



5-Year-Out Alumni Survey – Graduating Class of 2009

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 and 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 five years 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 employment trends. This survey in conjunction with the 1-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 Five Years after Graduation

Within five years after graduation, 96 percent of our alumni are working full time, in a graduate or professional school program, or accepted to attend such a program in fall 2014. Eighty-three percent of graduates are employed full time and 53 percent of graduates are enrolled in graduate or professional school has completed a graduate degree or certificate program, or will begin their graduate studies in fall 2014. These numbers are not mutually exclusive, since some graduates are on both tracks. The employment number is up one point over last year but still three points below the employment figure for the Class of 2005. The enrollment figure is down six points from last year and is seven points below the previous 6-year average.

Twenty percent of all employed respondents indicated that they plan to changes jobs within the next year. This is four points higher than the Class of 2006 but just one point higher than the Class of 2005. Just 19% indicated they were “unsure” about whether or not they will change jobs. This is much lower than in the two previous years, (27% and 21% respectively). The percentage of students who intend to enroll in a degree program (7%) is nearly the same as it has been for the past two years (6%). But here again, the proportion who were “unsure” whether or not they would enroll in the next year is much lower than the two previous years, (20% for the Class of 2007 compared to 26% and 34% for the Classes of 2005 and 2006 respectively).

Graduate and Professional School

Fifty-seven percent of those who have continued with their education in a degree earning program have earned or are pursuing a master’s degree, and 52 percent of *all* the respondents are pursuing or have earned a Master’s or higher degree. The most popular field of study continues to be Arts & Science (40% of those who are in or have completed school). The numbers are up from last year, and more in line with previous years for those pursuing a law degree (17%). The proportion of the class who are going into the medical field (13%) is down three percentage points from last year but is still four percentage points above the previous 7-year average (9%). Shown below is a breakdown of the general areas of study for those respondents who are in school or have completed a degree.

Arts and Sciences 40%	Medical 13%	Education 12%
Law 17%	Business Related 10%	MBA 8%

Employment

Seventy-two percent of the Class of 2007 are employed full-time, in a variety of fields and hold an assortment of positions. The fields of Business & Industry and Education are the most popular, (25% and 19% respectively). The proportion of graduates employed at Non-Profit agencies (10%) is four points lower than last year but still two points higher than the previous 6-year average. Health Services (5%) is down for the second year in a row and is half of the previous 6-year average. The most common fields of employment are shown below. Eighty-five percent of those employed indicated they were either *satisfied* or *very satisfied* with their current job while 5% indicated they are *unsatisfied* or *very unsatisfied*.

Business & Industry 25%	Education 19%	Government 10%
Law Occupations 10%	Nonprofit 10%	Health/Medical Service 5%

Salary

The estimated median salary for this class is \$55,000, which is the same as last year but \$10k above the median salary two years ago. The estimated mean salary is slightly above \$57,000, which is about \$1,750 more than the Class of 2006 and over \$5,000 more than the Class of 2005. These figures have not been adjusted for inflation.

Student Learning Outcomes

Graduates were asked 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 Effective Writing Skills (82% responding in the top two categories on the 5-point scale), Critical Thinking (81%), Information Literacy and Research Skills (81%), Effective Speaking Skills (77%) and Global or Intercultural Knowledge (77%). Areas with the lowest assessment were Understanding and Using Qualitative Information (72%), Careful Reading (71%) and Civic Knowledge and Competence (62%). Seventy-four percent of the respondents indicated they used Problem Solving in both their personal and professional roles. Also rated quite high in this regard were Effective Speaking (70%) and Critical Thinking (65%).

Survey Details:

Target population: Graduating Class of 2007 (to include August 2006, February 2007 and May 2007 graduates).

Sample or census: Census

Response rate: The response rate was 50.3 percent (254/505). This represents 45.2 percent (254/562) of the graduates. The female alumnae responded at a slightly higher rate than the males (male to female response rate ratio 36:64) which is typical over the past several years. The overall sample size for men and women adequately represent the Class of 2007 for purposes of this analysis. Twelve of the respondents (4.7%) graduated in either August or February. This is fairly representative of the graduating class. However, due to the small sample size, the responses of the non-May graduates should not be generalized to that group as a whole.

Miscellaneous: The confidential, online survey was administered in July and August 2012. 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:

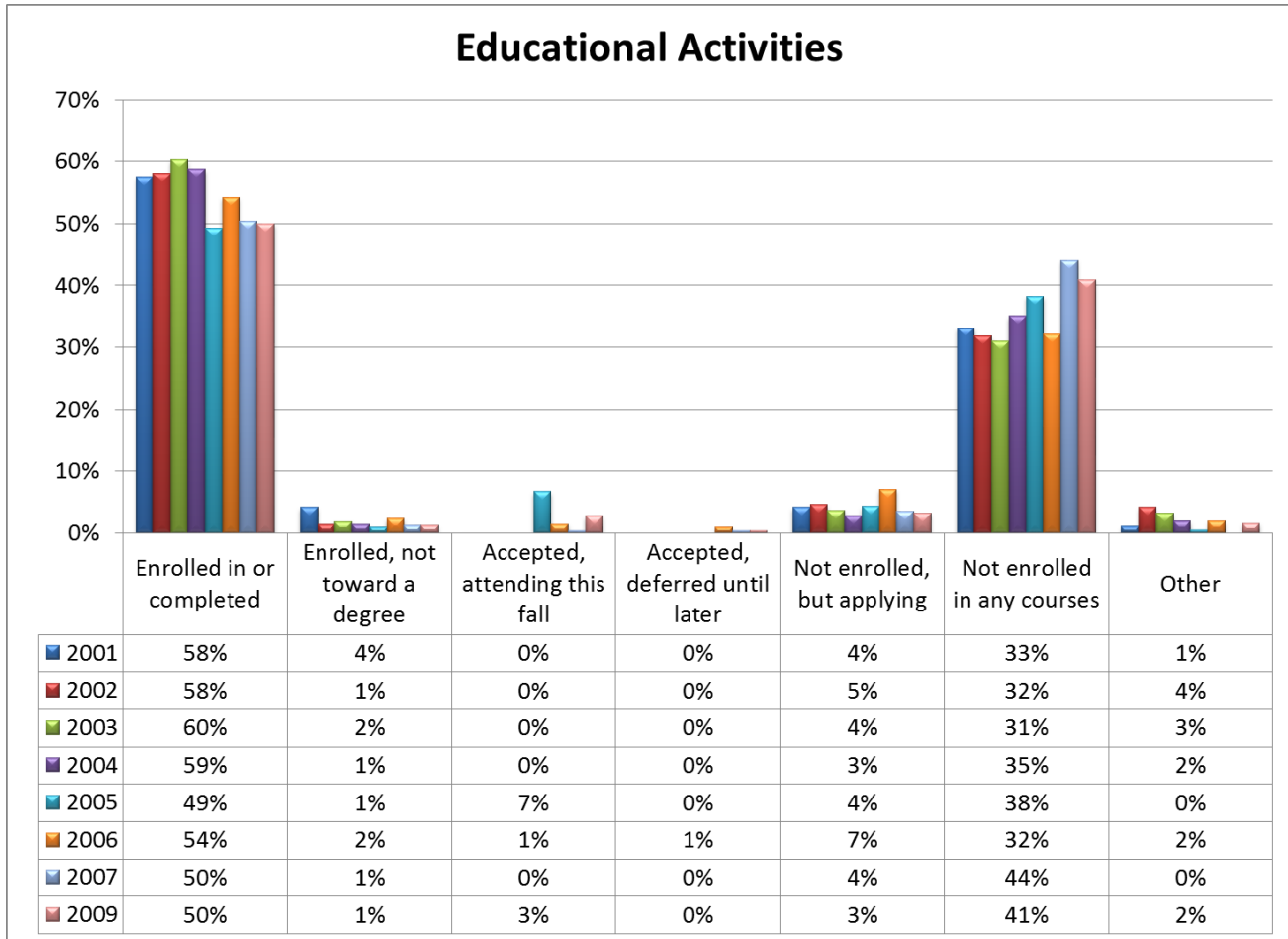
There are six main topic areas for this survey: Education, Employment, Salary, Student Learning, Volunteer/Participation Activity and Testimonials. Details of each of these areas are presented in the sections below.

Education

Enrollment Status: The responses for the Class of 2007 are shown in the table below regarding their enrollment status. Starting with the Class of 2005, two new categories were added this year 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.

Enrollment Status	Count	Percentage	Margin of Error
Enrolled in, or have completed a degree or certificate program	128	50%	6%
Enrolled, but not toward a degree	3	1%	1%
Accepted and will be attending this fall	7	3%	1%
Accepted and deferred admission until a later date	1	0%	1%
Not enrolled, but applying to graduate/professional school	8	3%	2%
Not enrolled in any courses	104	41%	6%
Other	4	2%	0%
Total	254	100%	

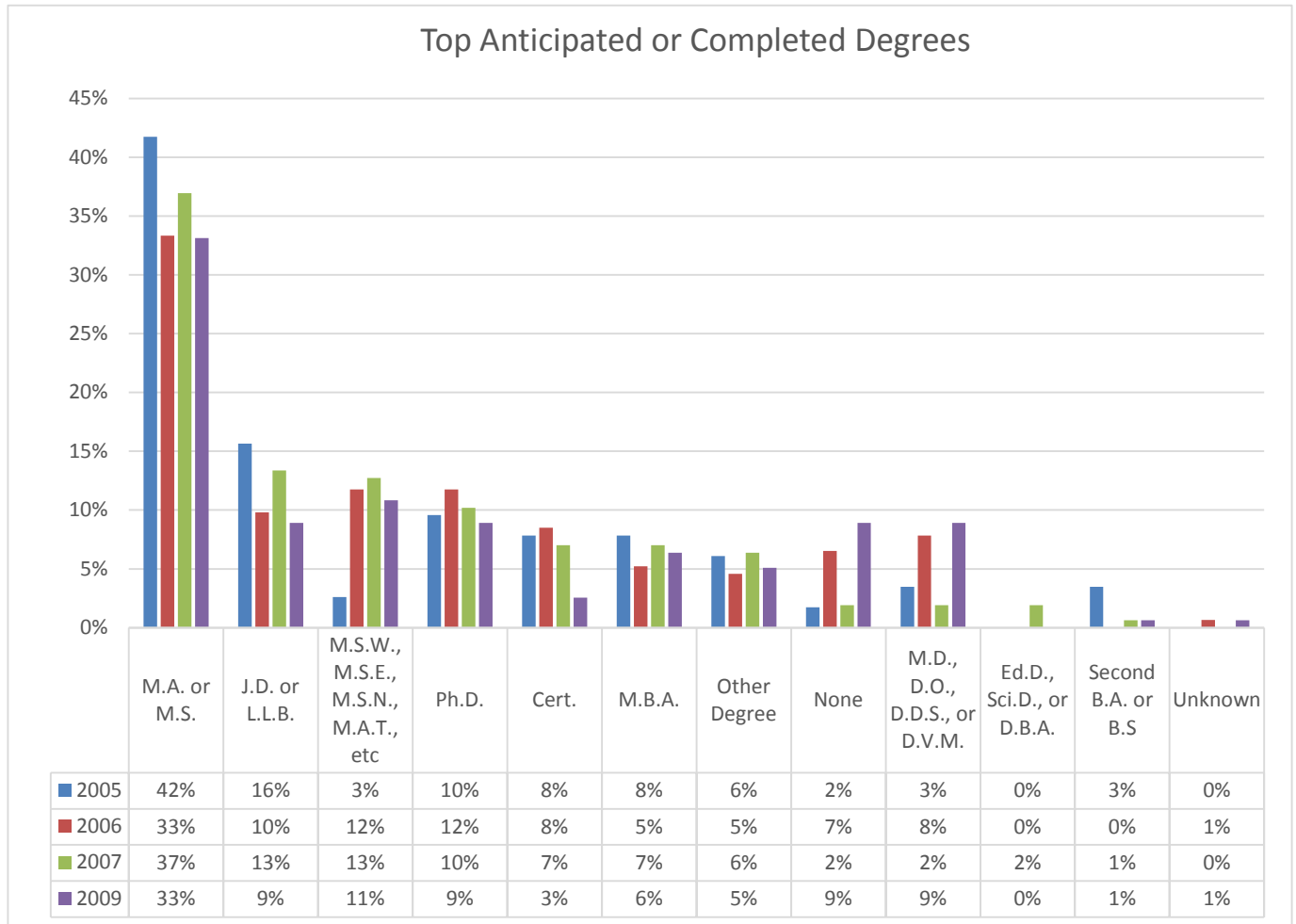
The chart below shows the 6-year trend for the responses to this question. The proportion of students who in the three categories, “Enrolled in or completed”, “Accepted, and will be attending this fall”, “Accepted and deferred admission until a later date” (51%) is down for this most recent class compared to the average for the previous years (58%). Similarly, the proportion “Not enrolled in any classes (44%) is higher than the average for the previous years (34%). See Appendix 3 for a breakdown of enrollment for the graduates by their Major division.



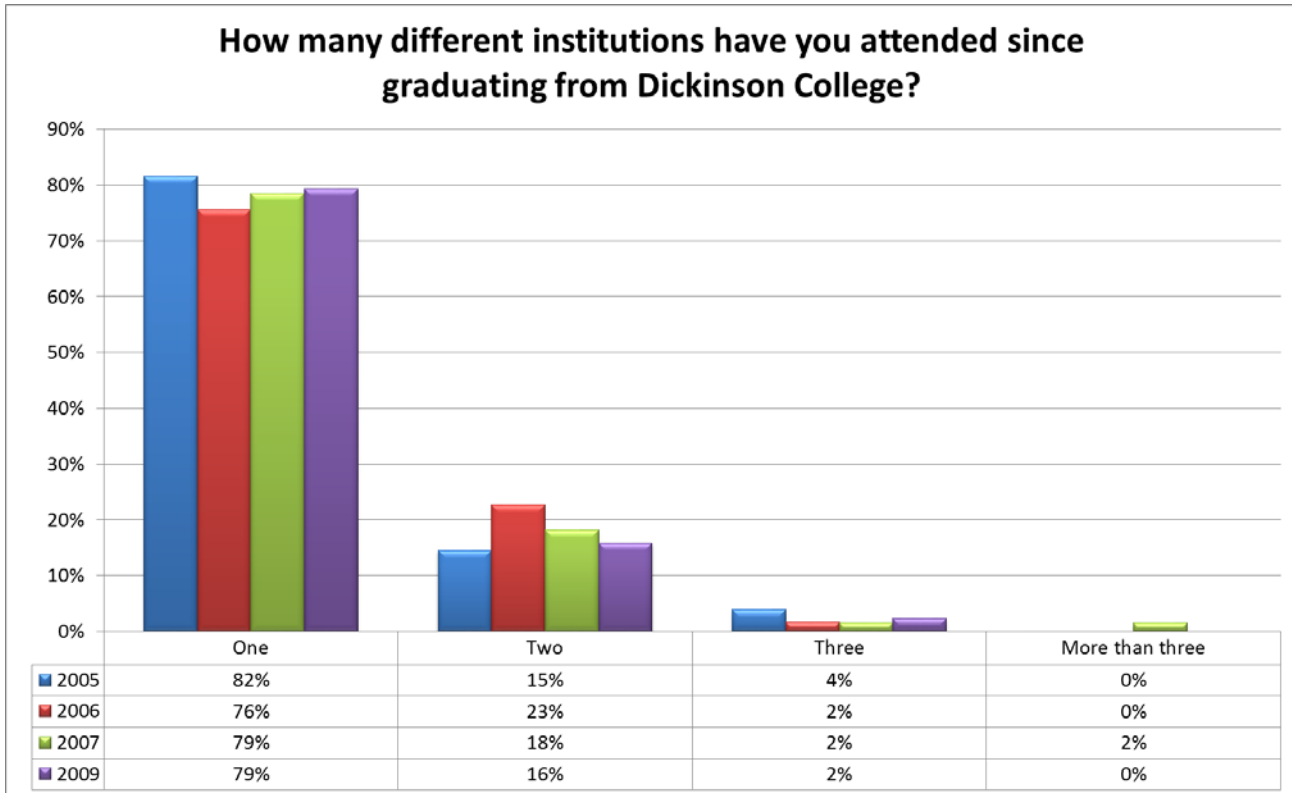
Degrees Pursued: The types of degrees being pursued by those enrolled in school are shown below. Starting with the Class of 2005, this list was expanded to provide more detail regarding the types of degrees.

