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QUESTIONS/COMMENTS

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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 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 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 a half developing these standards, which were 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. They are not intended to document the long-term career prospects of these graduates, and the results published by the schools themselves or reported here should not be interpreted in that way.

With the publication of the standards and protocols, the task force envisioned two first-year results. One, a segment of the NACE college membership would adopt the standards as guidelines for collecting the results on their individual campuses. It was understood that not every school or career center would be in a position to conform to the timeline, in particular, for collecting and reporting results for the Class of 2014. However, it was hoped that a sizable number of schools would be able and willing to incorporate the standards as “early adopters” in this first-year implementation. Second, schools would willingly share their results with NACE so that benchmarked reference data could be established by the professional association so that schools, their administrators, consumers, and other interested parties could assess outcomes in context.

In January 2015, NACE surveyed its member higher education institutions about the first-destination results for the graduating Class of 2014. NACE received responses from 190 schools/career centers detailing results for their bachelor’s degree graduates and from another 17 schools for their associate degree completers; a list of reporting institutions is available in the appendix. In total, the graduating classes of these reporting institutions represent nearly 274,000 graduates (266,119 at the bachelor’s degree level; 7,733 at the associate level) and actual data for 174,887 bachelor’s degree graduates. To the knowledge of NACE researchers, this represents the most comprehensive view of bachelor’s degree outcomes currently available.

METHODOLOGY

Data for this report came directly from the participating institutions. These data were reported to NACE during the period from January 8, 2015, to March 15, 2015. The primary data collection was handled by individual schools following the procedures outlined in the [NACE Standards and Protocols for Undergraduate First-Destination Surveys](#). 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 2014 as extending from July 1, 2013, until June 30, 2014. This resulted in a deadline of December 30, 2014, for completing data collection. All results reported in this study are as of December 30.

This was the key criterion for reporting results to NACE in this initial year in order to ensure comparability in the results. NACE recognized that meeting this criterion would be difficult in this initial year, which would reduce the number of institutions participating in the NACE report. It is difficult for institutions to alter procedures of long standing, particularly if there are multiple offices involved in developing and analyzing information. However, it is hoped 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 LinkedIn 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 principle 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 is 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: Graduates who have started their own businesses (store, manufacturer, etc.). They have multiple customers/clients and may employ other individuals in their operations.

Contract/Temporary Workers: Graduates who are essentially working for one client but are working on a specific project that has a limited timeframe after which the graduate is not likely to be employed by that client.

Freelancers: 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: 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.

Each of these employment categories could be designated as either full time or part time. Full-time employment is defined by the 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., 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 have not landed in any of the preceding categories and are known by the institution to be 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 in this inaugural year report. 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 required to provide the number of salaries and bonuses that constituted the institution's 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 which 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:

$$\frac{(\# \text{ employed} + \# \text{ service} + \# \text{ military} + \# \text{ continuing education} + \# \text{ still seeking employment} + \# \text{ still seeking continuing education} + \# \text{ not seeking})}{\text{total graduates}}$$

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:

$$\frac{(\# \text{ employed} + \# \text{ service} + \# \text{ military} + \# \text{ continuing education})}{(\# \text{ employed} + \# \text{ service} + \# \text{ military} + \# \text{ continuing education} + \# \text{ still seeking employment} + \# \text{ still seeking continuing education} + \# \text{ not seeking})}$$

Additional rates, such as the percentage 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 2014, 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 2014 as a whole. 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, the nature of the undergraduate instructional profile, the degree of urbanization represented by the school's location, 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, and 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 – 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, and so forth);
2. Master’s – Institutions that awarded at least 50 master’s degrees and fewer than 20 doctoral degrees during 2010;
3. Baccalaureate – 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.

Undergraduate Instructional Profile

A variation of Carnegie’s instructional profile classification was used to group first-destination responding schools. In this scheme, three groups were defined based on the proportion of bachelor’s degree majors in the arts and sciences as opposed to those in professional fields. The three groups are:

1. Liberal Arts – Institutions in this category are defined by conferring 60 percent or more of their bachelor’s degrees for the Class of 2009 in the arts and sciences;
2. Balanced – Institutions in this category are marked by the fact that between 40 to 60 percent of bachelor’s degrees conferred for the Class of 2009 were in both the arts and sciences and professional majors;
3. Professional – Institutions in this category are defined by conferring 60 percent or more of their bachelor’s degrees for the Class of 2009 in professional majors.

