

Graduate Follow-up Study:
Baccalaureate Class of 2012,
First Year Outcomes

September 2014

EXECUTIVE SUMMARY

Students, parents, educators, and policy-makers need information related to what bachelor's degree earners do in the year after they complete college. This report, the Graduate Follow-up Study: Baccalaureate Class of 2012 was written to provide this information. Of the 56,161 graduates in the Class of 2012, this study found 48,098, or 86%, through state and national databases. The study was guided by four questions.

Question 1: Do graduates get jobs in Florida?

The answer to this question is yes. Graduates accounted for 32,155 workers – or 67% of all graduates we could track. The academic discipline with the largest **number** of graduates working either full or part-time was Business and Marketing. Among all academic disciplines, however, the **percentage** of graduates employed full-time was highest in Education at 65%.

Of those who were only working (and not also enrolled in further education at the same time), 66% were working full-time and 34% were working part-time.

Question 2: Are graduates pursuing further education?

The answer to this question is yes. Of the graduates we could track, 4,507 students – or 9% – pursued further education. The academic discipline with both the largest **number** and **percentage** of graduates enrolled in further education was Biological Sciences.

Question 3: To what extent are graduates enrolled in further education while working?

The answer to this question is “more than one may think.” Almost a quarter, or 24% (11,436), of graduates both worked and enrolled in further education. In addition, 32,155 graduates were solely working after graduation and 4,507 graduates were solely pursuing further education. The academic discipline with the largest **number** of graduates enrolled in further education while also working was Business and Marketing. Among all academic disciplines, the **percentage** of graduates enrolled in further education while working was highest in Public Administration at 43%.

Question 4: What are the starting salaries of graduates working in Florida?

The median wage for graduates of the Baccalaureate Class of 2012 who were working full-time in Florida one year after college was \$34,000. Median wages for full-time workers in Florida varied by academic discipline, from a low of \$25,000 for Philosophy and Religious Studies to a high of \$49,000 in Engineering.

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INTRODUCTION

This report presents the results of the Graduate Follow-up Study: Baccalaureate Class of 2012. The results of the study provide additional information to complement existing reports of the Board of Governors to meet the goals and objectives of its Strategic Plan.

This report was written to understand the post-college outcomes of the Class of 2012 one year after graduation, as graduates transitioned into jobs or as they pursued further education. To this end, this study was designed to answer four guiding questions: 1) Do graduates get jobs in Florida? 2) Are graduates pursuing further education? 3) To what extent are graduates enrolled in further education while working? and 4) What are the starting salaries of graduates working in Florida? The answers to these questions provide critical information to students, parents, educators and policy-makers about the experiences of graduates after they complete baccalaureate degrees.

The Class of 2012

During the 2011-2012 academic year, 56,161 students earned a bachelor's degree from the 11 institutions that made up the State University System of Florida. To understand the post-college outcomes of these students, the study relied on matching individual-level data from the State University Data System (SUDS) with enrollment data from the National Student Clearinghouse (NSC) and workforce data from the Florida Education and Training Placement Information Program (FETPIP).

The data matching process identified the post-college outcomes of 48,098 graduates, or 86% of the Baccalaureate Class of 2012; data for 8,063 graduates were not available. This report does not represent the experiences of graduates for whom post-graduation activities are unknown. Rather, it depicts those outcomes that are known as a result of the data matching process; missing data should not be interpreted as indicating a graduate was unemployed or not enrolled.¹

