

Chapter 6: Survey of Employers

Who takes it?

Employers of Truman Alumni

When is it administered?

Triennially

What office administers it?

Assessment & Testing office

Who originates the survey?

Truman State University

When are the results typically available?

Fall

What type of information is sought?

The Survey of Employers first asks if the employer may be listed in a list of respondents and asks information about the employer. The respondent/employer is asked about filling positions and assessing aptitudes related to an entry-level position and reasons for difficulty in filling positions. The employer is asked to evaluate the preparedness of the Truman graduates related to skills and knowledge, whether employees with liberal arts backgrounds are better able to adapt to the work environment, whether they would hire another Truman graduate. The employer is asked for suggestions for improving the preparation of Truman graduates and whether there are education needs Truman should attempt to meet. Lastly the employer is asked if they would be willing to be contacted about providing internship/volunteer/shadowing opportunities for Truman students and then allowed to add any additional comments.

From who are the results available?

Assessment & Testing Office in Violette Hall 1130

Are the results available by college/school or discipling?

No

Are the results comparable to data of other universities?

No

Truman State University

FY10 Survey of Employers

FY05, FY06, FY07, & FY08 Alumni Survey respondents

Summary of Responses

Survey of Employers Summary

The fiscal year 2010 Survey of Employers was mailed to employers of alumni who provided their employer contact information on their returned alumni survey. A total of 386 surveys were mailed and 34 were completed by employers of Truman graduates. Due to the response rate (8.8%) and the fact that some self-selection occurred, the results of the survey should be viewed cautiously and with this in mind. A complete SPSS report of the survey is available from the Assessment & Testing Office in Violette Hall 1130 and may be shared electronically as an SPSS or PDF file if desired.

BACKGROUND INFORMATION

23 of the 34 respondents agreed to be listed in the list of employers. The business nature of the majority of organizations that responded was from Education, Business, Government, and Health/Medical services related entities. 62% of the respondents employ 100 or fewer employees full-time and 34.4% employ more than 200 employees full-time. 40% of the employers employ 25 or fewer employees part-time and 26.7% employ more than 500 employees part-time.

POSITION INFORMATION

Employers rated the following aptitudes as important to essential when filling an entry-level (with college degree) position: the Application of professional ethics in decision making; Basic work habits (honesty, promptness, diligence, dependability, etc.); Work attitudes (cooperation, loyalty, support, initiative, etc.); Writing skills; Communication skills; Reading skills; Ability to get along with co-workers and clients; and Trainability. Overwhelmingly the main reasons the employers felt they had difficulty filling positions were Applicants not qualified and Not enough applicants.

PREPAREDNESS OF TRUMAN GRADUATES

Truman graduates were rated as good in general with respect to preparedness, but they were rated as good (better than average) to excellent (unusually good) in preparedness in Reading skills; Writing skills; Basic work habits; General academic preparation; Communication skills; Appreciating diversity; Applying concepts from area of study; and Overall rating of Truman graduate(s). Truman graduates were rated less than good in preparedness in Knowledge of the principles associated with the operational activities of the organization; Knowledge of legal aspects and governmental regulations associated with the organization; and Knowledge of the principles of management as pertinent to the particular organization.

OTHER EMPLOYER RESPONSES

25.8% of the employers felt that employees with liberal arts backgrounds were better able to adapt to the work environment than employees without liberal arts backgrounds, however, 58.1% of the employers were not sure. 94.1% of the employers would consider hiring another Truman graduate provided the organization had openings. 65.5% of the employers were willing to be contacted about internship/volunteer/shadowing opportunities for current Truman students.

LIST OF RESPONDENTS

Preferred Family Healthcare	Kirksville Public Schools
Gregory Family Dental	Missouri State Highway Patrol
Pleasant Hill High School	Westminster College
Montgomery County RII	Adair County R-II School
Bartley Elementary	Macon R-I High School
The Bank of Edwardsville	Ozark Medical Associates, LLC
Fulton High School	Ernst & Young
Second Judicial Circuit, Juvenile Division	Office of Inspector General, Office of
Community Crisis Center	Evaluations and Inspection
Grand River Technical School	Adair County R-I Schools
Minooka Police Department	Edward Jones
Special School District	The Opportunities Group

POSITIONS NOTED AS BEING DIFFICULT TO FILL:

Part-time Certified, Licensed Counselors/ Therapists and Part-time Techs	School Psychologist
Dental Hygienist	Administrative
Industrial Tech (Secondary)	Certified Nursing Assistant or Certified Medical Technician
Office Manager	Mid-level Professional-Degree Required
Para professionals	Information Technology
Speech Language Pathology	Math and Science Teaching Positions
Weekend and evening shift tellers	Billing/Coding
Weekend part-time aides	Special Education
Bilingual Case Manager/Counselor/Advocate	Consulting Sales
Mid-level Program Manager	Instructional Technology positions
Technical Instructors	

SUGGESTIONS FOR IMPROVING THE PREPAREDNESS OF TRUMAN STATE UNIVERSITY GRADUATES:

Experience is important to have as a supplement to education. Students are still coming out of school with unreasonable salary expectations. They often may need to accept a lower paid position in order to gain some experience in the company.

More undergraduate field experience. Uniform expectations for all teaching fields. Centralize your expectations for all teacher candidates; include rigor in all departments.

Nature of our school; technical skills are vital, too, so liberal arts backgrounds aren't necessarily better. A combination would be the best.

Make sure that all of the advisors are aware of internships and shadowing opportunities. My employee feels like she had very little guidance from her advisor, and although her classes were helpful, some practical or hands-on experience in the communication arts field of human resources or advertising would have been very beneficial and made her resume more impressive.

TSU should continue to focus on critical thinking skills and application of knowledge. Graduates would benefit from some attention to listening and communication skills.

EDUCATIONAL NEEDS TRUMAN SHOULD BE ATTEMPTING TO MEET:

In the future, provide all graduates with special education degrees with the opportunity to graduate with elementary and special education certification.

A program for students to be counselors at all levels of school.

Excel training for business use; tax/audit course earlier in career

FURTHER COMMENTS:

Truman is an excellent school

Requirements are specific to get a teaching certificate. Persons must be proficient in their specific area as well as the highest standards of work ethic, honesty, ability to work with others, etc.

My answers were given in regards to one Truman grad that has worked for me. She was a first year teacher and was one of the best teachers on staff in her first year. She moved to Iowa and I wish I still had her here on staff.

Some career center sponsored events (career fairs) are at odd times and don't make sense to attend.