

# **Public Transportation Workforce Development: A Survey of Vocational and University Students**

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## ABSTRACT

Students at three institutions of higher learning in the upper Midwest were surveyed to identify attitudes and behaviors that impact their choice of academic major, internship, and career, as well as perceptions of internships and careers in public transportation, and use of job search methods. Each of the three universities participates in a UPASS program, which allows for fare-free travel by university students, faculty, and staff, in a community with a relatively high level of service. Responses did not vary significantly by major. Fifteen percent of students stated that they are interested in an internship in public transportation, while 34% responded that they didn't know. Students in general did not report strong attitudes about internships or careers in transit. However, for those attributes that they did report strong feelings, the attitudes were negative. Internships in public transportation were not viewed as providing opportunities to apply existing skills or to develop new skills, the top factors that influence internship selection. Students thought that a career in public transportation would be uninteresting, unchallenging intellectually, and would not provide the opportunity to be creative. They also do not believe that a career in transit will provide the opportunity to work with technology, or provide social prestige. These attitudes, with the exception of social prestige, are at odds with many occupations in public transportation. Strategies to address these shortcomings include educating university and vocational students on the industry and career opportunities and working with the broader transportation industry to deal with shared workforce development needs.



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# 1. TRANSIT WORKFORCE DEVELOPMENT

The success of transit agencies relies, in part, on their ability to recruit and retain a skilled workforce from executive decision-makers and leaders to frontline staff and vehicle operators. An aging workforce, with many employees eligible for retirement within the next decade, and the need for workers with ever-increasing skill sets has made workforce development a top industry priority. Industry-wide efforts such as the Council of University Transportation Center's (CUTC) national workforce summits and the American Public Transportation Association (APTA) Blue Ribbon Panel on Workforce Development, continue to work to identify workforce needs, opportunities, and strategies.

Transit workforce development takes on a number of dimensions. The industry requires community colleges and universities to provide the requisite educational foundation for the next generation of workers. Transit must provide its employees with an acceptable workplace environment, opportunities for growth, and compensation, which consists of more than just a competitive salary, to retain workers. Ongoing training must be provided so that employees of transit agencies have up-to-date skills. Transit must also be able to attract new employees to the industry.

However, to date, there have been very few studies about the expectations of the next generation of workers and their perceptions of careers in public transportation – important information when recruiting new workers. To assist in this effort, a survey of university and vocational students was conducted. This survey identifies attitudes and behaviors that impact their choice of academic major, internship, and career, perceptions of internships and careers in public transportation, and use of job search methods.

## **Previous Transit Workforce Development Efforts**

There have been many efforts in the transportation industry over the past two decades to identify and address critical workforce issues. Three studies in particular are helpful in framing the workforce issues facing transit, including the attitude of students towards careers in public transportation.

*The Workforce Challenge: Recruiting, Training, and Retaining Qualified Workers for Transportation and Transit Agencies* documents the findings and recommendations of the Committee on Future Survey Transportation Agency Human Resource Needs. Their effort focused on state departments of transportation and transit agencies, two of the largest employers in transportation. The report relied on input from previous work in the area and discussions held during the 2002 National Workforce Summit.

The study found that transportation workers require a growing range of skills and abilities and that transportation agencies are having difficulty in recruiting and retention, a situation which is especially troubling given the large number of senior employees that will soon be eligible for retirement. Despite these needs, most agencies do not invest enough in training and very few recognize the strategic importance of human resources to their organization.

To address these needs, the study recommends that training be recognized as a key priority for the industry and that there be an increase in the amount of resources dedicated to training. It also recommends that additional federal funds be made eligible for training and that the United States Department of Transportation (USDOT) partner with others in the industry to encourage innovation in human resource management practices. At the state and local level, the study recommends that agencies partner with universities and community colleges, training institutes, and Local Technical Assistance Program (LTAP) centers to meet their training needs. Transportation agencies should also make human resources a key strategic issue.

*Identification of the Critical Workforce Development Issues in the Transit Industry* identifies workforce challenges facing the transit industry as well as best practices that are being used to address them. The study defines expectations and develops a roadmap for future efforts. The study collected data by surveying and interviewing transit industry leaders. The study identifies an aging workforce, succession planning, and uncompetitive compensation as key challenges facing the industry. Also identified is the difficulty in recruiting new workers to the industry. Related to this issue is the concern shared by many about the image of public transportation and its impact on attracting interest in open positions.

The study's survey and interviews found that workforce issues are a top concern across the industry. However, there are doubts about the industry's ability to develop and implement successful solutions. At the same time, there was agreement among participants regarding the nature of workforce challenges, yet there is no consensus on solutions to these challenges. One exception was shared support for benchmarking and the use of other tools and involvement of institutions to address workforce development.

The study found universal support for an industry-wide effort to address workforce development issues. These issues include recruiting a tech-savvy workforce, being able to work with a board, and labor issues. Training issues include making sure that workers have needed skills and also providing a valued fringe benefit. At the same time, planning to address workforce issues at the agency level needs is necessary.

In *Leadership: The Next Generation*, Douglas, Espinosa, Grouse, Peterson, Reyno, and Scheidel, the Leadership APTA Class of 2007, conducted a national survey of university students to identify the characteristics of the next generation of workers and to determine strategies to attract members of this group to transit (2007). Sixteen percent of survey respondents responded "Yes" to the question, "Is a career in public transportation for me?" while 43% responded "Maybe." A positive perception of public transportation was held by 58% of participants. About the same number, 57% of participants, stated that they would be willing to relocate for work.

Doering, Dunning, Jr., Gillespie, Knights, Mendoza, and Oliva, members of the The APTA Leadership Class of 2009, investigated succession planning by transit agencies. They surveyed 37 transit agency chief executives who were selected to ensure representation of the diversity in agencies and their leadership including geographic location, agency size, executive gender, and ethnicity. Survey questions covered a wide range of succession-related issues, including the executives' philosophy on succession planning, career paths, as well as selection of employees for executive opportunities. Among the survey's findings were that 58% of participants' agencies have succession plans in place with another 20% having them under development; 63% of executives rose through the ranks of transit to their current position, and that 80% had a mentor. The authors also identified industry best practices in succession planning as well as recommendations for the industry. Recommendations included developing an industry-wide leadership/succession planning template, the inclusion of staff development as part of each executive's performance management plan, the selection process for executive positions, as well as investigating the perception of board members on the issue.

## **Significance**

The success of the public transportation industry is dependent on the quality of its workforce. The industry is actively addressing workforce issues. However, additional data to inform the process will assist those involved in these efforts as they develop and implement practices to recruit, train, and retain workers.

## **Statement of Problem**

The public transportation industry must continue to attract and retain a workforce with diverse skills to serve its vital role in providing mobility. In order to meet its workforce challenges, an understanding of students who will soon be entering the workforce is needed. This includes information on the job attributes students find appealing and their perceptions of careers in public transportation.

## **Purpose**

The purpose of the study is to gather the information necessary to assist the public transportation industry in identifying strategies and activities to recruit and retain new workers.

## **Research Questions**

There are currently a number of unanswered questions regarding the next generation of individuals who will be joining their workforce, including their attitudes towards work and how they can be attracted to transit. These questions are very practical in nature. The answers to these questions are likely to point to specific strategies and activities for the industry or individual transit agencies to pursue, while others simply inform the ongoing conversation. The questions are as follows:

1. What factors influence university and vocational students' choice of major?
2. What factors influence university and vocational students' choice of internship?
3. How do university and vocational students perceive internships in public transportation? Do these perceptions of internships align with what students are looking for in an internship?
4. What are university and vocational students looking for in their career?
5. What do university and vocational students think a career in public transportation would provide? Do these perceptions agree with what students are looking for in a career? Are there misconceptions based on true workplace conditions and positions in public transportation?
6. What methods have university and vocational students used to look for job openings?
7. What methods are university and vocational students open to using to look for job openings in the future?
8. What are general perceptions and expectations of jobs in the transit industry?

## **Report Summary**

Section 2 presents the survey methodology used to collect student data on attitudes and behaviors regarding major choice and internship and career selection. Section 3 describes the pooled results from the survey. Section 4 presents the key findings of the study as well as possible strategies for the transit industry to take to address transit workforce recruitment issues. The survey instrument is included as the report's first appendix while survey results by individual institution are included in appendices two through four.



## 2. SURVEY DESIGN METHOD

A survey was used to identify university and vocational students' attitudes and behaviors that impact their choice of academic major, internship, and career, perceptions of internships and careers in public transportation, and job search methods. Effort was made to balance the desire for a high response rate with other considerations, including a sample representative of the national population of university and vocational students, cost of deployment, the timely collection of data, and compliance with federal law. It was decided early on in the study to limit the survey to students enrolled in programs in the Fargo-Moorhead metropolitan area. While these students are enrolled at schools in a small geographic area, 2% of their student bodies come from distant states and 3% from foreign countries. They are expected to be representative of students currently enrolled at domestic institutions of higher learning that will be entering the workforce within the next few years. Student from three institutions were surveyed: North Dakota State University (NDSU), Minnesota State University Moorhead (MSUM), and Minnesota State Community and Technical College – Moorhead (M State-Moorhead). Each of these institutions participates in the UPASS program provided by Metro Area Transit (MAT), the public transit agency serving the Fargo-Moorhead Metropolitan Area.

NDSU is North Dakota's land-grant university. It has undergraduate and graduate degree-granting programs in liberal arts, business, agriculture, engineering, education, and health sciences. Located in Fargo, NDSU has experienced tremendous growth in the size and diversity of its student body in the past decade. It reported record enrollment of 14,189 students in the fall 2009 semester.

MSUM is a public university located in Moorhead, Minnesota. Most MSUM students are enrolled in education, business, or liberal arts programs. MSUM had a reported enrollment of 7,779 students in the fall of 2009.

Minnesota State Community and Technical College is a multi-campus community and vocational college serving communities in west central Minnesota. Its Moorhead campus had an enrollment of 2,550 in the fall of 2009. M State-Moorhead has certificate and two-year programs in a number of areas with high enrollment numbers in its health sciences, applied technology, and business programs.

The survey design process began with a review of previous work on the choice of majors and careers as well as the transportation workforce development literature with a focus on transit. Questions used by Crampton, Walstram, and Shaumbach (2006) in their study on business majors guided the development of questions on major, internship, and career selection. The survey was programmed using an online tool. A draft of the survey was reviewed by members of the American Public Transportation Association's Blue Ribbon Panel on Workforce Development, who provided helpful comments.

As the study inquired about individual human behavior, a formal human subject research protocol was prepared for and approved by NDSU. Approval of the protocol is a federal requirement for many institutions to ensure that risks to human participants are minimized and commensurate with the expected benefit as well as in agreement with best practices. The requirement applied to this investigation as it was conducted by university staff and the subjects of the study are university students. MSUM and M State-Moorhead accepted NDSU's approved protocol. All required human subjects research documents were deposited with each respective institution prior to any interaction with students.

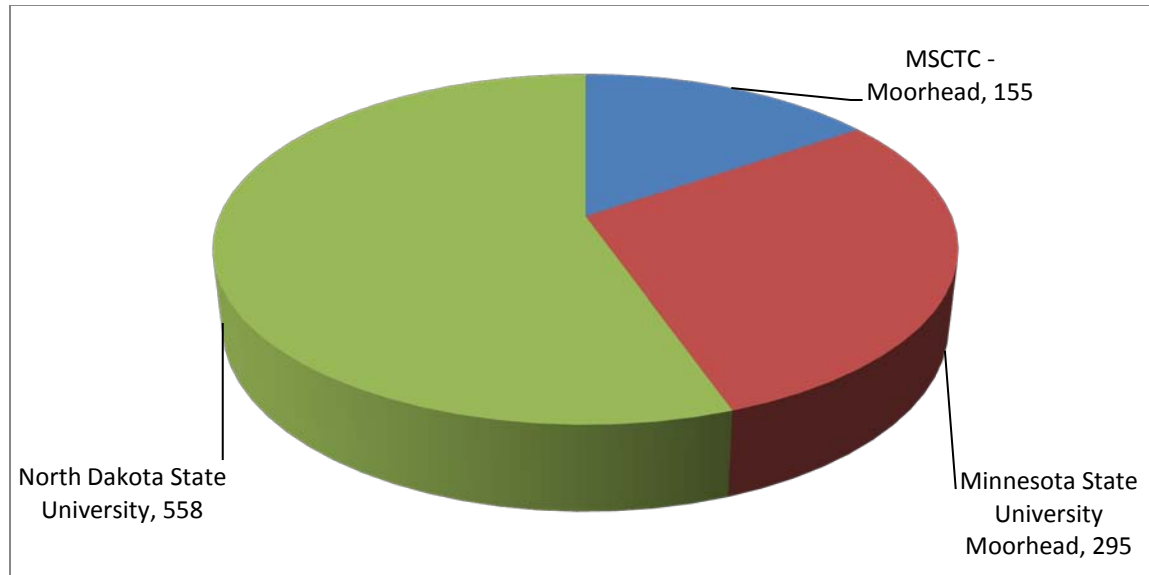
The survey was sent to all students at NDSU, MSUM, and M State-Moorhead through each institution's student list serv. The survey was sent only one time. To encourage participation, students were entered into a drawing for one of five \$25 cash prizes.

A copy of the survey instrument is included as Appendix A of this document. Survey questions were organized into six categories. These included general characteristics of the participant, choice of major, factors impacting internship and career selection, perceptions of internships and careers in public transportation, and attitudes toward and prior use of various job search methods.

### 3. WORKFORCE DEVELOPMENT SURVEY: COMPOSITE RESULTS

In this section, the pooled results of survey responses from students at NDSU, MSUM, and M State-Moorhead are presented. Responses by individual institution are included at the end of the report as appendices.

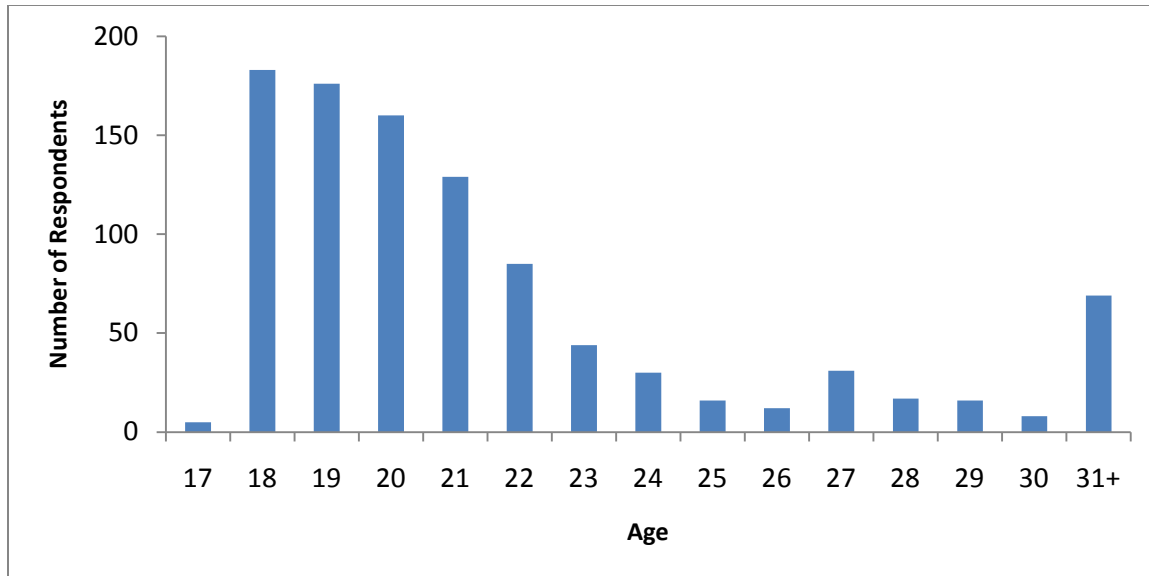
NDSU students made up 55% of survey participants, MSUM students 30%, and M State-Moorhead students the remaining 15%. Figure 3.1 presents the number of responses by institution.



**Figure 3.1** Responses by Institution (n=1,008)

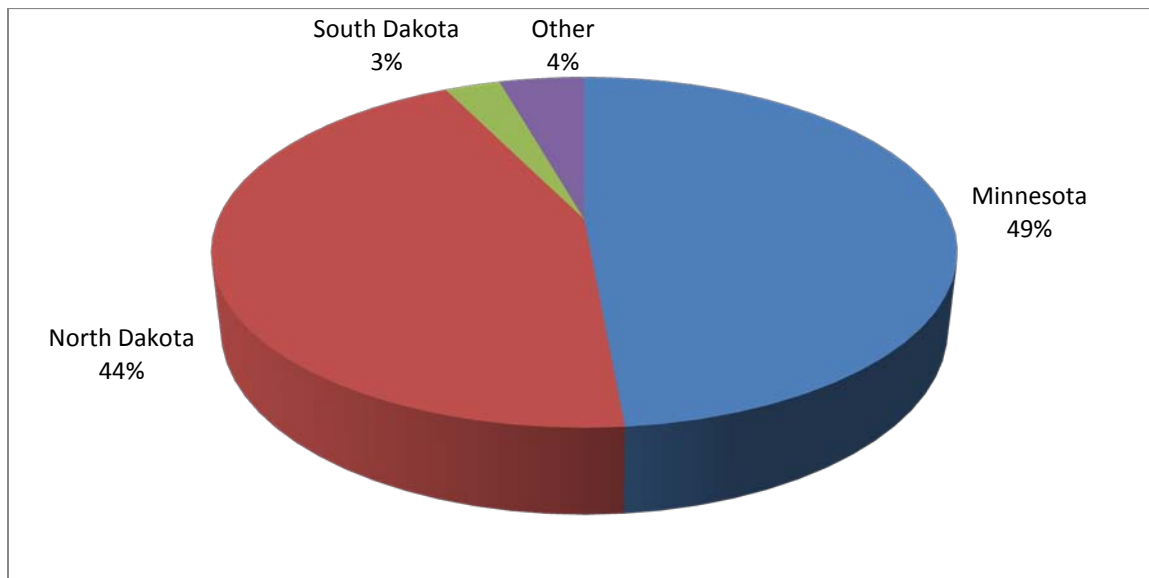
#### 3.1 Participant Characteristics

Students were asked a series of questions about their background and education. Sixty-six percent of respondents are between the ages of 18 and 21. Accordingly, there were a large number of non-traditional students (defined as those over age 22). The age distribution of survey participants is shown in Figure 3.2. Males were disproportionately underrepresented in this survey. Only 34% of respondents were male, while they make up approximately half of the student body of the combined three institutions. Income information was not collected as many students rely on loans and grants to finance their education and lifestyle.



**Figure 3.2** Participant Age (n=981)

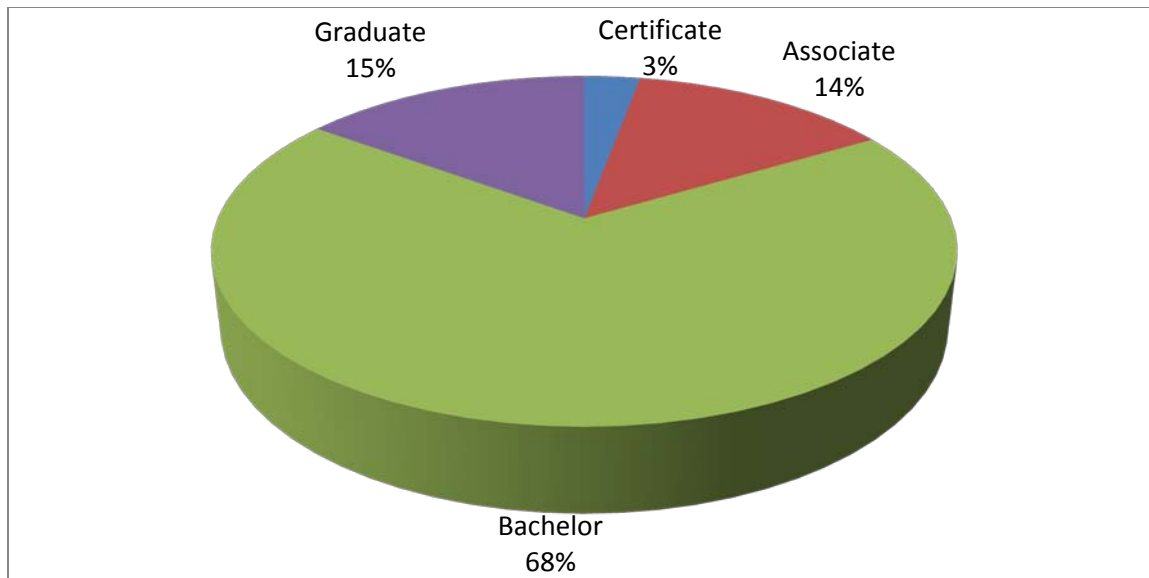
Most participants made their home in the tri-state area. Minnesota was the home state of 49% of participants, North Dakota 44%, and South Dakota 3%. NDSU and MSUM had larger numbers of international students and those from distant states. Participants' home state information is presented in Figure 3.3.



