

January 5, 2007

A SUMMARY OF A FOLLOW-UP STUDY OF THE 2005 UMM GRADUATES

In the winter and spring of 2006, 45% of the 2005 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, post baccalaureate 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 2005 class. Where appropriate, information is provided from previous classes and other sources. It should be noted that the 2005 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 2005 graduates identified the following as being the most beneficial: development of close friendships; the ability to think and act independently; understanding of other people and their values; experience and skill in relating to other people; understanding abilities, limitations, interests, and values; ability to see relationships, similarities, and differences among ideas; background and preparation for further education; recognizing assumptions, making logical inferences, and reaching conclusions; 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 2005 graduates: understanding major concepts of mathematics and quantitative analysis; understanding the nature of scientific theory and experimentation; broadened acquaintance with important literature; skills and techniques directly applicable to a job; improved social and economic status; and ability to speak clearly, correctly, and effectively.

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

- Over 9 out of 10 graduates (90.2%) indicated they were "moderately satisfied" or "very satisfied" with their experiences at UMM. Over 89% indicated a "moderately positive" or "very positive" current attitude toward UMM. Over 80% of the graduates were "moderately" to "very" satisfied with: the quality of instruction (86.2%), the extent to which their major requirements formed a well integrated program (78.3%), the quality of text and other instructional materials (80.2%), classroom evaluation procedures (81.6%), and faculty understanding of student needs (84.9%). Ninety-four percent (94%) 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	2004	2005
Dissatisfied	1.8%	2.1%	1.3%	2.4%	1.9%	0.6%	1.1%	0.7%
Slightly*	12.2%	10.8%	7.1%	11.0%	14.5%	11.5%	10.8%	9.1%
Satisfied	86.0%	87.1%	91.6%	86.6%	88.5%	87.9%	88.1%	90.2%

*Includes both slightly dissatisfied and slightly satisfied responses.

- Although 15.7% of the graduates indicated "attending school" as their primary activity, 25.2% 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 2005 graduates was similar to previous classes: dentistry, medicine (including physician assistant), medical technology, law, business administration (including marketing), education (including elementary and secondary curriculum and instruction, and Teaching English as a Second Language), biology (including virology/immunology), sports administration, public policy, psychology (including clinical and marriage/family therapy), social work, chemistry, materials science, museum studies, Japanese, Spanish, German, computer and information science, actuarial science, political science, public history, music, library science, and public health.

Graduates with undergraduate majors in biology, psychology, political science, elementary education, and computer science went for post baccalaureate 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 Wisconsin-Milwaukee & Oshkosh, St. Cloud State U., U. of St. Thomas (MN), Hamline U. (MN), Xavier U. (OH), U. of South Dakota, Hamline U. Law School, William Mitchell College of Law, Winona State U., Argosy U., Walden U., Bemidji State U., U. of Texas-Austin, Medical College of South Carolina, Ohio State U., U. of Washington, U. of Iowa, Montana State U., U. of Nebraska Medical Center, U. of Oregon, U. of Massachusetts, U. of Alaska-Anchorage, and Oglala Lakota College (SD).

In addition to those who went to graduate/professional training, 11.2% took additional undergraduate courses and 4.6% sought vocational/technical training. Areas of vocational school training included paramedic, medical laboratory, American Sign Language, Web design/development, and paralegal. Also, 37.5% received formal training in their place of employment.

- Of those who went on to immediate employment, 81.8% 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

Occupational Level	Mean 1970's	Mean 1980's	Mean 1990's	1998	1999	2000	2001	2004	2005
Prof. & Tech.	60.0%	57.2%	58.1%	59.4%	58.2%	60.7%	59.5%	59.8%	61.2%
Managerial	9.5%	17.4%	13.2%	12.7%	19.8%	17.8%	16.7%	14.6%	17.4%
Farm Owners/Mgrs.	1.9%	1.3%	0.5%	0.6%	0.0%	0.7%	0.0%	0.0%	0.0%
Administrative Support	11.6%	9.1%	10.2%	7.8%	6.6%	7.4%	7.1%	12.0%	6.6%
Marketing/Sales	4.9%	7.3%	10.5%	12.7%	9.6%	8.1%	11.9%	8.1%	10.7%
Trades & Operatives	4.4%	2.9%	2.0%	1.2%	1.8%	1.4%	0.8%	0.8%	0.8%
Service Workers	3.8%	4.7%	2.9%	4.8%	3.0%	3.7%	3.1%	4.0%	2.5%
Laborers	3.6%	0.1%	1.1%	0.6%	0.6%	0.0%	0.8%	0.0%	0.8%

- The 2005 UMM graduates who went on to immediate employment found jobs in the following locations: out-state Minnesota, 46.3%; Metropolitan Minnesota, 37.9%; and, other states, 15.8%.

