



# Undergraduate Outcomes Why Data are Important @ 2:20

2024 Virtual Conference

July 17, 2024

Jed Marsh



### History

#### History - Bachelor's Degree

##### Median Earnings ⓘ

Data Not Available

##### Median Total Debt After Graduation

Data Not Available

##### Monthly Earnings ⓘ

Data Not Available

##### Monthly Loan Payment ⓘ

Data Not Available

##### Number of Grads

66

Include debt borrowed at any prior institutions ⓘ

# Why we think outcome data are important:

- Comprehensive data **demonstrate** that the Bachelor's establishes a solid foundation that **adds value** and helps to prepare students for meaningful lives and careers.
- Institutions can use these data to **inform** programming, surface emerging needs, and **assess** progress.
- Robust data **provide context** that can be shared with policy makers, and the public.
- Importantly these data **help students**, and families see breadth of potential **opportunities that our institutions enable**.

# Meaningful Outcomes: Are we fulfilling our mission? Are we preparing our students?

- More than the first destination.
- More than median earnings.
- More than debt/earnings ratios.
- Routes are as important as the destinations.
- Important dimensions:
  - Subsequent education.
  - Employment industry and occupation.
  - Self-employment, creative work, entrepreneurship,
  - Social Impact, caregiving and service.







# Use cases

- Accreditation & Compliance
- Planning & decision support
- Student Support
  - Career Development
  - Advising
  - Admission
- Context for public data
- Institutional narrative
- Consumer information



# CAREER DEVELOPMENT

As early as their first days on campus, the Center for Career Development assists undergraduate and graduate students to explore and prepare for careers that resonate with their skills, strengths, interests and values.

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We're not just here for you when you're looking for a job or internship. We are here throughout your time at Princeton to help you create and implement a personalized plan, and work through questions like:

- What interests me?
- How do I learn about different career paths and possible options?
- Why is networking important and how do I do it?
- What can I be doing with my time at Princeton to prepare for my next steps?



# Undergraduate Outcome Data Package

## NSC StudentTracker

Subsequent enrollments & degrees

## Alumni Insights

Public placement data

## Outcomes Survey

In-house survey

Assessment of UG education

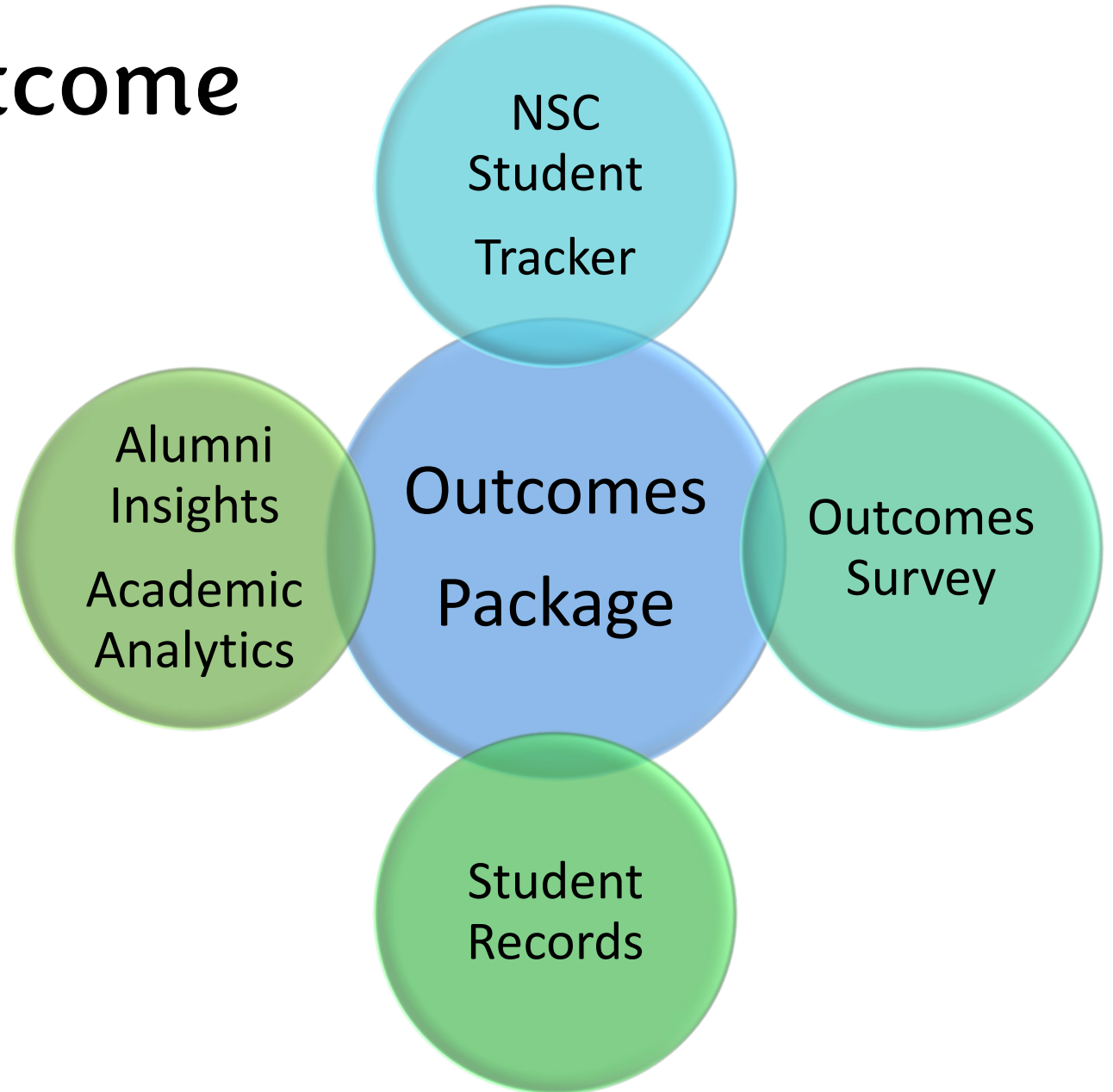
Appropriateness of UG education

Community Engagement

## Student Records

Demographics

Academic background





# Wrangling research to create a resource

- Aligned Senior Survey (at Princeton) and First Destination Survey (after Princeton).
- Realized that Student Tracker could be used to source Graduate/Professional school enrollments to backfill the First Destination Survey.
- Career Services shifted their focus to Career Development. IR added career plans question to Entering Student and Year End Assessment.
- IR & Graduate School collaborated with Academic Analytics to develop Alumni Insights.
- Alumni Insights extended to undergraduates.
- Reframed an existing Alumni Survey as Student Outcome survey.
- Standardizing and operationalizing processes and systems.
- Access, Governance, Deployment.



# Further education

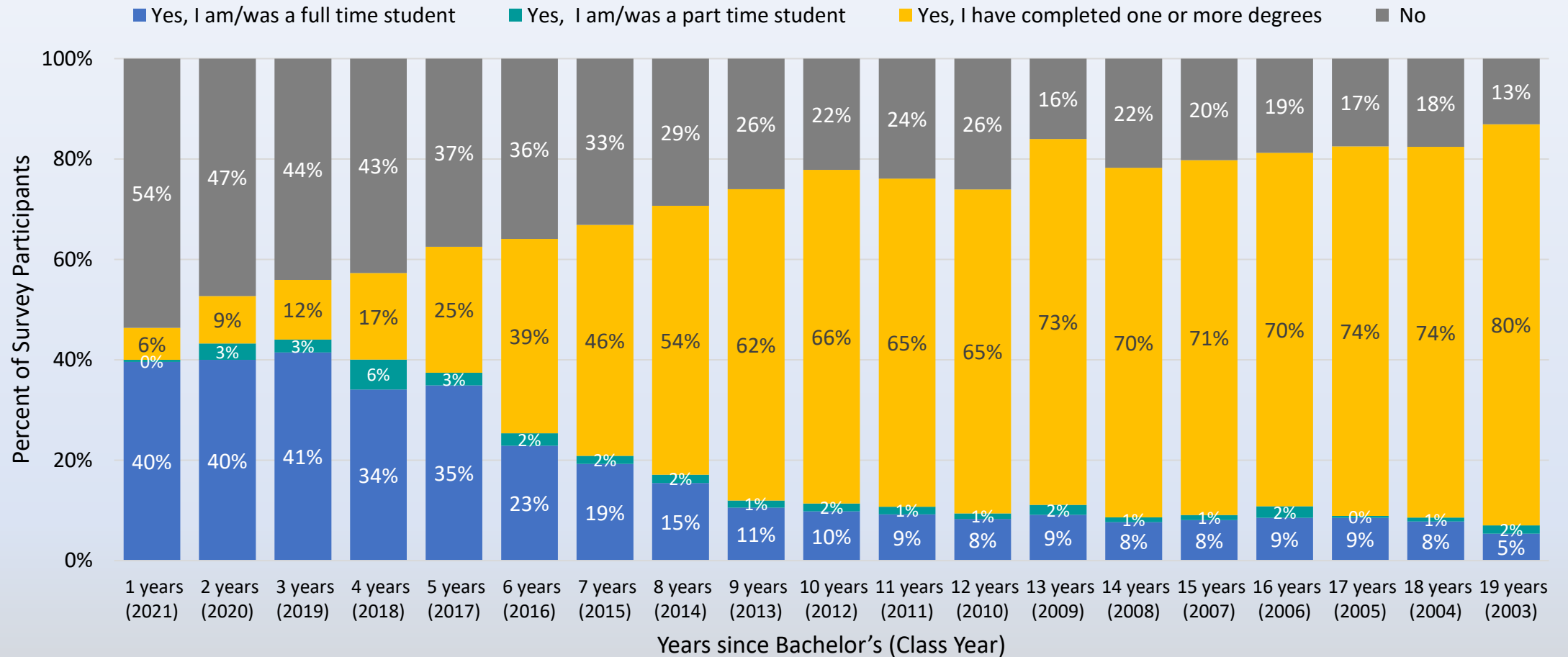
A large group of graduates in black gowns and caps walking down a stone path towards a brick building with a crest. The graduates are diverse in age and ethnicity, and many are smiling. The building in the background is a large, multi-story brick structure with many windows and a central entrance featuring a crest. The scene is outdoors with trees and greenery.

Our outcome survey was completed by 25% of all degree recipients.

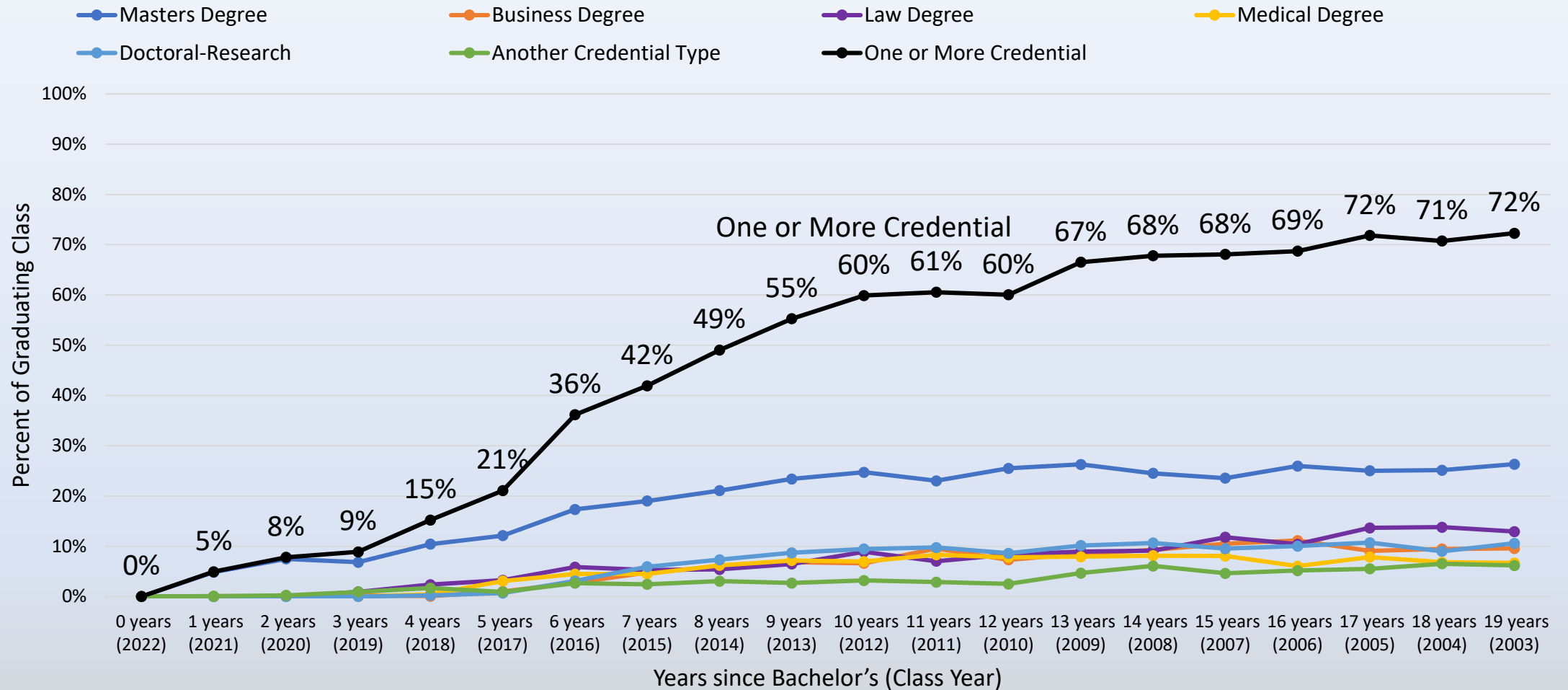
Student Tracker returns matched records for more than 3,600 colleges and universities, enrolling over 98% of all students in public and private U.S. institutions.



