

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: Report on Employment Upon Graduation
Date: January 7, 2002

Recommended Action: Receive the report.

Executive Summary:

"What are you going to do after graduation?" is a question increasingly asked of students by those who provide funds to public education institutions. The Board of Regents has asked its institutions, as part of their strategic plans, and the Board's plan, to provide data on graduates. Because of the diversity of graduate programs and significant variations in numbers of graduates, a task force of institutional representatives and Board Office staff focused on developing a comprehensive presentation of employment upon graduation data.

Goals of the Task Force

The task force has identified two goals: (1) to examine, and where reasonably possible, expand the data the universities collect and report on students completing undergraduate degree programs; (2) to conduct a pilot on what factors influenced first career decisions.

Focus on post-graduation career decisions

This report focuses on the first goal, the development and design of a reporting format of post-graduation career decisions of graduates of baccalaureate degree programs. The data tables for the graduates of Fall 1999, Spring 2000, and Summer 2000 are located as follows:

- University of Iowa (page 5)
- Iowa State University (page 6)
- University of Northern Iowa (page 7).

Future surveys

Regarding the second goal, to compile and analyze data on factors influencing first career destinations, the universities have completed their pilot projects. One outcome has been the joint development of a set of factors that are to be used in future surveys. Based on the results of these "motivational surveys," the task force has recommended that a focus group methodology be studied as a possible vehicle for gaining insight into the factors influencing students' vocational choices. The results of the efforts would be available in the next report, projected to be at the January 2003 Board meeting.

Pages 8-10 contain the results of several performance indicators. They include:

- Passage rates for licensing examinations taken by professional program graduates (page 8)
- Percentages of undergraduates who are, within one year following graduation, employed, pursuing further education, or doing "other." (pages 9 and 10)

Strategic Plan:

The following elements in the Board's Strategic Plan relate to the focus of this report – what students of Regent universities and special schools do following their graduation.

Objective 1.1.0.0 Improve the quality of existing and newly created educational programs.

Strategy 1.1.1.0 Strengthen undergraduate education at each Regent university and educational programs of the special schools.

Strategy 1.1.2.0 Strengthen the quality of graduate and professional education at Regent institutions within the unique mission of each institution.

Action Step 1.1.2.5 Each institution report on the percentage of professional students that pass licensing exams and exceed national or state average (as appropriate).

The institutional strategic plans speak to preparing students to become contributing members of society. The special schools are committed to providing transitional programs to prepare students for the world of work or post-secondary education.

The Board of Regents has two performance indicators that relate to this area: Indicator #13a reports on the percentage of professional students that pass licensing examinations. Indicator #13b focuses on first career decisions and employment opportunities of undergraduates.

Background:

Task Force goals

A task force of institutional representatives and Board Office staff began meeting in the summer of 2000. It was asked by the Executive Director to take on two goals: (1) provide more comprehensive data about graduates, including profiles of graduates who were from Iowa and those from out-of-state; and (2) compile data on where undergraduates began their "first careers" and what factors influenced their decisions.

Post-Graduation Data

Status of data currently available Regarding the first goal, the task force began by determining what data is currently being collected. It became clear that the types of data and the amounts of data currently available are very different.

Issues in gathering post-graduate data Several factors determine what has been collected and why time is needed to obtain new data that will provide comprehensive and reliable data.

- The first issue is decentralization. No campus has a central placement office that compiles the type of data requested. The typical pattern is several placement offices that gather post-graduation data. Typically, colleges of engineering and colleges of education have comprehensive data, because of the close cooperation of employers with institutions in seeking professionals for openings. In the case of teacher preparation, placement offices or student service offices maintain the records related to licensure, and know where graduates will be located.
- A second issue is the expense of following large numbers of graduates from diverse programs, especially in Liberal Arts colleges. Also there are many degree programs that are not closely linked to professions. Students in such programs may begin graduate programs immediately, or may choose to work following graduation.
- A third issue is timing. Some placement data was being gathered prior to graduation. At that time, some students can only speculate on what they will be doing and where they will be located. Other offices or colleges surveyed students at graduation. Still others waited to survey graduates six months to a year after graduation.

