CROSS GROUP ANALYSIS OF THE JOB MARKET

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Chapter 1:

INTRODUCTION

Sparked by a financial crisis originating out of reckless lending practices in the United States, much of the industrialized world entered into a recession as of 2008. In 2007, the combination of banks extending easily available credit coupled with inadequate regulation and oversight on the loans resulted in panic in the inter-bank lending system. As investors began pulling out their shares in the stock market, share and housing prices began to decline and huge losses were suffered in established investment and commercial banks not only in the United States but also Europe.

Today, the unemployment rate is mounting. The U.S. Bureau of Labor Statistics reported a nine-percent unemployment rate as of March 2009 (Owens, 1). From 2008 alone, there was more than a 2.2 million people increase in unemployment (Economy at a Glance, 1). Not only is unemployment rising, but there are more graduates than before entering the job market. This presents a dim outlook for current college graduates entering the job market.

No longer are there plentiful jobs, no longer are employers waiting to snatch up recently graduated students. So where does this leave today's soon-to-be college graduates?

Whether conscious or unconscious, all students have some sort of expectations regarding the job market upon graduation. Expectations often involve wages and bonuses, ease at finding a job, ease of obtaining a job, tools used, interviews, applications and callbacks, employer expectations of workers, and ideal job factors. Furthermore, expectations are frequently shaped by the current and projected state of the economy.

Problem Statement

Due to the current economic downturn, the *overall job market* has experienced a large decline in job availability, security, and structure. Regarding the aftermath of gradation, will there be a difference in student expectations towards the overall job market between students approaching graduation (Upper Level - Juniors and Seniors) and students who are father from their graduation date (Lower Level - Freshmen and Sophomores)? Furthermore, will there be a difference between male and female expectations?

Hypothesis

Students closer to graduation will have lower expectations towards the job market; while students farther from graduation will have higher expectations. There will not be a large difference in expectations between males and females.

Objectives

1. To assess the economic effect on employment expectations, if any.

2. To assess expectations regarding wage, interviews, the application processes, job seeking tools, qualifications, etc.

Significance of the Study

It is important to understand the reason behind actions. Expectations often drive actions. By understanding the expectations towards the current job market in recent college graduates, institutions as well as corporations will be able to better understand and prepare for future employees. This study will provide educational systems as well as employers with the information needed to understand soon-to-be graduates' expectations towards the current job market. Through knowledge and planning ahead, employers can help lessen new workers reality-shock when entering the workforce. Since unmet expectations often result in burnout, by preparing workers better for employer expectations, employers may be able to increase job productivity by creating a positive environment for workers.

Chapter 2

LITERATURE REVIEW

What is a Survey?

In order to fully understand the dynamics around a survey, a survey must first be defined. A survey is an information-collection method used to describe, compare, or explain individual and societal feelings, knowledge, values, preferences and behaviors (Fink, 1). Through survey research, we are able to gather information from a target population in order to understand and predict some aspects of their behavior (Tull, 111). Surveys can either be cross-sectional (where the data is collected at one point in time) or longitudinal (where the data is collected at several points in time in order to report changes over time) (Darkwa, 9).

Surveys are a useful form of data collection. Surveys are easily administered, scored, and coded. Surveys allow the researcher to determine the values and relations of variables and constructs. Surveys can be used to predict behavior and help confirm and quantify the findings of qualitative research. They can be generalized to other members of the population as well as similar populations. Surveys provide objective ways of comparing responses over different groups, times, and places due to the fact that they can be reused and redistributed (Newsted, 553).

There are many different styles of surveys. The style selected often depends on the three main modes of distribution: personal, mail, or telephone (Payne, 61). One of the most frequently used methods for collecting data in research studies is the self-administered questionnaire. Self-administered questionnaires are "instruments used to collect information from people who complete the instruments themselves" (Boroque, 23). The questionnaire is exclusively visual and done often by a paper and pencil technique or by electronic data

collection. Advantages of self-administered surveys are the following: captive population, information is obtained immediately, as well as high response rate. Disadvantages include the survey being limited to "on-site" respondents, respondents must be able to read, see and write, a possible bias from the administrator, and possible annoyance factor. Mail surveys can be distributed either through mail or email. Mail surveys provide the benefit of being able to complete the survey at a time of convenience, in a place of convenience, are able to reach a large geographical area, and are great for sensitive issues. However, mail surveys are used less frequently due to "non-response bias" (Armstrong, 396). Furthermore, mail surveys can be costly and time consuming. Lastly, telephone survey pros include the following: conductors can use computer-assisted interview software to help with prompts and survey navigation, conductors can assist respondents with unfamiliar words, it is a fast method, and reliable for sensitive information. Telephone surveys often result in low response rates, unwillingness of respondents to cooperate, uncompleted surveys, and high costs (Fink, 138-140).

Before conducting a survey, the researcher must select an unbiased sample population to be tested. Bias occurs if a group of people are selected to complete a survey and do not accurately represent the population (Alreck, 40-42). A population is the entire group of people that is examined by the researcher, and the population includes every individual that makes up a selected group of people. An unbiased population can be selected through the following methods of collection: simple random sampling, stratified sampling, cluster sampling, and systematic sampling. Simple random sampling uses random selection where every person in the population has an equal chance of participating in the survey. Stratified sampling first places the population into homogenous groups and then applies random

sampling to determine the sample population being tested. Cluster sampling is where specific geographic areas are chosen, and people are selected proportionally from each geographic area. A researcher may decide to use systematic sampling where the researcher chooses a number usually between one and ten. In the case where the number chosen was five, every fifth person on a list is selected to complete a survey (Salant, 60-62). By decreasing bias though the use of one of these sampling methods, the researcher can provide more accurate results.

Random sampling will ensure a more unbiased population group and can be performed using cryptography, drawing, random numbers, cards, coins, and dice. Cryptography has every observer pick a random number and commit to it. Then, when everyone has committed their number, the numbers are revealed and summed by modulo operation to a number N. Drawing using a selection where some form of ticket is mixed then drawn from a hat or a box can provide a random number. Or, random number charts are available that can provide charts randomly generated and filled with random numbers (10) as a basis for selection. For example, first the administrator picks a number between 1 and 100, this is the row selected and then picks a number between 1 and 7 for the column number. Cards may be used in random sampling. Only the cards with 1 to 10 faces are used, shuffled, and randomly drawn. A coin may be used by assigning one side of the coin one number and the other side a different number. When the coin is flipped whatever side it lands on will be the selection. Dice are another form of random selection. Often, ten sided dice are used. The dice is shaken in a cup and thrown out onto a flat surface to ensure unbiased results (Cordero, 1). All these forms may be used in random selection.

Next, an appropriate sample size/population size must be selected to ensure the most

accurate results. Sampling size may be determined through a calculation. The calculation requires the researcher to know the correct population size, confidence level and confidence interval. To ensure unbiased data, the researcher will want to use a confidence level of either 95% or 99%. Ultimately, the sample size of the survey is determined by how much sampling error is tolerated by the person conducting the survey (Salant, 60). Also, the larger the sample size, the more the results truly reflect the population (Moher, 122).

The basic objective to remember when writing a self-administered questionnaire is to simplify the respondent's task. First, a question should be written that is closed ended, meaning the question is able to stand-alone. All information needed to answer each question should be provided within the questionnaire. Here the objective is to simplify the respondent's task by ensuring that he/she will be able to complete the survey without outside assistance. Second, questions asking respondents to rank lists on an importance scale should make the lists as brief as possible. This is to avoid the "primacy effect" - the tendency in respondents to select the first applicable response they come to rather than reviewing all possible options and then answering (Bourque, 20). Third, questions should be written in an all-inclusive fashion. There should be at least one option in each question that each respondent can comfortably choose to describe his/her attitude, behavior, knowledge, or characteristic. Often in surveys this means creating a "not applicable," "none of the above," or "other" option (Bourque, 21). By following these three rules in writing a selfadministered questionnaire, the respondent's task will be simplified, thus creating less chance for error in the results.

