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## A Follow Up Study of Printing Management Graduates

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A FOLLOW UP STUDY OF  
PRINTING MANAGEMENT  
GRADUATES

Terry Miller



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A FOLLOW UP STUDY OF  
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by

Terry Miller

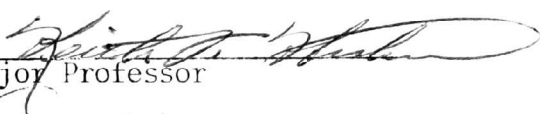
A thesis submitted to the Faculty of  
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fulfillment of the requirements for  
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Statesboro, Georgia


July 28, 1980

Approved by

Committee:

  
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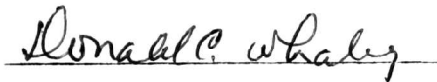
  
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## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

The explosion of knowledge that oftentimes reshapes our political, industrial, intellectual, and cultural environments can be attributed to the vast amounts of research initiated in colleges and universities throughout the world. These institutions accept a responsibility of student guidance and graduate preparation for beginning employment.

Hill (5) states that "the greatest need for better guidance in collegiate institutions today stems from a need to re-evaluate colleges and universities."

According to MacLean (8) questions relative to the assumed outcomes of college education will never be answered unless college alumni are examined and explored. MacLean further explains that alumni are our product of the college. From them we can learn what they got from college. Only by learning these things can colleges reshape the programs of higher education in America so that it may function, be effective, and win continued support.

The Division of Technology at Georgia Southern College was granted approval to offer a Bachelor of Science in Printing Management in 1969. The program was designed to prepare students for: technical positions involving the adaptation and improvement of production processes and procedures; sales management positions requiring the ability to give professional advisory services and estimates to clients; the conception and execution of printing; administrative and supervisory positions in which technical knowledge, sound judgement and a high degree of individual responsibility are necessary; and printing equipment design, construction, installation and applied support.

The printing management program consists of general academic core courses relating to economics, history, human relations, literature, science and mathematics; courses concerned with basic production procedures and equipment in printing plants; and courses in management, journalism, engineering technology, art and business.

Realizing the need to analyze college programs, the investigator decided that a study of this nature should be undertaken. The study sought to determine what difficulties students encountered in seeking employment, the types of jobs they acquired after graduation, and reactions relative to practicality of undergraduate internships.

### Problem of the Study

The problem of the study was to determine the extent to which Georgia Southern College alumni with a specialty in printing management have been prepared for beginning employment.

### Hypothesis

The faculty in the Division of Technology have prepared their graduates for beginning employment.

### Basic Assumptions

The basic assumptions of the study were as follows:

1. The study shall be valuable to the Division of Technology at Georgia Southern College.
2. The faculty should be aware of the problems encountered by their graduates.
3. Data desired may be obtained by questionnaires.

### Limitations and Controls

The following limitations and controls were placed on the study:

1. The data shall be limited to graduates with a specialty in printing management.
2. The study was limited to students graduating from the Division of Technology at Georgia Southern College.

3. The study was limited to 60 graduates.

#### Definition of Terms

The terms listed below have various interpretations. For clarification purposes in the study they shall be defined as follows:

1. Follow-up Study - Investigates individuals who have left an institution after having completed a program, a treatment, or a course of study.
2. Industry - Any branch of trade, business, production or manufacture.
3. Technology - Identifies the body of accumulated knowledge, techniques and skills and their applications involved in creating useful good and services.

#### Overview of the Investigation

1. Introduction
2. Background and Reason for the Study
3. Identification of the Problem
4. Determining the Basic Assumptions
5. Establishing Limitations and Controls
6. Definition of Terms
7. Overview of the Investigation
8. Review of Related Literature
9. The Investigation
10. Summary and Conclusion

11. Appendix
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#### Summary

The greatest need for better student guidance in collegiate institutions stems from a need to re-evaluate colleges and universities. The investigation sought to determine what difficulties printing management graduates encountered in obtaining employment.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

One of the more expedient means of evaluating college programs is by conducting follow-up studies of former students. These studies concern what has happened to them, and what has been the impact upon them of the institution and its programs.

