

JOB EXPECTATIONS OF AGRIBUSINESS STUDENTS

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By
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Chapter 1

Introduction

Following the recession that began in 2007 the expectations for job searching and inevitably finding a job has been skewed. And once people, especially undergraduate students not finishing their degree yet, this study will help show students to what expect when finishing their undergraduate degree. During the beginning of the recession the United States began to see many investors and banks taking shares out of the stock market. Due to that the U.S. started seeing lowering of housing prices and drove home owners, primarily home owners looking to sell their properties into despair. In 2009 because of the recession the United States lost close to 4.15% (Tasci, Zaman 2009) in overall production and 8.15 million people without work (*The Employment Situation–December 2009*). Because of this outrageous unemployment rate, many Americans lost the *American Dream* that they had fought so hard to obtain.

Due to this low job creation, many students coming through the school systems began to grow wary of what is to come of them. Companies not only here on the United States soil but across the globe, jobs became more competitive to obtain, as well as people found them wondering if their jobs will be there the next day. This caused employers as well as job-seekers to reevaluate what is expected of them as well as what employers will expect of them.

Growing up in the United States many Americans who search and compete every day for a possible job opportunity becomes even more stressful and more competitive when an economic disaster happens like what the U.S. saw in 2007. And do to this many Americans will have to change their expectations to get the results that they want, a great job. Expectations for a possible job opportunity can include salary, possible benefits, total time searching for the job, number of interviews, as well as employment standards from the employer. It will be beneficial

for possible employees to know these expectations before the job search begins so they know what it takes. When expectations are met, this will attribute to the overall satisfaction of their job searching as well as the final hiring process from an employer. That is why this study is important to not only show students, but faculty as well as administrators what changes need to happen in order to show what Cal Poly Students have to offer.

Problem Statement

Although the recession has been declared over in 2009, many people are still seeing the unemployment rise. This study will provide evidence to students still completing their undergraduate degree at Cal Poly what to expect when he or she is ready for the job search and entrance into the real world. In terms of finding a job after graduation how long did it take previous Agricultural Business and Wine and Viticulture graduates to find jobs following their Cal Poly career?

Hypothesis

Due to the information that has been provided it is the hypothesis will be that the Cal Poly Graduates that have graduated more recently will have a harder time finding a job right out of college than students who graduated before the recession hit.

Objectives

1. To assess differences in perception that graduates have, regarding employment and job market conditions.
2. To evaluate current employment and job conditions among recent graduates in comparison to the expectations to previous graduates.
3. To assess trends and changes in expectations regarding salary, interviews, tools for obtaining jobs, GPA and so on.

Significance of the Study

The significance of this study is to find out what perceptions graduates have in order to help the Cal Poly Agricultural Business Department to help hone in on the attributes that employers as well as job seekers want. By doing this it will be beneficial for students to have an easier time in the job hunt, as well as help the AGB department make their classes geared towards the attributes employers are looking for in the real world. Also, by utilizing this survey, it will help Cal Poly overall figure out if there is anything that they can do while the students are still in school to help make their students stand out, whether that be having more job fairs, more networking opportunities, or the availability of more internships.

Chapter 2

Literature Review

Introduction

The purpose of this study is to find out what graduates from Cal Poly's Agribusiness Department as well as the Wine and Viticulture department had during their first experience out of school and looking for a job. As the literature review goes on, the economic status of the United States will be examined. Also, job outlook, as well as job research will come into perspective for college graduates not only from Cal Poly but from students nationwide in order to examine how the job search looks as a whole. Finally the literature review will go into how students try to find that perfect job at this trying time and their expectations overall in the job hunt.

The survey will be used to back up the literature review in a hope to show the Cal Poly Agricultural Business department what if anything needs to be changed in their curriculum during this troubling time. This gives students the opportunity to show exactly what the job market looks like and what Cal Poly can do to make their students stand out among the thousands of others who graduate at the same time trying to find that "perfect job."

Unemployment in the United States

Through the economic downturn that started in December of 2007, the unemployment rate did not start to drastically change until the end of 2008. When the recession was first declared in the end of 2007, unemployment for the nation was at five percent, which has been the normal rate since the early 2000's, but once the housing bubble came about the unemployment rate began to increase little by little until it spiked in October of 2009 at a staggering 10.1%. The only time in the recent United States history it has been higher than that was in 1983 at 10.4%

when the nation was a part of another recession. From that time of January of 2008 until October of 2009 the nation was rattled by a 6.5% increase of job loss. Analysts estimate that the amount of jobs lost in this timeframe was 8.4 million additionally unemployed (*The Employment Situation- December 2009*).

Currently there are an estimated 14.5 million people in the United States unemployed or underemployed (Tasci and Zaman- 2009). What they find more interesting is the amount of time it takes for an unemployed person to find work. It now takes an average American twice as long to find a job than it did pre-recession. It takes the average person without a job seeking employment a staggering 27 weeks (Tasci and Zaman- 2009). In July of 2009 the Federal program known as Emergency Unemployment Compensation program led to an increase in the number of weeks that people are eligible for the compensation from 26 weeks to 36 weeks (Monthly Labor Review). And they believe that because of this downward spiral in the job market, the nation may never recover its' losses and create permanent damage to the U.S. economy. Although the National Bureau of Economic Research (An independent group of economic analysts) claimed in the summer of 2009 the recession would be over, the United States is not seeing a steady increase like the NBER had hoped. In fact they see a 25% chance of a Double-Dip recession happening within the six months following the summer of 2009. And as the United States goes forward through the 2009-2010 year the nation is still faced with an economic crisis, a housing market that has still not recovered, job security decreasing, and unemployment increasing.

Job Outlook Amidst the Recession

For many people graduating every year it is a time for change, a time for excitement as to what the “Real World” might bring. But as many college graduates see before them is that the chances that they will get that perfect job right out of college has diminished drastically during these recession years. The majors that had the least amount of employment were education, physical sciences, English, history, foreign languages, and political science. During the year 2009, the percentage of 20-24 year olds unemployed was a staggering 14%, and that percent does not include the college students looking for a job who have not yet graduated (Lee). For the year 2009, the college graduates that applied for a job, only 40% of graduates received one offer. This 40% has drastically declined since 2008 where the percentage was at 50% as well as 2007 where the percentage was at 66%, according to The National Association of Colleges and Employers that conducted a study in which 35,000 undergraduate students from 850 colleges and universities participated in (NACE Research Brief: 2009 Student Survey). Also this study showed that of the students who were on track to graduate, only 20% of students had a job upon graduation; meanwhile in 2007 the percentage was at 50%. Among those students who already had a job upon graduation 73% of students participated in at least one internship (Benton). Also according to the Spotlight for Career Services Professionals in 2009 less than 65% of graduates had jobs within seven months after graduating, back in 2007 the percentage was at 75%.

