



The Partnership Imperative: Community Colleges, Employers, and America's Chronic Skills Gap

SURVEY OF COMMUNITY COLLEGE LEADERS



Contents

SURVEY METHODOLOGY	3
RESPONDENT PROFILE.....	4
NOTES ON HOW TO READ THIS SURVEY:	5
INTRODUCTION.....	5
SECTION 1/5: INFORMATION ABOUT YOU AND YOUR COLLEGE.....	7
SECTION 2/5: YOUR PERSPECTIVE TOWARDS COLLABORATION BETWEEN COMMUNITY COLLEGES AND EMPLOYERS	11
GOAL 1/3: PARTNERING TO OFFER TRAINING AND EDUCATION THAT IS ALIGNED WITH INDUSTRY NEEDS	11
GOAL 2/3: ESTABLISHING RELATIONSHIPS THAT RESULT IN THE RECRUITMENT/HIRING OF STUDENTS/GRADUATES.....	13
GOAL 3/3: MAKING DECISIONS THAT ARE INFORMED BY THE LATEST DATA AND TRENDS	15
SECTION 3/5: WHAT COMMUNITY COLLEGES AND EMPLOYERS ARE DOING	17
SECTION 4/5: OBSTACLES TO COLLABORATION.....	38
SECTION 5/5: THE FUTURE OF COMMUNITY COLLEGE EDUCATION	50
END MESSAGE.....	51



METHODOLOGY

To assess the state of collaboration between America’s community colleges and employers, Harvard Business School’s Project on Managing the Future of Work partnered with the American Association of Community Colleges (AACC). The membership of the AACC represents nearly 1,200 two-year, associate degree-granting institutions and more than 12 million students.

The AACC distributed the survey to community college leaders between November 2020 and April 2021. The email outreach targeted top decision-makers who would be closest to partnering with local employers. Of the 1,259 leaders invited to participate in the survey, 347 responded, yielding a response rate of 27%. The community college survey was a census in that all eligible persons were selected to participate.

As the survey was conducted during the COVID-19 pandemic, respondents were reminded to answer questions based on the typical operations of the respondent’s business—and not based on sudden changes triggered by the COVID-19 pandemic.

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RESPONDENT PROFILE

Title

President / Chancellor / CEO	193	56%
Dean / Chair / VP / Director of Workforce Development	142	41%
Provost	12	3%
Total	347	100%

Service area of community college

City	132	38%
Suburb	82	24%
Town	34	10%
Rural	99	20%
Total	347	100%

Location

Midwest	91	26%
Northeast	53	15%
South	138	40%
West	65	19%
Total	347	100%

College full-time enrollment

Small (<5,000 full-time students)	164	47%
Medium (5,000-15,000 full-time students)	125	36%
Large (>15,000 full-time students)	58	17%
Total	347	100%



Notes on how to read this survey:

Text blocks in brackets are programming instructions for the survey firm. **TERMINATE SURVEY** means that the survey ended immediately for a respondent with that answer choice.

INTRODUCTION

This survey will take approximately 30 minutes. Thank you for your time and contribution to this important research.

This survey is meant for a senior community college official who is involved at a strategic level with workforce development / employer engagement at the college. Examples include...

1. President / Chancellor / CEO
2. Provost
3. Dean / Chair / VP of Workforce Development

Please note: A productive workforce and vibrant economy require a work-ready* workforce. A work-ready workforce is made possible via collaborations** between community colleges and employers.

This survey seeks to understand the extent and nature of collaborations between America's community colleges and employers to produce a work-ready workforce.

* Work-ready is defined by the ability to perform one's job effectively due to one's...

1. Technical skills – the ability to perform specific tasks in one's job
a. e.g., machinery, welding, soldering, medical sonography, etc.
2. Foundational skills – the ability to work effectively across a variety of contexts
a. e.g., teamwork, communication, problem solving, work ethic, time management, etc.

**Collaborations between community colleges and employers can take a number of forms. In this survey, we define collaborations as community colleges and employers working together to...

1. Partner to offer training and education that is aligned with industry needs
 - a. Co-create and regularly updating college curriculum around relevant technical and foundational skills based on industry needs
 - b. Co-design programs that fit with students' lives and industry hiring cycles
 - c. Incorporating classroom experiences that simulate real-world settings and scenarios
2. Establish relationships that result in the recruitment and hiring of students and graduates
 - a. Dedicate staff time towards managing employer-college relationships
 - b. Create processes for hiring community college students and graduates
 - c. Develop commitments for hiring and recruitment
3. Make decisions that are informed by the latest data and trends



- a. Collect and share data on the local supply for talent
- b. Collect and share data on the local demand for talent
- c. Build mechanisms to jointly monitor and improve the supply and demand for talent

Note: Although collaborations can also be financial in nature (via investments or donations), collaborations that are financial in nature will not be the focus of this survey.

This survey should take about 30 minutes and contains 5 sections:

1. Information about you and your college
2. Your perspective towards collaboration between community colleges and employers
3. What community colleges and employers are doing
4. Obstacles to collaboration
5. The future of community college education

Please answer the following questions based on the typical operations of your college—and not based on sudden changes triggered by the COVID-19 pandemic.