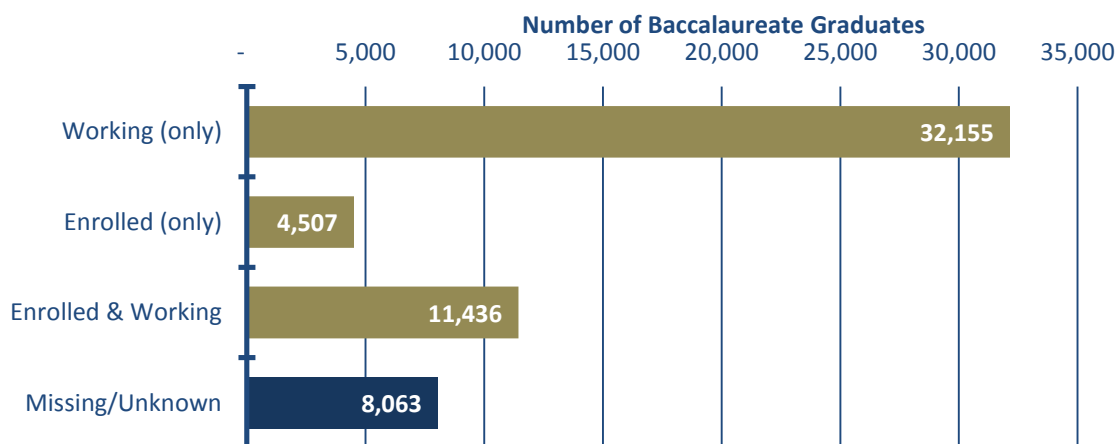
A match rate of 86%, combined with the number of graduates, allows for certain analyses of the data while limiting other analyses in order to maintain data privacy protections. To protect data and provide a clear presentation of information for consumers, graduate outcomes by academic discipline are provided at the System level with a 2-digit Classification of Instructional Program (CIP) code rather than at the institutional level with a more detailed 6-digit CIP code. In some instances, data are also provided by gender.

¹Academic and Student Affairs. (forthcoming). *Post-graduation data: Overview of methodology and procedures*. Tallahassee, FL: State University System of Florida, Board of Governors.

Post-Baccalaureate Outcomes

Three mutually exclusive outcomes – 1) working only, 2) enrolled in further education only and 3) enrolled in further education while working – for college graduates are illustrated in Figure 1 along with the relative size of each group.

Figure 1. Outcomes One Year After Baccalaureate Graduation, Class of 2012



Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System. N=48,098.

Notes: The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Graduates enrolled in further education within one year are counted if they enrolled within 14 months, or 426 days, after graduation.

The first outcome identified was graduates working in Florida a year after graduation. This group was further refined to include those who make at least a full-time wage, also referred to as a full-time worker, defined as \$15,954 or more per year and those who make less than a full time wage (i.e. part-time worker).

The second identified outcome was graduates only enrolled in further education within one year after graduation. Unlike for working graduates, available data allowed for the tracking of graduates enrolled in institutions in Florida as well as in other states.

The third outcome included students who were simultaneously enrolled while working.² The data did not allow us to differentiate the amount of time graduates devoted to work versus further study.

Together, the post-college paths of these three groups provide a picture of the 48,098 graduates from the State University System of Florida.

² Because we do not have earnings/employment data for students outside of Florida, it is likely the case that fewer students were enrolled (only), because some graduates work while attending out-of-state colleges. For example, if a graduate enrolled at the University of Virginia and was also working, the data available for analysis would only indicate the graduate was enrolled and not that they were working as well.

DO GRADUATES GET JOBS IN FLORIDA?

The answer to this question is yes. Graduates comprising the Baccalaureate Class of 2012 were primarily engaged in work one year after graduating. Graduates accounted for 32,155 workers, with 66% working full-time and 34% working part-time.³

Academic discipline had an effect on post-college outcomes, especially whether graduates seemed to find work within the first year after graduating. The three academic disciplines with the largest number of graduates working full-time were Business and Marketing, Education, and Health Professions (Table 1). The three academic disciplines with the largest number of graduates working part-time were Business and Marketing, Social Sciences, and Psychology.

Table 1. Number of Baccalaureate Graduates Working in Florida, by Full-time/Part-time Status, Gender and Academic Discipline

Academic Discipline	Full-time			Part-time			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Business & Marketing	2,836	2,786	5,622	1,003	1,061	2,064	3,839	3,847	7,686
Education	1,966	324	2,290	412	95	507	2,378	419	2,797
Health Professions	1,912	307	2,219	475	84	559	2,387	391	2,778
Social Sciences	892	814	1,706	658	635	1,293	1,550	1,449	2,999
Psychology	990	298	1,288	748	242	990	1,738	540	2,278
Communication & Journalism	923	334	1,257	551	263	814	1,474	597	2,071
Engineering	175	939	1,114	79	355	434	254	1,294	1,548
Security & Protective Services	415	409	824	184	291	475	599	700	1,299
Biological Sciences	395	247	642	359	245	604	754	492	1,246
English & Literature	457	184	641	348	174	522	805	358	1,163
All Other Disciplines	1,883	1,736	3,620	1,499	1,171	2,670	3,382	2,907	6,290
Total	12,844	8,378	21,223	6,316	4,616	10,932	19,160	12,994	32,155

Sources: Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System.

