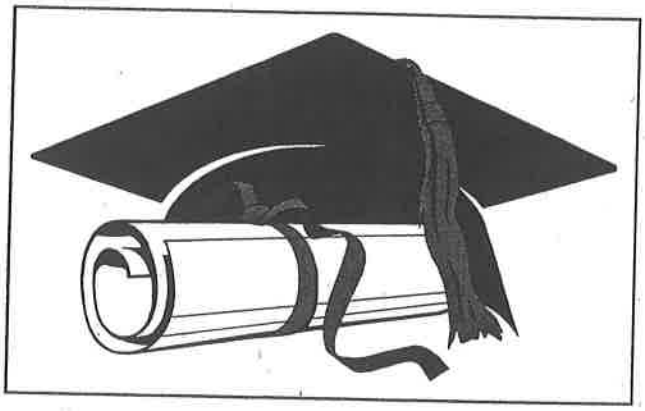
THE WORLD OF WORK:

A Report on the Career Development of Michigan State University College of Human Ecology Alumni



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The World of Work: A Report on the Career Development of Michigan State University College of Human Ecology Alumni

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ABSTRACT

The Alumni Survey was used as a tool to track the career progression of graduates of baccalaureate majors from the College of Human Ecology at Michigan State University.

Cohorts of the population of graduates from 1975, 1980, 1985, and 1990 were surveyed by a mail questionnaire (33% response rate). The resulting sample consisted of 424 respondents, 97% female averaging 34 years of age. Seventy percent of the group were married and 56% had children (mostly elementary age or younger). The survey provided information about post-graduation entry into the labor force, career development characteristics and comparisons between entry and current positions.

Human Ecology graduates were able to find jobs related to their majors and in positions leading to career development. The average graduate began work 3 - 5 months after graduation. Nearly two-thirds relate that their first jobs were moderately to highly related to their undergraduate major.

Human Ecology graduates are strongly attached to the labor force (in spite of the fact that the majority are females and married with families). Graduates have worked 87% of the months available since their graduation. Over 87% viewed their work experiences as contributing toward their professional goals and 68% felt that their current career objectives were similar to those held at the time of their graduation. Over time, the average Human Ecology graduate works for three different organizations, receives two promotions and 1.6 job changes without a promotion. Overall they report less than one episode (.76) of unemployment lasting four months or more.

Although average starting salaries were reported as being around $14,300, the average salary of current positions was $34,844 (similar to college graduates across the nation). Individual salaries ranged from $9,000 to $150,000. Interestingly, those who secured post-graduate degrees averaged $10,000 more per year than those with just BA or BS degrees. Comparisons of first positions revealed salary gains of 143%. Approximately 15% of graduates operate their own business, which includes 25 different types of establishments.

Human Ecology graduates are successful in their career choices and provide critical skills to the job market. Pursuit of managerial and supervisor roles is important for career progression and salary advancement. Similarly, advanced degree work pays off. Curricula need to be reviewed to enlarge exposure to the workplace during the undergraduate experience.

INTRODUCTION

Accountability and assessment of the effectiveness of higher education institutions are important to overall academic progress. The success of educational institutions is not only dependent upon, but reflected by the success of their graduates. Boyer (1990) recognized that institutional effectiveness is measured both by outcomes (measured by the percentage of graduates who find employment in their academic major or field of study) and student satisfaction with general curriculum, major courses, and faculty. In order to assess the viability of majors and acquire information to aid students in program selection and career choices, the Michigan State University College of Human Ecology conducted a survey that captured the career progress of graduates from undergraduate majors.

For growth and long term survival, institutions of higher education must match their services to student needs (Sallis, 1993). Career success of graduates is one means of assessing the match between institutional services and student needs. Dyer (1991) held that external factors, including the attainment of curriculum-related employment, pursuit of advanced degree(s), performance on certification and/or licensure examinations, and job success were effective measures of post-educational satisfaction and success. These factors were taken into consideration and accounted for in the MSU Human Ecology survey.

LITERATURE REVIEW

Literature on alumni survey research has generally covered common topics that address overall human development such as employment and earnings, home and family life, socio-civic affairs, professional development, and further academic development (Pace, 1941; Krasenbaum, Pittman, Bradbard, and Solheim, 1992; and South Dakota State University [SDSU], 1993). This information has usually been obtained through post-graduate surveys administered by departments and colleges. Research studies from several institutions were reviewed to gain a flavor for what graduates from other programs have experienced after graduation. This collective information allows more stable comparison to be made between Michigan State University graduates and other home economics or human ecology graduates. A comparison of the results from MSU and other peer institutions is provided towards the end of the report in the section *Related Studies*.

METHOD

Administration. The MSU College of Human Ecology Alumni Survey conducted in the summer and fall of 1993 involved 1483 College of Human Ecology alumni who received their undergraduate degree from MSU in 1975 (n=429), 1980 (n=396), 1985 (n=330), and 1990 (n=328). The list of graduates was obtained from the University

Surveyed graduation classes: 1975, 1980, 1985 and 1990.

Alumni office. The first questionnaires were mailed in August 1993 with a requested return date of September 15, 1993. College of Human Ecology pins were sent with each survey as a gift for participation. As an incentive, the names of those respondents who

responded promptly were entered in a drawing for prizes which included Wharton Center tickets and ten Human Ecology t-shirts. A postcard reminder was sent approximately ten days after the initial mailing. An initial response rate of 28% was achieved. In October a second survey was sent targeting 550 of the non-respondents, especially 1985 graduates and selected academic majors with low initial response rates, with a return date of November 1. The response of the second mailing was 12%.

At the completion of the survey's distribution, 200 packets were returned as undeliverable: address changes had expired at the post office or the alumnus had failed to provide a forwarding address. The adjusted sample numbered 1282 of which 424 responded for a 33% response rate. This rate falls within an acceptable response range which permits generalizations concerning the entire population of Human Ecology graduates from these years (Pettit, 1990).

Questionnaire. The questionnaire consisted of four major sections; the first dealt with employment. In this section the participants were asked to summarize their work experiences, indicate the difficulties in establishing their careers, and provide detailed information on their first job after graduation and their current employment, including self-employment, as well as any involvement in an internship or licensing program prior to full-time employment. The second section covered post-graduation educational experiences with specific interest in academic preparation beyond the respondent's bachelor's degree received from the MSU College of Human Ecology. Questions on the role of a mentor in their career development were also included in this section. In the third section, the questions focused on professional and community service, seeking information on the graduates' level of participation in civic, community, and professional activities. The final section included socio-economic and demographic questions, including the career status of the respondent's partner. This information was used to develop a profile of the respondents.

RESULTS

Respondent Profile. A profile of the responding alumni was drawn from the demographic information they provided (Table 1). Each of the four graduating classes were proportionally represented with the exception of 1985. Response rates were 31%, 26%, 17%, and 26% for 1975, 1980, 1985 and 1990, respectively. The majority of respondents were White (94%), females (97%) who were 34 years old (average), married (70%) with children (56%). African-Americans comprised the largest group of racial minorities (3% of all respondents). Single respondents comprised 22% of the sample with another 8% divorced or widowed. For those respondents indicating they had children, nearly 67% reported having children elementary age and under (1 to 12 years old); even more specifically, 37% listed their children as infants or preschoolers (1 to 5). Only 5% of the sample indicated that they were caring for elderly parents or relatives.

Survey respondents: HED (44%), FCE (34%) and FSHN (22%)

According to the academic majors provided by the respondents the largest segment reported earning their bachelor's degree in the area of Human Environment and Design, 44%. The programs in Family and Child Ecology and Food Science and Human Nutrition were represented by 34% and 22% of the respondents, respectively. Based on graduation statistics, certain academic programs had higher enrollments and thus larger numbers of respondents. These programs included: Child Development (n=70), Family/Community Services (n=45), Merchandising Management/Retailing (n=108), and Dietetics (n=75). A complete breakdown by academic program can be found in the Respondent Profile, Table 1.

SUMMARY: WORK HISTORY

Respondents were asked to summarize their work history in a series of questions such as number of months in the labor market, and number of organizations worked for. A typical graduate from these years has worked for 113 months or 9.4 years (FSHN=118 mo., FCE=115 mo., HED=106 mo.), for three organizations, and has received two promotions (FSHN=1.7, FCE=1.5, HED=2.6). Because many organizations have been restructuring, job changes could occur without a promotion. Respondents indicated that approximately two (college average=1.66, FSHN=1.54, FCE=1.60, HED=1.76) job changes occurred without any advancement. The highest number of people supervised averaged approximately 26 individuals (FSHN=43, FCE=24, HED=19) (Table 2).

Asked the number of times they had been unemployed for four months or longer, 41% indicated they had (FSHN=43%, FCE=54%, HED=44%). While the overall average was less than one episode (HEC=.76, FSHN=.66, FCE=.82, HED=.74) those experiencing unemployment reported nearly two incidents of long term unemployment (HEC=1.69, FSHN=1.47, FCE=1.67, HED=1.5). Most terminations of employment were by choice; 77% of those with periods of unemployment indicated these episodes were their own decision. Commonly cited reasons included: family responsibilities, specifically child birth (61%), spouse relocation (11%), and returning to school (8%). Only 10% indicated they were laid off because of a business reorganization or were unhappy with their jobs and quit.

Graduation year could influence work patterns as those with more time to engage in work activities may have made more changes. A breakdown of work history descriptors by graduation date shows 1975 graduates have longer tenure in the workforce, worked for more organizations, received more promotions (1980 graduates have approximately the same number), supervised more people, and changed job titles (without promotion) more often than the other groups.

Graduates have strong attachments to the workforce

An estimate of attachment to the labor force, the number of months worked divided by the total available months for work since graduation, suggested that these graduates have strong attachments to the workforce. Graduates from 1975 had worked 81% of the available time (only out 40 months or three years) while 1980, 1985, and 1990 graduates

had worked 84%, 93%, and 93%, respectively (FSHN=85%, FCE=89%, HED=87%). While patterns of entry, exit and reentry existed, clearly the majority of graduates were working either full or part-time.

Academic program could also influence labor force participation. The breakdown by program area can also be found in Table 2. After controlling for graduation year, analysis of variance tests identified two significant differences. Majors differed on the number of promotions with those from Human Environment and Design receiving more promotions (nearly one more than others); Human Environment and Design graduates, however, supervised fewer people than graduates from the other programs. Graduates from Food Science and Human Nutrition programs supervised the most people.

On the other work history descriptors, the majors reported fairly similar patterns. Human Environment and Design majors had been in the labor market nine to twelve months less than the others which may indicate difficulties in finding initial employment or possibly experiencing more organizational restructuring.

Career Establishment. How difficult has it been for graduates to establish the careers they envisioned for themselves at graduation? Reflecting upon their careers and their professional goals, this group revealed that it was "somewhat difficult" to establish their careers (Table 3). However, nearly 71% (FSHN=77%, FCE=67%, HED=71%) had not experienced difficulty in developing careers. The economy may have played a role, as those who graduated in good economic times (1975 and 1985) reported having less difficulty than those who graduated in recessionary times (1980 and 1990). Child Development graduates expressed they had more difficulty than graduates from other programs. Neither of these comparisons, however, were statistically significant.

Career goals may change over time with experience in the workforce and family responsibilities. In comparing their current career objectives to those held at the time they received their undergraduate degree, 68% (FSHN=79%, FCE=80%, HED=58%) reported that their career objectives were somewhat to entirely the same. The average rating of 2.42 on a 5 point scale (FSHN=2.52, FCE=2.86, HED=2.05) indicated that career goals were "somewhat to pretty much the same." The earliest graduates, those from 1975, held their current career goals to be consistent with their pre-graduation expectations. Recent graduates from 1985 and 1990 were more likely to express that their current career goals had diverged from their earlier expectations. A comparison across mean ratings found a significant difference for graduation year.

Work experiences lead toward professional goals

After controlling for graduation date, significant differences were obtained for the comparison of means by program area. Family and Child Ecology graduates reported their current career objectives to be similar with their pre-graduation expectations ("pretty much the same"). Graduates from Human Environment and Design, however, felt that their current career objectives were different from those they sought at graduation.

As workers gained work experience and adjusted their career goals, it was anticipated that work and professional goals would align. In response to a question concerning the extent to which their current work experiences contributed to their professional goals, 57% of the respondents (FSHN=65%, FCE=65%, HED=48%) felt their work experiences were to "a great or very great extent" leading toward their professional goals. Another 29% (FSHN=23%, FCE=23%, HED=36%) believed this to be true to "some extent." No difference

76% of the respondents entered full or part-time work after graduation

was found according to year of graduation; however, academic program did produce a significant result. Human Environment and Design graduates were more likely to express that their work experiences were not leading them to their professional goals than graduates from the other two program areas. Human Environment and Design graduates' average of 3.4 placed them at "some extent" while the other programs' average were closer to "great extent."

First Destination. Upon graduating from Michigan State University, 76% (FSHN=46%, FCE=83%, HED=87%) of the respondents entered or sought full or part-time employment while another 10% (FSHN=38%, FCE=1%, HED=3%) and 4% (FSHN=4%, FCE=7%, HED=2%) participated in an internship or licensing program or pursued additional education, respectively. The remaining 9% were involved with family responsibilities or other non-work or education related activities. Nearly 6% reported doing several activities simultaneously, primarily attending school and working. Although only 4% continued on with their formal education after graduation, there was some variation between departments. Higher numbers were noted in 1980 (11%) and 1985 (9%) for Family and Child Ecology graduates, in 1975 (13%) for Food Science and Human Nutrition graduates and in 1990 (4%) for Human Environment and Design graduates (Table 4).

Internships or Licensing Programs. Before seeking full-time employment or being accepted into a full-time position, 10% (FSHN=38%, FCE=1%, HED=3%) of the respondents (n=53) participated in an internship or licensing program. Graduates from Dietetics comprised 75% of the internship participants with another 20% from Merchandising Management. Similar figures followed from a breakdown of job responsibilities: 75% dietetic interns and 6% retail trainees. The average length of an internship was ten to twelve months though the range was from three to 49 months. Nearly 60% reported that they received a stipend for their internships.

FIRST EMPLOYMENT POSITION

On average, graduates began work approximately five months after graduation. Fifty-two percent (FSHN=43%, FCE=74%, HED=71%), however, had started work within

Graduates began work five months after graduation

three months of their graduation. The amount of time varied by academic program with

Food Science and Human Nutrition graduates, delayed while completing their internships, taking slightly longer than eight months to start. Graduates from the other two programs were working approximately four months after graduation. The amount of time before entering the first job has declined since 1975 when the average was six months, slowly decreasing to four months (3.93) in 1990. Except for Family and Child Ecology graduates who often had to wait to start their employment until schools open in the fall, the gap between graduation and employment has decreased noticeably over the past decade.

Not everyone was working full-time. Approximately 15% reported that their first job was part-time employment. This percentage ranged from a low of 7% for Human Environment and Design graduates to a high of 22% for Family and Child Ecology graduates (FSHN=17%). The number in part-time employment jumped to 18% in 1980 compared to approximately 13% in the other years (Table 4). For graduates in Family and Child Ecology, part-time employment was high both in 1980 (26%) and 1990 (27%). Food Science and Human Nutrition majors experienced high part-time employment in

15% were employed part-time in first position

1980 (23%) and 1985 (24%) while the Human Environment and Design majors were comparatively high with 9% in 1990 (Table 4).

Full-time Employment. In their initial jobs graduates held a wide variety of positions; in fact, 77 different titles were reported, including sales, managers, designers, waitresses, and custom tailors. Job titles were grouped according to the Bureau of Labor Statistics occupational employment survey (OES) descriptors. An exception was for those who indicated that they were first-line or assistant managers. The OES would classify these individuals in the same group as the people they supervised. For example, a retail sales manager would be designated as retail sales. We grouped them as general managers, in accordance with how they described themselves. Later when comparing job title and main responsibilities, it was realized that many of these first-line managers' responsibilities were found not to involve management tasks, merely the title.

