

EVERGREEN THREE-YEAR ALUMNI SURVEY 2011

A SURVEY OF THE UNDERGRADUATE CLASS OF 2008

Employer Survey Matching Report

Introduction

Every four years, the Office of Institutional Research and Assessment surveys Evergreen undergraduate alumni three years after having received their baccalaureate degrees. The survey collects alumni outcomes data such as employment status, graduate or professional school attendance and involvement in volunteer work. It also asks respondents to rate their level of skill in various areas and to indicate how well their Evergreen education prepared them in those areas. Employed alumni are asked for permission to contact their supervisor for an employer survey. If permission is given, supervisors are invited to participate in a companion survey with similar question domains. The most recent Evergreen Three-Year Alumni Survey was conducted during the summer and fall of 2011. What follows is an analysis of paired data from the subset of alumni respondents whose supervisors also completed a survey.

A. Sample Size and Response Rate

Alumni Survey

Of a total 271 Alumni Survey completers, two hundred thirty (84.9%) indicated they were employed. These alumni were asked whether Institutional Research staff could contact their supervisors to ask about their work-related skills and abilities. Alumni were reminded that giving consent for supervisor contact was voluntary, and that supervisor participation in the companion survey was also voluntary. They were assured that their individual responses to the alumni survey would not be shared with their supervisor, nor would their supervisor's participation or responses be disclosed to them. A total of 64 alumni gave permission to contact their supervisors for a follow-up survey, resulting in a consent rate of 27.8%

Total Alumni Survey completers	271
Number unemployed	41
Total alumni eligible for Employer Survey	230
Number did not give consent	166
Total consented to Employer Survey	64
Consent rate	27.8%

Alumni who did not give permission to contact their supervisors were asked, "If no, for research purposes, may we ask why?" The survey provided the answer options listed in the table below along with an open-ended field for write-in responses. Results are shown in order of frequency as follows:

Reason consent to contact supervisor not given (N=166)	N	%
Do not feel comfortable having TESC contact supervisor for survey	79	47.6%
Haven't worked for supervisor long enough for them to evaluate my skills	29	17.5%
Self-employed, not applicable	22	13.3%
Do not feel comfortable having supervisor share feedback about me with TESC	15	9.0%
No reason provided	11	6.6%
Other (e.g. supervisor too busy (N=11), alum leaving job soon (N=6), no direct supervisor (N=6), supervisor leaving soon (N=2), supervisor not amenable (N=2), alum not working in field of study (N=2), poor relationship with supervisor (N=2), negative association with Evergreen (N=1), unable to code (N=4))	36	21.7%

Note: Percentages do not sum to 100 as alumni could select more than one category.

Employer Survey

Of the 64 supervisors alumni gave us permission to contact, forty-one agreed to participate in the follow-up survey resulting in a response rate of 64.1%. One supervisor refused participation, and the remaining 22 did not respond to survey invitations.

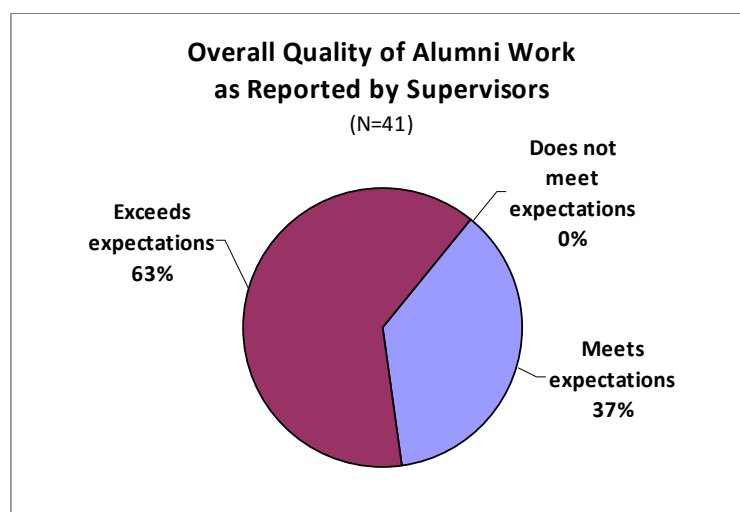
Total Employer Survey sample	64
Refused	1
No response	22
Web survey respondents	31
Paper survey respondents	10
Total Employer Survey respondents	41
Response Rate	64.1%

