

DOCUMENT RESUME

ED 095 791

HE 005 866

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TITLE A Follow-up Survey of the 1972 Graduates of the University of Illinois.
INSTITUTION Illinois Univ., Champaign. Bureau of Institutional Research.
PUB DATE Oct 73
NOTE 143p.
EDRS PRICE MF-\$0.75 HC-\$6.60 PLUS POSTAGE
DESCRIPTORS *College Graduates; Educational Experience; *Followup Studies; Graduate Surveys; *Higher Education; *State Universities; *Vocational Followup
IDENTIFIERS *University of Illinois

ABSTRACT

This report focuses on the vocational and educational activities and accomplishments of the graduates of the University of Illinois. Results of a questionnaire survey indicated 83.0 percent of the graduates responding to the survey were employed. There was virtually no difference in the employment rate for men and women graduates. Married women, however, were somewhat less likely to be employed than were single women, the difference being most pronounced among the master's and doctor's degree graduates. The doctor's and professional degree graduates were considerably more frequently employed than were those at the bachelor's and master's degree levels. The graduates of the medical center campus were more likely to have jobs than was true for the other two campuses. Three fourths of the University's graduates with jobs were still in the first jobs they had obtained after graduation. Two thirds of the employed graduates surveyed were employed in Illinois. Most of the graduates overall were employed either by professional agencies and services or by industrial or business firms. Research methodology, statistical data, and additional results are included. (MJM)

ED 095791

**UNIVERSITY BUREAU OF INSTITUTIONAL RESEARCH
UNIVERSITY OF ILLINOIS**

**A FOLLOW-UP SURVEY
OF
THE 1972 GRADUATES
OF
THE UNIVERSITY OF ILLINOIS**

**University Bureau of Institutional Research
University of Illinois**

by

**Franklin L. Duff,
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with the assistance of

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October, 1973

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EDUCATION & WELFARE
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THE UNIVERSITY
BUREAU OF
INSTITUTIONAL RESEARCH

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Champaign, Illinois

G. J. Froehlich
Director

FOREWORD

This report is the second in a series of reports designed to focus on the vocational and educational activities and accomplishments of the graduates of the University of Illinois. The data indicate the extent to which the University's product, its graduates, is acceptable to the business and professional world. They also constitute a source of information of value for curriculum planning and budget allocation.

It is anticipated that this kind of survey will be repeated periodically-- and that surveys of the educational and vocational activities and accomplishments of the University's graduates five and ten years after graduation will be forthcoming.

The present survey was conducted under the direction of Franklin L. Duff, Associate Director of the University Bureau of Institutional Research. He was capably assisted in planning and carrying out the survey, and in preparing this report by Charles N. Dold, Planning Analyst in the Office of Long Range Planning and Analysis.

All of the statistical clerical work necessary during the project was done by Mrs. Sandra Griffin, Mrs. Anne Willis, and Mrs. Helen Wright of the UBIR staff. The typing of the report was under the direction of Miss Diana Brayman.

G. J. Froehlich, Director
University Bureau of
Institutional Research
October, 1973

PROCEDURE AND BACKGROUND

The questionnaire for this survey evolved from a pilot survey of 1971 graduates of the University of Illinois. A simple one-page questionnaire was used that year because it was felt that alumni would be more likely to answer a short questionnaire than a long one. That questionnaire sought to identify each graduate's principal activity--employment, school, or other. The respondents were asked additional questions about their employment and school status, including location of employment, the perceived helpfulness of their most recent major, and degree and other information.

The results of the 1971 survey, which were shared with representatives of the three campuses and others outside the University, clearly indicated that there was no massive glut of graduates of the University of Illinois at any level. Less than six percent of the respondents were in the "unemployed, seeking employment" category. Only one percent of doctoral recipients were unable to find employment. Although 1971 was one of the most difficult employment markets for college graduates since World War II, the experiences of the University of Illinois graduates on the whole were gratifying.

Representatives of the three campuses suggested certain additions and changes to the questionnaire for the circulation of 1972 graduates. Questions were added, for the 1972 survey, concerning the person or agency which helped to secure the position, the graduate's satisfaction with the position relative to his educational background, the graduate's marital status, and which academic program the graduate would have followed if he had the opportunity to repeat his college career.

A large sample of 1972 graduates was selected, designed to be representative of all curricula (excluding medicine). Of over 13,000 degrees awarded by the University of Illinois that year, the sample included 9,117. Excluded

from the sample were the following groups: approximately 3,600 June baccalaureate recipients at the Champaign-Urbana campus who had received a different questionnaire from the Career Development and Placement Office; 600 December, 1972 degree recipients at Chicago Circle who had not been added to the Alumni Association's records at the time the mailing was prepared; approximately 200 MD's at the Medical Center campus at the request of that campus; and (for postal reasons) all graduates with foreign addresses.

Efforts were made to obtain sufficient replies by degree level and curriculum to preclude systematic bias. The original mailing and the second request were sent by bulk mail (without envelopes) to save mailing and material costs. The questionnaire thus had somewhat the appearance of "junk mail," a situation which could have reduced the rate of reply. A selective third first-class mail request was sent to non-respondents of the first two requests in an effort to increase the response rate.

The questionnaire originally was sent to 1972 graduates in February, 1973. The second request was sent in March to those who had failed to respond to the first. The third request was sent in May to all non-responding doctorates, and to graduates at the baccalaureate and master's degree levels in those curricula where less than 50% had responded. At the time of the cut-off in July, 1973, 5624 graduates, 62% of the original sample, had responded to the questionnaire. (The response represents over 43% of all 1972 degrees granted by the University of Illinois.)

A statistical test for systematic bias compared the late returns which were received after the third request was sent, with those who responded to the first or second requests. If there had been a systematic bias, it is likely that the results for the late respondents would have

differed noticeably from those responders who replied early. If, however, no systematic differences occurred for the two groups of responders, the evidence would suggest that those respondents who were slow, and possibly reluctant, to respond were not significantly different from earlier respondents, and therefore that reluctance to reply did not necessarily represent systematic bias. The test did not reveal significant differences between early and late responses.

Additionally, the data were analyzed to determine whether identifiable strata of the population had a different propensity to answer the questionnaire than other strata. This analysis was carried out by degree level, campus, sex, and curricular area (HEGIS major).

As the data below suggest, graduates at all degree levels responded about equally well to the questionnaire, except at the doctor's degree level where the higher response rate could be attributed at least in part to the added efforts to obtain responses from these graduates (a third request was sent to all doctor's degree graduates who did not respond to either of the first two requests).

| | <u>Questionnaires Sent</u> | <u>Replies</u> | <u>%</u> |
|--------------|----------------------------|----------------|-----------|
| Bachelor's | 5,050 | 3,062 | 61 |
| Master's | 2,824 | 1,729 | 61 |
| Doctor's | 830 | 590 | 71 |
| Professional | <u>413</u> | <u>243</u> | <u>59</u> |
| | 9,117 | 5,624 | 62 |

Additionally, graduates from all three campuses responded about equally well to the questionnaire, as is indicated by the following analysis:

| | <u>Questionnaires Sent</u> | <u>Replies</u> | <u>%</u> |
|------------------|----------------------------|----------------|-----------|
| Champaign-Urbana | 5,894 | 3,675 | 62 |
| Medical Center | 495 | 338 | 68 |
| Chicago Circle | <u>2,728</u> | <u>1,611</u> | <u>59</u> |
| | 9,117 | 5,624 | 62 |

The percentage of replies by sex was compared to recent statistics on the sex distribution of University graduates. A summary of this review is as follows:

| | <u>Men</u> | <u>Women</u> |
|--|------------|--------------|
| Sex Distribution of 1972 Degree Recipients | 64% | 36% |
| Sex Distribution of Respondents to the Questionnaire | 62% | 38% |

Finally, the response rates for bachelor's degree graduates for the various curricular areas (HEGIS majors) were compared. Excluding Area Studies which contained a very small number of graduates, the rates ranged from a low of 40.9% to a high of 95.4%. All but four of the seventeen curricular areas with bachelor's degree graduates had response rates in excess of sixty percent. The four areas with the lowest response rates were Architecture and Environmental Design (50.8%), Education (55.0%), Health Professions (53.8%), and Public Affairs and Services (40.9%). The response rate pattern appeared to be sufficiently even to preclude the likelihood of serious response bias among the various curricular areas.

These tests and analyses suggested that there was no evidence of systematic bias in the replies, and that the resulting data could be relied upon as representative of 1972 degree recipients from the University of Illinois.

RESULTS

I. EXTENT AND NATURE OF EMPLOYMENT

University-wide, 33.0% of the sample of 5,624 responding graduates were employed at the time they were surveyed (see Table 1)¹. The percentages of employment for the doctor's and professional degree graduates (97.4% and 95.9%, respectively) were considerably higher than for the bachelor's and master's recipients (78.0% and 85.1%, respectively). There was virtually no difference in employment rate among men and women graduates. Being married decreased somewhat the likelihood of a woman graduate being employed, with the difference being most pronounced at the master's and doctor's degree levels.

The highest incidence of employment occurred for the Medical Center graduates, which resulted primarily from higher percentages at the bachelor's and master's degree levels. The differences between Champaign-Urbana and Chicago Circle were small at all degree levels.

University-wide, 90.5% of the graduates with jobs were employed full time (see Table 2). The percentage of full-time employment at the doctor's and professional degree levels was somewhat above that for the two lower degree levels, but the overall proportion of employed graduates with full-time jobs was similar for each of the three campuses.

Extent to Which Graduates Still in Entry Jobs

Three fourths of the University's employed graduates indicated that they still were in the first jobs they had secured after graduation (see Table 3). There were differences by degree level, with the percentages of persons employed in the entry job among the doctor's and professional degree graduates (83.4% and 86.2%, respectively) being somewhat higher than those for the bachelor's and master's degree graduates (73.3% and 72.3%, respectively). The proportion of graduates still in the initial job was somewhat higher for

¹ All tables can be found in Appendix A.

the Medical Center campus graduates (83.8%) than for either of the other two campuses. The percentages for Champaign-Urbana (74.9%) and Chicago Circle (73.0%) were quite similar.

Extent of Employment in Illinois

About two thirds (66.8%) of the employed graduates surveyed had secured employment in Illinois. There were rather marked degree level differences, with the highest percentage (82.3%) occurring for the bachelor's degree graduates. In sharp contrast, only 27.4% of the doctor's degree graduates had remained in Illinois. The percentages of master's and professional degree graduates employed in Illinois (58.8% and 62.0%, respectively) were intermediate to these two extremes (see Table 4).

By far the highest proportion of Illinois-employed graduates (91.5%) occurred for the Chicago Circle campus. In second position were the Medical Center graduates, 76.7% of whom had jobs in Illinois. Just over one half (55.6%) of the Champaign-Urbana campus graduates were employed within the State. That these differences were not totally a function of degree level was indicated by the fact that for the three academic degree levels the percentages for the three campuses were in the same order, being highest for Chicago Circle and lowest for Champaign-Urbana. This trend was reversed at the professional degree level where a higher proportion of Champaign-Urbana graduates (66.7%) were employed in Illinois than was true for the Medical Center (47.3%). Nonetheless, the graduates of the Champaign-Urbana campus appeared generally to be considerably more mobile than their counterparts at the other two campuses.

Type of Employer

Not surprisingly, most of the employed graduates were working for either professional agencies or services (34.7%) or industrial or business firms (32.4%).

About one fifth of them (19.9%) were employed by universities or colleges and the remaining 13.0% had jobs in public agencies (see Table 5).

The degree level differences in type of employer, which were quite marked, were reasonable ones. The bachelor's degree graduates tended to be employed in industrial-business firms (46.9%) and professional agencies or services (32.5%). The largest concentration of master's degree graduates (44.7%) were employed by professional agencies or services. Two thirds (67.0%) of the doctor's degree graduates had obtained positions in colleges or universities, while almost as high a percentage (60.9%) of the professional degree recipients were employed with professional agencies or services.

The most pronounced inter-campus differences were as follows: a higher proportion of graduates from the Chicago Circle campus with industrial-business employers (46.6%) than was true for either Champaign-Urbana (27.8%) or the Medical Center (20.7%); a greater concentration of Champaign-Urbana graduates employed by universities and colleges (25.3%) than for either of the other two campuses (11.0% for Medical Center and 8.9% for Chicago Circle); and a higher percentage of Medical Center graduates employed with professional agencies and services. These differences probably were a function of differences in degree level and curricular mix.

Quality of Institutions Employing the Doctor's Degree Graduates

A university is particularly concerned about the job placement of its graduate students, especially those who earn the doctor's degrees and who obtain positions in colleges or universities. Accordingly, some attempt was made to analyze the performance of the 1972 doctor's degree graduates in this respect. For this purpose, two indices of institutional quality were used.

The first index, which was based on the Roose-Andersen¹ ratings, was used for institutions that grant doctor's degrees. The Roose-Andersen study covered departments in only 130 institutions. Doctoral institutions not included in the Roose-Andersen sample were given a relatively low quality rating. This was judged to be reasonable since such institutions generally would grant a relatively small number of doctorates and therefore probably would have received a low rating had they been included in the Roose-Andersen survey.

The second index, which was applied to all institutions not awarding doctor's degrees, was based on the average ACT score for freshmen students at each institution involved. It was felt that this measure of the quality of beginning students would be at least an indirect reflection of the overall quality of the institution.

As already implied, relatively few doctor's degree graduates of the Chicago Circle and Medical Center campuses were employed by colleges or universities. Therefore, the analysis of the quality of the employing institutions focused primarily on the 367 doctor's degree graduates of the Champaign-Urbana campus (67.0% of the total doctor's degrees at Champaign-Urbana) who had positions with a college or university.

The 130 institutions included in the Roose-Andersen survey were put in rank order based on a composite of the ratings of individual disciplines produced by that survey. The top fourteen institutions in terms of this composite--all Ivy League, Big Ten, and Western Conference institutions--were the employers of 17.3% of the 162 Champaign-Urbana doctor's degree

¹ Roose, Kenneth D. and Charles J. Andersen, 1970. A Rating of Graduate Programs. American Council on Education.

graduates who were employed by U.S. institutions granting doctor's degrees. The next thirteen institutions, the majority of which were Ivy League and Big Ten schools, employed another 9.9% of the 162 Champaign-Urbana doctoral degree recipients. Thus, 27.2% of the doctor's degree graduates employed by doctorate institutions had secured positions with the top 27 Ph.D. granting institutions in the nation. The largest proportion of the doctor's degree graduates of the Champaign-Urbana campus (and also of the University) with doctoral university jobs--45.0% of the 162--was employed by the other 103 institutions in the Roose-Andersen study. The remaining 27.8% of the 162 doctor's degree graduates had positions with doctoral degree institutions not in the Roose-Andersen survey. The percentages for all three campuses combined were virtually the same as those reported for the Champaign-Urbana campus (see Table 6).

Another 123 Champaign-Urbana doctor's degree graduates were employed by U.S. colleges and universities that do not have doctoral programs. About one eighth (12.2%) of these graduates were employed by institutions whose freshmen averaged 26 or higher on the ACT. Another 10.6% had positions with colleges or universities with average freshman ACT scores of 24 or 25. Accordingly, over one fifth (22.8%) of these graduates held jobs with institutions whose freshmen averaged quite well on the ACT. About one fourth (26.0%) of the 123 doctor's degree graduates were employed by institutions with relatively low average freshman ACT scores--21 or below. The University-wide results were almost identical to those for the Champaign-Urbana campus (see Table 7).

Graduates With Post-Doctoral Fellow Appointments

Sixty-six of the University's doctor's degree graduates surveyed were employed by colleges and universities as post-doctoral fellows. This

represented 11.2% of the 590 doctor's degree recipients responding to the survey.

The quality of the institutions in which the doctor's degree graduates secured post-doctoral fellowships was analyzed, using the composite ratings based on the Roose-Andersen study. Since relatively few--seven--of the sixty-six persons involved were graduates of either the Medical Center or Chicago Circle campuses, the discussion will focus primarily on the data for the Champaign-Urbana campus.

Three fifths (62.1%) of the Champaign-Urbana campus doctor's degree graduates with post-doctoral fellowship appointments were employed at one of the top fourteen institutions on the Roose-Andersen ratings. Those graduates with such appointments at the next thirteen institutions on this rating accounted for another 13.8% of the doctor's degree graduates. This means that three fourths (75.9%) of the fifty-nine Champaign-Urbana doctor's degree recipients with post-doctoral fellowships had obtained those fellowships at the twenty-seven highest quality U.S. graduate institutions, as determined by the Roose-Andersen survey ratings. All but one of the remaining fifty-nine doctoral graduates (22.4%) had their fellowships with other institutions included in the Roose-Andersen sample (see Table 8).

It should be added that the data for all campuses combined were not markedly different from those for the Champaign-Urbana campus alone, the percentages for the top twenty-seven institutions and for the remaining Roose-Andersen institutions being, respectively, 72.3% and 24.6%.

Summary

University-wide, 33.0% of the graduates responding to the survey were employed. There was virtually no difference in the employment rate for men and women graduates. Married women, however, were somewhat less likely to

be employed than were single women, the difference being most pronounced among the master's and doctor's degree graduates. There were both degree level and campus differences on employment rate. The doctor's and professional degree graduates were considerably more frequently employed than were those at the bachelor's and master's degree levels. The graduates of the Medical Center campus were more likely to have jobs than was true for the other two campuses.

Three fourths of the University's graduates with jobs still were in the first jobs they had obtained after graduation.

Two thirds of the employed graduates surveyed were employed in Illinois. The incidence of Illinois employment was much higher for the bachelor's degree (82.3%) graduates than for the other three degree levels, particularly the doctor's degree recipients, only 27.4% of whom had remained in Illinois. Nine tenths of the graduates of the Chicago Circle campus were employed in Illinois as compared to just over one half of the Champaign-Urbana graduates. The graduates of the Champaign-Urbana campus were considerably more mobile, at all except the professional degree level, than were their counterparts at the other two campuses.

Most of the graduates overall were employed either by professional agencies and services or by industrial or business firms. The bachelor's degree graduates tended to be employed with either industrial-business firms or professional agencies. The largest proportion of the master's degree graduates were with professional agencies and services. Two thirds of the doctor's degree recipients held positions in colleges or universities, while almost as high a proportion of the professional degree graduates were employed with professional agencies or services.

Those doctor's degree graduates who were employed by colleges or universities were further analyzed in terms of the quality of the employing institutions. It was found that 27.2% of the Champaign-Urbana doctor's degree recipients who were employed by doctorate institutions had secured positions with the 27 highest rated Ph.D. granting institutions in the nation. Over one fifth (22.8%) of the doctor's degree graduates of the Champaign-Urbana campus who had secured employment with colleges and universities with no doctoral programs were employed by institutions with relatively high average freshman ACT scores--24 or higher. In both cases, the data for the three campuses combined were essentially the same as the results for the Champaign-Urbana campus which accounted for the bulk of the doctor's degree graduates employed by colleges and universities.

Sixty-six of the 590 responding doctor's degree recipients held post-doctoral fellowships, 59 of them Champaign-Urbana graduates. About three fourths of these post-doctoral fellowships were held at the twenty-seven highest quality U.S. graduate institutions.

II. UNEMPLOYMENT

One measure of the vocational success of a group is the relative absence of unemployment within the group. The 1972 graduates of the University on the whole fared quite well on this measure. Only 4.0%¹ of the graduates who were surveyed indicated that they were unemployed and seeking employment (see Table 9).

Variation of Unemployment by Degree Level

As might have been anticipated, the University's bachelor's degree graduates experienced the most unemployment--4.9%² of this group were seeking employment. The master's degree graduates were somewhat more successful in securing jobs (3.5% unemployed), and the doctor's and professional degree recipients exhibited the lowest degree of relative involuntary unemployment (1.9% and 1.2%, respectively).

Variation of Unemployment by Sex

There was a rather marked sex difference in unemployment for the University's graduates (Table 9), the female graduates having been more than twice as likely to be seeking employment (6.0% unemployed) as was true for the male graduates (2.8% unemployed). This difference occurred for all except the professional degree level where the number of females was too small to permit stable results. The difference was particularly pronounced at the master's and doctor's degree levels at the Champaign-Urbana campus.

Married women experienced markedly more unemployment (7.7%) than did single women (4.4%). This difference, moreover, was exhibited at all

¹ Adding the data from the separate survey of the June Champaign-Urbana bachelor's degree graduates (The unemployment rate for those 1,403 graduates was 2.8%.) reduces the University-wide rate to 3.8%.

² 4.2% if the June Champaign-Urbana bachelor's degree graduates are included.

degree levels, excluding the professional degree level where there was no unemployment among the women, but was largest at the doctor's degree level.

Variation of Unemployment by Campus

There were overall differences in unemployment level among the three campuses, the Chicago Circle graduates having experienced the greatest difficulty in obtaining employment (5.9% unemployment). Chicago Circle's higher unemployment rate occurred among the male bachelor's and master's degree graduates, primarily the former who experienced considerably more involuntary employment (5.9%) than did the corresponding group at either Champaign-Urbana (2.9%) or Medical Center (0.0%). The rates for female bachelor's graduates at Urbana and Chicago Circle were virtually identical. There was almost no unemployment among the Medical Center graduates.

University-Wide Variation of Unemployment by Curricular Area

There were University-wide curricular differences in unemployment level among the graduates (see Table 10). The unemployment rate ranged from 0.0%* for the undergraduate curricula and graduate majors in Area Studies (HEGIS major) to 9.2% for the Foreign Languages (HEGIS major).#

The following areas or groupings of curricula experienced the most difficulty in securing employment, each with at least a six percent involuntary unemployment rate:

High University-wide Unemployment Areas

| | |
|---------------------------------|------|
| Foreign Languages | 9.2% |
| Fine and Applied Arts | 7.9% |

The curricular groupings used are those defined by the U. S. Office of Education in their Higher Education General Information Survey (HEGIS).

* Based on a sample of 10 or fewer graduates.

| | |
|---------------------------|------|
| Mathematics | 7.2% |
| Library Science | 6.6% |
| Letters | 6.0% |
| Social Sciences | 6.0% |

For two of these areas--Foreign Languages and Fine and Applied Arts--the relatively high unemployment rate prevailed at all possible degree levels. The difficulty for the remaining areas was more selective with respect to degree level. For Letters and Social Sciences plus several additional areas not cited above--Communications, Physical Sciences, and Psychology--high unemployment was concentrated among the bachelor's degree graduates.

At the other end of the distribution were the following areas, or groupings, each with less than three percent unemployment:

Low University-Wide Unemployment Areas

| | |
|---|-------|
| Area Studies | 0.0%* |
| Health Professions | 0.7% |
| Agriculture & Natural Resources | 1.3% |
| Engineering | 1.4% |
| Home Economics | 2.0% |
| Education | 2.1% |
| Law | 2.1% |
| Architecture & Environmental Design | 2.3% |

Intra-Campus Variation of Unemployment by Curricular Area

The extent of involuntary unemployment varied widely among the HEGIS majors at each campus, with the exception of the Medical Center campus for which unemployment was almost nonexistent for all areas represented. At Champaign-Urbana the range was from no unemployment for Area Studies* and Health Professions to 10.9% unemployment for Foreign Languages, and at Chicago Circle from no unemployment for Architecture and Environmental

* Based on a sample of 10 or fewer graduates.

Design to 12.5% unemployment for Physical Sciences.

