# Alumni: One Year After Graduation
## A Spotlight on Undergraduates Who Graduated in 2008

This past summer, Mr. En-Ping Tung served as an intern in the Office of Institutional Research and Assessment. The internship was part of his master's program in Applied Sociology here at the University. As part of his internship responsibilities, Mr. Tung oversaw the production of this year's alumni survey and report; we would like to recognize and thank Mr. Tung for his efforts. We also took this opportunity to broaden the scope of the report a bit, reviewing the purpose of alumni surveys in general and our own survey instrument in particular with an eye towards some changes for the upcoming questionnaire administration.

## INTRODUCTION

### An Historical Context for Alumni Surveys

Alumni surveys have been found on college campuses as early as the 1930s. From their inception such surveys focused on workforce issues and the professional careers graduates entered after completing their degrees. These surveys take an *outcome-based approach* because they start with the premise that the success and accomplishments of alumni are a direct reflection of how well a University prepares its students. Questions on our current alumni survey that take this approach focus in on three broad areas: current employment, post-baccalaureate study and reflections on their WPUNJ experience.

Results or information in these areas can assist currently enrolled students as well as those involved in advising and helping them with career placement. Students making curricular changes may benefit from seeing how alumni from particular programs fare in the job market. In addition, results from past alumni surveys have helped to inform campus conversations about, for example, the importance and need for internship experiences as part of the curriculum.

Alumni survey results may also be of interest to prospective students and be used in recruiting new students. Some of the outcomes being measured, employment in their desired field, job satisfaction, acceptance to graduate programs, etc. are similar to the goals new students often cite in the Incoming Student Survey as major factors influencing their college choice decisions.

As useful as this approach can be, some researchers noted several methodological issues: surveys reaching out to graduates five or ten years after graduation may encounter alumni who no longer recall the details of their collegiate experiences and some scholars question whether institutional quality can be accurately gauged by simply viewing alumni accomplishments such as income attainment and job satisfaction. Rather they feel the attainment of competencies and the engagement in activities that help to develop these competencies should be the main focus for assessing institutional quality.

During the 1980s a new approach to alumni surveys, the *engagement and competencies approach*, emerged shifting the survey focus to what the college feels students should succeed in doing while they are *in* college. Surveys taking this approach concentrated on the activities students were engaged in that promoted the development of competencies and how well they were able to apply these skills in the work place or graduate school.

Some national surveys such as ACT's (American College Testing) College Outcomes Survey and the SUNY (State University of New York) Alumni Outcomes Survey are examples of alumni surveys that take this approach and measure experiences with faculty, academic advisers, and campus services after graduation. Some of William Paterson's earlier alumni surveys collected information about usefulness of certain competencies the University defined as important in the work place and the opportunities to attain these competencies at the University.

While there was a shift in the 1980s towards measuring competencies and student engagement, the majority of alumni surveys, including William Paterson's current alumni survey, still concentrate on outcomes such as employment, income, job satisfaction and post-baccalaureate plans.

Finally, there is a third type of alumni survey that focuses on *alumni giving*. The rise of this type of survey coincides with the decline in state funding for colleges and universities. Alumni giving began to be viewed as an alternative source of funding along with tuition and fees, trust funds and private grants. The audience for this type of alumni survey is an internal one. Alumni directors, presidents, development officers all look for ways of identifying key giving partners and volunteers. The closest William Paterson University has come to administering this type of survey was in 2007 when the Institutional Research and Assessment and the Alumni Offices developed and administered a survey that asked a large sample of alumni about services and activities they might want/use as alumni. The information obtained could help identify alumni interest in the University, a first step in identifying alumni who may be able to help the University financially or through connections for services, internships, etc.[1]

### *Alumni Surveys at William Paterson University*

The Institutional Research &Assessment (IR&A) office has administered an alumni survey since 2002. While the report is predominantly used internally a summary is made available to the public and has multiple audiences. For example the survey provides:

- information for current students about educational and employment experiences that may be useful to those planning their careers

- the University community with additional ways of reflecting on the educational experience offered. Results tell us how graduates are faring in the job market and open ended responses often tell us what skills and abilities graduates find important in the workplace

- selected findings to respond to legislators, taxpayers and accrediting agencies who are concerned with ensuring that postsecondary education yields economic and social benefits to their states and communities. Employment-related figures from the survey are one way of providing answers for this audience

- results that may help to attract prospective students to William Paterson by providing a glimpse into what the future holds for them if they attend and graduate from this university.

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1. This section is a summary of the ideas put forth in Alberto F. Cabrera, David J. Weerts, and Bradford J. Zulick's chapter, Making an Impact with Alumni Surveys, New Directions for Institutional Research, No. 126, Summer 2005 Wiley Periodicals, Inc.

## METHODOLOGY

### *Survey Instrument*

The survey draws from both the engagement and the outcome-based approaches but emphasis on one or the other can vary from year to year. As it has for the past few years, the survey predominantly collects information on the employment and post-baccalaureate educational activities of recent baccalaureate graduates as well as some basic demographic information. Alumni are also asked in open-ended questions for feedback about their major programs, their teacher certification program, if applicable, and any helpful suggestions for improving the William Paterson educational experience.

### *Survey Administration*

Graduates for whom we had valid e-mail addresses on file were sent e-mail invitations with a hyperlink to the online version of the alumni survey. Graduates without e-mail addresses on file were mailed paper surveys. The first mailings went out in January of 2009 with follow-up mailings in late February and early April of 2009.

Of the 1,596 alumni that graduated in 2008, current addresses were not available for 38 alumni, leaving a surveyed population of 1,558. Responses were received from 238 students (129 were received online and 109 were received through the mail), yielding a response rate of 15.3 percent. This response rate is typical compared to our completion rate in prior alumni surveys.

### *Respondent Characteristics*

Ideally, the characteristics of the response group parallel those of the graduation population. Tables 1A, 1B, and 2 provide some comparative information about the population that was surveyed and the respondent sample. (All tables can be found at the end of the report).

For this study, we especially would like the distribution of majors in the response group and the graduating class to resemble each other as closely as possible. While not a perfect match the distribution of majors in the response group is fairly representative of the 2008 graduates (*Tables 1A and 1B*). Respondents also closely mirror the graduated population in terms of race/ethnicity and gender (*Table 2).*

## FINDINGS

**EMPLOYMENT ACTIVITIES AND RELATED EMPLOYMENT INFORMATION**

### *Employment Rates*

The overall (full- and part-time) one-year-out employment rate for 2008 alumni is 80.6 percent, a decline of 12.5 percent from the class of 2006's reported rate of 92.1 percent. Separating out full- and part-time employment helps clarify the role each plays in the overall decline. Full-time employment dropped 21.6 percent, from 82.9 percent for the class of 2006 to 61.3 for the class of 2008. Part-time employment however rose sharply. Almost one-fifth (19.3 percent) of 2008 alumni reported they were employed part-time; nearly doubling the part-time employment rate of the class of 2006, 10.2 percent. In addition to perhaps finding only part-time positions being offered, a number of students may have been forced, or decided, to deal with the severe economic downturn by keeping the part-time jobs they had while attending the University and wait for an improved economy to look for full-time employment. [2]

Table 1 places William Paterson's employment figures in the larger context of 2009 Bureau of Labor Statistics findings. The class of 2008 "unemployment" rate is understandably a bit higher than the state, regional and national averages listed, confirming the difficult economic times <u>new</u> graduates especially face. Kathryn Edwards' work for the Economic Policy Institute sheds some light on this. She writes, "Layoffs and hiring freezes continue

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2. From a conversation with Sharon Rosengart, Director of the University's Career Services and Advising Center
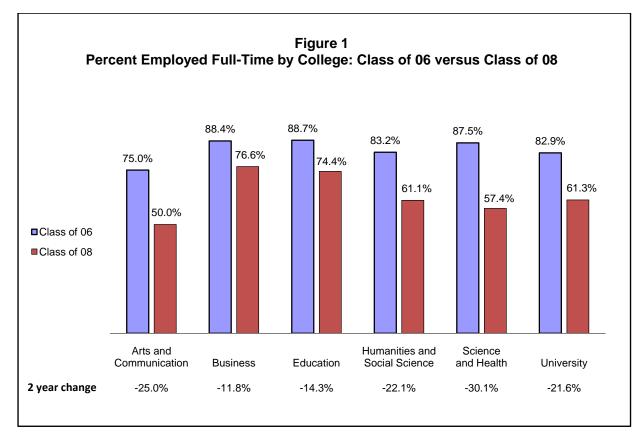
as employers try to weather the recession and entry-level openings are hard to find." She adds "that unemployment data for young college graduates – workers with a bachelor's degree or higher who are under 27 years old – show that 2009 is the second worst year on record barely behind 1983." Edwards goes on to say that "although still better off than their peers without a higher education, young college graduates face challenges unique to their age and situation – it is likely that they have considerable debt from financing school, have had no time to build up savings, and, if looking for their first job, are not eligible for unemployment benefits." [3]

**Table 1 - Unemployment Rates**

| | |
|---|---|
| William Paterson University Class of 2008 * | 14.7 % |
| New Jersey Unemployment Rate ** | 9.7 % |
| New York-Northern New Jersey-Long Island Metropolitan Area *** | 9.3 % |
| National Average for people ages 20 to 24 years **** | 10.2 % |

\* From the Alumni One-Year-After Graduation Survey: Class of 2008 (% responding not employed but looking for work)
\*\* Bureau of Labor Statistics, Oct. 2009 Seasonally Adjusted
\*\*\* Bureau of Labor Statistics, Sept. 2009 Not Seasonally Adjusted
\*\*\*\* Bureau of Labor Statistics, Annual Average 2008

Traditionally employment rates vary by major or college. This pattern holds true for the class of 2008 as well. Figure 1 compares full-time employment rates from college to college and Tables 3A and 3B (at the end of the report) present the information at the major level.

**Figure 1**
**Percent Employed Full-Time by College: Class of 06 versus Class of 08**



| | Arts and Communication | Business | Education | Humanities and Social Science | Science and Health | University |
|---|---|---|---|---|---|---|
| Class of 06 | 75.0% | 88.4% | 88.7% | 83.2% | 87.5% | 82.9% |
| Class of 08 | 50.0% | 76.6% | 74.4% | 61.1% | 57.4% | 61.3% |
| **2 year change** | -25.0% | -11.8% | -14.3% | -22.1% | -30.1% | -21.6% |

3. Kathryn Edwards, *Commencing Unemployment,* Economic Policy Institute, June 10th 2009, http://www.epi.org/economic_snapshots/entry/snapshot_20090610/

Graduates from all of the colleges exhibited a large drop in full-time employment. The College of Science and Health graduates experienced the largest decline from 2006 to 2008, 30.1 percent, followed by the College of Arts and Communication, 25 percent, the College of Humanities and Social Science, 22.1 percent, the College of Education, 14.3 percent and the smallest drop was for College of Business graduates, 11.8 percent.

