

INTRODUCTION

The Undergraduate First Destination Survey investigates the employment and enrollment in graduate/professional school activities of recent bachelor’s degree recipients with the goal of estimating post-graduation outcomes rates. The target population is bachelor’s degree recipients who graduated between July 1, 2016 and June 30, 2017.

Initial data were gathered just before graduation via an online instrument. Students participating in May commencement completed the survey while waiting to pick up their caps and gowns for the graduation ceremony. For those who did not respond to the initial survey, or indicated they were still seeking employment, an online survey was sent to the graduate via email. A third follow-up to non-responders and those still seeking employment involved contacting the graduate via social media or phone. National Student Clearinghouse and Marquette University enrollment data were also utilized to place non-responders into the outcome category related to enrollment in graduate/professional school. Data collection ended on December 31, 2017; thus, outcomes represent the first destination of the graduates up to that date.

RESULTS

Response Rates

The overall response rate for those who graduated in the 2016-2017 academic year, including all follow-up contact, was 90%, similar to the response rate for the 2015-2016 cohort (89%) and the 2014-2015 cohort (90%). The table below shows response rates by college.

College	Number of Graduates	Number of Respondents	Response Rate
Arts and Sciences	449	408	91%
Business Administration	434	417	96%
Communication	234	213	91%
Education	81	62	77%
Engineering	236	208	88%
Health Sciences	279	221	79%
Nursing	114	112	98%
Professional Studies	16	11	69%
Overall	1,843	1,652	90%

First Destination Post-Graduation Outcomes

Graduates were grouped into one of several post-graduation outcomes based on their survey response. The categories are mutually exclusive. Post-graduation service represents students who are participating in a stipend-paid post-graduation service position such as the Peace Corps, AmeriCorps, or the Jesuit Volunteer Corps. Planning to continue education, not admitted/enrolled represents those not actively seeking employment and planning to enroll in a graduate/professional program. Not employed or in school, not seeking employment represents students who indicated they were not engaged in an activity and were not actively seeking employment or enrollment in a graduate/professional program. Seeking employment indicates those who were not engaged in any activity above and were still seeking employment as of December following graduation.

	2014-2015 (n=1,636)	2015-2016 (n=1,718)	2016-2017 (n=1,652)
Employed, full-time	57%	56%	58%
Employed, part-time	3%	3%	3%
Graduate/professional school, full-time	24%	24%	23%
Graduate/professional school, part-time	1%	1%	1%
Post-graduation service, full-time	3%	2%	2%
Active military	2%	2%	2%
Planning to continue education, not admitted/enrolled	2%	3%	3%
Not employed or in school, not seeking employment	1%	1%	1%
Seeking Employment	8%	8%	7%

First Destination Post-Graduation Outcomes by College:

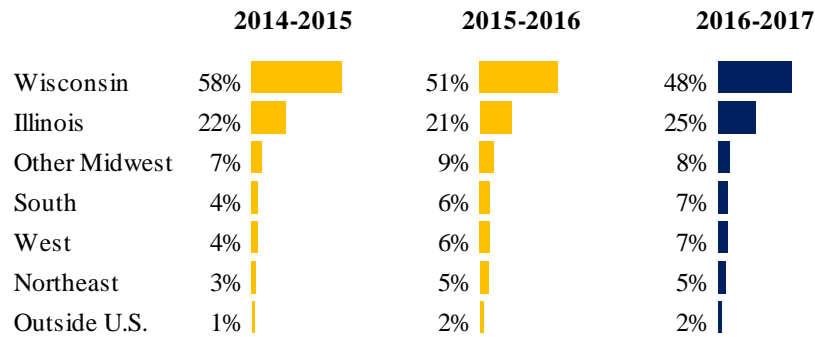
The information below shows the post-graduation outcome rates for each of the eight undergraduate colleges at Marquette.

