



OKLAHOMA CITY COMMUNITY COLLEGE

Report on the FY2016 Graduate Supervisors

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

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Graduate Supervisor Survey FY 2016 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 and their position is directly or somewhat related to their OCCC education, then they are asked permission if we may contact their supervisor to complete a survey.

METHODOLOGY

The survey instrument includes the graduate's name and program(s) from which they graduated. Supervisors are requested to answer the survey based on the graduate's performance on the job.

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.

Overall results are compiled in this document and if there are at least ten supervisors responding to the survey from a specific program, this information is shared with the Dean of the Division.

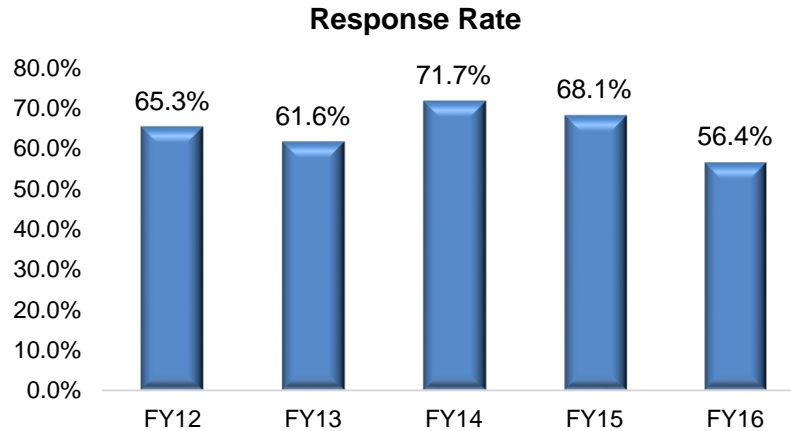
LIMITATIONS

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 telephone 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.

RESPONSE RATE

The response rate was 56.4% or 92 completed surveys of the 163 that were sent. 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 to how important the specific skill was to the position. Ideally the two numbers would be equal to each other so the “difference” between the two would be equal to zero and the graduate performed to the expectations of the supervisor or the performance level would be rated above the importance. If the level of performance is rated above the level of importance, then the graduate’s performance exceeded the supervisor’s expectations. Finally, if the level of importance exceeds the graduate’s performance, the difference 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 (27.2%), there were 24 programs represented. In addition to nursing, some of these programs were art, business, computer science, child development, diversified studies, emergency medical services, science, and pre-education.

Top Five Performance Ratings

The top five performance ratings provided a wide variety of skills with reading topping the list at a 4.74 average on a five-point scale.

| Question | Average |
|---|---------|
| Reading—understands and interprets written information | 4.74 |
| Team work – contributes to group efforts | 4.71 |
| Client service – works to satisfy clients’ expectations | 4.66 |
| Listen – uses active listening skills | 4.65 |
| Cultural diversity – understanding of differing culture and values and works with people from different backgrounds | 4.62 |

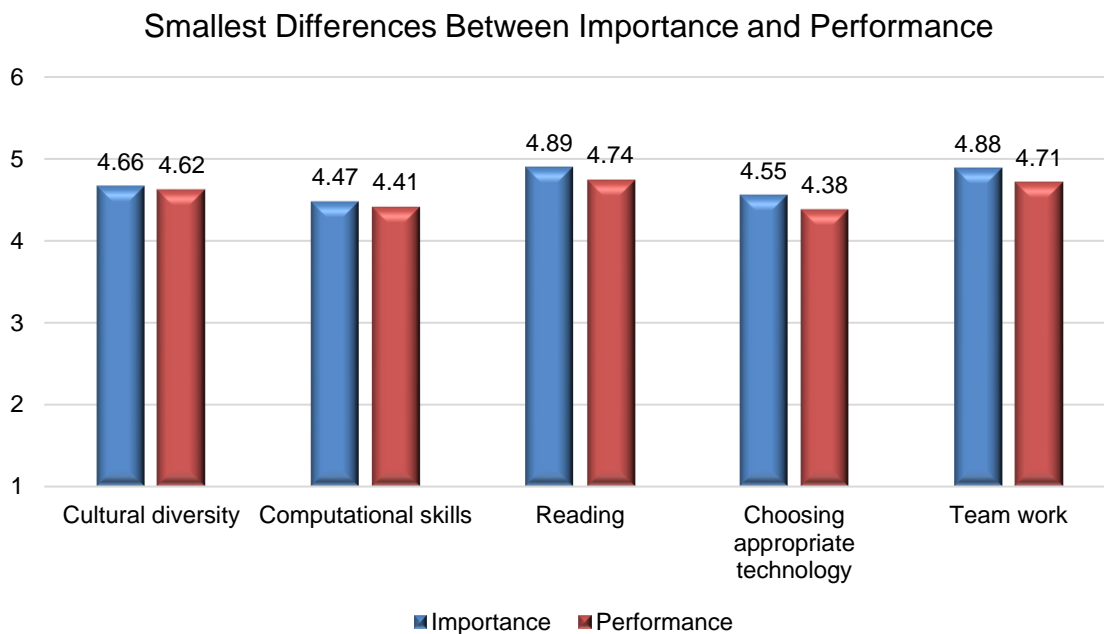
Bottom Five Performance Ratings

The lowest performance rating was consensus building with a 4.20 which was considerably high based on a five-point scale. However, this rating was a significant decline from last year's 4.54.