A breakdown of job titles is presented in Table 5. Management is the most frequently cited position with 30%, followed by teachers

A shift in job titles was detected over time

(19%), health practitioners (15%), and professionals (10%). The most popular job titles were general management (23%), dietitians/nutritionists (13%), elementary teachers (9%), sales (6%), interior design (6%), pre-k and kindergarten teachers (5%), and retail buyers (4%). In Family and Child Ecology, teacher was the most frequently cited position with 64%, followed by clerical/administrative support (10%), professional (8%), and management (7%). Graduates in Food Science and Human Nutrition held positions in health prevention (61%), management (22%), and military service (8%). In Human Environment and Design, the most popular positions were in management (47%), sales (15%), artist/media

(14%), and professional (14%).

Among Human Environment and Design graduates, a wider range of job titles was provided. While concentrated in management, these graduates could be found in every type of position except teaching. Respondents from Food Science and Human Nutrition and Family and Child Ecology tended to cluster in the expected areas of health and teaching. In fact, 88% of Food Science and Human Nutrition graduates clustered in just two categories: management and health practitioners. The distribution of Family and Child Ecology graduates suggests that those unable to find employment directly related to their field tended to start in clerical or administrative support positions.

A shift in job titles was detected over time. In 1975 only 22% of the job titles could be classified first-line management. By 1985 the percent in this category had jumped to 41%. This shift may reflect changes in titles given to jobs rather than a shift in responsibility. The number of individuals starting their careers in clerical positions has steadily dropped over time.

Graduates were primarily engaged in selected tasks in these first positions (Table 6). Nearly

77% felt their tasks and responsibilities of the first position were moderately to highly related to their academic major

24% were performing sales or buying duties while an additional 18% and 17% were teaching or providing health services, respectively. Only 16% listed their duties as management related. The remainder were involved in research, design, customer services or consulting.

Slightly over 58% of the respondents worked in business or industry (FSHN=28%, FCE=25%, HED=91%). Schools were the work locale for an additional 12%; the remainder were dispersed over other types of organizations, including government (6%), non-profits (8%),

Graduates stayed in first position for three years

and health services (9%). Only 2.5% reported that they were self-employed or in private practice. Schools were the work locale for 41% of the Family and Child Ecology graduates and non-profit organizations composed 13%. Thirty-nine percent of the Food Science and Human Nutrition graduates worked in the health profession while 13% worked in non-profit and 11% worked in a university/college (Table 4).

In summarizing their first job experience, 77% (FSHN=79%, FCE=74%, HED=79%) indicated that the tasks and responsibilities of this position were moderately to highly related to their academic majors (mean 3.7, on a 5 point scale) (Table 7). Very little variation was found for this relationship by academic program or graduation year. The exceptions would be the slightly higher percentage of Family and Child Ecology majors who felt their positions were not related to their degree (26%) and those graduates from the class of 1980 (a difficult employment year).

Satisfaction with their first position is captured by their job tenure. Individuals stayed in their position for approximately three years (34.8 months). Those graduates from Family and Child Ecology have tended to stay longer, about six months longer, than those from other majors. Differences by year of graduates were more pronounced. The short tenure for 1990 graduates could be expected since they have not been in the labor market for very long. However, with potentially three years of labor market participation available to them, the turnover rate may have increased significantly. In 1975 the average tenure was slightly over four years (FSHN=3.25 yrs., FCE=5 yrs., HED=3.6 yrs.). The average tenure has decreased with more than a one year drop from 1975 to 1980; another six month drop between 1980 and 1985; and possibly another year drop over the final period of 1985 to 1990 (Table 7).

The average starting salary was $14,300, unadjusted (FSHN=$16,500, FCE=$13,600, HED=$14,100). When the figures were indexed to 1975, the average was $8,800 (FSHN=$10,000, FCE=$8,300, HED=$8,600). The highest initial salaries were received by Food Science and Human Nutrition majors. Over time, starting salaries have increased as shown by the movement of unadjusted salaries from $10,500 in 1975 to $18,700 in 1990. This progress has been eroded by inflation as the adjusted figures indicate. Over the fifteen years, salaries actually declined in real terms: 1990 starting salaries were 17% below 1975 (Table 7).

Part-time Employment. The largest group reporting that they were employed part-time in their first position came from Family and Child Ecology (22%), nearly twice the number from Food Science and Nutrition (17%) and Human Environment and Design (7%) (Table 4). Part-time positions were more likely to be held by graduates from 1980 (32%) while the fewest were from 1985 (17%). The majority of these part-timers were employed by an organization (87%), primarily a business, college or university, or a K-12 school district. Tenure in these positions ranged from two to 216 months with the average being 26 months; but more frequently, this job lasted one year (mode and median).

Common job titles included teacher (32%), dietitian (12%), sales (8%), and pre-k educator (7%). Duties were primarily teaching (47%), followed by food or nutritional services (16%) and management (13%). Approximately 29% (FSHN=23%, FCE=24%, HED=24%) indicated that their duties were "not to somewhat related" to their academic major, with another 56% indicating that they were. Sixty-seven percent of Family and Child Ecology majors indicated that their duties were "highly or very highly related" to their academic major (FSHN=68%, HED=61%). The average salary for part-time positions was $7,810 with a range from $1,000 to $18,000 (FSHN=$9,400, FCE=$6,200, HED=$9,200) .

Graduates were likely to be working in part-time positions until a better position became available (32% checked this reason). Other reasons included having only part-time positions available in their field (18%) or in the geographic area they chose to reside (15%). Another 18% preferred to work part-time while 7% reported family obligations allowed them to work only part-time. Some graduates worked part-time because they were waiting until a registration exam was passed or attending graduate school.

Graduates from Family and Child Ecology were more likely to prefer to work part-time.

Those from Human Environment and Design were waiting for a better job to become available. For Food Science and Human Nutrition, geographic location played a major role, as did the failure to obtain an internship or waiting to pass their registration exam.

Underemployed. The majority of graduates, 55% (n=235, FSHN=52%, FCE=52%, HED=62%), believed they were underemployed in their first position (Table 7). Approximately 90 of all respondents (22%) (FSHN=29%, FCE=40%, HED=41%) believed their training/experience exceeded their compensation level in their first position, 25% (FSHN=24%, FCE=27%, HED=22%) felt their position was not related to their degree, and 22% (FSHN=38%, FCE=28%, HED=33%) felt their education level exceeded position requirements. The remaining reasons which accounted for 30% of the responses included sexual discrimination, only able to obtain temporary contract employment, did not like geographic area or low pay, and simply failed to plan what they wanted to do.

The majority of graduates felt underemployed in their first position

Graduates from Food Science and Human Nutrition felt underemployed as a result of having an education that exceeded the position requirements. Human Environment and Design graduates were more likely to believe they were in positions unrelated to their degrees or their level of training exceeded compensation. While the latter reason was also common among Family and Child Ecology graduates, they also were likely to be on temporary employment contracts or in positions with little growth potential.

Educational and Workplace Competencies. Respondents were asked to evaluate nine workplace competencies in relation to how important each was in the workplace and to how well their academic program prepared them in these areas. The ratings for both evaluations are reported in Table 8. All nine competencies were rated as "considerably important" in the workplace: means ranged from 3.7 to 4.4 on a 5 point scale. The range for the departments was similar. The highest rated competency was verbal communication, followed by peer interaction/teamwork, and workplace realities. For Family and Child Ecology majors, leadership and creativity were also highly related; for Food Science and Human Nutrition majors, written communication was also important; and for Human Environment and Design majors, leadership ranked towards the top. All these competencies were rated above 4.00. Interestingly, the lowest rated competency needed in the workforce was professional subject matter. The lowest rating for Food Science and Human Nutrition majors was creativity. When all is said and done, performance in the workplace requires communication skills, leadership, organizational savvy, problem solving ability, and creativity, all supported by solid professional training.

Highest rated job competencies were verbal communication, peer interaction/teamwork, and workplace realities

Ratings on preparedness were much lower, clustering around "adequately prepared."

Respondents felt better prepared in written communication and verbal communication, but only somewhat prepared in workplace realities. All preparedness ratings were below the importance rating. Using paired t-test comparisons, the difference in scale measures was found to be significant on all nine pairs. In other words, preparedness ratings did not approach the level of importance given these competencies.

The differences between the two scales provided additional insights into early workplace performance. The area with the largest difference between scales was workplace realities. Graduates were saying that it was very important to understand how the workplace operates before entering, an understanding not obtained while in college. The other two areas with large differences were verbal communication and leadership, areas often overlooked because emphasis is placed on subject matter and written communication. These latter two areas had the smallest mean differences.

Preparedness ratings clustered around adequate

Mean comparisons using ANOVA (analysis of variance test) were conducted on the ratings with academic program and graduation year specified as independent variables. Significant differences in ratings are noted in Table 8.

The differences according to graduation date consistently showed that graduates from 1975 and 1980 believed professional subject matter, analytical/problem solving, and verbal communication to be less important than 1985 and 1990 graduates. Graduates from 1975 also expressed not being as well prepared in analytical/problem solving and verbal communication as other graduates. They were joined by 1980 graduates as being not as well prepared in peer interaction/teamwork, creativity, and leadership.

Human Environment and Design graduates rated four competencies lower in importance than graduates from other programs: professional subject matter, analytical problem solving, information applications ability, and written communication. Food Science and Human Nutrition graduates rated two areas, creativity and leadership, lower in importance than the others. In the latter areas, Family and Child Ecology graduates provided very high importance ratings.

In rating their preparedness in these competencies, Food Science and Human Nutrition and Human Environment and Design graduates differed from Family and Child Ecology graduates. These two groups felt less prepared in workplace realities, teamwork, creativity, and leadership. This set of findings was not surprising given the community orientation of Family and Child Ecology programs. Nevertheless, it was clear that more attention needs to be given,

Largest gaps between "importance" and "preparedness" were workplace realities, verbal communication and leadership

particularly to the development of teamwork and leadership competencies.

Human Environment and Design graduates rated their preparedness in professional subject matter lower than graduates from the other programs. Comments from open-ended questions and related anecdotal evidence supported this finding. Human Environment and Design graduates expressed concern over the content of their curriculum and its appropriateness in today's workplace.

CURRENT EMPLOYMENT

Since entering the workplace, 70% (304) of the graduates have moved into new positions. Another 12% were still in the job they entered after graduation. For the remaining 18%, their activities have taken them out of the workforce. The main reason respondents were not working pertained to family responsibilities, approximately 70% offered this explanation. The rest of the reasons varied from lack of job opportunities (either location or satisfying), being laid-off, having recently relocated, to illness.

14% were self-employed in current position

Part-time employment was reported by 19% of those working in new positions. Including respondents still in their first position, the percentage drops slightly to 16% (FSHN=17%, FCE=14%, HED=15%). These figures were higher by 6% to 8% than the part-time percentage of 14%, after graduation. The comparison over time suggests a small movement toward part-time employment, not unexpected in female dominated career fields. Comparisons by academic major revealed no startling differences though fewer graduates from Family and Child Ecology were working part-time than in the other programs. Year of graduation provided more noticeable distinctions with graduates from 1975 and 1980 being more engaged in part-time employment, 25% and 19%, respectively. Only 6% of 1990 graduates, on the other hand, were in part-time positions (Table 9).

Increases in professional and teacher job titles in current position

Full-time Employment. Among full-time employed graduates, 14% were self-employed and 9% were working under fixed-term contracts while the majority, 76%, were directly employed by an organization (Table 9). Self-employed graduates were more likely to be from the Human Environment and Design program (18%) and from the graduation classes of 1975 and 1980. Family and Child Ecology graduates reported a higher involvement in contract employment (22%). Graduates from classes prior to 1990 tended to be employed under contract provision. Over time, there has occurred a small shift away from direct employment to alternative employment options.

The type of organizations changed slightly for those in new positions. A shift away from business and industry organizations, a drop of 12%, to government agencies, schools, university/colleges, and self-employment

occurred. Within academic programs, interesting shifts also occurred. Food Science and Human Nutrition graduates moved from business and industry and non-profit organizations to government. Family and Child Ecology graduates also reported they left business and industry and schools for opportunities in non-profits, self-employment, extension, and college and universities. While still strongly attached to business and industry, Human Environment and Design graduates found employment with a wider variety of organizations than in their first job, particularly with government and schools.

The biggest changes were reported by those from 1975 to 1980 who showed a stronger shift away from business and industry than more recent classes. Each of these classes showed increased involvement with all other types of organizations, especially government, self-employment, and college and universities. Graduates from 1985 were more likely to move from non-profits and schools to government agencies and self-employment: the proportion in business remained the same. For 1990 graduates, self-employment, non-profits, and business organizations lost employees to government and schools.

In their current position more respondents were likely to have management responsibilities but not a corresponding title

Job titles have also changed with a slight increase in management and service positions accompanied by more dramatic increases for professional and teacher titles. New positions reduced the percentage classified as sales, clerical, artist, and health prevention. Program shifts were noticeable. Food Science and Human Nutrition graduates left health care positions for management, sales, and other employers which included production and fabrication positions (Table 11). The number in professional and clerical positions also dropped. In Family and Child Ecology, management and professional positions increased their representation at the expense of teaching, sales, and clerical positions. Service positions (waitress, medical assistant, e.g.) unfortunately also increased for this group. Interestingly, the number of Human Environment and Design majors in management positions actually dropped (7%) with gains in professional positions and teachers. The percentage of clerical and service jobs being reported increased and sales positions remained the same.

Average tenure in current position is four years

Graduates from 1975 reported an increase in management positions with 1980 figures remaining the same over time. The number in management positions from 1985 and 1990 actually fell, dropping 7% for each class. In addition to management positions, 1975 experienced more graduates in professional and teaching positions, moving out of all other categories, except for service positions. Graduates from 1980 reported an increase in teaching and health positions with a corresponding decrease in professional, artists (design), and clerical positions, though service occupations remained the same.

Accompanying the drop of management positions in 1985 was the loss of teachers. Professional and health positions gained, as did sales. The shifts in 1990 revealed increases in professional and service positions at the expense of all other types of positions, except teachers.

The primary task engaged by these individuals in their current positions corresponds more closely to their job titles than in their first positions. A twist appeared with regards to management duties. In their current position more respondents were likely to have management responsibilities but not a corresponding manager title. Human Environment and Design graduates were still more likely to have manager titles and no management responsibilities while Food Science and Human Nutrition respondents had more management responsibilities than their titles would indicate. Fewer Family and Child Ecology graduates described their primary task as management, though the change from their first position was large. Management responsibilities appeared to grow over time though the numbers for 1980 appeared to be lower than anticipated (Table 12). Consulting was another task that more graduates took responsibility for in their current position.

In summarizing their current position, the average tenure was nearly 50 months (4 years) with some variation by program. Human Environment and Design graduates were more likely to have shorter tenure. Tenure predictably paralleled graduation dates, decreasing steadily from seven years for 1975 graduates to just over one year for 1990 graduates. The median fell below the average, indicating that there were several individuals with long tenure and more with shorter tenure. The most commonly given response (mode) was twelve months. Thus, a number of people had only been in these positions a short time Table 13).

Nearly 63% (FSHN=84%, FCE=71%, HED=47%) of the respondents indicated that their position was moderately to very highly related to their academic major. The longer the time since

63% felt their current position was moderately to very highly related to academic major

graduation, slightly fewer respondents indicated their job and degree were aligning. This may be due to the fact that graduates have enlarged job opportunities as they move into jobs that utilize their developing talents.

Salaries for these full-time workers ranged from $9,000 to $150,000 with an average of

Annual salary for full-time position averaged $34,844 - a gain of 143% from first position

$34,844 (FSHN=$36,300, FCE=$31,300, HED=$36,200). While academic majors differed with Family and Child Ecology slightly lower, the media and modal salaries were comparable. Salaries were influenced by length of time in the workforce, steadily moving upward from a 1990 average of $24,015 to $42,986 for 1975 graduates (Table 13).

