



the **QA** commons

THE QUALITY ASSURANCE COMMONS
for HIGHER *and* POSTSECONDARY EDUCATION

Employability Self-Assessment Employer Survey Results

Fall 2020

As a part of its Employability Self-Assessment project with the Connecticut State Colleges and Universities, the QA Commons put forward a survey of employers from the 18 participating programs from six two-year colleges and two four-year universities. The goal of the survey was to better understand the perceptions of employers working directly with CSCU graduates. Survey responses will be used to further inform faculty and staff engaged in the CSCU Project on the topic of employability. Responses were anonymous.

Demographics

- 45 employers from 15 industries participated in the survey.
- 53.5% were from public/government organizations, 20.9% from private (for-profit) organizations, 16.3% from the non-profit field, 4.7% were from public (for-profit) organizations, and 2.3% were from LLCs.
- 44.2% identified as managers, 16% as directors, 11.6% as C-Level executives and the rest had various other titles.
- Just 2.3% of respondents came from companies with 1,000+ employees. 11.4% were from companies with 500-999 employees. 40.9% were from companies with 100-499 employees, 20.5% were from companies with 25-99 employees. 18.2% came from companies with less than 25 employees.

As compared to the distribution of employer representation nationally, respondents were skewed toward public/government entities. The number of respondents from for-profit entities, particularly from (typically larger) publicly-traded entities was low.

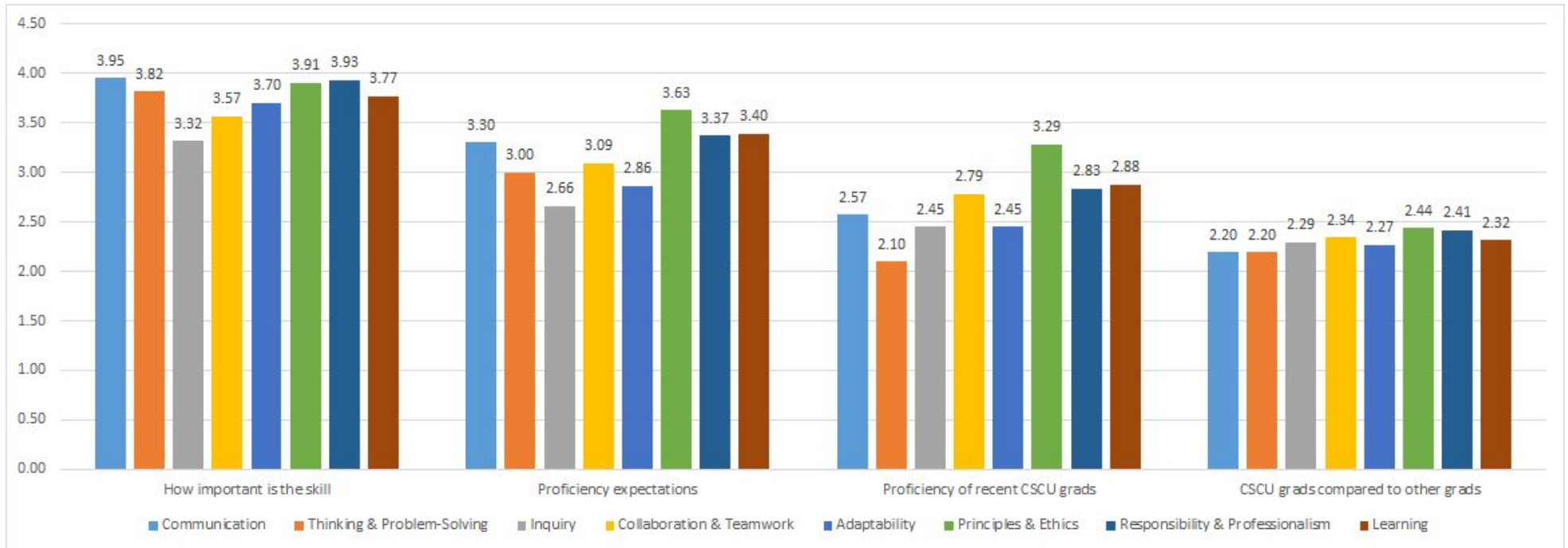
Summary Findings on the Eight EEQs

All of the eight Essential Employability Qualities (EEQs) were considered important by CSCU Employers. Those deemed **most important** to employers were Communication, Responsibility & Professionalism, and Principles & Ethics. **Scoring lowest**, but still rated as important, were Inquiry, Collaboration & Teamwork, and Adaptability.

