
1-Year-Out Alumni Survey – Graduating Class of 2013

Description

The online survey asks recent grads about their current academic and employment status. The details for the academic portion include: enrollment status, where they have attended school since graduation, what they are studying, and what if any degrees they have completed. For the employment section we gather information on their part-time or full-time status, business sector, position title, salary and company information. The survey also includes a short section to assess some student learning outcome goals and a few questions asking whether or not they could provide internship or employment opportunities to future Dickinson students and graduates in the future. Additionally, respondents were provided the opportunity to update their personal contact information and to offer a testimony of how they benefited from their Dickinson education.

Objectives

The primary use of the survey is to assess student outcomes to determine if we are preparing our students to pursue an advanced degree or employment upon graduation. Additionally, it is useful for marketing and advising purposes to know the details regarding continued education and employment of our recent graduates.

Frequency and Method

The online survey is administered each year to alumni one year after their graduation by the Institutional Research Office. It is typically administered in June and July with an initial email invitation and two follow up email reminders for those who have not yet completed the survey. The general content of the survey has remained unchanged for several years, but additional questions are provided by the Career Center based on their assessment of current issues and topics of concern regarding graduate school and the employment trends. This survey in conjunction with the 5-Year-Out and the 10-Year-Out alumni surveys, both of which are quite similar in format and content, provide a broad view of the progress and accomplishments of our graduates.

Primary Benefactors

The Career Center uses the results of this survey extensively to assist them in their advising role as well as to inform them of the latest trends and activities of our alumni. The results are also of interest to Academic Affairs, Enrollment, Marketing & Communications and Advancement.

Executive Summary

Status One Year after Graduation

One year after graduation, 85 percent of our alumni are working full time, are enrolled toward or have completed a degree in a graduate or professional school program, or have been accepted to attend such a program. Sixty-four percent of graduates are employed full time and 39 percent of graduates are enrolled toward a degree in graduate or professional school, have completed a graduate degree or certificate program, or have been accepted to a graduate program. These numbers are not mutually exclusive, since some graduates are on both tracks. Seventy-three percent of the graduates indicated they were either satisfied or very satisfied with their current job.

Graduate and Professional School

The majority of graduates attending graduate school are either pursuing a Master's degree (59%), a doctorate including medical and allied health degrees (16%), or a law degree (13%). For the third year in a row, the class demonstrated a smaller than normal proportion who are pursuing an Arts & Science degree (36%). Prior to the class of 2009 the average was slightly above 50%. Shown below are the percentages of those in school by field of study:

Arts and Science 36%	Education 10%	Law 13%
Business-related 4%	Medical 14%	

Employment

Graduates of the Class of 2013 are employed in a variety of fields and hold an assortment of positions. The top category is once again business and industry.

Business and Industry 32%	Education 12 %	Non-Profit 12%	Government (non-military) 5%
Health & Medical Service 10%	Arts & Entertainment 5%	Communications 4%	Military 0%
Law Occupations 3%			

Salary

The estimated mean salary of \$39,590 is up considerably from the Class of 2012 (\$31,796), while the median has remained the same from the previous class at \$35,000.

Student Learning Outcomes

A new set of questions was added beginning with the Class of 2010 in an attempt to assess nine critical student learning outcomes from the perspective of the alumni. The results from the first set of questions that relate to Dickinson's effectiveness to develop the students in these areas are shown in the following two charts. Shown in each chart is the mean response to each question as well as the distribution of the responses across the 5-point Likert scale.

Student Learning Outcomes

A set of questions is used to assess the degree to which Dickinson developed critical skills, and also which of these skills the graduates are using in their personal and professional lives. Of the nine skills, the ones receiving the most positive assessment were Critical Thinking (74% responding in the top 2 categories on the 5-point scale), Effective Writing Skills (70%), and Information Literacy and Research Skills (68%). The areas with the lowest assessment were Understanding and Using Qualitative Information (5.6%) and Civic Knowledge and Competence (58%).

Volunteering to Assist Dickinson Students and Graduates

An increase was seen over the Class of 2013 regarding their willingness to internship opportunities to Dickinson students 19% compared to the previous 4 year average of 15%. Their willingness to provide employment opportunities to Dickinson students 22% compared to the 16% for the previous 4 year average. Forty-five percent of respondents stated that they would be interested in participating in the DickinsonWorks program, which is higher than the previous 4-year average of 38%.

Survey Details:

Target population: Graduating Class of 2013 (to include August 2012, February 2013 and May 2013 graduates).

Sample or census: Census

Response rate: The response rate was 47 percent (240/513). This represents 46 percent (240/523) of the graduates from the Class of 2013. The male to female ratio for the respondents (34:66). Just 7 of the respondents (3%) graduated in February and 2 students (1%) were August graduates. This proportion of non-May grads is typical of what we've seen recently. Due to these small numbers, the responses of the non-May graduates should not be generalized to that group as a whole.

Miscellaneous: The confidential, online survey was administered from July 8th through August 15th, 2014. In addition to the original email invitation, two interim reminders and one final reminder was sent out from the Office of Institutional Research. A copy of the survey instrument can be found in Appendix 1.

Data Summary:

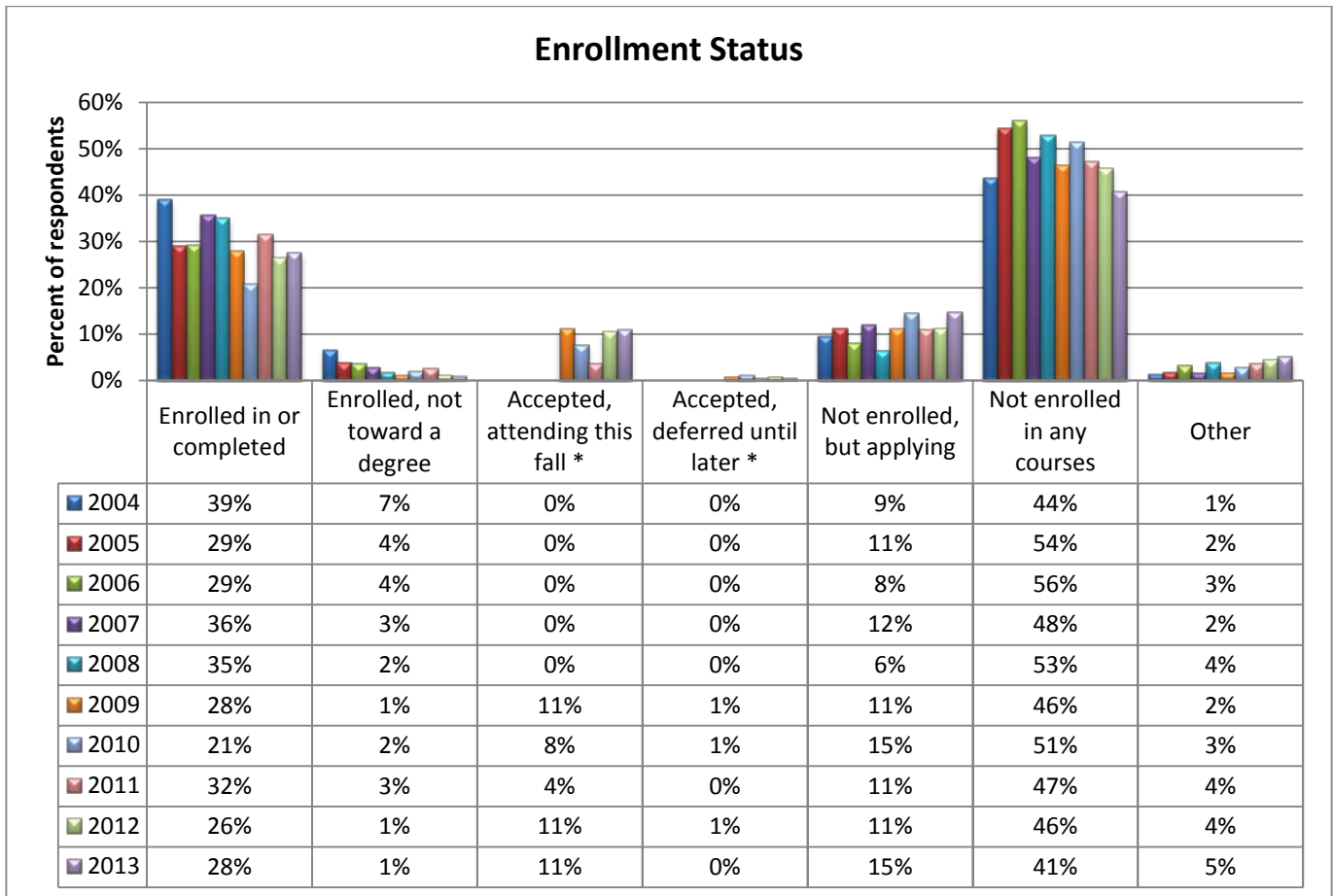
There are six main topic areas for this survey: Education, Employment, Salary, Student Learning Outcomes, Volunteer/Participation Activity and Testimonials. Details for all five areas are presented in the sections below.

Education

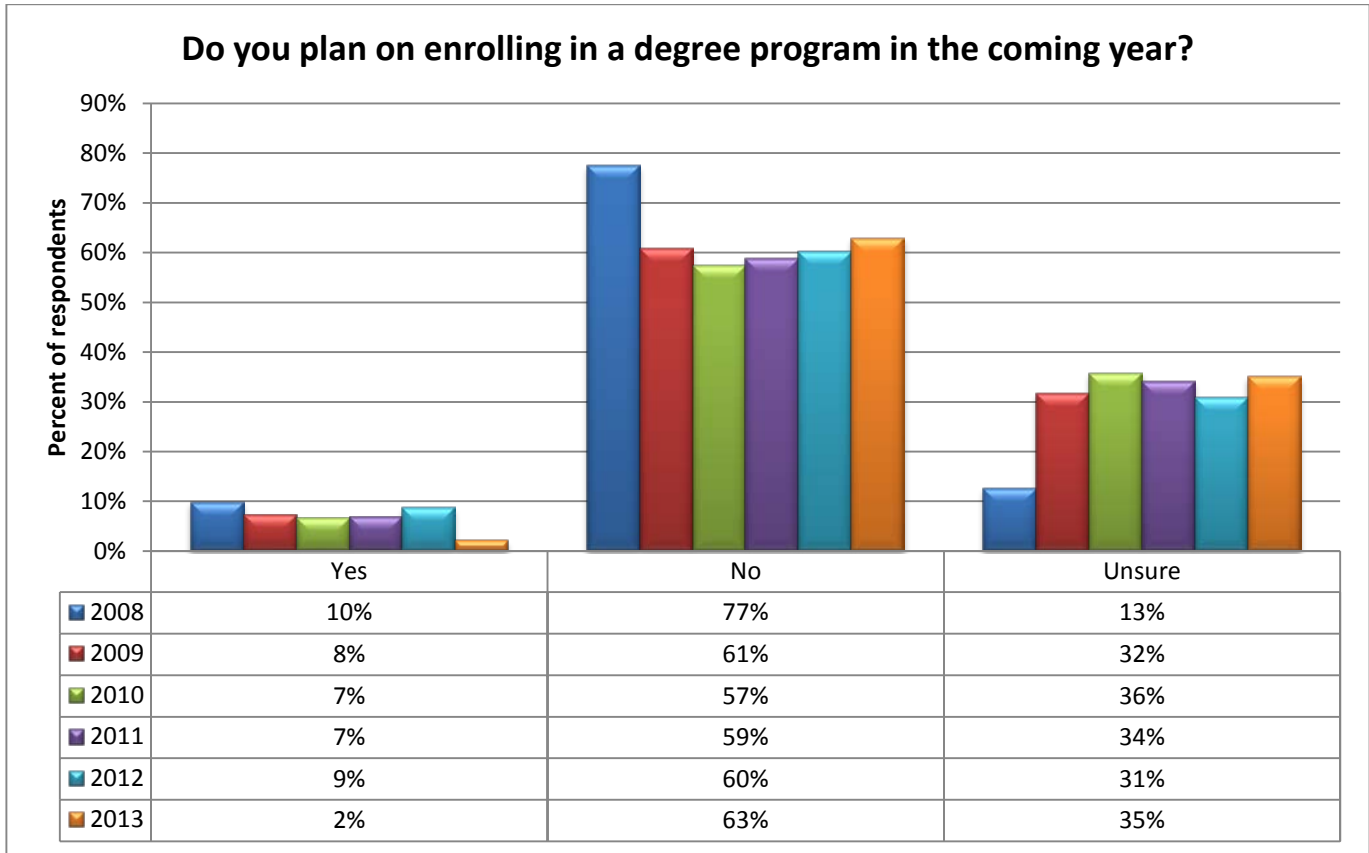
Enrollment Status: The responses for the Class of 2013 are shown in the table below regarding their enrollment status. Two new categories were added starting with the Class of 2009 to obtain information on those who have been accepted into graduate programs, but not yet attending. The details for those who responded with *other* can be found in Appendix 2. Appendix 4 contains a historical tally of the schools attended as well as details for each respondent in the Class of 2013 regarding their school, field of study and degree.

Enrollment Status	Count	Percentage
Enrolled in or have completed a degree/certificate program	66	28%
Enrolled, but not toward a degree	2	1%
Accepted and will be attending this fall	26	11%
Accepted and deferred admission until a later date	1	0%
Not enrolled, but applying to graduate/professional school	35	15%
Not enrolled in any courses	97	41%
Other	12	5%
Total	239	100%

The chart below shows the trend for the responses to this question. The Class of 2013 as with other recent classes has few who are enrolled in a non-degree program. It is also important to note that before the Class of 2009, graduates were not asked if they had been accepted to, or deferred entry into a program (identified in the graph with an asterisk).

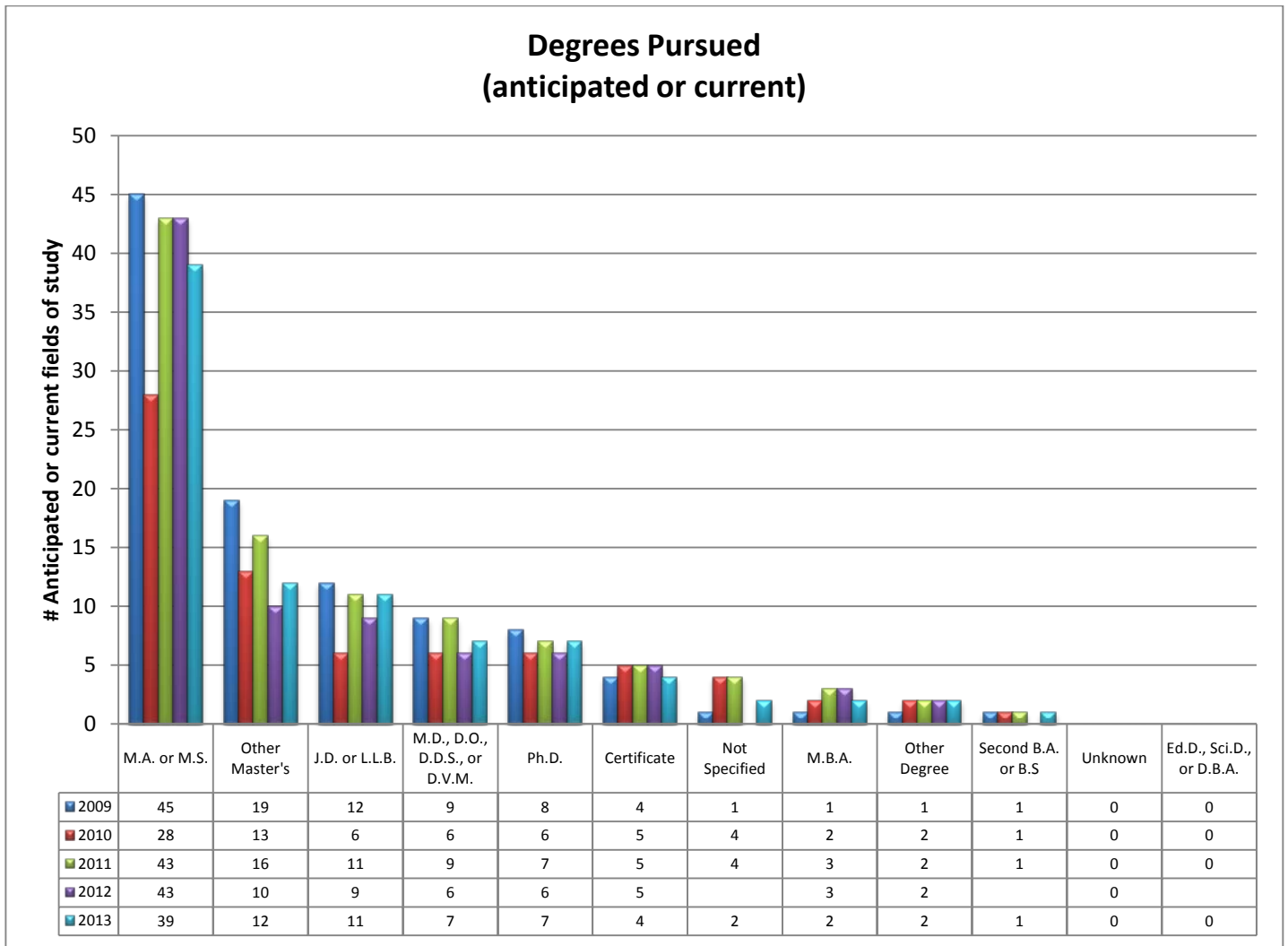


Of those who responded “Not enrolled in any courses”, 2% indicated that they plan to enroll in a degree program in the coming year. Thirty-five percent were “unsure” which is consistent with the two previous years.



Degrees Pursued: The types of degrees being pursued by those who are accepted to, are enrolled in, or have completed a graduate program are shown below. Also shown below are the results for the past two graduating classes since the categories for this question were expanded to provide more detail. The number responding in each category is relatively stable and no identifiable trends exist over this three year time period.

Degree Type	Count	Percentage
M.A. or M.S.	39	45%
J.D. or L.L.B.	11	13%
Ph.D.	7	8%
Other Master's	12	14%
Not Specified	2	2%
Other Degree	2	2%
Certificate	4	5%
M.D., D.O., D.D.S., or D.V.M.	7	8%
Second B.A. or B.S	1	1%
Unknown	0	0%
M.B.A.	2	2%
Ed.D., Sci.D., or D.B.A.	0	0%
Total	87	100%

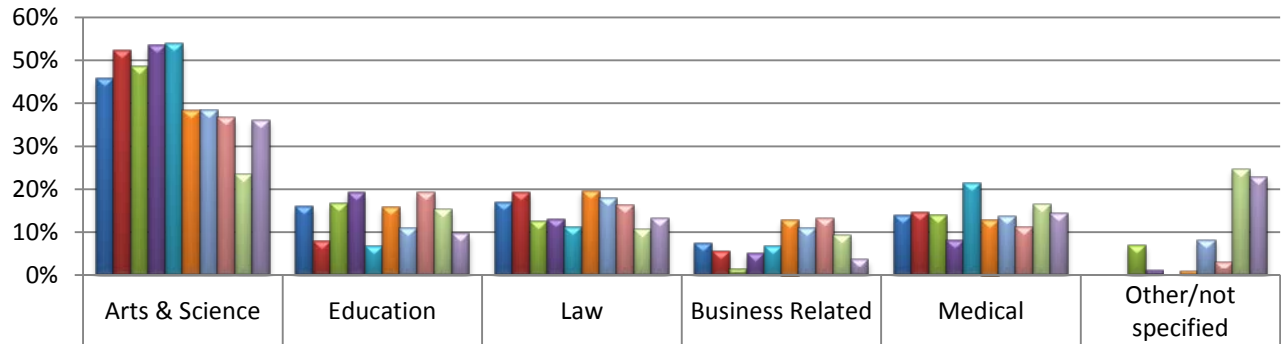


Aggregated Fields of Study: The various areas of concentration or fields of study are summarized in the table below.

Field of Study	Count	Percentage
Arts & Science	30	36%
Education	8	10%
Law	11	13%
Business Related	3	4%
Medical	12	14%
Other/Not Specified	19	23%
Total	83	100%

The responses of the Class of 2013 as well as those from previous years are displayed in the following chart. Please note that the classifications for fields of study were revised in 2010. Therefore the numbers for the Classes of 2009 and earlier may not match numbers from previous reports.

