



2008 Follow-up Survey of 2007 Bachelor's Degree Recipients at Maryland Four-year Institutions

March 2009

MARYLAND HIGHER EDUCATION COMMISSION

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Introduction

In cooperation with the State's four-year public campuses and participating state-aided independent institutions, the Maryland Higher Education Commission conducts a triennial follow-up survey of bachelor's degree recipients one year after their graduation. This study has provided a wealth of information about the post-graduation employment and educational activities of State bachelor's degree recipients, their perceptions about the quality of their experiences at their institution, and other outcomes-related matters. Results of the survey are included in each college's performance accountability report and in the Commission's Managing for Results submission. Questionnaires are sent to all students who earned a bachelor's degree at a Maryland public and participating independent four-year institution in a particular year – not just to a sample.

While ten of Maryland's sixteen independent higher education institutions participated in the 2008 survey, the data not provided from the remaining six independents prevents any kind of segmental analysis. In addition, due to the difference in their missions, tuition and fee structure, and governance, the data from the participating ten independent institutions cannot be aggregated with the responses provided by graduates of the public four-year institutions, preventing any kind of meaningful statewide analysis of four-year institutions. Survey results are returned to the participating independent institutions individually for their own usage.

This report contains a presentation of the results of the most recent survey (Fiscal Year 2007 bachelor's degree recipients) of Maryland *public* campuses and an analysis of trend data gleaned over 20 years.

Results of the Survey of 2004 Bachelor's Degree Recipients

This administration of the Bachelors Follow-up Survey was conducted in the spring of 2008. The survey universe consisted of all graduates receiving a bachelor's degree during the Fiscal Year 2007 (July 1, 2006 – June 30, 2007). Most institutions conducted one or more follow-up attempts in an effort to increase their individual response rates. Of the 19,740 bachelor's degree recipients in FY07, missing and bad contact information resulted in a survey population of 18,235 (the adjusted sample size). From this population, completed surveys were returned by 4,282 graduates, resulting in an overall response rate of 23.5 percent. Individual institution response rates ranged from 47 percent (Coppin State University) to just below 7 percent (UMB). Table 1 displays a complete list of institutional response rates.

Table 1. Survey Response Rate by Institution

Campus	Total Bachelors Recipients	Adjusted Sample Size	# of Responses	Response Rate
Bowie	621	601	92	15.3%
Coppin	376	215	101	47.0%
Frostburg	801	788	176	22.3%
Salisbury	1,439	1,395	421	30.2%
Towson	3,120	3,043	658	21.6%
UBalt	507	472	205	43.4%
UMB	354	543	37	6.8%
UMBC	1,914	1,808	435	24.1%
UMCP	6,107	5,253	900	17.1%
UMES	436	387	127	32.8%
UMUC	2,809	2,716	835	30.7%
Morgan	821	591	196	33.2%
St. Mary's	435	423	99	23.4%
All Schools	19,740	18,235	4,282	23.5%

Respondent Profile

A total of 4,282 recent graduates from Maryland's four-year public colleges and universities made up the respondent population for this survey. Of these, 35 percent were male, 64 percent were female and the gender of just under one percent was unknown. In the survey population males are under-represented as they comprise 42 percent of the total bachelor's degree recipients in Fiscal Year 2007.

Racially, the survey population very closely mirrors the entire graduate population for African-Americans and Hispanics (21.5 and 3.4 percent of the respondents, 22.1 and 3.6 percent of the graduate population respectively) but slightly over-represents whites (60.2 percent of the respondents but 58.4 percent of the graduate population). Table 2 provides detailed breakdowns of the survey respondents by race and gender.

Table 2. Respondent Profile: Race and Gender

	Respondent %
Race	
African-American	21.5%
Native American	0.6%
Asian	6.0%
Hispanic	3.4%
White	60.2%
Foreign	1.4%
Other/Unknown/Missing	6.8%
Gender	
Male	35.3%
Female	64.0%
Unknown/Missing	0.7%

Financial Need

Over seventy percent (Figure 1) of the survey respondents reported receiving some type of financial aid to finance their bachelor’s degree. Of the respondents who received financial aid, almost 85 percent (Table 3) reported that without their financial aid, their education pursuits would have produced a major financial hardship on them and/or their families or would not have been possible at all. Clearly this aid is an integral factor in degree completion.

Figure 1. Receive Any Financial Aid?

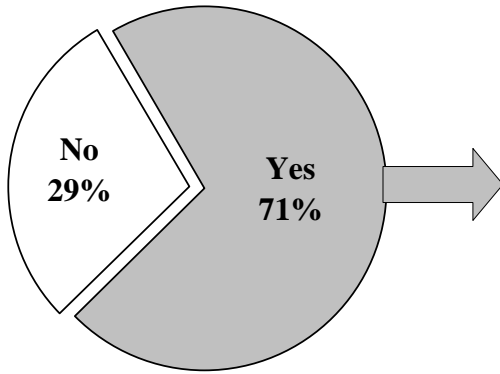


Table 3. Financially Able to Complete Degree Without Financial Aid Received?

	% of those who Received Fin. Aid
Yes, without hardship	16.1%
Yes, but with hardship	26.9%
No	57.1%

African-Americans appeared to be the most dependent on financial aid to complete their degrees, with more than nine out of ten respondents reporting that financial aid was needed to complete their degree or prevent major financial hardship. In fact, over 71 percent of African-Americans reported that without the financial aid they received they would not even have been able to complete their degree. Between 78 and 84 percent of the respondents from the other races reported that financial aid prevented major financial hardship or the end of their educational pursuit. Table 4 shows the response breakdown by race.

Table 4. Financially Able to Complete Degree Without Financial Aid Received? (by race)

	Yes, without major hardship	Yes, but <i>with</i> major hardship	No
African-American	8.1%	20.5%	71.4%
Native American	21.7%	26.1%	52.2%
Asian	17.7%	29.8%	52.5%
Hispanic	16.3%	24.0%	59.6%
White	19.3%	29.6%	51.0%

Post-Graduation Education

Over 36 percent of the survey respondents reported enrolling in school again since receiving their bachelor's degree. Almost 31 of those 36 percent indicated that they are pursuing advanced degrees (master's degrees: 22.4 percent, graduate certificates: 1.3 percent, doctoral degree: 2.5 percent, and 1st professional degrees: 4.3 percent).