Munden (10) explains that follow-up studies gather information in order to obtain a partial assessment of the extent to which a program achieved its objectives and provides an empirical basis for future program modifications.

#### Studies

A study conducted by Raab (13) at the University of South Dakota attempted to determine the adequacy of the undergraduate business teacher education program based on responses of the program graduates. From the eighty-nine living graduates who completed the program during a specified period, eighty-one graduates returned the questionnaire. Results indicated that approximately three-fourths of the graduates felt that preparation in humanities, mathematics, and science was adequate or better.

The undergraduate teacher preparation received in the specialized education area of business education was considered to be highly adequate. A substantial number of graduates recommended increasing emphasis in data processing.

The purpose of Munden's (10) study of graduates at St. Louis University was to gather information regarding master's degree graduates of the counselor education program in order to obtain a partial assessment of the extent to which the program achieved its objectives and to provide an empirical basis for future program modifications. A follow-up study survey obtained data regarding the background of the subjects prior to graduate study, their reactions and attitudes toward their program of study, and their vocational activities subsequent to graduation. It was proposed that graduates who entered counseling and related positions would differ from graduates who worked in other fields. Results indicated that counseling and guidance workers were not significantly different. The study also found no significant differences in how these graduates perceived relevancy of courses taken.

Nosal (11) at the University of Nebraska conducted a follow-up survey of persons awarded the Certificate of Specialization in Educational Administration and Supervision by the Department of Educational Administration

and attempted to obtain an evaluation of a Six-Year program as perceived by those persons granted certificates. Analysis of the data of the study suggested the following findings:

1. More individuals are specializing in secondary or elementary education.
2. The proximity of the University of Nebraska seemed to have an influence on the number of persons completing the program.
3. The main strengths of the Six-Year program follow: (1) Freedom to exchange ideas with other practicing education administration, (2) The opportunities to develop close associations with fellow students and teachers, and the twelve hour residency block.
4. Most persons who have completed the Six-Year program would like to see the Department of Educational Administration provide more in-service opportunities for their continuing professional growth.
5. The Six-Year program achieved what most of the respondents felt that it should achieve.

A study by Pennington (12) at the University of Alabama was designed to investigate the selection of graduate training in the field of special education and the subsequent career development of such graduates. Results indicated that former graduates were indeed pursuing careers in the same area of their graduate training. Those who had not worked in special education represented a small minority and there were personal reasons why they had not done so. The majority of the graduates were satisfied with their working conditions and indicated that



their positions were better than average. Many indicated their professionalism by membership in professional national organizations.

Haugo's (4) study was an attempt to determine how many openings existed in Minnesota manufacturing classifications for industrial technology graduates with a four year degree, and, in addition, to project the number of technology graduates needed by 1975 and 1980. Questionnaires were sent to all firms listed in the current edition of the Minnesota Directory of Manufacturers. The respondents indicated that 1,261 technologists with four year college degrees were presently employed, and that 419 could currently be placed if they were available. There was an expressed need for 2,271 industrial technologists by 1975, and a projected total of 4,004 by 1980. Haugo concluded that there was a need for industrial technology graduates at the baccalaureate level and that the total need for industrial technology graduates may be considerably higher than the findings in the study indicated since manufacturing only represents about one-fifth of all non-agricultural industrial employment in Minnesota.

The primary purpose of the study by Matthews (9) at the University of Toledo was to gain extensive follow-up information on 1970 through 1976 engineering technology

graduates of two northwestern Ohio technical colleges and to determine relationship of selected items from the survey instrument with respect to graduates by age groupings, residence distances from the college, and program types in which degrees were earned. Among the findings of the study, it revealed that:

1. A large percentage of the graduates thought practical work experience should be added to their program.
2. Few employed graduates were assigned job titles for which the college catalogs specify they were trained upon program completion.
3. Residence distances of graduates from the college were closely related to the distances of employment from the college.
4. Graduates were convinced that technical course work and technical skills they had been taught were useful to them.

