



**COLLEGE of
CHARLESTON**
OFFICE FOR INSTITUTIONAL
EFFECTIVENESS

FIRST DESTINATION UNDERGRADUATE SURVEY ANALYTICAL REPORT



First Destination Undergraduate Survey
(One-year)
2018-2019 Analytical Report

Provided by
The Office for Institutional Effectiveness

Survey Overview

The First Destination Undergraduate Survey(one-year) (2018-2019) was conducted by 252 bachelor's recipients from College of Charleston. This Survey was disseminated through Qualtrics to 2,111 students who graduated in Summer 2016 (N=297), Fall 2016 (N=325) and Spring 2017 (N=1489), with a B.A., B.S., or A.B. Degree. This survey was administered on February 27th, 2019 and was open for two weeks. With 252 responses received, the response rate is 11.94%. One-year represents the length of time between graduation and survey administration for the primary population-students who graduated in May in this case. This survey was supposed to be administered in May 2018, but was postponed because of the staff changes. Summer and Fall graduates were included in the survey as these graduates are not captured by any other First Destination surveys. Also, the number is very small to make a significant impact on overall results.

This survey collects information about career outcomes of The College of Charleston graduates in the job market and their opinions/suggestions about improving the quality of undergraduate education. This survey has three main sections: employment, graduate school plans and satisfaction with their undergraduate academic experience.

The first part of the survey collects information about the graduates' employment, including employment status, types and locations of employment, reasons for employment, minimum requirement of employment and the current income range. The second part of this survey is about graduate school plans, collecting information about what types of degree they wanted to pursue, the top 5 most academic institutions they attended and the top 5 most academic disciplines they studied. The last part is about the graduates' satisfaction with their major, college activities and other academic experiences.

Basic descriptive analysis was conducted to reveal the frequency (n) and percentage (%) distribution of survey items in these three sections of the survey. Further, subgroup analysis was used to reveal any differences among schools in respondents' key employment, graduate school plans and satisfaction measures.

Part A. Descriptive Analysis

Employment Status

Indicate which categories describe your current status.

Table 1. Employment status distribution.

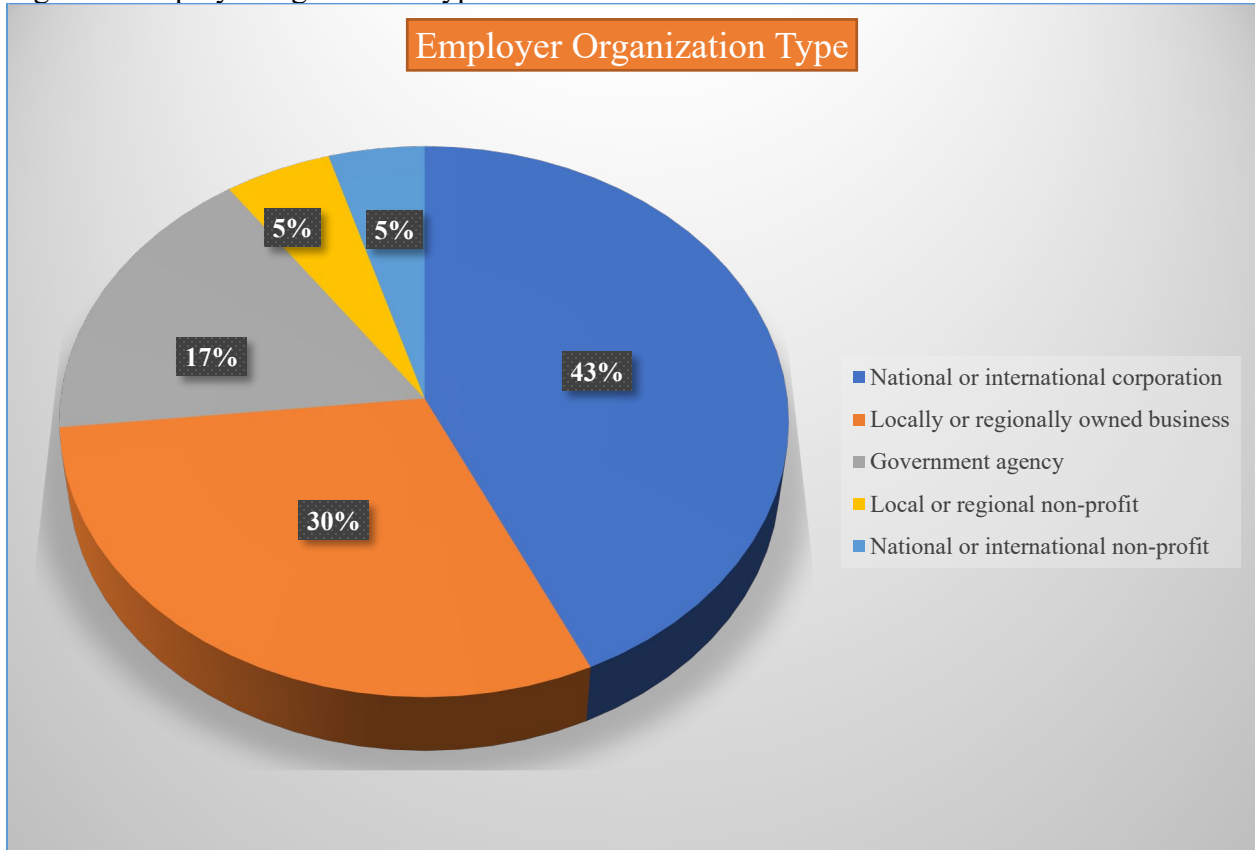
Employment Status	Counts	n	%
Employed full-time	175	252	69.44%
Graduate / Professional school, full-time	48	252	19.05%
Employed part-time or multiple jobs	20	252	7.94%
Seeking employment / Admission to graduate school	10	252	3.97%
Unemployed/ Not employed by choice	6	252	2.38%
Graduate / Professional school, part-time	5	252	1.98%
Continuing education	5	252	1.98%
Other	5	252	1.98%
Military service	4	252	1.59%
Volunteer (Peace Corps, etc.)	4	252	1.59%
Paid internship	2	252	0.79%
Unpaid internship	1	252	0.40%

Note: Other includes self-employed, freelance business consultant and so on. The total percentage is greater than 100% since the categories are not mutually exclusive.

As shown in Table 1, of 252 respondents, 69% of them are employed full-time, 19% of them are in graduate/ Professional school, full-time. 8% of 252 respondents are employed part-time or multiple jobs and 4% of them are seeking employment/Admission to graduate school.

Which of these types of organizations best describes your current employer?

Figure 1. Employer organization type.

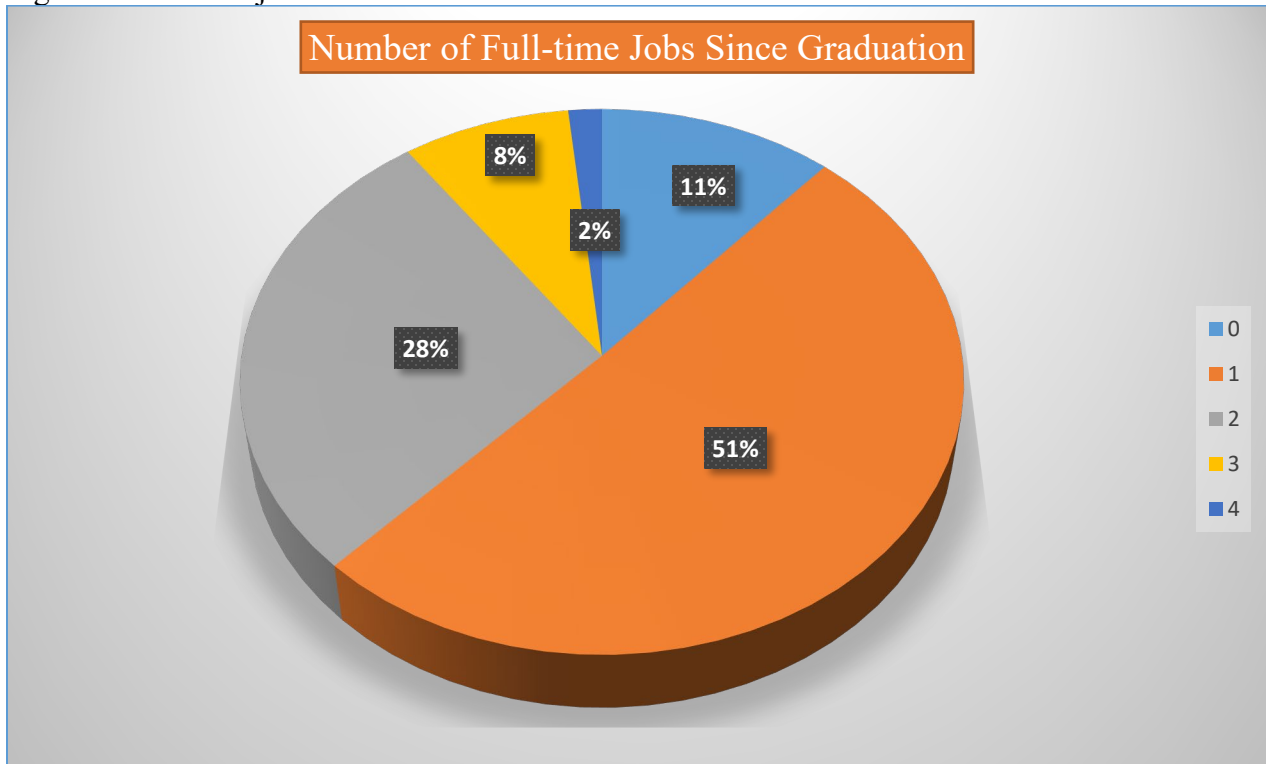


Note: 196 graduates responded to this question.

As shown in Figure 1, 43% of respondents work for national or international corporations, followed by 30% who work at locally or regionally owned businesses. In addition, 17% of respondents reported they work for government agencies. 5% of respondents work for local or regional non-profit organizations and 5% work for locally or regionally owned businesses.

How many full-time jobs have you had since you graduated?

Figure 2. Full-time job counts.



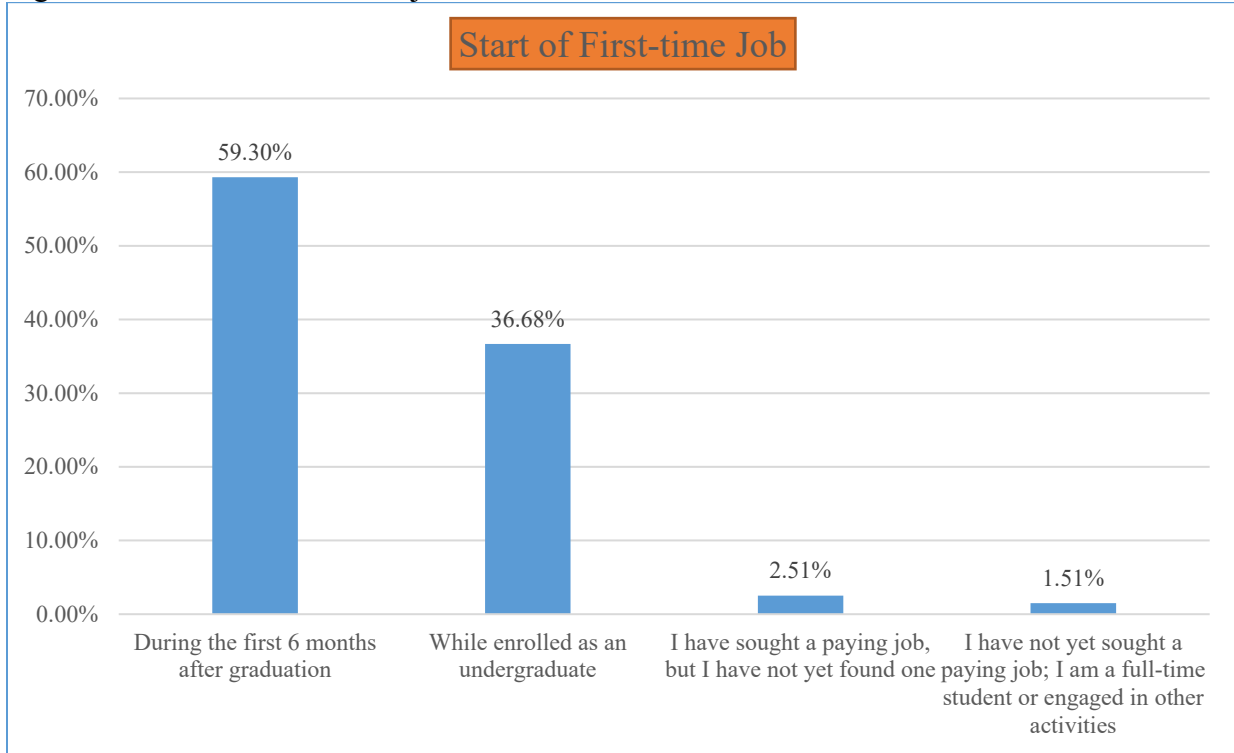
Note: 244 graduates responded to this question.

Figure 2 shows that the majority (51%) of respondents have found one full-time job since graduation. Additionally, 38% of respondents have found at least two full-time jobs.

Employed full-time (single job)

How long did it take you to find your first full-time job after graduating from CofC?

Figure 3. Start of first full-time job distribution.

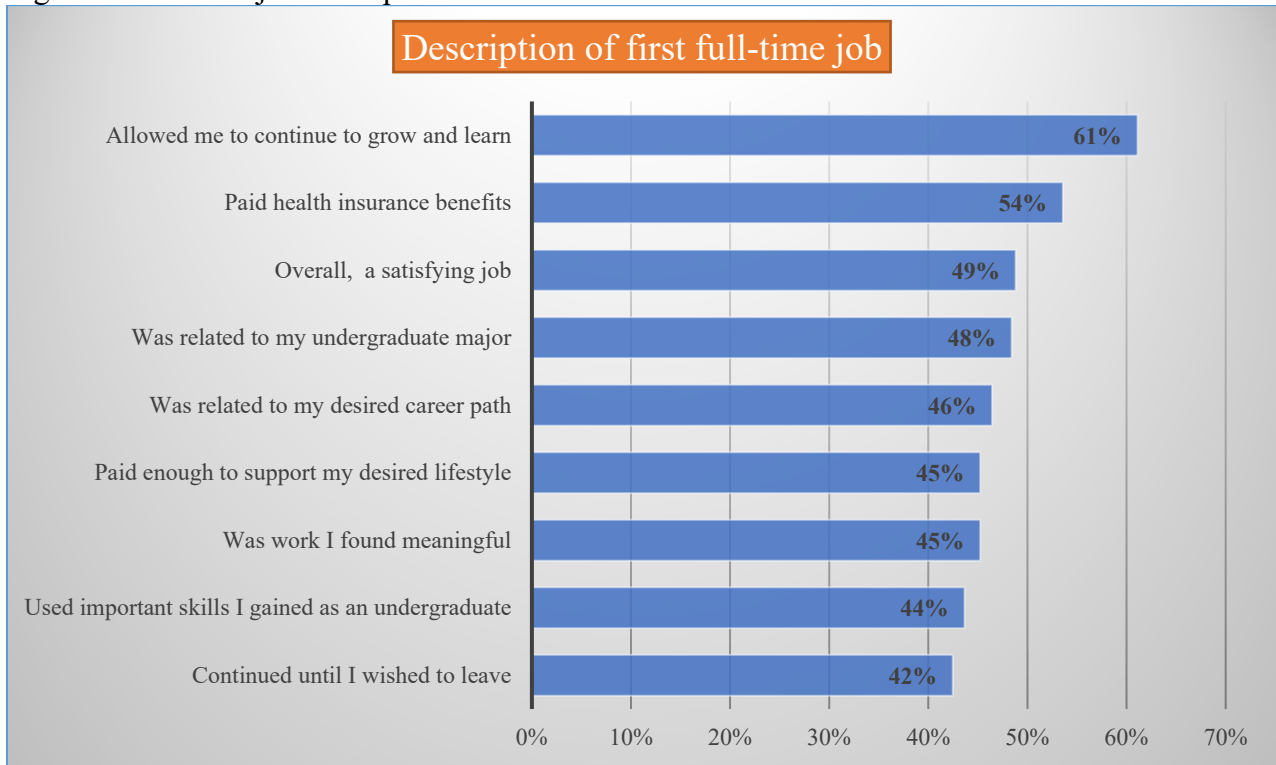


Note: 199 graduates responded to this question.

Figure 3 shows the small majority of respondents (59%) found full-time employment during the first six months after graduation. Additionally, a close minority (36%) found full-time employment while enrolled as an undergraduate.

Indicate whether each of the following descriptions applied (applies) to your first full-time job after you graduated from the College of Charleston.

Figure 4. Full-time job description.

