JUNE 2016

FIRST DESTINATIONS FOR THE COLLEGE CLASS OF 2015

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INTRODUCTION

In 2012, the National Association of Colleges and Employers (NACE) issued a position paper on the importance of first-destination/post-graduate surveys. The paper, developed by the NACE Advocacy Committee and endorsed by the NACE Board, 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 timeframe 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.

In order 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 are 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 degree. 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 2016, NACE surveyed its member higher education institutions about the first-destination results for the graduating Class of 2015. This was the second such effort after the publication of the initial set of standards. In addition to the undergraduate results NACE received last year, this year's responses also included a substantial number of institutional reports that included outcomes information for advanced degree graduates. Overall, NACE received responses from 273 schools/career centers detailing results for their bachelor's degree graduates; another 38 schools for their associate degree completers; 102 schools provided information for those completing a master's degree program; and 58 institutions reported results for doctoral degree recipients. A list of reporting institutions is available in the Appendix. In total, the graduating classes of these reporting institutions represent nearly 470,000 graduates (381,000 at the bachelor degree level, 8,250 at the associate level, 67,500 at the master's level, and 11,500 earning a doctoral degree). To our knowledge, this represents the most comprehensive view of graduate outcomes currently available.

METHODOLOGY

Data for this report came directly from the participating institutions. These data were reported to NACE during the period of January 11, 2016, to March 31, 2016. 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 2015 as extending from July 1, 2014, until June 30, 2015. This resulted in a deadline of December 30, 2015, for completing data collection. The result is that all results reported in this study are as of December 30.

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 its 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, and/or 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.

Data Elements

The NACE Standards call for a comprehensive assessment of graduate outcomes; consequently, the number of outcomes categories to be detailed in the outcomes report are somewhat expanded from the usual list. In addition to detailing traditional employment where 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 include 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 are graduates who are essentially working for one client but are working on a specific project, which has a limited timeframe 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, activities that are traditionally associated with artists, journalists, authors, etc.

Post-graduate Fellowships or Internships: These are graduates who are performing a function such as research or teaching supported by a stipend provided by the university or an outside agency, such as the Fulbright programs sponsored by the U.S. State Department, or graduates 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 will be employed by an institution of higher learning to teach a set number of courses for a specified period of time—most likely a semester appointment or a year-long contract. Tenure track positions are teaching assignments in which the graduate is contracted to be at the institution for a more-extended period of time, e.g., 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.

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

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., as a certified public accountant (CPA).

Taken together, the preceding categories 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 graduates who the institution knows have not landed in any of the preceding categories but are still pursuing a landing. These students may be identified as still seeking an outcome. 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). Those graduates who the institution knows have decided not to pursue any landing (employment, service, the military, or continuing education) in this period after graduation are to be designated as "not seeking."

For each graduate, there is to be one and only one primary destination category designation. Many schools have traditionally allowed students to respond to the outcomes survey with multiple outcome designations, e.g., employed but still seeking. The NACE Standards do not allow for such a designation. Many individuals in the work force, 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
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 79 percent of the 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 its 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 institution's data.

Compilations

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 either any of the employment categories plus service and military plus continuing education divided by the number of students for whom an outcome is known. Expressed mathematically the career outcomes rate is:

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

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 career outcomes rate above.

To present the overall outcomes for the Class of 2015, 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 2015 as a whole by degree level. The numbers reported in the findings section represent the aggregated results from the reporting institutions rather than the average of the individual reporting schools.

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.

First Destination Groupings – Definitions
Region
Data were divided into eight geographic regions consistent with the geographic distribution of colleges and universities in the IPEDS database. The regions are:

1. New England
Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut;

2. Mid-Atlantic
New York, New Jersey, Pennsylvania, Delaware, Maryland, and the District of Columbia;

3. Southeast
Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Tennessee, Kentucky, Arkansas, and Louisiana;

4. Great Lakes
Ohio, Indiana, Illinois, Michigan, and Wisconsin;

5. Plains
Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas;

6. Southwest
Oklahoma, Texas, New Mexico, and Arizona

7. Rockies
Colorado, Wyoming, Montana, Idaho, and Utah

8. Far West
Nevada, California, Oregon, Washington, Alaska, and Hawaii.

Carnegie Classification – Basic

Schools were grouped by type of degree offered. The groupings are a modified form of the basic classification scheme used by the Carnegie Commission on Higher Education. The three classes used in the report are:

1. **Doctoral:** These are institutions that awarded at least 20 research doctoral degrees during 2010 (excluding doctoral-level degrees that qualify recipients for entry into professional practice, such as the JD, MD, PharmD, DPT, etc.);

2. **Master's:** These are institutions that awarded at least 50 master's degrees and fewer than 20 doctoral degrees during 2010;

3. **Baccalaureate:** These are institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and where fewer than 50 master's degrees or 20 doctoral degrees were awarded during 2010.

Institutional Control

Essentially, whether or not the institution's direction through its Trustees is determined by a governmental entity—public control—or is determined 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 because only one institution with for-profit status provided data.

Size

Four size categories are used. Since the core of the reporting comparing institutions is at the bachelor's degree level, we decided to base size on the undergraduate full-time enrollment as reported in IPEDS for the 2014 academic year.

1. **Very small:** total enrollment of less than 1,950;

2. **Small:** total enrollment of greater than or equal to 1,950 but less than 3,990;

3. **Medium:** total enrollment of greater than or equal to 3,990 but less than 9,050;

4. **Large:** total enrollment greater than or equal to 9,050.

These divisions result in four equal groups each representing 25 percent of the responding schools.

Academic Disciplines/Majors

Beyond categorizing outcomes information for the institution as a whole, the NACE 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 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 in which 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 encompassing a group of relatively broad majors, such as business administration and management, and very specific programs under that broad major, such as logistics/supply chain, which is a program 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 approximately 150 schools, which allowed us to identify program level results at trunk/discipline level for 32 broad disciplines and at broad major level for an additional nearly 200 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.

FINDINGS

The results for the Class of 2015 presented in this report represent a baseline for assessing where graduates at the undergraduate and graduate levels land within six months, on average, after receiving their degree. The results cover students who have received degrees from the associate's to the doctoral level. The findings are most detailed for the bachelor's degree because this was the level for which the vast majority of responding institutions provided detailed data. Consequently, this summary will concentrate on the results from the bachelor's degree with more detailed information for the other degree levels to follow in the full report.

The associate degree results contain information only for the degree as a whole without any detailed information by program. We are not able to provide any program level data for the associate degree because we received virtually no program-level information from responding institutions.

Figure 1 summarizes the outcomes status for the associate degree and Figure 2 provides more detailed information for categorizing these outcomes. Figure 1 shows that 43 percent of students receiving the associate degree in 2015 were employed at some level by the end of that calendar year. Nearly 32 percent had full-time jobs with what would ordinarily be understood to be a traditional employer. Another approximately 11 percent had either part-time work, were engaged in some level of self-employment, or were employed in a fellowship or internship program.

As Figure 2 details, the percentage of associate degree graduates engaged in the various categories of self-employment (owning and operating a business, doing "temporary" project work, or freelancing) is quite small—less than 4 percent. This will be true for the bachelor's degree as well. Part of the reason is that many institutions are still not collecting this level of detail, which may be resulting in something of an undercount—especially where contract/temporary work is concerned.

The other key numbers to note are the 33 percent of the associate group that is going on to continue their education and the 22 percent that have not either found an employment or educational opportunity, or have for one reason or another, decided not to pursue any clear destination after the degree in the timeframe covered by the survey.

Figure 1 ASSOCIATE DEGREE SUMMARY OUTCOMES

22.1% — Seeking/ Not Seeking

31.7% — Employed Full-Time Standard Job

11.4% — Employed Other

1.4% — Service/ Military

33.4% — Continuing Education
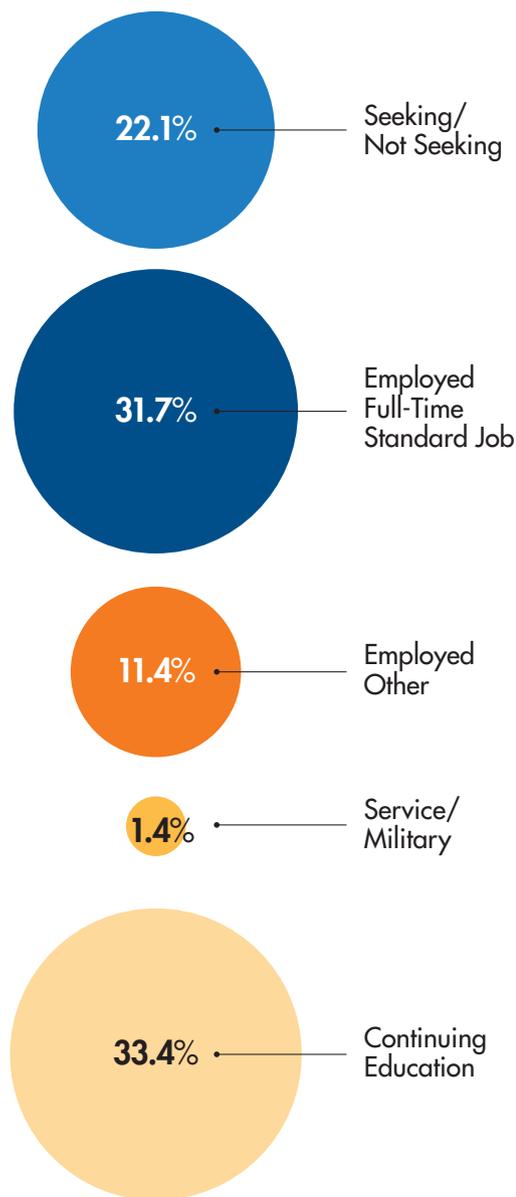
The picture for Class of 2015 associate degree graduates is quite different than was the picture for the Class of 2014. The percentage employed is down from 64 percent overall in 2014 to 43 percent in 2015. Meanwhile, the percentage advancing to a higher educational level is up from 20 percent in 2014 to 33 percent in 2015. These would be remarkably drastic changes in the outcomes for graduates if the data reports were more robust. However, the weak response rate from schools graduating at the associate level in both 2014 and 2015 make any assertion of a trend in outcomes questionable. This is not the case for bachelor's degree outcomes overall; there are substantial data for both 2014 and 2015.

