EXECUTIVE SUMMARY

An Employer Survey was administered over the course of 2014. The survey had a dual purpose: to attain feedback on employer perceptions of recent (within the last four years) COTC graduates, and to gather data on the importance of skills or attributes for future graduate employment. The pool of participants concentrated on employers and potential employers in the following counties: Coshocton, Franklin, Knox and Licking and was developed from employers identified in COTC Graduate Surveys, Career Fair participants, employers registered within the college’s electronic job board, Technology Advisory Board members and Chamber of Commerce listings. Participants were given the opportunity to reply to the survey online or in print.

At total of 132 employers responded to the survey and provided some level of data. Of the 132 respondents, 45 had hired a recent graduate and completed the skills assessment portion of the survey in its entirety. Within this grouping, 42% of the respondents represented Healthcare organizations, followed by Social Services (20%) and organizations affiliated with Federal, State or Local Government at 13%. Concerning primary location, 48% of the responding organizations were based in Licking County, followed by Coshocton County (17%) and Franklin County (13%). A majority (62%) of the respondents employed more than 50 employees.

- 96% of employers that have hired a COTC graduate in the past four years and completed the survey in its entirety were “Very satisfied” or “Satisfied” with graduates’ education at COTC.
- 98% of these employers indicated they would hire a COTC graduate again and 98% would recommend graduates of COTC to other employers.

Results for the assessment of skills of employed COTC graduates were positive in all three areas, Technical Work Skills, People Skills and Professionalism, and employers support the continued future emphasis on instruction of each of the skills areas addressed in the survey. In reviewing the data, the skill area employers expressed the highest level of satisfaction, coupled with some level of importance was “Works effectively within a team or group” at 96%. This was followed by “Computer skills,” “Accepts advice, supervision, and constructive criticism,” “Listening and speaking skills” and “Interpersonal skills (one-on-one),” each assessed at 91%.

Challenge areas were addressed by examining lower skill satisfaction combined with some level of importance to employers. The survey results indicate our graduates experiencing slight difficulty with “Problem solving skills,” “Completing work in accordance with quality standards,” and the “Application of occupational knowledge related to job.”

A separate grouping of 20 respondents indicated they had hired a COTC graduate in the past four years, but did not complete the skills assessment portion in its entirety. Only the respondents’ overall perception of COTC graduates and the qualitative items were addressed.

A third grouping of 67 respondents to the survey shared that they had not hired a recent graduate, but provided feedback to the qualitative questions contained in the survey. Within this grouping, 33% of the respondents represented Engineering/Manufacturing organizations, followed by Business at 15%. Regarding location, 42% of the organizations were based in Licking County, followed by Franklin at 21%. A majority (58%) of the respondents in this grouping employed more than 50 employees.

All groups were provided the opportunity to provide qualitative information concerning suggested new programs of study and training. Themes which appeared included Occupational/Physical Therapy, Financial Planning, and advanced training with MRI/CT and 3-D AutoCAD.
INTRODUCTION
Since its inception in 1971, Central Ohio Technical College has been committed to providing students with employable skills required by specific areas of industry, business, and government. The Mission of Central Ohio Technical College is to meet the technical education and training needs of students and employers in the area. Feedback from employers is important to the College to determine whether the training provided to its students has been appropriate and up to date. The academic programs of study at COTC receive feedback from current and potential employers who are members of Technology Advisory Boards. In addition, an Employer Survey was administered 2007, 2011, and again 2014.

The 2014 survey had a dual purpose: to attain feedback on employer perceptions of recent (within the last four years) COTC graduates, and to gather data on the importance of skills or attributes for future student employment. The pool of survey participants concentrated on employers and potential employers in the following counties: Coshocton, Franklin, Knox and Licking. The pool of participants was developed from employers identified in COTC Graduate Surveys, Career Fair participants, employers registered within the electronic job board, Technology Advisory Board members and Chamber of Commerce listings. Participants were given the opportunity to reply to the survey online or in print.

RESEARCH METHODS
The Employer Survey included three distinct areas of employability skills for graduates; Technical Work Skills, People Skills, and Professionalism. Respondents were provided the opportunity to rate their overall satisfaction with COTC graduates. Sections concerning suggested programs and technical work skill training were also included as open-ended questions.

Largely quantitative data was collected via the survey. The original survey model and content drew heavily upon the employer survey adopted for use by the Wisconsin Technical College System and the Noel-Levitz inventory design. An employer database was compiled from information provided by the Office of Career Development, Technology Advisory Board membership lists and Licking, Knox, and Coshocton Chamber of Commerce membership listings. The survey was traditionally mailed to a total of 915 recipients and an additional 560 individuals received the survey electronically. Surveys were also distributed at 2014 Spring semester Advisory Board meetings and at the 2014 Career Fair.