Durfee, (2) at Southern Illinois University at Carbondale, studied rehabilitation counseling graduates from the school's Rehabilitation Institute. The purpose of this study was to obtain a more comprehensive set of data than had been obtained thus far. The data were analyzed to identify information which might be useful in possible modifications of the program of the Rehabilitation Institute. The data were then compared with recent findings from a similar program at another major institution. Results suggest that the rehabilitation program compared quite favorably with similar programs in other

institutions. In some respects, graduates of Southern Illinois University excelled. They showed a higher rate of membership in professional organizations, more published materials, and a high level of commitment to research and community service.

Keller's (7) study sought to determine the perceptions of secondary education graduates of the College of Education, University of Kentucky, regarding selected aspects of their teacher training experiences and to determine if their perceptions were significantly different when analyzed by gender, grade point average, and subject area major. The study showed no significant differences between the perception of males and females, regarding certain aspects of their teacher training; between high grade point average; nor between respondents of different subject area majors. Several recommendations were made, including one for further investigation of gender as a significant factor in perceived value of teacher training, and specific changes to facilitate follow-up studies of graduates.

The purpose of Capp's (1) study was to investigate the effectiveness of the Master's Degree Counselor Education Program at the University of Arkansas as perceived by the 1971-1975 graduates. Results indicated that perceptions of the counselor education program generally

appeared to be positive. Physical facilities and quality of interactions were rated highest, while program goal clarity and evaluation rated lowest.

#### Similar Studies

Gardner (3), Indiana University, studied graduates of the College of Applied Science at Bradley University to determine whether the curricula initiated had met the needs of those who were subsequently employed in the industrial fields of sales and distribution, field services and product utilization, design and development, and production manufacturing. Results indicated that a wide variety of course work was desirable in preparing students for employment. Gardner concluded that all graduates employed in the four industrial areas considered should expect to participate in writing, conferring, and study activities. The extent to which other activities were involved depended on the area of employment.

Houghton (6) at Southern Oregon College studied graduates to determine strengths and weaknesses of the business program. The majority of the respondents felt that the education that they received in the program was from "good" to "excellent". The graduates selected discussion, lecture, and assignment methods as those methods of instruction that were most beneficial. Films and field trips were regarded as being least beneficial. The

strongest aspects of the program were determined to be good professors, small classes, the accounting courses, and good student/professor relationships.

#### Summary

The review of related literature indicated that follow-up studies are useful in evaluating college programs. Studies of these types enable institutions to evaluate various aspects of its programs in light of actual results.

## CHAPTER III

### THE INVESTIGATION

#### Introduction

The problem of the study was to survey graduates with a specialty in printing management to solicit opinions as to what extent the program prepared them for beginning employment. The hypothesis was the assumption that the faculty in the Division of Technology have prepared graduates for beginning employment. The study was limited to Georgia Southern graduates. The study utilizes a questionnaire as the primary data gathering device.

#### The Population

The population consisted of students graduating with a specialty in printing management. Names and addresses were available for sixty graduates.

#### The Questionnaire

The questionnaire was selected as the data gathering instrument needed to test the hypothesis. It consisted of open and closed type items that could be answered quickly. The questionnaire had four sections: (1) personal data, (2) information concerning employment, (3) interviews, and (4) internships. With each questionnaire, a pre-addressed

stamped envelope and a cover letter explaining the study were enclosed.

A copy of the questionnaire is shown in Appendix A, page 39 .

#### Validation of the Survey

The questionnaire was submitted to the experimenter's faculty panel who ascertained its validity as the most effective data gathering instrument.

#### Data Analysis

The information contained in the returned questionnaire is presented in Chapter IV. The results are calculated into percentages for presentation. From the gathered and interpreted data, findings and conclusions are presented in Chapter 5.