| Question | Average |
|--|---------|
| Consensus building – assists other to see all sides of an issue to reach agreement | 4.20 |
| Leadership – takes initiative and has vision | 4.24 |
| Conflict resolution–recognizes and resolves conflicts | 4.26 |
| Writing – communicates thoughts and information in documents | 4.30 |
| Negotiating – works toward agreement on issues | 4.31 |

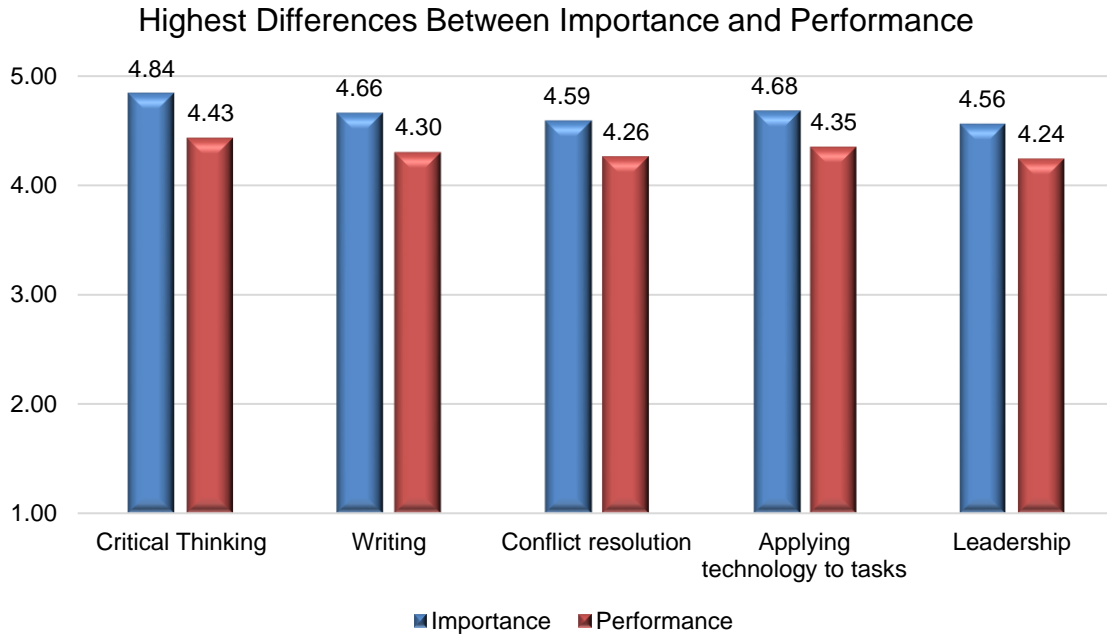
Smallest Differences between Importance and Performance

Supervisors' results which reflected the skill sets that reflected performance close to the importance identified cultural diversity and computational skills as the two with the smallest differences.



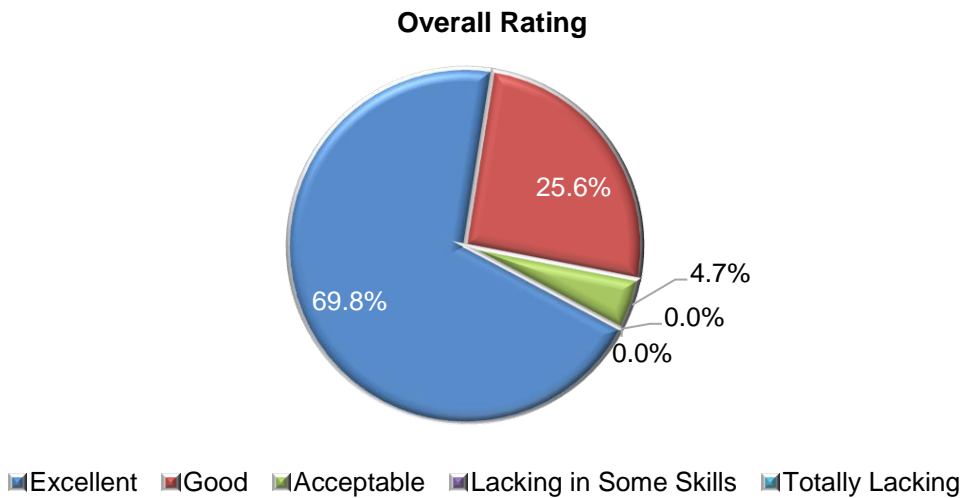
Largest Differences between Importance and Performance

With eleven of the rated items reflecting an increase in the difference between performance and importance several stood out. These numbers indicate that employer's level of importance far outweighed the graduate's level of performance. These skill sets are areas which may need closer scrutiny including critical thinking, writing, conflict resolution, applying technology to tasks, and leadership.