# Outcome Survey-Have enrolled in a graduate or professional degree programs since completing your Princeton Bachelor's degree?

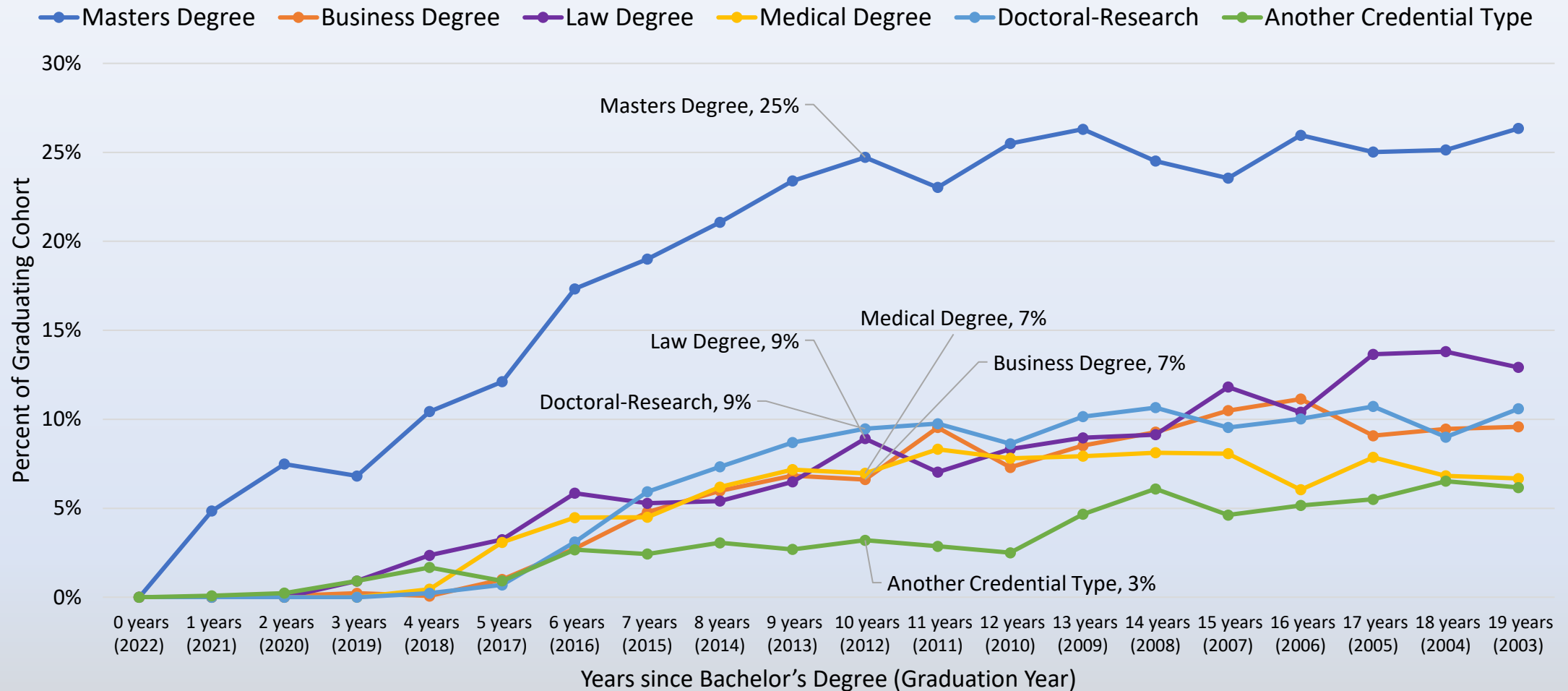


# National Student Clearinghouse: Percent completing one or more credentials by type of credential as of 2022





# National Student Clearinghouse: Percent of Class completing one or more credentials by type of credential as of 2022



# National Student Clearinghouse - 26 Institutions conferred 8,823 credentials to Princeton Bachelor's degree recipients.

(The remaining 4,017 credentials were conferred by 436 other institutions)

IPEDS Institution Name	Bachelors	Business	Certificate	Credential	Doctoral-Profess.	Doctoral-Research	First Profess.	Law Degree	Masters Degree	Medical Degree	Post Bach Certificate	Postsec. Diploma	Unknown	Total
Harvard University	0	89	1	0	5	233	53	221	690	1	0	0	34	1327
Columbia University	6	163	48	0	1	74	0	170	475	94	0	0	1	1032
University of Pennsylvania	4	310	7	0	0	83	0	78	172	133	0	0	0	787
Stanford University	0	162	0	0	0	151	0	79	231	24	0	0	6	653
Yale University	0	9	1	0	0	71	24	77	260	21	0	0	85	548
New York University	3	80	11	0	0	34	3	159	192	27	1	1	10	521
Princeton University	0	0	0	0	0	69	0	0	262	0	0	0	0	331
Massachusetts Institute of Technology	0	75	0	0	1	112	0	0	126	0	0	0	1	315
University of California-Berkeley	0	32	5	0	0	108	0	33	122	1	1	0	1	303
University of Chicago	0	91	0	0	0	41	0	31	116	16	0	0	0	295
Georgetown University	0	17	5	0	0	5	0	108	97	19	0	0	0	251
Northwestern University	0	100	2	0	0	25	0	31	66	23	1	0	0	248
Duke University	1	34	27	0	0	26	0	33	85	32	0	0	0	238
University of Michigan-Ann Arbor	0	21	0	0	0	34	0	48	94	26	6	0	3	232
University of Virginia-Main Campus	0	47	3	0	0	11	0	97	45	23	0	0	0	226
University of California-Los Angeles	1	35	0	0	1	41	0	36	75	13	0	0	0	202
Rutgers University-New Brunswick	0	6	4	0	5	13	0	16	51	96	0	0	0	191
Johns Hopkins University	0	5	7	0	2	35	0	0	95	35	5	0	3	187
Cornell University	0	15	0	0	0	33	0	25	74	2	0	0	5	154
University of Southern California	0	20	13	0	0	9	0	20	61	18	0	0	0	141
The University of Texas at Austin	0	27	0	0	0	21	0	25	43	1	0	0	0	117
George Washington University	0	4	7	0	2	1	0	41	46	12	0	0	0	113
Boston University	0	5	0	0	0	9	0	21	57	13	1	0	0	106
Vanderbilt University	0	11	0	0	0	20	0	22	24	27	0	0	0	104
University of North Carolina-Chapel Hill	1	18	1	0	2	19	1	4	33	22	0	0	0	101
Emory University	2	14	0	0	0	10	0	11	33	30	0	0	0	100



$E_x = c_x \int \rho^{4/3}(r) / dr$

$\rho, \mu$  liquid

$L = \frac{1}{2} \frac{\pi}{\theta} \epsilon \mu \nu \sigma \sum$

$S_{EE} = \frac{\text{Area}(\Sigma)}{4G_N}$

$\phi = \frac{\pi}{118} \dots$

$X_n = n + \alpha + \frac{1}{\tau} \left[ \frac{n}{\tau} + \beta \right]$

$dS_{10}^2 = H^{-\frac{1}{2}} (-dt^2 + dx^2 + dy^2 + dz^2) + H^{\frac{1}{2}} dS_6^2$

$\int \Phi = \prod P(\lambda_{i+1} / \lambda_i)$

$N-1$

$H = \int \dots$

$S = \frac{1}{2} M_{PL}^2 \int d^4x \sqrt{|g|} N \left( R^{(3)} - \frac{1}{N^2} (E_{ij}^2 - F^2) \right)$

(Degree List + SE Query) X transformations = Subsequent Credentials Completed

# 002627st\_504245\_CNTLRPT\_SE\_09012022124620.htm

FILE CREATION DATE: 08/30/2022

QUERY/SEARCH TYPE: Subsequent Enrollment(SE)

An explanation of the StudentTracker reports can be found in the StudentTracker for Colleges and Universities User Guide.

TOTAL STUDENTS IN YOUR STUDENTTRACKER REQUEST FILE:

24,276 > ***The roster of Princeton Bachelor's recipients we submitted to the Clearinghouse (0 to 19 years post-Bachelor's)***

TOTAL STUDENTS WITH NO RESPONSE DATA AVAILABLE:

11,469 > ***47% of Princeton Bachelor's recipients could not be found in the StudentTracker data.***

TOTAL STUDENTS FOUND AND INCLUDED IN AGGREGATE REPORT:

12,807 > ***63% of Princeton Bachelor's recipients enrolled at a StudentTracker institution.***

TOTAL STUDENTS WITH AT LEAST 1 RECORD FOUND FOR DETAIL REPORT:

12,391 > ***Student level data was returned for 51% of Princeton Bachelor's recipients***

RECORDS BLOCKED ON DETAIL REPORT

TOTAL STUDENTS WITH INITIAL TERM ENROLLMENT/DEGREE RECORDS BLOCKED:

561 > ***2% of Princeton Bachelor's recipients could not be found in the StudentTracker data.***



# 002627st\_504245\_AGGRRPT\_SE\_09012022124620.CSV

002155-02											
A	B	C	D	E	F	G	H	I	J	K	L
1	Date: 09/01/2022										
2	NATIONAL STUDENT CLEARINGHOUSE										
3	STUDENTTRACKER AGGREGATE REPORT: ANALYSIS OF INITIAL TRANSFERS										
4	FOR PRINCETON UNIVERSITY (002627-00)										
5	SUBMISSION ID #504245										
6											
7											
8	FILE NAME:	studenttrackerbachelorsoutcomeclass2003to2022_2022_08_30.txt									
9	FILE CREATION DATE:	8/30/2022									
10	QUERY/SEARCH TYPE:	Subsequent Enrollment (SE)									
11											
12											
13	SCHOOL	SCHOOL	SCHOOL	PUBLIC/	% OF	# OF STUDENTS-	# OF STUDENTS-	# OF STUDENTS-	# OF STUDENTS-	# OF STUDENTS-	
14	CODE	NAME	TYPE	PRIVATE	STUDENTS	ID'D AT INITIAL	INITIAL SCHOOL	INITIAL SCHOOL	AWARDED DEGREE	AWARDED DEGREE BY	
15				STATE		SCHOOL	BLOCKED	ON DETAIL REPORT	BY THIS SCHOOL	LATER SCHOOL(S)	
16	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
17	002707-00	COLUMBIA UNIVERSITY	4	Private	NY	6.94%	889	8	881	686	112
18	003378-00	UNIVERSITY OF PENNSYLVANIA	4	Private	PA	5.68%	727	0	727	540	94
19	002785-00	NEW YORK UNIVERSITY	4	Private	NY	3.79%	485	0	485	355	68
20	001305-00	STANFORD UNIVERSITY	4	Private	CA	3.08%	394	47	347	293	20
21	001426-00	YALE UNIVERSITY	4	Private	CT	3.02%	387	0	387	330	34
22	002178-00	MASSACHUSETTS INSTITUTE OF TECHNOLOGY	4	Private	MA	2.47%	316	20	296	250	20
23	002155-02	HARVARD BUSINESS SCHOOL	4	Private	MA	2.38%	305	0	305	285	2
24	001312-00	UNIVERSITY OF CALIFORNIA - BERKELEY	4	Public	CA	2.37%	304	22	282	233	19
25	002155-08	HARVARD UNIVERSITY FACULTY OF ARTS AND SCIENCES	4	Private	MA	2.28%	292	0	292	238	12
26	002627-00	PRINCETON UNIVERSITY	4	Private	NJ	2.23%	286	0	286	238	28
27	001774-00	UNIVERSITY OF CHICAGO	4	Private	IL	2.13%	273	19	254	219	23
28	002155-03	HARVARD UNIVERSITY - CONTINUING ED	4	Private	MA	1.72%	220	0	220	14	106
29	001739-00	NORTHWESTERN UNIVERSITY	4	Private	IL	1.65%	211	0	211	168	19
30	002155-10	HARVARD LAW SCHOOL	4	Private	MA	1.63%	209	1	208	187	6
31	003745-00	UNIVERSITY OF VIRGINIA	4	Public	VA	1.56%	200	0	200	179	11
32	001305-02	STANFORD UNIVERSITY	4	Private	CA	1.27%	163	9	154	153	2
33	001328-00	UNIVERSITY OF SOUTHERN CALIFORNIA	4	Private	CA	1.06%	136	1	135	100	13
34	001315-00	UNIVERSITY OF CALIFORNIA-LOS ANGELES	4	Public	CA	0.98%	126	2	124	93	13
35	001444-00	GEORGE WASHINGTON UNIVERSITY	4	Private	DC	0.92%	118	0	118	80	40
36	003658-00	UNIVERSITY OF TEXAS AT AUSTIN	4	Public	TX	0.87%	112	11	101	89	7
37	001445-02	GEORGETOWN UNIV - GRAD SCHOOL	4	Private	DC	0.87%	111	1	110	86	32
38	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

