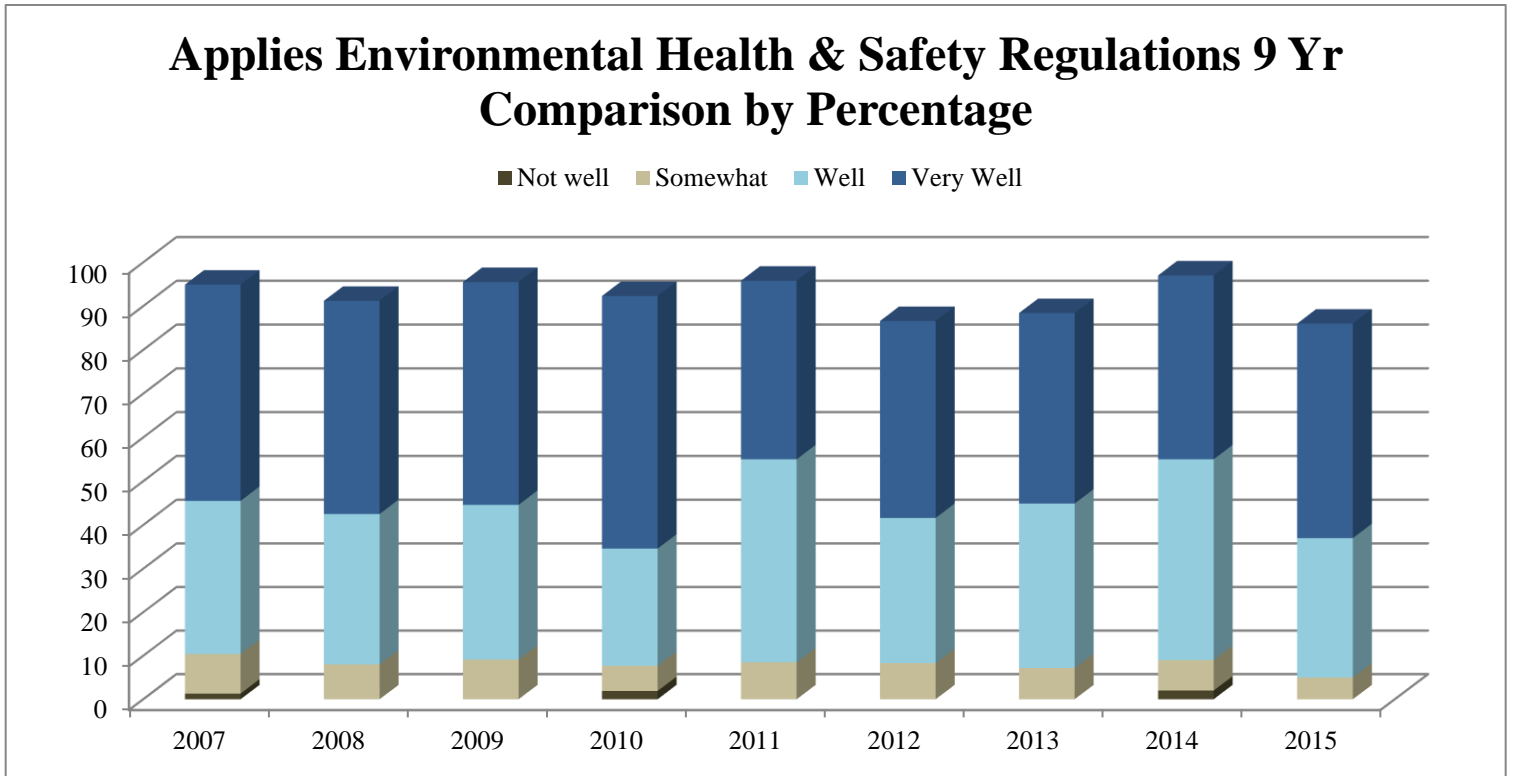


Figure 11

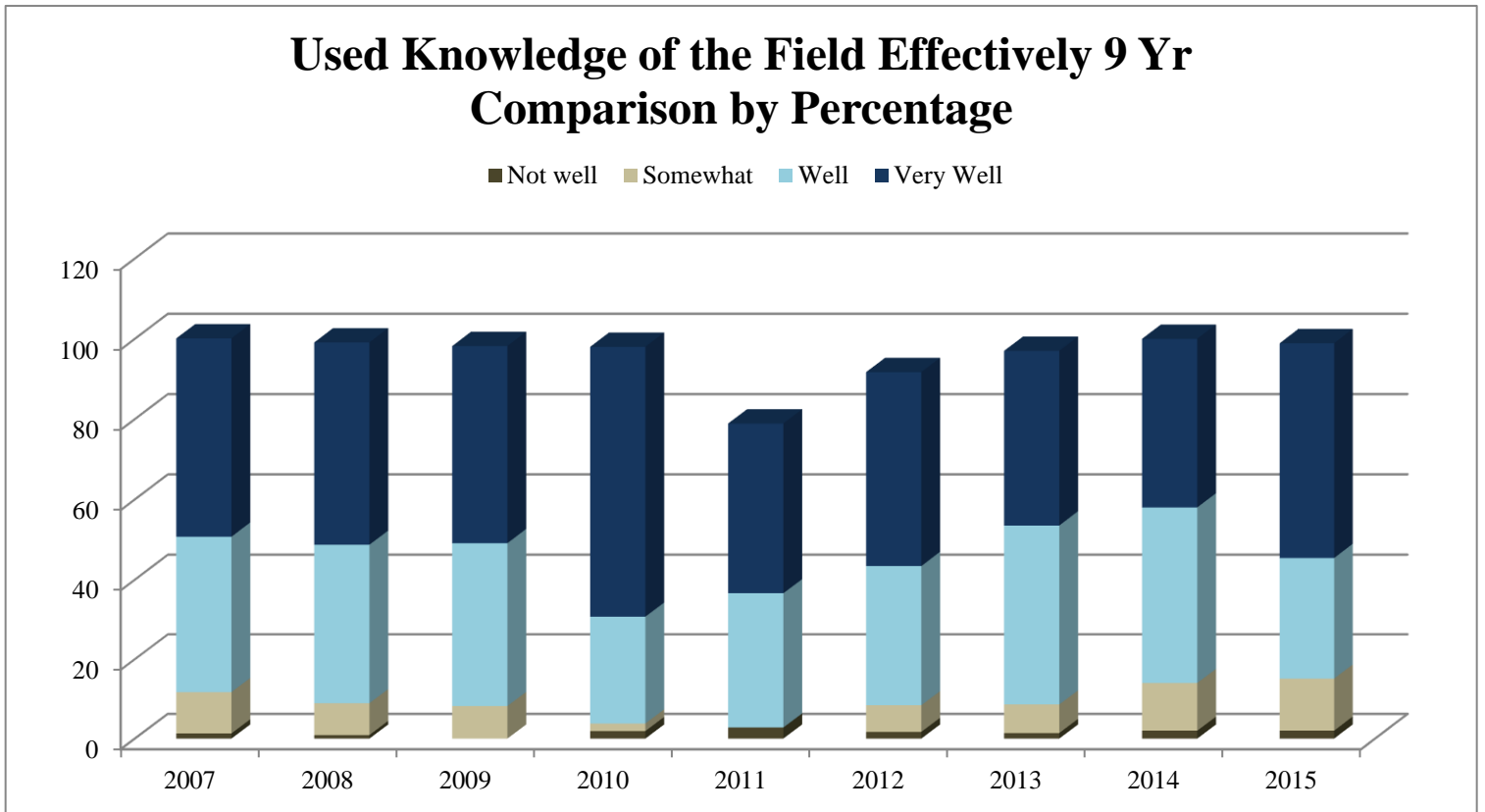


Table 2 General Skills

Not applicable, and No response rating are not included. Percentages might not equal 100 due to omission of the 2 responses

Item	Rating	2007	2008	2009	2010	2011	2012	2013	2014	2015
	by %	N=77	N=113	N=110	N=52	N=71	N=60	N=69	N=57	N=107
Communicates well orally	Not well	6.5	0.9	0.9	1.9	5.6	0	1.4	3	3
	Somewhat	11.7	11.5	11.8	7.7	15.5	16.7	10.6	9	14
	Well	33.8	42.5	39.1	42.3	38	31.7	42.0	40	38
	Very Well	48.1	45.1	46.4	44.2	39.4	51.7	44.9	46	45
Communicates well in writing	Not well	6.5	0.9	2.7	1.9	0	1.7	0	2	3
	Somewhat	11.7	18.6	10.0	15.4	22.5	11.7	11.6	11	14.9
	Well	44.2	39.8	45.5	30.8	29.6	35.0	40.6	46	36.6
	Very Well	33.8	35.4	37.3	46.2	33.8	43.3	39.1	37	41.6
Demonstrates necessary math skills	Not well	2.6	0	0.9	1.9	0	0	0	2	1
	Somewhat	6.5	6.2	6.4	3.8	7.0	6.7	2.9	7	6.9
	Well	33.8	48.7	38.2	32.7	42.3	36.7	42.0	44	38.6
	Very Well	40.3	38.9	39.1	46.2	28.2	41.7	34.8	35	37.6
Demonstrates necessary computer skills	Not well	3.9	0	0.9	1.9	0	0	1.4	5	0
	Somewhat	5.2	3.5	7.3	3.8	7.0	6.7	2.9	7	3
	Well	35.1	33.6	29.1	30.8	31.0	30.0	40.6	39	35.6
	Very Well	48.1	47.8	47.3	50.0	38.0	51.7	43.5	40	51.5
Exhibits critical thinking problem solving skills	Not well	6.5	2.7	0	1.9	5.6	3.3	0	4	2
	Somewhat	19.5	17.0	11.8	9.6	28.2	18.3	15.9	12	18
	Well	33.8	39.3	38.2	25.0	33.8	33.3	47.8	44	34
	Very Well	39.0	41.1	49.1	61.5	29.6	45.0	33.3	40	45
Exhibits professional ethics	Not well	2.6	1.8	0	3.8	2.8	0	2.9	0	3
	Somewhat	10.4	7.1	4.5	7.7	8.5	3.3	7.2	9	8
	Well	32.5	31.9	34.5	19.2	38.0	38.3	40.6	37	36
	Very Well	53.2	58.4	59.1	69.2	47.9	58.3	50.7	54	51
Demonstrates community/global awareness	Not well	6.5	2.7	0.9	3.8	2.8	0	1.4	2	0
	Somewhat	10.4	13.3	13.6	1.9	14.1	11.7	7.2	10	8
	Well	36.4	38.9	36.4	38.5	33.8	31.7	37.7	37	41
	Very Well	36.4	33.6	40.0	44.2	29.6	41.7	34.8	39	37
Manages change effectively	Not well	6.5	0.69	0	1.9	4.2	1.7	2.9	4	2
	Somewhat	11.7	9.7	15.5	7.7	15.5	13.3	10.1	9	16
	Well	40.3	51.3	37.3	40.4	43.7	35.0	53.6	44	35
	Very Well	40.3	36.3	46.4	48.1	33.8	48.3	27.5	40	44
Balances work and personal life	Not well	3.9	5.3	4.5	1.9	2.8	0	2.9	9	4
	Somewhat	13.0	8.0	6.4	3.8	9.9	11.7	5.8	5	13
	Well	35.1	40.7	34.5	40.4	49.3	40.0	46.4	40	34
	Very Well	46.8	44.2	51.8	48.1	35.2	43.3	37.7	39	44