The areas at the Champaign-Urbana campus for which securing employment was the greatest problem, each with an unemployment rate of at least six percent, were the following (The degree levels are indicated):

High Unemployment Areas at Champaign-Urbana

Public Affairs and Services: doctor's (25.0%)*
 Foreign Languages: bachelor's (9.5%), master's (13.1%), doctor's (7.7%)
 Mathematics: bachelor's (9.5%), master's (10.2%)
 Fine and Applied Arts: master's (9.6%), doctor's (9.5%)
 Biological Sciences: bachelor's (6.1%), master's (8.3%)
 Psychology: bachelor's (8.1%)
 Letters: bachelor's (7.3%)
 Social Sciences: bachelor's (7.0%)
 Library Science: master's (6.9%)
 Communications: bachelor's (6.7%)

At Chicago Circle, the following groups of graduates exhibited unemployment rates of at least six percent:

High Unemployment Areas at Chicago Circle

Fine and Applied Arts: bachelor's (10.6%), master's (20.0%)*
 Physical Sciences: bachelor's (15.4%)
 Biological Sciences: master's (14.3%)*
 Mathematics: bachelor's (8.2%)
 Social Sciences: bachelor's (7.8%)
 Letters: bachelor's (7.3%), master's (10.0%)*
 Foreign Languages: bachelor's (6.7%)

As has been implied earlier, no area at the Medical Center campus achieved a high level of unemployment at any degree level.

In spite of these occurrences of relatively high unemployment, there were numerous instances of low unemployment--less than three percent--at each of the three campuses. At Champaign-Urbana a lower than three percent rate occurred for one or more degree levels for all areas except Biological Sciences and Foreign Languages. At the Chicago Circle campus, the only areas failing to exhibit this low degree of unemployment at any

* Based on a sample of 10 or fewer graduates.

degree level were Biological Sciences, Business and Management, Fine and Applied Arts, Letters, and Public Affairs and Services. All curricular groupings at the Medical Center campus achieved a lower than three percent rate of unemployment at every possible degree level.

Inter-Campus Variation of Unemployment by Curricular Area

The majority of the differences in unemployment rate for comparable curricular groupings (HEGIS majors) among the three campuses were quite small. The most marked differences between the graduates of the Champaign-Urbana and Chicago Circle campuses, which occurred at the bachelor's and master's degree levels, were as follows:

| | <u>Champaign- Urbana</u> | <u>Chicago Circle</u> |
|---|------------------------------|---------------------------|
| Biological Sciences: master's | 8.3% | 14.3%* |
| Computer & Information Sciences: bachelor's | 0.0%* | 5.3% |
| Fine and Applied Arts: bachelor's | 0.0% | 10.6% |
| Fine and Applied Arts: master's | 9.6% | 20.0%* |
| Foreign Languages: master's | 13.1% | 0.0%* |
| Letters: master's | 3.7% | 10.0%* |
| Mathematics: master's | 10.2% | 0.0% |
| Physical Sciences: bachelor's | 4.0% | 15.4% |

The above differences tended to favor the Champaign-Urbana graduates. The only pronounced difference involving the Medical Center concerned the Biological Sciences master's degree graduates who experienced a lower unemployment rate (0.0%)* than did their counterparts at either Champaign-Urbana (8.3%) or Chicago Circle (14.3%)*.

The Value of a Teaching Certificate

The unemployment rate for persons with and without teaching certificates was contrasted for the graduates of the Champaign-Urbana and Chicago Circle

* Based on a sample of 10 or fewer graduates.

campuses. At both campuses the differences between the groups generally were small (see Table 11).

However, some rather sharp differences did occur. Among the Champaign-Urbana graduates, lower unemployment rates were reflected for those without teaching certificates for the following curricular groups:

| | <u>With Certif.</u> | <u>Without Certif.</u> |
|---|-------------------------|----------------------------|
| Architecture and Environmental Design: master's | 50.0%* | 0.0% |
| Biological Sciences: doctor's | 20.0%* | 2.1% |
| Business and Management: bachelor's | 25.0%* | 3.9% |
| Letters: bachelor's | 11.1% | 4.4% |
| Mathematics: bachelor's | 17.6% | 4.0% |
| Psychology: bachelor's | 66.7%* | 6.0% |
| Psychology: master's | 50.0%* | 0.0% |

Lower unemployment rates were exhibited for Urbana graduates with teaching certificates for the following groups:

| | <u>With Certif.</u> | <u>Without Certif.</u> |
|---|-------------------------|----------------------------|
| Biological Sciences: bachelor's | 0.0%* | 6.8% |
| Biological Sciences: master's | 4.0% | 10.6% |
| Computer and Information Sciences: doctor's | 0.0%* | 5.9% |
| Fine and Applied Arts: doctor's | 0.0%* | 11.8% |
| Foreign languages: bachelor's | 6.9% | 15.4% |
| Foreign Languages: master's | 3.8% | 25.0% |
| Foreign Languages: doctor's | 0.0%* | 9.1% |
| Home Economics: master's | 0.0%* | 12.5%* |
| Library Science: master's | 4.2% | 8.5% |
| Mathematics: master's | 6.4% | 16.7% |
| Public Affairs and Services: doctor's | 0.0%* | 33.3%* |
| Social Sciences: bachelor's | 0.0% | 7.9% |

At Chicago Circle the following curricular groupings experienced lower unemployment rates for those without teaching certificates:

| | <u>With Certif.</u> | <u>Without Certif.</u> |
|---------------------------------------|-------------------------|----------------------------|
| Letters: master's | 33.3%* | 0.0%* |
| Mathematics: bachelor's | 15.0% | 4.9% |
| Public Affairs and Services: master's | 9.1% | 4.4% |
| Social Sciences: bachelor's | 14.5% | 6.5% |

* Based on a sample of 10 or fewer graduates.

Chicago Circle graduates with teaching certificates exhibited lower unemployment for the following groupings:

| | <u>With Certif.</u> | <u>Without Certif.</u> |
|-----------------------------------|-------------------------|----------------------------|
| Fine and Applied Arts: bachelor's | 5.0% | 12.3% |
| Fine and Applied Arts: master's | 0.0%* | 33.3%* |
| Physical Sciences: bachelor's | 0.0%* | 16.7% |
| Psychology: bachelor's | 0.0%* | 5.7% |

The above results would suggest that, in those instances that there was a difference in unemployment rate between graduates with and without a teaching certificate, it was more often than not true that the graduates with the teaching certificates were in the more advantageous positions, at least among the Champaign-Urbana graduates. Perhaps the greatest significance lies in the fact that holding a teaching certificate was of value in certain instances.

Summary

The unemployment rate was only 4.0% for the 1972 graduates of the University.

There were both University-wide degree level and sex differences in unemployment. The bachelor's degree recipients had somewhat more difficulty than the other degree level graduates in obtaining employment. The sex difference was rather marked, female graduates having been over twice as likely as males to be seeking employment. Within the women graduates, being married increased considerably the probability of being unemployed.

There also were inter-campus differences in rate of unemployment, the Chicago Circle graduates, particularly the males at the bachelor's level, having experienced the greatest problem in obtaining employment.

Some of the more pronounced differences in unemployment rate occurred among the curricular groupings or areas (HEGIS majors). University-wide, some curricular areas exhibited virtually no unemployment, while others showed

unemployment rates in excess of six percent. For individual degree levels within a single campus--excluding the Medical Center campus for which unemployment was almost nonexistent--the curricular variation was even greater, the unemployment rate in some instances exceeding ten percent.

Although most of the differences in unemployment rate for comparable HEGIS majors among the three campuses were quite small, the few differences that did occur between Champaign-Urbana and Chicago Circle tended to favor the Urbana graduates.

Holding a teaching certificate generally did not seem to be associated with a change in unemployment rate. However, in those instances where there was a difference in percentage of unemployment between those graduates with and without a teaching certificate, the results tended somewhat to favor the certificate holder, at least at Champaign-Urbana.

III. UNDEREMPLOYMENT

Another reflection of the degree of vocational success of the graduates was the extent to which those who were employed had jobs that were appropriate for college graduates. For purposes of this analysis, any graduate was considered to be suitably employed who was employed in a professional, technical, administrative, sales, or farming (other than laboring) position. All other employed graduates--those in clerical, craft (skilled), operative (semi-skilled), laboring, or service jobs--were classified as underemployed. This definition or criterion of underemployment admittedly is arbitrary, but it is felt that it is quite reasonable, particularly for the bachelor's degree graduates. For those with master's and doctor's degrees, especially the latter, it could tend to underestimate the relative frequency of underemployment. As was true for certain other analyses relating to employment, underemployment was analyzed only for those graduates who indicated employment to be their principal activity.

Under the above definition, 12.5% of the University's graduates surveyed were judged to be underemployed (see Table 12). Thus there was more underemployment than unemployment among the 1972 graduates.

Variation of Underemployment by Degree Level

By far the greatest concentration of underemployment University-wide occurred for the bachelor's degree graduates, 22.4% of whom were so employed. Underemployment was not otherwise a serious problem, being only 3.1% at the master's degree level and virtually nonexistent among the doctoral and professional degree graduates (0.3% and 0.9%, respectively).

Variation of Underemployment by Sex

The relative incidence of underemployment among the University's graduates was somewhat greater for women (16.7%) than for men (10.1%).

This difference prevailed at all degree levels except for doctoral degree graduates. It was most marked for the bachelor's degree graduates at Champaign-Urbana and Chicago Circle, and at the master's degree level at Champaign-Urbana. The direction was reversed for Chicago Circle master's degree graduates for whom underemployment was a greater problem for the males.

University-wide and for the individual campuses, marital status among the female graduates was not a factor in the rate of underemployment.

Variation of Underemployment by Campus

The Chicago Circle campus reflected by far the highest percentage of underemployment (26.2%). Less than one tenth (8.1%) of the Champaign-Urbana graduates were underemployed; and there was no underemployment among the Medical Center graduates. Since the Champaign-Urbana and Chicago Circle percentages were reasonably similar at each degree level, it would appear that the overall difference between the two campuses was in great part a function of the differing degree level mix for those campuses.

University-Wide Variation of Underemployment by Curricular Area

There were extremely large all-University curricular differences in the extent of underemployment (see Table 13). The rates of underemployment ranged from a low of 1.4% for Law to a high of 50.0%* for Area Studies.

Underemployment was particularly pronounced for some curricular (HEGIS) groupings. At least fifteen percent of the University's graduates in each of the following HEGIS majors were found to be underemployed:

* Based on a sample of 10 or fewer graduates.

| | |
|-----------------------------|--------|
| Area Studies | 50.0%* |
| Psychology | 38.9% |
| Social Sciences | 37.9% |
| Foreign Languages | 30.6% |
| Letters | 24.2% |
| Home Economics | 20.5% |

For each of these areas, and in general, the underemployment was concentrated primarily among the bachelor's degree graduates.

By contrast, for each of the following HEGIS majors the underemployment rate was below five percent:

| | |
|--|------|
| Health Professions | 0.0% |
| Law | 1.4% |
| Architecture and Environmental Design | 1.6% |
| Computer and Information Sciences | 2.2% |
| Library Science | 2.5% |
| Physical Sciences | 3.9% |
| Biological Sciences | 4.2% |
| Public Affairs and Services | 4.3% |
| Engineering | 4.5% |

Intra-Campus Variation of Underemployment by Curricular Area

With the exception of the Medical Center, whose graduates experienced no underemployment, the rate of underemployment varied widely among the curricular groupings (HEGIS majors) within each campus. For Champaign-Urbana the rate ranged from a low of 0.0% for both Computer and Information Sciences and Health Professions to a high of 50.0%* for Area Studies. The Chicago Circle graduates varied in underemployment rate from a low of 0.0% for Architecture and Environmental Design and Public Affairs and Services to a high of 53.4% for Psychology.

* Based on a sample of 10 or fewer graduates.

The areas for which Champaign-Urbana graduates experienced the highest degree of underemployment, each with a rate in excess of fifteen percent, were as follows (The degree levels are indicated.):

High Underemployment Areas at Champaign-Urbana

Area Studies: bachelor's (50.0%)*
 Letters: bachelor's (44.1%)
 Social Sciences: bachelor's (43.7%)
 Public Affairs and Services: bachelor's (37.5%)
 Psychology: bachelor's (36.2%)
 Foreign Languages: bachelor's (33.3%), master's (25.8%)
 Home Economics: bachelor's (26.1%), master's (15.4%)
 Agriculture and Natural Resources: bachelor's (25.5%)
 Fine and Applied Arts: bachelor's (20.8%)
 Business and Management: bachelor's (18.9%)

At Chicago Circle campus, graduates in the following areas reflected underemployment rates of at least fifteen percent:

High Underemployment Areas at Chicago Circle

Psychology: bachelor's (54.1%), master's (33.3%)*
 Social Sciences: bachelor's (52.1%)
 Foreign Languages: bachelor's (41.9%)
 Physical Sciences: master's (33.3%)*
 Letters: bachelor's (29.0%)
 Biological Sciences: bachelor's (27.0%)
 Fine and Applied Arts: bachelor's (23.2%)
 Mathematics: bachelor's (17.9%)
 Business and Management: bachelor's (17.2%)

These areas of high underemployment notwithstanding, there were many instances of low underemployment--a rate less than five percent--at each of the three campuses. At Champaign-Urbana underemployment rates lower than five percent occurred at one or more degree levels for every area except Area Studies (which contained a very small number of graduates). The only areas at Chicago Circle failing to produce a low rate of underemployment for a single possible degree level were Business and Management, Education, Letters, and Psychology. As already indicated, no area at the Medical Center produced any underemployment at any degree level.

* Based on a sample of 10 or fewer graduates.

Inter-Campus Variation of Underemployment by Curricular Area

Most of the inter-campus differences in rate of underemployment for comparable groupings of curricula were small. The few sizeable differences that did occur involved the Champaign-Urbana and Chicago Circle bachelor's and master's graduates. Tending to favor the Champaign-Urbana graduates somewhat more often than not, they were in the following areas:

| | <u>Champaign- Urbana</u> | <u>Chicago Circle</u> |
|--|------------------------------|---------------------------|
| Architecture and Environmental Design: bachelor's | 6.9% | 0.0% |
| Biological Sciences: bachelor's | 13.9% | 27.0% |
| Computer and Information Sciences: bachelor's | 0.0%* | 6.2% |
| Foreign Languages: master's | 25.8% | 0.0% |
| Letters: bachelor's | 44.1% | 29.0% |
| Physical Sciences: bachelor's | 4.0% | 11.8% |
| Physical Sciences: master's | 3.7% | 33.3%* |
| Psychology: bachelor's | 36.2% | 54.1% |
| Psychology: master's | 11.1%* | 33.3%* |
| Social Sciences: master's | 7.5% | 14.3% |

Value of a Teaching Certificate

The rate of underemployment for graduates with and without teaching certificates was compared for the Champaign-Urbana and the Chicago Circle campuses.

Most of the curricular differences at Champaign-Urbana were small (Table 14). However, a number of sizeable differences did occur. Lower underemployment rates were exhibited by those without teaching certificates for the following curricular areas:

| | <u>With Certif.</u> | <u>Without Certif.</u> |
|-------------------------------|-------------------------|----------------------------|
| Education: bachelor's | 12.9% | 0.0%* |
| Foreign Languages: bachelor's | 31.8% | 16.7%* |
| Social Sciences: master's | 8.0% | 3.4% |

* Based on a sample of 10 or fewer graduates.

Lower rates of underemployment occurred for the graduates with teaching certificates in each of the following areas:

| | <u>With Certif.</u> | <u>Without Certif.</u> |
|---|-------------------------|----------------------------|
| Agriculture and Natural Resources: bachelor's | 0.0%* | 24.1% |
| Biological Sciences: bachelor's | 0.0%* | 13.5% |
| Communications: master's | 0.0%* | 6.7% |
| Engineering: bachelor's | 0.0%* | 7.0% |
| Fine and Applied Arts: bachelor's | 7.1% | 37.5% |
| Fine and Applied Arts: master's | 0.0% | 12.2% |
| Foreign Languages: master's | 17.4% | 40.0% |
| Home Economics: bachelor's | 11.1%* | 27.8% |
| Home Economics: master's | 0.0%* | 33.3%* |
| Letters: bachelor's | 32.1% | 52.9% |
| Letters: master's | 5.9% | 12.9% |
| Mathematics: master's | 0.0% | 9.1% |
| Psychology: bachelor's | 0.0%* | 31.5% |
| Social Sciences: bachelor's | 16.7% | 45.7% |

At the Chicago Circle, most of the differences for the various curricular groupings were fairly substantial. None of the differences favored graduates without teaching certificates. The curricular areas that reflected lower underemployment rates for those with certificates were as follows:

| | <u>With Certif.</u> | <u>Without Certif.</u> |
|-------------------------------|-------------------------|----------------------------|
| Education: bachelor's | 13.6% | 30.8% |
| Engineering: bachelor's | 0.0%* | 6.9% |
| Foreign Languages: bachelor's | 24.0% | 52.2% |
| Letters: bachelor's | 20.0% | 32.5% |
| Letters: master's | 0.0%* | 16.7%* |
| Mathematics: bachelor's | 7.1% | 18.8% |
| Physical Sciences: bachelor's | 0.0%* | 9.5% |
| Physical Sciences: master's | 0.0%* | 25.0%* |
| Social Sciences: bachelor's | 26.9% | 56.1% |
| Social Sciences: master's | 0.0%* | 16.7% |

Thus, for both campuses, in those curricular areas where there was a sizeable difference in rate of underemployment between graduates with and without a teaching certificate, there was a decided tendency for the differences to favor those with the teaching certificate.

* Based on a sample of 10 or fewer graduates.

Summary

The rate of underemployment for the 1972 graduates of all three campuses combined was 12.5%, higher than the rate of unemployment for the group.

There were substantial University-wide degree level differences, with by far the greatest concentration of underemployment having occurred among the bachelor's degree graduates.

Among the graduates, women were somewhat more likely to be underemployed than were men. This sex difference existed for all except the doctoral degree level. For the total University and for each campus, marital status among the female graduates was not a factor in the rate of underemployment.

The Chicago Circle graduates experienced by far the highest percentage of underemployment of the three campuses. There was no underemployment among the Medical Center graduates. The considerably greater incidence of underemployment for Chicago Circle graduates, as compared to the graduates of Champaign-Urbana campus, appeared in great part to be a function of degree level mix.

There were extremely large variations in underemployment rate among the different curricular (HEGIS majors) groupings both University-wide and for the Champaign-Urbana and Chicago Circle campuses. In each case some curricular areas reflected little or no underemployment, while for other areas half or more of the graduates were underemployed.

Generally speaking, the inter-campus differences in underemployment rate for comparable curricular groupings were small. The few sizeable

differences that did occur involved the Champaign-Urbana and Chicago Circle bachelor's and master's degree graduates. These differences tended somewhat to favor the Champaign-Urbana graduates.

Although possession of a teaching certificate did not generally reflect a marked change in the rate of underemployment for the Champaign-Urbana graduates, those instances where such a difference did occur tended strongly to favor those with the teaching certificate. At Chicago Circle most of the differences were fairly substantial. All such differences, moreover, favored the graduates with teaching certificates.

IV. JOB SATISFACTION

Yet a third measure of the vocational success of the University's graduates is the nature of their feelings about their employment. Overall, slightly over half (53.0%) the 1972 employed graduates surveyed indicated a high degree of job satisfaction (see Table 15). Almost a third (31.7%) of the graduates were somewhat satisfied with their jobs, and 14.4% had very little or no job satisfaction. The low-job-satisfaction percentage (14.4%) is quite similar in magnitude to the proportion of graduates who were judged to be underemployed (12.5%).

Variation of Job Satisfaction by Degree Level

The greatest degree of dissatisfaction with the job (21.8%) among the University graduates occurred for the bachelor's degree graduates, while relatively few (2.2%) of the professional degree recipients seemed to be dissatisfied. The master's and doctor's degree graduates were intermediate to these extremes, with 7.9% and 5.9% respectively of the two groups indicating little or no job satisfaction. As a corollary, relatively high proportions of the professional (74.7%), doctor's (64.1%) and master's (61.7%) degree graduates were highly pleased with their employment.

Variation of Job Satisfaction by Campus

The Chicago Circle campus graduates reflected the greatest magnitude of job dissatisfaction, 25.1% having very little or no satisfaction with their employment. By contrast, only 5.1% of the Medical Center graduates were dissatisfied with their jobs. At the Champaign-Urbana campus, 11.0% of the graduates indicated a low degree of job satisfaction, also considerably below the rate for Chicago Circle. The percentages for high satisfaction with the job mirrored those for little or no satisfaction, the

Medical Center producing the highest (65.9%) and Chicago Circle the lowest (41.6%) proportions. The corresponding value for Champaign-Urbana was 57.7%. Again, the percentages for individual degree levels were such as to suggest that the differences between the Champaign-Urbana and Chicago Circle campuses were in part a reflection of the different degree level mix for the campuses.

University-wide Variation of Job Satisfaction by Curricular Area

There were great University-wide differences in job satisfaction among the graduates of the curricular groupings. Only 2.9% of the Law graduates indicated little or no satisfaction with their jobs, whereas 50.0%* of the few Area Studies graduates reflected low job satisfaction. The percentage of students experiencing high job satisfaction also varied considerably, ranging from 31.9% for Psychology to 70.1% for Law (see Table 16).

Dissatisfaction with the job was particularly pronounced among some curricular (HEGIS major) areas. At least twenty percent of the graduates in each of the following areas expressed little or no job satisfaction (The numbers in parentheses represent the percentages of graduates indicating high job satisfaction):

| | | |
|---------------------------------|--------|----------|
| Area Studies | 50.0%* | (50.0%)* |
| Psychology | 33.7% | (31.9%) |
| Social Sciences | 29.1% | (40.9%) |
| Foreign Languages | 26.4% | (42.7%) |
| Home Economics | 23.7% | (52.6%) |
| Letters | 22.4% | (32.0%) |
| Fine and Applied Arts | 20.7% | (42.4%) |

As was true in general, for each of these areas low job satisfaction was concentrated principally at the bachelor's degree level.

* Based on a sample of 10 or fewer graduates.

By contrast, within each of the following curricular groupings less than five percent of the graduates indicated low job satisfaction (The high job satisfaction percentages are shown in parentheses):

| | | |
|--|------|---------|
| Law | 2.9% | (70.1%) |
| Architecture and Environmental Design | 3.8% | (62.0%) |
| Health Professions | 4.0% | (67.9%) |

It should be noted that these curricular groupings that were high on job dissatisfaction (with the exception of Fine and Applied Arts) were also the ones which were judged to have experienced high rates of underemployment. This congruence of the two variables would tend to validate the underemployment determination. That is, one would expect intuitively that persons who are underemployed relative to their educational experience would tend to be dissatisfied with their employment, and the data on the 1972 graduates reflect this very situation.

Intra-Campus Variations of Job Satisfaction by Curricular Area

The relative frequency of low job satisfaction varied more widely among the curricular groupings at Champaign-Urbana and Chicago Circle than at the Medical Center campus. For the Champaign-Urbana graduates it ranged from 2.9% for Law to 50.0%* for Area Studies. The Chicago Circle graduates ranged from 5.3% for Architecture and Environmental Design to 36.2% for Fine and Applied Arts. By contrast, the highest percentage of low job satisfaction at the Medical Center campus was only 14.3% (for Biological Sciences); and the lowest rate was 0.0%* (for Fine and Applied Arts).

The curricular groupings at Champaign-Urbana which reflected the most job dissatisfaction, within each of which at least twenty percent of the graduates indicated little or no satisfaction with the job, were the following:

* Based on a sample of 10 or fewer graduates.