Each responder indicated if the organization has hired a recent graduate. Those with recent graduates were instructed to complete the entire survey. Those without a recent graduate were invited to complete the suggested programs and technical work skill training open-ended questions. Responders could return the printed survey or complete the survey online via Qualtrics. All hardcopy surveys received were entered within the Qualtrics site.

RESULTS
Employer demographics were gathered in the first section (i.e. the type of business, size of the business, respondent’s title and primary business location). The second section contained an assessment of graduate Technical Work Skills, People Skills and Professionalism. The survey concluded with open-ended questions.

At total of 132 employers responded to the survey and provided some level of data. Of the 132 respondents, 45 had hired a recent graduate and completed the skills assessment portion of the survey in its entirety. Respondents within this grouping will be addressed as Group 1. Twenty respondents indicated that they had hired a recent graduate but did not fully complete the skill assessment section of
the survey. Respondents win this grouping will be referred to as Group 2. A third grouping of 67 respondents to the survey shared that they had not hired a recent graduate and will be referred to as Group 3. A review of the results associated with each group follows.

Group 1 – Respondents who have hired at least one COTC graduate in the past four years

Group 1 Demographics
Of the 45 respondents who have hired a COTC graduate within the past four years and completed the skills assessment portion of the survey in its entirety, 42.2% identified their type of organization as Healthcare, 20% as Social Services and 13.3% as Government (Federal, State and Local). This was followed by organizations affiliated with Business (Administration, HR, Sales, Marketing and Advertising) at 11.1% and Engineering/Manufacturing at 8.9%. Organizations associated with Education/Child Development and Information Technology represented 2.2% each. There were no respondents within this grouping affiliated with Public Safety (Law Enforcement, Corrections, Fire, EMS), Financial Services, or the Food & Beverage/Hospitality industry.

The size of the organizations varied from more than 50 employees (62.2%), fewer than 20 employees (31.1%), and 4.4% reported 20-50 employees. One respondent within this grouping did not indicate the size of the organization (2.2%). Respondents were asked to identify the county of their primary business location. The majority of the respondents were from Licking County at 48.9%, followed by Coshocton (17.8%), Franklin (13.3%) and Knox (11.1%). Four-point-four percent of the respondents were located within Muskingum County and an additional (4.4%) of the respondents within this grouping did not indicate a primary business location.
Within the Group 1, 40% of the respondents identified as a Supervisor/Manager. 22.2% percent selected the “Other” classification, with the specific titles listed in the graph below. 20% identified as President/CEO, followed by HR Director/Personnel at 11.1%. Six-point-seven percent (6.7%) of the respondents within Group 1 did not identify a title.

Group 1 Skill Assessment
Respondents that have employed a COTC graduate within the last four years were given the opportunity to express their level of satisfaction with the skills of COTC graduates by responding to the following prompt: How well does the graduate meet your expectations and how important is each attribute for entry-level employees?

This assessment was applied to nine Technical Work Skills, three People Skills, and five Skills associated with Professionalism. The rating levels for questions concerning employer expectations were “Exceeds expectations,” “Meets expectations,” “Nearly meets expectations,” and “Does not meet expectations.”

The rating levels for questions regarding the importance of the skills were “Very important,”
“Important,” “Somewhat important,” and “Not important.” Only respondents who completed both the expectation and importance portion of each skill area are included in the data compilation.

In the table below “Exceeds expectations” and “Meets expectations” results were combined to signify employer satisfaction with a skill. The “Very important,” “Important,” and “Somewhat important” results were grouped for the importance portion of the skill assessment to indicate some level of significance to employers. The results of this category are addressed in Column 1. In reviewing the data, the skill area employers expressed the highest level of satisfaction, coupled with some level of importance was “Works effectively within a team or group” at 96%. This was followed by “Computer skills,” “Listening and speaking skills,” “Interpersonal skills (one-on-one),” and “Accepts advice, supervision, and constructive criticism,” each assessed at 91%. Respondents rated “Reading and writing skills” at 89%.

Column 2 addresses skill areas in which graduates may need improvement. Within this grouping responses of “Nearly meets expectations” and “Does not meet expectations” were coupled with employer responses of “Very important,” “Important,” and “Somewhat important.” The results within this grouping indicate our graduates may be experiencing some challenge with the Application of occupational knowledge related to job” (16%), “Problem solving skills” (16%), and “Completing work in accordance with quality standards” (16%).

Within this assessment there were minimal instances in which employers indicated that a skill is “Not important.” These skills included: “Occupational knowledge related to job” (2%), “Application of occupational knowledge related to job” (2%), “Use of equipment, tools, and materials” (4%), “Math skills” (4%), and “Professional appearance” (2%).