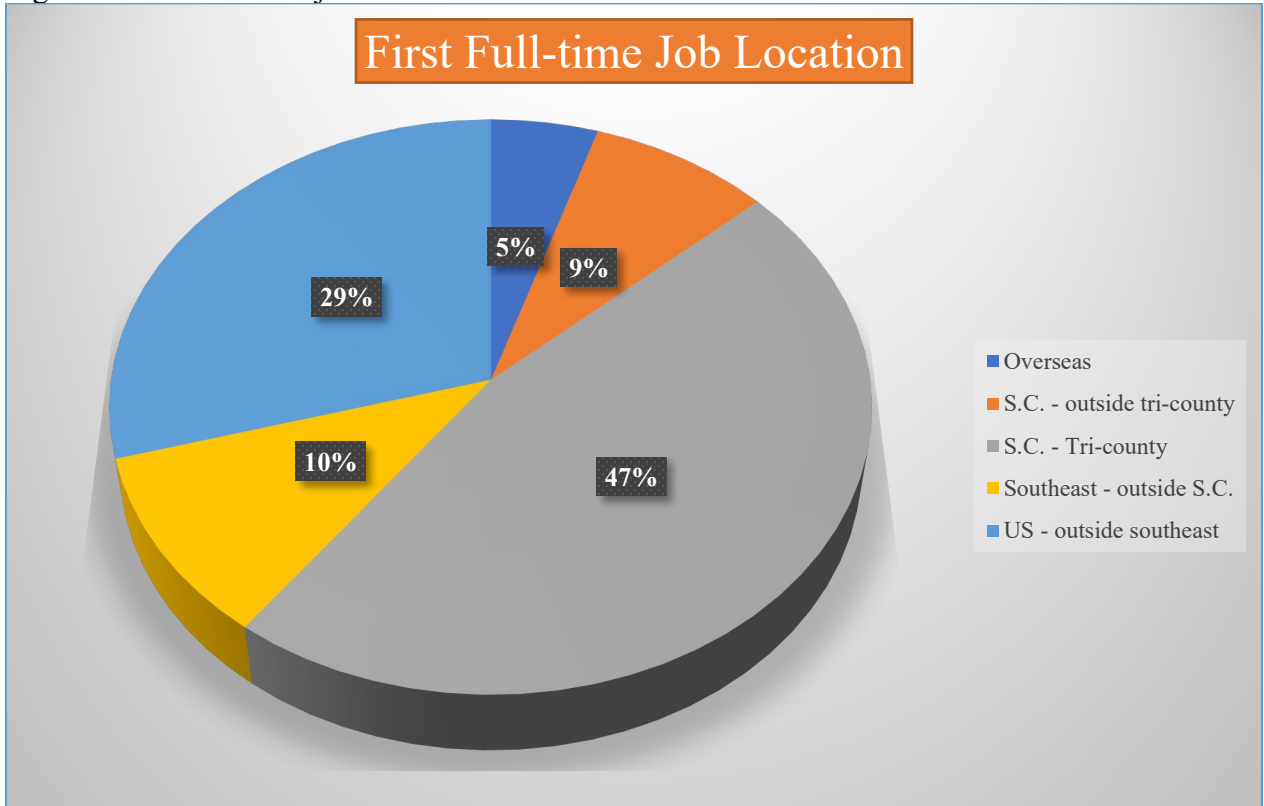


Note: The total percentage is larger than 100% because the descriptions are not mutually exclusive. n is 252 used for the percentage calculations. For instance, 122 graduates responded to the first item, and its percentage is 122 divided by 252.

Figure 4 shows that the overwhelming majority (61%) of respondents feel that their first full-time job allowed them to continue to grow and learn. Additionally, the majority (54%) of their jobs were related to their paid health insurance benefits. Additionally, almost half of respondents (49%) considered their jobs as satisfying overall.

Indicate the location of your first full-time job after graduation.

Figure 5. First full-time job location.



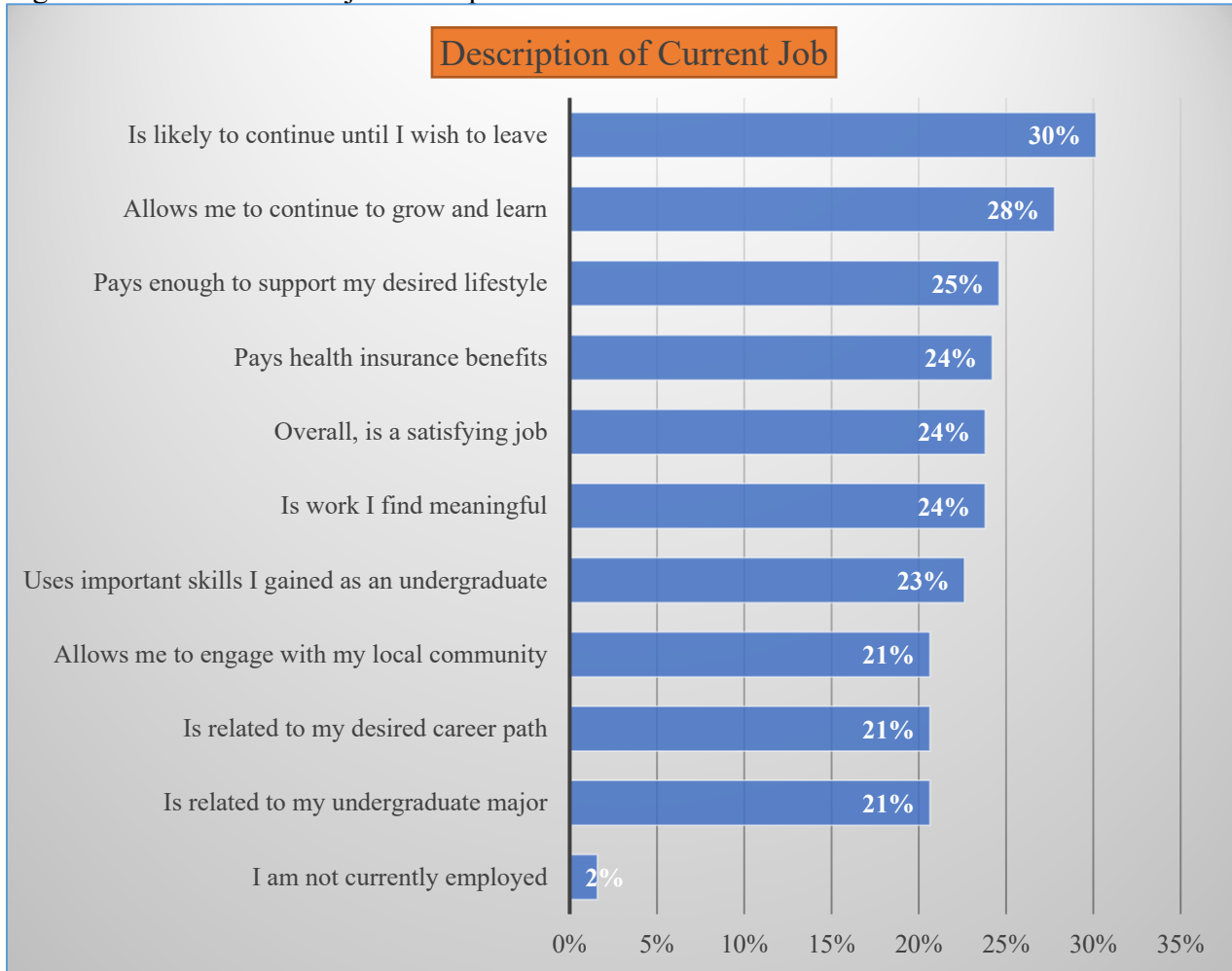
Note: 201 graduates responded to this question.

Among 201 respondents, 47% of them found their first full-time job after graduation at South Carolina (SC) Tri-county area (Berkeley, Charleston, and Dorchester), followed by US-outside southeast (29%), Southeast-outside SC (10%), SC-outside tri-county (9%) and overseas (5%).

Employed full-time (multiple jobs)

Indicate whether each of the following descriptions applies to your current full-time job.

Figure 6. Current full-time job description.



Note: The total percentage is larger than 100% because the descriptions are not mutually exclusive. n is 252 was used to calculate these percentages.

Figure 6 shows that of 252 respondents, 30% of the respondents reported that they are likely to continue until they wish to leave, and 28% of them suggested that their employments allow them to continue to grow and learn. In addition, one fourth of respondents' jobs pay enough to support their desired lifestyles.

Check the category that best describes your current employment.

Table 2. Current employment categories.

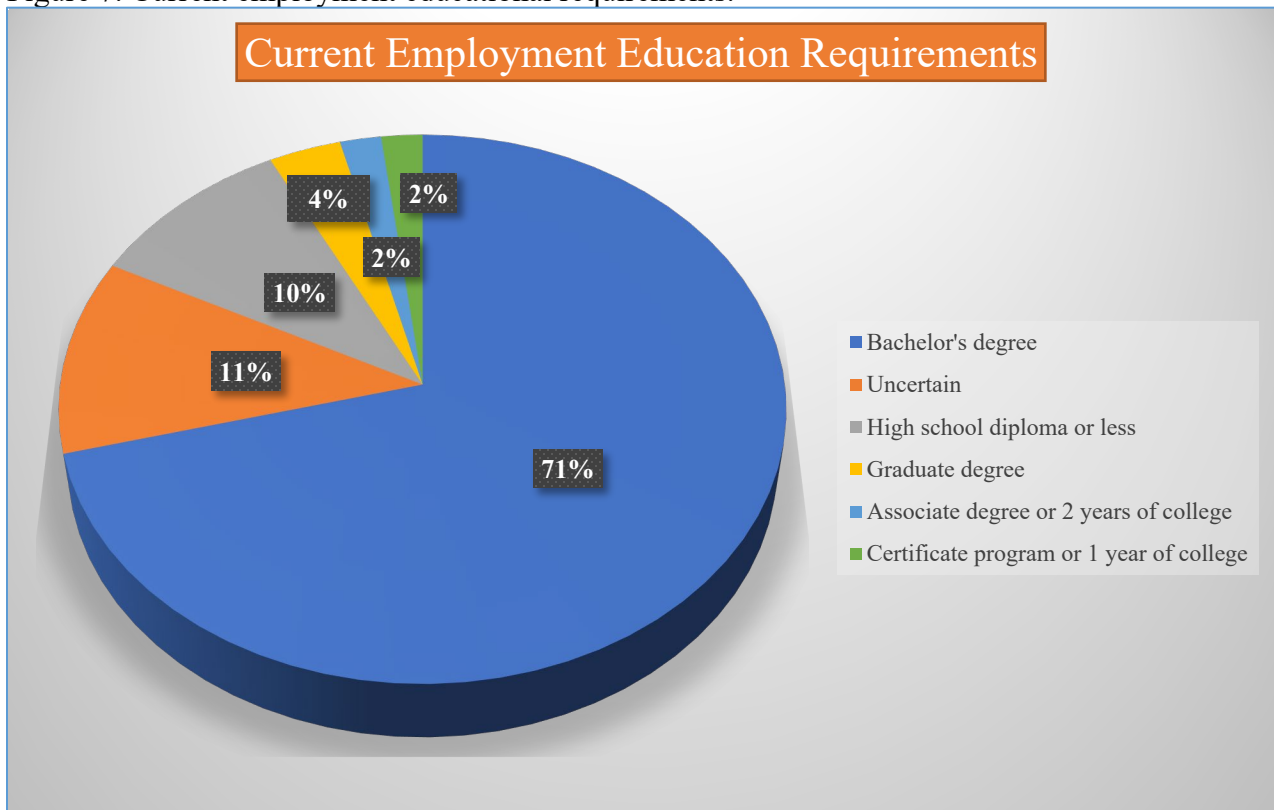
Employment Category	Counts	Total	Percentage
Other	26	200	13.00%
Marketing, Sales, and Service	25	200	12.50%
Health Services	23	200	11.50%
Management, Business, and Administration	20	200	10.00%
Education and Library	18	200	9.00%
Science, Technology, Engineering, and Math	17	200	8.50%
Hospitality and Tourism	16	200	8.00%
Finance	13	200	6.50%
Arts, Design, and Music	10	200	5.00%
Civil Service, Government, and Public Administration	8	200	4.00%
Non-Profit, Community, and Social Service	8	200	4.00%
Communications and Media	5	200	2.50%
Law and Legal	5	200	2.50%
Military Service	4	200	2.00%
Self-Employed	2	200	1.00%

Note: Other category consists of personal trainer, commercial real estate agent, supply chain management, market research and so on. 200 graduates responded to this question.

Figure 7 suggests that 13% of respondents found employments as personal trainer, commercial real estate agents, supply chain management and market research employees. The following is that 12.5% of respondents work in marketing, sales and services. The third largest portion of respondents who work in health services is also 11.5%.

What are the minimum educational requirements for your current position?

Figure 7. Current employment educational requirements.

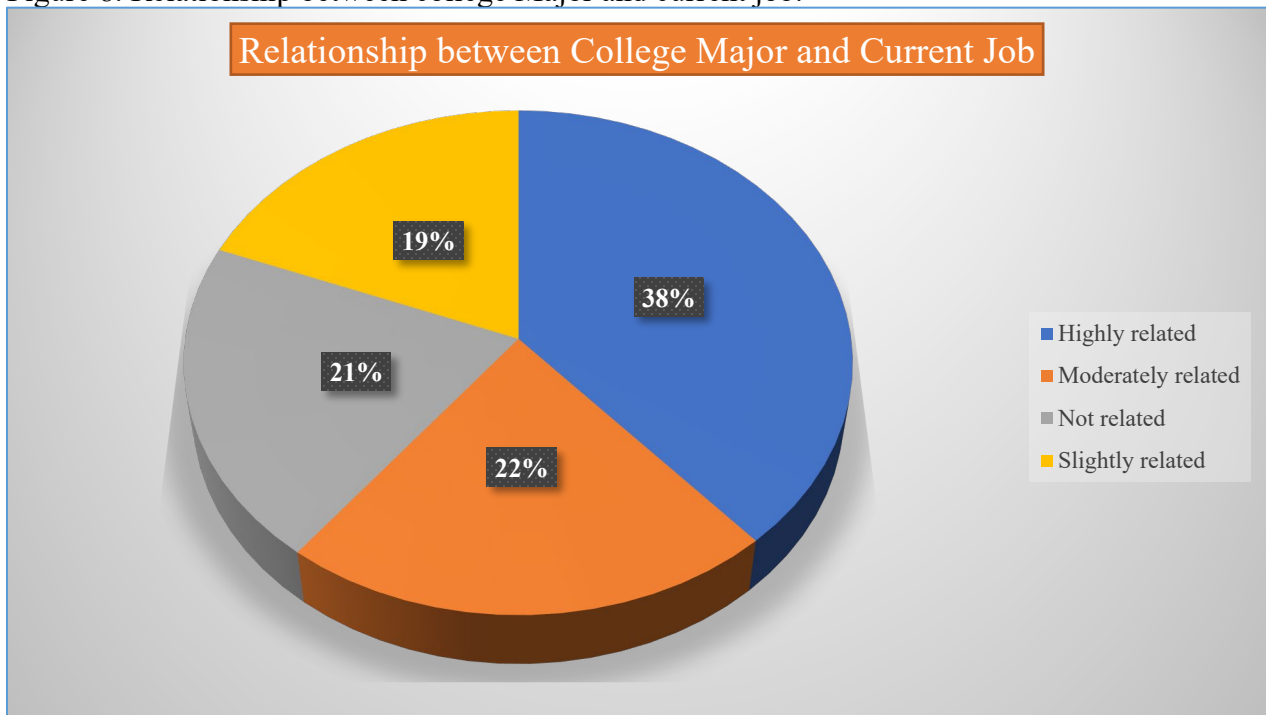


Note: 200 graduates responded to this question.

Figure 7 shows that among 200 respondents, the large majority (71%) of them are currently employed in full-time jobs that require a bachelor's degree. Additionally, a few (10%) are currently employed in full-time jobs that only require a high school diploma or less.

To what extent is your current job related to your college major?

Figure 8. Relationship between college Major and current job.

