FIRST DESTINATION SURVEY REPORT

for Bloomsburg University of Pennsylvania

Class of 2016

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 annual 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 additional information 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 guidelines were used to define the Class of 2016 as those individuals completing an undergraduate or graduate degree in the summer and fall of 2015 and the spring of 2016.

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 2016 data was collected in June and July of 2017. 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 27% (531 of 1988) of 2016 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 –
   o All students who completed a degree between July 1 to June 30 of a year
   o All students who obtained an associate, baccalaureate, masters, or terminal degree
   o All students with permanent and without permanent work authorization
2. Targeting knowledge rates – 65% minimum
   o Refers to the information gathered on the graduate through reasonable and/or verifiable means
   o 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
   o Representative categories that reflect what a graduate is doing post-graduation
   o Examples include: Employed full-time, Continuing education, Military, Volunteer Experience, etc.
4. Career outcomes rate
   o 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
   o NACE targets December 31 of each year
   o This will provide consistency for reporting and purposes of comparison
6. Further assessments
   o NACE encourages additional questions to assess and analyze information that influences career outcomes
   o Examples include participation in career activities post-graduation, employment within major or field, and participation in experiential learning opportunities.

Bloomsburg University granted 1988 degrees (undergraduate and graduate) in 2015-2016. Of the 1988 alumni, roughly 27% (n=531) responded to the survey. About 85% (n=453) of respondents are considered placed in either employment or continuing education. The remaining 15% are either seeking or not seeking education or employment at the time of this survey.

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

Respondents per College

COST, 171

ZCOB, 128

COLA, 151

COE, 81

The chart below summarizes the placed respondents (n=453) based on their post-graduation status.

Placed Respondents

Volunteer Service	0%
Military	0%
Continuing Education	23%
Employed	77%

Of the 531 respondents, 129 provided information about where they are working. About 81% (n=104) of these respondents work in Pennsylvania and the top employers are Geisinger Health System and Health Plan. The average salary for BU alumni holding an undergraduate degree ranges from $22,000.00 as the low-end and $70,000.00 as the high-end (n= 254). The salary range for alumni with a graduate degree is $30,000.00 and $90,000.00 (n=73).

ZEIGLER COLLEGE OF BUSINESS (ZCOB) HIGHLIGHTS

ZCOB had 461 graduates with 425 receiving undergraduate degrees and 36 receiving graduate degrees in 2015-2016. Of the 461 graduates, 128 completed the post-graduate survey rendering a response rate of approximately 28%. Out of these respondents, the following information was compiled to present a profile of Class of 2016 graduates:

- 64 of the full-time employed graduates indicated they acquired their position prior or up to 3 months after graduation.
- 57 graduates are employed in full-time positions related to their degree program
- Of the 77 who indicated they are employed full-time, 58 stated that they are working in PA and 14 are out of state. There were 5 respondents who did not indicate which state they are working in.
- Average salary of full-time employed is $46,645.72
- A sample of organizations, at which graduates are employed:
  - Kreischer Miller
  - Woolrich, Inc.
  - Aramark
  - CH Robinson
  - PPL
  - Sherwin Williams
  - Bloomsburg University
  - Temple University

- A sample of the positions in which graduates are employed:
  - VP of Operations
  - Staff Accountant
  - Account Executive
  - Procurement Specialist
  - Supply Chain Associate

- Below is a sample of other institutions ZCOB students are enrolled in:
  - Caplin University

- A sample of the graduate programs in which ZCOB students are currently enrolled:
  - Business Administration MBA
  - Accounting MAcc
  - Instructional Technology MS

ZCOB SPECIFIC GRADUATE RESPONSES

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

Academic Program Name (n = 128)	# Grads	# of Rs	% of Rs	Employed FT	Employed PT	Continuing Ed	Seeking Employment	Seeking Continuing Ed	Grads Placed	% Grads Placed
Accounting	65	28	43%	15	2	9	1	1	26	93%
Business Education	2	2	100%	1	-	1	-	-	2	100%
Finance	58	11	19%	6	-	1	4	-	7	64%
Information and Technology Management	30	8	27%	7	-	-	-	1	7	88%
Management	151	20	13%	13	4	2	-	1	19	95%
Management – SCM	20	6	30%	5	1	-	-	-	6	100%
Marketing	92	36	39%	21	-	11	3	1	32	89%
Supply Chain Management	7	2	28%	2	-	-	-	-	2	-
Accounting MACC	17	3	18%	3	-	-	-	-	3	100%
Business Administration MBA	17	12	71%	6	2	2	1	1	10	83%
Business Education MED	1	-	-	-	-	-	-	-	-	-
Business Education MED Certification	1	-	-	-	-	-	-	-	-	-
Totals:	**461**	**128**	**28%**	**77**	**8**	**29**	**9**	**5**	**114**	**90%**

* The number of total graduates from ZCOB are representative 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. The majority of respondents thought they were significantly or somewhat prepared in all categories but entrepreneurship. The two highest ranked skills for ZCOB were communication and information literacy, followed by academic knowledge 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	116	51	44	15	3	3	82%
Analytical	116	51	39	20	4	2	78%
Communication	115	66	39	8	-	2	91%
Information Literacy	116	59	38	13	4	2	84%
Culture/Diversity	115	55	34	21	-	5	77%
Citizenship	116	54	34	18	7	3	76%
Entrepreneurship	115	33	33	26	13	9	58%
Totals:	**809**	**370**	**261**	**121**	**31**	**26**	**78%**

Out of the 461 total ZCOB alumni, 96 provided input into how they participated in activities that develop them professionally during their time at BU. About 82% of ZCOB respondents participated in community service and about 68% attended a university sponsored job fair. Approximately 49% took advantage of a professional conference/scholarship and about 48% participated in a college career day.

