

HOSPITABLE CAMPUS: ANALYZING CORPORATE
RECRUITERS' EXPERIENCE ON CAMPUS VISITS

by

ASHLEY OLIVE

HSIANGTING "SHATINA" CHEN, COMMITTEE CHAIR
KIMBERLY SEVERT
KIM BISSELL

A THESIS

Submitted in partial fulfillment of the requirements
for the degree of Master of Science
in the Department of Human Environmental Sciences
in the Graduate School of
The University of Alabama

TUSCALOOSA, ALABAMA

2018

Copyright Ashley Clayton Olive 2018
ALL RIGHTS RESERVED

ABSTRACT

The purpose of this study is to assess the attributes college recruiters' value when determining their campus recruiting activities. Importance-performance analysis was utilized to evaluate nine attributes: employer development professional, career fair, tabling, classroom visit, information session, faculty meeting, student group meeting, on campus interviewing and sponsorship. Data collection occurred at a southeastern university which hosts career fairs with more than 180 companies. Corporate recruiters were asked to complete a survey with questions regarding 9 primary attributes, with 92 items related to on campus recruiting, and the rate the attribute importance and performance of their recruiting experience with the university. The Servicescape, SERVQUAL and SERVPERF theoretical frameworks are used. This study fills a gap in the research regarding corporate recruiter's evaluative criteria and decision-making of campus visits.

Keywords: campus recruiting, talent acquisition, servicescape, IPA

DEDICATION

This thesis is dedicated to the many people who encouraged, assisted and guided me through the creation of this manuscript. Especially my committee, family, and friends, who showed unwavering patience and support during the last year.

ACKNOWLEDGEMENTS

I am so grateful to the faculty members, colleagues, friends and family members who helped me during this research endeavor. First, I would like to thank Dr. Shatina Chen, my committee chair, for her constant guidance, especially regarding quantitative analysis and theoretical framework. Dr. Chen always had a positive note when I felt very unsure of myself, which is a kindness I can never repay. I would also like to thank my committee members, Dr. Kimberly Severt and Dr. Kim Bissell, for always supporting my academic and personal development, and for inspiring me to continue the pursuit of my academic dreams. I would like to thank my colleagues Schernavia Hall and Melinda King for their encouragement and insight on this project. Also, thank you to all the recruiters who took part in this research, especially those who wrote a nice note after completion to let me know they appreciated the service they receive at the University of Alabama.

I am indebted to the women of the Junior League of Tuscaloosa, especially Karen Thompson, for allowing me the time to complete this project, and covering for me when the time needed for research took priority over my commitments to the JLT. Finally, I would like to thank my family. From an early age my parents Ronnie and Patricia Clayton instilled in me the value of education, and were always willing to proofread or give a vote of confidence. My husband David, and our family, who always understood when this work took me away from activities with them, and who never stopped believing in me

CONTENTS

ABSTRACT	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	vii
LIST OF FIGURES	viii
INTRODUCTION	1
LITERATURE REVIEW	4
Research in campus recruiting	4
University relations and recruiting	4
Campus recruiting activities and university career centers.....	5
Servicescape	6
University career center and recruiting servicescape	9
Career fairs	9
Student organization meetings, classroom presentations, and meeting with faculty	10
Information sessions and tabling	11
Interviewing and sponsorship opportunities	12
Service quality and customer satisfaction	12
METHODOLOGY	16
Survey design	17
Data collection	18

Sample	19
RESULTS	20
DISCUSSION	37
Limitations	41
CONCLUSION	42
REFERENCES	43
APPENDIX	47

LIST OF TABLES

1. Overall Importance-Performance Ratings for On Campus Recruiting Attributes	18
2. Importance-Performance Ratings for University Career Services	20
3. Importance-Satisfaction Correlation	23
4. Recruiter Satisfaction	24
5. Demographic Characteristics of Respondents	25
6. Travel Arrangements for On campus Recruiting	27

LIST OF FIGURES

1. The Servicescape Model	8
2. SERVQUAL Model	14
3. Importance-Performance Matrix	16
4. Meeting with Faculty IPA Matrix	28
5. Employer Relations IPA Matrix	29
6. Student Organization Meetings IPA Matrix	30
7. Interview Sessions IPA Matrix	31
8. Sponsorship Opportunities IPA Matrix	32
9. Tabling IPA Matrix	33
10. Classroom Visits IPA Matrix	34
11. Information Sessions IPA Matrix	35
12. Career Fair IPA Matrix	36

INTRODUCTION

Competition among companies in recruiting for the best and brightest new hires often brings those companies to university campuses across the nation (Gulati, 2015). Studies indicate that eighty six percent of companies in the United States believe that on campus recruiting is the most effective way to identify qualified graduates (Graduate Management Admission Council, 2015). The companies who attend career fairs on university campuses benefit from being able to connect to a large pool of potential employees, recruit young talent, and strengthen the company's brand awareness (Turban, 2000). In response to corporate interest and the increase of recruiters on campus, university career centers have added employer relations positions to provide better service for existing corporate partners and develop new relationships with potential recruiters. Businesses have long been using high quality customer service as a way to differentiate themselves from the competition (Thompson, DeSouza & Gales, 1985), and a university is no different. Measuring service quality in a university setting is critical as universities seek to differentiate themselves from other schools when attracting companies to campus. An increase in campus recruiting activities, especially from employers with strong brand recognition, raises the profile of the institution and the students it attracts.

According to the National Conference of State Legislatures, 25 states tie funding for public colleges and universities to performance-based criteria, which can include employment rate and wages upon graduation (2015). Campus recruiting provides universities with the opportunity to showcase their students and increase student employment rate. For students, attending career fairs provide an opportunity to meet with companies, network, and gather

companies' information (Sikes, Adler & Phillips, 2010). Engaging in other on campus recruiting activities generates opportunities for internships and full-time employment. As such, it is important to understand what attributes bring more companies' recruiters to campus and provide job opportunities for students, and to monitor the service the university is providing recruiters. In this study service quality is measured using The Servicescape, SERVQUAL, and SERVPERF attributes.

For the purposes of this study, two primary professional positions are discussed: the employer relations professional, and the recruiter. The employer relations professional is responsible for building relationships and creating awareness among corporate and community organizations with regard to the benefits of hiring university students and graduates, and of the career center services. Employer relations professionals strategically cultivate and strengthen corporate relations with and between employers, students, alumni, and faculty to maximize student employment, and generate increased monetary and non-monetary support for the career center and the university. The recruiter, sometimes called campus or corporate recruiter, is a human resources professional who recruits employees from colleges to fill internship, cooperative education or full-time job openings. College recruiters typically travel extensively, visiting college campuses where they engage with students.

Research questions

The primary research question was: which on campus recruiting factors are most important when recruiters are selecting a university campus from which to recruit potential employees? Follow up questions include:

1. Which services provided by a university employer relations professional are directly and positively related to the satisfaction of corporate recruiters?

2. Which career center services are most important to the satisfaction of corporate recruiters?
3. Are corporate recruiters satisfied with the services offered or outcomes?

Significance of this study

This study fills a gap in the research regarding how recruiters choose the universities where they recruit, and which attributes are most important to their campus recruiting. Campus career centers will have the ability to allocate resources more efficiently when supporting existing employer relationships, and increase their attractiveness for developing new relationships with companies.

LITERATURE REVIEW

Research in campus recruiting

Previous research regarding campus recruiting activities is limited to students' perceptions of recruiting activities and candidate attractiveness to recruiters. According to Sikes, Adler & Phillips (2010), students who attended career fairs experienced increased knowledge and increased interest in their chosen careers. Rynes & Cable (2003) compiled research on the recruitment process regarding various factors that make a company attractive to an applicant, such as their impression of the recruiter, the timeliness of the selection process, and the opinion of personal friends or family members. Researchers also indicated that recruiters targeting collegiate seniors for management-level careers reported leadership, relevant job experience, organization, job fit and personality were the most influential factors in the hiring decision (Kwok, Adams & Price, 2011). However, aside from students' experiences and recruiters' reviewing process, there is no research regarding the recruiters' evaluative criteria and decision-making of campus visits.

University relations and recruiting

Companies have long been competing for top talent (Chambers et al., 1998; Hiltrop, 1999; Bartlett & Goshall, 2002), and colleges and universities have historically been a source of that talent (Pianko, 1996). Many companies have a university relations and recruiting team within their Human Resources department. In 2016 the National Association for Colleges and Employers (NACE) reported the average budget for those departments was \$562,642 and the average cost per new hire was \$4,999. Certainly, then, companies are seeking to generate the

greatest return on their investment when selecting entry-level employees.

One strategy for achieving high ROI is through a formalized internship or cooperative education program. Internships are defined as one-time work or service experiences related to the student's major or career goal, while cooperative education programs, or co-ops provide students with multiple periods of work in which the work is related to the student's major or career goal (2017c, p. 2). In the 2017 Internship and Co-op report, NACE indicated the majority of employers said the primary focus of their internship or co-op program was to recruit for full-time, entry-level employment. Sixty seven percent of interns were offered full time positions at the company where they were interning. Further, NACE found the retention rate of entry-level employees who completed an internship with the company was higher at both the one-year and five-year mark than those who had not (p.3). Additionally, retention rates for new hires with any internship experience was higher than those employees who did not have an internship. In both the 2016 and 2017 reports, employers indicated a preference for "high touch" recruiting techniques such as career fairs and other on campus recruiting activities for recruiting interns, co-ops and entry-level hires.

Campus recruiting activities and university career centers

According to a survey by NACE, ninety eight percent of corporate recruiters indicated they conducted on campus activities to recruit new graduates (2016). Corporate participation in on campus recruiting activities is often determined by whether or not the institution is on the companies' list of "core" schools (Rivera, 2011 & 2015). Because campus recruiting has been an effective way to seek young talent, NACE (2017b) recommends employers maximize their time on campuses by utilizing specific recruiting methods, such as on campus interviewing and information sessions, in addition to career fairs. Moreover, to assist corporate recruiters, many

colleges and universities have an employer relations professional or team in their career center to work closely with the recruiters. This position is responsible for building relationships with companies and organizations, promoting the benefits of hiring university students, marketing career center services available, increasing the number of job postings, and managing recruitment activities for the career center and the university (NACE, 2017a). In order to accomplish these goals, the employer relations professional will arrange opportunities for companies to connect with students on campus in a variety of ways, including classroom visits, student group meetings, hosting information sessions, tabling, on campus interviewing, faculty meetings, career fairs and sponsorship opportunities. In short, the employer relations professional is the frontline service provider to the recruiter.

Campus recruiting provides many benefits not only for corporations, but also for students, faculty members, and educational institutions. Therefore, it is imperative to understand how corporate recruiters evaluate career centers' services, the institutions' employer relations, overall service quality and important attributes that influence their campus visiting decisions.

Servicescape

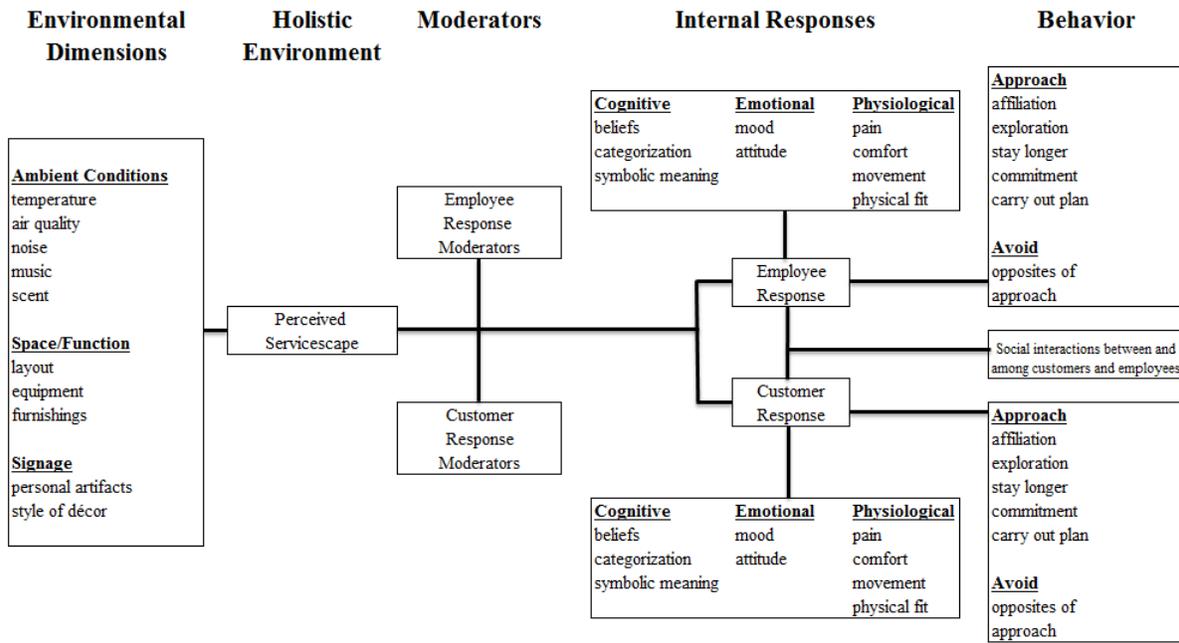
Booms and Bitner (1981) created the servicescape model, grounded in environmental psychology, to explain the impact environmental factors play on influencing behavior. The dimensions of the servicescape include "all of the objective physical surroundings that can be controlled by the firm to enhance employee and customer interactions," (Bitner, 1992, p. 65). The construct of servicescape includes ambient conditions, spatial layout and functionality, signs, symbols and artifacts, service typology and environmental dimensions. Ambient conditions are background characteristics that affect both customers and employees, such as lighting, music, wall color, temperature, scent. The effects of ambient conditions are particularly

noticeable when they are extreme, when the customer spends a long time in the servicescape, or when the conditions conflict with expectations (Bitner, 1990). Spatial layout and functionality is the size and shape of furnishings, equipment and machinery, the way those items are positioned in the space, and how those items facilitate “performance and accomplishment of goals” (Bitner, 1992, p. 66). Signs, symbols, and artifacts, whether direct or implied, communicate information about a servicescape to its customers. Bitner notes this dimension is especially important for first impressions. Bitner (2000) elaborates the servicescape serves four primary functions: packaging, the appearance to the public; facilitator, guides the efficient flow of activities; socializer, communicates expected roles to both employees and customers; and differentiator, illustrates the competitive difference of the organization. Servicescapes are classified as either lean or elaborate (Bitner, 1992) with lean involving minimal stimuli and interactions, while elaborate may involve multiple service encounters over several days with varying physical environments. When customers enter an area, they are likely to take in and assess all the dimensions at once, creating an impression referred to as the holistic environment (Hoffman *et al.*, 2010).

