



OKLAHOMA CITY COMMUNITY COLLEGE

Report on the FY2015 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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Graduate Supervisor Survey FY 2015 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 which is directly or somewhat related to their OCCC education, they are asked permission if we may contact their supervisor to complete a survey.

METHODOLOGY

The graduate survey process includes mailings and follow-up telephone calls which begins 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 later, supervisors are contacted by telephone. These supervisors are requested to complete the survey and return it in the mail or fax us their completed survey.

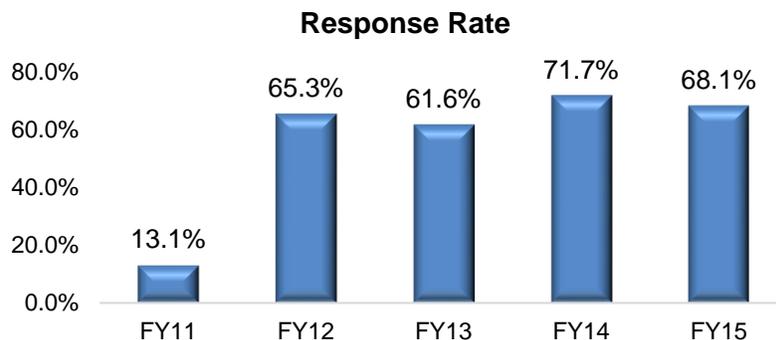
LIMITATIONS

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 supervisor contact 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.
4. 20.4% of the supervisors did not complete the importance section which may have slightly skewed the gap results.

RESPONSE RATE

The response rate was 68.1% or 98 completed surveys of the 144 that were sent. About 50% more graduates agreed to have their supervisors surveyed compared to the previous year. The detailed responses are in Appendix A. The Supervisor Survey instrument is in Appendix B.



RESULTS

Overview

The unique characteristic of this survey is the ability to compare supervisor's satisfaction with graduate's performance compared to how important the specific skill was to the position. Ideally the two numbers would be equal to each other so the "gap" between the two would be equal to zero and the graduate performed to the expectations of the supervisor. If the level of performance is rated above the level of importance, then the gap would be positive indicating the graduate exceeded the supervisor's expectations. Finally, if the level of importance exceeds the graduate's performance, the gap would be negative indicating that the graduate would not have performed to the supervisor's expectations.

A five-point scale was used for the survey ratings. The ratings for the graduate's performance were 5-excellent, 4-good, 3-fair, 2-poor, and 1-unacceptable. The importance ratings were 5-very important, 4-important, 3-somewhat important, 2-somewhat unimportant, 1-unimportant.

Although there were a large portion of nursing supervisors responding (24.5%), there were 21 programs represented. These programs included business, computer science, child development, diversified studies, engineering, emergency medical services, science, and pre-education.

Positive Gap Changes from the Previous Year

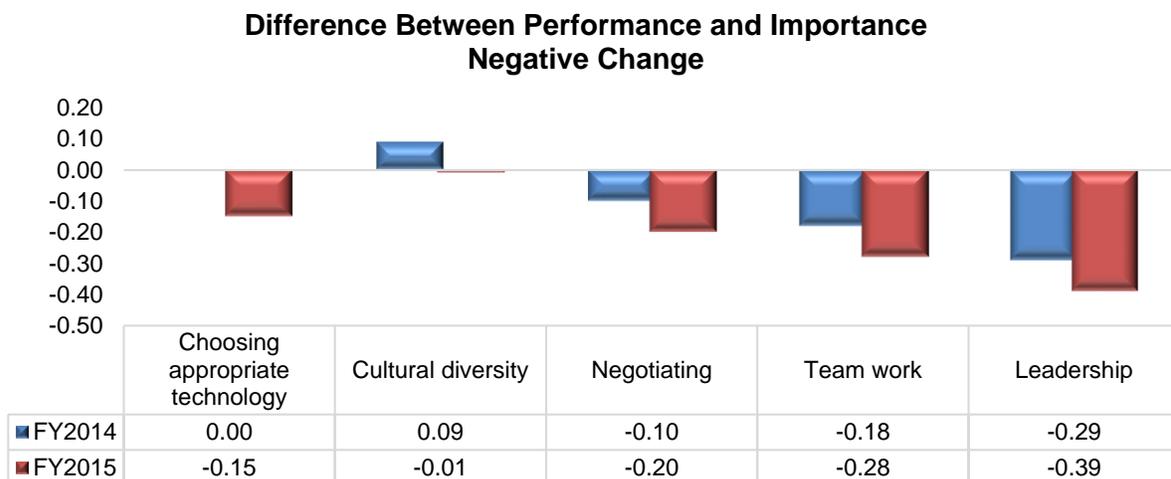
Using a five-point scale, there were three of the 16 performance/importance gaps which were better than the previous year by at least 0.20. These three areas were consensus building with an improvement of 0.34, writing with an improvement of 0.24 and computer utilization with an improvement of 0.22.

