



## *Life After UMaine*

The Employment and Educational Status of  
2016-2017 Baccalaureates

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Office of Institutional Research and Assessment  
May 2019

With generous support provided by the President's Office, the Office of Institutional Research and Assessment (OIRA) mailed the *Life After UMaine* survey to 1,588 baccalaureate degree recipients who graduated in December 2016, May 2017, or August 2017.<sup>1</sup> Depending on the conferral date, 6 to 15 post-graduation months had elapsed at the time of the mailing.

OIRA sent the initial survey in March 2018, with four follow-up prompts to nonrespondents occurring between June 2018 and December 2018. All mailings included the physical survey as well as a link to an online version. As a methodological complement, a link to the online survey appeared on the Facebook page of the UMaine Alumni Association.

We received useable responses from 384 graduates (77 of whom completed the online survey), corresponding to a return rate of 24%. We summarize the employment and educational status of these 384 UMaine graduates in the pages that follow.

**Caveat:** Although the distribution of respondents by college generally is not dissimilar to the distribution of graduates by college, one nevertheless should remain mindful of the 24% return rate when generalizing these sample results to the population of UMaine baccalaureates. Subgroup results similarly should be considered with caution, particularly when the number of respondents is small. This general caveat also applies were one to compare the results presented here with those reported in earlier editions of *Life After UMaine* (<http://www.umaine.edu/oir>).

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<sup>1</sup> Not included in this pool are (a) the 41 students with international addresses and (b) the 21 graduates who informed the Office of Student Records they did not wish to be contacted.

## Employment after graduation

As Figure 1 shows, almost three-fourths of respondents have full-time employment, with 13.3% being employed part-time. Among those reporting full-time employment, 88% indicated their job is related to their UMaine degree.