Location Type

Location type is based on the IPEDS classification of urbanization. IPEDS identifies the geographic status of a school on an urban continuum ranging from “large city” to “rural.” The classification is based on a school’s physical address. The urban-centric locale codes used by IPEDS are assigned through a methodology developed by the U.S. Census Bureau’s Population Division in 2005.

Size

Four size categories are used mirroring the Carnegie system’s classification scheme. These categories are based on the total enrollment reported by the school for the 2013 academic year.

1. Very small – total enrollment of 1,000 or less;
2. Small – total enrollment of greater than 1,000 but less than or equal to 3,000;
3. Medium – total enrollment of greater than 3,000 but less than or equal to 10,000;
4. Large – total enrollment greater than 10,000.

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 details, 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 researchers 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 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, program-level information was received from more than 100 schools, allowing for program-level results at the trunk/discipline level for 31 broad disciplines and at the broad major level for nearly 160 additional 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 at www.nacweb.org/surveys/first-destination.aspx.

FINDINGS

The results for the Class of 2014 presented in this report represent a baseline for assessing where graduates at the undergraduate level land within six months, on average, after receiving their degree. The results cover students who have received either an associate degree or a bachelor’s degree. The findings are much more detailed for the bachelor’s degree because of the much larger number of institutions taking part.

The associate degree results contain information only for the degree as a whole without any detailed information by program. It is not possible to provide any program-level data for the associate degree because responding institutions provided virtually no program-level information.

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 64 percent of students receiving an associate degree in 2014 were employed at some level by the end of that calendar year. Nearly 48 percent had full-time jobs with what would ordinarily be understood to be a traditional employer. Another approximately 16 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 20 percent of the associate group that is going on to continue their education and the 15 percent that have either not 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

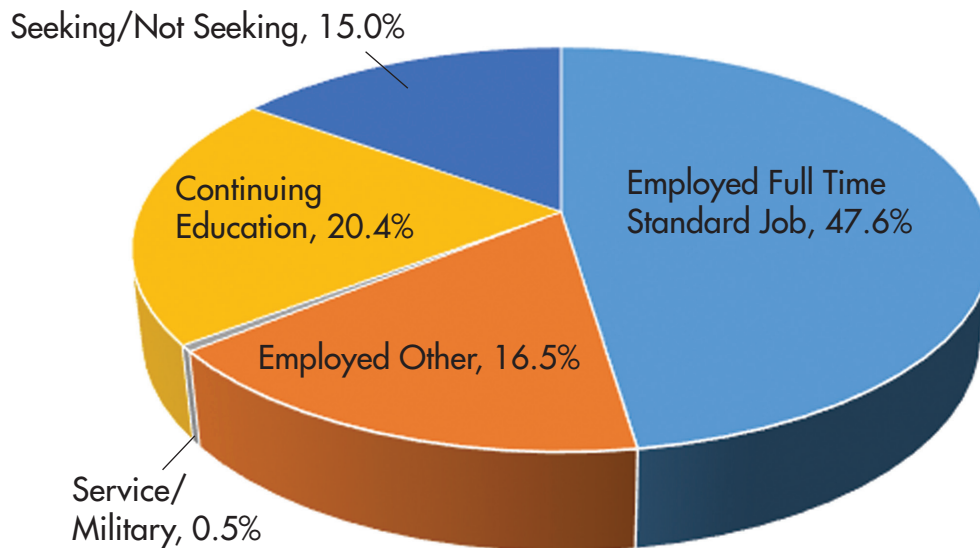


Figure 2: Class of 2014 Associate Degree Results

Total Graduates	7,733
Knowledge Rate	32.3%
Career Outcomes Percentage	85.0%
Percent Employed Overall	64.1%
Percent Employed Full Time	51.6%
Percent Employed Part Time	12.5%
Percent Standard Employment	59.7%
Percent Standard Employment Full Time	47.6%
Percent Standard Employment Part Time	12.0%
Percent Entrepreneur	2.0%
Percent Entrepreneur Full Time	1.8%
Percent Entrepreneur Part Time	0.2%
Percent Temp/Contract Employee	1.3%
Percent Temp/Contract Employee Full Time	1.2%
Percent Temp/Contract Employee Part Time	0.2%
Percent Freelance	0.5%
Percent Freelance Full Time	0.4%
Percent Freelance Part Time	0.0%
Percent Post-Grad Fellowship/Internship	0.6%
Percent Post-Grad Fellowship/Internship Full Time	0.6%
Percent Post-Grad Fellowship/Internship Part Time	0.0%
Percent Service	0.0%
Percent Military	0.5%
Percent Continuing Education	20.4%
Percent Seeking Employment	7.5%
Percent Seeking Continuing Education	6.2%
Not Seeking/Not Engaged	1.3%
Mean Starting Salary	\$32,525
Median Starting Salary	\$37,362

Figures 3 and 4 present the overall summary picture of outcomes for bachelor’s degree recipients for the Class of 2014. 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 16 percent were engaged in an advanced degree program or pursuing a professional certificate. However, nearly 20 percent of the class had not obtained employment or been accepted and entered an advanced educational program.