Academic/Professional Participation	# of Rs	Participated	Did not Participate	Unaware	% Participation
Academic Internship	86	38	48	-	44%
Undergraduate/Graduate Research	74	17	57	-	23%
Creative Activity	78	25	53	-	32%
Professional Conference/Scholarship	79	39	40	-	49%
Community Service	96	79	17	-	82%
Non-Credit Internship	86	39	47	-	45%
On-Campus Recruitment	82	41	41	-	50%
Job Fair	93	63	30	-	68%
College Career Day	83	40	43	-	48%
On-Campus Research Days (caller survey only)	71	7	64	-	10%
Totals:	828	388	440	-	47%

COLLEGE OF EDUCATION (COE) HIGHLIGHTS

In 2015-2016, COE had 305 graduates and 81 completed the post-graduate survey, rendering a response rate of approximately 27%. Out of these respondents, the following information was compiled to present a profile of Class of 2016 graduates:

- 29 respondents enrolled in continuing education, with 3 of those staying at Bloomsburg University.
- Of the 49 who indicated they are employed full-time, 29 are working in PA and 12 are out of state. There were 8 respondents who did not indicate their employment location.
- 33 graduates are employed in full-time positions related to their degree program
- 37 of the full-time employed graduates indicated they acquired their position prior or up to 3 months after graduation.
- Average salary of full-time employed is $40,488.98
- A sample of organizations at which graduates are employed:
    - Selinsgrove Area SD
    - Dept. of Civil Services
    - Bloomsburg Area SD
    - Danville Area SD
    - Geisinger Health Systems
    - Penn State University

- A sample of the positions in which graduates are employed:
    - Teacher
    - Co-Curricular Coordinator
    - ASL/English Interpreter
    - Recruitment Coordinator
    - Career Development Coordinator

- Below is a sample of other institutions COE students are enrolled in:
    - Loyola University
    - Wilkes University

- A sample of the graduate programs in which COE students are currently enrolled:
    - Educational Leadership PhD
    - English Literature PhD
    - Special Education MS

COE SPECIFIC GRADUATE RESPONSES

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

Academic Program Name (n = 81)	# Grads	# of Rs	% of Rs	Employed FT	Employed PT	Continuing Ed	Seeking Employment	Seeking Continuing Ed	Grads Placed	% Grads Placed
ASL/English Interpreting	14	13	93%	4	3	5	-	1	12	92%
Early Childhood Education PK-4	82	15	18%	9	4	2	-	-	15	100%
Early Childhood PK-4/Education of the Deaf and HOH N-12 Dual Certification	-	4	-	3	1	-	-	-	4	100%
Middle Level Education 4-8	11	1	9%	1	-	-	-	-	1	100%
Secondary Ed., Biology	1		-	-	-	-	-	-	-	-
Secondary Ed., Citizenship	7	2	29%	2	-	-	-	-	2	100%
Secondary Ed., English	10	3	30%	1	-	1	1	-	2	67%
Secondary Ed., ESS	1	-	-	-	-	-	-	-	-	-
Secondary Ed., Mathematics	8	7	88%	4	1	1	-	1	6	86%
Secondary Ed., Spanish	3		-	-	-	-	-	-	-	-
Special Education PK-8/Early Childhood PK-4 Dual Certification	82	12	15%	11	1	-	-	-	12	100%
Curriculum and Instruction MEd	14	5	36%	4	-	-	-	1	4	80%
Curriculum and Instruction Med Certification	4	-	-	-	-	-	-	-	-	-
Early Childhood Education MEd	2	3	150%	1	1	1	-	-	3	100%
Education Dead/HoH MS	5	-	-	-	-	-	-	-	-	-
Education Leadership MEd	28	12	43%	5	4	2	-	1	11	92%
Middles Level Med	2	-	-	-	-	-	-	-	-	-
Reading MEd	11	2	18%	2	-	-	-	-	2	100%
School Counseling & College Student Affairs MEd	11	2	18%	2	-	-	-	-	2	100%
Special Education MED	2	-	-	-	-	-	-	-	-	-
Special Education MS	7	-	-	-	-	-	-	-	-	-
Totals:	305	81	27%	49	15	12	1	4	76	94%

* The number of total graduates from COE are representative of data from Institutional Research

- Data on the table above is reflective of the responses gathered through First Destination. Some majors may have more responses than graduates due to alum(s) self-identifying themselves as a specific major.

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 communication and academic knowledge, followed by information literacy, analytical skills, 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	86	63	17	4	2	-	93%
Analytical	86	44	30	9	1	2	86%
Communication	86	55	26	4	-	1	94%
Information Literacy	85	49	29	5	1	1	92%
Culture/Diversity	86	50	24	11	-	1	86%
Citizenship	86	52	20	9	1	4	84%
Entrepreneurship	86	6	21	20	20	19	31%
Totals:	**601**	**319**	**167**	**62**	**25**	**28**	**81%**

COE SPECIFIC PARTICIPATION IN ACADEMIC AND PROFESSIONAL EXPERIENCES

Out of the 305 COE alumni, 77 provided input into how they participated in activities that develop them professionally during their time here at BU. About 76% of COE respondents participated in community service and about 58% completed a for-credit internship. Approximately 34% took advantage of a professional conference/scholarship and about 30% participated in a college career day and undergraduate/graduate research.

