Post Graduate Activity:
Employment: About 2/3 of reporting students were planning to enter the workforce. A bit more than half of these students in a field related to their major, and a little under half in a field unrelated to their major. Job offers were received from a wide variety of industries. Reporting students averaged just more than 1 job offer per student. The “finance and insurance” industry had the largest number of students. Starting salaries averaged between $30,000 and $50,000. Economics had the highest average starting salary amongst all FHSS departments.

Graduate School: 2/3 of reporting students planned to attend graduate school. Students averaged just over 2 offers of admission to graduate schools per student.

Faculty Interaction:
Students reporting the frequency that they initiated interaction with faculty members averaged between “several time a semester” and “several times a month.” The results of these interactions were similar to the FHSS college average. Students felt they knew 2-3 professors well enough to feel comfortable asking them for a letter of referral or recommendation.

Major Area of Study:
Critical Thinking: Most reporting students (80%) participated in at least one course in which instructors engaged students in critical thinking about the specific content of the course. This “critical thinking” occurred in more than three-fourths of the class periods. This type of thinking was quite typical in major courses. The Economics department was above the overall FHSS college average in critical thinking criteria.

Gospel Principles: 66% of reporting students said that they took at least one course in which instructors placed course content in the context of gospel principles in a little more than half of the class periods. This was “somewhat” typical in major courses. The Economics department was above the FHSS average in critical thinking criteria. The Economics department had the lowest average for gospel related criteria among FHSS departments.

Learning Outcomes: Only 30% of reporting students were aware of Expected Learning Outcomes in the major. 69% of these students “agreed” or “strongly agreed” with the following statement: “My academic experiences helped me to achieve the learning outcomes for my major.” Of these students, 8% used Expected Learning Outcomes information to help them make decisions related to their education or career.

Major Selection: 68% of reporting students said they would “probably” or “definitely” choose economics as their major if they were to start college over.

IMPORTANT NOTE: the sample sizes are small for many of these observations. Thus, there is a possibility that the observed and actual outcomes are different. This summary is based on the average of senior survey respondents.