



OKLAHOMA CITY COMMUNITY COLLEGE

Report on the FY2017 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
Dr. Janet Perry
Office of Institutional Effectiveness
June 2018**

Table of Contents

Introduction	5
Methodology	5
Limitations	5
Response Rate	5
Results	6
Overview	6
Top Five Performance Ratings	6
Bottom Five Performance Ratings	7
Smallest Differences Between Importance and Performance	7
Largest Differences Between Importance and Performance	7
Other Questions	8
Comments	9
Conclusions	9
 APPENDICES	
Appendix A: Question Details by Total	9
Appendix B: Supervisor Survey Instrument	13

Graduate Supervisor Survey FY 2017 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. Supervisors are requested to answer the survey based on the specific graduate's performance.

METHODOLOGY

As we receive the completed graduate surveys indicating that we may contact their supervisor, we send a letter with the graduate's name and the academic program. 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.

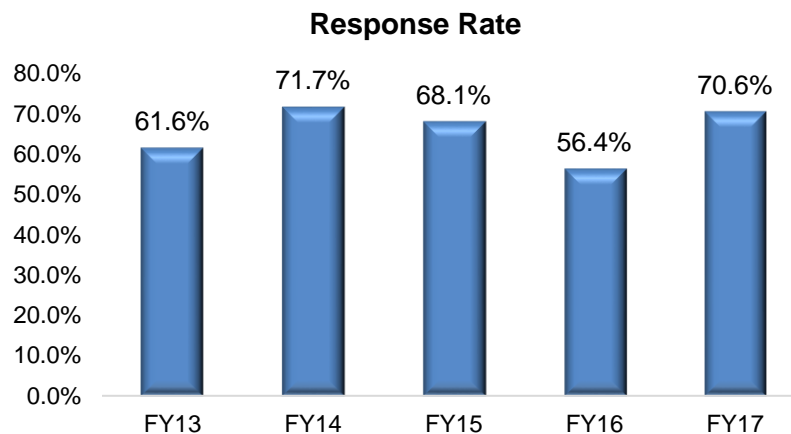
LIMITATIONS

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 70.6% or 75 completed surveys of the 106 surveys 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 (40.0%), there were 23 programs represented. In addition to nursing, some of these programs were business, chemistry, computer science, diversified studies, emergency medical services, engineering, 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 4.80 average on a five-point scale. All five of these averages increased from last year.

Question	Average
Reading—understands and interprets written information	4.80
Team work – contributes to group efforts	4.80
Client service – works to satisfy clients' expectations	4.77
Cultural diversity – understanding of differing culture and values and works with people from different backgrounds	4.73
Listening – uses active listening skills	4.69