B. Methodology

The Employer Survey was administered on a rolling basis beginning in August, 2011, as permission was received from Alumni Survey respondents. Survey invitations were sent via email and regular mail using contact information provided by alumni. The email invitation included a link to the web version of the survey, along with instructions for requesting a paper or phone survey and instructions for opting out. Survey packets were mailed to supervisors without email addresses and to those who did not respond to the initial email invitation. Nonresponders received a maximum of two email reminders and one paper reminder during the survey administration period. Completed surveys were accepted until January 2012.

C. Quality of Alumni Work

Supervisors were asked to rate the overall quality of alumni work using a 3-point scale where 0=*Does not meet expectations for this position*, 1=*Meets expectations for this position* and 2=*Exceeds expectations for this position*. All 41 respondents reported that alumni either met or exceeded the expectations for their positions.



All supervisors felt alumni met expectations for the position and 63% felt alumni exceeded expectations.

D. Work-Related Skills and Abilities

Supervisor Scoring of Alumni Level of Skill

Alumni and their supervisors were asked to rate alumni level of skill in various areas using a 4-point scale where 1=*Poor*, 2=*Fair*, 3=*Good* and 4=*Excellent*. Both groups could select N/A if they felt a skill was not applicable to the alum's job. Supervisor scores are presented in the table below, sorted by frequency of *Excellent* ratings. The most common rating for each skill is highlighted in bold.

This group of alumni received the highest percentage of *Excellent* ratings for:

- **Ability to work in a culturally diverse environment**
- **Willingness and aptitude to learn new skills**
- **Working collaboratively in a group**

The two areas that received the highest percentage of *Poor* or *Fair* ratings were Leadership and Negotiating skills.

Skill	Supervisor Rating of Alumni Level of Skill				
	Poor	Fair	Good	Excellent	N/A
Ability to work in a culturally diverse environment (N=40)	--	--	12.5%	87.5%	--
Willingness and aptitude to learn new skills (N=40)	--	--	17.5%	82.5%	--
Working collaboratively in a group (N=41)	--	4.9%	17.1%	78.0%	--
Independence and initiative (N=39)	--	7.7%	25.6%	64.1%	2.6%
Organizational skills (N=40)	--	5.0%	32.5%	62.5%	--
Creative thinking skills (N=40)	--	--	37.5%	62.5%	--
Ability to acquire and responsibly use information (N=41)	--	4.9%	34.1%	61.0%	--
Proficiency with technology and software related to your field (N=40)	--	--	35.0%	60.0%	5.0%
Speaking effectively (N=40)	--	2.5%	37.5%	57.5%	2.5%
Research skills (N=41)	--	--	29.3%	51.2%	19.5%
Defining and solving problems (N=41)	--	7.3%	43.9%	48.8%	--
Critically analyzing information (N=41)	--	2.4%	43.9%	48.8%	4.9%
Interdisciplinary thinking (N=41)	--	4.9%	43.9%	46.3%	4.9%
Decision-making ability (N=40)	--	5.0%	47.5%	45.0%	2.5%
Writing effectively (N=40)	--	--	35.0%	45.0%	20.0%
Negotiating skills (N=40)	2.5%	10.0%	30.0%	42.5%	15.0%
Giving effective presentations (N=41)	--	--	39.0%	39.0%	22.0%
Understanding and applying quantitative skills and methods (e.g. math, statistics, data interpretation) (N=41)	--	2.4%	39.0%	36.6%	22.0%
Artistic ability (N=41)	--	2.4%	34.1%	36.6%	26.8%
Leadership skills (N=39)	--	20.5%	48.7%	30.8%	--
Understanding and applying scientific principles and methods (N=41)	--	7.3%	34.1%	19.5%	39.0%

Note: The number in parentheses by each item reflects the number of supervisors who rated alumni level of skill; the number varies between areas as some supervisors skipped questions.

