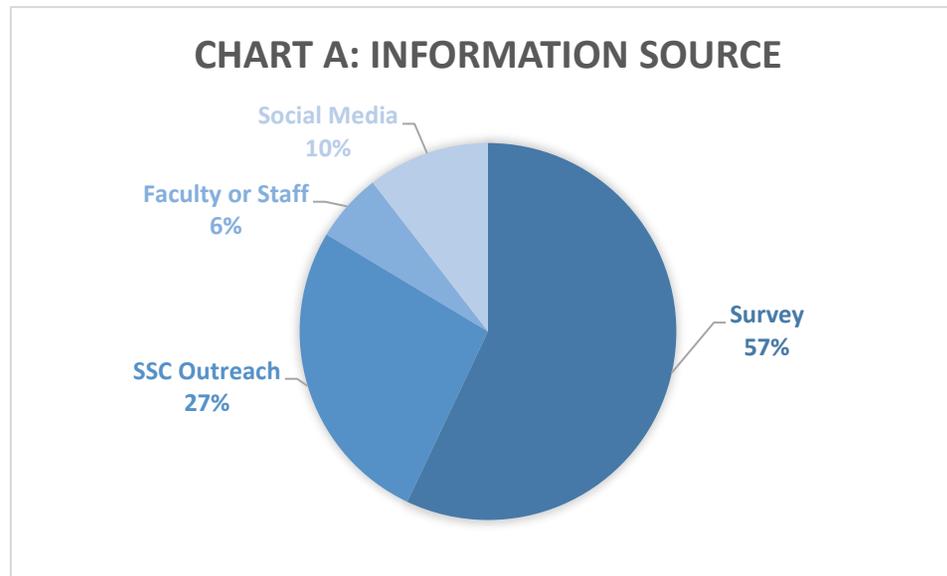


**After Augustana: Post-Graduation Career Outcomes Report for the Class of 2019**  
**Billie Streufert | Student Success Center**

The numbers are in — and they speak for themselves. Augustana’s liberal arts degree prepares graduates for success in a variety of careers. The Student Success Center, in collaboration with the Office of Assessment, presents the following data on undergraduate alumni using standards set by the National Association of Colleges and Employers (NACE).<sup>1</sup> Data includes the activities within six months of graduation of individuals who completed a baccalaureate degree in the 2018-2019 academic year (Summer 2018, Fall 2018 or Spring 2019).

Augustana contacted these alumni via surveys, emails, phone calls, and social media to determine their post-graduation activities. The Success Center continues to gather information graduates self-reported to faculty, academic advisors, or coaches. Respondents select one post-graduation activity category: working full-time, working part-time, further education or study, military service, volunteering full-time (e.g., Peace Corps, AmeriCorps, mission work), other commitments (e.g., family, moving, travel, etc.), or looking for work. Augustana obtained information on 91% of these graduates, which exceeds the minimum NACE knowledge rate by 26%.<sup>2</sup> Sources of information are identified below in Chart A.

