

December 21, 2001

A SUMMARY OF A FOLLOW-UP STUDY OF THE 2000 UMM GRADUATES

In the winter and spring of 2001, 57.9% of the 2000 graduates completed the UMM Former Student Survey Questionnaire. This survey asks questions covering the perceived benefits of UMM experiences, general satisfaction with UMM, satisfaction with one's major field, postbaccalaureate education, employment information, life values and priorities, among other things. The same questions have been asked annually since 1980 with the exception of 1985, 1986, 1988, and 1997. Beginning with the 1999 class, we added questions on political, community, and professional activities in order to gather information on elements of citizenship and career involvements. Although we have not annually published final reports on the results of all of these surveys, the information has been used in publications, career and job placement advising, institutional relations, and other areas.

In this summary of the survey results, information is presented on the 2000 class. Where appropriate, information is provided from previous classes and other sources. It should be noted that the 2000 return is biased as the number of respondents do not match exactly the total population of males and females or academic majors. As a result, one should use caution when interpreting the information and generalizing to the entire class or to UMM alumni, in general.

- Among the perceived benefits of attending UMM, the 2000 graduates identified the following as being the most beneficial: the ability to think and act independently; development of close friendships; experience and skill in relating to other people; background and preparation for further education; ability to withhold judgment, raise questions, and examine contrary points of view; and ability to see relationships, similarities, and differences among ideas.

Of the 19 perceived benefits listed on the questionnaire, the following received the lowest ratings by the 2000 graduates: understanding major concepts of mathematics and quantitative analysis; skills and techniques directly applicable to a job; understanding the nature of scientific theory and experimentation; improved social and economic status; and broadened acquaintance with important literature.

With a few exceptions, both the highest and lowest ranked benefits were consistently cited by graduates from the last ten years.

- Almost 9 out of 10 graduates (88.5%) indicated they were "moderately satisfied" or "very satisfied" with their experiences at UMM. Approximately 80% indicated a "moderately positive" or "very positive" current attitude toward UMM. Over two-thirds of the graduates were "moderately" to "very" satisfied with: the extent to which their major requirements formed a well integrated program, the quality of text and other instructional materials, classroom evaluation procedures, and faculty understanding of student needs. Eighty-six percent (86%) indicated high levels of satisfaction with accessibility of instructors. Accessibility of instructors consistently is rated high by UMM graduates.

Table 1

Satisfaction With UMM Reported Nine to Twelve Months after Graduation

Satisfaction	Year of Graduation										
	Mean 1980's	1990	1991	1992	1993	1994	1995	1996	1998	1999	2000
Dissatisfied	1.8	1.8	2.0	2.7	2.2	3.0	0.5	2.8	1.3	2.4	1.9
Slightly*	12.2	10.0	14.8	12.2	11.9	9.1	12.0	8.2	7.1	11.0	14.5
Satisfied	86.0	88.4	83.2	85.0	85.9	87.9	87.5	89.0	91.6	86.6	88.5

*Includes both slightly dissatisfied and slightly satisfied responses.

- Although 28.8% of the graduates indicated "attending school" as their primary activity, 39.6% of the graduates reported being enrolled in graduate or professional education. Prior to 1989, about 22% of our graduates annually went directly to post-graduate studies. Since 1989, between 24 and 32% of our graduates have annually gone directly to graduate/professional school. The type of graduate and professional training taken by the 2000 graduates was similar to previous classes: medicine, veterinary medicine, dentistry, nursing, pharmacy, osteopathic medicine, physical therapy, law, business administration, theology, economics, history, chemistry, computer science, education (including elementary, special education, and ESL), psychology (including clinical and counseling), English, counseling (including school), biology, mathematics, statistics, advertising/public relations, environmental modeling, philosophy, kinesiology, communication disorders, international studies, neuroscience, anthropology, sports administration, physician assistant, and geology (including hydrogeology).

Graduates with undergraduate majors in biology, psychology, elementary education, human services, chemistry, English, political science, and speech went for postbaccalaureate training more than others.

The University of Minnesota (Minneapolis-St. Paul) continues to be the most popular graduate/professional school. Other graduate/professional schools include U. of Minnesota-Duluth, U. of Wisconsin-Madison, North Dakota State U., Minnesota State U.-Mankato, U. of North Dakota, St. Cloud State U., William Mitchell Law School (MN), U. of Massachusetts-Amherst, U. of St. Thomas (MN), Des Moines U. Osteopathic Med. Ct., Marquette U., Colorado State U., U. of Phoenix, Cardinal Stritch, Northern State U., Winona State U., St. Scholastica (MN), Luther Seminary (MN), DePaul U., MN State U.-Moorhead, Southern Illinois U., U. of So. Dakota, St. John's U. (MN), MN School of Professional Psychology, Moody Bible Institute, St. Mary's U. (MN), Georgia Tech. U., Eden Theological Seminary, Medical College of Ohio, U. of Denver, Northwestern U., Tulane U., U. of Nebraska-Omaha, Drake Law School, U. of Manitoba, Ohio U., Kansas State U., Hamline U. (MN), U. of Portland, and U. of Wisconsin-LaCrosse.

