

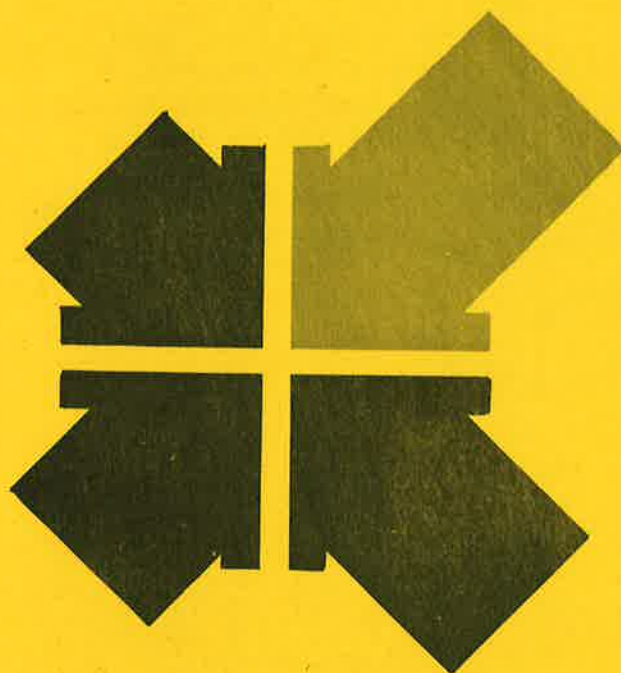
JR

PROPERTY OF:
CENTER FOR PLACEMENT RESEARCH
MICHIGAN STATE UNIVERSITY

RECRUITING TRENDS SURVEY

1974-75

A Study of 220 Businesses, Industries, Governmental Agencies
and Educational Institutions Employing New College Graduates



Prepared By
John D. Shingleton
Director of Placement

and

L. Patrick Scheetz, Ph.D.
Assistant Director of Placement

MICHIGAN STATE UNIVERSITY
Placement Services
East Lansing, Michigan 48824

ACKNOWLEDGEMENTS

We would like to acknowledge the several Placement Services' staff members who were closely involved in this survey. We would especially like to thank Georgia Collins; our research assistant, for all the effort, suggestions, and hard work she dedicated to this survey. We would also like to thank several assistant directors who offered suggestions: Ed Fitzpatrick, Carl Brautigam, Gail Braverman, Tony Rogalski, and Clare Duncan. We would also like to thank Debbie Herrygers for her secretarial assistance.

Credit should be given to those employers who answered this questionnaire. We greatly appreciate their participation.

December 12, 1974

SUMMARY

This survey was made to gain insight into some of the key questions involving the recruitment and hiring of college graduates for the class of 1974-75. Some general observations can be made:

1. This year promises to be an interesting one, as there seems to be substantial recruiting in certain industries and practically no recruiting in others (most notably, the automobile industry). The net result will be about a seven percent decrease in campus visits by employers in 1974-75.
2. The economic squeeze has not yet affected the college graduates' job opportunities nearly as much as the blue-collared employees' job opportunities.
3. There continues to be a substantial shortage of technical people, especially engineers and geologists--plus a marked demand for people with business degrees, especially accounting and marketing. Overages continue to be in the disciplines of psychology, sociology, history, English, social sciences, and education. To use the analogy of "the rich get richer and the poor get poorer," the technical graduates seem to be in greater demand and the liberal arts/social sciences and education majors seem to be in lesser demand.
4. There will be fierce competition for the college-level jobs that are available, especially for those students with a general education. There will be more college graduates in the class of 1975 who will be looking for jobs and won't find them--at least at the level to which they aspire--than there were last year. Some graduates will settle for marginal jobs. It is becoming increasingly evident that unemployment is not the number one problem plaguing college graduates in the marketplace. Rather, it is under-employment. The prospects of under-employment seem to increase with each passing year.
5. In a general way, the results of this study indicate the number of opportunities for the class of 1975 will be similar to the opportunities that were available to the class of 1973. That was not an exceptionally good year for graduating students, but those graduates who worked at getting a job, for the most part, were able to get one.

The results of this study are also supported by an analysis of the number of employers visiting the Michigan State University campus for graduates. There has been a reduction in employer schedules of approximately seven percent.

<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>
1,684	1,783	1,650 estimated

These figures can be compared with the all-time high in 1969-70 of approximately 2,300 employer visits.

6. Employment opportunities definitely favor minorities and females, especially in the technical and business disciplines. One point is becoming increasingly evident. With the large number of employers emphasizing the recruitment of minorities and females, the white male's bargaining position is further eroded. To date, there have been few rumblings on this point; but in a tight economy, this segment of the working force may become more vocal.
7. All employers reported that they would maintain the same salaries as last year or raise starting salaries--some as much as ten percent. These were the exceptions, and it appears that average starting salaries will go up about five to six percent in spite of the depressed market.
8. Employers emphasize that liberal arts and social science majors could enhance their job potential by taking cognate courses in business or related subjects. These graduates should realize that business-oriented positions are their major job options. These options become very important when the market for such majors as history, English, and philosophy is glutted.
9. The federal government hiring picture can best be characterized as being stabilized. There appears to be little over-all expansion or reduction at this time. Increases are expected in some career fields such as engineering. Total hires for all college-entry fields were 22,600 last year; and the prediction for 1974-75 is 23,300, subject to final budgetary adjustments. Retirements are running at about 125,000 annually, more than double the rate of two or three years ago. This retirement rate will help the entry-level candidates.
10. The ultimate result of the market will mean that the payoff will be on quality of education and the ability to produce a product or service. There will be jobs for most graduates. Those graduates that have received a good education and built a solid foundation upon which to develop a career will find jobs. Those graduates who took the easy courses just to get a degree and have no work experience with little else to offer will find the going tough. Employers can be and will be selective. Specific courses will be looked at more carefully. A college degree per se, without solid courses, will be more difficult to sell.

THE STUDENT

Interestingly, students have sensed what is taking place in the job market, and the mood of the campus is changing. This is partly due to the current economic crunch and partly to the subtle shift taking place in the educational philosophy at many universities (which are gradually becoming aware of some of the trends mentioned in this report). Students are concerned about jobs and it is very obvious that the subject of careers and career planning occupies a substantial portion of their thinking. The overages in certain disciplines are not going to be solved overnight and undoubtedly will become increasingly evident throughout this decade.

Last year's graduating class found the market better than any year since 1970. The optimism that was generated has now waned, and students are seriously wondering what their opportunities will be after graduation. The trend, while downward, is not abrupt; and college students should not be too pessimistic about the future.

For the past several years, there has been no stockpiling of college graduates, and most industries have been operating on a skimpy manpower budget. Also, according to employers, the energy crisis has not had nearly the impact on unemployment as many expected.

OUTLOOK BY INDUSTRY

Those industries with increased job opportunities will be:

Accounting
Aerospace & Components
Chemicals & Allied Products
Food & Beverage Processing
Glass, Paper, Packaging
& Allied Products
Hotels, Motels, Resorts, Camps
Recreational Facilities

Metals & Metal Products
Petroleum & Allied Products
(Natural Gas included)
Printing, Publishing &
Information Services
Research and/or Consulting
Services

Those whose needs will remain about the same are:

Agribusiness
Banking, Finance & Insurance
Communications (Newspapers)
Government (Federal & State)

Hospitals & Health Services
Merchandising & Related Services
Military
Service Organizations

Those industries that are not seeking as many graduates as last year include:

Automotive & Mechanical
Equipment
Communications (TV & Radio)
Educational Institutions

Electrical Machinery & Equipment/
Electronics & Instruments
Public Utilities (including Transportation)
Tire & Rubber Industries

PLEASE NOTE: All employers did not respond to all questions. Therefore, the total respondents to each question may not be the same.

Which category best describes your organization and how many employees are on your payroll?