FIGURE 2: CLASS OF 2015 ASSOCIATE DEGREE RESULTS	
Total Graduates	8,251
Knowledge Rate	40.6%
Career Outcomes Percentage	79.0%
Percent Employed Overall	43.1%
▶ Percent Employed Full-time	34.4%
▶ Percent Employed Part-time	8.7%
Percent Standard Employment	39.9%
▶ Percent Standard Employment Full-time	31.7%
▶ Percent Standard Employment Part-time	8.2%
Percent Entrepreneur	0.8%
▶ Percent Entrepreneur Full-time	0.8%
▶ Percent Entrepreneur Part-time	0.0%
Percent Temp/Contract Employee	1.6%
▶ Percent Temp/Contract Employee Full-time	1.3%
▶ Percent Temp/Contract Employee Part-time	0.2%
Percent Freelance	0.3%
▶ Percent Freelance Full-time	0.3%
▶ Percent Freelance Part-time	0.0%
Percent Post-Grad Fellowship/Internship	0.6%
▶ Percent Post-Grad Fellowship/Internship Full-time	0.3%
▶ Percent Post-Grad Fellowship/Internship Part-time	0.2%
Percent Service	1.0%
Percent Military	0.4%
Percent Continuing Education	33.4%
Percent Seeking Employment	13.6%
Percent Seeking Continuing Education	7.1%
Not Seeking/Not Engaged	1.4%
Mean Starting Salary	$37,634
Median Starting Salary	$34,699

The bachelor's degree Class of 2015 group had a positive year in terms of its outcomes as compared to its predecessor class in 2014. The percent employed improved; a greater percentage of the class was entered into a continuing education program; and starting salaries increased. This was true for graduates throughout every region in the United States.

Figures 3 and 4 present the overall summary picture of outcomes for bachelor's degree recipients for the Class of 2015. More than half of these graduates had landed a full-time position with a traditional employer within six months of the end of the academic year. Another nearly 18 percent were engaged in an advanced degree program or pursuing a professional certificate, and the percent still seeking employment or acceptance into another educational program was only 14 percent. All of these figures were better in 2015 than in 2014. The percentage with a full-time position at a traditional

employer increased from 52.5 percent in 2014 to 54 percent in 2015. The portion of the class in continuing education advanced from 16 percent in 2014 to nearly 18 percent in 2015. Finally, the percent of the class still seeking a positive outcome after graduation dropped from 17.5 percent in 2014 to just over 14 percent in 2015. While these numbers do not seem dramatic, it should be noted that outcomes for the Class of 2014 had been seen as relatively positive with more than 80 percent of the class landing a respectable outcome within six months of graduation. Thus the improvement in the overall outcomes rate for the Class of 2015 to 85.5 percent is significant.

For those graduates from the Class of 2015 employed full-time the average salary was $50,219 compared with the average salary of $48,190 for the Class of 2014. This is a 4.2 percent increase in graduate starting compensation—another indication of the positive outcomes trend for this class.

Figure 3 BACHELOR'S DEGREE SUMMARY OUTCOMES

Continuing Education — 17.7%

Service/ Military — 1.8%

Employed Other — 10.3%

Seeking/ Not Seeking — 16.1%

Employed Full-Time Standard Job — 54.1%
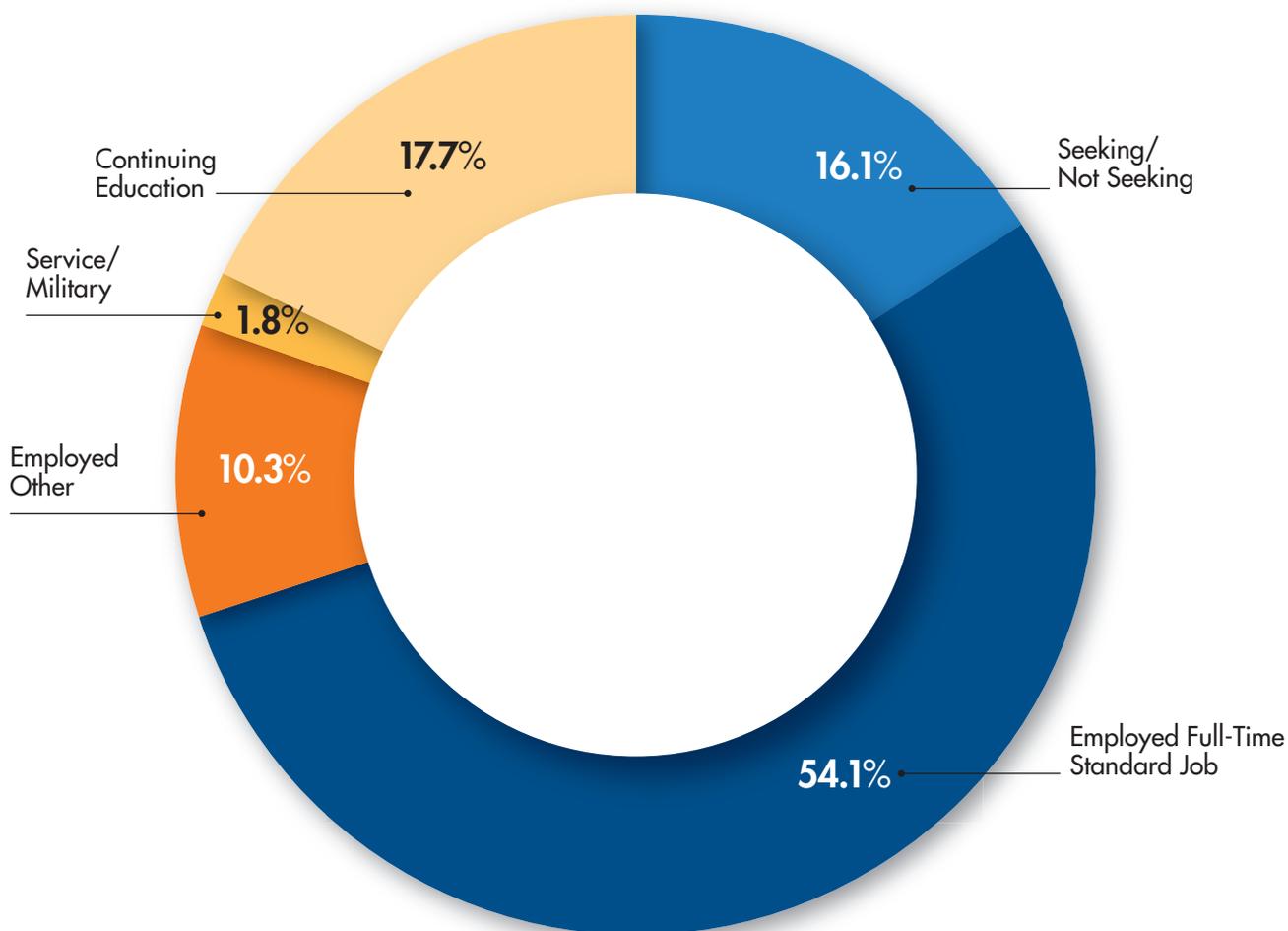
FIGURE 4: CLASS OF 2015 BACHELOR'S DEGREE RESULTS OVERALL	
Total Graduates	381,040
Knowledge Rate	63.9%
Career Outcomes Percentage	85.5%
Percent Employed Overall	64.5%
▸ Percent Employed Full-time	58.4%
▸ Percent Employed Part-time	6.0%
Percent Standard Employment	58.9%
▸ Percent Standard Employment Full-time	54.1%
▸ Percent Standard Employment Part-time	4.8%
Percent Entrepreneur	1.0%
▸ Percent Entrepreneur Full-time	0.9%
▸ Percent Entrepreneur Part-time	0.1%
Percent Temp/Contract Employee	2.0%
▸ Percent Temp/Contract Employee Full-time	1.4%
▸ Percent Temp/Contract Employee Part-time	0.6%
Percent Freelance	0.6%
▸ Percent Freelance Full-time	0.4%
▸ Percent Freelance Part-time	0.2%
Percent Post-Grad Fellowship/Internship	2.0%
▸ Percent Post-Grad Fellowship/Internship Full-time	1.7%
▸ Percent Post-Grad Fellowship/Internship Part-time	0.3%
Percent Service	1.0%
Percent Military	0.8%
Percent Continuing Education	17.7%
Percent Seeking Employment	11.0%
Percent Seeking Continuing Education	3.2%
Not Seeking/Not Engaged	1.9%
Mean Starting Salary	$50,219
Median Starting Salary	$47,692
Mean Bonus	$8,290
Median Bonus	$5,082

For the first time, NACE collected data on first-destination outcomes for students graduating with an advanced degree, either a master's or doctoral degree. While comparisons to the Class of 2014 are not possible, the results for advanced-degree graduates are interesting in and of themselves.

