



ANNUAL REPORT

**The High Impact
Career Mobility Campus**
August 2020



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National Alumni Career Mobility Survey™

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INTRODUCTION

About

The National Alumni Career Mobility (NACM) Survey is an annual, national survey offered by The Career Leadership Collective. The NACM report is for US colleges and universities on alumni career mobility at the 5- and 10-year mark after graduation. The assessment helps colleges and universities better understand alumni educational satisfaction, career pathways, career satisfaction, economic mobility, and community engagement. NACM Campus Partners receive a robust report on their 5- and 10- year alumni, all of their line by line alumni survey data in a secure unit data file, an interactive dashboard that cross-tabulates their data in real time, and advising on how to maximize their data for use with current students, prospective students, parents, employers, donors, government officials, and the general public.

Founded in 2017, The Career Leadership Collective quickly found a niche as the premier consultancy for higher education career services. Having done business with over 750 colleges and universities in their first three years, The Collective helps upper-administrators and career leaders to thoughtfully weave career development into the campus fabric and better utilize resources and technology to increase career services' scale and capacity.

Why Alumni Career Mobility Data

Many parties inside and outside of higher education are interested in knowing how colleges and universities in the US contribute to the career mobility of their alumni. Higher Education has known for



some time that the concept of career success is front of mind for many prospective college students.¹ Parents are increasingly interested in a college's investment in their student's career pursuits.² And, based on our interactions with hundreds of faculty and deans, most academic departments inside of higher education lack vital, basic information about their alumni including: Where do they live and work? What is the typical career trajectory? Are they satisfied with their education? With their career path? What do they believe their university did well to prepare them for their career? What can be done better? This until now missing data has significant financial implications for those involved in enrollment decisions, persistence efforts, donor satisfaction, employer hiring, public perception, curricular adaptations, and alumni affinity.

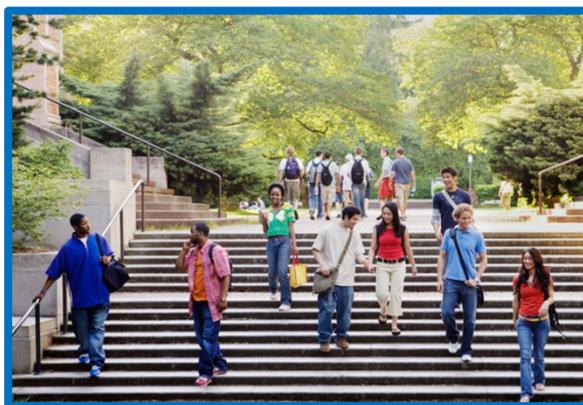
To date, few colleges or universities have holistically defined how they contribute to career mobility. In fact, at many institutions, the internal working definition for 'student success' often excludes career

¹ UCLA 2013, CIRP Freshmen Study, HERI: <https://newsroom.ucla.edu/releases/heri-freshman-survey-242619>

² US Dept. of Education 2018, What High Schoolers and Their Parents Know about 4-Year Tuition and Fees in Their State: <https://nces.ed.gov/pubs2019/2019404.pdf>

success all together, usually only meaning to persist and graduate. Some of the hesitation has come from research institutions who don't want to be known as trade or vocational schools. This also may be partially attributed to lack of time spent on a definition or a values statement about success, which is usually due to accepting the widely stated belief that simply receiving a bachelor's degree will help to elevate one's career. Yet, much of the vagueness or unintentionality is due to lack of broader alumni career data that could both help the institution to adapt their practices and showcase their story of alumni success.

Since the 2008 recession, the value of a college education has been called into question in many ways, and consequently, there has been an increased need for reliable, extensive, current data which connects college and career pathways. There have been multiple efforts by colleges and data providers to try to understand the connection between their mission and the subsequent careers of their graduates. The most widely adopted practice to date has been to collect data on graduates' first career destinations after graduation. The National Association of Colleges and Employers (NACE) created First Destination Survey (FDS) Standards³, which enabled campuses to see national comparisons and campus reports on items such as salary, job outcome rates, and number of employers that hired new graduates. Additionally, efforts such as the PayScale College Salary Report⁴ have sought more knowledge about alumni salary, as a way to justify return on investment, among other items. The Gallup-Purdue Index, Great Jobs Great Lives Report⁵ is perhaps the most holistic in nature, shedding light on concepts such as how faculty engagement in student career development has a significant impact on overall wellbeing, workplace engagement, alumni affinity, and more.



Still, the data available for each college or university to understand and promote student and alumni career success has been lacking and is only somewhat related to institutional mission. The result has been a limited picture of both how colleges contribute to success, and how they can adapt their practices to ensure more career success.

The NACM survey seeks to provide regular access to a more longitudinal, personalized, and holistic campus data set from a broad alumni base, about how the institution played a role in career satisfaction, career preparation, pathways, economic mobility, and community engagement, and ultimately improve alumni career mobility.

Further, colleges can use this data to better demonstrate how they contribute to alumni success on a broader scale - beyond a handful of individual success stories. Colleges can share this new Alumni Career Mobility data with prospective students and parents to help them make informed enrollment decisions.

³ NACE FDS Standards and Protocols: <https://www.naceweb.org/job-market/graduate-outcomes/first-destination/standards-and-protocols/>

⁴ PayScale 2019-20 College Salary Report: <https://www.payscale.com/college-salary-report>

⁵ Gallup 2014, Great Job Great Lives: <https://www.gallup.com/services/176768/2014-gallup-purdue-index-report.aspx>

They can use it with current students in order to help them persist and make well thought-out career decisions. They can use the data to guide curricular decisions. They can inform donors in order to help them know the impact of their gifts and can help government officials more broadly understand the economic and social impact of the college on the region. The partner schools of the National Alumni Career Mobility Survey now have the ability to provide these audiences with alumni career mobility data.