Notes: The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Missing/unknown records are excluded from this analysis.

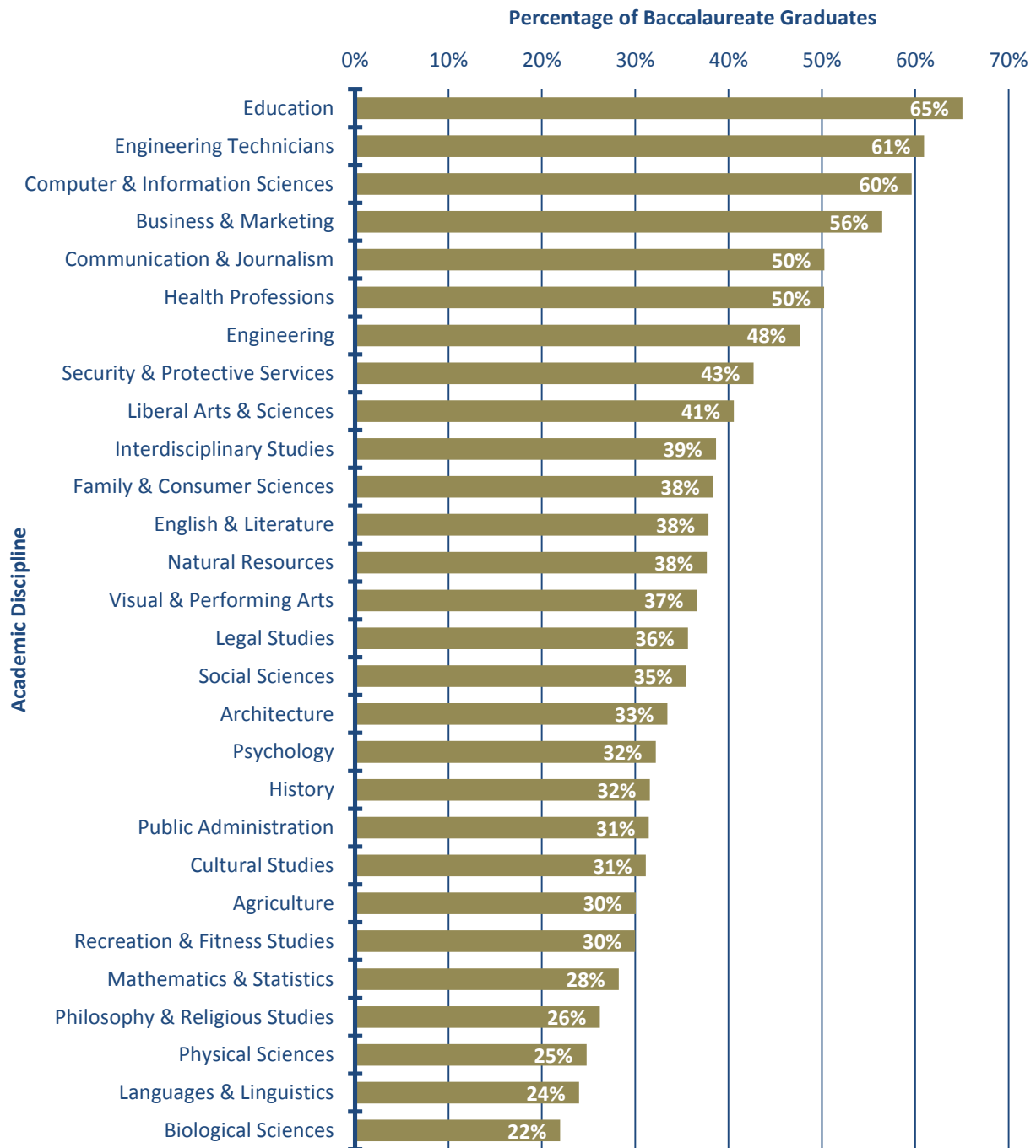
More female graduates found employment within a year than males. Nearly twice the number of female graduates (8,596) found full-time employment in the five academic disciplines that graduated the largest number of students (Business & Marketing, Education, Health Professions, Social Sciences, and Psychology), compared to their

