



## **Report on the FY2018 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 2018 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. These supervisors are requested to complete the survey and return it in the mail or fax us their completed survey.

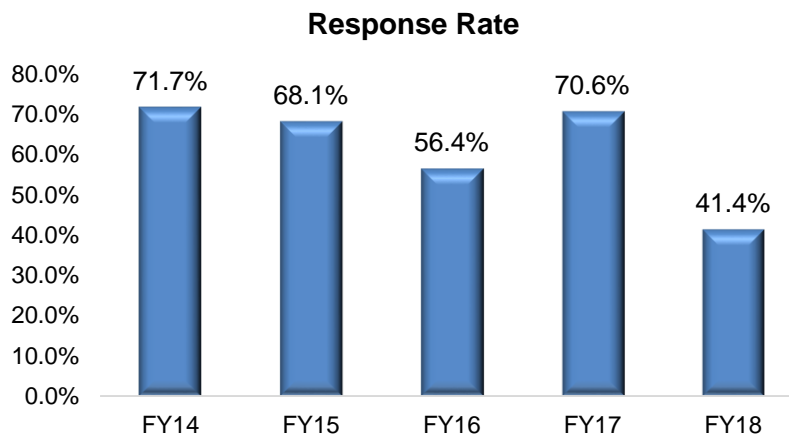
## LIMITATIONS

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 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 41.4% or 29 completed surveys of the 70 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.

### 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	4.79
Computer utilization	4.76
Applying technology to tasks – understands how to use technology for better productivity and to locate various forms of information	4.72
Writing – communicates thoughts and information in documents such as memos, letters, directions, manuals, reports and graphs	4.69
Choosing appropriate technology (procedures, tools, or equipment)	4.69

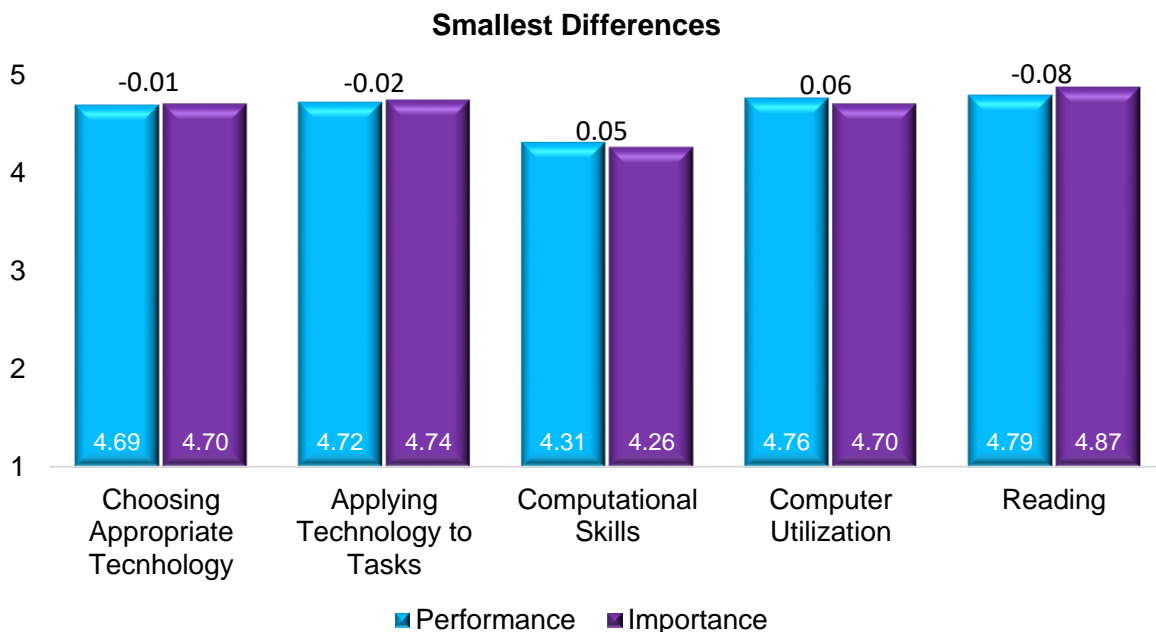
### Bottom Five Performance Ratings

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
Computational Skills - - demonstrates appropriate mathematical skills	4.31
Leadership – takes initiative and has vision	4.31
Negotiating – works toward agreement on issues	4.45
Conflict Resolution–recognizes and resolves conflicts	4.52
Consensus Building – assists other to see all sides of an issue to reach agreement	4.52