This report will share annual national alumni career mobility data from 5- and 10-year alumni of the classes of 2009, and 2014. It will also introduce the *High Impact Career Mobility Index*[™]. The report shares significant practices and influential activities that are crucial for higher education leaders to consider adopting more broadly in order to empower career mobility at scale throughout the student experience and beyond.



DEMOGRAPHICS

The alumni represented in this report are undergraduate alumni who graduated in the calendar years 2009 and 2014. This sample represents approximately 5,000 unique respondents from nearly 50 public and private institutions of various sizes and Carnegie classifications.

Graduation Year

- ⇒ 42.4% 2009
- ⇒ 57.6% 2014

What is your current age?

- ⇒ 0.2% 18-24
- ⇒ 93.9% 25-35
- ⇒ 3.9% 36-45
- ⇒ 1.5% 46-55
- ⇒ 0.5% 56-65
- ⇒ 0.1% 66+

What is your current gender identity?

- ⇒ 50% Female
- ⇒ 27.9% Male
- ⇒ 0.3% Non-binary
- ⇒ 0.1% Transgender
- ⇒ 21.8% Other / Chose not to identify

Do you self-identify as Hispanic/Latinx?

- ⇒ 5.3% Yes
- ⇒ 94.7% No

With which race(s) do you self-identify?

- ⇒ 5.4% Asian
- ⇒ 5.0% Black/African American
- ⇒ 0.9% Middle Eastern
- ⇒ 1.6% Native American/Alaskan Native
- ⇒ 0.4% Native Hawaiian/Pacific Islander
- ⇒ 89.8% White
- ⇒ 1.9% None of the above

Were you a first-generation college student during your bachelor's degree?

- ⇒ 28.7% Yes
- ⇒ 71.3% No

Since graduating with your bachelor's degree, how many years have you lived in the same state where your institution is located?

- ⇒ 19.8% 1-3 years
- ⇒ 31.2% 4-6 years
- ⇒ 23.1% 7-10 years
- ⇒ 25.9% I have not lived in that state

What was your status while earning your bachelor's degree?

- ⇒ 67.5% In-state student
- ⇒ 1.7% International student
- ⇒ 30.7% Out-of-state domestic student

Major Clusters:

- ⇒ 3.1% Agricultural & Natural Resources
- ⇒ 0.5% Architecture & Construction
- ⇒ 16.3% Business
- ⇒ 5.4% Communication, Journalism & Related Programs
- ⇒ 4.6% Education
- ⇒ 7.4% Engineering & Technology
- ⇒ 6.1% Fine Arts
- ⇒ 7.7% Health Professions
- ⇒ 38.4% Liberal Arts & Sciences
- ⇒ 13.8% Natural & Physical Science
- ⇒ 2.1% Professional Services



ANNUAL ALUMNI DATA SNAPSHOT

Each year the NACM Survey provides a snapshot of noteworthy items in addition to our the NACM core research themes. They are below:

Career Path Experiences

Percentage of alumni respondents who have engaged in at least one of the following since graduating:

	Overall	2009	2014
Full-Time Employment	96.7%	97.5%	96.0%
Part-Time Employment	56.9%	60.5%	54.3%
Contract/Temporary Work	23.2%	40.7%	33.1%
Internship or Similar Experience	42.6%	45.7%	40.2%
Post-Grad Fellowship	10.5%	11.8%	9.4%
Self-Employment	21.5%	24.9%	18.7%
Founded a Company or Non-Profit	10.5%	13.2%	8.2%
Earned Additional Degree(s)	56.5%	63.3%	50.8%
Service Work	7.9%	8.9%	7.0%
Military Service	2.1%	2.3%	2.0%
Unemployed by Choice	12.6%	13.6%	11.8%
Unemployed & Seeking for more than 6 months	11.7%	14.6%	9.2%

Business Ownership

Percentage of alumni respondents who currently own their own business:

	Overall	2009	2014
Yes, currently	8.1%	9.9%	6.7%

First Job

The first job I secured after my bachelors' degree helped me pursue my career goals:

	Overall	2009	2014
Percentage that Agree or Strongly Agree	63.3%	61.2%	65.2%

Internships or Similar Experiences during degree

	Overall	2009	2014
Completed an Internship or similar experience	59.4%	57.5%	60.7%
⇒ Related a great deal to major	38.8%	38.6%	39.0%
⇒ Related a great deal to career goal at time	35.5%	35.4%	35.6%
⇒ Related a great deal to current career	25.6%	23.6%	27.1%

Additional Education

	Overall	2009	2014
Earned Additional Degree(s)	56.5%	63.3%	50.8%
⇒ Master's degree(s)	68.5%	67.2%	69.8%
⇒ Professional degree(s)	12.7%	14.0%	11.5%
⇒ Doctoral degree(s)	7.5%	8.4%	6.4%
⇒ Other	5.3%	5.4%	5.2%
⇒ Post-bachelor certificate(s)	4.8%	5.1%	4.4%
⇒ Additional bachelor's degree(s)	4.0%	3.7%	4.2%
⇒ Vocational certificate(s)	1.5%	1.7%	1.3%

Educational Motivations

Choose top three reasons for pursuing a bachelor's degree:

	Overall	2009	2014
Career success	75.9%	73.6%	77.8%
Required for my career aspirations	50.2%	49.1%	51.0%
Financial gain	46.6%	44.8%	48.1%
Family expectations	42.4%	41.4%	43.4%
The college experience	38.3%	41.0%	36.3%
Stepping-stone to graduate school	19.0%	18.5%	19.3%
Social status as a college graduate	9.8%	9.7%	9.8%
Social connections	6.3%	6.1%	6.6%
Peers were attending	5.8%	7.1%	4.7%
Not sure of my aspirations	4.9%	5.7%	4.3%

Geographic Location Motivations

Select top three reasons for living where you do:

	Overall	2009	2014
My current job	71.7%	69.6%	73.5%
My family	50.5%	55.5%	46.6%
Desirable location	36.2%	35.9%	36.6%
Significant other	31.2%	32.4%	30.1%
Lifestyle	22.3%	22.1%	22.5%
Cost of living	20.6%	19.6%	21.3%
My friends	18.8%	18.9%	18.9%
I have always lived in this area	13.9%	13.4%	14.3%
My hobbies/interests	7.7%	7.0%	8.1%
My faith community	3.1%	3.6%	2.7%

Equity & Inclusion During Career Development

Some demographic categories are excluded below due to low response rates.