Questions should be carefully written in an unbiased fashion. Evidence indicates that serious response errors can, and do, occur with factual questions. Survey responses can be

sensitive to the precise wording, format and placement of the question being asked (Kalton, 54). For this reason, persuasive and connotative words should not be used.

SPSS:

SPSS, Statistical Package for the Social Science, is a predictive analytic computer software used to provide statistical analysis of data. SPSS allows for in-depth data access and preparation, analytical reporting, graphics and modeling. By combining advanced analytics with decision optimization, SPSS is able to reach predictive analytics. Furthermore, by placing certain constraints on the data, known as specification limiters, SPSS is capable of finding the significance, known as P-value, between the two or more variables of focus (About SPSS Inc).

P-value is "the probability of obtaining, by chance, a result at least as extreme as that observed, even when the null hypothesis is true and no real difference exists" (Medical Dictionary). The P value may be noted as a decimal: P <.02 meaning the likelihood the occurrence tested happened by chance alone is less than 2%. The lower the P value, the less likely the finding would occur by chance alone. A p-value less than or equal 0.05 is often deemed significant and the null hypothesis is rejected. A p-value greater than .05 is deemed insignificant and the null hypothesis is thus accepted. SPSS will be used to test and analyze the significance of all data obtained from the student surveys.

SPSS is able to perform a number of statistical tests such as a t-test, chi-square test, independent sample t-test, and one-way ANOVA. A t-test allows the conductor to test for any missing data, shows the basic number of respondents for each answer pertaining to the question being tested, and examples P-values. A chi-square test is used when testing whether or not there is a relationship between two categorical variables. A relationship exists

between the two variables if there is a significant P-value of 0.05 or less. An independent sample t-test is used to compare the relationship (or means) of a normally distributed interval dependent variable for two independent groups. The independent sample t-test will tell the conductor whether or not there is a statistically significant difference between the mean of the two different groups being tested. Finally a one-way ANOVA (analysis of variance) is used when testing a categorical independent variable (with two or more categories) with a normally distributed interval dependent variable. A one-way ANOVA tests for differences in the means of the dependent variable broken down by the levels of the independent variables. The specific test to be used is dependent upon the type of variables being tested (SPSS Statistical Analyses).

There are three different types of variables to be looked at: categorical (a.k.a. nominal), ordinal, and interval. A categorical variable has two or more categories with no central ordering between the categories. A question dealing with categorical data will be a multiple choice style question where only one answer is chosen; however, the question has no right answer. An example of categorical data is gender and eye color. An ordinal variable is similar to a categorical variable except that there is a clear difference between the ordering of the variables. These questions are usually based in three categories (low, medium, and high). Examples of ordinal data are educational background, age, and income level. Interval data is similar to ordinal data except that the intervals between the values of the interval variable are equally spaced.

The Current Job Market

In today's shaky economy, the past belief that a college education results in a steady, high paying job, where jobs are plentiful and just awaiting students after graduation is just

that – a past belief. Current research reveals the dim outlook on college recruiting, the job market, and income.

The increase of unemployment and number of college graduates combined with a decrease in job availability may mean fewer opportunities for recent college graduates. As of March 2009, U.S. Bureau of Labor Statistics reported a nine-percent unemployment rate (Owens, 1). The unemployment rate has risen by more than 2.2 million people from 2008 (Economy at a Glance, 1). Furthermore, not only are there fewer jobs available, but also there is an increase in the number of college graduates. National Association Colleges and Employers (NACE) reported "colleges and universities will grant an estimated 1,585,000 bachelor's degrees [for the 2008-2009] school year, up from 1,544,000 in the 2007-2008 year and 1,506,000 the prior year (Tuna, 1). This means that college graduates have to compete with both newly graduated students and the large unemployed population. At the same time, companies are cutting back on hiring new employees. NACE reported that fifty-two percent of employers are going to decrease their earlier hiring projections for 2009 college graduates (Owens, 1). There is no doubt that the increase in college graduates with the decrease in job availability will result in a more competitive hiring environment.

Employers have shifted their hiring qualifications from recent years, often becoming more selective. For example, employers who previously may not have screened candidates by GPA are now going through this process. The same study conducted by NACE in 2009, revealed seventy percent of employers reported that they screen candidates by GPA, most often creating a cutoff at a B average (Owens, 2). This is a large increase when compared to sixty-four percent of employers reporting not having a minimum GPA requirement for college graduates for 2008 (College Job Market to Become More Competitive, 1).

Furthermore, not only are employers looking for an above average GPA, but also they are also now looking for work experience. Twenty percent of employers prefer to hire candidates with some sort of work experience, and only less than three percent said they don't factor in work experience when hiring college graduate candidates (Owens, 2). Job seekers with a below average GPA and without prior experience may find it difficult to land a job in the current economic downturn.

Furthermore, job seekers expecting an increasingly high starting salary may be disappointed. Rather than the current trend of an increase in starting salaries, the average starting salary will begin to level off and even decline in some cases. Although there was a four percent increase in starting salary for college graduates from 2007 to 2008, 2009 college graduates are expected to see cuts in starting salary. More than one-fifth of employers are expected to offer lower entry-level salaries to recent graduates (College Job Market to Become More Competitive, 1). Not only are there general cutbacks for starting salary wages, on average, women on average earn 80 percent of what men make (Queni-Petrela, 2).

Expectations in the Job Market

No matter what undergraduate level a student is in, most students have certain expectations about the job market upon graduation. These expectations may encompass income, job availability, modes of job seeking, modes of obtaining a job, employer expectations, etc. However, students with high expectations may be surprised how unrealistic their expectations were once they enter the job market. For instance, college graduates who reported high expectations prior to entering the job market soon lowered their expectations once in the job market (Marso, 43). These expectations may be linked to the unrealistic or high expectations soon-to-be graduates have regarding their future job market.

These unmet expectations often result in the current graduate experiencing severe job stress including anxiety about fitting in, knowing the right answer, meeting the expectations of others and of self, and coping with internal value (Brighid, 1142). Unrealistic expectations may further result in a form of reality-shock or even burnout. Burnout is negatively related to current job expectations, and positively related to job expectations at the time of initial employment and to changes in expectations (Bloom, 32).

In the current economic situation, soon-to-be graduates with unrealistically high expectations about the job market may experience high stress levels and burnout once in the workforce. Students that realistically prepare themselves for the changes in the job market will be more likely to have an easier transition into the workforce.

Chapter 3:

METHODOLOGY

Procedures for Data Collection

To determine Agribusiness/Wine and Viticulture's student expectations after graduation and whether or not the current state of the economy has any effect on their expectations, the use of a student survey was utilized. A total of 229 surveys were randomly distributed to numerous Agribusiness/Wine and Viticulture classes on the Cal Poly campus. Classes were chosen at random through a selection of major and support courses in the agribusiness department. Both lower division and upper division classes were selected to ensure that all levels of students were administered the survey.

Classes were chosen using the "drawing" method to ensure an unbiased sample selection. First, a list of all upper division and lower division classes in the Agribusiness Major was written out and separated. The classes were placed into a paper bag and shaken for fifteen seconds. Ten classes were then randomly drawn from the paper bag. The classes drawn at random in the first study were as follows: Agb 101, Agb 202, Agb 212, Agb 312,

Each survey consists of a series of 19 questions answered mainly by circling the best choice. Some questions utilized a numeric rating scale (i.e. 5 = Extremely Important, 4 = Very Important, 3 = Somewhat Important, 2 = Slightly Important, and 1 = Not at all Important). All answers were assigned a specific number. This format was followed to ensure the data was efficiently entered into the necessary statistical analysis program. Furthermore, each subject was assigned a number that coincides with the particular survey number (i.e. 1-300) in order to refer back to data at a later time.