First Career Data

There were similar issues regarding the gathering of data to meet the second goal. They are discussed under the analysis section.

Analysis:

Post-Graduation Report

Of concern to many is where graduates of Regent institutions begin their employment, in-state or out-of-state. The data provided for 1999-2000 graduates to answer that question are summarized in the chart on page 4.

The universities are still in the process of expanding the data to be collected. For example, in time, differences in employment decisions by residential, non-residential, and international students will be reported.

**Location of Employment for Regent University Graduates
Survey of 1999-2000 Graduates**

	# of graduates	# and % of respondents	# and % of total respondents reporting employment	# and % employed in-state	# and % employed out-of-state
SUI	4172	1268 (30.4)	1062 (83.8)	445 (41.9)	617 (58.1)
ISU	4068	3773 (92.7)	3011 (79.8)	1599 (53.1)	1412 (46.9)
UNI	2420	1127 (46.6)	797 (70.7)	557 (69.9)	240 (30.1)
Total	10660	6168 (57.9)	4870 (79.0)	2601(53.4)	2269 (46.6)

The task force reached consensus on the following for future post-graduation surveys:

- Objective: 100% of undergraduates to be surveyed
- Diverse methods of collection will continue to be employed
- Timing: Close data collection six months following each class' graduation
- Due Date: Submit data for presentation at the January 2003 Board meeting.

First Career Data

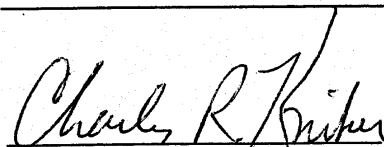
The following steps have been or will be taken:

- Institutions will use focus groups to gather information.
- The recommendation is that at each university, there would be at least two focus groups comprised of: (1) students who have accepted their first position and (2) students still seeking employment.
- Timing of data collection: completed by December 2002.

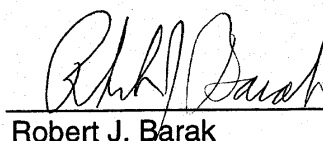
**Performance
Indicator Charts:**

The following performance indicator charts are included in this report:

- Percentage of Professional Students Passing Licensure Examinations (Performance Indicator #13a) [page 8]
- Percentage of All Graduates Employed Within One Year (Performance Indicator #13b) [pages 9 and 10]


Charles R. Kniker

Approved:


Robert J. Barak

DRAFT

The University of Iowa
Graduation Follow-Up Report
1999-00 Bachelor Degree Recipients

11/7/01

College	# of Grads Reported by CS Offices	# of Respondents ²	# Total Employed ³	# Employed In-State	# Employed Out-of-State	# Further Education ⁴	# Seeking ⁵	# Not Seeking ⁶	# No Information ⁷
University-Wide Summary									
Fall 1999	1157	349	296	128	168	30	21	2	808
Spring 2000	2441	787	654	270	384	87	43	3	1654
Summer 2000	574	132	112	47	65	10	10	0	442
TOTAL	4172	1268	1062	445	617	127	74	5	2904
Liberal Arts⁸									
Fall 1999	737	32	25	10	15	5	2	0	705
Spring 2000	1531	67	41	17	24	7	18	1	1464
Summer 2000	413	7	6	1	5	1	0	0	406
TOTAL	2681	106	72	28	44	13	20	1	2575
Business									
Fall 1999	165	129	118	45	73	8	2	1	36
Spring 2000	482	399	339	94	245	48	11	1	83
Summer 2000	76	61	56	19	37	3	2	0	15
TOTAL	723	589	513	158	355	59	15	2	134
Education⁹									
Fall 1999	170	135	124	66	58	6	4	1	35
Spring 2000	166	132	121	64	57	6	4	1	34
Summer 2000	25	20	18	10	8	1	1	0	5
TOTAL	361	287	263	140	123	13	9	2	74
Engineering									
Fall 1999	58	42	24	5	19	10	8	0	16
Spring 2000	132	102	73	27	46	23	6	0	30
Summer 2000	5	4	3	0	3	1	0	0	1
TOTAL	195	148	100	32	68	34	14	0	47
Nursing									
Fall 1999	27	11	5	2	3	1	5	0	16
Spring 2000	130	87	80	68	12	3	4	0	43
Summer 2000	55	40	29	17	12	4	7	0	15
TOTAL	212	138	114	87	27	8	16	0	74