Academic/Professional Participation	# of Rs	Participated	Did not Participate	Unaware	% Participation
Academic Internship	77	45	32	-	58%
Undergraduate/Graduate Research	67	20	47	-	30%
Creative Activity	66	16	50	-	24%
Professional Conference/Scholarship	67	23	44	-	34%
Community Service	76	58	18	-	76%
Non-Credit Internship	64	6	58	-	9%
On-Campus Recruitment	66	7	59	-	11%
Job Fair	75	39	36	-	52%
College Career Day	67	20	47	-	30%
On-Campus Research Days (caller survey only)	64	2	62	-	3%
Totals:	689	236	453	-	34%

COLLEGE OF LIBERAL ARTS (COLA) HIGHLIGHTS

In 2015-2016, COLA had 580 graduates and 151 completed the post-graduate survey, rendering a response rate of about 26%. Out of these respondents, the following information was compiled to present a profile of Class of 2016 graduates:

- 32 respondents enrolled in continuing education, with 13 of those staying at Bloomsburg University.
- Of the 69 who indicated they are employed full-time, 51 are working in PA and 9 are out of state. There were 9 respondents who did not indicate their employment location.
- 44 graduates are employed in full-time positions related to their degree program
- 48 of the full-time employed graduates indicated they acquired their position prior or up to 3 months after graduation.
- Average salary of full-time employed is $32,678.13
- A sample of organizations, at which graduates are employed:
  - Geisinger Health Systems
  - 15Four LLC
  - First Quality
  - ADT Payroll
  - PPL
  - Vanguard

- A sample of the positions in which graduates are employed:
  - IT Compliance Analyst
  - Technical Writer
  - Paralegal
  - Event Coordinator
  - Residential Counselor

- Below is a sample of other institutions COLA students are enrolled in:
  - Footland State University
  - Southern New Hampshire University
  - Marywood University
  - Moor College of Art & Design

- A sample of the graduate programs in which COLA students are currently enrolled:
  - College Student Affairs MEd
  - Studio Art MSA
  - Instructional Technology MS
  - School Counseling MS
  - Sociology MA

COLA SPECIFIC GRADUATE RESPONSES

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

Academic Program Name (n = 151)	# Grads	# of Rs	% of Rs	Employed FT	Employed PT	Continuing Ed	Seeking Employment	Seeking Continuing Ed	Grads Placed	% Grads Placed
Anthropology	19	4	21%	2	1	1	-	-	4	100%
Art History	4	2	50%	-	-	1	-	1	1	50%
Art Studio	18	2	11%	1	-	-	1	-	1	50%
Communication Studies	96	28	29%	19	7	1	1	-	27	96%
Criminal Justice	75	16	21%	8	6	-	1	1	14	88%
Economics	26	5	19%	4	-	1	-	-	5	100%
English	25	11	44%	4	-	2	1	4	6	55%
History	14	5	36%	2	1	1	-	1	4	80%
Interdisciplinary Studies	5	8	160%	1	-	6	-	1	7	88%
Languages & Cultures	13	5	39%	3	1	-	-	1	4	80%
Mass Communications	72	11	15%	4	5	1	1	-	10	91%
Music	7	9	129%	1	1	3	-	4	5	56%
Philosophy	8	2	25%	1	-	-	1	-	1	50%
Political Science	17	5	29%	2	1	-	1	1	3	60%
Psychology	100	22	22%	12	-	8	1	1	20	91%
Social Work	46	4	9%	3	-	1	-	-	4	100%
Sociology	31	11	36%	2	2	6	-	1	10	91%
Theatre Arts	4	1	25%	-	-	-	1	-	-	-
Totals:	**580**	**151**	**40%**	**69**	**25**	**32**	**9**	**16**	**126**	**74%**

* The number of total graduates from COLA are representative of data from Institutional Research

- Data on the table above is reflective of the responses gathered through First Destination. Some majors may have more responses than graduates due to alum(s) self-identifying themselves as a specific major.

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. The majority of respondents thought they were significantly or somewhat prepared in all categories except entrepreneurship. The two highest ranked skills for COLA were communication, information literacy, and culture/diversity, followed by academic knowledge 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	144	68	52	14	8	2	83%
Analytical	144	58	60	20	5	1	82%
Communication	143	97	34	9	2	1	92%
Information Literacy	144	65	57	14	5	3	85%
Culture/Diversity	144	84	38	17	3	2	85%
Citizenship	144	64	51	24	4	1	80%
Entrepreneurship	144	17	41	38	28	20	40%
Totals:	**1007**	**453**	**333**	**136**	**55**	**30**	**78%**

Out of the 580 COLA alumni, 134 provided input into how they participated in activities that develop them professionally during their time at BU. About 80% of COLA respondents participated in community service and about 73% completed a for-credit internship. Approximately 37% took advantage of a college career day and about 37% participated in a creative activity.

Academic/Professional Participation	# of Rs	Participated	Did not Participate	Unaware	% Participation
Academic Internship	134	98	36	-	73%
Undergraduate/Graduate Research	119	41	78	-	35%
Creative Activity	116	43	72	1	37%
Professional Conference/Scholarship	116	39	75	2	34%
Community Service	134	107	26	1	80%
Non-Credit Internship	117	29	88	-	25%
On-Campus Recruitment	107	19	86	2	18%
Job Fair	116	57	57	2	49%
College Career Day	112	42	69	1	38%
On-Campus Research Days (caller survey only)	111	27	78	6	24%
Totals:	1182	502	665	15	43%

COLLEGE OF SCIENCE & TECHNOLOGY (COST) HIGHLIGHTS

In 2015-2016, COST had 642 graduates and 171 completed the post-graduate survey, rendering a response rate of roughly 27%. Out of these respondents, the following information was compiled to present a profile of Class of 2016 graduates:

- 30 respondents enrolled in continuing education, with 4 of those staying at Bloomsburg University.
- Of the 96 who indicated they are employed full-time, 47 are working in PA and 19 are out of state. There were 30 respondents who did not indicate their employment location.
- 54 graduates are employed in full-time positions related to their degree program
- 54 of the full-time employed graduates indicated they acquired their position prior or up to 3 months after graduation.
- Average salary of full-time employed is $53,971.18
- A sample of organizations, at which graduates are employed:
    - First Quality
    - Accolade
    - Milton-Hershey School
    - Johns Hopkins University
    - American Airlines
    - Geisinger Health Systems
    - Eurofins

