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## 1-Year-Out Alumni Survey – Graduating Class of 2014

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### **Description**

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

### **Objectives**

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

### **Frequency and Method**

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

### **Primary Benefactors**

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

## Executive Summary

### Status One Year after Graduation

One year after graduation, 91 percent of our alumni are working full time, are enrolled toward or have completed a degree in a graduate or professional school program, or have been accepted to attend such a program. Seventy-four percent of graduates are employed full time and 39 percent of graduates are enrolled toward a degree in graduate or professional school, have completed a graduate degree or certificate program, or have been accepted to a graduate program. These numbers are not mutually exclusive, since some graduates are on both tracks. Seventy-six percent of the graduates indicated they were either satisfied or very satisfied with their current job.

### Graduate and Professional School

The majority of graduates attending graduate school are either pursuing a Master's degree (44%), a Medical degree (17%), or a Ph.D. (11%). Law degrees are at an all-time low at only 3% reporting the pursuit. The majority of alumni are pursuing an Arts & Science degree (57%). Shown below are the percentages of those in school by field of study:

|                      |               |        |
|----------------------|---------------|--------|
| Arts and Science 57% | Education 11% | Law 3% |
| Business-related 11% | Medical 17%   |        |

### Employment

Graduates of the Class of 2014 are employed in a variety of fields and hold an assortment of positions. The top category is once again business and industry.

|                              |                             |                         |
|------------------------------|-----------------------------|-------------------------|
| Business and Industry 31%    | Education 17 %              | Non-Profit 8%           |
| Government (non-military) 5% | Health & Medical Service 9% | Arts & Entertainment 4% |
| Communications 4%            | Military 1%                 | Law Occupations 2%      |

### Salary

The estimated mean salary of \$41,667 is up from the Class of 2013 (\$39,590), while the median has remained the same from the previous class at \$35,000.

### Student Learning Outcomes

A set of questions is used to assess the degree to which Dickinson developed critical skills, and also which of these skills the graduates are using in their personal and professional lives. Of the nine skills, the ones receiving the most positive assessment were Critical Thinking (88% responding in the top 2 categories on the 5-point scale), Effective Writing Skills (84%), and Understanding and using qualitative information (81%). The areas with the lowest assessment were Careful Reading (77%) and Civic Knowledge and Competence (70%).

### Volunteering to Assist Dickinson Students and Graduates

An increase was seen over the Class of 2013 regarding their willingness to provide internship opportunities to Dickinson students (24%) compared to the previous 4 year average of 17%. Their willingness to provide employment opportunities to Dickinson students was 28% compared to 20% for the previous 4 year average. Forty-eight percent of respondents stated that they would be interested in participating in the Dickinson Works program, which is higher than the previous 4-year average of 40%.

## Survey Details:

**Target population:** Graduating Class of 2014 (to include August 2013, February 2014 and May 2014 graduates).

**Sample or census:** Census

**Response rate:** The response rate was 52 percent (288/551). This represents 49 percent (288/583) of the graduates from the Class of 2014. The male to female ratio for the respondents was 38:62. Just 7 of the respondents (2%) graduated in February and 2 students (1%) were August graduates. This proportion of non-May grads is typical of what we've seen recently. Due to these small numbers, the responses of the non-May graduates should not be generalized to that group as a whole.

**Miscellaneous:** The confidential, online survey was administered from July 20<sup>th</sup> through August 21<sup>st</sup>, 2015. In addition to the original email invitation, two interim reminders and one final reminder was sent out from the Office of Institutional Research. A copy of the survey instrument can be found in Appendix 1.

### Data Summary:

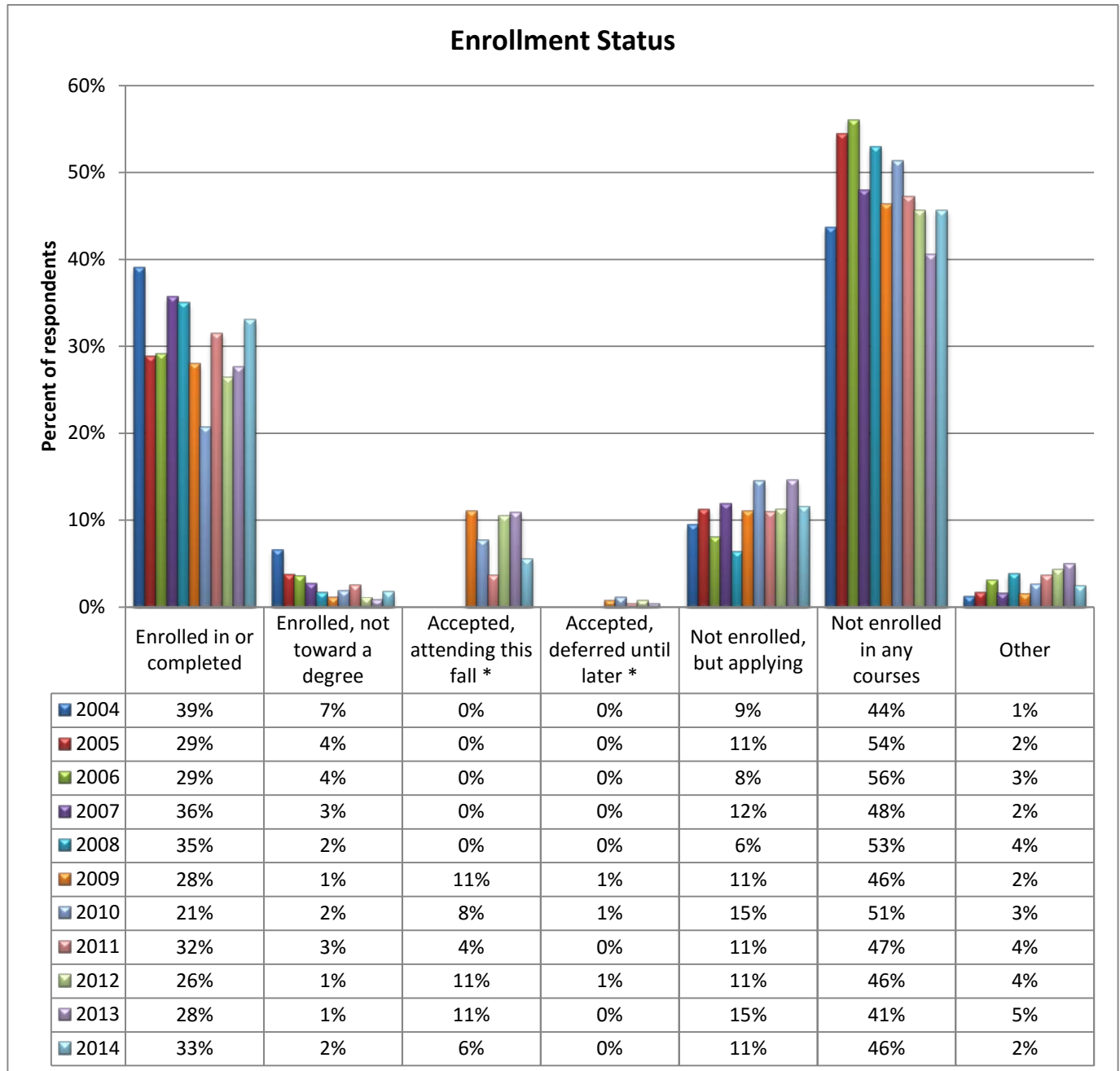
There are six main topic areas for this survey: Education, Employment, Salary, Student Learning Outcomes, Volunteer/Participation Activity and Testimonials. Details for all six areas are presented in the sections below.