Figures 5 and 6 profile the outcomes distribution for master's degree graduates from the Class of 2015 along the same lines as were presented for undergraduate completers. There was a more robust response from NACE member schools for master's degree data than was the case with associate degree data, but significantly less than for bachelor's degree outcomes. Therefore, there should be a modicum of reliability in the statistics presented here and a good possibility of developing viable trend data in the future for this degree level.

The strong initial impression left by a cursory view of

Figures 5 and 6 is the strong outcomes profile presented by master's degree graduates from the Class of 2015. More than 70 percent of the class had landed a full-time position in a traditional employer/employee setting within six months of graduation. Another 9 percent were employed either part-time or in a more entrepreneurial setting. Finally, 8 percent were pursuing another degree. Overall, nearly 90 percent of the class as represented by the more than 100 schools that provided data had landed a positive outcome in the six months after the end of the class year.

As for starting salary, the master's degree demonstrates a sizable increase over graduating with an undergraduate degree. The average salary for master's graduates with a full-time position from the Class of 2015 was $65,818—an increase of more than 31 percent over the average starting salary of a 2015 graduate with a bachelor's degree.

Figure 5 MASTER'S DEGREE SUMMARY OUTCOMES

Seeking/Not Seeking — 11.8%
Continuing Education — 8.0%
Service/Military — 1.0%
Employed Other — 8.6%
Employed Full-Time Standard Job — 70.6%
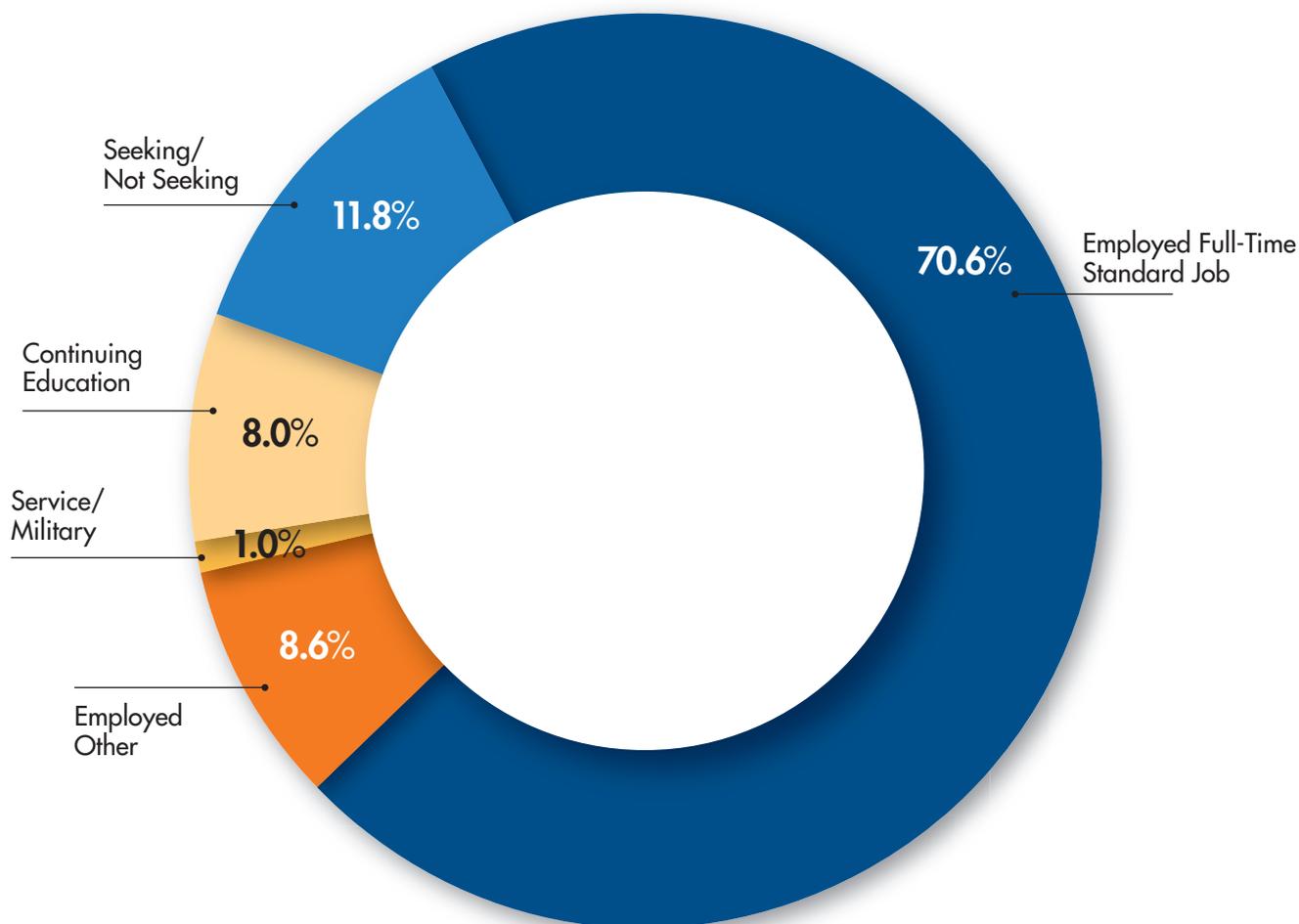
FIGURE 6: CLASS OF 2015 MASTER'S DEGREE RESULTS OVERALL	
Total Graduates	67,452
Knowledge Rate	56.9%
Career Outcomes Percentage	89.6%
Percent Employed Overall	79.2%
▸ Percent Employed Full-time	75.0%
▸ Percent Employed Part-time	4.2%
Percent Standard Employment	73.8%
▸ Percent Standard Employment Full-time	70.6%
▸ Percent Standard Employment Part-time	3.1%
Percent Faculty	0.3%
Percent Entrepreneur	1.0%
▸ Percent Entrepreneur Full-time	0.9%
▸ Percent Entrepreneur Part-time	0.1%
Percent Temp/Contract Employee	2.5%
▸ Percent Temp/Contract Employee Full-time	1.8%
▸ Percent Temp/Contract Employee Part-time	0.6%
Percent Freelance	0.6%
▸ Percent Freelance Full-time	0.5%
▸ Percent Freelance Part-time	0.2%
Percent Post-Grad Fellowship/Internship	1.1%
▸ Percent Post-Grad Fellowship/Internship Full-time	0.8%
▸ Percent Post-Grad Fellowship/Internship Part-time	0.2%
Percent Service	0.2%
Percent Military	0.8%
Percent Continuing Education	8.0%
Percent Seeking Employment	9.7%
Percent Seeking Continuing Education	0.5%
Not Seeking/Not Engaged	1.6%
Mean Starting Salary	$65,818
Median Starting Salary	$59,719

Figures 7 and 8 profile the results for doctoral outcomes from the Class of 2015. The number of schools responding with outcomes information for doctoral graduates was along the lines of the associate degree response. Consequently, these results should be taken with considerable caution. Nevertheless, the results go in the anticipated direction—stronger outcomes as one moves up the degree ladder. Figure 7 shows the 61.5 percent of doctoral graduates were employed in a full-time position with a traditional employer six months after the end of the class year. This is a drop compared with master's degree recipients. However, another 27.5 percent of the doctoral degree graduates were employed in "other" than what we have defined as a traditional setting. Many of these "other" settings are in fact highly traditional for the degree. As Figure 8 details, 5.6 percent were employed as faculty and another 15 percent has post-doctoral positions. Altogether approximately 93 percent of doctoral graduates from responding institutions had a positive outcome at the six month mark after the close of the school year. In addition, doctoral degree graduates, on average, enjoyed a 14 percent increase in average starting salary over their master's counterparts and a 49 percent differential when compared with bachelor's degree graduates. The average starting salary for those graduating with a doctoral degree from the Class of 2015 was $75,030.

