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RECRUITING TRENDS 1979-80

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

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

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Summary of

RECRUITING TRENDS 1979-80

A Study of 471 Businesses, Industries, Governmental Agencies, and Educational Institutions and Employing New College Graduates

This report is a summary of the Ninth Annual RECRUITING TRENDS SURVEY conducted by Placement Services at Michigan State University for 1979-80. Four-hundred and seventy-one employers from a cross-section of business, industry, government, and education were surveyed for this study. The results include information pertaining to trends in hiring new college graduates, anticipated starting salaries, campus recruiting activities, and other related topics of interest to college recruiters, placement officers, educators, career counselors, and students.

JOB OUTLOOK FOR GRADUATING CLASS OF 1979-80

According to many observers, our country is currently in a recession or on the threshold of one. Judging from the information received from employers in this study, however, the overall employment picture for new college graduates will not be affected by this condition. In fact, a slight increase (1-2%) is anticipated in the number of college graduates hired this year over last year. For MBA graduates the employment picture is expected to remain about the same as last year. The number of campus visits by prospective employers is expected to remain the same, or there will be a slight increase of 1-2 percent at the most. Since last year was a good year for the placement of college graduates, the job market this year promises to still be good in light of this survey. Currently, certain industrial and business groups are expected to recruit more heavily while other groups expect to remain the same or even decline. Those expecting to recruit the heaviest are accounting, aerospace, electronics, merchandising/retailing, military and the petroleum industries. Electric equipment/machinery, food and beverage processing, hospitals and health services, hotels and motels, metals and metal products, utilities and research and consulting firms are expected to increase their hiring slightly (1-4%). While this forecast speaks to the demand nationally, there is evidence of some soft spots. The most glaring example of this is in the automotive industry where a decrease is expected in the hiring of college graduates this year. (Pages 6, 7, 9 and 12).

AVERAGE STARTING SALARIES

Starting salaries are expected to increase approximately 7-8 percent for graduates in the highest demand areas, such as electrical, mechanical, chemical, and petroleum engineers and computer science majors. An increase of 5-6 percent in starting salaries is forecasted for metallurgical, and civil engineers; MBA's; marketing/sales; chemistry, accounting, agriculture, math, and general business. The lowest increases in starting salaries are expected for human ecology, social science, liberal arts, and education majors.

An interesting sidelight reveals that most employers establish starting salary categories for all new graduates for particular degree levels and academic majors. This represents 65.4 percent of the employers. Thirty-four percent of the employers indicated that starting salaries are negotiable during the interviewing process in their organizations. (Pages 37-41)

DEGREE LEVELS REQUIRED OF NEW HIRES

Of all the professional positions in the surveyed organizations, the bachelor's degree was the level of education in most demand. Approximately 1-10 percent of the positions require an associate's degree, 51-60 percent a bachelor's degree, 1-10 percent a master's degree, and 1-10 percent a doctoral degree. In these organizations, approximately 41-50 percent of all salaried employees hold at least a bachelor's degree. (Pages 2, 4, and 5)

ACADEMIC MAJORS IN DEMAND

The most significant increases (3-4%) in demand for new college graduates are expected for petroleum engineering, computer science, electrical engineering, and mechanical engineering. The majors in lowest demand (in relation to supply) are social science, education, human ecology, and liberal arts. Employers summarize the outlook for college graduates as especially good for individuals with degrees in technical areas or those with saleable skills. (Pages 10, 11, 16, 18, 19, and 55).

ACADEMIC TRAINING REQUIRED BY EMPLOYERS

An ability to write and speak effectively is cited by employers as the greatest need of college graduates for entry into full-time work. Other requirements of college graduates are: an ability to accept more responsibility and to follow through on an assigned task, a greater concern for productivity, and more emphasis on quality of work performed. These are followed closely by a need for more ambition/motivation, desire to get ahead, better work habits, and greater dependability. Employers are generally asking that graduates have a better understanding and awareness of the business world in a practical sense and more effective interpersonal skills. Business and industry employers indicated that they would like to see more technically trained graduates leaving our institutions of higher learning. Education employers indicated that they would like to see more graduates in the fields of industrial arts, math, science and special education. (Pages 16, 50, 51 and 53)

MORE EXPERIENTIAL LEARNING DEMANDED

The experiences of most employers with cooperative education programs and internships has been excellent. Employers look very favorably upon students who have participated in work experience programs. Employers stress that practical work experiences are helpful and enhance the chances of employment for college graduates. According to employers, these students are better adjusted to the real world and better able to look into a career from personal experiences. Employers are also using co-op and internship programs for recruiting full-time personnel after graduation. (Pages 31 and 52)

FACTORS AFFECTING WHO IS HIRED

When recruiting new college graduates for employment, the ability to get things done, initiative, honesty, and integrity were rated as the most important factors to employers. Next on their list and rated important were dependability, common sense, oral communication skills, interpersonal skills, and adaptability. Factors almost always leading to negative employment decisions include little interest/poor reason for wanting job, indication of poor/undesirable work habits, and unsatisfactory verbal skills.

According to the surveyed employers, approximately 51-60 percent of all candidates are rejected during or immediately following the campus interviews. Of the candidates interviewed on campus by the surveyed employers, only 1-10 percent eventually begin work within that organization. (Pages 21, 26, and 27)

FREQUENCY OF CAMPUS VISITS

Most employers visit their primary colleges and universities for recruiting about twice each year. Of the surveyed employers, 9.4 percent visit their primary schools more often and 32.3 percent visit only once each year. (Page 20)

EFFECTIVENESS OF PLACEMENT SERVICES

When seeking the best advice for planning their careers, college students were encouraged by prospective employers to use their college placement offices. In the opinions of employers, the college placement office is the best place to seek career advice. The second best source was employers themselves. The importance of college placement offices was further highlighted when employers reported that approximately 41-50 percent of their new college graduates generally come from on-campus interviewing. Responses to want ads, write-ins, job listings with placement offices, and walk-ins were cited as the next most productive sources of new college hires. Many employers (68.8%) want lists of courses in credential files of placement offices, and some employers (38.9%) use pre-screening services available through placement offices. Placement offices are encouraged by the surveyed employers to become more familiar with the problems of employers. (Pages 20, 32, 52, 54, and 56)

IMPORTANCE OF GOOD GRADES

Participating employers ranked 51 factors in order of importance in the employment decision. Contrary to popular belief that grades are first in importance, grades rank 28 in that list of factors. Several factors like "the ability to get things done" rate higher. Most employers do not have a minimum grade point average for hiring college graduates, although 20.6 percent do require a minimum. Of those employers with a minimum grade point average requirement, 58.4 percent required a GPA of 2.5 or higher and 22.4 percent required a 3.0 or higher. (Pages 21-23)

REFERENCE CHECKS IN SELECTION PROCESS

Most employers (84.1%) check references when considering new college graduates for employment in their organizations. References are checked most often (64.6%) before the job offer is made. Other employers check references after the initial interview, after the second interview, and after the site interview. Some employers (12.7%) check references after the individual has been given a job offer. Nine employers check references after the job offer is accepted or after the individual has started on the job. Most reference checks are done by telephone (70.1%), some by letter, and a few by credit bureaus and personal visits. (Pages 23 and 24)

VOCATIONAL AND PSYCHOLOGICAL TESTING

Vocational and psychological testing for employment purposes is declining. Only 13.4 percent of the surveyed employers used vocational and psychological testing when considering new college graduates for employment. Of those 63 employers, only 26 use vocational and psychological testing more today than they did 5 years ago. Generally, tests of this type are designed specifically for the employer's needs. (Page 25)

PREPARING FOR CAMPUS INTERVIEWS

Most employers are pleased with the interviewing preparation displayed by college students. Employers recommend that students read the employers' literature available in their placement office libraries, be ready to describe their career goals, present a well-prepared resume at the interview, and ask good questions. (Page 30)

EMPLOYERS' TOUGHEST RECRUITING PROBLEMS

This year the toughest recruiting problem was convincing individuals to relocate to the organizations geographical location, according to employers. The next problem most frequently cited was finding enough qualified minorities and women, and hiring qualified graduates within the starting compensation constraints. Competition between firms and competition for the outstanding candidates were also mentioned often. In recent years, employers have noticed an increase in competition from other employers, constant increases in salaries resulting in a compression problem with established employees, more emphasis on college recruiting, and increased competition and demand for technical graduates. (Pages 33 and 34)

RECOMMENDATIONS FOR JOB SEEKERS

Employers have the following recommendations for new college graduates on how to get a job with their organizations: prepare for interviews, research any organization you are interviewing or visiting, submit job applications, sign up for campus interviews, use your Placement Services, earn good GPA's, set realistic career goals, show a genuine interest in work for an organization, gain prior work experiences (summer employment, part-time, co-op), have a well-prepared resume, be enthusiastic, sell yourself, be aggressive/persistent/assertive, enroll in a high demand academic major, present a good appearance, be willing to work hard/have a good work attitude, and demonstrate good communication skills. (Page 35)

TRAINING PROGRAMS FOR NEW HIRES

Most employers (96.1%) have training programs for new hires. On the average, these training programs included 9-10 hours of training each week during the first 6 months on the job. By far the most prevalent type of training is on-the-job training (OJT); 418 employers have this. A distant second is orientation training. Classes, formal training, and written training are used less frequently. (Pages 43 and 44)

TURNOVER OF NEW COLLEGE HIRES

New college hires leave at the rate of 5-6 percent during the first year, according to the surveyed employers. A few employers (34.9%) stated that 7 percent or more of their new hires left during the first year. Turnover rates vary greatly depending upon employer type too. Most new college graduates leave their first organization during the first two years because they receive a better job offer. As a second reason, they leave because they are not able to adapt. (Pages 44-48)

MANPOWER FORECASTING

Many employers (68.2%) use manpower forecasting when establishing quotas for new college hires. One year is the usual time span for these projections (48.5%). Approximately 22.4 percent of the employers use 5 years as the time projection. Some employers (8.9%) are not using manpower forecasting because they have not found an acceptable system. (Pages 53-54)

MOTIVATING NEW COLLEGE HIRES

Motivating new college graduates is most readily accomplished by providing them with interesting work, promotion, and growth within the organization, according to employers. To a lesser extent, they are motivated by a full appreciation of work done, good wages, a feeling of being in on things, and good working conditions. (Page 49)

GEOGRAPHICAL AREAS WITH MOST JOB OPPORTUNITIES

Almost one third of the surveyed employers (29.9%) did not know which geographical region in the United States would be the easiest for new college graduates to find jobs. Of those employers who rated the regions, Southcentral (Texas, Oklahoma, Iowa, Kansas, Louisiana, etc.), Northcentral (Michigan, Minnesota, Illinois, North Dakota, South Dakota, etc.), and Southwest (California, Nevada, Hawaii, New Mexico, Arizona, etc.) were rated highest. Those regions with the lowest ratings were Southeast, Northeast, and Northwest. (Page 51)

Which category best describes your organization?

Employer Category	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
ACCOUNTING	1	28	5.9
AEROSPACE	2	15	3.2
AGRI-BUSINESS	3	16	3.4
AUTO-MECH EQUIP.	4	23	4.9
BANKS, FIN, INSU	5	38	8.1
CHEMICALS, DRUGS	6	18	3.8
COMMUNICATION	7	2	.4
CONSTRUC-BLDG	8	15	3.2
EDUCATION	9	62	13.2
ELECTRICAL EQUIP	10	15	3.2
ELECTRONICS	11	21	4.5
FOOD-BEVERAGE	12	20	4.2
GLASS, PAPER, PKNG	13	14	3.0
GOVT ADMIN	14	15	3.2
HOSPITAL-HEALTH ORG	15	6	1.3
HOTELS, RECREATIONAL	16	14	3.0
MERCHANDISING-RETAIL	17	36	7.6
METALS	18	30	6.4
MILITARY	19	4	.8
PETROLEUM	20	12	2.5
PRINTING, PUBLISHING	21	4	.8
UTILITIES	22	29	6.2
RESEARCH-CONSULTING	23	18	3.8
SERVICE ORG.	24	5	1.1
TIRE-RUBBER	25	5	1.3
VOLUNTEER ORG	26	3	.6
OTHER	27	2	.4
TOTAL		471	100.0

VALID CASES 471 MISSING CASES 0

Business/Education

Employer Category	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
BUSINESS, IND, GOVT	1	409	86.8
EDUCATION	2	62	13.2
TOTAL		471	100.0
MEAN	1.132		
VALID CASES	471	MISSING CASES	0

How many SALARIED employees are on the payroll of your organization?

Number of Salaried Employees	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)
1-99	1	47	10.0
100-999	2	147	31.2
1000-9999	3	160	34.0
10000 OR MORE	4	89	18.9
NO ANSWER	0	28	5.9
TOTAL		471	100.0

VALID CASES 443 MISSING CASES 28

How many SALARIED employees are on the payroll of your organization?

Employer Category	COUNT TOT PCT	Number of Salaried Employees					GR NO ANSWE R	ROW TOTAL
		1-99	100-999	1000-9999	10000 OR MORE	4		
ACCOUNTING	1	10 2.3	3 .7	10 2.3	2 .5	3M 0	25 5.6	
AEROSPACE	2	0 0	5 1.1	4 .9	5 1.1	1M 0	14 3.2	
AGRIBUSINESS	3	3 .7	6 1.4	6 1.4	0 0	1M 0	15 3.4	
AUTO-MECH EQUIP	4	1 .2	11 2.5	4 .9	6 1.4	1M 0	22 5.0	
BANKS, FIN, INSU	5	4 .9	12 2.7	12 2.7	6 1.4	4M 0	34 7.7	
CHEMICALS, DRUGS	6	0 0	2 .5	10 2.3	5 1.1	1M 0	17 3.8	
COMMUNICATION	7	0 0	0 0	1 .2	1 .2	0M 0	2 .5	
CONSTRUC-BLDG	8	2 .5	5 1.1	6 1.4	1 .2	1M 0	14 3.2	
EDUCATION	9	3 .7	34 7.7	15 3.4	5 1.1	5M 0	57 12.9	
ELECTRICAL EQUIP	10	1 .2	4 .9	5 1.1	5 1.1	0M 0	15 3.4	
ELECTRONICS	11	3 .7	5 1.1	5 1.1	7 1.6	1M 0	20 4.5	
FOOD-BEVERAGE	12	1 .2	13 2.9	5 1.1	0 0	1M 0	19 4.3	
GLASS, PAPER, PCKN	13	0 0	2 .5	7 1.6	5 1.1	0M 0	14 3.2	
GOVT ADMIN	14	1 .2	4 .9	6 1.4	4 .9	0M 0	15 3.4	
HOSPITAL-HEALTH	15	3 .7	0 0	1 .2	2 .5	0M 0	6 1.4	
HOTELS, RECREATIO	16	2 .5	5 1.1	3 .7	2 .5	2M 0	12 2.7	
MERCHANDISING-RE	17	1 .2	9 2.0	13 2.9	16 3.6	3M 0	33 7.4	
METALS	18	4 .9	8 1.8	17 3.8	7 1.6	1M 0	29 6.5	
MILITARY	19	0 0	0 0	1 .2	3 .7	0M 0	4 .9	
PETROLEUM	20	0 0	1 .2	6 1.4	5 1.1	0M 0	12 2.7	
PRINTING, PUBLISH	21	0 0	5 .7	1 .2	0 0	0M 0	4 .9	
UTILITIES	22	0 0	7 1.6	16 3.6	6 1.4	0M 0	29 6.5	
RESEARCH-CONSULT	23	4 .9	5 1.1	8 1.8	0 0	1M 0	17 3.8	
SERVICE ORG.	24	2 .5	1 .2	2 .5	0 0	0M 0	5 1.1	
TIRE-RUBBER	25	0 0	2 .5	0 0	2 .5	2M 0	4 .9	
VOLUNTEER ORG	26	1 .2	0 0	2 .5	0 0	0M 0	3 .7	
OTHER	27	1 .2	0 0	1 .2	0 0	0M 0	2 .5	
COLUMN TOTAL		47 10.6	147 33.2	164 36.1	89 20.1	28M 0	445 100.0	

What percentage of your salaried employees hold at least a bachelors degree?

Percentage	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-10	2	23	4.9	5.3	5.3
11-20	3	50	10.6	11.6	16.9
21-30	4	64	13.6	14.8	31.8
31-40	5	40	8.5	9.3	41.1
41-50	6	54	11.5	12.5	53.6
51-60	7	39	8.3	9.0	62.6
61-70	8	40	8.5	9.3	71.9
71-80	9	40	8.5	9.3	81.2
81-90	10	28	5.9	6.5	87.7
91-100	11	53	11.3	12.3	100.0
NO ANSWER	0	40	8.5	MISSING	
TOTAL		471	100.0	100.0	

MEAN 6.478
VALID CASES 431
MISSING CASES 40

Observation: Approximately 41-50 percent of all salaried positions are held by bachelor's degree graduates.

Approximately what percentage of the professional positions in your organization require the following levels of education for successful job performance? **LESS THAN HIGH SCHOOL DIPLOMA REQUIRED.**

Percentage	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-10	2	53	11.3	68.8	68.8
11-20	3	6	1.3	7.8	76.6
21-30	4	3	.6	3.9	80.5
31-40	5	2	.4	2.6	83.1
41-50	6	2	.4	2.6	85.7
51-60	7	1	.2	1.3	87.0
91-100	11	10	2.1	13.0	100.0
NO ANSWER	0	276	58.6	MISSING	
NONE	1	118	25.1	MISSING	
TOTAL		471	100.0	100.0	

Observation: Approximately 1-10% of the surveyed employer's professional positions required less than a High School diploma.

VALID CASES 77 MISSING CASES 394

Approximately what percentage of the professional positions in your organization require the following levels of education for successful job performance? **HIGH SCHOOL DIPLOMA REQUIRED.**

Percentage	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-10	2	66	14.0	26.6	26.6
11-20	3	42	8.9	16.9	43.5
21-30	4	21	4.5	8.5	52.0
31-40	5	16	3.4	6.5	58.5
41-50	6	23	4.9	9.3	67.7
51-60	7	18	3.8	7.3	75.0
61-70	8	9	1.9	3.6	78.6
71-80	9	6	1.3	2.4	81.0
81-90	10	6	1.3	2.4	83.5
91-100	11	41	8.7	16.5	100.0
NO ANSWER	0	191	40.6	MISSING	
NONE	1	32	6.8	MISSING	
TOTAL		471	100.0	100.0	

Observation: Approximately 21-30% of the surveyed employer's professional positions required a High School Diploma.

VALID CASES 248 MISSING CASES 223

Approximately what percentage of the professional positions in your organization require the following levels of education for successful job performance? **ASSOCIATE'S DEGREE REQUIRED.**

Percentage	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-10	2	100	21.2	45.5	45.5
11-20	3	52	11.0	23.6	69.1
21-30	4	28	5.9	12.7	81.8
31-40	5	11	2.3	5.0	86.8
41-50	6	7	1.5	3.2	90.0
51-60	7	3	.6	1.4	91.4
61-70	8	4	.8	1.8	93.2
71-80	9	3	.6	1.4	94.5
81-90	10	3	.6	1.4	95.9
91-100	11	9	1.9	4.1	100.0
NO ANSWER	0	229	48.6	MISSING	
NONE	1	22	4.7	MISSING	
TOTAL		471	100.0	100.0	

Observation: Approximately 1-10% of the surveyed employer's professional positions required an Associate's Degree.

VALID CASES 220 MISSING CASES 251

Approximately what percentage of the professional positions in your organization require the following levels of education for successful job performance? BACHELORS DEGREE REQUIRED.

Percentage	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-10	2	19	4.0	4.6	4.6
11-20	3	35	7.4	8.5	13.1
21-30	4	53	11.3	12.8	25.9
31-40	5	34	7.2	8.2	34.1
41-50	6	43	9.1	10.4	44.6
51-60	7	41	8.7	9.9	54.5
61-70	8	36	7.6	8.7	63.2
71-80	9	48	10.2	11.6	74.8
81-90	10	48	10.2	11.6	86.4
91-100	11	56	11.9	13.6	100.0
NO ANSWER	0	57	12.1	MISSING	
NONE	1	1	.2	MISSING	
	TOTAL	471	100.0	100.0	

Observation: Approximately 51-60% of the surveyed employer's professional positions required a Bachelor's Degree.

VALID CASES 413 MISSING CASES 58

Approximately what percentage of the professional positions in your organization require the following levels of education for successful job performance? MASTERS DEGREE REQUIRED.

Percentage	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-10	2	177	37.6	62.5	62.5
11-20	3	65	13.8	23.0	85.5
21-30	4	19	4.0	6.7	92.2
31-40	5	7	1.5	2.5	94.7
41-50	6	7	1.5	2.5	97.2
81-90	10	2	.4	.7	97.9
91-100	11	3	1.3	2.1	100.0
NO ANSWER	0	169	35.9	MISSING	
NONE	1	19	4.0	MISSING	
	TOTAL	471	100.0	100.0	

Observation: Approximately 1-10% of the surveyed employer's professional positions required a Master's Degree.

VALID CASES 285 MISSING CASES 188

Approximately what percentage of the professional positions in your organization require the following levels of education for successful job performance? DOCTORATES DEGREE REQUIRED.

Percentage	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-10	2	134	28.5	88.2	88.2
11-20	3	10	2.1	6.6	94.7
21-30	4	3	.6	2.0	96.7
31-40	5	2	.4	1.3	98.0
81-90	10	1	.2	.7	98.7
91-100	11	2	.4	1.3	100.0
NO ANSWER	0	238	50.5	MISSING	
NONE	1	81	17.2	MISSING	
	TOTAL	471	100.0	100.0	

Observation: At the most, 1-10% of the surveyed employer's professional positions required a Doctoral Degree.

VALID CASES 152 MISSING CASES 319

What change, if any, do you expect in overall employment picture for new college graduates this year (79-80)? ALL GRADUATES

Percentage Change	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
INC	50-100	1	13	2.8	2.9
INC 25-49		2	9	1.9	4.9
INC 11-24		3	34	7.2	12.6
INC 9-10		4	66	14.0	27.4
INC 7-8		5	20	4.2	31.9
INC 5-6		6	26	5.5	37.8
INC 3-4		7	32	6.8	44.9
INC 1-2		8	24	5.1	50.3
REMAIN THE SAME		9	166	35.2	87.6
DEC 1-2		10	7	1.5	89.2
DEC 3-4		11	5	1.1	90.3
DEC 5-6		12	9	1.9	92.4
DEC 9-10		14	16	3.4	96.0
DEC 11-24		15	9	1.9	98.0
DEC 25-49		16	8	1.7	99.8
DEC 50-100		17	1	.2	100.0
NO ANSWER		0	24	5.1	MISSING
NONE HIRED		18	2	.4	MISSING
	TOTAL	471	100.0	100.0	

Observation: Employers expect the overall employment picture for all college graduates to increase approximately 1-2% for 1979-80.

VALID CASES 445 MISSING CASES 26

What change, if any, do you expect in overall employment picture for new college graduates this year (79-80)? MBA GRADUATES

Percentage Change	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
INC	50-100	1	7	1.5	2.3
INC 25-49		2	1	.2	2.6
INC 11-24		3	6	1.3	4.6
INC 9-10		4	26	5.5	13.1
INC 7-8		5	3	.6	14.1
INC 5-6		6	17	3.6	19.6
INC 3-4		7	27	5.7	28.4
INC 1-2		8	16	3.4	33.7
REMAIN THE SAME		9	176	37.4	91.2
DEC 1-2		10	4	.8	92.5
DEC 3-4		11	4	.8	93.8
DEC 5-6		12	4	.8	95.1
DEC 9-10		14	5	1.1	96.7
DEC 11-24		15	5	1.1	98.4
DEC 25-49		16	1	.2	98.7
DEC 50-100		17	4	.8	100.0
NO ANSWER		0	104	22.1	MISSING
NONE HIRED		18	61	13.0	MISSING
	TOTAL	471	100.0	100.0	

Observation: The overall employment picture for MBA graduates is expected to remain the same for 1979-80.

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What factors will have the most impact on the numbers of new college graduates hired by your organization during the 1979-80 school year? Absolute frequencies are listed for each answer with adjusted frequencies (percent) shown in parentheses. Answers listed from lowest mean score (highest importance) to highest mean score (lowest importance).