Aggregated Field of Study



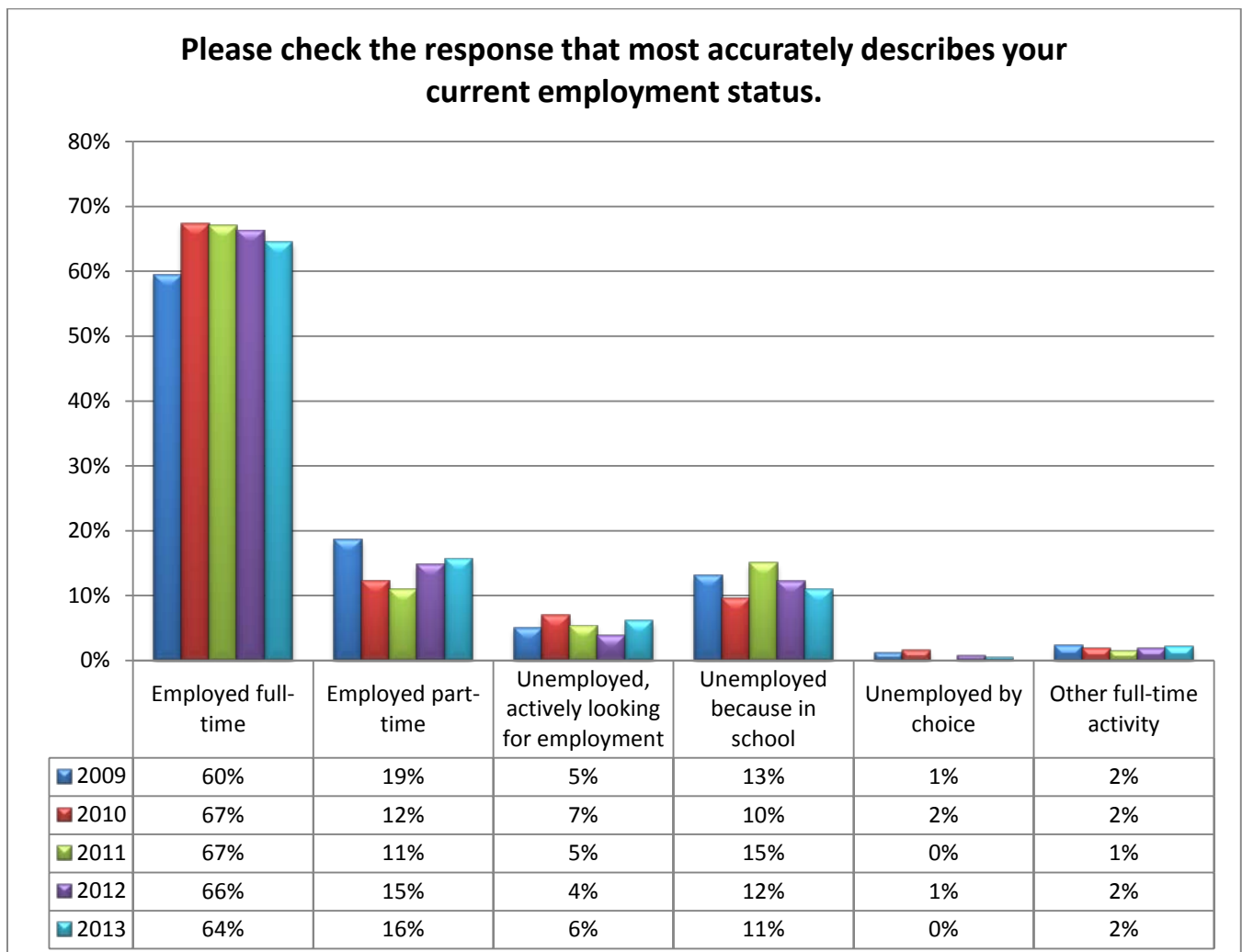
	Arts & Science	Education	Law	Business Related	Medical	Other/not specified
2004	46%	16%	17%	7%	14%	0%
2005	52%	8%	19%	6%	15%	0%
2006	49%	17%	13%	1%	14%	7%
2007	54%	19%	13%	5%	8%	1%
2008	54%	7%	11%	7%	21%	0%
2009	38%	16%	20%	13%	13%	1%
2010	38%	11%	18%	11%	14%	8%
2011	37%	19%	16%	13%	11%	3%
2012	24%	15%	11%	9%	16%	25%
2013	36%	10%	13%	4%	14%	23%

Employment

Employment Status: The responses for the Class of 2013 are shown in the table below regarding their employment status. All details collected from the survey regarding employment can be found in Appendix 5 (job title, employer, city, state and country).

Employment Status	Count	Percentage
Employed full-time	147	64%
Employed part-time	36	16%
Unemployed, actively looking for employment	14	6%
Unemployed because in school	25	11%
Unemployed by choice	1	0%
Other full-time activity	5	2%
Total	228	100%

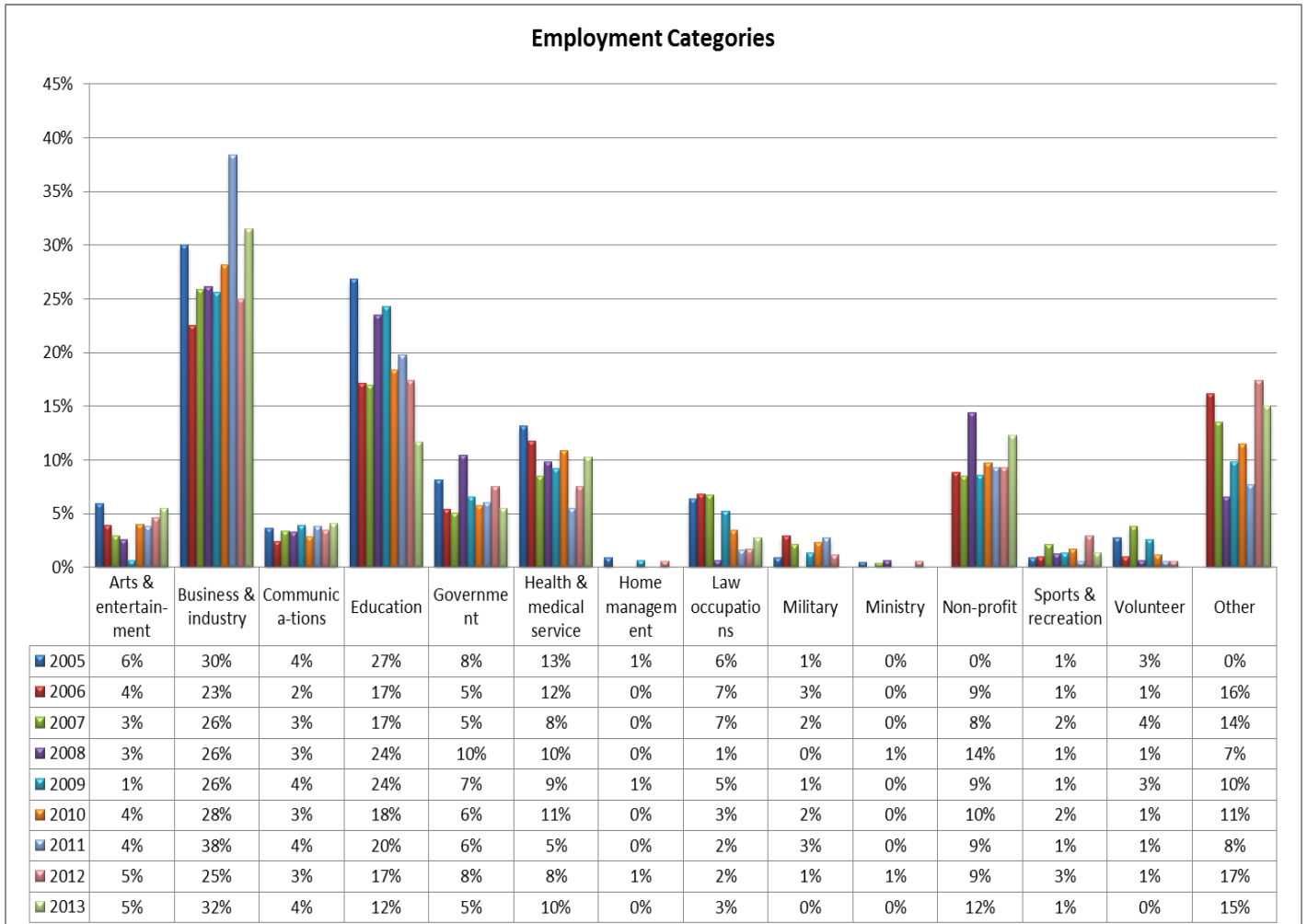
The chart below shows figures consistent with the previous year. Comparison with the classes before 2009 is problematic since the option “Unemployed because enrolled” was added for the Class of 2009.



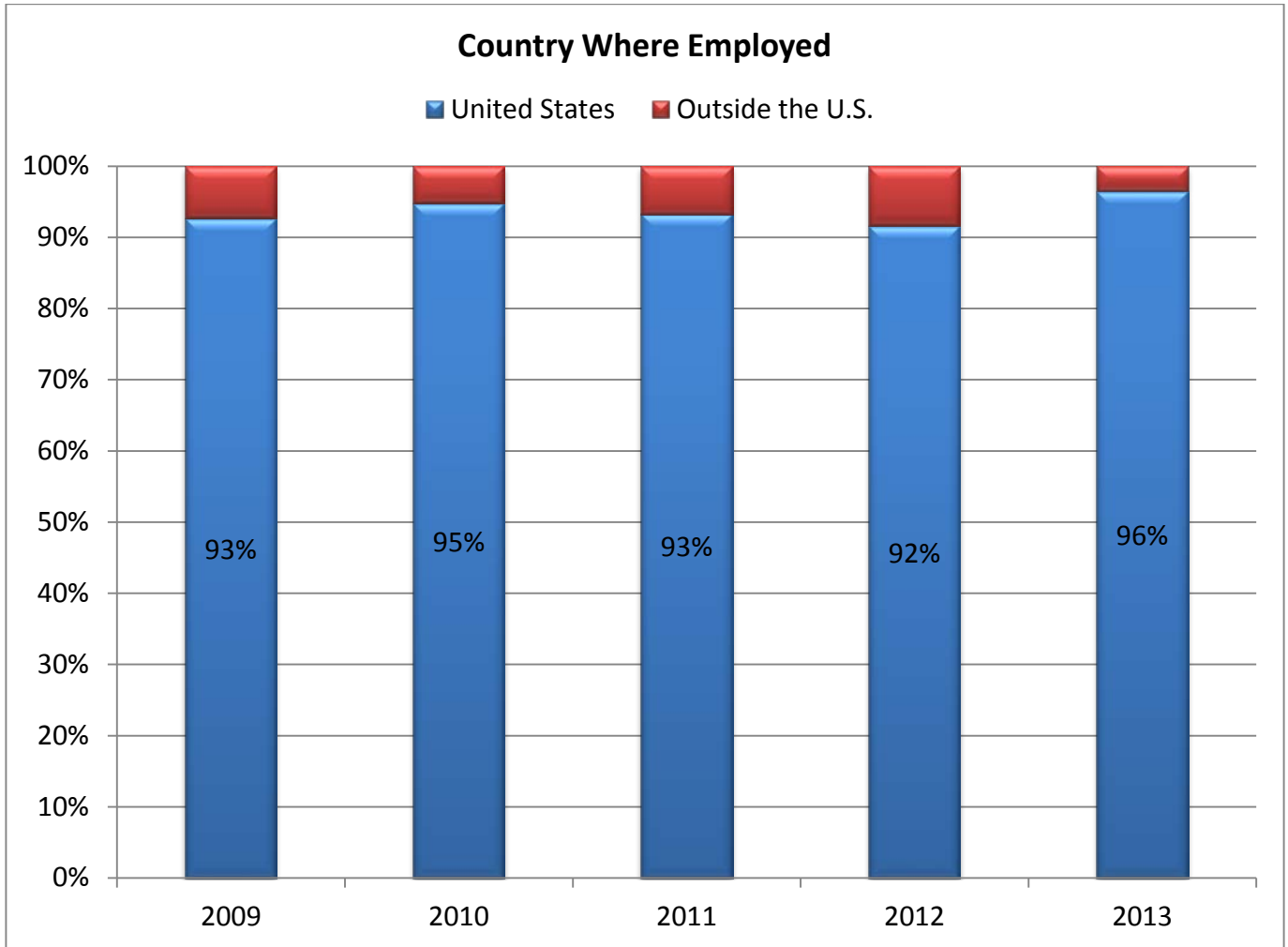
The table below categorizes the responses for alumni employed full-time into various employment fields.

Employment Field	Count	Percentage
Business & industry	46	32%
Education	17	12%
Non-profit	18	12%
Other	22	8%
Government	8	5%
Health & medical service	15	10%
Arts & entertainment	8	5%
Communications	6	4%
Military	0	0%
Law occupations	4	3%
Sports & recreation	2	1%
Volunteer	0	0%
Total	146	100%

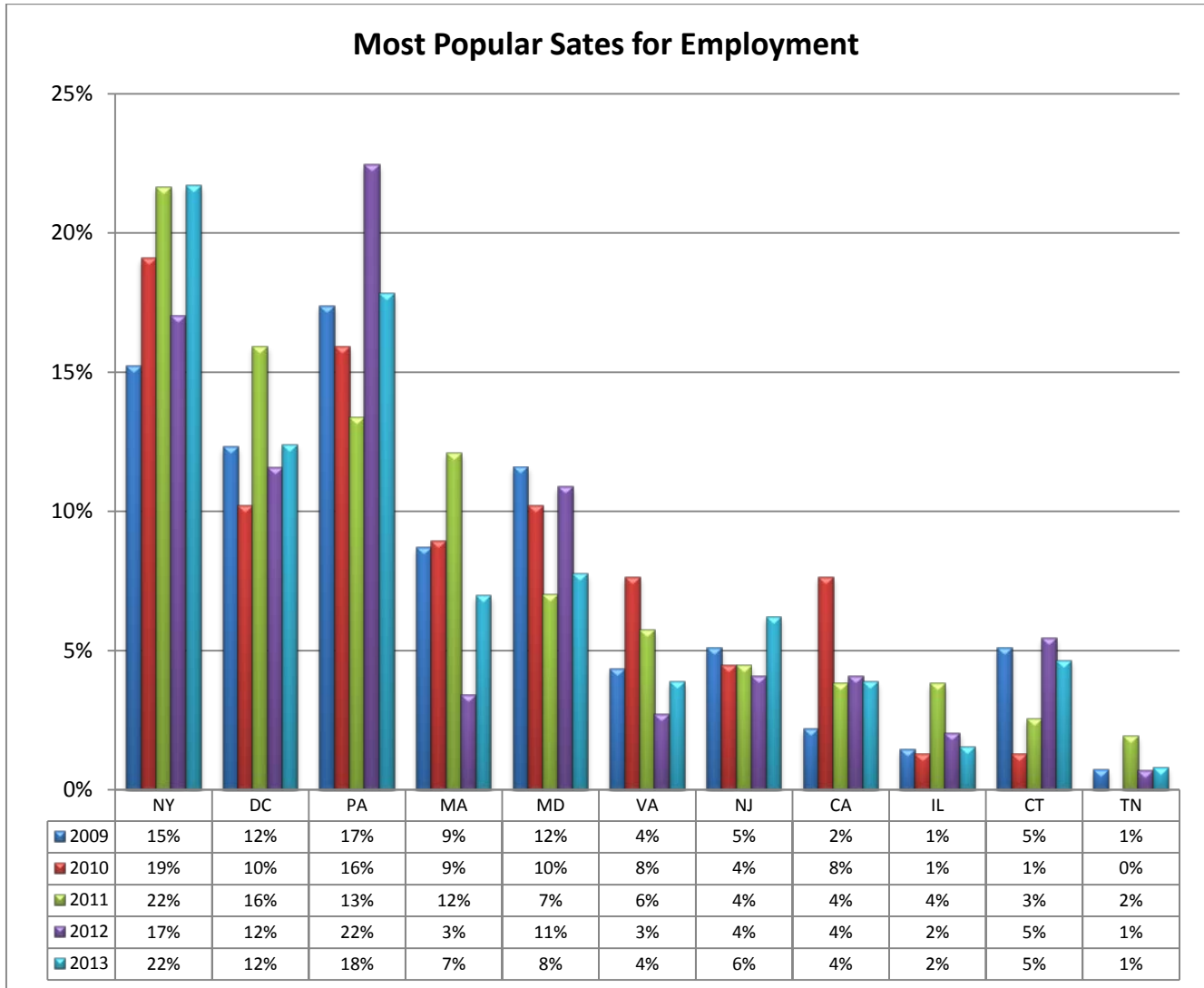
The trends for top fields of employment are shown in the chart below for recent graduating classes. Business and industry has been popular in the past and this is evident again with the Class of 2013. Appendix 2 contains the details for those who indicated *other* for their employment field.



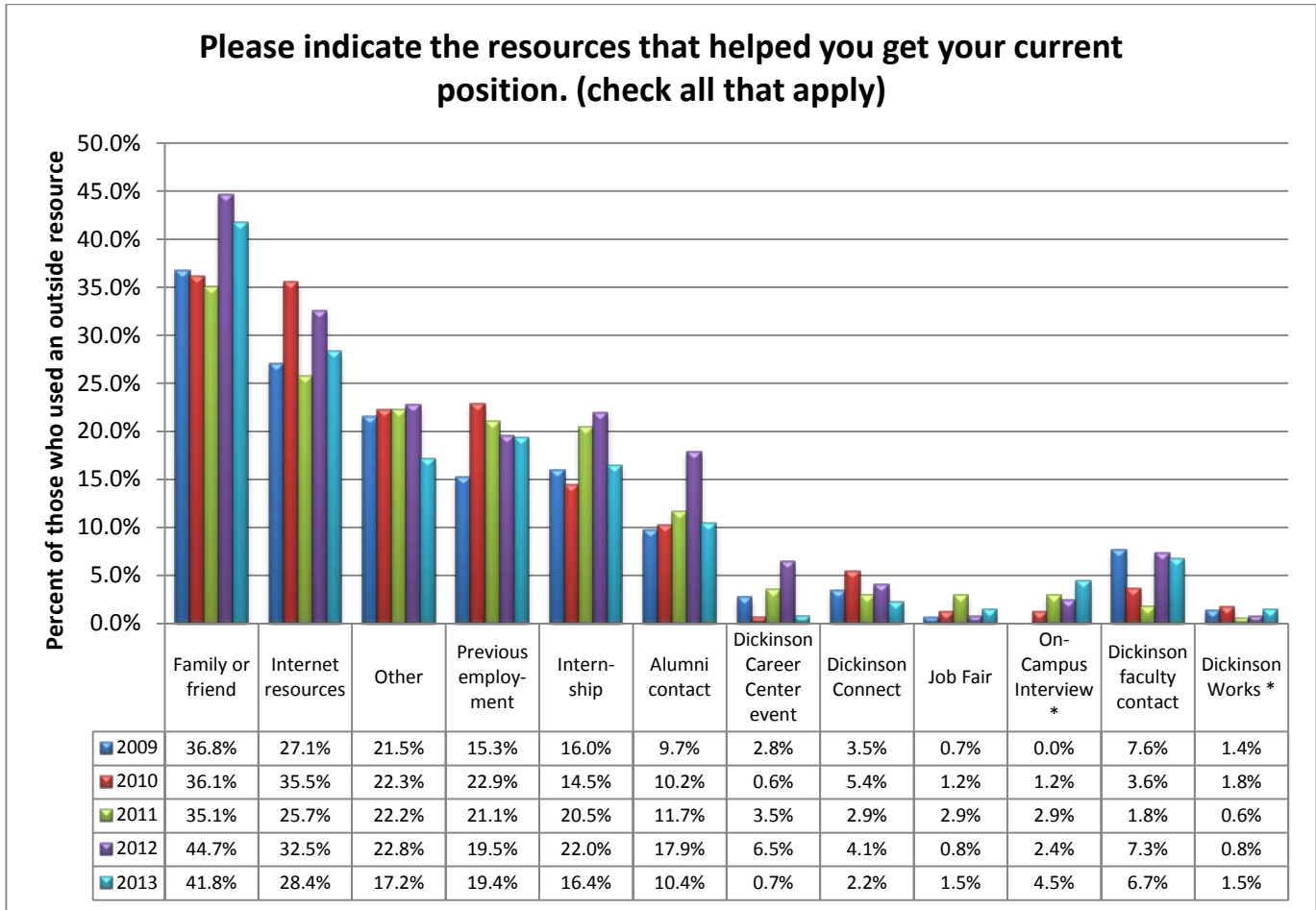
The next slide shows the proportion of alumni who are employed in the United States and outside the U.S. The vast majority from both all three classes are employed in the country.



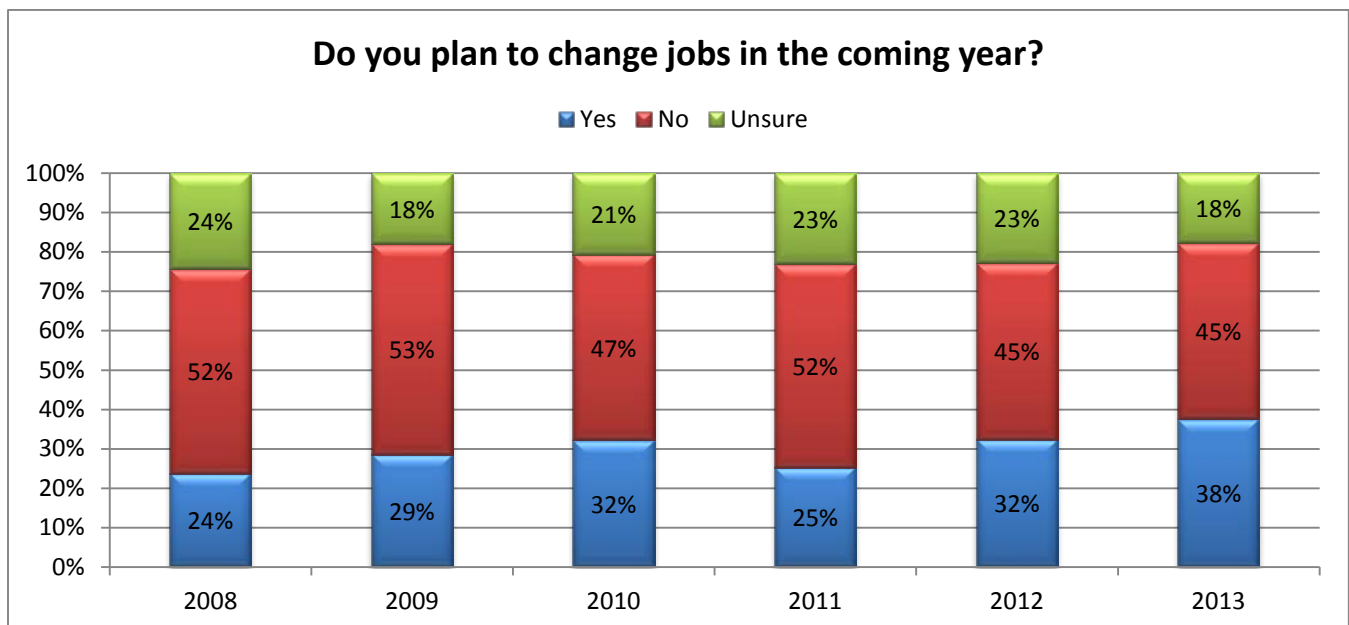
The chart below shows the most popular states for employment for the most recent graduating classes.