	2014-2015 (n = 408)	2015-2016 (n = 399)	2016-2017 (n = 408)
College of Arts and Sciences			
Employed, full-time	33%	33%	37%
Employed, part-time	4%	5%	5%
Graduate/professional school, full-time	34%	34%	33%
Graduate/professional school, part-time	2%	2%	2%
Post-graduation service, full-time	7%	4%	6%
Active military	4%	3%	3%
Planning to continue education, not admitted/enrolled	4%	7%	6%
Not employed or in school, not seeking employed	1%	2%	<1%
Seeking	11%	11%	8%
College of Business Administration			
	(n = 411)	(n = 414)	(n = 417)
Employed, full-time	81%	78%	82%
Employed, part-time	1%	0%	2%
Graduate/professional school, full-time	9%	12%	9%
Graduate/professional school, part-time	1%	0%	<1%
Post-graduation service, full-time	0%	1%	1%
Active military	0%	1%	<1%
Planning to continue education, not admitted/enrolled	1%	2%	1%
Not employed or in school, not seeking employed	1%	1%	1%
Seeking	6%	5%	3%
College of Communication			
	(n = 215)	(n = 224)	(n = 213)
Employed, full-time	64%	67%	66%
Employed, part-time	6%	7%	6%
Graduate/professional school, full-time	8%	10%	12%
Graduate/professional school, part-time	1%	1%	1%
Post-graduation service, full-time	3%	1%	0%
Active military	0%	2%	<1%
Planning to continue education, not admitted/enrolled	1%	0%	1%
Not employed or in school, not seeking employed	2%	1%	0%
Seeking	14%	10%	14%
College of Education			
	(n = 56)	(n = 85)	(n = 62)
Employed, full-time	89%	74%	79%
Employed, part-time	2%	4%	0%
Graduate/professional school, full-time	7%	8%	8%
Graduate/professional school, part-time	0%	1%	2%
Post-graduation service, full-time	0%	7%	2%
Active military	0%	1%	0%
Planning to continue education, not admitted/enrolled	0%	1%	0%
Not employed or in school, not seeking employed	0%	1%	2%
Seeking	2%	2%	8%

	2014-2015 (n = 200)	2015-2016 (n = 233)	2016-2017 (n = 208)
College of Engineering			
Employed, full-time	76%	67%	69%
Employed, part-time	1%	1%	0%
Graduate/professional school, full-time	12%	18%	16%
Graduate/professional school, part-time	0%	0%	1%
Post-graduation service, full-time	1%	0%	<1%
Active military	1%	2%	3%
Planning to continue education, not admitted/enrolled	1%	1%	<1%
Not employed or in school, not seeking employed	1%	1%	<1%
Seeking	8%	10%	10%
College of Health Sciences			
Employed, full-time	11%	14%	13%
Employed, part-time	3%	2%	3%
Graduate/professional school, full-time	75%	66%	66%
Graduate/professional school, part-time	1%	1%	2%
Post-graduation service, full-time	1%	1%	2%
Active military	0%	0%	<1%
Planning to continue education, not admitted/enrolled	5%	8%	11%
Not employed or in school, not seeking employed	0%	0%	0%
Seeking	3%	7%	3%
College of Nursing			
Employed, full-time	84%	90%	88%
Employed, part-time	1%	1%	2%
Graduate/professional school, full-time	0%	1%	0%
Graduate/professional school, part-time	0%	0%	0%
Post-graduation service, full-time	2%	2%	2%
Active military	7%	3%	5%
Planning to continue education, not admitted/enrolled	0%	1%	0%
Not employed or in school, not seeking employed	1%	1%	2%
Seeking	5%	2%	1%
College of Professional Studies			
Employed, full-time	60%	61%	82%
Employed, part-time	10%	0%	9%
Graduate/professional school, full-time	20%	4%	0%
Graduate/professional school, part-time	0%	4%	0%
Post-graduation service, full-time	0%	0%	0%
Active military	0%	0%	0%
Planning to continue education, not admitted/enrolled	0%	4%	0%
Not employed or in school, not seeking employed	0%	13%	0%
Seeking	10%	13%	9%

Starting Region

Graduates indicated their current location. In 2016-2017, 73 percent are located in Wisconsin or Illinois post-graduation, compared with 72% in 2015-2016 and 80% in 2014-2015.



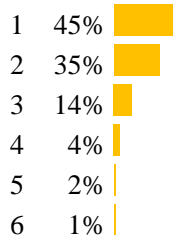
Undergraduate Internships, Co-ops, and Research Experiences

Respondents from certain colleges were asked to report whether or not they participated in an internship, co-op, or research experience during their undergraduate career. Overall, 72% responded to this question set. The chart below shows this breakdown by college. Respondents may be counted in the multiple activity categories or “None of the above,” so the totals across rows will not sum to 100%. Note that the College of Education and the College of Nursing chose not to ask this question of their students because of practical experience requirements built into their curriculum.

