

# **RIC Undergraduate Alumni: Employment and Other Post-College Activities and Impacts of RIC Education**

**Insights from the 2014-2018 Administration of the  
*Survey of Undergraduate Alumni, One-Year Out***

**Institutional Research & Planning  
June, 2019**



**RHODE ISLAND COLLEGE**

# Description/Purpose of Survey

- Homegrown survey developed to gather information on employment, career progression, and other post-college activities, as well as satisfaction with RIC and impacts of RIC education on current life.
- Instrument developed in 2014 and reviewed by PEC and Director of Career Development Center.
- Questions on survey based on similar surveys conducted at other institutions and suggested questions by the National Association of Colleges and Employers (NACE).
- However, timeframe for administration at RIC different from NACE standards: selected one-year time frame, based on review of similar surveys by other IR offices and belief that six months is not enough time to reflect on impacts of education.



# Survey Administration/Response Rates

- Survey conducted in 2014, 2015, 2016, 2017, and 2018.
- Administered to students who graduated in December, May, and August, 2013-2017.
- Survey sent out in June/July
- Incentives offered: \$25 Amazon Gift Card: 20 in first four years; 10 in 2017.
- Response Rates:

Graduating Year	Population	Respondents	Rate
2013	1,307	254	19.4%
2014	1,362	234	17.2%
2015	1,457	265	18.2%
2016	1,323	263	19.9%
2017	1,437	229	15.9%
<b>Total</b>	<b>6,886</b>	<b>1,245</b>	<b>18.1%</b>

- This presentation combines results from **all five years**.

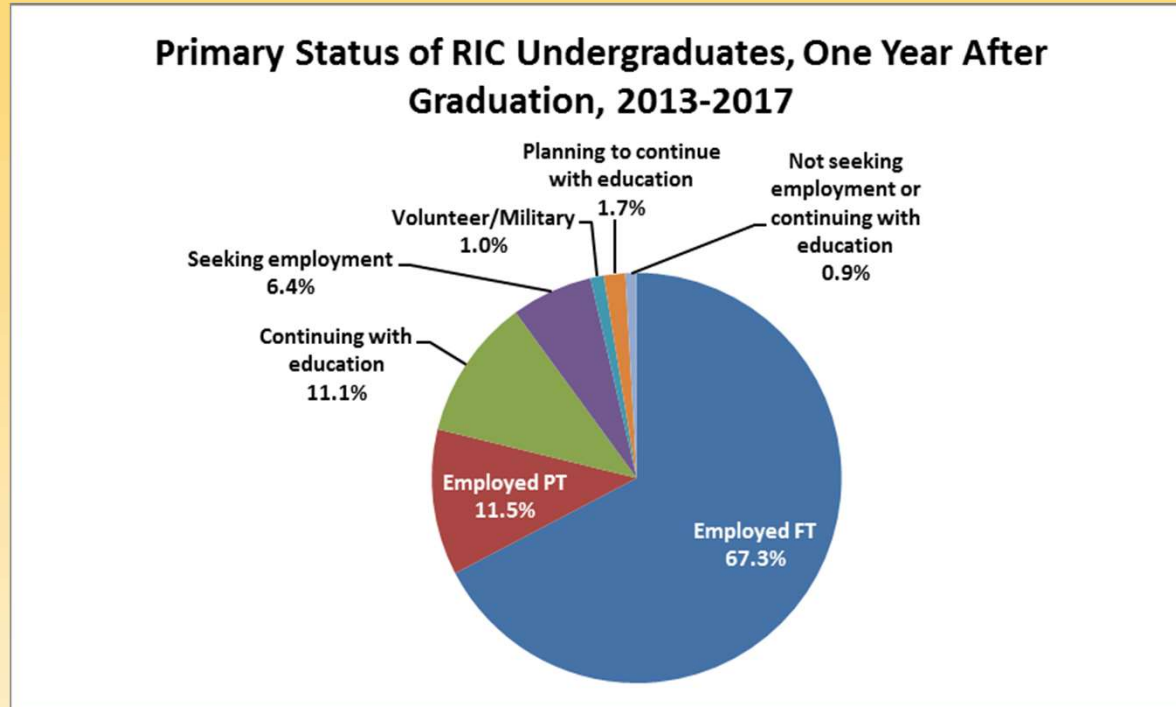


## Characteristics of Population vs. Survey Respondents, 2013-2017

	Population		Respondents	
	N	%	n	%
<b>School</b>				
Arts & Sciences	3,498	50.8%	637	51.2%
Business	1,183	17.2%	177	14.2%
Education	972	14.1%	200	16.1%
Nursing	858	12.5%	161	12.9%
Social Work	375	5.4%	69	5.5%
<b>Sex</b>				
Female	4,399	63.9%	927	74.5%
Male	2,234	32.4%	317	25.5%
<b>Race/Ethnicity</b>				
White	4,664	67.7%	863	69.3%
Minority	1,440	20.9%	251	20.2%
Unknown	782	11.4%	129	10.4%
<b>GPA at Graduation</b>	3.16		3.27	