Factors	Mean	A Great Deal of Importance	Some Importance	Little or No Importance	Valid Cases	Missing Cases
Code		1	2	3		
Organizational growth	1.434	292 (64.0)	130 (28.5)	34 (7.5)	456 -	15
Rate of turnover	1.819	139 (30.8)	256 (56.6)	57 (12.6)	452 -	19
Economic factors external to your organization						
Depression	2.063	109 (29.9)	124 (34.0)	132 (36.2)	365 -	106
Recession	2.069	101 (24.2)	187 (44.7)	130 (31.1)	418 -	53
Inflation	2.256	57 (15.4)	162 (43.7)	152 (41.9)	371 -	100
Number of employees retiring	2.489	32 (7.2)	164 (36.8)	250 (56.1)	446 -	25
Reorganization	2.579	34 (7.9)	114 (26.4)	284 (65.7)	432 -	39

Other Factors: Dropping enrollment (3); State budget agency priority programs (3); Local millage votes; New and/or Renewal; Reemphasis to hiring fresh graduates; Ability to attract graduates to the company and keep them; Emphasis on the college recruiting program; Entry into the coal, uranium, and geothermal energy areas; Expansion; Long term special projects; Am finding recent graduates living in unreal world and am going after older employees; "1" Productivity emphasis, "2" Federally mandated changes in auto industry; Federal regulation; Graduates enter management development programs, which are ongoing; Required compliance for government agency regulations; Legislation related to transportation regulation and funding; Impact of regulation on free market; Alternative energy sources; Aerospace engineers-Technical requirements; Implementation of master plan for special education.

Observation: Organizational growth will have a great deal of impact on the numbers of new college graduates hired for 1979-80. Rate of turnover, depression, recession, inflation, number of employees retiring, and reorganization (in order of importance) are rated by prospective employers as having some impact on the hiring of new college graduates this year.

What changes does your organization anticipate in the hiring of new college graduates for 1979-1980? Absolute frequencies are listed for each answer with adjusted frequencies (percent) shown in parentheses.

Types of Candidates	Mean	Increase								Remain the Same	Decrease								None Hired
		50% or More	25-49%	11-24%	9-10%	7-8%	5-6%	3-4%	1-2%		1-2%	3-4%	5-6%	7-8%	9-10%	11-24%	25-49%	50-100%	
Code		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Computer Sci.	6.833	8 (3.8)	10 (4.8)	20 (9.5)	31 (14.8)	6 (2.9)	16 (7.6)	9 (4.3)	25 (6.7)	83 (39.5)	1 (.5)	3 (1.4)	1 (.5)	1 (.5)	2 (1.0)	1 (.5)	4 (1.9)	0 (0)	129 --
Electrical Engineering	6.867	9 (4.3)	10 (4.7)	16 (7.6)	34 (16.1)	8 (3.8)	15 (7.1)	14 (6.6)	18 (8.5)	71 (33.6)	0 (0)	2 (.9)	3 (1.4)	0 (0)	4 (1.9)	1 (.5)	6 (2.8)	0 (0)	138 --
Mechanical Engineering	7.030	13 (5.7)	7 (3.0)	16 (7.0)	30 (13.0)	12 (5.2)	13 (5.7)	19 (8.3)	24 (10.4)	77 (33.5)	0 (0)	4 (1.7)	1 (.4)	0 (0)	5 (2.2)	4 (1.7)	5 (2.2)	0 (0)	125 --
Marketing Sales	7.733	3 (1.2)	5 (2.0)	16 (6.4)	29 (11.6)	5 (2.0)	15 (6.0)	13 (5.2)	20 (8.0)	128 (51.0)	1 (.4)	1 (.4)	1 (.4)	0 (0)	4 (1.6)	6 (2.4)	1 (.4)	3 (1.2)	105 --
Material Science	7.897	7 (6.0)	0 (0)	3 (2.6)	10 (8.6)	3 (2.6)	3 (2.6)	8 (6.9)	7 (6.0)	68 (58.6)	0 (0)	1 (.9)	0 (0)	0 (0)	2 (1.7)	0 (0)	4 (3.4)	0 (0)	215 --
Chemical Engineering	7.912	9 (5.7)	1 (.6)	11 (6.9)	7 (4.4)	4 (2.5)	4 (2.5)	7 (4.4)	15 (9.4)	88 (55.3)	1 (.6)	2 (1.3)	1 (.6)	1 (.6)	2 (1.3)	1 (.6)	4 (2.5)	1 (.6)	190 --
Metallurgy	8.000	10 (7.5)	0 (0)	6 (4.5)	4 (3.0)	3 (2.2)	4 (3.0)	10 (7.5)	8 (6.0)	78 (58.2)	2 (1.5)	1 (.7)	0 (0)	0 (0)	2 (1.5)	2 (1.5)	4 (3.0)	0 (0)	195 --
Accounting	8.093	6 (1.9)	6 (1.9)	9 (2.8)	22 (6.8)	5 (1.5)	21 (6.5)	16 (5.0)	29 (9.0)	186 (57.6)	1 (.3)	5 (1.5)	3 (.9)	0 (0)	5 (1.5)	5 (1.5)	2 (.6)	2 (.6)	63 --
Petroleum Engineering	8.174	1 (1.4)	1 (1.4)	2 (2.9)	6 (8.7)	2 (2.9)	2 (2.9)	3 (4.3)	3 (4.3)	45 (65.2)	1 (1.4)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (2.9)	1 (1.4)	152 --
MBAs	8.177	9 (2.9)	3 (1.0)	7 (2.3)	23 (7.4)	2 (.6)	15 (4.8)	10 (3.2)	25 (8.0)	195 (62.7)	3 (1.0)	3 (1.0)	4 (1.3)	0 (0)	6 (1.9)	3 (1.0)	1 (.3)	2 (.6)	61 --
Agr. & Nat. Res.	8.204	1 (1.0)	2 (1.9)	2 (1.9)	5 (4.9)	2 (1.9)	4 (3.9)	4 (3.9)	6 (5.8)	75 (72.8)	0 (0)	0 (0)	0 (0)	0 (0)	1 (1.0)	1 (1.0)	0 (0)	0 (0)	251 --
Civil Engineering	8.209	4 (3.0)	2 (1.5)	6 (4.5)	13 (9.7)	1 (.7)	6 (4.5)	3 (2.2)	9 (6.7)	74 (55.2)	0 (0)	4 (3.0)	1 (.7)	0 (0)	5 (3.7)	1 (.7)	4 (3.0)	1 (.7)	189 --
Math	8.277	3 (1.7)	0 (0)	5 (2.8)	12 (6.8)	10 (5.6)	6 (3.4)	5 (2.8)	10 (5.6)	111 (62.7)	5 (2.8)	1 (.6)	1 (.6)	0 (0)	1 (.6)	1 (.6)	5 (2.8)	1 (.6)	152 --
Gen. Business	8.290	5 (1.9)	4 (1.5)	7 (2.7)	18 (6.9)	3 (1.1)	12 (4.6)	15 (5.7)	16 (6.1)	162 (61.8)	2 (.8)	0 (0)	1 (.4)	0 (0)	6 (2.3)	7 (2.7)	1 (.4)	3 (1.1)	96 --
Chemistry	8.333	2 (1.3)	4 (2.5)	3 (1.9)	6 (3.8)	2 (1.3)	7 (4.4)	7 (4.4)	18 (11.3)	101 (63.5)	0 (0)	2 (1.3)	1 (.6)	0 (0)	2 (1.3)	0 (0)	2 (1.3)	2 (1.3)	196 --
Finan. Admin.	8.519	2 (.8)	3 (1.2)	2 (.8)	12 (5.0)	2 (.8)	15 (6.2)	10 (4.1)	16 (6.6)	162 (67.2)	2 (.8)	2 (.8)	1 (.4)	1 (.4)	4 (1.7)	3 (1.2)	1 (.4)	3 (1.2)	110 --
Physics	8.582	2 (1.5)	0 (0)	1 (.7)	7 (5.2)	5 (3.7)	5 (3.7)	5 (3.7)	8 (6.0)	88 (65.7)	5 (3.7)	1 (.7)	0 (0)	0 (0)	1 (.7)	1 (.7)	4 (3.0)	1 (.7)	194 --
Personnel	8.609	1 (.5)	2 (1.0)	4 (1.9)	6 (2.9)	4 (1.9)	11 (5.3)	9 (4.3)	15 (7.2)	142 (68.6)	1 (.5)	0 (0)	0 (0)	0 (0)	3 (1.4)	5 (2.4)	1 (.5)	3 (1.4)	143 --
Liberal Arts	8.720	2 (1.0)	2 (1.0)	4 (1.9)	10 (4.8)	1 (.5)	10 (4.8)	4 (1.9)	9 (4.3)	146 (70.5)	3 (1.4)	3 (1.4)	0 (0)	1 (.5)	2 (1.0)	2 (1.0)	2 (1.0)	6 (2.9)	156 --
Human Ecology	8.805	0 (0)	1 (1.3)	1 (1.3)	2 (2.6)	1 (1.3)	2 (2.6)	2 (1.3)	1 (1.3)	62 (80.5)	1 (1.3)	1 (1.3)	0 (0)	0 (0)	1 (1.3)	0 (0)	1 (1.3)	1 (1.3)	269 --
Education	8.841	1 (.8)	0 (0)	4 (3.0)	3 (2.3)	4 (3.0)	3 (2.3)	5 (3.8)	3 (2.3)	91 (68.5)	3 (2.3)	3 (2.3)	4 (3.0)	1 (.8)	5 (3.8)	0 (0)	2 (1.5)	0 (0)	204 --
Social Science	9.028	0 (0)	0 (0)	1 (.9)	2 (1.8)	1 (.9)	2 (1.8)	2 (1.8)	3 (2.8)	92 (84.4)	0 (0)	1 (.9)	1 (.9)	0 (0)	0 (0)	0 (0)	1 (.9)	3 (2.8)	223 --

Observation: Anticipated hiring rates for new college graduates are: Up 3-4% - Computer Science, Electrical Engineering and Mechanical Engineering; Up 1-2% - Marketing (Sales), Material Science, Chemical Engineering, Metallurgy, Accounting, Petroleum Engineering, MBAs, Agriculture & Natural Resources, Civil Engineering, Math, General Business, and Chemistry; Remain the same - Financial Administration, Physics, Personnel, Liberal Arts, Human Ecology, Education, and Social Science.

Many economists say that we are in a recession. What effect will this have on the number of new college graduates hired by your organization in 1979-80 compared to last year?

Percentage Change	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
INC	50-100	1	11	2.3	2.5
INC 25-49		2	12	2.5	2.7
INC 11-24		3	26	5.5	5.9
INC 9-10		4	38	8.1	8.6
INC 7-8		5	10	2.1	2.3
INC 5-6		6	15	3.2	3.4
INC 3-4		7	13	2.8	2.9
INC 1-2		8	13	2.8	2.9
REMAIN THE SAME		9	224	47.6	50.5
DEC 1-2		10	13	2.8	2.9
DEC 3-4		11	12	2.5	2.7
DEC 5-6		12	4	.8	.9
DEC 7-8		13	3	.6	.7
DEC 9-10		14	24	5.1	5.4
DEC 11-24		15	14	3.0	3.2
DEC 25-49		16	6	1.3	1.4
DEC 50-100		17	6	1.3	1.4
NO ANSWER		0	24	5.1	MISSING
NOONE HIRED		18	3	.6	MISSING
TOTAL		471	100.0	100.0	

Observation: Prospective employers expect that approximately 1-2% more new college graduates will be hired by their organizations this year.

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What percentage change, if any, do you anticipate in the number of CAMPUSES VISITED for recruiting by your organization in 1979-80?

Percentage Change	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
INC 50-100	1	12	2.5	2.7	2.7
INC 25-49	2	16	3.4	3.6	6.3
INC 11-24	3	24	5.1	5.4	11.8
INC 9-10	4	40	8.5	9.1	20.9
INC 7-8	5	8	1.7	1.8	22.7
INC 5-6	6	21	4.5	4.8	27.4
INC 3-4	7	22	4.7	5.0	32.4
INC 1-2	8	16	3.4	3.6	36.1
REMAIN THE SAME	9	213	45.2	48.3	84.4
DEC 1-2	10	3	.6	.7	85.0
DEC 3-4	11	10	2.1	2.3	87.3
DEC 5-6	12	5	1.1	1.1	88.4
DEC 7-8	13	4	.8	.9	89.3
DEC 9-10	14	15	3.2	3.4	92.7
DEC 11-24	15	11	2.3	2.5	95.2
DEC 25-49	16	11	2.3	2.5	97.7
DEC 50-100	17	10	2.1	2.3	100.0
NO ANSWER	0	25	5.3	MISSING	
NONE HIRED	18	5	1.1	MISSING	
TOTAL		471	100.0	100.0	

Observation: Prospective employers expect to visit about the same number of campuses as last year. At the most they will increase their campus visit by 1-2%.

VALID CASES 441 MISSING CASES 30

What percentage change, if any, do you anticipate in the number of **CAMPUS INTERVIEWS CONDUCTED** for recruiting by your organization in 1979-80?

Percentage Change	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
INC	50-100	1	17	3.6	3.8
INC 25-49		2	13	2.8	2.9
INC 11-24		3	27	5.7	6.0
INC 9-10		4	69	14.6	15.3
INC 7-8		5	10	2.1	2.2
INC 5-6		6	29	6.2	6.4
INC 3-4		7	24	5.1	5.3
INC 1-2		8	13	2.8	2.9
REMAIN THE SAME		9	187	39.7	41.4
DEC 1-2		10	4	.8	.9
DEC 3-4		11	6	1.3	1.3
DEC 5-6		12	5	1.1	1.1
DEC 7-8		13	2	.4	.4
DEC 9-10		14	19	4.0	4.2
DEC 11-24		15	8	1.7	1.8
DEC 25-49		16	10	2.1	2.2
DEC 50-100		17	9	1.9	2.0
NO ANSWER		0	15	3.2	MISSING
NONE HIRED		18	4	.8	MISSING
TOTAL		471	100.0	100.0	

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Observations: Employers expected to conduct about as many campus interviews this year as last.

If you were to summarize the outlook for college graduates in the upcoming year, how would you describe it: COMMENTS

Especially good for people in technical areas computer science, math and business; Declining interest in liberal arts graduates (69); About the same as 1978-79 (40); Excellent in all technical categories (30); Outlook bright for engineering graduates (24); In education, demand for special education, math and science. Oversupply of social sciences, elementary and physical education (19); Good (18); Much opportunity for those with technical degrees (15); Very favorable (13); Very Good (12); Still good for civil and construction engineering, data systems, computer science, and accounting (12); In special education and bilingual Spanish otherwise the vacancies are due to attrition (5); Tighter job market (5); Fair (5); Increase approximately 8% for our organization, but should remain about the same for the economy due to economic recession through mid-1980 (5); The best ones will continue to be sought after (5); In Health Care Food Services it looks favorable (4); Good for minorities and women in most business areas. Fair for business graduates in areas other than accounting (4); Sound market for qualified candidates (4); Above average year for college graduates interested in fast food management; Competitive but very much open to the holders of degrees in the physical and natural sciences; Due to the current philosophy of our organization, it has greatly improved, but only at the MBA level; Fewer jobs due to the economy, only the cream of the crop will be even considered; Good if work ethic is highly visible in prospective employee; It will be an excellent opportunity for college graduates in sales positions, especially insurance; Specialized program needs requiring candidates; Not so good for general business; C.P.A. profession should equal or exceed last year's hiring; For our organization the outlook is excellent, 78-79 kicked off our college relations program and we anticipate great strides for 79-80; Bright in special education areas, partly sunny in vocational education, chance of rain in all other preparations; Those with advanced or specialized technical degrees will have many opportunities; We anticipate increasing the number of hires by about 50% over 78-79; Very good for those individuals who want to join an organization and really contribute; In the field of Criminal Justice, it will be an employer's market; Optimistic for upper quarter of class and somewhat less so for the rest; Supply should be up and demand down; Very competitive in HRI field with more companies competing for graduates. Most organizations will be in a holding pattern until the depth of the recession is more apparent. Our industry is somewhat "inflation proof" and our growth continues full speed ahead; From the energy field it looks very promising; As for hospitals, the outlook for large diversified operations remains positive but no one can predict what possible government controls can have in the future; Very good for business, accounting, finance, and computer science; Good chances for well-qualified graduates; But very little "real" growth in starting salaries; Not good-especially in the auto industry; The job market could not be better; The "Golden Age" coming to an end, more competition for the jobs available; Salaries will continue to escalate, but at a slower rate; The poorer students will have some difficulty this year; Because of the questionable economic outlook December graduates will be highly recruited with a possible leveling off in May/June; Wide open in nurse field; Poor in areas where employment depends upon tax dollars; Excellent for those with positive attitudes and a willingness to go to work; The generalists will have the best chances; Highly competitive for both the students and the employers; A slowdown this year as the effects of current recession trends catch up with the economy; Slightly less than a year ago due to auto and steel negotiations; Outlook positive in agribusiness; Poor for graduates without marketable skills; Difficult to obtain employment directly related to field that offers experience; Fairly stable as far as insurance goes; Good-especially for minorities; In the field of agriculture, very competitive to hire good engineers; During the 80's, opportunities should improve; MBA's pricing themselves out of the market; Tight for graduates without specialized skills, toughest for those without working experience.

Requests for recruiting schedules at Michigan State are up again this year over last. How do you explain this in light of the recession?

Qualified, quality applicants are always in demand. More important during recession (18); Is there a real recession? No one is sure the economists say there is, but our orders and business prognosis looks very good (12); A better trained employee (10); No idea (10); M.S.U. has fine placement faculty and students (9); Recession on a whole has yet to be felt by most industries (8); Should it become severe, you may experience an increase in cancellations (8); Demand is still high for technical people (B.S. Mechanical Engineering and B.S. Electrical Engineering) (7); The recession is a temporary condition not to be as long and severe as 74 and is very likely to diminish by the end of 1979 (7); Over optimism (7); The competition for good people is greater looking for fewer people will "pick and choose" (6); The full effects of our present recessionary period are still not known or were not known when companies set up recruiting schedules last fall or spring (6); Many employers did not meet their needs this year. Availability and demand are still out of balance. It is easier to cancel a schedule than add one (6); College recruiting is one of the most reasonable (cost wise) source of people (6); Corporations still looking for quality positions (6); Companies will become more selective (5); Increased turnover in our company (5); College recruiting has long term objectives while a recession is generally a short term situation (5); Organizations want the best and brightest of the new graduates and know they must seek them early. More industries will look at fresh graduates rather than the more experienced and expensive person. However, company will be more selective (5); Market will remain very competitive for top people in technical disciplines. This requires organizations to be more aggressive in recruiting for the positions available (5); The need for more professionals in many areas previously occupied by high school graduates (4); There is a great demand in all industries for well-educated and highly motivated individuals. Generally a college degree can be an indication of some of these characteristics (4); M.S.U. is a quality school and like C.M.D. would be the last dropped from my recruiting schedules (4); Corporations still have needs for the top prospects. May hire only 20-30 instead of 50. Competition will be keen (4); We all are more or less recruiting for minorities and women to fulfill affirmative action goals it takes more time to screen (3); Continuing need for engineers and increased competition for them (3); The need for entry level college graduates in an organization remains unchanged or would increase in time of recession as companies try to maximize their resources. Also more companies are recruiting at colleges (3); Must keep the pipeline full of outstanding young people in order to grow now or in the future (3); The recession has not significantly hit the management levels of many organizations. The new graduates will continue to replace the poor performers (3); Looking for the best individual available requires a lot of search and it is better to screen on campus than on plant visits (3); Companies are seeking more highly qualified candidates, and M.S.U. has established a reputation for supplying those candidates (3); Probably because some companies (like ours) are growing and need recent graduates. I couldn't say if this is a trend without knowing which other colleges are experiencing an upward trend (3); The increase in the recruitment schedule is probably a result of the continuing strong recruitment effort for engineers and even though they may be effected by a recession, recruitment will continue to be heavy in the engineering disciplines until the past demand has been satisfied (3); No recession in needs for technical talent (3); Vacancies through other "advertising" sources (3); Yet for the effects to be felt in recruiting (3); The demand for quality engineers is not slacking with the economic down turn. More companies recognize that hiring for the mid-80's recovery should be planned for now. College recruiting is not a valve to be easily turned on and off (3); Declining number of graduates is stimulating recruiting for some educational agencies (2); The recession is forcing employees to demand more expertise for professional level positions they need to get more for their money (2); M.S.U. has a very solid reputation in the engineering field (2); Strong students (2); Some businesses, in spite of the recession, continue to grow. Also, question raised as an excuse to clean house and upgrade staff (2); More professional positions being filled-less entry level or unskilled labor being filled (2); Competition for the top notch college graduates is keen, therefore companies must play a dominant role in the recruiting effort (2); Employers are starting to look for good people. They are investing money in their future employees (2); Companies don't want to lose their image on campus (2); With the high cost of payroll and benefits, a company MUST seek out the best people for each of its positions (2); Our recruitment depends on the number of people who move on from our agency and the state budgetary situation (2); Many companies have been extremely selective in the past and will be stepping up their recruiting activities to make-up for past years (2); Employer doesn't know yet how severe the recession will be if profits drop 10%, recruiting will decline 25% or more (2); Employers more than ever need specialized skills for better efficiency (2); That surprises me (2); I suspect that quality graduates are at a premium and requires search (2); The severe shortage of available engineers especially electrical engineers (2); Companies will become more selective in this "Buyers" Market-will wish to maintain good relation with campus and placement office (2); M.S.U. Placement is doing a good job (2); Reputation and size of schools make it more likely to find suitable candidates in one visit. Many companies may cut smaller schools from schedule (2); Excellent schools should attract even in recession periods (2); Expansion in business even in downtimes, good management trainees are needed to continue an organizations existence and insure its future (2); Less expensive to train graduates than recruit from other corporations (2); Smaller companies are now starting to recruit on campus (2); Increased requirements (2); Media has convinced us there is a recession (2); Increased demands (2); Many recruiting dates were established before the down turn in business occurred (2); M.S.U. offers a wide variety of degrees and their academic standards are high; Recession affects industries that people must feel they can do without or postpone purchases; To get the best graduate for you MONEY you must increase your schedules; The number of students available on campus, calibre of Placement Office competition among companies, employers eager to fill their ranks in anticipation of future declining involvements; Some employers (such as us) are now willing to compete for your graduates whereas we previously thought our chances and success would not justify the cost; In our industry (energy), we are not experiencing a recession; One could question the political implications of the "Recession"; For the limited dollars available, I'd better be certain I have found the RIGHT person - so I look harder; Turnover - lack of individual responsibility; Although we do not anticipate as many openings, we will double our recruiting efforts at certain schools because we will need better candidates; Companies are becoming much more aware of the benefits of Placement Services; Historically, hiring rates have always "lagged" behind changes in economic activity. We have many long term contracts not yet being started-effects of recession may not have caught up with our sales backing; High technology and energy-related companies appear non-affected by recession.

Because of the current recession, has your organization been forced to layoff any college trained personnel?

Answers	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
YES	1	44	9.3	81.5	81.5
NO	2	10	2.1	18.5	100.0
NO ANSWER	0	417	88.5	MISSING	
TOTAL		471	100.0	100.0	

MEAN 1.185
VALID CASES 54 MISSING CASES 417

Observation: Of the surveyed employers, 9.3 percent reported that they have been forced to layoff college trained personnel because of the current recession.

If your organization was forced to layoff any college trained personnel because of the current recession, will your organization also be hiring new college graduates this year?

Answers	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
YES	1	30	6.4	6.6	6.6
NO	2	426	90.4	93.4	100.0
NO ANSWER	0	15	3.2	MISSING	
TOTAL		471	100.0	100.0	

MEAN 1.934
VALID CASES 456 MISSING CASES 15

Observation: Of the 44 employers who laid off college trained personnel, 30 said they would be hiring new college graduates this year.

Did your organization have any needs for new employees in 1978-79 which were not met or filled with unqualified candidates because of insufficient supply of qualified candidates?

Answers	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
YES	1	225	47.8	50.6	50.6
NO	2	228	46.7	49.4	100.0
NO ANSWER	0	26	5.5	MISSING	
TOTAL		471	100.0	100.0	

MEAN 1.494
VALID CASES 445 MISSING CASES 26

Observation: Almost half of the surveyed employers had needs for new employees that were not met or were filled with unqualified candidates because of limited supply of qualified individuals.

If your organization had any needs for new employees in 1978-79 which were not met or were filled with unqualified candidates, which of the following academic areas were required for these positions? Absolute frequencies are listed for each answer with adjusted frequencies (percent) shown in parentheses. Answers are listed from highest mean scores (academic areas in highest demand) to lowest mean scores (academic areas of lowest demand).

