

# POST-GRADUATION ACTIVITIES REPORT

## CLASS OF 2009

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

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### **Introduction**

This report highlights information on the graduate and professional school enrollment and employment patterns of the class of 2009. It is designed to provide information to students (current and prospective) and alumni that may be useful in the career planning process. The information in this report is a reflection of the outstanding academic programs, talented staff and faculty, and the endless experiential learning opportunities that can be found at Luther College.

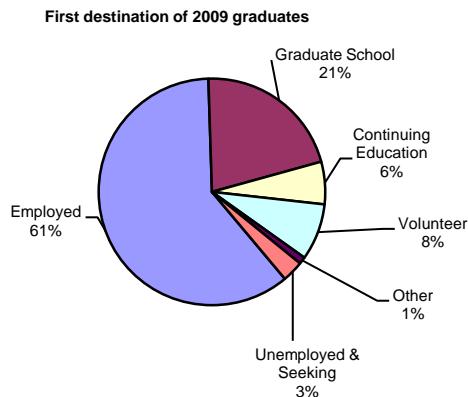
The data collection process for this report takes place from May to January. For those students who have solidified their plans prior to graduation, we received their information in May 2009. For students who were still unsure about their plans, the data were gathered through a 6-month-out survey in November 2009 and follow-up telephone calls to non-respondents in January 2010. The Career Center staff works tirelessly to gather the most comprehensive and accurate set of data on which to build this report. As a result of this work, we were able to achieve a total response rate of 89.2%.

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

### **Post-Graduation Activities**

The first chart on the next page graphically represents the overall post-college activities of the 2009 graduates in six categories: graduate/professional school (21%), employed (61%), other (1%), volunteer (8%), continuing education (6%), and unemployed and seeking (3%). Two of the categories deserve some explanation. Students who selected the “other” category were not seeking employment, enrolling in graduate school, or volunteering. Some of these students are traveling, studying for exams (e.g., the CPA exam), or engaged in another activity. Students within the “continuing education” category are enrolled in an undergraduate program to further their education (e.g., to obtain a teaching license) or are participating in some other activity (e.g., an internship) to gain the necessary credentials to enter the field of their choice. The “employed” category includes students that are employed either full-time (73%) or part-time (27%). Per the U.S. Department of Labor, full-time employment is defined by working a minimum of 35 hours per week.

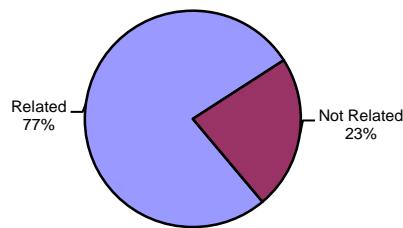
The class of 2009 graduated in the midst of the worst recession the U.S. economy has experienced since the early 1980s evidenced by an overall unemployment rate that eclipsed 10%. Even so, the overall class was very competitive in terms of obtaining employment, enrolling in selective graduate programs, and volunteering with prestigious organizations. In fact, in light of the economy in which these graduates found themselves, the outcomes are quite positive. As the economy recovers, new industries gain momentum, and more Baby Boomers are able to exit the workforce, we expect the opportunities for our graduates to continue to grow.



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

While many colleges and universities attempt to gather post-graduation data from their recent graduates, very few ask questions pertaining to the relevancy of a graduate's work to their overall career goals. We do here at Luther. We ask our graduates, who reported working full-time, if their work is related to their career goals. Or, put another way, are they doing what they want to do? The following chart indicates that 77% of the graduates who reported working full-time are in positions and doing work that is related to their career goals. If you assume that students enrolled in graduate school and those continuing their education are engaged in "career related" activities (and one would certainly hope so), this percentage jumps to 85%. Even though these numbers are promising in light of the economy, they are still lower than the last four graduating classes.

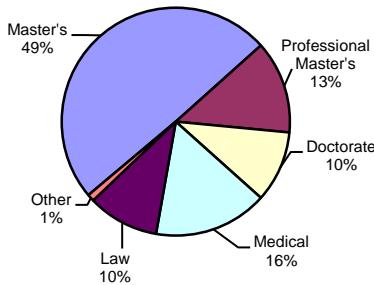
**Graduates employed in positions related to their career goals**



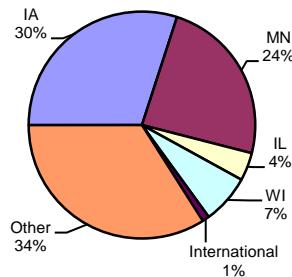
We feel this information is particularly important because Luther students are provided with more than coaching and advising on how to get a job. Students are challenged and supported to think about their interests, gifts, talents, and values as they make decisions about their work life after Luther.