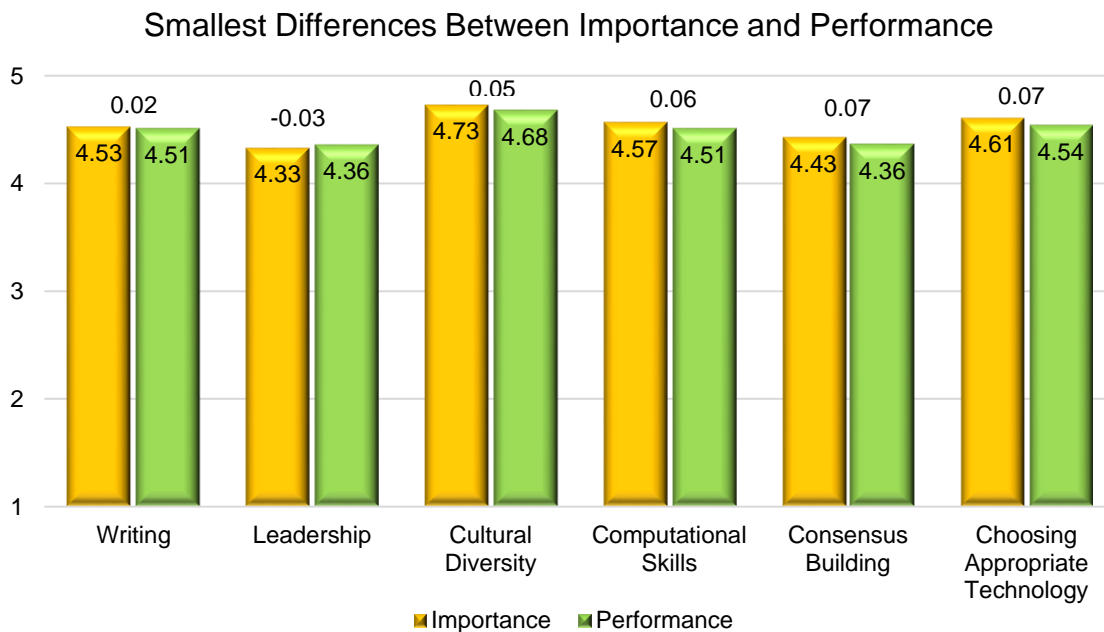
Bottom Five Performance Ratings

The lowest performance rating was conflict resolution which was considerably high based on a five-point scale. Although these were the bottom five performance ratings, all five of these ratings increased from last year.

Question	Average
Conflict resolution—recognizes and resolves conflicts	4.30
Leadership – takes initiative and has vision	4.33
Consensus building – assists other to see all sides of an issue to reach agreement	4.43
Negotiating – works toward agreement on issues	4.48
Critical Thinking – recognizes problems, generates new ideas, organizes, and takes action	4.51

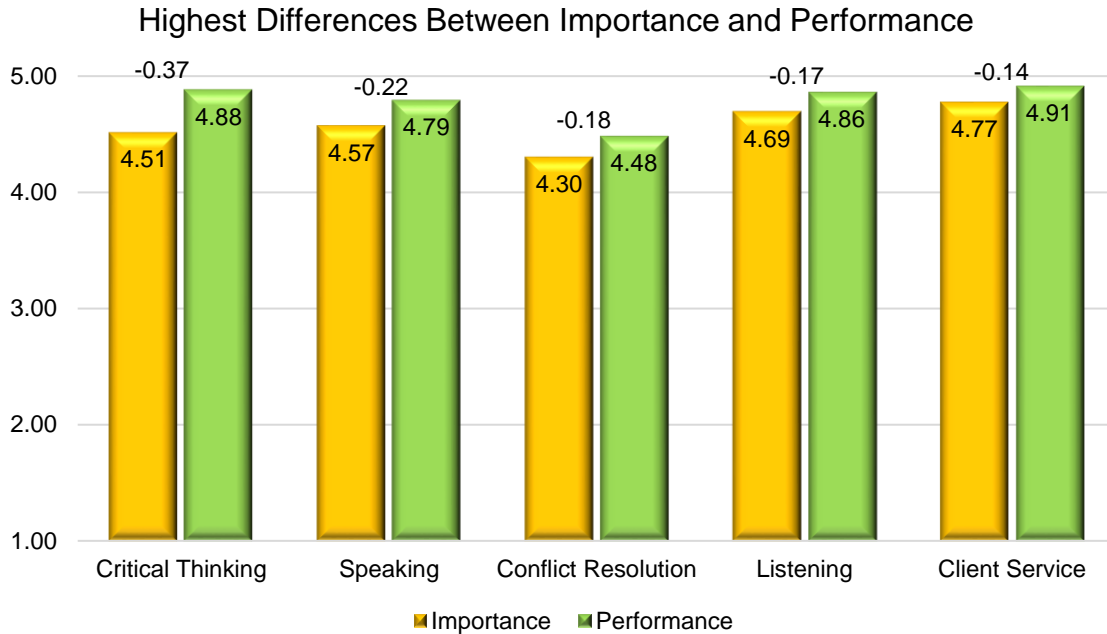
Smallest Differences between Importance and Performance

Supervisors' results showing the skill sets that reflected performance close to the importance identified writing and leadership as the two with the smallest differences. Each of these ratings were relative high on the five-point scale.



