

# Spring 2007 UMFK Graduate Exit Report

## Methodology

This survey was intended to assess the overall experience of graduating students while at UMFK. Also of equal interest were the future plans of our graduates, whether for further education or on the job market. The survey questionnaire was designed and fielded by Kate Fecinta (Student Success Coordinator), with input and assistance from the Council on Institutional Effectiveness and Assessment. In May of 2007, prior to graduation, all students were notified of the survey by email, and were asked to go to an online site and complete the questionnaire. A copy of the survey questionnaire is attached.

## Analysis of Results

Of the 302 graduating students contacted, 73 (24%) students responded to the survey. Of these, 67% (n= 49) were female, 74% (n=54) were commuters, and 86% (n=63) were full time students. Table 1 (below) summarizes the basic characteristics of these respondents. It is interesting to note that over 42% of these graduates were over 25 years old, and almost 18% were 35 or older. This is a heartening demonstration of one aspect of student diversity at UMFK. As would be expected, our largest group of graduates majored in education (38%, n=28); the next largest group were nursing majors (19%, n-14).

**TABLE 1 - Demographic Information**

<u>Age</u>	Frequency	Percent	<u>Degree</u>	Frequency	Percent	<u>Final GPA</u>	Frequency	Percent
Under 21	13	17.81	AA	5	6.85	2.00-2.69	4	5.48
22-25	29	39.73	AS	7	9.59	2.70-3.69	33	45.21
25-34	18	24.66	BA	4	5.48	3.70-4.00	36	49.32
35-44	10	13.70	BS	19	26.03	Total	73	100.00
45-54	3	4.11	BSN	13	17.81			
Total	73	100.00	BUS	25	34.25			
			Total	73	100.00			

**TABLE 1 (cont.)**

Major

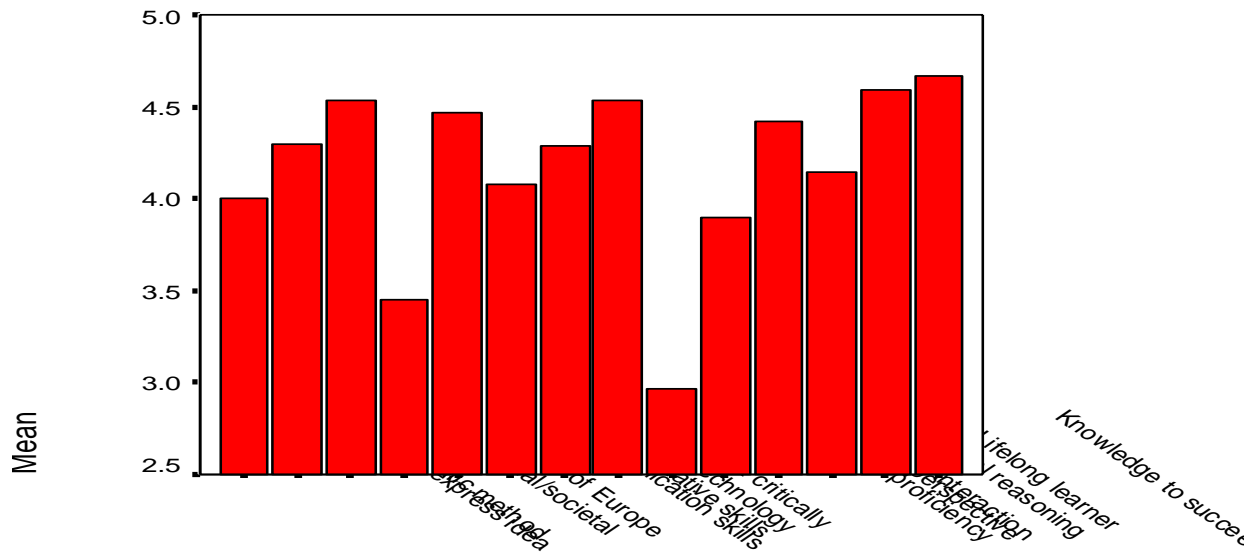
	Frequency	Percent
Behavioral / Social Science	7	9.59
Business / Computer Science / ECommerce	7	9.59
Criminal Justice / Public Safety Administration	6	8.22
Elementary / Secondary Education	28	38.36
English	1	1.37
Environmental Science / Biology / Forestry	10	13.70
Nursing	14	19.18
Total	73	100.00

Overall, most graduates appear to be well pleased with their experience at UMFK: respondents gave a mean rating of 4.2 to aspects of their General Learning Outcomes. Graduates gave highest ratings to their ability to understand individual and societal behaviors (mean=4.53, n=73, on a scale where 1=Strongly Disagree and 5=Strongly Agree) and their confidence in their ability to think critically (mean=4.53, n=73). General Learning Outcomes where respondents gave the lowest ratings were in their understanding of European history (mean=3.45, n=73) and of historical perspectives (mean=3.9, n=73). Overall, graduates consistently ranked Global Learning Outcomes at a rating of “Agree” or “Strongly Agree”, yielding relatively high average scores, as shown in Figure 1.