Areas of High Job Dissatisfaction at Champion-Urbana

Area Studies: bachelor's (50.0%)*
 Psychology: bachelor's (47.3%)
 Health Professions: doctor's (40.0%)*
 Home Economics: bachelor's (36.3%)
 Social Sciences: bachelor's (36.0%)
 Biological Sciences: bachelor's (34.3%)
 Public Affairs and Services: bachelor's (33.3%)
 Letters: bachelor's (31.0%)
 Foreign Languages: bachelor's (25.0%), master's (30.0%)
 Fine and Applied Arts: bachelor's (21.3%)
 Physical Sciences: bachelor's (20.9%)

At Chicago Circle, at least twenty percent of the graduates in the following areas expressed low job satisfaction:

Areas of High Job Dissatisfaction at Chicago Circle

Fine and Applied Arts: bachelor's (33.2%)
 Psychology: bachelor's (36.5%)
 Social Sciences: bachelor's (35.6%)
 Biological Sciences: bachelor's (33.3%)
 Physical Sciences: master's (33.3%)*
 Foreign Languages: bachelor's (30.2%)
 Letters: bachelor's (29.6%)
 Mathematics: bachelor's (24.3%)
 Education: bachelor's (22.7%)

Only one curricular grouping at the Medical Center--Biological Sciences master's degree graduates--reflected a low-job-satisfaction rate of at least twenty percent (22.2%)*.

Essentially all of the curricular groupings listed above involved the bachelor's degree graduates. There were, in fact, very few instances of high-job-dissatisfaction rates less than five percent among the bachelor's degree curricular areas for the three campuses. By contrast, most of the rates for curricular groupings at the doctoral and professional degree levels were lower than five percent.

* Based on a sample of 10 or fewer graduates.

Inter-Campus Variation of Job Satisfaction by Curricular Area

The inter-campus differences in rate of low job satisfaction for comparable curricular groupings generally were small. Most of the sizeable differences that appeared involved the bachelor's and master's degree graduates of the Champaign-Urbana and Chicago Circle campuses. The differences, which tended not to favor any campus to a marked degree, were in the following areas:

| | <u>Champaign- Urbana</u> | <u>Chicago Circle</u> | <u>Medical Center</u> |
|--|------------------------------|---------------------------|---------------------------|
| Biological Sciences: master's | 6.4% | 0.0%* | 22.2% |
| Biological Sciences: doctor's | 3.9% | -- | 10.6% |
| Computer and Information Sciences: bachelor's | 0.0%* | 9.6% | -- |
| Education: bachelor's | 11.8% | 22.7% | -- |
| Engineering: bachelor's | 9.4% | 17.5% | -- |
| Fine and Applied Arts: bachelor's | 21.3% | 38.2% | 0.0%* |
| Fine and Applied Arts: master's | 13.2% | 0.0%* | -- |
| Foreign Languages: master's | 30.0% | 0.0%* | -- |
| Health Professions: bachelor's | 0.0%* | -- | 5.3% |
| Health Professions: doctor's | 40.0%* | -- | 0.0%* |
| Letters: master's | 15.2% | 0.0%* | -- |
| Mathematics: bachelor's | 13.8% | 24.3% | -- |
| Mathematics: master's | 2.9% | 18.2% | -- |
| Mathematics: doctor's | 12.5% | 0.0%* | -- |
| Physical Sciences: bachelor's | 20.9% | 11.8% | -- |
| Physical Sciences: master's | 8.0% | 33.3%* | -- |
| Psychology: master's | 12.5% | 0.0%* | -- |
| Social Sciences: doctor's | 6.8% | 0.0%* | -- |

Summary

University-wide, just over one half the 1972 graduates who were employed were highly satisfied with their jobs, while 14.4% expressed very little or no job satisfaction. The latter percentage is quite similar in magnitude to the 12.5% who were judged to be underemployed.

* Based on a sample of 10 or fewer graduates.

The bachelor's degree graduates reflected the highest percentage of job dissatisfaction (21.8%) among the degree levels. Most of the professional, doctor's, and master's degree graduates were highly satisfied with their employment.

The highest incidence of job dissatisfaction for the three campuses (25.1%) occurred at Chicago Circle. The Medical Center campus's graduates were the most highly satisfied with the job. The higher rate of job dissatisfaction for the Chicago Circle graduates, as compared to the graduates of the Champaign-Urbana campus, appeared to be in part a function of differences in degree level mix.

The variation by curricular area in percentage of graduates expressing low job satisfaction was great, both University-wide and for the Champaign-Urbana and Chicago Circle campuses. For some curricular groupings, primarily at the bachelor's degree level, more than thirty percent of the graduates were dissatisfied with their employment, while for others less than five percent indicated a low degree of job satisfaction. The curricular groupings that were high on job dissatisfaction essentially were those that also were judged to have experienced high rates of underemployment, which tended to add validity to the underemployment data.

The inter-campus differences in prevalence of low job satisfaction for comparable curricular areas were for the most part small. The sizeable differences that did occur, which most often involved Champaign-Urbana and Chicago Circle, tended not to favor consistently any campus.

V. HELPFULNESS OF MAJOR IN JOB DUTIES

The 1972 graduates were asked how helpful their college majors had been in their specific job duties. For the three campuses combined, about one fifth (20.5%) of the employed graduates reported that their major had been of very little or no help to their work. Just over half the graduates (54.9%) judged the major to be highly helpful (see Table 17).

Variation of Helpfulness of Major by Degree Level

Not surprisingly, the major was perceived as least helpful on the job by the bachelor's degree graduates, 31.7% of whom judged it to have been of little or no help in their jobs. In striking contrast, only 3.0% of the doctor's degree graduates cited such a low degree of relationship between curriculum and job. Well over half the doctor's (81.5%), professional (78.6%) and master's (66.2%) graduates indicated that the major had been highly helpful to them in their jobs; the corresponding percentage for bachelor's degree recipients (38.9%) was considerably lower.

Variation of Helpfulness of Major by Campus

Over one third (36.2%) of the Chicago Circle graduates perceived their majors to have been of little help in their jobs. By comparison, only 5.3% of the graduates of the Medical Center and 15.6% of the Champaign-Urbana graduates expressed this low degree of relation between the major and the job. Most of the Medical Center (79.3%) and the Champaign-Urbana (61.0%) graduates, moreover, felt that their major had been highly helpful in their job duties, as compared to only 34.0% for the Chicago Circle graduates. The Medical Center graduates at all degree levels perceived the majors to have been of considerable help. The graduates of the Champaign-Urbana and Chicago Circle campuses, by contrast, reflected the University-wide picture, with many of

the bachelor's degree graduates perceiving the major as not very helpful to the job. The data by degree level for these two campuses did not appear to differ sufficiently to account totally for the overall campus difference. Undoubtedly, the different mix in degree level caused some of the intercampus difference.

University-wide Variation of Helpfulness of Major by Curricular Area

There were very large differences, University-wide, in the extent to which the major was perceived to be helpful in the job. Only 4.9% of the Health Professions graduates felt that the major had been of little or no help in their job, while 100.0%* of the few Area Studies graduates judged their majors to have been of little or no help to them vocationally (see Table 18).

For each of the following curricular areas, at least twenty percent of the graduates indicated a low degree of help on the part of the major:

| | |
|---------------------------------|---------|
| Area Studies | 100.0%* |
| Social Sciences | 51.8% |
| Psychology | 47.0% |
| Foreign Languages | 35.5% |
| Letters | 31.5% |
| Home Economics | 28.2% |
| Fine and Applied Arts | 22.5% |

The only curricular groupings for which less than ten percent of the graduates perceived their majors to have been of little or no help in their jobs were the following:

| | |
|--|------|
| Health Professions | 4.9% |
| Architecture and Environmental Design | 6.4% |
| Library Science | 7.4% |

The curricular areas listed above for which the major was not very helpful in the job happen to be the ones that reflected the highest rates of

* Based on a sample of 10 or fewer graduates.

job dissatisfaction. Two of the three curricular groupings whose graduates perceived the major to be helpful in the job--Library Science being the exception--also were low on job dissatisfaction. Thus, at least at the extremes, there was a degree of consistency on the two variables.

Intra-Campus Variation of Helpfulness of Major by Curricular Area

The proportion of graduates within a curricular grouping who indicated that the major had been of little or no help in the job varied widely at both the Champaign-Urbana and Chicago Circle campuses. Among the Champaign-Urbana graduates, the range was from a low of 3.3% for Health Professions to a high of 100.0%* for Area Studies, while at Chicago Circle it was from 0.0% for Public Affairs and Services to 63.6% for Social Sciences. For each of the curricular areas represented among the Medical Center graduates, fewer than ten percent felt that the major had failed to help them in their jobs.

The curricular groupings at Champaign-Urbana for which a relatively high percentage of graduates judged the major not to be helpful, each with at least twenty percent, were the following (The degree levels are indicated.):

Area Studies: bachelor's (100.0%)*
 Psychology: bachelor's (53.0%)
 Social Sciences: bachelor's (60.5%), master's (31.6%)
 Biological Sciences: bachelor's (47.2%)
 Letters: bachelor's (44.1%)
 Public Affairs and Services: bachelor's (37.5%)
 Foreign Languages: bachelor's (33.4%), master's (35.7%)
 Health Professions: bachelor's (33.3%)*
 Mathematics: bachelor's (31.0%)
 Home Economics: bachelor's (30.4%), master's (30.8%)
 Physical Sciences: bachelor's (29.2%)
 Fine and Applied Arts: bachelor's (27.1%)
 Communications: bachelor's (23.9%)
 Business and Management: bachelor's (22.3%)

* Based on a sample of 10 or fewer graduates.

At the Chicago Circle campus, at least twenty percent of the graduates in each of the following curricular areas felt that their majors had been of little or no help to them in their job duties:

Physical Sciences: master's (66.7%)*
 Social Sciences: bachelor's (66.0%), master's (28.5%)
 Psychology: bachelor's (55.3%), master's (33.3%)*
 Foreign Languages: bachelor's (47.6%)
 Fine and Applied Arts: bachelor's (45.5%)
 Letters: bachelor's (45.5%)
 Biological Sciences: bachelor's (37.8%)
 Mathematics: bachelor's (26.3%)
 Engineering: bachelor's (26.1%)
 Business and Management: bachelor's (23.2%)

For no curricular grouping at the Medical Center did as many as twenty percent of the graduates indicate that the major was of little or no help in the job.

The preponderance of the curricular groupings listed above concerned the bachelor's degree level. In fact, only for two curricular areas at Champaign-Urbana and Chicago Circle--Computer and Information Sciences and Architecture and Environmental Design (both at Champaign)--did fewer than ten percent of the bachelor's degree graduates perceive the major not to be of help in the job. By contrast, most of the curricular groupings at the other three degree levels produced relatively low percentages.

Inter-Campus Variation of Helpfulness of Major by Curricular Area

For most of the curricular groupings, the inter-campus differences in percentage of graduates indicating that the major was of little help in their jobs were small. The larger differences that did occur, most of which involved the Champaign-Urbana and Chicago Circle campuses, were as follows:

* Based on a sample of 10 or fewer graduates.

| | <u>Champaign- Urbana</u> | <u>Chicago Circle</u> | <u>Medical Center</u> |
|--|------------------------------|---------------------------|---------------------------|
| Architecture and Environmental Design: bachelor's | 3.0% | 11.1% | -- |
| Architecture and Environmental Design: master's | 6.2% | 0.0% | -- |
| Biological Sciences: master's | 6.5% | 0.0%* | 11.1%* |
| Computer and Information Sciences: bachelor's | 0.0% | 18.8% | -- |
| Computer and Information Sciences: master's | 18.2% | 0.0%* | -- |
| Engineering: bachelor's | 14.0% | 26.1% | -- |
| Fine and Applied Arts: bachelor's | 27.1% | 45.5% | 0.0%* |
| Fine and Applied Arts: master's | 12.1% | 0.0%* | -- |
| Foreign Languages: bachelor's | 33.4% | 47.6% | -- |
| Foreign Languages: master's | 35.7% | 0.0%* | -- |
| Health Professions: bachelor's | 33.3%* | -- | 4.8% |
| Health Professions: professional | 2.9% | -- | 9.3% |
| Physical Sciences: bachelor's | 29.2% | 17.7% | -- |
| Physical Sciences: master's | 7.4% | 66.7%* | -- |
| Psychology: master's | 11.1%* | 33.3%* | -- |
| Public Affairs and Services: master's | 13.2% | 0.0% | -- |

The above differences did not tend to favor any one campus over the others.

Summary

About one fifth (20.5%) of the University's 1972 employed graduates indicated that the major had been of very little or no help in their jobs. Just over half (54.9%) of them felt that the major had been highly helpful in their work.

Almost a third of the bachelor's degree graduates perceived the major to be of little or no help on the job. Well over half of the doctor's, professional and master's degree recipients indicated that the major had been highly helpful to them in their work; the corresponding percentage for the bachelor's degree graduates was considerably lower.

* Based on a sample of 10 or fewer graduates.

Over one third of the Chicago Circle graduates felt that their majors had been of little help in their jobs, considerably above the corresponding proportions for the other two campuses. The campus difference between Champaign-Urbana and Chicago Circle seemed to be at least in part related to the difference in degree level mix.

There were large differences across curricular areas, both University-wide and for the Champaign-Urbana and Chicago Circle campuses, in the percentage of graduates reporting that the major provided little help in the job. For both these two campuses, more than half of the graduates in some curricular groupings felt that their majors essentially had not helped them in their jobs, whereas in other areas less than ten percent reported such a low degree of relationship between the major and the job. The curricular areas that, University-wide, were relatively high or low on this variable tended to be the same areas that had reflected high or low job dissatisfaction. Thus, there was a degree of consistency between the two variables.

The inter-campus differences among comparable curricular groupings in percentage of graduates who indicated that the major had been of little or no help in the job generally were small. The larger differences that did appear, which mostly involved the Champaign-Urbana and Chicago Circle graduates, tended not to favor any one campus.

VI. SATISFACTION WITH CURRICULUM

The graduates surveyed were asked what they would do if they could repeat their college careers. The choices provided were as follows: follow same college study program; choose a different college study program; not attend college. Since the second choice (that having to do with a different study program) called for an explanation, it was possible to divide the responses into those indicating the selection of a different curriculum and those indicating other changes (e.g., different institution, different degree, different courses).

University-wide, two thirds (65.3%) of the graduates indicated that, if they could repeat the college experience, they would follow the same program (see Table 19). One third (33.0%) of those surveyed would have chosen a different program, most often a different curriculum. Very few of the graduates (1.7%) responded that they would not attend college at all if they could repeat.

Variation of Satisfaction with Curriculum by Degree Level

At least seventy percent of the professional (82.3%), doctor's (72.1%), and master's (71.5%) degree graduates seemed sufficiently pleased with their University programs to repeat them if given the chance. The corresponding percentage for the bachelor's degree graduates (59.2%) was somewhat lower.

Only 9.5% of professional degree graduates would select a different curriculum if they could repeat. By contrast, 26.6% of the bachelor's degree graduates would opt for a different curriculum. Almost one fifth of the master's (19.2%) and doctor's (18.2%) degree graduates said that they would not take the same curriculum.

The percent by degree level who would not attend college at all on a repeat basis ranged from .9% at the professional to 2.2% at the bachelor's degree level.

Variation of Satisfaction with Curriculum by Campus

The Medical Center graduates were most pleased with their college programs and the Chicago Circle graduates were least satisfied. About four fifths (79.3%) of the former campus's graduates would follow the same program as compared to 56.0% for the graduates of the latter campus. Over a third (41.2%) of the Chicago Circle graduates would select a different program if they could repeat, 28.8% choosing a different curriculum, whereas only 19.8% of the Medical Center graduates would change their programs.

The contrast between Chicago Circle and Champaign-Urbana was not quite so sharp. In fact, at the bachelor's and master's degree levels, the percentage distributions were quite similar. The somewhat higher overall level of satisfaction for the Champaign-Urbana graduates--68.2% would follow the same program--seems to have resulted at least partly from the difference in degree level mix for the two campuses.

University-wide Variation of Satisfaction with Curriculum by Curricular Area

There was a fairly considerable University-wide variation in satisfaction with the curriculum. Only 9.5% of the graduates in Architecture and Environmental Design indicated that they would select a different curriculum if they could repeat their college careers, whereas 50.0%* of those in Area Studies stated that they would make such a change (see Table 20).

At least thirty percent of the graduates in each of the following curricular areas indicated that they would select a different curriculum if they could repeat college:

* Based on a sample of 10 or fewer graduates.

| | |
|-----------------------------|--------|
| Area Studies | 50.0%* |
| Foreign Languages | 36.1% |
| Letters | 33.9% |
| Social Sciences | 33.6% |
| Home Economics | 32.7% |
| Psychology | 31.7% |

The apparent dissatisfaction with the curriculum among the graduates in these areas generally was not concentrated at any one degree level.

At the other extreme of the distribution were the following curricular areas, within each of which relatively few (less than fifteen percent) of the graduates stated they they would choose a different curriculum the next time around:

| | |
|--|-------|
| Architecture and Environmental Design | 9.5% |
| Law | 10.7% |
| Health Professions | 12.9% |
| Library Science | 14.8% |

The above two groups of curricular areas that reflected either high or low apparent discontent with their curricula essentially were the same areas that had been high or low on both underemployment and job dissatisfaction. Thus, the three variables seem to have been positively correlated.

Intra-Campus Variation of Satisfaction with Curriculum by Curricular Area

The inter-curricular-area variation in percentage of graduates who indicated that they would not select the same curriculum again was quite great at both Champaign-Urbana and Chicago Circle. Among the Champaign-Urbana graduates the range was from a low of 9.2% for Architecture and Environmental Design to a high of 50.0%* for Area Studies. For Chicago Circle the variation was from 10.5% for Architecture and Environmental Design to 41.7% for Foreign Languages.

* Based on a sample of 10 or fewer graduates.

For relatively few of the curricular groupings at either Champaign-Urbana or Chicago Circle did as few as fifteen percent of the graduates indicate that they would choose a different curriculum if given another chance.

Inter-Campus Variation of Satisfaction with Curriculum by Curricular Area

Most of the inter-campus differences in percentage of graduates who would have chosen a different curriculum were not large. The majority of the differences of any magnitude that did occur involved the graduates of the Champaign-Urbana and Chicago Circle campuses. The differences, which did not strongly favor either of the two campuses, were in the following areas:

| | <u>Champaign- Urbana</u> | <u>Medical Center</u> | <u>Chicago Circle</u> |
|--|------------------------------|---------------------------|---------------------------|
| Architecture and Environmental Design: bachelor's | 0.0% | -- | 11.1% |
| Architecture and Environmental Design: master's | 17.7% | -- | 0.0%* |
| Biological Sciences: doctor's | 13.2% | 5.0% | -- |
| Computer and Information Sciences: bachelor's | 0.0%* | -- | 17.6% |
| Computer and Information Sciences: master's | 20.0% | -- | 100.0%* |
| Engineering: master's | 12.6% | -- | 29.4% |
| Fine and Applied Arts: bachelor's | 29.3% | 0.0%* | 23.5% |
| Foreign Languages: bachelor's | 26.8% | -- | 39.7% |
| Foreign Languages: master's | 38.6% | -- | 100.0%* |
| Health Professions: master's | 27.8% | 0.0% | -- |
| Health Professions: doctor's | 40.0%* | 0.0%* | -- |
| Letters: master's | 20.5% | -- | 50.0% |
| Mathematics: bachelor's | 15.4% | -- | 29.5% |
| Mathematics: master's | 23.4% | -- | 15.4% |
| Mathematics: doctor's | 21.0% | -- | 100.0%* |
| Physical Sciences: master's | 17.1% | -- | 0.0%* |
| Physical Sciences: doctor's | 17.3% | -- | 33.3%* |
| Psychology: master's | 18.2% | -- | 30.0% |
| Social Sciences: master's | 30.8% | -- | 18.2% |
| Social Sciences: doctor's | 22.8% | -- | 100.0%* |

* Based on a sample of 10 or fewer graduates.

Curricula Graduates Would Select a Second Time

Of those graduates who indicated that they would choose a different curriculum if they could repeat the college experience, only about fifteen percent voluntarily identified a specific curriculum. Accordingly, any analysis of the curricula specified by the graduates must be viewed with caution.

Although the choices were somewhat diffused, several curricular areas (HEGIS majors) did stand out. Among the bachelor's degree graduates who identified a field, 29.3% specified curricula in the Business and Management area, 13.4% chose curricula in Education, and 11.0% in Social Sciences. The only areas identified by as much as ten percent of the master's degree graduates who specified a curriculum were Education (21.3%), Business and Management (18.0%), and Psychology (11.2%). There was no concentration of the few doctor's degree graduates who identified a curriculum. The percentage of professional degree graduates who were sufficiently dissatisfied with their curricula to want to make a change if they could repeat was too small to warrant further analysis.

Summary

Almost two thirds of the University's 1972 graduates stated that, if they could repeat their college careers, they would follow the same program. One-third of them indicated that they would select a different program, most often a different curriculum.

Only 9.5% of the professional degree graduates would have selected a different curriculum. Considerably higher percentages of the bachelor's (26.6%), master's (19.2%) and doctor's (18.2%) degree graduates stated that they would not follow the same curriculum a second time.

The Medical Center graduates were most satisfied with their college programs and the Chicago Circle graduates least satisfied, only 19.8% of the former as compared with 41.2% of the latter having indicated that they would follow a different program (most often a different curriculum) if they could repeat. The graduates of the Champaign-Urbana campus were somewhat more satisfied with their programs than were those of Chicago Circle, but the difference seems to have been related in part primarily to the difference in degree level mix for the two campuses.

There was considerable variation, both University-wide and for the Champaign-Urbana and Chicago Circle campuses, in the percentage of graduates who felt they would prefer a different curriculum if they could repeat the college experience. For some curricular groupings (HEGIS majors) in all three instances, more than thirty percent of the graduates stated that they would a second time select a different curriculum. In contrast, within some areas less than fifteen percent of the graduates would not follow the same curriculum again.

The inter-campus differences in the percentage of graduates who would have changed their curricula tended to be small. The larger differences that did occur usually involved the Champaign-Urbana and Chicago Circle campuses, with the results not strongly favoring either of the two campuses.

Relatively few of the graduates who indicated that they would not choose the same curricular program if they could repeat the college experience voluntarily identified a curriculum. The largest concentration of those who did specify a curriculum was in either Business and Management or Education.

VII. FLAVOR OF OPTIONAL COMMENT

The graduates surveyed were given the opportunity to make an optional comment. Only 335 (14.8%) of the responding graduates chose to comment; thus the results might not have been representative of the total group of graduates.

More than one third (37.8%) of the comments were negative, whereas only 12.1% were positive. Half (50.1%) of the comments made were judged to be either neutral or mixed in flavor.

Variation of Satisfaction With the University by Degree Level

The percentage of negative comments did not differ much for the four degree levels. Nonetheless, a higher proportion of the comments made by doctor's degree graduates were positive (29.4%) than was true for the other three degree levels.

Variation of Satisfaction With the University by Campus

Likewise, the three campuses did not produce very different percentages of negative statements. Positive comments however were somewhat more frequent among the Champaign-Urbana campus graduates (15.5%) than among those who had graduated from Chicago Circle (6.4%). It appeared that much of this difference occurred at the bachelor's degree level.

Recommendations of the Graduates

Only about six percent of the graduates surveyed offered comments critical of the University and its programs. Many of these criticisms took the form of suggestions for constructive change. The suggestions of the graduates tended to focus on the need for the following three kinds of changes:

1. More effective placement office services to facilitate placement of graduates in jobs.

2. Improved educational-vocational guidance services, especially early in the college experience, to insure that the programs pursued by students will be more relevant to the labor market.
3. Increased provision for practical training and applied work experience options within existing curricular programs in order to effect a closer relationship between the University's curricula and the needs of the job market.