Just over 80 percent of bachelor’s degree graduates could point to a positive outcome (employment, self-employment, service/military, or continuing education) within this six-month period. The percentage is even higher for those graduating with an associate degree—85 percent. The major difference between the two degrees is in the level of outcome. A greater percentage of bachelor’s degree graduates are employed full time and are earning a higher salary.

For those graduates employed full time, the average salary was \$48,190 or 48 percent higher than those students graduating with an associate degree (\$32,525). However, one should take the differences between the bachelor’s and associate results with a great deal of caution given the very small numbers represented in the associate degree outcomes.

Figure 3: Bachelor’s Degree Summary Outcomes

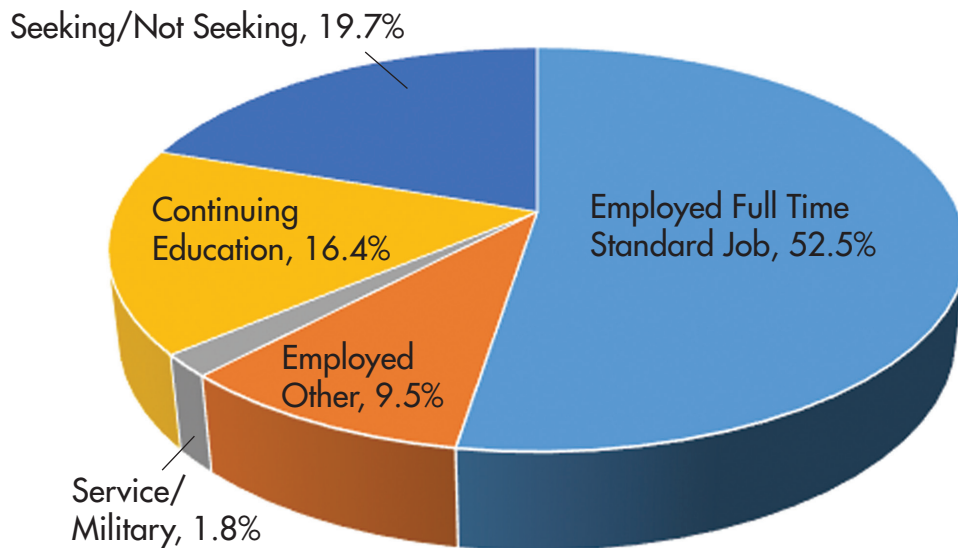


Figure 4: Class of 2014 Bachelor's Degree Results Overall

Total Graduates	266,119
Knowledge Rate	65.7%
Career Outcomes Percentage	80.3%
Percent Employed Overall	62.0%
Percent Employed Full Time	55.4%
Percent Employed Part Time	6.6%
Percent Standard Employment	58.4%
Percent Standard Employment Full Time	52.5%
Percent Standard Employment Part Time	5.9%
Percent Entrepreneur	0.5%
Percent Entrepreneur Full Time	0.5%
Percent Entrepreneur Part Time	0.0%
Percent Temp/Contract Employee	1.1%
Percent Temp/Contract Employee Full Time	0.8%
Percent Temp/Contract Employee Part Time	0.3%
Percent Freelance	0.4%
Percent Freelance Full Time	0.2%
Percent Freelance Part Time	0.2%
Percent Post-Grad Fellowship/Internship	1.6%
Percent Post-Grad Fellowship/Internship Full Time	1.4%
Percent Post-Grad Fellowship/Internship Part Time	0.2%
Percent Service	1.0%
Percent Military	0.8%
Percent Continuing Education	16.4%
Percent Seeking Employment	13.9%
Percent Seeking Continuing Education	3.6%
Not Seeking/Not Engaged	2.2%
Mean Starting Salary	\$48,190
Median Starting Salary	\$45,478
Mean Bonus	\$7,111
Median Bonus	\$5,000

With the number of responses received from schools regarding their bachelor’s degree outcomes, it is possible to compare school-wide results across a number of different dimensions. These comparisons are detailed in Figures 5 through 10.

