

# POST-GRADUATION ACTIVITIES REPORT

## CLASS OF 2007

---

FINDINGS FROM THE POST-GRADUATION ACTIVITIES SURVEY ADMINISTERED  
BY THE LUTHER COLLEGE CAREER CENTER

---

### **Introduction**

This report highlights information on the graduate and professional school enrollment and employment patterns of the class of 2007. It is designed to provide information to students (current and prospective) and alumni that may be useful in the career planning process. The information in this report is a reflection of the outstanding academic programs, talented staff and faculty, and the endless experiential learning opportunities that can be found at Luther College.

The data collection process for this report takes place from May to January. For those students who have solidified their plans prior to graduation, we received their information in May 2007. For students who were still unsure about their plans, the data were gathered through a 6-month-out survey in November 2007 and follow-up telephone calls to non-respondents in January 2008. The Career Center staff works tirelessly to gather the most comprehensive and accurate set of data on which to build this report. As a result of this work, we were able to achieve a total response rate of 90.6%.

This report summarizes some of the more interesting findings from the survey. The table on the last page provides information on the status of recent graduates, broken down and reported by their major(s).

### **Post-Graduation Activities**

The first chart on the next page graphically represents the overall post-college activities of the 2007 graduates in six categories: graduate/professional school (19%), employed (63%), other (1%), volunteer (6%), continuing education (9%), and unemployed and seeking (2%). Two of the categories deserve some explanation. Students who selected the "other" category were not seeking employment, enrolling in graduate school, or volunteering. Some of these students are traveling, studying for exams (e.g., the CPA exam), or engaged in another activity. Students within the "continuing education" category are enrolled in an undergraduate program to further their education (e.g., to obtain a teaching license) or are participating in some other activity (e.g., an internship) to gain the necessary credentials to enter the field of their choice. The "employed" category includes students that are employed either full-time (92%) or part-time (8%). Per the U.S. Department of Labor, full-time employment is defined by working a minimum of 35 hours per week.

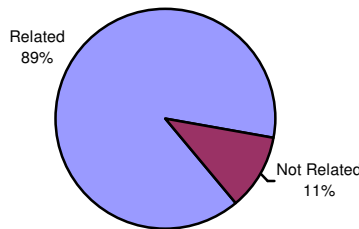
While the U.S. economy has been quite tenuous during the past five years, the class of 2007 experienced one of the stronger college graduate job markets since September 11, 2001. The overall class was very competitive in terms of obtaining employment, enrolling in selective graduate programs, and volunteering with prestigious organizations. With the natural attrition of the Baby Boomer population over the next 10 years, opportunities for our graduates will continue to grow.



**Career Goals: Are graduates doing what they want to do?**

While many colleges and universities attempt to gather post-graduation data from their recent graduates, very few ask questions pertaining to the relevancy of a graduate’s work to their overall career goals. We do here at Luther. We ask our graduates, who reported working full-time, if their work is related to their career goals. Or, put another way, are they doing what they want to do? The following chart indicates that 89% of the graduates who reported working full-time are in positions and doing work that is related to their career goals. If you assume that students enrolled in graduate school and those continuing their education are engaged in “career related” activities (and one would certainly hope so), this percentage jumps to over 92%.

**Graduates employed in positions related to their career goals**

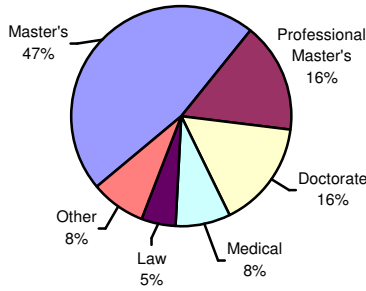


We feel this information is particularly important because Luther students are provided with more than coaching and advising on how to get a job. We challenge and support students to think about their interests, gifts, talents, and values as they make decisions about their work life after Luther. In the words of Confucius, “Choose a job you love and you will never have to work a day in your life.”

**Graduates Pursuing Further Education**

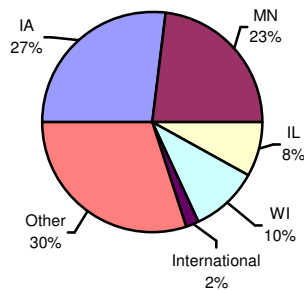
Of those students who selected to attend graduate or professional school after Luther, the largest percentage (47%) reported that they were pursuing a master’s degree. The 2007 graduates indicated pursuing a wide variety of other advanced degrees including medical (8%), professional master’s (16%), doctorate (16%), and law (5%). The following chart provides a breakdown of the types of degrees pursued by the 2007 graduates, including specific notations listing the various degrees within each of these areas.