The overall objective of the survey was to determine whether or not the current

economic situation had any effect, if at all, on student expectations. All questions were carefully written to determine each Agribusiness/Wine and Viticulture student's expectations after they graduate and whether or not the current economy had any effect on expectations.

By looking at particular gender, academic level, concentration, and GPA, questions one through five, as well as question fifteen determine the demographics of the subject group. Demographic questions were used to analyze "who" has a "certain" expectation. Also, within the demographic questions, the academic level was used as a target market. By using expected graduation date as a target market, the processor is able to test whether the current economic situation has different effects on students who are closer to graduation (Spring 09 to Summer 2011) from students farther from graduation (Fall 2011 and beyond).

The survey also includes a series of questions, six through ten, which test the confidence levels of students in finding a job. These questions test each student's expectations about confidence levels in finding a job, time it will take to find a job, number of applications sent out before getting a call back, time it will take for students to receive a call back after sending out their application, and number of interviews students will go on before landing a job. By testing these variables up against the target market, the conductor is able to determine whether differences exist in expectations based on class level as well as gender.

Questions thirteen, fourteen, and sixteen through nineteen were all designed to analyze student/employer expectations. These questions tie in ideas of what students feel the employer will be looking for prior to hiring a future employee, as well as what they look for once employed. The objectives of these questions are to test the realistic/unrealistic variability in student expectations. Furthermore, by testing these questions up against our

target market, the proctor will be able to support or reject the null hypothesis. If there is a significant difference between the two groups tested, then the hypothesis may/may not be supported. However, this is also dependent upon the level of expectations.

Questions eleven and twelve test the channels students use to obtain in finding a job. By testing these questions against the target market, the conductor will be able to determine whether students farther from graduation are expecting to use different tools than students closer to graduation. The questions were carefully constructed by Professor Eivis Qenani-Petrela and senior project student Emily Hedge.

Procedures for Data Analysis

After all surveys were completed and collected, the data was entered into SPSS.

When entering data into SPSS, a series of strategic steps must be followed in order to ensure more error-free results. The first step in entering data into SPSS is inputting the questions as variables. Once questions are assigned variables, each answer in the student survey must be inputted on a numeric basis. In processing data from the survey, the correct subject number must be used in order to refer back to it later. Once all data is entered into SPSS, the processor must run each question through a frequency test and filter out any missing data. Once all missing data is filtered out, the processor may begin running the t-tests for each question.

Next, the processor must create the first target variable out of question two. To do this, question two must first be recoded to create two different variables: answers one and two (Freshman and Sophomores) are combined to create the variable "Lower Level Classmen" and answers three and four (Junior and Seniors) are combined to create the

variable "Upper Level Classmen." By using academic level as a target market, the processor will be able to effectively test the hypothesis.

Question number one, gender, was also used as a target market to determine if there existed any differences between male and female answers. Question two does not have to be recoded because there are only two answers.

Two different series of tests must be run. The first series of tests examines the significance level of each question. Significance levels are accepted if the P-value is equal to or less than one and rejected if the P-value is greater than one. Only questions with significant data are analyzed. To run the first series of tests, the processor must run each question through a Chi-square test; however, questions fifteen must be run through an Independent T-test rather and a Chi-square test. Next, the second series of tests examines the significance level of each question in relation to the target question. Either a Chi-Square test of an Independent Sample T-Test must be run between the target variable and every question (i.e. question four and one, question four and two, question four and three, and so on) must be run. Once again, the procedure for accepting and rejecting the significant level -depends on the P-value. Overall, the hypothesis must be rejected if there is no significant difference between the two target groups. Once all data is collected, analyzed, and ran through SPSS, significant values must be analyzed.

Assumptions and Limitations

There are a few basic assumptions made before the survey is administered. When first distributing the surveys, it is assumed that each student surveyed has a basic understanding of the current economic state. Furthermore, the test is limited to testing only Agribusiness/Wine and Viticulture student's expectations and does not represent the

expectations of the entire college. Since the tests are being distributed to Agribusiness/Wine and Viticulture major and support courses, it is assumed that all participants are in the College of Agriculture's Agribusiness or Wine and Viticulture program.

Chapter 4:

RESULTS

Analysis:

All questions were divided into four different groups depending on the target question: Demographics, Confidence, Tools, and Job Factors. The demographic questions cover gender, academic level, concentration, expected graduation date, and overall GPA (Q 1-5). The confidence group covered questions testing the overall confidence level of students in finding a job upon graduation. These questions were not only designed to test confidence levels of students but to assess how confident they are in the job market in the current recession (Q 6-10, 13, 16-19). Questions falling into the Tools category test assess the expected tools students plan to use to obtain a job (Q 11, 12). The Job Factor category covers the desirability and importance level of different job factors/attributes to the tested students (Q 14, 15). Each question was carefully written to achieve the overall objective of the senior project: determine whether or not there exists a difference between lower division freshman and sophomores compared to upper division junior and senior's expectations towards the job market.

*** Answers in Graphs are in 100 point scale to represent percents.

Overall Demographics:

Two hundred and twenty nine students were tested. The majority of subjects were male, freshman with a concentration of Agribusiness Marketing, had an above 3.5 GPA, and plan on gradating the Spring or Summer of 2013. Over sixty percent of the students tested were male can be explained by the mere fact that Cal Poly is largely male dominant. While sixty nine percent of students tested fell into the Freshman/Sophomore category, thirty-one

percent of participants were in the Junior/Senior category. Nearly half of all participants were either declared or planned on declaring Agribusiness Marketing as their concentration which was the number one choice followed by Wine Business and International Marketing. Nearly half of the participants have a GPA of 3.5 or above and over three-fourths of students had a GPA between 2.6 and 2.9.

| GENDER | |
|--------|------|
| Male | 61.1 |
| Female | 38.9 |

| ACADEMIC LEVEL | |
|----------------|------|
| Freshman | 65.5 |
| Sophomore | 3.5 |
| Junior | 4.4 |
| Senior | 26.6 |

| DECLARIED CONCENTRATION/ EXPECTED CONCENTRATION | | |
|---|------|--|
| Agribusiness Marketing | 45.0 | |
| Wine Business | 15.8 | |
| International Agribusiness Marketing | 11.3 | |
| Agribusiness Finance and Appraisal | 10.8 | |
| Farm and Ranch Management | 8.6 | |
| Agribusiness Policy | 5.0 | |
| Other | 2.3 | |
| Individualized Course of Study | 1.4 | |

| GPA | |
|------------|------|
| Below 2.0 | 1.3 |
| 2.0 to 2.5 | 6.1 |
| 2.6 to 2.9 | 14.4 |
| 3.0 to 3.4 | 26.2 |
| 3.5 to 4.0 | 48.0 |

| EXPECTED GRADUATIONS DATE | |
|----------------------------|------|
| Spring 2009 or Summer 2009 | 1.3 |
| Fall 2009 or Winter 2010 | 8.6 |
| Spring 2010 or Summer 2010 | 10.5 |
| Fall 2010 or Winter 2011 | 5.2 |
| Spring 2011 or Summer 2011 | 3.5 |
| Fall 2011 or Winter 2012 | 1.7 |
| Spring 2012 or Summer 2012 | 3.5 |

| Fall 2012 or Winter 2013 | 0.9 |
|----------------------------|------|
| Spring 2013 or Summer 2013 | 56.3 |
| Fall 2013 or later | 8.7 |

Overall Confidence Levels:

Confidence questions are divided into different areas: confidence in finding a job, confidence in salary, and confidence regarding the economic impact on the job market.