In addition to those who went on to graduate/professional training, 15.4% took additional undergraduate courses and 7.0% sought vocational/technical training. Also, 36.3% received formal training in their place of employment.

- Of those who went on to immediate employment, approximately 83% obtained jobs in professional and technical, managerial, or professional sales positions. These are the typical entry-level occupational categories for college graduates as defined by the U.S. Department of Labor. Typically, UMM has 75-80% of its graduates immediately seek and obtain jobs in the above entry-level occupational categories. Nationally, it is projected that 70-80% of college graduates obtain jobs in the above categories. The 2000 graduates obtained jobs in professional entry-level occupational categories at a greater rate than college graduates, in general.

Table 2

Occupational Level of UMM Graduates by Year Nine to Twelve Months after Graduation

Occupational Level	Mean	Mean	1990	1991	1992	1993	1994	1995	1996	1998	1999	2000
	1970's	1980's										
Prof. & Tech.	60.0%	57.2%	64.1%	55.8%	56.7%	63.9%	57.8%	56.6%	55.9%	59.4%	58.2%	60.7%
Managerial	9.5%	17.4%	12.4%	12.1%	8.6%	5.9%	14.1%	15.6%	18.8%	12.7%	19.8%	17.8%
Farm Owners/Mgrs.	1.9%	1.3%	0.0%	1.5%	1.5%	0.0%	0.0%	1.1%	1.0%	0.6%	0.0%	0.7%
Administrative Support	11.6%	9.1%	8.3%	11.6%	13.8%	10.1%	9.3%	13.8%	9.4%	7.8%	6.6%	7.4%
Marketing/Sales	4.9%	7.3%	12.4%	10.1%	11.9%	9.5%	8.8%	7.5%	7.4%	12.7%	9.6%	8.1%
Trades & Operatives	4.4%	2.9%	0.7%	3.0%	1.4%	3.5%	0.5%	2.3%	2.9%	1.2%	1.8%	1.4%
Service Workers	3.8%	4.7%	1.4%	5.5%	5.7%	5.9%	6.2%	2.3%	3.9%	4.8%	3.0%	3.7%
Laborers	3.6%	0.1%	0.7%	0.5%	0.5%	1.2%	3.1%	0.1%	1.0%	0.6%	0.6%	0.0%

- The 2000 UMM graduates who went on to immediate employment found jobs in the following locations: out-state Minnesota, 47.1%; Metropolitan Minnesota, 34.6%; and, other states, 18.3%.

Table 3

Location of Employment Reported Nine to Twelve Months after Graduation												
Location	Mean 1970's	Mean 1980's	1990	1991	1992	1993	1994	1995	1996	1998	1999	2000
Outstate Minnesota	59.7	55.7	59.6	47.1	44.4	44.4	37.7	40.3	37.4	43.4	39.8	47.1
Metro Minnesota	20.8	22.3	24.0	34.7	33.1	35.5	37.7	31.2	32.9	40.4	44.1	34.6
Out of Minnesota	19.3	22.0	16.3	18.2	22.5	20.2	24.6	28.5	29.7	16.2	16.1	18.3

- Regarding field of employment, the 2000 graduates entered roughly the same industries of employment as previous graduates, however, at different rates. In order of frequency, the 2000 graduates entered the fields of education (includes both elementary/secondary schools and colleges/universities), finance/insurance/real estate (especially insurance companies), other services (including business services-especially computer programming/software/data processing services), manufacturing (especially electrical/electronic machinery and printing/publishing), retail trade (especially general merchandise stores), social services (including residential care), health services (especially hospitals and nursing homes), public administration, wholesale trade, among others. Typical employers in these fields include public and parochial elementary and secondary schools, social service agencies (including private social service providers), insurance companies and agencies, department/smaller retail stores and eating establishments, other small businesses, small to medium sized manufacturers, health care facilities, among others.

Table 4

Industry of Jobs of Graduates by Year Nine to Twelve Months after Graduation											
Industry	Mean 1980's	1990	1991	1992	1993	1994	1995	1996	1998	1999	2000
Education Service	34.3%	37.7%	26.3%	31.4%	32.2%	36.8%	30.8%	31.2%	29.7%	25.5%	28.9%
Other Services	11.3%	9.1%	12.6%	11.4%	9.8%	13.7%	16.3%	13.4%	17.4%	18.7%	12.6%
Retail Trade	10.9%	4.9%	10.1%	10.0%	7.5%	7.9%	8.1%	9.4%	9.0%	6.0%	8.9%
Finance/Ins./Real Estate	9.0%	10.5%	10.1%	7.6%	6.9%	9.5%	8.7%	10.4%	11.4%	9.0%	14.1%
Manufacturing	8.1%	9.1%	8.1%	9.5%	13.2%	5.7%	9.0%	8.4%	8.4%	9.6%	12.6%
Social Service	6.6%	13.3%	15.1%	9.5%	15.5%	7.3%	9.4%	10.9%	9.6%	12.7%	8.1%
Public Administration	5.3%	5.6%	8.1%	4.7%	4.0%	5.3%	6.6%	5.4%	4.2%	6.0%	5.2%
Health Service	4.8%	2.8%	3.5%	6.6%	4.0%	5.8%	4.7%	3.5%	4.8%	6.0%	5.9%
Wholesale Trade	2.7%	2.8%	2.0%	2.3%	2.3%	2.6%	1.8%	1.0%	1.2%	2.4%	2.2%
Transportation/Pub. Util.	2.2%	0.7%	0.5%	2.3%	2.3%	2.6%	2.3%	4.5%	1.8%	2.4%	0.0%
Ag./Forestry/Fishing	2.0%	1.4%	2.0%	2.8%	0.6%	1.1%	1.1%	0.5%	1.8%	0.6%	0.7%
Construction	1.3%	2.1%	1.5%	1.4%	1.7%	1.1%	0.5%	1.4%	0.0%	0.6%	0.7%
Mining	0.5%	0.0%	0.0%	0.5%	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%