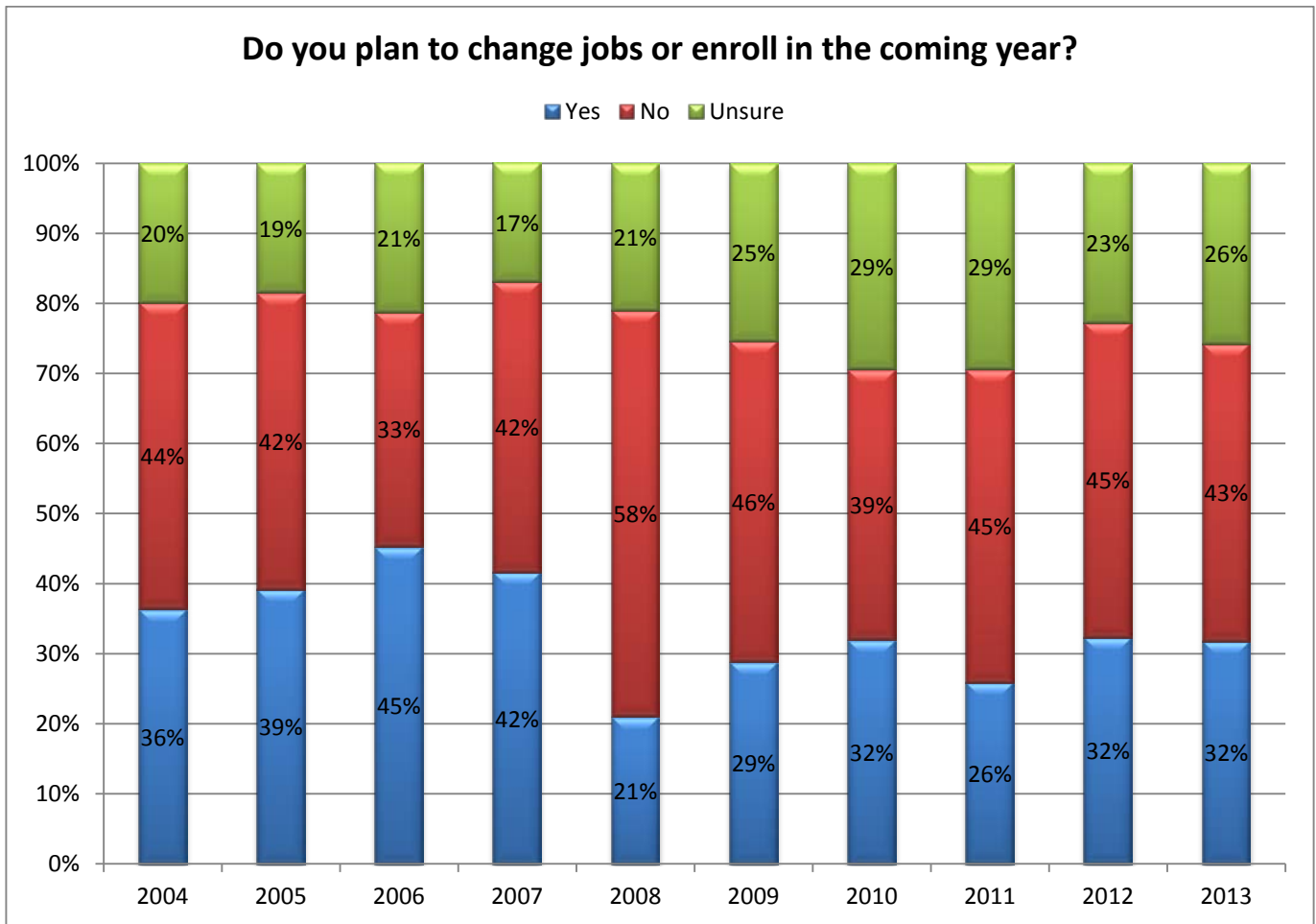
The graduates from the Class of 2013 who were employed full-time were asked to indicate which resources helped them to obtain their current position. They were asked to “check all that apply”. So, the totals may sum to more than 100%. A detailed listing for the “other” category can be found in Appendix 2.



Regarding the question about changing jobs in the coming year, the Class of 2013 very much in line with the average response for the previous years.



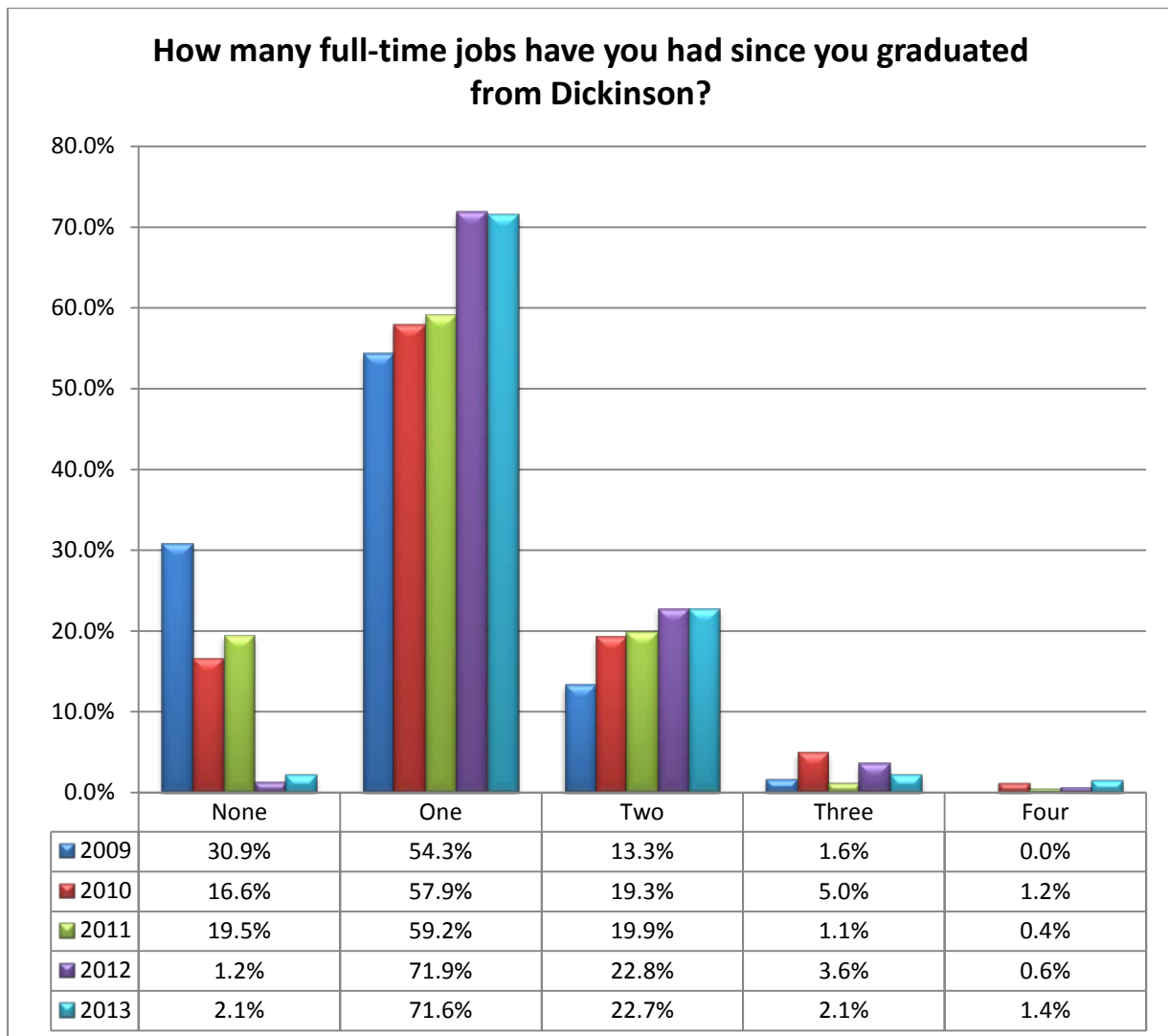
In the past, respondents were asked if they intended to change jobs *or* enroll in a degree program in the coming year. This question was split into two questions beginning with the Class of 2008 survey. Details for those who plan to change jobs or enroll in a new program can be found in Appendix 2.



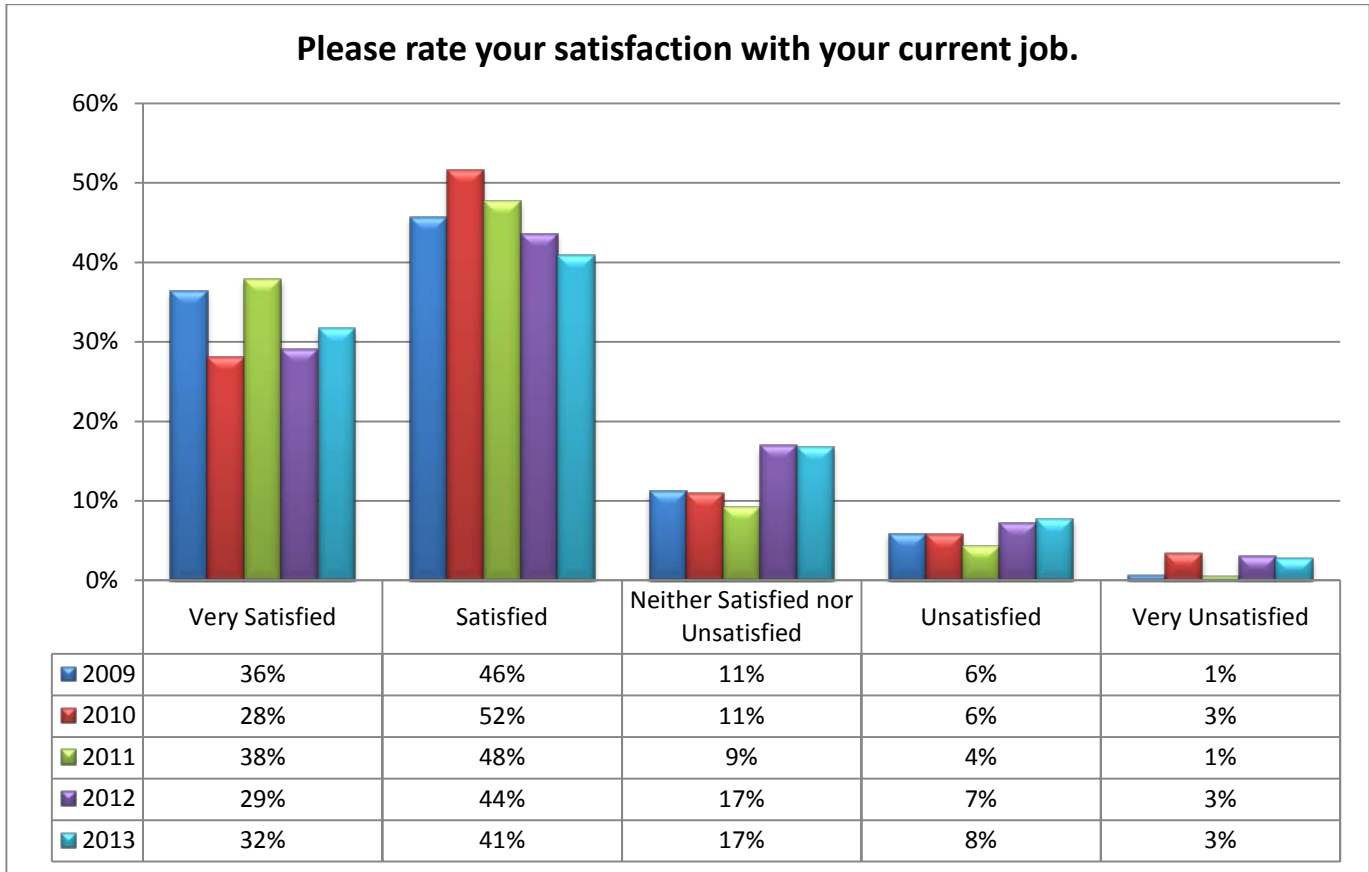
The table below shows the number and percentage of the respondents in the Class of 2013 indicating how many full-time jobs they have held since graduating from Dickinson.

How many FT jobs since graduation?	Count	Percentage
None	3	2.1%
One	101	71.6%
Two	32	22.7%
Three	3	2.1%
Four	2	1.4%
Total	141	100%

The chart below summarizes the number of full-time jobs held by members of the classes of 2009 through 2013 since graduating from Dickinson.

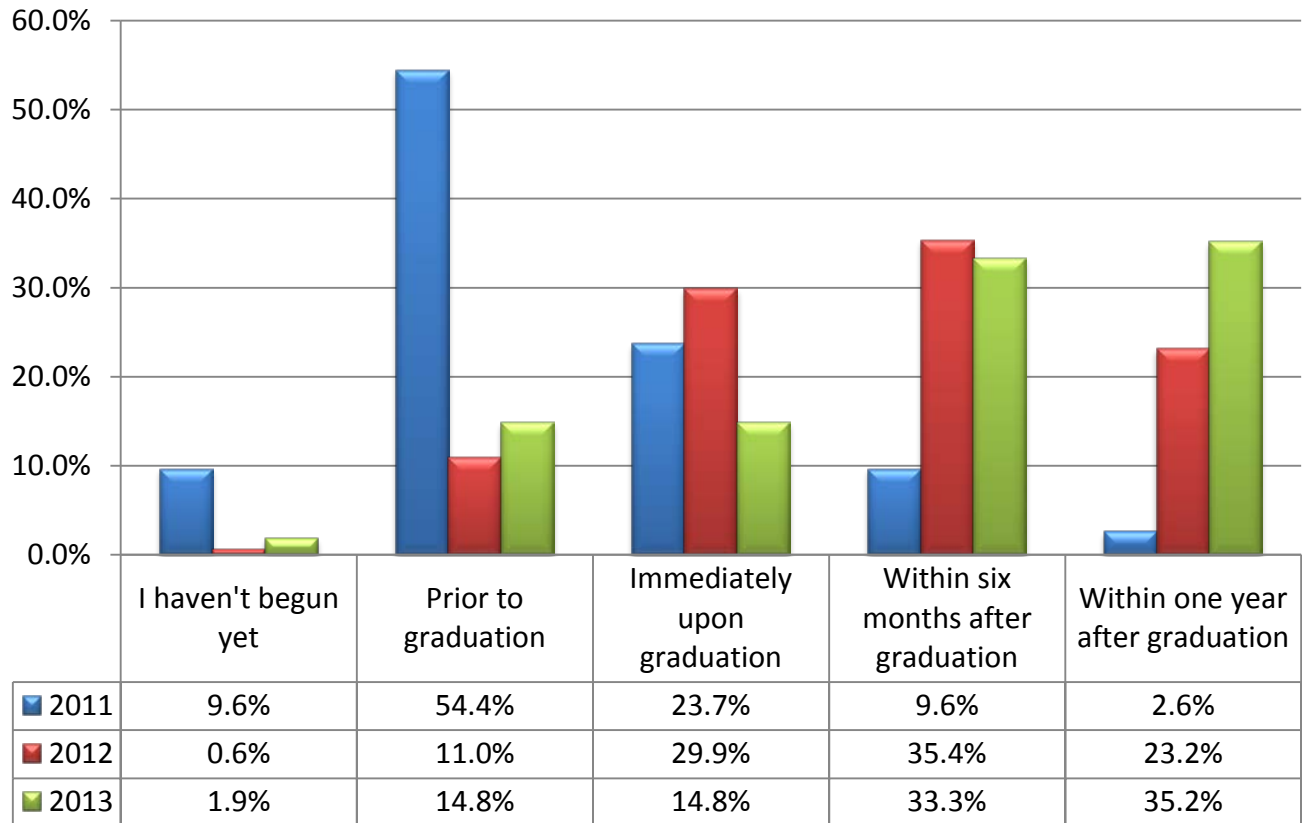


Those who were employed were asked about their job satisfaction. The majority of the Class of 2013 (73%) indicated they were either satisfied or very satisfied with their current job, which is the same as the Class of 2012.



The Class of 2013 was asked when they began their initial job search. The majority (63%) began their initial job search prior to graduation, immediately upon graduation or within six months of graduation. The chart below summarizes the responses.

When did you begin your initial job search?



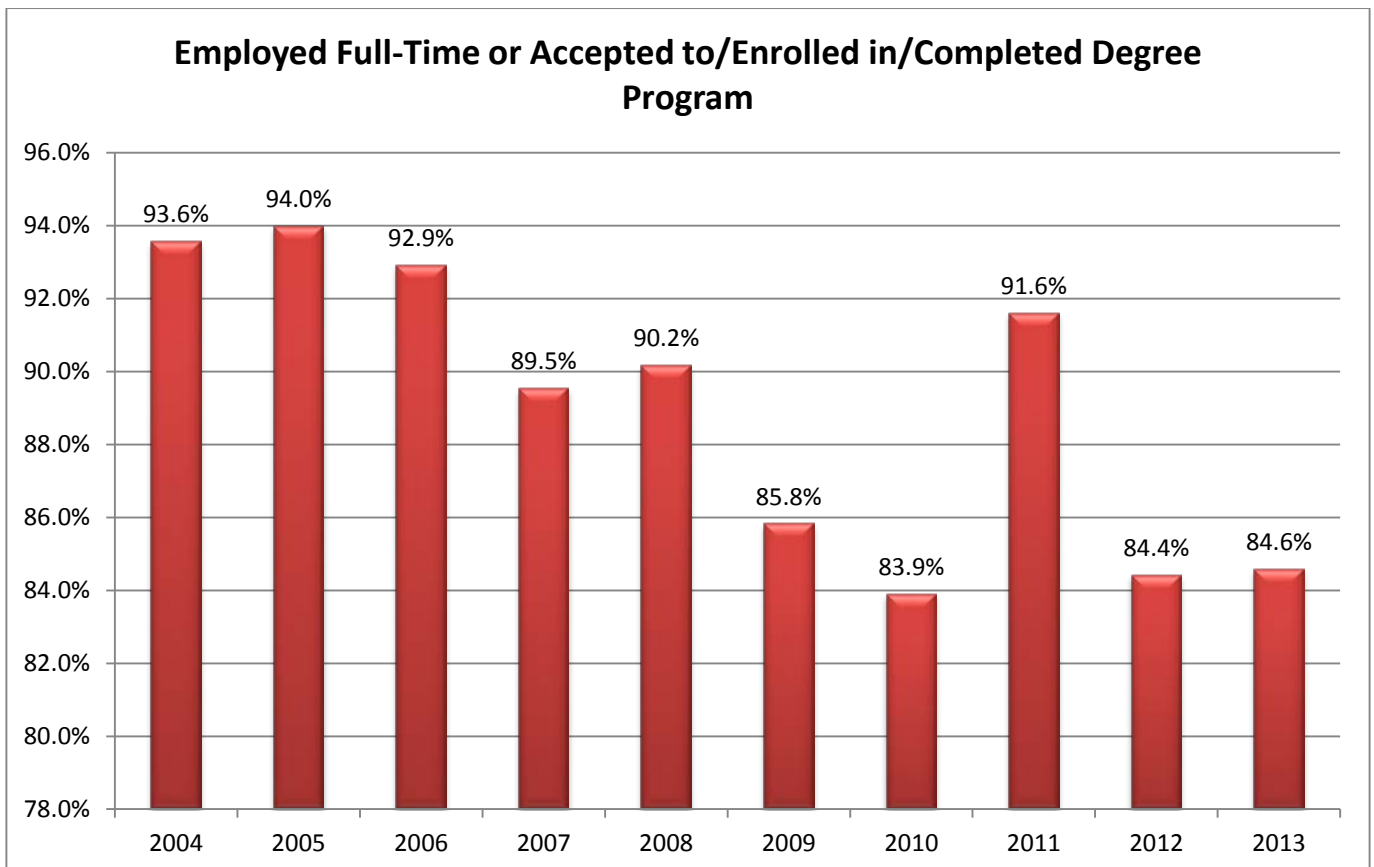
Education and Employment

The table below shows a combination of the responses regarding education and employment.

