NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS

DECEMBER 2023

FIRST DESTINATIONS FOR THE COLLEGE CLASS OF 2022

FINDINGS AND ANALYSIS

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USE THE INTERACTIVE DASHBOARD TO FILTER BACHELOR'S AND MASTER'S DEGREE DATA BY:

ACADEMIC PROGRAM | REGION | PUBLIC VS PRIVATE STATUS | SCHOOL SIZE

Bachelor's degree data can also be filtered by gender, race/ethnicity, and Carnegie Classification.

See https://naceweb.org/job-market/graduate-outcomes/first-destination/class-of-2022/interactive-dashboard

FINDINGS AND ANALYSIS

INTRODUCTION

This report details outcomes for the graduates of the Class of 2022 six months after the end of the academic year (June 30, 2022).

In January 2023, the National Association of Colleges and Employers (NACE) began receiving data about the first destinations for the graduating Class of 2022 from its member higher education institutions.

Overall, NACE received responses from 344 schools/career centers detailing results for their 2022 graduates in four-year degree programs. Among these, 314 schools reported summary outcomes for bachelor's degree graduates, 181 schools provided information for those completing a master's degree program, 111 institutions reported results for doctoral degree recipients, and 57 schools for their associate degree completers. A list of the reporting institutions is provided in the Appendix.

In total, the graduating classes of these reporting institutions represent nearly 829,000 graduates: 594,000 at the bachelor's degree level, 187,000 at the master's level, 31,000 earning the doctoral degree, and 16,000 at the associate's level.

This report provides overall outcomes for all degree levels, but the amount of data available for bachelor's and master's degree graduates allows for additional analysis not possible for doctoral and associate degree graduates.

HIGHLIGHTS

Job outcomes for college graduates are back to pre-pandemic levels. After two relatively down years connected with the COVID-19 pandemic, the outcomes for graduates for the Class of 2022 were back at pre-pandemic levels. The outcomes rate exceeded 90% for all degree levels except the bachelor's degree, which was 86%. However, while slightly lower, the bachelor's degree outcome rate equaled the 86% outcomes rate recorded for the pre-COVID class of 2019. Driving these changes was an exceptionally strong labor market, characterized by record low levels of unemployment.

Salaries for college graduates continue to rise. Salaries increased for every degree level in 2022, except for the associate degree, and were higher than the increases posted in 2020 and 2021. This illustrates the strong labor market the Class of 2022 graduated into.

Despite rising salaries, inflation depressed wages for undergraduates. The 2022 inflation rate was 6.5%. The decrease in associate and increase in bachelor's salaries did not match the rate of inflation and so did not represent any real growth in income. However, the salary increases for the advanced degrees did exceed the inflation rate line. This latter points to good news for students who pursued graduate education.

Bonuses were fairly common among Class of 2022 graduates. Nearly one in four bachelor's degree graduates who received full-time employment was granted an average of $9,966 in addition to the $61,000 in base salary. It is likely that employers used bonuses as a means to counter inflation.

Gender inequity persists in the labor market. Men continue to outpace women in terms of job outcomes and pay. The data show that men have a greater probability of obtaining full-time employment after graduation than do women.

Further, the gender pay gap continues to be a form of systemic inequality in the labor market. The average salary for women graduating with a bachelor's degree in 2022 ($57,000) continues to be well below that for their male counterparts ($69,000). In fact, the ratio between men and women continues to be approximately the same as it was in the mid 2010s and in 2020. For 2022, the average salary for a female bachelor's degree graduate was 82.4% that of a male bachelor's degree graduate's average salary. However the pay gap is exacerbated by the disparity in bonus compensation. Among those graduating with bachelor's degrees, not only did a greater percentage of men receive a guaranteed bonus (32% of men versus 24% of women), but also the average amount of that guaranteed bonus was higher for men than women ($12,500 for men versus $9,270 for women). Combining all these elements the adjusted average total compensation for female bachelor's degree graduates amounted to just 78.2% of male graduates.

Job outcomes vary by academic discipline. Career pathways within majors impact the first destinations in which graduates will land. Students in career-oriented majors are focused on finding employment after graduation whereas in the arts and sciences there is a much greater propensity for graduate and professional school. At the bachelor's degree level, nearly 70% of business, engineering, computer science, and other career-oriented majors are employed full time at the six-month mark and fewer than 20% of these graduates are in continuing education. By contrast, approximately 40% of physical science and biological science majors are employed full time but about 35% of these majors have found a place in a graduate education program.

There are also significant differences in salary across majors. When looking at the adjusted average salaries for the top three bachelor's degree disciplines, computer science, engineering, and mathematics all exceed $60,000 while the bottom five (psychology, visual and performing arts, English, communications technology, and leisure) are all less than half that amount falling below $30,000.

The return on investment for advanced degrees is strong. Graduate education can improve economic security. Specifically, master's degrees can greatly improve the job prospects of students in disciplines that do relatively poorly in terms of employment outcomes and salary with a bachelor's. Students in the biological/biomedical sciences and psychology improve their salaries the most: Among biomedical sciences graduates, the average salary is 84% higher at the master's degree level compared with the bachelor's degree level; among psychology graduates, the average salary is 63% higher at the master's degree level. This is true across all disciplinary areas.

JOB OUTCOMES FOR COLLEGE GRADUATES BACK TO PRE-PANDEMIC LEVELS

After two relatively down years connected with the COVID-19 pandemic, outcomes for Class of 2022 graduates were back at pre-pandemic levels pretty much across the board.

The outcomes rate was over 90% for all degree levels except for the bachelor's degree level, which stood at 85.8%. While a few percentage points lower than the other degree levels, this figure nearly equaled the 86% outcomes rate recorded for the Class of 2019—an outcomes rate that stands as the high-water mark for the bachelor's degree during the relatively brief history of first-destination reports. (Editor's note: NACE began reporting on first destinations with the Class of 2014.)

Driving these very good overall outcomes rates was the significant improvement of the employment picture for 2022 graduates. Over the past couple of years that the American labor market has been incredibly strong for employees and would-be employees. The pandemic also brought on a rash of retirements from Baby Boomers, which opened positions across the labor spectrum—and nowhere more so than for college graduates.

Figure 1 displays the percentage of graduates who reported being fully employed at each degree level over the past four classes. A few things to note:

- At each degree level, with the exception of the associate degree, the percentage of 2022 graduates employed full time was greater than in either of the two preceding classes and equal to or nearly equal to the percentage of graduates employed full time for the Class of 2019.

- The associate degree stands out as a bit of an anomaly for two principal reasons. One, unlike the other degree levels, employment after receiving the degree is not the primary objective for many associate degree graduate. Among students responding to NACE surveys, a majority of those pursuing the associate degree have as their primary goal advancement to the next degree level. Two, the number of outcomes reports NACE receives for the associate degree graduate is well below those for the other degrees. This results in a much greater level of variability in the outcomes measures from year-to-year at this degree level.

