

Dayton Business Awareness Study

(Sponsored by the Dayton STEM-Workforce Program)

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Introduction:

This Dayton Business Awareness research has been conducted for our sponsor: Dayton STEM-Workforce Program. Dayton STEM-Workforce Program is a nonprofit organization which offers scholarships for college students at Wright State University, Miami University Middletown and Hamilton, Clark State Community College, Sinclair Community College, Edison State Community College, and Wilberforce University. They also help to connect college graduates with local employers for internships and future long-term careers. Their main purpose is to retain Ohio's talent (Forum or Educational Options).

The local businesses involved in our student awareness study are Booz Allen Hamilton, Premier Health, Reynolds & Reynolds, Winsupply, Woolpert, and Yaskawa Motoman. Dayton STEM-Workforce Program is also partnered with other Dayton businesses; however, this research includes only the Dayton businesses listed.

Survey Objectives:

The objective of this Dayton Business Awareness research lies in the issue Dayton businesses are facing as their workforces shrink and their companies grow. It is difficult to fill positions, both short term and long term, when local graduates do not pursue available local careers. Some Wright State graduates do not stay in the Greater Dayton area, and instead find jobs elsewhere. A study posted on Cleveland.com analyzes where Ohio public university students moved after graduation, and they compiled a top 5 list of the major metropolitan areas where students moved after graduation. For Wright State, the data showed 11.75% moved to Cincinnati, Ohio/Kentucky/Indiana, 6.78% moved to Columbus, Ohio, 1.80% moved to Cleveland-Elyria, Ohio, 1.52% moved to Chicago-Naperville-Elgin, Illinois/Indiana/Wisconsin,

and 1.45% moved to Atlanta-Sandy Springs-Rosewell, Georgia. The percent stands for the percentage of that metro area, out of all the metros analyzed (Bamforth).

A proposed cause of this struggle is the lack of student awareness in regard to local business name and brand recognition. To find out how much students know about local Dayton businesses, a survey targeting this issue was created, administered, and analyzed. The analysis of this data provides information on what demographics are aware of the specific product offerings and benefits of each company, where lies their favorability, and provides a basis for developing a plan to reach those who have low levels of awareness.

Methodology:

Sample Information:

The target respondents for this research as specified by the sponsor are Wright State University Juniors and Seniors pursuing degrees in Engineering, Business, and Healthcare (nursing) degrees. Graduate nursing students were also included in the sample surveyed. To reach this sample, email addresses for the Wright State Students were provided by department heads at each of the targeted colleges.

Method of Data Collection:

To collect data regarding what the sample of students know about the previously specified Dayton businesses, our method of choice was to administer an Internet survey using Qualtrics software. Qualtrics is a powerful online survey tool for building surveys, distributing surveys, and analyzing responses from one convenient online location. According to Qualtrics, it is the world's first experience management platform. We utilized an Internet survey approach due to its ability to reach our large sample, its fast response rate, its ability to run online reports, and its low cost, as Qualtrics is freely available for all Wright State students to use. After

gathering student insights, drafting questions, and building the full research plan, the final copy of the survey was completed. The survey was then sent out to the students on our email list, and left open to be completed for approximately two weeks.

Survey Design:

A copy of the survey is attached on page 2 in the Appendix of this report. The Dayton Business Awareness survey consists of both close-ended, open-ended, and matrix formatted questions. It includes multiple choice and multiple response questions. Where there is a need for more detail and discriminating power, students were required to write in their own answers. To keep the survey organized, demographic questions were asked first, then groupings of questions pertaining to each company were asked in sections. Every company followed the same format of questions. Skip logic option in Qualtrics was used to make the respondents skip irrelevant questions if they are not familiar with the company. After the specific questions for each company, questions in matrix format pertaining to all companies were presented. Using the matrix kept the survey from being too long, which makes it more likely to get responses.

Incentives and Methods of Increasing Response Rate:

A study conducted by BMC Medical Research Methodology found that when monetary incentives were provided to participants, there was a 30% increase in likelihood of returning their survey and an 18% increase in the number of returned surveys (Yu). In order to increase the survey response rate, it was important to utilize the technique of providing incentives. To encourage the students to complete the survey, Dayton STEM-Workforce Program provided \$500 to use as incentives. Eight respondents will be selected randomly to receive one of the prizes mentioned below. The prize offerings came in the form of gift cards (\$100 Amazon, \$75

Amazon, \$75 Chipotle, \$50 Visa Card, \$50 Chick-fil-A, \$50 Starbucks, \$50 Speedway, and \$50 Target, respectively).

To further increase the response rate, using word of mouth each of the members of this research group encouraged qualified students in their social circles to complete the survey. To further the word of mouth approach, with permission of professors and instructors, research group members entered the classrooms of Business, Engineering, and Health Science colleges to announce this survey and the reasons why the students should complete it. Approaching students at popular places on campus, such as the Student Union, and sending email reminders to complete the survey also raised the response rate.

Analysis and Conclusion:

Profile of the Respondents:

First is the discussion of demographics of the whole sample of survey respondents. There were a total of 578 respondents, 38.24% juniors and 55.88% seniors (the rest falling in an “other” category of high credit sophomores or graduate level students). The gender demographic was 42.39% male, 57.44% female, and 0.17% other. Breaking it down into college categories, responses came from students in Business 51.21% (296 responses), Health Sciences 28.72% (166 responses), and Engineering 20.07% (116 responses). The table below represents a full breakdown of statistics by specific majors who responded to the survey:

| | Total | Business | Engineering | Health Sciences |
|-------------------------|-------------|--------------|--------------|-----------------|
| <i>Total Percentage</i> | <i>100%</i> | <i>51.2%</i> | <i>20.1%</i> | <i>28.7%</i> |
| Accountancy | 9.2% | 17.9% | 0.0% | 0.0% |
| BS in Nursing | 25.1% | 0.0% | 0.0% | 87.3% |
| Biomedical Engineering | 5.9% | 0.0% | 29.3% | 0.0% |