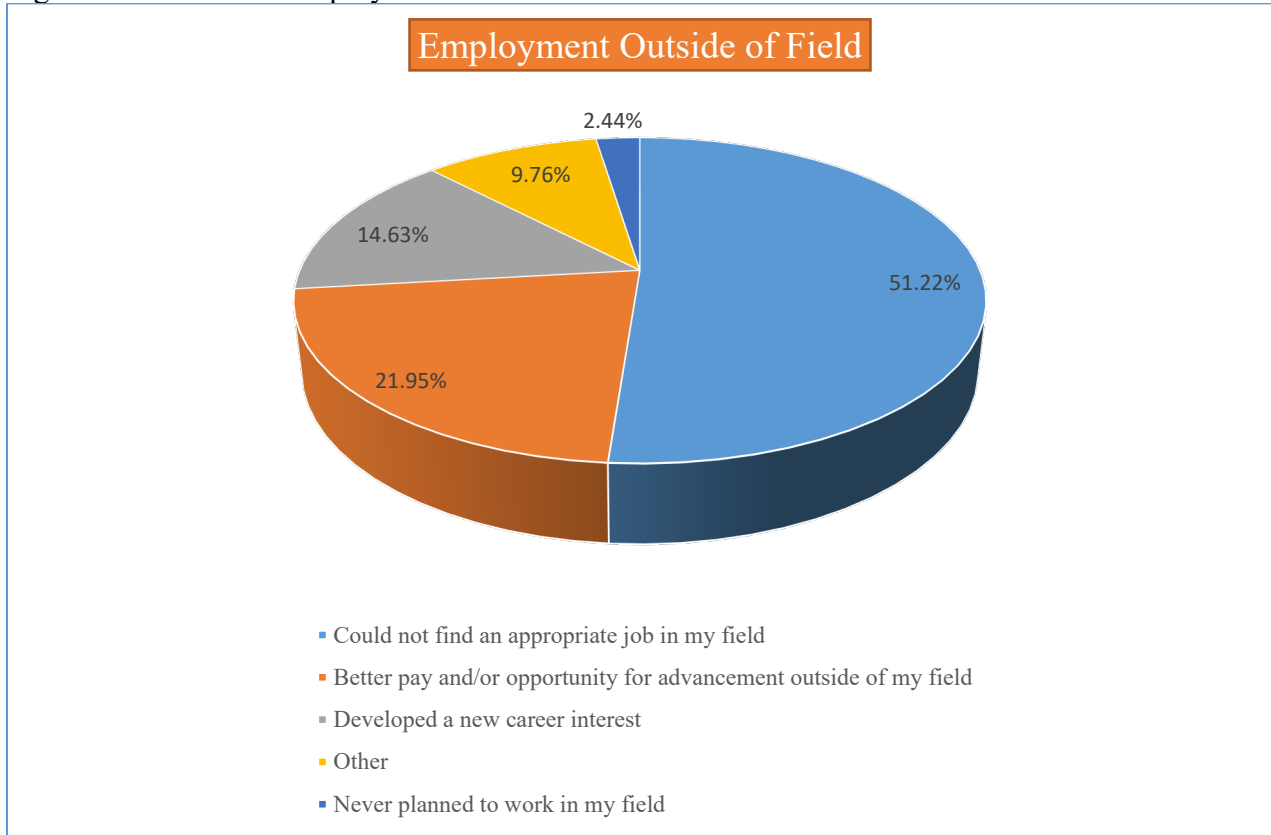


Note: 200 is the total number of graduates who responded to this question.

As shown in figure 8, 38% of respondents reported that their current jobs are highly related to their college major, followed by moderately related (22%), slightly related (19%) and not related (21%).

Indicate the main reason your current employment is not related to your major field of study.

Figure 9. Reasons for employment outside of field.

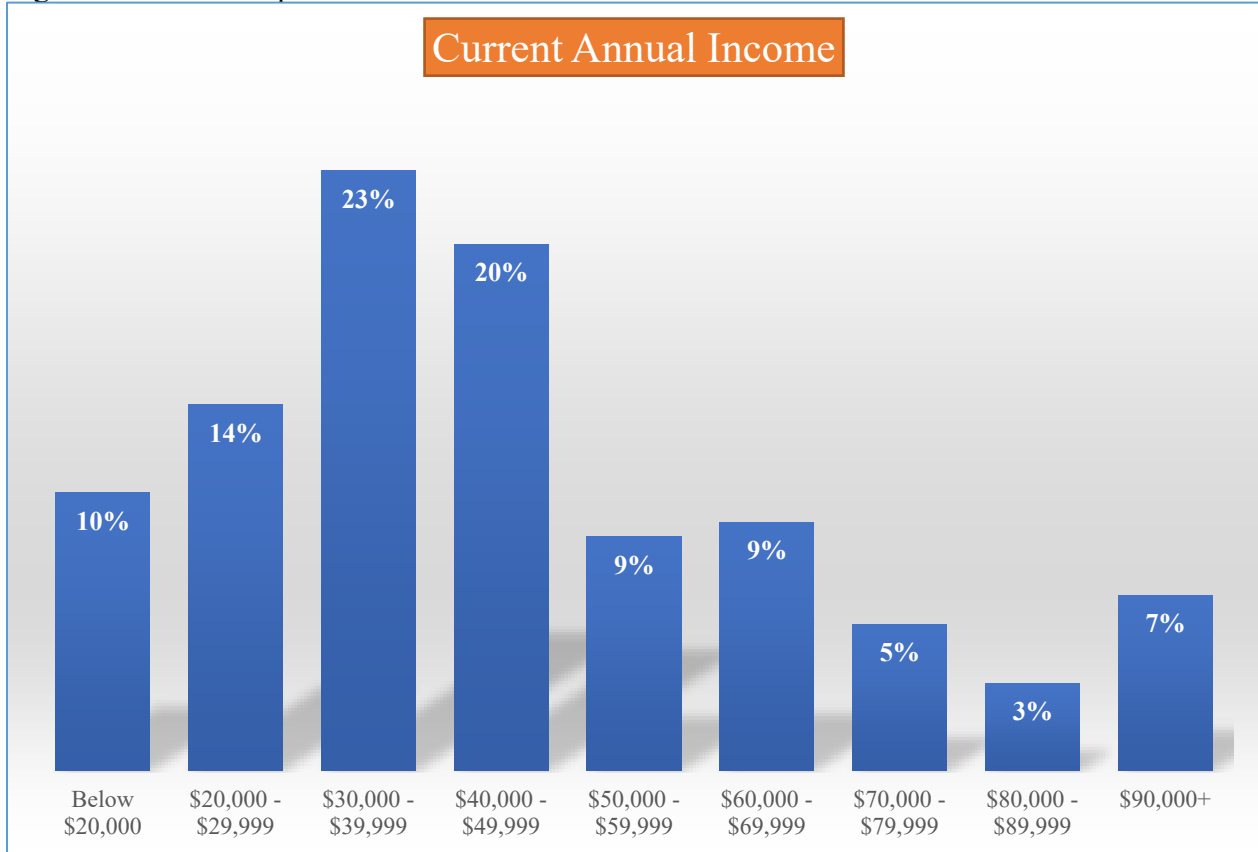


Note: The respondents of this question are the ones who think that their current job is not related to their college major. There are 41 respondents for this question.

Figure 9 suggests that the majority of respondents (51%) attributed to being unable to find major-related jobs to the fact that they just could not find an appropriate job in their respective fields. The more positive factors associated with working outside of the field is for the sake of better pay or career advancement opportunities. The third factor that drove these students to work outside of the field is they developed new career interests.

What is your current annual income range?

Figure 10. Current reported salaries.



Note: 182 is the total number of graduates who responded to this question.

Figure 10 details the self-reported salary distributions among 182 respondents. The majority of respondents (52%) reported salaries ranging from \$30,000 to \$59,999. 10% of respondents made over \$80,000, while 10% earned less than \$20,000.

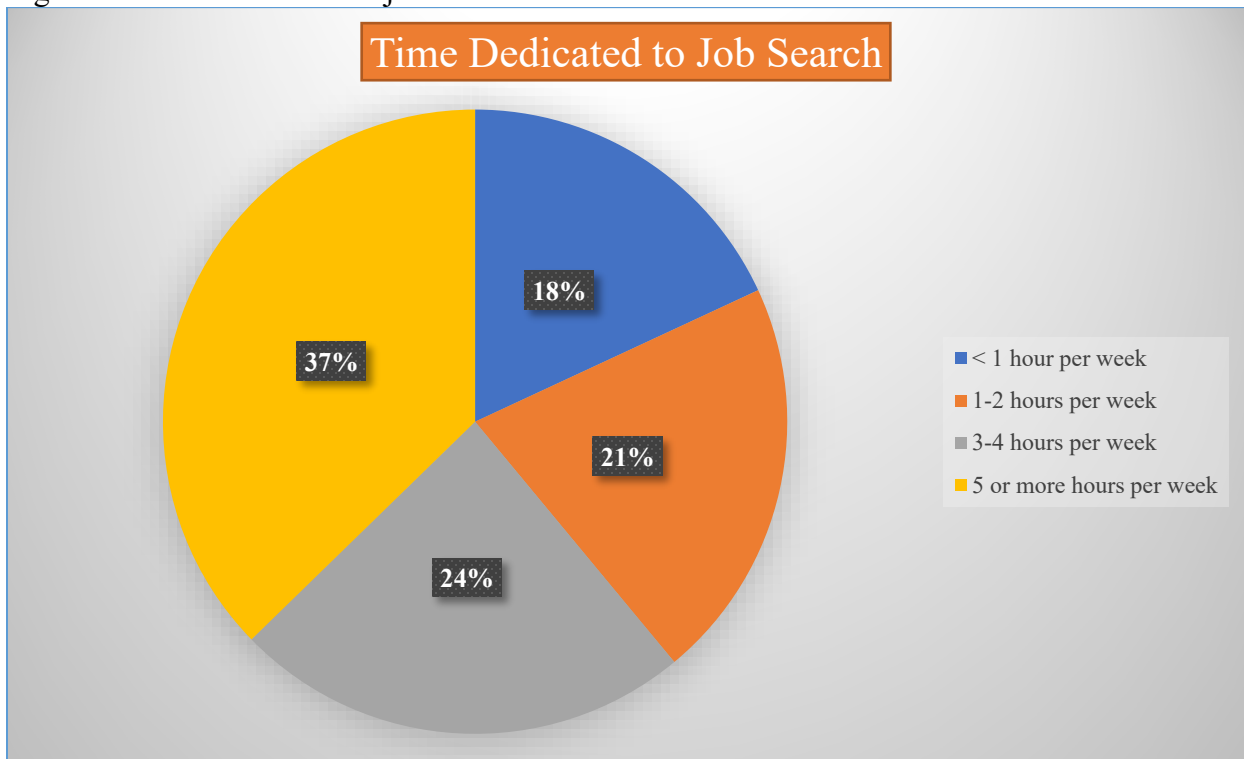
Utilizing Institutional Resources

To assess how graduates utilized institutional resources to seek employment opportunities differently, this survey used two sets of identical questions for two groups of graduates: graduates who successfully located full-time employments (group one) and those who did not find full-time employments (group two).

Group one: graduates who found full-time employment.

What was the amount of time you dedicated to your job search before obtaining this job?

Figure 11. Time dedicated to job search.

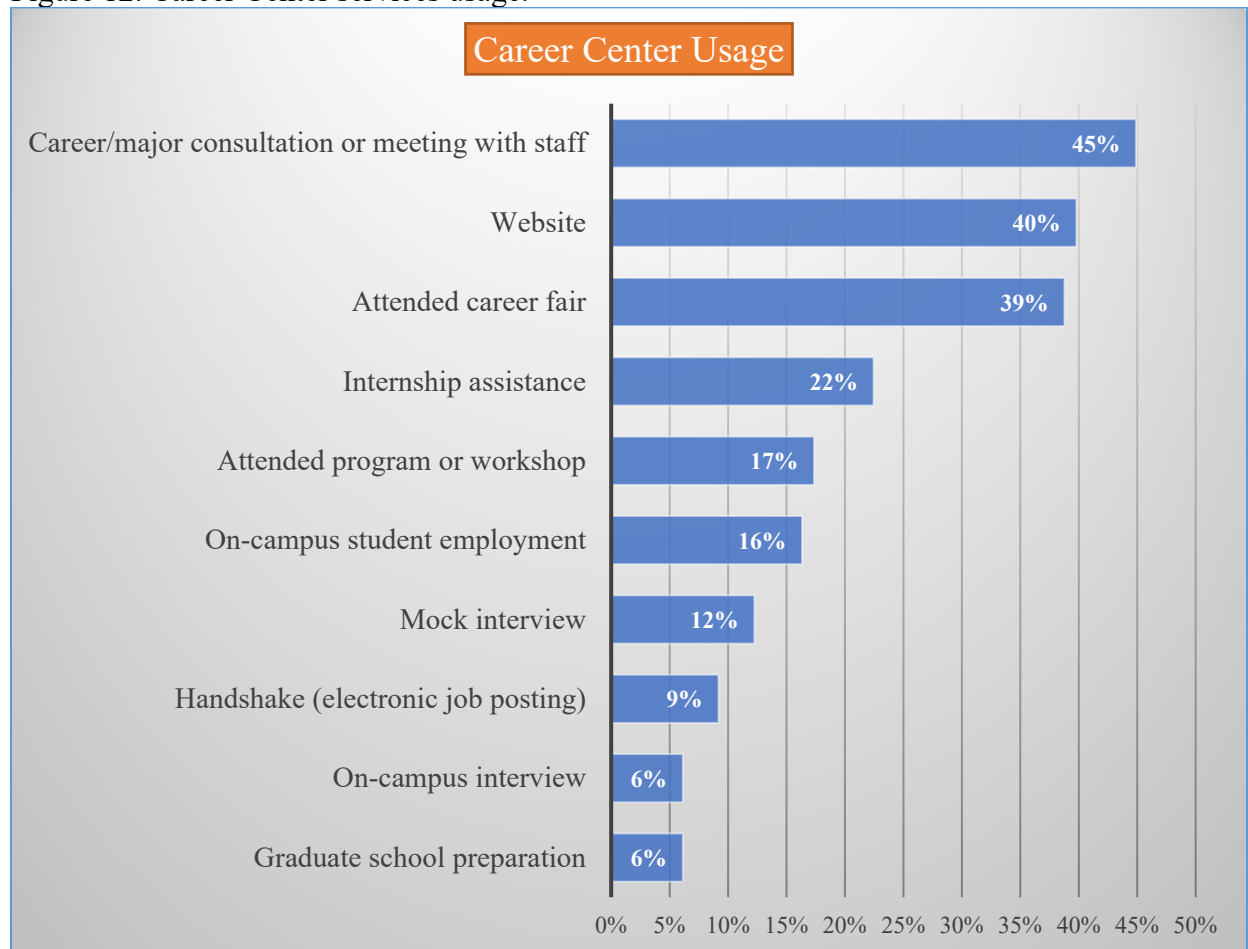


Note: 177 is the total number of graduates who responded to this question.

As shown in figure 11, the large majority of respondents (61%) spend more than 3 hours per week for the job hunting, while 39% reported they only spent 1-2 hours per week or less.

Which College of Charleston Career Center services did you use?

Figure 12. Career Center services usage.

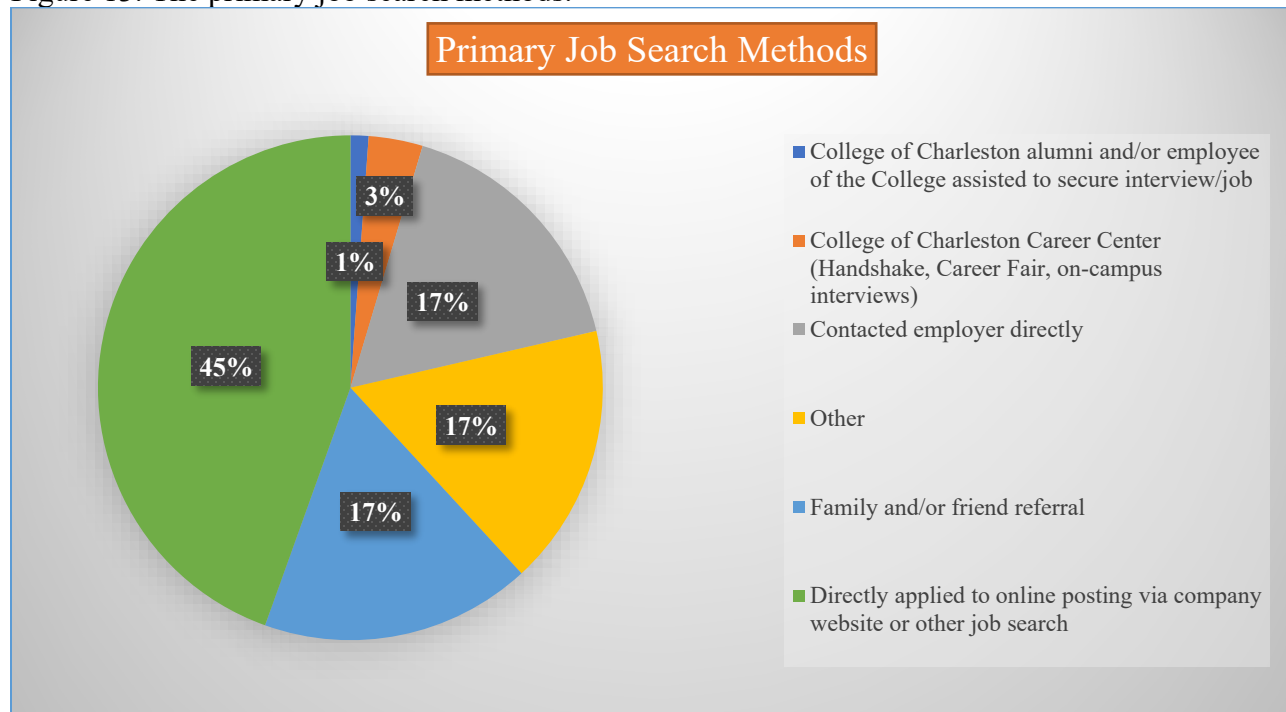


Note: The total percentage is larger than 100% because the services are not mutually exclusive. 98 is the total number of graduates who responded to this question without duplicated counts.

As observed in figure 12, 45% of respondents used Career/major consultation or meeting with Career Center staff. The common services used by at least 10% of respondents are mock interview (12%), on-campus student employment (16%), work related workshop (17%), internship assistance (22%), and career fair (39%).

What job search method is the primary method you used to secure your job?

Figure 13. The primary job search methods.