Individual’s perception of a servicescape creates internal responses, in the form of cognitive, emotional and physiological reactions, which lead to different behaviors (Bitner, 1992, p. 60). Bitner (1990) asserts a customer’s perception of service quality affects their overall view of the service firm, and their behavioral intentions. In the servicescape model, individual responses lead to approach or avoid behaviors. Approach behaviors occur when the customer stays in and utilizes the space during the service encounter, and avoid behaviors occur when the customer leaves and may experience feelings of disappointment. Approach behaviors can lead to affiliation with, and commitment to, the service firm (Bitner, 1992). Affiliation implies the

customer will become a regular user with the intention to revisit, and through commitment could become a brand advocate who encourages others to engage with the service firm (p. 61).

Figure 1: The Servicescape Model (from Bitner, 1992)



While Bitner’s foundational research focuses on physical features, Rosenbaum and Massiah (2011) highlight the importance of social interactions within the servicescape. They expand the framework to include social, socially symbolic, and natural environmental dimensions. The social dimension encompasses all the possible interactions between a customer and employee (Rosebaum & Montoya, 2007). The socially symbolic includes tangible signs that members of a particular group are welcome within the servicescape, and will find people like themselves in that space (Rosenbaum, 2005). The natural dimension refers to being away, fascination, and compatibility stimuli, all of which may be restorative in nature, thus encouraging approach behaviors (p. 480). In addition to Rosebaum’s expansion of the servicescape dimensions, Pantouvakis (2010) highlights the importance of differentiating service quality from customer satisfaction, and notes the influence of servicescape on service quality is significant

and has a direct effect on customer satisfaction (p. 367). This is especially important when evaluating the service quality on a university campus where servicescapes are numerous and varied.

University career center and recruiting servicescape

A university should be considered an elaborate servicescape (Bitner, 1992, p.59) because recruiting activities take place both inside the career center, and in other campus locations. There are both physical and interactive dimensions to each recruiting element. Since the economic downturn of 2008 university career centers have expanded their traditional functions of resume writing and career fairs to include partnerships with employers and stronger collaborations with campus groups (Dey & Cruzvergara, 2014). Corporate recruiting strategies often involve recruiting diverse majors, and Bitner (1990) highlights “the need for coordination among the functional areas within the service firm.” (p. 79). This is the primary role of the employer relations professional; coordinating across campus on behalf of the company recruiting. The employer relations professional is often the provider of service; however, each activity presents a new servicescape, and thus potential to influence the recruiter’s overall satisfaction.

Career fairs

A prime example of servicescape diversity within career services is the career fair. Still the one of the most popular recruiting tools (NACE, 2016) career fairs bring together large numbers students and recruiters. Physical dimensions have the potential to significantly impact a recruiter's experience. The largest career fairs at the southeastern university are held on the concourse in the basketball arena. Ambient conditions such as lighting, noise and temperature vary greatly in different areas of the arena. Space and functional conditions are also subject to location in the arena. Because some pathways are wider than others, human traffic dictated by

the space and layout can vary significantly. Companies with high name recognition may find themselves with a line of students if they are in a narrower space, while lesser-known companies may feel neglected if there is not a line at their table. Signs symbols and artifacts include signage for registration, meals and logistics, while decor in the space clearly reflects the host university. Combined with student interactions, recruiters have both individual response behaviors, and social interactions in the servicescape, all of which result in their overall satisfaction level with the career fair.

Student organization meetings, classroom presentations, and meetings with faculty

In 2018 NACE noted the upward trend of student organizational meetings as a recruiting tool, especially within the STEM field. Organizations with a diversity component, such as Society of Women Engineers or National Black MBA, often have every meeting booked with a different company before the semester begins. The organizations may allow an employer relations professional to book the company on their behalf, or they may prefer direct communication with a student representative. Each organization has its own meeting space, which means facilities range from new, technologically advanced classrooms, to lecture halls in need of renovation or repair. The servicescape for each student organization, classroom meeting, and faculty meeting is different, as is the scheduling process, and with the rise in student organization meeting popularity in campus recruiting, potentially affects overall service quality.

Similarly, classroom visits can be a short company promotion, or a more in-depth case study aligned with the material for the course, with variance in location. For example, recruiters from technology-based companies are likely to experience the servicescape in an aged classroom differently from recruiters in humanitarian disciplines. The recruiter's interaction with the faculty member teaching the class, and the students participating in the class also affects the recruiter's

perception of service quality, much like individual meetings to discuss career development and employee opportunities with faculty members.

Information sessions and tabling

Information sessions remain one of the most popular recruiting methods (NACE, 2017) and differ from student organization meetings and classroom visits in that the company is inviting the student, rather than the student or faculty member inviting the company. These sessions are typically targeted to specific groups of students with whom the recruiter would like to engage. Information sessions occur anytime in the year, and are especially popular near career fairs when companies seek to gain extra traction or attention from students. Recruiters rely heavily on the employer relations professional to ensure the target student population is notified of the event, and that attendance is strong. The employer relations professional has more control over the service delivery because they are familiar with campus facilities and schedule, which enables them to choose an environment suitable for the goals of the recruiter at a time students are able to attend.

Occasionally, recruiters want the ability to target students the way an information session does, but in a much more casual setting. For this they engage in tabling, whereby recruiters set up a company display within a high-traffic area, bring additional company representatives, and invite the students to stop by for a quick conversation, rather than a formal presentation. Again, in this instance the employer relations professional is able to exercise more control over the service delivery in selection of location and generating student traffic for the company through event promotion.

Interviewing & sponsorship opportunities

Once described as “a veritable goldmine of young people” (Zimmerman, Shapiro, Jacobson & Sank, 1964) on-campus interviewing has long been utilized by recruiters to reach their hiring goals. University career centers offer professional interview rooms, free of charge to the companies, for this purpose. The time period surrounding career fairs becomes especially competitive with career center staff often giving up their offices to accommodate all the requests for interview space. Bitner (1992) noted the importance of ambient conditions when the customer is in the servicescape for an extended time period, such as interviewing. For instance, air conditioning that is chilly would become much more noticeable, as would the style of the room in which the interviewer is meeting students during a full day of interviews.

Finally, campus recruiting provides companies a sponsorship opportunity to showcase their organizations to students. Sponsorship opportunities range from providing meals at student meetings, to naming opportunities for physical space on the campus. For example, recruiters from Chick-fil-A’s corporate office in Atlanta utilize the food sponsorship as an opportunity to build their brand. Lockheed Martin’s recruiting team engages in overall career center sponsorship to show their commitment to the university, and ensure a prime location at career fair. The level of financial commitment varies from company to company, and offers another avenue for the company to achieve their recruiting goals.

Service quality and customer satisfaction

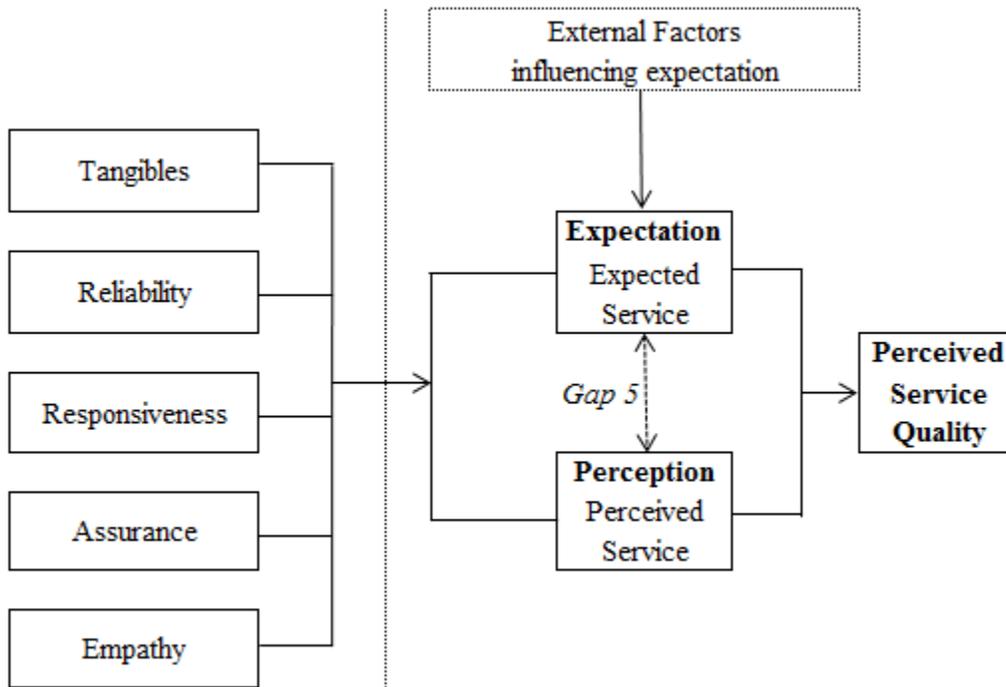
Parasuraman, Zeithaml and Berry (1988) developed the five-dimension SERVQUAL model to measure the gap between respondents’ expectation of service quality and perception of service quality (Fig 3). SERVQUAL has been widely used in academics to measure service

quality in a higher education setting. (Tan & Kek, 2004; Engelland, Workman & Singh, 2000; Aldridge & Rowley, 1998). The five dimensions are:

- Tangibles: Physical facilities, equipment, and the appearance of personnel
- Reliability: Ability to perform the promised service dependably and accurately
- Responsiveness: Willingness to help customers and provide prompt service
- Assurance: Knowledge and courtesy of employees and their ability to inspire trust and confidence
- Empathy: Caring, individualized attention the firm provides its customers

The SERVQUAL instrument is a 22-item questionnaire (Appendix a) with statements related to the SERVQUAL dimensions, and is used by service firms as a diagnostic tool to reveal gaps in service quality (p. 35). SERVQUAL is limiting because the five dimensions do not allow for customization, and it has been criticized for validity and reliability. This need for customization led to the development of SERVPERF (Cronin & Taylor, 1992). SERVPERF measures customers' perception the performance level of service quality, which researchers assert allows for more predictive power than the difference scores of SERVQUAL (Landrum, Prybutok, & Zhang, 2007). Carman (1990) found that importance of a particular service attribute can be more important than its expected quality, thus a combination of importance-performance is critical for examining overall service quality.

Figure 2: SERVQUAL model (from Parasurman, Zeithmal & Berry, 1988)



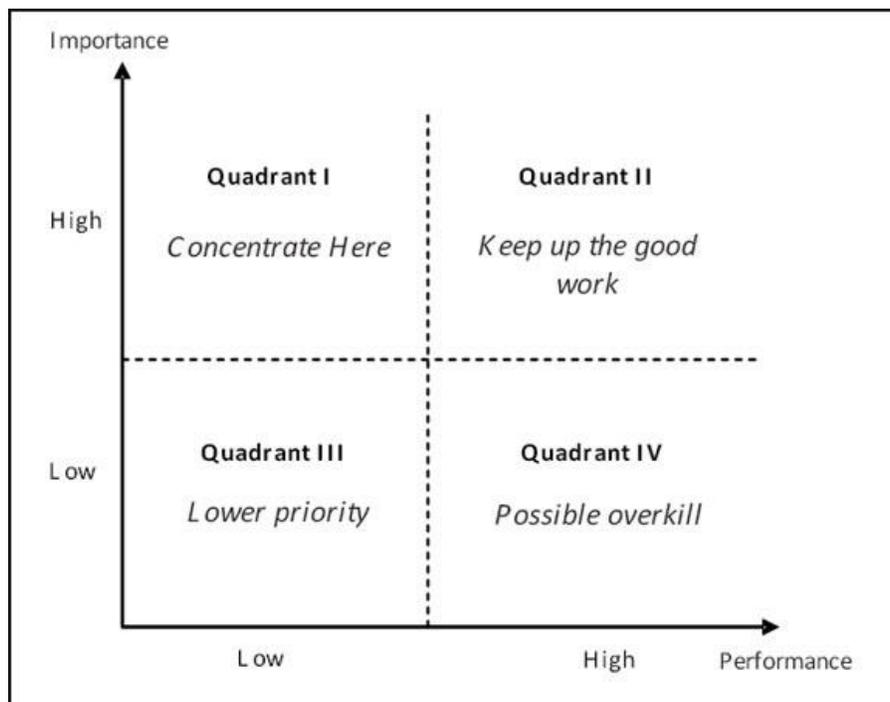
Service-related research in the higher education setting is limited to student satisfaction with factors such their education experience (Douglas, McClelland & Davies, 2008; O'Neill & Palmer, 2004), facilities (Farrell, 2014; Kärnä & Julin, 2015), and dining services (Joung, Choi & Wang, 2016; Kwun, Ellyn & Choi, 2013). Douglas, McClelland and Davies (2008) develop a framework for measuring overall student satisfaction with their higher education experience, finding that responsiveness, communication and access are the most important factors regarding perceived service quality. Similarly, O'Neill and Palmer utilize importance-performance analysis (IPA) to report on students' perception of service quality in higher education and the continuous quality improvement process. Farrell (2014) used the dimensions of the servicescape to determine elements that most influenced the campus experience of students and staff. Elements related to facilities, such as functionality of academic and administrative spaces, as well as

travel-ways were recurring themes in the analysis. Kärnä & Julin (2015) also found that comfortable learning environment, public spaces, and campus accessibility influenced overall student satisfaction with campus facilities, while staff satisfaction with campus facilities was influenced by quality of laboratory and teaching facilities. Regarding campus dining, Kwun, Ellyn & Choi (2013) found that word-of-mouth communication from satisfied students is essential for the success of university dining, and factors like value, food quality, variety, and facilities influence customer satisfaction. Similar research from Joung, Choi & Wang (2016) found that perceived quality and perceived value of campus food service had significant effects on customer satisfaction. Each of these studies focuses on different aspects of service and customer satisfaction within higher education, however, there is no research service quality and customer satisfaction of university career center services on campus.