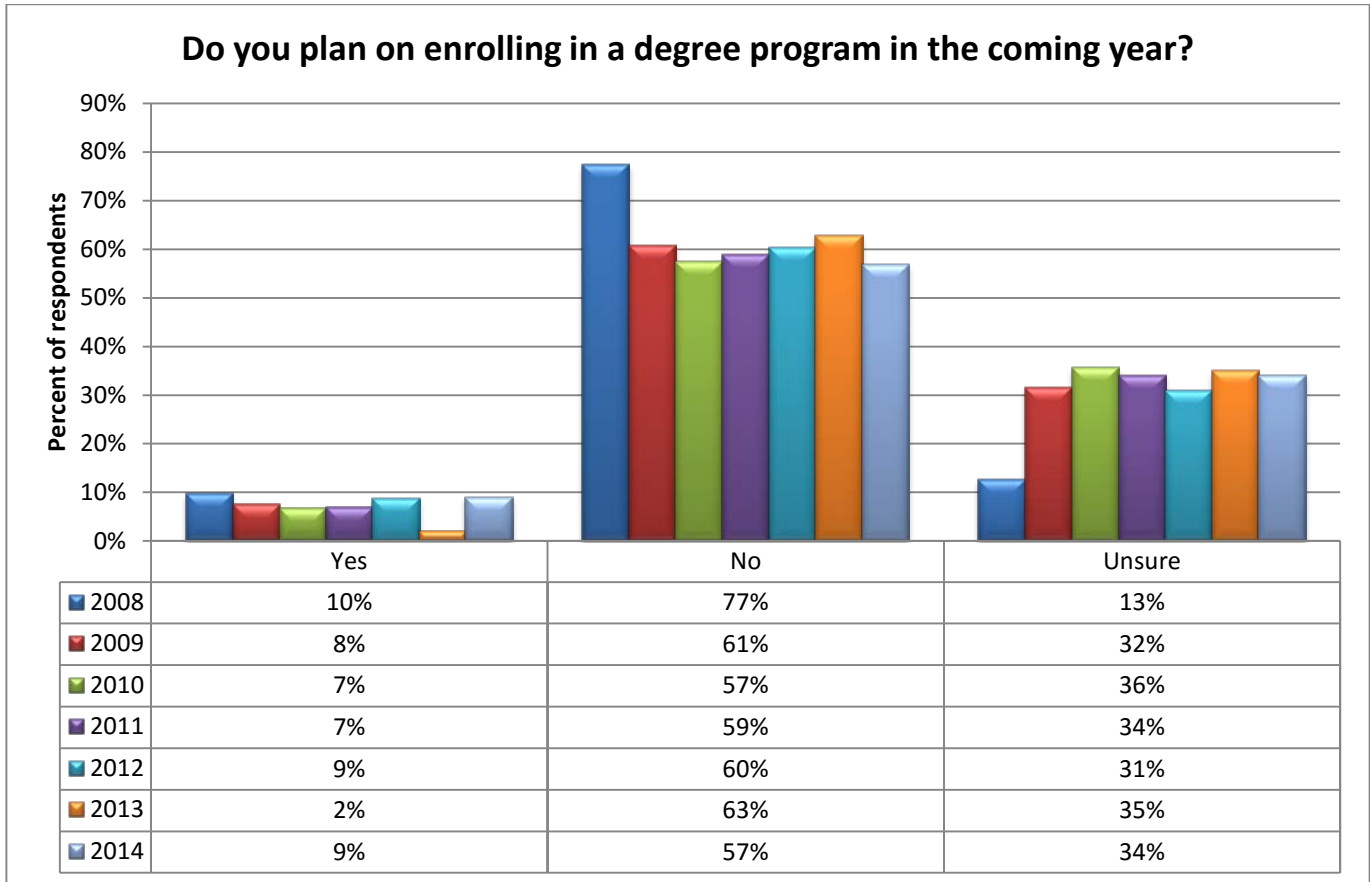
### Education

**Enrollment Status:** The responses for the Class of 2014 are shown in the table below regarding their enrollment status. Two new categories were added starting with the Class of 2009 to obtain information on those who have been accepted into graduate programs, but not yet attending. The details for those who responded with *other* can be found in Appendix 2. Appendix 4 contains a historical tally of the schools attended as well as details for each respondent in the Class of 2014 regarding their school, field of study and degree.

| Enrollment Status  | Count | Percentage |
|--|-------|------------|
| Enrolled in or have completed a degree/certificate program | 95    | 33%        |
| Enrolled, but not toward a degree                          | 5     | 2%         |
| Accepted and will be attending this fall                   | 16    | 6%         |
| Accepted and deferred admission until a later date         | 0     | 0%         |
| Not enrolled, but applying to graduate/professional school | 33    | 11%        |
| Not enrolled in any courses                                | 131   | 46%        |
| Other  | 7     | 2%         |
| Total  | 287   | 100%       |

The chart below shows the trend for the responses to this question. The Class of 2014 as with other recent classes has few who are enrolled in a non-degree program. It is also important to note that before the Class of 2009, graduates were not asked if they had been accepted to, or deferred entry into a program (identified in the graph with an asterisk).

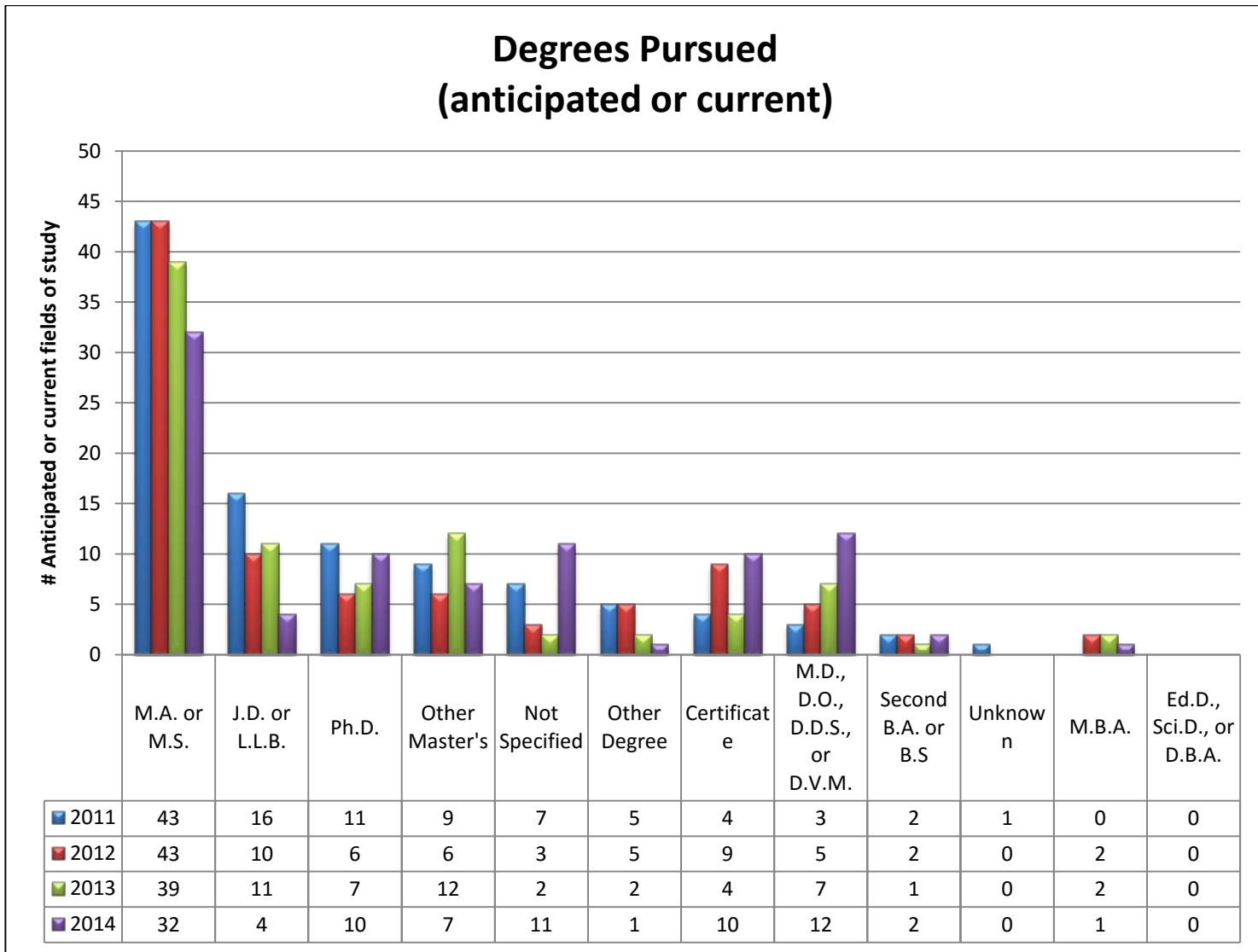




Of those who responded “Not enrolled in any courses”, 9% indicated that they plan to enroll in a degree program in the coming year. Thirty-five percent were “unsure” which is consistent with the two previous years.