CAREER ADVICE: Percentage of students by certain demographic who received career advice:

	Overall	2009	2014
Asian	57.2%	58.6%	57.0%
Black/African American	62.3%	63.0%	61.7%
Hispanic / Latinx	47.2%	52.1%	44.5%
Native American/Alaskan Native	56.7%	50.0%	63.3%
White	59.3%	54.1%	63.7%
First Generation Student	53.9%	50.0%	57.4%
Non-traditional Aged Student during degree	38.9%	40.0%	37.0%
Male	60.5%	57.5%	63.8%
Female	58.2%	53.6%	61.7%

CAREER PLAN: Percentage of students by certain demographic who agree or strongly agree their institution helped them create a plan for their career:

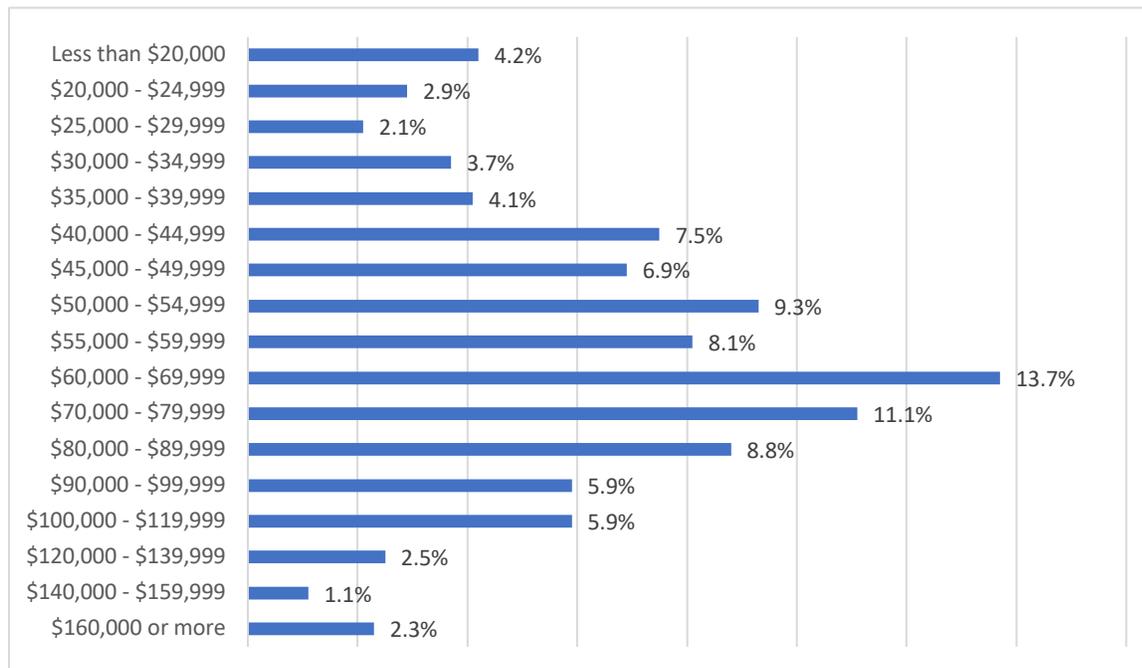
	Overall	2009	2014
Asian	34.8%	35.7%	35.1%
Black/African American	44.0%	40.7%	40.0%
Hispanic / Latinx	33.7%	33.8%	33.6%
Native American/Alaskan Native	28.4%	36.7%	20.0%
White	37.1%	32.6%	40.9%
First Generation Student	35.8%	34.3%	37.1%
Non-traditional Aged Student during degree	34.2%	32.3%	36.3%
Male	33.5%	29.3%	37.3%
Female	39.1%	36.6%	41.0%

EMPLOYER CONNECTIONS: Percentage of students by certain demographic who agree or strongly agree their institution helped them to network with employers:

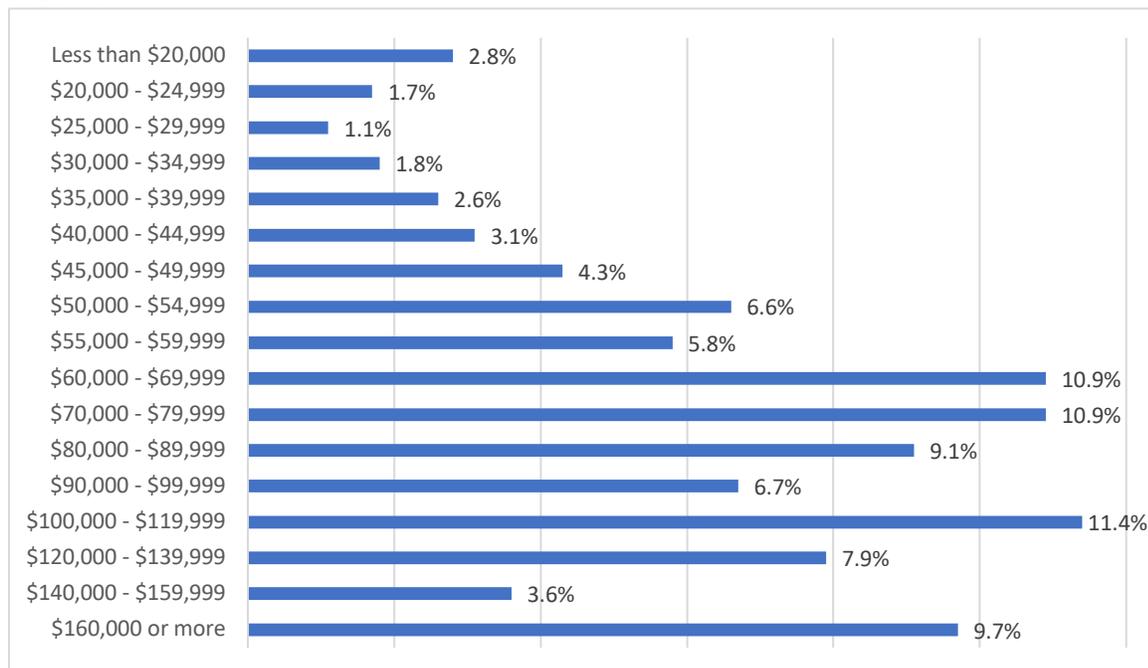
	Overall	2009	2014
Asian	31.3%	25.7%	34.0%
Black/African American	39.8%	38.4%	40.8%
Hispanic / Latinx	33.3%	35.2%	32.3%
Native American/Alaskan Native	23.4%	30.0%	16.6%
White	38.1%	32.4%	43.0%
First Generation Student	37.7%	33.4%	41.7%
Non-traditional Aged Student during degree	28.1%	29.4%	25.3%
Male	39.3%	33.3%	44.8%
Female	37.3%	33.2%	40.4%

Current Salary

2014 Alumni



2009 Alumni



Debt

	Overall	2009	2014
Most Frequent Student Loan Debt Range	\$20k - \$30k	\$20k - \$30k	\$20k - \$30k
Incurring debt while earning bachelor's degree	66.3%	66.4%	65.0%
⇒ Still paying debt from bachelor's degree	66.5%	54.2%	76.0%
⇒ Agree or Strongly Agree Bachelor's degree was worth student loan debt	44.3%	49.0%	40.5%
Others incurred debt for student	32.1%	32.7%	31.1%

Community Engagement

	Overall	2009	2014
I am involved in my community.	61.4%	64.3%	58.9%
I have received recognition for my community involvement.	27.9%	29.2%	26.9%
I regularly donate money to charitable causes.	50.8%	59.6%	43.5%
I regularly donate time to charitable causes.	41.7%	44.0%	39.9%
I volunteer in my community regularly.	40.7%	42.0%	39.6%

THE HIGH IMPACT CAREER MOBILITY INDEX

Overview of the Career Mobility Index

The High Impact Career Mobility Index™ (CMI) was created from the NACM data to understand which campus practices are most likely to influence the career mobility of students and alumni over the first 10 years of their career post-graduation.

In this report, Career Mobility is defined as a combination of career pathway preparation, career satisfaction, and economic mobility. Great care was taken to ensure the make-up of insights represented in the CMI were not reduced to one data point, such as, 'how much money do alumni make?' Although, variables such as income level are certainly included. In creating these parameters, data and outside research informed the definition and focus of the CMI. Some define a career with broad

vocational definitions to include volunteering outside of paid work, hobbies, and more. However, the CMI is built on a more traditional definition of paid employment. The NACM survey and the CMI are career-focused, not holistic life surveys. Still, NACM campus partners receive insights about other items such as alumni community engagement and can also add custom questions about their broader values. These additions are valuable insights that can be cross tabulated with a campus' entire NACM data set but are not a part of the CMI. Since the initial survey build, the NACM team has worked closely with higher education leaders from multiple areas of campus (academic, career, institutional research, alumni affairs, etc.) to be able gather survey insights that more closely align with the goals and purposes of higher education.



There are fourteen variables broken down under three specific research domains which look at alumni success related to: 1. Possessing the skills they need to do quality work, 2. Being happy about their career, and 3. Feeling financially stable and satisfied. The make-up of each of the three research domains of the CMI can best be described as follows:

- ⇒ **Career Pathway Preparation:** Educational impact on preparedness prior to starting their career, the beginning of their career, career advancement, and preparedness for current job.
- ⇒ **Career Satisfaction:** Educational impact on satisfaction with their whole career, which includes progression of career, career so far, current career, and level of responsibility in current job.
- ⇒ **Economic Mobility:** Educational impact on earning history, trajectory, potential, satisfaction, and comparison to the household in which they grew-up.

Analysis with the High Impact Career Mobility Index

In order to discern which practices are most likely to be influential to career mobility, the CMI analyzes the cumulative survey results of the three research domains: pathway preparation + career satisfaction + economic mobility to equal career mobility.

Analysis was then conducted on each specific practice in the NACM survey, such as, the degree to which the alumni felt the institution helped them to interact with employers, or if they received career advice, or if the career advice was helpful, or from whom they received the career advice (faculty members, academic advisor, career staff, etc.). Every demographic and question in the survey was analyzed using the CMI.

More specifically, the difference between the top 25th percentile of CMI (where preparation, satisfaction, and economics are the highest) was analyzed in comparison to those in the bottom 25th percentile of CMI (where preparation, satisfaction, and economics are the lowest) taking into consideration the total volume of alumni engaging in the practice.

Which Practices were Analyzed?

The NACM Survey received alumni insights on the 41 campus practices listed below, all of which were analyzed using the CMI.