Degree Type	Count	Percentage
M.A. or M.S.	58	37%
J.D. or L.L.B.	21	13%
M.S.W., M.S.E., M.S.N., M.A.T., etc	20	13%
Ph.D.	16	10%
Certificate	11	7%
M.B.A.	11	7%
Other Degree	10	6%
None	3	2%
M.D., D.O., D.D.S., or D.V.M.	3	2%
Ed.D., Sci.D., or D.B.A.	3	2%
Second B.A. or B.S	1	1%
Unknown	0	0%
Total	157	100%

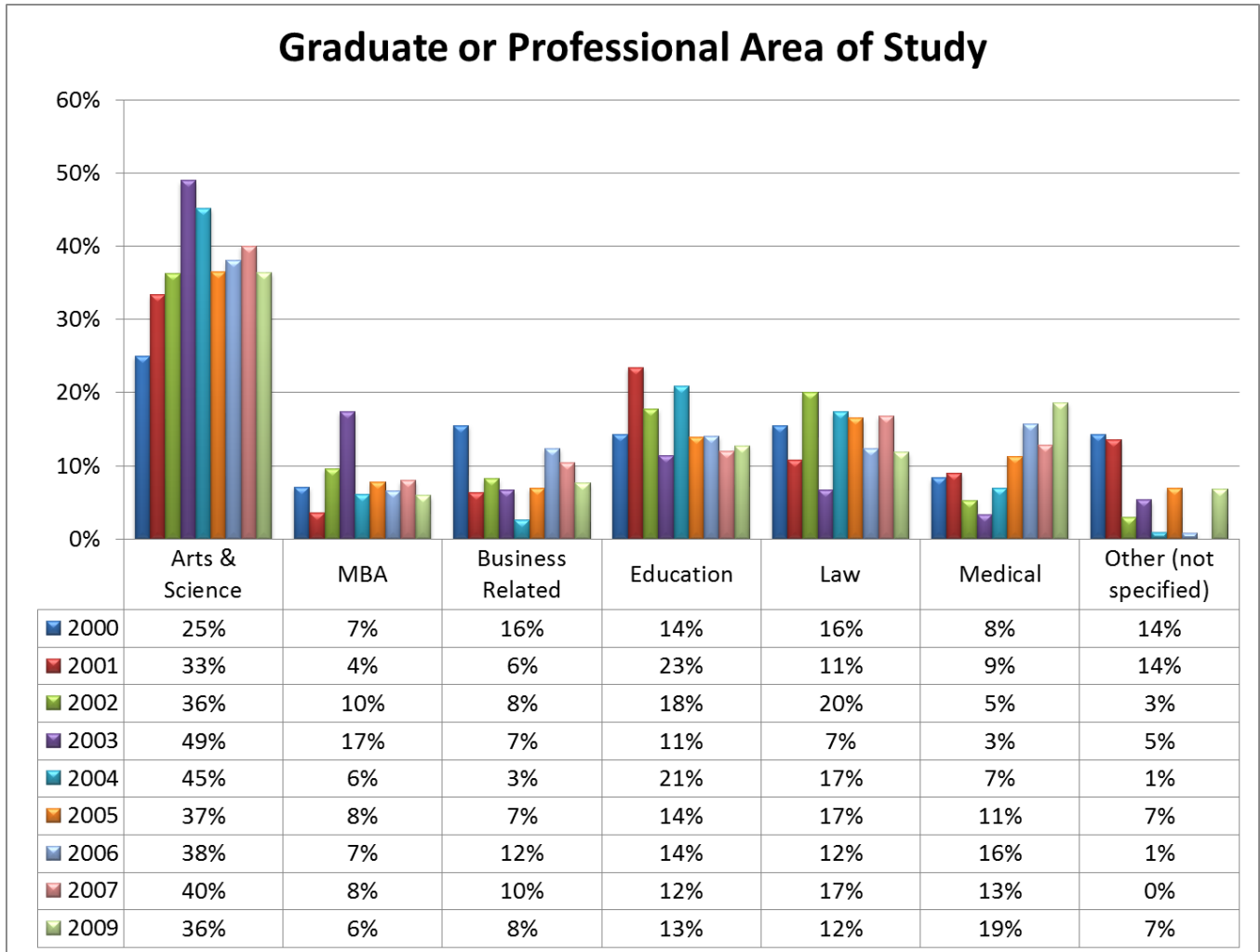
The 3-year history of responses to this question is shown in the following chart. For those pursuing a degree, the proportion of those with a Master’s or an M.B.A. (57%) is higher than the average for the previous two years (51%). To a lesser degree, the proportion of those with a Master’s or higher is also higher than the previous two years, (84% compared to 80% respectively).



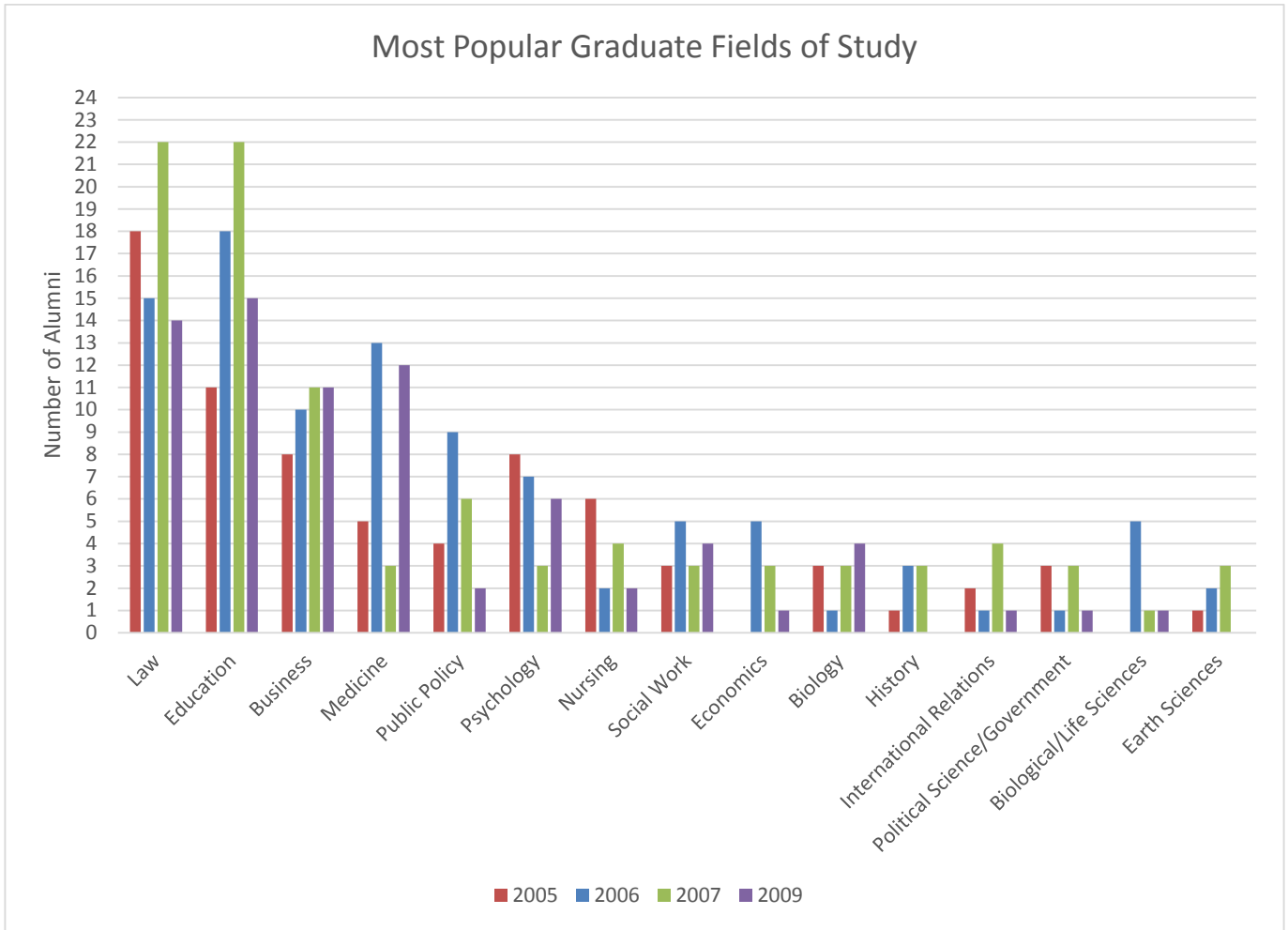
Starting with the Class of 2005, alumni were asked how many colleges they have attended since graduating from Dickinson College. The chart below is a summary of the responses for each class. The estimated average number of colleges attended after Dickinson for the classes is 1.2, 1.3 and 1.3 respectively for the Classes of 2005, 2006 and 2007.



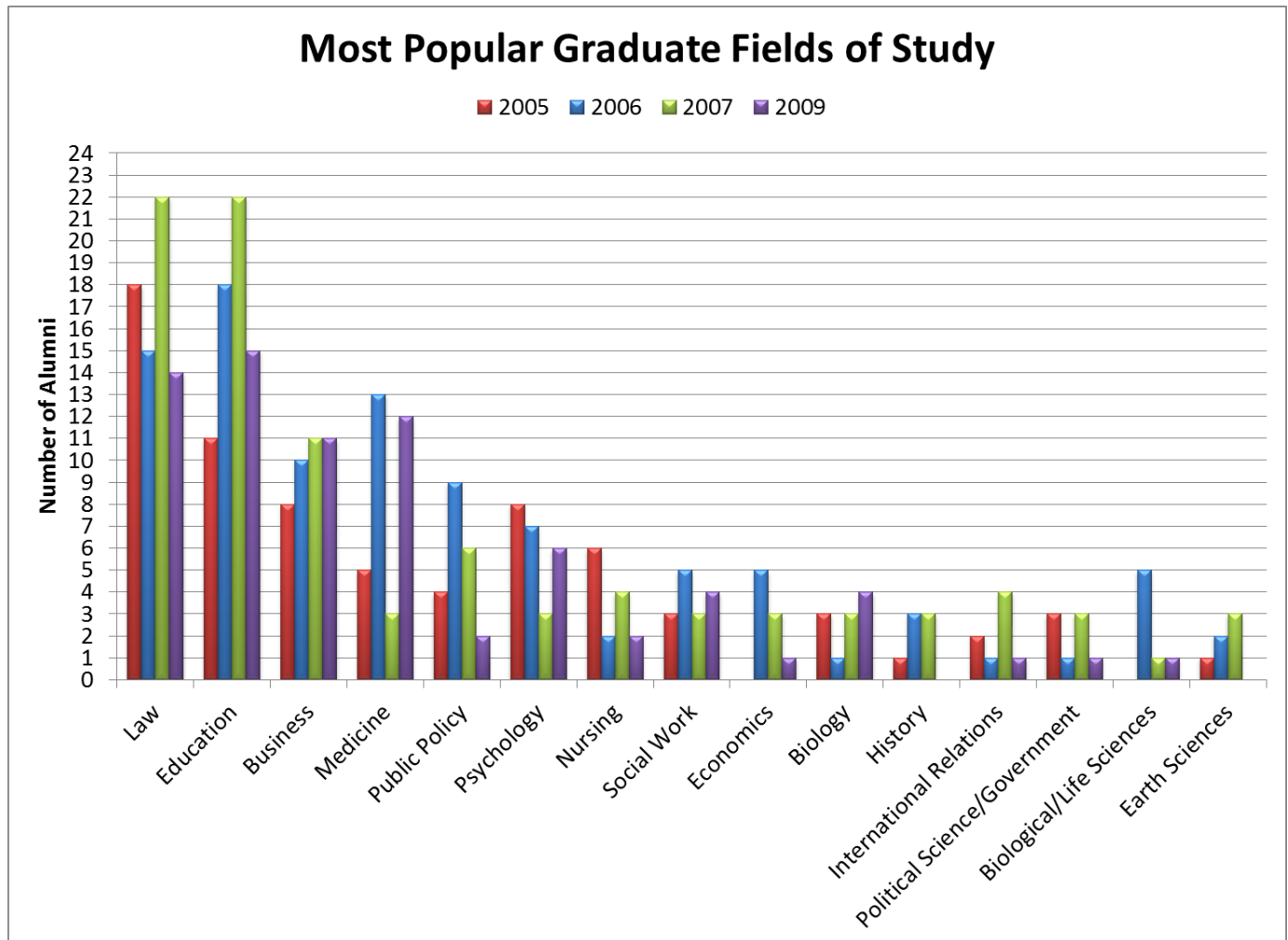
Fields of Study: The responses of the Class of 2007 as well as those from the previous seven years are displayed in the following chart. For this most recent class, Arts & Science (40%), MBA (8%) and Business Related (10%) are all quite near the previous 7-year averages (38%, 8% and 8% respectively). Education (12%) is below the average of the average of the previous years (17%) while Law (17%) and Medical (13%) are both slightly above the previous 7-year averages (14% and 9% respectively).



The chart below shows a more detailed look at the graduate fields of study for the Classes of 2005, 2006 and 2007. This is only available for these three class years due to a new way of asking this particular question. The fields of study are ranked according to the most popular choices for the most recent class.



Graduate Schools: The chart below shows the schools most often attended by the Classes of 2005-2007, shown in order of popularity for the three classes combined. Other notable schools listed by the Class of 2007 include Duke University and University of Massachusetts, Amherst (each with 2 students) and Brown University, Wharton School of the University of Pennsylvania and University of California, Berkley (each with 1 student). A complete list of schools for the most recent class can be found in Appendix 4.



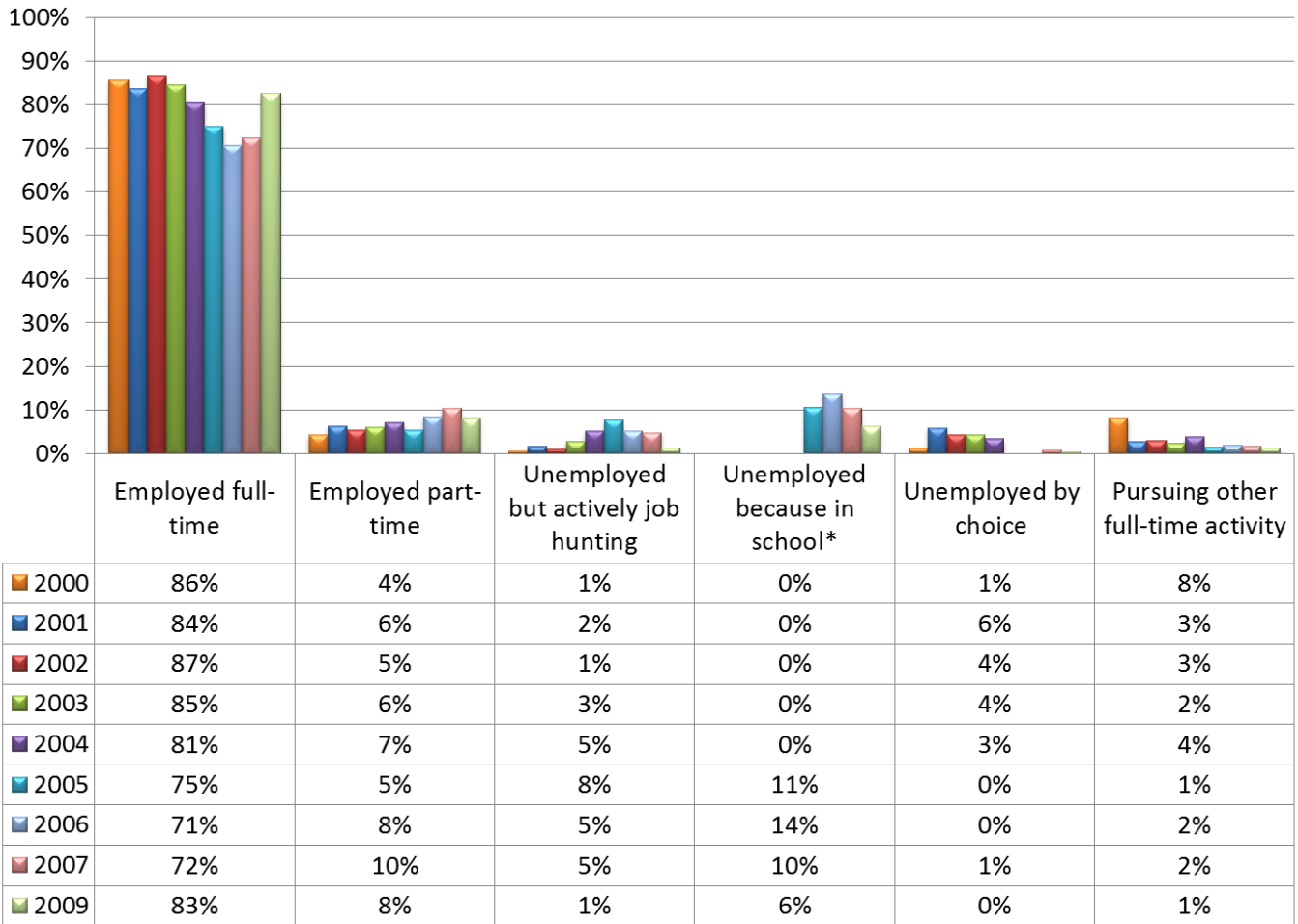
Employment

Employment Status: The responses for the Class of 2007 are shown in the table below regarding their employment status. The category “Unemployed by choice – because enrolled in school” was added last year. All details collected from the survey regarding employment can be found in Appendix 5 which includes: employer, city, state and country.

Employment Status	Count	Percentage
Employed Full-Time	201	83%
Employed Part-Time	20	8%
Unemployed, but actively looking for employment	3	1%
Unemployed by choice – because enrolled in school	15	6%
Unemployed by choice – not actively looking	1	0%
Pursuing other full-time activity (volunteer, homemaker, etc.)	3	1%
Total	243	100%

The figure below displays the 7-year trend for employment status. The last three years show a decline in the proportion of those who are employed full-time. However, a substantial number of alumni from these three classes are selecting the new category “Unemployed because in school”. When summing these two categories the proportion is comparable to those employed full-time in the previous years when the new category was not a response option. See Appendix 2 for details for those who indicated they were pursuing other full-time activity. See Appendix 3 for a breakdown of employment status for the graduates by their Major division.

Current Employment Status



* This category was newly added to the Class of 2005 survey.

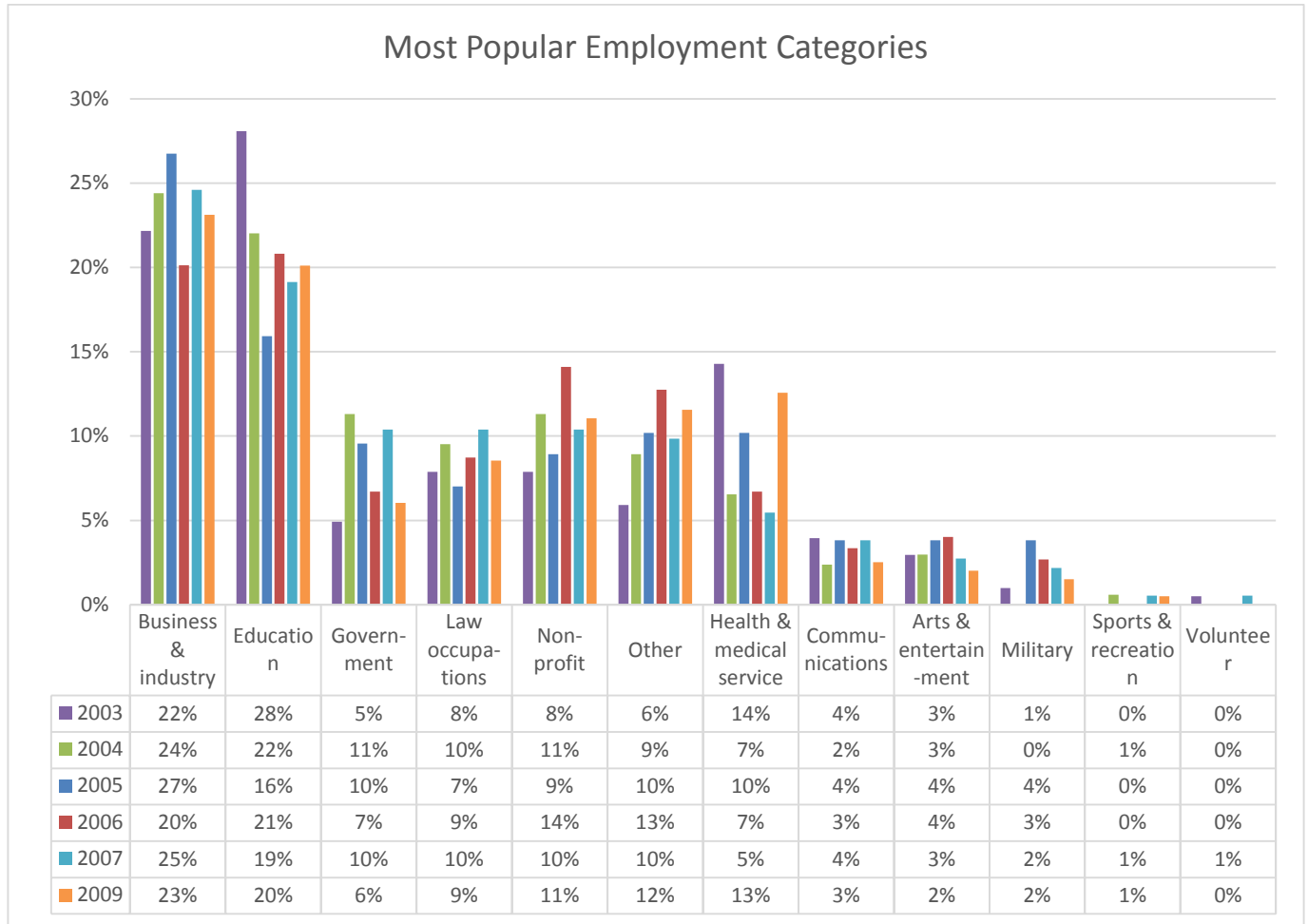
The table below shows the distribution for the various employment fields for the Class of 2007 in rank order.

