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The Class of 2013 Student Survey Report

Results from NACE's annual survey of college students

National Association of Colleges and Employers
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INTRODUCTION

Between February 15, 2013, and April 30, 2013, NACE conducted its seventh annual student survey. The survey queries students on a range of issues connected with their plans after graduation. These include delineating the direction students expect to take immediately after receiving their degree; if they have actively begun pursuit of their after-graduation goal; what actions they have taken in pursuit of their goal; and whether they have been successful in attaining their goal. Students are asked for their opinions on what they want out of a job or employer; what they expect to earn in their first job after graduation; where they would like to begin their professional career; as well as a number of other questions pertaining to entry into the work force. In addition, this year's report explores the student's perspective on how the academic career he or she pursued connects with career options, and how much planning around career preferences took place in choosing the student's academic direction.

While the survey is open to students at all degree levels and at all stages of an academic career, the focus of this report is on the responses received from those respondents who will receive their bachelor's degree by the end of the 2013 academic year. Responses from those pursuing the associate's degree and advanced degrees will appear in the *NACE Journal* over the next several months.

The *NACE Student Survey* is distributed to students throughout the United States in electronic form. NACE contacts potential respondents through the cooperation of member colleges who distribute a link to the survey to their students. This year, 646 member institutions participated, resulting in responses from 37,874 students throughout the United States. Of these nearly 38,000 responses, 9,715 came from bachelor degree seniors who indicated that they would be getting their degrees by August 2013. This report is based on the responses from this group of seniors.

While the survey delves into a variety of avenues a student can take after receiving the degree, the primary focus has been on the pursuit of full-time employment after graduation—the avenues that students take in pursuit of this full-time job and the success that graduating seniors experience in getting a full-time job.

This year's survey, as did last year's, also covers the move to a more advanced degree. As in the past, students were asked about their use of various sources in their attempt to fulfill their plans. This includes particular attention to the use of career services whether the plan is to get a job or to get another degree.

Beyond career services, the survey focused on how students researched potential employers; how they used social media in addition to other, more traditional, tools in their job search; and what they paid particular attention to when they explored potential employers.

The survey also sought to identify factors correlated with success in the job market. As a result, it examined factors such as academic background, work experience through an internship or co-op, gender, ethnicity, and the resources used in the pursuit of employment to see what, if any, factors were connected with getting a job before graduation.

Finally, students were asked to rate various factors in their pursuit of the ideal job/employer to compare this year's graduating class to previous graduating groups to see if there were any trends developing in the perspectives graduates were bringing to the job market, e.g., increased desire for higher salary or improved benefits as opposed to opportunities for creativity or personal growth. These attitudes toward job attributes are explored in detail with a focus on determining how an employer can become an ideal landing place for this year's crop of graduates.

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PLANS AFTER GRADUATION

The plans graduating students have are often reflective of the job market. When the labor market is strong from the graduate's perspective, graduates tend to enter immediately after college. When the market weakens, there tends to be an increase in the percentage of graduates who plan to stay in school to pursue an advanced degree.

What was the labor market for the new college graduates in 2013?

At the beginning of 2013, the prospects for graduating students graduating looked very promising. The market had improved considerably since the recession of 2009, with significant increases in hiring for new college graduates in both 2011 and 2012.

Figure 1: Job Outlook hiring projections 2008 – 2013

Additionally, employers in the NACE *Job Outlook 2013* survey were projecting a strong year. Hiring was projected to be 13 percent higher than in 2012. However, the market softened considerably by the end of the year. A follow-up, the *Job Outlook 2013 Spring Update* showed that actual hiring turned out to be only 2 percent greater than in 2012—an essentially flat market. (See Figure 1.)

The information from the NACE *Job Outlook 2013* survey was supported by data from the U.S. Bureau of Labor Statistics (BLS). As part of the *BLS Current Population Survey*, the unemployment rate is tracked by education level and age. Although the data do not conform precisely to "new college graduates," the figures for the 20- to 24-year-old age group serve as a proxy for these new graduates and gauge the status of the overall college hiring market from these unemployment rate figures. These data are developed monthly by the BLS providing for a continuous analysis of the college labor market. However, the data need to be evaluated carefully because the unemployment rate numbers are not seasonally adjusted and there is significant seasonality to the new college hiring season. For example, the unemployment rate tends to soar in the months following spring graduation as graduates flock into the job market and then the rate declines relatively sharply as those students are hired and absorbed into the system. As a result of these seasonal fluctuations, the best way to assess the numbers in a particular period is to compare those numbers to same period (season) from a previous year.

Figure 2 shows the trend in the unemployment rate for young college graduates for the period from September 2011 to April 2013. The data line represents the three-month moving average for the change in the unemployment rate in a particular month relative to that same month's unemployment rate in the previous year. The zero line represents no change; anything below zero indicates that the period represented on the trend line had an unemployment rate that was lower than the same period in the previous year (an improved market); anything above zero shows the period to have a higher unemployment rate than in the previous year (a declining market).

The trend line in Figure 2 indicates that for most of the period from September 2011 to April 2013, the college hiring market was improving. The unemployment rate for 20- to 24-year-old graduates in any one month was almost always lower than it had been for the same month in the previous year. However, the trend line also indicates that the improvement in the market was steadily slowing—the trend line was moving toward zero. The trend line finally reached and passed the zero point in February 2013 and stayed above until the end of the student survey collection period at the end of April 2013.

Figure 2: Unemployment trends: 20- to 24-year-old college graduates

The bottom line of this analysis is that the Class of 2013 faced a deteriorating labor market as it approached graduation. The promising position of the fall had turned into a stagnant market by the spring.

Given the relatively stagnant market that ended up facing the Class of 2013 and the relatively late change in the position of the market, one would not expect the change in market conditions to have much of an impact on the plans of seniors graduating in the past year. This was precisely what was indicated by the responses of graduating seniors in 2013 when compared with those of graduating seniors from the Class of 2012. The percentage of seniors who had definite plans to enter the work force immediately after graduation grew by a fraction, increasing from 60.4 percent to 60.6 percent. The same was true for the percentage of seniors intending to go to graduate or professional school. This number also increased marginally from 23.5 percent to 23.8 percent. The reason that both percentages could increase is that this year's respondents were more definite about their immediate plans after graduation than were the respondents from the Class of 2012. As Figure 3 shows, the percentage of graduating seniors who were unsure about their plans after graduation dropped from 11.7 percent in 2012 to 10.3 percent in 2013.

Figure 3: Plans after graduation

PLANS BY ACADEMIC PROGRAM (MAJOR)

Graduating seniors vary by gender and ethnicity, and, as seen in the past, most especially by the academic program they are pursuing. How much does the academic program impact the expectations of the graduate for what they will do after graduation? To address this question graduating seniors who identified their major were categorized into two groups—those pursuing a "career-oriented" program and those involved in an "academic" discipline.[1] "Career-oriented" majors included accounting, business administration, communications, computer science, education, engineering, healthcare, and environmental science. "Academic" majors included economics, English, foreign language, liberal arts/humanities, mathematics, history/political science, psychology, biology, chemistry, physics, sociology, and visual and performing arts. Just like the respondents from the Class of 2012, 56 percent of graduating seniors identified themselves with a career-oriented major, while 44 percent associated with an academic program.

The plans following graduation are distinctly different for students in career-oriented programs than they are for those enrolled in academic pursuits. Figure 4 shows that career-oriented majors are more likely to 1) have more definitive plans post-graduation; 2) are more likely to be entering the work force directly after college; and 3) are much more likely to be planning on being part of the private, for-profit sector.

Figure 4: Plans after graduation by program – graduating seniors

	Career-Oriented	Academic
	% of Responses	
Continue my education	17.0%	32.3%
Work in the private sector	46.9%	19.9%
Work for a nonprofit	8.9%	13.8%
Work for a state or local government	2.0%	4.6%
Work for the federal government	1.3%	1.9%
Teach	10.0%	5.3%
Begin my own business	1.6%	1.2%
Enter the military	0.3%	0.6%
Take some time	4.0%	7.7%
Not sure	8.0%	12.8%

[1] These divisions and the majors associated with these divisions were taken from a study published by the National Center for Education Statistics: Susan P. Choy and Ellen M. Bradburn, *Ten Years after College: Employment Experiences of 1992-93 Bachelor's Degree Recipients with Academic and Career-Oriented Majors*, Washington, D.C.: Institute for Education Services, 2008.

About 12 percent of students graduating from a career-oriented program have no clear plan for beginning their post-graduate career (either unsure of any plans or expect to take the year off). By comparison, 21 percent of students in academic programs indicate no clear career plan for directly following receipt of their degree. As might be expected, of those pursuing a career-oriented program, the vast majority have plans to directly enter the work force following receiving their degrees. Seventy-one percent of career-oriented majors plan on entering one of the work force categories while only 48 percent of those in an academic pursuit planned on entering the work force. Academic majors are, by contrast, much more likely to plan to continue their education right after getting the bachelor's degree. Just over 32 percent of academic majors plan to attend graduate or professional school directly after college compared with only 17 percent of career-oriented majors. Finally, career-oriented majors are nearly 2.5 times as likely to be headed for the private, for-profit sector (46.9 percent) than are those majoring in an academic field (19.9 percent).

PLANS BY GENDER

There are differences in plans based on gender and this year's graduating class differs from last year's somewhat in this regard. Whereas among the Class of 2012 there was little gender difference in whether or not a senior intended to go directly into the work force, among the graduates from the Class of 2013 there is a more pronounced difference. Male graduates are decidedly more likely to be planning on entering the work force directly. Among men, a bit over 64 percent said they intended to enter the work force directly compared with only 57 percent of females.

The difference between the classes of 2012 and 2013 is contained within the category of men, where the percent going into the work force increased from 61 percent to more than 64 percent. There was no difference among women in their plans for after graduation between the two classes.

As for pursuing an advanced degree, women indicate more of an interest in going directly to graduate or professional school than are men. Twenty-five percent of women expect to be continuing their education at the next level compared with 21 percent of men. (See Figure 5.)