¹ Total number of graduates as reported by Career Service Offices.² Number of graduates reporting after graduation plans.³ Number of all graduates who are employed (full-time, part-time or temporary).⁴ Number of graduates pursuing additional undergraduate degree or coursework at the graduate/professional school level.⁵ Number of all graduates who are actively seeking employment.⁶ Number of all graduates who are not actively seeking employment or further education.⁷ Number of all graduates who did not respond to survey and/or were not reachable by other means (also includes those returning to home country).⁸ Degrees for elementary/secondary education are conferred through the College of Liberal Arts.⁹ Number of students who received their certification and those who returned for licensure.

**POST-GRADUATION STATUS OF
1999-2000 BACHELOR DEGREE RECIPIENTS¹
Fall 1999, Spring 2000, and Summer 2000**

College	Number of Grads	Survey Respondents	Employed ²	In Iowa ³	Out of Iowa	Professional Employment ⁴	Further Education ⁵	% Placed ⁶	Seeking ⁷	Not Seeking	No Information
Agriculture	657	648 of 657 98.6%	528 of 648 81.5%	359 of 528 68.0%	169 of 528 32.0%	462 of 528 87.5%	113 of 648 17.4%	641 of 648 98.9%	5 of 648 0.7%	2 of 648 0.3%	9 of 657 1.4%
Business	729	653 of 729 89.6%	569 of 653 87.1%	282 of 569 49.6%	287 of 569 50.4%	544 of 569 95.6%	44 of 653 6.7%	613 of 653 93.9%	28 of 653 4.3%	12 of 653 1.8%	76 of 729 10.4%
Design	280	265 of 280 94.6%	218 of 265 82.3%	118 of 218 54.1%	100 of 218 45.9%	192 of 218 88.1%	33 of 265 12.5%	251 of 265 94.7%	7 of 265 2.6%	7 of 265 2.6%	15 of 280 5.4%
Education	363	309 of 363 85.1%	262 of 309 84.8%	166 of 262 63.4%	96 of 262 36.6%	223 of 262 85.1%	33 of 309 10.7%	295 of 309 95.5%	11 of 309 3.6%	3 of 309 1.0%	54 of 363 14.9%
Engineering	695	676 of 695 97.3%	562 of 676 83.1%	188 of 562 33.5%	374 of 562 66.5%	562 of 562 100%	109 of 676 16.1%	671 of 676 99.3%	5 of 676 0.7%	0 of 676 0.0%	19 of 695 2.7%
Family and Consumer Sciences ⁸	252	235 of 252 93.3%	194 of 235 82.6%	120 of 194 61.9%	74 of 194 38.1%	184 of 194 94.8%	34 of 235 14.5%	228 of 235 97.0%	2 of 235 .9%	5 of 235 2.1%	17 of 252 6.7%
Liberal Arts and Sciences	1092	987 of 1092 90.4%	678 of 987 68.7%	366 of 678 54.0%	312 of 678 46.0%	625 of 678 92.2%	252 of 987 25.5%	930 of 987 94.2%	34 of 987 3.4%	23 of 987 2.3%	105 of 1092 9.6%
TOTAL	4,068	3773 of 4068 92.7%	3011 of 3773 79.8%	1599 of 3011 53.1%	1412 of 3011 46.9%	2792 of 3011 92.7%	618 of 3773 16.4%	3629 of 3773 96.2%	92 of 3773 2.4%	52 of 3773 1.4%	295 of 4068 7.3%

¹ Summary of graduates' first destinations; information from college Career Services offices' follow-up surveys conducted within 6 months after graduation

