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## A SUMMARY OF A FOLLOW-UP STUDY OF THE 1999 UMM GRADUATES

In the winter and spring of 2000, 57.7% of the 1999 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 this 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 1999 class. Where appropriate, information is provided from previous classes and other sources. It should be noted that the 1999 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 1999 graduates identified the following as being the most beneficial: development of close friendships; the ability to think and act independently; experience and skill in relating to other people; understanding of other people and their values; and understanding your abilities, limitations, interests, and values.

Of the 19 perceived benefits listed on the questionnaire, the following received the lowest ratings by the 1999 graduates: understanding major concepts of mathematics and quantitative analysis; broadened acquaintance with important literature; skills and techniques directly applicable to a job; and understanding the nature of scientific theory and experimentation.

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

- Almost 9 out of 10 graduates (86.6%) indicated they were "moderately satisfied" or "very satisfied" with their experiences at UMM. Over 83% 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. Approximately 88% 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
Dissatisfied	1.8	1.8	2.0	2.7	2.2	3.0	0.5	2.8	1.3	2.4
Slightly*	12.2	10.0	14.8	12.2	11.9	9.1	12.0	8.2	7.1	11.0
Satisfied	86.0	88.4	83.2	85.0	85.9	87.9	87.5	89.0	91.6	86.6

\*Includes both slightly dissatisfied and slightly satisfied responses.

- Although 16.8% of the graduates indicated "attending school" as their primary activity, 27.4% 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 1999 graduates was similar to previous classes: medicine, veterinary medicine, dentistry, nursing, occupational therapy, physical therapy, epidemiology, law, social work, business administration (including marketing and management), theology, human resources, economics, history, chemistry (including physical and analytical), computer science, education (including elementary, special education, Montessori, administration, and ESL), psychology (including school and industrial/organizational), English, American and French literature, counseling (including community and school), biology, mechanical engineering, journalism, Portuguese and Italian languages, mathematics, biostatistics, and choral conducting.

Graduates with majors in biology, psychology, elementary education, chemistry, English, and economics 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, Indiana State U., Metro State U., Florida State U., U. of Wisconsin-Madison, U. of Wisconsin-River Falls, Purdue U., North Dakota State U., Minnesota State U.-Mankato, U. of Kansas, U. of North Dakota, St. Cloud State U., William Mitchell Law School (MN), U. of Washington, Iowa State U., U. of Massachusetts-Amherst, U. of California-San Diego, Carnegie Mellon, Creighton U., U. of Northern Iowa, Mayo Medical School, John Marshall Law School, U. of Nevada-Las Vegas, U. of Kansas, Chicago State U., U. of Virginia, Cornell U., U. of Massachusetts, Texas Tech. U., and U. of St. Thomas (MN).

In addition to those who went on to graduate/professional training, 15.8% took additional undergraduate courses and 5.4% sought vocational technical training. Also, 41.1% received formal training in their place of employment.

- Of those who went on to immediate employment, over 82% 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 1999 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**

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

- The 1999 UMM graduates who went on to immediate employment found jobs in the following locations: out-state Minnesota, 39.8%; Metropolitan Minnesota, 44.1%; and, other states, 16.1%.

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

<b>Location</b>	<b>Mean 1970's</b>	<b>Mean 1980's</b>	<b>1990</b>	<b>1991</b>	<b>1992</b>	<b>1993</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1998</b>	<b>1999</b>
Outstate Minnesota	59.7	55.7	59.6	47.1	44.4	44.4	37.7	40.3	37.4	43.4	39.8
Metro Minnesota	20.8	22.3	24.0	34.7	33.1	35.5	37.7	31.2	32.9	40.4	44.1
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

- Regarding field of employment, the 1999 graduates entered roughly the same industries of employment as previous graduates, however, at different rates. In order of frequency, the 1999 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 environmental consulting), social service (especially residential care), manufacturing (especially electrical/electronic machinery), finance/insurance/real estate, health services, public administration, retail 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**

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

- Typical entry-level job titles for the 1999 class are similar to graduates from previous classes. Some include: elementary and secondary teacher, accountant, actuary, advertising representative, Americorps volunteer, aquatics director, auditor, bank examiner, benefits administrator, biologist, chemist, client development manager, college admissions counselor, commodity broker, computer analyst, computer programmer, contracts administrator, correctional officer, counselor, customer service representative, data analysis, director of web development, entertainment production assistant, environmental education instructor, financial reporter, GIS specialist, job advisor, journalist, laboratory technician, management trainee, market research analyst, marketing and operations director, media buyer, merchandise coordinator, microbiologist, conservation corps crew, naturalist, occupational therapist, paramedic, Peace Corps volunteer, photographer, musician, program coordinator/manager, psychometrist, public relations assistant, registered nurse, rental consultant, reporter, research assistant, resident counselor, residential manager, sales manager, security assistant, sign maker, social worker, software engineer, tax research analyst, youth worker, among others.

- Approximately 76% indicated paid employment as their current primary activity. In addition, 16.8% indicated attending school and 2.5% indicated volunteer/internship and other activity as their current primary activity. Although 4.8% of the 1999 graduates indicated seeking employment as their current primary activity, only 19% of the respondents were not working at the time of the survey. A few, 2.5%, stated they were self-employed.
- Beginning salaries for full time employees range from below \$15,000 to over \$70,000 per year. The median salary for the class was \$26,550 per year. The median starting salary for each of the last six classes has been in the \$18-23,000 per year range. Salaries range widely depending upon industry and level of occupation. Typical entry-level annual salaries for education graduates range from \$22,000 to \$30,000, depending on state; for business and liberal arts graduates in non-technical industries, it ranges from \$22,000 to over \$30,000; for social service occupations and settings, it ranges from \$22,000 to approximately \$28,000, 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 1999 graduating class took employment that was related to their major as graduates from other recent classes. For the 1999 class, 40.5% reported taking employment in "the same field"; 33.7% obtained positions in "related fields"; 15.8% took jobs in "a different field, by choice"; and, only 10% took employment in "a different field, not by choice."
- Approximately 44% indicated they were underemployed in salary while only 21% indicated they were underemployed in job responsibilities.
- 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 1999 graduates. Numerous graduates wrote about the importance of internships.
- The highest rated values and priorities for the 1999 graduates were similar to those from previous classes. The 1999 graduates valued most highly: having strong friendships, pursuing a fulfilling career, having a loving relationship, helping others, and having steady/secure employment. Like previous classes, being involved in politics was the least important.
- Regarding civic and career involvements, 59.3% voted in elections; 37.8% were a member of a community organization and 34% promoted a community project; 45.9% attended a professional meeting and approximately 37% belonged to a professional association and 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](mailto: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.