Figure 5 compares key outcomes measures for the Class of 2014 by region. Responding institutions from the Northeast and Midwest stand out in terms of the strength of their outcomes. Between 85 percent and 93 percent of graduates from the schools in these regions had landed an employment, educational, or service position at the time of the survey. Two-thirds of graduates from schools in New England and the Plains states were employed full time at a “traditional” employer. By contrast, graduates from schools in the Southeast appeared to have the most difficult time finding a landing spot immediately after graduation. Nearly one-third of these graduates were still seeking or were not seeking but were unaffiliated six months after the end of the academic year.

Figure 5: Class of 2014 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	80.3%	52.5%	16.4%	19.7%	\$48,190	\$7,111
New England	93.0%	66.1%	18.2%	7.0%	\$51,849	\$5,621
Mid-Atlantic	86.0%	55.7%	17.1%	14.0%	\$51,455	\$8,376
Southeast	67.7%	43.5%	13.8%	32.3%	\$47,021	\$6,891
Great Lakes	90.1%	59.6%	17.6%	9.9%	\$48,615	\$5,401
Plains	91.1%	67.4%	18.0%	8.9%	\$46,523	\$5,738
Southwest	71.4%	45.8%	15.2%	28.6%	\$43,760	\$6,353
Rockies	78.7%	46.9%	20.4%	21.3%	\$48,002	\$8,094
Far West	72.4%	42.8%	16.4%	27.6%	\$43,946	\$7,982

Figure 6 summarizes outcomes for the Class of 2014 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-profit group of private institutions. (As only one for-profit institution responded, outcomes data are not provided for for-profit institutions.)

Figure 6 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 that had landed six months after college is just above 73 percent for public institutions, whereas it is nearly 90 percent for the private schools. The differential exists for the percentage of graduates who have found full-time employment in traditional settings—48 percent of graduates from public schools and just under 59 percent for the private school graduates. The percentage going on to continuing education is also less for Class of 2014 graduates coming from private institutions (16 percent versus 18 percent), but the difference is less apparent than it is for employment.

Figure 6: Class of 2014 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	80.3%	52.5%	16.4%	19.7%	\$48,190	\$7,111
Public	73.4%	48.0%	15.5%	26.6%	\$46,767	\$6,485
Private, Not-for-profit	89.5%	58.5%	17.7%	10.5%	\$50,386	\$7,677

Figure 7 differentiates the results for the Class of 2014 by school type as defined by the Carnegie classification system. The typing of these schools is more or less based on the extent and nature of their graduate programs. As Figure 7 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 90 percent, master’s level institutions an approximate 84 percent positive outcomes result, while the most advanced degree intensive schools, doctoral institutions, have the lowest positive outcomes percentage at 78 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 closes considerably when the results are restricted to full-time employment in a traditional work setting and disappears entirely when the focus is on the percentage of graduates continuing their education. Finally, graduates who have landed full-time jobs are averaging higher starting salaries when they are coming from an institution that features a graduate program than those coming from schools where the bachelor’s degree is the highest degree offered.

Figure 7: Class of 2014 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	80.3%	52.5%	16.4%	19.7%	\$48,190	\$7,111
Baccalaureate	90.2%	58.4%	14.8%	9.8%	\$39,901	\$6,935
Master’s	83.5%	56.4%	16.6%	16.5%	\$48,050	\$5,597
Doctoral	77.7%	50.4%	16.6%	22.3%	\$48,820	\$7,460

Figure 8 summarizes results for schools based on the composition of their undergraduate programs. (Note: The exact definition for how these schools are classified according to undergraduate instructional profile can be found in the methodology section above.) The results suggest very little difference in the level of outcomes based on whether the school is focused on liberal arts programs as opposed to professional (career-oriented) programs at the undergraduate level. There appears to be an overall balance where employment outcomes favor the professionally focused institution but are essentially offset by the greater likelihood that an arts and sciences major will seek and attain a place in an advanced degree program.

While both the liberal arts focused institutions and the professionally focused schools do comparably as well in seeing their graduates land after graduation, institutions without a clear identity do not do as well. Institutions categorized as “balanced” reported one out of every four of their graduates as without an outcome six months after the end of the academic year. This is considerably higher than in each of the other two categories and is the result of both a lower percentage employed and a lower percentage in continuing education.