Samples of the actual comments of the graduates, including the kinds of suggestions cited above as well as the more favorable reactions, are presented in Appendix B.

VIII. EXTENT AND NATURE OF CONTINUED EDUCATION

The quality of a collegiate institution (and/or its students) is to some degree reflected by the extent to which its graduates, particularly those at the undergraduate and master's degree levels, continue their education.

University-wide, 20.8% of the 1972 graduates who responded to the survey were enrolled for additional degrees (see Table 21).

Variation of Continued Education by Degree Level

The bachelor's and master's degree graduates understandably were more likely to be enrolled for another degree, one fourth (26.1%) of the former and one fifth (20.5%) of the latter group being so enrolled. Very few of the professional degree recipients (4.5%) and virtually none of the doctor's degree graduates (0.7%) still were in school. Over one fifth (22.5%) of the bachelor's degree graduates were working toward a professional degree, with the remainder in a master's or doctor's degree program. Somewhat surprisingly, 15.1% of the master's degree graduates were working toward another master's degree, while 7.1% of them were in professional degree programs. The remainder of course were working toward doctorates.

Variation of Continued Education by Campus

One fourth (24.8%) of the Chicago Circle campus graduates were enrolled for additional degrees. This contrasted sharply with the 10.7% for the Medical Center graduates, but was not much above the 19.9% for Champaign-Urbana. The Champaign-Urbana bachelor's and master's degree graduates who were working toward another degree were somewhat more likely to be in professional degree programs than were their counterparts at Chicago Circle.

Variation of Continued Education by Curricular Area

Graduates in some curricular areas (HEGIS majors) showed a far greater propensity to attend graduate or professional school than did graduates in other areas (see Table 22).

At the bachelor's degree level, curricular areas whose graduates tended most frequently to continue in school were as follows:

| | |
|--|--------|
| Biological Sciences | 45.7% |
| Physical Sciences | 43.8% |
| Psychology | 37.3% |
| Mathematics | 36.9% |
| Area Studies | 33.3%* |
| Social Sciences | 30.8% |
| Computer and Information Sciences | 30.0% |

The curricular areas in which relatively few bachelor's degree graduates continued in school were as follows:

| | |
|--|-------|
| Architecture and Environ- mental Design | 5.9%* |
| Education | 13.0% |
| Business and Management . . . | 15.0% |
| Public Affairs and Services | 16.7% |
| Communications | 18.3% |
| Agriculture and Natural Resources | 18.5% |
| Letters | 19.2% |

Master's degree graduates in the following curricular areas showed a high propensity to continue their education:

| | |
|-------------------------------|--------|
| Psychology | 72.7% |
| Physical Sciences | 66.7% |
| Law | 50.0%* |
| Social Sciences | 47.6% |
| Biological Sciences | 47.2% |
| Letters | 34.1% |

* Based on a sample of 10 or fewer graduates.

The master's degree graduates in each of the following areas displayed a low propensity to continue in school:

| | |
|---|------|
| Architecture and Environmental Design | 0.0% |
| Library Science | 1.5% |
| Public Affairs and Services | 1.5% |
| Health Professions | 2.3% |
| Home Economics | 5.9% |
| Fine and Applied Arts | 9.2% |

It is evident from the above data that the graduates with the greatest propensity to continue their education generally were in curricular areas that have weak or indirect ties with the labor market, while those graduates with lower propensity to continue in school tended to be in vocationally or professionally oriented areas.

Quality of Institutions Attended

For the University as a whole, almost one half (43.5%) of the bachelor's degree graduates and fully three fourths (76.3%) of the master's degree graduates who were in school were enrolled in the highest rated fourteen graduate institutions based on the Roose-Andersen study (see Table 23). Only 36.5% of the bachelor's and 14.5% of the master's degree graduates were taking their additional academic work in institutions not in the Roose-Andersen sample of 130 institutions.

The Champaign-Urbana graduates presented a picture even more impressive than that for the total University, with a high proportion of both bachelor's and master's graduates (67.4% and 84.4%, respectively) being enrolled in the top fourteen graduate institutions, and very few (15.4% and 6.8%, respectively) not in Roose-Andersen rated institutions.

The graduates of the Chicago Circle campus who were enrolled for additional degrees were not nearly so frequently attending the highest rated institutions. Only 13.4% of the bachelor's and 18.7% of the master's graduates were enrolled in the highest fourteen institutions. Moreover, over one half in both cases--63.2% and 68.8%, respectively--were studying at institutions not in the Roose-Andersen sample.

The striking inter-campus difference probably was in part a reflection of the tendency of Champaign-Urbana graduates to continue at that campus for additional degrees. Since Champaign-Urbana was one of the top 14 rated "institutions" in the Roose-Andersen study, students remaining at that campus would enhance the data under consideration. Nonetheless, the fact remains that the Champaign-Urbana graduates tended strongly to attend the highest rated institutions, wherever those institutions happened to be.

Summary

One fourth of the University's bachelor's degree and one fifth of the master's degree graduates were continuing in school and working for another degree. The proportion of graduates of the Medical Center campus who were enrolled for an additional degree was considerably below that for either of the other two campuses.

There was a wide variation among curricular areas (HEGIS majors) in propensity to continue in school. Those curricular areas in which relatively larger percentages of graduates were still in school tended to have indirect ties with the labor market, whereas the areas whose graduates showed a low propensity to continue their education generally were vocationally or professionally oriented.

Most of the graduates who were still in school were enrolled in institutions with highly rated graduate programs. This was particularly true for the master's degree graduates. The Champaign-Urbana and Chicago Circle graduates contrasted sharply in this respect, with a very high proportion of the Champaign-Urbana graduates who were still in school being enrolled in the highest rated graduate institutions, while relatively few of the Chicago Circle graduates were taking their additional educational work at the highest rated institutions. Part of this inter-campus difference probably was a function of the tendency for Champaign-Urbana graduates to stay at that campus for another degree (the Champaign-Urbana campus is one of the top rated "institutions" nationally).

CONCLUSIONS AND IMPLICATIONS

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The results of the survey of 1972 graduates lead to the following general conclusions:

1. Women and men graduates of the University are equally likely to enter the job market upon graduation. The employment rate for married women is somewhat below that for single women, particularly at the master's and doctor's degree levels.
2. The majority of the University's employed recent graduates tend to be employed in Illinois, but there are sharp degree level differences, with the bachelor's degree graduates most likely to stay in-state and the doctor's degree recipients most often leaving the state for employment. The Champaign-Urbana campus graduates, as a group, are more mobile than their counterparts at the other two campuses, except at the professional degree level.
3. Most of the employed graduates of the University have jobs with professional agencies or services or with industrial or business firms. The doctor's degree graduates tend to secure positions with colleges and universities, somewhat more often than not with institutions with doctoral programs. A significant minority of the doctorate recipients so employed are with the most highly rated graduate institutions in the nation.
4. Unemployment among recent graduates of the University statistically is not a serious problem. There are, however, degree level, sex, and curricular differences. There is little unemployment among doctor's and professional degree graduates, considerably more among those with bachelor's degrees. Female graduates, particularly those that are married, experience much more difficulty at all degree

levels than do male graduates. Both at the Champaign-Urbana and Chicago Circle campuses, the graduates in certain curricular areas experience little or no unemployment, while the rate in other areas exceeds ten percent. Unemployment is almost nonexistent for all areas at the Medical Center. There generally is little inter-campus difference in unemployment rate for comparable curricular areas. In some curricular areas there is a tendency for the Champaign-Urbana campus graduates with teaching certificates to be at an advantage when it comes to securing employment.

5. Underemployment occurs three times as frequently as unemployment among the graduates. This problem is concentrated substantially among the bachelor's degree graduates. Women graduates are somewhat more likely than men to be underemployed, but marital status is not a factor in the rate of underemployment. The Chicago Circle graduates experience particular difficulty in securing appropriate employment, which is at least in part a function of the high concentration of bachelor's degrees among that group. At both the Chicago Circle and Champaign-Urbana campuses, underemployment is a severe problem in some curricular areas and nonexistent in others. It does not constitute a difficulty among Medical Center graduates. There generally is little difference among the campuses in the underemployment rates for similar curricular areas. For some curricular areas possession of a teaching certificate greatly decreases the likelihood of being underemployed.
6. Not unexpectedly, the satisfaction of the graduates with their jobs and their curricula, as well as their perception of the degree

of helpfulness of the curriculum in the job, all tend to mirror to a substantial degree the underemployment picture.

7. The graduates of several curriculum areas (HEGIS majors) are experiencing both relatively high employment and high underemployment. These areas include Foreign Languages, Letters, and Social Sciences. The graduates in Fine and Applied Arts, Library Science, and Mathematics are high on unemployment, but do not reflect high underemployment (Library Science is low on underemployment.). Finally, the Home Economics and Psychology graduates are high only on underemployment (Home Economics actually is low on unemployment.).
8. In several areas--Architecture and Environmental Design, Engineering, Health Professions, and Law--the graduates are low on both unemployment and underemployment. Low unemployment, but not low underemployment, is being encountered by graduates in some other areas--Agriculture and Natural Resources, Education, and Home Economics (high on underemployment). Contrarywise, low underemployment only is being experienced by graduates in Biological Sciences, Computer and Information Science, Library Science (high on unemployment), Physical Sciences, and Public Affairs and Services.
9. A sizeable proportion of the University's bachelor's and master's degree graduates (one fourth and one fifth, respectively) continue their formal education. Most of the graduates continuing in school enroll in institutions with the highest rated graduate programs. This is especially true for the master's degree graduates. The Champaign-Urbana campus graduates are substantially more likely than the graduates of Chicago Circle to continue their education in the top-rated institutions.

10. The aspects of the University's programs and services most frequently criticized by the graduates, as reflected by the voluntary comments of a small percentage of the graduates, are the vocational placement and counseling services and the curricular programs themselves, particularly as those programs relate to the world of work.

Implications of the Results

The present-day woman graduate of the University enters the labor market upon graduation as frequently as does her male counterpart. This suggests that women, fully as much as men, expect to use their collegiate education vocationally, which places in jeopardy the stereotype of the female getting a college education primarily to prepare her for marriage and raising a family. The somewhat lower employment rate for married women graduates, as compared to those that are single, does not greatly qualify this observation, the rate for married women being high at all degree levels. The University apparently will have to place considerable significance, in its curricular planning, on the future vocational needs of its women students.

The strong tendency of the University's doctor's degree graduates to leave the State of Illinois for employment (about three fourths of these graduates out-migrate) makes it rather difficult to sell the advanced graduate programs of the University largely on the basis of their contributions to the State. At least one would have to look beyond the rather direct benefit deriving from the employment of highly trained persons within the State. On the other hand, the fact that fully four fifths of the bachelor's degree graduates and more than half of the master's and professional degree

recipients do remain in Illinois could be used to advantage. The addition of these well educated persons to the Illinois work force must constitute a boost to the economy of the State.

That so many of the doctor's degree graduates (two thirds of them) obtain positions in colleges and universities could be a potential problem area for the future. Every indication points to a rather marked reduction in college enrollment, and thus in the need for college teachers, in the next five to ten years. This situation coupled with the fact that the proportion of U. of I. doctorates being employed in higher education is above the national figure (about one half) would suggest that some, possibly most, of the University's doctorates in the future may have to plan for drastically different career patterns. This kind of shift in vocational orientation could have definite implications for curricular planning. In short, would doctorates not employed in colleges and universities need the same kinds of educational experiences as those who are so employed? The answer to such a question might not be the same for every field. Finally, it also is possible, given a decrease in available new college teaching positions, that the demand for doctoral work will lessen accordingly, at least in those fields where college teaching is virtually the only vocational choice open to doctorates (e.g., Letters).

The generally high quality rating of the employing institutions of graduates who are employed by colleges and universities is a plus factor of considerable importance. Whether this situation would change in a market increasingly favorable to the buyer of talent is a question to be considered. At any rate, the University's recent record for college and university placement of its doctorates is quite favorable.

The placement of over one tenth of the University's doctorates in post-doctoral fellowships could constitute something of a mixed blessing. On the positive side is the fact that the vast majority (three fourths) of the fellowships are held with the most highly rated U.S. graduate institutions. On the other hand, and the data do not directly bear on this point, it is possible that some of these appointments represent temporary holding actions. In other words, how many of the graduates took the fellowships because satisfactory regular positions were not available? One also can ask whether in this period of decreasing external funding (e.g., from the federal government), the continued availability of such post-doctoral fellowships can be assured.

The overall unemployment rate for the University's 1972 graduates (4.0%)¹ is somewhat below the seasonally adjusted national rate (5.0%) for all civilian workers for the period of time during which the survey was being conducted (early 1973). Of more meaning, however, is the fact that the rate for the University's graduates is considerably under the national rate for recent college graduates. A national survey of the 735,000 persons graduating between July 1971 and June 1972 who were in the labor force in October 1972 found that 9.7% of the graduates were unemployed². Since the time periods for the two surveys substantially overlap one another it would seem reasonable to compare the two. Even allowing for the somewhat

¹ 3.8% if the Champaign-Urbana June bachelor's degree graduates are included. These graduates were surveyed separately by the Career Development and Placement Office using a different questionnaire.

² "Employment of Recent College Graduates, October 1972" (Excerpt of a Special Labor Force Report by the United States Bureau of Labor Statistics). Update. College Placement Council.

higher proportion of bachelor's degree recipients in the national sample (three fourths) as compared to the University's graduates (just over one half), the unemployment rate for the University's 1972 graduates still would be less than half that for the national sample. The pronounced advantage of the University's graduates over college graduates in general appears to exist at the bachelor's degree level (4.9% for the U. of I.; 12.0% for the nation). Among the master's degree graduates the University's unemployment rate (3.5%) actually is a little above the nation's rate (2.6%). (National unemployment data for doctor's degree recipients were not specified.) The fact that unemployment is considerably less of a problem among the University's graduates than it is for college graduates in general says something good about how the University's graduates are received in the job market. This in turn reflects positively on the University's programs and/or its (former) students.

Whether the differences in unemployment rate reflected by various groups among the University's graduates are unique to this Institution or are a reflection of national patterns is a significant question to raise. The sex difference for the University's graduates, while in the same direction as found nationally (i.e., favoring the males), seems to be somewhat more pronounced. The differences among curricular areas for the University and the nation are quite similar, insofar as can be determined. The national survey cited above found that graduates in the social sciences and humanities experienced appreciably more unemployment than those in education, business or commerce, or all other fields combined. In the survey of the University's 1972 graduates, Letters (humanities) and Social Sciences were among the curricular areas producing the highest unemployment rates, while Education exhibited one of the lowest rates and Business and Management evidenced only

moderate unemployment. The relatively few large inter-campus differences in unemployment rate found in the University's survey for comparable curricular areas (holding degree level constant) would further substantiate the notion that the differences in rate among the curricular areas basically reflect conditions outside the University--including the varying relationships existing between various curricula and the job market. Some kinds of educational experiences simply seem to be more valuable or marketable than others in the world of work.

The 12.5% overall underemployment rate among the graduates probably should constitute a serious concern for the University, since it clearly suggests that a fairly sizeable minority of the University's graduates--over one fifth at the bachelor's degree level--are forced to accept employment which is below what could reasonably be expected for college graduates. It is quite possible that most of the unemployed graduates could easily have been in the underemployed category had they been willing to accept lower level work. The ratio of unemployment to underemployment occurring for a particular group of graduates would seem to be in great part a function of the extent to which those graduates are willing to swallow their prides and accept work not requiring the level of education they have achieved. The relatively low ratio for the University's graduates is in a sense a credit to those graduates. This point notwithstanding, the extent of underemployment, particularly among the bachelor's degree graduates, remains as an undesirable circumstance. The continuation of such a situation over a period of time could not help but have serious implications for the continued acceptance by students of those curricular areas in which the underemployment is particularly severe (Foreign Languages, Letters, Psychology, Public Affairs

and Services, and Social Sciences each has at least a thirty percent under-employment rate at the bachelor's degree level.) . .

The reasonableness of the above contention is to a degree borne out by the fact that a large proportion of the graduates in each of the curricular areas cited for high underemployment indicate that they would choose a different curriculum if they could repeat the college experience. The dissatisfaction of the graduates seems not to be with the idea of a collegiate experience (less than two percent of them would not attend college at all if given a second chance), but rather with specific curricula.

One fifth of the University's graduates reported that their majors had been of little or no help in their jobs. This result bears striking similarity to the data from the national sample of graduates cited earlier, which indicated that 18.5% of those graduates were in work not related to the major field of study. Since the graduates of the University doubtless were reflecting to a considerable extent the underemployment situation in which many found themselves, it is conceivable that underemployment within the national sample also was relatively high. Even were this conjecture true, it would not materially lessen the seriousness of the situation among some of the University's graduates.

The critical suggestions of those who made optional comments have considerable implications for the University and its educational programs.

The criticisms of the placement services should of course be addressed. Job placement doubtless is a difficult function. How legitimate it is as a university service is a question which probably should be examined, but not at this time. The point to be emphasized at this junction is that the

service currently is being provided to some degree by the University, and like any service it must meet the needs of its clients. The validity of the criticisms of the graduates ought to be investigated. If they are found to be warranted, they would point to a serious weakness in the University's program.

The critical comments of some of the graduates concerning the need for more adequate vocational-educational counseling and for more vocationally oriented curricular programs are of a different import, since they bear more directly on the educational programs of the University. Inherent in these suggestions is the assumption that the University is obligated to keep its students informed of circumstances in the job market that have implications for curricular choice, and further that the University should make every effort to insure that its curricular programs are in tune with the needs of the job market. These suggestions, often coming from the bachelor's degree graduates, seem to be questioning the value of highly theoretical programs for persons who plan to enter the job market directly rather than to continue their education beyond the baccalaureate. These suggestions and questions have obvious implications for the University's curricular planning. A basic question to be addressed is the extent to which the undergraduate curricular programs at an institution like the University of Illinois should prepare for advanced degree work and to what extent for direct entry into the world of work. The fact that at least three fourths of the University's bachelor's degree graduates do seek employment following graduation certainly would seem to warrant the contention that its programs must place considerable emphasis upon preparation for work. On the other hand, the needs of those baccalaureate

graduates (one fourth of the total) who continue in school cannot be ignored. If the position of some of the graduates that more practical programs are needed is a valid one, the question of how to accommodate this need must be raised. At issue is whether it is possible for a single program to be both theoretical and practical and to give both orientations justice. There are of course other alternatives. Dual tracks could be developed for certain of the undergraduate curricula. It also is possible that, in some field, the job oriented work can be offered at the master's degree level. Encouraging the student to focus his optional (elective) courses in an area that will increase his job marketability (e.g., business) is another possibility. There undoubtedly are others. Suffice it to emphasize here that the graduates have raised critical questions that are worthy of the University's consideration. It should be added in passing that the data resulting from the current survey are highly relevant to the requests of the graduates for information concerning the conditions of the job market vis-a-vis college curricula. In addition to the already presented information dealing with employment, data are available that show the distribution of jobs by curriculum and the distributed of curricula by job¹. These latter data help to answer the two related questions, "What curriculum should I take if I want to become a _____?" and "What can I do after I get a degree in _____?" These questions are particularly important for many kinds of work and for curricula that do not have a rather obvious relationship to the job market.

The data of the current study suffer in at least two respects. First, they probably are not sufficiently disaggregated to be of maximum value to

¹ These are the only analyses that have been made by curriculum.

many of the decision makers at the University. Second, they can only be interpreted with some degree of tentativeness in the absence of adequate comparable data.

While the analyses by HEGIS major are adequate to indicate what is happening to the graduates in rather broad grouping of somewhat similar curricula, they really are of only limited value to department heads and deans. The graduates in some curricular areas (HEGIS majors) are experiencing relative difficulty, with both high unemployment and substantial underemployment. Since the HEGIS majors, with few exceptions, are composites of a number of specific curricula, it is not possible to tell how widespread a problem is within a HEGIS major. It certainly is conceivable that not every curriculum in a HEGIS major is experiencing the same difficulty to the same degree. The graduates of one or more curricula within a given grouping could be faring much better than are those for the remaining curricula in the grouping. The same kind of situation could occur, in reverse, for a HEGIS major whose graduates generally are doing well. Thus, the real value of such data to the on-line decision makers would appear to lie in by-curriculum analyses. Analyses by curriculum would require a rather substantial base of data to insure sufficient stability of the data for any one curriculum. Surveys would have to be conducted for at least two or three consecutive years to meet this requirement. Once such a base of data were available it would only be necessary to repeat this type of survey often enough to keep the data base sufficiently current--every second or third year probably would suffice.

Data of the kind involved in this study are difficult to interpret without some point of comparison. When is a result good? An attempt has been made to make the data more meaningful by comparing various components within the

University--different degree levels, different campuses, different curricular areas, the same curricular areas across the campuses. It is felt that these are all meaningful analyses, but what also is needed is some way of comparing the University's data with something outside the University. The national data referred to earlier are of course quite helpful, but they undoubtedly represent a considerable mixture of disparate institutions and it is difficult to know just how comparable they really are to the University's data. What actually is needed is comparable information for other known institutions. It would appear that two kinds of comparison institutions would be appropriate. First, there is a need for similar data for institutions that are felt to be as comparable to the University as possible. This need probably could best be met by data on institutions outside the State of Illinois--large graduate institutions. A second need is for data for the other public senior institutions in the State. These latter data would be of value not only to the officials of the Illinois institutions involved, but also to other persons and groups having an interest in public higher education in the State.

RECOMMENDATIONS

RECOMMENDATIONS CONCERNING FUTURE SURVEYS
OF GRADUATES OF THE UNIVERSITY OF ILLINOIS

Based on the results of the Survey of 1972 Graduates plus other related considerations, the following recommendations are made:

1. A University-wide mail survey of the 1973 graduates to be conducted, that survey to focus on the vocational and educational activities and accomplishments of the graduates. The survey would be characterized as follows:
 - a. It would be designated the "official" University follow-up survey and, as such, should be the only such survey conducted.
 - b. It would be conducted centrally and would include the graduates of all three campuses.
 - c. It would be designed to fulfill the common information needs of the three campuses and the general University, and, insofar as feasible, the unique needs of each campus.
 - d. It would be started as soon as possible following the availability of Alumni Association mailing lists and would include only persons graduating by October, 1973.
 - e. It would make use of a mechanically processible questionnaire, insofar as possible, to reduce clerical processing and expedite the availability of the results.
 - f. It would include, in addition to one or more mail follow-up requests, and assuming the availability of the needed resources, a telephone follow-up survey of a carefully selected, and relatively small (say 100 to 200) sample of the nonrespondents. The results of the telephone survey would be used to test the representativeness of the data collected via the mail survey.
 - g. The data would be analyzed by curriculum (as well as at higher levels of aggregation, including REGIS major, campus and University), insofar as the number of graduates in each curriculum and the nature of the data warrant.
 - h. The data would be analyzed primarily in terms of needs relating to curricular planning and to budget and resource allocation, but the usefulness of the data for other purposes--student counseling and public relations included--also would be considered.
2. Beginning with the 1974 graduates, or as soon thereafter as is possible within the context of by-curriculum analysis, similar surveys to be

scheduled for every two or three years, to be interspersed with other recurring projects. (It is assumed that the survey of 1973 graduates will provide enough data to warrant by-curriculum analyses for all but the very smallest curricula. Should this not be the case, it is proposed that the cycling be deferred until sufficient data are available to permit such analyses.)