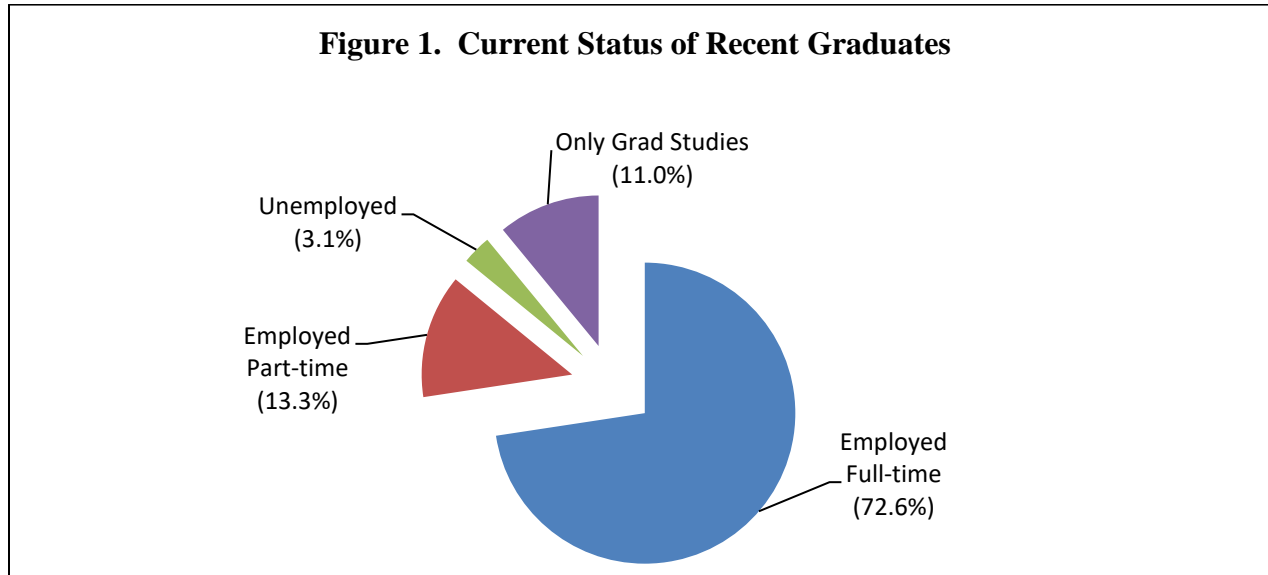
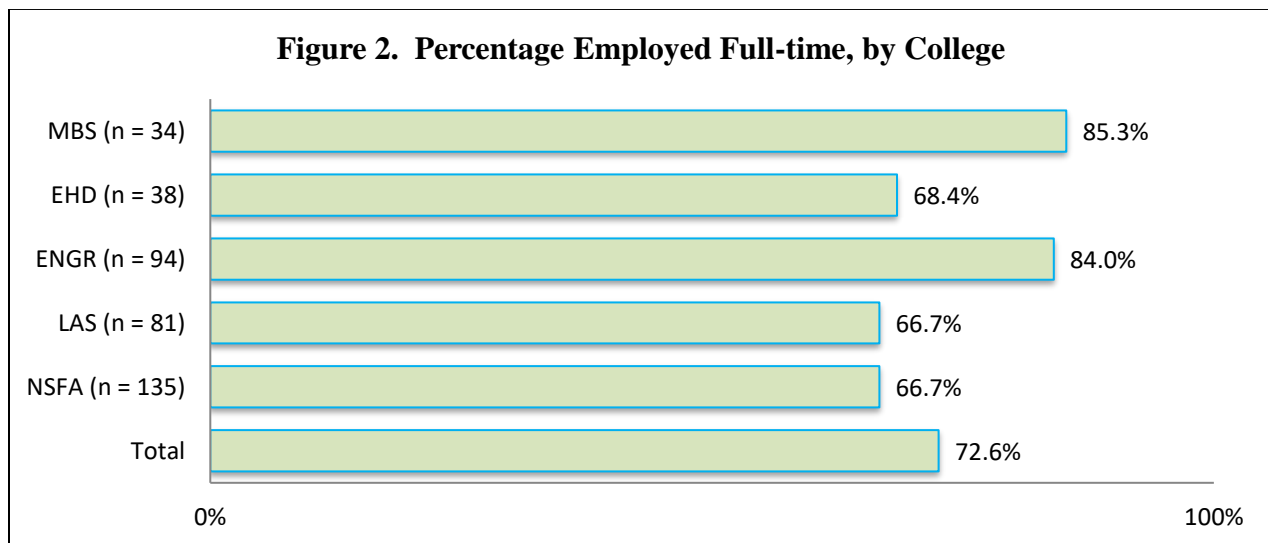


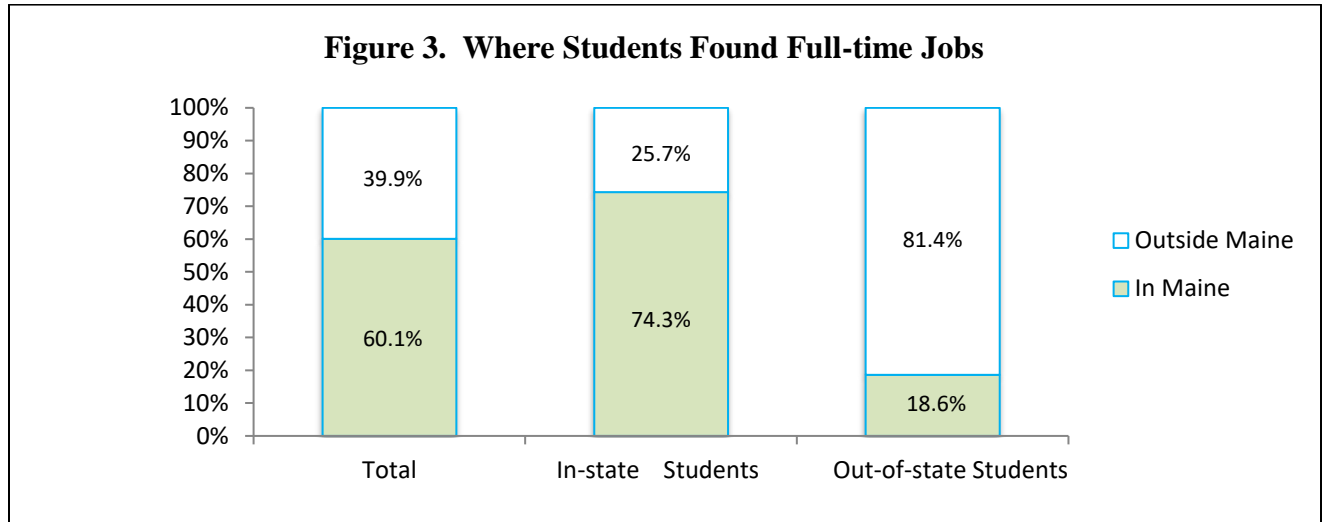
Figure 2 reveals the variability among colleges<sup>2</sup> in the percentage of respondents who are employed full-time. The highest employment rates are seen for MBS and ENGR graduates: 85% and 84%, respectively. In contrast, 67% of LAS and NSFA graduates reported full-time employment.