**Figure 3.3** Participant Home State (n=974)

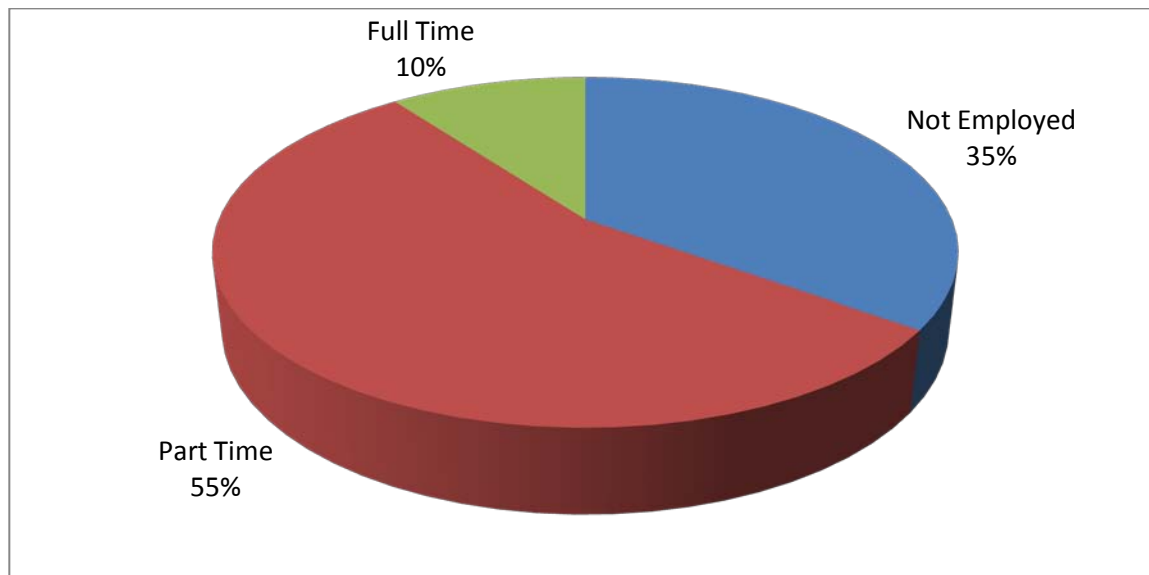
Most participants, 68%, reported being enrolled in a four-year program. Students enrolled in graduate degree programs made up 15% of respondents, followed closely by students enrolled in two-year programs, which was reported by 14% of respondents. The degree program for respondents is presented below in Figure 3.4.





**Figure 3.4** Participant Degree Program (n=1,001)

Most respondents indicated that they are employed. Fifty-five percent reported being employed part-time. Ten percent of students reported being employed full-time. Figure 3.5 shows the participant employment status.



**Figure 3.5** Participant Employment Status (n=1,000)

## 3.2 Choice of Major

Students were asked a series of questions about factors that influenced their choice of major. Forty-three percent of respondents reported they have changed their academic major. Ninety-five percent indicated that their major was interesting. Eighty-four percent of students reported that their major was intellectually challenging while 71% said it allows for creativity and 79% indicated it allowed for independence. High school performance was only considered a factor in choice of major by 48% of students. High school guidance counselors had little impact on students' choice of major with only 9% agreeing it was a factor. The influence of friends and family members was only slightly stronger with 16% stating it was a reason. Twenty-three percent agreed that having a family member in the field was a factor in their choice of major. Table 3.1 below indicates responses when asked what factors influence a respondent's choice of major.

**Table 3.1** Factors Influencing Choice of Major (n=974)

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>It is interesting</b>	1%	0%	4%	34%	61%
<b>It is intellectually challenging</b>	1%	3%	12%	38%	46%
<b>It allows for creativity</b>	1%	7%	22%	36%	35%
<b>It allows for independence</b>	1%	3%	16%	43%	36%
<b>Performance in high school</b>	9%	17%	26%	30%	18%
<b>High school guidance counselor</b>	34%	32%	25%	7%	2%
<b>Friends</b>	24%	33%	27%	13%	3%
<b>Family members in the field</b>	28%	27%	22%	15%	8%

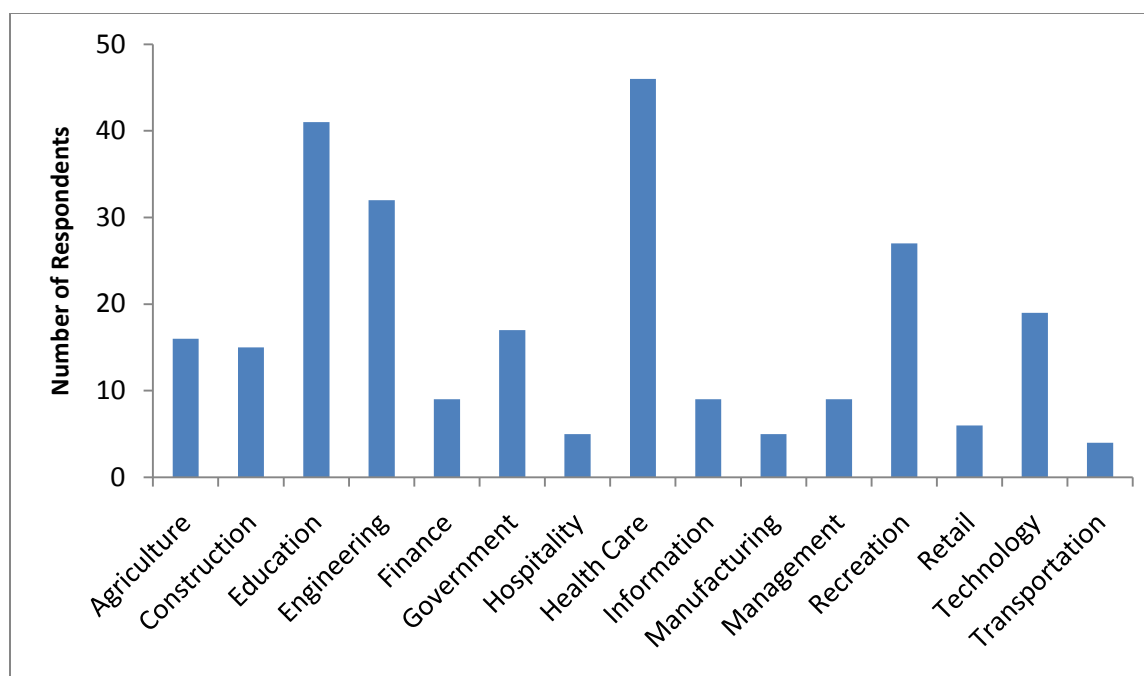
Next, students were asked about the expected impact of their choice of major on their future career. Eighty percent or more of students stated their choice of major would result in a career with good job prospects, flexibility in career options, opportunities for advancement, opportunities for professional development, opportunities to contribute to society, and allow for interaction with others. Less than 60% of students thought their major would result in a career that provides opportunities to help the environment, provide social prestige, give power or authority, or provide an opportunity to work in a gender equal workplace. Table 3.2 presents the responses for expected impact of major on career attributes.

**Table 3.2** Expected Impact of Major on Career Attributes (n=976)

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>Good initial salary</b>	3%	9%	18%	46%	24%
<b>Good long-term earnings</b>	1%	5%	14%	46%	33%
<b>Good job prospects and availability</b>	1%	5%	13%	48%	32%
<b>Good job security</b>	1%	7%	20%	44%	28%
<b>Flexibility in career options</b>	1%	4%	15%	47%	33%
<b>Opportunities for advancement</b>	1%	4%	15%	49%	31%
<b>Opportunities for continued professional development</b>	1%	1%	10%	51%	37%
<b>Opportunities to contribute to society</b>	1%	1%	10%	37%	51%
<b>Opportunities to help the environment</b>	3%	15%	34%	28%	20%
<b>Opportunities to work with technology</b>	2%	7%	20%	41%	30%
<b>Opportunities with organizations with good reputations</b>	1%	3%	19%	46%	31%
<b>Positions provide social prestige</b>	3%	8%	32%	40%	18%
<b>Positions provide power or authority</b>	5%	12%	39%	32%	12%
<b>Acceptable work schedule</b>	1%	6%	30%	40%	23%
<b>Allows for interaction with others</b>	1%	3%	15%	41%	41%
<b>Opportunities in gender equal workplaces</b>	2%	6%	37%	34%	21%
<b>Sufficient time for personal life</b>	1%	6%	32%	42%	18%
<b>Good physical working conditions</b>	1%	4%	24%	50%	21%

### 3.3 Internship Selection

Students were asked a series of questions about factors that influence their selection of internships. Responses did not vary significantly by student major. Just less than one-fourth of respondents indicated they had participated in an internship. As survey participants were still enrolled in school and many were only beginning their program, this percentage is much lower than the number of graduates who will complete an internship. The top three fields in which these internships occurred are health care, education, and engineering as reported in Figure 3.6.



**Figure 3.6** Field of Completed Internship (n=260)

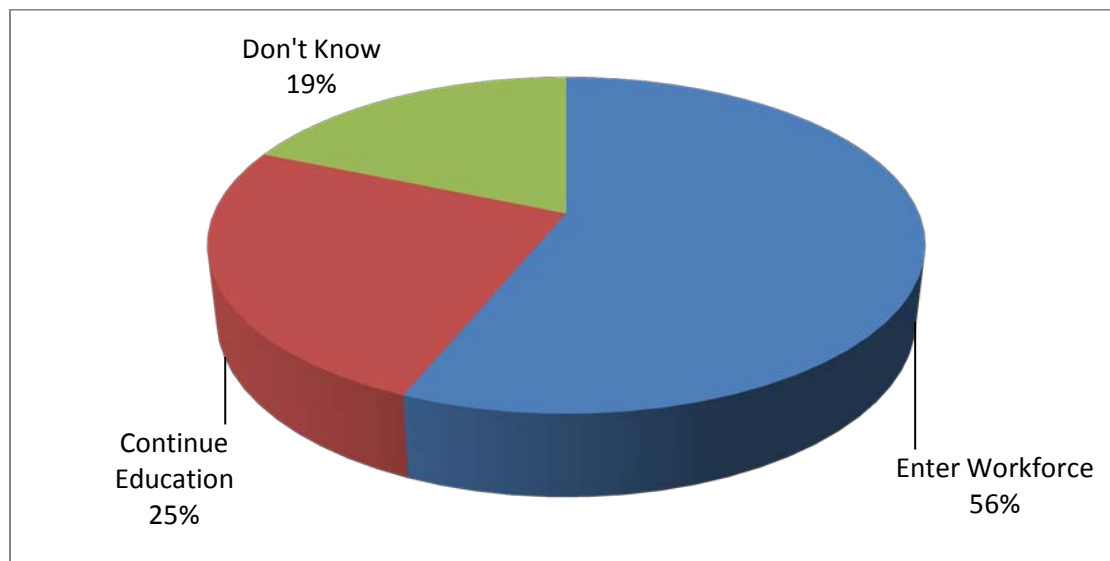
Students were asked what factors influence their choice of internship. The strongest influence on selection of internship was the opportunity to develop skills, with 97% of respondents, followed by the opportunity to see if they enjoy the field, which was reported by 93% of students. The opportunity to apply classroom learning was reported by 90% of students. Eighty-seven percent of respondents felt that location was a factor in selecting an internship, while 86% stated that the time and length of the internship was an influence. Seventy-one percent indicated compensation influenced their decision. Seventy-seven percent indicated uniqueness of opportunity. Seventy-one percent said the reputation of an organization was a factor, and 82% said opportunity for continued or full time employment. Factors influencing internship are presented in Table 3.3.

**Table 3.3** Factors Influencing Internship Selection (n=260)

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<b>Opportunity to develop skills</b>	1%	0%	3%	38%	59%
<b>Opportunity to see if I enjoy the field</b>	1%	1%	5%	37%	56%
<b>Opportunity to apply skills and knowledge learned in the classroom</b>	1%	1%	7%	48%	42%
<b>Location</b>	1%	3%	9%	50%	37%
<b>Time of year and duration</b>	1%	2%	10%	52%	34%
<b>Opportunity for continued or full-time employment</b>	1%	3%	14%	44%	38%
<b>Uniqueness of opportunity</b>	1%	3%	18%	49%	28%
<b>Compensation</b>	2%	5%	22%	47%	24%
<b>Reputation of an organization</b>	1%	4%	24%	48%	23%

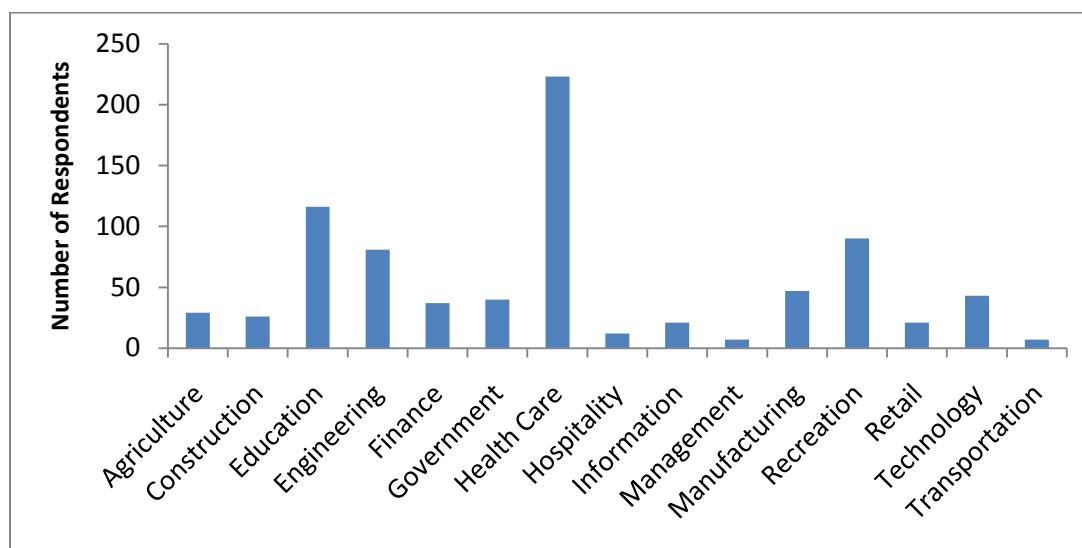
### 3.4 Career Selection

Students were asked about their career plans. Responses did not significantly vary by student major. Fifty-six percent of students indicated that they plan to enter the workforce after graduation, 25% will continue their education, and 19% were unsure. Figure 3.7 shows respondents' plans after graduation.



**Figure 3.7** Plans after Graduation (n=946)

Eighty percent of respondents indicated that they had already identified their future career field. Figure 3.8 shows the expected career field of respondents. Twenty-eight percent of respondents indicated their future career field is in health care, 15% indicated education, 11% indicated recreation, and 10% indicated engineering.



**Figure 3.8** Intended Career Field (n=800)

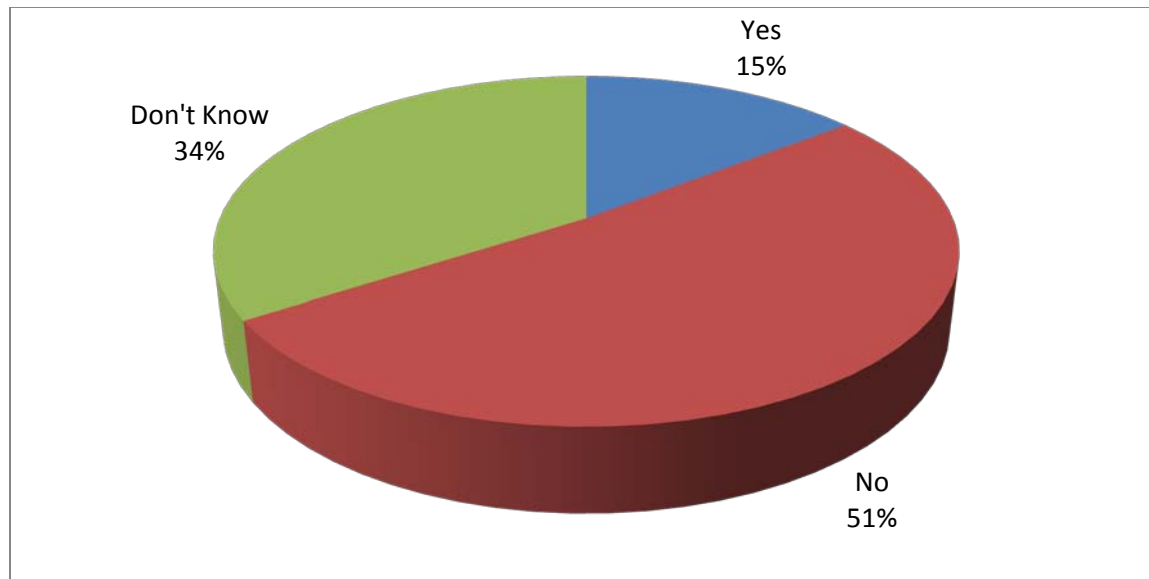
Students were asked questions about factors that influence their selection of future jobs. The highest reported factors were interesting work and good job security, which were reported by 97% of students. Factors also reported by more than 90% of students were a good initial salary, good long-term earnings, job prospects, opportunities for advancement and development, an acceptable work schedule, sufficient time for personal life, and good physical working conditions. A chance to work independently, be challenged intellectually, have flexibility in career options, contribute to society, work with organizations with good reputations, and work with others were reported by more than 80% of students. Seventy-seven percent of respondents reported that a chance to be creative and opportunities to work in a gender equal workplace were influential factors. Factors with relatively low rates of response included job location, providing an opportunity to help the environment or to work with technology, social prestige, and power or authority. Factors influencing future job selection are presented in Table 3.4.

**Table 3.4** Factors Influencing Future Job Selection (n=965)

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>Interesting work</b>	0%	0%	2%	46%	51%
<b>Good job security</b>	0%	0%	3%	41%	56%
<b>Good job prospects and availability</b>	0%	0%	3%	49%	47%
<b>Good long-term earnings</b>	0%	1%	5%	44%	50%
<b>Sufficient time for personal life</b>	0%	1%	6%	45%	48%
<b>Acceptable work schedule</b>	0%	1%	7%	51%	41%
<b>Good physical working conditions</b>	0%	1%	9%	52%	39%
<b>Opportunities for continued professional development</b>	0%	0%	8%	48%	43%
<b>Opportunities for advancement</b>	0%	1%	8%	44%	46%
<b>Good initial salary</b>	0%	1%	8%	49%	41%
<b>Flexibility in career options</b>	0%	1%	9%	49%	40%
<b>Allows for independence</b>	0%	1%	11%	52%	36%
<b>Opportunities to contribute to society</b>	1%	1%	10%	44%	44%
<b>Allows for interaction with others</b>	1%	1%	12%	46%	40%
<b>Intellectually challenging work</b>	0%	1%	13%	49%	36%
<b>Opportunities with organizations with good reputations</b>	0%	1%	15%	52%	32%
<b>Allows for creativity</b>	1%	3%	19%	43%	34%
<b>Opportunities in gender equal workplaces</b>	1%	2%	20%	40%	37%
<b>Opportunities to work with technology</b>	1%	5%	27%	43%	24%
<b>Location</b>	<b>2%</b>	<b>8%</b>	<b>27%</b>	<b>41%</b>	<b>22%</b>
<b>Opportunities to help the environment</b>	1%	7%	29%	38%	25%
<b>Positions provide social prestige</b>	2%	8%	35%	38%	18%
<b>Positions provide power or authority</b>	3%	11%	38%	34%	15%

### 3.5 Public Transportation Internships and Careers

Students were asked about their interest in and perception of internships and careers in transit. Like general internship and career questions, responses did not vary significantly by student major. Twenty percent of respondents indicated that they know someone who works in transportation. Three percent of respondents indicated that they have taken a course in transportation. Eighty-four percent indicated they have used some form of public transit. Fourteen percent indicated that they are prepared for a career in public transportation. Fifteen percent of respondents indicated that they would be interested in public transportation internships and 51% indicated that they had no interest in a public transportation internship. The percentage of students interested in a career in a public transportation internship is presented in Figure 3.9.



**Figure 3.9** Interest in Public Transportation Internship (n=920)

Responses to general questions about transportation varied by gender. Males were three times more likely to have taken a course in transportation. Twenty-four percent stated that they were interested in an internship in public transportation compared with 8% of females. Twenty-five percent of males stated that their majors prepared them for a career in transit versus 10% of females.

Respondents were asked about their perceptions of an internship in public transportation. In general, students do not have strongly formed opinions about internships in transit. The factor students agreed with most was that an internship in public transportation is a unique opportunity, which was identified by 46% of students. However, only 23% indicated that an internship in transit would provide an opportunity to apply skills and knowledge learned in the classroom and 31% an opportunity to develop skills. Thirty-four percent indicated that a public transportation internship would be available in a favorable location, 30% felt that the timing of an internship in the field would be acceptable. Twenty-five percent said that a public transportation internship would provide acceptable compensation. Table 3.5 shows the perceived public transportation internship characteristics.