Gap Changes with an Improvement of 0.1 from the Previous Year

Two of the 16 performance/importance gaps had an improvement of 0.1 from FY2014 to FY2015. These differences included reading and speaking.

Gap Changes with a Decline of 0.1 or more from the Previous Year

Five of the 16 performance/importance gaps had a decline of 0.1 or more than the previous year. What this means is that supervisors were rating their graduate's performance lower than the importance. These five items are identified below.



Top Four Performance Ratings

The top four performance ratings provided a wide variety of skills with computer utilization topping the list with a 4.99 average on a five-point scale. This item was followed by reading, team work and client services.

Question	Average
Computer utilization	4.99
Reading—understands and interprets written information	4.70
Team work – contributes to group efforts	4.62
Client service – works to satisfy clients' expectations	4.55

Bottom Four Performance Ratings

The lowest performance rating was leadership with a 4.10 on a five-point scale. This item was followed by negotiating and critical thinking. Conflict resolution and speaking tied for fourth place.

Question	Average
Leadership – takes initiative and has vision	4.10
Negotiating – works toward agreement on issues	4.19
Critical thinking – recognizes problems, generates new ideas, organizes, and takes action	4.27
Conflict resolution—recognizes and resolves conflicts	4.46
Speaking – organizes ideas and communicates clearly	4.46

Overall Rating and Hiring of Another Graduate

The overall supervisor rating of the graduate's educational preparedness for the position was quite high with 93.7% indicating excellent or good. The overall average was 4.55 on a five-point scale.



Ninety-nine percent of the supervisors agreed that they would hire another student from OCCC. This response was an improvement of 5.4 percentage points from the previous year. Only one supervisor said no to this question.

Comments

In general, the graduate supervisors were very pleased with the training graduates received at OCCC. Supervisors praised their workers' ability and commitment to their jobs. Below are a few examples of the supervisor comments with the graduate names removed.

- (Graduate's name) is a great asset to our team!
- (Graduate's name) is one of my best employees.
- (Graduate's name) is just another example of the quality people OCCC continues to produce.
- (Graduate's name) has done a great job in providing feedback & suggestions to make our practice at the facility stronger & more efficient.
- I could not be happier with (Graduate's name) ability, performance, and professionalism.
- (Graduate's name) is a stand out new grad. Her charting and communication skills are impeccable. She strives for excellence. She is professional at all times. Wonderful new nurse.
- (Graduate's name) has tremendous skills in all areas. I couldn't have found a better assistant! In her words "we click well together."
- Thank you for soliciting feedback!
- They cannot be more employable than they already are. If there aren't enough jobs in OKC send them to Tulsa!