## Primary Activities of RIC Alumni



- Over **90%** have as their primary status **employment, pursuing education, or volunteering/serving in the military.**
- **79% employed** as primary status, and **30%** of employed alumni have **more than one job.**
- **87%** employed in **some capacity** (includes those who do not identify working as their *primary* status)
- Roughly **8%** of alumni are primarily **seeking employment** or **planning to continue with their education.**

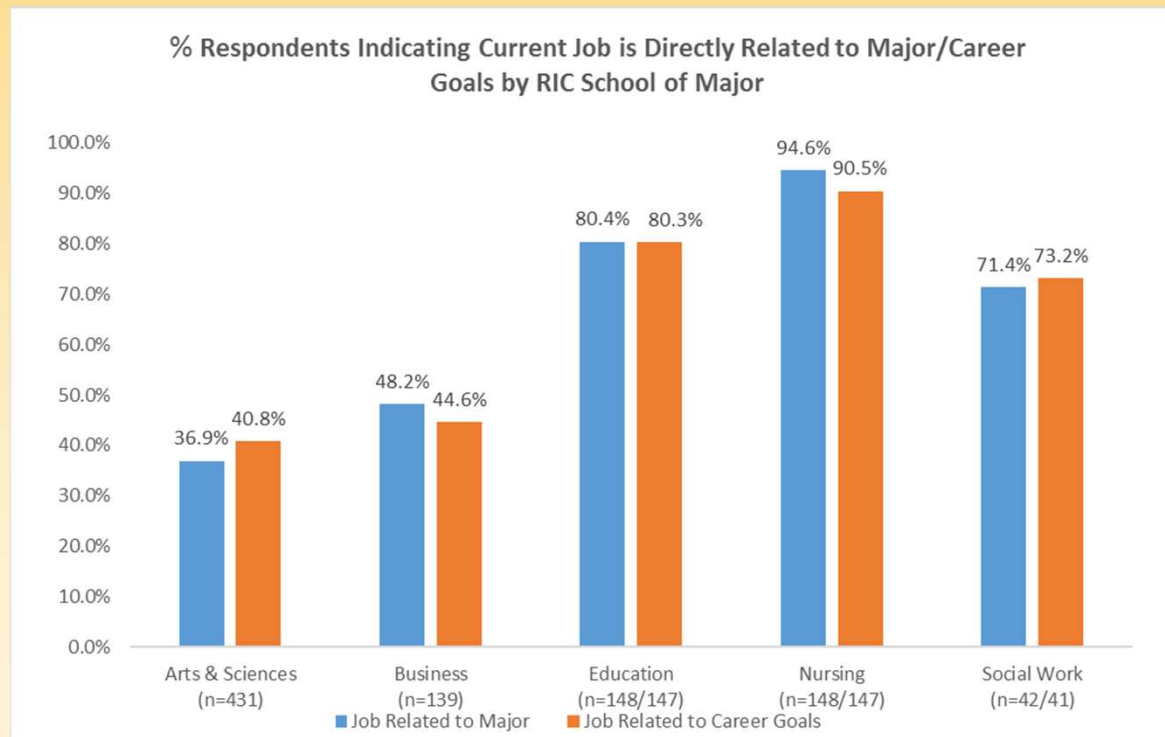
## Job Characteristics of Graduates with Employment as Primary Status

- **90%** of employed graduates are in **non-temporary** positions.
- Very few (**2.5%**) are **self-employed**.
- **58%** report that their current job is the **first** one they have had since graduating from RIC.
- **21%** obtained their current job **prior to graduating from RIC**.
- Nearly **half** obtained their current job within **six months** of graduating from RIC.
- **75%** of Employed Graduates **Work in RI**.
- Over half (**54%**) of those employed FT in non-temporary positions report annual salaries between **\$25,000 and \$49,000**; **31%** say that they earn **\$50,000** or more.



# Relationship between Current Job and Major/Career Goals

- Most respondents indicate that their current job has some career potential
  - **78.3%** indicate that job has “definite” or “possible **long-term potential.**”
  - **56.7%** indicate that job is “directly related” to their **major.**
  - **56.8%** indicate that job is directly related to **career interest.**
- Not surprisingly, relationship between job and major/career interest varies by **school of major**; more professionally-oriented schools tend to prepare students for specific careers.