³ The data available for analysis did not differentiate between full and part time employment. Wages were therefore used as a proxy to arrive at a determination of full- or part-time work in this report.

male counterparts (4,529). Regarding part-time employment for graduates in the top five largest disciplines, more female graduates (3,296) also found work than male graduates (2,117).

Graduates in the areas of Education, Engineering Technicians, and Computer and Information Sciences had the highest percentage of full-time employment for bachelor's degree recipients at 65%, 61%, and 60% (Figure 2). The academic disciplines with the lowest percentage of graduates working full-time were Biological Sciences, Languages and Linguistics, and Physical Sciences at 22%, 24% and 25%.

Figure 2. Percentage of Baccalaureate Graduates in an Academic Discipline Working Full-time in Florida



Sources. Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program and the State University Data System. N=21,223.

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Missing/unknown records are excluded from this analysis.

ARE GRADUATES PURSUING FURTHER EDUCATION?

The answer to this question is yes, but not nearly to the extent that graduates were working. Nearly 4,500 members of the Baccalaureate Class of 2012 were solely engaged in further education.

Academic discipline seemed to influence which graduates pursued further education within the first year after graduating. The three academic disciplines with the largest number of graduates enrolled in further education were Biological Sciences, Business and Marketing, and Social Sciences (Table 2).

Table 2. Number of Baccalaureate Graduates Enrolled in Further Education, by Gender and Academic Discipline

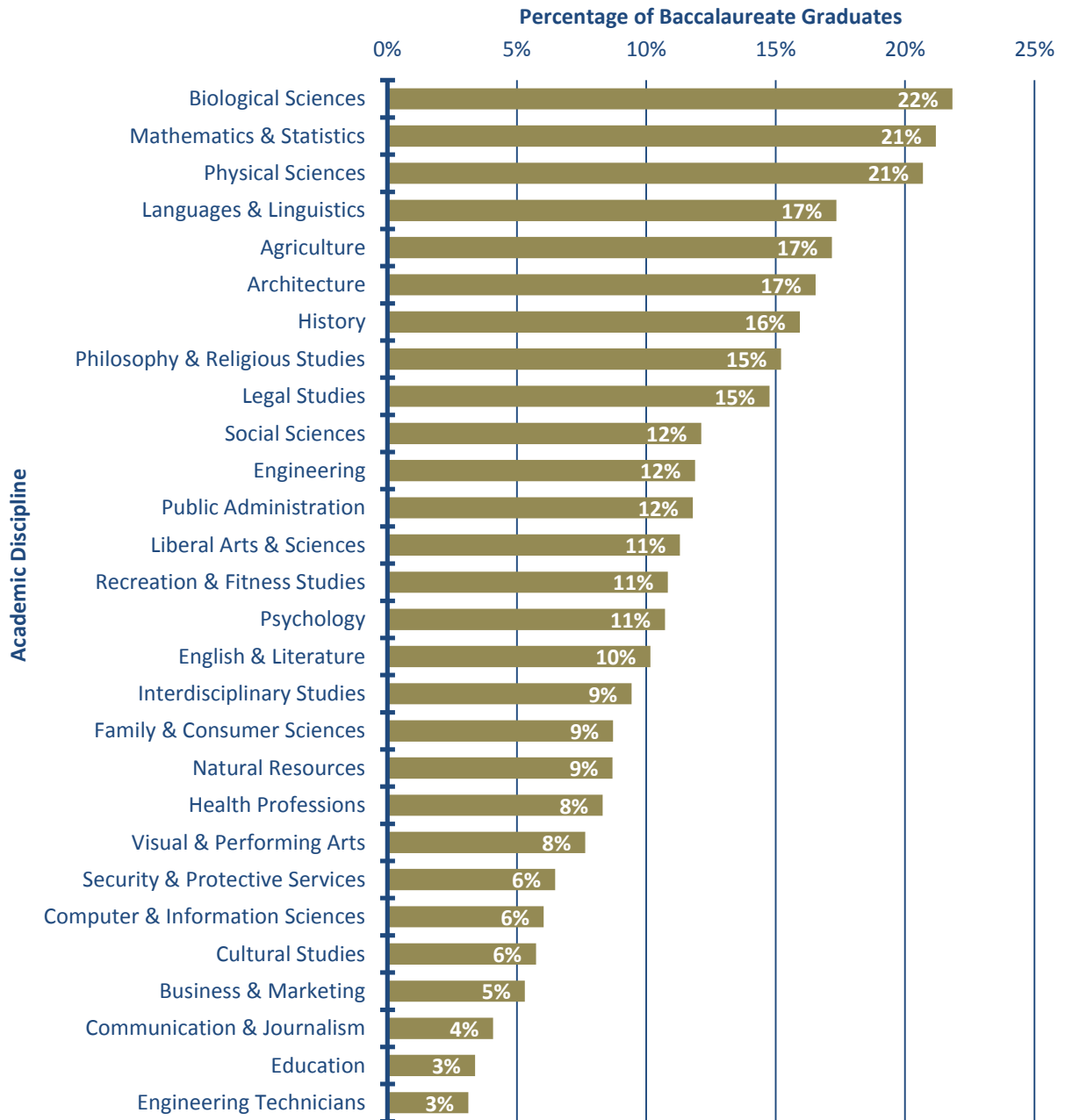
Academic Discipline	Gender		Total
	Female	Male	
Biological Sciences	343	295	638
Social Sciences	279	304	583
Business & Marketing	244	285	529
Psychology	332	97	429
Health Professions	306	61	367
Engineering	66	212	278
English & Literature	115	57	172
Security & Protective Services	78	47	125
Education	100	19	119
Visual & Performing Arts	62	53	115
All Other Disciplines	633	519	1,152
Total	2,558	1,949	4,507