Confidence in Finding a Job:

The majority of students tested are somewhat confident that they will find a job right after they graduate. Nearly half of all students tested were either in the extremely confident or very confident category. Nearly one-fifth of students were slightly confident and less than two percent of students were not at all confident.

Nearly half of all students felt they would send out six to ten applications before getting an interview and over ¹/₄ said they would get an interview after sending out zero to five job applications. Three-fourths of students felt it would take one to two weeks to get a call back.

Nearly 45% of students expect to go on one to three interviews before receiving a job offer; while 43% expect to go on four to six interviews.

Although the majority of students are at least somewhat confident that they will find a job right after graduation, nearly thirty-seven percent of the same students feel that it will take roughly two to three months after graduation to find a full time job.

| CONFIDENCE IN FINDING A JOB RIGHT AFTER GRADUATION | | |
|--|------|--|
| Extremely Confident | 15.3 | |
| Very Confident | 32.8 | |
| Somewhat Confident | 37.6 | |
| Slightly Confident | 12.7 | |
| Not at all Confident | 1.7 | |

| EXPECTED NUMBER OF APPLICATIONS NEEDED BEFORE RECEIVING A CALL BACK/INTERVIEW | | |
|--|------|--|
| 0 to 5 | 31.1 | |
| 6 to 10 | 48.2 | |
| 11 to 30 | 17.1 | |
| 31 to 50 | 2.6 | |
| 51 to 100 | 0.4 | |
| More than 100 | 0.4 | |

| TIME IT WILL TAKE TO REVICE A CALL BACK AFTER | |
|---|------|
| SENDING OUT A RESUME | |
| Less than one week | 13.5 |
| One to two weeks | 65.9 |
| About one month | 19.2 |
| Two to three months | 1.3 |
| More than three months | 0 |

| EXPECTED NUMBER OF INTERVIEWS ATTENDED BEFORE RECEIVING A JOB OFFER | |
|--|------|
| 1 to 3 | 44.7 |
| 4 to 6 | 43.0 |
| 7 to 10 | 10.5 |
| Over 10 | 1.8 |

| UPON GRADUATION, HOW LONG WILL IT TAKE TO GET A FULL-TIME JOB? | |
|--|-------|
| I will already have a job lined up | 17.05 |
| A few weeks, a month at most | 15.3 |
| Roughly two to three months | 36.7 |
| More than three months | 6.1 |
| I have no idea | 24.5 |

Confidence in Salary:

Over one-fifth of students believe that they will have a starting salary between

40,000 and 44,999, and that within two years salary will increase 25% to 50,000 to

\$59,999. Over 16% of students expect their starting salary to be between \$45,000 and

\$54,000.

| EXPECTED STARTING SALARY (YEARLY) | |
|-----------------------------------|------|
| Less than \$20,000 | 4.1 |
| \$20,000 to \$29,999 | 9.5 |
| \$30,000 to \$34,999 | 11.3 |
| \$35,000 to \$39,999 | 14.9 |
| \$40,000 to \$44,999 | 20.7 |
| \$45,000 to \$54,999 | 16.7 |
| \$55,000 to \$65,000 | 12.2 |
| Over \$65,000 | 10.8 |

| EXPECTED SALARY AFTER TWO YEARS IN THE WORK | | |
|---|------|--|
| FORCE (YEARLY) | | |
| \$20,000 to \$29,999 | 3.2 | |
| \$30,000 to \$39,999 | 5.9 | |
| \$40,000 to \$49,999 | 12.2 | |
| \$50,000 to \$59,999 | 21.2 | |
| \$60,000 to \$69,999 | 17.6 | |
| \$70,000 to \$79,999 | 16.7 | |
| \$80,000 to \$89,999 | 11.3 | |
| \$90,000 to \$99,999 | 4.1 | |
| \$100,000 and above | 8.1 | |

Economic Impact on Job Market

Nearly 90% of all students feel that the current economic situation will make finding a job harder for them upon graduation. Around 8% of total students tested felt that it would have no effect on the job market and only 3% felt that it would make finding a job easier.

The level of economic impact on income, job availability, benefits, and location of available jobs were tested. In all categories, the majority of students felt that each was at least somewhat impacted. Half of all students felt that income is very impacted by the current economic situation while over one forth of them felt that income is extremely impacted by the economy. Over 80% of all students felt that job availability was either extremely or very impacted by the economic situation. Nearly 70% of students felt that the economy very or somewhat impacts benefits. The majority of students feel that the location of jobs available are somewhat impacted by the economic situation.

| DO YOU FEEL THE ECONOMY WILL MAKE FINDING A JOB | |
|---|------|
| Easier | 3.1 |
| Harder | 86.0 |
| No Effect | 7.9 |

| LEVEL OF ECONOMIC IMPACT ON INCOME | |
|------------------------------------|------|
| Extremely Impacts | 26.7 |
| Very Impacted | 50.7 |
| Somewhat Impacts | 18.4 |
| Slightly Impacts | 4.1 |
| Not at all Impacts | 0.0 |

| LEVEL OF ECONOMIC IMPACT ON JOB AVAILABILITY | |
|---|------|
| Extremely Impacts | 44.5 |
| Large Impact | 37.2 |
| Somewhat Impacts | 13.3 |
| Slightly Impacts | 4.1 |
| Not at all Impacts | 0.9 |

| LEVEL OF ECONOMIC IMPACT ON BENEFITS | |
|--------------------------------------|------|
| Extremely Impacts | 19.6 |
| Very Impacts | 34.2 |
| Somewhat Impacts | 35.6 |
| Slightly Impacts | 10.0 |
| Not at all Impacts | 0.5 |

| LEVEL OF ECONOMIC IMPACT ON LOCATION OF JOB | |
|---|------|
| Extremely Impacts | 17.9 |
| Very Impacts | 29.4 |
| Somewhat Impacts | 32.1 |
| Slightly Impacts | 16.5 |
| Not at all Impacts | 4.1 |

Overall Tools Used:

This section covers the tools students expect to utilize in their effort to obtain a job. The top four tools students plan to use to find a job are (in descending order) internships, the internet, by word of mouth, and using the Cal Poly Job Fair. Around 80% of students stated that they expect to use an internship or the internet to find a job. The top three tools perceived as most helpful are (in descending order) internships, the internet, and the Cal Poly

Job Fair. Over one-third of students believe the most useful tool to be an internship.

| EXPECTED TOOLS USED TO FIND/OBTAIN A JOB | |
|--|------|
| Internship 81.2 | |
| Internet | 79.0 |
| Word of Mouth | 63.3 |
| Cal Poly Job Fair | 61.0 |
| Newspaper | 37.6 |
| Other Job Fairs | 34.1 |
| Craigslist | 33.2 |
| SloJobs.com | 31.9 |
| Other | 11.8 |
| Facebook and/or Myspace | 3.5 |

| MOST HELPFUL/ USEFUL TOOL USED TO FIND A JOB | |
|--|------|
| Internship | 37.7 |
| Internet | 28.7 |
| Cal Poly Job Fair | 13.0 |
| Word of Mouth | 12.1 |
| SloJobs.com | 2.7 |
| Other | 2.7 |
| Craigslist | 1.3 |
| Newspaper | 0.9 |
| Other Job Fairs | 0.9 |

Overall Job Factors:

The top three most important factors/ attributes in a job for students are a comfortable living wage, opportunities for advancement/development, and happiness in the workforce. More than half of all students ranked a comfortable living wage in their top three. Over half of all students polled believe the top three most important factors to employers are reliability, hard working, and self-motivation.