- ⇒ Level to which institution help in designing a career plan
- ⇒ Level to which institution help in envisioning career options
- ⇒ Level to which institution help in understand career opportunities
- ⇒ The presence, effectiveness, and mode of career advice
- ⇒ The presence, effectiveness, and mode of hands-on career experiences such as internships and research projects
- ⇒ Engagement level with employers
- ⇒ Engagement level with alumni
- ⇒ Level of relatability to career goals in their first job
- ⇒ Level of learning in each the following competencies: Adaptability, Career Management, Change Management, Creativity, Critical Thinking, Customer Service, Decision-Making, Digital Technology, Global / Intercultural Fluency, Leadership, Negotiation, Oral / Written Communication, Professionalism / Work Ethic, Teamwork
 - These represent a combination of the NACE competencies, the 2019 World Economic Forum's *Future of Jobs Report* competencies, and the AAC&U / Hart Research competencies
- ⇒ Level of engagement in each of the high-impact educational practices as defined by the AAC&U: Athletics, Campus Employment, Capstone, e-Portfolio, First Year Seminar, Greek Life, Learning Communities, Student Organizations, Study Abroad / International Education, Undergrad Research, Volunteer / Service Work, Writing Intensive Course

Additionally, all demographics and employment paths listed in the NACM survey were analyzed.

LEADING CAREER MOBILITY PRACTICES

As mentioned, the primary goal of the CMI is to understand which career mobility practices that occur during the undergraduate experience are most likely to influence the career mobility of students and alumni over the first 10 years of their career, post-graduation. In this section we will explore the four most significant Career Mobility Practices (CMPs).

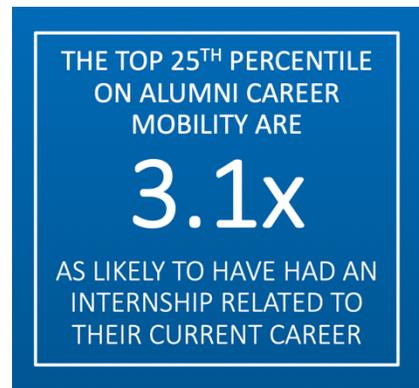
Alumni in the top 25th percentile on the Career Mobility Index experienced the highest levels of career pathway preparation, career satisfaction, and economic mobility. Additionally, those top 25th percentile alumni were 2.2 times as likely to say that their student loan debt is manageable and 3.7 times as likely to report that their bachelor's degree was worth their student loan debt. There are multiple benefits to alumni having a high degree of career mobility for both the individual and the institution, and they are explored below.

In-depth analysis reveals there are four Career Mobility Practices that stand-out as the factors most-likely to influence overall alumni career mobility. The top four High Impact Career Mobility Practices are:

1. Engaging in Career-Related Internships or Related Experiences
2. Receiving Helpful Career Advice
3. Designing a Career Plan
4. Interacting with Employers

Engaging in Career-Related Internships or Related Experiences

The NACM survey data shows that 59.7% of 5- and 10-year alumni completed an internship prior to graduation, with the class of 2009 at 57.5% completion and the class of 2014 at 60.7% completion. The data shows that the more career-related an internship is, the more potential likelihood there is of that internship influencing career mobility in the first 10 years after graduation.



Internships and related experiences have a range of influence on Career Mobility. Simply having an internship is good. Having an internship related to one's major is slightly better. Having an internship related to one's career goal at the time of the internship is even more impactful. However, if the alumni report that the internship was related to their current career, the internship becomes a significant factor in career mobility. Campuses can influence this by encouraging career-related internships, as the last two items in the chart below are strongly connected: Of those that agree or strongly agree that their internship was related to their current career, 90.8% of them agree or strongly agree that their internship was related to their career goal at the time.

Top 25 th Percentile on CMI	
Had an internship (yes)	1.3x more likely than bottom 25th
Internships while earning your degree were related to your major (% agree to strongly agree)	1.5x more likely than bottom 25th
Internships while earning your degree were related to career goal at the time (% agree to strongly agree)	1.6x more likely than bottom 25th
Internships while earning your degree were related to your current career (% agree to strongly agree)	3.1x more likely than bottom 25th

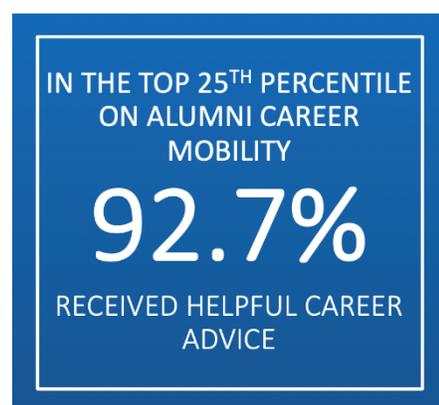
Receiving Helpful Career Advice

When alumni report that they simply received career advice, various positive associations with career mobility result. Furthermore, when alumni agree or strongly agree that the career advice which they received during their undergraduate degree *has been helpful*, it positively influences multiple aspects of their future, and shows significance on the CMI. For example:

- ⇒ **Helpful Career Advice Influences Alumni Affinity:** 2009 alumni who received helpful career advice score 32.4 percentage points higher on overall educational satisfaction than those who did not receive helpful advice (+27.0 percentage points higher for 2014 alumni).
- ⇒ **Helpful Career Advice Influences Career Pathway Preparation:** 2009 alumni who received helpful career advice score 26.4 percentage points higher on overall career pathway preparation than those who did not receive helpful advice (+24.0 percentage points higher for 2014 alumni).
- ⇒ **Helpful Career Advice Influences both Career Satisfaction and Economic Mobility:** Overall alumni scores are +15.2 percentage points higher on career satisfaction and +14.4 percentage points higher on economic mobility, respectively.

Only 54% of 2009 graduates and 62% of 2014 reported that they received any career advice, helpful or not. Overall, just 29.6% of alumni from both classes stated they received helpful career advice during their undergraduate experience. Yet, the CMI showed that 92.7% of alumni who were in the top 25th percentile of the Career Mobility Index received helpful career advice. This data illuminates an important opportunity for colleges and universities to help increase career mobility by further defining, improving and systemizing career advice for all students.

The career advice questions on the NACM survey presume the career advice was delivered by people, not technology. Given the rise in online career learning module in the COVID-19 era, future survey options about the helpfulness of technology are being considered.