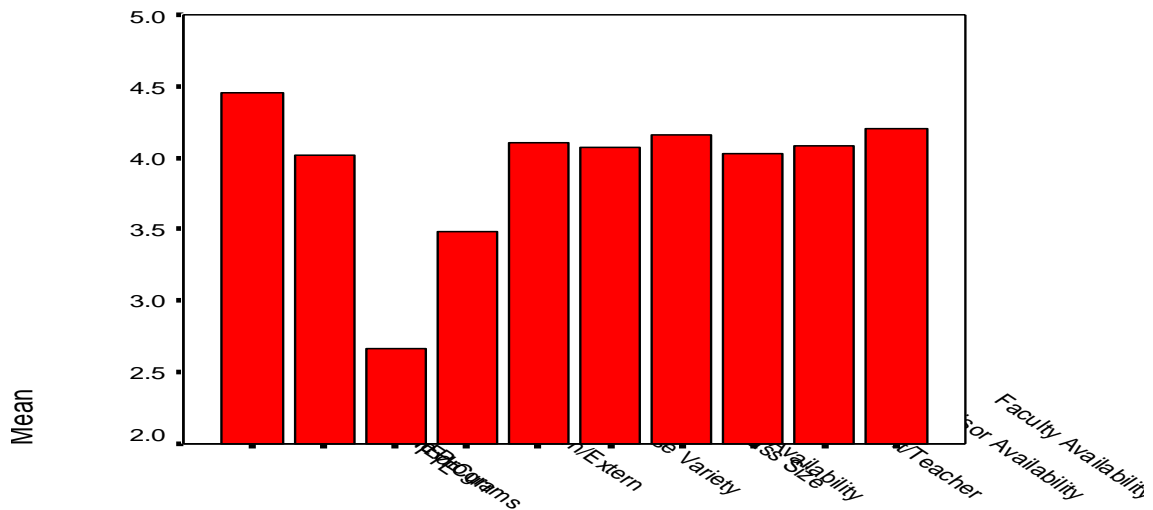
Respondents gave a mean rating of 3.9 to aspects of their Academic Environment. Graduates evaluating the UMFK Academic Environment gave particularly high ratings to the quality of academic programs (mean=4.45, n=58, on a scale where 1=Unsatisfactory and 5=Excellent) and to faculty availability (mean=4.20, n=49). Aspects of the Academic Environment that were poorly rated were the First Year Experience (mean=2.67, n=64) and the

internship/externship programs (mean=3.48, n=54). Outside of these two aspects, ratings of the Academic Environment were on a par with those for Global Learning Outcomes, with consistent average scores of 4.5 or better.