Employer Category	1-99	100-499	500-999	1000-4999	5000-9999	10,000 or more
Accounting	4	4		2	2	2
Aerospace	1	1		1	1	3
Agribusiness				1		3
Auto & Mech Equip.				2	1	6
Banking, Finance & Ins.	4	2	1	6	2	4
Chem, Drugs & Allied		1		2	1	3
Communications (TV, Radio, and Newspaper)						1
Constr. & Build Materials		1	1		1	3
Educ. Institutions	2	25	14	6	2	3
Electrical Machinery				3	1	5
Electronics Indust.				1		6
Food & Bev. Processing	1	1		3		3
Glass, Paper, Pkg. Prod.					2	4
Gov't Administration			1	1	2	4
Hospitals & Health Services				3		
Hotels, Motels & Res. Fac.	1	1		1	1	1
Merchandising--Retail Indust.			1	5	2	3
Metals & Metal Products				6	2	3
Military					1	2
Petro & Allied Products			1		1	3
Printing, Pub. & Info Serv.		1	1	3		1
Public Utilities, incl. Trans.			1	2	2	3
Research/Consulting Serv.		2	3	2		
Tire & Rubber						1
Vol. Organizations						1

Compared to the last three years, do you anticipate the hiring of new college graduates to increase, decrease, or remain the same in your organization for 1974-75? Please indicate the percentage of change in the columns below.

OVERALL DEMAND
ALL INDUSTRIES--ALL DISCIPLINES

Candidate Type	Average Change Index ^a	Response Frequency By Percent Category and Weighting								
		Increase				Remain Same (0)	Decrease			
		75%- 100% (+4)	50%- 74% (+3)	25%- 49% (+2)	1%- 24% (+1)		1%- 24% (-1)	25%- 49% (-2)	50%- 74% (-3)	75%- 100% (-4)
All new college hires	-0.1	1	5	16	37	82	31	11	13	3
Male hires	-0.3	1	4	14	27	80	33	10	10	10
Female hires	+0.4	3	6	18	61	73	16	7	5	3
Minority hires	+0.6	5	6	22	69	63	9	5	5	3
Bachelor degree hires	0.0	3	5	13	38	84	29	8	8	3
Masters degree hires	-0.2	1	0	7	29	91	17	5	10	5
Doctoral degree hires	-0.4	1	0	5	8	85	17	3	5	8

^aThe average change index corresponds to the weighting given to each per cent change increment. Thus, the index signifies the percentage area where most employers, on the average, expect the percentage of change in demand.

DEMAND FOR NEW COLLEGE GRADUATES BY EMPLOYER CATEGORY

Employer Category	Anticipated Demand Compared to Last Year
Accounting	slight increase
Aerospace & Components	slight increase
Agribusiness	remain the same
Automotive & Mechanical Equipment	substantial decrease
Banking, Finance, & Insurance	remain the same
Chemicals & Allied Products	substantial increase
Communication (TV & Radio)	slight decrease
Communication (Newspapers)	remain the same
Educational Institutions	slight decrease
Electrical Machinery & Equipment/ Electronics & Instruments	slight decrease
Food & Beverage Processing	slight increase
Glass, Paper, Packaging & Allied Products	slight increase
Government--Federal & State	remain the same
Hospitals & Health Services	remain the same
Hotels, Motels, Resorts, Camps, Recreational Facilities	slight increase
Merchandising & Related Services (Retail Industries)	remain the same
Metals & Metal Products	substantial increase
Military	remain the same
Petroleum & Allied Products (Natural Gas included)	substantial increase
Printing, Publishing, & Information Servs.	slight increase
Public Utilities (including Transportation)	substantial decrease
Research and/or Consulting Services	slight increase
Tire and Rubber	substantial decrease
Service Organizations	remain the same

What change, if any, do you foresee in the number of campuses visited by your organization in 1974-75?

<u>Answers</u>	<u>Number of Responses</u>
Increase	37
Remain the same	109
Decrease	54

<u>Additional Comments by Employers</u>	<u>Number of Responses</u>
Increased competition requires visiting more campuses to see the required number of candidates	9
We won't visit any campuses at all	7
Only a limited number of jobs are available	6
We will only go to campuses where we are most likely to find qualified candidates (those that allow pre-screening)	4
It's now more expensive to train new people	3
We will recruit only locally	3
More need for minority and female candidates	2
Will eliminate non-productive colleges	1

Observations

There will be an increase in some industries but a slightly greater decrease in other industries. Net result: approximately a seven percent reduction in employer schedules this year. This also demonstrates that employment opportunities for college graduates have not yet diminished as dramatically as those for blue-collar workers.

If the current economic conditions prevail through the 1974-75 recruiting year (i.e., inflation combined with recession), what effect will this have on your recruiting?

<u>Comments</u>	<u>Number of Responses</u>
Less recruiting due to staff reduction, reduced plant expansion, profit squeeze, etc.	102
None	76
Very little	11
Increased recruiting	4
Hire more new, rather than experienced, graduates	4
Too early to tell	3
Recruiting easier--can be more selective	3
Current business activity is high	2
Remain the same with higher salaries offered	2
Placement services still need to be provided, especially in times of weakened economy	2
Eliminate recruiting at college with marginal result	1
Emphasize affirmative action recruiting	1
Use more volunteers rather than new hires	1

Observations

Employers answering this question reflected the wide divergence of opinion on the college graduate employment market. Most employers indicated they would be doing less recruiting while a substantial number indicated it was "business as usual." The total survey results suggested a degree of ambiguity on the part of most employers as they are watching the market very carefully on almost a day-to-day basis. It also indicates that (if current conditions prevail) some employers will be visiting campuses but will have fewer jobs to offer. It also suggests that some employers expect the market to change abruptly when it does change and they want to have candidates available for that eventuality.

Has the energy crisis had a direct effect on the employment of college graduates in your organization?

<u>Answers</u>	<u>Number of Responses</u>
Yes	32
No	175

Additional Comments by Employers

Number of Responses

Fewer entry-level positions	8
Exploring new business opportunities in energy	7
Need more technically-trained people (engineers, geologists, geophysicists) to help provide energy	6
Inflation-recession problems	4
More funds for utilities/less for salaries and all recruiting	4
Air Force flying training reduced because of fuel crisis	1
Temporary freeze	1

Observations

Employers reported that the energy crisis had little effect on their employment of college graduates. Those employers who noted that the energy crisis did affect their recruiting were primarily in the petroleum and allied products, public utilities, and chemicals and allied products areas.

Assuming that inflation continues at the current rate, what do you anticipate will be the major employment problems from these inflationary trends?

<u>Comments</u>	<u>Number of Responses</u>
Increased pressure on existing payrolls (serious compensation problems)	41
Being able to offer competitive salaries and meeting cost-of-living demands	34
Increased lay-offs and unemployment	23
Fewer opportunities will be available	22
Will curtail future expansion	18
New graduates will be earning more money than experienced employees	10
Need to reorganize staffing structure to meet new priorities	10
No problems	9
Higher entrance standards	8
Staff reduction	7
Recruiting good, experienced people who will be willing to work in an industry with declining job security	5
Who knows	3
Price/wage controls will be installed	2
Slow increase	2

Observations

Continued inflation will result in curtailment of future expansion and the leveling-off in salaries for starting college graduates. Continued inflation will result in a cost-profit squeeze that will affect employment. Serious compensation problems are evolving as a result of inflation, particularly with employees already on the payroll.

In education, this could play into the hands of new hires since employers can reduce costs by hiring inexperienced graduates for teaching positions rather than experienced personnel who, because of existing union contracts, require higher salaries. This concept is also applicable to business and industry.

If economic conditions or other factors necessitated a reduction in the number of campuses on which you can recruit in 1974-75, what would be the order of priority of campuses visited?