3. Periodic mail surveys of the University's graduates of several years earlier, say five to ten, to be conducted to permit study of the longer term vocational and educational activities and accomplishments of the students. These surveys would be conducted approximately every two or three years and would be cycled in such a way as not to occur in a year during which a survey of recent graduates is being carried out.
4. Steps to be taken to attempt to obtain comparable data from other institutions, hopefully both within and outside Illinois. Ideally, the institutions outside the State would be as comparable to the University of Illinois as possible. The institutions within the State should be those that are state-supported.

APPENDIX A:

TABLES

TABLE 1
 EMPLOYMENT RATE BY CAMPUS: 1972 GRADUATES OF THE UNIVERSITY
 (RATE EXPRESSED AS A PERCENT)

| Degree Level | Charlaign-Hibbons | | | | Medical Center | | | | Chicazo Circle | | | | University-Wide | | | | |
|----------------------|-------------------|---------|--------|--------|----------------|---------|--------|--------|----------------|---------|--------|-------|-----------------|---------|--------|--------|-------|
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | |
| | Single | Married | Total | Total | Single | Married | Total | Total | Single | Married | Total | Total | Single | Married | Total | Total | |
| Bachelor's | 74.5 | 77.3 | 76.7 | 77.0 | 75.4 | 91.8 | 93.2 | 87.0 | 90.2 | 79.6 | 81.6 | 77.3 | 78.6 | 77.6 | 81.1 | 75.7 | 78.7 |
| Master's | 86.7 | 90.1 | 76.4 | 81.3 | 85.2 | 88.9* | 100.0 | 92.3 | 96.3 | 75.4 | 93.5 | 86.6 | 81.3 | 85.9 | 90.7 | 77.7 | 84.1 |
| Doctor's | 98.3 | 97.6 | 87.5 | 92.7 | 97.5 | 93.7 | 100.0* | 100.0* | 100.0* | 100.0* | --- | --- | 100.0* | 98.2 | 97.8 | 88.4 | 93.2 |
| Professional | 97.1 | 100.0* | 100.0* | 100.0* | 97.2 | 93.5 | --- | --- | --- | --- | --- | --- | --- | 96.2 | 66.7* | 100.0* | 83.3* |
| All Degrees Combined | 85.3 | 85.1 | 77.1 | 81.6 | 84.0 | 92.5 | 94.5 | 88.2 | 91.0 | 79.4 | 82.6 | 78.4 | 79.0 | 84.1 | 85.0 | 77.4 | 81.3 |

* Based on a sample of 10 or fewer graduates.

TABLE 2

FULL-TIME EMPLOYMENT RATE¹ BY CAMPUS: 1972 GRADUATES OF THE UNIVERSITY
(RATE EXPRESSED AS A PERCENT)

| Degree Level | Champaign-Urbana | Medical Center | Chicago Circle | University-Wide |
|----------------------|------------------|----------------|----------------|-----------------|
| Bachelor's | 88.4 | 93.9 | 90.0 | 89.6 |
| Master's | 88.1 | 94.1 | 83.3 | 87.8 |
| Doctor's | 98.0 | 85.7 | 100.0* | 97.6 |
| Professional | 100.0 | 93.1 | --- | 98.3 |
| All Degrees Combined | 90.7 | 93.2 | 89.4 | 90.5 |

¹ The percentage of employed graduates who when surveyed were employed full time.

* Based on a sample of 10 or fewer graduates.

TABLE 3

FIRST-TIME EMPLOYMENT RATE¹ BY CAMPUS: 1972 GRADUATES OF THE UNIVERSITY
(RATE EXPRESSED AS A PERCENT)

| Degree Level | Champaign-Urbana | Medical Center | Chicago Circle | University-Wide |
|----------------------|------------------|----------------|----------------|-----------------|
| Bachelor's | 72.0 | 81.9 | 72.8 | 73.3 |
| Master's | 72.2 | 75.0 | 73.4 | 72.3 |
| Doctor's | 83.0 | 89.5 | 100.0* | 83.4 |
| Professional | 83.7 | 94.2 | --- | 86.2 |
| All Degrees Combined | 74.9 | 83.8 | 73.0 | 75.0 |

¹ The percentage of employed graduates who when surveyed still were in their first job since graduation.

* Based on a sample of 10 or fewer graduates.

TABLE 4

RATE OF EMPLOYMENT IN ILLINOIS¹ BY CAMPUS: 1972 GRADUATES OF THE UNIVERSITY
(RATE EXPRESSED AS A PERCENT)

| Degree Level | Champaign-Urbana | Medical Center | Chicago Circle | University-Wide |
|----------------------|------------------|----------------|----------------|-----------------|
| Bachelor's | 69.8 | 89.1 | 92.3 | 82.3 |
| Master's | 55.9 | 75.8 | 84.5 | 58.8 |
| Doctor's | 26.4 | 40.0 | 83.3* | 27.4 |
| Professional | 66.7 | 47.3 | -- | 62.0 |
| All Degrees Combined | 55.6 | 76.7 | 91.5 | 66.8 |

¹ The percentage of employed graduates who when surveyed were employed in Illinois.

* Based on a sample of 10 or fewer graduates.

TABLE 5
 TYPE OF EMPLOYER BY CAMPUS: 1972 GRADUATES OF THE UNIVERSITY
 (DATA EXPRESSED AS PERCENTS)

| Degree Level | Champaign-Urbana | | | Jedrej Center | | | Chicago Circle | | | University-wide | | | | | | |
|----------------------|-----------------------|-----------------------------|--------------------------------|---------------|-----------------------|-----------------------------|--------------------------------|---------------|-----------------------|-----------------------------|--------------------------------|------------------|------|------|------|------|
| | University of College | Industrial or Business Firm | Professional Agency or Service | Public Agency | University of College | Industrial or Business Firm | Professional Agency or Service | Public Agency | University of College | Industrial or Business Firm | Professional Agency or Service | Public Agency | | | | |
| Bachelor's | 10.2 | 46.4 | 29.2 | 16.2 | 2.5 | 31.5 | 54.3 | 11.7 | 7.5 | 50.0 | 31.9 | 10.6 | 8.3 | 46.9 | 32.5 | 12.3 |
| Master's | 22.8 | 19.6 | 44.6 | 13.0 | 38.2 | 0.0 | 44.1 | 17.7 | 19.0 | 16.7 | 46.3 | 18.3 | 22.8 | 18.9 | 44.7 | 13.6 |
| Doctor's | 67.0 | 17.1 | 7.1 | 8.8 | 71.4 | 9.5 | 14.3 | 4.8 | 50.0 ^a | 33.3 ^a | 16.7 ^a | 0.0 ^a | 67.0 | 17.0 | 7.5 | 8.5 |
| Professional | 4.6 | 10.3 | 62.8 | 22.3 | 1.7 | 0.0 | 55.2 | 43.1 | -- | -- | -- | -- | 3.9 | 7.7 | 60.9 | 27.5 |
| All Degrees Combined | 25.3 | 27.6 | 33.7 | 13.2 | 11.0 | 20.7 | 50.6 | 17.7 | 8.9 | 46.6 | 33.2 | 14.3 | 19.9 | 32.4 | 34.7 | 13.0 |

^a Based on a sample of 10 or fewer graduates.

TABLE 6
 RATING¹ OF EMPLOYING INSTITUTIONS (FOR DOCTOR'S DEGREE GRADUATES EMPLOYED BY
 INSTITUTIONS GRANTING DOCTORATE): 1972 GRADUATES OF THE UNIVERSITY
 (DATA EXPRESSED AS PERCENTS)

| Champaign-Urbana | | | Medical Center | | | Chicago Circle | | | University-Wide | | |
|-----------------------------------|------|--|-----------------------------------|-------|--|-----------------------------------|------|--|-----------------------------------|------|--|
| Roose-Andersen Study Institutions | | Institutions Not In Roose-Andersen Study | Roose-Andersen Study Institutions | | Institutions Not In Roose-Andersen Study | Roose-Andersen Study Institutions | | Institutions Not In Roose-Andersen Study | Roose-Andersen Study Institutions | | Institutions Not In Roose-Andersen Study |
| Top | Next | Remaining | Top | Next | Remaining | Top | Next | Remaining | Top | Next | Remaining |
| 14 | 13 | 103 | 14 | 13 | 103 | 14 | 13 | 103 | 14 | 13 | 103 |
| 17.3 | 9.9 | 45.0 | 20.0* | 20.0* | 60.0* | 0.0* | 0.0* | 0.0* | 17.3 | 10.1 | 45.2 |
| | | 27.8 | | | 0.0* | | | | | | 100.0* |
| | | | | | | | | | | | |
| | | | | | | | | | | | 27.4 |

¹Based on a composite of the individual discipline ratings in the Roose-Andersen Study.

*Based on a sample of 10 or fewer graduates.

TABLE 7
AVERAGE FRESHMAN ACT SCORE OF EMPLOYING INSTITUTIONS (FOR DOCTOR'S DEGREE GRADUATES EMPLOYED BY INSTITUTIONS NOT GRANTING DOCTORATE): 1972 GRADUATES OF THE UNIVERSITY

(DATA EXPRESSED AS PERCENTS)

| Champaign-Urbana | | | | | Medical Center | | | | | Chicago Circle | | | | | University-Wide | | | | |
|------------------|-------|-------|--------------|-----------|----------------|-------|-------|--------------|-----------|----------------|-------|-------|--------------|-----------|-----------------|-------|-------|--------------|-----------|
| 26 and Above | 24-25 | 22-23 | 21 and Below | Not Known | 26 and Above | 24-25 | 22-23 | 21 and Below | Not Known | 26 and Above | 24-25 | 22-23 | 21 and Below | Not Known | 26 and Above | 24-25 | 22-23 | 21 and Below | Not Known |
| 12.2 | 10.6 | 34.1 | 26.0 | 17.1 | -- | -- | -- | -- | -- | 0.0* | 0.0* | 0.0* | 0.0* | 0.0* | 12.1 | 10.5 | 33.9 | 25.8 | 17.7 |

*Based on sample of 10 or fewer graduates.

TABLE 8

RATING¹ OF EMPLOYING INSTITUTIONS (FOR DOCTOR'S DEGREE GRADUATES EMPLOYED AS POST-DOCTORAL FELLOWS): 1972 GRADUATES OF THE UNIVERSITY
(DATA EXPRESSED AS PERCENTS)

| Champaign-Urbana | | | | Medical Center | | | | Chicago Circle | | | | University-Wide | | | | | |
|-----------------------------------|------|--|-----|-----------------------------------|-----------|--|-------|-----------------------------------|------|--|-----------|-----------------------------------|------|--|-----|----|-----|
| Roose-Andersen Study Institutions | | Institutions Not In Roose-Andersen Study | | Roose-Andersen Study Institutions | | Institutions Not In Roose-Andersen Study | | Roose-Andersen Study Institutions | | Institutions Not In Roose-Andersen Study | | Roose-Andersen Study Institutions | | Institutions Not In Roose-Andersen Study | | | |
| Top | Next | Remaining | Top | Next | Remaining | Top | Next | Remaining | Top | Next | Remaining | Top | Next | Remaining | Top | | |
| 14 | 13 | 103 | 14 | 13 | 103 | 14 | 13 | 103 | 14 | 13 | 103 | 14 | 13 | 103 | 14 | 13 | 103 |
| 62.1 | 13.8 | 22.4 | 1.7 | 33.3* | 16.7* | 33.3* | 16.7* | 16.7* | 0.0* | 0.0* | 100.0* | 58.5 | 13.8 | 24.6 | 3.1 | | |

¹ Based on a composite of the individual discipline ratings in the Roose-Andersen Study.

*Based on a sample of 10 or fewer graduates.

TABLE 9

UNEMPLOYMENT RATE BY CAMPUS AND DEGREE LEVEL: 1972 GRADUATES OF THE UNIVERSITY
(RATE EXPRESSED AS A PERCENT)

| Degree Level | Champaign-Urbana | | | Medical Center | | | Chicago Circle | | | University-wide | | | | | | | |
|----------------------|------------------|--------|---------|----------------|--------|--------|----------------|---------|-------|-----------------|--------|---------|-------|--------|---------|-------|-----|
| | Male | Female | | Male | Female | | Male | Female | | Male | Female | | | | | | |
| | | Single | Married | | Total | Single | | Married | Total | | Single | Married | Total | Single | Married | Total | |
| Bachelor's | 2.9 | 4.3 | 8.5 | 6.2 | 4.1 | 2.1 | 1.4 | 5.9 | 4.8 | 8.5 | 6.5 | 6.1 | 4.2 | 4.3 | 7.8 | 5.9 | 4.9 |
| Master's | 1.3 | 5.7 | 7.6 | 6.6 | 3.6 | 0.0 | 0.0 | 2.7 | 0.0 | 7.8 | 4.9 | 3.9 | 1.4 | 5.0 | 7.3 | 6.2 | 3.5 |
| Doctor's | 1.3 | 2.4 | 10.0 | 6.1 | 2.0 | 0.0* | 0.0 | 0.0* | --- | --- | --- | 0.0* | 1.2 | 2.2 | 9.3 | 5.7 | 1.9 |
| Professional | 1.7 | 0.0* | 0.0* | 0.0* | 1.7 | 0.0* | 0.0 | --- | --- | --- | --- | --- | 1.3 | 0.0* | 0.0* | 0.0* | 1.2 |
| All Degrees Combined | 1.9 | 4.9 | 8.0 | 6.4 | 3.4 | 1.7 | 0.9 | 5.6 | 4.4 | 8.4 | 6.3 | 5.9 | 2.8 | 4.4 | 7.7 | 6.0 | 4.0 |

* Based on a sample of 10 or fewer graduates.

TABLE 10

UNEMPLOYMENT RATE BY MAJOR: 1972 GRADUATES OF THE UNIVERSITY
(RATE EXPRESSED AS A PERCENT)

| MAJOR | Carnegie Institute of Technology | | | | Medical Center | | | | Chicago Circle | | | | University Circle | | | |
|-------------------------------------|----------------------------------|--------------|--------------|-------------|----------------|--------------|--------------|-------------|----------------|--------------|--------------|-------------|-------------------|--------------|--------------|-------------|
| | Bach. Degree | Past. Degree | Doct. Degree | All Degrees | Bach. Degree | Past. Degree | Doct. Degree | All Degrees | Bach. Degree | Past. Degree | Doct. Degree | All Degrees | Bach. Degree | Past. Degree | Doct. Degree | All Degrees |
| MAJOR | | | | | | | | | | | | | | | | |
| Architecture & Art | 3.1 | 0.0 | 0.0 | 1.3 | --- | --- | --- | --- | --- | --- | --- | --- | 3.1 | 0.0 | 0.0 | --- |
| Central Resources | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Architecture & Environmental Design | 3.1 | 2.9 | --- | 3.0 | --- | --- | --- | --- | 0.0 | 0.0 | --- | --- | 2.0 | 2.9 | --- | --- |
| Area Studies | 0.0 | --- | --- | 0.0 | --- | --- | --- | --- | --- | --- | --- | --- | 0.0 | --- | --- | --- |
| Biological Sciences | 6.1 | 8.3 | 3.7 | 6.3 | --- | 0.0 | --- | 0.0 | 4.1 | 14.3 | --- | 4.9 | 5.0 | 7.9 | 2.7 | 5.3 |
| Physics & Astronomy | 5.0 | 1.0 | 0.0 | 3.2 | --- | --- | --- | --- | 3.7 | --- | --- | 3.7 | 4.4 | 1.0 | 0.0 | 3.4 |
| Communications | 6.7 | 0.0 | 0.0 | 3.5 | --- | --- | --- | --- | --- | --- | --- | --- | 6.7 | 0.0 | 0.0 | 3.5 |
| Computer & Information Sciences | 0.0 | 0.0 | 5.6 | 2.9 | --- | --- | --- | --- | 5.3 | 0.0 | --- | --- | 5.0 | 0.0 | 5.6 | 3.6 |
| Education | 1.1 | 2.1 | 2.0 | 1.9 | --- | --- | --- | --- | 2.7 | --- | --- | 2.7 | 2.3 | 2.2 | 2.0 | 2.1 |
| Engineering | 1.0 | 0.5 | 0.0 | 0.7 | --- | --- | --- | --- | 4.3 | 0.0 | --- | 3.8 | 2.1 | 0.5 | 0.0 | 1.4 |
| Liberal Arts | 0.0 | 9.6 | 9.5 | 6.6 | --- | --- | --- | 0.0 | 10.6 | 20.0 | --- | 11.1 | 6.0 | 10.0 | 9.5 | 7.9 |
| Foreign Languages | 9.5 | 13.1 | 7.7 | 10.9 | --- | --- | --- | --- | 6.7 | 0.0 | --- | 6.5 | 7.8 | 12.5 | 7.7 | 9.2 |
| Health Professions | 0.0 | 0.0 | 0.0 | 0.0 | --- | 0.0 | --- | 0.0 | --- | --- | --- | --- | 1.1 | 0.0 | 0.0 | 0.7 |
| Music | 0.0 | 5.9 | 0.0 | 2.0 | --- | --- | --- | --- | --- | --- | --- | --- | 0.0 | 5.9 | 0.0 | 2.0 |
| Law | --- | 0.0 | --- | 2.1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | 0.0 | --- | 2.1 |
| Letters | 7.3 | 3.7 | 2.5 | 4.9 | --- | --- | --- | --- | 7.3 | 10.0 | --- | 7.5 | 7.3 | 4.4 | 2.5 | 6.0 |
| Library Science | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mathematics | 9.5 | 10.2 | 0.0 | 7.8 | --- | --- | --- | --- | 0.2 | 0.0 | --- | 6.3 | 0.7 | 7.7 | 0.0 | 7.2 |
| Natural Sciences | 4.0 | 0.0 | 1.8 | 1.7 | --- | --- | --- | --- | 15.6 | 0.0 | 0.0 | 12.5 | 9.0 | 0.0 | 1.7 | 3.9 |
| Public Policy | 8.1 | 6.3 | 0.0 | 6.8 | --- | 0.0 | --- | --- | 5.6 | 0.0 | --- | 5.1 | 6.6 | 3.0 | 0.0 | 5.6 |
| Public Affairs & Services | 0.0 | 1.3 | 25.0 | 2.1 | --- | --- | --- | --- | --- | 5.4 | --- | 5.4 | 0.0 | 3.1 | 25.0 | 3.3 |
| Social Sciences | 7.0 | 2.5 | 0.0 | 6.6 | --- | --- | --- | --- | 7.8 | 0.0 | 0.0 | 7.3 | 7.6 | 1.9 | 0.0 | 6.0 |

* Based on a sample of 10 or four graduates.

TABLE 11
 UNEMPLOYMENT RATE FOR GRADUATES WITH AND WITHOUT TEACHING CERTIFICATES
 BY HEGIS MAJOR: 1972 GRADUATES OF THE UNIVERSITY
 (RATE EXPRESSED AS A PERCENT)

| HEGIS Major | Champaign-Urbana | | | | Chicago Circle | | | | | |
|---------------------------------------|------------------|------|--------------|-------|----------------|-------|--------------|------|------|-------|
| | Bach. Degree | | Doct. Degree | | Bach. Degree | | Doct. Degree | | | |
| | With | W/O | With | W/O | With | W/O | With | W/O | | |
| Agriculture and Natural Resources | 0.0* | 3.2 | 0.0 | 0.0 | 0.0* | 0.0 | --- | --- | --- | --- |
| Architecture and Environmental Design | --- | 3.1 | 50.0* | 0.0 | --- | --- | --- | 0.0* | --- | --- |
| Area Studies | --- | 0.0* | --- | --- | --- | --- | --- | --- | --- | --- |
| Biological Sciences | 0.0* | 6.8 | 4.0 | 10.6 | 20.0* | 2.1 | 0.0* | 4.4 | --- | 14.3* |
| Business and Management | 25.0* | 3.9 | 0.0* | 1.1 | 0.0* | 0.0 | --- | 3.8 | --- | --- |
| Communications | --- | 6.7 | 0.0* | 0.0 | 0.0* | 0.0* | --- | --- | --- | --- |
| Computer and Information Sciences | --- | 0.0* | --- | 0.0 | 0.0* | 5.9 | --- | 5.3 | --- | 0.0* |
| Education | 1.1 | 0.0* | 2.5 | 0.0 | 1.8 | 2.3 | 3.0 | 0.0 | --- | --- |
| Engineering | 0.0* | 1.0 | 0.0* | 0.6 | 0.0* | 0.0 | 0.0* | 4.3 | --- | 0.0 |
| Fine and Applied Arts | 0.0 | 0.0 | 7.8 | 11.8 | 0.0* | 11.8 | 5.0 | 12.3 | 0.0* | 33.3* |
| Foreign Languages | 6.9 | 15.4 | 3.8 | 25.0 | 0.0* | 9.1 | 6.7 | 6.6 | 0.0* | 0.0* |
| Health Professions | 0.0* | 0.0 | 0.0 | 0.0* | 0.0* | 0.0* | --- | --- | --- | --- |
| Peace Economics | 0.0* | 0.0 | 0.0* | 12.5* | --- | 0.0* | --- | --- | --- | --- |
| Law | --- | --- | --- | 0.0* | --- | 1.5 | --- | --- | --- | --- |
| Letters | 11.1 | 4.4 | 5.0 | 2.6 | 0.0 | 3.4 | 9.5 | 6.3 | --- | 0.0* |
| Library Science | --- | --- | 4.2 | 8.5 | 0.0* | 0.0* | --- | --- | --- | --- |
| Mathematics | 17.6 | 4.0 | 6.4 | 16.7 | 0.0* | 0.0 | 15.0 | 4.9 | 0.0* | 0.0* |
| Physical Sciences | 0.0* | 4.5 | 0.0* | 0.0 | 0.0* | 1.9 | 0.0* | 16.7 | 0.0* | 0.0* |
| Psychology | 66.7* | 6.0 | 50.0* | 0.0 | --- | 0.0 | 0.0* | 5.7 | --- | --- |
| Public Affairs and Services | --- | 0.0 | 0.0 | 1.8 | 0.0* | 33.3* | --- | --- | --- | --- |
| Social Sciences | 0.0 | 7.9 | 3.2 | 2.1 | 0.0* | 0.0 | 14.5 | 6.5 | 0.0* | 0.0* |

* Based on a sample of 10 or fewer graduates.

TABLE 12

UNDEREMPLOYMENT RATE¹ BY CAMPUS: 1972 GRADUATES OF THE UNIVERSITY
(RATE EXPRESSED AS A PERCENT)

| Degree Level | Champaign-Urbana | | | | Medical Center | | | | Chicago Circle | | | | University-Wide | | | | | | |
|----------------------|------------------|---------|--------|---------|----------------|---------|--------|---------|----------------|---------|--------|---------|-----------------|---------|--------|---------|-------|-------|------|
| | Male | | Female | | Male | | Female | | Male | | Female | | Male | | Female | | | | |
| | Single | Married | Single | Married | Single | Married | Single | Married | Single | Married | Single | Married | Single | Married | Single | Married | | | |
| Bachelor's | 16.4 | 26.9 | 25.2 | 26.1 | 20.0 | 0.0 | 0.0 | 0.0 | 0.0 | 25.0 | 33.3 | 34.0 | 33.6 | 28.6 | 19.8 | 26.6 | 25.6 | 26.1 | 22.4 |
| Master's | 1.9 | 3.6 | 5.9 | 4.6 | 3.1 | 0.0* | 0.0 | 0.0 | 0.0 | 6.4 | 3.7 | 2.8 | 3.2 | 4.5 | 2.2 | 3.4 | 5.2 | 4.3 | 3.1 |
| Doctor's | 0.4 | 0.0 | 0.0 | 0.0 | 0.4 | 0.0 | 0.0* | 0.0* | 0.0 | 0.0* | --- | --- | --- | 0.0* | 0.4 | 0.0 | 0.0 | 0.0 | 0.3 |
| Professional | 0.6 | 0.0* | 33.3* | 20.0* | 1.1 | 0.0 | --- | --- | 0.0 | --- | --- | --- | --- | --- | 0.4 | 0.0* | 33.3* | 20.0* | 0.9 |
| All Degrees Combined | 6.0 | 12.1 | 12.6 | 12.3 | 8.1 | 0.0 | 0.0 | 0.0 | 0.0 | 23.5 | 30.6 | 29.0 | 29.9 | 26.2 | 10.1 | 16.8 | 16.3 | 16.7 | 12.5 |

¹ The percentage of employed graduates who when surveyed had jobs judged to be below a level appropriate for college graduates.

