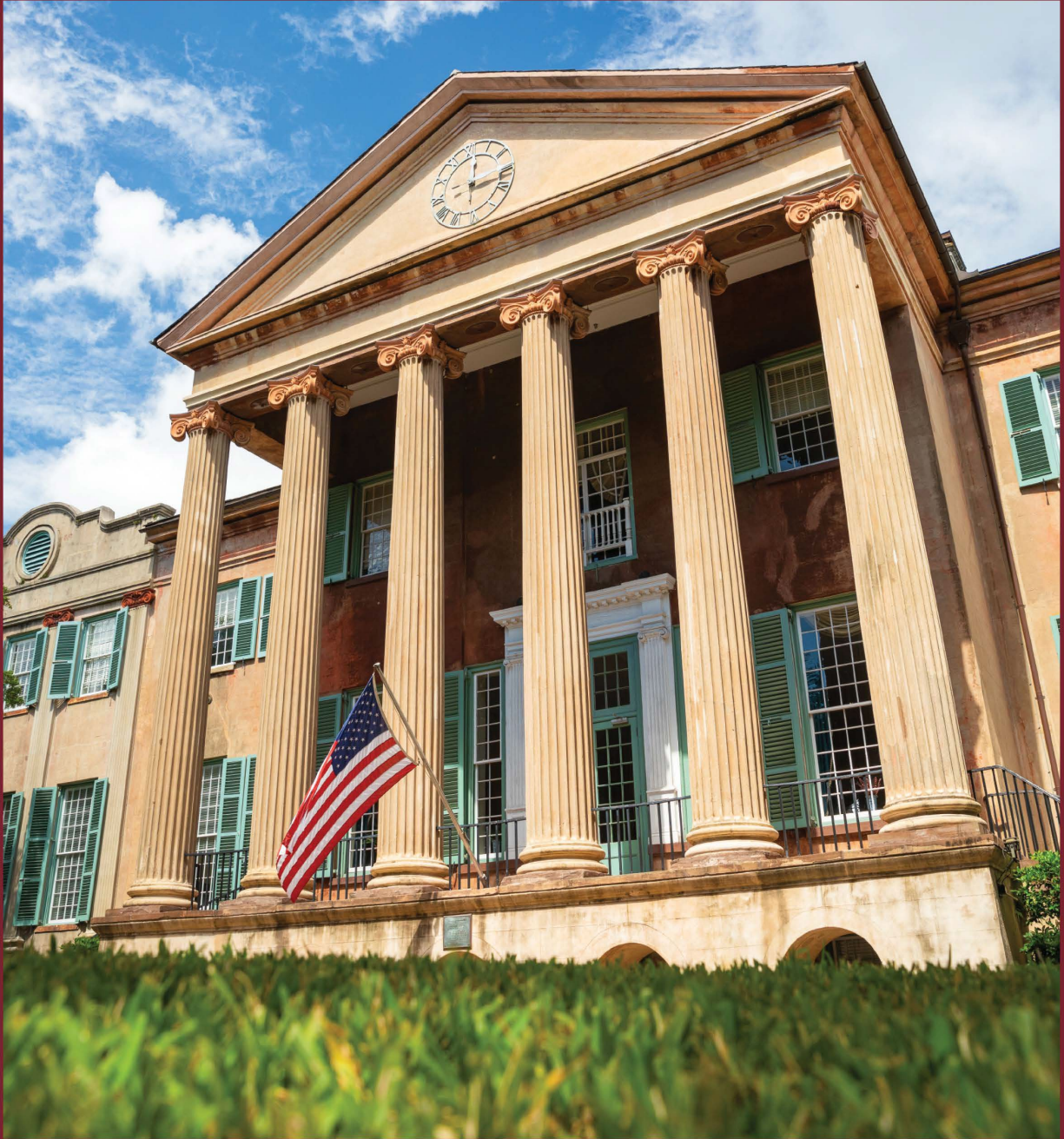




COLLEGE of
CHARLESTON
OFFICE FOR INSTITUTIONAL
EFFECTIVENESS

FIRST DESTINATION
UNDERGRADUATE
SURVEY ANALYTICAL
REPORT



First Destination Undergraduate Survey (Six-Months) 2018-2019 Analytical Report

**Provided by
The Office for Institutional Effectiveness**

Survey Overview

The First Destination Undergraduate Survey–Six Months (2018-2019) was conducted by 356 bachelor’s degree recipients from The College of Charleston. This Survey was disseminated through Qualtrics to 2,199 students who graduated in Summer 2017(N=332), Fall 2017(N=337) and Spring 2018 (N=1530), with a B.A., B.S., or A.B. Degree. This survey was administered on February 27th, 2019¹, and was open for two weeks. With 356 responses received, the response rate is 16.18%. Six-Months represents the length of time between graduation and survey administration for the primary population-students who graduated in May in this case. 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 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 unemployment, minimum requirement of employment and the current income range. The second part of this survey is about graduate school plan, collecting information about what types of degree they wanted to

¹ This survey was supposed to be administered in December 2018, but it was postponed because of staff changes.

pursue, the top 5 of most academic institutions they attended and the top 5 most academic disciplines they studied. The last part of the survey 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 by school 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.

Current Status	Count	n	Percentage
Employed full-time	222	356	62%
Employed part-time or multiple jobs	57	356	16%
Graduate / Professional school, full-time	51	356	14%
Seeking employment / Admission to graduate school	47	356	13%
Paid internship	14	356	4%
Other	9	356	3%
Unemployed / Not employed by choice	8	356	2%
Graduate / Professional school, part-time	6	356	2%
Volunteer (Peace Corps, etc.)	4	356	1%
Unpaid internship	3	356	1%
Continuing education (second bachelor's, certification program, etc.)	2	356	1%
Military service	2	356	1%

Note: The total percentage is greater than 100% since the categories are not mutually exclusive.

Table 1 shows that the overwhelming majority (78%) of respondents are employed, either full-time or part-time. Similarly, many (16%) are enrolled in graduate school, either full-time or part-time. Finally, several (14%) are either seeking employment or admission to graduate school.

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

Figure 1. Employer organization type distribution.

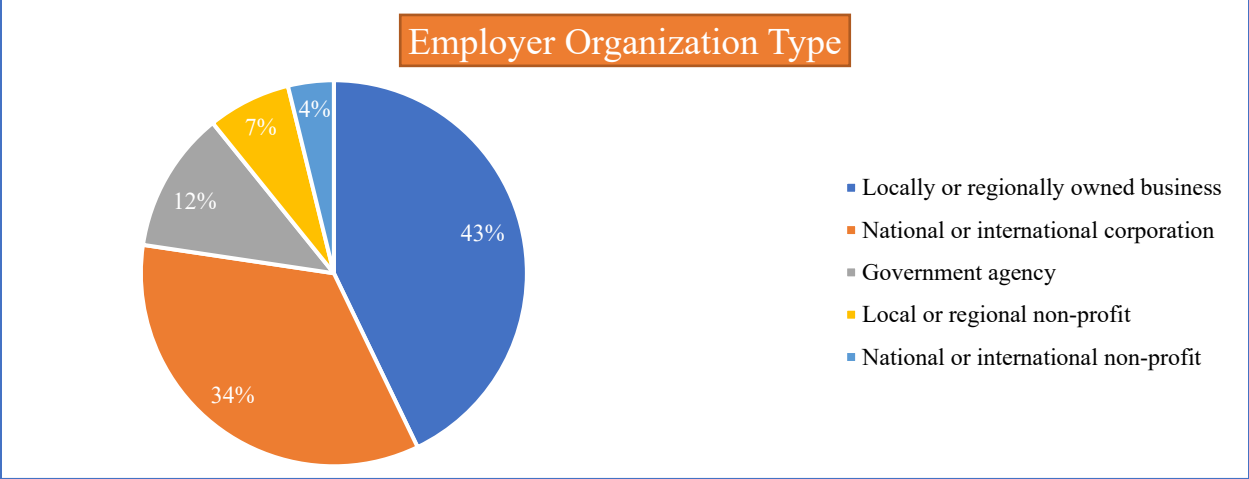


Figure 1 shows that the most common (43%) employer organization type among 287 respondents is locally or regionally owned business. With slightly more than a third (34%), the next most common type is national or international corporation. Finally, a few (12%) respondents are employed by government agencies.

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

Figure 2. Full-time job count distribution.

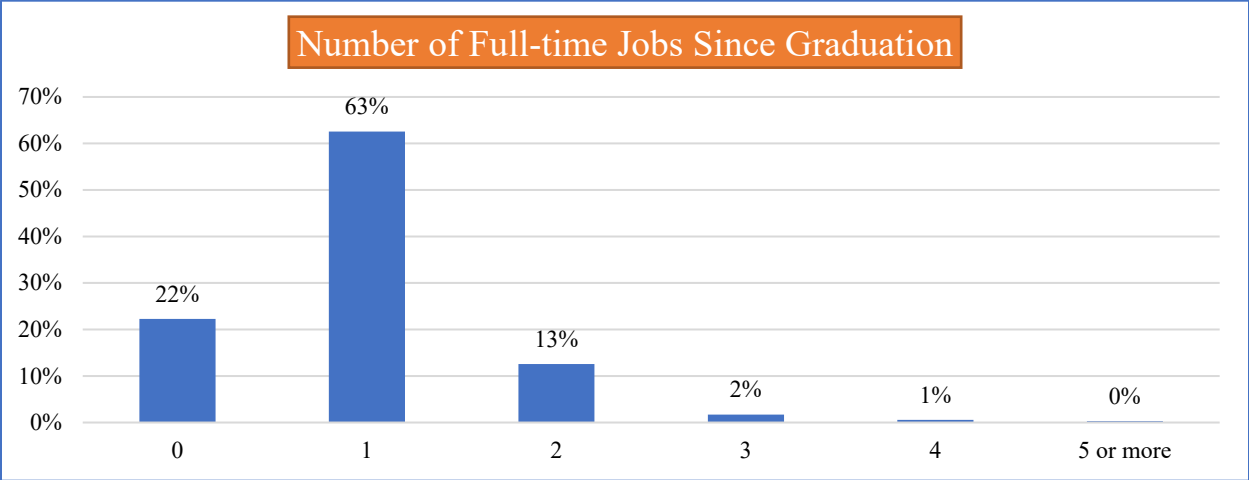


Figure 2 shows a large majority (63%) of 350 respondents have found one full-time job since graduation. Additionally, several (16%) respondents have found at least two full-time jobs.

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.

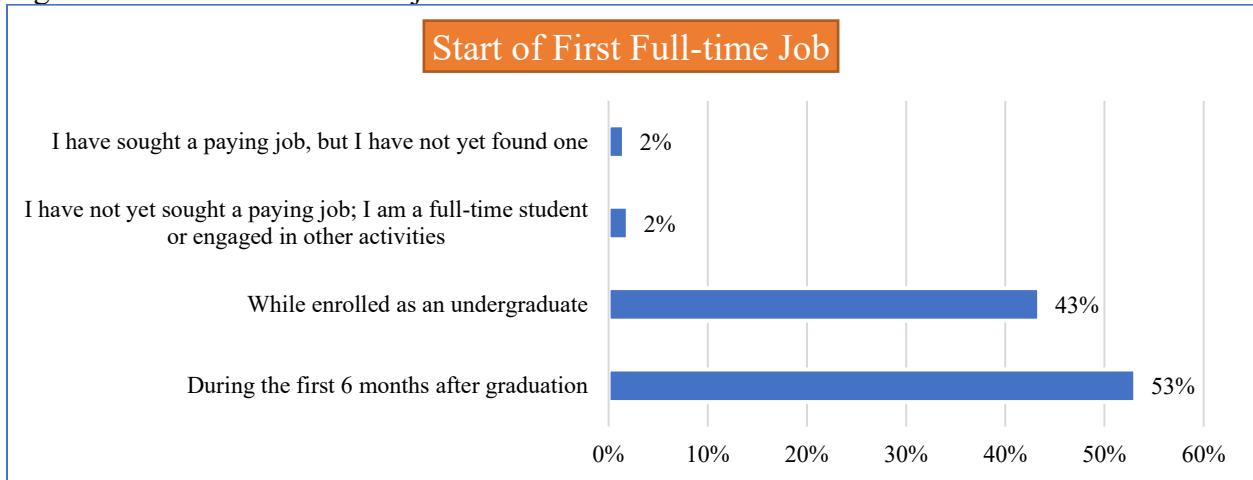


Figure 3 shows a small majority (53%) of 258 respondents found full-time employment during the first six months after graduation. Additionally, a close minority (43%) found full-time employment while enrolled as an undergraduate.

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. First full-time job description distribution.

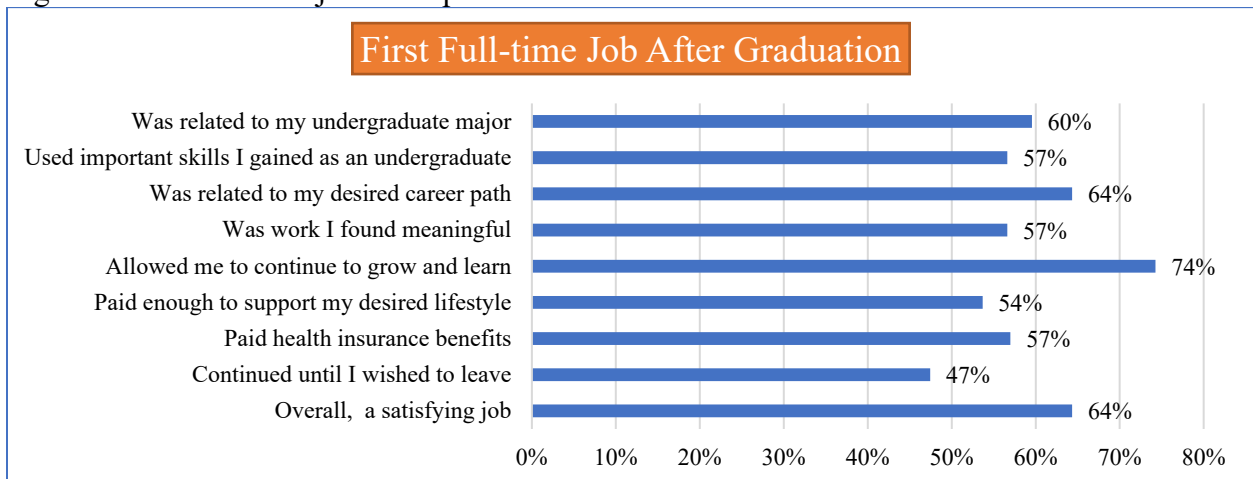


Figure 4 shows that the overwhelming majority (74%) of 272 respondents feel that their first full-time job allowed them to continue to grow and learn. Additionally, the large majority (64%) of their jobs were related to their desired career path and were satisfying overall.