The following formula was designed and used to calculate percentages in the various tables illustrated in the preceding chapter.

$$P = N/R \times 100\%$$

P = percentage of replies by respondents

N = number of replies

100% = Total percentage

R = Total number of replies

Example: Table 1, 10 of 15 respondents reported earning BS degrees in technology. Therefore:

$$P = 10/15 \times 100$$

$$P = 66.7\%$$

#### Summary

Questionnaires were mailed to sixty printing management graduates. With each questionnaire, a pre-addressed stamped envelope and a cover letter explaining the study were enclosed.



## CHAPTER IV

### ANALYSIS OF THE DATA

#### Introduction

The questionnaire was selected as the data gathering instrument needed to test the hypothesis. It consisted of open and closed type items designed to be answered quickly.

The first general area of the instrument concerned personal information data--degree, major, graduation date, and additional education or training.

The second area was employment. This area included current employment status, previous job titles, time between graduation and first employment, number of jobs since graduation, and salary range.

The third area involved job interviews. The participants answered questions relative to interview length and sites, number of interviews, and number of job offers.

Area four concerned undergraduate internships. This area included location of internship, duties performed, intern duty relation to present duties, and both graduate and employer opinions of internship value.

Mailing addresses and labels were available for sixty graduates (six graduates' addresses unknown). Questionnaires were mailed to these graduates on June 25, 1980.

After twenty days, fifteen completed questionnaires were received. Six were returned undeliverable.

### The Analysis of Data

The results from the questionnaire (See Appendix A) are given in the following sections.

#### Degree and Major

Eleven graduates hold Bachelor of Science Degrees in Technology with printing management or graphic arts as a major. Four earned Master of Technology Degrees (see Table 1).

TABLE 1  
DEGREES

Degree	Number	Percent
BS in Technology	10	66.7
Master of Technology	5	33.3
Total	15	100.0

#### Further Education or Training

The majority (10 of 15) of the respondents reported having no further education or training (see Table 2).

TABLE 2  
FURTHER EDUCATION OR TRAINING

	Number	Percent
No further education or training	10	66.7
On the job training	1	6.7
Work toward another degree	2	13.3
Additional courses or seminars	2	13.3
Total	15	100.0

Location of Employers

Nine of fifteen respondents reported working in Georgia. Two are working in Texas, and one each in Maryland, Arizona, North Carolina and Virginia.

Employment Status

All respondents were employed full-time.

Titles of Present Position

Respondents listed fourteen different job titles (see Table 3, Appendix B).

Previous Job Titles and Salaries

Respondents reported thirteen previous job titles with salaries (see Table 4, Appendix C).

Lapse of Time Between Graduation  
and First Employment

Five respondents secured employment before graduation. Five others reported having spent five or more weeks in search of employment. Two spent less than one week and three spent from one to four weeks (see Table 5).

TABLE 5

LAPSE OF TIME BETWEEN GRADUATION AND FIRST EMPLOYMENT

Time	Number	Percent
Had job before graduation	5	33.3
Less than one week	2	13.4
One to four weeks	3	20.0
Five or more weeks	5	33.3
Total	15	100.0

Difficulties Finding Employment

The majority (12 of 15) of the respondents reported having no difficulties finding employment. Two suggested that lack of experience caused some difficulties. One graduate felt that earlier offers provided few benefits and no future (see Table 6).

TABLE 6  
DIFFICULTIES FINDING EMPLOYMENT

Reason	Number	Percent
Lack of experience	2	66.7
No future in positions offered	1	33.3
Total	3	100.0

Source of Finding First Employment

Six respondents learned of their first job through family or friend contacts. Three listed "faculty member" as an employment resource. This indicates that many graduates do rely heavily on contacts in securing employment and much less on newspaper ads and employment agencies (see Table 7).

