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A SUMMARY OF A FOLLOW-UP STUDY OF THE 2001 UMM GRADUATES

In the winter and spring of 2002, 54% of the 2001 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 2001 class. Where appropriate, information is provided from previous classes and other sources. It should be noted that the 2001 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 2001 graduates identified the following as being the most beneficial: development of close friendships; the ability to think and act independently; background and preparation for further education; experience and skill in relating to other people; understanding abilities, limitations, interests, and values; ability to see relationships, similarities, and differences among ideas; and ability to withhold judgment, raise questions, and examine contrary points of view.

  Of the 19 perceived benefits listed on the questionnaire, the following received the lowest ratings by the 2001 graduates: understanding major concepts of mathematics and quantitative analysis; skills and techniques directly applicable to a job; broadened acquaintance with important literature; understanding the nature of scientific theory and experimentation; and appreciation and enjoyment of art, music, and drama.

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

- Almost 9 out of 10 graduates (87.9%) indicated they were "moderately satisfied" or "very satisfied" with their experiences at UMM. Over 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. Ninety-two percent (92%) 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	**Mean 1990's**	**1998**	**1999**	**2000**	**2001**
Dissatisfied	1.8%	2.1%	1.3%	2.4%	1.9%	0.6%
Slightly*	12.2%	10.8%	7.1%	11.0%	14.5%	11.5%
Satisfied	86.0%	87.1%	91.6%	86.6%	88.5%	87.9%

*Includes both slightly dissatisfied and slightly satisfied responses.

- Although 22.9% of the graduates indicated "attending school" as their primary activity, 30.9% 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 2001 graduates was similar to previous classes: veterinary medicine, dentistry, nursing, osteopathic medicine, physical therapy, law, business administration, theology, economics, education (including elementary and ESL), English, counseling (including school), biology (including animal ecology, wildlife science, genetics, and horticulture), kinesiology, sports administration, geology (including petroleum), library and information science, political science, public policy, American studies, pharmaceutical science, dance, counseling psychology, epidemiology, social work, biostatistics, security studies, sculpture, and art.

  Graduates with undergraduate majors in biology, psychology, political science, social science, human services, English, and mathematics 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, St. Cloud State U., U. of St. Thomas (MN), Des Moines U. Osteopathic Med. Ct., Winona State U., St. Mary's U. (MN), Hamline U. (MN), Iowa State U., South Dakota State U., U. of Southern California, St. Catherine (MN), Johns Hopkins U., Baylor, U. of Missouri - Kansas City, U. of Idaho, Western Michigan U., U. of Oklahoma, U. of Kansas, Washington State U., U. of Michigan, U. of Akron Law School, Georgetown U., U. of Cincinnati, and U. of North Dakota Law.

  In addition to those who went on to graduate/professional training, 16% took additional undergraduate courses and 5.5% sought vocational/technical training. Also, 37% received formal training in their place of employment.

- Of those who went on to immediate employment, 85.7% 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 2001 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 1970's	Mean 1980's	Mean 1990's	1998	1999	2000	2001
Prof. & Tech.	60.0%	57.2%	58.1%	59.4%	58.2%	60.7%	59.5%
Managerial	9.5%	17.4%	13.2%	12.7%	19.8%	17.8%	16.7%
Farm Owners/Mgrs.	1.9%	1.3%	0.5%	0.6%	0.0%	0.7%	0.0%
Administrative Support	11.6%	9.1%	10.2%	7.8%	6.6%	7.4%	7.1%
Marketing/Sales	4.9%	7.3%	10.5%	12.7%	9.6%	8.1%	11.9%
Trades & Operatives	4.4%	2.9%	2.0%	1.2%	1.8%	1.4%	0.8%
Service Workers	3.8%	4.7%	2.9%	4.8%	3.0%	3.7%	3.1%
Laborers	3.6%	0.1%	1.1%	0.6%	0.6%	0.0%	0.8%

- The 2001 UMM graduates who went on to immediate employment found jobs in the following locations: out-state Minnesota, 45.3%; Metropolitan Minnesota, 34.7%; and, other states, 20%.

Table 3

Location of Employment Reported Nine to Twelve Months after Graduation

Location	Mean 1970's	Mean 1980's	Mean 1990's	1998	1999	2000	2001
Outstate Minnesota	59.7%	55.7%	43.7%	43.4%	39.8%	47.1%	45.3%
Metro Minnesota	20.8%	22.3%	35.3%	40.4%	44.1%	34.6%	34.7%
Out of Minnesota	19.3%	22.0%	21.0%	16.2%	16.1%	18.3%	20.0%