| | | | | |
|----------------------------------|-------|-------|-------|------|
| Business | 0.87% | 1.7% | 0.0% | 0.0% |
| Business Analytics | 1.0% | 2.0% | 0.0% | 0.0% |
| Business Economics | 1.6% | 3.0% | 0.0% | 0.0% |
| Computer Engineering | 1.4% | 0.0% | 6.9% | 0.0% |
| Computer Science | 4.7% | 0.0% | 23.3% | 0.0% |
| Economics | 0.17% | 0.34% | 0.0% | 0.0% |
| Electrical Engineering | 3.6% | 0.0% | 18.1% | 0.0% |
| Electrical & Computer Eng. Tech. | 0.17% | 0.0% | 0.86% | 0.0% |
| Entrepreneurship | 0.87% | 1.7% | 0.0% | 0.0% |
| Finance | 5.2% | 10.1% | 0.0% | 0.0% |
| Financial Services | 2.1% | 4.1% | 0.0% | 0.0% |
| Human Resource Management | 3.8% | 7.4% | 0.0% | 0.0% |
| Human Resources | 1.6% | 3.0% | 0.0% | 0.0% |
| Intending | 1.0% | 0.0% | 0.0% | 3.6% |
| International Business | 1.6% | 3.0% | 0.0% | 0.0% |
| Management | 6.2% | 12.2% | 0.0% | 0.0% |
| Management Info Systems | 1.9% | 3.7% | 0.0% | 0.0% |
| Marketing | 13.3% | 26.0% | 0.0% | 0.0% |
| Mechanical Engineering | 4.3% | 0.0% | 21.6% | 0.0% |
| Nursing-Graduate | 2.6% | 0.0% | 0.0% | 9.0% |
| Supply Chain Management | 1.9% | 3.7% | 0.0% | 0.0% |

Booz Allen Hamilton Analysis:

Among those who responded to the survey, about 19% said they are familiar with Booz Allen Hamilton. Of this, 33.33% were Juniors and 62.04% were Seniors. The following table represents the statistics of those who are familiar with Booz Allen Hamilton across each college and major:

| Of those who are familiar | Total | Business | Engineering | Health Sciences |
|----------------------------------|-------------|--------------|-------------|-----------------|
| <i>Total Percentage</i> | <i>100%</i> | <i>39.8%</i> | <i>50%</i> | <i>10.2%</i> |
| Accountancy | 5.6% | 14.0% | 0.0% | 0.0% |
| BS in Nursing | 8.3% | 0.0% | 0.0% | 81.8% |
| Biomedical Engineering | 14.8% | 0.0% | 29.6% | 0.0% |
| Business | 0.93% | 2.3% | 0.0% | 0.0% |
| Business Analytics | 2.8% | 7.0% | 0.0% | 0.0% |
| Business Economics | 1.9% | 4.7% | 0.0% | 0.0% |
| Computer Engineering | 5.6% | 0.0% | 11.1% | 0.0% |
| Computer Science | 15.7% | 0.0% | 31.5% | 0.0% |
| Economics | 0.0% | 0.0% | 0.0% | 0.0% |
| Electrical Engineering | 6.5% | 0.0% | 13.0% | 0.0% |
| Electrical & Computer Eng. Tech. | 0.93% | 0.0% | 1.9% | 0.0% |
| Entrepreneurship | 0.93% | 2.3% | 0.0% | 0.0% |
| Finance | 2.8% | 7.0% | 0.0% | 0.0% |
| Financial Services | 1.9% | 4.7% | 0.0% | 0.0% |
| Human Resource Management | 3.7% | 9.3% | 0.0% | 0.0% |
| Human Resources | 0.0% | 0.0% | 0.0% | 0.0% |
| Intending | 0.0% | 0.0% | 0.0% | 0.0% |
| International Business | 0.93% | 2.3% | 0.0% | 0.0% |
| Management | 4.6% | 11.6% | 0.0% | 0.0% |

| | | | | |
|-------------------------|------|-------|-------|-------|
| Management Info Systems | 3.7% | 9.3% | 0.0% | 0.0% |
| Marketing | 8.3% | 20.9% | 0.0% | 0.0% |
| Mechanical Engineering | 6.5% | 0.0% | 13.0% | 0.0% |
| Nursing-Graduate | 1.9% | 0.0% | 0.0% | 18.2% |
| Supply Chain Management | 1.9% | 4.7% | 0.0% | 0.0% |

Please note that the analyses to follow are based on the responses from the students who said they are familiar with Booz Allen Hamilton.

For the question, “How do you know about Booz Allen Hamilton?”, the following is a summary of responses from the students:

| # | Answer | % | Count |
|---|------------------------|--------|-------|
| 1 | Career Fair | 18.85% | 23 |
| 2 | Media | 29.51% | 36 |
| 3 | Friend | 18.85% | 23 |
| 4 | Other (please specify) | 32.79% | 40 |
| | Total | 100% | 122 |

Some of the “other” responses included: seeing it as they drive past and family members working there. Refer to Table 18 in Appendix for a full list of responses.

For the question, “Do you know any products or services offered by Booz Allen Hamilton? If you know, please list them.”, some popular responses the students listed are: contracting, consulting, and cyber security. Refer to the Table 19 in Appendix for a full list of product offering responses.

For the question, “What are your impressions of Booz Allen Hamilton?”, 44% of the students said they have a favorable impression of the company. The following table shows the distribution of other opinions:

| # | Question | Favorable | | Neutral | | Not favorable | | Not familiar with the company | | Total |
|---|------------------------|-----------|----|---------|----|---------------|---|-------------------------------|---|-------|
| 1 | a. Booz Allen Hamilton | 44.00% | 44 | 49.00% | 49 | 2.00% | 2 | 5.00% | 5 | 100 |

For the question, “Would you be interested in working or interning for Booz Allen Hamilton?”, 67% of the students said ‘yes.’. The following table shows the distribution of other opinions:

| # | Question | Yes | | No | | Not familiar with the company | | Not applicable | | Total |
|---|------------------------|--------|----|--------|----|-------------------------------|---|----------------|----|-------|
| 1 | a. Booz Allen Hamilton | 67.00% | 67 | 14.00% | 14 | 8.00% | 8 | 11.00% | 11 | 100 |

For the question, “Would you be interested in learning more about Booz Allen Hamilton and their benefits?”, 77% of the students said ‘yes’. The following table shows the distribution of other opinions:

| # | Question | Yes | | No | | Not applicable | | Total |
|---|------------------------|--------|----|--------|----|----------------|---|-------|
| 1 | a. Booz Allen Hamilton | 77.00% | 77 | 19.00% | 19 | 4.00% | 4 | 100 |

Booz Allen Hamilton Conclusion:

Most students were not familiar with Booz Allen Hamilton. Only 18.72% of students answered that they were familiar with the company. Those students heard of Booz Allen Hamilton through media, career fairs, and friends. Students also mentioned that they saw the building while driving, and they know the company through their family members.

