

SECTION I: GENERAL INFORMATION

***1. Please enter your Contact ID Number (This field is required and can be found in the email you received.):**

2. As part of the survey, NACE will provide a list of survey respondents. Please indicate your preference below (Note: this will not affect the confidentiality of your data.)

- Yes, please list my organization as a survey respondent.
- No, please DO NOT list my organization as a survey respondent.

3. Which of the following best describes the scope of your firm's college recruiting?

- Recruit strictly in the U.S. for American-based operations
- Recruit strictly in the U.S. for both American-based and international operations
- Recruit both in the U.S. and internationally for American-based operations
- Recruit both in the U.S. and internationally for both American-based and international operations

4. For which of the following are you replying?

- I'm replying for my business unit/division/department operating in the U.S.
- I'm replying for my business unit operating outside of the U.S.
- I'm replying for our entire U.S. operations.
- I'm replying for our entire Global operations.

5. How many people are employed in the business unit or entire organization for which you're replying?

- 500 or less
- 501 - 1,000
- 1,001 - 2,500
- 2,500 - 5,000
- 5,001 - 10,000
- 10,001 - 20,000
- More than 20,000

6. How many of the following did you hire from September 2013 through June 2014?

Graduates from the Class of 2014 for full-time positions in the United States

Graduates from the Class of 2014 for full-time positions outside of the United States

Current students for internship positions in the United States

Current students for internship positions outside of the United States

7. What percentage of your 2013-14 annual college hiring for full-time positions came from the following degree categories? Please enter numbers without decimals or percent signs. Responses should total 100.

Associate

Bachelors

Masters (excluding MBA)

MBA

Ph.D.

8. During the past year, what percentage of your total full-time entry-level professional hires were college graduates from the class of 2014?

9. Through what channels did you recruit class of 2014 graduates for full-time entry-level professional positions? (choose all that apply)

- Direct on-campus recruiting (career fairs, on-campus interviews, etc.)
- Responses to job listings on your company website
- Responses to job listings in traditional media (newspapers, magazines, etc.)
- Responses to job listings on campus websites at schools where you did not participate in direct on-campus recruiting
- Contacting potential candidates through social media

10. During the past year, what percentage of your total full-time entry-level professional hires who were college graduates from the class of 2014 were recruited through on-campus recruiting activities?

SECTION II: RECRUITING COMPONENTS

1. From which of the following did you recruit full-time hires during the 2013-2014 academic year? (choose all that apply)

- Two-year colleges
- Traditional Four-year public and nonprofit colleges/universities
- Four-year for-profit institutions (e.g., University of Phoenix, DeVry, etc.)
- Online colleges or universities (e.g., Baker College - Online, Kaplan University - Online, etc.)

2. At how many schools in each of the following categories did you recruit full-time hires during the 2013-2014 academic year?

Two-year colleges	<input type="text"/>
Traditional Four-year public and nonprofit colleges/universities	<input type="text"/>
Four-year for-profit institutions (e.g., University of Phoenix, DeVry, etc.)	<input type="text"/>
Online colleges or universities (e.g., Baker College - Online, Kaplan University - Online, etc.)	<input type="text"/>

3. From the list below, please identify the elements used in selecting a school at which to recruit, and rate the element's importance in selecting a school.

	Not very important	Somewhat important	Very important	Extremely important	Do not use
Accreditation of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity of student body	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Executives are alumni of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpfulness of career services staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interest of school's graduates in your organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Majors offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National rankings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Past recruiting experience at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retention history with school's alumni	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salary expectations of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Success of school's alumni in your organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

4. What resources do you use to evaluate the quality of college programs?

- U.S. News & World Report, Businessweek, etc.
- Gourman Report
- Recruiters' knowledge of individual faculty members and departments
- Other (please specify)

5. How many career/job fairs did the firm participate in during the 2013-14 recruiting year?

2013-14 Career Fairs

6. How many career/job fairs does the firm plan to participate in during the 2014-15 recruiting year?

2014-15 Career Fairs

7. Please rate the following issues on their importance to your current college recruiting program. (1 = not at all important, 2 = not very important, 3 = somewhat important, 4 = very important, 5 = extremely important)

	1	2	3	4	5
Branding your organization to campuses, including student organizations, administrators, and faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Branding your organization to career centers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying talent early through programs such as internships and co-ops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measuring the results of your college relations and recruitment program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focusing on diversity in recruitment and hiring activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with faculty to reach college recruiting goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using social networks to recruit new college hires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessing adequate training and skills to improve the effectiveness of college relations personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing campus relations in concert with HR, line managers, third-party recruiters, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating and validating the value of the college relations and recruitment function to your organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. What campus groups do you work with as part of your college recruiting effort? (Check all that apply.)

- Campus clubs
- College career center
- Department chairpersons
- Fraternities & sororities
- Individual faculty members
- Other (please specify):

9. Do you conduct a periodic evaluation of the working relationships you have with your campus connections?

- Yes
- No

10. How often do you conduct the evaluation?

- After each semester's recruiting period
- Once a year
- Once every three years
- Once every five years
- Other (please specify)

11. Which of the following methods do you use to conduct the evaluation? (check all that apply)

- Feedback survey with the relevant campus group
- Focus group responses with selected campus members
- Informal dialogue with selected campus members
- Informal dialogue with the firm's campus representatives
- Other (please specify)

12. Please indicate whether or not you use each of the following applications in your college recruiting process, and then rate the effectiveness of those you use.