METHODS

This study conducts an Importance-performance analysis (IPA) to determine what attributes are critical for on campus recruiting. Introduced by Martilla and James in 1977, the IPA is used to evaluate the importance and performance of measures to identify attributes where improvement is necessary because the attributes are rated important, but the performance is rated low. Further, IPA also identifies attributes rated low importance, making performance irrelevant in these areas. (Martilla & James, 1977). IPA is particularly useful in a service-based study, because the results are easier to understand for non-academic management personnel (p. 77) than other methods of analysis. IPA results are illustrated with a four-quadrant grid, figure 4 below.

Figure 3: Importance-Performance Matrix (from Martilla & James, 1977)



This method has been widely used in hospitality research regarding service quality and consumer satisfaction (Joseph & Joseph, 1977; Johnston, 1995; Lai & Hitchcock, 2015; Oh, 2001; Wong, Hideki & George, 2011; Silva & Fernandes, 2011). The significance and reliability of IPA has been successfully tested in higher education research (O'Neill & Palmer, 2004). Thus, in order to understand corporate recruiters' perceptions of the campus recruiting experience, the IPA is considered an appropriate research method for this study.

Survey design

The survey (Appendix b) was designed using the primary attributes of on campus recruiting activities available to companies on a southeast university campus. Specifically, there are nine attributes which were addressed in this study: career center employer relations professional, attending career fair, classroom visits, student organization meetings, hosting information sessions, tabling, interview sessions, meeting with faculty, and sponsorship opportunities. These nine attributes were selected because they are considered to be the industry standard by the National Association of Colleges and Employers. Further, web analysis of career centers at institutions of similar size in the Southeastern Conference shows utilization of the same attributes for on campus recruiting activities (University of Florida, University of Georgia, University of Tennessee, University of South Carolina, and University of Mississippi). Items regarding the employer relations professional were adapted from the SERVQUAL instrument. The recruiters were asked to rate the importance of the attributes by utilizing a five Likert point-scale from 1 "Not at all important" to 5 "Extremely important." In terms of the performance of recruiting experience, the respondents were asked to rate the nine attributes of campus recruiting from 1 "Very poor" to 5 "Excellent" (see Table 1). Each attribute also had items related to that attribute which respondents were asked to rate. Regarding overall satisfaction with their on

campus recruiting experience recruiters were asked to rate the attributes from “Extremely dissatisfied” to “Extremely satisfied.” At the beginning of the survey recruiters were asked which general on campus recruiting activities they had participated in, and were only able to rate the categories they selected. Finally, respondents were asked a series of hospitality questions related to their economic impact on the university community.

Table 1: Overall Importance-Performance Ratings for On Campus Recruiting Attributes

Attribute Number	Attribute Description	Mean Importance Rating ^a	Mean Performance Rating ^b	N=Sample Size
1	The employer relations professional at career center	4.25	4.51	83
2	Attending career fairs	3.96	4.34	70
3	Classroom visits	3.88	4.21	15
4	Student organization meetings	4.30	4.22	25
5	Hosting information sessions	3.92	4.39	19
6	Tabling	3.97	4.54	7
7	Interview sessions	4.13	4.66	27
8	Meeting with faculty	4.45	4.42	14
9	Having sponsorship opportunities	3.59	4.75	10
^a Ratings obtained from a five-point scale of "5-Very important," "4," "3," "2," and "1-Not at all important"				
^b Ratings obtained from a five-point scale of "5-Excellent," "4," "3," "2," and "1-Very poor." A "not applicable" category was also provided.				

Data Collection

The data was collected at a southeast university from June of 2018 through October of 2018. Corporate recruiters were asked to complete a survey via email on the Qualtrics platform that included the questions regarding important attributes of campus recruiting and the

performance of their recruiting experience with the university. A total of 124 surveys were collected, with 2 removed for incomplete responses. As a general rule, 100 survey responses are needed, which is achieved in this research.

Sample

The southeast university career center is engaged with more than 500 companies on their online platform, Handshake. Each company lists their recruiters with contact information on the Handshake profile page. Additionally, more than 400 recruiters attended the fall 2018 career fairs on the southeast university campus. The recruiters listed in Handshake and the recruiters registered for the fair were combined to remove duplicates, and then emailed a request to complete the survey. There were 908 unique email addresses, which resulted in an 11% response rate.

RESULTS

Overall, the means for the nine attributes are above 4.0 for performance, and above 3.5 for importance, which placed all the data points in the upper right corner of the Importance-Performance matrix. This position is the “keep up the good work” quadrant for IPA. However, adjusting the grid axis to the importance and performance means for each attribute allows for closer examination of the recruiting activities related to those attributes, and understanding of where there is opportunity for improvement or potential overkill.

Table 2 shows the most important attributes are meeting with faculty, the employer relations professional, student organization meetings, and interview sessions. The least important is sponsorship opportunities. However, the highest performance ratings were sponsorship opportunities, interview sessions, tabling and the employer relations professional. The lowest performance ratings were classroom visits and student organization meetings.

Table 2: Importance-Performance Ratings for University Career Services

Categories/Attributes/Variables	Importance		Performance	
	Mean	SD	Mean	SD
1. Employer Relations	4.25	0.78	4.51	0.79
1.1 Ease of scheduling on campus recruiting visits	4.56	0.87	4.59	0.70
On-campus recruiting schedule includes a campus tour	2.03	1.17	3.79	1.38
Ease of scheduling on campus events via Handshake, the online recruiting platform	4.06	1.15	4.35	0.93
On-campus recruiting schedule includes a diversity-oriented activity	3.36	1.40	3.83	1.18
Having information readily available for recruiters and students	4.76	0.46	4.58	0.71
Presenting a full range of recruiting resources	4.28	0.91	4.43	0.80

Keeping recruiters informed about what/when services will be performed	4.52	0.76	4.51	0.78
Providing the right information the first time	4.75	0.49	4.67	0.71
Providing service as promised	4.76	0.46	4.69	0.63
Being eager to provide assistance	4.44	0.65	4.68	0.70
Providing prompt service to recruiters	4.48	0.61	4.60	0.72
Being ready to respond to recruiters' requests	4.41	0.65	4.60	0.72
Being consistently courteous with recruiters	4.48	0.65	4.77	0.67
Making recruiters feel secure in the transactions	4.39	0.72	4.75	0.62
Having the knowledge to answer recruiters' questions	4.57	0.52	4.69	0.68
Providing individual attention to recruiters	3.85	1.01	4.63	0.71
Having the recruiters' best interests at heart	4.25	0.91	4.60	0.73
Understanding the needs of recruiters	4.52	0.65	4.49	0.87
Career Fair	3.96	1.03	4.34	0.79
Ease of registering for career fair via Handshake	4.50	0.81	4.67	0.66
Ease of connect with students who have the qualifications your company is seeking	4.70	0.59	4.29	0.90
Table position at the career fair	4.30	0.91	4.21	0.94
Students have researched your company ahead of the career fair	4.11	0.96	3.68	1.10
Students have a professional resume at career fair	4.63	0.83	4.49	0.75
Students are dressed in professional attire at career fair	4.32	0.92	4.66	0.57
Meals are included as part of registration fee	3.97	1.10	4.76	0.46
Employers have access to a private space where student access is not permitted	3.20	1.39	4.47	0.65
Student traffic is consistently high	4.38	0.83	4.31	0.82
Time allocated especially for graduate students at career fair	2.66	1.39	4.16	0.83
Time allocated especially for students of color at career fair	3.19	1.39	4.13	0.90
Time allocated especially for students from low socioeconomic backgrounds at career fair	3.04	1.38	4.24	0.82
Student major aligns with company industry	4.52	0.84	4.35	0.81
Classroom Visits	3.88	0.91	4.21	0.82
Ease of scheduling classroom visits	4.60	0.49	4.38	0.92
Subject matter of class visited is related to company industry	4.53	0.50	4.00	1.21
Time allocated for classroom presentation(s)	4.20	0.75	4.18	0.83
Time allocated for question and answer session(s)	4.27	0.57	4.09	0.90
Students have completed enough course work to understand industry concepts	3.80	0.91	4.30	0.64
Students are primarily classified as sophomores	3.07	1.39	4.25	0.66
Students are primarily classified as juniors	3.13	1.31	4.40	0.49

Students are primarily classified as seniors	3.40	1.36	4.10	0.94
Student Organization Meetings	4.30	0.79	4.22	0.90
Ease of scheduling student organizations' meetings	4.60	0.57	4.13	0.99
Ease in accessing student organization listing	4.32	0.79	4.10	0.89
Time allocated for student organization presentation(s)	3.92	1.19	4.38	0.78
Time allocated for question and answer session(s)	4.12	0.82	4.19	0.95
Student organization affiliation corresponds to company industry	4.52	0.57	4.28	0.87
Information Sessions	3.92	0.97	4.39	0.85
Ease of scheduling information sessions	4.56	0.50	4.64	0.61
Ease of utilizing Handshake to request information session scheduling	4.16	0.81	4.25	1.23
Information session is located in a building with high student traffic	4.21	0.61	4.38	0.70
Information session is located in a building where courses taught correspond to company industry	3.42	1.31	4.50	0.91
Ability to schedule information sessions during regular business hours of 8 am to 5 pm	3.26	1.29	4.55	0.66
Ability to schedule information sessions after 5 pm	3.28	1.37	4.64	0.64
Access to audio visual equipment during information sessions	4.18	1.25	4.71	0.59
Ability to order catering for information sessions	3.71	1.23	4.20	0.75
Information sessions are marketed to students with desired major	4.72	0.56	4.40	0.88
The number of attendees at information sessions is greater than 20	4.11	0.87	4.31	0.91
The number of attendees at information sessions is greater than 40	3.94	0.85	4.25	1.09
The number of attendees at information sessions is greater than 60	3.44	1.01	3.82	1.19
Tabling	3.97	0.85	4.54	0.54
Ease of requesting tabling via Handshake	4.14	0.64	4.75	0.43
Table is located in high traffic area	4.57	0.73	4.67	0.75
Table is located in a specific college or school (for example, a table in the college of engineering)	4.71	0.45	5.00	0.00
Table covering is provided	2.71	1.39	4.00	0.82
Tabling event is marketed to a broad group of students	4.14	0.83	4.20	0.75
Tabling event is marketed to a specific group of students	3.57	1.05	4.60	0.49
Interview Sessions	4.13	1.05	4.66	0.61
Ease of requesting interview space via Handshake	4.42	0.93	4.45	1.03
Interview space is centrally located on campus	4.27	0.94	4.73	0.45

Interview space features updated technology	3.38	1.33	4.55	0.74
Ability to schedule interview space in conjunction with career fair	3.96	1.34	4.33	1.00
Ability to schedule interview space at a time that is removed from career fair	3.50	1.60	4.82	0.38
Students can easily locate interview space	4.81	0.39	4.90	0.29
Designated employer parking near interview space	4.54	0.84	4.86	0.35
Faculty	4.45	0.73	4.42	0.85
Ease of scheduling a meeting with faculty	4.46	0.63	4.42	0.76
Faculty research area aligns with company industry	4.25	0.92	4.27	1.05
Faculty member promotes company to students	4.77	0.42	4.50	0.76
Faculty member references company when teaching class	4.33	0.94	4.50	0.81
Sponsorship	3.59	1.20	4.75	0.46
Ease of obtaining sponsorship information	4.36	0.77	4.50	0.71
Ability to sponsor student organization meetings	3.91	1.38	5.00	0.00
Ability to sponsor space in the Career Center with naming opportunity	3.09	1.24	5.00	0.00
Ability to sponsor events related to diversity	4.00	1.28	4.40	1.20
Ability to sponsor field-of-study specific events	4.55	0.50	4.40	1.20
Ability to sponsor with an in-kind donation	3.27	1.35	5.00	0.00
Ability to sponsor student projects	3.18	1.59	5.00	0.00
Availability of sponsorship opportunities less \$1,000	4.09	1.24	4.67	0.75
Availability of sponsorship opportunities that are greater than \$1,000 but less than \$5,000	3.91	1.16	4.71	0.45
Availability of sponsorship opportunities that are greater than \$5,000 but less than \$10,000	2.91	1.16	4.60	0.80
Availability of sponsorship opportunities that are greater than \$10,000	2.27	1.48	5.00	0.00

Running Pearson's r shows there is a positive correlation between importance and overall satisfaction (Table 3).

Table 3: Importance-Satisfaction Correlation

	<i>Importance</i>	<i>Overall satisfaction</i>
Importance	1	
Overall satisfaction	0.439622917	1

Table 4 shows recruiters have an overwhelmingly positive opinion of the university and the recruiting opportunities, with not a single “strongly disagree” response, and only one “somewhat disagree.” I have a good impression about the school had the highest number of “strongly agree” responses, followed by the school is a favorable place to recruit talents, while the school has a well-earned reputation of quality recruiting and the recruiting process is effective had the most “neither agree nor disagree” responses.

Table 4: Recruiter Satisfaction

Field	Mean	Std Deviation	N=
The school is a favorable place to recruit talents.	4.77	0.42	71
The school has a well-earned reputation of quality of recruiting.	4.58	0.64	71
I have a good impression about the school.	4.83	0.41	71
The recruiting experience at UA is effective.	4.61	0.66	71
I am satisfied with my recruiting experience at UA.	4.72	0.54	71

Table 5 lists the demographic characteristics of the respondents. The sample consists of 124 respondents, with “college recruiter” being the most frequently occurring job title, and 39% having more than 5 years’ experience in campus recruiting. A majority of respondents, at 85.5% are “frequently” “usually” or “always” recruiting for entry level positions, and 55.2% for internships. The engineering/technical career fair was the highest attended at 47.4%, which similarly reflects the 42% of respondents who reported engineering as the industry most aligned with their company. The 26% of respondents that choose “other, please specify” for company industry, and most frequently reported areas related to commerce including banking, operations management, sales, marketing, and real estate when the recruiters specified their response in the “other” category. Alabama was the most represented state, with 29 respondents, followed by

Georgia, Tennessee, Florida, and a three-way-tie between Pennsylvania, Mississippi and the District of Columbia to round out the top 5 states of geographic location.