Proficiency expectations were **highest** for Principles & Ethics. After Principles & Ethics, those qualities with the highest expectations for proficiency were Learning, Responsibility & Professionalism, and Communication. Inquiry and Adaptability had the **lowest** proficiency expectations.

Proficiency was **highest** for Principles & Ethics. After Principles & Ethics, those qualities with the highest proficiencies were Learning, Responsibility & Professionalism, and Collaboration & Teamwork. Thinking & Problem-Solving, Inquiry, and Adaptability had the **lowest** proficiency scores.

Proficiency of CSCU graduates was rated similarly as compared to graduates from similar programs. CSCU graduates were rated best in Principles & Ethics, Responsibility & Professionalism, Collaboration & Teamwork, and Learning.



- 0: Not at all important
- 1: Not very important
- 2: Neither important nor unimportant
- 3: Somewhat important
- 4: Very important

- 0: Not at all proficient
- 1: A little bit proficient
- 2: Somewhat proficient
- 3: Moderately proficient
- 4: Extremely proficient

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- 1: Similar hires more proficient than CSCU hires
- 2: Same proficiency as similar hires
- 3: CSCU hires somewhat more proficient
- 4: CSCU hires much more proficient

Other Questions

“How do you currently determine if the graduates you hire have the skills equivalent to those demonstrated by the Eight EEQs (check all that apply).”

83.3% of respondents reported determination of skills through the **interview process**. 50% reported skills determination through **testing**, 42.9% through **situational and scenario-based activities**, 40.5% through **group interviewing**, and 16.7% through **presentations**. Few other methods were noted.

“Who do you consider to be your most reliable providers for new hires? Please list the top 2 – 3 providers.”

- Law
- Enforcement Council
- Universities
- Career Resources, The Workplace, Indeed
- Military or police departments and universities/colleges
- Indeed
- References
- United States Army, United States Navy, CSCU
- Bentley University, Bryant University, etc.
- College
- Colleges and universities
- Trainers, co-workers, and supervisors
- UCONN, Quinnipiac
- Recruiters, referrals
- Interviewing and scenario activities
- Quinebaug Valley Community College, Goodwin College and trained from within the organization
- Job experience is more important than the University they attend.
- Military; College; Emergency Services (Vol FDs, EMS, etc)
- References, Resume, Internet review
- community, CSCU system, other careers
- colleges, school districts
- University of Connecticut Law School; Three Rivers Community College; Naval Submarine Transition Center
- Since we hire and receive relatively few new hires (we are very stable) and interns, they have been disparate
- PoliceApp
- Colleges, military, Volunteer Fire Departments
- U.S. Military, Universities, Individuals that have already been in the workforce.
- Eastern CT State University, UCONN, Bryant College
- In-house, ads, other colleges
- Three Rivers, Eastern CT State University
- Syracuse University, Wentworth Institute, Roger Williams
- Teamwork Online; Professor References

“If there are other qualities you consider to be essential employability skills (NOT including technical skills) that you look for in new hires, what are those qualities?”

- Customer Service Skills, Motivational Interviewing
- Loyalty and dependability

- On time and dependable
- Reliability
- Analytical thinking
- Adaptability to changing events, mission, or situations.
- Trustworthiness, Honesty, Sense of Personal Responsibility
- Business attire and personal hygiene
- communication, team work, collaboration, etc. (soft skills)
- Ability to remain calm and get along and take direction.
- Honesty
- Ethical
- Writing skills
- Communication, willingness to learn, fit
- The ability to communicate and interact with users.

- Initiative, or a self-starter that does not always need to be told what to do.
- Willingness to step outside of their comfort zone
- Reliability; trustworthiness; resiliency
- We have students go through a "personality and cognitive" assessment
- Good balance of IQ, EQ, personality & ethics
- Verbal skills
- Financial Wellness
- Common sense - hard to test for. Emotional Maturity.
- Confidence, Maturity, Assertive, Cultural Awareness
- Communication skills, MS Office experience, able to learn quickly, provide suggestions
- Strong interpersonal skills
- psychological testing