Below is a chart of alumni who agree or strongly agree that the career advice they received has been helpful, based on from whom they received the helpful advice. This chart shows who they most often receive helpful advice from, not who was most influential in career mobility.

	Overall	2009	2014
Career advice received has been helpful	83.1%	80.3%	85.1%
⇒ Faculty	81.6%	80.2%	82.6%
⇒ Classmates	68.1%	65.4%	70.0%
⇒ Alumni	60.7%	59.6%	61.5%
⇒ Academic Advisor	60.3%	58.7%	61.4%
⇒ My Employer at the time I was earning my bachelor’s degree	59.6%	57.4%	61.0%
⇒ Career Services Staff	52.8%	50.3%	54.8%

While the above chart shows who alumni most often receive helpful career advice from, we also analyzed the most influential advisors related to career mobility? There is a mismatch when comparing who most often provides helpful advice to who is most likely to provide helpful advice that influences career mobility.

Advice Received from:	Influence on Career Mobility
⇒ Career Services Staff	2.20x
⇒ Academic Advisor	2.08x
⇒ Alumni	1.90x
⇒ My Employer at the time I was earning my bachelor’s degree	1.68x
⇒ Classmates	1.52x
⇒ Faculty	1.48x

Designing a Career Plan

The Career Mobility Index also analyzed how likely the practice of career planning and design is to influence career mobility. When students engage in designing their career plans, they are more likely to increase their career mobility over the first 10 years after graduation. Those in the top 25th percentile of the CMI are 1.8 times more likely to have engaged in designing their career plans with the help of their alma mater than those in the lower 25th percentile.

THE TOP 25TH PERCENTILE
ON ALUMNI CAREER
MOBILITY ARE

1.8x

AS LIKELY TO HAVE CREATED
A CAREER PLAN WITH HELP
FROM THEIR ALMA MATER



Related to designing a career plan, below are some questions from the NACM survey, scored on a 5-point Likert scale in accordance with the top and bottom 25th percentiles of the CMI. These practices have a positive association with career mobility in 5- and 10-year alumni.

	Top 25 th Percentile CMI	Bottom 25 th Percentile CMI
My institution helped me envision my career options	3.94	2.42
My institution helped me to understand my career opportunities	3.95	2.38
My institution invested in my career	3.84	2.27

Interacting with Employers

Research has often shown that when students experience learning alongside potential employers, their college learning comes to life, moving them from theory to practice; they begin to visualize the

THE TOP 25TH PERCENTILE
ON ALUMNI CAREER
MOBILITY ARE

1.7x

AS LIKELY TO SAY THEIR
INSTITUTION HELPED THEM
INTERACT WITH EMPLOYERS

connections between learning and doing, between education and vocation.⁶ The NACM data shows that when alumni agree or strongly agree that their institution helped them to interact with employers, overall educational satisfaction, overall career satisfaction, and overall career preparation elevated.

Overall, 37.1% of alumni agree or strongly agree that their institution helped them interact with employers. The top 25th percentile of the CMI are 1.7 times as likely to report that their institution helped them to interact with employers.

Notably, this feedback isn't consistent across all demographics. The chart below shows the deficit among Native American /

Alaskan Native, Hispanic Latinx, and Non-traditional Aged Students. The chart shows the percentage who agree or strongly agree their institution helped them to network with employers:

	Overall	2009	2014
Asian	31.3%	25.7%	34.0%
Black/African American	39.8%	38.4%	40.8%
Hispanic / Latinx	33.3%	35.2%	32.3%
Native American / Alaskan Native	23.4%	30.0%	16.6%
White	38.1%	32.4%	43.0%
First Generation Student	37.7%	33.4%	41.7%
Non-traditional Aged Student during degree	28.1%	29.4%	25.3%
Male	39.3%	33.3%	44.8%
Female	37.3%	33.2%	40.4%

⁶ AAC&U Journal, Eyer, J, The Power of Experiential Education, Fall 2009, Vol 95, No. 4.



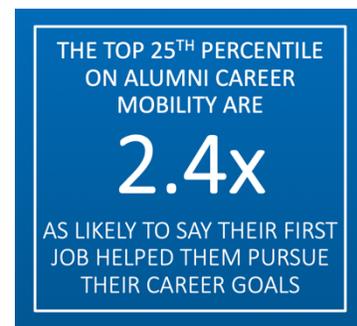
ADDITIONAL CAREER MOBILITY INFLUENCERS

Beyond the top four significant career practices examined above, the CMI also found additional items that are likely to have influence on overall career mobility. These ‘additional influencers’ are:

- ⇒ When the **First Job** after graduation helps them pursue their career goals
- ⇒ When alumni went on to receive a **Doctoral Degree** after graduation
- ⇒ When alumni learned (to a great degree) the competency of **Leadership**
- ⇒ When alumni learned (to a great degree) the competency of **Professionalism / Work Ethic**
- ⇒ When alumni learned (to a great degree) the competency of **Career Management**
- ⇒ When the alumni participated in the high impact educational practice of a **Capstone Project**
- ⇒ When the alumni participated in the high impact educational practice of a **Student Organization**

The First Job

The first job is a factor that colleges and universities may not have much influence over, but one in which they can use data to help guide their students’ decisions. A total of 63.3% of alumni report that their first job out of college helped them to pursue their career goals. Alumni in the top 25th percentile of the CMI are 2.4 times as likely to report this than those in the bottom 25th percentile.



Earning a Doctoral Degree

Alumni who received a doctoral degree within their first 10 years after graduation show a 3.26 times higher likelihood of being in the top 25th percentile of overall career mobility. Alumni who received any additional type of further education such as a master’s degree, a professional degree, or a post-bachelor’s certificate showed a slight to moderate difference in overall career mobility.