We will start with questions to assess whether you are within the population we would like to study. If you are not within our target study population, this survey will end immediately.



SECTION 1/5: INFORMATION ABOUT YOU AND YOUR COLLEGE

REMINDER: All data will be collected on an anonymized basis and reported out on an aggregate level. Information collected will not be disaggregated in a way that will allow for the identification of specific institutions or individuals.

1) Which of the following best describes your position?

- a. President / Chancellor / CEO
- b. Provost
- c. Dean / Chair / VP of Workforce Development
- d. Other [TERMINATE SURVEY]

2) What is your gender? Please select all that apply.

- a. Female
- b. Male
- c. Other
- d. Prefer not to answer

3) What is your race/ethnicity? Please select all that apply.

- a. Black or African American
- b. Middle Eastern or North African
- c. Asian or Asian American
- d. American Indian, Alaska Native or Other Indigenous
- e. Native Hawaiian or Other Pacific Islander
- f. Hispanic or Latinx
- g. White
- h. Other
- i. Prefer not to answer



4) Services areas are where community colleges have the authority and responsibility to provide education and training services for the area's constituents.

Locales are defined by the Department of Education's College Scorecard:

- *City = Area with relatively high population density compared to its surrounding regions*
- *Suburb = Mixed use or residential area within commuting distance of a city*
- *Town = Area smaller than a city*
- *Rural = Non-urban area with low population density and small settlements*

If you aren't sure of your institution's locale, <https://collegescorecard.ed.gov/>

Which of the following best describes the type of service area of your college?

- a. City
- b. Suburb
- c. Town
- d. Rural

5) In what region is your college predominantly located?

- a. Northeast
 - i. New England (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont)
 - ii. Mid-Atlantic (New Jersey, New York, and Pennsylvania)
- b. Midwest
 - iii. East North Central (Illinois, Indiana, Michigan, Ohio, and Wisconsin)
 - iv. West North Central (Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota)
- c. South
 - v. South Atlantic (Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, and West Virginia)
 - vi. East South Central (Alabama, Kentucky, Mississippi, and Tennessee)
 - vii. West South Central (Arkansas, Louisiana, Oklahoma, and Texas)
- d. West



viii. Mountain (Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming)

ix. Pacific (Alaska, California, Hawaii, Oregon, and Washington)

e. I don't know [TERMINATE SURVEY]

6) When reporting their "full-time enrollment" to the U.S. Department of Education, colleges report the number of degree/certificate-seeking students enrolled each fall.

What is the most recent full-time enrollment of your college? (Please report headcount on an unduplicated basis, as reported to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS))

- a. Small (<5,000 full-time students)
- b. Medium (5,000-15,000 full-time students)
- c. Large (>15,000 full-time students)
- d. I don't know [TERMINATE SURVEY]

7) What percent of students are enrolled on a full-time vs. a part-time schedule at your college?

Please report headcount on an unduplicated basis, as reported to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS)

Full-time	Part-time
X%	X%

8) Incumbent workers are individuals who are currently employed and who are seeking training to upgrade their skills via customized or continuing education programs.

About what percent of your student body (both full-time and part-time) are incumbent workers?

- a. [OFFER OPEN-ENDED % RESPONSE]
- b. I don't know

Please answer the following questions based on the typical operations of your college—and not based on sudden changes triggered by the COVID-19 pandemic.



9) How would you rate your community college's current engagement with employers in general?

- a. High engagement (very frequent communication and collaboration)
- b. Medium engagement (some communication and collaboration)
- c. Low engagement (very infrequent communication and collaboration)
- d. No engagement
- e. I don't know



SECTION 2/5: YOUR PERSPECTIVE TOWARDS COLLABORATION BETWEEN COMMUNITY COLLEGES AND EMPLOYERS

GOAL 1/3: PARTNERING TO OFFER TRAINING AND EDUCATION THAT IS ALIGNED WITH INDUSTRY NEEDS

This section seeks to understand the state of collaboration between community colleges and employers as it relates to partnering to offer training and education that is aligned with industry needs. This includes...

1. Co-creating and regularly updating college curriculum around relevant technical and foundational skills based on industry needs
2. Co-designing programs that fit with students' lives and industry hiring cycles
3. Incorporating classroom experiences that simulate real-world settings and scenarios

REMINDER: All data will be collected on an anonymized basis and reported out on an aggregate level. Information collected will not be disaggregated in a way that will allow for the identification of specific institutions or individuals.

Please answer the following questions based on the typical operations of your college—and not based on sudden changes triggered by the COVID-19 pandemic.

10) How important do you believe is it for employers and community colleges to *partner to offer training and education that is aligned with industry needs*?

- a. Extremely important
- b. Very important
- c. Moderately important
- d. Slightly important
- e. Not at all important
- f. I don't know



Please answer all questions based on your general perceptions and not based on certain high-performing programs or collaborations.

Please answer the following questions based on the typical operations of your college—and not based on sudden changes triggered by the COVID-19 pandemic.