Figure 7 DOCTORAL DEGREE SUMMARY OUTCOMES

Seeking/Not Seeking 8.2%

Continuing Education 2.2%

Service/Military 0.5%

Employed Other 27.5%

Employed Full-Time Standard Job 61.5%
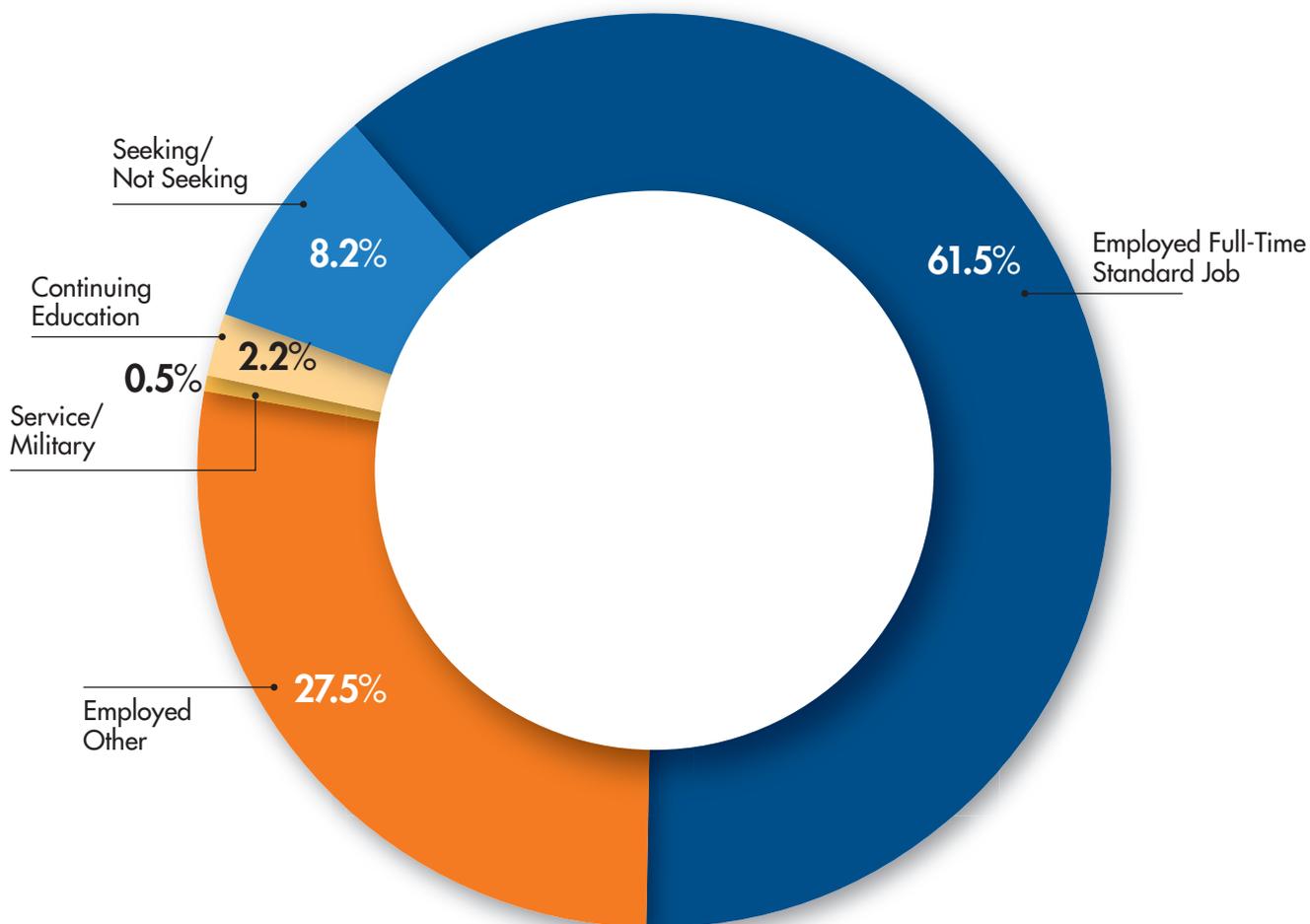
FIGURE 8: CLASS OF 2015 DOCTORAL DEGREE RESULTS OVERALL	
Total Graduates	10,148
Knowledge Rate	57.1%
Career Outcomes Percentage	92.9%
Percent Employed Overall	89.0%
▶ Percent Employed Full-time	85.7%
▶ Percent Employed Part-time	3.4%
Percent Standard Employment	63.9%
▶ Percent Standard Employment Full-time	61.5%
▶ Percent Standard Employment Part-time	2.4%
Percent Faculty	5.6%
Percent Entrepreneur	1.5%
▶ Percent Entrepreneur Full-time	1.4%
▶ Percent Entrepreneur Part-time	0.1%
Percent Temp/Contract Employee	2.4%
▶ Percent Temp/Contract Employee Full-time	1.8%
▶ Percent Temp/Contract Employee Part-time	0.6%
Percent Freelance	0.4%
▶ Percent Freelance Full-time	0.2%
▶ Percent Freelance Part-time	0.2%
Percent Post-Grad Fellowship/Internship	15.2%
▶ Percent Post-Grad Fellowship/Internship Full-time	15.1%
▶ Percent Post-Grad Fellowship/Internship Part-time	0.1%
Percent Service	0.1%
Percent Military	0.4%
Percent Continuing Education	2.2%
Percent Seeking Employment	6.9%
Percent Seeking Continuing Education	0.1%
Not Seeking/Not Engaged	1.1%
Mean Starting Salary	$75,030
Median Starting Salary	$68,888

With the number of responses NACE received from schools regarding their bachelor's degree outcomes, we are able to compare school-wide results across a number of different dimensions. These comparisons are detailed in Figures 9 through 14.

Figure 9 compares key outcomes measures for the Class of 2015 by region. Responding institutions from the Northeast and Midwest stand out in terms of the strength of their outcomes. 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. Approximately two-thirds of graduates from schools in New England and the Plains states

profit group of private institutions. NACE received only one response from the for-profit universe. Consequently, we are not publishing the for-profit school data in order to maintain the confidentiality of that one responding institution.

Figure 10 shows an apparently significant difference in the outcomes results for graduates coming from public institutions as opposed to those exiting from private colleges and universities. Public school outcomes rates are consistently below those of private, not-for-profit schools. The overall percentage who have landed six months after college is approximately 81 percent for public institutions, whereas it is 91 percent for the

FIGURE 9: CLASS OF 2015 BACHELOR'S DEGREE OUTCOMES BY REGION

	CAREER OUTCOMES PERCENTAGE	PERCENT STANDARD EMPLOYMENT FULL-TIME	PERCENT CONTINUING EDUCATION	PERCENT WITHOUT AN OUTCOME	MEAN STARTING SALARY	MEAN BONUS
Total Class	85.5%	54.1%	17.7%	16.1%	$50,219	$8,290
New England	93.5%	63.3%	17.3%	6.9%	$52,820	$8,215
Mid-Atlantic	87.9%	54.3%	18.6%	13.4%	$54,180	$11,917
Southeast	81.3%	50.9%	17.9%	20.2%	$44,825	$5,748
Great Lakes	87.6%	57.7%	15.8%	14.5%	$48,674	$5,976
Plains	93.4%	66.1%	18.4%	8.0%	$46,848	$6,278
Southwest	78.5%	46.5%	21.4%	22.7%	$50,927	$7,661
Rockies	83.0%	47.7%	18.7%	20.8%	$44,016	$6,124
Far West	73.0%	41.8%	15.7%	28.4%	$53,298	$9,614

were employed full-time at a "traditional" employer. By contrast, graduates from schools in the Far Western states appeared to have the most difficult time finding a landing spot immediately after graduation. Just over 28 percent of these graduates were still seeking or not seeking but unaffiliated six months after the end of the academic year. By contrast, the graduates from the Far West who were lucky enough to land a full-time job received one of the highest starting salaries. The average salary of $53,298 for graduates in the Far West was the second highest in any region. It was exceeded by only the average salary of graduates from the Mid-Atlantic region—$54,180.

Figure 10 summarizes outcomes for the Class of 2015 by the nature of the controlling authority, i.e., whether the school is publicly run or is managed as a private entity. The private school analysis is restricted to the not-for-

private schools. The differential exists for the percentage of graduates who have found full-time employment in traditional settings—51 percent of graduates from public schools; just under 58 percent for the private school graduates. The percentage going on to continuing education is also less for Class of 2015 graduates coming from public institutions (17 percent versus 18 percent), but the difference is less apparent than it is for employment. What needs to be pointed out is the differential between public and private institutions in 2015 was far smaller than it was in 2014. The outcomes rates for private institutions in 2015 were only marginally better than they were in 2014. However, they were much improved for public institution graduates.

Figure 11 differentiates the results for the Class of 2015 by school type as defined by the Carnegie classification

FIGURE 10: CLASS OF 2015 BACHELOR'S DEGREE OUTCOMES BY CONTROL STRUCTURE

	CAREER OUTCOMES PERCENTAGE	PERCENT STANDARD EMPLOYMENT FULL-TIME	PERCENT CONTINUING EDUCATION	PERCENT WITHOUT AN OUTCOME	MEAN STARTING SALARY	MEAN BONUS
Total Class	85.5%	54.1%	17.7%	16.1%	$50,219	$8,290
Public	80.9%	51.4%	17.2%	20.8%	$48,292	$7,038
Private, Not-for-profit	91.4%	57.6%	18.3%	10.0%	$52,574	$9,801

system. The typing of these schools is more or less based on the extent and nature of their graduate programs. As Figure 11 details, there is something of a linear relationship between the percentage of bachelor's degree graduates experiencing a positive outcome in the six-month timeframe and the degree to which the institution from which they graduate is focused on undergraduate education as opposed to graduate (advanced degree) programs. The most undergraduate focused institutions report a positive outcomes percentage of just over 89 percent; master's level institutions have basically the same positive outcomes result as do the baccalaureate institutions; while the most advanced degree intensive schools, research institutions, have the lowest positive outcomes percentage at 84 percent.