Academic areas Code	Mean	Yes 1	No 0	Valid Cases	Missing Cases
Mechanical Engineering	.191	90 (19.1)	381 (80.9)	471	0
Electrical Engineering	.166	78 (16.6)	393 (83.4)	471	0
Computer Science	.136	64 (13.6)	407 (86.4)	471	0
General Business	.072	34 (7.2)	437 (92.8)	471	0
Marketing-Sales	.064	30 (6.4)	441 (93.6)	471	0
Education	.055	26 (5.5)	445 (94.5)	471	0
Accounting	.055	26 (5.5)	445 (94.5)	471	0
Chemical Engineering	.049	23 (4.9)	448 (95.1)	471	0
Metallurgy	.045	21 (4.5)	450 (95.5)	471	0
Civil Engineering	.042	20 (4.2)	451 (95.8)	471	0
Financial Administration	.042	20 (4.2)	451 (95.8)	471	0
Math	.036	17 (3.6)	454 (96.4)	471	0
Engineering	.034	16 (3.4)	455 (96.6)	471	0
Personnel	.030	14 (3.0)	457 (97.0)	471	0
Agriculture & Natural Resources	.030	14 (3.0)	457 (97.0)	471	0
Liberal Arts	.021	10 (2.1)	461 (97.9)	471	0
Business	.019	9 (1.9)	462 (98.1)	471	0
Physics	.017	8 (1.7)	463 (98.3)	471	0
Chemistry	.017	8 (1.7)	463 (98.3)	471	0
Social Science	.013	6 (1.3)	465 (98.7)	471	0
Human Ecology	.011	5 (1.1)	466 (98.9)	471	0
Petroleum Engineering	.008	4 (.8)	467 (99.2)	471	0
Natural Science	.002	1 (.2)	470 (99.8)	471	0

Other Academic Areas in Demand: Special education, visually impaired, bilingual Spanish, vocational/technical education, math, English, reading specialist, linguistics and exceptional education (13); Hotel, Restaurant, and Institutional Management (7); Engineers continue to be in short supply, industrial engineering especially (6); Computer science majors and programmers (4); Technical writing majors complimented by 15+ hours in computer science; All with hospital experience (4); Positions requiring 10+ years of highly specialized experience; Also 2 year technology graduates; Geology; Experienced systems sales people; Management/industrial supervision; Second language required with chemistry; Architecture; MBA-marketing; Optical science; Design drafting.

Of the primary schools at which you recruit, how often do you visit the campus for interviewing?

Frequency of Campus Visits	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)		
ONCE A YEAR	1	152	32.3	35.8	35.8		
TWICE A YEAR	2	218	46.3	51.3	87.1		
3 TIMES A YEAR	3	38	8.1	8.9	96.0	MEAN	1.838
4 TIMES A YEAR	4	6	1.3	1.4	97.4	VALID CASES	425
OTHER	5	11	2.3	2.6	100.0	MISSING CASES	46
NO ANSWER	0	46	9.8	MISSING			
TOTAL		471	100.0	100.0			

Comments: Not at all (8); Only occasionally-once every 5 years (3); No campus visits were made last year (3); Make contact by phone each year. If I'm in town, I visit Placement Office.(2); Plus internship; Many times; Once every two years; As the need presents itself; We draw most special education candidates from EMU; It would vary based on the number of products, but would range between 3-5 times a year; Depends on need; More calls are made than visits; Campus visits rare because candidates don't have hospital experience; If at all, that will change, however, as teachers become more difficult to locate; Visited one campus last year; Fall & Spring but we may have more than one schedule per visit; We get so many resumes and "walk-ins" that often we don't need to travel; Depends on the number of offers accepted; Some schedules allow for only one season; Depends on the institution; Once/semester or quarter; As often as possible would like to have a monthly schedule; Six or more visits at primary schools; We visit when a "goal" is due; Hardly ever; Little outside recruiting is done-sufficient number of applicants; Depends on size of engineering school; Special contacts made at other times; Some interviewing for mid-year grads.

Observation: Prospective employers generally visit college campuses twice a year. Of these surveyed employers, 9.4% visited college campuses more often than than and 32.3% visited college campuses only once each year.

Does your organization pre-screen candidates before arriving on college campuses?

Answers	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)	MEAN	
YES	1	165	35.0	38.9	38.9	1.611	
NO	2	259	55.0	61.1	100.0	VALID CASES	424
NO ANSWER	3	47	10.0	MISSING		MISSING CASES	47
TOTAL		471	100.0	100.0			

Observation: Of the surveyed employers who answered this question, 38.9% use pre-screening of candidates before arriving on college campuses.

In credential materials on file in placement offices, how important are each of the following items? Absolute frequencies are listed for each answer with adjusted frequencies (percent) shown in parentheses. Answers are listed from lowest mean score (item rated highest) to highest mean score (item rated lowest).

Code	Levels of Importance					Valid Cases	Missing Cases
	Mean	Of Extremely High Importance	Of High Importance	Of Medium Importance	Of Low Importance		
		1	2	3	4	5	
List of Courses	2.140	119 (26.5)	190 (42.3)	108 (24.1)	22 (4.9)	10 (2.2)	449 22
Letters from Previous Supervisors	2.518	69 (15.5)	154 (34.7)	155 (34.9)	54 (12.2)	12 (2.7)	444 27
Student Teaching Reports	2.904	54 (30.5)	17 (9.6)	39 (22.0)	26 (14.7)	41 (23.2)	177 294
Letters from College Faculty	3.007	20 (4.5)	105 (23.5)	197 (44.2)	100 (22.4)	24 (5.4)	446 25
Letters from Ministers	4.123	4 (.9)	10 (2.3)	73 (16.9)	186 (43.2)	158 (36.7)	431 40
Letters from Politicians	4.366	2 (.5)	1 (.2)	50 (11.7)	159 (37.3)	214 (50.2)	426 45

Comments:

GPA of high importance (6); Always want up to date transcripts, are very valuable (5); Previous employment best source (3); Letters from individuals all read the SAME ... The student would not ask for letters of recommendation if they were not favorable (3); A list of community and school extra-curricular involvement as well as prior work experiences is most important to us (3); coursework is important, but experiences in the world of work are very important (3); The courses taken, grade point averages, and leadership activities are extremely significant; None of the above is important if it is merely an exercise in superlatives and literary banquets. Too often it is; Resume: Percent of college expenses earned. Work experience in degree area; The resume/student information sheet weighs most heavily; Materials need to be evaluated in total rather than separated and evaluated individually; If the files are confidential, they are given greater weight; I would like to see a more comprehensive placement file which would include a TRANSCRIPT as well as autobiographical statement & performance evaluations; Prefer a personal resume and transcript over data forms, application forms, etc. letters of reference have low importance. Prefer direct contact with faculty or former supervisors for references; References have no value when students have access to records; Credentials are a significant part of the materials used in the hiring, recruiting, and placing of personnel; Letters from ministers and politicians always seem to be excessively glowing-not reliable; Recommendations should include specific accomplishments; Letters of recommendation lack a certain degree of credence when one considers that negative comments are virtually non-existent; Most college faculty do not know their students well enough to make an accurate evaluation; Most important is resume-written by candidate; The degree is a credential; Work experiences/Ethic information are important; List of courses important because it's objective. Letters of reference are subjective; A resume can be helpful, but many sound artificial; Interview with recruiters and a review of resumes are most important; Each item has to be taken at face value; Helpful to list course-work (complete and anticipated) and grades; Also important-description of previous experiences; Geographic preference, willingness to relocate, work experiences; College faculty recommendations if not open.

Observation: In credential materials received from placement offices, only a list of courses received a rating of "high importance". The following items received a rating of medium importance: letters from previous supervisors, student teaching reports (education employers only), and faculty letters of recommendation. Those items receiving a rating of low importance: letters of recommendation from ministers and politicians.

When recruiting new college graduates for employment in your organization, how important are each of the following factors? Absolute frequencies are listed for each answer with adjusted frequencies (percent) shown in parentheses. Answers listed from lowest mean score (highest importance) to highest mean score (lowest importance).

Factors	Mean	Levels of Importance					Valid Cases	Missing Cases
		High Importance	Above Average Importance	Average Importance	Low Importance	No Importance		
Code		1	2	3	4	5		
Ability to get things done	1.257	338 (74.9)	110 (24.4)	3 (.7)	0 -	0 -	442	29
Initiative	1.429	271 (61.9)	146 (33.3)	21 (4.8)	0 -	0 -	431	40
Honesty and integrity	1.489	261 (59.3)	143 (32.5)	36 (8.2)	0 -	0 -	438	33
Dependability	1.568	227 (51.4)	179 (40.5)	36 (8.1)	0 -	0 -	449	22
Common sense	1.584	224 (51.9)	172 (39.8)	32 (7.4)	4 (.9)	0 -	426	45
Oral communication skills	1.596	210 (48.5)	188 (43.4)	35 (8.1)	0 -	0 -	439	32
Interpersonal skills	1.616	220 (50.2)	166 (37.9)	52 (11.9)	0 -	0 -	435	36
Motivation to achieve	1.623	219 (51.7)	158 (37.3)	40 (9.4)	2 (.5)	5 (1.2)	456	15
Reliability	1.631	223 (50.5)	170 (38.5)	41 (9.3)	5 (1.1)	3 (.7)	440	31
Judgment skills	1.633	200 (46.4)	193 (44.8)	35 (8.1)	2 (.5)	1 (.2)	431	40
Adaptability	1.733	175 (40.0)	205 (46.8)	58 (13.2)	0 -	0 -	438	33
Academic major	1.744	205 (45.7)	164 (36.5)	70 (15.6)	10 (2.2)	0 -	449	22
Decision making skills	1.782	163 (38.3)	198 (46.5)	60 (14.1)	5 (1.2)	0 -	426	45
Intelligence	1.797	149 (33.9)	230 (52.4)	60 (13.7)	0 -	0 -	439	32
Attitude toward work ethic	1.825	177 (40.7)	176 (40.5)	66 (15.2)	13 (3.0)	3 (.7)	435	36
Personality	1.844	167 (36.6)	197 (43.2)	89 (19.5)	2 (.4)	0 -	456	15
Developed work habits	1.848	155 (35.2)	204 (46.4)	74 (16.8)	7 (1.6)	0 -	440	31
Career and work aspirations	1.849	156 (35.7)	296 (44.9)	80 (18.3)	5 (1.1)	0 -	437	34
Innovative ideas	1.897	138 (31.6)	211 (48.3)	84 (19.2)	3 (.7)	1 (.2)	437	34
Written communication skills	1.918	130 (28.8)	232 (51.4)	85 (18.8)	4 (.9)	0 -	451	20
Aggressiveness	1.945	139 (31.6)	198 (45.0)	92 (20.9)	10 (2.3)	1 (.2)	440	31
Previous career related work experiences	1.984	145 (32.7)	192 (43.2)	79 (17.8)	25 (5.6)	3 (.7)	444	27
Degree level and reliability	2.089	96 (23.8)	186 (46.0)	112 (27.7)	10 (2.5)	0 -	404	67
Expertise in major field	2.119	118 (27.1)	172 (39.4)	123 (28.2)	22 (5.0)	1 (.2)	436	35
Willingness to take extra assignments	2.124	94 (20.9)	216 (48.0)	131 (29.1)	8 (1.8)	1 (.2)	450	21
Technical expertise	2.135	128 (28.4)	182 (40.4)	103 (22.8)	28 (6.2)	10 (2.2)	451	20
Part-time and/or summer work experiences	2.190	99 (21.9)	202 (44.7)	120 (26.5)	28 (6.2)	3 (.7)	452	19
Grade point average (major)	2.299	72 (16.2)	198 (44.5)	148 (33.3)	24 (5.4)	3 (.7)	445	26

(Continued)

When recruiting new college graduates for employment in your organization, how important are each of the following factors? Absolute frequencies are listed for each answer with adjusted frequencies (percent) shown in parentheses. Answers listed from lowest mean score (highest importance) to highest mean score (lowest importance).

Factors	Mean	Levels of Importance					Valid Cases	Missing Cases
		High Importance	Above Average Importance	Average Importance	Low Importance	No Importance		
Code		1	2	3	4	5		
Suitable appearance	2.299	77 (17.0)	194 (42.9)	154 (34.1)	23 (5.1)	4 (.9)	452	19
Knowledge of work expectancy	2.311	70 (16.1)	178 (41.0)	169 (38.9)	15 (3.5)	2 (.5)	434	37
Locational preferences	2.366	97 (22.8)	142 (33.3)	137 (32.2)	34 (8.0)	16 (3.8)	426	45
Willingness to relocate	2.380	112 (25.2)	157 (35.3)	102 (22.9)	43 (9.7)	31 (7.0)	445	26
Grade point average (overall)	2.497	49 (11.2)	162 (37.1)	189 (43.2)	34 (7.8)	3 (.7)	437	34
Recommendations from: Former employers (summer and/or part-time)	2.536	83 (18.9)	134 (30.5)	146 (33.2)	58 (13.2)	19 (4.3)	440	31
Sociability	2.590	56 (12.6)	145 (32.5)	185 (41.5)	46 (10.3)	14 (3.1)	446	25
Knowledge of work organization	2.603	40 (9.3)	140 (32.7)	199 (46.5)	48 (11.2)	1 (.2)	428	43
Credential file	2.709	37 (8.7)	136 (32.2)	175 (41.4)	63 (14.9)	12 (2.8)	423	48
Class ranking	2.722	32 (7.5)	136 (31.8)	189 (44.2)	61 (14.3)	10 (2.3)	428	43
Appropriate establishment views/lifestyle	2.803	37 (8.5)	115 (26.4)	194 (44.5)	77 (17.7)	13 (3.0)	436	35
Prior experiences in college activities and athletics	2.811	18 (4.0)	141 (31.7)	204 (45.8)	71 (16.0)	11 (2.5)	445	26
Familiarity with professional options	2.866	22 (5.2)	112 (26.4)	204 (48.0)	75 (17.6)	12 (2.8)	425	46
Academic minor(s)	2.875	35 (8.0)	114 (25.9)	177 (40.2)	99 (22.5)	15 (3.4)	440	31
Previous work experiences unrelated to candidate's career goals	3.020	14 (3.2)	92 (20.7)	225 (50.7)	97 (21.8)	16 (3.6)	444	27
Candidate's prior knowledge of your organization	3.086	22 (5.0)	106 (24.1)	161 (36.6)	114 (25.9)	37 (8.4)	440	31
Publications	3.593	6 (1.3)	39 (8.7)	158 (35.1)	176 (39.1)	71 (15.8)	450	21
Student teaching	3.596	61 (16.1)	20 (5.3)	69 (18.2)	90 (23.7)	139 (36.7)	379	92
Recommendations from Ministers	4.059	5 (1.1)	12 (2.7)	94 (21.5)	168 (38.4)	159 (36.3)	438	33
Recommendations from Politicians	4.253	1 (.2)	5 (1.1)	72 (16.4)	164 (37.4)	196 (44.7)	438	33
Marital status of candidate	4.325	7 (1.7)	21 (5.1)	52 (12.5)	85 (20.5)	250 (60.2)	415	56
Race of candidate	4.449	9 (2.1)	20 (4.6)	49 (11.2)	48 (10.9)	313 (71.3)	439	32
Sex of candidate	4.465	7 (1.6)	19 (4.3)	50 (11.4)	50 (11.4)	313 (71.3)	439	32

Observation: Employers are most concerned about the candidate's ability to get things done, initiative, and honesty and integrity. Factors with mean scores between 1.5 and 2.49 are very important to employers; scores between 2.5 and 3.49 have average importance to employers; scores between 3.5 and 4.49 have low importance; and no factors were below 4.5 (no importance).

Communicative skills (oral) (3); Comment on race: this is ambiguous. We want all the minority engineers we can find, but as a decision factor it is of no importance; Leadership, extracurriculars or work experience; Sense of humor and stability; Motivation-flexibility; Ability to adapt to living in a foreign country and culture; Affirmative action-minorities and women; Willing to work 24 hours a day with children; Preparation for interview. Career motivation; Ethnic identification (affirmative action efforts); Sex and race are important only in view of affirmative action goals.

Does your organization have a minimum grade point average for hiring college graduates?

Answers	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
YES	1	90	19.1	20.6	20.6
NO	2	347	73.7	79.4	100.0
NO ANSWER	0	34	7.2	MISSING	
TOTAL		471	100.0	100.0	

MEAN 1.794

VALID CASES 437 MISSING CASES 34

Observation: Most employers do not have a minimum Grade Point Average for hiring college graduates.

If your organization has a minimum grade point average, what is it on a 4.0 scale (4.0 = A)?

Grade Point Average	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
LESS THAN 2.0	1	4	.8	3.7	3.7
2.0-2.24	2	26	5.5	24.3	28.0
2.25-2.49	3	14	3.0	13.1	41.1
2.50-2.74	4	23	4.9	21.5	62.6
2.75-2.99	5	16	3.4	15.0	77.6
3.0-3.24	6	21	4.5	19.6	97.2
3.25-3.49	7	3	.6	2.8	100.0
NO ANSWER	0	364	77.3	MISSING	
TOTAL		471	100.0	100.0	

MEAN 3.897

VALID CASES 107 MISSING CASES 364

Observation: Of those employers that do have a minimum acceptable grade point average, most want a GPA of 2.5 to 2.74.

Do you check references?

Answers	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
YES	1	370	78.6	84.1	84.1
NO	2	70	14.9	15.9	100.0
NO ANSWER	0	31	6.6	MISSING	
TOTAL		471	100.0	100.0	

MEAN 1.159

VALID CASES 440 MISSING CASES 31

Observation: Most employers (84.1% of those responding) check references when considering new college graduates for employment in their organizations.

At what stage in the selection process does this reference check take place?

Stage of Process	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
INITIAL INTERVIEW	1	21	4.5	5.6	5.6
2ND INTERVIEW	2	34	7.2	9.0	14.6
ON SITE INTERVIEW	3	20	4.2	5.3	19.8
BEFORE JOB OFFER	4	244	51.8	64.6	84.4
AFTER JOB OFF	5	48	10.2	12.7	97.1
OTHER	6	11	2.3	2.9	100.0
NO ANSWER	0	93	19.7	MISSING	
TOTAL		471	100.0	100.0	

MEAN 3.786
 VALID CASES 378 MISSING CASES 93

After acceptance (5); After starting date (4); Before granting interview when possible (2); After acceptance of offer and prior to assignment to client work (2); Only when there is reasonable doubt (2); As required according to nuclear regulatory commission guidelines; When in doubt or when a phone call is invited; Depending on how interview goes - if student's information checks out through school; Upon receipt of completed employment application; College credentials; If not checked before; Combination of all of these; All candidates we offer positions to, must take a polygraph examination; After nomination, references are checked; Most cases, job offer/acceptance are subject to verification/referencing; Offers are conditional upon satisfactory check; We will only check prior full-time employers; Between initial and second interview.

Observation: Most prospective employers check references just before making the job offer.

If reference checks are done, how are they done? Multiple answers were acceptable.

Method of Reference Check	Mean	Yes	No	Valid Cases	Missing Cases
Code		1	0		
By Phone	.701	330 (70.1)	141 (29.9)	471	0
By Letter	.450	212 (45.0)	259 (55.0)	471	0
By Credit Bureau	.072	34 (7.2)	437 (92.8)	471	0
By Personal Visit	.066	31 (6.6)	440 (93.4)	471	0
Other	.019	9 (1.9)	462 (98.1)	471	0

EQWIFAX-background check (2); Outside agency (2); An investigative agency (3); All; Thru individuals by personal contact that may know candidates work performance but are not listed as references; A form is sometimes sent to former employees; In banking, fingerprints are sent to the FBI; Company security; All by qualified search agency; Industry Relations Association that have our personnel as members; Depends on time factor involved; Using college credential forms and at least one of our own reference forms; Teaching credentials; University placement file.

Observation: Most prospective employers check references by telephone (70.1%) and by letter (45.0%). Some employers use credit bureaus (7.2%) and personal visits (6.6%).

Does your organization use vocational and psychological testing when considering new college graduates for employment?

Answers	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
YES	1	63	13.4	14.0	14.0
NO	2	386	82.0	86.0	100.0
NO ANSWER	0	22	4.7	MISSING	
TOTAL		471	100.0	100.0	

MEAN 1.860
VALID CASES 449 MISSING CASES 22

Observations: Only 13.4% of the surveyed employers use vocational and psychological testing when considering new college graduates for employment.

If your organization uses vocational and psychological testing, do you use such tests more today than you did 5 years ago?

Answers	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
YES	1	26	5.5	30.6	30.6
NO	2	59	12.5	69.4	100.0
NO ANSWER	0	386	82.0	MISSING	
TOTAL		471	100.0	100.0	

MEAN 1.694
VALID CASES 85 MISSING CASES 386

Observation: Of the surveyed employers, only 5.5% use vocational and psychological testing more today than they did five years ago.

Which tests are used?

Company developed testing procedures (2); Computer programming aptitude battery (2); Profiles International (Personal Evaluation Program); Administered by Civil Service - unable to answer this; AIB and agents perciver; CauncrVistica battery for sales attitude; Utilize outside testing consultant; Math, verbal, programming skills, etc. Assessment centers; Otis Lennon and Strong-Campbell; Outside psychological service organization administers tests and interview and makes an appraisal; Math tests for EDP programmers/analysts only, plus math tests for new tellers; Thurstone Temperament; A variety of personality, vocational preference & mental alertness tests; Not at entry level. We use psychological interview at \$20,000 + (no tests); Our own management aptitude measure; Various aptitude tests and assessment centers; type of tests varies with type of job; California psychological inventory; Personality evaluation, Chicago Battery (Validated for the City of Detroit Police Dept.); A local test by Associate Business Consultants, Wichita; Personality profile; Psychological; Management perceived from Selection Research, Inc.; Several; Oral Psychological; New (devised specifically for us); Mat, Watson, Ciaser, 16PF; A psychological assessment battery (MMP) and own aptitude test. Also language and math proficiency tests where applicable; Validated Science Research Association Tests; Wolfe Aptitude Tests; Strong Campbell Vocational Interest Test; No Structure Paper Test; Schubert, SRA Adaptability, Minnesota Multiphasic, Edwards Personal Preference; We have validated assessment batteries for various job categories; Typing and shorthand only; Aptitude index battery; Air Force officer quality test; U.S. Navy academic qualifications test/flight aptitude rating; Vocational tests; Self-validated EDP and Sales Tests Batteries; Ohio State Psychological exam; General mental ability, critical and analytical through numerical.

To what extent will the following factors lead to a reject decision being made during the campus interview? Absolute frequencies are listed for each answer with adjusted frequencies (percent) shown in parentheses. Answers are listed from lowest mean score (almost always reason for rejection) to highest mean score (rarely reason for rejection).

	Mean	Almost Always	Sometimes	Rarely	Valid Cases	Missing Cases
Code		1	2	3		
Little interest/poor reason for wanting job	1.247	335 (76.7)	96 (22.0)	6 (1.4)	437	34
Indication of poor/undesirable work habits	1.298	319 (72.0)	116 (26.2)	8 (1.8)	443	28
Inability to communicate	1.321	310 (69.0)	134 (29.8)	5 (1.1)	449	22
Unsatisfactory verbal skills	1.466	244 (56.0)	181 (41.5)	11 (2.5)	436	35
Unsatisfactory personality/mannerisms	1.530	229 (51.7)	193 (43.6)	21 (4.7)	443	28
Immature	1.545	222 (49.6)	208 (46.4)	18 (4.0)	448	23
Does not appear enthusiastic	1.580	203 (46.0)	220 (49.9)	18 (4.1)	441	30
Unsatisfactory appearance	1.692	178 (40.3)	222 (50.2)	42 (9.5)	442	29
Makes no attempt to "sell" good qualities	1.808	129 (28.8)	276 (61.6)	43 (9.6)	448	23
Unwillingness to relocate	1.819	175 (39.6)	172 (38.9)	95 (21.5)	442	29
Ask few or no questions	1.834	112 (25.2)	295 (66.3)	38 (8.5)	445	26
Past history of job hopping	1.886	108 (24.6)	275 (62.2)	58 (13.2)	439	32
Inability to articulate career plans	1.901	95 (21.3)	299 (67.2)	51 (11.5)	445	26
Lack of job related skills	1.940	132 (29.5)	211 (47.1)	105 (23.4)	448	23
Poorly completed application form	1.971	80 (18.0)	298 (67.0)	67 (15.1)	445	26
Unsatisfactory resume	1.975	81 (18.5)	288 (65.6)	70 (15.9)	439	32
Unwillingness to travel	2.105	101 (23.0)	192 (43.6)	147 (33.4)	440	31
Lack of any work experience	2.349	36 (8.1)	219 (49.0)	192 (43.0)	447	24
Little or no knowledge of organization	2.524	35 (7.9)	141 (31.8)	267 (60.3)	443	28
Already has other job offers	2.717	16 (3.7)	91 (21.8)	327 (75.3)	434	37
Asking questions about compensation	2.745	11 (2.5)	90 (20.5)	338 (77.0)	439	32

Observation: Little interest/poor reason for wanting job, indication of poor/undesirable work habits, inability to communicate and unsatisfactory verbal skills are almost always reasons for rejection during the campus interview. Factors with mean scores between 1.5 and 2.49 are sometimes reasons for rejection. Factors with mean scores higher than 2.5 are rarely reasons for rejection.

What percentage of candidates are rejected during or immediately following the campus interview?

Percentage	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
1-10	2	26	5.5	6.1	6.1
11-20	3	24	5.1	5.6	11.7
21-30	4	29	6.2	6.8	18.5
31-40	5	35	7.4	8.2	26.8
41-50	6	47	10.0	11.0	37.8
51-60	7	63	13.4	14.8	52.6
61-70	8	85	18.0	20.0	72.5
71-80	9	76	16.1	17.8	90.4
81-90	10	35	7.4	8.2	98.6
91-100	11	6	1.3	1.4	100.0
NO ANSWER	0	39	8.3	MISSING	
NONE	1	6	1.3	MISSING	
	TOTAL	471	100.0	100.0	
MEAN	6.850				
VALID CASES	426	MISSING CASES	45		

Observation: According to the prospective employers surveyed, approximately 51 to 60% of all candidates are rejected during or immediately following the campus interviews.