### Types of Companies/Industries
Currently 61.3 percent of all respondents work in New Jersey, directly benefiting state and local New Jersey economies. An additional 11.3 percent are employed out-of-state with the majority of them working in New York, roughly 5.9 percent (*Table 5*).

With William Paterson's strong roots in teacher education, the major economic sector employing 2008 alumni is, understandably, education. More than a quarter (25.6 percent) of employed graduates report working in a school: 13.6 percent in pre-school/elementary school settings and another 12 percent in middle/high schools. Other high employment sectors are: health care provider/hospital (10.5 percent), media/entertainment (7.3 percent), and sales (5.8 percent). A detailed listing of industries for each major is found in *Table 10A, 10B, and 10C*; a list of occupations by major/certification program in *Table 6* and *Table 7*; and of employers for each major/certification program in *Table 8* and *Table 9*.

### Length of Time in Current Position
Most alumni recently out of college are at the beginning of their careers. For employed William Paterson alumni, 77.7 percent report that they are in their first or second year at their current position. Another 8.5 percent report being in their third year and another 13.8 percent have held their positions for at least four years.

### Starting and Current Salaries of Alumni
Nearly 32 percent of alumni employed full-time reported starting annual salaries below $30,000, an increase of nearly 8 percent over the class of 2006 alumni. College of Humanities and Social Sciences has 40.9 percent of its alumni starting their annual salaries below $30,000. Almost 26.6 percent began their careers with salaries in the $30,000 to $39,999 range; and nearly 29.6 percent had starting salaries of $40,000 to $49,999. Approximately 11.8 percent earned starting salaries over $50,000. As one would hope, current salaries of WPU alumni are higher than reported starting salaries. The proportion of graduates that reported current salaries below $30,000 was 22.7 percent, a bit higher than the 16.9 percent reported by the class of 2006 alumni. The percent with salaries from $40,000 - $49,999 was 32.7 percent and those with salaries of $50,000 or higher was 18.9 percent *(Table 11)*. (*Tables 12A, 12B, 13A* and *13B* review salaries of those employed full-time at the major/certification program level.)

### Job Satisfaction and Relationship of Job to WPU Major
Approximately 87 percent of 2008 alumni reported they were either *somewhat satisfied or very satisfied* with their current positions with over half, 50.2 percent, reporting that they were *very satisfied*. Alumni from the College of Business were the most likely to report that they were *very satisfied* with their current positions (62.2 percent), followed by the College of Science and Health (50.0 percent), the College of Arts and Communication (48.8 percent), and the College of Humanities and Social Sciences (41.0 percent) (*Tables 15A and 15B).*
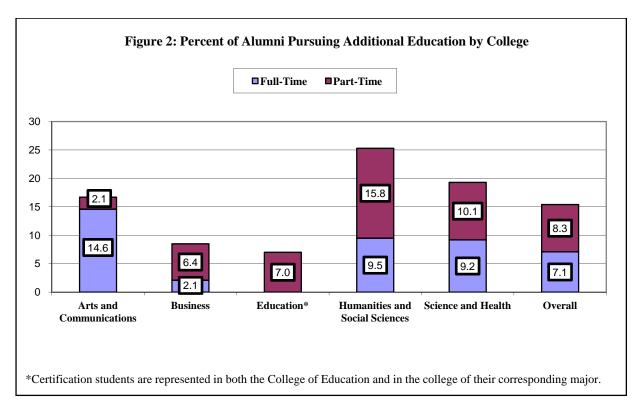
A couple of colleges show a large decline from the prior survey in the percentage of alumni reporting they were *very satisfied* in their current job. For alumni from the College of Science and Health the percents are 50.0 percent for 2008 graduates versus 66.7 percent for 2006 graduates (-16.7 percent); for alumni from the College of Humanities and Social Sciences the figures are 41.0 percent versus 56.5 percent (-15.5 percent). In contrast, the College of Business reported almost a doubling (+30.5 percent) in the percent reporting they were *very satisfied;* 62.2 percent versus 31.7 percent. The College of Arts and Communication alumni also had a moderate increase (+7.8 percent) in the percent reporting they were *very satisfied*; 48.8 percent versus 41.0 percent.

When asked how related their current position is to their William Paterson major, approximately 38 percent of alumni reported that their current position is *somewhat related* to the major they pursued at WPU and 37.6 percent said it was *very related*. Alumni from the College of Science and Health were most likely to report that their major was *very related* to their current job (44.4 percent), followed by the College of Humanities and Social Science (38.0 percent), the College of Business (37.8 percent), and the College of Arts and Communication (31.7 percent) *(Tables 14A* and *14B* list the information by major).

**POST-BACCALAUREATE EDUCATIONAL ACTIVITIES**
*Overview*
A small proportion (19.3 percent) or 46 alumni, reported they were pursuing some form of post-baccalaureate studies, a decline from the figure of 23.7 percent for those who graduated in 2006. Difficult economic times usually help spur post-baccalaureate enrollment but as other figures throughout this study show this recession is extremely severe and graduates may be reluctant to incur more debt until after an economic recovery.



Figure 2: Percent of Alumni Pursuing Additional Education by College

*Certification students are represented in both the College of Education and in the college of their corresponding major.

Again, the percents vary by the College from which alumni graduated (*Figure 2*). Alumni from the College of Humanities and Social Sciences are most likely to begin a post-baccalaureate educational program right after graduating, with a 25.3 percent of its alumni, which is nearly an 8 percent drop. College of Business alumni are least likely to do so, with a 6.5 percent of its alumni, which is a huge drop (14.5 percent) from the class of 2006, which has 21 percent of its alumni pursing some form of post-baccalaureate education program.

*Post-Baccalaureate Institutions*
For the 46 respondents who are pursuing post-baccalaureate studies, 62.5 percent are attending in-state institutions and 37.5 percent are attending institutions outside of New Jersey. Nearly a third (32.5 percent) of those pursuing a post-baccalaureate education returned to WPU to further their education. This is up from the last survey's 28.3 percent. Five, or 12.5 percent, returned to a community college. The rest are pursuing degrees at various public and private colleges across the state.

## *Post-Baccalaureate Areas of Study*

A tenth of those pursuing post-baccalaureate study are doing so in an education-related program while 6.5 percent are studying in a business-related field.  Approximately 4.3 percent are pursuing a program related to health care and roughly 2 percent are pursuing programs in counseling *(Table 17)*.  (*Table 18* looks at current post-baccalaureate areas of study by area of study at WPU).

### ALUMNI COMMENTS

The 2008 Alumni Survey also asked graduates for feedback about the strengths and weaknesses of their major program, certification program, if applicable, and for any general comments about how the WPU educational experience could be better designed to prepare students for a career or further education.  These comments, especially combined with the four previous year's comments, serve as a rich source of information about students' views of their major programs in the context of actual work force experiences.  This year, 238 alumni took the time to answer the open-ended questions.  (*Comments are posted in the University portal in the faculty tab arranged by major.*)

As has been the case since the inception of the Alumni One-Year-After Graduation Survey, there are multiple recurring themes prevalent throughout the comments.  One of the major areas is about their former professors.  Most of the respondents spoke highly of their professors, mentioning the help and caring that they received from their professors.  One sociology alumnus wrote, "*The strength of the sociology program definitely lies in the well-qualified faculty & their strong dedication & direct assistance to their students.  I found the faculty very responsive & willing to guide me towards a successful path.*"  A nursing graduate added, "*Learning and academic wise, I think the program was good.  Professors were awesome.  What I loved was that they knew what they were doing and they showed a lot of enthusiasm for their profession.*"  An English alumni also commented, "*I enjoyed working with the various professors I met in the English department at WPU; they were helpful and informative and I felt that their lessons were very useful to me.*"  An education graduate also replied, "*I had some professors in education that taught me so much and changed my life.*"

A large number of the comments focus on the post-baccalaureate job search and reflect the difficulty of the current job market.  Many alumni felt that they did not receive enough help from the school, or even enough information about the job market.  For example a math alumnus wrote, "*More career information within each major.  Maybe career fairs for each major or an opportunity through the department of major to attend/arrange informational interviews with companies that hire graduates of major.  It is hard to figure out what entry level positions companies offer specific to your degree and this would help.*"  A communication graduate added, "*Didn't prepare me at all for job market.  The eRecruiting website isn't that much of a help either.  I've applied for numerous jobs through there and not even an interview.  Sometimes I feel cheated, like I've been sold a dream.*"  A psychology alumnus also commented, "*I suggest the addition of workshops on resume writing and interviewing skills.  Students may have the educational background and skills necessary for the job, but lack positive qualities in presentation and professional interaction.  This would include e-mail etiquette and follow-up calls post-interview.*"

Though a lot of emphasis is placed on the helpfulness of receiving career advice, alumni also stress the importance of internships.  No matter if the major or department requires the students to perform internships, most alumni felt that internships were helpful and there was a need to increase internship activities.  An art alumnus wrote, "*I did not take advantage of any internships while attending William Paterson, however I have heard positive feedback from other students that did.*" Another art graduate commented, "*Internships, Internships and Internships.  Experience is essential, how does a student get the experience for the job he/she wants, if there are no sources for opportunity!?*"  A music alumni also wrote, "*My internship at a fully functional recording studio gave me a job after college and showed us how the music business really works and how to deal with people in a recording studio setting.  The recording studio art school helped me feel comfortable being in a studio or similar situations.*"

Overall the suggestions of the alumni remain pretty consistent year to year, but new or specific topics do emerge especially when comments are viewed at the major level. The alumni of the teacher certification program, for example, pointed out the importance of classroom management. They suggested that classes related to the issue can be put into the certification curriculum. Others commented that they did not receive enough information from the program, and sometimes had to find out information from peers, instead of from the program. Some comments from the alumni are as follows:

- *"They say everything is on the Web site. The Web site, very often, is not updated. So you're left unsure."*
- *"The program did not instruct teachers. In order to learn how to actually make lesson plans I had to rely on my Coop Teacher."*
- *"Program was unorganized. We would get info that was always changing. You needed to have friends because that was the only way you would find out any changes."*
- *"More focus on classroom management and behavioral problems."*
- *"I think they should offer a course in classroom management taught by a teacher who has experience in inner-city schools."*
- *"I feel that there should have been more student discipline methods and techniques taught. Maybe even a course about it because it is a huge part of being a teacher and there is not enough time spent on it in college."*

## SUMMARY AND CONCLUSIONS

As a University, one of the important goals we set for ourselves is to prepare students for successful careers and lifelong learning. Our alumni are one of the best resources for helping us assess how well we are achieving these ends. With five years of accumulated data, the written comments, especially, serve as a rich source of alumni insights into how the educational programs we offer are being applied in workplace settings or in post-baccalaureate educational programs. A majority of these comments focus on faculty and programs and, perhaps, can add to the discussions for program-level learning outcomes and teaching goals.