Number of Jobs Since Graduation

The majority (8 of 15) of the graduates reported working for the same company, although many have received promotions. Four reported having two employers since graduation (see Table 8).

TABLE 7  
SOURCE OF FINDING FIRST EMPLOYMENT

Source	Number	Percent
Faculty member	3	20.0
Placement office	1	6.6
Family or friend	6	40.0
Employment agency	2	13.3
Newspaper ad	1	6.7
Manufacturing directory	1	6.7
Other	1	6.7
Total	15	100.0

TABLE 8  
NUMBER OF JOBS SINCE GRADUATION

Number of Jobs	Number	Percent
One job	8	53.4
Two jobs	4	26.6
Three jobs	2	13.4
Four jobs	1	6.6
Total	15	100.0

### Reasons for Changing Jobs

The most frequently listed reason for job change was advancement, which included more work experience, challenge, and money. Other reasons were job dissatisfaction and desire for a more suitable location (see Table 9).

TABLE 9  
REASONS FOR CHANGING JOBS

Reason	Number	Percent
Advancement	5	71.4
Job dissatisfaction	1	14.3
More suitable location	1	14.3
Total	7	100.0

### Length of Present Employment

Sixty-six percent of the graduates reported being employed less than two years. Four have been employed for more than four years (see Table 10).

### Opportunities for Advancement

Seventy-three percent of the respondents indicated that there were opportunities for advancement with their present employer. Only four graduates reported no advancement opportunities (see Table 11).

TABLE 10  
LENGTH OF PRESENT EMPLOYMENT

Months	Number	Percent
1 - 7	5	33.3
8 - 24	5	33.3
24 - 58	1	6.7
Above 58	4	26.7
Total	15	100.0

TABLE 11  
OPPORTUNITIES FOR ADVANCEMENT

	Number	Percent
Good advancement opportunities	11	73.4
No advancement opportunities	4	26.6
Total	15	100.0

Possible Future Positions

Respondents listed eight different potential positions (see Table 12, Appendix D).



Relationship of Jobs to College Preparation

As shown in Table 13, ninety-three percent of the respondents reported that they were employed in a field related to their college major. One graduate acknowledged "better salary" as the reason he has not pursued his degree field. All respondents agreed that the college program was helpful in preparing them for their present positions.

TABLE 13

RELATIONSHIP OF JOBS TO COLLEGE PREPARATION

	Number	Percent
Related to major	14	93.3
Not related to major	1	6.7
Total	15	100.0

Salary Range

Two graduates failed to list starting salaries; therefore, the results will be tabulated and analyzed from thirteen graduates. The majority (10 of 13) of the respondents reported starting salaries below \$13,000. Two reported starting salaries in the \$14,000-\$16,000 range. Only one respondent reported a starting salary above \$22,000.

All graduates listed present salaries. The majority (10 of 15) of the graduates reported present salaries in the \$11,000-\$18,000 range. Three reported earning over \$20,000 and one above \$30,000 (see Table 14).

TABLE 14  
SALARY RANGE

Range	S <sup>1</sup>	P <sup>2</sup>
Below - \$11,000	7	
\$11,000 - \$11,999	1	2
\$12,000 - \$12,999	2	1
\$13,000 - \$13,999		2
\$14,000 - \$14,999	1	1
\$15,000 - \$15,999	1	
\$16,000 - \$16,999		2
\$17,000 - \$17,999		1
\$18,000 - \$18,999		1
\$20,000 - \$20,999		1
\$21,000 - \$21,999		1
\$22,000 - \$22,999	1	1
\$25,000 - \$25,999		1
Above - \$30,000		1
Total	13	15

S<sup>1</sup> = Starting Salary

P<sup>2</sup> = Present Salary

Initial Employment Duties and  
Duties Performed Now

The few graduates who responded indicated that initial employment duties almost always involved training in the area for which they were employed. Respondents listed teaching, contract writing, government map development, implementation of marketing plans and development of training programs as their most important responsibilities.