Type of graduate/professional school degree



Twenty seven percent of the students pursuing graduate or professional school studies did so at an institution in Iowa. Not surprisingly, the states of Minnesota, Wisconsin, and Illinois were selected as locations for graduate study by a significant number of the 2007 graduates (41%). Thirty percent of the surveyed students selected to continue their graduate studies in one of 19 other states beyond the four-state region. Additionally, 2% of the graduates decided to study internationally.

Geographic location of graduate/professional school



Approximately 34% of the respondents are attending graduate school at one of the institutions below. Beyond this, a few select members of the class of 2007 are currently studying at some of the finest research universities in the U.S.---UC-Berkeley, Harvard, Northwestern, Vanderbilt, and the University of Chicago.

Top Graduate School Destinations	
University of Iowa -----	11
University of Minnesota-Twin Cities -----	10
Iowa State University -----	5
University of Wisconsin-Madison -----	3
University of Arizona -----	2
University of Illinois-Urbana/Champaign -----	2

**Employment Activities**

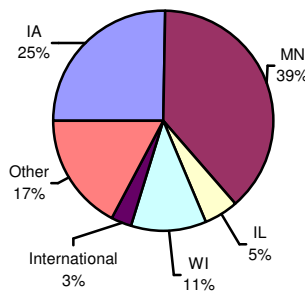
The range of career paths selected by Luther graduates is quite remarkable. The largest single career path for the class of 2007 was "Teaching K-12" with more than 19% of our students pursuing that path. Nursing (10.5%), business/finance/banking (8.8%), marketing/sales/retail

(8.3%), volunteer (8%), and social services (5.7%) round out the list of the top career paths. The following table summarizes the careers pursued by the 2007 graduates.

Summary of Career Paths	
Teaching (K-12)	19.1%
Nursing	10.5%
Business/Finance/Banking	8.8%
Marketing/Sales/Retail	8.3%
Volunteer	8.0%
Social Services	5.7%
Medicine/Health	5.1%
Information Technology	4.6%
Accounting	3.7%
Hotel/Restaurant/Catering	2.6%
Research/Development	2.3%
Sports/Recreation	2.0%
Labor/Human Resources	2.0%
Government (Non-elective)	1.7%
Arts (Performing/Creative)	1.4%
Church-related (Non-clergy)	1.7%
Counseling	1.1%
Publishing/Journalism	1.1%
Other/Various	10.5%

For those students who decided to pursue employment (as opposed to graduate/professional school) the location of employment spans a range of locations. Minnesota led the four-state area with 39% of the class of 2007 selecting it as their place for employment. The remaining three states in the four-state area (Iowa, Wisconsin, and Illinois) were selected for employment by an additional 41% of respondents. Seventeen percent of students found employment outside of the four-state area, while an additional 3% pursued employment in another country.

Geographic location of employment



As would be expected, students pursued their work across a wide variety of impressive regional, national, and international organizations. The following table highlights the names of a few of the employing organizations, arranged by broad industry groupings, with the number of Luther

graduates they employed. The list is not exhaustive, but does provide an overview as to the range and diversity of the hiring organizations.

Selected employers of 2007 graduates – Number of hires			
<b>Business:</b>		<b>Social Sciences:</b>	
JELD-WEN .....	7	International School of Brussels .....	2
Target .....	6	Seoul Foreign School .....	2
John Deere .....	3	Tanager Place .....	2
Securian Financial Group .....	3	West Des Moines School District .....	2
Ernst & Young .....	2		
Deloitte & Touche .....	2		
<b>Health/Sciences:</b>		<b>Technology:</b>	
Mayo Clinic .....	8	Epic Systems .....	7
University of Iowa (Hospitals & Research Ctrs) .....	5	IBM .....	5
American Red Cross .....	2	Medtronic .....	1
Mercy Medical Center .....	2		

### Volunteer Service

As mentioned earlier, 6% of the recent graduates pursued volunteer service as their career path after leaving Luther. The following table lists the top five of those national volunteer organizations who enrolled at least one 2007 Luther graduate.

Volunteer organizations – Number of volunteers	
AmeriCorps .....	6
Peace Corps .....	4
Urban Servant Corps .....	4
Lutheran Volunteer Corps .....	2
Minnesota Conservation Corps .....	1

### Salary Information

Students were asked to indicate their annual starting salary in increments of \$2,500. The range began at less than \$10,000 to over \$50,000. From these data, average salaries grouped by Luther majors were calculated. These averages by major were used to calculate an overall salary average. Please note that far fewer students reported on salary data than other aspects of the survey; approximately 36.3% of the employed students provided salary information. This was expected given the sensitive nature of inquiries about compensation.

