



FIRST DESTINATION SURVEY REPORT
for Bloomsburg University of Pennsylvania
Class of 2015

Alumni and Professional Engagement
Office of Planning and Assessment

ACKNOWLEDGMENTS

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POST-GRADUATION TO FIRST DESTINATION: A NEW LOOK AT OUR GRADUATES

Alumni and Professional Engagement (APE) and the Office of Planning and Assessment (OPA) are pleased to provide the inaugural post-graduation report using NACE's (National Association for Colleges and Educators) First Destination survey. This report is the result of the collaborative work of students, staff and alumni, especially in APE and OPA. This report is intended to communicate institutional outcomes to internal and external stakeholders

INTRODUCTION

Starting in 2015, APE and OPA piloted a new career placement survey to Bloomsburg University (BU) graduates. The survey seeks to determine:

- the primary post-graduate status of the graduate (both undergraduate and graduate)
 - Employed – Full-time
 - Employed – Part-time
 - Enrolled in a program of continuing education
 - Planning to continue education, but not yet enrolled
 - Seeking employment
 - Participating in a volunteer or service program
 - Serving in the military
 - Not seeking employment
- the level of perceived preparation on the following skills when in a work-related setting
 - Academic knowledge from field of study
 - Analytical capabilities
 - Ability to communicate orally, in-writing, and visually
 - Acquisition of information and the ethical use of it
 - Capacity to demonstrate awareness of self in context to work environments and interactions with others
 - Managing self through planning, organization, and goal setting, and
 - Entrepreneurial capacity
- Participation rates in career and professional-based programs and events (e.g. job fairs, internships, research days, community service, etc.) provided by offices, departments, and colleges.

Upon identification of the graduate's primary post-graduate status, the respondent had the option to provide the following additional data points such as: employer's name, starting salary, program of continuing education, or branch of the military.

First Destination data is collected to assist colleges and departments with programmatic reviews and accreditation needs. This collected information is provided as a report to the University and for public consumption (via university website). Lastly, the data is also submitted for purposes of national benchmarking with NACE.

METHODOLOGY

NACE's undergraduate guidelines [[SEE APPENDIX A: NACE Undergraduates Survey Standards](#)] were used to define the Class of 2015 as those individuals completing an undergraduate or graduate degree in the summer and fall of 2014 and the spring of 2015.

The two primary methods for collecting data were by phone and online survey. These methods were piloted in 2015 while collecting data for this report. In the pilot, Class of 2015 data was collected in April and May of 2016. Each data collection cycle lasted between four and six weeks.

Each cycle consisted of trained callers contacting each alumnus, by phone, a minimum of one time and a maximum of two times. Respondents that did not participate in the phone survey were then sent an e-mail inviting them to take the online survey. Reminders were sent, at a minimum, three times. Marketing to provide additional awareness of the data collection was done through BU's LinkedIn Alumni Group. These efforts were taken in an attempt to collect as much data as possible.

Through these efforts, BU obtained roughly 25% (531 of 2171) of 2015 graduates' post-graduate activities. This number is comprised of fully completed and partially completed surveys. Any participant that, at a minimum, provided their primary status (employed, continuing education, etc.) was included in the final results.

FIRST DESTINATION SURVEY DEFINED

The First Destination survey was established by NACE to assist in assessing the employment- and career-related outcomes for college graduates. Higher education institutions can use these national standards and protocols to design a framework for collecting and disseminating this critical information. The PASSHE school system adopted these standards in 2014.

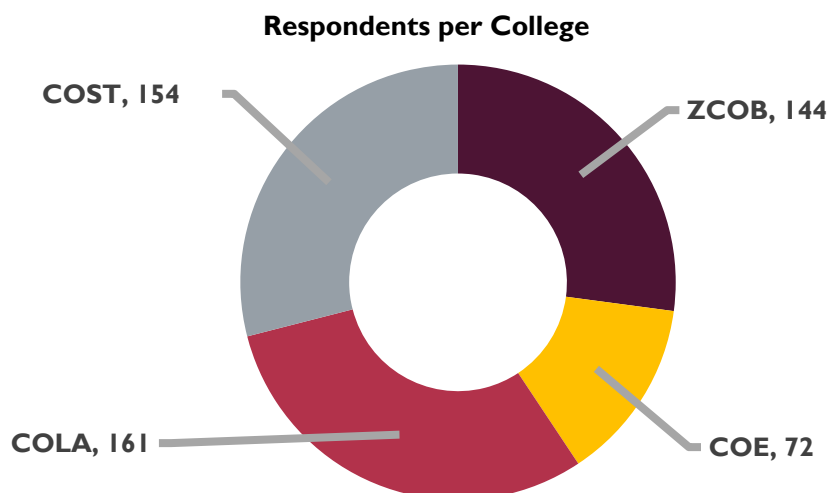
There are six guiding standards and protocols to NACE's First Destination Survey:

1. Defining the graduating class –
 - All students who completed a degree between July 1 to June 30 of a year
 - All students who obtained an associate, baccalaureate, masters, or terminal degree
 - All students with permanent and without permanent work authorization
2. Targeting knowledge rates – 65% minimum
 - Refers to the information gathered on the graduate through reasonable and/or verifiable means
 - Data can come from the alum, the parents, a fellow graduate, LinkedIn and other online resources, etc.
 - NACE recommends that secondary data sources should be verified by primary when possible to gain the most accurate knowledge rate
3. Career outcomes reporting categories
 - Representative categories that reflect what a graduate is doing post-graduation
 - Examples include: Employed full-time, Continuing education, Military, etc.
4. Career outcomes rate
 - The percentage of graduates that fall into one of the five major career outcomes reporting categories that NACE recommends
 - Employed full-time
 - Employed part-time
 - Participating in a program of voluntary service
 - Serving in the U.S. Armed Forces
 - Enrolled in a program of continuing education
5. Timeline for summary data collection and reporting
 - NACE targets December 31 of each year
 - This will provide consistency for reporting and purposes of comparison
6. Further assessments
 - NACE encourages additional questions to assess and analyze information that influences career outcomes [[SEE APPENDIX B: Class of 2015 First Destination Survey Questions](#)]

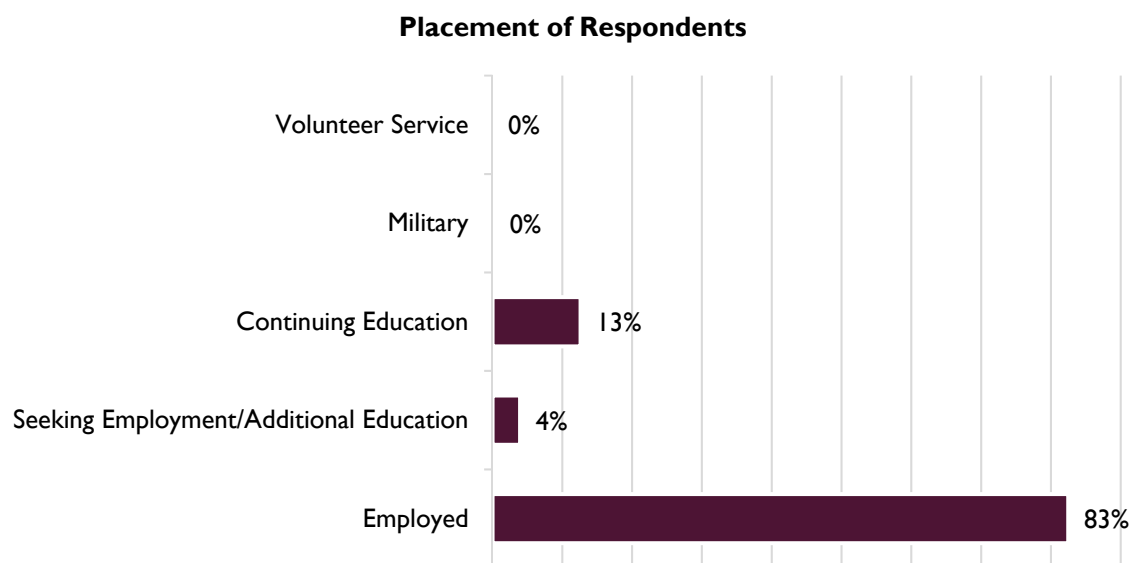
CLASS OF 2015 HIGHLIGHTS

Bloomsburg University granted 2236 degrees (undergraduate and graduate) in 2014-2015. [\[SEE APPENDIX C: Graduate Counts by College\]](#) Of the 2236 alumni, 531 or about 24% responded to the survey. From the total respondents 506 alumni are considered placed.

The following chart provides a breakdown of each college's contribution to this total:



The chart below summarizes the placed respondents (n=506) based on their post-graduation status.



ADDITIONAL HIGHLIGHTS

Of the 531 responses, 177 answered to where they currently reside as alumni. Out of these, 123 BU alumni continue to live in Pennsylvania.

Of the 177 respondents to this question, Geisinger Health System and Health Plan were the top employer of BU graduates as they hired 12 alum.

The mean salary range for those holding undergraduate degrees is \$45,349.30. The mean salary was calculated using the incomes provided by 204 of the 531 respondents.

The mean salary range for those holding graduate or terminal degrees is \$53,142.56. The mean salary was calculated using the incomes provided by 52 of the 531 respondents.

ZEIGLER COLLEGE OF BUSINESS (ZCOB) HIGHLIGHTS

ZCOB had a total of 462 graduates with 42 receiving graduate degrees and 420 receiving undergraduate degrees in 2014-2015. ZCOB had 144 alumni (both undergraduate and graduate) contribute responses to the post-graduate survey or roughly 31% of total survey respondents.