Figure 12

Communicates Well Orally 9 Yr. Comparison by Percentage

■ Not well ■ Somewhat ■ Well ■ Very Well

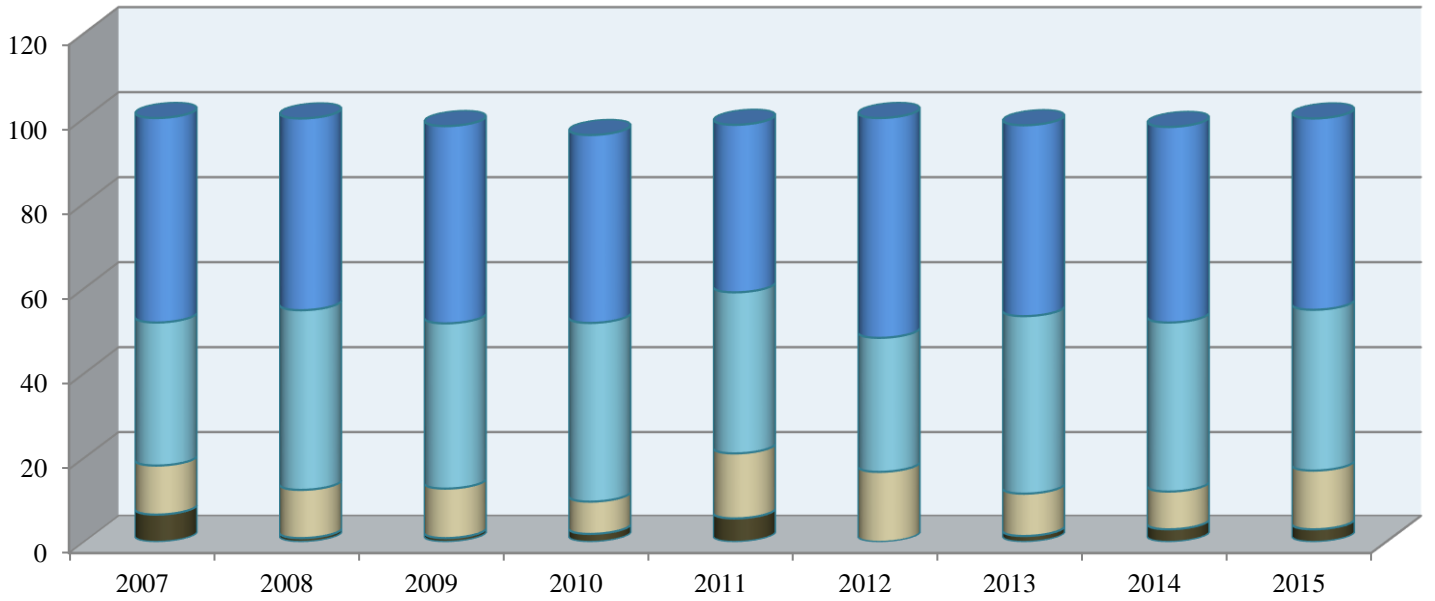


Figure 13

Communicates Well in Writing 9 Yr. Comparison by Percentage

■ Not well ■ Somewhat ■ Well ■ Very Well

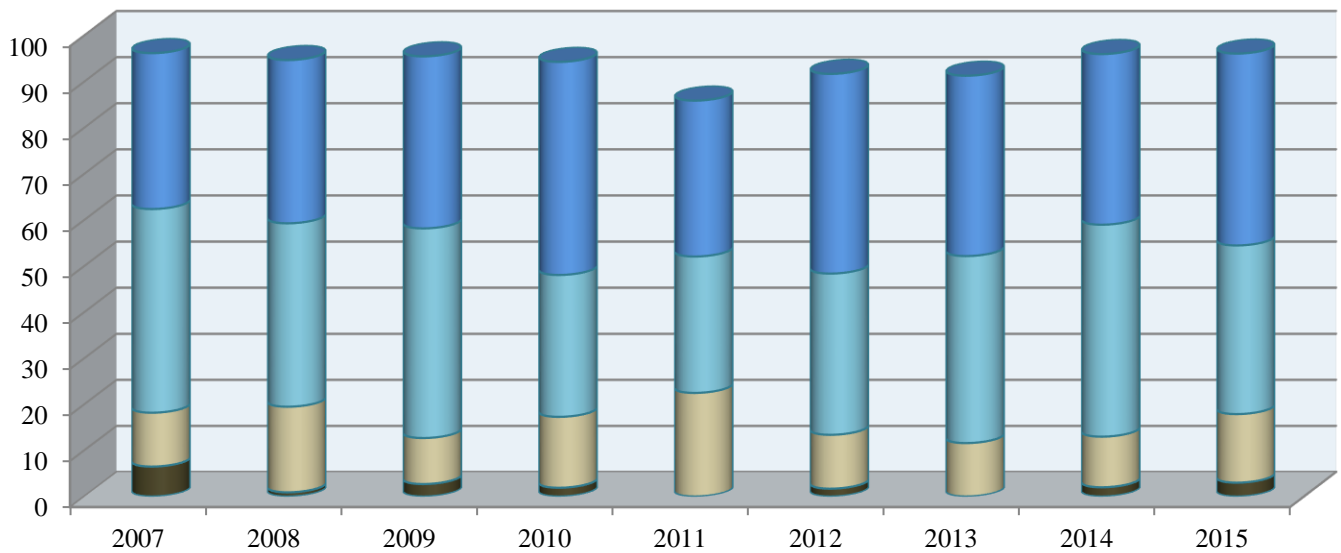


Figure 14

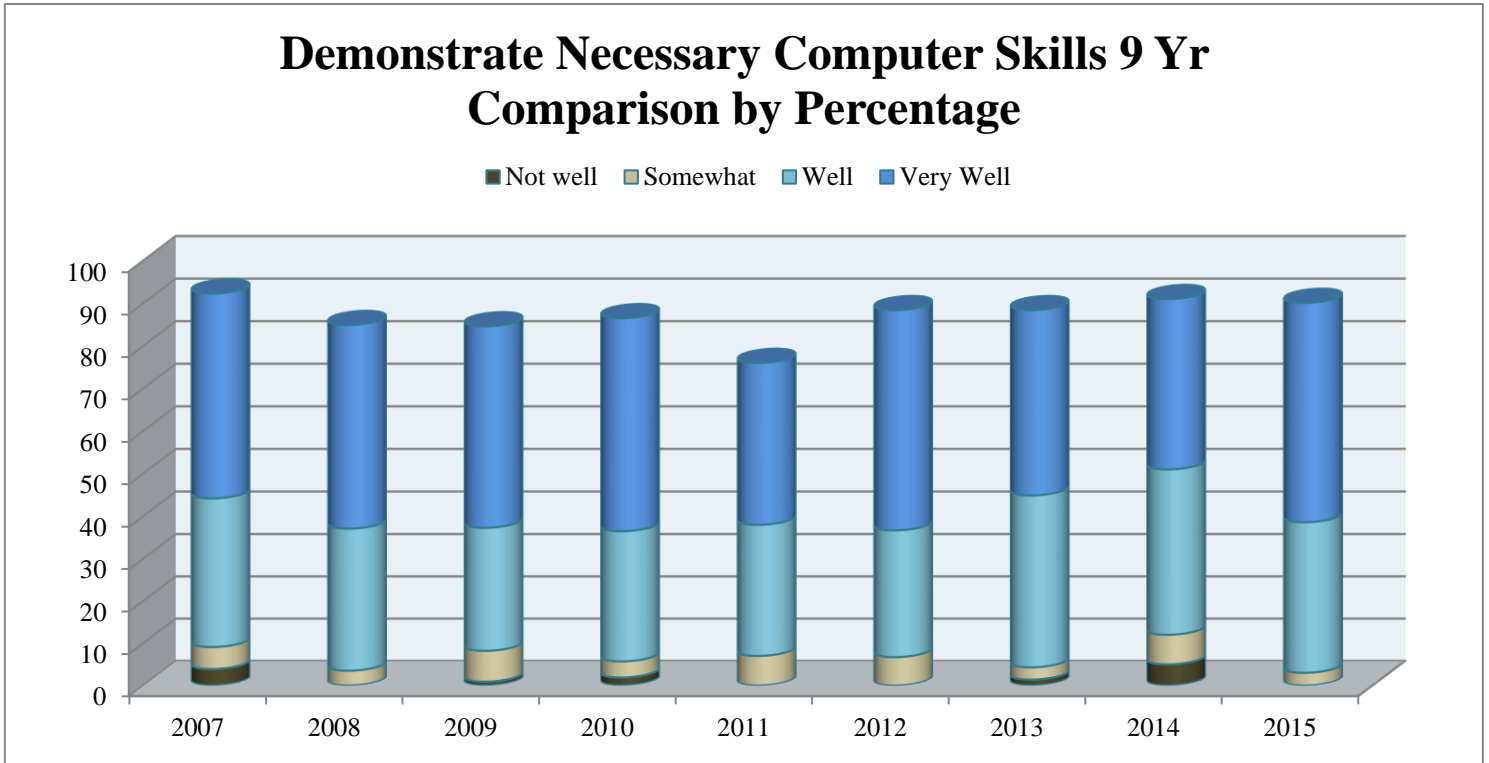


Figure 15

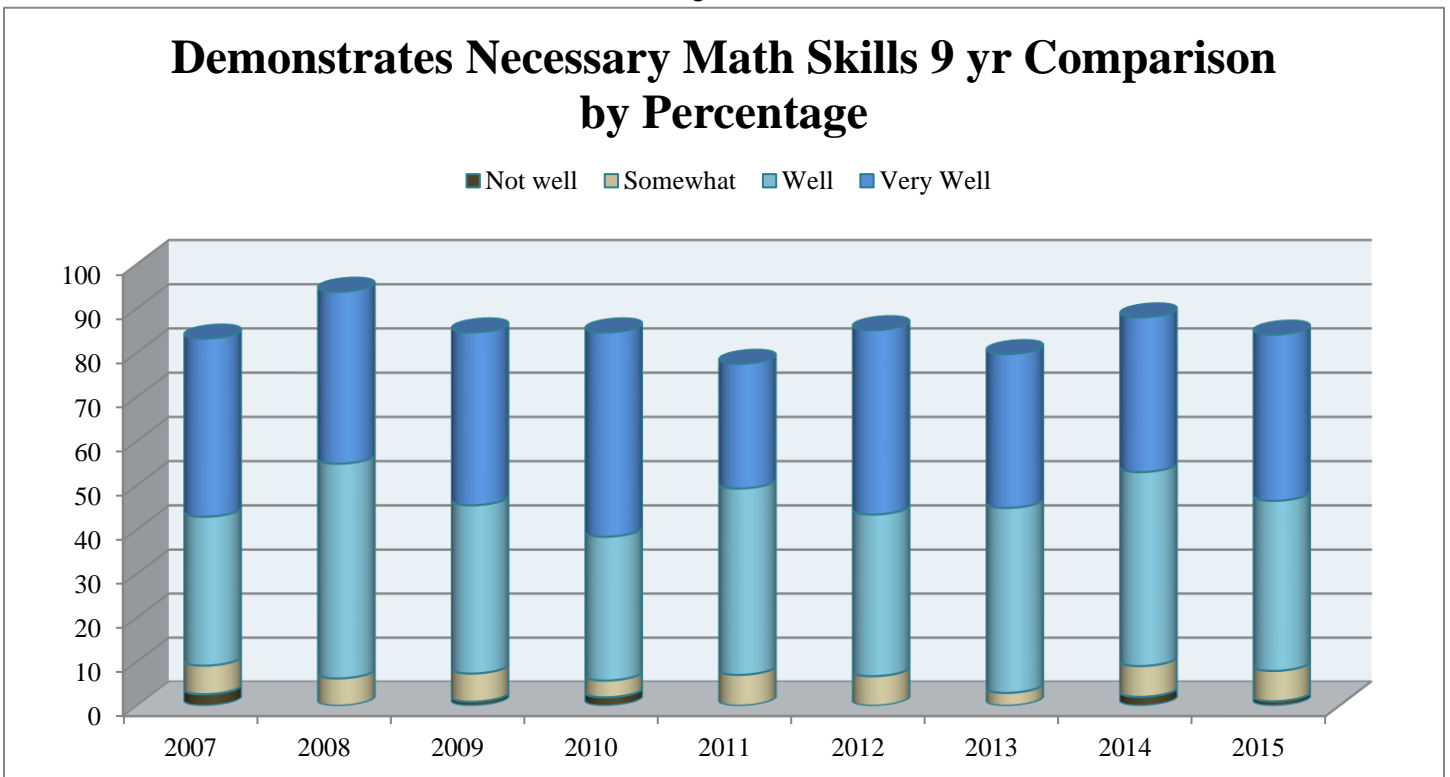


Figure 16

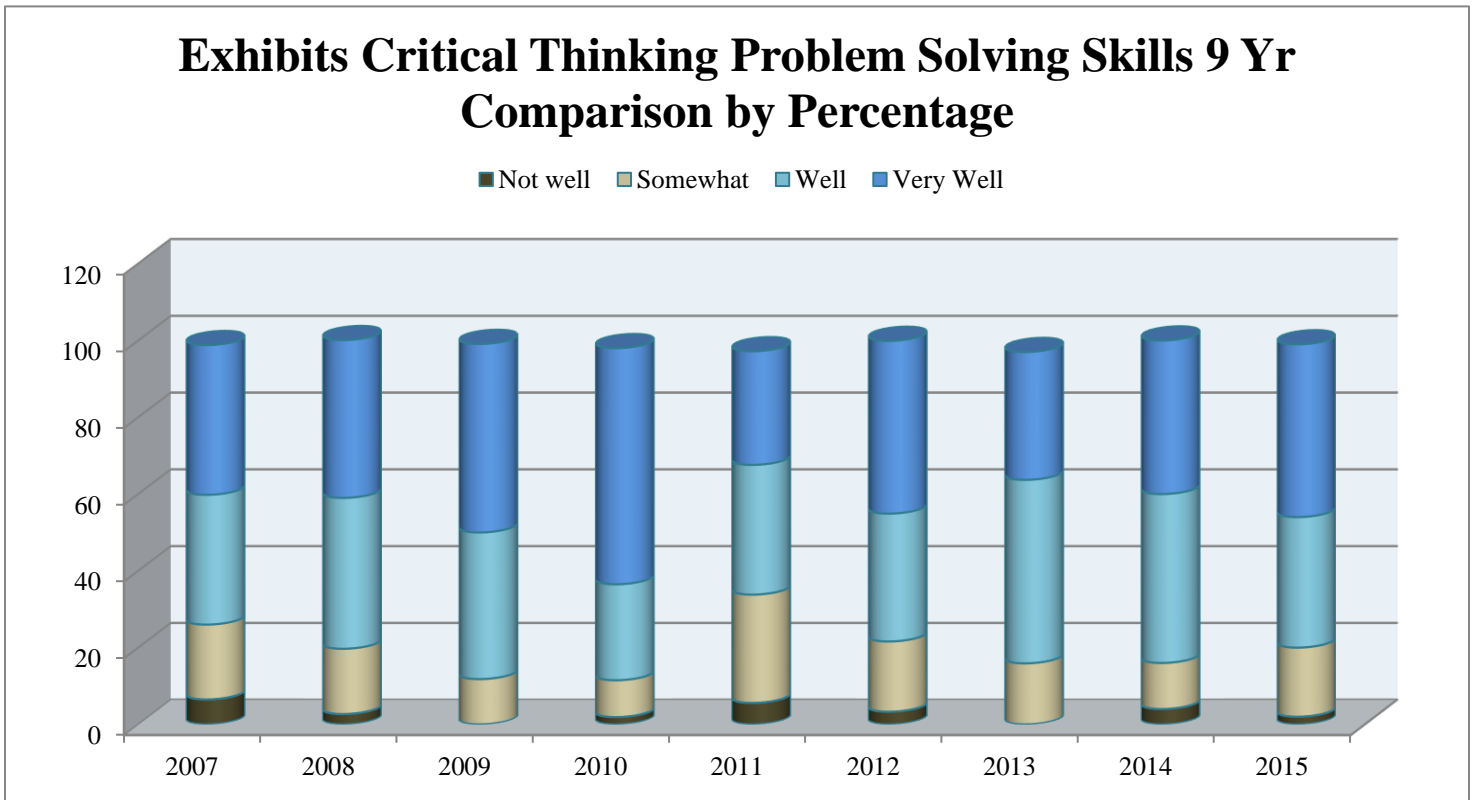


Figure 17

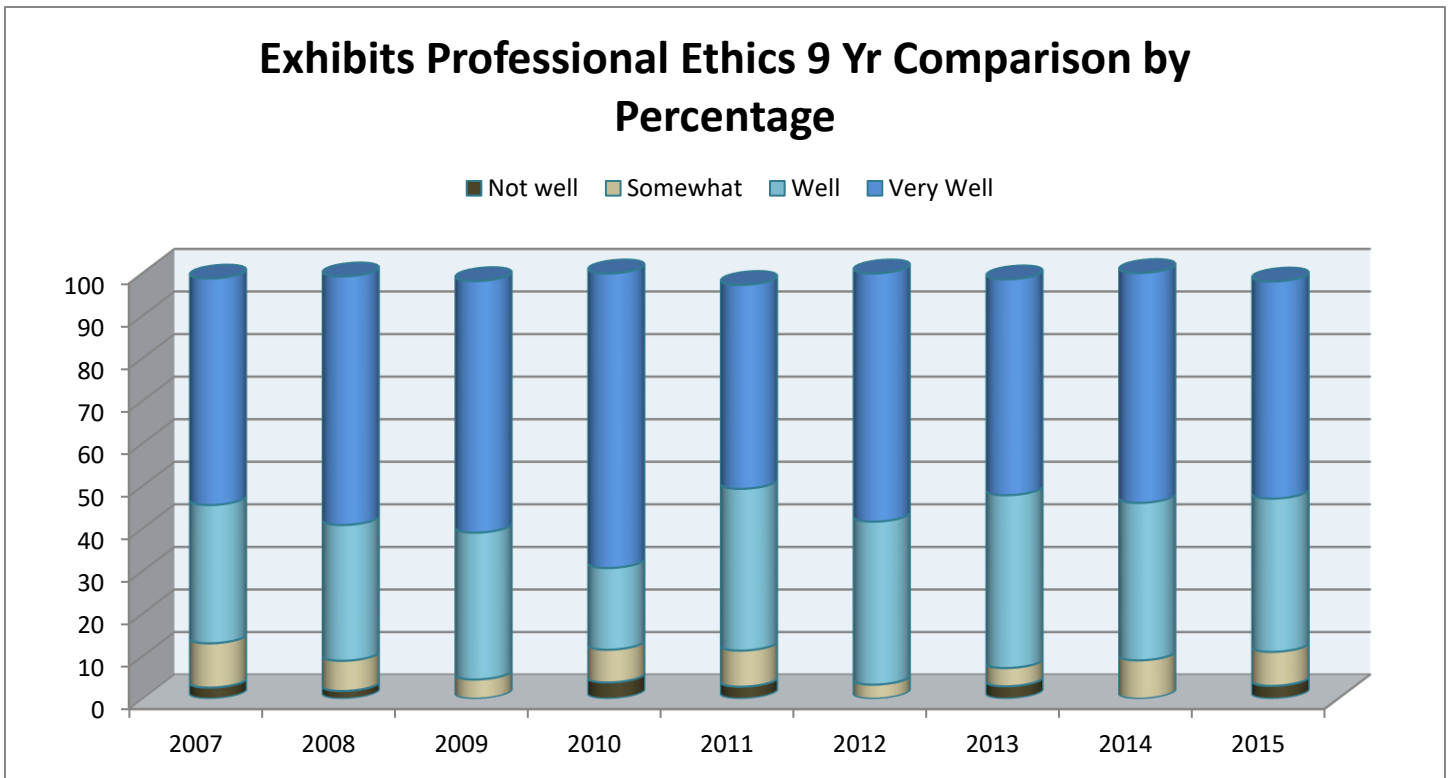


Figure 18

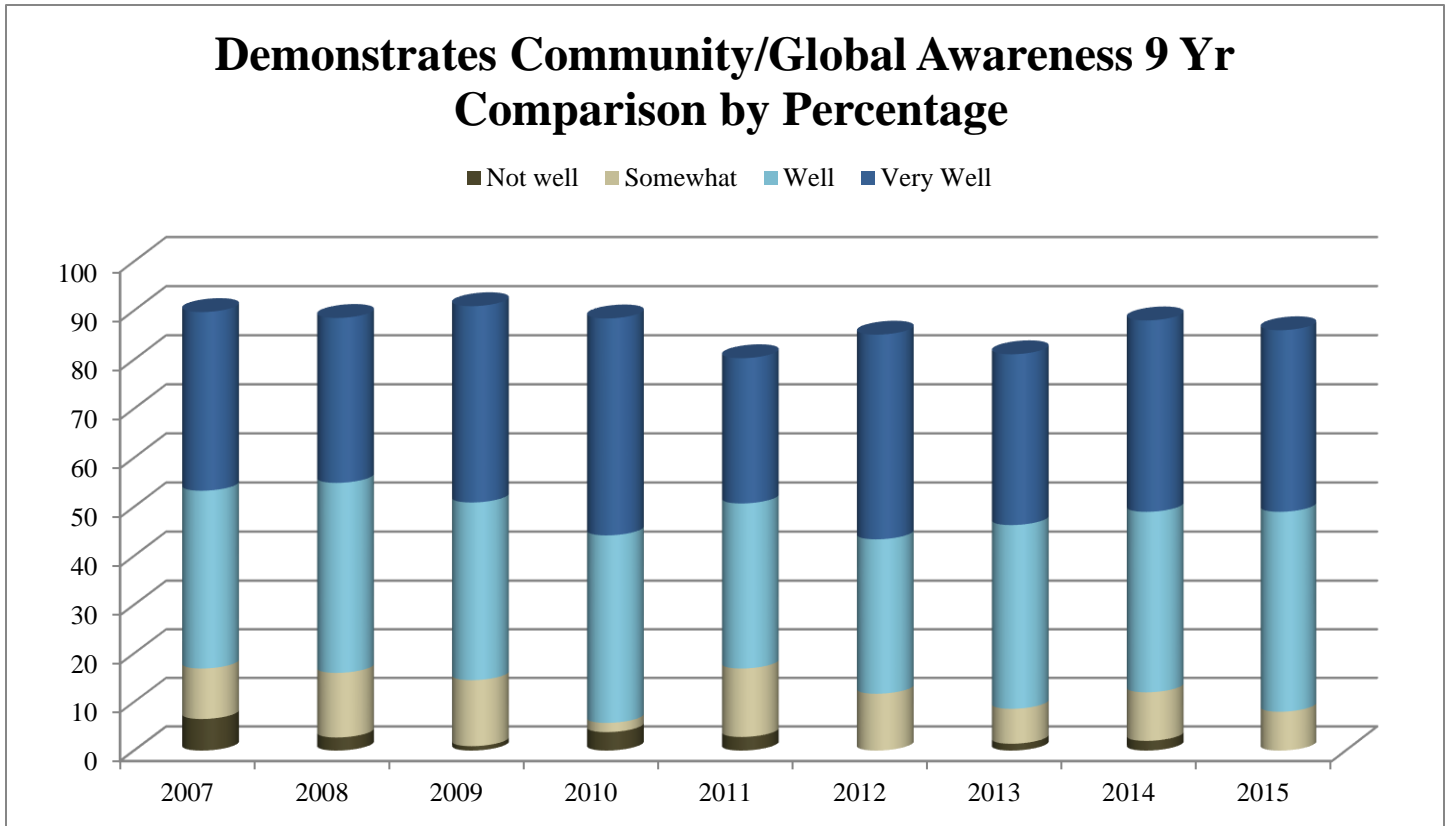


Figure 19

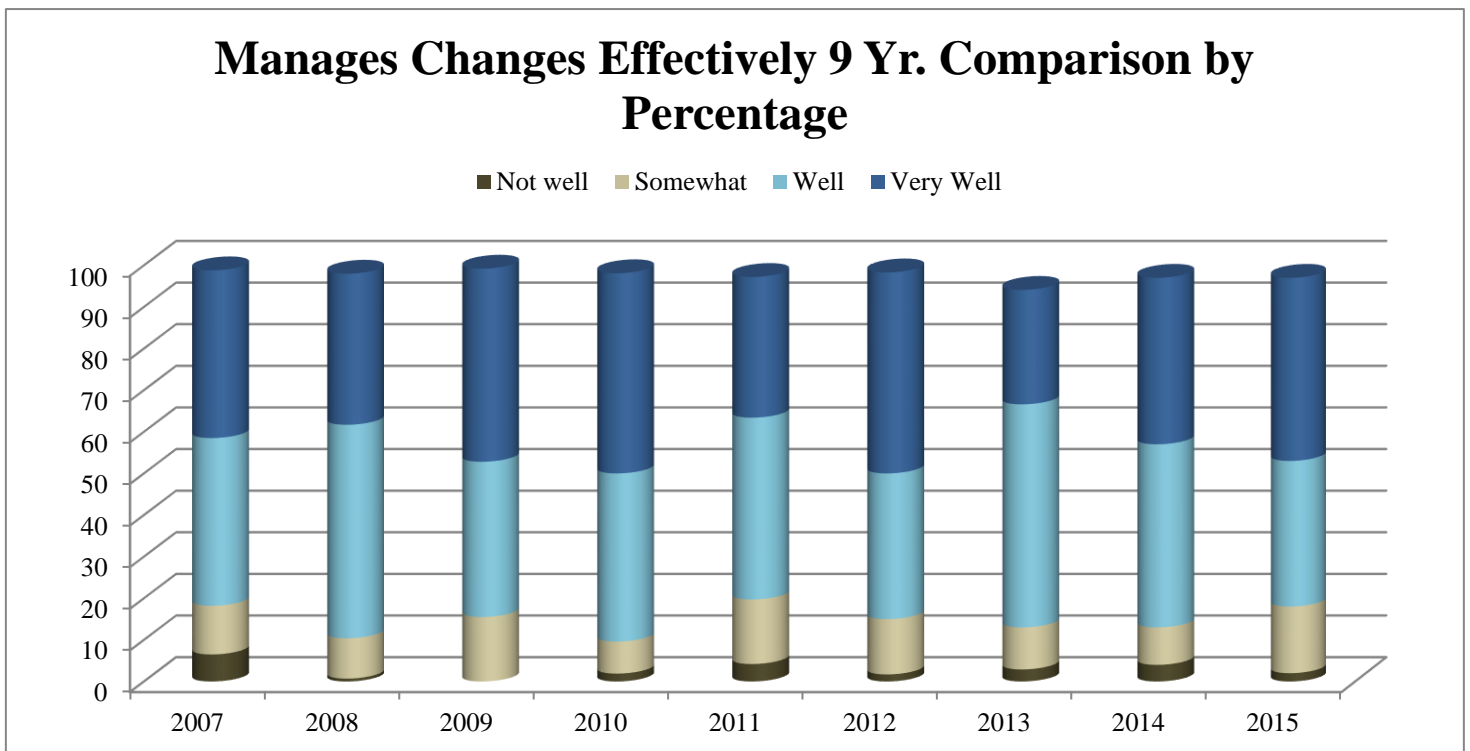


Figure 20

Balances Work and Personal Life 9 Yr Comparision by Percentage

■ Not well ■ Somewhat ■ Well ■ Very Well

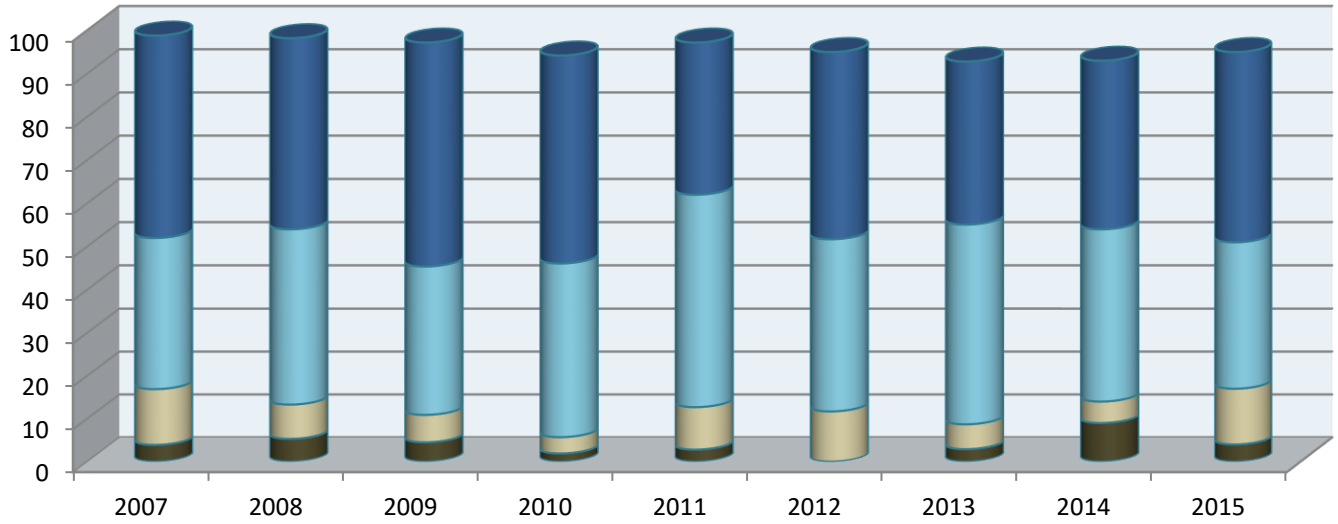


Table 3 Employment Skills

Not applicable, and No response rating are not included. Percentages might not equal 100 due to omission of the 2 responses

Item	Rating	2007	2008	2009	2010	2011	2012	2013	2014	2015
	by %	N=77	N=113	N=110	N=52	N=71	N=60	N=69	N=57	N=107