Certain patterns emerge from reviewing the six years of comments. Alumni, as a whole, speak highly of their former professors and the education they attained at WPU. They also consistently asked for better and more internship opportunities. Alumni who participated in an internship during their years at WPU praised the experience and stressed its importance in their professional development. Many who did not participate in an internship suggested that they be made more readably available to those who are interested because this would give students more opportunities to gain valuable "hands-on" experience to complement their general education and their major requirements. In this continuingly difficult economy, alumni see internships as a way to increase their competitiveness in the working environment, hoping to gain more experience and have an upper hand with the limited chances that are out there in the real working world.

Sources:

Alberto F. Cabrera, David J. Weerts, Bradford J. Zulick, *Making an Impact with Alumni Surveys,* New Directions for Institutional Research, No. 126, Summer 2005 Wiley Periodicals, Inc.

Kathryn Edwards, *Commencing Unemployment,* Economic Policy Institute, June 10th 2009, http://www.epi.org/economic_snapshots/entry/snapshot_20090610/

**Number and Percentage of Graduates in Each Major Among Respondents and Population**

| COLLEGE AND MAJOR | Number of Graduates Surveyed | Respondents | | Survey Completion Rate % |
|---|---|---|---|---|
| | Number | Number | % of Total | |
| **Arts and Communication** | | | | |
| Art | 69 | 9 | 3.8 | 13.0 |
| Communication | 189 | 26 | 10.9 | 13.8 |
| Music | 42 | 13 | 5.5 | 31.0 |
| **Total** | **300** | **48** | **20.2** | **16.0** |
| **Business** | | | | |
| Accounting | 71 | 11 | 4.6 | 15.5 |
| Business Administration | 205 | 34 | 14.3 | 16.6 |
| Economics | 1 | 0 | 0.0 | 0.0 |
| Professional Sales | 16 | 2 | 0.8 | 12.5 |
| **Total** | **293** | **47** | **19.7** | **16.0** |
| **Education*** | | | | |
| Special Education | 9 | 1 | 0.4 | 11.1 |
| **Total** | **9** | **1** | **0.4** | **11.1** |
| **Humanities and Social Sciences** | | | | |
| AAACS | 4 | 0 | 0.0 | 0.0 |
| Anthropology | 10 | 3 | 1.3 | 30.0 |
| English | 135 | 23 | 9.7 | 17.0 |
| Geography | 3 | 2 | 0.8 | 66.7 |
| History | 80 | 12 | 5.0 | 15.0 |
| Latin American Studies | 2 | 0 | 0.0 | 0.0 |
| Philosophy | 14 | 0 | 0.0 | 0.0 |
| Political Science | 35 | 6 | 2.5 | 17.1 |
| Psychology | 183 | 22 | 9.2 | 12.0 |
| Sociology | 154 | 21 | 8.8 | 13.6 |
| Spanish | 17 | 3 | 1.3 | 17.6 |
| Women's Studies | 17 | 3 | 1.3 | 17.6 |
| **Total** | **654** | **95** | **39.9** | **14.5** |
| **Science and Health** | | | | |
| Athletic Training | 4 | 1 | 0.4 | 25.0 |
| Biology | 42 | 11 | 4.6 | 26.2 |
| Biotechnology | 5 | 1 | 0.4 | 20.0 |
| Chemistry | 3 | 0 | 0.0 | 0.0 |
| Computer Science | 23 | 2 | 0.8 | 8.7 |
| Environmental Science | 1 | 0 | 0.0 | 0.0 |
| Liberal Studies | 1 | 1 | 0.4 | 100.0 |
| Mathematics | 28 | 6 | 2.5 | 21.4 |
| Nursing | 98 | 14 | 5.9 | 14.3 |
| Physical Education | 74 | 6 | 2.5 | 8.1 |
| Public Health | 23 | 5 | 2.1 | 21.7 |
| **Total** | **302** | **47** | **19.7** | **15.6** |
| **TOTAL** | **1,558** | **238** | **100.0** | **15.3** |

**Number and Percentage of Graduates in each Certification Type Among Respondents and Population**

| CERTIFICATION TYPE | Number of Graduates Surveyed | Respondents | | Survey Completion Rate % |
|---|---|---|---|---|
| | Number | Number | % of Total | |
| Special Education | 9 | 1 | 2.3 | 11.1 |
| Secondary Education | 164 | 25 | 58.1 | 15.2 |
| Elementary Education | 94 | 15 | 34.9 | 16.0 |
| Early Childhood | 16 | 2 | 4.7 | 12.5 |
| **Total** | **283** | **43** | **100.0** | **15.2** |

* Teaching certification students belong to both the College of Education and the college of their respective major. In order to preserve a true count of students and avoid duplicate counting, the 43 teaching certification students are represented in table 1A by their respective major and are represented in table 1B by their certification type.

**Table 2**

**Race/Ethnicity and Gender of Graduates Among Respondents in the Population**

| | WPU Graduates in AY 2008 | | Respondents | |
| --- | --- | --- | --- | --- |
| | Number | % of Total | Number | % of Total |
| **Race/Ethnicity** | | | | |
| African American | 166 | 10.4 | 25 | 10.5 |
| Latino/a | 239 | 15.0 | 33 | 13.9 |
| Asian | 93 | 5.8 | 7 | 2.9 |
| Native American | 4 | 0.3 | 1 | 0.4 |
| White | 982 | 61.5 | 167 | 70.2 |
| Other/Unknown | 112 * | 7.0 | 5 | 2.1 |
| **Total** | **1,596** | **100.0** | **238** | **100.0** |
| **Gender** | | | | |
| Female | 967 | 60.6 | 154 | 64.7 |
| Male | 629 | 39.4 | 84 | 35.3 |
| **Total** | **1,596** | **100.0** | **238** | **100.0** |

* This figure includes 22 students who are non-resident aliens.

**Table 3A**

**Current Activities of Alumni by Major**

| COLLEGE AND MAJOR | Employed | | Graduate Studies | | Not Employed Seeking Work | Not Employed Not Seeking Work | Total Respondents |
|---|---|---|---|---|---|---|---|
| | FT | PT | FT | PT | | | |
| | % | % | % | % | % | % | N |
| **Arts and Communication** | | | | | | | |
| Art | 44.4 | 44.4 | 0.0 | 11.1 | 11.1 | 0.0 | 9 |
| Communication | 61.5 | 23.1 | 7.7 | 0.0 | 11.5 | 3.8 | 26 |
| Music | 30.8 | 46.2 | 38.5 | 0.0 | 7.7 | 15.4 | 13 |
| **Total** | **50.0** | **33.3** | **14.6** | **2.1** | **10.4** | **6.3** | **48** |
| **Business** | | | | | | | |
| Accounting | 72.7 | 0.0 | 0.0 | 0.0 | 27.3 | 0.0 | 11 |
| Business Administration | 76.5 | 2.9 | 2.9 | 8.8 | 20.6 | 0.0 | 34 |
| Professional Sales | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 2 |
| **Total** | **76.6** | **2.1** | **2.1** | **6.4** | **21.3** | **0.0** | **47** |
| **Education*** | | | | | | | |
| Special Education | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1 |
| **Total** | **100.0** | **0.0** | **0.0** | **0.0** | **0.0** | **0.0** | **1** |
| **Humanities and Social Sciences** | | | | | | | |
| Anthropology | 100.0 | 0.0 | 0.0 | 100.0 | 0.0 | 0.0 | 3 |
| English | 52.2 | 17.4 | 0.0 | 4.3 | 26.1 | 4.3 | 23 |
| Geography | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 2 |
| History | 58.3 | 16.7 | 16.7 | 16.7 | 16.7 | 8.3 | 12 |
| Political Science | 50.0 | 33.3 | 16.7 | 16.7 | 0.0 | 16.7 | 6 |
| Psychology | 72.7 | 27.3 | 9.1 | 22.7 | 0.0 | 0.0 | 22 |
| Sociology | 57.1 | 23.8 | 19.0 | 9.5 | 9.5 | 9.5 | 21 |
| Spanish | 33.3 | 0.0 | 0.0 | 33.3 | 66.7 | 0.0 | 3 |
| Women's Studies | 66.7 | 33.3 | 0.0 | 0.0 | 0.0 | 0.0 | 3 |
| **Total** | **61.1** | **21.1** | **9.5** | **15.8** | **12.6** | **5.3** | **95** |
| **Science and Health** | | | | | | | |
| Athletic Training | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1 |
| Biology | 45.5 | 9.1 | 27.3 | 18.2 | 27.3 | 18.2 | 11 |
| Biotechnology | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1 |
| Computer Science | 50.0 | 0.0 | 0.0 | 0.0 | 50.0 | 0.0 | 2 |
| Liberal Studies | 100.0 | 0.0 | 0.0 | 100.0 | 0.0 | 0.0 | 1 |
| Mathematics | 50.0 | 33.3 | 16.7 | 16.7 | 16.7 | 0.0 | 6 |
| Nursing | 64.3 | 21.4 | 7.1 | 7.1 | 7.1 | 0.0 | 14 |
| Physical Education | 66.7 | 33.3 | 0.0 | 0.0 | 0.0 | 0.0 | 6 |
| Public Health | 40.0 | 20.0 | 0.0 | 0.0 | 40.0 | 0.0 | 5 |
| **Total** | **57.4** | **19.1** | **10.6** | **10.6** | **17.0** | **4.3** | **47** |
| **TOTAL** | **61.3** | **19.3** | **9.2** | **10.1** | **14.7** | **4.2** | **238** |

**Table 3B**

**Current Activities of Alumni by Certification Type**

| CERTIFICATION TYPE | Employed | | Graduate Studies | | Not Employed Seeking Work | Not Employed Not Seeking Work | Total Respondents |
|---|---|---|---|---|---|---|---|
| | FT | PT | FT | PT | | | |
| | % | % | % | % | % | % | N |
| Special Education | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1 |
| Secondary Education | 68.0 | 24.0 | 0.0 | 4.0 | 4.0 | 4.0 | 25 |
| Elementary Education | 80.0 | 20.0 | 0.0 | 13.3 | 0.0 | 0.0 | 15 |
| Early Childhood | 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 2 |
| **TOTAL** | **74.4** | **20.9** | **0.0** | **7.0** | **2.3** | **2.3** | **43** |

* Teaching certification students belong to both the College of Education and the college of their respective major. In order to preserve a true count of students and avoid duplicate counting, the 43 teacher certification respondents are represented in table 3A by their respective major and are represented in table 3B by their certification type.