		Employed full-time	Employed part-time	Unemployed, actively looking	Unemployed because in school	Unemployed by choice - not actively looking	Other full-time activity	No Employment Response	Row Total
Enrolled in, or have completed a degree or certificate program	Count	21	12	5	19	0	2	2	61
	% of Row	34.4%	19.7%	8.2%	31.1%	0.0%	3.3%	3.3%	100.0%
	% of Col	14.3%	33.3%	35.7%	76.0%	0.0%	50.0%	100.0%	26.5%
	% of Total	9.1%	5.2%	2.2%	8.3%	0.0%	0.9%	0.9%	26.5%
Enrolled, but not toward a degree	Count	0	0	1	0	0	1	0	2
	% of Row	0.0%	0.0%	50.0%	0.0%	0.0%	50.0%	0.0%	100.0%
	% of Col	0.0%	0.0%	7.1%	0.0%	0.0%	25.0%	0.0%	0.9%
	% of Total	0.0%	0.0%	0.4%	0.0%	0.0%	0.4%	0.0%	0.9%
Accepted and will be attending this fall	Count	13	6	0	6	0	0	0	25
	% of Row	52.0%	24.0%	0.0%	24.0%	0.0%	0.0%	0.0%	100.0%
	% of Col	8.8%	16.7%	0.0%	24.0%	0.0%	0.0%	0.0%	10.9%
	% of Total	5.7%	2.6%	0.0%	2.6%	0.0%	0.0%	0.0%	10.9%
Accepted and deferred admission until a later date	Count	1	0	0	0	0	0	0	1
	% of Row	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	% of Col	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
	% of Total	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
Not enrolled, but applying to graduate/professional school	Count	27	4	2	0	0	0	0	33
	% of Row	81.8%	12.1%	6.1%	0.0%	0.0%	0.0%	0.0%	100.0%
	% of Col	18.4%	11.1%	14.3%	0.0%	0.0%	0.0%	0.0%	14.3%
	% of Total	11.7%	1.7%	0.9%	0.0%	0.0%	0.0%	0.0%	14.3%
Not enrolled in any courses	Count	75	12	6	0	1	1	0	95
	% of Row	78.9%	12.6%	6.3%	0.0%	1.1%	1.1%	0.0%	100.0%
	% of Col	51.0%	33.3%	42.9%	0.0%	50.0%	25.0%	0.0%	41.3%
	% of Total	32.6%	5.2%	2.6%	0.0%	0.4%	0.4%	0.0%	41.3%
Other	Column Total	9	2	0	0	1	0	0	12

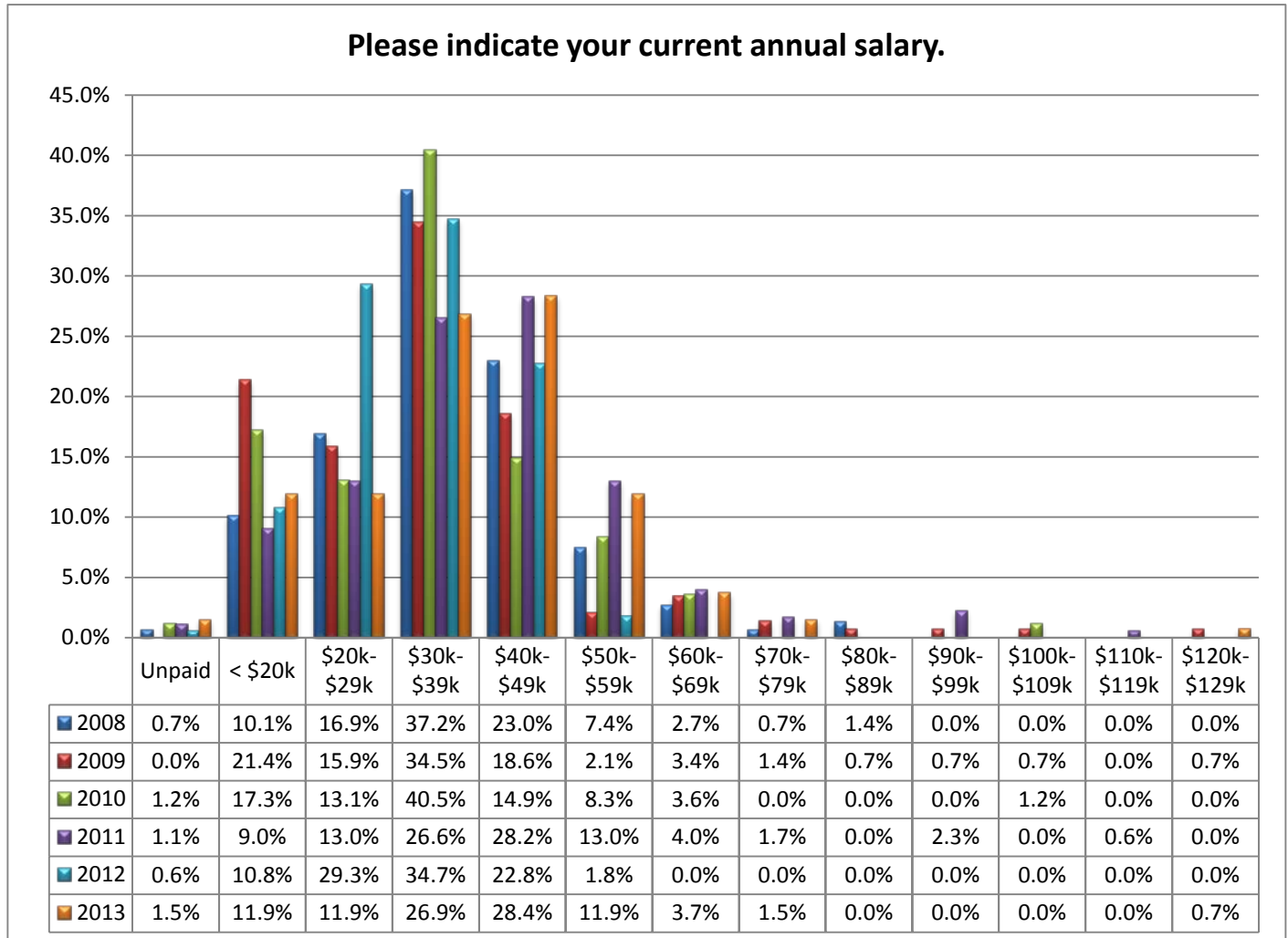
	% of Row	75.0%	16.7%	0.0%	0.0%	8.3%	0.0%	0.0%	100.0%
	% of Col	6.1%	5.6%	0.0%	0.0%	50.0%	0.0%	0.0%	5.2%
	% of Total	3.9%	0.9%	0.0%	0.0%	0.4%	0.0%	0.0%	5.2%
No enrollment response	Column Total	1	0	0	0	0	0	0	1
	% of Row	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	% of Col	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
	% of Total	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
Column Total	Column Total	147	36	14	25	2	4	2	230
	% of Row	63.9%	15.7%	6.1%	10.9%	0.9%	1.7%	0.9%	100.0%
	% of Col	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	63.9%	15.7%	6.1%	10.9%	0.9%	1.7%	0.9%	100.0%

The chart below depicts the history of the proportion of graduates who have been accepted to or are enrolled in a degree program, have completed a degree program or are fully employed. Employment and enrollment details by academic division are shown in more detail in Appendix 3.



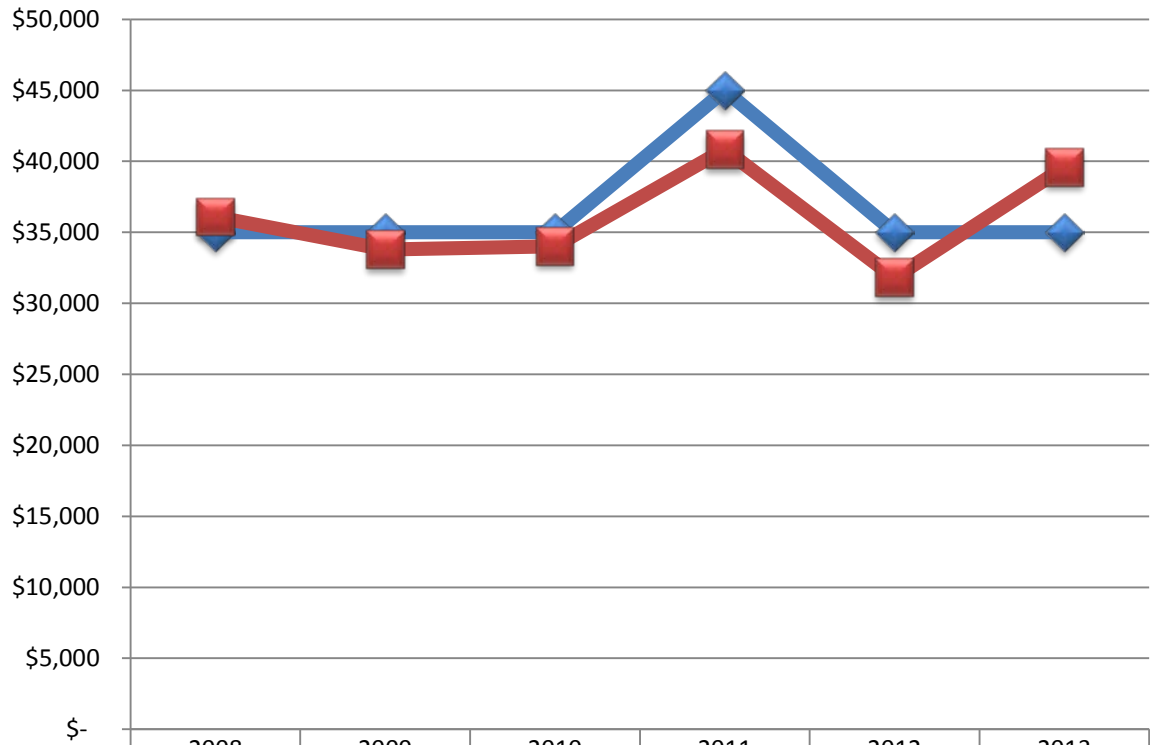
Salary

The alumni were asked to indicate their current salary. The chart below summarizes the responses for the past six years. Previous years had different salary bands and cannot be shown in direct comparison with the classes since 2008.



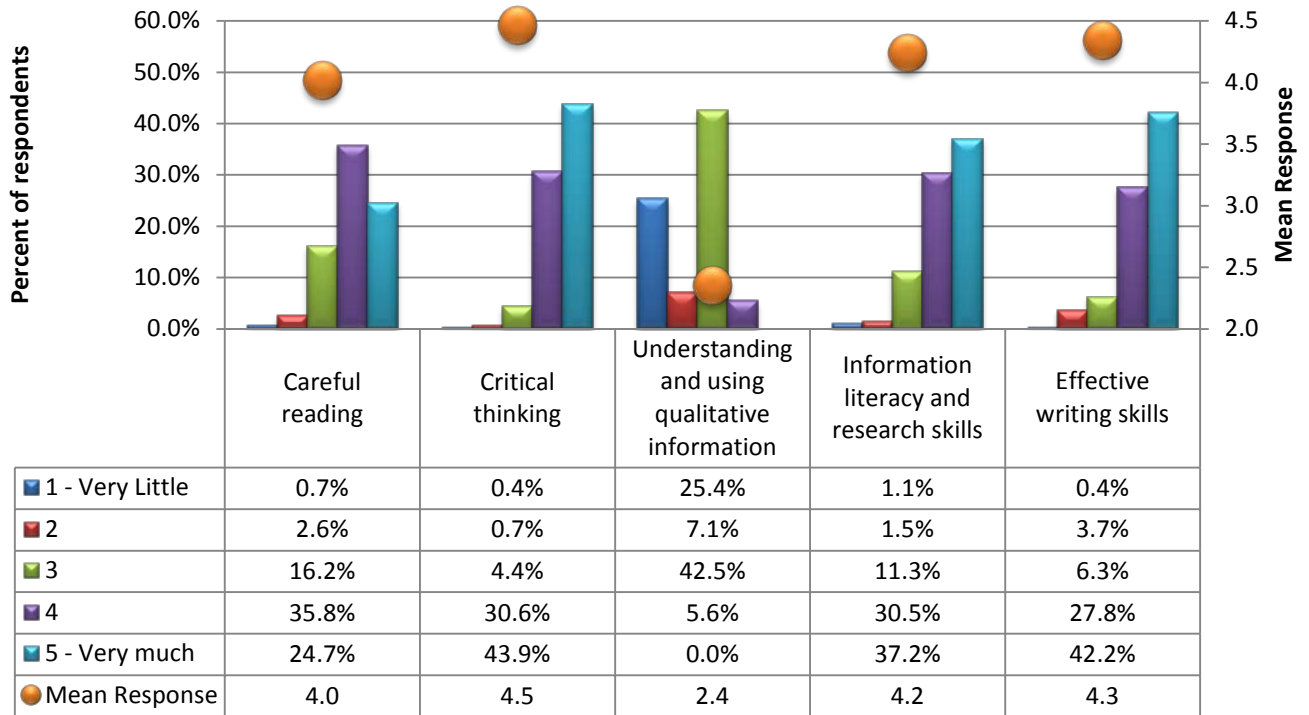
The chart below shows the estimated mean and median salaries for the past seven years. Please note there is no adjustment for inflation.

Please indicate your current annual salary.

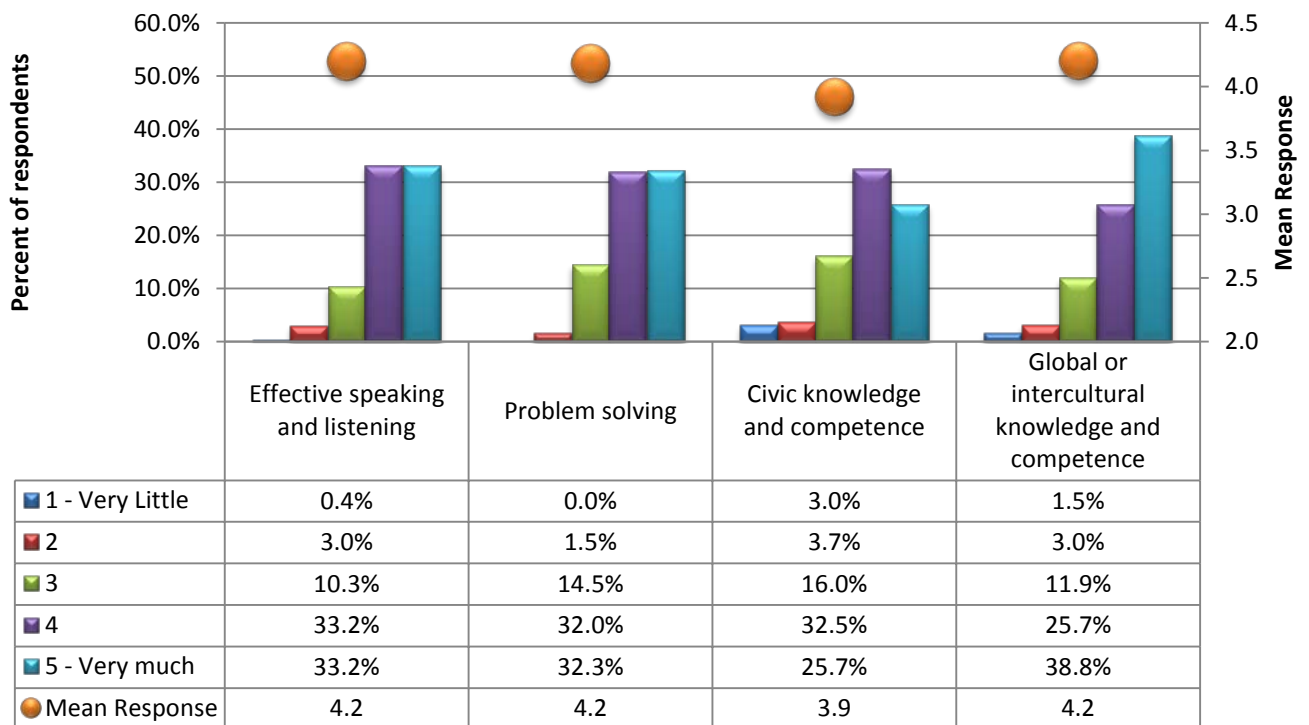


	2008	2009	2010	2011	2012	2013
Estimated Median	\$35,000	\$35,000	\$35,000	\$45,000	\$35,000	\$35,000
Estimated Mean	\$36,081	\$33,793	\$34,018	\$40,847	\$31,796	\$39,590

Please indicate the extent to which your Dickinson experience helped you develop in the following areas.

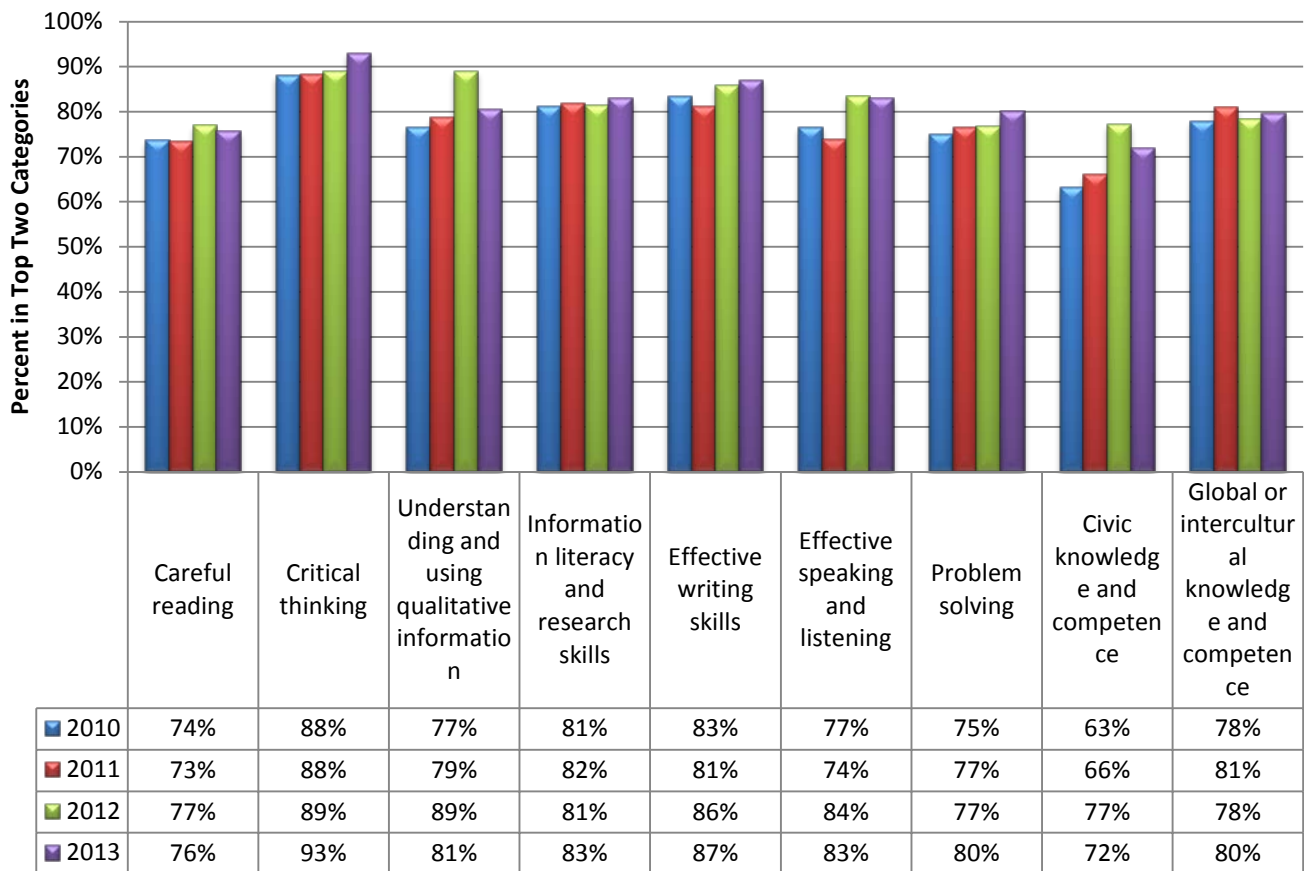


Please indicate the extent to which your Dickinson experience helped you develop in the following areas.



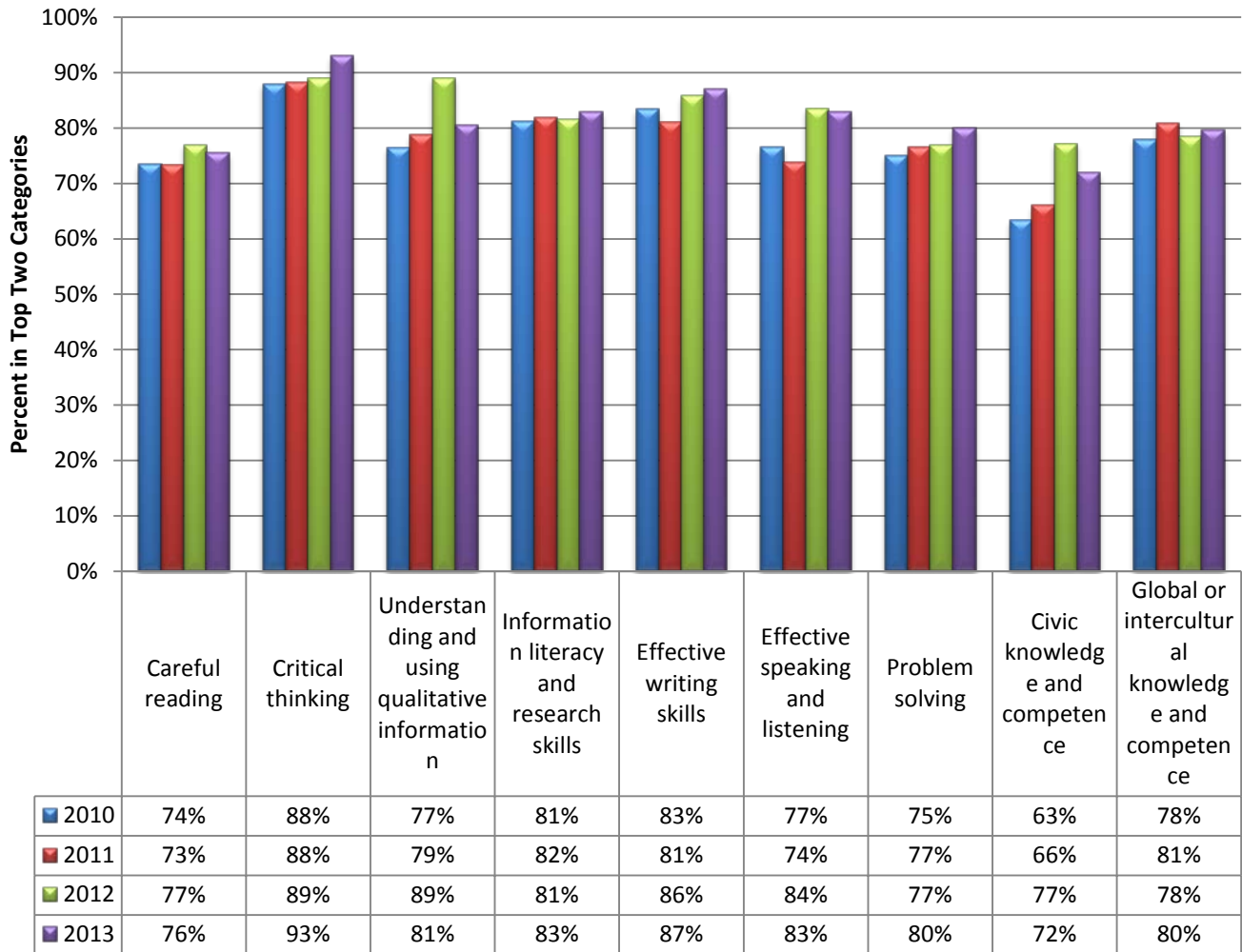
These results are quite consistent with the responses from the previous year. The charts below display the mean response and the percentage of those responding in the top two categories for two most recent graduating classes for each of the student learning topic areas.

