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FIRST DESTINATIONS FOR THE COLLEGE CLASS OF 2019: FINDINGS AND ANALYSIS

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FOR CAREER DEVELOPMENT AND TALENT ACQUISITION

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OUTCOMES DASHBOARD

Detailed outcomes data for bachelor's and master's degree students is available on the Class of 2019 Dashboard.

The dashboard includes outcomes by
- Region
- Control
- Carnegie Classificiation
- Size of School
- Academic Program

See www.naceweb.org/job-market/graduate-outcomes/first-destination/class-of-2019 interactive-dashboard/

FINDINGS AND ANALYSIS: AN OVERVIEW

For most, college is an investment in the future, a pathway to a career, and a launching point for one's professional life. The initial step following the attainment of a degree is just that—the first destination among, presumably, a series of destinations over the evolution of a career.

First Destinations for the Class of 2019 examines the initial step—the first destination. This, the sixth iteration of annual survey conducted by the National Association of Colleges and Employers (NACE), examines the initial landing spot for Class of 2019 graduates. The report provides a baseline for assessing where graduates at all degree levels—from the associate through the doctoral level—fared in the six months that followed graduation.

This report contains information about employment outcomes, starting salaries, and continuing education for graduates at all levels, but provides the most insight into the first destinations of bachelor's degree graduates and, to a lesser degree, of those earning master's degrees. Because of the amount of data available for these groups, we are also able to address outcomes by region and by controlling authority of the institution (public versus private); for bachelor's degree graduates, we are also able to look at outcomes by size of school, Carnegie Classification, and academic discipline. A companion interactive dashboard, providing detailed results for bachelor's and, again to a lesser degree, master's graduates is also available to the public through the NACE website.

Data for the Class of 2019 were collected through the end of December 2019 and reported to NACE through April 2020. Overall, 358 schools provided information about their 2019 graduates—349 reported outcomes for bachelor's degree graduates; 174 provided information for those completing a master's degree program; 98 institutions reported results for doctoral degree recipients; and 64 provided data for their associate degree graduates. (See the Appendix for more on methodology and a list of the reporting institutions.)

In total, the graduating classes of these reporting institutions represent nearly 730,000 graduates—550,000 at the bachelor's degree level; 140,000 at the master's degree level; 20,000 at the doctoral level; and 19,000 at the associate level.

This translates to results for:
- 27.7% of all bachelor's degree graduates;
- 16.8% of all master's degree graduates;
- 10.7% of all doctoral degree graduates; and
- 6.4% of all associate degree graduates.

To our knowledge, this represents the most comprehensive view of graduate outcomes currently available.

HIGHLIGHTS FROM THE REPORT

For new college graduates—particularly those with a bachelor's degree—2019 was a very good year in which to graduate.

Among bachelor's degree graduates, the total outcome rate was 86%—meaning nearly nine in 10 graduates were employed or had been accepted into another educational program within six months of graduating. The story is the same for master's degree graduates, who boasted a total outcome rate of nearly 89%.

It should be noted, however, that while both are the highest outcomes recorded for these degrees over the life of the survey, the increases over 2018 and 2017—both very good years for new college graduates—were minimal.

There was nothing minimal about the salary increase for bachelor's degree graduates: The median salary to a 2019 graduate rose 6% over the 2018 graduate's median salary, coming in at $52,714.

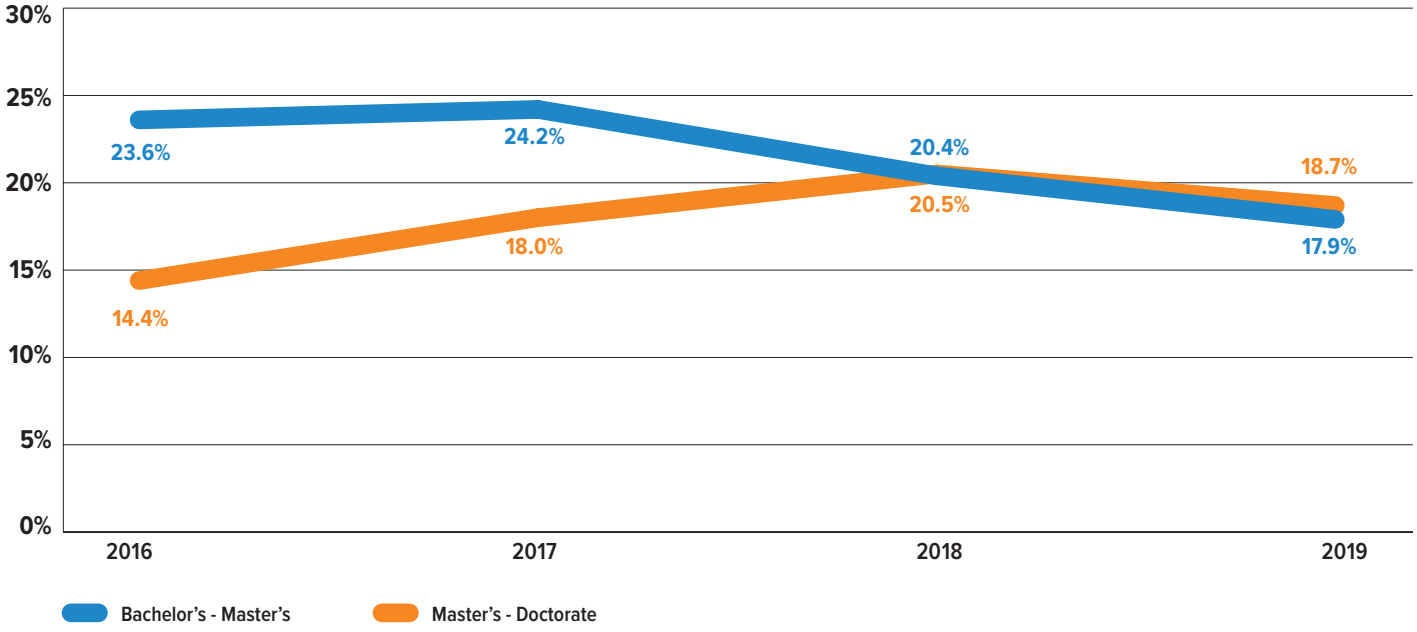
Regionally, bachelor's degree graduates on the two coasts outpaced their counterparts in terms of salary, but for the

first time in the life of the report, all regions reported average starting salaries above $50,000 for bachelor's degree graduates.

Master's degree graduates also posted a healthy increase: Their median starting salary rose 3.8% in 2019 to $62,127. Again, starting salaries were highest on the coasts, but salaries in New England far exceeded those of the other regions. Master's degree graduates in New England averaged $90,782.

In terms of compensation, there is a trend toward an erosion in salary differentials among the degree levels, notably between bachelor's and master's degree graduates. Although that erosion is slight between master's and doctoral degree graduates, it is important to note the trend line. **(See Figure 1.)** Currently, the differential in median salaries between doctoral and master's degrees is less than 19%, and between master's and bachelor's degrees, it is less than 18%.

FIGURE 1: SALARY DIFFERENTIAL, BASED ON MEDIAN SALARY



Consistent with what we have seen throughout the life of the survey, bachelor's and master's degree graduates from private not-for-profit institutions fared better than their counterparts who graduated from public schools. In addition, for bachelor's degree graduates, the smaller the school the higher the outcome rate, in general. This has also been consistent across the life of the survey.

Also consistent across the life of the survey is how the paths of bachelor's degree graduates in career-oriented fields and those in the arts and sciences diverge at the first-destination mark. Those in the career-oriented disciplines, e.g., engineering, computer and information sciences, and business, are most likely to secure full-time employment after graduation, while their counterparts are more focused on gaining additional credentials through advanced education. For example, 71.4% of computer and information sciences graduates were employed full time and just 9.9% were pursuing an advanced degree. In counterbalance, 38.5% of psychology graduates had secured full-time employment but 30.6% were set to work toward an advanced degree.

Detailed outcomes for bachelor's and master's degree graduates—including by academic discipline and major—are available through the Class of 2019 Dashboard.

OUTCOMES FOR BACHELOR'S DEGREE GRADUATES

- **A total of 349 institutions provide data about their bachelor's degree graduates.**
- **The graduating classes of these reporting institutions represent 550,000 bachelor's degree graduates, or 27.7% of all bachelor's degrees conferred.**

For bachelor's degree graduates, 2019 saw the continuation of what has been a string of good years.

Employment outcomes grew marginally, but these were already quite strong, given the performances of the classes of 2017 and 2018. Nearly 60% of bachelor's degree graduates from the Class of 2019 were employed full time by traditional employers, compared to 58.7% in 2018 and 57.8% in 2017.

While the percentage of graduates pursuing an advanced degree as their primary outcome did dip a bit from 19.2% to 18.6%, the total outcome rate for the Class of 2019 rode to 86%—meaning that nearly nine out of 10 graduates were in a position or continuing their education within six months of graduation.

While the improvement in the outcomes rate and the percent employed full time is gratifying, these were relatively small improvements. The same cannot be said of the change in average starting salaries for graduates who landed full-time positions: The median salary for 2019 bachelor's degree graduates employed full time was $52,714 compared with a median of $49,725 in 2018—a 6% increase.

To get a more complete overall assessment of how much better the employment results were for 2019 graduates, we calculated the average compensation for the group discounted by the probability of earning that average compensation (the percent that is actually employed).

For our purposes, we need to make a couple of adjustments to this basic calculation:

- First, since we report compensation data for only those graduates with full-time positions, the percent employed is limited to those employed full time.
- Second, since a significant percentage of graduates choose to exclude themselves from the labor market by pursuing an advanced degree, the denominator for calculating the percent employed full time must be discounted by the percent continuing their education.

With these adjustments in place, the *expected* median salary for 2019 graduates in the labor market was $38,661 compared with an expected median salary of $36,125 for the graduates of the Class of 2018, a 7% improvement in the economic outcomes for the Class of 2019.

Coupled with the 6.8% improvement in economic outcomes experienced by the Class of 2018, the picture is one of robust achievement for the average college graduate at the end of the second decade of the 21st century.

Finally, as Figures 2 and 3 show, the percentage of the class still seeking either employment or an educational placement at the six-month post-graduation mark fell from 14.1% (Class of 2018) to 13.8% for 2019 bachelor's degree graduates.

FIGURE 2: BACHELOR'S DEGREE SUMMARY OUTCOMES

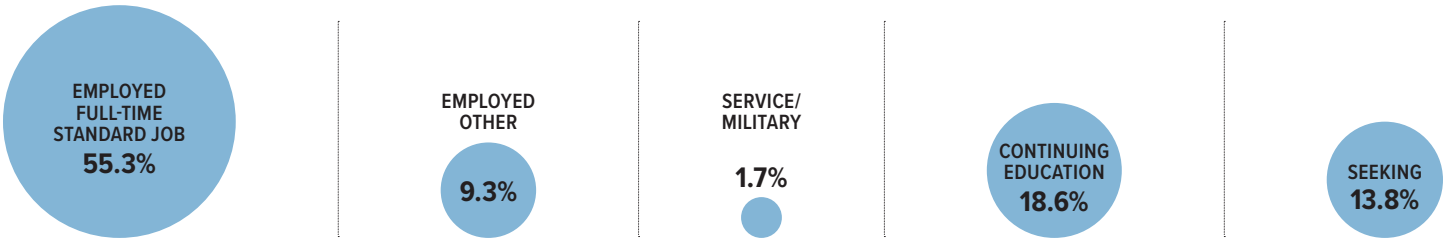


FIGURE 3: CLASS OF 2019 BACHELOR'S DEGREE RESULTS

Total Graduates	**549,972**
Knowledge Rate	**65.6%**
Career Outcomes Percentage	**86.0%**
Percent Employed Overall	**64.6%**
Percent Employed Full-time	59.7%
Percent Employed Part-time	4.9%
Percent Standard Employment	**59.0%**
Percent Standard Employment Full-time	55.3%
Percent Standard Employment Part-time	3.7%
Percent Entrepreneur	**0.9%**
Percent Entrepreneur Full-time	0.8%
Percent Entrepreneur Part-time	0.1%
Percent Temp/Contract Employee	**2.0%**
Percent Temp/Contract Employee Full-time	1.5%
Percent Temp/Contract Employee Part-time	0.5%
Percent Freelance	**0.8%**
Percent Freelance Full-time	0.5%
Percent Freelance Part-time	0.3%
Percent Post-Grad Fellowship/Internship	**1.9%**
Percent Post-Grad Fellowship/Internship Full-time	1.6%
Percent Post-Grad Fellowship/Internship Part-time	0.3%
Percent Service	0.8%
Percent Military	0.9%
Percent Continuing Education	18.6%
Percent Seeking Outcome	13.8%
Percent Seeking Employment	11.1%
Percent Seeking Continuing Education	2.7%
Not Seeking	1.3%
Mean Starting Salary	**$54,488**
Median Starting Salary	**$52,714**
Mean Bonus	**$8,240**
Median Bonus	**$5,584**

OUTCOMES BY REGION

By region, bachelor's degree graduates fared best in terms of an employment, educational, or service placement in the Northeast and Midwest. **(See Figure 4.)**

Between 88 percent and 94 percent of graduates from the schools in these regions had landed an employment, educational, or service position at the time of the survey. Sixty-three percent of graduates from schools in New England were employed full-time at a "traditional" employer; that figure was 61% in the states constituting the Plains region.

By contrast, graduates from schools in the Southeast, Southwest, and the Rockies appeared to have the most difficult time finding a landing spot immediately after graduation. Approximately one-fifth of these graduates were still seeking a landing spot, predominantly employment, six months after the end of the academic year.

Starting salaries for the Class of 2019 essentially aligned with the two coasts at the high end and the middle of the country somewhat behind. Of note: This is the first time that every region in the United States had average starting salaries for their full-time employed graduates over $50,000.

The highest average starting salaries were reported by schools from the Far West, with an average starting salary exceeding $63,000. This is the highest overall average we have seen for any region to date and represents a nearly 19% increase over the average reported for the region in 2018.

The New England and the Mid-Atlantic regions followed, averaging over $58,000 and $57,000, respectively. Schools in the other areas of the country reported average salaries for their graduates at between $51,000 and just over $54,000.

FIGURE 4: CLASS OF 2019 BACHELOR'S DEGREE OUTCOMES BY REGION

	CAREER OUTCOMES PERCENTAGE	PERCENT STANDARD EMPLOYMENT FULL-TIME	PERCENT CONTINUING EDUCATION	PERCENT STILL SEEKING	MEAN STARTING SALARY
TOTAL CLASS	86.0%	55.3%	18.6%	13.8%	$54,488
NEW ENGLAND	93.8%	62.7%	18.4%	6.2%	$58,689
MID-ATLANTIC	89.3%	55.2%	19.0%	10.7%	$57,409
GREAT LAKES	88.0%	58.2%	19.5%	11.8%	$53,531
PLAINS	91.6%	61.2%	18.9%	8.3%	$51,045
SOUTHEAST	79.8%	49.8%	18.9%	19.9%	$51,179
SOUTHWEST	79.1%	53.3%	16.5%	20.5%	$54,705
ROCKIES	79.9%	49.8%	16.0%	19.7%	$51,466
FAR WEST	83.1%	53.1%	17.5%	16.7%	$63,235

OUTCOMES BY CONTROL (PUBLIC VERSUS PRIVATE)

Note: The private school analysis is restricted to the not-for-profit group of private institutions due to few responses from for-profit private schools.