Comparison of Supervisor and Alumni Scoring on Alumni Level of Skill

Alumni and their supervisors were asked to rate alumni level of skill in various areas using a 4-point scale where 1=*Poor*, 2=*Fair*, 3=*Good* and 4=*Excellent*. Both groups could select N/A if they felt a skill was not applicable to the alum's job. Mean ratings were analyzed for each skill that was rated by both supervisor and alum, and results are shown in the table below. The differences in mean score between groups are sorted on a spectrum from employer rating higher than alum to alum rating higher than employer. Items for which the difference in scoring was significant at $p \leq .05$ are shown in bold print.

Supervisors rated alumni significantly higher than alumni rated themselves in three skill areas: Artistic ability, Speaking effectively, and Proficiency with technology and software related to field. For Writing effectively, supervisor and alumni mean ratings were identical at 3.56. There were two areas for which alumni rated themselves significantly higher than their supervisors rated them: Leadership skills and Interdisciplinary thinking.

Skill	Alumni Level of Skill			
	Employer Mean Score	Alumni Mean Score	Difference	Significance
Artistic ability (N=29)	3.48	2.90	0.58	p=.001
Speaking effectively (N=39)	3.56	3.26	0.30	p=.044
Understanding and applying quantitative skills and methods (e.g. math, statistics, data interpretation) (N=32)	3.44	3.16	0.28	
Negotiating skills (N=34)	3.32	3.06	0.26	
Proficiency with technology and software related to your field (N=38)	3.63	3.42	0.21	p=.044
Working collaboratively in a group (N=41)	3.73	3.54	0.19	
Ability to work in a culturally diverse environment (N=38)	3.89	3.74	0.15	
Research skills (N=32)	3.63	3.53	0.10	
Organizational skills (N=40)	3.58	3.53	0.05	
Understanding and applying scientific principles and methods (N=24)	3.21	3.17	0.04	
Writing effectively (N=32)	3.56	3.56	0.00	
Independence and initiative (N=38)	3.58	3.61	-0.03	
Creative thinking skills (N=40)	3.63	3.68	-0.05	
Defining and solving problems (N=40)	3.43	3.48	-0.05	
Critically analyzing information (N=39)	3.49	3.56	-0.07	
Giving effective presentations (N=31)	3.48	3.55	-0.07	
Willingness and aptitude to learn new skills (N=40)	3.83	3.93	-0.10	
Ability to acquire and responsibly use information (N=41)	3.56	3.68	-0.12	
Decision-making ability (N=39)	3.41	3.56	-0.15	
Interdisciplinary thinking (N=39)	3.44	3.72	-0.28	p=.039
Leadership skills (N=38)	3.13	3.42	-0.29	p=.032

Note: The number in parentheses by each item reflects the number of supervisor/alumni pairs who rated alumni level of skill; the number varies between areas as some respondents from each group skipped questions.

Supervisor Scoring of Importance of Skill to Alumni Job

In addition to rating alumni level of skill, supervisors were asked to rate the importance of each skill to the alum's job using a 3-point scale where 1=*Not important*, 2=*Somewhat important* and 3=*Very important*. The most common rating for each skill appears in bold print in the table below. Results are sorted by highest percentage of *Very important* ratings.