Competencies

The topic of competencies might be the one section of the NACM survey that will rapidly evolve given the pace of change in virtual work, future of work needs, and employer skill needs that is happening globally.⁷



⁷ World Economic Forum, 2018, The Future of Jobs Report: <https://www.weforum.org/reports/the-future-of-jobs-report-2018>

The chart above shows a list of the top three competencies that alumni reported they learned to the greatest extent and the top three ‘difference maker’ competencies toward career mobility. The clear difference makers influencing alumni career mobility are: Career Management, Leadership, and Professionalism / Work Ethic. The remaining competencies surveyed (found on page 13 above) are all noted as good for employment but were not factors in career mobility of alumni or competencies learned to a great extent. NACM campus partners have the ability to cross-tabulate competencies by major and career mobility in order to discern which competencies may be nuanced to their unique academic departments.

High Impact Educational Practices

The High Impact Educational Practices (HIEPs) put forth by the AAC&U and detailed by Dr. George Kuh⁸ are all embedded into the NACM survey. As a career success instrument, the NACM survey sought to understand the nuance, overlap, or differences between those practices that are most likely to encourage learning, and those practices that are most likely to encourage career mobility. All of the traditional HIEPs were embedded into the NACM survey to allow for cross-comparison.

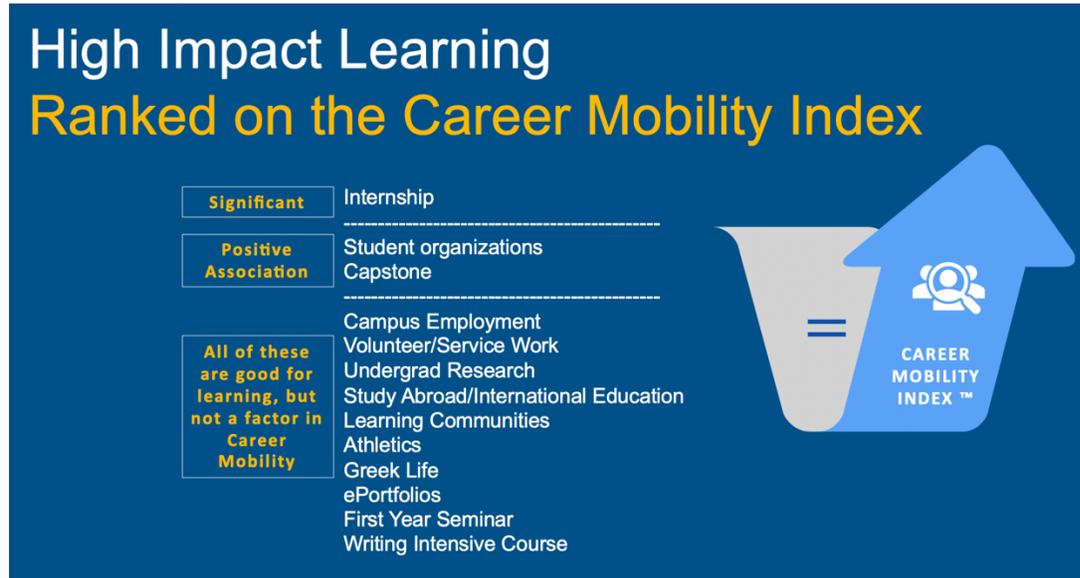
Below, in green represents items that are noted as both High Impact Educational Practices and High Impact Career Mobility Practices:

“HIGH IMPACT” DIFFERENCES

<p>High Impact Learning Practices</p> <ul style="list-style-type: none"> • Athletics • Campus Employment • Capstone Project • ePortfolio • First Year Seminar • Greek Life • Internship • Learning Communities • Student Org Involvement • Study Abroad • Undergrad Research • Volunteer • Writing Intensive Course 	<p>High Impact Career Mobility Practices</p> <p>BIG FOUR</p> <ul style="list-style-type: none"> • Helpful Career Advice • Career Related Internships • Engage with Employers • Career Planning Assistance <p>ADDITIONAL INFLUENCERS</p> <ul style="list-style-type: none"> • Competency in Leadership, Career Management, and Work Ethic • First Job in field related to Career • Capstone Project • Student Org Involvement
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⁸ Kuh, G, 2008, High-Impact Educational Practices, AAC&U

Additionally, the chart below shows how each High Impact Educational Practice ranks in influence on Career Mobility from the results of the CMI:



Understanding the nuance between high impact educational practices and high impact career mobility practices will help colleges and universities be more strategic in their reasons for emphasizing certain practices.

RECOMMENDATIONS FOR COLLEGES

Create a Campus Working Group for High Impact Career Mobility Practices

Investing time in signature initiatives around career mobility takes thoughtful planning and multiple campus leaders coming together. It is recommended that campuses form working groups to assess their current practices in line with the both their campus specific alumni career mobility data and the top career mobility practices presented in this report.

Institutionalize Career Design Practices for Students

To date, much of the career planning efforts in higher education have been dependent on student choice to interact with their campus career office. Based on NACM data, this model is likely to yield inequities in preparation among first generation and minority students. Great strides can be made in overall alumni career mobility by focusing a campus career mobility working group toward how to institutionalize career planning for every student.

Career-Competent Faculty and Staff

Given the impact that helpful career advice has on career preparation, alumni affinity, and overall career mobility, campuses should consider how they can encourage a base level of competency among faculty and staff in this area. Specifically:

- ⇒ Acumen related to how to embed career reflection assignments and activities into the classroom and co-curricular experience
- ⇒ Broad campus understanding of key career resources available to properly refer students
- ⇒ Skill and knowledge about how to effectively engage in career exploration conversations with students

Further, 68.1% alumni report receiving career advice from their classmates, the second highest group behind faculty. Their classmates are highly likely to have received the advice from a faculty member, which doubly reinforces the need for faculty professional development in this area.