There is a significant difference in the outcomes for graduates from public institutions as opposed to those exiting from private colleges and universities. **(See Figure 5.)**

This continues the pattern we have seen over all previous first-destination reports produced by NACE, that is since the Class of 2014. Public school outcomes rates are consistently below those of private, not-for-profit schools. The overall percentage of graduates who have landed six months after college is approximately 82 percent for those graduating from public institutions whereas it is 92 percent for those graduating from private schools; this result is nearly the same as we saw with the Class of 2018. However, the difference between controlling bodies continues to decrease. The differential in outcomes rates is now down below 10 percentage points after having stood around 13 percentage points for most of the last six years. The change is solely dues to improved outcomes rates for graduates of public institutions, which has gone from 78% in 2016 to 82.4% in 2019. The outcomes rate for the private sector has stood remarkably steady at 91 to 92%.

The differential in outcomes is due to both a smaller percentage of graduates from public institutions finding full-time employment and also a smaller percentage of public institution graduates securing admission to an advanced degree program. The result is that the percent of graduates from public institutions from the Class of 2019 still seeking an outcome six months after the end of the school year was still more than double that of graduates from the private, not-for-profit sector (17% vs. 8%). Finally, the outcomes differential between public- and private-sector institutions is exacerbated by the average starting salaries of graduates who secured full-time employment. The 2019 graduates from public institutions received an average starting salary that was approximately $3,000 less than the graduates from private institutions ($53,000 compared with $56,000).

FIGURE 5: CLASS OF 2019 BACHELOR'S DEGREE OUTCOMES BY CONTROL STRUCTURE

	CAREER OUTCOMES PERCENTAGE	PERCENT STANDARD EMPLOYMENT FULL-TIME	PERCENT CONTINUING EDUCATION	PERCENT STILL SEARCHING	MEAN STARTING SALARY
TOTAL CLASS	86.0%	55.3%	18.6%	13.8%	$54,488
PUBLIC	82.4%	53.0%	18.3%	17.3%	$53,339
PRIVATE, NOT-FOR-PROFIT	92.1%	59.4%	19.1%	7.9%	$56,661

OUTCOMES BY CARNEGIE CLASSIFICATION

For the Class of 2019, three Carnegie categories stood out in terms of their high career outcomes rates: The Baccalaureate Arts & Sciences, Masters-Medium, and Special Focus schools had career outcomes rates that exceeded 90%, and the percent of the graduating class still seeking a landing spot for all three groups was below 10%. (**See Figure 6.**)

Special Focus schools are especially noteworthy for their overall strong outcomes rate. Overall, 96% of graduates seeking an outcome had found one within six months of the end of the academic year, with nearly 76% employed full time in a traditional employment setting. To a great extent, this is a reflection of their academic focus in programs that feature the development of strong technical skills, e.g. engineering and health services.

While it should no longer be surprising—given the fact that they have had strong outcomes rates throughout the history of this report—the fact that the Baccalaureate Arts and Sciences schools report outcomes rates above 90% continues to impress. Despite featuring liberal arts programs that are often portrayed as having diminished relevance in the 21st century economy, the graduates from these liberal arts institutions did relatively well in locating employment in the traditional labor market. As in previous years, slightly more than 57% of graduates—above the overall average for all schools—found full-time jobs in the traditional employment sector. Combined with an expected solid percentage of the class going on for an advanced degree, the result was a smaller percentage of graduates without an outcome and still seeking after six months than any other category of school, with the exception of the special focus schools.

By contrast, the research universities reporting results to us reported relatively poor outcomes. The R1 Doctoral-Very High institutions had outcomes rates averaging 83%, with 16% of the graduating class still searching for an outcome six months after the end of the class year. This is perplexing in that these institutions have the most prestigious reputations in the American higher education universe. However, while the employment rates for these institutions were low in comparison to the other Carnegie classes, the average starting salary of their graduates in full-time jobs was significantly higher than that all the other categories, with the exception of the Special Focus schools. At just under $58,000, the average starting salary of a graduate from a R1 institution is 6% higher than the average for all graduates and a whopping 26% greater than graduates from Baccalaureate Arts & Sciences schools.

FIGURE 6: CLASS OF 2019 BACHELOR'S DEGREE OUTCOMES BY CARNEGIE CLASS

	CAREER OUTCOMES PERCENTAGE	PERCENT STANDARD EMPLOYMENT FULL-TIME	PERCENT CONTINUING EDUCATION	PERCENT STILL SEEKING	MEAN STARTING SALARY
TOTAL CLASS	86.0%	55.3%	18.6%	13.8%	$54,488
BACCALAUREATE/ASSOCIATES	89.0%	73.7%	2.9%	10.0%	$43,819
BACCALAUREATE A&S	91.7%	57.3%	17.9%	8.0%	$45,795
BACCALAUREATE DIVERSE	89.1%	66.3%	11.1%	10.0%	$48,055
M3: MASTERS-SMALL	84.6%	55.0%	14.5%	16.0%	$45,664
M2: MASTERS-MEDIUM	91.5%	60.4%	17.2%	9.0%	$48,746
M1: MASTERS-LARGE	88.6%	58.7%	16.9%	11.0%	$50,138
R3: DOCTORAL/PROFESSIONAL	89.1%	56.6%	17.8%	11.0%	$50,222
R2: DOCTORAL-HIGH	85.9%	54.6%	19.4%	14.0%	$53,273
R1: DOCTORAL-VERY HIGH	83.5%	53.0%	19.8%	16.0%	$57,749
SPECIAL FOCUS	96.3%	75.8%	9.5%	4.0%	$68,885

OUTCOMES BY SIZE OF SCHOOL

Note: Size of school is defined by the school's undergraduate enrollment.

For the Class of 2019, there was a near linear relationship between the size of the school and the outcomes for the graduating class: The smaller the school, the greater the likelihood that the graduate had a positive outcome six months after the school year. **(See Figure 7.)**

The percentage of graduates still searching for either a job or a continuing education program for the smallest schools (those with enrollments under 2,000) was 7.8%. That percentage increased with every size class through to the largest schools, i.e., those with enrollments over 20,000, which reported that 16.8% of graduates were still searching for a landing spot six months after the end of the school year.

As for starting salaries, there is nearly as linear a relationship between size and salary, but in the inverse direction. The highest average starting salary ($56,145) was recorded for schools with between 10,000 and 19,000 undergraduates—the second highest size category. From that point down, average starting salaries decrease until the they reach their lowest level at $44,305 for those schools with an enrollment under 2,000.

The one anomaly is with the largest schools. The group with enrollments greater than 20,000 had a starting salary $55,283. These outcomes mirror the results by Carnegie class. The Baccalaureate Arts & Sciences schools tend to be among those with the smallest in enrollment, while the R1 research institutions are dominated by the very large state universities. Hence, the reflection in outcomes in size and Carnegie classification.

FIGURE 7: CLASS OF 2019 BACHELOR'S DEGREE OUTCOMES BY SIZE OF SCHOOL

	CAREER OUTCOMES PERCENTAGE	PERCENT STANDARD EMPLOYMENT FULL-TIME	PERCENT CONTINUING EDUCATION	PERCENT STILL SEARCHING	MEAN STARTING SALARY
TOTAL CLASS	86.0%	55.3%	18.6%	13.8%	$54,488
UNDER 2,000	92.1%	61.3%	16.5%	7.8%	$44,305
2,000 - 4,999	90.2%	57.4%	18.0%	9.7%	$49,165
5,000 - 9,999	89.4%	57.7%	18.8%	10.5%	$55,362
10,000 - 19,999	87.8%	55.9%	18.6%	12.0%	$56,145
20,000 +	82.9%	53.6%	18.8%	16.8%	$55,283

OUTCOMES BY ACADEMIC DISCIPLINE

In addition to detailing outcomes results for the Class of 2019 by degree and school types as a whole. NACE gathered enough data from reporting institutions to provide employment, continuing education, and service results by academic program for bachelor's degree graduates. We are able to report for 35 academic disciplines at bachelor's level and an additional 228 majors within those disciplines.

In this summary report, we provide capsule summary data for only the 35 academic disciplines. The complete outcomes detail for all 263 disciplines and majors is available on the NACE website through the Class of 2019 dashboard.

VIEW OUTCOMES DETAILS FOR 263 DISCIPLINES AND MAJORS

CLASS OF 2019 DASHBOARD

www.naceweb.org/job-market/graduate-outcomes/first-destination/class-of-2019-interactive-dashboard/

In general, overall outcomes by discipline show that virtually every academic program displays considerable success in seeing its graduates achieve positive outcomes relatively quickly after graduation. **(See Figure 8.)** This is completely consistent with the results of graduating classes prior to 2018.

The range in the career outcomes rate goes from 98.4% for construction trades at the top to 78.5% for the homeland security discipline at the bottom. This may come as surprising to many analysts of the college marketplace who have assumed that academic major is paramount in determining after-graduation success. This is because of the almost complete focus among these analysts on full-time employment with a traditional employer and the average salary engendered in that situation.

Much of the overall balance in total outcomes can be explained by the different post-graduate orientations students have in different majors. Students in career-oriented majors are focused on finding employment after graduation; among those in the arts and sciences, there is a much greater propensity to aim for a place in graduate and professional school. Thus, nearly 70% of business, engineering, computer science, and other career-oriented majors are employed full time in a traditional setting at the six-month mark, and less than 20% of these graduates are in continuing education. By contrast, only 37% and 33% of physical science and biological sciences majors, respectively, are employed full time in a traditional setting, but more than 35% of these majors have found a place in a graduate education program.

If one focuses exclusively on employment and salaries after graduation, there is indeed a good deal of difference across majors in terms of post-graduation "success." Clearly, disciplines with a technical and career orientation have a higher percentage of graduates in full-time employment than those focused on a more generalized curricula traditionally identified with a liberal education. The top disciplines in terms of the percent of 2019 graduates employed full time in a traditional job were construction trades, personal services, engineering technology, computer and information sciences, and business—virtually the same top five as for the Class of 2018 (personal services was not in the disciplines documented in the 2018 report).

By contrast, the bottom five in terms of employment were biology, the physical sciences, history, psychology, and foreign languages—four of these five also represented the bottom in 2018.

In terms of starting salary. there was less of a career/liberal arts split. Career-oriented disciplines tended to dominate both ends of the spectrum. So, the disciplines with the highest average salaries were computer science, engineering, maintenance and repair technologies, mathematics, and engineering technology. The disciplines with the lowest starting salaries were theology, parks and recreation, family and consumer science, psychology, and the biological sciences.

FIGURE 8: CLASS OF 2019 BACHELOR'S DEGREE OUTCOMES BY ACADEMIC DISCIPLINE

CIP CODE		CAREER OUTCOMES RATE	PERCENT STANDARD EMPLOYMENT FULL-TIME	PERCENT CONTINUING EDUCATION	PERCENT STILL SEEKING	MEAN STARTING SALARY
01	AGRICULTURE	86.8%	53.9%	20.1%	13.0%	$43,344
03	NATURAL RESOURCES	80.1%	44.7%	13.8%	19.6%	$41,124
04	ARCHITECTURE	84.4%	54.9%	19.3%	15.4%	$49,759
05	AREA, ETHNIC, CULTURAL, AND GENDER STUDIES	83.0%	43.7%	20.8%	16.7%	$39,189
09	COMMUNICATIONS, JOURNALISM, AND RELATED PROGRAMS	83.8%	59.1%	8.8%	16.1%	$41,817
10	COMMUNICATIONS TECHNOLOGY AND SUPPORT SERVICES	88.3%	56.1%	7.3%	11.4%	$46,633
11	COMPUTER AND INFORMATION SCIENCES	88.4%	71.4%	9.9%	11.5%	$76,986
12	PERSONAL SERVICES	90.0%	77.5%	1.4%	9.9%	$49,350
13	EDUCATION	83.6%	60.7%	11.9%	16.2%	$38,618
14	ENGINEERING	89.4%	66.2%	17.7%	10.5%	$70,219
15	ENGINEERING TECHNOLOGY	89.9%	75.0%	7.3%	10.0%	$61,315
16	FOREIGN LANGUAGES AND LINGUISTICS	80.5%	39.7%	22.9%	19.2%	$44,080
19	FAMILY AND CONSUMER SCIENCES	79.0%	43.9%	24.2%	20.6%	$37,363
22	LEGAL PROFESSIONS	84.6%	47.4%	24.2%	14.9%	$43,037
23	ENGLISH	80.7%	42.7%	20.8%	19.0%	$39,106
24	LIBERAL ARTS - GENERAL STUDIES	86.8%	53.9%	22.1%	12.9%	$51,943
26	BIOLOGICAL AND BIOMEDICAL SCIENCES	81.8%	32.5%	36.6%	17.9%	$38,236
27	MATHEMATICS AND STATISTICS	85.6%	46.6%	30.4%	14.2%	$66,942
30	MULTI-DISCIPLINARY STUDIES	82.8%	47.1%	19.9%	16.8%	$48,797
31	PARKS, RECREATION, LEISURE, AND FITNESS STUDIES	84.6%	41.5%	30.5%	15.2%	$36,921
38	PHILOSOPHY & RELIGIOUS STUDIES	86.2%	40.1%	31.0%	13.6%	$45,474
39	THEOLOGY AND RELIGIOUS VOCATIONS	90.8%	42.9%	27.6%	9.1%	$35,016
40	PHYSICAL SCIENCES	84.0%	37.1%	37.3%	15.7%	$50,611
42	PSYCHOLOGY	82.2%	38.5%	30.6%	17.5%	$37,653
43	HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING, & RELATED SERVICES	78.5%	49.2%	14.4%	21.1%	$46,100
44	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS	85.3%	42.9%	29.1%	14.4%	$39,473
45	SOCIAL SCIENCES	82.4%	49.5%	19.4%	17.3%	$50,099
46	CONSTRUCTION TRADES	98.4%	88.9%	2.7%	1.5%	$55,500
47	MAINTENANCE AND REPAIR TECHNOLOGIES	88.8%	66.3%	9.7%	10.7%	$69,553
49	TRANSPORTATION AND MATERIALS MOVING	87.3%	54.0%	11.2%	12.6%	$57,584
50	VISUAL & PERFORMING ARTS	80.6%	45.2%	10.5%	19.1%	$39,358
51	HEALTH PROFESSIONS & RELATED PROGRAMS	88.3%	57.9%	22.0%	11.6%	$53,425
52	BUSINESS, MANAGEMENT, MARKETING AND RELATED SUPPORT SERVICES	89.0%	68.9%	10.5%	10.8%	$54,399
54	HISTORY	82.0%	37.3%	28.4%	17.7%	$41,630

Which majors improved the most in 2019? Figure 8 shows the changes in outcomes by discipline for the Class of 2019 as compared with the Class of 2018.

While the overall picture for bachelor's degree outcomes for 2019 appears to be decidedly positive—a more positive outcomes rate, a higher percent employed full time, and considerably higher starting salaries—the view by individual academic discipline is more mixed. Less than half (15) of the 33 disciplines we were able to compare across both years had improved career outcomes rates. Only nine—highlighted on Figure 9—could point to a combination of better overall outcomes, improved percentage in full-time jobs, a lower percentage still seeking a landing spot, and better starting salaries.