**Figure 1 – Ratings for Global Learning Outcomes**

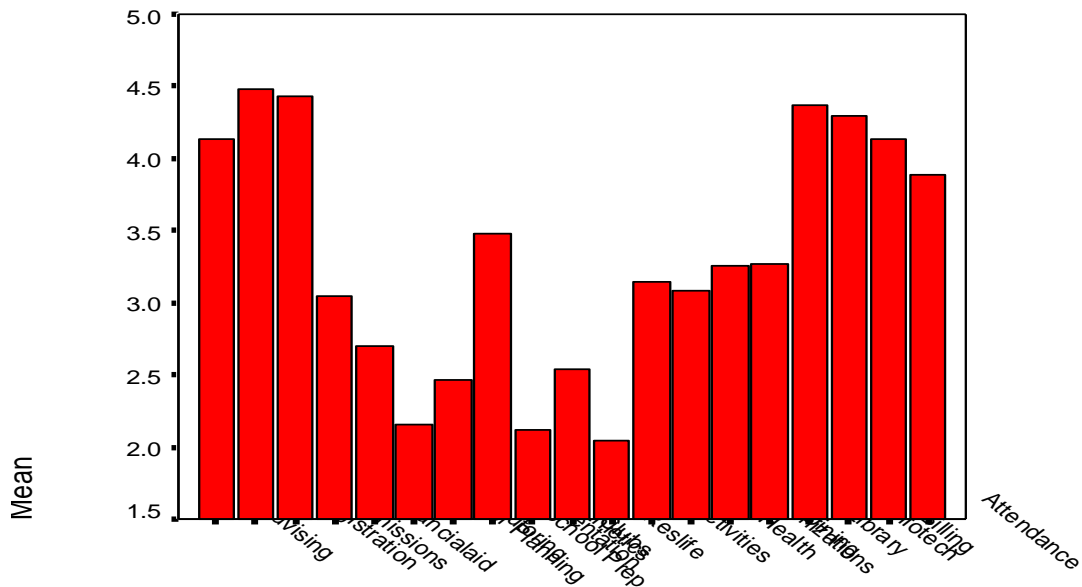


**Figure 2 – Ratings for Academic Environment**



When rating individual School Programs, graduates gave an average score of only 3.2, but this result is strongly skewed by four particularly poor ratings areas. Residential Life received the lowest ratings (mean=2.05, n=56, on a scale where 1=Unsatisfactory and 5=Excellent). Almost as poorly rated were Athletics (mean=2.12, n=66) and Graduate School Preparation (mean=2.16, n=63). Somewhat better was Tutoring which received a mean score of 2.47 (n=53). Highest rated School Programs included Registration (mean=4.48, n=44) and Admissions, where the mean was 4.43 (n=42). Also highly rated were the Library (mean=4.37, n=46) and Information Technology (Mean=4.29, n=49).

**Figure 3 – Ratings for School Programs**



Demographic variables (such as occupation, employment status, or income) do not appear to affect graduate students' evaluation of UMFK. One exception to this is that older respondents do appear to have slightly lower overall evaluations of the academic environment, as suggested by the slight negative correlation ( $r = -.292, p < .05$ ) shown in Table 2. Older students

have a similarly lowered rating for school programs ( $r = -.283, p < .05$ ). This could be no more than a cultural artifact (older students may simply have different overall standards), but it would be useful to know if our older students have different needs that are not being met.

Reflecting the interconnected nature of programs and environment, there is a moderate correlation ( $r = .482, p < .01$ ) between overall mean ratings of School Programs and of Academic Environment. There is also a moderate (though lower) correlation ( $r = .313, p < .01$ ) between overall mean ratings of General Learning Outcomes and of Academic Environment. Graduate school application has a moderate and negative correlation with overall School Program ratings ( $r = -.374, p < .01$ ), though this may be skewed by the small number ( $N=7$ ) of graduates who applied for graduate school. It would appear that those who are headed to graduate school are either more demanding of their undergraduate experience to start, or perhaps more critical after making comparisons with their new schools.

**Table 2 – Correlations of Selected Measures**

	Mean General Learning Outcomes Ratings	Mean Academic Environment Ratings	Mean School Programs Ratings	Applied to Graduate School	Age
Mean of Academic Environment Ratings	.313(**)				
Mean of School Programs Ratings	0.153	.482(**)			
Applied to Graduate School	0.039	-0.166	.374(**)		
Age	0.057	-.292(*)	-.283(*)	0.139	
GPA	0.086	0.042	-0.058	0.151	0.002

## **Employment After Graduation**

Of the 73 graduating students who responded to this survey, the majority are employed at least part time. Of the 56 who are employed, 25 work part time and 31 work full time; almost 2/3 make less than \$25,000 annually (64.3%, n=36; see Table 3). 50 graduates provided a name and location of employment; of these, 22 (44.0%) are working in Aroostook County, and another 18 (36.0%) are employed in Canada.