- A sample of the positions in which graduates are employed:
    - CRNA
    - Software Engineer
    - Registered Nurse
    - Radiation Technologist
    - Instructional Designer
    - Audiologist
    - Exercise Physiologist

- Below is a sample of other institutions that COST students are enrolled in:
    - Cornell University
    - University of Philadelphia Sciences
    - West Chester University
    - Towson University

- A sample of the graduate programs in which COST students are currently enrolled:
    - City & Regional Planning Masters
    - Pharmacy PhD
    - Audiology AuD
    - Biology MS
    - Software Engineering MS

COST SPECIFIC GRADUATE RESPONSES

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

Academic Program Name (n = 171)	# Grads	# of Rs	% of Rs	Employed FT	Employed PT	Continuing Ed	Seeking Employment	Seeking Continuing Ed	Not Seeking	Grads Placed	% Grads Placed
Audiology & Speech Pathology	53	5	9%	-	1	3	-	-	1	4	80%
Biology, General (BA)	7	4	57%	2	-	1	1	-	-	3	75%
Biology, General (BS)	17	3	18%	3	-	-	-	-	-	3	100%
Chemistry (BS)	5	1	20%	-	1	-	-	-	-	1	100%
Computer Forensics		9	-	-	-	2	-	7	-	2	22%
Computer Science	22	12	55%	6	-	2	3	1	-	8	67%
Digital Forensics	38	9	24%	5	-	1	1	2	-	6	67%
Elec Engineering Technology BS	9	-	-	-	-	-	-	-	-	-	-
Environmental, Geographical and Geological Sciences	48	17	35%	13	-	-	4	-	-	13	76%
Exercise Science	86	12	14%	5	3	1	1	2	-	9	75%
Geography	8	8	100%	1	1	4	-	2	-	6	75%
Geoscience	4	4	100%	3	-	1	-	1	-	4	80%
Health Physics	5	4	80%	-	-	2	-	2	-	2	50%
Health Sciences	41	4	10%	-	-	2	1	1	-	2	50%
Mathematics (BA)	11	4	36%	3	-	1	-	-	-	4	100%
Mathematics (BS)	8	2	25%	1	-	-	1	-	-	1	50%
Medical Imaging	48	8	17%	7	1	-	-	-	-	8	100%
Nursing	71	18	25%	16	-	1	-	-	1	17	94%
Physics (BA)	1	-	-	-	-	-	-	-	-	-	-
Physics (BS)	2	-	-	-	-	-	-	-	-	-	-
Technical Leadership	7	5	71%	-	1	2	1	1	-	3	60%
Biology MS	4	2	50%	2	-	-	-	-	-	2	100%
Clinical Athletic Training MS	6	1	17%	-	1	-	-	-	-	1	100%
E-Learning Certificate	1	-	-	-	-	-	-	-	-	-	-
Exercise Science MS	16	3	19%	3	-	-	-	-	-	3	100%

Academic Program Name (n = 171)	# Grads	# of Rs	% of Rs	Employed FT	Employed PT	Continuing Ed	Seeking Employment	Seeking Continuing Ed	Not Seeking	Grads Placed	% Grads Placed
Instructional Technology MS	47	16	34%	15	1	-	-	-	-	16	100%
Nursing MSN	26	5	19%	4	1	-	-	-	-	5	100%
Speech-Language Pathology MS	29	12	41%	5	-	7	-	-	-	12	100%
School Based Speech/Lang Pathology	10	-	-	-	-	-	-	-	-	-	-
Audiology AUD	12	2	17%	2	-	-	-	-	-	2	100%
Totals:	**642**	**171**	**38%**	**96**	**11**	**30**	**13**	**19**	**2**	**137**	**81%**

* The number of total graduates from COST are representative 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 except entrepreneurship. The highest ranked skills for COST were academic knowledge, information literacy, and analytical skills, followed by communication 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	141	92	39	5	5	-	93%
Analytical	142	68	59	13	2	-	89%
Communication	141	75	50	11	5	-	89%
Information Literacy	142	79	48	10	3	2	89%
Culture/Diversity	142	63	53	17	7	2	82%
Citizenship	141	55	56	22	6	2	79%
Entrepreneurship	141	16	31	41	29	24	33%
Totals:	**990**	**448**	**336**	**119**	**57**	**30**	**79%**

COST SPECIFIC PARTICIPATION IN ACADEMIC AND PROFESSIONAL EXPERIENCES

Out of the 642 COST alumni, 125 provided input into how they participated in activities that develop them professionally during their time at BU. About 61% of the COST alumni participated in community service and about 52% completed a for-credit internship. Approximately 37% participated in undergraduate/graduate research and about 35% took advantage of a professional conference/scholarship.

Academic/Professional Participation	# of Rs	Participated	Did not Participate	Unaware	% Participation
Academic Internship	124	65	58	1	52%
Undergraduate/Graduate Research	113	42	70	1	37%
Creative Activity	110	11	98	1	10%
Professional Conference/Scholarship	116	41	74	1	35%
Community Service	125	77	47	1	62%
Non-Credit Internship	113	29	83	1	26%
On-Campus Recruitment	110	10	98	2	9%
Job Fair	114	51	61	2	45%
College Career Day	114	51	61	2	45%
On-Campus Research Days (caller survey only)	109	26	82	1	24%
Totals:	1148	403	732	13	35%

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.naceweb.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.naceweb.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.naceweb.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 _____

Standards and Protocols for the Collection and Dissemination of Graduating Student Initial Career Outcomes Information For Advanced Degree Candidates

Developed by the NACE First-Destination Survey Task Force

Approved by the NACE Board of Directors, June 2015

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Reporting | Sample Spreadsheet

Each year, NACE requests summary data from institutions to track and share broad trends in hiring and continuing education. Participation is voluntary.