**Table 3.5** Public Transportation Internship Characteristics (n=971)

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>Presents a unique opportunity</b>	2%	6%	46%	38%	8%
<b>Location</b>	2%	5%	58%	28%	6%
<b>Provides opportunity to develop skills</b>	7%	17%	45%	24%	7%
<b>Time</b>	1%	5%	64%	25%	5%
<b>Provides acceptable compensation</b>	2%	5%	69%	20%	5%
<b>Applies skills and knowledge learned in the classroom</b>	9%	22%	46%	18%	5%

Students were asked about their perceptions of characteristics of careers in public transportation. As with public transportation internships, students generally didn't voice strong opinions about careers in transit. The greatest number of students, 62% of those that participated, stated that transit careers provide an acceptable work schedule, while 57% stated that a career in the field would provide opportunities for continued professional development. Characteristics that fared poorly, with less than 20% of students agreeing, were allowing for creativity, a good initial salary, an opportunity to work with technology, and social prestige. More than 25% of respondents disagreed that public transportation careers would be interesting or challenging intellectually. Characteristics of public transportation careers are presented in Table 3.6.

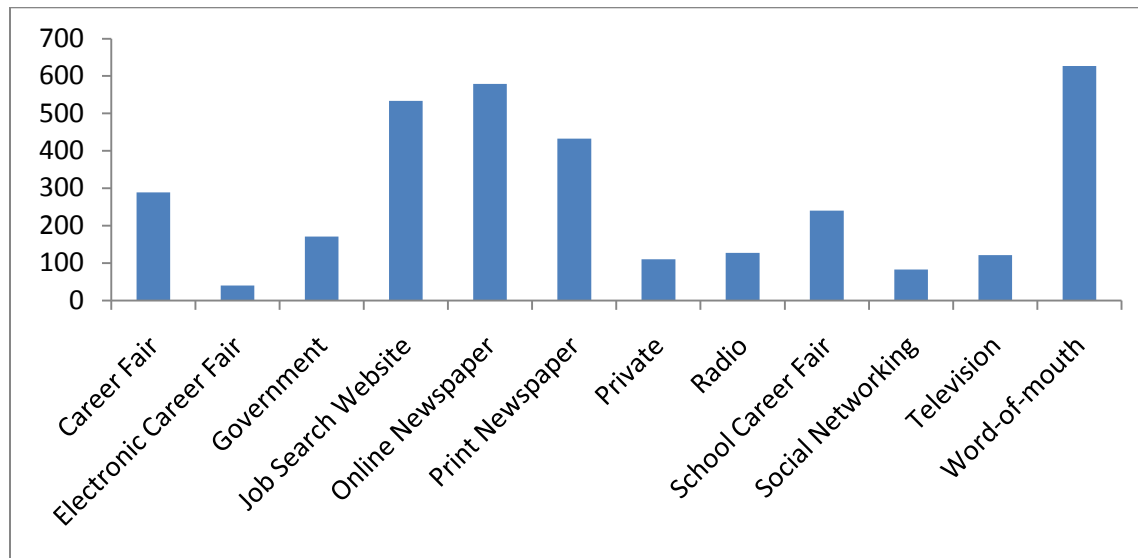
**Table 3.6** Public Transportation Career Characteristics (n=967)

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>Acceptable work schedule</b>	1%	3%	33%	42%	20%
<b>Opportunities for continued professional development</b>	2%	4%	37%	41%	16%
<b>Opportunities to contribute to society</b>	3%	12%	42%	32%	11%
<b>Allows for interaction with others</b>	2%	5%	51%	34%	8%
<b>Opportunities with organizations with good reputations</b>	2%	9%	48%	34%	7%
<b>Work independently</b>	3%	11%	47%	33%	5%
<b>Live and work in a desirable location</b>	2%	8%	53%	33%	4%
<b>Opportunities in gender equal workplaces</b>	2%	7%	54%	32%	5%
<b>Good job prospects and availability</b>	3%	10%	51%	33%	3%
<b>Opportunities to help the environment</b>	2%	7%	57%	30%	4%
<b>Be involved in interesting work</b>	5%	22%	41%	28%	4%
<b>Positions provide power or authority</b>	3%	10%	55%	29%	3%
<b>Good long-term earnings</b>	3%	12%	54%	29%	2%
<b>Good job security</b>	4%	16%	52%	26%	3%
<b>Flexibility in career options</b>	3%	13%	55%	26%	3%
<b>Sufficient time for personal life</b>	3%	10%	57%	26%	3%
<b>Opportunities for advancement</b>	4%	16%	57%	20%	3%
<b>Be involved in intellectually challenging work</b>	8%	24%	47%	19%	2%
<b>Be creative</b>	9%	26%	46%	17%	2%
<b>Good initial salary</b>	3%	17%	61%	17%	2%
<b>Positions provide social prestige</b>	7%	22%	54%	15%	2%
<b>Opportunities to work with technology</b>	9%	23%	53%	14%	1%



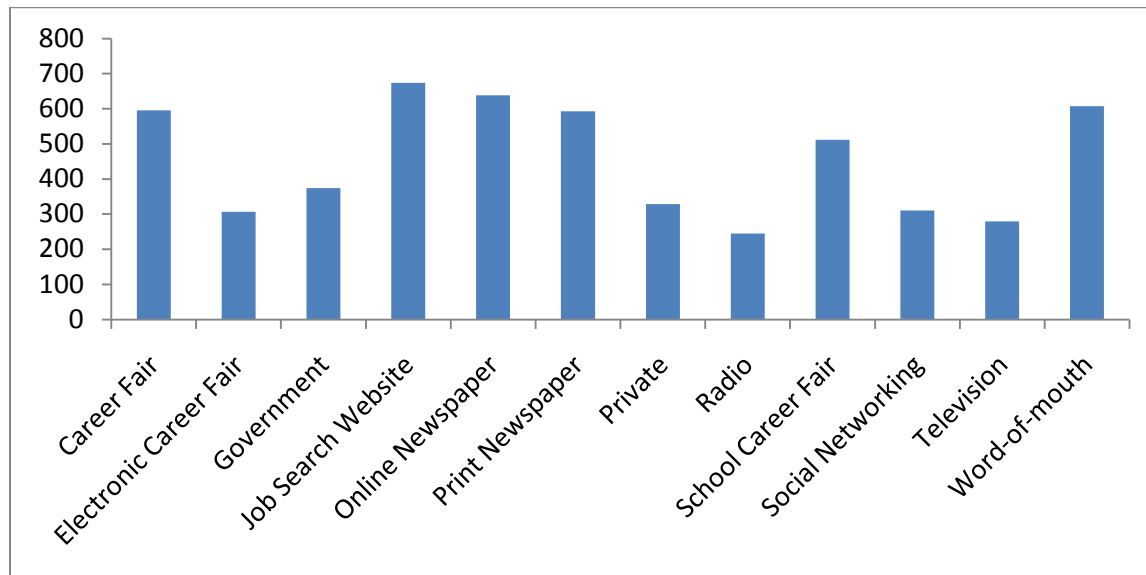
### 3.6 Job Search

Students were asked questions about what job search methods they had used in the past, planned on using in the future, and what methods of employment notices they find acceptable. The most common job search methods respondents have previously used were word-of-mouth, online newspaper, and job search websites. Job search methods used previously by students is shown in Figure 3.10.



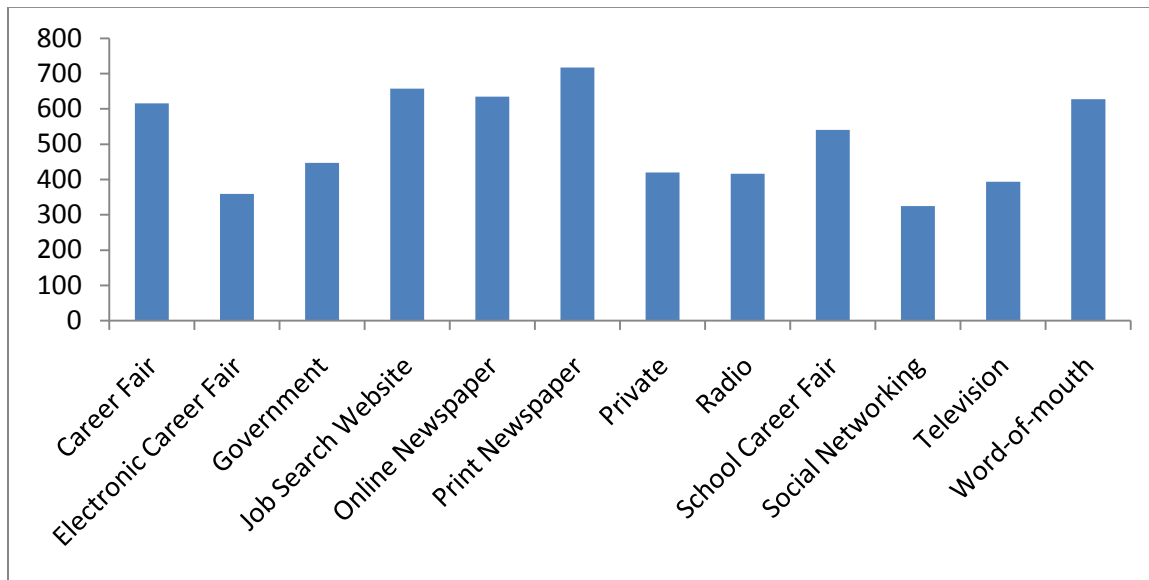
**Figure 3.10** Job Search Methods Previously Used (n=954)

The most common job search methods students planned on using in the future are job search websites, online newspapers, and word-of-mouth. Future job search methods are shown in Figure 3.11.



**Figure 3.11** Future Job Search Methods (n=954)

Respondents were asked to identify which sources of employment notices they were most likely to respond to. The most acceptable sources are printed newspaper, job search websites, online newspapers, and word-of-mouth. Figure 3.12 presents acceptable sources of employment notices.



**Figure 3.12** Acceptable Sources of Employment Notices (n=952)

## 4. FINDINGS AND STRATEGIES

The transit workforce development survey provides an understanding of current university and vocational students' perceptions of internships and careers in public transportation. The survey identified a number of workforce issues that the industry must address in order to successfully attract and retain high quality talent from the next generation of workers. Fortunately, these transit workforce needs can be addressed by targeted strategies.

### Key Findings

- *Students don't know what to expect from an internship or career in public transportation*

Few students reported strong opinions about internships and careers in public transportation. This may be due to them not having information on the industry or having inadequate time to form attitudes. Most university students that participated in the survey are likely not familiar with large urban transit systems or the number and diversity of jobs that exist in transit.

- *Students don't find some aspects of internships or careers in transit appealing*

The few characteristics of transit internships and careers that students did have strongly formed opinions about weren't viewed favorably. Students did not agree with work in transit being challenging, allowing for creativity, providing the opportunity to work with technology, providing a good initial salary, or providing social prestige.

- *Students don't believe that transit internships provide what they want*

An opportunity to apply skills acquired in the classroom and to develop new skills were two of the top factors impacting students' choice of internship. However, these same characteristics were not expected for internships in transit. This may be due to a lack of understanding of the opportunities provided by transit internships.

- *There are misconceptions about careers in transit*

Transit is a large industry with diverse career opportunities. In addition to vehicle operators, transit employs general, financial, and operational managers, as well as engineers, planners, IT support personnel, mechanics, and administrative support staff. Many transit occupations possess desired attributes of which students are unaware.

- *Many students are planning on careers in fields unrelated to transit*

Some students have identified careers in industries with specific skill sets that may not be put to best use in transit, e.g., healthcare majors. However, students with diverse majors and career plans would benefit from interning or working in a transit agency. Successful transit professionals have come from many backgrounds, including many who never planned to work in the field.

## Strategies

- *Educate students on internships and careers in transit*

The transit industry should educate students to help them form positive attitudes and address misconceptions about work in the field. At the same time, many of the positive attributes of transit as an industry should be leveraged. There are a number of local activities that could address this goal. These include working with career services at local community colleges and universities, using social media to interact with and educate students, as well as developing student transit ambassadors to expose transit to vocational and university students.

On a national level, an organization such as the American Public Transit Association (APTA) could launch an organized effort that might include providing tools to local agencies that are too short staffed to individually undertake such an effort. APTA could also assemble a clearinghouse of best practices in workforce development from agencies across the country. Similarly, assistance from the Federal Transit Administration in facilitating and perhaps financing internships at transit agencies might also be helpful.

- *Target efforts*

While the need for new workers over the coming years is relatively large given the size of the transit workforce, it is a small part of the entire labor market both locally or nationally. Regardless of the size of the labor force, transit must compete with other industries for the best students and workers. Individual characteristics that are positively related to interest and success in transit careers should be identified. Education and recruiting efforts should target individuals with these attributes, but not ignore those who do not.

- *Transit Industry Initiatives*

The transit industry can benefit from conducting marketing and outreach activities that address areas beyond workforce development. Transit has proven its value the past few years by demonstrating its role in community livability, preserving the environment, reducing foreign fuel dependence, and economic development. Areas where transit's standing is relatively weak should also be identified. The transit industry should develop strategies and conduct activities to build upon its good image and address those areas where its perception has lagged. Industry-wide marketing and outreach efforts will have positive impacts on attracting and retaining the next generation of transit workers, especially as it provides an additional opportunity for individuals to form positive opinions of the industry. The marketing effort need not be resource intensive. Proper use of social networking tools could serve this purpose.

- *Work with broader transportation industry*

Many of the challenges facing transit are shared by the wider transportation industry. Opportunities to partner with other modes and industry groups should be identified and pursued. Collaboration between federal modal administrations and modal industry groups in addressing transportation workforce development needs should continue. The level of activity should increase relative to previous years as transportation workforce development needs continue to grow.

### **A Note on Averages**

While the survey provides better understanding of the attitudes and perceptions of university and vocational students, the survey sample was diverse in its responses, and only aggregate statistics were presented. In practice, it is individuals who are employed, and their personal characteristics may differ greatly from the average characteristics of their peers. This should allay some concerns given the size of current and future labor pools. For example, while only 15% of students stated that they are interested in an internship in public transportation, that rate translates to over 3,000 students in just the Fargo-Moorhead metropolitan area. Similarly, while only 5% of students stated that internships in transit apply classroom learning, this adds up to more than 100 students locally and tens of thousands nationwide.

### **Next Steps**

The results of the study, including the survey findings and potential strategies to address identified challenges, are expected to help inform the public transportation industry, including the American Public Transportation Association Workforce Development Blue Ribbon Panel, as it works to address its workforce challenges. Individual agencies may also benefit from the findings. Additional surveys of students in other parts of the country would verify the accuracy of the survey results. A second survey of students at the same institutions of higher learning would help determine if students' attitudes and perceptions of public transportation internships and careers have changed.



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# **APPENDIX A: WORKFORCE DEVELOPMENT SURVEY INSTRUMENT**

## Default Section

### 1. Age

### 2. Gender

- ☐ Male
- ☐ Female

### 3. Hometown (City, State)

### 4. Degree Program

- ☐ Certificate
- ☐ Associate
- ☐ Bachelor
- ☐ Graduate

### 5. Institution

- ☐ Minnesota State Community and Technical College
- ☐ Minnesota State University-Moorhead
- ☐ North Dakota State University

### 6. Major

### 7. Minor (if any)

### 8. Have you ever changed your major field of study?

- ☐ Yes
- ☐ No

### 9. Current Employment

- ☐ Not Employed
- ☐ Part-time
- ☐ Full-time

## Major Selection

State your level of agreement with the following statements.

**10. I chose my field of study because:**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
It is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is intellectually challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It allows for creativity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It allows for independence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

**11. I chose my field of study because of:**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
My performance in high school classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My high school guidance counselor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends influence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family members in the field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

## 12. My academic major will help me get a job with:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
A good initial salary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good long-term earnings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good job prospects and availability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility in career options.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for advancement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for continued professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to contribute to society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to help the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to work with technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An organization with a good reputation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social prestige.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Power or authority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A work schedule I like.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender equality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sufficient time for personal life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good physical working conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="text"/>				

## Intern Selection

An internship is a temporary position with an emphasis on on-the-job training.

### 13. Have you ever participated in an internship?

- ☐ Yes
- ☐ No

**14. If yes, in what field(s) was the internship?**

- |  |  |
|--|--|
| <input type="checkbox"/> Arts, Entertainment, and Recreation | <input type="checkbox"/> Health Care                       |
| <input type="checkbox"/> Accommodation and Food Service      | <input type="checkbox"/> Information                       |
| <input type="checkbox"/> Agriculture                         | <input type="checkbox"/> Manufacturing                     |
| <input type="checkbox"/> Construction                        | <input type="checkbox"/> Management                        |
| <input type="checkbox"/> Education                           | <input type="checkbox"/> Scientific and Technical Services |
| <input type="checkbox"/> Engineering                         | <input type="checkbox"/> Retail                            |
| <input type="checkbox"/> Finance                             | <input type="checkbox"/> Transportation                    |
| <input type="checkbox"/> Government                          |  |

Other (please specify)

**Internship Selection Factors**

State your level of agreement with the following statements.

**15. When selecting an internship the following factors are important to me:**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Location.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time of year and duration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compensation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uniqueness of opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to apply skills and knowledge learned in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to develop skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to see if I enjoy the field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of an organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for continued or full-time employment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Real-world Job Selection**

**16. After completing your current degree do you plan on immediately entering the workforce or to pursue further education?**

- ☐ Enter workforce  
☐ Continue education  
☐ Don't know

**17. Have you identified the career field you intended to work in after completing all schooling?**

- ☐ Yes  
☐ No

**18. If yes, which career field have you chosen?**

- |  |  |
|--|--|
| <input type="checkbox"/> Arts, Entertainment, and Recreation | <input type="checkbox"/> Health Care                       |
| <input type="checkbox"/> Accommodation and Food Service      | <input type="checkbox"/> Information                       |
| <input type="checkbox"/> Agriculture                         | <input type="checkbox"/> Manufacturing                     |
| <input type="checkbox"/> Construction                        | <input type="checkbox"/> Management                        |
| <input type="checkbox"/> Education                           | <input type="checkbox"/> Scientific and Technical Services |
| <input type="checkbox"/> Engineering                         | <input type="checkbox"/> Retail                            |
| <input type="checkbox"/> Finance                             | <input type="checkbox"/> Transportation                    |
| <input type="checkbox"/> Government                          |  |

Other (please specify)

## Job Selection

State your level of agreement with the following statements.

### 19. I want a job:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Located in particular community or region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That is interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That is intellectually challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That allows for creativity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That allows for independence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With a good initial salary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With good long-term earnings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With good prospects and availability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With good job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With flexibility in career options.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With opportunities for advancement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With opportunities for continued professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With opportunities to contribute to society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With opportunities to help the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An organization with a good reputation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With opportunities to work with technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With social prestige.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With power or authority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With an acceptable work schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
That allows for interaction with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With gender equality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With sufficient time for personal life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With good physical working conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Transportation

**20. Do you know anyone who works in the field of transportation?**

- ☐ Yes  
☐ No

If yes, how do you know them and what job do they have?

**21. Have you taken any courses in transportation?**

- ☐ Yes  
☐ No

**22. Have you ever used public transportation?**

- ☐ Yes  
☐ No

**23. Do you think your major and work experience prepares you for a career in work public transportation?**

- ☐ Yes  
☐ No

### Transit Industry Employment Information

More than 300,000 people currently work for organizations that provide urban transit, rural and intercity bus, or specialized transportation services. That number is projected to increase by 10% between now and 2016. During this same period many more are expected to retire or change industries.

While the majority of employees in the industry are drivers, there are many other professional and technical occupations available. Transit professionals include managers and those specialized in marketing, finance, human resources, and public relations. Technicians working in transit include mechanics, dispatchers, and office clerks.

### Public Transportation Internship

**24. Would you consider an internship in public transportation?**

- ☐ Yes  
☐ No  
☐ Don't know

### Public Transportation Internship Selection Factors

State your level of agreement with the following statements.



**25. Internships in public transportation:**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Are available in desirable locations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are available at desirable times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide acceptable compensation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Present a unique opportunity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would apply skills and knowledge I have learned in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Would allow me to develop my skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Public Transportation Job Selection**

State your level of agreement with the following statements.