² Graduates responding to survey who had obtained full or part-time/temporary positions

³ Some non-Iowa employment locations may be for initial training but position assignments to be in Iowa

⁴ Employed graduates securing professional or major-related employment

⁵ Graduates responding to survey who were pursuing further education

⁶ Graduates responding to survey who were either employed or pursuing further education (excludes non-respondents)

⁷ Graduates responding to survey who were seeking major-related positions

⁸ Figures for FCS were estimated on the basis of past performance; data for 1999-2000 gathered within the month prior to graduation

**The University of Northern Iowa
Graduation Follow-Up Report
1999-00 Bachelor Degree Recipients**

College	# Grads	# Respondents	# Further School (in state)			# Further School (out of state)			# Employed (in state)			# Employed (out of state)			# Seeking			# Not Seeking		
			R	NR	I	R	NR	I	R	NR	I	R	NR	I	R	NR	I	R	NR	I
Business	543	299	6	0	0	5	0	0	194	2	1	75	6	0	9	0	1	0	0	0
Education	548	249	7	0	0	3	0	0	133	1	0	56	4	0	35	2	0	7	1	0
Humanities & Fine Arts	422	222	22	0	0	16	1	0	74	3	0	33	6	0	59	3	0	5	0	0
Natural Sciences	343	182	36	0	0	21	5	0	69	0	0	26	2	0	19	3	0	1	0	0
Social & Behavioral Sciences	429	144	16	0	0	15	1	0	61	0	0	20	3	0	25	0	1	2	0	0
General, Interdisciplinary & Special Programs	135	31	2	0	0	0	0	0	19	0	0	8	1	0	1	0	0	0	0	0
*TOTAL (#)	2420	1127	89	0	0	60	7	0	550	6	1	218	22	0	148	8	2	15	1	0
**TOTAL (%)		46.6	7.8	n/a	n/a	5.3	<1	n/a	48.8	<1	<1	19.3	1.9	n/a	13.1	<1	<1	1.3	<1	n/a

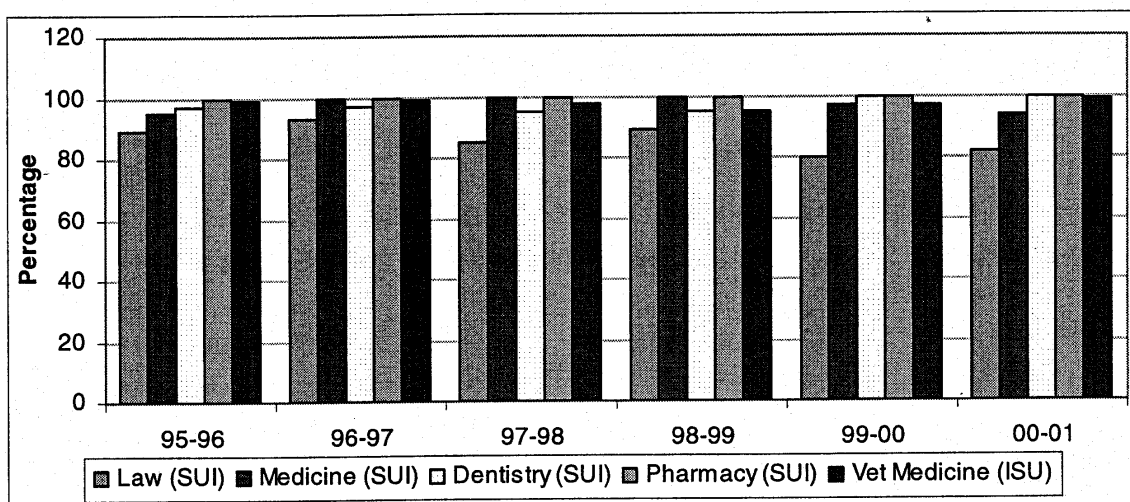
R = Resident Student
NR = Non-Resident Student
I = International Student
*Total (#) = Numerical Data
**Total (%) = % of Respondents