Sources. Board of Governors staff analysis of data from the National Student Clearinghouse and the State University Data System.

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Enrollments are counted within 14 months, or 426 days, of graduation. Missing/unknown records are excluded from this analysis.

As shown in Figure 3 below, the percentage of graduates within a particular academic discipline pursuing further education was highest in the areas of Biological Sciences, Mathematics and Statistics, and Physical Sciences at 22%, 21%, and 21%. The academic disciplines with the lowest percentage of graduates enrolled in further education were Engineering Technicians, Education, and Communication and Journalism.

Figure 3. Percentage of Baccalaureate Graduates in an Academic Discipline Pursuing Further Education



Sources. Board of Governors staff analysis of data from the National Student Clearinghouse and the State University Data System. N=4,507.

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Enrollments are counted within 14 months, or 426 days, of graduation. Missing/unknown records are excluded from this analysis.

TO WHAT EXTENT ARE GRADUATES ENROLLED IN FURTHER EDUCATION WHILE WORKING?

The number of graduates enrolled in further education while working is more than one would imagine. Almost a quarter (24% or 11,436) of graduates were both working and enrolled in further education one year after graduation. This is in addition to the 32,155 graduates solely working and the 4,507 graduates solely enrolled in further education.

Academic discipline seemed to have an effect on whether graduates enrolled in further education while working (Table 3). The three academic disciplines with the largest number enrolled in further education while working were Business and Marketing, Psychology, and Health Professions.

