



**Questions/Answers From the NACE First-Destination Survey Webinar
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Would you please define number of Status Known? Does this include Emp.FT, Emp.PT, Temp, Vol, Mil, Cont.Ed, as well as, unemployed and seeking employment?

Status known includes all graduates for which an outcome is known. This includes both unemployed and still seeking employment, as well as all the employed categories and continuing education.

Due to handwritten survey collection, many respondents did not designate a primary status. How do I report results, if I can't designate a primary status for respondents?

This will become a judgment call on the part of the career services department.

If students reported Temp, but did not designate FT or PT, how do I report results?

A professional judgment call – use clues from other responses such as salary or employer or if they also designate still seeking to best determine in your judgment what is the most probable status.

How do I report results, if I have gaps, such as "Not Seeking Employment"? Will my other results be accepted?

Even if you do not have data to cover all of the categories identified in the Protocols you may still report your results. This is a first-year effort and we expect offices to move to collect the status designations in the Protocols over time.

Would you please define Academic Program? Does this mean B.S., B.A or each academic major?

Academic program refers to the major, not the degree level. Please report for categories such as English, History, Civil Engineering, Computer Science, Accounting, Business Administration, etc.

Would it be possible to have one national site for students to log in to complete one standardized electronic survey, with member schools allowed access to retrieve data?

Not at this moment – most schools would prefer to control the process themselves and the individual career services offices would be in a better position to make the professional judgments necessary to verify outcomes information, which may include access to employers and/or faculty.

How do we distinguish between Employed and Volunteer or Service program? Some of our '14 grads doing Teach for America already listed it as Employed, but others listed it as Volunteer or Service Program. Would I be right to change all TFA listings to Employed?

In our categorizations service programs, such as Teach for America, are a subset of "employed." The more accurate change would be to put all those that listed Teach for America as simply employed and place them under the Service designation.

What about Americorps and City Year, or teaching abroad programs such as TAPIF and EPIK? Should I change all of these entries from Volunteer or Service Program to Employed?
Service programs are a subset of overall employment. In calculating the percent of your graduates that are employed those engaged in service should be added together with those listed as simply employed.

We had a first destination category labeled "Volunteer or Service Program" that was separate from "Employed Full time" or "Employed Part time", that's why I am confused as to where to count TFA/Peace Corps. Do we separate out volunteering from service programs?

Perhaps "Volunteering" should be a separate choice for students from "Employed in Service Program"?

I am surprised to not see "Employment Rate" under Performance for Rating Metrics... was that ever part of the conversation?

The "Employment Rate" can easily be calculated from the data listed in the protocols, but it is not emphasized in the Standards. The Task Force wanted to emphasize the broader aspect of positive graduate destinations by focusing on the "Outcomes Rate" which includes those pursuing an advanced degree as well as those employed in the labor market.

Are there any calculations for year round schools?

The standards apply equally to year-round schools. We use one date as the end of the class year (June 30). This applies to schools who have multiple graduation dates as well as those that graduate students at only one point.

You recommended reporting first destination to NACE; how is this data used?

The data will be used to calculate national and regional benchmarks based on aggregated data. Individual school data will not be released to the public.

If faculty reports an outcome, do we need find verification of that?

Depends on the confidence level in the information that faculty provide. If they express certainty as to the outcome, then verification is likely to be superfluous. However, if faculty expresses a measure of doubt about the outcome, then look for an alternative source to verify the information.

How is knowledge rate truly valid to compare one school to another when professional judgments differ from one institution to another?

There will always be some variations in the data based on professional judgments; however, we expect those variations to diminish over time as the process of applying judgments becomes standardized and we also expect the degree of "error" associated with applying judgment to be relatively small.

Does knowledge rate meet institutional research standards?

Knowledge rate should meet institutional research standards as long as the methodology is clearly stated and alternative sources are clearly identified.

Can you speak to the specific challenges of smaller colleges who may have only a few graduates in some majors? 65% seems like a worthy goal across the class as a whole, but the statistics quickly get skewed (one direction or the other) when there are fewer than 10 graduates in a degree program.