Answers	Average Priority Index ^a	Response Frequency by Priority		
		1	2	3
Campuses which have supplied many new hires in the past	1.3	141	26	8
The closest campus	1.6	61	40	38
Colleges with most efficient placement offices	2.0	38	66	32
Colleges with large enrollments in your target areas	2.0	41	74	39
Large universities	2.3	10	45	40
Small liberal arts colleges	2.9	..	5	69

Other Answers

Minority and female schools	7
Schools with good department in our field	5
Engineering schools	3
Most respected schools	2

Observations

It continues to be evident that employers are evaluating those colleges which supply them with the quantity and caliber of people they are seeking and are returning to those campuses when the market is tight. It appears that those campuses that do the best placement job will find employers returning, and those that have marginal placement operations will find employers changing to "greener pastures." Small liberal arts colleges will be hit the hardest. Exceptions will be made for those colleges having special minority and female placement programs.

^aThe average priority index corresponds to the answer given most often by employers. Thus, the index signifies the average priority received by each possible answer.

Approximately what percent of new hires in your organization last year (1973-74) were: liberal arts or social science graduates, business graduates, engineering/science graduates, and education graduates?

Response Frequency by Percentage Category

Answers	Percent Hired									
	100-91%	90-81%	80-71%	70-61%	60-51%	50-41%	40-31%	30-21%	20-11%	10-0%
Liberal Arts or Social Science Graduates			1	1		4	6	6	20	74
Business Graduates	15	8	11	1	10	11	14	17	14	35
Engineering/ Science Graduates	17	16	15	12	8	6	4	8	9	18
Education Graduates	38	2	3			1		1		53

Observations

Business and industry continues to hire a large number of liberal arts and social science graduates, but the number hired in relation to the supply is not as favorable to these graduates as in the business and engineering/science areas. Most employers are continuing to emphasize in their recruiting efforts the hiring of business and engineering/science graduates. The reason they put so much emphasis on this area is because the supply is so limited. School districts, of course, hire practically all education majors, although we are seeing more and more education majors going into business and industry because of the overage of teachers.

Do you think college students are better prepared, about the same, or less prepared for the world of work than graduates of ten years ago?

<u>Answers</u>	<u>Number of Responses</u>
Better prepared	142
About the same	52
Less prepared	7

Observations

In spite of all the talk to the contrary, employers still feel that college graduates are better prepared today than they were ten years ago. Only seven employers of all those surveyed felt that college students were less prepared.

Do you have a training program for new company hires?

<u>Answers</u>	<u>Number of Responses</u>
Yes	139
No	51

If yes, was this because of college education deficiencies?

<u>Answers</u>	<u>Number of Responses</u>
Yes	15
No	130

Additional Comments by Employers

Number of Responses

Training programs are necessary to familiarize new personnel with specific company procedures	49
Many things can only be learned on the job	22
In-service programs are used	8
Government requires specific programs	2

Observations

Most employers continue to have training programs for new college graduates. Several employers indicated that their training programs, however, were simply orientation programs to help the new employee get started on the job. Training programs were designed to meet special company requirements and to help the employee get started on the job rather than to make up for college education deficiencies. Most employers seemed to be satisfied with the education received by the graduates who were hired. No companies indicated that they were setting up new training programs to make up for college education deficiencies.

At those campuses where you do not recruit, how should students interested in your company apply? (1 = most appropriate to 5 = least appropriate).

Answers	Average Priority Index ^a	Response Frequency by Priority				
		1	2	3	4	5
Send letter and resume to personnel department	1.3	150	20	11		2
Phone personnel department and request interview	3.1	14	32	48	27	21
Visit personnel office personally	3.3	24	20	33	41	35
Have placement office send credentials even though specific position is not listed in the placement office	3.3	17	37	16	32	40
Send letter and resume to department head in area	3.6	11	24	24	27	50

^aThe average priority index corresponds to the answer given most often by employers. Thus, the index signifies the average priority received by each possible answer.

Additional Comments by Employers

Number of Responses

Include placement office credentials or application and transcript with initial letter--state job objective

4

Selection done by director of recruiting and training

3

Civil Service Commission

1

Observations

Most employers prefer to have students talk to them when they visit the campus regarding employment at the placement office. After that preference, employers prefer to have the students send a letter and resume to the personnel department. The next order of preference is to have the placement office send credentials even though a specific position is not listed in the placement office. The fourth preference seems to be for the candidate to make a personal visit to the company personnel office.

Is a photo on a resume an advantage to such students who do not interview on campus?

<u>Answers</u>	<u>Number of Responses</u>
Yes	93
No	110

What is the approximate ratio of men to women in exempt positions in your organization?

Ratio: $\frac{\text{Men}}{\text{Women}}$	Number of Responses
$\frac{9}{1}$ or higher	31
$\frac{8}{2}$	13
$\frac{7}{3}$	9
$\frac{6}{4}$	11
$\frac{5}{5}$	9
$\frac{4}{6}$	1
$\frac{3}{7}$	3
$\frac{2}{8}$	2
$\frac{1}{9}$	0

In spite of all the affirmative action programs, men still outnumber women in exempt positions at least nine-to-one in most organizations.

Do you have recruitment programs specifically designed for women?

<u>Answers</u>	<u>Number of Responses</u>
Yes	51
No	153

<u>Additional Comments by Employers</u>	<u>Number of Responses</u>
-----------------------------------------	----------------------------

Affirmative Action programs-- special schedules, career days, and women recruiters, posters, ads	35
Recruitment at predominantly female campuses	15
Equal opportunity policy	4
No current program but would be interested	3
Recruit for summer jobs	3
Professional women in part-time positions	2
Courts prohibit such programs	1

Observations

Most employers still do not have recruitment programs specifically designed for women, although each year more and more organizations are making special efforts in this direction. A majority of the organizations felt that their regularly designed recruiting programs adequately screened women candidates. Employers suggested that they put more emphasis on affirmative action for minority employees than they do for women.

Do you have recruitment programs specifically designed for minorities?

<u>Answers</u>	<u>Number of Responses</u>
Yes	92
No	105

Additional Comments by Employers

Number of Responses

Make special efforts to recruit on minority campuses

50

Attend Black career days; placement programs; set up special schedules; recruit for minorities throughout the United States; have students do recruiting

24

Yes--summer intern programs for minorities

7

Major emphasis is on minority hiring

3

Have minority recruiter

3

No specific program but would be interested

3

Observations

This again emphasizes the point that employers are continuing to have specifically designed recruitment programs for minorities. Most employers seem to put more emphasis on the employment of minorities than on the employment of females in exempt positions. This may be due to the fact that employers have been working on affirmative action programs for minorities longer than for women.

Did you have specific openings for qualified women in 1973-74 that were not filled?

<u>Answers</u>	<u>Number of Responses</u>
Yes	57
No	148

Comments

Number of Responses

Not enough or no qualified applicants, specifically engineers

52

Observations

There were a substantial number of employers who did not fill openings with women last year because they could not find candidates qualified for the available positions. These were primarily in the technical/business fields. This is not a problem in public school administration (at least at the new-hire level). Several employers in education and retailing said they have problems in hiring more males into these fields.

Did you have specific openings for qualified minorities in 1973-74 that were not filled?

<u>Answers</u>	<u>Number of Responses</u>
Yes	68
No	133

Additional Comments by Employers

Number of Responses

Didn't find technically-qualified minorities; unsuccessful in recruiting

61

Did not accept job offer; competition keen

4

Minorities considered for all positions

3

Have trouble finding minorities who will re-locate to our area

2

Difficulty identifying; lack of assistance from placement office

2

Observations

Most of the organizations responding to this question indicated that the supply of minority candidates for the kinds of jobs available is limited. For example, there are more technical jobs available for minorities than there are minorities to fill those jobs. Employers expressed an interest in having placement offices develop special programs to assist in the recruitment of minorities. Some colleges have such programs, but many do not.