**26. A job in public transportation would allow me to:**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Live and work in a desirable location.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be involved in interesting work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be involved in intellectually challenging work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be be creative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work independently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**27. A job in public transportation would provide:**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
A good initial salary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good job prospects and availability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility in career options.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for advancement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for continued professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to contribute to society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to help the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Association with an organization with a good reputation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to work with technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social prestige.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Power or authority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An acceptable work schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A gender equal workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sufficient time for personal life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good physical working conditions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Job Search**

**28. Which of the following methods have you used to search for a job?**

- |  |  |
|--|--|
| <input type="checkbox"/> Radio   | <input type="checkbox"/> Private employment agencies                 |
| <input type="checkbox"/> Television  | <input type="checkbox"/> Word-of-mouth                               |
| <input type="checkbox"/> Newspaper (print)   | <input type="checkbox"/> Social networking sites (Facebook, Twitter) |
| <input type="checkbox"/> Newspaper (online)  | <input type="checkbox"/> Career fair                                 |
| <input type="checkbox"/> Job search websites (e.g. Monster.com, Careerbuilder.com) | <input type="checkbox"/> School career center                        |
| <input type="checkbox"/> Government Employment agencies                            | <input type="checkbox"/> Electronic career fair                      |

Other (please specify)

**29. Which of the following tools would you consider using in the future**

- |  |  |
|--|--|
| <input type="checkbox"/> Radio   | <input type="checkbox"/> Private employment agencies                 |
| <input type="checkbox"/> Television  | <input type="checkbox"/> Word-of-mouth                               |
| <input type="checkbox"/> Newspaper (print)   | <input type="checkbox"/> Social networking sites (Facebook, Twitter) |
| <input type="checkbox"/> Newspaper (online)  | <input type="checkbox"/> Career fair                                 |
| <input type="checkbox"/> Job search websites (e.g. Monster.com, Careerbuilder.com) | <input type="checkbox"/> School career center                        |
| <input type="checkbox"/> Government Employment agencies                            | <input type="checkbox"/> Electronic career fair                      |

Other (please specify)

**30. Would you respond to an employment announcement made in**

- |  |  |
|--|--|
| <input type="checkbox"/> Radio   | <input type="checkbox"/> Private employment agencies                 |
| <input type="checkbox"/> Television  | <input type="checkbox"/> Word-of-mouth                               |
| <input type="checkbox"/> Newspaper (print)   | <input type="checkbox"/> Social networking sites (Facebook, Twitter) |
| <input type="checkbox"/> Newspaper (online)  | <input type="checkbox"/> Career fair                                 |
| <input type="checkbox"/> Job search websites (e.g. Monster.com, Careerbuilder.com) | <input type="checkbox"/> School career center                        |
| <input type="checkbox"/> Government Employment agencies                            | <input type="checkbox"/> Electronic career fair                      |

**Thank you**

**31. If you would like to be entered into a drawing for one of five \$25 cash prizes, please provide your email address. We will notify winners in late September.**



**APPENDIX B:  
WORKFORCE DEVELOPMENT SURVEY:  
NORTH DAKOTA STATE UNIVERSITY STUDENT RESULTS**

## **APPENDIX B CONTENTS**

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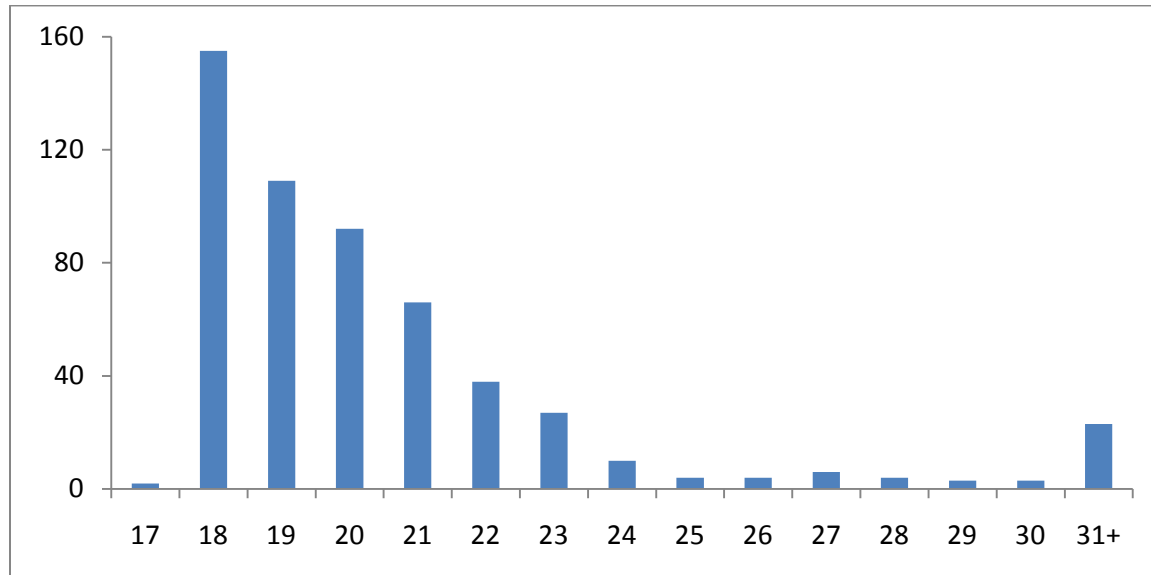
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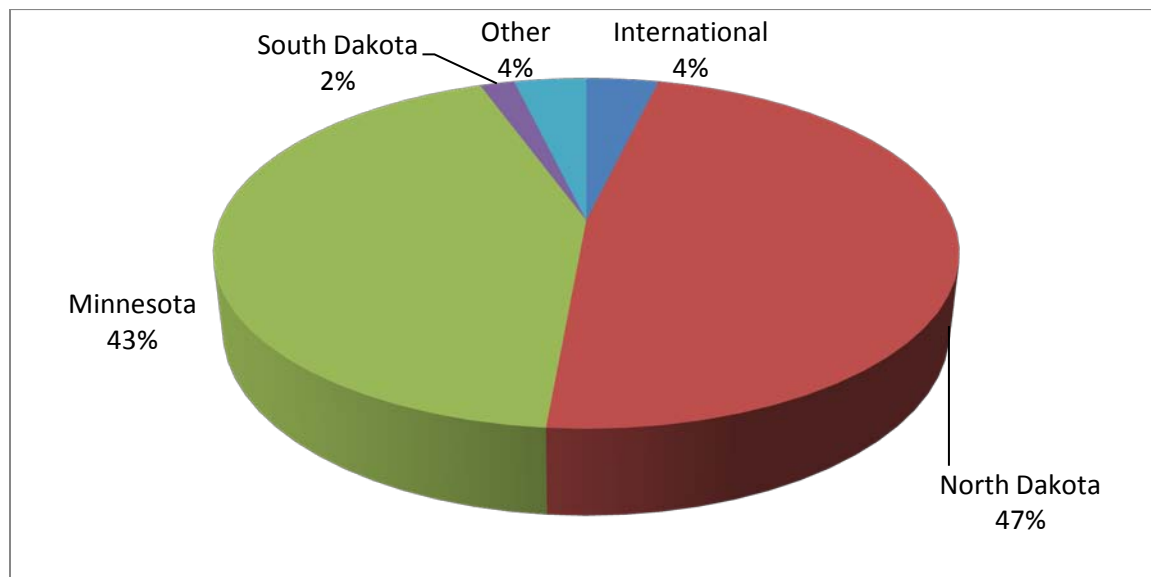
## North Dakota State University Participant Characteristics

The workforce development survey was completed by 558 North Dakota State University students. Seventy-seven percent of students responding were between the ages of 18 and 21. Only 39% of NDSU respondents were male. Figure B.1 shows the age distribution for participants at NDSU.



**Figure B.1** Participant Age – North Dakota State University

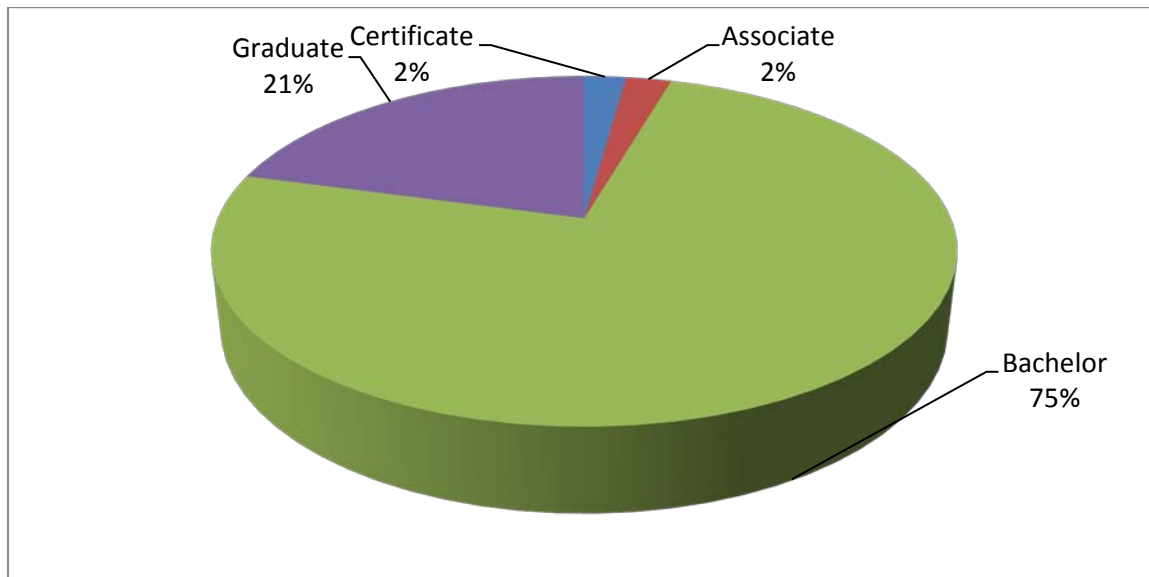
Forty-seven percent of NDSU students reported being from North Dakota while 43% stated their home state was Minnesota. Four percent of student participants were international students. Figure B.2 shows NDSU survey participants' home state.



**Figure B.2** Participant Home State – North Dakota State University



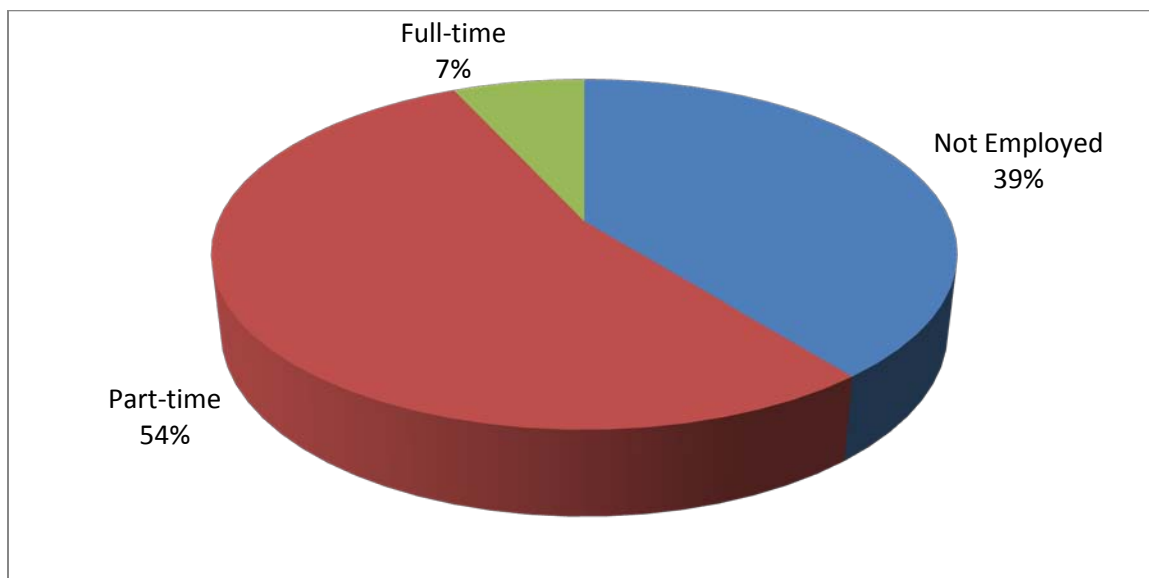
Seventy-five percent of respondents are pursuing a bachelor degree. Twenty-one percent are pursuing graduate degrees. Figure B.3 shows the degree program of NDSU survey participants.



**Figure B.3** Degree Program – North Dakota State University

Forty percent of NDSU participants indicated they have changed their academic major at least once. The three most common majors are pharmacy, business and mechanical engineering.

Fifty-four percent of respondents indicated that they work part-time, 7% full-time and 39% indicated they are not employed. Figure B.4 shows NDSU participants' employment status.



**Figure B.3** Participant Employment Status – North Dakota State University

## Choice of Major

NDSU students were asked a series of questions about factors that impacted their choice of major. Ninety-seven percent indicated that they found their major is interesting. Eighty-five percent said that their major coursework is challenging followed by 80% who stated that it allows for independence. About two-thirds of NDSU students stated that their major allows for creativity and just more than half stated their performance in high school impacted their choice of major. Only 12% indicated that their high school guidance counselor influenced their choice while 16% indicated that their friends influenced their decision. Twenty-one percent indicated that having family members in the field influenced their choice. Table B.1 indicates the NDSU participants' responses when asked what factors influence a respondent's choice of major.

**Table B.1** Factors Influencing Choice of Major – North Dakota State University

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
It is interesting	1%	0%	3%	35%	62%
It is intellectually challenging	1%	2%	13%	38%	47%
It allows for independence	1%	4%	16%	48%	32%
It allows for creativity	1%	8%	23%	37%	31%
Performance in high school	5%	15%	24%	35%	21%
Family members in the field	29%	29%	21%	14%	7%
Friends	21%	37%	25%	14%	2%
High school guidance counselor	31%	34%	24%	9%	3%

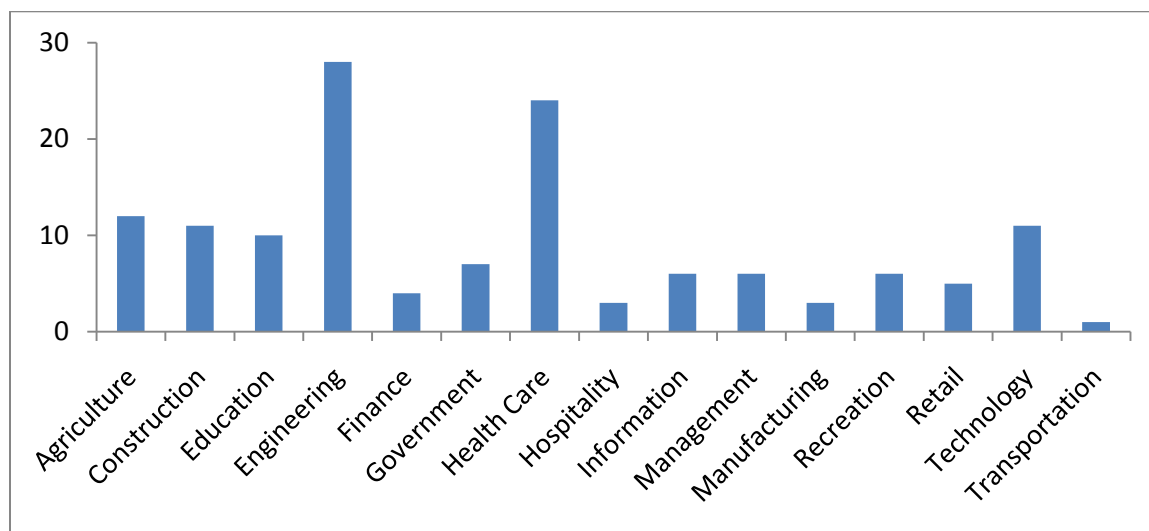
NDSU students were also asked about the expected impact of their chosen major on future career attributes. More than 80% of students identified long-term earnings, job prospects, career flexibility, opportunities for advancement, continued professional development, and the opportunity to contribute to society as being impacted by their choice of major. Less than 60% of students expected their major to influence their career as it allows them to help the environment, provides social prestige, power or authority, or to work in a field with gender equality. Table B.2 presents the expected impact of major on career attributes for NDSU participants.

**Table B.2** Expected Impact of Major on Career Attributes – North Dakota State University

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
Opportunities for continued professional development	0%	1%	10%	51%	38%
Opportunities to contribute to society	0%	1%	10%	35%	53%
Good long-term earnings	1%	4%	12%	45%	39%
Good job prospects and availability	1%	4%	12%	43%	40%
Opportunities for advancement	1%	2%	15%	49%	33%
Flexibility in career options	0%	3%	16%	47%	34%
An organization with a good reputation	0%	4%	17%	46%	33%
Interaction with others	1%	3%	17%	40%	39%
Good job security	0%	5%	18%	45%	32%
Good initial salary	2%	7%	15%	46%	30%
Opportunities to work with technology	2%	6%	18%	40%	34%
Good physical working conditions	1%	3%	22%	52%	22%
Sufficient time for personal life	1%	6%	30%	46%	17%
A work schedule I like	1%	6%	32%	39%	22%
Social prestige	2%	8%	31%	40%	19%
Gender equality	2%	6%	39%	33%	21%
Opportunities to help the environment	3%	14%	30%	29%	24%
Power or authority	3%	12%	37%	34%	13%

## Internship Selection

NDSU students were asked a series of questions about internship selection. Twenty-two percent of NDSU respondents reported they have already completed an internship. The top three internship fields were in engineering, health care, and agriculture. The field of completed internships for NDSU students is presented in Figure B.5.

**Figure B.4** Field of Completed Internship – North Dakota State University

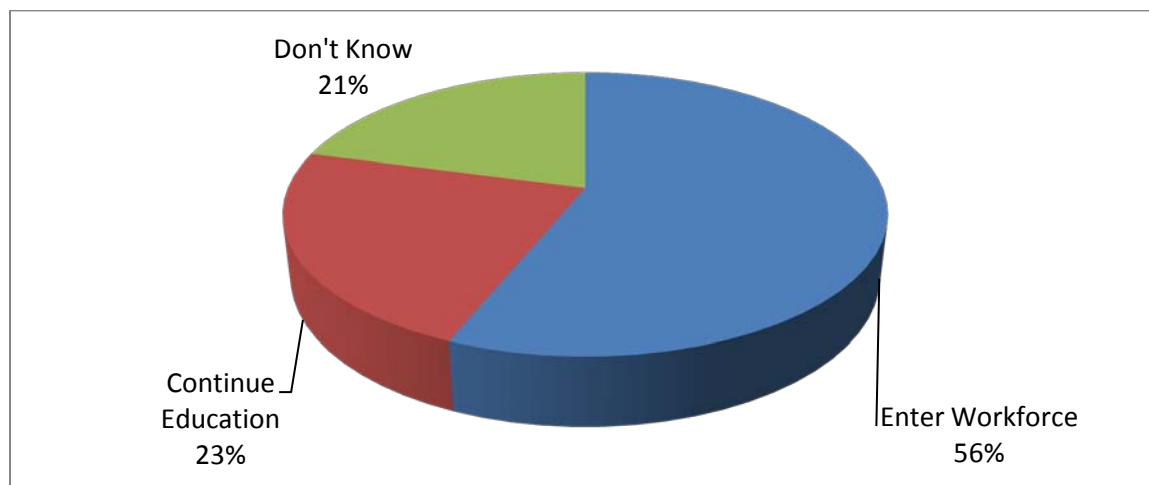
Nearly all participants, 98%, consider the opportunity to develop skills important when selecting an internship. The opportunity to see if they enjoy the field was reported by 95% of students. Ninety percent of students reported that the time of the internship and the opportunity to apply classroom learning as important factors. Location was considered important by 87% of students. The opportunity for continued or full-time employment was identified by 83% of students while the uniqueness of opportunity was important for 79% of students. Compensation was a factor for 73% of students; reputation for 71%. Factors influencing NDSU students' selection of internship are shown in Table B.3.

**Table B.3** Factors Influencing Internship Selection – North Dakota State University

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Opportunity to develop skills	0%	0%	2%	38%	60%
Opportunity to see if I enjoy the field	0%	1%	4%	35%	60%
Time of year and duration	0%	2%	8%	55%	35%
Opportunity to apply skills and knowledge learned in the classroom	0%	2%	7%	50%	40%
Location	1%	3%	10%	50%	37%
Opportunity for continued or full-time employment	0%	3%	14%	44%	39%
Uniqueness of opportunity	1%	3%	17%	51%	28%
Compensation	2%	4%	21%	51%	22%
Reputation of an organization	1%	4%	24%	48%	23%

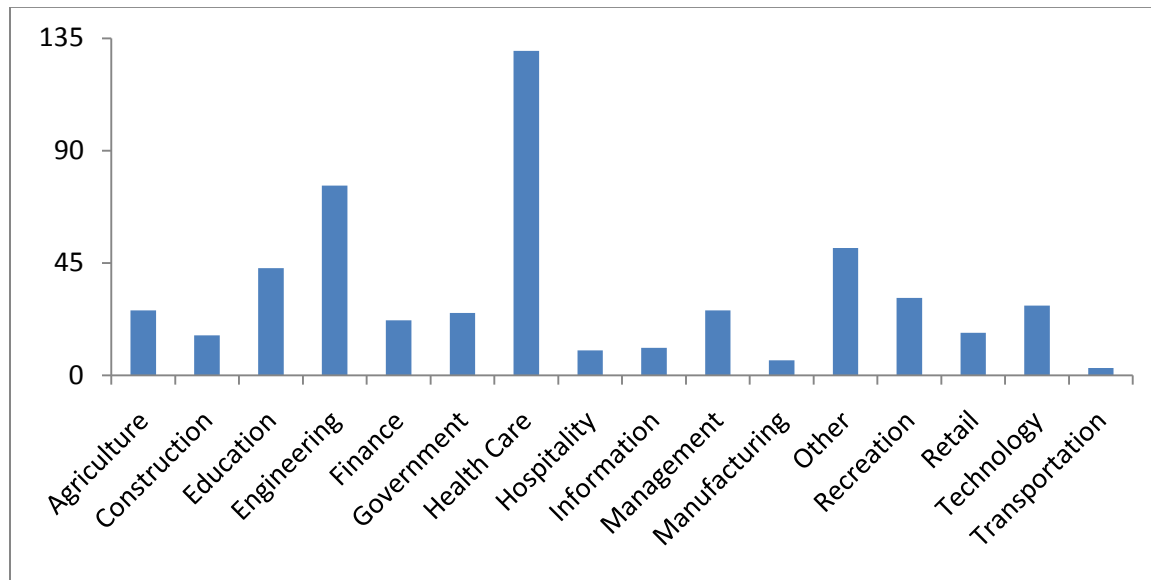
## Career Selection

NDSU students were asked about their plans after graduation. Fifty-six percent expect to immediately enter the workforce while 23% expect to continue their education. Twenty-one percent stated that they do not know. Figure B.6 shows NDSU respondents' plans after graduation.