A complete graphic display of response pairs for all skills is provided in Appendix 1.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Column 1</th>
<th>Column 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Technical Work Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Occupational knowledge related to job</td>
<td>87%</td>
<td>11%</td>
</tr>
<tr>
<td>Application of occupational knowledge related to job</td>
<td>82%</td>
<td>16%</td>
</tr>
<tr>
<td>Use/operation of equipment, tools, and materials</td>
<td>87%</td>
<td>9%</td>
</tr>
<tr>
<td>Reading and writing skills</td>
<td>89%</td>
<td>11%</td>
</tr>
<tr>
<td>Math skills</td>
<td>84%</td>
<td>11%</td>
</tr>
<tr>
<td>Computer skills</td>
<td>91%</td>
<td>9%</td>
</tr>
<tr>
<td>Organizational skills</td>
<td>87%</td>
<td>13%</td>
</tr>
<tr>
<td>Problem solving skills</td>
<td>84%</td>
<td>16%</td>
</tr>
<tr>
<td>Completes work in accordance with quality standards</td>
<td>84%</td>
<td>16%</td>
</tr>
</tbody>
</table>
People Skills

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening and speaking skills</td>
<td>91%</td>
</tr>
<tr>
<td>Interpersonal skills (one-on-one)</td>
<td>91%</td>
</tr>
<tr>
<td>Works effectively within a team or group</td>
<td>96%</td>
</tr>
</tbody>
</table>

Professionalism

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer focused</td>
<td>87%</td>
</tr>
<tr>
<td>Seeks to continuously improve performance</td>
<td>87%</td>
</tr>
<tr>
<td>Demonstrates good work ethic</td>
<td>87%</td>
</tr>
<tr>
<td>Accepts advice, supervision and constructive criticism</td>
<td>91%</td>
</tr>
<tr>
<td>Professional appearance</td>
<td>87%</td>
</tr>
</tbody>
</table>

Group 1 Overall Perception of COTC Graduates

Survey respondents were asked to rate their satisfaction with the graduates’ education at COTC. 58% of the responding employers in Group 1 indicated “Very satisfied” and 38% recorded “Satisfied.” Only 4% of the respondents indicated “Unsatisfied” and no employer (0%) provided a “Very unsatisfied” rating.

Survey respondents were asked to answer the following two questions with “Yes” or “No.”
1) Would you recommend graduates of COTC to another employer?
2) Would you hire a COTC graduate again?

The vast majority of employers (98%) indicated they would recommend graduates of COTC to other employers. Only two percent (2%) responded “No.” In like manner, 98% of the employers shared they would hire a COTC graduate again. A single respondent (2%) indicated they would not hire a COTC graduate again.

Group 1 - Level of Satisfaction

96% of employers were "Very satisfied" or "Satisfied" with graduates’ education at COTC
Group 1 Qualitative Responses & Comments
The COTC Employer Survey concluded with two open-ended questions and an opportunity for employers to share additional comments. The two questions were as follows:

1) Are there any new college level programs or training that your business or organization would like to see offered by Central Ohio Technical College?
2) Are there any new technical work skills that you would like to see offered or given more emphasis within COTC courses?

Concerning suggested college level programs and training, responses within Group 1 included Occupational and Physical Therapy Assistants, CT/MRI and Medical Laboratory Technician (programs) and an emphasis on 3-D CAD and customer service skills (training). Regarding suggested technical work skills, a wide variety of topics were addressed. A complete listing of the qualitative responses and comments, along with the respondents' industry type for Group 1 can be found in Appendix 2.

Group 2 – Respondents who have hired at least one COTC graduate in the past four years, but did not complete the skill assessment portion in its entirety

This grouping of 20 employers contains respondents which have hired a COTC graduate in the past four years, but did not complete the skill assessment portion of the survey in its entirety. Only the respondents' overall perception of COTC graduates and the qualitative items are addressed.

Group 2 Overall Perception of COTC Graduates
In assessing their satisfaction with the graduates’ education at COTC, 60% of the respondents in Group 2 were “Very satisfied,” and 25% were “Satisfied.” Fifteen percent (15%) of the respondents within this grouping did not provide a response. 85% of the employers within Group 2 would recommend a COTC graduate. A single respondent (5%) within this grouping indicated “No,” and 10% of the employers did not provide a response to this question. 80% of Group 2 employers would hire a COTC graduate again. No respondents (0%) in this grouping indicated they would not hire again and 20% of the employers did not provide a response to this question.
Group 2 Qualitative Responses & Comments
A complete listing of the qualitative responses and comments, along with the respondents’ industry type for Group 2 can be found in Appendix 3.