NACE-member colleges and universities are notified in January about how to report their data. Data are reported to NACE through the end of February/beginning of March (deadline to be determined).

A sample spreadsheet that describes how outcomes data should be organized is available at www.naceweb.org/knowledge/assessment/first-destination-survey-standards.aspx.

Introduction

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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.

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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, 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

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- Helping students achieve post-graduation 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 outcome 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.

- Outcome 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 2014 - 2015 would include all graduates who completed degrees between July 1, 2014, and June 30, 2015.

b. The graduating class should include all students completing an advanced degree, full- or part-time, including those with permanent work authorization and those without permanent work authorization. Advanced degrees include master's and doctoral level graduates as well as those in professional programs such as dentistry and medicine). While an institution may opt to track the career outcomes for advanced degree *certificate* graduates that specific category is not covered by these standards.

c. Career outcomes information about graduates should be sortable by degree program, degree level and work authorization (i.e. permanent work authorization; non-permanent work authorization).

2. Knowledge rates

a. The term "knowledge rate" defines the percent of graduates for which the institution has reasonable and verifiable information concerning the graduates' post-graduation 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. academic departments, family members, LinkedIn profiles; other on-line sources). 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. Institutions should strive for the highest possible knowledge rate to give the greatest reliability and validity to their career outcome data and resulting analysis. In all instances the knowledge rate should be reported along with career outcome data summaries including when sharing this data with NACE. 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. 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

Outcome data concerning individual graduates should be organized into standardized categories. Individual graduates should be included only *once* in the appropriate category which best represents their *primary* activity upon graduation.

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 (i.e. building a business)
- Employed freelance (including independent consultants)
- Employed in a temporary/contract work assignment (including internships)
- Employed in a fellowship, postdoctoral residency or other postdoctoral appointment
- Employed in a faculty tenure track position
- Employed in a faculty non-tenure track position
- Volunteer service (e.g. Peace Corp, mission work, or other formal programs)
- Employed in all other work categories

Data points 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).
- Whether the graduate was employed in a position already held while pursuing the degree

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 (i.e. building a business)
- Employed freelance (including independent consultants)
- Employed in a temporary/contract work assignment (including internships)
- Employed in a fellowship, postdoctoral residency or other postdoctoral appointment
- Employed in a faculty non-tenure track position
- Volunteer service (e.g. Peace Corp, mission work, or other formal programs)
- Employed in all other work categories

Data points to be collected include:

- Employing organization
- Position location – city, state and country
- Job title
- If employed part-time, annual base salary amount
- Guaranteed first year bonus amount if appropriate (e.g. sign-on and/or year end)
- Whether the graduate was employed in a position already held while pursuing the degree

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 points 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 or armed forces of a home country.

Data points to be collected include:

- Service branch
- Rank
- Specialization

Continuing Education

This category is defined as those who have been accepted to and plan to matriculate into a program of further study.

Data points to be collected include:

- Name of institution
- Location of the institution—city, state, 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 post-graduation 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 or those of a home country
- Enrolled in a program of continuing education

Details for calculating this percentage are provided in the spreadsheet available on the NACE website (www.naceweb.org/knowledge/assessment/first-destination-survey-standards.aspx).

5. Timeline for summary data collection and reporting

The target date for *gathering* all summary career outcome data is December 31 of each year. For example, all career outcome 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* 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.naceweb.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 and 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 outcome 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 these 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 the graduate's satisfaction with the initial career activity following graduation? A common practice would be to use a Likert scale to measure satisfaction along a continuum from "not satisfied" to "highly satisfied."
- The relationship between the graduates' first destination activity and their degree program. While this may be of limited interest to certain academic disciplines, it may be of particular interest to others. Again, a common practice would be to use a 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 relevant institutional programs and activities (e.g. research, publications, graduate assistantship responsibilities)?
- What is the relationship between the graduate's career outcomes and use of the institution's career services and/or academic advisor? Common assessments in this area include asking graduates to rate services and prioritize their value in helping to achieve the post-graduate career activity. Increasingly these assessments are being used to develop correlations between graduates' use of services and the likelihood of specific career outcomes.

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 fellowship, postdoctoral residency or other postdoctoral appointment   ○

Employed in a faculty tenure track position   ○

Employed in a faculty non-tenure track position   ○

Employed in all other capacities   ○

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: $_____

Were you employed in this position while you were pursuing your degree?   Yes   No

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, country_____

Role or title: _____

If your PRIMARY status in 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 C: UNDERGRADUATE DEGREES GRANTED

College	Department	Current CIP Code	Academic Plan	Academic Sub-Plan	Degree	2015-2016
COB	Accounting	52.0301	Bus Admin*Accounting BSBA		BSBA	65
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	30
COB	Bus Educ and Info and Tech Mngt	52.0201	Bus Adm*Mgt Info Systems BSBA		BSBA	
COB	Bus Educ and Info and Tech Mngt	52.0101	Business Education BSED		BSED	2
COB	Bus Educ and Info and Tech Mngt	52.0101	Supply Chain Management BSBA		BSBA	7
COB	Computer & Information Systems	11.0101	BUS*COMPUTER & INFORMATION SCI		BS	
COB	Finance	52.0201	Bus Admin*Finance BSBA		BSBA	51
COB	Finance	52.0201	Bus Admin*Finance BSBA	Personal Financial Planning	BSBA	7
COB	Management	52.0201	Bus Admin*Management BSBA		BSBA	151
COB	Management	52.0201	Bus Admin*Management BSBA	Supply Chain Management	BSBA	20
COB	Marketing	52.0201	Bus Admin*Marketing BSBA		BSBA	88
COB	Marketing	52.0201	Bus Admin*Marketing BSBA	Professional Selling	BSBA	4
Total Degrees Granted, College of Business						**425**