**Figure B.5** Plans after Graduation – North Dakota State University

Eighty percent of respondents indicated that they have identified their future career field. Twenty-five percent indicated they would enter the field of health care, 15% engineering, and 8% education. Figure B.7 shows the intended career field of NDSU survey participants.



**Figure B.6** Intended Career Field – North Dakota State University

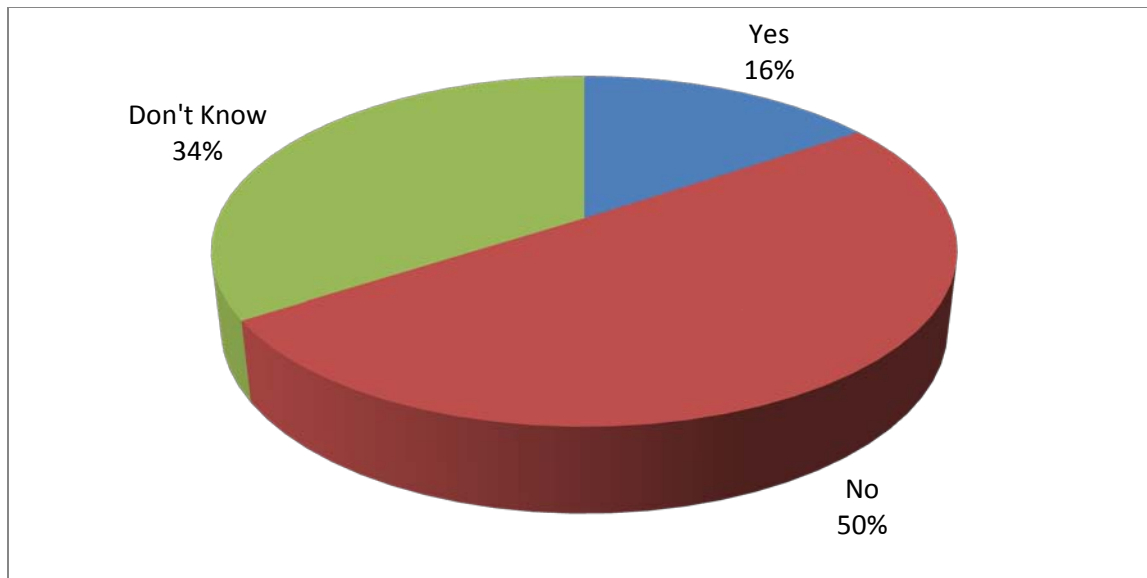
NDSU students were asked what role factors have on the selection of their future job. More than 90% of students reported that interesting work, initial salary, long-term earnings, job prospects, job security, opportunities for advancement, continued professional development, an acceptable work schedule, sufficient time for personal life, and good physical working conditions are important. Less than 70% of students considered job location, opportunities to help the environment, working with technology, social prestige, and power or authority to be important. Factors influencing future job selection of NDSU students are presented in Table B.4.

**Table B.4** Factors Influencing Future Job Selection – North Dakota State University

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
Interesting work	0%	0%	2%	49%	49%
Good job security	0%	0%	3%	42%	55%
Good job prospects and availability	0%	0%	2%	51%	46%
Good long-term earnings	0%	0%	4%	44%	51%
Sufficient time for personal life	0%	1%	7%	44%	49%
Good initial salary	0%	1%	6%	49%	44%
Opportunities for advancement	0%	0%	7%	46%	46%
Good physical working conditions	0%	0%	8%	55%	37%
Acceptable work schedule	0%	1%	7%	54%	38%
Opportunities for continued professional development	0%	0%	8%	50%	42%
Flexibility in career options	0%	1%	9%	51%	39%
Opportunities to contribute to society	0%	2%	10%	46%	42%
Allows for independence	0%	1%	11%	53%	34%
Allows for interaction with others	0%	1%	13%	48%	38%
Opportunities with organizations with good reputations	0%	1%	14%	55%	30%
Intellectually challenging work	0%	1%	14%	51%	34%
Allows for creativity	1%	4%	21%	45%	30%
Opportunities in gender equal workplaces	0%	3%	24%	38%	34%
Opportunities to work with technology	1%	5%	27%	43%	24%
Location	2%	7%	27%	44%	20%
Opportunities to help the environment	1%	8%	28%	38%	25%
Positions provide social prestige	1%	9%	36%	37%	18%
Positions provide power or authority	2%	10%	38%	35%	14%

## Public Transportation Internships and Careers

Students were asked about their attitudes toward and perceptions of transit internships and careers. Twenty-one percent of NDSU respondents indicated that they know someone who works in transportation. Three percent have taken a course in transportation. Ninety percent of NDSU respondents have used some form of public transportation. Seventeen percent of students believe they are prepared for a career in transportation. Sixteen percent would consider an internship in public transportation while 34% are unsure. Figure B.8 presents interest of NDSU students in public transportation internships.



**Figure B.7** Interest in Public Transportation Internship – North Dakota State University

Thirty-six percent responded that a public transportation internship would be available in a favorable location, and 31% indicated that timing would be acceptable. Twenty-five percent said that a public transportation internship would provide acceptable compensation. Forty-six percent said it would provide a unique opportunity. Twenty-three percent said a public transportation internship would allow them to apply skills and knowledge learned in the classroom. Public transportation internship characteristics for NDSU students are shown in Table B.5.

**Table B.5** Public Transportation Internship Characteristics – North Dakota State University

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Presents a unique opportunity	1%	7%	46%	37%	9%
Location	1%	5%	58%	30%	6%
Time	1%	4%	64%	26%	5%
Provides acceptable compensation	1%	3%	70%	19%	6%
Applies skills and knowledge learned in the classroom	9%	25%	43%	17%	6%

NDSU students were asked about their perceptions of characteristics of careers in public transportation. As with public transportation internships, students generally didn't voice strong opinions. Ninety-two percent of students stated that good physical working conditions exist in public transportation. Only two other factors, acceptable work schedule and opportunities for continued professional development, were agreed to by more than half of survey participants. Less than 30% of NDSU students stated that public transportation careers would involve interesting work or be intellectually challenging or creative. They also don't believe that public transportation will provide a good initial salary, flexibility in career options, opportunities for advancement, the ability to work with technology, or social prestige. Table B.6 shows NDSU students' level of agreement with public transportation career characteristics.

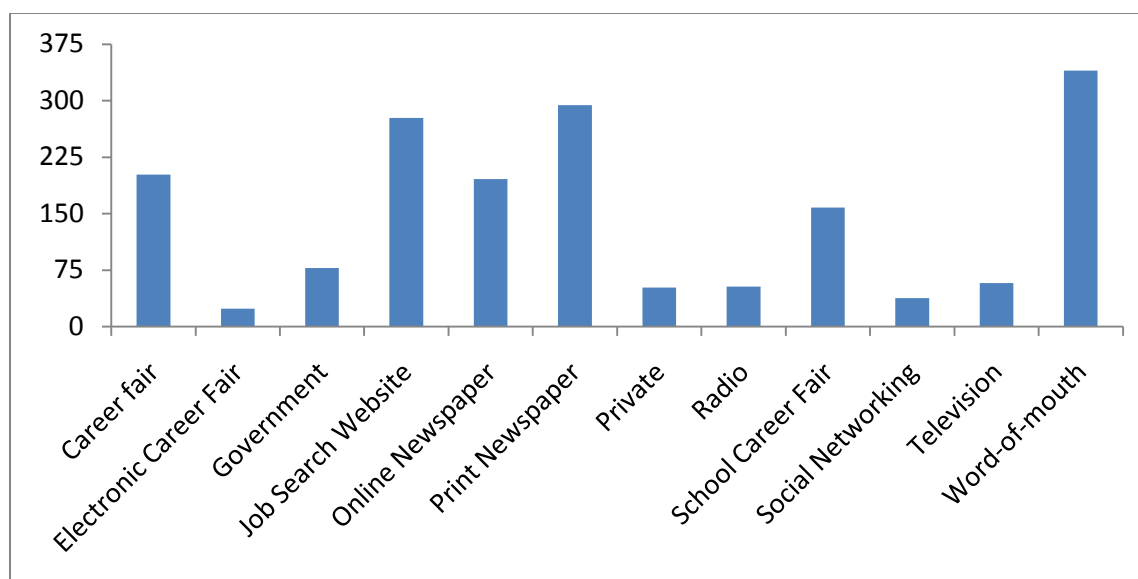
**Table B.6** Public Transportation Career Characteristics – North Dakota State University

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
Acceptable work schedule	1%	3%	31%	43%	21%
Opportunities for continued professional development	1%	5%	36%	40%	18%
Opportunities to contribute to society	4%	12%	38%	34%	12%
Allows for interaction with others	1%	5%	50%	36%	9%
Opportunities with organizations with good reputations	2%	9%	47%	36%	7%
Opportunities in gender equal workplaces	2%	6%	52%	36%	5%
Work independently	2%	13%	46%	34%	5%
Live and work in a desirable location	2%	8%	53%	33%	4%
Good job prospects and availability	2%	11%	50%	32%	4%
Opportunities to help the environment	2%	7%	57%	31%	4%
Positions provide power or authority	2%	9%	55%	31%	3%
Good long-term earnings	2%	13%	52%	30%	2%
Good job security	3%	18%	49%	27%	3%
Sufficient time for personal life	3%	10%	57%	27%	3%
Be involved in interesting work	5%	26%	40%	26%	3%
Flexibility in career options	2%	14%	55%	26%	3%
Opportunities for advancement	4%	16%	58%	19%	3%
Be involved in intellectually challenging work	9%	27%	44%	18%	3%
Be creative	9%	27%	44%	17%	2%
Good initial salary	3%	20%	59%	16%	2%
Positions provide social prestige	6%	24%	53%	15%	2%
Opportunities to work with technology	7%	26%	52%	13%	1%

## Job Search

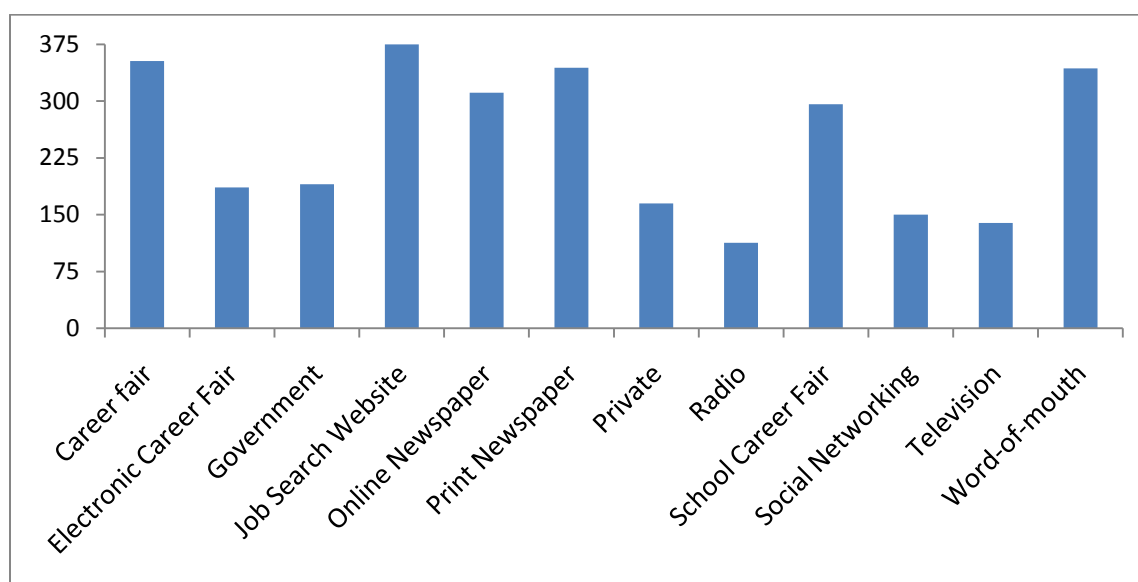
NDSU students were asked questions about job search methods. The most common methods previously used by NDSU students were word-of-mouth, print newspaper and job search website. Figure B.9 presents the job search methods previously used by NDSU.





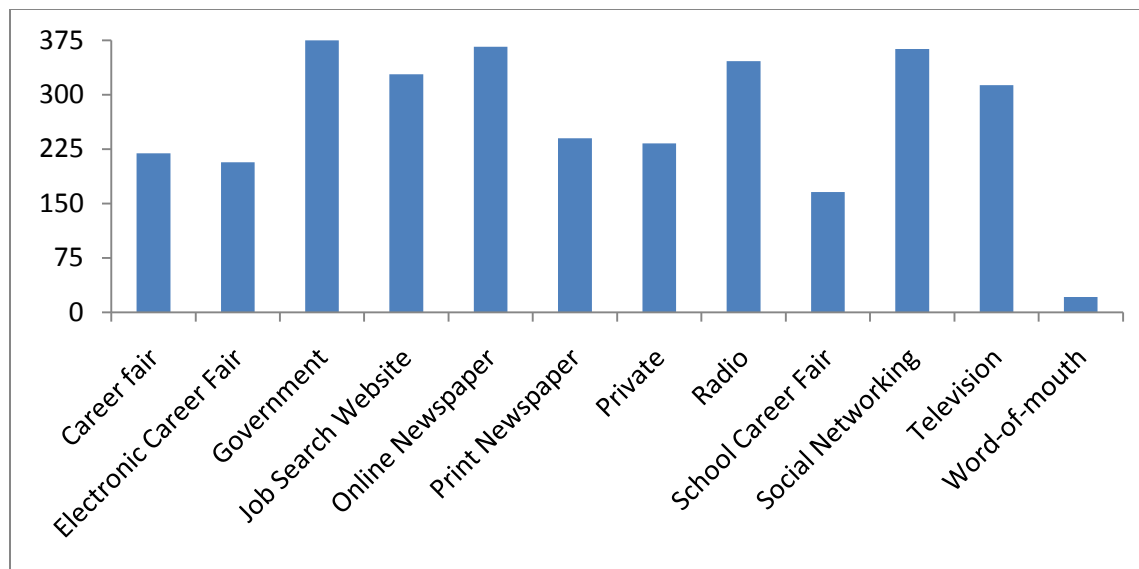
**Figure B.8** Job Search Methods Used – North Dakota State University

NDSU respondents were asked what job search methods they will use in the future. The top three responses were job search website, print newspaper, career fair, and word-of-mouth. Future job search selection methods reported by NDSU students are presented in Figure B.10.



**Figure B.9** Future Job Search Methods – North Dakota State University

NDSU survey participants were asked about acceptable sources of employment notices. The most acceptable sources are government sources, online newspapers, and social networking. Figure B.11 shows acceptable methods of employment notices for NDSU students.



**Figure B.10** Acceptable Methods of Employment Notices – North Dakota State University

**APPENDIX C:  
WORKFORCE DEVELOPMENT SURVEY:  
MINNESOTA STATE UNIVERSITY — MOORHEAD  
STUDENT RESULTS**

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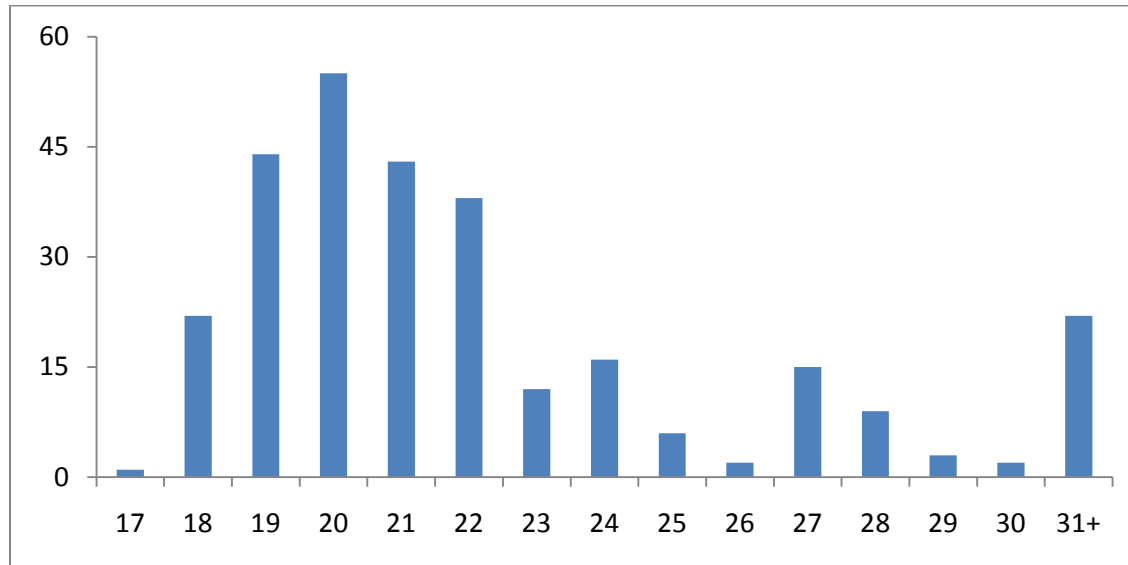
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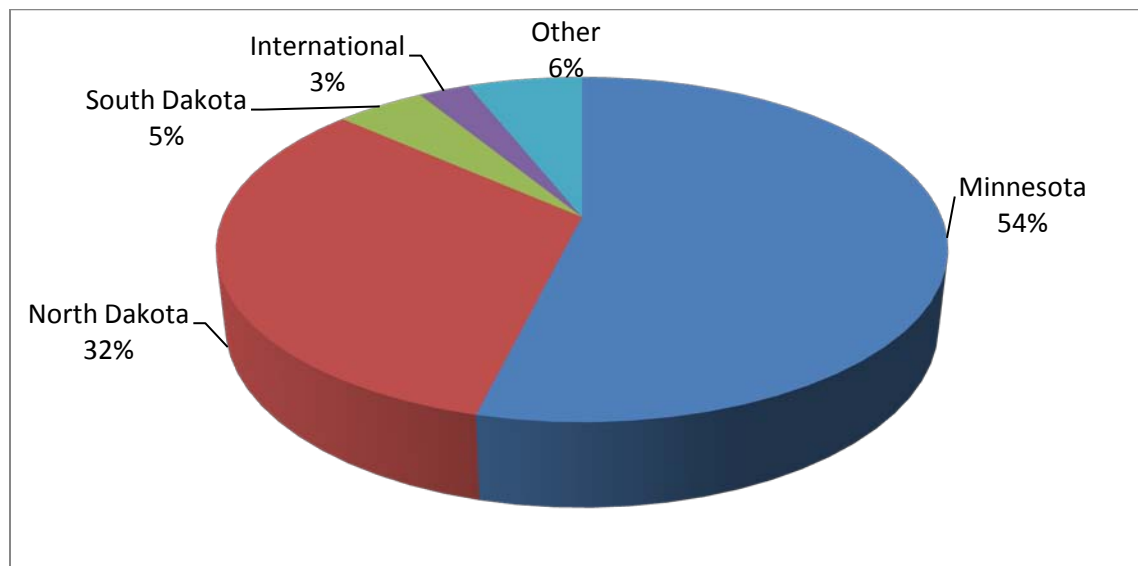
## Minnesota State University-Moorhead Participant Characteristics

The workforce development survey was completed by 295 Minnesota State University-Moorhead (MSUM) students. Fifty-six percent of respondents fall between the age of 18 and 21. Only 29% of respondents were male. The age distribution for MSUM is presented in Figure C.1.



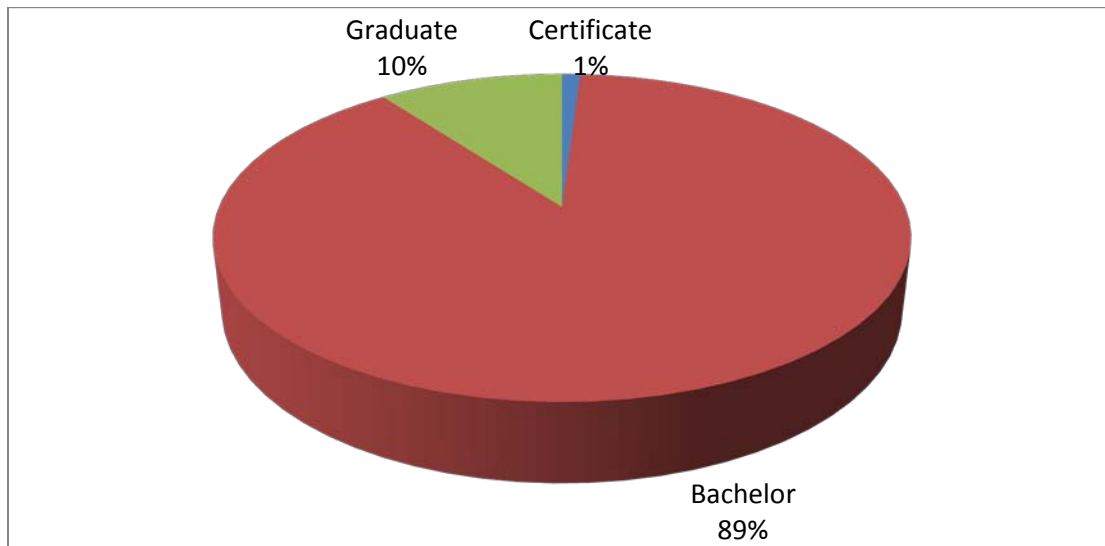
**Figure 01** Participant Age – Minnesota State University-Moorhead

Most MSUM students' are from the tri-state area. Fifty-four percent of survey respondents came from Minnesota, 32% from North Dakota, and 5% from South Dakota. Figure C.2 shows MSUM participants' home state.