* Based on a sample of 10 or fewer graduates.

EMPLOYMENT RATE¹ BY DEGREE MAJOR: 1972 GRADUATES OF THE UNIVERSITY
 (ALL EMPLOYED AS A PERCENT)

| DEGREE MAJOR | Coe College | | | Haworth College | | | Medical Center | | | Chicago Circle | | | University-Wide | | |
|-----------------------------------|-------------------|-------------------|-------------|-------------------|-----------------|-------------|----------------|-----------------|-------------------|----------------|-----------------|-------------|-------------------|------------------|-------------|
| | Bach Degree | Master's Degree | Prof Degree | Bach Degree | Master's Degree | Prof Degree | Bach Degree | Master's Degree | Prof Degree | Bach Degree | Master's Degree | Prof Degree | Bach Degree | Master's Degree | Prof Degree |
| | All Degrees | All Degrees | All Degrees | All Degrees | All Degrees | All Degrees | All Degrees | All Degrees | All Degrees | All Degrees | All Degrees | All Degrees | All Degrees | All Degrees | All Degrees |
| Agriculture & Natural Resources | 25.5 | 0.0 | 0.0 | 10.2 | -- | -- | -- | -- | -- | -- | -- | -- | 25.5 | 0.0 | 0.0 |
| Architecture & Environment Design | 6.9 | 0.0 | -- | 3.2 | -- | -- | -- | 0.0 | 0.0 | -- | 0.0 | -- | 4.3 | 0.0 | -- |
| Area Studies | 50.0 ^a | -- | -- | 50.0 ^a | -- | -- | -- | -- | -- | -- | -- | -- | 50.0 ^a | -- | -- |
| Biological Sciences | 13.9 | 3.2 | 2.0 | 5.9 | -- | 0.0 | 0.0 | 27.0 | 0.0 | -- | 0.0 | -- | 20.5 | 1.3 | 1.4 |
| Business & Management | 18.9 | 0.0 | 0.0 | 10.2 | -- | -- | -- | 17.2 | -- | -- | -- | -- | 18.1 | 0.0 | 0.0 |
| Communications | 6.4 | 6.2 | 0.0 | 6.0 | -- | -- | -- | -- | -- | -- | -- | -- | 6.4 | 6.2 | 0.0 |
| Computer & Information Science | 0.0 ^a | 0.0 | 0.0 | 0.0 | -- | -- | -- | -- | -- | -- | -- | -- | 5.9 | 0.0 | 0.0 |
| Education | 12.8 | 1.7 | 0.0 | 3.4 | -- | -- | -- | 14.5 | -- | -- | -- | -- | 13.9 | 1.7 | 0.0 |
| Engineering | 7.7 | 0.0 | 1.4 | 4.6 | -- | -- | -- | 7.0 | 0.0 | -- | -- | -- | 7.5 | 0.0 | 1.4 |
| Fine & Applied Arts | 20.8 | 4.3 | 0.0 | 8.8 | 0.0 | 0.0 | 0.0 | 23.2 | 0.0 | -- | -- | -- | 21.7 | 4.2 | 0.0 |
| Foreign Languages | 33.3 | 25.8 | 0.0 | 23.9 | -- | -- | -- | 41.9 | 0.0 | -- | -- | -- | 38.8 | 25.0 | 0.0 |
| Health Professions | 0.0 ^a | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Humanities | 26.1 | 15.4 | 0.0 | 20.5 | -- | -- | -- | -- | -- | -- | -- | -- | 26.1 | 15.4 | 0.0 |
| Law | -- | 0.0 ^a | -- | 1.4 | -- | -- | -- | -- | -- | -- | -- | -- | -- | 0.0 ^a | 1.4 |
| Letters | 44.1 | 10.6 | 0.0 | 21.4 | -- | -- | -- | 29.0 | 16.3 ^a | -- | -- | -- | 34.6 | 11.1 | 0.0 |
| Library Science | -- | 2.6 | 0.0 | 2.5 | -- | -- | -- | -- | -- | -- | -- | -- | -- | 2.6 | 0.0 |
| Mathematics | 13.8 | 2.9 | 0.0 | 5.7 | -- | -- | -- | 17.9 | 0.0 | 0.0 | 0.0 | 0.0 | 16.2 | 2.2 | 0.0 |
| Physical Sciences | 4.0 | 3.7 | 0.0 | 1.9 | -- | -- | -- | 11.8 | 33.3 ^a | 0.0 | 0.0 | -- | 7.1 | 6.7 | 0.0 |
| Psychology | 26.2 | 11.1 ^a | 0.0 | 22.8 | 0.0 | 0.0 | -- | 54.1 | 33.3 ^a | -- | -- | -- | 47.7 | 16.7 | 0.0 |
| Public Affairs & Services | 37.5 | 0.0 | 0.0 | 6.8 | -- | -- | -- | -- | 0.0 | -- | -- | -- | 37.5 | 0.0 | 0.0 |
| Social Sciences | 43.7 | 7.5 | 0.0 | 21.8 | -- | -- | -- | 52.1 | 14.3 | 0.0 | 0.0 | 0.0 | 49.8 | 9.3 | 0.0 |

¹The percentage of employed graduates who when surveyed had jobs judged to be below a level appropriate for college graduates. Based on a sample of 10 or fewer graduates.

TABLE 14

UNDEREMPLOYMENT RATE¹ FOR GRADUATES WITH AND WITHOUT TEACHING CERTIFICATES
 BY HIGHS MAJOR: 1972 GRADUATES OF THE UNIVERSITY
 (RATE EXPRESSED AS A PERCENT)

| HIGHS Major | Champaign-Urbana | | | | Chicago Circle | | | | |
|-----------------------------------|-------------------|-------|-----------------|-------|-------------------|-------|-----------------|-------|------|
| | Bachelor's Degree | | Doctor's Degree | | Bachelor's Degree | | Doctor's Degree | | |
| | With | W/O | With | W/O | With | W/O | With | W/O | |
| Agriculture & Natural Resources | 0.0* | 24.1 | 0.0 | 0.0 | 0.0 | 0.0 | --- | --- | --- |
| Architecture & Environment Design | --- | 6.7 | 0.0* | 0.0 | --- | --- | 0.0 | --- | --- |
| Area Studies | --- | 66.7* | --- | --- | --- | --- | --- | --- | --- |
| Biological Sciences | 0.0* | 13.5 | 4.6 | 0.0 | 2.1 | 20.0* | 24.3 | 0.0 | --- |
| Business & Management | 20.0* | 18.9 | 0.0* | 1.2 | 0.0 | --- | 17.6 | --- | --- |
| Communications | --- | 6.1 | 0.0* | 6.7 | 0.0* | --- | --- | --- | --- |
| Computer & Information Sciences | --- | 0.0* | --- | 0.0 | 0.0 | --- | 5.9 | 0.0 | --- |
| Education | 12.9 | 0.0* | 1.6 | 2.5 | 0.0 | 13.6 | 30.8 | --- | --- |
| Engineering | 0.0* | 7.0 | 0.0* | 0.0 | 1.4 | 0.0* | 6.9 | 0.0 | --- |
| Fine & Applied Arts | 7.1 | 37.5 | 0.0 | 12.2 | 0.0 | 21.4 | 23.4 | 0.0* | --- |
| Foreign Languages | 31.8 | 16.7* | 17.4 | 40.0 | 0.0 | 24.0 | 52.2 | 0.0* | --- |
| Health Professions | 9.0* | 0.0* | 0.0 | 0.0* | 0.0* | 0.0 | --- | --- | --- |
| Home Economics | 11.1* | 27.8 | 0.0* | 33.3* | 0.0* | 0.0 | --- | --- | --- |
| Law | --- | --- | --- | 0.0* | --- | 0.0 | --- | --- | --- |
| Letters | 32.1 | 52.9 | 5.9 | 12.9 | 0.0 | 20.0 | 32.5 | 16.7* | --- |
| Library Science | --- | --- | 4.3 | 1.4 | 0.0* | --- | --- | --- | --- |
| Mathematics | 15.4 | 11.1 | 0.0 | 9.1 | 0.0 | 7.1 | 18.8 | 0.0* | 0.0* |
| Physical Sciences | 0.0* | 3.6 | 0.0* | 1.9 | 0.0 | 0.0* | 9.5 | 25.0* | 0.0* |
| Psychology | 0.0* | 31.5 | --- | 6.2 | 0.0 | 50.0* | 51.2 | 16.7* | --- |
| Public Affairs & Services | --- | 35.3 | 0.0 | 0.0 | 0.0* | 0.0* | --- | 0.0 | --- |
| Social Sciences | 16.7 | 45.7 | 8.0 | 3.4 | 0.0 | 26.9 | 56.1 | 16.7 | 0.0* |

¹ The percentage of employed graduates who when surveyed had jobs judged to be below a level appropriate for college graduates.

* Based on a sample of 10 or fewer graduates.

TABLE 15

JOB SATISFACTION BY CAMPUS: 1972 GRADUATES OF THE UNIVERSITY

(DATA EXPRESSED AS PERCENTS)

| Degree Level | Champaign-Urbana | | | Medical Center | | | Chicago Circle | | | University-Wide | | |
|----------------------|------------------|--------------------|---------------------------|------------------|--------------------|---------------------------|------------------|--------------------|---------------------------|------------------|--------------------|---------------------------|
| | Highly Satisfied | Somewhat Satisfied | Little or No Satisfaction | Highly Satisfied | Somewhat Satisfied | Little or No Satisfaction | Highly Satisfied | Somewhat Satisfied | Little or No Satisfaction | Highly Satisfied | Somewhat Satisfied | Little or No Satisfaction |
| Bachelor's | 47.4 | 33.1 | 19.5 | 58.6 | 36.1 | 5.3 | 39.3 | 33.9 | 26.8 | 44.5 | 33.7 | 21.8 |
| Master's | 60.8 | 31.3 | 7.9 | 84.9 | 9.1 | 6.0 | 64.8 | 26.7 | 8.5 | 61.7 | 30.4 | 7.9 |
| Doctor's | 64.2 | 30.1 | 5.7 | 70.0 | 20.0 | 10.0 | 40.0* | 60.0* | 0.0* | 64.1 | 30.0 | 5.9 |
| Professional | 73.4 | 24.3 | 2.3 | 78.9 | 19.2 | 1.9 | --- | --- | --- | 74.7 | 23.1 | 2.2 |
| All Degrees Combined | 57.7 | 31.3 | 11.0 | 65.9 | 29.0 | 5.1 | 41.6 | 33.3 | 25.1 | 53.9 | 31.7 | 14.4 |

* Based on a sample of 10 or fewer graduates.

TABLE 16

JOB SATISFACTION BY HEGIS MAJOR: 1972 GRADUATES OF THE UNIVERSITY

(DATA EXPRESSED AS PERCENTS)

(Page 1 of 2)

| HEGIS Major | Champaign-Urbana | | | | | | | | | | Medical Center | | | | | | | | | | |
|-------------------------------------|------------------|-------|----------|------|----------|-------|----------|-------|-------|-------|----------------|------|----------|------|----------|------|----------|-----|-------|------|-------|
| | Bachelor's | | Master's | | Doctor's | | Profess. | | Total | | Bachelor's | | Master's | | Doctor's | | Profess. | | Total | | |
| | High | Low | High | Low | High | Low | High | Low | High | Low | High | Low | High | Low | High | Low | High | Low | High | Low | |
| Agriculture & Natural Resources | 62.0 | 16.0 | 60.0 | 5.0 | 55.9 | 14.7 | --- | --- | 59.7 | 12.1 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Architecture & Environmental Design | 59.3 | 7.4 | 57.6 | 0.0 | --- | --- | --- | --- | 58.3 | 3.3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Area Studies | 50.0* | 50.0* | --- | --- | --- | --- | --- | 50.0* | 50.0* | 50.0* | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Biological Sciences | 40.6 | 34.3 | 45.2 | 6.4 | 62.8 | 3.9 | --- | --- | 47.9 | 13.7 | --- | --- | 66.7* | 22.2 | 68.4 | 10.6 | --- | --- | --- | 67.9 | 14.3 |
| Business & Management | 58.1 | 12.4 | 51.7 | 9.0 | 68.2 | 4.5 | --- | --- | 56.7 | 10.4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Communications | 37.7 | 11.6 | 61.7 | 8.5 | 40.0 | 0.0 | --- | --- | 49.5 | 9.5 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Computer & Information Sciences | 50.0* | 0.0* | 63.6 | 18.2 | 58.8 | 5.9 | --- | --- | 62.1 | 10.3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Education | 61.2 | 11.8 | 68.0 | 4.9 | 69.5 | 4.2 | --- | --- | 67.0 | 6.0 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Engineering | 55.1 | 9.4 | 62.0 | 6.0 | 63.0 | 4.1 | --- | --- | 58.8 | 7.3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Fine & Applied Arts | 31.9 | 21.3 | 51.6 | 13.2 | 47.3 | 10.6 | --- | --- | 45.2 | 15.3 | 50.0* | 0.0* | --- | --- | --- | --- | --- | --- | --- | --- | 50.0* |
| Foreign Languages | 54.2 | 25.0 | 46.7 | 30.0 | 75.0 | 8.3 | --- | --- | 54.5 | 24.2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Health Professions | 66.7* | 0.0* | 66.7 | 0.0 | 60.0* | 40.0* | 95.7 | 0.0 | 77.0 | 3.3 | 58.7 | 5.3 | 91.7 | 0.0 | 100.0* | 0.0* | 78.9 | 1.9 | 65.8 | 4.1 | --- |
| Home Economics | 45.5 | 36.3 | 59.2 | 7.7 | 33.3* | 0.0 | --- | --- | 52.6 | 23.7 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Law | --- | --- | --- | --- | --- | --- | 70.1 | 2.9 | 70.1 | 2.9 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Letters | 24.2 | 31.0 | 45.7 | 15.2 | 59.0 | 5.1 | --- | --- | 40.6 | 18.9 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Liberal Science | --- | --- | 58.7 | 6.9 | 66.7* | 0.0 | --- | --- | 68.6 | 6.6 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Mathematics | 55.2 | 13.8 | 55.9 | 2.9 | 65.7 | 12.5 | --- | --- | 58.6 | 9.2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Physical Sciences | 45.8 | 20.9 | 68.0 | 8.0 | 60.4 | 1.9 | --- | --- | 58.8 | 7.8 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Psychology | 13.1 | 47.8 | 75.0 | 12.5 | 76.2 | 0.0 | 100.0* | 0.0* | 38.2 | 30.3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Public Affairs & Services | 46.7 | 33.3 | 63.6 | 7.6 | 60.0* | 0.0* | --- | --- | 61.9 | 11.9 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Social Sciences | 37.2 | 36.0 | 52.6 | 13.2 | 69.5 | 6.8 | --- | --- | 50.8 | 21.9 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

* Based on a sample of 10 or fewer graduates.

NOTE: The "high" and "low" satisfaction percentages do not always total to 100.0%. When such is the case, the outstanding data represents the percentage of graduates who were "somewhat" satisfied with their jobs.

TABLE 17

HELPFULNESS OF MAJOR IN JOB DUTIES: 1972 GRADUATES OF THE UNIVERSITY
(DATA EXPRESSED AS PERCENTS)

| Degree Level | Champaign-Urbana | | | Medical Center | | | Chicago Circle | | | University-Wide | | |
|----------------------|------------------|------------------|-------------------|----------------|------------------|-------------------|----------------|------------------|-------------------|-----------------|------------------|-------------------|
| | Highly Helpful | Somewhat Helpful | Little or No Help | Highly Helpful | Somewhat Helpful | Little or No Help | Highly Helpful | Somewhat Helpful | Little or No Help | Highly Helpful | Somewhat Helpful | Little or No Help |
| Bachelor's | 41.5 | 29.8 | 28.7 | 77.1 | 18.2 | 4.7 | 29.7 | 31.1 | 39.2 | 30.9 | 29.4 | 31.7 |
| Master's | 65.1 | 23.8 | 11.1 | 84.9 | 12.1 | 3.0 | 72.5 | 18.3 | 9.2 | 66.2 | 23.0 | 10.8 |
| Doctor's | 82.1 | 14.9 | 3.0 | 65.0 | 30.0 | 5.0 | 83.3* | 16.7* | 0.0* | 81.5 | 15.5 | 3.0 |
| Professional | 75.3 | 11.2 | 13.5 | 88.9 | 1.8 | 9.3 | --- | --- | --- | 78.6 | 8.9 | 12.5 |
| All Degrees Combined | 61.0 | 23.4 | 15.6 | 79.3 | 15.4 | 5.3 | 34.0 | 29.8 | 36.2 | 54.9 | 24.6 | 20.5 |

*Based on a sample of 10 or fewer graduates.

TABLE 18

HELPFULNESS OF MAJOR IN JOB OPPORTUNITIES: 1972 GRADUATES OF THE UNIVERSITY
(DATA EXPRESSED AS PERCENTS)

(Page 1 of 4)

| Major | Bachelor's | | Master's | | Doctor's | | Professional | | Total | |
|-------------------------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|
| | Highly Related | Little or No Relationship |
| Agriculture & Natural Resources | 56.6 | 18.0 | 76.9 | 7.7 | 70.6 | 5.9 | -- | -- | 74.8 | 11.4 |
| Architecture & Environmental Design | 70.4 | 3.0 | 68.8 | 6.2 | -- | -- | -- | -- | 69.5 | 5.1 |
| Area Studies | 0.0* | 100.0 | -- | -- | -- | -- | -- | -- | 0.0* | 100.0* |
| Biological Sciences | 30.6 | 47.2 | 64.5 | 6.5 | 88.2 | 2.0 | -- | -- | 64.4 | 17.0 |
| Business & Management | 38.5 | 22.3 | 57.8 | 10.0 | 86.4 | 4.5 | -- | -- | 50.0 | 16.1 |
| Communications | 43.5 | 23.9 | 54.2 | 12.5 | 80.0* | 0.0* | -- | -- | 51.5 | 17.2 |
| Computer & Information Sciences | 100.0* | 0.0 | 72.7 | 18.2 | 70.6 | 5.9 | -- | -- | 72.4 | 10.3 |
| Education | 60.5 | 18.6 | 67.8 | 8.8 | 75.8 | 6.3 | -- | -- | 68.1 | 10.1 |
| Engineering | 51.9 | 14.0 | 64.7 | 8.6 | 73.9 | 1.5 | -- | -- | 60.0 | 10.1 |
| Fine & Applied Arts | 47.9 | 27.1 | 73.6 | 12.1 | 94.7 | 0.0 | -- | -- | 68.4 | 15.2 |
| Foreign Languages | 45.8 | 33.4 | 57.2 | 35.7 | 100.0 | 0.0 | -- | -- | 60.9 | 26.1 |
| Health Professions | 66.7* | 33.3* | 88.9 | 0.0 | 100.0* | 0.0* | 97.1 | 2.9 | 93.3 | 3.3 |
| Home Economics | 34.8 | 30.4 | 53.8 | 30.8 | 66.7* | 0.0* | -- | -- | 43.6 | 28.2 |
| Liberal Arts | -- | -- | 100.0* | 0.0* | -- | -- | 69.6 | 16.3 | 69.9 | 16.2 |
| Letters | 27.1 | 44.1 | 66.0 | 14.9 | 84.6 | 0.0 | -- | -- | 55.2 | 22.8 |
| Library Science | -- | -- | 67.0 | 7.8 | 100.0* | 0.0* | -- | -- | 69.0 | 7.4 |
| Mathematics | 41.4 | 31.0 | 52.9 | 11.8 | 79.2 | 0.0 | -- | -- | 56.3 | 14.9 |
| Physical Sciences | 41.6 | 29.2 | 70.4 | 7.4 | 79.2 | 3.8 | -- | -- | 68.3 | 10.6 |
| Psychology | 11.1 | 63.0 | 55.6* | 11.1* | 86.4 | 0.0 | 100.0* | 0.0* | 39.7 | 34.5 |
| Public Affairs & Service | 37.5 | 37.5 | 61.8 | 13.2 | 100.0* | 0.0* | -- | -- | 58.6 | 17.2 |
| Social Sciences | 9.3 | 60.5 | 44.7 | 31.6 | 95.0 | 3.3 | -- | -- | 44.6 | 35.9 |

*Based on a sample of 10 or fewer graduates.

NOTE: The "Highly Related" and "Little or No Relationship" percentages do not always total to 100.0%. When such is the case, the outstanding data represents the percentage of graduates who marked "Somewhat Related."

TABLE 18

HELPFULNESS OF MAJOR IN JOB DUTIES: 1972 GRADUATES OF THE UNIVERSITY
(DATA EXPRESSED AS PERCENTS)
(Page 2 of 4)

MEDICAL CENTER

| MIS Major | Bachelor's | | Master's | | Doctor's | | Professional | | Total | |
|-------------------------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|
| | Highly Related | Little or No Relationship |
| Agriculture & Natural Resources | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Architecture & Environmental Design | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Area Studies | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Biological Sciences | -- | -- | 77.8* | 11.1* | 63.1 | 5.3 | 68.0 | 7.1 | 68.0 | 7.1 |
| Business & Management | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Communications | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Computer & Information Sciences | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Education | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Engineering | -- | -- | -- | -- | -- | -- | -- | -- | 100.0* | 0.0* |
| Fine & Applied Arts | 100.0* | 0.0* | -- | -- | -- | -- | -- | -- | -- | -- |
| Foreign Languages | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Health Professions | 76.8 | 4.8 | 87.5 | 0.0 | 100.0* | 0.0* | 88.9 | 9.3 | 80.3 | 5.2 |
| Home Economics | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Law | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Letters | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Library Science | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Mathematics | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Physical Sciences | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Psychology | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Public Affairs & Service | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Social Sciences | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

*Based on a sample of 10 or fewer graduates.

NOTE: The "Highly Related" and "Little or No Relationship" percentages do not always total to 100.0%. When such is the case, the outstanding data represents the percentage of graduates who marked "Somewhat Related."