Maintain punctuality/attendance	Not well	5.2	2.7	0	3.8	1.4	0	2.9	5	4
	Somewhat	6.5	8.8	10.9	7.7	8.5	11.7	4.3	11	15
	Well	24.7	23.9	18.2	26.9	29.6	25.0	30.4	21	27
	Very Well	63.6	63.7	70.9	61.5	59.2	63.3	60.9	63	54
Follows other job related rules and regulations	Not well	2.6	0	0.9	1.9	1.4	0	0	0	0
	Somewhat	5.2	4.4	4.5	0	8.5	6.7	5.8	7	4
	Well	37.7	36.3	29.1	30.8	36.6	28.3	36.2	42	38
	Very Well	54.5	58.4	65.5	67.3	52.1	65.0	55.1	51	58
Plans and organizes work	Not well	2.6	0.9	0.9	1.9	2.8	1.7	0	2	1
	Somewhat	16.9	8.8	10.9	5.8	16.9	13.3	13.0	9	16
	Well	27.3	37.2	39.1	36.5	38.0	30.0	44.9	42	35
	Very Well	50.6	52.2	47.3	55.8	39.4	51.7	40.6	46	49
Demonstrates ability to multitask	Not well	2.6	4.4	1.8	1.9	2.8	3.3	0	4	1
	Somewhat	22.1	14.2	14.5	9.6	18.3	18.3	15.9	12	20
	Well	26.0	31.9	31.8	38.5	42.3	26.7	43.5	35	31
	Very Well	49.4	49.6	50.0	50.0	35.2	51.7	39.1	49	47
Follows instructions	Not well	2.6	0	0.9	1.9	2.8	3.3	2.9	2	1
	Somewhat	7.8	8.8	6.4	0	11.3	10.0	2.9	7	9
	Well	37.7	34.5	32.7	36.5	39.4	35.0	46.4	42	35
	Very Well	51.9	57.5	60.0	61.5	45.1	51.7	46.4	49	55