In a comparison of the graduating institutions, the percentage of recent graduates who reported pursuing an advanced degree since graduation ranged from 43.0 percent (UMBC) down to 19.6 percent (Bowie). A larger percentage of female graduates pursued advanced degrees when enrolling in school again after receiving their bachelor's degree (31.6 percent for women versus 28.7 percent for men), while foreigners (46.6 percent) and African-Americans (32.4 percent) graduates were most likely to enroll in advanced degree programs, while Hispanics were least likely to do so (26.5 percent). Table 5 provides a more detailed profile of respondents enrolled in school again and seeking an advanced degree within one year after receiving their bachelor's degree.

Table 5. Respondents Seeking an Advanced Degree

	% Seeking Advanced Degree
Campus	
Bowie	19.6%
Coppin	36.6%
Frostburg	27.3%
Salisbury	27.1%
Towson	22.6%
UBalt	27.3%
UMB	29.7%
UMBC	43.0%
UMCP	34.9%
UMES	32.3%
UMUC	27.1%
Morgan	32.1%
St. Mary's	31.4%
Race	
African-American	32.4%
Native American	28.0%
Asian	30.2%
Hispanic	26.5%
White	29.7%
Foreign	46.6%
Gender	
Male	28.7%
Female	31.6%

While bachelor's degree recipients in most programs seem likely to pursue an additional degree post-graduation (at least one in four), certain degree programs seem to produce larger percentages of students pursuing *advanced* degrees after receiving their bachelor's degree. A review of the programs where at least fifty graduates responded shows that the Physical Sciences produced the largest percentage (58.2 percent) of students pursuing advanced education goals post-baccalaureate, followed by Biological Science (54.2 percent) and Public Affairs (51.0 percent), while Business (19.1 percent) and Communications graduates appear least likely (14.3 percent) to pursue an advanced degree if they pursue an additional degree.

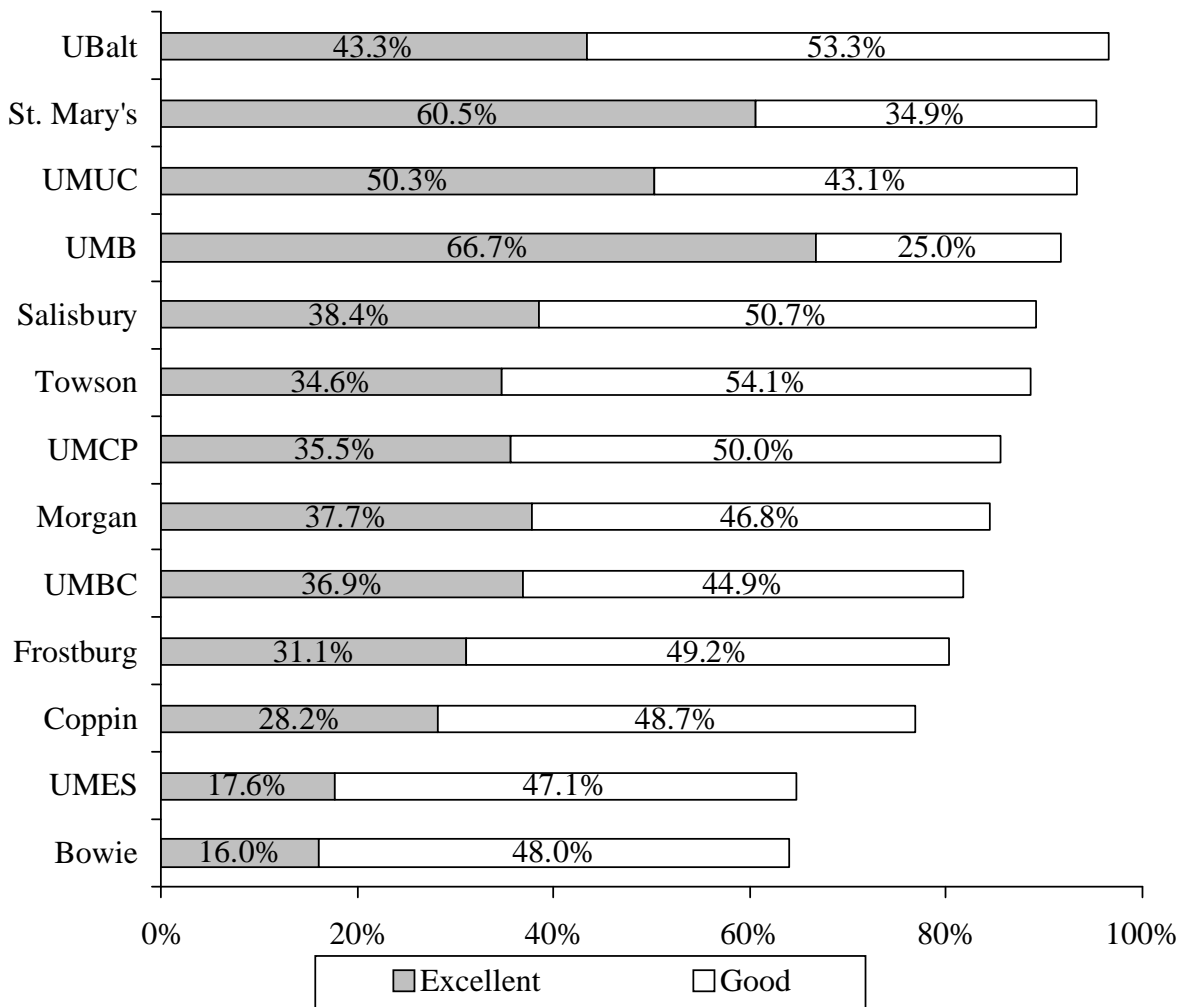
Table 6. Respondents Seeking Another Degree and Seeking an Advance Degree

Degree Program	% Seeking Another Degree	% Seeking an <i>Advanced</i> Degree
Biological Science	62.1%	54.2%
Business	28.2%	19.1%
Communications	21.3%	14.3%
Computer Science	36.5%	28.4%
Education	34.2%	28.9%
Engineering	48.4%	45.1%
Fine Arts	31.0%	22.2%
Health	26.5%	23.0%
Letters and Sciences	41.1%	33.5%
Physical Sciences	67.2%	58.2%
Psychology	49.9%	44.0%
Public Affairs	54.9%	51.0%
Social Sciences	35.2%	28.4%
Interdisciplinary Studies	38.4%	29.9%

Note: Represents programs with at least 50 respondents

When those respondents who reported pursuing advanced degrees were asked to rate the institutions where they received their bachelor’s degree in terms of how well the institution prepared them for graduate and/or professional study, the response was overwhelmingly positive. Just under half (47.6 percent) of the respondents reported that their preparation for graduate/professional study was “Good”, while an additional 39 percent said that their institution provided them with “Excellent” preparation. Overall, over 85 percent of the respondents (86.5 percent) who went on to advanced study felt that they were well prepared by their undergraduate institution.