Job factors were ranked on an importance scale of one to five, one being not at all important and five being extremely important. The majority of students found happiness in the workforce to be an extremely important job factor. The majority of students found the following job factors to be very important: feeling comfortable, having a high income, the location of their job, intellectually stimulating work, having benefits, and being rewarded for hard work. Fitting in with co-workers, having flexible work hours, and having a title within the company were all considered somewhat import by the majority of students polled. None of the majority of students felt that any of the job factors were slightly or not at all important.

Job factors were placed in descending mean order. The top three most important job factors are happiness in the workforce, having benefits, and feeling comfortable in a work environment. The three least important job factors are fitting in with co-workers, flexible work hours, and a title within the company.

Over two-thirds of students believe that their future employer will take their GPA into account when hiring them.

| PERSONAL TOP THREE MOST IMPROTANT FACTORS/ATTRIBUTES IN A JOB | | | |
|---|------|--|--|
| A comfortable living wage | 54.6 | | |
| Opportunities for | 41.9 | | |
| advancement/development | | | |
| Happiness in the workforce | 41.5 | | |
| Interesting Work | 31.9 | | |
| Job Security | 29.7 | | |
| Location of Job | 28.4 | | |
| Health Insurance/Benefits | 28.4 | | |
| Being Rewarded for hard work | 15.7 | | |
| Fitting in with co-workers | 13.5 | | |
| Flexible work hours | 7.4 | | |

| EMPOLOYER TOP THREE MOST IMPROTANT FACTORS/ATTRIBUTES IN A | | | |
|--|---------------|--|--|
| JOB (PERCEIVE | D BY STDUENT) | | |
| Reliability | 59.4 | | |
| Hard Worker | 56.8 | | |
| Self-Motivated | 50.7 | | |
| Getting work in on time | 39.9 | | |
| Educational Background | 29.7 | | |
| Prior Experience | 28.8 | | |
| Getting along with other employees | 17.5 | | |
| Flexible work hours | 3.9 | | |

IMPORTANCE OF JOB FACTORS

| | Extremely | Very | Somewhat | Slightly | Not at all |
|---------------------------------|-----------|-----------|-----------|-----------|------------|
| | Important | Important | Important | Important | Important |
| Fitting in with Co-Workers | 12.7 | 40.2 | 41.9 | 3.9 | 0.0 |
| Feeling Comfortable | 25.3 | 57.2 | 15.3 | 0.9 | 0.9 |
| High Income | 27.5 | 48.9 | 21.8 | 0.9 | 0.4 |
| Happiness in the Workforce | 52.0 | 38.0 | 8.3 | 0.9 | 0 |
| Location of Job | 18.3 | 42.4 | 33.6 | 3.9 | 0.9 |
| Being rewarded for hard work | 29.7 | 42.4 | 23.6 | 3.5 | 0.4 |
| Having Benefits | 37.1 | 45.9 | 14.8 | 1.7 | 0.0 |
| Intellectually Stimulation Work | 18.5 | 38.8 | 35.2 | 6.6 | 0.9 |
| Title within the company | 12.2 | 27.9 | 45.4 | 12.7 | 1.3 |
| Flexible work hours | 16.2 | 34.9 | 38.0 | 10.5 | 0.0 |

| MEAN IMPORTANCE OF JOB FACTORS | | |
|---|-------|--|
| | Mean | |
| Happiness in the workforce | 88.46 | |
| Having benefits | 83.77 | |
| Feeling Comfortable in work environment | 81.14 | |
| High Income | 80.53 | |
| Being rewarded for hard work | 79.56 | |
| Location of job | 74.80 | |
| Intellectually Stimulating | 73.48 | |
| Fitting in with co-workers | 72.48 | |
| Flexible work hours | 71.40 | |
| Title within the company | 67.46 | |

| DO YOU BELIEVE FUTURE EMPLOYERS WILL | | |
|--------------------------------------|------|--|
| TAKE GPA INTO ACCOUNT WHEN HIRING? | | |
| Yes | 65.9 | |
| No | 34.1 | |

Lower vs. Upper Division Classmen

Question two was recoded into two different variable groups so that tests could be run to compare answers from upper level students and lower level students. Junior and Seniors were grouped together to form "Upper Level Students" and Freshman and Sophomores were grouped together to from "Lower Level Students." The new variables were run against each question to determine whether or not a significant difference between the two groups exists. Only questions with P-value of less than or equal to 0.05 were recorded and considered significant. All data below was tested against the target market and had a P-value of less than or equal to 0.05 at a 95.0% confidence level. Data with a P-value greater than 0.05 was considered insignificant and is not represented in data/graphs below.

Demographics vs. Lower/Upper Level Classmen:

There exists a significant difference between lower and upper division classmen and their GPA. While 71.8% of lower level students had a GPA of 3.5 to 4.0, only 5.6% of upper level students had the same GPA. This is likely due to the large amount of incoming freshman polled who might have used their high school GPA, considering this question was asked their first quarter of college. The largest group of upper level students (38.0%) had a GPA of 2.6 to 2.9, while this only made up 4% of lower level classmen.

| GPA VS. LOWER/UPPER | | | | |
|---------------------|----------------------|----------------------|----------------|--|
| | Lower Level Students | Upper Level Students | Total Students | |
| Below 2.0 | 0.7 | 2.8 | 1.3 | |
| 2.0 to 2.5 | 1.3 | 16.9 | 6.1 | |
| 2.6 to 2.9 | 4.0 | 38.0 | 14.4 | |
| 3.0 to 3.4 | 22.8 | 36.6 | 26.2 | |
| 3.5 to 4.0 | 71.1 | 5.6 | 48.0 | |
| | 100.0 | 100.0 | 100.0 | |

P-Value 0.000 Chi-Square Test

Confidence Levels vs. Lower/Upper Level Classmen:

Confidence in Finding a Job

The majority of lower level students are very confident in finding a job after graduation, expect to go on one to three interviews before receiving an interview, and expect

it to take two to three months before landing a job; while the majority of upper level students

are somewhat confident in finding a job after graduation, expect to go on four to six

interviews, and have it take two to three months to land a job.

| CONFIDENCE IN FINDING A JOB RIGHT AFTER GRADUATION VS. | | | | | | |
|--|--|-------|-------|--|--|--|
| | LOWER/UPPER | | | | | |
| | Lower Level Students Upper Level Students Total Students | | | | | |
| Extremely Confident | 17.1 | 11.3 | 15.3 | | | |
| Very Confident | 41.8 | 12.7 | 32.8 | | | |
| Somewhat Confident | 34.8 | 43.7 | 37.6 | | | |
| Slightly Confident | 4.4 | 31.0 | 12.7 | | | |
| Not at all Confident | 1.9 | 1.4 | 1.7 | | | |
| | 100.0 | 100.0 | 100.0 | | | |

P-Value 0.000 Chi-Square Test

EXPECTED NUMBER OF INTERVIEWS ATTENDED BEFORE RECEIVING A NUMBER OF INTERVIEWS BEFORE RECEIVEING A JOB OFFER VS. LOWER/UPPER

| | Lower Level | Upper Level | Total |
|---------|-------------|-------------|----------|
| | Students | Students | Students |
| 1 to 3 | 48.7 | 35.7 | 44.7 |
| 4 to 6 | 43.0 | 42.9 | 43.0 |
| 7 to 10 | 7.0 | 18.6 | 10.5 |
| Over 10 | 1.3 | 2.9 | 1.8 |
| | 100.0 | 100.0 | 100.0 |

P-value 0.033 Chi-Square Test

| TIME IT TAKES TO GET A FULLTIME JOB VS. LOWER/UPPER | | | | |
|---|----------------------|----------------------|----------------|--|
| | Lower Level Students | Upper Level Students | Total Students | |
| I will already have a job | 20.3 | 11.3 | 17.05 | |
| lined up | | | | |
| A few weeks, a month at | 13.9 | 18.3 | 15.3 | |
| most | | | | |
| Roughly two to three | 33.5 | 43.7 | 36.7 | |
| months | | | | |
| More than three months | 3.2 | 12.7 | 6.1 | |
| I have no idea | 29.1 | 14.1 | 24.5 | |
| | | | 100.0 | |

P-value 0.003 Chi-Square Test

Tools vs. Lower/Upper Level Classmen:

The only two tools with a significant difference between the tool and lower/upper

division classmen were the Cal Poly Job Fair and Internships. More upper level students

than lower level students plan to use the Cal Poly Job Fair to find a job while more lower level classmen plan to use an internship to find a job.