**Table 4**

**Employment Rates of WPU Alumni Within One Year of Graduating**

| EMPLOYMENT | Class of 2003 % | Class of 2004 % | Class of 2005 % | Class of 2006 % | Class of 2008 % |
|---|---|---|---|---|---|
| Employed Full-Time | 72.9 | 86.1 | 85.7 | 83.3 | 60.9 |
| Employed Part-Time | 15.4 | 9.1 | 8.8 | 10.2 | 19.3 |
| **Total Employed** | **88.3** | **95.2** | **94.5** | **93.5** | **80.2** |

**Table 5**

**States in Which Respondents are Employed**

| STATE | Number | Percent |
|---|---|---|
| New Jersey | 146 | 61.34 |
| New York | 14 | 5.88 |
| Florida | 3 | 1.26 |
| Pennsylvania | 3 | 1.26 |
| California | 2 | 0.84 |
| Maryland | 2 | 0.84 |
| Colorado | 1 | 0.42 |
| Massachusetts | 1 | 0.42 |
| Virginia | 1 | 0.42 |
| Missing | 65 | 27.31 |
| **TOTAL** | **238** | **100.00** |

**Table 6**
**Alumni Occupations by Major**

| COLLEGE AND MAJOR | Occupation | Employed Full-time | Part-time |
|---|---|---|---|
| **Arts and Communication** | | | |
| **Art** | Cashier | 0 | 1 |
| | Education department | 0 | 1 |
| | Graphic designer, photographer | 1 | 0 |
| | High school art teacher | 1 | 0 |
| | Independent contracted artist | 0 | 1 |
| | Media technician | 0 | 1 |
| | Part-time art teacher | 1 | 0 |
| **Communication** | Account executive | 1 | 0 |
| | Administrative assistant | 0 | 1 |
| | Assistant | 1 | 0 |
| | Assistant account executive | 1 | 0 |
| | Assistant manager | 1 | 0 |
| | Dance instructor | 0 | 1 |
| | Director of after school program | 0 | 1 |
| | Management trainee | 1 | 0 |
| | Marketing sales representative | 1 | 0 |
| | Media operator | 1 | 0 |
| | Miller Lite merchandiser | 1 | 0 |
| | Part-time clerk | 0 | 1 |
| | Pharmacy tech | 1 | 0 |
| | Police officer | 1 | 0 |
| | Production assistant | 2 | 0 |
| | Project manager | 1 | 0 |
| | Store  manager | 0 | 1 |
| | Substitute teacher | 0 | 1 |
| | Television production - technical operations | 1 | 0 |
| | Writer, videographer, editior | 1 | 0 |
| **Music** | Master's student/adjunct professor | 0 | 1 |
| | Music teacher | 2 | 2 |
| | Instrumental music teacher for grades 4-5 | 1 | 0 |
| | Musician | 1 | 0 |
| | Work study | 0 | 1 |
| | Freelance recording engineer | 0 | 1 |
| | Graduate research assistant | 0 | 1 |

**Table 6**
**Alumni Occupations by Major**

| COLLEGE AND MAJOR | Occupation | Employed Full-time | Part-time |
|---|---|---|---|
| **Business** | | | |
| **Accounting** | Accountant | 6 | 0 |
| | Manager | 1 | 0 |
| | Supply chain solutions supervisor | 1 | 0 |
| **Business** | Account manager | 2 | 0 |
| | Accounts payable | 1 | 0 |
| | Alcohol wholesale | 1 | 0 |
| | Analyst | 1 | 0 |
| | Asstistant marketing manager | 1 | 0 |
| | Auditor | 1 | 0 |
| | Automotive technician for BMW | 1 | 0 |
| | Banker | 1 | 0 |
| | Client services representative | 1 | 0 |
| | Housing and activities coordinates | 1 | 0 |
| | Insurance consultant | 1 | 0 |
| | IT senior support specialist | 1 | 0 |
| | Liability claims examiner | 1 | 0 |
| | Manager | 1 | 0 |
| | Marketing associate | 1 | 0 |
| | Patient intake/ receptionist at surgeons office | 0 | 1 |
| | Professional health care representative | 1 | 0 |
| | Program service representative | 1 | 0 |
| | Project administrator | 1 | 0 |
| | Purchasing manager | 1 | 0 |
| | Sales compensation analyst | 1 | 0 |
| | Sales representative | 2 | 0 |
| | Supervisor | 1 | 0 |
| | Tabulation supervisor | 1 | 0 |
| **Education** | | | |
| **Special Education** | Special education teacher | 1 | 0 |
| **Humanities and Social Sciences** | | | |
| **Anthropology** | Administrative assistant | 2 | 0 |
| | Student Advocate | 1 | 0 |
| **English** | Consumer affairs  analyst | 1 | 0 |
| | Language arts and literature teacher (6-8 grade) | 1 | 0 |
| | Lifeguard, lead teacher | 0 | 1 |
| | Middle school gifted and talented teacher | 1 | 0 |
| | Personal aide for 3rd  grade student | 1 | 0 |
| | Preschool teacher | 2 | 0 |
| | Seventh grade teacher | 2 | 0 |
| | Substitute teacher | 0 | 1 |
| | Teacher's aide | 0 | 2 |
| | TA in special education for autistic children | 1 | 0 |
| | Tech writer for army | 1 | 0 |
| **Geography** | Fifth grade teacher | 1 | 0 |
| | Mailroom clerk | 1 | 0 |

**Table 6**
**Alumni Occupations by Major**

| COLLEGE AND MAJOR | Occupation | Employed Full-time | Part-time |
|---|---|---|---|
| **History** | 5th/6th grade teacher | 1 | 0 |
| | Assistant in accounts payable | 1 | 0 |
| | Montessori teacher | 1 | 0 |
| | Retail | 1 | 0 |
| | Sales representative | 1 | 0 |
| | Substitute teacher | 0 | 1 |
| | Teacher | 1 | 0 |
| | Teller | 0 | 1 |
| | Unit representative | 1 | 0 |
| **Political Science** | Fourth grade teacher | 1 | 0 |
| | High school substitute teacher | 0 | 1 |
| | Investigator | 1 | 0 |
| | Legal assistant | 1 | 0 |
| | Sales associate | 0 | 1 |
| **Psychology** | Activities manager | 1 | 0 |
| | Case worker | 1 | 0 |
| | Cashier | 0 | 1 |
| | Clerk | 1 | 0 |
| | Clinical research assistant/ student | 0 | 1 |
| | Data base clerk | 1 | 0 |
| | First grade teacher | 2 | 0 |
| | Full-time personal aide | 1 | 0 |
| | High school special education teacher | 1 | 0 |
| | Instructional aide for artistic classroom | 1 | 0 |
| | Kindergarten teacher | 1 | 0 |
| | Lead bookseller | 1 | 0 |
| | Pathmark associate | 0 | 1 |
| | Project coordinator | 1 | 0 |
| | Purchasing manager | 1 | 0 |
| | Special education teachers' assistant for 8th Grade | 1 | 0 |
| | Substitute teacher | 0 | 1 |
| | Teacher's aide | 1 | 1 |
| | Teacher/center director | 1 | 0 |
| **Sociology** | Sixth grade teacher | 1 | 0 |
| | Assistant supervisor in residential home | 1 | 0 |
| | Case manager | 1 | 0 |
| | Case worker | 1 | 0 |
| | Construction coordinator | 1 | 0 |
| | Equipment management | 1 | 0 |
| | Front end supervisor | 0 | 1 |
| | Human service assistant | 1 | 0 |
| | Legal assistant | 0 | 1 |
| | Loss prevention detective | 1 | 1 |
| | Police officer | 2 | 0 |
| | Sales assistant | 1 | 0 |
| | Substitute teacher | 0 | 1 |
| | Teacher | 1 | 0 |
| **Spanish** | Spanish teacher for 5-8 grade | 1 | 0 |
| **Women's Studies** | Cashier | 0 | 1 |
| | Claims adjuster | 1 | 0 |
| | Personal aide | 1 | 0 |

**Table 6**
**Alumni Occupations by Major**

| COLLEGE AND MAJOR | Occupation | Employed Full-time | Part-time |
|---|---|---|---|
| **Science and Health** | | | |
| **Athletic Training** | Athletic trainer | 1 | 0 |
| **Biology** | Clinical indexer | 1 | 0 |
| | Environmental educator | 0 | 1 |
| | Investigator | 1 | 0 |
| | Quality control lab technician | 1 | 0 |
| | Undergraduate admissions counselor | 1 | 0 |
| **Computer Science** | Staff assistant | 1 | 0 |
| **Mathematics** | Fifth grade teacher | 1 | 0 |
| | Graduate assistant | 0 | 1 |
| | High school mathematics teacher | 1 | 0 |
| | Middle school mathematics teacher | 1 | 0 |
| | Senior library assistant | 0 | 1 |
| **Nursing** | Emergency department nurse | 1 | 0 |
| | Home care registered nurse | 1 | 0 |
| | Operation room registered nurse | 1 | 0 |
| | Registered nurse | 5 | 2 |
| | Staff nurse | 1 | 0 |
| **Physical Education** | ABA paraprofessional | 1 | 0 |
| | Assistant men's basketball coach | 0 | 1 |
| | Personal trainer | 1 | 0 |
| | Physical education teacher | 2 | 0 |
| | Strength and conditioning coach | 0 | 1 |
| **Public Health** | Assistant manager | 1 | 0 |
| | Nurse, health educator | 0 | 1 |
| | Office assistant | 1 | 0 |
| **TOTAL** | | **136*** | **41**** |

* An additional 10 students reported working full-time but did not respond to the open-ended question which asked for their occupation. Altogether, a total of 146 students reported being employed full-time.