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

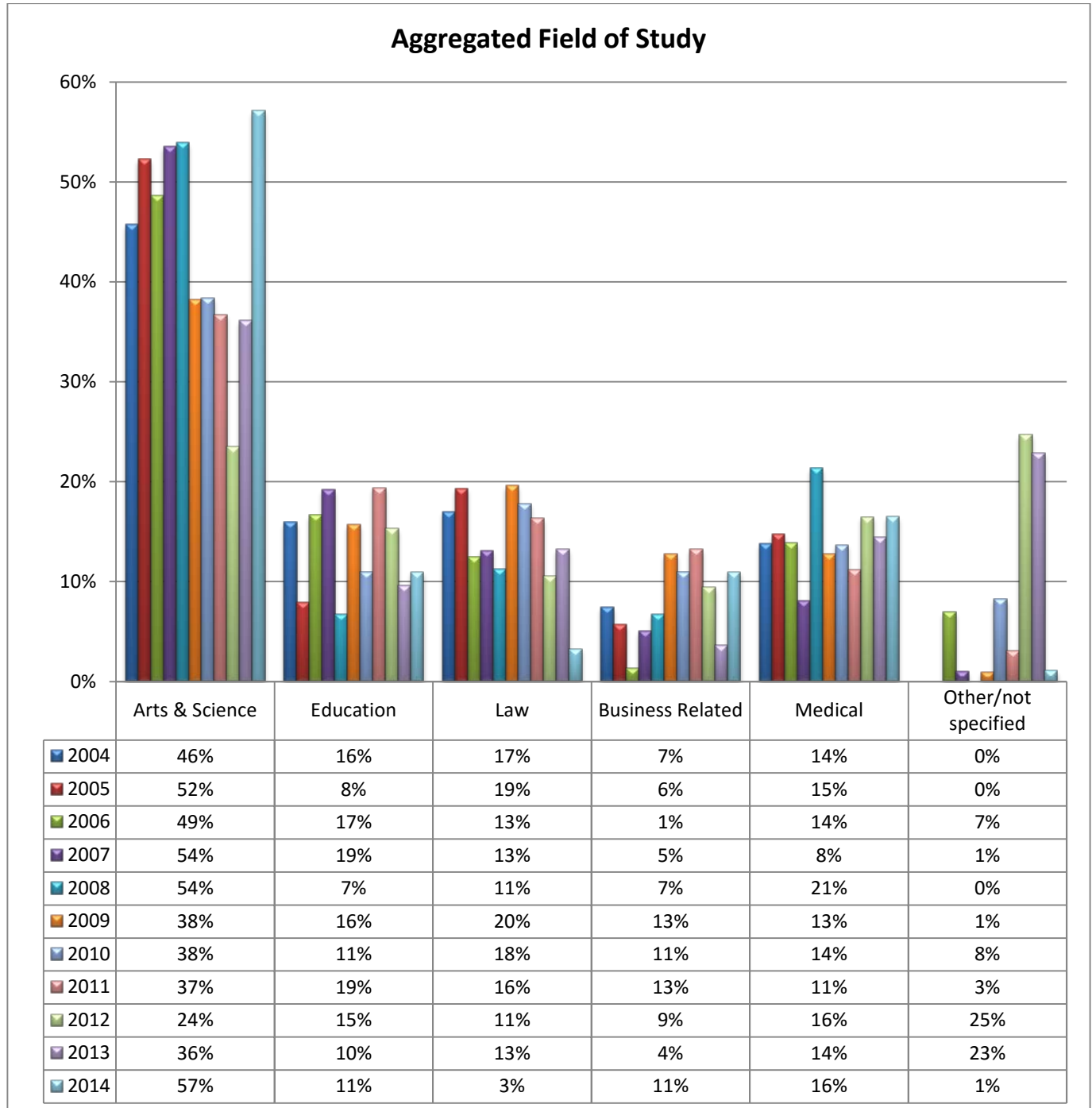
| <b>Degree Type</b>            | <b>Count</b> | <b>Percentage</b> |
|-------------------------------|--------------|-------------------|
| M.A. or M.S.                  | 32           | 36%               |
| J.D. or L.L.B.                | 4            | 3%                |
| Ph.D.                         | 10           | 11%               |
| Other Master's                | 7            | 8%                |
| Not Specified                 | 11           | 12%               |
| Other Degree                  | 1            | 1%                |
| Certificate                   | 10           | 11%               |
| M.D., D.O., D.D.S., or D.V.M. | 12           | 13%               |
| Second B.A. or B.S            | 2            | 2%                |
| Unknown                       | 0            | 0%                |
| M.B.A.                        | 1            | 1%                |
| Ed.D., Sci.D., or D.B.A.      | 0            | 0%                |
| Total                         | 90           | 100%              |



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

| Field of Study      | Count | Percentage |
|---------------------|-------|------------|
| Arts & Science      | 52    | 57.1%      |
| Business Related    | 10    | 11.0%      |
| Education           | 10    | 11.0%      |
| Law                 | 3     | 3.3%       |
| Medical             | 15    | 16.5%      |
| Other/not specified | 1     | 1.1%       |
| Total               | 91    | 100.0%     |

The responses of the Class of 2014 as well as those from previous years are displayed in the following chart. Please note that the classifications for fields of study were revised in 2010. Therefore the numbers for the Classes of 2009 and earlier may not match numbers from previous reports.