When students were asked what products or services were offered by Booz Allen Hamilton, defense contract was the most listed. When the students who are familiar with Booz Allen Hamilton were asked their impression of the company, the majority answered neutral at 49%; however, 44% had a favorable impression. When the 'familiar' students were asked if they would be interested in working or interning for the company, 67% said 'yes', and 77% 'would be interested in learning more' about Booz Allen Hamilton. With the high number of students interested in working for and learning more about Booz Allen Hamilton, it could prove beneficial to refocus on career fairs for recruiting students and informing more of company specifics. Only 23% of those familiar with Booz Allen Hamilton said they knew from a career fair.

Premier Health Analysis:

Among those who responded to the survey, about 90% said they are familiar with Premier Health. Of this, 37.69% were Juniors and 56.15% were Seniors. The following table shows the statistics of those who are familiar with Premier Health across each college and major:

| Of those who are familiar | Total | Business | Engineering | Health Sciences |
|----------------------------------|-------|----------|-------------|-----------------|
| <i>Total Percentage</i> | 100% | 51.6% | 17.4% | 31.0% |
| Accountancy | 8.3% | 16.0% | 0.0% | 0.0% |
| BS in Nursing | 27.4% | 0.0% | 0.0% | 88.2% |
| Biomedical Engineering | 5.0% | 0.0% | 28.9% | 0.0% |
| Business | 0.58% | 1.1% | 0.0% | 0.0% |
| Business Analytics | 1.2% | 2.2% | 0.0% | 0.0% |
| Business Economics | 1.7% | 3.4% | 0.0% | 0.0% |
| Computer Engineering | 1.2% | 0.0% | 6.7% | 0.0% |
| Computer Science | 4.4% | 0.0% | 25.6% | 0.0% |
| Economics | 0.19% | 0.37% | 0.0% | 0.0% |
| Electrical Engineering | 2.9% | 0.0% | 16.7% | 0.0% |
| Electrical & Computer Eng. Tech. | 0.19% | 0.0% | 1.1% | 0.0% |
| Entrepreneurship | 0.96% | 1.9% | 0.0% | 0.0% |
| Finance | 5.6% | 10.8% | 0.0% | 0.0% |
| Financial Services | 2.3% | 4.5% | 0.0% | 0.0% |
| Human Resource Management | 4.2% | 8.2% | 0.0% | 0.0% |
| Human Resources | 1.5% | 3.0% | 0.0% | 0.0% |
| Intending | 0.96% | 0.0% | 0.0% | 3.1% |
| International Business | 0.96% | 1.9% | 0.0% | 0.0% |
| Management | 6.7% | 13.1% | 0.0% | 0.0% |

| | | | | |
|-------------------------|-------|-------|-------|------|
| Management Info Systems | 1.9% | 3.7% | 0.0% | 0.0% |
| Marketing | 13.7% | 26.5% | 0.0% | 0.0% |
| Mechanical Engineering | 3.7% | 0.0% | 21.1% | 0.0% |
| Nursing-Graduate | 2.7% | 0.0% | 0.0% | 8.7% |
| Supply Chain Management | 1.7% | 3.4% | 0.0% | 0.0% |

Please note that the analyses to follow are based on the responses from the students who said they are familiar with Premier Health.

For the question, “How do you know about Premier Health?”, the following is a summary of responses from the students:

| # | Answer | % | Count |
|---|------------------------|--------|-------|
| 1 | Career Fair | 13.02% | 94 |
| 2 | Media | 40.03% | 289 |
| 3 | Friend | 18.84% | 136 |
| 4 | Other (please specify) | 28.12% | 203 |
| | Total | 100% | 722 |

Some of the “other” responses included: clinical rotations and family members working there. Refer to Table 26 in Appendix for a full list of responses.

For the question, “Do you know any products or services offered by Premier Health? If you know, please list them.”, a popular response was ‘medical service’. Refer to the Table 27 in Appendix for a full list of product offering responses.

For the question, “What are your impressions of Premier Health?”, 56.24% of the students said they have a favorable impression of the company. The following table shows the distribution of other opinions:

| # | Question | Favorable | | Neutral | | Not favorable | | Not familiar with the company | | Total |
|---|-------------------|-----------|-----|---------|-----|---------------|----|-------------------------------|----|-------|
| 2 | b. Premier Health | 56.24% | 275 | 37.83% | 185 | 3.48% | 17 | 2.45% | 12 | 489 |

For the question, “Would you be interested in working or interning for Premier Health?”, 66.87% of the students said ‘yes’. The following table shows the distribution of other opinions:

| # | Question | Yes | | No | | Not familiar with the company | | Not applicable | | Total |
|---|-------------------|--------|-----|--------|----|-------------------------------|----|----------------|----|-------|
| 2 | b. Premier Health | 66.87% | 327 | 16.56% | 81 | 5.93% | 29 | 10.63% | 52 | 489 |

For the question, “Would you be interested in learning more about Premier Health and their benefits?”, 72.28% of the students said ‘yes’. The following table shows the distribution of other opinions:

| # | Question | Yes | | No | | Not applicable | | Total |
|---|-------------------|--------|-----|--------|-----|----------------|----|-------|
| 2 | b. Premier Health | 72.28% | 352 | 22.18% | 108 | 5.54% | 27 | 487 |

Premier Health Conclusion:

Premier Health was the most well-known of the companies included in the study. 90.43% of the students surveyed said they were familiar with Premier Health. The majority of the students selected ‘media’ as the reason they are familiar with the company, but when looking at the responses listed in the “other” section, ‘clinical experience’ seemed to be a popular response. This shows that pairing educational courses with Premier Health is a key driving factor for student awareness. Career fair was the lowest response for why a student was familiar with the company, at 13.02%. To raise student awareness even more, it could prove beneficial to focus more on career fairs and media outlets as ways to expose the company to more students.

When asked what products and services Premier Health offers, the majority of students responded with health care services in general. Of the familiar students, 56.24% had favorable impressions of Premier Health. When these students were asked if they would be interested in working or interning at Premier Health, 66.87% said they would be interested. Finally, when these students were asked if they would be interested in learning more about the company and their benefits, 72.28% said they would be interested. These high percentages provide a positive outlook for the potential of growth and employment at Premier Health.