A comparison of salary averages between first position and current position revealed strong salary gains, 143% overall (FSHN=120%, FCE=130%, HED=157%). Human Environment and Design graduates' salaries have risen slightly more than the other two groups. When compared by year, 1975 graduates have seen their salaries go up 309% or approximately 17% annually. Similar increases were experienced in each of the other years; annual increases, however, have tapered off to 9% annually for 1990 graduates. For Family and Child Ecology graduates, salary (full-time) annual increases have been fluctuating: 17%, 13%, 13%, 9% from 1975-1990 (FSHN= 14%, 12%, 11%, 5%, HED=18%, 21%, 16%, 6%) (Table 13).

Success can be measured in numerous ways. If salary is a criterium then some graduates from the College of Human Ecology have done quite well. In nearly every major a select group of graduates have reported very high earnings, commensurate with the positions they hold. Simply asking if they feel successful in their occupations compared to their peers offers some insight to post-graduation success. More than 83% (FSHN=80%, FCE=88%, HED=80%) believed they were successful: an average that varied little across program and years. While this measure was subjective, graduates believe themselves to be successful in their work related activities regardless of salary.

83% believed they were successful in current job

Part-time Employment. Approximately 16% of currently working graduates listed their job as part-time. Food Science and Human Nutrition had a higher proportion of graduates in part-time positions, 17%, than Family and Child Ecology (14%), and Human Environment and Design (15%). These figures represented a significant change from the first position where a greater number of Family and Child Ecology graduates were in part-time positions. Part-time positions were more likely to be held by those graduating in 1975 (27%) and 1980 (23%). Only 8% of 1990 graduates were in part-time positions. Thirty (30) percent of part-timers were self-employed or in private practice; another 30% were employed in business, 18% in education (K-12) and the other 33% in government non-profit agencies, colleges, and health services. The average tenure in these positions was 46 months with a medium of 36 months. Even though the average indicates a long tenure, in fact, a number of graduates had recently moved into part-time positions (Table 9).

Common among part-time workers were dietitians, pre-primary and day care providers, and sales representatives. Their duties corresponded to these common titles in that they were teaching (23%), sales and buying (20%), nutritional services (11%) and consulting (11%). Approximately 23% indicated that their part-time position was "not to somewhat" related to their degree and 56% said it was "moderately to highly" related: very little change from part-timers in their first position. The average salary for part-time employment was $15,069 with a range from $13,000 to $55,000.

Part-time employment was preferred by 48% of those in this situation with another 31% reporting that family obligations required them to work part-time. The remaining graduates were waiting for a better position (9%) or expressed that job opportunities were

limited in their field or geographic area (15%). Another shift from the first position found that Food Science and Human Nutrition and Human Environment and Design graduates gave their reasons for part-time employment as individual preference or family responsibilities. While these reasons were also important for Family and Child Ecology graduates, these respondents were more likely to be waiting for better positions or full-time jobs to become available.

Underemployment. Eighty-nine respondents or 25% of those working (FSHN=24%, FCE=20%, HED=23%) considered themselves to be underemployed in their current positions, a significant decrease from their first positions (Table 13). The primary reason for feeling underemployed was that their training and experience exceeded the compensation they were receiving (33%). This reason increased noticeably (about 11%) between jobs. Having a position that did not relate to degree (23%) and having an educational level that exceeded position requirements (23%) accounted for about the same proportion of graduates as earlier in their first position. The remaining reasons (12%) included poor career planning, temporary employment and little growth potential in current organization.

Underemployed graduates from Food Science and Human Nutrition indicated compensation, degree relatedness, and lack of growth potential in the organization as primary reasons they believed themselves underemployed. Family and Child Ecology graduates focused almost exclusively on the compensation reason though they also mentioned poor career planning. Graduates from Human Environment and Design provided a variety of reasons, specifically degree relatedness, compensation, and education level.

Unemployed or Currently Out of the Workforce. Sixty-six respondents (15%) indicated that they were currently out of the workforce (FSHN=13%, FCE= 18%, HED=18%). The majority of unemployed graduates (79%) were out of the workforce because of family responsibilities. Only 17% were unemployed because of layoffs, lack of opportunity, or an inability to find employment. Those seeking employment but experiencing poor labor markets were spread across all programs. Graduates from 1980 were more likely to be out of the workforce (30%). Recent graduates from 1990 were experiencing the lowest rate at 5% (Table 10).

Self-employed. Approximately 14% (FSHN=14%, FCE=10%, HED=18%) of the surveyed graduates operated their own business (Table 10). Twenty-five different types of enterprises have been established from consulting firms to an asphalt company. The most common type of business was consulting (15 individuals) with nearly all being from Food Science and Human Nutrition. Food Science and Human Nutrition graduates also started businesses in aerobics, photography, and catering. Family and Child Ecology graduates established six different businesses: day care (the majority of graduates), consulting firms, typesetting, home care therapy, tutoring, and farming. Graduates from Human Environment and Design started a wide variety of firms; the most common was design firms, followed by real estate, retail, home furnishings, and jewelry.

Two-thirds of these establishments were sole proprietorships. Only two were in partnership arrangements with the remaining under corporate status. The average length of operation was 67 months with a median of 48 months. However, a large number of these

firms had been established within the last two years. What appeared to be a common trend among all majors was the longevity of a few companies and the recent establishment of the remaining firms. For example, the average operation for Family and Child Ecology graduates and Human Environment and Design graduates were 61 and 75 months, respectively; yet the mode or most common length of operation was 12 months.

MENTORING

Mentoring, the process of a new employee working with an experienced worker to adjust to the work environment, has been identified

45% established a mentor relationship when they entered the workplace

as an important asset in professional development and early workplace success. Only 45% of these graduates reported establishing a mentor relationship when they entered the workplace (Table 17). This proportion was fairly consistent across all programs (FSHN=47%, FCE=43%, HED=45%). The two later graduating classes had slightly more mentor relationships than the earlier classes (1975=38%, 1980=46%, 1985=52%, 1990=50%). Mentors tended to be of the same sex (71% reported) with noticeable differences by program. Mentorships in Family and Child Ecology were nearly all same sex (91%) while the percentages for Food Science and Human Nutrition and Human Environment and Design were 73% and 63%, respectively. The earlier graduating classes had fewer same-sex mentorships than the later graduating classes (1975=66%, 1980=63%, 1985=81%, 1990=82%).

Mentors can have similar training and be a supervisor of the protegee (one being mentored). In the mentorship relations of this group, the majority were with people with similar interests and specialization (80%). This pattern was similar across all programs (FSHN=74%, FCE=91%, HED=76%; grad. year 1975=69%, 1980=73%, 1985=86%, 1990=90%). On the other hand, only 58% reported that their mentor was their supervisor. Differences did appear between programs. Food Science and Human Nutrition and Human Environment and Design graduates were more likely to have their supervisor as their mentor, 65% and 56%, respectively. Only 47% of Family and Child Ecology graduates used their supervisors as their mentors. Differences between graduating class were less noticeable (1975=56%, 1980=61%, 1985=57%, 1990=59%).

Mentor-protegee relationships can be developed in different ways. Typically, two people who work together informally agree on a relationship (33% mentioned this) or a

Primary benefit in mentoring process was experience and leadership

teacher or manager within the organization accepts a mentorship role with a newcomer (31%). An important mentor source for Family and Child Ecology majors was the faculty connections developed while on campus.

The primary benefit derived from the mentoring process was the experience and leadership the mentor provided the protegee.

Mentors also offered encouragement, understanding and support to the new employee as well as career assistance. Through their support of a protegee, a mentor offered inspiration and served as a positive role model.

SKILL ACQUISITION AND CONTINUING EDUCATION

To perform a job successfully, a worker may have to acquire new or augment old skills. Likewise, career progression may require additional education. Human Ecology graduates tapped into several sources to enhance their skills, including the pursuit of advanced degrees. This section reviews the types of sources used for skill acquisition and traces paths of formal education beyond the bachelor's degree.

Skill Acquisition. Respondents were asked to rate the extent to which six sources provided them the necessary skills to successfully perform their current job. The sources which respondents used to a "great or very great extent" were on-the-job training and self-learning. In other words, skills came through practice, trial and error, and observation. The accumulation of work experience from previous positions also contributed to learning. The formal training options, including company training programs, workshops/seminars, and formal education, were utilized to a lesser extent in acquiring skills (Table 14).

On-the-job training and self-learning were important sources in providing necessary job skills

Few differences were found between graduation years with the exception that those who graduated in 1975 and 1980 were more likely to have used additional formal education to acquire skills. At the time of the survey only a few members of the class of 1990 indicated they were pursuing additional education (see below). Differences were found, however, between programs. While all graduates utilized on-the-job training, graduates from Human Environment and Design used a different mix of options. Company training and self-learning were used to a greater extent to acquire skills. For Family and Child Ecology graduates, additional formal education and occasional coursework/workshops were a common means of acquiring necessary skills. Self-learning was not used by Food Science and Human Nutrition graduates to the same extent as other graduates, reflecting the procedural aspects of their professions (Table 14).

Formal Education. Approximately 23% of the graduates had earned additional education degrees since completing their bachelor's degree (Table 15). From this group 95% had earned master's degrees or higher: MA-MAT (45%), MS (24%), MBA (8%), MLS (5%), MSW (6%), and PhD (5%). The remaining respondents had pursued a teaching certificate. Thirty-five different majors were represented among the degree recipients. Education (including counseling), food and nutrition, and business (marketing, business administration) degrees were the most common majors. Multiple degree recipients also appeared in child development and home economics.

Slightly over half of all the degrees (all the two degree holders) graduated from the class of 1975. The class of 1980 earned 26% of the degrees (1985=14%, 1990= 6%). In reference to graduating class, 39% of 1975 graduates

23% earned additional education degrees

obtained additional degrees after graduating from MSU with a bachelors; 24% from 1980, 19% from 1985 and 6% from 1990. Examining the pattern of when degrees were earned by class revealed that approximately two years after baccalaureate graduation the first wave of master degrees were awarded. The pattern moves on to frequent graduations during the first four to six years with continuing enrollment thereafter. From this pattern it appears that enrollment in formal higher education programs was fairly important to graduates. The 1975 graduates are even now currently enrolled in graduate school, 18 years later.

A higher proportion of graduates from Family and Child Ecology have pursued additional degrees: approximately 34%, compared to 30% for Food Science and Human Nutrition and 8% for Human Environment and Design. Food Science and Human Nutrition degrees were primarily MS degrees (57%), plus several MAs (17%), MPH (6%), MBAs (10%) and PhD (10%). Sixty-five percent of Family and Child Ecology degrees were MAs (in education) with several MSs (8%), teaching certificates (8%) and PhD (4%). Human Environment and Design degrees were earned in MBA (29%), MA (35%), and MS (18%).

Fifteen percent or 66 graduates were currently enrolled in an education program. The majority (73%) were in master's or doctoral programs with the remainder in teacher certification programs or taking classes but not participating in a degree related program. Because so many of the 1975 graduates had already received degrees only 9% were currently enrolled. Nearly 20% of the other classes were enrolled. Graduates from Family and Child Ecology had 23% currently enrolled, Human Environment and Design had 10% currently enrolled and Food Science and Human Nutrition had 15% currently enrolled in a training or degree program (Table 15).

Approximately 44% anticipated pursuing another academic degree, but were not currently enrolled. Rates varied by year of graduation with 1975 at 41%, 1980 at 33%,

44% anticipate pursuing another academic degree

1985 at 39%, and 1990 at 66%. By program, approximately 55% of those in both Food Science and Human Nutrition and Family and Child Ecology expected to continue their education. Only 34% of Human Environment and Design expressed this interest. The master's degree was designated the degree of choice in most cases with 10% desiring a PhD. However, 10% indicated that they would be pursuing an associate's or another bachelor's degree as well. Those likely to be interested in these types of programs were recent graduates from the class of 1990 (25% from this group) with Human Environment and Design majors representing the majority (Table 16).

With relation to advanced degrees and salary, there was a significant relationship between these factors. On average, graduates that pursued advanced degrees after receiving their bachelor's from MSU earned about $10,000 more annually than their counterparts who did not receive any advanced degrees. Graduates from Family and Child Ecology that obtained additional degrees showed approximately a $3,500 increase, from Food Science and Human Nutrition a $7,000 increase, and from Human Environment and Design a $14,000 increase (Table 16).

Vocational Certificates. Approximately 16% (66) of all graduates reported that they had acquired some type of vocational certificate. Since a few of these were teacher's certifications, the actual number was probably a little higher. Respondents typically had only one certificate (85%) with the remainder having two (11%) or three (4%). The types of certificates or licenses ran the gamut from certified massage therapist to real estate agent. Thirty-one different certificates or licenses were listed by respondents. The most common certifications were registered dietitians, teacher certificate, real estate, and home economics. Only 5% of respondents indicated that they expected to obtain a certificate or license in the future.

VOLUNTEER, PROFESSIONAL AND CIVIC SERVICE

In the University's mission statement the institution strives to prepare graduates to participate in all aspects of life, not just as economic agents. That means students need to be embodied with values that encourage and support their involvement in the wider community and political system. The College of Human Ecology through its concerns and visions for family, consumer and environment transmit a sense of values that students can incorporate in their life. Personal actions, including volunteer work, professional and civic service, reflect these greater values. During early stages of one's professional life, these activities are not always a priority. This section reviews the level and types of community participation of these graduates.

Volunteer Service. Forty-five percent of these graduates indicated that they served in volunteer roles in their community (Table 17). Differences were found between department and graduating class (FSHN=46%, FCE=53%, HED=37%; 1975=58%, 1980=55%, 1985=41%, 1990=21%). Volunteer involvement averaged four hours per week, though the median was three and the most common response was two hours. Eighty-seven individuals (20% of the sample and 48% of those volunteering) volunteered in two organizations and a smaller number, 37 (9% of the sample and 20% of those volunteering), in three.

Forty-four different types of organizations received the support of Human Ecology graduates. Five groups tended to be the focal point of community service: community service organizations, churches, school districts (i.e. aides), parent-teacher

45% served in volunteer roles

organizations, and the Boy/Girl Scouts. The length of service in these organizations averaged 56 months (4 1/2 years) with the median at 36 months and the mode 24 months. More recent graduates have yet to participate in volunteer opportunities while those

graduating in 1975 and 1980 were more engaged.

Respondents who were volunteering were asked the extent to which the College influenced their voluntary roles. The mean of 3.3 reflected that graduates felt their service was affected to "some extent" by the College. Nearly half (46%) indicated that the College played a major role in their beliefs about volunteerism and community involvement. Only 24% felt the College had "little to no effect" on their behavior.

Professional Service. Forty (40) percent of these graduates were involved in professional organizations. About 25% were members of two organizations and less than 10%, in three organizations. Their membership represented some 73 different organizations. The most common types of professional organizations included: dietetic organizations (local and state), American Dietetic Association, Association for the Education of Young Children (local, state and national), and city/state educational associations. Many of those in professional organizations were from Food Science and Human Nutrition and Family and Child Ecology programs.

40% are involved in professional organizations

Asked how they participated in these organizations, nearly 45% indicated that they regularly attended professional meetings. Some assumed leadership roles in the organization (19%), managed professional projects (18%), worked on committees for the organization (15%), or presented papers or reports (14%). Fewer were involved in grant preparation (5%) or professional writing (5%).

Civic Service. Political participation was captured by asking if the respondent had participated in recent elections. Voting participation was very high: 78% in the last local election, 88% in the last state election and 94% in the last national election.

Partner Information. Most partners had received bachelor's degrees (60.7%). Twenty-seven percent had master's degrees or higher. A great many were employed outside the home. They had an average of 17.8 years of career experience. Most often reported job titles of partners included managerial (5.7%), self-employment (12.4%), lawyer (3.6%), and sales (6.2%).