CONCLUSIONS

One hundred and forty-four graduates provided permission to contact their supervisors with a 68.1% response rate. About 50% more graduates gave permission for us to contact their supervisor compared to the previous year. Overall the supervisors were satisfied with their hires with the top four ratings of computer utilization, reading, team work and client service. Although there were some areas that experienced larger negative gaps in FY2015, the overall ratings were quite high with three of the 16 performance items rated less than 4.46 on a 5-point scale. 93.7% of the supervisors indicated their satisfaction with graduate's education as excellent or good. 99.0% of the supervisors would hire another OCCC graduate.

Appendix A Question Details by Totals

	Population	Number Responding	Percent Responding
FY2015	144	98	68.1%
FY2014	92	66	71.7%
FY2013	99	61	61.6%

	Year	Performance Average Rating	Importance Average Rating	GAP between Performance minus Importance
GENERAL EDUCATION SKILLS				
1. Reading—understands and interprets written information				
	2015	4.70	4.82	-0.12
	2014	4.59	4.81	-0.22
	2013	4.81	4.84	-0.03
2. Writing – communicates thoughts and information in documents such as memos, letters, directions, manuals, reports and graphs				
	2015	4.51	4.53	-0.02
	2014	4.47	4.74	-0.27
	2013	4.48	4.42	+0.06
3. Listening – uses active listening skills				
	2015	4.54	4.87	-0.33
	2014	4.46	4.85	-0.39
	2013	4.69	4.91	-0.22
4. Speaking – organizes ideas and communicates clearly				
	2015	4.46	4.76	-0.30
	2014	4.38	4.77	-0.39
	2013	4.63	4.66	-0.03
5. Critical Thinking—recognizes problems, generates new ideas, organizes, and takes action				
	2015	4.27	4.90	-0.63
	2014	4.31	4.88	-0.57
	2013	4.50	4.88	-0.38

Performance = 5-Excellent, 4-Good, 3-Fair, 2-Poor, 1-Unacceptable,
Importance = 5-Very Important, 4-Important, 3-Somewhat Important, 2-Somewhat Unimportant, 1-Unimportant

	Year	Performance Average Rating	Importance Average Rating	GAP between Performance minus Importance
6. Computational skills–demonstrates appropriate mathematical skills				
	2015	4.52	4.40	+0.12
	2014	4.47	4.33	+0.14
	2013	4.61	4.52	+0.09
7. Cultural diversity–understanding of differing cultures and values and works with people of different backgrounds				
	2015	4.57	4.58	-0.01
	2014	4.55	4.46	+0.09
	2013	4.28	4.28	0
INTERPERSONAL SKILLS				
8. Team work – contributes to group efforts				
	2015	4.62	4.90	-0.28
	2014	4.72	4.90	-0.18
	2013	4.59	4.81	-0.22
9. Client service – works to satisfy clients' expectations				
	2015	4.65	4.85	-0.20
	2014	4.73	4.90	-0.17
	2013	4.69	4.75	-0.06
10. Leadership – takes initiative and has vision				
	2015	4.10	4.49	-0.39
	2014	4.17	4.46	-0.29
	2013	4.06	4.36	-0.30
11. Negotiating – works toward agreement on issues				
	2015	4.19	4.39	-0.20
	2014	4.28	4.38	-0.10
	2013	4.06	4.39	-0.33
12. Conflict resolution–recognizes and resolves conflicts				
	2015	4.46	4.64	-0.18
	2014	4.22	4.56	-0.34
	2013	4.22	4.44	-0.22

Performance = 5-Excellent, 4-Good, 3-Fair, 2-Poor, 1-Unacceptable,
Importance = 5-Very Important, 4-Important, 3-Somewhat Important, 2-Somewhat Unimportant, 1-Unimportant