Out of these 144 respondents, the following information was compiled to present a profile of ZCOB graduates:

- 64 of the full-time employed graduates indicated they acquired their position prior or up to 3 months after graduation.
- 63 graduates are employed in full-time positions related to their degree program
- Of the 109 who indicated they are employed full-time, 59 stated that they are working in Pennsylvania, while 16 indicated they worked in another state. There were 34 alumni who did not indicate their work location.
- Average salary of full-time employed is \$46,034.90
- A sample of organizations, at which graduates are employed:
 - Geisinger Medical Center
 - Ernst & Young, LLP
 - Kreischer Miller
 - Travelers
 - AT&T
 - Boyer & Ritter, LLC
 - Evangelical Hospital
 - EBS Healthcare
 - Clark Resources
 - Aetna
- A sample of the positions in which graduates are employed:
 - Account Executive
 - Auditor
 - Financial Analyst
 - Marketing
 - Manager
 - Director of Business Development
 - Staff Accountant
 - Project Manager
- 18 respondents enrolled in continuing education, with 7 of those staying at Bloomsburg University.
- Below is a sample of other institutions ZCOB students are enrolled in:
 - The John Marshall Law School
 - Seton Hall University
 - Shippensburg University
 - Drexel University
 - Wilkes University
 - James Madison University
 - West Chester University
 - Newman University
- A sample of the graduate programs in which ZCOB students are currently enrolled:
 - Law JD
 - Instructional Technology MS
 - Counseling/CSP MS
 - Accounting MAcc
 - Business Administration MBA

ZCOB SPECIFIC GRADUATE RESPONSES

The table below summarizes the total responses received by both undergraduate and graduate alumni of ZCOB.

Academic Program Name (n = 144)	# Grads	# of Rs	% of Rs	Employed FT	Employed PT	Continuing Ed	Seeking Employment	Seeking Continuing Ed	Grads Placed	% Grads Placed
Accounting	71	43	61%	29	2	11	-	1	42	98%
Accounting MAcc	12	3	25%	3	-	-	-	-	3	100%
Business Education	10	9	90%	7	-	-	2	-	7	78%
Finance	55	13	24%	11	-	2	-	-	13	100%
Information and Technology Management	38	9	24%	9	-	-	-	-	9	100%
Management	126	23	18%	18	2	2	1	-	22	96%
Marketing	105	24	23%	18	5	-	1	-	23	96%
Supply Chain Management	13	3	23%	3	-	-	-	-	3	100%
Business Administration MBA	28	17	61%	11	2	3	-	-	16	94%
Business Education MED	2	-	-	-	-	-	-	-	-	-
Business Education – Management Info Systems	2	-	-	-	-	-	-	-	-	-
Totals:	462	144	31%	109	11	18	4	1	138	96%

*Total number of graduates is reflective of data from Institutional Research.

ZCOB SPECIFIC PERCEPTIONS OF PREPARATION FOR CAREER

The table below summarizes the responses of both undergraduate and graduate alumni of ZCOB and their perception of how prepared they are to use the following skills post-graduation in a professional or career-based setting. Respondents, in the majority, thought they were significantly or somewhat prepared in all categories but entrepreneurship. The two highest ranked skills for ZCOB were academic knowledge and communication, followed by analytical and information literacy.

How prepared do your graduates feel?	# of Rs	Significantly Prepared	Somewhat Prepared	A Little Prepared	Not Prepared	No Opinion	% Somewhat/Significantly Prepared
Academic Knowledge	115	70	35	6	4	-	91%
Analytical	115	45	54	10	5	1	86%
Communication	115	75	30	8	2	-	91%
Information Literacy	115	63	36	8	6	2	86%
Culture/Diversity	115	56	40	14	2	3	84%
Citizenship	114	45	46	15	4	4	80%
Entrepreneurship	115	26	31	29	14	15	50%
Totals:	804	380	272	90	37	25	81%

ZCOB SPECIFIC PARTICIPATION IN ACADEMIC AND PROFESSIONAL EXPERIENCES

Out of the 462 total ZCOB alumni, 81 provided input into how they participated in activities that develop them professionally during their time at BU. From these responses, about 80% of ZCOB alumni participated in a university sponsored job fair and approximately 69% performed community service. About 46% completed a non-academic internships and roughly 45% participated in academic (credit-bearing) internships.

Academic/Professional Participation	# of Rs	Participated	Did not Participate	Unaware	% Participation
Academic Internship	76	34	-	-	45%
Undergraduate/Graduate Research	60	6	-	-	10%
Creative Activity	59	9	-	-	15%
Professional Conference/Scholarship	71	24	-	-	34%
Community Service	81	56	-	-	69%
Non-Credit Internship	68	31	-	-	46%
On-Campus Recruitment	60	33	-	-	55%
Job Fair	61	49	-	-	80%
College Career Day	62	25	-	-	40%
On-Campus Research Days (caller survey only)	57	2	-	-	4%
Totals:	655	269	-	-	41%

COLLEGE OF EDUCATION (COE) HIGHLIGHTS

COE had a total of 342 students graduate with 64 or roughly 19% of alumni responding to the survey.

Out of these respondents, the following information was compiled to present a profile of COE graduates:

- 28 of the full-time employed graduates indicated they acquired their position prior or up to 3 months after graduation.
- 28 graduates are employed in full-time positions related to their degree program
- Of the 44 who indicated they are employed full-time, 20 are working in PA and 11 are out of state. There were 13 alumni who did not indicate their work location.
- Average salary of full-time employed is \$37,313.01
- A sample of organizations, at which graduates are employed:
 - Milton-Hershey School
 - Mount Carmel Area SD
 - Shamokin Area SD
 - Archdioceses of Philadelphia
 - Bloomsburg SD
 - Fairfax County Public Schools
 - Weldon City Schools
- A sample of the positions in which graduates are employed:
 - Teacher
 - Program Specialist
 - Para Educator
 - Intermediate Life Skills Support
 - Substitute Teacher
- 5 respondents enrolled in continuing education, with all 5 of those staying at Bloomsburg University
- A sample of the graduate programs in which COE students are currently enrolled:
 - Instructional Technology MS
 - Education of the Deaf/HoH MS
 - Educational Leadership in Curricular Instruction MS
 - Special Education Grades 7-12 Graduate Certificate

COE SPECIFIC GRADUATE RESPONSES

The table below summarizes the total responses received by both undergraduate and graduate alumni of COE.

Academic Program Name (n=64)	# of Grads	# of Rs	% of Rs	Employed FT	Employed PT	Continuing Ed	Seeking Employment	Grads Placed	% Grads Placed
ASL/English Interpreting	17	2	12%	2	-	-	-	2	100%
Curriculum and Instruction Certification	8	-	-	-	-	-	-	-	-
Curriculum and Instruction MEd	21	4	19%	3	1	-	-	4	100%
Early Childhood Education MEd	4	2	50%	2		-	-	2	100%
Early Childhood Education PK-4	83	14	17%	9	5	-	-	14	100%
Education Dead/HoH MS	5	-	-	-	-	-	-	-	-
Education Leadership MEd	11	3	27%	2	-	-	1	2	67%
Middle Level Education 4-8	26	7	27%	5	1	1	-	7	100%
Middle Level Education Grades 4 – 8 MEd	1	1	100%	-	-	1	-	1	100%
Reading MEd	8	1	13%	1	-	-	-	1	100%
School Counseling & College Student Affairs MEd	21	3	14%	2	1	-	-	3	100%
Secondary Ed., Citizenship	14	2	14%	-	2	-	-	2	100%
Secondary Ed., Communication	1	1	100%	1		-	-	1	100%
Secondary Ed., English	13	3	23%	3		-	-	3	100%
Secondary Ed., French	1	1	100%	1		-	-	1	100%
Secondary Ed., Mathematics	4	2	50%	-	2	-	-	2	100%
Secondary Ed., Physics	2	1	50%	1		-	-	1	100%
Secondary Ed., Spanish	6	-	-	-	-	-	-	-	-
Special Education MEd	8	1	13%	1		-	-	1	100%
Special Education MS	9	2	22%	1	1	-	-	2	100%
Special Education PK-8/Early Childhood PK-4 Dual Certification	79	14	18%	10	3	1	-	14	100%
Total	342	64	19%	44	16	3	1	63	98%

*Total number of graduates is reflective of data from Institutional Research.

COE SPECIFIC PERCEPTIONS OF PREPARATION FOR CAREER

The table below summarizes the responses of both undergraduate and graduate alumni of COE and their perception of how prepared they are to use the following skills post-graduation in a professional or career-based setting. The majority of respondents thought they were significantly or somewhat prepared in all categories but entrepreneurship. The two highest ranked skills for COE were academic knowledge and communication, followed by information literacy and culture/diversity.

How prepared do your graduates feel?	# of Rs	Significantly Prepared	Somewhat Prepared	A Little Prepared	Not Prepared	No Opinion	% Somewhat/Significantly Prepared
Academic Knowledge	67	47	15	5	-	-	93%
Analytical	66	32	25	9	-	-	86%
Communication	67	38	24	5	-	-	93%
Information Literacy	67	34	27	5	-	1	91%
Culture/Diversity	67	36	22	8	1	-	87%
Citizenship	67	34	17	13	3	-	76%
Entrepreneurship	66	10	11	13	10	22	32%
Totals:	467	231	141	58	14	23	80%

COE SPECIFIC PARTICIPATION IN ACADEMIC AND PROFESSIONAL EXPERIENCES

Out of the 342 total COE alumni, 57 provided input into how they participated in activities that develop them professionally during their time at BU. From these responses, about 61% of COE alumni participated in community service and approximately 56% took part in an academic internship. About 31% took advantage of a professional conference/scholarship and roughly 31% participated in undergraduate/graduate research.