Reynolds & Reynolds Analysis:

Among those who responded to the survey, about 83% said they are familiar with Reynolds and Reynolds. Of this, 36.67% were Juniors and 58.85% were Seniors. The following table represents the statistics of those who are familiar with Reynolds and Reynolds across each college and major:

| Of those who are familiar | Total | Business | Engineering | Health Sciences |
|----------------------------------|-------------|--------------|--------------|-----------------|
| <i>Total Percentage</i> | <i>100%</i> | <i>59.4%</i> | <i>19.2%</i> | <i>21.4%</i> |
| Accountancy | 11.1% | 18.7% | 0.0% | 0.0% |
| BS in Nursing | 19.2% | 0.0% | 0.0% | 90.0% |
| Biomedical Engineering | 5.1% | 0.0% | 26.7% | 0.0% |
| Business | 0.85% | 1.4% | 0.0% | 0.0% |
| Business Analytics | 1.3% | 2.2% | 0.0% | 0.0% |
| Business Economics | 1.9% | 3.2% | 0.0% | 0.0% |
| Computer Engineering | 1.3% | 0.0% | 6.7% | 0.0% |
| Computer Science | 5.3% | 0.0% | 27.8% | 0.0% |
| Economics | 0.21% | 0.36% | 0.0% | 0.0% |
| Electrical Engineering | 3.6% | 0.0% | 18.9% | 0.0% |
| Electrical & Computer Eng. Tech. | 0.21% | 0.0% | 1.1% | 0.0% |
| Entrepreneurship | 1.1% | 1.8% | 0.0% | 0.0% |
| Finance | 6.2% | 10.4% | 0.0% | 0.0% |
| Financial Services | 2.6% | 4.3% | 0.0% | 0.0% |
| Human Resource Management | 4.1% | 6.8% | 0.0% | 0.0% |
| Human Resources | 1.9% | 3.2% | 0.0% | 0.0% |
| Intending | 0.43% | 0.0% | 0.0% | 2.0% |
| International Business | 1.7% | 2.9% | 0.0% | 0.0% |

| | | | | |
|-------------------------|-------|-------|-------|------|
| Management | 7.3% | 12.2% | 0.0% | 0.0% |
| Management Info Systems | 1.9% | 3.2% | 0.0% | 0.0% |
| Marketing | 15.4% | 25.9% | 0.0% | 0.0% |
| Mechanical Engineering | 3.6% | 0.0% | 18.9% | 0.0% |
| Nursing-Graduate | 1.7% | 0.0% | 0.0% | 8.0% |
| Supply Chain Management | 1.9% | 3.2% | 0.0% | 0.0% |

Please note that the analyses to follow are based on the responses from the students who said they are familiar with Reynolds and Reynolds

For the question, “How do you know about Reynolds and Reynolds?”, the following is a summary of responses from the students:

| # | Answer | % | Count |
|---|------------------------|--------|-------|
| 1 | Career Fair | 24.79% | 179 |
| 2 | Media | 29.78% | 215 |
| 3 | Friends | 26.73% | 193 |
| 4 | Other (please specify) | 18.70% | 135 |
| | Total | 100% | 722 |

Some of the “other” responses included: the “Rey Rey Café” located on campus, representatives visiting classes, and family members working there. Refer to Table 34 in Appendix for a full list of responses.

For the question, “Do you know any products or services offered by Reynolds and Reynolds? If you know, please list them.”, some popular responses the students listed are ‘automotive technology’ and ‘software solutions for businesses’. The students also mentioned coffee due to the “Rey Rey Café” on campus. Refer to the Table 35 in Appendix for a full list of product offering responses.

For the question, “What are your impressions of Reynolds and Reynolds?”, 38.39% of the students said they have a favorable impression of the company. The following table shows the distribution of other opinions:

| # | Question | Favorable | | Neutral | | Not favorable | | Not familiar with the company | | Total |
|---|------------------------|-----------|-----|---------|-----|---------------|----|-------------------------------|----|-------|
| 3 | c. Reynolds & Reynolds | 38.39% | 172 | 46.43% | 208 | 12.50% | 56 | 2.68% | 12 | 448 |

For the question, “Would you be interested in working or interning for Reynolds and Reynolds?”, 52.46% of the students said ‘yes’. The following table shows the distribution of other opinions:

| # | Question | Yes | | No | | Not familiar with the company | | Not applicable | | Total |
|---|------------------------|--------|-----|--------|-----|-------------------------------|----|----------------|----|-------|
| 3 | c. Reynolds & Reynolds | 52.46% | 235 | 32.81% | 147 | 5.36% | 24 | 9.38% | 42 | 448 |

For the question, “Would you be interested in learning more about Reynolds and Reynolds and their benefits?”, 60.54% of the students said ‘yes’. The following table shows the distribution of other opinions:

| # | Question | Yes | | No | | Not applicable | | Total |
|---|------------------------|--------|-----|--------|-----|----------------|----|-------|
| 3 | c. Reynolds & Reynolds | 60.54% | 270 | 32.06% | 143 | 7.40% | 33 | 446 |

Reynolds and Reynolds Conclusion:

Most of the students surveyed said they were familiar with Reynolds and Reynolds. The data showed 82.72% were familiar with the company. Of these familiar students, most were from the business school. Students have heard of Reynolds and Reynolds through the media and friends, though Career Fair was also one of the top picks. Most students pointed out that they

knew of the company because of “Rey Rey Café” on campus, Beta Alpha Psi, internships, and family members working there. However, most students did not know what kind of products and services Reynolds and Reynolds provides. Suggestions on how to increase this deeper level of awareness are included in the recommendations section.

When it comes to outlook, of students familiar with Reynolds and Reynolds, most would like to work or intern there. Additionally, most of these students would like to learn more about the company and its benefits.

Across all students in the survey, 32.10% had a favorable impression of the company, 41.56% had a neutral impression of the company, and 10.58% had a not favorable impression of the company. Reynolds and Reynolds had the highest percentage of not favorable impressions. Conducting further research as to why students feel this way could prove beneficial.

