

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%