Do you feel that equally qualified women are offered fewer good employment opportunities than men?

Answers Number of Responses

Yes 49

No 153

If yes, please explain

Number of Responses

Long-standing prejudices 33

Women must be outstanding or above average 6

No experience with problem 3

Management hang-ups; uncertainty; no guidelines 3

Possibility of marriage; difficulty of transfers 3

Sex is not a factor 2

Don't contribute as much to organization 2

If no, please explain

Number of Responses

Seeking qualified women; applicants are not available; increasing supply is encouraged 20

There is no discrimination toward women (all education employers) 16

Women hires based on merit; no sex discrimination 10

Pressure is to hire females and minorities; we encourage women to move up 10

Many in administrative positions; our experience has been good 4

Women are given premium salaries 1

Observations

Those employers indicating that they felt equally qualified women were offered fewer employment opportunities than men gave the following reasons: 1) long-standing prejudices; 2) possibilities of marriage and pregnancies, and 3) difficulty of transfer. For those answering no, employers felt that the ratio of female applicants to jobs was low. Special efforts were being made to hire women by these employers with no success. Again, the shortages were in the engineering/business fields where women traditionally have not studied.

Do you feel that equally qualified minority candidates are offered fewer good employment opportunities than white candidates?

<u>Answers</u>	<u>Number of Responses</u>
Yes	20
No	174

<u>If yes, please explain</u>	<u>Number of Responses</u>
Historic attitudes suggest this	16
Not enough data to tell	3
Many minorities are offered fewer opportunities	2

<u>If no, please explain</u>	<u>Number of Responses</u>
Affirmative action pressure is to hire women and minorities	38
All candidates given serious consideration	36
It is difficult to find qualified minorities	11

Observations

Employers were quite adamant in their feelings that equally qualified minority candidates are offered good employment opportunities. Reasons given for this are: 1) most employers are making special efforts to hire minorities, 2) it's against the law to do otherwise, 3) minority candidates don't sign up for interviews creating a smaller market than actually exists for minorities.

Is the turnover of women employees any different in your organization than that of men?

<u>Answers</u>	<u>Number of Responses</u>
Yes	81
No	104

<u>Please explain</u>	<u>Number of Responses</u>
Family responsibilities are a problem	47
Much better retention (turnover less for women)	15
Relocation of husband causes turnover	12
No difference	9
Not sure	6

Observations

Most employers say there is no difference. The others say that maternity and mobility are the two problems employers face in hiring women for exempt positions. Several stated that women's turnover is less especially if no mobility is required. Many employers feel that childrearing and homemaking still take a priority over employment with many women employees.

Is the turnover of minority employees any different in your organization than that of non-minorities?

<u>Answers</u>	<u>Number of Responses</u>
Yes	51
No	133

<u>Please explain</u>	<u>Number of Responses</u>
Minority turnover is greater	29
Minority turnover is less	10
Minority turnover is the same as non-minorities	9
No data is available	7
Minorities fail to realize the importance of being on the job and lose interest in the job.	3
Turnover varies with job classifications	3

Observations

Some employers did not want to respond to this question, but of those who had the courage to speak to this issue, the majority felt that there was no difference in turnover of minority employees and other employees. Of the fifty-one employers who felt there was more turnover, their reasons were as follows: 1) some minorities failed to realize the importance of being on the job everyday, 2) some minorities tend to lose interest in positions, and 3) competent minorities hired were soon hired away by other organizations.

What problems, if any, has your organization experienced with female college graduates already employed by your organization?

<u>Comments</u>	<u>Number of Responses</u>
None	152
Maternity (family and marital responsibilities) are a problem, including relocation and turnover	35
Women are anxious for advancement	6
Personality problems and female capabilities are problems	6
Finding right job for them is difficult	4
Women are successful in retailing	2
No female graduates are employed	1

Observations

Most employers reported excellent results for hiring female employees. Several employers indicate the main problems revolve around relocation and marriage. Working conditions in some employer locations were also cited.

What problems, if any, has your organization experienced with minority college graduates already employed by your organization?

<u>Comments</u>	<u>Number of Responses</u>
None	150
Minorities have difficulty in adjusting to work, small town, and environment	14
Minorities are reluctant to become work-oriented	9
There is constant pressure to have minorities promoted regardless of their qualifications for said promotions	7
Turnover with minorities is great	5
Minorities lose interest in positions to the point of poor performance	4
No minorities are employed with us	4
More time in training is needed	3
Relocation is a difficulty	3
Minorities are the same as everybody else	1

Observations

Occasional employers indicated that some minority employees demonstrate a loss of interest resulting in poor performance. Several employers indicated that minorities emphasize liberal arts and not enough business and engineering courses. One employer indicated that adequate housing was a problem for one of their employees.

What can colleges and universities do to help you recruit more female and minority candidates?

<u>Comments</u>	<u>Number of Responses</u>
Identify them for recruiters who actually offer jobs	43
Provide information and encourage minorities to seek careers in industry, technical fields	31
Recruit and admit more high potential minorities and females from high schools	18
Allow separate interviewing schedules for them and have them show up for interviews	17
Have more minority scholarships, minority career nights, minority seminars for recruiters	16
Provide more guidance in these specialized areas	14
Nothing can be done	11
Publicize upcoming recruiting visits to females and minorities	4
Encourage them to be aggressive in job pursuits	2

Observations

Employers felt that universities should communicate more directly with females and minorities indicating opportunities available. Some employers felt the university should attract more high potential females and minorities to the campus so that more graduates would be available. Some employers felt that females and minorities should be given more encouragement to seek careers in industry to overcome the believability problem. Universities should develop special schedules and special placement programs for women and minorities. There should be a more concerted effort to attract more females and minorities in the technically-oriented curricula. Universities should permit separate interviewing schedules for females and minorities. While these special programs are being developed, some white males are beginning to feel discriminated against and wonder about the effect of all the special programs on their employment potential.

What changes, if any, do you expect in salary offers to this year's college graduates?

BACHELOR

Category	+10% or higher	+6% to +9%	+3% to +5%	+1% to +2%	About Same	-1% to -2%	-3% to -5%	-6% to -9%	-10% or lower
Accounting	3	3		4					
Aerospace & Components	3	3							
Agribusiness	2	1	2						
Automotive & Mech. Equip.	1	3	2	1	1				
Banking, Finance and Insurance		4	2	2	4				
Chemicals, Drugs Etc.	3	4			2				
Communication (Radio & TV)									
Construction & Bldg. Materials	2	4	2						
Educational Institutions	6	13		1	5				
Electrical Machinery	1	2	2	1	1				
Electronics & Instruments	2	2	4	1					
Food & Beverage Processing		1	1		1				
Glass, Paper, Pkg. & Allied		3	2						
Governmental Adm.		3	3		1				
Hospitals & Health Serv.		1	3						
Hotels, Motels, Resorts, etc.		1	2		1				
Merchandising & Rel. Serv.	1	2	1	1	6				
Metals & Metal Products	3	2	1	3	2				
Military		1							
Petroleum & Allied Prod.	4	1							
Printing, Publishing, Advertising, & Information		3	1	1	1				
Public Utilities	1	3	2						
Research Consult.	1	5	2						
Service Organiz.									
Tire & Rubber		1							
Volunteer Organiz.					1				

What changes, if any, do you expect in salary offers to this year's college graduates?