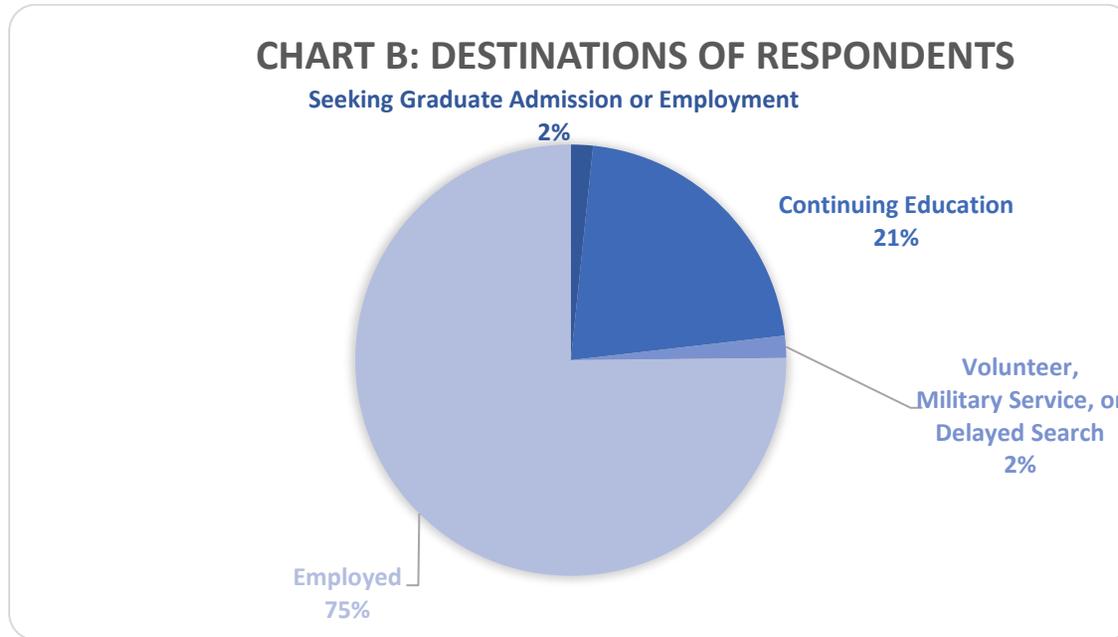


**Outcomes Summary**

Data from the Class of 2019 once again demonstrates Augustana’s ability to offer an education of enduring worth. Of the respondents who provided information, 99% were employed (part-time or full-time) in their major or chosen field and 98% achieved a positive career outcome (e.g., continuing their education, working, serving in the military, or volunteering).<sup>3</sup> Each graduate was only counted once in this aggregate statistic. These outcomes are reflected in Table A and Chart B below. This employment rate aligns with Augustana’s five-year average (98.2%), indicating that graduates can compete consistently in a rapidly changing marketplace.

Table A: Outcome Information for All Undergraduate Degree Recipients

214	<b>Full-Time, Career-Related/Chosen Employment:</b> Working for 30 hours or more per week
13	<b>Part-Time, Career-Related/Chosen Employment:</b> Working fewer than 30 hours per week
4	<b>Volunteer Service:</b> Participating in a service program or volunteer position (e.g., Peace Corps, Young Adults in Global Mission)
1	<b>Military Service:</b> Serving in the U.S. Armed Forces
65	<b>Continuing Education:</b> The number of graduates enrolled in continuing education
1	<b>Seeking Employment:</b> Seeking employment or engaged in the job-search process
4	<b>Seeking Continuing Education:</b> The number of graduates seeking continuing education
3	<b>Not Seeking Employment or Continuing Education:</b> Choosing not to pursue employment or delaying continuing education <sup>4</sup>
29	<b>No Information Available:</b> Have not responded to Augustana or provided information
<b>334</b>	<b>TOTAL NUMBER OF UNDERGRADUATE DEGREE RECIPIENTS</b>

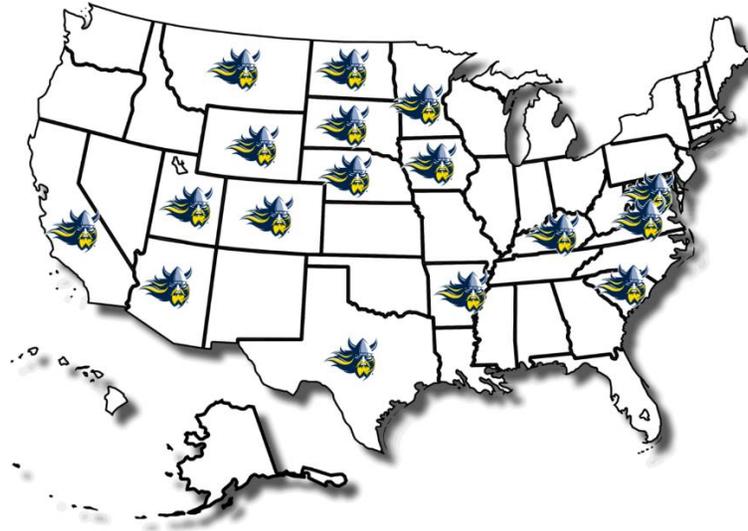


## Employment Outcome Data

Of the responding graduates who sought employment, 99% secured jobs in their chosen field. Eighty percent secured their jobs at the time of graduation. One individual was employed full-time in a managerial role, but was seeking a different career-related opportunity. Six percent of the responding graduates who were working were employed part-time. Of these individuals, 31% were employed in permanent part-time jobs. Another 38% secured post-graduation internships and 31% were working in temporary contractual roles in fields such as sign language interpreting or accounting. All of these positions directly related to graduates' career goals.