FIGURE 1
PERCENT OF GRADUATES EMPLOYED FULL TIME, CLASSES OF 2019 – 2022

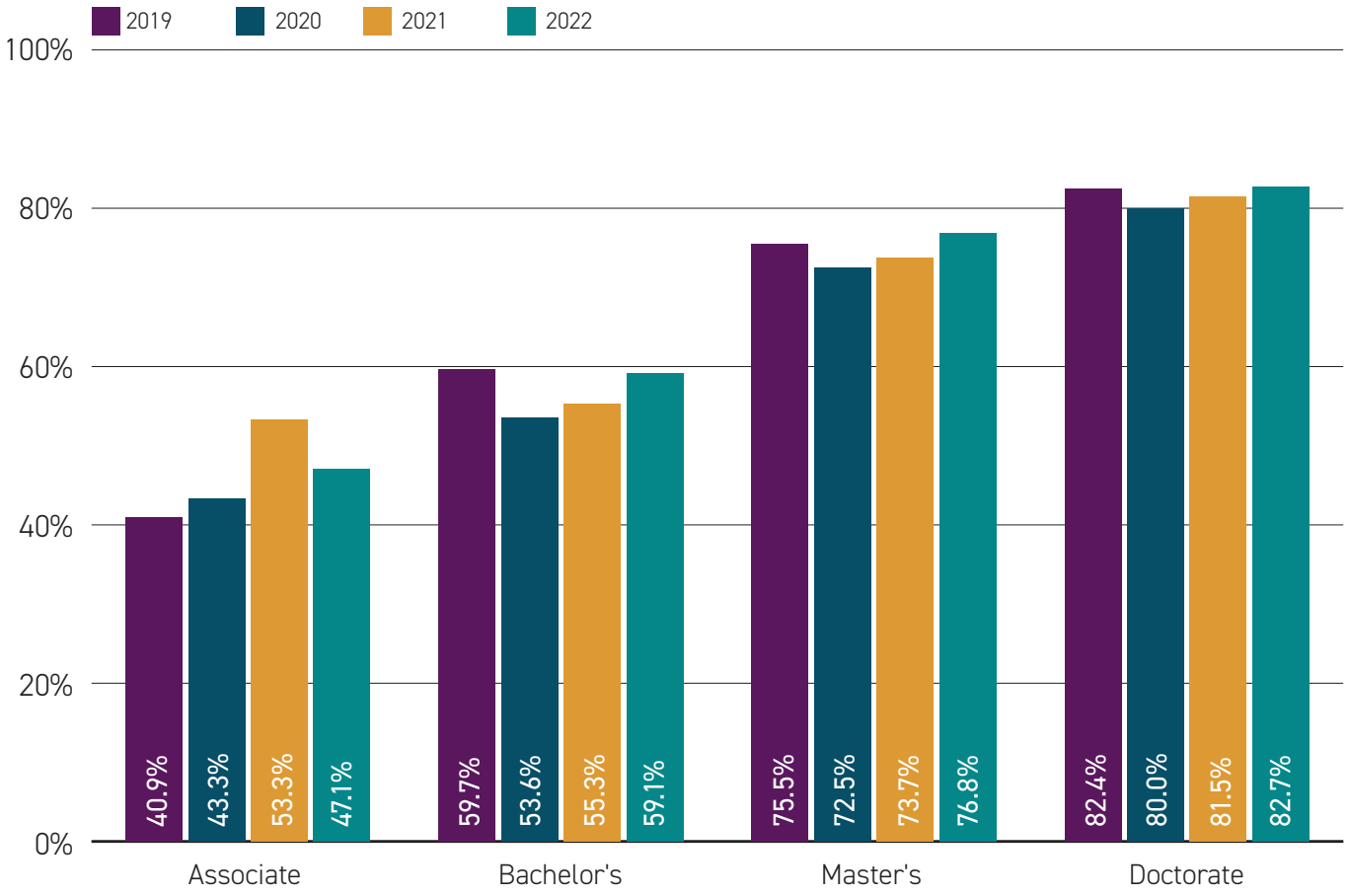
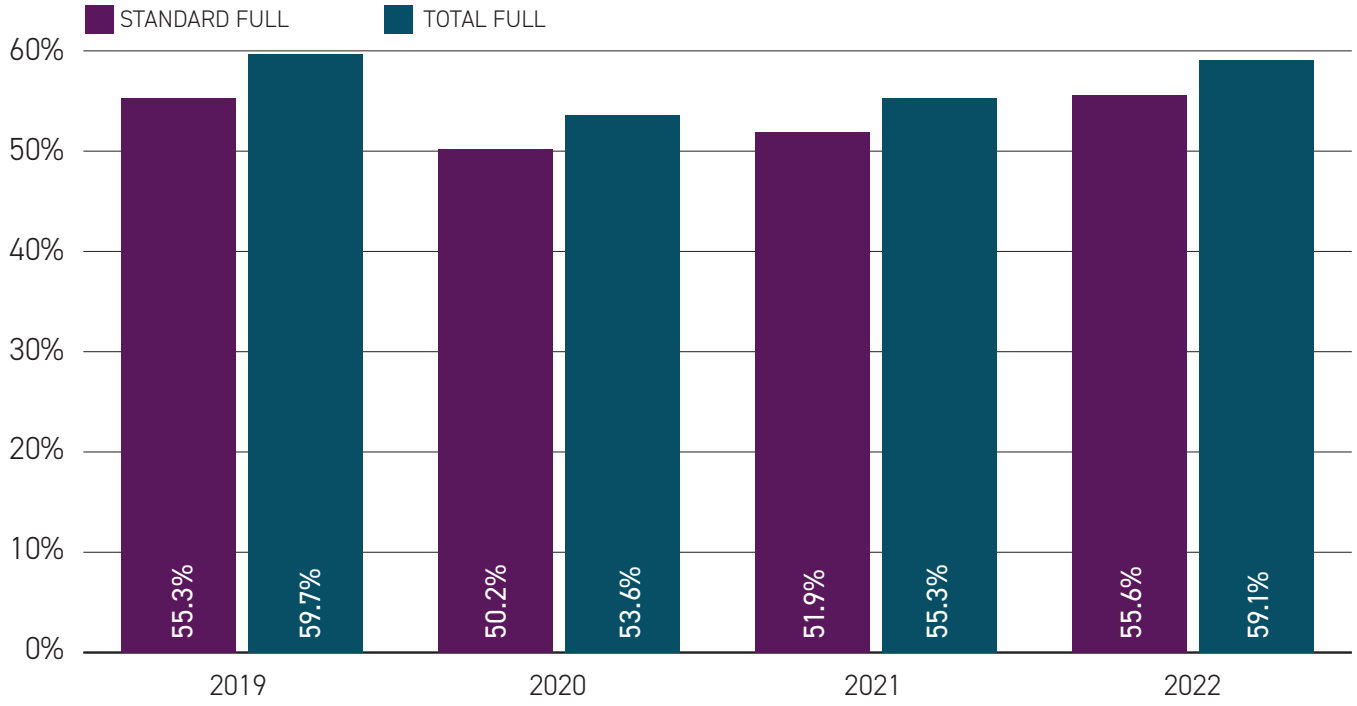


Figure 2 displays the results for the bachelor's degree for full-time employment overall and for full-time employment in a standard setting for the Classes of 2019, 2020, 2021, and 2022. Of note:

- The figure shows that, over the four classes, full-time standard employment went up and down as did overall full-time employment; however, for the Class of 2022, employment in a standard setting grew as a component of overall employment. In fact, 55.6% of the 2022 graduating class employed full time in a standard setting marks the historic high point for this outcome since NACE began recording these numbers with the Class of 2014.

FIGURE 2
PERCENT OF BACHELOR'S DEGREE GRADUATES EMPLOYED FULL TIME, OVERALL AND IN STANDARD SETTING, 2019 – 2022



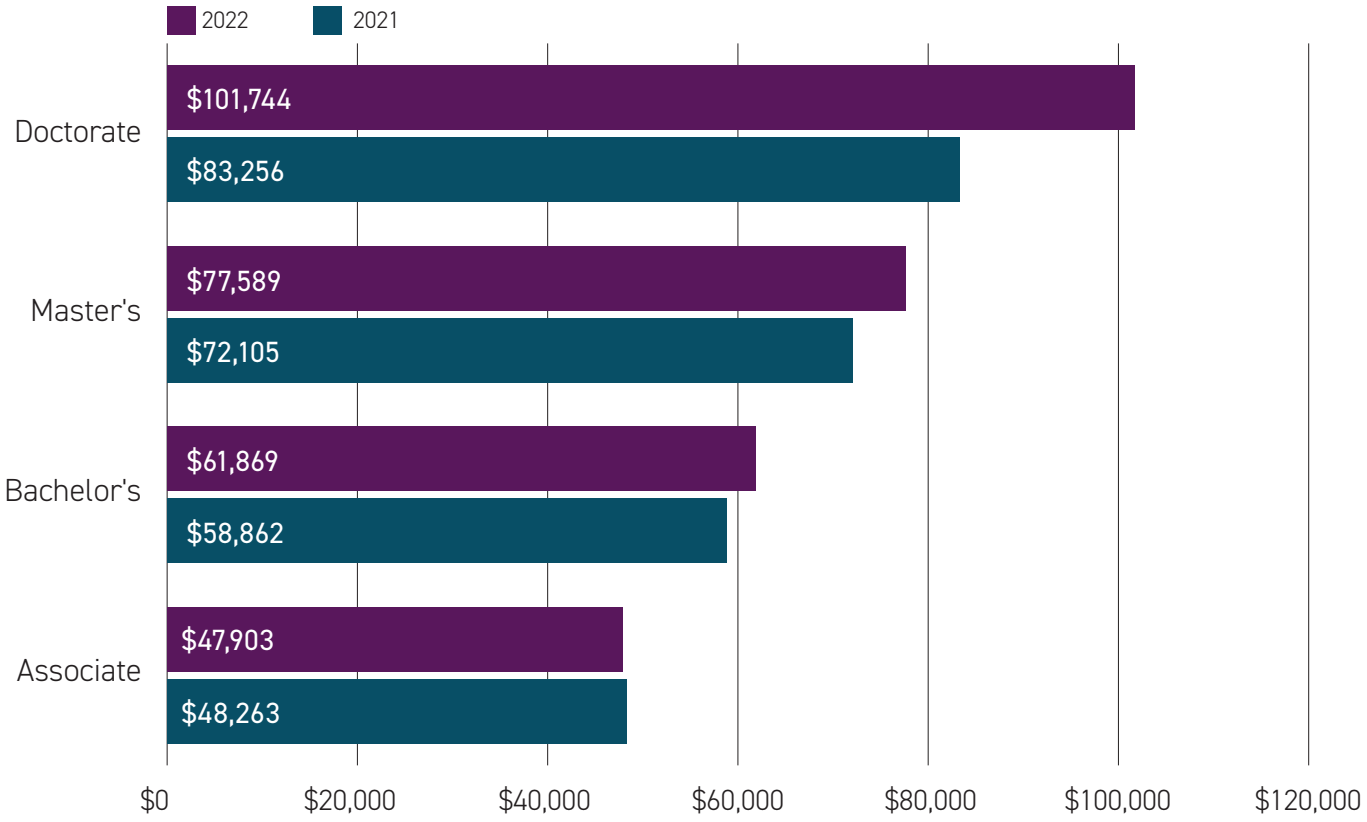
SALARIES FOR COLLEGE GRADUATES ON THE RISE

Figure 3 compares the average salary at each degree level for the class of 2022 against the average salaries for the class of 2021. It shows that salaries increased for every degree level, except for the associate degree.

In a rebound year for new college hires after the pandemic, the higher the educational level, the better the graduate did in the job market. The average salary for the bachelor's degree was 29% greater than the average salary for the associate degree, a master's salary was 25% greater than for the bachelor's, and the doctorate translated into an average salary 31% above that of the master's.