Figure 5: Plans after graduation by gender – graduating seniors

	Male	Female
	% of Responses	
Continue my education	21.1%	25.2%
Work in the private sector	47.7%	28.8%
Work for a nonprofit organization	4.8%	13.0%
Work for a state or local government	3.7%	3.8%
Work for the federal government	2.0%	1.5%
Teach	3.8%	8.7%
Begin my own business	2.3%	1.2%
Enter the military	0.9%	0.3%
Take some time off	5.1%	6.4%
Not sure	8.5%	11.1%

The biggest differences as indicated by Figure 5 are in the sectors that males and females expect to enter the work force. Men are far more likely to be planning on entering the private, for-profit sector; 48 percent of men compared with 29 percent of women are planning on this route immediately following graduation. By contrast, women are more intent on teaching or entering the nonprofit sector. Twenty-two percent of females are aiming at teaching or working in a nonprofit compared with only 9 percent of males.

PLANS BY ETHNICITY

Ethnicity is not much of a differentiating factor when it comes to plans after graduation. The planning profile is essentially similar across all major American ethnic categories with two exceptions. First, African-Americans are more likely than any of the other ethnic categories to be planning on continuing their education in graduate or professional school. Thirty-two percent of African-American graduating seniors are planning on continuing their education compared with 25 percent of Asian-Americans, 25 percent of Hispanic-Americans, and 23 percent of whites. Second, whites are more likely to be planning on entering the work force directly after college. The differences are relatively slight when compared to Asian-Americans and Hispanics but fairly significant when compared to African-Americans. As Figure 6 details, nearly 61 percent of white graduates plan to enter the work force directly after getting a degree. By contrast, only 50 percent of African-American graduates expect to enter the job market directly. Asian-Americans and Hispanics fall in between these two categories with 57 percent and 58 percent, respectively, entering the labor market.

Figure 6: Plans after graduation by race/ethnicity – graduating seniors

	Asian-American	African-American	Hispanic-American	White
	% of Responses			
Continue my education	24.9%	32.2%	25.1%	22.8%
Work in the private sector	38.1%	19.0%	31.7%	35.5%
Work for a nonprofit organization	7.5%	13.6%	11.1%	10.5%
Work for a state or local government	6.0%	5.0%	5.8%	3.2%
Work for the federal government	0.9%	3.1%	1.4%	1.7%
Teach	2.5%	5.5%	6.0%	8.4%
Begin my own business	1.8%	3.7%	1.4%	1.3%
Enter the military	0.7%	0.7%	1.1%	0.4%
Take some time off	8.7%	5.9%	6.1%	5.8%
Not sure	8.9%	11.4%	10.1%	10.5%

STUDENT EXPECTATIONS AND PREFERENCES

This year's survey explored a new topic: How do students choose a major? Is it the chance of finding a job at graduation? The anticipated starting salary? The subject matter?

The selection of a major has a significant influence on the job possibilities available to the graduate as has been demonstrated in previous NACE student surveys. Surveys have shown that a select group of majors (computer science, accounting, engineering, and economics) consistently generated more offers for full-time employment than any other academic pursuits. Given this relationship between major and job prospects, students were asked what motivated them to choose a major, and whether they sought the advice of career counselors when they made their decision.

Figure 7 shows the reasons respondents gave for their choice of major. Topping the list was the student's perception that the major led to a particular career—this in spite of career services counselors and faculty telling students that an undergraduate major can lead to a variety of careers and should not be connected with a particular career decision. The other main reason for choosing a major was the appeal of the subject matter to the student.

Figure 7: Reasons for selecting a major

Beyond the connection with the career and the appeal of the subject matter, no other reason scored significantly with this group of graduating seniors. Getting a job immediately after graduation was ***not*** a top reason. The chance for income and the chance for employment were the reasons only 16 percent of the respondents gave for selecting a major.

The relative small regard students have for connecting their immediate job prospects with their core academic pursuits is lent further credence by the responses of students asked if they researched either the job prospects or the starting salaries connected with the academic major before they made their choice. In both instances, the majority of respondents indicated that they did not investigate the probability of landing a job after graduation or the average starting salaries of those who previously graduated with that major. Less than half—42 percent of graduating seniors—investigated the job prospects connected with their major before making their choice, and 45 percent researched starting salaries connected with the major.

This leads to the question of whether the college career center played a role in the student's choice of academic major. The answer here is particularly instructive since such a large number of students perceive their major to be essentially a career choice.

Respondents were asked from whom they sought advice/direction at their school in choosing their academic major. Figure 8 shows the distribution of the responses. The plurality of students (47 percent) sought advice or counsel from no one at the school when it came to making this career decision. When students did seek advice about a major, they most often went to their academic adviser. The key point in the figure is that career services is all but absent from the student's mind when it comes to making this decision. Only 9 percent of graduating seniors discussed their choice of major with a career services counselor. This was the case even though the plurality of students are choosing the major for the career direction they believe the major implies.

Figure 8: Sources for advice in choosing an academic major

TARGET INDUSTRIES

One of the main questions posed to students was where they would like to start a career after college. Students were asked to identify their top three choices from a list of 19 different industry sectors for employment when they entered the job market. Since respondents were able to identify their top three choices, votes were scored giving preference to the higher ranked choices. Thus, when a respondent identified an industry as the number one choice to begin a career, that industry was allotted five votes; a second-ranked industry was given three votes; and the third ranked was given one vote. Figure 9 details the choices of graduating seniors. The industries are listed by the total number of scored votes they received.

Figure 9: Preferred industries to begin a career – graduating seniors

As was true with seniors graduating in 2012, the top four selections are essentially outside of the private sector—they are either government or nonprofit organizations. The only for-profit, private sector choice that scored anywhere near the top is the professional services sector, an area focused on consulting services dealing with accounting, engineering, law, and/or general management consulting.

One explanation for the lack of interest in the private sector as a preferred career choice may be that this result is a statistical artifact of the respondent group. In taking a look at all graduating seniors, this survey includes those with no intent of entering the work force directly. Their preferences may be significantly different than someone faced with the reality of beginning their career within a few short months. To assess this possibility, the vote totals were refigured, limiting the analysis only to those seniors indicating they were planning on entering the work force directly after receiving their degree. Figure 10 details those results.

Figure 10: Preferred industries to begin a career – graduating seniors entering the work force

Figure 10 has a much closer vote total for private sector industries, but the number one choice among seniors graduating from the Class of 2013, who are planning on going directly into the work force, remains government. Human services still finishes second, but professional services is a relatively close third. There is a clear preference among the general population of students from this year's class for a career in government or the nonprofit service sector.

The preference ranking of target industries for the Class of 2013 differs very little from the preferences expressed by the Class of 2012. These results presented something of a shock to many when they were reported for last year's class. The idea that graduates would prefer to work, at least initially, in sectors where compensation was relatively low seemed counterintuitive. However, when the preference orderings for job attributes, benefits, and the median salary expectations of graduates are examined, then the choice of industry sectors does not seem all that surprising. What the current class of graduates wants out of a job is stability (job security; steady, if not spectacular, compensation trends; and a work schedule with regular hours that provides adequate time for dealing with personal issues). Salary expectations are important but generally modest when compared with previous classes (i.e., expectations have not increased very much since the middle of the last decade). Finally, students do value the possibility that the job they perform will contribute to making their communities better places to live. While this is not the highest job/employer preference, it places much higher in the rank order of preferences with the past two graduating classes than it did with the graduating classes of the previous decade. While the private, for-profit sector can provide higher levels of compensation, the combination of stability, work-life balance, and contribution to the greater community is more likely to be found in the public or nonprofit arenas.

CAREER PREFERENCES

In addition to their immediate plans after graduation, students responding to this year's survey shared their ideal career plan. While the percentage of graduates who have immediate plans to become entrepreneurs is small, this may have more to do with the graduate's limited resources than his or her ultimate ambition. Figure 11 shows the career directions that this year's graduates wish to take.

Figure 11: Ideal career industry – graduating seniors

	% of Responses
Private sector firm	29.5%
Nonprofit organization	11.7%
Medical/healthcare sector	16.5%
Teach/elementary or secondary school	8.1%
Teach/college or university	5.9%
Work in the federal government	6.2%
Work in state or local government	5.1%
Have a career in the military	0.6%
Own and manage my own business	14.3%
Work as a performing artist	2.2%

Examining the table, perhaps the most interesting detail is that a majority of this year's graduates would prefer to have a career outside of the core business sector. Depending on how one would classify the medical/healthcare sector, only 44 percent of respondents indicated that they wanted a career either working for a for-profit firm or owning their own business.

At first this would seem to indicate a significant mismatch between the ambitions of college graduates and the employment opportunities that would be available to them. However, numbers from the U.S. Bureau of Economic Analysis (BEA) suggest that the differential between student career ambitions and the location of employment opportunities is not all that great, and today's graduates may actually be anticipating the direction of the employment market with their career ambitions. BEA data show that in 2011, 46 percent of full-time equivalent employment in the United States was located in education, healthcare, social services, and government. In addition, that percentage increased from 38 percent in 1998. Most of the relative decrease in the percentage employed in the core business sector occurred as a result of the drop in employment in the private, for-profit sector during the recession of 2008-09, but the shift in the labor market to public and nonprofit sectors has been steady since 2000.[2]

There is considerable difference by gender and ethnicity with respect to the ultimate career goals of graduates from the Class of 2013. As Figure 12 shows, male graduates from this year's class are far more desirous of developing a career in the private, for-profit sector. Nearly two-thirds of male respondents identified a career in the for-profit sector (either as an employee of a for-profit firm or as the owner of a business) as their ultimate career goal. By contrast, only 42 percent of female graduates from the Class of 2013 want a career in the for-profit sector. Female graduates aspire to careers in a variety of nonprofit fields–social services, healthcare, and teaching.

Figure 12: Career goals by gender

[2] Bureau of Economic Analysis, GDP by Industry: 1998-2012 NAICS Data.

Differences by ethnicity are not so obvious. The major difference is between two minority groups–Asian-Americans and African-Americans. As displayed in Figure 13, Asian-Americans are decidedly more pointed to careers in the for-profit sector than any other ethnic category with the largest difference coming in comparison with African-Americans, who have a considerably lesser desire for a career in the for-profit sector than any other ethnic group. Just over 58 percent of Asian-American respondents said they wished for a professional career in the for-profit sector either as an employee or owner. Only about 36 percent of African-Americans held the same career goal. Interestingly, African-Americans are actually among the most entrepreneurial ethnic categories. A greater percentage of African-American graduates from the Class of 2013 desire a career in which they own their own business than either whites or Hispanics. Taking away the African-American graduates who desire to run their own companies reduces the percentage of African-American graduates wanting a career as a for-profit sector employee to only 21 percent or about equal to the amount of African-Americans pointing to a career in government.