The recent graduates of 2010 saw a decrease of 1.7% in their annual salary. According to the New York Times Article ‘*Glimmers of Hopes*’ for Grads, finance majors rose 1.6% in salary while liberal arts majors dropped almost 9%, and graduates with computer degrees rose nearly 6%. And with the state of the economy still unknown the graduates look for some positive news. But the news that the nation is given is grim. According the Bureau of Labor Statistics released

on July 8, 2011 their latest findings amidst this recession. Currently the job market had little to no change with the nation only increasing the jobs to 18,000, and the unemployment rate was at 9.2%. Although the statistics are virtually unchanged since the previous two months before the current data shows that the unemployment rate stands at 9.2% or 14.1 million Americans without jobs. Also, currently there are 6.3 million people who fall under the term long-term unemployed, meaning they have been looking for a job longer than 27 weeks.

Job Outlook for College Graduates

College seniors are the most optimistic people. Even as they stress about readings, tests, and group projects, many students believe that the job search will inevitably get better. They believe that there will be a turnaround at any moment, and they can't wait for the inevitable rebound. And according to analysts it was expected to have a turnaround once the recession was declared over in 2009 (Benton 2009). Even though analysts believed that, the United states is still seeing a 9% unemployment rate.

Job seekers as well as employers are trying to reach a healthy medium and are counting on the upturn of the economy in order to hire more people. Employers are starting to come to job fairs on campus more often in an attempt to try and lure job seekers to their companies. And since 2008 companies have been looking for job seekers not just on a yearly base, rather a quarterly basis now so that they can try and find the best candidates for the job all year round (Derous 2007).

How to Find a Job during this Trying Time

The way that people view jobs these days is not just on a salary basis. In fact there are many variables that go into finding that perfect job whether it is destination from house, due to

the current gas situation many job seekers are trying to stay local to avoid heavy gasoline costs. Also, starting salary, vacation/holiday pay, as well as benefits for them and their loved ones (Della Vigna and Passerman 2005). And with current websites as well as social media, job seeking has become easier than ever for the current college graduate. With the ease of accessibility not only will it help increase the success rate, but if people are comfortable using what they know, they can have a better outlook on the whole search. Those seekers who have trouble finding out how to use and implement the new varieties of job seeking may have a higher risk of prematurely exiting the market and leave themselves trapped (Derous 2007). With the options that most schools have in order to prepare students for the real world including career center advice, extra-curricula's to beef-up resume's. It should put students in an advantage if they take the opportunities presented to them. Respondents to a 2011 NACE study claim their most employed job search techniques to be social networking and advertising in student job publications (Job Outlook 2011). In the late 1990's when internet was beginning to take its course many people did not use the internet as a resource because they were intimidated by it. But after Y2K, the early 2000's helped shape the way that Americans looked for jobs. No more did people have to sit through the classifieds for hours and see what jobs were out there, now all they had to do was go to a website and search exactly what specified field he or she was interested in. In the early part of 2000 25% of people were seeking for jobs online regularly (Kuhn and Skuterud, 2004). Also, with the cost of internet decreasing more people were able to afford internet in their house. Nearly 40% of the households had internet access and close to 55% of working-aged adults were using the internet (Fountain 2005). This new tool that everyone was using said goodbye to the old newspaper clippings that people had to look to for job listings. Now websites like Facebook, and Myspace give instant ability to talk to employers

and have all the information that they need about the job and about the company at their fingertips. It is not known exactly how much internet has changed the way people look for jobs.

Expectations of Employment

Regardless of how trying the economy tends to be, college undergraduate seniors are always optimistic. However, the articles surrounding finding jobs are not so promising. Especially with the data surrounding how long it takes for the average American to find a job in this recession is about 27 weeks. Even though most students are striving for the opportunity to graduate with the highest grade point average, GPA isn't the first thing that employers look for when they are hiring a new employee. Studies show that rather than GPA, employers of agricultural graduates have increased their emphasis on computer-, people, and teamwork-related skills (Barkley *et al.*, 1999). In fact, *The Journal of Bioscience* show that they really look at the skills that the employees bring to the table, not necessarily the grades they obtained during their undergraduate career, and those skills are the strengths to be honed in on (Sunberg, *et al.*, 2011).

The National Association of Colleges and Employers provides a great deal of knowledge when it comes to what students need to do in order to land that perfect job out of college. The 2009 survey from the NACE confirms that students graduating that their perceptions of the job market are not always what they seem. The survey results show that 64% of students believe that they were worried about finding a job; while 41% of the respondents believe that they will still be using their parents for financial assistance following their college graduation. And 52% of respondents think that they will find a job within 3 months of completing their undergraduate career (*Student Survey 2009*). The confidence in this study is important because that is one

attribute that will help the student finally find their job that they are looking for (Moynihan *et al.*, 2003).

Chapter 3

Methodology

Procedures for Data Collection

To evaluate current employment and job conditions among recent Cal Poly graduates, a simple survey will be utilized. After filing a Human Subjects Protocol Approval Form to protect the rights of survey participants, a total of 250 alumni of the Cal Poly Department of Agribusiness will be surveyed. The reason why 250 students will be selected is due to the fact that when the survey was originally done the researcher only had 50 responses. In order to find a better understanding of what the outlook truly is, it is necessary to increase the size to 250, as well as incorporate not only Cal Poly's Agricultural Business Department, but Cal Poly's Wine and Viticulture Department as well (due to the fact that Wine and Viticulture majors take many Agricultural Business classes during their college career). The survey will be distributed through SurveyMonkey by way of email and participants will be given 2 weeks to complete and return the survey.

The participants will be selected by the Cal Poly Agricultural Business administrator. To avoid any sample bias, the randomized sample group will be selected from a complete list from the Classes of 2005-2011 graduates by utilizing a randomization tool employed by Microsoft Excel. The current recession that the United States is facing began in 2007, therefore the original survey that was conducted only had students that were trying to find a job during the recession. By making the sample size not only bigger but by pushing the years back it gives a full spectrum of students who were not affected by the recession as well as students who were. Once the sample group has been finalized, a list of 250 up-to-date email addresses will be

provided by the Cal Poly administration for contact. Each survey sent out will be assigned a number (i.e. 1-250) which will be entered along with the response data for later reference.