FIGURE 3

AVERAGE SALARIES BY DEGREE LEVEL, 2022 VS. 2021



DESPITE RISE IN SALARIES FOR COLLEGE GRADS, INFLATION DEPRESSING REAL VALUE OF WAGES

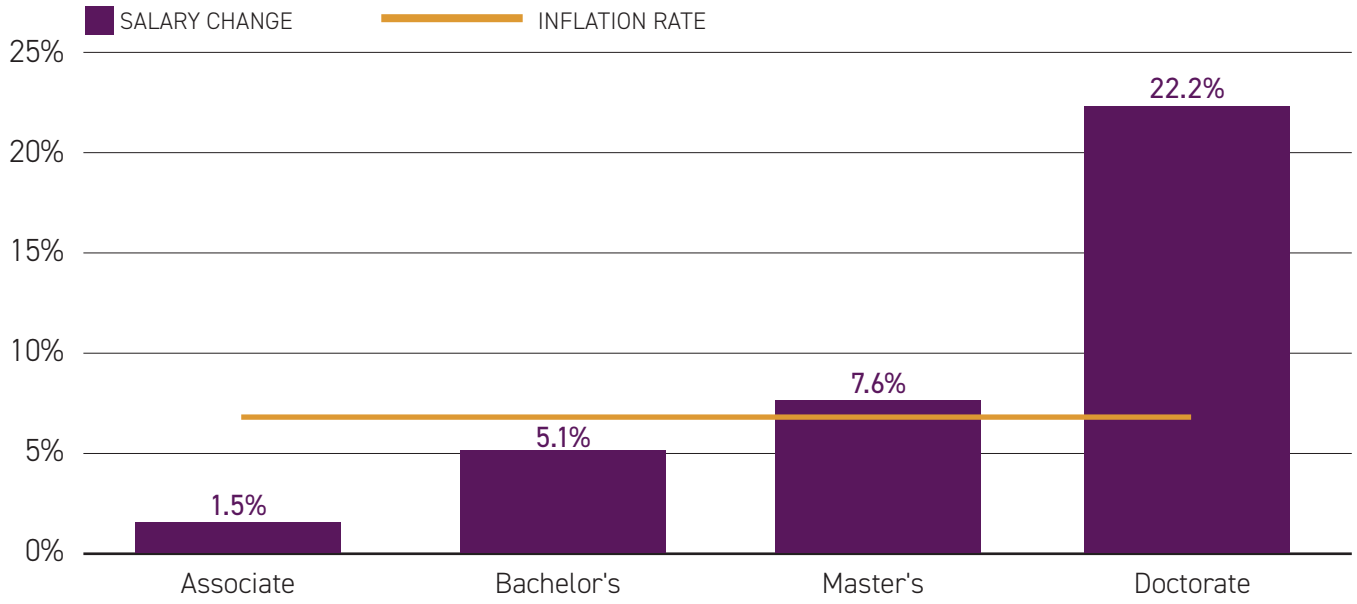
The cost of living increased by a substantial amount in 2022. To what extent were the salary increases for graduates' real increases in actual buying power?

Figure 4 shows the percentage increase in average salary at each degree level against the 2022 rate of inflation. The inflation rate was 6.5%. The decrease in the associate and increase in the bachelor's salaries (-0.7% and 5.1%, respectively) did not match the rate of inflation and so did not represent any real growth in income.

The salary increases for the advanced degrees did exceed the inflation rate line. They came in at 7.6% for the master's and 22.2 % for the doctorate. Particularly for the doctorate, 2022 represented a significant growth in real income for advanced degree holders.

FIGURE 4

PERCENT INCREASE IN AVERAGE SALARY BY DEGREE LEVEL VS. U.S. INFLATION RATE, 2022



BONUSES FOR BACHELOR'S DEGREE GRADUATES ON THE RISE

While the average salary for bachelor's degree graduates did not quite reach the rate of inflation, 2022 saw an unusually high percentage of these graduates receive substantial guaranteed bonus compensation in addition to their base salaries.

The number of reported bonuses for the bachelor's degree graduates was 24.4% of the number of full-time salaries; this suggests that nearly one in four who received full-time employment was granted an average of $9,966 in addition to the $61,000 in base salary. This substantially improved the bachelor's degree graduate's real income when compared to the inflation rate.

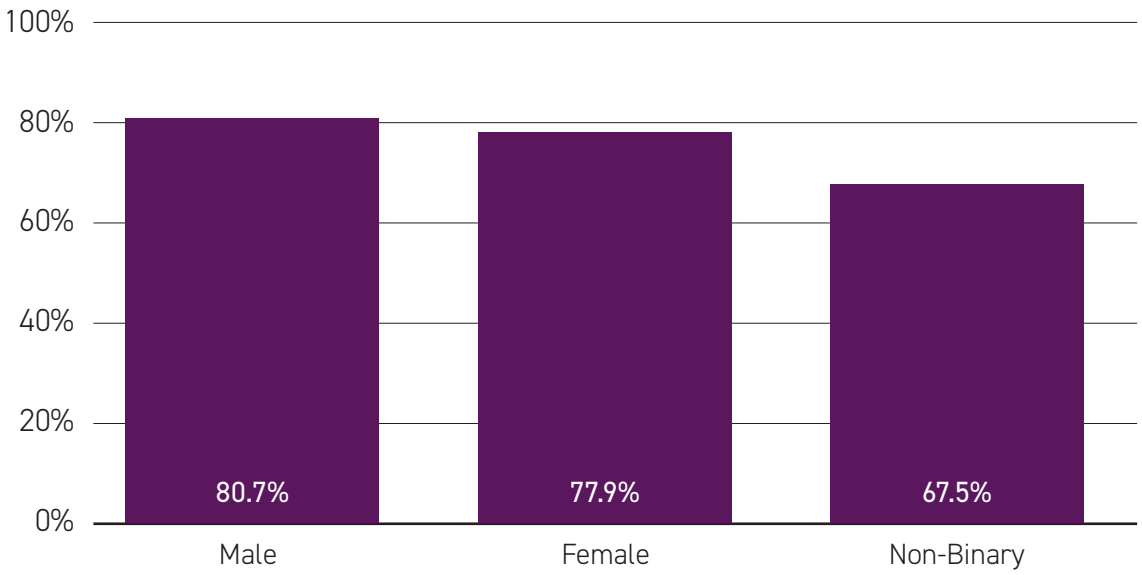
GENDER INEQUITY A FACTOR IN JOB OUTCOMES FOR BACHELOR'S DEGREE GRADUATES

Looking across outcomes for bachelor's degree graduates by gender shows that men simply do better in the job market than do women upon graduation, and they do so in multiple ways.

First, as Figure 5 shows, men have a greater probability of obtaining full-time employment after graduation than do women or nonbinary graduates. The percent of men who entered job market, as opposed to seeking continuing education or military or community service, was nearly 81%. By contrast only 78% of women and 68% of nonbinary graduates were similarly successful.

FIGURE 5

PROBABILITY OF FULL-TIME EMPLOYMENT BY GENDER, BACHELOR'S DEGREE GRADUATES



GENDER PAY GAP REMAINS FORM OF SYSTEMIC INEQUITY FOR BACHELOR'S DEGREE GRADUATES

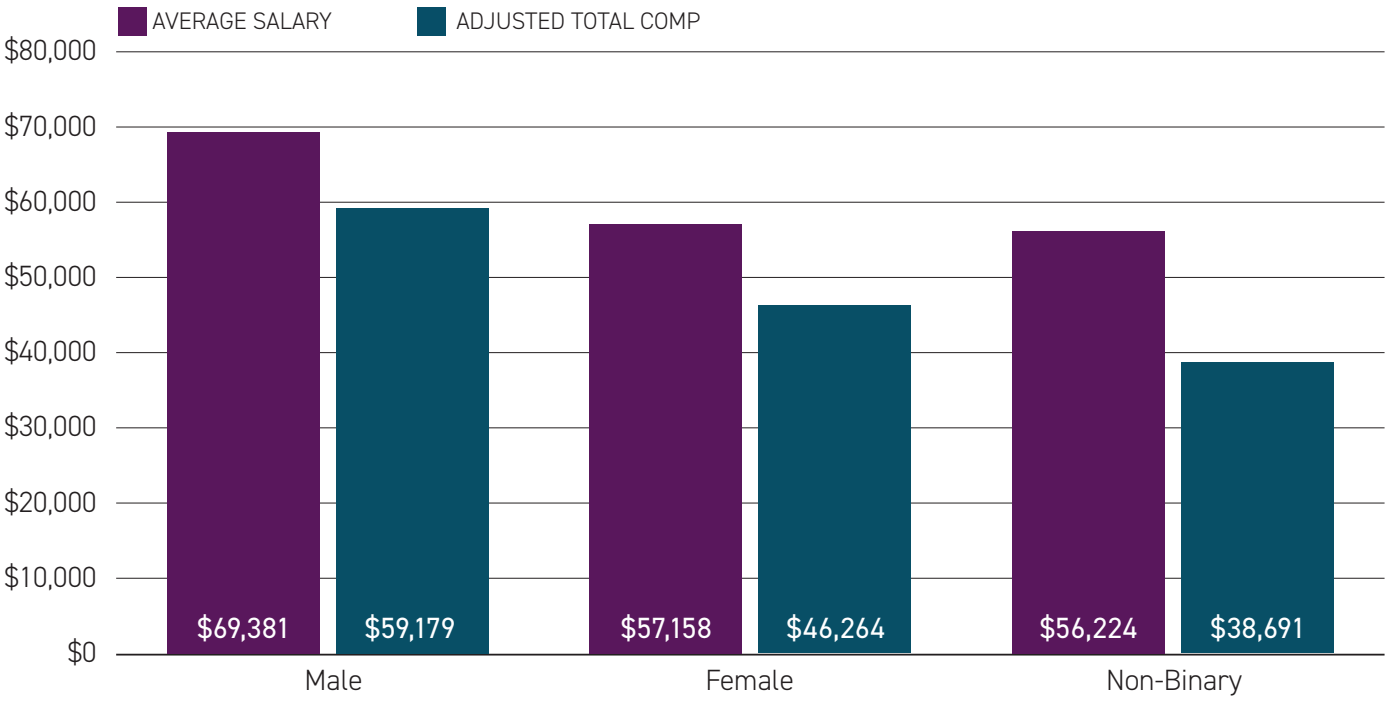
As with previous classes, the pay gap between men and women earning a bachelor's degree remains.