The fact that this differential exists is interesting; however, before too much is made of it, the figure also points out that the differential is not at all significant when comparing baccalaureate and master's institutions. The

difference is really between those two classes of schools and the research universities, which may be a function of size and the fact that many of the research schools are also public institutions.

In contrast to the higher employment and outcomes rates enjoyed by baccalaureate and master's schools, starting salaries for graduates who had a full-time job were the highest for those who came from research universities. The average starting salary for a full-time employed graduate from a research university was nearly 13 percent greater than for the full-time employed graduate of a master's school and nearly 24 percent greater than the average starting salary of a graduate from a baccalaureate institution. The observed salary differences may be a reflection of the employers who recruit at these various institutions. Large employers, which tend to pay more, are likely to focus on nationally known schools because of the size and diversity of the recruiting base.

FIGURE 11: CLASS OF 2015 BACHELOR'S DEGREE OUTCOMES BY CARNEGIE CLASS - BASIC

	CAREER OUTCOMES PERCENTAGE	PERCENT STANDARD EMPLOYMENT FULL-TIME	PERCENT CONTINUING EDUCATION	PERCENT WITHOUT AN OUTCOME	MEAN STARTING SALARY	MEAN BONUS
Total Class	85.5%	54.1%	17.7%	16.1%	$50,219	$8,290
Baccalaureate	89.2%	55.6%	16.0%	11.6%	$42,142	$8,514
Masters	88.9%	58.1%	16.1%	12.3%	$46,271	$5,757
Research	83.7%	52.4%	18.5%	18.0%	$52,081	$8,696

Size, as defined by the school's undergraduate enrollment, was the final parameter by which outcomes for type of school were analyzed. Figure 12 shows the outcomes results by size of school and there is generally little association between school size and the percentage of graduates with positive outcomes or the percentage with standard full-time employment. Very small, small, and medium sized schools have virtually the same outcomes numbers overall and for employment. Only large schools stand out as having a noticeably different result. Large schools report a significantly larger portion of their graduates without an outcome at the six-month mark than all the other size categories. Nineteen percent of large school graduates are either unemployed, seeking entrance to a graduate school program, or are taking the year off. These schools also have smallest percentage of graduates

academic disciplines. The complete outcomes detail for all 206 majors will be available on the NACE website.

Figure 13 displays the summary detail for the 31 academic disciplines. As might be expected, there is more variation across disciplines in terms of outcomes than we saw across types of schools. Partially this is attributable to the simple fact that there are more disciplines than there are school types. However, it is instructive that when we compare total outcomes percentages, the differences across academic disciplines is relatively negligible. The range in the career outcomes rate goes from 95 percent for theology at the top to 76 percent for communications technology 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

FIGURE 12: CLASS OF 2015 BACHELOR'S DEGREE OUTCOMES BY SIZE OF SCHOOL

	CAREER OUTCOMES PERCENTAGE	PERCENT STANDARD EMPLOYMENT FULL-TIME	PERCENT CONTINUING EDUCATION	PERCENT WITHOUT AN OUTCOME	MEAN STARTING SALARY	MEAN BONUS
Total Class	85.5%	54.1%	17.7%	16.1%	$50,219	$8,290
Very Small	90.1%	56.9%	16.0%	11.1%	$41,567	$8,627
Small	90.3%	56.3%	19.0%	10.8%	$47,214	$6,500
Medium	89.2%	58.1%	18.4%	11.9%	$51,749	$9,273
Large	82.4%	51.3%	17.5%	19.4%	$50,699	$8,024

with full-time employment and are lower than all but the very small schools in terms of the percentage of graduates engaged in continuing their education. However, the starting salaries for graduates who have landed a full-time position are higher than the overall national average and only exceeded by schools in our medium size category. In terms of starting salary, graduates from very small institutions stand out in that they earn considerably less in this first job than their counterparts at larger schools. This is consistent with the hypothesis about which employers recruit at which schools we stated with respect to the differentials we found for schools classed by Carnegie definitions.

In addition to detailing outcomes results for the Class of 2015 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. As previously mentioned, we are able to report for 31 academic disciplines totaling 206 majors. In this summary report, we provide capsule summary data for only the 31

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 whereas in the arts and sciences there is a much greater propensity to aim for a place in graduate and professional school. Thus, more than 60 percent of business and engineering majors are employed full-time in a traditional setting at the six month mark, and only 15 percent of these graduates are in continuing education. By contrast, only 34 percent and 33 percent of physical science and philosophy majors respectively are employed full-time in a traditional setting, but 28 percent of philosophy majors and 37 percent of physical science majors have found a place in a graduate education program.

If one focuses exclusively on employment after graduation, there is indeed a good deal of variety across majors in terms of post-graduation "success." The top five majors as measured by the percent employed full-time by a traditional employer (computer science, business, engineering technology, engineering, and communications) have employment rates that range from 59 percent to 72 percent. These could all be classified as career-oriented or professional majors (although the Carnegie system officially classes computer science as among the liberal arts and sciences). By contrast, the bottom five majors in terms of the percent in full-time employment with a traditional employer (history, psychology, the physical sciences, philosophy, and biology) have employment rates that range from 28 percent to 37 percent. These would all be classed as liberal arts and sciences.

FIGURE 13: CLASS OF 2015 BACHELOR'S DEGREE OUTCOMES BY ACADEMIC DISCIPLINE					
	CAREER OUTCOMES PERCENTAGE	PERCENT STANDARD EMPLOYMENT FULL-TIME	PERCENT CONTINUING EDUCATION	PERCENT WITHOUT AN OUTCOME	MEAN STARTING SALARY
Total Class	85.5%	54.1%	17.7%	16.1%	$50,219
Agriculture	84.2%	50.5%	21.6%	17.4%	$37,012
Architecture	81.5%	55.6%	15.9%	19.8%	$41,727
Area Studies	81.3%	42.0%	20.6%	20.3%	$43,524
Biology	77.4%	27.8%	35.2%	25.2%	$34,629
Business	85.9%	65.7%	8.9%	16.0%	$51,452
Communications	84.5%	59.3%	7.8%	16.8%	$36,847
Communications Technology	76.5%	53.6%	5.7%	25.7%	$45,134
Computer Science	88.4%	72.0%	7.8%	13.3%	$69,214
Consumer Science	86.3%	47.9%	21.4%	15.9%	$32,140
Education	82.6%	58.6%	9.9%	19.0%	$35,686
Engineering	85.3%	61.7%	16.8%	16.7%	$63,764
Engineering Technology	81.6%	62.5%	5.3%	19.5%	$54,316
English	81.3%	40.8%	18.7%	21.5%	$38,125
General Studies	82.6%	46.6%	19.0%	18.9%	$52,976
Health Professions	85.7%	51.0%	22.1%	16.2%	$49,851
History	81.1%	37.3%	24.9%	21.6%	$38,936
Language	82.1%	40.4%	22.2%	20.1%	$38,537
Legal Studies	87.0%	36.5%	27.4%	16.3%	
Mathematics	86.3%	47.2%	27.9%	16.2%	$58,554
Multi-disciplinary Studies	82.1%	40.4%	21.5%	21.5%	$47,007
Natural Resources	79.2%	42.3%	13.9%	22.9%	$35,236
Philosophy	80.7%	32.6%	28.1%	22.5%	$40,942
Physical Sciences	83.1%	33.5%	37.2%	18.9%	$45,507
Psychology	81.0%	37.3%	27.3%	20.9%	$34,801
Public Administration	83.7%	40.2%	28.9%	17.6%	$38,337
Recreation	82.8%	42.2%	25.7%	18.5%	$34,455
Security	82.0%	49.2%	15.0%	19.4%	$41,641
Social Science	82.1%	49.5%	17.6%	20.0%	$40,964
Theology	95.0%	52.1%	19.6%	7.5%	$30,584
Transportation	79.7%	53.8%	10.2%	21.7%	$43,695
Visual & Performing Arts	83.7%	45.4%	10.9%	18.5%	$38,470

While the employment rates for the Class of 2015 paints a pretty standard picture across majors in terms of success in the labor market, a comparison with the results for the Class of 2014 points to some interesting changes that took place in the market. Figure 14 shows the change in overall full-time employment, full-time employment with a traditional employer, and average salary for the 29 academic disciplines for which we had complete data across both years. The detail in the figure shows that 2015 was not a stellar year for engineering or engineering technology majors. These majors suffered declines across the board in overall employment, employment in a traditional setting, and starting salary. This was especially true for engineering technology majors. Liberal arts majors, in contrast, enjoyed a relatively successful year. Majors in area studies, English, history, and foreign languages all had improved employment outcomes along with increases in starting salary.