The objective of this survey is to see the expectations that they had during their initial job search following their undergraduate completion. The alumni survey will be made up 12 questions, the majority of which ask the respondent to “please circle one.” These questions will ask about job search aspects like, how long it took to acquire a full time job, how many applications were sent out, how many interviews were attended before job acquisition, and what kind of job search tools were most utilized. Two questions involving expectations and satisfaction will utilize a numeric rating scale (i.e. 5 = Extremely, 4 = Very, 3 = Somewhat, 2 = Slightly, 1 = Not at all). Numbering each answer ensures ease and efficiency in entering the data into the necessary statistical analysis program. The survey aims to reveal which student beliefs about the job market are true and which are false during their time of job searching. The first four questions in the survey deal with how long it actually took the participant to find a job. Including how many applications were sent out, how interviews they went on, and how long it took for the company to respond. The fifth question asks the participants which tools they used in order to find their job if any. Questions six and seven deal with the students grade point average. Asking the question did they think that GPA was important as well as what was their overall GPA when they left Cal Poly. Question eight takes four attributes that are typical when selecting a job and asks on a scale of 1-5 how important they are when looking for a job, questions nine and ten talk about the starting salary of their position as well as the salary after two years in the workforce. Question eleven asks if their job search was what they had hoped for, whether or not they overestimated how hard it was to find a job or not. The last question is

exactly like question eight but the difference is after their first year of employment how satisfied they were with their job.

Procedures for Data Analysis

By utilizing this survey, the results will show from the Cal Poly classes from 2005-2011 will be able to test the hypothesis effectively. After all surveys are returned, or as many as that were collected in the two week time frame, the data will be taken from SurveyMonkey and entered into Microsoft Excel to be analyzed. The data that will be looked at will be the mean, median and mode for all the responses. Along with that analysis, the chi-squared tests will be utilized in order to look at multiple questions at one time, for example gender versus a question.

The data will be run for a frequency distribution to reveal the non-responsive, missing values, the presence of extreme values or outliers, the centralized tendencies, variability, and the overall shape of the normal distribution. Once that has been done only the necessary information should remain and provide evidence to support or deny the hypothesis. By looking at the P-Value it will show the significance of the survey. When the P-Value is less than or equal to one, the significance is accepted, and if the P-Value is less than one, the significance is rejected.

If the results show little difference between the test groups then the null hypothesis will be rejected. All significant data will be organized and entered into tables for easy reference and comparison within this study so that if future research is needed it will easily accessible.

Assumptions

The assumptions for this study are that all respondents should have basic knowledge of economics as well as the how economics influences the job market at any given moment. Also, the time given for the survey to be completed is the average amount of time that possible employees have during recruitment.

Limitations

The actual findings, although meaningful for all job seekers and employers, will only be significant to recent college graduates, undergraduate students and employers. The methodology developed will be useful for similar studies of different demographics, but the results from this study will be significant only to enrolled or recently graduated in the college of Agricultural Business as well as Wine and Viticulture students. Another limitation is the size of the study. The goal is 250 students, and I will try my best to get 250 but if I do not have enough respondents than this study can show results that I was not looking for.

Chapter 4

Development of the Study

Data Collection Problems

Nine weeks, and 134 survey responses later, the study that was developed is coming to a close. In order to get the survey squared away it was a must to send in the proper documents to the Agribusiness administrator so that she would be able to send the survey out to the proper people. Once those channels were met, the administrator was able to send out the survey during the third week of fall quarter 2011. The survey was sent to a number of Cal Poly Alumni who received degrees from the Agricultural Business and Wine and Viticulture departments in the last five years. The participants were given two weeks to complete the survey, and by the fifth week of the quarter it was apparent that the goal of 250 results that was originally stated in chapter 3 might be in trouble. Although the goal was not met, it shows that a large portion of the surveys sent out came back. And to be able to review 134 surveys for the Agricultural Business Department will help them in their future to make their students shine by the time that they enter into the workforce.

The data collection problems that were found during this study were just the fact that the goal was not met. It is unclear if the problem arose from the fact that the survey was not sent to enough participants to begin with, or if it was because the participants did not receive enough time to complete the survey. In an effort to have more people complete the survey, a follow-up email was sent to the participants in hopes that the survey would receive more results. The amount of surveys that were completed by week five which was the two week allocation of time, the number of results at that point was 113 surveys completed. And after that follow up email

the completed surveys rose slightly. Anyone can make many speculations as to what could have been done in order to reach the goal of 250 results but in the end number of participants that completed the survey was 134.

Analysis

Table 1: Question 1 from Survey

What is your gender?		
Answer Options	Response Percent	Response Count
Male	45.9%	61
Female	54.1%	72

This table shows the amount of alumni that we were working with. Much like the average demographic at Cal Poly, the females outweigh the males by about 9%. The following question that was on the survey was “What is your current job title?” And the responses from that question had a variety of answers, from Retail Sales Associate to Executive Account Manager. Or a Cellar Hand to a Vineyards Operations/Marketing Manager. Needless to say that Cal Poly has really helped in this process. From an entry level sales position all the way to a level of management, these survey participants have shown that there are still opportunities out there for people to find not just a job, but a career during this time of recession.

The predominant major that was declared was a Bachelor’s Degree in Agricultural Business. The results show close to 86% of the participants had that major, 10% Wine and Viticulture, and the remaining participants were from many agriculture related majors such as Animal Science, and Agriculture Education. The Cal Poly classes that were chosen were chosen due to the fact that the recession started in 2007 and the advisors wanted to see if it was easier for students who graduated before that found jobs easier than the ones who searched for a job amidst the recession. With that ideal behind it, the participants ranged from 2005-2011. The results

from this question of when the participant graduated showed that many of the participants graduated in 2010-2011. There were a few from the class of 2005, but the majority of participants were from the years where the recession occurred.

Questions 1-10 were baseline questions in order to get information out of the participants. Questions about gender, GPA, club involvement, job title, and involvement of internships were vital in order to find out what type of students the participants were when they were completing their degree at Cal Poly. The results show that 41% of participants that were in this study had a 3.0-3.4 GPA upon graduation in their major, 64% participated in clubs or Greek organizations while at Cal Poly, 72% were involved in internships, and with a few exceptions the participants still had the same job that they did after graduation. The results show that there were a few job shifts within the company, and one outlier that had 4 jobs, the majority just had the one that they were hired at after graduation.