Half of all lower level students feel that the most helpful tool to find a job is by word of mouth, while only ten percent of upper level students felt that word of mouth was the most helpful tool. Forty percent of upper level students felt that the internet is the most helpful tool to find a job while less than one-fourth of lower level students selected the internet.

| EXPECTED TOOLS USED TO FIND A JOB VS. LOWER/UPPER | | | | |
|---|-------------|-------------|---------|--|
| | Lower Level | Upper Level | P-Value | |
| | Students | Students | | |
| Cal Poly Job Fair | 56.3 | 71.8 | 0.023 | |
| Internship | 84.8 | 73.2 | 0.038 | |

Chi-Square Test

| MOST HELPFUL/ USEFUL TOOL USED TO FIND A JOB VS. LOWER/UPPER | | | |
|--|----------------------|----------------------|----------------|
| | Lower Level Students | Upper Level Students | Total Students |
| Internet | 23.4 | 40.6 | 37.7 |
| SloJobs.com | 3.9 | 0.0 | 28.7 |
| Craigslist | 0.6 | 2.9 | 13.0 |
| Newspaper | 0.6 | 1.4 | 12.1 |
| Cal Poly Job Fair | 9.1 | 21.7 | 2.7 |
| Internship | 1.3 | 0.0 | 2.7 |
| Word of Mouth | 50.0 | 10.1 | 1.3 |
| Facebook/Myspace | 7.8 | 21.7 | 0.9 |
| Other | 3.2 | 1.4 | 0.9 |
| | | | 100.0 |

P-Value 0.000 Chi-Square Test

| TAKING GPA INTO ACCOUNT WHEN HIRING VS. LOWER/UPPER | | | |
|---|-------------|----------------------|----------------|
| | Lower Level | Upper Level Students | Total Students |
| | Students | | |
| Yes | 70.8 | 55.1 | 65.9 |
| No | 29.2 | 44.9 | 34.1 |
| | | | 100.0 |

P-Value 0.022 Chi-Square Test

Job Factors vs. Lower/Upper Classmen

There exists a difference between the personal and employer top three most important

factors in a job and lower/upper level students. Twice as many upper level students than

lower level students thought that fitting in with co-workers was an important personal factor. Nearly two thirds of lower level students felt that reliability was in the top three most important factors for employers while less than half of upper level students put reliability in their top three. Upper level students felt that being self-motivated was more important to employers than lower level students did.

There exists a difference between lower and upper level classmen and the mean

importance of fitting in with co-workers. More females than males feel that fitting in with

co-workers is important.

| PERSONAL TOP THREE MOST IMPORTANT FACTORS/ATTRIBUTES IN A JOB VS. LOWER/UPPER | | | | |
|--|-------------|----------------------|----------------|--|
| | Lower Level | Upper Level Students | Total Students | |
| | Students | | | |
| Fitting in with co- | 9.5 | 22.5 | 13.5 | |

P-Value 0.008 Chi-Square Test

| EMPLOYER TOP THREE MOST IMPROTANT FACTORS/ATTRIBUTES IN A | | | | | |
|---|-------------|-------------|----------|---------|--|
| JOB (PERCEIVED BY STUDENT) VS. LOWER/UPPER | | | | | |
| | Lower Level | Upper Level | Total | P-Value | |
| | Students | Students | Students | | |
| Reliability | 64.6 | 47.9 | 59.4 | 0.018 | |
| Self-Motivated | 43.2 | 60.6 | 50.7 | 0.044 | |

Chi-Square Test

workers

| MEAN IMPORTANCE OF JOB FACTORS VS. LOWER/UPPER | | | | |
|--|-------|-------|--|--|
| Male Female | | | | |
| Fitting in with co-workers | 71.35 | 85.00 | | |

P-Value 0.000 Independent Sample T-Test

Gender: Male vs. Female Students

Question number one asks the students gender. The test population group was

comprised of 61% males 39% females. Gender was tested against all other variables

(questions) to determine if there exists a significant difference between the answers given by

male and female students. Only answers with a P-value of 0.05 or less were considered

significant. A 95.0% confidence level was used.

Confidence vs. Gender

The majority of males reported being very confident in being able to find a job after graduation while the majority of females reported being somewhat confident.

| CONFIDENCE IN FINDING A JOB AFTER GRADUATION VS. GENDER | | | | |
|---|------|--------|-------|--|
| | Male | Female | Total | |
| Extremely Confident | 20.7 | 6.7 | 15.3 | |
| Very Confident | 38.6 | 23.6 | 32.8 | |
| Somewhat Confident | 30.7 | 48.3 | 37.6 | |
| Slightly Confident | 8.6 | 19.1 | 12.7 | |
| Not at all Confident | 1.4 | 2.2 | 1.7 | |
| | 100 | 100 | 100 | |

P-value 0.000 Chi-Square Test

Tools vs. Gender

There was a significant difference between males and females and the tools they expect to use to find a job. Females reported a higher expected usage of slojobs.com, craigslist, the Cal Poly Job Fair and internships to find a job. Nearly ninety percent of females expect to use an internship to get a job, while only seventy percent of males plan to use an internship to find a job. The female expected use of slojobs.com as well as craigslist to find a job is nearly twice as high as the male expected use.

| EXPECTED TOOLS USED TO FIND A JOB VS. GENDER | | | | | |
|--|------|--------|-------|---------|--|
| | Male | Female | Total | P-Value | |
| SloJobs.com | 25.0 | 42.7 | 31.9 | 0.005 | |
| Craigslist | 26.4 | 43.8 | 33.2 | 0.006 | |
| Cal Poly Job Fair | 55.0 | 70.8 | 61.1 | 0.005 | |
| Internship | 75.7 | 89.9 | 81.2 | 0.007 | |

Chi-Square Test

Job Factors vs. Gender

While one-fifth of males reported "being rewarded for hard work" as one of three most important personal factors in a job, less than one-tenth of females found this to be among of the top three most important job factors.

Also, there exists a difference between sexes in the mean importance of having intellectually stimulating work. A higher number of females than males felt that having an intellectually stimulating job was important.

| PERSONAL TOP THREE MOST IMPROTANT FACTORS/ATTRIBUTES IN A JOB | | | | | |
|---|------|--------|-------|--|--|
| VS. GENDER | | | | | |
| | Male | Female | Total | | |
| Being rewarded for hard work | 20.7 | 7.9 | 15.7 | | |

P-value 0.009 Chi-Square Test

| GENDER VS. MEAN IMPORTANCE OF JOB FACTORS | | | | |
|---|-------|--------|-------|--|
| | Male | Female | | |
| Intellectually Stimulating | 71.35 | | 85.00 | |

P-Value 0.03 Independent Sample T-Test

Economic Impact vs. Gender

The majority of both males and females tested feel that the current economic situation has a large impact on their expected income; however, while one third of females feel that income will be extremely impacted, only one fifth of males do.

While the majority of males (41.5%) feel that benefits will be somewhat impacted by the current economic situation, the same percent/majority of females feel that benefits will only be slightly impacted.