# 002627st\_504245\_DETLRPT\_SE\_09012022124620.CSV

## Detail report for four students

B	C	D	E	F	G	H	I	
First Name	Middle Initial	Last Name	Name Suffix	Requester Return Field	Record Found Y/N	Search Date	College Code/Branch	College Name
TSE-JEN	J	KU		BSE310107849	Y	20050901	001305-02	STANFORD UN
					N	20070901		
					N	20100901		
					Y	20090901	003409-00	RHODE ISLANE
					Y	20090901	003409-00	RHODE ISLANE
					Y	20090901	003409-00	RHODE ISLANE
					Y	20090901	003409-00	RHODE ISLANE
					Y	20090901	003409-00	RHODE ISLANE
					Y	20090901	003409-00	RHODE ISLANE
					Y	20090901	003409-00	RHODE ISLANE
					Y	20090901	003409-00	RHODE ISLANE
					Y	20090901	003409-00	RHODE ISLANE
					Y	20090901	003409-00	RHODE ISLANE
					Y	20090901	003409-00	RHODE ISLANE

DOCTOR OF PHILOSOPHY	1398
DOCTOR OF PHILOSOPHY (BIOLOGY AND ASTROBIOLOGY)	1
DOCTOR OF PHILOSOPHY (CIVIL ENGINEERING)	1
DOCTOR OF PHILOSOPHY (COMPUTER SCIENCE & ENGINEERING)	3
DOCTOR OF PHILOSOPHY (ELECTRICAL ENGINEERING)	1
DOCTOR OF PHILOSOPHY (GENOME SCIENCES)	3
DOCTOR OF PHILOSOPHY (OCEANOGRAPHY)	1
DOCTOR OF PHILOSOPHY (PHD)	1
DOCTOR OF PHILOSOPHY (SOCIOLOGY)	1
DOCTOR OF PHILOSOPHY (STATISTICS)	1
DOCTOR OF PHILOSOPHY IN ANTHROPOLOGY	1
DOCTOR OF PHILOSOPHY IN PHILOSOPHY	1
DOCTOR OF PHILOSOPHY INTERDISC	1
DOCTOR OF PHILOSOPHY-PHD	2
PH D	4
PH.D	1
PH.D.	29
PHD	230
PHD- DOCTOR OF PHILOSOPHY	13
PHD-DOCTOR OF PHILOSOPHY	8
PHILOSOPHIAE DOCTORIS	10

These are transactional data as submitted by participating institutions

The availability of these detailed data is incredibly powerful, but the user must transform, & standardize the data.

The useability of SE data would be enhanced by:

- Submission of complete records.
- Documentation on local practices/abbreviations
- Availability of maintained crosswalks/taxonomies



# Charting Educational Pathways

- Use Bachelor's Degree Date (May) + Summer interval to set the NSC Search Date (Fall of degree year).
- NSC StudentTracker returns enrollments and degrees for the interval between NSC Search Date and Query.
- We typically express the time interval as “Years Since the Princeton Bachelor's.”

# Subsequent Degree—further education

- IPEDS UnitID
- CIP Major Field
- Degree/Credential as reported

## Credential Type assigned

- Bachelors
- Business
- Certificate
- Credential
- Doctoral Professional
- Doctoral Research
- First Professional
- Law degree
- Masters
- Medical Degree
- Post Bach Certificate
- Postsecondary diploma
- Unknown

## Credential Type used in reporting

- Masters
- Business
- Law degree
- Medical Degree
- Doctoral Research
- Another Credential Type



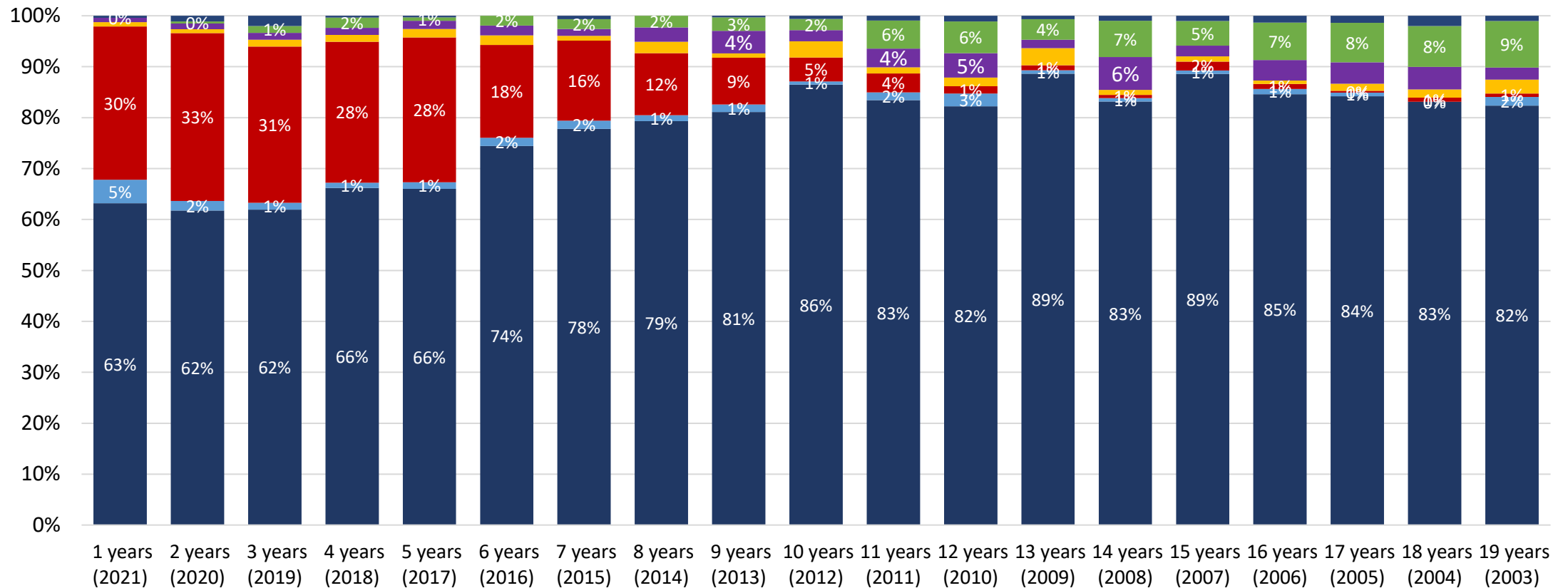


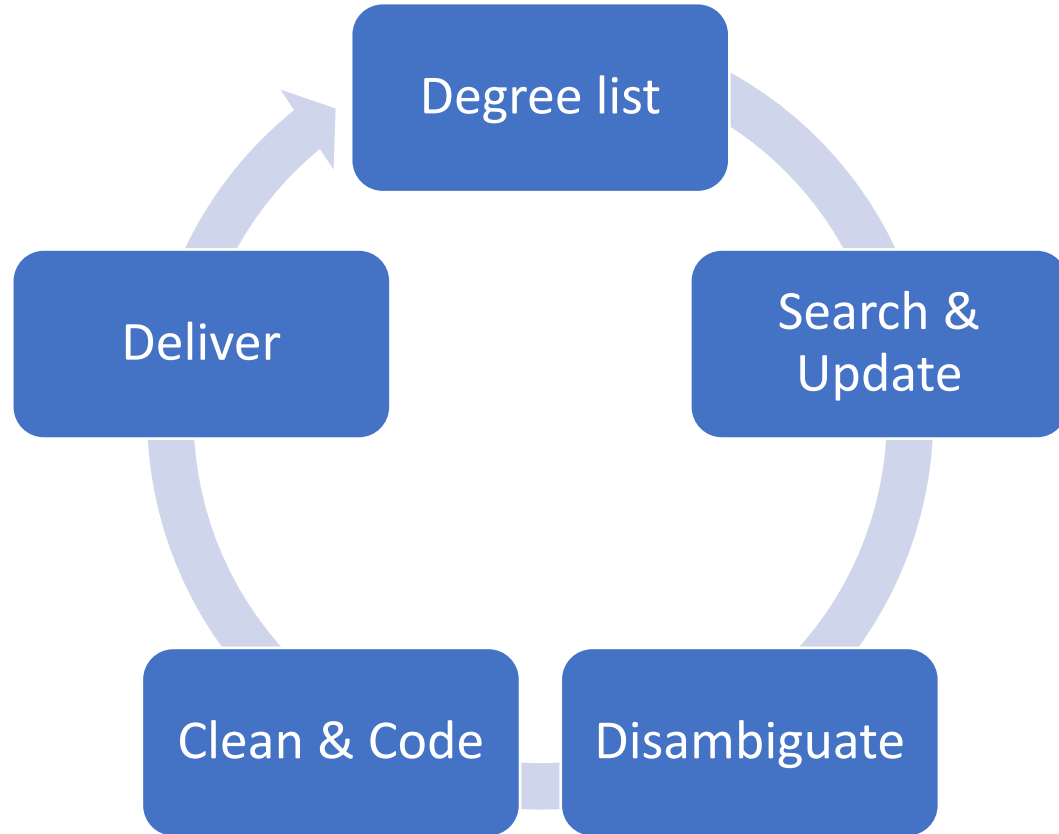
# Current Activities



# Outcomes Survey: Thinking about your responses above, how would you describe your PRIMARY activity right now?

- Employment (including military service or service work)
- Seeking employment
- Furthering my education including those who are also working
- Working on creative project, such as a book or artistic endeavor
- Starting a business, business owner, or self-employed
- Caring for children, family, or myself, family leave, home schooling
- Other including retirement





## Products

### Alumni Insight

Helps universities understand the career paths of bachelor, master, doctoral, and postdoctoral alumni for reporting, outreach, and strategic planning. Enables users to view job positions, employers, locations, and estimated salaries at the individual and aggregate levels and compare outcomes to peers.

- Identify employers frequently hiring your alumni
- Compare your outcomes to other institutions
- Recognize successful alumni for institutional advancement
- Utilize data for training grant applications and renewals
- Showcase career paths to prospective students
- [Alumni Insight](#) documentation

### Products

#### Benchmarking / Analysis on Demand

Explore your institution's research activity and compare to peers

#### Research Insight

Discover subject matter experts, funding, honorific awards, and more.

#### Faculty Insight

Give scholars control over their pre-populated profile.

#### **Alumni Insight**

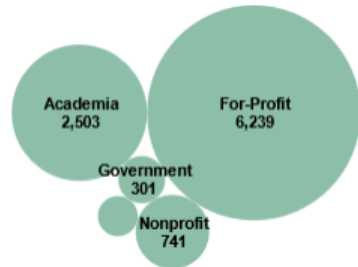
Explore the careers of bachelor, master, doctoral, and postdoctoral alumni.