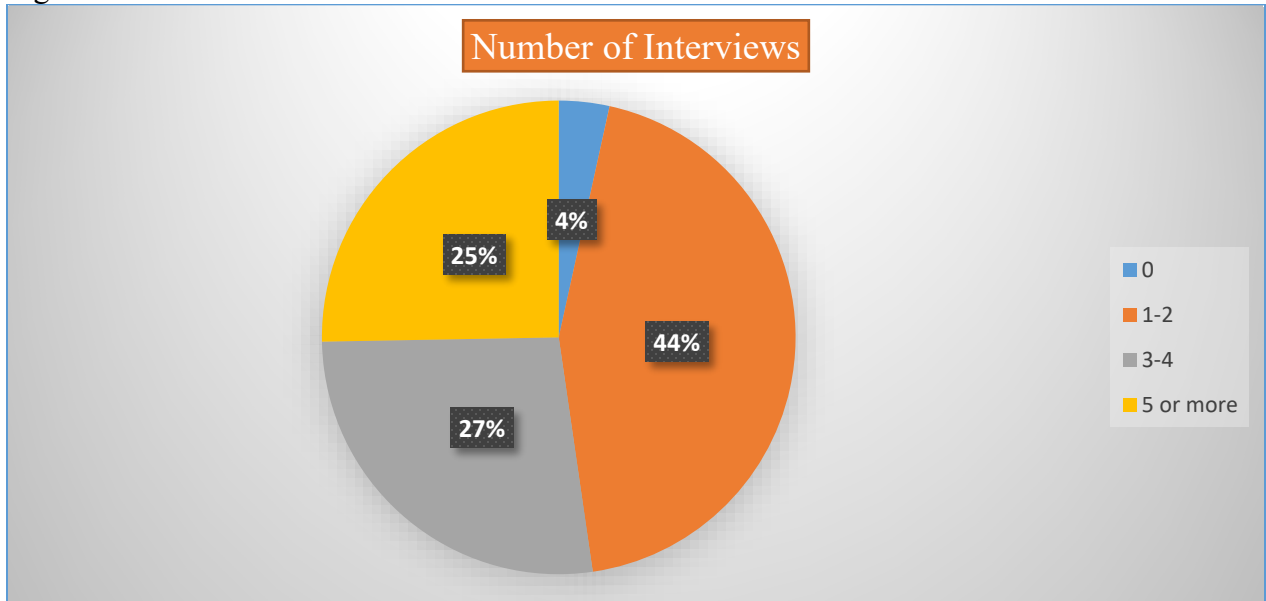


Note: 173 is the total number of graduates who responded to this question.

Of 173 respondents, the most common (45%) primary job search method among respondents is directly applying to online posting via company website or other job search websites, followed by using family and/or friend referral and contacted employer directly (17%) and contacting employer directly(17%). It is worth noting that 17% of respondents used strategies that fall into the other category, which consists of recruiter, turning part-time positions into full-time, attending conferences, posting resumes on websites and so on.

How many interviews did you take part in while job-searching?

Figure 14. Total number of interviews.

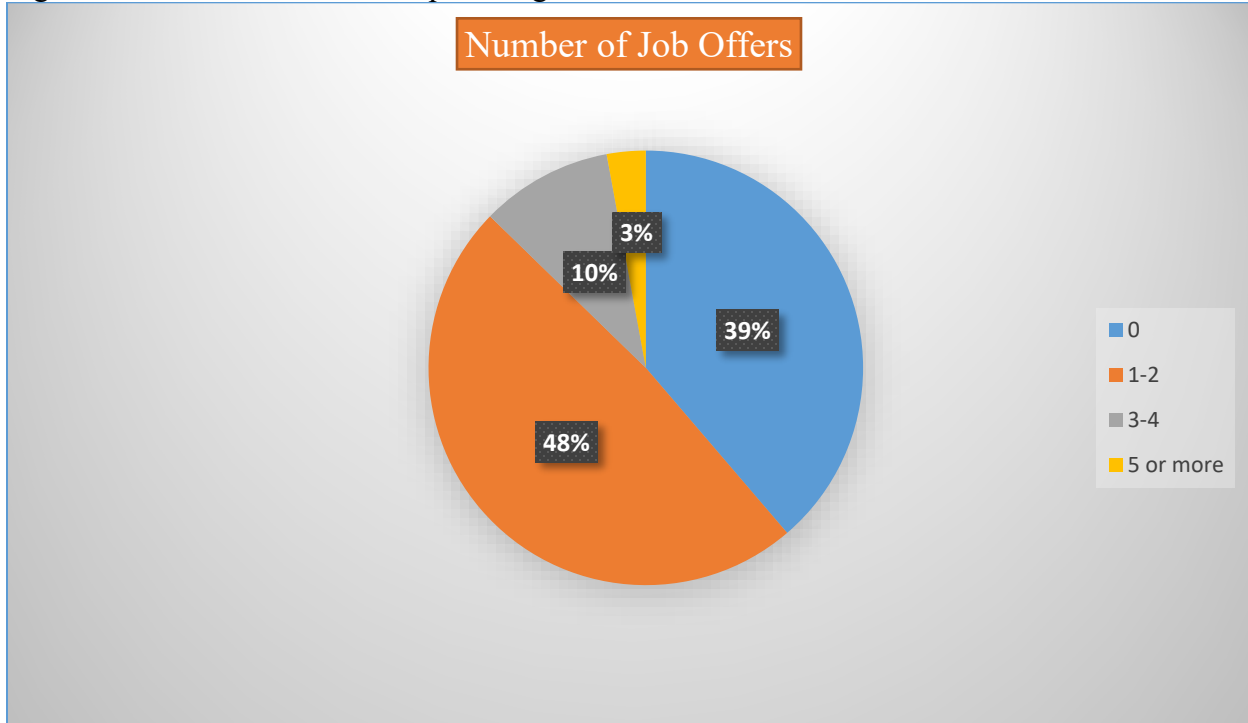


Note: 174 is the total number of graduates who responded to this question.

As suggested in figure 14, the most common range of interviews respondents went through (44%) is 1-2, followed by 3-4 (27%) and 5 or more (25%).

How many job offers did you receive for full-time employment prior to graduation?

Figure 15. Number of Job offers prior to graduation.



Note: 173 is the total number of graduates who responded to this question.

Of 173 respondents, almost half (48%) received 1-2 offers before the graduation; 13% of respondents were able to get more than 3 offers.

Group two: graduates who did not find full-time employment.

When did you begin your job search?

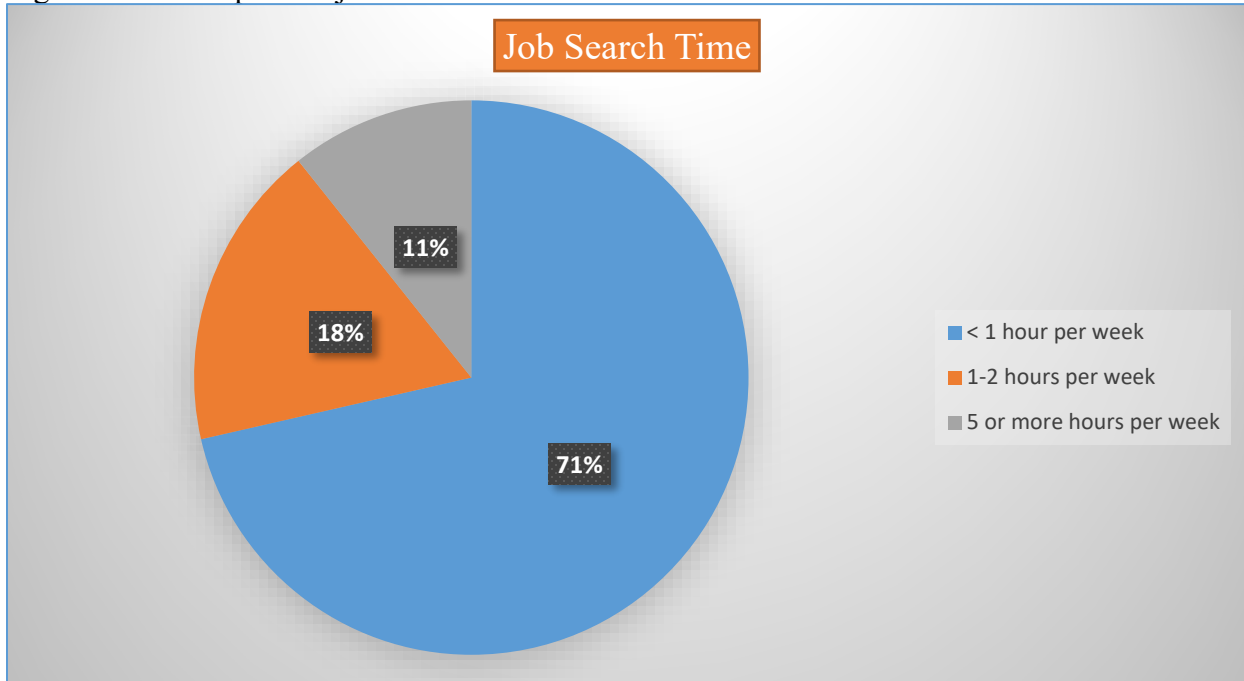
Table 3. Time to begin job search.

Time to begin job search	Counts	Total	Percentage
6 or more months prior to graduation	6	19	31.58%
After graduation	5	19	26.32%
At or near graduation	3	19	15.79%
3-5 months prior to graduation	2	19	10.53%
I have kept the occupation I held prior to graduation or have been promoted	2	19	10.53%
1-2 months prior to graduation	1	19	5.26%

As shown in Table 3, of those who did not find full-time employments and responded to this question (total=19), 31% reported that they started their job search 6 or more months prior to graduation, followed by 26% who started after graduation.

What is the amount of time you dedicate to your job search?

Figure 16. Time spent on job search.

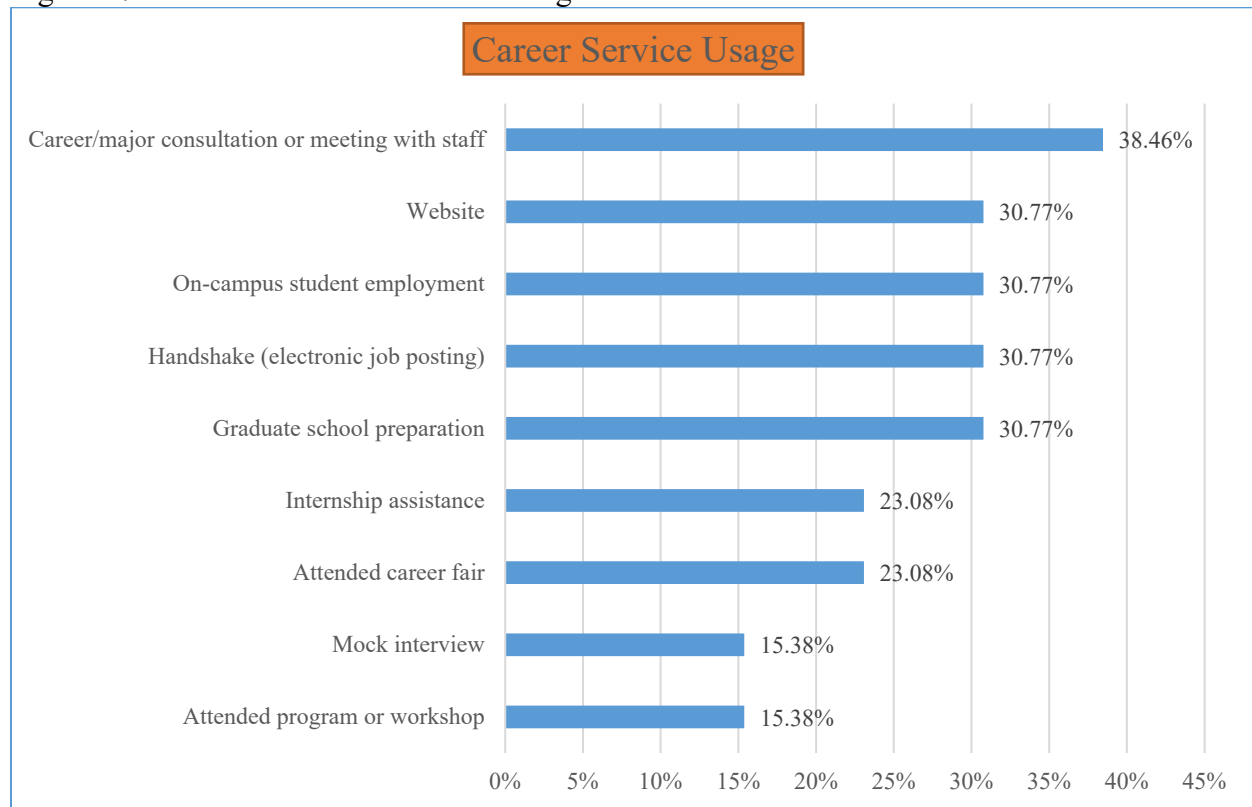


Note: The respondents of this question are the ones who did not have full-time positions before graduation. The total number of graduates who responded to this question is 28. Nobody selected the 3-4 hours per week choice.

Figure 16 indicates that 71% of respondents spent less than 1 hour per week on their job search, and other 29% spent 1-2 hours per week or 5 or more hours per week on their job search.

Which College of Charleston Career Center services did you/do you use?

Figure 17. CofC Career Center service usage.

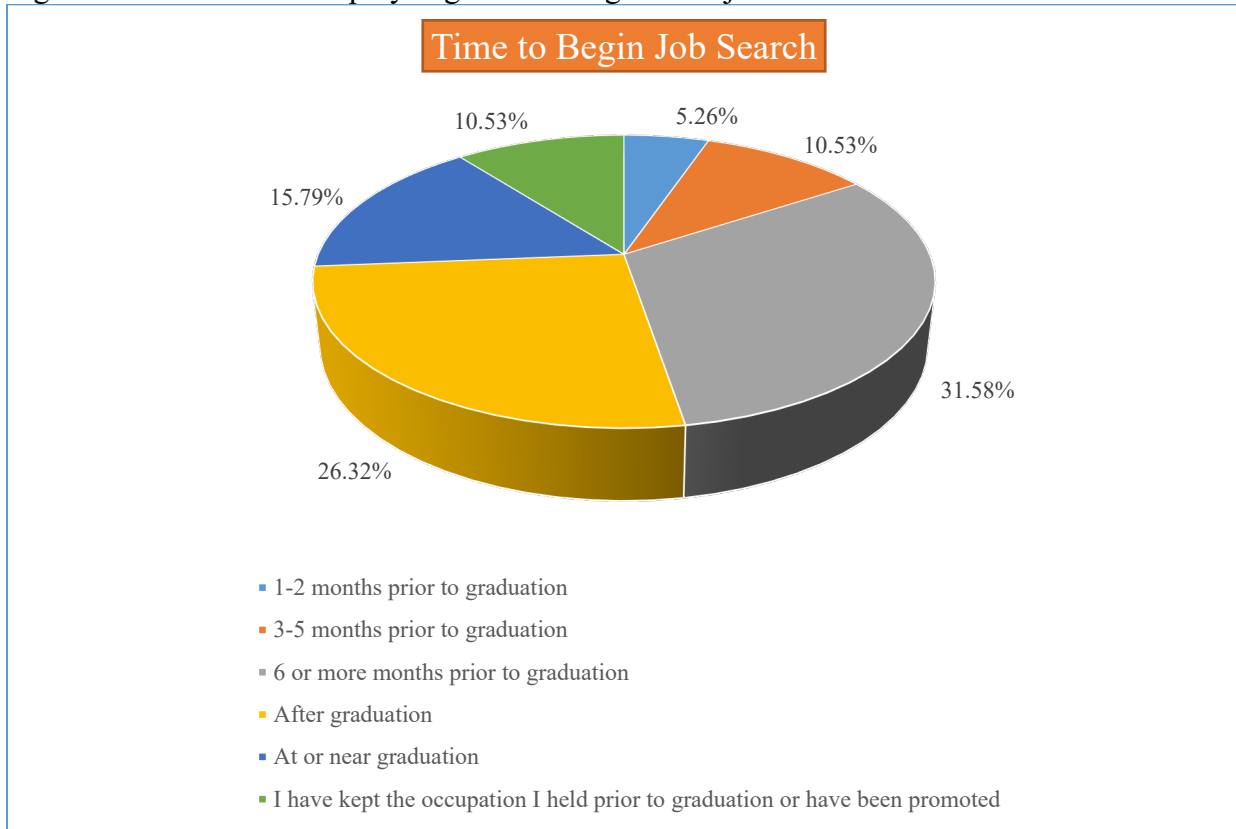


Note: The total percentage is larger than 100% because the services are not mutually exclusive. The respondents of this question are the ones who have no job after graduation. The total number of graduates who responded to this question is 31.

Figure 17 shows that the most common (38%) Career Center service used by respondents is career/major consultation or meeting with Career Center staff, followed by Career Center website (30%), on-campus student employment (30%), Handshake (30%) and graduate school preparation (30%).

When did you begin your job search?

Figure 18. Time that unemployed graduates began their job search.