What percentage of candidates interviewed by your organization on campus eventually begin working within your organization? NON-TECHNICAL COLLEGE GRADUATES

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)	
1-5	2	103	21.9	33.4	33.4	
6-10	3	99	21.0	32.1	65.6	
11-15	4	36	7.6	11.7	77.3	
16-20	5	19	4.0	6.2	83.4	
21-25	6	18	3.8	5.8	89.3	
26-50	7	21	4.5	6.8	96.1	VALID CASES 308
51-75	8	6	1.3	1.9	98.1	MISSING CASES 163
76-100	9	6	1.3	1.9	100.0	
NO ANSWER	0	133	28.2	MISSING		
NONE	1	30	6.4	MISSING		
TOTAL		471	100.0	100.0		

Observation: Of the non-technical graduates interviewed by the surveyed organizations on campus, 6-10 percent eventually begin working with these organizations.

What percentage of candidates interviewed by your organization on campus eventually begin working within your organization? TECHNICAL COLLEGE GRADUATES

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)		
1-5	2	90	19.1	27.4	27.4		
6-10	3	122	25.9	37.1	64.4		
11-15	4	48	10.2	14.6	79.0		
16-20	5	35	7.4	10.6	89.7		
21-25	6	15	3.2	4.6	94.2		
26-50	7	12	2.5	3.6	97.9	VALID CASES	329
51-75	8	6	1.3	1.8	99.7	MISSING CASES	142
76-100	9	1	.2	.3	100.0		
NO ANSWER	0	109	23.1	MISSING			
NONE	1	33	7.0	MISSING			
TOTAL		471	100.0	100.0			

Observation: Of the technical graduates interviewed by employers on campus, a slightly stronger 6-10 percent begin working for these organizations.

How well prepared are new college graduates for on-campus interviews?

Comments: Generally well prepared (94); Varies greatly from school to school and by interest and effectiveness of Placement Office (13); Quite well (11); Fairly well prepared (10); Good (7); Varies greatly. Some are not prepared (6); Generally schools coach/prepare graduates for interviews (4); Varies from extremely poor to excellent (3); Depends on individual (3); Average (3); Adequately prepared at most of the better schools (3); Depends on the Placement Office (3); Depends on school-some are poorly prepared, others excellent (2); In general they are well prepared (2); Depends on size and quality of the school (2) Most are reasonably well prepared-many have, however, only glanced over available literature (2); Varies, but generally satisfactory (2); Depends upon the interest displayed by the Career Placement Center personnel and the students (2); Fairly well prepared depending on the school (2); Very poorly prepared (2); Not very (2); Better prepared than 5-6 years ago (2); Not professional in appearance; They seemed well prepared; Generally well prepared depending a good deal on their personalities and confidence level; It seems to vary according to skills, but the majority have at least read our recruiting literature; It varies at some colleges-very poorly, others-not too badly, overall-just fair; Improving yearly more awareness of what the employer is looking for; Generally well prepared this has improved over past five years; Too often available material has not been used, too often students are attending a group pre-interview to verify interest or non-interest; Overall fair, some are very poor; Generally they are well prepared, some over prepared to the point of presenting an artificial person rather than themselves; It depends greatly on the Placement Office's effectiveness towards preparing/prepping the college student for interviewing; Varies with colleges-some do a good job of training students how to interview; Poorly-few have goals or plans in mind; Most do not know the companies interviewing which takes up too much time; Have very little insight into how to conduct themselves properly for an interview-should take advantage of Placement Offices; Roughly 25% of graduates have their act together in terms of composure, initial job goals, and questions they should ask; Normally well prepared, particularly at MSU; Well prepared; Adequately prepared, but there is much room for improvement; Many seemed to have memorized "canned" answers but generally have little substance and little thought; Most students are well prepared; On the average, they are much better prepared than 5 years ago; Generally good, in many cases it depends on material available in Placement Office and how much use the students make of it; Well prepared usually; Because of the small number of openings normally available in our business, competition forces the students to be, generally, quite well prepared; Have had minimal contact recently; Depends entirely on Placement activities at each individual school, some are excellent, others need improvement; If have had contact with us, ver well. If not, fair to good because they generally learn about it somewhat in a Land Grant Institution; Most are well prepared only few are not prepared but some are more prepared than average; They seem to be well prepared learn about the company, have questions to ask etc; It varies, I've found M.S.U. candidates are generally well prepared; Most fairly well, these skills increasing; Haven't had any in recent years; Most seem ill prepared to sell themselves; Generally well prepared, on time, good appearance, and conduct themselves well; The Placement Offices generally do a fine counseling job in preparation for campus interview. Students often coach each other; Many do not know what they want to do most want money but they do not know what it takes to get it; No change over past 5 years; At M.S.U.-above average; Fairly well-50% lack career direction and goals; 20% very well, 40% average, 40% poor; Most from large technical schools are well trained, those from smaller schools sometimes are not; Business and Technical graduates/Liberal graduates terrible; Compared to 1969-very well. Compared to last years schedule-extremely well; Its amazing how being prepared can make a candidate stand out; Your student resume package is excellent. I would like to see a more comprehensive Placement file; Satisfactory; Only the interested or exceptional student has done research on the company; Majority are prepared in regard to company history and questions to be asked; Some do a very good job-others really don't sell themselves their abilities, or their ambitions; Often times know nothing of organization; 50% very well, 30% adequate, 20% poor; The only area where improvement can and should go is in researching company so as to be aware of product line, location, and possible career programs; Satisfactory prepared; Most students are knowledgeable relevant to the company and have a legitime interest in our organization; They've gotten alot better over the past 2-3 years; Generally very well-have reviewed corporate literature and prepared to discuss how they might fit in; Basically those students who have had meaningful summer employment or internships are much better prepared, as they have a clearer indication of permanent employment; Very well-seem to know financial data and company history; Most of the time people interviewed are poorly prepared. The people who take time to do a little homework on the company really stand out; Usually well coached; Largely dependent on the quality of the Placement Center in preparing students for interviews; Can't generalize well prepared at well run Placement Offices not so at others; Varies on student and companies overall, good; In general, they need additional training in how to take interviews also could do better job of preparing (reading company literature).

Who makes the final hire decision in your organization?

Individual	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
RECRUITER	1	64	13.6	15.3	15.3
IMMEDIATE SUPERVISOR	2	63	13.4	15.0	30.3
DIVISION HEAD	3	29	6.2	6.9	37.2
DEPARTMENT HEAD	4	56	11.9	13.4	50.6
COMBINATION	5	182	38.6	43.4	94.0
OTHER	6	25	5.3	6.0	100.0
NO ANSWER	0	52	11.0	MISSING	
TOTAL		471	100.0	100.0	

MEAN 3.726

VALID CASES 419 MISSING CASES 52

Others:

Board of Education/superintendent/principal (9); Personnel Manager (8); Combination of partners/managers and recruiter (5); Associate Superintendent (5); Recruiter and division head (5); Varies with organization/department (4); Partners (3); Personnel committees (3); Recruiter is area supervisor who makes decision after interview (3); Any one of those listed (2); Branch manager (2); Immediate supervisor is critical in group. He must want the man otherwise it becomes a consensus decision (2); Regional Vice President or Administrative Director of Operations (2); Selection Committee (2); District manager or Department Head (2); Team of management (2); Recommendation, which is tantamount to hiring; Vice President East Central Region with manager and district manager approval; We are currently having every offer reviewed by the Laboratory Director which is new, and probably temporary, prior to that the Department Head had final say; Assessment Center; Committee of peers and administrators; Line departments at various levels; Recruiter, reference evaluation, medical and legal staff, Washington Placement Officer; Partner-In-Charge is responsible frequently delegate to recruiter; Immediate supervisors and the Director of Personnel; Supervisor of Professional Employment; First and second level managers; Recruiter, department head, and employment manager; Combination of at least three people;

Observation: For this question, we gave the employer a "combination" answer and they took it. Most employers (43.4%) said they used several individuals to make the final hiring decision.

What percentage of your new college hires are obtained from the following programs in YOUR organization? Absolute frequencies are listed for each answer with adjusted frequencies shown below them.

Sources	Mean	No Program	None Hired	1-5%	6-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%	Valid Cases	Missing Cases
Code		1	2	3	4	5	6	7	8	9	10	11	12	13		
Co-op Programs	3.737	190	32	103	56	18	7	4	1	1	0	0	0	0	190	281
		-	-	(54.2)	(29.5)	(9.5)	(3.7)	(2.1)	(.5)	(.5)	(0)	(0)	(0)	(0)		
Summer Employment	3.755	128	38	154	59	22	5	5	2	3	0	2	1	0	253	218
		-	-	(60.9)	(23.3)	(8.7)	(2.0)	(2.0)	(.8)	(1.2)	(0)	(.8)	(.4)	(0)		
Internship Programs	3.913	202	39	93	44	21	5	3	3	2	0	1	0	1	173	298
		-	-	(53.8)	(25.4)	(12.1)	(2.9)	(1.7)	(1.7)	(1.2)	(0)	(.6)	(0)	(.6)		

Other sources: Student teaching-internship programs (2); Substitute teaching (2); Summer employment are coops and interns (2); We plan on starting several programs like above; Internal employees; Timely follow-up and plant interviewing process; New hires obtained from employment lists; Career employment program designed specifically for new graduates; Management training program is the preferred method.

Observation: Employers indicate that approximately 1 to 5% of their new hires were obtained from co-op programs, internships and summer employment.

What percent of the new college graduates generally hired by your organization each year are from the following sources? Absolute frequencies are listed for each answer with adjusted frequencies shown below them.

Sources	Mean	None Hired	1- 10%	11- 20%	21- 30%	31- 40%	41- 50%	51- 60%	61- 70%	71- 80%	81- 90%	91- 100%	Valid Cases	Missing Cases
Code		1	2	3	4	5	6	7	8	9	10	11		
Unsolicited Referrals from Placement Offices	2.176	181 -	179 (92.7)	8 (4.1)	2 (1.0)	1 (.5)	0 (0)	1 (.5)	1 (.5)	0 (0)	1 (.5)	0 (0)	193	278
Referrals from College Faculty & Staff	2.179	158 -	199 (91.3)	10 (4.6)	3 (1.4)	3 (1.4)	2 (.9)	0 (0)	1 (.5)	0 (0)	0 (0)	0 (0)	218	253
Career Fairs	2.203	191 -	142 (89.9)	10 (6.3)	2 (1.3)	1 (.6)	2 (1.3)	0 (0)	0 (0)	1 (.6)	0 (0)	0 (0)	158	313
Cooperative Education Programs	2.294	167 -	172 (81.5)	24 (11.4)	12 (5.7)	0 (0)	1 (.5)	2 (.9)	0 (0)	0 (0)	0 (0)	0 (0)	211	260
Part-time Employment	2.318	182 -	142 (80.7)	25 (14.2)	4 (2.3)	3 (1.7)	0 (0)	1 (.6)	0 (0)	0 (0)	0 (0)	1 (.6)	176	295
Summer Employment	2.332	141 -	197 (81.7)	30 (12.4)	7 (2.9)	2 (.8)	2 (.8)	0 (0)	1 (.4)	1 (.4)	0 (0)	1 (.4)	241	230
Internship Programs	2.410	187 -	142 (79.8)	23 (12.9)	5 (2.8)	3 (1.7)	2 (1.1)	1 (.6)	0 (0)	0 (0)	0 (0)	2 (1.1)	178	293
Referrals from Current Employees of Your Organization	2.464	67 -	238 (72.1)	60 (18.2)	19 (5.8)	3 (.9)	7 (2.1)	2 (.6)	0 (0)	0 (0)	1 (.3)	0 (0)	330	141
Walk-ins	2.561	93 -	205 (69.7)	51 (17.3)	22 (7.5)	4 (1.4)	6 (2.0)	3 (1.0)	2 (.7)	1 (.3)	0 (0)	0 (0)	294	177
Job Listings with Placement Offices	2.642	117 -	216 (75.8)	32 (11.2)	13 (4.6)	4 (1.4)	7 (2.5)	4 (1.4)	3 (1.1)	2 (.7)	3 (1.1)	1 (.4)	285	186
Write-ins	2.703	54 -	213 (60.9)	79 (22.6)	34 (9.7)	9 (2.6)	10 (2.9)	2 (.6)	1 (.3)	0 (0)	2 (.6)	0 (0)	350	121
Student Teaching Assignments	2.842	266 -	32 (56.1)	16 (28.1)	5 (8.8)	1 (1.8)	0 (0)	2 (3.5)	0 (0)	0 (0)	0 (0)	1 (1.8)	57	414
Responses from Want Ads	2.934	127 -	159 (61.9)	44 (17.1)	20 (7.8)	9 (3.5)	15 (5.8)	1 (.4)	4 (1.6)	2 (.8)	1 (.4)	2 (.8)	257	214
On Campus Interviewing	5.911	30 -	84 (20.7)	35 (8.6)	40 (9.9)	21 (5.2)	48 (11.9)	36 (8.9)	30 (7.4)	53 (13.1)	39 (9.6)	19 (4.7)	405	66

Observation: On campus interviewing is by far the major source of new college hires. This source is followed closely by responses from want ads, hires from individuals observed in student teaching assignments, write-ins, job listings with job placement offices and walk-ins. Some hires were obtained from the other sources listed.

What do you consider to be your toughest recruiting problem?

Comments: Convincing people to relocate to our geographical location (poor images given to cities, etc) (76); Finding qualified minorities and women (64); Getting qualified graduates within our starting compensation constraints (41); Competition with large firms, a lack of identity (34); Competition for outstanding candidates (23); Introducing all kinds of students until you find the excellent candidates (17); Lack of awareness by students about career opportunities and interests (16); Finding persons with experience or background certification (14); Time involved (not enough time for choice) to travel to your campus (13); Attempting to break down major or stereotypes about our company (12); Retailers have difficulty recruiting MEN into their organizations (9); Interviewing all kinds of students until you find the excellent candidates (8); No vacancies at time of contact with candidates (8); Obtaining a sufficient number of applicants (7); Beginning salaries (6); Getting students to follow-up in a timely manner (3); Hiring engineer personnel (3); Small firm lack of visibility to most students (2); Engineering market is very competitive (2); Finding qualified and motivated people that are willing to accept a career path rather than an instant career (2); I get the feeling when interviewing members of the protected groups that they feel they are choice candidates and are just fishing for the highest offer and their lack of concern for what one job offers in career advancement; Some! Placement Offices aren't worth the paper this questionnaire is on. Some key department and faculty contacts aren't either; Finding motivated goal oriented people at young ages; Finding applicants directly associated with the insurance business; Meeting the right prospects whose employment plans, locational preferences, financial requirements, etc., fit within our limitations; Technical writers; Selling candidates on starting positions; Targeting the right individuals for initial interviews; Highly experienced personnel; Insuring that all interviewers are available and do not become redundant in interviewing; Because we recruit so few graduates, yet interview so many very good, the choice becomes very difficult; Finding teachers in special education that require dual certification; Inability of selected candidates to make a timely decision, Most college graduates don't know what "work" is all about; Explaining position and finding candidates articulate enough to pick up what the job entails; Finding suitable marketing trainees and industrial engineers; Students with unrealistic ideas of what their first job will be, bloated expectations; Getting science, math and agriculture candidates when needed; Finding the individual who is most technically challenged; Meeting the graduates in a relaxed atmosphere where they do not feel they are "on trial"; Interviewing and hiring computer science graduates; Area of data processing, students willing to work shifts, overtime, and Saturdays; Matching interest of student career goals to recruiter needs; Establishing contact with candidate in metropolitan area; Identifying and placing engineering graduates; Locating qualified applicants; Determining what candidates will be the most successful; Making supervisor make a decision about hiring candidate; Interviewer selection, training, and turnover; Creating interest among college graduates in police work; Finding technical graduates with good people skills and a general sense of Business; Selecting candidates that qualify for specific teaching needs; Finding a person who will "fit" into our work habits and social atmosphere; Nurses; Hire teachers who are qualified to handle coaching duties; Finding enough goal-oriented people to choose from initial jobs requiring moderate amounts of travel; Technical areas and MBA'S; Colleges only graduate people two times a year; Recruiting fair and honest recommendations that are specific to accomplishments of the candidates; Selective decision; To fill teaching combinations; Educating students and Placement Offices on the variety of career avenues available in our industry; Computer science: Lack of advancement potential in near future; Finding graduate engineers who are qualified and interested in sales engineering positions; Demand for engineers from so many industries; Get people to be honest and sell themselves; Skilled technical jobs; Access to potential candidates; People not wanting to work 24 hours straight with children; Locating individuals who have had meaningful marketing background while in college along with a successful track record in academics and extra-curricular activities; Arranging an effective pre-screening system; Recruitment of personnel to go into shop supervision, engineers not interested in maintenance of equipment functions; Finding qualified applicants between graduation periods; Recruiting in Michigan for loan officer positions where few graduates have agriculture background; Locating entry level management candidates who satisfy our tough requirements; Teaching our engineers to "sell" their programs to prospective candidates; The recruitment of PhD engineers; Securing adequate number of substitute teachers at the secondary school level; Enough cooperation, civil engineers, accounting graduates, etc; Obtaining male counselors, maintenance, and health staff; Competition for technical graduates dealing with non-technical graduates. Dealing with non-technical applicants; Competing with family farm; Selection criteria; More smaller companies recruiting; Lack of training in interviewing and evaluating candidates. Continuing candidates to look beyond initial dollar figures to check out entire program; Stiff competition for engineering candidates; Attracting students to consulting careers; Students not talking very much; Securing teachers of vocational programs; Experienced senior level systems programmers and systems analyst; Finding top level accountants, engineers, and computer science people; Engineers and computer science graduates; Not being able to hire all of the excellent candidates; Determination of our need for personnel; Availability of engineers; Getting liberal arts majors informed of our career alternatives; Finding qualified school workers, psychology counselors, and industrial arts teachers; Hiring graduates to entry level positions when they desire as much control and responsibility as a 20 year veteran; Prerecording, getting the budget and resources to do an effective job; Determine hiring goals in advance of scheduling; Finding applicants with good GPA, technical experience, and career goals; Mechanical engineers for sales positions; Lack of qualified candidates in special teaching areas.

What are the most significant changes in recruitment witnessed by your organization in the last year (1978-79)?

Comments: Increased competition from other employers (42); Salaries up (35); More emphasis on college recruiting (35); Increased competition and demand for engineers (33); No significant changes (24); Location preferences (17); Increased use of pre-screening (10); Increase hiring of good college graduates (7); Significant increase in computer science people needed (7); Fewer applicants (8); More women (8); Students better prepared (8); More candidates (7); Significant increase in needs for technical background (7); Students making decisions later (7); Overall poor quality of individuals (6); No significant changes (5); Decrease in number of campus visits (5); New recruiter (5); Increased reliance on newspaper advertising (5); Better quality of the student interviewed (5); Large number students with more than one firm offer (5); Looking for older experienced people (5); Centralization of the recruiting function (4); Increase in number of employment agencies used (4); Declining numbers of applicants in english (3); Need for faculty support/recommendation (3); Better interview procedure by the companies recruiting (3); No comment (3); Increased emphasis on minorities and females (3); Number of declination up (3); What type of extra benefits do companies offer (3); More professional resumes (2); Many take just anything (2); Large supply of accounting majors (2); Fewer specialized candidates available (2); Reduction in want ad responses (2); MBA'S are pricing themselves out of the market (2); Higher rejection rate (2); Lack of work ethic in candidates (2); Attitude improvement of students (2); Absence of minorities from formal Placement Office process (2); Non-mobility of students (2); Importance in pre-recruiting planning (2); Students are more work oriented (2); Having home office interviews and job offers: A new equal opportunity office; Rely on phone as reference check: Formally, we did not go after the MBA, now we feel it is essential; Need for more offers; Students are much more aware of what they want; Dual careers (husband/wife); Looking for more business and marketing students; More emphasis on referrals from current employers; Less disparity in salaries between small and large districts; Effectiveness of campus effort declined; Glut in MBA'S in other than 20 schools; Additional literature; Implemented an employee referral campaign; Higher turnover in sales positions; Overall poor verbal communication skills; Crisis shortages in math-chemistry-physics/industrial arts; Less over-supply in general; Failure of significant numbers of college graduates to pass entry test; Decrease in work/study students; More minority applicants; Expansion of staff; Lowering of standards for engineering; Better follow up with those who receive offers; Selling of benefits; Increase in job openings due to additions; Replacing experienced engineers; Due to better internal promotion system; Shortages noticeable in math and vocal music; Less information available from students due to Privacy Act; This has been a bad year for acceptance from new hires who did not show up for work. Higher percent than ever before; Significant decrease in available candidates; Increased write-in candidates; Lack of follow up by the students; Because of a lack of funds, our recruitment and staff has been drastically curtailed in 1978-79; More students are utilizing the Placement Office; Fewer engineers; More technically educated females; Increased services for special education students; Filing of more E.E.O. related complaints by applicants; Number of offers per student up; Systemization of recruiting process; Higher percentage of course recruits vs. applicants from unsolidated resumes; Traveled far away from home-state in search of candidates; Growth of organization; Applicants are down; Changing labor markets; recruitment more selective; Increased competition for top graduates; More dependent upon Placement Office recommendations; Projecting accurate acceptance rates; Speed with which many accepted outstanding job offers; Increased scarcity of candidates in special areas; Major companies getting more hires from fewer sources; Fewer sign-ups but greater interest in our jobs; Very competitive salaries and benefits offered; Emphasis on recruiting local talent; More mature and goal oriented students; BBA's are more aggressive than MBA's; Decrease in number required; Problem attracting better students to interview; More co-op and summer jobs used for recruiting; Emphasis on training is necessary to interest student; Few openings and less vacancies; Better self awareness; Instead of students asking "What can I do for your company?" It was "What can your company do for me?"; Change in emphasis from technological qualifications to personal characteristics; Students less career oriented; Fewer qualified candidates; Increase in hiring; Development and training programs established; Less needs for entry level people; Many social science and education graduates are accepting clerical positions; Need for students with both communicative and technical backgrounds; Placement offices becoming more professional; More students are utilizing the Placement Services; Growing number graduates with mercenary attitudes; Increased focus on graduate business degrees; Expanded faculty relations; Increased second interviews two fold; Need for more of the all-star person; Growing use of video tape - cassette (slide presentations); More creative recruiting; Companies recruiting earlier; Impact of government regulations; Cut back drastically because of Carter's guidelines; Individuals are more serious in their search for the most suitable position that fills initial career aspirations; Out-of-state students accepting offers; Less processing time of applicants; Having to justify recruiting to skeptical supervisors; Technical acceptances up; More wide spread affirmative action outreach programs; Advent of third party recruiters; Growing shortages; expanded needs; Earlier plant visits and job decisions; Candidates are becoming better qualified; Addition of second career training program; Salaries didn't stay within government guidelines; Increase in visits made; Involvement of additional staff in campus interviewing; Better dressed candidates; More cooperation on the part of college staff members; Unrealistic expectations; Oil industries hiring everything in sight; Increase in number of good women engineers; Federal government salaries are becoming less competitive; Overall negative federal image; More difficult to get a schedule at some schools; Internal candidate processing; More conservative; More interest in type of assignment available; Decisive students.

Do you have any recommendations to new college graduates on how best to get a job with your organization?