One of the advantages of reporting data to NACE is that outcomes will be aggregated across schools. This means that data for small programs will be added together to provide a substantial base. As for reporting data for the college itself, the biggest issue is protecting the identity of individual student data. Reporting results for a very small department may inadvertently reveal the outcomes information for an individual student. One standard that may be applied is to not report results for any department with under 10 graduates.

How have you reported the FT v. PT data for information obtained in one of the formats OTHER THAN the survey. We have collected supplemental information via faculty, LinkedIn, and Facebook, but I am not sure if the position is FT (30 or more hours a week).

Employment data from formats such as LinkedIn may be difficult to identify as full vs. part-time. However, there may be clues in the listing (e.g. the title of the position) that suggest whether the employment is either full or part-time. Use your professional judgment to determine the best category in which to place the student. You may also seek to verify and expand on the information by checking through an alternative source (e.g. the employer) or trying to contact the student directly.

If the status changes during 6 months of reporting, should we go with the most current or the "First-destination"?

Use the latest available information up to the 6-month mark after the close of the class year. In this instance, "First Destination" should be interpreted as the status of the graduating class at 6 months after the end of the class year as defined by IPEDS.

What employment category would a performance career fit into? (i.e. playing drums in a band touring the U.S.)

If the graduate is working for one band and one band only, then the best categorization would be "contract employee." If the graduate performs with multiple bands, then place the graduate in the "freelance employee" category.

When considering advanced degrees, please provide clarity as to the appropriate category for residency programs (i.e. nurse residency, pharmacy residency). Would they be considered full time employment (since most are paid) or would they be considered continuing education?

The current standards apply to only undergraduate degree programs. The task force is considering graduate standards and we are working with various higher education associations (including the Association of Schools and Programs of Public Health) on developing these standards.

Will there be any opportunity to give feedback about the "Employment Categories"?

Yes, please send any comments about the "Employment Categories" to ekoc@nacweb.org.

Why are there no classifications for placement/waiver due to health, incarceration, or visa issues? These classifications are common at schools who already track student employment info.

This was not an issue broached during the discussions of the task force assigned to create the standards, nor was it mentioned in any feedback received when the draft standards were published and opened for comment in December 2013 when over 100 schools sent in suggestions for changes to the standards.

What about students with serial majors?

If serial majors refers to students who graduate with more than one major, then we suggest a two-step procedure. First, in completing the overall outcomes profile by degree-level count the student only once. Second, in completing the outcomes profile by individual major count the student under each relevant major. For example, a student graduates with both English and History majors, the student's destination outcome should be counted for both the English major profile and for the History major profile.

Does full time employed include programs like AmeriCorps and PeaceCorps, etc.?

Yes, in our categorizations service programs, such as Teach for America, are a subset of "employed."

So won't the salary data from service programs skew results especially when evaluating by majors?

“Skew” suggests a misleading impression as can occur when an outlier result draws down or up an overall average. This will not be the case if service programs constitute a significant portion of the employment outcomes in which case the presumably low average salary will represent a true reading. If the service salary is a true outlier impacting a relatively small group of graduates in a major reporting the median, as suggested in the standards, will marginalize the skewing issue.

Can you clarify the reporting on double majors? If you had an English and History major and you report their outcome under each major, is that not considered double counting/reporting?

It is not double counting since your overall summary profile by degree level should not be a simple sum of the individual majors. Rather, the degree summary should be developed separately where the student's outcome is counted only once.

We receive much of our post-graduation data on 1/1. Given this short turnaround, what is the deadline for getting information to NACE?

The final reporting deadline for NACE is currently March 1.

We use social media to help track students that do not respond to our survey. However, we are able to only get limited information such as job title and employer name. Do you have any suggestions as to how to merge or show this information in the report?

You are unlikely to get a complete range of responses for all your students regardless of the data collection method – there is always “drop-off” in survey responses. We suggest that you treat the data you collect from Social Media as if they were survey responses with dropped entries, i.e. report on the data you can collect and leave the other items as missing.

Is the goal of 65% a goal of response rate or of employment?

It is the known outcome rate for the graduating class whether for the entire degree level or for individual major. This includes not only employment but also continuing education, unemployed, still seeking employment, and not seeking employment.

In the college rating, would grad school look at only 6 months out?