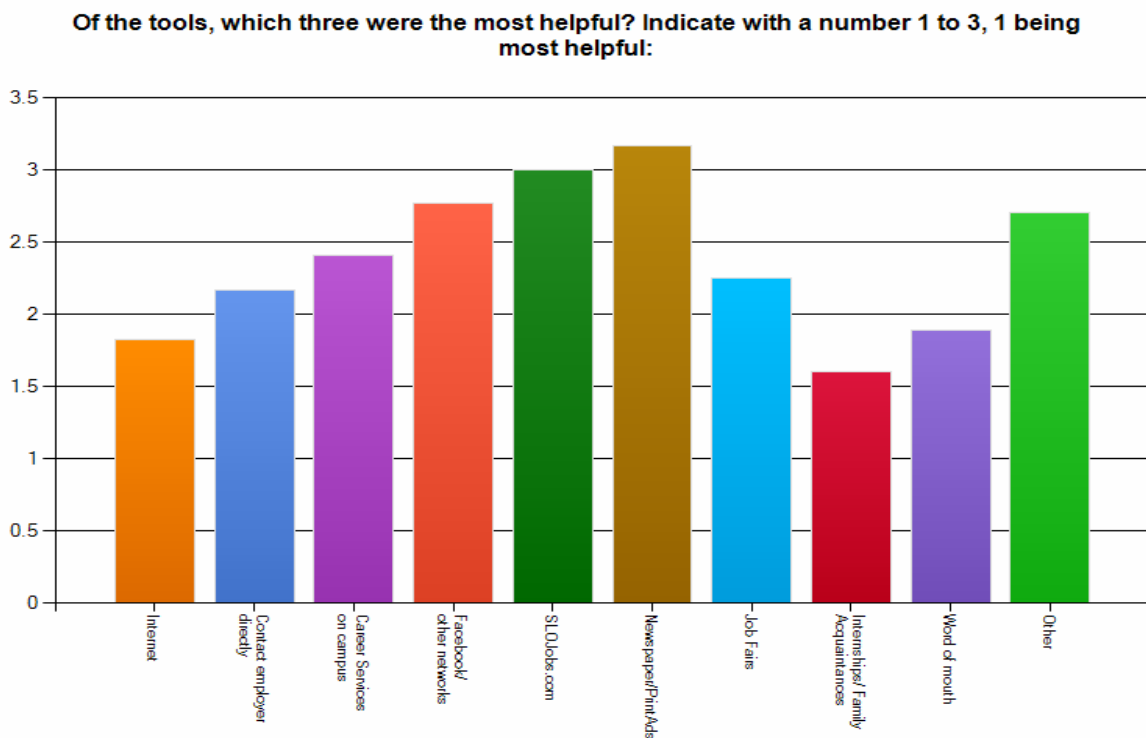
The next chunk of questions dealt with how graduates found jobs, where did they look, and what were their expectations coming out of college, and going into the workforce.

Table 2: What tools were used to find a job?

What tools do you use to find your first job? (select all that apply)		
Answer Options	Response Percent	Response Count
Internet	54.9%	73
Contact employer directly	45.9%	61
Career Services on campus	29.3%	39
Facebook or other social networks	3.0%	4
SLOJobs.com	6.0%	8
Newspaper/Print	2.3%	3
Job Fairs	26.3%	35
Internship	33.1%	44
Family/acquaintances	48.1%	64
Word of mouth	35.3%	47
Other _____	9.0%	12

As table 2 shows, just like the research showed in the literary review the internet has become an entire different entity when it comes to finding a job. It was the majority response when it was asked to the participants with 54% of the responses. These results are not just what are going on at Cal Poly, but it what is occurring with the rest of the college graduates across the nation. Although what is intriguing is that when the participants were asked which tool was most helpful, the internet scored lowest in comparison to the newspaper or print advertisements. And originally when they were asked in the previous question it showed the newspaper or print advertisements were a tool that they did not use.

Table 3: What tool is most helpful?



The only tool that was deemed lower than the internet was the internship/family acquaintances answer. And was is another surprising result is the fact that Facebook or other social networks

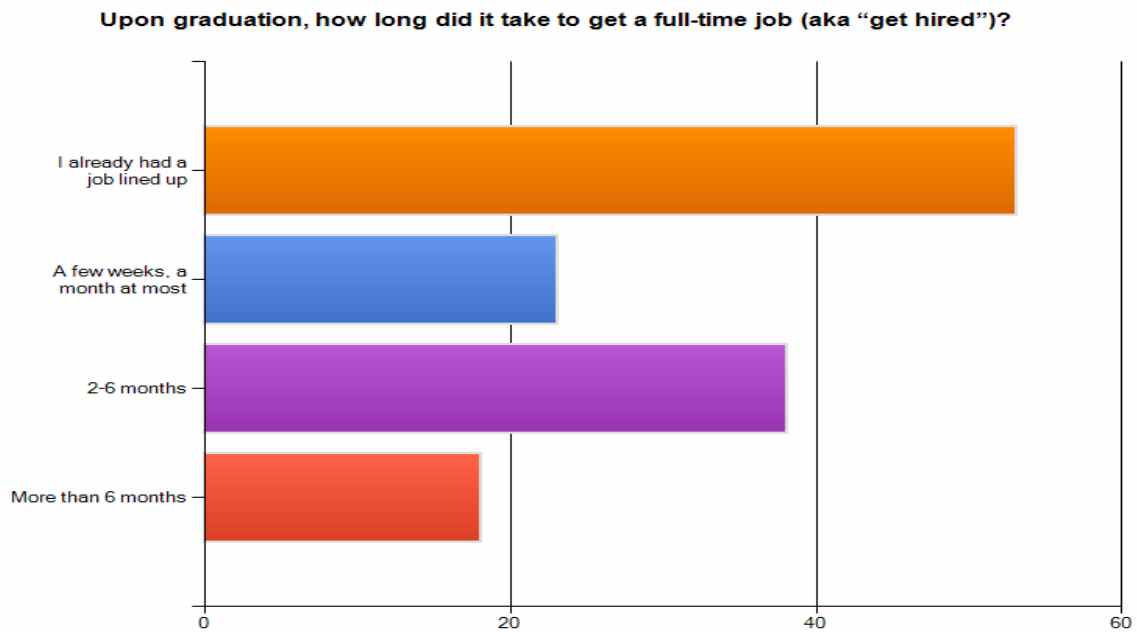
were second to last in the tools that were used, but when the helpful question came up that category sky rocketed. It shows that students that have social media have an opportunity to find out where jobs are from their friends, or from their twitter accounts that they have set up.

Another increasingly popular social media is LinkedIn, which is a new social media group that has many business profiles on their so you can learn about the company and post your resume's to many job postings online. After further review into how those questions, originally thinking that they were not worded properly, it makes sense that newspaper was not used to find their first job, rather it shows that they used the newspaper as a reference and then used the internet and other tools in order to find their job. The newspaper has many articles that may be beneficial to read if you are a graduate looking for a job and then use the other resources that you have in inquire more about a specific position.

The next section of questions was primarily for the interviewing process. How important was it to prepare for your interview, did you take specific classes so that you can seek out opportunities after graduation, and their overall confidence level to finding a job after graduation. Responses for the question that dealt with preparing for an interview participants believed that it was of the utmost importance to prepare for an interview and as many studies are showing that the interviewing process is always changing, new ideas come up in order to find and select the right candidate. The next couple questions asked participants if they integrated academic work into their experience in order to find a job after graduation. It showed that it was important to them to integrate college courses in order to have some experience for the future. Confidence is another big ideal that Cal Poly gives to all of their students. And it shows the question regarding their confidence to find a job after graduation, 45 out of the 134 participants believed that they were very confident in finding a job after college.

Questions 18-22 were about the participants experiences finding a job. 52% of the alumni answered that they were not surprised at the level of difficulty that came with finding a job. The next question asked shows why they weren't surprised by the level of difficulty and that is due to the fact that 40% of the participants already had a job lined up upon graduation.