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	2004	2005
Out state Minnesota	59.7%	55.7%	43.7%	43.4%	39.8%	47.1%	45.3%	48.0%	46.3%
Metro Minnesota	20.8%	22.3%	35.3%	40.4%	44.1%	34.6%	34.7%	30.6%	37.9%
Out of Minnesota	19.3%	22.0%	21.0%	16.2%	16.1%	18.3%	20.0%	21.4%	15.8%

- Regarding field of employment, the 2005 graduates entered roughly the same industries of employment as previous graduates, however, at different rates. In order of frequency, the 2005 graduates entered the fields of education (includes both elementary/secondary schools and colleges/universities), social services (including residential care), other services (including business services-especially computer programming/software/data processing services, and consulting), finance/insurance/real estate (especially banking and security brokers), manufacturing (especially printing and publishing), retail trade (especially general merchandise stores), 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, 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	2004	2005
Education Service	34.3%	31.1%	29.7%	25.5%	28.9%	26.9%	26.2%	32.2%
Other Services	11.3%	12.8%	17.4%	18.7%	12.6%	23.0%	15.3%	12.4%
Retail Trade	10.9%	8.4%	9.0%	6.0%	8.9%	6.3%	8.9%	8.3%
Finance/Ins./Real Estate	9.0%	9.4%	11.4%	9.0%	14.1%	11.1%	9.7%	12.4%
Manufacturing	8.1%	9.2%	8.4%	9.6%	12.6%	4.7%	7.2%	9.9%
Social Service	6.6%	11.4%	9.6%	12.7%	8.1%	7.9%	9.8%	14.0%
Public Administration	5.3%	5.5%	4.2%	6.0%	5.2%	7.1%	11.5%	2.5%
Health Service	4.8%	4.7%	4.8%	6.0%	5.9%	5.5%	5.7%	5.0%
Wholesale Trade	2.7%	2.0%	1.2%	2.4%	2.2%	0.0%	1.6%	0.0%
Transportation/Pub. Util.	2.2%	2.3%	1.8%	2.4%	0.0%	3.2%	0.8%	1.6%
Ag./Forestry/Fishing	2.0%	1.4%	1.8%	0.6%	0.7%	1.6%	2.4%	0.8%
Construction	1.3%	1.2%	0.0%	0.6%	0.7%	0.8%	0.0%	0.8%
Mining	0.5%	0.1%	0.0%	0.0%	0.0%	1.6%	0.0%	0.0%

- Typical entry-level job titles for the 2005 class are similar to graduates from previous classes. Some include: elementary and secondary teacher, account administrator, accountant, actor, administrative assistant, admissions representative, antique car restoration, artist, assistant hall director, auto claims representative, behavioral technician, business executive, business research manager, child care & youth development counselor, claims adjuster, community education assistant, community support worker, counselor, customer relations representative, disc jockey, Emergency Medical Technician (EMT), financial advisor, financial underwriter, food scientist/quality control technician, gallery attendant, insurance & investment assistant, IT Specialist, juvenile counselor, laboratory technician/technologist, law clerk, literacy programs coordinator (AmeriCorps/VISTA), loan officer, manager/assistant manager, manufacturing associate/trainer, medical assistant, medical communications assistant, medical technologist, mental health practitioner, mortgage loan processor, operations specialist, personal trainer, production manager, program coordinator, program counselor/job coach, correctional worker, program director, project specialist, recruiter, research assistant, research technician, retail consultant, risk analyst, rural policy consultant, salesperson, social worker, software engineer/consultant/developer, substance abuse/mental health technician, theatre technician, United States Military, visitor service ranger, volunteer coordinator, Web developer, youth counselor, among others.

- Over 75% indicated paid employment as their current primary activity. In addition, 15.7% indicated attending school and 4.6% indicated volunteer/internship, homemaking, and other activity as their current primary activity. Although 4.6% of the 2005 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, 4.5%, stated they were self-employed.
- Beginning salaries for full time employees range from below \$12,000 to \$61,000 per year. For those working fulltime, the median salary was \$29,000 per year. Salaries range widely depending upon industry and level of occupation. Typical entry-level annual salaries for education graduates range from \$28,000 to over \$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 \$32,000, depending on state; and for science and computer science graduates in technical industries, it ranges from \$33,000 to over \$50,000.
- About the same proportion of the 2005 graduating class took employment that was related to their major as graduates from other classes. For the 2005 class, 42.1% reported taking employment in "the same field"; 32.9% obtained positions in "related fields"; 13.6% took jobs in "a different field, by choice"; and, only 11.4% took employment in "a different field, not by choice."
- Over 43% indicated they were underemployed in salary while 27.2% indicated they were underemployed in job responsibilities.
- Like other classes, it took time for the 2005 graduates to obtain employment. Approximately 62% were employed within three months of graduation; it took six months for 83% of the employed 2005 graduates to find jobs; 88% of those employed had secured jobs within nine months of graduation.
- UMM graduates traditionally consider few job offers before accepting employment. For the 2005 graduates, 51% took the first job offer; 23% had two offers to consider; and 15% considered three offers. Approximately 90% of the 2005 graduates considered three or less job offers at the time they accepted employment.
- On the job experience, college attendance (i.e. a degree), courses in the major, internships/teaching/research experience, 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 2005 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 2005 graduates were similar to those from other classes. The 2005 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, 53.9% voted in elections; 40.1% were a member of a community organization and 46.1% volunteered time to promote a community project; 35.5% attended a professional meeting and approximately 34.2% belonged to a professional association while 31.6% 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.

*A special **thank you** is extended to a number of people who have been instrumental in completing our annual follow-up surveys. Special acknowledgment is again due **Mr. Lynn Schulz**, Principal Analyst/Programmer in Computing Services for his on-going diligent efforts in generating data for this and other reports. **Ms. Irene Maloney and Ms. Amy Blackwelder**, Career Center Clerical Staff, have always been willing to drop their regular activities at a moments notice to contribute to this year-round effort.*

The University of Minnesota is an equal opportunity educator and employer.
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