- Regarding field of employment, the 2001 graduates entered roughly the same industries of employment as previous graduates, however, at different rates. In order of frequency, the 2001 graduates entered the fields of education (includes both elementary/secondary schools and colleges/universities), other services (including business services-especially computer programming/software/data processing services), finance/insurance/real estate (especially mortgage banking), social services (including residential care), public administration, retail trade (especially general merchandise stores), health services (especially hospitals and nursing homes), manufacturing (especially chemicals and allied products and printing/publishing), 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	Mean 1990's	1998	1999	2000	2001
Education Service	34.3%	31.1%	29.7%	25.5%	28.9%	26.9%
Other Services	11.3%	12.8%	17.4%	18.7%	12.6%	23.0%
Retail Trade	10.9%	8.4%	9.0%	6.0%	8.9%	6.3%
Finance/Ins./Real Estate	9.0%	9.4%	11.4%	9.0%	14.1%	11.1%
Manufacturing	8.1%	9.2%	8.4%	9.6%	12.6%	4.7%
Social Service	6.6%	11.4%	9.6%	12.7%	8.1%	7.9%
Public Administration	5.3%	5.5%	4.2%	6.0%	5.2%	7.1%
Health Service	4.8%	4.7%	4.8%	6.0%	5.9%	5.5%
Wholesale Trade	2.7%	2.0%	1.2%	2.4%	2.2%	0.0%
Transportation/Pub. Util.	2.2%	2.3%	1.8%	2.4%	0.0%	3.2%
Ag./Forestry/Fishing	2.0%	1.4%	1.8%	0.6%	0.7%	1.6%
Construction	1.3%	1.2%	0.0%	0.6%	0.7%	0.8%
Mining	0.5%	0.1%	0.0%	0.0%	0.0%	1.6%

- Typical entry-level job titles for the 2001 class are similar to graduates from previous classes. Some include: elementary and secondary teacher, accountant, activities coordinator, administrative assistant, admissions counselor, appraiser/assessor, auditor, case worker/manager, chemist, claims analyst, communications/public relations, congressional aide, customer service representative, dance instructor, direct marketing assistant, electronics engineer, emergency medical technician (EMT), environmental analyst, extension educator (4-H program), field scientist, financial adviser, financial aid counselor, financial worker, fitness coordinator, floral designer, insurance agent, intensive care unit (ICU) technician, investment representative, IT professional, journalist, lab instructor/manager, loan officer, market research representative, media technician, mental health worker, military supply officer, missionary worker, mortgage processor, museum visitor assistant, nanny, payroll specialist, Peace Corps volunteer, photojournalist, portfolio analyst, project coordinator/manager, real estate agent, research assistant, retail manager, sales associate, sales, social worker, software developer/engineer, stage manager, statistician, systems administrator, technical writer, veterinary assistant, victim advocate, volunteer resources admin., water quality monitor, among others.

- Over 68% indicated paid employment as their current primary activity. In addition, 22.9% indicated attending school and 4.2% indicated volunteer/internship, homemaking, and other activity as their current primary activity. Although 4.2% of the 2001 graduates indicated seeking employment as their current primary activity, only 1.2% of the respondents were not working at the time of the survey. A few, 3.9%, stated they were self-employed.

- Beginning salaries for full time employees range from below $12,000 to over $100,000 per year. For those working fulltime, the median salary was $29,000 per year; the mean was $30,584. 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 $27,000 to approximately $38,000; for social service occupations and settings, it ranges from $22,000 to approximately $30,000, depending on state; and for science and computer science graduates in technical industries, it ranges from $25,000 to approximately $50,000.

- About the same proportion of the 2001 graduating class took employment that was related to their major as graduates from other recent classes. For the 2001 class, 38.7% reported taking employment in "the same field"; 34% obtained positions in "related fields"; 14.7% took jobs in "a different field, by choice"; and, only12.7% took employment in "a different field, not by choice."

- Over 36% indicated they were underemployed in salary while 19.9% indicated they were underemployed in job responsibilities.

- Like other classes, it took time for the 2001 graduates to obtain employment. Approximately 45% were employed within three months of graduation; it took six months for 72% of the employed 2001 graduates to find jobs; 81% of those employed had secured jobs within nine months of graduation.

- UMM graduates traditionally consider few job offers before accepting employment. For the 2001 graduates, 42% took the first job offer; 30% had two offers to consider; and 17% considered three offers. Approximately 89% of the 2001 graduates considered three or less job offers at the time of accepting employment.

- College attendance (i.e. a degree), internships/teaching/research experience, 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 2001 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 2001 graduates were similar to those from previous classes. The 2001 graduates valued most highly: pursuing a fulfilling career, having strong friendships, having a loving relationship, having steady/secure employment, and engaging in enjoyable recreational activities. Like previous classes, being involved in politics was the least important.

- Regarding civic and career involvements, 63.4% voted in elections; 35.8% were a member of a community organization and 41.2% volunteered time to promote a community project; 44.8% attended a professional meeting and approximately 44.2% belonged to a professional association while 34.5% subscribed to a professional journal.

Additional information on these items and others can be obtained by contacting Gary Donovan at the UMM Career Center, 320-589-6065 or e-mail: donovang@mrs.umn.edu.

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The University of Minnesota is an equal opportunity educator and employer. To request disability accommodations, please contact: Gary Donovan, Director, Career Center, 201 Behmler Hall, University of Minnesota, Morris, Morris, MN 56267. Phone: 320-589-6065.