Table 4: How long did it take to find a full time job?

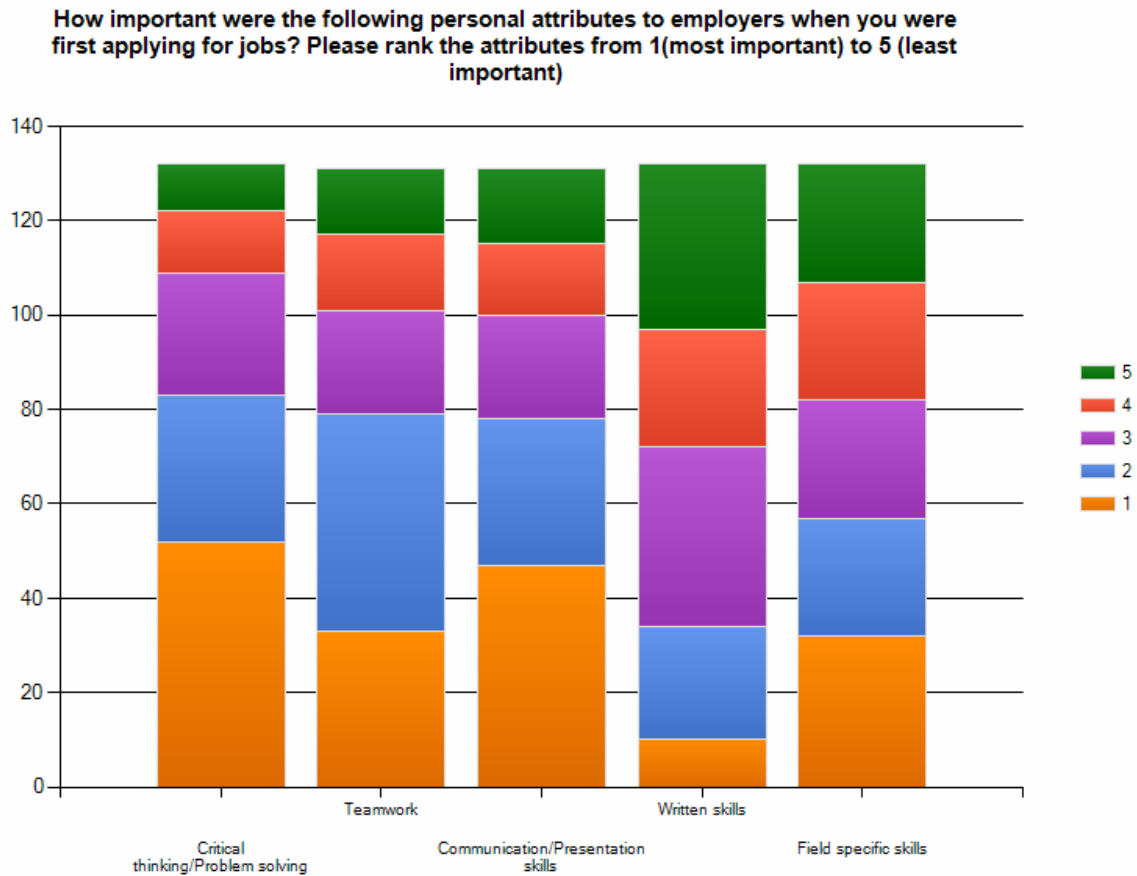


Of the 134 participants in this study, many alumni sent out at least 5 applications before hearing a call back for an interview. And during this trying time for our economy 12% of the participants sent out over 20 applications before hearing back from a possible employer. Much like the average American, it took the participants roughly 1-3 interviews before receiving a job offer.

Following the interview questions, questions 23-27 inquired about what skills they believed was important to an employer in finding a job. 79% of participants did not believe that

GPA was an important factor in finding a job after graduation. However, they did believe that critical thinking skills/problem solving was at the utmost importance when finding a job.

Table 5: Personal attributes to employers when applying for a job



This table shows that in a close second an attribute that was necessary was also communication and presentation skills. This is great information for the Agricultural Business Department because this table shows exactly what alumni think is important and they can base a curriculum around the results.

The participants were then asked if they applied for jobs relating to their degree. With a staggering 89% many of the participants did find a job in their related degree. And not only did

they find one in their degree, but many believed that it made the job searching experience a lot easier.

Question 30 inquired about the economic status. 54% of the participants surveyed believed that the economy is about the same since they entered the job market, which makes sense due to the fact that many of the participants that were surveyed entered the job market during this recession. With very few alumni coming from the classes before 2007 it skews the results because it does not (in this particular question) show which participant graduated in which year. But with that said 37% of the participants said that the economy had a big role into finding their first job when they entered the job market.