**Figure C.2** Participant Home State – Minnesota State University-Moorhead

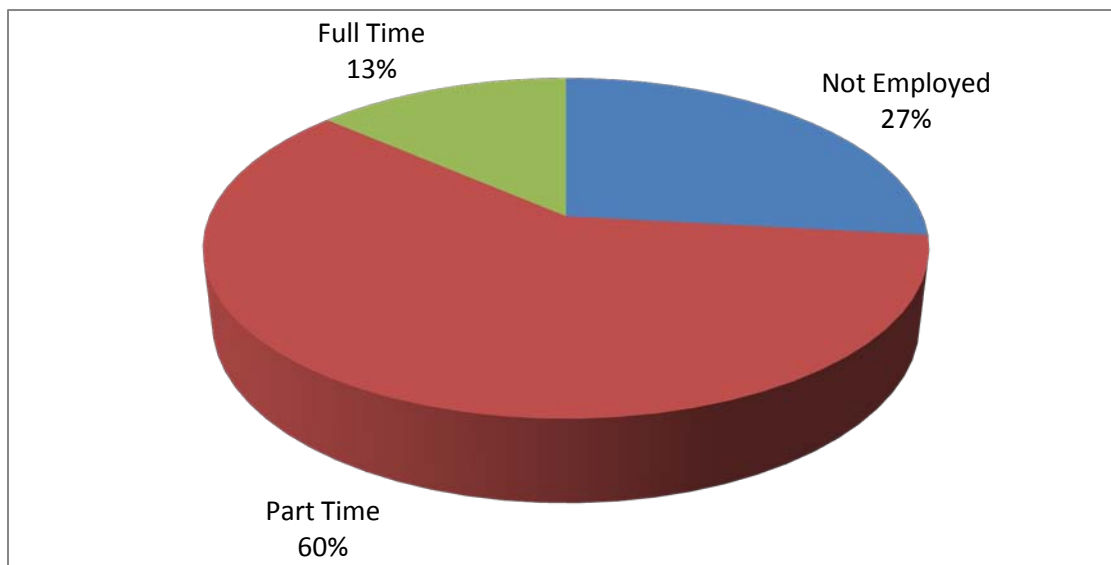
Eighty-nine percent of MSUM survey participants are pursuing a bachelor's degree. Ten percent are in a graduate degree program. Figure C.3 shows MSUM participant degree programs.



**Figure C.3** Participant Degree Program – Minnesota State University-Moorhead

Forty-five percent of MSUM respondents indicated that they have changed their academic major at least once. Social work, business, and psychology are the most common majors.

Sixty percent of MSUM students that responded to the survey are employed part-time, 13% full-time. Twenty-seven percent of MSUM participants are not employed. Figure C.4 shows MSUM survey participants' employment status.



**Figure C.4** Participant Employment Status – Minnesota State University-Moorhead

## Choice of Major

MSUM students were asked about factors that influenced their choice of major. Ninety-six percent of students stated that they chose their major because they find it interesting. Eighty-seven percent of students said their major was challenging. Seventy-nine percent said it allows for creativity while eighty-one percent said it allows for independence. Forty-three percent said their choice of major was influenced by their performance in high school. Only 7% of MSUM students reported that their high school guidance counselor influenced their choice of major. Twice that rate said that said that friends influenced their decision. Twenty-one percent said having family members in the field influenced their choice. Table C.1 indicates responses of MSUM participants when asked what factors influenced their choice of major.

**Table C.1** Factors Influencing Choice of Major – Minnesota State University-Moorhead

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
It is interesting	1%	0%	3%	33%	63%
It is intellectually challenging	1%	4%	8%	37%	50%
It allows for independence	1%	3%	15%	37%	44%
It allows for creativity	1%	5%	15%	34%	45%
Performance in high school	12%	18%	27%	28%	15%
Family members in the field	30%	28%	22%	13%	8%
Friends	29%	29%	29%	12%	2%
High school guidance counselor	41%	28%	23%	6%	1%

Students were asked about the impact that their choice of major is expected to have on their career. The most commonly reported factors are opportunities for continued professional development and to contribute to society. These are followed closely by allowing for interaction with others. Only 41% of students expect their major to provide them with a career that provides an opportunity to help the environment. Thirty-eight percent expect their career to provide them with power or authority. Table C.2 shows the expected impact of major on career attributes for MSUM survey participants.

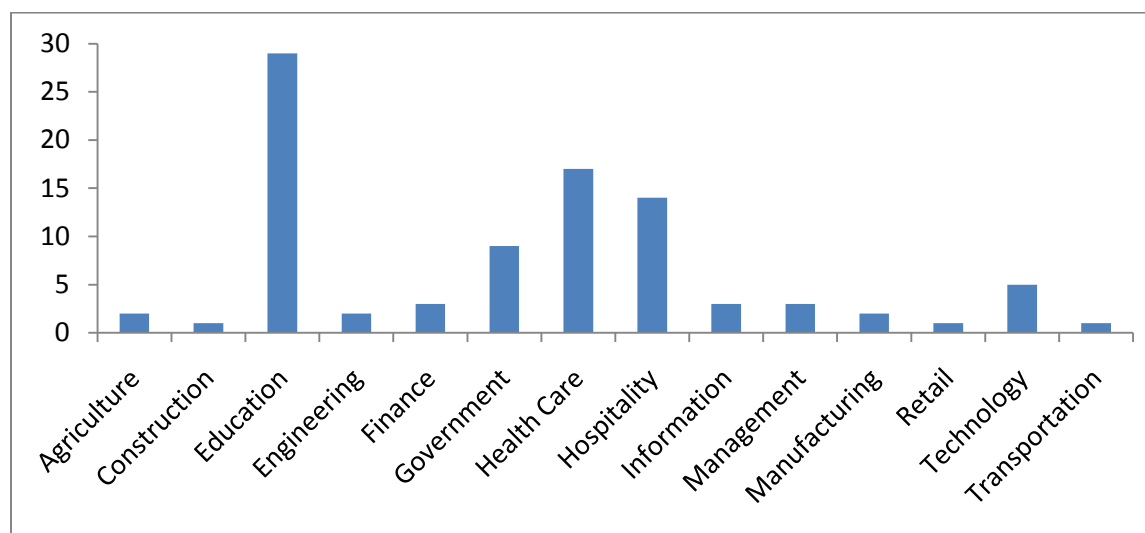


**Table C.2** Expected Impact of Major on Career Attributes – Minnesota State University-Moorhead

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Opportunities for continued professional development	2%	1%	8%	52%	36%
Opportunities to contribute to society	1%	2%	9%	35%	53%
Interaction with others	1%	2%	12%	39%	47%
Flexibility in career options	1%	8%	14%	45%	32%
Opportunities for advancement	2%	7%	16%	50%	25%
Good job prospects and availability	3%	9%	15%	51%	22%
An organization with a good reputation	2%	3%	24%	43%	28%
Good long-term earnings	2%	11%	17%	47%	22%
A work schedule I like	0%	7%	27%	43%	23%
Good physical working conditions	1%	6%	28%	46%	19%
Opportunities to work with technology	3%	10%	25%	39%	23%
Good job security	2%	12%	27%	39%	20%
Social prestige	5%	9%	30%	41%	15%
Good initial salary	6%	16%	23%	40%	14%
Gender equality	2%	8%	36%	34%	20%
Sufficient time for personal life	1%	9%	36%	35%	18%
Opportunities to help the environment	3%	19%	37%	26%	15%
Power or authority	8%	15%	39%	28%	10%

## Internship Selection

MSUM students were asked a series of questions about internship selection. Twenty-eight percent of MSUM students indicated that they have completed an internship. The top three fields in which these internships were completed are education, health care, and hospitality as shown in Figure C.5.

**Figure C.5** Field of Completed Internship – Minnesota State University-Moorhead

Ninety-six percent of students stated that the opportunity to develop skills influences their choice of internship. Ninety-three percent of students reported that they select an internship to determine if they enjoy the field. Ninety percent of MSUM students stated that the opportunity to apply classroom learning

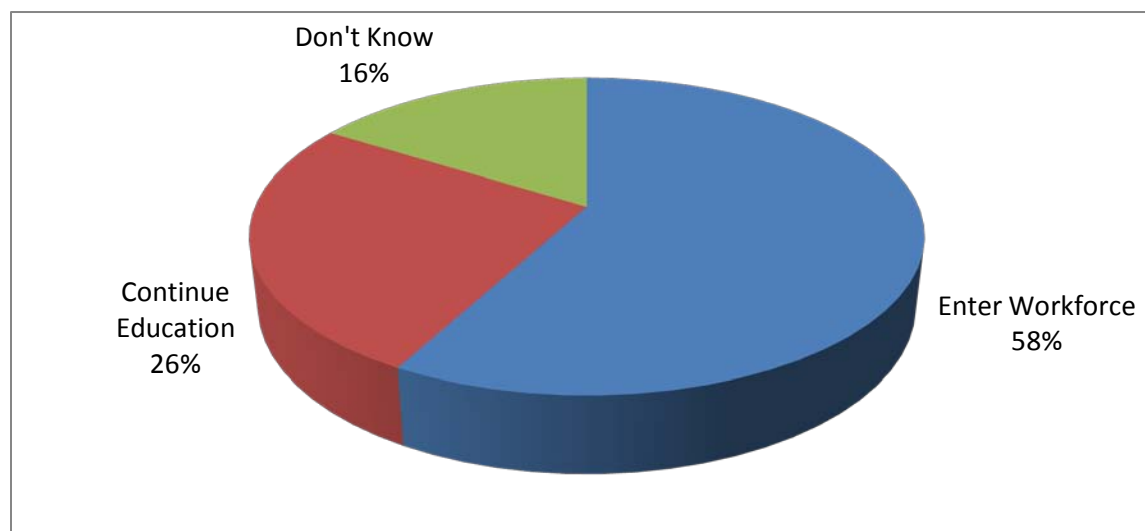
impacts their choice of internship. Internship location and timing were important to more than 80 percent of respondents. Table C.3 shows factors that influence internship selection of MSUM respondents.

**Table C.3** Factors Influencing Internship Selection – Minnesota State University-Moorhead

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Opportunity to develop skills	1%	0%	4%	37%	59%
Opportunity to see if I enjoy the field	1%	1%	5%	40%	53%
Opportunity to apply skills and knowledge learned in the classroom	1%	0%	9%	47%	43%
Location	2%	2%	9%	51%	36%
Time of year and duration	1%	3%	13%	50%	33%
Opportunity for continued or full-time employment	2%	3%	17%	45%	33%
Uniqueness of opportunity	2%	4%	21%	43%	30%
Reputation of an organization	2%	5%	25%	48%	20%
Compensation	2%	8%	23%	42%	24%

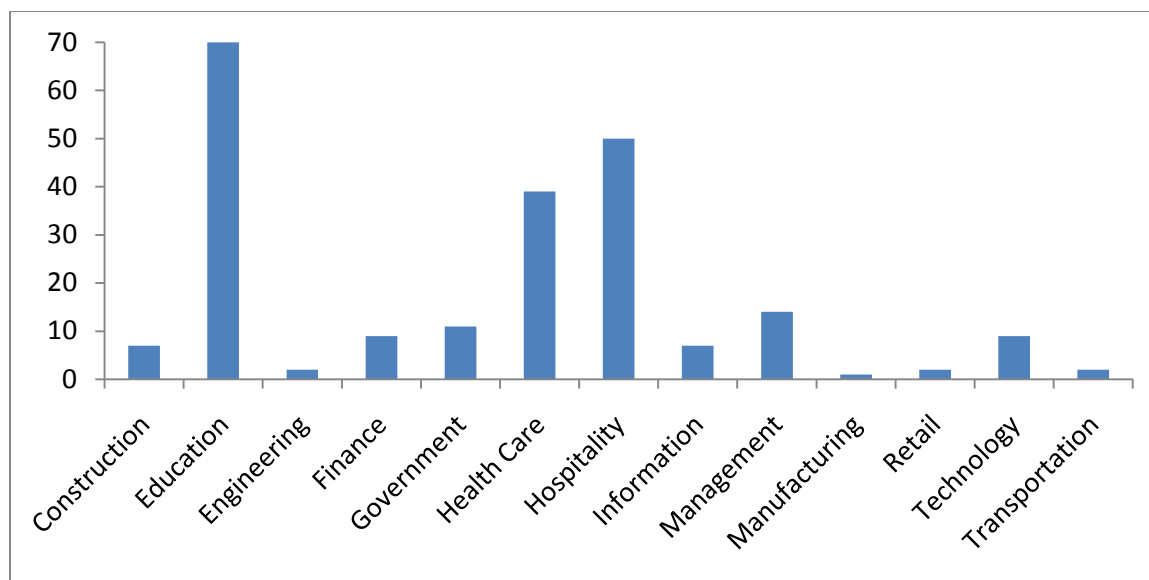
## Career Selection

Minnesota State University-Moorhead students were asked about their career plans. Fifty-eight percent of MSUM students expect to enter the workforce immediately after graduation while 26% expect to continue their education. Figure C.6 shows the MSUM respondents' plans after graduation.



**Figure C.6** Plans after Graduation – Minnesota State University-Moorhead

Eighty-one percent of MSUM respondents indicated that they had identified their future career field. The top three fields are education, hospitality, and healthcare. Figure C.7 shows the intended career field of MSUM respondents.



**Figure C.7** Intended Career Field – Minnesota State University-Moorhead

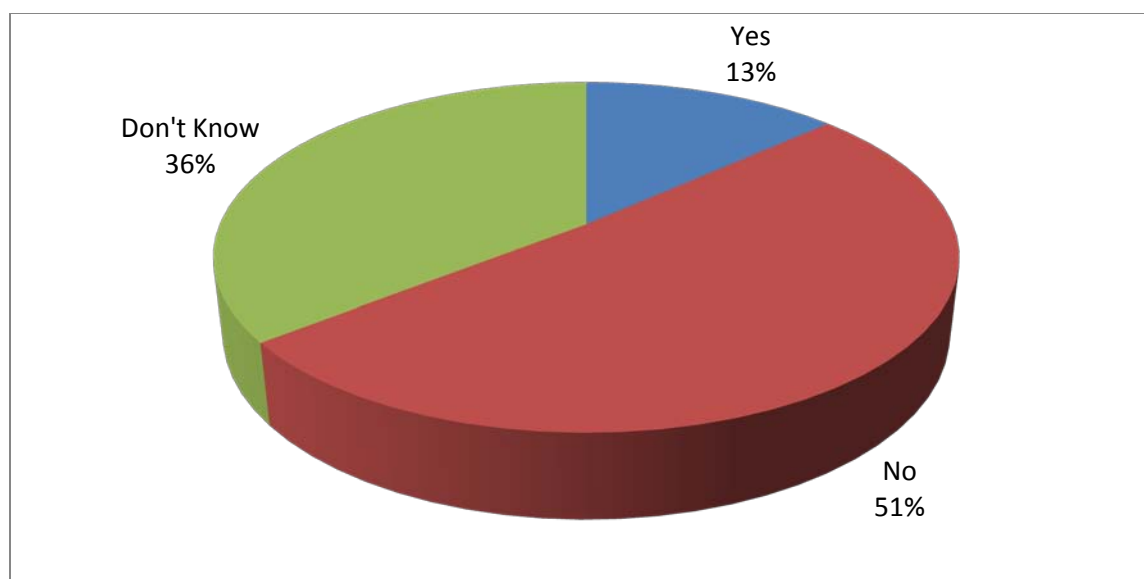
MSUM students were asked what factors will influence their future job selection. The most significant factor is interesting work which was identified by 96% of MSUM students. Other factors reported by more than 90% of students include job prospects, job security, opportunities for continued development, an acceptable work schedule, and sufficient time for personal life. Four factors were identified by less than 60% of students: location, the opportunity to work with technology, social prestige, and power or authority. Table C.4 shows the many factors that influence future job selection as reported by MSUM survey participants.

**Table C.4** Factors Influencing Future Job Selection – Minnesota State University-Moorhead

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
Interesting work	0%	1%	2%	42%	54%
Good job prospects and availability	1%	1%	4%	48%	47%
Good job security	0%	0%	4%	42%	53%
Sufficient time for personal life	0%	1%	6%	46%	46%
Opportunities for continued professional development	0%	1%	7%	49%	43%
Acceptable work schedule	0%	1%	7%	48%	43%
Allows for independence	0%	1%	9%	52%	38%
Good long-term earnings	1%	2%	8%	46%	44%
Flexibility in career options	1%	1%	10%	48%	40%
Opportunities to contribute to society	1%	1%	9%	39%	49%
Good physical working conditions	0%	1%	11%	48%	40%
Opportunities for advancement	1%	2%	10%	42%	45%
Allows for interaction with others	1%	1%	13%	39%	46%
Intellectually challenging work	1%	1%	13%	48%	37%
Good initial salary	1%	2%	14%	50%	34%
Allows for creativity	1%	2%	15%	43%	40%
Opportunities in gender equal workplaces	1%	1%	15%	41%	41%
Opportunities with organizations with good reputations	1%	2%	18%	47%	33%
Opportunities to help the environment	2%	6%	29%	38%	24%
Location	3%	10%	28%	36%	24%
Opportunities to work with technology	2%	6%	32%	40%	19%
Positions provide social prestige	3%	8%	35%	38%	17%
Positions provide power or authority	3%	14%	39%	29%	14%

## Public Transportation Internships and Careers

MSUM students were asked about their attitudes toward internships and careers in transit. Twenty-one percent of MSUM participants indicated they know someone who works in transportation. One percent of MSUM participants have taken a course in transportation. Seventy-nine percent said they have used some form of public transportation. Ten percent of MSUM respondents indicated they are prepared for a career in transportation. Fifty-one percent indicated they would not be interested in a public transportation internship, 13% would be interested, and 36% said they were unsure. Figure C.8 shows MSUM survey respondents' interest in public transportation internships.



**Figure C.8** Interest in Public Transportation Internship – Minnesota State University-Moorhead

Respondents were asked about characteristics in a public transportation internship. In general, students do not have strongly formed opinions about internships in transit. Just less than half of MSUM students believe that an internship in transit is a unique opportunity. No other factor was identified by more than one-third of students. A relatively large number of students, 30% of those that participated in the survey, stated that they do not believe that an internship in public transportation will provide an opportunity to apply classroom learning. Table C.5 shows the perceived characteristics of public transportation internships by MSUM respondents.

**Table C.5** Public Transportation Internship Characteristics – Minnesota State University-Moorhead

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Presents a unique opportunity	1%	6%	46%	41%	6%
Location	1%	7%	61%	26%	5%
Provides opportunity to develop skills	7%	16%	48%	23%	6%
Time	1%	7%	68%	20%	5%
Provides acceptable compensation	1%	8%	70%	18%	3%
Applies skills and knowledge learned in the classroom	8%	22%	50%	16%	4%

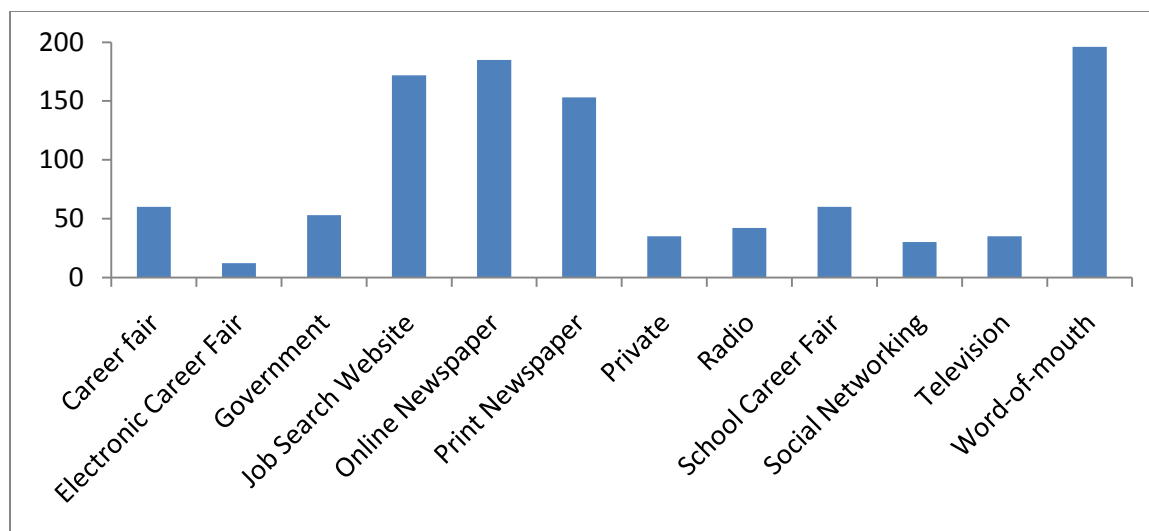
Students were asked about their perceptions of careers in public transportation. As with public transportation internships, students generally didn't voice strong opinions. More than half of MSUM students identified two factors: opportunity for professional development and acceptable work schedule. Students did not think that work in transit is challenging intellectually, allows for creativity, provides an opportunity to work with technology, or provides social prestige. Table C.6 shows the perceived characteristics of public transportation careers.