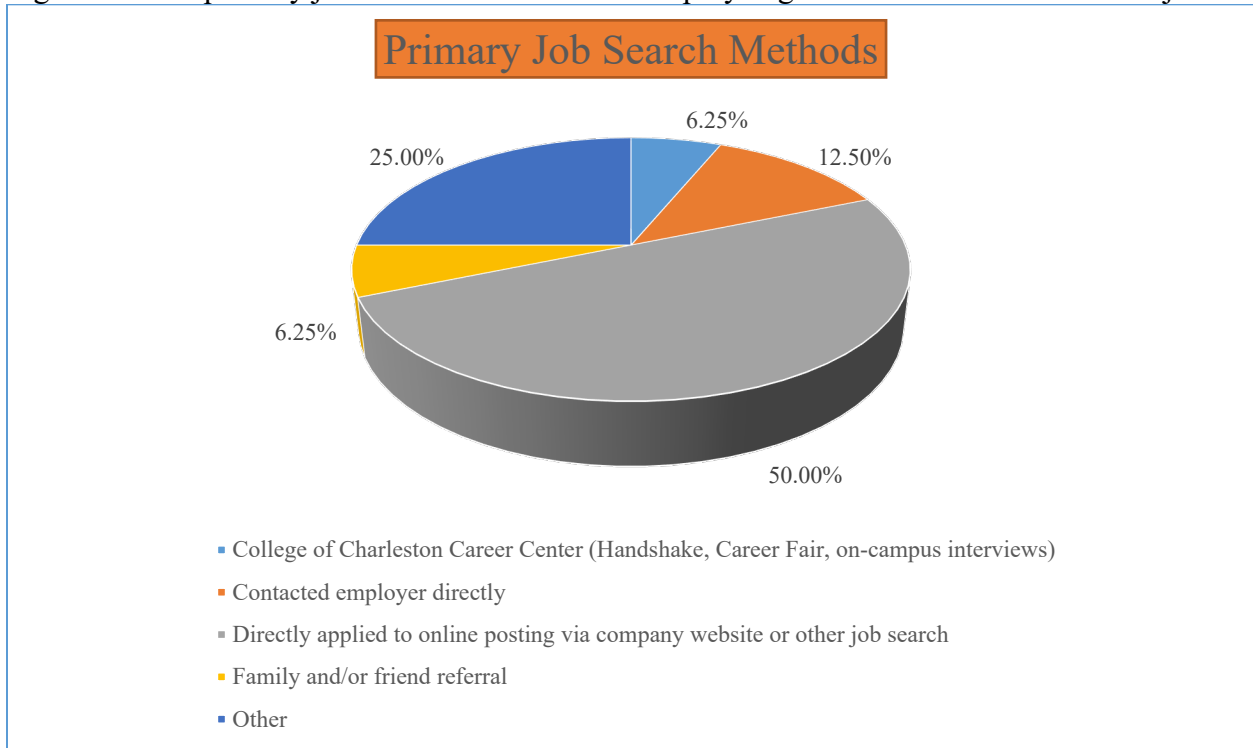


Note: The respondents of this question are the ones who have no job after graduation. The total number of graduates who responded to this question is 19.

Of 19 unemployed respondents, 32% of them began their job search 6 or more months prior to graduation, followed by 26% of them who started after graduation.

What job search method is the primary method you use?

Figure 19. The primary job search method that unemployed graduates used to secure their job.

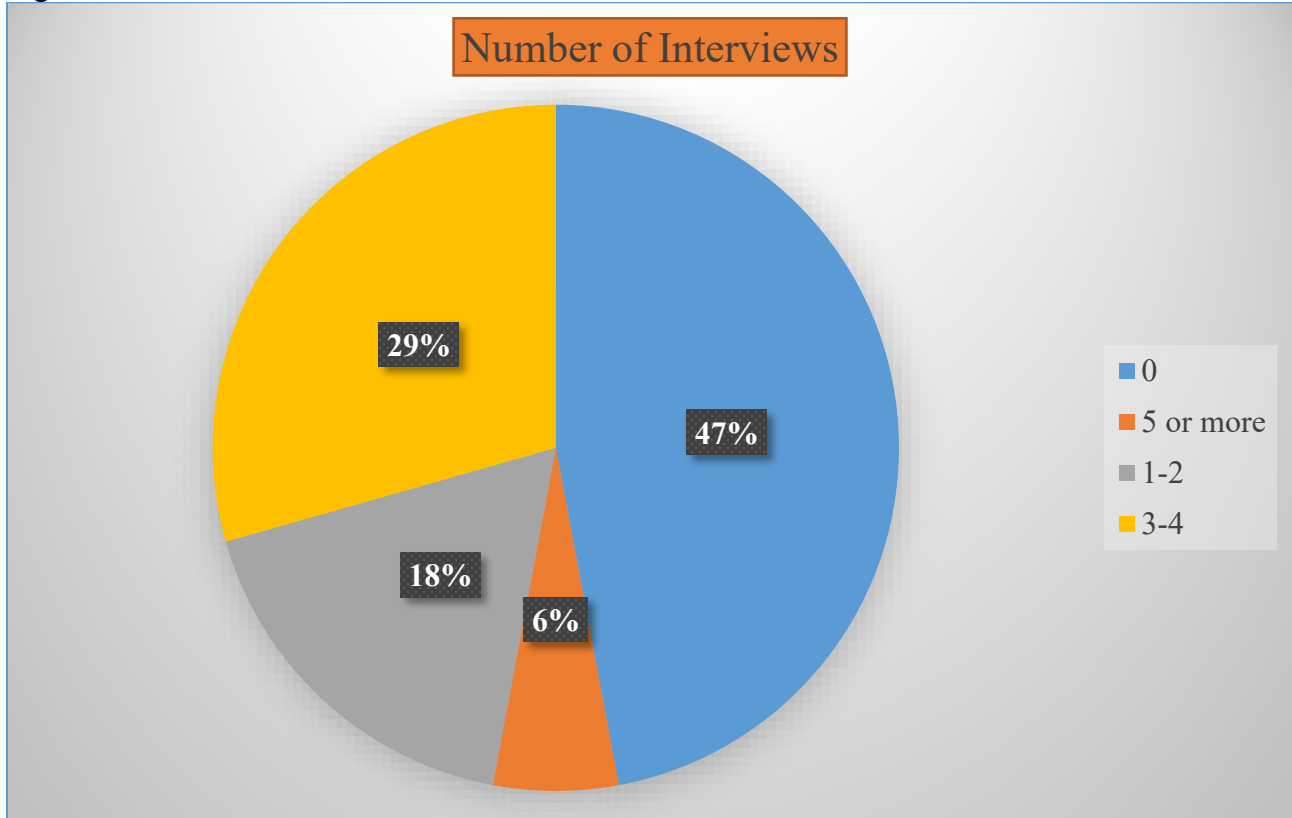


Note: The respondents of this question are the ones who have no job after graduation. The total number of graduates who responded to this question is 16. Other consists of attending medical school or law school.

Figure 19 suggests that the majority (50%) of respondents directly applied to online postings via company websites or other job searches as their primary job search method.

How many interviews have you participated in while job-searching?

Figure 20. Number of interviews.

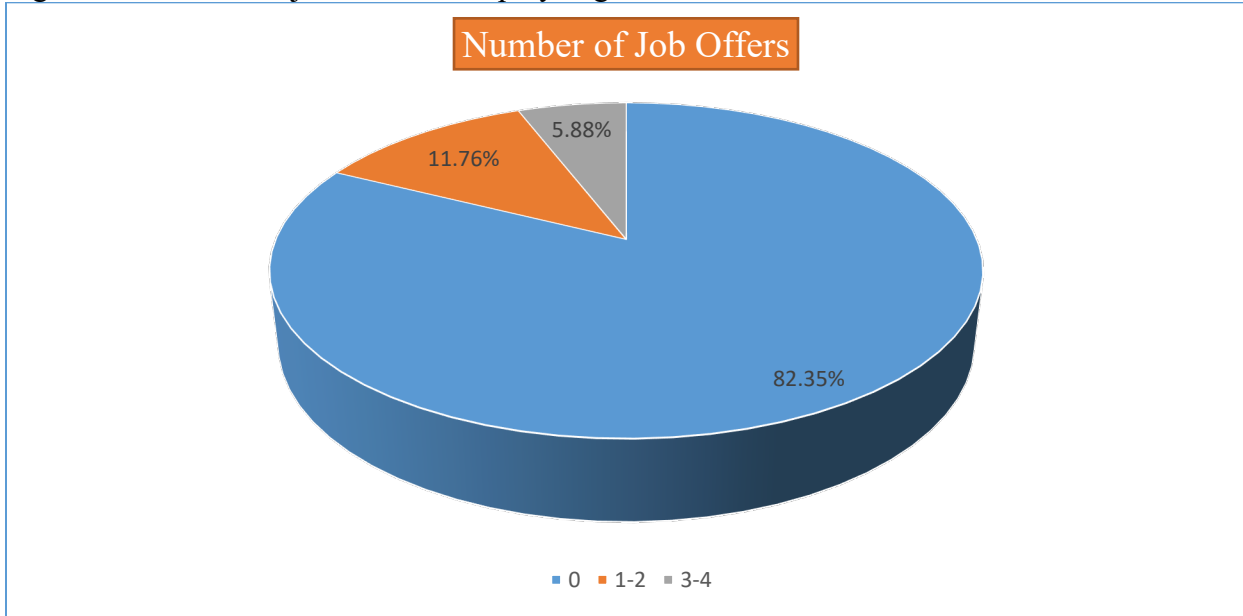


Note: The respondents of this question are the ones who have no job after graduation. The total number of graduates who responded to this question is 17.

As shown in figure 20, of those respondents who are not currently employed, 47% of them did not have any interviews. 29% of them had 3-4 interviews that did not lead to a full-time employment.

How many job offers have you received for full-time employment prior to graduation?

Figure 21. Number of job-offers unemployed graduates received.



Note: The respondents of this question are the ones who have no job after graduation. The total number of graduates who responded to this question is 17.

Of 17 respondents, 82% of them received no job-offer for full-time employment prior to graduation. 12% of them received 1-2 job-offers and 6% received 3-4 job-offers for full-time employment. The reason several received full-time job offers but were unemployed when surveyed needs more information to explain, which could be job layoffs, between jobs or some other reasons.

Career Preparation

What was the total amount of undergraduate loans accrued at the time of your graduation?

Figure 22. The total amount of undergraduate loans.

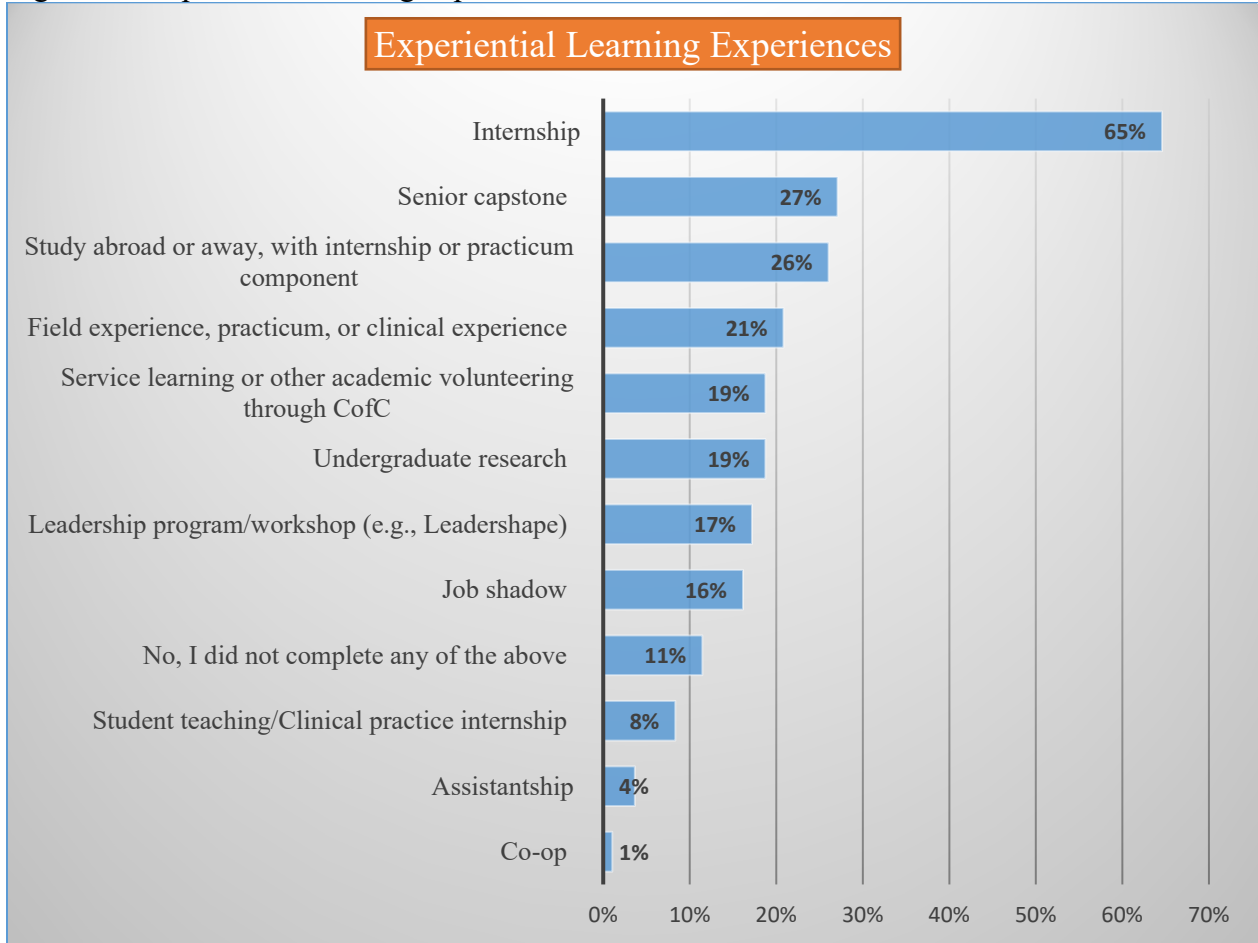


Note: The total number of graduates who responded to this question is 193.

As shown in figure 22, on one hand, a slim minority of respondents (48%) did not have any loans after graduation. On the other hand, 26% of them graduated with more than \$30,000 loans.

Did you complete any of the following while working on your degree?

Figure 23. Experiential learning experiences.

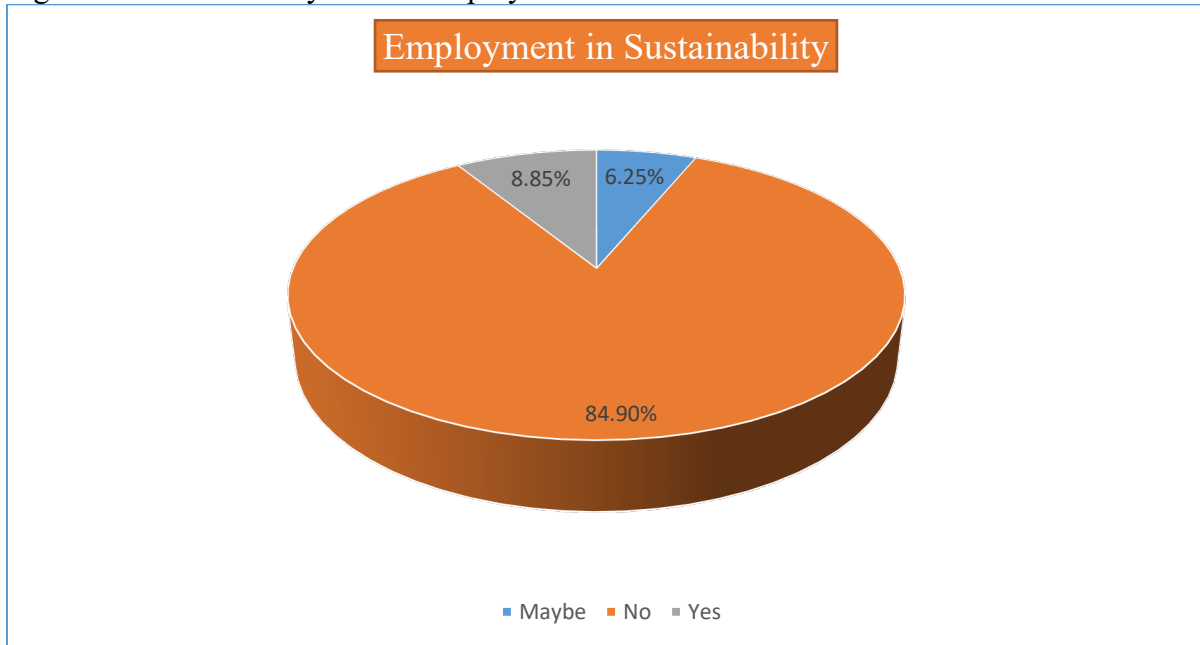


Note: since students have selected more than one choice in this question, the total percentage is larger than 100%. The total number of respondents is 190.

Figure 23 suggested that the most common experiential learning experience respondents completed is internship (65%), followed by senior capstone (27%), study abroad (26%) and field experience, practicum or clinical experience (21%). It is worth noting that all percentages in this figure were calculated using duplicated counts because one student could participate multiple experiential learning experiences.

Are you currently or have you ever been employed in a sustainability-related job?

Figure 24. Sustainability-related employment.