University of
Northern Iowa

Percentage of Professional Students Passing Licensure Examinations Performance Indicator #13a

University of Iowa and Iowa State University

Historically, the Board of Regents has compiled data on the percentage of professional students who pass licensure examinations in four programs at the University of Iowa and one program at Iowa State University. At the University of Iowa, the programs are law, medicine, dentistry, and pharmacy. At Iowa State University, the veterinary medicine program is the only one for which data are collected. This year, data have been compiled for additional programs at the University of Iowa and are reported below. The related Board of Regent Strategic Plan Action Step is 1.1.2.5, "each institution report on the percentage of professional students that pass licensing exams and exceed national or state average (as appropriate)."



Related Action Step --Quality	University of Iowa					Iowa State University
1.1.2.5	<u>Law</u>	<u>Med</u>	<u>Dtry</u>	<u>Phrmy</u>		<u>Vet</u>
	95-96	89%	95%	97%	100%	95-96 99%
	96-97	93%	100%	97%	100%	96-97 99%
	97-98	85%	100%	95%	100%	97-98 98%
	98-99	89%	100%	95%	100%	98-99 95%
	99-00	80%	97%	100%	100%	99-00 97%
	00-01	82%	94%	100%	100%	00-01 99%
	Target	90%	100%	95%	100%	Target 98%
	Other Exams, 2000-01: Pass Rates					
	(Professional)			<u>SUI</u>	<u>National</u>	
	CPA Exam			70%	53%	
	Clinical Lab. Science			83%	78%	
	Engineering			67-100%	57-85%	
	Nuclear Med. Tech			100%	81%	
	Nursing			83%	84%	
	Physical Therapy			100%	87%	
	Physician Assistant			100%	92%	
	Radiation Therapy			100%	84%	
	Radiologic Technology			100%	89%	

**Percentage of All Graduates Employed Within One Year
Performance Indicator #13b**

Regent Universities

The data now collected by the universities through self-reports by recent graduates provide summary information in three broad areas – employment status, further academic study, or other. Employment includes both full- and part-time employment. The "study" category includes those who are studying full- or part-time. The "other" category includes graduates who have stated they are still seeking employment, as well as those who have indicated they are not seeking employment.

The universities are in the process of revising the questions asked of recent graduates. In 2002, more data will be available on the reasons why students are taking the job opportunity they have selected.

The statistics from ISU and UNI represent graduates from all colleges. From SUI, the statistics are from undergraduates in the Colleges of Business, Education, Engineering, and Nursing, as well as a small sample from the College of Liberal Arts and Sciences. SUI is in the process of expanding its reporting career placement options of graduates of the College of Liberal Arts and Sciences. Beginning in 1998-99, data from the College of Liberal Arts and Sciences are included.

University of Iowa				Iowa State University				University of Northern Iowa			
	<u>Employed</u>	<u>Study</u>	<u>Other</u>		<u>Employed</u>	<u>Study</u>	<u>Other</u>		<u>Employed</u>	<u>Study</u>	<u>Other</u>
93-94	NA	NA	NA	93-94	75.6%	16.5%	7.9%	93-94	69.0%	15.0%	16.0%
94-95	NA	NA	NA	94-95	76.3%	17.5%	6.2%	94-95	68.0%	16.0%	16.0%
95-96	80.6%	10.2%	10.2%	95-96	75.6%	16.5%	7.9%	95-96	68.2%	14.9%	16.9%
96-97	82.3%	7.0%	10.7%	96-97	79.3%	16.1%	4.6%	96-97	65.3%	10.4%	24.3%
97-98	86.4%	7.1%	6.5%	97-98	80.0%	15.3%	4.7%	97-98	74.7%	16.4%	8.9%
98-99	87.6%	6.5%	5.9%	98-99	81.2%	14.7%	4.0%	98-99	84.1%	15.1%	0.8%
99-00	83.8%	10.0%	6.2%	99-00	79.8%	16.4%	3.8%	99-00	73.8%	12.9%	13.2%

*The 1998-99 figures for SUI have been revised.