### Geographical Destinations of Employees

Augustana graduates work in a variety of exciting roles all over the globe. Respondents reported working in Ethiopia, Germany, India, Kenya, District of Columbia, and the 16 states depicted on the map below. Augustana imports talent to both the state of South Dakota and the city of Sioux Falls, contributing to its workforce development and labor market. Of the graduates who secured employment and reported their geographical location, nearly two out of three (64%) are working in the state of South Dakota. Fifty-nine percent of all employed graduates work in the Sioux Falls region. This includes both Sioux Falls and surrounding communities that are 30 or fewer miles from the city.



### Average Salaries of Full-Time Employees and Job Titles

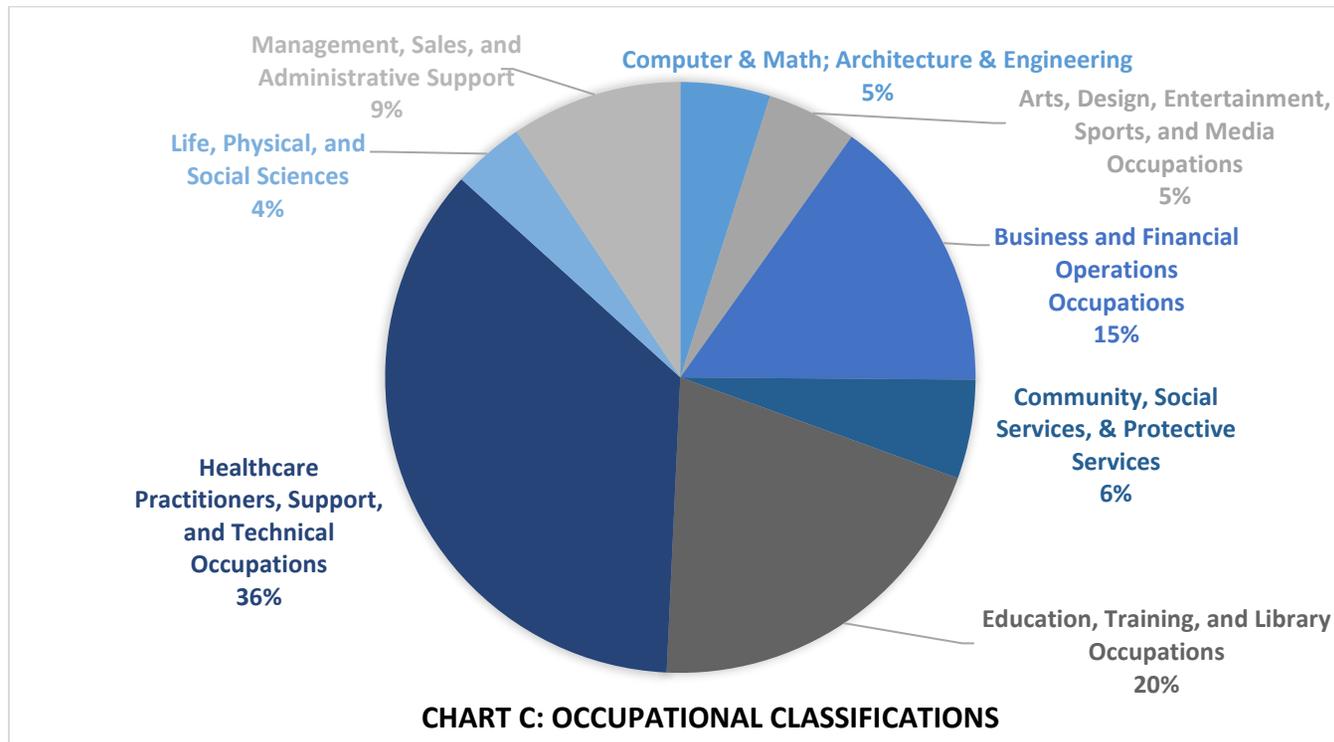
The technical writer for the U.S. Geological Survey Center. A case manager for Southeastern Behavioral Health. The South Dakota Department of Labor & Regulations bank examiner. These are the jobs graduates secured during the first six-months after graduation because of their robust liberal arts background, applied learning, and faculty mentorship. Top employers include Sanford Health, Avera Health, Sioux Falls School

District, Mayo Clinic, KPMG, Bishop O’Gorman Catholic School, Maple Grove Hospital, Lifescape, Rapid City Regional Hospital, Brandon Valley School District, and Accenture.