### Graduates Pursuing Further Education

Of those students who selected to attend graduate or professional school after Luther, the largest percentage (49%) reported they were pursuing a master's degree. The 2009 graduates indicated pursuing a wide variety of other advanced degrees including medical (16%), professional master's (13%), doctorate (10%), and law (10%). The following chart provides a breakdown of the types of degrees pursued by the 2009 graduates.

**Type of graduate/professional school degree**

Thirty percent of the students pursuing graduate or professional school studies did so at an institution in Iowa. Not surprisingly, the states of Minnesota, Wisconsin, and Illinois were selected as locations for graduate study by a significant number of the 2009 graduates (35%). Thirty-four percent of the surveyed students selected to continue their graduate studies in one of 19 other states beyond the four-state region.

**Geographic location of graduate/professional school**

Approximately 39% of the respondents are attending graduate school at one of the institutions below. Beyond this, a few select members of the class of 2009 are currently studying at some of the finest research universities in the U.S. such as Duke University, Georgetown University, and the Washington University in St. Louis.

<b>Top Graduate School Destinations</b>	
University of Iowa -----	12
University of Minnesota-Twin Cities -----	7
Des Moines University-----	5
University of Wisconsin-Madison -----	4
Creighton University -----	3
University of Cincinnati -----	2
University of Illinois -----	2

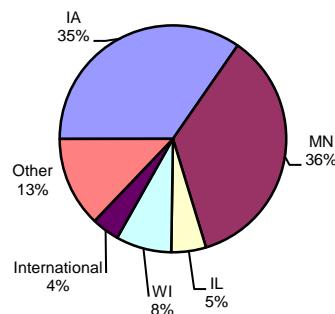
## Employment Activities

The range of career paths selected by Luther graduates is quite remarkable. The largest single career path for the class of 2009 was “Teaching K-12” with more than 17% of our students pursuing that path. Business/finance/banking (11.3%), marketing/sales/retail (8.2%), accounting (5.8%), and nursing (5.8%) round out the list of the top career paths. The following table summarizes the careers pursued by the 2009 graduates.

Summary of Career Paths	
Teaching (K-12)	17.1%
Business/Finance/Banking	11.3%
Marketing/Sales/Retail	8.2%
Accounting	5.8%
Nursing	5.8%
Social Services	4.8%
Information Technology	3.4%
Research/Development	3.4%
Arts (Creative/Performing)	3.1%
Medicine/Health	2.7%
Sports/Recreation	2.7%
Hotel/Restaurant/Catering	2.4%
Church-related (Non-clergy)	2.0%
Insurance	1.4%
Library/Museum	1.0%
Radio/TV/Film	1.0%
Other/Various	23.9%

For those students who decided to join the workforce, the location of employment spans a range of locations. Minnesota led the four-state area with 36% of the class of 2009 selecting it as their place for employment. The remaining three states in the four-state area (Iowa, Wisconsin, and Illinois) were selected for employment by an additional 49% of respondents. Thirteen percent of students found employment outside of the four-state area, while an additional 4% pursued employment in another country.

Geographic location of employment



As would be expected, students pursued their work across a wide variety of impressive regional, national, and international organizations. The following table highlights the names of a few of the

employing organizations, arranged by broad industry groupings, with the number of Luther graduates they employed. The list is not exhaustive, but does provide an overview as to the range and diversity of the hiring organizations.

Selected employers of 2009 graduates – Number of hires		
Business:	Social Sciences/Education:	
Wells Fargo Financial -----	9	Colegio Ingles ----- 4
Enterprise Rent-A-Car -----	5	International School of Brussels ----- 2
Deloitte & Touche -----	4	NE Iowa Community Action Corp. ----- 2
Ernst & Young -----	2	Tanager Place ----- 2
Target -----	2	
Sciences:	Technology:	
Mayo Clinic -----	4	Epic Systems ----- 2
Genesis Health System -----	2	IBM ----- 1
Monsanto -----	2	Accenture ----- 1
Minnesota State Crime Laboratory -----	1	Lockheed Martin ----- 1

## Volunteer Service

As mentioned earlier, 8% of the class of 2009 pursued volunteer service as their initial career path after leaving Luther. To be classified in this category, students must have committed to at least 10-months of consecutive service. The following table lists the top four of those national volunteer organizations who enrolled at least two 2009 Luther graduates.