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

Figure 5. First full-time job location distribution.

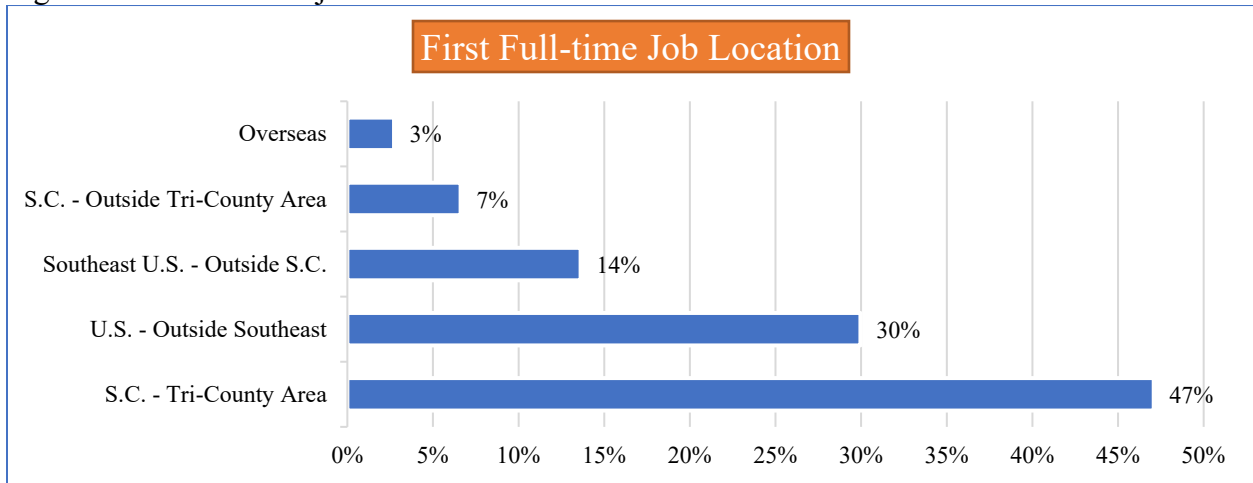
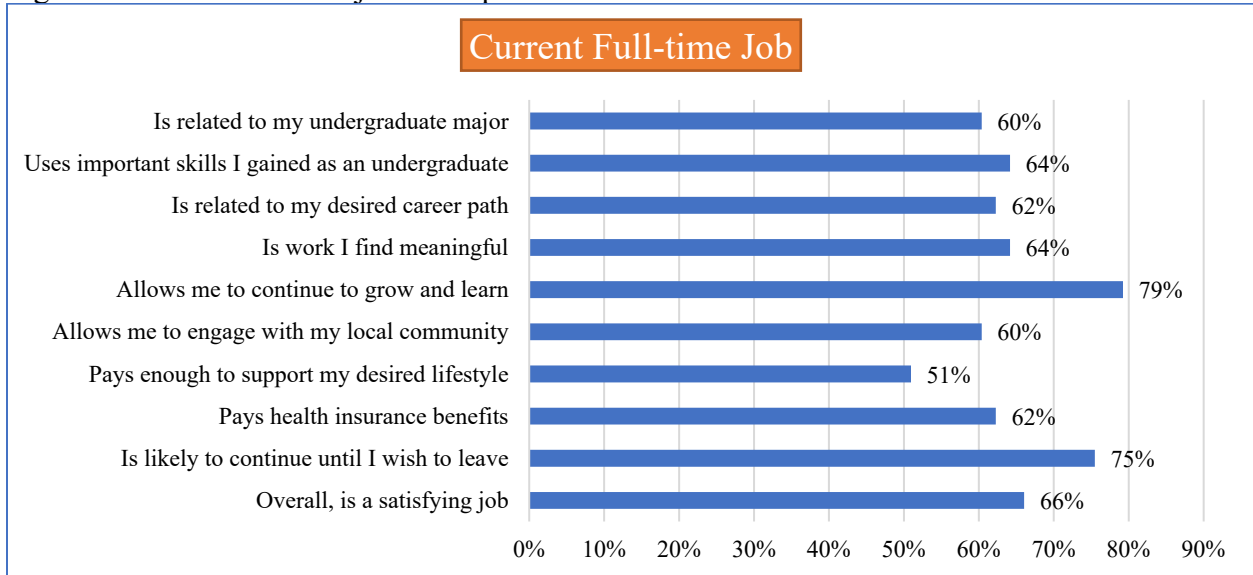


Figure 5 shows a small majority (54%:47% in Tri-County area and 7% in outside Tri-County area) of 257 respondents found their first full-time job after graduation in South Carolina. Of these respondents, the vast majority (47%) found employment within the tri-county (Berkeley, Charleston, and Dorchester) area.

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 distribution.



Note: These results only correspond to respondents who have found multiple full-time positions since graduation.

Figure 6 shows an overwhelming majority (79%) of 53 respondents feel that their current full-time job allows them to continue to grow and learn. Additionally, a vast majority (75%) also feel that their current job is likely to continue until they wish to leave.

Check the category that best describes your current employment.

Table 2. Current employment category distribution.

Current Employment Category	Count	Total	Percentage
Marketing, Sales, and Service	39	254	15%
Science, Technology, Engineering, and Math	35	254	14%
Management, Business, and Administration	29	254	11%
Other	28	254	11%
Health Services	19	254	7%
Education and Library	17	254	7%
Communications and Media	16	254	6%
Finance	16	254	6%
Hospitality and Tourism	16	254	6%
Arts, Design, and Music	12	254	5%
Non-Profit, Community, and Social Service	11	254	4%

Civil Service, Government, and Public Administration	9	254	4%
Law and Legal	5	254	2%
Self-Employed	2	254	1%

Note: Other includes urban planning, electrician, retail, animal care and so on.

Table 2 shows that the most common employment categories are marketing, sales, and service (15%); science, technology, engineering, and math (14%); and management, business, and administration (11%).

What are the minimum educational requirements for your current position?

Figure 7. Current employment educational requirements distribution.

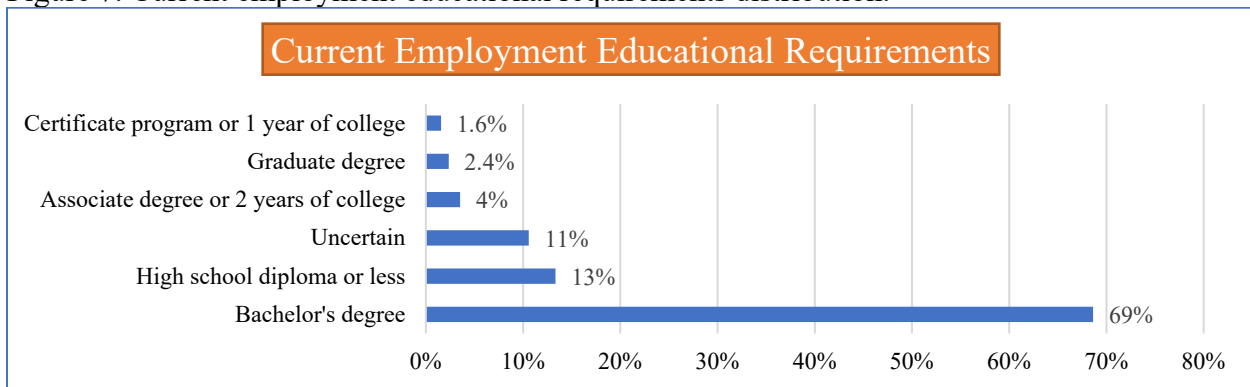


Figure 7 shows a large majority (69%) of 255 respondents are currently employed in full-time jobs that require a bachelor's degree. Additionally, a few (13%) are currently employed in full-time jobs that only require a high school diploma or less.

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

Figure 8. Job-major relation distribution.

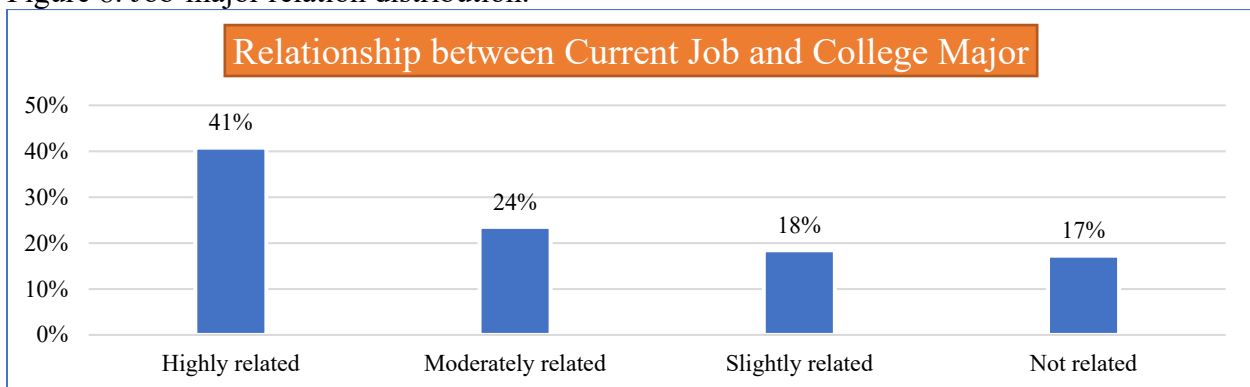
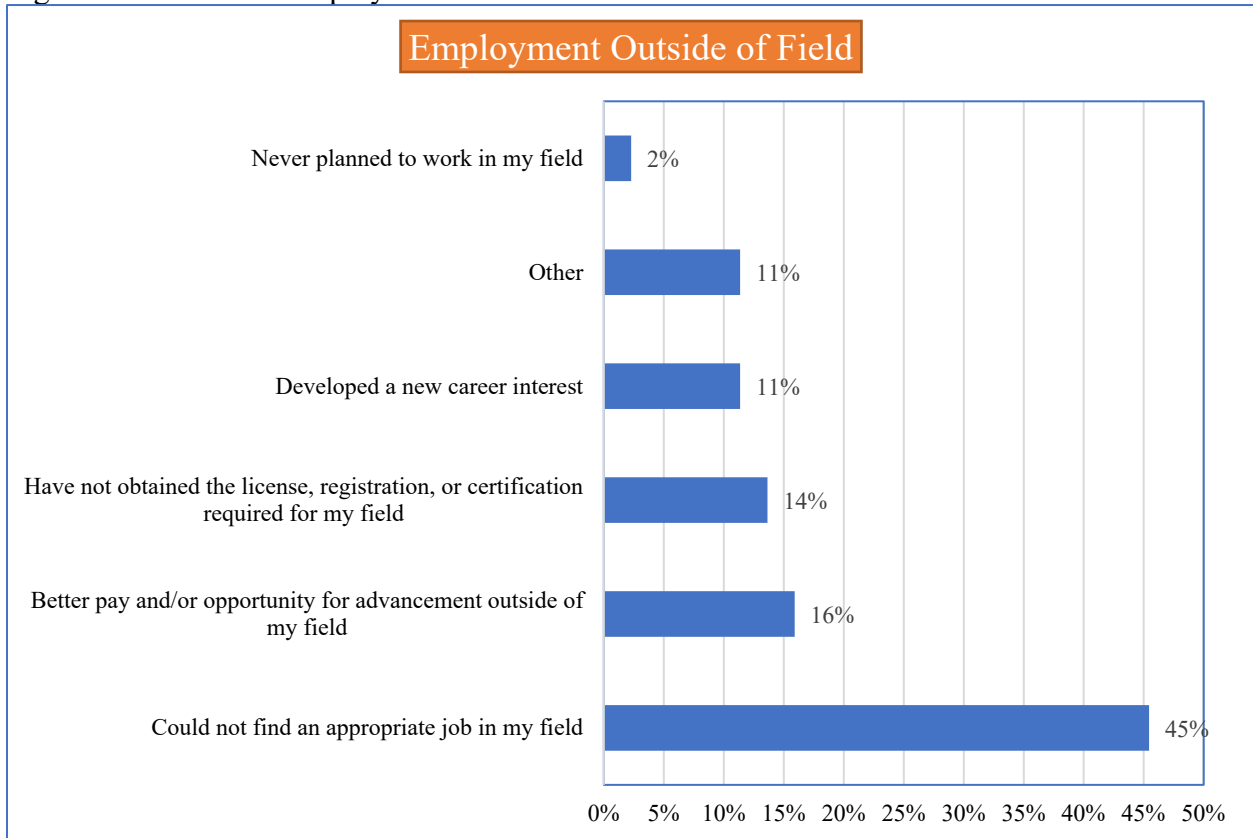


Figure 8 shows a large majority (65%) of 255 respondents have found employment that is at least moderately related to their college major. However, several (17%) respondents have found employment that is not related to their college major.

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

Figure 9. Reasons for employment outside of field distribution.



Note: These results correspond to respondents whose job and college major were not related to their field of study.

