



**REPORT: SCAD ALUMNI
EMPLOYMENT STUDY
2015**

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“In an economy characterized by the convergence of globalized commerce, widely available information and rapid technological progress, innovation and entrepreneurship are crucial.”

- REBECCA O. BAGLEY IN FORBES MAGAZINE

The world is more dynamic than ever before as industries integrate and economies evolve in new and extraordinary ways. The result is a fundamental shift in traditional approaches to products, services, and experiences — not just how they are created but how they are conceived of, promoted and extended.

Today's businesses and organizations are placing innovation and creativity at the core of their operations and are in need of professionals with the ability to contribute to both. A report released by the Association of American Colleges and Universities (“Employer Priorities for College Learning and Student Success,” April 10, 2013) reveals that employers prioritize “critical thinking, communication, and complex problem solving skills.” Across every business sector, employers are looking for individuals capable of identifying and meeting challenges with unique, insightful, and relevant solutions. It is precisely these skills that are embedded in the curriculum of every single degree program at SCAD, nurtured by professors who bridge unparalleled industry experience with a passion for educating the next generation of creative leaders.

For 37 years, SCAD has focused its mission on preparing talented students for professional careers, offering a holistic learning environment that emphasizes cross-disciplinary collaboration and extended learning opportunities within real-world, international contexts. Through sponsored projects, exclusive events and programming, comprehensive internship and career services, and more, SCAD students become the globally minded, collaborative, enterprising professionals who thrive in the ever-changing terrain of modern markets.

- **Mir Zafar Ali** (B.F.A, visual effects, 2015), triple Oscar-winning visual effects specialist with credits including “Frozen,” “Life of Pi,” and “The Golden Compass.”
- **Heidi Elnora** (B.F.A., fashion, 2002), “Project Runway” alumna and star of TLC wedding design show “Bride by Design.”
- **Leigh Poindexter** (B.F.A., fashion, 2005), property and set decorator with work on “Glee,” a member of the International Alliance of Theatrical Stage Employees (IATSE).
- **Feifei Sun** (B.F.A., advertising, 2008), managing editor for World 50, Inc.
- **Andrew Robinson** (B.F.A., illustration, 1993), Will Eisner-nominated illustrator of “The Fifth Beatle: The Brian Epstein Story,” which was named to the 2013 New York Times best-seller list.
- **Bryan Godwin** (B.F.A., computer art, 1998), owner of Shade VFX in Los Angeles, creating visual effects for films including “Argo,” “The Muppets” and “Water for Elephants.”
- **Todd Gallopo** (B.F.A., graphic design, 1991), founder of advertisement firm Meat and Potatoes, working with clients from NBC to Simon & Schuster, among others.
- **Wendy White** (B.F.A., fibers, 1993), art exhibit “CURVA” was displayed internationally, reviewed in Artforum, The New York Times, The Huffington Post and more.
- **Michael Mack** (B.F.A., industrial design, 2007), founder of fashion footwear company Michael Grey Footwear.
- **Kati Curtis** (B.F.A., interior design, 1992), founder of Kati Curtis Design, a New York City-based interior design firm.

This small sample of success stories proves the rule — not the exception.

KEY FINDINGS

Ninety-seven percent of combined undergraduate and graduate respondents reported being employed, pursuing further education or both within 10 months of graduation.

Ninety-eight percent of master's degree graduates and **97 percent** of bachelor's degree graduates reported being employed, pursuing further education or both.

Of the total number of employed respondents, **88 percent** are working in the industry for which they studied or in a related field.

STUDY OVERVIEW

To better understand the career paths of recent graduates, SCAD's office of institutional assessment conducted a study of Spring 2014 alumni using a multistep process. As the key finding of the study, 97 percent of graduates were employed, pursuing further education or both within 10 months of commencement.

This information is gathered annually by SCAD to ascertain the employment and continuing education information of its graduates with the goal of monitoring alumni career development as well as assisting and advising in the pursuit of employment or further education.

METHODOLOGY

SCAD's alumni follow-up study is a multistep process beginning at graduation and extending for 10 months:

- **May 2014:** Administration of a paper-based commencement survey immediately prior to graduation regarding secured employment and continuing education.
- **June 2014–March 2015:** Monitoring of a variety of internal and external data sources including the university's internal management system, which allows the university to identify who is coming back to SCAD

to pursue a graduate degree or is currently employed at SCAD; the National Student Clearinghouse, an independent organization that tracks national enrollment data and indicates which graduates are pursuing further education at other institutions; LinkedIn and other online sources such as Behance where SCAD alumni share profile and employment information; and SCAD's career and alumni success database, which tracks student- and alumni-reported employment data.

- **January–February 2015:** Administration of a follow-up online survey regarding secured employment and continued education. For this past year, this online survey began in late January 2015 and ran for approximately six weeks.

KNOWLEDGE RATE

SCAD captured information from 87 percent of the Spring 2014 graduates, a total of 1,303 respondents — undergraduate and graduate students — from Savannah and Atlanta, Georgia; Hong Kong; and eLearning.

Employment rates for individual programs are available upon request. While the aforementioned statistics are unique to this graduation class, they are comparable to recent SCAD placement statistics. Readers should understand that these figures cannot be compared with statistics from other institutions, as there is no federal standard as to how information needs to be tracked, thus leaving each individual institution to determine its own methodology.

For more information, contact employmentstats@scad.edu.

scad.edu