**Table C.6** Public Transportation Career Characteristics – Minnesota State University-Moorhead

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
Acceptable work schedule	1%	4%	35%	39%	21%
Opportunities for continued professional development	1%	4%	36%	43%	16%
Opportunities with organizations with good reputations	2%	9%	47%	34%	8%
Opportunities to contribute to society	2%	15%	45%	30%	9%
Live and work in a desirable location	2%	7%	53%	34%	4%
Work independently	4%	11%	47%	32%	6%
Be involved in interesting work	5%	19%	41%	30%	6%
Allows for interaction with others	2%	7%	56%	30%	6%
Good job prospects and availability	3%	9%	53%	34%	1%
Opportunities to help the environment	1%	7%	57%	30%	4%
Opportunities in gender equal workplaces	1%	8%	59%	28%	4%
Good long-term earnings	3%	10%	58%	27%	2%
Flexibility in career options	2%	13%	57%	26%	3%
Positions provide power or authority	2%	13%	57%	25%	3%
Good job security	4%	15%	55%	24%	2%
Sufficient time for personal life	2%	13%	59%	24%	2%
Opportunities for advancement	3%	17%	55%	21%	4%
Be involved in intellectually challenging work	6%	23%	50%	19%	2%
Be creative	8%	28%	47%	16%	1%
Good initial salary	4%	15%	65%	15%	1%
Positions provide social prestige	8%	21%	55%	15%	1%
Opportunities to work with technology	11%	22%	53%	13%	2%

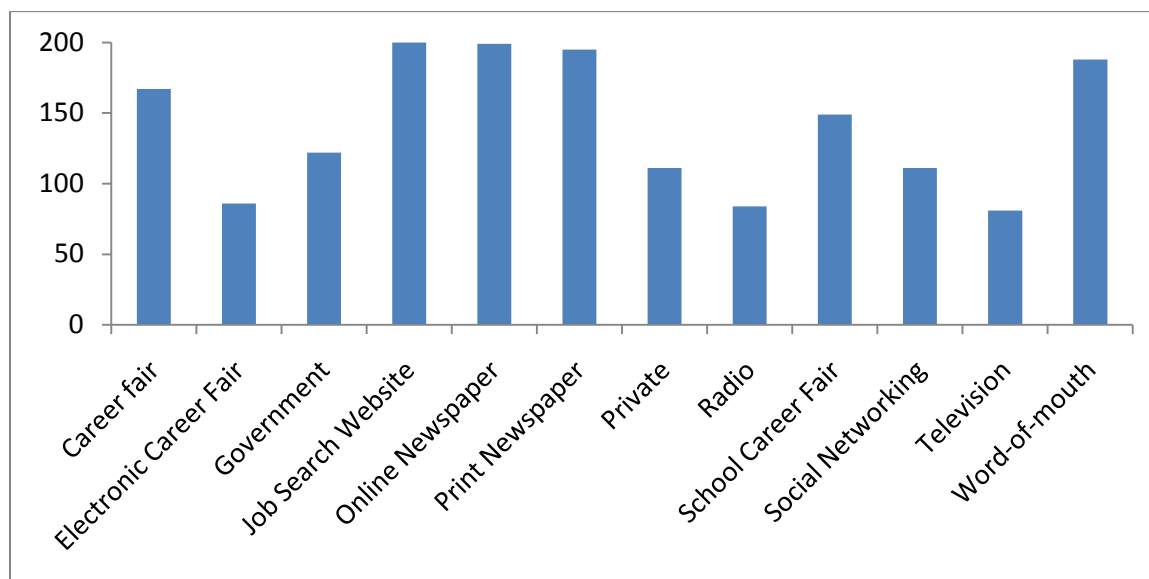
## Job Search

MSUM students were asked about their past and future use of job search methods. The three most common methods previously used by MSUM students are word-of-mouth, online newspaper, and job search website. Figure C.9 shows job search methods MSUM respondents have previously used.



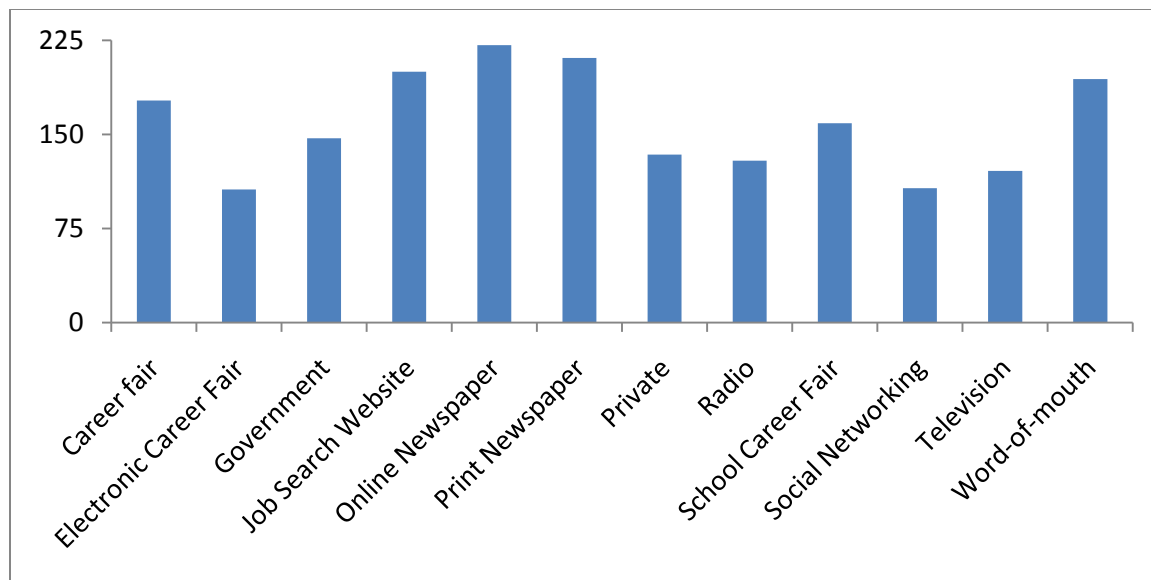
**Figure C.9** Job Search Methods Used – Minnesota State University-Moorhead

The three most common methods of future job search methods reported by MSUM are job search website, online newspaper, and print newspaper. Figure C.10 shows job search methods MSUM respondents would use in the future.



**Figure C.10** Future Job Search Methods – Minnesota State University-Moorhead

MSUM respondents were asked about acceptable sources of employment notices. The three most common responses were online newspaper, print newspaper, and job search website. Responses are shown in Figure C.11.



**Figure C.11** Acceptable Sources of Employment Notices – Minnesota State University-Moorhead





**APPENDIX D:  
WORKFORCE DEVELOPMENT SURVEY:  
MINNESOTA STATE COMMUNITY AND TECHNICAL  
COLLEGE — MOORHEAD CAMPUS STUDENT RESULTS**

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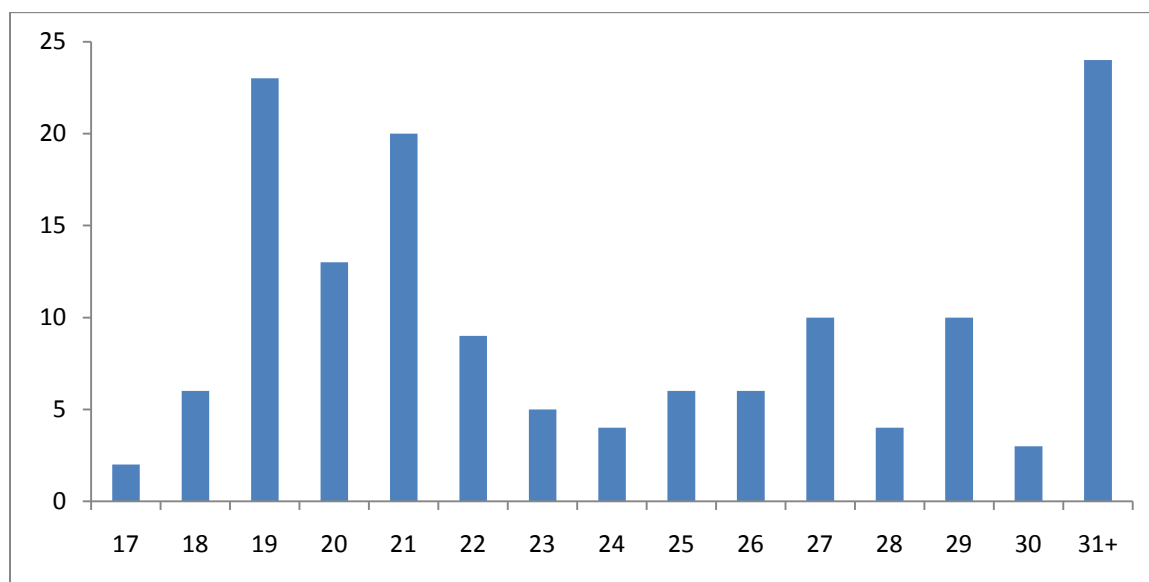
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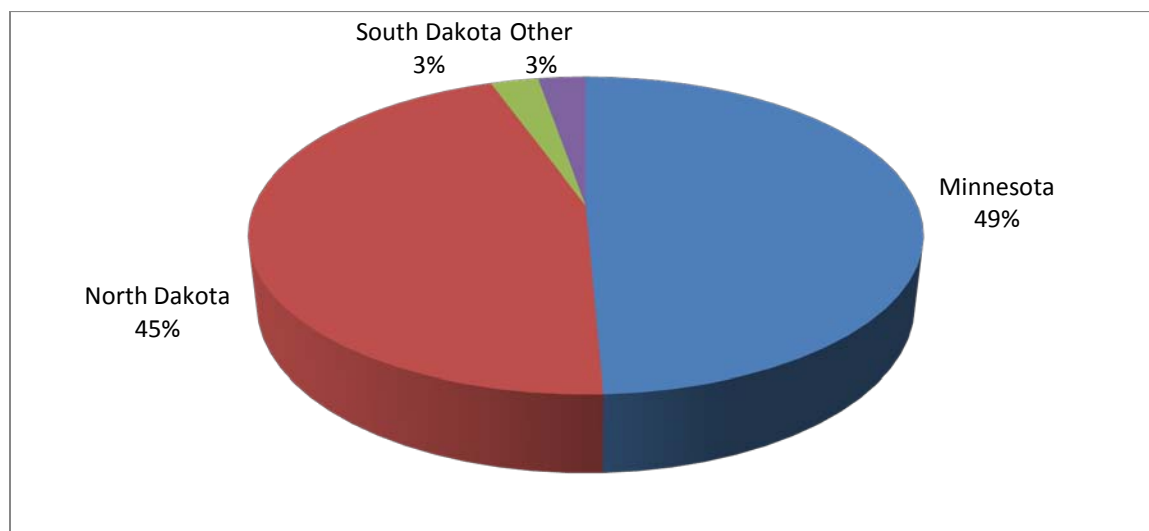
## Participant Characteristics

The workforce development survey was completed by 155 Minnesota State Community and Technical College Moorhead (M State-Moorhead) campus students. Forty-three percent of respondents fall between the age of 18 and 21. Nearly 20% of respondents were age 20 or older while only twenty-nine percent were male. Figure D.1 shows the participant age distribution for M State-Moorhead students.



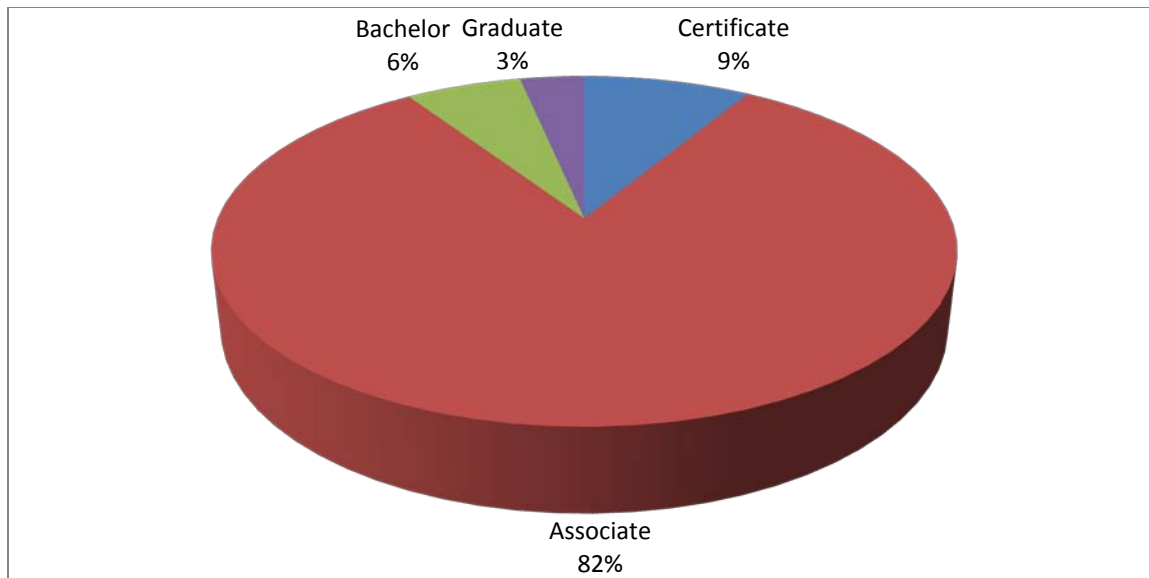
**Figure D.1** Participant Age – M State-Moorhead

Forty-nine percent of M State-Moorhead students reported that Minnesota was their home state, while 45% reported being from North Dakota. Figure D.2 shows M State-Moorhead participants' home states.



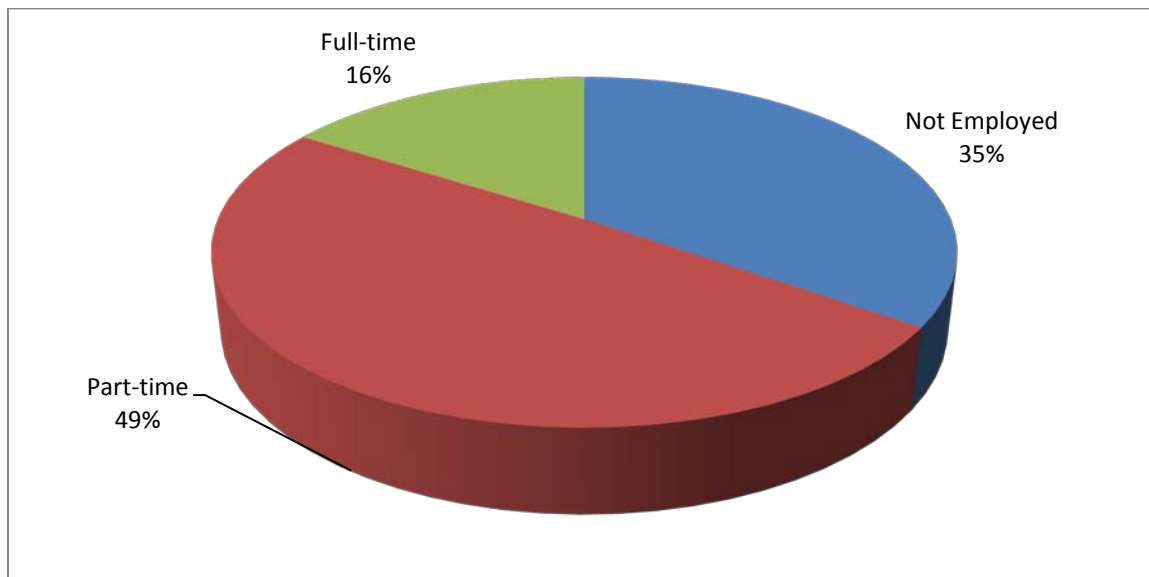
**Figure D.2** Participant Home State – M State-Moorhead

Forty-seven percent of M State-Moorhead respondents indicated they have changed their academic major. Eighty-two percent are pursuing an associate degree, 9% a certificate, and 6% a bachelor's degree. Figure D.3 shows M State-Moorhead participants' degree program.



**Figure D.3** Participant Degree Program – M State-Moorhead

The most common majors of survey respondents are nursing, dental hygiene, and graphic design. Forty-nine percent of M State-Moorhead students stated that they are employed part-time, 16% full-time, while 35% stated that they are not employed. Figure D.4 shows M State-Moorhead participants' employment status.



**Figure D.4** Participant Employment Status – M State-Moorhead

## Choice of Major

M State-Moorhead students were asked about factors that influenced their choice of major. Eighty-six percent stated that they chose their major because they find it interesting, 78% because it is intellectually challenging, and 64% because it allows for creativity. Seventy-seven percent said that their major allows for independence. Only 24% agreed that their choice of major was influenced by their performance in

high school. Even fewer, 6%, said that their choice was influenced by their high school guidance counselor. Twenty-one percent said friends influenced their choice and 31% said having family members in the field was a factor. Table D.1 shows factors that influenced the choice of major by M State-Moorhead students.

**Table D.1** Factors Influencing Choice of Major – M State-Moorhead

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
It is interesting	2%	0%	12%	34%	52%
It is intellectually challenging	1%	4%	17%	40%	38%
It allows for independence	3%	3%	18%	38%	39%
It allows for creativity	2%	6%	27%	33%	31%
Family members in the field	23%	20%	27%	18%	13%
Performance in high school	22%	25%	30%	11%	13%
Friends	24%	26%	29%	15%	6%
High school guidance counselor	33%	31%	30%	3%	3%

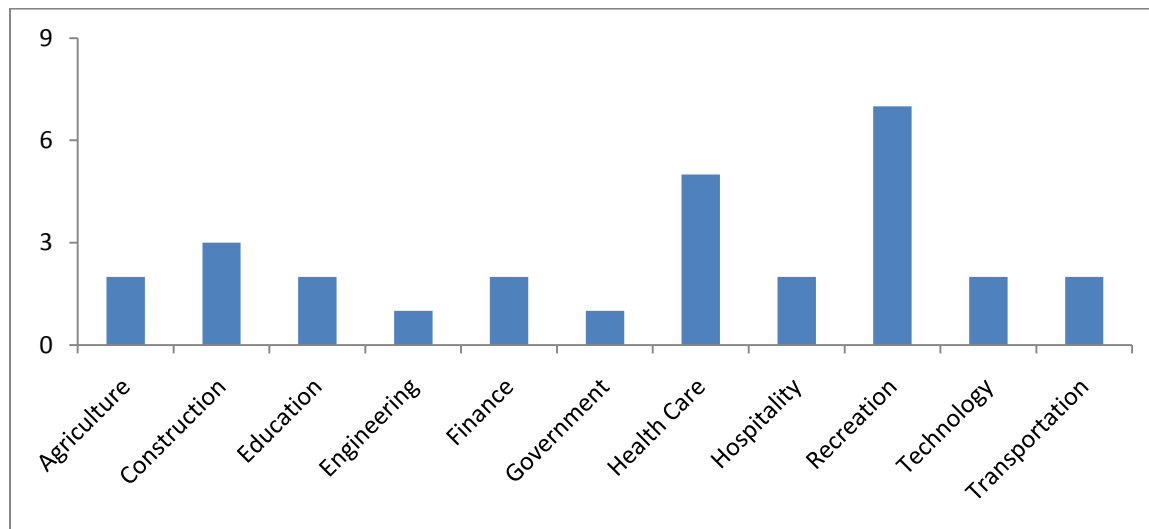
M State-Moorhead students were asked about the expected influence of their choice of major on career. Seventy-eight percent said they expect a good initial salary, 83% good long-term earnings. Eighty-seven percent expect their major to result in a career that has good job prospects, 80% good job security, and 82% flexibility in career options. Eighty-four percent of M State-Moorhead students expect their major to lead to a career with opportunities for advancement the same percent that expect opportunities to continue their professional development. Eighty-three percent expect opportunities to contribute to society, but only 45% expect their major to lead to a career that provides an opportunity to help the environment. Seventy-nine percent expect an opportunity to work with technology and 82% expect to work for an organization with a good reputation. Fifty-five percent expect a career with social prestige and 43% a position with power or authority. Sixty-six percent expect their major to lead to a career that provides an acceptable work schedule, 85% expect interaction with others, and 63% a gender equal workplace. Two-thirds expect sufficient time for personal life and 73% good physical working conditions. Table D.2 shows the expected impact of major on career attributes as reported by M State-Moorhead respondents.

**Table D.1** Expected Impact of Major on Career Attributes – M State-Moorhead

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Good job prospects and availability	1%	3%	9%	60%	27%
Interaction with others	1%	1%	12%	45%	40%
Opportunities for continued professional development	2%	0%	14%	52%	32%
Opportunities for advancement	1%	1%	14%	48%	36%
Good long-term earnings	1%	1%	14%	50%	33%
Opportunities to contribute to society	1%	3%	13%	46%	37%
Flexibility in career options	1%	1%	14%	48%	34%
An organization with a good reputation	1%	1%	15%	50%	32%
Good job security	1%	3%	15%	50%	30%
Opportunities to work with technology	1%	5%	15%	46%	33%
Good initial salary	1%	1%	20%	55%	23%
Good physical working conditions	2%	3%	22%	50%	23%
A work schedule I like	3%	4%	28%	37%	29%
Sufficient time for personal life	2%	1%	31%	42%	24%
Gender equality	2%	3%	31%	40%	23%
Social prestige	3%	5%	36%	38%	17%
Opportunities to help the environment	3%	12%	40%	27%	18%
Power or authority	4%	10%	43%	31%	12%

## Internship Selection

Twenty-one percent of M State-Moorhead respondents indicated that they had completed an internship. The most common fields of internship were recreation, health care, and construction. Figure D.5 shows the field of internships by M State-Moorhead respondents.