** An additional 5 students reported working part-time but did not respond to the open-ended question which asked for their occupation. Altogether, a total of 46 students reported being employed part-time.

**Table 7**
**Alumni Occupations by Certification**

| CERTIFICATION TYPE | Occupation | Employed Full-time | Part-time |
|---|---|---|---|
| **Special Education** | Special education teacher | 1 | 0 |
| **Secondary Education** | 7th grade teacher | 1 | 0 |
| | 7th and 8th grade physical education and health teacher | 3 | 0 |
| | ABA paraprofessional | 1 | 0 |
| | Assistant in accounts payable | 1 | 0 |
| | Assistant men's basketball coach | 0 | 1 |
| | High School math teacher | 1 | 0 |
| | High school substitute teacher | 0 | 1 |
| | High school teacher | 1 | 0 |
| | Instrumental music teacher for grades 4-5 | 1 | 0 |
| | Lifeguard, lead teacher | 0 | 1 |
| | Middle school gifted and talented teacher | 1 | 0 |
| | Middle school math teacher | 1 | 0 |
| | Music teacher | 2 | 1 |
| | Part-time art teacher | 1 | 0 |
| | Personal trainer | 1 | 0 |
| | Retail | 1 | 0 |
| | Spanish Teacher for 5-8 grade | 1 | 0 |
| | Strength and conditioning coach | 0 | 1 |
| | Substitute teacher | 0 | 1 |
| **Elementary Education** | 1st Grade Teacher | 2 | 0 |
| | 4th Grade Teacher | 1 | 0 |
| | 5th/6th Grade Teacher | 3 | 0 |
| | High School Special Education Teacher | 1 | 0 |
| | High School Teacher | 1 | 0 |
| | Kindergarten Teacher | 1 | 0 |
| | Language Arts and Literature Teacher (6th, 7th, 8th) | 1 | 0 |
| | Pre-K Teacher | 1 | 0 |
| | Substitute Teacher | 0 | 1 |
| | Teacher's Aide | 0 | 1 |
| | Teacher | 1 | 0 |
| **Early Childhood Education** | Full-Time personal aide | 1 | 0 |
| | Preschool teacher | 1 | 0 |
| **TOTAL** | | **32** | **8** |

**Table 9**
**Employers of Graduates by Certification**

| CERTIFICATION TYPE | Employer/Organization | Employed | |
|---|---|---|---|
| | | **Full-time** | **Part-time** |
| **Secondary Education** | Apple Inc. | | |
| | Core fitness and sports performance/ Velocity sports | 1 | 0 |
| | Garfield Board of Education | 0 | 1 |
| | Little Falls public schools | 1 | 0 |
| | North Caldwell Board of Education | 1 | 0 |
| | Pequannock township high school | 1 | 0 |
| | Tewksbury Board of Education | 1 | 0 |
| | The gym | 1 | 0 |
| | Verona Board of Education | 1 | 0 |
| | West Milford township public schools | 1 | 0 |
| | YMCA of Vineland, Sylvan learning center | 1 | 0 |
| | | 0 | 1 |
| **Elementary Education** | Academia Internacional de Cabrera | 1 | 0 |
| | Fort Lee Board of Education | 1 | 0 |
| | Tenafly Board of Education | 1 | 0 |
| | Wanaque Board of Education | 1 | 0 |
| **Early Childhood Education** | Head Start | 1 | 0 |
| **TOTAL** | | **14\*** | **2** |

\* An additional 18 certification students reported working full-time but did not respond to the open-ended question which asked for their employer.  Altogether, a total of 32 certification students reported being employed full-time.

**Table 8**
**Employers of Graduates by Major**

| COLLEGE AND MAJOR | Employer/Organization | Employed Full-time | Part-time |
|---|---|---|---|
| **Arts and Communication** | | | |
| **Art** | A&P | 0 | 1 |
| | Bella Faccia | 0 | 1 |
| | Metropolitian Museum of Art | 0 | 1 |
| | Self employed | 1 | 0 |
| **Communication** | Blinds to go | 1 | 0 |
| | Boys and Girls Club of Northwest NJ | 0 | 1 |
| | CNBC | 1 | 0 |
| | CVS pharmacy | 1 | 0 |
| | Freelance | 1 | 0 |
| | FOX News | 1 | 0 |
| | North Plainfield Board of Eduacation | 0 | 1 |
| | Stone America Licensing | 1 | 0 |
| | Warren Distribution | 1 | 0 |
| | William Paterson University | 0 | 1 |
| | YMCA | 0 | 1 |
| **Music** | University of Miami | 0 | 1 |
| | North Caldwell Board of Education | 1 | 0 |
| | Freelance | 1 | 0 |
| | Manhattan school of music | 0 | 1 |
| | Penn State University ARL | 0 | 1 |
| **Business** | | | |
| **Accounting** | Beard Miller Company LLP | 1 | 0 |
| | Deloitte and Touche | 1 | 0 |
| | J.H. Cohn | 1 | 0 |
| | Tobin & Collins CPA PA | 1 | 0 |
| | Ogistix | 1 | 0 |
| **Business** | Hop Industries | 1 | 0 |
| | Liz Claiborne | 1 | 0 |
| | Net Access Corporation | 1 | 0 |
| | Pfizer Pharmaceuticals | 1 | 0 |
| | Russell Research | 1 | 0 |
| | Self-Employed | 1 | 0 |
| | State Farm Ins. Cos. | 1 | 0 |
| | Summit breast health | 0 | 1 |
| | Testo, Inc. | 1 | 0 |
| | ToneFitness | 1 | 0 |
| | Unilever | 1 | 0 |
| | United Retail, Inc. | 1 | 0 |
| **Humanities and Social Sciences** | | | |
| **Anthropology** | Princeton University | 1 | 0 |
| | Ross University | 1 | 0 |
| | William Paterson University | 1 | 0 |
| **English** | Fort Lee Board of Education | 1 | 0 |
| | Garfield Board of Education | 1 | 0 |
| | Head Start | 1 | 0 |
| | Hillside Board of Education | 1 | 0 |
| | Paramus Board of Education | 0 | 1 |
| | Teaneck Board of Education | 1 | 0 |
| | Tewksbury Board of Education | 1 | 0 |
| | Wanaque Board of Education | 1 | 0 |
| | YMCA of Vineland, Sylvan Learning Center | 0 | 1 |

**Table 8**
**Employers of Graduates by Major**

| COLLEGE AND MAJOR | Employer/Organization | Employed | |
| --- | --- | --- | --- |
| | | Full-time | Part-time |
| **History** | Academia Internacional de Cabrera | 1 | 0 |
| | Apple Inc | 1 | 0 |
| | Bank of America | 0 | 1 |
| | Hop Industries Corp. | 1 | 0 |
| **Political Science** | Neiman Marcus | 0 | 1 |
| | State of NJ Public Defender-Law Guardian | 1 | 0 |
| **Psychology** | Barnes and Noble | 1 | 0 |
| | Consolidated Carpet | 1 | 0 |
| | Eastern Virginia Medical School- for both | 0 | 1 |
| | Garfield Public School | 1 | 0 |
| | Hertz Corporation | 1 | 0 |
| | Pathmark | 0 | 2 |
| | Shiseido | 1 | 0 |
| | Tenafly Board of Education | 1 | 0 |
| | The Arc of New Jersey | 1 | 0 |
| **Sociology** | AC Moore | 0 | 1 |
| | Clifton and Paterson public schools | 0 | 1 |
| | Community care behavioral health | 1 | 0 |
| | Law Office | 0 | 1 |
| | New York Police Department | 1 | 0 |
| | RPM Development Group | 1 | 0 |
| **Women's Studies** | Chick fil a | 0 | 1 |
| **Science and Health** | | | |
| **Athletic Training** | Juniata College | 1 | 0 |
| **Biology** | Office of the Public Defender | 1 | 0 |
| | Schering-Plough Pharmaceuticals | 1 | 0 |
| | William Paterson University | 1 | 0 |
| **Computer Science** | Daytona State College | 1 | 0 |
| **Mathematics** | Pequannock Township High School | 1 | 0 |
| | Riverdale Public Library | 0 | 1 |
| | University of Maryland - Baltimore County | 0 | 1 |
| **Nursing** | Johns Hopkins Hospital | 1 | 0 |
| | Newark Beth Israel Medical Center | 1 | 0 |
| **Physical Education** | Core Fitness and Sports Performance/ Velocity Sports Performance | 0 | 1 |
| | Little Falls Public Schools | 1 | 0 |
| | Gym | 1 | 0 |
| | Verona Board of Education | 1 | 0 |
| **Public Health** | Department of Environmental and Public Health Services | 0 | 1 |
| | New Concept | 1 | 0 |
| | Office | 1 | 0 |
| **TOTAL** | | **63*** | **26**** |

\* An additional 83 students reported working full-time but did not respond to the open-ended question which asked for their employer.  Altogether, a total of 146 students reported being employed full-time.

\*\* An additional 20 students reported working part-time but did not respond to the open-ended question which asked for their employer.  Altogether, a total of 26 students reported being employed part-time.

| INDUSTRY | COLLEGE | Arts and Communication | | | | | | Business | | | | | | Education | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MAJOR | | ART | | COMM | | MUS | | ACCT | | BUS | | SLS | | SPED | | ELED | | SEC | | EC | |
| | | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Accounting Firm | | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 4 | 50.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Banking | | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 12.5 | 1 | 3.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Chemical/Energy/Science | | 0 | 0.0 | 0 | 0.0 | 1 | 9.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Computer/Information Systems | | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 7.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 4.3 | 0 | 0.0 |
| Financial Services/Investment Banking | | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 3.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Health Care Provider/Hospital | | 0 | 0.0 | 1 | 4.5 | 0 | 0.0 | 0 | 0.0 | 2 | 7.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Insurance Company | | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 3 | 11.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Law Enforcement/Criminal Justice | | 0 | 0.0 | 1 | 4.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Media/Entertainment | | 1 | 14.3 | 10 | 45.5 | 3 | 27.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Merchandising/Retail Store | | 0 | 0.0 | 1 | 4.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Middle School/High School | | 1 | 14.3 | 0 | 0.0 | 1 | 9.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 6 | 46.2 | 10 | 43.5 | 1 | 50.0 |
| Motel, Hotel, Restaurant/Recretional | | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Pharmaceuticals | | 0 | 0.0 | 2 | 9.1 | 0 | 0.0 | 0 | 0.0 | 2 | 7.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Preschool/Elementary School | | 1 | 14.3 | 2 | 9.1 | 2 | 18.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 100.0 | 7 | 53.8 | 5 | 21.7 | 1 | 50.0 |
| Sales | | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 4 | 14.8 | 2 | 100.0 | 0 | 0.0 | 0 | 0.0 | 1 | 4.3 | 0 | 0.0 |
| Social Work/Social Services | | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 3.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Other please specify | | 4 | 57.1 | 5 | 22.7 | 4 | 36.4 | 3 | 37.5 | 11 | 40.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 6 | 26.1 | 0 | 0.0 |
| **Total** | | **7** | **100.0** | **22** | **100.0** | **11** | **100.0** | **8** | **100.0** | **27** | **100.0** | **2** | **100.0** | **1** | **100.0** | **13** | **100.0** | **23** | **100.0** | **2** | **100.0** |

* Use percentages generated from small sample populations with caution.

