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EMPLOYABILITY AND FUTURE JOB SATISFACTION OF 1978 AND 1979 COLLEGE OF  
BUSINESS ADMINISTRATION GRADUATES IN THE COOPERATIVE EDUCATION AND  
INTERNSHIP PROGRAM AT THE UNIVERSITY OF WISCONSIN - LA CROSSE

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A THESIS

Presented to the  
Graduate College Faculty  
University of Wisconsin - La Crosse

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In Partial Fulfillment  
of the Requirements for the Degree:  
Masters of Science in Education -  
College Student Personnel

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by  
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University of Wisconsin - La Crosse

College of Education

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We recommend acceptance of this thesis in partial fulfillment of this candidate's requirements for the degree:

Master of Science in Education - College Student Personnel

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## ABSTRACT

Bucher, Mark T. Employability and Future Job Satisfaction of 1978 and 1979 College Business Administration Graduates in the Cooperative Education Internship Program at the University of Wisconsin - La Crosse. Thesis: Master of Science in Education - College Student Personnel, 1983.

The purpose of this study was to determine whether or not participation by 1978 and 1979 College of Business students in the Cooperative Education and Internship Program at the University of Wisconsin - La Crosse increased their employability and resulted in higher future job satisfaction.

The instrument used to gather the data was the American College Testing Alumni Survey (1979). Of the population studied, a total return rate of 43.38 percent of the test instrument was achieved. This consisted of 68 graduates who did not participate in the Cooperative Education and Internship Program and 17 graduates who did participate.

Null hypotheses, established in nine areas of employability and job satisfaction, stated that there would be no significant difference between the two groups with regard to higher starting salary; time required to obtain first job; feelings of underemployment; and indications of job satisfaction involving challenge, location, salary, benefits, advancement potential, working conditions, and career potential.

The responses of both groups to these items were tabulated and compared for significant difference using the chi-square test with a .05

decision criterion. An analysis of the data determined no significant differences on any of the nine effects studied. Therefore, all nine null hypotheses were accepted.

## CHAPTER 1

### INTRODUCTION

Institutions of higher education have realized that the social role of post-secondary education demands more than simply academic contributions. Pressures of technical and professional requirements along with complex social problems are requiring more knowledgeable and sophisticated graduates. Because of these conditions, colleges and universities throughout the United States have implemented a plan of education which incorporates experiential off-campus learning. Such programs are called by various names; e.g., internships, work experiences, etc., but all entail a learning process that is based upon a strong interaction between colleges and the world of work.

#### Background

In recognition of this need, the University of Wisconsin - La Crosse (hereafter referred to as UW - La Crosse) implemented its Cooperative Education and Internship Program in the fall semester of 1975 with the aid of an administrative grant from the Office of Education under Title IV-D of the Higher Education Act of 1965, as amended. Grant monies were received again in 1976 and 1977, also under Title IV-D, and in 1976 and 1980 under Title VIII of the same Act, to encourage program expansion and employer development. The Cooperative Education and Internship Program (hereafter referred to as C.E.I.P.) is physically and administratively aligned with Career Services, under the

Assistant Vice Chancellor for Academic Services, and coordinates the operation of each of the two separate programs, cooperative education and internship.

Cooperative education is a national program in which over 900 universities and colleges now participate. The program is a more formalized system of integrating classroom theory with practical field assignments.

Cooperative education is implemented under two different plans, the alternating and the parallel, both of which are offered at UW - La Crosse. Under the alternating plan, the students alternate between a minimum of two field assignments with an intervening period of study. Under the parallel plan, students spend part of their schedule at a field assignment in addition to attending classes. All cooperative field assignments are paid.

The field assignments and principles of the internship program are very similar to those of the C.E.I.P. in that they are both off-campus experiential learning programs for which academic credit is awarded. Students who participate in the internship program are usually placed for only one academic session, either a semester or summer session, in a full or part-time field assignment, but not all internships are paid.

All students who have completed sixty semester credit hours (Junior level and above) maintaining a 2.25 cumulative grade point average (A = 4.0) are eligible to participate in either program, with the exception of those majors which specify additional prerequisites. Students may receive 1-15 general elective credits towards graduation requirements for a fall or spring semester assignment, or 1-12 general elective

credits for a summer field assignment. In some academic departments, with advance approval and completion of departmental prerequisites, a specific number of these credits can be applied for credit in individual major and/or minor areas. Students are formally enrolled and pay standard tuition rates for any credits earned through their field assignments.

The main objectives of the C.E.I.P. at the UW - La Crosse are as follows:

1. To offer students a more relevant education
2. To assist students with career exploration in an effort to enhance future job satisfaction
3. To provide students with a headstart in employer contacts, salary, and post-graduation employment
4. To aid students in developing their professionalism, maturity, and skill in human relations.

All potential participants meet with a Program Coordinator to discuss career goals, options, and classroom preparation before applying for a field assignment. Every effort is made to link the applicant's career goals with a relevant field assignment to increase the effectiveness of the experience in meeting the program goals as stated above.

It is the responsibility of the students to secure an academic advisor in their major or minor department who monitors the quality of their assignments through monthly reports completed by the students and evaluations of the students completed by on-the-job supervisors. It is also the responsibility of the academic advisor to assign a grade for the assignment. Usually the students' grades are based upon the monthly reports and supervisors' evaluations. A paper may also be required by the advisor, which accounts for a portion of the students' grades. The amount of weight given to the paper is at the advisor's discretion.

### Importance of Study

The purpose of this study was to determine whether or not participation by College of Business Administration students in the C.E.I.P. at UW - La Crosse increased their employability and resulted in higher future job satisfaction.

It was felt that documentation of these effects was needed for several reasons, most importantly as an aid in supporting or rejecting the benefit claims made by the C.E.I.P. at the UW - La Crosse, and by other institutions' experiential learning programs. There is some previous research data showing positive benefit to students who have participated in such programs. If the data in this study corroborate those findings, it will add credence to the benefit claims made on behalf of the C.E.I.P. at UW - La Crosse, and of experiential learning programs in general.

Information derived may aid in determining whether goals and objectives of the C.E.I.P. at the UW - La Crosse are being achieved, which could influence future program planning. More specifically, positive effects may increase participation by students and foster stronger support from faculty and administration. Program evaluation and outcome information from previous graduates may be important considerations to prospective students. If such information is included in university recruitment literature, it may aid consumer-oriented students in deciding whether or not to "buy" the institution.

### Statement of the Problem

A head start in the job market and future job satisfaction through career exploration are two benefits emphasized to students who partici-

pate in experiential learning. The UW - La Crosse, as well as other involved universities and colleges, has always made claim of such advantages for their students, however, there is little scientific documentation to verify these claims. Two previous studies have explored these professed benefits as they apply to specific sample groups at UW - La Crosse (Stanek, 1980; Cash, 1982), but there remains a need for further research involving other subject populations.

#### Related Literature

From their inception, experiential learning programs have been committed to the belief that practical experience in combination with the academic study can provide a very relevant component to education. The review of related literature was conducted to determine the scope of research that has been done dealing with this premise. The review was purposely limited to studies on employability, including research related to career analysis, and studies concerned with the job satisfaction of students who participated in experiential education.

One of the earliest studies done was conducted by Wilson and Lyons (1961) as part of a national study sponsored by the Ford Foundation. The study compared the employment experiences of cooperative education (co-op) students and non-cooperative education (non-co-op) students from several institutions of higher education. Of specific concern were the respondents' feelings regarding college preparation for employment, satisfaction in the job setting, and salary. The findings of the study supported the claim that students do gain numerous benefits regarding initial employability from participating in a co-op experience, however, the study did not direct itself to the question of how these benefits

affect the student after graduation.