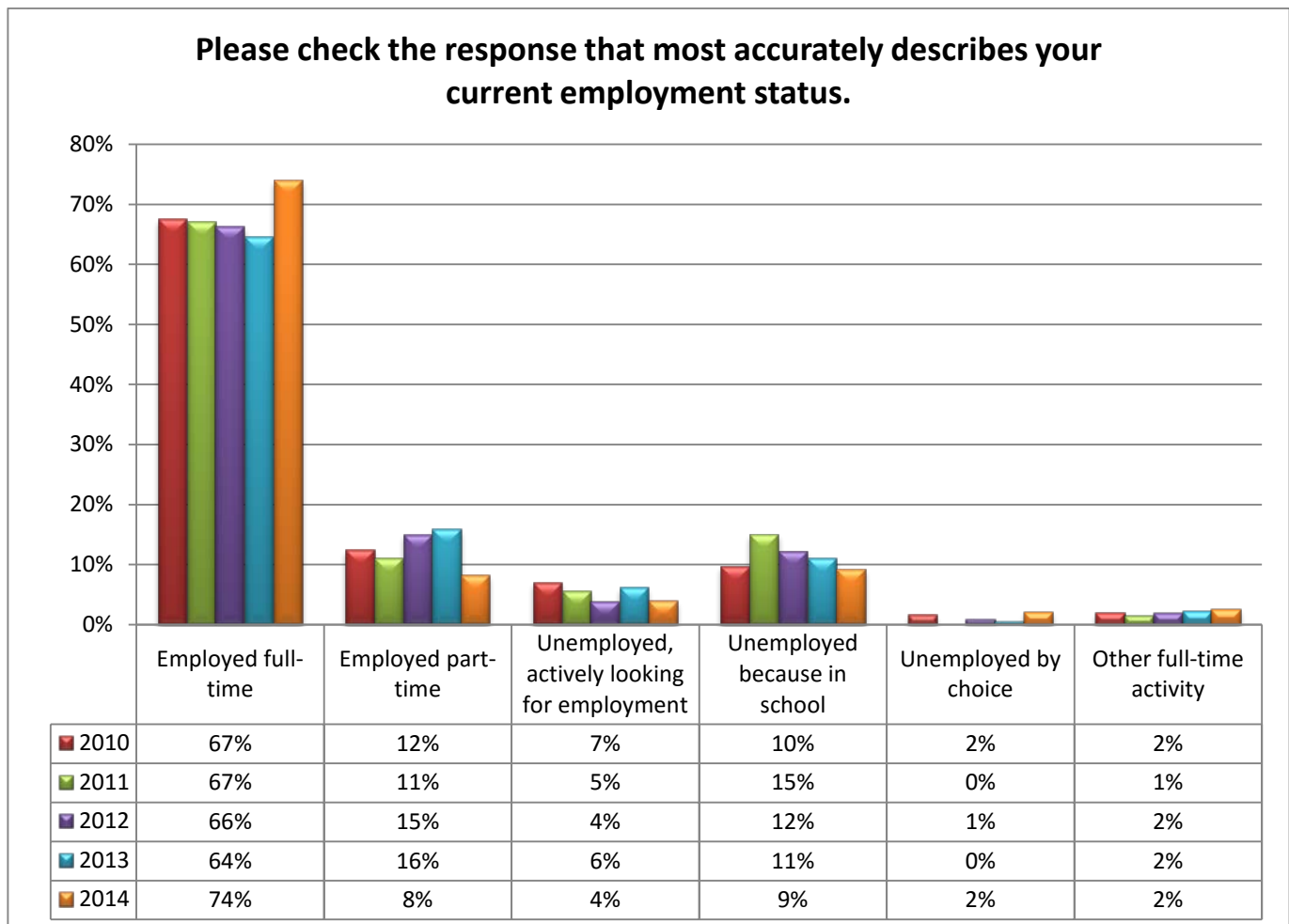


## Employment

**Employment Status:** The responses for the Class of 2014 are shown in the table below regarding their employment status. All details collected from the survey regarding employment can be found in Appendix 4 (job title, employer, city, state and country).

| Employment Status                           | Count | Percentage |
|---|-------|------------|
| Employed full-time                          | 208   | 74%        |
| Employed part-time                          | 23    | 8%         |
| Unemployed, actively looking for employment | 11    | 4%         |
| Unemployed because in school                | 26    | 9%         |
| Unemployed by choice                        | 6     | 2%         |
| Other full-time activity                    | 7     | 2%         |
| Total                                       | 281   | 100%       |

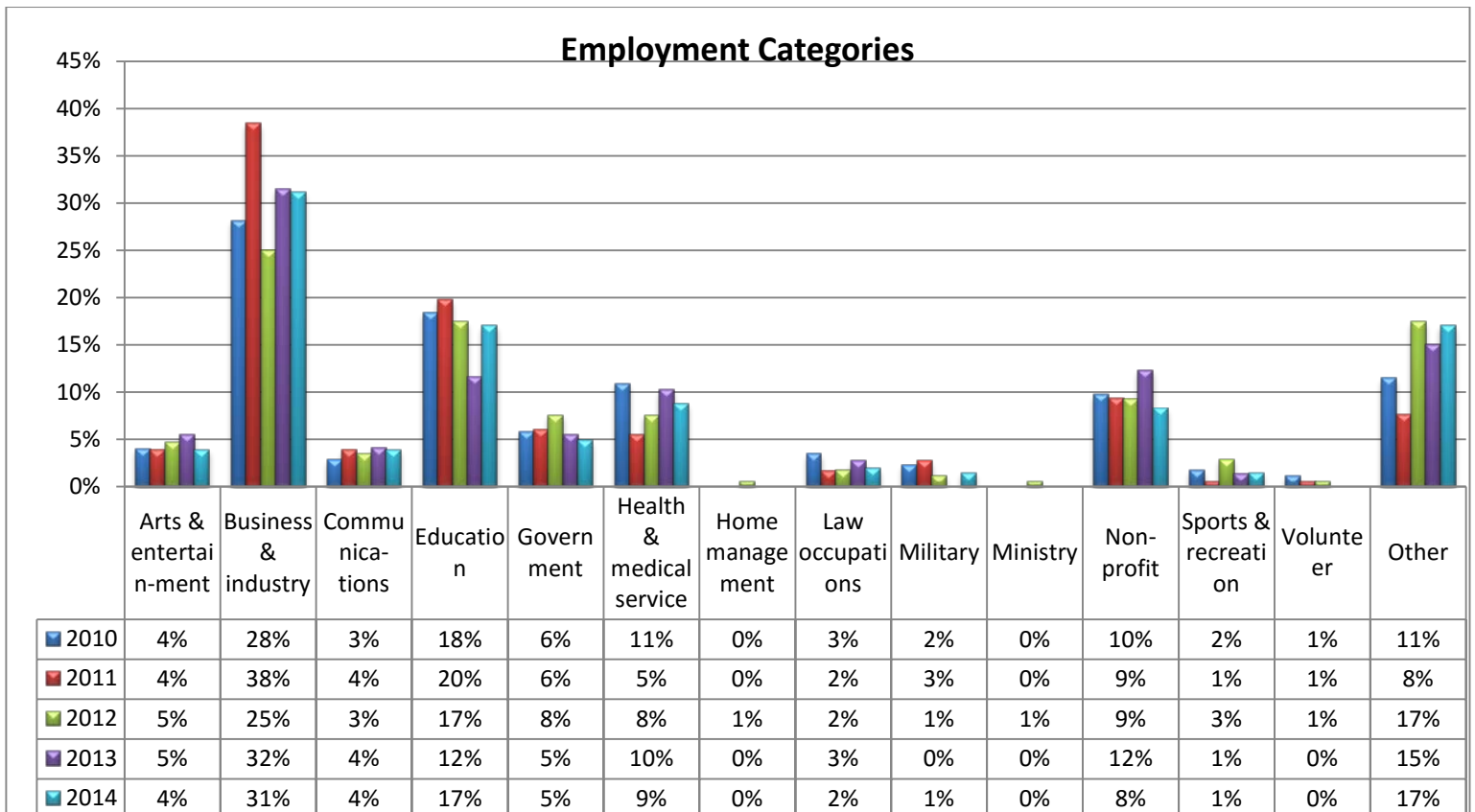
The chart below shows figures that indicate the number for full-time employment is 10 percentage points higher than the previous year. Part-time employment is down eight percentage points from the previous year.