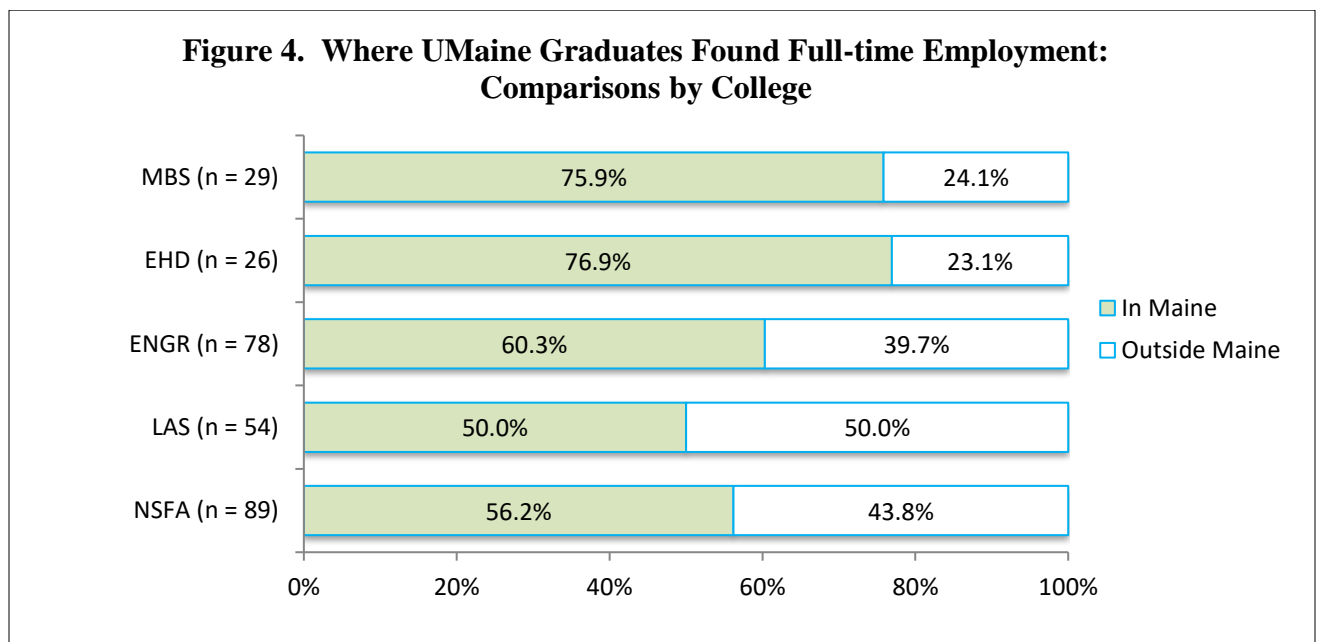
<sup>2</sup> The departmental composition of each college reflects its composition as of fall 2018. (MBS = Maine Business School; EHD = College of Education and Human Development; ENGR = College of Engineering; LAS = College of Liberal Arts and Sciences; and NSFA = College of Natural Sciences, Forestry, and Agriculture.)