The following two tables highlight the average starting salaries by area of study and selected occupations, respectively. We present salary data in these two ways to help readers understand that our graduates pursue career paths both related and unrelated to their major. For example, we have English majors who seek opportunities as writers and editors, as well as positions in business and banking. Salaries in the survey varied greatly by major, geographic location, and industry or occupation. Students studying nursing (as a field of study) commanded the highest starting salaries (\$46,430). The lowest salaries were in the social sciences (\$30,750) and the fine

arts (\$31,170). However, because of the low response rate on salary data, caution should be exercised in making assumptions or drawing conclusions about salary from these data.

<b>Average Salary (by area of study)</b>	
Business <sup>1</sup>	\$39,310
Elementary Education	\$31,480
Fine Arts <sup>2</sup>	\$31,170
Health <sup>3</sup>	\$33,750
Humanities <sup>4</sup>	\$35,220
Nursing	\$46,430
Sciences <sup>5</sup>	\$37,560
Social Sciences <sup>6</sup>	\$30,750

1 Accounting, Management, Economics, MIS

2 Art, Theatre/Dance, Music

3 Athletic Training, Health, Physical Education

4 Communication, English, Environmental Studies, Languages, Philosophy, Religion

5 Biology, Chemistry, Computer Science, Mathematics, Physics

6 Anthropology, History, Political Science, Psychology, Social Work, Sociology

The average starting salaries, broken down by selected occupations, also varied considerably. The highest salaries were in accounting (\$48,750), followed by the information technology (\$46,250), business administration (\$43,000), and merchandising/sales/marketing (\$42,000) fields. The lowest salaries were in social services (\$25,140).

<b>Average Salary (by selected occupations)</b>	
Accounting	\$48,750
Information Technology	\$46,250
Business Admin/Mgmt	\$43,000
Merchandising/Sales/Marketing	\$42,000
Labor/Human Resources	\$35,420
Teaching (K-12)	\$32,920
Social Services	\$25,140

### Migration of Iowa/Non-Iowa Residents

For several years now, Iowa legislators have focused on the migration of college-educated individuals (both for employment and advanced study) into and out of Iowa (commonly referred to as “brain drain”). The charts below reflect the migration of Luther graduates for both employment and graduate school, categorized by their respective home states (or state of residency). For example, of the Iowa residents who are working full-time, 59.6% are working in the state of Iowa while approximately 40.4% accepted employment in another state. Furthermore, of the Iowa residents enrolled in graduate school, 48.5% are attending an institution in Iowa while 51.5% enrolled in an institution in another state. The charts also include detailed migration for Luther graduates from both Minnesota and Wisconsin.

### Employment Migration

RESIDENCY OF STUDENTS	LOCATION OF EMPLOYMENT			
	Iowa	Wisconsin	Minnesota	Another State/Country
Iowa	59.6%	7.7%	15.4%	17.3%
Minnesota	5.3%	6.1%	75.4%	13.2%
Wisconsin	11.9%	40.5%	11.9%	35.7%
Other	10.2%	6.1%	18.5%	65.3%

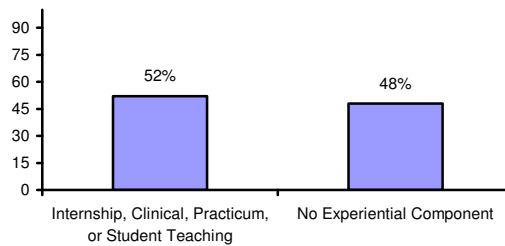
### Graduate School Migration

RESIDENCY OF STUDENTS	LOCATION OF GRADUATE SCHOOL			
	Iowa	Wisconsin	Minnesota	Another State/Country
Iowa	48.5%	3.0%	9.1%	39.4%
Minnesota	11.8%	5.9%	55.9%	26.5%
Wisconsin	15.4%	30.8%	7.7%	46.2%
Other	16.7%	8.3%	16.7%	58.3%

### Student Internships

Just more than half of Luther students engage in internships, student teaching, or other clinical/practicum experiences while at Luther (51.5%). In general, these experiences occur primarily during the junior and senior years and are taken as a part of a student's course of study (for credit), as a supplement to one's studies (non-credit), or both. Some programs at Luther do have a required internship component as a part of the degree program.

Student participation in an internship, clinical, practicum, or student teaching experience



In collaboration with the academic departments at Luther, the Career Center will continue to focus on and dedicate resources to enhancing the internship program at Luther College. Changes to the general Luther curriculum, specifically the January experience (J-term), will continue to afford students more opportunities to explore internships as a viable activity to complement their academic studies. Doing so will not only provide them with “hands-on” experience, but will also allow them to “test” possible occupations before committing to a particular path.

