



OKLAHOMA CITY COMMUNITY COLLEGE

Report on the FY2014 Graduate Supervisors

This report provides graduate supervisor survey information for AAS/Certification, AS/AA Majors. Students graduated in the Summer, Fall and Spring Semesters.

**Prepared by
Office of Institutional Effectiveness
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September 23, 2015

Graduate Supervisor Survey – FY 2014 Graduates

INTRODUCTION

Each year OCCC graduates are surveyed to determine if they are working in the field or transferred to another educational institution. Of those graduates who indicate that they are working in a field related to their OCCC education they are asked permission if we may contact their supervisor to complete a survey.

METHODOLOGY

The graduate survey process is quite extensive with mailings and follow-up telephone calls which begin about six months after the student graduates. There are two distinct graduate survey administrations. The first graduate survey administration is for the Summer and Fall graduates which is conducted in late spring of the following year, and the second is of the Spring graduates who are initially contacted in December.

As we receive the completed graduate surveys, supervisors are contacted through the mail to complete the survey. They receive a cover letter and survey form which identifies the graduate and the program in which he/she graduated. A postage paid envelope is included for their convenience. Approximately ten days after the initial supervisor mailing, we begin to telephone call these supervisors requesting that they complete the survey and return it in the mail or fax us their completed survey.

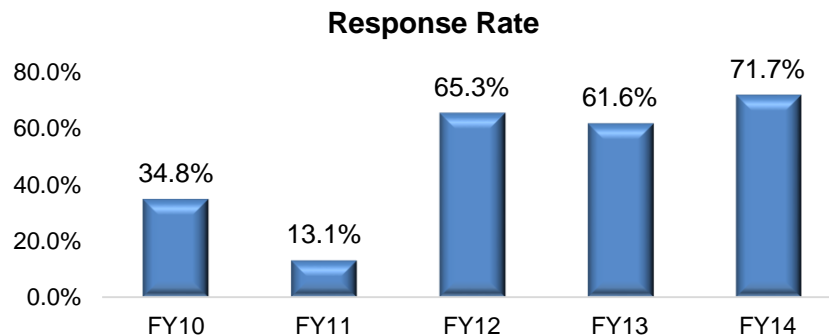
LIMITATIONS

There are several limitations to this survey.

1. The graduates provide us with incomplete supervisor information and we are unable to locate them.
2. The supervisor indicates that they have a company policy that prevents them from completing the survey.
3. The information provided is to a large company which forwards the telephone call to Human Resources whose representative will not switch the call to the appropriate person.

RESULTS

The response rate was 72% or 66 completed surveys of the 92 that were sent which is a significant increase from the previous year. The detailed responses for each of the questions are in Appendix A. Overall the supervisors were satisfied with the graduate's education with 92% indicating that the graduate's performance was either excellent or good and 94% indicating they would hire another OCCC student.



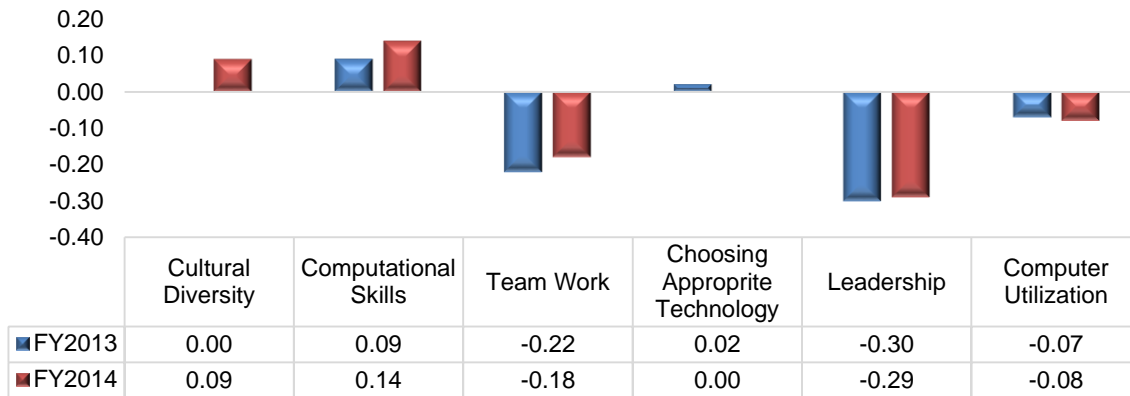
Positive Gap Changes from the Previous Year

There were two of the 16 performance/importance gaps which were better than the previous year by at least 0.20. These two areas were consensus building which was an improvement of 0.24 and negotiating with an improvement of 0.23.