Figure 2. Respondent Ratings of Preparation for Graduate/Professional Study



When pursuing advanced study, less than one in five (19 percent) bachelor’s degree recipients chose a program that they considered wholly different from their undergraduate course of study. Figure 3 shows the overall breakdown of respondents as to how their graduate or professional major relates to their undergraduate major and Table 7 shows the percentages by major for programs where at least 50 respondents answered.

Figure 3. Relationship of Graduate/ Professional Major to Undergraduate

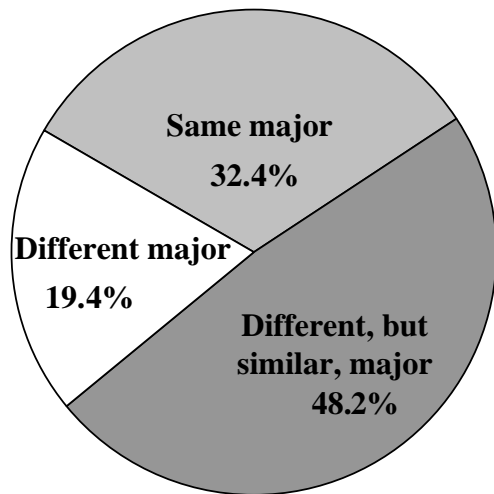


Table 7. Respondents Reporting *Same* or *Similar* Major as Undergraduate Degree.

Degree Program	% Responding Same/Similar
Engineering	94.2%
Education	93.3%
Biological Science	88.5%
Public Affairs	87.8%
Business	84.1%
Computer Science	79.8%
Psychology	78.7%
Social Sciences	68.2%
Letters and Sciences	62.9%

Post-Graduation Employment

Some of the traditional incentives for pursuing a postsecondary education are greater employment opportunities and higher salaries post-graduation. Almost nine in 10 respondents (87.2 percent) were employed, the majority of which were full-time (76.9 percent). Only six percent of recent graduates reported being unemployed (*not working but are looking for work*).

Respondents who graduated from Bowie State University reported the lowest unemployment rate (1.1 percent) followed by University of Baltimore (2.9 percent); the highest unemployment rates were reported by graduates of Morgan State University (8.3 percent), UMBC (9.7 percent), and Coppin State University (10.0 percent). Native American respondents reported the lowest unemployment figure (4.2 percent) while foreign graduates had the highest unemployment rate (8.6 percent). While the difference in the unemployment rates between the genders was marginal, men (5.9 percent) were slightly less likely to be unemployed than women (6.3 percent). Table 8 shows a more detailed breakdown of the unemployment rate.

Table 8. Unemployment Rate of Respondents

	% Unemployed
Campus	
Bowie	1.1%
Coppin	10.0%
Frostburg	6.3%
Salisbury	5.3%
Towson	3.8%
UBalt	4.4%
UMB	2.9%
UMBC	9.7%
UMCP	5.7%
UMES	7.1%
UMUC	7.4%
Morgan	8.3%
St. Mary's	3.2%
Race	
African-American	6.7%
Native American	4.2%
Asian	6.7%
Hispanic	5.5%
White	5.7%
Foreign	8.6%
Gender	
Male	5.9%
Female	6.3%

While a third of the survey respondents reported that they work in a job that does not require a bachelor's degree, about half of all respondents who work full-time do so in a career directly related to their recent bachelor's degree. In addition, just over 30 percent work in an area similar to their degree program while less than one in ten respondents work in a field that is unrelated to their degree and are not concerned by this fact. The degree programs produced the greatest percentage of graduates who were working in fields directly or somewhat related to their major were Education (93.2 percent), Health and Health Care (92.5 percent) and Engineering (91.8 percent). Table 9 gives a detailed look at the percentage of respondents working full-time in areas directly or somewhat related to their bachelor's degree and the percent whose jobs required a bachelor's degree.