Academic/Professional Participation	# of Rs	Participated	Did not Participate	Unaware	% Participation
Academic Internship	57	32	-	-	56%
Undergraduate/Graduate Research	42	13	-	-	31%
Creative Activity	42	9	-	-	21%
Professional Conference/Scholarship	45	14	-	-	31%
Community Service	54	33	-	-	61%
Non-Credit Internship	41	2	-	-	5%
On-Campus Recruitment	42	5	-	-	12%
Job Fair	53	28	-	-	53%
College Career Day	44	13	-	-	30%
On-Campus Research Days (caller survey only)	41	5	-	-	12%
Totals:	461	154	-	-	33%

COLLEGE OF LIBERAL ARTS (COLA) HIGHLIGHTS

COLA had a total of 709 students graduate with 161 or roughly 23% of alumni responding to the survey.

Out of these respondents, the following information was compiled to present a profile of COLA graduates:

- 42 of the full-time employed graduates indicated they acquired their position prior or up to 3 months after graduation.
- 46 graduates are employed in full-time positions related to their degree program
- Of the 99 who indicated they are employed full-time, 39 are working in PA and 24 are out of state. There were 36 alumni who did not indicate their work location.
- Average salary of full-time employed is \$35,561.26
- A sample of organizations at which graduates are employed:
 - NFL Films
 - Department of Labor
 - Lehigh Valley Health Network
 - American Heart Association
 - Nanotech
 - PA House of Representatives
- A sample of the positions in which graduates are employed:
 - Asst. Director of Video Production
 - Field Support Coordinator
 - Legal Assistant
 - Project Manager
 - Auxiliary Operator
 - Service Coordinator
- 22 respondents enrolled in continuing education, with 6 of those staying at Bloomsburg University
- Below is a sample of other institutions COLA students are enrolled in:
 - Northern Arizona University
 - Temple University
 - Capella University
 - Marywood University
 - Rutgers University
 - University of Kansas
 - Kutztown University
 - Colorado State University
 - Villanova University
 - The Pennsylvania State University
- A sample of the graduate programs in which COLA students are currently enrolled:
 - Anthropology MA
 - Clinical & Forensic Psychology MS
 - Social Work MSW
 - Film Preservation MA
 - Experimental Psychology MS
 - Counselor Education MEd
 - Industrial & Organizational Psychology MA
 - Clinical Research MS

COLA SPECIFIC GRADUATE RESPONSES

The table below summarizes the total responses received by both undergraduate and graduate alumni of COLA.

Academic Program Name (n=161)	# of Grads	# of Rs	% of Rs	Employed FT	Employed PT	Volunteer	Military	Continuing Ed	Seeking Employment	Grads Placed	% Grads Placed
Anthropology	25	6	24%	1	2	-	-	-	2	3	50%
Art History	4	-	-	-	-	-	-	-	-	-	-
Art Studio	18	9	50%	4	1	-	-	-	4	5	56%
Communication Studies	117	25	21%	19	3	-	-	2	1	24	96%
Criminal Justice	86	23	27%	16	4	-	-	3	-	23	100%
Economics	44	7	16%	4	1	-	1	-	1	6	86%
English	29	6	21%	4	1	-	-	-	1	5	83%
History	23	4	17%	2	-	-	-	1	1	3	75%
Interdisciplinary Studies	2	-	-	-	-	-	-	-	-	-	-
Languages & Cultures	23	2	9%	1	-	-	-	1	-	2	100%
Mass Communications	90	22	24%	18	1	-	-	2	-	21	96%
Music	13	2	15%	-	2	-	-	-	-	2	100%
Philosophy	6	1	17%	-	-	-	-	1	-	1	100%
Political Science	30	10	33%	4	2	-	-	3	1	9	90%
Psychology	109	25	23%	15	5	-	-	5	-	25	100%
Social Work	48	7	15%	5	2	-	-	-	-	7	100%
Sociology	35	11	31%	5	2	-	-	4	-	11	100%
Theatre Arts	7	1	14%	1	-	-	-	-	-	1	100%
Total	709	161	23%	99	26	-	1	22	11	148	92%

*Total number of graduates is reflective of data from Institutional Research.

COLA SPECIFIC PERCEPTIONS OF PREPARATION FOR CAREER

The table below summarizes the responses of both undergraduate and graduate alumni of COLA and their perception of how prepared they are to use the following skills post-graduation in a professional or career-based setting. Respondents, in the majority, thought they were significantly or somewhat prepared in all categories but entrepreneurship. The two highest ranked skills for COLA were communication and information literacy, followed by academic knowledge and culture/diversity.

How prepared do your graduates feel?	# of Rs	Significantly Prepared	Somewhat Prepared	A Little Prepared	Not Prepared	No Opinion	% Somewhat/Significantly Prepared
Academic Knowledge	143	71	54	11	6	1	87%
Analytical	143	60	59	17	6	1	83%
Communication	143	95	37	8	3	-	92%
Information Literacy	143	82	47	13	1	-	90%
Culture/Diversity	143	88	36	15	4	-	87%
Citizenship	143	65	45	25	8	-	77%
Entrepreneurship	142	14	46	35	28	19	42%
Totals:	1000	475	324	124	56	21	80%

COLA SPECIFIC PARTICIPATION IN ACADEMIC AND PROFESSIONAL EXPERIENCES

Out of the 709 total COLA alumni, 125 provided input into how they participated in activities that develop them professionally during their time here at BU. From these responses, about 76% of COLA alumni participated in community service and approximately 73% completed an academic internship. About 40% participated in a college career day and roughly 37% took advantage of a professional conference/scholarship.

Academic/Professional Participation	# of Rs	Participated	Did not Participate	Unaware	% Participation
Academic Internship	125	91	-	-	73%
Undergraduate/Graduate Research	101	37	-	-	37%
Creative Activity	97	36	-	-	37%
Professional Conference/Scholarship	102	38	-	-	37%
Community Service	119	90	-	-	76%
Non-Credit Internship	93	16	-	-	17%
On-Campus Recruitment	87	12	-	-	14%
Job Fair	97	54	-	-	56%
College Career Day	92	37	-	-	40%
On-Campus Research Days (caller survey only)	85	8	-	-	9%
Totals:	998	419	-	-	42%

COLLEGE OF SCIENCE AND TECHNOLOGY (COST) HIGHLIGHTS

COST had a total of 723 students graduate with 162 or roughly 22% of alumni responding to the survey.

Out of these respondents, the following information was compiled to present a profile of COST graduates:

- 50 of the full-time employed graduates indicated they acquired their position prior or up to 3 months after graduation.
- 53 graduates are employed in full-time positions related to their degree program
- Of the 111 who indicated they are employed full-time, 42 are working in PA and 22 are out of state. There were 47 alumni who did not indicate their work location.
- Average salary of full-time employed is \$63,865.40
- A sample of organizations at which graduates are employed:
 - Geisinger Health Systems
 - Duke University
 - ATM Terminals
 - Bankers Life
 - Evangelical Hospital
 - Lockheed Martin
 - UPMC Sports
 - Hershey Medical Center
- A sample of the positions in which graduates are employed:
 - Analytical Chemist
 - Automation Engineer
 - Registered Nurse
 - Instructional Technologist
 - Nurse Anesthetist
 - Software Engineer
 - Data Analyst
 - Director of Ambulance Operations
- 24 respondents enrolled in continuing education, with 6 of those staying at Bloomsburg University
- Below is a sample of other institutions COST students are enrolled in:
 - Moravian College
 - Towson University
 - New York University
 - East Stroudsburg University
 - University of North Carolina
 - Oregon State University
 - Chatham University
 - University of Pennsylvania
 - James Madison University
 - St, George's University
- A sample of the graduate programs in which COST students are currently enrolled:
 - Environmental Sciences PhD
 - Occupational Therapy MS
 - Medicine MD
 - Plant Biology PhD
 - Speech Pathology MA
 - Mathematics PhD
 - Doctorate of Physical Therapy
 - Pharmacy PhD

COST SPECIFIC GRADUATE RESPONSES

The table below summarizes the total responses received by both undergraduate and graduate alumni of COST.