Table 3. Number of Baccalaureate Graduates Enrolled in Further Education While Working, by Gender and Academic Discipline

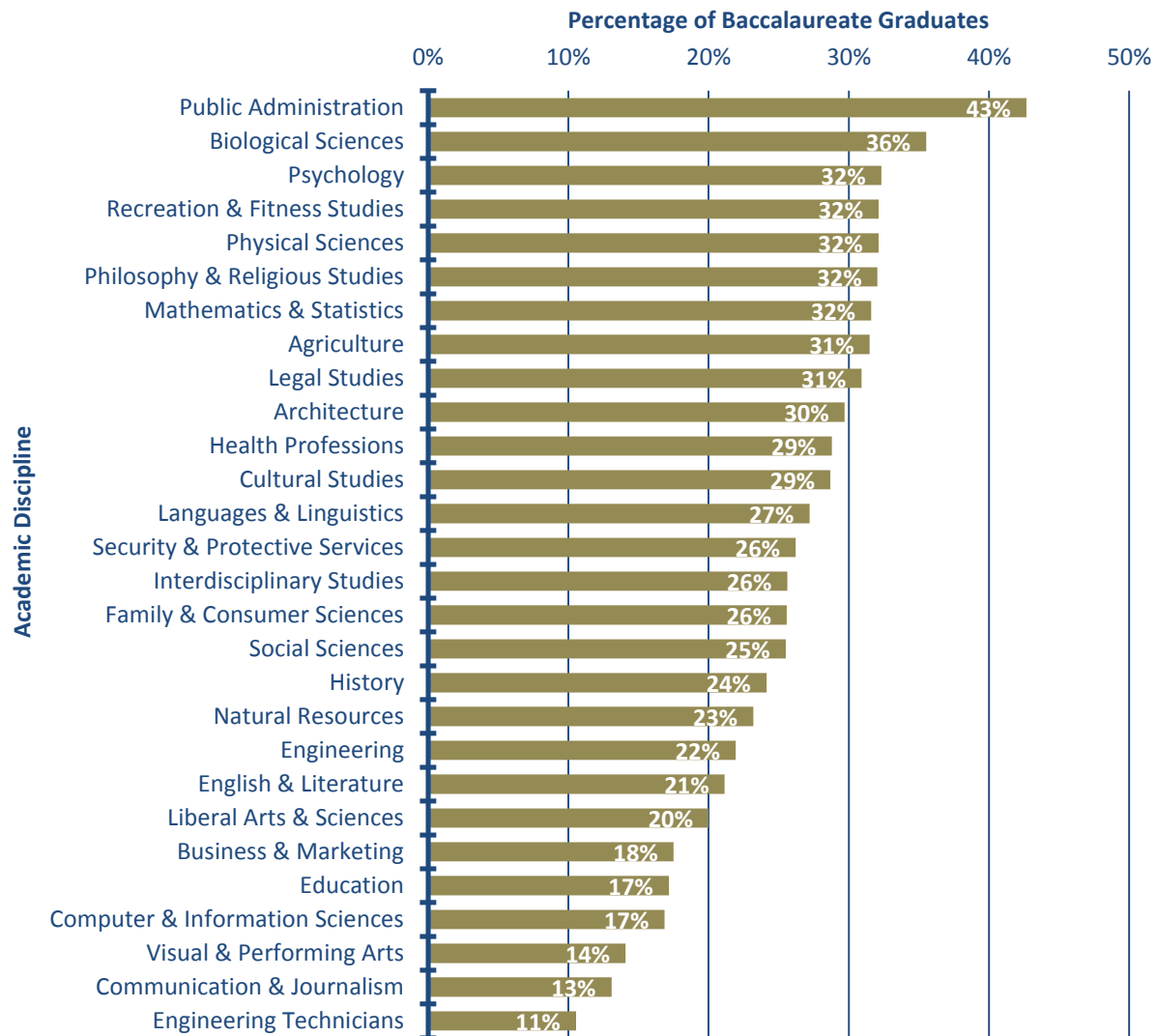
Academic Discipline	Gender		Total
	Female	Male	
Business & Marketing	862	881	1,743
Psychology	1,048	245	1,293
Health Professions	1,037	234	1,271
Social Sciences	720	506	1,226
Biological Sciences	646	392	1,038
Education	491	113	604
Engineering	105	408	513
Security & Protective Services	262	244	506
Public Administration	293	65	358
English & Literature	268	90	358
All Other Disciplines	1,474	1,051	2,526
Total	7,206	4,229	11,436

Sources. Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System.

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Enrollments are counted within 14 months, or 426 days, of graduation. Missing/unknown records are excluded from this analysis.