**Table 10B: Industries Employing Alumni***

| INDUSTRY | ANTH N | % | ENG N | % | GEO N | % | HIST N | % | POL N | % | PSY N | % | SOC N | % | SPAN N | % | WS N | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Accounting Firm | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Banking | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 11.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Chemical / Energy / Science Lab | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 4.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Computer/Information Systems | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 11.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Financial Services/Investment Banking | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Health Care Provider / Hospital | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 11.1 | 0 | 0.0 | 2 | 9.5 | 1 | 5.6 | 0 | 0.0 | 0 | 0.0 |
| Insurance Company | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 4.8 | 0 | 0.0 | 0 | 0.0 | 1 | 33.3 |
| Law Enforcement/Criminal Justice | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 20.0 | 0 | 0.0 | 5 | 27.8 | 0 | 0.0 | 0 | 0.0 |
| Media/Entertainment | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Merchandising/Retail Store | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 4.8 | 1 | 5.6 | 0 | 0.0 | 0 | 0.0 |
| Middle School/High School | 0 | 0.0 | 7 | 46.7 | 0 | 0.0 | 2 | 22.2 | 1 | 20.0 | 3 | 14.3 | 3 | 16.7 | 1 | 100.0 | 0 | 0.0 |
| Hotel, Restaurant/Recreation Facility | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 1 | 4.8 | 1 | 5.6 | 0 | 0.0 | 1 | 33.3 |
| Pharmaceuticals | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Preschool/Elementary School | 0 | 0.0 | 5 | 33.3 | 1 | 20.0 | 2 | 22.2 | 1 | 20.0 | 7 | 33.3 | 2 | 11.1 | 0 | 0.0 | 0 | 0.0 |
| Sales | 0 | 0.0 | 1 | 6.7 | 0 | 0.0 | 1 | 11.1 | 1 | 20.0 | 0 | 0.0 | 1 | 5.6 | 0 | 0.0 | 0 | 0.0 |
| Social Work/Social Services | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 9.5 | 3 | 16.7 | 0 | 0.0 | 0 | 0.0 |
| Other | 3 | 100.0 | 2 | 13.3 | 1 | 20.0 | 1 | 11.1 | 1 | 20.0 | 3 | 14.3 | 1 | 5.6 | 0 | 0.0 | 1 | 33.3 |
| **Total** | **3** | **100.0** | **15** | **100.0** | **2** | **100.0** | **9** | **100.0** | **5** | **100.0** | **21** | **100.0** | **18** | **100.0** | **1** | **100.0** | **3** | **100.0** |

COLLEGE / MAJOR

* Use percentages generated from small sample populations with caution.

**Table 10C: Industries Employing Alumni***

| COLLEGE | | | | | | | | Science and Health | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MAJOR | ATR | | BIO | | CSH | | CS | | ENV | | MATH | | NUR | | PE | |
| INDUSTRY | N | % | N | % | N | % | N | % | N | % | N | % | N | % | N | % |
| Accounting Firm | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Banking | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Chemical / Energy / Science Lab | 0 | 0.0 | 1 | 16.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Computer/Information Systems | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Financial Services/Investment Banking | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Health Care Provider / Hospital | 0 | 0.0 | 1 | 16.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 12 | 100.0 | 0 | 0.0 |
| Insurance Company | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Law Enforcement/Criminal Justice | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Media/Entertainment | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Merchandising/Retail Store | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Middle School/high School | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 40.0 | 0 | 0.0 | 1 | 16.7 |
| Motel, Hotel, Restaurant/Recreational | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Pharmaceuticals | 0 | 0.0 | 1 | 16.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Preschool/Elementary School | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 2 | 33.3 |
| Sales | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Social Work/Social Services | 0 | 0.0 | 1 | 16.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Other please specify | 1 | 100.0 | 2 | 33.3 | 2 | 100.0 | 1 | 100.0 | 0 | 0.0 | 3 | 60.0 | 0 | 0.0 | 3 | 50.0 |
| **Total** | **1** | **100.0** | **6** | **100.0** | **2** | **100.0** | **1** | **100.0** | **0** | **0.0** | **5** | **100.0** | **12** | **100.0** | **6** | **100.0** |

* Use percentages generated from small sample populations with caution.

**Table 11A**

**Starting and Current Salaries of Alumni Employed Full-Time Overall Summary**

| % Reporting This Starting Salary | Salary Ranges | % Reporting This Current Salary |
|---|---|---|
| 11.9 | Less than $19,999 | 6.1 |
| 8.1 | $20,000 to $24,999 | 6.8 |
| 11.9 | $25,000 to $29,999 | 9.8 |
| 17.0 | $30,000 to $34,999 | 15.9 |
| 9.6 | $35,000 to $39,999 | 9.8 |
| 12.6 | $40,000 to $44,999 | 16.7 |
| 17.0 | $45,000 to $49,999 | 15.9 |
| 4.4 | $50,000 to $59,999 | 9.1 |
| 3.7 | $60,000 to $69,999 | 5.3 |
| 3.7 | $70,000 to $79,999 | 3.0 |
| 0.0 | $80,000 and above | 1.5 |
| **135** | **Number of Respondents** | **132** |

**Table 11B**

**Starting and Current Salaries of Alumni Employed Part-Time Overall Summary**

| % Reporting This Starting Salary | Salary Ranges | % Reporting This Current Salary |
|---|---|---|
| 65.1 | Less than $19,999 | 68.3 |
| 14.0 | $20,000 to $24,999 | 7.3 |
| 4.7 | $25,000 to $29,999 | 4.9 |
| 9.3 | $30,000 to $34,999 | 7.3 |
| 0.0 | $35,000 to $39,999 | 2.4 |
| 0.0 | $40,000 to $44,999 | 0.0 |
| 0.0 | $45,000 to $49,999 | 0.0 |
| 7.0 | $50,000 to $59,999 | 7.3 |
| 0.0 | $60,000 to $69,999 | 2.4 |
| 0.0 | $70,000 to $79,999 | 0.0 |
| 0.0 | $80,000 and above | 0.0 |
| **43** | **Number of Respondents** | **41** |

**Table 12A: Starting Salaries of Full-Time Employed Alumni by Major ***

| STARTING SALARY | Less than $19,999 | $20,000 to $24,999 | $25,000 to $29,999 | $30,000 to $34,999 | $35,000 to $39,999 | $40,000 to $44,999 | $45,000 to $49,999 | $50,000 to $59,999 | $60,000 to $69,999 | $70,000 to $79,999 | $80,000 and above | Total Respon-dents |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COLLEGE & MAJOR | % | % | % | % | % | % | % | % | % | % | % | N |
| **Arts and Communication** | | | | | | | | | | | | |
| Art | 25.0% | 0.0% | 0.0% | 25.0% | 25.0% | 0.0% | 25.0% | 0.0% | 0.0% | 0.0% | 0.0% | 4 |
| Communication | 7.7% | 15.4% | 7.7% | 15.4% | 38.5% | 0.0% | 15.4% | 0.0% | 0.0% | 0.0% | 0.0% | 13 |
| Music | 25.0% | 0.0% | 0.0% | 0.0% | 0.0% | 50.0% | 25.0% | 0.0% | 0.0% | 0.0% | 0.0% | 4 |
| **Business** | | | | | | | | | | | | |
| Accounting | 0.0% | 14.3% | 14.3% | 0.0% | 0.0% | 0.0% | 28.6% | 42.9% | 0.0% | 0.0% | 0.0% | 7 |
| Business Administration | 8.7% | 4.3% | 8.7% | 30.4% | 4.3% | 13.0% | 17.4% | 4.3% | 8.7% | 0.0% | 0.0% | 23 |
| Professional Sales | 0.0% | 0.0% | 0.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 50.0% | 0.0% | 2 |
| **Education** | | | | | | | | | | | | |
| Special Education | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1 |
| **Humanities and Social Sciences** | | | | | | | | | | | | |
| Anthropology | 33.3% | 0.0% | 0.0% | 66.7% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 3 |
| English | 0.0% | 8.3% | 8.3% | 33.3% | 8.3% | 0.0% | 41.7% | 0.0% | 0.0% | 0.0% | 0.0% | 12 |
| Geography | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 2 |
| History | 16.7% | 33.3% | 0.0% | 16.7% | 16.7% | 16.7% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 6 |
| Political Science | 0.0% | 0.0% | 50.0% | 0.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 2 |
| Psychology | 20.0% | 13.3% | 26.7% | 6.7% | 6.7% | 13.3% | 13.3% | 0.0% | 0.0% | 0.0% | 0.0% | 15 |
| Sociology | 8.3% | 8.3% | 41.7% | 16.7% | 0.0% | 16.7% | 8.3% | 0.0% | 0.0% | 0.0% | 0.0% | 12 |
| Spanish | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1 |
| Women's Studies | 50.0% | 0.0% | 0.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 2 |
| **Science and Health** | | | | | | | | | | | | |
| Athletic Training | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1 |
| Biology | 20.0% | 20.0% | 0.0% | 0.0% | 20.0% | 40.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 5 |
| Biotechnology | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1 |
| Computer Science | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0 |
| Environmental Science | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0 |
| Liberal Studies | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1 |
| Mathematics | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 66.7% | 33.3% | 0.0% | 0.0% | 0.0% | 0.0% | 3 |
| Nursing | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 22.2% | 33.3% | 44.4% | 0.0% | 9 |
| Physical Education | 25.0% | 0.0% | 0.0% | 0.0% | 0.0% | 50.0% | 25.0% | 0.0% | 0.0% | 0.0% | 0.0% | 4 |
| Public Health | 50.0% | 0.0% | 0.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 2 |
| **TOTAL** | **11.8** | **8.1** | **11.8** | **17.0** | **9.6** | **12.6** | **17.0** | **4.4** | **3.7** | **3.7** | **0.0** | **135**** |

**Table 12B: Starting Salaries of Full-Time Employed Alumni by Certification ***

| STARTING SALARY | Less than $19,999 | $20,000 to $24,999 | $25,000 to $29,999 | $30,000 to $34,999 | $35,000 to $39,999 | $40,000 to $44,999 | $45,000 to $49,999 | $50,000 to $59,999 | $60,000 to $69,999 | $70,000 to $79,999 | $80,000 and above | Total Respon-dents |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CERTIFICATION | % | % | % | % | % | % | % | % | % | % | % | N |
| Special Education | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1 |
| Secondary Education | 6.3% | 6.3% | 0.0% | 0.0% | 12.5% | 37.5% | 37.5% | 0.0% | 0.0% | 0.0% | 0.0% | 16 |
| Early Childhood Education | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1 |
| Elementary Education | 9.1% | 9.1% | 9.1% | 0.0% | 0.0% | 27.3% | 45.5% | 0.0% | 0.0% | 0.0% | 0.0% | 11 |
| **TOTAL** | **6.9** | **6.9** | **3.4** | **3.4** | **6.9** | **31.0** | **41.4** | **0.0** | **0.0** | **0.0** | **0.0** | **29**** |

* Use percentages generated from small sample populations with caution.