College	Department	Current CIP Code	Academic Plan	Academic Sub-Plan	Degree	2015-2016
COLA	Anthropology	45.0201	Anthropology BA		BA	16
COLA	Anthropology	45.0201	Anthropology BA	Applied	BA	1
COLA	Anthropology	45.0201	Anthropology BA	General	BA	2
COLA	Art and Art History	50.0703	Art History BA		BA	4
COLA	Art and Art History	50.0702	Art Studio BA		BA	9
COLA	Art and Art History	50.0702	Art Studio BA	Drawing	BA	3
COLA	Art and Art History	50.0702	Art Studio BA	Fabric Design	BA	1
COLA	Art and Art History	50.0702	Art Studio BA	Graphic Print Design	BA	2
COLA	Art and Art History	50.0702	Art Studio BA	Photography	BA	1
COLA	Art and Art History	50.0702	Art Studio BA	Sculpture	BA	1
COLA	Art and Art History	50.0702	Art Studio BA	Graphic Web Design	BA	1
COLA	Communication Studies	09.0901	Communication Studies BA		BA	
COLA	Communication Studies	09.0901	Communication Studies BA	Interpersonal Communications	BA	38
COLA	Communication Studies	09.0901	Communication Studies BA	Leadership & Public Advocacy	BA	20
COLA	Communication Studies	09.0901	Communication Studies BA	Organizational Communication	BA	38
COLA	Economics	45.0601	Economics BA		BA	
COLA	Economics	45.0601	Economics BA	Business	BA	19
COLA	Economics	45.0601	Economics BA	General	BA	4
COLA	Economics	45.0601	Economics BA	Political Economics	BA	3
COLA	Economics	52.0601	Economics Business Minor		BS	
COLA	English	23.0101	English BA		BA	21
COLA	English	23.0101	English BA	Creative Writing	BA	3
COLA	English	23.0101	English BA	Literature	BA	1
COLA	History	54.0101	History BA		BA	14
COLA	Interdisciplinary Studies	30.0000	Interdisciplinary Studies BA	Advanced Studies	BA	2
COLA	Interdisciplinary Studies	30.0000	Interdisciplinary Studies BA	University Studies	BA	3
COLA	Languages & Cultures	16.0101	Languages and Cultures BA	Chinese	BA	
COLA	Languages & Cultures	16.0101	Languages and Cultures BA	French	BA	

College	Department	Current CIP Code	Academic Plan	Academic Sub-Plan	Degree	2015-2016
COLA	Languages & Cultures	16.0101	Languages and Cultures BA	German	BA	2
COLA	Languages & Cultures	16.0101	Languages and Cultures BA	Russian	BA	3
COLA	Languages & Cultures	16.0101	Languages and Cultures BA	Spanish	BA	8
COLA	Languages & Cultures	16.0501	German BA		BA	
COLA	Languages & Cultures	16.0901	French BA		BA	
COLA	Languages & Cultures	16.0905	Spanish BA		BA	
COLA	Mass Communications	09.0102	Mass Communications BA		BA	
COLA	Mass Communications	09.0102	Mass Communications BA	Emergent Media	BA	3
COLA	Mass Communications	09.0102	Mass Communications BA	Journalism	BA	16
COLA	Mass Communications	09.0102	Mass Communications BA	Public Relations	BA	34
COLA	Mass Communications	09.0102	Mass Communications BA	Telecommunications	BA	19
COLA	Music, Theatre and Dance	50.0901	Music BA		BA	
COLA	Music, Theatre and Dance	50.0901	Music BA	Audio Video Record	BA	2
COLA	Music, Theatre and Dance	50.0901	Music BA	Ed Cert K-12	BA	1
COLA	Music, Theatre and Dance	50.0901	Music BA	Liberal Arts	BA	4
COLA	Music, Theatre and Dance	50.0501	Theatre Arts BA		BA	
COLA	Music, Theatre and Dance	50.0501	Theatre Arts BA	Design	BA	
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	2
COLA	Philosophy	38.0101	Philosophy BA		BA	8
COLA	Philosophy		Humanities BA		BA	
COLA	Political Science	45.1001	Political Science BA		BA	15
COLA	Political Science	45.1001	Political Science BA	Legal Studies Option	BA	2
COLA	Psychology	42.0101	Psychology BA		BA	100
COLA	Sociology, Social Work & Criminal Justice	43.0104	Criminal Justice BA		BA	75
COLA	Sociology, Social Work & Criminal Justice	44.0701	Social Work BSW		BSW	46
COLA	Sociology, Social Work & Criminal Justice	45.1101	Sociology BA		BA	31
Total Degrees Granted, College of Liberal Arts						**580**

College	Department	Current CIP Code	Academic Plan	Academic Sub-Plan	Degree	2015-2016
COE	Exceptionality Programs	16.1603	ASL/English Interpreting BS	Education Deaf/HOH	BS	
COE	Exceptionality Programs	16.1603	ASL/English Interpreting BS		BS	14
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	50
COE	Exceptionality Programs	13.1001	Spec Ed(PK-8)/EChild(PK-4)	Fine Arts & Language Arts	BSED	1
COE	Exceptionality Programs	13.1001	Spec Ed(PK-8)/EChild(PK-4)	Language Arts	BSED	15
COE	Exceptionality Programs	13.1001	Spec Ed(PK-8)/EChild(PK-4)	Mathematics	BSED	4
COE	Exceptionality Programs	13.1001	Spec Ed(PK-8)/EChild(PK-4)	Science	BSED	3
COE	Exceptionality Programs	13.1001	Spec Ed(PK-8)/EChild(PK-4)	Social Studies	BSED	9
COE	Exceptionality Programs	13.1001	Spec Ed/El Ed*Deaf/HoH BSEd		BSED	
COE	Exceptionality Programs	13.1001	Spec Ed/El 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	Fine Arts & Language Arts	BSED	4