Further Training Suggested  
By Employer

The majority (10 of 15) of the respondents indicated that their present employer never suggested additional training. Five graduates did acknowledge that employers were interested in and did suggest additional training (see Table 15).

TABLE 15  
FURTHER TRAINING AREAS

Areas	Number	Percent
Management and Personnel	2	40.0
Sales and Marketing	1	20.0
Production	1	20.0
Seminars	1	20.0
Total	5	100

### Number of Interviews

All respondents reported having at least one interview. The majority (13 of 15) interviewed more than once (see Table 16).

TABLE 16  
NUMBER OF INTERVIEWS

	Number	Percent
One interview	2	13.3
Two interviews	6	40.0
Three interviews	4	26.7
Four interviews	1	6.7
More than Four interviews	2	13.3
Total	15	100.0

### Length of the Interviews

The majority of the respondents interviewed initially for less than one hour. Four interviewed from one to three hours (see Table 17).

### Place of Interview

All respondents reported being interviewed at the company office.

TABLE 17  
LENGTH OF THE INTERVIEW

	1st	2nd	3rd	4th	Over 4
Less than one hour	9	8	4	2	1
One to three hours	4	3	3	1	1
More than three hours	2	2			
Total	15	13	7	3	2

Resume

The majority (12 of 15) of the respondents had resumes presented at the interview (see Table 18).

TABLE 18  
RESUMES

	Number	Percent
Had prepared resume	12	80
No resume	3	20
Total	15	100

Transportation Reimbursement  
For Interview

Six of the graduates indicated that they received reimbursements. Seven received no reimbursements but the

majority of these reported incurring no major expenses since the potential employer was near (see Table 19).

TABLE 19  
TRANSPORTATION REIMBURSEMENTS FOR INTERVIEWS

	Number	Percent
Reimbursement received	6	40
No reimbursement	7	46.7
Did not reply	2	13.3
Total	15	100.0

#### Number of Job Offers

The majority (12 of 15) of the graduates reported receiving at least one job offer. Three graduates did not respond, while nine reported receiving two or more job offers (see Table 20).

#### Internships Assigned

Nine of the respondents indicated being assigned under graduate internships (see Table 21, Appendix E for employer and location).

#### Intern Duties

Federal interns reported performing printing specialist duties which included but were not limited to estimating,

procurement, quality control, and inspection of potential suppliers' plant facilities.

TABLE 20  
JOB OFFERS

Number of Job Offers	Graduates	Percent
One offer	3	20
Two offers	3	20
Three offers	3	20
Four offers	2	13.3
More than four	1	6.7
Did not reply	3	20
Total	15	100.0

Interns with local businesses reported no major responsibilities. Many indicated that duties varied and depended on what was needed.

Relation of Intern Duties to Present Duties

Four graduates reported that intern duties related to present duties, while three indicated no relation (see Table 22).

TABLE 22  
RELATION OF INTERN DUTIES TO PRESENT DUTIES

	Number	Percent
Related	4	57.2
Not related	3	42.8
Total	7	100

#### Internship Value

The majority (6 of 7) of the graduates felt that employers do value internships. Graduates indicated that employers were interested in the type work done and how this experience could be applied to what they needed. All graduates felt that internships were beneficial to the job seeker.

#### Summary

The questionnaires were returned in a period of twenty days. Of the original sixty mailed, there was a twenty-five percent return or fifteen questionnaires.



## CHAPTER V

### FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction

The purpose of the study was to survey graduates with printing management specialties to solicit opinions as to what extent the program prepared them for beginning employment.

A questionnaire was used to collect data for the survey. The selection of this instrument was based on a review of related literature.

#### Findings and Conclusions

Collected and analyzed data reveal that the faculty in the Division of Technology have prepared printing management graduates adequately for beginning employment. The majority of the respondents secured a position within four weeks after graduation. A majority also reported they encountered no major difficulties finding employment.

Sixty-six percent of the respondents had no further training. Thirteen percent pursued graduate degrees.