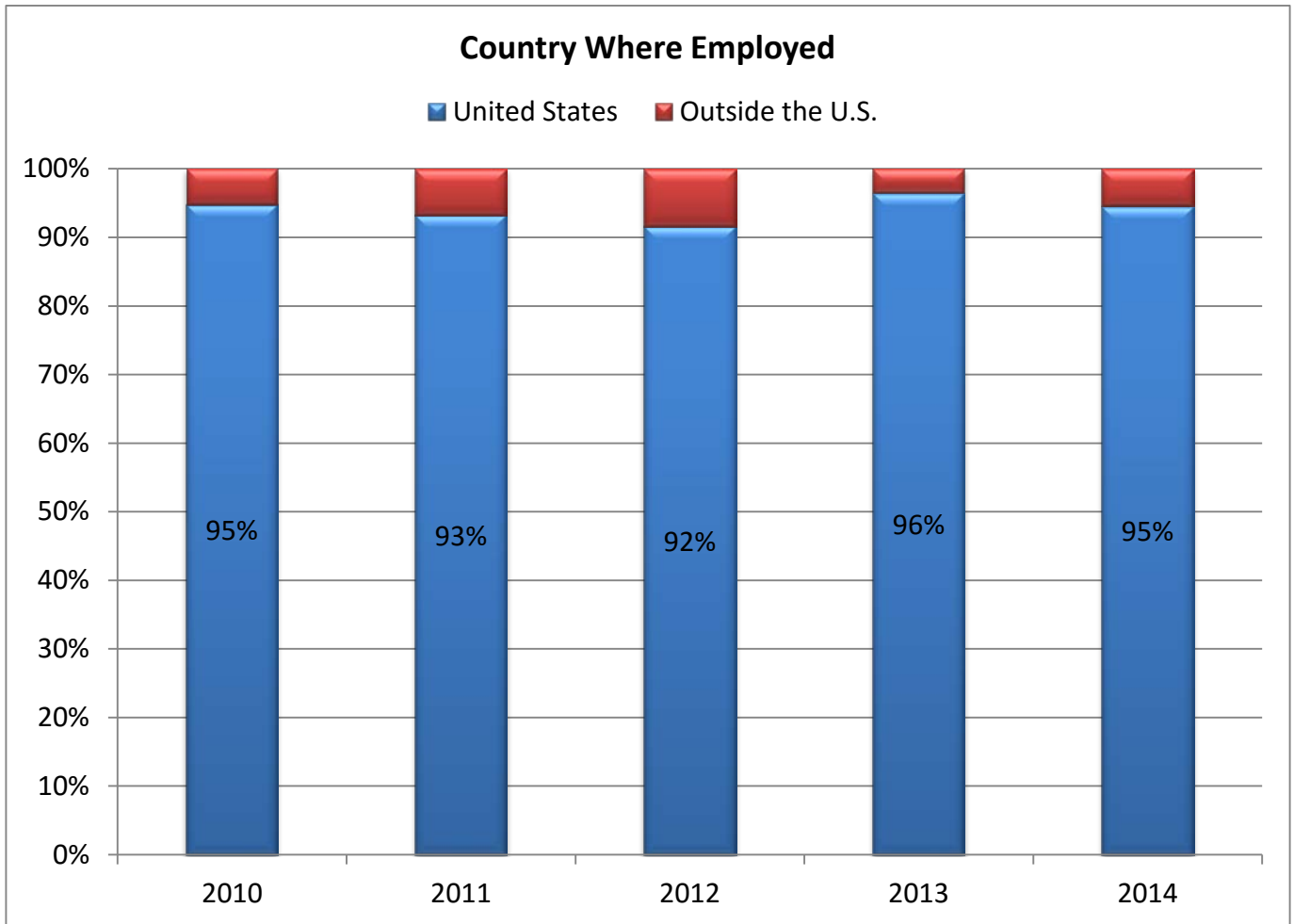
The table below categorizes the responses for alumni employed full-time into various employment fields.

| Employment Field         | Count      | Percentage  |
|--------------------------|------------|-------------|
| Business & industry      | 64         | 31%         |
| Education                | 35         | 17%         |
| Non-profit               | 17         | 8%          |
| Other                    | 35         | 17%         |
| Government               | 10         | 5%          |
| Health & medical service | 18         | 9%          |
| Arts & entertainment     | 8          | 4%          |
| Communications           | 8          | 4%          |
| Military                 | 3          | 1%          |
| Law occupations          | 4          | 2%          |
| Sports & recreation      | 3          | 1%          |
| Volunteer                | 0          | 0%          |
| <b>Total</b>             | <b>146</b> | <b>100%</b> |

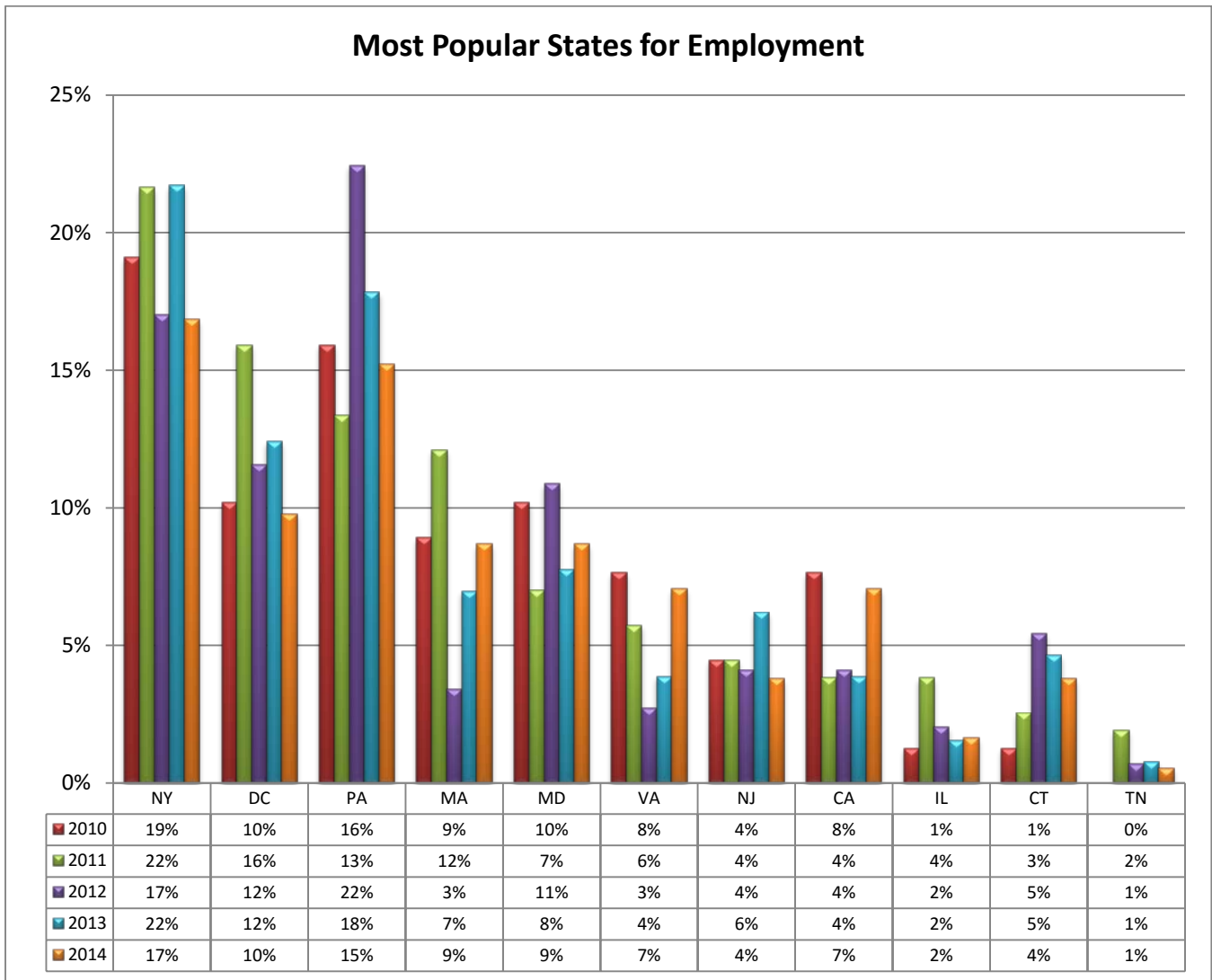
The trends for top fields of employment are shown in the chart below for recent graduating classes. Business and industry has been popular in the past and this is evident again with the Class of 2014. Appendix 2 contains the details for those who indicated *other* for their employment field.