Figure 9 shows a slight minority (45%) of 44 respondents were unable to find appropriate employment within their field. Similarly, several (16%) respondents were able to find better opportunities outside of their field. Interestingly, a tiny amount (2%) of respondents never planned to work in their field.

What is your current annual income range?

Figure 10. Current annual income distribution.

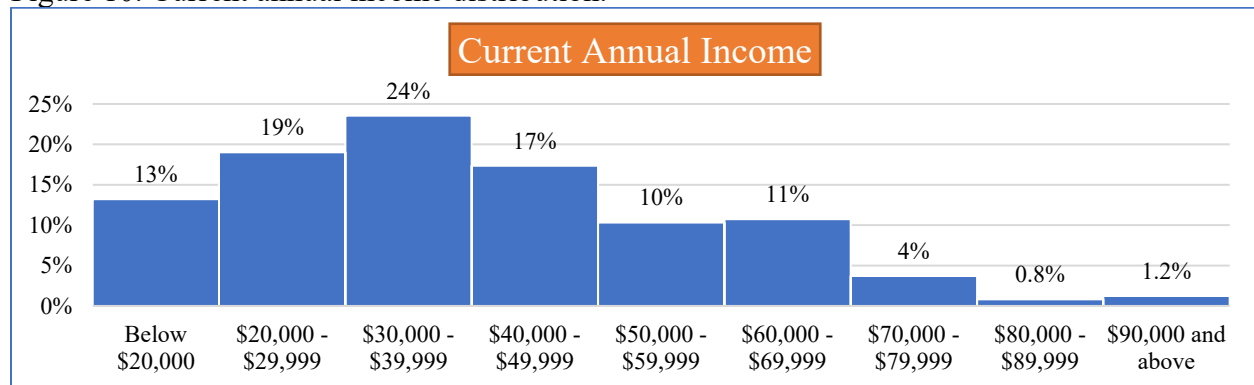


Figure 10 shows a large majority (60%) of 242 respondents currently have an annual income between \$20,000 and \$49,999, with \$30,000 – \$39,999 being the most common (24%). However, many (13%) respondents have a current annual income below \$20,000.

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 distribution.

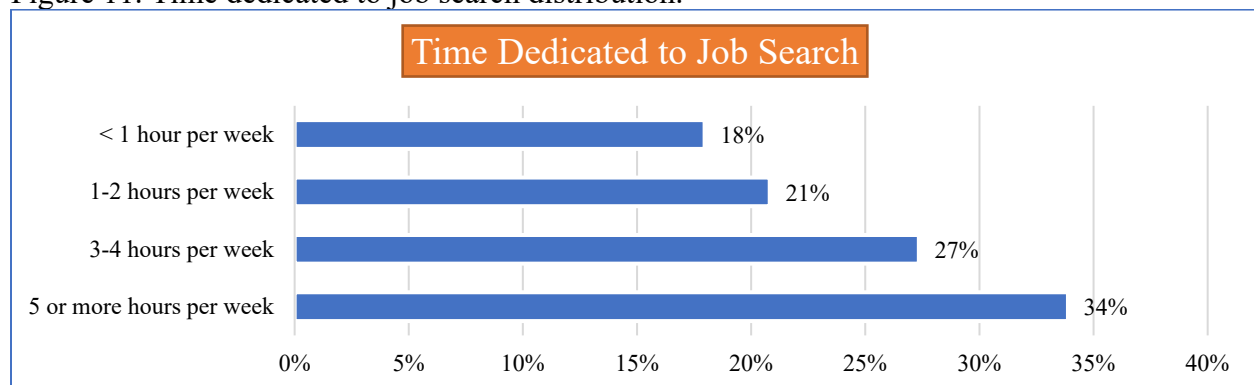


Figure 11 shows a large majority (61%) of 245 respondents spent at least 3 hours per week searching for a job before obtaining their current job, with the most common (34%) being at least 5 hours per week.

Which College of Charleston Career Center services did you use?

Figure 12. Career Center service usage distribution.

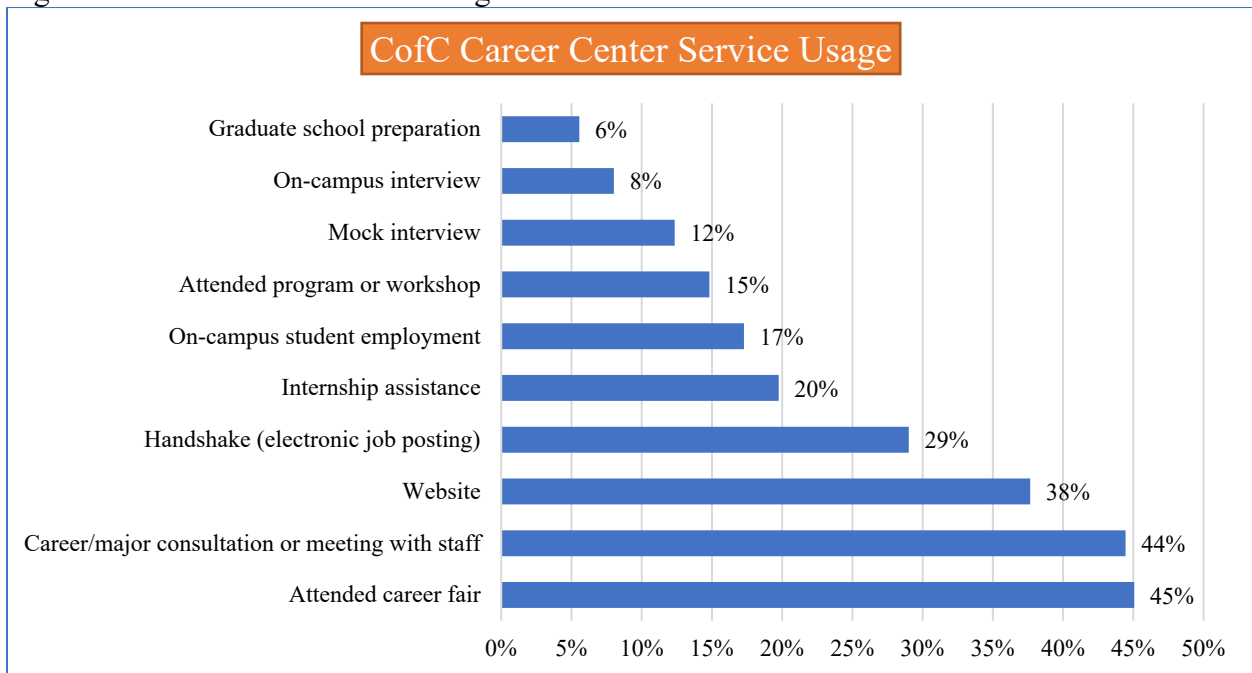


Figure 12 shows that the most commonly used Career Center services among 162 respondents are the career fair (45%), and career/major consultations or meetings with staff (44%).

Continuing, the next most common used are the electronic services: Career Center website (38%) and Handshake (29%).

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

Figure 13. Primary job search method distribution.

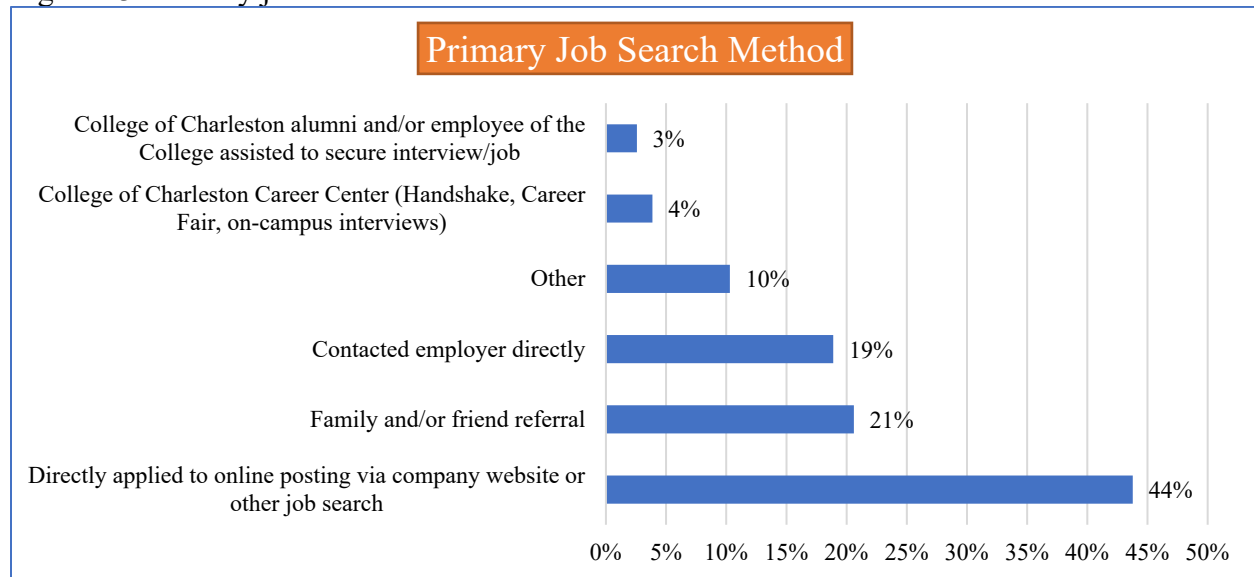


Figure 13 shows that the most common (44%) primary job search method among 233 respondents is directly applying to online postings via company website or other job search. The next most common primary methods are family and/or friend referral (21%) and contacting the employer directly (19%).

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

Figure 14. Number of interview distribution.

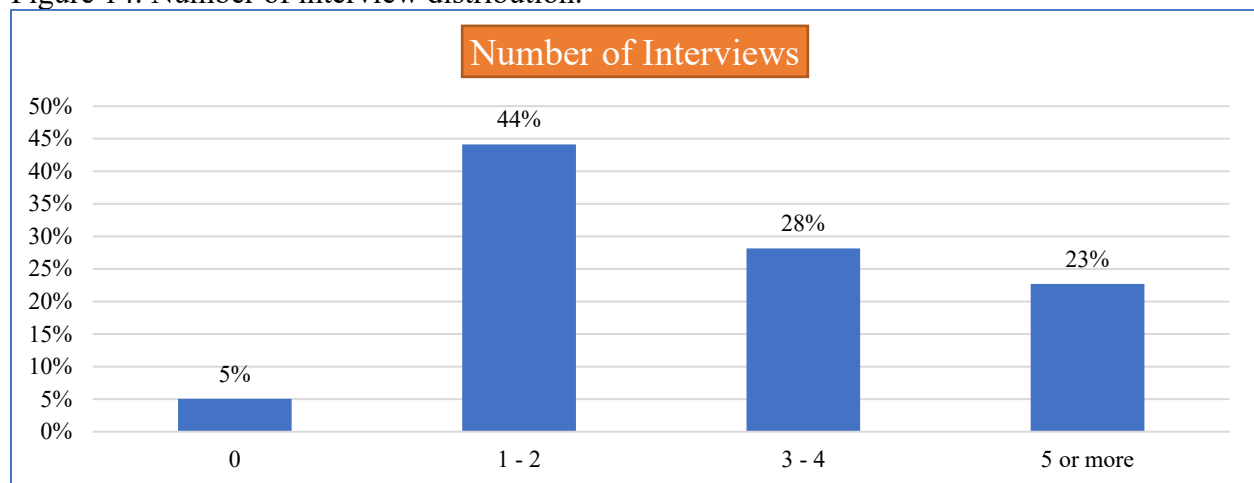


Figure 14 shows that the most common (44%) range of interviews among 238 respondents is 1-2. Additionally, a small majority (51%) of respondents have taken part in at least 3 interviews.

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

Figure 15. Number of job offer distribution.

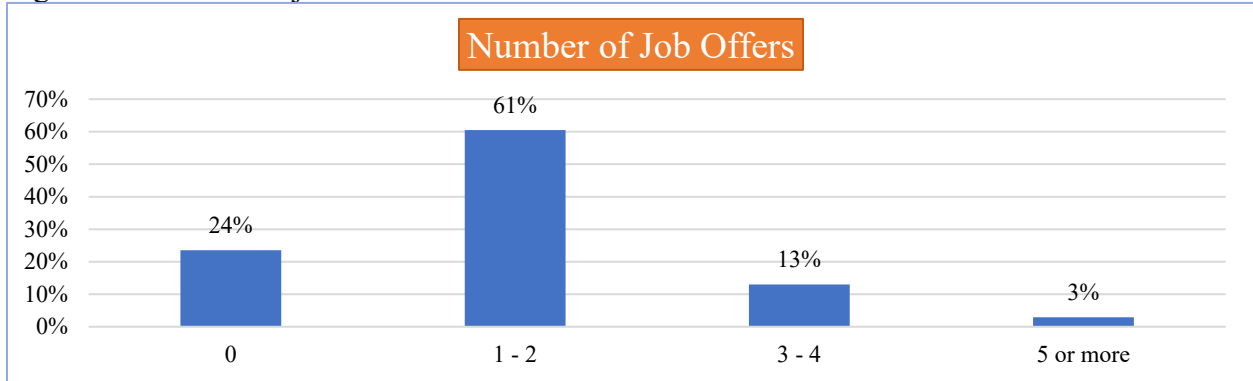


Figure 15 shows that a large majority (61%) of 238 respondents had received 1-2 job offers for full-time employment prior to graduation.

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

When did you begin your job search?

Figure 16. Job search beginning distribution.