**Where are the jobs?**

Three fifths of the respondents who are working full-time are doing so in Maine (Figure 3). Not surprisingly, location of employment is related to one’s roots. Among respondents rooted in Maine, 74% of the full-time employed have remained in Maine; for those “from away,” 19% have.



As Figure 4 shows, there are differences across the UMaine colleges with respect to location of employment among the full-time employed. For example, slightly more than three fourths of EHD graduates remained in Maine for full-time employment compared with half of LAS graduates.



### What do they earn?

The median salary is \$45,000 for the 237 respondents who are employed full-time and volunteered their annual income (Table 1). The median salary is \$40,202 among those employed in Maine; for those employed elsewhere, \$50,000.

Not surprisingly, full-time median salaries vary by college. Among all respondents, for example, ENGR graduates command the highest median salary and EHD the lowest. Regardless, median salaries are generally higher among those employed outside Maine.

| <b>Table 1. Median Salaries of the Full-time Employed.</b> |                      |          |                                 |          |                                      |          |
|--|----------------------|----------|---------------------------------|----------|--------------------------------------|----------|
| <b>College</b>   | <b>Median Salary</b> |          | <b>Median Salary (in Maine)</b> |          | <b>Median Salary (outside Maine)</b> |          |
|  | <b>\$</b>            | <b>N</b> | <b>\$</b>                       | <b>N</b> | <b>\$</b>                            | <b>N</b> |
| <b>MBS</b>   | 42,500               | 27       | 40,000                          | 21       | 51,250                               | 6        |
| <b>EHD</b>   | 31,750               | 20       | 32,000                          | 17       | 30,000                               | 3        |
| <b>ENGR</b>  | 60,000               | 69       | 59,175                          | 40       | 62,000                               | 29       |
| <b>LAS</b>   | 37,513               | 46       | 34,000                          | 23       | 40,000                               | 23       |
| <b>NSFA</b>  | 40,000               | 75       | 40,202                          | 41       | 40,000                               | 34       |
| <b>Total</b>   | 45,000               | 237      | 40,202                          | 142      | 50,000                               | 95       |

## What occupational sectors are represented?

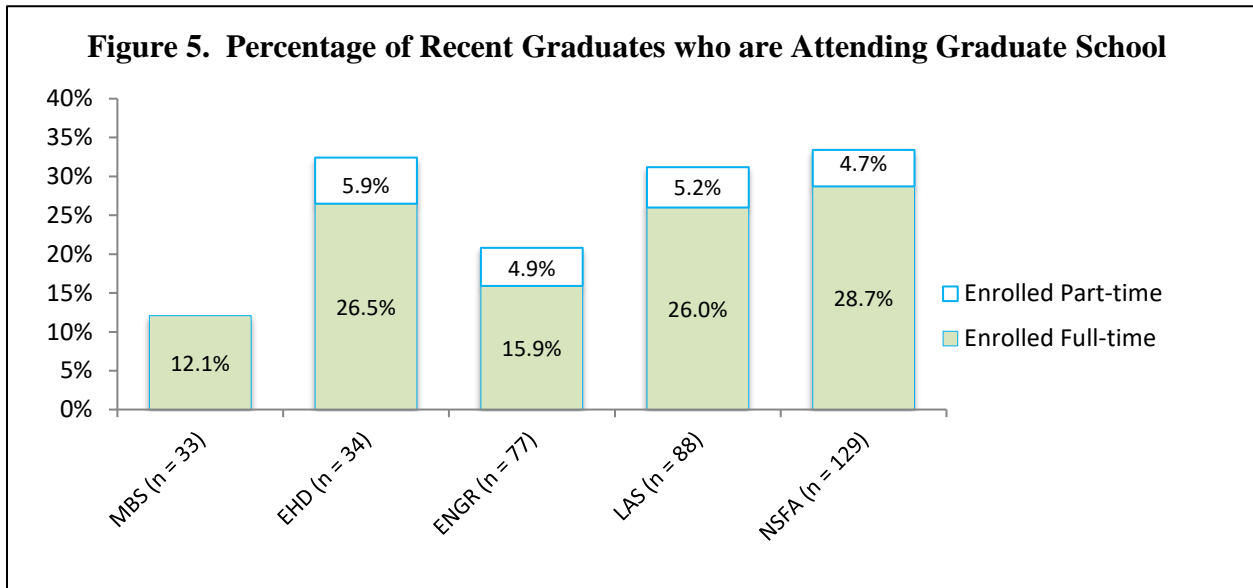
Using the place of employment and occupation/job title provided by employed respondents, we grouped the full-time employed according to occupational sector.<sup>3</sup> As shown in Table 2, more than half (56%) of those employed full-time are working in occupations related to architecture/engineering, healthcare, education or business.