FIGURE 9: CHANGES IN BACHELOR'S DEGREE OUTCOMES BY ACADEMIC DISCIPLINE, 2019 VS. 2018

CIP CODE		CAREER OUTCOMES RATE	PERCENT STANDARD EMPLOYMENT FULL-TIME	PERCENT CONTINUING EDUCATION	PERCENT STILL SEEKING	MEAN STARTING SALARY
01	AGRICULTURE	0.1%	-0.7%	0.3%	-0.1%	0.4%
03	NATURAL RESOURCES	-1.8%	-0.7%	0.0%	1.9%	7.9%
04	ARCHITECTURE	-0.3%	8.2%	-8.2%	0.3%	9.6%
05	AREA, ETHNIC, CULTURAL, AND GENDER STUDIES	-1.0%	-2.8%	1.8%	0.9%	-1.2%
09	COMMUNICATIONS, JOURNALISM, AND RELATED PROGRAMS	-0.1%	0.5%	-1.4%	0.2%	6.0%
10	COMMUNICATIONS TECHNOLOGY AND SUPPORT SERVICES	-2.0%	3.7%	-3.7%	1.9%	14.5%
11	COMPUTER AND INFORMATION SCIENCES	2.0%	2.2%	0.5%	-1.9%	7.8%
12	PERSONAL SERVICES	NA	NA	NA	NA	NA
13	EDUCATION	-0.5%	1.1%	-1.3%	0.5%	0.2%
14	ENGINEERING	2.0%	3.0%	-0.7%	-1.9%	5.4%
15	ENGINEERING TECHNOLOGY	2.5%	3.3%	0.6%	-2.5%	2.6%
16	FOREIGN LANGUAGES AND LINGUISTICS	-4.0%	-3.3%	-2.0%	4.0%	6.6%
19	FAMILY AND CONSUMER SCIENCES	-1.0%	-4.3%	3.0%	1.0%	6.6%
22	LEGAL PROFESSIONS	1.9%	-0.8%	4.2%	-1.5%	9.6%
23	ENGLISH	-0.1%	0.2%	-0.8%	0.1%	7.8%
24	LIBERAL ARTS - GENERAL STUDIES	-1.0%	7.0%	-7.2%	1.1%	6.1%
26	BIOLOGICAL AND BIOMEDICAL SCIENCES	1.8%	1.1%	0.3%	-1.8%	5.5%
27	MATHEMATICS AND STATISTICS	-1.2%	2.6%	-5.1%	1.1%	8.5%
30	MULTI-DISCIPLINARY STUDIES	-2.2%	-0.1%	-1.5%	2.2%	4.8%
31	PARKS, RECREATION, LEISURE, AND FITNESS STUDIES	1.5%	0.9%	1.0%	-1.5%	11.6%
38	PHILOSOPHY & RELIGIOUS STUDIES	1.8%	2.5%	0.7%	-1.7%	11.0%
39	THEOLOGY AND RELIGIOUS VOCATIONS	-0.2%	-3.0%	0.1%	0.3%	-8.8%
40	PHYSICAL SCIENCES	0.9%	2.2%	-1.2%	-0.9%	9.4%
42	PSYCHOLOGY	1.1%	1.0%	-0.5%	-1.1%	6.7%
43	HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING, & RELATED SERVICES	0.2%	0.6%	0.5%	0.1%	7.0%
44	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS	-1.7%	-0.4%	-2.8%	1.7%	12.3%
45	SOCIAL SCIENCES	-0.6%	0.0%	-1.0%	0.5%	7.1%
46	CONSTRUCTION TRADES	2.3%	-2.3%	2.0%	-2.3%	-8.7%
47	MAINTENANCE AND REPAIR TECHNOLOGIES	0.8%	-1.2%	3.2%	-1.0%	7.4%
49	TRANSPORTATION AND MATERIALS MOVING	0.9%	-1.8%	0.3%	-0.8%	-2.8%
50	VISUAL & PERFORMING ARTS	-2.9%	-3.7%	-0.8%	2.8%	5.4%
51	HEALTH PROFESSIONS & RELATED PROGRAMS	-0.7%	1.2%	-1.7%	0.7%	2.6%
52	BUSINESS, MANAGEMENT, MARKETING AND RELATED SUPPORT SERVICES	0.6%	1.1%	-1.2%	-0.6%	4.5%
54	HISTORY	-1.5%	-0.3%	-0.8%	1.5%	4.4%

To get a better overall comparison of the economic profiles of the disciplines for 2019, we applied the same logic used to trend the data for the bachelor degree overall. We calculated the average salary for each discipline by adjusting for the probability of a graduate having a full-time job. These adjusted average salaries are displayed in rank order (high to low) in Figure 10.

The range of adjusted salaries goes from a low of $19,596 for biological and biomedical sciences to a high of $60,958 for computer and information sciences—an extremely large range. This indicates that serious differences in early career economic prospects existed for graduates from the Class of 2019. While this result is not new—similar rankings would be true for previous classes—and it should not be taken as a measure of the overall value of any degree, it does indicate that many disciplines face a significant challenge in promoting their graduates for early entry into the workforce.

FIGURE 10: CLASS OF 2019 ADJUSTED AVERAGE SALARIES BY ACADEMIC DISCIPLINE

CIP CODE		ADJUSTED AVERAGE SALARY
11	COMPUTER AND INFORMATION SCIENCES	$60,957.79
14	ENGINEERING	$56,442.04
47	MAINTENANCE AND REPAIR TECHNOLOGIES	$51,083.82
46	CONSTRUCTION TRADES	$50,692.91
15	ENGINEERING TECHNOLOGY	$49,619.70
27	MATHEMATICS AND STATISTICS	$44,862.71
52	BUSINESS, MANAGEMENT, MARKETING AND RELATED SUPPORT SERVICES	$41,858.59
51	HEALTH PROFESSIONS & RELATED PROGRAMS	$39,642.54
12	PERSONAL SERVICES	$38,775.30
24	LIBERAL ARTS - GENERAL STUDIES	$35,939.32
49	TRANSPORTATION AND MATERIALS MOVING	$34,990.07
04	ARCHITECTURE	$33,830.38
45	SOCIAL SCIENCES	$30,737.77
40	PHYSICAL SCIENCES	$29,919.16
01	AGRICULTURE	$29,225.29
30	MULTI-DISCIPLINARY STUDIES	$28,731.67
10	COMMUNICATIONS TECHNOLOGY AND SUPPORT SERVICES	$28,199.44
09	COMMUNICATIONS, JOURNALISM, AND RELATED PROGRAMS	$27,114.90
22	LEGAL PROFESSIONS	$26,940.07
13	EDUCATION	$26,606.46
43	HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING, & RELATED SERVICES	$26,486.27
38	PHILOSOPHY & RELIGIOUS STUDIES	$26,431.86
44	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS	$23,869.02
16	FOREIGN LANGUAGES AND LINGUISTICS	$22,717.64
31	PARKS, RECREATION, LEISURE, AND FITNESS STUDIES	$22,016.09
54	HISTORY	$21,664.41
19	FAMILY AND CONSUMER SCIENCES	$21,636.54
05	AREA, ETHNIC, CULTURAL, AND GENDER STUDIES	$21,632.14
03	NATURAL RESOURCES	$21,349.18
23	ENGLISH	$21,089.09
42	PSYCHOLOGY	$20,929.54
39	THEOLOGY AND RELIGIOUS VOCATIONS	$20,742.71
50	VISUAL & PERFORMING ARTS	$19,880.60
26	BIOLOGICAL AND BIOMEDICAL SCIENCES	$19,596.39

OUTCOMES FOR MASTER'S DEGREE GRADUATES

- **A total of 174 institutions provide data about their master's degree graduates.**
- **The graduating classes of these reporting institutions represent 140,000 master's degree graduates, or 16.8% of all master's degrees conferred.**
- **Note that the data provided in Figures 13 and 14 should be viewed with caution: We currently have only a limited number of schools providing data on advanced degree outcomes. With limited reporting, a handful of schools in a region or category may skew the overall averages, either high or low. Until a more complete set of master's degree results becomes available, the underlying detail to the national averages should be used as heuristic insights.**

Overall, the picture for 2019 master's degree graduates is about the same as it was for the Class of 2018, except that there is noticeable growth in compensation.

The percentage of master's graduates employed full time increased somewhat—75.5% in 2019 compared to 74.6% in 2018. Compensation, however, grew by a more substantial 3.8% (median increase). (Note: If we apply the same rubric as we used for evaluating economic growth for bachelor's graduates, then the expected economic return on the degree right after graduation grew overall by 3.9%. Although less than the growth at the bachelor's level, the early economic return on the master's is still substantially greater than the early return on the bachelor's—$50,929 for the master's degree compared to $38,661 for the bachelor's—an improvement of 31.7%.)

Just under 89% of master's degree graduates had a positive outcome within six months of graduating. **(See Figures 11 and 12.)** This was below the outcomes rate for master's graduates in any previous years, but not dramatically so. The percent of graduates employed overall did increase from 77.4% in 2018 to 78.6% in 2019. The percentage in full-time positions in the "standard" labor market—that is, with what we would consider "traditional" employers—stayed virtually the same in 2019 at 69.4%, a decline of just 0.1% from 2018.

As for starting salary, the master's degree continued to provide a sizable increase over the bachelor's degree. However, the gap between the two degree levels shrank: The differential in average salaries with the bachelor's degree dropped to 26.7%. This is the lowest differential we have recorded between the master's and the bachelor's over the past six years. When considering median salaries the differential is even smaller—17.9% for 2019.

FIGURE 11: MASTER'S DEGREE SUMMARY OUTCOMES

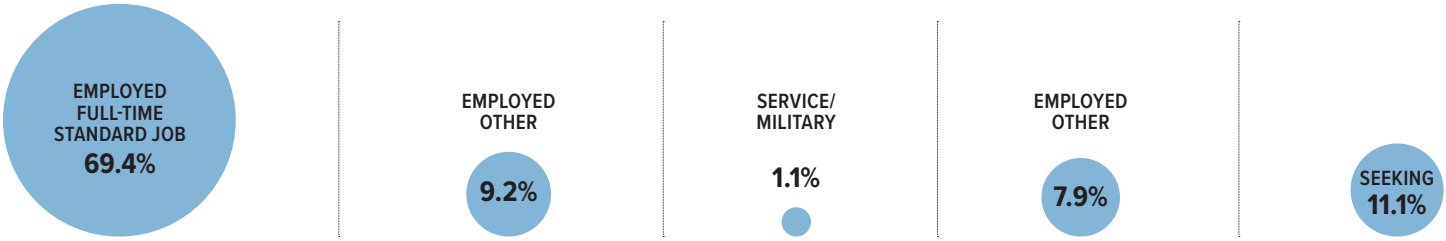


FIGURE 12: CLASS OF 2019 MASTER'S DEGREE RESULTS

Total Graduates	**140,212**
Knowledge Rate	**52.4%**
Career Outcomes Percentage	**88.7%**
Percent Employed Overall	**78.6%**
Percent Employed Full-time	75.5%
Percent Employed Part-time	3.1%
Percent Standard Employment	**71.6%**
Percent Standard Employment Full-time	69.4%
Percent Standard Employment Part-time	2.2%
Percent Faculty	**1.3%**
Percent Entrepreneur	**0.9%**
Percent Entrepreneur Full-time	0.8%
Percent Entrepreneur Part-time	0.1%
Percent Temp/Contract Employee	**1.9%**
Percent Temp/Contract Employee Full-time	1.5%
Percent Temp/Contract Employee Part-time	0.4%
Percent Freelance	**0.6%**
Percent Freelance Full-time	0.4%
Percent Freelance Part-time	0.2%
Percent Post-Grad Fellowship/Internship	**2.3%**
Percent Post-Grad Fellowship/Internship Full-time	2.1%
Percent Post-Grad Fellowship/Internship Part-time	0.2%
Percent Service	0.3%
Percent Military	0.8%
Percent Continuing Education	7.9%
Still Seeking	11.1%
Percent Seeking Employment	10.4%
Percent Seeking Continuing Education	0.7%
Not Seeking	1.3%
Mean Starting Salary	**$69,054**
Median Starting Salary	**$62,127**
Mean Bonus	**$13,144**
Median Bonus	**$8,608**

OUTCOMES BY REGION

As Figure 13 indicates, there are some obvious differences among regions. Master's graduates from the New England region appear to fare far better than their counterparts in other locations in terms of their overall success in finding a landing spot, both in terms of employment and in the level of their starting salaries.

What really sets the New England region apart from all others is the level of starting salary for master's graduates. With an average starting salary of more than $90,000 master's graduates from New England outpaced those from other regions by a considerable margin. In fact, with the exception of graduates from schools in the Far West, no other region came within 20% of the average starting salary of master's degree completers from schools out of New England. Even the Far West was only 85% of the New England average salary.

FIGURE 13: CLASS OF 2019 MASTER'S DEGREE OUTCOMES BY REGION

	CAREER OUTCOMES PERCENTAGE	PERCENT STANDARD EMPLOYMENT FULL-TIME	PERCENT CONTINUING EDUCATION	PERCENT STILL SEEKING	MEAN STARTING SALARY
TOTAL CLASS	88.7%	69.4%	7.9%	11.1%	$69,054
NEW ENGLAND	95.8%	80.5%	8.1%	4.2%	$90,782
MID-ATLANTIC	91.5%	69.2%	8.7%	8.3%	$72,352
GREAT LAKES	86.9%	68.4%	9.3%	12.9%	$61,755
PLAINS	93.2%	75.4%	9.1%	6.7%	$58,593
SOUTHEAST	84.5%	69.5%	6.4%	15.4%	$66,793
SOUTHWEST	85.0%	68.3%	6.6%	14.8%	$69,341
ROCKIES	89.4%	69.8%	8.4%	10.3%	$67,173
FAR WEST	86.3%	58.3%	6.2%	13.5%	$76,941

OUTCOMES BY CONTROL STRUCTURE (PUBLIC VERSUS PRIVATE)

In general, the graduates from private schools did better than their peers graduating from the public institutions.

Master's graduates from the private schools had an overall outcomes rate of more than 92% compared with the overall outcomes rate of approximately 85% for graduates from public schools.

In addition, the average starting salary of graduates from private institutions was also approximately $10,000 higher ($75,500) compared with the average starting salary of graduates from public universities ($64,500).

FIGURE 14: CLASS OF 2019 MASTER'S DEGREE OUTCOMES BY CONTROL STRUCTURE

	CAREER OUTCOMES PERCENTAGE	PERCENT STANDARD EMPLOYMENT FULL-TIME	PERCENT CONTINUING EDUCATION	PERCENT STILL SEARCHING	MEAN STARTING SALARY
TOTAL CLASS	88.7%	75.5%	7.9%	11.1%	$69,054
PUBLIC	85.3%	72.0%	8.4%	14.5%	$64,506
PRIVATE, NOT-FOR-PROFIT	92.4%	79.1%	7.4%	7.5%	$75,541

OUTCOMES FOR DOCTORAL DEGREE GRADUATES

- **A total of 98 institutions provide data about their doctoral degree graduates, up from 94 for the Class of 2018, and 80 for the Class of 2017.**
- **The graduating classes of these reporting institutions represent 20,000 doctoral degree graduates, or 10.7% of all doctoral degrees conferred.**
- **Due to the limited data, outcomes information for doctoral degree graduates is provided for the degree as a whole, without detailed information by program.**

Overall, the outcome profile for doctoral graduates is the most positive of all the degree levels: More than 90% of graduates with a doctorate have obtained a landing spot within six months of the end of the academic year. **(See Figure 16.)**

The one disquieting note for this group is in terms of compensation: Although compensation has increased, the increase is at a substantially lower rate than did compensation at the bachelor's and master's levels. The median doctoral salary grew by just 2.2% in 2019 to $73,758. The differential with the master's is now down to just under 19% (18.7%). This continues a pattern we have witnessed over the past couple of years where the salary differentials between degree levels have eroded slightly but continuously.