Figure 6 summarizes the differences when it comes to compensation.

First, the average salary for women ($57,000) continues to be well below that for men ($69,000). In fact, the ratio between men and women continues to be approximately the same as it was in the mid-2010s and in 2020. For 2022, the average salary for a female graduate was 82.4% that of a male graduate's average salary. The gap is even greater between men and nonbinary graduates (average salary for nonbinary was 81% of men); however, data for nonbinary graduates are limited—the number of nonbinary reported salaries was less than 1% of the total—and therefore should be considered with caution.

In addition to average salary, Figure 6 shows the comparison for average adjusted total compensation. As we have seen, men have an advantage over women not only in average salary but also in the probability of receiving full-time employment. Men also outpaced women in terms of the percent who received a guaranteed bonus (32% versus 24%) and in the average amount of that guaranteed bonus ($12,500 versus $9,270). Combining all these elements, the adjusted average total compensation for female graduates amounted to just 78.2% of male graduates. Nonbinary adjusted average total compensation was only 65.4% of male compensation.

FIGURE 6
COMPENSATION COMPARISONS BY GENDER, BACHELOR'S DEGREE GRADUATES



JOB OUTCOMES FOR BACHELOR'S DEGREE GRADUATES ACROSS DISCIPLINES VARY

NACE gathered enough data from reporting institutions to provide employment, continuing education, and service results by academic program for bachelor's degree graduates. NACE can report for 37 academic disciplines at bachelor's level and an additional 246 majors within those disciplines.

This report provides capsule summary data for only 31 academic disciplines; those disciplines with fewer than 500 graduates are excluded from the summary. The complete outcomes detail for all 283 disciplines and majors is available on the NACE website through the interactive dashboard (see https://naceweb.org/job-market/graduate-outcomes/first-destination/class-of-2022/interactive-dashboard).

Figure 7 displays the summary detail for the 31 academic disciplines.

In general, overall outcomes by discipline show that virtually every academic program displays considerable success in seeing its graduates achieve positive outcomes relatively quickly after graduation. This is completely consistent with the results of graduating classes since 2014.

Generally, the individual discipline outcomes rates will cluster around the average outcomes rate for the degree as a whole. For the Class of 2022, that was 85.8%. The range in the career outcomes rate went from 92.3% for engineering technology at the top to 72.6% for communication technology at the bottom.

The surprise here is the overall performance of the communications technology major. Generally, this major has one of the higher outcomes rate—an outcome in the high 80s would be the norm; on top of that, the labor market was strong, and unemployment rates were low. However, Class of 2022 communications technology graduates did not do particularly well in this labor market; this, coupled with the fact that, consistent with their peers in previous classes, these graduates did not move on to advanced education in significant numbers resulted one of the poorer outcomes rates recorded during the history of NACE's first-destination reports.

FIGURE 7
OUTCOMES BY BACHELOR'S DEGREE ACADEMIC PROGRAM

CIP CODE		OUTCOMES RATE	% EMPLOYED – FULL TIME	% CONTINUING EDUCATION	AVERAGE SALARY
1	Agriculture	92.2%	62.4%	24.9%	$46,488
3	Natural Resources	79.6%	55.7%	15.1%	$44,194
4	Architecture	86.1%	59.1%	22.7%	$54,610
5	Area & Ethnic Studies	83.7%	48.8%	25.4%	$48,975
9	Communications	83.6%	64.7%	10.6%	$47,065
10	Communications Tech	72.6%	54.2%	4.0%	$47,977
11	Computer Science	87.7%	70.6%	13.2%	$86,964
13	Education	84.2%	62.9%	15.7%	$41,573
14	Engineering	89.8%	68.6%	18.1%	$76,249
15	Engineering Tech	92.3%	82.1%	6.9%	$65,709
16	Languages	81.6%	42.6%	27.5%	$47,875
19	Family & Consumer Science	82.4%	47.4%	26.6%	$42,704
22	Legal Studies	75.3%	42.6%	23.7%	$49,818
23	English	78.6%	44.8%	23.0%	$43,678
24	Liberal Arts/General Studies	86.3%	56.4%	21.7%	$58,179
26	Biological Sciences	82.2%	39.8%	34.6%	$42,859
27	Mathematics	88.3%	52.1%	31.8%	$76,186
30	Multi-Discipline	82.9%	54.9%	20.9%	$56,588
31	Recreation	84.8%	42.2%	34.2%	$40,568
36	Leisure	79.4%	54.8%	11.5%	$38,654
38	Philosophy	83.9%	44.3%	29.5%	$49,262
40	Physical Sciences	84.8%	40.2%	38.4%	$56,479
42	Psychology	80.7%	40.6%	30.9%	$42,125
43	Security	78.5%	52.0%	15.7%	$49,105
44	Public Administration	88.1%	45.8%	35.4%	$48,112
45	Social Sciences	84.5%	54.0%	22.4%	$57,022
49	Transportation	85.4%	52.0%	20.5%	$59,927
50	Visual & Performing Arts	80.5%	54.0%	12.4%	$43,988
51	Health Professions	88.7%	59.5%	23.4%	$58,849
52	Business	89.8%	73.0%	11.8%	$61,970
54	History	82.0%	43.3%	27.5%	$46,663

Much of the overall balance in total outcomes can be explained by the different post-graduate orientations students have in different majors.

Students in career-oriented majors are focused on finding employment after graduation; in the arts and sciences, there is a much greater propensity to aim for a place in graduate and professional school. Thus, nearly 70 % of business, engineering, computer science, and other career-oriented majors are employed full time at the six-month mark, and less than 20% of these graduates are in continuing education.

By contrast, approximately 40% of physical science and biological science majors are employed full time, but about 35% of these majors have found a place in a graduate education program.

If one focuses exclusively on employment and salaries after graduation, there is indeed a good deal of difference across majors in terms of post-graduation "success." Figure 8 summarizes this difference by rank-ordering the disciplines in terms of their adjusted average salaries. This datapoint is the clearest expression of the combined outcomes of employment and salary.

The adjusted average salaries for the top three disciplines—computer science, engineering, and mathematics—all exceed $60,000. The bottom five—psychology, visual and performing arts, English, communications technology, and leisure—are all less than half that amount, falling below $30,000.

FIGURE 8
ACADEMIC DISCIPLINES RANK-ORDERED BY ADJUSTED AVERAGE SALARY, BACHELOR'S DEGREES

CIP CODE		ADJUSTED AVERAGE SALARY
11	Computer Science	$72,731
14	Engineering	$66,244
27	Mathematics	$61,913
15	Engineering Tech	$59,567
52	Business	$53,280
51	Health Professions	$49,059
24	Liberal Arts/General Studies	$45,803
49	Transportation	$44,931
45	Social Sciences	$43,710
4	Architecture	$43,681
30	Multi-Discipline	$42,856
40	Physical Sciences	$41,731
1	Agriculture	$40,617
44	Public Administration	$37,820
5	Area & Ethnic Studies	$36,028
38	Philosophy	$35,883
22	Legal Studies	$35,819
9	Communications	$35,230
43	Security	$34,226
13	Education	$32,356
16	Languages	$32,179
54	History	$32,038
26	Biological Sciences	$31,669
3	Natural Resources	$31,559
19	Family & Consumer Science	$30,831
31	Recreation	$30,171
42	Psychology	$29,068
50	Visual & Performing Arts	$28,749
23	English	$28,118
10	Communications Tech	$27,923
36	Leisure	$26,701

JOB OUTCOMES FOR MASTER'S DEGREE GRADUATES

For master's degree graduates, the available data allow for reporting outcomes on 33 academic disciplines with an additional 188 majors within those disciplines. (Please view the interactive dashboard on the NACE website; to access, https://naceweb.org/job-market/graduate-outcomes/first-destination/class-of-2022/interactive-dashboard).

Summary results for master's are displayed in Figure 9. As with the bachelor's, the summary table covers disciplines with sufficient data to provide stable results. In this instance, that means 28 of the 33 disciplines are summarized. Since the master's degree would generally be viewed as more of a terminal degree, the summary table covers elements directly focusing on the job market and success in that market.

Figure 9 falls in line with the job market results seen with the bachelor's degree. Business, engineering technology, computer science, and engineering lead the way in all three categories surveyed—percent employed full time, average salary, and adjusted average salary.

They are joined by multi-discipline majors for percent employed full time and mathematics masters' graduates for average salary and adjusted average salary.

Lagging at the bottom across the job market categories are the liberal arts disciplines of English, history, and languages.

Of interest: Note should be taken of the relatively low position occupied by the physical sciences in terms of full-time employment. The master's degree is generally a stepping off point for entrance into the job market. However, master's degree graduates in the physical sciences are just as likely to be going on for additional education as they are for getting a job immediately after getting their degree. So, their probability of getting a full-time position if they choose to enter the job market is considerably better than the percent of the class actually employed would suggest.

