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## **A SUMMARY OF A FOLLOW-UP STUDY OF THE 2004 UMM GRADUATES**

In the winter and spring of 2005, 49.9% of the 2004 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, 1997, 2002, and 2003. 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 2004 class. Where appropriate, information is provided from previous classes and other sources. It should be noted that the 2004 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 2004 graduates identified the following as being the most beneficial: development of close friendships; the ability to think and act independently; ability to see relationships, similarities, and differences among ideas; background and preparation for further education; experience and skill in relating to other people; ability to withhold judgment, raise questions, and examine contrary points of view; awareness of different cultures and ways of life; understanding abilities, limitations, interests, and values; and ability to write clearly.

Of the 19 perceived benefits listed on the questionnaire, the following received the lowest ratings by the 2004 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; broadened acquaintance with important literature; 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 fifteen years.

- Almost 9 out of 10 graduates (88.1%) indicated they were "moderately satisfied" or "very satisfied" with their experiences at UMM. Almost 88% indicated a "moderately positive" or "very positive" current attitude toward UMM. Approximately 80% of the graduates were "moderately" to "very" satisfied with: the quality of instruction (84.1%), the extent to which their major requirements formed a well integrated program (80.6%), the quality of text and other instructional materials (84.1%), classroom evaluation procedures (77.2%), and faculty understanding of student needs (85.2%). Ninety-four percent (94%) indicated high levels of satisfaction with accessibility of instructors. Accessibility of instructors consistently is rated high by UMM graduates. This level of satisfaction with elements of the academic program are the highest since we started gathering this information.

**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	2004
Dissatisfied	1.8%	2.1%	1.3%	2.4%	1.9%	0.6%	1.1%
Slightly*	12.2%	10.8%	7.1%	11.0%	14.5%	11.5%	10.8%
Satisfied	86.0%	87.1%	91.6%	86.6%	88.5%	87.9%	88.1%

\*Includes both slightly dissatisfied and slightly satisfied responses.

- Although 21.9% of the graduates indicated "attending school" as their primary activity, 28.7% 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 2004 graduates was similar to previous classes: veterinary medicine, dentistry, nursing, medicine (including podiatry and physician assistant), occupational therapy, law, business administration, theology, agricultural economics, education (including elementary, early childhood special education, special education, and secondary curriculum and instruction), English, counseling (including school, rehabilitation, and alcohol/drug), biology (including environmental science, urban forestry), sports administration, geology, library and information science, political science, public policy, psychology (including counseling and behavior analysis), social work, statistics, landscape architecture, sociology, gerontology, creative writing, human resources, computer science, exercise science, organic chemistry, neuroscience, anthropology, and diplomacy/military studies.

Graduates with undergraduate majors in biology, psychology, political science, chemistry, sociology, and human services 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 Medical School, U. of Wisconsin-Madison, UW-Stevens Point, UW-La Crosse, North Dakota State U., Minnesota State U.-Mankato, St. Cloud State U., Minnesota State U.-Moorhead, U. of St. Thomas (MN), Des Moines U. Osteopathic Med. Ct., Hamline U. (MN), South Dakota State U., Florida State U., Keller Graduate School (IL), Michigan State U., Medical College of Ohio, U. of Nebraska, Medical College of Wisconsin, U. of Colorado-Colorado Springs, Western U. of Health Sciences, Northern State U. (SD), Xavier U. (OH), U. of South Dakota, Massachusetts Institute of Technology (MIT), U. of California-San Diego, U. of St. Thomas Law School, Hamline U. Law School, Hawaii Pacific U., New Mexico State U., U. of Illinois Law School, U. of Denver, Boston U., and U. of Missouri.

In addition to those who went on to graduate/professional training, 12% took additional undergraduate courses and 5.6% sought vocational/technical training. Areas of vocational school training included paramedic, medical laboratory, American sign language, Web design/development, and paralegal. Also, 30% received formal training in their place of employment.