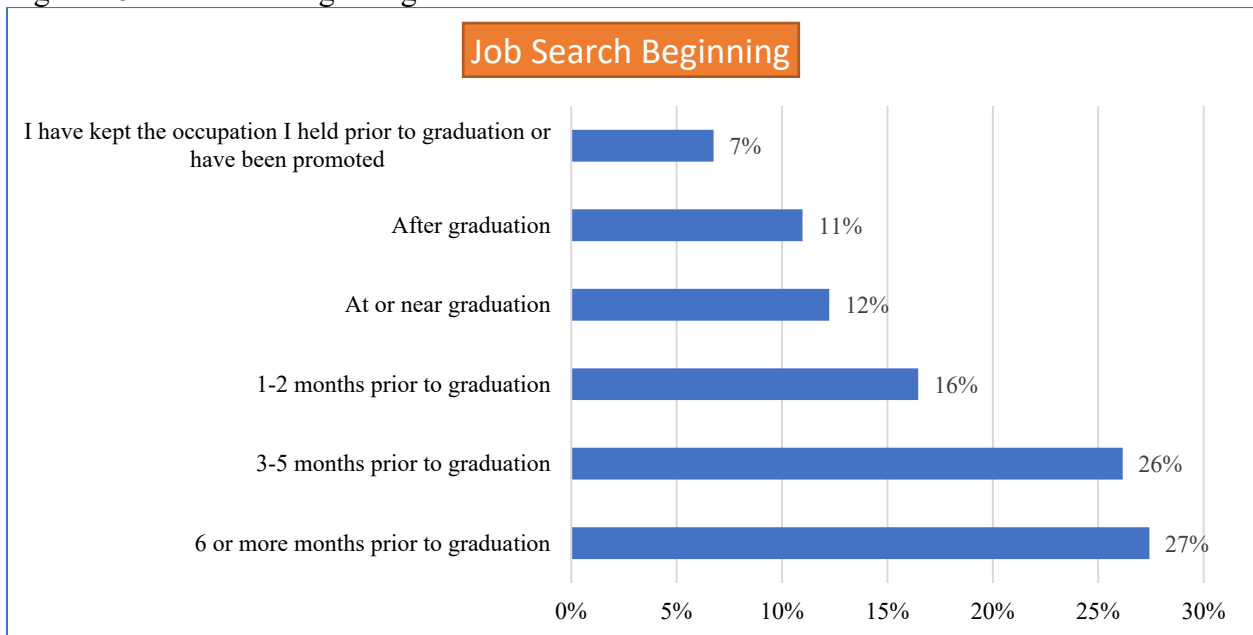


Figure 16 shows a small majority (53%) of 237 respondents began their job search at least 3 months prior to graduation.

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

Figure 17. Job search time distribution.

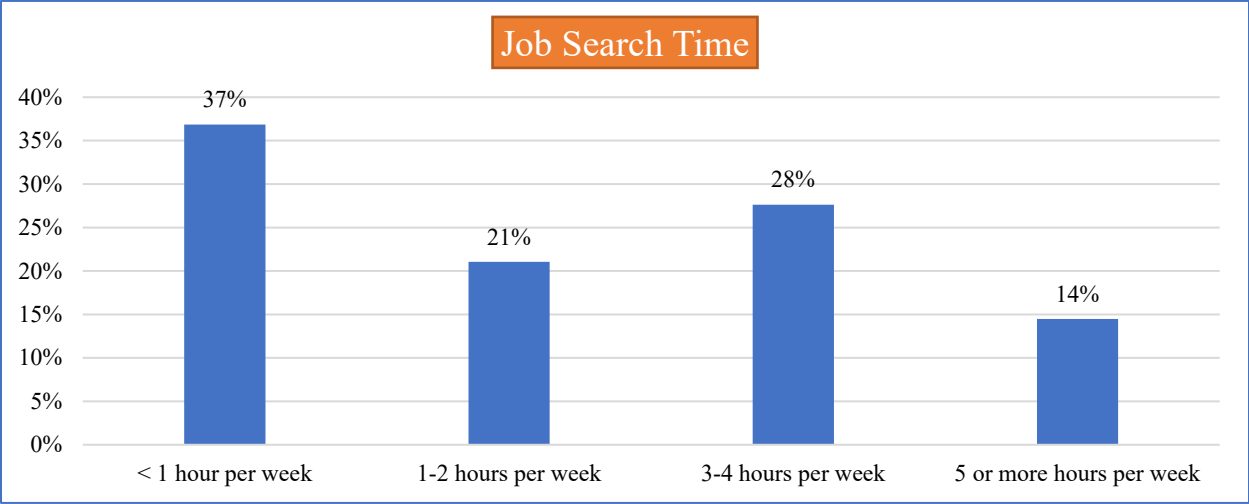


Figure 17 shows a large majority (58%) of 76 respondents spend less than 2 hours per week on the job search.

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

Figure 18. Career Center service usage distribution.

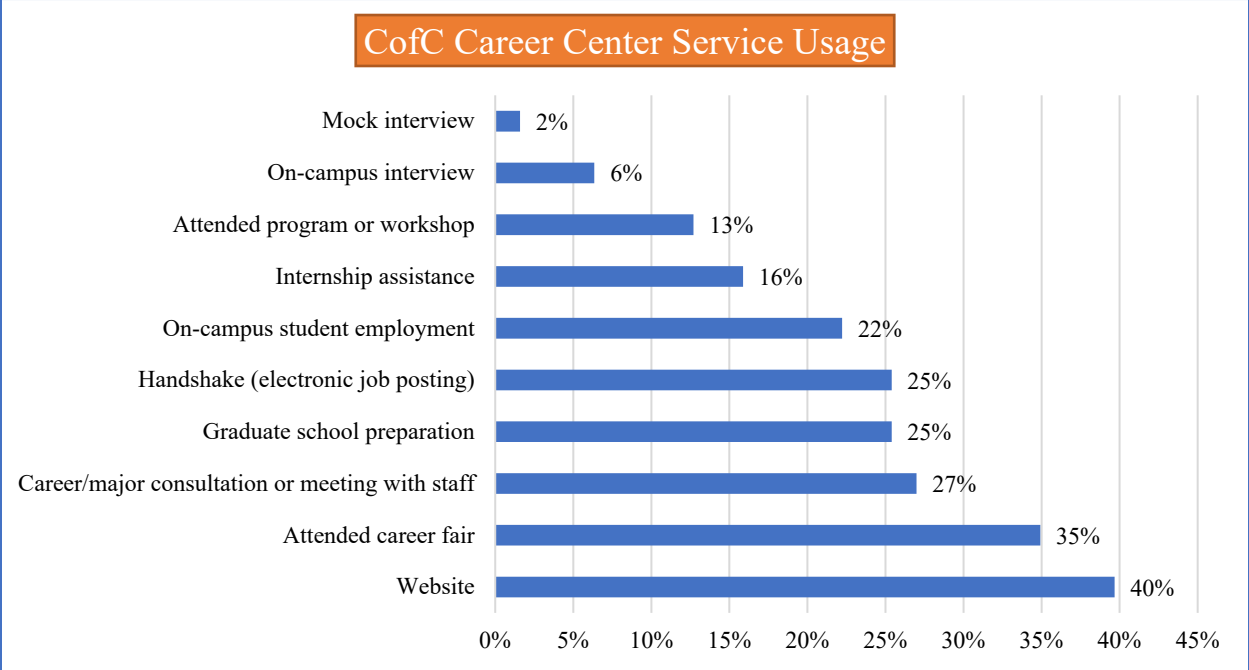


Figure 18 shows that the most common (40%) Career Center service used among 63 respondents is the Career Center website. The next most common are the career fair (35%) and career/major consultation or meeting with staff (27%).

When did you begin your job search?

Figure 19. Job search beginning distribution.

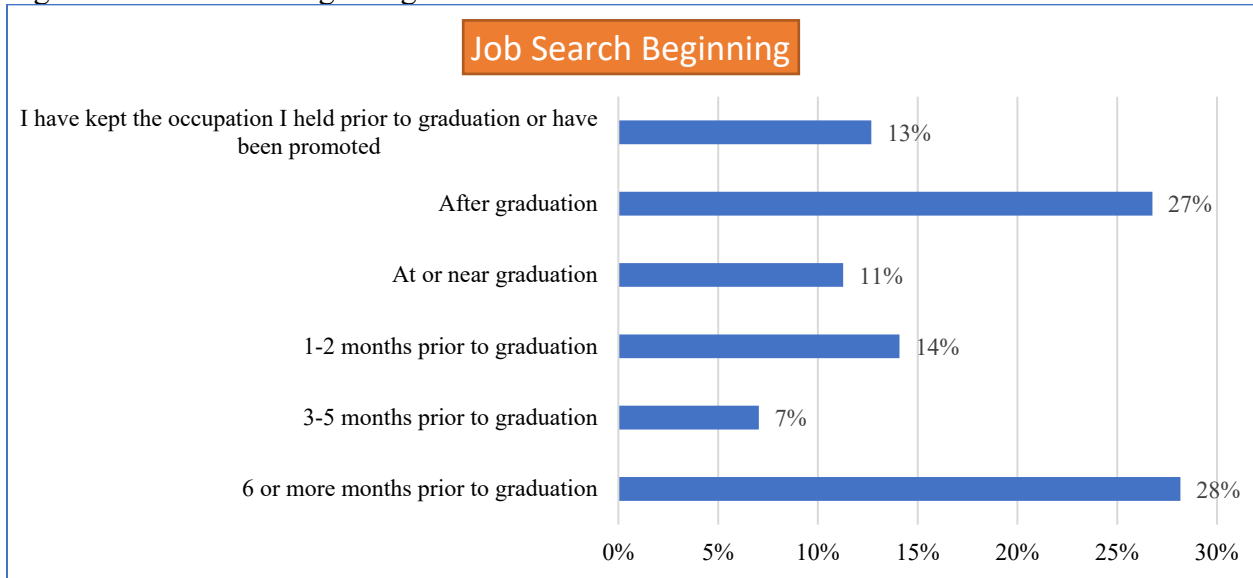


Figure 19 shows that the most common (28%) job search beginning among 71 respondents is at least 6 months prior to graduation. The next most common (27%) is after graduation.

What job search method is the primary method you use?

Figure 20. Primary job search method distribution.

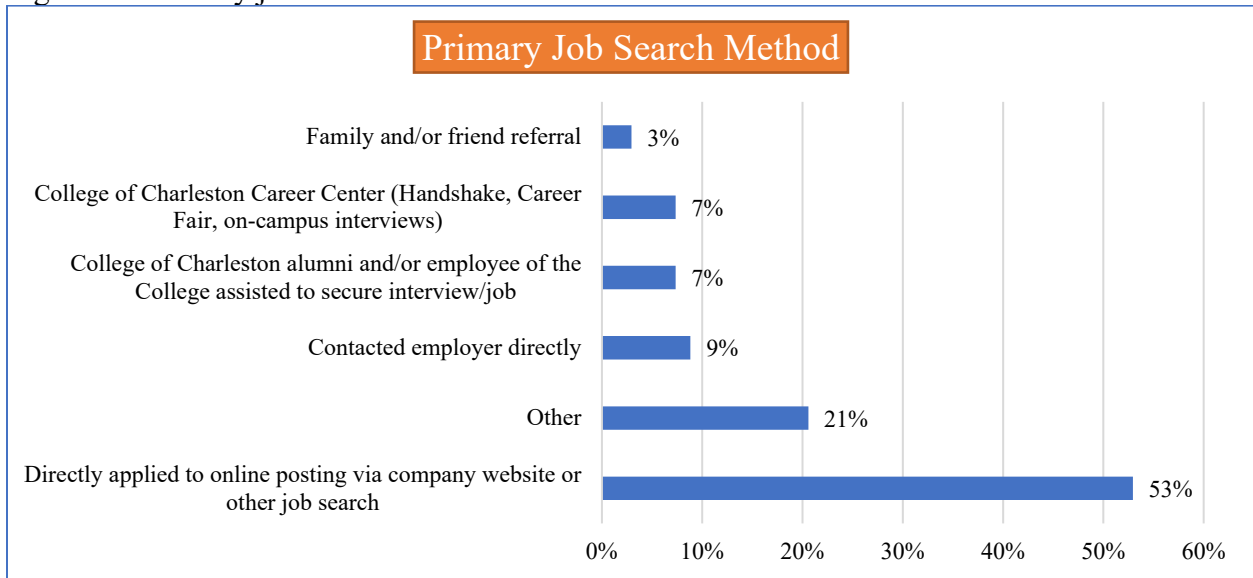


Figure 20 shows that the small majority (53%) of 68 respondents directly applied to online postings via company websites or other job searches as their primary job search method.

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

Figure 21. Number of interview distribution.

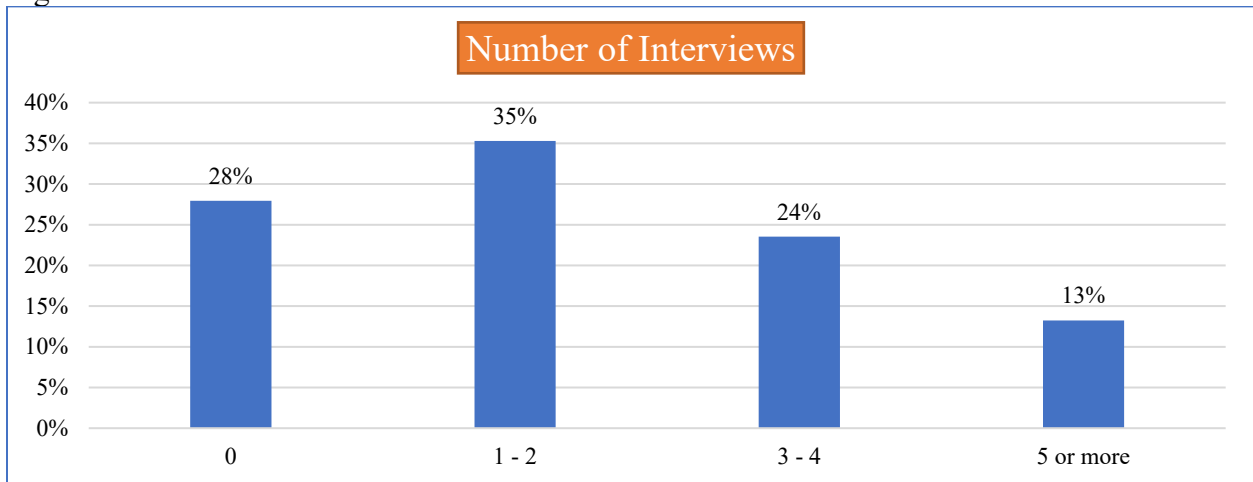


Figure 21 shows that the large majority (72%) of 68 respondents participated in at least one interview while job searching, with the most common (35%) range is between one and two interviews.