11) In general, as you think about your community college's work with employers to *partner to offer training and education that is aligned with industry needs*, what grade would you give your community college?

- a. A – very satisfied
- b. B – satisfied
- c. C – neither satisfied nor dissatisfied
- d. D – dissatisfied
- e. F – completely dissatisfied
- f. I don't know

Please answer the following questions based on the typical operations of your college—and not based on sudden changes triggered by the COVID-19 pandemic.

12) In general, as you think about employers' work with community colleges like yours to *partner to offer training and education that is aligned with industry needs*, what grade would you give employers?

- a. A – very satisfied
- b. B – satisfied
- c. C – neither satisfied nor dissatisfied
- d. D – dissatisfied
- e. F – completely dissatisfied
- f. I don't know

Please answer the following questions based on the typical operations of your college—and not based on sudden changes triggered by the COVID-19 pandemic.

13) How has the state of collaboration between employers and community colleges trended over the last 3 years when it comes to *partnering to offer training and education that is aligned with industry needs*?

- a. A lot more collaborative



- b. More collaborative
- c. About as collaborative
- d. Less collaborative
- e. A lot less collaborative
- f. I don't know

GOAL 2/3: ESTABLISHING RELATIONSHIPS THAT RESULT IN THE RECRUITMENT/HIRING OF STUDENTS/GRADUATES

The following questions seek to understand the state of collaboration between community colleges and employers as it relates to establishing relationships that result in the recruitment/hiring of students/graduates. This includes...

1. Dedicating staff time towards managing employer-college relationships
2. Creating processes for the hiring of community college students and graduates
3. Developing commitments for hiring and recruitment

REMINDER: All data will be collected on an anonymized basis and reported out on an aggregate level. Information collected will not be disaggregated in a way that will allow for the identification of specific institutions or individuals.

Please answer the following questions based on the typical operations of your college—and not based on sudden changes triggered by the COVID-19 pandemic.

14) How important do you believe is it for employers and community colleges to collaborate to *establish relationships that result in the recruitment and hiring of students and graduates*?

- a. Extremely important
- b. Very important
- c. Moderately important
- d. Slightly important
- e. Not at all important
- f. I don't know

Please answer all questions based on your general perceptions and not based on certain high-performing programs or collaborations.



Please answer the following questions based on the typical operations of your college—and not based on sudden changes triggered by the COVID-19 pandemic.

15) In general, as you think about your community college's work with employers to *establish relationships that result in the recruitment and hiring of students and graduates*, what grade would you give your community college?

- a. A – very satisfied
- b. B – satisfied
- c. C – neither satisfied nor dissatisfied
- d. D – dissatisfied
- e. F – completely dissatisfied
- f. I don't know

Please answer the following questions based on the typical operations of your college—and not based on sudden changes triggered by the COVID-19 pandemic.

16) In general, as you think about employers' work with community colleges like yours to *establish relationships that result in the recruitment and hiring of students and graduates*, what grade would you give employers?

- a. A – very satisfied
- b. B – satisfied
- c. C – neither satisfied nor dissatisfied
- d. D – dissatisfied
- e. F – completely dissatisfied
- f. I don't know

Please answer the following questions based on the typical operations of your college—and not based on sudden changes triggered by the COVID-19 pandemic.

17) How has the state of collaboration between employers and community colleges trended over the last 3 years when it comes to *establishing relationships that result in the recruitment and hiring of students and graduates*?

- a. A lot more collaborative
- b. More collaborative



- c. About as collaborative
- d. Less collaborative
- e. A lot less collaborative
- f. I don't know

GOAL 3/3: MAKING DECISIONS THAT ARE INFORMED BY THE LATEST DATA AND TRENDS

The following questions seek to understand the state of collaboration between community colleges and employers as it relates to making decisions that are informed by the latest data and trends. This includes...

1. Collecting and sharing data on the local supply for talent
2. Collecting and sharing data on the local demand for talent
3. Building mechanisms to jointly monitor and improve the supply and demand for talent

REMINDER: All data will be collected on an anonymized basis and reported out on an aggregate level. Information collected will not be disaggregated in a way that will allow for the identification of specific institutions or individuals.

Please answer the following questions based on the typical operations of your college—and not based on sudden changes triggered by the COVID-19 pandemic.

18) How important do you believe is it for employers and community colleges to *make decisions that are informed by the latest data and trends*?

- a. Extremely important
- b. Very important
- c. Moderately important
- d. Slightly important
- e. Not at all important
- f. I don't know

Please answer all questions based on your general perceptions and not based on certain high-performing programs or collaborations.

Please answer the following questions based on the typical operations of your college—and not based on sudden changes triggered by the COVID-19 pandemic.



19) In general, as you think about your community college's work with employers to *make decisions that are informed by the latest data and trends*, what grade would you give your community college?

- a. A – very satisfied
- b. B – satisfied
- c. C – neither satisfied nor dissatisfied
- d. D – dissatisfied
- e. F – completely dissatisfied
- f. I don't know

Please answer the following questions based on the typical operations of your college—and not based on sudden changes triggered by the COVID-19 pandemic.