Table 5: Demographic Characteristics of Respondents (N=124)

Recruiting for entry level positions	%	Count
Never	0.00%	0
Occasionally	2.90%	2
Sometimes	5.80%	4
Frequently	11.59%	8
Usually	15.94%	11
Always	57.97%	40
Recruiting position frequency		
<i>Interns</i>		
Never	16.42%	11
Sometimes	28.36%	19
About half the time	7.46%	5
Most of the time	10.45%	7
Always	37.31%	25
<i>Entry level</i>		
Never	0.00%	0
Sometimes	11.94%	8
About half the time	5.97%	4
Most of the time	20.90%	14
Always	61.19%	41
<i>Management development program</i>		
Never	56.92%	37
Sometimes	15.38%	10
About half the time	6.15%	4
Most of the time	3.08%	2
Always	18.46%	12
Career Fair attended		
Engineering/Technical	47.44%	37
Business/General Interest	30.77%	24
Education Interview Day	12.82%	10
Health and Social Services	3.85%	3
I did not attend the career fair	5.13%	4
Company Industry		
Arts	0.00%	0
Commerce	4.35%	3
Communication	1.45%	1
Education	18.84%	13
Engineering	42.03%	29
Health	1.45%	1

Humanities	1.45%	1
Hospitality	4.35%	3
Law	0.00%	0
Nursing	0.00%	0
Social Work	0.00%	0
Science	0.00%	0
Other, please specify:	26.09%	18
<i>Banking</i>	5.56%	1
<i>Facility Services</i>	5.56%	1
<i>Information Technology</i>	5.56%	1
<i>Insurance</i>	5.56%	1
<i>Logistics & Supply Chain/Transportation</i>	11.12%	2
<i>Management</i>	11.12%	2
<i>Manufacturing</i>	5.56%	1
<i>Real Estate</i>	5.56%	1
<i>Sales & Engineering</i>	5.56%	1
<i>Sales/Marketing</i>	5.56%	1
<i>Software</i>	5.56%	1
<i>Staffing</i>	5.56%	1
<i>technology</i>	5.56%	1
<i>Transportation</i>	16.67%	3
Respondent job title		
College recruiter	33.33%	23
Recruiting manager	26.09%	18
Human resources manager	13.04%	9
Other employee who is a university alumnus	7.25%	5
Other employee who assists with recruiting	20.29%	14
Years in campus recruiting		
Less than a year	13.04%	9
1-2 years	13.04%	9
2-3 years	18.84%	13
3-4 years	15.94%	11
5 years and more	39.13%	27
Geographic Location		
Alabama	42.03%	29
California	1.45%	1
District of Columbia	4.35%	3
Florida	5.80%	4
Georgia	13.04%	9
Kansas	1.45%	1
Louisiana	2.90%	2
Maryland	1.45%	1
Mississippi	4.35%	3
Missouri	1.45%	1
Pennsylvania	4.35%	3

Tennessee	8.70%	6
Texas	5.80%	4
Virginia	1.45%	1
I do not reside in the United States	1.45%	1

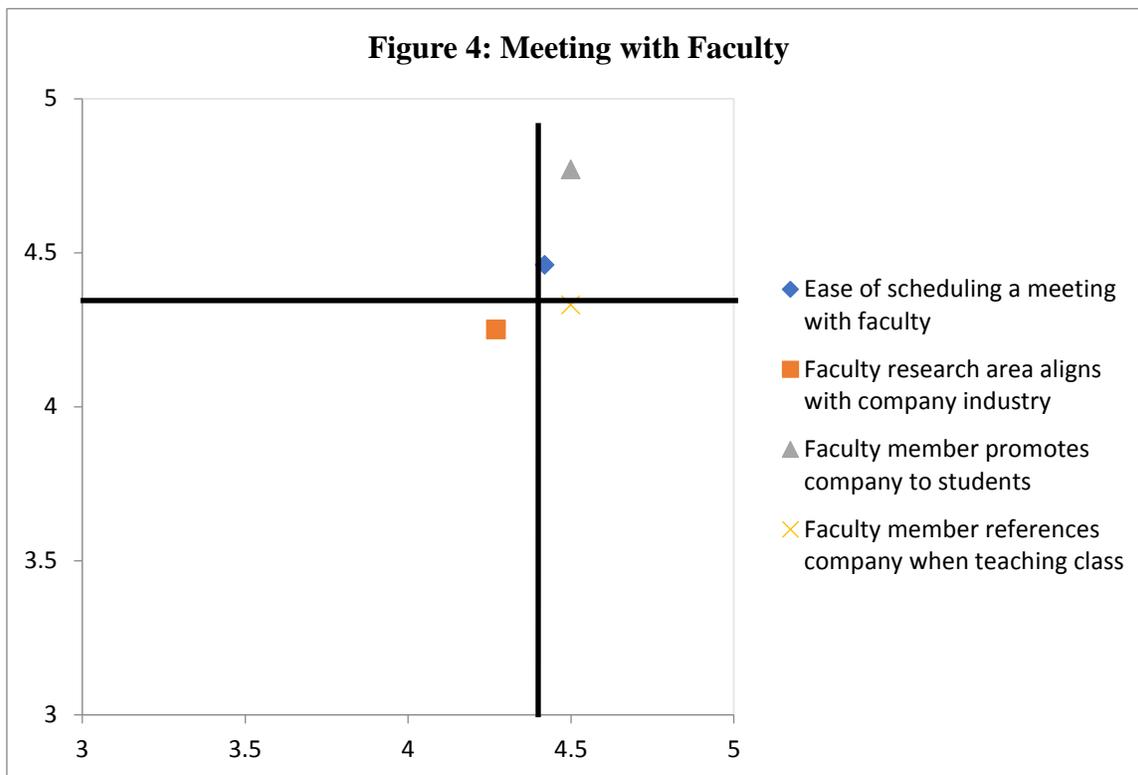
Regarding the travel arrangements of on campus recruiting (table 6), the majority of respondents stayed in a hotel, with 84.05% staying two nights or fewer. Only 19 respondents said they took a flight to get to the university, however, 15 respondents said they would visit the campus more often if there was a direct commercial flight into the university city. Most recruiters spent \$50 or less per day on dining.

Table 6: Travel Arrangements for On Campus Recruiting

Hotel Stay	%	Count
Yes	63.77%	44
No	36.23%	25
Number of hotel nights		
One	43.18%	19
Two	40.91%	18
Three	13.64%	6
Four	0.00%	0
5 or more	2.27%	1
Total	100%	44
Flight		
Yes	27.54%	19
No	72.46%	50
If university city had a commercial flight would you visit campus more often?		
Yes	22.39%	15
No	43.28%	29
Not sure	34.33%	23
Amount spent on dining in university city		
Less than \$50 per day	79.41%	54
\$51-\$100 per day	17.65%	12
\$101-\$150 per day	1.47%	1

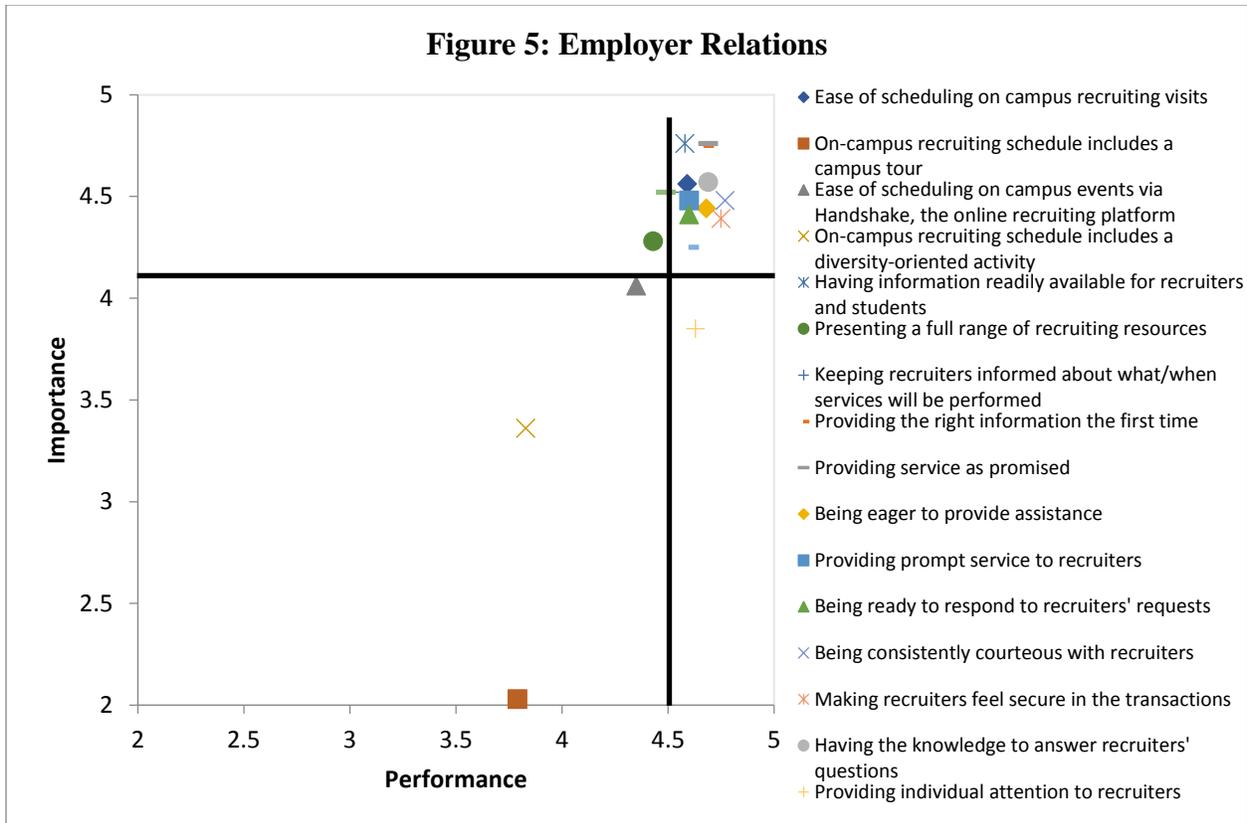
More than \$150 per day	1.47%	1
-------------------------	-------	---

Meeting with faculty (Figure 4) is rated the most important attribute, at 4.45, and shows recruiters indicated faculty promoting the recruiter’s company to students is of the highest importance, while faculty having a research area that aligned with the company industry is lowest. University career services performance reflected this, with the highest rating for faculty promoting the company to students, and lowest performance for faculty research area aligned with company industry.

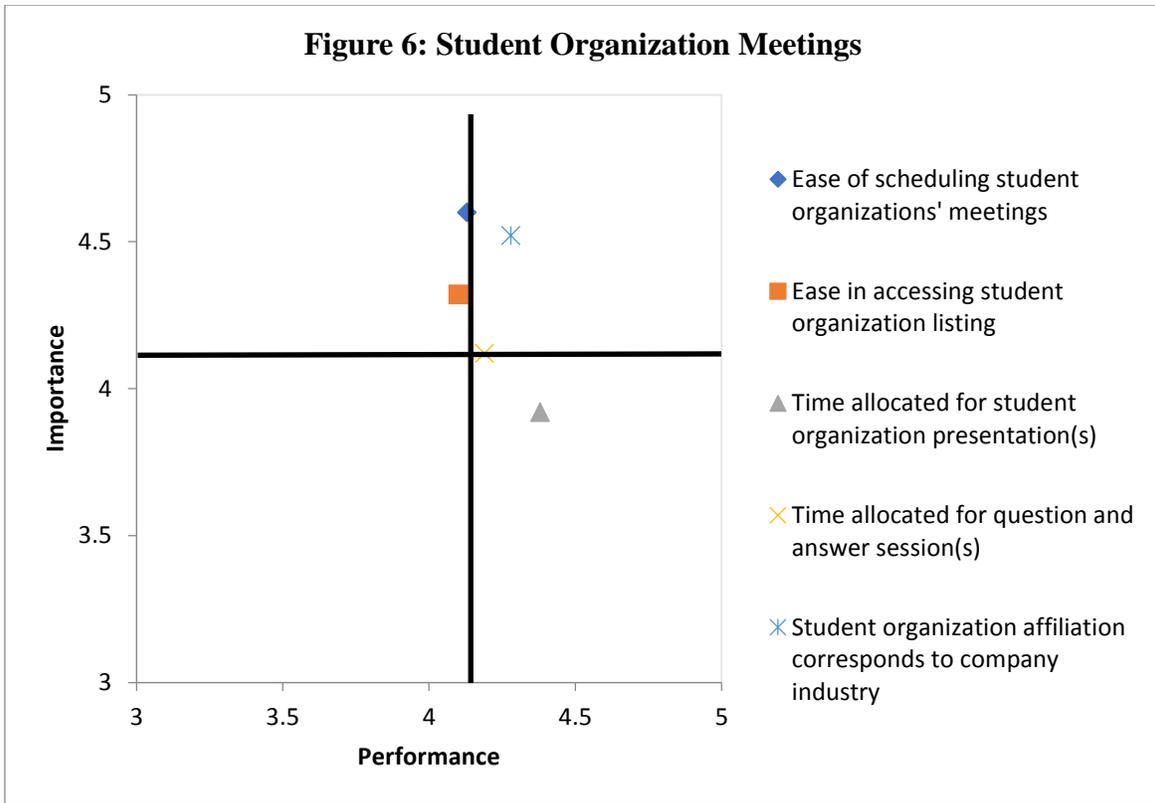


The employer relations professional is highly rated for both importance, and performance. Having information readily available for recruiters and students, providing the right information the first time, and having the knowledge to answer recruiters’ questions are the most important factors. Including a campus tour during a recruiters’ campus visit is the lowest