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

Figure 22. Number of job offers distribution.

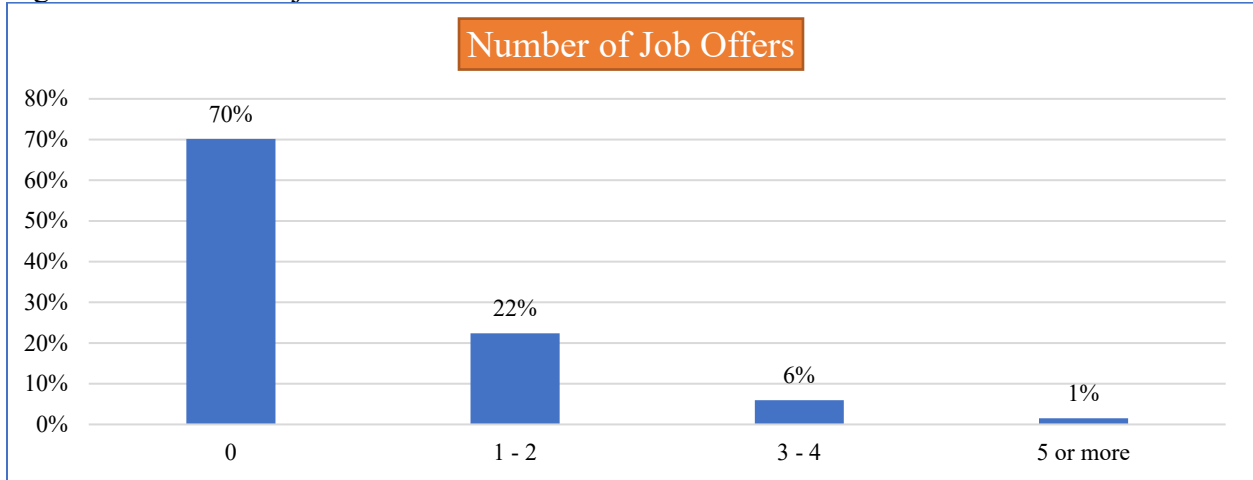


Figure 22 shows that the large majority (70%) of 67 respondents received zero full-time employment offers prior to graduation.

Career Preparation

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

Figure 23. Total undergraduate loan distribution.

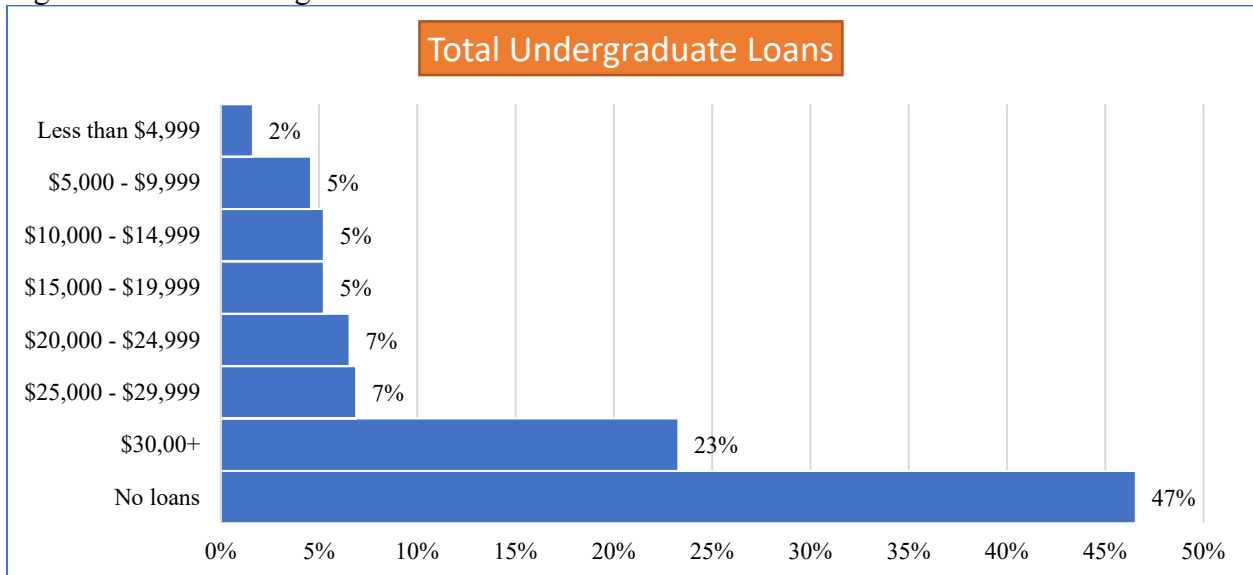


Figure 23 shows that a slim minority (47%) of 305 respondents received no undergraduate loans.

However, the next most common (23%) amount is at least \$30,000.

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

Table 3. Experiential learning opportunities distribution.

Experiential Learning Opportunities	Counts	Total	Percentage
Internship	214	305	70%
Senior capstone	131	305	43%
Undergraduate research	75	305	25%
Study abroad or away, with internship or practicum component	71	305	23%
Service learning or other academic volunteering through CofC	59	305	19%
Field experience, practicum, or clinical experience	52	305	17%
Job shadow	49	305	16%
Leadership program/workshop (e.g., Leadershape)	43	305	14%
Student teaching/Clinical practice internship	23	305	8%
No, I did not complete any of the above	20	305	7%
Assistantship	11	305	4%
Co-op	3	305	1%

Note: choices are not mutually exclusive in this question.

Table 3 shows a large majority (70%) of respondents participated in an internship while working on their degrees. Additionally, a close minority (43%) participated in a senior capstone.

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

Figure 24. Sustainability employment distribution.

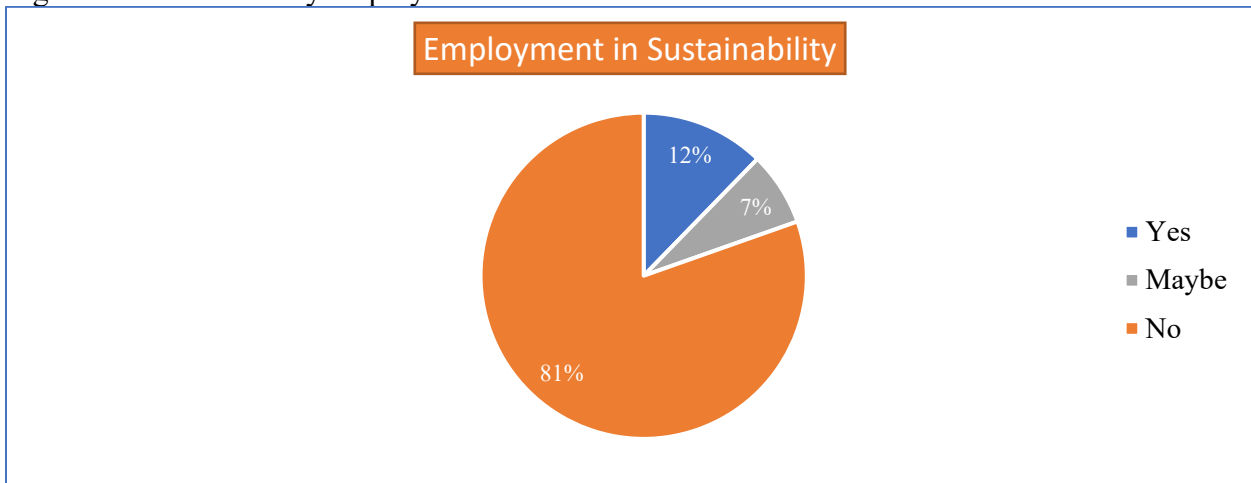


Figure 24 shows that the vast majority (81%) of 301 respondents were not employed in sustainability-related job.

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. Sustainability literacy employment influence distribution.

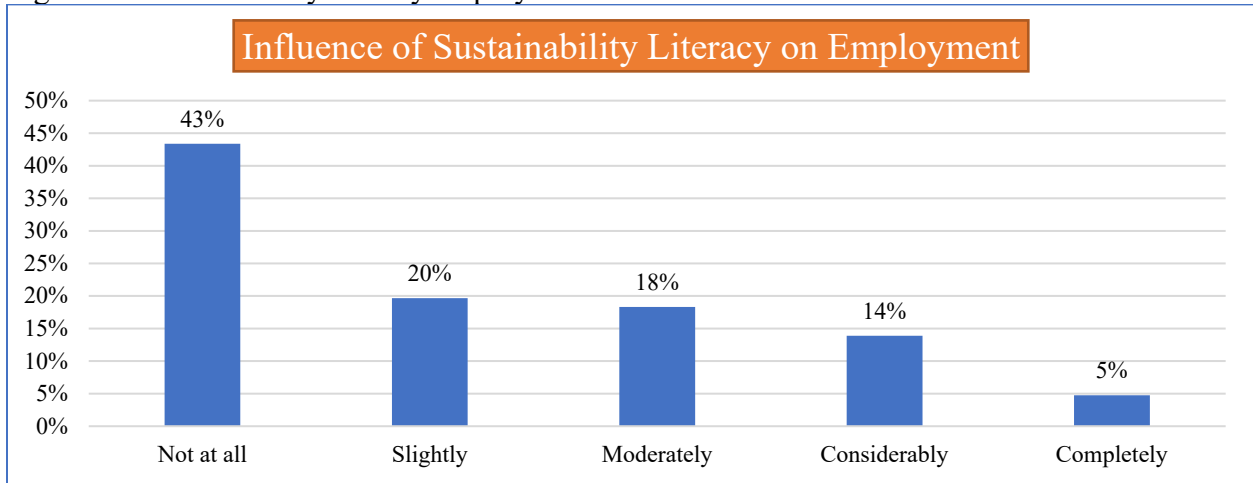


Figure 25 shows a majority (57%:100%-43% not at all) of 295 respondents had their employment decisions at least slightly influenced by sustainability literacy participation at the College.

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

Figure 26. Community service participation distribution.

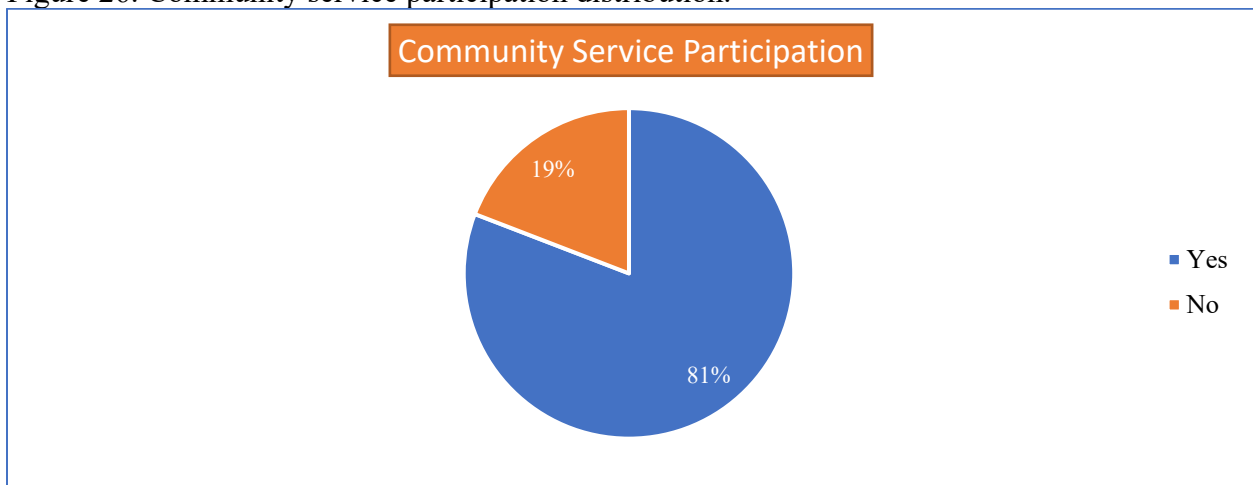


Figure 26 shows a vast majority (81%) of 282 respondents have participated in non-employment-based community service.

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. Sustainability literacy community service influence distribution.

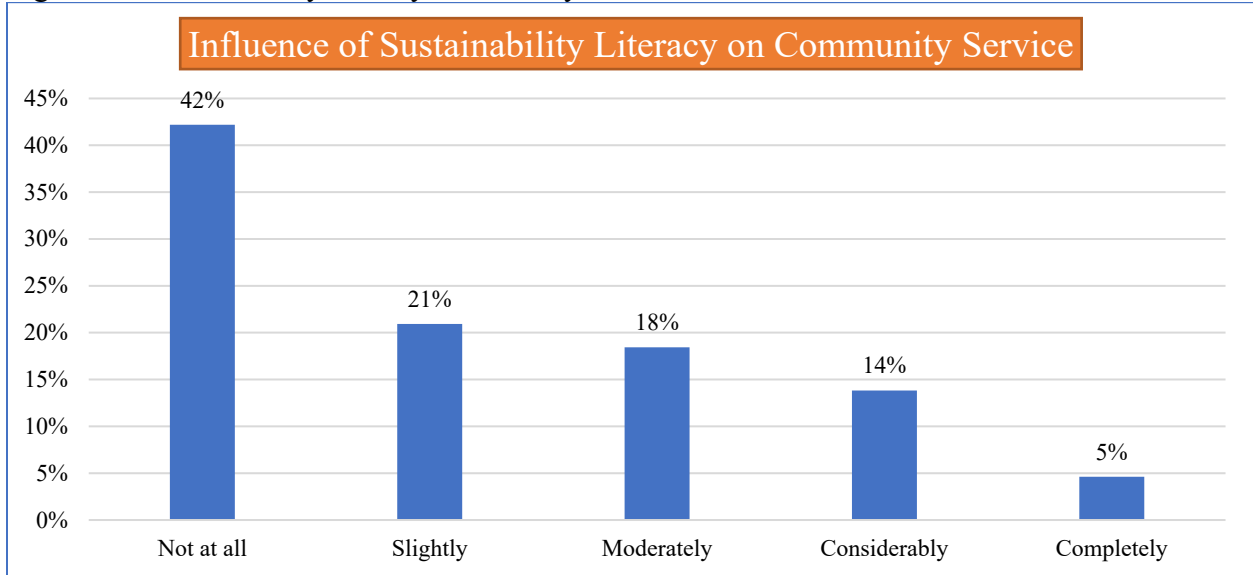


Figure 27 shows a majority (58%: 100%-42% not at all) of 281 respondents had their community service decisions at least slightly influenced by sustainability literacy participation at the College.