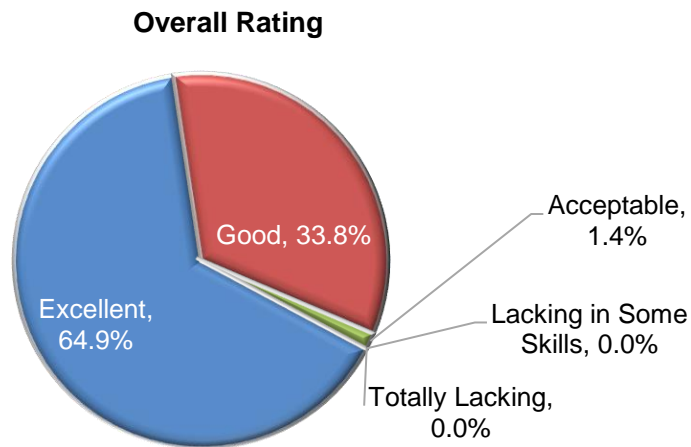
Largest Differences between Importance and Performance

The top five rated items reflecting a negative difference between performance and importance indicates that employer's level of importance was above the graduate's level of performance. These skill sets are areas which may need closer scrutiny including critical thinking, speaking, conflict resolution, listening, and client service. Interestingly, both listening and client service were in the top five rated items.



Other Questions

The overall supervisor rating of the graduate’s educational preparedness for the position was quite high with 98.7% indicating excellent or good. None of the employers checked lacking some skills or totally lacking. The overall average was 4.64 on a five-point scale.



One hundred percent of the supervisors agreed that they would hire another student from OCCC. This was the highest rating we received for this question.

Fifty-seven 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 16 comments. Five of these comments addressed the bilingual question with the comments both pro and con. Of the 11 remaining comments, nine of the comments mentioned how exceptional the graduates were on the job such as dedicated, works hard, great care, and shows kindness.

CONCLUSIONS

One hundred and six graduates provided permission to contact their supervisors with a 70.6% response rate. Overall supervisors were satisfied with their hires with the top five ratings of reading, team work, client service, cultural diversity, and listening. All of the performance ratings were above 4.3 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, speaking, conflict resolution, listening, and client service. Although it is important to note that both client services and listening were in the top five rated items.

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

Appendix A Question Details by Totals

	Population	Number Responding	Percent Responding
FY2017	106	75	70.6%
FY2016	163	92	56.4%
FY2015	144	98	68.1%

	Year	Performance Average Rating	Importance Average Rating	Difference between Performance minus Importance
GENERAL EDUCATION SKILLS				
1. Reading—understands and interprets written information				
	2017	4.80	4.89	-0.09
	2016	4.74	4.89	-0.15
	2015	4.70	4.82	-0.12
2. Writing – communicates thoughts and information in documents such as memos, letters, directions, manuals, reports and graphs				
	2017	4.53	4.51	0.02
	2016	4.30	4.66	-0.36
	2015	4.51	4.53	-0.02
3. Listening – uses active listening skills				
	2017	4.69	4.86	-0.17
	2016	4.65	4.90	-0.25
	2015	4.54	4.87	-0.33
4. Speaking – organizes ideas and communicates clearly				
	2017	4.57	4.79	-0.22
	2016	4.51	4.78	-0.27
	2015	4.46	4.76	-0.30
5. Critical Thinking—recognizes problems, generates new ideas, organizes, and takes action				
	2017	4.51	4.88	-0.37
	2016	4.43	4.84	-0.41
	2015	4.27	4.90	-0.63