Respondents, in general, see their partner's career development as ahead of theirs. Though 21% perceived their careers somewhat to substantially ahead of their partner's, 58% viewed their partner's career as somewhat to substantially ahead of their own. Twenty-one percent responded that their career development was at the same stage as their partner's. In terms of career status based on such variables as power, social prestige, and salary, 23% evaluated their status from very low to fairly low, 48% felt they had medium status while only 29% evaluated their status fairly high to very high. In evaluating their partner's career, 4% felt their partner's status ranged from very low to fairly low, 36% felt their partner had medium status

Partner's career development perceived to be ahead of CHE graduates

while 60% evaluated their partner's status fairly high to very high.

RELATED STUDIES

In searching the literature, it was noted that several colleges of related human ecology programs were involved in surveying their alumni. These surveys were valuable tools in designing this alumni survey used at Michigan State University. The schools include: South Dakota State University's College of Home Economics, University of Minnesota's College of Human Ecology, and Texas Tech University's College of Human Sciences. Also included is survey data from four family science programs (advanced degrees). In reviewing results from these various surveys, it can be generalized that Michigan State University graduates from Human Ecology are on par with their counterparts at other related colleges. The patterns of responses are consistent across surveys, although individual results vary. Given the similarities in these patterns, however, it can be assumed that the Michigan State University survey data are generalizable to other alumni groups (Table 18).

An alumni survey that is the most similar to Michigan State University's College of Human Ecology is South Dakota State University's College of Home Economics Survey (SDSU, 1993). SDSU surveyed graduates from programs of human development, child and family studies, home economics education, textiles and clothing-retailing, nutrition and food science/dietetics, and interior design (1992 and 1993 survey years). These programs in SDSU's College of Home Economics are similar to those in Michigan State University's College of Human Ecology. In their yearly alumni surveys, SDSU surveys alumni that are one, four and ten years out from graduation. The Michigan State University College of Human Ecology Alumni Survey (1993) surveyed alumni three, eight, twelve, and fifteen years out from graduation (1990, 1985, 1980, 1975 graduating classes). In the SDSU 1993 survey (1992, 1989, and 1983 graduating classes), the majority of respondents were female (95%) (MSU=97%) and their age ranged from 20 to 54 years (MSU=24 to 69 years). The BS was the highest degree held by 71% of the respondents (MSU=77%). Twenty-seven percent had received or are working towards advanced degrees at the time of the survey (14% MS, 7% M Ed, and 6% MBA). While no one had received a PhD, 5% planned to work toward one in the next five years. Interest in obtaining additional degrees was expressed by 40% (MSU=44%), the majority of whom planned on pursuing a MBA or MS (21%; MSU=24%).

Upon graduation from SDSU (1993 survey), 71% were employed (MSU=76%), 11% interned (MSU=10%), 8% pursued an advanced degree (MSU=4%), and 2% were homemakers. At the time of the survey, their status was 66% employed full-time (MSU=67%), 13% employed part-time (MSU=4%), 10% unemployed (MSU=17%), and 3% working on an advanced degree (MSU=15%). Twenty-four percent had been working less than one year (in a job related to their major), 7% two to three years, 20% four to five years, 19% six to ten years, and 11% had never been employed in a job related to their major. SDSU graduates reported the likely reasons for not being presently employed in a job related to their major were full-time parenting (7%), higher salary desired (6%), and other vocational interests (5%). Only three percent could not find a job in their field. At Michigan State University, of those

who were currently out of the workforce, the majority (12%) were unemployed due to family responsibilities. Salary of respondents ranged from less than $10,000 to greater than $50,000 (MSU full-time range: $9,000-$150,000, average $34,900). The largest groups reported salaries between $21,000-$30,000 (27%) or less than $10,000 (21%). Four percent made over $40,000 annually. Thirty-five percent had not attended any continuing education/workshops in the past year. Sixty-three percent belonged to professional organizations (MSU=45%). Most respondents affiliated with community organizations belonged to religious groups (62%). Nineteen percent were involved in educational organizations, 18% to social, 22% to health related, and 18% to service organizations. Fourteen percent were affiliated with business and industry organizations (no comparable MSU data). Given the Michigan State University results, graduates are slightly less likely to have received advanced degrees but more likely to anticipate graduate work. Similar employment patterns exist between the two groups and although the salary data are presented differently, Michigan State University graduates seem to have higher salary levels. Michigan State University graduates are also less likely to be involved in professional organizations, although the definition of organizations may be the factor causing these differences.

The University of Minnesota's alumni survey (Exline, 1992) best relates to the Michigan State University 1990 graduating class. The University of Minnesota (1992) surveyed 1991 human ecology graduates and found that 91% were employed (MSU 1990=92%). Eighty-nine percent reported being satisfied with their job. Sixty-seven percent had participated in internships while in school and 67 percent (MSU 1990=90%) were working in fields related to their majors. Full-time salaries averaged $21,000 annually (MSU 1990=$24,000). Initial job searches averaged three months (MSU 1990=3.9 months). Twenty percent of the sample continued on to graduate school or sought additional training upon completion of their undergraduate degree (MSU 1990=5%). Graduates were employed by a variety of organizations including community services and government agencies, advertising and design firms, retailers, consumer affairs, agribusinesses, food and apparel manufacturers, and health organizations. Compared to the Michigan State University survey, Michigan State University graduates have similar job search experiences, slightly higher salaries, but fewer at Michigan State University continue into graduate school.

The alumni survey from Texas Tech University's College of Human Sciences offers some comparisons to Michigan State University's College of Human Ecology graduates on the last three cohort groups. Texas Tech University (1991) surveyed 1981-1991 human sciences alumni in various majors such as merchandising, child development, clothing and textiles, dietetics, foods and nutrition, interior design, family studies and home economics. Sixty-nine percent were employed full-time (MSU=78%) and 10% part-time (MSU=14%). Eleven percent were unemployed by choice (not seeking work) (MSU=7%), 5% were not employed but seeking employment (MSU=.1%), and 4% were retired (MSU=.1%). A major employer for 22% of these graduates was elementary or secondary schools (MSU=13%). Eleven percent were employed by a college or university (MSU=4%), 9% by health related agencies (MSU=9%), and 6% by a retail business.

Sixty-nine percent were employed in the same or a related field as their major (MSU= 83%). More than half the respondents (55%) viewed their major specialization as very helpful in their current job while 25% viewed it as somewhat helpful, and only 6% viewed it as not at all helpful. Job satisfaction ran high from somewhat (26%) to very (67%) satisfied with their current job. When asked to assess the degree to which they felt prepared with skills provided by their major, respondents reported that they were most prepared in the aspects of planning, educating, and interpersonal communication (MSU=peer interaction/teamwork, written and verbal communication). These same aspects were also viewed as important skills on the job (MSU=verbal communication, peer interaction/teamwork, leadership). Areas where differences occurred (more important on job than prepared in college) included decision-making (analytical problem solving), evaluating programs, interpersonal communication (peer interaction/teamwork), and written communication (MSU=leadership, peer interaction/teamwork, analytic problem solving). The one skill for which they felt least prepared was computing, even though this skill was not widely utilized in their workplaces. Michigan State University graduates have similar employment patterns as those in the Texas Tech survey, although fewer Michigan State University graduates can be classified as teachers. Larger numbers of Michigan State University graduates report employment related to their major; also slightly different skills were reported as needed on the job between the two groups.

Although the Michigan State University College of Human Ecology Alumni Survey did not specifically target graduates with higher degrees, the study by Krasenbaum et al. is worth examining. Krasenbaum et al. (1992) surveyed alumni from four family science programs of major land grant universities who received advanced degrees (master or doctoral) between 1981-1991. A majority of graduates obtained degree-related employment prior to completion of their degree while the remainder were employed within six months of graduation. More than one-fourth of these respondents were not employed in a position related to their degree at the time of the survey. Dominate reasons for unrelated employment were a preference for other career fields and a perceived inadequacy of salaries in their academic career field relative to other potential career opportunities. Averages by program area for starting salaries ranged from $23,600 to over $39,000 (MSU post graduates=$21,000-$47,000, average $38,300). No difference in starting salaries was found for respondents in family science related positions compared to non-family science related positions. A majority of the graduates were involved in professional organizations.

CONCLUSION / IMPLICATIONS

In summary, the results of the College of Human Ecology Alumni Survey suggest that

Graduates are prepared for careers in professional fields

graduates are prepared for careers in their professional fields. Graduates are successful in securing employment and in developing career tracks. They not only consider themselves "successful" in comparison with their peers, they also exhibit strong attachment to the labor market and active pursuit of educational advancement. College

of Human Ecology graduates provide volunteer service to their communities, participate in professional organizations and have a strong commitment to combining careers with family-life, suggesting that Human Ecology graduates are competent and capable individuals. As compared to their counterparts from other universities with similar program content, these graduates are on-par with their peers.

These survey results provide important insights into the challenges faced by graduates as they enter the workforce and pursue professional goals. Depending on the status of the economy at the time of graduation, graduates can have immediate and continuing difficulties in developing their careers. Such has been the case for 1980 graduates who unfortunately faced a deep recession upon graduation. Many took part-time jobs or jobs unrelated to their training just to enter the workforce. These choices continue to affect their current employment status with higher levels of nonemployment in this group (30% vs. 17%). Changes in the economy have also influenced the types of jobs available. Human Environment and Design students have experienced these shifts most noticeably. Job titles and roles have changed dramatically, perhaps explaining why Human Environment and Design graduates have had less tenure, more job shifts and report greater divergence in their career goals than other majors.

Graduates must move into supervisory/managerial positions to receive adequate compensation

Another important realization highlighted in these data is that the salary levels and elasticity of positions sought by Human Ecology graduates have limitations. In composite, College of Human Ecology graduates have similar salary levels compared to U.S. medians for female college graduates with bachelor's degrees ($34,200 for College of Human Ecology graduates) (full-time median) compared to the national median of $29,284 (1992 Census Bureau[1]). The salary averages are similar, as well, with advanced degrees ($38,280 (average) for College of Human Ecology graduates with advanced degrees (including 5 PhDs) and $35,081 (median) for female graduates with master's degrees on the national level). Yet compared to the level of professional training and post-graduation degree completion, College of Human Ecology graduates feel that their salary compensation is not commensurate with their capacities. Graduates must move into supervisory or managerial positions to receive adequate compensation. Much of this is based on the realities of compensation in some human service fields. Most affected are Family and Child Ecology graduates who pursue careers in early education. Salaries in this field are lower than in other fields, jobs are more difficult to secure, perhaps because of salary limitations, and more graduates take part-time employment in hopes of waiting for more desirable positions. Strong commitments to their professional choices

Graduate education seems to pay off

[1]U.S. Census Bureau, 1992 median incomes of women 25 years of age and older.

drive the decisions of these graduates. In fact, research suggests that students entering traditional home economics/human ecology fields of study place less emphasis on remuneration than on their interests and skills when choosing a major. Business students however rank financial rewards as the most important factor influencing their choice of major. Human Ecology students, in general, are not motivated entirely by financial consideration (Smith, 1995). An interesting finding of this study, however, which needs to be disseminated more aggressively to graduates, is the fact that those with advanced degrees (mostly master's degrees) report increases in current salaries of $10,000 above those without advanced degrees. Graduate education seems to pay off, and the pay offs are evident across the board, for every department.

Some of the implications suggested by these results for colleges are:

1. All majors need greater exposure to the workplace and a variety of positions and experiences need to be considered as graduates pursue job searches. Students may need enhanced skills in self-assessment and self-mentoring to better utilize their talents.

2. Management and supervision are key roles leading to career progression. Whether at the undergraduate level or through continuing and advanced education, students need to develop their managerial abilities.

3. Aspirations for advanced degrees outstrip the reality (44% desire it vs. 38% enrolled or graduated). Colleges need to further investigate whether barriers exist and how colleges can be more responsive to alumni wishing to pursue advanced degrees. The survey shows that the majority of graduates desire MA, MS and MBA degrees.

4. Although strong involvement is evident in community volunteerism and professional association roles (45% and 40%), compared to graduates in other Colleges of Human Ecology/Human Sciences, MSU alumni are less active. Perhaps stronger involvement in student organizations and community services activities during the undergraduate experience need to be encouraged.

The College of Human Ecology at Michigan State University can be proud of their graduates who are successful and feel successful. The programs and experiences at the undergraduate level are useful. The College needs to continue to pursue directions already established to encourage a more active learning environment where students learn from each other, from internships and job experiences, and from the world around them.

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Table 1. Response Rate and Sample Distribution by Department and Graduation Year

Year of Graduation	p	% of p	Response rate	n	% of sample
1975	429	29	31	132	31
1980	396	27	28	109	26
1985	330	22	22	74	17
1990	328	22	33	109	26
Total	1483	100	29 (33 adj)	424	100

			Graduation Year (frequency)			
Department and Academic Program	n	%	1975	1980	1985	1990
A: Food Sci. & Human Nutr.	**93**	**22**	24	31	21	17
Dietetics	75	81				
Food & Nutrition	16	17				
Food: Tech/Mgt.	2	2				
B: Family & Child Ecology	**141**	**34**	47	35	22	37
Child Development	70	50				
Fam./Comm. Services	45	32				
Home Economics	18	13				
Fam./Consumer	4	3				
Family Ecology	3	2				
Family Mgt.	1	1				
C: Human Environment & Design	**187**	**44**	59	42	31	55
Merchandising Mgt.	68	36				
Retailing	44	24				
Clothing & Textile	33	18				
Interior Design	30	16				
Human Env/Design	12	6				

Table 1A. Demographic Profile of Respondents by Department (percents)

		College	FSHN	FCE	HED
Ethnicity:	African American/Black	3	3	2	4
	Hispanic/Latino/Mexican American	<1	0	0	1
	White	94	95	97	92
	Asian American	1	2	0	1
	Native American/Alaskan	<1	0	0	0
	Other	<1	0	0	2
Gender:	Female	97	97	99	95
	Male	3	3	1	4
Marital Status:	Single (never married)	22	22	18	26
	Married	70	73	76	64
	Widowed	<1	0	1	1
	Separated, divorced	5	3	4	6
	Cohabitating	2	3	1	3
Children:	Yes	56	57	65	48
	Infants	18	25	22	13
	Preschoolers	18	20	22	13
	Elementary	30	29	35	26
	Middle School/Junior High	12	4	18	11
	High School	7	5	9	6
	Young Adults	5	8	5	3
Elder-Care Provider:	Yes	5	8	8	1

Table 2. Summary of Work History by Department and Graduation Year

	DEPARTMENT (means)				GRADUATION YEAR			
	College	FSHN	FCE	HED	1975	1980	1985	1990
Active Labor Market (months)	112.76	118.44	115.35	106.41	175.62	130.41	89.12	33.41
Mo. employed/avail. time (%)	87	85	88.5	86.5	81	84	93	93
Organizations (#)	3.03	2.87	2.92	3.16	3.75	3.38	2.66	2.05
Promotions (#)	2.07	1.70	1.48	2.60	2.56	3.38	2.00	1.22
Changes Job Responsibility (#)	1.66	1.54	1.60	1.76	2.12	2.31	1.87	.97
Supervised (people) (#)	25.90	43.41	23.76	18.83	33.37	26.52	24.01	17.78
Unemployed Periods (#)	.76	.66	.82	.74	1.19	.89	.42	.34
Unemployed by Choice (#)	.52	.40	.61	.48	.80	.67	.27	.19

Table 2A. Summary of Work History for Food Science and Human Nutrition by Graduation Year (means)