Pays attention to job details	Not well	3.9	1.8	0.9	1.9	4.2	3.3	1.4	7	3
	Somewhat	15.6	10.6	7.3	1.9	16.9	10.0	13.0	7	13
	Well	31.2	36.3	34.5	28.8	36.6	36.7	42.0	42	31
	Very Well	49.4	51.3	57.3	65.4	40.8	50.0	40.6	44	53
Show initiative	Not well	5.2	0.9	2.7	1.9	8.5	1.7	1.4	4	4
	Somewhat	15.6	9.7	8.2	5.8	21.1	15.0	14.5	16	15
	Well	32.5	39.8	31.8	36.5	25.4	28.3	37.7	33	26
	Very Well	46.8	49.6	56.4	55.8	43.7	55.0	44.9	47	55
Accepts responsibility	Not well	5.2	0.9	0.9	1.9	4.2	1.7	2.9	0	3
	Somewhat	6.5	7.1	7.3	3.8	14.1	8.3	10.1	14	7
	Well	32.5	38.9	26.4	25.0	32.4	21.7	36.2	37	36
	Very Well	53.2	53.1	64.5	69.2	46.5	68.3	49.3	49	55
Exhibits a positive work attitude	Not well	2.6	1.8	0.9	3.8	2.8	0	2.9	2	1
	Somewhat	11.7	10.6	8.2	3.8	12.7	8.3	4.3	12	6
	Well	24.7	31.9	24.5	25.0	33.8	26.7	34.8	28	36
	Very Well	59.7	55.8	65.5	67.3	49.3	65.0	56.5	58	57
Respects others and works well in teams	Not well	3.9	1.8	0.9	1.9	0	1.7	1.4	3	1
	Somewhat	15.6	1.8	10.9	3.8	11.3	1.7	7.2	5	12
	Well	22.1	41.6	26.4	30.8	32.4	31.7	30.4	32	34
	Very Well	58.4	54.9	60.9	63.5	54.9	65.0	59.4	60	53