20) In general, as you think about employers' work with community colleges like yours to *make decisions that are informed by the latest data and trends*, what grade would you give employers?

- a. A – very satisfied
- b. B – satisfied
- c. C – neither satisfied nor dissatisfied
- d. D – dissatisfied
- e. F – completely dissatisfied
- f. I don't know

Please answer the following questions based on the typical operations of your college—and not based on sudden changes triggered by the COVID-19 pandemic.

21) How has the state of collaboration between employers and community colleges trended over the last 3 years when it comes to *making decisions that are informed by the latest data and trends*?

- a. A lot more collaborative
- b. More collaborative
- c. About as collaborative
- d. Less collaborative
- e. A lot less collaborative
- f. I don't know



SECTION 3/5: WHAT COMMUNITY COLLEGES AND EMPLOYERS ARE DOING

This section seeks to understand what community colleges and employers can do to ensure a work-ready workforce.

REMINDER: All data will be collected on an anonymized basis and reported out on an aggregate level. Information collected will not be disaggregated in a way that will allow for the identification of specific institutions or individuals.

Note: We define “work-ready” as the ability to perform one’s job effectively due to one’s...

1. Technical skills – the ability to perform specific tasks in one’s job
 - a. *E.g., machinery, welding, soldering, medical sonography, etc.)*
2. Foundational skills – the ability to work effectively across a variety of contexts
 - a. *E.g., teamwork, communication, problem solving, work ethic, time management, etc.*

Please answer the following questions based on the typical operations of your college—and not based on sudden changes triggered by the COVID-19 pandemic.

24) Please select one option in the first three columns and one option in the last three columns for each row.

	Which of the following actions is your community college taking?			Do you believe your college is doing enough?		
	My community college does this	My community college does <u>not</u> do this	I don’t know	My community college’s existing efforts are <u>adequate</u>	My community college’s existing efforts are <u>not adequate</u>	I don’t know
24R1. Engage employers on industry advisory boards						



24R2. Engage employers in curriculum design						
24R3. Offer industry-recognized certifications						
24R4. Offer micro-credentials (e.g., sales, IT support, service excellence)						
24R5. Help students obtain professional licenses						
24R6. Teach foundational skills in the curriculum						
24R7. Teach technical skills in the curriculum						
24R8. Offer workplace writing courses						
24R9. Offer workplace applied math courses						
24R10. Offer workplace verbal communication courses						



24R11. Develop standards for what skills and knowledge students can expect to acquire in their classes						
24R12. Offer English for Speakers of Other Languages (ESOL courses)						
24R13. Offer English for Speakers of Other Languages (ESOL courses) aligned with specific professions or industries						

25) Please select one option in the first three columns and one option in the last three columns for each row.

	Which of the following actions is your community college taking?			Do you believe your college is doing enough?		
	My community college does this	My community college does <u>not</u> do this	I don't know	My community college's existing efforts are <u>adequate</u>	My community college's existing efforts are <u>not adequate</u>	I don't know
25R1. Offer programs to help workers currently in the workforce upgrade their skills						



25R2. Offer customized programs for companies' employees						
25R3. Develop program calendars that are convenient for employers and learners (e.g., weekend classes, night time courses)						
25R4. Offer credit for students' prior <u>knowledge</u>						
25R5. Offer credit for students' prior <u>work experience</u>						

26) Please select one option in the first three columns and one option in the last three columns for each row.

	Which of the following actions is your community college taking?			Do you believe your college is doing enough?		
	My community college does this	My community college does <u>not</u> do this	I don't know	My community college's existing efforts are <u>adequate</u>	My community college's existing efforts are <u>not adequate</u>	I don't know
26R1. Source industry practitioners to teach community college courses						
26R2. Offer job site visits for community college students						



26R3. Source projects that reflect real-world work from employers for community college class curriculum						
26R4. Offer <u>non-credit-bearing</u> experiential learning opportunities (e.g., volunteer, job shadowing, internship opportunities)						
26R5. Offer <u>credit-bearing</u> experiential learning opportunities (e.g., for-credit co-op programs, for-credit apprenticeship programs)						
26R6. Enlist industry practitioners to train community college instructors (utilize “train the trainer” models)						
26R7. Solicit donated or leased equipment or software licenses from employers						



26R8. Create work-based or learn-and-earn opportunities						
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27) Please select one option in the first three columns and one option in the last three columns for each row.

	Which of the following actions is your community college taking?			Do you believe your college is doing enough?		
	My community college does this	My community college does <u>not</u> do this	I don't know	My community college's existing efforts are <u>adequate</u>	My community college's existing efforts are <u>not adequate</u>	I don't know
27R1. Assign a team or individual to manage community college-employer partnerships						
27R2. Establish partnerships for employers to <i>recruit and hire</i> from your community college						
27R3. Partner with employers where your graduates work						
27R4. Encourage community college faculty to build relationships with recruiters and hiring managers						



28) Please select one option in the first three columns and one option in the last three columns for each row.