Figure 8: Class of 2014 Bachelor’s Degree Outcomes by Undergraduate Instructional Profile

	Career Outcomes Percentage	Percent Standard Employment Full Time	Percent Continuing Education	Percent Without an Outcome	Mean Starting Salary	Mean Bonus
Total Class	80.3%	52.5%	16.4%	19.7%	\$48,190	\$7,111
Liberal Arts	85.1%	53.8%	18.3%	14.9%	\$47,439	\$7,817
Balanced	74.8%	47.1%	15.9%	25.2%	\$48,419	\$7,748
Professional	83.2%	58.7%	15.5%	16.8%	\$48,115	\$5,708

Figure 9 offers a look at the impact the nature of the school’s location had on graduate outcomes. The hypothesis that led to an exploration of this relationship was that a metropolitan as opposed to a rural location would enhance the probability of a graduate landing a job, particularly a full-time job, and obtaining a higher starting salary as well. The data in Figure 9 suggest there is no difference that type of location in which the school exists has any impact on the probability of landing a full-time job. The outcomes for city, suburban, and rural school locations were nearly identical for the percentage of students in full-time jobs in traditional settings. However, there does seem to be an effect on starting salary levels. City and suburban locations generate starting salaries that are approximately the same: city, \$48,000; suburb, \$51,000. However, graduates from schools in rural locations average a considerably lower starting salary at \$41,000. This result would be consistent with the overall wage rates reported by location either by the Bureau of Labor Statistics or the Census Bureau.

Figure 9: Class of 2014 Bachelor’s Degree Outcomes by School’s Degree of Urbanization

	Career Outcomes Percentage	Percent Standard Employment Full Time	Percent Continuing Education	Percent Without an Outcome	Mean Starting Salary	Mean Bonus
Total Class	80.3%	52.5%	16.4%	19.7%	\$48,190	\$7,111
City	78.8%	51.9%	15.8%	21.2%	\$48,017	\$7,170
Suburb	82.4%	54.4%	17.9%	17.6%	\$51,028	\$7,571
Rural	83.2%	52.0%	16.7%	16.8%	\$40,894	\$5,933

The final category by which outcomes results by type of schools were analyzed was size—size as defined by the school’s overall enrollment. Figure 10 shows the outcomes results by size of school; 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. Twenty-five 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 with full-time employment and are tied with very small schools at the bottom for the percentage engaged in continuing their education. However, the starting salaries for graduates who have landed a full-time position are in line with the other school size categories. 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.

Figure 10: Class of 2014 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	80.3%	52.5%	16.4%	19.7%	\$48,190	\$7,111
Very Small	88.0%	54.8%	14.7%	12.0%	\$37,451	\$5,000
Small	89.3%	56.1%	19.2%	10.7%	\$46,466	\$6,047
Medium	87.8%	57.8%	19.3%	12.2%	\$51,091	\$7,640
Large	74.9%	49.5%	14.8%	25.1%	\$47,400	\$6,995

In addition to detailing outcomes results for the Class of 2014 and by school types as a whole, enough data were gathered from reporting institutions to provide employment, continuing education, and service results by academic program. As previously mentioned, the results offer data for 31 academic disciplines totaling 190 majors. This summary provides data only for the 31 academic disciplines. [The complete outcomes detail for all 190 majors is available on the NACE website.](#)

Figure 11 displays the summary detail for the 31 academic disciplines. As might be expected, there is more variation across disciplines in terms of outcomes than can be seen across types of schools. This is partially attributable to the simple fact that there are more disciplines than there are school types. However, it is instructive that when total outcomes percentages are compared, the differences across academic disciplines are pretty consistent with the differences that can be observed in some of the school types. Career outcomes percentages for academic disciplines tend to range from the high 70s to the mid 80s. The lowest overall outcomes percentage is for biology at just under 74 percent; the highest is for communications technology at nearly 95 percent.

Much of the overall balance in total outcomes can be explained by the different post-graduate orientations students in different majors have. 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 two-thirds 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 32 percent and 34 percent of physical science and philosophy majors, respectively, are employed full time in a traditional setting, but 28 percent of philosophy majors and 41 percent of physical science majors have found a place in a graduate education program.

The disciplines that have the highest rate of graduates being employed on a full-time basis quickly after graduation are those that are the most closely affiliated with specific job skills. The technology/technician positions stand out in this regard. Engineering technology leads the way with approximately 83 percent of its graduates employed full time in a traditional setting. It is followed by computer science and communications technology, where 73 and 72 percent, respectively, are employed full time.