OUTCOMES FOR DOCTORAL DEGREE GRADUATES

FIGURE 15: DOCTORAL DEGREE SUMMARY OUTCOMES

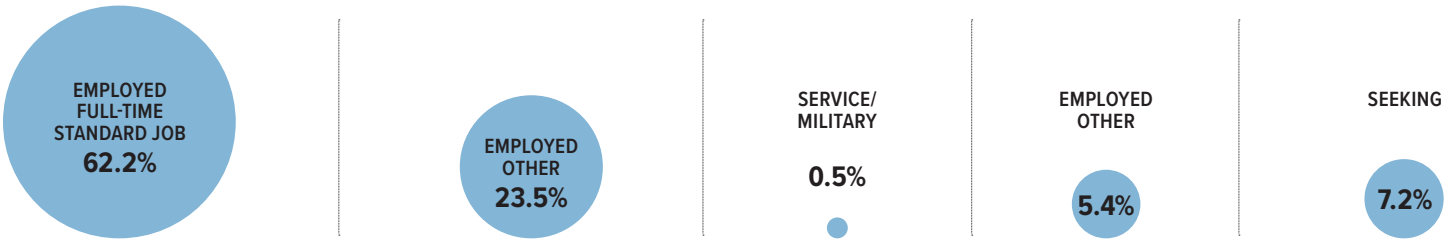


FIGURE 16: CLASS OF 2019 DOCTORAL DEGREE RESULTS

Total Graduates	**20,092**
Knowledge Rate	**50.1%**
Career Outcomes Percentage	**92.7%**
Percent Employed Overall	**85.7%**
Percent Employed Full-time	82.4%
Percent Employed Part-time	3.3%
Percent Standard Employment	**64.4%**
Percent Standard Employment Full-time	62.2%
Percent Standard Employment Part-time	2.2%
Percent Faculty	**6.9%**
Percent Entrepreneur	**1.3%**
Percent Entrepreneur Full-time	1.2%
Percent Entrepreneur Part-time	0.1%
Percent Temp/Contract Employee	**3.0%**
Percent Temp/Contract Employee Full-time	2.6%
Percent Temp/Contract Employee Part-time	0.4%
Percent Freelance	**0.5%**
Percent Freelance Full-time	0.3%
Percent Freelance Part-time	0.2%
Percent Post-Grad Fellowship/Internship	**9.6%**
Percent Post-Grad Fellowship/Internship Full-time	9.2%
Percent Post-Grad Fellowship/Internship Part-time	0.4%
Percent Service	0.2%
Percent Military	0.3%
Percent Continuing Education	5.4%
Still Seeking	7.2%
Percent Seeking Employment	7.0%
Percent Seeking Continuing Education	0.2%
Not Seeking	1.1%
Mean Starting Salary	**$81,784**
Median Starting Salary	**$73,758**
Mean Bonus	**$16,444**
Median Bonus	**$9,078**

OUTCOMES FOR ASSOCIATE DEGREE GRADUATES

- **A total of 64 institutions provide data about their associate degree completers.**
- **The graduating classes of these reporting institutions represent 19,000 associate degree graduates, or 6.4% of all associate degrees conferred.**
- **Due to the limited data, outcomes information for associate degree graduates is provided for the degree as a whole, without detailed information by program.**

Overall, as Figure 18 details, 46 percent of 2019 graduates earning an associate degree were employed at some level by the end of that calendar year:

- 39% had full-time jobs with a "traditional" employer.
- 7% were working part time, were engaged in some level of self-employment, or were employed in a fellowship or internship program.[1]

The other key numbers to note are the nearly 40% of the associate group that is going on for additional education and the approximately 12% that were still seeking either employment or a seat in an advanced educational program at the end of the survey period.

Due to the small number of respondents reporting associate degree data, trending is somewhat unreliable. Differences with small numbers tend to exacerbate the image of fluctuation from one period to the next. In addition, we have traditionally received the bulk of our outcomes information about the associate degree from four-year institutions. For the Class of 2019, this changed slightly: More two-year schools reported outcomes than in any previous year.

Interestingly, we found the distribution of associate outcomes to be considerably different between four and two-year institutions. For example, while overall the percent of associate degree graduates moving on to another degree was 39.6%, the percentage doing so from two-year institutions was 45.7%. Conversely, only 31% of those engaged in full-time employment were graduating from two-year school, compared to 41% overall. The impact of adding two-year schools to the responses makes comparing outcomes for associate degree graduates in 2019 with those of previous years very difficult. Therefore, differences in the results for the class of 2019 compared with previous classes should be viewed with a great deal of caution.

With that caveat, the overall picture for Class of 2019 associate degree graduates appears to be marginally worse in terms of employment than the results that were reported for the Classes of 2017 and 2018. The percentage employed full time dropped from nearly 50% in 2017 and 46% in 2018 to just 41% in 2019. In addition, the median salary for associate degree graduates who were employed full time declined by nearly 5%--from $41,799 in 2018 to $39,768 in 2019.

The positive note for Class of 2019 associate degree graduates involves the percentage of the class that moved on to the further education. For 2019 this was nearly 40% of the graduating class, which far exceeds the percentages in 2017 (26.7%) and 2018 (27.8%). Moreover, this outcome is supported by other research: Results of NACE student surveys of associate degree sttudents conducted over the past two years show that pursuing the next degree level is the primary objective of a plurality of these students.

[1]Note that less than 2% of graduates were engaged in the various categories of self-employment, e.g., owning/operating a business, doing "temporary" project work, or freelancing. This is due, at least in part, to the fact that many schools do not collect this level of detail, resulting in an undercount, especially where contract/temporary work is concerned.

OUTCOMES FOR ASSOCIATE DEGREE GRADUATES

FIGURE 17: ASSOCIATE DEGREE SUMMARY OUTCOMES

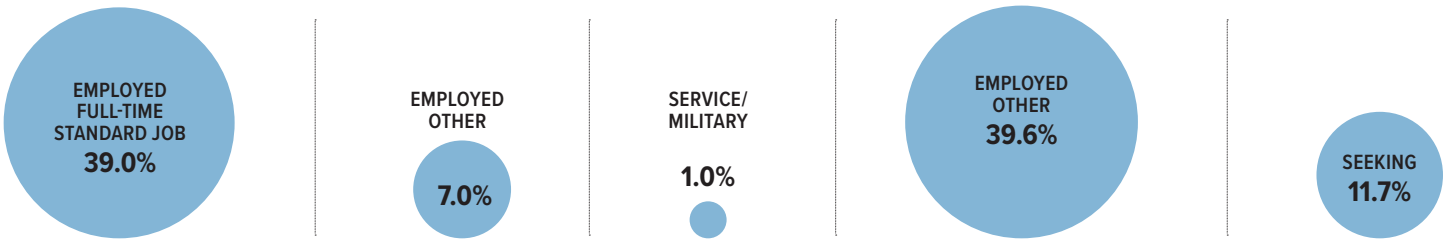


FIGURE 18: CLASS OF 2019 ASSOCIATE DEGREE RESULTS

Total Graduates	**19,480**
Knowledge Rate	**55.4%**
Career Outcomes Percentage	**88.9%**
Percent Employed Overall	**46.0%**
Percent Employed Full-time	40.9%
Percent Employed Part-time	5.1%
Percent Standard Employment	**43.6%**
Percent Standard Employment Full-time	39.0%
Percent Standard Employment Part-time	4.6%
Percent Entrepreneur	**0.8%**
Percent Entrepreneur Full-time	0.7%
Percent Entrepreneur Part-time	0.1%
Percent Temp/Contract Employee	**0.9%**
Percent Temp/Contract Employee Full-time	0.7%
Percent Temp/Contract Employee Part-time	0.2%
Percent Freelance	**0.2%**
Percent Freelance Full-time	0.1%
Percent Freelance Part-time	0.1%
Percent Post-Grad Fellowship/Internship	**0.5%**
Percent Post-Grad Fellowship/Internship Full-time	0.4%
Percent Post-Grad Fellowship/Internship Part-time	0.1%
Percent Service	0.1%
Percent Military	0.9%
Percent Continuing Education	39.6%
Still Seeking	11.7%
Percent Seeking Employment	6.5%
Percent Seeking Continuing Education	5.2%
Not Seeking	2.5%
Mean Starting Salary	**$43,197**
Median Starting Salary	**$39,768**
Mean Bonus	**$3,103**
Median Bonus	**$2,818**

APPENDIX

ABOUT THE SURVEY

In 2012, the National Association of Colleges and Employers (NACE) issued a position statement on the importance of first-destination/post-graduate surveys. The statement, which was developed by the NACE Advocacy Committee and endorsed by the NACE Board of Directors, called on all higher education institutions to "assess the career and employment outcomes for their graduates through a first-destination/post-graduation survey." In issuing this position statement, NACE was acknowledging the need for transparency in post-graduation outcomes for consumers who were making a high-dollar investment in education and the relationship between institutional outcome assessments and the improvement of higher education organizational performance.

The 2012 position statement called for colleges and universities to collect and report on a comprehensive set of outcomes—not only employment outcomes, but also continuing education and public and private service results. Implicit in this call for transparency in outcomes reporting was the need for commonly applied definitions detailing results; commonly applied methods for data collection; and a uniform time frame for collecting and reporting data so that university officials, consumers, and public policy analysts could assess the results with the understanding that the results were consistent and comparable.

To achieve the highest level of uniformity in assessing these outcomes data, a task force of experienced career services officials was appointed in 2013 to develop a series of standards and protocols to guide university staff in collecting and reporting first destination outcomes. The task force worked for a year and one-half developing these standards, which were finally published in January 2014. These initial standards were intended to assess outcomes for students graduating with either an associate or bachelor's degree immediately after their undergraduate experience. In June 2015, another set of standards, consistent with the first, were developed by a second NACE task force to cover graduates with advanced (master's and doctoral) degrees.

The standards and the results they produce are not intended to document the long-term career prospects of graduates, and the results published by the schools themselves or reported here should not be interpreted in that way. Rather, the focus is on the initial outcomes for graduates immediately after they receive their degrees. While this is certainly not a definitive return on investment from the time and money spent in earning the degree, it does tell us something about the transition from one educational status to another or from educational status to work force participant, and how quickly that transition is achieved.

In January 2020, NACE began collecting from its member higher education institutions the results for first destinations for the graduating Class of 2019. Overall, we received responses from 358 schools/career centers detailing results for their 2019 graduates in four degree programs—349 schools reported outcomes for the bachelor's degree; 174 schools provided information for those completing a master's degree; 98 institutions reported results for doctoral degree recipients; and 64 schools provided data for their associate degree graduates. (A list of reporting institutions is available in this Appendix.)

In total, the graduating classes of these reporting institutions represent nearly 730,000 graduates: 550,000 at the bachelor's degree level; 140,000 at the master's degree level; 20,000 earning a doctorate; and 19,000 at the associate degree level.

This translates to results for:

- 27.7% of all bachelor's degree graduates;
- 16.8% of all master's degree graduates;
- 10.7% of all doctoral degree graduates; and
- 6.4% of all associate degree graduates.

To our knowledge, this represents the most comprehensive view of graduate outcomes currently available.

APPENDIX

METHODOLOGY

Data for this report came directly from the participating institutions. Data reporting was complicated by the disruptions connected with the COVID-19 pandemic. Most schools closed in-person operations in spring 2020, placing unusual burdens on career services and institutional research staff. In response, NACE extended the time college and university staff had to verify the data they had collected from their Class of 2019 graduates, enabling them to report their results to NACE through June 30, 2020, approximately three months beyond the original deadline.

The primary data collection was handled by individual schools following the procedures outlined in the NACE Standards and Protocols for Undergraduate First Destination Surveys and the NACE Standards and Protocols for the Collection and Dissemination of Graduating Student Initial Career Outcome Information for Advanced Degree Candidates. The key components participating schools followed for developing the data were as follows.

Timeline

Data collection on outcomes was to take place from the date of graduation until six months after the end of the class year. The NACE standards follow the Integrated Postsecondary Education Data System (IPEDS) standard in defining the class year of 2019 as extending from July 1, 2018, until June 30, 2019. This resulted in a deadline of December 30, 2019, for completing data collection. The result is that all results reported in this study are as of December 30, 2019.

This was the key criterion for reporting results to NACE in order to ensure comparability in the results. We also understood that meeting this criterion would be difficult in that a number of institutions would need to alter procedures of long standing, particularly if there are multiple offices involved in developing and analyzing information. However, we hope that schools will recognize the utility of the benchmarking outcomes information presented here and adjust their procedures in the coming years to meet the timeframe required by the NACE standards.

Sources

Students responding to outcomes surveys prepared by career services offices were the primary source of information for this report. However, the standards allow for developing information from a variety of alternative sources as well. For example, students will very frequently update their profile on their LinkedIn page to reflect their new position once they become employed. Mining this information is tantamount to a student marking “employed” on an outcomes survey. Additionally, professors on campus, employers who visit campus, and others may provide either new information about student landing spots or verification of a student’s status that is gleaned from one of the alternative information sources or even the student’s own response to the outcomes survey.

Using multiple sources of information for individual student outcomes has two principal advantages. One, it expands the scope of information the college or university has on the outcomes of its graduating class. Direct responses from students to survey instruments delivered well after graduation are notoriously difficult to extract resulting in very limited information. Expanding sourcing to include other legitimate sources knowledgeable of a student's situation significantly increases the institution's overall understanding of where their graduates have landed after receiving their degrees. Two, alternative sources of information provide enhanced verification for student outcomes. Relying on the student alone, while it is the most direct source of information, provides only one essentially unverified data point for the outcome. Having information from an employer, a student's input on LinkedIn, a professor on campus familiar with the student that is consistent with either the student's survey response or consistent among themselves provides a degree of confirmation that increases the level of confidence that the outcomes information are indeed accurate.

POSSIBLE OUTCOMES

The NACE first-destination standards call for a comprehensive assessment of graduate outcomes. In addition to detailing traditional employment, e.g., a graduate works for an employer with relatively steady work hours, a defined wage/salary, and a presumption of benefits such as medical insurance, the standards call for recognizing other employment situations. These additional employment categories included the following.

- **Entrepreneurs:** These are graduates who have started their own businesses (store, manufacturer, and so forth). They have multiple customers/clients and may employ other individuals in their operations.
- **Contract/temporary workers:** These graduates essentially work for one client but are working on a specific project, after which the graduate is not likely to be employed by that client.
- **Freelancers:** These are graduates who develop their own project, complete it, and sell it to a client; freelance activities are traditionally associated with artists, journalists, authors, and such.
- **Post-graduate fellowships and internships:** These are graduates who are performing a function, such as research or teaching, that is supported by a stipend provided by a university or an outside agency, such as the Fulbright programs sponsored by the U.S. State Department, or who are engaged in an experiential learning activity with any type of employer. These activities are for a limited period of time and do not contain the promise of continued employment after the fellowship or internship period expires.

For advanced degree graduates, two additional categories were included: faculty positions that are either tenure tracked or non-tenure tracked.

- In a **non-tenure tracked position,** a graduate is employed by an institution of higher learning to teach a set number of courses for a specified period of time—typically a semester appointment or a year-long contract.
- **Tenure tracked positions** are teaching assignments where the graduate is contracted to be at the institution for a more extended period of time, e.g., for three years. At the end of the contracted period or sometime during the period, the graduate is promised to come under consideration for a "permanent" appointment.