TABLE 2A

HELPFULNESS OF MAJOR IN JOB DUTIES: 1972 GRADUATES OF THE UNIVERSITY
(DATA EXPRESSED AS PERCENTS)

(Page 3 of 4)

| MIGIS Major | Bachelor's | | Master's | | Doctor's | | Professional | | Total | |
|-------------------------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|
| | Highly Related | Little or No Relationship |
| Agriculture & Natural Resources | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Architecture & Environmental Design | 72.2 | 11.1 | 100.0 | 0.0 | -- | -- | -- | -- | 73.7 | 5.3 |
| Area Studies | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Biological Sciences | 35.2 | 37.8 | 100.0* | 0.0* | -- | -- | -- | -- | 38.5 | 35.9 |
| Business & Management | 35.2 | 23.2 | -- | -- | -- | -- | -- | -- | 35.2 | 23.2 |
| Communications | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Computer & Information Sciences | 12.5 | 18.8 | 0.0* | 0.0* | -- | -- | -- | -- | 11.8 | 17.6 |
| Education | 51.2 | 18.7 | -- | -- | -- | -- | -- | -- | 51.2 | 18.7 |
| Engineering | 29.6 | 26.1 | 53.8 | 7.7 | -- | -- | -- | -- | 32.0 | 24.2 |
| Fine & Applied Arts | 23.6 | 45.5 | 100.0* | 0.0* | -- | -- | -- | -- | 27.6 | 43.1 |
| Foreign Languages | 26.2 | 47.6 | 0.0* | 0.0* | -- | -- | -- | -- | 25.6 | 46.5 |
| Health Professions | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Home Economics | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Law | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Letters | 30.3 | 45.5 | 71.4* | 14.3* | -- | -- | -- | -- | 34.9 | 43.4 |
| Library Science | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Mathematics | 44.7 | 26.3 | 72.7* | 9.1* | 100.0* | 0.0* | -- | -- | 53.0* | 21.6 |
| Physical Sciences | 52.9 | 17.7 | 33.3* | 66.7* | 66.7* | 0.0* | -- | -- | 56.5 | 21.7 |
| Psychology | 16.5 | 55.3 | 33.4* | 33.3* | -- | -- | -- | -- | 17.0 | 54.5 |
| Public Affairs & Service | -- | -- | 88.0 | 0.0 | -- | -- | -- | -- | 88.0 | 0.0 |
| Social Sciences | 10.6 | 66.0 | 50.0 | 28.5 | 100.0* | 0.0* | -- | -- | 13.2 | 63.6 |

*Based on a sample of 10 or fewer graduates.

NOTE: The "Highly Related" and "Little or No Relationship" percentages do not always total to 100.0%. When such is the case, the outstanding data represents the percentage of graduates who marked "Somewhat Related."

TABLE 18
 HELPFULNESS OF MAJOR IN JOB DETAILS: 1972 GRADUATES OF THE UNIVERSITY
 (DATA EXPRESSED AS PERCENTS)
 (Page 4 of 4)

ALL UNIVERSITY

| HEGIS Major | Bachelor's | | Master's | | Doctor's | | Professional | | Total | |
|-------------------------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|
| | Highly Related | Little or No Relationship |
| Agriculture & Natural Resources | 56.0 | 18.0 | 76.0 | 7.7 | 70.6 | 5.9 | -- | -- | 74.8 | 11.4 |
| Architecture & Environmental Design | 70.4 | 3.0 | 68.8 | 6.2 | -- | -- | -- | -- | 70.5 | 6.4 |
| Area Studies | 0.0* | 100.0* | -- | -- | -- | -- | -- | -- | 0.0* | 100.0* |
| Biological Sciences | 32.9 | 42.5 | 69.0 | 8.8 | 81.4 | 4.3 | -- | -- | 59.5 | 19.5 |
| Business & Management | 36.8 | 22.8 | 57.0 | 10.0 | 86.4 | 4.5 | -- | -- | 44.5 | 18.8 |
| Communications | 43.5 | 23.9 | 54.2 | 12.5 | 80.0* | 0.0* | -- | -- | 51.5 | 17.2 |
| Computer & Information Sciences | 17.6 | 17.6 | 66.7 | 16.7 | 70.6 | 5.9 | -- | -- | 50.0 | 13.0 |
| Education | 54.4 | 18.7 | 67.8 | 8.8 | 75.8 | 6.3 | -- | -- | 63.7 | 12.3 |
| Engineering | 44.1 | 18.2 | 63.8 | 8.6 | 73.9 | 1.5 | -- | -- | 53.6 | 13.3 |
| Fine & Applied Arts | 36.2 | 36.2 | 74.5 | 11.7 | 94.7 | 0.0 | -- | -- | 57.8 | 22.5 |
| Foreign Languages | 40.9 | 42.4 | 55.2 | 34.5 | 100.0 | 0.0 | -- | -- | 46.7 | 35.5 |
| Health Professions | 76.7 | 5.2 | 88.1 | 0.0 | 100.0* | 0.0* | -- | -- | 82.7 | 4.9 |
| Home Economics | 34.8 | 30.4 | 53.8 | 30.8 | 66.7* | 3.3* | -- | -- | 43.6 | 28.2 |
| Law | -- | -- | 100.0* | 0.0* | -- | -- | 69.6 | 16.3 | 69.9 | 16.2 |
| Letters | 29.1 | 44.9 | 66.7 | 14.8 | 84.6 | 0.0 | -- | -- | 34.5 | 31.5 |
| Library Science | -- | -- | 67.0 | 7.8 | 100.0* | 0.0* | -- | -- | 69.0 | 7.4 |
| Mathematics | 43.3 | 28.4 | 57.8 | 11.1 | 80.1 | 0.0 | -- | -- | 55.1 | 14.5 |
| Physical Sciences | 46.3 | 24.4 | 66.7 | 13.3 | 78.6 | 3.6 | -- | -- | 65.3 | 12.6 |
| Psychology | 15.3 | 58.0 | 50.0 | 16.7 | 86.4 | 0.0 | 100.0* | 0.0* | 27.7 | 47.0 |
| Public Affairs & Service | 37.5 | 37.5 | 72.9 | 7.6 | 100.0* | 0.0* | -- | -- | 69.3 | 10.9 |
| Social Sciences | 10.3 | 64.5 | 46.2 | 30.8 | 95.1 | 3.2 | -- | -- | 26.5 | 51.8 |

*Based on a sample of 10 or fewer graduates.

NOTE: The "Highly Related" and "Little or No Relationship" percentages do not always total to 100.0%. When such is the case, the outst inding data represents the percentage of graduates who marked "Somewhat Related."

TABLE 19
 BEHAVIOR IF COLLEGE CAREER COULD BE REPEATED: 1972 GRADUATES OF THE UNIVERSITY
 (DATA EXPRESSED AS PERCENTS)

| Degree Level | Charpaign-Urbana | | | Medical Center | | | Chicago Circle | | | University-Wide | | | Total Attend College | | | |
|----------------------|---------------------|--------------------------|--------------|---------------------|--------------------------|--------------|---------------------|--------------------------|--------------|---------------------|--------------------------|--------------|----------------------|------|------|-----|
| | Follow Same Program | Choose Different Program | | Follow Same Program | Choose Different Program | | Follow Same Program | Choose Different Program | | Follow Same Program | Choose Different Program | | | | | |
| | | Diff Curr | Other Change | | | | |
| Bachelor's | 61.5 | 25.3 | 11.6 | 1.6 | 76.2 | 15.7 | 7.6 | .5 | 54.5 | 29.4 | 13.0 | 3.1 | 59.2 | 26.6 | 12.0 | 2.2 |
| Master's | 71.3 | 19.2 | 8.5 | 1.0 | 84.8 | 6.1 | 9.1 | 0.0 | 70.5 | 21.9 | 6.9 | .7 | 71.5 | 19.2 | 8.3 | 1.0 |
| Doctor's | 72.1 | 18.4 | 8.4 | 1.1 | 76.2 | 4.8 | 9.5 | 9.5 | 50.0* | 50.0* | 0.0* | 0.0* | 72.1 | 18.2 | 8.3 | 1.4 |
| Professional | 80.2 | 10.5 | 8.1 | 1.2 | 88.3 | 6.7 | 5.0 | 0.0 | --- | --- | --- | --- | 82.3 | 9.5 | 7.3 | .9 |
| All Degrees Combined | 68.2 | 21.0 | 9.6 | 1.2 | 79.3 | 12.4 | 7.4 | .9 | 56.0 | 28.8 | 12.4 | 2.8 | 65.3 | 22.7 | 10.3 | 1.7 |

*Based on a sample of 10 or fewer graduates.

TABLE 20

PERCENTAGE WHO WOULD CHOOSE A DIFFERENT CURRICULUM BY REGIS MAJOR: 1972 GRADUATES OF THE UNIVERSITY

| REGIS Major | Champaign-Urbana | | | Medical Center | | | Chicago Circle | | | University-Wide | | | Total | |
|-------------------------------------|------------------|------|-------|----------------|------|------|----------------|--------|--------|-----------------|------|-------|-------|-------|
| | Bach | Mast | Doct | Bach | Mast | Doct | Bach | Mast | Doct | Bach | Mast | Doct | | Prof |
| Ag & Natural Resources | 17.5 | 8.7 | 24.2 | --- | --- | --- | --- | --- | --- | 17.5 | 8.7 | 24.2 | --- | 16.2 |
| Architecture & Environmental Design | 0.0 | 17.7 | --- | --- | --- | --- | 11.1 | 0.0* | --- | 4.1 | 17.1 | --- | --- | 9.5 |
| Area Studies | 50.0* | --- | --- | --- | --- | --- | --- | --- | --- | 50.0* | --- | --- | --- | 50.0* |
| Biological Sciences | 20.0 | 25.0 | 13.2 | --- | 20.0 | 5.0 | 27.8 | 28.6* | --- | 24.1 | 24.7 | 11.0 | --- | 21.0 |
| Business & Management | 20.8 | 20.2 | 9.5 | --- | --- | --- | 21.7 | --- | --- | 21.2 | 20.2 | 9.5 | --- | 20.4 |
| Communications | 19.7 | 18.4 | 0.0* | --- | --- | --- | --- | --- | --- | 19.7 | 18.4 | 0.0* | --- | 18.5 |
| Computer & Info Sciences | 0.0* | 20.0 | 17.6 | --- | --- | --- | 17.6 | 100.0* | --- | 16.7 | 25.0 | 17.6 | --- | 19.6 |
| Education | 29.3 | 20.4 | 15.5 | --- | --- | --- | 27.5 | --- | --- | 28.1 | 20.4 | 15.5 | --- | 22.8 |
| Engineering | 17.8 | 12.6 | 19.7 | --- | --- | --- | 23.4 | 29.4 | --- | 19.6 | 14.1 | 19.7 | --- | 18.0 |
| Fine & Applied Arts | 29.3 | 13.4 | 9.5 | --- | 0.0* | --- | 23.5 | 20.0* | --- | 25.5 | 13.7 | 9.5 | --- | 19.4 |
| Foreign Languages | 26.8 | 38.6 | 30.8 | --- | --- | --- | 39.7 | 100.0* | --- | 34.3 | 41.3 | 30.8 | --- | 36.1 |
| Health Professions | 10.6 | 27.8 | 40.0* | --- | 0.0 | 0.0* | --- | --- | --- | 15.3 | 12.2 | 31.3* | 6.5 | 12.9 |
| Home Economics | 34.5 | 31.3 | 25.0* | --- | --- | --- | --- | --- | --- | 34.5 | 31.3 | 25.0* | --- | 32.7 |
| Law | --- | 0.0* | --- | --- | --- | --- | --- | --- | --- | --- | 0.0* | --- | 11.6 | 10.7 |
| Letters | 46.8 | 20.5 | 25.0 | --- | --- | --- | 35.6 | 50.0 | --- | 39.8 | 23.9 | 25.0 | 33.9 | 33.9 |
| Library Science | --- | 13.6 | 33.3 | --- | --- | --- | --- | --- | --- | --- | 13.6 | 33.3 | --- | 14.8 |
| Mathematics | 15.4 | 21.4 | 21.0 | --- | --- | --- | 29.5 | 15.4 | 100.0* | 24.0 | 21.7 | 28.6 | --- | 23.8 |
| Physical Sciences | 24.5 | 17.1 | 17.3 | --- | --- | --- | 28.2 | 0.0* | 33.3* | 26.1 | 16.0 | 18.2 | --- | 20.6 |
| Psychology | 38.8 | 18.2 | 13.6 | 0.0* | --- | --- | 32.8 | 30.0 | --- | 35.2 | 21.9 | 13.6 | 0.0* | 31.7 |
| Public Affairs & Services | 29.4 | 19.2 | 0.0 | --- | --- | --- | --- | 13.2 | --- | 29.4 | 16.7 | 0.0 | --- | 17.7 |
| Social Sciences | 39.3 | 30.8 | 22.8 | --- | --- | --- | 34.4 | 18.2 | 100.0* | 36.0 | 28.0 | 22.4 | --- | 33.6 |

* Based on a sample of 10 or fewer graduates.

TABLE 21
ADDITIONAL DEGREES SOUGHT BY CAMPUS: 1972 GRADUATES OF THE UNIVERSITY
 (DATA EXPRESSED AS PERCENTS)

| U of I Degree Level | Champaign-Urbana | | | | Medical Center | | | | Chicago Circle | | | | University-Wide | | | | | | | |
|-------------------------|------------------|--------|-------|-------|----------------|-------|--------|--------|----------------|-------|-------|-------|-----------------|-------|-------|-------|-------|-------|-------|-------|
| | Bach. | Mast. | Doct. | Prof. | Total | Bach. | Mast. | Doct. | Prof. | Total | Bach. | Mast. | Doct. | Prof. | Total | Bach. | Mast. | Doct. | Prof. | Total |
| Bachelor's | 1.2 | 62.8 | 9.5 | 26.5 | 29.8 | 8.3 | 79.1 | 0.0 | 12.6 | 11.1 | 3.7 | 67.5 | 10.1 | 18.7 | 24.7 | 2.6 | 65.4 | 9.5 | 22.5 | 26.1 |
| Master's | 0.6 | 16.0 | 75.7 | 7.7 | 20.3 | 0.0* | 0.0* | 100.0* | 0.0* | 5.6 | 2.4 | 9.8 | 85.4 | 2.4 | 26.5 | 0.9 | 15.1 | 76.9 | 7.1 | 20.5 |
| Doctor's | 33.3* | 33.3* | 33.4* | 0.0* | 0.5 | 0.0* | 0.0* | 0.0* | 100.0* | 4.5 | -- | -- | -- | -- | -- | 25.0* | 25.0* | 25.0* | 25.0* | 0.7 |
| Professional | 0.0* | 100.0* | 0.0* | 0.0* | 1.1 | 0.0* | 100.0* | 0.0* | 0.0* | 14.3 | -- | -- | -- | -- | -- | 0.0 | 100.0 | 0.0 | 0.0 | 4.5 |
| All Degrees Combined | 1.1 | 42.8 | 37.8 | 18.3 | 19.9 | 5.5 | 77.8 | 5.6 | 11.1 | 10.7 | 3.5 | 61.7 | 17.8 | 17.0 | 24.8 | 2.1 | 50.3 | 30.0 | 17.6 | 20.8 |

*Based on sample of 10 or fewer graduates.

TABLE 22

PROPENSITY TO CONTINUE IN SCHOOL BY HEGIS MAJOR
 (BACHELOR'S AND MASTER'S GRADUATES ONLY):
 1972 GRADUATES OF THE UNIVERSITY
 (DATA EXPRESSED AS PERCENTS)

| HEGIS Major | U. of I. Degree Level | |
|-------------------------------------|-----------------------|----------|
| | Bachelor's | Master's |
| Ag & Natural Resources | 18.5 | 22.9 |
| Architecture & Environmental Design | 5.9* | 0.0 |
| Area Studies | 33.3* | -- |
| Biological Sciences | 45.7 | 47.2 |
| Business & Management | 15.0 | 11.9 |
| Communications | 18.3 | 10.0 |
| Computer & Infor Sciences | 30.0 | 23.5 |
| Education | 13.0 | 11.4 |
| Engineering | 27.6 | 21.1 |
| Fine & Applied Arts | 22.8 | 9.2 |
| Foreign Languages | 25.5 | 22.9 |
| Health Professions | 26.9 | 2.3 |
| Home Economics | 26.7 | 5.9 |
| Law | -- | 50.0* |
| Letters | 19.2 | 34.1 |
| Library Science | -- | 1.5 |
| Mathematics | 36.9 | 23.1 |
| Physical Sciences | 43.8 | 66.7 |
| Psychology | 37.3 | 72.7 |
| Public Affairs & Services | 16.7 | 1.5 |
| Social Sciences | 30.8 | 47.6 |

* Based on a sample of 10 or fewer graduates.

TABLE 23
 RATING¹ OF INSTITUTION ATTENDED (FOR GRADUATES PURSUING ADDITIONAL DEGREES): 1972 GRADUATES OF THE UNIVERSITY

(DATA EXPRESSED AS PERCENTS)

| Degree Level | Champaign-urbana | | | | | Medical Center | | | | | Chicago Circle | | | | | University-Wide | | | | |
|----------------------|-----------------------------------|---------|---------------|--|--------|-----------------------------------|---------|---------------|--|------|-----------------------------------|---------|---------------|--|-------|-----------------------------------|---------|---------------|--|--|
| | Roose-Andersen Study Institutions | | | Institutions Not in Roose-Andersen Study | | Roose-Andersen Study Institutions | | | Institutions Not in Roose-Andersen Study | | Roose-Andersen Study Institutions | | | Institutions Not in Roose-Andersen Study | | Roose-Andersen Study Institutions | | | Institutions Not in Roose-Andersen Study | |
| | Top 14 | Next 13 | Remaining 103 | | | Top 14 | Next 13 | Remaining 103 | | | Top 14 | Next 13 | Remaining 103 | | | Top 14 | Next 13 | Remaining 103 | | |
| Bachelor's | 67.4 | 7.9 | 9.3 | 15.4 | 75.0 | 0.0 | 18.8 | 6.2 | 75.0 | 13.4 | 13.4 | 10.0 | 63.2 | 43.5 | 10.4 | 9.6 | 36.5 | | | |
| Master's | 84.4 | 3.2 | 5.6 | 6.8 | 100.0* | 0.0* | 0.0* | 0.0* | 100.0* | 18.7 | 12.5 | 0.0 | 68.8 | 76.3 | 4.2 | 5.0 | 14.5 | | | |
| Doctor's | 100.0* | 0.0* | 0.0* | 0.0* | 0.0* | 0.0* | 100.0* | 100.0* | 0.0* | -- | -- | -- | -- | 50.0* | 0.0* | 50.0* | 0.0* | | | |
| Professional | 100.0* | 0.0* | 0.0* | 0.0* | 66.7* | 0.0* | 33.3* | 0.0* | 66.7* | -- | -- | -- | -- | 14.3* | 28.6* | 0.0* | 57.1* | | | |
| All Degrees Combined | 74.8 | 5.8 | 7.7 | 11.7 | 72.0 | 0.0 | 20.0 | 8.0 | 72.0 | 14.0 | 13.3 | 8.9 | 63.8 | 55.9 | 8.5 | 8.1 | 29.5 | | | |

¹ Based on composite of the individual discipline ratings in the Roose-Andersen study.

* Based on a sample of 10 or fewer graduates.

APPENDIX B:
COMMENTS OF THE GRADUATES

How the 1972 Graduates Perceived Their College Experience

The graduates surveyed had the opportunity to comment further although they were not instructed to do so. Thus it was not surprising that most graduates (85%) chose to make no comment at all. Some graduates (7%) made comments which were judged to be neutral. A relatively small percent (6%) offered statements that were in some respect critical of the University. Finally, an even smaller group (2%) took the opportunity to compliment the University on its programs or services. It should not be assumed that the comments quoted below necessarily represent the feelings of the entire graduating class. They are however reflective of the comments that were made and they are presented in that context.

Some of the graduates surveyed were generally complimentary of the University.

An Urbana History graduate (B.S.)—

"For what it is worth, I want to state that the education that I received at the U. of I. was outstanding. My instructors, my advisor, and my course of study (History) were outstanding in all aspects. I have nothing but the highest regard for the University of Illinois."

An Urbana Education graduate (M.Ed.)—

"I really am proud to be a graduate of Ill. I was well prepared for my field and also had a chance to explore a wide variety of things as a student. I feel I got more than my money's work without a doubt."

An Urbana Engineering graduate (M.S.)—

"I am very satisfied and proud to be a graduate of the Univ. of Ill., My education at the U. of I. will always be of great value to me."

A Chicago Circle Chemistry graduate (B.S.)—

"I am very pleased with my degree and background from Circle and I would go there again if I had to do it over. . . ."

An Urbana Chemistry graduate (B.S.)--

"Loved my 4 years at U. of Illinois. Provided me with a good background for medical school."

An Urbana English graduate (Ph.D.)--

". . . . I am grateful to the University of Illinois for excellent training. My wife will be getting a master's degree in English from Illinois in August, 1973. Both of us love Illinois and think that our training is the best anywhere. . . ."

A Medical Center Nursing graduate (B.S.)--

"I really enjoyed attending the U. of I. and for the most part found the teachers, courses, and people interesting and concerned."

An Urbana Journalism graduate (M.S.)--

"Illinois introduced me to the cutting edge of our society and I am deeply grateful for the opportunity."

An Urbana Finance graduate (Ph.D.)--

"I'm delighted with the schooling I received, and am grateful to the University and my professors for it."

A Chicago Circle Psychology graduate (B.A.)--

". . . . Even though I had no need for a college degree in my chosen career, I will never regret the fact that I spent 4½ years working for one. In the future I hope to return to school and work for a Master's Degree."

An Urbana Law graduate (J.D.)--

"Enjoyed school very much, miss it very much, and am deeply grateful for the educational experience the U. of I. and state has provided."

An Urbana Engineering graduate (B.S.)--

"I have found that the courses I took at the U. of I. were very advanced and are equal to those at Stanford in engineering and mathematics."

An Urbana Psychology graduate (B.S.)--

"I found the University of Illinois to be in retrospect a truly excellent source for undergraduate education. I hope that you will be able to maintain the quality of the University and that in the future I will be able to partially repay the University for the help it's been to me."

An Urbana Recreation and Park Administration graduate (M.S.)--

"I feel as if I have received an excellent education at the University of Illinois. It seems as if always more could have been done to improve the learning process, but all-in-all I am very happy with the fine teachers and administrators at Illinois."

Some graduates praised a specific program or individual.

An Urbana Music Education graduate (M.S.)--

"I am extremely pleased with the M.S. curriculum in music education. I feel I am professionally ahead of others in my area holding master's degrees from other universities."

A Medical Center Nursing graduate (B.S.)--

". . . . The U. of I. prepared me as well to be a nurse as any other 2, 3, or 4 year nursing program in Illinois, and perhaps in much of the country. I am very glad I chose the bachelor's level of nurse education, since I have seen other nurses who received only 2 years of college with an Assoc. Degree Certificate who were not as well prepared."

A Chicago Circle Criminal Justice graduate (M.S.)--

"I am very satisfied with my educational background at UICC and Michigan State primarily because of the number of interested professors in the Criminal Justice department and because of the friends that I met and still have contact with."

An Urbana History graduate (Ph.D.)--

"I am well satisfied with the U. of Ill. History Dept.--I found my instructors there to be genuinely interested in their students, humane and knowledgeable."

An Urbana Finance graduate (B.S.)--

". . . . am benefitting from a very fine business education that can be applied daily. Extremely practical for me, indeed. Couldn't be more satisfied with my situation since graduating one year ago. Quite appreciative of opportunities given me from U of I association."

A Chicago Circle Chemistry graduate (B.A.)--

"I found studies in the Chemistry Department at UICC very rewarding, but difficult. It had been almost 10 years since I had been in and classroom. . . ."

A Medical Center Nursing graduate (B.S.)--

"I found the continuation program in the College of Nursing stimulating and rewarding. I also immensely enjoyed all the liberal arts courses I took at Circle--especially in history."

A Chicago Circle Economics graduate (B.S.)--

"I feel I had the best set of instructors that the U. of I., C.C. could offer (in the Economics Dept. in Business Admin.) and also feel the curriculum was adequate in both potential for learning and challenge. They laid a sound foundation upon which I should be able to build further learning and a promising career."

A Chicago Circle Psychology graduate (B.A.)--

"If I had not met Dr. Phil Ash, I probably would not have taken the interest in Industrial Psych that I did. Working with Dr. Ash, and doing many independent research projects, helped me considerably."