Increased Intentionality toward Industry Connections

As stated above, when students interact with employers through initiatives such as panels, course projects, career fairs, informational interviews, shadowing or micro-internships, their college learning begins to translate into professional skills and competencies. Since ‘employer interactions’ is one of the top four High Impact Career Mobility Practices, campuses should consider how they can better institutionalize project-based learning, micro-internships, full internships, and educational interactions with companies. Strategic outreach to a broad base of employers should be a priority, with resources dedicated to ongoing and significant employer relationships.

ENGAGE THE FUTURE OF NACM DATA

Using the CMI with each NACM Partner + Deeper Insights on Key Topics

While NACM partner schools receive incredible data and interactive tools, they did not have access to the CMI in 2019. There is great potential in providing not only national trends on High Impact Career Mobility but in using The CMI for each NACM partner in order to provide them with campus-specific career mobility insights. Additionally, initial research always brings about the need for further research, and NACM 2019 pointed to a number of ‘deeper dives’ that need to be considered, such as the role of career decidedness in career mobility, the role of majors, the ongoing dimensions of equity in career preparation, the role of helpful ‘digital’ career advice without a person involved, and what constitutes effective career advice.

NACM Graduate Students & NACM New Grad + Beyond

To date, the NACM survey has only collected data on undergraduate alumni at the 5- and 10- year mark. In this upcoming November 1, 2020 launch of the NACM 2020 Survey, data will include graduate students. NACM will also be providing NACM New Grad, which allows campuses to either add NACM core questions to their First Destination Survey efforts to streamline with their 5/10 alumni data, or have The Career Leadership Collective administer the totality of their FDS efforts, while retaining current practices and FDS standards, but synchronizing 1, 5, and 10 year data together in an interactive dashboard. The Career Leadership Collective will also offer a broader range of alumni class years and will provide additional custom reporting options in 2021.

Parent Curriculum for Admitted Parents/Families

NACM data has great potential to assist parents and families as they advocate for and influence their students before and during their college experience. Soon, NACM will be launching learning modules and materials to help parents become data-informed which will in turn assist campuses with admissions melt, retention efforts, student career mobility, and parent relationships.

Campus Presentations

The NACM team is now available to provide presentations for your consortiums, associations, and campus leadership gatherings about the NACM survey data and High Impact Career Mobility Index, in order to help campuses take strategic steps in adapting your career development practices.

Contact: NACM@careerleadershipcollective.com or 970-440-7423



SURVEY DETAILS

FIVE CORE RESEARCH DIMENSIONS

NACM views career success and mobility through a multi-dimensional lens that includes five core areas.

- 1. CAREER SATISFACTION**
Career purpose, preparation, aspirations, responsibility, and enthusiasm
- 2. CAREER PATHWAYS**
Number and type of jobs, industries, geography, graduate school, and internships during and after graduation
- 3. ECONOMIC MOBILITY**
Salary growth, loan debt, family income while growing up, current salary range, and institutional investment
- 4. EDUCATIONAL SATISFACTION**
Marketability of the major, career mentoring, career preparation, and affinity
- 5. COMMUNITY ENGAGEMENT**
Community involvement, philanthropy, and recognitions

ADDITIONAL CAMPUS ENGAGEMENT THEMES

NACM also assesses areas of campus engagement through the duration of a degree program, how each engagement correlates with the five core research themes and how each is associated with overall career success.

- **CAREER ADVICE**
The presence, effectiveness, and mode of career advice
- **CAREER EXPERIENCES**
The presence, effectiveness, and mode of hands-on career experiences such as internships and research projects
- **ENGAGEMENT WITH EMPLOYERS**
Engagement level with employers
- **ENGAGEMENT WITH ALUMNI**
Engagement level with alumni
- **COMPETENCY DEVELOPMENT**
Development of competencies, which include the NACE competencies, some of the World Economic Forum's *Future of Jobs Report* competencies, and the AAC&U / Hart Research competencies
- **HIGH-IMPACT EDUCATIONAL PRACTICES**
Engagement in all of the high-impact educational practices as defined by the AAC&U

Sample Interactive Data Dashboard:

<https://public.tableau.com/profile/vanessa.newton#!/vizhome/NACMSandbox/Home>

To request a copy of the NACM survey instrument, please contact:

NACM@careerleadershipcollective.com or 970-440-7423.



METHODOLOGY

The Career Leadership Collective created the National Alumni Career Mobility Survey (NACM) to more effectively assess the career success, pathways, mobility of US college and university alumni.

The specific research themes that assist in understanding career success are educational satisfaction, career pathways, career satisfaction, economic mobility, and community engagement.

NACM was developed in response to many years of listening to higher education administrators recognize the lack of data about their graduates.

- A targeted needs assessment began in January of 2018 and continued over the course of eight months as the consultants with The Career Leadership Collective solicited feedback from college and university administrators across the United States.
- An initial instrument was drafted in September of 2018 using data from formal listening sessions.
- Face validity of NACM was established at a national convening in March 2019 where administrators and career leaders from 25 public and private colleges and universities came together to review, edit and refine the instrument.
- Item analysis after two subsequent pilot administrations established statistical validity of multiple constructs addressing the areas of interest.
- Care was taken to ensure that the instrument includes items critical to understanding graduates' educational experiences and competency outcomes, in addition to the formal constructs.

The NACM Survey was administered in three phases in partnership with US colleges and universities to alumni who graduated five and ten years ago.

- In Phase One, a custom branded and fully accessible online survey portal was created for each partner institution. Personalized messages were sent from the institution, directing alumni to the survey portal.
- In Phase Two, a social media data scrape was performed on alumni who did not complete the survey via the institutions' outreach efforts.
- In Phase Three of data collection, The Career Leadership Collective performed additional national outreach to all alumni who graduated from a US college or university at the five and ten-year mark.





THE CAREER LEADERSHIP
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