**Figure D.4** Field of Completed Internship – M State-Moorhead

Eighty-nine percent of M State-Moorhead students said that location would influence their selection of internship. Eighty-one percent said time of year and duration would play a role. Seventy-one percent stated they their choice would be influenced by compensation and 80% by the uniqueness of the opportunity. Ninety-two percent said they want an internship to provide an opportunity to apply



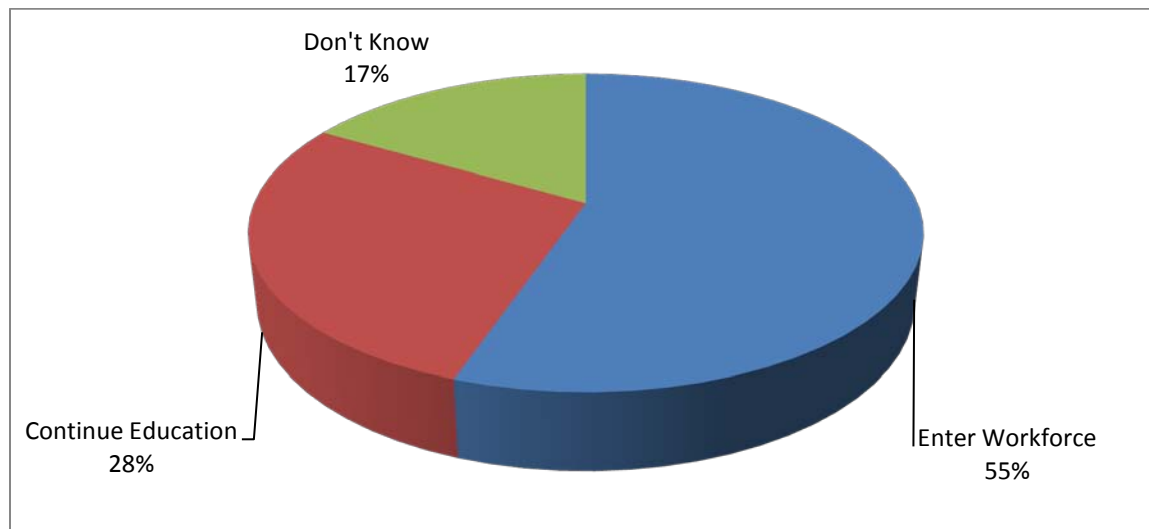
classroom learning while 93% want an opportunity to develop new skills. Ninety percent said an internship provides an opportunity to see if they enjoy the field. Seventy-seven percent stated they would be influenced by the reputation of an organization and 91% said the opportunity for continued or full time employment influences internship selection. Table D.3 shows factors that influence internship selection as reported by M State-Moorhead students.

**Table D.2** Factors Influencing Internship Selection – M State-Moorhead

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
Opportunity to develop skills	1%	0%	6%	38%	55%
Opportunity to apply skills and knowledge learned in the classroom	1%	1%	6%	43%	49%
Opportunity for continued or full-time employment	2%	1%	7%	47%	44%
Opportunity to see if I enjoy the field	1%	1%	7%	43%	47%
Location	1%	4%	6%	49%	40%
Time of year and duration	2%	4%	13%	51%	30%
Uniqueness of opportunity	1%	2%	18%	53%	27%
Reputation of an organization	1%	1%	21%	48%	29%
Compensation	1%	4%	24%	41%	30%

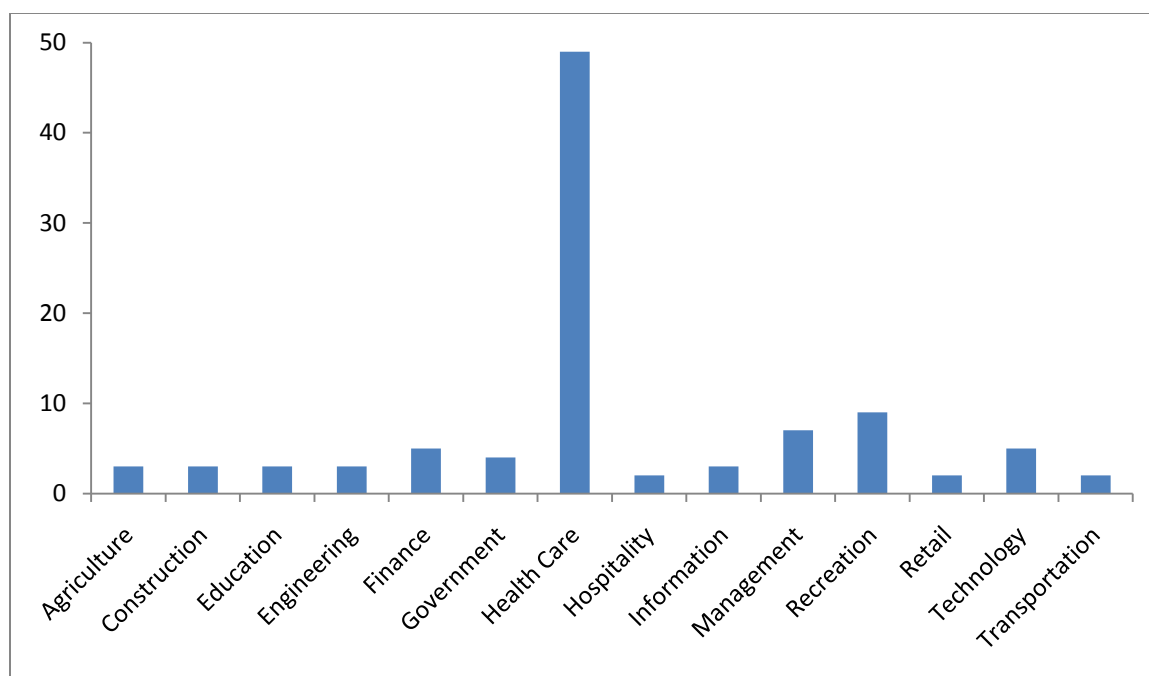
## Career Selection

M State-Moorhead students were asked about future career plans. Fifty-five percent expect to enter the workforce immediately after graduation. Twenty-eight percent plan to continue their education, while 17% are unsure. Figure D.6 shows M State-Moorhead respondents' plans after graduation.



**Figure D.5** Plans after Graduation – M State-Moorhead

Seventy-seven percent of M State-Moorhead respondents indicated that they know their intended career field. Forty-nine respondents indicated their intended career field is health care. Participants intended career field is presented in Figure D.7.



**Figure D.6** Intended Career Field – M State-Moorhead

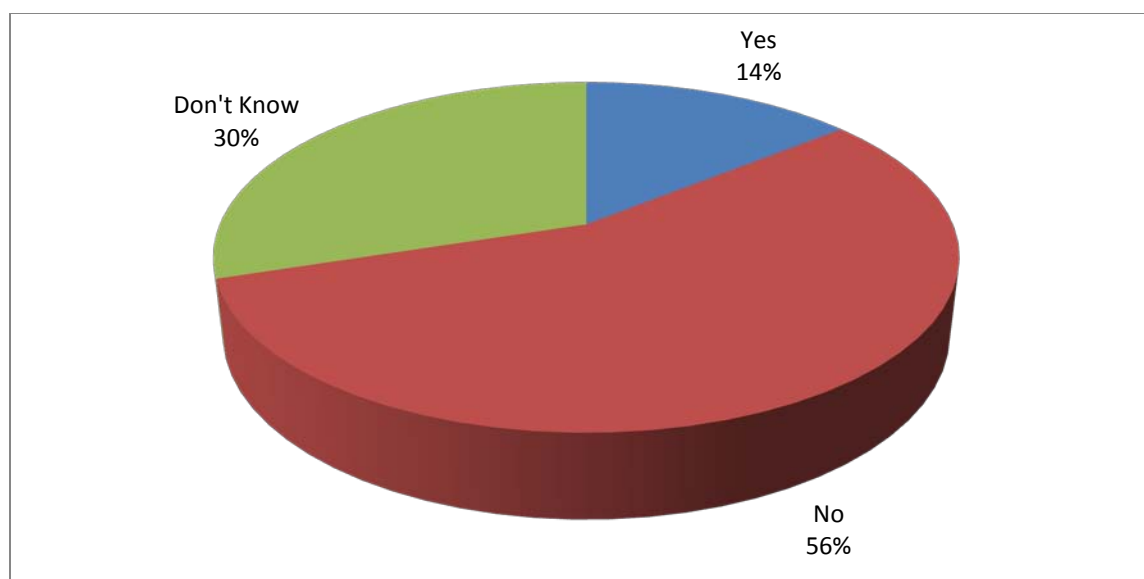
M State-Moorhead students were asked about factors that would influence their selection of future jobs. More than 90% of students identified interesting work, initial salary, long-term earnings, job prospects, job security, opportunities for advancement, an acceptable work schedule, sufficient time for personal life, and good working conditions as factors in job selection. Job location, opportunities to help the environment, and positions with social prestige or power and authority rated low with less than two-thirds of students identifying these factors. Table D.4 shows factors that influence future job selection as reported by M State-Moorhead survey participants.

**Table D.3** Factors Influencing Future Job Selection – M State-Moorhead

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
Good long-term earnings	1%	1%	2%	38%	59%
Good job prospects and availability	1%	0%	2%	43%	54%
Interesting work	1%	0%	3%	43%	53%
Good job security	1%	1%	2%	34%	62%
Good initial salary	1%	1%	5%	46%	47%
Sufficient time for personal life	2%	0%	5%	46%	47%
Acceptable work schedule	1%	0%	7%	45%	47%
Good physical working conditions	1%	0%	7%	47%	45%
Allows for interaction with others	2%	1%	8%	52%	39%
Opportunities for advancement	1%	0%	8%	42%	49%
Flexibility in career options	1%	0%	10%	46%	44%
Opportunities for continued professional development	1%	1%	9%	39%	50%
Opportunities with organizations with good reputations	1%	0%	11%	47%	41%
Opportunities to contribute to society	1%	1%	12%	46%	40%
Intellectually challenging work	1%	2%	13%	46%	39%
Allows for independence	1%	2%	13%	47%	38%
Opportunities to work with technology	1%	2%	15%	47%	35%
Opportunities in gender equal workplaces	1%	2%	17%	43%	38%
Allows for creativity	2%	2%	21%	39%	37%
Location	3%	6%	26%	39%	26%
Positions provide social prestige	2%	4%	32%	43%	20%
Opportunities to help the environment	1%	3%	34%	35%	27%
Positions provide power or authority	3%	7%	36%	37%	17%

## Public Transportation Internships and Careers

M State-Moorhead students were asked about their attitudes toward internships and careers in public transportation. Fifteen percent of M State-Moorhead respondents indicated that they know someone who works in transportation. Five percent have taken a course in transportation. Seventy-three percent have used some form of public transportation. Twelve percent believe that they are prepared for a career in public transportation. Fifty-six percent indicated they would not be interested in a public transportation internship, 14% said yes, and 30% were unsure. Figure D.8 shows M State-Moorhead respondents' interest in public transportation internships.



**Figure D.7** Interest in Public Transportation Internship – M State-Moorhead

M State-Moorhead students did not have strong opinions about internships in public transportation with no factor agreed to by more than 40% of students. Less than one-third of M State-Moorhead students thought that an internship in transit would provide an opportunity to apply classroom learning or to develop new skills. Table D.5 shows the perceived public transportation internship characteristics as reported by M State-Moorhead participants.

**Table D.4** Public Transportation Internship Characteristics – M State-Moorhead

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Presents a unique opportunity	6%	5%	50%	34%	6%
Time	6%	4%	56%	27%	7%
Location	6%	4%	57%	25%	8%
Provides opportunity to develop skills	12%	12%	45%	21%	10%
Applies skills and knowledge learned in the classroom	14%	10%	46%	22%	7%
Provides acceptable compensation	6%	6%	62%	22%	4%

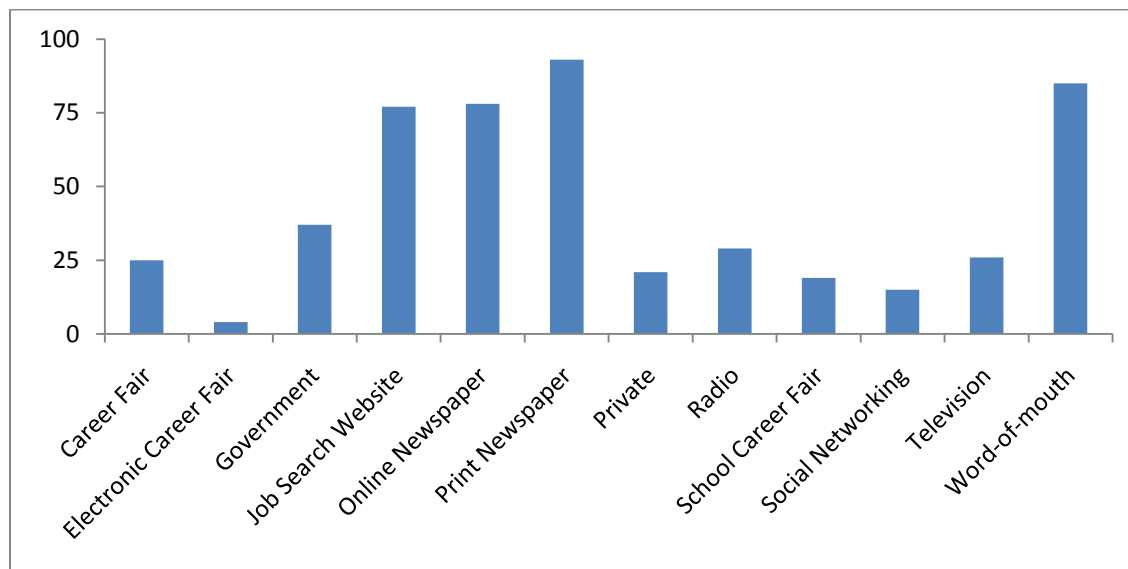
Students also did not have strong opinions about a career in public transportation. More than half of students felt that only one factor, an acceptable work schedule, would be provided by a career in transit. More than 20% of students stated that they did not believe that a career in public transportation would provide intellectually challenging work, an opportunity to be creative, or the opportunity to work with technology. Table D.6 shows the characteristics of public transportation careers as perceived by M State-Moorhead respondents.

**Table D.5** Public Transportation Career Characteristics – M State-Moorhead

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
Acceptable work schedule	4%	3%	38%	42%	14%
Opportunities for continued professional development	5%	3%	44%	37%	10%
Allows for interaction with others	4%	3%	48%	34%	11%
Opportunities to contribute to society	4%	8%	49%	29%	10%
Work independently	6%	6%	51%	32%	5%
Opportunities in gender equal workplaces	4%	7%	53%	28%	7%
Be involved in interesting work	8%	10%	47%	32%	3%
Live and work in a desirable location	4%	5%	56%	29%	5%
Sufficient time for personal life	5%	8%	54%	27%	6%
Good job prospects and availability	5%	6%	55%	29%	4%
Opportunities to help the environment	5%	3%	60%	27%	5%
Opportunities with organizations with good reputations	4%	7%	57%	26%	5%
Good long-term earnings	5%	9%	55%	27%	3%
Positions provide power or authority	5%	10%	54%	27%	3%
Good job security	7%	9%	56%	23%	4%
Flexibility in career options	6%	12%	55%	22%	5%
Be involved in intellectually challenging work	9%	14%	53%	21%	3%
Good initial salary	5%	13%	58%	21%	3%
Opportunities for advancement	6%	10%	59%	21%	3%
Positions provide social prestige	9%	11%	59%	21%	1%
Be creative	10%	18%	50%	18%	3%
Opportunities to work with technology	10%	13%	57%	18%	2%

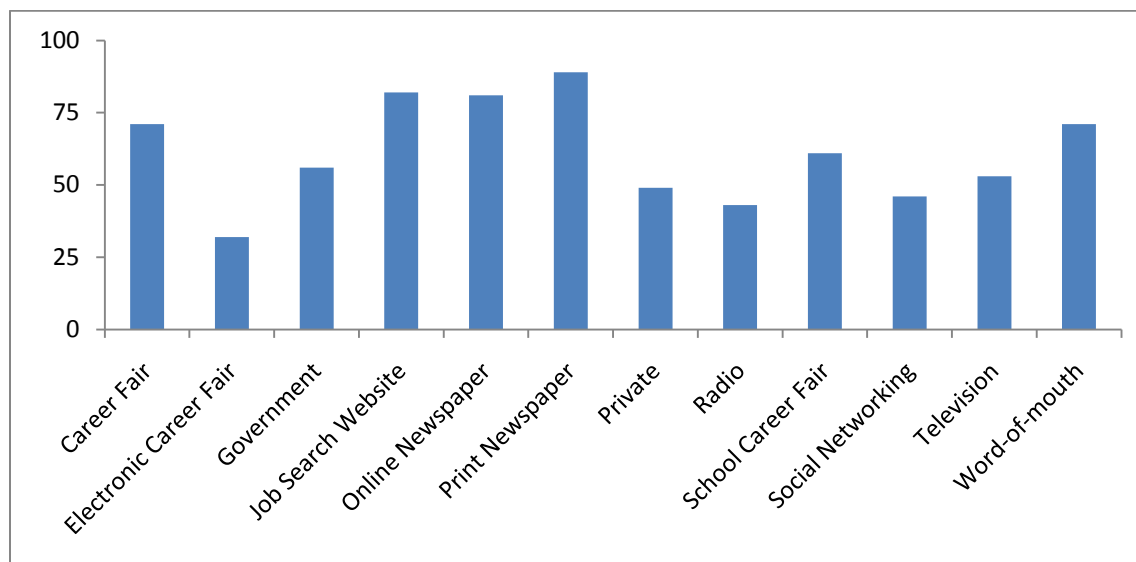
## Job Search

M State-Moorhead respondents were asked about current and future job search methods. The most common methods previously used were print newspaper, word-of-mouth and online newspaper. Figure D.9 presents job search methods used previously by M State-Moorhead students.



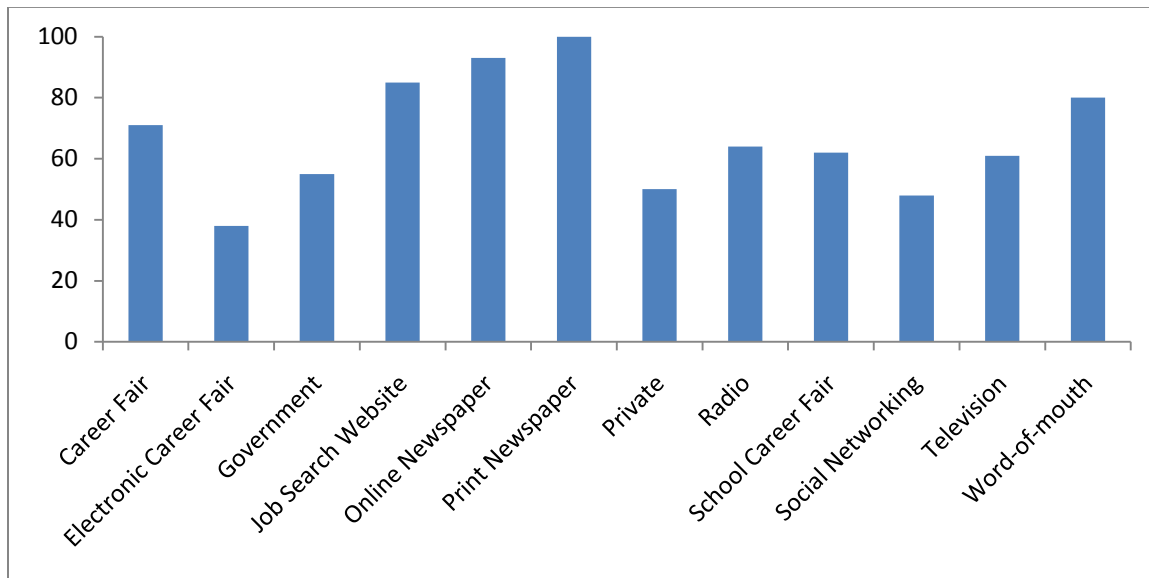
**Figure D.8** Job Search Methods Used – M State-Moorhead

Students were asked about job search methods they would use in the future. The most common methods include print newspaper, job search websites, and online newspapers. Figure D.10 shows methods M State-Moorhead respondents will use in the future.



**Figure D.9** Future Job Search Methods – M State-Moorhead

M State-Moorhead students were asked about acceptable sources of employment notices. The top three sources identified were print newspaper, online newspaper and job search websites. Figure D.11 describes the most acceptable sources of employment notices.



**Figure D.10** Acceptable Sources of Employment Notices – M State-Moorhead