Post Graduate Activity:
Employment: A little more than half of reporting students plan to enter the workforce upon graduation. About half of these students were planning to be employed in a job related to their major; the other half were planning on jobs outside their major field. Students averaged under one job offer (lowest FHSS average). One-third of these students had at least one job offer of employment. The average starting salary was just under the "$30000-$400000" range.

Graduate School: 40% of reporting students planned to pursue a graduate of professional degree. Students averaged just over 2 offers of admission (highest FHSS average). 81% of reporting students were admitted to at least one graduate program, and 81% of students knew which school they were going to attend.

Faculty Interaction:
The frequency that students initiated interaction with faculty members averaged slightly above the college average, but was still between “several times a semester” and “several times a month.” The distribution of students reporting the frequency that they initiated interaction with faculty members “never or almost never” was well below the FHSS average for that category (11%--tied for the lowest percentage). The results of meaningfulness of these interactions was also close to the FHSS average of “half the time” and “most the time.” Students felt they knew 2-3 professors well enough, to feel comfortable asking them for a letter of referral/recommendation.

Major Area of Study:
Critical Thinking: Most reporting students (94%) 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. Reporting students said that this type of thinking was typical in other major courses as well.

Gospel Principles: 77% of reporting students said that they took at least one course in which instructors placed course content in the context of gospel principles. This type of discussion took place in less than half of the class periods. This was typical in the major courses.

Learning Outcomes: Half of the reporting students were familiar with the Expected Learning Outcomes and 87% of these students “agreed” or “strongly agreed” with the statement “My academic experience helped me achieve the learning outcomes for my major.” 28% used Expected Learning Outcomes information to help them make decisions related to their education or career.

Major Selection: 62% of reporting students said they would “definitely” or “probably” choose this major again if they were to start college over.

IMPORTANT NOTE: the sample sizes are very small for many of these observations. Thus, there is a possibility that the observed and actual outcomes are different.