Augustana obtained salary information on 44% of full-time employed respondents. Salaries ranged from \$24,960 to \$65,000. The mean was \$46,785 and the median wage was \$48,000 annually. Response rates are not high enough to report averages for individual academic programs. Readers are instead encouraged to browse salary information published by the U.S. Bureau of Labor or Hamilton Project.<sup>5</sup>

### Occupational Classifications

The array of jobs obtained by Augustana alumni during the six-month reporting period reflects the diverse career portfolio and opportunities of liberal arts graduates. The top ten occupational classifications are highlighted in Chart C.<sup>6</sup>



## Graduate School Outcomes

Many AU students continue their education at top graduate schools, pursuing master's degrees, MBAs, PhDs, law degrees, or medicine. Twenty-one percent of respondents reported they pursued additional education within six months of graduation. Of the respondents who sought admission and provided information, 94% were admitted. With the exception of one graduate who only provided partial information, a full list of enrollment information is provided below.

Table D: Graduate and Professional School Institutions and Programs

### Medical School

University of Minnesota, Duluth (2)

University of South Dakota Sanford School of Medicine (7)

### Other Health Science and Allied Health Careers<sup>7</sup>

Augustana University, Athletic Training

Cleveland University, Kansas City, Chiropractic

Creighton University, Dental Medicine

Creighton University, Occupational Therapy

Creighton University, Physical Therapy

Des Moines University, Physician Assistant

Indiana University, Optometry

Iowa State University, Veterinary Medicine

Midwestern University, Dental Medicine

Minnesota State University, Moorhead, Speech-Language Pathology

Northwestern Health Sciences University, Chiropractic

Rockhurst University, Speech-Language Pathology

St. Catherine University, Physical Therapy

University College Dublin, Veterinary Medicine

University of Iowa College of Dentistry, Dental Medicine

University of Minnesota, Duluth, Speech-Language Pathology

University of Minnesota, Minneapolis, Speech-Language Pathology

University of Nebraska Medical Center, Genetic Counseling

University of Nebraska, Lincoln, Speech-Language Pathology

University of Wyoming, Speech-Language Pathology

### Law School

Creighton University

University of Nebraska

University of South Dakota (3)

### Business Administration

Augustana University, Sports Administration and Leadership (2)

National University of Singapore, Finance

University of Denver, Accounting

University of Laverne, Finance (2)

University of Mary, Business Leadership

University of Sioux Falls, Business Administration (2)

### Humanities

Texas Tech University, Classics, Master's

University of Chicago, Humanities, Master's

University of Cincinnati, Trombone performance, Master's

University of Colorado, Architecture

University of Exeter, International Relations, Master's

### Natural Sciences

Columbia University, Biomedical Engineering, B.S.

Cornell University, Applied and Engineering Physics, Ph.D.

Iowa State University, Chemistry, Ph.D.

Mayo Clinic School of Biomedical Sciences, Ph.D.

South Dakota School of Mines, Biomedical Engineering, Master's

St. Luke's Hospital Medical Lab Science program, Laboratory Science

Temple University, Biology, Ph.D.

University College Dublin, School of Veterinary Medicine

University of Colorado, Modern Human Anatomy, Master's

University of Oklahoma Chemistry and Biochemistry, Ph.D.

**Social Sciences**

Regis University, Criminology  
Saint Catherine, Library Science, Master’s

South Dakota State University, Marriage and Family Therapist  
Simmons University, Library & Information Science  
University of South Dakota, Criminal Justice

**Satisfaction and Experience of Graduates**

Using questions similar to the Gallup-Purdue Index,<sup>8</sup> respondents were asked on a five-point Likert scale (i.e., strongly agree, agree, neutral, disagree, strongly disagree) to rate their agreement with statements about their experience at Augustana. The average response rate to each question was 57%. Alumni reported being satisfied with their education and experiences at Augustana, while also affirming that AU provides a caring community that is dedicated to student success. Table B reflects aggregate agreement on these items.

Table B: Respondents’ Agreement with Gallup-Purdue Index Statements

Statement Given	Strongly Agree & Agree
Augustana is passionate about the long-term success of its students.	96%
My professors at Augustana cared about me as a person.	95%
I had at least one professor who made me excited about learning.	93%
As the result of my experience at Augustana, I will make the world a better place.	93%
Augustana has prepared me to contribute to society.	89%
I received a solid education from Augustana.	93%
Overall, I am satisfied with my experience at Augustana.	92%

In addition to survey recent graduates, Augustana surveyed alumni. Multiple invites were sent during Fall 2019 to alumni who graduated within the last three years. Table C notes their responses.