Lelievre (1961), of the University of Cincinnati, conducted an extensive survey of University of Cincinnati students who participated in co-op during the years 1950 through 1959. Following are the important conclusions concerning the relevance of a co-op experience in regards to career choice and employability:

1. One hundred and twenty-two (93.1%) respondents stated that their cooperative education experience aided in testing and aptitude for their chosen field.
2. Ninety-eight (74.8%) stated that their cooperative education experience permitted them to advance into positions of more responsibility and pay.
3. Ninety-four (71.8%) stated that their cooperative education experience was an aid in seeking employment upon graduation.
4. Fifty-three (40.5%) stated that they secured positions with their cooperative education employer after graduation (p. 150).

Gore (1972) also studied non-co-op graduates as compared to co-op graduates at the University of Cincinnati, during the years 1964 through 1969. The resultant data showed no monetary advantage at the starting salary positions between the two groups, however, supportive data were found indicating that as time passed, co-op graduates had an advantage over non-co-op graduates in terms of both monthly salary and increased job responsibility.

Yenesco (1971) compared two groups of engineering students from various schools. Although no significant differences appeared between the co-op and non-co-op engineering graduates in regard to job satisfaction (e.g., job content, salary, and career objectives), co-op graduates were found to be

immediately employable in productive assignments at a higher beginning salary and with a one to two year experience lead over regular graduates (monthly salary lead of \$12-\$75 at time of study), (p. 818).

Mitchell (1968) conducted a comparative study of graduates five years after their graduation in order to determine the career progress of students who had participated in a co-op program at the University of Cincinnati. The author found that the average co-op graduate was slightly more satisfied with the progress of his/her career than the average non-co-op graduate. Also, in regards to salary, the average co-op graduate earned approximately \$1,500 per year more than the average non-co-op graduate.

Epting (1975) conducted a study on Mississippi State University co-op graduates from 1970 through 1974. The study was performed within the University and compared co-op graduates of Mississippi State University to non-co-op graduates of the same school. Epting concluded:

The comparison of cooperative education graduates starting salaries to those of non-cooperative education graduates indicates that in almost every case the cooperative education graduates received higher starting salary. Mississippi State University cooperative education graduates earned from 17%-22% higher starting salaries upon entering permanent employment than did the regular four-year graduate (p. 106).

It should be noted that Epting added a disclaimer, stating that the figures obtained might be biased by the heavy concentration of engineering graduates in the population of the study.

Brown (1976) compared alumni at various institutions of higher education in order to examine the claim that experiential learning programs contribute to students' career development. The subjects were a cross section sampling of alumni one, five, and ten years after their graduation from college. Results of the study supported previous research indicating higher starting salaries for students that had off-campus field experiences.

The majority of the alumni surveyed, both co-op and non-co-op students, found their first job within six months after graduation. In addition, approximately 85 percent of the total alumni sampled indicated either full or partial satisfaction with their first full time job. Therefore, participation in a co-op did not have a significant effect on alumni feelings of satisfaction regarding their first jobs; however, the study did show that a higher percentage of the co-op alumni sample (76.3%) obtained their first job within six months after graduation than the non-co-op alumni sample (69.4%).

Over three-fourths of the total alumni sample expressed at least some satisfaction with their current jobs, though a subsample of business graduates was the only major area of study where co-op students (55.7%) indicated they were more satisfied with their jobs than non-co-op students (39.0%). Co-op business graduates also received a greater number of raises and promotions according to the study.

The final studies to be included in this review were done at UW - La Crosse in an effort to assess the effectiveness of the C.E.I.P. Stanek (1980) surveyed and compared computer science co-op graduates and computer science graduates that did not participate in the program. The data were analyzed to determine if any significant difference existed between the groups in starting salary; time required to obtain first job; and job satisfaction in regards to challenge, location, salary/benefits, advancement, working conditions, and career potential. No significant difference was found in any category with the exception of career potential, however, the author suggested in her conclusions that the results might have been affected by the very high demand for all computer science graduates at the time of her study.

A work by Cash (1982) was similar to Stanek's but dealt with management and marketing students. Cash studied the same effects as Stanek did, with the addition of a category concerning feelings of underemployment. Analysis of the data showed no significant difference on items pertaining to starting salary, job challenge, job location, or advancement potential. Using a .10 decision criterion, Cash did find significant differences in responses between the non-co-op and co-op groups on the items pertaining to time required to obtain first job; salary/benefits; working conditions; and career potential, suggesting that a co-op experience had a positive effect relative to these areas.

In summary, all the literature reviewed concluded that various benefits are derived by the student participating in an experiential education program. The majority of support focused on the areas of ease in finding employment and salary. However, more research is needed relating to career preparation and the future job satisfaction of students participating in such programs, with emphasis on how the students themselves perceive any benefits accrued.

### Hypothesis

The research hypothesis ( $H_1$ ) of the study was that there were no effects on College of Business Administration students who participated in the C.E.I.P. at the UW - La Crosse. The effects studied were whether College of Business Administration students who participated in the program earned higher starting salaries; secured a job in less time; had less feelings of underemployment; and indicated higher job satisfaction in regard to challenge, location, salary and benefits, advancement potential, working conditions, and career potential than did College of

Business students who did not participate. The research hypothesis was divided into the following nine separate null hypotheses for the purpose of statistical analysis:

- I. There will be no significant difference between the co-op group and the non-co-op group with regard to annual salary on their first full-time job after graduation.
- II. There will be no significant difference between the co-op group and the non-co-op group with regard to the time required to obtain their first full-time job after graduation.
- III. There will be no significant difference between the co-op group and the non-co-op group with regard to individual feelings of underemployment.
- IV. There will be no significant difference between the co-op group and the non-co-op group with regard to personal satisfaction in the challenge of their present job.
- V. There will be no significant difference between the co-op group and the non-co-op group with regard to personal satisfaction in the location of their present job.
- VI. There will be no significant difference between the co-op group and the non-co-op group with regard to personal satisfaction in the salary and benefits of their present job.
- VII. There will be no significant difference between the co-op group and the non-co-op group with regard to personal satisfaction in the advancement potential of their present job.
- VIII. There will be no significant difference between the co-op group and the non-co-op group with regard to personal satisfaction in the working conditions of their present job.
- IX. There will be no significant difference between the co-op group and the non-co-op group with regard to personal satisfaction in the career potential of their present job.

Each null hypothesis ( $H_0$ ) was subjected to a chi-square test of response difference to determine if a significant difference existed at the .05 level between responses of the co-op group and the non-co-op

group. For the purpose of this study, the co-op experience was the independent variable (X) while the responses given by the co-op and non-co-op groups were the dependent variables.

#### Definition of Terms

Experiential Education - learning activities outside the normal classroom environment involving activities which are meaningful and real and for which academic credit is awarded

College of Business Administration student - any student, as identified by the University of Wisconsin - La Crosse Registrar's Office, as majoring in the program areas of Management, Marketing, or Accountancy

Cooperative education (co-op) student - a student who participated in a structured cooperative education program, usually discussed as a subject in an experiential group

Non-cooperative education (non-co-op) student - a student who did not participate in a structured cooperative education program, usually discussed as a subject in a control group.

## CHAPTER II

### METHOD

This study was conducted to provide data as to whether participation in the C.E.I.P. at the UW - La Crosse had a significant positive effect on 1978 and 1979 College of Business Administration graduates in regards to employability and future job satisfaction when compared to 1978 and 1979 College of Business Administration graduates that did not participate in the program.

#### Sample

Subjects for the study were 1978 and 1979 UW - La Crosse College of Business Administration graduates. The 85 subjects were the total population of 1978 and 1979 College of Business Administration graduates, as identified by the UW - La Crosse Registrar's Office. The years 1978 and 1979 were chosen by the researcher as this time period coincides with the two previous studies done at the University by Stanek (1980) and Cash (1982).