MASTER

Category	+10% or higher	+6% to +9%	+3% to +5%	+1% to +2%	About Same	-1% to -2%	-3% to -5%	-6% to -9%	-10% or lower
Accounting	3	2		3					
Aerospace & Components	1	4	1						
Agribusiness	2	1	1						
Automotive & Mech. Equip.	1	2	1		1				
Banking, Finance and Insurance		3	2	2	4				
Chemicals, Drugs Etc.	3	3		1	1				
Communication									
Construction & Bldg. Materials	2	1	1						
Educ. Instit.	9	10		1	6				
Elect. Machinery	2	1	3	1	1				
Electronics & Instruments	1	2	3	2					
Food & Beverage Processing		1							
Glass, Paper, Pkg. & Allied		1	2						
Governmental Adm.		3	3		1				
Hospitals & Health Serv.			3						
Hotels, Motels, Resorts, ect.		1			1				
Merchandising & Rel. Serv.				1	4				
Metals & Metal Products	2	1		1	2				
Military		1							
Petroleum & Allied Products	2				1				
Printing, Publishing, Information		2	1		2				
Public Utilities	1	1	2						
Research Consult.	1	3	4						
Service Organiz.									
Tire & Rubber									
Volunteer Organiz.					1				
Design Engr/Const.		1							
Advert. Agency					1				

What changes, if any, do you expect in salary offers to this year's college graduate?

DOCTORATE

Category	+10% or higher	+6% to +9%	+3% to +5%	+1% to +2%	About Same	-1% to -2%	-3% to -5%	-6% to -9%	-10% or lower
Accounting	1		1	1					
Aerospace & Components	1	2	1	1	1				
Agribusiness	2		1						
Automotive & Mech. Equip.			1		1				
Banking, Finance and Insurance		2			3				
Chemicals, Drugs Etc.	2	4		1	1				
Communication									
Construction & Bldg. Materials	1		3						
Educ. Instit.		7	4		4			1	
Electrical Machinery		2	3		1				
Electronics & Instruments	1		1	1	2				
Food & Beverage Processing		1							
Glass, Paper, Pkg. & Allied			1						
Governmental Adm.		2	2		1				
Hospitals & Health Serv.								1	
Hotels, Motels, Resorts, etc.									
Merchandising & Rel. Serv.					2				
Metals & Metal Products		1							
Military		1							
Petroleum & Allied Prod.	1								
Printing, Publish- ing, Information		1			1				
Public Utilities	1								
Research Consult.		4	1	1					
Service Organiz.									
Tire & Rubber									
Volunteer Organiz.					1				

Does your organization have a policy regarding the hiring of handicapped college graduates (i.e. limited to some extent by a chronic disability)?

<u>Answers</u>	<u>Number of Responses</u>
Yes	45
No	143

<u>Comments</u>	<u>Number of Responses</u>
We hire handicapped if qualified	37
We have an affirmative action (equal opportunity) program for handicapped	21
We have no formal policy	12
Our policy depends on type of work required	8
Everyone must pass a physical examination	4

Observations

Most employers do very little in the area of hiring handicapped college graduates. The evidence in the MSU Placement Office indicates that very little is done in this area by most employers in comparison to the numbers seeking employment. Some employers are beginning to ask how far they can go in developing specialized hiring programs for various groups.

What, if any, advantages or disadvantages have you experienced regarding employment of handicapped persons?

Advantages

Number of Responses

Handicapped employees work harder and are constantly on the job (more stable)	42
None	41
Many applicants to choose from	1

Disadvantages

Number of Responses

Handicapped employees are less mobile, require special facilities, and are less flexible	45
None	28
No studies have been completed on this subject	23

Observations

Other advantages cited were good attendance, more stability, excellent workers, self-reliant, ambitious, and loyal. Disadvantages pointed out by employers were: necessity to adjust job routine, special facilities required, and lack of mobility on the part of some handicapped.

Do you pre-recruit?

<u>Answers</u>	<u>Number of Responses</u>
Yes	77
No	110

Comments

Number of Responses

Pre-selection services are used
(i.e., review resumes, meet with professors
and students, participate in career days,
send recent college graduates back to their
own campuses, etc.)

52

We seek students who have worked in the summers
with us or who have student-taught with us

4

We pre-recruit for minorities

3

Observations

About one-third of the employers pre-recruited in one form or another. This takes the form of pre-recruiting visits to the campus, contacting students who work in summer jobs, speaking to student groups, contacting selected professors, reviewing resumes in advance of the campus visit in the placement office, and participating in various career days.

Would you provide a co-op program for a liberal arts or social science student in your organization if such could be arranged by the university?

<u>Answers</u>	<u>Number of Responses</u>
Yes	26
No	160

<u>Comments</u>	<u>Number of Responses</u>
Not currently necessary with availability of graduates	33
Already involved with co-op in business and engineering	10
Don't need graduates other than business and engineering	6
Are already involved with student teaching	6
Possibly interested if more information was provided	5

Observations

Unlike technical co-op programs, only a handful of employers would work with universities on a liberal arts or social science program. Apparently, many of them felt this was not economically practical and that there are no current projections for handling such a program. A number of employers did mention that they thought this had substantial merit and should be explored further.

Will you have summer employment opportunities available for college students in 1975?

<u>Answers</u>	<u>Number of Responses</u>
Yes	85
No	107

What change do you expect in your summer employment personnel needs for summer, 1975?

<u>Answers</u>	<u>Number of Responses</u>
Increase	16
Decrease	42
Remain the same	119

Additional Comments by Employers

Number of Responses

The summer employment outlook is unknown at this time

6

The summer employment outlook will depend on the economy

2

Observations

It appears that the general outlook for summer employment possibilities will be down this year mainly because of the economy. Whenever there is a cutback, the first jobs to go are the part-time and summer jobs. This situation is again reflected in the coming summer's employment market.

If liberal arts and social science graduates had more management and business administration courses, would their employment prospects with your organization be improved?

<u>Answers</u>	<u>Number of Responses</u>
Yes	104
No	82

<u>Additional Comments by Employers</u>	<u>Number of Responses</u>
These graduates are not technically-oriented to our industry	24
This background would help	11
Business majors show more positive interest in our organization	4
Interested in individuals with drive and related experience regardless of degree	3

Observations

Of the business and industry responses, many of them indicated that management and business courses would help liberal arts graduates become more marketable. They put particular emphasis on accounting, marketing, and personnel courses.

How would you suggest that colleges better prepare liberal arts and social science majors for finding jobs?

<u>Comments</u>	<u>Number of Responses</u>
Beef up curriculum with classes appropriate to specific jobs (i.e., alternative career options, accounting and business courses, etc.)	50
Help them identify and pursue career preferences (i.e., career planning)	33
Better placement and career planning services	14
Encourage them to go into engineering and science or other useful fields	12
Combine work with classes (i.e., co-op, summer work, part-time work)	10
No suggestions	7
Don't know	5
Not applicable to education employers	5
Teach students that working hard will help	5
Make faculty more realistic about the work world	4

Observations

Again, employers believe that liberal arts and social science majors should have some courses related to a specialized field of employment if they are going to enhance their job potential after receiving a bachelor's degree. None suggested eliminating the liberal arts or social science curricula but, rather, to include some courses of an applied and practical nature. Employers also felt that identification of a career plan while in college would be especially helpful to students majoring in these areas.

How might college faculty members better educate all students for the world of work?

<u>Comments</u>	<u>Number of Responses</u>
Have faculty obtain industrial experiences and co-op experiences; make classes more practical, less theoretical	88
Include contact with business people in classes through guest speakers, etc.	36
Have faculty find out how their students actually will be utilized, so they can instruct and advise students realistically	27
Emphasize importance of personality and hard work	19
Have faculty realize that the opportunities are there for good graduates	7
Help students prepare for interviews	6
Talk to placement offices about career planning	6
Have faculty teach communication skills (letter-writing, spelling, speaking, etc.)	4
Have more written research assignments	2
Prepare students to take lower level jobs and work for advancement	2

Observations

Surprisingly, the number one recommendation by employers was that the faculty of the university should obtain work experience and that this work experience would help them in advising students. Many employers feel that the reason some students have a difficult time getting jobs is the orientation received from university faculty. Most employers feel that there should be more emphasis on the practical, less on the theoretical, though not to the exclusion of the theoretical. Employers also recommended that a closer liaison should be developed between faculty and employers.