Table 6: How the economy affected areas of the job market

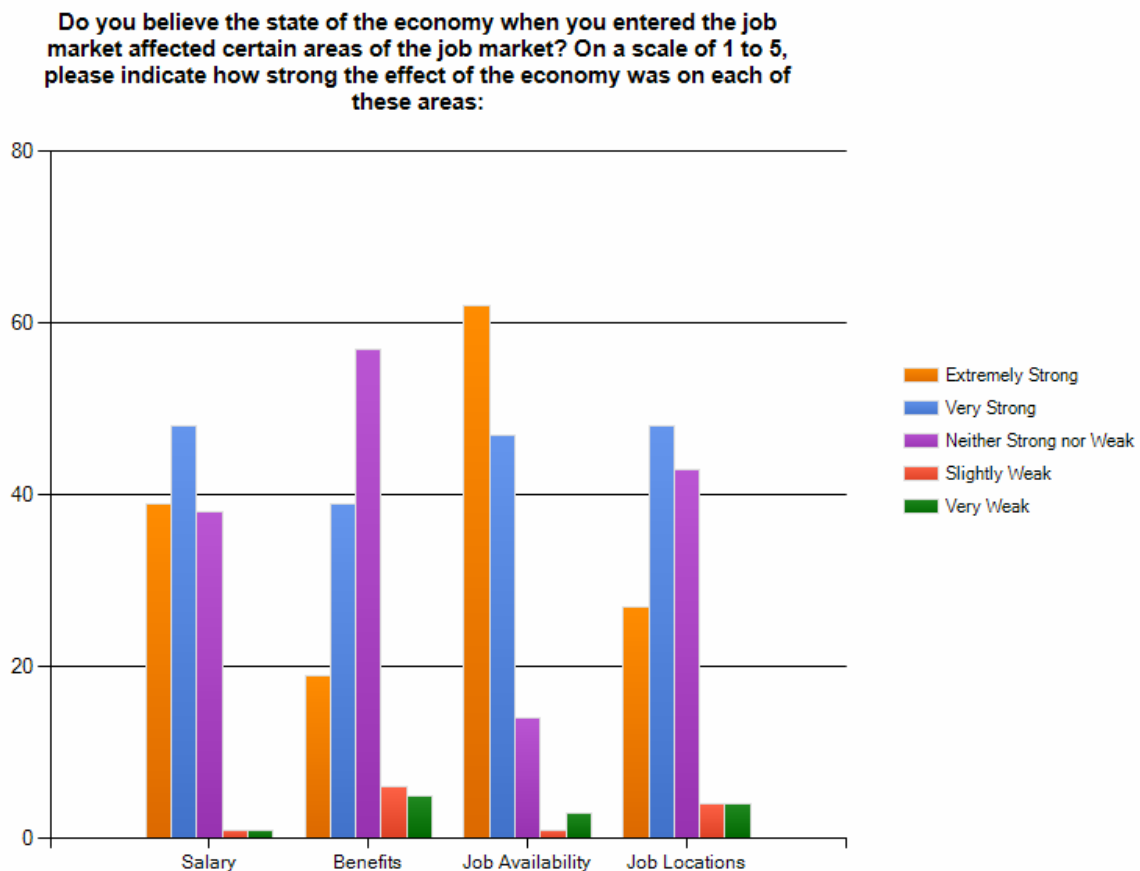


Table 6 shows how the economy has affected the job market. Many participants believed since the recession, the economy has affected the overall job availability. But on the other hand, they believed that it has a weak correlation to the salary and benefits.

The 21% of participant's survey found a job after graduation with a yearly salary of \$20,000-\$29,000, which was the highest percentage in the group. The second highest percentage was the \$35,000-\$39,000 with 20.8%. The follow up question asks what their current salary is the highest percentage from that question is \$40,000-\$49,000 with 25%. Question 35 asked the participants to tell us if they believe that college had prepared them in the in five important skills, (critical thinking, teamwork, communication, written skills, and field specific skills.) And the alumni answered back showing that they believe that college prepared them for very well in critical thinking, teamwork, and communication, and somewhat well in written and field specific skills.

The last two questions that were in the survey looked at their thoughts on not only themselves but on their college experience; the majority of the participants believed that they were satisfied with their college experience. With the exception of practical emphasis, faculty integration, and social environment, they said that they were very satisfied with those facets of their college experience. The last question displayed that our participants are outgoing, secure, and organized, which are three terrific skills to have while looking for a job after their time is done at Cal Poly.

Chapter 5

Summary, Conclusions, and Recommendations

Summary

Overall, it shows that our students here at Cal Poly are well on their way to finding a job after graduation. With the amount of faculty involvement, as well as the organizations that students have on this campus, it should go without saying that everyone that receives a degree from this college has a very good shot at finding not just a job, but a career upon graduation. It is hard to say from this data whether or not my hypothesis is null or not. The questions that pertained to the economic status, the recession, and ability to find jobs were not done properly. The survey should have intertwined them so that a proper reading could have been made. There is no way to fully understand if our alumni from 2005 found jobs easier than the ones from the classes of 2007-2011.

Conclusion

In conclusion, it is hard to say if the students found a more difficult job than previous years. From the literature review there is enough evidence to conclude that, but from this survey it cannot be proven one way or the other. But as this nation has seen it is tougher to find a job during these tough times. These results that were created may be beneficial to show the Agricultural Business Department as well as the Wine and Viticulture Department that the efforts that the faculty and staff have put into these students have been beneficial. And with that they can further clarify their curriculum and make it a better program for future students who come to Cal Poly.

Recommendations

The recommendations that should be made are the following. This survey should be redone and the survey should be changed in order to fully understand the effects of the economic status and college graduates. The questions should be able to be intertwined so not only can you see what year the student graduated, but what his ideas of the economy is. With that the survey would be more complete and the ability to prove or null the hypothesis.

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APPENDIX

Response Summary		Total Started Survey:	134				
		Total Completed Survey:	134 (100%)				
PAGE: 1							
Download Create Chart 1. What is your gender?							
	answered question		133				
	skipped question		1				
		Response Percent	Response Count				
Male		45.90%	61				
Female		54.10%	72				
Download 2. What is your current job title?							
	answered question		132				
	skipped question		2				
		Response Count					
Show Responses		132					
Download 3. What was your declared major at Cal Poly?							
	answered question		132				
	skipped question		2				
		Response Count					
Show Responses		132					
Download 4. When did you graduate?							
	answered question		131				
	skipped question		3				
		Response Count					

Show Responses		131					
DownloadCreate Chart5. What was your cumulative GPA?							
	answered question	134					
	skipped question	0					
		Response Percent	Response Count				
Below 2.0		0.00%	0				
2.0 to 2.5		8.20%	11				
2.6 to 2.9		35.80%	48				
3.0 to 3.4		41.00%	55				
3.5 to 4.0		14.90%	20				
DownloadCreate Chart6. Did you complete any internships while at Cal Poly?							
	answered question	133					
	skipped question	1					
		Response Percent	Response Count				
Yes		72.90%	97				
No		27.10%	36				
DownloadCreate Chart7. Were you a member of any clubs or Greek organizations at Cal Poly?							
	answered question	134					
	skipped question	0					
		Response Percent	Response Count				
Yes		66.40%	89				
No		33.60%	45				
Download8. If you answered yes to # 7, which clubs or organizations were you a member of?							
	answere d question	90					
	skipped question	44					
		Response Count					
Show Responses		90					
DownloadCreate Chart9. Did you participate in a study abroad program while at Cal Poly?							
	answered question	134					
	skipped question	0					
		Response Percent	Response Count				

Yes		25.40%	34				
No		74.60%	100				
Download 10. When did you find your first full-time job after graduation? (ex. Month: 04, Year: 2009)							
	answered question		131				
	skipped question		3				
		Response	Response				
		Percent	Count				
Month		99.20%	130				
Show Responses							
Year		95.40%	125				
Show Responses							
Download 11. Since then, how many full-time jobs have you held?							
	answered question		130				
	skipped question		4				
		Response					
		Count					
Show Responses		130					
Download Create Chart 12. What tools do you use to find your first job? (select all that apply)							
	answered question		133				
	skipped question		1				
		Response	Response				
		Percent	Count				
Internet		54.90%	73				
Contact employer directly		45.90%	61				
Career Services on campus		29.30%	39				
Facebook or other social networks		3.00%	4				
SLOJobs.com		6.00%	8				
Newspaper/Print		2.30%	3				
Job Fairs		26.30%	35				
Internship		33.10%	44				
Family/acquaintances		48.10%	64				
Word of mouth		35.30%	47				
Other _____		9.00%	12				