	FSHN	1975	1980	1985	1990
Active Labor Market (months)	118.44	189.17	135.90	85.14	27.88
Mo. employed/avail. time (%)	85	85	87	89	77
Organizations (#)	2.87	3.5	3.48	2.48	1.35
Promotions (#)	1.70	2.35	1.55	2.15	.59
Changes Job Responsibility (#)	1.54	1.54	1.9	1.75	.65
Supervised (people) (#)	43.41	85.63	33.26	32.76	13.75
Unemployed Periods (#)	.66	.71	.9	.48	.35
Unemployed by Choice (#)	.40	.39	.54	.25	.29

Table 2B. Summary of Work History for Family and Child Ecology by Graduation Year (means)

	FCE	1975	1980	1985	1990
Active Labor Market (months)	115.44	178.99	131.49	89.73	34.49
Mo. employed/avail time (%)	88.5	83	84	93	97
Organizations (#)	2.92	3.4	3.6	2.27	2.05
Promotions (#)	1.48	1.29	2.38	1.06	1.03
Changes Job Responsibility (#)	1.60	2.24	1.47	1.7	.91
Supervised (people) (#)	23.76	15.33	33.74	15.18	30.81
Unemployed Periods (#)	.82	1.39	.735	.27	.54
Unemployed by Choice (#)	.61	1.05	.68	.18	.27

Table 2C. Summary of Work History for Human Environment and Design by Graduation Year (means)

	HED	1975	1980	1985	1990
Active Labor Market (months)	106.41	167.7	125.71	91.39	34.4
Mo. employed/avail. time (%)	86.5	78	81	95	96
Organizations (#)	3.16	4.12	3.1	3.07	2.26
Promotions (#)	2.60	3.58	2.83	2.43	1.52
Changes Job Responsibility (#)	1.76	2.28	1.66	2.07	1.12
Supervised (people) (#)	18.83	25.22	16.49	24.36	10.89
Unemployed Periods (#)	.74	1.22	.98	.48	.2
Unemployed by Choice (#)	.48	.74	.71	.36	.11

Table 3. Agreement Between Career Goals and Work Experiences by Department and Graduation Year

		DEPARTMENT			GRADUATION YEAR			
	College	FSHN	FCE	HED	1975	1980	1985	1990
Difficulty Establishing Career After Graduation Scale: 1=Not at all difficult, 5=Very difficult	2.02	1.82	2.11	2.03	2.07	2.12	1.63	2.11
"Not to Somewhat Difficult" to Establish Career After Graduation (%) (ratings 1 and 2)	71	77	67	71	70	69	83	69
Initial Goal Similar to Current Career Objective (mean) Scale: 1=Not at all, 5=Entirely the same	2.42	2.52	2.86	2.05	2.12	2.32	2.85	2.57
"Somewhat to Entirely the Same" Similarity of Goals to Current Objective (%) (ratings 2 to 5)	68	79	80	58	57	71	80	73
Progress Toward Professional Goals (mean) Scale: 1=Not at all, 5=Very great extent	3.63	3.76	3.82	3.41	3.53	3.57	3.89	3.61
"Some to Very Great Extent" Work Experiences Leading Toward Goals (%) (ratings 3 to 5)	87	87	90	83	80	85	94	91

Table 3A. Agreement Between Career Goals and Work Experiences for Food Science and Human Nutrition by Graduation Year

	FSHN	1975	1980	1985	1990
Difficulty Establishing Career after Graduation (mean)	1.82	1.79	2	1.71	1.65
"Not to Somewhat Difficult" to Establish Career After Graduation (%)	77	88	68	76	82
Initial Goal Similar to Current Career Objective (mean)	2.52	2.08	2.77	2.95	2.12
"Somewhat to Entirely the Same" Similarity of Goals to Current Objective (%)	79	58	87	95	59
Progress Toward Professional Goals (mean)	3.76	3.91	3.71	3.95	3.41
"Some Extent to Very Great Extent" Work Experience Leading Toward Goals (%)	87	83	90	90	88

Table 3B. Agreement Between Career Goals and Work Experience for Family and Child Ecology by Graduation Year

	FCE	1975	1980	1985	1990
Difficulty Establishing Career After Graduation (mean)	2.11	2.21	2.24	1.59	2.16
"Not to Somewhat Difficult" to Establish Career (%)	67	66	67	82	65
Initial Goal Similar to Current Career Objectives (mean)	2.86	2.51	2.56	3.64	3.14
"Somewhat to Entirely the Same" Similarity of Goals to Current Objective (%)	80	72	76	86	89
Progress Toward Professional Goals (mean)	3.82	3.77	3.68	3.96	3.95
"Some Extent to Very Great Extent" Work Experiences Leading Toward Goals (%)	90	89	88	91	92

Table 3C. Agreement Between Career Goals and Work Experiences for Human Environment and Design by Graduation Year

	HED	1975	1980	1985	1990
Difficulty Establishing Career After Graduation (mean)	2.03	2.02	2.12	1.61	2.22
"Not to Somewhat Difficult" to Establish Career (%)	71	66	71	90	67
Initial Goal Similar to Current Career Objectives (mean)	2.05	1.86	1.83	2.23	2.33
"Somewhat to Entirely the Same" Similarity of Goals to Current Objective (%)	58	43	55	65	65
Progress Toward Professional Goals (mean)	3.41	3.16	3.41	3.81	3.46
"Some Extent to Very Great Extent" Work Experiences Leading Toward Goals (%)	83	72	78	100	91

Table 4. First Destination Career Path by Department and Graduation Year (percents)

		DEPARTMENT			GRADUATION YEAR			
	College	FSHN	FCE	HED	1975	1980	1985	1990
Continued Formal Education	4	4	7	2	5	6	3	4
Internship or Licensing Program	10	38	<1	3	11	6	12	12
Started Own Business	1	0	<1	<1	0	1	1	0
Sought Employment (F/P-time)	76	46	83	87	76	78	76	77
Other	9	12	8	7	9	10	8	7
Full-time Position	85	83	78	93	88	82	87	86
Type of Organization Full-time:								
Government	5	8	10	2	7	5	2	8
Business or Industry	57	27	25	91	54	63	56	60
Nonprofit Agency or Institution	8	13	13	2	4	7	10	11
Self-employment/Private Practice	2	0	3	3	2	3	0	4
Cooperative Extension Service	1	1	2	0	1	1	2	0
University or College	4	10	4	1	6	3	5	1
Elementary, Inter. or Sec. School	12	0	41	1	16	8	20	7
Health Services	8	38	2	0	10	9	7	9
Part-time Position	15	17	22	7	12	18	13	14
Type of Organization Part-time:								
Government	0	0	0	0	0	0	0	0
Business or Industry	21	12	13	54	19	21	20	0
Nonprofit Agency or Institution	11	6	16	0	6	0	40	14
Self-employment/Private Practice	2	0	0	8	0	0	0	29
Cooperative Extension Service	2	0	3	0	0	0	0	7
University or College	20	25	19	15	32	32	0	50
Elementary, Inter. or Sec. School	29	12	42	23	38	32	10	0
Health Services	11	44	0	0	6	15	30	0

Table 4A. First Destination Career Path for Food Science and Human Nutrition by Graduation Year (percents)

	College	FSHN	1975	1980	1985	1990
Continued Formal Education	4	4	13	3	0	0
Internship or Licensing Program	10	38	54	13	33	65
Started Own Business	1	0	0	0	0	0
Sought Employment (Full/Part-time)	76	46	25	71	57	18
Other	9	12	2	0	10	18
Full-time Position	85	83	83	77	76	100
Type of Organization Full-time:						
Government	5	8	15	4	0	12
Business or Industry	57	27	15	33	31	29
Nonprofit Agency or Institution	8	13	5	17	19	12
Self-employment/Private Practice	2	0	0	0	0	0
Cooperative Extension Service	1	1	5	0	0	0
University or College	4	10	15	13	13	0
Elementary, Inter. or Sec. School	12	0	0	0	0	0
Health Services	8	38	45	33	25	47
Part-time Position	15	17	17	23	24	0
Type of Organization Part-time:						
Government	0	0	0	0	0	0
Business or Industry	21	12	0	14	20	0
Nonprofit Agency or Institution	11	6	0	0	20	20
Self-employment/Private Practice	2	0	0	0	0	0
Cooperative Extension Service	2	0	0	0	0	10
University or College	20	25	50	29	0	0
Elementary, Inter. or Sec. School	29	12	25	14	0	60
Health Services	11	44	25	43	60	0

Table 4B. First Destination Career Path for Family and Child Ecology by Graduation Year (percents)

	College	FCE	1975	1980	1985	1990
Continued Formal Education	4	7	4	11	9	5
Internship or Licensing Program	10	<1	0	3	0	3
Started Own Business	1	<1	0	0	0	0
Sought Employment (Full/Part-time)	76	83	85	74	82	87
Other	9	8	9	9	9	5
Full-time Position	85	78	81	69	86	73
Type of Organization Full-time:						
Government	5	10	8	8	0	19
Business or Industry	57	25	22	46	11	19
Nonprofit Agency or Institution	8	13	8	8	16	22
Self-employment/Private Practice	2	3	3	4	0	4
Cooperative Extension Service	1	2	0	4	5	0
University or College	4	4	8	0	0	4
Elementary, Inter. or Sec. School	12	41	47	29	63	22
Health Services	8	2	5	0	0	0
Part-time Position	15	22	19	26	14	27
Type of Organization Part-time:						
Government	0	0	0	0	0	0
Business or Industry	21	13	11	22	33	0
Nonprofit Agency or Institution	11	16	11	0	67	20
Self-employment/Private Practice	2	0	0	0	0	0
Cooperative Extension Service	2	3	0	0	0	10
University or College	20	19	33	33	0	0
Elementary, Inter. or Sec. School	29	42	33	44	0	60
Health Services	11	0	0	0	0	0

Table 4C. First Destination Career Path for Human Environment and Design by Graduation Year (percents)

	College	HED	1975	1980	1985	1990
Continued Formal Education	4	2	2	2	0	4
Internship or Licensing Program	10	3	2	5	7	2
Started Own Business	1	<1	0	0	3	0
Sought Employment (Full/Part-time)	76	87	88	83	84	89
Other	9	7	9	10	7	6
Full-time Position	85	93	95	93	94	91
Type of Organization Full-time:						
Government	5	2	4	3	3	0
Business or Industry	57	91	91	90	93	90
Nonprofit Agency or Institution	8	2	2	0	0	4
Self-employment/Private Practice	2	3	0	5	0	6
Cooperative Extension Service	1	0	0	0	0	0
University or College	4	1	2	0	3	0
Elementary, Inter. or Sec. School	12	1	2	0	0	0
Health Services	8	0	0	0	0	0
Part-time Position	15	7	5	7	7	9
Type of Organization Part-time:						
Government	0	0	0	0	0	0
Business or Industry	21	54	67	33	0	0
Nonprofit Agency or Institution	11	0	0	0	0	0
Self-employment/Private Practice	2	8	0	0	50	0
Cooperative Extension Service	2	0	0	0	0	0
University or College	20	15	0	33	0	0
Elementary, Inter. or Sec. School	29	23	33	33	50	0
Health Services	11	0	0	0	0	0

Table 5. Major Job Title Classifications* in First Position by Department and Graduation Year (percents)

				DEPARTMENT			GRADUATION YEAR			
				Full-time positions only						
	College	Full-time	Part-time	FSHN	FCE	HED	1975	1980	1985	1990
Management	30	30	5	22	7	47	22	31	41	32
Professional	10	9	5	4	8	14	10	15	3	8
Teachers	19	21	51	4	64	--	22	11	23	21
Health Prevention	15	13	15	61	4	1	14	15	15	14
Artist/Media	7	7	--	--	--	14	6	5	10	8
Sales	9	9	11	--	3	15	12	6	3	9
Clerical/Admin Sup	6	6	5	2	10	6	9	7	5	3
Service	3	<1	2	8	4	1	3	6	--	2
Other	1	4	5	--	--	3	2	2	--	1

* Titles classified by Bureau of Labor Statistics, Occupational Employment Survey Categories

Table 6. Primary Tasks Involved in First Position by Department and Graduation Year (percents)

				DEPARTMENT			GRADUATION YEAR Full-time positions only			
	College	Full-time	Part-time	FSHN	FCE	HED	1975	1980	1985	1990
Admin/Mgt	14	16	--	8	5	26	12	20	16	18
Design	5	6	--	--	1	12	3	8	9	5
Sales-Buying	22	24	13	3	1	48	28	20	20	24
Media-Comm.	<1	<1	2	--	1	--	--	1	--	--
Research	3	3	5	6	1	2	3	2	--	4
Human Services	7	6	8	--	16	2	6	6	6	7
Food-Nutr. Serv.	16	17	16	75	2	--	14	23	22	11
Consumer Serv.	3	4	3	3	5	3	5	3	3	2
Teaching	22	18	47	1	61	--	22	10	22	19
Consulting	2	3	2	3	2	2	2	1	--	5
Other	4	4	3	1	7	5	6	6	2	3

Table 7. Summary of Job Experiences, Tenure and Salary, First Position by Department and Graduation Year

	DEPARTMENT				GRADUATION YEAR			
	Full-time Positions Only							
	College	FSHN	FCE	HED	1975	1980	1985	1990
Positions Related to Major (average)	3.7	3.9	3.7	3.7	3.6	3.6	4.1	3.7
Positions Moderately to Highly Related to Major* (%)	77	79	74	79	77	73	83	78
Tenure (months)	34.8	32.5	42.5	31.4	49.7	35.3	30.0	19.6
Salary ($ thousand)								
Annual (unadj)	14.3	16.5	13.6	14.1	10.5	13.1	16.0	18.7
Annual (adj)**	8.8	10.0	8.3	8.6	10.5	8.8	7.9	7.7
Underemployment (full and part-time)	55	52	52	62	56	69	46	53

* Includes ratings 3 to 5 on 5 point scale

** Salaries have been indexed for inflation with 1975=100

Table 7A. Summary of Job Experiences, Tenure and Salary, First Position for Food Science and Human Nutrition by Graduation Year

			FSHN	1975	1980	1985	1990
Number of Observations (n)		*Full-time*	77	20	24	16	17
		Part-time	16	4	7	5	---
Positions Related to Major (average)		*Full-time*	3.9	4.1	3.75	4	3.82
		Part-time	2.7	3.75	3.71	2.4	---
Positions Moderately to Highly Related to Major* (%)		*Full-time*	79	90	75	75	76
		Part-time	68	76	85	40	---
Tenure (months)		*Full-time*	32.5	39	36.63	29	22.29
		Part-time	17.7	19.5	12.29	24	---
Salary ($ thousand)	Annual (unadj)	*Full-time*	16.5	12.4	14.2	17.5	22.5
	Annual (adj)**		10	12.4	9.5	8.6	9.3
	Annual (unadj)	*Part-time*	9.4	4.7	10.5	11.5	---
	Annual (adj)**		6.0	4.7	7.0	5.7	---

* Includes ratings 3 to 5 on 5 point scale

** Salaries have been indexed for inflation with 1975=100

Table 7B. Summary of Job Experiences, Tenure and Salary, First Position for Family and Child Ecology by Graduation Year

			FCE	1975	1980	1985	1990
Number of Observations (n)		*Full-time*	108	38	24	19	27
		Part-time	31	9	9	3	10
Positions Related to Major (average)		*Full-time*	3.7	3.68	3.29	4.11	3.82
		Part-time	4.1	4	3.56	4	4.7
Positions Moderately to Highly Related to Major* (%)		*Full-time*	74	87	63	84	77
		Part-time	67	78	78	67	100
Tenure (months)		*Full-time*	42.5	66.13	35.17	35.84	20.33
		Part-time	20.2	24	14.33	41	15.8
Salary ($ thousand)	Annual (unadj)	*Full-time*	13.6	9.2	13.3	15.6	17.2
	Annual (adj)**		8.3	9.2	8.9	7.7	7.1
	Annual (unadj)	*Part-time*	6.2	4.8	6.8	7.5	6.4
	Annual (adj)**		3.9	4.8	4.5	3.7	2.6