Gap Changes Less than 0.1 from the Previous Year

There were six of the 16 performance/importance gaps which were less than 0.1 from FY2013 to FY2014. These differences ranged from a 0.09 for cultural diversity to 0.01 for leadership and computer utilization.

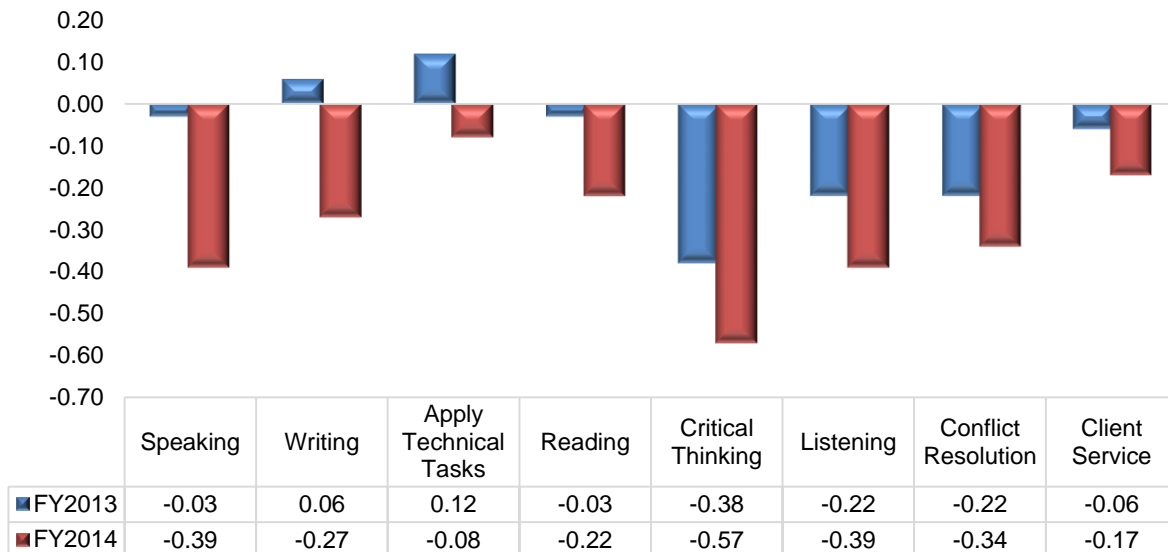
Gap Changes with Less than 0.1 from the Previous Year



Negative Gap Changes from the Previous Year

One method of analyzing the results is to compare the performance and importance ratings from one year to the next. There were eight of the 16 performance/importance gaps which were worse than the previous years. What this means is that the supervisors were rating their graduates performance lower than the importance.

Difference Between Performance and Importance Negative Change



Top Four Performance Ratings

The top four performance ratings provided a wide variety of skills with team work topping the list with a 4.72 average on a 5 point scale. This item was followed by reading, cultural diversity and computer utilization.

Question	Average
8. Team work – contributes to group efforts	4.72
1. Reading–understands and interprets written information	4.59
7. Cultural diversity–understanding of differing cultures and values and works with people of different backgrounds	4.55
14 Computer utilization	4.50

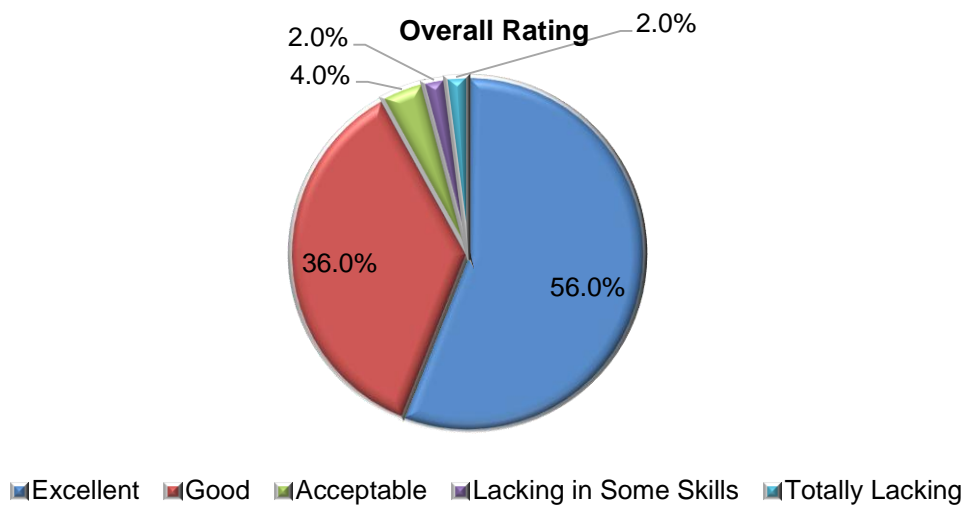
Bottom Four Performance Ratings

The lowest performance rating was leadership with a 4.17 on a five point scale. This item was followed by consensus building, conflict resolution and negotiating.