Other Questions

The overall supervisor rating of the graduate’s educational preparedness for the position was quite high with 95.3% indicating excellent or good. None of the employers checked lacking some skills or totally lacking. The overall average was 4.65 on a five-point scale.



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

Sixty-two percent of the employers indicated that if the graduates were bilingual they would be more employable, although some of the comments indicated that it would not stop them from hiring an OCCC graduate.

COMMENTS

There were a total of 28 comments. Nine of these comments addressed the bilingual question with most of them indicating it would be nice but not critical in the hiring process. Of the nineteen remaining comments, sixteen mentioned how exceptional the graduates were on the job including: competent, patient, continues to develop skills, "I see a lot of potential in her as a future leader," open to feedback, wonderful new addition, excellent employee, "an asset to our company," very good interpersonal relationship skills, valuable part of our team.

CONCLUSIONS

One hundred and sixty-three graduates provided permission to contact their supervisors with a 56.4% response rate. Overall supervisors were satisfied with their hires with the top five ratings of reading, team work, client service, listening, and cultural diversity. All of the performance ratings were above 4.0 on a 5.0 scale.

Based on the difference between the level of importance and the level of performance, a few student skill sets that the college may want to review include critical thinking, writing, conflict resolution, applying technology to tasks, and leadership.

Ninety-five percent of the supervisors indicated their satisfaction with graduate's education as excellent or good. Ninety-nine percent of the supervisors would hire another OCCC graduate.

Appendix A Question Details by Totals

| | Population | Number Responding | Percent Responding |
|--------|------------|-------------------|--------------------|
| FY2016 | 163 | 92 | 56.4% |
| FY2015 | 144 | 98 | 68.1% |
| FY2014 | 92 | 66 | 71.7% |
| FY2013 | 99 | 61 | 61.6% |

| | Year | Performance Average Rating | Importance Average Rating | Difference between Performance minus Importance |
|---|------|----------------------------|---------------------------|---|
| GENERAL EDUCATION SKILLS | | | | |
| 1. Reading—understands and interprets written information | | | | |
| | 2016 | 4.74 | 4.89 | -0.15 |
| | 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 | | | | |
| | 2016 | 4.30 | 4.66 | -0.36 |
| | 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 | | | | |
| | 2016 | 4.65 | 4.90 | -0.25 |
| | 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 | | | | |
| | 2016 | 4.51 | 4.78 | -0.27 |
| | 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 | | | | |
| | 2016 | 4.43 | 4.84 | -0.41 |
| | 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 | Difference between Performance minus Importance |
|--|------|----------------------------|---------------------------|---|
| 6. Computational skills—demonstrates appropriate mathematical skills | | | | |
| | 2016 | 4.41 | 4.47 | -0.06 |
| | 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 | | | | |
| | 2016 | 4.62 | 4.66 | -0.04 |
| | 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 | | | | |
| | 2016 | 4.71 | 4.88 | -0.17 |
| | 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 | | | | |
| | 2016 | 4.66 | 4.91 | -0.25 |
| | 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 | | | | |
| | 2016 | 4.24 | 4.56 | -0.32 |
| | 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 | | | | |
| | 2016 | 4.31 | 4.58 | -0.27 |
| | 2015 | 4.19 | 4.39 | -0.20 |
| | 2014 | 4.28 | 4.38 | -0.10 |
| | 2013 | 4.06 | 4.39 | -0.33 |

| | Year | Performance Average Rating | Importance Average Rating | Difference between Performance minus Importance |
|--|------|----------------------------|---------------------------|---|
| 12. Conflict resolution—recognizes and resolves conflicts | | | | |
| | 2016 | 4.26 | 4.59 | -0.33 |
| | 2015 | 4.46 | 4.64 | -0.18 |
| | 2014 | 4.22 | 4.56 | -0.34 |
| | 2013 | 4.22 | 4.44 | -0.22 |
| 13. Consensus building—assists others to see all sides of an issue to reach agreement | | | | |
| | 2016 | 4.20 | 4.50 | -0.30 |
| | 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 | | | | |
| | 2016 | 4.37 | 4.58 | -0.21 |
| | 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) | | | | |
| | 2016 | 4.38 | 4.55 | -0.17 |
| | 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 | | | | |
| | 2016 | 4.35 | 4.68 | -0.33 |
| | 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 Resp. | Average |
|------|------------|------------|------------|------------------------|-----------------|-------------|---------|
| 2016 | 69.8% (60) | 25.6% (22) | 4.7% (4) | -- | -- | 86 | 4.65 |
| 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 |
|------|------------|-----------|-----------------------------|
| 2016 | 98.8% (84) | 1.2% (1) | 85 |
| 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 |
|------|------------|------------|-----------------------------|
| 2016 | 61.5% (48) | 38.5% (30) | 78 |
| 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