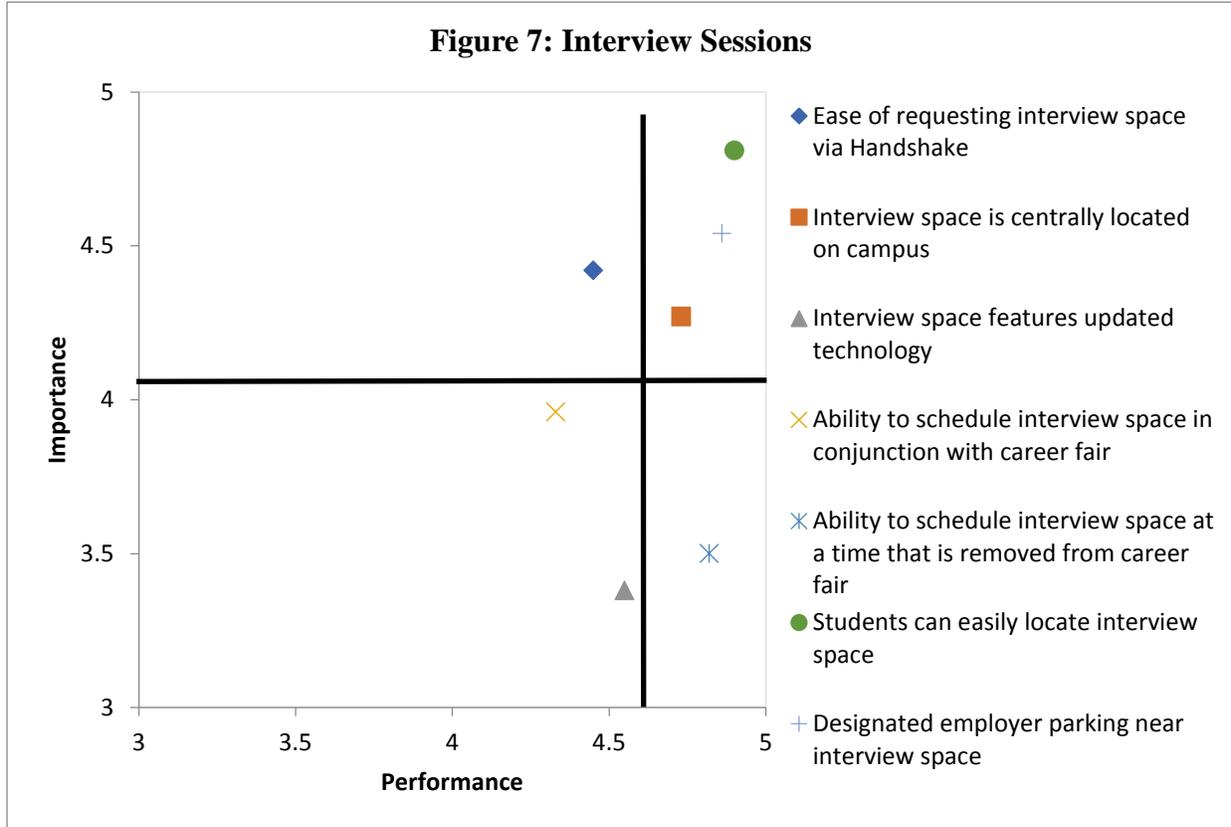
ranked attribute on the entire survey. In terms of performance, being consistently courteous, making recruiters feel secure in their transactions, having the knowledge to answer recruiters' questions, and providing service as promised are rated highest. Based on the IPA matrix (Figure 5) presenting a full range of recruiting activities and understanding the needs of recruiters are areas of opportunity.



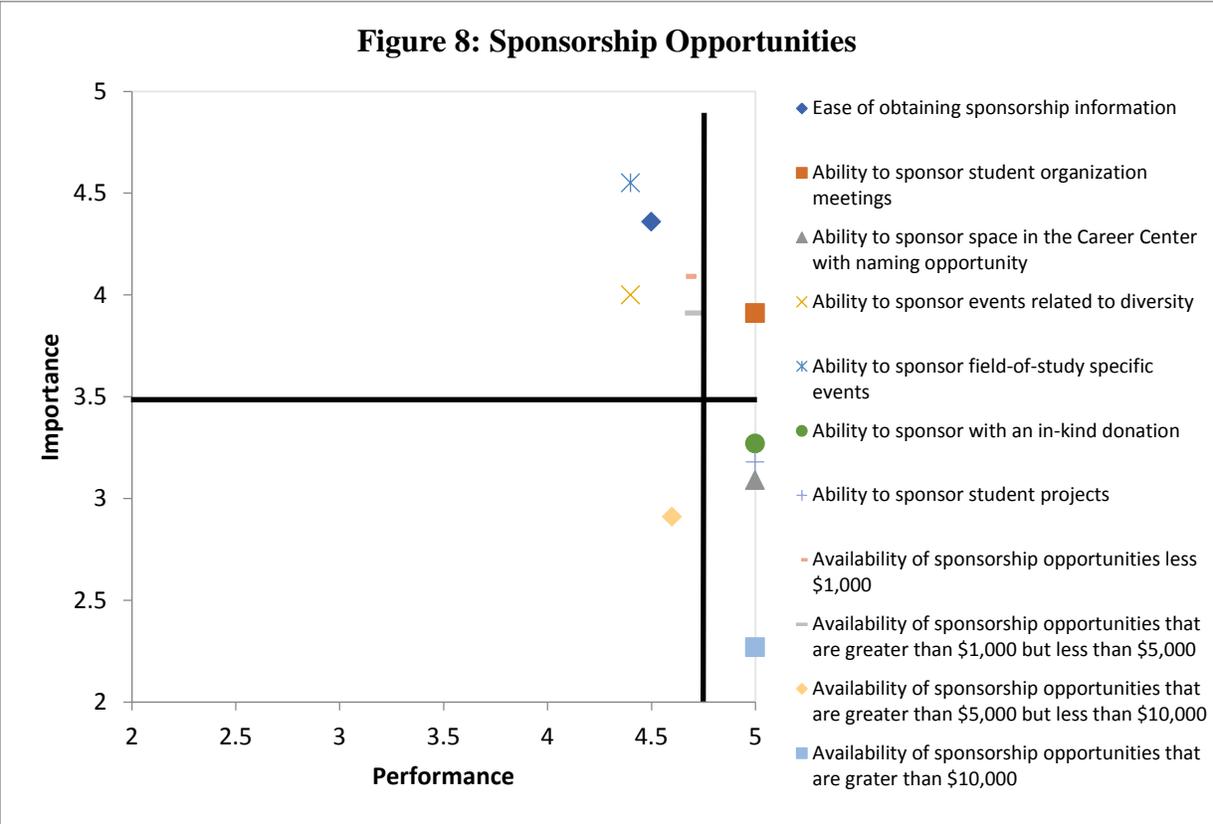
Ease of scheduling student organization meetings, and student organization affiliation corresponding to company industry are most important to recruiters (Figure 6). However, ease of scheduling student organization meetings and ease in accessing student organization listing are ranked lowest for performance.



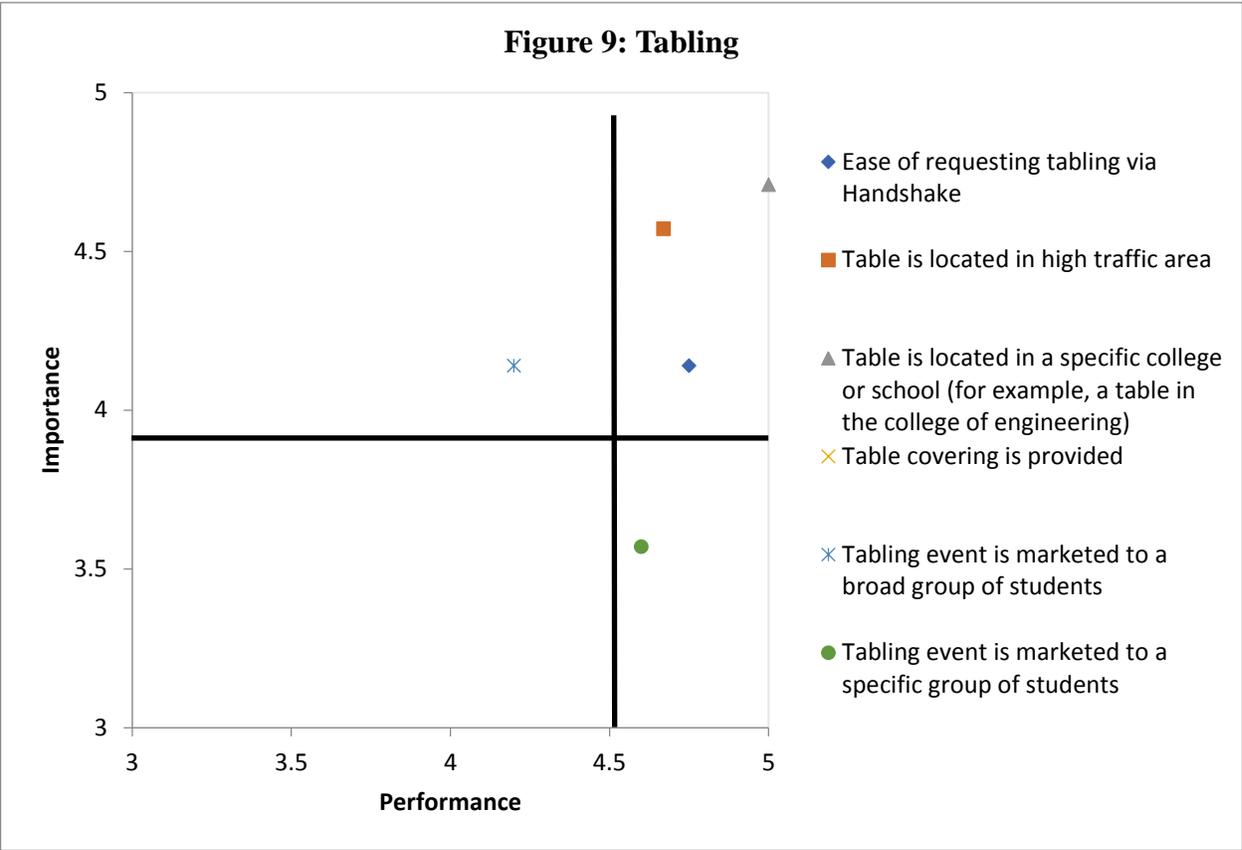
Recruiters rated ease of locating interview space for the students and designated employer parking near interview space highest in both importance and performance. Ability to schedule interview space in conjunction with career fair falls into the “concentrate here” quadrant, while ability to schedule interview space at a time that is removed from career fair is in the “possible overkill” quadrant (Figure 7).



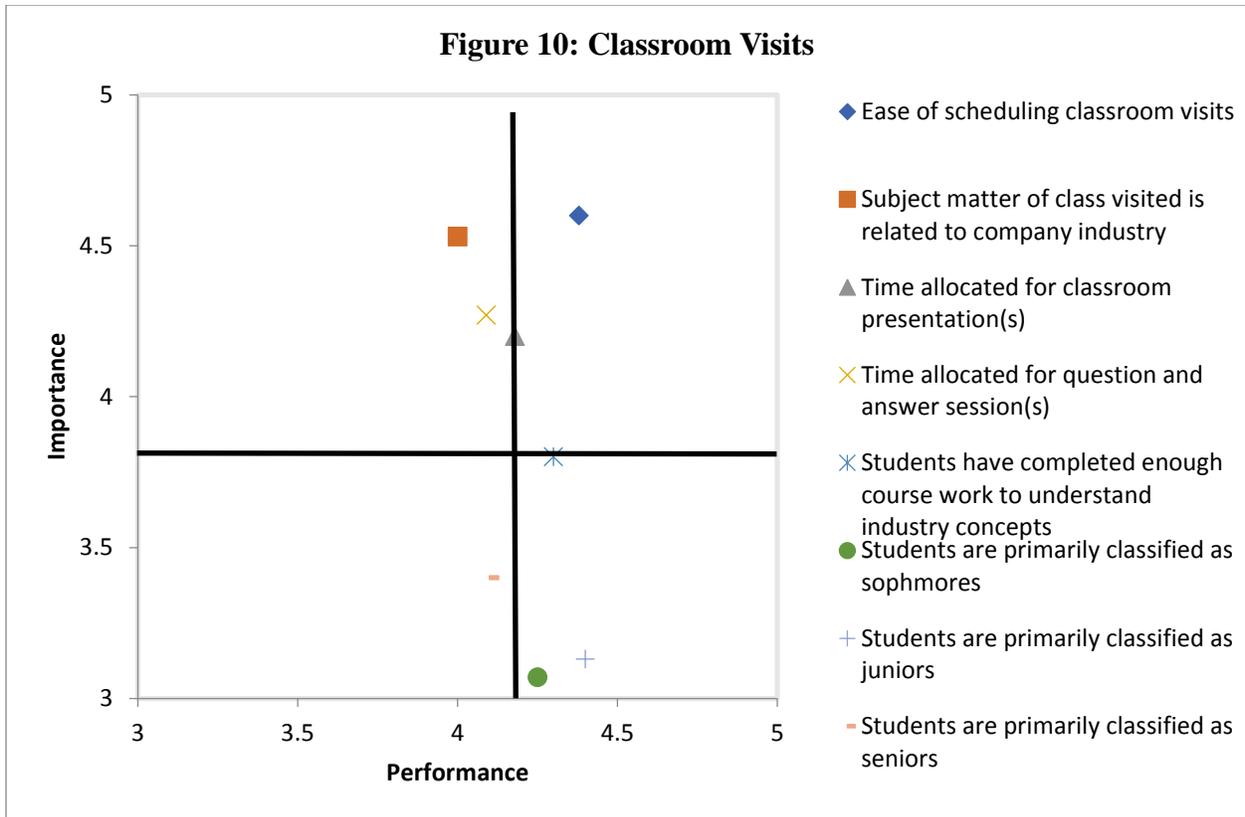
Having sponsorship opportunities ranked highest for performance, but lowest for importance. Ability to sponsor field-of-study specific events, ability to sponsor diversity-related events, and ease of obtaining sponsorship information all fall into the “concentrate here” quadrant (Figure 8). Availability of sponsorship opportunities greater than \$10,000 is ranked lowest for importance, but highest for performance, and availability of sponsorship opportunities less than \$1,000 is the highest ranked of the dollar amount categories.