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 distribution.

Community Involvement	Never	Rarely	Sometimes	Very often	Always	Total
Attend a racial/cultural awareness workshop	52%	23%	16%	5%	3%	281
Perform community service	16%	19%	42%	14%	10%	281
Demonstrate for a cause (e.g., boycott, rally, protest)	56%	21%	17%	4%	2%	282

Vote in an election at the local, state, or national level	20%	6%	17%	20%	38%	282
Attend a leadership training/workshop	38%	19%	22%	13%	8%	281
Join student government	92%	4%	2%	1%	1%	278
Work for a local, state, or national political campaign	90%	3%	3%	1%	3%	279
Contribute money to a local, state, or national political campaign	80%	7%	9%	2%	2%	278

Table 4 shows that the most common (58% at least very often: 20% very often +38% always) act of community involvement while studying at the College among 282 respondents was voting in an election at the local, state, or national level. The next most common (24%) 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 distribution.

Community Involvement	Never	Rarely	Sometimes	Very often	Always	Total
Attend a racial/cultural awareness workshop	72%	14%	12%	1%	1%	279
Perform community service	34%	16%	35%	8%	6%	280
Demonstrate for a cause (e.g., boycott, rally, protest)	72%	12%	13%	2%	1%	278
Vote in an election at the local, state, or national level	26%	6%	14%	14%	40%	280
Attend a leadership training/workshop	58%	11%	18%	8%	4%	278

Work for a local, state, or national political campaign	91%	4%	3%	1%	1%	277
Contribute money to a local, state, or national political campaign	84%	4%	7%	2%	3%	276
Take on a leadership role in my community	54%	13%	18%	7%	7%	274

Table 5 shows that the most common (54% at least very often: 14% very often+40% always) act of community involvement after graduation among 280 respondents was voting in an election at the local, state, or national level. The next most common (14% each) were performing community service and contributing money to a local, state, or national political campaign.

What kind of leadership role do you take on in your community?

Table 6. Leadership roles.

Leadership Role	Count
Advocate	1
Coaching	1
Community Event Organization	1
Fundraiser organizer	1
Hold leadership positions in clubs and groups	1
I act as a youth sailing ambassador in Bermuda/the US	1
I am organizing girls leadership club for high school students and am creating English clubs in Madagascar	1
I'm a High School Teacher and I coach two sports.	1
Inclusion consultancy, life skills training, community building	1
Lead of Sustainability Committee	1
Lead Volunteer/assistant to council members	1
Leading Young Life (Middle school students in West Ashley)	1
League of Women Voters Member	1
Management roles within job	1
Mentor to young girls	1
Peer Mentor	1
Political Activist and occasional candidate for office	1
President of Pi Kappa Alpha	1
Sorority Advising	1
Teacher	1
Teacher and volunteer for BAGCA	1

Working with youth in churches	1
Writer, Event organizer, Teacher, Entrepreneur, activist, etc.	1
Young adult leader in spirituality	1
Youth Group Leader	1
Youth Pastor	1

Internships

How many internships did you complete?

Figure 28. Number of internships distribution.

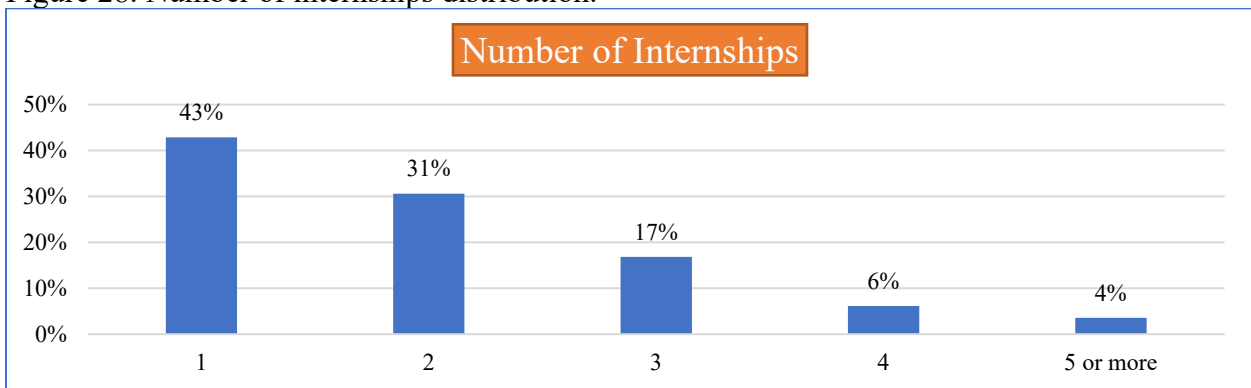


Figure 28 shows 43% of 196 respondents completed at least one internship and 31% of them completed two internships.

Were these internship experiences part- or full-time?

Figure 29. Type of internship distribution.

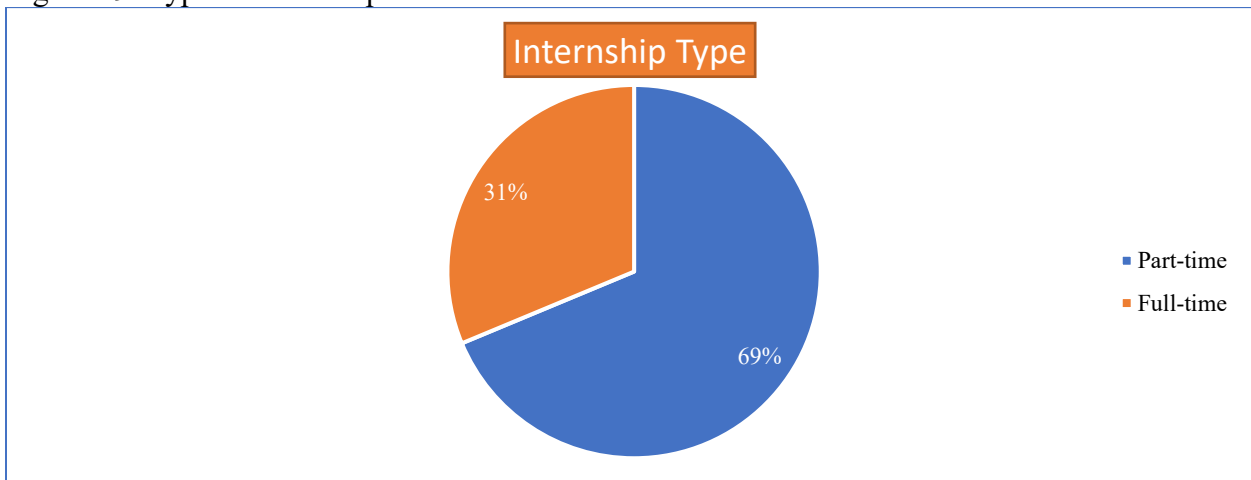
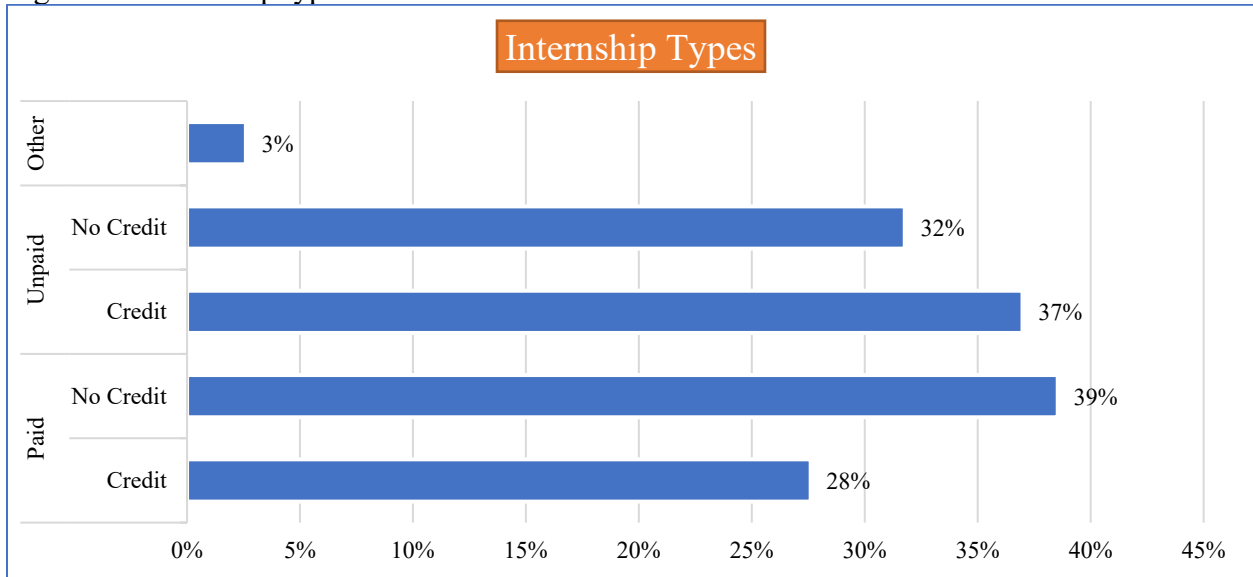


Figure 29 shows among 193 respondents, a large majority (69%) of the internships completed were part-time.

What types of internships did you complete?

Figure 30. Internship type distribution.



Note: The total percentage is greater than 100% since it is possible to take multiple internships.

Figure 30 shows that the most common (39%) type of internship among 192 respondents is paid, no credit. The second most common (37%) type was unpaid credit.

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

Figure 31. Full-time job offer distribution.

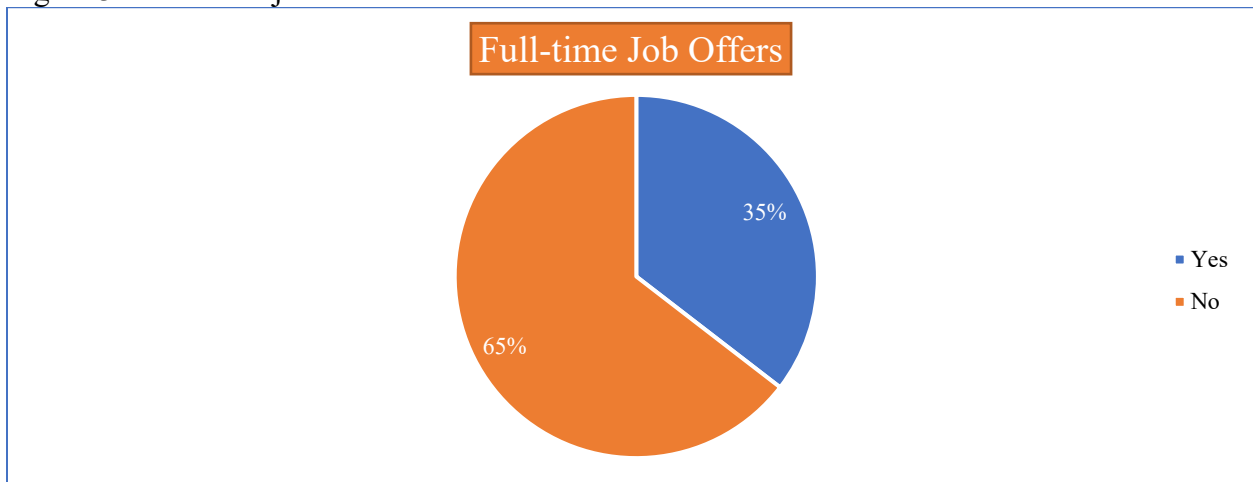


Figure 31 shows a large majority (65%) of 189 respondents who completed an internship did not receive a full-time job as a result of any of their internships.

Continuing Education

Indicate your plans for each of the following degrees.

Table 7. Continuing education plan distribution.

Degrees	Do not plan to pursue	Degree you hope to attain in the future	Currently enrolled or working toward	Degree received	Total
Second Bachelor's Degree	88%	5%	2%	5%	243
Master's Degree	30%	52%	17%	0%	270
Law Degree	88%	11%	0%	0%	244
Medical Degree	90%	7%	2%	0%	242
PhD or other Doctoral Degree	75%	22%	2%	0%	236
Certificate	61%	33%	4%	2%	72
Other	94%	3%	1%	1%	70

Table 7 shows that the most common (52%) degree that respondents hope to attain in the future is a master's degree. Additionally, the most common (17%) degree currently enrolled in or worked toward by respondents is also a master's degree. Further, the most common (5%) degree already received by respondents is a second bachelor's degree.

Enter the name of your graduate institution.

Table 8. Top 5 graduate institutions pursued by respondents.

Institution	Respondents
The College of Charleston	14
Medical University of South Carolina	5
The Citadel	3
Northeastern University	2
Sacred Heart University	2

Enter the name of your graduate program.

Table 9. Top 5 graduate programs pursued by respondents.

Program	Respondents
Accountancy	6
Business Administration	6
Computer and Information Sciences	4
Psychology	2
Public Health	2

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

Figure 32. Graduate assistantship/fellowship distribution.