	2001	2002	2003	2004	2005	2006	2007	2009
	Percentage							
Arts & entertainment	4%	1%	3%	3%	4%	4%	3%	2%
Business & industry	18%	21%	22%	24%	27%	20%	25%	23%
Commu-nications	4%	3%	4%	2%	4%	3%	4%	3%
Education	28%	19%	28%	22%	16%	21%	19%	20%
Government	5%	8%	5%	11%	10%	7%	10%	6%
Health & medical service	13%	8%	14%	7%	10%	7%	5%	13%
Home management	2%	0%	0%	0%	0%	0%	0%	1%
Law occupa-tions	8%	13%	8%	9%	7%	9%	10%	9%

Military	2%	2%	1%	0%	4%	3%	2%	2%
Ministry	0%	0%	0%	1%	0%	0%	0%	1%
Non-profit	0%	7%	8%	11%	9%	14%	10%	11%
Sports & recreation	2%	1%	0%	1%	0%	0%	1%	1%
Volunteer	1%	0%	0%	0%	0%	0%	1%	0%
Other	14%	16%	6%	9%	10%	13%	10%	12%

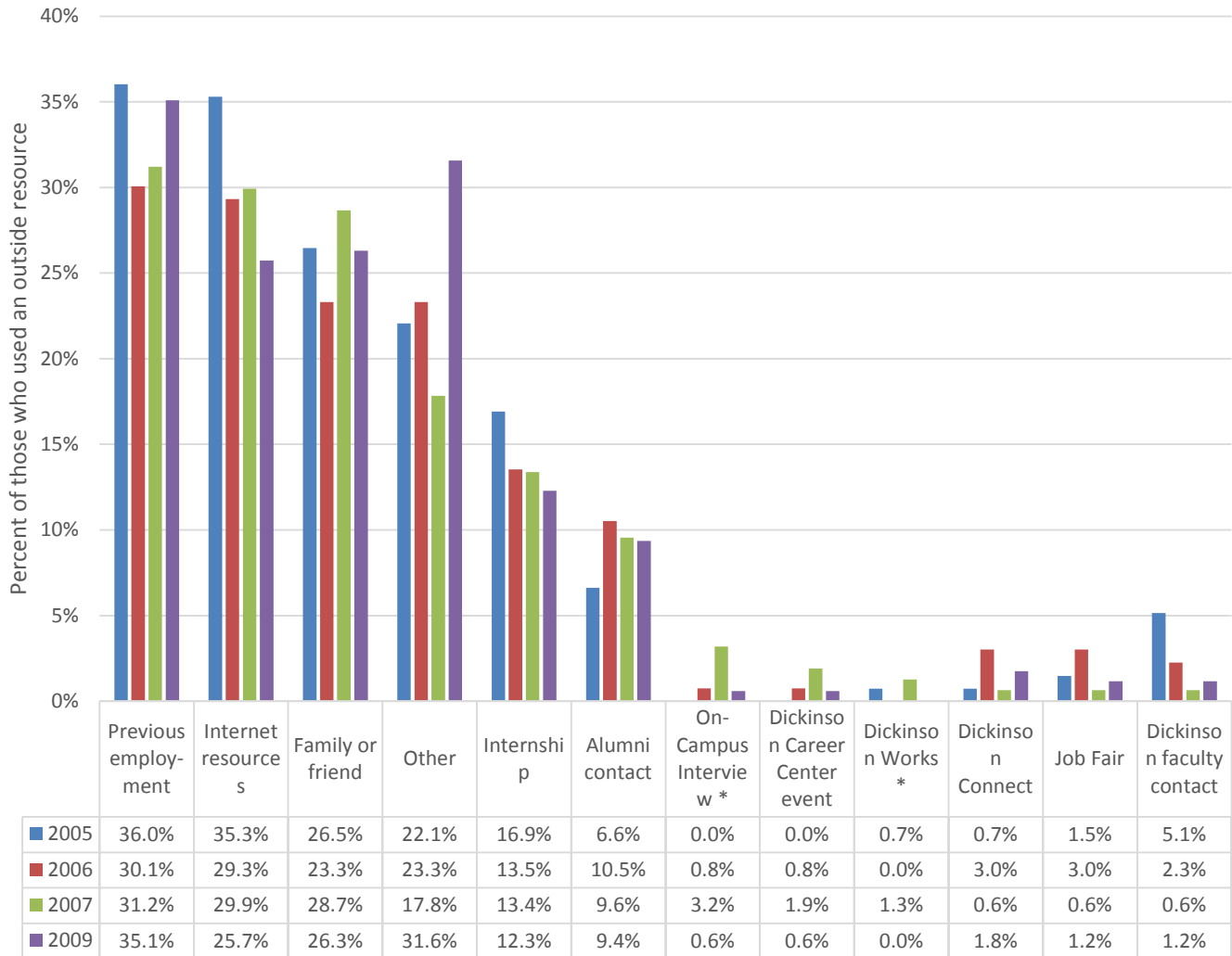
Employment Field	Count	Percentage
Business & industry	46	23%
Education	40	20%
Government	12	6%
Law occupations	17	9%
Non-profit	22	11%
Other	23	12%
Health & medical service	25	13%
Communications	5	3%
Arts & entertainment	4	2%
Military	3	2%
Sports & recreation	1	1%
Volunteer	0	0%
Home management	1	1%
Ministry	1	1%
Total	200	100%

The 5-year trend for top areas for which the alumni are being employed is shown in the chart below. The percentage of Dickinson graduates working for business related companies and government have rebounded from last year while the proportion of those who are employed in the health and medical field is at a 5-year low. Other categories appear to be within the normal variation. Appendix 2 contains the details for those who indicated *other* for their employment field.



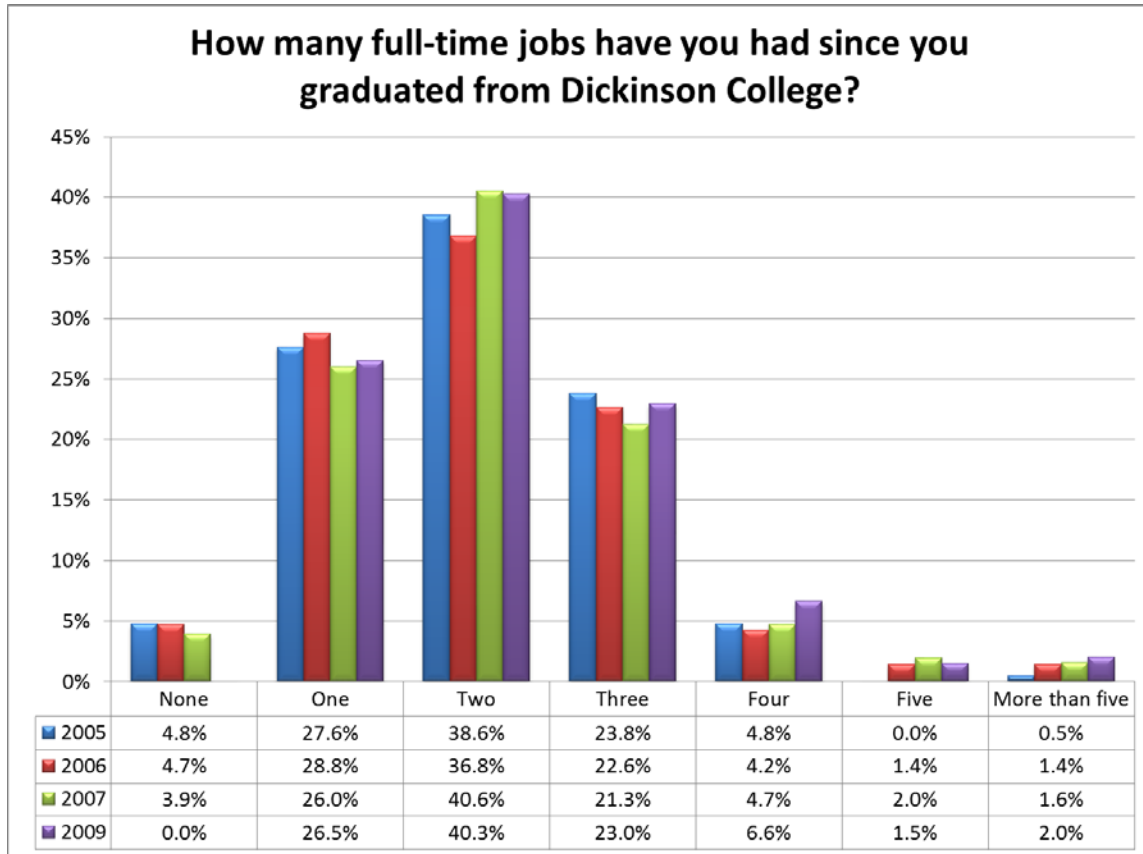
A new question was introduced a few years ago that asked the alumni what resources helped them get their current position. The results are shown in the chart below, sorted from the *most* to the *least* used resource for the Class of 2007. For this question, respondents were asked to “check all that apply”. The responses for those who selected *other* can be found in Appendix 2.

Top Resources Used to Find Employment (Check all that apply)

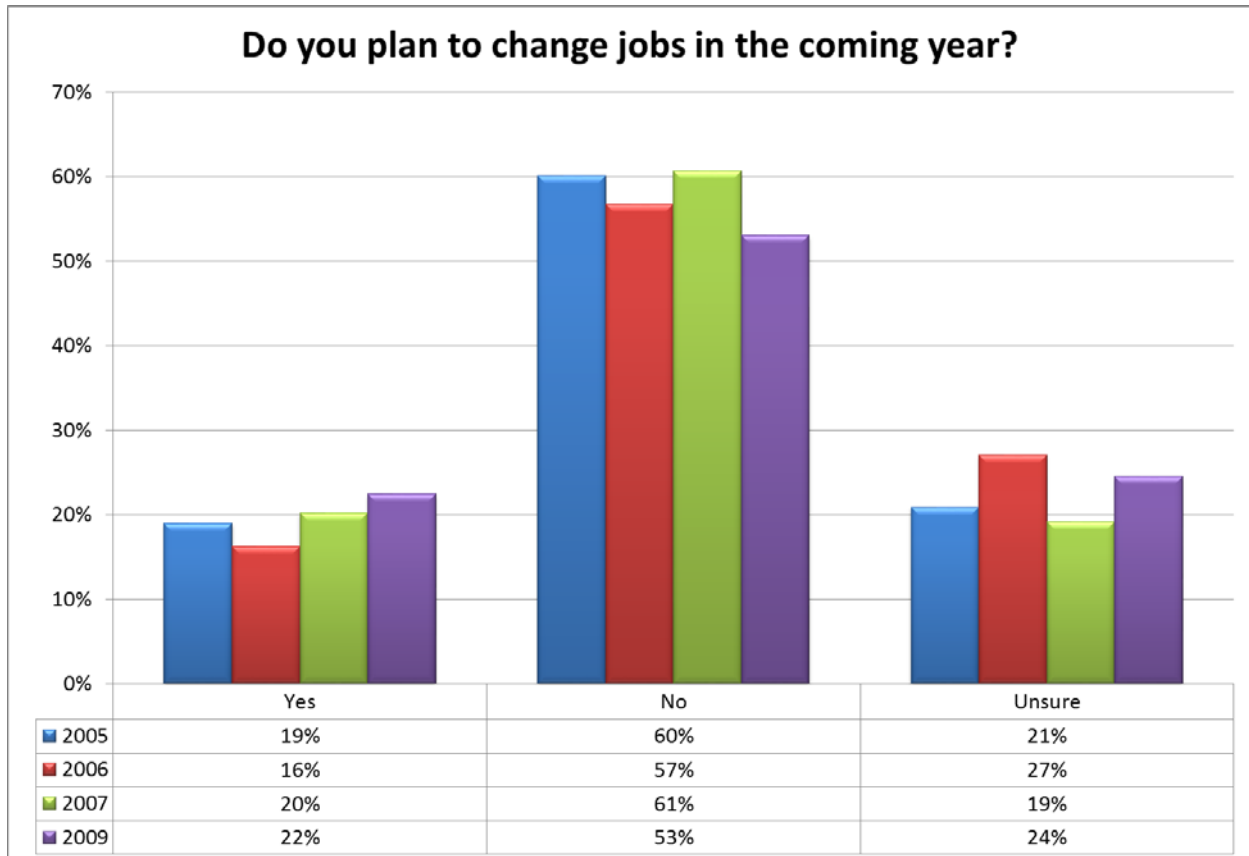


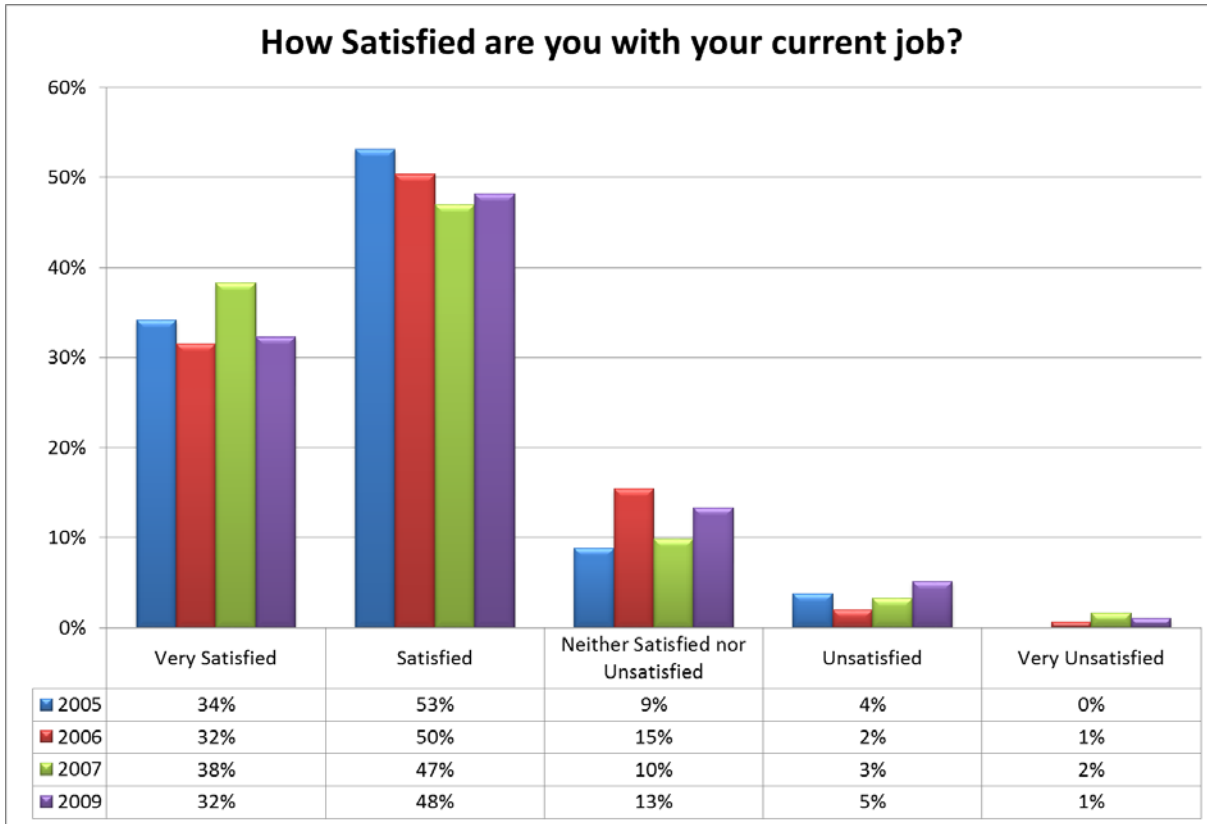
* Dickinson Works and On-Campus Interview were combined as one response option in 2005.

Additionally, beginning with the Class of 2005, the alumni were asked how many full-time jobs they've held since graduating from Dickinson College. The results from this question are shown in the chart below. The estimated mean number of jobs since graduating is 2.0, 2.0 and 2.1 for the Classes of 2005, 2006 and 2007 respectively.