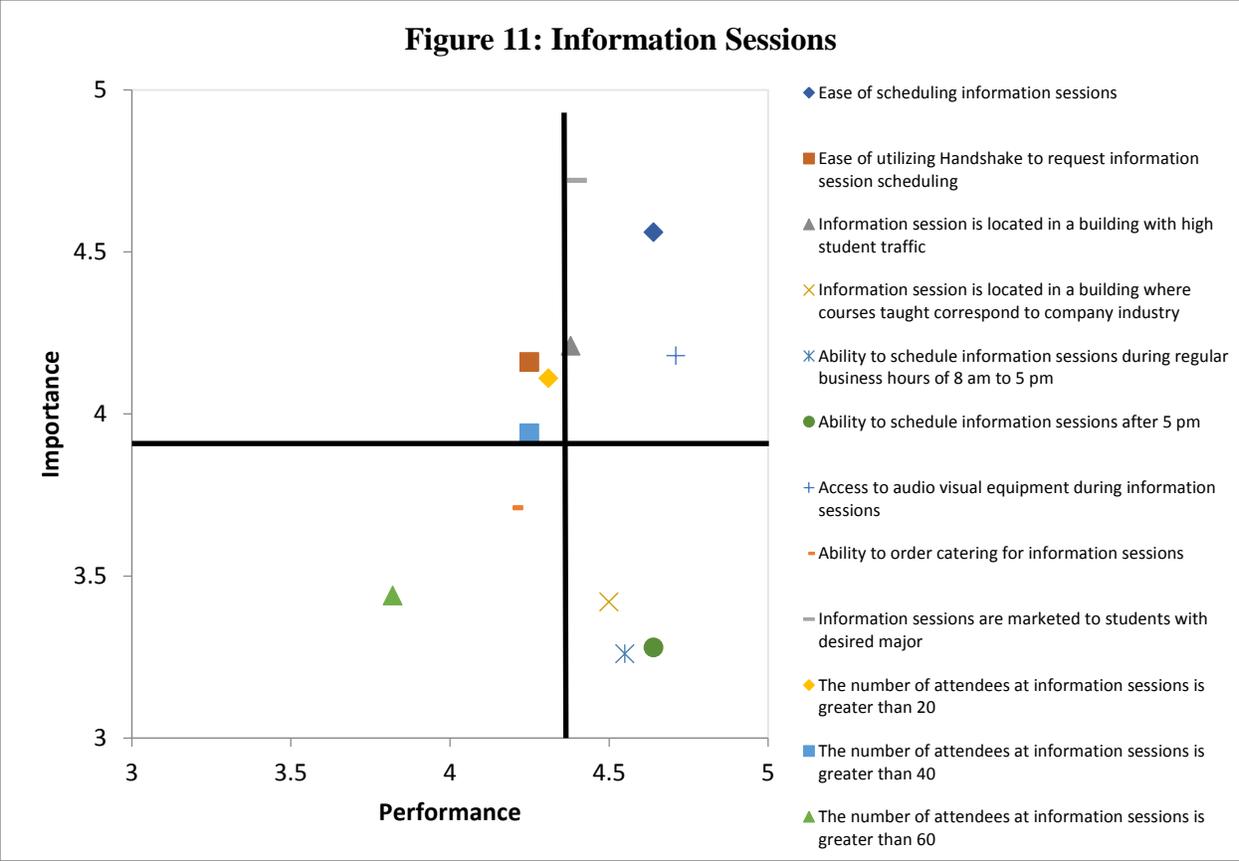
Also ranked high for performance was tabling (Figure 9), though tabling is in the middle in terms of importance. Having the table located in a specific college or school at the university is most the important and best performing attribute. Ensuring the tabling event is marketed to a broad range of students is the lowest performing attribute.



Also low on the overall performance rating is classroom visits (Figure 10). Subject matter of class is related to company industry, time allocated for classroom presentation(s), and time allocated for questions and answer session(s) are all on the “concentrate here quadrant.” Also of note, the data indicates that companies find connecting with juniors and seniors more important than lower classmen.

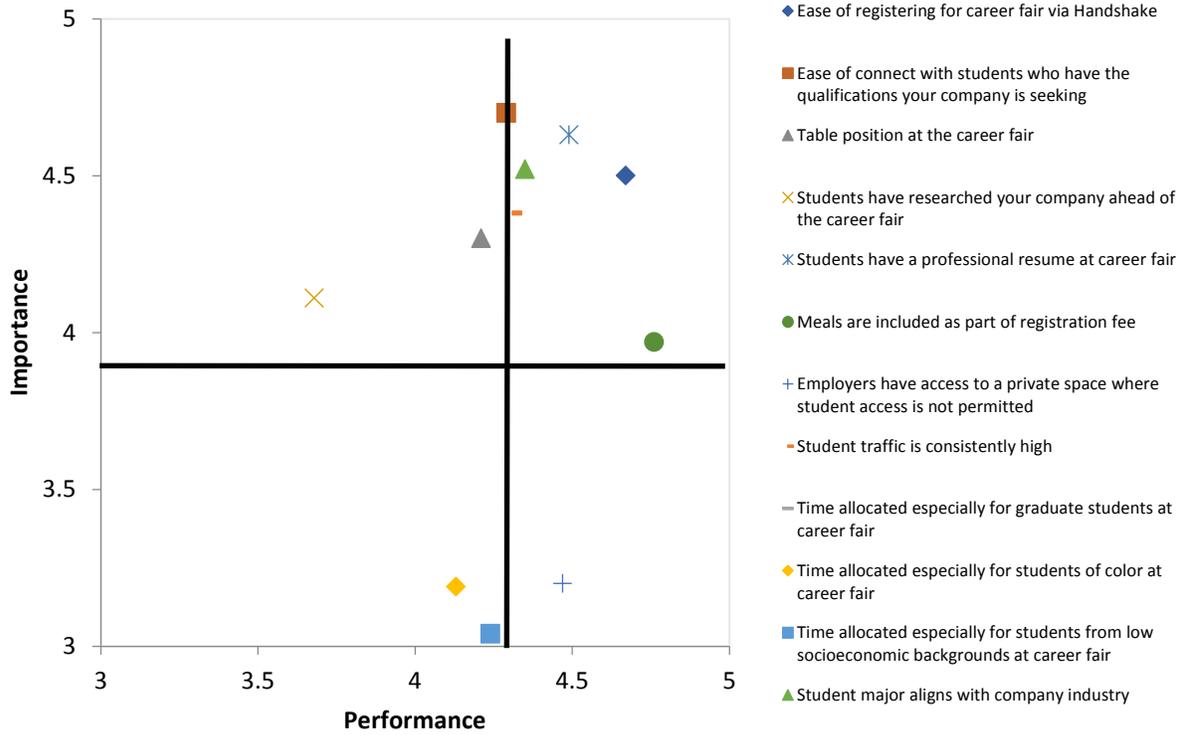


Information sessions (Figure 11) being marketed to students in a certain major, and ease of scheduling information sessions are the most important and best performing attributes. In the “possible overkill” quadrant is ability to schedule information sessions during regular business hours and ability to schedule after 5 pm, and locating the information session in a building where courses taught correspond to company industry. In the “lower priority” quadrant is having greater than 60 attendees at the information session.



Regarding career fair (Figure 12), connecting with students who have the qualifications the company is seeking is the most important attribute for recruiters. Students have researched the company ahead of career fair is the lowest performing attribute, and in the same “concentrate here” quadrant is table position. Time allocated specifically for graduate students, students of color, and low socioeconomic background are all in the “low priority” quadrant. The highest performing attribute is including meals as part of the registration.

Figure 12: Career Fair



DISCUSSION

The data indicates faculty play a major role in overall satisfaction with on campus recruiting. Faculty members have a high degree of authenticity, and have the ability to influence students as they navigate their career development. Often, faculty members are former industry professionals, and university career services would benefit from developing partnerships with those faculty members. Further, faculty members could receive routine communication from career services about the companies seeking to recruit on campus. Familiarization would allow all faculty members to feel comfortable with, and continue, promoting companies to students.

As the employer relations professional often has the most interaction with corporate recruiters, high ratings in customer service are essential. Recruiters are often navigating the campus landscape as an outsider, and typically recruit on multiple campuses. For the employer relations professional, making information easily accessible and sharing knowledge without the recruiter having to follow up is paramount in attracting recruiters to campus and maintaining high levels of customer satisfaction. The low rating on including a campus tour in on campus recruiting activities indicates respondents want to spend all their time actually recruiting, and that familiarization with campus is low priority. From a customer satisfaction perspective, university career services is performing exceptionally well. Perception of university career services, and the institution overall, could be significantly affected by the employer relations professional. Data gathered in this study provides great insight into the needs of recruiters, and the recruiting activities recruiters consider important. The employer relations professional should use that data to determine strategy for corporate engagement.

University career services should evaluate the student organization meeting scheduling process and ensure recruiters can easily find the student organization listing. On the campus used in this study, scheduling student organization meetings is cumbersome because the process of scheduling them is not clearly defined. Faculty advisors, career services professionals, and students within the group all engage in scheduling company presentations for the meetings. Additionally, the listing of student organizations is maintained by a department outside the career center with a university-specific name. Recruiters would incur difficulty finding the listing without guidance.

Career fair represents one of the most competitive times of the recruiting season to schedule interview space, presumably because companies want to make the most of the time and resources. The university in this study utilizes more than 40 rooms in the days surrounding career fair for on campus interviewing, however, the results of this study show there is still need for improvement in availability.

University career services should examine how recruiters receive information about sponsorships, and how to make the information more easily accessible. While sponsorship at the \$10,000+ level is not highly rated for importance, it is rated highly for performance, indicating recruiters who do participate are very satisfied with the program. Related, availability of sponsorship opportunities less than \$1,000 was highest ranked of the sponsorship dollar amount categories, which means university career services should consider increasing those opportunities, along with diversity-related and field-of-study related sponsorship opportunities.

University career services should consider how to improve communication about tabling events to students. The number of respondents to this category was the lowest at n=7, suggesting

that while tabling may not be highly ranked in terms of importance overall, those who participated in tabling found it useful.

Some faculty members allocate full class times for company visits, however, other faculty, especially in the more technical fields of study, will only allow 5-15 minute for company classroom visits. Faculty and career services will need to work together to determine the appropriate parameters for classroom presentations and be proactive about course scheduling to allow time for company classroom visits. Further, the employer relations professional should ensure classroom visits are in sections consisting primarily of juniors and seniors unless the company states otherwise.

Both of the information session timing items rated low on importance, as well as building location and student attendee number over 60, while marketing the information sessions to students in a certain major rated high on importance to recruiters. This indicates recruiters don't really care what time the information session is, where it is located, or that the attendee number is high, as long as the targeted students are in attendance, which is excellent insight for career services to utilize when inviting students to attend an information session.

Career fairs offer the highest engagement in sheer volume of students. Corporate recruiters want to easily connect with qualified students who are knowledgeable about the company. University career services needs to closely examine the servicescape model because career fair covers all the dimensions and those dimensions greatly impact service quality and overall recruiter satisfaction. The servicescape dimension of space layout/function, which would include table placement, is especially important to recruiters. Perhaps the most significant surprise of this study is that career fair is not ranked higher in terms of overall importance. This seems to indicate that career fairs are valued for the high touch opportunities; however,

connecting with the right students is more difficult. Recruiters prefer to engage with a smaller number of students who meet their selection criteria, with more occasions for personal connection. While the high performance rating for including meals as part of career fair registration is a nice compliment for food service, the other attributes related to connecting students and employers at career fair should be ranked higher, which gives career services great insight into improvement areas.

Recruiters again gave high marks for quality and satisfaction with their recruiting experience on the university campus, with only one negative response for effectiveness and overall satisfaction. The neutral remarks for recruiting reputation and effectiveness do give university career services an area to concentrate on for improvement.

The travel arrangement data shows how companies invest in on campus recruiting, with most recruiters spending at least one night in a hotel, and one recruiter spending more than five nights. The nights are also week nights which is beneficial to the hotel industry. The majority of recruiters spent less than \$50 per day on dining, which is to be expected because breakfast and lunch are included in career fair registration, and most other on campus recruiting activities include a lunch with students. The responses to the question regarding commercial flights into the university town are the most surprising simply because such a large number of respondents, 23, said they were not sure if having a commercial flight would bring them to campus more often. Only 23.39% of respondents said they would visit campus more often if there was a commercial flight, however, this is still useful information to consider as the city grows and the need for a commercial airport increases. In the meantime, university career services could consider offering a shuttle service from the nearest commercial airport during the high season of on campus recruiting.

Limitations

This study surveyed respondents who were already engaged with the university career services, even if only superficially. Survey responses could be skewed positive because those who have disengaged would not have been included in the sample. The survey included nine attributes most commonly found on campus recruiting, and 92 rated items, which is lengthy and time-consuming to complete. Also, the survey did not ask respondents to list other on campus recruiting activities they consider important that were not already included on the survey. Finally, respondents were asked to rate each attribute for importance at the beginning of the survey. However, the responses to importance for that question differ slightly from the averaged responses to importance on each attribute section. Further study, with an extended data collection window and revised questions could provide additional input into the factors recruiters consider most important when choosing to engage with a university.

While this study focuses on recruiters' evaluative criteria for campus recruiting, the methodology could also be applied on other career services strategy. For example, an examination utilizing Importance-Performance analysis, where importance is major density, that is the number of students in a certain major, and performance is career outcome rate, would have practical use. Career services professionals could use the data to guide strategy for targeting companies for on campus recruiting based on study areas that have a high number of students but low career outcome rate. In the interest of disclosure, the employer relations professional rated in this study is also the researcher.