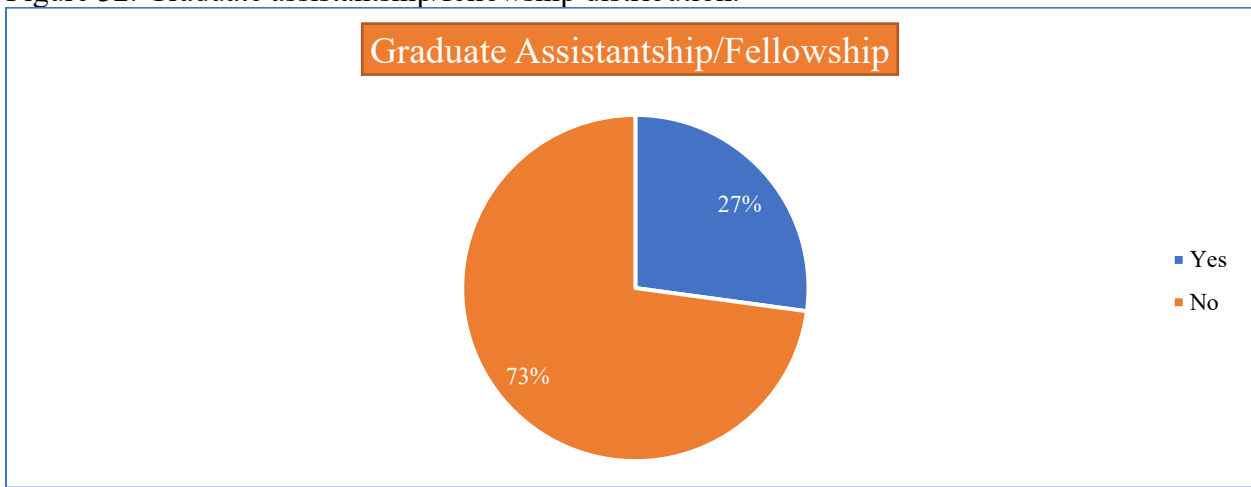


Figure 32 shows that the large majority (73%) of the 70 respondents have not received a graduate assistantship/fellowship.

Why did you seek further education?

Figure 33. Further education reason distribution.

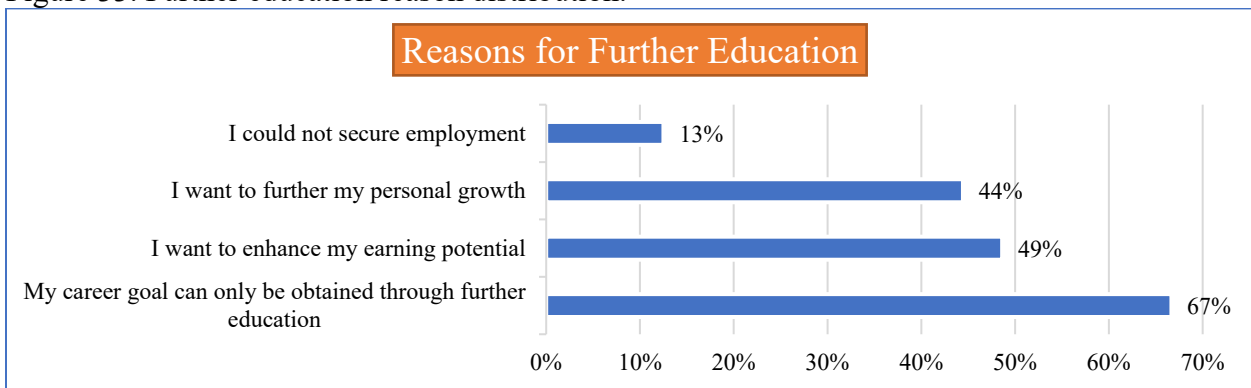


Figure 33 shows that the most common (67%) reason among the 72 respondents for further education is that respondents' career goals require further education.

Quality of Undergraduate Education

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

Table 10. Undergraduate education satisfaction distribution.

Education Quality	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Total
Curriculum in your major	5%	7%	11%	47%	30%	277
Instruction in your major	4%	7%	13%	39%	37%	276
Curriculum in your general education program	5%	10%	27%	41%	17%	277
Instruction in your general education program	4%	7%	29%	41%	19%	276
Your overall academic experience	4%	5%	14%	44%	33%	277

Table 10 shows a vast majority (77%) of respondents were either satisfied (44%) or very satisfied (33%) with their overall academic experience.

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 for Undergraduate Education.

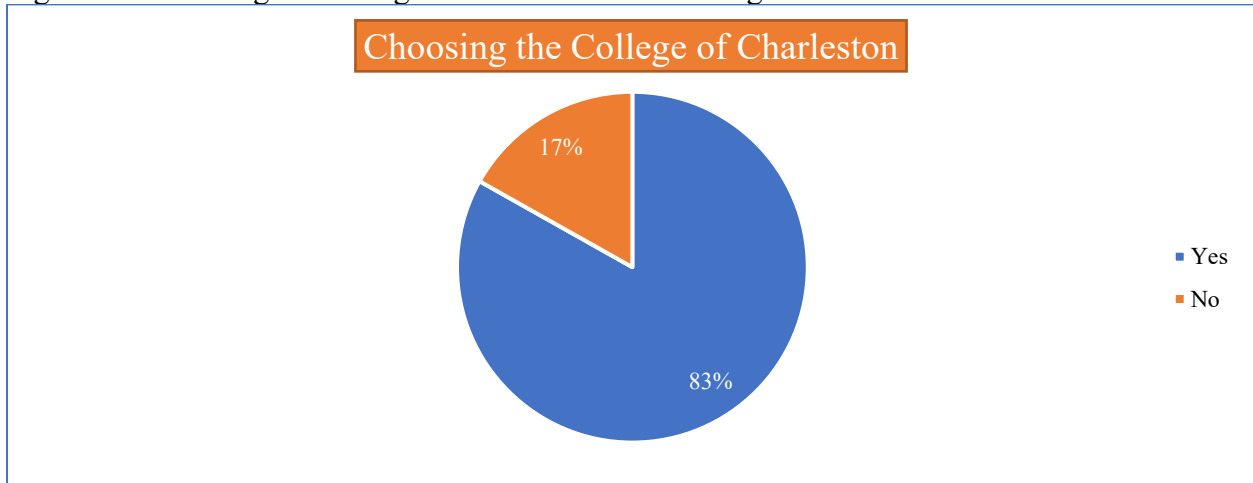


Figure 34 shows a vast majority (83%) of the 279 respondents would choose the College again if they were given the choice.

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 distribution.

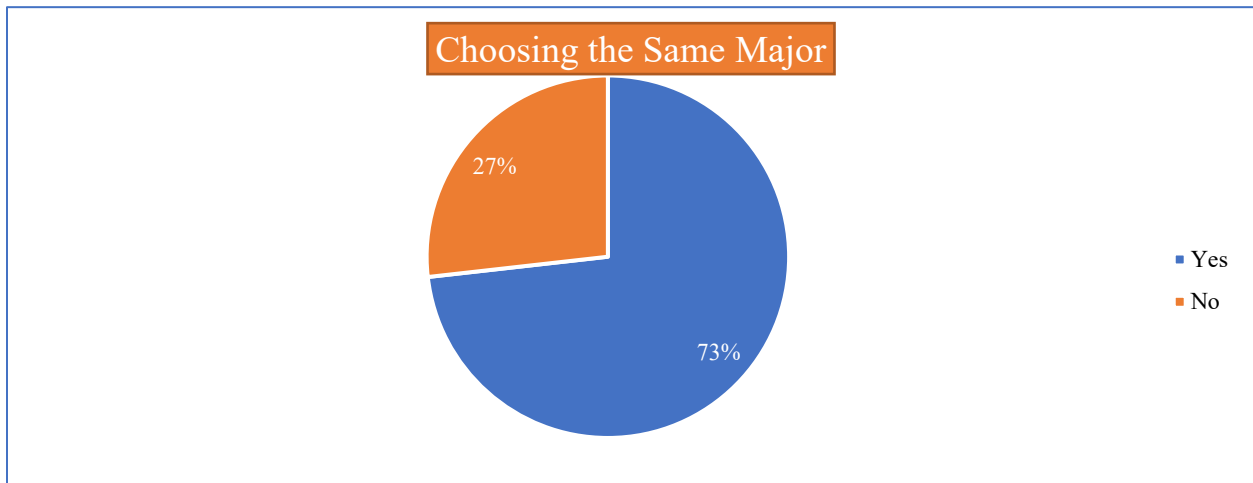


Figure 35 shows that the overwhelming majority (73%) of the 280 respondents would choose the same major again if they were given the choice.

Indicate how frequently you are currently involved in each of the following types of activities. Then indicate to what extent your College of Charleston experience influenced your participation in that activity.

Table 11. Frequency of participation distribution.

Activity	Never	Less often	Annually	Monthly	Weekly	Total
Career related advanced education or training	24%	18%	15%	28%	15%	260
Lifelong learning or personal enrichment studies outside your career area(s)	19%	19%	16%	21%	25%	255
Professional or service organizations	30%	27%	15%	15%	13%	254
Volunteer, public, or community service	21%	26%	24%	19%	10%	254
Social or recreational organization	24%	17%	15%	24%	20%	255
Participation in the arts	23%	18%	21%	25%	13%	256

Note: the sum of monthly category and weekly category percentages was used to describe the percentage distribution.

Table 11 shows that the most frequent (25% weekly and 21% monthly) activity among respondents is lifelong learning or personal enrichment studies outside their career area.

Additionally, the second most frequent (20% weekly and 24% monthly) activity is a social or recreational organization.

Table 12. College of Charleston influence distribution.

Activity	Not at all	Some-what	Moderately	Strongly	Total
Career related advanced education or training	41%	23%	21%	14%	215
Lifelong learning or personal enrichment studies outside your career area(s)	31%	21%	28%	21%	214
Professional or service organizations	44%	22%	21%	13%	209
Volunteer, public, or community service	40%	25%	20%	15%	209
Social or recreational organization	40%	22%	22%	15%	210
Participation in the arts	41%	22%	23%	14%	214

Table 12 shows that respondents were most influenced (21% strongly and 28% moderately) by the College in lifelong learning or personal enrichment studies outside their career area(s).

To what degree do you have a leadership role in the following?

Table 13. Leadership role distribution.

Activity	Not at all	Slightly	Moderately	Considerably	Completely	Total
Career related advanced education or training	53%	19%	14%	8%	6%	259
Lifelong learning or personal enrichment studies outside your career area(s)	48%	17%	16%	10%	9%	257
Professional or service organizations	52%	19%	14%	9%	6%	254
Volunteer, public, or community service	51%	18%	15%	11%	5%	255
Social or recreational organization	51%	16%	16%	10%	7%	256
Support or participation in the arts	60%	16%	9%	7%	8%	255

Table 13 shows that respondents had the highest degree (9% completely and 10% considerably) in lifelong learning or personal enrichment studies outside their career area(s).

Part B. Sub-group Analysis by School

Table 14. School distribution.

School	Count	Total	Percentage
School of Business	110	363	30%
School of Humanities and Social Sciences	107	363	29%
School of Sciences and Mathematics	61	363	17%
School of Education, Health, and Human Performance	41	363	11%
School of the Arts	27	363	8%
School of Languages, Cultures, and World Affairs	11	363	3%
School of Professional Studies	6	363	2%

Table 14 shows that the most common schools among respondents were the School of Business (30%) and the School of Humanities and Social Sciences (29%). Since the number of respondents from the School of Professional Studies and the School of Languages, Cultures, and World Affairs is too small, these schools will be excluded from the interpretations.

Indicate which categories describe your current status.

Table 15. Employment status distribution by school.

School	Employed	Continuing education	Internship	Other	Total
School of Professional Studies	4 (80%)	0 (0%)	0 (0%)	0 (0%)	5
School of the Arts	23 (85%)	1 (4%)	3 (11%)	1 (4%)	27
School of Business	92 (87%)	12 (11%)	2 (2%)	3 (3%)	106
School of Education, Health, and Human Performance	28 (72%)	14 (36%)	1 (3%)	1 (3%)	39
School of Humanities and Social Sciences	85 (79%)	12 (11%)	6 (6%)	5 (5%)	107
School of Languages, Cultures, and World Affairs	6 (60%)	2 (20%)	1 (10%)	1 (10%)	10
School of Sciences and Mathematics	38 (64%)	18 (31%)	4 (7%)	3 (5%)	59

Note: The total percentages are greater than 100% since the categories are not mutually exclusive. Additionally, full-time and part-time employment are combined into “Employed.” Similarly, full-time and part-time continuing education are combined into “Continuing education.” Paid and unpaid internship are combined into “Internship.” Finally, military service, unemployment, and other are combined into “Other.”

Table 15 shows that the school with the most commonly employed respondents was the School of Business (87%), followed by the School of the Arts (85%). Additionally, the school with the largest proportion of respondents continuing their education was the School of Education, Health, and Human Performance (36%), followed by the School of Sciences and Mathematics (31%).

Indicate which categories describe your current status.

Table 16. Employer organization type distribution by school.

School	National or international	Locally or regionally owned	Government agency	Total
School of Professional Studies	0 (0%)	3 (75%)	1 (25%)	4
School of the Arts	9 (36%)	15 (60%)	1 (4%)	25
School of Business	51 (58%)	34 (39%)	3 (3%)	88
School of Education, Health, and Human Performance	4 (14%)	14 (48%)	11 (38%)	29
School of Humanities and Social Sciences	29 (32%)	55 (61%)	6 (7%)	90
School of Languages, Cultures, and World Affairs	1 (13%)	3 (38%)	4 (50%)	8
School of Sciences and Mathematics	15 (38%)	17 (43%)	8 (20%)	40

Table 16 shows that the school with the largest proportion of respondents employed at a national or international business was the School of Business (58%). Additionally, the schools with the largest proportion of respondents employed at a locally or regionally owned business were the School of Humanities and Social Sciences (61%) and the School of the Arts (60%).