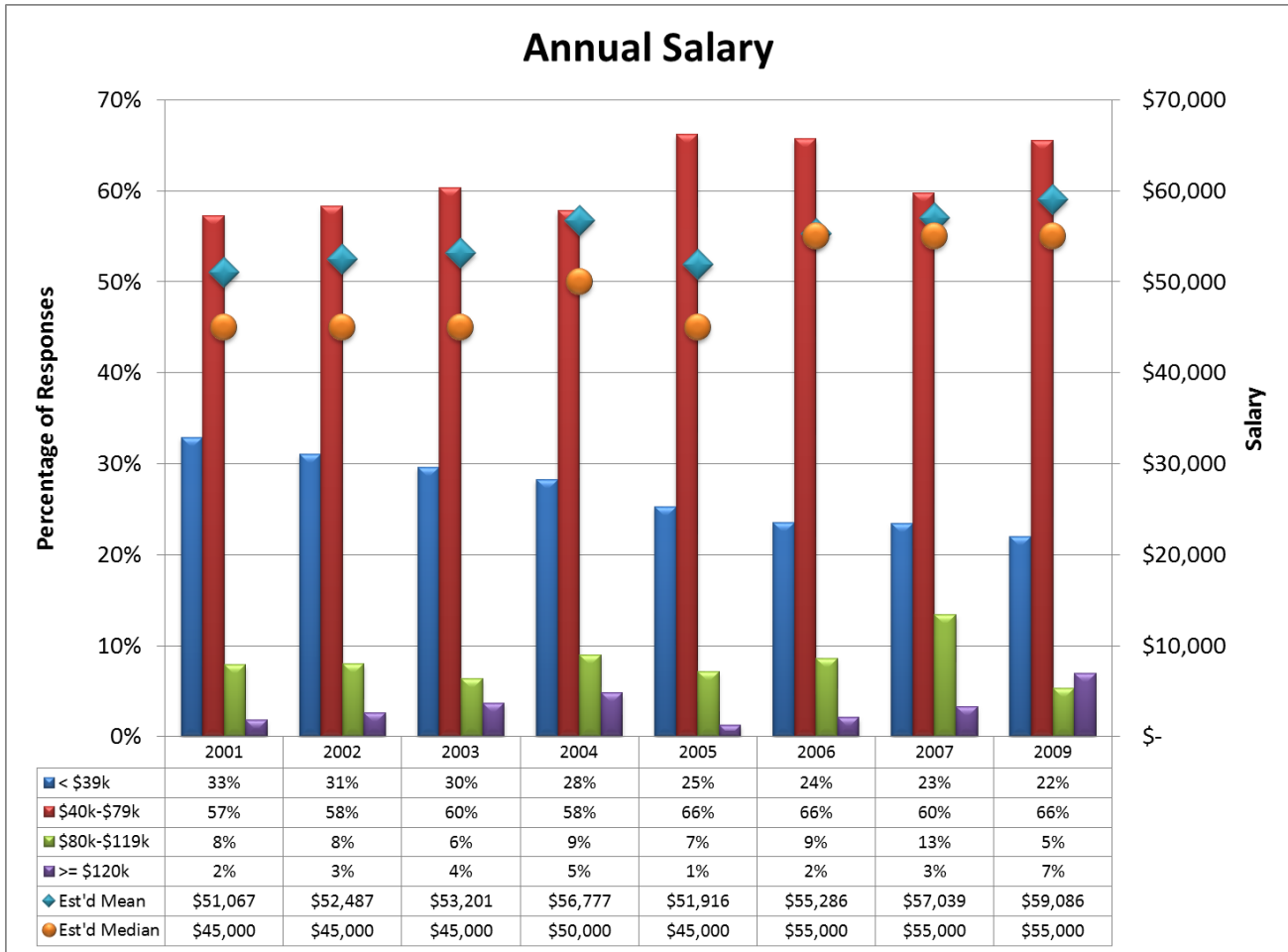
The chart below shows the proportion of the respondents who plan to change jobs in the coming year. This year a smaller percentage of alumni are unsure compared to the previous year and more in line with the Class of 2005. The second chart showing job satisfaction indicates that the most recent class is slightly more satisfied with their current job. However, the proportion of those who are very satisfied or satisfied is relatively constant for the past three years.



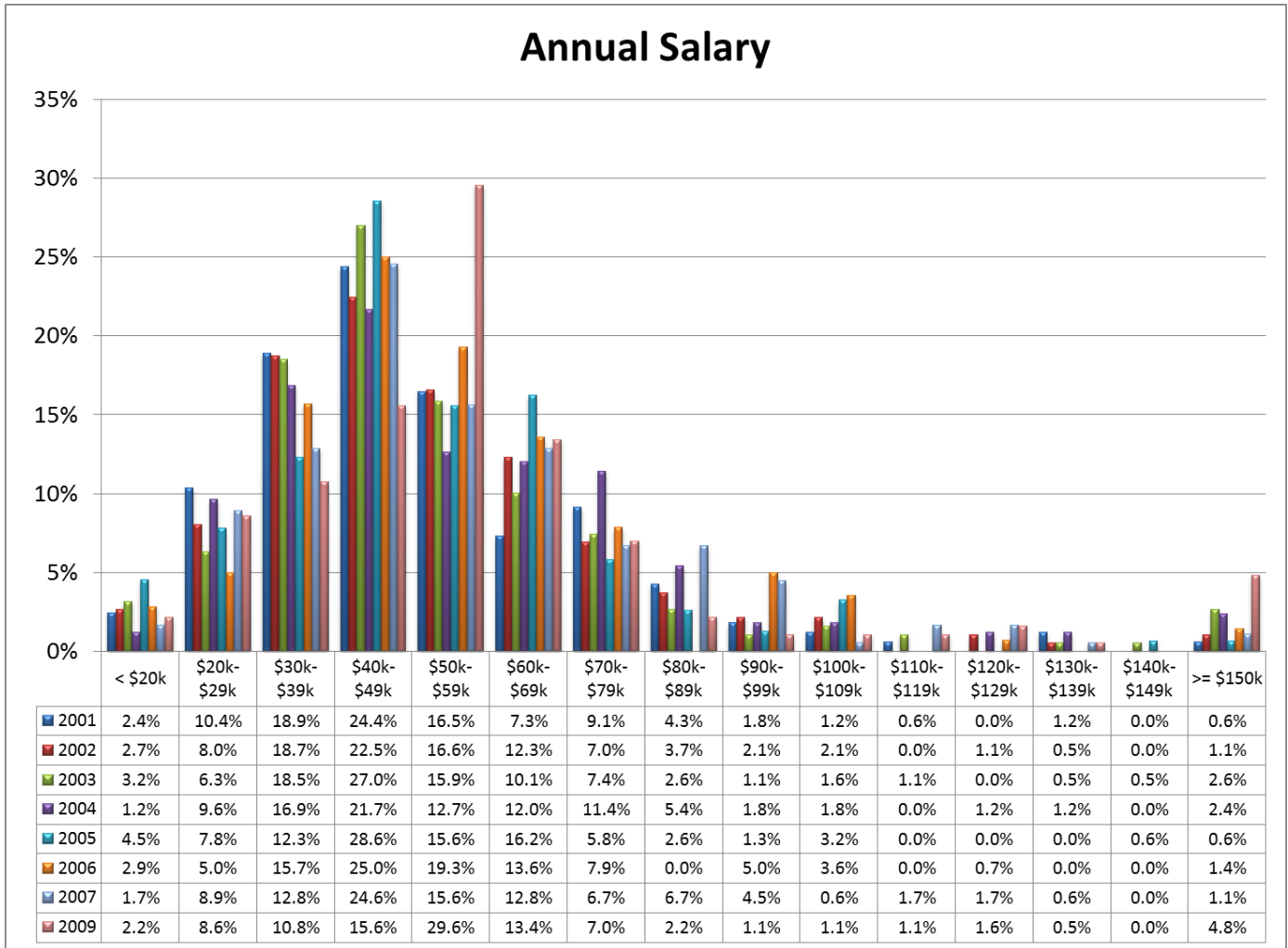


Salary

The alumni were asked to indicate their current salary. The chart below summarizes the responses with the income bands collapsed to make the chart more readable. Also shown in the chart are the estimated mean and median incomes for each class. Note however, there is no adjustment of these figures for inflation. Like last year, the median salary for this class falls in the \$50k-\$59k range. The mean salary for the Class of 2007 is the highest value since this question has been asked on the survey.



The next chart is provided for more detail and includes all the income bands and the trends data for the past several years.



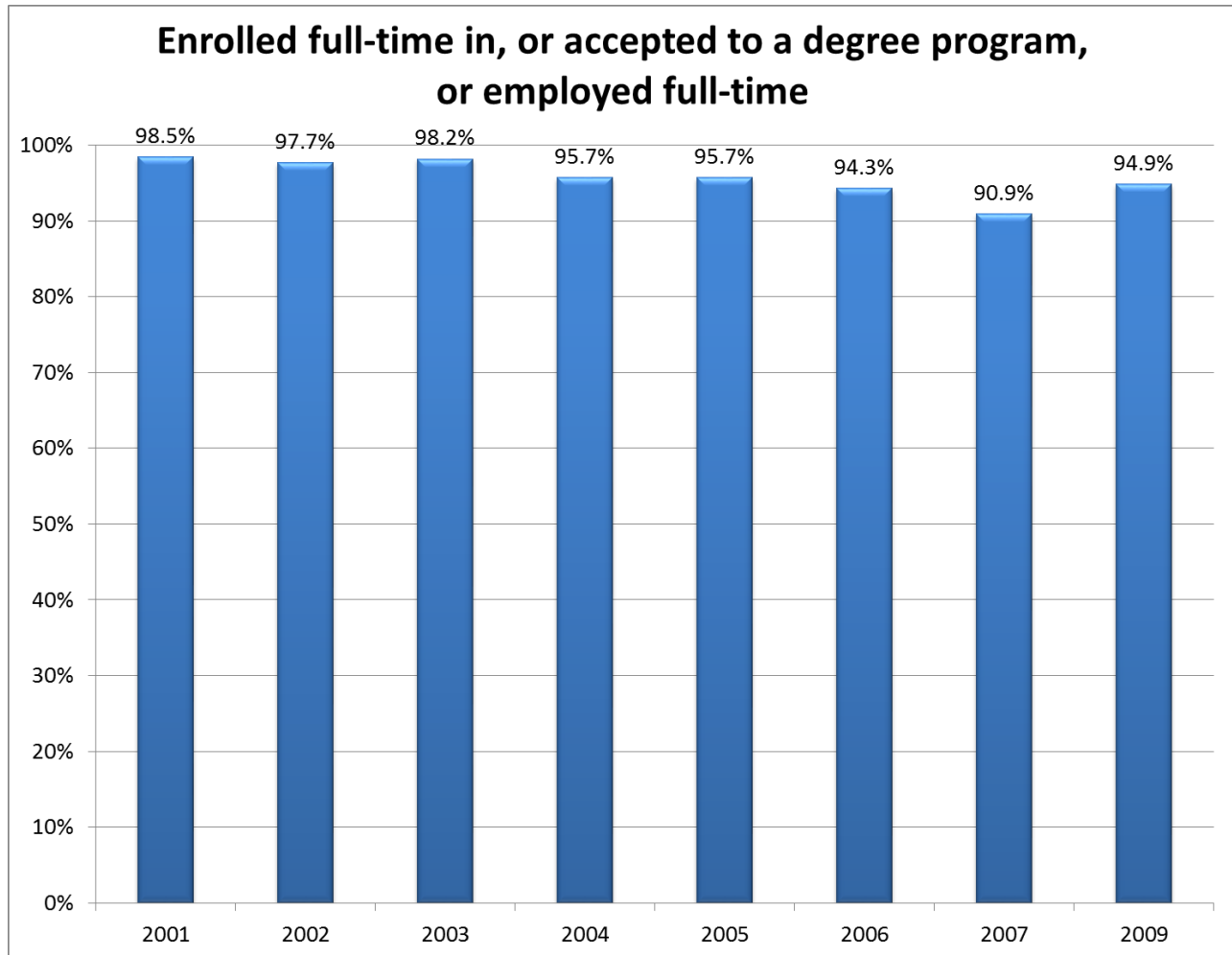
Education and Employment

The table below shows a combination of the responses regarding education and employment. Although it is not immediately obvious, using this table, we can see that 90.9% of the Class of 2007 are either working full time, enrolled in, or completed a degree graduate/professional school, or have been accepted into a degree program, or accepted and deferred admission into a degree program $(183 + 128 + 1 + 1 - 81 - 0 - 1)/254$. These key figures for this calculation are highlighted in the table which represents the responses for all alumni who provided a valid answer to either question.

	Division			Row Total	Class Total
	1	2	3		
Completed or Enrolled Full-time	31	87	26	144	50.4%
% of Row	21.5%	60.4%	18.1%	100.0%	
% of Col	41.3%	53.4%	57.8%		
% of Total	11.0%	30.7%	9.2%	50.9%	
Enrolled, but no toward a degree	1	3	0	4	
% of Row	25.0%	75.0%	0.0%	100.0%	

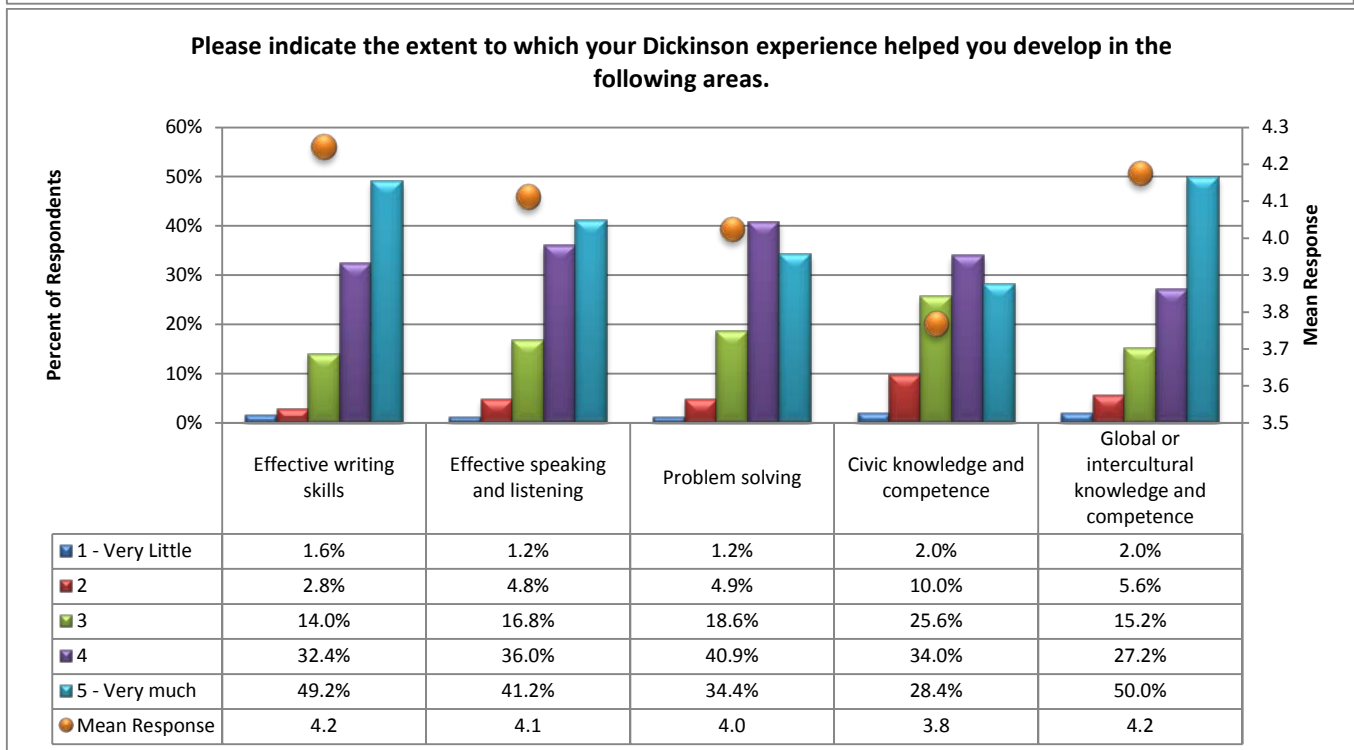
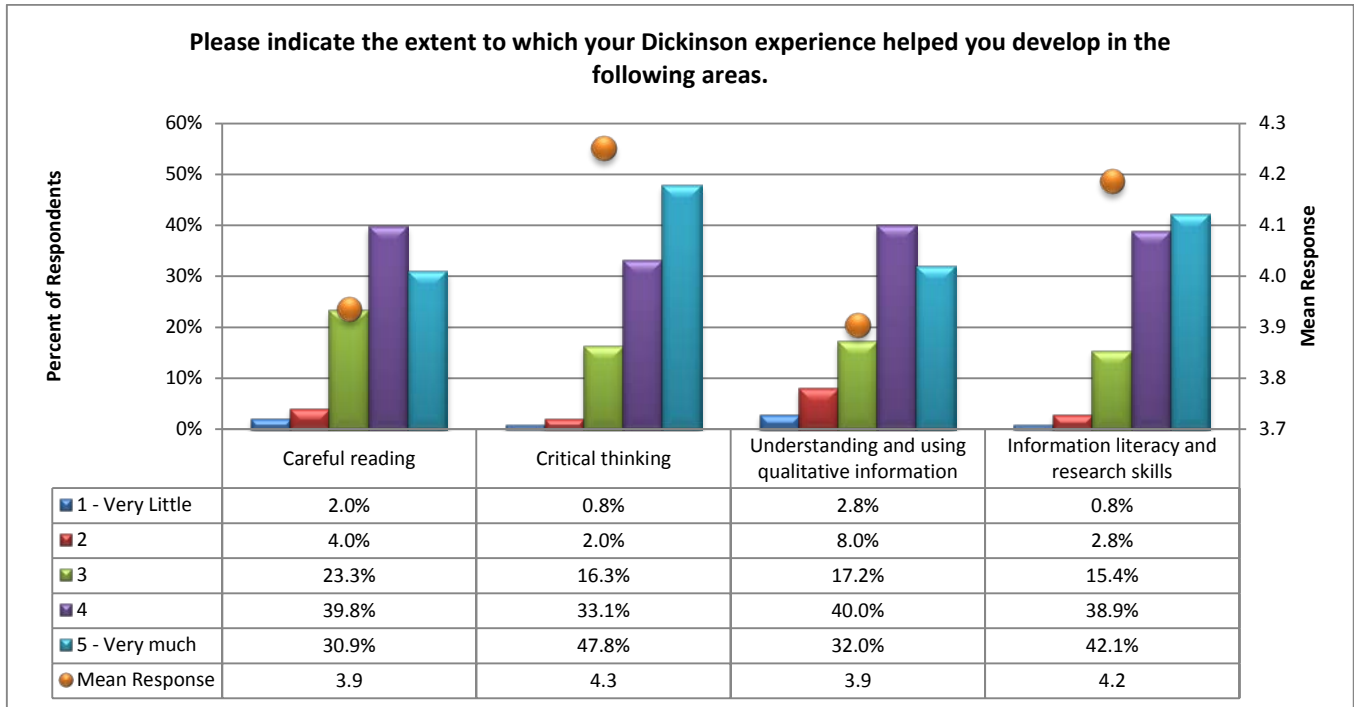
	% of Col	1.3%	1.8%	0.0%		1.2%
	% of Total	0.4%	1.1%	0.0%	1.4%	
Accepted, attending this fall		0	0	1	1	
	% of Row	0.0%	0.0%	100.0%	100.0%	
	% of Col	0.0%	0.0%	2.2%		0.4%
	% of Total	0.0%	0.0%	0.4%	0.4%	
Accepted, deferred until later		0	1	0	1	
	% of Row	0.0%	100.0%	0.0%	100.0%	
	% of Col	0.0%	0.6%	0.0%		0.4%
	% of Total	0.0%	0.4%	0.0%	0.4%	
Not Enrolled, but applying		4	5	1	10	
	% of Row	40.0%	50.0%	10.0%	100.0%	
	% of Col	5.3%	3.1%	2.2%		3.5%
	% of Total	1.4%	1.8%	0.4%	3.5%	
Not enrolled in any courses		39	67	17	123	
	% of Row	31.7%	54.5%	13.8%	100.0%	
	% of Col	52.0%	41.1%	37.8%		44.1%
	% of Total	13.8%	23.7%	6.0%	43.5%	
Other		0	0	0	0	
	% of Row	N/A	N/A	N/A	0.0%	
	% of Col	0.0%	0.0%	0.0%		0.0%
	% of Total	0.0%	0.0%	0.0%	0.0%	
Column Total		75	163	45	283	
	% of Total	26.5%	57.6%	15.9%	100.00%	
<i>Note: Self-directed single majors are not included in these figures.</i>						

The chart below shows the proportion of each class for the past seven years that are currently enrolled full-time, or accepted, or completed a degree program or employed full-time. A fitted trend line through these data shows a downward trend of about 1.1% per year (with an R^2 value of 0.855).