PLACEMENTS & OUTCOMES

# Alumni Insight

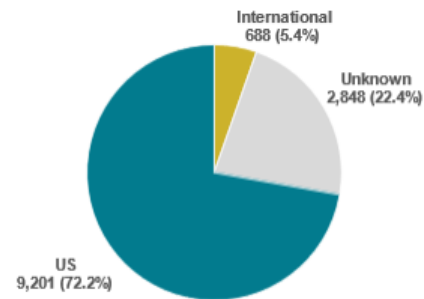
ALUMNI TYPE: Bachelor's Alumni | 
 DEGREE: (All) | 
 DEGREE/DEPARTURE YEAR: (All) | 
 DEGREE COLLEGE/SCHOOL: (All) | 
 DEGREE DEPARTMENT/PROGRAM: (All)

### INDUSTRIES OF EMPLOYMENT



Employers found for 10,002 of 12,737 selected alumni (78.5%)

### LOCATION



### TOP FIVE

#### EMPLOYERS

- Google
- Harvard University
- Princeton University
- Stanford University
- University of Pennsylvania

#### JOB TITLES

- Associate
- PhD Student
- Software Engineer
- Vice President
- Director

#### US METRO AREAS

- New York-Newark-Jersey City, NY-NJ-PA
- Boston-Cambridge-Nashua, MA-NH
- San Francisco-Oakland-Hayward, CA
- Washington-Arlington-Alexandria, DC-VA-MD-WV
- San Jose-Sunnyvale-Santa Clara, CA

#### US STATES

- New York
- California
- Massachusetts
- District of Columbia
- New Jersey

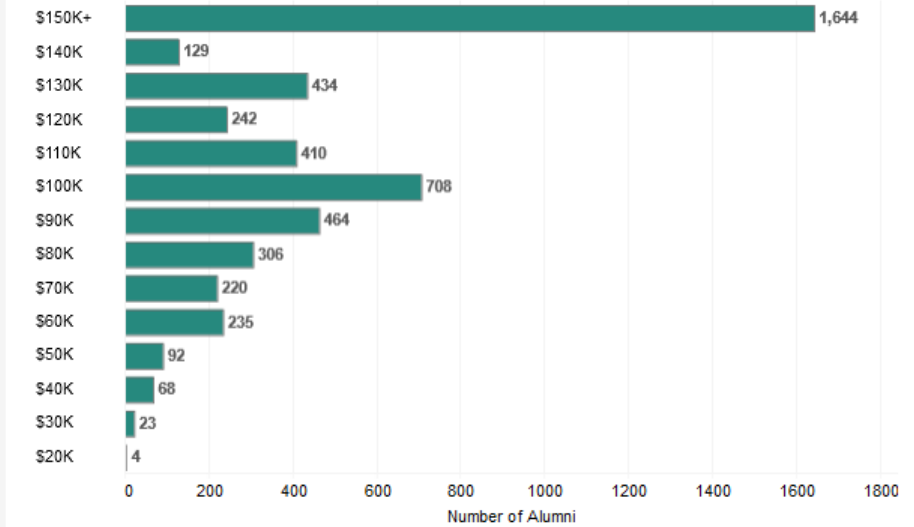
#### COUNTRIES

- United States
- United Kingdom
- Canada
- Singapore
- Germany

### ESTIMATED SALARY

#### SHOW ESTIMATES BASED ON

- Occupation and Industry
- Occupation and US State of Employer
- Occupation and US Metro Area of Employer



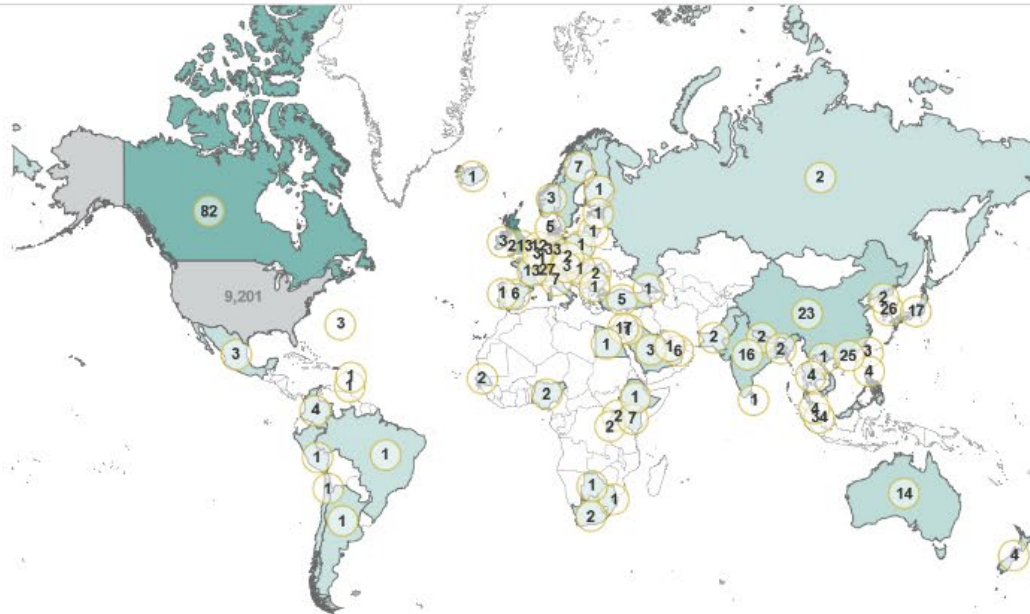
These are estimates from the US Bureau of Labor Statistics that have been applied to your alumni based on their standard occupation classification (not actual reported alumni salaries). The estimates are available for 4,979 of 12,737 selected alumni (39.1%).



International USA

ALUMNI TYPE: Bachelor's Alumni DEGREE: (All) DEGREE/DEPARTURE YEAR: (All) DEGREE COLLEGE/SCHOOL: (All) DEGREE DEPARTMENT/PROGRAM: (All) CURRENT INDUSTRY SECTOR: (All)

MAP



INTERNATIONAL LOCATION

United Kingdom	213	1.67%
Canada	82	0.64%
Singapore	34	0.27%
Germany	33	0.26%
Switzerland	27	0.21%
Korea, Republic of	26	0.20%
Hong Kong	25	0.20%
China	23	0.18%
Israel	17	0.13%
Japan	17	0.13%
India	16	0.13%
Australia	14	0.11%
France	13	0.10%
Netherlands	12	0.09%
Italy	7	0.06%
Kenya	7	0.06%

PLACEMENTS & OUTCOMES

# Alumni Insight

International **USA**

ALUMNI TYPE:  Bachelor's Alumni  (All)  Doctoral Alumni  Master's Alumni

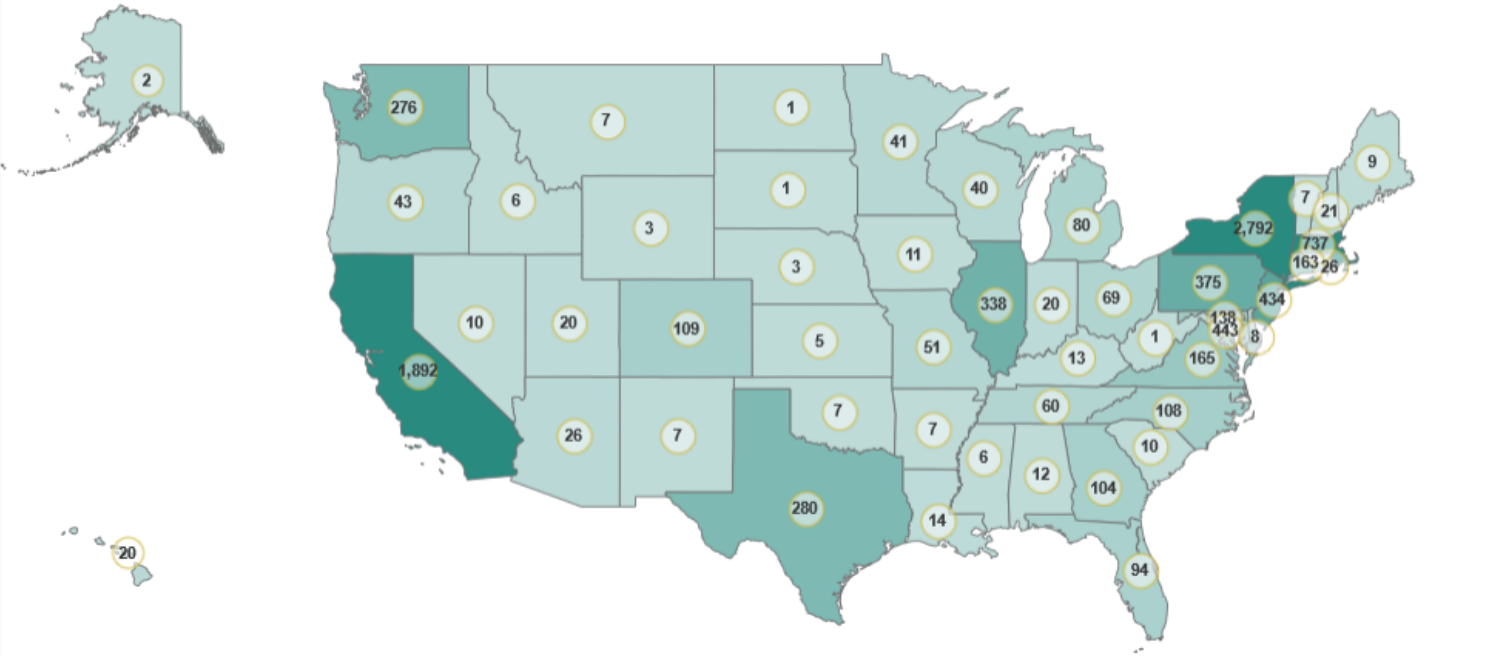
DEGREE: (All)

DEGREE/DEPARTURE YEAR: (All)

DEGREE COLLEGE/SCHOOL: (All)

DEGREE DEPARTMENT/PROGRAM: (All)

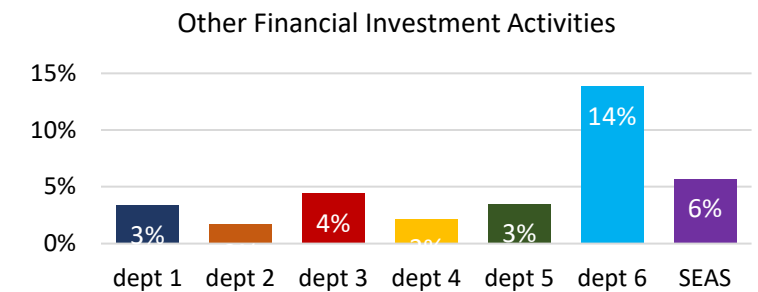
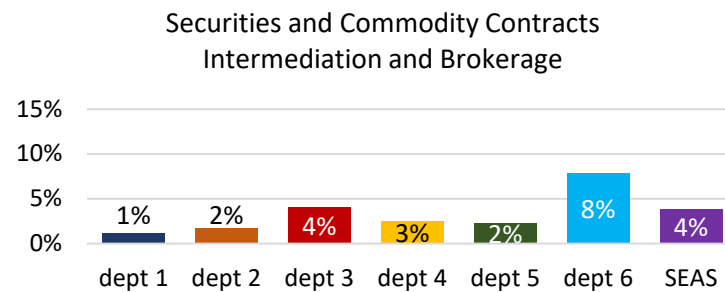
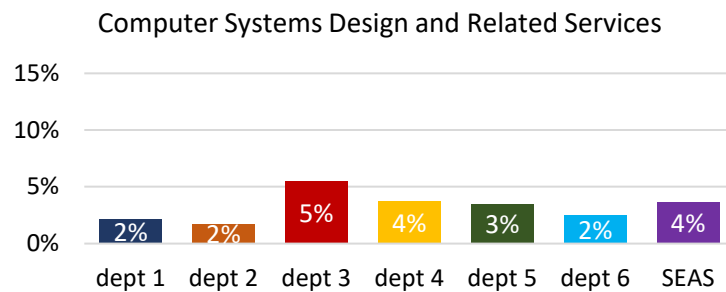
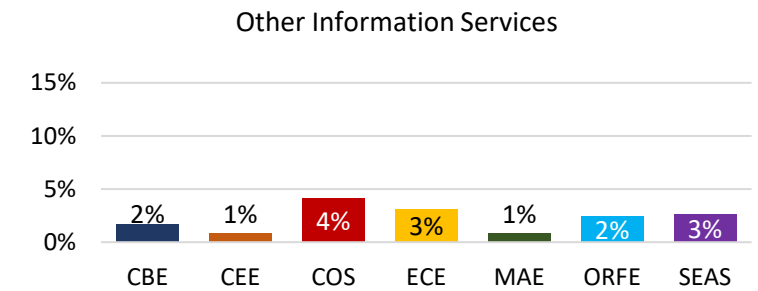
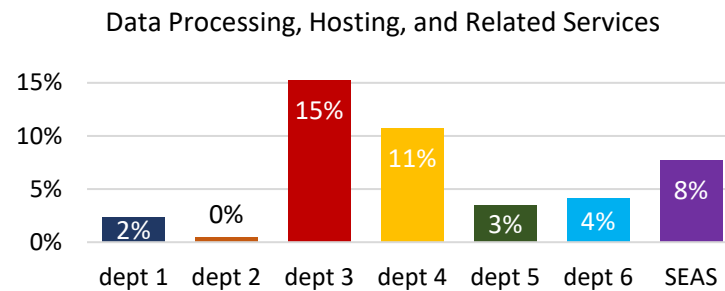
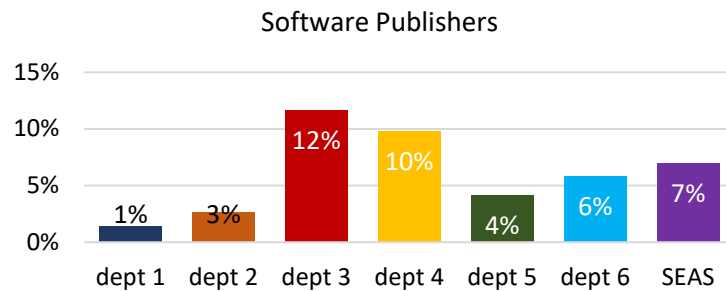
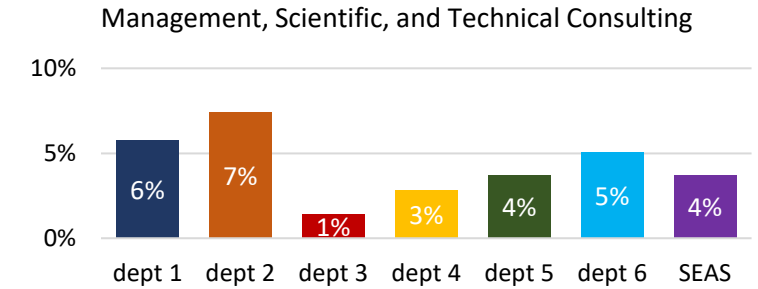
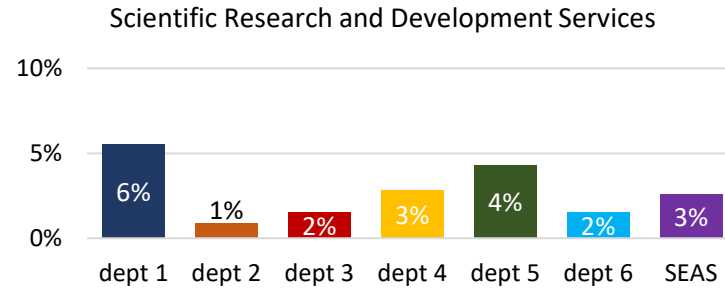
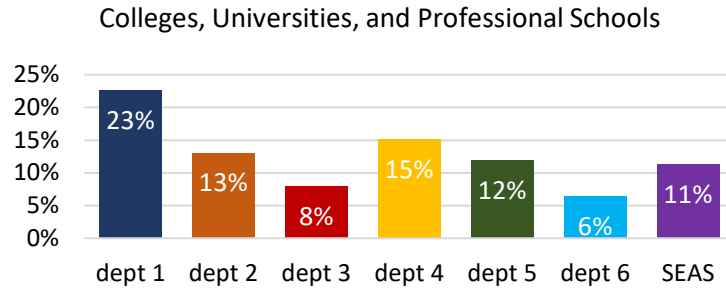
CURRENT INDUSTRY SECTOR: (All)