Figure 11: Class of 2014 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	80.3%	52.5%	16.4%	19.7%	\$48,190
Agriculture	83.8%	49.2%	24.6%	16.2%	\$37,804
Architecture	78.7%	51.6%	13.1%	21.3%	\$40,523
Area Studies	77.8%	36.9%	21.5%	22.2%	\$34,436
Biology	73.9%	24.2%	37.5%	26.1%	\$33,248
Business	84.9%	66.9%	9.3%	15.1%	\$49,807
Communications	79.9%	54.8%	7.9%	20.1%	\$36,005
Communications Technology	94.4%	71.8%	4.2%	5.6%	NA
Computer Science	87.8%	73.2%	7.8%	12.1%	\$62,194
Consumer Science	82.1%	49.8%	21.1%	17.9%	\$33,608
Education	84.9%	62.7%	11.6%	15.1%	\$34,498
Engineering	85.6%	62.2%	17.4%	14.4%	\$64,891
Engineering Technology	93.0%	82.9%	5.9%	7.0%	\$57,090
English	78.2%	38.2%	19.8%	21.8%	\$33,574
General Studies	79.2%	41.4%	21.2%	20.8%	\$41,605
Health Professions	85.4%	54.9%	20.6%	14.6%	\$47,635
History	78.0%	35.5%	24.0%	22.0%	\$37,557
Language	80.3%	37.0%	25.1%	19.7%	\$33,705
Legal Studies	93.1%	63.4%	23.3%	6.9%	NA
Mathematics	85.5%	46.4%	28.0%	14.5%	\$52,821
Multi-disciplinary Studies	82.0%	40.1%	24.1%	18.0%	\$39,706
Natural Resources	77.9%	43.9%	15.9%	22.1%	\$34,925
Philosophy	78.8%	33.9%	27.8%	21.2%	\$36,137
Physical Sciences	83.0%	31.7%	41.3%	17.0%	\$56,720
Psychology	77.7%	36.7%	25.9%	22.3%	\$33,210
Public Administration	79.2%	40.5%	26.7%	20.8%	\$33,319
Recreation	82.5%	36.1%	29.5%	17.5%	\$32,816
Security	86.3%	61.2%	10.1%	13.7%	\$45,470
Social Science	78.9%	46.5%	17.8%	21.1%	\$41,917
Theology	88.2%	50.5%	18.3%	11.8%	\$29,100
Transportation	89.6%	63.0%	8.5%	10.4%	\$36,474
Visual & Performing Arts	84.4%	49.0%	12.3%	15.6%	\$36,222

SUMMARY

This initial report of first-destination outcomes covering the Class of 2014 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 points out 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. This is relatively good news, but this good news is tempered by the fact that nearly one in five bachelor's degree recipients is still "adrift" six months after the end of the academic year.

As this was the first year for the study, there are no comparable data upon which to judge how well or how poorly the Class of 2014 did relative to its predecessors. This report establishes a baseline that will allow for comparisons with future classes in a more definitive fashion.

NACE hopes that in the future more institutions will develop their own outcomes data following the NACE Standards and Protocols and will be willing to share their institution's data for comparisons with the association and the NACE community. This will enhance the reporting and make these compilations of outcomes results more functional for everyone interested in improving higher education. 

APPENDIX

Bachelor's Degree Programs Providing Data

Institution name	City	State
Amridge University	Montgomery	Alabama
Samford University	Birmingham	Alabama
The University of Alabama	Tuscaloosa	Alabama
Tuskegee University	Tuskegee	Alabama
University of Alabama at Birmingham	Birmingham	Alabama
Arizona State University-Tempe	Tempe	Arizona
University of Arizona	Tucson	Arizona
John Brown University	Siloam Springs	Arkansas
University of Arkansas	Fayetteville	Arkansas
California State University-Chico	Chico	California
California State University-San Bernardino	San Bernardino	California
Pepperdine University	Malibu	California
Stanford University	Stanford	California
University of California-Riverside	Riverside	California
University of California-San Diego	La Jolla	California
University of California-Santa Barbara	Santa Barbara	California
University of San Diego	San Diego	California
Westmont College	Santa Barbara	California
Woodbury University	Burbank	California
Colorado School of Mines	Golden	Colorado
Colorado State University-Fort Collins	Fort Collins	Colorado
George Washington University	Washington	District of Columbia
Georgetown University	Washington	District of Columbia
Stetson University	DeLand	Florida
The University of West Florida	Pensacola	Florida
University of Florida	Gainesville	Florida
Emory University	Atlanta	Georgia
Kennesaw State University	Kennesaw	Georgia
Spelman College	Atlanta	Georgia
Bradley University	Peoria	Illinois