	Use?	How effective?
Applicant tracking system	<input type="text"/>	<input type="text"/>
Company blogs	<input type="text"/>	<input type="text"/>
Internet advertising	<input type="text"/>	<input type="text"/>
Internet job postings - campus web site	<input type="text"/>	<input type="text"/>
Internet job postings - commercial career web site	<input type="text"/>	<input type="text"/>
Internet job postings - your own web site	<input type="text"/>	<input type="text"/>
Job Publications advertising	<input type="text"/>	<input type="text"/>
Video interviewing	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>

If you chose 'other', please specify the application:

13. Do you use pre-employment assessment tests in your college recruiting process?

- Yes
- No

14. If yes, why do you use pre-employment assessment tests?

15. Overall, how would you rate the effectiveness of pre-employment assessment tests?

- Not at all effective
- Not very effective
- Neither effective nor ineffective
- Very effective
- Extremely effective

16. Please list each pre-employment assessment test that you use:

SECTION III: BRANDING

1. Please indicate whether or not you use each of the following to develop your image/brand on campus (choose all that apply)

- Internet Advertising other than your own web sites
- Campus information sessions
- Campus radio stations
- Campus TV stations
- Campus web site
- Career/job fairs
- DVDs
- Advertising in job publications aimed at students
- Advertising in general print publications
- Your corporate web site
- Supporting activities/events of student organizations
- Building relationships with key faculty
- Search engine optimization
- Social media

2. Please RANK the Top Three (3) branding techniques in terms of their effectiveness at improving and developing your company's brand on campus (Please note: only one item can be ranked as 1; only one item can be ranked as 2; etc.)

	First Place	Second Place	Third Place
Internet Advertising other than your own web sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus information sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus radio stations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus TV stations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus web site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career/job fairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DVDs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advertising in job publications aimed at students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advertising in general print publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your corporate web site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting activities/events of student organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building relationships with key faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Search engine optimization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What criteria do you employ to to evaluate the effectiveness of a branding technique? (choose all that apply)

- Number of applications to job postings
- Student attendance at career fairs
- Inquiries on social media
- Inquiries on company websites
- Other (please specify)

4. What other branding activities, if any, do you engage in as part of your college relations effort?

5. Which of the following is the most important reason for choosing a branding platform?

- Cost of branding activities
- Number of students contacted
- Responses to job postings

Use of Social Media

1. Does your firm use social media (Facebook, LinkedIn, Twitter, etc.) in its college recruiting process?

- Yes
- No

2. If yes, how long have you used social media as part of the college recruiting process?

- Less than 1 year
- 1 - 2 years
- 2 - 3 years
- More than 3 years

3. Please identify your use of the following social networking sites in college recruiting.

	Currently use	Used in the past, but no longer use	Considering use in future	Have not and will not use
Brazen Careerist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LinkedIn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mashable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meetup	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
StumbleUpon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zumeo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other sites

4. Please rate the effectiveness of the following social networking sites as tools/resources in your college recruiting process.

	Not at all effective	Not very effective	Neither effective nor ineffective	Very effective	Extremely effective
Brazen Careerist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LinkedIn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mashable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meetup	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
StumbleUpon	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zumeo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. In which ways do you use social media in the college recruiting process? (choose all that apply)

- We have social network pages that provide information that would be helpful to potential recruits
- We have searched social media to identify potential candidates
- We have contacted potential candidates through social media
- We do a general review of publicly shared information on a candidate's social media profile(s)
- We post ads on social media to market (brand) our company to potential recruits

Other (please specify)

6. Which of the following best describes how your use of social media in college recruiting has changed in the past year.

- Significantly increased the use of social media
- Increased the use of social media
- No change in our use of social media during the past year
- Decreased the use of social media
- Dropped the use of social media in college recruiting

7. Which of the following would you identify as changes in your college recruiting resulting from the use of social media? (choose all that apply)

- Our new college hires come from a greater variety of schools than in the past
- Branding through social media has reduced our advertising costs
- Identifying "quality" recruits is easier (faster) through social media
- Reference checking is easier/more effective through social media
- We have reduced the number of on-campus activities we attend each year
- There has been no substantial change to our college recruiting as a result of using social media

Other (please specify)

SECTION IV: DIVERSITY

1. Do you have a diversity recruiting effort that is part of your overall college recruiting program?

- Yes
 No

2. Which of the following groups are a current priority in your diversity recruiting effort? (Check all that apply.)

- African-Americans
 Asian-Americans
 Hispanic-Americans
 Military Veterans
 Native Americans
 Students with Disabilities
 Women

3. In your diversity recruiting efforts do you focus on specific schools/organizations?

- Yes
 No

4. If you answered yes to question 3, which of the following are part of your diversity recruiting targets?

- HBCUs (Historically Black Colleges and Universities)
 HSIs (Hispanic-Serving Institutions)
 Tribal Colleges
 INROADS
 Women only Colleges