Group 3 – Respondents who have NOT hired a least one COTC graduate in the past four years

Group 3 Demographics
All organizational types were represented within Group 3. The largest set of respondents were affiliated with Engineering/Manufacturing at 33%, followed by Business (15%) and Government (12%). Financial Services / Insurance and Healthcare each represented 10.5% of the respondents in Group 2. Seven percent (7%) of the employers were associated with Education / Child Development. Food & Beverage / Hospitality and Social Services comprised 4.5% each. Rounding out Group 3 were Information Technology (1.5%) and Public Safety (1.5%).
Within Group 3, 58% of the organization had more than 50 employees, 21% reported fewer than 20 employees, and 18% employed 20-50 individuals. Two respondents did not indicate the size of their organization. Concerning the county of their primary business location, the majority of the respondents were from Licking County at 42%, followed by Franklin (21%), and Knox (18%). No employers within Group 3 were associated with Coshocton County (0%). Fifteen percent of the employers selected “Other” with 4% from Muskingum County. Other counties included: Fulton, Guernsey, Ross, Stark, Tuscarawas and DeKalb, IN.

Within the Group 3, 40.3% of the respondents identified as a HR Director/Personnel, 22.3% as Supervisor/Manager, followed by President/CEO at 18%. Respondents selecting the “Other”
classification accounted for 16.4%, with the specific titles listed in the graph below. 3% of the respondents within Group 3 did not identify a title.

<table>
<thead>
<tr>
<th>Group 3 - Respondent's Title</th>
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</thead>
<tbody>
<tr>
<td>HR Director/Personnel</td>
<td>40.3%</td>
</tr>
<tr>
<td>Supervisor/Manager</td>
<td>22.3%</td>
</tr>
<tr>
<td>President/CEO</td>
<td>18.0%</td>
</tr>
<tr>
<td>Other</td>
<td>16.4%</td>
</tr>
<tr>
<td>Not identified</td>
<td>3.0%</td>
</tr>
</tbody>
</table>

“Other” specific responses
- Assistant Treasurer
- Auditor/Finance Director
- Commercial Plans Examiner
- Group Leader
- HEM analyst
- HR Generalist
- HR Recruiting Manager
- Marketing Assistant
- Office Manager
- Police Chief
- Recruiter

Group 3 Qualitative Responses & Comments
Respondents within Group 3 had the opportunity to address the qualitative and open-ended questions contained in the survey. Again, the two questions were as follows:

1) Are there any new college level programs or training that your business or organization would like to see offered by Central Ohio Technical College?
2) Are there any new technical work skills that you would like to see offered or given more emphasis within COTC courses?

Within Group 3, two programs that were suggested included Financial Planning and MRI/CT. Regarding training, 3-D CAD and customer service appeared again in Group 3 responses. A complete listing of the qualitative responses and comments, along with the respondents’ industry type for Group 3 can be found in Appendix 4.

DISCUSSION
The 2014 COTC Employer Survey was positively received by many of the participants. Canvassing our service area and beyond utilizing employers identified in COTC Graduate Surveys, Career Fair participants, employers registered within the electronic job board, Technology Advisory Board members and Chamber of Commerce listings produced a large sampling of known and potential employers of COTC graduates. Results for the assessment of skills of employed COTC graduates were positive in all three areas, Technical Work Skills, People Skills, and Professionalism. Employers strongly support the continued future emphasis on instruction of each of the skills areas included in the survey. Moreover, 96% of employers which have hired a COTC graduate in the past four years are “Very satisfied” or “Satisfied” with graduates’ education at COTC. 98% of these employers indicated they would hire a COTC graduate again and 98% would recommend graduates of COTC to other employers.

For future surveys, the use of a fully anchored rating scale should be explored for the skills assessment portion of the survey and the removal of a “Not Important” rating for skills should be considered. The implementation of these steps may lead to higher levels of surveys completed in their entirety.
Summarizing Skills Data - Graphic Display of Response Pairs

The levels at which the graduate met the employer’s expectation is listed on the left side of each graph and the importance of the skill is listed across the top of each graph.

Technical Work - Occupational knowledge related to job

Technical Work - Application of occupational knowledge related to job

Technical Work - Use/Operation of equipment, tools, and materials

Technical Work - Reading and writing skills

Technical Work - Math Skills

Technical Work - Computer Skills
Summarizing Skills Data - Graphic Display of Response Pairs

The levels at which the graduate met the employer’s expectation is listed on the left side of each graph and the importance of the skill is listed across the top of each graph.