FIGURE 9
EMPLOYMENT OUTCOMES FOR MASTER'S DEGREE PROGRAMS

CIP CODE		% EMPLOYED – FULL TIME	AVERAGE SALARY	ADJUSTED AVERAGE SALARY
1	Agriculture	60.8%	$57,599	$47,748
3	Natural Resources	72.3%	$58,632	$48,404
4	Architecture	77.0%	$63,084	$54,500
5	Area & Ethnic Studies	66.8%	$61,347	$52,431
9	Communications	77.7%	$58,790	$49,745
11	Computer Science	82.2%	$105,894	$94,027
13	Education	79.2%	$52,884	$45,639
14	Engineering	79.4%	$98,036	$89,963
15	Engineering Tech	85.8%	$90,607	$83,970
16	Languages	43.7%	$60,163	$39,457
19	Family & Consumer Science	65.6%	$56,850	$44,203
22	Legal Studies	65.1%	$74,651	$58,357
23	English	61.2%	$53,317	$40,761
24	Liberal Arts/General Studies	76.8%	$72,675	$62,674
25	Library Science	78.1%	$54,048	$44,677
26	Biological Sciences	65.2%	$68,537	$58,257
27	Mathematics	70.3%	$83,444	$71,121
30	Multi-Discipline	80.9%	$71,940	$63,481
31	Recreation	69.8%	$48,716	$39,287
40	Physical Sciences	52.8%	$69,604	$58,461
42	Psychology	62.0%	$58,276	$47,373
43	Security	69.3%	$62,354	$50,961
44	Public Administration	77.0%	$59,542	$48,865
45	Social Sciences	62.5%	$65,059	$53,563
50	Visual & Performing Arts	61.7%	$55,812	$42,066
51	Health Professions	76.5%	$70,958	$59,083
52	Business	86.3%	$87,976	$81,159
54	History	51.1%	$53,137	$39,288

POSITIVE ROI FOR MASTER'S DEGREE GRADUATES

One final aspect of master's degree programs needs to be explored, i.e., how much does getting the master's improve a graduate's job prospects compared with staying with the bachelor's? To get at an answer, we compared the adjusted salaries for the master's with the adjusted salaries for the bachelor's.

Figure 10 displays the academic disciplines rank-ordered in terms of the percentage change in adjusted salary between the master's and the bachelor's. In examining the list, two observations come to mind.

One, the master's can greatly improve the job prospects of students in disciplines that do relatively poorly with a bachelor's. Students in the biological/biomedical sciences and psychology improve the most: The adjusted average salary for the biomedical sciences climbs by 84% and by 63% for psychology.

Two, all disciplines improve and rather significantly so. Even the smallest increase, experienced by mathematics, is dramatic, with a 15% jump in the adjusted average salary. The overall increase in adjusted salary across all disciplines is 39.4%. These data represent a strong argument for the value of pursuing an advanced degree.

FIGURE 10
DIFFERENCE IN ADJUSTED AVERAGE SALARY, MASTER'S VERSUS BACHELOR'S, BY ACADEMIC DISCIPLINE

CIP CODE		BACHELOR'S	MASTERS'	% DIFFERENCE
26	Biological Sciences	$31,669	$58,257	84.0%
42	Psychology	$29,068	$47,373	63.0%
22	Legal Studies	$35,819	$58,357	62.9%
3	Natural Resources	$31,559	$48,404	53.4%
52	Business	$53,280	$81,159	52.3%
43	Security	$34,226	$50,961	48.9%
30	Multi-Discipline	$42,856	$63,481	48.1%
50	Visual & Performing Arts	$28,749	$42,066	46.3%
5	Area & Ethnic Studies	$36,028	$52,431	45.5%
23	English	$28,118	$40,761	45.0%
19	Family & Consumer Science	$30,831	$44,203	43.4%
9	Communications	$35,230	$49,745	41.2%
13	Education	$32,356	$45,639	41.1%
15	Engineering Tech	$59,567	$83,970	41.0%
40	Physical Sciences	$41,731	$58,461	40.1%
24	Liberal Arts/General Studies	$45,803	$62,674	36.8%
14	Engineering	$66,244	$89,963	35.8%
31	Recreation	$30,171	$39,287	30.2%
11	Computer Science	$72,731	$94,027	29.3%
44	Public Administration	$37,820	$48,865	29.2%
4	Architecture	$43,681	$54,500	24.8%
54	History	$32,038	$39,288	22.6%
16	Languages	$32,179	$39,457	22.6%
45	Social Sciences	$43,710	$53,563	22.5%
51	Health Professions	$49,059	$59,083	20.4%
1	Agriculture	$40,617	$47,748	17.6%
27	Mathematics	$61,913	$71,121	14.9%

CONCLUSION

Overall, 2022 was a very good year to be a college graduate entering the job market.

Outcomes were improved across degree levels, bouncing back to pre-COVID levels. Outcomes rates were up, the percentage employed full time increased, the percentage employed full time in traditional job categories reached an all-time high for bachelor's degree graduates, and pay increased significantly at virtually every degree level, although inflation exceeded those increases at the bachelor's and associate degree levels.

If there is a disquieting note about the 2022 results, it is that the results continue to point to inequities, where there are sufficient data for analysis. At the bachelor's degree level, the data indicate that the gender gap, which NACE first reported on with the Class of 2020, did not improve with the Class 2022. In addition, when bonuses are factored in, there is some evidence that the gender pay gap grew.

Data for the Class of 2023 will be reported to NACE beginning in January 2024.

DIVE INTO THE DATA

Use the interactive dashboard to filter outcomes for bachelor's and master's degree graduates by academic discipline, region, public vs private status, and school size.

Data for bachelor's degree graduates can also be filtered by gender, race/ethnicity, and Carnegie Classification.

See https://naceweb.org/job-market/graduate-outcomes/first-destination/class-of-2022/interactive-dashboard

OVERALL OUTCOMES BY DEGREE LEVEL

OUTCOMES FOR BACHELOR'S DEGREE GRADUATES

FIGURE 11
CLASS OF 2022 BACHELOR DEGREE RESULTS

Total Graduates	594,346
Knowledge Rate	56.7%
Career Outcomes Percentage	85.7%
Percent Employed Overall	64.0%
Percent Employed Full-time	59.1%
Percent Employed Part-time	4.9%
Percent Standard Employment	59.6%
Percent Standard Employment Full-time	55.6%
Percent Standard Employment Part-time	4.0%
Percent Entrepreneur	0.9%
Percent Entrepreneur Full-time	0.8%
Percent Entrepreneur Part-time	0.1%
Percent Temp/Contract Employee	1.5%
Percent Temp/Contract Employee Full-time	1.2%
Percent Temp/Contract Employee Part-time	0.4%
Percent Freelance	0.6%
Percent Freelance Full-time	0.4%
Percent Freelance Part-time	0.2%
Percent Post-Grad Fellowship/Internship	1.4%
Percent Post-Grad Fellowship/Internship Full-time	1.1%
Percent Post-Grad Fellowship/Internship Part-time	0.3%
Percent Service	0.4%
Percent Military	0.8%
Percent Continuing Education	19.4%
Percent Seeking Outcome	14.1%
Percent Seeking Employment	11.1%
Percent Seeking Continuing Education	3.0%
Not Seeking	1.3%
Mean Starting Salary	$61,871
Median Starting Salary	$59,290
Mean Bonus	$9,966
Median Bonus	$6,536

OUTCOMES FOR MASTER'S DEGREE GRADUATES

FIGURE 12
CLASS OF 2022 MASTER'S DEGREE RESULTS

Total Graduates	187,415
Knowledge Rate	46.4%
Career Outcomes Percentage	90.2%
Percent Employed Overall	79.5%
Percent Employed Full-time	76.8%
Percent Employed Part-time	2.7%
Percent Standard Employment	74.5%
Percent Standard Employment Full-time	72.4%
Percent Standard Employment Part-time	2.1%
Percent Faculty	1.4%
Percent Entrepreneur	1.0%
Percent Entrepreneur Full-time	0.9%
Percent Entrepreneur Part-time	0.1%
Percent Temp/Contract Employee	1.3%
Percent Temp/Contract Employee Full-time	1.0%
Percent Temp/Contract Employee Part-time	0.2%
Percent Freelance	0.5%
Percent Freelance Full-time	0.3%
Percent Freelance Part-time	0.2%
Percent Post-Grad Fellowship/Internship	0.9%
Percent Post-Grad Fellowship/Internship Full-time	0.7%
Percent Post-Grad Fellowship/Internship Part-time	0.1%
Percent Service	0.2%
Percent Military	0.7%
Percent Continuing Education	8.7%
Still Seeking	9.7%
Percent Seeking Employment	9.0%
Percent Seeking Continuing Education	0.8%
Not Seeking	1.3%
Mean Starting Salary	$77,589
Median Starting Salary	$68,435
Mean Bonus	$16,695
Median Bonus	$11,711

OUTCOMES FOR DOCTORAL DEGREE GRADUATES

FIGURE 13
CLASS OF 2022 DOCTORAL DEGREE RESULTS

Total Graduates	30,637
Knowledge Rate	40.0%
Career Outcomes Percentage	92.3%
Percent Employed Overall	85.0%
Percent Employed Full-time	82.7%
Percent Employed Part-time	2.2%
Percent Standard Employment	66.6%
Percent Standard Employment Full-time	65.1%
Percent Standard Employment Part-time	1.5%
Percent Faculty	6.4%
Percent Entrepreneur	1.2%
Percent Entrepreneur Full-time	1.1%
Percent Entrepreneur Part-time	0.1%
Percent Temp/Contract Employee	1.7%
Percent Temp/Contract Employee Full-time	1.4%
Percent Temp/Contract Employee Part-time	0.3%
Percent Freelance	0.3%
Percent Freelance Full-time	0.1%
Percent Freelance Part-time	0.1%
Percent Post-Grad Fellowship/Internship	8.8%
Percent Post-Grad Fellowship/Internship Full-time	8.7%
Percent Post-Grad Fellowship/Internship Part-time	0.1%
Percent Service	0.1%
Percent Military	0.3%
Percent Continuing Education	4.5%
Still Seeking	7.5%
Percent Seeking Employment	7.1%
Percent Seeking Continuing Education	0.4%
Not Seeking	2.6%
Mean Starting Salary	$101,744
Median Starting Salary	$83,187
Mean Bonus	$21,211
Median Bonus	$11,863