The control group and the experimental group were both intact groups, as the study was ex post facto. The control group consisted of 68 graduates that did not participate in a co-op program. This represents approximately 80% of the entire sample population. The remaining 17 subjects, or 20% of the sample, composed the experimental group-- those that did participate in a co-op program. The latter percentage was in accord with Career Services Office records reporting program

participation by business students during the time period studied.

In addition, the aforementioned sample group was further broken down into two other individual sample populations, in hopes of providing a broader base of data analysis. Management and marketing students from the original sample population were combined to form one of the additional study samples. The control group for this consisted of 58 subjects that did not participate in the C.E.I.P. The experimental group, those management/marketing students that did participate in the program, totaled 12 subjects. As with the total sample of all College of Business Administration graduates studied, the number of experimental group subjects in this population was also approximately 20%.

The second different population to be included in the study was comprised of Accountancy majors, also extracted from the original College of Business Administration graduate sample. The control group totaled ten subjects. The experimental group consisted of five subjects, or 41.66% of the total of this particular sample. Again, the control group represents those subjects that did not participate in a co-op program, and the experimental group represents those students that did participate.

#### Instrumentation

The instrument used to gather data about the sample was the American College Testing Alumni Survey (1979). This instrument was designed to help institutions of higher learning collect descriptive alumni data, evaluate services and programs, and monitor changes in the needs of graduates of the institutions.

The survey is divided into the following seven major sections:

Section I contains demographic items which are provided as an aid in better evaluating student responses to items in the remainder of the instrument. These items also contain data useful in determining the geographic location, current activities, and plans of recent alumni.

Section II contains a number of questions related to the continuing education of University alumni.

Section III requests alumni information regarding the quality of education they received, and the effect college had on their personal development, providing a basis for institutional evaluation.

Section IV contains questions pertaining to the employment history of alumni. Items in the section deal with employment status, problems in obtaining employment, job satisfaction, salary, and the value of job preparation received at college.

Section V contains thirty optional items which may be used to explore specific areas of interest.

Section VI requests the current mailing address of the alumnus; a business address, if any; and an additional address where mail could be forwarded if necessary.

Section VII is an optional section that respondents can use to provide any additional comments or suggestions concerning the institutions attended.

For purposes of this study, only parts of sections I, IV, and V were utilized. In section I, the items denoting year of graduation and academic major were used to establish the subject universe. Section IV provided all of the data relating to the post-college employment history of the respondents. Items used dealt with the annual salary in the

first job held after graduation; ease in finding employment; any feelings of underemployment; and satisfaction regarding job challenge, location, salary/benefits, advancement potential, working conditions, and career potential. An item in section V was used to determine participation in the C.E.I.P. at the University.

### Procedure

The Career Services Office at UW - La Crosse administered the Alumni Survey. The information obtained was used to establish a data base on alumni in order to assist the administration and individual academic departments in better understanding the outcomes of the educational experience of students at the institution.

A systematic collection of the data began during the summer of 1980 with the survey of graduates from 1973 through 1979. Names of the graduates and their addresses were obtained from UW - La Crosse Alumni Office. Each graduate was assigned a number which was stamped on the answer sheet for accuracy in determining those needing follow-up mailings.

To assist in curriculum review, department chairpersons were given the opportunity to ask up to twenty-five additional questions of their graduates. In addition, five questions were supplied by the Career Services Office to determine the extent and effectiveness of their involvement with each graduate.

The survey; a list of college majors and occupational choices; a cover letter by the applicable department chairperson; and a postage paid return envelope, were mailed fourth class to the graduates on July 11, 1980.

A second mailing was done on August 21, 1980. This mailing was sent out first class so that it would be forwarded, and included a post-card requesting the students' current address. To those remaining graduates that had yet to return their surveys, a third mailing was sent on September 21, 1980. This packet contained all of the materials included in the first mailing. In all instances where address changes were received following the second mailing, the surveys were forwarded.

According to figures compiled by the Career Services Office, there was a 42.32% response rate to the survey by College of Business Administration graduates. Of the population addressed by this study, there was a 43.38% response rate. This can be broken down individually to a 43.18% response rate by management/marketing graduates, and a 44.09% response rate by Accountancy graduates.

The Career Services Office continues to administer the Alumni Survey, adding to the existing data base. Currently, graduates from 1910 through 1972 are being surveyed. Thereafter, graduates are to be surveyed three years after graduation.

#### Research Design

The design used in the study was the Campbell and Stanley Design Number Three. The responses of the groups were tabulated and compared for significant difference using the chi-square test with a .05 decision criterion. The study, however, was ex-post facto.

#### Statistical Test

The null hypothesis of the study was that there were no effects on College of Business Administration students who participated in the

C.E.I.P. at UW - La Crosse. The effects studied were whether or not students who participated in the program earned higher starting salaries; secured their first job in less time; experienced less feelings of underemployment; and indicated higher job satisfaction in regard to challenge, location, salary/benefits, advancement potential, and career potential, when compared to those students that did not participate.

To accomplish this, chi-squares were calculated for each of the items. In accordance with the null hypotheses, the data were examined to determine whether significant differences existed at the .05 level between responses of the control group and the experimental group.

The response cells in most items on the survey instrument were collapsed to increase cell frequency, thereby enhancing the data utilization process. The response cells concerning the annual salary item were collapsed from twelve categories to four because of relatively few responses on the extremes. The cells concerning first job attainment were reduced from six categories to three for the same reason. The underemployment item involved a simple yes-no response and was therefore not altered. The items concerned with various aspects of job satisfaction were reduced from five categories to three by combining "very satisfied" with "satisfied" for a positive cell, and combining "neutral" with "very dissatisfied" and "dissatisfied" for a negative cell. The positive cell was labeled "satisfied," and the negative cell was labeled "not satisfied" for purposes of this study.

## CHAPTER III

### RESULTS

In analyzing the data collected, cross tabulations were run which compared the 17 College of Business Administration students who participated in the C.E.I.P. at UW - La Crosse to the 68 College of Business Administration students who did not participate. In addition, this subject population was further broken down to look at both management/marketing students and accountancy students, which together composed the total population, in hopes of providing a broader base for data analysis. The chi-square statistic was used to determine if significant differences existed between the co-op and non-co-op groups at the .05 level of significance.

The null hypothesis that there were no effects on College of Business Administration students who participated in the C.E.I.P. at UW - La Crosse was accepted for all nine of the items studied. The items dealt with earning higher starting salaries; obtaining the first job in less time; experiencing less feelings of underemployment; and indicating higher job satisfaction in regard to challenge, location, salary/benefits, advancement potential, working conditions, and career potential.

In this chapter the results of the study are illustrated in Tables I-IX. Each of the nine items and how they pertain to the subject populations studied are presented individually through the use of the tables. The main figures presented represent the results of the total population of subjects studied, the College of Business Administration students;

the figures in parentheses represent the individual results of management/marketing students and accountancy students in that order. Discussion of the results follows the table section.

As shown in Table 1 the chi-square value ( $X^2$ ) was 2.60271 with three degrees of freedom (df) and a 0.4570 level of significance (p). Although not statistically significant, the highest percentage of responses fell in the salary range of "less than \$8,999" and "\$9,000 to \$11,999" in both the co-op and non-co-op groups. There were no subjects in the co-op group who earned more than \$15,000 per year. Four members of the non-co-op group, however, reported earning more than \$15,000 annually. The table also shows frequency and percentage figures and statistical data for the subsamples of management/marketing and accountancy students.

TABLE I  
INITIAL SALARY

Item 1. What was your annual salary/income in the first job you held since graduation?