College	Department	Current CIP Code	Academic Plan	Academic Sub-Plan	Degree	2015-2016
COE	Teaching and Learning	13.1210	Early Childhood (PK-4) BSEd	Language Arts	BSED	9
COE	Teaching and Learning	13.1210	Early Childhood (PK-4) BSEd	Mathematics	BSED	6
COE	Teaching and Learning	13.1210	Early Childhood (PK-4) BSEd	Science	BSED	1
COE	Teaching and Learning	13.1210	Early Childhood (PK-4) BSEd	Social Studies	BSED	12
COE	Teaching and Learning	13.1210	Early Childhood (PK-4) BSEd		BSED	50
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	
COE	Teaching and Learning	13.1203	Middle Level Ed (4-8) BSEd	Mathematics	BSED	5
COE	Teaching and Learning	13.1203	Middle Level Ed (4-8) BSEd	Science	BSED	3
COE	Teaching and Learning	13.1203	Middle Level Ed (4-8) BSEd	Social Studies	BSED	3
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	
COE	Teaching and Learning	26.0101	Sec Ed*Biology BSEd		BSED	1
COE	Teaching and Learning	40.0501	Sec Ed*Chemistry BSEd		BSED	
COE	Teaching and Learning	45.9999	Sec Ed*Citizenship BSEd		BSED	7
COE	Teaching and Learning	23.1001	Sec Ed*Comm BSEd		BSED	
COE	Teaching and Learning	23.0101	Sec Ed*English BSEd		BSED	10
COE	Teaching and Learning	40.0601	Sec Ed*ESS BSEd		BSED	1
COE	Teaching and Learning	16.0901	Sec Ed*French BSEd		BSED	
COE	Teaching and Learning	27.0101	Sec Ed*Mathematics BSEd		BSED	8
COE	Teaching and Learning	40.0801	Sec Ed*Physics BSEd		BSED	
COE	Teaching and Learning	16.0905	Sec Ed*Spanish BSEd		BSED	3
Total Degrees Granted, College of Education						**219**

College	Department	Current CIP Code	Academic Plan	Academic Sub-Plan	Degree	2015-2016
COST	Audiology & Speech Pathology	51.0204	Speech Path & Audiology BS		BS	53
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	6
COST	Bio & Allied Health Sci	26.0101	Biology BS		BS	5
COST	Bio & Allied Health Sci	26.0101	Biology BA	Natural History	BA	1
COST	Bio & Allied Health Sci	26.0101	Biology BS	Environmental Biology	BS	7
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	3
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	

College	Department	Current CIP Code	Academic Plan	Academic Sub-Plan	Degree	2015-2016
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	14
COST	Bio & Allied Health Sci	51.1005	Health Sciences BS	Pre-Phys Therapy	BS	17
COST	Bio & Allied Health Sci	51.1005	Health Sciences BS	Pre-Phys Assist	BS	8
COST	Bio & Allied Health Sci	51.0907	Medical Imaging BS		BS	48
COST	Chemistry & Biochemistry	40.0501	Chemistry BA		BA	
COST	Chemistry & Biochemistry	40.0501	Chemistry BS		BS	1
COST	Chemistry & Biochemistry	40.0501	Chemistry BS	ACS Certification	BS	3
COST	Chemistry & Biochemistry	40.0501	Chemistry BS	Biochemistry	BS	1
COST	Chemistry & Biochemistry	40.0501	Chemistry BS	Nanotechnology	BS	
COST	Exercise Science and Athletics	31.0599	Exercise Science BS		BS	86
COST	Geography & Geosciences	40.0601	Environ, Geog, Geol Sci BS	Geography & Planning	BS	14
COST	Geography & Geosciences	40.0601	Environ, Geog, Geol Sci BS	Professional Geology	BS	16
COST	Geography & Geosciences	40.0602	Environ, Geog, Geol Sci BS	Environmental Geosci	BS	18
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	8
COST	Geography & Geosciences	45.0701	Geography BA	General	BA	
COST	Geography & Geosciences	45.0701	Geography BA	Urban & Reg Plan	BA	
COST	Geography & Geosciences	40.0601	Geoscience BS	Earth Science	BS	
COST	Geography & Geosciences	40.0601	Geoscience BS	Environmental Science	BS	4
COST	Geography & Geosciences	40.0601	Geoscience BS	Geology	BS	
COST	Geography & Geosciences	40.0601	Geoscience BS	Planetary Science	BS	
COST	Instructional Technology	11.1099	Technical Leadership BAS		BAS	7
COST	Math, Computer Sci & Statistics	43.0116	Digital Forensics BS (formerly 11.9999)		BS	38
COST	Math, Computer Sci & Statistics	11.0701	Computer Science BS		BS	22
COST	Math, Computer Sci & Statistics	27.0101	Mathematics BA		BA	8
COST	Math, Computer Sci & Statistics	27.0101	Mathematics BA	Statistics	BA	3
COST	Math, Computer Sci & Statistics	27.0101	Mathematics BS		BS	8
COST	Nursing	51.3801	Nursing BSN		BSN	71
COST	Nursing	51.3801	Nursing Licensed RN BSN		BSN	
COST	Physics & Engineering Tech	14.1001	Elec Engineering Technology BS		BS	9
COST	Physics & Engineering Tech	51.2205	Health Physics BS		BS	5
COST	Physics & Engineering Tech	40.0801	Physics BA		BA	1
COST	Physics & Engineering Tech	40.0801	Physics BS		BS	2
Total Degrees Granted, College of Science & Technology						**491**
Total Bachelor's Degrees Granted						**1715**