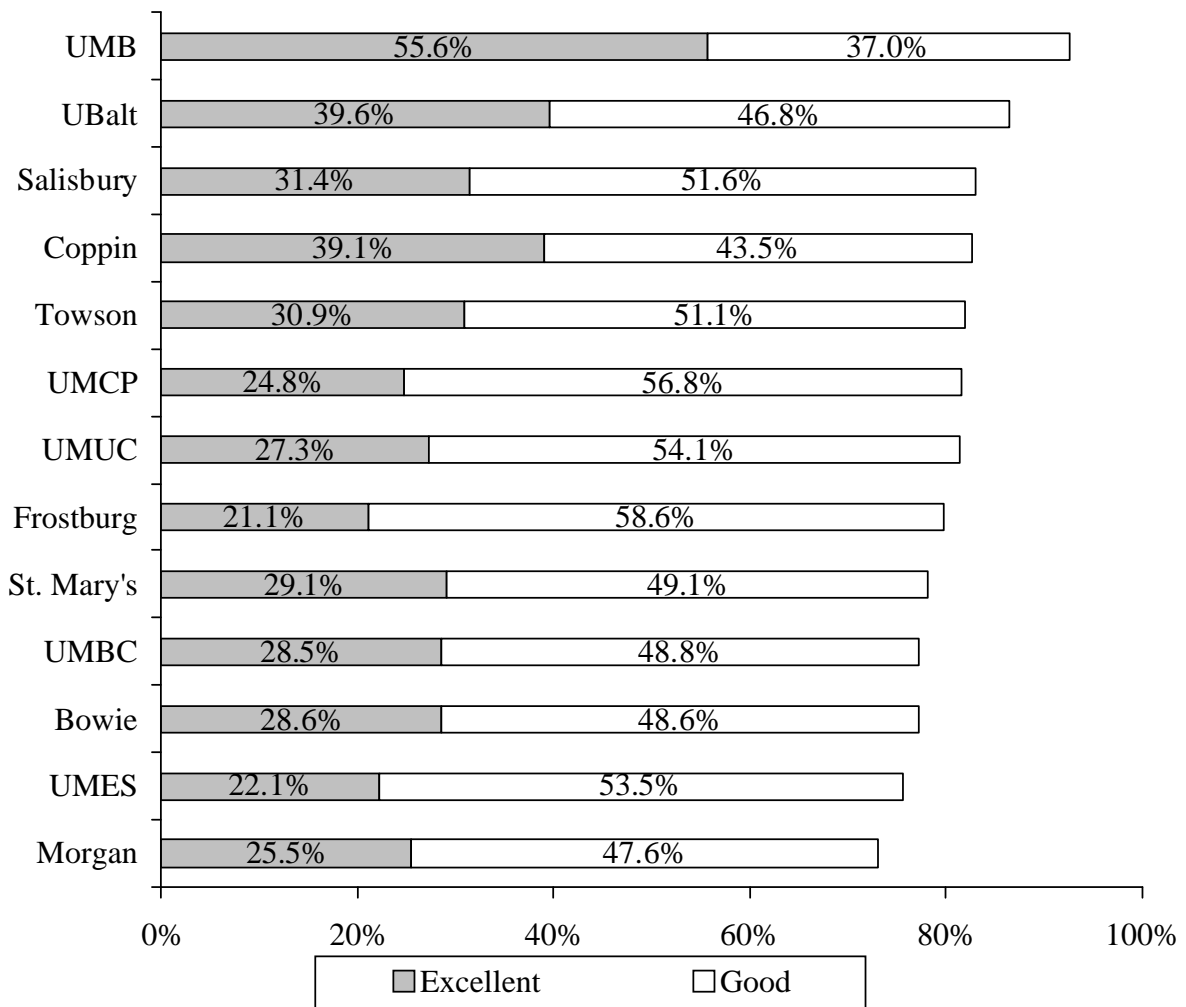
Table 9. Respondents Reporting Current Job Related to Undergraduate Degree and Percent of Current Jobs Requiring a Bachelor's Degree

Degree Program	% Responding Directly/Somewhat Related	% Responding Current Job Requires Bachelor's Degree
Education	93.2%	87.1%
Health	92.5%	42.1%
Engineering	91.8%	88.2%
Computer Science	89.9%	60.1%
Business	86.0%	59.8%
Biological Science	83.6%	75.2%
Communications	76.6%	65.3%
Fine Arts	73.9%	60.2%
Public Affairs	71.6%	54.2%
Social Sciences	65.3%	62.2%
Letters and Sciences	63.3%	68.9%
Psychology	62.1%	54.5%

Note: Represents programs with at least 50 respondents and those respondents who reported working full-time.

Respondents who reported working full-time at the time of the survey rated their satisfaction level with the preparation for their current job provided by their bachelor’s degree. Overall, while very positive, the satisfaction rating (those who responded that they received “Excellent” or “Good” preparation) was almost five percentage points lower than the satisfaction rating for advanced study preparation (86.5 percent for graduate study versus 80.9 percent for job preparation). The greatest difference was in the number of respondents who reported “Excellent” preparation. Almost 40 percent of the respondents rated their preparation for advanced study as “Excellent” while almost 29 percent of the respondents rated their job preparedness as excellent. In terms of individual institutions, 92.6 percent of the respondents from the University of Maryland Baltimore rated their job preparation as “Excellent” or “Good”, the highest among all campuses. Figure 4 provides a breakdown of the ratings by institution.

Figure 4. Respondent Ratings of Preparation for Current Job/Career



Graduates in Computer Science (over \$60,000) and Engineering (over \$57,000) earned the highest median salaries among respondents working full-time. Graduates of Fine Arts programs had the lowest median income at just over \$32,000.

Of the races, the highest median salaries were achieved by foreign and Native American graduates (\$44,499 and \$44,166 respectively). Asians (\$42,699) and African-Americans (\$42,000) also both exceeded the median salary of whites (\$41,638). The median salary for women was over \$6,000 lower than that of men. Table 10 shows breakdowns of median salary by these categories.

Table 10. Median Salary of Respondents

	Median Salary
Degree Program	
Computer Science	\$60,379
Engineering	\$57,222
Health	\$50,714
Business	\$46,656
Education	\$41,879
Biological Science	\$38,560
Social Sciences	\$38,256
Communications	\$36,453
Letters and Sciences	\$34,772
Public Affairs	\$33,928
Psychology	\$33,416
Fine Arts	\$32,307
Race	
African-American	\$42,000
Native American	\$44,166
Asian	\$42,699
Hispanic	\$41,363
White	\$41,638
Foreign	\$44,499
Gender	
Male	\$46,531
Female	\$40,146

In six out of the ten programs where there were at least 15 respondents by race, African-Americans reported higher median salaries than their white respondent counterparts.

Based on overall respondents, men earn a higher median salary than women in 11 out of 12 programs. It is only in traditionally female-dominated Education that women report earning a higher median salary than men.

Table 11. Median Salary of Respondents by Race and Gender (by degree program)

Degree Program	Race		Gender	
	African-American	White	Male	Female
Biological Science	\$36,000	\$33,382	\$34,999	\$32,857
Business	\$46,944	\$46,389	\$48,083	\$45,800
Communications	\$38,437	\$35,948	\$36,666	\$36,486
Computer Science	\$60,750	\$58,749	\$60,978	\$59,166
Education	\$40,208	\$42,038	\$40,625	\$42,003
Engineering	\$52,812	\$57,666	\$57,717	\$54,999
Fine Arts	*	\$31,447	\$33,333	\$32,125
Health	\$49,999	\$51,041	\$56,250	\$50,234
Letters and Sciences	*	\$34,687	\$37,500	\$33,749
Psychology	\$33,676	\$33,161	\$40,417	\$32,899
Public Affairs	\$39,230	\$34,061	\$39,999	\$32,666
Social Sciences	\$35,417	\$39,305	\$39,999	\$37,575

*Note: N less than 15.