### Technical Work - Organizational Skills

<table>
<thead>
<tr>
<th></th>
<th>Very Important</th>
<th>Important</th>
<th>Somewhat Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Meets</td>
<td>21</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Nearly Meets</td>
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<td>2</td>
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### Technical Work - Problem Solving Skills

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<th>Very Important</th>
<th>Important</th>
<th>Somewhat Important</th>
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<tbody>
<tr>
<td>Exceeds</td>
<td>7</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Meets</td>
<td>22</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Nearly Meets</td>
<td>6</td>
<td>1</td>
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### Technical Work - Completes work in accordance with quality standards

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<th></th>
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<tbody>
<tr>
<td>Exceeds</td>
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<td>2</td>
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<tr>
<td>Meets</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Nearly Meets</td>
<td>7</td>
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</table>

### People Skills - Listening and speaking

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<tr>
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<th>Very Important</th>
<th>Important</th>
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<tbody>
<tr>
<td>Exceeds</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets</td>
<td>24</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Nearly Meets</td>
<td>2</td>
<td>2</td>
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</table>

### People Skills - Interpersonal Skills

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Exceeds</td>
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<tr>
<td>Meets</td>
<td>24</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Nearly Meets</td>
<td>3</td>
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### People Skills - Working effectively within a team or group

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<th></th>
<th>Very Important</th>
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<tr>
<td>Meets</td>
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<td>1</td>
</tr>
<tr>
<td>Nearly Meets</td>
<td>2</td>
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</tbody>
</table>
### Summarizing Skills Data - Graphic Display of Response Pairs

The levels at which the graduate met the employer's expectation is listed on the left side of each graph and the importance of the skill is listed across the top of each graph.

#### Professionalism - Customer-focused

<table>
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<tbody>
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<td>Meets</td>
<td>17</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Nearly Meets</td>
<td>6</td>
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#### Professionalism - seeks to continually improve

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<tr>
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<th>Very Important</th>
<th>Important</th>
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<tr>
<td>Exceeds</td>
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<tr>
<td>Meets</td>
<td>17</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Nearly Meets</td>
<td>4</td>
<td></td>
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</table>

#### Professionalism – Demonstrates a good work ethic

<table>
<thead>
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<tbody>
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<tr>
<td>Meets</td>
<td>19</td>
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</tr>
<tr>
<td>Nearly Meets</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Does Not Meet</td>
<td>1</td>
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</table>

#### Professionalism - Accepts advice, supervision, and constructive criticism

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<th>Very Important</th>
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<th>Somewhat Important</th>
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<tbody>
<tr>
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<tr>
<td>Meets</td>
<td>20</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Nearly Meets</td>
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<td></td>
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#### Professionalism - Professional Appearance

<table>
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<tr>
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<th>Important</th>
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<th>Not Important</th>
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<tr>
<td>Exceeds</td>
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<td></td>
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<tr>
<td>Meets</td>
<td>8</td>
<td>17</td>
<td>3</td>
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<tr>
<td>Nearly Meets</td>
<td>1</td>
<td>3</td>
<td></td>
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<tr>
<td>Does Not Meet</td>
<td>1</td>
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</tbody>
</table>
Group 1 Qualitative Responses & Comments

*Industry type of the respondent was included to provide context*

1) Are there any new college level programs or training that your business or organization would like to see offered by Central Ohio Technical College?

Program Suggestions:
- CT/MRI. (Healthcare)
- Medical Laboratory Technician. (Healthcare)
- Therapy: OT, SLP, PT. (Healthcare)

Training Suggestions:
- More "customer service" focused; being independent yet on task. (Government)
- Use more AutoCAD Civil 3D as it relates to Civil projects, especially grading. (Engineering/Manufacturing)
- Send civil students on as many field trips as possible to construction sites to learn how things are built. Record those on camera so you can use them again in the classroom. (Engineering/Manufacturing)
- Customer Service and professional behavior are more critical in the medical field than ever before. The public now rates us on-line. Before patients go to an institution they look on line to see how hospitals rate. They assume we provide excellent quality radiographs so their focus is on customer service, compassion, caring, empathy, and comfort during radiographic procedures. (Healthcare)
- Mechanical Engineering with emphasis on new 3-D CAD usage and measurement techniques using various types of measuring devices (i.e. - CMM, etc.). Electrical Engineering with emphasis on programming on logic controllers and troubleshooting systems operated by those devices. (Engineering/Manufacturing)
- Social media management/Search engine optimization. (Information Technology)
- Coursework of lab time teaching business model of current service providing; i.e., modeling performance targets. (Healthcare)

2) Are there any new technical work skills that you would like to see offered or given more emphasis within COTC courses?