Comments: Be prepared for interviews, research organizations (60); Submit applications, sign up for interview, job hunt early, use Placement Services (53); Good GPA (30); Set realistic career goals (29); Show a genuine interest in working for the company (25); Prior work experience (summer, part-time, co-op) (22); Have a well prepared resume (21); Be enthusiastic (19); Sell yourself (15); Be aggressive/persistent/assertive (15); Be in high demand major-technical disciplines, engineering, computer science, business, accounting etc. (14); Good appearance (12); Be willing to work hard/good work attitude (10); Possess skills to do the job/technical competence (10); Demonstrate good communication skills (9); Do follow-up after interview/application (9); Personality traits desired by company (5); Willing to relocate (4); Involvement in campus activities (4); Be interested, alert, attentive, act alive at interview (3); Understand position requirements (2); Good leadership qualities (2); Strong people skills (2); Contact organization directly (2); Be articulate (2); Be realistic about salary demands, do not feel you are "above" a particular career; Dedication to kids, early experience with students, double endorsements; Intelligence, initiative, and integrity; Work on the effective technique of interviewing thru workshops and seminars; Have a desire to move into management 5-7 years after graduating; Willing to live in a small town; Have an open mind, be ready to make up your mind after a few weeks; Ideal would be to have been summer intern with us and performed well; Be available to substitute for us, try for 120 days; Attempt to round themselves out by getting on-the-job experience during school breaks, etc. any people oriented (retail, business) job experience is helpful; Variety of extra-curricular interests, successful student teaching experience, preparation in basic skill curriculars; Take a technical course of studies; Develop cooperative work habits, education program, and interests; Have a definite major (15 credit hours), some commercial arts, some agriculture education or home economics education; Desire to work in manufacturing, conduct oneself as a pro (dress, communication, etc); Good on-campus interview; Be open to visualize opportunities beyond immediate situation; Be qualified for the open position; Convince me that you are willing to work, and are interested in profit, not just "How much does it pay"; Very flexible regarding location; Greatest need in food and beverage positions; We have laid off teachers, efforts by new candidates make no difference; Knowledge of self; Hire on at our two Lansing area restaurants in internship programs to take a look at us and vice-versa; Certification or strong minor in other areas; Be self-assured, as if you'll be the very best person we can get for the job; Be articulate; Good leadership credentials; Be willing to relocate, have good common sense, and decision making; Be available at the right time on short notice with the right skills; Preparations thru majors in engineering and good faculty recommendations; Demonstrate ability to communicate and indicate the kind of job they want, goals, ambitions, etc; Select three jobs; Visit the department for a day; Appropriate speech, dress, good health, position or career commitment are important; Build record of achievement on companies; Sincerely want to work and grow with the organization and express that sincerity; Be yourself; Concentrate on areas where teacher supply is lowest; Preparation and presentation; Know what you want and go after it. Also, if a company does not look good to you, say so; Eagerness and willingness to learn; Be motivated and have the ability to motivate others; Determine the exact requirements of the job you desire or what the organization is looking for, prepare yourself and go after it; Complete an SF-171 and get a rating; Keep in touch; Be hungry for success; Desire to live in the area; Write good cover letters; A positive attitude toward our work; Do not accept an employment offer too quickly prior to graduation; Be competent in your field of study, don't present yourself as an expert of everything; Be flexible; Stay with a job for at least one year; Use person contacts within the industry or from campus; Develop good communication skills; Realistic approach to advancement goals; Suggest what "You can do for the Company" rather than demanding to know "What the company can do for you"; Want to work; Be honest, express what they want and why they feel they would be good at it; Develop outstanding grades, recommendations, and abilities; Know themselves well and what they are after; Relax during interview and talk with us freely; Honesty in dealing with company during application process; Be able to discuss how they can help our organization; Walk-in applicants; Practical experience working with children; Obtain name of contact; Understand and accept yourself as you really are. Know your goals, objectives, and personal preferences; Prepare for the intense competition for teaching jobs; Know what you are interviewing for, be interested in that job and not another job you may want somewhere in the future; Look for mid-long term goals, don't expect management at entry; Don't try to be cute, be forthright, honest, and realistic. Visibility is a key factor; Be sincere and broad in your outlook; Have positive attitude and straight-forward response to questions; Pursue careers in need areas, become as highly qualified as possible, and willingness to relocate; Be knowledgeable, have direction, and versatility; Practice interviewing and focus on skills in presentation; Check for current openings, be prompt, and don't be afraid to ask questions at the interview; Be prepared to discuss strengths weaknesses and practice conversing with strangers; Take our Civil Service Exams; Develop a professional demeanor; Indicate willingness to make educational adjustments for development and be willing to accept some inconvenience while training; Reliable, dependable, sincere, intelligent, and use common knowledge; Talk to as many employers as possible; Be interested in relocating often; Have some idea of what's expected in the real world; Candidates need to be flexible, willing to transfer initially and to be transferred; Work at qualitative and interpersonal skills; Limit interviews; Campus interview is the most effective route; Willingness to do varying degrees and types of work; Some enthusiasm for working with the team and not against "The establishment"; Be pro-establishment, pro-business, pro-fit, look and act like a professional; Be realistic in selecting your major; Since hiring in a merit system depends on competitive exams, individuals should watch for exam announcements and apply for exams; Use Placement Services plus direct mail inquiries; Successful student teaching experience; Be alert and alive to grow and contribute to corporate growth and profitability with gusto and creativity; Quality school; Interview well, show interest, and follow up with letter or call; Seek a career, not a job and don't be shy; Be prepared to adjust to the fact that they will be working in the field in order to gain the experience and knowledge necessary to move into management. This does not happen overnight; Too many candidates are in the wrong field for effective employment; Give "All" during interview; Apply for summer position between junior and senior years; Have a highly developed personal work ethic; Have a good understanding of a job at a given location.

Do government interventions force unqualified candidates to be employed by your organization?

Answers	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ. FREQ (PERCENT)
YES	1	34	7.2	8.0	8.0
NO	2	390	82.8	92.0	100.0
NO ANSWER	0	47	10.0	MISSING	
TOTAL		471	100.0	100.0	
MEAN	1.920				
VALID CASES	424		MISSING CASES	47	

Explanation: Candidates are evaluated on the basis of their abilities as related to the job openings. Not altered by government pressure (19); Not to the same degree as ten years ago, but I do suspect that we do hire some people who do not meet all of our desired standards (17); We are E.O.E. and conduct our employment practices within the scope of applicable laws (12); It does require we go to unusual measures to attract qualified minorities, but not to hire those lacking requisite skills (12); But they do make us nervous that it may happen (4); We have a strong affirmative action program (3); Pressures to hire quotas of minorities. Limited availability of qualified minorities (2); We are government (2); When an individual qualifies by the exam process, they are "Qualified"; We comply with the law; H.E.W. and civil rights; To no significant extent except through CETA sources; Insufficient supply of qualified minority except through CETA sources; Insufficient supply of qualified minority candidates within our area; New special education, vocational education and special needs programs; The government meddling prevents companies from having flexibility in hiring; They do make it tougher; We are small enough that we do not come under much pressure to fill quotas. We also do not have any government contracts; "The number game" (protected groups); A training program has been developed to offer career opportunities to minorities and women who lack technical schooling and experience; We select qualified candidates; We find qualified candidates and adhere to guidelines; We do not make job offers based upon minority status; We are forced to hire minimally qualified applicants or lose government contracts.

Observation: Only 7.2% of the surveyed employers have been forced to hire unqualified candidates because of government intervention.

Who makes the final hire decision in your organization?

Individual	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
RECRUITER	1	64	13.6	15.3	15.3
IMMEDIATE SUPERVISOR	2	63	13.4	15.0	30.3
DIVISION HEAD	3	29	6.2	6.9	37.2
DEPARTMENT HEAD	4	56	11.9	13.4	50.6
COMBINATION	5	182	38.6	43.4	94.0
OTHER	6	25	5.3	6.0	100.0
NO ANSWER	0	52	11.0	MISSING	
TOTAL		471	100.0	100.0	

MEAN 3.726
 VALID CASES 419 MISSING CASES 52

Others:

Board of Education/superintendent/principal (9); Personnel Manager (8); Combination of partners/managers and recruiter (5); Associate Superintendent (5); Recruiter and division head (5); Varies with organization/department (4); Partners (3); Personnel committees (3); Recruiter is area supervisor who makes decision after interview (3); Any one of those listed (2); Branch manager (2); Immediate supervisor is critical in group. He must want the man otherwise it becomes a consensus decision (2); Regional Vice President or Administrative Director of Operations (2); Selection Committee (2); District manager or Department Head (2); Team of management (2); Recommendation, which is tantamount to hiring; Vice President East Central Region with manager and district manager approval; We are currently having every offer reviewed by the Laboratory Director which is new, and probably temporary, prior to that the Department Head had final say; Assessment Center; Committee of peers and administrators; Line departments at various levels; Recruiter, reference evaluation, medical and legal staff, Washington Placement Officer; Partner-In-Charge is responsible frequently delegate to recruiter; Immediate supervisors and the Director of Personnel; Supervisor of Professional Employment; First and second level managers; Recruiter, department head, and employment manager; Combination of at least three people;

Observation: For this question, we gave the employer a "combination" answer and they took it. Most employers (43.4%) said they used several individuals to make the final hiring decision.

What percentage of your new college hires are obtained from the following programs in YOUR organization? Absolute frequencies are listed for each answer with adjusted frequencies shown below them.

Sources	Mean	No Program	None Hired	1- 5%	6- 10%	11- 20%	21- 30%	31- 40%	41- 50%	51- 60%	61- 70%	71- 80%	81- 90%	91- 100%	Valid Cases	Missing Cases
Code		1	2	3	4	5	6	7	8	9	10	11	12	13		
Co-op Programs	3.737	190	32	103	56	18	7	4	1	1	0	0	0	0	190	281
Summer Employment	3.755	128	38	154	59	22	5	5	2	3	0	2	1	0	253	218
Internship Programs	3.913	202	39	93	44	21	5	3	3	2	0	1	0	1	173	298

Other sources: Student teaching-internship programs (2); Substitute teaching (2); Summer employment are coops and interns (2); We plan on starting several programs like above; Internal employees; Timely follow-up and plant interviewing process; New hires obtained from employment lists; Career employment program designed specifically for new graduates; Management training program is the preferred method.

Observation: Employers indicate that approximately 1 to 5% of their new hires were obtained from co-op programs, internships and summer employment.

What percent of the new college graduates generally hired by your organization each year are from the following sources? Absolute frequencies are listed for each answer with adjusted frequencies shown below them.

Sources	Mean	None Hired	1- 10%	11- 20%	21- 30%	31- 40%	41- 50%	51- 60%	61- 70%	71- 80%	81- 90%	91- 100%	Valid Cases	Missing Cases
Code		1	2	3	4	5	6	7	8	9	10	11		
Unsolicited Referrals from Placement Offices	2.176	181 -	179 (92.7)	8 (4.1)	2 (1.0)	1 (.5)	0 (0)	1 (.5)	1 (.5)	0 (0)	1 (.5)	0 (0)	193	278
Referrals from College Faculty & Staff	2.179	158 -	199 (91.3)	10 (4.6)	3 (1.4)	3 (1.4)	2 (.9)	0 (0)	1 (.5)	0 (0)	0 (0)	0 (0)	218	253
Career Fairs	2.203	191 -	142 (89.9)	10 (6.3)	2 (1.3)	1 (.6)	2 (1.3)	0 (0)	0 (0)	1 (.6)	0 (0)	0 (0)	158	313
Cooperative Education Programs	2.294	167 -	172 (81.5)	24 (11.4)	12 (5.7)	0 (0)	1 (.5)	2 (.9)	0 (0)	0 (0)	0 (0)	0 (0)	211	260
Part-time Employment	2.318	182 -	142 (80.7)	25 (14.2)	4 (2.3)	3 (1.7)	0 (0)	1 (.6)	0 (0)	0 (0)	0 (0)	1 (.6)	176	295
Summer Employment	2.332	141 -	197 (81.7)	30 (12.4)	7 (2.9)	2 (.8)	2 (.8)	0 (0)	1 (.4)	1 (.4)	0 (0)	1 (.4)	241	230
Internship Programs	2.410	187 -	142 (79.8)	23 (12.9)	5 (2.8)	3 (1.7)	2 (1.1)	1 (.6)	0 (0)	0 (0)	0 (0)	2 (1.1)	178	293
Referrals from Current Employees of Your Organization	2.464	67 -	238 (72.1)	60 (18.2)	19 (5.8)	3 (.9)	7 (2.1)	2 (.6)	0 (0)	0 (0)	1 (.3)	0 (0)	330	141
Walk-ins	2.561	93 -	205 (69.7)	51 (17.3)	22 (7.5)	4 (1.4)	6 (2.0)	3 (1.0)	2 (.7)	1 (.3)	0 (0)	0 (0)	294	177
Job Listings with Placement Offices	2.642	117 -	216 (75.8)	32 (11.2)	13 (4.6)	4 (1.4)	7 (2.5)	4 (1.4)	3 (1.1)	2 (.7)	3 (1.1)	1 (.4)	285	186
Write-ins	2.703	54 -	213 (60.9)	79 (22.6)	34 (9.7)	9 (2.6)	10 (2.9)	2 (.6)	1 (.3)	0 (0)	2 (.6)	0 (0)	350	121
Student Teaching Assignments	2.842	266 -	32 (56.1)	16 (28.1)	5 (8.8)	1 (1.8)	0 (0)	2 (3.5)	0 (0)	0 (0)	0 (0)	1 (1.8)	57	414
Responses from Want Ads	2.934	127 -	159 (61.9)	44 (17.1)	20 (7.8)	9 (3.5)	15 (5.8)	1 (.4)	4 (1.6)	2 (.8)	1 (.4)	2 (.8)	257	214
On Campus Interviewing	5.911	30 -	84 (20.7)	35 (8.6)	40 (9.9)	21 (5.2)	48 (11.9)	36 (8.9)	30 (7.4)	53 (13.1)	39 (9.6)	19 (4.7)	405	66

Observation: On campus interviewing is by far the major source of new college hires. This source is followed closely by responses from want ads, hires from individuals observed in student teaching assignments, write-ins, job listings with job placement offices and walk-ins. Some hires were obtained from the other sources listed.

What do you consider to be your toughest recruiting problem?

Comments: Convincing people to relocate to our geographical location (poor images given to cities, etc) (76); Finding qualified minorities and women (64); Getting qualified graduates within our starting compensation constraints (41); Competition with large firms, a lack of identity (34); Competition for outstanding candidates (23); Introducing all kinds of students until you find the excellent candidates (17); Lack of awareness by students about career opportunities and interests (16); Finding persons with experience or background certification (14); Time involved (not enough time for choice) to travel to your campus (13); Attempting to break down major or stereotypes about our company (12); Retailers have difficulty recruiting MEN into their organizations (9); Interviewing all kinds of students until you find the excellent candidates (8); No vacancies at time of contact with candidates (8); Obtaining a sufficient number of applicants (7); Beginning salaries (6); Getting students to follow-up in a timely manner (3); Hiring engineer personnel (3); Small firm lack of visibility to most students (2); Engineering market is very competitive (2); Finding qualified and motivated people that are willing to accept a career path rather than an instant career (2); I get the feeling when interviewing members of the protected groups that they feel they are choice candidates and are just fishing for the highest offer and their lack of concern for what one job offers in career advancement; Some! Placement Offices aren't worth the paper this questionnaire is on. Some key department and faculty contacts aren't either; Finding motivated goal oriented people at young ages; Finding applicants directly associated with the insurance business; Meeting the right prospects whose employment plans, locational preferences, financial requirements, etc., fit within our limitations; Technical writers; Selling candidates on starting positions; Targeting the right individuals for initial interviews; Highly experienced personnel; Insuring that all interviewers are available and do not become redundant in interviewing; Because we recruit so few graduates, yet interview so many very good, the choice becomes very difficult; Finding teachers in special education that require dual certification; Inability of selected candidates to make a timely decision, Most college graduates don't know what "work" is all about; Explaining position and finding candidates articulate enough to pick up what the job entails; Finding suitable marketing trainees and industrial engineers; Students with unrealistic ideas of what their first job will be, bloated expectations; Getting science, math and agriculture candidates when needed; Finding the individual who is most technically challenged; Meeting the graduates in a relaxed atmosphere where they do not feel they are "on trial"; Interviewing and hiring computer science graduates; Area of data processing, students willing to work shifts, overtime, and Saturdays; Matching interest of student career goals to recruiter needs; Establishing contact with candidate in metropolitan area; Identifying and placing engineering graduates; Locating qualified applicants; Determining what candidates will be the most successful; Making supervisor make a decision about hiring candidate; Interviewer selection, training, and turnover; Creating interest among college graduates in police work; Finding technical graduates with good people skills and a general sense of Business; Selecting candidates that qualify for specific teaching needs; Finding a person who will "fit" into our work habits and social atmosphere; Nurses; Hire teachers who are qualified to handle coaching duties; Finding enough goal-oriented people to choose from initial jobs requiring moderate amounts of travel; Technical areas and MBA'S; Colleges only graduate people two times a year; Recruiting fair and honest recommendations that are specific to accomplishments of the candidates; Selective decision; To fill teaching combinations; Educating students and Placement Offices on the variety of career avenues available in our industry; Computer science; Lack of advancement potential in near future; Finding graduate engineers who are qualified and interested in sales engineering positions; Demand for engineers from so many industries; Get people to be honest and sell themselves; Skilled technical jobs; Access to potential candidates; People not wanting to work 24 hours straight with children; Locating individuals who have had meaningful marketing background while in college along with a successful track record in academics and extra-curricular activities; Arranging an effective pre-screening system; Recruitment of personnel to go into shop supervision, engineers not interested in maintenance of equipment functions; Finding qualified applicants between graduation periods; Recruiting in Michigan for loan officer positions where few graduates have agriculture background; Locating entry level management candidates who satisfy our tough requirements; Teaching our engineers to "sell" their programs to prospective candidates; The recruitment of PhD engineers; Securing adequate number of substitute teachers at the secondary school level; Enough cooperation, civil engineers, accounting graduates, etc; Obtaining male counselors, maintenance, and health staff; Competition for technical graduates dealing with non-technical graduates. Dealing with non-technical applicants; Competing with family farm; Selection criteria; More smaller companies recruiting; Lack of training in interviewing and evaluating candidates. Continuing candidates to look beyond initial dollar figures to check out entire program; Stiff competition for engineering candidates; Attracting students to consulting careers; Students not talking very much; Securing teachers of vocational programs; Experienced senior level systems programmers and systems analyst; Finding top level accountants, engineers, and computer science people; Engineers and computer science graduates; Not being able to hire all of the excellent candidates; Determination of our need for personnel; Availability of engineers; Getting liberal arts majors informed of our career alternatives; Finding qualified school workers, psychology counselors, and industrial arts teachers; Hiring graduates to entry level positions when they desire as much control and responsibility as a 20 year veteran; Prerecording, getting the budget and resources to do an effective job; Determine hiring goals in advance of scheduling; Finding applicants with good GPA, technical experience, and career goals; Mechanical engineers for sales positions; Lack of qualified candidates in special teaching areas.

What are the most significant changes in recruitment witnessed by your organization in the last year (1978-79)?

Comments: Increased competition from other employers (42); Salaries up (35); More emphasis on college recruiting (35); Increased competition and demand for engineers (33); No significant changes (24); Location preferences (17); Increased use of pre-screening (10); Increase hiring of good college graduates (7); Significant increase in computer science people needed (7); Fewer applicants (8); More women (8); Students better prepared (8); More candidates (7); Significant increase in needs for technical background (7); Students making decisions later (7); Overall poor quality of individuals (6); No significant changes (5); Decrease in number of campus visits (5); New recruiter (5); Increased reliance on newspaper advertising (5); Better quality of the student interviewed (5); Large number students with more than one firm offer (5); Looking for older experienced people (5); Centralization of the recruiting function (4); Increase in number of employment agencies used (4); Declining numbers of applicants in english (3); Need for faculty support/recommendation (3); Better interview procedure by the companies recruiting (3); No comment (3); Increased emphasis on minorities and females (3); Number of declination up (3); What type of extra benefits do companies offer (3); More professional resumes (2); Many take just anything (2); Large supply of accounting majors (2); Fewer specialized candidates available (2); Reduction in want ad responses (2); MBA'S are pricing themselves out of the market (2); Higher rejection rate (2); Lack of work ethic in candidates (2); Attitude improvement of students (2); Absence of minorities from formal Placement Office process (2); Non-mobility of students (2); Importance in pre-recruiting planning (2); Students are more work oriented (2); Having home office interviews and job offers; A new equal opportunity office; Rely on phone as reference check; Formally, we did not go after the MBA, now we feel it is essential; Need for more offers; Students are much more aware of what they want; Dual careers (husband/wife); Looking for more business and marketing students; More emphasis on referrals from current employers; Less disparity in salaries between small and large districts; Effectiveness of campus effort declined; Glut in MBA'S in other than 20 schools; Additional literature; Implemented an employee referral campaign; Higher turnover in sales positions; Overall poor verbal communication skills; Crisis shortages in math-chemistry-physics/industrial arts; Less over-supply in general; Failure of significant numbers of college graduates to pass entry test; Decrease in work/study students; More minority applicants; Expansion of staff; Lowering of standards for engineering; Better follow up with those who receive offers; Selling of benefits; Increase in job openings due to additions; Replacing experienced engineers; Due to better internal promotion system; Shortages noticeable in math and vocal music; Less information available from students due to Privacy Act; This has been a bad year for acceptance from new hires who did not show up for work. Higher percent than ever before; Significant decrease in available candidates; Increased write-in candidates; Lack of follow up by the students; Because of a lack of funds, our recruitment and staff has been drastically curtailed in 1978-79; More students are utilizing the Placement Office; Fewer engineers; More technically educated females; Increased services for special education students; Filing of more E.E.O. related complaints by applicants; Number of offers per student up; Systemization of recruiting process; Higher percentage of course recruits vs. applicants from unsolidated resumes; Traveled far away from home-state in search of candidates; Growth of organization; Applicants are down; Changing labor markets; recruitment more selective; Increased competition for top graduates; More dependent upon Placement Office recommendations; Projecting accurate acceptance rates; Speed with which many accepted outstanding job offers; Increased scarcity of candidates in special areas; Major companies getting more hires from fewer sources; Fewer sign-ups but greater interest in our jobs; Very competitive salaries and benefits offered; Emphasis on recruiting local talent; More mature and goal oriented students; BBA's are more aggressive than MBA's; Decrease in number required; Problem attracting better students to interview; More co-op and summer jobs used for recruiting; Emphasis on training is necessary to interest student; Few openings and less vacancies; Better self awareness; Instead of students asking "What can I do for your company?" It was "What can your company do for me?"; Change in emphasis from technological qualifications to personal characteristics; Students less career oriented; Fewer qualified candidates; Increase in hiring; Development and training programs established; Less needs for entry level people; Many social science and education graduates are accepting clerical positions; Need for students with both communicative and technical backgrounds; Placement offices becoming more professional; More students are utilizing the Placement Services; Growing number graduates with mercenary attitudes; Increased focus on graduate business degrees; Expanded faculty relations; Increased second interviews two fold; Need for more of the all-star person; Growing use of video tape - cassette (slide presentations); More creative recruiting; Companies recruiting earlier; Impact of government regulations; Cut back drastically because of Carter's guidelines; Individuals are more serious in their search for the most suitable position that fills initial career aspirations; Out-of-state students accepting offers; Less processing time of applicants; Having to justify recruiting to skeptical supervisors; Technical acceptances up; More wide spread affirmative action outreach programs; Advent of third party recruiters; Growing shortages; expanded needs; Earlier plant visits and job decisions; Candidates are becoming better qualified; Addition of second career training program; Salaries didn't stay within government guidelines; Increase in visits made; Involvement of additional staff in campus interviewing; Better dressed candidates; More cooperation on the part of college staff members; Unrealistic expectations; Oil industries hiring everything in sight; Increase in number of good women engineers; Federal government salaries are becoming less competitive; Overall negative federal image; More difficult to get a schedule at some schools; Internal candidate processing; More conservative; More interest in type of assignment available; Decisive students.

Do you have any recommendations to new college graduates on how best to get a job with your organization?