Figure 21

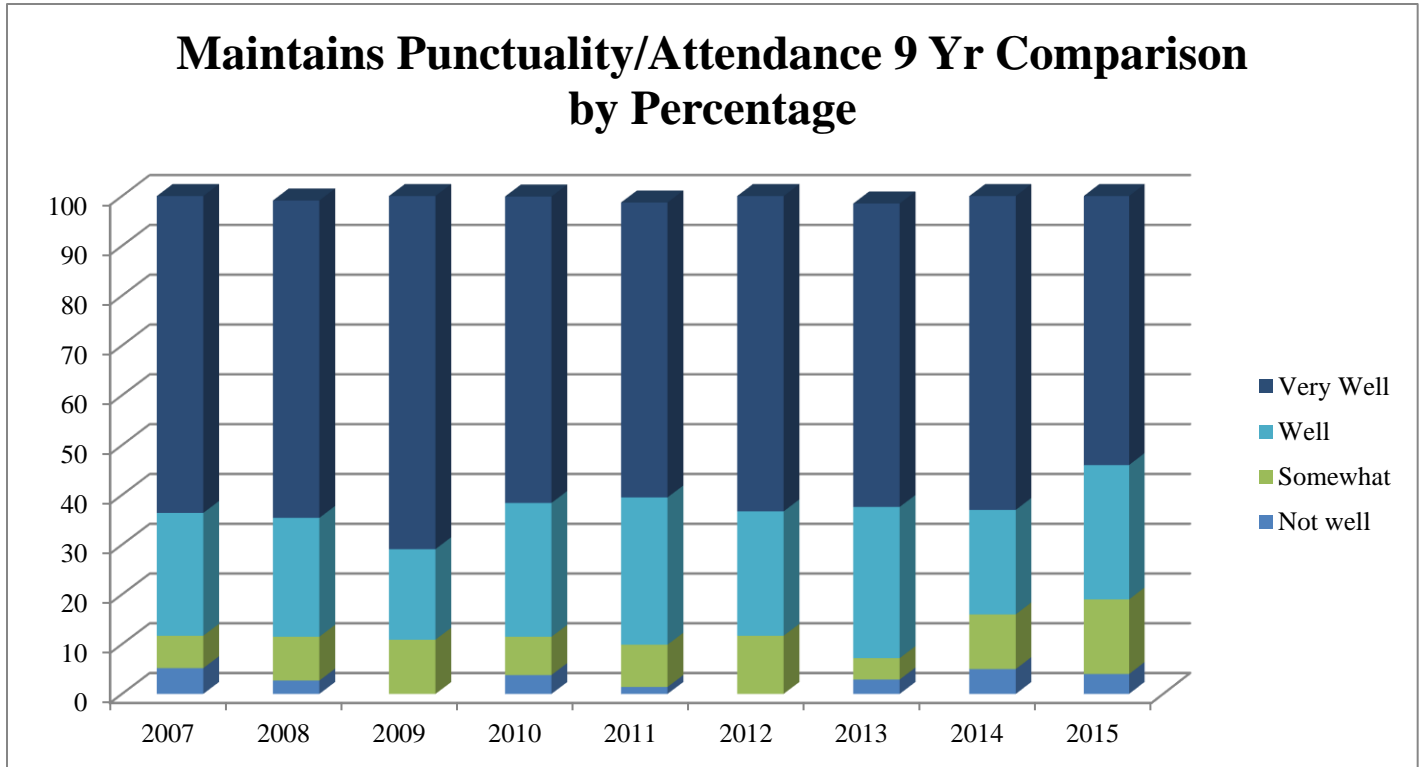


Figure 22

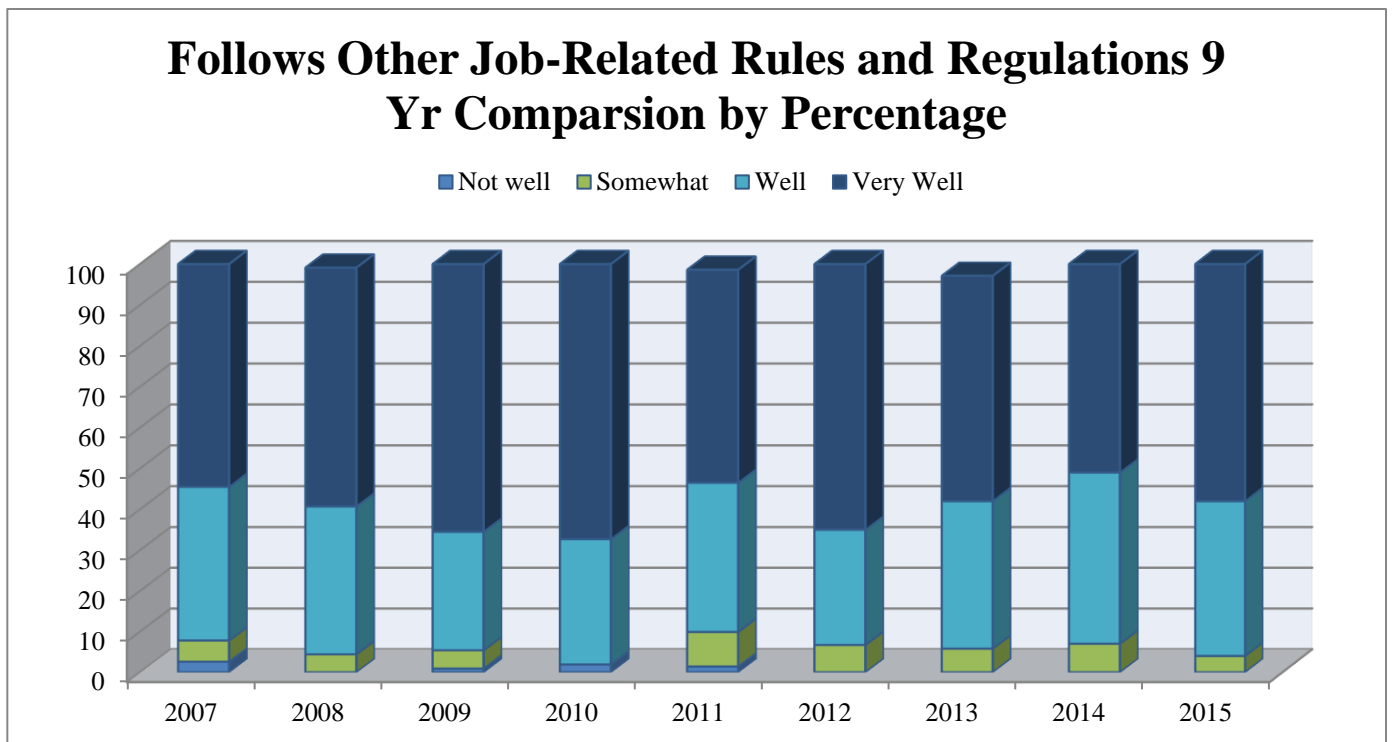


Figure 23

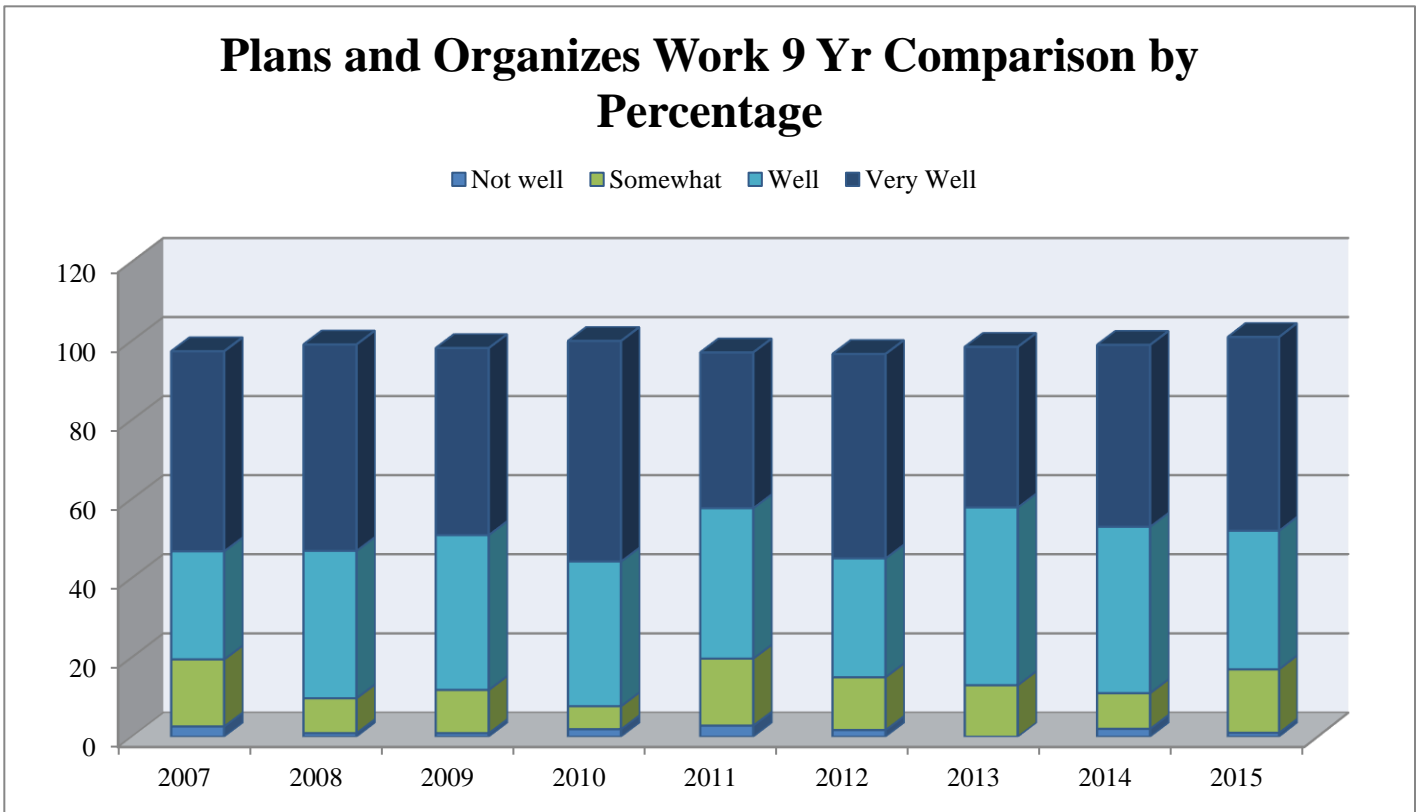


Figure 24

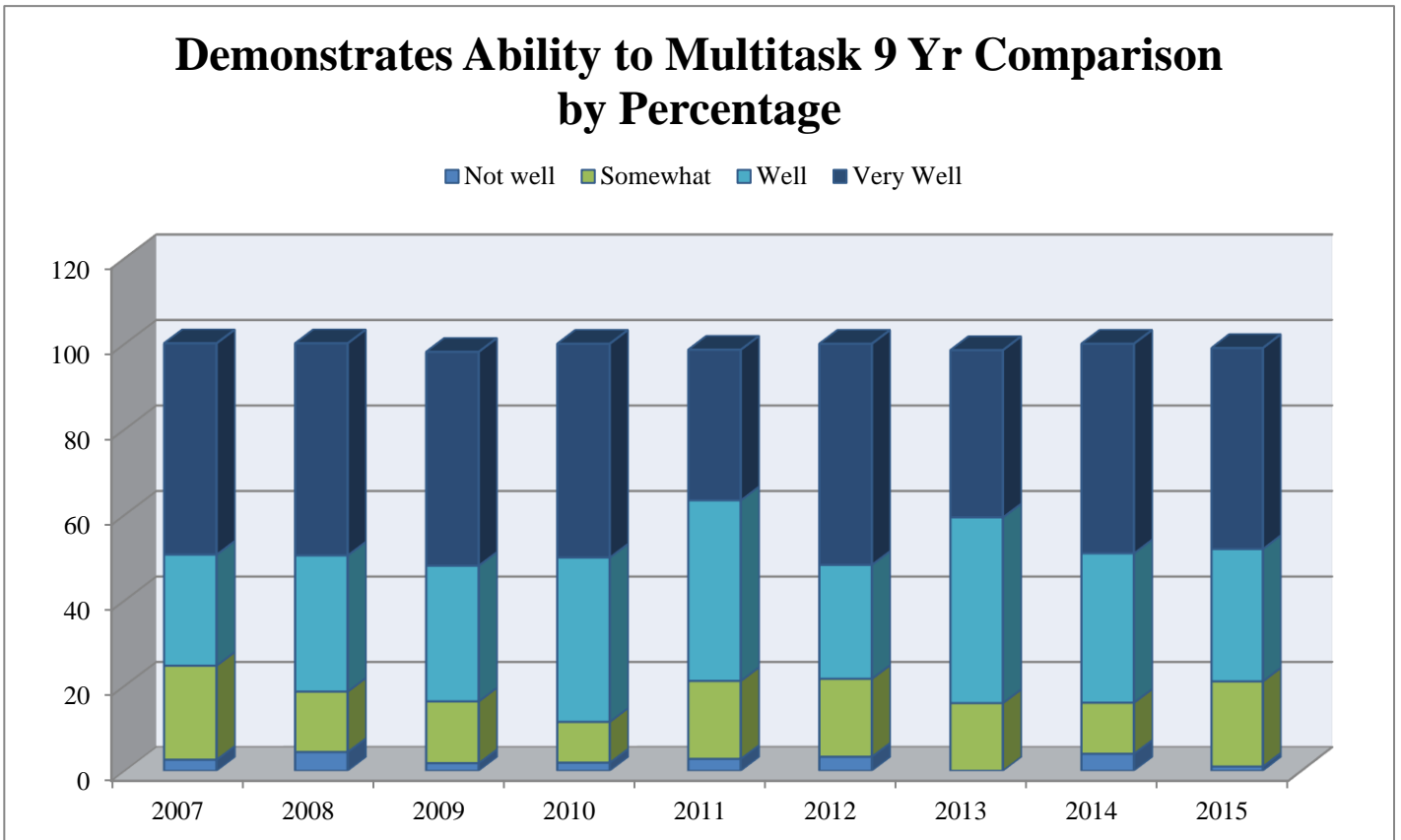


Figure 25

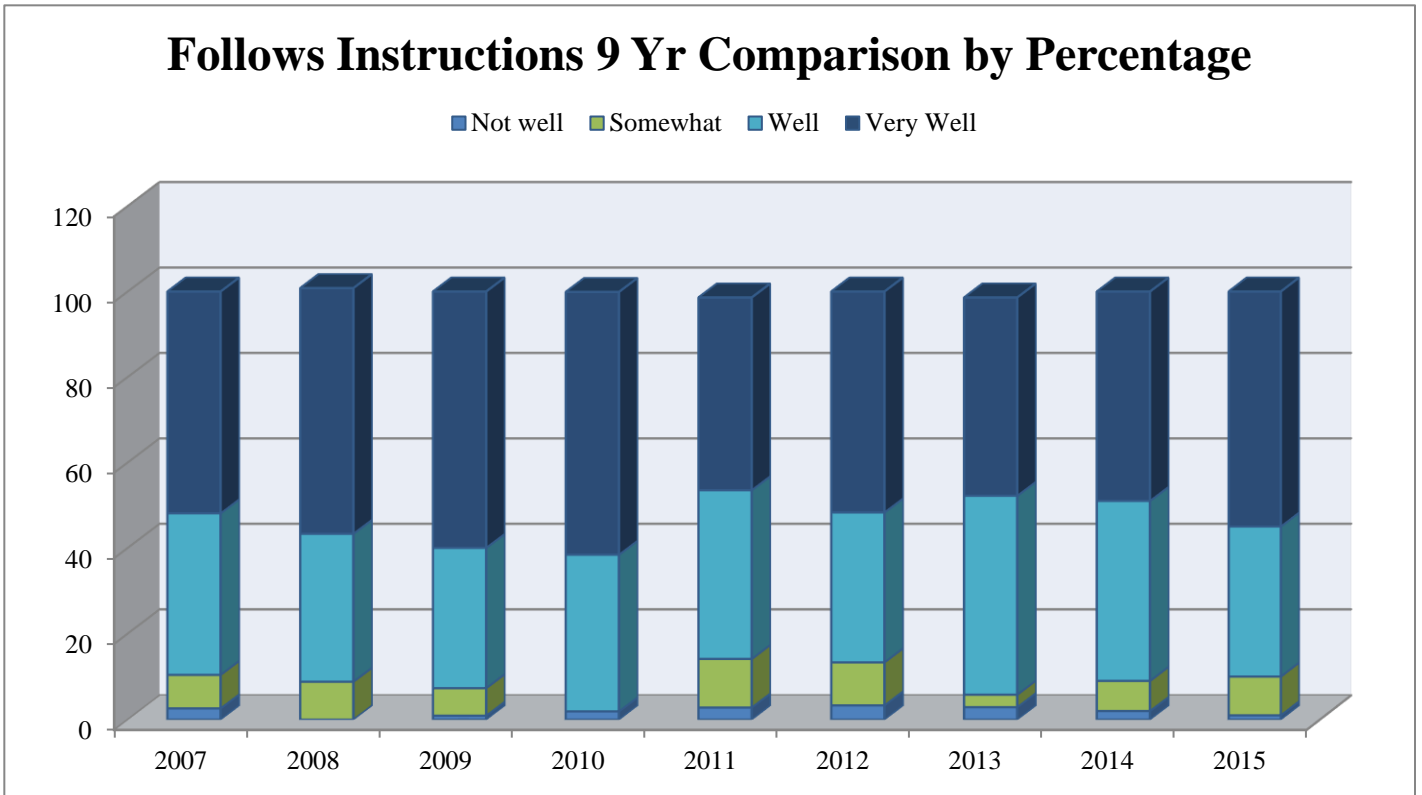


Figure 26

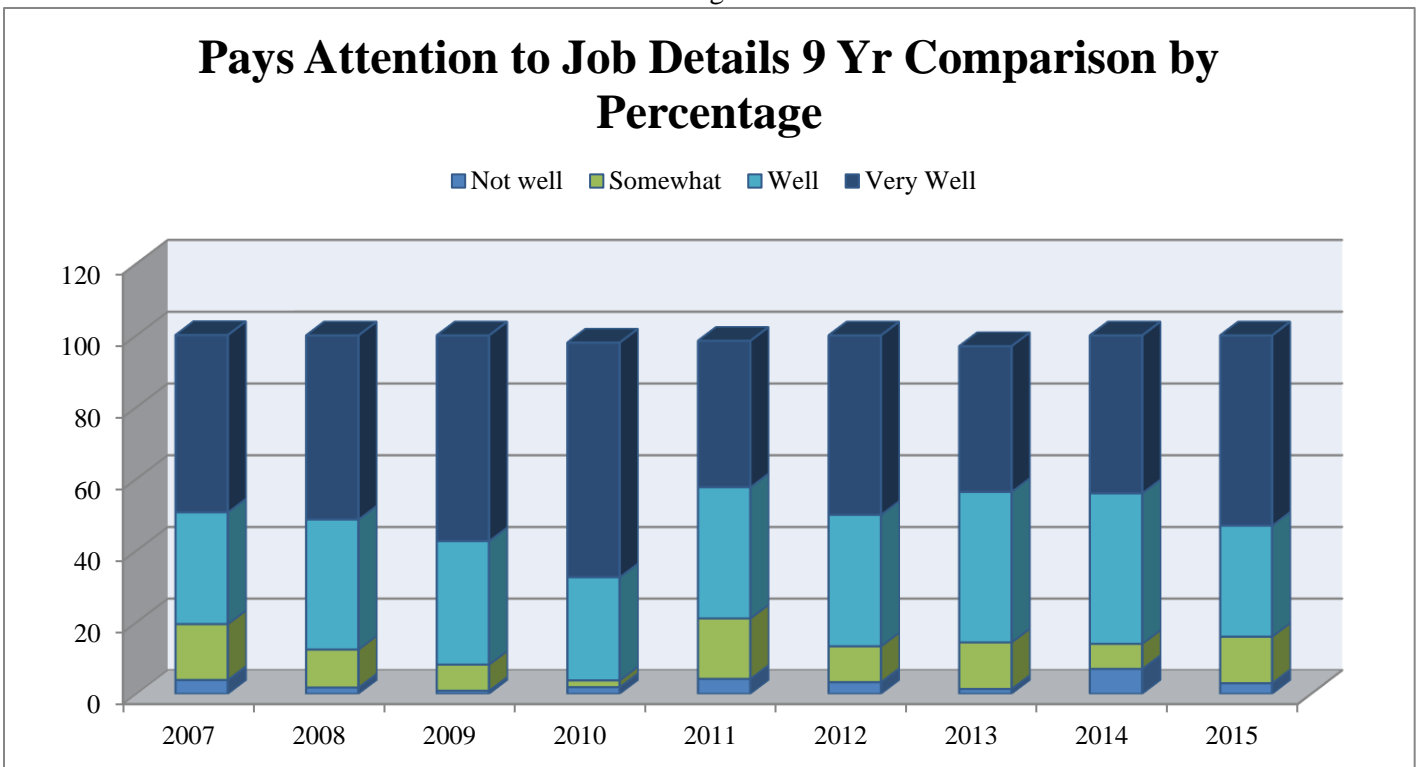


Figure 27

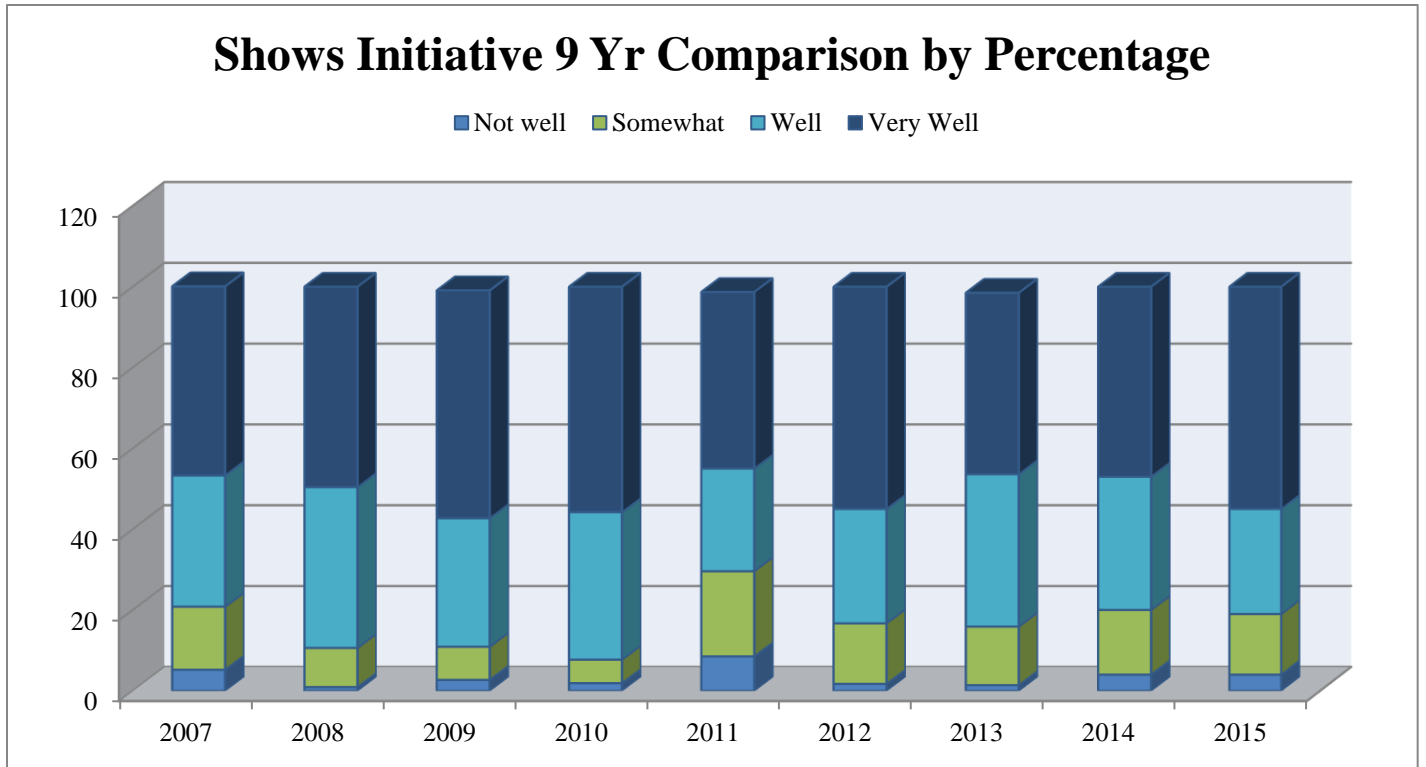


Figure 28

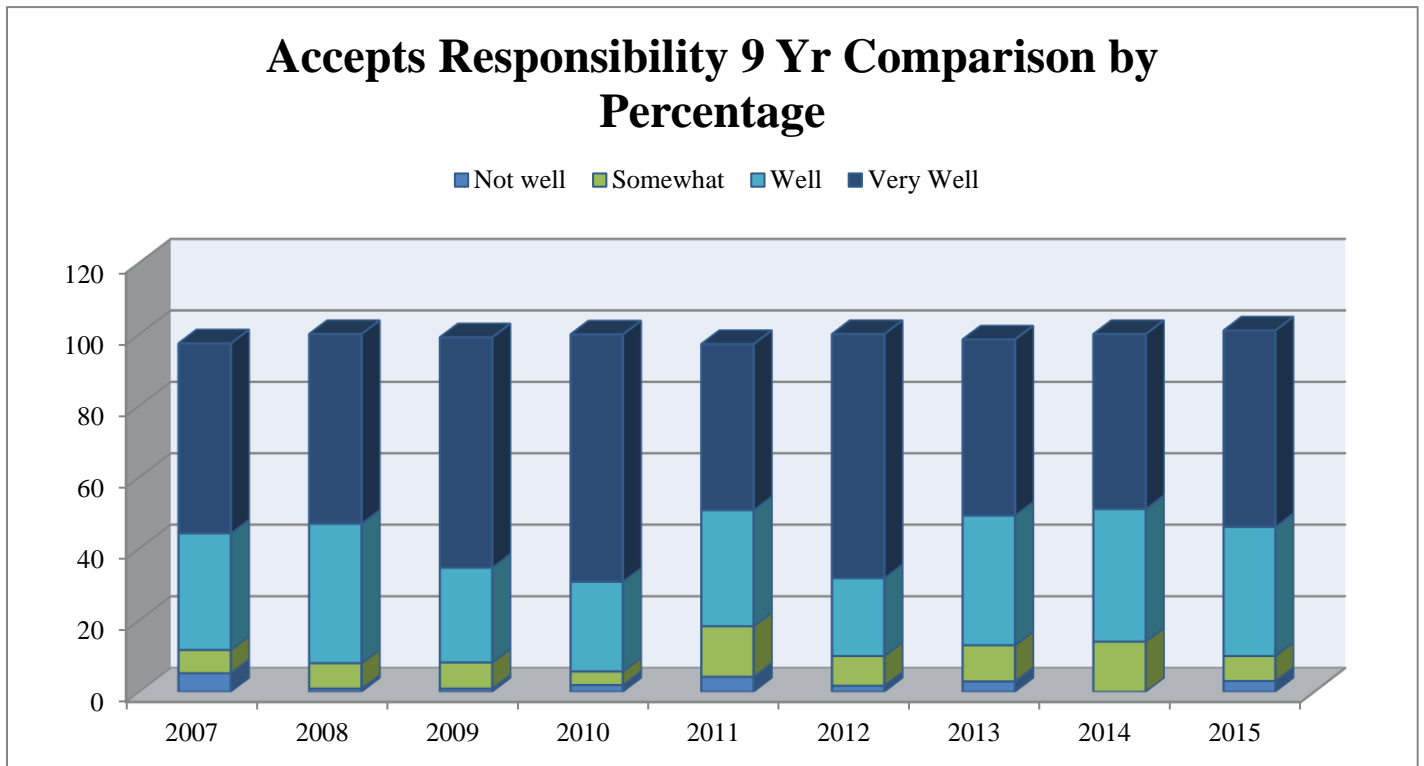


Figure 29

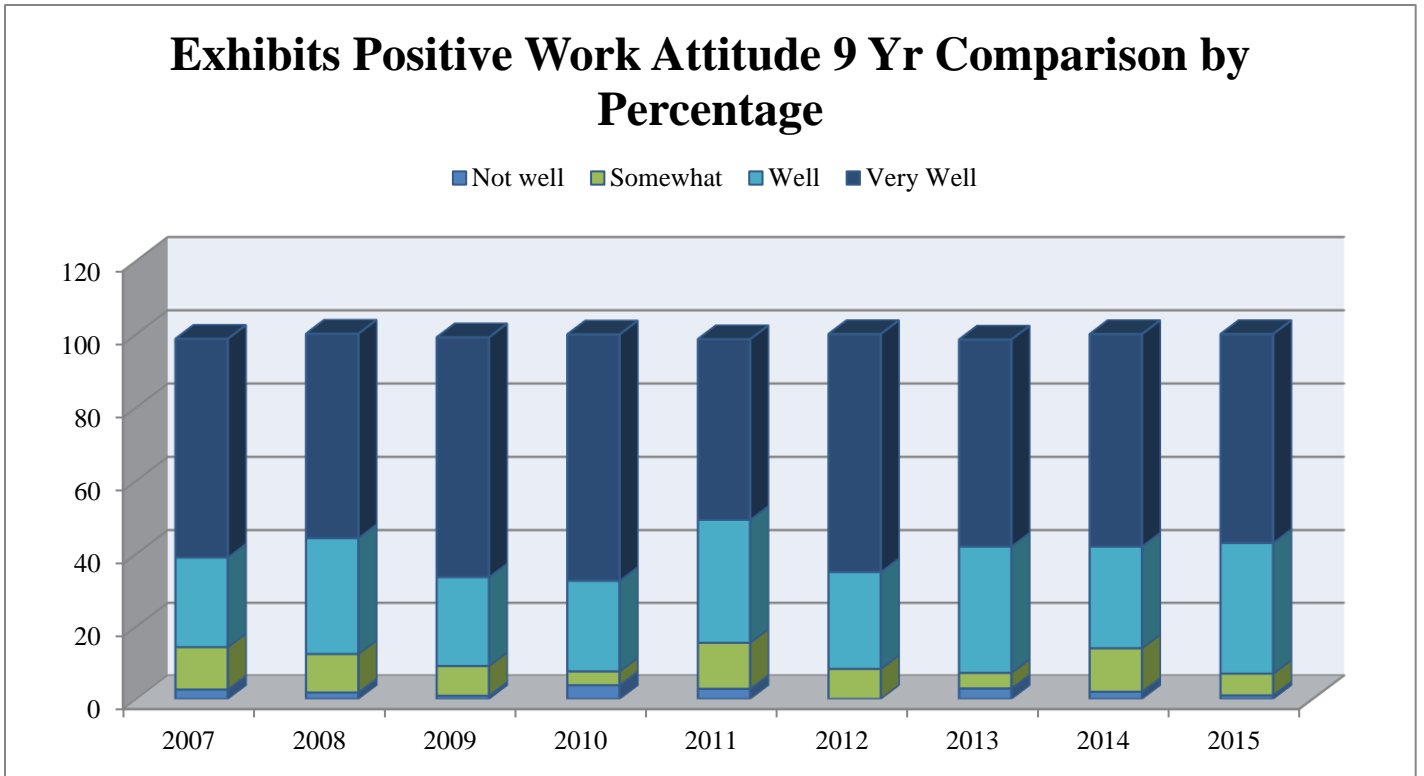


Figure 30

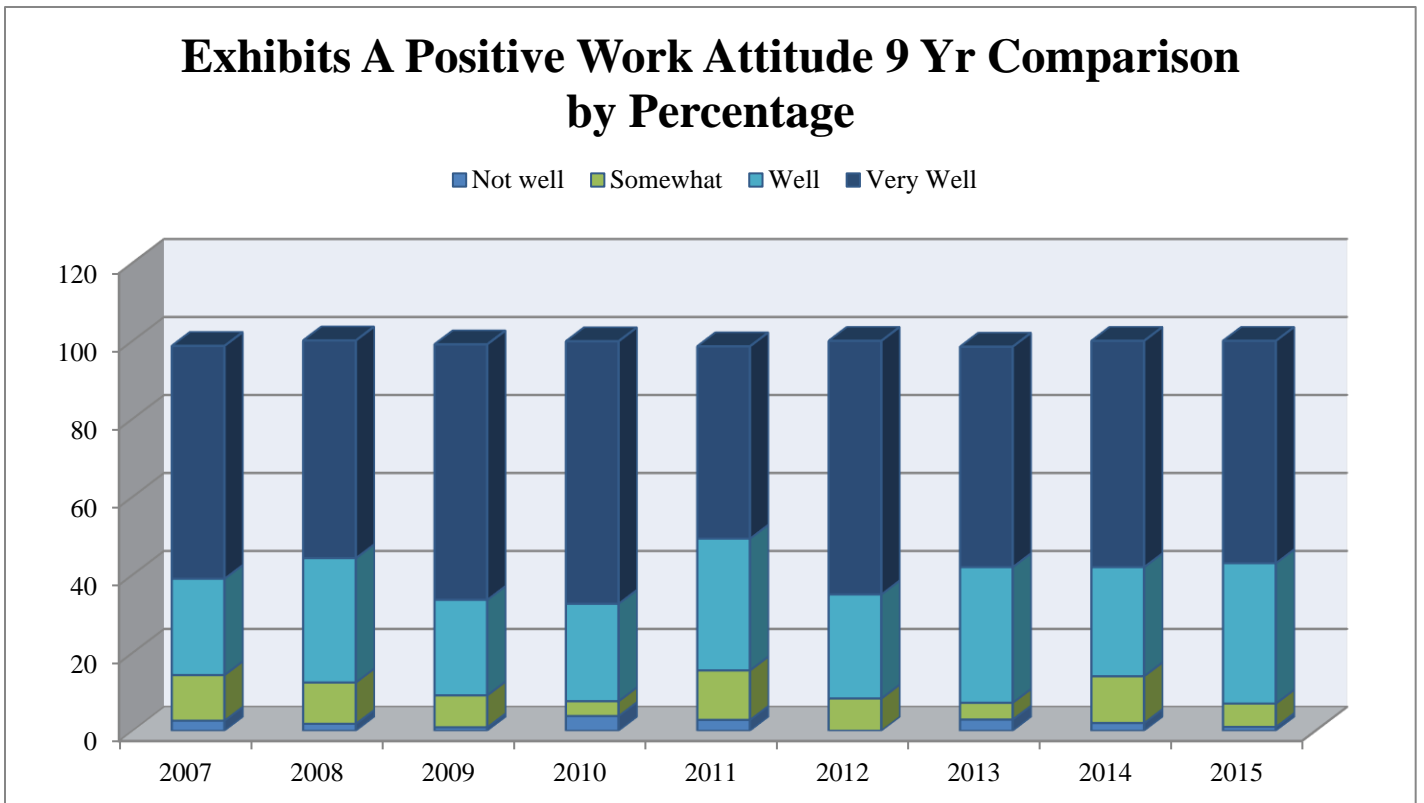


Table 4 Overall Rating and Hiring of HTC Grads

Item	Rating	2007	2008	2009	2010	2011	2012	2013	2014	2015
	by %	N=77	N=113	N=110	N=52	N=71	N=60	N=69	N=57	N=107
Overall Rating of Technical, General and Employment Skills	Not well	1.3	0	0.9	1.9	2.8	0	0	4	3
	Somewhat	14.3	7.1	6.4	3.8	7.0	10.0	5.8	9	10
	Well	28.6	38.9	40.0	32.7	46.5	31.7	47.8	40	38
	Very Well	55.8	53.1	50.9	61.5	42.3	58.3	44.9	47	49
Would you hire an HTC grad again	No	2.6	0.9	0	0	0	0	1.4	2	4
	Maybe	9.1	4.4	3.6	3.8	11.3	5.0	1.4	5	5
	Probably	19.5	30.1	24.5	21.2	31.0	33.3	36.2	20	27
	Definitely	64.9	64.6	71.8	75.0	53.5	61.7	59.4	73	65

Figure 31

Overall Rating of Technical, General and Employment Skills 9 Yr Comparison by Percentage

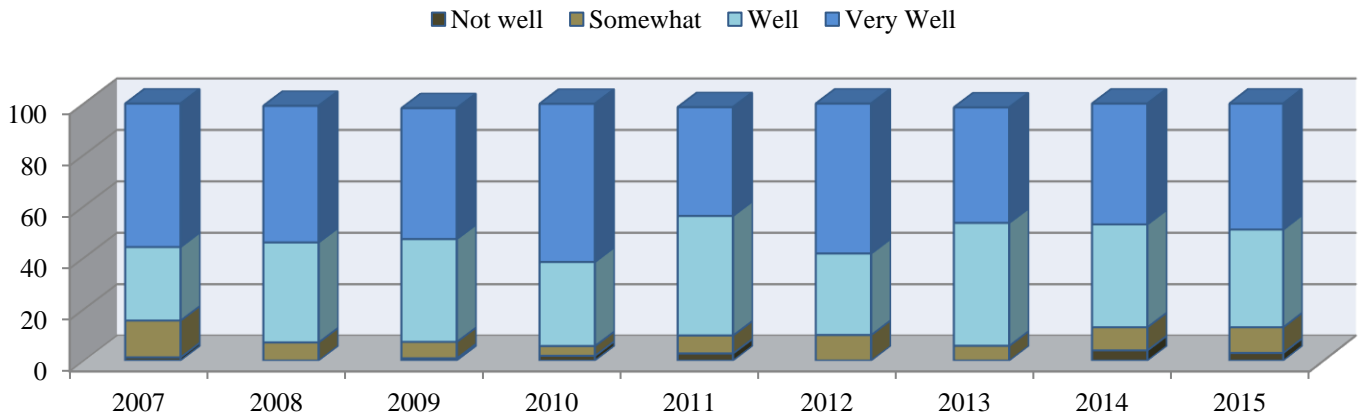
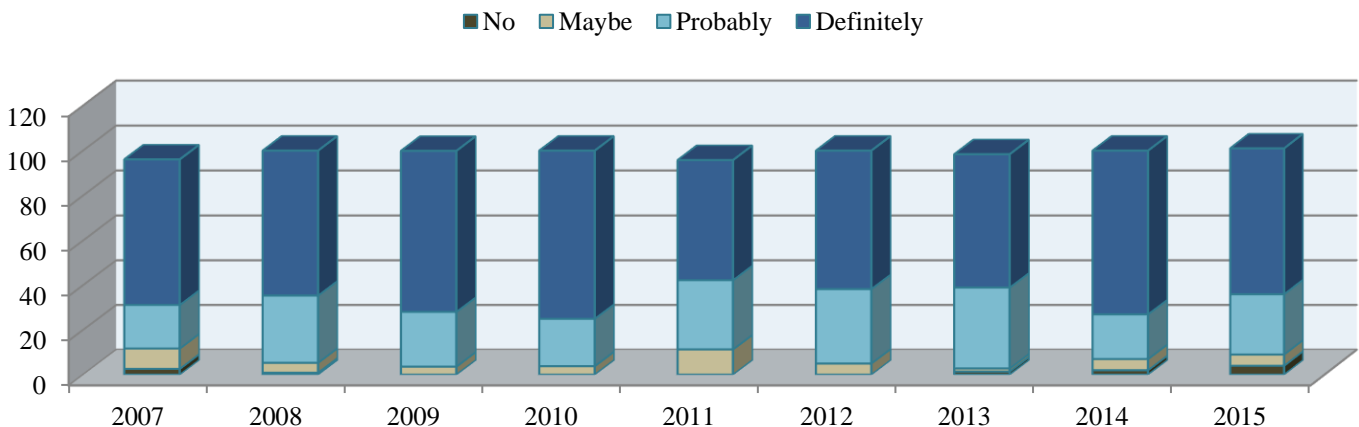


Figure 32

Would you Hire an HTC Grad Again 9 Yr Comparison by Percentage



III FY15 Open Ended Responses N=18