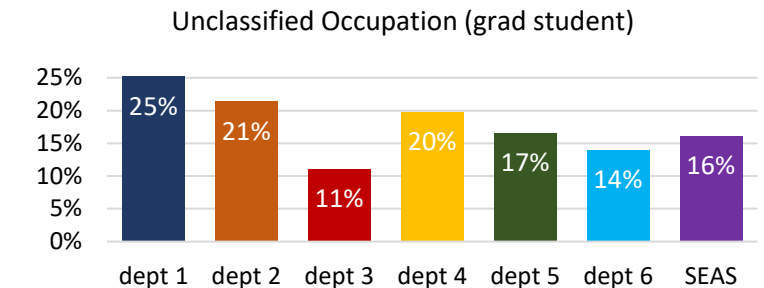
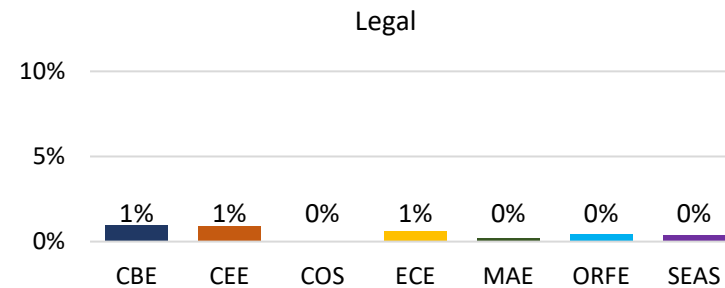
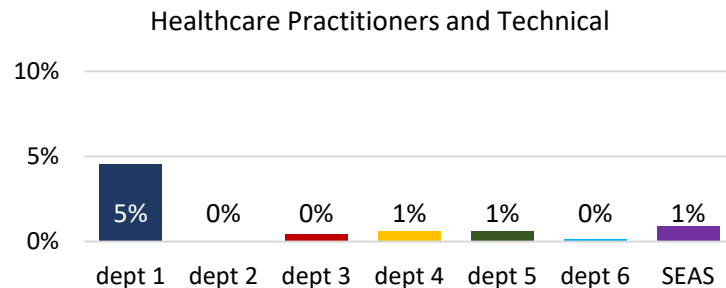
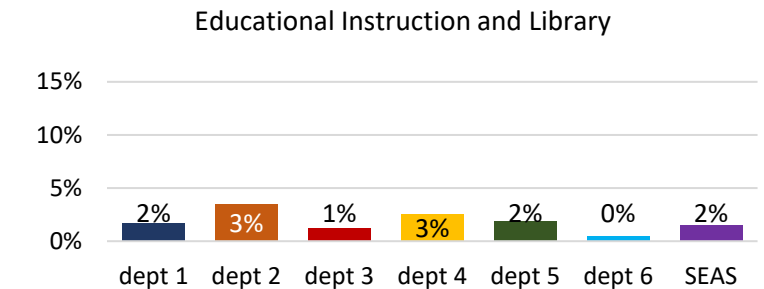
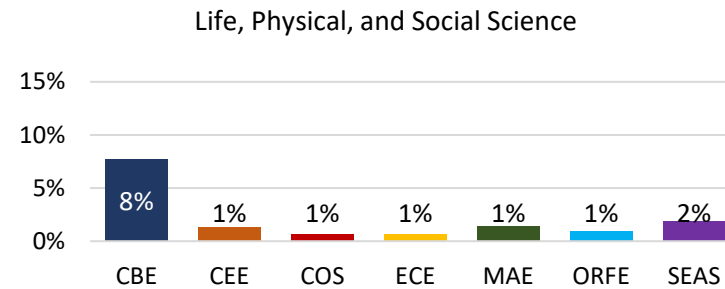
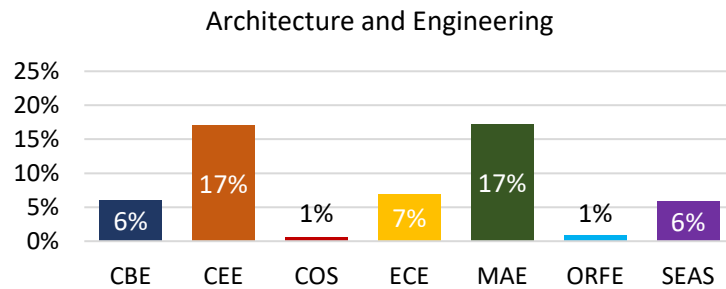
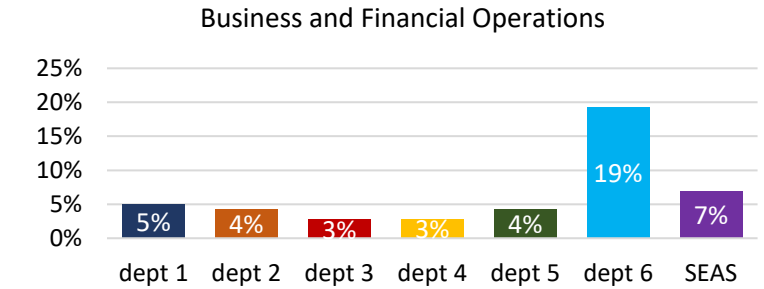
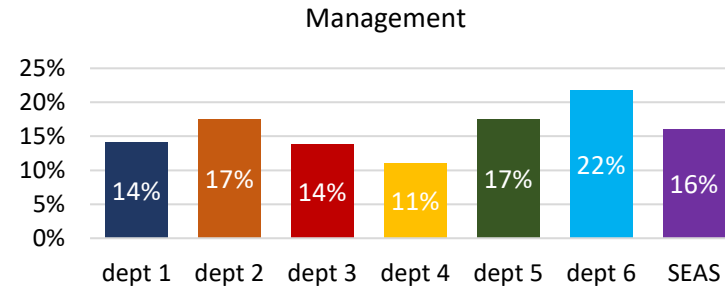
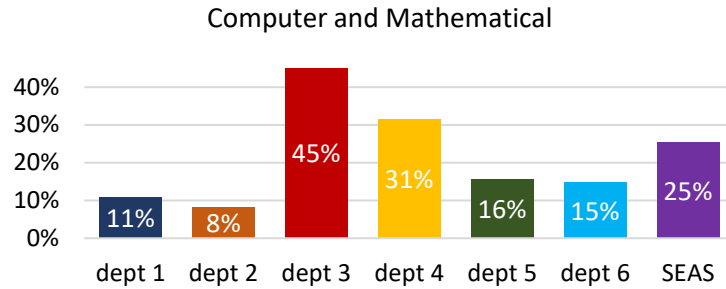
US LOCATION	Count	Percentage
New York	2,792	21.92%
California	1,892	14.85%
Massachusetts	737	5.79%
District of Columbia	443	3.48%
New Jersey	434	3.41%
Pennsylvania	375	2.94%
Illinois	338	2.65%
Texas	280	2.20%
Washington	276	2.17%
Virginia	165	1.30%
Connecticut	163	1.28%
Maryland	138	1.08%
Colorado	109	0.86%
North Carolina	108	0.85%
Georgia	104	0.82%
Florida	94	0.74%



# Industry of Princeton Engineering Majors Alumni Insight as of 2022 NAICS Industry Title (4-digit) (Selected industries 3-to-12-year post Bachelor's)



# Occupations of Princeton Engineering Majors Alumni Insight as of 2022 SOC Occupation Major Codes (Selected occupation families 3-to-12-year post Bachelor's)







# Occupation Keyword Search

Occupations matching "Institutional Researcher"

Search again: Institutional Researcher

20 occupations shown Show matches:

Code	Occupation
11-9033.00	<a href="#">Education Administrators, Postsecondary</a>
15-2041.00	<a href="#">Statisticians</a>
11-9121.01	<a href="#">Clinical Research Coordinators</a>
13-1111.00	<a href="#">Management Analysts</a>
19-3093.00	<a href="#">Historians</a>
19-3022.00	<a href="#">Survey Researchers</a>
25-1051.00	<a href="#">Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary</a>
13-1161.00	<a href="#">Market Research Analysts and Marketing Specialists</a>
19-3091.00	<a href="#">Anthropologists and Archeologists</a>
15-1221.00	<a href="#">Computer and Information Research Scientists</a>
13-2051.00	<a href="#">Financial and Investment Analysts</a>
35-2012.00	<a href="#">Cooks, Institution and Cafeteria</a>
19-1021.00	<a href="#">Biochemists and Biophysicists</a>

7/18/2024

# Audience Accessibility Putting the Professor into Postsecondary Teacher

IES : NCES National Center for Education Statistics

CIP THE CLASSIFICATION OF INSTRUCTIONAL PROGRAMS

U.S. BUREAU OF LABOR STATISTICS

HOME SUBJECTS DATA TOOLS PUBLICATIONS ECONOMIC RELEASES CLASSROOM

Standard Occupational Classification

SOC Home About SOC

COALITION FOR NEXT GENERATION LIFE SCIENCE

United States Census Bureau

North American Industry Classification System

Main History Development Partners Federal Register Notices FAQs Reference Files NAPCS



# Industry—Where you work

- Mapped to align with:
  - NAICS (North American Industry Classification System)
  - NACE/Handshake (National Association of Colleges and Employers)
  - AAUDE Industry (derivation of NAICS and NSF SED)
- **Industry Family>Group>Detail**
  - Derivation of NAICS using “plain English” descriptions
  - Optimized to meet our needs: level of detail varies by frequency. (Collapses, expands & recombines)
- **Career Industry Category>Subcategory>Detail**
  - Optimized to meet the of our Center for Career Development—student facing

# Occupation—what you are doing

- Mapped to align with:
  - SOC (Standard Occupation Code)
  - NACE/Handshake (National Association of Colleges and Employers)
  - AAUDE Occupation (derivation of NAICS and NSF SED)
- **Occupation Family>Group>Detail**
  - Derivation of SOC using “plain English” descriptions
  - Optimized to meet our needs. Level of detail coded varies by frequency. (combine, expand & recombine)
- **Career Job Function Family>Group>Detail**
  - Optimized to meet the of our Center for Career Development—student facing

# Charting Professional Pathways

- We use a 10-year rolling cohort that is updated annually.
- Annual update are reported as snapshots years.
- Over time each student's record is updated 9 times after creation.
- Tracking Bachelor's degree recipients 3 to 12 years post degree.
- Typically express the time dimension as “Years Since the Princeton Bachelor's.” (Snapshot year-Degree year=YSPD).
- Changes in Entity Name (organization), Position (title), or Unit Name (dept.) across Snapshot Years is used to investigate the individual pathways.