Academic Program Name (n=162)	# of Grads	# of Rs	% of Rs	Employed FT	Employed PT	Continuing Ed	Seeking Employment	Seeking Continuing Ed	Not Seeking	No answer	Grads Placed	% Grads Placed
Audiology & Speech Pathology	74	12	16%	3	3	6	-	-	-	-	12	100%
Audiology AUD	24	7	29%	6	-	-	-	-	-	1	6	86%
Biology MS	5	2	40%	1	-	1	-	-	-	-	2	100%
Biology, General (BA)	12	4	33%	1	2	1	-	-	-	-	4	100%
Biology, General (BS)	34	7	21%	4	1	2	-	-	-	-	7	100%
Chemistry (BA)	1	1	100%		1		-	-	-	-	1	100%
Chemistry (BS)	8	2	25%	2	-	-	-	-	-	-	2	100%
Clinical Athletic Training MS	9	2	22%	1	1	-	-	-	-	-	2	100%
Computer Forensics	-	2	-	2	-	-	-	-	-	-	2	100%
Computer Science	20	8	40%	7	1	-	-	-	-	-	8	100%
Digital Forensics	66	22	33%	16	4	1	-	1	-	-	21	96%
Electronics Engineering Technology	13	1	8%	1	-	-	-	-	-	-	1	100%
Environmental, Geographical and Geological Sciences	27	7	26%	3	1	1	2	-	-	-	5	71%
Exercise Science	77	11	14%	8	-	3	-	-	-	-	11	100%
Exercise Science MS	20	4	20%	3	-	-	-	-	1	-	3	75%
Geography	19	2	11%	2	-	-	-	-	-	-	2	100%
Geoscience	10	2	20%	1	1	-	-	-	-	-	2	100%
Health Physics	4	1	25%	1	-	-	-	-	-	-	1	100%
Health Sciences	35	4	11%	2	-	2	-	-	-	-	4	100%
Instructional Technology MS	39	15	39%	12	1	2	-	-	-	-	15	100%
Mathematics (BA)	6	5	83%	4	1		-	-	-	-	5	100%
Mathematics (BS)	7	1	14%			1	-	-	-	-	1	100%
Medical Imaging	54	5	9%	4	1		-	-	-	-	5	100%
Nursing	67	19	28%	16	2	1	-	-	-	-	19	100%
Nursing MSN	27	5	19%	4		1	-	-	-	-	5	100%
Physics (BA)	1	-	-	-	-	-	-	-	-	-	-	-
Physics (BS)	7	-	-	-	-	-	-	-	-	-	-	-

Academic Program Name (n=162)	# of Grads	# of Rs	% of Rs	Employed FT	Employed PT	Continuing Ed	Seeking Employment	Seeking Continuing Ed	Not Seeking	No answer	Grads Placed	% Grads Placed
School Based Speech-Language Pathology MEd	21	1	5%	1	-	-	-	-	-	-	1	100%
Speech-Language Pathology MS	26	7	27%	4	1	2	-	-	-	-	7	100%
Statistics	7	1	14%	1	-	-	-	-	-	-	1	100%
Technical Leadership	3	2	67%	1	1	-	-	-	-	-	2	100%
Total	723	162	22%	111	22	24	2	1	1	1	157	97%

*Total number of graduates is reflective of data from Institutional Research.

COST SPECIFIC PERCEPTIONS OF PREPARATION FOR CAREER

The table below summarizes the responses of both undergraduate and graduate alumni of COST and their perception of how prepared they are to use the following skills post-graduation in a professional or career-based setting. The majority of respondents thought they were significantly or somewhat prepared in all categories but entrepreneurship. The two highest ranked skills for COST were communication and academic knowledge, followed by information literacy and analytical skills

How prepared do your graduates feel?	# of Rs	Significantly Prepared	Somewhat Prepared	A Little Prepared	Not Prepared	No Opinion	% Somewhat/Significantly Prepared
Academic Knowledge	143	92	33	16	1	1	87%
Analytical	143	76	43	13	8	3	83%
Communication	143	86	40	13	3	1	88%
Information Literacy	142	72	48	12	6	4	85%
Culture/Diversity	142	50	54	26	9	3	73%
Citizenship	142	55	54	19	12	2	77%
Entrepreneurship	141	12	21	31	42	35	23%
Totals:	996	443	293	130	81	49	74%

COST SPECIFIC PARTICIPATION IN ACADEMIC AND PROFESSIONAL EXPERIENCES

Out of the 723 total COST alumni, 108 provided input into how they participated in activities that develop them professionally during their time here at BU. From these responses, about 64% of COST alumni participated in community service and approximately 51% completed an academic internship. About 36% participated in a campus-sponsored job fair and roughly 36% took advantage of a professional conference/scholarship.

Academic/Professional Participation	# of Rs	Participated	Did not Participate	Unaware	% Participation
Academic Internship	103	52	-	-	51%
Undergraduate/Graduate Research	87	23	-	-	26%
Creative Activity	86	10	-	-	12%
Professional Conference/Scholarship	98	35	-	-	36%
Community Service	108	69	-	-	64%
Non-Credit Internship	95	23	-	-	24%
On-Campus Recruitment	87	8	-	-	9%
Job Fair	88	32	-	-	36%
College Career Day	89	37	-	-	42%
On-Campus Research Days (caller survey only)	84	15	-	-	18%
Totals:	925	304	-	-	33%



National Association of Colleges and Employers

**Standards and Protocols for the
Collection and Dissemination of
Graduating Student Initial
Career Outcomes Information
For Undergraduates**

Developed by the NACE First-Destination Survey Task Force

Approved by the NACE Board of Directors, January 2014

National Association of Colleges and Employers
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Sample spreadsheet

Each year, NACE will request summary data from all institutions to track and share broad trends in hiring and continuing education. Participation is voluntary. A sample spreadsheet that describes how outcomes data should be organized is available at www.nacweb.org/knowledge/assessment/first-destination-survey-standards.aspx.

Introduction

The National Association of Colleges and Employers (NACE) is the preeminent national organization focused on the employment of the college educated. As such, it has a singular responsibility to the profession and the public to provide thought leadership on the relevant issues and trends affecting the college-educated work force.

In light of escalating higher education costs and perceived returns on the significant investment of time, effort, and resources expended by students and their families, NACE recognizes the critically important public discourse concerning the value and effectiveness of higher education as it relates to preparing the next generation work force. NACE further recognizes the growing importance of institutional outcomes assessment efforts as they relate to improving higher education performance and achieving institutional and academic program accreditation standards.

Efforts to assess the employment- and career-related outcomes for college graduates are not new and, in fact, a great many institutions undertake these efforts in various ways, to differing degrees and at different points in time. There has been significantly growing interest, however, among career services professionals and other stakeholders, in the leadership role that NACE can, and should, play in providing greater direction and guidance in this specific form of assessment to ensure greater consistency and to advance best practices.

In response to the concerns and circumstances, NACE has established these national standards and protocols to guide higher education institutions in collecting and disseminating the vital information regarding the immediate career outcomes of their graduates. In doing so, NACE does not seek to supersede or take the place of other standards established for specific academic programs (e.g., M.B.A. and law) or efforts by various state entities and public higher education systems to assess graduating student career outcomes.

NACE recognizes the enormous diversity among higher education institutions in terms of mission and goals and the inherent difficulty of a simple one-size-fits-all approach. Consequently, the goal of this initiative is to establish some initial minimum standards and protocols which serve both to help institutions embark on this assessment process and lay the critical foundation for further development and advancement in this vital area of evaluation. Given this goal, the focus of this initial set of standards is on the first-destination career activities of students completing their undergraduate degrees. NACE will work with other organizations, including the Graduate School Council, to determine appropriate additional standards for assessing the initial career outcomes of master's and doctoral graduates.

Clearly, many institutions have already dedicated the necessary career services office and/or institutional resources to effectively undertake their assessment efforts in the area of graduating student initial career outcomes. Many institutions, for which these standards introduce new and expanded expectations, may struggle initially with allocating the necessary resources to meet these new standards. NACE recognizes that full implementation will take some time for these institutions. The association hopes in establishing these standards to raise greater awareness of the critical nature of these assessments and, in doing so, to help career services professionals in lobbying for the needed resources to effectively undertake them.

NACE also wishes to acknowledge the inherent limitations in focusing on first-destination outcomes. The positive impact of a college education cannot be measured in the simple terms of employment, earnings, or continued studies. The full benefits of the profoundly personal growth, enrichment, and increased knowledge evidenced by graduates cannot be adequately measured nor properly accounted for in the near-term. The most significant and substantive outcomes occur over the lifetime of the individual graduate.

Guiding Principles

The standards described in this document reflect the guiding principles regarding the collection of graduating student career outcomes established by the NACE Board of Directors in July of 2012. Those principles include, in part, the following:

- Helping students achieve postgraduation career success is a critical element of the mission of the entire higher education institution.
- Higher education institutions should be focused on obtaining career outcomes information from all institutional graduates each year.
- The institution's career services organization should have an integral role—in collaboration with other institutional entities (e.g., academic departments, alumni relations offices)—in collecting and disseminating career outcomes information.
- Data collection protocols should be consistent with institutional human subject requirements, and the institutional research office should be aware of and involved with data collection as appropriate.
- Data may be collected from various legitimate sources (e.g., student survey responses; employer-, parent-, or faculty-provided information).
- Data collection should be ongoing, with final summary analysis being completed by six months after the graduation date.
- Outcomes information reports should provide aggregate data maintaining the confidentiality of individuals in accordance with institutional protocols involving these types of data.

NACE further encourages higher education institutions to pursue longer-term studies of the career progression of their graduates to better assess career outcomes over time.

Standards and Protocols

Outlined below and organized by sub-section are the relevant standards and protocols established by NACE concerning the collection and dissemination of graduating student career outcomes.

1. Defining the graduating class

- a. Each year's graduating class includes those students who completed degrees between the periods of July 1 to June 30 each year, a time period consistent with degree completion reporting requirements established by the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) program. For example, for purposes of outcomes reporting, the Class of 2013 - 2014 would include all graduates who completed degrees between July 1, 2013, and June 30, 2014.
- b. The graduating class should include all students completing either an associate or baccalaureate degree, full or part time, including those with permanent work authorization and those without permanent work authorization.
- c. Career outcomes information about graduates should be sortable by degree program, degree level (i.e., associate, baccalaureate) and work authorization (i.e., permanent work authorization, non-permanent work authorization).