OUTCOMES FOR ASSOCIATE DEGREE GRADUATES

FIGURE 14
CLASS OF 2022 ASSOCIATE DEGREE RESULTS

Total Graduates	16,118
Knowledge Rate	43.1%
Career Outcomes Percentage	92.2%
Percent Employed Overall	50.3%
Percent Employed Full-time	47.1%
Percent Employed Part-time	3.3%
Percent Standard Employment	49.0%
Percent Standard Employment Full-time	46.1%
Percent Standard Employment Part-time	2.9%
Percent Entrepreneur	0.4%
Percent Entrepreneur Full-time	0.4%
Percent Entrepreneur Part-time	0.0%
Percent Temp/Contract Employee	0.6%
Percent Temp/Contract Employee Full-time	0.4%
Percent Temp/Contract Employee Part-time	0.2%
Percent Freelance	0.2%
Percent Freelance Full-time	0.1%
Percent Freelance Part-time	0.1%
Percent Post-Grad Fellowship/Internship	0.1%
Percent Post-Grad Fellowship/Internship Full-time	0.1%
Percent Post-Grad Fellowship/Internship Part-time	0.0%
Percent Service	0.3%
Percent Military	2.8%
Percent Continuing Education	37.0%
Still Seeking	7.5%
Percent Seeking Employment	5.3%
Percent Seeking Continuing Education	2.2%
Not Seeking	2.1%
Mean Starting Salary	$47,903
Median Starting Salary	$43,299
Mean Bonus	$8,020
Median Bonus	$7,158

APPENDIX

ABOUT THE SURVEY

In 2012, the National Association of Colleges and Employers (NACE) issued a position statement on the importance of first-destination/post-graduate surveys. The statement, which was developed by the NACE Advocacy Committee and endorsed by the NACE Board of Directors, called on all higher education institutions to "assess the career and employment outcomes for their graduates through a first-destination/post-graduation survey." In issuing this position statement, NACE was acknowledging the need for transparency in post-graduation outcomes for consumers who were making a high-dollar investment in education and the relationship between institutional outcome assessments and the improvement of higher education organizational performance.

The 2012 position statement called for colleges and universities to collect and report on a comprehensive set of outcomes—not only employment outcomes, but also continuing education and public and private service results. Implicit in this call for transparency in outcomes reporting was the need for commonly applied definitions detailing results; commonly applied methods for data collection; and a uniform time frame for collecting and reporting data so that university officials, consumers, and public policy analysts could assess the results with the understanding that the results were consistent and comparable.

To achieve the highest level of uniformity in assessing these outcomes data, a task force of experienced career services officials was appointed in 2013 to develop a series of standards and protocols to guide university staff in collecting and reporting first destination outcomes. The task force worked for a year and one-half developing these standards, which were finally published in January 2014. These initial standards were intended to assess outcomes for students graduating with either an associate or bachelor's degree immediately after their undergraduate experience. In June 2015, another set of standards, consistent with the first, were developed by a second NACE task force to cover graduates with advanced (master's and doctoral) degrees.

The standards and the results they produce are not intended to document the long-term career prospects of graduates, and the results published by the schools themselves or reported here should not be interpreted in that way. Rather, the focus is on the initial outcomes for graduates immediately after they receive their degrees. While this is certainly not a definitive return on investment from the time and money spent in earning the degree, it does tell us something about the transition from one educational status to another or from educational status to work force participant, and how quickly that transition is achieved.

Data Collection and Reporting for the Class of 2022

Data collection on outcomes took place from the date of graduation until six months after the end of the class year, which ends June 30. Schools had until December 30, 2022, to collect data from their 2022 graduates. This means that all results reported in this study are as of December 30, 2022. Participating institutions reported their data to NACE from January through May 2023.

Overall, 344 schools provided information about their 2022 graduates in four degree levels:

- 314 schools reported outcomes for the bachelor's degree;
- 181 schools provided information for those completing a master's degree program;
- 111 schools reported results for doctoral degree recipients; and
- 57 schools provided outcomes for their associate degree completers.

In total, the graduating classes of these reporting institutions represent approximately 829,000 graduates—594,000 at the bachelor's degree level; 187,000 at the master's level; 31,000 earning a doctoral degree; and 16,000 at the associate degree level.

This translates into results for:

- 29.9% of all bachelor's degree graduates;
- 21.4% of all master's degree graduates;
- 15.2% of all doctoral degree graduates; and
- 1.7% of all associate degree graduates.

To our knowledge, this represents the most comprehensive view of graduate outcomes currently available for the Class of 2021.

METHODOLOGY

Data for this report came directly from the participating institutions. The primary data collection was handled by individual schools following the procedures outlined in the NACE Standards and Protocols for Undergraduate First Destination Surveys and the NACE Standards and Protocols for the Collection and Dissemination of Graduating Student Initial Career Outcome Information for Advanced Degree Candidates. The key components participating schools followed for developing the data were as follows.

Timeline

Data collection on outcomes was to take place from the date of graduation until six months after the end of the class year. The NACE standards follow the Integrated Postsecondary Education Data System (IPEDS) standard in defining the class year of 2022 as extending from July 1, 2021, until June 30, 2022. This resulted in a deadline of December 30, 2022, for completing data collection. All results reported in this study are as of December 30, 2022.

This was the key criterion for reporting results to NACE in order to ensure comparability in the results. We also understood that meeting this criterion would be difficult in that a number of institutions would need to alter procedures of long standing, particularly if there are multiple offices involved in developing and analyzing information. However, we hope that schools will recognize the utility of the benchmarking outcomes information presented here and adjust their procedures in the coming years to meet the time frame required by the NACE standards.

Sources

Students responding to outcomes surveys prepared by career services offices were the primary source of information for this report. However, the standards also allow for developing information from a variety of alternative sources. For example, students will very frequently update their profile on their LinkedIn page to reflect their new position once they become employed. Mining this information is tantamount to a student marking "employed" on an outcomes survey. Additionally, professors on campus, employer representatives who visit campus, and others may provide either new information about student landing spots or verification of a student's status that is gleaned from one of the alternative information sources or even the student's own response to the outcomes survey.

Using multiple sources of information for individual student outcomes has two principal advantages:

1) It expands the scope of information the college or university has on the outcomes of its graduating class. Direct responses from students to survey instruments delivered well after graduation are notoriously difficult to extract, resulting in very limited information. Expanding sourcing to include other legitimate sources knowledgeable of a student's situation significantly increases the institution's overall understanding of where its graduates have landed after receiving their degrees.

2) Alternative sources of information provide enhanced verification for student outcomes. Relying on the student alone, while it is the most direct source of information, provides only one essentially unverified data point for the outcome. Having information from an employer, a student's input on LinkedIn, or a professor on campus familiar with the student that is consistent with either the student's survey response or consistent among themselves provides a degree of confirmation that increases the level of confidence that the outcomes information are accurate.

POSSIBLE OUTCOMES

The NACE first-destination standards call for a comprehensive assessment of graduate outcomes. In addition to detailing traditional employment, e.g., a graduate works for an employer with relatively steady work hours, a defined wage/salary, and a presumption of benefits such as medical insurance, the standards call for recognizing other employment situations. These additional employment categories included the following.

- **Entrepreneurs:** These are graduates who have started their own businesses (store, manufacturer, and so forth). They have multiple customers/clients and may employ other individuals in their operations.

- **Contract/temporary workers:** These graduates essentially work for one client but are working on a specific project, after which the graduate is not likely to be employed by that client.

- **Freelancers:** These are graduates who develop their own project, complete it, and sell it to a client; freelance activities are traditionally associated with artists, journalists, authors, and so forth.

- **Post-graduate fellowships and internships:** These are graduates who are performing a function, such as research or teaching, that is supported by a stipend provided by a university or an outside agency, such as the Fulbright programs sponsored by the U.S. State Department, or who are engaged in an experiential learning activity with any type of employer. These activities are for a limited period of time and do not contain the promise of continued employment after the fellowship or internship period expires.

For advanced degree graduates, two additional categories were included: faculty positions that are either tenure tracked or non-tenure tracked.

- In a **non-tenure track position,** a graduate is employed by an institution of higher learning to teach a set number of courses for a specified period of time—typically a semester appointment or a year-long contract.

- **Tenure track positions** are teaching assignments where the graduate is contracted to be at the institution for a more extended period of time, e.g., for three years. At the end of the contracted period or sometime during the period, the graduate is promised to come under consideration for a "permanent" appointment.

Full-time employment is defined by the first-destination standards as being employed for 30 hours per week or more on a regular basis. All but the faculty appointments are employment categories, that could be designated as either full time or part time.

In addition to these employment categories, there were three other areas defined as positive outcomes for graduates. These were service, the military, and continuing education.

- **Service** is defined as being employed with an agency that is providing assistance to groups or individuals in the public interest. Examples are employment with AmeriCorps/VISTA, the Peace Corps, and Teach for America. This employment is generally for a limited duration and is assumed to be full time but paid at limited levels not on par with traditional employment categories.

- **Military** is employment with a branch of the United States Armed Forces. It is assumed that this employment is regular, full-time duty and is not simply as part of a reserve unit.

- **Continuing education** refers to students who are actively engaged in pursuing another degree completion or certificate that may be required for their profession, e.g., a certified public accountant.

Taken together, the preceding categories—the employment categories along with service, military, and continuing education—represent the total number of students who have achieved an outcome as of six months after the end of the class year.

Finally, there are two additional outcomes for graduates—still seeking and not seeking.

- **Still seeking:** These are graduates who the institution knows have not landed in any of the proceeding categories but are still pursuing a landing. They may be principally interested in obtaining employment (still seeking employment) or the primary goal may be to be admitted to a graduate or professional program (still seeking continuing education).