| <b>Table 2. Broad Occupation Sectors (Employed Full-Time).</b> |                 |                                    |
|--|-----------------|------------------------------------|
| <b>Sector</b>  | <b>Total</b>    |                                    |
|  | <b><i>n</i></b> | <b>% of all full-time employed</b> |
| Architecture & Engineering Occupations                         | 58              | 20.9                               |
| Healthcare Practitioners & Technical Occupations               | 41              | 14.7                               |
| Education Instruction & Library Occupations                    | 29              | 10.4                               |
| Business & Financial Operations Occupations                    | 27              | 9.7                                |
| Management Occupations   | 27              | 9.7                                |
| Life, Physical, & Social Science Occupations                   | 13              | 4.7                                |
| Office & Administrative Support Occupations                    | 13              | 4.7                                |
| Computer & Mathematical Occupations                            | 12              | 4.3                                |
| Sales and Related Occupations                                  | 12              | 4.3                                |
| Community & Social Service Occupations                         | 9               | 3.2                                |
| Farming, Fishing, & Forestry Occupations                       | 8               | 2.9                                |
| Production Occupations   | 6               | 2.2                                |
| Arts, Design, Entertainment, Sports, & Media Occupations       | 4               | 1.4                                |
| Personal Care & Service Occupations                            | 3               | 1.1                                |
| Construction & Extraction Occupations                          | 3               | 1.1                                |
| Military Specific Occupations                                  | 3               | 1.1                                |
| Legal Occupations  | 2               | 0.7                                |
| Healthcare Support Occupations                                 | 2               | 0.7                                |
| Protective Service Occupations                                 | 2               | 0.7                                |
| Food Preparation & Serving Related Occupations                 | 1               | 0.4                                |
| Building and Grounds Cleaning & Maintenance Occupations        | 1               | 0.4                                |
| Transportation & Material Moving Occupations                   | 1               | 0.4                                |
| Full-Time Employed Respondents Reporting Occupation            | 277             | 99.6                               |
| Occupation Sector Not Known                                    | 1               | 0.4                                |
| <b>Total Full-Time Employed Respondents</b>                    | <b>278</b>      | <b>100.0</b>                       |

<sup>3</sup> We based these groupings on the Standard Occupational Classification system of the Bureau of Labor Statistics ([https://www.bls.gov/soc/2018/major\\_groups.htm](https://www.bls.gov/soc/2018/major_groups.htm)).

## Who is attending graduate school?

Slightly more than one quarter of respondents are enrolled either part-time (4%) or full-time (23%) in graduate studies. (This includes the 11% of respondents, shown in Figure 1 who report that graduate study is their only pursuit.) Further, another 15% planned to enroll in graduate school within 6-9 months of completing the present survey. As illustrated in Figure 5, these percentages differ by college—differences that, in part, reflect corresponding differences regarding full-time employment. For example, we saw in Figure 2 that 85% of MBS graduates are employed full-time, which throws interpretive light on the observation in Figure 5 that only 12% of MBS graduates went on to graduate school full time.



## How well did UMaine prepare its graduates?

Of the respondents employed full-time in a job related to their UMaine degree, 92% believe their UMaine experience prepared them “very well” or “moderately well” for their job (Figure 6). This general sentiment is shared by those enrolled in graduate school (irrespective of employment status): 92% believing UMaine prepared them “very well” or “moderately well” for graduate studies, and 8% feeling they were “minimally prepared” or “uncertain.”