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				
	2017	4.57	4.51	0.06
	2016	4.41	4.47	-0.06
	2015	4.52	4.40	+0.12
7. Cultural diversity—understanding of differing cultures and values and works with people of different backgrounds				
	2017	4.73	4.68	0.05
	2016	4.62	4.66	-0.04
	2015	4.57	4.58	-0.01
INTERPERSONAL SKILLS				
8. Team work – contributes to group efforts				
	2017	4.80	4.91	-0.11
	2016	4.71	4.88	-0.17
	2015	4.62	4.90	-0.28
9. Client service – works to satisfy clients' expectations				
	2017	4.77	4.91	-0.14
	2016	4.66	4.91	-0.25
	2015	4.65	4.85	-0.20
10. Leadership – takes initiative and has vision				
	2017	4.33	4.36	-0.03
	2016	4.24	4.56	-0.32
	2015	4.10	4.49	-0.39
11. Negotiating – works toward agreement on issues				
	2017	4.48	4.25	0.23
	2016	4.31	4.58	-0.27
	2015	4.19	4.39	-0.20

	Year	Performance Average Rating	Importance Average Rating	Difference between Performance minus Importance
12. Conflict resolution—recognizes and resolves conflicts				
	2017	4.30	4.48	-0.18
	2016	4.26	4.59	-0.33
	2015	4.46	4.64	-0.18
13. Consensus building—assists others to see all sides of an issue to reach agreement				
	2017	4.43	4.36	0.07
	2016	4.20	4.50	-0.30
	2015	4.54	4.44	+0.10
TECHNOLOGY SKILLS				
14 Computer utilization				
	2017	4.66	4.51	0.15
	2016	4.37	4.58	-0.21
	2015	4.99	4.69	+0.30
15. Choosing appropriate technology (procedures, tools or equipment)				
	2017	4.61	4.54	0.07
	2016	4.38	4.55	-0.17
	2015	4.52	4.67	-0.15
16. Applying technology to tasks—understands how to use technology for better productivity and to locate various forms of information				
	2017	4.62	4.54	0.08
	2016	4.35	4.68	-0.33
	2015	4.51	4.64	-0.13

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
2017	64.9% (48)	33.8% (25)	1.4% (1)	--	--	74	4.64
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

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

	Yes	No	Total Responding
2017	100% (73)	--	73
2016	98.8% (84)	1.2% (1)	85
2015	99.0% (95)	1.0% (1)	96

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

	Yes	No	Total Responding
2017	57.4% (39)	42.6% (29)	68
2016	61.5% (48)	38.5% (30)	78
2015	51.1% (47)	48.9% (45)	92

- Q19. The Bilingual question doesn't apply to our work.
- Brian has used his Bilingual abilities to communicate with patients who speak Vietnamese.
- I have two Bilingual employees who speak Spanish. I have difficulty finding Vietnamese speaking employees.
- Just to add more to question #19, I feel that graduates should not have to be bilingual. Our patient population we have many different languages and we have the technology now that allows us to communicate with the patient and family effectively.
- Q19: Spanish is just a start. Being able to speak another language is impressive no matter the language. Danielle ... is a great addition to our team. She is a very well rounded nurse with excellent critical thinking skills.
- Amanda is an excellent employee!
- Candice has been lead tech at this store as well as others. She works hard to be fair with all her colleagues and go above what is expected of her.
- Chrissie is an incredible nurse. She is really dedicated to patient care. She is a new nurse and lacks confidence and experience which I would expect at her stage in her career even with that I am very pleased with the quality of education that she has.
- Conflict resolution is a vital skill in all work roles and types.
- Emily is a great addition to our Lakeside family. I feel very blessed to have had the chance to hire her and watch her grow into a phenomenal nurse!
- I too am an OCCC graduate. Thank you
- I would recommend Katherine ... to anyone. I'm honored to have her on our team.
- Kyle is a favorite among staff and families. He gives great care and shows kindness and compassion at all times.
- Sheana is an excellent clinician. I look forward to watching grow!
- Sweet kind person
- Very good nurse.

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