Skill	Supervisor Rating of Importance of Skill to Job			
	Not important	Somewhat important	Very important	N/A
Working collaboratively in a group (N=35)	--	2.9%	97.1%	--
Organizational skills (N=33)	--	9.1%	90.9%	--
Independence and initiative (N=34)	--	8.8%	88.2%	2.9%
Willingness and aptitude to learn new skills (N=35)	--	14.3%	85.7%	--
Ability to acquire and responsibly use information (N=34)	--	14.7%	85.3%	--
Defining and solving problems (N=34)	--	17.6%	82.4%	--
Ability to work in a culturally diverse environment (N=33)	--	21.2%	78.8%	--
Creative thinking skills (N=32)	--	25.0%	75.0%	--
Decision-making ability (N=33)	3.0%	24.2%	69.7%	3.0%
Interdisciplinary thinking (N=34)	2.9%	23.5%	67.6%	5.9%
Proficiency with technology and software related to your field (N=33)	--	27.3%	66.7%	6.1%
Speaking effectively (N=34)	2.9%	32.4%	61.8%	2.9%
Critically analyzing information (N=35)	2.9%	34.3%	57.1%	5.7%
Leadership skills (N=32)	6.3%	37.5%	56.3%	--
Writing effectively (N=36)	--	22.2%	55.6%	22.2%
Giving effective presentations (N=36)	5.6%	25.0%	44.4%	25.0%
Negotiating skills (N=35)	11.4%	31.4%	40.0%	17.1%
Research skills (N=35)	2.9%	37.1%	37.1%	22.9%
Understanding and applying quantitative skills and methods (e.g. math, statistics, data interpretation) (N=34)	2.9%	38.2%	32.4%	26.5%
Understanding and applying scientific principles and methods (N=37)	2.7%	29.7%	24.3%	43.2%
Artistic ability (N=36)	11.1%	41.7%	16.7%	30.6%

Note: The number in parentheses by each item reflects the number of supervisors who rated importance of skill to alumni job; the number varies between areas as some supervisors skipped questions.

Comparison of Supervisor Scoring on Importance of Skill to Alumni Level of Skill

Mean ratings for importance of job skill and alumni level of skill were sorted from highest to lowest in order to establish a ranked list for each variable. The ranked lists were then used to examine the relationship between the skills supervisors deem most important and the level of skill they feel alumni possess in those areas. For all but one of the seven most important skills (shown at right, below) corresponding ratings for alumni level of skill also ranked in the top seven.

It is interesting to note that for two of the skills ranked highest by supervisors (below, left) alumni rated themselves significantly lower – Proficiency with technology and software related to field (3.63 vs. 3.42 ($p=.044$)) and Speaking effectively (3.56 vs. 3.26 ($p=.044$)).

For the one skill ranked high in importance that alumni did *not* receive a correspondingly high ranking for level of skill – Defining and solving problems – supervisors still gave alumni an average skill rating that fell between *Good* and *Excellent*.

In their 2006 national survey of employers, *How Should Colleges Prepare Students to Succeed in Today's Global Economy?*, the Association of American Colleges and Universities found that teamwork and the ability to collaborate with others in a diverse group was the most highly valued skill in new hires. It is encouraging to see that employers of Evergreen graduates rated the ability to work in a diverse environment and to work collaboratively among the strongest skills of our alumni.

Employer Rating of Alumni Skill	Rank	Rank	Employer Rating of Importance to Job
Ability to work in a culturally diverse environment	1	1	Working collaboratively in a group
Willingness and aptitude to learn new skills	2	2	Independence and initiative
Working collaboratively in a group	3	2	Organizational skills
Research skills	4	3	Willingness and aptitude to learn new skills
Creative thinking skills	5	4	Ability to acquire and responsibly use information
Proficiency with technology and software related to your field	5	5	Defining and solving problems
Independence and initiative	6	6	Ability to work in a culturally diverse environment
Organizational skills	6	7	Creative thinking skills
Ability to acquire and responsibly use information	7		
Speaking effectively	7		
Writing effectively	7		