- **Not seeking:** These are graduates who the institution knows have decided not to pursue any landing (employment, service, the military, or continuing education) in this period after graduation.

For each graduate there is to be one and only one primary destination category designation. Many schools have traditionally allowed students to respond to their outcomes surveys with multiple outcome designations, such as employed but still seeking. The NACE first-destination standards do not allow for such a designation. Many individuals in the workforce (not just recent graduates) are employed in positions from which they wish to advance and are, hence, seeking employment. However, in designating their current situation, they are employed and are treated as such without adding that they are open to an alternative opportunity.

COMPENSATION CALCULATIONS

The standards call for collecting starting salary and guaranteed bonus information for graduates who are employed on a full-time basis. Not all reporting institutions were able to provide these compensation data; however, just over 86% of the bachelor's degree responding institutions did supply some form of compensation information.

Schools that did report data provided average and median starting salary information and average and median bonus data. Along with the salary and bonus information, a responding institution was also required to provide the number of salaries and bonuses that constituted their compensation information. NACE then calculated overall salary and bonus information for the class and subgroups within the class by weighting the individual institutional averages and medians by the number of salaries or bonuses represented by an individual institution's data. In total, the salary numbers reported to NACE represented the base compensation for 48% of the graduates identified as having full-time employment.

SUMMARY CALCULATIONS

After the detailed data were transmitted to NACE a number of summary calculations were developed from the data.

Knowledge Rate: This is the percentage of the graduating class for whom an outcomes destination is known. It includes the sum of all the employment categories, plus service and military, plus continuing education, plus the number of students still seeking an outcome or not seeking an outcome. It excludes those students for whom no information is available. Mathematically, the knowledge rate can be expressed as:

(# employed + # service + # military + # continuing education + # still seeking employment & continuing education + # not seeking)/ total graduates)

Career Outcomes Rate: This is the number of graduates who have landed in any of the employment categories, plus service and military, plus continuing education divided by the number of students for whom an outcome is known. It excludes those graduates identified as not seeking an outcome. Expressed mathematically the career outcomes rate is:

(# employed + # service + # military + # continuing education)/(# employed + # service + # military + # continuing education + # still seeking employment & continuing education)

Additional rates, such as the percent of graduates in standard full-time employment, were created by taking the number of graduates in a specific category and then dividing by the number of known graduates as identified in the knowledge rate above.

To present the overall outcomes for the Class of 2022, NACE summed the data from the individual reporting institutions to compile overall numbers for the graduating base, number of known students, number employed in each individual category, number in continuing education, number still seeking employment, and so forth. These overall numbers were then used to calculate percentages for the knowledge rate, career outcomes rate, percent in continuing education, and so on for the Class of 2022 as a whole by degree level. The numbers reported in the Overall Outcomes by Degree Level section represent the aggregated results from the reporting institutions rather than the average of the individual reporting schools.

FIRST-DESTINATION GROUPINGS: DEFINITIONS

To allow for some degree of benchmarking, overall institution level results were divided along a number of different dimensions/ groups. These groupings included geographic location, school types, institutional control (public vs. private), and the size of the institution as defined by its number of students. The following are the grouping definitions used in this report.

Region: Data were divided into eight geographic regions consistent with the geographic distribution of colleges and universities in the IPEDS database.

- **New England** (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut)
- **Mid-Atlantic** (New York, New Jersey, Pennsylvania, Delaware, Maryland, and the District of Columbia)
- **Southeast** (Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Tennessee, Kentucky, Arkansas, and Louisiana)

- **Great Lakes** (Ohio, Indiana, Illinois, Michigan, and Wisconsin)
- **Plains** (Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas)
- **Southwest** (Oklahoma, Texas, New Mexico, and Arizona)
- **Rockies** (Colorado, Wyoming, Montana, Idaho, and Utah)
- **Far West** (Nevada, California, Oregon, Washington, Alaska, and Hawaii)

Carnegie Classification (Basic): Schools were grouped by type of degree offered. The groupings are from the basic classification scheme used by the Carnegie Commission on Higher Education, based on 2019-20 enrollments (most current available). This study reports on nine separate classifications representing the current categories for most four-year institutions as defined by the Carnegie Commission. These are:

- **Doctoral Research – R1 – Very high research:** These are institutions that awarded at least 20 research/scholarship doctorates and reported at least $5 million in research expenditures during the update year, and scored very high on either an aggregate or per capita index related to doctoral degrees awarded and spending on research activities.
- **Doctoral Research – R2 – High research:** These are institutions that awarded at least 20 research/scholarship doctorates and reported at least $5 million in research expenditures during the update year, and scored high on one of the aggregate and per capita indexes related to doctoral degrees awarded and spending on research activities, but not very high on either of the indexes.
- **Doctoral/Professional Universities:** These are institutions that awarded fewer than 20 research/scholarship doctoral degrees during the update year and awarded at least 30 professional practice doctoral degrees in at least two programs.
- **Masters – M1 – Large:** These are institutions that awarded at least 200 master's degrees in the update year.
- **Masters – M2 – Medium:** These are institutions that awarded between 100 and 199 master's degrees in the update year.
- **Masters – M3 – Small:** These are institutions that awarded between 50 and 99 master's degrees in the update year.
- **Baccalaureate Arts and Sciences:** These are institutions where bachelor's degrees represent at least 50% of all degrees but where fewer than 50 master's degrees or 20 doctoral degrees were awarded during the update year, and where at least half of the bachelor's degrees awarded were in majors classified as in arts and sciences.
- **Baccalaureate Diverse:** These are institutions where bachelor's degrees represent at least 50% of all degrees but where fewer than 50 master's degrees or 20 doctoral degrees were awarded during the update year, and where less than half of the bachelor's degrees awarded were in majors classified as in arts and sciences.
- **Special Focus:** These are institutions where the degrees are concentrated in a single field or a set of related fields, e.g., business, engineering, arts.

Institutional Control: Institutions are either publicly controlled or privately controlled. This means that the institution's direction set by its trustees is ultimately determined by a governmental entity (public control) or by an internal structure (private control). While private control can be further subdivided between institutions that have a for-profit objective and those that have not-for-profit status, this report does not make that distinction.

Size: This report uses five size categories, based on undergraduate enrollment reported in IPEDS for the 2022 academic year.

- **Very small:** Total enrollment is less than 2,000.
- **Small:** Total enrollment is greater than or equal to 2,000 but less than or equal to 4,999.
- **Medium:** Total enrollment is greater than or equal to 5,000 but less than or equal to 9,999.
- **Large:** Total enrollment is greater than or equal to 10,000 but less than or equal to 19,999.
- **Very large:** Total enrollment is greater than or equal to 20,000.

Academic Disciplines/Majors: Beyond categorizing outcomes information for the institution as a whole, the standards call for reporting the results by academic program. In submitting their outcomes to NACE, participating schools were asked to provide detail, including the compensation results by academic program. Respondents were free to list these programs by the titles used on their campuses. However, in order to make the data as comparable as possible across schools, NACE staff reclassified the program titles to conform with the classification of instructional programs (CIP) used in the IPEDS database.

The CIP system organizes academic programs into a tree structure where a general discipline forms the trunk and academic majors are identified into two defined branches: the first being a more generic class of programs under the discipline; the second, the more specific title. For example, business is classed as a broad discipline (the trunk) encompassing a group of relatively broad majors, such as business administration and management (the more generic class of programs). Very specific programs (the more specific title) appear under that broad major; for example, logistics/ supply chain appears under the heading of business administration and management.

Details for each program are available through the Class of 2022 Interactive Dashboard.