** An additional 10 respondents reported being employed full-time but declined to report their starting salary.  Altogether, a total of 145 alumni reported that they were currently employed full-time.

*** An additional 3 certification respondent reported being employed full-time but declined to report their starting salary.  Altogether, a total of 32 certification respondents reported that they were currently employed full-time.

**Table 13A: Current Salaries of Full-Time Employed Alumni by Major ***

| CURRENT SALARY | Less than $19,999 | $20,000 to $24,999 | $25,000 to $29,999 | $30,000 to $34,999 | $35,000 to $39,999 | $40,000 to $44,999 | $45,000 to $49,999 | $50,000 to $59,999 | $60,000 to $69,999 | $70,000 to $79,999 | $80,000 and above | Total Respondents |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| COLLEGE & MAJOR | % | % | % | % | % | % | % | % | % | % | % | N |
| **Arts and Communication** | | | | | | | | | | | | |
| Art | 33.3% | 0.0% | 0.0% | 0.0% | 33.3% | 0.0% | 33.3% | 0.0% | 0.0% | 0.0% | 0.0% | 3 |
| Communication | 0.0% | 33.3% | 13.3% | 13.3% | 26.7% | 0.0% | 6.7% | 6.7% | 0.0% | 0.0% | 0.0% | 15 |
| Music | 0.0% | 33.3% | 0.0% | 0.0% | 0.0% | 33.3% | 3330.0% | 0.0% | 0.0% | 0.0% | 0.0% | 3 |
| **Business** | | | | | | | | | | | | |
| Accounting | 0.0% | 0.0% | 12.5% | 12.5% | 0.0% | 0.0% | 0.0% | 62.5% | 0.0% | 12.5% | 0.0% | 8 |
| Business Administration | 4.5% | 0.0% | 0.0% | 18.2% | 0.0% | 27.3% | 27.3% | 9.1% | 9.1% | 0.0% | 4.5% | 22 |
| Professional Sales | 0.0% | 0.0% | 0.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 50.0% | 0.0% | 2 |
| **Education** | | | | | | | | | | | | |
| Special Education | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1 |
| **Humanities and Social Sciences** | | | | | | | | | | | | |
| Anthropology | 0.0% | 0.0% | 0.0% | 66.7% | 0.0% | 0.0% | 33.3% | 0.0% | 0.0% | 0.0% | 0.0% | 3 |
| English | 0.0% | 8.3% | 0.0% | 25.0% | 25.0% | 8.3% | 33.3% | 0.0% | 0.0% | 0.0% | 0.0% | 12 |
| Geography | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 2 |
| History | 20.0% | 20.0% | 0.0% | 0.0% | 20.0% | 40.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 5 |
| Political Science | 0.0% | 0.0% | 33.3% | 0.0% | 33.3% | 33.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 3 |
| Psychology | 6.7% | 6.7% | 26.7% | 13.3% | 13.3% | 13.3% | 13.3% | 0.0% | 6.7% | 0.0% | 0.0% | 15 |
| Sociology | 0.0% | 0.0% | 25.0% | 33.3% | 0.0% | 16.7% | 16.7% | 0.0% | 0.0% | 0.0% | 8.3% | 12 |
| Spanish | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1 |
| Women's Studies | 50.0% | 0.0% | 0.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 2 |
| **Science and Health** | | | | | | | | | | | | |
| Athletic Training | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1 |
| Biology | 0.0% | 0.0% | 20.0% | 0.0% | 20.0% | 60.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 5 |
| Biotechnology | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 1 |
| Computer Science | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0 |
| Environmental Science | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0 |
| Liberal Studies | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1 |
| Mathematics | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 2 |
| Nursing | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 28.6% | 42.9% | 28.6% | 0.0% | 7 |
| Physical Education | 20.0% | 0.0% | 20.0% | 0.0% | 0.0% | 20.0% | 0.0% | 40.0% | 0.0% | 0.0% | 0.0% | 5 |
| Public Health | 50.0% | 0.0% | 0.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 2 |
| **TOTAL** | 6.1 | 6.8 | 9.8 | 16.0 | 9.8 | 16.7 | 16.0 | 9.1 | 5.3 | 3.0 | 1.5 | 133** |

**Table 13B: Current Salaries of Full-Time Employed Alumni by Certification ***

| CURRENT SALARY | Less than $19,999 | $20,000 to $24,999 | $25,000 to $29,999 | $30,000 to $34,999 | $35,000 to $39,999 | $40,000 to $44,999 | $45,000 to $49,999 | $50,000 to $59,999 | $60,000 to $69,999 | $70,000 to $79,999 | $80,000 and above | Total Respondents |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CERTIFICATION | % | % | % | % | % | % | % | % | % | % | % | N |
| Special Education | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 100.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1 |
| Secondary Education | 7.1% | 7.1% | 0.0% | 0.0% | 7.1% | 35.7% | 28.6% | 14.3% | 0.0% | 0.0% | 0.0% | 14 |
| Early Childhood Education | 0.0% | 0.0% | 50.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 2 |
| Elementary Education | 10.0% | 10.0% | 0.0% | 0.0% | 10.0% | 20.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 10 |
| **TOTAL** | 7.4 | 7.4 | 3.7 | 3.7 | 7.4 | 25.9 | 37.0 | 7.4 | 0.0 | 0.0 | 0.0 | 27*** |

* Use percentages generated from small sample populations with caution.

** An additional 12 respondents reported being employed full-time but declined to report their current salary.  Altogether, a total of 145 alumni reported that they were currently employed full-time.

*** An additional 5 certification respondent reported being employed full-time but declined to report their starting salary.  Altogether, a total of 32 certification respondents reported that they were currently employed full-time.

**Table 14A**
**Relationship of WPU Major to Current Job***

| COLLEGE & MAJOR | Not at all related | | Somewhat related | | Very related | | Total |
|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N |
| **Arts and Communication** | | | | | | | |
| Art | 1 | 14.3 | 2 | 28.6 | 4 | 57.1 | 7 |
| Communication | 5 | 29.4 | 7 | 41.2 | 5 | 29.4 | 17 |
| Music | 2 | 18.2 | 5 | 45.5 | 4 | 36.4 | 11 |
| **Total** | **8** | **22.9** | **14** | **40.0** | **13** | **37.1** | **35** |
| **Business** | | | | | | | |
| Accounting | 1 | 12.5 | 2 | 25.0 | 5 | 62.5 | 8 |
| Business Administration | 3 | 12.5 | 13 | 54.2 | 8 | 33.3 | 24 |
| Professional Sales | 0 | 0.0 | 1 | 50.0 | 1 | 50.0 | 2 |
| **Total** | **4** | **11.8** | **16** | **47.1** | **14** | **41.2** | **34** |
| **Education** | | | | | | | |
| Special Education | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 1 |
| **Total** | **0** | **0.0** | **1** | **100.0** | **0** | **0.0** | **1** |
| **Humanities and Social Sciences** | | | | | | | |
| Anthropology | 2 | 66.7 | 1 | 33.3 | 0 | 0.0 | 3 |
| English | 1 | 6.7 | 4 | 26.7 | 10 | 66.7 | 15 |
| Geography | 0 | 0.0 | 0 | 0.0 | 1 | 100.0 | 1 |
| History | 3 | 50.0 | 0 | 0.0 | 3 | 50.0 | 6 |
| Political Science | 1 | 20.0 | 2 | 40.0 | 2 | 40.0 | 5 |
| Psychology | 6 | 27.3 | 9 | 40.9 | 7 | 31.8 | 22 |
| Sociology | 1 | 5.9 | 9 | 52.9 | 7 | 41.2 | 17 |
| Spanish | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 1 |
| Women's Studies | 2 | 100.0 | 0 | 0.0 | 0 | 0.0 | 2 |
| **Total** | **16** | **22.2** | **26** | **36.1** | **30** | **41.7** | **72** |
| **Science and Health** | | | | | | | |
| Athletic Training | 0 | 0.0 | 0 | 0.0 | 1 | 100.0 | 1 |
| Biology | 2 | 33.3 | 2 | 33.3 | 2 | 33.3 | 6 |
| Biotechnology | 0 | 0.0 | 0 | 0.0 | 1 | 100.0 | 1 |
| Computer Science | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 1 |
| Environmental Science | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| Liberal Studies | 0 | 0.0 | 0 | 0.0 | 1 | 100.0 | 1 |
| Mathematics | 1 | 20.0 | 1 | 20.0 | 3 | 60.0 | 5 |
| Nursing | 0 | 0.0 | 9 | 75.0 | 3 | 25.0 | 12 |
| Physical Education | 0 | 0.0 | 2 | 28.6 | 5 | 71.4 | 7 |
| Public Health | 0 | 0.0 | 2 | 66.7 | 1 | 33.3 | 3 |
| **Total** | **3** | **8.1** | **17** | **45.9** | **17** | **45.9** | **37** |
| **TOTAL** | **31** | **17.3** | **74** | **41.3** | **74** | **41.3** | **179** |

* Use percentages generated from small sample populations with caution.