Other (please specify):

5. What percentage of your college recruits from the class of 2012-13 did you "target" for each of the following?

African-Americans	<input type="text"/>
Asian-Americans	<input type="text"/>
Hispanic-Americans	<input type="text"/>
Military Veterans	<input type="text"/>
Native Americans	<input type="text"/>
Students with Disabilities	<input type="text"/>
Women	<input type="text"/>

6. What percentage of your college recruits from the class of 2014-15 were represented by each of the following?

African-Americans	<input type="text"/>
Asian-Americans	<input type="text"/>
Hispanic-Americans	<input type="text"/>
Military Veterans	<input type="text"/>
Native Americans	<input type="text"/>
Students with Disabilities	<input type="text"/>
Women	<input type="text"/>

7. For each of the following academic disciplines, identify the diversity categories in which you had difficulty filling your recruiting goals. (Choose all that apply)

	Women	African-Americans	Asian-Americans	Hispanic-Americans	Military Veterans	Native-Americans	Students with Disabilities
Accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engineering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthcare (Nursing, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History/Political Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics/Statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sociology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual/Graphic Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="text"/>						

SECTION V: ROTATIONAL PROGRAMS

1. Does your organization have a rotational program as part of its on-boarding program for new college hires?

- Yes
- No

2. The rotations feature "trial" periods in which of the following. (check all that apply)

- Departments within the organization
- Different job positions
- Alternative locations within the U.S.
- Alternative locations both within and outside of the U.S.

3. What percent of your new college hires go through the rotation program?

4. How long does the new graduate hire spend in the entire rotational program?

- 3 Months or Less
- 3 to 6 Months
- 6 Months to 1 Year
- 1 to 2 Years

Other (please specify)

5. How long does the new hire spend in each segment of the program?

- 3 Weeks or less
- 3 to 6 Weeks
- 6 Weeks to 3 Months
- 3 to 6 Months

Other (please specify)

SECTION VI: OFFERS, ACCEPTANCES, AND RETENTION

1. Does your organization/business unit typically participate in formally scheduled on-campus interviews?

- Yes
 No

If yes, what percentage of your new full-time entry-level college hires typically come from interviews initially conducted on-campus?

2. On average, what is the cycle time (in days) between when a job is posted for a position to be filled by a new college graduate and the beginning of interviews for that position?

of days:

3. On average, what is the cycle time (in days) between interviewing an inexperienced college graduate for a position and making an offer or notifying them that they will not be considered for a position?

of days:

4. How many days, on average, do you give an inexperienced college graduate to accept an offer once it is made?

of days:

5. On average, what percentage of new inexperienced college graduates interviewed receive job offers?

6. On average, what percentage of the job offers you extend to new inexperienced college graduates are accepted?

7. Among the new inexperienced college graduates you hire for full-time entry-level positions who participate in a rotational program, what percentage do you typically retain:

- a. within the first year of hire
b. within first five years of hire

8. Among the new inexperienced college graduates you hire for full-time entry-level positions who DO NOT participate in a rotational program, what percentage do you typically retain:

- a. within the first year of hire
b. within first five years of hire

SECTION VII: EMPLOYEE BENEFITS

1. Please indicate which of the following employee benefits you provide. (choose all that apply)

- Tuition reimbursement for advanced education
- Life Insurance
- On-site day care facilities
- 100% employer-paid medical insurance
- Flextime policy
- Guaranteed annual salary increases
- Bonus/commission plan
- Casual dress policy
- On-site fitness center
- Provides dental insurance
- More than 2 weeks vacation in the first year of work
- Frequent performance reviews (more than once per year)
- Company match for 401(k) retirement plan
- Employee assistance (counseling) program
- Family-friendly benefits (e.g. adoption leave, elder care, family leave, etc.)

SECTION VIII: DEPARTMENT STRUCTURE

1. Are your company's recruiting activities based out of a stand-alone recruiting department, or are they a component of your human resources department?

- Stand-alone recruiting department
- Component of human resources department

2. Is the execution of your recruitment activities centralized or decentralized?

- Centralized (stand-alone or human resources staff members)
- Decentralized (representatives from operational divisions within company)

3. In the department, how many people are employed in each of the following positions on a full-time basis?

Number of Directors employed full-time:	<input type="text"/>
Number of Managers employed full-time:	<input type="text"/>
Number of Recruiters employed full-time:	<input type="text"/>
Number of Coordinators employed full-time:	<input type="text"/>
Other (Please specify number employed and title.):	<input type="text"/>

Complete the following information for the staff members in your office.

-Report base salary only; do not include benefits

4. Director

Years of Experience in Field	<input type="text"/>
Average Base Salary	<input type="text"/>

5. Coordinators

Average Years of Experience in Field	<input type="text"/>
Average Base Salary	<input type="text"/>

6. Managers

Average Years of Experience in Field	<input type="text"/>
Average Base Salary	<input type="text"/>

7. Recruiters

Average Years of Experience in Field	<input type="text"/>
Average Base Salary	<input type="text"/>