Will you consider recruiting liberal arts and social science graduates on college campuses in the coming year (1974-75)?

<u>Answers</u>	<u>Number of Responses</u>
Yes	68
No	126

<u>Comments</u>	<u>Number of Responses</u>
No need for liberal arts and social science majors	33
Very few are needed	10
Business candidates will have schedule preference	6
Will hire if they are teacher-trained candidates	5
Will hire for sales positions; need all academic majors	4

Observations

Placement offices are frequently criticized for not inviting employers on campus to recruit liberal arts and social science graduates. The fact remains that for these majors many employers can obtain all the candidates they need through "write-ins" and "walk-ins". They therefore feel they are wasting time, energy, and money visiting campuses to recruit liberal arts and social science graduates. They instead spend their recruiting dollars in areas where it is more difficult to recruit (i.e., technical, minorities, females, etc.)

Are there any special arrangements that could be made by placement offices that would facilitate your recruitment of liberal arts and social science graduates?

Comments

Number of Responses

None	103
Additional career planning to gain interest in our industry	13
Provide job placement and career days to aid in the career development of these students	12
Pre-screening services would help; only refer resumes of interested candidates	8
Arrange meetings between recruiters, students, and faculty members	5
Teach students to stress their potential to contribute without apologizing for lack of business training	4

Observations

Employers are not too receptive to special efforts on the part of placement offices that facilitate recruitment of liberal arts and social science graduates. With educational institutions continuing to turn out large numbers in these areas and employers reluctant to develop programs to utilize this potential, it appears that there is a need for much original thinking on this issue. Employers and universities continue to go their own ways with the graduate frequently the victim. This is a serious problem.

How can placement offices better serve the needs of recruiters and interviewers?

Comments

Number of Responses

Be better aware of employer requirements and adequately advise students of employer demands; also provide better career counseling; have students keep interview appointments; provide lists of candidates, especially minority and female applicants

68

Most do a fine job

29

Provide better and more timely placement materials to students; help students to prepare resumes and to interview; be candid about candidates

27

Publicize recruiting as being beneficial to both employers and students

6

Observations

The No. 1 problem facing universities and their placement offices today is proper career advising. It may take two or three more years before universities make the drastic adjustments required to cope with the problem of career counseling and academic programming.

What are the five most important factors considered when you hire new college graduates?

Criteria	Average Priority Index ^a	Response Frequency by Priority				
		1	2	3	4	5
Career or work aspirations	2.2	58	31	18	12	16
Personality	2.3	58	28	24	16	14
Knowledge of subject material	2.3	43	30	25	15	10
Previous work experience including part-time and/or summer work experience	2.5	12	21	15	7	4
Innovative ideas	2.6	15	23	13	13	6
Recommendations from former employers (summer and/or part-time)	2.7	15	18	26	9	9
Knowledge of work expectancy	2.8	13	19	16	13	9
Grades	3.0	22	38	35	25	26
Suitable appearance	3.1	8	26	14	21	16
Willingness to take extra assignments	3.3	8	7	8	6	15
Recommendations from professors	3.5	8	12	21	21	23
Whether the candidate is minority or female	3.5	7	13	6	9	23
Appropriate establishment views and lifestyle	3.6	4	3	13	11	13
Publications	4.7			1	7	23

^aThe average priority index corresponds to the answer given most often by employers. Thus, the index signifies the average priority received by each possible choice.

Other Answers

Number of Responses

Student Teaching Report

7

What are the five factors which most often cause you to reject a certain candidate? (1=most important to 5=least important)

Choices	Average Priority Index ^a	Response Frequency by Priority				
		1	2	3	4	5
Lack of goals and motivation	2.1	66	45	26	23	9
Lack of proper academic background	2.2	51	24	26	11	11
Poor communications	2.5	62	31	36	23	19
Lack of aggressiveness	2.7	25	26	30	24	8
Unrealistic expectations of organization	2.8	29	20	17	21	17
Poor knowledge of self or employer	2.9	21	27	17	15	23
Lack of work experiences	2.9	10	14	14	14	19
Former drug users	2.9	10	3	8	5	8
Overly aggressive	2.9	9	12	15	11	8
Inappropriate appearance, viewpoints or lifestyle	3.0	14	21	20	13	17
Poor grades	3.1	19	25	23	21	24
Candidate's locational preferences	3.2	11	13	15	11	18

^aThe average priority index corresponds to the answer given most often by employers. Thus, the index signifies the average priority received by each possible choice.

Assuming that it is important to your organization that employees believe in the work ethic, what method do you use to ascertain a candidate's attitude toward work?

<u>Methods</u>	<u>Number of Responses</u>
General impression from interview	173
Part-time work experience	116
Summer work experience	96
Letters of recommendation from former employers	82
Grades	68
Candidate's written statement	27
Investigate attendance, health, police and work records	3
None at all	3

How would you characterize your acceptance of candidates with unconventional dress, behavior, mannerisms, etc.?

<u>Answers</u>	<u>Number of Responses</u>
Willing to hire them if they modify or adjust their appearance to fit	89
Doesn't affect us either way	55
Willing to hire them	38
Unwilling to hire them	22

Regardless of how you felt personally about an unmarried applicant living with a member of the opposite sex, would his/her chances of employment with your organization be adversely affected by company policy regarding this situation?

<u>Answers</u>	<u>Number of Responses</u>
There is no company policy regarding this situation	110
Not at all	77
Would definitely not hire	11

<u>Other (Please explain)</u>	<u>Number of Responses</u>
Depends on job	4
Would have to refer to board	2
Employment not likely if situation is public	2
Suitability and security standards	2
Require applicants to have high moral character	1

Will you hire a college graduate who:

<u>Questions</u>	<u>Number of Responses</u>	
	<u>Yes</u>	<u>No</u>
Has been a draft resistor?	91	30
Has been granted amnesty?	97	33
Was a deserter?	35	99
Has been undesirably discharged?	32	96
Has been dishonorably discharged?	25	106

<u>Comments</u>	<u>Number of Responses</u>
Would inquire about circumstances	62
Have not rejected anyone yet	9
No policy	4
Company policy would influence	3
Too many other good candidates	2
Draft resisters and deserters probably wouldn't be looking for work	1

Has your organization's attitude or policy regarding the drug culture modified or changed since 1970?

<u>Answers</u>	<u>Number of Responses</u>
Yes	43
No	147

<u>Comments</u>	<u>Number of Responses</u>
Have developed drug awareness program	13
Organization is more relaxed	11
Insufficient information available to answer question	4
Organization is stricter; will not hire them	4
Will judge each applicant individually	4
Don't accept users of hard drugs	3
Government grants often require employment for rehabilitated addicts	2
Will accept person who used marijuana	1
Do your interviewers ask applicants if they have ever used, are using, or have ever been arrested for the use or possession of "controlled substances" (drugs)?	

<u>Answers</u>	<u>Number of Responses</u>
Yes	29
No	164

<u>Comments</u>	<u>Number of Responses</u>
We only ask person if they have been convicted	6
Lack of rehabilitation or presence of an arrest record may disqualify applicant	5
Depends on job type	4
We ask if they have or are using dangerous drug	2
This question will not automatically eliminate candidates	2
Require signing of statement at time of hire	2

Will you hire an individual who has been a one-time experimenter with drugs?

<u>Answers</u>	<u>Number of Responses</u>
Yes	133
No	8

<u>Additional Comments by Employers</u>	<u>Number of Responses</u>
-----------------------------------------	----------------------------

Depends on individual case	33
Don't know	15
Possibly; marijuana only; very few candidates would be left if we didn't	6
Evidence of stability and/or rehabilitation	4
Probably not; not current users especially	3

Will you hire a college graduate who has been convicted of drug related offenses?