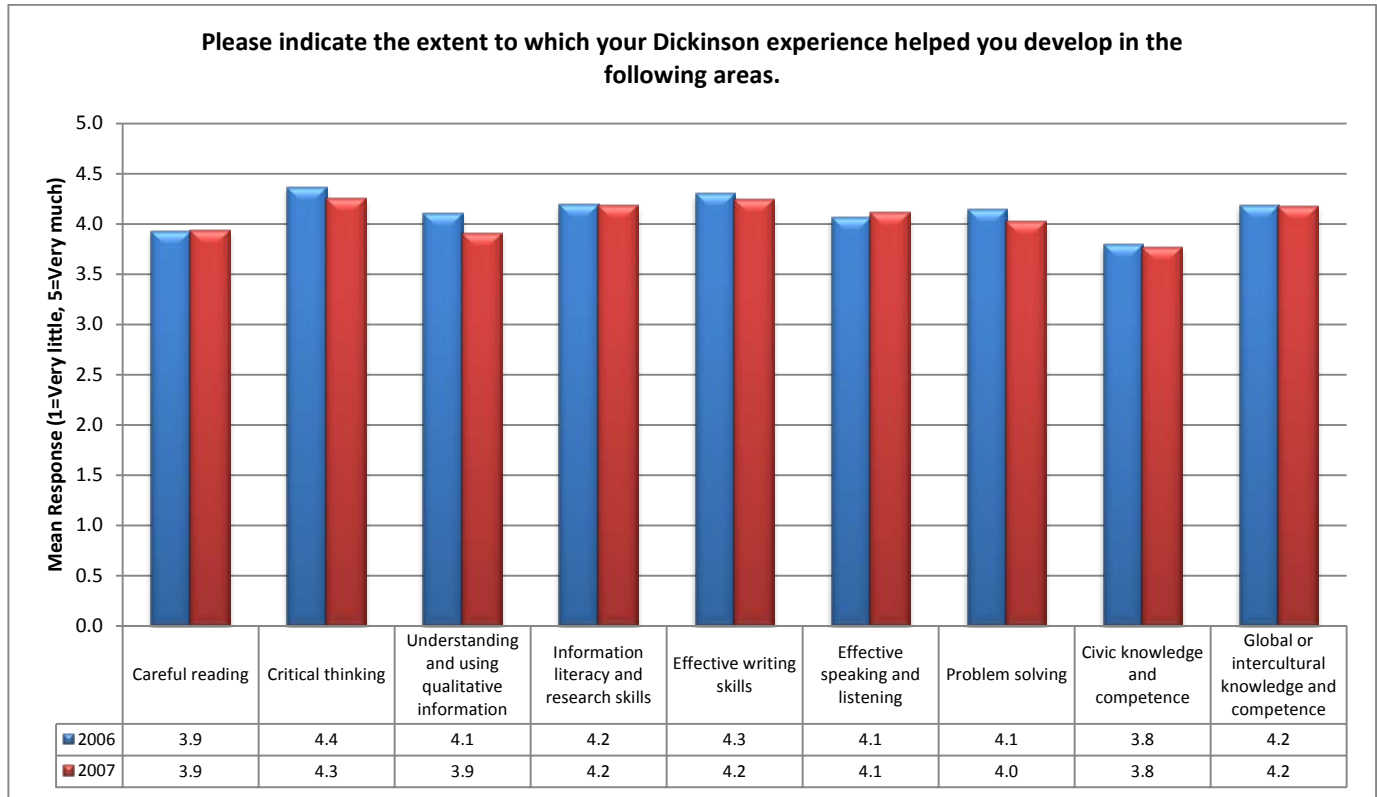


Student Learning Outcomes

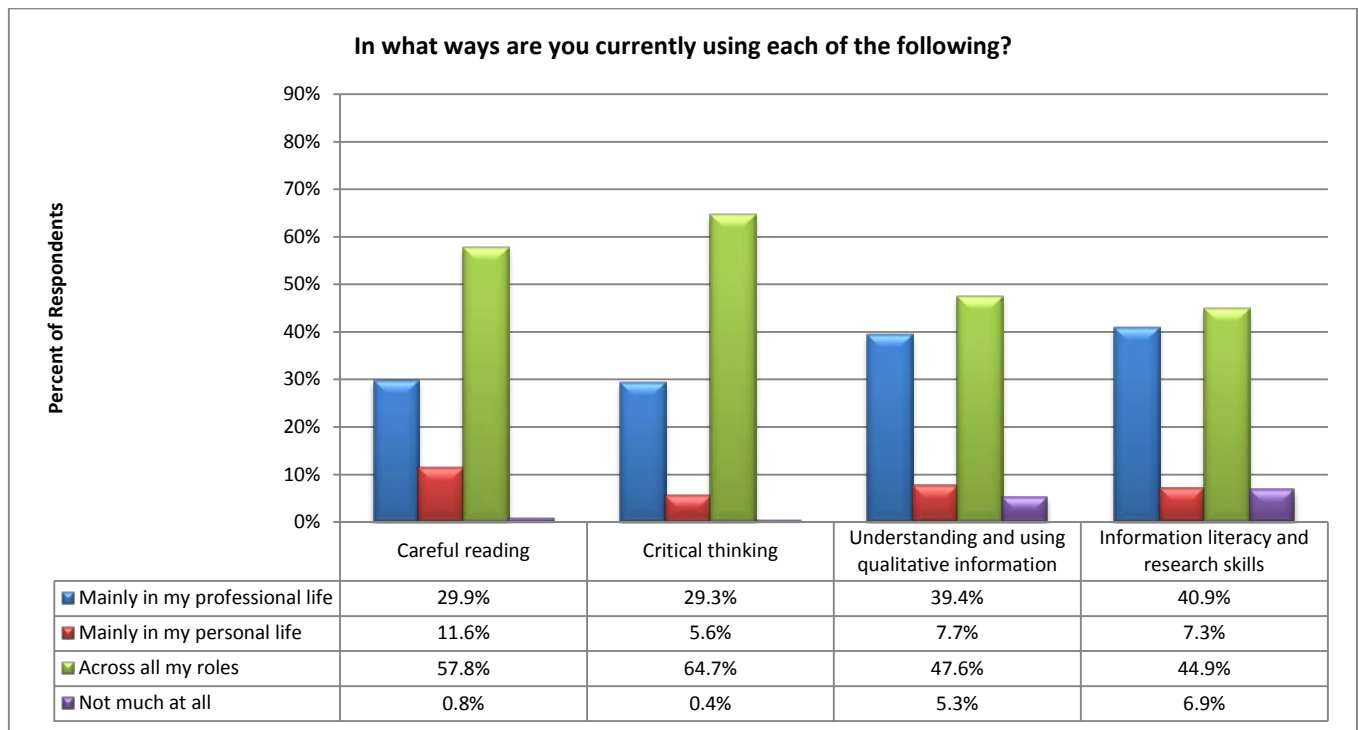
A new set of questions was added beginning with the Class of 2006 in an attempt to assess nine critical student learning outcomes from the perspective of the alumni. The results from the first set of questions that relate to Dickinson's effectiveness to develop the students in these areas are shown in the following two charts.

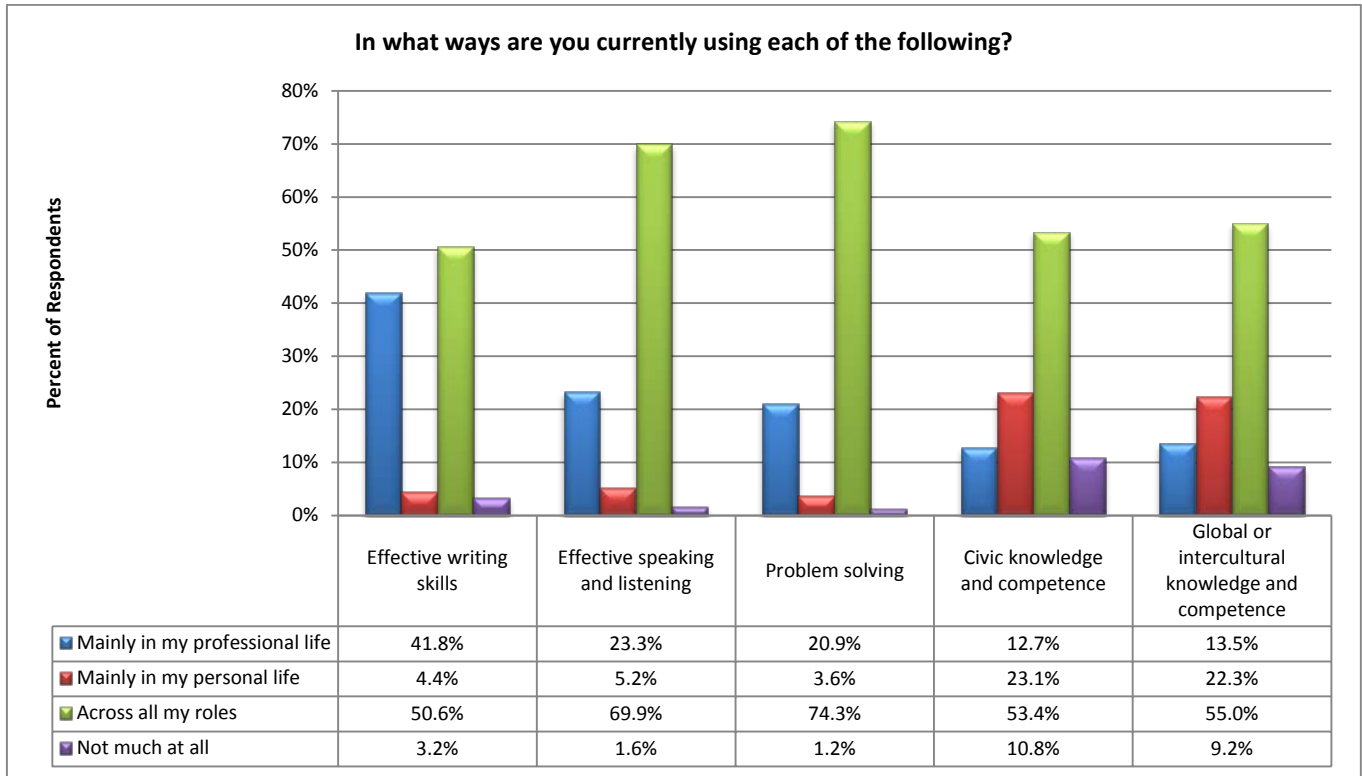


As shown in the chart below, the mean responses for the Class of 2007 are very similar to those from the Class of 2006. Similarly, comparing the percentage from each class who responded in the top two categories on the 5-point Likert scale on this question depicts a very similar picture.

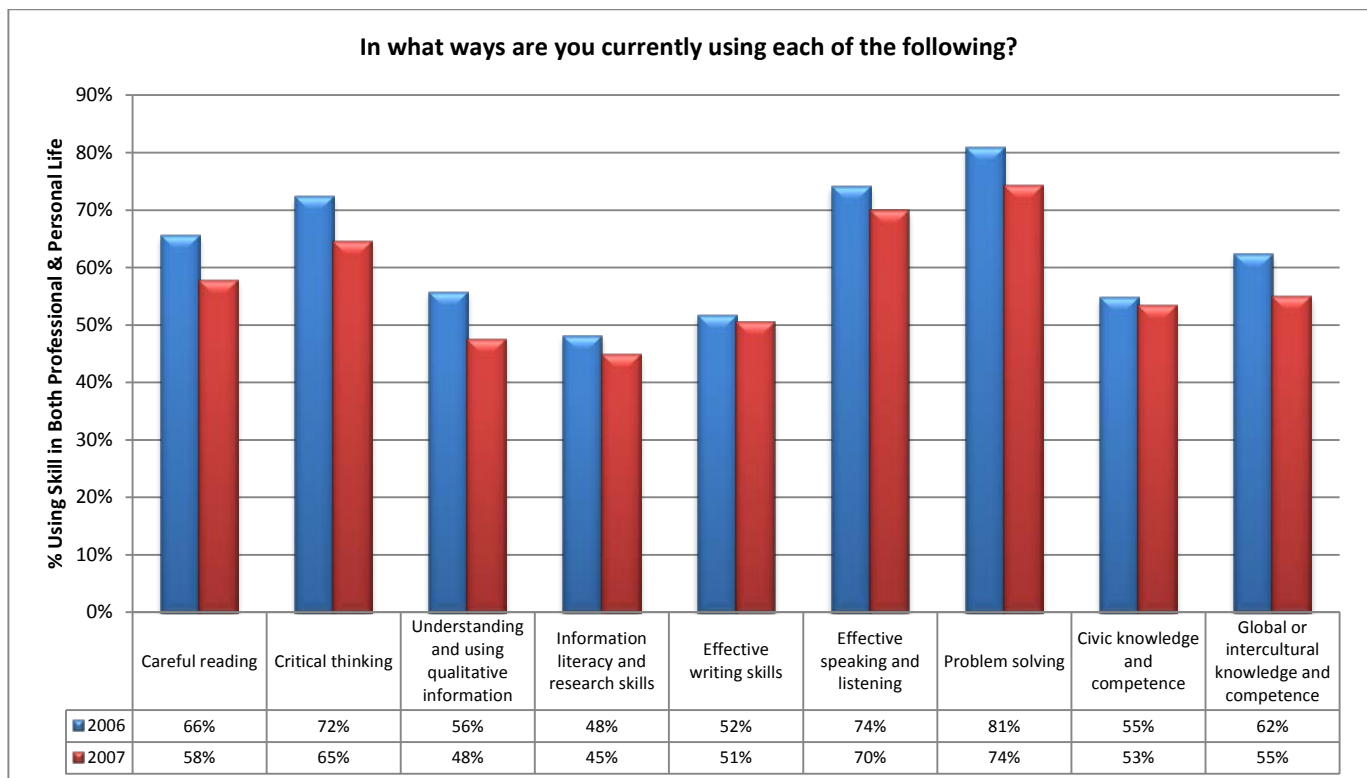


The results from the second set of questions that relate to how the alumni are currently using these skills in their daily lives after graduating from Dickinson College are shown in the two charts below.



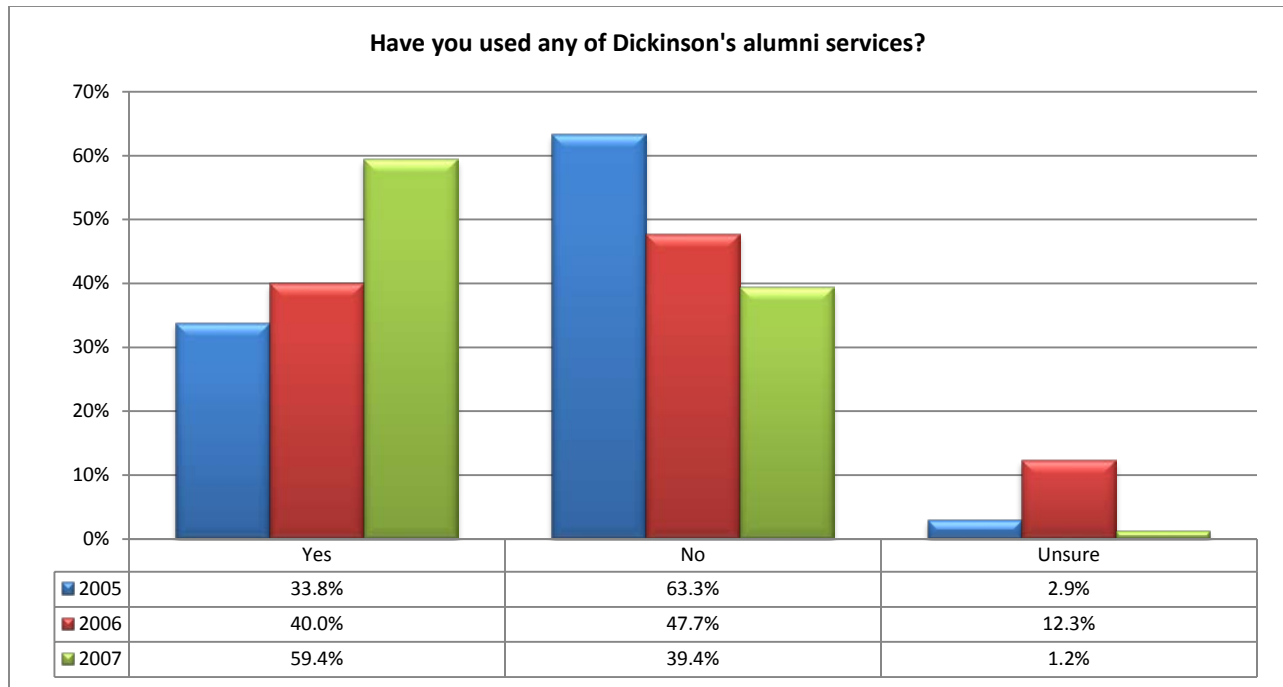


A comparison of the percentage of respondents from each class who indicated they used the skills in both their professional and personal life is shown below. Although not all differences are significant, there is a general trend that implies that a slightly smaller proportion of the Class of 2007 is using these skills in both professional and personal life than the Class of 2006.