An Urbana Art Education graduate (M.A.)--

"The best (most useful) courses I took were in the Education Department and the History and Philosophy Department. I feel my advisor was a major part of my graduate education. . . his support, encouragement and advice were very important to me.-- I feel I will be able to use all of this in a new job. (My advisor, by the way, was George W. Kardiman, Art Education Department.)"

An Urbana Library Science graduate (M.S.)--

"Although the Graduate Library School Placement Office did not find this job, I have to say that Miss Knights has worked very hard to find something for me in my very limited geographical area. She has spared herself in no effort on my behalf, and I want the University of Illinois to know how very much I appreciate her efforts."

An Urbana Agricultural Science graduate (B.S.)--

"Dean Warren Wassels of the College of Agriculture is an excellent placement advisor for the College of Agriculture. He is not only greatly beneficial to seniors but also very helpful to past graduates."

The negative comments were generally critical of a specific aspect of the education programs or student services rather than of the University as a whole. The placement services received a large share of these criticisms.

An Urbana Marketing graduate (M.B.A.)--

"I believe the College of Commerce Placement Service for MBA graduates was virtually worthless! Graduate students were ignored or treated indifferently by the director and his personnel. I had to conduct a direct mail campaign to make contacts with prominent companies and found my present job through my own efforts and those of friends."

An Urbana Finance graduate (M.S.)--

"Placement service stinks. At the time I was seeking employment the _____ Bank was actively recruiting trainees for their investment research staff, my stated employment preference, yet I was not able to interview with them when they were on campus because of the placement office's system."

An Urbana Mathematics and Computer Science graduate (B.S.)--

"When I was looking for a programming job, after graduation from the U. of I., I was unaware that the services of the engineering placement office were available to me. I feel they could have been a substantial aid in helping me to find a job at that time. Possibly I was the only math and computer science major not aware of this. I still feel that there might be a good reason to make graduates aware of all of the U. of I. resources which might help them find a job."

An Urbana Entomology graduate (M.S.)--

"I feel very strongly that the University of Illinois Placement Service is not helpful in assisting a student in locating a job. Last spring, I took at least ten interviews with industries which advertised employment of a biological nature, and not one of these could even offer a possibility of employment. Most of the recruiters stated flatly at the beginning of the interview that no jobs were available for biologists for the coming months. Only industries which have valid openings should interview students who are really putting out a serious effort to find a job."

An Urbana Graphic Design graduate (B.F.A.)--

"The FAA College offers no placement programs for its graduating seniors in design. Although the placement office would send its bulletin, jobs for artists were rarely among those listed. I did not find a job until May, '72, 3½ months after I graduated. This is not good. More emphasis is needed on placing students in jobs (or at least knowledge of how to go about finding a job) after they have graduated."

An Urbana Library Science graduate (M.S.)--

". . . . As far as placement services go, I think they are virtually ineffectual in this time of tight money and jobs. Particularly poor is the library school placement service."

An Urbana English Education graduate (B.A.)--

"My College Placement Office was of little help to me—all they could tell me was that there was nothing in my field in this geographical area. They also could give me no feasible alternatives to teaching with my background. There are too few advisors in the education placement office and information dissemination is bad."

A Medical Center Dentistry graduate (D.D.S.)--

"U. of I. College of Dentistry has no placement service and no counseling to speak of. No help is generally volunteered by the staff. A service of some kind is sorely needed at the Dental School for, without assistance, students are often forced prematurely into private practice with the heavy financial burdens this entails. This is unfortunate, as many high paying jobs with government and private agencies go unfilled each year."

A Chicago Circle Political Science graduate (B.A.)--

"The placement service at Circle, what little I had to do with it, was woefully inadequate in many respects. Also, pre-professional counseling was something unavailable to the general student body unless the individual sought guidance. The Political Science Department tried to systematize the availability of certain instructors and professors who could counsel in certain areas. It needs help if you want your graduates placed optimally."

A Chicago Circle Mathematics graduate (B.S.)--

"UICC Placement Service was not worth a wooden nickel."

A Chicago Circle English graduate (B.A.)--

"The UICC placement service was not very helpful in finding employment; however, since the teaching market is so tight, this is understandable. I had personally contacted +75 school systems, public and private, but received no offers--in fact, most did not even reply. In desperation, I drove to local, individual schools one day, trying to get my foot in somebody's door. I just happened to visit one school on the right day at the right time. . . ."

A Chicago Circle Design graduate (B.A.)--

"The Circle has been of no assistance to me in any aspect of job placement in my field. I should think that they (the school) should take some interest in its alumni."

A Chicago Circle Physics graduate (B.S.)--

"I believe the placement service at Circle was very little help to me. It is too small to handle the great numbers of graduating seniors."

A Chicago Circle Economics graduate (B.S.)--

"I think the Placement Office wasted a lot of my time by having people give interviews, representing companies that were not even hiring."

A Chicago Circle Accounting graduate (B.S.)--

"Placement Service at Circle was not very helpful to winter quarter graduates."

A Chicago Circle Physical Education graduate (B.S.)--

"I found the Placement Service at Circle Campus to be of little help, and resorted to using other college placement bulletins through friends. I am still looking for a full-time position!"

A Chicago Circle Criminal Justice graduate (B.A.)--

"Circle is desperately in need of a functioning placement office--perhaps they can be nudged with the survey."

Some graduates, however, credited the placement services and staff with helping them to find suitable employment.

A Chicago Circle Metallurgy graduate (B.S.)--

"The Univ. of Ill. Placement Service provided me with an opportunity to meet some 30 employers. As a result of these interviews I received 3 offers for employment. I chose the one which seemed most promising and am presently very happy with my present job. There is a great deal of praise due to Mr. Swain and his Placement Service. Thanks."

An Urbana Library Science graduate (M.S.)--

"Although the Graduate Library School Placement Office did not find this job, I have to say that Miss Knights has worked very hard to find something for me in my very limited geographical area. She has spared herself in no effort on my behalf, and I want the University of Illinois to know how very much I appreciate her efforts."

An Urbana Agricultural Science graduate (B.S.)--

"Dean Warren Wessels of the College of Agriculture is an excellent placement advisor for the College of Agriculture. He is not only greatly beneficial to seniors but also very helpful to past graduates."

An Urbana Teaching of Social Science graduate (M.A.T.)--

"I can't over-emphasize the help the Dean Waller gave me in seeking a job. It was through his strong recommendation that I was interviewed and hired."

An Urbana Spanish Teaching graduate (B.A.)--

"We have just moved to Washington two months ago. Before this I taught Spanish and French in an Illinois junior high school from January 1972 to January 1973. The U. of I. Placement Office informed me of the position, and I was very satisfied with the job."

Another group of graduates suggested that improved counseling could have helped them prepare for the world of work.

An Urbana History graduate (B.A.)--

"The pre-law advising was grossly inadequate and there were courses offered at the U. of I. that I wish I would have taken (such as Accounting), had I been advised to do so."

An Urbana Geology graduate (B.S.)--

"The University needs to make freshmen aware of what fields jobs are readily available in. Maybe there should be more counseling for interests and vocations. I enjoyed college and the work toward my degree but I now realize that it's all pretty useless and it's rather frustrating."

A Chicago Circle Geography graduate (B.A.)--

". . . . I would recommend a four hour course in career choice and planning instead of a non-essential required course."

A Chicago Circle Psychology graduate (B.A.)--

"I think that there should be more emphasis placed in college on making future plans--better guidance and counseling, courses with a more direct link to your future."

A Chicago Circle Education graduate (B.A.)--

"Many advisors at Circle seem to be unaware of the job market in the Chicago metropolitan area. Therefore, they seem to steer people in the wrong direction."

A Medical Center graduate (B.S.)--

"University academic advisors need to be more competent in counseling or guiding the student in knowledge of graduation requirements and in helping the student to explore a variety of course material for personal development."

An Urbana Psychology graduate (B.S.)--

". . . . I have no salable skills to offer. I believe that people in liberal arts curriculums should be encouraged more to take business courses so that their particular fields will be broader and in more demand in today's society."

A Chicago Circle Sociology graduate (B.S.)--

"I feel I was not advised enough in the 'men's' fields such as marketing. I am still very interested in sociology but feel that it is not a practical major to go into right now unless one plans on getting a masters--even with a higher degree in soc., it is difficult to find a decent job."

A Chicago Circle Chemistry graduate (B.S.)--

". . . . Try to get people in from industry, not as recruiters, but just as people who have experience in the field. Let the students find out what industry work is really like. Then they can make a much more knowledgeable decision as to which way they want to go after school, before they get a degree and still have time to change their minds."

A Chicago Circle Speech graduate (B.A.)--

"Had I received better counseling in my early days of college, before I chose a major, with the opportunities--or lack of them--explained to me regarding that major, I could have, and surely would have, chosen a more profitable course of study."

A Chicago Circle German and Psychology graduate (B.A.)--

"I think college advisors and administrators should have kept up-to-date on the decreasing need for teachers, and advised students accordingly. By 1970, the trend should have been apparent, and students might have easily chosen alternate fields of study. I had to wait till my last year to be informed that the likelihood of finding a job in my field was slim. . . ."

An Urbana Zoology graduate (B.S.)--

"Every fall semester, each department (not college) should hold a symposium on job opportunities in its respective discipline. This could even be a token symposium in which the head of the department gives a 40 minute lecture on a Saturday morning. These symposiums should be open to all undergraduate and graduate students. Freshmen and sophomores would be better able to judge what field they should be in if they knew the job opportunities in thier respective fields."

A number of graduates were frustrated by the job market they encountered.

An Urbana Psychology graduate (B.A.)--

"I feel that I wasted four years--since there are no job openings in the social science field without a masters. I think it would be wise to reevaluate your curricula and modify so as to be more career oriented. Plan curricula so that the graduate can get a job with a B.A. instead of an M.A."

An Urbana Psychology graduate (B.S.)--

"With a college degree, one should be prepared to do something worthwhile. I wasn't! I was awfully lucky to get the job I now have. Still, however, I had to be trained My education was a great mind expansion and I wouldn't have missed the experience. But it certainly did not qualify me for anything. Try to stop this from happening, please."

A Chicago Circle Speech graduate (M.A.)--

"I have contacted over 200 Radio/Television stations over a 6 state area with not one employment prospect. In addition, I have applied at almost as many colleges seeking a teaching position in Speech or Mass Communications--also a negative response. . . ."

A Chicago Circle Biology graduate (B.S.)--

"Graduating with honors as a James Scholar is not worth one _____. I could not even get admitted to my Alma Mater's graduate school. I pity those who spend time and money now for a piece of paper called a "college degree" unless they're exceptional--it means nothing (i.e., a false value)."

A Chicago Circle French graduate (B.A.)--

"I love my major (French) and probably would have chosen the same field if I had to do it over. It's just a shame that after 4 years of school, I couldn't get a job doing what I've been prepared to do."

A Chicago Circle Biology graduate (M.S.)--

"I have been seeking employment in my field for 8 months now with no success. I'm at the point of giving it up for something else, anything, but no one will hire me with a master's in biology. I can't do a thing with it. I almost feel that my six hard years of education have been a total failure. I wish I had those years back again!"

A Chicago Circle English graduate (B.A.)--

"If I even so much as let myself think on this job (janitor), I make an error. I would only go to a junior college for a semester or so. College is a rip-off."

A Chicago Circle German Education graduate (B.A.)--

"I didn't realize that there were no teaching jobs available while I was in school. It's too bad--it's what I really want--even now."

A Chicago Circle Sociology graduate (B.A.)--

"I graduated in June of '72. I looked constantly for a job in social services for the next two months. . . . It was only through sheer luck that I found out about the position that I now have. I had applied, over the months, for 15-20 state and federal jobs, and got very good qualification ratings on almost all of them. I didn't feel that anybody owed me a job just because I had a degree, but I was still somewhat bitter about how insignificant my degree was in almost all the job hunting I did."

A Chicago Circle Management graduate (B.S.)--

"Working hard to attain a 3.9 average only compounded the idiocy of attaining a college degree in the first place. Where were all the brilliant researchers who bellowed about the necessity of a college degree, during the summer of '72." (unemployed)

A Chicago Circle Business Management graduate (B.S.)--

"College is an utter waste of time as it prepares one for nothing but the theoretical world. It would be wonderful if the world would be exactly as it states it should be in the text books. Since U. of I. students who have not been employed in the business world are inexperienced they have little possibility of getting any type of good position

College who needs it."

A Chicago Circle Sociology graduate (B.A.)--

"I went to school after working for over two years so that I could obtain a job that I enjoyed. I was of course disappointed that after my graduation there was nothing available in practically every field. As a single woman I find it quite a struggle to survive."

An Urbana Latin Education graduate (B.A.)--

"I have tried unsuccessfully to obtain a teaching position either in Latin education (my major) or in library science (my minor field). I plan to try again this spring, but have very little hope of finding anything in this area. . . ."

A Chicago Circle Psychology graduate (B.A.)--

"I found my college degree of no help. My instructors apparently were unaware or closed their eyes to the fact that a liberal arts degree means nothing today especially for a woman, even in today's supposedly liberalized society. I got out of college last March in a dream world that was soon shattered when all I could interview for were clerical positions. I found myself totally unprepared, and as for friends and acquaintances, they're in the same position as I."

An Urbana Biology graduate (B.S.)--

"I have considered going on to get my M.S. in biology, but the field is closed. There are no job openings at any level. . . . My job right now requires nothing more than a high school diploma. I hate to think my four years at college were wasted, but I'm afraid they were."

Some graduates expressed concern that they had little practical experience as they left their formal studies for employment.

An Urbana Business graduate (M.S.)—

"Having gone straight through college with no work experience, I was not able to find a job at graduation although I had good grades. . . . I hope someday to find a job where I can apply my education."

An Urbana Engineering graduate (B.S.)—

". . . . The Aero Department would do wise to start a co-op program (if it hasn't already) for engineering students to gain experience."

An Urbana Home Economics graduate (B.S.)—

". . . . Retail majors should have a work-study program. I was fortunate to have had job experience. . . ."

An Urbana Engineering graduate (B.S.)—

"The summer before I accepted full-time employment with _____, I worked as a summer student engineer at _____. Based upon the industrial experience acquired during the summer job indicated above, I wish I would have co-oped during college."

A Chicago Circle Psychology graduate (B.S.)—

"If I would have spent the 4 years getting job experience, I would be much further ahead in the job world. It is indeed unfortunate that the gap between college life and job experience is so great."

A Chicago Circle Elementary Education graduate (B.A.)—

"I believe that college has not rightly prepared me for my work. This preparation was gotten through actual job experience."

An Urbana Library Science graduate (M.S.)—

"Whenever possible students should be encouraged (and aided, if possible) to gain experience in their chosen field prior to graduation. Volunteer work should even be considered to get that extra edge in the job market. On-the-job-training also fills the gap between the classroom and reality--a shocking discrepancy exists. . . ."

An Urbana Finance graduate (M.B.A.)—

"I was unable to find a job anywhere in the position I was seeking--finance. What I needed was experience. I am now again seriously and actively seeking a position in financial management while gaining experience in my present job as cost accountant. . . ."

A Chicago Circle Industrial Design graduate (B.A.)—

"I have been seeking a product design--design drafting position ever since finishing school in August, 1972. I'm very satisfied with having been able to complete my education and get my B.A. But as for making a successful career of my life I would have been better off starting as a design drafting apprentice right from high school. By now I would have five years experience! And that's what you need--experience."

Some graduates complained that their degrees were not held in high esteem by society or employers.

An Urbana Sociology graduate (B.A.)—

"As a college graduate, employers seem to believe I am unfit for work. In short, I am discriminated against."

An Urbana Teaching of Social Studies graduate (B.A.)—

". . . . In the business world, discrimination usually forces women into low-paying, non-thinking jobs, even though they are capable of handling more difficult jobs. There are no 'professional women' in this office--only secretarial and clerical 'girls'."

An Urbana Social Welfare graduate (B.S.)--

"My education was not a help, but a hindrance. It was no help in getting a job requiring a college degree. It was a hindrance in applying for jobs of a lower educational level. What is your worthy institution doing for me and people like me?"

A Chicago Circle Communications graduate (B.S.)—

"Due to the relative rise in blue collar' salaries, a college degree is now highly overrated. It is no longer the key to success, middle class, or even pleasant working conditions. I am disappointed to find other coworkers under less pressure, enjoying less responsibility, and often earning more than my degreed position."

A Chicago Circle Biology graduate (B.A.)--

"I have been turned down for jobs because of my college degree (graduate with honors) which made me overqualified. . . ."

An Urbana Engineering graduate (M.S.)--

"If I could do it over again with my present knowledge, I think I would strongly consider foregoing the college education. Today's society does not seem to appreciate an education. I sometimes supervise construction workers who receive twice as much monetary reward as I."

An Urbana Psychology graduate (B.S.)--

"Employers aren't interested in college graduates. Could have found a job faster if not a graduate and with high school bookkeeping. . . ."

Some graduates suggested that educational programs ought to take into account the employment market which most graduates will face.

A Chicago Circle Chemistry graduate (B.S.)--

"There is need to restructure curriculums so that they fit better into the real world and industry. This way, when a person finishes college, he will be more apt to fit in immediately and get a job sooner."

An Urbana Aeronautical Engineer graduate (M.S.)--

"I would suggest greater cooperation between industry and the University. It seems like the basic courses taught at the U. of I. are way behind what is necessary for analysis in industry. . . ."

A Chicago Circle History graduate (B.A.)--

"Higher education must anticipate the future employment needs of its students! Useless degrees, or rather mis-timed degrees, are worse than none at all in the present job market. . . ."

An Urbana Nuclear Engineering graduate (M.S.)--

"There should be much more emphasis placed on coordination of coursework to the needs of industry. Since most industrial jobs lead ultimately to corporate profits, the employee will be doing practical work rather than sitting in a cubical and dreaming up new ideas. . . ."

An Urbana Nuclear Engineering graduate (M.S.)--(cont'd)

This information does not apply to any specific department, but is a general trend that I had observed."

A Chicago Circle Marketing graduate (B.S.)--

"I am now a salesman. In the four years that I attended college 3 hours were spent on personal selling. Since the majority of marketing majors go into sales, greater coverage of the study of sales seems like an intelligent approach."

A Chicago Circle Elementary Education graduate (B.A.)--

"Circle has very few courses that relate to actual classroom techniques. They need science method courses, math method courses and a more beneficial reading course. By this I mean showing you how to reach the minds of the varied personalities in your class. Their courses are much too idealistic. . . ."

An Urbana Mathematics graduate (B.S.)--

"The Math curriculum at U. of I. is theory oriented. I find myself behind people with more practical math education. . . ."

A Chicago Circle Engineering graduate (B.S.)--

"I wish the courses pertinent to practical engineers were offered at Circle Campus."

An Urbana Ceramics Engineering graduate (B.S.)--

"I feel that a cooperative study program composed of both academic and industrial elements is especially needed in the technical fields of study. . . . Recently fewer and fewer students have been able to find summer work in an industry related to their major field of study.

Therefore, I would like to propose a curriculum in which credit would be offered for a semester or possibly a year of work in a non-academic setting related to the major field of study."

Finally, some graduates suggested that a college education ought to focus upon cultural and maturational purposes, not occupational ones.

An Urbana Zoology graduate (B.S.)--

"I don't feel the worth of a college degree can be measured in terms of income bracket. There is nothing wrong in having a population of tradesmen with LAS backgrounds. That "the market is flooded with college graduates" is no reason for decreasing subsidies, public or private, to colleges and universities."

An Urbana Journalism graduate (M.S.)--

"Academic major has really very little to do with performing a job, although getting a job is influenced by it. Understanding what you want to do (goals) is a far greater influence on success than any academic training. Becoming 'educated' is more important (and more difficult) than becoming 'trained'."

A Chicago Circle Sociology graduate (B.A.)--

"There is nothing wrong in acquiring a good LAS background. Relevance, per se, in a job will come as soon as you are trained. . . ."

A Chicago Circle Philosophy graduate (B.A.)--

"I don't think you can really be of much aid to LAS students. Most people I know went to college just for the sake of getting an education. I studied philosophy because I wanted to learn it. I doubt whether many students expect to get jobs in the field they studied, because the jobs just aren't there. The major concern of a college should be to teach students to respect and utilize their own intellect, not necessarily to earn money, but to develop their personalities so that they can become self-motivated. The rest follows from that."

A Chicago Circle History graduate (B.A.)--

"I see no need for a change in the liberal arts curriculum--it was more than sufficient--the UICC is the best school for the maturing of the student and the development of social conscience."

A Chicago Circle English graduate (B.A.)--

"In view of the 'overproduction' of college graduates and the low esteem in which degrees seem to be held nowadays, I am well aware that I may never work in a field even remotely connected with my studies in English literature.... Yet, if I could repeat college, I almost certainly would follow the same program of study that I chose two or three years ago. For these studies gave me a true appreciation for the beauty of life, something quite unmeasurable by standards of financial reward or 'executive-level' jobs."

A Chicago Circle Sociology graduate (B.A.)--

"Even now, that I am working, I do not consider college as vocational training. It was for growth and experience. I do not regret it."

UNIVERSITY OF ILLINOIS

Dear Student:

The University of Illinois is vitally concerned with the careers of its graduates, particularly in this period of a tight employment market. As part of a study relating curricular choice to subsequent employment, the 1972 graduates are being surveyed. I urge you to complete and return this brief questionnaire. The information you provide will be of great help to the University in its curricular planning.

John E. Corbally, Jr.
John E. Corbally, Jr.
President

I. What is your present principal activity?

- 1 Civilian Employment 2 Military Service 3 Student
4 Homemaker 5 Other (Specify) _____

II. At present are you?
(Check only one of A, B, or C below)

A. Employed? →

- a. What is your job title? _____
b. What are your principal duties? _____
c. What is the name of your employer? _____
d. In what field or industry is your employment? _____
e. Which one of the following helped you most to secure your present job?
1 U. of I. placement service 2 Friend or relation
3 Your U. of I. advisor 4 U. of I. instructor(s)
5 Other (Specify) _____
f. Is this your first employment since graduation? 1 Yes 2 No
g. Are you employed in Illinois? 1 Yes 2 No
h. Do you work full-time? 1 Yes 2 No
i. How helpful has your college major been in your specific job duties?
4 A great deal 3 Somewhat 2 Very little 1 Not at all
(Explain) _____
j. Relative to your educational background, how satisfied are you with your current job?
4 A great deal 3 Somewhat 2 Very little 1 Not at all

B. Not employed, but seeking employment? →

- a. What type of employment are you seeking? _____
b. Do you prefer an Illinois location? 1 Yes 2 No
c. How long have you been seeking employment? _____ months

C. Not employed, and not seeking employment?

III. If you are at present attending school--

- a. What institution? _____
b. What field of study? _____
c. For what degree (if any)? _____
d. Are you attending full-time? 1 Yes 2 No

IV. What degrees do you hold?

| Degree | Year | Institution | Major |
|--------|-------|-------------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

V. What would you do if you could repeat your college career?

- 1 Follow the same college study program 2 Not attend college
3 Choose a different college study program (Explain) _____

VI. What is your social security number?

VII. What is your sex-marital status?

- 1 Male-Single 2 Male-Married
3 Female-Single 4 Female-Married

VIII. If you have a teacher certificate, please describe _____

(state) (type)

IF YOU WISH TO HAVE ADDITIONAL COMMENTS, PLEASE USE THE SPACE PROVIDED ON THE REVERSE SIDE OF THIS QUESTIONNAIRE.

Please fold along perforations with the University of Illinois return address showing, staple or tape, and mail as soon as possible. Thank you for your cooperation.