Question	Average
10. Leadership – takes initiative and has vision	4.17
13. Consensus building–assists others to see all sides of an issue to reach agreement	4.21
12. Conflict resolution–recognizes and resolves conflicts	4.22
11. Negotiating – works toward agreement on issues	4.28

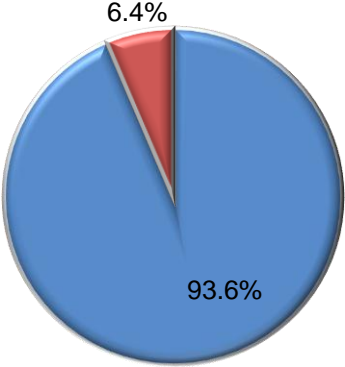
Overall Rating and Hiring of another Graduate

The overall rating of the supervisors was quite high with 92% indicated excellent or good. The overall average was 4.42 on a five point scale. Although this was the first year that supervisors rated students lacking in some skills or totally lacking, there was only one supervisor in each of these categories.



There were 93.6% of the supervisors who agreed that they would hire another student from OCCC. There were 3 of the 47 supervisors who indicated no to this question. The chart below depicts the responses.

Would Hire Another Graduate



■ Yes ■ No

Appendix A Supervisor Responses

	Population	Number Responding	Percent Responding
FY2014	92	66	71.7%
FY2013	99	61	61.6%
FY2012	150	98	65.3%
FY2011	61	8	13.1%
FY2010	89	31	34.8%
FY2009	64	25	39.0%

	Year	Performance Average Rating	Importance Average Rating	GAP between Performance minus Importance
GENERAL EDUCATION SKILLS				
1. Reading—understands and interprets written information				
	2014	4.59	4.81	-0.22
	2013	4.81	4.84	-0.03
	2012	4.72	4.82	-0.10
	2011	4.75	4.67	+0.08
	2010	4.77	4.83	-0.07
	2009	4.60	4.81	-0.21
2. Writing – communicates thoughts and information in documents such as memos, letters, directions, manuals, reports and graphs				
	2014	4.47	4.74	-0.27
	2013	4.48	4.42	+0.06
	2012	4.56	4.60	-0.04
	2011	4.38	4.50	-0.12
	2010	4.62	4.33	+0.29
	2009	4.38	4.71	-0.33
3. Listening – uses active listening skills				
	2014	4.46	4.85	-0.39
	2013	4.69	4.91	-0.22
	2012	4.51	4.80	-0.29
	2011	4.63	4.67	-0.04
	2010	4.70	4.78	-0.08
	2009	4.52	4.88	-0.36
4. Speaking – organizes ideas and communicates clearly				
	2014	4.38	4.77	-0.39
	2013	4.63	4.66	-0.03
	2012	4.43	4.75	-0.32
	2011	4.38	4.50	-0.12
	2010	4.60	4.83	-0.23
	2009	4.44	4.81	-0.37

	Year	Performance Average Rating	Importance Average Rating	GAP between Performance minus Importance
5. Critical Thinking—recognizes problems, generates new ideas, organizes, and takes action				
	2014	4.31	4.88	-0.57
	2013	4.50	4.88	-0.38
	2012	4.44	4.78	-0.34
	2011	4.50	4.83	-0.33
	2010	4.60	4.89	-0.29
	2009	4.36	4.88	-0.52
6. Computational skills—demonstrates appropriate mathematical skills				
	2014	4.47	4.33	+0.14
	2013	4.61	4.52	+0.09
	2012	4.45	4.30	+0.15
	2011	4.50	4.33	+0.17
	2010	4.64	4.69	-0.04
	2009	4.32	4.19	+0.13
7. Cultural diversity—understanding of differing cultures and values and works with people of different backgrounds				
	2014	4.55	4.46	+0.09
	2013	4.28	4.28	0
	2012	4.57	4.59	-0.02
	2011	4.38	4.33	+0.05
	2010	4.80	4.78	+0.02
	2009	4.56	4.38	+0.22
INTERPERSONAL SKILLS				
8. Team work – contributes to group efforts				
	2014	4.72	4.90	-0.18
	2013	4.59	4.81	-0.22
	2012	4.71	4.86	-0.15
	2011	4.75	5.00	-0.25
	2010	4.70	4.89	-0.19
	2009	4.60	4.93	-0.33
9. Client service – works to satisfy clients' expectations				
	2014	4.73	4.90	-0.17
	2013	4.69	4.75	-0.06
	2012	4.68	4.80	-0.12
	2011	4.50	5.00	-0.50
	2010	4.80	4.89	-0.09
	2009	4.44	4.67	-0.23