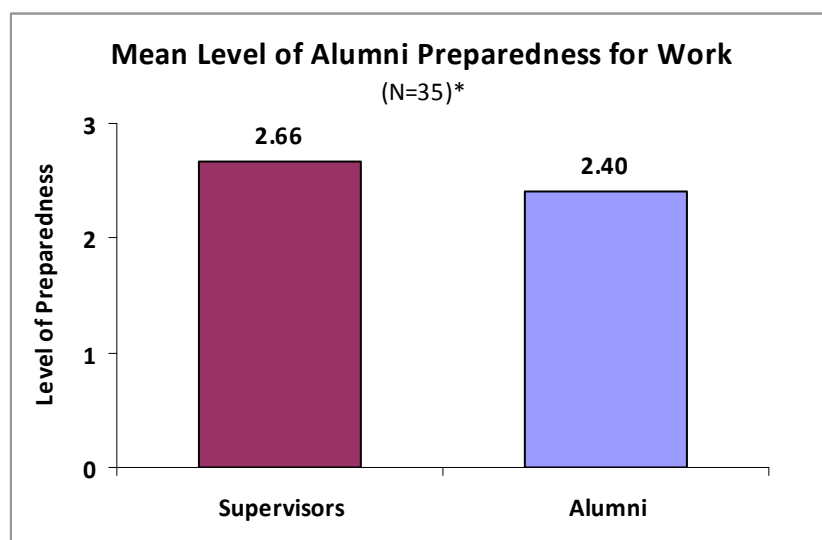
Additional skills

Supervisors were asked to name additional work-related skills they felt were very important to the alum's position. Nine supervisors named a total of sixteen additional skills, shown below with supervisor ratings of alumni level of skill in each area.

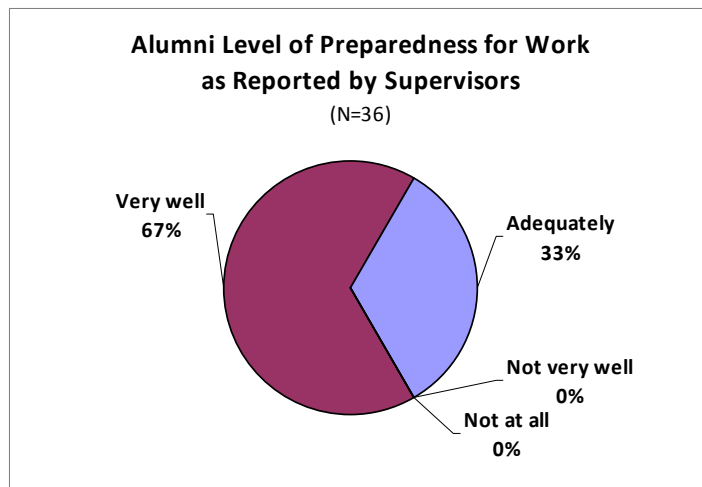
Additional Work-Related Skills Deemed Very Important to Alumni Position	Alumni Level of Skill
Ability to foster a positive youth development environment (both emotional and physical safety)	Good
Ability to plan and implement youth development curriculum and follow an activity plan	Good
Ability to remain calm when necessary	Excellent
Ability to roll with the punches	Excellent
Ability to work with paying customers	Excellent
Conflict resolution	Good
Content knowledge/expertise	Excellent
Customer service	Excellent
Facilitating and teaching experiential learning activities	Good
Good communication to public	Excellent
Loyalty and dependability	Excellent
Motivating and engaging people	Excellent
Moving between detail orientation and big picture visioning	Excellent
Negotiating complicated power relationships	Excellent
Understanding and following administrative process	Fair
Working with people	Excellent

E. Alumni Level of Preparedness for Work

Both surveys asked respondents to rate alumni preparedness for work. Alumni were asked "How well did Evergreen prepare you for your current job?" while supervisors were asked the corresponding question "Overall, how prepared was the alum for the work he or she is doing now?" Both groups used a 4-point scale where 0=Not at all, 1=Not very well, 2=Adequately and 3=Very well. Supervisors scored alumni slightly higher than alumni rated themselves:



*N=35 because only matched alumni/supervisor pairs were included in this analysis.