# Job Satisfaction

## Satisfaction with Aspects of Current Job

	Mean Response	% Very Satisfied or Satisfied
Location	4.13	78.2%
Working conditions	3.94	77.1%
Opportunity to learn	3.93	73.2%
Job security	3.88	73.6%
Interest/challenge of work	3.78	65.4%
Prestige/recognition	3.58	55.5%
Potential for advancement	3.55	56.4%
Compensation (Salary and benefits)	3.34	55.0%
<b>Overall Satisfaction</b>	<b>3.94</b>	<b>70.5%</b>

Scale: 1=Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

- Satisfaction levels generally high; more than 50% of student satisfied or very satisfied with each aspect of job.
- Satisfaction highest with location and working conditions and, not surprisingly, lowest with compensation.
- Note: “Interest/Challenge of Work” has highest correlation with “overall satisfaction.”





# Finding a Job

- Most common sources used to find a job were **“Online job search websites (non-RIC sites),” “Personal contacts,”** and **“RIC Faculty/Staff.”**
- For those employed respondents who participated in a **clinical experience** while at RIC, **65%** indicated that their internships, field experience, practicum, or student teaching assignment had some impact on their employment:
  - They are working at the site where they had their clinical experience; or
  - They were offered a job at the site where they had their clinical experience but declined; or
  - They were hired elsewhere because of the experience they gained through their clinical experience.
- Respondents were asked to indicate whether each of a series of challenges was **“not a problem,” “a minor problem,”** or **“a major problem”** in finding a job; mean responses to items suggest that **“Finding a job that paid enough”** was the biggest challenge for graduates, both those who are employed and those who are looking for employment.
- Other job search challenges include **“Finding the kind of job I wanted”** and **“Finding a job related to my field of study.”**

# Importance of Competencies and RIC Contribution

Importance of Selected Competencies to Current Life and RIC Contribution to Development of Competencies  
(Mean Responses) for All Survey Respondents, 2013-2017

	Importance	Contribution	Gap
Speaking Clearly and Effectively	3.64	2.94	0.70
Organizing Effectively	3.63	2.96	0.67
Acquiring Job/Work Related Knowledge and Skills	3.47	2.81	0.66
Working Effectively With Others	3.64	2.99	0.65
Developing/Clarifying a Personal Code of Values and Ethics	3.45	2.80	0.65
Managing Time Well	3.70	3.05	0.65
Solving Complex Real-World Problems	3.37	2.76	0.61
Using Computers/Information Technology	3.43	2.82	0.61
Leading and Supervising Tasks and Groups of People	3.25	2.72	0.54
Understanding People of Other Backgrounds	3.49	2.98	0.51
Being an Informed and Active Citizen	3.19	2.70	0.49
Thinking Critically and Analytically	3.64	3.18	0.46
Writing Clearly and Effectively	3.49	3.05	0.44
Analyzing Numerical and Statistical Information	2.79	2.66	0.12

*Importance scale: 1=Not at all important, 2=Somewhat important, 3=Important, 4=Very important; Ratings scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much*

- Most important competencies tend to be “softer” skills.
- “Thinking critically and analytically” is the competency RIC enhanced most.
- Gap between importance and contribution largest for “speaking” and smallest for analyzing “numerical and statistical information,” but latter competency had lowest mean importance rating.

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# Impact of RIC and Major

- **60%** report that **RIC** prepared them “well” or “very well” for **current position or life activities**.
- **65%** indicated that their **major** prepared them “well” or “very well” for their current position of life activities; the percentage has increased over the past three years (from 62% to 69% this past administration of the survey).
- **84%** of respondents indicate that they would probably or definitely **attend RIC again**.
- **Three quarters** of respondents reported that they would probably or definitely choose the **same major** again.

# Summary

- Results suggest that vast majority of graduates are employed or pursuing education one year after graduation.
- Employed graduates are generally satisfied with their jobs and indicate that they have some career potential; however, results suggest that graduates' perceptions of their job vary by what they majored in here at RIC.
- Employed graduates most satisfied with working conditions and location of job and least satisfied with compensation.
- Graduates report that soft skills are more important to current life than more technically-oriented skills, but this finding may vary depending on what graduates are doing.
- Satisfaction with RIC tends to be high but likely varies by what students studied at the college.
- When asked why they would or would not attend RIC again, graduates frequently cited academics and cost/convenience as positive factors, while administrative issues were more commonly reported as negative factors.

## Next Steps

- Current survey data can be disaggregated by sex, race/ethnicity, school of major, and GPA quite easily; other background variables could be brought into the files, as well.
- Analyze responses to open-ended questions.
- Could look more closely at trends over time.
- Prepare to administer survey again this year for students graduating in fall 2017, spring 2018, and summer 2018; administration likely to begin in July.
- Explore ways to collaborate with RIC departments/programs that regularly collect data on their graduates and/or keep in contact with their graduates; working with FSEHD this year to coordinate efforts.
- Consider implementing NACE (National Association of Colleges and Employers) survey and methodology moving forward; could start with December 2018 graduates in July.