- Of those who went on to immediate employment, 77.7% 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 75-85% of its graduates immediately seek and obtain jobs in the above entry-level occupational categories.

**Table 2****Occupational Level of UMM Graduates by Year Nine to Twelve Months after Graduation**

<b>Occupational Level</b>	<b>Mean 1970's</b>	<b>Mean 1980's</b>	<b>Mean 1990's</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2004</b>
Prof. & Tech.	60.0%	57.2%	58.1%	59.4%	58.2%	60.7%	59.5%	59.8%
Managerial	9.5%	17.4%	13.2%	12.7%	19.8%	17.8%	16.7%	14.6%
Farm Owners/Mgrs.	1.9%	1.3%	0.5%	0.6%	0.0%	0.7%	0.0%	0.0%
Administrative Support	11.6%	9.1%	10.2%	7.8%	6.6%	7.4%	7.1%	12.0%
Marketing/Sales	4.9%	7.3%	10.5%	12.7%	9.6%	8.1%	11.9%	8.1%
Trades & Operatives	4.4%	2.9%	2.0%	1.2%	1.8%	1.4%	0.8%	0.8%
Service Workers	3.8%	4.7%	2.9%	4.8%	3.0%	3.7%	3.1%	4.0%
Laborers	3.6%	0.1%	1.1%	0.6%	0.6%	0.0%	0.8%	0.0%

- The 2004 UMM graduates who went on to immediate employment found jobs in the following locations: out-state Minnesota, 48.0%; Metropolitan Minnesota, 30.6%; and, other states, 21.4%.

**Table 3****Location of Employment Reported Nine to Twelve Months after Graduation**

<b>Location</b>	<b>Mean 1970's 2004</b>	<b>Mean 1980's</b>	<b>Mean 1990's</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	
Outstate Minnesota	59.7%	55.7%	43.7%	43.4%	39.8%	47.1%	45.3%	48.0%
Metro Minnesota	20.8%	22.3%	35.3%	40.4%	44.1%	34.6%	34.7%	30.6%
Out of Minnesota	19.3%	22.0%	21.0%	16.2%	16.1%	18.3%	20.0%	21.4%

- Regarding field of employment, the 2004 graduates entered roughly the same industries of employment as previous graduates, however, at different rates. In order of frequency, the 2004 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, and consulting), public administration, social services (including residential care), finance/insurance/real estate (especially banking), retail trade (especially general merchandise stores), manufacturing (especially food and electrical equipment), health services (especially hospitals and nursing homes), 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**

<b>Industry</b>	<b>Mean 1980's</b>	<b>Mean 1990's</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2004</b>
Education Service	34.3%	31.1%	29.7%	25.5%	28.9%	26.9%	26.2%
Other Services	11.3%	12.8%	17.4%	18.7%	12.6%	23.0%	15.3%
Retail Trade	10.9%	8.4%	9.0%	6.0%	8.9%	6.3%	8.9%
Finance/Ins./Real Estate	9.0%	9.4%	11.4%	9.0%	14.1%	11.1%	9.7%
Manufacturing	8.1%	9.2%	8.4%	9.6%	12.6%	4.7%	7.2%
Social Service	6.6%	11.4%	9.6%	12.7%	8.1%	7.9%	9.8%
Public Administration	5.3%	5.5%	4.2%	6.0%	5.2%	7.1%	11.5%
Health Service	4.8%	4.7%	4.8%	6.0%	5.9%	5.5%	5.7%
Wholesale Trade	2.7%	2.0%	1.2%	2.4%	2.2%	0.0%	1.6%
Transportation/Pub. Util.	2.2%	2.3%	1.8%	2.4%	0.0%	3.2%	0.8%
Ag./Forestry/Fishing	2.0%	1.4%	1.8%	0.6%	0.7%	1.6%	2.4%
Construction	1.3%	1.2%	0.0%	0.6%	0.7%	0.8%	0.0%
Mining	0.5%	0.1%	0.0%	0.0%	0.0%	1.6%	0.0%