The percentage of graduates within a particular academic discipline enrolled in further education while working was highest in the areas of Public Administration and Biological Sciences at 43% and 36% (Figure 4). The academic disciplines with the lowest percentage of graduates enrolled in further education while working were Engineering Technicians, Communication and Journalism, and Visual and Performing Arts.

Figure 4. Percentage of Baccalaureate Graduates in an Academic Discipline Pursuing Further Education While Working

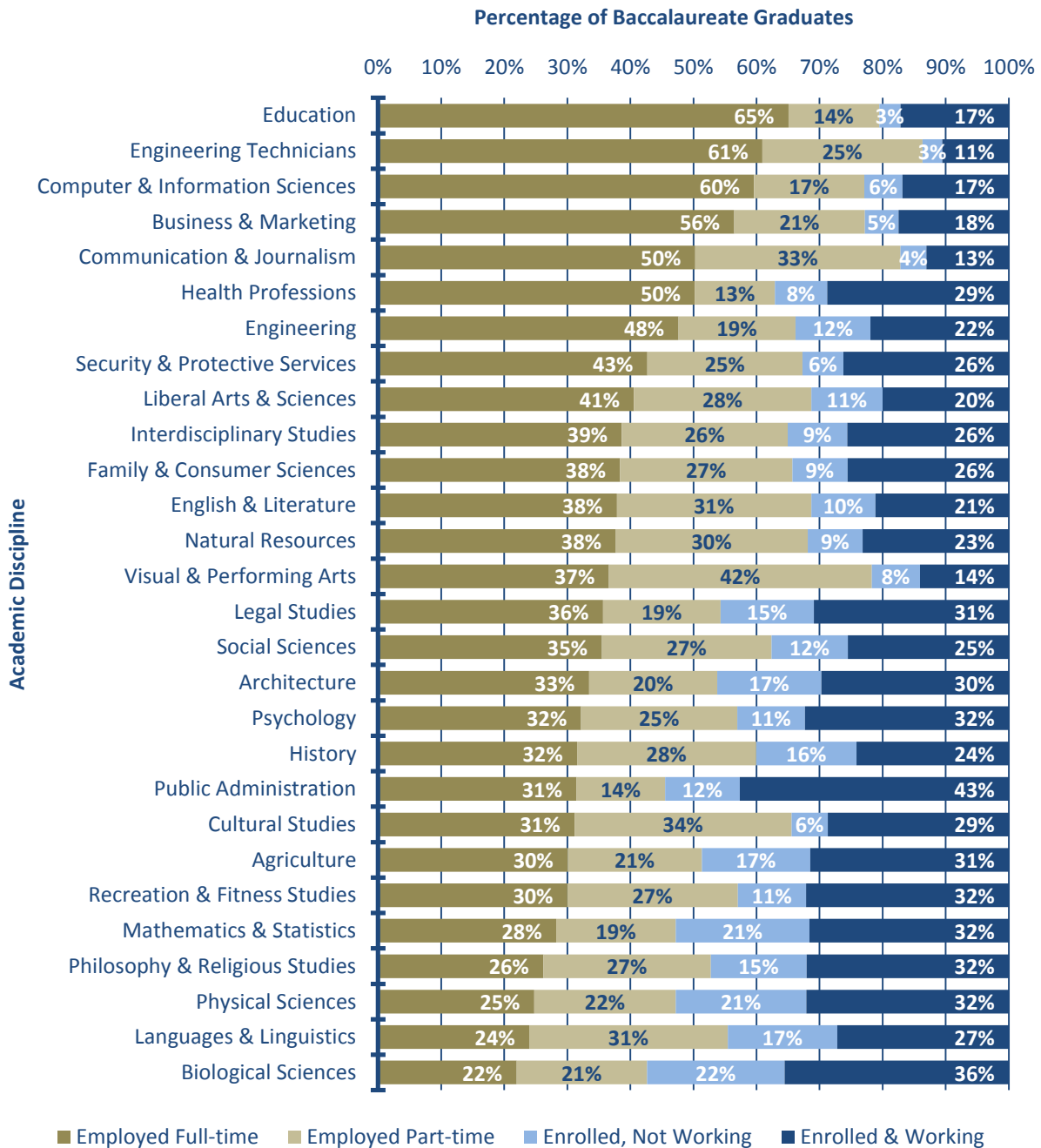


Sources. Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System. N=11,436.