CONCLUSION

Importance-Performance Analysis (IPA) is an easily understandable method that can help service providers identify which attributes could be improved to increase customer satisfaction. Through conducting an IPA on university career center attributes, meeting with faculty, utilizing and employer relations professional, student organization meetings and conducting on campus interviews are identified as the most important factors for corporate recruiters. Sponsorship opportunities were significantly less important overall. Regarding overall performance, sponsorship opportunities, interview sessions, tabling and the employer relations professional had higher values, while classroom visits and student organization meetings had the lowest performance. In a general sense, the results show university career services is performing well in all the areas deemed important by corporate recruiters. More in-depth analysis shows the areas that could be improved upon in the perpetual quest for excellence. Utilizing the IPA matrices to closely examine the on campus recruiting activities related to each attribute provides insight that is useful for strategic planning of resources. In order to attract corporate recruiters university career services should keep up the good work, and focus time and resources on the improvement areas.

REFERENCES

- Aldridge, S & Rowley, J. (1998). Measuring customer satisfaction in higher education, *Quality Assurance in Education*, 6(4), 197-204.
- Alspaw, S., Patchin, S., Quatrini, V. (2018, January 30). Trends in STEM recruiting-predictions for 2018. *NACE Blog*. Retrieved from: <http://community.naceweb.org/blogs/sarah-alspaw/2018/01/30/trends-in-stem-recruiting-predictions-for-2018>
- Bartlett, C. A., & Ghoshal, S. (2002). Building competitive advantage through people. *MIT Sloan Management Review*, 43(2), 34-41.
- Booms, B; Bitner, MJ. (1981). Marketing strategies and organisation structures for service firms. In Donnelly, J; George, WR. *Marketing of Services*. Chicago, IL: American Marketing Association.
- Bitner, MJ. (1990). Evaluating service encounters: The effects of physical surroundings and employee responses. *Journal of Marketing*, 54, 69-82.
- Bitner, MJ., (2000) The Servicescape. *Handbook of Services Marketing and Management*, Swartz, R. and Iacobucci, D. (eds), Thousand Oaks, CA, Sage, 2000, 37-49.
- Carman, J. (1990). Consumer perceptions of service quality: An assessment of the SERVQUAL dimensions. *Journal of Retailing*, 66(1), 33-55.
- Chambers, E., Foulton, M., Handfield-Jones, H., Hankin, S., & Michaels, E. (1998). The war for talent. *The McKinsey Quarterly*, 3, 44-57.
- Cronin, J. & Taylor, S. (1992). Measuring service quality: A reexamination and extension. *Journal of Marketing*, 56(3), 55-67.
- Douglas, J., McClelland, R., & Davies, J. (2008). The development of a conceptual model of student satisfaction with their experience in higher education. *Quality Assurance in Education*, 16(1), 19-35.
- Engelland, B., Workman, L., Singh, M. (2000). Ensuring service quality for campus career services centers: A modified SERVQUAL scale. *Journal of Marketing Education*. 22(3), 236-245.

- Farrell, J. (2014). The influence of the higher education servicescape on campus experiences. *ProQuest Dissertations & Theses Full Text*. (1539539985). Retrieved from <https://search.proquest.com/docview/1539539985?accountid=14472>
- Graduate Management Admission Council (2015). Corporate recruiters survey. Retrieved from <https://www.gmac.com/market-intelligence-and-research/gmac-surveys/corporate-recruiters.aspx>
- Gulati, A. (2015). Get strategic about campus recruiting. *Society of Human Resource Management*. Retrieved from <https://www.shrm.org/resourcesandtools/hr-topics/talent-acquisition/pages/strategic-campus-recruiting.aspx>
- Hiltrop, J. (1999). The quest for the best: human resources practices to attract and retain talent. *European Management Journal*, 17(4), 422-430.
- Hoffman, K., Bateson, J., Elliot, G. & Birch, D., (2010) *Service Marketing. Concepts, Strategies and Cases*, Asia-Pacific Edition, Cengage Learning Australia.
- Johnston, R. (1995). The determinants of service quality: satisfiers and dissatisfiers. *International Journal of Service Industry Management*, 65(5), 53-71.
- Joseph, M. & Joseph, B. (1997). Employers' perception of service quality in higher education. *Journal of Marketing for Higher Education*, 8(2), 1-13.
- Joung, H., Choi, E. & Wang, E. (2016). Effects of Perceived Quality and Perceived Value of Campus Foodservice on Customer Satisfaction: Moderating Role of Gender, *Journal of Quality Assurance in Hospitality & Tourism*, 17(2) 101-113.
- Kärnä, S. & Julin, P. (2015). A framework for measuring student and staff satisfaction with university campus facilities, *Quality Assurance in Education*, Vol. 23 Issue: 1, pp.47-66.
- Kwun, D., Ellyn, E. & Choi, Y. (2013). Campus Foodservice Attributes and their Effects on Customer Satisfaction, Image, and Word-of-mouth, *Journal of Foodservice Business Research*, 16(3), 276-297.
- Lai, I.K.W & Hitchcock, M. (2015). Importance-performance analysis in tourism: A framework for researchers. *Tourism Management*, 48, 242-267.
- Landrum, H., Prybutok, V. R., & Zhang, X. (2007). A comparison of Magal's service quality instrument with SERVPERF. *Information & Management*, 44(1), 104-113.
- Likert, R. (1932). A Technique for the Measurement of Attitudes. *Archives of Psychology*, 140, 1-55.
- Martilla, J. & James, J. (1977). Importance-performance analysis. *Journal of Marketing*, 41(1), 77-79.

- National Association for Colleges and Employers. (2016). 2016 Recruiting Benchmarks Survey. Retrieved from <http://www.nacweb.org/uploadedfiles/files/2017/publication/executive-summary/2016-nace-recruiting-benchmark-survey-exec-summary.pdf>
- National Association for Colleges and Employers. (2017a). Employer relations job descriptions. Retrieved from <http://www.nacweb.org/career-development/organizational-structure/employer-relations-job-descriptions/#ermlpu>
- National Association of Colleges and Employers. (2017b). Preparing for the fair: Eight best practices for career fair success. Retrieved from <http://www.nacweb.org/talent-acquisition/best-practices/prepare-for-the-fair-eight-best-practices-for-career-fair-success/>
- National Association of Colleges and Employers. (2017c). 2017 Internship and Co-Op Report. Retrieved from <https://www.nacweb.org/store/2017/internship-and-co-op-report/>
- National Conference of State Legislatures. (2015). Performance-based funding for higher education. Retrieved from <http://www.ncsl.org/research/education/performance-funding.aspx>
- Oh, H. (2001) Revisiting importance-performance analysis. *Tourism Management*, 22(6), 617-627.
- O'Neill, M. & Palmer, A. (2004). Importance-performance analysis: a useful tool for directing continuous quality improvement in higher education, *Quality Assurance in Education*, 12(1), 39-52.
- Pantouvakis, A. (2010). The relative importance of service features in explaining customer satisfaction. *Managing Service Quality*, 20(4), 366-387.
- Parasuraman, A, Ziethaml, V. and Berry, L.L. (1988). SERVQUAL: A multiple- item scale for measuring consumer perceptions of service quality. *Journal of Retailing*, 62(1), 12-40.
- Pianko, D. (1996). Power internships. *Management Review*, 85(12), 31-33.
- Rey, F. & Cruzvergara, C. (2014). Evolution of career services in higher education. *New Directions for Student Services*, 2014(148), 5-18.
- Rivera, L. (2011). Ivies, extracurriculars, and exclusion: Elite employers' use of educational credentials. *Research in Social Stratification and Mobility*, 29, 71-90.
- Rivera, L. (2015). *Pedigree: How elite students get elite jobs*. Princeton, NJ: Princeton University Press.
- Rosenbaum, M. (2005). The symbolic servicescape: your kind is welcomed here. *Journal of Customer Behavior*, 4(4), 257-267.

- Rosenbaum, M. & Massiah, C. (2011). An expanded servicescape perspective. *Journal of Service Management*, 22(4), 471-490.
- Rosenbaum, M. & Montoya, D. (2007). Am I welcome here? Exploring how ethnic consumers asses their place identity. *Journal of Business Research*, 60 (3), 206-214.
- Rynes, S. & Cable, D. (2003) Recruitment research in the twenty-first century. *Handbook of Psychology*, 1(4), 55-76.
- Sikes, C., Adler, H., & Phillips, P. (2010). Hospitality career fairs: student perceptions of values and usefulness. *Journal of Human Resources in Hospitality & Tourism*, 9, 117-130.
- Silva, F., & Fernandes, P. (2011). *Importance-performance analysis as a tool in evaluating higher education service quality*. The Empirical Results of Estig (IPB) presented at the 17th IBIMA Conference, Milan, 2011 (pp. 306–315). Milan. International Business Information Management Association.
- Tan, K. & Kek, S. (2004). Service quality in higher education using an enhanced SERVQUAL approach, *Quality in High Education*, 10(1), 17-24.
- Thompson, P., DeSouza, G., & Gale, B. (1985). *The strategic management of service quality*, Cambridge, MA: The strategic Planning Institute, PIMSLETTER No. 33.
- Tuban, D. (2000). Organizational attractiveness as an employer on college campuses: An examination of the applicant population. *Journal of Vocational Behavior*, 58. 293-312.
- Wong, S., Hideki, N., & George, P. (2001). The use of importance-performance analysis (IPA) in evaluating Japan's e-government services. *Journal of Theoretical and Applied Electronic Commerce Research*, 6(2), 17-30.
- Zimmerman, P., Shapiro, I., Jacobson, D., Sank, J. (1964). *New York Certified Public Accountant*, 34(5), 366-367.

APPENDIX

Appendix A-Recruiter Survey

IPA campus recruiting

Start of Block: Block 1

FrontPage

Welcome to the research study!

Ashley Olive, Principal Investigator from the University of Alabama is conducting a research study called "Importance-performance analysis of companies' on campus recruiting". She wishes to understand the factors that are most important to companies when recruiting on a college campus. You are being asked for your consent to take part in a research study.

Participating in this study involves completing a survey that should take you around 10 minutes to complete. You will be presented with information relevant to on campus recruiting and asked to answer some questions. There is no right, wrong, desirable or undesirable answer. Feel free to express your opinions whether they are positive or negative. There will also be general questions to understand the profile of the respondents.

Please be assured that your responses will be kept completely confidential. We will protect your confidentiality by not collecting your personal information, such as name, home address, phone number, companies' name, email or IP address. Only Principal Investigator and her advising faculty will have access to the data. The data are stored on a password protected computer and a secure server. Only summarized data will be presented at meetings or in publications.

There are no direct benefits to you for completing this survey but your contribution is useful to the researcher in understanding on campus recruiting needs. This research does not involve risks exceeding the ordinary risks of every day life and no specific liability plan is offered.

You have the right to withdraw at any point during the study, for any reason, and without any

prejudice. If you would like to contact the Principal Investigator in the study to discuss this research, please e-mail Ashley Olive, M.S. student, at ashley.olive@ua.edu or call 205-348-0810. You may also contact my UA faculty advisor, Dr. Shatina Chen at htchen@ua.edu if you have any questions. If you have questions about your rights as a research participant please contact Ms. Tanta Miles, the University Compliance Officer at (205) 348-8461 or toll free at 1-800-820-3066. If you have complaints of concerns about this study, file them through the UA IRB outreach website at http://osp.ua.edu/Research_compliance.html. Also, if you participate, you are encouraged to complete a short survey for research participants online at this website. This helps UA improve its protection of human research participants.

YOUR PARTICIPATION IS COMPLETELY VOLUNTARY.

If you understand the statements above and freely consent to be in this study click on the "Yes, I consent, begin the study" button to begin. By clicking the button below, you acknowledge that your participation in the study is voluntary, you are 18 years of age, and that you are aware that you may choose to terminate your participation in the study at any time and for any reason.

Please note that this survey will be best displayed on a laptop or desktop computer. Some features may be less compatible for use on a mobile device.

- Yes, I consent, begin the study (1)
- No, I do not consent (2)

Skip To: End of Survey If Welcome to the research study! Ashley Olive, Principal Investigator from the University of Al... = No, I do not consent

End of Block: Block 1

Start of Block: Block 2

Q1 Have you utilized an employer relations professional at UA to plan on-campus recruiting activities?

- Yes (1)
- No (2)
- I am not sure (3)

Page Break



Q2 Please rate the following based on the importance to you and UA's performance regarding **employer services at the career center:**

	How important is this to you?					How did UA Career Center Services perform?					
	1-Not at all important (1)	2 (2)	3 (3)	4 (4)	5- Very important (5)	1- Very poor (1)	2 (2)	3 (3)	4 (4)	5- Excellent (5)	N/A (6)

Ease of scheduling on campus recruiting visits (Q2_1)

On-campus recruiting schedule includes a campus tour (Q2_2)

Ease of scheduling on campus events via Handshake, the online recruiting platform (Q2_3)

On-campus recruiting schedule includes a diversity-oriented activity (Q2_4)

Having information readily available for recruiters and students (Q2_5)

Presenting a full range of recruiting resources (Q2_6)

Keeping recruiters informed about what/when

services will be performed (Q2_7)

Providing the right information the first time (Q2_8)

Providing service as promised (Q2_9)

Being eager to provide assistance (Q2_10)

Providing prompt service to recruiters (Q2_11)

Being ready to respond to recruiters' requests (Q2_12)

Being consistently courteous with recruiters (Q2_13)

Making recruiters feel secure in the transactions (Q2_14)

Having the knowledge to answer recruiters' questions (Q2_15)

Providing individual attention to recruiters (Q2_16)

Having the recruiters' best interests at heart (Q2_17)

Understanding the needs of recruiters (Q2_18)

Page Break

Q3 How important are the following campus recruiting activities to you while visiting the campus?

Please rate from "not important at all" to "extremely important".