REPORTING INSTITUTIONS

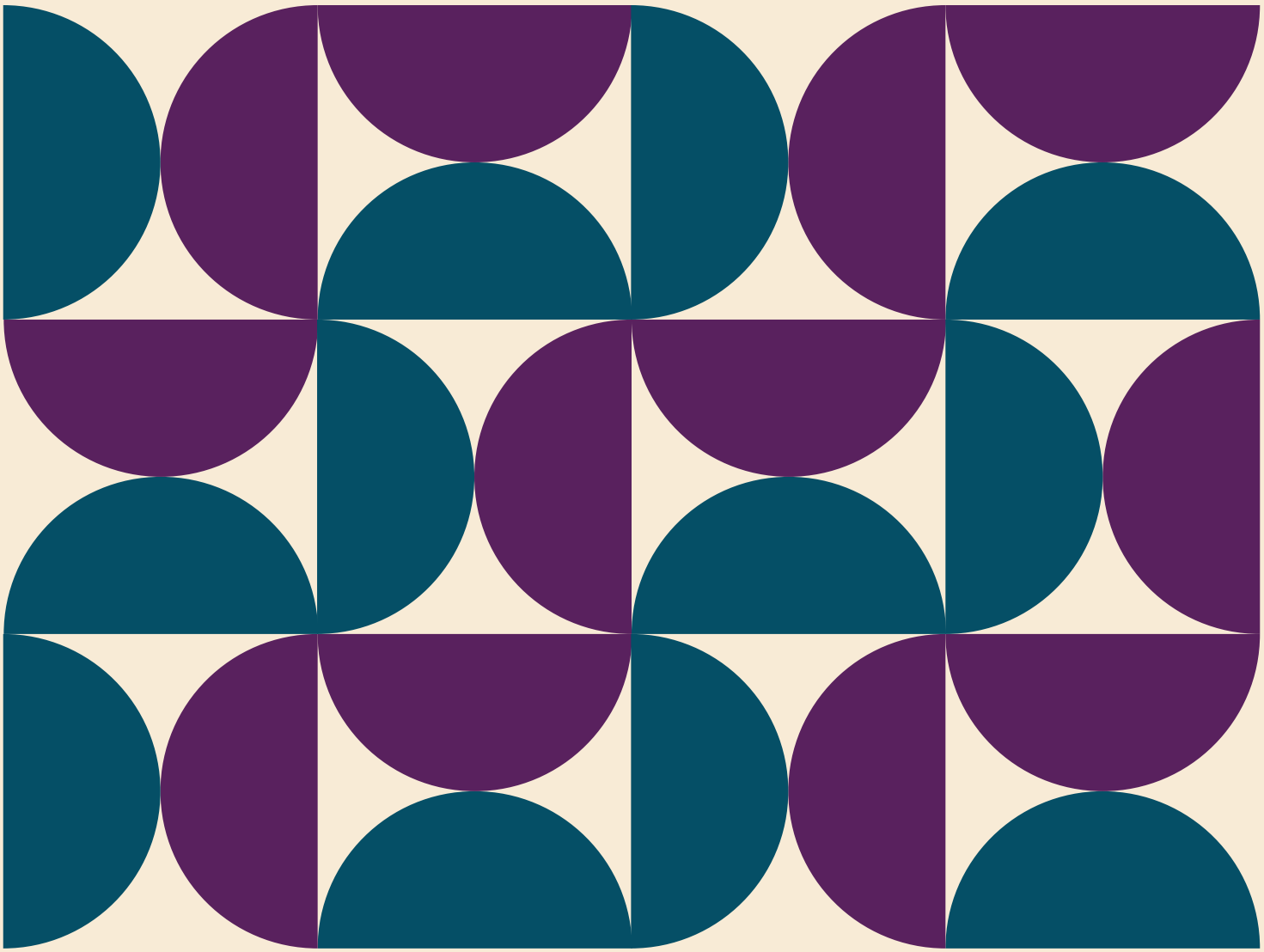
Adelphi University
Agnes Scott College
Albertus Magnus College
Albion College
Albright College
Alfred University
American University
American University Kogod School of Business
Anderson University - South Carolina
Aquinas College
Arizona State University
Assumption University
Auburn University
Augsburg University
Augustana College
Aurora University
Azusa Pacific University
Babson-College
Ball State University
Baruch College
Bates College
Baylor University
Belmont University
Binghamton University - SUNY
Bob Jones University
Boston University
Brandeis University
Bridgewater College
Bryant University
Butler University
California Polytechnic State University - San Luis Obispo
California State University - Stanislaus
California State University-Fullerton - College of Business & Economics, Bache-lors
Calvin University
Cameron University
Capital University
Carnegie Mellon University
Cedar Crest College
Cedarville University
Central Michigan University
Centre College
Champlain College
Chapman University
Claremont McKenna College
Cleveland State University
Coe College
College of Our Lady of the Elms- Elms College
College of the Holy Cross
Colorado School of Mines
Colorado State University -Fort Collins
Columbia University - Undergraduates-Bachelors
Columbia University -Engineering-Masters
Concordia College
Creighton University
CUNY Queens College
Curry College
Davenport University
Davidson College
Denison University
DeSales University
Doane University
Dominican University
Dordt University
Drew University
Eastern Illinois University

Eastern Washington University
Elmira College
Embry-Riddle Aeronautical University - Daytona Beach
Embry-Riddle Aeronautical University - Prescott
Embry-Riddle Aeronautical University - Worldwide
Endicott College
Florida State University
Fontbonne University
George Mason University
George Washington University
Georgetown University - Bachelor's
Georgetown University - Masters
Georgia Gwinnett College
Georgia Institute of Technology
Golden Gate University
Gonzaga University
Governors State University
Grand View University
Hanover College
Hartwick College
Hastings College
High Point University
Hofstra University
Illinois State University
Illinois Wesleyan University
Indiana Institute of Technology
Indiana State University
Indiana University - Bloomington
Indiana University - East
Indiana University - Kokomo
Indiana University - Northwest
Indiana University - South Bend
Indiana University - Southeast
Indiana University-Purdue University Indianapolis
Iona University
Ithaca College
Jacksonville State University
John Brown University
Kalamazoo College
Kansas State University
Kennesaw State University
Kent State University
Kutztown University
Lafayette College
Lake Forest College
Lakeland University
Le Moyne College
Lehigh Carbon Community College
Lipscomb University
Long Island University
Loyola University Chicago
Loyola University New Orleans
Luther College
Madonna University
Marian University of Indianapolis
Marietta College
Marquette University
Marshall University
Maryville College
Massachusetts Institute of Technology
Massachusetts Maritime Academy
Mercer University
Mercy College
Messiah University
Miami University-Master's and Doctoral Data
Miami University-Oxford Bachelor's Data
Miami University-Regional Bachelor's Data
Midland University
Milwaukee School of Engineering
Mississippi State University

Missouri State University
Montana Technological University
Montclair State University
Morgan State University
Mount Holyoke College
Mount St. Mary's University
Muhlenberg College
Nazareth College
New Jersey Institute of Technology
New York University
North Dakota State University-Main Campus
Northeastern University
Northern Illinois University
Northern Virginia Community College
Northwestern College - Iowa
Northwestern College Online +Grad programs (Iowa)
Oglethorpe University
Ohio Dominican University
Ohio Northern University
Ohio State University-Main Campus
Ohio Wesleyan University
Oklahoma State University
Olivet Nazarene University
Oregon State University
Ouachita Baptist University
Pace University
Pacific Lutheran University
Palm Beach Atlantic University
Pennsylvania College of Technology
Pennsylvania State University
Pennsylvania Western University - California
PennWest University at Clarion
Pitzer College
Princeton University
Principia College
Purchase College, SUNY
Purdue University
Purdue University - Northwest
Purdue University Fort Wayne
Purdue University Global
Radford University
Ramapo College of New Jersey
Rensselaer Polytechnic Institute
Rice University
Roanoke College
Robert Morris University
Rochester Institute of Technology
Rochester University
Rollins College
Rose-Hulman Institute of Technology
Russell Sage College
Rutgers University - Camden
Rutgers University -New Brunswick
Saint Joseph's University
Saint Michael's College
Saint Norbert College
San Jose State University
SANS Technology Institute
School of the Art Institute of Chicago
Schreiner University
Scripps College
Seattle Pacific University
Seattle University
Seton Hill University
Simmons University
Simpson College
Smith College
Snow College
South Dakota School of Mines and Technology
Southern Illinois University - Carbondale

Southern Methodist University
Southern Methodist University Cox School of Business
Spelman College
Spring Hill College
Springfield College
St Lawrence University
St Olaf College
St. Catherine University
St. John Fisher University
St. Mary's College of Maryland
St. Thomas Aquinas College
Stark State College
Stetson University
Stevens Institute of Technology
Stockton University
Stonehill College
SUNY Geneseo
Susquehanna University
Syracuse University
Tennessee State University
Texas A&M University - Kingsville
Texas Christian University
Texas Wesleyan University
The Catholic University of America
The King's College
The University of Alabama
The University of Tennessee - Knoxville
The University of Tennessee-Martin
The University of Texas at San Antonio
The University of Texas at Tyler
The University of Texas Permian Basin
The University of the South
Thomas Jefferson University
Touro University
Trine University
Trinity Christian College
Trinity University
Troy University
Tufts University
Universidad del Sagrado Corazon
University of Alabama at Birmingham
University of Arizona
University of Arkansas - Fayetteville
University of Arkansas - Fort Smith
University of California - Berkeley
University of California - Riverside
University of California - Santa Barbara
University of California - Santa Cruz
University of Central Missouri
University of Dallas
University of Dayton
University of Denver
University of Detroit Mercy
University of Evansville
University of Houston - CT Bauer College of Business
University of Idaho
University of Illinois Springfield
University of Illinois Urbana-Champaign
University of Iowa
University of Kentucky
University of La Verne
University of Lynchburg
University of Maine
University of Maine at Augusta
University of Maine at Farmington
University of Maine at Machias
University of Maine Fort Kent
University of Maine Presque Isle
University of Massachusetts Dartmouth
University of Miami

University of Missouri - Columbia
University of Missouri-St Louis
University of Nebraska - Lincoln
University of Nevada - Reno
University of Nevada-Las Vegas
University of New Hampshire
University of North Carolina at Asheville
University of North Carolina at Chapel Hill
University of North Carolina at Greensboro
University of North Georgia
University of Oklahoma-Norman Campus
University of Oregon
University of Pennsylvania
University of Pittsburgh
University of Pittsburgh - Graduate School of Public Health
University of Portland
University of Richmond
University of Rochester
University of Saint Francis - Fort Wayne
University of San Diego
University of South Carolina - Columbia
University of Southern California
University of Southern Maine
University of Southern Mississippi
University of Texas at Austin
University of the Ozarks
University of Tulsa
University of Virginia
University of Washington - Seattle
University of Washington - Tacoma
University of West Alabama
University of West Georgia
University of Wisconsin - Eau Claire
University of Wisconsin - Platteville
University of Wisconsin - River Falls
University of Wisconsin - Stout
University of Wisconsin Oshkosh
University of Wyoming
Upper Iowa University
Ursinus College
Utah State University
Valley City State University
Vanderbilt University
Virginia Commonwealth University
Wake Technical Community College
Washburn University
Washington State University
Wayne State University
Wellesley College
Wesleyan College
West Texas A & M University
West Virginia University
West Virginia Wesleyan College
Western Colorado University
Western Connecticut State University
Western Michigan University
Westminster College - Utah
Westmont College
Whitworth University
Widener University
William & Mary
William Paterson University
Wisconsin Lutheran College
Wittenberg University
Worcester Polytechnic Institute
Wright State University
Xavier University
Yale University
York College of Pennsylvania



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