DePaul University	Chicago	Illinois
Eastern Illinois University	Charleston	Illinois
Governors State University	University Park	Illinois
Illinois Institute of Technology	Chicago	Illinois
Illinois Wesleyan University	Bloomington	Illinois
McKendree University	Lebanon	Illinois
Millikin University	Decatur	Illinois
Monmouth College	Monmouth	Illinois
Northwestern University	Evanston	Illinois
Principia College	Elsah	Illinois
Resurrection University	Chicago	Illinois
Butler University	Indianapolis	Indiana
Grace College and Theological Seminary	Winona Lake	Indiana
Hanover College	Hanover	Indiana
Indiana State University	Terre Haute	Indiana
Manchester University	North Manchester	Indiana
Purdue University-Main Campus	West Lafayette	Indiana
Rose-Hulman Institute of Technology	Terre Haute	Indiana
Trine University	Angola	Indiana
University of Evansville	Evansville	Indiana
Iowa State University	Ames	Iowa
Luther College	Decorah	Iowa
Northwestern College	Orange City	Iowa
Fort Hays State University	Hays	Kansas
Kansas State University	Manhattan	Kansas
University of Kansas	Lawrence	Kansas
University of Kentucky	Lexington	Kentucky
Louisiana State University and Agricultural & Mechanical College	Baton Rouge	Louisiana
Bates College	Lewiston	Maine
Colby College	Waterville	Maine
University of New England	Biddeford	Maine
Salisbury University	Salisbury	Maryland
Stevenson University	Stevenson	Maryland
University of Baltimore	Baltimore	Maryland
University of Maryland-College Park	College Park	Maryland

Amherst College	Amherst	Massachusetts
Assumption College	Worcester	Massachusetts
Bentley University	Waltham	Massachusetts
Boston University	Boston	Massachusetts
Clark University	Worcester	Massachusetts
College of the Holy Cross	Worcester	Massachusetts
Harvard University	Cambridge	Massachusetts
Massachusetts Institute of Technology	Cambridge	Massachusetts
Massachusetts Maritime Academy	Buzzards Bay	Massachusetts
Nichols College	Dudley	Massachusetts
Simmons College	Boston	Massachusetts
Tufts University	Medford	Massachusetts
University of Massachusetts-Lowell	Lowell	Massachusetts
Worcester Polytechnic Institute	Worcester	Massachusetts
Kalamazoo College	Kalamazoo	Michigan
University of Detroit Mercy	Detroit	Michigan
Augsburg College	Minneapolis	Minnesota
Crown College	Saint Bonifacius	Minnesota
University of Minnesota-Twin Cities	Minneapolis	Minnesota
University of St Thomas	Saint Paul	Minnesota
Fontbonne University	Saint Louis	Missouri
Missouri University of Science and Technology	Rolla	Missouri
University of Missouri-St Louis	Saint Louis	Missouri
Washington University in St Louis	Saint Louis	Missouri
Webster University	Saint Louis	Missouri
Montana Tech of the University of Montana	Butte	Montana
Hastings College	Hastings	Nebraska
Southern New Hampshire University	Manchester	New Hampshire
New Jersey Institute of Technology	Newark	New Jersey
Rutgers University-Camden	Camden	New Jersey
Rutgers University-New Brunswick	New Brunswick	New Jersey
The Richard Stockton College of New Jersey	Galloway	New Jersey
Adelphi University	Garden City	New York
Clarkson University	Potsdam	New York
Columbia University in the City of New York	New York	New York
CUNY Bernard M Baruch College	New York	New York