Two-thirds of the supervisors who responded to this question felt alumni were very well prepared for the work they were performing. All 36 felt alumni were at least adequately prepared.

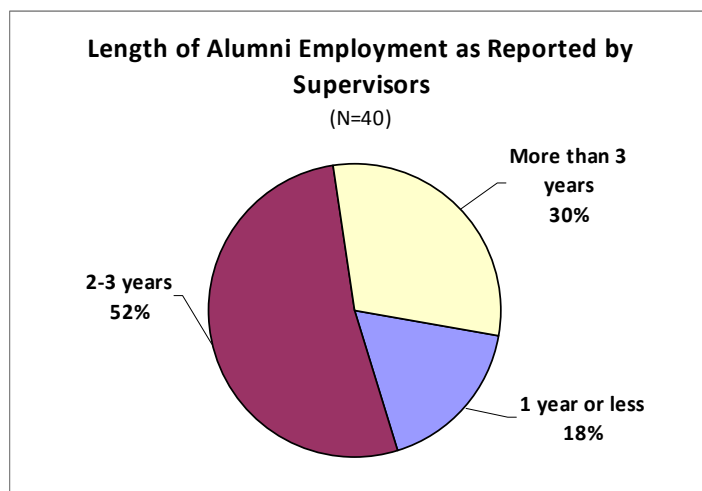
F. Industry Type

Supervisors were asked to choose which of the industry categories in the table below best described their organization or business. The top category by far was Educational Services/Schools and Colleges.

Industry category (N=41)	N	%
Educational Services/Schools and Colleges	14	34.1%
Health Care and Social Assistance	5	12.2%
Public Administration	5	12.2%
Retail	4	9.8%
Professional, Scientific, and Technical Services	3	7.3%
Religious, Grantmaking, Civic, Professional, and Similar Organizations	3	7.3%
Agriculture, Forestry, Fishing and Hunting	2	4.9%
Finance and Insurance	2	4.9%
Arts, Entertainment, and Recreation	1	2.4%
Information – Media, Publishing, Data, and Telecommunications	1	2.4%
Utilities	1	2.4%

Note: Industry categories are from the North American Industry Classification System (NAICS).

G. Length of Employment



Length of alumni employment ranged from one month to nine years five months. The average length of employment was 32 months and the median length of employment was 26.5 months.

H. Additional Comments from Supervisors

At the end of the survey respondents were invited to make additional comments. Eight supervisors did so and their comments are listed below:

Supervisor Comments
[Alum] had some problems at first and wasn't able to pull together her diverse skills and intelligence in a measured and consistent manner. She developed discipline on the job. She developed humility with what tasks she was assigned. She learned how to slow down and reduce mistakes. She had the fortitude and will to succeed never-the-less.
[Alum] is an excellent employee who I hope goes far in the future.
[Alum] is an excellent employee. It is great to have him part of our management team.
[Alum] is one of the outstanding graduate students. He is also an excellent teacher. He won several awards for excellence in research and teaching.
Alum needs experience and mentoring to continue to succeed in her career.
The alum is a fabulous employee and wonderful person well beyond the scope of this survey. Makes me wish I'd gone to Evergreen. Keep up the great work.
The individual reported in this survey is a new employee. She performs at the level I would expect for someone new to her position. Note: We use the "Core Competencies for Child and Youth Development Professionals" tool created by Schools Out Washington to advise our employees. The "Core Competencies" is a good gauge for determining what youth development professionals need to know to provide quality services to youth. TESC should consider the tool and consider offering some electives or a program that would help students be better prepared for serving as youth development professionals (maybe a certificate program). We have a lot of youth-serving organizations [...]. It would be nice to have a larger pool of well trained/prepared folks to hire from.
Your transcript format is too long...difficult to use...don't have time to read it all...so pretty much worthless. If I was in former position in private sector, I would have tossed it out :(