	Year	Performance Average Rating	Importance Average Rating	GAP between Performance minus Importance
13. Consensus building—assists others to see all sides of an issue to reach agreement				
	2015	4.54	4.44	+0.10
	2014	4.21	4.45	-0.24
	2013	3.97	4.45	-0.48
TECHNOLOGY SKILLS				
14 Computer utilization				
	2015	4.99	4.69	+0.30
	2014	4.50	4.58	-0.08
	2013	4.59	4.66	-0.07
15. Choosing appropriate technology (procedures, tools or equipment)				
	2015	4.52	4.67	-0.15
	2014	4.46	4.46	0
	2013	4.50	4.48	-0.02
16. Applying technology to tasks—understands how to use technology for better productivity and to locate various forms of information				
	2015	4.51	4.64	-0.13
	2014	4.46	4.54	-0.08
	2013	4.59	4.47	+0.21

Performance = 5-Excellent, 4-Good, 3-Fair, 2-Poor, 1-Unacceptable,
Importance = 5-Very Important, 4-Important, 3-Somewhat Important, 2-Somewhat Unimportant, 1-Unimportant

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	Average
2015	62.1% (59)	31.6% (30)	5.3% (5)	1.1% (1)	--	95	4.55
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

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

	Yes	No	Total Responding
2015	99.0% (95)	1.0% (1)	96
2014	93.6% (44)	6.4% (3)	47
2013	100% (58)	--	58

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

	Yes	No	Total Responding
2015	51.1% (47)	48.9% (45)	92
2014	68.1% (32)	29.8% (14)	47
2013	57.4% (31)	42.6% (23)	54

Appendix B Supervisor Survey Instrument

In the following sections, please indicate how well our graduate performed on that skill and how important the skill is to this position.

	PERFORMANCE RATING						IMPORTANCE				
	Excellent	Good	Fair	Poor	Unacceptable	Not Applicable	Very Important	Important	Somewhat Important	Somewhat Unimportant	Unimportant
GENERAL EDUCATION SKILLS											
1. Reading—understands and interprets written information	5	4	3	2	1	0	5	4	3	2	1
2. Writing – communicates thoughts and information in documents such as memos, letters, directions, manuals, reports and graphs	5	4	3	2	1	0	5	4	3	2	1
3. Listening – uses active listening skills	5	4	3	2	1	0	5	4	3	2	1
4. Speaking – organizes ideas and communicates clearly	5	4	3	2	1	0	5	4	3	2	1
5. Critical Thinking—recognizes problems, generates new ideas, organizes, and takes action	5	4	3	2	1	0	5	4	3	2	1
6. Computational skills—demonstrates appropriate mathematical skills	5	4	3	2	1	0	5	4	3	2	1
7. Cultural diversity—understanding of differing cultures and values and works with people of different backgrounds	5	4	3	2	1	0	5	4	3	2	1
INTERPERSONAL SKILLS											
8. Team work – contributes to group efforts	5	4	3	2	1	0	5	4	3	2	1
9. Client service – works to satisfy clients’ expectations	5	4	3	2	1	0	5	4	3	2	1
10. Leadership – takes initiative and has vision	5	4	3	2	1	0	5	4	3	2	1
11. Negotiating – works toward agreement on issues	5	4	3	2	1	0	5	4	3	2	1
12. Conflict resolution—recognizes and resolves conflicts	5	4	3	2	1	0	5	4	3	2	1
13. Consensus building—assists others to see all sides of an issue to reach agreement	5	4	3	2	1	0	5	4	3	2	1
TECHNOLOGY SKILLS											
14. Computer utilization	5	4	3	2	1	0	5	4	3	2	1
15. Choosing appropriate technology (procedures, tools or equipment)	5	4	3	2	1	0	5	4	3	2	1
16. Applying technology to tasks—understands how to use technology for better productivity and to locate various forms of information	5	4	3	2	1	0	5	4	3	2	1
OTHER SKILLS - PLEASE LIST AND RATE											
	5	4	3	2	1	0	5	4	3	2	1
	5	4	3	2	1	0	5	4	3	2	1
	5	4	3	2	1	0	5	4	3	2	1

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

5 Excellent 4 Good 3 Fair 2 Poor 1 Unacceptable

18. Based on your experience with OCCC graduate(s), would you hire another? 1 Yes 2 No

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

1 Yes 2 No

COMMENTS