Winsupply Analysis:

Among those who responded to the survey, about 11% said they are familiar with Winsupply. Of this, 27.42% were Juniors and 69.35% were Seniors. The following table represents the statistics of those who are familiar with Winsupply across each college and major:

| Of those who are familiar | Total | Business | Engineering | Health Sciences |
|----------------------------------|-------|----------|-------------|-----------------|
| <i>Total Percentage</i> | 100% | 66.1% | 12.9% | 21.0% |
| Accountancy | 4.8% | 7.3% | 0.0% | 0.0% |
| BS in Nursing | 17.7% | 0.0% | 0.0% | 84.6% |
| Biomedical Engineering | 1.6% | 0.0% | 12.5% | 0.0% |
| Business | 0.0% | 0.0% | 0.0% | 0.0% |
| Business Analytics | 6.5% | 9.8% | 0.0% | 0.0% |
| Business Economics | 0.0% | 0.0% | 0.0% | 0.0% |
| Computer Engineering | 3.2% | 0.0% | 25.0% | 0.0% |
| Computer Science | 6.5% | 0.0% | 50.0% | 0.0% |
| Economics | 0.0% | 0.0% | 0.0% | 0.0% |
| Electrical Engineering | 0.0% | 0.0% | 0.0% | 0.0% |
| Electrical & Computer Eng. Tech. | 0.0% | 0.0% | 0.0% | 0.0% |
| Entrepreneurship | 1.6% | 2.4% | 0.0% | 0.0% |
| Finance | 9.7% | 14.6% | 0.0% | 0.0% |
| Financial Services | 1.6% | 2.4% | 0.0% | 0.0% |
| Human Resource Management | 4.8% | 7.3% | 0.0% | 0.0% |
| Human Resources | 0.0% | 0.0% | 0.0% | 0.0% |
| Intending | 0.0% | 0.0% | 0.0% | 0.0% |
| International Business | 1.6% | 2.4% | 0.0% | 0.0% |
| Management | 11.3% | 17.1% | 0.0% | 0.0% |

| | | | | |
|-------------------------|-------|-------|-------|-------|
| Management Info Systems | 3.2% | 4.9% | 0.0% | 0.0% |
| Marketing | 16.1% | 24.4% | 0.0% | 0.0% |
| Mechanical Engineering | 1.6% | 0.0% | 12.5% | 0.0% |
| Nursing-Graduate | 3.2% | 0.0% | 0.0% | 15.4% |
| Supply Chain Management | 4.8% | 7.3% | 0.0% | 0.0% |

Please note that the analyses to follow are based on the responses from the students who said they are familiar with Winsupply.

For the question, “How do you know about Winsupply?”, the following is a summary of responses from the students:

| # | Answer | % | Count |
|---|------------------------|--------|-------|
| 1 | Career Fair | 10.81% | 8 |
| 2 | Media | 31.08% | 23 |
| 3 | Friends | 35.14% | 26 |
| 4 | Other (please specify) | 22.97% | 17 |
| | Total | 100% | 74 |

Some of the “other” responses included: seeing it as they drive past, living near the building, and past work experiences. Refer to Table 42 in Appendix for a full list of responses.

For the question, “Do you know any products or services offered by Winsupply? If you know, please list them.”, some popular responses the students listed are plumbing, maintenance, and industrial supplies. Refer to the Table 43 in Appendix for a full list of product offering responses.

For the question, “What are your impressions of Winsupply?”, 30% of the students said they have a favorable impression of the company. The following table shows the distribution of other opinions:

| # | Question | Favorable | | Neutral | | Not favorable | | Not familiar with the company | | Total |
|---|--------------|-----------|----|---------|----|---------------|---|-------------------------------|---|-------|
| 4 | d. Winsupply | 30.00% | 18 | 60.00% | 36 | 6.67% | 4 | 3.33% | 2 | 60 |

For the question, “Would you be interested in working or interning for Winsupply?”, 49.15% of the students said ‘yes’. The following table shows the distribution of other opinions:

| # | Question | Yes | | No | | Not familiar with the company | | Not applicable | | Total |
|---|--------------|--------|----|--------|----|-------------------------------|----|----------------|---|-------|
| 4 | d. Winsupply | 49.15% | 29 | 18.64% | 11 | 18.64% | 11 | 13.56% | 8 | 59 |

For the question, “Would you be interested in learning more about Winsupply and their benefits?”, 68.33% of the students said ‘yes’. The following table shows the distribution of other opinions:

| # | Question | Yes | | No | | Not applicable | | Total |
|---|--------------|--------|----|--------|----|----------------|---|-------|
| | d. Winsupply | 68.33% | 41 | 21.67% | 13 | 10.00% | 6 | 60 |

Winsupply Conclusion:

Of the students surveyed, 11% said they were familiar with Winsupply. Most were familiar with the company because of friends and family members working there, the media, and driving past the building on the highway. Though these students were familiar with Winsupply, some were not aware of the products or services it provides. Examples of products and services students did list Winsupply to have were logistics and wholesale suppliers. Suggestions on how to increase student awareness are included in the recommendations section.

Of the students familiar with Winsupply, 30% had a favorable impression and 60% had a neutral impression. In raising students’ awareness of Winsupply, their impressions will likely continue to grow favorably. This is proven when 15.70% of all students said they would be

interested in working or interning at Winsupply, and when this question is excluded to only those familiar with Winsupply, the percentage grows to 49.15%. Again, growth potential is present since 57.28% of all students said they would be interested in learning more about the company and its benefits.

Woolpert Analysis:

Among those who responded to the survey, about 9% said they are familiar with Woolpert. Of this, 32.69% were Juniors and 59.62% were Seniors. The following table shows the statistics of those who are familiar with Woolpert across each college and major:

| Of those who are familiar | Total | Business | Engineering | Health Sciences |
|----------------------------------|-------|----------|-------------|-----------------|
| <i>Total Count</i> | 100% | 57.7% | 32.7% | 9.6% |
| Accountancy | 7.7% | 13.3% | 0.0% | 0.0% |
| BS in Nursing | 7.7% | 0.0% | 0.0% | 80.0% |
| Biomedical Engineering | 1.9% | 0.0% | 5.9% | 0.0% |
| Business | 0.0% | 0.0% | 0.0% | 0.0% |
| Business Analytics | 3.8% | 6.7% | 0.0% | 0.0% |
| Business Economics | 1.9% | 3.3% | 0.0% | 0.0% |
| Computer Engineering | 1.9% | 0.0% | 5.9% | 0.0% |
| Computer Science | 13.5% | 0.0% | 41.2% | 0.0% |
| Economics | 0.0% | 0.0% | 0.0% | 0.0% |
| Electrical Engineering | 11.5% | 0.0% | 35.3% | 0.0% |
| Electrical & Computer Eng. Tech. | 0.0% | 0.0% | 0.0% | 0.0% |
| Entrepreneurship | 1.9% | 3.3% | 0.0% | 0.0% |
| Finance | 3.8% | 6.7% | 0.0% | 0.0% |
| Financial Services | 1.9% | 3.3% | 0.0% | 0.0% |
| Human Resource Management | 9.6% | 16.7% | 0.0% | 0.0% |
| Human Resources | 5.8% | 10.0% | 0.0% | 0.0% |
| Intending | 0.0% | 0.0% | 0.0% | 0.0% |
| International Business | 0.0% | 0.0% | 0.0% | 0.0% |
| Management | 5.8% | 10.0% | 0.0% | 0.0% |

| | | | | |
|-------------------------|-------|-------|-------|-------|
| Management Info Systems | 1.9% | 3.3% | 0.0% | 0.0% |
| Marketing | 11.5% | 20.0% | 0.0% | 0.0% |
| Mechanical Engineering | 3.8% | 0.0% | 11.8% | 0.0% |
| Nursing-Graduate | 1.9% | 0.0% | 0.0% | 20.0% |
| Supply Chain Management | 1.9% | 3.3% | 0.0% | 0.0% |

Please note that the analyses to follow are based on the responses from the students who said they are familiar with Woolpert.

For the question, “How do you know about Woolpert?”, the following is a summary of responses from the students:

| # | Answer | % | Count |
|---|------------------------|--------|-------|
| 1 | Career Fair | 21.21% | 14 |
| 2 | Media | 31.82% | 21 |
| 3 | Friends | 24.24% | 16 |
| 4 | Other (please specify) | 22.73% | 15 |
| | Total | 100% | 66 |

Some of the “other” responses included: seeing it as they drive past and knowing employees.

Refer to Table 50 in Appendix for a full list of responses.

For the question, “Do you know any products or services offered by Woolpert? If you know, please list them.”, some popular responses the students listed are geo mapping and engineering contracts. Refer to the Table 51 in Appendix for a full list of product offering responses.

For the question, “What are your impressions of Woolpert?”, 36% of the students said they have a favorable impression of the company. The following table shows the distribution of other opinions:

| # | Question | Favorable | | Neutral | | Not favorable | | Not familiar with the company | | Total |
|---|-------------|-----------|----|---------|----|---------------|---|-------------------------------|---|-------|
| | e. Woolpert | 36.00% | 18 | 48.00% | 24 | 4.00% | 2 | 12.00% | 6 | 50 |

For the question, “Would you be interested in working or interning for Woolpert?”, 68% of the students said ‘yes’. The following table shows the distribution of other opinions:

| # | Question | Yes | | No | | Not familiar with the company | | Not applicable | | Total |
|---|-------------|--------|----|--------|---|-------------------------------|---|----------------|---|-------|
| | e. Woolpert | 68.00% | 34 | 12.00% | 6 | 6.00% | 3 | 14.00% | 7 | 50 |

For the question, “Would you be interested in learning more about Woolpert and their benefits?”, 72% of the students said ‘yes’. The following table shows the distribution of other opinions:

| # | Question | Yes | | No | | Not applicable | | Total |
|---|-------------|--------|----|--------|---|----------------|---|-------|
| | e. Woolpert | 72.00% | 36 | 14.00% | 7 | 14.00% | 7 | 50 |

Woolpert Conclusion:

Under 10% of respondents were familiar with Woolpert as a company. Business students presented the highest percentage of awareness. Media is the most popular method through which students know Woolpert, at 31.82%. Not far behind is the ‘career fair’ and ‘through friends’ at 21.21% and 24.24%, respectively. This could show that the current methods are effective for students who already know of Woolpert, but not effective for drawing in students who are not familiar with Woolpert. Other reasons students said they knew Woolpert were through family members or driving past the building. Location is key in building brand awareness.

The mentioned methods are important for placing Woolpert in the forefront of students’ minds, but not effective in providing a deeper education of Woolpert specifics. Students who are

familiar with Woolpert were asked what specific products they offer, and answers were polarizing. Students either do not know any at all or gave fully accurate answers. Ways to increase this knowledge are presented in the recommendations section. If steps are taken to inform students, a positive response is likely. This is backed up by the fact that nearly 70% of ‘familiar’ students would be interested in interning or working there, and among all students, over half would be interested in learning more about the company.

Yaskawa Motoman Analysis:

Among those who responded to the survey, about 13% said they are familiar with Yaskawa Motoman. Of this, 32.39% were Juniors and 64.79% were Seniors. The following table represents the statistics of those who are familiar with Yaskawa Motoman across each college and major:

| Of those who are familiar | Total | Business | Engineering | Health Sciences |
|----------------------------------|-------|----------|-------------|-----------------|
| <i>Total Percentage</i> | 100% | 40.8% | 49.3% | 9.9% |
| Accountancy | 4.2% | 10.3% | 0.0% | 0.0% |
| BS in Nursing | 8.5% | 0.0% | 0.0% | 85.7% |
| Biomedical Engineering | 11.3% | 0.0% | 22.9% | 0.0% |
| Business | 0.0% | 0.0% | 0.0% | 0.0% |
| Business Analytics | 2.8% | 6.9% | 0.0% | 0.0% |
| Business Economics | 1.4% | 3.4% | 0.0% | 0.0% |
| Computer Engineering | 2.8% | 0.0% | 5.7% | 0.0% |
| Computer Science | 5.6% | 0.0% | 11.4% | 0.0% |
| Economics | 0.0% | 0.0% | 0.0% | 0.0% |
| Electrical Engineering | 15.5% | 0.0% | 31.4% | 0.0% |
| Electrical & Computer Eng. Tech. | 0.0% | 0.0% | 0.0% | 0.0% |
| Entrepreneurship | 1.4% | 3.4% | 0.0% | 0.0% |
| Finance | 2.8% | 6.9% | 0.0% | 0.0% |
| Financial Services | 1.4% | 3.4% | 0.0% | 0.0% |
| Human Resource Management | 2.8% | 6.9% | 0.0% | 0.0% |
| Human Resources | 0.0% | 0.0% | 0.0% | 0.0% |
| Intending | 0.0% | 0.0% | 0.0% | 0.0% |
| International Business | 0.0% | 0.0% | 0.0% | 0.0% |

| | | | | |
|-------------------------|-------|-------|-------|-------|
| Management | 2.8% | 6.9% | 0.0% | 0.0% |
| Management Info Systems | 0.0% | 0.0% | 0.0% | 0.0% |
| Marketing | 18.3% | 44.8% | 0.0% | 0.0% |
| Mechanical Engineering | 14.1% | 0.0% | 28.6% | 0.0% |
| Nursing-Graduate | 1.4% | 0.0% | 0.0% | 14.3% |
| Supply Chain Management | 2.8% | 6.9% | 0.0% | 0.0% |