Volunteer organizations – Number of volunteers	
AmeriCorps -----	17
Lutheran Volunteer Corps -----	4
ELCA Global Mission -----	3
Urban Servant Corps -----	3

## Salary Information

Students were asked to indicate their annual starting salary in increments of \$2,500. The range began at less than \$20,000 to over \$60,000. From these data, average salaries grouped by Luther majors were calculated. These averages by major were used to calculate an overall salary average. Please note that far fewer students reported on salary data than other aspects of the survey; 65.7% of the employed students provided salary information. This was expected given the sensitive nature of inquiries about compensation.

The following two tables highlight the average starting salaries by area of study and selected occupations, respectively. We present salary data in these two ways to help readers understand that our graduates pursue career paths both related and unrelated to their major. For example, we have English majors who seek opportunities as writers and editors, as well as positions in business and banking. Salaries in the survey varied greatly by major, geographic location, and

industry or occupation. Students studying business related disciplines commanded the highest starting salaries (\$40,369). The lowest salaries were in the arts-related majors (\$28,194) and the social sciences (\$29,167). However, because of the modest response rate on salary data, caution should be exercised in making assumptions or drawing conclusions about salary from these data.

<b>Average Salary</b> <i>(by area of study)</i>	
Business <sup>1</sup>	\$40,369
Fine Arts <sup>2</sup>	\$28,194
Health <sup>3</sup>	\$31,834
Humanities <sup>4</sup>	\$29,486
Sciences <sup>5</sup>	\$39,741
Social Sciences <sup>6</sup>	\$29,167

1 Accounting, Management, Economics, MIS

2 Art, Theatre/Dance, Music

3 Athletics, Training, Health, Physical Education

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

5 Biology, Chemistry, Computer Science, Mathematics, Physics

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

Note: Nursing and elementary education majors are excluded from these data as they are distinctly reported in the following chart.

The average starting salaries, broken down by selected occupations, also varied considerably. The highest salaries were in information technology (\$53,125), followed by accounting (\$48,092), nursing (\$43,296), and business administration/banking/finance (\$37,108) fields. The lowest salaries were in social services (\$24,750).

<b>Average Salary</b> <i>(by selected occupations)</i>	
Information Technology	\$53,125
Accounting	\$48,092
Nursing	\$43,296
Business Admin/Mgmt	\$37,108
Merchandising/Sales/Marketing	\$33,751
Teaching (K-12)	\$30,261
Social Services	\$24,750

### Migration of Iowa/Non-Iowa Residents

For several years Iowa legislators have focused on the migration of college-educated individuals (both for employment and graduate study) into and out of Iowa (commonly referred to as "brain gain/brain drain"). The charts on the next page reflect the migration of Luther graduates for both employment and graduate school, categorized by their respective home states (or state of residency). For example, of the Iowa residents who are working full-time, 70.5% are working in the state of Iowa while approximately 29.5% accepted employment in another state.

Furthermore, of the Iowa residents enrolled in graduate school, 57.1% are attending an institution in Iowa while 42.8% enrolled in an institution in another state. The charts also include detailed migration for Luther graduates from both Minnesota and Wisconsin.

**Employment Migration**

RESIDENCY OF STUDENTS	LOCATION OF EMPLOYMENT			
	Iowa	Wisconsin	Minnesota	Another State/Country
Iowa	70.5%	1.1%	11.6%	16.8%
Minnesota	10.8%	4.3%	69.9%	15.1%
Wisconsin	17.2%	51.7%	17.2%	13.8%
Other	16.7%	0%	25.0%	58.3%