FIGURE 14: CHANGES IN CLASS OF 2015 BACHELOR'S DEGREE OUTCOMES BY ACADEMIC DISCIPLINE			
	PERCENT EMPLOYMENT FULL-TIME	PERCENT STANDARD EMPLOYMENT FULL-TIME	MEAN STARTING SALARY
Agriculture	4.1%	1.3%	-2.1%
Architecture	3.6%	4.0%	3.0%
Area Studies	6.4%	5.0%	26.4%
Biology	4.7%	3.6%	4.2%
Business	0.1%	-1.2%	3.3%
Communications	5.0%	4.4%	2.3%
Computer Science	0.1%	-1.2%	11.3%
Consumer Science	3.0%	-1.9%	-4.4%
Education	-1.6%	-4.1%	3.4%
Engineering	-0.3%	-0.5%	-1.7%
Engineering Technology	-11.6%	-20.4%	-4.9%
English	3.7%	2.5%	13.6%
General Studies	-2.6%	-3.9%	4.7%
Health Professions	2.8%	1.8%	3.7%
History	4.5%	3.4%	14.3%
Language	6.3%	5.2%	27.3%
Mathematics	1.4%	0.9%	10.9%
Multi-disciplinary Studies	3.9%	0.3%	18.4%
Natural Resources	0.6%	-1.6%	0.9%
Philosophy	0.9%	-1.3%	13.3%
Physical Sciences	2.8%	1.9%	-19.8%
Psychology	1.6%	0.5%	4.8%
Public Administration	-0.2%	-0.3%	15.1%
Recreation	6.9%	6.0%	5.0%
Security	-11.1%	-12.0%	-8.4%
Social Science	3.7%	2.9%	-2.3%
Theology	-0.3%	1.5%	5.1%
Transportation	-10.2%	-9.2%	19.8%
Visual & Performing Arts	-2.3%	-3.6%	6.2%

SUMMARY

This second report of first-destination outcomes covering the class of 2015 provides a wealth of information about the employment possibilities, the educational options, and the public services undertaken by graduates relatively close to the time they receive their degree. The report reaffirms that the overwhelming majority of graduates, regardless of the type of school or academic program from which they graduated, are able to land a positive outcome fairly quickly after graduation.

As this is the second year for this report, it is possible to make some comparisons with the previous report, almost exclusively for bachelor's degree graduates. Overall, 2015 was a comparatively good year for graduates. Employment improved and starting salaries were up. A smaller percentage of the class had not yet found a landing six months after graduation than had the graduates from the Class of 2014 at the same point. There was some variation in this overall outcome as some majors, notably engineering, suffered a down year while many humanities majors had a particularly good year in the employment market.

This report also includes data for the first time for advanced degree graduates. While data were somewhat sparse in this initial year, there was enough information presented that indicate students receiving an advanced degree are overwhelmingly successful in landing a positive outcome relatively quickly after graduation. The overall outcomes rate for both master's and doctoral graduates were approximately 90 percent and starting salaries increased substantially at each step up in degree level.

We look forward to developing even more robust comparisons as more schools adopt the standards and report their results in the future. Hopefully, the data presented here serve as a significant benchmarking tool for individual schools to identify strengths and weaknesses, and to develop programs and strategies to improve the outcomes for their graduates in the future.

BACHELOR'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
Adelphi University	Garden City	New York
American University	Washington	District of Columbia
American University - Kogod School of Business	Washington	District of Columbia
Aquinas College	Grand Rapids	Michigan
Assumption College	Worcester	Massachusetts
Babson College	Wellesley	Massachusetts
Baldwin Wallace University	Berea	Ohio
Ball State University	Muncie	Indiana
Bates College	Lewiston	Maine
Belmont University	Nashville	Tennessee
Beloit College	Beloit	Wisconsin
Bentley University	Waltham	Massachusetts
Boston College	Chestnut Hill	Massachusetts
Boston University	Boston	Massachusetts
Bradley University	Peoria	Illinois
Bridgewater College	Bridgewater	Virginia
Bryant University	Smithfield	Rhode Island
Butler University	Indianapolis	Indiana
California Polytechnic State University-San Luis Obispo	San Luis Obispo	California
Cameron University	Lawton	Oklahoma
Capital University	Columbus	Ohio
Cardinal Stritch University	Milwaukee	Wisconsin
Carnegie Mellon University	Pittsburgh	Pennsylvania
Case Western Reserve University	Cleveland	Ohio
Cedarville University	Cedarville	Ohio
Central Methodist University	Fayette	Missouri
Central Michigan University	Mount Pleasant	Michigan
Central Penn College	Summerdale	Pennsylvania
Champlain College	Burlington	Vermont
Chapman University	Orange	California
Clark University	Worcester	Massachusetts
Clarkson University	Potsdam	New York
Colby College	Waterville	Maine
College of Coastal Georgia	Brunswick	Georgia
College of the Holy Cross	Worcester	Massachusetts
College of William and Mary	Williamsburg	Virginia
Colorado Mountain College	Glenwood Springs	Colorado
Colorado State University-Fort Collins	Fort Collins	Colorado
Columbia College	Columbia	South Carolina

BACHELOR'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
Columbia University in the City of New York	New York	New York
Concordia College at Moorhead	Moorhead	Minnesota
Concordia University-Nebraska	Seward	Nebraska
Crown College	Saint Bonifacius	Minnesota
CUNY Bernard M Baruch College	New York	New York
CUNY Brooklyn College	Brooklyn	New York
CUNY City College	New York	New York
Davenport University	Grand Rapids	Michigan
Davidson College	Davidson	North Carolina
Denison University	Granville	Ohio
DePaul University	Chicago	Illinois
DeSales University	Center Valley	Pennsylvania
Dordt College	Sioux Center	Iowa
Eastern Illinois University	Charleston	Illinois
Elon University	Elon	North Carolina
Emmanuel College	Boston	Massachusetts
Emory University	Atlanta	Georgia
Ferrum College	Ferrum	Virginia
Fontbonne University	Saint Louis	Missouri
Fordham University	Bronx	New York
Franklin College	Franklin	Indiana
Furman University	Greenville	South Carolina
Gannon University	Erie	Pennsylvania
Geneva College	Beaver Falls	Pennsylvania
George Mason University	Fairfax	Virginia
George Washington University	Washington	District of Columbia
Georgetown University	Washington	District of Columbia
Georgia State University	Atlanta	Georgia
Gonzaga University	Spokane	Washington
Grace College and Theological Seminary	Winona Lake	Indiana
Grove City College	Grove City	Pennsylvania
Hampden-Sydney College	Hampden-Sydney	Virginia
Hampshire College	Amherst	Massachusetts
Harding University	Searcy	Arkansas
Hartwick College	Oneonta	New York
Harvard University	Cambridge	Massachusetts
Harvey Mudd College	Claremont	California
Hastings College	Hastings	Nebraska
High Point University	High Point	North Carolina

BACHELOR'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
Hofstra University	Hempstead	New York
Holy Cross College	Notre Dame	Indiana
Husson University	Bangor	Maine
Illinois Institute of Technology	Chicago	Illinois
Illinois Wesleyan University	Bloomington	Illinois
Indiana State University	Terre Haute	Indiana
Indiana University - College of Arts and Sciences	Bloomington	Indiana
Indiana University - Kelley School of Business	Bloomington	Indiana
Ithaca College	Ithaca	New York
Johns Hopkins University	Baltimore	Maryland
Kalamazoo College	Kalamazoo	Michigan
Kansas State University	Manhattan	Kansas
Kennesaw State University	Kennesaw	Georgia
Kutztown University of Pennsylvania	Kutztown	Pennsylvania
Lafayette College	Easton	Pennsylvania
Lebanon Valley College	Annville	Pennsylvania
Lehigh University	Bethlehem	Pennsylvania
Lipscomb University	Nashville	Tennessee
Loyola Marymount University	Los Angeles	California
Luther College	Decorah	Iowa
Manchester University	North Manchester	Indiana
Manhattanville College	Purchase	New York
Marian University	Fond Du Lac	Wisconsin
Marquette University	Milwaukee	Wisconsin
Massachusetts Institute of Technology	Cambridge	Massachusetts
Mayville State University	Mayville	North Dakota
McKendree University	Lebanon	Illinois
McMurry University	Abilene	Texas
Mercy College	Dobbs Ferry	New York
Meredith College	Raleigh	North Carolina
Metropolitan State University of Denver	Denver	Colorado
Michigan Technological University	Houghton	Michigan
Midwestern State University	Wichita Falls	Texas
Millikin University	Decatur	Illinois
Millsaps College	Jackson	Mississippi
Milwaukee School of Engineering	Milwaukee	Wisconsin
Mississippi State University	Mississippi State	Mississippi
Missouri University of Science and Technology	Rolla	Missouri
Montana Tech of the University of Montana	Butte	Montana