2. Targeted knowledge rates

- a. The term "knowledge rate" defines the percent of graduates for which the institution has reasonable and verifiable information concerning the graduates' postgraduation career activities.
- b. This information may come directly from the graduates via, for example, a survey method. Relevant data, however, may also be provided by employers, or obtained through other sources (e.g., LinkedIn profiles, other online sources, fellow graduates, or parents). The institution should make good faith efforts to verify the information obtained by any source other than the graduate or in any case where there is some concern about the accuracy of the available information.
- c. The goal should be the highest possible rate, but institutions should strive for a minimum knowledge rate of 65 percent. The knowledge rate refers to basic information about the career outcomes of graduates (e.g., employed or continuing education). It is a given that in some instances certain information relative to the details of that status (e.g., salary for

- those employed) may not always be provided or may otherwise be difficult to obtain.
- d. A sample survey that addresses the specific data needs articulated in the standards is provided in the appendix of this document. The survey is not intended to be prescriptive but merely to represent a basic starting point for data collection. By necessity, the example is based on a paper-and-pencil-survey approach. If the institution uses an online survey approach, then certain data elements will not need to be provided by the respondent. Institutions are free to add whatever additional questions they desire to the sample survey or use a different survey format or style.

3. Career outcomes reporting categories

Outcomes data concerning individual graduates should be organized into standardized categories. Individual graduates should be included in the appropriate category that best represents their primary activity upon graduation. While in certain instances, graduates may be pursuing multiple activities (e.g., working part time and taking graduate courses), their status should only be reported once in their primary area of activity.

Reporting categories include the following:

Employed Full Time

Employed full time is generally defined as a position in which the graduate works for 30 hours or more per week.

In recognition of the diverse nature of employment, there are a number of important sub-categories that define employment and should be tracked for individual graduates. Graduates should be included in only one of the following categories:

- Employed as an entrepreneur
- Employed in a temporary/contract work assignment
- Employed freelance
- Employed in a postgraduate internship or fellowship
- Employed in all other work categories

Data to be collected include:

- Employing organization
- Position location—city, state, and country
- Job title
- If employed full time, annual base salary amount
- Guaranteed first-year bonus amount if appropriate (e.g., sign-on and/or year end).

Employed Part Time

Part-time employment is generally defined as a position in which the graduate works less than 30 hours per week.

Graduates should be included in only one of the following categories:

- Employed as an entrepreneur
- Employed in a temporary/contract work assignment
- Employed freelance
- Employed in a postgraduate internship or fellowship
- Employed in all other work categories

Data to be collected include:

- Employing organization
- Position location—city, state, and country
- Job title

Volunteer Service

This category is defined as those graduates who are participating in a volunteer or service program (e.g., Peace Corps, mission work).

Data to be collected include:

- Organization
- Assignment location—city, state, country
- Role or title

Military Service

This category is defined as those graduates serving in the U.S. Armed Forces.

Data to be collected include:

- Service branch
- Rank

Continuing Education

This category is defined as those who have been accepted to and plan to matriculate into a program of further study. This includes graduate school or other specialized training.

Data to be collected include:

- Name of institution
- Location of the institution—city, state, and country
- Program of study
- Degree to be earned

Seeking Employment

This category is defined as those graduates who have indicated that they are seeking employment or engaged in the job-search process.

Seeking Continuing Education

This category is defined as those graduates who have indicated that they are seeking and have not yet enrolled in a program of continuing education.

Not Seeking

This category is defined as those graduates who have indicated that they choose not to pursue either employment or continuing education at this time.

No Information Available

This category is defined as those graduates who, despite reasonable efforts on the part of the institution, have not responded to efforts to obtain information about their postgraduation career plans.

4. Career outcomes rate

In lieu of the term “placement rate,” these standards instead focus on the notion of a “career outcomes rate.” This is described as the percentage of graduates who fall into the following categories:

- Employed full time
- Employed part time
- Participating in a program of voluntary service
- Serving in the U.S. Armed Forces
- Enrolled in a program of continuing education

Details for calculating this percentage are provided in the spreadsheet that accompanies these standards/protocols. (See www.nacweb.org/knowledge/assessment/first-destination-survey-standards.aspx.)

5. Timeline for summary data collection and reporting

The target date for *gathering* all summary career outcomes data is December 31 of each year. For example, all career outcomes data collection for graduates from the Class of 2013 - 2014 (as defined in #1 above) would be completed by December 31, 2014. This common deadline provides a consistent metric to be used in reporting and comparing summary outcomes.

NACE recognizes that there are many reasons (e.g., *BusinessWeek* and *U.S. News & World Report* rankings) to collect and summarize outcomes data at other points in time (e.g., at graduation; three months following graduation). In addition to the December 31 deadline, institutions may continue to collect and report data subsequent to that period as suits their particular interests and circumstances.

Career outcomes data, in accordance with federal and various state regulations and policies, should be readily available to all appropriate parties. All information provided through public outlets should ensure the confidentiality of individual respondents, and individual respondents' information should only be provided in accordance with an institution's internal policies concerning private information. Institutions should use whatever means they believe are most effective in making this information available to their stakeholders or as required by some other agency or entity (e.g., state system reporting process).

Each year, NACE will request summary data from all institutions in order to track and share broad trends in hiring and continuing education. Participation in this process is voluntary. A

sample spreadsheet that describes how these data should be organized is included as part of these standards. (Note: Access the spreadsheet at www.nacweb.org/knowledge/assessment/first-destination-survey-standards.aspx). Institutions should track outcomes for those graduates with permanent work authorization and those without permanent work authorization; consequently separate summary analyses should be maintained. This same spreadsheet tool may be effective for individual institutions whether they choose to provide information to NACE or not.

Summary data will be requested by NACE no earlier than February 1 of each year to allow time for institutions time to analyze their data before submission.


6. Further assessments

The standards and protocols articulated here are intended to capture the core elements of career outcomes assessment deemed essential for the initial launch of these standards. It is expected that, as institutions become more familiar and comfortable with these initial standards and fully implement them, the standards will be expanded over time. As such, they do not cover every area of immediate or potential assessment interest to every institution. In fact, many institutions may already be including additional assessments beyond the minimums established in these standards. If so, they should continue that practice in anticipation of future development of the standards.

Recognizing the diverse interests in this area, NACE endorses and encourages supplemental efforts to gather and analyze other information as it relates to and influences career outcomes. Institutions are free to extend their efforts beyond these initial minimum standards, for example, to evaluate questions such as the following:

- What is the level of graduates' satisfaction with their initial career activity following graduation? A common practice would be to use a 5- or 7-point Likert scale to measure satisfaction along a continuum from "not satisfied" to "highly satisfied."
- What is the relationship between the graduates' first-destination activity and their degree program? While this may be of limited interest to certain academic disciplines (e.g., liberal arts), it may be of particular interest to others (e.g., engineering or business). Again, a common practice would be to use a 5- or 7-point Likert scale to measure the relationship along a continuum from "not at all related" to "directly related."
- What is the relationship between the graduate's initial career activity and the nature and extent of participation in the institution's experiential learning programs and activities (e.g., internships, cooperative education)? Common assessments in this area include asking questions about the extent of the graduate's participation in such activities and whether the first postgraduation position was taken with an employer for whom the graduate worked previously as part of an experiential learning program.

- What is the relationship between the graduate's career outcomes and use of the institution's career services? Common assessments in this area include asking graduates to rate services and prioritize their value in helping to achieve the postgraduate career activity. Increasingly, these assessments are being used to develop correlations between graduates' use of services and the likelihood of specific career outcomes.
- What numbers of job offers were received by graduates and/or what were the amounts of those salary offers?
- What were the hire dates for graduates? This is especially important for programs that, for ranking or other compliance purposes, are required to track outcomes during very specific time periods.

Of course, these questions, and several others, can be addressed in different ways and for different populations depending on the interests and goals of the institution. 

Appendix: Sample Survey

Data in this initial section may be prepopulated if using an online survey process. Certain of these data (e.g., name or ID number) may be suppressed if the institution desires confidential responses.

Your Name—First, Middle, Last _____

Academic Program _____

Degree Level _____

Graduation Date _____

Your ID number _____

Are you authorized to permanently work in the U.S.? Yes No

Which of the following BEST describes your PRIMARY status after graduation? Please select only ONE of the following categories:

- Employed full time (on average 30 hours or more per week) ☐
- Employed part time (on average less than 30 hours per week) ☐
- Participating in a volunteer or service program (e.g., Peace Corps) ☐
- Serving in the U.S. military ☐
- Enrolled in a program of continuing education ☐
- Seeking employment ☐
- Planning to continue education but not yet enrolled ☐
- Not seeking employment or continuing education at this time ☐

If your PRIMARY status is employed full time OR employed part time please select the category which BEST describes your employment:

- Employed as an entrepreneur ☐
- Employed in a temporary/contract work assignment ☐
- Employed freelance ☐
- Employed in a postgraduate internship or fellowship ☐
- Employed in all other work categories ☐

If employed, please provide the following information concerning your employment:

Employing organization _____

Position location—city, state, and country _____

Job title _____

If employed full time, annual base salary amount in U.S. dollars: \$ _____

Guaranteed first-year bonus amount in U.S. dollars, if you are receiving one: \$ _____

If your PRIMARY status is participating in a volunteer or service program, please provide the following information about your assignment:

Organization _____

Assignment location—city, state, and country _____

Role or title _____

If your PRIMARY status is serving with the U.S. military, please provide the following information about your assignment:

Service Branch _____

Rank _____

If your PRIMARY status is enrolled in a program of continuing education, please provide the following information concerning your education:

Name of institution _____

Location of the institution—city, state, and country _____

Program of study _____

Degree you are pursuing _____

APPENDIX B: CLASS OF 2015 FIRST DESTINATION SURVEY QUESTIONS

Dear *#{m://FirstName}*: To help us learn more about your BU experience and gain valuable feedback for future BU students, we are asking you to complete our first destination survey. Data collected in the first destination survey helps us to meet several federal, state, and accreditation reporting requirements. **Your participation is important and valued.**

Sharing your contact information as part of the survey allows us to share with you Bloomsburg news and opportunities and events to engage you in our network of 66,000 loyal BU grads.

