

## Graduation Statistics, May 2012 – 6 months out

T. Fraser, Director of Career Services  
9/4/2014

### Executive Summary

A week prior to the end of term 243 May 2012 graduates from both the Cincinnati and Main Campuses were sent a digital survey inquiring about their employment, graduate school plans and evaluation of career and alumni resources as the College. Letters directing alumni to take the survey were sent to the 70 alumni for whom we did not have email addresses. A total of 88 surveys were collected representing 28% of the May graduates.

The majority of the respondents, 95%, indicated employment or plans for graduate school. While the sample size is small and therefore cannot be generalized to the entire graduating class, this is still an increase from the 57% employed or attending graduate school upon graduation.

Plans	Percentage of respondents (N=88)
Full time employment	59%
Part time employment	13%
Graduate school	23%
Not working – not attending school	6%
Working- related to personal goals	83%
Working – not related to goals	18%

The vast majority of all respondents indicate remaining within the state of Ohio; 91% of those employed and 60% of those attending graduate school. Those planning to leave the state indicated going to Tennessee, Indiana, Kentucky, Illinois and Iowa. One graduate indicated going to graduate school in New Zealand.

For those attending graduate school, 78% are pursuing a master's degree or MBA and 15% a doctoral or professional degree, which is fairly consistent with the initial graduation report. The most popular fields of study are Education; Psychology/Social Work/Behavioral Science; and health care fields.

For those reporting full time employment (82% of all those indicating compensation), the modal response was \$30,000-\$39,999 (45% of full-time respondents) with 24% reporting the \$20,000-\$29,999 salary range. A third of all respondents indicated a salary in the \$40,000 range or higher.

The recent alumni responding to this survey confirmed the direction that Career Services is heading. They reported wanting more workshops, classroom experiences to develop career planning skills and greater access to job postings, all of which are currently being addressed. Future initiatives which this population would support include building a stronger student-alumni networking program to help current students and alumni connect with each other.

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### Introduction

In an effort to better understand where graduates of Wilmington College go upon completing their degrees, a survey is administered to graduating students. The following outlines the methodology, results and discussion of what was found. This is the first year that a separate survey has been administered to December graduates and the first year that the survey was administered and submitted through an on-line survey tool. Revisions were made to the graduation outcomes survey used previously before administering to this class. While some information can still be compared to prior classes, other information is new data not previously collected.

### Method

The Office of Career Services received a list of students graduating in December from Academic Records. This included names, current email addresses and campus program. All graduating students were emailed a link to a Survey Monkey survey on Dec. 11, just before the end of term and a week before the end of exams. Non-respondents were sent reminders on Dec. 13 and Jan. 6. Paper letters were mailed to alumni for whom we did not have email addresses. All graduating students were informed that participation would enter them into a drawing for a \$50 Amazon gift card.

All of the information from this report is based on each graduate's self-report of his/her plans. In interpreting this data, information not provided, such as location of employer or graduate school, was filled in if data of reasonable confidence was found elsewhere, such as the organizational website. Additionally, if the graduate did not indicate whether or not the work was related to field of study, or it seemed obviously related even though it was not indicated as such, a judgment call was made in coding results. In cases where relation to studies was not indicated and the information provided was ambiguous, the data was recorded as "not reported".

All percentages have been rounded to the nearest whole percent, which may account for totals slightly above or below 100%. Additionally, some respondents did not answer all of the questions, again impacting percentages reported.

Throughout the report, when "placement rates" are mentioned, these refer to the number or percentage of respondents who indicate any type of graduate school or employment, full time or part time, related or unrelated to their major area of studies. Specific types of plans are indicated separately.

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### Results

#### *Response rate*

A total of 313 graduation surveys were sent out, and 88 were received, providing a total response rate of 28%. Of the 88 responses, 78 (89%) were from Main Campus and 10 (11%) were from the Cincinnati campuses.