Comments: Be prepared for interviews, research organizations (60); Submit applications, sign up for interview, job hunt early, use Placement Services (53); Good GPA (30); Set realistic career goals (29); Show a genuine interest in working for the company (25); Prior work experience (summer, part-time, co-op) (22); Have a well prepared resume (21); Be enthusiastic (19); Sell yourself (15); Be aggressive/persistent/assertive (15); Be in high demand major-technical disciplines, engineering, computer science, business, accounting etc. (14); Good appearance (12); Be willing to work hard/good work attitude (10); Possess skills to do the job/technical competence (10); Demonstrate good communication skills (9); Do follow-up after interview/application (9); Personality traits desired by company (5); Willing to relocate (4); Involvement in campus activities (4); Be interested, alert, attentive, act alive at interview (3); Understand position requirements (2); Good leadership qualities (2); Strong people skills (2); Contact organization directly (2); Be articulate (2); Be realistic about salary demands, do not feel you are "above" a particular career; Dedication to kids, early experience with students, double endorsements; Intelligence, initiative, and integrity; Work on the effective technique of interviewing thru workshops and seminars; Have a desire to move into management 5-7 years after graduating; Willing to live in a small town; Have an open mind, be ready to make up your mind after a few weeks; Ideal would be to have been summer intern with us and performed well; Be available to substitute for us, try for 120 days; Attempt to round themselves out by getting on-the-job experience during school breaks, etc. any people oriented (retail, business) job experience is helpful; Variety of extra-curricular interests, successful student teaching experience, preparation in basic skill curriculars; Take a technical course of studies; Develop cooperative work habits, education program, and interests; Have a definite major (15 credit hours), some commercial arts, some agriculture education or home economics education; Desire to work in manufacturing, conduct oneself as a pro (dress, communication, etc); Good on-campus interview; Be open to visualize opportunities beyond immediate situation; Be qualified for the open position; Convince me that you are willing to work, and are interested in profit, not just "How much does it pay"; Very flexible regarding location; Greatest need in food and beverage positions; We have laid off teachers, efforts by new candidates make no difference; Knowledge of self; Hire on at our two Lansing area restaurants in internship programs to take a look at us and vice-versa; Certification or strong minor in other areas; Be self-assured, as if you'll be the very best person we can get for the job; Be articulate; Good leadership credentials; Be willing to relocate, have good common sense, and decision making; Be available at the right time on short notice with the right skills; Preparations thru majors in engineering and good faculty recommendations; Demonstrate ability to communicate and indicate the kind of job they want, goals, ambitions, etc; Select three jobs; Visit the department for a day; Appropriate speech, dress, good health, position or career commitment are important; Build record of achievement on companies; Sincerely want to work and grow with the organization and express that sincerity; Be yourself; Concentrate on areas where teacher supply is lowest; Preparation and presentation; Know what you want and go after it. Also, if a company does not look good to you, say so; Eagerness and willingness to learn; Be motivated and have the ability to motivate others; Determine the exact requirements of the job you desire or what the organization is looking for, prepare yourself and go after it; Complete an SF-171 and get a rating; Keep in touch; Be hungry for success; Desire to live in the area; Write good cover letters; A positive attitude toward our work; Do not accept an employment offer too quickly prior to graduation; Be competent in your field of study, don't present yourself as an expert of everything; Be flexible; Stay with a job for at least one year; Use person contacts within the industry or from campus; Develop good communication skills; Realistic approach to advancement goals; Suggest what "You can do for the Company" rather than demanding to know "What the company can do for you"; Want to work; Be honest, express what they want and why they feel they would be good at it; Develop outstanding grades, recommendations, and abilities; Know themselves well and what they are after; Relax during interview and talk with us freely; Honesty in dealing with company during application process; Be able to discuss how they can help our organization; Walk-in applicants; Practical experience working with children; Obtain name of contact; Understand and accept yourself as you really are. Know your goals, objectives, and personal preferences; Prepare for the intense competition for teaching jobs; Know what you are interviewing for, be interested in that job and not another job you may want somewhere in the future; Look for mid-long term goals, don't expect management at entry; Don't try to be cute, be forthright, honest, and realistic. Visibility is a key factor; Be sincere and broad in your outlook; Have positive attitude and straight-forward response to questions; Pursue careers in need areas, become as highly qualified as possible, and willingness to relocate; Be knowledgeable, have direction, and versatility; Practice interviewing and focus on skills in presentation; Check for current openings, be prompt, and don't be afraid to ask questions at the interview; Be prepared to discuss strengths weaknesses and practice: conversing with strangers; Take our Civil Service Exams; Develop a professional demeanor; Indicate willingness to make educational adjustments for development and be willing to accept some inconvenience while training; Reliable, dependable, sincere, intelligent, and use common knowledge; Talk to as many employers as possible; Be interested in relocating often; Have some idea of what's expected in the real world; Candidates need to be flexible, willing to transfer initially and to be transferred; Work at qualitative and interpersonal skills; Limit interviews; Campus interview is the most effective route; Willingness to do varying degrees and types of work; Some enthusiasm for working with the team and not against "The establishment"; Be pro-establishment, pro-business, pro-fit, look and act like a professional; Be realistic in selecting your major; Since hiring in a merit system depends on competitive exams, individuals should watch for exam announcements and apply for exams; Use Placement Services plus direct mail inquiries; Successful student teaching experience; Be alert and alive to grow and contribute to corporate growth and profitability with gusto and creativity; Quality school; Interview well, show interest, and follow up with letter or call; Seek a career, not a job and don't be shy; Be prepared to adjust to the fact that they will be working in the field in order to gain the experience and knowledge necessary to move into management. This does not happen overnight; Too many candidates are in the wrong field for effective employment; Give "All" during interview; Apply for summer position between junior and senior years; Have a highly developed personal work ethic; Have a good understanding of a job at a given location.

Do government interventions force unqualified candidates to be employed by your organization?

Answers	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
YES	1	34	7.2	8.0	8.0
NO	2	390	82.8	92.0	100.0
NO ANSWER	0	47	10.0	MISSING	
TOTAL		471	100.0	100.0	

MEAN 1.920
VALID CASES 424 MISSING CASES 47

Explanation: Candidates are evaluated on the basis of their abilities as related to the job openings. Not altered by government pressure (19); Not to the same degree as ten years ago, but I do suspect that we do hire some people who do not meet all of our desired standards (17); We are E.O.E. and conduct our employment practices within the scope of applicable laws (12); It does require we go to unusual measures to attract qualified minorities, but not to hire those lacking requisite skills (12); But they do make us nervous that it may happen (4); We have a strong affirmative action program (3); Pressures to hire quotas of minorities. Limited availability of qualified minorities (2); We are government (2); When an individual qualifies by the exam process, they are "Qualified"; We comply with the law; H.E.W. and civil rights; To no significant extent except through CETA sources; Insufficient supply of qualified minority except through CETA sources; Insufficient supply of qualified minority candidates within our area; New special education, vocational education and special needs programs; The government meddling prevents companies from having flexibility in hiring; They do make it tougher; We are small enough that we do not come under much pressure to fill quotas. We also do not have any government contracts; "The number game" (protected groups); A training program has been developed to offer career opportunities to minorities and women who lack technical schooling and experience; We select qualified candidates; We find qualified candidates and adhere to guidelines; We do not make job offers based upon minority status; We are forced to hire minimally qualified applicants or lose government contracts.

Observation: Only 7.2% of the surveyed employers have been forced to hire unqualified candidates because of government intervention.

What changes, if any, do you expect in salary offers to 1979-80 college graduates by academic major? Absolute frequencies are listed for each answer with adjusted frequencies (percent) shown in parentheses. Answers are listed from lowest mean score to highest mean score.

Academic Major	Mean	Increase						Remain the Same	Decrease						None Hired	Valid Cases	Missing Cases
		Over 10%	9-10%	7-8%	5-6%	3-4%	1-2%		1-2%	3-4%	5-6%	7-8%	9-10%	Over 10%			
Code		1	2	3	4	5	6	7	8	9	10	11	12	13	14		
Electrical Engineering	3.165	24 (12.0)	64 (32.0)	53 (26.5)	28 (14.0)	9 (4.5)	3 (1.5)	14 (7.0)	1 (.5)	1 (.5)	1 (.5)	2 (1.0)	0 (0)	0 (0)	110	200	271
Mechanical Engineering	3.223	24 (11.2)	67 (31.2)	65 (30.2)	25 (11.6)	6 (2.8)	5 (2.3)	17 (7.9)	1 (.5)	0 (0)	2 (.9)	3 (1.4)	0 (0)	0 (0)	101	215	256
Computer Science	3.249	27 (14.8)	60 (31.1)	48 (24.9)	22 (11.4)	9 (4.7)	4 (2.1)	17 (8.8)	1 (.5)	0 (0)	3 (1.6)	2 (1.0)	0 (0)	0 (0)	113	193	278
Petroleum Engineering	3.300	19 (27.1)	16 (22.9)	11 (15.7)	8 (11.4)	1 (1.4)	1 (1.4)	12 (17.1)	0	1 (1.4)	0	1 (1.4)	0	0	196	70	401
Chemical Engineering	3.507	22 (15.3)	35 (24.3)	42 (29.2)	16 (11.1)	1 (.7)	1 (.7)	20 (13.9)	0	1 (.7)	3 (2.1)	3 (2.1)	0	0	156	144	327
Metallurgy	3.508	10 (8.3)	34 (28.3)	36 (30.0)	16 (13.3)	2 (1.7)	1 (.8)	18 (15.0)	1 (.8)	0	1 (.8)	1 (.8)	0	0	168	120	351
Civil Engineering	3.669	12 (8.6)	33 (23.7)	42 (30.2)	22 (15.8)	5 (3.6)	2 (1.4)	17 (12.2)	0	2 (1.4)	1 (.7)	2 (1.4)	1 (.7)	0	148	139	332
MBA's	3.822	17 (8.2)	34 (16.3)	56 (26.9)	46 (22.1)	14 (6.7)	6 (2.9)	33 (15.9)	0	0	1 (.5)	1 (.5)	0	0	97	208	263
Marketing - Sales	4.018	13 (6.0)	31 (14.2)	58 (26.6)	50 (22.9)	19 (8.7)	11 (5.0)	32 (14.7)	0	1 (.5)	1 (.5)	1 (.5)	1 (.5)	0	102	218	253
Chemistry	4.039	6 (4.7)	16 (12.5)	39 (30.5)	30 (23.4)	12 (9.4)	6 (4.7)	16 (12.5)	0	0	1 (.8)	1 (.8)	0	1 (.8)	175	128	343
Accounting	4.048	11 (3.8)	40 (13.7)	82 (28.2)	80 (27.5)	23 (7.9)	3 (1.0)	45 (15.5)	1 (.3)	0	2 (.7)	3 (1.0)	1 (.3)	0	56	291	180
Math	4.042	4 (2.8)	24 (16.8)	40 (28.0)	37 (25.9)	10 (7.0)	1 (.7)	24 (16.8)	0	0	1 (.7)	1 (.7)	0	1 (.7)	151	143	328
General Business	4.051	15 (6.4)	27 (11.4)	64 (27.1)	57 (24.2)	22 (9.3)	10 (4.2)	38 (16.1)	0	1 (.4)	1 (.4)	0	1 (.4)	0	92	236	235
Physics	4.168	3 (2.8)	17 (15.9)	23 (21.5)	35 (32.7)	6 (5.6)	1 (.9)	20 (18.7)	0	0	0	1 (.9)	0	1 (.9)	174	107	364
Personnel	4.247	8 (4.7)	21 (12.4)	37 (21.8)	44 (25.9)	19 (11.2)	6 (3.5)	33 (19.4)	0	0	0	1 (.6)	1 (.6)	0	135	170	301
Finan. Admin.	4.318	8 (4.1)	19 (9.7)	53 (27.2)	49 (25.1)	15 (7.7)	6 (3.1)	40 (20.5)	1 (.5)	0	2 (1.0)	2 (1.0)	0	0	111	195	276
Education	4.381	3 (2.7)	17 (15.0)	35 (31.0)	17 (15.0)	6 (5.3)	1 (.9)	32 (28.3)	0	0	0	0	1 (.9)	1 (.9)	190	113	358
Agr., Nat. Res.	4.700	2 (2.2)	8 (8.9)	27 (30.0)	13 (14.4)	6 (6.7)	5 (5.6)	26 (28.9)	0	1 (1.1)	1 (1.1)	1 (1.1)	0	0	201	90	381
Liberal Arts	4.880	5 (3.3)	9 (6.0)	28 (18.7)	36 (24.0)	14 (9.3)	5 (3.3)	51 (34.0)	0	0	0	0	2 (1.3)	0	153	150	321
Social Sciences	5.024	3 (3.5)	5 (5.9)	15 (17.6)	17 (20.0)	8 (9.4)	2 (2.4)	34 (40.0)	0	0	0	1 (1.2)	0	0	200	85	386
Human Ecology	5.048	2 (3.2)	5 (8.1)	9 (14.5)	12 (19.4)	8 (12.9)	2 (3.2)	23 (37.1)	0	0	0	0	0	1 (1.6)	222	62	409

Conclusions: Starting salaries for Electrical Engineers, Mechanical Engineers, Computer Science majors, and Petroleum majors are expected to increase 7-8%. For those majors with mean scores between 3.5 and 4.4, starting salaries are expected to increase 5-6%. For those with mean scores higher than 4.5, starting salaries are expected to increase 3-4%. Responses are listed from lowest mean score (highest expected starting salaries) to highest mean score (lowest expected starting salaries).

What changes, if any, do you expect in salary offers to 1979-80 college graduates by degree level? BACHELOR'S GRADUATES.

Percentage Change	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
INC OVER 10	1	30	6.4	6.9	6.9
INC 9-10	2	82	17.4	18.9	25.8
INC 7-8	3	157	33.3	36.2	62.0
INC 5-6	4	80	17.0	18.4	80.4
INC 3-4	5	24	5.1	5.5	85.9
INC 1-2	6	8	1.7	1.8	87.8
REMAIN THE SAME	7	46	9.8	10.6	98.4
DEC 1-2	8	1	.2	.2	98.6
DEC 3-4	9	2	.4	.5	99.1
DEC 5-6	10	2	.4	.5	99.5
DEC OVER 10	13	2	.4	.5	100.0
NO ANSWER	0	34	7.2	MISSING	
NONE HIRED	14	3	.6	MISSING	
TOTAL		471	100.0	100.0	

VALID CASES 434 MISSING CASES 37

Observation: Starting salaries for bachelor's college graduates are expected to increase 7 to 8%. This increase was a strong 7 to 8%. Of the 471 surveyed employers, 434 expected to hire some bachelor's graduates.

What changes, if any, do you expect in salary offers to 1979-80 college graduates by degree level? MASTER'S GRADUATES.

Percentage Change	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
INC OVER 10	1	23	4.9	6.6	6.6
INC 9-10	2	62	13.2	17.8	24.4
INC 7-8	3	115	24.4	33.0	57.3
INC 5-6	4	72	15.3	20.6	77.9
INC 3-4	5	16	3.4	4.6	82.5
INC 1-2	6	10	2.1	2.9	85.4
REMAIN THE SAME	7	46	9.8	13.2	98.6
DEC 5-6	10	3	.6	.9	99.4
DEC OVER 10	13	2	.4	.6	100.0
NO ANSWER	0	61	13.0	MISSING	
NONE HIRED	14	61	13.0	MISSING	
TOTAL		471	100.0	100.0	

VALID CASES 349 MISSING CASES 122

Observation: Starting salaries are expected to increase 7 to 8%. Of the 471 surveyed employers, 349 expected to hire some master's graduates.

What changes, if any, do you expect in salary offers to 1979-80 college graduates by degree level? DOCTORAL GRADUATES.

Percentage Change	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
INC OVER 10	1	11	2.3	5.3	5.3
INC 9-10	2	31	6.6	15.0	20.3
INC 7-8	3	77	16.3	37.2	57.5
INC 5-6	4	30	6.4	14.5	72.0
INC 3-4	5	11	2.3	5.3	77.3
INC 1-2	6	2	.4	1.0	78.3
REMAIN THE SAME	7	44	9.3	21.3	99.5
DEC OVER 10	13	1	.2	.5	100.0
NO ANSWER	0	116	24.6	MISSING	
NONE HIRED	14	148	31.4	MISSING	
TOTAL		471	100.0	100.0	

OBSERVATION ON NEXT THREE PAGES

Observation: Salary offers are expected to increase approximately 7-8 percent for bachelor's, master's and doctoral degree graduates. Answers vary according to employer type and demand for each academic major.

VALID CASES 207 MISSING CASES 264

Observation: Starting salaries are expected to increase 7 to 8%. Of the 471 surveyed employers, 207 expected to hire some doctoral graduates.

What changes, if any, do you expect in salary offers to 1979-80 college graduates by degree level? DOCTORAL GRADUATES. Absolute frequencies are listed for each answer with adjusted frequencies shown below them.

Employer Category	COUNT TOT PCT	Percentage Change										NO ANSWE R	ROW TOTAL				
		INC OVER 10	INC 9-10	INC 7-8	INC 5-6	INC 3-4	INC 1-2	REMAIN I THE SAME	DEC 10	OVER 13	NONE ED						
ACCOUNTING	1	.3	0	0	0	.3	0	0	0	0	0	.3	0	0	1.3	12M	16
AEROSPACE	2	.3	.3	1.4	.6	.3	0	0	0	0	0	0	0	0	.3	4M	11
AGRI BUSINESS	3	.3	0	.8	.3	0	0	0	0	0	0	.3	0	0	.7	3M	13
AUTO-MECH EQUIP.	4	0	.3	.6	.2	.3	0	0	0	0	0	.3	0	0	2.6	7M	16
BANKS, FIN, INSU	5	0	0	.8	.6	0	0	0	0	0	0	1.4	0	0	2.0	8M	30
CHEMICALS, DRUGS	6	.3	1.4	1.7	0	.3	0	0	0	0	0	0	0	0	.3	4M	14
COMMUNICATION	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2M	3.9
CONSTRUC-BLDG	8	0	0	.6	.6	0	0	0	0	0	0	.6	0	0	1.7	3M	12
EDUCATION	9	0	1.4	.9	.8	.9	0	0	0	0	0	.8	0	0	1.7	12M	50
ELECTRICAL EQUIP	10	0	.3	.6	.6	0	0	0	0	0	0	.3	0	0	1.1	5M	10
ELECTRONICS	11	.3	0	1.4	.3	.3	0	0	0	0	0	.6	0	0	1.4	6M	15
FOOD-BEVERAGE	12	.6	0	.3	.6	0	0	0	0	0	0	.6	0	0	2.0	5M	15
GLASS, PAPER, PCKN	13	.3	1.4	.8	0	.3	0	0	0	0	0	.3	0	0	.2	2M	12
GOVT ADMIN	14	0	0	.8	.3	.3	0	0	0	0	0	.2	0	0	1.4	3M	12
HOSPITAL-HEALTH	15	0	0	.6	0	0	0	0	0	0	0	.3	0	0	0	3M	3
HOTELS, RECREATIO	16	0	.6	0	.3	0	0	0	0	0	0	.3	0	0	0	3M	11
MERCHANDISING-RE	17	0	.6	0	.3	0	0	0	0	0	0	.6	0	0	1.7	10M	26
METALS	18	.3	.6	1.4	.2	0	0	0	0	0	0	1.4	0	0	3.1	5M	25
MILITARY	19	0	0	.3	0	0	0	0	0	0	0	.3	0	0	0	1M	2
PETROLEUM	20	0	1.4	.6	0	.3	0	0	0	0	0	.3	0	0	.3	1M	11
PRINTING, PUBLISH	21	0	0	.3	0	0	0	0	0	0	0	0	0	0	.8	6M	4
UTILITIES	22	0	.6	0	.3	.6	0	0	0	0	0	.3	0	0	1.6	7M	22
RESEARCH-CONSULT	23	.3	.3	.8	0	0	0	0	0	0	0	1.1	0	0	.3	7M	11
SERVICE ORG.	24	0	.3	.3	0	.3	0	0	0	0	0	0	0	0	0	2M	3
TIRE-RUBBER	25	.3	0	.3	.6	0	0	0	0	0	0	.3	0	0	0	1M	5
VOLUNTEER ORG	26	0	0	0	0	0	0	0	0	0	0	.5	0	0	.3	3M	3
OTHER	27	0	0	0	0	0	0	0	0	0	0	0	0	0	.6	10M	2
COLUMN TOTAL	11	3.1	8.7	21.7	8.5	11	2	12.4	.3	148	41.7	116M	103.0				

Does your organization negotiate salaries with job applicants, or are starting salaries the same for all new college graduates with a particular degree and academic major?

Answers	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NEGOTIATE SALARIES	1	143	30.4	34.6	34.6
SAME SALARIES	2	270	57.3	65.4	100.0
NO ANSWER	0	58	12.3	MISSING	
TOTAL		471	100.0	100.0	
MEAN	1.654				
VALID CASES	413				
MISSING CASES	58				

Comments: Starting salaries are based on individual's qualifications, academic accomplishments, work experience, interview, company need major, school name, personality, projected training time, position, classification, skills, and degree (84); Base salary ranges are flexible (25); Varies with department/location/facility (15); May negotiate for outstanding candidate (11); Salaries offered within a range for each position (11); Market determines salary (6); Offers may vary, but we do not negotiate (6); Determined by union contract (5); Master contract (4); Once rate is established, we do not negotiate (3); Single salary schedule (4); Adjustment for co-op or summer help being hired full time (3); Fixed by law (3); Advanced degree applicant may negotiate (2); General company guidelines (2); Salary ranges based on salary surveys (2); May negotiate in areas of high demand; We don't want to encourage disenchantment automatically upon employment. Merit increases will be granted when and if earned which will offset the above average from the average employee; Protect ourselves from charges of discrimination; Same for all students from any one school; After training, person is promoted according to ability; Some lower than a set minimum. Most start at beginning level; Depends upon previous work experiences and salaries offered within recruitment area; We do not negotiate. However, all starting salaries are not the same; Most jobs are commissioned sales; Only superintendent of schools negotiates his/her salary; We attempt to offer 0-15% above going rate for new graduates, depending on individual; Salaries are not negotiable between candidate and company. The company may decide to make salary offer higher for candidate who came from a more prestigious school; All public safety officers must have a bachelor's degree as a minimum education requirement, they do not start at a higher pay if they have a master's, etc; Depends on position where graduate is hired; 8% increase and annual increment of $5\frac{1}{4}\%$ is now keeping pace with inflation; We use the Hays compensation system; Depends on job grade level; In some cases we will negotiate a salary, we don't want an inequality in the system; Each affiliate sets its own salary rate. We rarely negotiate with the applicant; Never negotiate with recent graduates. Negotiate with experienced personnel; Salaries offered are predetermined by company guidelines; We use a salary matrix; The graduate who shows the initiative to negotiate will have the opportunity, if not the actuality, of obtaining a higher salary than offered; Ultimately depend on budget from United States Congress; We negotiate for the "People" part of the person, not degree or academic major; Salary arrived at is usually based on the individual ability to market him/her-self; We ask what they want and if reasonable, will pay it; Our starting salaries are very competitive. Also we want to remain consistent; Never negotiate; Commissions only; Starting salaries changed on an annual basis; Have an established "Training Salary"; We ask what they realistically expect and try to accommodate; Offer based on securing candidates. Salary adjusted after offer.

Observation: Most employers establish starting salaries for all new graduates with particular degree levels and academic majors, although 34.6% of the employers who answered this question indicated that starting salaries are negotiable in their organizations.

On the average, approximately how many hours of training will a new college hire receive each week during the first 6 months on the job in your organization?

Hours of Training Per Week	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ. FREQ. (PERCENT)
NONE	1	17	3.6	3.9	3.9
1-2 HRS	2	43	9.1	9.9	13.9
3-4 HRS	3	31	6.6	7.2	21.0
5-6 HR	4	24	5.1	5.5	26.6
7-8 HRS	5	24	5.1	5.5	32.1
9-10 HRS	6	64	13.6	14.8	46.9
11-15 HRS	7	37	7.9	8.5	55.4
16-20 HRS	8	50	10.6	11.5	67.0
21 OR MORE HRS	9	143	30.4	33.0	100.0
NO ANSWER	0	38	8.1	MISSING	
TOTAL		471	100.0	100.0	

MEAN 6.333
 VALID CASES 433
 MISSING CASES 38

Employer Category	COUNT TOT PCT	Hours of Training Per Week											ROW TOTAL	
		NONE	1-2 HRS	3-4 HRS	5-6 HR	7-8 HRS	9-10 HRS	11-15 HR	16-20 HR	21 OR MORE HRS	NO ANSWER			
ACCOUNTING	1	0	0	4	5	2	5	0	0	0	1	0	1	27
AEROSPACE	2	0	1	1	2	0	3	0	1	0	4	0	3	12
AGRIBUSINESS	3	0	0	0	1	2	6	0	0	0	3	0	1	15
AUTO-MECH EQUIP.	4	0	0	0	0	1	7	1	3	0	1	0	1	22
BANKS, FIN, INSU	5	0	0	2	2	1	4	5	6	1	4	0	2	36
CHEMICALS, DRUGS	6	1	2	1	0	0	2	2	1	0	4	0	3	15
COMMUNICATION	7	0	0	0	0	0	0	0	0	0	0	0	0	0
CONSTRUC-BLDG	8	0	0	0	1	0	2	0	2	0	1	0	3	12
EDUCATION	9	11	29	5	3	0	1	0	2	0	3	0	8	54
ELECTRICAL EQUIP	10	0	0	0	1	3	3	2	3	0	3	0	0	15
ELECTRONICS	11	1	1	0	1	3	3	0	1	0	10	0	1	20
FOOD-BEVERAGE	12	0	2	2	2	0	1	4	1	0	1	0	3	17
GLASS, PAPER, PCKN	13	0	0	2	0	1	3	1	2	0	3	0	2	12
GOVT ADMIN	14	0	0	0	3	1	1	1	1	0	1	0	1	14
HOSPITAL-HEALTH	15	0	0	0	0	0	0	0	0	0	0	0	1	5
HOTELS, RECREATIO	16	0	1	0	0	0	1	1	3	0	1	0	0	14
MERCHANDISING-RE	17	1	1	3	0	1	4	5	4	0	16	0	1	35
METALS	18	0	3	3	3	2	5	2	4	0	3	0	0	30
MILITARY	19	0	0	0	0	0	1	0	0	0	3	0	0	4
PETROLEUM	20	1	0	1	1	2	3	1	0	0	2	0	1	11
PRINTING-PUBLIS	21	0	1	1	0	0	0	0	1	0	1	0	0	4
UTILITIES	22	0	0	1	1	1	5	3	7	0	9	0	2	27
RESEARCH-CONSULT	23	0	2	1	0	1	3	3	2	0	6	0	1	17
SERVICE ORG.	24	0	0	0	0	0	1	1	0	0	1	0	2	3
TIRE-RUBBER	25	1	0	0	0	0	0	1	0	0	3	0	1	5
VOLUNTEER ORG	26	0	0	1	0	0	0	0	1	0	1	0	0	3
OTHER	27	0	0	0	0	1	0	0	0	0	1	0	0	2
COLUMN TOTAL		17	43	31	24	24	64	37	50	143	38	0	433	100.0

NUMBER OF MISSING OBSERVATIONS = 38

Observation: Most employers provide approximately 11-15 hours of training per week to new college hires. Depending on employer type, there is variation in answers received to this question.