**Please indicate the extent to which your Dickinson experience helped you develop in the following areas.
(% in top 2 categories on 5-point Likert Scale: 1 = Very Little, 5 = Very Much)**



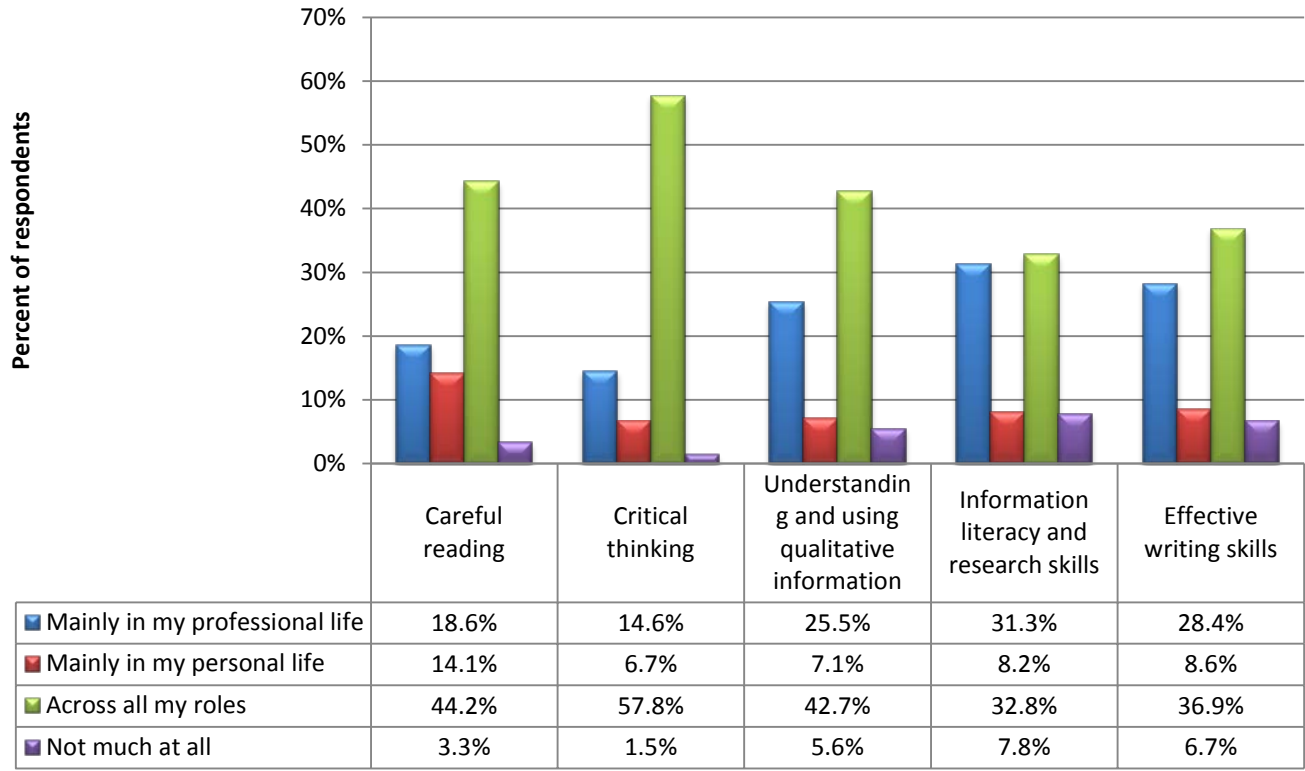
Please indicate the extent to which your Dickinson experience helped you develop in the following areas.

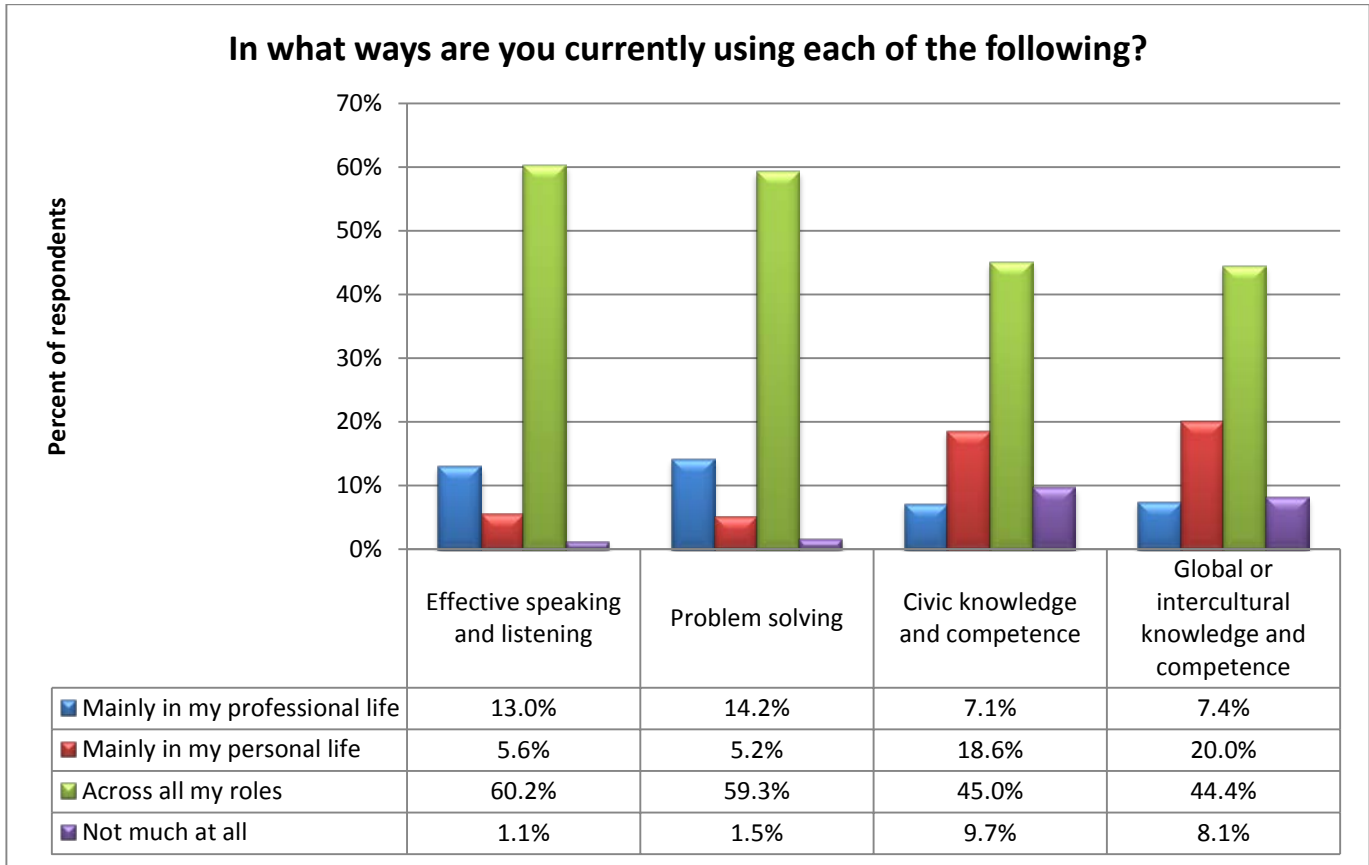
(% in top 2 categories on 5-point Likert Scale: 1 = Very Little, 5 = Very Much)



The results from the second set of questions that relate to how the alumni are currently using these skills in their daily lives after graduating from Dickinson College are shown in the two charts below.

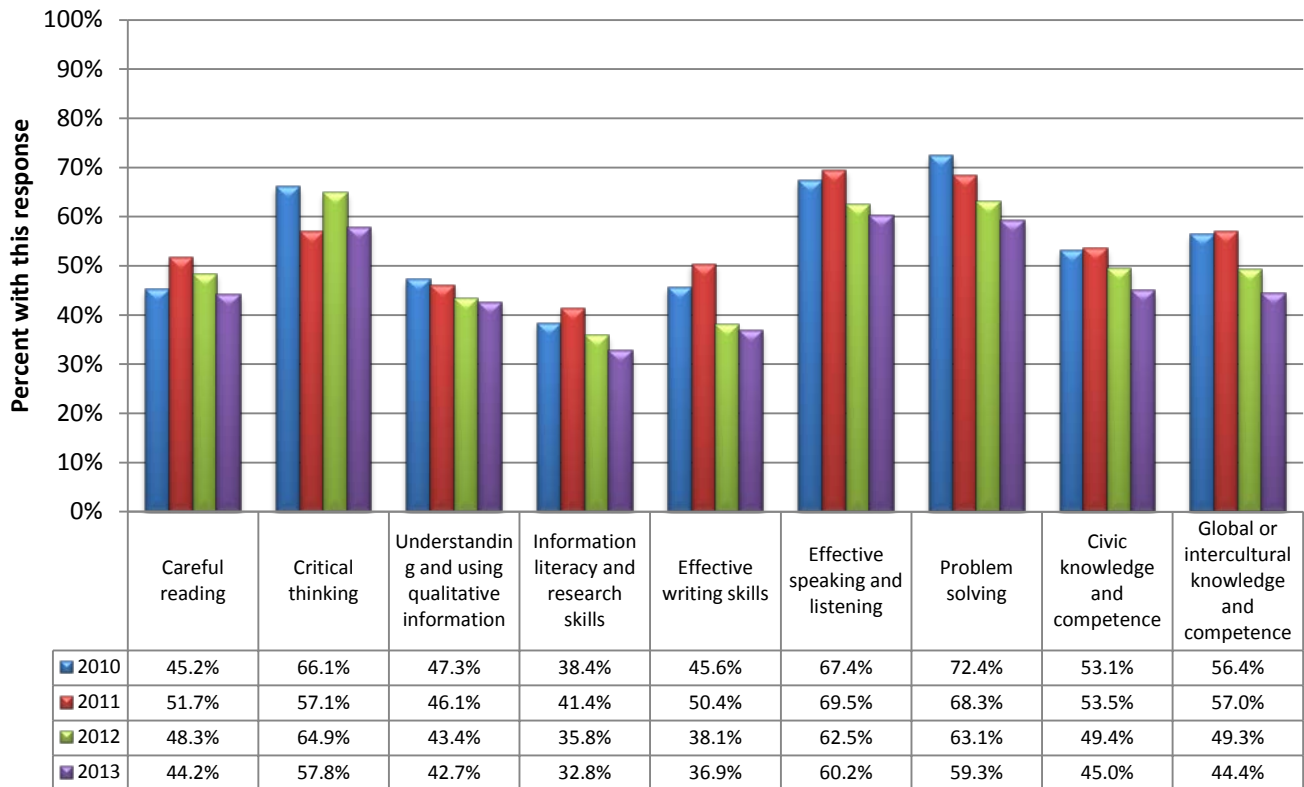
In what ways are you currently using each of the following?





The responses to this question are fairly consistent for the two years it has been asked. Shown below are the responses for those who indicated to what degree they used these skills “across all my roles”.

In what ways are you currently using each of the following? (Percent responding "Across all my roles")



Testimonials

Graduates were given the opportunity to respond to the question “how have you benefited from your Dickinson education”. Sixty-five individuals (27% of all respondents) provided a testimonial. Sixty-five percent of those providing a testimonial gave permission to re-print their submission along with their name. The table below contains several of the Class of 2013 testimonials. All the testimonials are shown in Appendix 6.

I continue to be amazed at how much I gained from my Dickinson education -- at times without even realizing it. I use the research, writing and critical thinking skills I developed at Dickinson every day.
Dickinson not only prepared me with adequate professional skills and knowledge to pursue my passion, but also gave me a vision that is global and liberal.
I am grateful for Dickinson's culture of collaborative, creative, and critical thought, which pushed more than I could have imagined and more than prepared me for what lies ahead.
Dickinson strengthened my work ethic, taught me discipline for my reading and writing and time management skills. It gave me the power to think for myself, but also listen to what others had to say - their opinions, feelings, etc. Dickinson gave me more confidence, a place to shine, be happy and grow academically, personally, and socially. I went to Dickinson for an education in Environmental Science and I came out a better person because I was not only given education on the environment (GREAT hands-on experience, by the way) but women's studies, religion, ethics, animal welfare, art history, community.... I could go on for a while. I feel well rounded, but aware I will always have room to grow. It is a great feeling.
Dickinson truly taught me to think out of the box, beyond the binaries and paradigms I've grown up with. I am so grateful for the classes I took that challenged me to go beyond fact-learning and delve into the complexities of science, humanities, and the world around us.
Dickinson took a chance on me and I am so glad they did. Dickinson opened my eyes to what the world has to offer and I am forever grateful for that. I grew then and I continue to grow today because of the hard work and dedication of all of the professors and staff. I have a job and I am headed to grad school soon. I know that I will be prepared for everything grad school has to offer because of the education that I received at Dickinson!
The minute that I graduated I started hearing about how useless a liberal arts education is. However, when interviewing for jobs that had little to do with my degree (as many of us were forced to do because of the economy), I was able to point to the "soft skills" that I developed while at Dickinson (speaking skills, leadership, organizational skills, study abroad) and I believe those are what helped me land my current job. I created a network while at Dickinson that is still supporting me today, composed of fellow alums, Greek life alums, and people with similar interests. The value of the Dickinson education goes beyond the books and is still paying off for me today!
Dickinson provided me with so many skills, and I have used them in just about every situation imaginable. I spent a year working as a Mental Health Companion with adults with a variety of severe mental illnesses in Maryland, where I aided these individuals in a variety of ways, helped in the administrative tasks involved in running a small business, researched legal and medical documentation, and was constantly kept on my toes. I am now serving as a Peace Corps Volunteer in Ghana, teaching chemistry at a senior high school. It is a completely new challenge for me in terms of career, education, and living conditions. Through the challenges, my skill set I developed at Dickinson, in my classes and in extracurricular activities such as the Equestrian Team, has not let me down! My adult life, brief as it has been, has been full of challenges and adventure, and I am so grateful to Dickinson for preparing me for it.
I can't even begin to explain. I love Dickinson, I miss Dickinson. Truly made me who I am today, and introduced me to the most amazing people and ideas!
Dickinson encouraged, pushed, and motivated me to use my mind, care for others, and make a difference. Its global focus is something that I've taken with me to grad school, as I've been on two study abroad trips in one year. Dickinson will have a lasting effect on me, I'm sure, and I am proud to be an alumnus of Dickinson College!
I am so indebted to Dickinson for the educational, extra-curricular, and personal experiences made available to me during my four years. The connections I made with professors, the organizations I joined and led, and the friends I made have all been instrumental in shaping who I am and developing my skills. Even a year out, I still get jealous when I think about the students that still get to attend Dickinson!

<p>The education I received at Dickinson has had an immeasurable effect on the quality of work I am able to produce. Being able to contribute intellectually and scientifically to projects at a top tier research institution straight out of college speaks volumes to the high caliber education and experience Dickinson offers its students. I am proud to be a Dickinsonian.</p>
<p>I feel like the most useful skill that I got from my Dickinson education was the hands-on application to theoretical material. Now that I am in graduate school at a big University, there is very little hands-on learning. Luckily, I have the skills gained from my undergraduate degree to better understand conceptual and theoretical material. I also learned very good critical thinking and problem solving skills that I'm only now realizing that not all people with a bachelor's degree have!</p>
<p>In the year which I've been out "in the real world," my appreciation for the Dickinson education has done nothing but grow. I was able to secure an internship in my field immediately after graduation, and have used knowledge I've gained from my coursework every day. However, as much fun as it is to teach my co-workers quantum mechanics in two sentences or less, what I rely on most are the critical thinking skills and ability to find connections between subjects that result from a liberal arts education. The people I met at Dickinson College helped me to find my passion, and gave me the tools I need to be a successful professional and a more engaged community member.</p>
<p>My Dickinson education very well prepared me for graduate school. My Dickinson professors challenged me to think critically and write effectively, and on the first day of grad school I felt I was one of the best prepared students in the room.</p>
<p>I'm a first generation college graduate and first in my family to receive a master's degree. My Dickinson education provided me with the access to dedicated and knowledgeable professors, a global education and platform to grow in all capacities. At first, I wasn't the strongest academically, but with the genuine support of my professors, Posse Mentor & internships experiences, I left Dickinson with a toolbox of skills I would apply in my professional and personal life. As a Media and Technology Specialist, working in the Boston Public Schools system, I'm using my toolbox to creatively develop a curriculum to prepare my students for our rapidly changing future, giving them access to resources so they are prepared for their post-secondary and college plans.</p>
<p>My professors have been a huge help in my internship and job search, as well as in my graduate school application process. I am still in touch with them now, even a year out. Providing faculty who really care and serve as wonderful role models is one of Dickinson's greatest strengths. Without their support I would not have accomplished so much over this past year, nor would I be looking towards graduate school this fall at my dream school.</p>
<p>The hard work and diligence that were required of the students at Dickinson have benefited me tremendously in law school. In comparison to many of my classmates in law school, I find myself better able to handle the large amounts of reading assigned. A large part of law school involves thinking critically and speaking publicly, and those skills were fostered by my Dickinson education. I did not realize the great preparation I was receiving for the next stages in life while I was at Dickinson, but I am now reaping the benefit. For that preparation, I am truly grateful.</p>
<p>More than anything else, Dickinson truly made me a better thinker. In addition to critical thinking, I felt that my education from Dickinson provided me with the ability to take on various perspectives. In my opinion, the ability to understand the point of view of others is one of the most important skills to have in life, and Dickinson undoubtedly improved this skill for me in all facets of life.</p>
<p>The perspective I gained while at Dickinson is like a switch that will never be turned off, a progressive education that illuminated my imagination and perception of the global community. I feel a real responsibility and moral obligation every day to use the different methods of critical thinking and valuable lessons that I gathered from my professors and peers to impact the communities around me, whether it be at work or in my personal life. My collective Dickinson experience was a gift and an advantage, the benefits of which I have only begun to comprehend.</p>
<p>Dickinson helped me greatly in all aspects of my life which proves the value that exists in a liberal arts education. Most of my fondest memories have to do with the experiences I had with the men's soccer team. So many of my teammates remain some of my best friends and I learned and matured so much while being a member and a captain of such a successful, tight-knit team.</p>

Dickinson Class of 2013 One-Year-Out Alumni Survey

Note: The comments shown in *blue* are only to provide information regarding the structure of the survey and were not included in the actual survey.

Dickinson College is very interested in hearing about your educational and employment endeavors. This survey is administered annually on the one, five and ten year anniversaries of your graduation. Thank you in advance for providing us with this very important information.

All information will be kept confidential and results will be used internally and public reports will only present aggregated data. You will be asked at the end of the survey what information (if any) you will allow us to update in your alumni records. You can skip any questions with which you are uncomfortable or not able to answer.

Please note that you don't have to complete the entire survey at one sitting. You can close your browser after completing any page and you can resume the survey from that point at a later date. Just use the link in the email invitation to re-open the survey.

I. Educational Activities

Please check the response that most accurately describes your current enrollment status.

- Enrolled in, or have completed a degree or certificate program
- Enrolled, but not toward a degree
- Accepted and will be attending this fall
- Accepted and deferred admission until a later date
- Not enrolled, but applying to graduate/professional school
- Not enrolled in any courses
- Other

Please specify "other" (*conditional*)
(text box provided)

Do you plan on enrolling in a degree program in the coming year?

- Yes
- No
- Unsure

Please provide some details about your plans. (*conditional*)
(text box provided)

Please provide the following information regarding your anticipated enrollment (*conditional*)
(text box provided)

Name of institution
(Pull down menu of most recent, most popular grad schools)

If you would like to provide any specific details regarding the institution (e.g. special campus or college), please use the space below.
(text box provided)

Most likely Field of study
(Pull down menu of choices, similar to the majors offered at Dickinson)

Anticipated Degree

- None
- Unknown
- Certificate
- Second B.A. or B.S.
- M.A. or M.S.
- M.B.A.
- M.S.W., M.S.E., M.S.N., or M.A.T.
- J.D. or L.L.B.
- M.D., D.O., D.D.S., or D.V.M.
- Ph.D.
- Ed.D., Sci.D., or D.B.A.
- Other Degree

Please provide more details regarding your certificate or degree *(conditional)*
(text box provided)

Please provide the following information regarding your enrollment

How many different institutions have you attended since graduating from Dickinson College?