Transfer Status

Almost half (48.3 percent) of the respondents started their academic careers at an institution other than the one from which they received their bachelor’s degree. Over a quarter (27.6 percent) transferred from a Maryland community college while almost 7 percent transferred from another Maryland four-year institution. In addition, almost 14 percent transferred into their institution from another college or university outside the state of Maryland.

Residency

While close to four out of five recent graduates (78.8 percent) were residents of Maryland when they first enrolled at their institutions, post-graduation that number fell to about 73 percent. Of those who were Maryland residents when they first enrolled, almost 75 percent currently work in the state. For the most part, Maryland residents schooled in Maryland tend to work in Maryland. In addition, just over 25 percent of graduates who were *not* Maryland residents when they first enrolled in a Maryland public institution currently work in the State. Figure 5 shows respondents’ current residency while Table 12 shows a detailed breakdown of current Maryland residents by county.

Figure 5. Respondent Current Residency

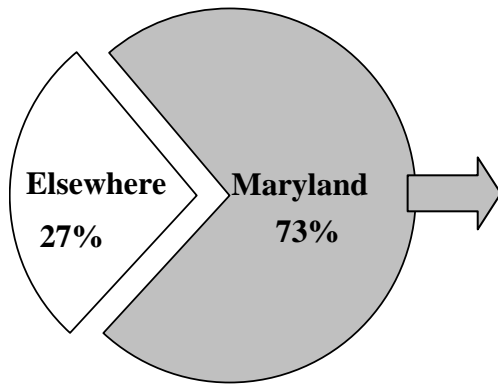


Table 12. County of Residency for Current Maryland Residents

County	%	County	%
Allegany	0.9%	Harford	4.3%
Anne Arundel	10.8%	Howard	8.9%
Baltimore City	8.9%	Kent	0.3%
Baltimore	16.3%	Montgomery	18.2%
Calvert	1.5%	Prince George's	12.7%
Caroline	0.3%	Queen Anne's	0.5%
Carroll	2.4%	St. Mary's	1.9%
Cecil	0.7%	Somerset	0.5%
Charles	2.9%	Talbot	0.4%
Dorchester	0.3%	Washington	1.5%
Frederick	3.6%	Wicomico	1.4%
Garrett	0.5%	Worcester	0.8%

Employment Profile

Close to four out of five survey respondents work in Maryland or the DC Metropolitan area (DC and the northern Virginia suburbs), with 64 percent working in Maryland alone. Six percent work in a border state such as Delaware, New Jersey, Pennsylvania, West Virginia, or elsewhere in Virginia while almost 15 percent work outside of the immediate area altogether (in another state or country).

The graduates work in a wide variety of occupations. Teachers and financial professionals both represented about 12 percent of the survey respondents. Table 13 provides listings of the respondents' workplace locations and occupations.

Table 13. Respondent Employment Profile: Location of Employment and Category of Current Occupation

	Respondent %
Location of Employment	
Maryland	64.2%
DC	9.4%
NoVA suburbs	5.3%
Neighboring State (DE, NJ, PA, WV, elsewhere in VA)	6.3%
Other State	13.5%
Other Country	1.4%
Category of Current Occupation	
Teacher	12.9%
Financial	11.8%
Information Systems	9.7%
Sales or Marketing	9.3%
Health Professional	8.2%
Manager, Executive, Proprietor	5.7%
Scientist	4.6%
Legal Professional	4.1%
Engineer or Architect	3.5%
Social Worker	3.4%
Other Professional	19.9%
Non-professional	7.0%

Overall Satisfaction

A trusted measure of satisfaction is whether or not someone would purchase a product again. The same holds true for higher education. And it seems that, overall, recent graduates are satisfied with their education.

More than four out of five said they would either definitely or likely choose to attend the same institution if they had to do it all over again. The campuses that had the highest percentage of graduates who would have attended their institution again were University of Maryland Baltimore (97.3 percent), Salisbury (89.3 percent) and University of Baltimore (89.1). The institutions with the lowest percentage of graduates who reported that they would return to the same school were the four Historically Black Institutions. Table 14 shows a breakdown of the results by institution.

Table 14. Percentage of Respondents Who Would Definitely or Probably Choose the Same Institution if They Were to Do It Over

Campus	% Definitely/ Probably Yes
UMB	97.3%
Salisbury	89.3%
UBalt	89.1%
UMUC	88.7%
St. Mary's	87.9%
Frostburg	84.0%
UMCP	83.8%
Towson	83.3%
UMBC	79.1%
Coppin	73.5%
Morgan	67.0%
Bowie	64.0%
UMES	62.2%

A similar question was asked related to the students' major. A smaller percentage of graduates, seven out of 10, reported that they would have pursued the same major again. On a program-by-program basis, only three majors earned a satisfaction score (the percentage of respondents who would either "Definitely" or "Likely" pursue the same major) of 80 percent or better: Engineering (88.7 percent), Education (81.1 percent) and Computer Science (80 percent). It is probably not completely surprising that the four programs with the highest overall satisfaction rating are also four of the top five programs in terms of the median salaries of their graduates. Table 15 details the satisfaction scores of the degree programs with at least 50 respondents as well as their salary ranking based on the median salary reported in Table 9.

Table 15. Percentage of Respondents Who Would Definitely or Probably Choose the Same Major if They Were to Do It Over, and Salary Ranking of this Major based on Median

Degree Program	% Definitely/ Probably Yes	Salary Ranking (based on median in Table 10)
Engineering	88.7%	2
Education	81.1%	5
Computer Science	80.0%	1
Health	79.9%	3
Letters and Sciences	76.8%	9
Biological Science	76.7%	6
Business	75.4%	4
Fine Arts	75.2%	12
Public Affairs	66.7%	10
Psychology	66.0%	11
Social Sciences	64.4%	7
Communications	63.9%	8

Trend Profile

While data from a single point in time can deliver an accurate picture of the period in question, a look at that data as part of a continuum assists in establishing a longer term perspective. This section will look at some key indicators over the course of the last 20+ years.

Financial Aid

Financial aid is an integral tool in making higher education accessible to a large portion of the college-going population. The percentage of recent graduates who said that they would not have been able to complete their bachelor's degree without their financial aid has steadily increased, peaking with the graduates of 1999. After a nominal decrease in 2004 graduates as compared to 1999 graduates, the percent has begun to climb once again with the results from the graduates of 2007, though only slightly so. Figure 6 represents the trends in the percentage of graduates who would not have completed their bachelor's degree without financial aid.

