

**AGENDA ITEM C2: ECONOMIC DEVELOPMENT**  
**BOARD RULE 400.0400.00**  
**SATISFACTION SURVEY ANALYSIS**  
**BOARD OF TRUSTEES MEETING: AUGUST 25, 2011**

Belmont Technical College helps meet the training needs of its three-county service district by providing professional development, public safety, customized training, and community enrichment opportunities. Training consists of both credit and non-credit courses. Monitoring the stakeholders' satisfaction with the training is one aspect of systematic assessment and documentation of Belmont Technical College's success in meeting the needs of employers and their employees in our tri-county area. Belmont's systematic approach to monitoring workforce development activities relies upon data gathered by the Workforce Development and Community Education Department and stored for data analysis and historical reference.

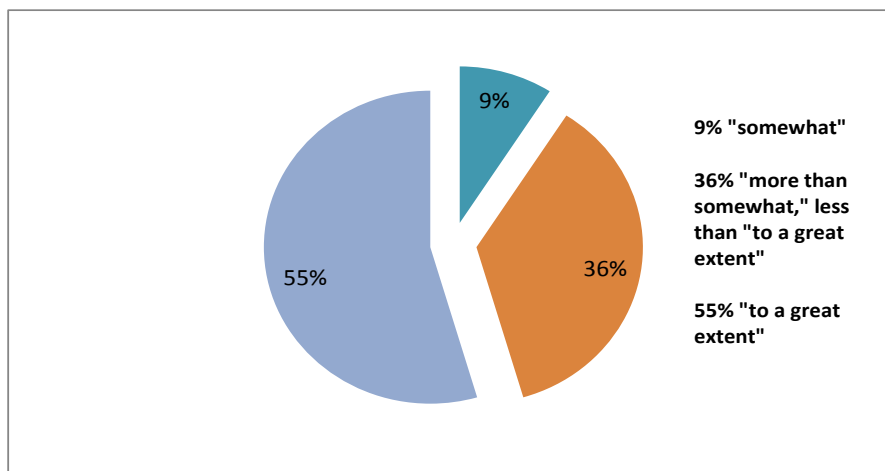
This report presents data generated from administration of satisfaction surveys at the end of trainings and classes offered by the Workforce Development and Community Education Department. This report includes a narrative summary on the results of employer satisfaction surveys, analysis of data, and recommendations for improvement.

***Data and analysis***

During the 2010/2011 academic year, the Workforce Development and Community Education Department conducted a survey of employers who had arranged for their employees to have training through the College. The goal of the survey was to determine employers' satisfaction with training provided to their employees. Nine public safety employers and two industry employers responded to either a face-to-face request using a nine-item paper instrument or telephone survey. Overall, the survey was designed to explore two main issues: employers' satisfaction with the training their employees received and employers' satisfaction with Belmont's administrative services in support of their training needs.

Employers' satisfaction with training was measured on a continuum that ranged from a low satisfaction rating, "only slightly satisfied," to a high satisfaction rating, "to a great extent." In response to the question, "How well did BTC training meet your needs?" all respondents indicated their needs were met to some extent or higher. Fifty-five percent of respondents indicated their needs were met "to a great extent." The first chart shows the distribution of responses.

Chart 1, *Employers' satisfaction with training*



Two other items on the survey were posed to investigate perceptions of industry and public safety employers who sent their employees to Belmont for training. These items asked: “What is your overall impression of training?” and “If BTC offered additional training to fit your industry's needs, would you send employees to BTC?” In response to the first of these questions, 18% of employers stated their impression was “good” and 82% indicated their impression of the training was “excellent.” Responses to the second question revealed that 100% of employers believed they would send their employees to Belmont for additional training.

Administrative staff members in the Workforce Development and Community Education Department strive to provide good customer service to employers in the course of delivering training to students. In order to provide a broad assessment of services provided, employers were asked to rate their satisfaction with administrative services as well as training. Data showing how employers’ rated their satisfaction with administrative services are displayed in the four charts, *Satisfaction with administrative services*. Administrative services addressed four areas in the survey: 1) The College’s response time from the initial point of contact with BTC to actual implementation of the training; 2) The accuracy of information received from BTC; 3) Follow-up services from the College; 4) Satisfaction with billing processes.