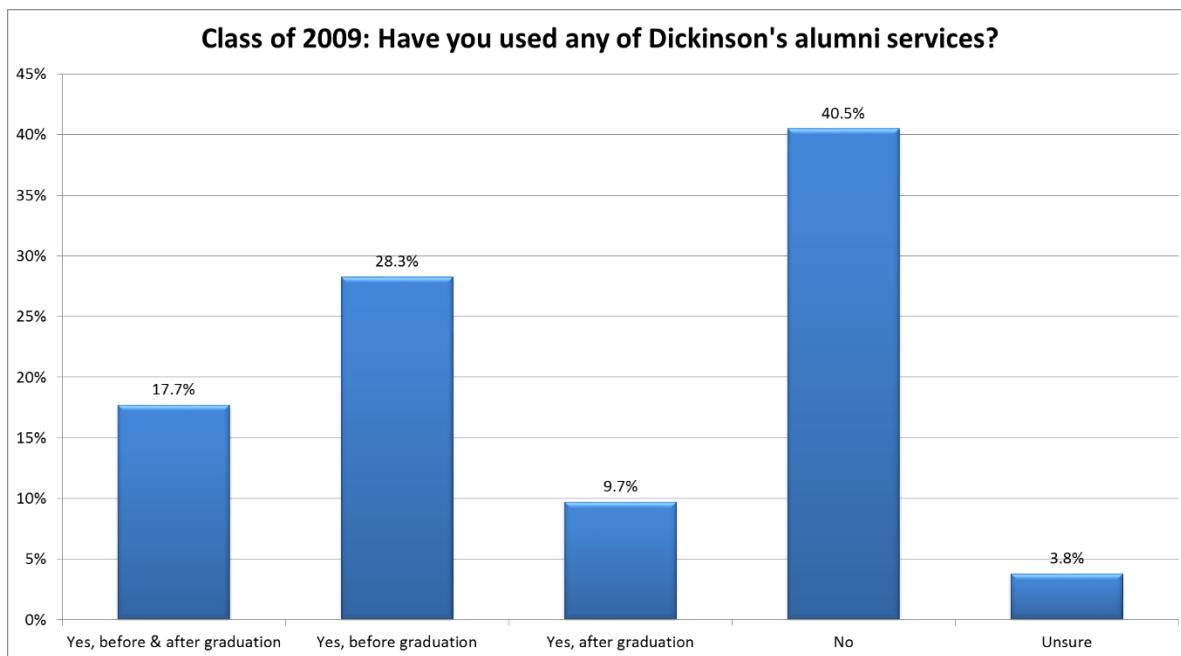


Career Services and Volunteer/Participation Activity

Starting with the Class of 2005, a new question was introduced to determine how many are taking advantage of the alumni services provided by the Career Center. The chart below summarizes the responses for each category.

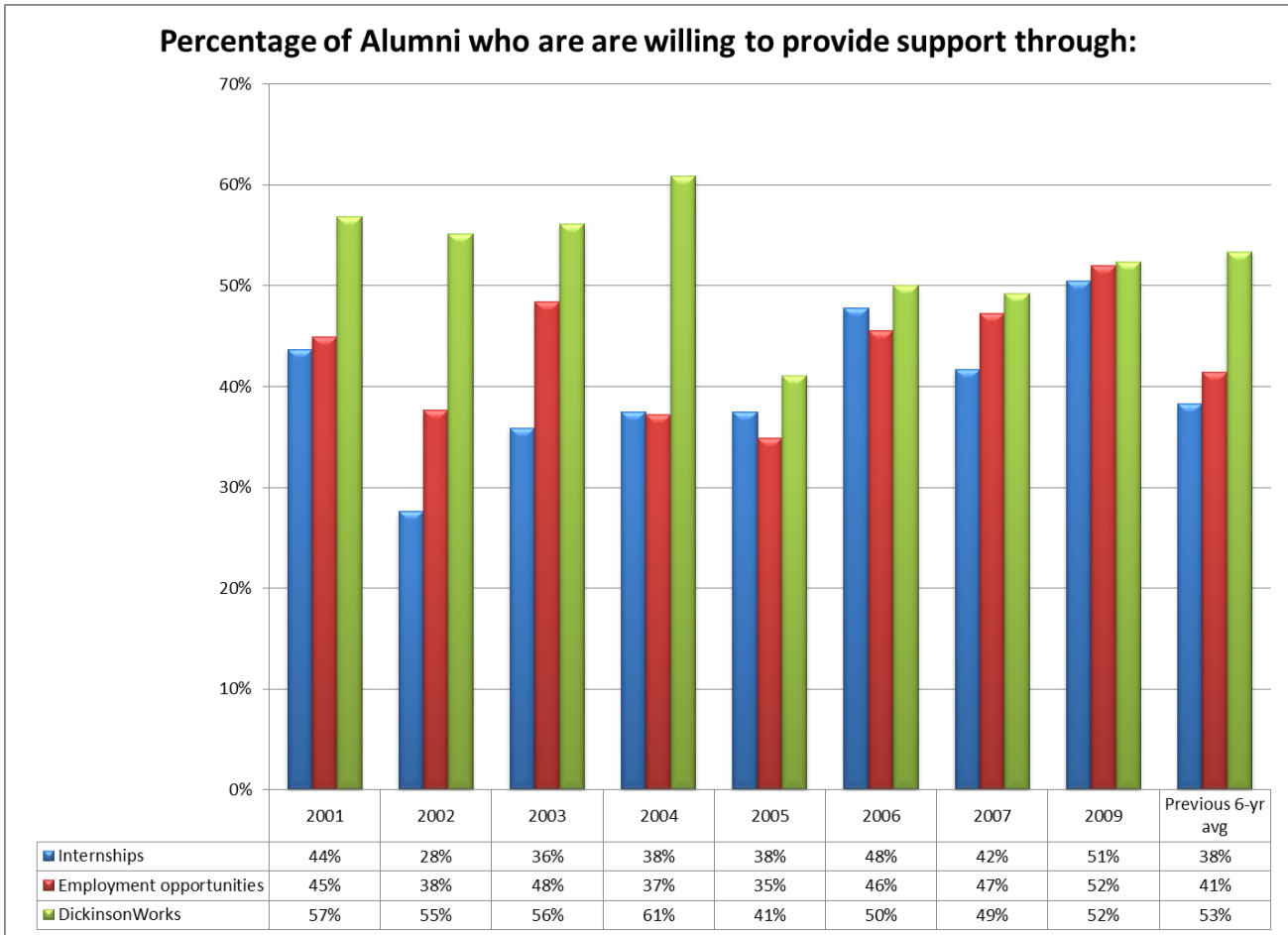


For the Class of 2007, the response options were changed to provide more detail about *when* they used the services. The chart below summarizes the responses.



The responses to the questions pertaining to participation in the three different opportunities to assist future Dickinson students and graduates are displayed in the chart below and includes data from the past several years. The actual names and contact information of those volunteering to assist with internships, employment opportunities and “DickinsonWorks” are available upon request through the office of Institutional Research to the appropriate departments and divisions on campus.

The Class of 2007 showed similar responses to the Class of 2006 regarding their willingness to provide Dickinson students with internships and employment opportunities. Nearly half are willing to participate in “DickinsonWorks” but that proportion is still considerably below the levels from the Classes of 2001-2004.



Testimonials

Graduates were given the opportunity to respond to the question “how have you benefited from your Dickinson education”. A total of 90 individuals (35% of all respondents) provided a testimonial and 55 also gave permission to re-print their submission along with their name. A few testimonials are provided in the table below, and the full list is provided in Appendix 6.

Professors were always approachable and helpful. I still keep in touch with a few professors and seek guidance for academic concerns. As a person who experienced the state university setting after the liberal arts college setting, I appreciate my Dickinson experience and the quality of undergraduate study at Dickinson.

While my day job may be in the skin health industry, my passion is writing and since Dickinson I've published two fictional novels and am currently working on my third. I have Dickinson to thank for the amazing professors in both the English and Creative Writing departments for providing me with the skills I now use on a daily basis in my writing. Professors like Wendy Moffat and Susan Perabo are never far from my mind when I sit down to the blank page. I truly don't think I would be as accomplished as I am at this moment without them and without Dickinson.

Dickinson provided me with an educational and community experience unlike any other. With the diverse amount of course offerings I was able to find what truly interested me which helped me shape where I am in my profession now. The professors always seemed to care about each of us as individual students which ultimately helped shape who we are today. Dickinson fully prepared me to continue to graduate school with ease. If I had to do it all over again, I would choose Dickinson.

<p>The inter-disciplinary approach at Dickinson has been incredibly important to my career development. At Dickinson, I learned how to learn across a broad spectrum of subject areas and was able to synthesize that information into logical and practical solutions. This multi-faceted approach is essential to success in a dynamic work environment.</p>
<p>My Dickinson education helped me become a well-rounded citizen and not just a scientist. I was able to learn cutting-edge science that prepared me for my master's degree, and eventually my PhD, but was also able to learn about subjects that most biology majors would never encounter at other schools. I attribute all my success in graduate school to everything I was exposed to at Dickinson College.</p>
<p>For me, the global education received at Dickinson has proved to be most influential. As a dual language major, I was able to experience multiple cultures, develop intercultural competencies, and move independently around the globe. Adapting to new environments fostered in me a general openness to new possibilities, which has both encouraged and assisted with the many life transitions I've made since graduating from Dickinson.</p>
<p>When I first started my graduate work at Stanford I felt that I had a slight disadvantage because I had gone to a liberal arts school and didn't have the lab/research specific experience my peers had gotten from their undergraduate institutions (all large research schools). By the time we turned in our first papers I realized what an advantage I had over my peers in terms of my abilities to write and think critically. Dickinson prepared me to think beyond my specific discipline and to approach problems critically from a variety of perspectives. Beyond how Dickinson has prepared me for my professional work I am also incredibly grateful for the amazing experience during my four years there. Few of the people I have met since graduating enjoyed their undergraduate experience as much as the graduates I know from Dickinson and are always impressed when I share stories of undergrad. I think many west coasters would benefit from kind of education I received at Dickinson.</p>
<p>Dickinson helped me develop the critical reading and thinking skills that I needed to succeed in both graduate school and law school.</p>
<p>Dickinson college has undoubtedly shaped me to be a thoughtful, well-rounded young physician. I entered medical school, ready to hit the ground running on day one. I found that my balanced, liberal arts education prepared me well for the skills I needed to be successful in medical school, and have not failed me in residency either. I am very thankful to Dickinson for giving me the tools I needed and preparing me to live my dream.</p>
<p>Dickinson gave me a chance to get out into the world, and inspired me to be a more engaged and global citizen. If it were not for the professors in the IS and IB&M departments, I never would have joined Peace Corps and started my life as a member of the Global Generation.</p>
<p>I still tell people to this day, 5 years after graduation, that my English degree from Dickinson was the most valuable Bachelor's degree I could have gotten. I worked in the nonprofit sector post-graduation and now am working on a Master's in nutrition, and through every aspect of my professional, graduate school and personal life, I have used the writing skills I learned at Dickinson. Dickinson professors were very passionate about honing the quality of our writing and critical thinking skills, as well as allowing us to explore our voice through writing. I know I'll use these skills forever.</p>
<p>My Dickinson education made me very adaptable and easy to train. Working in Post-Katrina New Orleans, there were no best practices or training manuals for how to deal with the massive need for housing repair. There were numerous issues and different challenges every week so I had to creatively problem solve and utilize the skills I gained at Dickinson to ensure homeowners were receiving the repairs they needed to move back home. My time at Dickinson also taught me the importance of being thorough and seeing the big picture. My professors challenged me to go above and beyond and the work ethic I gained at Dickinson set me apart from my peers.</p>
<p>The study abroad program in Toulouse changed my life. I learned and experienced so much, and am now able to share my experiences with my students. Hopefully I can also inspire them to study abroad!</p>

Dickinson Class of 2007 Five-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 and reported only at the aggregate level. 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)

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)

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)

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)

For your third 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)

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)

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
- 4
- 5
- More than 5

The three questions below ask you for sensitive pieces of information regarding your current job. This information will be held completely confidential and only used and 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?

	<i>Mainly in my professional life</i>	<i>Mainly in my personal/community life</i>	<i>Across all my roles</i>	<i>Not much at all</i>
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:

Employed
Graduated
not enrolled but considering apply to business school
Plan to enroll in courses in the fall but haven't yet applied.

Details for those who responded with more details about their education plans:

No responses.

Details for those who provided more details regarding their institution (e.g. special campus or college):

Contact Office of Institutional Research for these details.

Details for those who responded with *other* for their field of study:

Clinical Research Organization and Management
classics
Library and Information Studies
Archives/Library Science
Clinical Mental Health Counseling
Conflict Studies
Hospitality Administration
Fine Art
International Development
Nutrition, Chemistry, Biology
Culinary arts
Criminal Justice
School Counseling
Ethics, Peace, and Global Affairs
Organizational Leadership
Food Science
Spanish
Communication, Culture & Technology
Finance and Business Economics
Library and Information Science
Pediatric Dentistry Residency
Human resources

Details for those who responded with more details regarding their Master's degree:

Master's Degree in Translation and Intepretation
MPH in Infectious Diseases and Microbiology, concentration Bioscience of Infectious Diseases
MPP
M.S.I. (Master of Science in Information)
Master's of educational leadership
MDP (Master's of Sustainable Development Practice)
MPH and Certificate in Global Health

Legislative Affairs
Currently enrolled in the Masters in Social Work Program at the University of Central Florida. Would like to eventually receive my License in Clinical Social Work (LCSW).
MSW
MFA Photography
Master's of Education (M.Ed)
Masters of Science in Elementary Education with a concentration in Urban Education

Details for those who responded with more details regarding their certificate or degree:

Post-Baccalaureate Maryland Teacher's Certification
M.Ed
Psy.D. - Doctorate in Psychology
DPT Doctor of Physical Therapy
Psy.D.
Associates degree
M.Arch.
Certificate of Pediatric Dentistry

Details for those who responded with *other* for their institution:

Philadelphia Community College
Front Range Community College
Penn State Abington
Duke University
University of Georgia
Gaston College
University of Maine
Loyola University Maryland
Appalachian State University
Neve Yerushalayim
West Virginia University
Virginia Tech
Corcoran College of Art + Design
Northwestern Connecticut Community College
Gwynedd-Mercy College
Bennington College
Florida State University

Details for those who responded with *other* for their current employment status:

student
In Residency
Graduate Assistant
I'm looking to start a social entrepreneurship
Freelance artist

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

Politics
research, health
Marketing
International Organization
As a graduate student I am employed by the University in the Biological Science
Government Contractor - Clinical Research
Consulting firm
Hospitality
Social Worker
Agriculture/Viticulture
Apple
Chef
Legal - Intellectual Property
Consulting
Insurance
Technology
Child Protective Services. Currently License Foster Homes in the Central Florida tri-county area.
Science
Information Technology
Environmental Lab
Reinsurance
Employed as a research assistant in Life Sciences by university

Details regarding those who responded with *other* for country where employed:

Hong Kong
Bulgaria
Ethiopia
Switzerland
Russia
Vietnam
China
Argentina
Dominican Republic
Japan
Netherlands
Spain

Details for those who responded with *other* for their resources that helped get their current position:

LinkedIn
Networking
Applied on Bozzuto Website
Posse Foundation
mental health and non-profit resources
Sister of former coworker
Networking
Graduate school, American University
The firm contacted me for the position.
VIRMP
Grad school alumnus
Symplicity
Visiting local schools
USC Marshall on-campus recruiting
Not a dickinson resource.
Law School Career Center
job seadch dnhine
In grad school, I was in the Title IV-E Public Child Welfare program.
Employment Agency
Dickinson College Farm
Connections made during graduate school
Previous classmates
self-made
Open calls
Personal networking
I did it all myself with no help from anyone
Networking event
Internet
UVA Law contacts
Networking through graduate school contacts (Univ. of Pittsburgh GSPIA)
Tulane University Law School career services
Myself.
Master's Degree
Personal interest/personal goals
The Human Resource Department
Graduate school
Luck!
Dickinson Pre-Health Society
Company founder
networks through Columbia University

More details regarding the resources used to obtain your current position:

One of my friends from Dickinson who was a year older referred me to my current position.
I met a Dickinson alumni during the recruiting process. While she didn't directly help me get this job (she was a recent hire), she was available to answer my questions and welcome me to the company.
LinkedIn
NYC Charter School Special Education Career fair
I interviewed for the firm while in law school. I then worked as a summer associate during the summer following my 2L year, and received an offer shortly thereafter to join the firm full-time following graduation.
Got an interview with the company through my senior year college roommate.
I was referred by an alumnus of my grad program through on campus career services.
Symplicity is used by Widener Law for posting job openings
Director of my department is a Dickinson Alum. I did not know this when applying, though I have to assume it was one of the reasons I was given an interview.
Mostly networking and being from Delaware.
Directly, a friend helped headhunt me for this job. Indirectly, my Dickinson education provided an intellectual foundation that helped me throughout my career. I wouldn't be where I am today without Dickinson
For every year I was in the program, I received a stipend in return for a one year work obligation in public child welfare in the state of Maryland.
Every professional experience I have had since graduation, including starting my own company has been encouraged, supporting and facilitated by Dickinson Alums.
As with several of the jobs I've had, a Dickinson alum helped forward my resume along to the appropriate contact.
My experiences with Posse, AmeriCorps, Fulbright, and Dickinson have shaped my ability to gain employment.
None.
Met a friend through playing adult league soccer immediately after I graduated, kept in touch and 2 years later I got an interview.
I found it on my own, online. Dickinson Connect was not super helpful.
Two Dickinson alums/friends were working at the Alliance. They both put in good words for me after my final interview.
Dickinson Pre-Health Office and Career Center
I applied for a part-time position as I completed my Master's at GW. After 2.5 months part-time, I went full-time and continued with graduate school part-time.
I applied on My JHU jobs. I had no outside help.
Applied for a job posted on Indeed.com. Was promoted to my current position.
I just recently started at the GAO, but was previously with the Department of Defense for 3-4 years. I got my first break into the Dept of Defense directly via Dickinson alumni contacts (2 Dickinson grads had worked there previously and helped me understand/apply for the internship) in summer 2010.
Dickinson had nothing to do with any of the job's I have held.
Took science courses at UC Berkeley Extension to complete prerequisites
Internet
Southern Teachers (agency)
I learned about the program through campus visits from JET Alumni, and one of the interviewers on my panel knew Japanese lecturer Akiko Meguro, which was a plus in securing my current position. I also leaned on Dickinson faculty for recommendation letters.

Volunteered as a firefighter/EMT prior to my hire.
4+ years in healthcare. Business efficiency consultant in charge of processes and training. Hiring, recruiting, management of associates.
The Teach for America alumni leadership team assisted me in finding my current position, and the staff member at TFA just so happens to be a 2008 Dickinson College alum.