Figure 6. Percent of Respondents Who Would Not Have Been Able to Complete Their Degree Without Financial Aid Received: 1985 - 2007

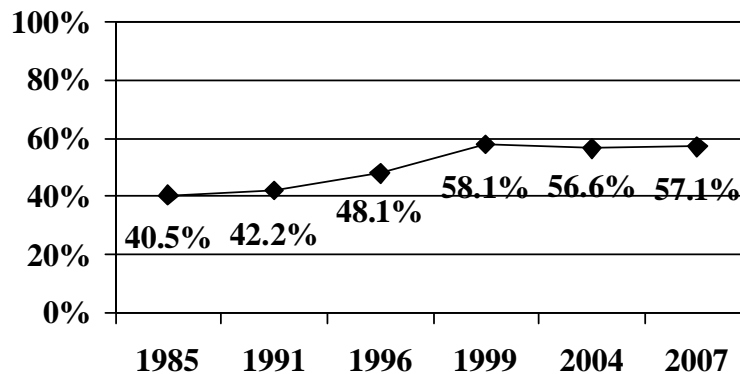
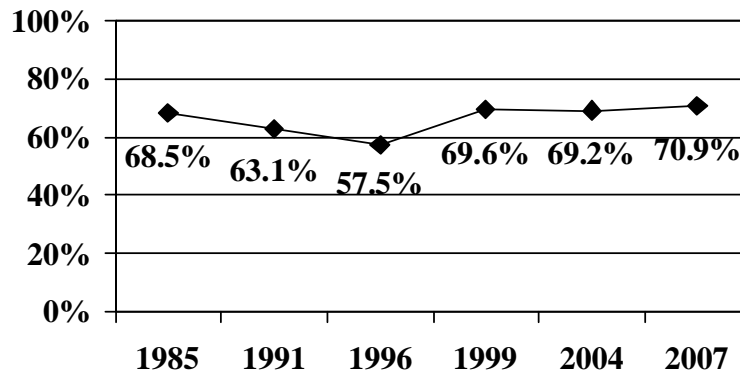


Figure 7 shows the trend in the percentage of recent graduates who received financial aid during their college career. There was a decline in the percentage of those who reported receiving aid between 1985 and 1996, but the proportion has increased in subsequent years.

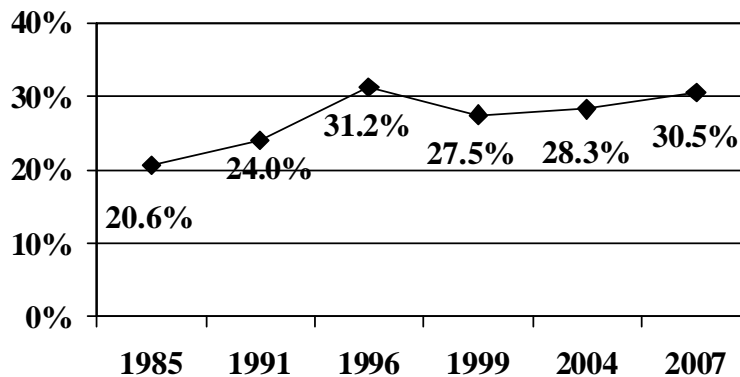
Figure 7. Percent of Respondents Receiving Financial Aid: 1985 - 2007



Post-graduation Education

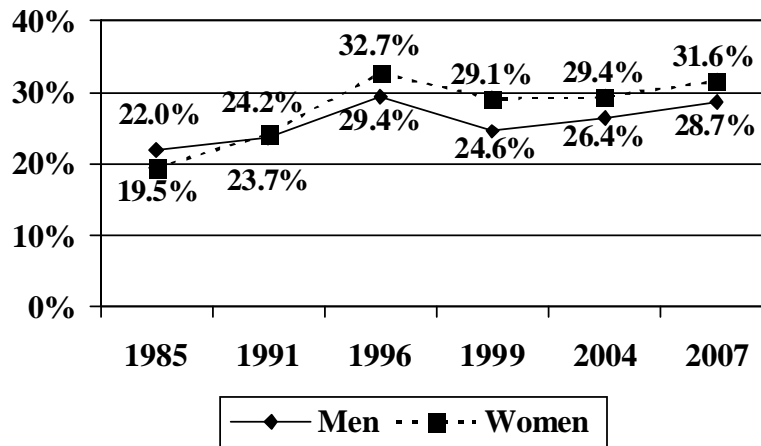
In the decade from 1985 to 1996, there was an increase in the percentage of bachelor’s degree recipients that subsequently enrolled in graduate or professional programs, peaking at 31 percent. After a dip between 1996 and 1999, the rate has continued to increase, once again approaching the high achieved in 1996. Figure 8 shows the trend in the percentage of graduates reporting that they had enrolled in a program of advanced study since receiving their bachelor’s degree.

Figure 8. Percent of Respondents Seeking Advanced Degree: 1985 - 2007



Between 1985 and 1996, the rate of both women and men seeking advanced degrees increased, with women achieving a higher rate in 1991 (24.2 percent). After a decline in 1999, both genders have increased steadily, with men slowly closing the gender gap. Figure 9 compares the percentage of men and women pursuing advanced degrees.

Figure 9. Percent of Respondents Seeking Advanced Degree by Gender: 1985 - 2007



While most of the races saw a peak in the rate of graduates pursuing an advanced degree post-graduation in 1996, African-Americans didn't achieve their highest percentage until 1999. After a drop in 2004, the 2007 African-American graduates recovered, achieving a rate close to their 1996 mark and approaching the 2004 peak. In the current survey year, Hispanics and Native Americans both decreased markedly while Asians recorded a dramatic increase over the 2004 rates. Table 16 shows the percentages of recent graduates who are seeking an advanced degree.