Full-time employment is defined by the first-destination standards as being employed for 30 hours per week or more on a regular basis. All but the faculty appointments are employment categories that could be designated as either full-time or part-time.

In addition to these employment categories there were three other areas defined as positive outcomes for graduates. These were service, the military and continuing education.

- **Service** is defined as being employed with an agency that is providing assistance to groups or individuals in the public interest. Examples are employment with AmeriCorps/VISTA, the Peace Corps, and Teach for America. This employment is generally for a limited duration and is assumed to be full time but paid at limited levels not on par with traditional employment categories.
- **Military** is employment with a branch of the United States Armed Forces. It is assumed that this employment is regular, full-time duty and is not simply as part of a reserve unit.

- **Continuing education** refers to students who are actively engaged in pursuing another degree completion or certificate that may be required for their profession, e.g., a certified public accountant.

Taken together, the preceding categories—the employment categories along with service, military, and continuing education—represent the total number of students who have achieved an outcome as of six months after the end of the class year.

Finally, there are two additional outcomes for graduates—still seeking and not seeking.

- **Still seeking:** These are graduates who the institution knows have not landed in any of the proceeding categories but are still pursuing a landing. They may be principally interested in obtaining employment (still seeking employment) or the primary goal may be to be admitted to a graduate or professional program (still seeking continuing education).
- **Not seeking:** These are graduates who the institution knows have decided not to pursue any landing (employment, service, the military, or continuing education) in this period after graduation.

For each graduate there is to be one and only one primary destination category designation. Many schools have traditionally allowed students to respond to their outcomes surveys with multiple outcome designations, such as employed but still seeking. The NACE first-destination standards do not allow for such a designation. Many individuals in the workforce (not just recent graduates) are employed in positions from which they wish to advance and are, hence, seeking employment. However, in designating their current situation, they are employed and are treated as such without adding that they are open to an alternative opportunity.

COMPENSATION CALCULATIONS

The standards call for collecting starting salary and guaranteed bonus information for graduates who are employed on a full-time basis. Not all reporting institutions were able to provide these compensation data; however, just over 83% of the bachelor's degree responding institutions did supply some form of compensation information.

Schools that did report data provided average and median starting salary information and average and median bonus data. Along with the salary and bonus information, a responding institution was also required to provide the number of salaries and bonuses that constituted their compensation information. NACE then calculated overall salary and bonus information for the class and subgroups within the class by weighting the individual institutional averages and medians by the number of salaries or bonuses represented by an individual institutions data. In total, the salary numbers reported to NACE represented the base compensation for 49% of the graduates identified as having full-time employment.

SUMMARY CALCULATIONS

After the detailed data were transmitted to NACE a number of summary calculations were developed from the data.

Knowledge Rate: This is the percentage of the graduating class for whom an outcomes destination is known. It includes the sum of all the employment categories, plus service and military, plus continuing education, plus the number of students still seeking an outcome or not seeking an outcome. It excludes those students for whom no information is available. Mathematically, the knowledge rate can be expressed as:

(# employed + # service + # military + # continuing education + # still seeking employment & continuing education + # not seeking)/total graduates

Career Outcomes Rate: This is the number of graduates who have landed in any of the employment categories, plus service and military, plus continuing education divided by the number of students for whom an outcome is known. It excludes those graduates identified as not seeking an outcome. Expressed mathematically the career outcomes rate is:

(# employed + # service + # military + # continuing education)/(# employed + # service + # military + # continuing education + # still seeking employment & continuing education)

Additional rates, such as the percent of graduates in standard full-time employment, were created by taking the number of graduates in a specific category and then dividing by the number of known graduates as identified in the knowledge rate above.

To present the overall outcomes for the Class of 2019, NACE summed the data from the individual reporting institutions to compile overall numbers for the graduating base, number of known students, number employed in each individual category, number in continuing education, number still seeking employment, and so forth. These overall numbers were then used to calculate percentages for the knowledge rate, career outcomes rate, percent in continuing education, and so on for the Class of 2019 as a whole by degree level. The numbers reported in the Outcomes sections represent the aggregated results from the reporting institutions rather than the average of the individual reporting schools.

FIRST-DESTINATION GROUPINGS: DEFINITIONS

To allow for some degree of benchmarking, overall institution level results were divided along a number of different dimensions/groups. These groupings included geographic location, school types, institutional control (public vs. private), and the size of the institution as defined by its number of students. The following are the grouping definitions used in this report.

Region: Data were divided into eight geographic regions consistent with the geographic distribution of colleges and universities in the IPEDS database.

- **New England** (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut)
- **Mid-Atlantic** (New York, New Jersey, Pennsylvania, Delaware, Maryland, and the District of Columbia)
- **Southeast** (Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Tennessee, Kentucky, Arkansas, and Louisiana)
- **Great Lakes** (Ohio, Indiana, Illinois, Michigan, and Wisconsin)
- **Plains** (Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas)
- **Southwest** (Oklahoma, Texas, New Mexico, and Arizona)
- **Rockies** (Colorado, Wyoming, Montana, Idaho, and Utah)
- **Far West** (Nevada, California, Oregon, Washington, Alaska, and Hawaii)

APPENDIX

Carnegie Classification (Basic): Schools were grouped by type of degree offered. The groupings are from the basic classification scheme used by the Carnegie Commission on Higher Education. We report on nine separate classifications representing the current categories for most four-year institutions as defined by the Carnegie Commission. These are:

- **Doctoral Research – R1 - Very high research:** These are institutions that awarded at least 20 research/scholarship doctorates and reported at least $5 million in research expenditures during 2018-19 academic year, and scored very high on either an aggregate or per capita index related to doctoral degrees awarded and spending on research activities.
- **Doctoral Research – R2 - High research:** These are institutions that awarded at least 20 research/scholarship doctorates and reported at least $5 million in research expenditures during 2018-19 academic year, and scored high on one of the aggregate and per capita indexes related to doctoral degrees awarded and spending on research activities, but not very high on either of the indexes.
- **Doctoral/Professional Universities:** These are institutions that awarded less than 20 research/scholarship doctoral degrees during the 2018-19 academic year and awarded at least 30 professional practice doctoral degrees in at least two programs.
- **Masters – M1 – Large:** These are institutions that awarded at least 200 master's degrees in 2018-19.
- **Masters – M2 – Medium:** These are institutions that awarded between 100 and 199 master's degrees in 2018-19.
- **Masters – M3 – Small:** These are institutions that awarded between 50 and 99 master's degrees in 2018-19.
- **Baccalaureate Arts and Sciences:** These are institutions where bachelor's degrees represent at least 50 percent of all degrees but where fewer than 50 master's degrees or 20 doctoral degrees were awarded during 2018-19, and where at least half of the bachelor's degrees awarded were in majors classified as in arts and sciences.
- **Baccalaureate Diverse:** These are institutions where bachelor's degrees represent at least 50 percent of all degrees but where fewer than 50 master's degrees or 20 doctoral degrees were awarded during 2018-19, and where less than half of the bachelor's degrees awarded were in majors classified as in arts and sciences.
- **Special Focus:** These are institutions where the degrees are concentrated in a single field or a set of related fields, e.g. business, engineering, arts.

Institutional Control: Institutions are either publicly controlled or privately controlled. This means that the institution's direction set by its trustees is ultimately determined by a governmental entity (public control) or by an internal structure (private control). While private control can be further subdivided between institutions that have a for-profit objective and those that have not-for-profit status, this report does not make that distinction as only one institution with for-profit status provided data.

Size: This report uses five size categories, based on undergraduate enrollment reported in IPEDS for the 2019 academic year.

- **Very small:** Total enrollment is less than 2,000.
- **Small:** Total enrollment is greater than or equal to 2,000 but less than or equal to 4,999.
- **Medium:** Total enrollment is greater than or equal to 5,000 but less than or equal to 9,999.
- **Large:** Total enrollment is greater than or equal to 10,000 but less than or equal to 19,999.
- **Very large:** Total enrollment is greater than or equal to 20,000.

Academic Disciplines/Majors: Beyond categorizing outcomes information for the institution as a whole, the standards call for reporting the results by academic program. In submitting their outcomes to NACE, participating schools were asked to provide detail, including the compensation results by academic program. Respondents were free to list these programs by the titles used on their campuses. However, in order to make the data as comparable as possible across schools, NACE staff reclassified the program titles to conform with the classification of instructional programs (CIP) used in the IPEDS database.

The CIP system organizes academic programs into a tree structure where a general discipline forms the trunk and academic majors are identified into two defined branches: the first being a more generic class of programs under the discipline; the second, the more specific title. For example, business is classed as a broad discipline (the trunk) encompassing a group of relatively broad majors, such as business administration and management (the more generic

class of programs). Very specific programs (the more specific title) appear under that broad major; for example, logistics/supply chain appears under the heading of business administration and management.

Unfortunately, not every participating school in this year's study was able to provide outcomes information by academic program. However, we did receive program-level information from 280 schools, which allowed us to identify program level results at trunk/discipline level for 35 broad disciplines and at broad major level for an additional 228 majors. Space considerations make publishing the detail for all these academic programs too cumbersome for this summary report, but the outcomes detail for each program will be available on the NACE website. See the Class of 2019 Dashboard.

APPENDIX

REPORTING INSTITUTIONS

BACHELOR'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
ABILENE CHRISTIAN UNIVERSITY	ABILENE	TX
ADELPHI UNIVERSITY	GARDEN CITY	NY
ALBERTUS MAGNUS COLLEGE	NEW HAVEN	CT
ALFRED UNIVERSITY	ALFRED	NY
ALLEGHENY COLLEGE	MEADVILLE	PA
ALMA COLLEGE	ALMA	MI
ALVERNO COLLEGE	MILWAUKEE	WI
AMERICAN UNIVERSITY	WASHINGTON	DC
ANDERSON UNIVERSITY	ANDERSON	IN
ANDERSON UNIVERSITY	ANDERSON	SC
AQUINAS COLLEGE	GRAND RAPIDS	MI
ARIZONA STATE UNIVERSITY	TEMPE	AZ
AUBURN UNIVERSITY	AUBURN	AL
AUGSBURG UNIVERSITY	MINNEAPOLIS	MN
AUGUSTANA COLLEGE	ROCK ISLAND	IL
AZUSA PACIFIC UNIVERSITY	AZUSA	CA
BABSON COLLEGE	WELLESLEY	MA
BAKER COLLEGE	OWOSSO	MI
BALL STATE UNIVERSITY	MUNCIE	IN
BATES COLLEGE	LEWISTON	ME
BAYLOR UNIVERSITY - BUSINESS SCHOOL	WACO	TX
BELMONT UNIVERSITY	NASHVILLE	TN
BINGHAMTON UNIVERSITY	VESTAL	NY
BIOLA UNIVERSITY	LA MIRADA	CA
BLOOMSBURG UNIVERSITY OF PENNSYLVANIA	BLOOMSBURG	PA
BOB JONES UNIVERSITY	GREENVILLE	SC
BOSTON COLLEGE	CHESTNUT HILL	MA
BOSTON UNIVERSITY	BOSTON	MA
BRANDEIS UNIVERSITY	WALTHAM	MA
BRIDGEWATER COLLEGE	BRIDGEWATER	VA
BUTLER UNIVERSITY	INDIANAPOLIS	IN
CABRINI UNIVERSITY	RADNOR	PA
CALIFORNIA LUTHERAN UNIVERSITY	THOUSAND OAKS	CA
CALIFORNIA POLYTECHNIC STATE UNIVERSITY-SAN LUIS OBISPO	SAN LUIS OBISPO	CA
CAMERON UNIVERSITY	LAWTON	OK
CAPITAL UNIVERSITY	COLUMBUS	OH
CARLOW UNIVERSITY	PITTSBURGH	PA
CARNEGIE MELLON UNIVERSITY	PITTSBURGH	PA
CAZENOVIA COLLEGE	CAZENOVIA	NY
CEDAR CREST COLLEGE	ALLENTOWN	PA
CEDARVILLE UNIVERSITY	CEDARVILLE	OH

BACHELOR'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
CENTRE COLLEGE	DANVILLE	KY
CHAMPLAIN COLLEGE	BURLINGTON	VT
CHAPMAN UNIVERSITY	ORANGE	CA
CLARK UNIVERSITY	WORCESTER	MA
COE COLLEGE	CEDAR RAPIDS	IA
COLBY-SAWYER COLLEGE	NEW LONDON	NH
COLLEGE OF COASTAL GEORGIA	BRUNSWICK	GA
COLLEGE OF THE HOLY CROSS	WORCESTER	MA
COLORADO MOUNTAIN COLLEGE	GLENWOOD SPRINGS	CO
COLORADO SCHOOL OF MINES	GOLDEN	CO
COLORADO STATE UNIVERSITY-FORT COLLINS	FORT COLLINS	CO
COLORADO STATE UNIVERSITY-PUEBLO	PUEBLO	CO
COLUMBIA COLLEGE	COLUMBIA	SC
CONCORDIA COLLEGE AT MOORHEAD	MOORHEAD	MN
CUNY BERNARD M BARUCH COLLEGE	NEW YORK	NY
CURRY COLLEGE	MILTON	MA
DAVENPORT UNIVERSITY	GRAND RAPIDS	MI
DELAWARE VALLEY UNIVERSITY	DOYLESTOWN	PA
DENISON UNIVERSITY	GRANVILLE	OH
DESALES UNIVERSITY	CENTER VALLEY	PA
DOANE UNIVERSITY	CRETE	NE
DORDT UNIVERSITY	SIOUX CENTER	IA
EASTERN ILLINOIS UNIVERSITY	CHARLESTON	IL
ELMIRA COLLEGE	ELMIRA	NY
ELON UNIVERSITY	ELON	NC
EMBRY-RIDDLE AERONAUTICAL UNIVERSITY-DAYTONA BEACH	DAYTONA BEACH	FL
EMBRY-RIDDLE AERONAUTICAL UNIVERSITY-PRESCOTT	PRESCOTT	AZ
EMBRY-RIDDLE AERONAUTICAL UNIVERSITY-WORLDWIDE	DAYTONA BEACH	FL
EMERSON COLLEGE	BOSTON	MA
ENDICOTT COLLEGE	BEVERLY	MA
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY	TALLAHASSEE	FL
FLORIDA STATE UNIVERSITY	TALLAHASSEE	FL
FONTBONNE UNIVERSITY	SAINT LOUIS	MO
FORDHAM UNIVERSITY	BRONX	NY
FRANKLIN COLLEGE	FRANKLIN	IN
FRANKLIN W OLIN COLLEGE OF ENGINEERING	NEEDHAM	MA
FURMAN UNIVERSITY	GREENVILLE	SC
GENEVA COLLEGE	BEAVER FALLS	PA
GEORGE FOX UNIVERSITY	NEWBERG	OR
GEORGE MASON UNIVERSITY	FAIRFAX	VA
GEORGE WASHINGTON UNIVERSITY	WASHINGTON	DC