- Typical entry-level job titles for the 2000 class are similar to graduates from previous classes. Some include: elementary and secondary teacher, accountant, accounts receivable supervisor, administrative assistant, advertising – project coordinator, analytical chemist, assistant manager (hotel), behavioral health associate, biological technician, bookkeeper, brokerage – mutual funds, buyer – consumer electronics, case assistant, catastrophe risk analyst, childcare coordinator, claims representative, college admissions counselor, commercial loan specialist, communication specialist, computer network administrator, computer programmer, counselor, customer service agent, data analyst, database management, director of youth development, editor, employment advisor, energy risk analyst, faith formation coordinator, family support specialist, farmer, financial associate, gallery manager (fine art and antique), guest service coordinator, human resources specialist, insurance analyst, insurance claims examiner, IT manager, junior scientist, laboratory technician, loan officer, loss prevention

officer, magazine editor, market research data analyst, marketing analyst, medical technician, office manager/executive assistant, pharmaceutical sales, phlebotomist, physicist, political activist, program coordinator, industrial hygienist, public health worker, reliability engineering technician, research chemist, research technologist, retail manager, sales representative, small business owner, social worker, software engineer, systems developer, teacher ESL (overseas), technical writer/illustrator, tour guide, training coordinator, writer (marketing/communications), writer/game designer, among others.

- Over 60% indicated paid employment as their current primary activity. In addition, 28.8% indicated attending school and 4.4% indicated volunteer/internship and other activity as their current primary activity. Although 6.3% of the 2000 graduates indicated seeking employment as their current primary activity, only 1.4% of the respondents were not working at the time of the survey. A few, 1.6%, stated they were self-employed.
- Beginning salaries for full time employees range from below \$15,000 to over \$55,000 per year. The median salary for the class was \$29,000 per year; the mean was \$30,100. Salaries range widely depending upon industry and level of occupation. Typical entry-level annual salaries for education graduates range from \$25,000 to \$32,000, depending on state; for business and liberal arts graduates in non-technical industries, it ranges from \$28,000 to approximately \$38,000; for social service occupations and settings, it ranges from \$23,000 to approximately \$29,000, depending on state; and for science and computer science graduates in technical industries, it ranges from \$30,000 to approximately \$50,000.
- About the same proportion of the 2000 graduating class took employment that was related to their major as graduates from other recent classes. For the 2000 class, 40.3% reported taking employment in "the same field"; 29.5% obtained positions in "related fields"; 15.8% took jobs in "a different field, by choice"; and, only 14.8% took employment in "a different field, not by choice."
- Over 48% indicated they were underemployed in salary while 34.7% indicated they were underemployed in job responsibilities.
- Like other classes, it took time for the 2000 graduates to obtain employment. Approximately 60% were employed within three months of graduation; it took six months for 77% of the employed 2000 graduates to find jobs; 84% of those employed had secured jobs within nine months of graduation.
- UMM graduates traditionally consider few job offers before accepting employment. For the 2000 graduates, 33% took the first job offer; 32% had two offers to consider; and 19% considered three offers. Approximately 84% of the 2000 graduates considered three or less job offers at the time of accepting employment.
- College attendance (i.e. a degree), internships, and courses in the major continue to be "very" to "extremely" important in their efforts to secure employment for a significant proportion of our graduates, including the 2000 graduates. Graduates continue to write about the importance of internships, teaching, and research experiences in helping them obtain employment and gain admission to graduate/professional programs.
- The highest rated values and priorities for the 2000 graduates were similar to those from previous classes. The 2000 graduates valued most highly: pursuing a fulfilling career, having strong friendships, engaging in enjoyable recreational activities, having a loving relationship, and having steady/secure employment. Like previous classes, being involved in politics was the least important.
- Regarding civic and career involvements, 81.6% voted in elections; 31.1% were a member of a community organization and 43.4% promoted a community project; 46.6% attended a professional meeting and approximately 48.1% belonged to a professional association while 43.7% subscribed to a professional journal.

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