	Co-op Group(s)		Non-co-op Group(s)	
	Frequency	Percent	Frequency	Percent
Less than \$ 8,999	9(8/1)	10.6(11.4/6.7)	35(33/2)	41.2(47.1/13.1)
\$9,000 to \$11,999	7(3/4)	8.2(4.3/26.7)	19(14/5)	22.4(20.0/33.3)
\$12,000 to \$14,999	1(1/0)	1.2(1.4/0.0)	10(7/3)	11.8(10.0/20.0)
\$15,000 and more	0(0/0)	0.0(0.0/0.0)	4(4/0)	4.7(5.7/0.0)

Chi-square = 2.60271 (1.11408/2.00000)

Degrees of freedom = 3.0 (3.0/2.0)

Significance = 0.4570 (0.7737/0.3679)

The data in Table II indicated that the corrected chi-square value was 2.31357 with one degree of freedom and a level of significance of 0.1283. The highest percentage in number of responses from both groups was in the category of "prior to leaving school." Forty members of the non-co-op group, or 47.1%, responded they had obtained their first full-time job prior to leaving college, while 14 or 16.5% of the co-op group members indicated the same. None of the respondents took more than one month to secure initial employment. The table also shows frequency and percentage data for the two subsamples, however, statistical data were unavailable for the groups as the majority of the valid cells had an expected cell frequency of less than 5.0.

TABLE II

## TIME REQUIRED TO SECURE INITIAL EMPLOYEMENT

Item 2. How long did it take you to secure your first full-time job after leaving the University?

	<u>Co-op Group(s)</u>		<u>Non-co-op Group(s)</u>	
	<u>Frequency</u>	<u>Percent</u>	<u>Frequency</u>	<u>Percent</u>
Prior to leaving school	14(10/4)	16.5(14.3/26.7)	40(33/7)	47.1(47.1/46.7)
Less than one month	3(2/1)	3.5(2.9/6.7)	28(25/3)	32.9(35.7/20.0)
More than one month	0(0/0)	0.0(0.0/0.0)	0(0.0)	0.0(0.0/0.0)

Corrected chi-square = 2.31357 (1.92322/Statistical data unavailable as majority of the valid cells had an expected cell frequency of less than 5.0.)

Degrees of freedom = 1.0 (1.0)

Significance - 0.1283 (0.1655)

Table III shows a corrected chi-square value of 3.22481 with one degree of freedom and a significance equal to 0.1283. The majority of the subjects in both groups indicated no feelings of underemployment, however, only 4.7% of the co-op group felt underemployed as compared to 41.2% of the non-co-op group. The table also shows frequency and percentage data for the subsample groups, however, statistical data were unavailable due to an expected cell frequency of less than 5.0 in the majority of valid cells.

TABLE III  
FEELINGS OF UNDEREMPLOYMENT

Item 3. Do you feel you are currently underemployed?

	<u>Co-op Group(s)</u>		<u>Non-co-op Group(s)</u>	
	<u>Frequency</u>	<u>Percent</u>	<u>Frequency</u>	<u>Percent</u>
Yes	4(4/0)	4.7(5.7/0.0)	35(32/3)	41.2(45.7/20.0)
No	13(8/5)	15.3(11.4/33.3)	33(26/7)	38.8(37.1/46.7)

Corrected chi-square = 3.22481 (1.12481/Statistical data unavailable as majority of the valid cells had an expected cell frequency of less than 5.0.)

Degrees of freedom = 1.0 (1.0)

Significance = 0.0387 (0.2889)

As presented in Table IV, the corrected chi-square value was 0.00000 with one degree of freedom and significance equal to 1.0000. The majority of the subjects in both groups responded that they were satisfied with the challenge in their current jobs. Four co-op group members, or 4.7%, expressed dissatisfaction in regard to challenge, while 14 members, or 16.5% of the non-co-op group were dissatisfied. The table also provides frequency and percentage information for the subsample groups. Statistical data for these groups was unavailable due to an expected cell frequency of less than 5.0.

TABLE IV  
SATISFACTION WITH CHALLENGE

Item 4. Indicate your satisfaction with challenge on your present job.

	<u>Co-op Group(s)</u>		<u>Non-co-op Group(s)</u>	
	<u>Frequency</u>	<u>Percent</u>	<u>Frequency</u>	<u>Percent</u>
Satisfied	13(8/5)	15.3(11/4/33.3)	54(45/9)	63.5(64.3/60.0)
Not satisfied	4(4/0)	4.7(5.7/0.0)	14(13/1)	16.5(18.6/ 6.7)

Corrected chi-square = 0.00000 (0.18764/Statistical data unavailable as majority of the valid cells had an expected cell frequency of less than 5.0.)

Degree of freedom = 1.0 (1.0)

Significance = 1.0000 (0.6649)

The corrected chi-square value in Table V was 0.31979 with one degree of freedom and a significance equal to 0.5717. Sixteen co-op group members, or 18.8%, indicated satisfaction regarding job location, while 58 members, or 68.2% of the non-co-op members expressed their satisfaction. Only one member of the co-op group, or 1.2%, was dissatisfied with job location as compared to ten members of the non-co-op group, or 11.8%. The table also provides frequency and percentage figures for the subsample groups, however, statistical data were unavailable due to an expected cell frequency of less than 5.0.

TABLE V  
SATISFACTION WITH LOCATION

Item 5. Indicate your satisfaction with location of your present job.

	<u>Co-op Group(s)</u>		<u>Non-co-op Group(s)</u>	
	<u>Frequency</u>	<u>Percent</u>	<u>Frequency</u>	<u>Percent</u>
Satisfied	16(11/5)	18.8(15.7/33.3)	58(49/9)	68.2(70.0/60.0)
Not satisfied	1( 1/0)	1.2( 1.4/ 0.0)	10( 9/1)	11.8(12.9/ 6.7)

Corrected chi-square = 0.31979 (0.03772/Statistical data unavailable as majority of the valid cells had an expected cell frequency of less than 5.0.)

Degrees of freedom - 1.0 (1.0)

Significance = 0.5717 (0.8460)

Table VI presents a corrected chi-square value of 0.45078 with one degree of freedom and significance equal to 0.5020. Fifteen members of the co-op, or 17.6%, indicated satisfaction concerning salary/benefits, compared to 48 members, or 56.5% of the non-co-op respondents. Only two co-op subjects, or 2.4%, expressed dissatisfaction involving this item, while 20 members, or 23.5% of the non-co-op group did. The table also gives frequency and percentage figures for the subsample groups, however, statistical data were unavailable due to an expected cell frequency of less than 5.0.

TABLE VI  
SATISFACTION WITH SALARY AND BENEFITS

Item 6. Indicate your satisfaction with salary and benefits in your current job.

	<u>Co-op Group(s)</u>		<u>Non-co-op Group(s)</u>	
	Frequency	Percent	Frequency	Percent
Satisfied	15(10/5)	17.6(14.3/33.3)	48(38/8)	56.5(54.3/53.3)
Not satisfied	2(2/0)	2.4( 2.9/ 0.0)	20(20/2)	23.5(28.6/13.3)

Corrected chi-square = 0.45078 (0.00479/Statistical data unavailable as majority of the valid cells had an expected cell frequency of less than 5.0.)

Degrees of freedom = 1.0 (1.0)

Significance = 0.5020 (0.9448)

As shown in Table VII, the corrected chi-square value was 0.45078 with one degree of freedom and significance equal to 0.5020. Fourteen of the co-op group members, or 16.5%, indicated satisfaction with the advancement potential of their current jobs while 48 members, or 56.5%, of the non-co-op group indicated the same. Three members of the co-op group, or 3.5%, expressed dissatisfaction regarding this item as compared to 20, or 23.5% of the non-co-op group. The table also gives frequency and percentage information concerning the subsample groups, however, statistical data were unavailable due to an expected cell frequency of less than 5.0.