Figure 13: Career goals by ethnicity

EMPLOYER/JOB PREFERENCES

Over the past several years, graduating students have ranked a series of employer/job attributes as to their importance in identifying a preferred employment situation. The results were very stable up to the Class of 2011 and then they changed. Instead of graduating seniors being focused on the opportunity to advance with an employer, attain job security, and begin a career with a high starting salary, the focus switched to finding a job that provided an opportunity for personal growth. Job security was still very important and a high starting salary was a desirable element, but the difference between the Class of 2011 and its predecessors was that the development the graduate was seeking was one focused on the person, abstracted from any relationship to the employer. Rapid advancement was no longer necessary if the job provided the improvement of skills and networking opportunities that would serve an individual's career in the long-term.

The set of employer/job preferences used is the set of factors that has been employed consistently since 2008, allowing for identification of changes in student preferences over time. These are employer/job conditions that a student rates as important when considering a particular job offer. Student respondents rated a list of 16 factors as to their importance when they evaluate a particular job opportunity. These factors are:

- Casual atmosphere,
- Clearly defined assignments,
- Diversity of the work force,
- Friendly co-workers,
- Good benefits,
- "Green" company,
- High starting salary,
- Improve the community,
- Job security,
- Located close to home,
- Located in a diverse and tolerant community,
- Opportunity for advancement,
- Opportunity for creativity,
- Opportunity for personal growth,
- Recognition for good performance, and
- Employer has a well-recognized name.

Each of these factors was rated on a five-point scale that ranged from "not at all important" to "extremely important." Figure 14 shows the percentage rating for each of these factors. The factors are listed in order of the percent of respondents ranking the factor as either "very important" or "extremely important."

The members of the Class of 2013 intent on entering the work force exhibited many of the same preferences that were at the top in 2012. The opportunity for personal growth is clearly the most important consideration students have when evaluating a specific job. Just as the Class of 2012 noted, this year's graduating group saw limited opportunities in the economy with any specific employer. Consequently, the importance of opportunities to rapidly advance with their first employer fell well down on the list of preferences that they used to evaluate a job offer. The drop in importance of the opportunity for advancement is, perhaps, the clearest reflection of the impact the recession has had on the outlook of new graduates entering the job market. Additionally, graduates no longer view strong prospects for compensation. Whereas prior classes tended to rate a high starting salary as relatively important, the Class of 2013 rates a high starting salary as relatively unimportant in finding their preferred job or employer.

There are very few differences that can be teased out of the preferences from this year's class based on demographic characteristics. The only true distinctive difference in preference is the importance assigned to a diverse work force by minority respondents. A diverse work force was rated as the third most important job/employer characteristic by African-American respondents and fourth among Asian-American graduates. By contrast, diversity finished ninth out of the 16 characteristics rated by white students.

Figure 14: Employer/job attributes rated in considering a job by graduating students entering the work force

	Not at All Important	Not Very Important	Somewhat Important	Very Important	Extremely Important
Opportunity for personal growth	0.4%	0.7%	6.0%	30.9%	62.1%
Friendly co-workers	0.5%	1.2%	12.2%	41.8%	44.3%
Job security	0.6%	1.7%	13.7%	39.4%	44.6%
Good benefits package	0.6%	2.6%	19.6%	41.4%	35.8%
Recognition for good performance	0.8%	2.9%	21.9%	43.1%	31.3%
Clearly defined assignments	1.0%	4.1%	24.1%	43.2%	27.6%
Improve the community	1.6%	5.2%	25.2%	34.6%	33.3%
Opportunity for creativity	1.6%	7.8%	27.0%	36.3%	27.2%
Diverse work force	5.0%	10.4%	25.5%	33.4%	25.8%
Opportunity for rapid advancement	1.5%	9.7%	33.7%	36.0%	19.1%
Located in a diverse & tolerant community	5.2%	15.0%	32.6%	29.5%	17.6%
High starting salary	2.1%	12.2%	39.2%	29.2%	17.3%
Well-recognized organization	5.7%	15.9%	33.1%	27.6%	17.7%
Casual atmosphere	4.6%	14.4%	39.2%	28.4%	13.5%
Located close to home	11.5%	18.1%	30.1%	24.9%	15.4%
"Green" company	9.5%	23.3%	37.2%	20.7%	9.4%

SALARY EXPECTATIONS

Although members of the Class of 2013 do not rate a high starting salary as particularly important, salary expectations need to be understood as a critical component in an employer's recruiting efforts. Our previous student survey analyses have shown that when employers offer a starting salary significantly below average expectations, the potential recruit tends to reject the offer. While students may not expect to make a mint in their first job, they do expect employers to offer what the student perceives to be a "fair" salary offer.

As in past surveys graduating seniors were asked what they expected to earn in their first job after graduation. Figure 15 shows the overall distribution of salary expectations for 2013 graduates who reported themselves as having started their job search.

Figure 15: Starting salary expectations – graduating seniors entering the work force

	Responses	% of Responses
Less than $20,000	229	5.0%
$20,000-$25,000	337	7.4%
$25,001-$30,000	493	10.8%
$30,001-$35,000	766	16.7%
$35,001-$40,000	670	14.6%
$40,001-$45,000	599	13.1%
$45,001-$50,000	425	9.3%
$50,001-$55,000	373	8.1%
$55,001-$60,000	234	5.1%
$60,001-$65,000	221	4.8%
$65,001-$70,000	98	2.1%
$70,001-$75,000	52	1.1%
$75,001-$80,000	30	0.7%
More than $80,000	55	1.2%

As the figure shows, most graduate salary expectations fall within the range from $25,000 to $45,000. The overall median expectation is $38,494. This is similar to the results found in previous studies, indicating that salary expectations have not changed very much since 2007, when data was first collected. The actual change among this year's graduates was an increase of 1.0 percent. As always, the overall number masks significant differences in expectations for students graduating in different academic disciplines and the expectations for different demographic categories.

Figure 16 displays the median starting salary expectation by academic major along with the percentage change in the expected salary between the Class of 2013 and the Class of 2012. For the most part there are few changes in expected salary. Career-oriented majors that expect to go directly into the for-profit, private sector exhibit had the highest level of expected salary. These are led by engineering and computer science majors with median expectations of $59,504 and $56,147, respectively. For the most part, seniors from this year's graduating class expect to earn about the same as did those graduating last year. A couple of majors stand out as expecting significant increases. The most obvious is computer science where the median expected salary has increased by approximately 12 percent. The other majors with significantly increased expectations are foreign language and physical science majors. Conversely, there was one major where the expectations were significantly less from the Class of 2013 compared with the Class of 2012. This was communications/journalism where the median expected salary dropped by more than 15 percent. Communications/journalism deserves special mention not only because it exhibited a major decrease this year but also because this major shows unusually large year-to-year fluctuations in expected salary. Last year communications and journalism was one of the majors where the expectation increased by an usually large amount. This suggests that the labor market for this major is in a period of unusual flux and that students do not have a good sense of the market they are likely to face.

Figure 16: Salary expectations by major, 2012 and 2013

Major	2012	2013	% Change
Accounting	$45,726	$45,000	-1.59%
Business Administration	$42,420	$42,914	1.16%
Communications/Journalism	$38,579	$32,788	-15.01%
Computer Science	$50,328	$56,147	11.56%
Education	$32,882	$32,682	-0.61%
Engineering	$57,980	$59,504	2.63%
English	$31,716	$31,574	-0.45%
Foreign Language	$29,396	$31,996	8.84%
Healthcare	$44,416	$43,469	-2.13%
Liberal Arts/Humanities	$32,383	$32,409	0.08%
Mathematics	$41,430	$43,142	4.13%
History/Political Science	$32,715	$33,489	2.37%
Psychology	$30,969	$31,142	0.56%
Physical Sciences	$32,747	$35,098	7.18%
Social Sciences	$35,490	$36,637	3.23%
Visual & Performing Arts	$29,240	$30,218	3.34%

As in past years, there are gender and ethnic differences regarding the salary expectations of new graduates. Men expect to earn more than women, and while few real differences exist among different ethnic categories Asian-Americans have always held slightly higher expectations than other groups. Figure 17 shows the differences in salary expectations across gender and ethnic categories and how these expectations have changed since last year. For the most part there is little difference with what was found for the Class of 2012. The median expected salary among male graduates from the Class of 2013 decreased by slightly more than 1 percent to $44,713; similarly, the expectations among this year's class of Asian-American graduates decreased by about 0.4 percent to $43,444. In both cases these median expectations considerably exceed the median expected salaries of comparable demographic groups.

Figure 17: Salary expectations by demographic categories, 2012 and 2013

Major	2012	2013	% Change
Male	$45,243	$44,713	-1.17%
Female	$35,910	$35,937	0.08%
Asian-American	$43,630	$43,444	-0.43%
African-American	$39,294	$39,197	-0.25%
Hispanic-American	$38,768	$39,533	1.97%
White	$37,873	$37,775	-0.26%

BENEFIT PREFERENCES

The composition and quality of an employer's benefit package has been one of the most important employer/job traits to graduates over the past several graduating classes. For the Class of 2013, it stands fourth on the list in terms of importance – the same position it held for the Class of 2012.

As in the past, students were asked to rank order their top five choices for employee benefits they wanted a potential employer to offer. From rank order votes standardized scores were developed for each benefit choice so that the orderings could be properly compared from one year to the next. Figure 18 shows how this year's respondents ranked the different benefits choices compared with student respondents from the classes of 2010 through 2013.

Figure 18: Employee benefit preferences, 2010 to 2013

Major	2010	2011	2012	2013
Annual salary increases	3	2	2	1
401(k) company match	3	4	2	2
Tuition reimbursement	7	3	3	3
100% employer-paid medical	1	1	4	4
Dental insurance	2	6	5	6
More than 2 weeks of vacation	8	7	6	5
Family-friendly benefits	6	5	7	8
Life insurance	5	8	8	9
Bonus/commission plan	10	10	9	7
Frequent performance reviews	11	11	10	10
Casual dress policy	13	12	11	11
On-site fitness center	15	13	12	12
Flextime	9	9	13	13
EAP program	12	15	14	15
Telecommuting	14	13	15	14
On-site day care	16	16	16	16

This year's graduating seniors are strikingly similar to last year's class when it comes to their benefit preferences. Topping the list are annual salary increases, an employer-matched 401(k) program, and tuition reimbursement to obtain further skills training or to pursue an advanced degree. These were the top three for the Class of 2012. Prior to 2012, employer-paid medical insurance was the overwhelming top choice as a benefit graduates sought from an employer. With the passage of the Affordable Care Act (ACA), that is no longer the case. Graduates still value employer-paid medical insurance but its crucial position in the pantheon of potential benefits has diminished with the continuing access many will have to their parents' health insurance under ACA.