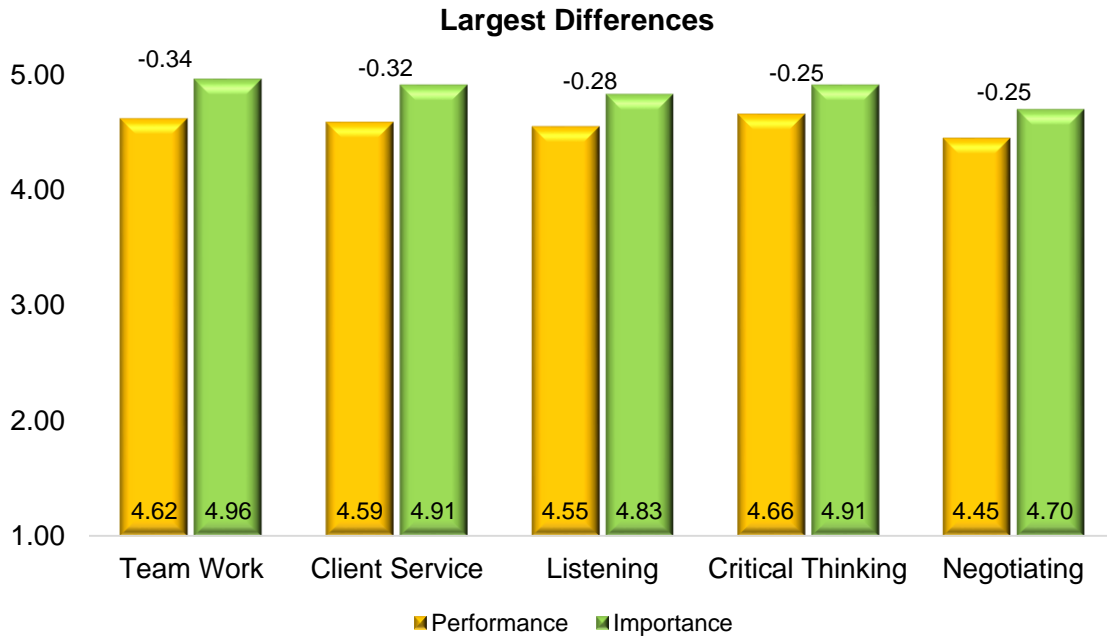
### Five Smallest Differences between Performance and Importance

Supervisors' results showing the skill sets that reflected performance close to the importance identified choosing appropriate technology and applying technology tasks as the two with the smallest differences. Each of these ratings were relatively high on the five-point scale.



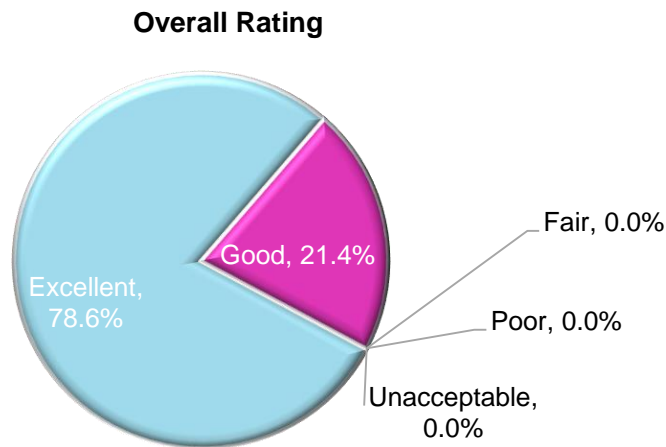
### Five Largest Differences between Performance and Importance

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 team work, client service, listening, conflict resolution, and negotiating.



**Other Questions**

The overall supervisor rating of the graduate’s educational preparedness for the position was quite high with 100% indicating excellent or good. None of the employers checked fair, poor, or unacceptable. The overall average was 4.79 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.

Seventy-nine 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 12 comments. Four of these comments addressed the bilingual question with the majority indicating that this skill set would be a plus. Of the eight remaining comments, four referred to the specific graduate's outstanding qualifications.

## **CONCLUSIONS**

Seventy graduates provided permission to contact their supervisors with a 41.4% response rate. Overall supervisors were satisfied with their hires with the top five ratings of reading, computer utilization, applying technology to tasks, writing, and choosing appropriate technology. 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 team work, client service, listening, critical thinking, and leadership skills.