- One
- Two
- Three
- More than three

For your most recent enrollment: *(conditional)*

Name of institution (pick from this list of popular schools for Dickinson Alumni or select "other")
(Pull down menu of most recent, most popular grad schools)

Please use the space below if you would like to provide any specific details regarding the institution (e.g. special campus or college).
(text box provided)

Field of study

(Pull down menu of choices, similar to the majors offered at Dickinson)

Degree Pursued

- None
- Unknown
- Certificate
- Second B.A. or B.S.
- M.A. or M.S.
- M.B.A.
- M.S.W., M.S.E., M.S.N., or M.A.T.
- J.D. or L.L.B.
- M.D., D.O., D.D.S., or D.V.M.
- Ph.D.
- Ed.D., Sci.D., or D.B.A.
- Other Degree

Please provide more details regarding your certificate or degree *(conditional)*
(text box provided)

For your **second** most recent enrollment: *(conditional)*

Name of institution (pick from this list of popular schools for Dickinson Alumni or select "other")

(Pull down menu of most recent, most popular grad schools)

Please use the space below if you would like to provide any specific details regarding the institution (e.g. special campus or college).

(text box provided)

Field of study

(Pull down menu of choices, similar to the majors offered at Dickinson)

Degree pursued

- None
- Unknown
- Certificate
- Second B.A. or B.S
- M.A. or M.S.
- M.B.A.
- M.S.W., M.S.E., M.S.N., or M.A.T.
- J.D. or L.L.B.
- M.D., D.O., D.D.S., or D.V.M.
- Ph.D.
- Ed.D., Sci.D., or D.B.A.
- Other Degree

Please provide more details regarding your certificate or degree *(conditional)*

(text box provided)

II. Employment Activities

Please check the response that most accurately describes your current employment status.

- Employed full-time
- Employed part-time
- Unemployed, but actively looking for employment
- Unemployed by choice - because enrolled in school
- Unemployed by choice - not actively looking
- Pursuing other full-time activity (volunteer, homemaker... do not include "school")

Please specify "other" *(conditional)*

(text box provided)

Please select the category that best describes your current field of employment.

(pull down menu)

- Arts/entertainment
- Business/industry
- Communications
- Education
- Government (non-military)
- Health/medical service
- Home management
- Law occupations
- Military
- Ministry
- Non-profit
- Sports/recreation
- Volunteer
- Other

Please specify "other" *(conditional)*

(text box provided)

Country

(pull down menu)

- United States
- Canada
- Mexico
- United Kingdom
- France
- Germany
- Italy
- Other

Please specify "other" *(conditional)*

(text box provided)

Province or Territory *(conditional)*

(pull down menu)

- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland and Labrador
- Northwest Territories
- Nova Scotia
- Nunavit
- Ontario
- Prince Edward Island
- Quebec
- Saskatchewan
- Yukon

State *(conditional)*

(pull down menu of choices provided)

City

(text box provided)

Job title

(text box provided)

Company name

(text box provided)

Please indicate the resources that helped you get your current position. (Check all that apply)

- Alumni contact
- Internet resources
- DickinsonConnect
- Job Fair
- Dickinson faculty contact
- Internship
- Dickinson Works on-campus interview
- Family or friend
- Previous employment
- Dickinson Career Center event
- Other

Please specify "other" (*conditional*)
(*text box provided*)

Please use the space below if you'd like to provide more details regarding the resources used to obtain your current position.
(*text box provided*)

How many full-time jobs have you had since you graduated from Dickinson?

- None
- 1
- 2
- 3
- More than 3

When did you begin your initial job search?

- Haven't begun yet
- Prior to graduation
- Immediately upon graduation
- Within six months after graduation
- Within one year after graduation

The three questions below ask you for sensitive pieces of information regarding your current job. This information will be held completely confidential and only reported in summary form. (For example, "the median salary range for recent graduates is between \$X and \$Y".)

Please indicate your annual salary range.
(*pull down menu*)

- Unpaid
- Less than \$20,000
- \$20,000 - \$29,999
- \$30,000 - \$39,999
- \$40,000 - \$49,999
- \$50,000 - \$59,999
- \$60,000 - \$69,999
- \$70,000 - \$79,999
- \$80,000 - \$89,999
- \$90,000 - \$99,999
- \$100,000 - \$109,999
- \$110,000 - \$119,999
- \$120,000 - \$129,999
- \$130,000 - \$139,999
- \$140,000 - \$149,999
- \$150,000 or more

Do you plan to change jobs in the coming year?

- Yes
- No
- Unsure

Please use the space below if you would like to provide any details of your plans to change jobs.
(*text box provided*)

Please rate your overall satisfaction with your current job.

- Very Satisfied
- Satisfied
- Neither Satisfied nor Unsatisfied
- Unsatisfied
- Very Unsatisfied

III. Undergraduate Learning Objectives

Using the scale below, please indicate the extent to which your Dickinson experience helped you develop in the following areas?

	(1) Very little	(2)	(3)	(4)	(5) Very much
Careful reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding and using qualitative information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information literacy and research skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective speaking and listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic knowledge and competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global or intercultural knowledge and competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In what ways are you currently using each of the following?

	Mainly in my professional life	Mainly in my personal/community life	Across all my roles	Not much at all
Careful reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding and using qualitative information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information literacy and research skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective speaking and listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civic knowledge and competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global or intercultural knowledge and competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IV. About You

Have you used any of Dickinson's alumni career services? (*Click to visit the website and find out what's available.*) ([hyperlink provided](#))

- Yes, both before and after graduating from Dickinson
- Yes, before graduating from Dickinson
- Yes, after graduating from Dickinson
- No
- Unsure

The information we currently have on file for you is shown below. If any field is not correct, please feel free to type in the correct information.

First Name: (*displayed from current records*)
(*text box provided*)

Last Name: (*displayed from current records*)
(*text box provided*)

Address 1: (*displayed from current records*)
(*text box provided*)

Address 2: (*displayed from current records*)
(*text box provided*)

City: (*displayed from current records*)
(*text box provided*)

State: (*displayed from current records*)

(text box provided)

Country *(if other than US): (displayed from current records)*
(text box provided)

Zip code: *(displayed from current records)*
(text box provided)

Email address: *(displayed from current records)*
(text box provided)

V. Opportunities

Are you interested in any of the following opportunities?

	Yes	No	N/A
Providing internships to Dickinson students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing employment opportunities for Dickinson graduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering for Dickinson Works (Alumni Career Network)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* Click to learn more about all three of these opportunities. *(hyperlink provided)*

VI. Testimonial

Last topic: We would love to hear your testimony of how you have benefited from your Dickinson education.

(text box provided)

Can we publish your testimony with your name? *(conditional)*

- Yes
- No

Your name as you would like it to appear in the event your testimony is made public.

This personal information will not be used for any other purpose. *(conditional)*

(text box provided)

Thank you very much for your time and effort!

We welcome your comments or suggestions regarding the survey.

Please email them to: insres@dickinson.edu.

Please click the "submit" button to complete the survey.

Details for those who responded with *other* for their enrollment status:

Accepted last year, deferred, attending this august
Saving money while looking into graduate programs
Accepted to the Christie's graduate program, deferred admission indefinitely
Plan to apply in future for MBA after more work experience
taken non-credit classes; considering applying to graduate school
Completed Certification and enrolled in grad school for fall
Alum
Enrolled in MOOCs on Coursera
Accepted admission and then declined due to lack of funding
graduated

Details regarding plans to enroll in a new degree program in the coming year:

I'm intending to enroll in an MFA program for visual art
Law School

Details for those who responded with *pursuing other full-time activity*:

Free Lance Tutor of English
Judicial Intern
Graduate Research Assistant
City Year
I am on a Fulbright English Teaching Assistantship Grant in Brazil
unemployed by choice looking to enroll in school
Employed as temporary employee, hoping to become permanent
Student
Full-time offer

Details for those who responded with *other* for their employment field:

Other
Science and technology
Advertising
Advertising
Research
Agriculture
Manufacturing/Museum Industry
retail management
Sports Digital Media - The Whistle
international development
Journalism
Retail
Financial Services/Insurance

Advertising
Sales
Fashion PR
Consulting
Construction
Graduate Student
Research
Advertising
Agricultural research
Biological Sciences

Details for “other” resources that helped graduates get current position:

SLAC
recommendation
Temp hiring service
Professor
Dan Confer
Applied on company website
Previous volunteer position
Finney Search Group
volunteer work
the Southeastern Theatre Conference (SETC)
Carney, Sandoe
Networking (not with Dickinsonians)
LinkedIn
Connection made my Sr. while on a Showroom tour
Self found
walk in
A classmates father was an additional resource and acted as a reference
Freelance Work
Company Website
Personal Find

More details regarding the resources used to obtain current position.

My uncle helped me get an internship with the office, which led to a full time job after 2 months.
Used LinkedIn exclusively
Only got job because of recommendation from Greg and Cathy at Admissions department and the passion and skills I learned from them
Philadelphia Teaching Fellows Program during summer 2013

Amazing education minor program at Dickinson that prepared me for a job at a public school right out of Dickinson.
I got an internship through a family friend. Once someone had left the company, they hired me full time.
Contacted individuals at my Epidemiology department and offered to intern unpaid. Over time moved to lab and applied for full time paid position.
I talked to a close family friend to get an internship going into senior year at Dickinson. Then I used the connections I established during the internship to get a job opportunity
I was connected to an agent from CAA by way of a fellow Dickinsonian
Scott Sullivan is a friend and former classmate of mine who graduated a year prior to me and aided me in applying and accepting a position with Ciena Corporation
I did not use any resources from Dickinson to obtain my current position.
Tfa recruitment
Alumni internal referral
Professor Marcus Key connected me with Brad Wolf, a Dickinson alum
I used the AmeriCorps website to search for positions. Also, I've heard positions have been posted on Idealist.
Networking, since graduating from Dickinson College, I truly became aware of the value of networking and how it has helped me advance in my career.
Began volunteering at this facility in high school and worked in recreation as an activities coordinator during summers and winters (when not at Dickinson) and was offered a promotion upon graduation to Director of Medical Records.
Without Dickinson's Career Center, I doubt I could've gotten to my full time position. With their help searching for internships and with alumni connections, I was able to obtain internships that led me to connections that led me to interviews that led me to a full time position. Dickinson was the stepping stone that pushed me in the right direction and guided me.
Ever since Sophomore year I have had internships every summer, which helped build my resume. But I met Amy Matto's in house Sales Manager on a showroom tour I did and made sure to keep in contact with her through out the second half of my senior year. She took me on as an assistant and from there I have been able to move up to Manager in our PR department.
Ecojos.com
Indeed
Recommendations from Dickinson faculty. Review of Application by Career Center, Phil Jones.
USITT - National Theatre Conference
originally found out about my lab through a friend in Dickinson and did summer research for two consecutive summers; now I'm a full-time employee and will be for another year
A family connection helped me get the internship which turned into my full time job upon graduation.
I was contacted through LinkedIn

Details regarding plans to change jobs in the coming year:

Looking for a new challenge at a smaller company.
Im going to school in august
The first company I worked for went bankrupt so I had to take this job but would like to move back into a field related to the major I graduated with.
I am returning to the United States to pursue graduate school.
Starting law school
I am going back to school
I am starting graduate school in the fall.

I am currently serving a 1-year term as an AmeriCorps VISTA, and once my term is complete, I would like to secure a full-time, full-pay position.
I would like to break into the front office division of the bank. I plan to leverage my experience to land a role in sales or asset management.
Leaving to attend graduate school
Student at VCU
I am currently applying for several promotions internally at my company - which I have been recommended for. I will hopefully be promoted in the next 3-5 months.
want to stay in the nonprofit industry but not at this organization; want to move up in job title and salary; also completed yoga teacher certification and want to pursue teaching yoga part-time.
I will be holding a part-time job while studying. I will be working as a wild plant forager in the United Kingdom.
I plan to continue farming and working outdoors. I will be looking for another farm job this fall and for next summer.
Plan to move to Maryland and find a new full-time job in healthcare for the year leading up to starting graduate school
Will not be working full time during full time graduate studies
Would like to be involved more in merchandising, consulting and the creative
I just don't think I want to be a teacher. I would prefer to be doing something project based where I am selling or creating something and presenting it rather than daily lessons on grammar sports and culture with a lot of behavioral class work.
I am looking for jobs in Washington DC or Columbus, OH
Beginning graduate school in the fall.
I will be leaving my job to attend grad school
I will be leaving my current job (although I like it very much) to attend graduate school in the fall, where I will also be on staff as a graduate teaching assistant.
Hired for two year position, ending next year
I'm thinking about going into international development in Latin America, working in an NGO or local businesses.
Looking to get into a research position that would be more in line with what a graduate program in neuroscience is looking for.
I have been actively looking for other work for over six months. I did not originally want to come back to working here (would work here during winters and summers away from Dickinson) but when I did not have any other available options I came back to my current employer looking for work. They offered me a promotion from hourly wage to salary and I took it as a temporary position. I am still applying and looking elsewhere and do not plan to stay here much longer.
I recently moved out of the City and have tried commuting, its about a 2 hr commute and I think because of the toll it takes on me I will only be able to handle it for another couple of months. The city is expensive and with my salary, I am unable to comfortably live in New York.
I am planning to go back to school to get my masters. This will require me to move.
Law School
joining the United States Marine Core
Planning on moving to more of an analyst role.

Office of Institutional Research

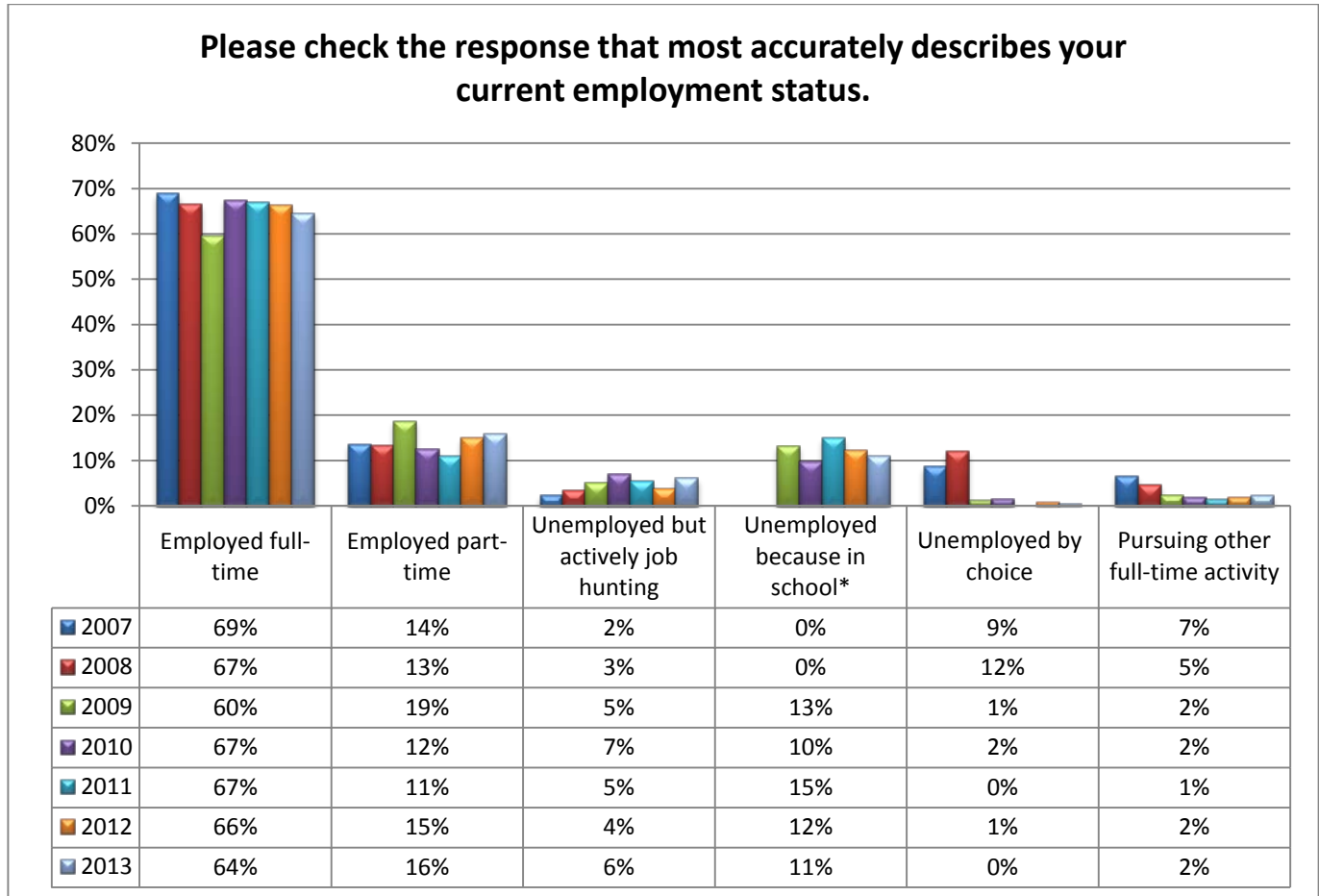
Below is a breakdown of enrollment and employment for the graduates by their major division.

		Employed full-time	Employed part-time	Unemployed actively looking	Unemployed because in school	Unemployed by choice - not actively looking	Other full-time activity	No Employment Response	Row Total
Enrolled in, or have completed a degree or certificate program	Count	21	12	5	19	0	2	2	61
	% of Row	34.4%	19.7%	8.2%	31.1%	0.0%	3.3%	3.3%	100.0%
	% of Col	14.3%	33.3%	35.7%	76.0%	0.0%	50.0%	100.0%	26.5%
	% of Total	9.1%	5.2%	2.2%	8.3%	0.0%	0.9%	0.9%	26.5%
Enrolled, but not toward a degree	Count	0	0	1	0	0	1	0	2
	% of Row	0.0%	0.0%	50.0%	0.0%	0.0%	50.0%	0.0%	100.0%
	% of Col	0.0%	0.0%	7.1%	0.0%	0.0%	25.0%	0.0%	0.9%
	% of Total	0.0%	0.0%	0.4%	0.0%	0.0%	0.4%	0.0%	0.9%
Accepted and will be attending this fall	Count	13	6	0	6	0	0	0	25
	% of Row	52.0%	24.0%	0.0%	24.0%	0.0%	0.0%	0.0%	100.0%
	% of Col	8.8%	16.7%	0.0%	24.0%	0.0%	0.0%	0.0%	10.9%
	% of Total	5.7%	2.6%	0.0%	2.6%	0.0%	0.0%	0.0%	10.9%
Accepted and deferred admission until a later date	Count	1	0	0	0	0	0	0	1
	% of Row	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	% of Col	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
	% of Total	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
Not enrolled, but applying to graduate/professional school	Count	27	4	2	0	0	0	0	33
	% of Row	81.8%	12.1%	6.1%	0.0%	0.0%	0.0%	0.0%	100.0%
	% of Col	18.4%	11.1%	14.3%	0.0%	0.0%	0.0%	0.0%	14.3%
	% of Total	11.7%	1.7%	0.9%	0.0%	0.0%	0.0%	0.0%	14.3%
Not enrolled in any courses	Count	75	12	6	0	1	1	0	95
	% of Row	78.9%	12.6%	6.3%	0.0%	1.1%	1.1%	0.0%	100.0%
	% of Col	51.0%	33.3%	42.9%	0.0%	50.0%	25.0%	0.0%	41.3%
	% of Total	32.6%	5.2%	2.6%	0.0%	0.4%	0.4%	0.0%	41.3%
Other	Column Total	9	2	0	0	1	0	0	12

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	% of Row	75.0%	16.7%	0.0%	0.0%	8.3%	0.0%	0.0%	100.0%
	% of Col	6.1%	5.6%	0.0%	0.0%	50.0%	0.0%	0.0%	5.2%
	% of Total	3.9%	0.9%	0.0%	0.0%	0.4%	0.0%	0.0%	5.2%
No enrollment response	Column Total	1	0	0	0	0	0	0	1
	% of Row	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	% of Col	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
	% of Total	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
Column Total	Column Total	147	36	14	25	2	4	2	230
	% of Row	63.9%	15.7%	6.1%	10.9%	0.9%	1.7%	0.9%	100.0%
	% of Col	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	63.9%	15.7%	6.1%	10.9%	0.9%	1.7%	0.9%	100.0%

The chart below displays the percentage of the graduates in each of the selected categories pertaining to current employment. The data show relatively stable trends over the past seven years.



Note:

Enrolled includes those who are enrolled in a degree program, have completed their degree, have been accepted or have been accepted and deferred into a degree program.

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The table below includes details for the Class of 2013 to include the school, field of study and degree.

Alphabetical listing of school, field, and degree for all students who are accepted to, are enrolled in, or have completed a graduate program for the Class of 2013:

School	FOS	Degree
American Council of Exercise	Health Related field	Certificate
American University	Education	M.A. or M.S.
American University	Law	J.D. or L.L.B.
Birkbeck College, University of London	Other	M.A. or M.S.
Boston University	Mathematics	Ph.D.
Bucknell University	Engineering	M.A. or M.S.
City University London	Other	M.A. or M.S.
Clemson University	Mathematics	M.A. or M.S.
College of Charleston	Biological/Life Sciences	M.A. or M.S.
Columbia	Law	Not Specified
Drexel University	Education	M.A. or M.S.
Drexel University	Higher Education Administration	M.A. or M.S.
Emory University	Health Related field	M.A. or M.S.
Fitchburg State University	Education	M.A. or M.S.
George Mason University	History	M.A. or M.S.
HACC	Nursing	Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.)
James Cook University	Other	M.A. or M.S.
Johns Hopkins University	Health Related Field	M.A. or M.S.
Johns Hopkins University	Marketing	M.A. or M.S.
Loyola university md	Other	M.A. or M.S.
MGH Institute of Health Professions	Other	Other degree
Mount Sinai	Biological/Life Sciences	Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.)
New York University	European Studies	M.A. or M.S.
Northeastern University	Business	M.B.A
Northeastern University	Business	M.B.A
Penn State	Medicine	M.D.,D.O.,D.D.S., or D.V.M.
Pontifical Catholic University of Peru	Anthropology	M.A. or M.S.
REcampus	Other	Certificate
Rutgers University	Medicine	M.D.,D.O.,D.D.S., or D.V.M.
Rutgers University	Medicine	M.D.,D.O.,D.D.S., or D.V.M.
Saint rose	Psychology	Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.)
Seton Hall University School of Law	Law	J.D. or L.L.B.
Tel Aviv University	Other	M.A. or M.S.