Please note that the analyses to follow are based on the responses from the students who said they are familiar with Yaskawa Motoman.

For the question, “How do you know about Yaskawa Motoman?”, the following is a summary of responses from the students:

| # | Answer | % | Count |
|---|------------------------|--------|-------|
| 1 | Career Fair | 15.38% | 12 |
| 2 | Media | 23.08% | 18 |
| 3 | Friends | 24.36% | 19 |
| 4 | Other (please specify) | 37.18% | 29 |
| | Total | 100% | 78 |

Some of the “other” responses included: seeing it as they drive past, family members working there, and representatives speaking in class. Refer to Table 58 in Appendix for a full list of responses.

For the question, “Do you know any products or services offered by Yaskawa Motoman? If you know, please list them.”, some popular responses the students listed are robotics and industrial automation. Refer to the Table 59 in Appendix for a full list of product offering responses.

For the question, “What are your impressions of Yaskawa Motoman?”, 45.71% of the students said they have a favorable impression of the company. The following table shows the distribution of other opinions:

| # | Question | Favorable | | Neutral | | Not favorable | | Not familiar with the company | | Total |
|---|--------------------|-----------|----|---------|----|---------------|---|-------------------------------|---|-------|
| | f. Yaskawa Motoman | 45.71% | 32 | 45.71% | 32 | 0.00% | 0 | 8.57% | 6 | 70 |

For the question, “Would you be interested in working or interning for Yaskawa Motoman?”, 64.29% of the students said ‘yes’. The following table shows the distribution of other opinions:

| # | Question | Yes | | No | | Not familiar with the company | | Not applicable | | Total |
|---|--------------------|--------|----|--------|---|-------------------------------|----|----------------|---|-------|
| | f. Yaskawa Motoman | 64.29% | 45 | 11.43% | 8 | 15.71% | 11 | 8.57% | 6 | 70 |

For the question, “Would you be interested in learning more about Yaskawa Motoman and their benefits?”, 75.71% of the students said ‘yes’. The following table shows the distribution of other opinions:

| # | Question | Yes | | No | | Not applicable | | Total |
|---|--------------------|--------|----|--------|----|----------------|---|-------|
| | f. Yaskawa Motoman | 75.71% | 53 | 21.43% | 15 | 2.86% | 2 | 70 |

Yaskawa Motoman Conclusion:

Under 15% of respondents were familiar with Yaskawa Motoman. Of those familiar, the majority were in the engineering college. When reviewing the methods through which students know of Yaskawa Motoman, underwhelming percentages arise from the career fair, media, and friends. The highest percentage is in the “other” category, where students see it as they drive by.

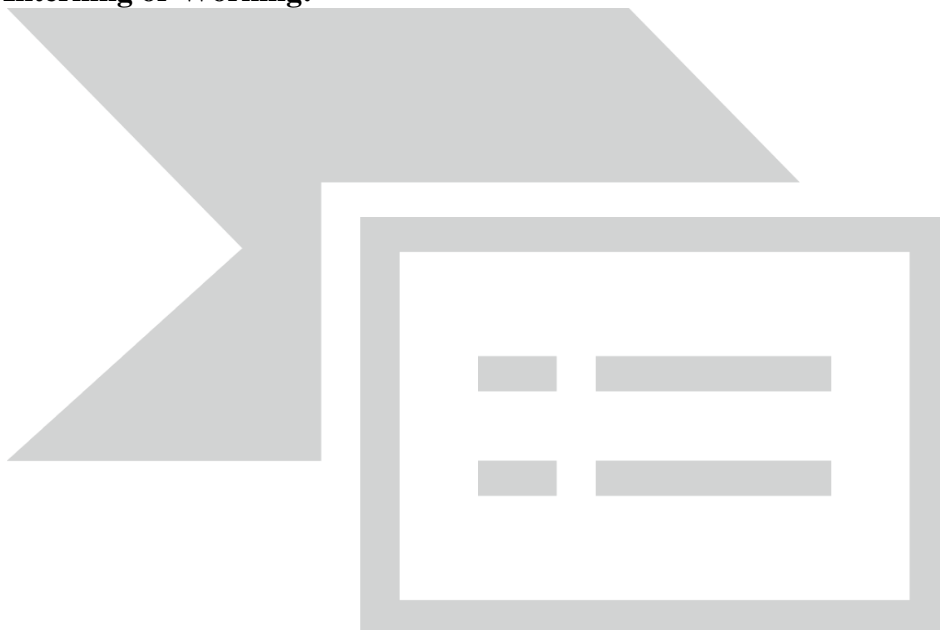
By approaching the career fair and media in a different way, students both familiar and unfamiliar could be reached more effectively.

Many students correctly answered “robotics” to be a product offering of Yaskawa Motoman, showing it to be a strong brand. To further increase the knowledge of product specifics among those unfamiliar with Yaskawa Motoman, methods are presented in the recommendations section.

The outlook of student interest in Yaskawa Motoman shows to be positive when assessing the impression of Yaskawa Motoman among familiar students. No students have an unfavorable impression of the company. Employment growth is within reach since over 60% of familiar students would be interested in interning or working there, and over half of all students are interested in learning more about Yaskawa Motoman.

General Impressions:

The above graph represents responses when asked, “What are your impressions of the following companies?”, with data from all 578 students surveyed. We cannot directly compare the companies because sample sizes are not the same for each college. For data focused on percentages, refer to Table 64 in the Appendix

Interest in Interning or Working:

The above graph represents responses when asked, “Would you be interested in working or interning for the follow companies?”, with data from all 578 students surveyed. We cannot directly compare the companies because sample sizes are not the same for each college. The ‘not applicable’ option may have been chosen by students if a company did not offer positions in their career field. For data focused on percentages, refer to Table 65 in the Appendix.