One hundred 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
FY2018	70	29	41.4%
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
<b>GENERAL EDUCATION SKILLS</b>				
1. Reading–understands and interprets written information				
	2018	4.79	4.87	-0.08
	2017	4.80	4.89	-0.09
	2016	4.74	4.89	-0.15
2. Writing – communicates thoughts and information in documents such as memos, letters, directions, manuals, reports and graphs				
	2018	4.69	4.78	-0.09
	2017	4.53	4.51	0.02
	2016	4.30	4.66	-0.36
3. Listening – uses active listening skills				
	2018	4.55	4.83	-0.28
	2017	4.69	4.86	-0.17
	2016	4.65	4.90	-0.25
4. Speaking – organizes ideas and communicates clearly				
	2018	4.59	4.83	-0.24
	2017	4.57	4.79	-0.22
	2016	4.51	4.78	-0.27
5. Critical Thinking–recognizes problems, generates new ideas, organizes, and takes action				
	2018	4.66	4.91	-0.25
	2017	4.51	4.88	-0.37
	2016	4.43	4.84	-0.41

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
<b>6. Computational skills—demonstrates appropriate mathematical skills</b>				
	2018	4.31	4.26	0.05
	2017	4.57	4.51	0.06
	2016	4.41	4.47	-0.06
<b>7. Cultural diversity—understanding of differing cultures and values and works with people of different backgrounds</b>				
	2018	4.55	4.74	-0.19
	2017	4.73	4.68	0.05
	2016	4.62	4.66	-0.04
<b>INTERPERSONAL SKILLS</b>				
<b>8. Team work – contributes to group efforts</b>				
	2018	4.62	4.96	-0.34
	2017	4.80	4.91	-0.11
	2016	4.71	4.88	-0.17
<b>9. Client service – works to satisfy clients' expectations</b>				
	2018	4.59	4.91	-0.32
	2017	4.77	4.91	-0.14
	2016	4.66	4.91	-0.25
<b>10. Leadership – takes initiative and has vision</b>				
	2018	4.31	4.52	-0.21
	2017	4.33	4.36	-0.03
	2016	4.24	4.56	-0.32
<b>11. Negotiating – works toward agreement on issues</b>				
	2018	4.45	4.70	-0.25
	2017	4.48	4.25	0.23
	2016	4.31	4.58	-0.27

	Year	Performance Average Rating	Importance Average Rating	Difference between Performance minus Importance
12. Conflict resolution—recognizes and resolves conflicts				
	2018	4.52	4.70	-0.18
	2017	4.30	4.48	-0.18
	2016	4.26	4.59	-0.33
13. Consensus building—assists others to see all sides of an issue to reach agreement				
	2018	4.52	4.61	-0.09
	2017	4.43	4.36	0.07
	2016	4.20	4.50	-0.30
<b>TECHNOLOGY SKILLS</b>				
14 Computer utilization				
	2018	4.76	4.70	0.06
	2017	4.66	4.51	0.15
	2016	4.37	4.58	-0.21
15. Choosing appropriate technology (procedures, tools or equipment)				
	2018	4.69	4.70	-0.01
	2017	4.61	4.54	0.07
	2016	4.38	4.55	-0.17
16. Applying technology to tasks—understands how to use technology for better productivity and to locate various forms of information				
	2018	4.72	4.74	-0.02
	2017	4.62	4.54	0.08
	2016	4.35	4.68	-0.33

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	Fair	Poor	Unacceptable	TOTAL Resp.	Average
2018	78.6% (22)	21.4% (6)	0	0	0	28	4.79
2017	64.9% (48)	33.8% (25)	1.4% (1)	0	0	74	4.64
2016	69.8% (60)	25.6% (22)	4.7% (4)	0	0	86	4.65

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

	Yes	No	Total Responding
2018	100% (28)	0	28
2017	100% (73)	0	73
2016	98.8% (84)	1.2% (1)	85

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

	<b>Yes</b>	<b>No</b>	<b>Total Responding</b>
2018	79.2% (19)	20.8% (5)	24
2017	57.4% (39)	42.6% (29)	68

## 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
<b>GENERAL EDUCATION SKILLS</b>											
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
<b>INTERPERSONAL SKILLS</b>											
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
<b>TECHNOLOGY SKILLS</b>											
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
<b>OTHER SKILLS - PLEASE LIST AND RATE</b>											
	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**