### Post-Graduation Status According to Major

The table on the last page provides a summary of much of the data on which this report is based. The table is organized according to majors. Students who majored in more than one area are represented in the table in each of the majors they obtained. Therefore, the distribution of majors listed in the table does not correspond to the number of 2007 graduates.

### **A Final Word About Careers**

In today's society, we are surrounded by numbers and statistics. We use this information to make and/or justify decisions. Therefore, it is very easy and tempting to examine and use 'numbers' as one of the sole pieces of information in the career decision-making process. If only it was that simple! Pinning down a career, like the selection of a major, is a difficult process. Many factors need to be considered in the selection process, some of which end up being very difficult to quantify. Ultimately, the selection of one's life work is really about the identification of one's self, values, interests, gifts, and passions. The discovery of one's sense of vocation is a process that data cannot capture. Rather, it's a process that will evolve in our graduates' lives over time. It also involves the feeling of being called to work and serving in sometimes unpredictable ways. Charts, graphs, and numbers simply cannot capture this.

POST-GRADUATION STATUS ACCORDING TO MAJOR

Major	Distribution of Majors	# Responding	% Responding	% Seeking Advanced Degrees	% Employed	% Continuing Education	% Other	% Volunteer	% Unemployed & Seeking
Accounting	21	18	86%	17%	83%	0%	0%	0%	0%
Africana Studies	2	2	100%	0%	100%	0%	0%	0%	0%
Anthropology	15	13	87%	46%	54%	0%	0%	0%	0%
Art	27	24	89%	17%	50%	4%	0%	17%	13%
Athletic Training	3	3	100%	100%	0%	0%	0%	0%	0%
Biblical Languages	2	2	100%	50%	50%	0%	0%	0%	0%
Biology	69	64	93%	41%	42%	5%	2%	6%	5%
Chemistry	9	9	100%	67%	33%	0%	0%	0%	0%
Classics/Greek/Latin	2	1	50%	0%	100%	0%	0%	0%	0%
Communication Studies	27	25	93%	4%	80%	4%	0%	8%	4%
Computer Science	11	10	91%	10%	90%	0%	0%	0%	0%
Economics	10	8	80%	25%	75%	0%	0%	0%	0%
Elementary Education	47	46	98%	0%	76%	17%	0%	4%	2%
English	34	30	88%	0%	77%	17%	0%	7%	0%
Environmental Studies	1	1	100%	0%	100%	0%	0%	0%	0%
French	3	3	100%	0%	67%	33%	0%	0%	0%
German	2	2	100%	50%	50%	0%	0%	0%	0%
Health/Health Education	11	11	100%	46%	36%	18%	0%	0%	0%
History	15	15	100%	13%	33%	33%	7%	7%	7%
Interdisc./Indiv.	5	5	100%	0%	60%	0%	0%	40%	0%
Management	59	54	92%	0%	89%	4%	2%	0%	6%
Management Info. Systems	9	9	100%	0%	100%	0%	0%	0%	0%
Mathematics/Math Statistics	20	19	95%	21%	53%	16%	5%	0%	5%
Music	51	45	88%	24%	47%	24%	2%	2%	0%
Nursing	41	38	93%	0%	100%	0%	0%	0%	0%
Philosophy	4	4	100%	25%	75%	0%	0%	0%	0%
Physical Ed.	22	21	95%	29%	52%	14%	5%	0%	0%
Physics	7	6	86%	17%	17%	33%	0%	17%	17%
Political Science	38	33	87%	21%	52%	6%	3%	9%	9%
Psychology	36	33	92%	42%	55%	0%	0%	0%	3%
Religion	20	19	95%	32%	42%	0%	0%	21%	5%
Scandinavian Studies	1	1	100%	100%	0%	0%	0%	0%	0%
Social Work	17	17	100%	18%	53%	6%	0%	18%	6%
Sociology	15	15	100%	20%	53%	0%	7%	13%	7%
Spanish	24	23	96%	13%	48%	22%	0%	13%	4%
Theatre/Dance	8	8	100%	13%	63%	0%	0%	25%	0%
Women's & Gender Studies	1	1	100%	100%	0%	0%	0%	0%	0%
<b>TOTALS</b>	<b>689</b>	<b>638</b>	<b>93%</b>	<b>19%</b>	<b>63%</b>	<b>9%</b>	<b>1%</b>	<b>6%</b>	<b>2%</b>

**Note:** Because of rounding, the sums of percent distributions may not always equal 100.