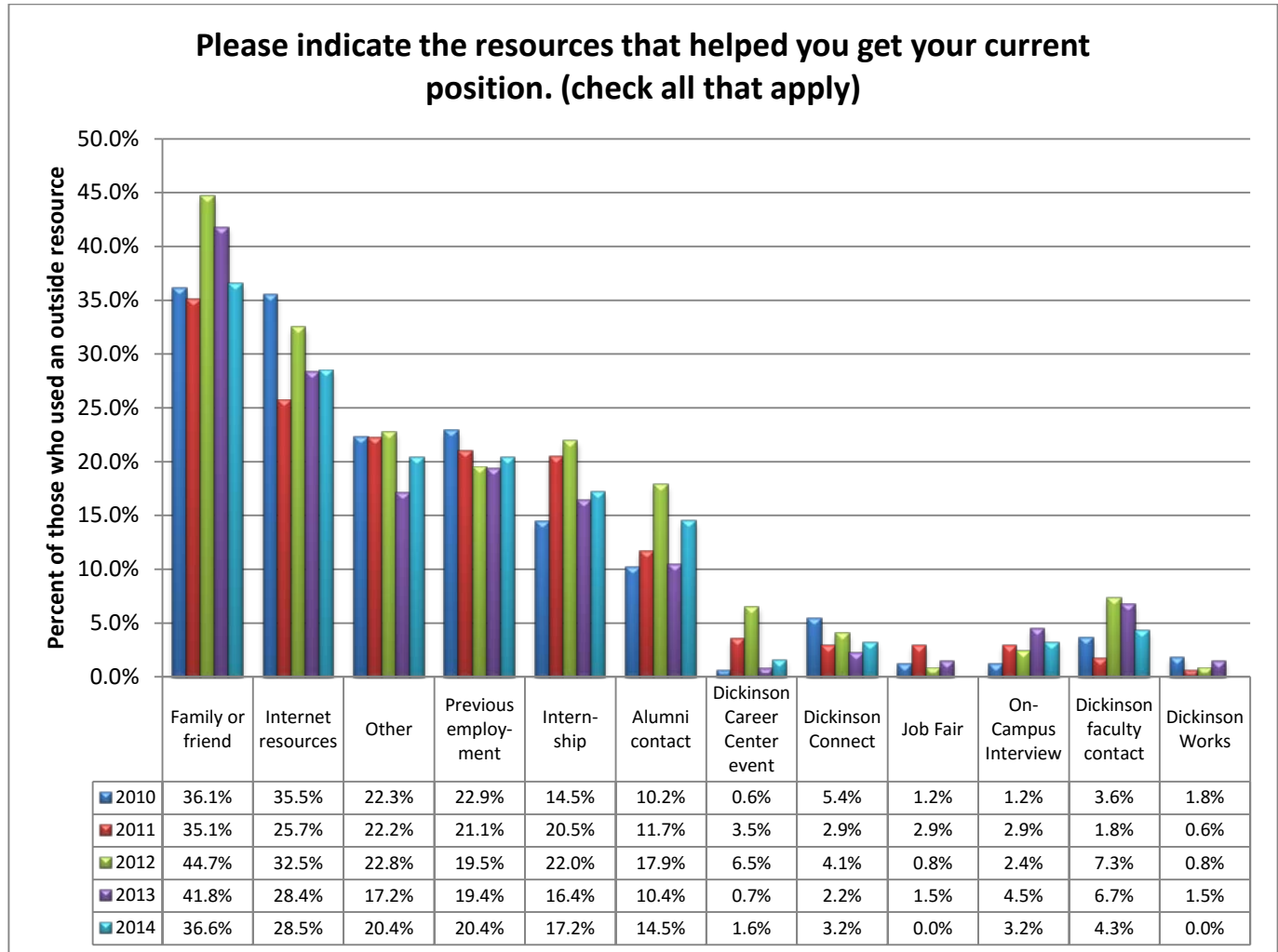
The next slide shows the proportion of alumni who are employed in the United States and outside the U.S. The vast majority from the previous five classes are employed in the country.



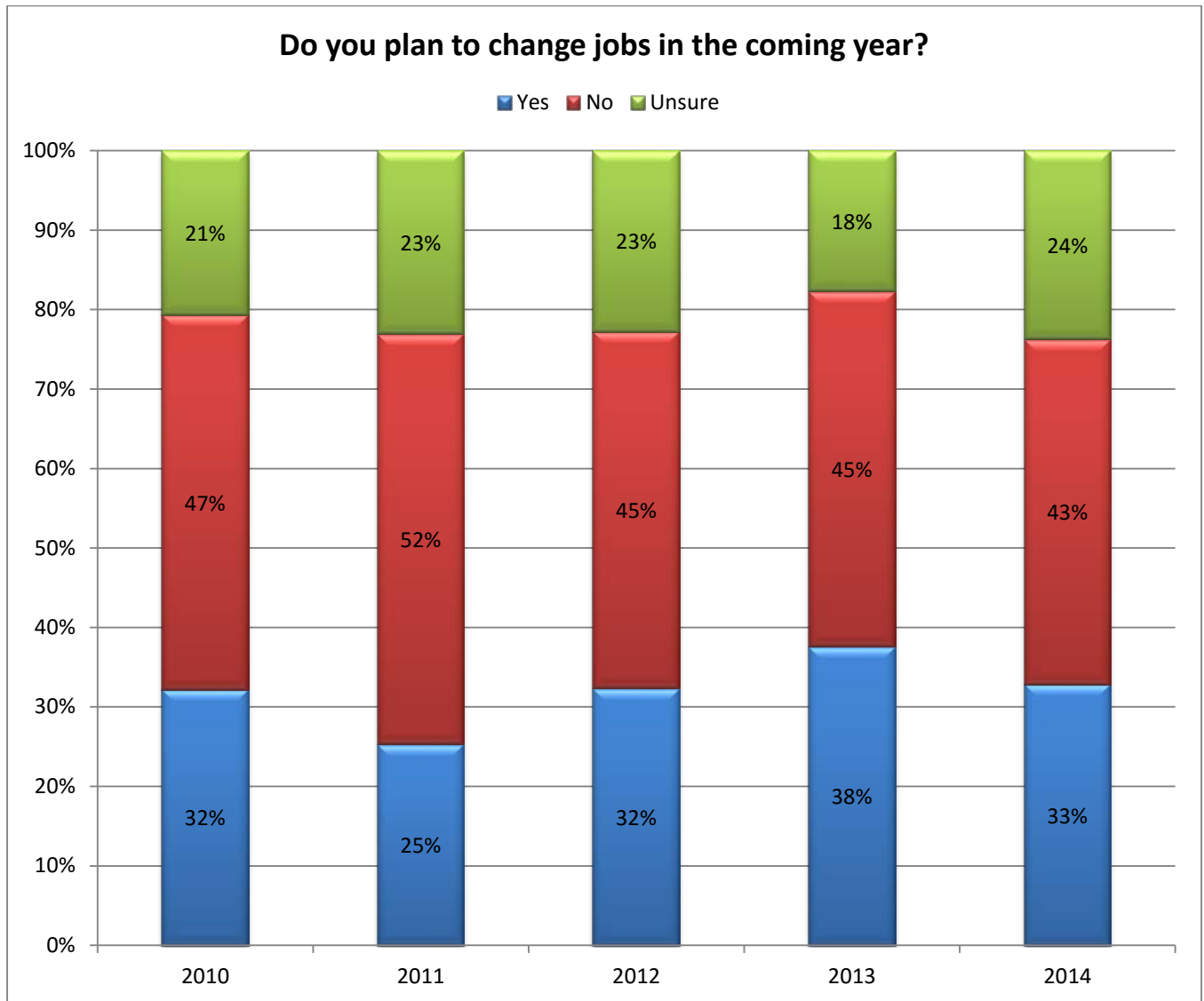
The chart below shows the most popular states for employment for the most recent graduating classes.