All graduates were employed on a full-time basis with sixty percent working in Georgia.

The top resource of finding first employment was through family or friend. Advancement was the most frequently stated reason for job change.

Ninety-three percent of the graduates secured jobs related to their major. Sixty-six percent reported being employed less than two years.

A majority of the graduates reported starting salaries less than \$13,000. The present salary range was \$11,000 - \$32,000.

Initial employment duties almost always involved training in the area for which graduates were employed.

Respondents listed teaching, contract writing, government map development, implementation of marketing plans, and development of training programs as their most important responsibilities.

The majority of the respondents reported interviewing with two different companies. Interviews were usually less than one hour.

Graduates who incurred major expenses while interviewing were reimbursed by the company. The majority of the graduates had resumes present at the interview.

All graduates reported that internships were beneficial to the job seeker.

### Recommendations

The majority of the respondents indicated interest in a future position in management. It is recommended that more courses in the business management area be incorporated into the printing management curriculum.

Although a majority of the graduates reported having no major problems finding employment, few did acknowledge a lack of experience. This experience should be available to each graduate in the form of co-op programs or bona fide undergraduate internships.

Most of the graduates secured their first employment through family or friend contacts. It is recommended that the school establish some means of informing industry on the number of graduates available and their area of specialty.

### Observations

Only twenty-five percent of the graduates returned responses; therefore, the results presented in this report are biased. Many of the graduates who have prospered in the area studied, for some reasons did not respond. Their success is supported by known membership and records in various professional organizations. The absence of their responses curtailed validity of this study. Informal records by the faculty in the Division of Technology

indicate that the demand for graduates prepared in printing management exceeds the number graduating, and that the salaries are considered above average for college graduates.

Summary

The faculty of the School of Technology have prepared printing management graduates adequately for beginning employment.

APPENDIX A

Cover Letter and Questionnaire

Terry Miller  
GSC, Box 08285  
Statesboro, GA  
30460

June 25, 1980

Dear Graduate,

I am preparing a thesis for the Master of Technology degree which is related to the printing management program at Georgia Southern College. The results of the study will serve as a means for evaluating and improving the printing management program. I am requesting your help in gathering data which is essential for this study.

As a graduate of the program, your opinions will give us an evaluation of the program's adequacy. Enclosed is a short questionnaire pertaining to your present position or other positions you may have held in the past. Only a few minutes are needed to complete it. Please answer and return the form in the self addressed stamped envelope.

All responses will be kept confidential. The report will group responses so that no individual will be identified. Your assistance will be greatly appreciated.

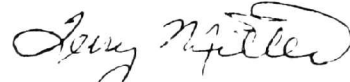
Thesis Advisor



Dr. Keith F. Hickman

Enclosure

Sincerely Yours,



Terry Miller  
Graduate Candidate

**PRINTING MANAGEMENT MAJORS INITIAL EMPLOYMENT QUESTIONNAIRE**

Please review this survey and give your response. All responses will be confidential and data tabulated so that no individual can be indentified.

Your degree? \_\_\_\_\_ Major? \_\_\_\_\_ Graduation date? \_\_\_\_\_  
 Additional education or training, please list \_\_\_\_\_

Your present employer \_\_\_\_\_  
 Employer's address \_\_\_\_\_

Title of present position \_\_\_\_\_

Current employment status? Part-time employee ( ) Full time employee ( )

What are some other job titles you have held since graduation? (Please list salaries received)

Job Title	Salary	Job Title	Salary
_____	_____	_____	_____
_____	_____	_____	_____

How long did it take to find your first job? (Please check one)

( ) Had job before graduation ( ) Five or more weeks  
 ( ) Less than one week ( ) Other, please explain \_\_\_\_\_

Did you experience difficulties finding employment? Yes ( ) No ( )

If yes, please identify the most difficult problem \_\_\_\_\_

From what source did you learn of your first job? (Please check one)