	Not at all important (1)	Slightly important (2)	Moderately important (3)	Very important (4)	Extremely important (5)
The employer relations professional at career center (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom visits (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student organization meetings (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hosting information sessions (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tabling (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interview sessions (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with faculty (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending career fairs (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having sponsorship opportunities (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4 Please select the following on-campus recruiting activities you have participated in: (choose all apply)

- Career fair (1)
- Classroom visits (2)
- Student organization meetings (3)
- Hosting information sessions (4)
- Tabling (5)
- Interview space (6)
- Meeting with faculty (7)
- Sponsorship (8)

Page Break

Display This Question:

If Please select the following on-campus recruiting activities you have participated in: (choose all... = Career fair

Q4-CareerFair Please rate the following based on importance to you and UA's performance regarding **career fair**:

	How important is this to you?					How did UA Career Center Services perform?					
	1-Not important at all (1)	2 (2)	3 (3)	4 (4)	5-Very important (5)	1-Very poor (1)	2 (2)	3 (3)	4 (4)	5-Excellent (5)	N/A (6)

Ease of registering for career fair via Handshake (1)

Ease of connect with students who have the qualifications your company is seeking (2)

Table position at the career fair (3)

Students have researched your company ahead of the career fair (4)

Students have a professional resume at career fair (5)

Students are dressed in professional attire at career fair (6)

Meals are included as part of registration fee (7)

Employers have access to a private space where student access is not permitted (8)

Student traffic is consistently

high (9)											
Time allocated especially for graduate students at career fair (10)	<input type="radio"/>										
Time allocated especially for students of color at career fair (11)	<input type="radio"/>										
Time allocated especially for students from low socioeconomic backgrounds at career fair (12)	<input type="radio"/>										
Student major aligns with company industry (13)	<input type="radio"/>										

Display This Question:
If Please select the following on-campus recruiting activities you have participated in: (choose all... = Career fair

Q4-CareerOverall Overall, how satisfied were you about your experience of UA Career Fair?

- Extremely dissatisfied (1)
- Somewhat dissatisfied (2)
- Neither satisfied nor dissatisfied (3)
- Somewhat satisfied (4)
- Extremely satisfied (5)

Page Break

Display This Question:

If Please select the following on-campus recruiting activities you have participated in: (choose all... = Classroom visits

Q4-Classroom Please rate the following based on importance to you and UA's performance regarding **classroom visits**:

	How important is this to you?					How did UA Career Center Services perform?					
	1- Not important at all (1)	2 (2)	3 (3)	4 (4)	5-Very important (5)	1- Very poor (1)	2 (2)	3 (3)	4 (4)	5- Excellent (5)	N/A (6)

Ease of scheduling classroom visits (1)	<input type="radio"/>									
Subject matter of class visited is related to company industry (2)	<input type="radio"/>									
Time allocated for classroom presentation(s) (3)	<input type="radio"/>									
Time allocated for question and answer session(s) (4)	<input type="radio"/>									
Students have completed enough course work to understand industry concepts (5)	<input type="radio"/>									
Students are primarily classified as sophomores (6)	<input type="radio"/>									
Students are primarily classified as juniors (7)	<input type="radio"/>									
Students are primarily classified as seniors (8)	<input type="radio"/>									

Display This Question:

If Please select the following on-campus recruiting activities you have participated in: (choose all... = Classroom visits

Q4-ClassOverall Overall, how satisfied were you about your experience of UA classroom visit?

- Extremely dissatisfied (1)
- Somewhat dissatisfied (2)
- Neither satisfied nor dissatisfied (3)
- Somewhat satisfied (4)
- Extremely satisfied (5)

Page Break

Display This Question:

If Please select the following on-campus recruiting activities you have participated in: (choose all... = Student organization meetings

Q4-Student Org Please rate the following based on importance to you and UA's performance regarding **student organization meetings**:

	How important is this to you?					How did UA Career Center Services perform?					
	1-Not unimportant at all (1)	2 (2)	3 (3)	4 (4)	5-Very important (5)	1-Very poor (1)	2 (2)	3 (3)	4 (4)	5-Excellent (5)	N/A (6)
Ease of scheduling student organizations' meetings (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ease in accessing student organization listing (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time allocated for student organization presentation(s) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time allocated for question and answer session(s) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student organization affiliation corresponds to company industry (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Please select the following on-campus recruiting activities you have participated in: (choose all... = Student organization meetings

Q4-StuOrgOverall Overall, how satisfied were you about your experience of student organization meetings?

- Extremely dissatisfied (1)
- Somewhat dissatisfied (2)
- Neither satisfied nor dissatisfied (3)
- Somewhat satisfied (4)
- Extremely satisfied (5)

Page Break

Display This Question:

If Please select the following on-campus recruiting activities you have participated in: (choose all... = Hosting information sessions

Q4-information Please rate the following based on importance to you and UA's performance regarding **information sessions**:

	How important is this to you?					How did UA Career Center Services perform?					
	1-Not important at all (1)	2 (2)	3 (3)	4 (4)	5-Very important (5)	1-Very poor (1)	2 (2)	3 (3)	4 (4)	5-excellent (5)	N/A (6)

Ease of scheduling information sessions (1)

Ease of utilizing Handshake to request information session scheduling (2)

Information session is located in a building with high student traffic (3)

Information session is located in a building where courses taught correspond to company industry (4)

Ability to schedule information sessions during regular business hours of 8 am to 5 pm (5)

Ability to schedule information sessions after 5 pm

(6)

Access to audio visual equipment during information sessions (7)

Ability to order catering for information sessions (8)

Information sessions are marketed to students with desired major (9)

The number of attendees at information sessions is greater than 20 (10)

The number of attendees at information sessions is greater than 40 (11)

The number of attendees at information sessions is

greater
than 60
(12)

Display This Question:

If Please select the following on-campus recruiting activities you have participated in: (choose all... = Hosting information sessions

Q4-infoOverall Overall, how satisfied were you about your experience of information sessions?

- Extremely dissatisfied (1)
- Somewhat dissatisfied (2)
- Neither satisfied nor dissatisfied (3)
- Somewhat satisfied (4)
- Extremely satisfied (5)

Page Break

Display This Question:

If Please select the following on-campus recruiting activities you have participated in: (choose all... = Tabling

Q4-Tabling Please rate the following based on importance to you and UA's performance regarding **tabling**:

	How important is this to you?					How did UA Career Center Services perform?					
	1-Not important at all (1)	2 (2)	3 (3)	4 (4)	5-Very important (5)	1- Verypoor (1)	2 (2)	3 (3)	4 (4)	5- Excellent (5)	N/A (6)

Ease of requesting tabling via Handshake (1)

Table is located in high traffic area (2)

Table is located in a specific college or school (for example, a table in the college of engineering) (3)

Table covering is provided (4)

Tabling event is marketed to a broad group of students (5)

Tabling event is marketed to a specific group of students (6)

Display This Question:

If Please select the following on-campus recruiting activities you have participated in: (choose all... = Tabling

Q4-TableOverall Overall, how satisfied were you about your experience of tabling?

- Extremely dissatisfied (1)
- Somewhat dissatisfied (2)
- Neither satisfied nor dissatisfied (3)
- Somewhat satisfied (4)
- Extremely satisfied (5)

Page Break

Display This Question:

If Please select the following on-campus recruiting activities you have participated in: (choose all... = Interview space)

Q4-interview space Please rate the following based on importance to you and UA's performance regarding **interview space**:

	How important is this to you?					How did UA Career Center Services perform?					
	1-Not important at all (1)	2 (2)	3 (3)	4 (4)	5-very important (5)	1- Verypoor (1)	2 (2)	3 (3)	4 (4)	5- Excellent (5)	N/A (6)

Ease of requesting interview space via Handshake (1)

Interview space is centrally located on campus (2)

Interview space features updated technology (3)

Ability to schedule interview space in conjunction with career fair (4)

Ability to schedule interview space at a time that is removed from career fair (5)

Students can easily locate interview space (6)

Designated employer parking near interview space (7)

Display This Question:

If Please select the following on-campus recruiting activities you have participated in: (choose all... = Interview space

Q4-InterviewOverall Overall, how satisfied were you about your experience of interview space?

- Extremely dissatisfied (1)
- Somewhat dissatisfied (2)
- Neither satisfied nor dissatisfied (3)
- Somewhat satisfied (4)
- Extremely satisfied (5)

Page Break

Display This Question:

If Please select the following on-campus recruiting activities you have participated in: (choose all... = Meeting with faculty

Q4-faculty Please rate the following based on importance to you and UA's performance regarding meeting with **faculty**:

	How important is this to you?					How did UA Career Center Services perform?					
	1-Not important at all (1)	2 (2)	3 (3)	4 (4)	5-Very important (5)	1-Very poor (1)	2 (2)	3 (3)	4 (4)	5-Excellent (5)	N/A (6)
Ease of scheduling a meeting with faculty (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty research area aligns with company industry (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty member promotes company to students (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty member references company when teaching class (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If Please select the following on-campus recruiting activities you have participated in: (choose all... = Meeting with faculty

Q4-facultyOverall Overall, how satisfied were you about your experience of meeting faculty?

- Extremely dissatisfied (1)
- Somewhat dissatisfied (2)
- Neither satisfied nor dissatisfied (3)
- Somewhat satisfied (4)
- Extremely satisfied (5)

Page Break

Display This Question:

If Please select the following on-campus recruiting activities you have participated in: (choose all... = Sponsorship

Q4-sponsorship Please rate the following based on importance to you and UA's performance regarding **sponsorship opportunities**:

	How important is this to you?					How did UA Career Center Services perform?					
	1-Not important at all (1)	2 (2)	3 (3)	4 (4)	5-Very important (5)	1-Very poor (1)	2 (2)	3 (3)	4 (4)	5-Excellent (5)	N/A (6)

Ease of obtaining sponsorship information (1)

Ability to sponsor student organization meetings (2)

Ability to sponsor space in the Career Center with naming opportunity (3)

Ability to sponsor events related to diversity (4)

Ability to sponsor field-of-study specific events (5)

Ability to sponsor with an in-kind donation (6)

Ability to sponsor student projects (7)

Availability of sponsorship opportunities less \$1,000 (8)

Availability of sponsorship opportunities that are greater than \$1,000 but less than \$5,000 (9)

Availability of sponsorship opportunities that are greater than \$5,000 but less than \$10,000 (10)

Availability of sponsorship opportunities that are greater than \$10,000 (11)

Display This Question:

If Please select the following on-campus recruiting activities you have participated in: (choose all... = Sponsorship

Q4-SponOverall Overall, how satisfied were you about your experience of sponsorship at UA?

- Extremely dissatisfied (1)
- Somewhat dissatisfied (2)
- Neither satisfied nor dissatisfied (3)
- Somewhat satisfied (4)
- Extremely satisfied (5)

End of Block: Block 2

Start of Block: Block 3

Q5 Do you recruit for entry level positions?

- Never (1)
 - Sometimes (2)
 - Occasionally (3)
 - Sometimes (4)
 - Frequently (5)
 - Ususally (6)
 - Always (7)
-

Q6 Which Career Fair did you attend? Please choose all that apply.

- Engineering/Technical (1)
 - Business/General Interest (2)
 - Education Interview Day (3)
 - Health and Social Services (4)
 - I did not attend the career fair (5)
-

Q7 How often do you recruit the following positions?

	Never (1)	Sometimes (2)	About half the time (3)	Most of the time (4)	Always (5)
Interns (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entry level (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management development program (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 Are you aware the UA Career Center has an employer relations professional who will help you with your recruiting goals?

- Yes (1)
 - No (2)
-

Q9 Based upon your recruiting experience at The University of Alabama...

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
The school is a favorable place to recruit talents. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has a well reputation of quality of recruiting. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a good impression about the school. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The recruiting experience at UA is effective. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my recruiting experience at UA. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 Which industry most aligns with your company?

- Arts (1)
 - Commerce (2)
 - Communication (3)
 - Education (4)
 - Engineering (5)
 - Health (6)
 - Humanities (7)
 - Hospitality (8)
 - Law (9)
 - Nursing (10)
 - Social Work (11)
 - Science (12)
 - Other, please specify: (13) _____
-

Q11 Which title most aligns with your role?

- College recruiter (1)
 - Recruiting manager (2)
 - Human resources manager (3)
 - Other employee who is a UA alumnus (4)
 - Other employee who assists with recruiting (5)
-

Q12 Did you spend the night in a hotel while visiting The University of Alabama?

- Yes (1)
- No (2)

Skip To: Q14 If Did you spend the night in a hotel while visiting The University of Alabama? = No

Q13 How many nights did you spend in the hotel?

- 1 (1)
 - 2 (2)
 - 3 (3)
 - 4 (4)
 - 5 or more (5)
-

Q14 Did your travel arrangements include a flight?

Yes (1)

No (2)

Q15 Would you visit The University of Alabama more often if there was a commercial flight into Tuscaloosa?

Yes (1)

No (2)

Not sure (3)

Q16 About how much did you spend dining out while visiting The University of Alabama

Less than \$50 per day (1)

\$51-\$100 per day (2)

\$101-\$150 per day (3)

More than \$150 per day (4)

Q17 How long have you worked for on-campus recruiting?

- Less than a year (1)
 - 1-2 years (2)
 - 2-3 years (3)
 - 3-4 years (4)
 - 5 years and more (5)
-

Q18 In which state do you currently reside?

▼Alabama (1) ... I do not reside in the United States (53)

End of Block: Block 3

Appendix B-IRB Certification



Office of the Vice President for
Research & Economic Development
Office for Research Compliance

October 11, 2018

Ashley Olive, MA
Manager of Employer Development
UA Career Center
The University of Alabama
Box 870293

Re: IRB # TX-18-CM-033-B "Importance-Performance Analysis of Companies" on Campus Recruiting"

Dear Ms. Olive:

The University of Alabama Institutional Review Board has reviewed the revision to your previously approved exempt protocol. The board has determined that the change does not affect the exempt status of your protocol.

Please remember that your protocol will expire on March 21, 2019.

Should you need to submit any further correspondence regarding this proposal, please include the assigned IRB application number. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants.

Good luck with your research.

Sincerely,

Carpantato J. Myles, MSM, CIM, CIP
Director & Research Compliance Officer
Office for Research Compliance