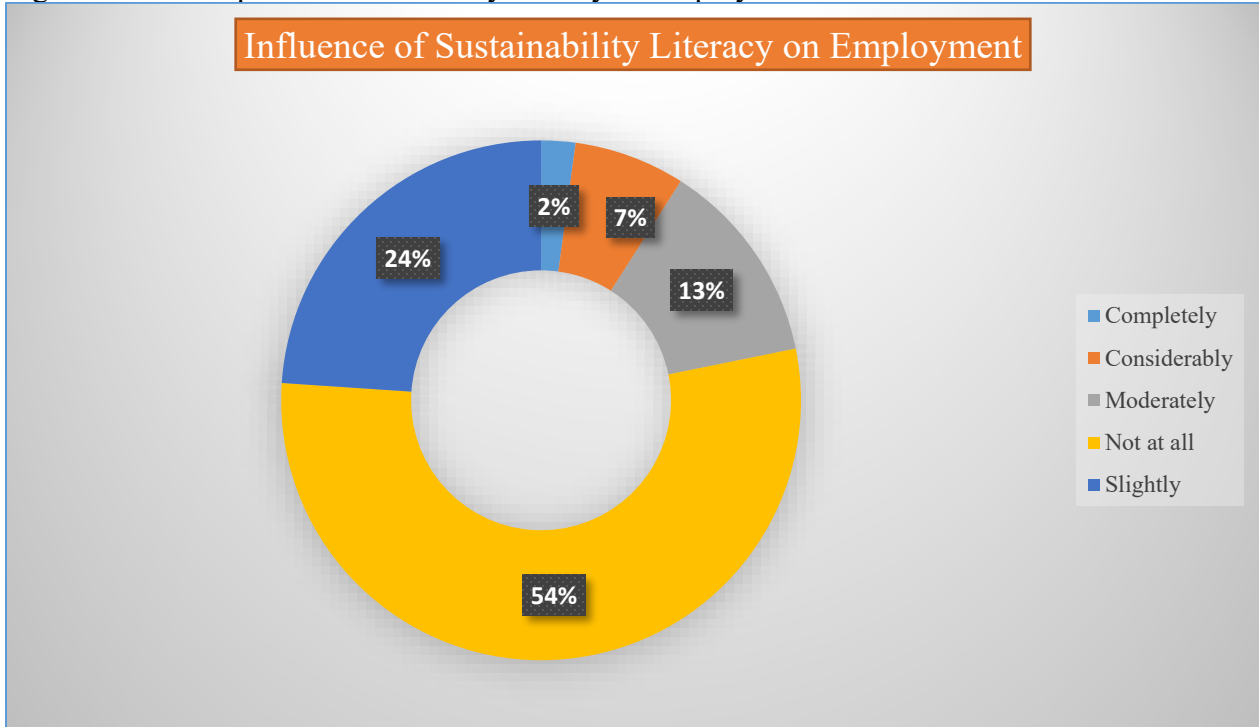


Note: The total number of graduates who responded to this question is 192.

Figure 24 indicates that the vast majority of respondents (84%) are not currently or have not been employed in a sustainability-related job, but 8% are doing so or have been employed in such jobs.

To what extent have your employment opportunities been influenced by courses, activities, and/or events related to sustainability literacy that you participated in while at the College?

Figure 25. The impact of sustainability literacy on employment.

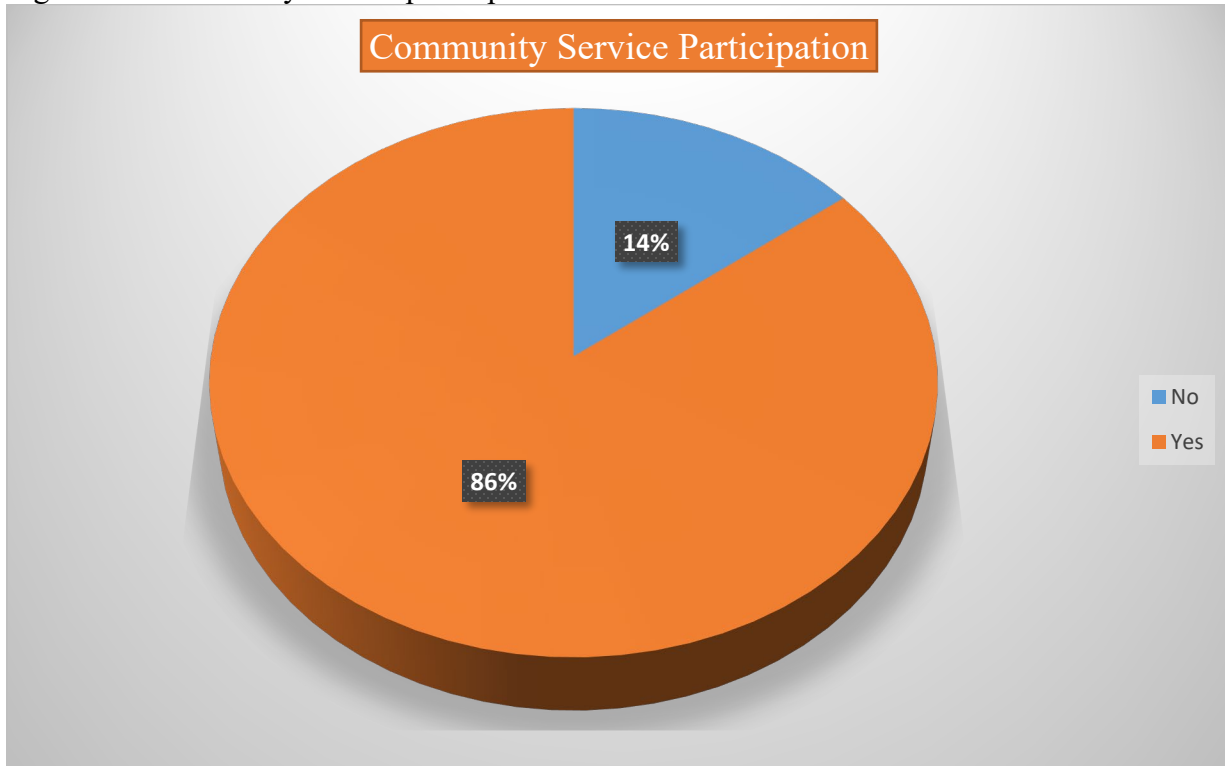


Note: The total number of graduates who responded to this question is 188.

Figure 25 demonstrates that 54% of respondents rated that their employment opportunities were not influenced at all by courses, activities and/or events related to sustainability literacy; 46% of them stated that their employment opportunities have been at least slightly influenced.

Have you ever participated in non-employment-based community service?

Figure 26. Community service participation distribution.

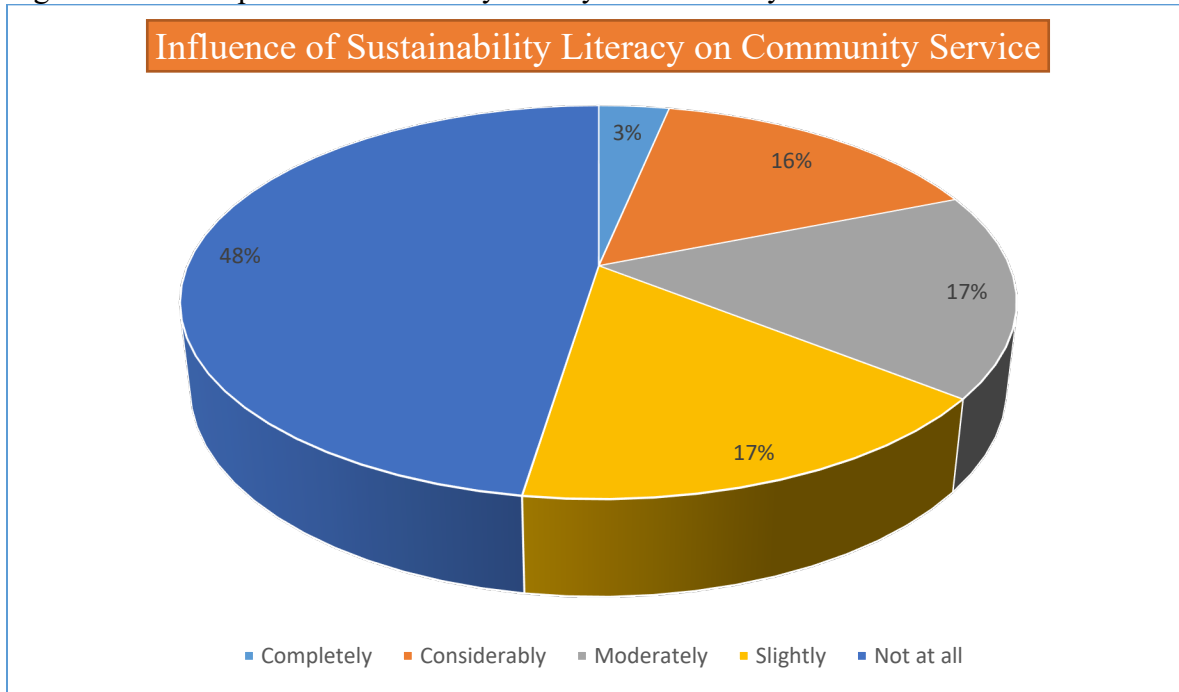


Note: The total number of graduates who responded to this question is 180.

Figure 26 suggests the vast majority of respondents have participated in non-employment based community service (86%) as opposed to 14% of them who have not done such services.

To what extent have your non-employment-based community service been influenced by courses, activities, and/or events related to sustainability literacy that you participated in while at the College?

Figure 27. The impact of sustainability literacy on community service.



Note: The total number of graduates who responded to this question is 185.

Figure 27 suggests that the small majority of respondents (52%) reported that their non-employment-based community services have been *at least slightly* influenced by courses, activities, and/or events related to sustainability literacy that you participated in while at the College.

How often did you do the following while you were studying at the College of Charleston?

Table 4. Community involvement while studying at the College.

Community involvement	Never	Rarely	Sometimes	Very often	Always	Counts
Attend a racial/cultural awareness workshop	48%	23%	21%	6%	2%	184
Perform community service	19%	20%	38%	18%	5%	184
Demonstrate for a cause (e.g., boycott, rally, protest)	56%	22%	14%	7%	1%	184
Vote in an election at the local, state, or national level	17%	11%	18%	21%	33%	183
Attend a leadership training/workshop	37%	17%	26%	14%	6%	184
Join student government	87%	5%	5%	1%	2%	183
Work for a local, state, or national political campaign	88%	4%	4%	2%	2%	183
Contribute money to a local, state, or national political campaign	84%	10%	4%	1%	1%	184

Table 4 shows that the most common (54% at least very often) act of community involvement while studying at the College among respondents was voting in an election at the local, state, or national level. The next most common (23%) was performing community service.

How often have you done the following since graduating from the College of Charleston?

Table 5. Community involvement after graduating from the College.

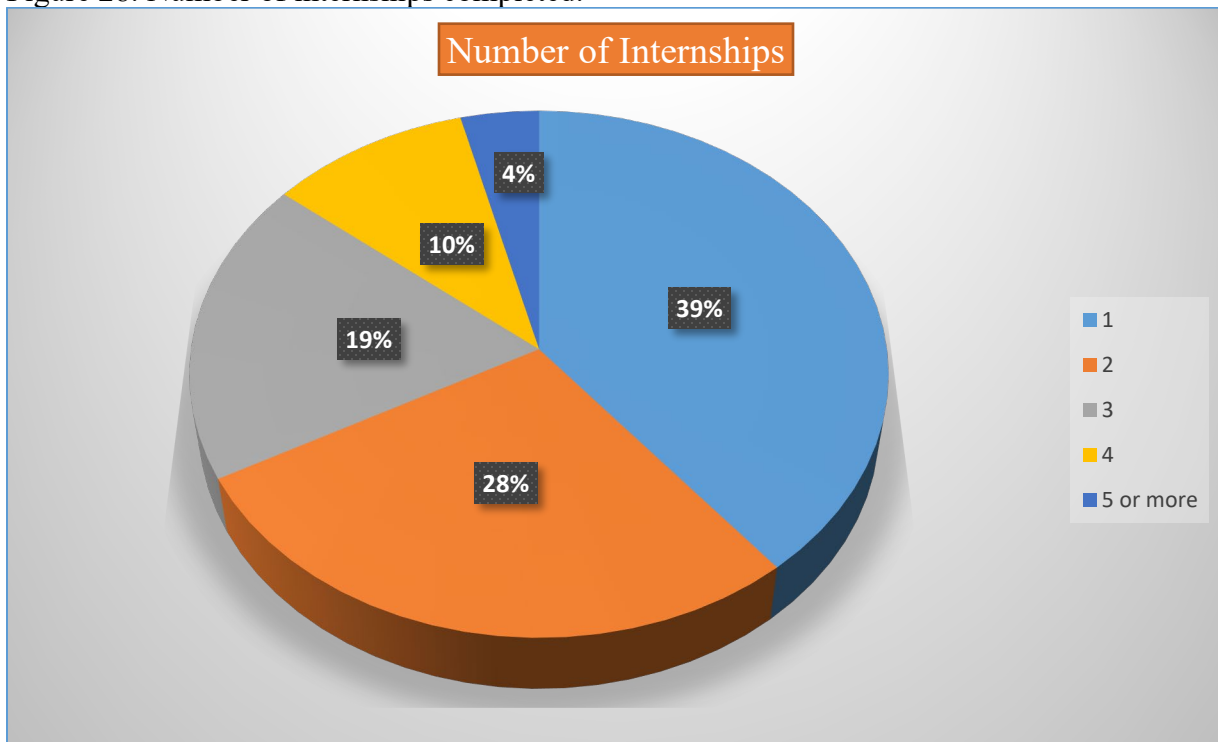
Community involvement	Never	Rarely	Sometimes	Very often	Always	Counts
Attend a racial/cultural awareness workshop	67%	11%	13%	8%	1%	182
Perform community service	27%	21%	33%	13%	6%	181
Demonstrate for a cause (e.g., boycott, rally, protest)	66%	11%	15%	6%	2%	182
Vote in an election at the local, state, or national level	15%	9%	15%	18%	43%	182
Attend a leadership training/workshop	50%	10%	24%	10%	6%	182
Work for a local, state, or national political campaign	91%	2%	5%	1%	1%	181
Contribute money to a local, state, or national political campaign	81%	8%	8%	2%	1%	180
Take on a leadership role in my community	55%	12%	17%	8%	8%	181

Table 5 suggests that the most common (61% at least very often) act of community involvement after graduating from the College among respondents was voting in an election at the local, state, or national level. The next most common (19%) was performing community service.

Internships

How many internships did you complete?

Figure 28. Number of internships completed.

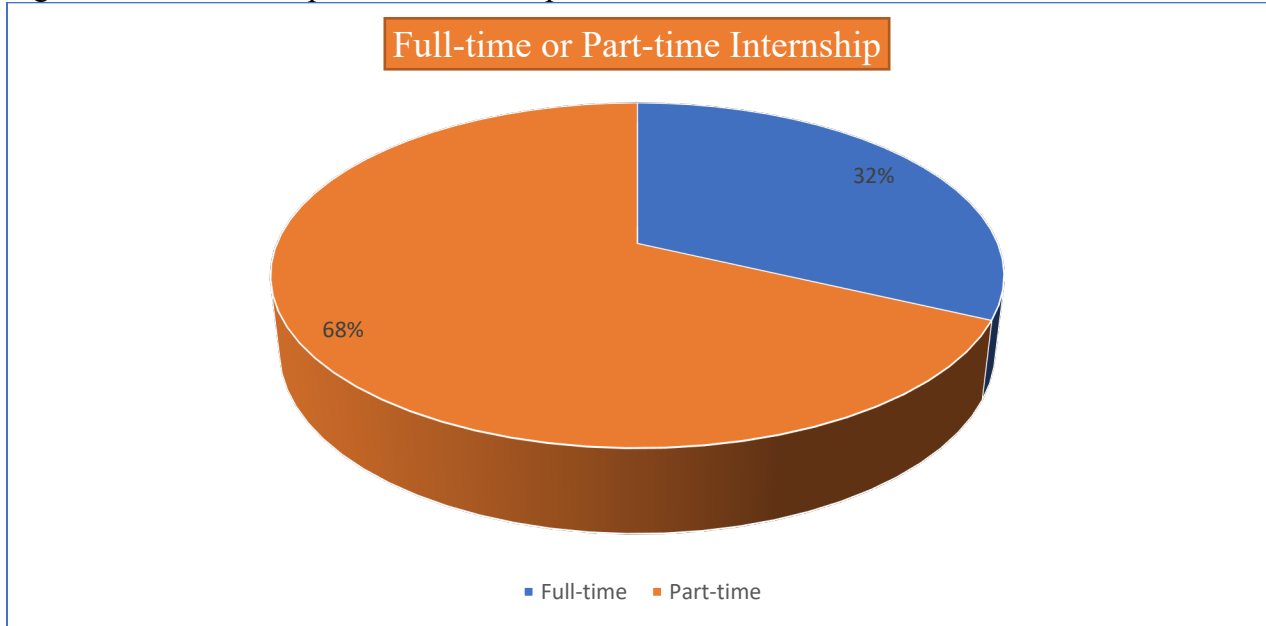


Note: The total number of graduates who responded to this question is 117.