Download Create Chart 13. Of the tools, which three were the most helpful? Indicate with a number 1 to 3, 1 being most helpful:							
		answered question		130			
		skipped question		4			
		Response	Response	Response			
		Average	Total	Count			
Internet		1.82	155	85			
Show Responses							
Contact employer directly		2.17	167	77			
Show Responses							
Career Services on campus		2.41	106	44			
Show Responses							
Facebook/ other networks		2.77	72	26			
Show Responses							
SLOJobs.com		3	72	24			
Show Responses							
Newspaper/Print Ads		3.17	76	24			
Show Responses							
Job Fairs		2.25	115	51			
Show Responses							
Internships/ Family Acquaintances		1.6	157	98			
Show Responses							
Word of mouth		1.89	132	70			
Show Responses							
Other		2.71	46	17			
Show Responses							
Download Create Chart 14. How important was it for you to prepare for interview for your first job?							
		answered question		132			
		skipped question		2			

	Extremel y Importan t	Very Important	Some what Import ant	Slig htly Imp orta nt	Not at all Imp orta nt	Respons e	
						Co unt	
a.	43.9% (58)	30.3% (40)	16.7% (22)	6.8% (9)	2.3% (3)	132	
DownloadCreate Chart15. How extensively did you seek information on career opportunities in your major while at Cal Poly? How extensively have you sought information on career opportunities in your major? (For example, taking/choosing specific courses or course combinations to help achieve your career goals; consulting faculty; etc.)							
	answered question					132	
	skipped question					2	
	To a very great extent	To a good extent	To some extent	To a little exte nt	Not at all	Respons e	
						Co unt	
a.	20.5% (27)	41.7% (55)	27.3% (36)	7.6% (10)	3.0% (4)	132	
DownloadCreate Chart16. How extensively did you integrate academic work and experience in you career plans while at Cal Poly?							
	answered question					132	
	skipped question					2	
	To a very great extent	To a good extent	To some extent	To a little exte nt	Not at all	Respons e	
						Co unt	
a.	27.3% (36)	43.2% (57)	21.2% (28)	6.8% (9)	1.5% (2)	132	
DownloadCreate Chart17. How confident were you that you would find a full-time job right after you graduate?							
	answered question					133	
	skipped question					1	
	Extremel y Confide nt	Very Confident	Some what Confid ent	Slig htly Conf iden t	Not at all Conf iden t	Respons e	
						Co unt	
a.	26.3% (35)	33.8% (45)	27.8% (37)	7.5% (10)	4.5% (6)	133	

[Download](#)[Create](#) **Chart18. Were your expectations for competition in the job market realistic? Did you...**

	answered question	131				
	skipped question	3				
	Response	Response				
	Percent	Count				
Overestimate the level of difficulty	15.30%	20				
Underestimate the level of difficulty	32.10%	42				
I was not surprised at the level of difficulty	52.70%	69				

[Download](#)[Create](#) **Chart19. Upon graduation, how long did it take to get a full-time job (aka “get hired”)?**

	answered question	132				
	skipped question	2				
	Response	Response				
	Percent	Count				
I already had a job lined up	40.20%	53				
A few weeks, a month at most	17.40%	23				
2-6 months	28.80%	38				
More than 6 months	13.60%	18				

[Download](#)[Create](#) **Chart20. How many resumes did you send out before getting an interview/callback?**

	answered question	133				
	skipped question	1				
	Response	Response				
	Percent	Count				
0-5	52.60%	70				
10-Jun	22.60%	30				
20-Nov	12.80%	17				
20 or more	12.00%	16				

[Download](#)[Create](#) **Chart21. How long did it take to receive a call back for an interview after sending out your resumes?**

	answered question	132				
	skipped question	2				
	Response	Response				
	Percent	Count				
Less than 1 week	37.10%	49				
1 to 2 weeks	39.40%	52				
About one month	17.40%	23				

2 to 3 months		3.80%	5				
More than 3 months		2.30%	3				
DownloadCreate Chart22. How many interviews did you go on before receiving a job offer?							
	answered question	131					
	skipped question	3					
		Response Percent	Response Count				
3-Jan		74.80%	98				
6-Apr		13.70%	18				
10-Jul		5.30%	7				
More than 10		6.10%	8				
DownloadCreate Chart23. Did your first prospective employers take your GPA into account in the hiring process?							
	answered question	130					
	skipped question	4					
		Response Percent	Response Count				
Yes		20.80%	27				
No		79.20%	103				
DownloadCreate Chart24. How important were the following personal attributes to employers when you were first applying for jobs? Please rank the attributes from 1(most important) to 5 (least important)							
	answered question					132	
	skipped question					2	
	1	2	3	4	5	Response Count	
Critical thinking/Problem solving	39.4% (52)	23.5% (31)	19.7% (26)	9.8% (13)	7.6% (10)	132	
Teamwork	25.2% (33)	35.1% (46)	16.8% (22)	12.2% (16)	10.7% (14)	131	
Communication/Presentation skills	35.9% (47)	23.7% (31)	16.8% (22)	11.5% (15)	12.2% (16)	131	
Written skills	7.6% (10)	18.2% (24)	28.8% (38)	18.9% (25)	26.5% (35)	132	
Field specific skills	24.2% (32)	18.9% (25)	18.9% (25)	18.9% (25)	18.9% (25)	132	
DownloadCreate Chart25. How important today are following personal attributes to employers? Please rank the attributes from 1(most important) to 5 (least important)							

	answered question					130	
	skipped question					4	
	1	2	3	4	5	Response Count	
Critical thinking/Problem solving	45.7% (59)	23.3% (30)	12.4% (16)	5.4% (7)	13.2% (17)	129	
Teamwork	33.3% (43)	24.0% (31)	17.8% (23)	16.3% (21)	8.5% (11)	129	
Communication/Presentation skills	42.3% (55)	23.8% (31)	12.3% (16)	11.5% (15)	10.0% (13)	130	
Written skills	14.0% (18)	18.6% (24)	20.9% (27)	17.1% (22)	29.5% (38)	129	
Field specific skills	27.7% (36)	21.5% (28)	19.2% (25)	9.2% (12)	22.3% (29)	130	

[Download](#)26. How important were the following job attributes to you when you were first applying for jobs? Please rank the attributes from 1 (most important) to 10 (least important)

	answered question		119				
	skipped question		15				
		Response Percent	Response Count				
Fitting in with co-workers		99.20%	118				
Show Responses							
A comfortable workplace		99.20%	118				
Show Responses							
Earning a high income		98.30%	117				
Show Responses							
Happiness in the work		99.20%	118				
Show Responses							
Job location		97.50%	116				
Show Responses							
Being rewarded for hard work		98.30%	117				
Show Responses							

Getting good benefits		97.50%	116				
Show Responses							
Intellectually stimulating work		98.30%	117				
Show Responses							
Job title		97.50%	116				
Show Responses							
Flexible work hours		97.50%	116				
Show Responses							
Download27. How important today are the following job attributes to you? Please rank the attributes from 1(most important) to 10 (least important)							
	answered question		113				
	skipped question		21				
		Response Percent	Response Count				
Fitting in with co-workers		98.20%	111				
Show Responses							
A comfortable workplace		99.10%	112				
Show Responses							
Earning a high income		99.10%	112				
Show Responses							
Happiness in the work		99.10%	112				
Show Responses							
Job location		98.20%	111				
Show Responses							
Being rewarded for hard work		99.10%	112				
Show Responses							
Getting good benefits		98.20%	111				
Show Responses							
Intellectually stimulating work		99.10%	112				
Show Responses							