- I feel that younger people today are expecting to be coddled and have their personal desires fulfilled, rather than want their employer to be stable. Too much absenteeism, especially last minute call-ins. This damages external business relationships when calls or deadlines are missed. I feel that technical degrees would be enhanced if students were taught some basic financial principles i.e. profit/loss, completion of projects, payment milestones and business overhead costs. Especially those related to compensations and benefits. I perceive an attitude that for business, the money just falls from heaven, rather than the reality of selling orders, executing, taking payroll out of profits while still being profitable and meeting business regulations.
- An exceptional employee (3)
- We would like to know if there is any way to have graduates be aware we would love for them to apply with us?
- Employee has been with the company for several years but as part of our manufacturing team and not our IT department.
- I would be interested in hiring workers now and in the future from the program. Please let me know the appropriate manner in doing so.
- This student had personal problems which made it difficult to rate. Unreliable as to when she would show up at work, her skills from HTC were not at fault.
- Would hire him back in a heartbeat. Great guy, skills, ethics, etc.
- Individual does an excellent job.
- Student no longer with us.
- Individual worked with us for 2 weeks then quit.
- She is a team player, and very happy to have her on our team.
- Send them over!
- Outstanding employee (2)
- Some have trouble with team of 14-16 patients. Have been very satisfied with program and students. Good feeder program for hires.
- Night employee little interaction, but worked well.

Conclusion

The report summarizes the 2015 Employer Satisfaction Surveys sent by the Office of Career Services in response to the HTC Graduate Follow-up Survey. The survey focuses on three areas: Technical Skills, General Skills and Employment Skills. As a composite across the nine years, there is no area that grads are above 50% in the “Very well” rating in the Technical and General Skills. Within those areas covered under Employment Skills, graduates are above 50% in eight of the 10 skill areas. Greater emphasis with respect to multitasking and planning and organization of work was indicated. Employers indicate they would hire an HTC grad in the future, and that overall rating of all combined areas declined slightly 49% in the Very Well category from a high of 61.5% in 2010.

Graduates do not demonstrate the ability to multitask, or communicate in writing. Additional skills of demonstrate necessary math skills or a global awareness are also in need further enhancements of our graduate as these areas were less than 40% in the rating. These areas represent our institutional learner outcomes and greater emphasis might need to be placed on ensuring students meet our expectations. Comments by employers on employees range in a wide variety from outstanding to some challenges. Contact with the employers might provide greater clarity in the area they are seeing the decline or challenges with employees as well as those areas where we have done well.