Table 16. Respondents Seeking an Advanced Degree

Race	% Seeking an Advanced Degree					
	1985	1991	1996	1999	2004	2007
African-American	22.4%	30.5%	32.5%	33.8%	28.1%	32.4%
Native American	20.0%	23.8%	70.6%	6.3%	31.0%	28.0%
Asian	32.1%	29.9%	37.5%	32.6%	22.9%	30.2%
Hispanic	30.1%	31.2%	33.3%	22.4%	32.8%	26.5%
White	19.7%	22.4%	29.6%	25.1%	28.3%	29.7%

Overall, these advance degree seekers have consistently reported feeling that they were well prepared for their graduate-level programs. The percentage of advanced degree seekers who felt that their bachelor’s degree prepared them well for advanced study (reporting either “Excellent” or “Good” preparation) increased steadily from 75 to almost 90 percent between 1985 and 2004, but dropped slightly with the graduates of 2007. Perceptions of the individual institutions have not always been as favorable as the overall rate, unfortunately. In fact, based on the most current data, two institutions had less than 70 percent of its advanced-degree seeking graduates believe that they were adequately prepared for graduate study. Table 17 details the percent of advanced degree seekers who feel prepared for advanced education.

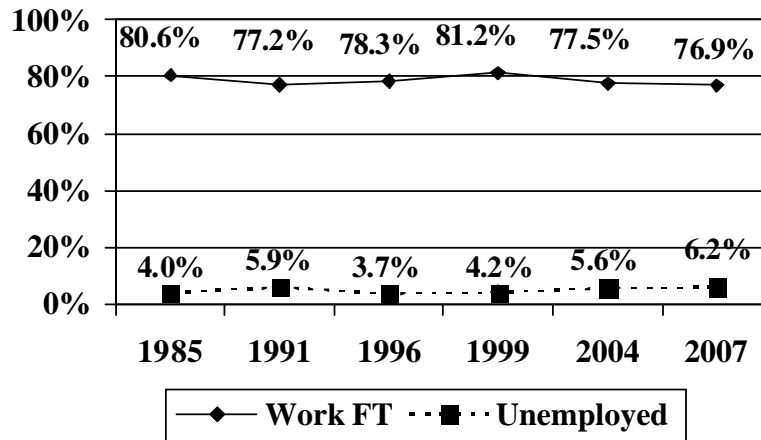
Table 17. Percent of Advanced Degree Seekers Who Felt Prepared for Graduate Study

Campus	% Satisfied with Preparation for Grad Study					
	1985	1991	1996	1999	2004	2007
Overall	75.0%	75.5%	77.2%	83.8%	89.4%	86.5%
Bowie	88.9%	78.1%	76.1%	78.2%	95.5%	64.0%
Coppin	68.4%	70.8%	82.4%	87.8%	0.0%	76.9%
Frostburg	76.9%	74.7%	75.6%	91.7%	91.8%	80.3%
Salisbury	78.5%	80.2%	72.6%	89.7%	92.7%	89.0%
Towson	69.2%	79.1%	71.4%	83.8%	88.4%	88.7%
UBalt	63.9%	85.5%	93.4%	80.0%	93.9%	96.7%
UMB	68.8%	72.2%	100.0%	76.5%	92.3%	91.7%
UMBC	82.8%	80.5%	77.0%	90.2%	86.5%	81.8%
UMCP	71.6%	68.9%	77.8%	79.9%	89.1%	85.5%
UMES	62.5%	92.9%	60.0%	73.6%	75.9%	64.7%
UMUC	83.4%	82.3%	79.9%	89.0%	89.5%	93.4%
Morgan	88.9%	64.1%	70.0%	81.0%	81.4%	84.4%
St. Mary's	85.0%	86.7%	94.3%	86.8%	100.0%	95.3%

Post-graduation Employment

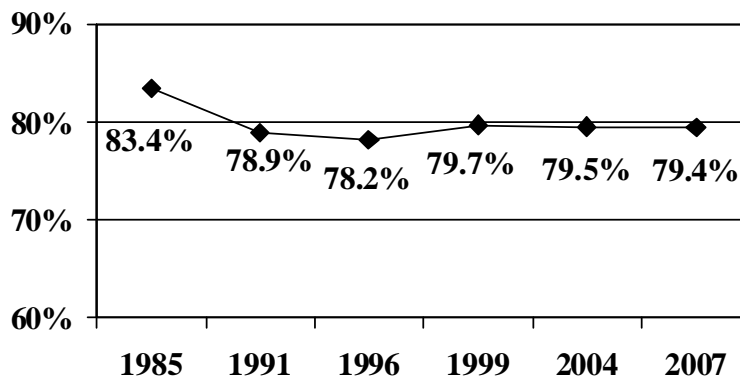
Figure 10 shows the percentage of recent graduates employed full-time and unemployed since 1985. While these figures have remained relatively constant over time, the full-time employment rate is at a 22-year low and unemployment among recent graduates is at a 22-year high.

Figure 10. Percent of Respondents Working Full-time and Unemployed: 1985 – 2007



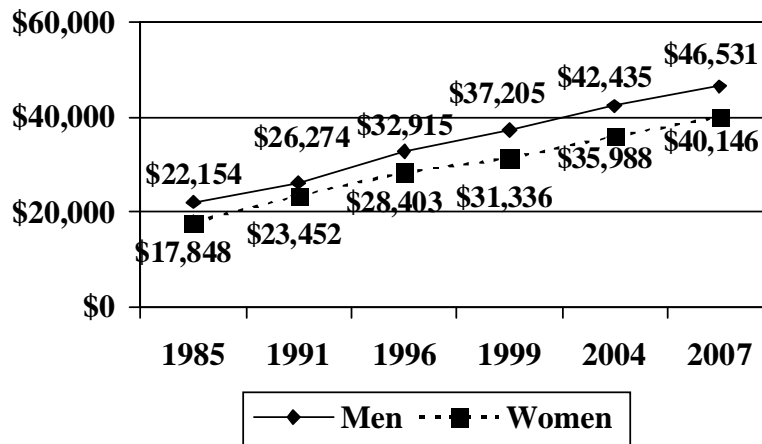
The majority of full-time employees work in careers that relate to their undergraduate major, either directly or somewhat. This has been a consistent finding. Figure 11 shows the percentage of recent graduates working in positions somewhat or directly related to their undergraduate major.