	Which of the following actions is your community college taking?			Do you believe your college is doing enough?		
	My community college does this	My community college does <u>not</u> do this	I don't know	My community college's existing efforts are <u>adequate</u>	My community college's existing efforts are <u>not adequate</u>	I don't know
28R1. Deploy technology to facilitate contact between community colleges and employers (e.g., Handshake, Salesforce, etc.)						
28R2. Offer in-person or virtual sessions for community college students to meet with recruiters and hiring managers						
28R3. Work with employers to establish policies, recruiting calendars, standard procedures, and/or hiring best practices						

29) Please select one option in the first three columns and one option in the last three columns for each row.



	Which of the following actions is your community college taking?			Do you believe your college is doing enough?		
	My community college does this	My community college does <u>not</u> do this	I don't know	My community college's existing efforts are <u>adequate</u>	My community college's existing efforts are <u>not adequate</u>	I don't know
29R1. Commit to <i>job guarantees</i> for community college graduates (employer commitments to hire a fixed number of students per cycle)						
29R2. Commit to <i>hiring targets</i> for community college graduates (employer commitments to hire an approximate number of students per cycle)						
29R3. Establish employer-funded <i>scholarship programs</i> for community college students						
29R4. Solicit employment opportunities for community college-wide job boards						



29R5. Solicit employment opportunities on academic department-specific job boards						
29R6. Co-design marketing campaigns with employers to attract students to community college programs						

30) Please select one option in the first three columns and one option in the last three columns for each row.

	Which of the following actions is your community college taking?			Do you believe your college is doing enough?		
	My community college does this	My community college does <u>not</u> do this	I don't know	My community college's existing efforts are <u>adequate</u>	My community college's existing efforts are <u>not adequate</u>	I don't know
30R1. Collect and monitor data on local demographic trends						
30R2. Seek feedback from employers on your community college as a partner (at least once per year)						
30R3. Survey community college graduates on their experience						



at their company (at least once per year)						
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31) Please select one option in the first three columns and one option in the last three columns for each row.

	Which of the following actions is your community college taking?			Do you believe your college is doing enough?		
	My community college does this	My community college does <u>not</u> do this	I don't know	My community college's existing efforts are <u>adequate</u>	My community college's existing efforts are <u>not adequate</u>	I don't know
31R1. Survey employers on their workforce needs (at least once per year)						
31R2. Track the local community on its workforce needs (at least once per year)						
31R3. Track data on job / industry trends (e.g., job / earnings growth)						

32) Please select one option in the first three columns and one option in the last three columns for each row.

	Which of the following actions is your community college taking?			Do you believe your college is doing enough?		
	My community college does this	My community college does <u>not</u> do this	I don't know	My community college's existing efforts are <u>adequate</u>	My community college's existing efforts are	I don't know



					<u>not adequate</u>	
32R1. Use job placement rate as part of your community college's outcome metrics						
32R2. Use graduate wages as part of your community college's outcome metrics						
32R3. Prioritize job placement rate over graduation rate as a community college outcome metric						
32R4. Embed workforce development objectives into your community college's strategic plan						
32R5. Counsel students to enroll in programs with the highest labor market demand						
32R6. Offer career services (resume / cover letter writing, job search fundamentals)						



The following questions seek to understand how adequate or not adequate you believe employers’ efforts when it comes to working with community colleges like yours to create a work-ready workforce.

REMINDER: All data will be collected on an anonymized basis and reported out on an aggregate level. Information collected will not be disaggregated in a way that will allow for the identification of specific institutions or individuals.

Note: We define “work-ready” as the ability to perform one’s job effectively due to one’s...

1. Technical skills – the ability to perform specific tasks in one’s job
 - a. *E.g., machinery, welding, soldering, medical sonography, etc.)*
2. Foundational skills – the ability to work effectively across a variety of contexts
 - a. *E.g., teamwork, communication, problem solving, work ethic, time management, etc.*

The coming sections will contain a total of 19 grids containing rows of multiple choice questions. After this section, we will have only one more short section before the survey concludes. You are over two-thirds done with the survey. Please keep going. Your input is critical for building a more work-ready workforce.

Please answer the following questions based on the typical operations of your college—and not based on sudden changes triggered by the COVID-19 pandemic.

33)

How adequate or not adequate do you find <u>employers’</u> existing efforts in the following areas?			
	Existing efforts by employers are <u>adequate</u>	Existing efforts by employers are <u>not adequate</u>	I don’t know
33R01. Engage community colleges like yours on industry advisory boards			
33R02. Provide input to community colleges on curriculum design			
33R03. Support community college efforts			



to offer industry-recognized <i>certifications</i>			
33R04. Support community college efforts to offer <i>micro-credentials</i> (e.g., sales, IT support, service excellence)			
33R05. Support community college efforts to help students obtain <i>professional licenses</i>			
33R06. Support community college efforts to teach <i>foundational</i> skills in the curriculum			
33R07. Support community college efforts to teach <i>technical skills</i> in the curriculum			
33R08. Support community college efforts to offer workplace writing courses			
33R09. Support community college efforts to offer workplace applied math courses			



33R10. Support community college efforts to offer workplace verbal communication courses			
33R11. Co-develop standards for what skills and knowledge students can expect to acquire in their community college classes			
33R12. Support community college efforts to offer English for Speakers of Other Languages (ESOL courses)			