Two benefits that have shown increased importance with recent graduating classes need to be noted. They are tuition reimbursement and greater levels of vacation time. The importance placed on having the employer support for continued education and training through tuition reimbursement programs has finished relatively high since the graduating Class of 2011. The focus on this benefit remains high for graduates for the Class of 2013 and appears to be consistent with the changes represented in general job/employer preferences. The concern with more inwardly directed concerns such as personal growth and development is extended by having the company underwrite personal skill extension through tuition programs.

The growth in importance in increased vacation time may also be related to these inwardly directed concerns. As Figure 18 shows, the scoring for more than two weeks of vacation has increased steadily since the class of 2010. It now ranks fifth on the list having improved one spot in the rankings in each of the last three years.

PERFORMANCE EXPECTATIONS

Besides asking students what they wanted in a job or employer, the survey asked students what they expected to give in the way of work commitment to their first job. They were asked about the hours they expected to work and the length of time they expected to be with their first employer. These are questions that have been posed to new graduates periodically since 1982. They provide a perspective of how student attitudes may have changed across generations or in the light of changing economic conditions.

Figure 19 displays how graduates have responded to these two questions over the past several years. The figure seems to show (1) an increased desire to remain with an initial employer for an extended period of time and (2) a reduced percentage of graduates who are willing to commit to working long hours in that initial job. These are changes that have occurred since the recession of 2009-10 seriously impacted the college hiring market. They point in a consistent direction along with the reduced importance on rapid advancement and high starting salary and the increased ranking of vacation time as an important employee benefit. Together these preferences indicate that current graduates have reduced their expectations for financial rewards connected with employment and have decided to emphasize the non-work aspects of the work-life equation when examining the opportunities presented by the labor market.

Figure 19: Commitment expectations

THE JOB SEARCH

Examining the activities students engage in during their job search has shown very little change in the way students try to find a job over the years of this survey.

The top activities, as ranked by the percent of seniors looking for a job who have used the resource, have been viewing company websites, looking at job postings on company websites, networking, attending career/job fairs, and looking at job postings on their school career center's website. As a result, the wording of the question was changed to focus more directly on how students engaged in the job search sought to learn about potential employers and which of these avenues they found most useful in producing information about employers.

Figure 20: Resources used in employer information search

Students use sources close to them and direct access points to particular employers to search out information about potential employers. The resource used by nearly every student engaged in the job search is the employer website. (See Figure 20.) The current generation of students is most comfortable performing research on the Internet and sees the company web page as the most likely and easiest way to garner the information they need on a specific company. Beyond the company website, graduating students turned to people closest to them—family and friends—for employer information. The most used non-direct, non-family resources are career fairs and faculty. It is interesting that in the Internet age, approximately three-fourths of students entering the work force will look to the career fair as an information source for potential employers. This suggests that the career fair remains an integral branding resource for employers wishing to recruit new graduate hires.

The biggest change in resources used by students seeking job information about an employer is with social networking. This resource has grown considerably in usage in recent years and continued to grow with the Class of 2013. The usage rate of social networking sites as a resource for employer information grew by 6 percent with the Class of 2013, from 65 percent last year to 71 percent this year. No other resource had more than a marginal change in usage rate.

The company website and friends and parents are the most popular resources, but how do those that use these resources rate them in terms of their effectiveness in providing good information about the employer? Figure 21 shows the percentage of job seekers that used each resource and rated the resource as being an effective way to get information about the potential employer.

Figure 21: Effectiveness of resources used in learning about potential employers

	2013	2012
Employer websites	71.9%	77.9%
Employer representatives on campus	59.3%	66.1%
Parents and/or relatives	59.3%	62.1%
Faculty members	58.3%	61.8%
Friends	57.5%	61.7%
Employer information presentations on campus	54.9%	61.5%
Career services office	54.2%	57.4%
Career/job fairs	53.3%	59.4%
Alumni	50.5%	52.7%
Social networking sites	46.4%	44.0%
Ads in job-search/recruitment publications	43.7%	45.0%
Employer recruitment brochures (print)	40.0%	44.4%
Trade/professional associations	39.1%	42.5%
Articles in newspapers or magazines	35.7%	40.4%
Virtual career fairs	30.7%	36.0%

Seniors from the Class of 2013 rated the effectiveness of the various job search resources relatively closely to those of previous graduating classes. The rank order displayed in Figure 21 is nearly identical to the rank order in 2012. The major difference is that graduates from the Class of 2013 rated almost all of these resources as less effective than in 2012. Social networking was the one resource which gained in the proportion of students rating it as highly effective in terms of learning about potential employers. Social networks were rated as highly effective by just over 46 percent of the graduates employing the resource to learn about employers. This still places it relatively low on the rank order of effectiveness, but it is an improvement over the 44 percent of graduates from the Class of 2012 who found social networks as highly effective in learning about employers.

Perhaps the most interesting aspect of Figure 21 is the drop in the effectiveness rating given to direct communications resources with employers. Although employer websites and employer representatives continue to be rated as highly effective methods for learning about employers, these resources were found significantly less effective by members of the Class of 2013 than they were by graduates from the Class of 2012. Employer presentations on campus and career/job fairs suffered significant declines in effectiveness. Clearly, students from the Class of 2013 were somewhat dissatisfied with the communications they received from employer representatives about their companies and the job prospects those companies were offering.

Figure 22: Influences in the job search

Students were also asked about the relative helpfulness of those resources in terms of the entire job search process. Responses to this inquiry are fairly consistent in year-to-year survey results. Students tend to use friends and family as their most trusted advisers. Faculty ranked as the most influential on-campus resource. What tends to change from one year to the next is the relative perception of how helpful any of these resources are in the job search. This respondent perception is highly influenced by the job market. In very bad years, virtually none of these personal resources are considered very helpful, however as the market improves, the perception that these sources are helpful also improves.

With a job market that was little changed from the previous year, one would expect to see little change in the helpfulness ratings around these job-search resources. That was the case with the responses from the graduates of the Class of 2013. Figure 22 shows the percentage of students entering the job market that used each of the resources and the percentage of those respondents that rated the resource as "very helpful" in the job search. This year, every resource on the list had a lower helpfulness rating than it did in 2012, with the exception of alumni, which finished marginally higher. However, the changes exhibited in these helpfulness ratings were small overall, suggesting no significantly different perception in how influential any of the resources was in the job search for this year's graduates.

THE DEMAND FOR CAREER SERVICES

How did this year's graduates use career services and did they use the services to a greater degree than past classes? To get at these questions, the survey asked students a series of questions regarding their use of career services—how frequently they interacted with their school's office and which services they used.

Figure 23 displays the frequency with which the career center was visited by the Class of 2013 compared with the frequency of visits from members of the Class of 2012. In contrast to previous years, there is a difference in usage rates of the career center for the Class of 2013. This year's seniors were more likely to have paid a visit to their career center than members of previous classes. Fewer than 21 percent of this year's graduating seniors reported that they didn't visit their career center within the past year compared with the nearly 28 percent of graduating seniors in 2012. The responses from the Class of 2012 were consistent with all previous classes surveyed, making the Class of 2013 distinctive in the rate at which they employed the services of the college career center. Respondents from the Class of 2013 were also more likely to visit their career center on multiple occasions when compared with previous graduating seniors. Nearly 43 percent of respondents to this year's survey said they made multiple visits per semester compared with the previous high of 36 percent recorded by the Class of 2012.

Figure 23: Use of career center – frequency

The numbers change significantly when the respondent base is reduced to the graduating seniors who reported themselves as active in the job market. The percentage of these students who reported not going to their career center during the past year dropped to 14.6 percent, while the number making multiple visits to career services jumped to more than half of the graduating seniors active in the job market (51.5 percent).

Figure 24 details the services used by the seniors who visit the career center. The percentage of students reporting the use of individual services increased with the Class of 2013 for virtually every service on the list. The relative usage of each of the services remains the same, however. The most frequently used service is resume writing/reviewing. Seventy-six percent of students coming to career services do so in order to upgrade or to review their resumes. Other services that are heavily used are the career services job listings and job-search assistance from career counselors.

Figure 24: Career center activities: usage rates for graduating seniors

Do students perceive the various services offered by their career centers as helpful in the job search process? Figure 25 ranks career center services by their perceived helpfulness in the job search. The rankings are based on only those students who reported actually using the service. As can be seen from a review of the table, the highest ranked service is also the one most students report using—help in writing or editing the student's resume. The career center's job listings and practice interview sessions are ranked second and third. Since all these services are directly related to the immediate job search, these top services are understandable given that the respondents to the survey were seniors intent on entering the job market.

Figure 25: Career center activities: helpfulness ratings for graduating seniors

Overall, the "helpfulness" assessment given to career services is about the same as was recorded for the Class of 2012, even though interaction with career services increased significantly with the Class of 2013.

SOCIAL NETWORKS AND THE JOB SEARCH

One last aspect of the graduate job search covered in the survey was the use of social networks in the process. A great deal of attention has been focused on these elements of technology as possible "game changers" in the way employers and new graduates will go about connecting with each other. The *Future Trends Survey,* conducted by NACE in 2009, found that both employer/recruiters and college career counselors thought that these networks were the most likely element to transform the graduate recruiting scene in the coming decade.[3] As a result, a series of questions were focused around student perspectives of the use of social networks in the job search and actual student use of their social networks as a job-search tool.

Many of the players in college recruiting feel social networks are now a central aspect of the process. Recent surveys conducted by NACE of both employers and college career services have found both groups open and enthusiastic about employing these networks in the college recruiting process, although there remain issues with both about how these technologies can be employed most effectively.[4]

For the past several years, students were asked if they have a social networking profile. During the first couple of years, about 85 percent of the respondents reported that they had a profile. This year's graduating seniors who plan to enter the job market report the highest percentage to date—95 percent—for the number of students with an online social networking profile. It is the rare student indeed that cannot be reached through an online social network.

Figure 26: Social networking sites used by graduating seniors entering the job force

Site	% of Responses		
	2011	2012	2013
Facebook	91.0%	90.7%	89.6%
LinkedIn	32.2%	47.9%	61.6%
MySpace	8.0%	3.7%	2.5%
Twitter	22.8%	34.1%	43.7%
None	6.4%	5.3%	4.9%

[3] NACE, "Looking Ahead: Highlights from the Future Trends Survey," *NACE Journal*, Vol. LXX, No. 1, September 2009.