By taking this survey you are indicating you consent to and comprehend the purpose for sharing the information you provide. All data on employment is kept confidential and only shared in aggregate. Please take a moment now to complete the first destination survey.

Go Huskies!

BUIRB# 2014-022 Questions: cpdce@bloomu.edu

Please verify the following information. Correct any information that is incorrect. An asterisks* indicates required.

- ☐ First Name* _____
- ☐ Last Name* _____
- ☐ Best Email Address _____
- ☐ Best Phone Number _____
- ☐ Street Address _____
- ☐ City* _____
- ☐ Zip Code* _____
- ☐ BuID # _____

In what state do you currently reside?

▼ Alabama ... Not in the United States

Please choose your Major(s) (To choose more than one hold down the "CTRL" Key and select) (Required)

▼Accounting ... Other

Display This Question:

If Please choose your Major(s) (To choose more than one hold down the "CTRL" Key and select)(Required) = Other

Please enter you Major if it is not listed: _____

Please choose your minor or concentration (To choose more than one hold down the "CTRL" Key and select)

▼Accounting ... Theatre Arts

Graduation Month (Required)

▼May ... December

Graduation Year (Required)

▼2015 ... 2014

Which of the following BEST describes your PRIMARY status after graduation? You can only select ONE of the following categories: (Required)

- ☐ Employed full time (on average 30 hours or more per week)
- ☐ Employed part time (on average less than 30 hours per week)
- ☐ Participating in a volunteer or service program (e.g., Peace Corps)
- ☐ Serving in the U.S. military
- ☐ Enrolled in a program of continuing education
- ☐ Seeking employment
- ☐ Planning to continue education but not yet enrolled
- ☐ Not seeking employment or continuing education at this time
- ☐ I choose not to answer.

End of Block: Demographics

Start of Block: I am employed

If your PRIMARY status is employed full time OR employed part time please select the category which BEST describes your employment: (Required)

- ☐ Employed as an entrepreneur
- ☐ Employed in a temporary/contract work assignment
- ☐ Employed freelance
- ☐ Employed in a postgraduate internship or fellowship
- ☐ Employed in a full-time or part-time position that is neither entrepreneurial or temporary

Display This Question:

If If your PRIMARY status is employed full time OR employed part time please select the category whi... = Employed in a temporary/contract work assignment

Are you an education graduate currently substitute teaching? (Required)

- ☐ Yes
- ☐ No

Skip To: Q10 If Are you an education graduate currently substitute teaching? (Required) = No

Display This Question:

If Are you an education graduate currently substitute teaching? (Required) = Yes

In which capacity are you currently substitute teaching?

- ☐ Day to day (e.g. on call, as needed for one or more schools or school districts)
- ☐ Long-term substitution (e.g. filling in for someone that will be out for an extended period of time)
- ☐ Permanent substitute for a school district

If employed, please provide the following information concerning your employment. Blue text indicates that you can roll over the words to get an additional explanation.

Employer: _____

City: _____

State*

▼Alabama ... Not in the United States

Display This Question:

If State* = Pennsylvania

County

▼Adams ... York

Display This Question:

If State* = Not in the United States

Country if other than U.S.: _____

Job Title: _____

If employed full time, annual base salary amount in U.S. dollars: (Kept Confidential)

Guaranteed first-year bonus amount in U.S. dollars, if you are receiving one: (Kept Confidential)

Did you obtain this position through services provided by the Center for Professional Development and Career Experience (e.g., Job Fair, On-Campus Recruitment, Networking Event)? (Required)

☐ Yes

☐ No

Display This Question:

If Did you obtain this position through services provided by the Center for Professional Development... = Yes

If Yes, please list event and semester (e.g. Career Expo, Fall of 2014):

What was the length of time, whether self-employed or employed by another, it took you to secure your first position after graduation?

- ☐ Before graduation
- ☐ Up to 3 months
- ☐ Up to 6 months
- ☐ Up to one year

Was your first position after graduation related to the degree you received from Bloomsburg University?

- ☐ Yes
- ☐ No

End of Block: I am employed

Start of Block: All Questions

As a student, please indicate which of the following activities you participated in for exploring career options. (Check all that apply.)

- ☐ Job Shadowing (Sophomore Experiential Learning program)
- ☐ Career Chats or Informational Sessions with Organizations/Alums
- ☐ Husky Career Road Trip
- ☐ Focus 2 (major and career exploration tool)
- ☐ Alumni Networking Event
- ☐ Professional Conference/Scholarship (paper or poster presentation)
- ☐ Career Day (Sponsored by a college. For example, COST Career Day)
- ☐ I did not participate in any of these.
- ☐ Other (Please describe) _____

As a student, please indicate which of the following activities you participated in for cultivating your professional skills. (Check all that apply.)

- ☐ Academic Internship (for credit)
- ☐ Undergraduate Research
- ☐ Creative Activity (art show, music recital/performance)
- ☐ Professional Conference/Scholarship (paper or poster presentation)
- ☐ Community Service
- ☐ Non-credit Internship
- ☐ I did not participate in any of these.
- ☐ Other (Please describe) _____

As a student, please indicate which of the following activities or services you utilized for acquiring a job (Check all that apply.)

- ☐ Husky Career Link
- ☐ On-Campus Recruitment
- ☐ Job Fair (Career Expo, CPEC, Education Expo)
- ☐ Career Day (Sponsored by a college. For example, COST Career Day)
- ☐ I did not participate in any of these.
- ☐ Other (Please describe) _____

As a student, please indicate which of the following activities you participated in for preparing yourself as a job candidate (Check all that apply.)

- ☐ Personal Branding/Elevator Pitch
 - ☐ Resume/Cover Letter Review
 - ☐ Mock Interviews
 - ☐ Career Coaching (one-to-one appointment with a Career Coach on campus)
 - ☐ Social Media/Professional Profile
 - ☐ Portfolio Creation (either tangible or ePortfolio)
 - ☐ I did not participate in any of these.
 - ☐ Other (Please describe) _____
-

To what extent did Bloomsburg University prepare you to demonstrate any of the following skills in a professional setting: (Select all that apply)

	Not applicable	No preparation	A little preparation	Some preparation	Significant preparation
Analytical (Are you assessing and/or evaluating circumstances to determine an appropriate solution?)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications (Are you corresponding professionally in written, oral, and/or visual formats?)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information Literacy (Are you acquiring and applying information in ethical manners?)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture/Diversity (Are you demonstrating awareness of self in context to your work environment, while interacting with others appropriately?)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citizenship (Are you managing your self through planning, organization, and goal setting?)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Knowledge (Are you applying specific knowledge of the field you studied while at Bloomsburg University?)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entrepreneurship (Are you demonstrating the ability to develop and run a profitable business?)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What engagement opportunities with Bloomsburg University would you like to see for young alumni such as yourself? What would you participate in? (Rank in order of importance.)

- _____ Professional Development (additional support to continuously hone your skills)
- _____ Career Networking (with other alums in your region)
- _____ Social Events (with other alums in your region)
- _____ Career and Life Planning (Physical Health, Money & Finances, Career Vocation, Personal Development, Spirituality)
- _____ Volunteerism (for a specific BU event, a classroom presentation, donation of career clothes)
- _____ Other (Please describe how you would like to be engaged.)

Additional Comments

End of Block: All Questions

Start of Block: Volunteer

If your PRIMARY status is participating in a volunteer or service program, please provide the following information about your assignment:

Organization: _____

City: _____

State*

▼ Alabama ... Not in the United States

Display This Question:

If State* = Pennsylvania

County

▼ Adams ... York

Display This Question:

If State* = Not in the United States

Country if other than U.S.: _____

Role or Title: _____

End of Block: Volunteer

Start of Block: Military

If your PRIMARY status is serving in the U.S. Military, please provide the following information about your assignment:

Thank you for your service to our country! Your Service Branch:

▼Select Branch ... Navy

Rank: _____

End of Block: Military

Start of Block: Continuing education

If your PRIMARY status is enrolled in a program of continuing education, please provide the following information concerning your education:

Name of Institution: _____

City: _____

State*

▼ Alabama ... Not in the United States

Display This Question:

If State* = Pennsylvania

County

▼ Adams ... York

Display This Question:

If State* = Not in the United States

Country if other than U.S.: _____

Program of Study: _____

Degree you are pursuing: _____

End of Block: Continuing education

Start of Block: Not Yet Enrolled

PRIMARY status is planning to continue education, but not yet enrolled, please provide the following information concerning your education:

☐ Program of study planning to pursue: _____

☐ Degree you are pursuing: _____

End of Block: Not Yet Enrolled

Start of Block: Seeking Employment

Would you be interested in future Alum Career Services? (Required)

☐ Yes

☐ No

Display This Question:

If Would you be interested in future Alum Career Services? (Required) = Yes

Which of the following services would you be interested in: (Select all that apply)

- ☐ Networking opportunities
- ☐ Job search assistance
- ☐ Mock interviews
- ☐ Resume and cover letter critiques
- ☐ Tips on how to improve your personal brand and networking activities
- ☐ All of these services packaged into a one or two day workshop

If your PRIMARY status is not seeking employment nor continuing education at this time, please indicate the reason: (Required)

- ☐ Currently employed
- ☐ Other

Skip To: Q75 If If your PRIMARY status is not seeking employment nor continuing education at this time, please in... = Other

Display This Question:

If If your PRIMARY status is not seeking employment nor continuing education at this time, please in... = Currently employed

I am employed:

- ☐ Employed full time (on average 30 hours or more per week)
- ☐ Employed part time (on average less than 30 hours per week)

Skip To: Q75 If I am employed: = Employed full time (on average 30 hours or more per week)

Display This Question:

If If your PRIMARY status is not seeking employment nor continuing education at this time, please in... = Other

Reason for not seeking employment or continuing education (Optional):

APPENDIX C: DEGREES GRANTED

College	Department	Current CIP Code	Academic Plan	Academic Sub-Plan	Degree	2014-2015
COB	Accounting	52.0301	Bus Admin*Accounting BSBA		BSBA	71
COB	Bus Educ and Info and Tech Mngt	52.0201	BUS*BUS ADM*BUSINESS INFO SYST		BSBA	
COB	Bus Educ and Info and Tech Mngt	52.0201	Bus Admin*Info & Tech Mgt BSBA		BSBA	38
COB	Bus Educ and Info and Tech Mngt	52.0201	Bus Adm*Mgt Info Systems BSBA		BSBA	2
COB	Bus Educ and Info and Tech Mngt	52.0101	Business Education BSED		BSED	10
COB	Computer & Information Systems	11.0101	BUS*COMPUTER & INFORMATION SCI		BS	
COB	Finance	52.0201	Bus Admin*Finance BSBA		BSBA	55
COB	Management	52.0201	Bus Admin*Management BSBA		BSBA	126
COB	Management	52.0201	Bus Admin*Management BSBA	Supply Chain Management	BSBA	13
COB	Marketing	52.0201	Bus Admin*Marketing BSBA		BSBA	105
Total Degrees Granted, College of Business						420

College	Department	Current CIP Code	Academic Plan	Academic Sub-Plan	Degree	2014-2015
COLA	Anthropology	45.0201	Anthropology BA		BA	25
COLA	Art and Art History	50.0703	Art History BA		BA	4
COLA	Art and Art History	50.0702	Art Studio BA		BA	18
COLA	Communication Studies	09.0901	Communication Studies BA		BA	
COLA	Communication Studies	09.0901	Communication Studies BA	Interpersonal Communications	BA	52
COLA	Communication Studies	09.0901	Communication Studies BA	Leadership & Public Advocacy	BA	22
COLA	Communication Studies	09.0901	Communication Studies BA	Organizational Communication	BA	43
COLA	Economics	45.0601	Economics BA		BA	
COLA	Economics	45.0601	Economics BA	Business	BA	35
COLA	Economics	45.0601	Economics BA	General	BA	2
COLA	Economics	45.0601	Economics BA	Political Economics	BA	7
COLA	Economics	52.0601	Economics Business Minor		BS	
COLA	English	23.0101	English BA		BA	18
COLA	English	23.0101	English BA	Creative Writing	BA	11
COLA	History	54.0101	History BA		BA	23
COLA	Interdisciplinary Studies	30.0000	Interdisciplinary Studies BA	University Studies	BA	2
COLA	Languages & Cultures	16.0101	Languages and Cultures BA	Chinese	BA	1
COLA	Languages & Cultures	16.0101	Languages and Cultures BA	French	BA	4
COLA	Languages & Cultures	16.0101	Languages and Cultures BA	German	BA	1
COLA	Languages & Cultures	16.0101	Languages and Cultures BA	Spanish	BA	13
COLA	Languages & Cultures	16.0501	German BA		BA	3
COLA	Languages & Cultures	16.0901	French BA		BA	
COLA	Languages & Cultures	16.0905	Spanish BA		BA	1
COLA	Mass Communications	09.0102	Mass Communications BA		BA	
COLA	Mass Communications	09.0102	Mass Communications BA	Journalism	BA	15
COLA	Mass Communications	09.0102	Mass Communications BA	Public Relations	BA	54
COLA	Mass Communications	09.0102	Mass Communications BA	Telecommunications	BA	21
COLA	Music, Theatre and Dance	50.0901	Music BA		BA	
COLA	Music, Theatre and Dance	50.0901	Music BA	Audio Video Record	BA	7
COLA	Music, Theatre and Dance	50.0901	Music BA	Ed Cert K-12	BA	4
COLA	Music, Theatre and Dance	50.0901	Music BA	Liberal Arts	BA	2

College	Department	Current CIP Code	Academic Plan	Academic Sub-Plan	Degree	2014-2015
COLA	Music, Theatre and Dance	50.0501	Theatre Arts BA		BA	1
COLA	Music, Theatre and Dance	50.0501	Theatre Arts BA	Design	BA	1
COLA	Music, Theatre and Dance	50.0501	Theatre Arts BA	Integrated	BA	2
COLA	Music, Theatre and Dance	50.0501	Theatre Arts BA	Performance	BA	3
COLA	Philosophy	38.0101	Philosophy BA		BA	6
COLA	Philosophy		Humanities BA		BA	
COLA	Political Science	45.1001	Political Science BA		BA	28
COLA	Political Science	45.1001	Political Science BA	Legal Studies Option	BA	2
COLA	Psychology	42.0101	Psychology BA		BA	109
COLA	Sociology, Social Work & Criminal Justice	43.0104	Criminal Justice BA		BA	86
COLA	Sociology, Social Work & Criminal Justice	44.0701	Social Work BSW		BSW	48
COLA	Sociology, Social Work & Criminal Justice	45.1101	Sociology BA		BA	35
Total Degrees Granted, College of Liberal Arts						709

College	Department	Current CIP Code	Academic Plan	Academic Sub-Plan	Degree	2014-2015
COE	Exceptionality Programs	16.1603	ASL/English Interpreting BS	Education Deaf/HOH	BS	
COE	Exceptionality Programs	16.1603	ASL/English Interpreting BS		BS	17
COE	Exceptionality Programs	13.1001	Ment/Phys Hand*Spec Ed BSEd		BSED	
COE	Exceptionality Programs	13.1001	Spec Ed(PK-8)/EChild(PK-4)	Deaf/HOH	BSED	
COE	Exceptionality Programs	13.1001	Spec Ed(PK-8)/EChild(PK-4)		BSED	79
COE	Exceptionality Programs	13.1001	Spec Ed/EI Ed*Deaf/HoH BSEd		BSED	
COE	Exceptionality Programs	13.1001	Spec Ed/EI Ed*Math BSEd		BSED	
COE	Exceptionality Programs	13.1001	Special Ed/Elementary Ed BSEd		BSED	
COE	Teaching and Learning	13.1210	Early Childhood (PK-4) BSEd	Deaf/HOH	BSED	
COE	Teaching and Learning	13.1210	Early Childhood (PK-4) BSEd	Language Arts	BSED	2
COE	Teaching and Learning	13.1210	Early Childhood (PK-4) BSEd		BSED	81
COE	Teaching and Learning	13.1202	Early Childhood Ed/Ele Ed BSEd		BSED	
COE	Teaching and Learning	13.1202	Elementary Education BSEd	Ed Deaf/HoH	BSED	
COE	Teaching and Learning	13.1202	Elementary Education BSEd	Exceptional Children	BSED	
COE	Teaching and Learning	13.1202	Elementary Education BSEd	Language Arts	BSED	
COE	Teaching and Learning	13.1202	Elementary Education BSEd	Mathematics	BSED	
COE	Teaching and Learning	13.1202	Elementary Education BSEd	Psychology	BSED	
COE	Teaching and Learning	13.1202	Elementary Education BSEd		BSED	
COE	Teaching and Learning	13.1203	Middle Level Ed (4-8) BSEd	Language Arts	BSED	3
COE	Teaching and Learning	13.1203	Middle Level Ed (4-8) BSEd	Mathematics	BSED	15
COE	Teaching and Learning	13.1203	Middle Level Ed (4-8) BSEd	Science	BSED	4
COE	Teaching and Learning	13.1203	Middle Level Ed (4-8) BSEd	Social Studies	BSED	4
COE	Teaching and Learning	13.1202	N-K-3/Elementary Ed BSEd	Ed Deaf/HoH	BSED	
COE	Teaching and Learning	13.1202	N-K-3/Elementary Ed BSEd	Exceptional Children	BSED	
COE	Teaching and Learning	13.1202	N-K-3/Elementary Ed BSEd	Language Arts	BSED	
COE	Teaching and Learning	13.1202	N-K-3/Elementary Ed BSEd	Mathematics	BSED	
COE	Teaching and Learning	13.1202	N-K-3/Elementary Ed BSEd	Psychology	BSED	
COE	Teaching and Learning	13.1202	N-K-3/Elementary Ed BSEd		BSED	

College	Department	Current CIP Code	Academic Plan	Academic Sub-Plan	Degree	2014-2015
COE	Teaching and Learning	26.0101	Sec Ed*Biology BSEd		BSED	
COE	Teaching and Learning	40.0501	Sec Ed*Chemistry BSEd		BSED	
COE	Teaching and Learning	45.9999	Sec Ed*Citizenship BSEd		BSED	14
COE	Teaching and Learning	23.1001	Sec Ed*Comm BSEd		BSED	1
COE	Teaching and Learning	23.0101	Sec Ed*English BSEd		BSED	13
COE	Teaching and Learning	40.0601	Sec Ed*ESS BSEd		BSED	
COE	Teaching and Learning	16.0901	Sec Ed*French BSEd		BSED	1
COE	Teaching and Learning	27.0101	Sec Ed*Mathematics BSEd		BSED	4
COE	Teaching and Learning	40.0801	Sec Ed*Physics BSEd		BSED	2
COE	Teaching and Learning	16.0905	Sec Ed*Spanish BSEd		BSED	6
Total Degrees Granted, College of Education						246