Grad school ratings are currently not finalized. There is still a debate as to when destination outcomes for graduate students should be captured and reported.

If your survey focuses on salary ranges, rather than specific salary, can we report that to NACE?

For this reporting year we will accept salary range data. However, the standards call for actual salary amounts rather than ranges. So you should plan on adjusting your survey accordingly.

Is the timeframe flexible? Most schools have closed out our data on Dec 30, and having less than a month to analyze the data is very short. We typically work on this through Spring Break to finalize all of the information and research non-respondents via Linked In etc. Please reconsider later deadline.

Unfortunately, we are committed to producing reports based on Class of 2014 results in our own short window which leaves little flexibility for extending the deadline for submitting to NACE beyond March 1, 2015.

What should we do with respondents who are unemployed upon graduation, and then do not reply when we send a follow up? If we cannot confirm that they are still unemployed, do we consider them not in our 'knowledge rate' group? BUT if we do not receive info that they are now employed, do we drop them from the STATISTICS???

If you have received a response from a graduate that they are unemployed at a point in the six-month data collection period and have no evidence to the contrary, then you should assume that

the individual remains unemployed. Consequently, the graduate has a known outcome and remains part of your knowledge rate – these individuals should not be dropped from your statistical analysis.

The goal of obtaining a 65% Knowledge rate refers to obtaining employment information from 65% of our total student population?

The 65% Knowledge rate refers to obtaining an outcome destination from 65% of students graduating with a bachelor's or associate's degree. These outcomes can include being employed, continuing on to an advanced degree, volunteering, still seeking employment, even simply not looking for a destination but taking the year off.

For reporting by academic program, will we be using CIP codes?

You need not use the CIP Codes. Our form has a type-ahead feature that is linked to CIP titles but you may enter an academic program name that is outside of those titles.

My institution has the College of Arts and Sciences (CAS) for mostly traditional college-age students seeking a residential 4-year experience and a College for Professional studies serving adult learners seeking degree completion who transfer in previous college credit and are awarded credit for various career experience. They typically graduate in 1-2 years and may already have long-time jobs or will be qualified for very different kinds of jobs than our CAS students. Thus, our first destination survey results are flawed when these two groups are combined. Any thoughts or suggestions? Can we survey these groups separately and report them separately according to your standards?

I would not refer to your combined results as "flawed" when the two schools are combined. The combination paints the most complete picture for outcomes related to those who receive their degrees as part of the Class of 2014. The combined results should be reported to NACE as your overall report. However, that does not preclude you from separating the two results and analyzing and/or reporting the numbers independently on your own campus.

Does data need to be collected at graduation via survey? or Can data be collected later?

There are no strict requirements in the standards that call for data to be collected in a survey at graduation. In fact, the standards suggest a more continuous process for assembling data from a variety of sources (surveys, social media, employers, faculty) over the 6 months after the end of the class year.

Will the NACE report results be used to collaborate with the College Score Card to potentially adjust the reporting requirements?

There are no plans to join the NACE First Destination reporting efforts to the President's proposed College Scorecard.

Don't we end up counting students twice if we categorize them under more than one major? Any recommendations for how to process this?

Help us understand single counting for multi degrees but multi reporting of multiple degrees.

Help us understand single counting for multi degrees but multi reporting of dual majors. If a person has a double major I list it twice and count it as two people?

How do we handle dual degree programs?

We suggest a two-step procedure in dealing with students that have multiple majors. First, in completing the overall outcomes profile by degree-level count the student only once. Second, in completing the outcomes profile by individual major count the student under each relevant major. For example, a student graduates with both English and History majors, the student's destination outcome should be counted for both the English major profile and for the History major profile. By-the-way, this is the same overall procedure used to report degree completions to IPEDS.

If we already have a program, do we only report to NACE what we're collecting that is consistent with your employment categories and leave blank those we don't ask?

Yes, for the current year's class; however, if you plan to follow the Standards in the future you should modify your data collection to incorporate the categories listed in the Standards.

How do you distinguish if a student is employed full time (for example as a barista) but not in their field and is still seeking, will that be considered employed?

If a person is part-time employed but still seeking, so you count them as still seeking?

The idea is to identify the *Primary* outcome. The sample survey in the Standards has a respondent choose one or the other (not both) as their current condition.