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BACHELOR'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
GEORGETOWN COLLEGE	GEORGETOWN	KY
GEORGETOWN UNIVERSITY	WASHINGTON	DC
GEORGIA GWINNETT COLLEGE	LAWRENCEVILLE	GA
GEORGIA INSTITUTE OF TECHNOLOGY-MAIN CAMPUS	ATLANTA	GA
GOLDEN GATE UNIVERSITY-SAN FRANCISCO	SAN FRANCISCO	CA
GONZAGA UNIVERSITY	SPOKANE	WA
GRACE COLLEGE AND THEOLOGICAL SEMINARY	WINONA LAKE	IN
GRAND VIEW UNIVERSITY	DES MOINES	IA
GROVE CITY COLLEGE	GROVE CITY	PA
HARTWICK COLLEGE	ONEONTA	NY
HARVARD UNIVERSITY	CAMBRIDGE	MA
HASTINGS COLLEGE	HASTINGS	NE
HIGH POINT UNIVERSITY	HIGH POINT	NC
HOFSTRA UNIVERSITY	HEMPSTEAD	NY
ILLINOIS STATE UNIVERSITY	NORMAL	IL
ILLINOIS WESLEYAN UNIVERSITY	BLOOMINGTON	IL
INDIANA STATE UNIVERSITY	TERRE HAUTE	IN
INDIANA UNIVERSITY-SOUTH BEND-SCHOOL OF BUSINESS & ECONOMICS	SOUTH BEND	IN
INDIANA WESLEYAN UNIVERSITY-MARION	MARION	IN
IONA COLLEGE	NEW ROCHELLE	NY
ITHACA COLLEGE	ITHACA	NY
JACKSONVILLE STATE UNIVERSITY	JACKSONVILLE	AL
JACKSONVILLE UNIVERSITY	JACKSONVILLE	FL
JAMES MADISON UNIVERSITY	HARRISONBURG	VA
KALAMAZOO COLLEGE	KALAMAZOO	MI
KANSAS STATE UNIVERSITY	MANHATTAN	KS
KENNESAW STATE UNIVERSITY	KENNESAW	GA
KENT STATE UNIVERSITY	KENT	OH
KENTUCKY STATE UNIVERSITY	FRANKFORT	KY
KUTZTOWN UNIVERSITY OF PENNSYLVANIA	KUTZTOWN	PA
LA ROCHE UNIVERSITY	PITTSBURGH	PA
LAFAYETTE COLLEGE	EASTON	PA
LAKE FOREST COLLEGE	LAKE FOREST	IL
LE MOYNE COLLEGE	SYRACUSE	NY
LEHIGH UNIVERSITY	BETHLEHEM	PA
LEWIS & CLARK COLLEGE	PORTLAND	OR
LEWIS UNIVERSITY	ROMEOVILLE	IL
LIPSCOMB UNIVERSITY	NASHVILLE	TN
LOURDES UNIVERSITY	SYLVANIA	OH
LOYOLA UNIVERSITY NEW ORLEANS	NEW ORLEANS	LA
LYON COLLEGE	BATESVILLE	AR
MACALESTER COLLEGE	SAINT PAUL	MN
MANHATTANVILLE COLLEGE	PURCHASE	NY

BACHELOR'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
MANSFIELD UNIVERSITY OF PENNSYLVANIA	MANSFIELD	PA
MARIAN UNIVERSITY	INDIANAPOLIS	IN
MARIST COLLEGE	POUGHKEEPSIE	NY
MARQUETTE UNIVERSITY	MILWAUKEE	WI
MARSHALL UNIVERSITY	HUNTINGTON	WV
MARYVILLE COLLEGE	MARYVILLE	TN
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	CAMBRIDGE	MA
MASSACHUSETTS MARITIME ACADEMY	BUZZARDS BAY	MA
MAYVILLE STATE UNIVERSITY	MAYVILLE	ND
MCMURRY UNIVERSITY	ABILENE	TX
MCPHERSON COLLEGE	MCPHERSON	KS
MERCER UNIVERSITY	MACON	GA
MERCY COLLEGE	DOBBS FERRY	NY
MESSIAH COLLEGE	MECHANICSBURG	PA
MIAMI UNIVERSITY-HAMILTON	HAMILTON	OH
MIAMI UNIVERSITY-MIDDLETOWN	MIDDLETOWN	OH
MIAMI UNIVERSITY-OXFORD	OXFORD	OH
MICHIGAN TECHNOLOGICAL UNIVERSITY	HOUGHTON	MI
MIDLAND UNIVERSITY	FREMONT	NE
MILWAUKEE SCHOOL OF ENGINEERING	MILWAUKEE	WI
MISSISSIPPI STATE UNIVERSITY	MISSISSIPPI STATE	MS
MISSOURI STATE UNIVERSITY-SPRINGFIELD	SPRINGFIELD	MO
MISSOURI UNIVERSITY OF SCIENCE AND TECHNOLOGY	ROLLA	MO
MONTANA TECHNOLOGICAL UNIVERSITY	BUTTE	MT
MORAVIAN COLLEGE	BETHLEHEM	PA
MOREHEAD STATE UNIVERSITY	MOREHEAD	KY
MORGAN STATE UNIVERSITY	BALTIMORE	MD
MOUNT HOLYOKE COLLEGE	SOUTH HADLEY	MA
MOUNT MARTY COLLEGE	YANKTON	SD
MUHLENBERG COLLEGE	ALLENTOWN	PA
NAZARETH COLLEGE	ROCHESTER	NY
NEVADA STATE COLLEGE	HENDERSON	NV
NEW JERSEY INSTITUTE OF TECHNOLOGY	NEWARK	NJ
NEW MEXICO HIGHLANDS UNIVERSITY	LAS VEGAS	NM
NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	LAS CRUCES	NM
NEW YORK UNIVERSITY	NEW YORK	NY
NICHOLS COLLEGE	DUDLEY	MA
NORTH CAROLINA A & T STATE UNIVERSITY	GREENSBORO	NC
NORTH CENTRAL COLLEGE	NAPERVILLE	IL
NORTH DAKOTA STATE UNIVERSITY-MAIN CAMPUS	FARGO	ND
NORTHEASTERN UNIVERSITY	BOSTON	MA
NORTHWESTERN COLLEGE	ORANGE CITY	IA
NORWICH UNIVERSITY	NORTHFIELD	VT

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BACHELOR'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
OAKLAND UNIVERSITY	ROCHESTER HILLS	MI
OAKWOOD UNIVERSITY	HUNTSVILLE	AL
OGLETHORPE UNIVERSITY	ATLANTA	GA
OHIO DOMINICAN UNIVERSITY	COLUMBUS	OH
OHIO STATE UNIVERSITY-MAIN CAMPUS	COLUMBUS	OH
OHIO WESLEYAN UNIVERSITY	DELAWARE	OH
OKLAHOMA STATE UNIVERSITY-MAIN CAMPUS	STILLWATER	OK
OLIVET NAZARENE UNIVERSITY	BOURBONNAIS	IL
OTTERBEIN UNIVERSITY	WESTERVILLE	OH
OUR LADY OF THE LAKE UNIVERSITY	SAN ANTONIO	TX
PACE UNIVERSITY	NEW YORK	NY
PACIFIC LUTHERAN UNIVERSITY	TACOMA	WA
PEPPERDINE UNIVERSITY	MALIBU	CA
PRESBYTERIAN COLLEGE	CLINTON	SC
PRINCETON UNIVERSITY	PRINCETON	NJ
PRINCIPIA COLLEGE	ELSAH	IL
PURDUE UNIVERSITY FORT WAYNE	FORT WAYNE	IN
PURDUE UNIVERSITY GLOBAL	INDIANAPOLIS	IN
PURDUE UNIVERSITY NORTHWEST	HAMMOND	IN
PURDUE UNIVERSITY-MAIN CAMPUS	WEST LAFAYETTE	IN
RADFORD UNIVERSITY	RADFORD	VA
RAMAPO COLLEGE OF NEW JERSEY	MAHWAH	NJ
RANDOLPH-MACON COLLEGE	ASHLAND	VA
RICE UNIVERSITY	HOUSTON	TX
RIPON COLLEGE	RIPON	WI
ROANOKE COLLEGE	SALEM	VA
ROBERT MORRIS UNIVERSITY	MOON TOWNSHIP	PA
ROCHESTER INSTITUTE OF TECHNOLOGY	ROCHESTER	NY
ROCHESTER UNIVERSITY	ROCHESTER HILLS	MI
ROCKY MOUNTAIN COLLEGE	BILLINGS	MT
ROGER WILLIAMS UNIVERSITY	BRISTOL	RI
ROSE-HULMAN INSTITUTE OF TECHNOLOGY	TERRE HAUTE	IN
RUTGERS UNIVERSITY-CAMDEN	CAMDEN	NJ
RUTGERS UNIVERSITY-NEW BRUNSWICK	NEW BRUNSWICK	NJ
SAINT AMBROSE UNIVERSITY	DAVENPORT	IA
SAINT ANSELM COLLEGE	MANCHESTER	NH
SAINT JOHN FISHER COLLEGE	ROCHESTER	NY
SAINT JOSEPH'S UNIVERSITY	PHILADELPHIA	PA
SAINT MICHAEL'S COLLEGE	COLCHESTER	VT
SAINT NORBERT COLLEGE	DE PERE	WI
SEATTLE UNIVERSITY	SEATTLE	WA
SETON HALL UNIVERSITY	SOUTH ORANGE	NJ
SETON HILL UNIVERSITY	GREENSBURG	PA

BACHELOR'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
SHAWNEE STATE UNIVERSITY	PORTSMOUTH	OH
SHENANDOAH UNIVERSITY	WINCHESTER	VA
SIMMONS UNIVERSITY	BOSTON	MA
SIMPSON COLLEGE	INDIANOLA	IA
SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY	RAPID CITY	SD
SOUTHERN ILLINOIS UNIVERSITY-CARBONDALE	CARBONDALE	IL
SOUTHERN ILLINOIS UNIVERSITY-CARBONDALE-COLLEGE OF BUSINESS AND ANALYTICS	CARBONDALE	IL
SOUTHERN METHODIST UNIVERSITY-COX SCHOOL OF BUSINESS	DALLAS	TX
SOUTHERN WESLEYAN UNIVERSITY	CENTRAL	SC
SPRING ARBOR UNIVERSITY	SPRING ARBOR	MI
SPRINGFIELD COLLEGE	SPRINGFIELD	MA
ST LAWRENCE UNIVERSITY	CANTON	NY
ST OLAF COLLEGE	NORTHFIELD	MN
ST. MARY'S COLLEGE OF MARYLAND	ST. MARY'S CITY	MD
ST. THOMAS AQUINAS COLLEGE	SPARKILL	NY
STETSON UNIVERSITY	DELAND	FL
STOCKTON UNIVERSITY	GALLOWAY	NJ
SUNY AT PURCHASE COLLEGE	PURCHASE	NY
SUNY COLLEGE OF TECHNOLOGY AT ALFRED	ALFRED	NY
SUSQUEHANNA UNIVERSITY	SELINSGROVE	PA
SYRACUSE UNIVERSITY	SYRACUSE	NY
TEMPLE UNIVERSITY	PHILADELPHIA	PA
TENNESSEE STATE UNIVERSITY	NASHVILLE	TN
TENNESSEE TECHNOLOGICAL UNIVERSITY	COOKEVILLE	TN
TEXAS A&M UNIVERSITY-SAN ANTONIO	SAN ANTONIO	TX
TEXAS CHRISTIAN UNIVERSITY	FORT WORTH	TX
TEXAS WESLEYAN UNIVERSITY	FORT WORTH	TX
TEXAS WOMAN'S UNIVERSITY	DENTON	TX
THE KING'S COLLEGE	NEW YORK	NY
THE UNIVERSITY OF TENNESSEE-KNOXVILLE	KNOXVILLE	TN
THE UNIVERSITY OF TEXAS AT AUSTIN-COLLEGE OF ENGINEERING	AUSTIN	TX
THE UNIVERSITY OF THE SOUTH	SEWANEE	TN
THOMAS JEFFERSON UNIVERSITY	PHILADELPHIA	PA
TOURO COLLEGE	NEW YORK	NY
TOWSON UNIVERSITY	TOWSON	MD
TRINE UNIVERSITY	ANGOLA	IN
TRINITY CHRISTIAN COLLEGE	PALOS HEIGHTS	IL
TRINITY UNIVERSITY	SAN ANTONIO	TX
TROY UNIVERSITY	TROY	AL
TUFTS UNIVERSITY	MEDFORD	MA
TUSCULUM UNIVERSITY	GREENEVILLE	TN
UNION COLLEGE	SCHENECTADY	NY
UNIVERSITY OF ALABAMA AT BIRMINGHAM	BIRMINGHAM	AL

APPENDIX

BACHELOR'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
UNIVERSITY OF ARIZONA	TUCSON	AZ
UNIVERSITY OF ARKANSAS	FAYETTEVILLE	AR
UNIVERSITY OF ARKANSAS-FORT SMITH	FORT SMITH	AR
UNIVERSITY OF CALIFORNIA-BERKELEY	BERKELEY	CA
UNIVERSITY OF CALIFORNIA-RIVERSIDE	RIVERSIDE	CA
UNIVERSITY OF CALIFORNIA-SANTA BARBARA	SANTA BARBARA	CA
UNIVERSITY OF CENTRAL MISSOURI	WARRENSBURG	MO
UNIVERSITY OF CONNECTICUT-SCHOOL OF BUSINESS	STORRS	CT
UNIVERSITY OF DALLAS	IRVING	TX
UNIVERSITY OF DAYTON	DAYTON	OH
UNIVERSITY OF DELAWARE	NEWARK	DE
UNIVERSITY OF DENVER	DENVER	CO
UNIVERSITY OF DETROIT MERCY	DETROIT	MI
UNIVERSITY OF HOUSTON-C.T. BAUER COLLEGE OF BUSINESS	HOUSTON	TX
UNIVERSITY OF HOUSTON-DOWNTOWN-MARILYN DAVIES COLLEGE OF BUSINESS	HOUSTON	TX
UNIVERSITY OF IDAHO	MOSCOW	ID
UNIVERSITY OF ILLINOIS AT SPRINGFIELD	SPRINGFIELD	IL
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN	CHAMPAIGN	IL
UNIVERSITY OF IOWA	IOWA CITY	IA
UNIVERSITY OF KENTUCKY	LEXINGTON	KY
UNIVERSITY OF LA VERNE	LA VERNE	CA
UNIVERSITY OF LOUISVILLE-COLLEGE OF BUSINESS	LOUISVILLE	KY
UNIVERSITY OF MARY WASHINGTON	FREDERICKSBURG	VA
UNIVERSITY OF MARYLAND-BALTIMORE COUNTY	BALTIMORE	MD
UNIVERSITY OF MASSACHUSETTS-DARTMOUTH	NORTH DARTMOUTH	MA
UNIVERSITY OF MIAMI	CORAL GABLES	FL
UNIVERSITY OF MINNESOTA-TWIN CITIES-COLLEGE OF SCIENCE AND ENGINEERING	MINNEAPOLIS	MN
UNIVERSITY OF MISSOURI-COLUMBIA	COLUMBIA	MO
UNIVERSITY OF MISSOURI-ST LOUIS	SAINT LOUIS	MO
UNIVERSITY OF NEBRASKA AT KEARNEY-COLLEGE OF BUSINESS AND TECHNOLOGY	KEARNEY	NE
UNIVERSITY OF NEBRASKA-LINCOLN	LINCOLN	NE
UNIVERSITY OF NEVADA-LAS VEGAS	LAS VEGAS	NV
UNIVERSITY OF NEW HAMPSHIRE-MAIN CAMPUS	DURHAM	NH
UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE	ASHEVILLE	NC
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO	GREENSBORO	NC
UNIVERSITY OF NORTH GEORGIA	DAHLONEGA	GA
UNIVERSITY OF OKLAHOMA-NORMAN CAMPUS	NORMAN	OK
UNIVERSITY OF OREGON	EUGENE	OR
UNIVERSITY OF PENNSYLVANIA	PHILADELPHIA	PA
UNIVERSITY OF PITTSBURGH-BRADFORD	BRADFORD	PA
UNIVERSITY OF PITTSBURGH-GREENSBURG	GREENSBURG	PA
UNIVERSITY OF PITTSBURGH-JOHNSTOWN	JOHNSTOWN	PA
UNIVERSITY OF PITTSBURGH-PITTSBURGH CAMPUS	PITTSBURGH	PA