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Enrollments are counted within 14 months, or 426 days, of graduation. Missing/unknown records are excluded from this analysis.

Prior to answering the study’s fourth question, related to earnings, Figure 5 is provided to illustrate a summary view of all known outcomes for graduates by academic discipline. In total, 44% were employed full-time, 23% were working part-time, 9% were enrolled in further education and 24% were enrolled in further education while working.

Figure 5. Percentage of Baccalaureate Graduates in an Academic Discipline, by Post-baccalaureate Outcome



Sources. Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program, the National Student Clearinghouse, and the State University Data System. N=48,098.

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Enrollments are counted within 14 months, or 426 days, of graduation. Missing/unknown records are excluded from this analysis.

WHAT ARE THE STARTING SALARIES OF GRADUATES WORKING IN FLORIDA?

The median wage for graduates of the Baccalaureate Class of 2012 who were working full-time in Florida one year after college was \$34,000.⁴ Median wages for full-time workers in Florida varied by academic discipline, from a low of \$25,000 for Philosophy and Religious Studies to a high of \$49,000 in Engineering.

Figure 6 illustrates the median earning for the 28 academic disciplines, along with the inter-quartile range (25th and 75th percentile), and the restricted range (5th to 95th percentile). A wide range, as depicted by the academic disciplines listed at the top of Figure 6, suggests that median earnings may not be an accurate indicator of what a recent graduate is likely to earn because there is greater variability in earnings. Where the data show a smaller earnings range, the median is a more accurate depiction of post-baccalaureate earnings of new graduates. For example, the median earnings for Liberal Arts and Sciences graduates (\$31,000) was similar to median earnings for Family and Consumer Sciences graduates (\$28,000), but the restricted range of earnings for Liberal Arts and Sciences graduates was twice that of Family and Consumer Science graduates.

The academic discipline with the largest range of earnings, including the highest earnings value was Liberal Arts and Sciences, followed by Health Professions and Engineering. The academic discipline with the smallest range of earnings was Family and Consumer Sciences, followed by Philosophy and Religious Studies and Recreation and Fitness Studies.

⁴ Actual median wage figures were rounded to the nearest thousand to protect privacy.

Figure 6. Distribution of Earnings for Baccalaureate Graduates, Employed Full-Time in Florida, One Year After Graduation, by Academic Discipline



Sources. Board of Governors staff analysis of data from the Florida Education & Training Placement Information Program (FETPIP) and the State University Data System. N= 21,223.

Notes. The 2011-12 cohort consists of students whose degrees were granted in the Summer and Fall terms of 2011 and the Spring of 2012. Earnings reflect annualized quarterly earnings for values reported in the 4th quarter after the degree was granted. The low and high points reflect the 5th and 95th percentile. The low and high ends of the box reflect the 25th and 75th percentile and the line in the middle of the box reflects the median. Data are for workers with a full-time wage or greater. Data were sorted by restricted range, with the largest at the top and the smallest at the bottom. Missing/unknown records are excluded from this analysis.

In sum, this Baccalaureate Follow-Up Graduate Study provides important information about the outcomes of State University System graduates. Of the 56,161 graduates of the Class of 2012, we were able to track 86% beyond graduation. Of the graduates we could track, two-thirds (67%) found employment in Florida. Of those who were employed, two-thirds (66%) were employed full-time. The median salary for new graduates within a year of graduation was \$34,000. We were unable to track those who were employed out-of-state, although we will likely be able to do this in the near future because of improved data available through the federal Wage Record Interchange System (WRIS) 2 database.

Another nine percent of the graduating Class of 2012 enrolled in further education. Almost a quarter (24%) of those graduates we could track were simultaneously employed and enrolled in further education.

The Baccalaureate Follow Up Study is designed to be an annual, sustainable, replicable study that the Board of Governors can add to its toolkit to assist in providing important information about system results and strategic planning efforts. It is hoped that the study will be useful to students in planning their careers and life options after graduation and for faculty and campus administrators as they evaluate curricula and student outcomes by academic discipline.



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