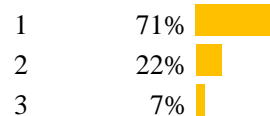
College	Number of Respondents	High Impact Practice (select all that apply)			None of the Above
		Internship	Co-op	Research Experience	
Arts and Sciences	317	50%	0%	32%	33%
Business Administration	335	87%	1%	2%	12%
Communication	151	85%	1%	5%	13%
Engineering	187	60%	45%	16%	16%
Health Sciences	187	24%	0%	40%	42%
Professional Studies	10	10%	0%	0%	90%

Respondents who indicated that they participated in at least one internship were asked how many internships they had (up to six). Respondents who indicated that they participated in at least one research experience were asked how many research experiences they had (up to three). A team of representatives from each college helped to determine what the maximum number of internships and research experiences should be and noted that students almost never participate in more than one co-op; hence, the number of co-ops was not asked. For this survey, a research experience was defined as an experience in which a student conducted or helped to conduct research and was mentored by or worked closely with a faculty member, graduate student, or research group. Respondents were instructed not to include class projects, capstone projects, or independent study work.

Number of Internships
(n = 732)



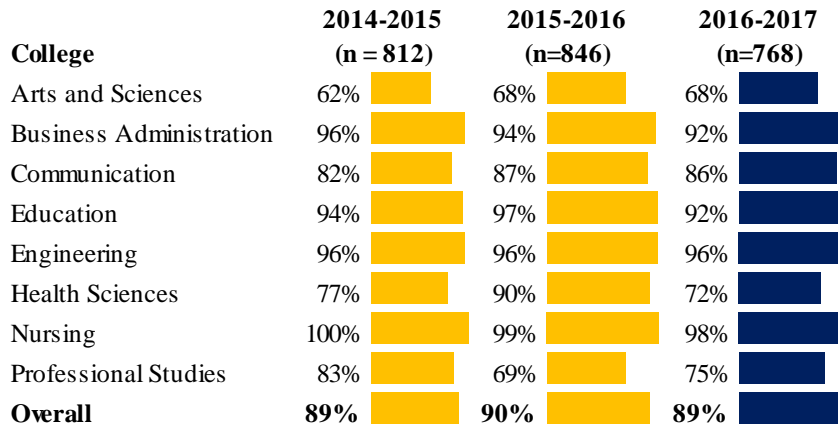
Number of Research Experiences
(n = 216)



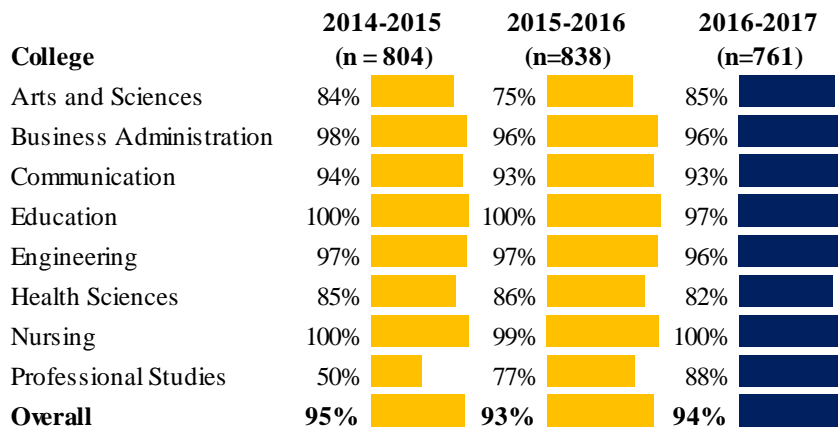
Full-time Employment

Respondents were asked to indicate the relationship of their position to their major and to their career goals. Respondents in the military or in post-graduation stipend-paid service positions are excluded from this section.









































































Overall, 89% of students with full-time employment reported that they considered their job to be **related to their major**, compared with 90% in 2015-2016 and 89% in 2014-2015.



In 2016-2017, 94% of students with full-time employment reported that they consider their job to be **related to their career goals and/or an entry-level path** that will allow them to achieve their career goals. This is a slight increase from 2015-2016 (93%) and a slight decrease from 2014-2015 (95%) graduates.