TABLE VII

## SATISFACTION WITH ADVANCEMENT POTENTIAL

Item 7. Indicate your satisfaction with advancement potential in your current job.

	<u>Co-op Group(s)</u>		<u>Non-co-op Group(s)</u>	
	<u>Frequency</u>	<u>Percent</u>	<u>Frequency</u>	<u>Percent</u>
Satisfied	14(9/5)	16.5(12.9/33/3)	48(40/8)	56.5(57.1/53.3)
Not satisfied	3(3/0)	3.5( 4.3/ 0.0)	20(18/2)	23.5(25.7/20.0)

Corrected chi-square = 0.45078 (0.00479/Statistical data unavailable as majority of the valid cells had an expected cell frequency of less than 5.0.)

Degrees of freedom = 1.0 (1.0)

Significance - 0.5020 (0.9448)

Table VIII shows a corrected chi-square value of 0.00000 with one degree of freedom and significance equal to 1.0000. Sixteen members of the co-op group, or 18.8%, expressed satisfaction with their present working conditions while 62 or 72.9% of the non-co-op group expressed their satisfaction. Only one co-op group member, or 1.2%, indicated dissatisfaction concerning this item as compared to six members, or 7.1% of the non-co-op group. The table also presents frequency and percentage data for the subsample groups, however, statistics could not be computed because data consisted of only one column or row.

TABLE VIII  
SATISFACTION WITH WORKING CONDITIONS

Item 8. Indicate your satisfaction with working conditions in your current job.

	<u>Co-op Group(s)</u>		<u>Non-co-op Group(s)</u>	
	Frequency	Percent	Frequency	Percent
Satisfied	16(11/5)	18.8(15.7/33.3)	62(52/10)	72.9(74.3/66.7)
Not satisfied	1( 1/0)	1.2( 1.4/ 0.0)	6( 6/0 )	7.1( 8.6/ 0.0)

Corrected chi-square = 0.00000 (0.0000/Statistics could not be computed because data consisted of only one column or row.)

Degrees of freedom = 1.0 (1.0)

Significance = 1.0000 (1.0000)

On Table IX is shown a corrected chi-square value of 0.10216 with one degree of freedom and significance equal to 0.7492. Fourteen members of 16.5% of the co-op group reported satisfaction regarding the career potential of their current jobs, while 51 members, or 60.0% of the non-co-op group indicated the same. Three members of the co-op group, or 3.5%, expressed dissatisfaction concerning this item as compared to 17 members, or 20.0% of the non-co-op group. The table also gives frequency and percentage information for the subsample groups, however, statistical data were unavailable due to an expected cell frequency of less than 5.0.

TABLE IX  
SATISFACTION WITH CAREER POTENTIAL

Item 9. Indicate your satisfaction with career potential in your current job.

	<u>Co-op Group(s)</u>		<u>Non-co-op Group(s)</u>	
	Frequency	Percent	Frequency	Percent
Satisfied	14(9/5)	16.5(12/9/33.3)	51(42/9)	60.0(60.0/60.0)
Not satisfied	3(3/0)	3.5( 4.3/ 0.0)	17(16/1)	20.0(22.9/ 6.7)

Corrected chi-square = 0.10216 (0.00000/Statistical data unavailable as majority of the valid cells had an expected cell frequency of less than 5.0.)

Degrees of freedom = 1.0 (1.0)

Significance - 0.7492 (1.0000)

## Discussion

The subjects in Item 1 were asked what their annual salary/income was in the first job they held after graduation. Statistical analysis showed that there was no significant difference in the responses of students who participated in the C.E.I.P. compared to those students who did not participate. The null hypothesis that there will be no significant difference between the co-op group and the non-co-op group with regard to annual salary on their first full-time job after graduation was therefore accepted. A relatively higher percentage of subjects in the non-co-op group made higher salaries in comparison to the co-op group. This was represented by 14 non-co-op group members earning \$12,000 or more as opposed to only one subject in the co-op group. Also, the four respondents earning over \$15,000 were all members of the non-co-op group.

These results are in disagreement with the findings of several studies mentioned earlier in Chapter II. Epting (1975) stated that graduates from the College of Business at Mississippi State University having co-op experience earned from four to fourteen percent more in starting salary than those students entering the job market without co-op experience. One of Brown's (1976) results also indicated that participation in a co-op program lead to higher starting salaries, at least for engineering and business students. Finally, Mitchell (1968) indicated that the average co-op graduate earned approximately \$1,500 more annually than the average graduate that did not participate in a co-op program.

The findings in this study regarding this item were supported by

the conclusions of three other works mentioned in Chapter II. Gore's (1972) study involving management and marketing graduates between 1964 and 1969 indicated no advantage in salaries among those students who participated in co-op and those that did not. Stanek (1980) and Cash (1982) also found no positive relationship between a co-op experience and starting salary in the populations they studied.

The subjects in Item 2 were requested to report how long it took them to obtain their first full-time jobs after college graduation. The null hypothesis that there will be no significant difference between the co-op group and the non-co-op group with regard to the time required to obtain their first full-time job after graduation was accepted as there was no significant difference in the responses of the groups. A like percentage of both non-co-op and co-op group members found employment soon after graduation with all respondents securing initial employment within one month.

These results conflict with the findings of Lelievre (1961) who reported that 40% of co-op graduates remained with their field employers upon graduation and that this assimilation by employers lessened the amount of time required to obtain employment and was attributable to the co-op experience. Cash (1982) also found that a co-op experience had a casual effect on job attainment. In his study, 100% of the co-op group secured full-time employment within one month, while only 67% of the non-co-op group secured employment in that time. Stanek (1980) found no significant difference between computer science graduates who participated in co-op and those who did not in regard to employment. Stanek pointed out, however, that the results might have been affected by the

high demand for this population at the time of her study. This was the extent of literature in Chapter II dealing with this area.

The subjects in Item 3 were asked to state whether or not they experienced feelings of underemployment. This question allowed the opportunity for only a positive or negative response. Without the possibility of a neutral answer, subjects were forced to more carefully evaluate their feelings and respond accordingly. The null hypothesis that there will be no significant difference between the co-op group and the non-co-op group with regard to individual feelings of underemployment was accepted as there was no significant difference in the way the groups responded. As may be seen in Table III, however, a higher percentage of non-co-op group members experienced feelings of underemployment than did co-op group members.

Cash's (1982) results showed that no subjects in his co-op group felt underemployed, while members of the non-co-op group were almost evenly divided in their responses. Stanek (1980), however, again found no causal effect regarding this item and participation in a co-op program.

Although none of the other studies mentioned in Chapter II used the exact category of underemployment as a statement of job satisfaction or dissatisfaction, several findings from the studies lent weight to the results given in Cash's (1982) work. Wilson and Lyons (1961) concluded that a co-op experience provided for a more relevant career choice and led to early job satisfaction and upward career mobility. Lelievre (1961) stated that approximately 75% of co-op respondents felt that the experience enabled them to advance into positions of greater

responsibility which would seem to correspond with reduced feelings of underemployment. Mitchell (1968) concluded that the average co-op graduate was at least slightly more satisfied with the progress of his/her career than graduates with no co-op experience. Finally, Brown (1976), in his study of alumni, found the business graduates that had participated in a co-op program consistently showed positive results in the area of job satisfaction.

The subjects were asked to indicate their satisfaction with regard to challenge of their present jobs in Item 4. The null hypothesis that there will be no significant difference between the co-op group and the non-co-op group with regard to personal satisfaction in the challenge of their present job was accepted as there was no significant difference in the way the groups responded. As is evidenced in Table IV, however, the majority of subjects in both groups responded that they were satisfied with the challenge in their current jobs.