Conclusion

Overall, supervisors expressed satisfaction with the Evergreen alumni working for them. All forty-one reported alumni met or exceeded their expectations for the position, and all forty-one indicated they would hire the alum again. Of the thirty-six supervisors who rated alumni level of preparedness for work, two-thirds felt alumni were very well prepared and all felt alumni were at least adequately prepared for the work they were performing. Supervisors rated Evergreen alumni highest in terms of their Ability to work in a diverse environment, Willingness and aptitude to learn new skills, and Ability to work collaboratively. Of the skills supervisors deemed most important, a strong percentage of alumni received *Good* or *Excellent* ratings: Ability to work collaboratively (95%), Organizational skills (95%), and Independence and initiative (92%).

Of the twenty-one skill areas analyzed, there were only five in which supervisor and alumni scoring differed significantly, and for three of these five areas supervisors scored alumni significantly higher than alumni rated themselves: Artistic ability, Speaking effectively, and Proficiency with technology and software related to field. There were two areas for which alumni rated themselves significantly higher than their supervisors rated them: Leadership skills and Interdisciplinary thinking. These findings suggest that Evergreen alumni are quite adept at self-assessment with regard to their skills and abilities.

**THE EVERGREEN STATE COLLEGE
GREENERS AT WORK 2011
EMPLOYER SURVEY**

1. How long has the Evergreen alum been working for you? _____ Years _____ Months

2. Overall, how would you rate the quality of his or her work?

2 ☐ Exceeds expectations for this position

1 ☐ Meets expectations for this position

0 ☐ Does not meet expectations for this position

3. Listed below are several work-related skills and abilities. Please rate the alum's performance in each area, then rate the importance of each skill to the alum's current position. If a particular skill does not apply to his or her position, or you have no basis on which to judge, please select N/A.

Skills	Alum's level of skill					Importance of skill to alum's current position			
	Poor	Fair	Good	Excellent	N/A	Not important	Somewhat important	Very important	N/A
a. Organizational skills	1	2	3	4	9	1	2	3	9
b. Ability to work in a culturally diverse environment	1	2	3	4	9	1	2	3	9
c. Proficiency with technology and software related to your field	1	2	3	4	9	1	2	3	9
d. Creative thinking skills	1	2	3	4	9	1	2	3	9
e. Decision-making ability	1	2	3	4	9	1	2	3	9
f. Independence and initiative	1	2	3	4	9	1	2	3	9
g. Leadership skills	1	2	3	4	9	1	2	3	9
h. Understanding and applying quantitative skills and methods (e.g. math, statistics, data interpretation)	1	2	3	4	9	1	2	3	9
i. Understanding and applying scientific principles and methods	1	2	3	4	9	1	2	3	9
j. Negotiating skills	1	2	3	4	9	1	2	3	9
k. Research skills	1	2	3	4	9	1	2	3	9
l. Willingness and aptitude to learn new skills	1	2	3	4	9	1	2	3	9
m. Giving effective presentations	1	2	3	4	9	1	2	3	9
n. Writing effectively	1	2	3	4	9	1	2	3	9
o. Artistic ability	1	2	3	4	9	1	2	3	9
p. Critically analyzing information	1	2	3	4	9	1	2	3	9
q. Defining and solving problems	1	2	3	4	9	1	2	3	9
r. Speaking effectively	1	2	3	4	9	1	2	3	9
s. Working collaboratively in a group	1	2	3	4	9	1	2	3	9
t. Ability to acquire and responsibly use information	1	2	3	4	9	1	2	3	9
u. Interdisciplinary thinking	1	2	3	4	9	1	2	3	9

4. Are there any additional skills that you regard as **very important** to the alum's position? If so, please describe them in boxes v.-x. below, then rate the alum's level of skill in each area.