Nearly 100% of females stated that the current economic situation will make finding a job harder. More than 80% of males feel the economy will make finding a job harder, about 12% felt there is no effect and 5% stated it would make finding a job easier. The majority of females, about twenty percent, believe their starting salary after college will be between \$30,000 and \$34,999. The majority of males, on the other hand, reported an expected ten thousand dollar increase from that of the females expected starting salary - \$40,000 to \$44,999.

| LEVEL OF ECONOMIC IMPACT ON INCOME VS. GENDER | | | | |
|---|-------|--------|-------|--|
| | Male | Female | Total | |
| Extremely Impacted | 20.7 | 36.6 | 26.7 | |
| Large Impact | 51.1 | 50.0 | 50.7 | |
| Somewhat Impacted | 21.5 | 13.4 | 18.4 | |
| Slightly Impacted | 6.7 | .0 | 4.1 | |
| Not at all Impacted | 0 | 0 | 0 | |
| | 100.0 | 100.0 | 100.0 | |

P-value 0.007 Chi-Square Test

| LEVEL OF ECONOMIC IMPACT ON BENEFITS VS. GENDER | | | | |
|---|-------|--------|-------|--|
| | Male | Female | Total | |
| Extremely Impacted | .7 | .0 | .5 | |
| Very Impacted | 12.6 | 6.0 | 10.0 | |
| Somewhat Impacted | 41.5 | 26.2 | 35.6 | |
| Slightly Impacted | 29.6 | 41.7 | 34.2 | |
| Not at all Impacted | 15.6 | 26.2 | 19.6 | |
| | 100.0 | 100.0 | 100.0 | |

P-value 0.022 Chi-Square Test

| DO YOU FEEL THE ECONOMY WILL MAKE FINDING A JOB VS. GENDER | | | | |
|--|-------|--------|-------|--|
| | Male | Female | Total | |
| Easier | 5.1 | .0 | 3.2 | |
| Harder | 82.6 | 98.8 | 88.7 | |
| No Effect | 12.3 | 1.2 | 8.1 | |
| | 100.0 | 100.0 | 100.0 | |

P-Value 0.001 Chi-Square Test

| EXPECTED STARTING SALARY AFTER GRADUATION VS. GENDER | | | | |
|--|------|--------|-------|--|
| | Male | Female | Total | |
| Less than \$20,000 | 2.2 | 7.1 | 4.1 | |
| \$20,000 to \$29,999 | 3.6 | 18.8 | 9.5 | |

| \$30,000 to \$34,999 | 5.8 | 20.0 | 11.3 |
|----------------------|------|------|------|
| \$35,000 to \$39,999 | 14.6 | 15.3 | 14.9 |
| \$40,000 to \$44,999 | 23.4 | 16.5 | 20.7 |
| \$45,000 to \$54,999 | 22.6 | 7.1 | 16.7 |
| \$55,000 to \$65,000 | 15.3 | 7.1 | 12.2 |
| Over \$65,000 | 12.4 | 8.2 | 10.8 |
| | 100 | 100 | 100 |

P-value 0.000 Chi-Square Test

CHAPTER 5

SUMMARY, CONCLUSION, RECOMMENDATIONS

<u>Summary</u>

Majority of Students Polled:

Two hundred and twenty nine students were surveyed. The majority of the students fell into the following demographics: freshman (65.5%), males (61.1%), with concentration of agribusiness marketing, and who have a GPA of 3.5 to 4.0. Around 70% of students were either somewhat confident or very confident in being able to find a job after graduation. Nearly 50% of students felt that they would send out six to ten applications before getting a callback/interview. 44.7% believed they would attend one to three interviews before receiving a job offer while 43% believe they will attend four to six interviews. The largest percent of students (36.7%) think it will take between two and three months to land a fulltime job. One fifth of students expect to have starting salary of \$40,000 to \$44,999 and earn \$50,000 to \$59,999 after two years. 86% of students believe the current economic situation will make finding a job harder. The majority of students believe the current economic situation will have a large (very impacted in questionnaire) impact on income, extremely large impact on job availability (extremely impacted in questionnaire), and that benefits and job location will be somewhat impacted by the economy. 65% of students feel that employers will look at their GPA when getting hired. The top three tools students will use to find a job are internships, the internet, and by word of mouth; while the top three most helpful tools students chose were internships, the internet, and the Cal Poly Job Fair. The top three personal attributes students look for in a job are having a comfortable living wage, opportunities for advancement, and happiness. The top three attributes students believe

employers look for are reliability, hard worker, and self-motivated. The majority of students ranked the following job factor as extremely important: happiness. The majority of students ranked the following job factors as very important: comfortable work environment, high income, location of job, being rewarded for hard work, having benefits, and intellectually stimulating work. The majority of students ranked the following job factors as somewhat important: title within the company and flexible work hours.

Lower Level Classmen vs. Upper Level Classmen

Freshman/Sophomores and Junior/Seniors were recoded into "lower level" and "upper level" classmen. The lower level students made up 69% (158) of students tested while 31% (71) of students made up the upper level classmen. The following data shows significant differences between the two groups.

The only significant difference in demographics existed in GPA. The majority of lower level students had a 3.5 to 4.0 GPA while upper level students GPA was 2.6 to 2.9. In the confidence questions, the majority of lower level students are very confident that they will find a job right after graduation, expect to go on one to three interviews before receiving a job offer, and believe it will take two to three months to get a full time job. The majority of upper level students are somewhat confident in finding a job, expect to go on four to six interviews before receiving a job offer, and expect to find a job within two to three months of graduation. However, although both groups of students answered two to three months to find a full time job, over 20% of lower level students feel that they will already have a job lined up before they graduate but only 11% of upper level students feel the same way. Lower level and upper level students expect to use different tools to find a job. More upper division students than lower division plan to use the Cal Poly Job Fair to obtain a job. The majority

of upper division students feel that the Internet is the most helpful tool to find a job while lower level students answered that word of mouth is the most helpful tool. Also, while more than 70% of lower level students believe that future employers will take their GPA into account, a little more than half of upper level students feel that they will. There exists a difference in a few job factors between the two groups of students. There were twice as many upper level students than lower level students who ranked fitting in with co-workers as one of top three personal job factors. Also more upper level students than lower level students put reliability and self-motivation into the top three job factors employers look for in an employee.

Gender: Males vs. Females

The students who were tested in the survey were made up of 61.15% males and 38.9% females. The following significant differences occurred between males and females. The majority of males (38.6%) are very confident in finding a job after graduation, while the majority of females are somewhat confident (48.3%). More females than males plan to use the following tools to find a job: Slojobs.com, craigslist, Cal Poly Job Fair, and an internship. Nearly three times more men than women feel that it is important to be rewarded for hard work. More than half of both males and females believe that the economy has a large impact on income; however, 20.7% of males and 36.6% of females feel that the economy will extremely impact income. About 41.5% of males expect the economy to somewhat impact benefits while 41.7% of females feel it will slightly impact benefits. Both males and females feel that the economy will make finding a job harder; however, nearly one-hundred percent of females felt it will make finding a job harder while 82.65% of males did. The majority of

males also expect to earn roughly \$10,000 more than females after graduation reporting a starting salary of \$40,000 to \$45,000 compared to females at \$30,000 to \$34,999.

Conclusion

My first hypothesis was that students closer to graduation (Juniors and Seniors) would have lower expectations towards the job market, while students farther from graduation (Freshmen and Sophomores) will have higher expectations. By creating a new variable, putting freshman and sophomores in one group "Lower Division" and junior and seniors into another group "Upper Division," I was able to test this theory. The results confirmed significant differences between the two groups and that overall lower level students were more confident than upper level students. Lower level students tended to have higher expectations and confidence levels in being able to obtain a job after graduation. Lower level students reported a lower number of expected applications and interviews attended before receiving a job, and had a higher confidence level in already having a job lined up upon graduation. There existed no difference between lower level and upper level students and salary expectations.