College	Department	Current CIP Code	Academic Plan	Academic Sub-Plan	Degree	2014-2015
COST	Audiology & Speech Pathology	51.0204	Speech Path & Audiology BS		BS	74
COST	Audiology & Speech Pathology	51.0204	Speech Path & Audiology BS	Exceptionalities	BS	
COST	Audiology & Speech Pathology	51.0204	Speech Path & Audiology BS	Deaf/HOH	BS	
COST	Bio & Allied Health Sci	26.0101	Biology BA		BA	10
COST	Bio & Allied Health Sci	26.0101	Biology BS		BS	10
COST	Bio & Allied Health Sci	26.0101	Biology BA	Natural History	BA	2
COST	Bio & Allied Health Sci	26.0101	Biology BS	Environmental Biology	BS	10
COST	Bio & Allied Health Sci	26.0101	Biology BS	Microbiology	BS	
COST	Bio & Allied Health Sci	26.0101	Biology BS	Molecular Biology	BS	2
COST	Bio & Allied Health Sci	26.0101	Biology BS	Pre-Medical Science	BS	12
COST	Bio & Allied Health Sci	51.1005	Clinical Lab Science		BS	
COST	Bio & Allied Health Sci	51.1005	Health Sciences BS		BS	
COST	Bio & Allied Health Sci	51.1005	Health Sciences BS	Clinical Lab Science	BS	
COST	Bio & Allied Health Sci	51.1005	Health Sciences BS	Medical Lab Science	BS	2
COST	Bio & Allied Health Sci	51.1005	Health Sciences BS	General	BS	8
COST	Bio & Allied Health Sci	51.1005	Health Sciences BS	Pre-Phys Therapy	BS	13
COST	Bio & Allied Health Sci	51.1005	Health Sciences BS	Pre-Phys Assist	BS	12
COST	Bio & Allied Health Sci	51.0907	Medical Imaging BS		BS	54
COST	Chemistry & Biochemistry	40.0501	Chemistry BA		BA	1
COST	Chemistry & Biochemistry	40.0501	Chemistry BS		BS	1
COST	Chemistry & Biochemistry	40.0501	Chemistry BS	ACS Certification	BS	
COST	Chemistry & Biochemistry	40.0501	Chemistry BS	Biochemistry	BS	5
COST	Chemistry & Biochemistry	40.0501	Chemistry BS	Nanotechnology	BS	2
COST	Exercise Science and Athletics	31.0599	Exercise Science BS		BS	77
COST	Geography & Geosciences	40.0601	Environ, Geog, Geol Sci BS	Geography & Planning	BS	7
COST	Geography & Geosciences	40.0601	Environ, Geog, Geol Sci BS	Professional Geology	BS	11
COST	Geography & Geosciences	40.0602	Environ, Geog, Geol Sci BS	Environmental Geosci	BS	9
COST	Geography & Geosciences	40.0601	Earth Science BS		BS	
COST	Geography & Geosciences	45.0701	Geography BA		BA	
COST	Geography & Geosciences	45.0701	Geography BA	Environmental Planning	BA	17
COST	Geography & Geosciences	45.0701	Geography BA	General	BA	
COST	Geography & Geosciences	45.0701	Geography BA	Urban & Reg Plan	BA	2
COST	Geography & Geosciences	40.0601	Geoscience BS	Earth Science	BS	
COST	Geography & Geosciences	40.0601	Geoscience BS	Environmental Science	BS	8

College	Department	Current CIP Code	Academic Plan	Academic Sub-Plan	Degree	2014-2015
COST	Geography & Geosciences	40.0601	Geoscience BS	Geology	BS	2
COST	Geography & Geosciences	40.0601	Geoscience BS	Planetary Science	BS	
COST	Instructional Technology	11.1099	Technical Leadership BAS		BAS	3
COST	Math, Computer Sci & Statistics	43.0116	Digital Forensics BS (former 11.9999)		BS	66
COST	Math, Computer Sci & Statistics	11.0701	Computer Science BS		BS	20
COST	Math, Computer Sci & Statistics	27.0101	Mathematics BA		BA	6
COST	Math, Computer Sci & Statistics	27.0101	Mathematics BA	Statistics	BA	7
COST	Math, Computer Sci & Statistics	27.0101	Mathematics BS		BS	7
COST	Nursing	51.3801	Nursing BSN		BSN	65
COST	Nursing	51.3801	Nursing Licensed RN BSN		BSN	2
COST	Physics & Engineering Tech	14.1001	Elec Engineering Technology BS		BS	13
COST	Physics & Engineering Tech	51.2205	Health Physics BS		BS	4
COST	Physics & Engineering Tech	40.0801	Physics BA		BA	1
COST	Physics & Engineering Tech	40.0801	Physics BS		BS	7
Total Degrees Granted, College of Science & Technology						552
Total Bachelor's Degrees Granted						1927

College	Department	Current CIP Code	Academic Plan	Academic Sub-Plan	Degree	2014-2015
COB	Accounting	52.0301	Accounting		MACC	12
COB	Bus Educ and Info and Tech Mngt	52.0101	Bus Ed/ITM MED		MED	1
COB	Bus Educ and Info and Tech Mngt	52.0101	Bus Ed/ITM Certification MED		MED	1
COB	Management	52.0201	Business Administration MBA		MBA	28
COE	Exceptionality Programs	13.1003	Ed Deaf/Hard of Hearing MS		MS	5
COE	Exceptionality Programs	13.1001	Special Ed*Exceptionalities MS	Exceptionalities N/C	MS	
COE	Exceptionality Programs	13.1001	Special Ed*Exceptionalities MS	Exceptionalities T/C	MS	
COE	Exceptionality Programs	13.1001	Special Ed*Exceptionalities MS		MS	3
COE	Exceptionality Programs	13.1001	Special Education MED	Special Education 7-12	MED	2
COE	Exceptionality Programs	13.1001	Special Education MED	PK-8	MED	4
COE	Exceptionality Programs	13.1001	Special Education MED	PK-8/Early Childhood Ed (PK-4)	MED	2
COE	Exceptionality Programs	13.1001	Special Education MS		MS	6
COE	Exceptionality Programs	13.1001	Teaching Phys/Ment Handicap MS		MS	
COE	Teaching and Learning	13.1101	Counseling MED	Elementary School	MED	3
COE	Teaching and Learning	13.1101	Counseling MED	Secondary School	MED	2
COE	Teaching and Learning	13.1101	Counseling MED	Student Affairs	MED	16
COE	Teaching and Learning	13.0301	Curr & Instruction (CERT)		MED	8
COE	Teaching and Learning	13.0301	Curriculum & Instruction MED		MED	21
COE	Teaching and Learning	13.1210	Early Childhood Ed MED	Early Childhood Ed w Cert	MED	4
COE	Teaching and Learning	13.1210	Early Childhood Ed MS		MS	
COE	Teaching and Learning	13.0401	Educational Leadership	Principal Certification	MED	1
COE	Teaching and Learning	13.0401	Educational Leadership	Student Affairs	MED	10
COE	Teaching and Learning	13.1202	Elementary Education Cert MED		MED	
COE	Teaching and Learning	13.1202	Elementary Education MED		MED	
COE	Teaching and Learning	13.1203	Middle Level MED	Mathematics	MED	1
COE	Teaching and Learning	13.1315	Reading MED		MED	8
COLA	Political Science	44.0504	Pub Policy and Inter'l Affairs		MA	
COST	Audiology & Speech Pathology	51.0202	Audiology AuD		AUD	24

College	Department	Current CIP Code	Academic Plan	Academic Sub-Plan	Degree	2014-2015
COST	Audiology & Speech Pathology	51.0203	Comm Dis*Speech/Lang Path MS		MS	26
COST	Audiology & Speech Pathology	51.0299	School Based Sp Lang Path MED		MED	21
COST	Bio & Allied Health Sci	26.0101	Biology MS		MS	5
COST	Bio & Allied Health Sci	51.0911	Radiologist Assistant MS		MS	
COST	Exercise Science and Athletics	51.0913	Clinical Athletic Training MS		MS	9
COST	Exercise Science and Athletics	31.0505	Exercise Science MS	Non-Thesis Option	MS	17
COST	Exercise Science and Athletics	31.0505	Exercise Science MS	Thesis Option	MS	3
COST	Exercise Science and Athletics	31.0505	Exercise Science MS		MS	
COST	Instructional Technology	13.0501	Instructional Technology MS	Education	MS	12
COST	Instructional Technology	13.0501	Instructional Technology MS	Corporate	MS	27
COST	Instructional Technology	13.0501	Instructional Technology MS		MS	
COST	Nursing	51.3801	Nursing MSN	Adult-Gerontology Primary Care Nurse Practitioner	MSN	7
COST	Nursing	51.3801	Nursing MSN	Adult Nurse Practitioner	MSN	
COST	Nursing	51.3801	Nursing MSN	Adult Hlth Clinical Nurse Spec	MSN	
COST	Nursing	51.3801	Nursing MSN	Community Health - Public Health	MSN	
COST	Nursing	51.3801	Nursing MSN	Community Health - School Nurs	MSN	5
COST	Nursing	51.3801	Nursing MSN	Family Nurse Practitioner	MSN	6
COST	Nursing	51.3801	Nursing MSN	Nurse Anesthetist MSN	MSN	9
COST	Nursing	51.3801	Nursing MSN	Nurse Administrator	MSN	
COST	Nursing	51.3801	Nursing MSN		MSN	
Total Degrees Granted, College of Graduate Studies						309
Total Degrees Granted						2236