34)

How adequate or not adequate do you find <u>employers'</u> existing efforts in the following areas?			
	Existing efforts by employers are <u>adequate</u>	Existing efforts by employers are <u>not adequate</u>	I don't know
34R1. Send current workers to upgrade their skills at community colleges like yours			
34R2. Work with community colleges like yours to offer customized programs for			



company employees			
34R3. Support community college efforts to develop program calendars that are most convenient for employers and learners (e.g., weekend classes, night time courses)			

35)

How adequate or not adequate do you find <u>employers'</u> existing efforts in the following areas?			
	Existing efforts by employers are <u>adequate</u>	Existing efforts by employers are <u>not adequate</u>	I don't know
35R1. Offer industry practitioners to <u>teach</u> at community college courses			
35R2. Offer job site visits for community college students			
35R3. Offer class projects that mimic real-world work for community college courses			
35R4. Support community college efforts to offer <u>non-credit bearing</u> experiential learning opportunities (e.g., volunteer,			



job shadowing, internship opportunities)			
35R5. Support community college efforts to offer <u>credit-bearing</u> experiential learning opportunities (e.g., for-credit co-op programs, for-credit apprenticeship programs)			
35R6. Enlist industry practitioners to train community college instructors (utilize “train the trainer” models)			
35R7. Donate or lease equipment or license software to community colleges			
35R8. Create work-based or learn-and-earn opportunities for community college students			

36)

How adequate or not adequate do you find <u>employers'</u> existing efforts in the following areas?			
	Existing efforts by employers are <u>adequate</u>	Existing efforts by employers are <u>not adequate</u>	I don't know
36R1. Assign a team or			



individual to manage community college-employer partnerships			
36R2. Establish partnerships for employers to <i>recruit and hire</i> from community colleges like yours			
36R3. Partner with community colleges that their employees come from			
36R4. Encourage recruiters and hiring managers to build relationships with community college faculty			

37)

How adequate or not adequate do you find <u>employers'</u> existing efforts in the following areas?			
	Existing efforts by employers are <u>adequate</u>	Existing efforts by employers are <u>not adequate</u>	I don't know
37R1. Deploy technology to facilitate contact between community colleges and employers (e.g., Handshake, Salesforce, etc.)			
37R2. Offer in-person or virtual sessions for			



community college students to meet with recruiters and hiring managers			
37R3. Work with community colleges like yours to establish policies, recruiting calendars, standard procedures, and/or hiring best practices			

38)

How adequate or not adequate do you find <u>employers'</u> existing efforts in the following areas?			
	Existing efforts by employers are <u>adequate</u>	Existing efforts by employers are <u>not adequate</u>	I don't know
38R1. Commit to <i>job guarantees</i> for community college graduates (employer commitments to hire a fixed number of students per cycle)			
38R2. Commit to <i>hiring targets</i> for community college graduates (employer commitments to hire an approximate number of			



students per cycle)			
38R3. Establish employer-funded scholarship programs for community college students			
38R4. Post employment opportunities on community college-wide job boards			
38R5. Post employment opportunities on academic department-specific job boards			
38R6. Co-design marketing campaigns with community college to attract students to programs			

39)

How adequate or not adequate do you find <u>employers'</u> existing efforts in the following areas?			
	Existing efforts by employers are <u>adequate</u>	Existing efforts by employers are <u>not adequate</u>	I don't know
39R1. Collect and monitor data on local demographic trends			
39R2. Seek feedback from community college leaders like you on their			



company as a partner (at least once per year)			
39R3. Survey employees who attended community college on their experience at their company (at least once per year)			

40)

How adequate or not adequate do you find <u>employers'</u> existing efforts in the following areas?			
	Existing efforts by employers are <u>adequate</u>	Existing efforts by employers are <u>not adequate</u>	I don't know
40R1. Survey the local community on its workforce needs (at least once per year)			
40R2. Track data on industry trends (e.g., changing nature of jobs in their industry)			
40R3. Track the retention rates of employees who attended community college			

41)

How adequate or not adequate do you find <u>employers'</u> existing efforts in the following areas?			
	Existing efforts by employers are <u>adequate</u>	Existing efforts by employers are <u>not adequate</u>	I don't know
41R1. Support community			



college efforts to counsel students to enroll in programs with the highest labor market demand			
41R2. Support community college efforts to offer career-building support services (resume / cover letter writing, job search fundamentals)			



SECTION 4/5: OBSTACLES TO COLLABORATION

This section seeks to understand the obstacles inhibiting community colleges and employers from collaborating to the fullest extent.

REMINDER: All data will be collected on an anonymized basis and reported out on an aggregate level. Information collected will not be disaggregated in a way that will allow for the identification of specific institutions or individuals.

Please answer the following questions based on the typical operations of your college—and not based on sudden changes triggered by the COVID-19 pandemic.