	Year	Performance Average Rating	Importance Average Rating	GAP between Performance minus Importance
10. Leadership – takes initiative and has vision				
	2014	4.17	4.46	-0.29
	2013	4.06	4.36	-0.30
	2012	4.36	4.50	-0.14
	2011	4.75	4.83	-0.08
	2010	4.34	4.71	-0.36
	2009	4.12	4.53	-0.41
11. Negotiating – works toward agreement on issues				
	2014	4.28	4.38	-0.10
	2013	4.06	4.39	-0.33
	2012	4.28	4.42	-0.14
	2011	4.25	4.17	+0.08
	2010	4.52	4.53	-0.01
	2009	4.20	4.53	-0.33
12. Conflict resolution – recognizes and resolves conflicts				
	2014	4.22	4.56	-0.34
	2013	4.22	4.44	-0.22
	2012	4.20	4.50	-0.30
	2011	4.25	4.33	-0.08
	2010	4.36	4.69	-0.33
	2009	4.17	4.57	-0.40
13. Consensus building – assists others to see all sides of an issue to reach agreement				
	2014	4.21	4.45	-0.24
	2013	3.97	4.45	-0.48
	2012	4.24	4.43	-0.19
	2011	4.38	4.50	-0.12
	2010	4.55	4.59	-0.04
	2009	4.24	4.27	-0.03
TECHNOLOGY SKILLS				
14 Computer utilization				
	2014	4.50	4.58	-0.08
	2013	4.59	4.66	-0.07
	2012	4.55	4.43	+0.12
	2011	4.75	5.00	-0.25
	2010	4.73	4.61	+0.12
	2009	4.60	4.63	-0.03

	Year	Performance Average Rating	Importance Average Rating	GAP between Performance minus Importance
15. Choosing appropriate technology (procedures, tools or equipment)				
	2014	4.46	4.46	0
	2013	4.50	4.48	-0.02
	2012	4.51	4.28	+0.23
	2011	4.63	4.83	-0.20
	2010	4.64	4.75	-0.11
	2009	4.56	4.60	-0.16
16. Applying technology to tasks—understands how to use technology for better productivity and to locate various forms of information				
	2014	4.46	4.54	-0.08
	2013	4.59	4.47	+0.21
	2012	4.45	4.24	+0.21
	2011	4.63	4.75	-0.12
	2010	4.64	4.75	-0.11
	2009	4.36	4.40	-0.04

17. What is your **overall rating** of the education received by OCCC students as it relates to the requirements of their job?

	Excellent	Good	Acceptable	Lacking in Some Skills	Totally Lacking	TOTAL Responding	Avg
2014	56.0% (28)	36.0% (18)	4.0% (2)	2.0% (1)	2.0% (1)	50	4.42
2013	75.4% (43)	24.6% (14)	---	--	--	57	4.75
2012	63.2% (60)	32.6% (31)	4.2% (4)	--	--	97	4.59
2011	50.0% (4)	50.0% (4)	--	--	--	8	4.50
2010	82.1% (23)	14.3% (4)	3.6% (1)	--	--	28	4.79
2009	60.0% (12)	40.0% (8)	--	--	--	20	4.60

18. Based on your experience with OCCC student(s), would you hire another student from OCCC?

	Yes	No	Total Responding
2014	93.6% (44)	6.4% (3)	47
2013	100% (58)	--	58
2012	97.9% (95)	2.2% (2)	97
2011	100% (8)	--	8
2010	100% (28)	--	28
2009	95.8% (23)	4.2% (1)	24

19. If OCCC graduates were Bilingual (English and Spanish speaking), would they be more employable?

	Yes	No	Total Responding
2014	68.1% (32)	29.8% (14)	47
2013	57.4% (31)	42.6% (23)	54
2012	53.2% (50)	46.8% (44)	94
2011	37.5% (3)	62.5% (5)	8
2010	36.8% (12)	63.2% (19)	28
2009	35.7% (5)	64.3% (9)	14