Source: ECU internal surveys (see 'Methodology' tab), HEPdata
Notes: Includes graduates who are employed only, as well as those who are both employed and continuing education. Top Employers are shown at the national level.
Graduates’ location is not determined by location of employer but rather self-reported survey responses and third-party data enrichment services (HEPdata). Knowledge Rate is the number of graduates for whom ECU has knowledge about their first-destination outcomes, divided by the number of all graduates.
Graduates Enrolled in a Program of Continuing Education

**Degrees Pursued by College of Arts and Sciences Graduates**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>62.0%</td>
</tr>
<tr>
<td>Professional</td>
<td>14.4%</td>
</tr>
<tr>
<td>Undergraduate Certificate</td>
<td>6.8%</td>
</tr>
<tr>
<td>Bachelor</td>
<td>6.0%</td>
</tr>
<tr>
<td>Associate</td>
<td>6.0%</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>2.8%</td>
</tr>
<tr>
<td>Research Doctorate</td>
<td>0.4%</td>
</tr>
<tr>
<td>Unspecified (Grad)</td>
<td></td>
</tr>
<tr>
<td>Unspecified (UG)</td>
<td></td>
</tr>
</tbody>
</table>

**Total Percent of all College of Arts and Sciences Graduates Continuing Education:** 39.4%

**College**
College of Arts and Sciences

**Top Institutions Attended by College of Arts and Sciences Graduates**
- East Carolina University
- Pitt Community College
- North Carolina State University
- University Of North Carolina - Chapel Hill
- Campbell University
- University Of North Carolina - Wilmington
- North Carolina Central University
- University Of North Carolina - Charlotte
- Appalachian State University
- Central Piedmont Community College

**Top Disciplines for College of Arts and Sciences Graduates**
- Law
- Biology
- Business Administration
- Medicine
- Non Degree Program
- Social Work
- Basic Law Enforce Train (cert)
- Biomedical Science
- Chemistry
- Clinical Counseling

Source: National Student Clearinghouse (NSC). A query was sent to NSC in March 2017 requesting enrollment information as early as June 1st, 2016 for all December 2015 and May 2016 undergraduate degree recipients.

Notes: Includes all graduates who are continuing education, including those who are also employed. A professional degree is defined by the U.S. Department of Education as meeting the following categories: 1) completion of the academic requirements to begin practice in the profession; 2) at least two years of college work prior to entering the program; and 3) a total of at least six academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself.
First Destination Outcomes by University, College, Department

College of Arts and Sciences compared to University

Knowledge Rate for College of Arts and Sciences Graduates: 72%

Select College
College of Arts and Sciences

- Employed
- Enrolled in a program of continuing education
- Other responses
- Seeking Employment

Source: ECU internal surveys (see 'Methodology' tab), National Student Clearinghouse, HEPdata. Employment data provided by HEPdata was requested on April 4th, 2017 and returned on April 28th, 2017.

Notes: If a graduate is both employed and enrolled in a program of continuing education, then he or she is reported in this dashboard as Employed; the percentage of graduates who are enrolled in a program of continuing education represents those who are continuing their education and are not also employed. "Other Responses" include: I will be starting or raising a family; Neither seeking employment nor planning on continuing education; Participating in a volunteer or service program; Planning to continue education, but not yet enrolled; Serving in the U.S. Military.
Methodology

Background
The Pirate Employment Study is a collaborative effort between Student Affairs and Institution Planning, Assessment and Research (IPAR) to assess and report on ECU graduates’ first destination outcomes within one year of graduating from a baccalaureate program.

The project began as a pilot survey sent to December 2015 graduates, administered six months after commencement in the summer of 2016. Due to a low response rate that made reporting difficult, a review of best practices was conducted to research innovative methods to increase the outreach of the survey, and the knowledge rate of student outcomes.

A Multi-Pronged Approach
A review of best practices prescribed the adoption of multiple data collection strategies to maximize the knowledge rate of career outcomes. These strategies include combining several student survey findings, querying the National Student Clearinghouse, and contracting a third-party data enrichment company to search for ECU graduate profiles on professional social media sites like LinkedIn.

Surveys: The Pirate Employment Survey (PES) is the original tool that was used in the pilot study sent to December 2015 graduates. It was sent out again six months after spring commencement to students who graduated in May 2016. In a graduating class of nearly 4,000 students, the PES yielded a total of only 498 responses (14% response rate). However, we were able to supplement this data by incorporating results from the Graduating Senior Survey (GSS), a UNC system-wide survey for all graduating seniors who apply for graduation. After removing duplicates, the number of graduates for whom we had post-graduate career information increased to 1,574.

National Student Clearinghouse: The National Student Clearinghouse (NSC) is a public database consisting of enrollment records of 3,600 colleges and universities, and representing over 98% of all higher education students. A query submitted to NSC containing the names and majors of all undergraduate students who graduated in the 2015-2016 academic year was returned with matching enrollment records for 787 students.

HEPdata: HEPdata is a Virginia-based company providing data enrichment for non-profits and institutions of higher learning. We contracted their services to search professional social media sites such as LinkedIn, as well as private employer databases, for post-graduate destinations of our graduates. A list of graduate names sent to HEPdata was returned with 1,463 employment matches.

Combining Data
There was a great deal of overlap among each dataset provided by each method of collection - a single student might exist in the each of the datasets for surveys, NSC, and HEPdata. Furthermore, records in different datasets might provide conflicting data for the same student. For example, a student may have indicated in a survey that he or she was planning on continuing their education but not yet enrolled, whereas HEPdata may have found that student to be currently employed. To determine the primary destination of an individual, we decided that records of employment would be prioritized over all other outcomes. If, for instance, a student is both employed and continuing education, that student would be reported as "Employed" in the final breakdown of destination outcomes. Employment outcomes from HEPdata were the first to be imported into the final dataset. Next were student survey items where students indicated they’d found employment. These graduates constituted the "Employed" group in the final report.

Next, enrollment data provided by NCS was joined with the final table. These were reported as "Enrolled in a Program of Continuing Education." Finally, student survey responses, the least recent of the data, were appended to graduate records that were not already populated with outcomes. These constitute all other final reporting groups, including "Seeking Employment" and all "Other" responses. Graduates for whom there was no available record were reported as "Unknown." In total, we were able to account for first-destinations of 2,564 graduates, out of a possible 3,540 who graduated in December 2015 and May 2016.