Data is collected for the class through 12/31, correct? If that's the case, some graduates will have six months to find employment and others will have more time. How and why was it decided to do it this way instead of collecting for just 6 months for each graduating semester/quarter?

The decision to have one data deadline instead of multiple ones during the class year was to simplify the process and identify a common reporting period for all schools.

Is the response rate for salary required for each program or just overall?

For each program

As the daughter and wife of military men, I'm surprised that military service is not considered to be a standard full-time job. In terms of what is being reported, these are full-time jobs, with full benefits.

Military service is considered full-time employment; it is simply identified as a subset of employment.

For degree level will we differentiate between BA/BS?

No.

Is there a way to differentiate 3-6 mo internship from one year Fellowship?

No.

How would we record students who are currently employed while in school and continue with that same employer after graduation?

Non-traditional students who are employed while attending school and continue with their employment after receiving the degree should be identified as employed.

Would you consider basing the class year dates on institutions' graduation dates? Some institutions big spring graduation is in early May, others are in late June - which can make a difference with summer grads etc.

We are using the same class year definition as is the most common to current degree completion reporting – the one used by the National Center for Education Statistics' IPEDS system. We do not expect that to change.

Salary appears to be an important component of the federal scorecard. What are more ideas to better collect this data?

Besides asking students to report their starting salary the only other option we are suggesting for generating salary data is to query the employers that recruit on your campus.

My understanding is that there are no standard questions to ask, that is up to each school. Is this correct?

No, the NACE Standards identify a set of core questions to be asked in the First Destination's Survey. However, no school is limited to just those core questions; additional questions are certainly acceptable.

If a student earns more than one degree in a class year, should they be counted twice, like academic program?

The approach generally used by task force members is to simply count the student for their highest degree.

Are many schools reporting on how many graduates are employed in their major field of study?

Not to our knowledge.

What is the process for reporting this information? Is there a specific on-line form?

There is an on-line form that can be either completed manually or by uploading as Excel spreadsheet. The form has been sent to NACE key contact members. If you would like the form sent to you, please send a request to research@naceweb.org.

Can you supply clarification on the Internship category? Meaning, an internship with school after graduation vs a student having an internship with a company such as a student with a theater or sports organization, etc.

How do you plan to standardize academic programs and handle unique to school majors in reporting?

Academic programs will be allocated to the standardized list of CIP programs as is currently done in reporting degree completions.

How do you prevent duplicate data? Is there a way to prevent a student from filling out the survey more than once?

This depends on the procedure that is being used to collect the data. If it is an on-line survey, there are generally procedures in the program that allow you to limit the response to only one entry.

Will the link to collect info for the survey be sent to all NACE members or just Directors of Career Services?

The form has been sent to NACE key contact members. If you would like the form sent to you, please send a request to research@naceweb.org.

Has NACE approached LinkedIn to run an analysis on a schools alums' profiles to do a data dump of employment titles? We approached them and said it wasn't available, but it might be something that NACE could encourage.

We have not approached LinkedIn to do this as yet.

If we begin administering the survey this May, do you want us to report the half-year of outcomes to NACE? Or should we wait until we've done a full year of collection (June-July grads)?

The May graduation class generally represents the bulk of a school's graduates. Therefore, it would be appropriate to report your results for the Class of 2015 if you begin with your May graduating class. However, you should include your summer graduates in the total number of graduates for the class. Your knowledge rate may be somewhat lower but your results should be representative.

Can you reiterate the reason why this information is now becoming so important?

These outcomes data have always been important and members have been asking for consistent reporting times and definitions for quite some time. However, recent attention from both federal and state governments related to performance measures makes it critical that Higher Education can confidently demonstrate that it is concerned with the how graduates perform after they have received their degrees.

Is NACE providing a list of vendors who assist with the mechanics of this process?

NACE does not have an official list of “approved” vendors for assisting in the collection of outcomes data.

Any suggestions for institutions whose populations consist primarily of adults that are already employed and seeking career advancement?

We suggest treating these graduates in the same manner as more traditional students, at least for the purpose of reporting outcomes data. If they have a job and are continuing in that job after receiving the degree list them as employed.