What type of training will your new college hires receive? Absolute frequencies are listed for each answer with adjusted frequencies shown below them. Answers are listed from highest mean score (most frequently used) to lowest mean score (least frequently used type of training).

Type of Training	Mean	Yes	No	Valid Cases	Missing Cases
Code		1	0		
On-the-Job Training	.887	418 (88.7)	53 (11.3)	471	0
Orientation	.503	237 (50.3)	234 (49.7)	471	0
Classes	.420	198 (42.0)	273 (58.0)	471	0
Formal	.340	160 (34.0)	311 (66.0)	471	0
Written	.217	102 (21.7)	369 (78.3)	471	0
Other	.040	15 (4.0)	452 (96.0)	471	0

Other Types of Training:

Formal classroom training interspersed with on-the-job training at the branch (11); Depends on position (8); Combination of above (5); Training program vocational (4); First two-weeks corporate orientation, involving lectures, films, and tours (4); Learner paced (2); In service in some areas (2); Inservice five days per year; Apprentice; Other training, usually general rather than technical, takes place after six months on the payroll; Inservice through district; A very comprehensive program includes job rotation and classroom sessions; Trainer module oriented; Conferences with supervisors, staff resource persons; Conferences and workshops; Individual projects; There is a formal training program that covers all areas; A developmental program with assignments lasting from 12-24 months; A two week period at home office; Rotational programs in some divisions; Problem solving and background work in specific area; In-house and outside seminars; Learner controlled programs; Formal training program; Different programs for different positions; Supervisory assistant from administration and department chairperson; On-the-job learning.

Observation: The most frequent types of training included on-the-job training, orientation, and classes. Formal and written training were least frequently used.

What percentage of new college hires leave your organization during the first year of employment?

Candidate Type	Mean	None Hired	1-2%	3-4%	5-6%	7-8%	9-10%	11-20%	21-30%	31-40%	41-50%	51-100%	Valid Cases	Missing Cases
Code		1	2	3	4	5	6	7	8	9	10	11		
All College Graduates	3.948	10 -	174 (42.8)	47 (11.5)	44 (10.8)	19 (4.7)	61 (15.0)	34 (8.4)	15 (3.7)	8 (2.0)	4 (1.0)	1 (.2)	407	64
Women College Graduates	3.863	24 -	161 (48.1)	34 (10.1)	33 (9.9)	19 (5.7)	35 (10.4)	22 (6.6)	16 (4.8)	5 (1.5)	4 (1.2)	6 (1.8)	335	136
Minority College Graduates	3.737	45 -	156 (51.3)	30 (9.9)	27 (8.9)	16 (5.3)	32 (10.5)	17 (5.6)	13 (4.3)	4 (1.3)	4 (1.3)	5 (1.6)	304	167

Observation: According to the surveyed employers, new college graduates leave at the rate of 5-6 percent each year on the average. Other employers reported that more than 6 percent left during the first year. The surveyed employers reported that slightly fewer women and even fewer minorities leave their organizations during the first year of employment.

What percentage of new college hires leave your organization during the first year of employment? ALL COLLEGE GRADUATES

COUNT TOT PCT	Percent Leaving During First Year of Employment												NO ANSWE R	ROW TOTAL																																																																																						
	1-2	3-4	5-6	7-8	9-10	11-20	21-30	31-40	41-50	51-100																																																																																										
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
ACCOUNTING	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
AEROSPACE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
AGRI-BUSINESS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
AUTO-MECH EQUIP	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
BANKS*FIN*INSU	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
CHEMICALS*DRUGS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
COMMUNICATION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
CONSTRUC-BLDG	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
EDUCATION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
ELECTRICAL EQUIP	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
ELECTRONICS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
FOOD-BEVERAGE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
GLASS*PAPER*PKN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
GOVT ADMIN	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91</									

What percentage of new college hires leave your organization during the first year of employment? MINORITY COLLEGE GRADUATES
Percent Leaving During First Year of Employment

EMPLOYER CATEGORY	1-2	3-4	5-6	7-8	9-10	11-20	21-30	31-40	41-50	51-60	NO ANSWER	TOTAL
ACCOUNTING	1.7	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.7
AEROSPACE	2.6	1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11
AGRI-BUSINESS	1.1	2.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12
AUTO-MECH EQUIP.	1.1	1.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.4
BANKS*FIN*INSU	3.2	2.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18
CHEMICALS*DRUGS	0.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25
COMMUNICATION	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7.2
CONSTRUC-BLDG	2.6	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	13
EDUCATION	1.1	7.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.7
ELECTRICAL EQUIP	2.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2
ELECTRONICS	3.9	2.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8
FOOD-BEVERAGE	2.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12
GLASS*PAPER*PCKN	1.1	2.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.3
GOVT ADMIN	0.0	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.4
HOSPITAL-HEALTH	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5
HOTELS*RECREATIO	3.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9
MERCHANDISING-RE	2.6	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	12
METALS	1.1	3.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.4
MILITARY	0.0	2.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.7
PETROLEUM	0.0	1.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.3
PRINTING*PUBLISH	0.0	2.6	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.3
UTILITIES	2.6	3.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.9
RESEARCH-CONSULT	2.6	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11
SERVICE ORG.	2.6	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.2
TIRE-RUBBER	0.0	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.9
VOLUNTEER ORG	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4
OTHER	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.1
COLUMN TOTAL	12.9	15.6	27	27	32	49	13	11	10	1.4	1.4	100.0
TOTAL	12.9	15.6	27	27	32	49	13	11	10	1.4	1.4	100.0

NUMBER OF MISSING OBSERVATIONS = 122

What is the primary reason for graduates leaving your organization within the first two years?

Reasons for Leaving	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
NO ANSWER	0	73	14.9	14.9	14.9
BETTER OFFER	1	219	46.5	46.5	61.4
NOT MEET STANDARDS	2	42	8.9	8.9	70.3
NOT ABLE TO ADAPT	3	84	17.8	17.8	88.1
NOT QUALIFIED	4	2	.4	.4	88.5
EDUC NOT SUITED	5	4	.8	.8	89.4
EMPLOYEE MISINFORMED	6	4	.8	.8	90.2
OTHER	7	46	9.8	9.8	100.0
TOTAL		471	100.0	100.0	
MEAN	1.972				
VALID CASES	471	MISSING CASES	0		

Other Reasons for Leaving:

Spouse job transfer (17); Marriage, pregnancy, and personal reasons (14); Employment locations (11); Relocation (10); We lose almost no one at this early stage (9); Laid off (8); Change in career plans/objectives (6); Employers not happy with graduates. Poor evaluations/wrong career field(6); Better job offer/more money (6); Return home (6); Return to school (5); Not willing to relocate (4); Aspiration levels to high/desire quicker advancement (3); Employed not interested/prepared for job (3); Change of profession (3); Difficulty adapting to small community (2); Not happy with work or work environment (2); Employee doesn't like work; Not committed to present career; Medical reasons; Some supervisors resent new graduate, attempt to overwork; Not able to cope with demands; Nurses create most of our openings. They jump around and obtain what they want because they are in high demand just like education was years ago; Graduates feel some positions are not challenging enough or lack of career advancement; Combination of reasons; Few graduates in todays day and age go with a company and stay with it to retirement. They are very mobile; Motivated to gaining experience for professional certification; Don't truly understand requirements of the industry; Desire to get a variety of work experience; Sometimes disenchanted with industry and didn't know "What they were getting into"; Many go home to family farm; Scared off because of commission salary and inability to work effectively without strict supervision; Varies with each case; Office environment is not what they expected; Employer and employee have not been able to mutually develop a meaningful career path; Employee is more marketable after training and work experience; Competition in our area is severe; To go to industry from public accounting; No prior experience to retailing; Generally not job related.

Observation: Most new graduates leave their first organization during the first two years because they receive better job offers. Secondly, graduates leave their first organization because they are not able to adapt.

From your perspective, what do most new college graduates want from their work? Absolute frequencies are listed for each answer with adjusted frequencies (percent) shown in parentheses. Answers are listed from lowest mean score (highest motivation) to highest mean score (lowest motivation).

Code	Mean	Highest Motivation ————— Lowest Motivation										No Answer	Valid Cases	Missing Cases
		1	2	3	4	5	6	7	8	9	10			
Interesting Work	3.862	169 (35.9)	86 (18.3)	46 (9.8)	36 (7.6)	25 (5.3)	12 (2.5)	7 (1.5)	6 (1.3)	7 (1.5)	8 (1.7)	69	471	0
Promotion and growth in the organization	4.427	110 (23.4)	95 (20.2)	55 (11.7)	53 (11.3)	23 (4.9)	12 (2.5)	15 (3.2)	9 (1.9)	11 (2.3)	23 (4.9)	65 (13.8)	471	0
Full appreciation of work done	4.771	76 (16.1)	64 (13.6)	64 (13.6)	56 (11.9)	63 (13.4)	36 (7.6)	21 (4.5)	10 (2.1)	7 (1.5)	8 (1.7)	66 (14.0)	471	0
Good wages	4.919	55 (11.7)	57 (12.1)	85 (18.0)	61 (13.0)	68 (14.4)	32 (6.8)	12 (2.5)	16 (3.4)	8 (1.7)	14 (3.0)	63 (13.4)	471	0
Feeling of being in on things	6.047	22 (4.7)	30 (6.4)	51 (10.8)	67 (14.2)	63 (13.4)	46 (9.8)	49 (10.4)	35 (7.4)	25 (5.3)	7 (1.5)	76 (16.1)	471	0
Good working conditions	6.378	21 (4.5)	23 (4.9)	36 (7.6)	40 (8.5)	64 (13.6)	81 (17.2)	58 (12.3)	36 (7.6)	25 (5.3)	13 (2.8)	74 (15.7)	471	0
Job security	6.783	24 (5.1)	23 (4.9)	31 (6.6)	43 (9.1)	50 (10.6)	48 (10.2)	44 (9.3)	48 (10.2)	44 (9.3)	42 (8.9)	74 (15.7)	471	0
Personal loyalty to employees	7.885	9 (1.9)	10 (2.1)	12 (2.5)	10 (2.1)	27 (5.7)	53 (11.3)	57 (12.1)	83 (17.6)	86 (18.3)	45 (9.6)	79 (16.8)	471	0
Tactful disciplining	8.153	12 (2.5)	11 (2.3)	12 (2.5)	9 (1.9)	20 (4.2)	34 (7.2)	53 (11.3)	75 (15.9)	74 (15.7)	88 (18.7)	83 (17.6)	471	0
Sympathetic help on personal problems	8.533	14 (3.0)	6 (1.3)	9 (1.9)	9 (1.9)	19 (4.0)	19 (4.0)	42 (8.9)	58 (12.3)	69 (14.6)	144 (30.6)	82 (17.4)	471	0

Observation: According to prospective employers, most new college graduates are motivated by interesting work, promotion and growth within the organization, full appreciation of the work done, and good wages. To a lesser extent, new college graduates are motivated by feeling of being in on things, good working conditions, job security, personal loyalty to employees, tactful disciplining, sympathetic help on personal problems.

What would you like to see added to the college curriculum that would help make graduates more valuable (and employable) in your organization?

Observation:

Courses in written and oral communications (73); More interest and coordination on behalf of an entry student in the area of career counseling and Placement making students aware of job opportunities. Career counseling courses (30); Practical, work related experience/training (26); Internships and coop and work study (24); Written communication skills (16); Courses on professional work habits/ethics understanding the concept of work (11); Better understanding of the business world in a practical sense (10); Interpersonal skills (9); Oral communication skill (7); Writing courses for engineers and technical degree graduates (6); Nothing to suggest (5); Insurance courses (5); Business communications courses (5); Accounting courses (5); Better math skills (4); Business courses for engineers and technical graduates (4); Role playing to get a better feel for the "Real world" (3); Problem solving courses (3); Power Courses (3); Management courses (3); Better understanding of American Economic System and Government (3); Statistics (3); Curriculum on motivating, crew leadership, and discipline; How attitude relates to motivation; More technical electives; What our public education system needs cannot be injected at the college level. Go back to grammar school; Courses on how to get along with people and accept instruction from experienced people. Just because they have a technical degree they still have a lot to learn, but many don't have the patience to listen and learn; Goals by objectives courses; Courses or seminars that would help an individual become more adapt at dealing with people of all educational and economic backgrounds; Additional computer courses for business majors; More emphasis on time management; How to fill out an application; More courses on sales management (I don't mean marketing theory); At least one reading course, insight into special education, and humanistic approaches affective domain; Liberal arts majors we've hired could use more business oriented background, marketing in particular; Longer teacher internship and pre teacher program screenings; Some communications arts and social science to compliment a strong subject matter major; No course, but reminder to students not to sign up for interviews "To get some practice"; More social awareness (Business Climate); Negotiative skills; More day-to-day problems faced by an engineer in a manufacturing environment; Courses in common sense, dependability, and ambition; Curriculum based on wholesale industry; I believe the success or failure of a college graduate is more a factor of both personal and business maturity, not higher education; A non-technical decision making course for technical graduates; Emphasis on skill development, less on theory; Course in theories of learning. Sophmore contact with job (major); Reading in content area, teacher liability and school law and public school/finance; M.S.U. does a fine job; More work related experimental placements; Organizational behavior; Mangement courses dealing with low level management positions rather than on a corporate policy level; A good course in understanding economics; "Hands on" engineering project labs; A curriculum that combines theory and practicality. The use of internships within the field can help a student adapt to the job; Less research more technical course and more applied work; Practical case studies not some academician's idea of practicality; Drafting skills sharpened prior to graduation; Increased sensitivity to needs of students; Industrial safety, more data processing courses; Schools should follow up on how realistic their training is; Intensify field placement; A course based on actual work that is performed in thier major accounting, general business, and personnel etc; Total reorganization of approach; How to relate (respond) in a hostile (competition) business environment. Followship (all employers must learn to respond appropriately to enforced leadership); Understanding the individual, however, more courses are not the answer; Personal needs assessment; Realistic course in your criminal justice programs; Increased familiarity with computers; More experience in working with young people; Small business courses that help students tie it all together in small business environments; Marketing and merchandising plus labor-product analysis; More empathy and understanding for the public they serve; Free enterprises economics class; Manufacturing management; More general business courses for liberal arts students; Feel that almost every degree program should include a psychology course; Pragmatic courses in retailing and salesmanship; More coursework in engineering drafting, more practical people; Political science; Personal development classes general sales classes, role playing; Increased interface with business organizations would enable the student to have a more realistic picture or growth, promotion, and work possibilities; Course on personal development/goal setting/developing self-awareness; More emphasis on general/liberal arts so that graduates know more about life than just one particular skill; Greater laboratory orientation for computer science students; Stop grade inflation and allow poorer students to fall; Special technical skills for all academic areas; Courses in organization structure; Skills in inductive and deductive learning; Require english grammar; Reality; Courses relating to the savings and loan business; Course in memory and in report writing; Knowledge of our industry and salary ranges; Business courses for liberal arts and sciences students; Use of business machines; Importance of ability to work without supervision towards communication goal; Most college graduates reasonably well qualified to fill entry level positions; Seminar covering how industry is different from the academic environment; Training on "How to get organized"; More science/business in all majors; Courses in economics; Courses on "selling" ideas; Ability to work efficiently on their own, imagination and incentive; Quantitative methods courses; I would like to see colleges institute programs for skill assessment; Emphasis on research methods, statistics, and computer science; More emphasis on plastics technology; Understanding mid-size companies; Curriculum is satisfactory at this time; Numbers of graduates in desired technical fields have not increased; Good classroom management course; Career planning; A good machine shop course for all engineers; A better comprehension of what the first position will be like; Course explaining "The creation of capital", not the social scientist's view of economics; More exposure to personnel function; More engineers with computer software background; Too much, not too little offered; Class management, learning styles, and learning disabilities courses; More stress on work obligations to employers and productivity; Basic data processing course.

Do you feel that higher education is producing graduates with the training needed by your organization?

Answers	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
YES	1	386	82.0	89.4	89.4
NO	2	46	9.8	10.6	100.0
NO ANSWER	0	39	8.3	MISSING	
TOTAL		471	100.0	100.0	
MEAN	1.106				
VALID CASES	432		MISSING CASES	39	

Comments: Need more graduates with engineering/technical backgrounds (9); Good backgrounds but still need training (8); Shortages of candidates in critical areas (7); Need more practical application courses (7); Some universities/programs are good (5); Theory yes, practical and common sense-No (3); Need more practical work experience (3); Technically, universities produce what they claim (3); Basically happy with college graduates we hire (); Technically-yes but many not willing to start in an entry level job (3); Many recent graduates have problems with communication skills (2); Fitting education to industrial use take times and effort on the part of graduates (2); Could always be better (2); Students need better understanding of real world (2); Too many students who can't perform (2); Shortages in quality, not quantity (2); Academic-yes, training no (2); To a certain point; Curriculum undergoes change without factoring in business and industry's needs; Minorities and women are not being encouraged to enter natural resources programs; We know we never have a finished product, but in most instances, they are well prepared to start; Some areas need candidates; Administration needs courses in how and what to evaluate in graduates; Educators want to continue to be nice guys; In the area of computer science, I feel that most colleges perhaps put too much concentration on scientific and technical applications rather than business; Need agricultural and human ecology graduates; College should give "General Information"; Need more emphasis on organization and utilization of time; We need more highly technical candidates; Training standards are rising too slowly; Higher education has bridged the gap between industry and the colleges over recent years by adding specific courses which directly help industry; Too many liberal arts candidates are trying to get training after graduation for technical fields; Pleased by the improvement; Business curriculum is excellent; We need the generalist as well as the specialist; They are coming out of school with a complete misunderstanding of the business community and its contributions to the economy. They are takers-not givers; Better selection of teaching areas; Need hospital work experience; Great improvement in the MA program; MSU has an outstanding example; Too much time aimed at corporate ladder and government employment, not small business; Client service is not fully understood by most recent graduates; Training yes, philosophy and attitudes no; In most cases we look for ability and willingness to learn, common sense in handling people and problems; The basic skills we need are being provided, but improvements in written skills would increase their immediate value; Generally very theoretical; Recent graduates appear to be technically capable of handling an entry level position within the area of their concentration; We do crop research and the PhD's coming out are valuable; The college experience in and of itself is not entirely doing the job as we definitely consider other factors, although it is the basis for hiring; Except for a few areas; In technical areas; By and large prepared to meet our entry level responsibilities; Engineers graduate with the basis needed to perform in industry; Seems to be adequate supply of business/marketing majors; The basic knowledge of small business is being overlooked; Advanced degrees are not needed nearly as much as on-the-job training and experience; Doing a great job; Particularly those schools that offer power options; All need management training and business backgrounds; Aiding in some discipline and maturity; Not enough balance between practical and theoretical; Current labor market in which there are several hundred graduates for each job gives us a wide selection pool; They have a good general education; Bright, adaptive graduates are available; Good quality skills, poor knowledge of self; College graduates well trained; Better candidates, more aware than predecessors; Too many "soft science" graduates; No information that says graduates are not qualified; Colleges lack screening of students in majors they don't belong; Combined education with relevant work experience produces best results; In general, the level of business education is very good.

Observation: Generally, prospective employers are very supportive of the training received by the new college graduate. However, they have several suggestions for revisions of curricula that might help college faculty better prepare new graduates in the future.

Based on your experiences, where (geographically) in the United States will it be easiest for new college graduates to find job opportunities in 1979-80? Absolute frequencies are listed for each answer with adjusted frequencies (percent) shown in parentheses. Answers are listed from highest mean score (area with greatest opportunity) to lowest mean score (area with fewer opportunities).

Geographical Region	Mean	Yes	No Answer	Valid Cases	Missing Cases
Code		1	0		
Don't Know	.299	141 (29.9)	330 (70.1)	471	0
Southcentral (Texas, Oklahoma, Iowa, Kansas, Louisiana, etc.)	.238	112 (23.8)	359 (76.2)	471	0
Northcentral (Michigan, Minnesota, Illinois, North Dakota, South Dakota, etc.)	.208	98 (20.8)	373 (79.2)	471	0
Southwest (California, Nevada, Hawaii, New Mexico, Arizona, Etc.)	.200	94 (20.0)	377 (80.0)	471	0
Southeast (Florida, Georgia, Virginia, North Carolina, South Carolina, etc.)	.159	75 (15.9)	396 (84.1)	471	0
Northeast (Maine, Massachusetts, Connecticut, Delaware, Rhode Island, etc.)	.117	55 (11.7)	416 (88.3)	471	0
Northwest (Alaska, Washington, Oregon, Montana, Utah, etc.)	.034	16 (3.4)	455 (96.6)	471	0

Observation: Almost one third of the surveyed prospective employers didn't know which geographical region in the United States would be the easiest for new college graduates to find jobs. Of those employers who rated the regions, Southcentral, Northcentral, and Southwest were rated highest. Those regions with the lowest ratings were Southeast, Northeast, and Northwest.

What has been your experience with new college hires who have been in the following?

Types of Work Experiences	Mean	Excellent	Satisfactory	Poor	Valid Cases	Missing Cases
Code		1	2	3		
Part-time Employment	1.638	125 (38.7)	190 (58.8)	8 (2.5)	323	148
Summer Employment	1.507	179 (51.3)	163 (34.6)	7 (1.5)	349	122
Internships	1.448	168 (56.2)	128 (42.8)	3 (1.0)	299	172
Cooperative Education	1.368	190 (65.3)	95 (32.6)	6 (2.1)	291	180

Comments

No experience (13); Most co-op or interns are offered permanent positions (3); Experience with these people has been excellent (2); If job related; Depends entirely on the person. Co-op allows us to evaluate a person's assets before we make an offer; Some attempt at these alternatives is important. The success rates differ, but you have to retain one out of 4/5 at least; Our programs, where indicated successful, will continue to expand; Experience such as that noted above is helpful in the short run, but does not impact long term potential except to help a person properly focus on the right career area; Left for competition; We have had excellent results from a summer internship program for the past 14 years; Although we do not currently have an intern program, I look favorably upon students that have participated in such programs with other retailers; As with full-time employers, all students in the categories above are individuals, and some perform very well while others do not; Cooperative education has enhanced our college hires because the student has received some actual hands-on work experience; We plan to do more in the areas of co-op and intern programs; Any practical experience is helpful; Student is better adjusted to "Real" world and has been able to look into a career from personal experience; Former interns who are rehired are usually good risks; Summer interns generally get a feel for organization prior to graduation and know whether they could fit in the organization; Our co-op program is still in experimental stages; Best volunteers are those who have had work experience and some life experiences other than just college; Much better results with those who have on-the-job training prior to full-time employment; College hires with some work experience stand far above those candidates without such experience; They get a chance to try out "the real world" and we get a chance to check them out; Retention of coops after graduation has ranged from 65-85%; The match between student and employer is guaranteed; Students have a much better feel for what they like and don't like after these experiences; Particularly if experience has been industry related; Difficult to assess; Most co-ops have provided needed support; Any related work is excellent; Co-op programs provide a good blend; All valuable experiences; Capture of these summer employees upon graduation has been limited.

Observation: The employers are generally pleased that colleges and universities are providing experiential learning experiences for their students.

In your opinion, where can college students get the best advice for planning their careers?

Sources	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
COLLEGE PLACEMENT	1	197	41.8	45.8	45.8
PROFESSORS	2	34	7.2	7.9	53.7
EMPLOYERS	3	174	36.9	40.5	94.2
OTHER	4	25	5.3	5.8	100.0
NO ANSWER	0	41	8.7	MISSING	
TOTAL		471	100.0	100.0	
MEAN	2.063				
VALID CASES	430	MISSING CASES	41		

Other Sources and Comments

Combination (27); Placement people are familiar with the current demands (4); Acquaintances in the business community (2); Work experience prior to attending college (2); Family and friends (2); Career counseling is an area that is lacking in most colleges today (2); Varies with schools and individuals (2); Planning should start early in high school (2); I can't guess; Recent graduates-follow up; Some Placement offices do a marvelous job. Professors and academic employers present the real world; Student should be made aware of Placement Office prior to senior year perhaps, with proper training he/she will be better prepared for industry; A truly concerned and interested counselor who has had experience in industry; Combination of: Placement offices are aware of market conditions for job openings. Professors can guide in fields of specialization. Employers can advise on what to expect in the long run; Employers can often be more specific about career paths open to graduates and suggest alternatives most likely to be unknown to most students; People who have been working for 3 or more years; Employment agencies and government surveys; Professors are the least best other than professors who have a working knowledge of placement realities and who are forthright; I feel that today the college student must obtain information on both an overall basis and on an individual basis when they narrow down the number of agencies they would like to apply to; They must get advice from people who are in business or have been there. Too many students rely on advice of academically oriented people; A class focused on career planning; The various associations who front for business and industry; Students should try to get a diverse cross section of views rather than a narrow source; Employer first, then college counseling; Employers can deal with future needs. Too often Placement Offices and professors are dealing with past needs of employers; Also, selected friends and relatives, no one source is reliable consistently; Most liberal arts schools do not do an adequate job of career counseling; Provided the advice is given at the beginning, as well as throughout a student's education; Personal mentor that has business orientation; Students should listen to "Those who know"; Employers; Students who have graduated several years before; Employer certainly not familiar with resources of others; All important but Placement Office most important; Invite more employers to speak to students; College counselors; Anywhere one can get a realistic view of what it's really like out there.