Job title		98.20%	111				
Show Responses							
Flexiblework hours		99.10%	112				
Show Responses							
DownloadCreate Chart28. When looking for your first job after graduation, did you apply for jobs that were related to your degree?							
	answered question		130				
	skipped question		4				
		Response	Response				
		Percent	Count				
Yes		89.20%	116				
No		10.80%	14				
DownloadCreate Chart29. Do you believe your field of study or major made finding your first job							
	answered question		130				
	skipped question		4				
		Response	Response				
		Percent	Count				
Easier		66.20%	86				
Harder		6.90%	9				
No effect		26.90%	35				
DownloadCreate Chart30. Do you feel the state of the economy today is							
	answered question		130				
	skipped question		4				
		Response	Response				
		Percent	Count				
Better than it was when you first entered the job market		13.80%	18				
Worse than it was when you first entered the job market		32.30%	42				
About the same		53.80%	70				
DownloadCreate Chart31. To what extent do you think the state of the economy when you first entered the job market affected your job search?							
	answered question					129	
	skipped question					5	
	To a very great Extent	To a good Extent	To some Extent	to a little Extent	Not at all	Response	
						Count	

a.	21.7% (28)	37.2% (48)	22.5% (29)	10.1 % (13)	8.5% (11)	129	
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[Download](#)[Create Chart](#)**32. Do you believe the state of the economy when you entered the job market affected certain areas of the job market? On a scale of 1 to 5, please indicate how strong the effect of the economy was on each of these areas:**

	answered question					127	
	skipped question					7	
	Extremel y Strong	Very Strong	Neithe r Stron g nor Weak	Slig htly Wea k	Very Wea k	Respons e	
						Co unt	
Salary	30.7% (39)	37.8% (48)	29.9% (38)	0.8% (1)	0.8% (1)	127	
Benefits	15.1% (19)	31.0% (39)	45.2% (57)	4.8% (6)	4.0% (5)	126	
Job Availability	48.8% (62)	37.0% (47)	11.0% (14)	0.8% (1)	2.4% (3)	127	
Job Locations	21.4% (27)	38.1% (48)	34.1% (43)	3.2% (4)	3.2% (4)	126	

[Download](#)[Create Chart](#)**33. After graduation, what was your first annual salary?**

	answered question		130				
	skipped question		4				
		Response Percent	Response Count				
\$0 to \$19,000		6.90%	9				
\$20,000 to \$29,000		21.50%	28				
\$30,000 to \$34,999		16.20%	21				
\$35,000 to \$39,999		20.80%	27				
\$40,000 to \$44,999		15.40%	20				
\$45,000 to \$54,999		11.50%	15				
\$55,000 to \$65,000		5.40%	7				
more than \$65,000		2.30%	3				

[Download](#)[Create Chart](#)**34. What is your current annual salary?**

	answered question		127				
	skipped question		7				

		Response Percent	Response Count			
\$20,000 to \$29,000		19.70%	25			
\$30,000 to \$39,999		17.30%	22			
\$40,000 to \$49,999		25.20%	32			
\$50,000 to \$59,999		16.50%	21			
\$60,000 to \$69,000		11.00%	14			
\$70,000 to \$79,000		3.10%	4			
\$80,000 to \$89,000		2.40%	3			
\$90,000 to \$99,000		0.00%	0			
\$100,000 or more		4.70%	6			

[Download](#)[Create Chart](#) 35. How well do you feel college prepared you in the following areas?

	answered question			130		
	skipped question			4		
	Very well	Somewhat	Not at all	Response Count		
Critical thinking/ Problem solving	67.7% (88)	30.8% (40)	1.5% (2)	130		
Teamwork	62.3% (81)	33.8% (44)	3.8% (5)	130		
Communication/ Presentation skills	70.0% (91)	28.5% (37)	1.5% (2)	130		
Written Skills	44.6% (58)	48.5% (63)	6.9% (9)	130		
Field Specific Skills	43.1% (56)	43.8% (57)	13.1% (17)	130		

[Download](#)[Create Chart](#) 36. How satisfied were you with the following aspects of your college experience? Please rank each aspect from Very Satisfied to Very Dissatisfied.

	answered question	124	
	skipped question	10	

	Very Satisfied	Satisfied	Some what Satisfi ed	Som ewh at Diss atisf ied	Very Diss atisf ied	Respons e	
						Co unt	
Attractiveness of courses	21.8% (27)	50.0% (62)	25.0% (31)	2.4% (3)	0.8% (1)	124	
Content of courses	14.6% (18)	54.5% (67)	24.4% (30)	5.7% (7)	0.8% (1)	123	
Teaching Materials	11.5% (14)	45.9% (56)	34.4% (42)	6.6% (8)	1.6% (2)	122	
Teaching Technologies	17.9% (22)	42.3% (52)	27.6% (34)	10.6 % (13)	1.6% (2)	123	
Practical Emphasis	35.5% (43)	30.6% (37)	23.1% (28)	8.3% (10)	2.5% (3)	121	
Teaching Ability of Faculty	25.0% (30)	44.2% (53)	21.7% (26)	7.5% (9)	1.7% (2)	120	
Faculty Interaction Students Intellectual Environment	34.1% (42)	34.1% (42)	24.4% (30)	6.5% (8)	0.8% (1)	123	
Students'Intellectual Capability	20.3% (25)	47.2% (58)	23.6% (29)	6.5% (8)	2.4% (3)	123	
Social Environment	51.2% (63)	34.1% (42)	8.1% (10)	6.5% (8)	0.0% (0)	123	
DownloadCreate Chart37. Please indicate on a scale of 1 to 5 to what extent the following statements are true about you:							
	answered question					128	
	skipped question					6	
	Strongly Agree	Agree	Some what Agree	Som ewh at Disa gree	Stro ngly Disa gree	Respons e	
						Co unt	
I am more curious than cautious	24.2% (31)	31.3% (40)	21.9% (28)	21.1 % (27)	1.6% (2)	128	
I am more organized than easy-going	18.1% (23)	35.4% (45)	22.8% (29)	16.5 % (21)	7.1% (9)	127	

I am more outgoing than reserved	32.0% (41)	25.0% (32)	24.2% (31)	16.4 % (21)	2.3% (3)	128	
I am more trusting than suspicious	25.8% (33)	35.2% (45)	20.3% (26)	14.1 % (18)	4.7% (6)	128	
I am more sensitive than secure	7.8% (10)	21.9% (28)	28.9% (37)	29.7 % (38)	11.7 % (15)	128	