Details regarding plans to change jobs in the coming year:

Will be moving summer 2015
Hoping to use college connections.
Another attorney position in New York/New Jersey or Georgia/South Carolina area
Contract will end
Finishing Masters program
Law Clerk - Richmond, Virginia
relocating to Texas with fiance for his military career, accepted a job to start 9-1-14
Relocating
New mom, impending move closet to family
Will be working at Jackson Memorial Hospital in Miami
I am a law clerk and will be back in my second year of law school. After that, I will be seeking part-time employment in at a firm in an area of my practice interest.
Arts Education
I will leave my job to finish my Master's degree (a 600 hour internship is required) and then seek employment at the high school level.
Will be going to business school in the fall. Hoping to go into "green business" after business school
I would like to get back into academics. Ideally in academic advising or admissions
Going back to graduate school for Ph.D.
I will complete my current ALT contract and become a freelance translator.
Upon finishing Ph.D program, would like to be a Researcher in science industry
Up for a possible promotion within the month.

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

	Division			Row Total	Class Total
	1	2	3		
Completed or Enrolled Full-time	31	87	26	144	
% of Row	21.5%	60.4%	18.1%	100.0%	
% of Col	41.3%	53.4%	57.8%		50.4%
% of Total	11.0%	30.7%	9.2%	50.9%	
Enrolled, but no toward a degree	1	3	0	4	
% of Row	25.0%	75.0%	0.0%	100.0%	
% of Col	1.3%	1.8%	0.0%		1.2%
% of Total	0.4%	1.1%	0.0%	1.4%	
Accepted, attending this fall	0	0	1	1	
% of Row	0.0%	0.0%	100.0%	100.0%	
% of Col	0.0%	0.0%	2.2%		0.4%
% of Total	0.0%	0.0%	0.4%	0.4%	
Accepted, deferred until later	0	1	0	1	
% of Row	0.0%	100.0%	0.0%	100.0%	
% of Col	0.0%	0.6%	0.0%		0.4%
% of Total	0.0%	0.4%	0.0%	0.4%	
Not Enrolled, but applying	4	5	1	10	
% of Row	40.0%	50.0%	10.0%	100.0%	
% of Col	5.3%	3.1%	2.2%		3.5%
% of Total	1.4%	1.8%	0.4%	3.5%	
Not enrolled in any courses	39	67	17	123	
% of Row	31.7%	54.5%	13.8%	100.0%	
% of Col	52.0%	41.1%	37.8%		44.1%
% of Total	13.8%	23.7%	6.0%	43.5%	
Other	0	0	0	0	
% of Row	N/A	N/A	N/A	0.0%	
% of Col	0.0%	0.0%	0.0%		0.0%
% of Total	0.0%	0.0%	0.0%	0.0%	
Column Total	75	163	45	283	
% of Total	26.5%	57.6%	15.9%	100.00%	
<i>Note: Self-directed single majors are not included in these figures.</i>					

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

	Division			Row Total	Class Total (based on individuals)
	1	2	3		
Employed full-time	53	124	24	201	
% of Row	26.4%	61.7%	11.9%	100.0%	
% of Col	71.6%	76.1%	53.3%		72.3%
% of Total	18.8%	44.0%	8.5%	71.3%	
Employed part-time	8	11	11	30	
% of Row	26.7%	36.7%	36.7%	100.0%	
% of Col	10.8%	6.7%	24.4%		10.3%
% of Total	2.8%	3.9%	3.9%	10.6%	
Unemployed, actively looking	3	9	2	14	
% of Row	21.4%	64.3%	14.3%	100.0%	
% of Col	4.1%	5.5%	4.4%		4.7%
% of Total	1.1%	3.2%	0.7%	5.0%	
Unemployed because in school	6	16	8	30	
% of Row	20.0%	53.3%	26.7%	100.0%	
% of Col	8.1%	9.8%	17.8%		10.3%
% of Total	2.1%	5.7%	2.8%	10.6%	
Unemployed by choice - not looking	1	1	0	2	
% of Row	50.0%	50.0%	0.0%	100.0%	
% of Col	1.4%	0.6%	0.0%		0.8%
% of Total	0.4%	0.4%	0.0%	0.7%	
Other full-time activity	3	2	0	5	
% of Row	60.0%	40.0%	0.0%	100.0%	
% of Col	4.1%	1.2%	0.0%		1.6%
% of Total	1.1%	0.7%	0.0%	1.8%	
Column Total	74	163	45	282	
% of Total	26.2%	57.8%	16.0%	1	

Note: This table tallies majors not individuals. Some grads majored in two different divisions.

A cross-tabs of employment and enrollment status for each Division is available by request through the Office of Institutional Research.

Alphabetical listing of institutions by count:

Institution	Count
University of Maryland	8
Boston University	4
University of Pennsylvania	4
American University	3
Columbia University	3
Drexel University	3
George Washington University	3
Johns Hopkins University	3
University of Pittsburgh	3
Villanova	3
Georgetown University	2
Harvard	2
Hunter College	2
Philadelphia College of Osteopathic Medicine	2
Princeton	2
Towson University	2
University of California	2
University of North Carolina	2
University of Vermont	2
American Military University	1
Bank street college of education	1
Bryn Mawr	1
Case Western Reserve University School of Medicine	1
College of William & Mary	1
Complutense (in Madrid, Spain)	1
Cornell University	1
Cranbrook Academy of Art	1
culinary institute of America	1
Duquesne School of Health Sciences	1
Ecole hotelerie de Lausanne (Switzerland)	1
Egade Business School Tecnologico de Monterrey	1
Florida State University	1
George Mason University	1
Howard University	1
Hunter Collegr	1
Jefferson Medical College	1
John Jay College of Criminal Justice	1
Marymount university	1
Middlebury College	1
New York Law School	1

New York University	1
Northwestern University	1
Parsons The New School	1
Penn State	1
Rutgers University	1
Salem state university	1
School of Oriental and African Studies (part of the University of London)	1
St. Johns University School of Law	1
Temple University	1
The Slade School of Fine Art	1
Thunderbird	1
Tulane University Law School	1
Uniformed Services University of Health Sciences F Edward Hebert School of Medicine	1
Universidad de San Martin - Argentina	1
University of Colorado Denver	1
University of Connecticut	1
University of Denver	1
University of East Anglia	1
University of Florida	1
University of Maryland Baltimore County	1
University of Maryland, Baltimore County	1
University of Massachusetts, Amherst	1
University of Medicine and Dentistry of NJ - School of Osteopathic Medicine (SOM)	1
University of Michigan	1
University of New Mexico	1
University of Richmond Law	1
University of Southern California	1
University of the District of Columbia David A. Clarke School of Law	1
University of Toulouse	1
University of Virginia	1
Waynesburg University	1
West Virginia University	1
Yale	1

Complete listing of schools, field of study and degree for those who are enrolled in, or have completed a degree:

Institution	Field	Degree
(Not Specified)	Education	(Not Specified)
(Not specified)	Health Related field	(Not Specified)
(Not specified)	Education	Ed.D., Sci.D., or D.B.A.
(Not specified)	Education	Ed.D., Sci.D., or D.B.A.
(Not specified)	Law	J.D. or L.L.B.
(Not specified)	Education	M.A. or M.S.
(Not specified)	Education	M.S.W., M.S.E., M.S.N., or M.A.T.
(Not specified)	Human Resource Management	M.S.W., M.S.E., M.S.N., or M.A.T.
(Not specified)	Social Work	M.S.W., M.S.E., M.S.N., or M.A.T.
(Not specified)	Social Work	M.S.W., M.S.E., M.S.N., or M.A.T.
American University	Arts Management	M.A. or M.S.
American University	History	M.A. or M.S.
American University	Business	M.B.A.
Arcadia	Applied behavior analysis	Certificate- (Not Specified)
Boston College Law School	Law	J.D. or L.L.B.
Boston University	Biology	M.A. or M.S.
Boston University	International Relations	M.A. or M.S.
Boston University	Nutrition	M.A. or M.S.
Boston University	Public Health	M.A. or M.S.
Boston University	Business	M.B.A.
Boston University	Theology/Religion	M.S.W., M.S.E., M.S.N., or M.A.T.
Bucknell University	Psychology	M.A. or M.S.
California University of Pennsylvania	Psychology	Certificate- MS is School Psychology and an Ed.S. in School Psychology
Central Lakes College	Law enforcement	Certificate- MN peace officer program
Columbia University	Education	Ed.D., Sci.D., or D.B.A.
Columbia University	Foreign Language	M.A. or M.S.
Columbia University	Business	M.B.A.
Columbia University	Earth Sciences	Ph.D.
Cornell University	Plant Pathology/Microbiology	Ph.D.
CUNY Hunter School of Social Work	Social Work	(Not Specified)
DePaul University	Law	J.D. or L.L.B.
DeSales University	Medicine	M.A. or M.S.
Drexel University	Law	J.D. or L.L.B.
Drexel University	Education	M.A. or M.S.
Drexel University	Fashion Design	M.A. or M.S.
Drexel University	Business	M.B.A.
Duke University	Law	J.D. or L.L.B.
Duke University	Environmental Studies	M.S.W., M.S.E., M.S.N., or M.A.T.
Earlham College	Education	M.S.W., M.S.E., M.S.N., or M.A.T.

Florida Atlantic University	Economics	M.A. or M.S.
George Mason University	Law	J.D. or L.L.B.
George Mason University	Conflict Analysis and Resolution	M.A. or M.S.
George Washington University	Law	J.D. or L.L.B.
George Washington University	(Not specified)	M.A. or M.S.
George Washington University	Criminal Justice (now titled Criminology)	M.A. or M.S.
George Washington University	International Relations	M.S.W., M.S.E., M.S.N., or M.A.T.
Georgetown University	Law	J.D. or L.L.B.
Georgetown University	Linguistics	M.A. or M.S.
Georgetown University	Communications, media	M.S.W., M.S.E., M.S.N., or M.A.T.
Georgetown University	Public Policy	M.S.W., M.S.E., M.S.N., or M.A.T.
Great lakes maritime academy	Marine transportation	Certificate- Deck officer license
Johns Hopkins University	Education	M.A. or M.S.
London School of Economics	International Relations	M.A. or M.S.
London School of Economics and Political Science	Public Policy	M.A. or M.S.
London School of Economics and Political Science	Sociology	Ph.D.
London School of Economics and Political Science	Economics	Second B.A. or B.S
Miami University of Ohio	Clinical Psychology	Ph.D.
Middlebury College	Language and Literature	M.A. or M.S.
Middlebury College	Language and Literature	M.A. or M.S.
Missouri State University	Defense and Strategic Studies (National Security)	M.A. or M.S.
Mountbatten Internship Programme	International Business	Certificate-
Nassau Community College	Nursing	None
New Bulgarian University	Business	M.B.A.
Pace University	Law	J.D. or L.L.B.
Pace University	Education	M.A. or M.S.
Penn State	Earth Sciences	M.A. or M.S.
Penn State	Medicine	M.D., D.O., D.D.S., or D.V.M.
Penn State	Psychology	M.S.W., M.S.E., M.S.N., or M.A.T.
Pepperdine University School of Law	Law	J.D. or L.L.B.
Pontifica Universidad Catolica Madre y Maestra	Law	J.D. or L.L.B.
Regis College	Nursing	M.S.W., M.S.E., M.S.N., or M.A.T.
Roger Williams University	Criminal Justice	M.A. or M.S.
Roger Williams University School of Law	Law	J.D. or L.L.B.

Rotterdam School of Management, Erasmus University Rotterdam	Business	M.B.A.
Rutgers University	(Not specified)	M.A. or M.S.
Rutgers University	Urban Studies	M.A. or M.S.
Salem College	Education	M.A. or M.S.
San Jose State University	Digital Archives and Records Management	Post-MA Certificated in Digital Archives and Records Management
School for International Training Graduate Institute	Sustainable Development	M.A. or M.S.
Shippensburg University	School Counseling	M.A. or M.S.
Simmons college	Education	M.A. or M.S.
Skidmore College	Arts Management	M.A. or M.S.
St. Lawrence University	Education	M.A. or M.S.
Stanford	Sociology	Ph.D.
State University of New York	Economics	M.A. or M.S.
State University of New York	Information Studies	M.A. or M.S.
State University of New York	Education	M.S.W., M.S.E., M.S.N., or M.A.T.
State University of New York	Public Policy	Ph.D.
Stockholm university	Strategic IT management	M.A. or M.S.
Susquehanna University	Education	PA Teaching Certificate - Spanish K-12
Syracuse University	International Relations	M.A. or M.S.
Temple University	Health Related field	(Not Specified)
Temple University	Law	J.D. or L.L.B.
The Hertie School of Governance	Public Policy	M.A. or M.S.
Thomas Jefferson University School of Health Professions	Physical therapy	(Not Specified)
Tribhuvan University, Nepal	Sociology	M.A. or M.S.
UC Berkley	(Not specified)	(Not specified)
University of Maryland	History	M.A. or M.S.
Univ of Michigan	Law	J.D. or L.L.B.
Universidad de Malaga	Spanish	Certificate- Nivel B1
Universitat Pompeu Fabra	Business	M.B.A.
University College London	Records and Archives Management (International)	M.A. or M.S.
University of Baltimore School of Law	Law	J.D. or L.L.B.
University of Buffalo	Nursing	(Not Specified)
University of California	Law	J.D. or L.L.B.
University of California	Education	M.A. or M.S.
University of California	Biological/Life Sciences	Ph.D.
University of California, Irvine	Biology	Ph.D.
University of Cambridge	History	M.S.W., M.S.E., M.S.N., or M.A.T.
University of Chicago	Political Science/Government	M.A. or M.S.
University of Cincinnati	Education	M.S.W., M.S.E., M.S.N., or M.A.T.

University of Denver	Business	M.A. or M.S.
University of Denver Sturm College of Law	Law	J.D. or L.L.B.
University of Leeds	Medieval Studies	Ph.D.
University of Maine	Earth Sciences	M.A. or M.S.
University of Maryland	Health Related field	(Not Specified)
University of Maryland	Law	J.D. or L.L.B.
University of Maryland	Business	M.B.A.
University of Maryland	Dental Hygiene/Medicine	M.D., D.O., D.D.S., or D.V.M.
University of Maryland	Medicine	M.D., D.O., D.D.S., or D.V.M.
University of Maryland	Public Policy	M.S.W., M.S.E., M.S.N., or M.A.T.
University of Maryland	Art History	Ph.D.
University of Massachusetts	Regional Planning	M.S.W., M.S.E., M.S.N., or M.A.T.
University of Massachusetts Boston	American Studies	M.A. or M.S.
University of Massachusetts, Amherst	Plant Science	M.A. or M.S.
University of North Carolina	Archaeology	Ph.D.
University of North Carolina	Biology	Ph.D.
University of Pennsylvania	Education	M.A. or M.S.
University of Pennsylvania	Humanities	M.A. or M.S.
University of Pennsylvania	Education	M.S.W., M.S.E., M.S.N., or M.A.T.
University of Phoenix	Education	M.A. or M.S.
University of Pittsburgh	Education	Earth and Space Science Teaching Certification (Secondary)
University of Pittsburgh	Law	J.D. or L.L.B.
University of Pittsburgh	Political Science/Government	M.A. or M.S.
University of Pittsburgh	Public and Nonprofit Management	M.S.W., M.S.E., M.S.N., or M.A.T.
University of Southampton, Southampton, UK	Gerontology (Research)	M.A. or M.S.
University of Southern California	Public Policy	(Not Specified)
University of Vermont	Education	M.A. or M.S.
University of Vermont	Nursing	M.S.W., M.S.E., M.S.N., or M.A.T.
University of Virginia	Information Systems	M.A. or M.S.
University of Virginia	Language and Literature	M.A. or M.S.
University of West Virginia Law	Law	J.D. or L.L.B.
Vanderbilt University	Political Science/Government	Ph.D.
Villanova	Law	(Not Specified)
Virginia Commonwealth University School of Pharmacy	pharmacy	(Not Specified)
Virginia Tech	Plant Pathology/Microbiology	Ph.D.
Wake Forest University Schools of Business	Business	M.B.A.
Western New England University	Business	M.B.A.

Wharton School of the University of Pennsylvania	Employee Benefits, Compensation, and Retirement Plans	Certificate- CEBS (Certified Employee Benefit Specialist)
Widener University	Law	J.D. or L.L.B.
Widener University	Clinical Psychology	Ph.D.
Woodbury Institute at Champlain College	Mediation and Alternative Dispute Resolution	M.A. or M.S.