BACHELOR'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
Moravian College	Bethlehem	Pennsylvania
Morehead State University	Morehead	Kentucky
Muhlenberg College	Allentown	Pennsylvania
Nazareth College	Rochester	New York
New York University	New York	New York
Nichols College	Dudley	Massachusetts
North Carolina A & T State University	Greensboro	North Carolina
Northeastern State University	Tahlequah	Oklahoma
Northern Michigan University	Marquette	Michigan
Northwest Missouri State University	Maryville	Missouri
Northwestern College	Orange City	Iowa
Northwestern University	Evanston	Illinois
Ohio Dominican University	Columbus	Ohio
Ohio State University - Engineering	Columbus	Ohio
Ohio State University - Fisher School of Business	Columbus	Ohio
Oklahoma State University-Main Campus	Stillwater	Oklahoma
Olivet Nazarene University	Bourbonnais	Illinois
Otterbein University	Westerville	Ohio
Our Lady of the Lake University	San Antonio	Texas
Pace University-New York	New York	New York
Pepperdine University	Malibu	California
Philadelphia University	Philadelphia	Pennsylvania
Pitzer College	Claremont	California
Principia College	Elsah	Illinois
Purdue University-Calumet Campus	Hammond	Indiana
Purdue University-Main Campus	West Lafayette	Indiana
Purdue University-North Central Campus	Westville	Indiana
Radford University	Radford	Virginia
Randolph-Macon College	Ashland	Virginia
Reed College	Portland	Oregon
Rice University	Houston	Texas
Rider University	Lawrenceville	New Jersey
Ripon College	Ripon	Wisconsin
Roanoke College	Salem	Virginia
Robert Morris University	Moon Township	Pennsylvania
Rochester Institute of Technology	Rochester	New York
Rose-Hulman Institute of Technology	Terre Haute	Indiana
Rutgers University-Camden	Camden	New Jersey
Rutgers University-New Brunswick	New Brunswick	New Jersey

BACHELOR'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
Rutgers University - Newark - School of Business	Newark	New Jersey
Saint Ambrose University	Davenport	Iowa
Saint John Fisher College	Rochester	New York
Saint Michael's College	Colchester	Vermont
Saint Norbert College	De Pere	Wisconsin
Salisbury University	Salisbury	Maryland
Scripps College	Claremont	California
Seattle University	Seattle	Washington
Seton Hill University	Greensburg	Pennsylvania
Sewanee-The University of the South	Sewanee	Tennessee
Siena Heights University	Adrian	Michigan
Simmons College	Boston	Massachusetts
Simpson College	Indianola	Iowa
Snow College	Ephraim	Utah
Southern Illinois University-Carbondale	Carbondale	Illinois
Southern New Hampshire University	Manchester	New Hampshire
Spelman College	Atlanta	Georgia
Spring Arbor University	Spring Arbor	Michigan
Springfield College	Springfield	Massachusetts
St Lawrence University	Canton	New York
St Olaf College	Northfield	Minnesota
St. Thomas Aquinas College	Sparkill	New York
Stanford University	Stanford	California
Stetson University	DeLand	Florida
Stevenson University	Stevenson	Maryland
Stockton University	Galloway	New Jersey
Stonehill College	Easton	Massachusetts
Stony Brook University	Stony Brook	New York
SUNY at Binghamton	Vestal	New York
SUNY at Purchase College	Purchase	New York
SUNY Oneonta	Oneonta	New York
Susquehanna University	Selinsgrove	Pennsylvania
Temple University	Philadelphia	Pennsylvania
Tennessee State University	Nashville	Tennessee
Tennessee Technological University	Cookeville	Tennessee
Texas State University	San Marcos	Texas
The College of New Rochelle	New Rochelle	New York
The King's College	New York	New York
The University of Alabama	Tuscaloosa	Alabama

BACHELOR'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
The University of Tennessee-Knoxville	Knoxville	Tennessee
The University of Texas at Austin - Engineering	Austin	Texas
Towson University	Towson	Maryland
Trine University	Angola	Indiana
Trinity University	San Antonio	Texas
Tufts University	Medford	Massachusetts
Tusculum College	Greeneville	Tennessee
Tuskegee University	Tuskegee	Alabama
Union College	Schenectady	New York
University at Buffalo	Buffalo	New York
University of Akron Main Campus	Akron	Ohio
University of Arizona	Tucson	Arizona
University of Arkansas	Fayetteville	Arkansas
University of Baltimore	Baltimore	Maryland
University of California-Los Angeles	Los Angeles	California
University of California-Riverside	Riverside	California
University of California-Santa Barbara	Santa Barbara	California
University of California-Santa Cruz	Santa Cruz	California
University of Central Missouri	Warrensburg	Missouri
University of Cincinnati - Lindner College of Business	Cincinnati	Ohio
University of Dayton	Dayton	Ohio
University of Delaware	Newark	Delaware
University of Denver	Denver	Colorado
University of Detroit Mercy	Detroit	Michigan
University of Evansville	Evansville	Indiana
University of Houston - Center Campus	Houston	Texas
University of Idaho	Moscow	Idaho
University of Iowa	Iowa City	Iowa
University of Kentucky	Lexington	Kentucky
University of Louisville - Engineering	Louisville	Kentucky
University of Maryland-Baltimore County	Baltimore	Maryland
University of Maryland-College Park	College Park	Maryland
University of Miami	Coral Gables	Florida
University of Minnesota - College of Science and Engineering	Minneapolis	Minnesota
University of Missouri - College of Agriculture, Food, and Natural Resources	Columbia	Missouri
University of Missouri-St Louis	Saint Louis	Missouri
University of Nevada-Reno	Reno	Nevada
University of New Hampshire-Main Campus	Durham	New Hampshire

BACHELOR'S DEGREE PROGRAMS PROVIDING DATA

INSTITUTION	CITY	STATE
University of North Carolina at Asheville	Asheville	North Carolina
University of North Carolina at Chapel Hill	Chapel Hill	North Carolina
University of North Dakota	Grand Forks	North Dakota
University of Oklahoma-Norman Campus	Norman	Oklahoma
University of Oregon	Eugene	Oregon
University of Pennsylvania	Philadelphia	Pennsylvania
University of Portland	Portland	Oregon
University of Puerto Rico-Bayamon	Bayamon	Puerto Rico
University of Saint Francis-Fort Wayne	Fort Wayne	Indiana
University of San Diego	San Diego	California
University of Scranton	Scranton	Pennsylvania
University of St Thomas	Saint Paul	Minnesota
University of Utah	Salt Lake City	Utah
University of Vermont	Burlington	Vermont
University of Washington-Bothell Campus	Bothell	Washington
University of Washington-Seattle Campus	Seattle	Washington
University of West Alabama	Livingston	Alabama
University of Wisconsin School of Business	Madison	Wisconsin
University of Wisconsin-Oshkosh	Oshkosh	Wisconsin
University of Wisconsin-Stout	Menomonie	Wisconsin
University of Wyoming	Laramie	Wyoming
Upper Iowa University	Fayette	Iowa
Ursinus College	Collegeville	Pennsylvania
Utah State University	Logan	Utah
Vanguard University of Southern California	Costa Mesa	California
Vassar College	Poughkeepsie	New York
Villanova University	Villanova	Pennsylvania
Virginia Military Institute	Lexington	Virginia
Wake Forest University	Winston Salem	North Carolina
Walsh University	North Canton	Ohio
Washington University in St Louis	Saint Louis	Missouri
West Texas A & M University	Canyon	Texas
Westmont College	Santa Barbara	California
Widener University-Main Campus	Chester	Pennsylvania
Woodbury University	Burbank	California
Worcester Polytechnic Institute	Worcester	Massachusetts
Xavier University	Cincinnati	Ohio
Yeshiva University	New York	New York
York College Pennsylvania	York	Pennsylvania
Youngstown State University	Youngstown	Ohio

PROGRAMS PROVIDING ASSOCIATE DEGREE DATA

INSTITUTION	CITY	STATE
Cardinal Stritch University	Milwaukee	Wisconsin
Central Methodist University	Fayette	Missouri
Central Penn College	Summerdale	Pennsylvania
Champlain College	Burlington	Vermont
College of Coastal Georgia	Brunswick	Georgia
Colorado Mountain College	Glenwood Springs	Colorado
Crown College	Saint Bonifacius	Minnesota
Davenport University	Grand Rapids	Michigan
Dordt College	Sioux Center	Iowa
Gannon University	Erie	Pennsylvania
Husson University	Bangor	Maine
Mayville State University	Mayville	North Dakota
McKendree University	Lebanon	Illinois
Mercy College	Dobbs Ferry	New York
Midwestern State University	Wichita Falls	Texas
Montana Tech of the University of Montana	Butte	Montana
Morehead State University	Morehead	Kentucky
Northern Michigan University	Marquette	Michigan
Ohio Dominican University	Columbus	Ohio
Pace University-New York	New York	New York
Purdue University-Main Campus	West Lafayette	Indiana
Raritan Valley Community College	Branchburg	New Jersey
Snow College	Ephraim	Utah
Southern New Hampshire University	Manchester	New Hampshire
Spring Arbor University	Spring Arbor	Michigan
University of Akron Main Campus	Akron	Ohio
University of Delaware	Newark	Delaware
University of Evansville	Evansville	Indiana
University of New Hampshire-Main Campus	Durham	New Hampshire
University of Puerto Rico-Bayamon	Bayamon	Puerto Rico
University of Saint Francis-Fort Wayne	Fort Wayne	Indiana
Upper Iowa University	Fayette	Iowa
Utah State University	Logan	Utah
Wake Technical Community College	Raleigh	North Carolina
Widener University-Main Campus	Chester	Pennsylvania
Xavier University	Cincinnati	Ohio
York College Pennsylvania	York	Pennsylvania
Youngstown State University	Youngstown	Ohio