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

Table 17. First full-time job location distribution by school.

School	South Carolina	Southeast - outside S.C.	US - outside southeast	Overseas	Total
School of Professional Studies	2 (100%)	0 (0%)	0 (0%)	0 (0%)	2
School of the Arts	8 (35%)	5 (22%)	10 (43%)	0 (0%)	23
School of Business	50 (60%)	6 (7%)	24 (29%)	3 (4%)	83
School of Education, Health, and Human Performance	20 (77%)	2 (8%)	4 (15%)	0 (0%)	26
School of Humanities and Social Sciences	34 (47%)	9 (12%)	27 (37%)	3 (4%)	73
School of Languages, Cultures, and World Affairs	4 (57%)	0 (0%)	3 (43%)	0 (0%)	7
School of Sciences and Mathematics	18 (45%)	12 (30%)	9 (23%)	1 (3%)	40

Table 17 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 (77%), followed by the School of Business (60%).

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

Table 18. Current job-major relationship distribution by school.

School	Not related	Slightly related	Moderately related	Highly related	Total
School of Professional Studies	0 (0%)	1 (33%)	1 (33%)	1 (33%)	3
School of the Arts	9 (39%)	4 (17%)	4 (17%)	6 (26%)	23
School of Business	7 (9%)	17 (21%)	23 (28%)	35 (43%)	82
School of Education, Health, and Human Performance	5 (21%)	1 (4%)	6 (25%)	12 (50%)	24
School of Humanities and Social Sciences	16 (22%)	19 (26%)	17 (23%)	21 (29%)	73
School of Languages, Cultures, and World Affairs	1 (14%)	1 (14%)	2 (29%)	3 (43%)	7
School of Sciences and Mathematics	6 (15%)	4 (10%)	4 (10%)	26 (65%)	40

Table 18 shows that school with the largest proportion of respondents who currently work in a job highly related to their college major is the School of Sciences and Mathematics (65%).

What is your current annual income range?

Table 19. Current annual income range distribution by school.

School	Below \$20,000	\$20,000 - \$29,999	\$30,000 - \$39,999	\$40,000 - \$49,999	\$50,000+	Total
School of Professional Studies	0 (0%)	1 (33%)	0 (0%)	1 (33%)	1 (33%)	3
School of the Arts	5 (23%)	5 (23%)	5 (23%)	4 (18%)	3 (14%)	22
School of Business	4 (5%)	7 (9%)	14 (18%)	16 (21%)	36 (47%)	77
School of Education, Health, and Human Performance	6 (26%)	4 (17%)	10 (43%)	3 (13%)	0 (0%)	23
School of Humanities and Social Sciences	9 (13%)	16 (23%)	22 (31%)	14 (20%)	9 (13%)	70
School of Languages, Cultures, and World Affairs	4 (57%)	1 (14%)	2 (29%)	0 (0%)	0 (0%)	7
School of Sciences and Mathematics	4 (11%)	11 (30%)	4 (11%)	3 (8%)	15 (41%)	37

Table 19 shows that the school with the largest proportion of respondents currently making at least \$50,000 a year is the School of Business (47%), followed by the School of Sciences and Mathematics (41%).

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

Table 20. Sustainability-related employment distribution by school.

School	Yes	No	Maybe	Total
School of Professional Studies	1 (20%)	4 (80%)	0 (0%)	5
School of the Arts	3 (12%)	22 (85%)	1 (4%)	26
School of Business	6 (7%)	70 (82%)	9 (11%)	85
School of Education, Health, and Human Performance	1 (3%)	30 (94%)	1 (3%)	32
School of Humanities and Social Sciences	11 (12%)	71 (79%)	8 (9%)	90
School of Languages, Cultures, and World Affairs	2 (25%)	6 (75%)	0 (0%)	8
School of Sciences and Mathematics	11 (21%)	38 (73%)	3 (6%)	52

Table 20 shows that the school with the largest proportion of respondents who had ever been employed in sustainability-related is the School of Sciences and Mathematics (21%).

How many internships did you complete?

Table 21. Internship completion count distribution by school.

School	1	2	3	4	5 or more	Total
School of Professional Studies	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	1
School of the Arts	7 (41%)	5 (29%)	2 (12%)	2 (12%)	1 (6%)	17
School of Business	30 (44%)	19 (28%)	12 (18%)	4 (6%)	3 (4%)	68
School of Education, Health, and Human Performance	10 (67%)	3 (20%)	2 (13%)	0 (0%)	0 (0%)	15
School of Humanities and Social Sciences	22 (34%)	20 (31%)	13 (20%)	6 (9%)	3 (5%)	64
School of Languages, Cultures, and World Affairs	2 (40%)	3 (60%)	0 (0%)	0 (0%)	0 (0%)	5
School of Sciences and Mathematics	11 (46%)	9 (38%)	4 (17%)	0 (0%)	0 (0%)	24

Table 21 shows that the school with the largest proportion of respondents who completed more than 1 internship is the School of Humanities and Social Sciences (66%).

What type of internships did you complete?

Table 22. Internship completion type distribution by school.

School	Unpaid/ Credit	Unpaid/ No Credit	Paid/ Credit	Paid/No Credit	Other	Total
School of Professional Studies	0 (0%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	1
School of the Arts	12 (75%)	4 (25%)	5 (31%)	4 (25%)	2 (13%)	16
School of Business	17 (25%)	19 (28%)	25 (37%)	31 (46%)	2 (3%)	67
School of Education, Health, and Human Performance	9 (64%)	2 (14%)	3 (21%)	1 (7%)	0 (0%)	14
School of Humanities and Social Sciences	26 (41%)	27 (43%)	12 (19%)	22 (35%)	1 (2%)	63
School of Languages, Cultures, and World Affairs	3 (60%)	1 (20%)	0 (0%)	1 (20%)	0 (0%)	5
School of Sciences and Mathematics	3 (13%)	7 (29%)	8 (33%)	14 (58%)	0 (0%)	24

Table 22 shows that the school with the largest proportion of respondents who completed a paid internship for academic credit is the School of Business (37%), followed by the School of Sciences and Mathematics (33%). Additionally, the school with the largest proportion of respondents who completed an unpaid internship for no academic credit is the School of Humanities and Social Sciences (43%).

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

Table 23. Internship full-time job offer distribution by school.

School	Yes	No	Total
School of Professional Studies	1 (100%)	0 (0%)	1
School of the Arts	4 (25%)	12 (75%)	16
School of Business	36 (54%)	31 (46%)	67
School of Education, Health, and Human Performance	3 (23%)	10 (77%)	13
School of Humanities and Social Sciences	15 (24%)	48 (76%)	63

School of Languages, Cultures, and World Affairs	2 (40%)	3 (60%)	5
School of Sciences and Mathematics	6 (27%)	16 (73%)	22

Table 23 shows that the school with the largest proportion of respondents who were offered a full-time job as a result of any of their internships is the School of Business (54%).

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

Table 24. Degree enrollment distribution by school.

School	Master's Degree	Law Degree	Medical Degree	Other Doctoral Degree	Certificate	Total
School of Professional Studies	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	5
School of the Arts	2 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	26
School of Business	12 (14%)	1 (1%)	0 (0%)	0 (0%)	4 (5%)	85
School of Education, Health, and Human Performance	12 (38%)	0 (0%)	3 (9%)	0 (0%)	0 (0%)	32
School of Humanities and Social Sciences	14 (16%)	0 (0%)	0 (0%)	1 (1%)	3 (3%)	90
School of Languages, Cultures, and World Affairs	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	8
School of Sciences and Mathematics	7 (13%)	0 (0%)	3 (6%)	5 (10%)	3 (6%)	52

Table 24 shows that the school with the largest proportion of respondents who are currently enrolled in or working toward a master's degree is the School of Education, Health, and Human Performance (38%).

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

Table 25. Major curriculum satisfaction distribution by school.

Curriculum in your major	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Total
School of Professional Studies	0 (0%)	0 (0%)	1 (20%)	4 (80%)	0 (0%)	5
School of the Arts	2 (10%)	3 (15%)	3 (15%)	9 (45%)	3 (15%)	20
School of Business	5 (6%)	5 (6%)	9 (11%)	41 (51%)	21 (26%)	81
School of Education, Health, and Human Performance	0 (0%)	5 (17%)	3 (10%)	14 (48%)	7 (24%)	29
School of Humanities and Social Sciences	4 (5%)	4 (5%)	8 (10%)	36 (44%)	29 (36%)	81
School of Languages, Cultures, and World Affairs	1 (13%)	1 (13%)	0 (0%)	1 (13%)	5 (63%)	8
School of Sciences and Mathematics	2 (4%)	0 (0%)	6 (12%)	23 (46%)	19 (38%)	50

Table 25 shows that the school with the largest proportion of respondents who were very satisfied with the curriculum in their major is the School of Sciences and Mathematics (38%), followed by the School of Humanities and Social Sciences (36%).

Table 26. Major instruction satisfaction distribution by school.

Instruction in your major	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Total
School of Professional Studies	0 (0%)	0 (0%)	2 (40%)	2 (40%)	1 (20%)	5
School of the Arts	3 (16%)	4 (21%)	6 (32%)	1 (5%)	5 (26%)	19
School of Business	4 (5%)	3 (4%)	15 (19%)	34 (42%)	25 (31%)	81
School of Education, Health, and Human Performance	1 (3%)	3 (10%)	3 (10%)	16 (55%)	6 (21%)	29
School of Humanities and Social Sciences	2 (2%)	5 (6%)	3 (4%)	34 (42%)	37 (46%)	81
School of Languages, Cultures, and World Affairs	1 (13%)	0 (0%)	0 (0%)	2 (25%)	5 (63%)	8
School of Sciences and Mathematics	2 (4%)	3 (6%)	5 (10%)	18 (36%)	22 (44%)	50

Table 26 shows that the school with the largest proportion of respondents who were very satisfied with the instruction in their major is the School of Humanities and Social Sciences (46%), followed by the School of Sciences and Mathematics (44%).

Table 27. General education program curriculum satisfaction distribution by school.

Curriculum in your general education program	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Total
School of Professional Studies	0 (0%)	0 (0%)	2 (40%)	3 (60%)	0 (0%)	5
School of the Arts	0 (0%)	3 (15%)	7 (35%)	8 (40%)	2 (10%)	20
School of Business	4 (5%)	8 (10%)	25 (31%)	31 (38%)	13 (16%)	81
School of Education, Health, and Human Performance	2 (7%)	4 (14%)	5 (17%)	14 (48%)	4 (14%)	29
School of Humanities and Social Sciences	2 (2%)	7 (9%)	25 (31%)	34 (42%)	13 (16%)	81
School of Languages, Cultures, and World Affairs	1 (13%)	1 (13%)	0 (0%)	2 (25%)	4 (50%)	8
School of Sciences and Mathematics	3 (6%)	6 (12%)	10 (20%)	19 (38%)	12 (24%)	50

Table 27 shows that the schools with the largest proportion of respondents who were very satisfied with the curriculum in their general education program are the School of Business and the School of Humanities and Social Sciences (16% each).

Table 28. General education program instruction satisfaction distribution by school.

Instruction in your general education program	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Total
School of the Arts	1 (5%)	3 (15%)	7 (35%)	8 (40%)	1 (5%)	20
School of Business	4 (5%)	6 (7%)	26 (32%)	32 (40%)	13 (16%)	81
School of Education, Health, and Human Performance	0 (0%)	4 (14%)	8 (28%)	14 (48%)	3 (10%)	29
School of Humanities and Social Sciences	3 (4%)	4 (5%)	25 (31%)	29 (36%)	19 (24%)	80
School of Languages, Cultures, and World Affairs	0 (0%)	1 (13%)	2 (25%)	1 (13%)	4 (50%)	8
School of Sciences and Mathematics	3 (6%)	1 (2%)	10 (20%)	24 (48%)	12 (24%)	50

Table 28 shows 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 Humanities and Social Sciences and the School of Sciences and Mathematics (24% each).

Table 29. Overall academic experience satisfaction distribution by school.

Your overall academic experience	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Total
School of Professional Studies	0 (0%)	0 (0%)	2 (40%)	1 (20%)	2 (40%)	5
School of the Arts	1 (5%)	3 (15%)	1 (5%)	9 (45%)	6 (30%)	20
School of Business	4 (5%)	7 (9%)	10 (12%)	36 (44%)	24 (30%)	81
School of Education, Health, and Human Performance	0 (0%)	1 (3%)	5 (17%)	15 (52%)	8 (28%)	29
School of Humanities and Social Sciences	2 (2%)	0 (0%)	15 (19%)	38 (47%)	26 (32%)	81
School of Languages, Cultures, and World Affairs	0 (0%)	1 (13%)	1 (13%)	0 (0%)	6 (75%)	8
School of Sciences and Mathematics	1 (2%)	3 (6%)	5 (10%)	22 (44%)	19 (38%)	50

Table 29 shows that the school with the largest proportion of respondents who were very satisfied with their overall academic experience is the School of Sciences and Mathematics (38%), followed by the School of Humanities and Social Sciences (32%).

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

Table 30. College of Charleston choice distribution by school.

School	Yes	No	Total
School of Professional Studies	5 (100%)	0 (0%)	5
School of the Arts	17 (85%)	3 (15%)	20
School of Business	68 (84%)	13 (16%)	81
School of Education, Health, and Human Performance	24 (80%)	6 (20%)	30
School of Humanities and Social Sciences	70 (84%)	13 (16%)	83
School of Languages, Cultures, and World Affairs	6 (75%)	2 (25%)	8
School of Sciences and Mathematics	40 (82%)	9 (18%)	49

Table 30 shows that the schools with the largest proportions of respondents who would choose the College of Charleston again are the School of the Arts (85%), the School of Business (84%), and the School of Humanities and Social Sciences (84%).