Table C: Respondents’ Agreement with Alumni Survey Statements

Statement Given	Strongly Agree & Agree
I encountered a strong ethic of care among the Augustana community for its students.	94%
Augustana challenged my intellect.	99%

Augustana prepared me to act ethically.	93%
Augustana prepared me to think critically.	96%
Augustana prepared me to solve unscripted problems.	91%
Augustana offers an education of enduring worth.	98%

### Applied Learning

Graduates reported engagement both in and out of the classroom. This year students interned at noteworthy organizations, such as the White House, U.S. Embassy in Peru, multiple Fortune 500 organizations, award-winning healthcare organizations, and innovative biotechnology companies.

Of the survey respondents, 95% reported that they participated in credit-bearing experiential learning (i.e., study abroad, service-learning, internships, practicum, student teaching, clinicals, and undergraduate research). Another 3% participated in co-curricular activities, such as athletics, fine arts, and volunteering. Only 2% participated in no such activities. The table below reflects participation in each activity. Many students participated in more than one high-impact practice.<sup>9</sup>

Table D: Co-Curricular and Experiential Learning Participation

Activity	Percent Participation
Volunteer	65%
Service-learning	31%
Internships	58%
Part-time jobs	50%
Externships	4%
Practicum	21%
Student Teaching	14%
Clinicals	21%
Research	29%
Large Project	28%
Study Away	53%
Campus Leadership	44%
Fine Arts	28%
Athletics	28%

### **Distinctive Career Services**

The Success Center helps students discover and locate meaningful ways to live out AU's motto of service. During the last five years, multiple national organizations have recognized its programs as exemplary models. Students also report positive experiences. For example, last academic year, staff provided more than 1,500 individual sessions annually. When these individuals were invited to respond to a survey, 97% of the responding participants (32%) were satisfied overall with the services they received.

The Class of 2019 echoed these positive experiences. Of the survey respondents who answered the question (64%), 77% reported using career services. This exceeds the national average captured by Gallup Research by 15%. Of these individuals, 98.5% reported they found these resources helpful (80% very helpful and helpful, 18.5% somewhat helpful). This exceeds the national satisfaction average (30% very helpful and helpful, 35% somewhat helpful) as calculated by Gallup Research.<sup>11</sup>

## Foot Notes

<sup>1</sup>This list aligns with that submitted by the Registrar's Office to the Integrated Post-Secondary Education Data System of the National Center for Education Statistics, the primary federal entity for collecting and analyzing data related to education in the United States. It includes all (part-time and full-time; with and without work authorization) Summer, Fall and Spring graduates.

<sup>2</sup>The National Association of Colleges and Employers uses the term *knowledge rate* instead of response rate given the diverse means by which self-reported verifiable information may be collected. It requires a minimum 65% knowledge rate before results may be published publicly. Learn more about this methodology at <https://www.naceweb.org/uploadedFiles/Pages/advocacy/first-destination-survey-standards-and-protocols.pdf>.

<sup>3</sup>*Career outcome rate* is described as the percentage of graduates who fall into the following categories: Employed full time, Employed part time, Participating in a program of voluntary service, Serving in the U.S. Armed Forces, Enrolled in a program of continuing education.

<sup>4</sup>Some graduates elect to delay their employment or continuing education to travel, enroll in additional undergraduate classes, prepare their graduate school application, or have a baby.

<sup>5</sup> Salary information specific to occupations is available at <https://www.careeronestop.org/Toolkit/Wages/find-salary.aspx>. Salary information specific to academic programs is published by the Hamilton Project at [https://www.hamiltonproject.org/charts/career\\_earnings\\_by\\_college\\_major/](https://www.hamiltonproject.org/charts/career_earnings_by_college_major/).

<sup>6</sup> This applies the Standard Occupational Classification system administered by the Bureau of Labor Statistics and described online at [https://www.bls.gov/soc/2018/soc\\_structure\\_2018.pdf](https://www.bls.gov/soc/2018/soc_structure_2018.pdf).

<sup>7</sup> Augustana identified programs as allied health based on list published by the Association of Schools of Allied Health Programs at <http://www.asahp.org/what-is/>.

<sup>8</sup> Augustana repurposed questions from the Gallup-Purdue Index. This methodology is described at <https://www.gallup.com/174167/temp-methodology-gallup-purdue-index-methodology.aspx>

<sup>9</sup> Each respondent was only counted once in the aggregate statistic. Statistics in the table do not reflect unique participants and respondents may have been counted in multiple categories because graduates participated in diverse activities.

<sup>10</sup> Benchmarking statistics were retrieved from <https://news.gallup.com/poll/244811/professors-provide-valued-career-advice-grads.aspx>