Responses to the four survey questions related to administrative services were rated on a seven point Likert-type scale that ranged from “unsatisfactory” to “very satisfactory.” Response patterns on the four items were similar with an overall pattern of satisfaction with administrative services in the Workforce Development and Community Education Department. The ratings by percentages for each of the questions are displayed in following charts. In each chart, the survey question is displayed along with the percent of responses at each rating level.

Chart 2, *Satisfaction with administrative services: response time*

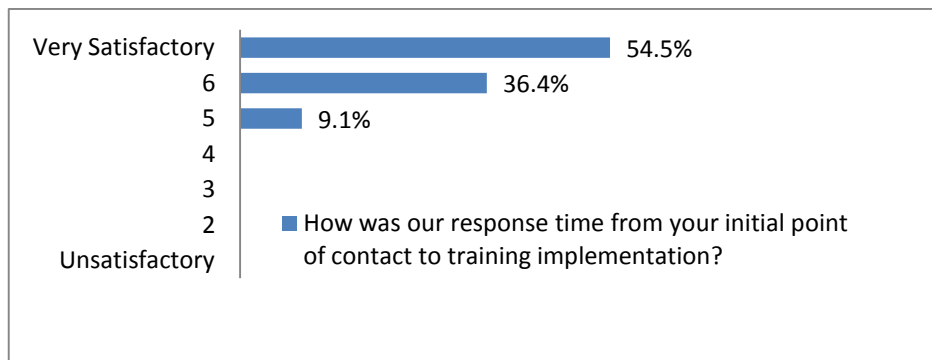


Chart 3, *Satisfaction with administrative services: accuracy of information*

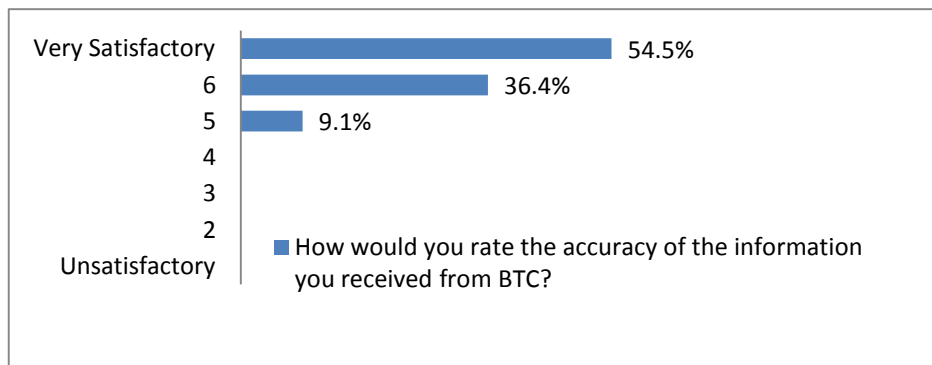


Chart 4, *Satisfaction with administrative services: follow-up*

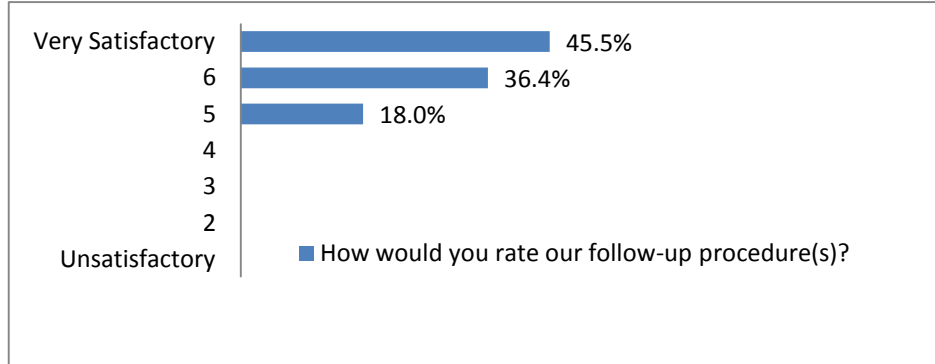
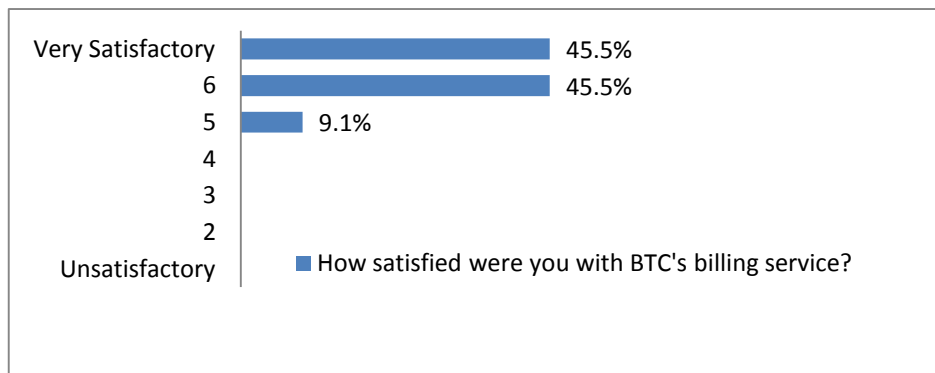


Chart 5, *Satisfaction with administrative services: billing*



Overall, the employer survey results indicate a high level of satisfaction with the training services offered by the Workforce Development and Community Education Department. In light of efforts to achieve continuous quality improvement in all areas, follow-up procedures and billing services will be examined to strengthen the ratings in these two areas to a higher satisfaction level in 2011/2012. Training sessions staff members received this year on Jenzabar administrative procedures are expected to have an effect on these ratings in the next year.

### ***Conclusions/Recommendations***

Training was identified as an area for improvement in the 2009/2010 academic year and the targets for improvement related to employer surveys have both been accomplished. This year the number of employers responding to the survey was increased from eight to eleven, and the satisfaction ratings for administrative services have increased in the areas of response time, follow-up procedures, and billing services.