The subjects were asked in Item 5 to respond as to how they viewed their present job in regard to location. Statistical analysis again showed no significant difference among the groups. Therefore, the null hypothesis that there will be no significant difference between the co-op group and the non-co-op group with regard to personal satisfaction in the location of their present job was also accepted. As in Item 4, the majority of all subjects indicated satisfaction concerning the effect studied.

The null hypothesis that there will be no significant difference between the co-op group and the non-co-op group with regard to personal satisfaction in the salary and benefits of their present job was

accepted for Item 6 since no significant difference was shown as to how the groups answered with regard to salary and benefits in their current job. A higher percentage of non-co-op group members, however, expressed dissatisfaction with their salaries than did members of the co-op groups. These results added credence to the findings of studies cited previously, indicating co-op graduates received higher pay than other graduates.

The subjects in Item 7 were requested to indicate their satisfaction in their current jobs with regard to advancement potential. Statistically, there was no significant difference in the way the different groups responded, thus the null hypothesis that there will be no significant difference between the co-op group and the non-co-op group with regard to personal satisfaction in the advancement potential of their present job was accepted. An examination of the percentage data within Table VII gives some support to two studies previously cited. Data from Gore (1972) indicated that co-op graduates began their working careers in slightly more responsible positions and that the level of responsibility increased at a faster rate than for graduates lacking a co-op experience. In a similar vein, Brown (1976) reported that business students that had participated in a co-op program had more frequent and regular opportunities for career advancement than did those business graduates without any co-op experience.

Satisfaction with working conditions was the topic of Item 8. No statistical significance was found between the groups. In general, the majority of the subjects in both the non-co-op and co-op groups indicated satisfaction in regard to this item. The null hypothesis that

there will be no significant difference between the co-op group and the non-co-op group with regard to personal satisfaction in the working conditions of their present job was again accepted.

The final item of the study asked the subjects to indicate their satisfaction with career potential on their current jobs. Although a smaller percentage of the co-op group reported dissatisfaction in regard to career potential than did the control group, the null hypothesis that there will be no significant difference between the co-op group and the non-co-op group with regard to personal satisfaction in the career potential of their present job was also accepted concerning this item.

The Stanek (1980) and Cash (1982) studies tested the same effects as this study did, although with different results. Both studies found there were positive effects on the respective members who participated in the C.E.I.P. at UW - La Crosse in regard to the career potential item. Several previous studies cited earlier also tended to support a positive relationship between co-op participation and satisfaction in career potential, albeit indirectly.

In summation, although the co-op group fared better percentage-wise than the non-co-op group did on some of the items studied, an analysis of the data determined no significant statistical difference on any of the nine effects studied. Therefore, all nine null hypotheses were accepted.

#### Limitations

This study was conducted specifically with College of Business Administration students who graduated in 1978 and 1979 and the C.E.I.P. at UW - La Crosse. Experiential learning programs vary among colleges

and universities in regard to requirements, policies, and procedures; therefore, results of this study do not necessarily hold true for other colleges or other major programs of study at UW - La Crosse.

Originally, this study was to include the economic and finance program areas which are a part of the College of Business Administration; however, due to an insufficient number of subjects and incomplete responses to the test instrument, these potential subjects had to be omitted. In addition, all respondents who did not fully address the items to be studied on the test instrument were also deleted from the sample population.

Two major program areas comprised the total population. These were management/marketing students and accountancy students. An attempt was made to look at these two groups individually, as well as the total population that they together formed. The group consisting of accountancy students was relatively small, and subsequently, accurate statistical data concerning this subsample was affected.

The results were further limited by the validity and reliability of the test instrument. Finally, the study was also limited by the fact that it was ex post facto.

## CHAPTER IV

### SUMMARY

This study was undertaken to assess the effectiveness of the C.E.I.P. at UW - La Crosse with 1978 and 1979 College of Business Administration students. Selected items from the American College Testing Alumni Survey were used to test proposed benefits of co-op participation relating to employability and future job satisfaction. Nine null hypotheses were established that stated there would be no significant difference between the co-op and non-co-op groups in regard to higher starting salary; time required to obtain first job; feelings of underemployment; and current job satisfaction concerning challenge, location, salary/benefits, advancement potential, working conditions, and career potential.

The responses of the groups to the test instrument were compared for significant difference using the chi-square statistical test, with a .05 decision criterion. The results indicated no significant difference for any of the nine effects studied; therefore, all nine null hypotheses were accepted.

#### Conclusions

The main conclusion arrived at by this study was that there were no positive effects, based on the statistical findings of significance, on employability, and future job satisfaction of 1978 and 1979 College of Business Administration students in initial salary; time required to find first job; feelings of underemployment; and job satisfaction in

regard to challenge, location, salary/benefits, advancement potential, working conditions, and career potential.

Although no significant statistical difference was found in these areas, ancillary conclusions can be drawn based on findings of previous studies cited, and percentage data comparison of some of the effects of this study:

1. Fewer co-op graduates (4.7%) experienced feeling of underemployment than did non-co-op graduates (41.2%).
2. Fewer co-op graduates (4.7%) indicated dissatisfaction concerning current job challenge than did non-co-op graduates (16.5%).
3. Fewer co-op graduates (1.2%) expressed dissatisfaction with job location than did non-co-op graduates (11.8%).
4. Fewer co-op graduates (2.4%) were dissatisfied in regard to salary/benefits than were non-co-op graduates (23.5%).
5. Fewer co-op graduates (3.5%) were dissatisfied with the advancement potential of their current jobs than were non-co-op graduates (23.5%).
6. Fewer co-op graduates (1.2%) were dissatisfied with the working conditions of their jobs than were non-co-op graduates (7.1%).
7. Fewer co-op graduates (3.5%) were dissatisfied with the career potential of their current jobs than non-co-op graduates (20.0%).

It should be noted that this study was conducted specifically on College of Business Administration students and the C.E.I.P. at UW -

La Crosse. Conclusions of this study are not necessarily applicable for other colleges or universities or for any other major programs of study.

### Recommendations

This study dealt with only a portion of the benefits of experiential off-campus learning as they applied to a specific sample population. The C.E.I.P. at UW - La Crosse is available to students in all major programs of study. As of this writing, only College of Business Administration and computer science students have been studied. The researcher recommends that similar studies testing the effects of the C.E.I.P. on students be done for other program areas, such as the liberal arts, and that studies on all groups be updated on a regular basis. In addition, there are numerous other benefits which might be considered for future studies, including but not limited to, the extent of financial benefits accrued while in college if the co-op experience is paid. These benefits include motivation and interest level in the classroom as a result of practical application of theory and development of professionalism and human relation skills as a result of such an experience. More specific recommendations relating to these areas follow:

1. Continued regular administration of the American Alumni Testing Survey (1979) to all graduates of the C.E.I.P. as currently proposed by the UW - La Crosse Career Services Office (participants would be surveyed three years after graduation).
2. Development of additional survey instruments, such as a short (15-20 item) questionnaire, specifically designed to gather data on current job status and career satisfaction of UW -

La Crosse graduates from all academic majors. In addition, limited response categories (2-4) and no provision for neutral responses are suggested for this instrument.

3. Sampling of all graduating classes should be done before and after C.E.I.P. participation in order to identify any changes within the group due to time.
4. Comparison between the various participating majors should be done to identify the possible effect differences of a co-op experience among different groups.

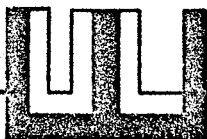
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APPENDICES

## The Survey

Items used in this study were taken from the American College Alumni Survey (1979). A copy of this instrument may be obtained by writing to: American College Testing, P. O. Box 168, Iowa City, Iowa 52240.