# Alumni Insight 10-year rolling cohort Bachelor's Alumni

## Headcount

		Snapshot Year					
		2019	2020	2021	2022	2023	2024
Princeton Class of	2009			1136			
	2010			1188	1188		
	2011			1219	1219	1219	
	2012			1248	1248	1248	1248
	2013			1271	1271	1271	1271
	2014			1267	1267	1267	1267
	2015			1282	1282	1282	1282
	2016			1307	1307	1307	1307
	2017			1280	1280	1280	1280
	2018			1299	1299	1299	1299
	2019				1297	1297	1297
	2020					1268	1268
	2021						1175
	2022						
2023							

## Years since Bachelor's

		Snapshot Year					
		2019	2020	2021	2022	2023	2024
Princeton Class of	2009			12			
	2010			11	12		
	2011			10	11	12	
	2012			9	10	11	12
	2013			8	9	10	11
	2014			7	8	9	10
	2015			6	7	8	9
	2016			5	6	7	8
	2017			4	5	6	7
	2018			3	4	5	6
	2019				3	4	5
	2020					3	4
	2021						3
	2022						
2023							

# Alumni Insight Bachelor's Class of 2015 6 to 9 years post Bachelor's

## Civil and Environmental Engineering Major

Snapshot YSPD		Entity Name	Position	Unit Name
2021	6	Carnegie Mellon University	Assistant Professor	Department of Civil and Environmental Engineering
2022	7	Carnegie Mellon University	Assistant Professor	Department of Civil and Environmental Engineering
2023	8	Carnegie Mellon University	Assistant Professor	Department of Civil and Environmental Engineering
2024	9	Carnegie Mellon University	Assistant Professor	Department of Civil and Environmental Engineering

## Politics Major

Snapshot YSPD		Entity Name	Position	Unit Name
2021	6	Two Sigma	Associate	Data Strategy
2022	7	Two Sigma	Vice President	Data Strategy
2023	8	Two Sigma	Vice President	Data Strategy
2024	9	Two Sigma	Vice President	Data Strategy

## Public and International Affairs

Snapshot YSPD		Entity Name	Position	Unit Name
2021	6	Vox Media	General Manager	Audio
2022	7	Vox Media	General Manager of Audio	Audio
2023	8	Vox Media	SVP & General Manager	Audio and Digital Video
2024	9	Vox Media	Senior Vice President	Audio and Digital Video

# Fitting the pieces and finding transitions

Work in progress using NSC StudentTracker and AcA Alumni Insights:

- Can we integrate these data into a composite timeline?
- Do these data reconcile?
- Are they complementary?
- Do these data document an individual's career development?
- Can we identify common trajectories?
- Can we operationalize these processes?

# Composite Timeline Class of 2018 0 to 9 years post Bachelor's as of 2024

Snapshot	YSPD	Entity Name	Position	Unit Name	Source
2018	0	Princeton University	Graduated	Bachelor's Politics Major	Princeton
2018	0	New York University	Enrolled	Law Major	NSC-ST
2019	1	New York University	Enrolled	Law Major	NSC-ST
2020	2	New York University	Enrolled	Law Major	NSC-ST
2021	3	New York University	Graduated	Juris Doctor (Conferred Jan 2022)	NSC-ST
2021	3	New York University	Legal Intern	Criminal Defense Practice	Alumni Insights
2022	4	New York University	JD Candidate	School of Law	Alumni Insights
2023	5	Center for Constitutional Rights	Fellow	Discriminatory Policing Mass Incarceration Racial Injustice	Alumni Insights
2024	6	Center for Constitutional Rights	Fellow	Discriminatory Policing Mass Incarceration Racial Injustice	Alumni Insights



# Composite Timeline Class of 2012 0 to 12 years post Bachelor's as of 2024

Snapshot	YSPD	Entity Name	Position	Unit Name	Source
2012	0	Princeton University	Graduated	Bachelor's Molecular Biology	Princeton
2013	1	CHECK First Destination			
2014	2	University of Pennsylvania	Enrolled	Medicine	NSC-ST
2015	3	University of Pennsylvania	Enrolled	Medicine	NSC-ST
2016	4	University of Pennsylvania	Enrolled	Medicine	NSC-ST
2017	5	University of Pennsylvania	Enrolled	Medicine	NSC-ST
2018	6	University of Pennsylvania	Enrolled	Medicine	NSC-ST
2019	7	University of Pennsylvania	Graduated	Doctor of Medicine	NSC-ST
2019	7	University of Pennsylvania	Graduated	Masters of Science in Translational Medicine	NSC-ST
2020	8	GAP Pre AcA Contract			
2021	9	University of Pennsylvania	Resident Doctor	Neurology Residency Program	Alumni Insights
2022	10	University of Pennsylvania	Resident Doctor	Neurology Residency Program	Alumni Insights
2023	11	University of Pennsylvania	Resident Doctor	Neurology Residency Program	Alumni Insights
2024	12	University of Pennsylvania	Resident Doctor	Neurology Residency Program	Alumni Insights

# Composite Timeline Class of 2013

## 0 to 11 years post Bachelor's as of 2024

Snapshot	YSPD	Entity Name	Position	Unit Name	Source
2013	0	Princeton University	Graduated	Bachelor's Chemistry	Princeton
2013	0	Massachusetts Institute of Technology	Enrolled	Doctoral Chemistry	NSC-ST
2014	1	Massachusetts Institute of Technology	Enrolled	Doctoral Chemistry	NSC-ST
2015	2	Massachusetts Institute of Technology	Enrolled	Doctoral Chemistry	NSC-ST
2016	3	Massachusetts Institute of Technology	Enrolled	Doctoral Chemistry	NSC-ST
2017	4	Massachusetts Institute of Technology	Enrolled	Doctoral Chemistry	NSC-ST
2018	5	Massachusetts Institute of Technology	Graduated	PhD Chemistry	NSC-ST
2019	6	GAP Pre AcA Contract			
2020	7	GAP Pre AcA Contract			
2021	8	University of California, Berkeley	NIH Postdoctoral Fellow	Department of Chemistry	Alumni Insights
2022	9	University of Chicago, The	Named Assistant Professor	Chemistry	Alumni Insights
2023	10	University of Chicago, The	Named Assistant Professor	Chemistry	Alumni Insights
2024	11	University of Chicago, The	Named Assistant Professor	Chemistry	Alumni Insights

# Composite Timeline Class of 2017

## 0 to 7 years post Bachelor's as of 2024

Snapshot	YSPD	Entity Name	Position	Unit Name	Source
2017	0	Princeton University	Graduated	Bachelor's Sociology	Princeton
2018	1	Check First Destination			
2019	2	GAP Pre AcA Contract			
2020	3	GAP Pre AcA Contract			
2021	4	Texas Public School	Sixth Grade Teacher	Educational Academy, Houston	Alumni Insights
2022	4	Graduate School of Education	Enrolled/Graduated	Credential	NSC-ST
2022	5	Texas Public School	Sixth Grade Teacher	Educational Academy, Houston	Alumni Insights
2023	6	Texas Public School	Sixth Grade Teacher	Educational Academy, Houston	Alumni Insights
2024	7	Church Farm School	Dean	Academic Support	Alumni Insights





# Outcome Survey Evaluating Princeton

7/18/2024

Center for Non-Profit and Public Research, Vice President of  
NBA Virtual Conference 2024  
Office of International Development



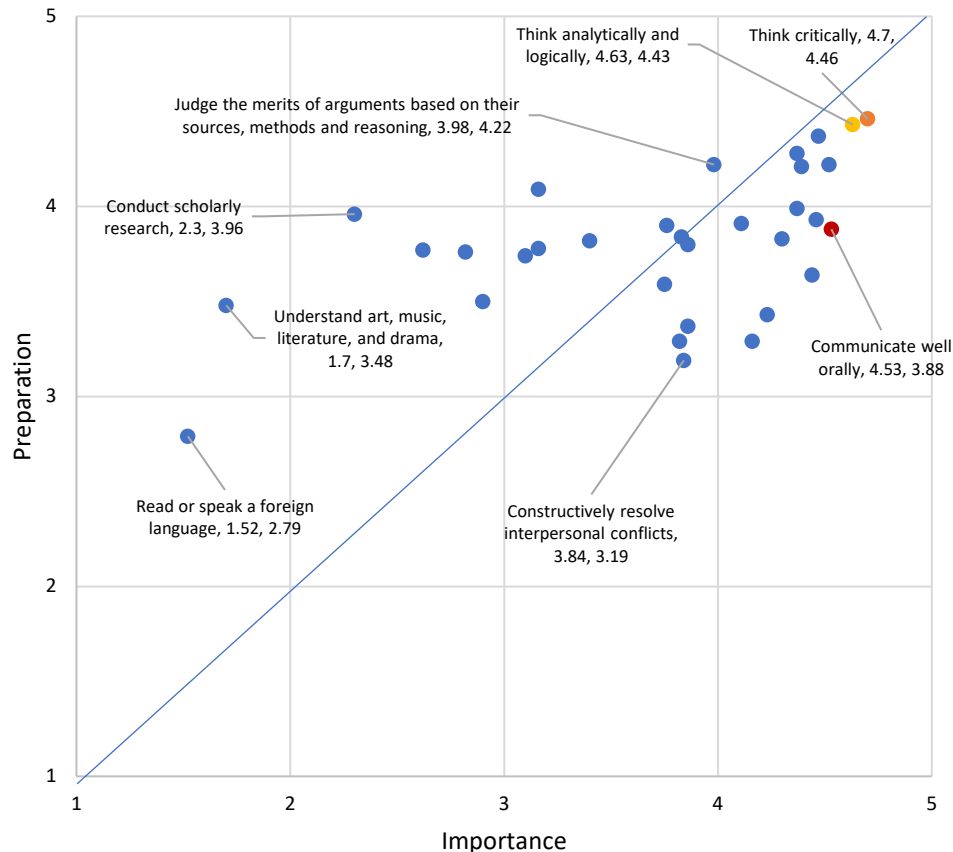
# What Does Liberal Arts Mean?

**A liberal arts education offers an expansive intellectual grounding in all kinds of humanistic inquiry.**

By exploring issues, ideas and methods across the humanities and the arts, and the natural and social sciences, you will learn to read critically, write cogently and think broadly. These skills will elevate your conversations in the classroom and strengthen your social and cultural analysis; they will cultivate the tools necessary to allow you to navigate the world's most complex issues.