BACHELOR'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
UNIVERSITY OF PUGET SOUND	TACOMA	WA
UNIVERSITY OF REDLANDS	REDLANDS	CA
UNIVERSITY OF RICHMOND	RICHMOND	VA
UNIVERSITY OF SAINT FRANCIS-FORT WAYNE	FORT WAYNE	IN
UNIVERSITY OF SAN DIEGO	SAN DIEGO	CA
UNIVERSITY OF SCRANTON	SCRANTON	PA
UNIVERSITY OF SOUTHERN CALIFORNIA	LOS ANGELES	CA
UNIVERSITY OF SOUTHERN MISSISSIPPI	HATTIESBURG	MS
UNIVERSITY OF ST THOMAS	SAINT PAUL	MN
UNIVERSITY OF TULSA	TULSA	OK
UNIVERSITY OF TULSA - COLLINS COLLEGE OF BUSINESS	TULSA	OK
UNIVERSITY OF UTAH	SALT LAKE CITY	UT
UNIVERSITY OF VERMONT	BURLINGTON	VT
UNIVERSITY OF WEST ALABAMA	LIVINGSTON	AL
UNIVERSITY OF WISCONSIN-EAU CLAIRE	EAU CLAIRE	WI
UNIVERSITY OF WISCONSIN-MADISON	MADISON	WI
UNIVERSITY OF WISCONSIN-OSHKOSH	OSHKOSH	WI
UNIVERSITY OF WISCONSIN-RIVER FALLS	RIVER FALLS	WI
UNIVERSITY OF WISCONSIN-STOUT	MENOMONIE	WI
UNIVERSITY OF WYOMING	LARAMIE	WY
UPPER IOWA UNIVERSITY	FAYETTE	IA
URSINUS COLLEGE	COLLEGEVILLE	PA
UTAH STATE UNIVERSITY	LOGAN	UT
VANDERBILT UNIVERSITY	NASHVILLE	TN
VANGUARD UNIVERSITY OF SOUTHERN CALIFORNIA	COSTA MESA	CA
VIRGINIA COMMONWEALTH UNIVERSITY	RICHMOND	VA
VIRGINIA MILITARY INSTITUTE	LEXINGTON	VA
WASHBURN UNIVERSITY	TOPEKA	KS
WASHINGTON AND LEE UNIVERSITY	LEXINGTON	VA
WASHINGTON COLLEGE	CHESTERTOWN	MD
WASHINGTON STATE UNIVERSITY-CARSON COLLEGE OF BUSINESS	PULLMAN	WA
WASHINGTON UNIVERSITY IN ST LOUIS	SAINT LOUIS	MO
WELLESLEY COLLEGE	WELLESLEY	MA
WESLEYAN COLLEGE	MACON	GA
WEST TEXAS A & M UNIVERSITY	CANYON	TX
WEST VIRGINIA UNIVERSITY INSTITUTE OF TECHNOLOGY	MORGANTOWN	WV
WEST VIRGINIA UNIVERSITY-JOHN CHAMBERS COLLEGE OF BUSINESS AND ECONOMICS	BECKLEY	WV
WEST VIRGINIA WESLEYAN COLLEGE	BUCKHANNON	WV
WESTERN COLORADO UNIVERSITY	GUNNISON	CO
WESTMONT COLLEGE	SANTA BARBARA	CA
WHEATON COLLEGE	WHEATON	IL
WHITTIER COLLEGE	WHITTIER	CA
WHITWORTH UNIVERSITY	SPOKANE	WA

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BACHELOR'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
WIDENER UNIVERSITY	CHESTER	PA
WILLIAM & MARY	WILLIAMSBURG	VA
WISCONSIN LUTHERAN COLLEGE	MILWAUKEE	WI
WORCESTER POLYTECHNIC INSTITUTE	WORCESTER	MA
WRIGHT STATE UNIVERSITY-MAIN CAMPUS	DAYTON	OH
XAVIER UNIVERSITY	CINCINNATI	OH
YALE UNIVERSITY	NEW HAVEN	CT
YORK COLLEGE OF PENNSYLVANIA	YORK	PA
YOUNGSTOWN STATE UNIVERSITY	YOUNGSTOWN	OH

MASTER'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
ABILENE CHRISTIAN UNIVERSITY	ABILENE	TX
ADELPHI UNIVERSITY	GARDEN CITY	NY
ALBERTUS MAGNUS COLLEGE	NEW HAVEN	CT
ALFRED UNIVERSITY	ALFRED	NY
ALVERNO COLLEGE	MILWAUKEE	WI
AMERICAN UNIVERSITY	WASHINGTON	DC
ANDERSON UNIVERSITY	ANDERSON	IN
ANDERSON UNIVERSITY	ANDERSON	SC
AQUINAS COLLEGE	GRAND RAPIDS	MI
ARIZONA STATE UNIVERSITY	TEMPE	AZ
AZUSA PACIFIC UNIVERSITY	AZUSA	CA
BAKER COLLEGE	OWOSSO	MI
BELMONT UNIVERSITY	NASHVILLE	TN
BIOLA UNIVERSITY	LA MIRADA	CA
BLOOMSBURG UNIVERSITY OF PENNSYLVANIA	BLOOMSBURG	PA
BOB JONES UNIVERSITY	GREENVILLE	SC
CALIFORNIA POLYTECHNIC STATE UNIVERSITY-SAN LUIS OBISPO	SAN LUIS OBISPO	CA
CAMERON UNIVERSITY	LAWTON	OK
CARLOW UNIVERSITY	PITTSBURGH	PA
CARNEGIE MELLON UNIVERSITY	PITTSBURGH	PA
CEDAR CREST COLLEGE	ALLENTOWN	PA
COLORADO SCHOOL OF MINES	GOLDEN	CO
COLORADO STATE UNIVERSITY-PUEBLO	PUEBLO	CO
COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK-MAILMAN SCHOOL OF PUBLIC HEALTH	NEW YORK	NY
CURRY COLLEGE	MILTON	MA
DAVENPORT UNIVERSITY	GRAND RAPIDS	MI
DELAWARE VALLEY UNIVERSITY	DOYLESTOWN	PA
DESALES UNIVERSITY	CENTER VALLEY	PA

MASTER'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
EASTERN ILLINOIS UNIVERSITY	CHARLESTON	IL
EMBRY-RIDDLE AERONAUTICAL UNIVERSITY-DAYTONA BEACH	DAYTONA BEACH	FL
EMBRY-RIDDLE AERONAUTICAL UNIVERSITY-PRESCOTT	PRESCOTT	AZ
EMBRY-RIDDLE AERONAUTICAL UNIVERSITY-WORLDWIDE	DAYTONA BEACH	FL
EMERSON COLLEGE	BOSTON	MA
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY	TALLAHASSEE	FL
FLORIDA STATE UNIVERSITY	TALLAHASSEE	FL
FONTBONNE UNIVERSITY	SAINT LOUIS	MO
GEORGE FOX UNIVERSITY	NEWBERG	OR
GEORGE MASON UNIVERSITY	FAIRFAX	VA
GEORGIA INSTITUTE OF TECHNOLOGY-MAIN CAMPUS	ATLANTA	GA
GOLDEN GATE UNIVERSITY-SAN FRANCISCO	SAN FRANCISCO	CA
GONZAGA UNIVERSITY	SPOKANE	WA
GRAND VIEW UNIVERSITY	DES MOINES	IA
HIGH POINT UNIVERSITY	HIGH POINT	NC
HOFSTRA UNIVERSITY	HEMPSTEAD	NY
ILLINOIS STATE UNIVERSITY	NORMAL	IL
INDIANA STATE UNIVERSITY	TERRE HAUTE	IN
INDIANA WESLEYAN UNIVERSITY-MARION	MARION	IN
IONA COLLEGE	NEW ROCHELLE	NY
JACKSONVILLE STATE UNIVERSITY	JACKSONVILLE	AL
JACKSONVILLE UNIVERSITY	JACKSONVILLE	FL
KANSAS STATE UNIVERSITY	MANHATTAN	KS
KENNESAW STATE UNIVERSITY	KENNESAW	GA
KENT STATE UNIVERSITY	KENT	OH
KENTUCKY STATE UNIVERSITY	FRANKFORT	KY
KUTZTOWN UNIVERSITY OF PENNSYLVANIA	KUTZTOWN	PA
LA ROCHE UNIVERSITY	PITTSBURGH	PA
LE MOYNE COLLEGE	SYRACUSE	NY
LOURDES UNIVERSITY	SYLVANIA	OH
MANSFIELD UNIVERSITY OF PENNSYLVANIA	MANSFIELD	PA
MARSHALL UNIVERSITY	HUNTINGTON	WV
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	CAMBRIDGE	MA
MAYVILLE STATE UNIVERSITY	MAYVILLE	ND
MERCER UNIVERSITY	MACON	GA
MIAMI UNIVERSITY-OXFORD	OXFORD	OH
MICHIGAN TECHNOLOGICAL UNIVERSITY	HOUGHTON	MI
MISSISSIPPI STATE UNIVERSITY	MISSISSIPPI STATE	MS
MISSOURI UNIVERSITY OF SCIENCE AND TECHNOLOGY	ROLLA	MO
MONTANA TECHNOLOGICAL UNIVERSITY	BUTTE	MT
MOREHEAD STATE UNIVERSITY	MOREHEAD	KY
MOUNT MARTY COLLEGE	YANKTON	SD
NAZARETH COLLEGE	ROCHESTER	NY

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MASTER'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
NEW JERSEY INSTITUTE OF TECHNOLOGY	NEWARK	NJ
NEW MEXICO HIGHLANDS UNIVERSITY	LAS VEGAS	NM
NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	LAS CRUCES	NM
NEW YORK UNIVERSITY	NEW YORK	NY
NORTH CENTRAL COLLEGE	NAPERVILLE	IL
NORTH DAKOTA STATE UNIVERSITY-MAIN CAMPUS	FARGO	ND
NORTHEASTERN UNIVERSITY	BOSTON	MA
NORTHWESTERN COLLEGE	ORANGE CITY	IA
OAKLAND UNIVERSITY	ROCHESTER HILLS	MI
OAKWOOD UNIVERSITY	HUNTSVILLE	AL
OHIO DOMINICAN UNIVERSITY	COLUMBUS	OH
OHIO STATE UNIVERSITY-MAIN CAMPUS	COLUMBUS	OH
OKLAHOMA STATE UNIVERSITY-MAIN CAMPUS	STILLWATER	OK
OUR LADY OF THE LAKE UNIVERSITY	SAN ANTONIO	TX
PACE UNIVERSITY	NEW YORK	NY
PEPPERDINE UNIVERSITY	MALIBU	CA
PURDUE UNIVERSITY FORT WAYNE	FORT WAYNE	IN
PURDUE UNIVERSITY GLOBAL	INDIANAPOLIS	IN
PURDUE UNIVERSITY NORTHWEST	HAMMOND	IN
PURDUE UNIVERSITY-MAIN CAMPUS	WEST LAFAYETTE	IN
RADFORD UNIVERSITY	RADFORD	VA
ROBERT MORRIS UNIVERSITY	MOON TOWNSHIP	PA
ROCHESTER INSTITUTE OF TECHNOLOGY	ROCHESTER	NY
ROCHESTER UNIVERSITY	ROCHESTER HILLS	MI
RUTGERS UNIVERSITY-CAMDEN	CAMDEN	NJ
RUTGERS UNIVERSITY-NEW BRUNSWICK	NEW BRUNSWICK	NJ
SAINT JOHN FISHER COLLEGE	ROCHESTER	NY
SAINT JOSEPH'S UNIVERSITY	PHILADELPHIA	PA
SETON HILL UNIVERSITY	GREENSBURG	PA
SHAWNEE STATE UNIVERSITY	PORTSMOUTH	OH
SHENANDOAH UNIVERSITY	WINCHESTER	VA
SIMMONS UNIVERSITY	BOSTON	MA
SIMPSON COLLEGE	INDIANOLA	IA
SOUTHERN ILLINOIS UNIVERSITY-CARBONDALE	CARBONDALE	IL
SOUTHERN ILLINOIS UNIVERSITY-CARBONDALE-COLLEGE OF BUSINESS AND ANALYTICS	CARBONDALE	IL
SOUTHERN METHODIST UNIVERSITY-COX SCHOOL OF BUSINESS	DALLAS	TX
SOUTHERN WESLEYAN UNIVERSITY	CENTRAL	SC
SPRING ARBOR UNIVERSITY	SPRING ARBOR	MI
SPRINGFIELD COLLEGE	SPRINGFIELD	MA
STOCKTON UNIVERSITY	GALLOWAY	NJ
SUNY AT PURCHASE COLLEGE	PURCHASE	NY
TEMPLE UNIVERSITY	PHILADELPHIA	PA
TENNESSEE STATE UNIVERSITY	NASHVILLE	TN

MASTER'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
TENNESSEE TECHNOLOGICAL UNIVERSITY	COOKEVILLE	TN
TEXAS A&M UNIVERSITY-SAN ANTONIO	SAN ANTONIO	TX
TEXAS WESLEYAN UNIVERSITY	FORT WORTH	TX
TEXAS WOMAN'S UNIVERSITY	DENTON	TX
THE UNIVERSITY OF TENNESSEE-KNOXVILLE	KNOXVILLE	TN
TRINITY CHRISTIAN COLLEGE	PALOS HEIGHTS	IL
TROY UNIVERSITY	TROY	AL
TUSCULUM UNIVERSITY	GREENEVILLE	TN
UNIVERSITY OF ALABAMA AT BIRMINGHAM	BIRMINGHAM	AL
UNIVERSITY OF ARKANSAS	FAYETTEVILLE	AR
UNIVERSITY OF ARKANSAS-FORT SMITH	FORT SMITH	AR
UNIVERSITY OF CALIFORNIA-RIVERSIDE	RIVERSIDE	CA
UNIVERSITY OF CALIFORNIA-SANTA BARBARA	SANTA BARBARA	CA
UNIVERSITY OF CENTRAL MISSOURI	WARRENSBURG	MO
UNIVERSITY OF DALLAS	IRVING	TX
UNIVERSITY OF DAYTON	DAYTON	OH
UNIVERSITY OF DELAWARE	NEWARK	DE
UNIVERSITY OF DENVER	DENVER	CO
UNIVERSITY OF HOUSTON-C.T. BAUER COLLEGE OF BUSINESS	HOUSTON	TX
UNIVERSITY OF HOUSTON-DOWNTOWN-MARILYN DAVIES COLLEGE OF BUSINESS	HOUSTON	TX
UNIVERSITY OF IDAHO	MOSCOW	ID
UNIVERSITY OF ILLINOIS AT SPRINGFIELD	SPRINGFIELD	IL
UNIVERSITY OF LA VERNE	LA VERNE	CA
UNIVERSITY OF MARYLAND-BALTIMORE COUNTY	BALTIMORE	MD
UNIVERSITY OF MASSACHUSETTS-DARTMOUTH	NORTH DARTMOUTH	MA
UNIVERSITY OF MISSOURI-ST LOUIS	SAINT LOUIS	MO
UNIVERSITY OF NEBRASKA-LINCOLN	LINCOLN	NE
UNIVERSITY OF NEW HAMPSHIRE-MAIN CAMPUS	DURHAM	NH
UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE	ASHEVILLE	NC
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO	GREENSBORO	NC
UNIVERSITY OF NORTH GEORGIA	DAHLONEGA	GA
UNIVERSITY OF OREGON	EUGENE	OR
UNIVERSITY OF PENNSYLVANIA	PHILADELPHIA	PA
UNIVERSITY OF REDLANDS	REDLANDS	CA
UNIVERSITY OF SAINT FRANCIS-FORT WAYNE	FORT WAYNE	IN
UNIVERSITY OF SCRANTON	SCRANTON	PA
UNIVERSITY OF SOUTHERN CALIFORNIA	LOS ANGELES	CA
UNIVERSITY OF TULSA	TULSA	OK
UNIVERSITY OF TULSA - COLLINS COLLEGE OF BUSINESS	TULSA	OK
UNIVERSITY OF UTAH	SALT LAKE CITY	UT
UNIVERSITY OF VERMONT	BURLINGTON	VT
UNIVERSITY OF WEST ALABAMA	LIVINGSTON	AL
UNIVERSITY OF WISCONSIN-OSHKOSH	OSHKOSH	WI