42) Please indicate the extent to which you agree or disagree with the following statements.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree or Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>I don't know</i>
Human resources						
42.01. My community college's faculty are resistant to curricular changes						
42.02. My community college's career and technical program leaders lack training						
42.03a. My community college lacks the reputation to attract employer partners						
42.03b. Employers lack the reputation to attract partners like my community college						
42.04. My community college lacks the leadership it needs to						



create the workforce of the future						
42.05. My community college lacks the staff to collect and make sense of data						
42.06. My community college lacks staff to develop and maintain employer relationships						
<i>Institutional priorities and culture</i>						
42.07. My community college lacks the mandate or culture to develop programs that align with what employers are looking for						
42.08. My community college prefers employer-sponsored programs that are accessible to all students instead of only the best students						
42.09. My community college lacks the facilities and/or equipment to train students on skills that employers are looking for						
42.10. My community college has too much red tape						
42.11. Official bodies (e.g., accreditors, the Department of Ed) impose requirements on community colleges that stifle innovation						
42.12 My college is confined to limited "service area" policies						



Facilities and financial resources

42.13 My community college lacks funds to attract instructors with industry experience						
42.14. My community college lacks the infrastructure to develop and maintain hiring relationships with employers						
42.15. My community college does not have a primary point of contact for hiring and recruitment relationship building with employers						
42.16. My community college's student body is too small to attract employer partners						
42.17. My community college's students aren't interested in the companies that are hiring						
42.18. My community college lacks the data collection and analytical tools to make data-driven decisions						
42.19. My community college lacks the policies and processes for collecting data (e.g., lack of a mandatory graduation survey)						
42.20. My community college doesn't know what data we should be tracking						



42.21. My community college has lots of data, but we do not know what to do with this information						
Lack of transparency						
42.22. My community college lacks access to labor market and/or employment outcomes data						
42.23. My community college doesn't know which employers to contact to initiate hiring relationships						
42.24. My community college doesn't know whom to contact at each employer to initiate hiring relationships						
42.25. Employers keep changing their hiring requirements without informing my college						
42.26. Employers are asking my community college to share student information that would compromise student privacy						
42.27a. Discussions with employers are honest and actionable						
42.27b. Serving on industry advisory boards is a good use of my community college's time						
Lack of time						
42.28. My community college expects employers to initiate						



contact, rather than the other way around						
42.29. My community college doesn't have time to consult with employers on what to teach						

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	I don't know
Disconnect between college and industry						
42.30 Employers don't <u>know</u> which skills and credentials they are looking for in new hires						
42.31. Employers don't <u>share</u> which skills and credentials they are looking for in new hires						
42.32. Employers aren't communicating which <i>foundational</i> skills my community college should be teaching						
42.33. Employers aren't communicating which <i>technical</i> skills my community college should be teaching						
Lack of investment						
42.34. Employers aren't willing to pay enough to develop customized programs						
42.35. Employers lack interest in sending practitioners to						



community colleges to teach						
42.36. Employers aren't willing to provide paid work-based learning experiences						
42.37. Employers aren't willing to donate or lease equipment and facilities to community colleges like mine						
42.38. Employers aren't willing to invest in employee upskilling						
42.39. Employers lack interest in co-developing customized programs with my community college						
42.40. Employers aren't willing to share their intellectual property in collaborations with my community college						
42.41. Employers lack interest in opening work sites for community college field trips and visits						
<i>Lack of collaborative spirit</i>						
42.42. Employers aren't responding to my college's emails or phone calls in a timely manner						
42.43. Employers want my community college to train for skills / equipment that are specific to their firm and may not be transferable to other firms						



42.44. Employers are unwilling to align their hiring schedule with my community college's academic calendar						
42.45. Employers keep poaching my community college students before they complete their credentials						
42.46. Employers keep poaching my faculty members						
42.47. Employers aren't collecting the data I need to be an effective partner to them						
42.48. Employers aren't sharing the data I need to be an effective partner to them						
42.49. Employers aren't sharing the data I need to be an effective partner in a timely manner						
Perceptions						
42.50. Employers seem more interested in hiring from 4-year colleges than from community colleges						
42.51. Employers seem more interested in hiring experienced hires than new grads						
42.52. Employers do not seem to be willing to hire graduates of my community college						
42.53. Employers discriminate in hiring,						



internship, and other practices						
Structural						
42.54. It is difficult to engage with <u>small</u> employers in my region						
42.55. It is difficult to engage with <u>large</u> employers in my region						
42.56. There is not enough consistent demand for certain jobs for my community college to entertain a recruitment relationship						
42.57. Many employers are located too far away from my community college						
Unreasonable expectations						
42.58. Employers don't pay sufficiently high wages for my community college graduates						
42.59. Employers seem to believe that perfect candidates can be found on the open market						
42.60. Employers expect my college to be able to move faster than we can						
42.61. Employers are asking my college to make accommodations beyond what is reasonable						

[Show question if respondent selected "Strongly agree" or "Agree" to 42.61]



43) You indicated that employers are asking your community college to make accommodations beyond what is reasonable. What requests do you consider unreasonable?

- a. [OFFER OPEN-ENDED RESPONSE]
- b. [OFFER OPTION TO SKIP]

44) What other obstacle(s) (if any) are preventing your community college from collaborating with employers to produce a work-ready workforce?