**Table 3 - Employment Measures**

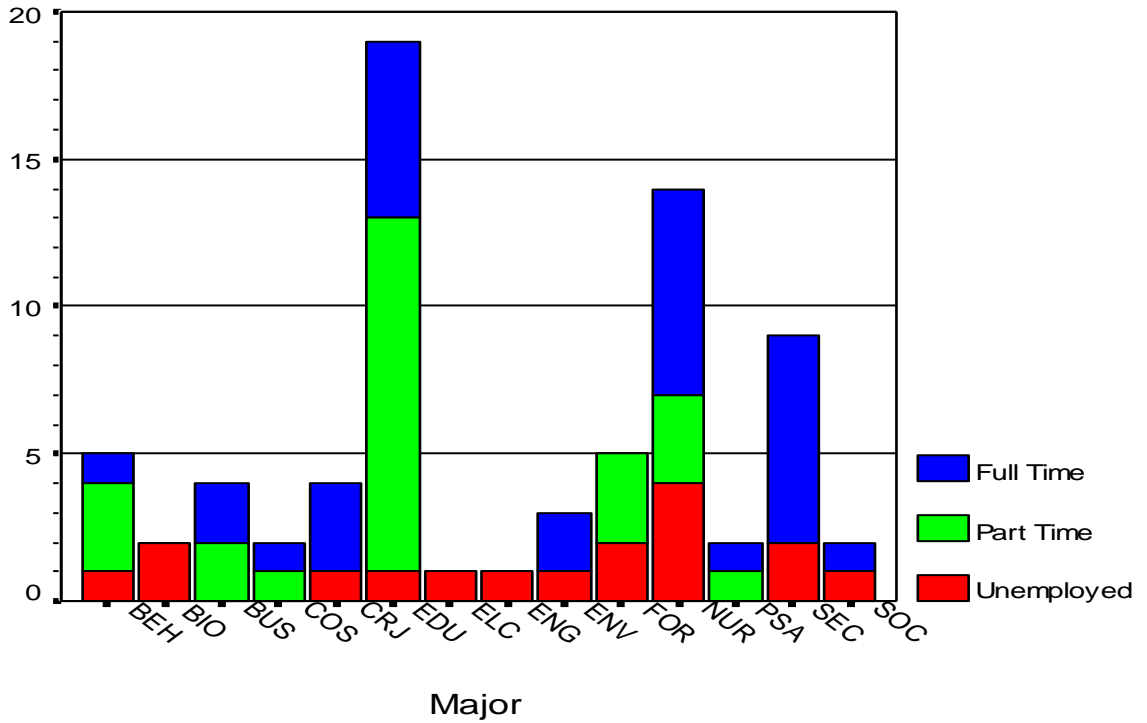
<b>Employment Status</b>	Frequency	Percent
Part Time	25	44.6
Full Time	31	55.4
Total	56	100.0

<b>Income Level</b>	Frequency	Percent
< 24,999	36	64.3
25-39,999	9	16.1
40-54,999	7	12.5
55-69,999	4	7.1
Total	56	100.0

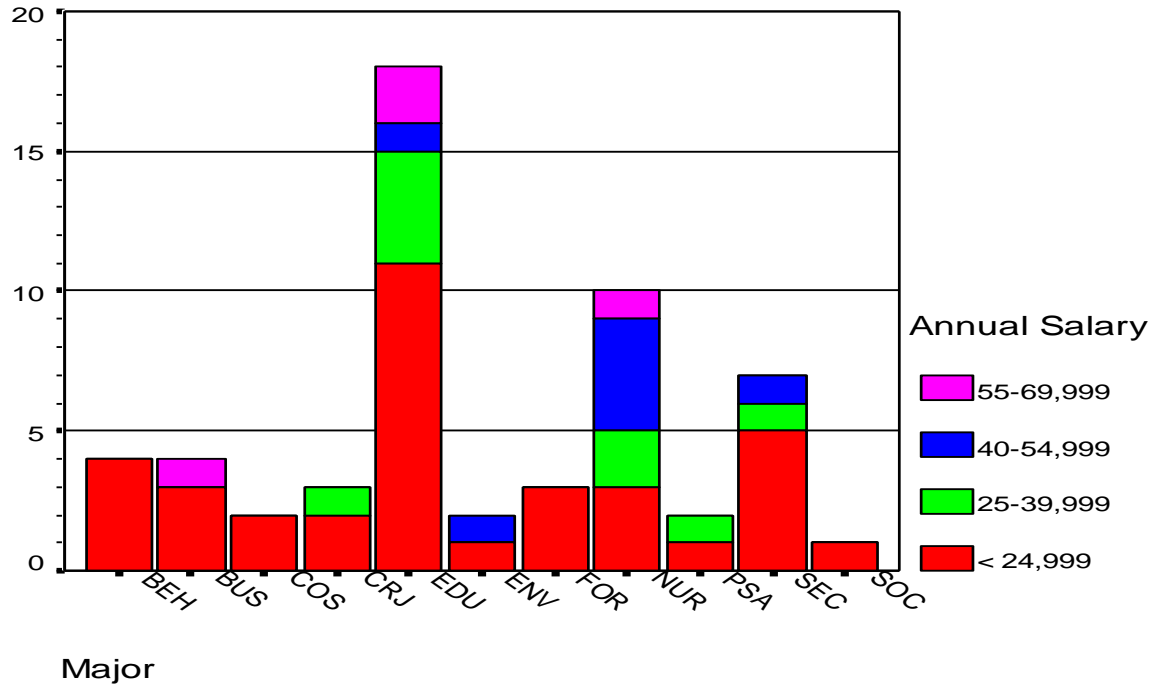
<b>Employer Location</b>	Frequency	Percent
Aroostook County	22	44.0
Canada	18	36.0
Out of State	2	4.0
Other	8	16.0
Total	50	100.0

Most students from most majors reported employment; both BIO students and each of the ELC and ENG students reported being unemployed. There were no majors that successfully placed all their students in full time employment (see Figure 4). Only three majors had students who reported earning more than \$55,000 annually, and only three others had students who reported earning more than \$40,000 annually. As might be expected from the high number of part time workers, the majority of students from most majors earned less than \$40,000 annually (see Figure 5).