#### *Outcomes*

Almost all of the respondents (95%) indicated having employment (full time or part time) or being enrolled in a graduate program after having been graduated for 6 months. This is higher than the average reported on the College's graduate survey for spring 2012 (57%). Of those students considered "placed" (those employed full time, part time or attending graduate school) 59% indicated full time employment, 13% indicated part time, 23% indicated graduate school and 6% indicated neither working nor going to graduate school. *See Chart 1.*

Of those who chose to indicate the relation between their employment and their studies at Wilmington (64% of all respondents), most indicated that their work was related to their personal/professional goals (83%) while under a fifth (16%) indicated that their employment is unrelated. For those who indicated that their work was related to their goal, 80% indicated that this was also connected to their areas of study at Wilmington.

#### *Responses by Major*

When comparing majors by percentage of majors, those with the highest percentage of respondents working in full time positions included Art and Spanish (100% of 2 and 1 respondents respectively), Business (80% of 15), Social Work (80% of 5), Education (79% of 13) and Agriculture (73% of 15). Those with the highest respondents indicating that they are neither working nor going to graduate school were Psychology (60% of 5), Communication Arts (50% of 2) and Sport Management (33% of 6). Given the small data sets for each major and the way this impacts percentages, it will be difficult to draw conclusions about outcomes for any given major overall. *See Charts 2 and 3.*

#### *Location*

Of the 72 respondents who indicated where they will be working or attending to graduate school, 9% of the employed respondents reported working in a state other than Ohio (KY, IL and CO), and 30% of the respondents attending graduate school reported leaving Ohio (TN, IN, KY, IL, IA, NH -online, and New Zealand).

#### *Employment Fields*

Of the fields of employment indicated,) Education (29% of respondents) was the most popular area followed by Business/Accounting/Finance (23%), Sales/Marketing/Public Relations (21%). Other top fields of employment reported include Agriculture (15%), Health Care (13%), and Mental Health/Wellness (8%).

#### *Salary reports*

A total of 56 respondents indicated their compensation level. Respondents were asked to choose one of 6 ranges of annual salary: Less than \$20,000; \$20,000-\$29,999; \$30,000-\$39,999; \$40,000-\$49,999, \$50,000-\$59,999, \$60,000 or more annually. Percentages are determined based on the percent of

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respondents who reported a salary level (N=56). When looking at the respondents earning under \$20,000 annually, 64% (7 respondents) indicated that this was part-time work, compared to 15% of part-timers in both the \$20,000-\$29,999 (2 respondents) range and \$40,000-\$49,999 (1 respondent) ranges.

Annual Compensation	% of Respondents (N=56)
Less than \$20,000	20%
\$20,000-\$29,999	21%
\$30,000-\$39,999	34%
\$40,000-\$49,999	11%
\$50,000-\$59,999	7%
\$60,000 or more	7%

### *Finding Employment*

Of the 82 respondents who answered this question, 23% are currently seeking employment related to their goals (regardless of whether or not currently employed), 4% are seeking any type of employment regardless of connection to goals, 66% are not job seeking at this time and 7% are seeking work to supplement graduate school.

Those indicating employment were asked to indicate if they found the position as a result of a contact through an internship or the College. The majority (73% of 56 respondents) indicated that they found their position through a source *other than* a College contact. The College contacts which most frequently yielded a good referral were Faculty/Staff (21%), Wilmington Alumni (5%), Career Services (4%) and a speaker visiting campus (4%).

Of the 57 who responded to the question regarding finding work through an internship connection, 16% had interned at the site where they are currently working.

### *Graduate School*

Of the 26 respondents (30%) indicating that they were attending graduate school or accepted to start this spring or summer, all provided some information regarding their program. The majority are pursuing a Master's degree (67%), 11% are pursuing an MBA, 9% are pursuing a professional doctorate in the health care field (Osteopathy, Chiropractic, Physical Therapy) and 6% are pursuing their PhD. A list of programs attended is attached Table 1.