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MASTER'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
UNIVERSITY OF WISCONSIN-RIVER FALLS	RIVER FALLS	WI
UNIVERSITY OF WYOMING	LARAMIE	WY
UPPER IOWA UNIVERSITY	FAYETTE	IA
UTAH STATE UNIVERSITY	LOGAN	UT
VANGUARD UNIVERSITY OF SOUTHERN CALIFORNIA	COSTA MESA	CA
VIRGINIA COMMONWEALTH UNIVERSITY	RICHMOND	VA
WASHBURN UNIVERSITY	TOPEKA	KS
WEILL CORNELL MEDICAL COLLEGE	NEW YORK	NY
WEST TEXAS A & M UNIVERSITY	CANYON	TX
WEST VIRGINIA UNIVERSITY-JOHN CHAMBERS COLLEGE OF BUSINESS AND ECONOMICS	MORGANTOWN	WV
WEST VIRGINIA WESLEYAN COLLEGE	BUCKHANNON	WV
WESTERN COLORADO UNIVERSITY	GUNNISON	CO
WISCONSIN LUTHERAN COLLEGE	MILWAUKEE	WI
WORCESTER POLYTECHNIC INSTITUTE	WORCESTER	MA
WRIGHT STATE UNIVERSITY-MAIN CAMPUS	DAYTON	OH
YORK COLLEGE OF PENNSYLVANIA	YORK	PA
YOUNGSTOWN STATE UNIVERSITY	YOUNGSTOWN	OH

DOCTORAL DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
ADELPHI UNIVERSITY	GARDEN CITY	NY
ALFRED UNIVERSITY	ALFRED	NY
ANDERSON UNIVERSITY	ANDERSON	IN
ANDERSON UNIVERSITY	ANDERSON	SC
ARIZONA STATE UNIVERSITY	TEMPE	AZ
AZUSA PACIFIC UNIVERSITY	AZUSA	CA
BAKER COLLEGE	OWOSSO	MI
BELMONT UNIVERSITY	NASHVILLE	TN
BIOLA UNIVERSITY	LA MIRADA	CA
BLOOMSBURG UNIVERSITY OF PENNSYLVANIA	BLOOMSBURG	PA
BOB JONES UNIVERSITY	GREENVILLE	SC
CARNEGIE MELLON UNIVERSITY	PITTSBURGH	PA
COLORADO SCHOOL OF MINES	GOLDEN	CO
COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK-MAILMAN SCHOOL OF PUBLIC HEALTH	NEW YORK	NY
DESALES UNIVERSITY	CENTER VALLEY	PA
EMBRY-RIDDLE AERONAUTICAL UNIVERSITY-DAYTONA BEACH	DAYTONA BEACH	FL
EMBRY-RIDDLE AERONAUTICAL UNIVERSITY-WORLDWIDE	DAYTONA BEACH	FL
GEORGE FOX UNIVERSITY	NEWBERG	OR
GEORGE MASON UNIVERSITY	FAIRFAX	VA
GOLDEN GATE UNIVERSITY-SAN FRANCISCO	SAN FRANCISCO	CA
GONZAGA UNIVERSITY	SPOKANE	WA

DOCTORAL DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
HIGH POINT UNIVERSITY	HIGH POINT	NC
HOFSTRA UNIVERSITY	HEMPSTEAD	NY
INDIANA STATE UNIVERSITY	TERRE HAUTE	IN
JACKSONVILLE STATE UNIVERSITY	JACKSONVILLE	AL
JACKSONVILLE UNIVERSITY	JACKSONVILLE	FL
KANSAS STATE UNIVERSITY	MANHATTAN	KS
KENNESAW STATE UNIVERSITY	KENNESAW	GA
KENT STATE UNIVERSITY	KENT	OH
KUTZTOWN UNIVERSITY OF PENNSYLVANIA	KUTZTOWN	PA
LA ROCHE UNIVERSITY	PITTSBURGH	PA
MARSHALL UNIVERSITY	HUNTINGTON	WV
MASSACHUSETTS INSTITUTE OF TECHNOLOGY	CAMBRIDGE	MA
MERCER UNIVERSITY	MACON	GA
MIAMI UNIVERSITY-OXFORD	OXFORD	OH
MICHIGAN TECHNOLOGICAL UNIVERSITY	HOUGHTON	MI
MISSISSIPPI STATE UNIVERSITY	MISSISSIPPI STATE	MS
MISSOURI UNIVERSITY OF SCIENCE AND TECHNOLOGY	ROLLA	MO
MONTANA TECHNOLOGICAL UNIVERSITY	BUTTE	MT
MOREHEAD STATE UNIVERSITY	MOREHEAD	KY
NAZARETH COLLEGE	ROCHESTER	NY
NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	LAS CRUCES	NM
NEW YORK UNIVERSITY	NEW YORK	NY
NORTH DAKOTA STATE UNIVERSITY-MAIN CAMPUS	FARGO	ND
NORTHEASTERN UNIVERSITY	BOSTON	MA
OAKLAND UNIVERSITY	ROCHESTER HILLS	MI
OKLAHOMA STATE UNIVERSITY-MAIN CAMPUS	STILLWATER	OK
OUR LADY OF THE LAKE UNIVERSITY	SAN ANTONIO	TX
PACE UNIVERSITY	NEW YORK	NY
PURDUE UNIVERSITY-MAIN CAMPUS	WEST LAFAYETTE	IN
RADFORD UNIVERSITY	RADFORD	VA
ROBERT MORRIS UNIVERSITY	MOON TOWNSHIP	PA
ROCHESTER INSTITUTE OF TECHNOLOGY	ROCHESTER	NY
RUTGERS UNIVERSITY-CAMDEN	CAMDEN	NJ
RUTGERS UNIVERSITY-NEW BRUNSWICK	NEW BRUNSWICK	NJ
SAINT JOHN FISHER COLLEGE	ROCHESTER	NY
SAINT JOSEPH'S UNIVERSITY	PHILADELPHIA	PA
SHENANDOAH UNIVERSITY	WINCHESTER	VA
SOUTHERN ILLINOIS UNIVERSITY-CARBONDALE	CARBONDALE	IL
SPRINGFIELD COLLEGE	SPRINGFIELD	MA
TENNESSEE STATE UNIVERSITY	NASHVILLE	TN
TEXAS WESLEYAN UNIVERSITY	FORT WORTH	TX
TEXAS WOMAN'S UNIVERSITY	DENTON	TX
THE UNIVERSITY OF TENNESSEE-KNOXVILLE	KNOXVILLE	TN

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DOCTORAL DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
TROY UNIVERSITY	TROY	AL
UNIVERSITY OF ALABAMA AT BIRMINGHAM	BIRMINGHAM	AL
UNIVERSITY OF ARKANSAS	FAYETTEVILLE	AR
UNIVERSITY OF CALIFORNIA-RIVERSIDE	RIVERSIDE	CA
UNIVERSITY OF DAYTON	DAYTON	OH
UNIVERSITY OF DELAWARE	NEWARK	DE
UNIVERSITY OF DENVER	DENVER	CO
UNIVERSITY OF IDAHO	MOSCOW	ID
UNIVERSITY OF ILLINOIS AT SPRINGFIELD	SPRINGFIELD	IL
UNIVERSITY OF LA VERNE	LA VERNE	CA
UNIVERSITY OF MARYLAND-BALTIMORE COUNTY	BALTIMORE	MD
UNIVERSITY OF MASSACHUSETTS-DARTMOUTH	NORTH DARTMOUTH	MA
UNIVERSITY OF MISSOURI-ST LOUIS	SAINT LOUIS	MO
UNIVERSITY OF NEBRASKA-LINCOLN	LINCOLN	NE
UNIVERSITY OF NEW HAMPSHIRE-MAIN CAMPUS	DURHAM	NH
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO	GREENSBORO	NC
UNIVERSITY OF OREGON	EUGENE	OR
UNIVERSITY OF PENNSYLVANIA	PHILADELPHIA	PA
UNIVERSITY OF SCRANTON	SCRANTON	PA
UNIVERSITY OF SOUTHERN CALIFORNIA	LOS ANGELES	CA
UNIVERSITY OF TULSA	TULSA	OK
UNIVERSITY OF UTAH	SALT LAKE CITY	UT
UNIVERSITY OF VERMONT	BURLINGTON	VT
UNIVERSITY OF WISCONSIN-OSHKOSH	OSHKOSH	WI
UNIVERSITY OF WYOMING	LARAMIE	WY
UTAH STATE UNIVERSITY	LOGAN	UT
VIRGINIA COMMONWEALTH UNIVERSITY	RICHMOND	VA
WASHBURN UNIVERSITY	TOPEKA	KS
WEILL CORNELL MEDICAL COLLEGE	NEW YORK	NY
WEST TEXAS A & M UNIVERSITY	CANYON	TX
WORCESTER POLYTECHNIC INSTITUTE	WORCESTER	MA
WRIGHT STATE UNIVERSITY-MAIN CAMPUS	DAYTON	OH
YORK COLLEGE OF PENNSYLVANIA	YORK	PA
YOUNGSTOWN STATE UNIVERSITY	YOUNGSTOWN	OH

ASSOCIATE DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
ALBERTUS MAGNUS COLLEGE	NEW HAVEN	CT
ANDERSON UNIVERSITY	ANDERSON	IN
AQUINAS COLLEGE	GRAND RAPIDS	MI
BAKER COLLEGE	OWOSSO	MI
BOB JONES UNIVERSITY	GREENVILLE	SC
CAMERON UNIVERSITY	LAWTON	OK
COLBY-SAWYER COLLEGE	NEW LONDON	NH
COLLEGE OF COASTAL GEORGIA	BRUNSWICK	GA
COLLEGE OF THE SEQUOIAS	VISALIA	CA
COLORADO MOUNTAIN COLLEGE	GLENWOOD SPRINGS	CO
DAVENPORT UNIVERSITY	GRAND RAPIDS	MI
EMBRY-RIDDLE AERONAUTICAL UNIVERSITY-DAYTONA BEACH	DAYTONA BEACH	FL
EMBRY-RIDDLE AERONAUTICAL UNIVERSITY-WORLDWIDE	DAYTONA BEACH	FL
GOLDEN GATE UNIVERSITY-SAN FRANCISCO	SAN FRANCISCO	CA
INDIANA WESLEYAN UNIVERSITY-MARION	MARION	IN
KANSAS STATE UNIVERSITY	MANHATTAN	KS
KENT STATE UNIVERSITY	KENT	OH
KENTUCKY STATE UNIVERSITY	FRANKFORT	KY
LEHIGH CARBON COMMUNITY COLLEGE	SCHNECKSVILLE	PA
LOURDES UNIVERSITY	SYLVANIA	OH
MANSFIELD UNIVERSITY OF PENNSYLVANIA	MANSFIELD	PA
MARSHALL UNIVERSITY	HUNTINGTON	WV
MAYVILLE STATE UNIVERSITY	MAYVILLE	ND
MICHIGAN TECHNOLOGICAL UNIVERSITY	HOUGHTON	MI
MITCHELL TECHNICAL INSTITUTE	MITCHELL	SD
MONTANA TECHNOLOGICAL UNIVERSITY	BUTTE	MT
MOREHEAD STATE UNIVERSITY	MOREHEAD	KY
MOUNT MARTY COLLEGE	YANKTON	SD
NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS	LAS CRUCES	NM
NORWALK COMMUNITY COLLEGE	NORWALK	CT
OAKWOOD UNIVERSITY	HUNTSVILLE	AL
OHIO DOMINICAN UNIVERSITY	COLUMBUS	OH
OHIO STATE UNIVERSITY-MAIN CAMPUS	COLUMBUS	OH
PACE UNIVERSITY	NEW YORK	NY
PENNSYLVANIA HIGHLANDS COMMUNITY COLLEGE	JOHNSTOWN	PA
PURDUE UNIVERSITY GLOBAL	INDIANAPOLIS	IN
PURDUE UNIVERSITY-MAIN CAMPUS	WEST LAFAYETTE	IN
ROCHESTER UNIVERSITY	ROCHESTER HILLS	MI
SAINT PAUL COLLEGE	SAINT PAUL	MN
SHAWNEE STATE UNIVERSITY	PORTSMOUTH	OH
SOUTHERN ILLINOIS UNIVERSITY-CARBONDALE	CARBONDALE	IL
SOUTHERN WESLEYAN UNIVERSITY	CENTRAL	SC
SPRING ARBOR UNIVERSITY	SPRING ARBOR	MI

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ASSOCIATE DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
SUNY COLLEGE OF TECHNOLOGY AT ALFRED	ALFRED	NY
TENNESSEE STATE UNIVERSITY	NASHVILLE	TN
TOURO COLLEGE	NEW YORK	NY
TROY UNIVERSITY	TROY	AL
TUSCULUM UNIVERSITY	GREENEVILLE	TN
UNIVERSITY OF ARKANSAS-FORT SMITH	FORT SMITH	AR
UNIVERSITY OF DELAWARE	NEWARK	DE
UNIVERSITY OF NEW HAMPSHIRE-MAIN CAMPUS	DURHAM	NH
UNIVERSITY OF NORTH GEORGIA	DAHLONEGA	GA
UNIVERSITY OF SAINT FRANCIS-FORT WAYNE	FORT WAYNE	IN
UNIVERSITY OF SCRANTON	SCRANTON	PA
UNIVERSITY OF WEST ALABAMA	LIVINGSTON	AL
UNIVERSITY OF WISCONSIN-RIVER FALLS	RIVER FALLS	WI
UPPER IOWA UNIVERSITY	FAYETTE	IA
UTAH STATE UNIVERSITY	LOGAN	UT
WAKE TECHNICAL COMMUNITY COLLEGE	RALEIGH	NC
WASHBURN UNIVERSITY	TOPEKA	KS
WEST TEXAS A & M UNIVERSITY	CANYON	TX
WRIGHT STATE UNIVERSITY-MAIN CAMPUS	DAYTON	OH
YORK COLLEGE OF PENNSYLVANIA	YORK	PA
YOUNGSTOWN STATE UNIVERSITY	YOUNGSTOWN	OH

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