Small sample size does not lend itself to analysis by program by year for this report.

Recommendations

Consideration of careful review of each individual area across the years might lead to discussion or institutional assessment of the skills evaluated in this survey. Consider contacting the individual employers for further discussion if they wrote a written response-either positive or negative. There is some trend data for summary purposes at the institution level, but nothing in great enough numbers by program. Continue to provide results annually and provided to the deans. Consider emphasis on institutional outcomes assessment to assist in raising those skills and assessment from employers.

APPENDIX A FY15 Respondents by Percentage

Major	Percent
Accounting	1
Architect Tech	2
Auto CAD Operator	2
Auto Body Technician	3
Automotive Technology	4
ARET	1
Carpentry	3
Child Development	5
Comm Paramedic	3
CNC Technician	2
Culinary	2
Dental Asst	3
Engineers CAD Tech	1
Fire Science Technology	5
GMAW Mig	2
Graphic Design	1
Heating Ventilation, AC & Refrigeration	6
Industrial Maintenance Mechanic	4
Landscape Design & Construction	2
Law	15
Manufacturing Engineering Technology	1
Marine Motor Sports Technician	1
Medical Assistant	2
Medium Heavy Truck Technology	2
Medium Heavy Truck Drivetrain Technician	3
Network Administrator/Analyst	4
Nursing Assistant	3
Practical Nursing	10
Professional Photography	2
Street Utility Main	2
Workplace Administrative Professional	1