Additional work-related skills <u>very important</u> to position		Alum's level of skill			
		Poor	Fair	Good	Excellent
v.		1	2	3	4
w.		1	2	3	4
x.		1	2	3	4

5. Overall, how prepared was the alum for the work he or she is doing now?

0 ☐ Not at all 1 ☐ Not very well 2 ☐ Adequately 3 ☐ Very well

6. Please select the industry category that best describes your organization or business:

(Please select only one. Government agencies should be categorized in Public Administration.)

1 <input type="checkbox"/> Administrative and Support Services Offices of administrative or facilities services, temporary help agencies, call centers, travel agencies, security services, landscaping services, waste remediation and management, etc.	2 <input type="checkbox"/> Professional, Scientific, and Technical Services Legal offices, architectural and engineering firms, mapping and surveyors offices, graphic design services offices, advertising and public relations agencies, veterinary offices, etc.
3 <input type="checkbox"/> Agriculture, Forestry, Fishing and Hunting Operations involved in farming, ranching, logging, fishing, or support activities for agriculture and forestry	4 <input type="checkbox"/> Public Administration Governmental agencies at all levels in legislative, executive, and judicial branches. Includes fire protection and correctional institutions.
5 <input type="checkbox"/> Arts, Entertainment, and Recreation Performing arts companies, dance companies, musical groups, sports teams and clubs, museums, zoos, skiing facilities, marinas, fitness centers, etc.	6 <input type="checkbox"/> Real Estate/Rental and Leasing Real estate companies, offices of real estate agents, video rental stores, car and truck rental agencies, other consumer goods rental companies.
7 <input type="checkbox"/> Construction Homebuilders, construction companies, contractors in various trades. (Architects' offices go in Professional, Scientific, and Technical Services)	8 <input type="checkbox"/> Religious, Grantmaking, Civic, Professional, and Similar Organizations Social advocacy and environmental conservation organizations, business and professional associations, etc.
9 <input type="checkbox"/> Educational Services/Schools and Colleges Elementary and secondary schools, colleges, technology trade schools, language schools, educational support companies.	10 <input type="checkbox"/> Retail Companies involved in retail trade of all types, includes art dealers, bookstores, department stores, etc.
11 <input type="checkbox"/> Finance and Insurance Banks, insurance companies, credit unions, mortgage brokers, pension funds, etc.	12 <input type="checkbox"/> Transportation and Warehousing Bus, air, and rail transportation, postal service, air traffic control, storage, etc.
13 <input type="checkbox"/> Health Care and Social Assistance Offices of health care professionals, home health care services, family planning centers, hospitals, nursing care facilities, shelters, day care services, vocational rehabilitation services, etc.	14 <input type="checkbox"/> Utilities Utilities such as electricity, natural gas, water, and sewer systems and facilities, etc.

15 <input type="checkbox"/> Hotel, Other Accommodation, and Food Services Hotels, bed and breakfasts, restaurants, bars, etc.	16 <input type="checkbox"/> Wholesale Companies involved in wholesale trade of all types.
17 <input type="checkbox"/> Information - Media, Publishing, Data, Telecommunications Movie/video production, sound studios, movie theaters, software and data processing companies, telecommunication carriers, etc.	18 <input type="checkbox"/> Manufacturing Companies involved in manufacturing of all types.
19 <input type="checkbox"/> Personal Services/Repair and Maintenance Funeral homes, barber shops, nail salons, automotive and other equipment repair and maintenance	20 <input type="checkbox"/> Other (Please describe)

Note: Industry categories are derived from the U.S. Census Bureau North American Industry Classification System.

7. **Would you hire this alum again?** 1 ☐ Yes 0 ☐ No 2 ☐ Maybe
8. **Would you like us to send you a link to the final report?** 1 ☐ Yes 0 ☐ No
- If yes, to what email address shall we send it? _____
9. **Please feel free to make additional comments here:**

Thank you for participating in the Greeners at Work 2011 Employer Survey!