[4] NACE, "Use of Facebook in the Talent Acquisition Process," Bethlehem, PA: National Association of Colleges and Employers, June, 2012 and NACE, "Career Services Use of Social Media Technologies," National Association of Colleges and Employers and Career Advisory Board, May 2013.

What social networking technologies are these students actually using? Figure 26 displays the distribution of graduating seniors who are entering the work force among the better known social networking technologies with a comparison between respondents from the 2011 survey and those from 2012. Facebook remains the dominant social network, although there is an indication that the usage of Facebook may have peaked. Ninety percent of seniors have a Facebook profile. Linkedin is still in second place in terms of the percentage of students that have created a profile in its program. However, the percentage of students using Linkedin has grown quickly over the past two years, moving from 32 percent in 2011 to 62 percent among the Class of 2013. Twitter has also grown substantially during the same period. Among students graduating in 2011, approximately 23 percent said they had a Twitter account. In two years this percentage has doubled; 44 percent of respondents from the Class of 2013 report having a Twitter account. Finally, MySpace, which at one point was a major player in the social networking community, has all but died among today's college students. Fewer than 3 percent of respondents from the Class of 2013 reported having a MySpace profile.

Traditionally students have expressed a resistance to having social networks accessed as part of the college recruiting process. In the first years of tracking social media use, a relatively small majority (57 percent) of graduates chose to believe that employers looked at social networking sites during the college recruiting process, and only about a quarter of respondents (27 percent) felt that these sites should be used for college recruiting. Over the past several years students have become far more accepting of social media in the college recruiting process. Now, as Figure 27 illustrates, nearly three out of four graduates entering the labor market feels that employers will be viewing their social media profiles during the talent acquisition process. In addition, the percentage of students who welcome employers viewing their profiles is now up to 43 percent—still not the majority, but rapidly approaching that point.

Figure 27: Seniors and social networking websites

In another way, the Class of 2013 represents a watershed for the use of social media in the college recruiting process. For the first time, a majority of graduating seniors have stated that they actively used social networking as part of their job search. Figure 28 shows the considerable growth in the use of social media on the part of students over the past four years. The percentage using social media has grown from approximately 37 percent in 2010 to 53 percent in 2013. Particularly impressive is the growth in the percentage of students using social media to research potential employers. This number has jumped from 15 percent of respondents in 2010 to 35 percent among the Class of 2013.

Figure 28: Social networking in the job search

To determine precisely which social networks were being employed by students in the job search and how they rated these individual social networks, students were if (1) they used a particular network in their search for a job and (2) how effective they felt that network was in their job search. Figure 29 lists the individual social networks rank-ordered in terms of the percentage of students using the particular network. To be clear, the responses to this question were limited to only the 53 percent of graduating students entering the work force who identified themselves as using social networking in their job search.

Figure 29: Use of individual networking sites by graduating seniors entering the work force

Site	% Using
Facebook	87.3%
LinkedIn	82.9%
Twitter	54.1%
Blogs (in general)	23.9%
StumbleUpon	16.8%
Mashable	13.4%
Meetup	12.3%
Brazen Careerist	11.6%
Zumeo	11.0%

The number one network in terms of use is Facebook, although its dominant position is quickly dissipating. A bit over 87 percent of social networking users employed this service in their job search. Given the near universal status of Facebook among today's college students, it is not unexpected that if a student were to think of using a social network in the job search that student would first turn to the base social networking platform to see what it offered.

After Facebook, the social networks with the next highest usage rates are LinkedIn and Twitter, with a majority of social networking users employing both platforms in addition to Facebook. LinkedIn users are now almost the equal of Facebook in size. Nearly 83 percent of graduating seniors using social networking in the job search employed LinkedIn. The presence of LinkedIn and Twitter has expanded significantly among the college population over the past couple of years as Figure 27 indicates. LinkedIn, as a "business" networking platform, is clearly challenging Facebook for pre-eminent status among students as the networking platform to communicate with potential employers.

Figure 30 clearly indicates why student usage of LinkedIn is gaining on Facebook in the realm of the college job search. Figure 30 presents the list social networks in rank-order based on the percentage of users that rated the platform as an effective tool (service) in their job search. The figure shows only one network, LinkedIn, is perceived as effective in providing help in the job search. Nearly 70 percent of LinkedIn users felt that the service was effective. By comparison, fewer than 20 percent of users of any other social networking platform found that individual service to be effective. In fact, the effectiveness rating associated with every social networking service other than LinkedIn declined with the Class of 2013 compared to the scores provided by graduates from the Class of 2012.

Figure 30: Use of individual networking sites by graduating seniors entering the work force

Site	% Rating Effective
LinkedIn	69.6%
Blogs (in general)	19.57%
Facebook	18.0%
Twitter	17.6%
Mashable	12.0%
Meetup	7.9%
StumbleUpon	7.5%
Brazen Careerist Zumeo	6.3%
Zumeo	4.8%

The results here may be surprising to some, particularly the low effectiveness score given to Facebook. However, the results may be more of a reflection of how employers use the platforms. LinkedIn is clearly perceived to be a resume distribution device and a way to indirectly promote oneself to an employer. Hence, it serves a direct purpose in the job-search process. Facebook could provide the same feature, but employers tend to use it more as a branding mechanism—to provide students with information that will make the company attractive to potential employees. In doing this, employers may be missing the interactive advantages of social networking and may not be accomplishing the branding goal they are seeking.

INTERNSHIPS

The internship has become a key component in the job search process for graduates intent on entering the work force immediately after college. As shown in a series of surveys done with employers, the internship has become a key aspect of the employer's recruiting process. It provides the employer with the ability to evaluate potential college talent over an extended period of time in the context of the working environment. This provides the employer with a greater degree of confidence that new graduate hiring decisions will be reliable, resulting in an expected degree of performance and a likely greater retention rate.

For these reasons, it might be expected that students who plan on entering the job market at graduation to vigorously pursue an internship prior to graduating. This year's survey, as did last year's questionnaire, contained a series of questions dealing with the respondents' experience with internships, including the type of internship the student took part in; the distribution of work activities that were part of the internship; and how the student felt about taking a full-time position with the internship employer. These questions, when correlated with other aspects of the job search, provide a much more detailed and nuanced perspective on how internships relate to success in the full-time job market.

Among this year's graduating seniors, slightly more than 63 percent reported some form of internship or co-op experience during their years pursuing the bachelor's degree. Most of these were internships, however close to 5 percent of students reported having gone through a cooperative educational program where periods of work are integrated within the overall program of study. (See Figure 31.) This figure represents the largest percentage of students who undertook an internship experience prior to graduation since the first comprehensive student survey conducted with the Class of 2007. Between 2007 and 2012, the percent of respondents who indicated that they had an internship experience prior to graduation ranged from a low of 52 percent in 2009 to a high of 57 percent in 2008.

Figure 31: Percent of seniors with an internship experience

Major	Responses	% of Responses
Yes, internship	5,027	58.1%
Yes, co-op	231	2.7%
Yes, both	209	2.4%
No	3,183	36.8%

Demographically, there was little difference between those seniors with an internship experience and those that did not have one. Males and females partook of internships in relatively equal proportions (62 percent for males; 64 percent for females). There was some difference among ethnic groups. African-American and Hispanic-American graduates were somewhat less likely to have had an internship experience than other ethnic groups. Sixty percent of African-American graduates and 57 percent of Hispanic-American graduates reported having an internship experience compared with 64 percent in the other individual ethnic categories. Even academic major does not have too great an impact on the probability of having an internship experience. Only biology, chemistry, physics, and psychology stand out as majors where fewer than 50 percent of seniors report having gone through an internship experience.

PAID VS. UNPAID INTERNSHIPS

One the most intriguing issues over the past couple of years involves unpaid internships. The issue arose from suspicions developed during the height of the recession that employers were expanding unpaid internships in order to access unpaid labor, effectively offsetting their need for personnel while not increasing their labor costs. Unfortunately, there was no way to substantiate this theory. No one seemed to have a basis for assessing a trend in the number of unpaid internships.

Beginning with the student survey report for the Class of 2011, a baseline was developed for determining trends in the percentage of students taking unpaid internships. Now, there are three years of data to evaluate and it appears that the percentage of internships that are unpaid is fairly stable on an annual basis. In 2011, 48.1 percent of all internships were unpaid; for the Class of 2012, this percentage declined slightly to 46.6 percent. Among the respondents from the Class of 2013, the percentage of internships that were unpaid was 47.8 percent.

Given the strong tradition and limited legal restraints on unpaid internships among nonprofits and governmental agencies, it might be expected that most of the unpaid experiences would be located in those sectors. That was certainly the case for the Class of 2013. Approximately 62 percent of all unpaid internships were with a nonprofit or government employer. Nevertheless, 38 percent of seniors reported an unpaid internship with a private sector, for-profit entity. The exact same ratio has essentially existed for all three student survey reports tracking unpaid internships.

Did having an internship help in landing a full-time job offer? As documented in previous surveys, there is a clear relationship between having an internship and an improved chance of getting a job offer. As Figure 32 illustrates, a significantly higher percentage of students with an internship received a full-time job offer before graduation than students who went into job market without any internship experience on their resumes. As a result, seniors with internships also had a significantly higher number of jobs offers prior to graduation than did seniors without internship or co-op experience.

The differentials between interns and non-interns for both job offers and securing a job are similar to what has been found for the past two years. Last year the offer rate for students with an internship was 51 percent compared with only 40 percent for non-interns. This year the differential is an offer rate of 51 percent for interns compared with 34 percent for non-interns.

The results regarding internship in general and getting a job offer before graduation are as one would expect. NACE surveys of employers consistently document the preference employers give to students with work experience when they choose among potential recruits for full-time jobs.[5] The question is, are all internships created equal when it comes to generating full-time job offers?

[5] NACE, *Job Outlook 2013*, Bethlehem, PA: National Association of Colleges and Employers, November 2012.

Figure 32: Internship and job offers

In the previous two years, that answer is a clear no. An unpaid internship experience did little, if anything, to improve a student's probability of getting a job offer before graduation. This year's survey gives an additional year of support for this conclusion. As in previous surveys, students were asked whether their internships were paid or unpaid, and with what type of organization they held their internship—private sector firm, for-profit firm; nonprofit; federal government department or agency; or state or local government operation. The offer rates for students involved in internships were compared by pay structure and organization type against the offer rates for students without an internship experience. Figure 33 displays the results.