Observation: Employers cited college placement offices and themselves as the best sources of advice about career planning.

In what areas is there a need for better preparation of graduates for entry into full-time work? Absolute frequencies are listed for each answer with adjusted frequencies (percent) shown in parentheses. Answers are listed from highest mean score (more need) to lowest mean score (less need).

Areas	Mean	Yes	No Answer	Valid Cases	Missing Cases
Code		1	0		
Ability to write and speak effectively	.705	332 (70.5)	139 (29.5)	471	0
Responsibility and ability to follow through on an assigned task	.446	210 (44.6)	261 (55.4)	471	0
Concern for Productivity	.408	192 (40.8)	279 (59.2)	471	0
Quality of Work	.397	187 (39.7)	284 (60.3)	471	0
Ambition/motivation, desire to get ahead	.376	177 (37.6)	294 (62.4)	471	0
Work Habits	.367	173 (36.7)	298 (63.3)	471	0
Dependability	.338	159 (33.8)	312 (66.2)	471	0
Attitude toward Employing Organizations	.287	135 (28.7)	336 (71.3)	471	0
Ability to read and apply printed matter to the job	.265	125 (26.5)	346 (73.5)	471	0

Observation: Most people believe that college graduates could be better prepared for entry into fulltime work if they had the ability to write and speak more effectively, and were able to accept responsibility and to follow through on an assigned task. Other factors of lesser importance were concern for productivity, quality of work produced, ambition/motivation, desire to get ahead and better work habits. Factors of little importance that are already being accommodated include dependability, attitude toward employing organizations, and ability to read and apply printed matter to the job.

Does your organization use manpower forecasting when establishing quotas for new college hires?

Answers	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
YES	1	302	64.1	68.2	68.2
NO	2	141	29.9	31.8	100.0
NO ANSWER	0	28	5.9	MISSING	
TOTAL		471	100.0	100.0	
MEAN	1.318				
VALID CASES	443				
MISSING CASES	28				

Observation: Many organizations are using manpower forecasting. In fact, 64.1% of the responding organizations are using it. The others are evidently hiring new college graduates as the need arises.

If your organization uses manpower forecasting, for how long a time period do your project?

Time Span	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
UNDER 1 YEAR	1	19	4.0	6.4	6.4
1 YEAR	2	145	30.8	48.5	54.8
2 YEARS	3	34	7.2	11.4	66.2
3 YEARS	4	22	4.7	7.4	73.6
4 YEARS	5	3	.6	1.0	74.6
5 YEARS	6	67	14.2	22.4	97.0
6 OR MORE YEARS	7	9	1.9	3.0	100.0
NO ANSWER	0	172	36.5	MISSING	
TOTAL		471	100.0	100.0	
MEAN	3.274				
VALID CASES	299				
MISSING CASES	172				

Observation: Of these organizations that use manpower forecasting, most (48.5%) project about one year down the road.

If your organization does NOT use manpower forecasting, why not? Absolute frequencies are listed for each answer with adjusted frequencies (percent) shown in parentheses. Answers are listed from highest mean score (more need) to lowest mean score (less need).

	Mean	Yes	No Answer	Valid Cases	Missing Cases
Code		1	0		
No acceptable system found	.089	42 (8.9)	429 (91.1)	471	0
Serves no useful purpose	.076	36 (7.6)	435 (92.4)	471	0
Other	.030	14 (3.0)	457 (97.0)	471	0
Takes too much time	.015	7 (1.5)	464 (98.5)	471	0

Other reasons: Have not completely developed our system yet (6); Cost/benefit (2); We're not that sophisticated (2); Employment related to pupil enrollment (2); Not sure what it is (2); Too little turnover (2); Too many variables (2); Our numbers are not large enough to really utilize; We have a need for as many good candidates as we can find. We hire all that we can interview; Selective recruitment; We use forecast for all type personnel. But most positions can be filled with new graduates or an experienced engineer; Our company is growing which makes forecasting ahead very difficult to use with any one system; Varies by department; We know how many we'll have to hire over the next five years; We do forecasting on a local basis to predict need for replacements; We do not have the staff to properly do this; We do manpower forecasts for one year periods. This is an area we will be expanding in the near future; Hiring needs are projected, but not broken down as to sources; Only used to fill specific openings; We've tried several different ways, apparently government contracting is too capricious to lend itself to this in a consistent way; Informal planning is done with staff available; Never tried; Budgetary constraints prevent use of manpower planning; We estimate growth for upcoming year. Actual growth can vary; We did for past two years and found it was busy work of little useful purpose; Have not extended system to recruiting; We simply try to fill positions as they come along.

Observation: Employers seem concerned about available systems for manpower planning.

What are some suggestions for ways in which educators and counselors can become more familiar with the needs of industry?

COMMENTS:

Combined interface; It seems to us that the educators in accounting do a good job of staying familiar with the needs of industry; Have industry representatives involved with on-campus activities; Have relevant MSU department heads prepare survey sheet to be sent with next years survey to industries related to department area of study; To bridge the gap between industry and education; Teach them a course on listening; Be receptive when employers are on campus and offer resources such as class representative, etc; Your professors in education who provide information to new graduates should and must be in regular contact with public school happening; Contact personnel department in industry and department heads and learn what graduates are needed and for what positions; Actively participate in programs set up by companies to acquaint students with their respective industry; Know population trends, legislation, i.e. mandatory special education know trends in labor contracts i.e. mainstreaming lower class size; Be aggressive in finding out what the problems are don't wait for us to come to you; Reorganize your placement office to be responsive to employers; Educators/counselors are rarely given opportunities to meet businessmen within the industrial environment and allowed to view the work activities; Talk to recruiter do not believe everything you read, first hand experience is the key; Do more consulting and research; Become less isolated and more involved; Closer working relationships; Get out in the field more behind the scenes; Prepare students for the real outside world, it can be a rude awakening to see the job you enter doesn't exist with the "Theory" of college; Most are very well informed in accounting industry; Study the industry literature sent to the Placement Services; Work with business seriously; Collect data from former graduates about their preparation for their current job. Informal discussions at career days; Our administrative needs are not that different from yours; Direct students to more practical disciplines for securing a good job; Explore specific industry/employer candidates need profiles; Inviting industry to campus at times other than recruiting trips; Find out needs and work toward filling them, use marketing concepts; Have laboratory sessions on-site at industry locations; Read magazines and articles that apply; Technical applications; Advisory boards; Educators and counselors should use all means to seek out information from industry; Become more conscious of industry changes; Educators and counselors should be drawn from industry; Bring employers and students together before the junior year; In education have master agreement on file.

Do you believe there is an oversupply of college graduates? :

Answers	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ. FREQ (PERCENT)		
YES	1	195	41.4	46.0	46.0	MEAN	1.540
NO	2	229	48.6	54.0	100.0	VALID CASES	424
NO ANSWER	0	47	10.0	MISSING		MISSING CASES	47
TOTAL		471	100.0	100.0			

Observation: Approximately 41.4 percent of the surveyed employers believe that college graduates are oversupplied.

In what academic areas are college graduates oversupplied? Absolute frequencies are listed for each answer with adjusted frequencies (percent) shown in parentheses. Answers are listed from highest mean score (highest percentage oversupplied) to lowest mean score (lowest percentage supplied).

Code	Mean	Yes	No Answer	Valid Cases	Missing Cases
Code		1	0		
Liberal Arts	.342	161 (34.2)	310 (65.8)	471	0
Education	.301	142 (30.1)	329 (69.9)	471	0
Social Science	.289	136 (28.9)	335 (71.1)	471	0
Human Ecology	.146	69 (14.6)	402 (85.4)	471	0
Personnel	.115	54 (11.5)	417 (88.5)	471	0
Marketing-Sales	.108	51 (10.8)	420 (89.2)	471	0
Financial Administration	.070	33 (7.0)	438 (93.0)	471	0
Accounting	.059	28 (5.9)	443 (94.1)	471	0
Business	.045	21 (4.5)	450 (95.5)	471	0
Agriculture-Nat. Res.	.045	21 (4.5)	450 (95.5)	471	0
Math	.045	21 (4.5)	450 (95.5)	471	0
Physics	.038	18 (3.8)	453 (96.2)	471	0
Civil Engineering	.034	16 (3.4)	455 (96.6)	471	0
Chemistry	.030	14 (3.0)	457 (97.0)	471	0
Natural Science	.028	13 (2.8)	458 (97.2)	471	0
Computer Science	.025	12 (2.5)	459 (97.5)	471	0
Electrical Engineering	.021	10 (2.1)	461 (97.9)	471	0
Mechanical Engineering	.021	10 (2.1)	461 (97.9)	471	0
Engineering	.019	9 (1.9)	462 (98.2)	471	0
Chemical Engineering	.017	8 (1.7)	463 (98.3)	471	0
Metallurgy	.008	4 (.8)	467 (99.2)	471	0
Petroleum Engineering	.006	3 (.6)	468 (99.4)	471	0

Not in engineering (2); It depends on the area if I had to do it over, a skilled trade today makes more sense unless one wants to be a professional (2); There is an oversupply of degree holding persons expecting "positions". There is not an oversupply of well trained ambitious graduates (2); Some graduates would be better off with a skill (trade, etc) than with a non-salable degree or a degree based on poor academic achievement; The question that should be asked of students is what kind of work or field do I want to work in and match career goals with educational requirements; Urban development; Maybe in some areas, but every person should have the opportunity to earn a college degree; In some areas such as law and education, I feel there is an oversupply; Not in the technical disciplines; In certain areas; Forestry, environmental, criminal justice, and geology; Non-skilled disciplines; However, too many people are being "pushed" into college or junior college education; Not an oversupply, but rather a poor mix of backgrounds; Not in the career fields we recruit; Medical profession; Physical education, social studies, and early childhood; Psychology; Oversupply of graduates who cannot do something useful; Remain aware of changing employment needs.

Do most college placement offices meet your requirements in terms of services offered?

Answers	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
YES	1	391	83.0	92.0	92.0
NO	2	34	7.2	8.0	100.0
NO ANSWER	0	46	9.8	MISSING	
TOTAL		471	100.0	100.0	

MEAN 1.080

VALID CASES 425 MISSING CASES 46

COMMENTS

Better prescreening needed (8); I am very satisfied with Placement offices help, cooperation, and effective assistance (5); Most provide excellent services (4); Most offices provide excellent systems for contacting and interviewing students (3); Space and facilities sometimes poor (2); Greater understanding of the needs of the retail industry in needed (2); Or in regard to scheduling visits and appointments, but many do not know their students or the companies interviewing (2); In many cases, there is little control over schedule sign-ups. Qualifications specified are not enforced (2); Many of them do not attract large proportions of the student population to use their services (2); Very cooperative when we DO have a placement problem (2); Do not always follow-up on initial contact made by employer; Some want ten dollars for lists/some lose materials/some take handout materials and give them to anyone rather than those most qualified/some want to do it their way rather than compromise to assist you; Access to resumes or placement files. Assistance on placement days (recruiting days); Not perfect, but they basically do a good job, particularly in light of certain budgeting limitations; Very satisfactory-MSU especially; Little guidance is given to students as far as which organizations it would be appropriate for them to apply to; Better use of the alumni office could be of assistance to both employers as well as graduates. Seeking new challenges; Large group instruction tends to lose the personalized effects for students. Students' lack of ambition demonstrates this; Teacher placement does not help industry; We do continuing business with a select few; Some do it better assistance and quick response is important; Yes, in most cases recruiting schedules have been posted and student sign-ups lists are complete plus adequate interviewing facilities are available; Some are very disorganized; Need to prepare students better in terms of interview skills as well as really defining career goals; Placement personnel need to become better acquainted with graduates; Could help more by preparing interviews for questions. We get asked the same things over and over that are plainly printed in our recruiting brochures; Some seemingly do not have the budget or manpower required for the number of graduates being handled; Some are not actively interested; MSU's is the best, but more could be done for alumni; Your bulletin is filled with entry level jobs; MSU definitely superior in all respects; MSU is outstanding; A majority of those others I have visited do not have their act together; There needs to be more employee involvement in case class project have students identify with business; For new graduates only; We have no trouble meeting our needs.

Observation: Most prospective employers are pleased with the services offered by college placement offices. They have offered some suggestions for improvement of these services though.

EMPLOYERS RESPONDING TO SURVEY

- A-
- A. Daniels Midland Co
A.M. Castle & Co
Abex Corp
Abitibi Corp
Abraham & Straus
Acme-Cleveland Corp
Action/Peace Corps/Vista
Aetna Casualty & Surety
Agway Inc
Alexander & Alexander
Alexander Grant & Co
Allegheny Ludlum Ind
Allen Bradley Co
Allis Chalmers Corp
Alton Box Board Co
Aluminum Co of America
American Can Co
American Express Co
American Hospital Supply
American Natural Resources Co
American National Insurance
American Standard
American Telephone & Telegraph
AMF Inc
AMP Incorporated
Anchor Conveyors
Anchor Hocking
Anderson, Lynch, Nietzke & Co PC
Ann Arbor Public Schools
Applied Physics Lab
Aramco
Aromco Corp
Armour-Dial Co
Armstrong Cork Co
Armstrong Furniture
Armstrong Machines
Arthur Anderson & Co
Arthur Young & Co
Ashland Chemical Co
Asist Corp
Atlantic Richfield
ATO Inc
Automated Marketing Systems
- B-
- Ball Corp
Baltimore Co Board Education
Bangor Public Schools
Bank of Commonwealth
Banquet Foods Corp
BASF Wyandotte Corp
Battle Creek Schools
Bay City Public Schools
BDM Corp
Beech Aircraft
Bell & Howell Co
Bendix Corp
Benton Harbor Schools
Berkley & Co
Berrien Springs Public Schools
Berthelam Steel Corp
BF Goodrich Co
Big Rapids Public Schools
Birmingham School District
Black & Veatch
Bloom Engineering Co
Bloomfield Hills Schools
Bloomingdale's
Blue Cross/Blue Shield
Boeing Co
Bon Marche Stoves
Booker Associates Inc
Borg Warner Transportation Equip
Borg Warner Chemical
Bridgeport School District
Bristol Myers
Brockway Glass
Brookside Farms Lab
Brown Shoe Co
Buckeye International
Bucyrus-Erie Co
Bultene Dock & Dredging
Bunker-Ramo Corp
Burlington Northern
Burroughs Corp
- C-
- C.A. Muer Corp
C.L. Frost & Sons
Camp Deer Trails
Camp Highfield
Capital Analyst Inc
Carson Pirie Scott
Carter Hawley Hale
Caterpillar Tractor
CBS Inc
Ceco Corporation
Central Public Service
Central Mutual Insurance
Cessna Aircraft Co
Champion International Corp
Chemical Abstracts Service
Chesaning Union Schools
Chevrolet Motor Division
Chicago & Northwestern
Chrysler Corp
Cincinnati Milacron
City National Bank of Detroit
Clairol Inc
- Caterpillar Tractor
CBS Inc
Ceco Corporation
Central Public Service
Central Mutual Insurance
Cessna Aircraft Co
Champion International Corp
Chemical Abstracts Service
Chesaning Union Schools
Chevrolet Motor Division
Chicago & Northwestern
Chrysler Corp
Cincinnati Milacron
City National Bank of Detroit
Clairol Inc
- DM Read Inc
Danielson, Schultz
Danners Inc
Data General Corp
Data Tronics Corp
Davey Tree Expert Co
Davidson Community Schools
Dayco Corp
Dearborn Public Schools
Dekalb Ag Research
Denver Co Schools
Denver Dry Goods Co
Des Moines Steel Co
Detroit Boy Scouts
Detroit Edison Co
Detroit Police Dept
Diamond Shamrock Corp
Dow Chemical USA
Duke Power Co
- D-
- DM Read Inc
Danielson, Schultz
Danners Inc
Data General Corp
Data Tronics Corp
Davey Tree Expert Co
Davidson Community Schools
Dayco Corp
Dearborn Public Schools
Dekalb Ag Research
Denver Co Schools
Denver Dry Goods Co
Des Moines Steel Co
Detroit Boy Scouts
Detroit Edison Co
Detroit Police Dept
Diamond Shamrock Corp
Dow Chemical USA
Duke Power Co
- E-
- EI Dupont de Nemour
EG & G
East Grand Rapids Public Schls
Eastman Kodak Co
Eaton Corp
Ebasco Services Inc
Eby Martin K Constru
Educ Testing Service
Elkhart Commun Schl Dist
Ellerbe Inc
Equit Life Assurance
Excel Industries Inc
- F-
- Factory Mut Engr
Fairchild Camera
Falk Corp
Famous Barr Co
Farm Bureau Services
Federal Land Bank
Federal Highway Admin
Federated Dept Stores
Fidelity Union Life
Firestone Tire & Rubber
First Federal Savings of Detroit
First Natl Bank of St. Paul
Fleming Food Companies Inc
Foote Cone & Belding
Ford Motor Company
Foremost Ins Co
Fowlerville Comm Schls
Fox Westheimer Co
- G-
- Gard Inc
General Dynamics
General Electric Co
General Foods Corp
General Motors Corp
General Motors Oldsmobile
General Telephone Co Illinois
General Telephone Co Michigan
Gen Telephone Co Wisconsin
Gen Telephone Elec Corp
George A Hormel & Co
Georgia Power Co
Gerber Products Co
Giffels Associates
Gilbert Robinson Inc
Gillette Company
Gimbels Midwest
Gold Kist Inc
Goodyear Tire Co
Gould Incorporated
Grand Ledge Public Schls
Grandview Heights Schl Dist
Graybar Electric Co
Great West Life Assurance
- H-
- Hallmark Cards Inc
Hardee's Food Services Harris
Corp-Bindery
Harris Corp-Data
Haskins & Sells
Hawaii Dept of Educ
Herman Maclean & Co
Homkraft Inc
Honeywell Inc
Hoover Universal
Hopper Associates
Horton Nurseries
Hospital Dietary Service
Host Enterprise Inc
Host International Inc
Hovrnet Corp Misco
Hughes Aircraft
Hurdman & Cranstoun
Hyster Co
- I-
- IBM Corporation
Illinois Central Gulf Railroad
Illinois Agriculture Assn
Illinois Dept of Transportation
Indiana & Michigan Electric Co
Indian Trails Camp
Indiana Bell Telephone Co
Indiana Farm Bureau
Indus National Bank
Industrial Risk Insurers
Ingersoll-Rand Co
Inland Steel Co
International Paralegal Training
International Harvester
Interstate United
ITT Arcospace/Optical Division
- J-
- J.C. Penney Co
Jacobsen Div-Textron
Jacobson Stores Inc
Jeno's Incorporated
Jefferson County Public Schls
John Hancock Mutual
Johnson Controls Inc
Johnson & Johnson
Joskes of Texas
- K-
- Kalamazoo Public Schools
Kaufman & Broad
Kearsley Community Schls
Keeler Brass Co
Kellogg Company
Kendall Company
- Kenner Products
Kent Moore Corporation
Kern High Schl Dist
K Mart Corporation
Kohler Co
Koppers Company Inc
Kroger Co
- L-
- Laingsburg Comm Schls
Lake Forest Schl 67
Lakewood Public Schls
Lansing Board of Water/Light
Lavenoth & Horwath
Lazarus Dept Store
Leeds & Northup
Libbey Owens Ford Co
Lincoln Electric Co
Lincoln Public Schls
Lockheed Missiles
Lukens Steel Co
Luthers Restaurants
Lyle P Hepfer & Co
- M-
- Magic Pan
Management Information
Manchester Inn
Marathon Oil Co
Marriott Corp
Marshall Fields Co
Marsteller Inc
Martin Marietta Corp
May Company
McCafferty Butala Co
McGraw Edison Co
McLouth Steel Corp
Mead Corp World Hqtr
Mead Johnson & Co
Mellon Bank
Mellon & Turken
Mennonite Centl Comm
Menominee Public Schls
Mental Health Center
Mercantile Stores Co
Mercy Hospital
Metcalf & Eddy Inc
Metro Edison Co
Michigan Bell Telephone
Michigan Consolidated Gas
Michigan Department Civil Services
Michigan Department Natural Resources
Michigan Department State Highway
Transportation
Michigan Hospital Association
Michigan National Bank
Midland Public Schools
Midtown Cafe
Miller Brewing Co
Millhouse & Holaly
Milwaukee Public Schools
Missouri Pacific Railroad
Moore Products Co
Morrison Inc
Moorman Feed Mfg. Co
Mothers Cake & Cookies
Motor Products Owosso Co
Motor Wheel Co
Motorola Inc
Mount Carmel Mercy Hospital
MTS Systems Corp
Murphy Jenne & Jone
Muskegon Piston Ring
Muskegon Public Schools
- N-
- NASA Ames Res Ctr
NASA Lewis Resource Center
National Bank of Detroit
National City Bank
National Gypsum Co
National Steel Corp
National Security Agency
Natural Gas Pipeline
Naval Ordnance Station
Naval Ship Weapon Systems
NCR Corporation
Neiman Marcus
Nekoosa Paper Inc
New Orleans Public Schools
Newaygo Public Schools
Noble Roman's Inc
Northrop Corp
Northwest Bancrop
Northwest Public Schools

Northwest Public Schools
Northwestern Mutual
Noteman Pierce Cox & Darling
New York State Dept of Transportation
New York State Coop Extension

-O-

Oak Park River Forest
Ohio Edison Co
Old Kent Bank-Trust
Oscar Mayer Co
Osco Drug Inc
Otsego Public Schls
Owosso Public Schls
Owosso Savings Bank
Oxford Univ Press

-P-

Parker Hannifin Corp
Paul Revere Cos
Peat Marwick Mitch
Penn Electric Co
Penn Mutual Life Ins
Pennock SS Co
Pennsylvania Civil Service
Peoples Gas Co
Pfizer Inc
Phillips Petroleum Co
Phoenix Talent Schools
Pittsburgh National Bank
Plante and Moran
PPG Industries
Price Waterhouse
Price Waterhouse & Co
Procter & Gamble
Professional Serv Ind Inc
Prudential Insurance Co Am
Pullman Kellogg
Pullman-Standard

-Q-

Quality Farm & Fleet

-R-

RH Macy & Co Inc
Radisson Hotel
River Valley Schools
Roberts & Dybdahl Inc
Rochester Comm Schools
Ryan Homes Inc

-S-

S.C. Johnson & Son Inc
Saga Food Serv
Saginaw Public Schools
Saint John Hospital
San Diego City USD
Santa Fe School District
Sargent & Lundy Engineers
Schippers Kintner RO
Schmelzer Corporation
Scott Paper Co
Scovill Manufacturing Co
Sealed Power Co
Sears Roebuck & Co
Second National Bank, Saginaw
Seidman & Seidman
Service Bureau Corp
Shaker Heights City School
Shakespeare-Fishing
Shelby Mutual Insurance
Sheraton Corp
Signal Companies Inc
Sky Chefs Inc
Southern Railway
Southwestern Co
Southwestern Industries
Sperry New Holland
Sperry Vickers
Springfield Public School
Square D Co
Standard Oil of Indiana
Saint Joe Minerals
State Farm Insurance Co
Stauffer Chemical Co
Steelcase Inc
Stouffer Foods Corp
Stouffer's Corp
Sun Co Inc
Swift & Co
SYBRA

-T-

Technomic Consultant
Tektronix Inc
Teledyne Brown Engineering
Texaco Inc
Texas Eastern Transm
Texas Utilities
Timken Co
Topeka Shawnee D-501
Town & Country Fashions
Trans World Airlines
TRW, Incorporated
Turner Construction

-U-

University of Michigan Hospital
Union Oil of California
United Airlines
UNG Nuclear Industries
United Technologies
UNIVAC Data Proc Div
University of Michigan
Universal Oil Prod
U.S. Air Force
U.S. Department of Agric
U.S. Department of Commerce
U.S. Environmental Protection Agency
U.S. Gypsum Research
U.S. Internal Revenue Service
U.S. Navy

-V-

Vermeer Manufacturing Co
Vicksburg School Dist
Victoria Station
Virginia Electric & Power Co

-W-

Walgreen Co
Walker Manufacturing Co
Walt Disney World
Warren Consolidated Schools
Waterford Schools
Wayne State University
Wausau Insurance Corp
Weinlander, Pitzhugh
Wheel Horse Products
Wickes Lumber Co
Wilson Foods Corp
Winkelmans
Wyandotte Public Schools

-Y-

York Air Condition