<u>Answers</u>	<u>Number of Responses</u>
Yes	42
No	93

<u>Additional Comments by Employers</u>	<u>Number of Responses</u>
-----------------------------------------	----------------------------

Will depend upon circumstances	59
Possibly; yes, if marijuana	8
No; not if felony	8
No policy; we don't ask	6
Would accept if crime was a misdemeanor and has been expunged	3
Evidence of stability and/or rehabilitation	2

Do you check with local public safety agencies for previous convictions before new employees are hired?

<u>Answers</u>	<u>Numbers of Responses</u>
Yes	63
No	129

<u>Additional Comments by Employers</u>	<u>Number of Responses</u>
-----------------------------------------	----------------------------

Sometimes records are checked; will check for those admitting drug-related crimes	15
-----------------------------------------------------------------------------------	----

Police records will be checked; security clearance from FBI will be requested; fingerprints are checked	9
---------------------------------------------------------------------------------------------------------	---

Will check for security positions only; banks are prohibited from employing anyone convicted of a "breach of trust" crime	6
---------------------------------------------------------------------------------------------------------------------------	---

Make a retail credit check with candidate's permission; credit check required for bonding procedure	4
-----------------------------------------------------------------------------------------------------	---

More and more students are sending out resumes. When you review a resume or set of credentials, what are the key points you use as criteria for follow-up interviews?

FREQUENCY OF RESPONSE BY LEVEL OF IMPORTANCE

Items	Average Level of Importance Index ^a	Levels of Importance			
		High Importance (1)	Medium Importance (2)	Low Importance (3)	Of No Importance (4)
<u>Personal Data</u>					
Employment Objectives	1.3	160	44	4	2
Location preference	1.8	90	81	25	11
Physical limitations	2.3	42	81	49	28
Current location	2.7	29	47	61	43
Age	2.8	14	56	58	50
Candidate's picture	3.1	5	40	46	79
Race	3.1	21	33	40	94
Sex	3.1	16	45	51	89
Marital status	3.2	7	37	63	87
<u>Education</u>					
Undergrad degree and major	1.3	154	39	7	2
Graduate degree and major	1.6	118	42	32	6
Specific courses taken	1.7	94	78	32	2
Grades	1.8	55	114	18	2
Student teaching report if applicable	1.9	44	22	6	17
<u>Work Experiences</u>					
Current	1.4	126	63	3	2
Previous	1.5	113	66	14	3
Honors & awards	1.9	50	115	31	3
Campus activities	2.1	31	117	37	11
Organizations	2.2	26	108	51	10
Hobbies & interests	2.4	21	80	62	19
Publications	2.5	22	70	74	26
Military experience	2.5	20	87	52	27
Language experiences	2.8	20	47	68	52
Travel experience	2.9	8	28	64	37
<u>References</u>					
Employer recommendations	1.6	108	60	19	7
Faculty recommendations	2.0	56	81	41	10
Personal recommendations	2.5	32	64	67	29

^aThe Average Level of Importance Index corresponds to the weighting given to each item. Thus, the index signifies the level of importance which most employers, on the average, assign to each item.

In your opinion, what percent of your employees are "underemployed" (working at levels below their education and experience level)?

<u>Answers</u>	<u>Number of Responses</u>
0-10%	127
11-25%	47
26-50%	21
51-75%	2
76-100%	2

Observations

A minimum of thirty-four percent of the employers stated that at least eleven percent of their college graduates were under-employed.

Would you recommend that a person take a job where he or she is underemployed in the hope of getting employment with the organization at a higher level in the future?

<u>Answers</u>	<u>Number of Responses</u>
Yes	85
No	57

Additional Comments by Employers

<u>Additional Comments by Employers</u>	<u>Number of Responses</u>
Internal promotion mobility is key to advancement in our organization	17
Depends on situation	12
No; limited future change in employment possibilities is expected; causes morale problems	10
After showing their capabilities, they may be considered for promotion	9
Better than unemployed	5

If you had a job opening that required only a high school diploma, would you hire a college graduate if he or she were willing to work for the same wage?

<u>Answers</u>	<u>Number of Responses</u>
Would give preference to high school graduate	68
Would hire either without preference	45
Would not hire a college graduate	43
Would give preference to college graduates	38

If you had a job opening that required only a Bachelors degree, would you hire a Masters or Ph.D candidate if he or she were willing to work for the same wage?

<u>Answers</u>	<u>Number of Responses</u>
Would give all equal consideration	113
Would hire Bachelor's candidate only	55
Would hire Master's candidate	31

If you had a job opening that required only a Master's Degree, would you hire a Ph.D. candidate if he or she were willing to work for the same wage?

<u>Answers</u>	<u>Number of Responses</u>
Would give all equal consideration	115
Would hire Master's candidate only	56
Would hire Ph.D. candidate	6

Did you have any needs for employees in 1973-74 which were not met because of insufficient supply of qualified candidates?

<u>Answers</u>	<u>Number of Responses</u>
Yes	81
No	117

<u>Academic Areas</u>	<u>Number of Responses</u>
Engineering (mechanical, electrical, chemical, and industrial)	47
Business (management, retailing, etc.)	7
Industrial Education (vocational)	6
Special Education	4
Nursing	4
Accounting, Finance	4
Computer Science	4
School Social Worker	4
Strings-Orchestra-Music	2

What is the biggest problem in college recruiting you face today?

<u>Comments</u>	<u>Number of Responses</u>
Identifying the candidates we need; finding qualified minority and female technical graduates	74
Finding colleges that permit pre-selection; employers know their needs and need pre- selection	16
Determining which graduates to choose; having candidates accept our offers; research on candidates hired and success rate	13
Current economic conditions	12
Finding positions challenging enough for fine graduates eager to begin careers; relocation of candidates to jobs	10
Limited resources, time, and money; competing with salary offers in our industry	10
No problems	10
Presenting our organization's image on the college campus; informing applicants about us	9

If you were invited to make a speech to emerging college graduates in your field, what advice would you give them?

<u>Comments</u>	<u>Number of Responses</u>
Be positive and confident; know yourself; be enthusiastic, honest, and dependable; be ambitious; do the best you can	96
Develop a career planning awareness (look into your career thinking, job preference, lifestyle, etc.)	56
Refine basic reading, writing, and communication skills; work hard for grades (they're still important); develop analytical skills	44
Learn what employers expect; be prepared to start at a lower level; respect superiors and others; don't expect special treatment based on college experience	40
Be willing to relocate	38
Be prepared to compete	26
Be versatile--don't pick one thing to do for the rest of your life; keep up with changes in your field	26
Get practical experience (summer jobs); learn from experiences so you can draw from them	23
Use placement services	4
Have a clean personal appearance	4

If you were invited to make a speech to freshmen and sophomores in your field, what advice would you give them?

<u>Comments</u>	<u>Number of Responses</u>
Attempt to get major-related work experience; summer jobs	45
Try to find out more about jobs in fields that interest you; talk to people in that field	37
Do your best job, you will be noticed; work hard	36
Maintain high grade point average	30
Branch out as much as possible	27
Choose your preference, but be flexible	24
Ask, "Why am I here?" Did you choose the right field	22
Know where you want to go for a career, take necessary courses and get proper degree	21
Continually develop basic reading, writing, and communication skills	19
Participate and get leadership experience in activities	9
Have a clean personal appearance; honesty; dependability	5
Know your own strengths and weaknesses	5
Have a desire to teach; do a good job during student teaching	4
Must start at lower level positions	2
Pursue additional teaching degree; be analytical	2

Are the college graduates you hired in the 1965-70 period any different than the ones you are hiring today?