Figure 33: Full-time offer rates by type of internship

Figure 33 shows that there is a sizable difference in the relationship between having an internship experience and getting a job offer before graduation based on the type of internship experience.

First, it is obvious that students who were fortunate enough to get a paid internship were much more likely to turn that experience into a full-time job offer than were students who had unpaid internships. This was true regardless of the type of organization with which the student had the experience. Paid internships at for-profit companies had the best chance of producing a full-time job offer in this year's market, as was the case last year. Sixty-seven percent of seniors in this category had an offer. These were followed in "effectiveness" by paid internships with federal government agencies (54 percent); paid internships with state or local governments (49 percent); and paid internships with nonprofit organizations (47 percent). By contrast, students with unpaid internships generally did worse in getting full-time job offers, regardless of the type of organization with which they held the internship. The best offer rate for students with unpaid internships came for those working in nonprofit organizations. However, that offer rate (38 percent) was lower than any of the categories of paid internships. This year, having an unpaid internship did improve the offer rates of graduating seniors over not having any internship at all, but the difference was generally marginal.

Did the student's major play a part in this relationship?

What explains this counterintuitive result for unpaid internships? In an effort to find a potential intervening variable, the survey controlled for potential differences in gender, ethnicity, and academic major for the groups that took paid vs. unpaid internships vs. no internship at all.

None of these factors played a significant role in modifying the statistical relationships found between the type of internship a student undertook and the overall probability of landing a full-time job offer before graduation. There were no significant differences in the gender and ethnic make-ups of paid vs. unpaid interns. In addition, when looking at the effect that academic major had on offer rates, there was little to mitigate the lack of positive impact on full-time job offers from participating in an unpaid internship.

Figure 34 shows the percentage of graduating seniors who applied for a full-time job that received at least one full-time job offer under the three internship situations—paid internship, unpaid internship, and no internship at all. These respondents were separated by academic major to see if there was any systematic effect that major might play on the relationship between the internship condition and the probability of receiving a full-time offer before graduation.

Figure 34: Full-time offer rates by type of internship and academic major

The figure shows no pattern that would suggest that the lack of a positive relationship between unpaid internships and full-time job offers is the result of academic major. Only among accounting and psychology majors did we notice a significant improvement in offer rate for students with an unpaid internship as compared with seniors with no internship experience at all. For all the other majors, graduates with unpaid internships did about the same as graduates with no internship experience when it came to receiving a full-time job offer before graduation.

Does this conclusively confirm that unpaid internships have no positive effect on receiving a full-time job offer? No, it does not. There are other potential intervening variables that this data set did not test. For example, students who undertook unpaid internships may have a different academic profile beyond the major (e.g., lower grade point averages) that accounts for the smaller percentage of job offers. Another factor may be the type of full-time jobs for which students with unpaid internships applied. Or, if graduates with unpaid internships disproportionately applied for positions with nonprofit firms where the number of openings was fewer than in the for-profit sector. For the moment, the relationship between unpaid internships and full-time job offers begs for further research.

SUCCESS IN THE JOB SEARCH

How successful were members of the Class of 2013 when it came to getting a job? Going into the Fall 2012 recruiting season, all indications suggested that the Class of 2013 would be presented with a job market that was continuing to improve after the recession of 2009 and 2010. However, as seen in Figure 1, the college recruiting market softened in the spring with the overall effect being a relatively flat year for graduates of the Class of 2013.

Much the same can be said when it comes to the analysis of the success of the Class of 2013 and the Class of 2012 in the job search. As Figure 35 details, there was little difference in the percent of seniors who had started a job search at the time of the survey (February 15, 2013—April 30, 2013). Among the Class of 2012, nearly 81 percent of respondents had started to look for a job. This percentage declined slightly for the Class of 2013 to 77 percent, indicating a mild pull-back from the job market, but one of limited statistical significance. The significance of a slightly lower percentage starting their job search is mitigated somewhat by a larger percentage of those beginning their search that had actually applied for a full-time job. In 2012, approximately 71 percent of those who said they had started the job search had also applied for a full-time position. In 2013, that percentage increased to nearly 80 percent of the students who said they had begun their job search.

Figure 35: Initiating the job search

Started Looking for a Job	2012	2013
	% of Responses	
Yes	80.6%	77.0%
No	12.4%	15.8%
No, I currently have a full-time job which I plan to continue	7.0%	7.2%

How did this year's class compare to the Class of 2012 in getting a job? Figure 36 illustrates the comparisons. The clear indication is that there was little difference between the classes of 2012 and 2013 when it came to success in the job search. This conforms to our expectations given the indications received from the NACE *2013 Job Outlook Spring Survey Report* and the trends observed in the monthly unemployment rates reported for college graduates in the 20- to 24-year-old age bracket.

A closer look at Figure 36 provides us with a glimpse of how similar a situation was faced by both the classes of 2012 and 2013. First, the percentage of job applicants who received at least one offer of a full-time position declined somewhat from almost 48 percent in 2012 to 46 percent in 2013. Second, there was a marginal improvement in the acceptance rate for these offers. Applicants from the Class of 2013 accepted offers to the tune of 64 percent, which exceeded the figure of 63 percent for the Class of 2012. Finally, the offer and acceptance rates for the Class of 2013 resulted in 29.3 percent of the graduating class that had applied for a full-time position landed a job prior to graduation; the comparable figure for the Class of 2012 was 29.8 percent—the very definition of a flat labor market.

Figure 36: Getting the job

Who received offers? The dominant factor in differentiating who has the highest probability of receiving a job offer is academic major. As has been the case for years, in good economic times and bad, students in the pre-professional majors (accounting, business administration, engineering, and computer science) do significantly better when looking for a job right after getting their bachelor's degree than do majors in the liberal arts and sciences (English, psychology, languages, and the visual and performing arts).

Figure 37: Offer rates by academic major

	2013	2012
Computer Science	68.7%	60.9%
Accounting	61.2%	68.1%
Business Administration	54.3%	54.2%
Mathematics/Statistics	40.3%	41.2%
History/Political Science	38.9%	37.1%
Liberal Arts/Humanities	36.8%	43.6%
Communications/Journalism	33.8%	36.7%
Environmental Science	30.5%	46.0%
Visual & Performing Arts	27.8%	44.4%
Economics	61.5%	51.6%
Engineering	59.0%	65.0%
Sociology/Social Work	42.5%	36.3%
Psychology	39.2%	40.4%
Healthcare	37.8%	40.9%
Biology	35.2%	39.2%
English	33.0%	31.1%
Education	28.9%	23.0%

Topping the list for the Class of 2013 were computer science majors with nearly 69 percent of applicants with this major receiving at least one full-time job offer. This group was followed by economics majors (62 percent offer rate), and accounting applicants (61 percent offer rate). As in previous years, there was a relatively serious bifurcation of the market. Along with computer science, economics, and accounting there were two other majors where more than half the applicants received at least one job offer. These majors were engineering and business administration. These five majors led all other majors in the percent of graduates applying for a job and receiving an offer on a consistent basis over the past five years.

By contrast, education and English majors have consistently appeared at the bottom of the list since the recession hit its peak in 2010. In 2013, these two groups once again scored near the bottom for the percentage of applicants receiving a full-time offer. English majors recorded a 33 percent offer rate (actually the highest rate in several years) and education majors had an offer rate of 29 percent, which placed ahead of only visual and performing arts majors for securing full-time job offers.

The interesting thing about the results for education majors is that this year's offer rate indicates a significantly improving market for these majors. In 2010, the offer rate for education majors responding to this survey was only 19 percent, which is the lowest for any group recorded in the history of this survey. The offer rate for education majors has risen slowly, but steadily, ever since.

As with job offers, overall, starting salary offers remained essentially flat. The median starting salary declined marginally by slightly less than 1 percent moving from $43,481 for the Class of 2012 to $43,178 for the Class of 2013. Figure 38 details the distribution of starting salary offers to senior respondents covering all majors received by the time the survey ended in April 2013.*

Figure 38: Salary offers

Starting Salary Offers	Responses	% of Responses
Less than $20,000	226	10.4%
$20,000 - $25,000	203	9.3%
$25,001 - $30,000	213	9.8%
$30,001 - $35,000	293	13.5%
$35,001 - $40,000	291	13.4%
$40,001 - $45,000	269	12.4%
$45,001 - $50,000	253	11.6%
$50,001 - $55,000	268	12.3%
$55,001 - $60,000	188	8.7%
$60,001 - $65,000	227	10.5%
$65,001 - $70,000	132	6.1%
$70,001 - $75,000	102	4.7%
$75,001 - $80,000	47	2.2%
More than $80,000	79	3.6%

[6] Please note that because some students had multiple offers, the percent figures add up to more than 100.

As with virtually all aspects of the college hiring market, the level of the starting salary is directly related to the academic major of the graduate. As shown in Figure 39, academic major had a significant effect on the starting salary offer for members of the Class of 2013. A similar relationship between major and starting salary existed as was observed between type of major and the offer rate: Starting salaries for the pre-professional majors were considerably higher than they were for liberal arts and social science graduates.

Figure 39: Salary offers by academic major

	2013	2012
Engineering	$62,832	$60,431
Computer Science	$61,207	$55,842
Accounting	$50,628	$48,334
Mathematics	$48,381	$39,651
Economics	$46,332	$46,241
Business Administration	$44,958	$45,038
Health Care	$41,393	$43,532
History/Political Science	$34,053	$33,647
Sociology/Social Work	$33,286	$30,505
Liberal Arts/Humanities	$32,484	$30,427
English	$32,078	$30,000
Communications	$31,960	$31,527
Education	$31,194	$30,682
Visual & Performing Arts	$28,616	$28,485
Biology	$28,272	$28,403
Psychology	$27,372	$27,679
Environmental Science	$26,239	$31,501

At the top of the starting salary list were engineering ($62,832); computer science ($61,207); accounting ($50,628); mathematics ($48,381), and economics ($46,332). These are essentially the same majors that have led the list the past two years. What clearly sets the top starting salary majors apart is that they all involve the development of considerable technical/quantitative skills. The marketplace is clearly speaking as to what skills and abilities are most valued in today's entry-level college graduate labor market—the ability to demonstrate specific technical skill sets rather than just a broad range of knowledge.