**Table 14B**
**Relationship of WPU Major to Current Job* (Certification Students)**

| CERTIFICATION TYPE | Not at all related | | Somewhat related | | Very related | | Total |
|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N |
| Special Education | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 1 |
| Secondary Education | 1 | 4.8 | 9 | 42.9 | 11 | 52.4 | 21 |
| Elementary Education | 0 | 0.0 | 5 | 35.7 | 9 | 64.3 | 14 |
| Early Childhood | 0 | 0.0 | 1 | 50.0 | 1 | 50.0 | 2 |
| **Total** | **1** | **2.6** | **16** | **42.1** | **21** | **55.3** | **38** |

* Use percentages generated from small sample populations with caution.

** Teaching certification students belong to both the College of Education and the college of their respective major. In order to preserve a true count of students and avoid duplicate counting, teaching certification students are represented in table 14A by their respective major and are represented in table 14B by their certification type.

**Table 15A**
**Satisfaction with Current Job***

| COLLEGE & MAJOR | Not at all satisfied | | Somewhat satisfied | | Very satisfied | | Total |
|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N |
| **Arts and Communication** | | | | | | | |
| Art | 0 | 0.0 | 4 | 50.0 | 4 | 50.0 | 8 |
| Communication | 2 | 9.5 | 8 | 38.1 | 11 | 52.4 | 21 |
| Music | 0 | 0.0 | 5 | 50.0 | 5 | 50.0 | 10 |
| **Total** | **2** | **5.1** | **17** | **43.6** | **20** | **51.3** | **39** |
| **Business** | | | | | | | |
| Accounting | 0 | 0.0 | 1 | 12.5 | 7 | 87.5 | 8 |
| Business Administration | 0 | 0.0 | 10 | 40.0 | 15 | 60.0 | 25 |
| Professional Sales | 0 | 0.0 | 1 | 50.0 | 1 | 50.0 | 2 |
| **Total** | **0** | **0.0** | **12** | **34.3** | **23** | **65.7** | **35** |
| **Education** | | | | | | | |
| Special Education | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 1 |
| **Total** | **0** | **0.0** | **1** | **100.0** | **0** | **0.0** | **1** |
| **Humanities and Social Sciences** | | | | | | | |
| Anthropology | 0 | 0.0 | 0 | 0.0 | 3 | 100.0 | 3 |
| English | 2 | 12.5 | 4 | 25.0 | 10 | 62.5 | 16 |
| Geography | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 1 |
| History | 1 | 14.3 | 3 | 42.9 | 3 | 42.9 | 7 |
| Political Science | 1 | 20.0 | 1 | 20.0 | 3 | 60.0 | 5 |
| Psychology | 5 | 23.8 | 11 | 52.4 | 5 | 23.8 | 21 |
| Sociology | 3 | 21.4 | 4 | 28.6 | 7 | 50.0 | 14 |
| Spanish | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 1 |
| Women's Studies | 0 | 0.0 | 1 | 50.0 | 1 | 50.0 | 2 |
| **Total** | **12** | **17.1** | **26** | **37.1** | **32** | **45.7** | **70** |
| **Science and Health** | | | | | | | |
| Athletic Training | 0 | 0.0 | 0 | 0.0 | 1 | 100.0 | 1 |
| Biology | 0 | 0.0 | 2 | 33.3 | 4 | 66.7 | 6 |
| Biotechnology | 0 | 0.0 | 0 | 0.0 | 1 | 100.0 | 1 |
| Chemistry | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| Computer Science | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 1 |
| Environmental Science | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 |
| Liberal Studies | 0 | 0.0 | 0 | 0.0 | 1 | 100.0 | 1 |
| Mathematics | 1 | 20.0 | 2 | 40.0 | 2 | 40.0 | 5 |
| Nursing | 0 | 0.0 | 7 | 58.3 | 5 | 41.7 | 12 |
| Physical Education | 0 | 0.0 | 3 | 42.9 | 4 | 57.1 | 7 |
| Public Health | 0 | 0.0 | 2 | 66.7 | 1 | 33.3 | 3 |
| **Total** | **1** | **2.7** | **17** | **45.9** | **19** | **51.4** | **37** |
| **TOTAL** | **15** | **8.2** | **73** | **40.1** | **94** | **51.6** | **182** |

* Use percentages generated from small sample populations with caution.

**Table 15B**
**Satisfaction with Current Job* (Certification Students)**

| CERTIFICATION TYPE | Not at all satisfied | | Somewhat satisfied | | Very satisfied | | Total |
|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N |
| Special Education | 0 | 0.0 | 1 | 100.0 | 0 | 0.0 | 1 |
| Secondary Education | 1 | 5.0 | 10 | 50.0 | 9 | 45.0 | 20 |
| Elementary Education | 0 | 0.0 | 5 | 35.7 | 9 | 64.3 | 14 |
| Early Childhood | 0 | 0.0 | 1 | 50.0 | 1 | 50.0 | 2 |
| **Total** | **1** | **2.7** | **17** | **45.9** | **19** | **51.4** | **37** |

* Use percentages generated from small sample populations with caution.

** Teaching certification students belong to both the College of Education and the college of their respective major. In order to preserve a true count of students and avoid duplicate counting, teaching certification students are represented in table 15A by their respective major and are represented in table 15B by their certification type.

**Table 16**
**Post-Baccalaureate Institutions that WPU Graduates are Attending**

| GRADUATE SCHOOL | NUMBER | PERCENT |
|---|---|---|
| **In-State Institutions** | | |
| William Paterson University | 13 | 32.5 |
| Bergen Community College | 1 | 2.5 |
| Centenary College | 1 | 2.5 |
| College of Elizabeth | 1 | 2.5 |
| Fairleigh Dickinson University | 2 | 5.0 |
| Hudson County Community College | 1 | 2.5 |
| Montclair State University | 1 | 2.5 |
| Passaic County Comunity College | 2 | 5.0 |
| Raritan Valley Community College | 1 | 2.5 |
| Rutgers | 1 | 2.5 |
| Rutgers Newark School of Law | 1 | 2.5 |
| **Total** | **25** | **62.5** |
| **Out-of-State Institutions** | | |
| Brooklyn Law School | 1 | 2.5 |
| Clarion University | 1 | 2.5 |
| Fordham University School of Law | 1 | 2.5 |
| Hunter College | 1 | 2.5 |
| Indiana State University | 1 | 2.5 |
| Keller Graduate School of Management | 1 | 2.5 |
| Midwestern University | 1 | 2.5 |
| Manhattan School of Music | 1 | 2.5 |
| Marygrove College | 1 | 2.5 |
| Penn State University | 2 | 5.0 |
| Tidewater Community College | 1 | 2.5 |
| University of Edinburgh | 1 | 2.5 |
| University of Maryland, Baltimore County | 1 | 2.5 |
| University of Miami | 1 | 2.5 |
| **Total** | **15** | **37.5** |
| **TOTAL** | **40** | **100.0** |

**Table 17**

**Major at Graduate Institution**

| POST-BACCALAUREATE MAJOR | NUMBER | PERCENT |
|---|---|---|
| Accounting | 1 | 2.2% |
| Acoustics | 1 | 2.2% |
| Anthropology | 1 | 2.2% |
| Biomedical Science | 1 | 2.2% |
| Business Adminstration | 2 | 4.3% |
| Classical Performance Voice | 1 | 2.2% |
| Clinical trial assistant and clinical data management | 1 | 2.2% |
| Counseling Services | 1 | 2.2% |
| Education | 2 | 4.3% |
| Elementary Education | 1 | 2.2% |
| English Writing | 1 | 2.2% |
| Fine Art, Painting | 1 | 2.2% |
| General Management | 1 | 2.2% |
| Jazz Pedagogy | 1 | 2.2% |
| K-5/5-8 Education | 1 | 2.2% |
| Law | 4 | 8.7% |
| Library and Information Science | 2 | 4.3% |
| Mathematics | 1 | 2.2% |
| Media and Professional Communications | 1 | 2.2% |
| Media Studies | 1 | 2.2% |
| Nursing-Advanced Practice | 1 | 2.2% |
| Nursing | 2 | 4.3% |
| School Library Media Specialist | 1 | 2.2% |
| Student Affairs in Higher Education | 1 | 2.2% |
| **Missing** | 15 | 32.6% |
| **TOTAL** | **46** | **100.0%** |

**Table 18**
**Major at WPU and Major at Graduate Institution**

| COLLEGE AND MAJOR AT WPU | Graduate Institution | Major at Graduate Institution |
|---|---|---|
| **Arts & Communication** | | |
| **Art** | William Paterson University | Fine art, painting |
| **Communication** | Fairleigh Dickinson University | Media and professional communications |
| | Pennsylvania State University | Media studies |
| **Music** | University of Edinburgh | |
| | University of Miami | Jazz Pedagogy |
| | Manhattan School of Music | Classical Performance Voice |
| | Rutgers, The State University of New Jersey | Library and Information Science |
| | Pennsylvania State University | Acoustics |
| **Business** | | |
| **Business** | Montclair State University | |
| | William Paterson University | General Management |
| | | Accounting |
| **Humanities & Social Sciences** | | |
| **Anthropology** | Hunter College | Anthropology |
| | Indiana State University | Student Affairs in Higher Education |
| | Keller Graduate School of Management | Business Administration |
| **English** | William Paterson University | English Writing |
| **History** | Montclair State University | |
| | Rutgers Newark, School of Law | Law |
| | William Paterson University | K-5/5-8 Education |
| **Political Science** | Bergen Community College | Business Adminstration |
| | Fordham University School of Law | Law |
| **Psychology** | College of Elizabeth | |
| | Passaic County Comunity College | Nursing |
| | Tidewater Community College | |
| | William Paterson University | Counseling Services |
| | | Elementary Education |
| **Sociology** | Centenary College | |
| | Fairleigh Dickinson University | |
| | Montclair State University | Law |
| | William Paterson University | Education |
| **Spanish** | Passaic County Community College | |

| | | |
|---|---|---|
| **Science & Health** | | |
| **Biology** | Brooklyn Law School | Law |
| | Hudson County Community College | |
| | Midwestern University | Biomedical Science |
| | Raritan Valley Community College | Clinical trial assistant and clinical data management |
| | William Paterson University | Nursing |
| **Liberal Studies** | Marygrove College | Education |
| **Mathematics** | Clarion University | Library Science |
| | University of Maryland, Baltimore County | Mathematics |
| **Nursing** | William Paterson University | Nursing-Advanced Practice |