# Outcome Survey: Skills and Abilities Classes 2003 to 2022 All Occupations

Importance to current job/work (1=not important to 5=essential) vs. Preparation provided by Princeton (1= not well prepared to 5= extremely well prepared)



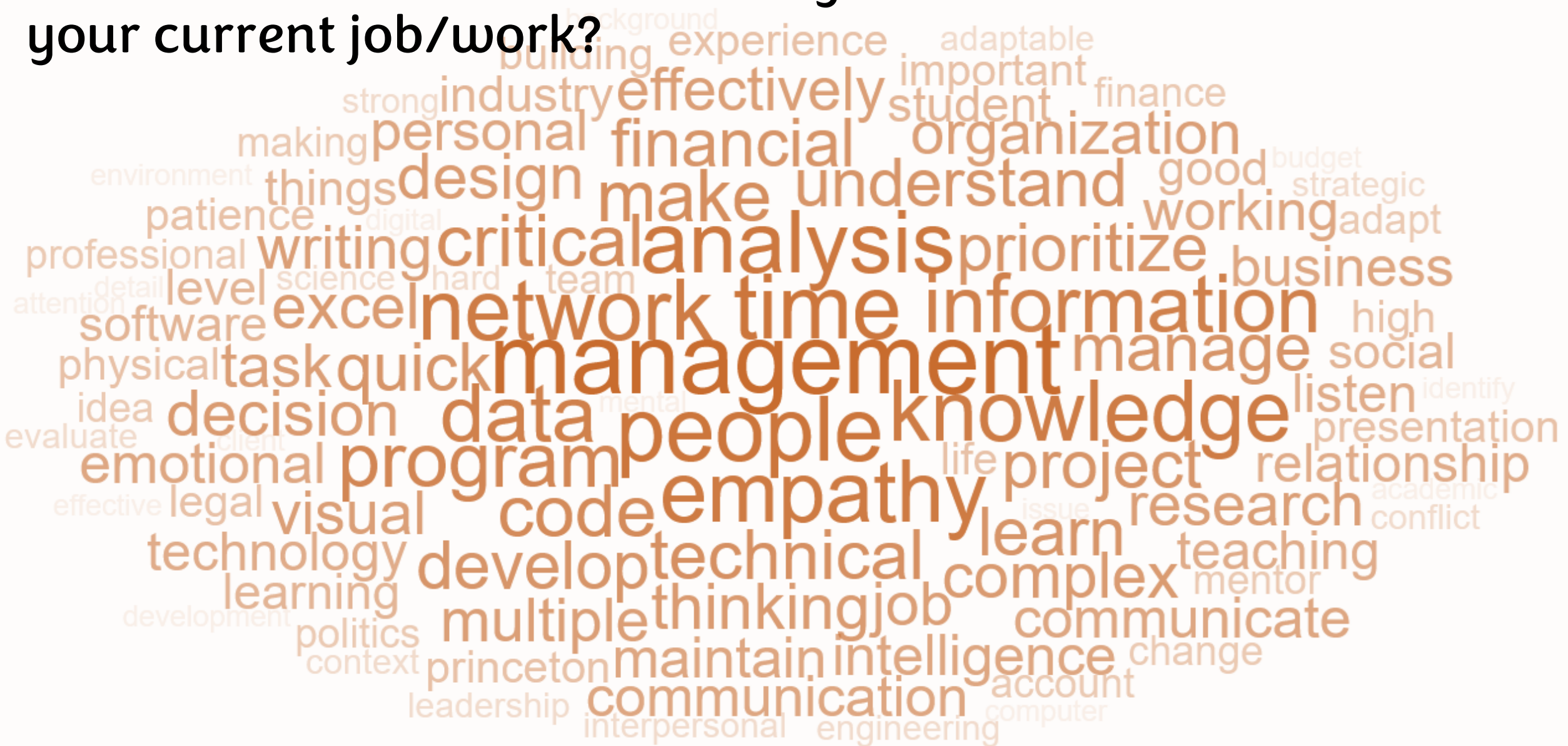
Importance	Preparation	Skill Ability
4.70	4.46	Think critically
4.63	4.43	Think analytically and logically
4.53	3.88	Communicate well orally
4.52	4.22	Function independently, without supervision
4.47	4.37	Learn on your own
4.46	3.93	Evaluate and choose between alternative courses of action
4.44	3.64	Function effectively as a member of a team
4.39	4.21	Synthesize and integrate ideas and information
4.37	4.28	Write clearly and effectively
4.37	3.99	Plan and execute complex projects
4.30	3.83	Gain in-depth knowledge of a field
4.23	3.43	Use techniques, skills and tools specific to my profession
4.16	3.29	Develop career- or work-related knowledge and skills
4.11	3.91	Create original ideas and solutions
3.98	4.22	Judge the merits of arguments based on their sources, methods and reasoning
3.86	3.80	Understand yourself: abilities, interests, limitations, personality
3.86	3.37	Lead groups of people
3.84	3.19	Constructively resolve interpersonal conflicts
3.83	3.84	Relate well to people of different races, nations, and religions
3.82	3.29	Develop or maintain self-esteem/self-confidence
3.76	3.90	Use quantitative reasoning and methods
3.75	3.59	Have a personal code of values or ethics
3.40	3.82	Identify moral and ethical issues
3.16	4.09	Have broad knowledge across a number of fields
3.16	3.78	Understand the complexity of social problems
3.10	3.74	Understand the process of science and experimentation
2.90	3.50	Evaluate the role of science and technology in society
2.82	3.76	Understand global issues
2.62	3.77	Place current problems in historical / cultural / philosophical perspective
2.30	3.96	Conduct scholarly research
1.70	3.48	Understand art, music, literature, and drama
1.52	2.79	Read or speak a foreign language

# Outcomes Survey: Skills and Abilities that are very important or essential to current job/work by Occupational Categories

Importance to current job/work (Mean score between very important (4) and essential (5))

Computer Math	Healthcare Practitioner	Education, Training, Library	Life Scientist	Physical Scientist	Social Scientist	Architecture and Engineering	Business	Finance professionals
4.6 Think analytically and logically	4.7 Think critically	4.8 Communicate well orally	4.7 Think critically	4.8 Think critically	4.8 Think critically	4.7 Think critically	4.7 Think critically	4.7 Think critically
4.6 Think critically	4.7 Use techniques, skills and tools specific to my profession	4.6 Think critically	4.7 Think analytically and logically	4.8 Use quantitative reasoning and methods	4.8 Write clearly and effectively	4.6 Think analytically and logically	4.6 Function effectively as a member of a team	4.7 Think analytically and logically
4.5 Learn on your own	4.7 Think analytically and logically	4.6 Function independently, without supervision	4.7 Understand the process of science and experimentation	4.8 Understand the process of science and experimentation	4.7 Think analytically and logically	4.5 Use quantitative reasoning and methods	4.6 Think analytically and logically	4.5 Communicate well orally
4.5 Function independently, without supervision	4.7 Evaluate and choose between alternative courses of action	4.6 Write clearly and effectively	4.6 Plan and execute complex projects	4.7 Gain in-depth knowledge of a field	4.7 Communicate well orally	4.5 Function effectively as a member of a team	4.6 Communicate well orally	4.4 Evaluate and choose between alternative courses of action
4.5 Plan and execute complex projects	4.7 Communicate well orally	4.4 Learn on your own	4.5 Gain in-depth knowledge of a field	4.7 Think analytically and logically	4.6 Function independently, without supervision	4.4 Gain in-depth knowledge of a field	4.5 Evaluate and choose between alternative courses of action	4.4 Synthesize and integrate ideas and information
4.4 Evaluate and choose between alternative courses of action	4.7 Gain in-depth knowledge of a field	4.4 Think analytically and logically	4.6 Function independently, without supervision	4.7 Function independently, without supervision	4.6 Learn on your own	4.4 Evaluate and choose between alternative courses of action	4.5 Write clearly and effectively	4.4 Function independently, without supervision
4.4 Use quantitative reasoning and methods	4.7 Function effectively as a member of a team	4.4 Relate well to people of different races, nations, and religions	4.5 Learn on your own	4.6 Learn on your own	4.5 Synthesize and integrate ideas and information	4.4 Plan and execute complex projects	4.5 Synthesize and integrate ideas and information	4.4 Learn on your own
4.4 Use techniques, skills and tools specific to my profession	4.6 Function independently, without supervision	4.2 Synthesize and integrate ideas and information	4.5 Use quantitative reasoning and methods	4.6 Synthesize and integrate ideas and information	4.5 Plan and execute complex projects	4.4 Function independently, without supervision	4.5 Plan and execute complex projects	4.4 Function effectively as a member of a team
4.3 Function effectively as a member of a team	4.6 Learn on your own	4.3 Use techniques, skills and tools specific to my profession	4.5 Communicate well orally	4.6 Use techniques, skills and tools specific to my profession	4.5 Gain in-depth knowledge of a field	4.4 Use techniques, skills and tools specific to my profession	4.5 Learn on your own	4.4 Use quantitative reasoning and methods
4.3 Gain in-depth knowledge of a field	4.5 Synthesize and integrate ideas and information	4.3 Plan and execute complex projects	4.4 Write clearly and effectively	4.5 Plan and execute complex projects	4.4 Judge the merits of arguments based on their sources, methods and reasoning	4.3 Synthesize and integrate ideas and information	4.5 Function independently, without supervision	4.3 Gain in-depth knowledge of a field

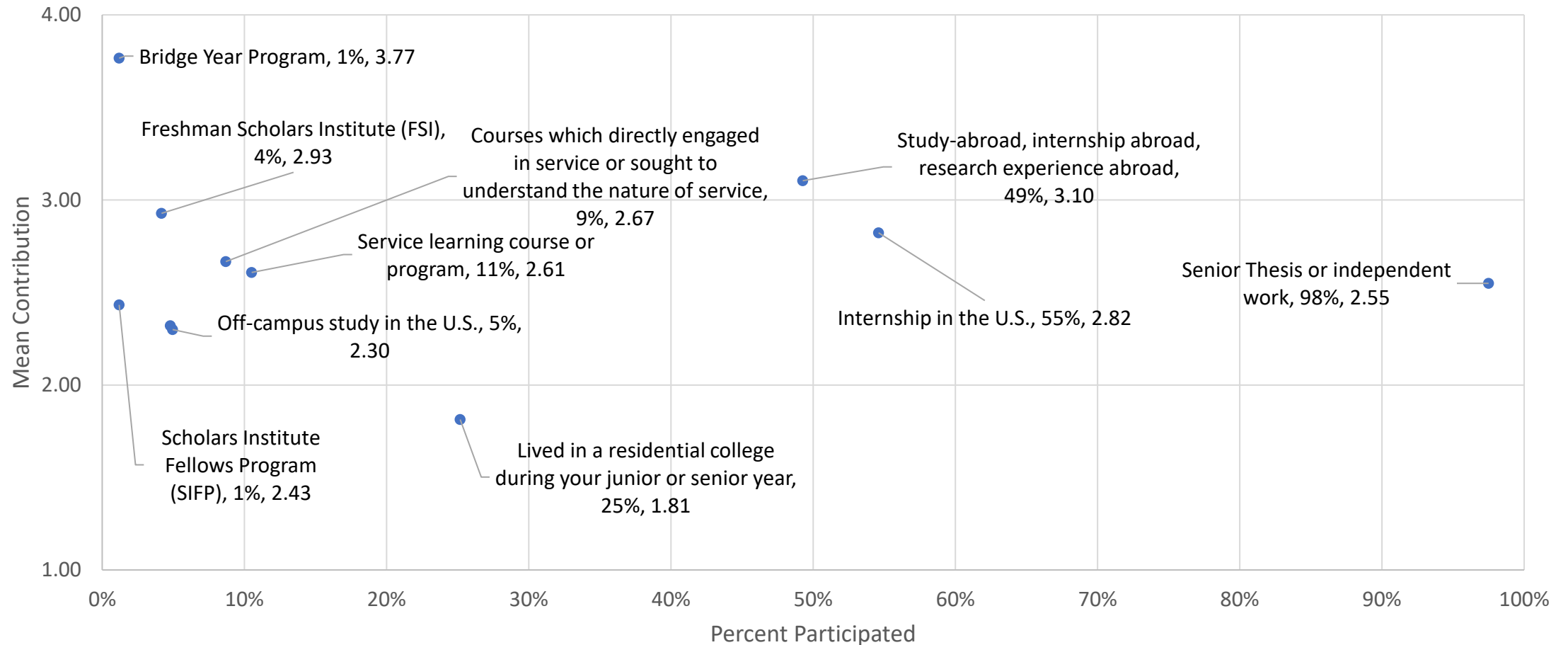
# Are there other skills or abilities you consider essential for your current job/work?