Technical Work Skills Suggestions:
- Working with customers/Understanding local governments. (Government)
- I think you are right where you need to be. (Engineering/Manufacturing)
- This is one of COTC's strengths. (Healthcare)
- Tooling programming for CNC type robots, mills. Troubleshooting electrical and hydraulic problems. Various types of 3-d CAD drawing programs with proficiency in the automotive segment of industry. How to use measuring as an analytical problem solving technique. How to interpret blueprints and the ramifications that specifications written on the drawing affect how support structures are built to achieve the customer requirements. (Engineering/Manufacturing)
- General work ethic is lacking and could possibly be addressed. (Healthcare)
- Electronic documentation/record keeping. (Social Services)
- Queries in Access. (Business)
- Patient/customer service skills. More emphasis on this in the healthcare industry. (Healthcare)
- Cardiac ultrasound students need more experience with EKG information. A dedicated electrical physiology course would be great for them in the program! (Healthcare)
- Special needs children. (Education/Child Development)
- Insurance basics/Financial services. (Financial Services/Insurance)
- Even thought our organization is focused on social work, increasingly the need for computer (Word, Excel) and internet as well as comfort with using on-line/web-based applications for data management and grant reporting are becoming critical skills for a functioning social worker. (Social Services)
- Introduction of time management and concurrent documentation. (Healthcare)

Additional Comments:

- It is very hard to engrain "work ethic" when folks do not have that in their background. Would like to see prospective employees be more motivated. (Government)
- Keep up the great work you are doing. Civil3D is an important part of what we do - but know the civil engineering terminology is imperative. Students must know the actual difference between curb and gutter and extruded curb and how they are installed. (Engineering/Manufacturing)
- Always good to reinforce teamwork, professionalism and quality. (Healthcare)
- While all of the technical skills and knowledge are important, nothing replaces a strong work ethic with a desire to figure out problems. The drive to succeed by handling adversity whether on a minor or major project does not stop the individual from reaching a goal. (Engineering/Manufacturing)
- The COTC graduate is a new hire. At this time I have a limited knowledge of how the individual will work out. However, they have been very impressive so far and look forward to having them as a member of our team. (Healthcare)
- We had a very bad experience with an RN graduate from your program last fall. (Healthcare)
- I like the option of using an intern; it gives me lots of options for providing work experience: completing special projects to determine intern's skill set, "trying out" a prospective employee, and pre-set evaluation opportunities. (Business)
- I appreciate the beneficial relationship the [organization] has with COTC. We are very fortunate to have such a wonderful college in our community. Thank you for making Licking County a positive place to live and work! (Healthcare)
- Love the programs. (Education/Child Development)
- The [organization] has been fortunate to have COTC students that are willing to learn and contribute. (Healthcare)
Group 2 Qualitative Responses & Comments

Industry type of the respondent was included to provide context

1) Are there any new college level programs or training that your business or organization would like to see offered by Central Ohio Technical College?

Program Suggestions:
- PTA. (Healthcare)
- Financial Advisor. (Financial Services/Insurance)
- Web Design. (Business)

Training Suggestions:
- Professionalism class, teaching basics of obtaining a position in their field. (Engineering/Manufacturing)
- Time management/Project management/Requirements management. (Engineering/Manufacturing)
- Sales training/Specialized internships. (Financial Services/Insurance)
- Mortgage lending/processing. (Financial Services/Insurance)

2) Are there any new technical work skills that you would like to see offered or given more emphasis within COTC courses?

Technical Work Skills Suggestions:
- They are presently being offered. (Healthcare)
- More Civil 3D classes. (Engineering/Manufacturing)
- PLC Programming/RLO, structured text/HMI Programming/Screens. (Engineering/Manufacturing)
- Business writing/computer aptitude. (Social Services)
- Communication: verbal and written. (Financial Services/Insurance)
- Wordpress/Building websites. (Business)
- Insurance/Financial. (Financial Services/Insurance)

Additional Comments:
- We have had several very good employees we acquired from the COTC/OSU job service. (Business)
- Would love to talk more if you're interested in classes/certificates for mortgage loan processing. I believe this would be a huge benefit to banks in the area! (Financial Service/Insurance)
- Adaptability is key in my industry. Any way to develop this in students will be to their great benefit. (Not identified)
- Writing skills continue to challenge employees. In today's world of instant communication, composing at the keyboard is a must. Stressing this type of communication is encouraged. (Financial Service/Insurance)
- Thank you! Keep up the awesome work! (Business)
- I have had experience with employees in other programs as well as COTC. COTC does an outstanding job preparing students for the field of Radiology, compared to their programs. (Healthcare)
Group 3 Qualitative Responses & Comments

*Industry type of the respondent was included to provide context*

1) Are there any new college level programs or training that your business or organization would like to see offered by Central Ohio Technical College?