PROGRAMS PROVIDING MASTER'S DEGREE DATA

INSTITUTION	CITY	STATE
Adelphi University	Garden City	New York
American University	Washington	District of Columbia
American University - Kogod School of Business	Washington	District of Columbia
Aquinas College	Grand Rapids	Michigan
Belmont University	Nashville	Tennessee
California Polytechnic State University-San Luis Obispo	San Luis Obispo	California
Cardinal Stritch University	Milwaukee	Wisconsin
Carnegie Mellon University	Pittsburgh	Pennsylvania
Columbia University in the City of New York	New York	New York
Columbia University - Mailman School of Public Health	New York	New York
CUNY City College	New York	New York
CUNY Graduate School of Journalism	New York	New York
Davenport University	Grand Rapids	Michigan
DePaul University	Chicago	Illinois
Fontbonne University	Saint Louis	Missouri
Gannon University	Erie	Pennsylvania
George Mason University	Fairfax	Virginia
Harding University	Searcy	Arkansas
Hastings College	Hastings	Nebraska
Hofstra University	Hempstead	New York
Husson University	Bangor	Maine
Illinois Institute of Technology	Chicago	Illinois
Indiana State University	Terre Haute	Indiana
Kansas State University	Manhattan	Kansas
Kennesaw State University	Kennesaw	Georgia
Kutztown University of Pennsylvania	Kutztown	Pennsylvania
Manchester University	North Manchester	Indiana
Massachusetts Institute of Technology	Cambridge	Massachusetts
McKendree University	Lebanon	Illinois
Mercy College	Dobbs Ferry	New York
Metropolitan State University of Denver	Denver	Colorado
Michigan Technological University	Houghton	Michigan
Midwestern State University	Wichita Falls	Texas
Millsaps College	Jackson	Mississippi
Mississippi State University	Mississippi State	Mississippi
Missouri University of Science and Technology	Rolla	Missouri
Montana Tech of the University of Montana	Butte	Montana
Morehead State University	Morehead	Kentucky
Nazareth College	Rochester	New York

PROGRAMS PROVIDING MASTER'S DEGREE DATA

INSTITUTION	CITY	STATE
New York University	New York	New York
North Carolina A & T State University	Greensboro	North Carolina
Northern Michigan University	Marquette	Michigan
Northwest Missouri State University	Maryville	Missouri
Northwestern University	Evanston	Illinois
Ohio Dominican University	Columbus	Ohio
Ohio State University - Engineering	Columbus	Ohio
Oklahoma State University-Main Campus	Stillwater	Oklahoma
Our Lady of the Lake University	San Antonio	Texas
Pace University-New York	New York	New York
Purdue University-Calumet Campus	Hammond	Indiana
Purdue University-Main Campus	West Lafayette	Indiana
Purdue University-North Central Campus	Westville	Indiana
Radford University	Radford	Virginia
Rider University	Lawrenceville	New Jersey
Robert Morris University	Moon Township	Pennsylvania
Rochester Institute of Technology	Rochester	New York
Rutgers University-Camden	Camden	New Jersey
Rutgers University-New Brunswick	New Brunswick	New Jersey
Saint John Fisher College	Rochester	New York
Salisbury University	Salisbury	Maryland
Seton Hill University	Greensburg	Pennsylvania
Simpson College	Indianola	Iowa
Southern Illinois University-Carbondale	Carbondale	Illinois
Spring Arbor University	Spring Arbor	Michigan
Springfield College	Springfield	Massachusetts
Stevenson University	Stevenson	Maryland
Stony Brook University	Stony Brook	New York
SUNY at Purchase College	Purchase	New York
SUNY Oneonta	Oneonta	New York
The College of New Rochelle	New Rochelle	New York
The University of Alabama	Tuscaloosa	Alabama
The University of Tennessee-Knoxville	Knoxville	Tennessee
Tusculum College	Greeneville	Tennessee
University of Arkansas	Fayetteville	Arkansas
University of Cincinnati - Lindner College of Business	Cincinnati	Ohio
University of Dayton	Dayton	Ohio
University of Delaware	Newark	Delaware
University of Denver	Denver	Colorado

PROGRAMS PROVIDING MASTER'S DEGREE DATA

INSTITUTION	CITY	STATE
University of Evansville	Evansville	Indiana
University of Houston - Center Campus	Houston	Texas
University of Idaho	Moscow	Idaho
University of Kansas School of Business	Lawrence	Kansas
University of Louisville - Engineering	Louisville	Kentucky
University of Maryland-Baltimore County	Baltimore	Maryland
University of Missouri-St Louis	Saint Louis	Missouri
University of Nevada-Reno	Reno	Nevada
University of North Carolina at Asheville	Asheville	North Carolina
University of Oregon	Eugene	Oregon
University of Pennsylvania	Philadelphia	Pennsylvania
University of Saint Francis-Fort Wayne	Fort Wayne	Indiana
University of Scranton	Scranton	Pennsylvania
University of Utah	Salt Lake City	Utah
University of Washington-Bothell Campus	Bothell	Washington
University of Washington-Seattle Campus	Seattle	Washington
University of West Alabama	Livingston	Alabama
University of Wisconsin School of Business	Madison	Wisconsin
Upper Iowa University	Fayette	Iowa
Utah State University	Logan	Utah
Walsh University	North Canton	Ohio
West Texas A & M University	Canyon	Texas
Worcester Polytechnic Institute	Worcester	Massachusetts
Youngstown State University	Youngstown	Ohio

PROGRAMS PROVIDING DOCTORAL DEGREE DATA

INSTITUTION	CITY	STATE
Belmont University	Nashville	Tennessee
Cardinal Stritch University	Milwaukee	Wisconsin
Carnegie Mellon University	Pittsburgh	Pennsylvania
Columbia University in the City of New York	New York	New York
Columbia University - Mailman School of Public Health	New York	New York
Gannon University	Erie	Pennsylvania
George Mason University	Fairfax	Virginia
Harding University	Searcy	Arkansas
Hofstra University	Hempstead	New York
Husson University	Bangor	Maine
Illinois Institute of Technology	Chicago	Illinois
Indiana State University	Terre Haute	Indiana
Kansas State University	Manhattan	Kansas
Kennesaw State University	Kennesaw	Georgia
Massachusetts Institute of Technology	Cambridge	Massachusetts
Mercy College	Dobbs Ferry	New York
Michigan Technological University	Houghton	Michigan
Mississippi State University	Mississippi State	Mississippi
Missouri University of Science and Technology	Rolla	Missouri
Nazareth College	Rochester	New York
New York University	New York	New York
North Carolina A & T State University	Greensboro	North Carolina
Northwestern University	Evanston	Illinois
Ohio State University - Engineering	Columbus	Ohio
Oklahoma State University-Main Campus	Stillwater	Oklahoma
Our Lady of the Lake University	San Antonio	Texas
Pace University-New York	New York	New York
Purdue University-Main Campus	West Lafayette	Indiana
Radford University	Radford	Virginia
Robert Morris University	Moon Township	Pennsylvania
Rochester Institute of Technology	Rochester	New York
Rutgers University-Camden	Camden	New Jersey
Rutgers University-New Brunswick	New Brunswick	New Jersey
Southern Illinois University-Carbondale	Carbondale	Illinois
Springfield College	Springfield	Massachusetts
Stony Brook University	Stony Brook	New York
The University of Alabama	Tuscaloosa	Alabama
The University of Tennessee-Knoxville	Knoxville	Tennessee
University of Arkansas	Fayetteville	Arkansas

PROGRAMS PROVIDING DOCTORAL DEGREE DATA

INSTITUTION	CITY	STATE
University of Dayton	Dayton	Ohio
University of Delaware	Newark	Delaware
University of Denver	Denver	Colorado
University of Evansville	Evansville	Indiana
University of Houston - Center Campus	Houston	Texas
University of Idaho	Moscow	Idaho
University of Louisville - Engineering	Louisville	Kentucky
University of Maryland-Baltimore County	Baltimore	Maryland
University of Missouri-St Louis	Saint Louis	Missouri
University of Nevada-Reno	Reno	Nevada
University of Pennsylvania	Philadelphia	Pennsylvania
University of Scranton	Scranton	Pennsylvania
University of Utah	Salt Lake City	Utah
University of Washington-Seattle Campus	Seattle	Washington
Utah State University	Logan	Utah
Walsh University	North Canton	Ohio
West Texas A & M University	Canyon	Texas
Worcester Polytechnic Institute	Worcester	Massachusetts
Youngstown State University	Youngstown	Ohio