The UNIVERSITY of WISCONSIN - LA CROSSE

LA CROSSE, WISCONSIN 54601

(608) 785-8000

July 11, 1980

Dear UW-L Graduate:

We need your assistance. We would like to have your evaluation of your UW-L education and how it has related to your job positions since graduation. To gain this information, we are asking that you complete the enclosed survey and return it to us by Friday, July 18, 1980.

Your responses to the survey will be used in several ways. The School of Business Administration will consider your responses as we undertake our curriculum review. The Career Services Office will use the results in helping current and future students plan their careers and to identify alumni who are in need of career assistance.

We would appreciate your putting your name on the survey if we can be of service to you or if you would be willing to assist our students and faculty. Please answer all questions on the green ACT form and return it in the enclosed envelope addressed to the Career Services Office. Complete confidentiality of your responses is guaranteed by law, and any information disseminated will be done so only as statistical data.

Thank you very much for your assistance! We look forward to hearing from you.

Sincerely,

*William O. Perkett*

William Perkett  
Dean  
School of Business Administration

WP:pms  
Enclosures

## LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES

Since we could not list all possible occupations and programs of study, you may not be able to find an exact description of the one that applies to you. If you had more than one major, please check the one which best represents your occupational path. If you are unable to find an exact occupational description which applies to you, please select a general area, such as 140 (Business and Commerce) or 240 (Health Professions).

If there is no appropriate category, please check 370 (other).

- |  |   |  |
|--|---|--|
| 000 Undecided  | 180 EDUCATION, general                                      | 250 Nursing (licensed practical nurse)   |
| 100 AGRICULTURE, general                                       | 181 Early Childhood Education                               | 251 Occupational Therapy   |
| 101 Agricultural Business                                      | 182 Art Education   | 252 Optometry  |
| 102 Agricultural Economics                                     | 183 Business, Commerce, and<br>Distributive Education       | 253 Pharmacy   |
| 103 Agricultural and Farm Management<br>(farming and ranching) | 184 Educational Administration                              | 254 Physical Therapy   |
| 104 Agriculture, Forestry, and<br>Wildlife Technologies        | 185 Elementary Education                                    | 255 Public Health  |
| 105 Agronomy (field crops and crop<br>management)              | 186 Physical Education-Handicapped                          | 256 Therapeutic Recreation   |
| 106 Animal Science (husbandry)                                 | 187 Industrial Arts, Vocational/<br>Technical Education     | 257 X-ray Technology   |
| 107 Fish, Game and Wildlife Management                         | 188 Music Education   | 258 Medical Physics  |
| 108 Food Science and Technology                                | 189 Physical Education                                      | 259 Nuclear Medicine Technology  |
| 109 Forestry   | 190 Post-secondary Education,<br>general                    | 260 HOME ECONOMICS, general  |
| 110 Horticulture/Ornamental<br>Horticulture                    | 191 Special Education                                       | 261 Clothing and Textiles  |
| 111 Natural Resources Management<br>(soil conservation)        | 192 School Health Education                                 | 262 Consumer Economics and Home Management                                     |
|  | 193 Drivers' Education                                      | 263 Family Relations and Child Development                                     |
|  | 194 Counseling  | 264 Foods and Nutrition (including Dietetics)                                  |
|  |   | 265 Institutional Management   |
| 120 ARCHITECTURE, general                                      | 201 Art   | 270 LETTERS (humanities), general  |
| 121 Architecture Technology                                    | 202 Biology   | 271 Classics   |
| 122 City, Community, and Regional<br>Planning                  | 203 Chemistry   | 272 Comparative Literature   |
| 123 Environmental Design, general                              | 204 Computer Science  | 273 Creative Writing   |
| 124 Interior Design  | 205 English   | 274 English, general   |
| 125 Landscape Architecture                                     | 206 French  | 275 Linguistics  |
|  | 207 General Science   | 276 Literature, English  |
|  | 208 Geography   | 277 Philosophy   |
|  | 209 History   | 278 Religion and Theology  |
| 130 BIOLOGICAL SCIENCES, general                               | 210 Mathematics   | 279 Speech, Debate, Forensic Science   |
| 131 Biology  | 211 Music-instrumental                                      |  |
| 132 Biochemistry   | 212 Music-vocal   | 280 MATHEMATICS, general   |
| 133 Botany   | 213 Physics   | 281 Applied Mathematics  |
| 134 Ecology  | 214 Social Studies  | 282 Statistics (mathematical and theoretical)                                  |
| 135 Microbiology   | 215 Sociology   |  |
| 136 Zoology  | 216 Spanish   | 285 PHYSICAL SCIENCE, general  |
|  | 217 Speech  | 286 Astronomy  |
| 140 BUSINESS AND COMMERCE, general                             |   | 287 Chemistry  |
| 141 Accounting   | 220 FINE AND APPLIED ARTS, general                          | 288 Earth Sciences   |
| 142 Banking  | 221 Applied Design (ceramics, weav-<br>ing, commercial art) | 289 Geology  |
| 143 Finance and Economics                                      | 222 Art (painting, drawing,<br>sculpture)                   | 290 Oceanography   |
| 144 Business Management and<br>Administration                  | 223 Art History and Appreciation                            | 291 Physics  |
| 145 Food Marketing   | 224 Dance   |  |
| 146 Hotel and Restaurant Management                            | 225 Dramatic Arts (theater arts)                            | 300 COMMUNITY SERVICE, general   |
| 147 Labor and Industrial Relations                             | 226 Music (liberal arts)                                    | 301 Criminal Justice and Law Enforcement<br>(police science, corrections, etc) |
| 148 Office Management  | 227 Music (performing, composition,<br>theory)              | 302 Parks and Recreation Management  |
| 149 Marketing  | 228 Music History and Appreciation                          | 303 Public Administration  |
| 150 Real Estate and Insurance                                  | 229 Photography/Cinematography                              | 304 Social Work  |
| 151 Recreation and Tourism                                     |   | 305 Military   |
| 152 Secretarial Studies  | 230 FOREIGN LANGUAGES, general                              | 306 Community Health Education   |
| 153 Transportation and Public Utilities                        | 231 French  | 307 Recreation Leadership  |
| 154 Purchasing   | 232 German  |  |
|  | 233 Italian   | 310 SOCIAL SCIENCES, general   |
| 160 COMMUNICATIONS, general                                    | 234 Latin   | 311 Anthropology   |
| 161 Journalism   | 235 Spanish   | 312 Area Studies (American civilization,<br>American studies, etc.)            |
| 162 Radio/Television (related to<br>broadcasting)              | 236 Russian   | 313 Economics  |
| 163 Advertising  |   | 314 Ethnic Studies (Asian studies, Black<br>studies, Chicano studies, etc.)    |
| 164 Library Science  | 240 HEALTH PROFESSIONS, general                             | 315 Geography  |
| 165 Mass Communications  | 241 Dentistry   | 316 History  |
|  | 242 Dental Assistant  | 317 International Relations  |
| 170 COMPUTER AND INFORMATION SCIENCES,<br>general              | 243 Dental Hygiene  | 318 Law (pre-law)  |
| 171 Computer Programming                                       | 244 Dental Lab Technology                                   | 319 Political Science  |
| 172 Information Systems and Sciences                           | 245 Environmental Health Technologies                       | 320 Psychology   |
| 173 Systems Analysis   | 246 Medicine, general                                       |  |
| 174 Data Processing Technology                                 | 247 Medical Assistant or Medical<br>Office Assistant        | 321 Sociology  |
| 175 Computer Operating   | 248 Medical Technology                                      |  |
| 176 Data Systems Repair  | 249 Nursing (registered)                                    | 330 TRADE, INDUSTRIAL, TECHNICAL, general                                      |
|  |   | 331 Agricultural Mechanics & Technology  |
|  |   | 332 Air Conditioning, Refrigeration, and<br>Heating Technology                 |