Complete listing of employer, country, state, and city for those employed full-time:

Company	City	State	Country
SRA International	Arlington	Virginia	USA
National Diaper Bank Network	New Haven	Connecticut	USA
Richardson	Philadelphia	Pennsylvania	USA
Associated Builders & Contractors	Washington	District of Columbia	USA
The University of Pennsylvania	Philadelphia	Pennsylvania	USA
Association of Fish and Wildlife Agencies	Washington	District of Columbia	USA
Centers for Disease Control and Prevention	Atlanta	Georgia	USA
Parment & Greenblatt	New York	New York	USA
2U	New York	New York	USA
Belltower Books LLC	Sharon Hill	Pennsylvania	USA
U.S. House of Representatives	Washington, DC	District of Columbia	USA
Wollmuth Maher & Deutsch LLP	New York	New York	USA
CA Weber Agency	Hanover	Pennsylvania	USA
U.S. Trust, Bank of America Private Wealth Management	New York City	New York	USA
The Heckscher Foundation for Children	New York	New York	USA
University of Pennsylvania	Philadelphia	Pennsylvania	USA
The Bozzuto Group	Baltimore	Maryland	USA
Parker Waichman LLP	New York	New York	USA
Bazaarvoice, Inc.	Austin	Texas	USA
Washington Workplace	Arlington	Virginia	USA
CEB	Washington	District of Columbia	USA
Columbia University	New York	New York	USA
St. Francis House	Boston	Massachusetts	USA
McKinsey & Company	Washington	District of Columbia	USA
IMF	(Not specified)	District of Columbia	USA
Lancaster General Hospital	Lancaster	Pennsylvania	USA
UMBC /or/ The Princeton Review	Rockville	Maryland	USA
Harvard Business School	Somerville	Massachusetts	USA
Asphalt Green	New York	New York	USA
Princeton University	Princeton	New Jersey	USA
The EMMES Corporation	Rockville	Maryland	USA
Claremont McKenna College	Claremont	California	USA
U.S. News & World Report	Washington	District of Columbia	USA
U.S. House of Representatives	Takoma Park	Maryland	USA
WDAV 89.9 FM Classical Public Radio, Davidson College	Davidson	North Carolina	USA
ICF International	Fairfax	Virginia	USA

Trevor Day School	New York	New York	USA
National Endowment for Democracy	Washington	District of Columbia	USA
Bushwick Ascend Charter School	New York	New York	USA
Beth Israel Deaconess Medical Center	Boston	Massachusetts	USA
Henry & Beaver, LLP	Lebanon	Pennsylvania	USA
Fox Rothschild LLP	Atlantic City	New Jersey	USA
EthosEnergy Group	Chicopee	Massachusetts	USA
The Juilliard School	New York	New York	USA
Department of State	Washington	District of Columbia	USA
Mercersburg Academy	Mercersburg	Pennsylvania	USA
University of Missouri	Columbia	Missouri	USA
Dartmouth College	Hanover	New Hampshire	USA
Capital One	Wilmington	Delaware	USA
Wexford Science + Technology	Baltimore	Maryland	USA
The Perkiomen School	Pennsburg	Pennsylvania	USA
Rawle and Henderson	Philadelphia	Pennsylvania	USA
CONSOL Energy, Inc.	Pittsburgh	Pennsylvania	USA
The Majors Law Firm, PLLC	McLean	Virginia	USA
Office of the Comptroller of the Currency, Department of Treasury	Washington D.C.	Pennsylvania	USA
International SOS	Treose	Pennsylvania	USA
Army	Honolulu	Hawaii	USA
Smith college	Northampton	Massachusetts	USA
Indiana University School of Medicine	Indianapolis	Indiana	USA
Pershing	King of Prussia	Pennsylvania	USA
Dickinson College	Carlisle	Pennsylvania	USA
Medstar Washington Hospital Center	Washington	District of Columbia	USA
Baltimore Washington Annual Conference of The United Methodist Church	Edgewood	Maryland	USA
Broad Institute	Somerville	Massachusetts	USA
SC Lowy	Hong Kong	(blank)	China
St. Matthew's Episcopal Day School	San Francisco	California	USA
Genentech	South San Francisco	California	USA
Capital One	Wilmington	Delaware	USA
Camp Dudley at Kiniya	Colchester	Vermont	USA
Siemens Healthcare	San Francisco	California	USA
Ohio Valley Medical Center	Wheeling	West Virginia	USA
Morristown-Beard	Morristown	New Jersey	USA
Delaware Department of Justice	Wilmington	Delaware	USA
Greater Egg Harbor Regional High School District - Absegami High School	Galloway Township	New Jersey	USA
Montgomery County Public Schools	Gaithersburg	Maryland	USA

microaire surgical instruments	Charlottesville	Virginia	USA
Actavis, plc	Sofia	(blank)	Bulgaria
Government of Ethiopia - Economic Policy Analysis Unit	Addis Ababa	(blank)	Ethiopia
JP Morgan Suisse	Geneva	(blank)	Switzerland
KPMG Moscow	Moscow	(blank)	Russia
Alley Cat Allies	Bethesda	Maryland	USA
Sperry, Mitchell & Company	New York	New York	USA
SideDoor, Lawry's the Prime Rib	Chicago	Illinois	USA
International Spy Museum	Washington DC	District of Columbia	USA
Quality Matters	Maplewood	New Jersey	USA
Montgomery County Department of Health and Human Services	Rockville	Maryland	USA
Harvard University	Cambridge	Massachusetts	USA
ArtSee, LLC	Washington	District of Columbia	USA
The Washington Center for Internships and Academic Seminars	Washington	District of Columbia	USA
CFS Clinical	Audubon	Pennsylvania	USA
Vistamar School	Los Angeles	California	USA
York Risk Services Group, Inc.	Anaheim	California	USA
Fabbioli Cellars	Leesburg	Virginia	USA
Jemma Wynne	New York	New York	USA
Good Shepherd Penn Partners	Philadelphia	Pennsylvania	USA
EBSCO Information Services	Amesbury	Massachusetts	USA
Institute for Higher Education Policy	Washington	District of Columbia	USA
YOLA	Ho Chi Minh	(blank)	Vietnam
Lafarge	Chengdu	(blank)	China
Barrington Stage Company	Pittsfield	Massachusetts	USA
ORT	Buenos Aires	(blank)	Argentina
HealthcareSource	Woburn	Massachusetts	USA
20th Judicial Circuit	Naples	Florida	USA
Vanderbilt University	Nashville	Tennessee	USA
Apple	Millburn	New Jersey	USA
Johns Hopkins Hospital	Baltimore	Maryland	USA
Datawatch Systems Inc.	Bethesda	Maryland	USA
Drexel	Philadelphia	Pennsylvania	USA
BNY Mellon Weath Management	Chicago	Illinois	USA
Taxi	New York	New York	USA
CCRC Actuaries	Baltimore	Maryland	USA
DoSomething.org	New York	New York	USA
Warren Village	Denver	Colorado	USA
Penn-Plax, Inc.	Hauppauge	New York	USA
Siemens Healthcare	Philadelphia	Pennsylvania	USA

Connecticut Childrens Medical Center	Hartford CT	Connecticut	USA
Roia	New haven	Connecticut	USA
University of Pennsylvania Cancer Center	Philadelphia	Pennsylvania	USA
AHA	New York	New York	USA
Better	San Francisco	California	USA
General Electric	Shelton	Connecticut	USA
Greater Philadelphia Cultural Alliance	Philadelphia	Pennsylvania	USA
Department of Justice	Washington DC	District of Columbia	USA
United States Navy, Medical Corps	Bethesda	Maryland	USA
Eastern Research Group, Inc. (ERG)	Arlington	Virginia	USA
State farm	(Not specified)	Georgia	USA
InfoSnap, Inc.	Austin	Texas	USA
Achieve, Inc.	Washington	District of Columbia	USA
Pénélope	Toulouse	(blank)	France
British Council	Washington	District of Columbia	USA
Educators 4 Excellence	New York	New York	USA
Johns Hopkins University- Biology Department	Baltimore	Maryland	USA
Devereux Florida	Orlando	Florida	USA
State of Maryland Office of the Public Defender	Riverdale Park	Maryland	USA
United States Peace Corps	San Jose de las Matas	(blank)	Dominican Republic
Counterpart International	Washington	District of Columbia	USA
Solebury School	New Hope	Pennsylvania	USA
MBI Worldwide	Carbondale	Illinois	USA
The Hershey Company	Hershey	Pennsylvania	USA
Vorys, Sater, Seymour & Pease, LLP	Cleveland	Ohio	USA
Germantown Friends School	Philadelphia	Pennsylvania	USA
U.S. Government Accountability Office (legislative branch)	Washington D.C.	District of Columbia	USA
Barrasso Usdin Kupperman Freeman & Sarver LLC	New Orleans	Louisiana	USA
Starwood Hotels	Philadelphia	Pennsylvania	USA
Trout unlimited	(Not specified)	District of Columbia	USA
F5 Networks	Baltimore	Maryland	USA
The New York Stem Cell Foundation	New York	New York	USA
Curtis and Tompkins LTD	Berkeley	California	USA
EuroConsult, Inc.	New York	New York	USA
Corecare Systems	Philadelphia	Pennsylvania	USA
Rowan University SOM at Kennedy University Hospitals	Stratford	New Jersey	USA
The Circuit Bouldering Gym	Portland	Oregon	USA
Public Laboratory for Open Technology and Science	New Orleans	Louisiana	USA
Severn School	Severna Park	Maryland	USA

JET Programme	Tsuruoka City, Yamagata Prefecture	(blank)	Japan
United States Navy	Jacksonville/Camp Lejeune	North Carolina	USA
American Institute of Monterrey	Monterrey	(blank)	Mexico
SBM Offshore	Rotterdam	(blank)	Netherlands
Harford County Public Schools	Baltimore	Maryland	USA
Prometric	Baltimore	Maryland	USA
TransRe	Manhattan	New York	USA
Estacada School District	Portland	Oregon	USA
Klakso, Rulon, Stock & Seltzer	NYC	New York	USA
K-12 Bilingual School	Málaga	(blank)	Spain
University of Michigan	Ann Arbor	Michigan	USA
City of Newport News	Newport News	Virginia	USA
Mizuho Securities USA	New York	New York	USA
Epic Systems	Madison	Wisconsin	USA
University of Maryland Center for Environmental Science - Chesapeake Biological Laboratory	Solomons	Maryland	USA
The Circle School	Harrisburg	Pennsylvania	USA
Alley Cat Allies	Bethesda	Maryland	USA
St. Christopher's Hospital for Children	Philadelphia	Pennsylvania	USA
Continuum health alliance	Marlton	New Jersey	USA
Dassault systems	Paris	(blank)	France
Northwestern University	Evanston	Illinois	USA
DrFirst Inc.	Rockville	Maryland	USA
Kering	Milan	(blank)	Italy
Baltimore City Public Schools	Baltimore	Maryland	USA
Morristown Medical Center	Morristown	New Jersey	USA
The Kotula Group, LLC	Chicago	Illinois	USA
Culbert Healthcare Solutions	Woburn	Massachusetts	USA
Westmoreland Manor	Greensburg	Pennsylvania	USA

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 can be requested from the Office of Institutional Research.

Dickinson gave me a great foundation for me to build upon throughout my career.
Dickinson fostered a learning space that not only encouraged but celebrated innovative, "out of the box" and critical thinking. It is these critical-thinking skills that have helped distinguish me from my peers. As a legislative assistant for a member of Congress, I am able to apply these skills when analyzing, drafting and advocating bipartisan support for legislation.
My time at Dickinson has certainly benefited me in the professional world. Though I majored in Chemistry, I realized at Dickinson that I wanted to work in higher education. The liberal arts education I received allowed me to seamlessly transition. The writing and communications skills I worked on at Dickinson are vital to my work, whether it is working with faculty, parents, students or other constituents. Furthermore, lessons I learned in chemistry (problem solving, critical thinking) continue to make me a better educator; so I can help and support the students I am now responsible for.
There is so much that I can say about it, that I cannot say it all. One point I would like to make is about the usefulness of a liberal arts degree. I was a history major, and I all I heard about on the news for years was how useless a history degree is and how history degrees won't get anyone anywhere. But when I interviewed for my current position, my boss told me during the interview that he favored history majors and that he was impressed I had a history degree. So a liberal arts degree can help open doors and lead to great jobs.
It certainly helped with critical thinking skills. I would say the biggest benefit Dickinson provided was learning how to learn.
More than anything, my education at Dickinson gave me a passion for intellectual pursuits and is where I initially decided to pursue a career in education.
Dickinson trained me how to learn and teach myself. This has differentiated me from many of my professional peers.
I loved Dickinson and still do. I am constantly reminded about how important attributes such as global thinking and having a global prospective are on a day-to-day basis. There are few academic institutions - I believe - that instill such values so consistantly and effectively as Dickinson. I appreciate my time at Dickinson immensely and love the direction the school has gone since I've graduated.
My liberal arts education made me a well rounded person, but still gave me the time to really dive into the theories of mathematics. This all helps me in my paid career as a teacher. I am not only able to problem solve and come up with innovative ways to teach, but I am also able to add commentary to my classes and interact with my students giving them fun facts about their science and history classes. Then I can pull some information from there and come up with relevant math problems. / I also was able to help the volunteer fire department with creating promotional and recruiting videos and websites using what I learned in film studies and computer science.
I am so thankful for my Dickinson education and the experiences I had in Carlisle. I am very honored to have taken classes particularly in the Spanish department. My student teaching experience through the department of Education was incredibly challenging. My education in undergrad helped prepare me tremendously for my graduate program at the University of Maryland.
Dickinson broader my mind to a global perspective. Without Dickinson and the continuing aid from my dedicated professors, I may not have been afforded the opportunity to study my masters in London at one of the most prestigious arts institutions in the world. It helped me become the critical thinker and artist I am today.
It would be hard for me to fully describe all the ways Dickinson has helped me in my life. From understanding complex social and political problems, to interpersonal relationships, to exploring the world of literature and history, I've found Dickinson has provided me with such a top-notch education that I doubt I'd find elsewhere. I give back to Dickinson, both volunteering and financially, because I believe that Dickinson is an institution that can truly make a difference.
Dickinson gave me the opportunity to learn the importance of engaging the world and networking!
My ability to write well and analyze problems has been of considerable benefit in my job roles. My ability to think broadly and to focus on the bigger picture also tends to set me apart from my colleagues in the 'allied health' field.

<p>Dickinson provided me with more opportunities than I could have possibly imagined when I enrolled in the fall of 2005. I was challenged inside the classroom and out by amazing professors and great friends. I was taken outside my comfort zone by studying abroad for a year in Norwich, England. I was molded as a young professional by the admissions office in my role as tour guide and student intern. My time at Dickinson truly turned me into the person that I am today. Working in higher education reminds me every day how lucky I was to have spent my four years at Dickinson College!</p>
<p>I work in international business and communicate with China on a daily basis. My education, focusing on IB&M and Chinese language directly relate to my day to day job. I travel to China annually, my language and culture skills I obtained studying abroad in Beijing make me a great resource during these trips. My jobs requires me to make many presentations, speak in front of groups and lead meetings. I believe that the numerous presentations required in the IB&M major prepared me well. Overall, my liberal arts education allows me to have intellectual conversations on a variety of topics, have varied interests and helped make me a well rounded person.</p>
<p>The rigorous mathematics program focused on understanding concepts, critical thinking, and problem solving - all if these skills are easily transferable to any position and career.</p>
<p>My time at Dickinson was transformative for me as a person, academically and personally. Dickinson was truly the perfect college for me. It has prepared me for the work place, helped me build a strong network in my field and taught my so much beyond what I studied. The experiences I had at Dickinson are relevant still five years later and I'm confident they will continue to be as I grow personally and professionally. /</p>
<p>Dickinson prepared me to think critically, outside the box, and utilize my problem solving skills to become successful in my current employment. Because of Dickinson's dedication to my education and their dedication to providing me with challenging courses and coursework, I am able to make decisions today and ensure the safety, security, and well-being of the foster children under my supervision. Dickinson's investment me is what has me so invested in the work that I do and how I go about my day to day interactions with people.</p>
<p>I loved my Dickinson experience. During my time at Dickinson, I matured in the way I saw myself, my peers, and the world. I realize that we are all part of something greater. I had the opportunity to volunteer helping others, and now as a public defender I use the skills I gained to think critically, speak in public, and help those in need.</p>
<p>Dickinson was the spark that launched not only my career but a whole host of personal interests and lifelong connections to an incredible community of continuous learners and open-minded thinkers. I had not only the opportunity to learn Russian, but to be exposed to a range of individuals who challenged me to grow and think smarter. The demanding academics at Dickinson made graduate school a relative breeze. Learning from undergraduate professors (particularly in the then-Russian department) who were more focused on their students' learning than losing themselves in their own research or padding their own resume with another publication made all the difference. / / From there, Dickinson connections alerted me to opportunities, guided me through the application process, and were waiting to welcome me on my first day of work with the federal government. After three years, when it came time for a change, a fellow '09 graduate was able to give me insights into another federal agency as I applied to transfer there. Her valuable perspective gave me a greater understanding of the position and institutional culture, making the interview and onboarding process less intimidating. / / Dickinson continues to follow me - and I, Dickinson - wherever I seem to go! I'll always be grateful for the choice I made back in Spring 2005, nearly a decade ago now. The government (and the world) needs sincere, critical thinkers with global knowledge who can express ideas clearly and effectively and Dickinson helped me to learn to do just that.</p>
<p>Dickinson's English department is outstanding-- I knew it was a good department, but I had no idea until I arrived in graduate school and realized how much better prepared I was for the work and reading than my peers.</p>
<p>My four years at Dickinson were honestly the best times of my life. I arrived in Carlisle, PA a boy, and left a man. It really was a transformational experience in many facets - mental, physical, spiritual, emotional. There's much to be said for the Dickinson education. It's not just a school where you take classes. As a student there, you are fully immersed not only from an academic perspective (which you are) but also culturally. Without even realizing it, I developed into a very well-rounded citizen of the world and I wouldn't have it any other way! /</p>
<p>My liberal arts education has given me the breadth of education and confidence to pursue any career. I feel liberated by this fact and motivated to pursue my passions, no matter where they lead. In particular I thank Dickinson for teaching me excellent writing skills, which have come in handy everyday at work and outside of work writing a food blog. I feel enriched by the international background I gained at Dickinson, and bring this diversity to those around me every day. Global citizen for life!</p>

<p>Without my Dickinson education, I would never have fallen in love with the Japanese language as I have, and as a result I would not be preparing to jump into freelance translation. Dickinson was a vital part of my ability to work toward self-employment and location independence, and it's impossible to overstate the value of that. No Dickinson, no career. It's that simple for me.</p>
<p>Dickinson has provided a great foundation for international knowledge and skills that are useful beyond college. The writing and critical thinking skills that are learned during college are extremely necessary afterwards. The education Dickinson has provided me with is clearly evident in comparison to many other of my graduate school classmates and has allowed me to be more effective in my studies.</p>
<p>In addition to offering an exceptional education, Dickinson College transformed my perspective and my professional aspirations. Because of Dickinson, I became invested in sustainability and in inter-cultural relations. My education influenced my decisions to join AmeriCorps and to live and work abroad, which led my to my adventures in Mexico and my current work and experiences in the Middle East. I'm eternally grateful for my time, my relationships, and my experiences there.</p>
<p>My Dickinson education was a very rewarding college experience for me. I was an English major and was able to hone my writing skills significantly. I also played piano and had a wonderful teacher who helped me greatly in my piano studies. I also took other classes including Intro to Film Studies, Computer Science, Intermediate German, Creative Writing. My Dickinson combined with my work experience I feel has given me potential to conquer many different potential career paths and opportunities.</p>
<p>My courses at Dickinson were more challenging, interesting, and engaging than my doctoral-level courses! I have always felt prepared for any post-Dickinson academic challenge that has come my way. It's difficult to describe the intense rigor of coursework at Dickinson because it was also very nurturing and supported personal growth. As I approach the end of my Ph.D program, I am still reaping the benefits of my Dickinson education.</p>
<p>I could not have been more prepared for the "real world" thanks to my experiences at Dickinson. Between the rigorous "Foundations of Policy Studies" course, my internship at The Washington Center, the dozens of faculty who influenced my writing, speaking, and thinking, and my peers who provide support and inspiration to this day, I am forever grateful for the Dickinson experience. Every day when I have to write a 1 page memo to the CEO, I rejoice that I learned how to condense my analyses and thoughts while only in my sophomore year of college. I appreciate that my friends from college are all successful in their own right and we can celebrate each other's professional achievements and challenge each other to continue to strive for excellence. The fact that we all share that drive - the soft and hard skills to achieve - is a true testament to our collegiate experience.</p>
<p>Not only did Dickinson provide me with the education and resources I needed to get accepted into medical school and become a resident physician, it also helped to define my entire worldview and to shape the ways in which I interact with the world on a daily basis.</p>
<p>I think that the liberal arts education has provided me with a well-roundedness helpful for participating in a variety of life's arenas. For example, I have developed the problem-solving skills necessary to pursue a PhD in mathematics and the cultural, pedagogical, and interpersonal knowledge to interact with many kinds of students and colleagues as a teaching assistant and graduate student. I've been able to carry over similar skills honed during my Dickinson experience to contribute to my church community and become politically active in social justice issues.</p>