GRADUATE DEGREES GRANTED

College	Department	Current CIP Code	Academic Plan	Academic Sub-Plan	Degree	2015-2016
COB	Accounting	52.0301	Accounting		MACC	17
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	17
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	
COE	Exceptionality Programs	13.1001	Special Education MED	Special Education 7-12	MED	1
COE	Exceptionality Programs	13.1001	Special Education MED	PK-8	MED	
COE	Exceptionality Programs	13.1001	Special Education MED	PK-8/Early Childhood Ed (PK-4)	MED	1
COE	Exceptionality Programs	13.1001	Special Education MS		MS	7
COE	Exceptionality Programs	13.1001	Teaching Phys/Ment Handicap MS		MS	
COE	Teaching and Learning	13.1101	Counseling MED	Elementary School	MED	1
COE	Teaching and Learning	13.1101	Counseling MED	Secondary School	MED	
COE	Teaching and Learning	13.1101	Counseling MED	Student Affairs	MED	10
COE	Teaching and Learning	13.0301	Curr & Instruction (CERT)		MED	4
COE	Teaching and Learning	13.0301	Curriculum & Instruction MED		MED	14
COE	Teaching and Learning	13.1210	Early Childhood Ed MED		MED	1
COE	Teaching and Learning	13.1210	Early Childhood Ed MED	Early Childhood Ed w Cert	MED	1
COE	Teaching and Learning	13.1210	Early Childhood Ed MS		MS	
COE	Teaching and Learning	13.0401	Educational Leadership	School Counseling PK-12	MED	11
COE	Teaching and Learning	13.0401	Educational Leadership	Curriculum & Instruction Supervisory	MED	3
COE	Teaching and Learning	13.0401	Educational Leadership	Principal Certification	MED	7
COE	Teaching and Learning	13.0401	Educational Leadership	Student Affairs	MED	7
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		MED	1
COE	Teaching and Learning	13.1203	Middle Level MED	Mathematics	MED	1
COE	Teaching and Learning	13.1315	Reading MED		MED	11
COLA	Political Science	44.0504	Pub Policy and Inter'l Affairs		MA	
COST	Audiology & Speech Pathology	51.0202	Audiology AuD		AUD	12
COST	Audiology & Speech Pathology	51.0203	Comm Dis*Speech/Lang Path MS		MS	29
COST	Audiology & Speech Pathology	51.0299	School Based Sp Lang Path MED		MED	10
COST	Bio & Allied Health Sci	26.0101	Biology MS		MS	4
COST	Bio & Allied Health Sci	51.0911	Radiologist Assistant MS		MS	
COST	Exercise Science and Athletics	51.0913	Clinical Athletic Training MS		MS	6
COST	Exercise Science and Athletics	31.0505	Exercise Science MS	Non-Thesis Option	MS	12
COST	Exercise Science and Athletics	31.0505	Exercise Science MS	Thesis Option	MS	4
COST	Exercise Science and Athletics	31.0505	Exercise Science MS		MS	
COST	Instructional Technology	13.0501	Instructional Technology MS	Education	MS	9
COST	Instructional Technology	13.0501	Instructional Technology MS	Corporate	MS	38
COST	Instructional Technology	13.0501	eLearning Developer Certificate		CEPB	1
COST	Nursing	51.3801	Nursing MSN	Adult-Gerontology Primary Care Nurse Practitioner	MSN	5
COST	Nursing	51.3801	Nursing MSN	Adult Nurse Practitioner	MSN	
COST	Nursing	51.3801	Nursing MSN	Adult Hlth Clinical Nurse Spec	MSN	

College	Department	Current CIP Code	Academic Plan	Academic Sub-Plan	Degree	2015-2016
COST	Nursing	51.3801	Nursing MSN	Community Health - Public Health	MSN	
COST	Nursing	51.3801	Nursing MSN	Community Health - School Nurs	MSN	
COST	Nursing	51.3801	Nursing MSN	Family Nurse Practitioner	MSN	10
COST	Nursing	51.3801	Nursing MSN	Nurse Anesthetist MSN	MSN	10
COST	Nursing	51.3801	Nursing MSN	Nurse Administrator	MSN	1
COST	Nursing	51.3801	Nursing MSN		MSN	
Total Degrees Granted, College of Graduate Studies						**273**

Total Degrees Granted	**1988**

Dear ${m://FirstName}:   To help us learn more about <u>your BU experience</u> 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 <u>helps us to meet several federal, state, and accreditation reporting requirements.</u> **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# 2016-080 Questions: cpdce@bloomu.edu

- -

Start of Block: Demographics

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

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)

▼2016 ... 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

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

❍ Yes

❍ No

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

County

▼ Adams ...   York

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

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

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?)	○	○	○	○	○
Communications (Are you corresponding professionally in written, oral, and/or visual formats?)	○	○	○	○	○
Information Literacy (Are you acquiring and applying information in ethical manners?)	○	○	○	○	○
Culture/Diversity (Are you demonstrating awareness of self in context to your work environment, while interacting with others appropriately?)	○	○	○	○	○
Citizenship (Are you managing your self through planning, organization, and goal setting?)	○	○	○	○	○
Academic Knowledge (Are you applying specific knowledge of the field you studied while at Bloomsburg University?)	○	○	○	○	○
Entrepreneurship (Are you demonstrating the ability to develop and run a profitable business?)	○	○	○	○	○

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

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

- -

County

▼ Adams ...   York

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

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

End of Block: Seeking Employment

Start of Block: New Full Time - Part time Questions

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

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)

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

_____

_____

_____

End of Block: New Full Time - Part time Questions