Interest in Learning:



The above graph represents responses when asked, “Would you be interested in learning more about following companies?”, with data from all 578 students surveyed. More than 350 students would be interested in learning more about Premier Health, 321 students would be interested in learning more about Booz Allen Hamilton, 308 students would be interested in learning more about Yaskawa Motoman, 307 students would be interested in learning more about Winsupply, 306 students would be interested in learning more about Reynolds and Reynolds, and 300 students would be interested in learning more about Woolpert. For each company, there were under 200 students not interested in learning more.

Once again, the “not applicable” option may have been chosen by students if a company did not offer positions in their career field. For data focused on percentages, refer to Table 66 in the Appendix.

Greater Dayton Area Preference:

When the whole sample was asked the question, “Are you from the Greater Dayton area?”, 342 students said they are from the Greater Dayton area, and 197 are not. Since Wright State University is a commuter school, most of the students live around the area. This is reflected in the graph below:



When the whole sample was asked the question, “After graduation, would you like to begin your career in the Greater Dayton area?”, 414 students said they plan to stay and work in the Greater Dayton area after graduation. This is reflected in the graph below:



Recommendations:

Student Suggestions:

The purpose of this research and survey is not only bring to the attention of each company what students are familiar with them, but also to provide a base for recommending how to boost student awareness of each company. As a part of the survey, respondents were asked to provide three ways in which they think companies should reach out to students. Some businesses may already be utilizing these techniques, these are simply what students say is the best way to connect with them. A full list of responses is provided in Table 69 in the Appendix. The main consensus of responses center around the use of email and social media, being present at career fairs, having general campus presence (tabling, presenting in classes, and attending Fall Fest and April Craze), offering internships, sponsoring events, and posting flyers around campus. A strong response stated, “1) They should send direct requests for employment opportunities to student emails. I know that as business students we occasionally receive messages about employment opportunities, but there's nothing wrong with having a few more come across our inbox. 2) I think it would be nice for more companies to have little meet and greets or coffee or some other kind of very small event where we could meet with recruiters from just one company [...] I know they occasionally already have this, but I feel like it is always just a handful of the same companies. Also, it must be publicized in advance. 3) It would be nice if maybe the companies corresponded directly with our respective career consultant or professors. That way professors could act as a point of contact for outside opportunities. They could, for example, recommend prominent/ good/ upstanding students meet with recruiters...”

More recommendations have been brainstormed based on these student suggestions. It is important to have repeated visits to campus for building company brand. Perhaps this could be in

the form of a coffee hour or lunch hour. It is often difficult for students to attend formal events. An informal, stop by basis event allows students more flexibility in having time to connect with companies on campus. In the past, around 20 students attend events such as these. Another suggestion is to provide company representatives that are alumni of Wright State University to create a more meaningful connection between companies and students. On a side note, it is helpful to utilize Handshake for posting jobs and letting the Wright State central career office know of these posting so students are notified.

The success of “Rey Rey Café” (for Reynolds and Reynolds) leads us to believe finding ways to incorporate your business in a practical sense on campus has a huge effect on raising student awareness of companies.

Business Department Events:

To further research ways in which local businesses could increase their awareness among students, we met with representatives from each college to gain insight on what events take place and where local businesses could apply themselves to connect with students.

Events that take place in the Business College include the Professional Day and the Digital Mixer. Professional Day takes place every Fall semester in November. This is where students get the chance to network with local companies and receive professional headshots. Professional Day is a great opportunity to get in front of Wright State students. Additionally, the Digital Mixer is an annual event that is held every Spring. Employers are given space in the Apollo Room at the Wright State Union to reach out to IT majors (in this case it is majors such as Management Information System, MIS).

Another great way to reach business students is through classes, which could be done by reaching out to faculty/staff in the Raj Soin College of Business. Furthermore, reaching out to

students with real business projects would be ideal. For example, Ron Adler reached out to our Marketing Research class and presented us with this project, which helped us get familiar with many local businesses.

Engineering Department Events:

The main point of contact for employer related events happening in the College of Engineering and Computer Science (CECS) at Wright State is Sheryl Kent, Career Consultant. She provided her email so Dayton businesses can contact her with any questions or requests to get involved on campus. She can be reached at sheryl.kent@wright.edu. Though she is a representative for CECS, she can be an industry liaison for the entire university.

Current university wide events include, but are not limited to, an Employer Speaker Series, career fairs, Wright Venture, Innovation Weekend, and individual employer information sessions. Employers are also encouraged to post positions on Handshake.

The Brandeberry Career Development Center serves the College of Engineering and Computer Science. The center offers targeted events and resources for CECS students, including a weekly newsletter of job promotions in which local companies are featured. Additional opportunities include a Corporate Partners program, Mock Interviews, Resume Critiques, Engineering Week, and the Manufacturing Expo which exposes high school students to majors and careers in the manufacturing industry.

The Corporate Partner Program, managed by the CECS Major Gifts Officer, features businesses who donate funds to CECS/University Scholarships and offers its members undivided attention of students, introductions to various clubs, and priority to various speaking engagements. Also included is the opportunity to be involved in special events such as the Corporate Partner Open House and representation in the EGR 1900 prep course for internships.

For more information on this program, or any other events discussed, please contact Sheryl Kent, 937-775-4491, sheryl.kent@wright.edu.

Health Science Department Events:

An event that takes place in the Health Science college is Cameos of Caring. At this event, Wright State University's College of Nursing and Health recognizes bedside nurses in the Miami Valley. The event has raised over \$450,000 in scholarship funds for Wright State University nursing students.

To participate in this event, a health care agency would need to purchase a table to invite their nurses and administrators to attend. A portion of these proceeds go toward scholarships. For more information regarding table reservation, please contact Andrea Nicole Peterson at 937-775-3133, andrea.peterson@wright.edu.

Wrap Up

Thank you to Ron Adler and Dayton STEM-Workforce Program for sponsoring this research on student awareness of local Dayton businesses. For communication regarding future internship or employment inquiries, contact information is provided in the table of contents. Bibliographies for the works mentioned are listed in the appendix.