**Figure 4 – Employment Status by Major**



**Figure 5 - Income Level by Major**



## **Conclusions**

It is difficult to infer any wider pattern of characteristics from such a small sample; any generalizations made from these findings will be inherently suspect. Still, it would appear that our graduates regard UMFK highly, believe they have gained from their time here, and leave with important skills and resources for their future. A closer look will reveal to what extent the patterns revealed this spring hold true in a wider perspective. In future, more attention must be paid to disseminating the survey and encouraging response from a wider range of students. It will also be important to conduct some short interviews of students to probe more complex issues than a simple questionnaire can address. This spring's Graduation Survey was a very valuable and important first foray; the results suggest we can improve, but our students do leave UMFK with the benefits of a positive experience.

## APPENDIX 1 - Graduation Survey

The purpose of this survey is for the university to get a better understanding of what you have experienced as a student in addition to how you might use it to relate to everyday activities after graduation. Please take a few minutes to complete the survey and be honest so that we may better serve the student body.

### General Learning Outcomes

Please rate the following statements as they relate to your learning experience as an undergraduate student at UMFK:

**SA** = Strongly Agree    **A** = Agree    **N** = Neutral    **D** = Disagree    **SD** = Strongly Disagree

Statement	SA	A	N	D	SD
I understand and appreciate the human need to express feelings and ideas through the Arts and Humanities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that the scientific method and principles of physical/biological sciences can be applied to other areas of thought and practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that individual and societal behaviors affect humankind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the history of European and Euro-influenced societies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my ability to use written and oral communication to exchange thoughts, ideas and information with a variety of audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my ability to use quantitative skills and apply them to mathematical and other situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my ability to utilize current technology to effectively and critically analyze information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my ability to think critically by exploring different perspectives, interpreting and evaluating evidence, applying innovative and logical reasoning, and developing one's own ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have achieved a basic level of proficiency in a language other than English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a general understanding of historical perspectives and am able to apply them to current and future situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand the importance of global knowledge, diversity, and the interaction between cultures and societies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have gained the ethical reasoning and civil engagement skills necessary to be a responsible member of a rural democratic community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have gained the necessary knowledge, skills, and attitudes to become a lifelong learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have gained the necessary knowledge, skills, and attitudes to become a successful professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comments:** \_\_\_\_\_

**Academic Environment**

Please rate the following characteristics according to your experience as an undergraduate student at UMFK:

**E** = Excellent    **VG** = Very Good    **G** = Good    **F** = Fair    **U** = Unsatisfactory  
**N/A** = Not Applicable

Statement	E	VG	G	F	U	N/A
Quality of Academic Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of General Education Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of First Year Experience Course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship/Externship/Preceptorship Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Variety of Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class Size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student: Teacher Ratio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisor Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty Availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comments:** \_\_\_\_\_

**Services and Processes**

Please rate your experience with the following services while you were an undergraduate student at UMFK:

**E** = Excellent    **VG** = Very Good    **G** = Good    **F** = Fair    **U** = Unsatisfactory  
**N/A** = Not Applicable

Statement	E	VG	G	F	U	N/A
Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate School Preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New Student Orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Varsity Athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Club/Intramural Athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residence Life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Billing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of Attendance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Comments:** \_\_\_\_\_

**Future Plans**

I have applied to Graduate School:     Yes         No

If Yes, Where? \_\_\_\_\_

I have been accepted to Graduate School:     Yes     No

If Yes, Where? \_\_\_\_\_

I have enrolled in Graduate School:     Yes         No

If Yes, Where? \_\_\_\_\_

I plan on enlisting in the armed services:     Yes         No

Which branch? \_\_\_\_\_

I am employed:         Full-time             Part-time             Unemployed

Name and Location of Employer: \_\_\_\_\_

Annual Salary:         Less than \$24,999                             \$25,000 - \$39,999  
 \$40,000 - \$54,999                             \$55,000 - \$69,999  
 \$70,000 - \$89,999                             More than \$90,000

I am not currently employed, but plan on pursuing a career in \_\_\_\_\_