In the second cycle of collecting and analyzing employer satisfaction responses we noticed, once responses were gathered and analysis began, that the survey instrument did not provide for information beyond a superficial level nor was it able to answer some key questions. In addition, it was noted that using a numerical response scale with only verbiage at the two boundaries created confusion for both those completing the survey as well as those analyzing results. We also found that we did not provide an opportunity for those completing the survey to comment on each question; although we did provide spaces for comments at the end of the survey instruments. As an example, although we can tell that all of the respondents responded that their satisfaction with our training as well as our administrative services was above average

(above 4 on a 1-7 numeric scale), we are unable to determine why there was variance with above satisfaction ratings due to lack of comments.

With a very small number of responses, we know that any variance in response rate tends to skew percentages. What may look like a significant number, may indeed represent just a few attitudes. In addition, we do not have reliable feedback on which to base improvement issues. As a result the following issues were identified:

1. What is the best way to get feedback from employers?
2. From whom do you solicit feedback, i.e. who is the person or persons best able to comment on the impact of training?

During the 2009/2010 academic year, the department utilized Zoomerang, an online survey package. Employers received an email message with the instructions as well as a request to take the online survey. There was a very small return using this distribution method. The number of responses from employers was increased by approaching them face-to-face or on telephone.

Targets for improvement include the following for the 2011/2012 academic year:

1. Redesign the survey instrument to:
  - a. Add a place for comments under each question.
  - b. Anchor Likert scale response points with descriptive verbiage.
2. Continue to increase the number of employers who respond to the survey from 11 to 15.
3. Develop a procedure of follow-up with clients.
4. Continue to refine the billing process to decrease time spent by client on receiving their invoice and payment to the College.