- Typical entry-level job titles for the 2004 class are similar to graduates from previous classes. Some include: elementary and secondary teacher, accounting manager, accounts payable specialist, actor, administrative assistant, admissions recruiter, bioinformatics scientist, biological science laboratory technician, business analyst, certified nursing assistant, chemical dependency counselor, clinical laboratory technologist, communications consultant, community development specialist, computer programmer, construction disbursing coordinator, construction surveyor, customer service representative, data transformation specialist, day care teacher, drafting and editing assistant, editor, electromechanical tester, emergency medical technician, employment counselor (non-profit), executive team leader, financial analyst, federal relations specialist/lobbyist, food technician, forensic laboratory technician, forest ranger, geologist, helicopter crew chief (military), human resources assistant, inventory manager, legislative assistant, literacy coordinator (AmeriCorps), loan officer/representative/processor, mental health counselor, Montessori teacher, mosquito inspector, museum interpreter, music minister, office manager, operations manager, parent educator, park ranger, pet care manager, pharmacy technician, preschool teacher, proofreader, redemptions analyst, research assistant, retail manager, sales associate, sexual assault advocate, soccer coach, social services field coordinator, social worker, software engineer, software project manager, soils technician, studio potter apprentice, traffic billing assistant, transaction record specialist, trust operations processor, veterinary technician, Web analysis/project manager, youth counselor, youth pastor, among others.
- Over 68% indicated paid employment as their current primary activity. In addition, 22% indicated attending school and 4.6% indicated volunteer/internship, homemaking, and other activity as their current primary activity. Although 4.5% of the 2004 graduates indicated seeking employment as their current primary activity, only 1.7% of the respondents were not working at the time of the survey. A few, 1.8%, stated they were self-employed.
- Beginning salaries for full time employees range from below \$12,000 to over \$78,000 per year. For those working fulltime, the median salary was \$28,000 per year; the mean was \$27,693, the mode was \$30,000. Salaries range widely depending upon industry and level of occupation. Typical entry-level annual salaries for education graduates range from \$28,000 to \$35,000, 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 \$33,000 to approximately \$50,000.

- About the same proportion of the 2004 graduating class took employment that was related to their major as graduates from other classes. For the 2004 class, 39.1% reported taking employment in "the same field"; 29.8% obtained positions in "related fields"; 17.4% took jobs in "a different field, by choice"; and, only 13.7% took employment in "a different field, not by choice."
- Over 45% indicated they were underemployed in salary while 25.2% indicated they were underemployed in job responsibilities.
- Like other classes, it took time for the 2004 graduates to obtain employment. Approximately 40% were employed within three months of graduation; it took six months for 68% of the employed 2004 graduates to find jobs; 77% of those employed had secured jobs within nine months of graduation.
- UMM graduates traditionally consider few job offers before accepting employment. For the 2004 graduates, 51% took the first job offer; 34% had two offers to consider; and 14% considered three offers. Approximately 96% of the 2004 graduates considered three or less job offers at the time of accepting employment.
- College attendance (i.e. a degree), internships/teaching/research experience, courses in the major, and part-time jobs continue to be "very" to "extremely" important in their efforts to secure employment for a significant proportion of our graduates, including the 2004 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 2004 graduates were similar to those from other classes. The 2004 graduates valued most highly: pursuing a fulfilling career, having strong friendships, having steady/secure employment, engaging in enjoyable recreational activities, having a loving relationship, and helping others. Like previous classes, being involved in politics was the least important.
- Regarding civic and career involvements, 90.4% voted in elections; 35.6% were a member of a community organization and 40.3% volunteered time to promote a community project; 39.5% attended a professional meeting and approximately 35.8% belonged to a professional association while 33% 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@morris.umn.edu.

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