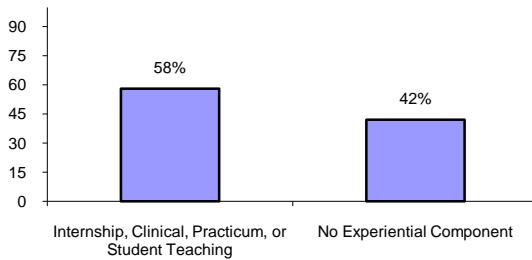
**Graduate School Migration**

RESIDENCY OF STUDENTS	LOCATION OF GRADUATE SCHOOL			
	Iowa	Wisconsin	Minnesota	Another State/Country
Iowa	57.1%	0%	11.4%	31.4%
Minnesota	3.8%	15.4%	57.7%	23.1%
Wisconsin	11.1%	22.2%	22.2%	44.4%
Other	20.0%	0%	5.0%	75.0%

**Student Internships**

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

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



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

**Post-Graduation Status According to Major**

The table on the last page provides a summary of much of the data on which this report is based. The table is organized according to majors. Students who majored in more than one area are represented in the table in each of the majors they obtained. Therefore, the distribution of majors listed in the table does not correspond to the number of 2009 graduates.

### A Final Word About Careers

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

*For more information about the Career Center,  
please visit <http://career.luther.edu> or call 563-387-1025.*

## POST-GRADUATION STATUS ACCORDING TO MAJOR

Major	Distribution of Majors	# Responding	% Responding	% Seeking Advanced Degrees	% Employed	% Continuing Education	% Other	% Volunteer	% Unemployed & Seeking
Accounting	26	23	88%	13%	87%	0%	0%	0%	0%
Africana Studies	5	3	60%	0%	0%	0%	0%	67%	33%
Anthropology	6	6	100%	17%	33%	0%	0%	50%	0%
Art	26	20	77%	5%	65%	10%	0%	10%	10%
Athletic Training	7	7	100%	14%	57%	0%	29%	0%	0%
Biblical Languages	<i>There were no graduates in the class of 2009 with this particular major.</i>								
Biology	60	54	90%	43%	39%	11%	0%	7%	0%
Chemistry	9	9	100%	44%	22%	11%	0%	22%	0%
Classics/Greek/Latin	3	3	100%	33%	33%	0%	0%	33%	0%
Communication Studies	23	20	87%	30%	70%	0%	0%	0%	0%
Computer Science	13	12	92%	17%	75%	8%	0%	0%	0%
Economics	8	8	100%	38%	63%	0%	0%	0%	0%
Elementary Education	35	34	97%	3%	91%	0%	0%	6%	0%
English	23	21	91%	24%	43%	19%	0%	14%	0%
Environmental Studies	7	6	86%	0%	33%	0%	0%	50%	17%
French	4	4	100%	25%	25%	25%	0%	25%	0%
German	2	2	100%	0%	50%	0%	0%	0%	50%
Health/Health Education	9	9	100%	22%	56%	11%	0%	0%	11%
History	18	14	78%	21%	50%	7%	0%	7%	14%
Interdisc./Indiv.	3	3	100%	0%	67%	0%	0%	33%	0%
Management	42	35	83%	0%	91%	3%	0%	3%	3%
Management Info. Systems	7	6	86%	0%	100%	0%	0%	0%	0%
Mathematics/Math Statistics	18	17	94%	29%	65%	6%	0%	0%	0%
Music	44	41	93%	24%	46%	20%	0%	10%	0%
Nursing	26	23	88%	0%	91%	4%	0%	4%	0%
Philosophy	5	4	80%	75%	25%	0%	0%	0%	0%
Physical Ed.	14	11	79%	0%	73%	18%	9%	0%	0%
Physics	2	2	100%	50%	50%	0%	0%	0%	0%
Political Science	22	20	91%	50%	35%	0%	5%	10%	0%
Psychology	38	35	92%	34%	40%	3%	0%	9%	14%
Religion	11	11	100%	27%	18%	0%	9%	36%	9%
Scandinavian Studies	1	1	100%	0%	0%	0%	0%	100%	0%
Social Work	9	8	89%	50%	50%	0%	0%	0%	0%
Sociology	9	8	89%	25%	50%	0%	0%	25%	0%
Spanish	27	26	96%	12%	50%	4%	0%	35%	0%
Theatre/Dance	4	4	100%	0%	100%	0%	0%	0%	0%
Women's & Gender Studies	1	1	100%	0%	0%	0%	0%	100%	0%
<b>TOTALS</b>	567	511	89%	21%	61%	6%	1%	8%	3%

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