**Program Suggestions:**

- Family Financial Planning degree; used to be called Family Resource Management available on main campus OSU. (Financial Services/Insurance)
- IT programming and ERP system implementations. (Business)
- Music production and management courses. (Social Services)
- The new electrical tech program looks good. (Engineering/Manufacturing)
- Digital media design would be of particular interest. (Education/Child Development)
- Pleased to see indiv. tax and payroll accounting offered in Knox Co. (Financial Services/Insurance)
- MRI/CT. (Healthcare)
- Maintenance Programs. (Engineering/Manufacturing)
- LPR to RN programs/Home Health Aide certification. (Healthcare)
- Financial Life Skills. (Financial Services/Insurance)
- Construction Technology/Management. (Business)

**Training Suggestions:**

- Website framework and open source plug in usage/training. The internet and related products and marketing are increasingly driven by multiple pieces fitted together to create a cohesive looking whole. Very few companies build everything from the ground up anymore. This comes with inherent benefits (scale, speed to market) but with dangers (viruses hidden in code, terms of usage). (Business)
- Thinking For a Change/Cognitive Behavioral Intervention for students entering Human Services. (Education/Child Development)
- Land Surveying - as technology has advanced, survey crews have been reduced in size from three person, to two person, now to one person. With only one person on a crew, we are finding that no entry level technicians are being employed, which reduces the overall number of capable field technicians. If an individual could come to my company with technical knowledge of survey equipment and processes, I would be more inclined to hire them. I will be converting back to two person crews as a safeguard in the future. (Engineering/Manufacturing)
- Advanced training in CT and MRI from graduating students. Experience and knowledge of scanning not just text book training. (Healthcare)
- Tekla Structures for 3D drafting. (Engineering/Manufacturing)
- A course in Governmental and Non-Profit accounting would be very helpful for graduates seeking employment in government. (Government)
- Customer service/Interpersonal skills. (Business)
- Reviewed the website and cannot think of anything else. Advertising, digital media, early childhood, info tech would have application in our work setting. (Government)
• Lean manufacturing concepts/Team work/Effective communications. (Engineering/Manufacturing)
• Everyday life skills-taxes (forms)/interviewing/applying. (Engineering/Manufacturing)
• Team management/electrical training/sales/heavy equipment operation/marketing/business. (Engineering/Manufacturing)
• We are always in dire need of mechanical and electrical engineers. (Engineering/Manufacturing)
• AutoCAD/Microstation training/Technical design for Civil Engineering. (Engineering/Manufacturing)
• Computer systems admin/Network Administration/Knowledge of web-based systems. (Financial Services/Insurance)

2) Are there any new technical work skills that you would like to see offered or given more emphasis within COTC courses?

Technical Work Skills Suggestions:

• Social Media as platforms. Social Media isn't just about connecting with friends. There are a whole new range of advertising opportunities and products built on top of Social Media as platforms. Shopify, Soldsie, Keep, Bootic, Chirpify and many others monetize social media platforms through selling or enhancing purchase decisions. Others like Slingshot are social networks themselves that directly help facilitate shopping and advertising opportunities. (Business)
• Social Skills. (Education/Child Development)
• Sales. (Financial Services/Insurance)
• Advanced training in CT and MRI from graduating students. Experience and knowledge of scanning not just text book training. (Healthcare)
• Maintenance Technician, Electrical Technician. (Engineering/Manufacturing)
• New Maintenance Technology such as Condition Monitoring. This is a series of technologies used in factories and large buildings. (Engineering/Manufacturing)
• Microsoft Office skills. (Business)
• Welding. (Engineering/Manufacturing)
• Anything dealing with financial or accounting software, as develops, is vital. (Government)
• Quickbooks, unless that is the software used in Accounty 127-A Computerized Accounting. (Financial Services/Insurance)
• General Xray Machine Operator / Medical Scribe. (Healthcare)
• Comp TIA A+ /Windows 7/Microsoft Server 2008 and 2012/ SQL Server (DBA, Administrator)/ Cisco specific training (CCNA). (Financial Services/Insurance)
• More warehouse management. (Engineering/Manufacturing)
• Microstation is used by ODOT and important knowledge in working with them. (Engineering/Manufacturing)
• Soft skills-silent service/contact. (Financial Services/Insurance)
• Engineering/Welding/Mechanical. (Engineering/Manufacturing)
• Excel-advanced knowledge/IT-in areas listed above. (Financial Services/Insurance)
• Mechanical and Electrical Engineering with an emphasis on trade skills / Sales.  
(Engineering/Manufacturing)
• We are always looking for candidates with mechanical skills and processing skills.  
(Engineering/Manufacturing)