Figure 28 indicates that the vast majority of respondents (67%) completed 1 or 2 internships while studying at the College.

Were these internship experiences part- or full-time?

Figure 29. Full-time or part-time internship.

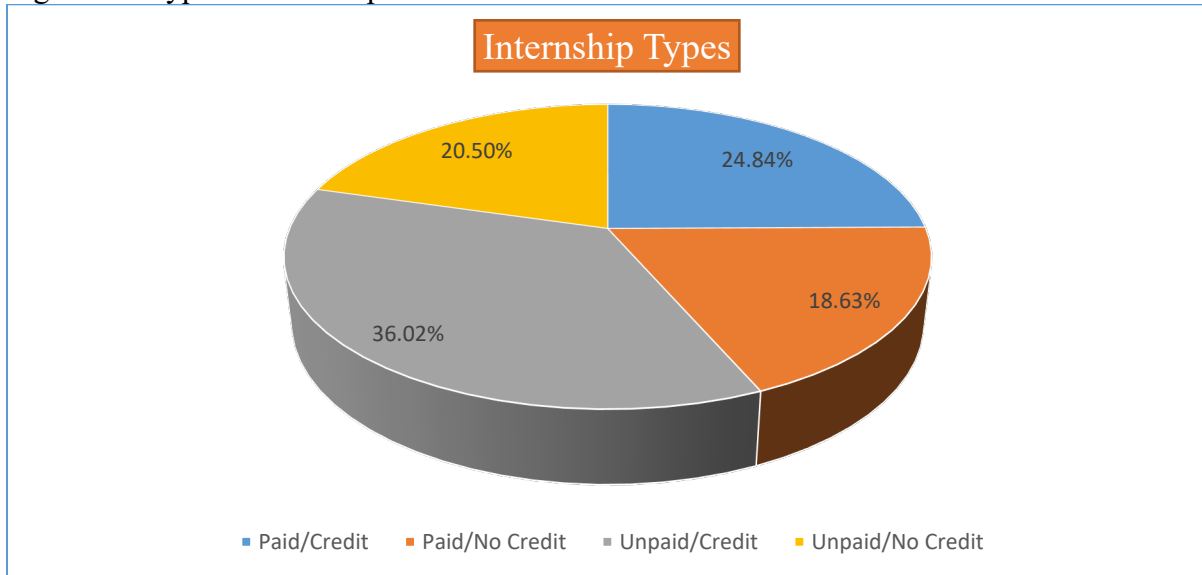


Note: The total number of graduates who responded to this question is 132.

As presented in figure 29, the large majority of respondents (68%) completed part-time internships while studying at the College.

What types of internships did you complete?

Figure 30. Type of internships.

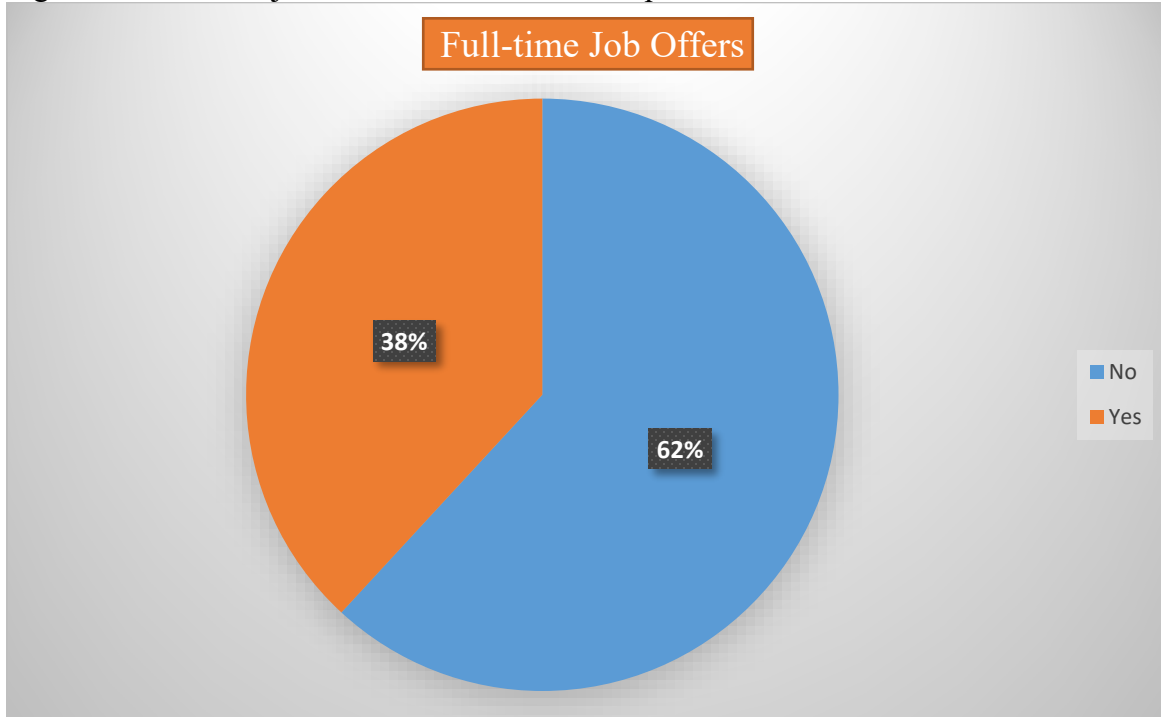


Note: The total percentage is larger than 100% because the types are not mutually exclusive. The total number of respondents is 161.

As shown in figure 30, 43% respondents responded that their internships were paid with or without gaining any credits; 36% received credits, but did not get paid; 20% did not get both credits and salary for their internships.

Were you offered a full-time job as a result of any of your internships?

Figure 31. Full-time job offers related to internship.



Note: 118 is the total number of graduates who responded to this question.

Figure 31 suggests that 38% of respondents successfully located full-time jobs as a result of their internships, although 62% of them were not able to do so.

Continuing Education

Indicate your plans for each of the following degrees.

Table 6. Continuing education after graduation.

Degrees	Do not plan to pursue	Degree received	Currently enrolled or working toward	Degree you hope to attain in the future	Counts
Second Bachelor's Degree	87.0%	6.8%	0.0%	6.2%	161
Master's Degree	30.2%	7.0%	13.4%	49.4%	172
Law Degree	90.6%	0.0%	5.0%	4.4%	160
Medical Degree	89.4%	0.0%	5.0%	5.6%	160
PhD or other Doctoral Degree	77.0%	0.0%	2.4%	20.6%	165
Certificate	65.2%	6.5%	7.7%	20.6%	155

Table 6 suggests the most common graduate degree respondents are currently enrolling or working toward is the master's degree (13.4%). In addition, almost half of respondents (49.4%) stated that they hope to attain a master's degree in the future.

Enter the name of your graduate institution.

Table 7. Top 5 graduate institutions pursued by respondents.

Institution	Counts
The College of Charleston	6
MUSC	4
Charleston Southern University	2
Drexel University	2
Georgia Tech	2

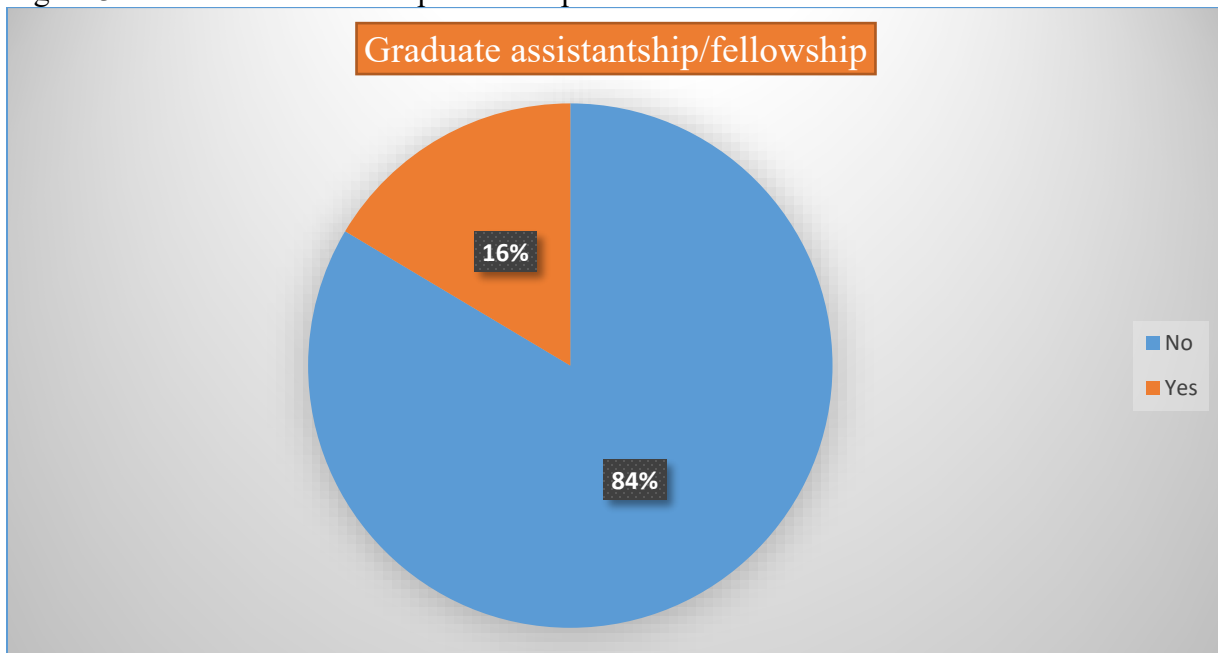
Enter the name of your graduate program.

Table 8. Top 5 graduate programs pursued by respondents.

Academic discipline	Counts
Law school	5
Accounting or MBA	3
Computer Science	3
MPH (Master of Public Health)	3
The College of Medicine	2

Do you have or did you receive a graduate assistantship/fellowship?

Figure 32. Graduate assistantship/fellowship.

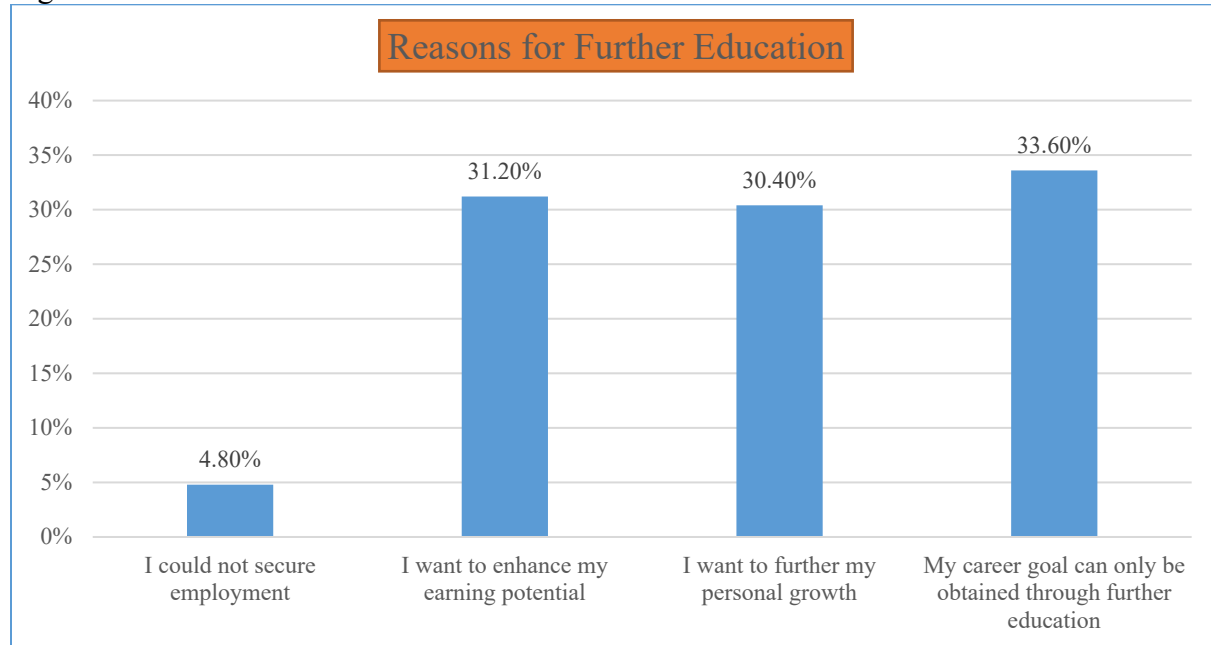


Note: 73 is the total number of graduates who responded to this question.

Figure 32 indicates that the majority of respondents (84%) did not have graduate assistantship or fellowship to support their graduate studies.

Why did you seek further education?

Figure 33. Reasons for further education.



Note: 125 is the total number of respondents who responded to this question (duplicated counts).

Figure 33 indicates that the most common reasons cited by respondents for further education are obtaining career goals, furthering personal growth and enhancing earning potential.

Quality of Undergraduate Education

Rate your satisfaction with the College of Charleston's quality of the following.

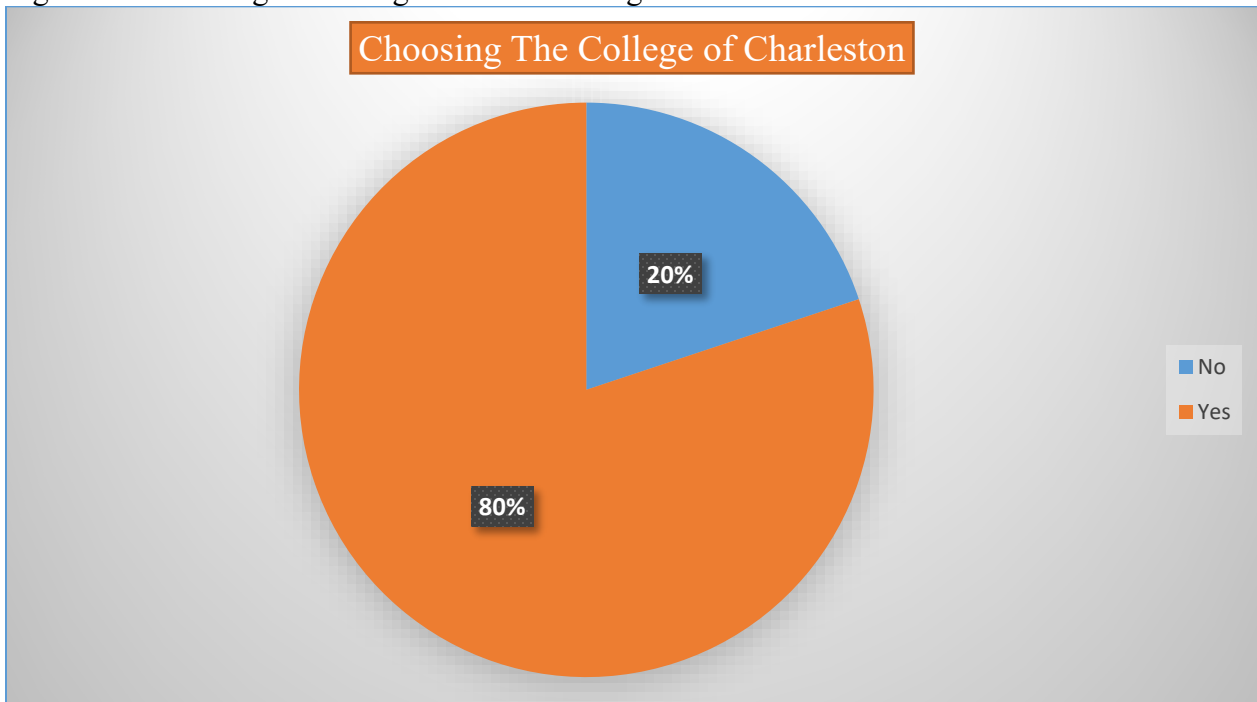
Table 9. Satisfaction with academic experiences

Academic experiences	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Counts
Curriculum in your major	1.12%	7.30%	9.55%	54.49%	27.53%	178
Instruction in your major	0.00%	5.62%	10.11%	50.00%	34.27%	178
Curriculum in your general education program	1.12%	10.11%	24.16%	46.63%	17.98%	178
Instruction in your general education program	1.69%	6.74%	25.84%	47.75%	17.98%	178
Your overall academic experiences	1.13%	4.00%	14.69%	48.02%	31.64%	177

As shown in Table 9, the vast majority of respondents are either satisfied or very satisfied with the curriculum in their major (82%) and the instruction in their major (84%); over 60% of respondents are either satisfied or very satisfied with the curriculum (64%) and instruction (65%) in their general education program and instruction. Further, 79% of respondents are either satisfied or very satisfied with their overall academic experiences.

If you were to do it again, would you choose the College of Charleston for your undergraduate education?

Figure 34. Choosing the College of Charleston again.