Figure 11. Percent of Respondents Working Full-time in a Job Related to Their Undergraduate Major: 1985 - 2007



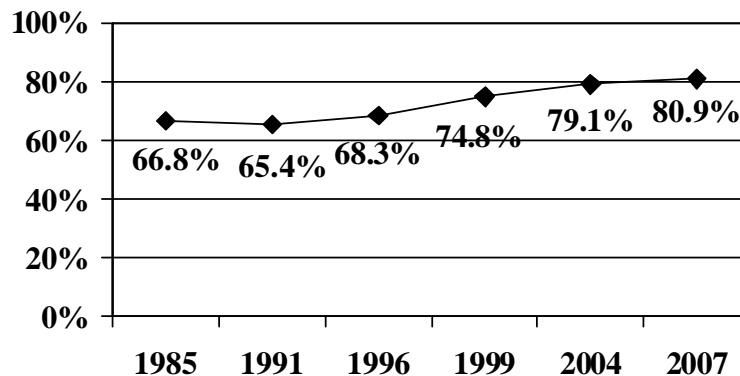
The overall median salary of graduates working full-time has more than doubled since 1985, from \$19,451 to \$41,875. But while both men and women have experienced similar increases (men: 110 percent, women 125 percent), women continue to earn an overall lower median salary, earning on average about 86 percent of their male counterparts' median salary. Figure 12 shows the median salary of male and female recent graduates working full-time.

Figure 12. Median Salary by Gender: 1985 – 2007



Recent graduates working full-time have been generally satisfied with the preparation that they received for their current job. This satisfaction level (based on those who rated their job preparation as “Good” or “Excellent”) hit yet another high mark in the most recent survey. Figure 13 details the percentage that feels that they were well prepared for their jobs.

Figure 13. Percent of Respondents Working Full-time Who Feel Satisfied with Their Job Preparation: 1985 - 2007



As with preparation for graduate school, recent graduates working full-time all do not rate their individual institutions equally with respect to job preparation. Table 18 details by campus the percent of recent graduates working full-time who rated the job preparation that they received at their institution as “Good” or “Excellent”.

Table 18. Percent of Full-time Workers Who Felt Prepared for Their Job

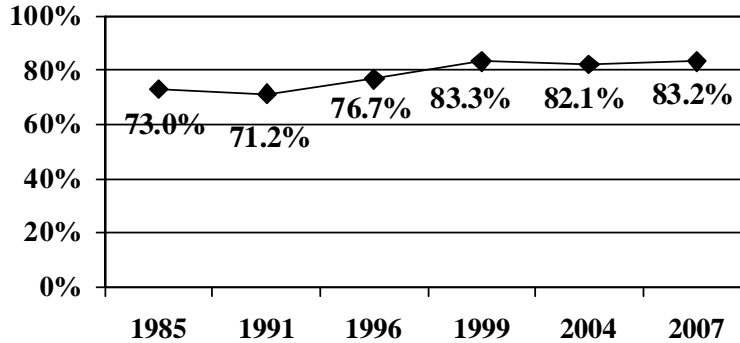
Campus	% Satisfied with Job Preparation					
	1985	1991	1996	1999	2004	2007
Bowie	87.5%	73.0%	71.7%	74.8%	80.3%	77.1%
Coppin	78.8%	69.2%	75.0%	78.9%	80.6%	82.6%
Frostburg	69.7%	64.2%	69.7%	75.8%	76.2%	79.7%
Salisbury	73.4%	70.0%	75.9%	82.8%	85.3%	83.0%
Towson	60.1%	65.3%	61.0%	75.7%	76.1%	82.0%
UBalt	63.6%	72.1%	79.1%	71.2%	82.4%	86.4%
UMB	75.6%	84.4%	70.5%	65.3%	88.3%	92.6%
UMBC	67.8%	66.4%	65.2%	76.8%	67.1%	77.3%
UMCP	63.2%	58.2%	67.6%	70.5%	82.0%	81.7%
UMES	57.7%	76.3%	71.5%	63.3%	68.4%	75.6%
UMUC	73.4%	72.6%	72.3%	78.0%	81.1%	81.4%
Morgan	72.7%	68.5%	61.0%	75.6%	73.1%	73.1%
St. Mary's	74.6%	75.0%	83.9%	84.8%	81.3%	78.2%

Overall Satisfaction with Institution

Since 1999, when asked if they would choose to attend the same school again if they had to do it all over, about 82 to 83 percent of the most recent graduates have said “Yes.”

Figure 14 shows the trend of institutional satisfaction since 1985.

Figure 14. Percent of Respondents Who Would Attend the Same Institution Again If They Had to Do it Over: 1985 - 2007



A look at the institutions individually reveals generally positive satisfaction. Only three of the 13 institutions had a rating below 70 percent of recent graduates who would elect to attend the same school again if they had to do it all over. Table 19 shows the breakdown by institution since 1985.

Table 19. Percent of Respondents Who Would Attend the Same Institution Again

Campus	% Would Attend Same School Again					
	1985	1991	1996	1999	2004	2007
Bowie	68.1%	77.1%	66.9%	77.0%	73.5%	64.0%
Coppin	68.3%	69.1%	65.9%	83.8%	72.0%	73.5%
Frostburg	69.0%	74.1%	80.8%	88.8%	78.4%	84.0%
Salisbury	71.3%	73.6%	80.3%	88.6%	88.9%	89.3%
Towson	65.4%	66.9%	67.2%	76.7%	77.4%	83.3%
UBalt	80.6%	81.8%	89.3%	86.8%	82.8%	89.1%
UMB	65.0%	78.9%	59.5%	78.6%	89.6%	97.3%
UMBC	71.3%	71.3%	70.3%	78.4%	75.9%	79.1%
UMCP	71.6%	66.2%	76.8%	84.9%	84.9%	83.8%
UMES	61.9%	78.0%	71.0%	67.2%	67.3%	62.2%
UMUC	91.5%	87.4%	90.3%	91.0%	88.5%	88.7%
Morgan	63.4%	75.5%	72.7%	87.6%	70.8%	67.0%
St. Mary's	76.4%	79.2%	88.5%	86.9%	84.7%	87.9%

Graduate Retention

Of the recent graduates who were Maryland residents when they first enrolled in a Maryland public four-year institution, over 80 percent regularly stay in the state. In addition, Maryland normally attracts about 25 to 30 percent of the recent graduates who were not Maryland residents when they first enrolled, adding to the human resources of the State. Though the rate from the current survey of out-of-state residents staying in Maryland is the lowest since 1985, overall these percentages have been relatively consistent over time. The individual percentages are detailed in Figure 15.

Figure 15. Percent of Respondents Currently Living in Maryland by Residence at Time of First Enrollment: 1985 – 2007