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Temple University	Education	M.A. or M.S.
Temple University	Law	J.D. or L.L.B.
Temple University	Medicine	M.D.,D.O.,D.D.S., or D.V.M.
The University of Texas at Austin	Psychology	M.A. or M.S.
UC Hastings College of the Law	Law	J.D. or L.L.B.
University of Baltimore School of Law	Law	J.D. or L.L.B.
University of Bologna	Other	M.A. or M.S.
University of Bradford	Archaeology	M.A. or M.S.
University of California Irvine	Business	Certificate
University of East Anglia	Environmental Studies	M.A. or M.S.
University of Maine	International Relations	M.A. or M.S.
University of Maryland	Dental Hygiene/Medicine	M.D.,D.O.,D.D.S., or D.V.M.
University of North Carolina	Accounting	M.A. or M.S.
University of North Carolina	Biology	Ph.D.
University of Pennsylvania	Education	Other Master's (i.e. M.S.W.)
University of Pennsylvania	Social Work	Other Master's (i.e. M.S.W.)
University of Pennsylvania	Social Work	Other Master's (i.e. M.S.W.)
University of Pittsburgh	Law	J.D. or L.L.B.
University of Queensland	Environmental Studies	M.A. or M.S.
University of Southern California	Statistics	M.A. or M.S.
University of Washington	Biological/Life Sciences	Ph.D.
Virginia Commonwealth University	Dental Hygiene/Medicine	M.D., D.O., D.D.S., or D.V.M.
Virginia Polytechnic Institute and State University	Environmental Studies	M.A. or M.S.

Complete list of title/position, employer, city and state/country for graduates employed full-time:

Title/Position	Employer	City	State/Country
Operations Coordinator	Hurricane Sandy New Jersey Relief Fund	Morristown	New Jersey
Junior copywriter	Grey Healthcare Group (ghg)	New York	New York
Analyst	J.P. Morgan	New York	New York
Senior Registered Client Service Associate	UBS Financial Services, Inc.	Newport Beach	California
Assurance Staff	Ernst & Young	New York	New York
analyst	Goldman Sachs	New York	New York
Research Aide	Weill Cornell Medical College	New York	New York
Legislative Correspondent	U.S. House of Representatives	Washington	District of Columbia
Sales Development Representative	Chartbeat	New York	New York
Senior Data Analyst	Informulary Inc	Hanover	New Hampshire
Admissions Counselor	Penn State	Mont Alto	Pennsylvania
Development and Communications Associate	The Ivymount School	Rockville	Maryland
7th Grade Earth Science Teacher	Mastery CHarter Schools	Philadelphia	Pennsylvania
Project Manager	TransPerfect	New York City	New York
Formalities Specialist	Staas & Halsey	Washington	District of Columbia
Member and Customer Service Coordinator	American Hotel and Lodging Association		District of Columbia
Translator	Game Insight	Moscow	Russia
Executive Assistant	BGR Group	Washington	District of Columbia
Personal trainer	Joseph's Speed and Agility	Lewisburg	Pennsylvania
Data Scientist Intern	Monster Worldwide	Weston	Massachusetts
Biochemistry Research Associate	Hampton Creek	San Francisco	California
Associate Producer	Fluent Visual	Washington	District of Columbia
Administrative Coordinator	The Urban Institute	Washington	District of Columbia
Project Coordinator	Kidsave International	Washington D.C.	District of Columbia
Legal Assistant	Nernberg & Associates	Pittsburgh	Pennsylvania
Seventh grade social studies teacher	Dracut public schools	Dracut	Massachusetts
Marketing Associate	London Forfating Americas	New York City	New York
Office Manager	The Fearless Group	New York	New York
Assistant Director of Out-of-School-Time Program/AmeriCorps Volunteer	Notre Dame Mission Volunteers AmeriCorps	Philadelphia	Pennsylvania

Assistant to Ambassador	Embassy of Afghanistan	Washington	District of Columbia
Project Manager	Advantex Learning Solutions	Philadelphia	Pennsylvania
Development and Research Assistant - AmeriCorps VISTA	Rising Tide Capital	Jersey City	New Jersey
Graphics and Posting Coordinator	JCDecaux	New York	New York
Friends of the Library Intern	Dickinson College	Carlisle	Pennsylvania
Molecular Biologist	Delaware Public Health Lab	Smyrna	Delaware
Lab Technician	University of Richmond	Richmond	Virginia
GUDID Business Project Manager	Johnson & Johnson	Horsham	Pennsylvania
Paralegal	Semmes, Bowen & Semmes	Baltimore	Maryland
Community Manager/ Copywriter	Red Fuse Communications	New York	New York
Marketing Associate	The Advisory Board Company	Washington	District of Columbia
Cancer Research Training Award Postbaccalaureate Fellow	National Cancer Institute	Bethesda	Maryland
Associate Media Planner	Razorfish Healthware	Philadelphia	Pennsylvania
Development Assistant	CURE Epilepsy	Chicago	Illinois
Editorial Assistant			New York
Researcher	Nordic Food Lab	Copenhagen	Denmark
behavioural interventionist	board of child care	baltimore	Maryland
Document Deliver and Interlibrary Loan Supervisor	Boston University School of Law	Boston	Massachusetts
Assistant	Creative Artists Agency	Los Angeles	California
Sales Compensation Analyst	Ciena Corporation	Hanover	Maryland
Investment Banking Analyst	BNP Paribas Corporate & Investment Banking	New York	New York
Media Coordinator	Connecticut Fund for the Environment	New Haven	Connecticut
Apprentice	Evening Song Farm	Cuttingsville	Vermont
Certified Nursing Assistant	Virtua Health and Rehabilitation	Mount Holly	New Jersey
Customer Projects Coordinator	Common Market	Philadelphia	Pennsylvania
Account Executive	Jude Connally	Kenilworth	New Jersey
FoodCorps Service Member	FoodCorps	Windham	Connecticut
Social Media Coordinator	PwC	New York	New York
Development Associate	UJA-Federation of New York	New York City	New York
High School Spanish Teacher	Gilman School	Baltimore	Maryland
Session Assistant II	Memorial Sloan Kettering Cancer Center	New York	New York
Health Care Data Analyst	Informulary Inc.	Hanover	New Hampshire
Registered Nurse	Anne Arundel Medical Center	Annapolis	Maryland
Staff	Ernst and Young LLP	McLean	Virginia

Operations Manager	Evers & Co.	Washington D.C.	Maryland
Office Administrator/Personal Assistant	Cyrstalizations Systems Inc.	Huntington	New York
sales team lead	Crate and Barrel	Arlington	Virginia
Chemist	Eurofins Lancaster Labs	Lancaster	Pennsylvania
Assistant Property Manager	Lincoln Property Company	Washington, DC	District of Columbia
Teacher (k-2)	Rowe Elementary School/ teach for america	Chicago	Illinois
Partnerships Coordinator	The Whistle	New York City	New York
Investment Banking Analyst	Deutsche Bank	New York	New York
Latin Teacher	St. Maria Goretti	Hagerstown	Maryland
Medical Assistant	Pittsford Dermatology	Rochester	New York
Physical Therapy Aide	All-Care Physical Therapy	Whiting	New Jersey
Staff Scientist	BL Companies	Camp Hill	Pennsylvania
Assistant Office Manager/ Dance Instructor	Mid Maryland Performing Arts Center	Frederick	Maryland
Program Associate	The Boston Foundation - The Philanthroic Initiative	Boston	Massachusetts
Costume Shop Supervisor	Kings Dominion	Richmond	Virginia
Operations Assistant	Inter-American Development Bank	Washington	District of Columbia
Teaching Fellow	St. Paul's School	Concord	New Hampshire
AmeriCorps VISTA Service Development Coordinator	Urban Technology Project	Philadelphia	Pennsylvania
English Teaching Assistant	SITE Lombardy	Crema	Italy
Data Analyst		Newport	Rhode Island
Reporting Fellow	Foreign Policy Group	Washington	District of Columbia
Lab Tech	Imugen	Nowood	Massachusetts
Financial Analyst	Foot Locker	Camp Hill	Pennsylvania
Country Officer	Wells Fargo	Philadelphia	Pennsylvania
Business Development Associate, Leadership Preparation Program Participant	Lincoln Financial Group	Hartford	Connecticut
Media Sales Associate	Felix Calls, LLC	New York	New York
Associate Media Planner	Digitas Health	Philadelphia	Pennsylvania
Research Analyst	National Defense Univeristy	Washington	District of Columbia
Marketing Coordinator	Daybreak Express	Newark	New Jersey
Analyst	American Express	New York	New York
Project Coordinator	Hindu American Seva Centers	Edison	New Jersey
Director Of Medical Records	The Grand Pavilion for Rehab & Nursing	Rockville Centre	New York

Junior Associate	ASGK Public Strategies	Washington	District of Columbia
Admissions Specialist	Penn Foster	Scranton	Pennsylvania
PR Manager	Amy Matto New York	New York City	New York
Territory manager	Sales and Marketing Group Inc	Philadelphia	Pennsylvania
Business Analyst	FTI Consulting	New York	New York
Clinical Secretary	Center for Autism and Developmental Disabilities	Lancaster	Pennsylvania
Sales Associate	Chief Executive Group	Greenwich	Connecticut
Environmental Education Instructor	Sound to Sea	Pine Knoll Shores	North Carolina
Litigation support technician	SEC		District of Columbia
AmeriCorps VISTA	Rio Puerco Alliance	Albuquerque	New Mexico
Entertainment Technician	Walt Disney World	Orlando	Florida
Research Associate	G4 Investments LLC	Lenox	Massachusetts
Graduate Student	Clemson University	Clemson	South Carolina
Practice Coordinator	Brigham and Women's Hospital	Boston	Massachusetts
sales service representative	A&E Networks	new york	New York
Assistant planner	Lord and Taylor	New York	New York
Special Assistant	US Senate		District of Columbia
Postgraduate Associate	Yale University	New Haven	Connecticut
server	Kenny & Zuke's Delicatessen	Portland	Oregon
Private Bank Analyst	JP Morgan	Houston	Texas
Interview Coordinator	George Washington University	Washington	District of Columbia
Assistant Account Executive	Waggener Edstrom Communications	Bellevue	Washington
Behavioral Therapist for kids with Autism	Nashoba Learning Group	Bedford	Massachusetts
Assistant Account Executive	J. Walter Thompson	Atlanta	Georgia
Graduate Assistant Manager	Temple University Men's Basketball	Philadelphia	Pennsylvania
Associate	The Raben Group	Seattle	Washington
Web Application Developer and Technical SEO Engineer	Union Street Media	Burlington	Vermont
Research Technician	The Land Institute	Salina	Kansas
Office Services Assistant	Berkeley Research Group	Washington	District of Columbia
Customer management sales associate	Pepsi	Nashville	Tennessee
Business Development Manager		Philadelphia	Pennsylvania
Business Operations Manager	Oneil Data Systems	Los Angeles	California
Inside Sales Rep	EDR	Shelton	Connecticut
Marketing Communications Manager	The Expert Institute	New York	New York

Employee	The Carter Vaporium	Woodbridge	New Jersey
Intelligence Analyst	Sotera Defense Solutions	Washington	District of Columbia
Officer, Portfolio Management Assistant	Bank of America	New York	New York
Study Coordinator	Atentiv Inc	Waltham	Massachusetts
Coach/Teacher	Haileybury School	Hertford	England
law clerk	boca Raton regional hospital	boca Raton	Florida
Account Executive	TransPerfect	Milan	Italy
Operations Coordinator	Hurricane Sandy New Jersey Relief Fund	Morristown	New Jersey
Junior copywriter	Grey Healthcare Group (ghg)	New York	New York
Analyst	J.P. Morgan	New York	New York
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Translator	Game Insight	Moscow	Russia
Executive Assistant	BGR Group	Washington	District of Columbia
Personal trainer	Joseph's Speed and Agility	Lewisburg	Pennsylvania
Data Scientist Intern	Monster Worldwide	Weston	Massachusetts
Biochemistry Research Associate	Hampton Creek	San Francisco	California
Associate Producer	Fluent Visual	Washington	District of Columbia
Administrative Coordinator	The Urban Institute	Washington	District of Columbia
Project Coordinator	Kidsave International	Washington D.C.	District of Columbia
Legal Assistant	Nernberg & Associates	Pittsburgh	Pennsylvania

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Assistant Director of Out-of-School-Time Program/AmeriCorps Volunteer	Notre Dame Mission Volunteers AmeriCorps	Philadelphia	Pennsylvania
Assistant to Ambassador	Embassy of Afghanistan	Washington	District of Columbia
Project Manager	Advantex Learning Solutions	Philadelphia	Pennsylvania
Development and Research Assistant - AmeriCorps VISTA	Rising Tide Capital	Jersey City	New Jersey
Graphics and Posting Coordinator	JCDecaux	New York	New York
Friends of the Library Intern	Dickinson College	Carlisle, PA	Pennsylvania
Molecular Biologist	Delaware Public Health Lab	Smyrna	Delaware
Lab Technician	University of Richmond	Richmond	Virginia
GUDID Business Project Manager	Johnson & Johnson	Horsham	Pennsylvania
Paralegal	Semmes, Bowen & Semmes	Baltimore	Maryland
Community Manager/ Copywriter	Red Fuse Communications	New York	New York
Marketing Associate	The Advisory Board Company	Washington	District of Columbia
Cancer Research Training Award Postbaccalaureate Fellow	National Cancer Institute	Bethesda	Maryland

How have you benefited from your Dickinson education?

These individuals have given permission to use their testimony in our publications. The names are not printed here, but can be requested from the Office of Institutional Research.

<p>Attending Dickinson was one of the most challenging and rewarding things I have ever done. I was able to participate in a variety of extracurricular activities and employment opportunities that pushed me to develop myself personally as well as professionally. / / The school's focus on critical thinking has helped me every day in my job as I am expected to consume as well as deliver information in a way that is both informative as well as easily understood. Student-focused assets like the career center workshops helped me develop skills that made me a strong interviewee while Dickinson's academic courses helped me develop as a strong candidate for the job that I have now and similar jobs I may want in the future. / / On campus, I was surrounded by thoughtful and hardworking people, which was inspiring and motivating to me every day. I carry that passion for learning and understanding with me, and strive to keep it alive in my professional as well as personal endeavors.</p>
<p>Dickinson provided me a fun four-year college experience. I can't recall specifically what I learn at Dickinson, but I can definitely say that I have grown and learned a lot from my Dickinson education. I hope more students will be enjoying and be benefited from their Dickinson education.</p>
<p>My Dickinson education put me head and shoulders above my other graduate school classmates. The skills I learned in my classes in the psychology department prepared me for the work I am currently doing.</p>
<p>It has shown me how to work with all different kinds of people. It benefits me because in my field of work I work with a diverse group if clientele, ranging from young kids to older adults on a daily basis.</p>
<p>I still value my dickinson experience beyond words and I know that as I prepare to begin my Peace Corps experience this coming September, that I will continue to use the skills I learned.</p>
<p>My Dickinson education offered me the opportunity to develop and hone a great sense of global engagement. While steadily improving my own writing, problem solving and critical thinking abilities, Dickinson uniquely offered the opportunity to be focused outward; balancing academic growth with a personal appreciation for the world in which we live and work. / / My experience in both the history and political science departments was so tremendous in my development as a young professional that when considering graduate programs in pursuit of a PhD I could not decide between the disciplines. My time at Dickinson thoroughly engrained in me a liberal arts approach to matters in which a thoughtful, interdisciplinary strategy offered the best solution to problems. This pressed me to earn a graduate degree in an area studies field that allowed the opportunity to utilize this interdisciplinary, liberal arts methodology in tackling issues within my own research.</p>
<p>Dickinson taught me critical thinking, reading, and writing skills that have been tremendously valuable to me in law school. I can't imagine I would have done nearly as well during my first year if not for my Dickinson education.</p>
<p>My liberal arts education at Dickinson makes me feel more prepared to enter the field of teaching, and more specifically teaching internationally. While I focus on learning more about education and how to become an effective teacher I have no doubts about being knowledgeable in my content area, I have Dickinson to thank for that.</p>
<p>My Dickinson education gave me everything I needed to succeed in the working world and I'm excited to see where it will take me when I begin law school.</p>
<p>(FYI, your links to alumni career services are broken) / / I am so grateful for my Dickinson education, and particularly to the professors who gave so much of their time, attention, and enthusiasm. For every fact I learned about a subject, I learned much more about thinking, writing, and being a better student outside of the classroom.</p>

My Dickinson education helped to prepare me to achieve my dream of being a history teacher. The amazing professors in the education department gave me the knoweldge and skills I need to be a educator in todays world. Student teaching gave me hands on experience that made me feel like I could do anything. My useful and global education at Dickinson made me feel prepared to go right into a teaching job at a public school. The fact that I have a strong history background also helps. Dickinson made me stand out in the job search. I felt prepared during my first year of teaching. Even though it was a crazy and busy year many of my co-workers commented that they forgot I was a first year teacher and thought it must have been my second or third year of teaching. I have my Dickinson education to thank for that.

My Dickinson education not only brought this degree opportunity to my attention but offered me the global aspects of Dickinson life, opportunities, and perspectives that I now apply to living and studying in Italy. My well-rounded Dickinson education has really prepared me to go on to study a degree completely different than what I focused on at Dickinson. I am really lucky that I had the opportunity to study at Dickinson and now to continue my education at the University of Bologna.

There are a few professors, faculty members, and several organizations that have greatly influenced myself and have well-prepared me for my life post-Dickinson. Specifically, my fraternity, Kappa Sigma played a major role as I learned the value of getting involved with not only my fraternity, but with the college campus/community as well (i.e. student council, student advisory board for public safety, interfraternity council, dickinson chair, and senior club committee). I would also like to mention that Dan Confer was a very influential person to me throughout my whole Dickinson career. / / Best Regards, / David Bernstein '13

I came to Dickinson as an undeclared and very undecided first-year with a lot of different interests. My interdisciplinary International Studies degree exposed me to a range of topics and issues, and ultimately led me to my focus on sustainable economic development.

My company is a fairly prominent Healthcare and Higher Education Think Tank/Software firm located in Washington DC. I am one of very few people who has been hired in the past few years without a referral, and I fully attribute that to having a degree from Dickinson College on my resume. In the office, Dickinson is a name that just about everyone recognizes and respects, and it has helped me immensely in advancing my career.

Surprisingly, one of the most beneficial educational experiences I had at Dickinson was the French class I took in the second semester of my Senior year. While I was forced to take the class in order to graduate on time and wanted no part of waking up everyday at 9 a.m., the class forced me to dive head first into a language I knew nothing about, which Eriely (that joke's for you Professor Edlin) resembled my first semester at law school. As a result, I was not fazed by all the language I did not understand. Instead, I was able to take a similar approach to the one I took for the French class. I would go home and drill these foreign words and concepts into my brain. This technique translated remarkably well to the law school context and enabled me to excel during my first year of law school. Additionally, I would be remiss if I failed to mention the classes I took with Professor Edlin. He essentially teaches slower paced law school level classes that are directly aimed to prepare students who elect to attend law school in future while also maintaining a balance for students who simply wish, as they should, to better understand America's legal system and its history.

Dickinson helped me be a well rounded thinker and developed an elite acidemic mind.

With an education and experience of Dickinson College, I have become a well informed and eager young professional determined to be effective and influential in all I become involved in. The Dickinson Community has given me numerous examples and proven the power of every voice. Dickinson College has launched my professional and personal life in very positive directions and I strive to represent the school every day in the upmost manner.

Dickinson has helped me to develop the critical thinking skills and reinforced a global mindset required to operate for a global investment bank on global deals. Supplemented by numerous internships, I was well-equipped to compete with the regular recruits from the Ivy League and other highly competitive target schools.