In addition to those already accepted, another 3 (5%) are currently applying to graduate school and 3 (5%) are applying to another bachelor's or post-baccalaureate program. Just under half of the respondents (42%) have plans to attend graduate school within the next 5 years, while only 18% do not plan on further education.

When asked their current or future fields of study, the majority (22% of 50 respondents) indicated some area of Education. Social Work/Psychology and Health Care were the next most popular areas each drawing 13% of respondents, followed by 10% in Business, 8% each in Agriculture, Chemistry and Sport Management/Exercise Science, 4% in the Arts and finally 2% in both Computer Science and Creative Writing.

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### *Career Services*

Respondents were asked what types of services they would have found useful through the Career Services Office. Responses were varied including praises for certain faculty or staff who had been helpful and critique for confusion they felt during the previous Career Service Director's transition. The main areas that were mentioned included (in order of frequency): Providing job postings/offering jobs in a range of fields; offering workshops or one-on-one guidance on job search skills; promoting/developing internships; coordinating with faculty/coming to classes; more industry specific knowledge (on various industries); and increased networking/mentoring opportunities with alumni. When asked what would be useful to them as alumni, job postings and alumni mentoring opportunities were the two primary themes.

### *Alumni Connection*

Around half of the recent alumni responding to this question (48% of 67) indicated that they would be willing to speak with current students, either through being contacted directly or through a Career Services introduction to share their job search, internship or graduate school search experience.

### *Wilmington College Preparation for Professional Life*

Of those responding to the question regarding how Wilmington prepared them for their professional life, most had positive comments and reflected support from faculty or valuable content knowledge gained through courses. Those with critical responses other than those which could be classified as interpersonal conflicts with a particular person mentioned having a career preparation course and the college pursuing accreditations specific to their field.

### **Discussion**

Given the much lower response rate (28%) for the 6 month out survey compared with the graduation survey (91%), it is difficult to say that these results can be generalized to the entire graduating class or to compare them realistically to the May 2012 graduate survey data. Additionally, it is difficult to compare information across majors given the small sample per major which provides skewed percentages.

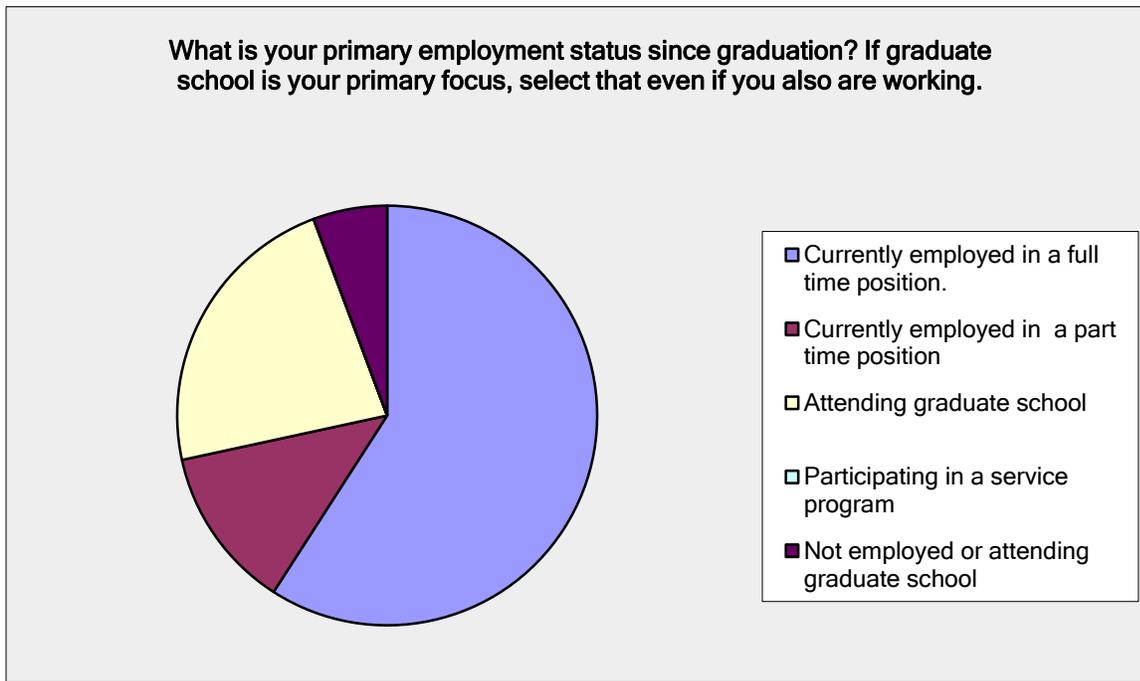
While incentives were offered, consideration needs to be given regarding how to obtain a higher response rate at 6 months. This could be due to some of the issues surrounding the transitions in Career Services and perhaps a lack of recognition of a new name on the emailed survey.