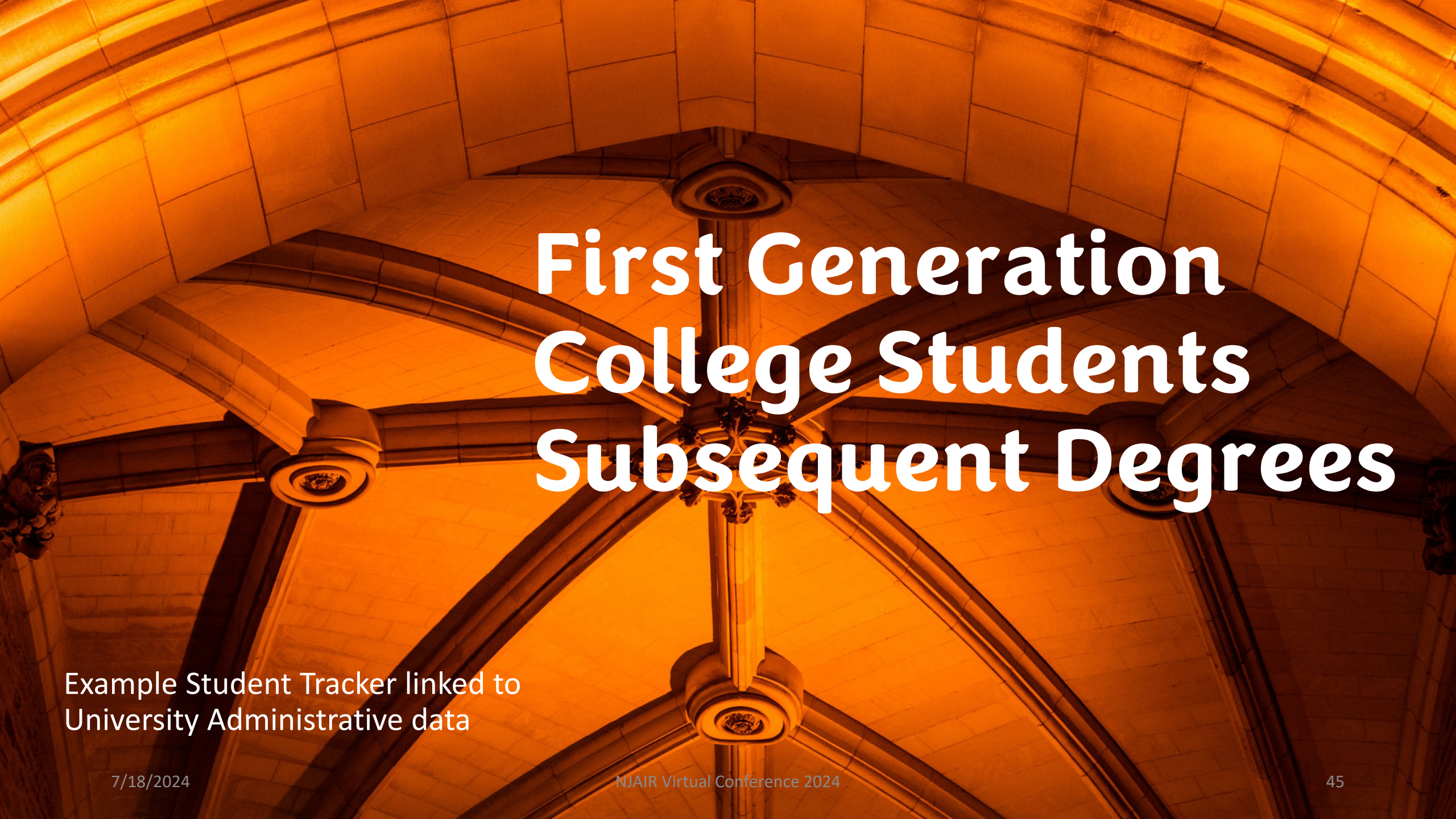


# How has your [program name] contributed to your personal development? (y-axis)

mean score: 0=no contribution, 1=slight contribution, 2=moderate contribution, 3=large contribution, 4=very significant contribution)



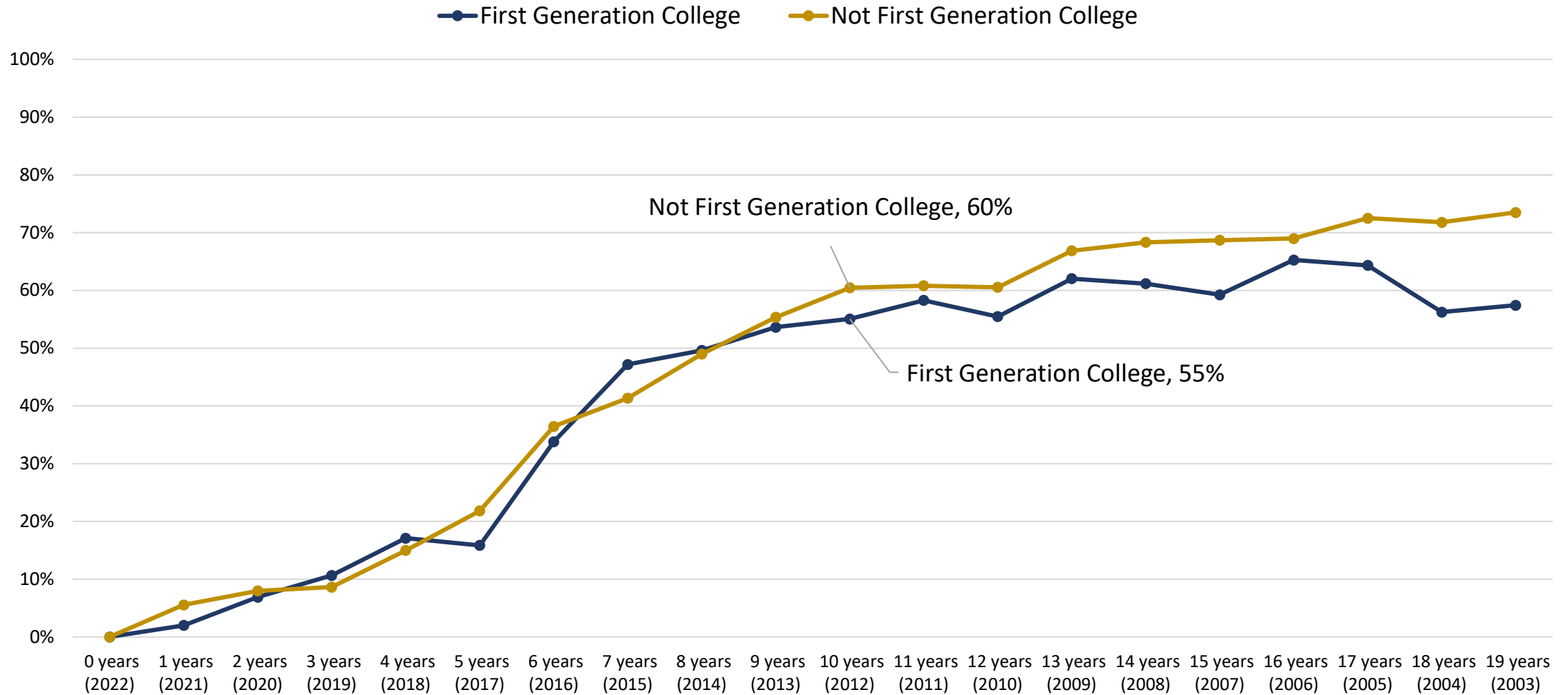




# First Generation College Students Subsequent Degrees

Example Student Tracker linked to  
University Administrative data

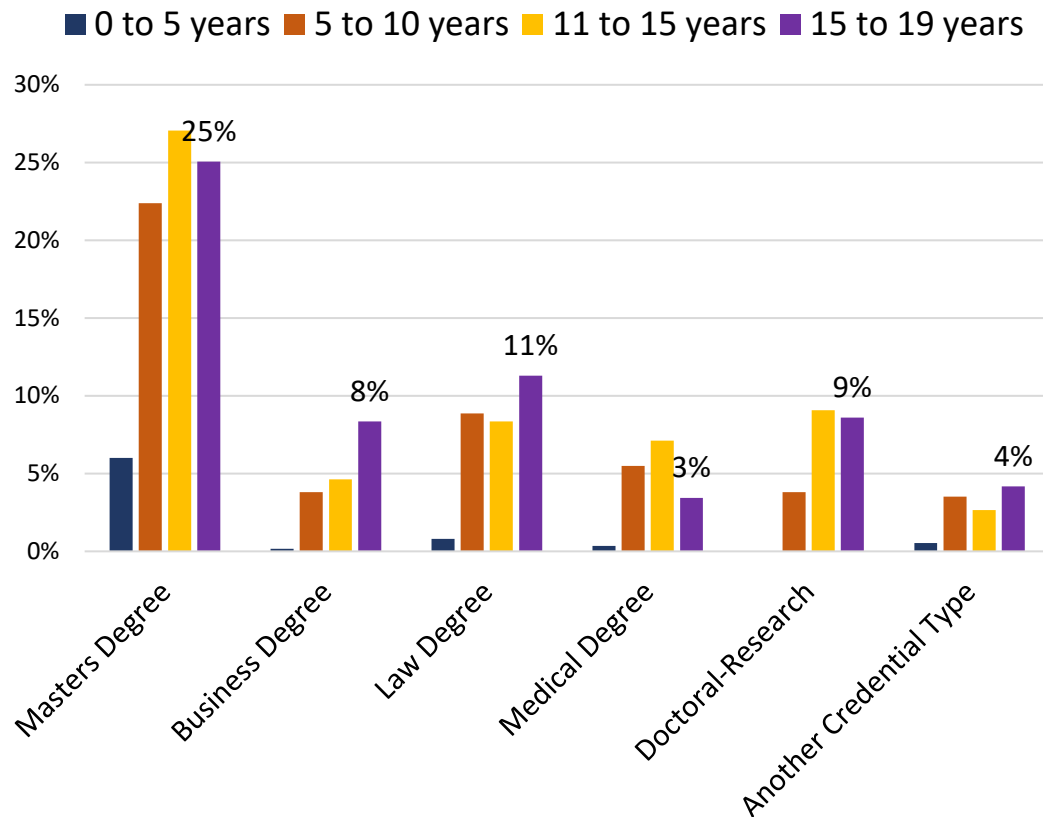
# National Student Clearinghouse: Percent completing one or more credentials by type of credential as of 2022



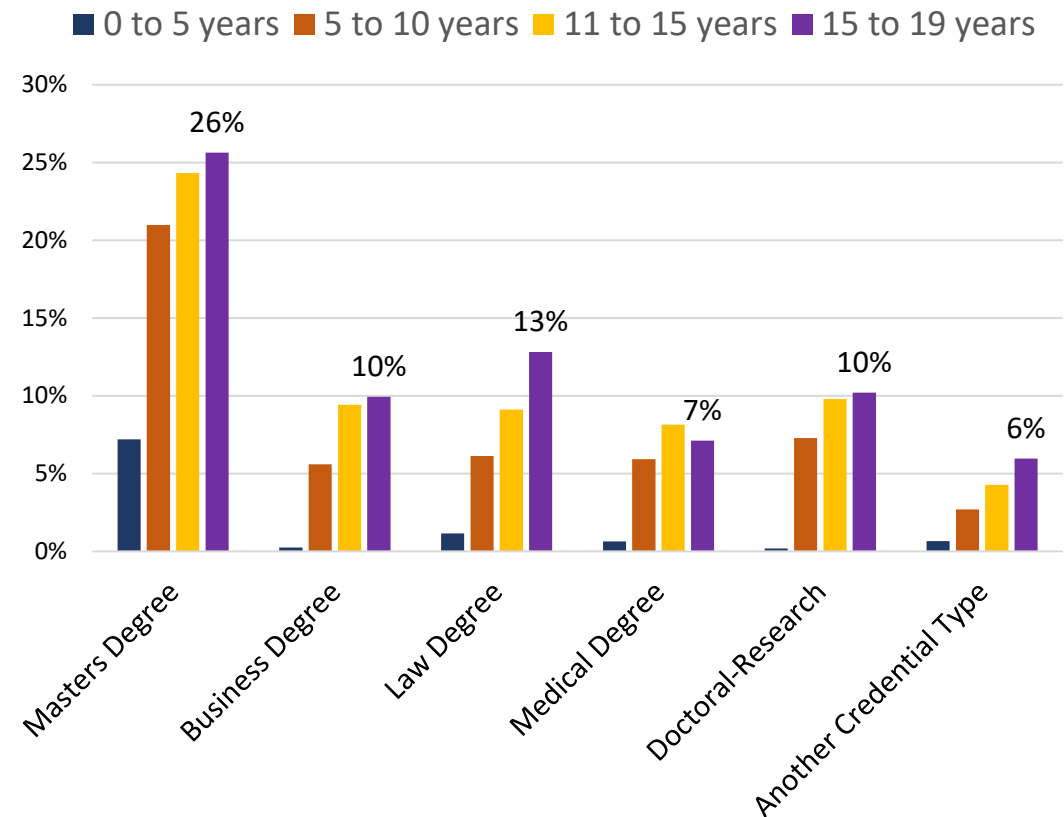


# National Student Clearinghouse: Percent of Class completing one or more credentials by type of credential as of 2022

## First Generation College



## Not First Generation College





A photograph of a graduation ceremony at a university. In the foreground, several graduates in grey gowns and caps with yellow and orange stoles are walking away from the camera. In the background, a large crowd of people is gathered under an ornate wrought-iron gate. The scene is bright and celebratory.

# What does a degree in the liberal arts enable? (Classes of 2009 to 2019)



- 13,794 Bachelor's degrees in **39 fields** of study.
- 15,091 subsequent degrees in **456 fields** of study.
  - 1,389 Medical degrees,
  - 1,851 Law degrees.
  - 1,725 PhD degrees in **172 fields** of study.
- Employment in **218 Industries**.
- Employment in **123 Occupations**.

Based on our survey:

- 10% are actively planning or working on **starting their own business**.
- 16% are spending a significant amount of time on a **creative project**, such as a book or artistic endeavor.
- 2% currently for a national or local **service organization** or work as a paid volunteer for more than 10 week.
- 3% described their primary activity as **caring** for children, family or self-care.