Fordham University	Bronx	New York
Hilbert College	Hamburg	New York
Hofstra University	Hempstead	New York
Manhattanville College	Purchase	New York
Mercy College	Dobbs Ferry	New York
Nazareth College	Rochester	New York
New York University	New York	New York
Rensselaer Polytechnic Institute	Troy	New York
Rochester Institute of Technology	Rochester	New York
Saint John Fisher College	Rochester	New York
St Thomas Aquinas College	Sparkill	New York
SUNY at Binghamton	Vestal	New York
SUNY at Fredonia	Fredonia	New York
SUNY at Purchase College	Purchase	New York
The King's College	New York	New York
Vassar College	Poughkeepsie	New York
Davidson College	Davidson	North Carolina
North Carolina A & T State University	Greensboro	North Carolina
University of North Carolina at Chapel Hill	Chapel Hill	North Carolina
Wake Forest University	Winston Salem	North Carolina
Mayville State University	Mayville	North Dakota
Baldwin Wallace University	Berea	Ohio
Case Western Reserve University	Cleveland	Ohio
Cedarville University	Cedarville	Ohio
Denison University	Granville	Ohio
Ohio Dominican University	Columbus	Ohio
Ohio State University-Main Campus	Columbus	Ohio
Otterbein University	Westerville	Ohio
Shawnee State University	Portsmouth	Ohio
University of Dayton	Dayton	Ohio
University of Mount Union	Alliance	Ohio
Xavier University	Cincinnati	Ohio
Cameron University	Lawton	Oklahoma
Northeastern State University	Tahlequah	Oklahoma
Oklahoma State University-Main Campus	Stillwater	Oklahoma
University of Oklahoma-Norman Campus	Norman	Oklahoma

Reed College	Portland	Oregon
Allegheny College	Meadville	Pennsylvania
Allegheny College	Meadville	Pennsylvania
Central Penn College	Summerdale	Pennsylvania
Chatham University	Pittsburgh	Pennsylvania
Franklin and Marshall College	Lancaster	Pennsylvania
Geneva College	Beaver Falls	Pennsylvania
Muhlenberg College	Allentown	Pennsylvania
Robert Morris University	Moon Township	Pennsylvania
Saint Joseph's University	Philadelphia	Pennsylvania
Seton Hill University	Greensburg	Pennsylvania
Susquehanna University	Selinsgrove	Pennsylvania
University of Pennsylvania	Philadelphia	Pennsylvania
Villanova University	Villanova	Pennsylvania
Widener University-Main Campus	Chester	Pennsylvania
York College Pennsylvania	York	Pennsylvania
University of South Carolina-Columbia	Columbia	South Carolina
South Dakota School of Mines and Technology	Rapid City	South Dakota
Belmont University	Nashville	Tennessee
Lipscomb University	Nashville	Tennessee
Sewanee-The University of the South	Sewanee	Tennessee
Tennessee State University	Nashville	Tennessee
Tennessee Technological University	Cookeville	Tennessee
The University of Tennessee-Knoxville	Knoxville	Tennessee
Tusculum College	Greeneville	Tennessee
Midwestern State University	Wichita Falls	Texas
Southwestern University	Georgetown	Texas
St Mary's University	San Antonio	Texas
Texas A & M University-Central Texas	Killeen	Texas
Texas Lutheran University	Seguin	Texas
The University of Texas at Austin	Austin	Texas
The University of Texas of the Permian Basin	Odessa	Texas
Trinity University	San Antonio	Texas
University of Dallas	Irving	Texas
University of Houston	Houston	Texas
University of Utah	Salt Lake City	Utah

Utah State University	Logan	Utah
Champlain College	Burlington	Vermont
Saint Michael's College	Colchester	Vermont
University of Vermont	Burlington	Vermont
Bon Secours Memorial College of Nursing	Richmond	Virginia
College of William and Mary	Williamsburg	Virginia
George Mason University	Fairfax	Virginia
Hampden-Sydney College	Hampden-Sydney	Virginia
Radford University	Radford	Virginia
Roanoke College	Salem	Virginia
Virginia Military Institute	Lexington	Virginia
Virginia Polytechnic Institute and State University	Blacksburg	Virginia
Gonzaga University	Spokane	Washington
Seattle University	Seattle	Washington
Beloit College	Beloit	Wisconsin
University of Wisconsin-Madison	Madison	Wisconsin
University of Wisconsin-Parkside	Kenosha	Wisconsin
University of Wisconsin-Stout	Menomonie	Wisconsin

Associate Degree Programs Providing Data

Institution name	City	State
Amridge University	Montgomery	Alabama
McKendree University	Lebanon	Illinois
Crown College	Saint Bonifacius	Minnesota
Montana Tech of the University of Montana	Butte	Montana
Northeast Community College	Norfolk	Nebraska
CUNY Bronx Community College	Bronx	New York
CUNY Hostos Community College	Bronx	New York
CUNY LaGuardia Community College	Long Island City	New York
Wake Technical Community College	Raleigh	North Carolina
Ohio Dominican University	Columbus	Ohio
Shawnee State University	Portsmouth	Ohio
Cameron University	Lawton	Oklahoma
York College Pennsylvania	York	Pennsylvania
Midwestern State University	Wichita Falls	Texas
Southwestern University	Georgetown	Texas
Champlain College	Burlington	Vermont



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