Recent alumni are generally interested in retaining involvement with the College and appear willing to engage in the improvement of services by offering to share their experiences. They provided a number of helpful ideas as to ways to move forward in Career Services to better meet student and alumni needs, many of which are already being implemented in the early stages (workshops, job postings available on-line with an option to have them emailed, connections with faculty and classroom visits). One area in which there is significant room for growth is building an alumni networking program where alumni can connect with and help each other.

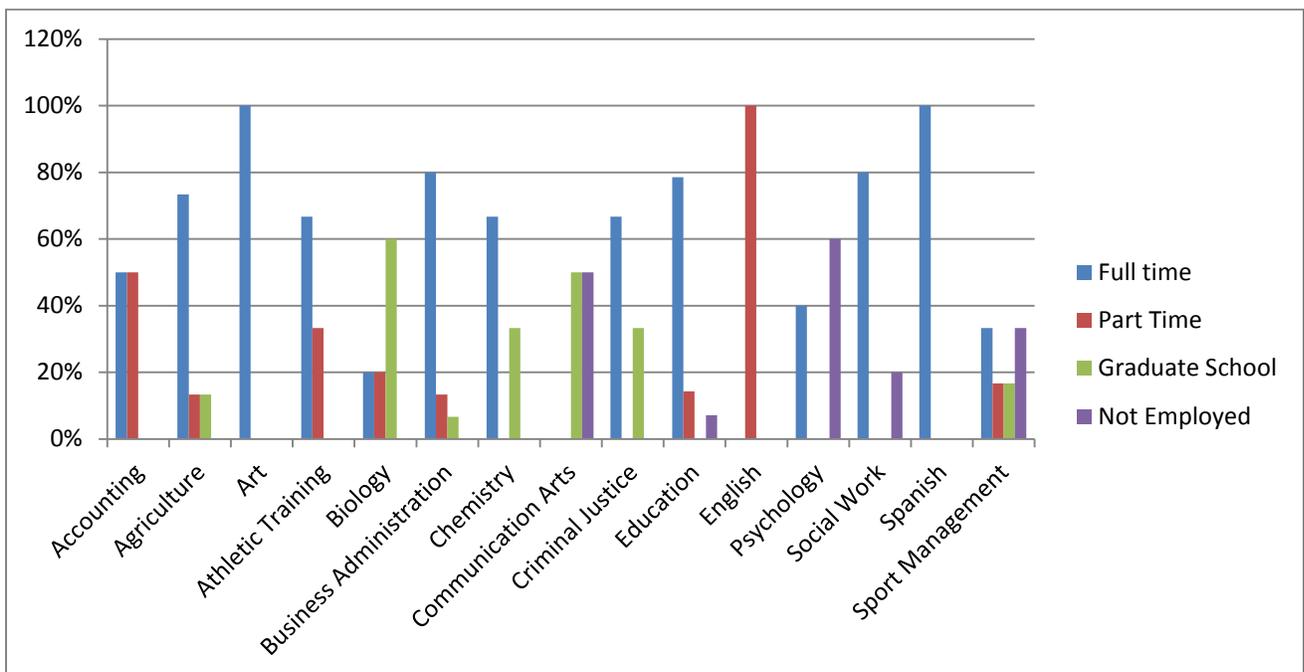
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**Chart 1: Graduation outcomes May 2012 graduates-6 months out**