- 33 Aeronautical and Aviation Technology
- 34 Appliance Repair
- 35 Automobile Body Repair
- 36 Automobile Mechanics
- 37 Business Machine Maintenance
- 38 Carpentry and Construction
- 39 Drafting/Engineering Graphics
- 40 Electricity and Electronics
- 41 Engineering Technology-Aeronautical
- 42 Engineering Technology-Automotive
- 43 Engineering Technology-Civil
- 44 Engineering Technology-Industrial/  
Manufacturing
- 45 Engineering Technology-Mechanical
- 46 Graphic Arts (printing, typesetting)
- 47 Heavy Equipment Operating
- 48 Dry Cleaning, Laundry, and Clothing  
Technology
- 49 Industrial Arts
- 50 Leatherworking (shoe repair, etc.)
- 51 Machinework (tool and die, etc.)
- 52 Masonry (brick, cement, stone, etc.)
- 53 Metalworking
- 54 Plumbing and Pipefitting
- 55 Radio/TV Repair
- 56 Small Engine Repair
- 57 Upholstering
- 58 Watch Repair and Other Instrument  
Maintenance and Repair
- 59 Welding
- 60 Woodworking (cabinetmaking, millwork)
- 370 OTHER - Please indicate major/occupation  
in comment area on questionnaire

WE WOULD APPRECIATE YOUR COMPLETING THESE ADDITIONAL QUESTIONS. VERY IMPORTANT: PLEASE USE "SECTION 1 - OPTIONAL QUESTIONS" ON GREEN FORM TO MARK YOUR RESPONSES.

1. IF YOU ARE UNEMPLOYED OR EMPLOYED AND DISSATISFIED, WOULD YOU LIKE ASSISTANCE FROM THE UW-L CAREER SERVICES OFFICE? If you indicate yes, you will receive a letter from the Career Services Office describing services available to you.
  - a. Yes
  - b. No
  - c. Not applicable
2. WHICH OF THE FOLLOWING BEST DESCRIBES THE TYPE WORK YOU PERFORM?
  - a. High-level professional or managerial which has independent responsibility and policy making.
  - b. Teaching
  - c. Mid-level professional or managerial with policy interpretation responsibilities.
  - d. Semi-professional, para-professional, or small business involving application of policy
  - e. Skilled trade
  - f. Semi-skilled trade
3. WOULD YOU BE WILLING TO NOTIFY CAREER SERVICES WHEN JOB OPPORTUNITIES ARISE IN YOUR ORGANIZATION?
  - a. Yes
  - b. No
  - c. Not applicable
4. WOULD YOU BE WILLING TO SHARE YOUR WORK EXPERIENCE AND EXPERTISE WITH OUR CURRENT STUDENTS OR FACULTY IN A MUTUALLY AGREED UPON SETTING AND FUNCTION?
  - a. Yes
  - b. No
  - c. Not applicable
5. DID YOU PARTICIPATE IN THE UNIVERSITY COOPERATIVE EDUCATION-INTERNSHIP PROGRAM (COORDINATED THROUGH THE COOPERATIVE EDUCATION/INTERNSHIP OFFICE) WHILE A STUDENT?
  - a. Yes
  - b. No
  - c. Not certain
6. WHICH OF THE FOLLOWING WAS THE MOST IMPORTANT FACTOR IN CHOOSING YOUR MAJOR(S):
  - a. Always wanted to be in the area
  - b. Found I did well in the area
  - c. A classmate or classmates influenced me
  - d. I disliked what I was in
  - e. Good income prospects
  - f. Just drifted into the area
  - g. An instructor influenced me
  - h. My parents influenced me
  - i. Other
7. I WOULD RECOMMEND THE UW-LA CROSSE SCHOOL OF BUSINESS ADMINISTRATION TO HIGH SCHOOL SENIORS:
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree
8. I HAVE FOUND THAT THE GENERAL UNIVERSITY REQUIREMENTS (BASIC STUDIES) OUTSIDE OF THE BUSINESS PROGRAM HAVE BEEN USEFUL TO ME IN MY JOB-RELATED ACTIVITIES:
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree
9. WHAT COURSE OUTSIDE OF THE SCHOOL OF BUSINESS ADMINISTRATION HAS BEEN PARTICULARLY HELPFUL IN YOUR CAREER?
  - a. English
  - b. History
  - c. Mathematics
  - d. Computer Science
  - e. Psychology
  - f. Sociology
  - g. Other
10. OF THE BUSINESS-RELATED COURSES WHICH YOU TOOK OUTSIDE YOUR MAJOR FIELD, WHICH HAVE YOU FOUND MOST USEFUL IN YOUR WORK?
  - a. Accounting
  - b. Management
  - c. Economics
  - d. Marketing
  - e. Finance
11. IN GENERAL, I WOULD EVALUATE THE UW-LA CROSSE SCHOOL OF BUSINESS ADMINISTRATION FACULTY AS:
  - a. Poor
  - b. Fair
  - c. Average
  - d. Good
  - e. Excellent
12. IN GENERAL, I FOUND THE UW-LA CROSSE SCHOOL OF BUSINESS ADMINISTRATION FACULTY INTERESTED IN HELPING STUDENTS:
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree
13. IN GENERAL, I FOUND FACULTY ADVISEMENT CONCERNING MY PROGRAM OF STUDY TO BE GOOD:
  - a. Strongly agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly disagree

14. IN GENERAL, I FOUND FACULTY ADVISEMENT CONCERNING EMPLOYMENT OPPORTUNITIES TO BE GOOD:  
a. Strongly agree      b. Agree      c. Neutral      d. Disagree      e. Strongly disagree
15. IN MY OPINION, LIBRARY FACILITIES WITHIN MY MAJOR AREA WERE GOOD:  
a. Strongly agree      b. Agree      c. Neutral      d. Disagree      e. Strongly disagree
16. IF YOU GRADUATED WITH A SECOND MAJOR, PLEASE IDENTIFY THAT MAJOR.  
a. Psychology      d. Sociology      g. Other  
b. Mathematics      e. English      h. Did not have double major  
c. Computer Science      f. Art

PLEASE ANSWER THESE QUESTIONS IN "SECTION VII - COMMENTS AND SUGGESTIONS" ON GREEN FORM.

WHAT DO YOU FEEL WERE THE THREE MAJOR STRENGTHS OF THE UW-L SCHOOL OF BUSINESS ADMINISTRATION?  
A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_

WHAT DO YOU FEEL WERE THE THREE MAJOR WEAKNESSES OF THE UW-L SCHOOL OF BUSINESS ADMINISTRATION?  
A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_

PLEASE MAKE ANY ADDITIONAL COMMENTS OR SUGGESTIONS ABOUT THE SCHOOL OF BUSINESS ADMINISTRATION OR YOUR EDUCATIONAL EXPERIENCE THAT YOU FEEL ARE APPROPRIATE.  
A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_

PLEASE RETURN GREEN FORM ONLY TO: CAREER SERVICES  
UNIVERSITY OF WISCONSIN - LA CROSSE  
LA CROSSE, WI 54601

Dear Alumnus:

If you have returned the UW-L Alumni Survey we recently mailed you, thank you very much! This information will certainly assist the University.

If you have not yet returned the survey, we would very much appreciate receiving it. If you have misplaced it or did not receive it for some reason, please return the enclosed postcard with your current address, and we will mail you a survey form.

Thank you very much for your cooperation!

Career Services  
University of Wisconsin-La Crosse  
La Crosse, WI 54601

Career Services Office  
University of Wisconsin-La Crosse  
La Crosse, WI 54601

MY NEW ADDRESS IS

Name \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_

Thank you!