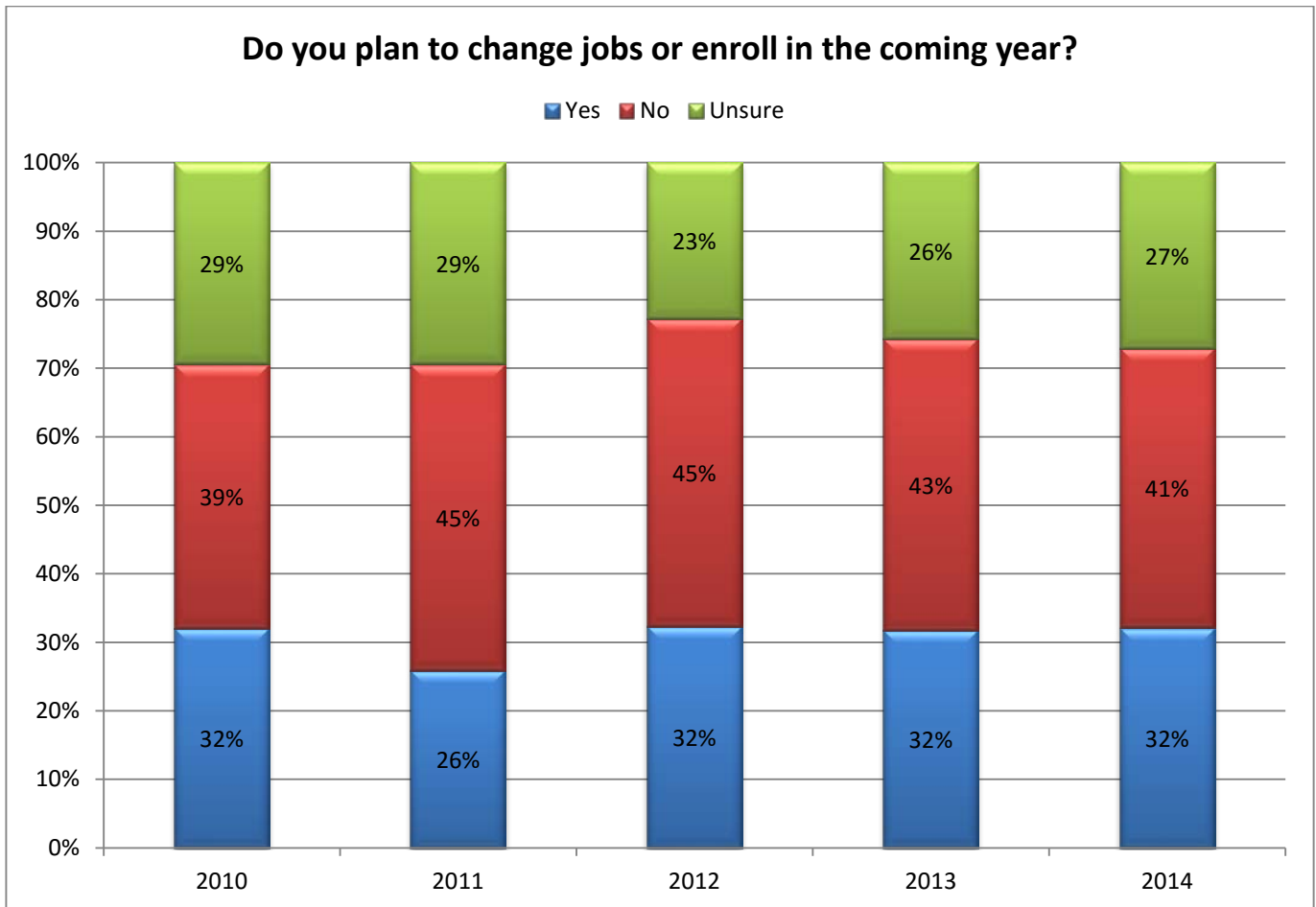
The graduates from the Class of 2014 who were employed full-time were asked to indicate which resources helped them to obtain their current position. They were asked to “check all that apply”. So, the totals may sum to more than 100%. A detailed listing for the “other” category can be found in Appendix 2.



Regarding the question about changing jobs in the coming year, the Class of 2014 is in line with the average response for the previous years.



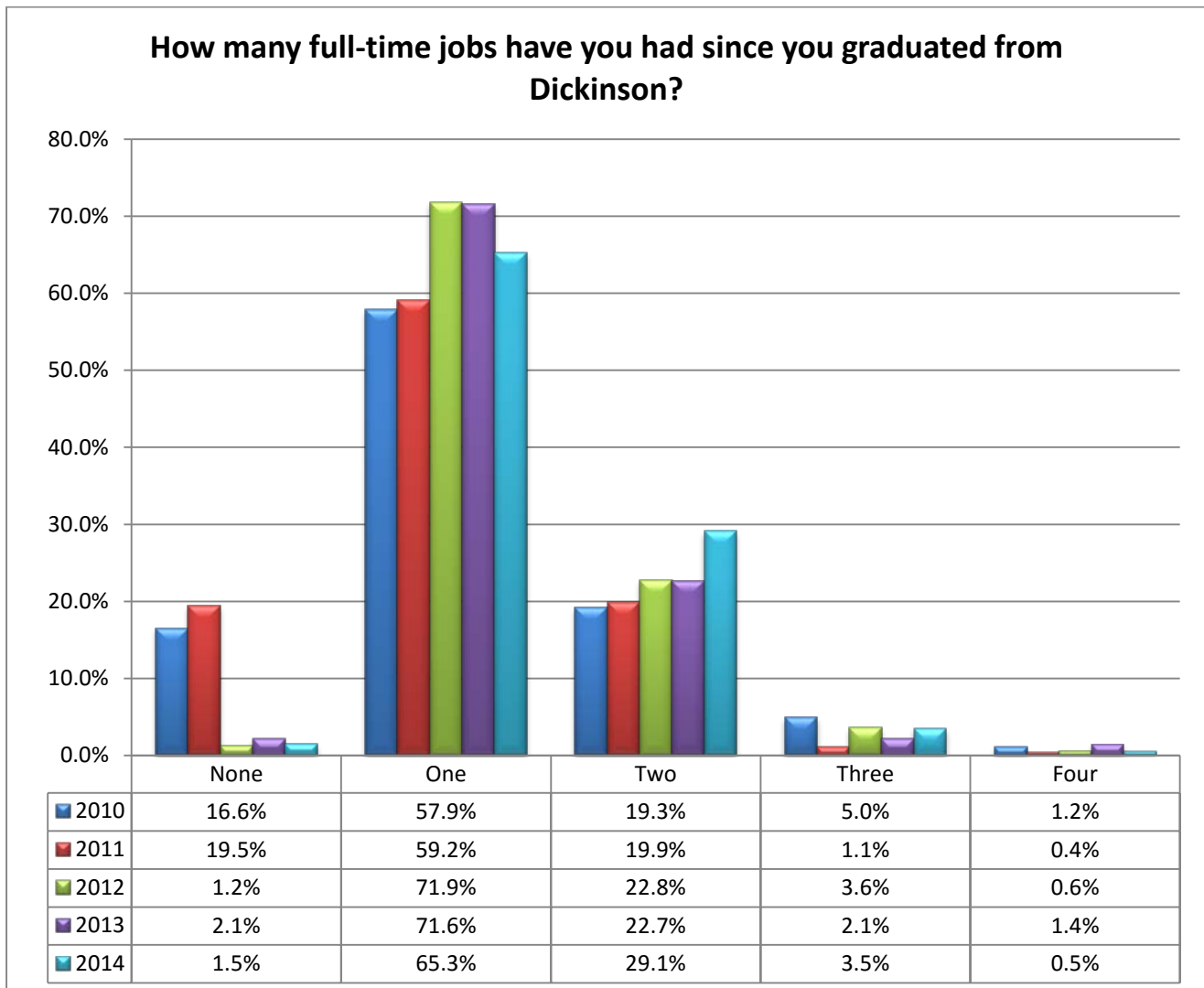
In the past, respondents were asked if they intended to change jobs *or* enroll in a degree program in the coming year. Details for those who plan to change jobs or enroll in a new program can be found in Appendix 3.



The table below shows the number and percentage of the respondents in the Class of 2014 indicating how many full-time jobs they have held since graduating from Dickinson.