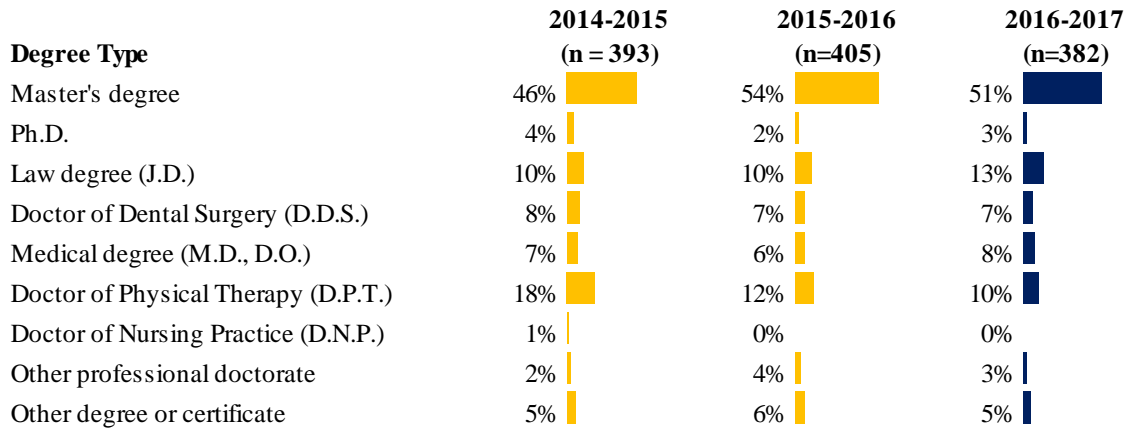
The table below shows gross starting salaries of full-time, non-temporary employed graduates by college. Respondents in the College of Professional Studies are excluded due to a small number of respondents. The salary numbers exclude those active in the military, those in a post-graduation stipend-paid service position, those in a temporary position, and those employed as Medical Scribes. About 69 percent of full-time employed respondents reported salary information on the survey (compared with 67% in 2015-2016 and 79% in 2014-15).

College	Year	Number of Respondents	Starting Salary		
			25th percentile	Median	75th percentile
Overall	2014-2015	658	\$36,400 	\$50,000 	\$56,000 
	2015-2016	579	\$40,000 	\$52,000 	\$60,000 
	2016-2017	579	\$42,000 	\$52,000 	\$60,000 
Arts and Sciences	2014-2015	105	\$30,000 	\$35,000 	\$45,000 
	2015-2016	64	\$30,000 	\$35,500 	\$43,050 
	2016-2017	68	\$32,000 	\$38,000 	\$44,500 
Business Administration	2014-2015	250	\$44,800 	\$52,000 	\$56,000 
	2015-2016	225	\$47,500 	\$53,000 	\$60,000 
	2016-2017	225	\$46,000 	\$53,000 	\$59,000 
Communication	2014-2015	79	\$31,000 	\$35,000 	\$41,000 
	2015-2016	60	\$30,500 	\$37,350 	\$42,000 
	2016-2017	54	\$32,000 	\$38,000 	\$47,000 
Education	2014-2015	23	\$32,000 	\$40,000 	\$41,200 
	2015-2016	26	\$31,000 	\$35,000 	\$40,000 
	2016-2017	27	\$33,050 	\$39,040 	\$45,000 
Engineering	2014-2015	107	\$54,000 	\$60,000 	\$65,000 
	2015-2016	116	\$55,000 	\$60,000 	\$65,000 
	2016-2017	115	\$58,000 	\$61,000 	\$67,000 
Health Sciences	2014-2015	19	\$33,000 	\$45,000 	\$50,000 
	2015-2016	14	\$30,000 	\$43,475 	\$50,000 
	2016-2017	10	\$31,000 	\$36,500 	\$48,000 
Nursing	2014-2015	75	\$45,000 	\$50,300 	\$55,000 
	2015-2016	74	\$50,000 	\$54,440 	\$60,000 
	2016-2017	80	\$50,000 	\$53,000 	\$60,000 