- c. [OFFER OPEN-ENDED RESPONSE]
- d. [OFFER OPTION TO SKIP]

45) Consider the employer-college partnerships you've observed. Please rank the following individuals from *most effective at initiating the partnership* to *least effective at initiating the partnership*.

Employer side

- a. CEO
- b. C-suite executive
- c. Chief Human Resources Officer
- d. Human Resources Manager
- e. Business unit leader
- f. Line manager
- g. Other
- h. I don't know

College side

- a. President / Chancellor
- b. Department head
- c. Faculty
- d. Office of career services
- e. Other
- f. I don't know

46) Consider the employer-college partnerships you've observed. Please rank the following individuals from *most effective at managing the partnership* to *least effective at managing the partnership*.



Employer side

- a. CEO
- b. C-suite executive
- c. Chief Human Resources Officer
- d. Human Resources Manager
- e. Business unit leader
- f. Line manager
- g. Other
- h. I don't know

College side

- a. President / Chancellor
- b. Department head
- c. Faculty
- d. Office of career services
- e. Other
- f. I don't know

47) Whose responsibility do you believe it is to initiate college-employer partnerships?

- a. Employer's responsibility
- b. College's responsibility
- c. Local government's responsibility
- d. State government's responsibility
- e. Federal government's responsibility
- f. An intermediary's responsibility (e.g., a chamber of commerce, a non-profit)
- g. I do not believe it is anyone's responsibility to initiate a partnership
- h. Other
- i. I don't know

48) Overall, tr for employers and community colleges to partner to produce a work-ready workforce?

- a. Very important



- b. Somewhat important
- c. Neither important nor unimportant
- d. Somewhat unimportant
- e. Very unimportant
- f. I don't know

49) Overall, as you think about your community college's partnership with employers to produce a work-ready workforce, what grade would you give YOUR COMMUNITY COLLEGE?

- a. A – very satisfied
- b. B – satisfied
- c. C – neither satisfied nor dissatisfied
- d. D – dissatisfied
- e. F – completely dissatisfied
- f. I don't know

50) Overall, as you think about your community college's partnership with employers to produce a work-ready workforce, what grade would you give EMPLOYERS?

- a. A – very satisfied
- b. B – satisfied
- c. C – neither satisfied nor dissatisfied
- d. D – dissatisfied
- e. F – completely dissatisfied
- f. I don't know

51) Overall, how has the state of collaboration between employers and community colleges trended over the last 3 years?

- a. A lot more collaborative
- b. More collaborative
- c. About as collaborative
- d. Less collaborative
- e. A lot less collaborative
- f. I don't know



52) To what extent do you agree or disagree with the following statement? “My college is producing the work-ready graduates that employers need.”

- a. Strongly agree
- b. Agree
- c. Neither agree nor disagree
- d. Disagree
- e. Strongly disagree
- f. I don't know



SECTION 5/5: THE FUTURE OF COMMUNITY COLLEGE EDUCATION

This section seeks to understand your expectations toward the future of community college education as a result of the COVID-19 pandemic.

REMINDER: All data will be collected on an anonymized basis and reported out on an aggregate level. Information collected will not be disaggregated in a way that will allow for the identification of specific institutions or individuals.

53) Prior to the COVID-19 pandemic, approximately what percent of your college's classes were taught online?

- a. 0-20%
- b. 21-40%
- c. 41-60%
- d. 61-80%
- e. 81-100%

54) In the fall of 2020, during the COVID-19 pandemic, approximately what percent of your college's classes are taught online?

- a. 0-20%
- b. 21-40%
- c. 41-60%
- d. 61-80%
- e. 81-100%

55) Long-term, after the COVID-19 pandemic, approximately what percent of your college's classes do you expect to be taught online?

- a. 0-20%
- b. 21-40%
- c. 41-60%
- d. 61-80%
- e. 81-100%

56) The COVID-19 pandemic has dramatically impacted college operations, including the ability to offer career and technical education (CTE) and related technical instruction in the traditional face-to-face format. Further, the pandemic has forced colleges to reassess existing business and industry partnerships and approach new partnerships in a very different way.

Based on what you have learned at this point, rank order from highest priority to lowest priority what you believe the most pressing problems of the community college sector will be through the remainder of the pandemic and post pandemic.

- a. Providing relevant training for new and evolving job needs resulting from the pandemic



- b. Identifying financial resources to expand existing and/or create new programs resulting from pandemic needs
- c. Identifying faculty with the requisite expertise to create new or expanding existing programs resulting from pandemic needs
- d. Attracting students to return to the college for education
- e. Establishing relevant work-based learning opportunities for new and evolving job needs where relationships between the college and the business community do not currently exist
- f. Rebuilding trust that it is safe to return to the college campus
- g. Managing the decline in enrollments due to the shift to remote learning

END MESSAGE

On behalf of the American Association of Community Colleges and Harvard Business School's Managing the Future of Work project, thank you for taking the time to complete this survey. Your input is critical for producing a more work-ready workforce.

[END SURVEY INSTRUMENT]