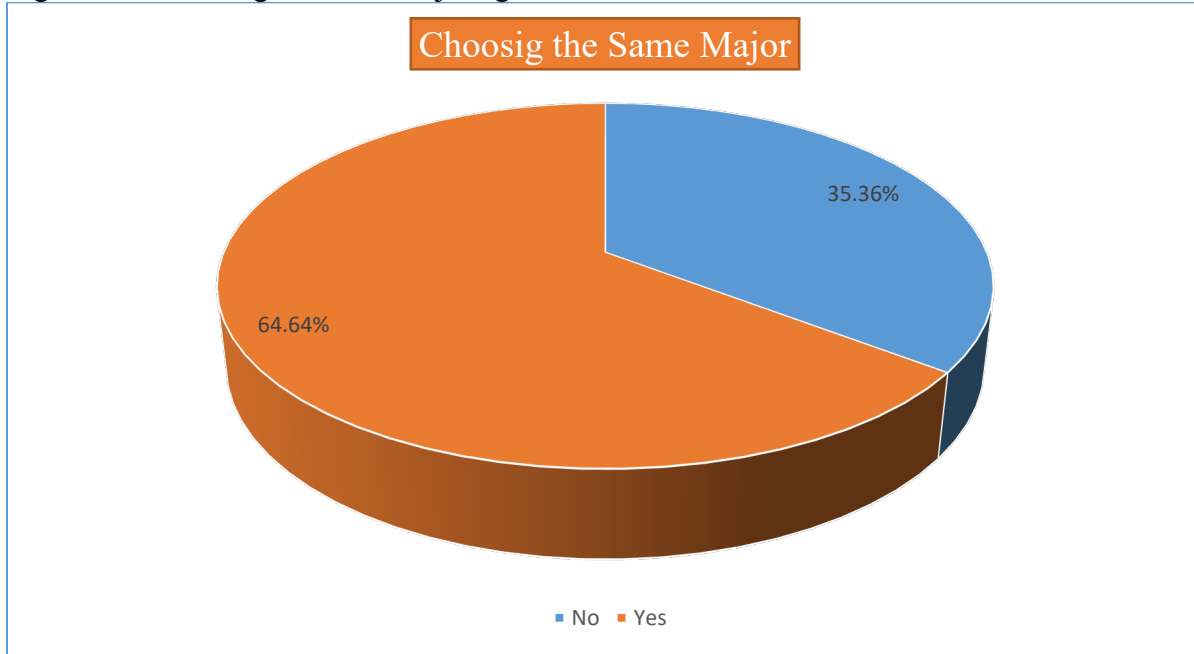


Note: 181 is the total number of graduates who responded to this question.

Figure 34 suggests that the vast majority of respondents (80%) would choose to attend the College of Charleston if they were to do it again.

If you were to do it again, would you choose to enroll in the same major field of study?

Figure 35. Choosing the same major again.



Note: 181 is the total number of graduates who responded to this question.

The large majority of respondents (64%) would choose to enroll inn the same field of study if they were to do it again, as shown above in Figure 35.

Indicate how frequently you are currently involved in each of the following types of activities.

Table 10. Campus activities participated

Campus activities participated	Never	Less often	Annually	Monthly	Weekly	Counts
Career related advanced education or training	19%	12%	22%	27%	20%	140
Lifelong learning or personal enrichment studies outside your career area(s)	13%	27%	16%	20%	24%	143
Professional or service organizations	32%	24%	16%	22%	7%	136
Volunteer, public or community service	21%	25%	24%	20%	10%	139
Social or recreational organization	23%	23%	15%	25%	14%	137
Support or participation in the arts	21%	23%	18%	24%	13%	139

Table 10 shows that the most frequent (24% weekly) campus activity among respondents is lifelong learning or personal enrichment studies outside their career areas, followed by career related advanced education or training (20% weekly).

Indicate to what extent your College of Charleston experience influenced your participation in that activity.

Table 11. The impact of the College of Charleston experience on campus activities.

Cofc impact	Not at all	Somewhat	Moderately	Strongly	Counts
Career related advanced education or training	50%	20%	14%	16%	140
Lifelong learning or personal enrichment studies outside your career area(s)	37%	26%	20%	17%	143
Professional or service organizations	48%	24%	16%	12%	136
Volunteer, public or community service	51%	24%	15%	10%	139
Social or recreational organization	50%	17%	20%	13%	137
Support or participation in the arts	45%	14%	21%	20%	139

Table 11 indicates that respondents were most influenced (20% strongly and 21% moderately) by the College in supporting or participation in the arts, followed by in lifelong learning or personal enrichment studies outside your career area(s)(17% strongly and 20% moderately).

Part B. Sub-group Analysis by School

Table 12. Frequency and percentage of respondents by school.

School	Counts	Percentage
School of Languages, Cultures, and World Affairs	11	4.37%
School of the Arts	27	10.71%
School of Education, Health, and Human Performance	36	14.29%
School of Sciences and Mathematics	47	18.65%
School of Humanities and Social Sciences	64	25.40%
School of Business	65	25.79%

Note: School of Professional Studies has less than 10 respondents, so the analysis for this school was excluded mostly in this report. The result of this school will be available per request.

As shown in Table 12, the School of Business has the largest number of respondents (n=65), taking up 25.79% of the respondents, followed by the School of Humanities and Social Sciences (n=64 with 25.4% of respondents).

Indicate which categories describe your current status.

Table 13. Employment Status after graduation.

School	Employed full-time	Graduate / Professional school, full-time	Employed part-time or multiple jobs	Seeking employment / Admission to graduate school	Unemployed/ Not employed by choice	Graduate / Professional school, part-time	Second bachelor's, and certifications	Other	#
School of Languages, Cultures, and World Affairs	36.36%	36.36%	9.09%	-	9.09%	-	-	18.18%	11
School of the Arts	81.48%	7.41%	7.41%	3.70%	3.70%	-	-	3.70%	27
School of Education, Health, and Human Performance	68.57%	25.71%	8.57%	8.57%	2.86%	5.71%	5.71%	2.86%	36
School of Sciences and Mathematics	60.87%	28.26%	4.35%	6.52%	4.35%	2.17%	-	2.17%	47
School of Humanities and Social Sciences	64.52%	22.58%	14.52%	3.23%	-	3.23%	1.61%	12.90%	64
School of Business	87.50%	6.25%	3.13%	-	-	-	3.13%	7.81%	65

Note: Other includes military service, volunteer, paid and unpaid internships. The sum of percentages in each row is not equal To100% because respondents selected more than one choice.

Table 13 shows that the school with the highest proportion of full-time employed respondents was the School of Business (87.5%), followed by the School of the Arts (81.48%). Additionally, the school with the largest proportion of respondents continuing their education was the School of Languages, Cultures, and World Affairs (36.36%), followed by School of Sciences and Mathematics (28.26%).

Indicate the location of your first full-time job after graduation.

Table 14. First full-time job location distribution by school.

School	South Carolina	Southeast-outside SC	US-outside southeast	Overseas	Counts
School of Languages, Cultures, and World Affairs	29.00%	14.00%	29.00%	28.00%	11
School of the Arts	42.00%	8.00%	50.00%	0.00%	27
School of Education, Health, and Human Performance	80.00%	10.00%	7.00%	3.00%	36
School of Sciences and Mathematics	61.00%	12.00%	24.00%	3.00%	47
School of Humanities and Social Sciences	64.00%	10.00%	22.00%	4.00%	64
School of Business	38.00%	11.00%	44.00%	7.00%	65

Table 14 shows that the school with the largest proportion of respondents who found their first full-time employment in South Carolina is the School of Education, Health, and Human Performance (80%), followed by the Humanities and Social Science (64%). In addition, the largest portion of respondents who located their first full-time job in the Southeast-outside of SC, U.S.-outside of Southeast, and Overseas are School of Languages, Cultures, and World Affairs (14%), School of the Arts (50%), and School of Languages, Cultures, and World Affairs (28%).

What is your current annual income range?

Table 15. Current annual income range distribution by school.

School	<\$20,000	\$20,000 - \$29,999	\$30,000 - \$39,999	\$40,000 - \$49,999	\$50,000 - \$59,999	\$60,000 - \$69,999	\$70,000 - \$79,999	\$80,000 - \$89,999	>\$90,000	#
School of Languages, Cultures, and World Affairs	15.00%	-	43.00%	14.00%	14.00%	-	14.00%	-	-	11
School of the Arts	13.00%	5.00%	10.00%	33.00%	10.00%	14.00%	10.00%	-	5.00%	27
School of Education, Health, and Human Performance	11.00%	19.00%	35.00%	31.00%	-	4.00%	-	-	-	36
School of Sciences and Mathematics	18.00%	21.00%	10.00%	10.00%	10.00%	10.00%	7.00%	7.00%	7.00%	47
School of Humanities and Social Sciences	9.00%	21.00%	34.00%	17.00%	4.00%	2.00%	-	2.00%	11.00%	64
School of Business	4.00%	6.00%	16.00%	18.00%	16.00%	16.00%	10.00%	6.00%	8.00%	65

Table 15 shows that the school with the largest proportion of respondents currently making at least \$50,000 a year is the School of Business (56%), followed by the School of Sciences and Mathematics (41%), School of the Arts (39%), and School of Languages, Cultures, and World Affairs (28%).

To what extent is your current job related to your college major?

Table 16. Current job-major relationship distribution by school.

School	Not related	Slightly related	Moderately related	Highly related	Counts
School of Languages, Cultures, and World Affairs	-	28.00%	14.00%	57.00%	11
School of the Arts	38.00%	21.00%	21.00%	21.00%	27
School of Education, Health, and Human Performance	27.00%	3.00%	17.00%	53.00%	36
School of Sciences and Mathematics	21.00%	15.00%	26.00%	38.00%	47
School of Humanities and Social Sciences	29.00%	25.00%	17.00%	29.00%	64
School of Business	5.00%	21.00%	29.00%	45.00%	65

Table 16 shows that the school with respondents whose majors are highly or moderately related their jobs is the School of Business (74%), followed by the School of Languages, Cultures and World Affairs (71%), the School of Education, Health and Human Performance(70%), and the School of Sciences and Mathematics (64%).

How many internships did you complete?

Table 17. Internship completion count distribution by school.

School	1	2	3	4	5 or more	Counts
School of Languages, Cultures, and World Affairs	50.00%	-	25.00%	-	25.00%	11
School of the Arts	18.00%	29.00%	12.00%	29.00%	12.00%	27
School of Education, Health, and Human Performance	71.00%	14.00%	7.00%	7.00%	-	36
School of Sciences and Mathematics	40.00%	33.00%	20.00%	7.00%	-	47
School of Humanities and Social Sciences	48.00%	19.00%	23.00%	10.00%	-	64
School of Business	28.00%	42.00%	22.00%	6.00%	3.00%	65

Table 17 shows that the school with the highest proportion of respondents who completed 1 or 2 internships is the School of Education, Health, and Human Performance (85%), followed by the School of Sciences and Mathematics (73%) and the School of Business (70%).

Indicate your plans for each of the following degrees – currently enrolled or working toward.

Table 18. Continuing education distribution by school.

School	Master's Degree	Law Degree	Medical Degree	Doctoral Degree	Certificates	Counts
School of Languages, Cultures, and World Affairs	20.00%	-	20.00%	-	-	11
School of the Arts	10.00%	5.00%	5.00%	5.00%	5.00%	27
School of Education, Health, and Human Performance	19.00%	-	6.00%	-	6.00%	36
School of Sciences and Mathematics	16.00%	-	13.00%	9.00%	10.00%	47
School of Humanities and Social Sciences	21.00%	13.00%	2.00%	-	13.00%	64
School of Business	2.00%	3.00%	0.00%	-	3.00%	65

Note: the sum of these percentages in each row is not 100% because we only reported five important employment statuses.

Table 18 shows that the school with the largest proportion of respondents who are currently working to pursue a Master's degree, a law degree, a medical degree and a doctoral degree is School of Humanities and Social Sciences (21%), School of Humanities and Social Sciences (13%), School of Languages, Cultures, and World Affairs(20%), and School of Sciences and Mathematics (9%), respectively.

Were you offered a full-time job as a result of any of your internships?

Table 19. Full-time job offer distribution by school.

School	No	Yes	Counts
School of Languages, Cultures, and World Affairs	75%	25%	11
School of the Arts	71%	29%	27
School of Education, Health, and Human Performance	57%	43%	36
School of Sciences and Mathematics	60%	40%	47
School of Humanities and Social Sciences	74%	26%	64
School of Business	49%	51%	65

Table 19 shows that the school with the largest proportion of respondents who were offered a full-time job because of their internships is the School of Business (51%), followed by School of Education, Health, and Human performance (43%) and School of Sciences and Mathematics (40%).

Rate your satisfaction with the College of Charleston's quality of academic experiences.

Table 20. Major curriculum satisfaction distribution by school.

School	Very dissatisfied	Satisfied	Neutral	Satisfied	Very satisfied	Counts
School of the Arts	-	-	10%	50%	40%	27
School of Business	-	6.38%	12.77%	55.32%	25.53%	65
School of Education, Health, and Human Performance	-	9.52%	4.76%	28.57%	57.14%	36
School of Humanities and Social Sciences	-	-	6.12%	55.10%	38.78%	64
School of Languages, Cultures, and World Affairs	-	20%	-	20%	60%	11
School of Sciences and Mathematics	-	11.43%	17.14%	51.43%	20%	47

Table 20 shows that the school with the largest proportion of respondents who were very satisfied with the curriculum in their major is the School of Languages, Cultures, and World Affairs (60%), followed by the School of Education, Health, and Human Performance (57.14%) and the School of the Arts (40%).

Table 21. Major instruction satisfaction distribution by school.

School	Very dissatisfied	Satisfied	Neutral	Satisfied	Very satisfied	Counts
School of the Arts	-	10%	5%	60%	25%	27
School of Business	2.13%	10.64%	8.51%	59.57%	19.15%	65
School of Education, Health, and Human Performance	-	4.76%	14.29%	33.33%	47.62%	36
School of Humanities and Social Sciences	-	2.04%	10.20%	55.10%	32.65%	64
School of Languages, Cultures, and World Affairs	-	-	20%	40%	40%	11
School of Sciences and Mathematics	2.86%	11.43%	8.57%	57.14%	20%	47

Table 21 suggests that the school with the largest proportion of respondents who were very satisfied with the instruction in their major is the School of Education, Health, and Human Performance (47.62%), followed by the School of Languages, Cultures, and World Affairs (40%) and School of Humanities and Social Sciences (32.65%).

Table 22. General education program curriculum satisfaction distribution by school.

School	Very dissatisfied	Satisfied	Neutral	Satisfied	Very satisfied	Counts
School of the Arts	-	5%	30%	40%	25%	27
School of Business	2.13%	6.38%	25.53%	44.68%	21.28%	65
School of Education, Health, and Human Performance	-	4.76%	14.29%	61.9%	19.05%	36
School of Humanities and Social Sciences	2.04%	14.29%	24.49%	44.9%	14.29%	64
School of Languages, Cultures, and World Affairs	-	-	40%	40%	20%	11
School of Sciences and Mathematics	-	17.14%	20%	48.57%	14.29%	47

Table 22 shows that the school with the largest proportion of respondents who were very satisfied with the curriculum in their general education program is the School of the Arts (25%), followed by the School of Business (21.28%) and the School of Languages, Cultures, and World Affairs (20%).

Table 23. General education program instruction satisfaction distribution by school.

School	Very dissatisfied	Satisfied	Neutral	Satisfied	Very satisfied	Counts
School of the Arts	-	5%	35%	35%	25%	27
School of Business	4.26%	4.26%	17.02%	53.19%	21.28%	65
School of Education, Health, and Human Performance	-	9.52%	23.81%	52.38%	14.29%	36
School of Humanities and Social Sciences	2.04%	10.2%	32.65%	42.86%	12.24%	64
School of Languages, Cultures, and World Affairs	-	20%	-	40%	40%	11
School of Sciences and Mathematics	-	2.86%	25.71%	54.29%	17.14%	47

Table 23 suggests that the schools with the largest proportion of respondents who were very satisfied with the instruction in their general education program are the School of Languages, Cultures, and World Affairs (40%), the School of the Arts (25%) and the School of Business (21.58%).

Table 24. Overall academic experience satisfaction distribution by school.

School	Very dissatisfied	Satisfied	Neutral	Satisfied	Very satisfied	Counts
School of the Arts	-	-	15%	50%	35%	27
School of Business	2.17%	6.52%	19.57%	43.48%	28.26%	65
School of Education, Health, and Human Performance	-	4.76%	14.29%	38.1%	42.86%	36
School of Humanities and Social Sciences	-	4.08%	4.08%	55.1%	36.73%	64
School of Languages, Cultures, and World Affairs	-	-	20%	40%	40%	11

School of Sciences and Mathematics	2.86%	5.71%	22.86%	48.57%	20%	47
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As shown in Table 24, the school with the largest proportion of respondents who were very satisfied with their overall academic experience is the School of Education, Health, and Human Performance (42.86%), followed by the School of Languages, Cultures, and World Affairs (40%) and School of Humanities and Social Sciences (36.73%).

Table 25. the College of Charleston choice distribution by school.

School	Yes	No	Counts
School of the Arts	95%	5%	27
School of Business	75.51%	24.49%	65
School of Education, Health, and Human Performance	71.43%	28.57%	36
School of Humanities and Social Sciences	84%	16%	64
School of Languages, Cultures, and World Affairs	80%	20%	11
School of Sciences and Mathematics	77.14%	22.86%	47

Table 25 indicates that the school with the largest proportion of respondents who would choose the College of Charleston again are the School of the Arts (95%), followed by the School of Humanities and Social Sciences (84%), and the School of Languages, Cultures, and World Affairs (80%).