Additional Comments:
• I think the program is great. One challenge that COTC is going to face is the speed at which digital media is changing. With recent legal changes to public crowdfunding (JOBS Act), it is incredibly easy to start a technology company in the digital space and invent something new. Sites like Kickstarter, GoFundMe and IndieGogo (among many others) are allowing anyone to become a player without concern for funding. This is changing the face of business overnight, every night. I recommend hiring or allocating a resource to constantly conduct focused research on what is coming in the future or is currently in Beta. Sites like Springwise can help, but it’s a full time job staying on top of the constant changes. The legal landscape is also changing the way digital-based businesses can function, grow and succeed. Net neutrality bills, the 2012 JOBS Act, others are directly affecting digital business development. Timely coursework that evolves with these constant changes would prepare students for the constantly changing real world environment in digital advertising. (Business)
• One role we are continually challenged to fill is our multi-craft (industrial) maintenance mechanic.  (Engineering/Manufacturing)
• We did some work with the California State University system in developing a web based training program but it came to nothing. (Engineering/Manufacturing)
• Our turnover rate is not significant and we simply have not had opportunity to choose a COTC grad--open to it--just no openings. (Government)
• We offer transportation job opportunities only, which does not seem to apply to this survey. (Business)
• The survey on the front page is difficult to complete because we do a large amount of hiring and we do not have a way to pull a report to show which hires were COTC grads. I polled our Information Services team about what they look for when hiring. (Financial Services/Insurance)
• Most of our positions require a four-year degree. Associate degree would be useful for IT positions or bookkeeping. (Education/Child Development)
• Many candidates have nursing degrees. Starting Salary with [organization] is below starting salary for RN. Our careers are more conducive to certified phlebotomists. (Healthcare)
• We have many opportunities within our store for skilled workers. Being a retail environment, we are committed to get skilled electricians, plumbers, construction workers hired to be able to better assist our customers. (Business)
• We are interested in internships if you offer that at COTC. Also, we are currently hiring for technicians if you could post or somehow get the word out at campus. (Engineering/Manufacturing)
As a current or future employer of Central Ohio Technical College graduates, you are invited to participate in the College’s Employer Satisfaction Survey. Employers are in a unique position to assess the effectiveness of the education and training in preparing students for employment. Employer responses are an important component in the evaluation process of the educational programs and services offered through Central Ohio Technical College.

**Attached is the Employer Satisfaction Survey.** Completed surveys may be returned in the enclosed posted-paid envelope by June 6th. The survey may also be completed on-line at [www.cotc.edu/EmployerSurvey](http://www.cotc.edu/EmployerSurvey). If another individual within your organization would be more appropriate to complete this survey, please provide them with this information.

*Your individual response will remain confidential and will only be used in summary.* If you have any questions concerning the survey, please contact me at 740.366.9453 or dthatche@cotc.edu. Thank you in advance for your time and consideration.

Sincerely,

Derek L. Thatcher
Director of Career Development
Please categorize your business or organization by completing the following information:

**Type of Business**
- Healthcare
- Financial Services/Insurance
- Information Technology
- Social Services
- Business (Administration, HR, Sales, Marketing, Advertising)
- Government (Federal, State, Local)
- Public Safety (Law Enforcement, Corrections, Fire, EMS)
- Education/Child Develop.
- Engineering/Manufacturing
- Food & Beverage/Hospitality

**Size of Business**
- Fewer than 20 employees
- 20-50 employees
- More than 50 employees
- Respondent’s Title
- President/CEO
- HR Director/Personnel
- Supervisor/Manager
- Other: ______________________

**Primary Location**
- Coshocton County
- Franklin County
- Knox County
- Licking County
- Other: ______________________

If you have not employed a COTC Graduate in the last four years, please skip to Questions 21 and 22

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**EMPLOYER EXPECTATIONS**
How well does the graduate meet your expectations?
(please mark only one response per question)

<table>
<thead>
<tr>
<th>Exercise Expectations</th>
<th>Meets Expectations</th>
<th>Nearly Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
</table>

Please rate each question for **EXPECTATIONS** and **IMPORTANCE**.

**IMPORTANCE**
How important is each attribute for entry-level employees?
(please mark only one response per question)

<table>
<thead>
<tr>
<th>Very Important</th>
<th>Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
</tr>
</thead>
</table>

**TECHNICAL WORK SKILLS**
1. Occupational knowledge related to job
2. Application of occupational knowledge related to job
3. Use/operation of equipment, tools, and materials
4. Reading and writing skills
5. Math skills
6. Computer skills
7. Organizational skills
8. Problem solving skills
9. Completes work in accordance with quality standards

**PEOPLE SKILLS**
10. Listening and speaking skills
11. Interpersonal skills (one-on-one)
12. Works effectively within a team or group

**PROFESSIONALISM**
13. Customer focused
14. Seeks to continuously improve performance
15. Demonstrates good work ethic
16. Accepts advice, supervision, and constructive criticism
17. Professional appearance

Please continue on reverse side
18. How satisfied are you with the graduate’s education at COTC? (one response)
   - Very Satisfied
   - Satisfied
   - Unsatisfied
   - Very Unsatisfied

19. Would you recommend graduates of COTC to another employer?
   - Yes
   - No

20. Would you hire a COTC graduate again?
   - Yes
   - No

21. Are there any new college level programs or training that your business or organization would like to see offered by COTC?

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

22. Are there any new technical work skills that you would like to see offered or given more emphasis within COTC courses?

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

Additional Comments:

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

Thank you for completing this survey.
Please return the completed survey in the enclosed postage-paid envelope by June 6, 2014.