My second hypothesis stated that there would not be a large significant difference between males and females and job expectations; however, my hypothesis was not supported by the end results. In general males were more confident in finding a job as well as their starting salary. The majority of males were extremely confident in finding a job, while females were only somewhat confident. Females over males tended to feel that the economy will make finding a job harder and have an extreme impact on income. There was a huge difference in salary expectations between males and females. The majority of males expect to earn roughly \$10,000 more than females after graduation.

Recommendations

It is advised to remember that the subject group only covered students from the Agricultural Business and Wine and Viticulture degrees; the study does not represent Cal Poly students as a whole nor does it represent the thoughts and feelings of students outside Cal Poly. When looking at the data, it is best to look at the graphs first, read the text, and look back at the graphs for full understanding. All data is carefully placed and can be found by looking through the index. Also, when looking at the data comparing lower level and upper level students, remember that the vast majority of students polled were freshman and sophomores so the data may be skewed.

Anyone wishing to continue the project should try to achieve an even balance of students from different academic levels. The project may be expanded by including more majors within the College of Agriculture within the initial students as well as using different majors as a target market.

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APPENEDIX

Subject #

Cross Group Comparison of Job Market Expectations of Agribusiness & Wine and Viticulture Student Survey

- 1. What is your gender?
 - 1. Male
 - 2. Female
- 2. What is your current academic level?
 - 1. Freshman
 - 2. Sophomore
 - 3. Junior
 - 4. Senior

3. What is your declared concentration? If not yet declared, what is your interest of study?

- 1. Agribusiness Finance and Appraisal
- 2. Agribusiness Marketing Concentration
- 3. Agribusiness Policy Concentration
- 4. Farm and Ranch Management
- 5. International Agribusiness Management
- 6. Individualized Course of Study
- 7. Wine Businesses
- 8. Other (please list)

4. What is your expected graduation date?

- 1. Spring 2009 or Summer 2009
- 2. Fall 2009 or Winter 2010
- 3. Spring 2010 or Summer 2010
- 4. Fall 2010 or Winter 2011
- 5. Spring 2011 or Summer 2011
- 6. Fall 2011 or Winter 2012
- 7. Spring 2012 or Summer 2012
- 8. Fall 2012 or Winter 2013
- 9. Spring 2013 or Summer 2013
- 10. Fall 2013 or later
- 5. What is your current GPA
 - 1. Below 2.0
 - 2. 2.0 to 2.5
 - 3. 2.6 to 2.9
 - 4. 3.0 to 3.4
 - 5. 3.5 to 4.0
- 6. How confident are you with finding a job right after you graduate?
 - 1. Extremely Confident

- 2. Very Confident
- 3. Somewhat Confident
- 4. Slightly Confident
- 5. Not at all Confident

7. Upon graduation, how long do you believe it will take to get a full-time job? (a.k.a "get hired")

- 1. I will already have a job lined up
- 2. A few weeks, a month at most
- 3. Roughly 2 to 3 months
- 4. More than 3 months
- 5. I have no idea

8. How many applications have you sent out or expect to send out before getting an interview/call back?

0 to 5

- 5 to 10
- 11 to 30
- 31 to 50
- 51 to 100

more than 100

9. How many interviews do you expect to go on before receiving a job offer?

- 1. 1 to 3
- 2. 4 to 6
- 3. 7 to 10
- 4. over 10

10. How long do you think it will take to receive a call back after sending out your resumes?

- 1. Less than one week
- 2. 1 to 2 weeks
- 3. About one month
- 4. Two to three months
- 5. More than three months

11. What tools do you expect to use to find a job? (Circle all that apply).

- 1. Internet
- 2. SloJobs.com
- 3. Craigslist
- 4. Newspaper
- 5. Cal Poly Job Fair
- 6. Other Job Fairs
- 7. Internship
- 8. Word of Mouth
- 9. Facebook and/or Myspace
- 10. Other (please list) ____

12. Of 10 tools, which do you think will be the most helpful? (Please circle one).

- 1. Internet
- 2. SloJobs.com
- 3. Craigslist
- 4. Newspaper

- 5. Cal Poly Job Fair
- 6. Other Job Fairs
- 7. Internship
- 8. Word of Mouth
- 9. Facebook and/or Myspace
- 10. Other

13. Do you believe future employers will take your GPA into account when hiring?

- 1. Yes
- 2. No

14. Which do you believe to be the most important factors/attributes in a job? (Please select three.)

For you personally

- 1. Fitting in with co-workers
- 2. A comfortable living wage
- 3. Happiness in the workforce
- 4. Job Security
- 5. Location of job
- 6. Being rewarded for hard work
- 7. Health Insurance/ Benefits
- 8. Interesting Work
- 9. Opportunities for advancement and development
- 10.Flexible work hours

1. Getting work in on time

For Employers

- 2. Getting along with other employees
- 3. Self-motivated
- 4. Educational Background
- 5. Prior Experience
- 6. Reliability
- 7. Flexible work hours
- 8. Hard Worker

15. On a scale of one to five, five being the most important to you and one being the least important to you, how do you rate each job factor.

| | Extremely Important | Very Important | Somewhat Important | Slightly Important | Not at all Important |
|------------------------------|------------------------|-------------------|-----------------------|-----------------------|-------------------------|
| Fitting in with co-workers | 5 | 4 | 3 | 2 | 1 |
| Feeling comfortable in the | | | | | |
| environment | 5 | 4 | 3 | 2 | 1 |
| High Income | 5 | 4 | 3 | 2 | 1 |
| Happiness in the workforce | 5 | 4 | 3 | 2 | 1 |
| Location of job | 5 | 4 | 3 | 2 | 1 |
| Being rewarded for hard work | 5 | 4 | 3 | 2 | 1 |
| Having benefits | 5 | 4 | 3 | 2 | 1 |
| Intellectually Stimulating | 5 | 4 | 3 | 2 | 1 |
| Title within company | 5 | 4 | 3 | 2 | 1 |
| Flexible work hours | 5 | 4 | 3 | 2 | 1 |

16. Do you feel the economy will make finding a job...

- 1. Easier
- 2. Harder
- 3. No Effect

17. Do you believe the economy will have an impact on certain areas of the job market? On a scale of one to five, five being extremely impacted and one being not at all impacted by the economy, what are will be affected upon your graduation?

| | Extremely | Very | Somewhat | Slightly | Not at |
|------------------|-----------|------|----------|----------|--------|
| all | - | - | | | |
| Income | 5 | 4 | 3 | 2 | 1 |
| Job Availability | 5 | 4 | 3 | 2 | 1 |
| Benefits | 5 | 4 | 3 | 2 | 1 |
| Location of job | 5 | 4 | 3 | 2 | 1 |

18. Upon graduation, what do you expect your starting salary to be? (Based on a yearly salary)

- 1. Less than \$20,000
- 2. \$20,000 to \$29,000
- 3. \$30,000 to \$34,999
- 4. \$35,000 to \$39,999
- 5. \$40,000 to \$44,999
- 6. \$45,000 to \$54,999
- 7. \$55,000 to \$65,000
- 8. above \$65,000

19. After two years of being in the workforce (two years after graduation), what do you expect your salary to be? (Based on a yearly salary)

- 1. \$20,000 to \$29,999
- 2. \$30,000 to \$39,999
- 3. \$40,000 to \$49,999
- 4. \$50,000 to \$59,999
- 5. \$60,000 to \$69,999
- 6. \$70,000 to \$79,999
- 7. \$80,000 to \$89,999
- 8. \$90,000 to \$99,000
- 9. over \$100,000