* Includes ratings 3 to 5 on 5 point scale

** Salaries have been indexed for inflation with 1975=100

Table 7C. Summary of Job Experiences, Tenure and Salary, First Position for Human Environment and Design by Graduation Year

			HED	1975	1980	1985	1990
Number of Observations (n)		*Full-time*	174	56	39	29	50
		Part-time	13	3	3	2	5
Positions Related to Major (average)		*Full-time*	3.7	3.5	3.77	4.14	3.56
		Part-time	2.5	2.67	2.37	2	2.8
Positions Moderately to Highly Related to Major* (%)		*Full-time*	79	77	77	86	78
		Part-time	61	67	33	0	60
Tenure (months)		*Full-time*	31.4	43.27	34.87	26.76	18.34
		Part-time	25.1	23	14.67	84	9.4
Salary ($ thousand)	Annual (unadj)	*Full-time*	14.1	10.9	12.5	15.3	18.1
	Annual (adj)**		8.6	10.9	8.3	7.5	7.4
	Annual (unadj)	*Part-time*	9.2	6.5	18.0	1.0	8.8
	Annual (adj)**		5.7	6.5	12.0	0.5	3.6

* Includes ratings 3 to 5 on 5 point scale

** Salaries have been indexed for inflation with 1975=100

Table 8. ANOVA Results for Importance and Preparedness Ratings for Nine Workplace Competencies for College

	Importance		Preparedness		I-P[2]
	Mean	ANOVA	Mean	ANOVA	Difference
Verbal Communication	4.37	G[1]:F=3.33, .020	3.49	G:F=3.66, .013 P=4.66, .010	.88
Peer Interaction/Teamwork	4.19		3.51	G:F=8.77, .000 P:F-4.01, .019	.68
Workplace Realities	4.01		2.78	P:F=4.64, .010	1.23
Leadership	3.96	G:F=3.60, .014 P:F=3.15, .044	3.22	G:F=6.30, .000 P:F=6.46, .002	.74
Information Applications Ability	3.87	P:F=5.70, .004	3.45		.42
Written Communication	3.81	P:F=13.16, .000	3.54		.26
Analytical/Problem Solving	3.80	G:F=3.22, .023 P:F=3.04, .049	3.36	G:F=4.91, .002	.44
Creativity/Innovativeness	3.80	P:F=9.70, .000	3.40	G:F=2.82, .039 P:F=8.81, .000	.40
Professional Subject Matter	3.74	G:F=2.98, .031 P:F=7.60, .001	3.45	P:F=4.51, .012	.29

[1]G - Difference for graduation year; P - difference for program
[2]I-P: Difference between importance-preparedness

Table 8A. Importance and Preparedness Ratings for Nine Workplace Competencies for Food Science and Human Nutrition by Graduation Year (means)

	Importance					Preparedness					I-P
	FSHN	1975	1980	1985	1990	FSHN	1975	1980	1985	1990	Difference
Verbal Communication	4.44	4.54	4.13	4.57	4.5	3.42	3.33	3.26	3.52	3.56	1.02
Peer Interaction/Teamwork	4.21	4.25	4.03	4.29	4.25	3.34	2.83	3.39	3.52	3.63	0.87
Workplace Realities	4.06	4.25	3.94	3.65	4.38	2.59	2.25	2.61	2.62	2.88	1.47
Leadership	3.82	3.71	3.58	4.05	3.94	3.02	2.58	2.94	3.29	3.25	0.8
Info. Applications Ability	4.08	4.26	3.87	3.62	4.56	3.49	3.57	3.32	3.38	3.69	0.59
Written Communication	4.19	4.29	3.81	4.14	4.5	3.6	3.75	3.39	3.52	3.75	0.59
Analytical/Problem Solving	4.06	4.0	3.94	3.91	4.38	3.54	3.38	3.39	3.43	3.94	0.52
Creativity/Innovativeness	3.50	3.58	3.48	3.29	3.63	3.2	2.96	3.13	3.52	3.19	0.3
Professional Subject Matter	3.90	4.13	3.71	3.62	4.31	3.6	3.54	3.61	3.55	3.69	0.3

I-P: Difference between importance-preparedness

Table 8B. Importance and Preparedness Ratings for Nine Workplace Competencies for Family and Child Ecology by Graduation Year (means)

	Importance					Preparedness					I-P
	FCE	1975	1980	1985	1990	FCE	1975	1980	1985	1990	Difference
Verbal Communication	4.52	4.20	4.58	4.64	4.65	3.76	3.38	3.73	3.82	4.11	0.76
Peer Interaction/Teamwork	4.35	4.11	4.55	4.23	4.51	3.73	3.43	3.55	3.77	4.16	0.62
Workplace Realities	4.1	3.87	4.27	3.96	4.30	3.06	2.66	3.12	3.14	3.30	1.1
Leadership	4.16	4.02	4.21	4.14	4.27	3.5	3.23	3.33	3.5	3.95	0.66
Info. Applications Ability	4.07	3.78	4.07	4.32	4.11	3.63	3.17	3.61	3.82	3.92	0.44
Written Communication	4.05	3.72	4.03	4.27	4.19	3.72	3.40	3.76	3.82	3.91	0.33
Analytical/Problem Solving	3.92	3.57	4.03	4.09	3.97	3.45	3.04	3.53	3.46	3.78	0.47
Creativity/Innovativeness	4.18	3.87	4.06	4.32	4.46	3.77	3.38	3.70	4.0	4.0	0.41
Professional Subject Matter	4.01	3.89	3.68	4.23	4.22	3.63	3.4	3.67	3.54	3.89	0.38

I-P: Difference between importance-preparedness

Table 8C. Importance and Preparedness Ratings for Nine Workplace Competencies for Human Environment and Design by Graduation Year (means)

	Importance					Preparedness					I-P
	HED	1975	1980	1985	1990	HED	1975	1980	1985	1990	Difference
Verbal Communication	4.31	4.18	4.12	4.48	4.46	3.38	3.30	3.22	3.42	3.59	0.93
Peer Interaction/Teamwork	4.15	3.93	4.20	4.23	4.24	3.52	3.14	3.37	3.83	3.72	0.63
Workplace Realities	3.96	3.82	3.76	4.10	4.15	2.74	2.71	2.82	2.84	2.60	1.22
Leadership	4.00	3.64	3.81	4.45	4.11	3.18	2.89	3.15	3.26	3.42	0.72
Info. Applications Ability	3.69	3.61	3.43	3.79	3.91	3.37	3.39	3.25	3.48	3.34	0.32
Written Communication	3.53	3.39	3.44	3.65	3.65	3.46	3.39	3.27	3.65	3.51	0.07
Analytical/Problem Solving	3.72	3.53	3.42	4.20	3.74	3.30	2.98	3.22	3.61	3.37	0.42
Creativity/Innovativeness	3.78	3.44	3.76	4.19	3.74	3.29	3.20	3.22	3.36	3.37	0.49
Professional Subject Matter	3.56	3.33	3.29	4.00	3.63	3.28	3.26	3.12	3.36	3.37	0.28

I-P: Difference between importance-preparedness

Table 9. Current Position Career Path by Department and Graduation Year (percents)

		DEPARTMENT			GRADUATION YEAR			
	College	FSHN	FCE	HED	1975	1980	1985	1990
Employed	85	87	82	82	84	70	88	95
Out of Labor Force	15	13	18	18	16	30	12	5
Self-employed	14	14	10	18	18	22	13	4
Fixed Term Contract	9	1	22	3	9	7	13	7
Directly Employed by Organization	77	84	67	79	73	71	74	89
Full-time Position	67	68	67	66	64	60	67	72
Type of Organization Full-time:								
Government	11	15	11	7	13	9	5	11
Business or Industry	46	23	14	79	36	38	56	58
Nonprofit Agency or Institution	7	7	15	1	6	7	5	9
Self-employment/Private Practice	6	4	8	5	6	9	8	2
Cooperative Extension Service	1	0	4	0	3	2	0	0
University or College	5	15	6	1	9	9	5	0
Elementary, Inter. or Sec. School	14	2	39	4	17	11	15	12
Health Services	9	32	1	3	10	13	5	8
Part-time Position	16	17	14	15	27	23	17	8
Type of Organization Part-time:								
Government	4	6	5	4	3	12	0	0
Business or Industry	30	12	10	46	27	23	27	33
Nonprofit Agency or Institution	6	19	5	0	3	12	9	0
Self-employment/Private Practice	30	36	15	39	30	35	27	33
Cooperative Extension Service	0	0	0	0	0	0	0	0
University or College	6	0	15	4	10	0	0	16
Elementary, Inter. or Sec. School	18	6	50	4	23	12	18	16
Health Services	6	19	0	4	3	6	18	0

Table 9A. Current Position Career Path for Food Science and Human Nutrition by Graduation Year (percents)

	College	FSHN	1975	1980	1985	1990
Self-employed	14	14	21	13	0	6
Fixed Term Contract	9	1	4	0	0	0
Directly Employed by Organization	77	84	67	65	71	47
Missing Data			8	23	29	47
Out of Labor Force	15	13	8	26	29	47
Full-time Position	67	68	67	55	57	47
Type of Organization Full-time:						
Government	11	15	19	12	0	38
Business or Industry	46	23	13	18	50	13
Nonprofit Agency or Institution	7	7	6	12	8	0
Self-employment/Private Practice	6	4	6	6	0	0
Cooperative Extension Service	1	0	0	0	0	0
University or College	5	15	25	12	17	0
Elementary, Inter. or Sec. School	14	2	6	0	0	0
Health Services	9	32	25	41	17	50
Part-time Position	16	17	25	19	14	6
Type of Organization Part-time:						
Government	4	6	17	0	0	0
Business or Industry	30	12	17	17	0	0
Nonprofit Agency or Institution	6	19	17	17	33	0
Self-employment/Private Practice	30	36	50	33	0	100
Cooperative Extension Service	0	0	0	0	0	0
University or College	6	0	0	0	0	0
Elementary, Inter. or Sec. School	18	6	0	17	0	0
Health Services	6	19	0	17	67	0

Table 9B. Current Position Career Path for Family and Child Ecology by Graduation Year (percents)

	College	FCE	1975	1980	1985	1990
Self-employed	14	10	4	11	14	3
Fixed Term Contract	9	22	13	14	23	14
Directly Employed by Organization	77	67	51	43	27	51
Missing Data			32	31	36	32
Out of Labor Force	15	18	30	31	36	30
Full-time Position	67	67	49	57	50	62
Type of Organization Full-time:						
Government	11	11	9	5	9	17
Business or Industry	46	14	9	20	9	13
Nonprofit Agency or Institution	7	15	13	10	9	22
Self-employment/Private Practice	6	8	4	15	18	0
Cooperative Extension Service	1	4	9	5	0	0
University or College	5	6	9	10	0	0
Elementary, Inter. or Sec. school	14	39	39	30	46	35
Health Services	9	1	4	0	0	0
Part-time Position	16	14	21	11	14	8
Type of Organization Part-time:						
Government	4	5	0	25	0	33
Business or Industry	30	10	20	0	0	33
Nonprofit Agency or Institution	6	5	0	25	0	33
Self-employment/Private Practice	30	15	0	25	33	0
Cooperative Extension Service	0	0	0	0	0	0
University or College	6	15	20	0	0	0
Elementary, Inter. or Sec. School	18	50	60	25	67	0
Health Services	6	0	0	0	0	0

Table 9C. Current Position Career Path for Human Environment and Design by Graduation Year (percents)

	College	HED	1975	1980	1985	1990
Self-employed	14	18	19	19	13	2
Fixed Term Contract	9	3	3	0	7	0
Directly Employed by Organization	77	79	54	38	58	69
Missing Data			24	43	23	29
Out of Labor Force	15	18	24	43	23	29
Full-time Position	67	66	53	41	61	67
Type of Organization Full-time:						
Government	11	7	13	12	5	0
Business or Industry	46	79	65	77	79	89
Nonprofit Agency or Institution	7	1	0	0	0	3
Self-employment/Private Practice	6	5	7	6	5	3
Cooperative Extension Service	1	0	0	0	0	0
University or College	5	1	0	6	0	0
Elementary, Inter. or Sec. School	14	4	10	0	5	0
Health Services	9	3	7	0	0	3
Part-time Position	16	15	24	17	16	4
Type of Organization Part-time:						
Government	4	4	43	14	0	0
Business or Industry	30	46	7	43	60	100
Nonprofit Agency or Institution	6	0	50	0	0	0
Self-employment/Private Practice	30	39	0	43	40	0
Cooperative Extension Service	0	0	0	0	0	0
University or College	6	4	0	0	0	0
Elementary, Inter. or Sec. School	18	4	0	0	0	0
Health Services	6	4	0	0	0	0

Table 10. Current Employment Indicators by Department (percents)

	DEPARTMENT			
Employment Status:	College	FSHN	FCE	HED
Full-time	67	68	67	66
Part-time	16	17	14	15
Out of Labor Force	15	13	18	18
Type of Employment:	n=298	n=70	n=95	n=132
Self-employed	14	14	10	18
Fixed Contract	9	1	22	3
Organization	77	84	67	79
Full-time Employment:	n=232	*n=53*	*n=75*	*n=104*
Self-employed	9	4	8	12
Fixed Contract	9	2	23	2
Organization	82	94	69	86
Part-time Employment:	n=65	*n=16*	*n=20*	*n=28*
Self-employed	36	50	20	39
Fixed Contract	9	0	20	7
Organization	55	50	60	54
Reason for Being Out of Labor Force:	n=65	n=12	n=21	n=33
Not Interested	<1	0	1	0
Family Responsibilities	12	9	11	15
Looking	<1	0	1	1
School	0	0	0	0
Retired	<1	0	1	0
Other	2	4	1	2

Table 11. Major Job Title Classifications* in Current Employment by Department and Graduation Year (percents)

				DEPARTMENT			GRADUATION YEAR Full-time Positions Only			
	College	Full-time	Part-time	FSHN	FCE	HED	1975	1980	1985	1990
Management	32	31	15	30	15	40	36	31	34	25
Professional	15	15	2	2	17	19	11	11	12	22
Teachers	25	22	28	4	55	5	24	19	17	21
Health Prevention	12	11	17	47	3	1	9	17	17	7
Artist/Media	4	3	6	--	--	8	1	4	2	6
Sales	3	7	9	2	--	15	4	6	10	9
Clerical/Admin Sup	4	5	11	--	3	8	7	4	5	2
Service	5	<1	--	6	8	2	4	6	2	6
Other	2	6	11	4	--	3	3	4	--	2

* Titles classified by Bureau of Labor Statistics, Occupational Employment Survey Categories

Table 12. Primary Task Involved in Current Position by Department and Graduation Year (percents)

				DEPARTMENT			GRADUATION YEAR			
				Full-time Positions Only						
	College	Full-time	Part-time	FSHN	FCE	HED	1975	1980	1985	1990
Admin/Mgt	14	16	--	40	18	28	32	24	29	23
Design	5	6	--	2	--	11	1	9	5	6
Sales/Buying	22	24	13	2	1	36	14	9	24	22
Media Comm	<1	<1	2	2	1	1	1	2	--	1
Research	3	3	5	7	4	1	4	7	--	1
Human Services	7	6	8	6	19	6	10	9	7	13
Food Nutr Services	16	17	16	32	--	2	6	11	2	6
Consumer Services	3	4	3	--	3	3	3	4	2	--
Teaching	22	18	47	2	39	4	18	11	14	15
Consulting	2	3	2	4	7	6	4	9	2	6
Other	4	4	3	4	8	4	6	4	5	6

Table 13. Relation to Major, Tenure and Salary in Current Position by Department and Graduation Year