<u>Answers</u>	<u>Number of Responses</u>
Yes	97
No	97

<u>Additional Comments by Employers</u>	<u>Number of Responses</u>
Today's graduates are better prepared, technically, and in their communication skills	54
Today's graduates are more mature and serious; more appreciative and humble; more creative	24
Recent graduates show more willingness to work their way to the top without expecting to start there	7
Today's graduates tend toward provincialism and conservatism	5
Employers object to the graduates of today who have long hair, a sloppy appearance, and a bad attitude toward the business world	4
Recent graduates will have fewer opportunities in the job market	2
The differences in the graduates reflect the different cultures from which they have come	2
There are no differences	2

EMPLOYERS RESPONDING TO SURVEY

Aetna Life & Casualty Company
 Albany International Corporation
 Albion Public Schools
 Alexander Grant & Company
 Allen Bradley Company
 Alpena Public Schools
 Alton Box Board Company
 American Can Company
 Amoco Oil Company
 Ansul Company
 Applied Physics Lab
 Arthur Young & Company
 Associated Spring Company
 Babcock & Wilcox
 Baltimore Police Department
 BASF Wyandotte Corporation
 Bay City Public Schools
 Bechtel Corporation
 Beene Garter Orchard & Company
 Bell Systems
 Bendix Corporation
 Beth Israel Hospital
 Bethlehem Steel Corporation
 Birmingham Public Schools
 Bloomfield Hills Schools
 Boeing Company
 Bonanza
 Burroughs Wellcome Company
 Butterfield Realty Company
 Byron Jackson Pumps
 Campbell Ewald Company
 Campbell Soup
 Cargill
 Carrier Corporation
 Carson Pirie Scott & Company
 Case Western Reserve University
 Caterpillar Tractor
 Central Soya
 Centrex Homes Corporation
 Chemical Abstracts
 Chrysler Corporation
 Ciba Geigy Agricultural Chemicals
 Citizens Mortgage Corporation
 Clairol Company
 Cleveland City Schools
 Collins Radio Company
 Consumer Power Company
 Control Data Corporation
 Coopers & Lybrand
 CPC International
 Crosswell-Lexington Comm. Schools
 Crowe Chizek & Company
 Dearborn Heights Public Schools
 Deere & Company
 Deltona Corporation
 Detroit Civil Service Comm.
 Detroit Edison Company
 Detroit Police Department
 Detroit Public Schools
 Digital Equipment Corporation
 Dun & Bradstreet
 Dupont de Nemours & Company
 Durand Area Schools
 East Detroit Public Schools
 Eaton Corporation
 Eli Lilly & Company
 Entrekin Computers Inc.
 Fairbanks North Star Borough Schs.
 Famous Barr
 Federal Mogul
 Fidelity Life Insurance
 Firestone Tire & Rubber Company

First Financial Group
 First National Bank & Trust
 of Michigan
 First National Bank of Dallas
 First Wisconsin National Bank
 Flint Public Schools
 Fluor Engineers & Construction
 Foote Cone & Belding
 Ford Motor Company
 Fruin-Colnon Construction
 Gaylord Community Schools
 General Electric Company
 General Foods
 General Motors Corporation
 General Telephone Company
 Grand Blanc Community Schools
 Grand Ledge Public Schools
 Grandville Public Schools
 Great West Life
 Green Giant Restaurants
 Grosse Pointe Public Schools
 H. J. Heinz Company
 Hackley Union National Bank
 Hallmark Cards Inc.
 Hartland Consolidated Schools
 Haskins & Sells
 Hawaii Board of Education
 Hayes Albin
 Highland School Twp. District
 Holland Public Schools
 Honeywell Inc.
 Hoover Company
 Host Enterprises Inc.
 Howard Needles Tammen & Berg
 Huron Valley Schools
 IBM
 Icerman Johnson & Hoffman
 International Harvester
 Ionia Public Schools
 Jackson Public Schools
 Janesville Schools
 Johnson Service Company
 Keeler Brass Company
 Kern County High School District
 Krogers
 Lamphere Public Schools
 Lapeer Public Schools
 Laventhol Krekstein H & H
 Leggs Hosiery Products Inc.
 Leo Burnett Company Inc.
 Libby Owen Ford Company
 Liberty Mutual
 Limbach Company
 Littlefield Public Schools
 Magnavox
 Manufacturers National Bank
 of Detroit
 Marine Midland Bank
 Marshall Public Schools
 Martin Marietta
 McLouth Steel Corporation
 Mead Johnson & Company
 Michigan Department of Civil Serv.
 Michigan Consolidated Gas Company
 Michigan National Bank
 Midland Public Schools
 Minniola Public Schools #10
 Minnesota Fabrics
 Morse Chain Division
 Mount Kisco School District
 NASA Lewis Research Center
 National Bank of Detroit
 Neiman Marcus
 Northport Unified School District

Oberlin City Schools
 Ohio Edison Company
 Old Kent Bank & Trust Company
 O'Neil Company
 Otsego Public Schools
 Parke Davis Company
 Parker Hannifin
 Peat Marwick Mitchell & Company
 Pennsylvania, University of
 Philco Ford Corporation
 Pioneer Service and Engineering
 Pittsburgh Des Moines Steel Company
 Portage Public Schools
 Potterville Public Schools
 PPG Industries
 Price Waterhouse
 Purdue University
 Ren Plastics
 Rochester Community Schools
 Royal Oak Public Schools
 Saga Food Services
 Saginaw Public Schools
 Saluto Foods Corporation
 Sangamo Electric Company
 Schippers Kintner Robertson
 Scott Plaza
 Sears Roebuck & Company
 Sherwin Williams Company
 South Redford Schools
 Southern Research Institute
 Sperry New Holland
 Sperry Rand Vickers Division
 Sperry Univac
 Springport Public Schools
 Square D
 St. Josephs Public Schools
 State of Ohio
 Stauffer Chemical Company
 Steelcase Inc.
 Stouffers Food Corporation
 Sundstrand Corporation
 Swartz Creek Community Schools
 TRW
 Texas Instruments
 Thunderbird Graduate School
 Transcon Lines
 Troy Public Schools
 Union Carbide Corporation
 Union Oil of California
 University of Texas
 Universal Oil Products Company
 University of Kentucky
 US Action/Vista/Peace Corps
 US Air Force
 US Navy
 US Gypsum Company
 US Social Security Admn.
 Wade Trim & Associates
 Wallace Business Forms
 Warren Consolidated Schools
 Washington National Insurance Co.
 Washington Suburb Sanitary Comm.
 Waverly Public Schools
 Westland Community Schools
 Westinghouse Electric Corporation
 Williamson Community Schools
 Willis Drake & Watters CPA's
 Wisconsin Department of Natural Res.
 Wisconsin State Bureau of Pers.
 Woodhaven Community Schools
 Wyandotte General Hospital
 Xerox
 Yeo and Yeo
 Yoder Brothers Inc.
 Zayre Corporation

the first of these is the fact that the
 second of these is the fact that the
 third of these is the fact that the
 fourth of these is the fact that the
 fifth of these is the fact that the
 sixth of these is the fact that the
 seventh of these is the fact that the
 eighth of these is the fact that the
 ninth of these is the fact that the
 tenth of these is the fact that the

the first of these is the fact that the
 the second of these is the fact that the
 the third of these is the fact that the
 the fourth of these is the fact that the
 the fifth of these is the fact that the
 the sixth of these is the fact that the
 the seventh of these is the fact that the
 the eighth of these is the fact that the
 the ninth of these is the fact that the
 the tenth of these is the fact that the

the first of these is the fact that the
 the second of these is the fact that the
 the third of these is the fact that the
 the fourth of these is the fact that the
 the fifth of these is the fact that the
 the sixth of these is the fact that the
 the seventh of these is the fact that the
 the eighth of these is the fact that the
 the ninth of these is the fact that the
 the tenth of these is the fact that the

the first of these is the fact that the
 the second of these is the fact that the
 the third of these is the fact that the
 the fourth of these is the fact that the
 the fifth of these is the fact that the
 the sixth of these is the fact that the
 the seventh of these is the fact that the
 the eighth of these is the fact that the
 the ninth of these is the fact that the
 the tenth of these is the fact that the