

EMPLOYER SURVEY August 2002 through May 2008

The University of Nevada, Reno conducted a telephone survey of its recent alumni. August 2000, December 2000, and May 2001 alumni were in the initial cohort surveyed during the spring and summer of 2002. Alumni participating in this survey were asked if they would permit UNR to telephone their immediate supervisor in order to **solicit the supervisor's perceptions regarding the preparation of recent graduates they supervise.** Supervisors were contacted once for this cohort.

COHORT	2002	2003	2004	2005	2006	2007	2008	2009
#1	x							
#2		x						
#3			x					
#4				x				
#5					x			
#6						x		
#7							x	
#8								w
#n								Etc.

x = Supervisors surveyed via telephone, w = surveyed via web

Cohort #1: Supervisors of Aug '00, Dec '00, May '01 graduates

Cohort #2: Supervisors of Aug '01, Dec '01, May '02 graduates

Cohort #3: Supervisors of Aug '02, Dec '02, May '03 graduates

Cohort #4: Supervisors of Aug '03, Dec '03, May '04 graduates

Cohort #5: Supervisors of Aug '04, Dec '04, May '05 graduates

Cohort #6: Supervisors of Aug '05, Dec '05, May '06 graduates

Cohort #7: Supervisors of Aug '06, Dec '06, May '07 graduates

Cohort #8: Supervisors of Aug '07, Dec '07, May '08 graduates

The instrument includes these sections:

- 1) Confirm that the person being contacted supervises the alumnus.
- 2) Rate the importance of 10 areas (writing, oral communication, etc.) for the alumnus' current position. (*Rating 'Importance', Q1 items, ended at conclusion of Cohort #4*)
- 3) Rate the alumnus' level of preparation carry out task in 10 areas (writing, oral communication, etc.).
- 4) Additional items regarding:
 - General satisfaction with graduate
 - Number of college graduates supervised
 - Comparison of UNR with graduates of other institutions
 - Influence a UNR degree has as a hiring factor
 - An open-ended suggestion to improve quality of UNR graduates

Introduction

I'm calling from the University of Nevada, Reno. We'd like your help with a very important, but very brief, research interview. We recently interviewed UNR alumni, and one or more of them told us that you were their supervisor and gave us permission to contact you for an interview, so that we can assess how well we've prepared these alums for employment. By helping us with this critical research, you will contribute to the quality of preparation of potential employees. This interview will only take a few minutes and your answers will be kept completely confidential.

- (1) CONTINUE
- (2) REFUSED QUESTIONS, goto Why Refused
- (9) REFUSED, NO QUESTIONS, goto Why Refused

For this interview, could you tell me whether you supervise (**this employee/these employees**) who graduated from the University of Nevada, Reno:

- (1) YES, SUPERVISES EMPLOYEE (or multiple UNR alumni)
- (2) NO, DOES NOT SUPERVISE EMPLOYEE

NOTE: For each answer of "No," we ask for the correct supervisor's name and phone number. If we get new supervisor names for all of the alums attached to a respondent, the interview is ended.

Q1 Please tell me, in general, how important or unimportant each of the following skills and attributes is for (**this graduate's job/these graduates' jobs**).

Q1a How important is it for (**this graduate/these graduates**) to be able to express (**himself/herself/themselves**) in writing? Would you say:

- (1) very important,
- (2) somewhat important,
- (3) somewhat unimportant, or
- (4) very unimportant?
- (8) Don't Know
- (9) REFUSED

Q1b How important is it for (**this graduate/these graduates**) to be able to express (**himself/herself/themselves**) orally? Would you say:

- (1) very important,
- (2) somewhat important,
- (3) somewhat unimportant, or
- (4) very unimportant?
- (8) Don't Know
- (9) REFUSED

READ Q1 AGAIN ONLY AS NECESSARY: Please tell me how important or unimportant each is for **(this graduate's job/these graduates' jobs)** overall.

Q1 c-j How important is it for **(this graduate/these graduates)** to be able to:

- c Use quantitative methods?
- d Develop solutions to work-related problems?
- e Think critically, which includes analysis and evaluation of information?
- f Work cooperatively with others as a team?
- g Use computers and other technology in the workplace?
- h Exhibit an interest in continued learning or education?
- I Be at ease working in a culturally diverse environment?
- j Consider the ethical implications of **(his/her/their)** behavior?

Q2 The next questions are about how prepared or unprepared **(this graduate/these graduates)** **(was/were)** in these previously mentioned skill areas. Please answer based on your experience with **(this graduate/these graduates)** when they first reported for work at your organization.

Q2a How prepared or unprepared **(was/were)** **(this graduate/these graduates)** to carry out the writing tasks required by **(his/her/their)** position(s)?

Would you say:

- (1) very prepared,
- (2) somewhat prepared,
- (3) somewhat unprepared,
- (4) very unprepared?
- (8) Don't Know
- (9) REFUSED

Q2b How prepared or unprepared **(was/were)** **(this graduate/these graduates)** to express themselves orally, as required by **(his/her/their)** position(s)?

Would you say:

- (1) very prepared,
- (2) somewhat prepared,
- (3) somewhat unprepared,
- (4) very unprepared?
- (8) Don't Know
- (9) REFUSED

(READ Q2 AS NECESSARY: These questions are about how prepared or unprepared **(this graduate/these graduates)** **(was/were)** in these previously mentioned skill areas. Please answer based on your experience with **(this graduate/these graduates)** when they first reported for work at your organization.

Q2 c-j How prepared or unprepared (**was/were**) (**this graduate/these graduates**) to:

- c Use quantitative methods?
- d Develop solutions to work-related problems?
- e Think critically, including analyzing and evaluating information?
- f Work cooperatively with others on a team?
- g Use computers or other technology in the workplace?
- h Exhibit an interest in continued learning or education?
- i Be at ease working in a culturally diverse environment?
- j Consider the ethical implications of (**his/her/their**) behavior?

Q3 Generally, how satisfied are you with (**this graduate/these graduates**)? Would you say:

- (1) very satisfied,
- (2) somewhat satisfied,
- (3) somewhat dissatisfied, or
- (4) very dissatisfied?
- (8) Don't Know
- (9) REFUSED

Q4 Of the employees you supervise, how many have college degrees? Would you say:

- (1) all of them,
- (2) most of them,
- (3) about half of them,
- (4) only a few of them, or
- (5) almost none of them?
- (8) Don't Know
- (9) REFUSED

Q5 Of the employees you supervise, how would you rate (**this UNR graduate/these UNR graduates**) compared to recent graduates from other institutions? Would you say in general they are:

- (1) better prepared,
- (2) equally prepared, or
- (3) less prepared?
- (5) NOT APPLICABLE
- (8) Don't Know
- (9) REFUSED

Q6 When considering potential employees, do you consider a UNR degree to be a:

- (1) positive factor,
- (2) neither a positive nor a negative factor, or
- (3) a negative factor?
- (8) Don't Know
- (9) REFUSED

Q7 Finally, what is the single most important thing that UNR could do to better prepare graduates for work in your organization?

Q8 Is there anything else?

Finally, if this survey were offered online, would you be more willing to complete it there?

- (1) YES
- (2) NO
- (8) Don't Know
- (9) REFUSED

END

Thank you very much for your time. Your answers will help UNR better prepare its alumni for their jobs after college.

Why Refused?

Could you say why it is that you would rather not participate? [specify]
REFUSED: WILL NOT GIVE REASON

Thank you for your time and help with this study. If, in the future, you do find that you would like to participate in the rest of the study, please do not hesitate to call our 800#: 1-800-929-3079