		DEPARTMENT			GRADUATION YEAR			
					Full- time Positions Only			
	College	FSHN	FCE	HED	1975	1980	1985	1990
Related to Major (average)	3.2	3.7	3.9	2.7	2.7	3.5	3.6	3.5
Positions Moderately to Highly Related to Major* (%)	63	84	71	47	47	61	77	74
Tenure (months)	49.6	51.7	56.9	42.8	84.3	54.2	41.6	15.4
Tenure Part-time (months)	46	48.7	37.7	44.9	53.6	45.4	30.5	10.6
Salary ($ thousand)								
Current	34.8	36.3	31.3	36.2	43.0	38.8	33.0	24.0
% Total Increases	143	120	130	157	309	196	106	28
% Annual Increases	12.95	11.34	12.79	13.9	17	15	13	9
Success (%) (perceived)	83	80	88	80	83	89	83	78
Underemployment (%) (full and part-time)	25	24	20	23	28	27	20	21

* Includes ratings 3 to 5 on 5 point scale

Table 13A. Relation to Major, Tenure and Salary in Current Position for Food Science and Human Nutrition by Graduation Year (percents)

			FSHN	1975	1980	1985	1990
Number of Observations (n)		*Full-time*	53	16	17	12	8
		Part-time	16	6	6	3	1
Positions Related to Major (average)		*Full-time*	3.7	3.44	3.88	4.0	3.75
		Part-time	3.6	3.0	3.17	5.0	5.0
Positions Moderately to Highly Related to Major* (%)		*Full-time*	84	69	88	92	87
		Part-time	71	67	67	0	100
Tenure (months)		*Full-time*	51.7	67.75	57.88	45.67	15.25
		Part-time	48.7	76.5	30.83	45.0	1
Salary ($ thousand)	Annual (unadj)	*Full-time*	36.3	44.2	36.6	32.6	25.8
	% Total Increases		120	256.7	157.7	86.19	14.3
	% Annual Increases		11.34	14.2	12.1	10.8	4.8
	Annual (unadj)	*Part-time*	20.22	19.2	22.0	18.7	---
Success (%) (perceived)		*Full-time*	80	81	71	83	88
		Part-time	75	100	33	100	100

* Includes ratings 3 to 5 on 5 point scale

Table 13B. Relation to Major, Tenure and Salary in Current Position for Family and Child Ecology by Graduation Year (percents)

			FCE	1975	1980	1985	1990
Number of Observations (n)		*Full-time*	77	23	20	11	23
		Part-time	20	10	4	3	3
Positions Related to Major (average)		*Full-time*	3.9	3.23	3.55	3.82	3.96
		Part-time	2.75	2.5	2.25	3.33	3.67
Positions Moderately to Highly Related to Major* (%)		*Full-time*	71	57	70	82	78
		Part-time	52	50	50	67	67
Tenure (months)		*Full-time*	56.9	107	50.1	48.64	16.61
		Part-time	37.7	33.9	51.5	52.0	13.0
Salary ($ thousand)	Annual (unadj)	*Full-time*	31.3	37.0	35.0	31.2	21.8
	% Total Increases		130	302.6	163.9	100	27.2
	% Annual Increases		12.79	16.8	12.6	12.5	9.1
	Annual (unadj)	*Part-time*	10.3	9.3	10.0	18.5	6.0
Success (%) (perceived)		*Full-time*	88	91	95	91	78
		Part-time	85	80	100	100	67

* Includes ratings 3 to 5 on 5 point scale

Table 13C. Relation to Major, Tenure and Salary in Current Position for Human Environment and Design by Graduation Year (percents)

			HED	1975	1980	1985	1990
Number of Observations (n)		*Full-time*	104	31	17	19	37
		Part-time	28	14	7	5	2
Positions Related to Major (average)		*Full-time*	2.74	2.26	2.12	3.26	3.16
		Part-time	2.57	2.0	3.86	2.6	2.0
Positions Moderately to Highly Related to Major* (%)		*Full-time*	47	26	24	74	68
		Part-time	62	35	86	60	0
Tenure (months)		*Full-time*	42.8	73.42	55.29	34.56	14.69
		Part-time	44.9	57.79	54.29	9.2	11.5
Salary ($ thousand)	Annual (unadj)	*Full-time*	36.2	45.5	46.5	34.4	24.9
	% Total Increases		157	325.7	271.32	124.82	37.78
	% Annual Increases		13.9	18.1	20.9	15.6	6.3
	Annual (unadj)	*Part-time*	15.3	15.8	14.0	18.3	9.5
Success (%) (perceived)		*Full-time*	80	77.4	100	79.0	73.0
		Part-time	58	42.9	85.7	60.0	---

* Includes ratings 3 to 5 on 5 point scale

Table 14. Source of Job Skill Acquisition in Current Position by Department (means)

	College	FSHN	FCE	HED
On-the-job Training	4.40	4.20	4.30	4.54
Self-instruction	4.00	3.77	4.01	4.10
Previous Work	3.59	3.58	3.63	3.57
Occ. Course/Workshop	3.26	3.36	3.63	2.95
Company Training	3.09	3.09	2.81	3.32
Formal Education	2.81	3.11	3.42	2.19

Scale: 1 = no extent to 5 = very great extent

Table 15. Post Baccalaureate Education by Department (percents)

Additional Degrees Obtained:	College	FSHN	FCE	HED
Total	23	30	34	8
Number of Observations (n)	(98)	(30)	(51)	(17)
MA, MAT	45	17	65	35
MS	24	57	8	18
MBA	8	10	0	29
MLS, MPH	5	6	6	0
PhD/MD	5	10	4	0
MSW	6	3	10	0
MM	2	0	0	12
Teaching Certif.	5	0	8	6
Currently Enrolled In A Training or Degree Program				
YES	15	15	23	10
Type of Program:				
Graduate or Prof. School	10	11	15	5
Teacher Certification Program	2	1	4	2
Vocational or Technical Program	<1	0	0	<1
In School, Not in Degree Prog.	3	3	4	3
Anticipate Pursuing Any Other Academic Degrees				
YES	44	54	55	34
Additional Academic Degrees Anticipate Pursuing:				
Associates (AA, AS, etc.)	2	1	1	4
Another Bachelor's Degree	6	7	4	9
Professional Coursework	6	8	5	6
Master's (MA, MS)	24	27	30	18
Professional Master's (MBA, MAT, MSW, MEd, etc.)	12	11	16	9
Ph.D. or Equivalent (ScD, ThD, etc.)	8	14	14	1
Medical Degree	2	3	2	<1
Law Degree (LLB., or JD)	2	1	2	2

Table 16. Salaries With and Without Advanced Degree in Current Position by Department

		College	FSHN	FCE	HED
Salary	*With Adv. Degree*	$38,280 (n=79)	$37,600 (n=25)	$36,880 (n=41)	$44,000 (n=13)
	W/O Adv. Degree	$28,560 (n=254)	$30,080 (n=53)	$23,040 (n=70)	$30,460 (n=131)
		1975	1980	1985	1990
FCE	*With Adv. Degree*	$38,660 (n=20)	$39,820 (n=11)	$34,140 (n=7)	$21,000 (n=3)
	W/O Adv. Degree	$21,410 (n=17)	$24,330 (n=15)	$28,100 (n=10)	$21,540 (n=28)
FSHN	*With Adv. Degree*	$39,670 (n=15)	$35,880 (n=8)	$28,000 (n=1)	$30,000 (n=1)
	W/O Adv. Degree	$28,880 (n=8)	$34,670 (n=15)	$29,290 (n=17)	$26,540 (n=13)
HED	*With Adv. Degree*	$46,880 (n=8)	$45,000 (n=3)	--	$31,000 (n=2)
	W/O Adv. Degree	$36,320 (n=37)	$37,740 (n=19)	$31,160 (n=25)	$24,140 (n=50)
College	*With Adv. Degree*	$40,510 (n=43)	$39,090 (n=22)	$33,380 (n=8)	$25,530 (n=6)
	W/O Adv. Degree	$31,270 (n=62)	$31,530 (n=49)	$29,960 (n=52)	$23,680 (n=91)

Table 17. Mentorship and Volunteer Service by Department and Graduation Year (percents)

MENTORSHIP		DEPARTMENT			GRADUATION YEAR			
	College	FSHN	FCE	HED	1975	1980	1985	1990
Mentor Relationship	45	47	43	45	38	46	52	50
Mentor Same Sex	71	73	91	63	66	63	81	82
Mentor Similar Training	80	74	91	76	69	73	86	90
Mentor is Supervisor	58	66	47	56	56	61	57	59

VOLUNTEER SERVICE		DEPARTMENT			GRADUATION YEAR			
	College	FSHN	FCE	HED	1975	1980	1985	1990
Voluntary Service	45	46	53	37	58	55	41	21

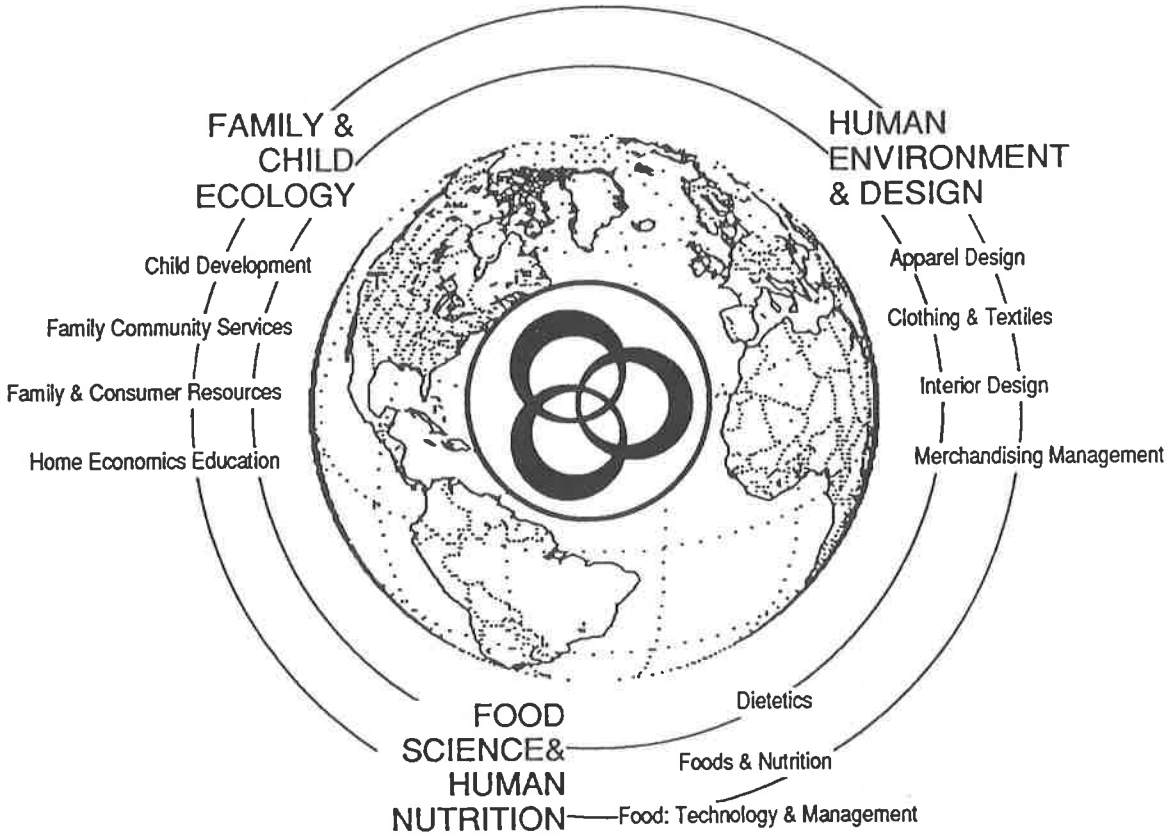
Table 18. Comparisons Between Similar Human Ecological Programs (percents)

University Graduation Class	MSU 75/80/85/90	SDSU 82/88/92	TX-Tech 1981-91	MSU 1990	U of MN 1992
Present Employment:					
Full-time Position	67	66	69	86	91 (full/part-time)
Part-time Position	17	13	10	8	---
Out of Workforce	17	16	21	6	9
Working Towards Adv. Deg.	15	3	---	19	20
Employed Within No. of Months	3	---	---	3.9	3
Employment Related to Major	63	---	69	74	67
Involvement in Professional Assoc.	45	55	---	21	---

MSU: Michigan State University, College of Human Ecology, 1993 Alumni Survey
SDSU: South Dakota State University, College of Home Economics, 1993 Alumni Survey
TX-Tech: Texas Tech University, College of Human Sciences, 1991 Alumni Survey
U of MN: University of Minnesota, College of Human Ecology, 1992 Alumni Survey

The World of Work

MICHIGAN STATE UNIVERSITY COLLEGE OF HUMAN ECOLOGY
ALUMNI SURVEY



We invite you to participate in a survey that reviews your career development since receiving your bachelor's degree from the College of Human Ecology. Even if you have received an additional degree(s) from MSU, please respond with respect to your **undergraduate major only**, in the College of Human Ecology. Your answers to these questions will serve to identify career patterns that will be useful in our assessment of the viability of majors in the College and to aid students in their program selection, their personal and academic development, and their career choices.

This is an opportunity to influence institutional and peer development through your input. Your involvement is highly solicited and appreciated.

Your participation is voluntary. Your responses are confidential and respondents remain anonymous. The questionnaire will take approximately 30 minutes to complete. Should you have questions, please contact:

Dr. Mary Andrews
College of Human Ecology
109 Human Ecology
(517) 353-9890

EMPLOYMENT: This section of the survey contains questions that summarize your work experiences and seeks information on your first job and your current work activities.

Section 1 Work Summary: During your career you may have had many job changes. Please summarize your work history by completing these questions. Estimate/Approximate:

1. How long have you been active in a career/job market **since** receiving your undergraduate degree? _____years
2. How many organizations have you worked for during this time period? _____
3. How many promotions have you experienced during this time period?_____
4. How many other times have you changed job titles or responsibilities without considering it a promotion?_____changes
5. What is the greatest number of people you have ever supervised? _____
6. How many times have you gone for extended periods (4 months or more) of being non-employed?_____times
7. How many of these times have you been non-employed by choice? _____
8. What were your reasons for being non-employed during these periods?

   _____

   _____

9. How difficult has it been for you to establish your career since receiving your undergraduate degree from MSU? (Circle your response.)

Not At All Difficult	Somewhat Difficult	Moderately Difficult	Quite Difficult	Very Difficult
1	2	3	4	5

10. How similar are your current career objectives to those you had upon receiving your undergraduate degree from MSU? (Circle your response.)

Not At All The Same	Somewhat The Same	Pretty Much The Same	Very Much The Same	Entirely The Same
1	2	3	4	5

11. To what extent are your work experiences leading you toward the professional goals you have established for yourself? (Circle your response.)

Not At All	Little Extent	Some Extent	Great Extent	Very Great Extent
1	2	3	4	5

12. Which of the following options best describes the path you followed immediately upon completion of your undergraduate degree? (Circle your response.)

    1. Continued formal education
    2. Participated in an internship or licensing program
    3. Started my own business
    4. Sought employment (full or part-time)
    5. Other _____

SECTION 2 Internship/Licensing Program:

If you circled #2 in question 12, please answer questions 13-16 in this section. Otherwise proceed to **Section 3.**

13. Name of organization: _____
14. Responsibilities: _____
15. Length of program:_____years _____months
16. Was a stipend provided? 1. yes 2. no

SECTION 3 First Employment Position

This section concerns the first employment position you held after receiving your bachelor's degree from the College of Human Ecology.