( ) Faculty member ( ) Employment agency  
 ( ) GSC Placement Office ( ) Newspaper ad  
 ( ) Family or friend ( ) Other method, please identify \_\_\_\_\_

How many jobs have you had since graduation? (Please check one)

1 ( ) 2 ( ) 3 ( ) 4 ( ) or more ( )  
 If you have changed jobs one or more times, give reasons for changing \_\_\_\_\_

How long have you been with your present employer? \_\_\_\_\_ years \_\_\_\_\_ months

Are there opportunities for advancement here? Yes ( ) No ( )

What position would you like to acquire in the future? \_\_\_\_\_

Are you presently working in a field or related field for which you were prepared at this college? Yes ( ) No ( ) If no, please explain \_\_\_\_\_

Was the college program helpful in preparing you for this position? Yes ( ) No ( ) Please state reason why you think so \_\_\_\_\_

What was your starting salary? \_\_\_\_\_

What is your present salary? \_\_\_\_\_

What responsibilities were assigned to you upon initial employment? \_\_\_\_\_

What are your most important responsibilities? \_\_\_\_\_

Has your employer suggested further training to you in any particular area? Yes ( ) No ( ) If yes, please indicate the area(s) \_\_\_\_\_

## INTERVIEWS

How many interviews? (Please check one) 1 (  ) 2 (  ) 3 (  ) 4 (  ) or more (  )

How long were the interviews? \_\_\_\_\_

Where did the interviews take place? \_\_\_\_\_

Did you have a resume? Yes (  ) No (  )

Did companies provide for or reimburse you for transportation expenses to and from the interview site? Yes (  )

No (  ) Please explain \_\_\_\_\_

How many firms offered employment? \_\_\_\_\_

## INTERNSHIPS

Were you assigned an internship? Yes (  ) No (  )

Where was the location and with whom? \_\_\_\_\_

What were your duties? \_\_\_\_\_

How did your duties relate to the duties you now perform? \_\_\_\_\_

Do prospective employers value internships? Yes (  ) No (  ) Please give reasons why you think so \_\_\_\_\_

Was the internship beneficial to you? Yes (  ) No (  ) Please explain \_\_\_\_\_

Please list additional comments which you feel would be of value to the Printing Management faculty.



APPENDIX B  
Titles and Present Positions

TABLE 3  
TITLES OF PRESENT POSITIONS

Job Title	Number
Assistant Professor (University)	1
Department Head (Public School)	1
Estimator (Industry)	1
Graphic Technician (Industry)	1
Management Trainee	2
Marketing Manager	1
Office Manager	1
Printing Specialist	1
Salesman	1
Teacher	2
Training Supervisor	1
Typesetting Supervisor	1
Vice President	1

APPENDIX C  
Previous Job Titles and Salaries

TABLE 4  
PREVIOUS JOB TITLES AND SALARIES

Job Title	Salary
Adult Education Coordinator	\$18,000
Account Representative	\$12,500
Collection Coordinator	\$10,500
Company Representative	\$ 8,000
Estimator	--
Foreman	\$20,000
Installation Specialist	\$12,500
Layout and Composition Specialist	\$11,000
Production Manager	\$15,000
Salesman	\$10,500
Single Skills Instruction	\$12,000
Supervision	\$13,000
Teacher	\$10,000

APPENDIX D  
Possible Future Positions

TABLE 12  
POSSIBLE FUTURE POSITIONS

Job Title	Number
Associate Professor	1
Corporate Training Head	1
Director	1
Manager	5
Marketing Vice President	1
Production Supervisor	1
School Superintendent	1
Vocational Supervisor	1

APPENDIX E  
Internships and Locations

TABLE 21  
INTERNSHIPS ASSIGNED

Company	Number
Eastman Kodak (Rochester, NY)	1
Government Printing Office (Dallas, TX)	1
Government Printing Office (Washington, DC)	2
Lewis Printing Company (Statesboro)	2
Statesboro Herald (Statesboro)	3



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