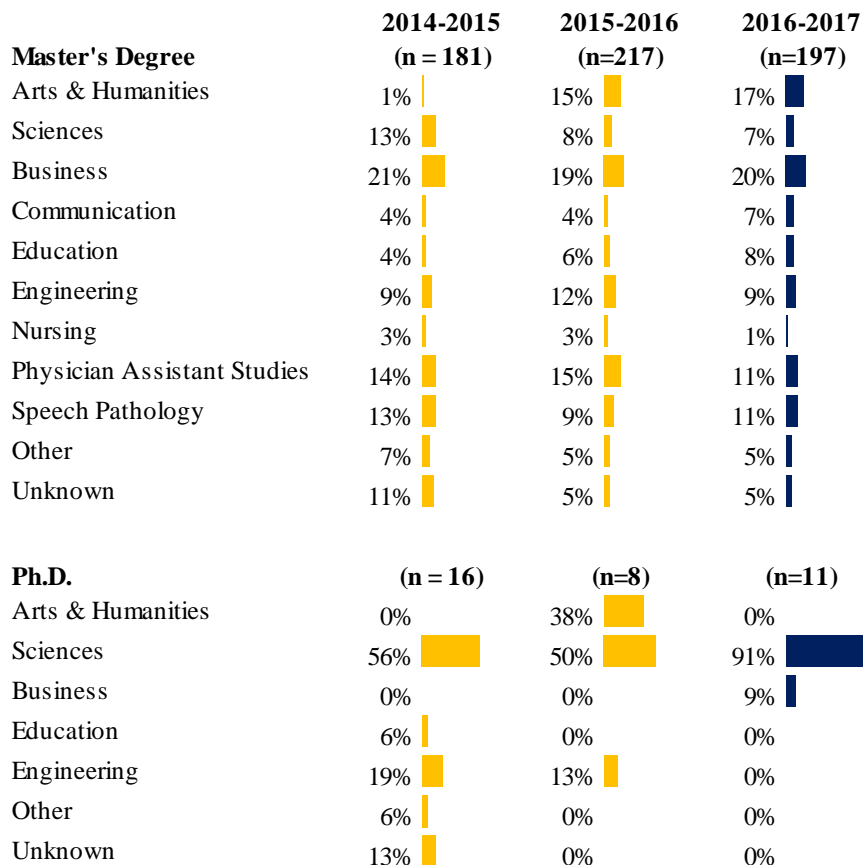
Graduate and Professional Education

Those pursuing graduate/professional school were asked to indicate the type of degree they are pursuing and the field of study of the degree. The survey also collected the name of the school, although that information is not included within this report.

Close to half of those pursuing graduate/professional school are pursuing a Master’s degree. The “Other professional doctorate” category includes degrees such as Doctor of Optometry (O.D.) and Doctor of Audiology (AuD). The “Other” category primarily includes second bachelor’s degrees and certificates.









Students pursuing either Master’s or Ph.D. degrees were asked to indicate their field of study. The “Other” category in the Master’s Degree chart includes fields such as social work, public health, and occupational therapy.










Seeking Employment and Planning on Continuing Education

Graduates who indicated they were either seeking employment or planning to continue education were asked to comment on their job search or graduate/professional program search process. For respondents reporting that they were seeking employment and who responded to this follow-up question (n = 152), they had the option to choose from a list of seven options to describe where they are in the process. Respondents could check all that applied to them, therefore, the row will not add up to 100%.

Job Search Process - Seeking Employment (select all that apply)							
Number of Respondents	Applying	Interviewing	Planning to Relocate First	Taking a Gap-Year	Researching Jobs	Have Not Started	Other
152	80% 	32% 	5% 	12% 	23% 	0%	4% 

For respondents reporting that they were planning to continue education and who responded to this follow-up question (n = 118), they had the option to choose from a list of seven options to describe where they are in the process.

Program Search Process - Planning to Continue Education (select all that apply)							
Number of Respondents	Applied & Waiting to Hear Back	Studying for Tests	Researching Programs	Taking a Gap-Year	Thinking but Not Committed	Applying	Other
118	21% 	41% 	29% 	57% 	14% 	43% 	3% 

DISCUSSION

Results from this annual survey are distributed to many campus constituency groups and are used to inform current and future students of first destination post-graduation outcomes.

Data collection procedures follow the National Association of Colleges and Employers ([NACE standards and protocols](#)) for the collection of graduating student initial career outcomes information for undergraduates. Marquette’s Career Services Center submits Undergraduate First Destination Survey outcomes data, aggregated at the major level, to NACE for inclusion in NACE’s yearly report on first destination outcomes, including national hiring and continuing education trends.

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