17. How long after graduation from MSU did you begin work in this position?_____months

18. What was your job title and responsibilities? _____

19. What was the status of this position: (Circle one)

    1. Self-employed 2. Fixed term contract 3. Directly employed by an organization

20. What type of organization did you work for in this position? (Circle one)

    1. Government
    2. Business or industry
    3. Nonprofit agency or institution
    4. Self-employment/private practice
    5. Cooperative Extension Service
    6. University or college
    7. Elementary, intermediate, or secondary school
    8. Health services
    9. Other (please specify)_____

21. What was the primary activity/task in which you were involved while in this position? (Circle one)

    1. Administration or management
    2. Design, manufacturing or processing
    3. Marketing, merchandising, sales, or buying
    4. Media, communications
    5. Research, technical
    6. Human service
    7. Food or nutritional services
    8. Consumer services
    9. Teaching
    10. Consulting/advising
    11. Other (please specify)_____

22. Was this position: (Circle one) 1. Full-time 2. Part-time

23. If your position was part-time, which reason **best** describes your situation at that time. Please circle one option.

    1. I preferred to work part-time.
    2. I was working part-time until a better position came along.
    3. Part-time employment was all that was available in my field.
    4. Part-time employment was all that was available in the geographical region where I resided.
    5. Family obligations (child/adult care) required me to work only part- time.
    6. Other (please specify)_____

24. How closely related were your duties and responsibilities in this position to your academic major? (Circle one.)

Not at All Related	Somewhat Related	Moderately Related	Highly Related	Very Highly Related
1	2	3	4	5

25. How long were you (have you been) in this position: _____years _____months

26. What was your annual salary when you **started** in this position? $_____(round to the nearest thousand)

27. Please use the scales below to express 1.) how important each of the following competencies were to you in this position and 2.) to what extent you were prepared by your academic program. Make two ratings per item by selecting a number from each scale for each item.

1. IMPORTANCE SCALE

Not Important	Somewhat Important	Moderately Important	Considerably Important	Very Important
1	2	3	4	5

2. PREPAREDNESS SCALE

Not At All Prepared	Somewhat Prepared	Adequately Prepared	Almost Fully Prepared	Completely Prepared
1	2	3	4	5

COMPETENCIES:	1.) IMPORTANCE	2.) PREPAREDNESS
Professional Subject Matter	1 2 3 4 5	1 2 3 4 5
Analytical/Problem Solving	1 2 3 4 5	1 2 3 4 5
Information Application Ability	1 2 3 4 5	1 2 3 4 5
Work place realities	1 2 3 4 5	1 2 3 4 5
Verbal Communication	1 2 3 4 5	1 2 3 4 5
Written Communication	1 2 3 4 5	1 2 3 4 5
Peer Interaction/Teamwork	1 2 3 4 5	1 2 3 4 5
Creativity/Innovativeness	1 2 3 4 5	1 2 3 4 5
Leadership	1 2 3 4 5	1 2 3 4 5

28. In this position, you may have considered yourself under-employed. If so, which of the following statement best defines your situation? (Circle one response.)

1. Position not related to degree.
2. Amount of training/experience exceeded compensation level.
3. Education level exceeded position requirements.
4. Other (please specify) _____

SECTION 4 CURRENT EMPLOYMENT: Questions in this section explore your current work activities. **If you are still in your first position since receiving your undergraduate degree please answer questions 36-39 in this section and proceed to Section 5.**

If you are currently out of the work force, please answer question 41 and proceed to section 5.

29. Is your current position: (Circle one) 1. full-time 2. part-time

30. What is the status of your current position? (Circle one)

1. Self-employed 2. Fixed term contract 3. Directly employed by an organization

31. What type of organization do you currently work for? (Circle one)

1. Government
2. Business or industry
3. Nonprofit agency or institution
4. Self-employment/private practice
5. Cooperative Extension Service
6. University or college
7. Elementary, intermediate, or secondary school
8. Health services
9. Other (please specify)_____

32. What is the primary activity/task in which you are engaged in your current position? Please circle one.

1. Administration or management, supervision
2. Design, manufacturing, or processing
3. Marketing, merchandising, sales, or buying
4. Media, communications
5. Research, technical
6. Human service
7. Food or nutritional services
8. Consumer services
9. Teaching
10. Consulting/advising
11. Other _____

33. How closely related are your duties and responsibilities in this position to your undergraduate academic major?

Not At All Related	Somewhat Related	Moderately Related	Highly Related	Very Highly Related
1	2	3	4	5

34. How long have you been in this position: _____years _____months

35. Please state your current job title and briefly describe your responsibilities.

_____

_____

36. What is your current annual salary/job related income (base)? Please round to nearest thousand $_____.

37. Compared to other people who are involved in the same occupation or similar work, how successful do you feel you are? Please circle appropriate numeral.

Not At All Successful		Neutral		Completely Successful
1	2	3	4	5

38. Aside from your college education, to what extent did you acquire the knowledge and/or skills necessary for your current job from any of the sources below? Please circle the number representing your rating for each item. If no additional skills are required, please check here _____ and proceed to question 41.

	No Extent	Little Extent	Some Extent	Great Extent	Very Great Extent	Option Not Available
1. Company training programs	1	2	3	4	5	8
2. Additional formal education	1	2	3	4	5	8
3. Occasional coursework/ workshop(s)/seminar(s)	1	2	3	4	5	8
4. Self-instruction (learning)	1	2	3	4	5	8
5. On-the-job training	1	2	3	4	5	8
6. Previous work experience	1	2	3	4	5	8

39. If you are currently part-time employed, which reason **best** describes your situation. (Circle one option.)

1. I prefer to work part-time.
2. I am working part-time until a better position comes along.
3. Part-time employment is all that is available in my field.
4. Part-time employment is all that is available in the geographical region where I reside.
5. Family obligations (child/adult care) require me to work only part-time.
6. Other (please specify)_____

40. In this position, you may consider yourself under-employed. If so, which of the following statements defines your situation? (Circle one response.)

1. Position not related to degree.
2. Amount of training/experience exceeds compensation level.
3. Education level exceeds position requirements.
4. Other (please specify) _____

41. If you are currently out of the workforce, which of these reasons best defines your situation at this time? (Circle one response.)

1. not interested in a job
2. because of family responsibilities
3. looking but haven't received a satisfactory offer
4. returned to school
5. retired
6. other (please specify)_____

SECTION 5 Own Business:

If you do not own your own business please proceed to **Section 6.**

42. Type of Business:_____
43. Type of Ownership:_____
44. Years in operation:_____years

EDUCATION: This section inquires about additional academic preparation.

SECTION 6 Formal Education. If you have not pursued or do not anticipate pursuing additional academic training, please continue with question 47.

45. Which additional academic degrees have you obtained since receiving your undergraduate degree from MSU?

Degree_____Major:_____Year of Graduation: 19____
Degree_____Major:_____Year of Graduation: 19____
Degree_____Major:_____Year of Graduation: 19____

46. Are you currently enrolled in a training or degree program? 1. Yes 2. No
If yes, check the type of program that best describes your situation. (Circle one response.)

1. Graduate or professional school
2. Teacher certificate program
3. Vocational or technical program
4. In school, but not in degree or certificate program

47. Do you anticipate pursuing any other academic degree(s)? (Circle one.) 1. yes 2. no
If no, go to section 7.

48. Circle those <u>additional</u> academic degree(s) that you anticipate pursuing:

1. Associates (A.A., A.S., etc.)
2. Another Bachelor's degree
3. Professional coursework
4. Master's (M.A., M.S.)
5. Professional Master's (M.B.A., M.A.T., M.S.W., M.Ed., etc.)
6. Ph.D. or equivalent (Sc.D., Th.D., etc.)
7. Medical degree: (M.D., D.D.S., D.V.M., D.O., etc.)
8. Law degree: (L.L.B., or JD)

SECTION 7 Vocational Certification

If you have not or do not plan to obtain vocational certification proceed to **Section 8.**

49. Which vocational certificates or licenses have you obtained? (List all.)

_____

50. Which vocational certificates or licenses do you hope to obtain? (List all.)

_____

SECTION 8 Mentorship. A mentor is someone who formally or informally assists in professional development.

51. Did (Do) you have a mentor? (Circle one.) 1. yes 2. no (If no, please proceed to **Section 9**)

52. Was (Is) your mentor: (Circle one.) 1. Same sex 2. Opposite sex

53. Was (Is) your mentor trained in the same or similar area of specialization/interest as you? 1. yes 2. no

54. What benefits did you derive from your mentorship?

_____

_____

55. Was (Is) your mentor your immediate supervisor? (Circle one.) 1. yes 2. no

56. How did you form a relationship with this person?

_____

_____

PROFESSIONAL AND COMMUNITY SERVICE: This section explores your involvement in civic, community and professional activities.

SECTION 9 Volunteer Service

57. Do you currently serve any volunteer roles in your community? (Circle one.) 1. yes 2. no
If yes, how many hours per week, on an average, do you contribute to community, political or civic activities?_____hours

58. For voluntary roles, in which you are most involved, complete the following questions:

Volunteer service A:
1. Name of organization: _____
2. Briefly describe your work:

_____

_____
3. Length of service: _____years

Volunteer service B:

1. Name of organization: _____
2. Briefly describe your work:

_____

_____

3. Length of service: _____years

Volunteer service C:

1. Name of organization: _____
2. Briefly describe your work:

_____

_____

3. Length of service: _____years

59. To what extent are your voluntary roles influenced by the values and visions (i.e. concern for family, consumer, and/or environmental orientation) of the College of Human Ecology? (Circle one response.)

Not at All	Little Extent	Some Extent	Great Extent	Very Great Extent
1	2	3	4	5

SECTION 10 Professional and Civic Service

60. In what professional organizations are you most actively involved?

1._____

2._____

3._____

61. In the past year, were you engaged in any of the following professional activities? (Circle all that apply.)

1. professional association meetings attended
2. leadership positions held (officers, chairs)
3. projects managed
4. papers, reports presented
5. grants proposed
6. committee appointments received
7. professional writings submitted
8. other_____
9. none

62. Did you vote in your last local election? (Circle one.) 1. yes 2. no
Did you vote in your last state election? (Circle one.) 1. yes 2. no
Did you vote in the last national election? (Circle one.) 1. yes 2. no

PERSONAL DEMOGRAPHICS: These questions will be used to generate a response profile. All information will remain confidential.

SECTION 11 Personal Demographics

63. What was your **undergraduate** major?_____
64. In what year did you graduate? 19___

65. Ethnicity: (circle the designation that best applies)

African American/Black	1	Asian American	4
Hispanic/Latino/Mexican American	2	Native American/Alaskan	5
White	3	Other	6

66. What is your gender: (Circle one.) 1. Male 2. Female

67. In what year were you born? 19____

68. What is your current marital status? Circle one response.

Single (never married)	1	Separated, divorced	4
Married	2	Cohabitating	5
Widowed	3		

69. Do you have any children? 1. yes 2. no
If yes, circle all of the following age categories that apply:

1. infants or toddlers
2. preschoolers
3. elementary
4. middle school or junior high
5. high school
6. young adults

70. Are you taking care of, or responsible for any elderly family members? 1. yes 2. no

SECTION 12 Career Status of Partner. If you are married or in a committed relationship please complete this section.

71. What is your partner's highest completed degree? (Please circle one.)

1. High School 2. BA/BS 3. MA/MS 4. MBA 5. PhD 6. Professional (MD, LLD)
7. Other_____

72. Is your partner presently employed outside the home? (Circle one.) 1. yes 2. no

73. How many years of career experience does your partner have?_____years

74. What is your partner's current job title (occupation)?_____

75. How do you compare your stage of career development with that of your partner? (Circle one.)

My career substantially ahead	My career somewhat ahead	Both careers at same stage	Partner's career somewhat ahead	Partner's career substantially ahead
1	2	3	4	5

In the world of work, there are differences in career status based on a number of variables, such as **power, social prestige, salary,** etc. How would you evaluate the status of both your career and your partner's career?

76. My Career: (Circle one.)

Very Low Status	Fairly Low Status	Medium Status	Fairly High Status	Very High Status
1	2	3	4	5

77. My Partner's Career: (Circle one.)

Very Low Status	Fairly Low Status	Medium Status	Fairly High Status	Very High Status
1	2	3	4	5

Please use the space below to provide any **additional comments** on outputs of your education and career that would be useful to faculty discussions on the linkage between Human Ecology programs, work and community involvement.

Thank you for your participation in this project. Please return your survey in the envelope provided by November 1, 1993

Mail to:
Dr. Mary Andrews
Michigan State University
109 Human Ecology
East Lansing MI 48824

MICHIGAN STATE
UNIVERSITY

July 20, 1995

Phil Gardner, Ast. Director & Research Admn.
Collegiate Employment Research Institute
Career Development and Placement Services
113 Student Services Blg.
Campus

Dear Phil,

Well, here it is! The report on the College of Human Ecology Alumni Survey is finally available and being distributed. Attached are examples of cover letters that we plan to use in distributing the report to College faculty, MSU administrators and peer institutions across the U.S. If you would have suggestions of individuals who should receive this report, please inform us. We would like to get wide spread visibility for this effort.

Now that we can finally say that we reached closure on this project, let me take this opportunity to offer my sincere thanks to you. You have been so very instrumental to this entire process---your enthusiasm for the idea, your hard work and experienced insight into the survey design, the extensive support provided in getting the data computerized and analyzed, and your unwavering help in interpreting the results and fine-tuning the report. We couldn't have done it without you. And even though the project wasn't formally funded, we realize that you and your office contributed significantly to this product. Thank you! We are very lucky to have your expertise available on our campus.

I hate to think about the "next time", but we really should get together some time to review possibilities to maintain this data stream. 1995 graduates should be our next cohort!

If you have any suggestions concerning dissemination, just call.

Sincerely,

Mary Andrews

Mary P. Andrews, Asc. Dean
Extension, Research and International Programs

cc. Dean Julia Miller, Vernicka Tyson

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MICHIGAN STATE
UNIVERSITY

July 18, 1995

Dear Colleagues,

cover letter for College faculty & MSU administrators

In the summer and fall of 1993, the C
cooperation with the Collegiate Emplo
Development and Placement Service
purpose of the survey was to explore
from the College's undergraduate maj
presented in the attached report.

Studies such as this are important in u
success of our graduates in the job ma
accountability, these data also provide
programs' performance. On all key ind
employment, tenure in the job market, perceived job success, attainment of advanced degrees, and civic and community contribution--our graduates can be considered as doing exceptionally well!

In terms of feedback to our faculty, these results confirm the strength of our disciplinary and skill-based curriculum. In addition to firm foundations, our graduates appreciate the preparation they receive in teamwork, leadership and creativity, although there is always room for even more concentration in these areas. The one area needing greater attention, is understanding work place realities. Although this is a never-ending need, perhaps through our internships, practicums, and service-learning approaches, we can provide even greater exposure to work settings. Also an interesting finding of this survey is the importance of graduate education. The earning differentials of those with post-graduate degrees suggest that we should be actively promoting graduate education and looking for ways to further support access.

If you have any questions about these findings or wish to further discuss the implications, feel free to contact Phil Gardner or myself. We would be glad to share our interpretations.

Sincerely,

Mary P. Andrews, Asc. Dean
Extension, Research and International Programs

c:survcov

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MICHIGAN STATE
UNIVERSITY

Cover letter for peer institutions across U.S.

July 21, 1995

Dear Colleagues,

In the summer and fall of 1993, th
Michigan State University, in coop
Research Institute (Career Develo
conducted an alumni survey. The
the career progression of graduat
majors. The results of that survey are presented in the attached report.

Studies such as this are important in understanding and predicting the success of our graduates in the job market. In this day of increased accountability, these data also provide benchmark indicators of our programs' performance. On all key indicators such as curriculum-related employment, tenure in the job market, perceived job success, attainment of advanced degrees, and civic and community contribution--our graduates can be considered as doing exceptionally well!

In comparing our data with similar surveys done in South Dakota, Texas and Minnesota, we feel confident that the patterns of these results can be generalized to other units offering similar home economics/human ecology programs.

We welcome your inquiries and suggestions. Please share this report with others in your unit who may be interested.

Sincerely,

Mary P. Andrews, Asc. Dean
Extension, Research and International Programs

c:survcov1

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