By contrast, there were four majors where the median starting salary offer fell below $30,000. They were: visual and performing arts ($28,616); biology ($28,272); psychology ($27,372); and environmental science ($26,239). Again, these are majors that are perennially at the bottom of the starting salary list. The exception is environmental science, where the median starting salary dropped significantly this year. However, given the relatively small number of respondents coming from this major, this finding should be viewed with a great deal of caution.

Another reason for the differential between the high paying majors and those at the bottom may be the relationship with gender. As seen in the past, there is a considerable differential between the salary offers provided to males as opposed to females. In 2010 that differential amounted to a 17 percent higher median salary offer for males. The differential was also connected to the academic majors men chose compared to those for women, but the question is, is there something inherently less valuable about disciplines dominated by women or do these disciplines become less economically robust because women dominate them?[7]

As the market has improved, the differential in starting salary offers based on gender seems to have increased. For the Class of 2012, the differential between male and female starting salary offers was 32 percent. For the Class of 2013, that differential has decreased marginally to 29 percent. Males reported a median starting salary offer of $50,173, while females reported a median starting salary offer of $38,956. Starting salary offers to males decreased by just over 1 percent while the starting salary offers to females increased by just less than 2 percent.

[7] Edwin Koc, "Gender and College Recruiting," *NACE Journal*, April 2011.

SUMMARY

The job-search experiences and the job-search preferences of the Class of 2013 are, in many respects, a continuation of what was found for the Class of 2012. The Class of 2013 experienced a marginal decrease in the percent of students who applied for a job and landed a job before their graduation (29.3 percent compared with 29.8 percent in 2012). In seeking employment, the Class of 2013 had an identical set of employer/job preferences as did the 2012 class. They sought the opportunity to grow and develop in the job; some level of security; and a collegial work force. They did not expect and did not especially want to advance rapidly through their employer's organization, and they did not seek a high starting salary. If anything, the Class of 2013 was even less concerned with advancement and high salary than the Class of 2012 was. These preference orderings have been relatively consistent over the past three graduating classes, but are markedly different from the preference orderings of graduating classes that preceded the recession of 2009-10.

How did the Class of 2013 differ from preceding classes? For one, the class adopted the use of social networking as part of the job search much more than previous classes. This was the first class to report a majority of graduates seeking jobs employing social networking technologies in some way as part of their search process. The main reason appears to be the acceptance of LinkedIn. The use of LinkedIn by college students has grown substantially over the past three years, which has allowed students to separate their online profiles, leaving one for personal interactions while having one available for business/professional engagements. This has allowed students to be more comfortable with the notion of opening up themselves on social networks to employer scrutiny.

A second difference is that a higher percentage of the Class of 2013 had an experiential education experience (internship or co-op) than any previous class surveyed. More than 60 percent of this past year's graduating class undertook an internship or cooperative work assignment during their college career. This indicates the continued openness of employers to employing college students in these assignments, and the emphasis being placed on these experiences as integral elements of the college educational experience.

Did these changes have an impact on success in obtaining a job? In the case of social media technologies, the survey data shows no positive impact. Students who employed social media technologies as part of their job search essentially did no better in obtaining a full-time job offer than students who avoided the use of these technologies. Figure 40 shows the change in the offer rate for students who employed one of the three dominant social media services. Only LinkedIn is associated with a positive change. However, the 0.2 percent improvement can hardly be seen as significant. Students that used Twitter or Facebook as part of their job search actually tended to perform slightly worse in the job market, although these differences are also minor.

Figure 40: Change in offer rate with the use of individual social media technologies

If the use of social media cannot be shown to have a positive effect in the job search, what does help? One clear statistical connection with positive outcomes in the job search is with experiential education. The overall numbers clearly point to graduates with internship or co-op experience doing better in obtaining full-time job offers and receiving higher starting salary offers as well. These differences are highly statistically significant and substantial–graduates with an experiential education background have an offer rate that is 44 percent better than those without such an experience and average 27 percent more in their starting salary offers. However, there is a caveat: Only students who have had paid internships have documented these positive effects. Unpaid internships have not shown the same impact. There is no explanation for why this apparently counterintuitive result exists. This is the subject for further, more detailed research.

The other factor clearly associated with improved opportunities in the job market is the student's academic major. This is not a new result. The job market has consistently shown a bias that favors students with educational backgrounds that emphasize particular technical skills or one that is focused on content knowledge related to the business world. However, since the recovery from the recession of 2009-10 began, the labor market for new college graduates appears to have become increasingly bifurcated. The gap in offer rates for the most active majors compared with the bulk of academic disciplines is greater than it was before or during the recession.

With academic major so closely tied to potential early success in the job market, one of the more disturbing results from this year's survey is the limited role that career services appears to play in that career development decision. The survey demonstrated that a plurality of students choose their majors based on their perception that the academic major has a direct link to an eventual working career. However, less than 10 percent of students involve career services in this decision. This is a disturbing result given the mission of career services to provide direction in career planning to students.

There is evidence in the data that if students do employ career services in their choice of major that they are more successful in the job search (the offer rates of students who worked with career services in choosing their academic major are higher than for students who used another source of advice, such as the academic adviser, or who relied on themselves to make this critical choice). However, due to the very small number of students that do use career services in this capacity, the statistical relationship is not significant. Nevertheless, it is suggestive that career services needs to be more fully integrated in the student's academic decision making. This is especially the case if colleges and universities are to be evaluated on their employment outcomes, as is clearly the direction taken by recent actions at both the federal and state levels.

APPENDIX

PARTICIPATING SCHOOLS

Agnes Scott College
AIB College of Business
Alabama State University
Albany State University
Albertus Magnus College
Alcorn State University
Alfred University
Allen University
Alma College
American Public University System
American University
Anderson University - Indiana
Anderson University – South Carolina
Andrews University
Angelo State University
Antelope Valley College
Appalachian State University
Aquinas College
Arizona State University
Arizona State University - Downtown Phoenix Campus
Arizona State University - Ira A. Fulton Schools of Engineering
Arizona State University - Online
Arizona State University - Polytechnic Campus
Arizona State University - W.P. Carey School of Business- Undergraduate
Arizona State University - Walter Cronkite School of Journalism & Mass Communication
Arizona State University - West
Arkansas Tech University
Armstrong Atlantic State University
Ashford University - Iowa
Ashland University
Ashland University - Dwight Schar College of Nursing
Atlanta Technical College
Auburn University
Augustana College - Illinois
Austin College
Ave Maria School of Law
Ave Maria University
Averett University
Azusa Pacific University
Baker College of Flint
Baker University
Bakersfield College
Baruch College
Belmont University
Benedictine College
Berea College
Berkeley College
Bethel College - Indiana
Bethel University
Binghamton University - SUNY
Biola University
Black Hills State University
Bloomsburg University of Pennsylvania
Blue Ridge Community College
Bluefield State College
Boise State University
Borough of Manhattan Community College
Boston University
Bradley University
Briar Cliffe University
Briarcliffe College
Brigham Young University - Hawaii
Brigham Young University - Idaho
Brite Divinity School
Brookhaven College
Brooklyn College
Brown Mackie College – Akron
Bryan College
Bryant University
Buffalo State College - SUNY
Cabrini College
Cairn University
Calhoun Community College
California Polytechnic State University
California State Polytechnic University
California State University - Bakersfield
California State University - Chico
California State University - Long Beach
California State University - Northridge
California State University - San Bernardino
Cameron University
Canisius College
Capella University
Capital University
Carl Albert State College
Carroll College
Carroll University
Carthage College
Case Western Reserve University
Cedar Crest College
Cedarville University
Centenary College of NJ
Central Carolina Community College
Central College
Central Methodist University
Central Michigan University
Central Piedmont Community College
Central Texas College
Chapman University
Chattahoochee Technical College
Chattanooga State Community College
Chicago State University
Christopher Newport University
City University of Seattle
Clayton State University
Clemson University
Colby-Sawyer College
College of Charleston
College of Coastal Georgia
College of Mount St. Joseph
College of Saint Benedict
College of Staten Island
College of the Canyons
College of the Desert
Collin College - Central Park Campus
Colorado College
Colorado Heights University
Colorado Technical University
Concordia University - Nebraska
Concordia University - Texas
Cornell College
Cornerstone University
Covenant College
Creighton University
Curry College
Daemen College
Dakota State University
Dakota Wesleyan University
Defiance College
Denison University
DePaul University
DeVry University
Diablo Valley College
Drake University
Drury University
Duke University
East Carolina University
East Central University
East Stroudsburg University of Pennsylvania
Eastern Illinois University