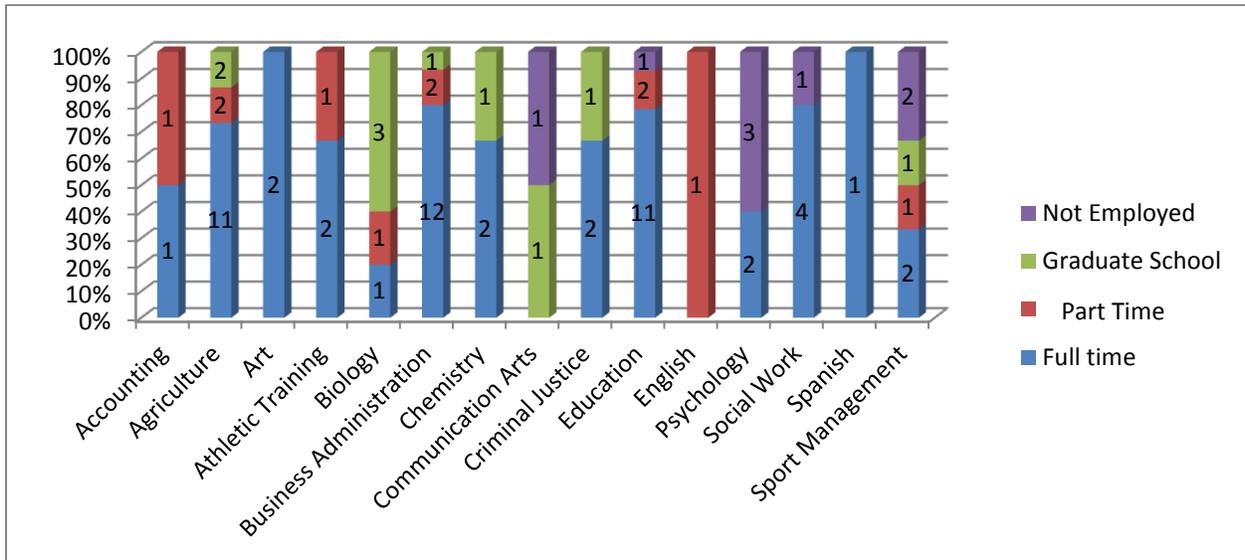
**Chart 2: Outcomes by percentage of major**



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**Chart 3: Outcomes by numbers within major**



**Table 1: Schools where respondents are pursuing graduate work**

School
Belmont University, Nashville, TN
Brown Mackie, Akron, OH
Cedarville University, Jamestown, OH
Cleveland State University, Cleveland, OH
College of Mount St. Joseph, Cincinnati, OH
Dayton University, Dayton OH
Devry University Keller Graduate School of Management, Cincinnati, OH
Indiana University, Bloomington, IN
Ohio Christian University, Dublin Branch, OH
Ohio State University, Columbus, OH
Ohio University Heritage College of Osteopathic Medicine in Athens, OH
Palmer School of Chiropractic, Davenport, IA
Southern Illinois University, Carbondale, Illinois
Southern New Hampshire University, Online
University of Akron, Akron, OH
Tiffin University, Tiffin, OH
University of Canterbury, Christchurch, New Zealand
University of Cincinnati, Cincinnati, OH
University of Indianapolis, Indianapolis, IN
University of Louisville, Louisville, KY
University of Toledo, Toledo, OH
Wright State University, Dayton, OH