<p>Living abroad in Brazil, I feel the benefits of my Dickinson education every day in my interactions with Brazilian students and faculty members. Because of Dickinson, I can truly say that I am a global citizen. I was able to take classes about different regions of the world (including courses on the Middle East, Latin America, and Western Europe), but I learned a third language and studied abroad in two different countries. I also learned how to think critically about key world issues and I carry these skills with me on a daily basis, even working as an English teacher.</p>
<p>Dickinson is not a perfect institution, but Dickinson provided me the space and opportunity to have open discussions about those imperfections with some amazing friends and faculty.</p>
<p>Dickinson's liberal arts education has allowed for me to become a well-rounded and knowledgeable nurse.</p>
<p>What it means to be part of a team and work successfully. From my time on the lacrosse field to my time in the class room (esp when it pertained to group projects), my Dickinson education gave me the skills to delegate responsibilities, take direction, and problem solve. All of which I contribute to my success as a professional.</p>
<p>I received a tremendous education from Dickinson, one that prepared me well for professional school. Dental school has brought about a new set of challenges, but because of what I accomplished and learned at Dickinson, I am confident moving through a new and much more rigorous curriculum.</p>
<p>Dickinson's education has really prepared me to think critically and objectively about things, which have made me a much better person be it in the workplace, be it in my personal life. I've come to really understand and appreciate this upon graduation and going out into the so called "real world", where I've noticed that most people lack those skills. I excel in most things I do, and Dickinson has done a lot to prepare me for this, mostly through the professional and interpersonal experiences I've had on campus.</p>
<p>I think that Dickinson gave me a passion for learning about other cultures, people and languages as well as a real urge to travel. I spent this past year teaching English in Spain and loved it. I also feel that Dickinson gave me confidence with oral presentations. I am glad that I went to Dickinson because I had the opportunity to take courses in so many different subjects, which hopefully will help me decide what I want to do for a job.</p>
<p>I think one of the most important skills gained through a Dickinson education is how to be a civically engaged critical thinker. My experience has been defined by working with Dickinson groups beyond the limestone walls--through service-learning courses that have given me opportunities to work with with local community groups, conduct interviews with people, and draw connections to systemic issues. In addition, courses in the liberal arts have helped me to understand and articulate my privileges and role in this world. Beyond academics, these experiences have ultimately humanized and humbled me, while equipping me with the skills to think critically and work with diverse people to solve local problems.</p>
<p>I would not be where I am without Dickinson!! Simple as that. It was the best 4 years of my life and I am forever grateful to the faculty and staff that made my experience at Dickinson so special.</p>
<p>Ah, this is a fun one. Makes me crack and cry a bit. / / I loved its academic diversity and depth. / I have to say that I am benefited from Dickinson's liberal arts education, and that I absolutely loved it. / I got to take classes in arts, philosophy, economics, business, music, math, religion, anthropology, etc. while majoring in physics. I never had such an opportunity to learn about all different things, be curious about them, explore, and connect 'things that seemed different at first glance' together in the bigger web. Through my academic journey at Dickinson, I regained my curiosity in life, yearning for exploration and experiments to find things out for myself. / / The people I met at Dickinson - roommates, friends, soccer teammates, professors, workers at dining service, some Carlisle natives... I just learned so much from them. Becoming friends with different geographical backgrounds, experiences in life, and interests, I learned at least as much, perhaps more, about life and living, than in classrooms. Most of the professors I got to learn with at Dickinson were great people. I was lucky to find people whom I loved, and who loved me as well, unconditionally. / / In my last year at Dickinson, two New York based artists - Juanli Carrion and Rena Leinberger - visited Dickinson to do an arts project with students. I got to participate in a quite amazing and fun project, and hang out with the artists. At</p>

<p>one occasion, Rena mentioned that what she likes most about Dickinson is that "it is a place that brings the best out of people in it." I am not sure what she meant exactly, but that sort of explains how I feel about my time at Dickinson. It poked me at the most unseen, untouched, unknown spots, and, it gave me opportunities to choose what I want to bring out of myself - what I considered 'the best' or 'the worst' of me. I think life in general does that to you, but place like Dickinson certainly pokes you in more different spots and in different ways. Whatever that means! / / Last thing I want to say is... I wish I realized how insanely beautiful the campus is, and truly understand how fortunate I and my friends were at the school when I was Freshmen. (at least I did in my last semester!) / /</p>
<p>Dickinson have me a well rounded education, which has shaped me into a well rounded individual</p>
<p>Dickinson's academic setting is something I will always cherish. With a small class room environment it allowed me to participate in in-class conversations, where I find myself today being outgoing and engage with people, a tool where I am grateful to have learned. With smaller classes, students are encouraged to participate and therefore will learn better. My favorite experience at Dickinson was the ability to become part of the class and not just another student to the professors.</p>
<p>I believe that I learned more from my Dickinson experience as opposed to the actual education. Of course I did get better educated as a result of my course load and the various classes I chose but I found that I have benefited more from my overall experience at Dickinson. I have learned to not pass on opportunity, something I think I did while at Dickinson. With so many different outlets for exploring interests, I failed to really pursue any of them. I joined 1 or 2 clubs but did not stay persistent in my involvement. I went to class, got good marks for the most part, but really did not utilize my knowledge or passion how I wish I had. Now I feel stuck in a job that, sure pays a salary, but is anything but satisfactory and has nothing to do with any of my interests nor my Dickinson education. I often look back and think of missed opportunity and make a conscious effort to not make the same mistake twice. I enjoyed my time and Dickinson and it is a very good college, I hope that the current students there recognize this and make the most of it.</p>
<p>It has made me more curious about the world. Therefore I have used my time to travel. I travelled Europe last summer and I went cross-country this summer. Dickinson has made me more curious about different cultures and that's what I have continued doing outside of the limestone walls, learn about different cultures, both abroad and nationally.</p>
<p>Dickinson has supported and shaped me holistically- giving me the skills to thrive in both corporate and non-profit environments. The investment Dickinson has made in me has made me a competitive applicant for my masters degree program and will start at the University of California in the fall. I am grateful for my education</p>
<p>The career center was absolutely useless. That being said, I would not be anywhere near where I am without Dickinson. There is nothing I would have changed about my decision to go to Dickinson or the choices I took there.</p>
<p>I wouldn't have learned the people-skills and scientific/academic competence that has allowed me to execute my current job. I'm very grateful to Dickinson for all the connections I made with students and faculty alike, and especially the opportunity to cross many social and cultural boundaries by interacting with people from different backgrounds, being involved in the community, and traveling abroad. My career advisors have been incredibly helpful motivating me and supporting my journey towards medical school.</p>
<p>I am thankful for a great many things about my Dickinson experience. What has been the most impactful are the connections I made with the people who I learned and grew with. Never did I imagine I would be writing letters to friends across the country, that I would have full-on philosophical discussions over Facebook, or welcoming alumni and current Dickinsonians to my city (Los Angeles) showing them around and continuing in the personal histories we've come to share between each other. I may have left campus, but I have a close tie with best friends all over the globe.</p>
<p>Dickinson gave me the most amazing four years, filled with invaluable experiences and relationships. I know that I, and friends in the class of 2013, would have stayed another four years if we could have. As an alumna,</p>

<p>current faculty and staff, with whom I have remained close, have been extremely helpful in providing career advice and recommendation letters. /</p>
<p>Alan Seretti, Ethan Stewart-Smith, Janelle Nolt, Les Poolman, Stephanie Balmer, Jim Hoefler, Michelle Fisher, and Rob Simels made my Dickinson carrer extraordinary and I don't know where I'd be socially, emotionally, and professionally without them.</p>
<p>It has proven to be a fantastic advantage so far!</p>
<p>Without Dickinson providing me an affordable, and generous, option for a powerfully branded four year degree, I wouldn't be pursuing my dream of studying medicine today. My Dickinson diploma will be proudly displayed alongside my professional degree in 2017, as it rightly should be. /</p>
<p>Liberal arts education at Dickinson College enabled me to explore the academic areas that interest me the most. In addition to an academic major in biochemistry, I ventured into a range of courses that Dickinson offered: mathematics, philosophy, Russian culture and arts, health and diseases narratives, fictions and piano. The most valuable skill I obtained from the undergraduate education is to "think different" and independently. The skill was gained through thinking in others' shoes, as experienced in my residential governance role and my volunteering involvements, and leading others, as in my founding of the Entrepreneurship Club. The internships during the summers and throughout the semesters certainly also helped me define my goal and career pursuit.</p>
<p>Attending Dickinson was one of the most challenging and rewarding things I have ever done. I was able to participate in a variety of extracurricular activities and employment opportunities that pushed me to develop myself personally as well as professionally. / / The school's focus on critical thinking has helped me every day in my job as I am expected to consume as well as deliver information in a way that is both informative as well as easily understood. Student-focused assets like the career center workshops helped me develop skills that made me a strong interviewee while Dickinson's academic courses helped me develop as a strong candidate for the job that I have now and similar jobs I may want in the future. / / On campus, I was surrounded by thoughtful and hardworking people, which was inspiring and motivating to me every day. I carry that passion for learning and understanding with me, and strive to keep it alive in my professional as well as personal endeavors.</p>
<p>Dickinson provided me a fun four-year college experience. I can't recall specifically what I learn at Dickinson, but I can definitely say that I have grown and learned a lot from my Dickinson education. I hope more students will be enjoying and be benefited from their Dickinson education.</p>
<p>My Dickinson education put me head and shoulders above my other graduate school classmates. The skills I learned in my classes in the psychology department prepared me for the work I am currently doing.</p>
<p>It has shown me how to work with all different kinds of people. It benefits me because in my field of work I work with a diverse group if clientele, ranging from young kids to older adults on a daily basis.</p>
<p>I still value my dickinson experience beyond words and I know that as I prepare to begin my Peace Corps experience this coming September, that I will continue to use the skills I learned.</p>
<p>My Dickinson education offered me the opportunity to develop and hone a great sense of global engagement. While steadily improving my own writing, problem solving and critical thinking abilities, Dickinson uniquely offered the opportunity to be focused outward; balancing academic growth with a personal appreciation for the world in which we live and work. / / My experience in both the history and political science departments was so tremendous in my development as a young professional that when considering graduate programs in pursuit of a PhD I could not decide between the disciplines. My time at Dickinson thoroughly engrained in me a liberal arts approach to matters in which a thoughtful, interdisciplinary strategy offered the best solution to problems. This pressed me to earn a graduate degree in an area studies field that allowed the opportunity to utilize this interdisciplinary, liberal arts methodology in tackling issues within my own research.</p>

<p>Dickinson taught me critical thinking, reading, and writing skills that have been tremendously valuable to me in law school. I can't imagine I would have done nearly as well during my first year if not for my Dickinson education.</p>
<p>My liberal arts education at Dickinson makes me feel more prepared to enter the field of teaching, and more specifically teaching internationally. While I focus on learning more about education and how to become an effective teacher I have no doubts about being knowledgeable in my content area, I have Dickinson to thank for that.</p>
<p>My Dickinson education gave me everything I needed to succeed in the working world and I'm excited to see where it will take me when I begin law school.</p>
<p>(FYI, your links to alumni career services are broken) / / I am so grateful for my Dickinson education, and particularly to the professors who gave so much of their time, attention, and enthusiasm. For every fact I learned about a subject, I learned much more about thinking, writing, and being a better student outside of the classroom.</p>
<p>My Dickinson education helped to prepare me to achieve my dream of being a history teacher. The amazing professors in the education department gave me the knoweldge and skills I need to be a educator in todays world. Student teaching gave me hands on experience that made me feel like I could do anything. My useful and global education at Dickinson made me feel prepared to go right into a teaching job at a public school. The fact that I have a strong history background also helps. Dickinson made me stand out in the job search. I felt prepared during my first year of teaching. Even though it was a crazy and busy year many of my co-workers commented that they forgot I was a first year teacher and thought it must have been my second or third year of teaching. I have my Dickinson education to thank for that.</p>
<p>My Dickinson education not only brought this degree opportunity to my attention but offered me the global aspects of Dickinson life, opportunities, and perspectives that I now apply to living and studying in Italy. My well-rounded Dickinson education has really prepared me to go on to study a degree completely different than what I focused on at Dickinson. I am really lucky that I had the opportunity to study at Dickinson and now to continue my education at the University of Bologna.</p>
<p>There are a few professors, faculty members, and several organizations that have greatly influenced myself and have well-prepared me for my life post-Dickinson. Specifically, my fraternity, Kappa Sigma played a major role as I learned the value of getting involved with not only my fraternity, but with the college campus/community as well (i.e. student council, student advisory board for public safety, interfraternity council, dickinson chair, and senior club committee). I would also like to mention that Dan Confer was a very influential person to me throughout my whole Dickinson career. / / Best Regards, / David Bernstein '13</p>
<p>I came to Dickinson as an undeclared and very undecided first-year with a lot of different interests. My interdisciplinary International Studies degree exposed me to a range of topics and issues, and ultimately led me to my focus on sustainable economic development.</p>
<p>My company is a fairly prominent Healthcare and Higher Education Think Tank/Software firm located in Washington DC. I am one of very few people who has been hired in the past few years without a referral, and I fully attribute that to having a degree from Dickinson College on my resume. In the office, Dickinson is a name that just about everyone recognizes and respects, and it has helped me immensely in advancing my career.</p>
<p>Surprisingly, one of the most beneficial educational experiences I had at Dickinson was the French class I took in the second semester of my Senior year. While I was forced to take the class in order to graduate on time and wanted no part of waking up everyday at 9 a.m., the class forced me to dive head first into a language I knew nothing about, which Eriely (that joke's for you Professor Edlin) resembled my first semester at law school. As a result, I was not fazed by all the language I did not understand. Instead, I was able to take a similar approach to the one I took for the French class. I would go home and drill these foreign words and concepts into my brain. This technique translated remarkably well to the law school context and enabled me to excel during my first year of law school. Additionally, I would be remiss if I failed to mention the classes I took with</p>

<p>Professor Edlin. He essentially teaches slower paced law school level classes that are directly aimed to prepare students who elect to attend law school in future while also maintaining a balance for students who simply wish, as they should, to better understand America's legal system and its history.</p>
<p>Dickinson helped me be a well rounded thinker and developed an elite academic mind.</p>
<p>With an education and experience of Dickinson College, I have become a well informed and eager young professional determined to be effective and influential in all I become involved in. The Dickinson Community has given me numerous examples and proven the power of every voice. Dickinson College has launched my professional and personal life in very positive directions and I strive to represent the school every day in the upmost manner.</p>
<p>Dickinson has helped me to develop the critical thinking skills and reinforced a global mindset required to operate for a global investment bank on global deals. Supplemented by numerous internships, I was well-equipped to compete with the regular recruits from the Ivy League and other highly competitive target schools.</p>
<p>Living abroad in Brazil, I feel the benefits of my Dickinson education every day in my interactions with Brazilian students and faculty members. Because of Dickinson, I can truly say that I am a global citizen. I was able to take classes about different regions of the world (including courses on the Middle East, Latin America, and Western Europe), but I learned a third language and studied abroad in two different countries. I also learned how to think critically about key world issues and I carry these skills with me on a daily basis, even working as an English teacher.</p>
<p>Dickinson is not a perfect institution, but Dickinson provided me the space and opportunity to have open discussions about those imperfections with some amazing friends and faculty.</p>
<p>Dickinson's liberal arts education has allowed for me to become a well-rounded and knowledgeable nurse.</p>
<p>What it means to be part of a team and work successfully. From my time on the lacrosse field to my time in the class room (esp when it pertained to group projects), my Dickinson education gave me the skills to delegate responsibilities, take direction, and problem solve. All of which I contribute to my success as a professional.</p>
<p>I received a tremendous education from Dickinson, one that prepared me well for professional school. Dental school has brought about a new set of challenges, but because of what I accomplished and learned at Dickinson, I am confident moving through a new and much more rigorous curriculum.</p>
<p>Dickinson's education has really prepared me to think critically and objectively about things, which have made me a much better person be it in the workplace, be it in my personal life. I've come to really understand and appreciate this upon graduation and going out into the so called "real world", where I've noticed that most people lack those skills. I excel in most things I do, and Dickinson has done a lot to prepare me for this, mostly through the professional and interpersonal experiences I've had on campus.</p>
<p>I think that Dickinson gave me a passion for learning about other cultures, people and languages as well as a real urge to travel. I spent this past year teaching English in Spain and loved it. I also feel that Dickinson gave me confidence with oral presentations. I am glad that I went to Dickinson because I had the opportunity to take courses in so many different subjects, which hopefully will help me decide what I want to do for a job.</p>
<p>I think one of the most important skills gained through a Dickinson education is how to be a civically engaged critical thinker. My experience has been defined by working with Dickinson groups beyond the limestone walls--through service-learning courses that have given me opportunities to work with with local community groups, conduct interviews with people, and draw connections to systemic issues. In addition, courses in the liberal arts have helped me to understand and articulate my privileges and role in this world. Beyond academics, these experiences have ultimately humanized and humbled me, while equipping me with the skills to think critically and work with diverse people to solve local problems.</p>

We do not have permission to publish these testimonials with the author's name.

<p>Dickinson has prepared me in more ways than I could have expected. Not only in the educational/intellectual sphere, but my interpersonal skills are way beyond some others that I work with on a day to day basis. The best thing Dickinson gave me was four years in a progressive, open, honest and tolerant campus, which then translated into my ability to get along with, empathize with and accept different people and different viewpoints. / / I am ever grateful to Dickinson, but, moreover, the students, professors and staff at Dickinson that made the campus what it is - a place where tolerance is not even needed, because everyone is accepted for who they are.</p>
<p>The connections I've made through the Archaeology Department have certainly helped</p>
<p>My Dickinson experience was an extremely beneficial period in my life, both intellectually and socially. I took a diversified collection of classes, some admittedly due to requirements and others through personal interest, that ranged from the Sciences to English and everything in between, culminating in graduating as a History Major. I thoroughly enjoyed my academic experience. Outside the class room I came in contact with students from all over the world, either through my participation in the Greek Life system, as well as through different sport and social organizations. In short my time at Dickinson was extremely beneficial and enjoyable.</p>
<p>I had an amazing experience at Dickinson, especially academically. I took classes I never thought I'd be interested in, and these challenging courses ended up being the most beneficial and rewarding. I learned so much, but these classes were rewarding because they pushed me outside of my comfort zone, which I truly needed.</p>
<p>Dickinson contributed to my feeling of belonging to a global community and nurtured my desire to work in my local community and abroad.</p>
<p>Having completed my first year of graduate school, I feel that the small classes and one-on-one interaction with professors at Dickinson has been very helpful in my development as a scientist. Being able to watch how my professors approached scientific questions and observing them develop the methodology to solve problems of interest during my 4 years of Dickinson definitely has benefited my ability to do research. I work in a highly interdisciplinary field (computational biology), which combines math, statistics, computer science and biology. I really think nothing of combining skill sets from all of these fields to approach problems because this type of thinking is precisely what we learned to do at Dickinson. Finally, graduate coursework has been challenging, but learning how to effectively write mathematics and problem solve during my time at Dickinson was very adequate preparation.</p>
<p>My international experiences and local volunteer positions through Bonner Leaders/ Montgomery Service Leaders are what make me employable for the positions I am applying for.</p>
<p>I loved it! Could not have imagined a better place for me! The College Farm made my Dickinson experience and I can not imagine the school with out it!</p>
<p>Dickinson prepared me well to interact with people of all different backgrounds and aspirations. Connecting to Dickinsonians now in the Baltimore area, it is interesting to see what experiences we have had and what role that plays in our collaboration. We have come up with some unique angles on the same idea for alumni events, and everyone is always up to something new and interesting.</p>
<p>The education and professors were great. The administration (Deans, DPS, etc.) ruined my college experience. I wish there was more structure to helping students figure out what to do after college.</p>
<p>Dickinson has really taught me to venture out and do what I love. If it weren't for Dickinson I would have never gone back to Australia where I was able to take a gap year and figure out what I am most passionate about. I was also able to find time to relax which has enabled me to come back after a gap year refreshed and ready to work. I've also learned from Dickinson to take opportunities and see where they take me which is why when my friend Sam offered me a position I happily accepted and am now seeing where it takes me! Dickinson has made me more openminded and more accepting of opportunities around me!</p>

<p>Dickinson taught me skills that I can take into my career field. I am currently working in the Sports Market for Comcast Sportsnet in Philadelphia and while I graduated with a degree in History the clubs, organizations, classes, and even major I pursued taught me skills and lessons that have greatly benefited me. The biggest lesson is to stay focused and work hard and even though I had the skill to work hard and a great work ethic Dickinson made sharpen that skill even more. A lot I did on my own to get the job I have and reached out to people because I did not meet many people through Dickinson who were in this field and I fault the career center for that and wish they had been slightly more helpful to me while I was a student. However, they were helpful in bending the rules for my internship and finding the loop hole for that. Even after graduating though Dickinson has been helpful in passing along more contacts to reach out to and speak with. I look forward to these connections helping in some way and keeping my career going as I pursue my dream.</p>
<p>My Dickinson education provided me with the knowledge, skills, and confidence to go out and get exactly what I want from life. Dickinson taught me the importance of global awareness and engagement. I hope to bring that with me in all of my future endeavors.</p>
<p>Dickinson was useful for me because of the small class size, and the caring and passionate professors, both of which made for a dynamic learning environment.</p>
<p>I wish that Dickinson would have had a more extensive career network for which I may have benefited. I did use the Dickinson career website to search for jobs before graduating but had limited to no luck. I'm planning on joining the peace corps come september but wish that I could have had some kind of position between then and my departure date.</p>
<p>Loved it!</p>
<p>My Dickinson education provided a phenomenal foundation for me to build upon as I study Occupational Therapy and in the future as an occupational therapist.</p>
<p>Dickinson has absolutely made me a better writer. Writing well comes naturally to me now. It also disciplined me to focus on my studies, to an extent.</p>
<p>Unrealistic social environment left me lacking real world community skills. Middle East studies program, particularly my professors were superb. School administration was poorly organized and left students misdirected by how the school intervened in social life.</p>
<p>Could not have been better prepared for graduate school.</p>
<p>My time at Dickinson helped me understand my weaknesses in academia and in my personal life. I would like to think that in my four years at Dickinson, I improved in both areas. I am very grateful for the education I received from Dickinson College. The professors were very supportive.</p>
<p>My Dickinson education has been a very important part of my life. I was very disappointed in the career services though. As someone interested in Finance in New York City, I felt that there were very little to no job opportunities posted. The career center hosted a networking event which I believed was a waste of time, and when I met with career services the best advice I was given was regarding my LinkedIn profile. I have spoken with many of my friends who graduated from colleges very similar to Dickinson and they had extremely positive things to say about their career center. They were given alumni contacts, externships, and/or job opportunities. Especially being someone interested in Finance in NYC, I was extremely disappointed with the lack of referrals/guidance I received from the career center.</p>