Eastern Mennonite University
Eastern Nazarene College
Eastern University
Eckerd College
Edinboro University of Pennsylvania
Elizabethtown College
Elmhurst College
Elmira College
Elms College
Elon University
Embry-Riddle Aeronautical University - Daytona Beach Campus
Emory University
Emory University - Goizueta Business School
Evangel University
Everett Community College
Excelsior College
Fairleigh Dickinson University
Fairleigh Dickinson University - Metropolitan Campus
Feather River College
Ferrum College
Finger Lakes Community College
Fisk University
Flagler College
Florida A&M University
Florida Atlantic University
Florida Atlantic University - Boca Raton Campus
Florida Career College
Florida International University
Florida Southern College
Florida State University
Folsom Lake College
Fontbonne University
Fort Hays State University
Fort Valley State University
Franciscan University of Steubenville
Franklin College
Franklin University
Franklin W. Olin College of Engineering
Fresno Pacific University
Full Sail University
Gannon University
Gardner- Webb University
Georgia College & State University
Georgia Regents University
Georgia Southern University
Georgia Southwestern State University
Georgia State University
Glenville State College
Gonzaga University
Goshen College
Grace College
Graceland University
Graceland University - Independence Campus
Grand Canyon University
Greenville College
Grove City College
Gustavus Adolphus College
Hampton University
Hardin-Simmons University
Harding University
Harold Washington College - City Colleges of Chicago
Harvard University
Harvey Mudd College
Hawaii Pacific University
Helena College - The University of Montana
Henry Ford Community College
Heritage University
Hillsdale College
Howard University
Hunter College
Huston-Tillotson University
Illinois Institute of Technology
Illinois Institute of Technology - Stuart School of Business
Immaculata University
Indiana Institute of Technology
Indiana University - Bloomington
Indiana University - Kokomo
Indiana University - South Bend
Indiana University of Pennsylvania
Indiana University-Purdue University
Indiana University-Purdue University Fort Wayne
Indiana University-Purdue University Indianapolis
Indiana University-Purdue University Indianapolis - School of Informatics
Indiana Wesleyan University
Irvine Valley College
Ithaca College
Ivy Tech Community College
Ivy Tech Community College - Bloomington
Ivy Tech Community College - Fort Wayne
Ivy Tech Community College - Gary
Ivy Tech Community College - Indianapolis
Ivy Tech Community College - Lafayette
Ivy Tech Community College - North Central
Ivy Tech Community College- Columbus
Jefferson State Community College
John Brown University
John Carroll University
Johnson County Community College
Johnston County Community College
Jones International University
Kansas City Kansas Community College
Kansas State University
Kansas State University - Salina
Kennesaw State University
Kent State University
Kent State University - Stark Campus
Keuka College
Kingsborough Community College
La Salle University
La Sierra University
Lafayette College
LaGrange College
Lake Superior State University
Lakeland College
Lamar University
Lander University
Lees-McRae College
Liberty University
Lincoln Christian University
Lincoln Memorial University
Lincoln University
Lindsey Wilson College
Loma Linda University
Lone Star College - Kingwood
Lorain County Community College
Loyola University Chicago
Loyola University Maryland
Luzerne County Community College
Madison Area Technical College - Truax Campus
Malone University
Manchester University
Mansfield University
Marian University - WI
Marietta College
Marist College
Martin University
McMurry University
Medgar Evers College
Mercy College
Mercy College - Dobbs Ferry
Mercyhurst University
Messiah College
Methodist University
Middle Tennessee State University
Midway College
Millsaps College
Milwaukee School of Engineering
Missouri Baptist University
Missouri State University
Missouri State University- West Plains Campus
Missouri Western State University
Monroe College
Montana State University - Billings
Montana State University - Bozeman
Montana State University - Northern
Montgomery College
Montgomery College - Rockville Campus
Morehead State University
Mount Mercy University
Mount St. Mary's University
Mount Vernon Nazarene University
Mountain Empire Community College
Murray State University
National University - Spectrum Business Park Campus
New Mexico Highlands University
New Mexico Highlands University - Albuquerque
New Mexico Highlands University - Espanola
New Mexico Highlands University - Farmington
New Mexico Highlands University - Las Vegas
New Mexico Highlands University - Raton
New Mexico Highlands University - Rio Rancho
New Mexico Highlands University - Roswell
New Mexico Highlands University - Santa Fe
New York Medical College
North Carolina Central University
North Carolina State University
North Central College
North Central University
Northeast Community College
Northern Arizona University
Northern Kentucky University

Northern Michigan University
Northwest Arkansas Community College
Northwest College
Northwest Missouri State University
Northwest Nazarene University
Northwestern College - Iowa
Northwestern College - Minnesota
Northwood University - Florida Campus
Northwood University - Michigan Campus
Oakland Community College
Oakwood University
Oklahoma Baptist University
Oklahoma Christian University
Oklahoma City Community College
Oklahoma State University
Olivet Nazarene University
Oral Roberts University
Orangeburg-Calhoun Technical College
Oregon State University
Ouachita Baptist University
Ozarks Technical Community College
Pace University
Paine College
Palm Beach Atlantic University
Palm Beach State College
Palm Beach State College - Boca Campus
Palm Beach State College - Lake Worth Campus
Palm Beach State College - Palm Beach Gardens Campus
Park University
Peirce College
Pennsylvania State University - Abington
Pennsylvania State University - Altoona
Pepperdine University
Pierce College
Pittsburg State University
Plattsburgh State - SUNY
Plymouth State University
Point Park University
Presbyterian College
Purdue University
Queens University of Charlotte
Quincy University
Quinnipiac University
Ramapo College of New Jersey
Raritan Valley Community College
Regent University
Regis University
Reinhardt University
Remington College - Honolulu Campus
Rhode Island College
Rhodes State College
Rice University
Ripon College
Roane State Community College
Roanoke College
Roberts Wesleyan College
Rock Valley College
Rogers State University
Sacramento City College
Saint Joseph's College
Saint Joseph's University
Saint Leo University - Donald R. Tapia School of Business
Saint Martin's University
Saint Mary's College
Saint Mary's College of California
Salem State University
Sam Houston State University
San Antonio College - Alamo Colleges
San Bernardino Valley College
San Diego City College
San Diego State University
San Francisco State University
San Jose State University
Savannah State University
Schreiner University
Scripps College
Seattle University
Seton Hill University
Seward County Community College
Shawnee State University
Shenandoah University
Shippensburg University
Siena College
Simpson College
SKEMA Business School
Southeast Community College -NE
Southeast Missouri State University
Southeastern Oklahoma State University
Southeastern University
Southern Arkansas University
Southern Methodist University
Southern Nazarene University
Southern University at New Orleans
Southwest Baptist University
Southwest Minnesota State University
Southwestern Adventist University
Spelman College
Spring Arbor University
Springfield College
SRM University
St. Gregory's University
St. Louis Community College - Meramec Campus
St. Mary's University
St. Mary's University School of Law
St. Norbert College
Stephen F. Austin State University
Stony Brook University
Strayer University
Suffolk University
Sullivan University
Sullivan University - Lexington Campus
SUNY Fredonia
SUNY New Paltz
SUNY Oswego
Susquehanna University
Syracuse University
Tarleton State University
Tarrant County College
Tarrant County College - Northeast Campus
Tarrant County College - Northwest Campus
Tarrant County College - South Campus
Tarrant County College - Southeast Campus
Tarrant County College - Trinity Campus
Taylor University
Tennessee State University
Texas A&M International University
Texas A&M University
Texas A&M University - San Antonio
Texas Christian University
Texas Christian University - M.J. Neeley School of Business
Texas College
Texas Lutheran University
Texas Southern University
Texas State University
Texas Wesleyan University
Texas Woman's University
The Chicago School of Professional Psychology
The Chicago School of Professional Psychology - DC Campus
The Chicago School of Professional Psychology - LA Campus
The City College of New York
The College of Saint Rose
The College of Westchester
The Community College of Baltimore County
The Johns Hopkins University
The Ohio State University
The Ohio State University - Max M. Fisher College of Business
The Richard Stockton College of New Jersey
The University of Akron
The University of Alabama
The University of Alabama - Manderson Graduate School of Business
The University of Arizona
The University of Arizona - Eller College of Management - Undergraduate
The University of Chicago
The University of Findlay
The University of Georgia
The University of Iowa
The University of Kansas
The University of Kansas - School of Business
The University of North Carolina at Chapel Hill
The University of North Carolina at Charlotte
The University of North Carolina at Greensboro
The University of North Carolina at Pembroke
The University of Oklahoma
The University of South Dakota
The University of Southern Mississippi
The University of Tennessee
The University of Texas at Arlington
The University of Texas at Austin
The University of Texas at Dallas
The University of Texas at San Antonio
The University of Texas at Tyler
The University of Toledo
The University of Utah
The University of Vermont
Thomas College
Thomas Edison State College
Touro College

Towson University
Trinity University
Triton College
Truman State University
University at Buffalo, The State University of New York
University of Alaska Fairbanks
University of Arkansas
University of Arkansas - Fayetteville
University of California - Berkeley
University of California - Merced
University of California - Riverside
University of California - San Diego
University of California - San Diego - Rady School of Management
University of California - Santa Barbara
University of Central Arkansas
University of Central Oklahoma
University of Charleston
University of Cincinnati
University of Dayton
University of Detroit Mercy
University of Dubuque
University of Florida
University of Florida - Warrington College of Business Administration
University of Hawaii at Hilo
University of Hawaii at Manoa
University of Houston
University of Illinois at Springfield
University of Illinois at Urbana-Champaign
University of Kentucky
University of La Verne
University of Louisville
University of Louisville - J.B. Speed School of Engineering
University of Maine
University of Maryland - College Park
University of Maryland - University College
University of Massachusetts - Boston
University of Massachusetts - Dartmouth
University of Miami
University of Michigan
University of Michigan - Ann Arbor
University of Michigan - College of Engineering
University of Michigan - Dearborn
University of Michigan - Flint
University of Michigan - Stephen M. Ross School of Business
University of Michigan - Taubman College of Architecture and Urban Planning
University of Michigan School of Public Health
University of Minnesota - Crookston
University of Minnesota - Twin Cities
University of Minnesota - Twin Cities - Career Center for Science & Engineering
University of Mississippi
University of Missouri
University of Missouri - Columbia
University of Missouri - Kansas City
University of Missouri - St. Louis
University of Mobile
University of Mumbai
University of Nebraska - Lincoln
University of Nebraska at Kearney
University of Nevada, Las Vegas
University of New Mexico
University of North Florida
University of North Georgia
University of North Texas
University of Northern Colorado
University of Northern Iowa
University of Notre Dame
University of Pennsylvania
University of Phoenix
University of Pittsburgh
University of Rio Grande
University of San Francisco
University of South Alabama
University of South Carolina - Columbia
University of South Florida
University of South Florida - Lakeland
University of South Florida - Sarasota/Manatee
University of South Florida - St. Petersburg
University of Southern California
University of Southern Maine
University of St. Thomas
University of St. Thomas - St. Paul Campus
University of Strathclyde
University of the Ozarks
University of the Pacific
University of Virginia
University of Washington
University of Washington - Bothell
University of West Florida
University of West Georgia
University of Wisconsin - Green Bay
University of Wisconsin - Madison
University of Wisconsin - Madison - College of Engineering
University of Wisconsin - Whitewater
University of Wyoming
Upper Iowa University
Ursinus College
Utah Valley University
Valdosta State University
Valparaiso University
Vanguard University
Victor Valley College
Virginia Commonwealth University
Virginia Highlands Community College
Virginia State University
Viterbo University
Wagner College
Wake Forest University
Wake Technical Community College
Walden University
Waldorf College
Warner Pacific College
Washington Adventist University
Washington College
Washington State University
Wayland Baptist University
Wayne State College
Wayne State University
Webster University
Wells College
West Chester University of Pennsylvania
West Texas A&M University
West Valley College
West Virginia University
West Virginia University - College of Business & Economics
West Virginia University at Parkersburg
West Virginia Wesleyan College
Western Governors University
Western Kentucky University
Western Michigan University
Western Washington University
Westminster College - MO
Westminster College - PA
Wheeling Jesuit Univeristy
Wilbur Wright College - City Colleges of Chicago
Wilkes Community College
William Carey University
William Peace University
Winston-Salem State University
Winthrop University
Wisconsin Lutheran College
Worcester Polytechnic Institute
Worcester State University
Xavier University of Louisiana
Yeshiva University
York College of Pennsylvania
Youngstown State University

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