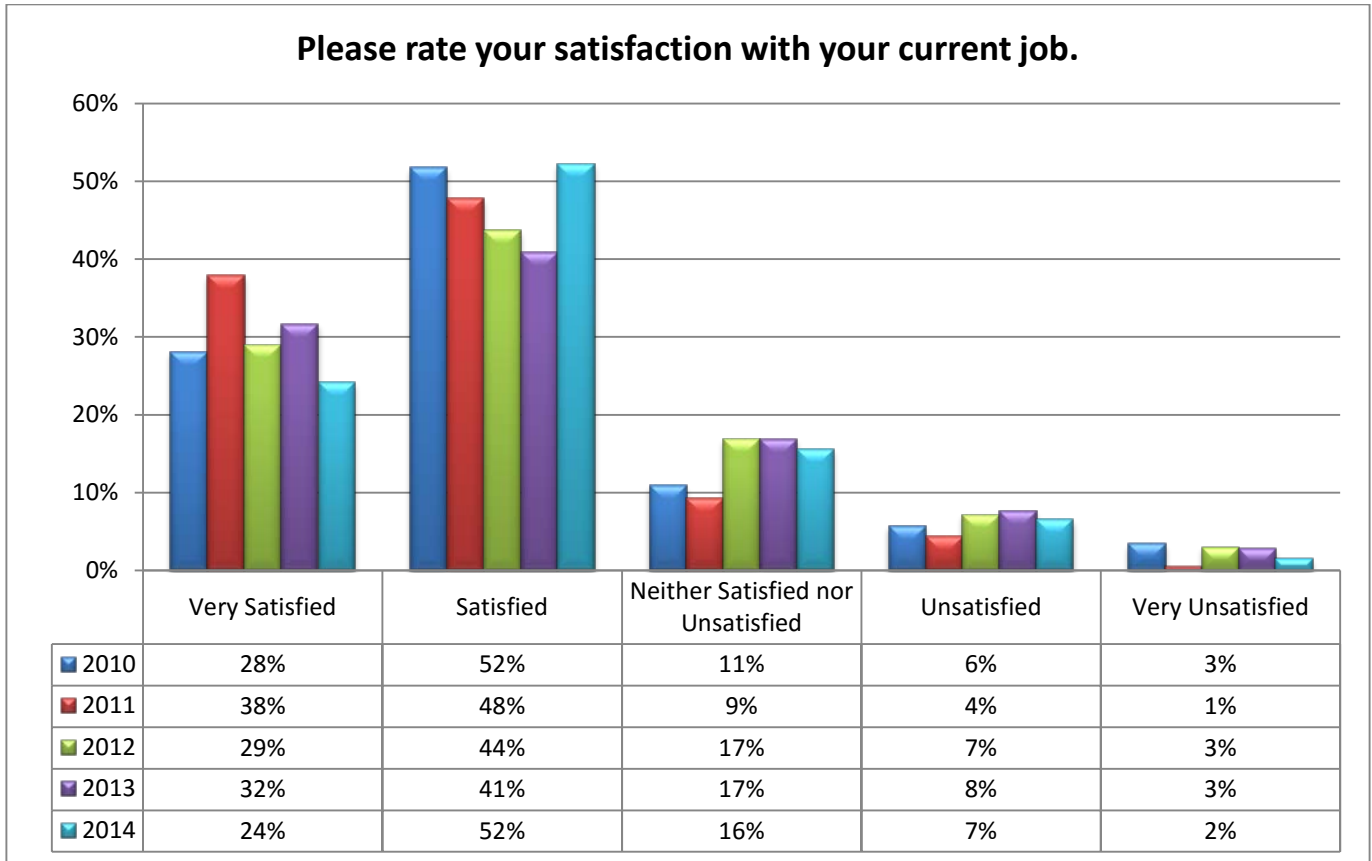
| How many FT jobs since graduation? | Count      | Percentage  |
|------------------------------------|------------|-------------|
| None                               | 3          | 1.5%        |
| One                                | 130        | 65.3%       |
| Two                                | 58         | 29.1%       |
| Three                              | 7          | 3.5%        |
| Four                               | 1          | 0.5%        |
| <b>Total</b>                       | <b>199</b> | <b>100%</b> |

The chart below summarizes the number of full-time jobs held by members of the classes of 2010 through 2014 since graduating from Dickinson.

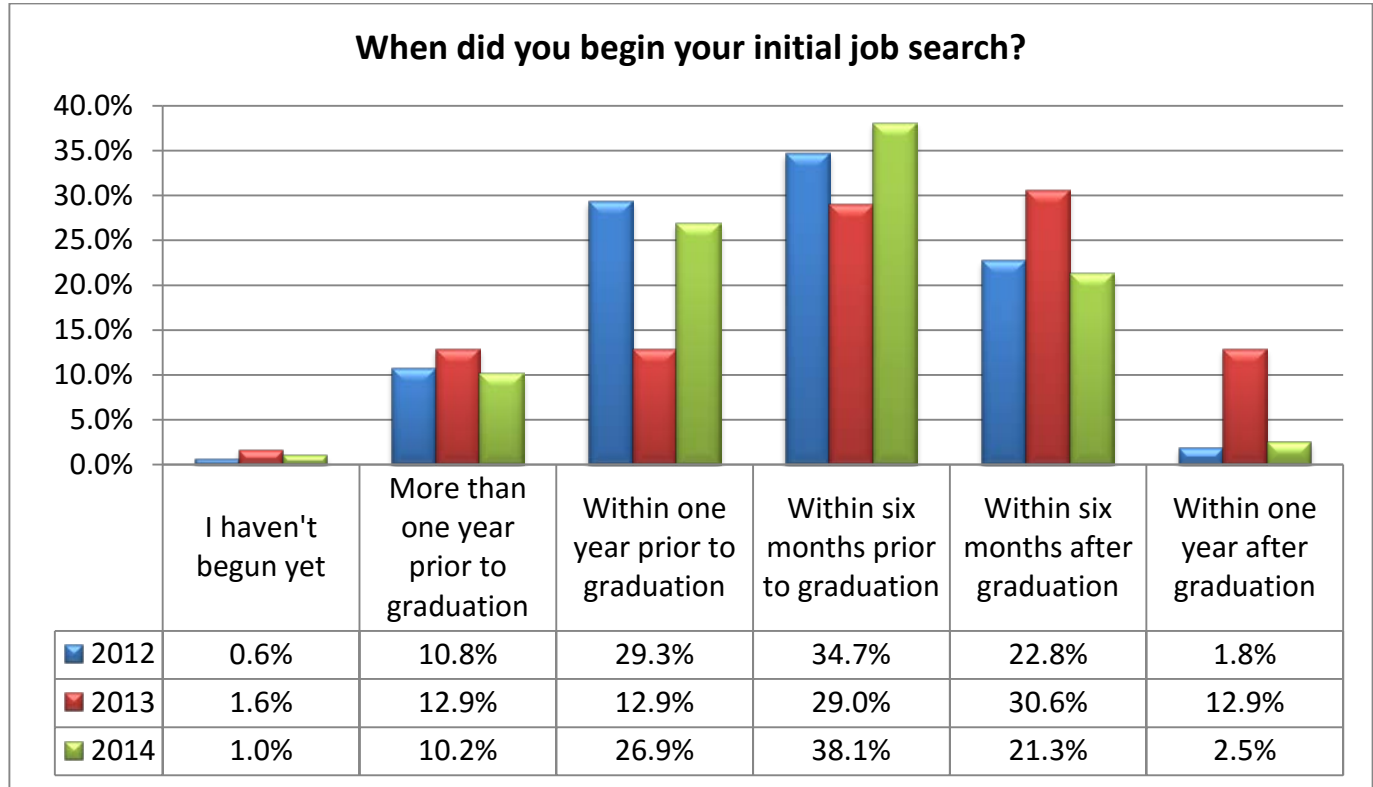




Those who were employed were asked about their job satisfaction. The majority of the Class of 2014 (76%) indicated they were either satisfied or very satisfied with their current job, which is three percentage points higher than the Classes of 2012 and 2013.



The Class of 2014 was asked when they began their initial job search. The majority (75%) began their initial job search prior to graduation. Almost all students (99%) began their job search within a year of graduation. The chart below summarizes the responses.



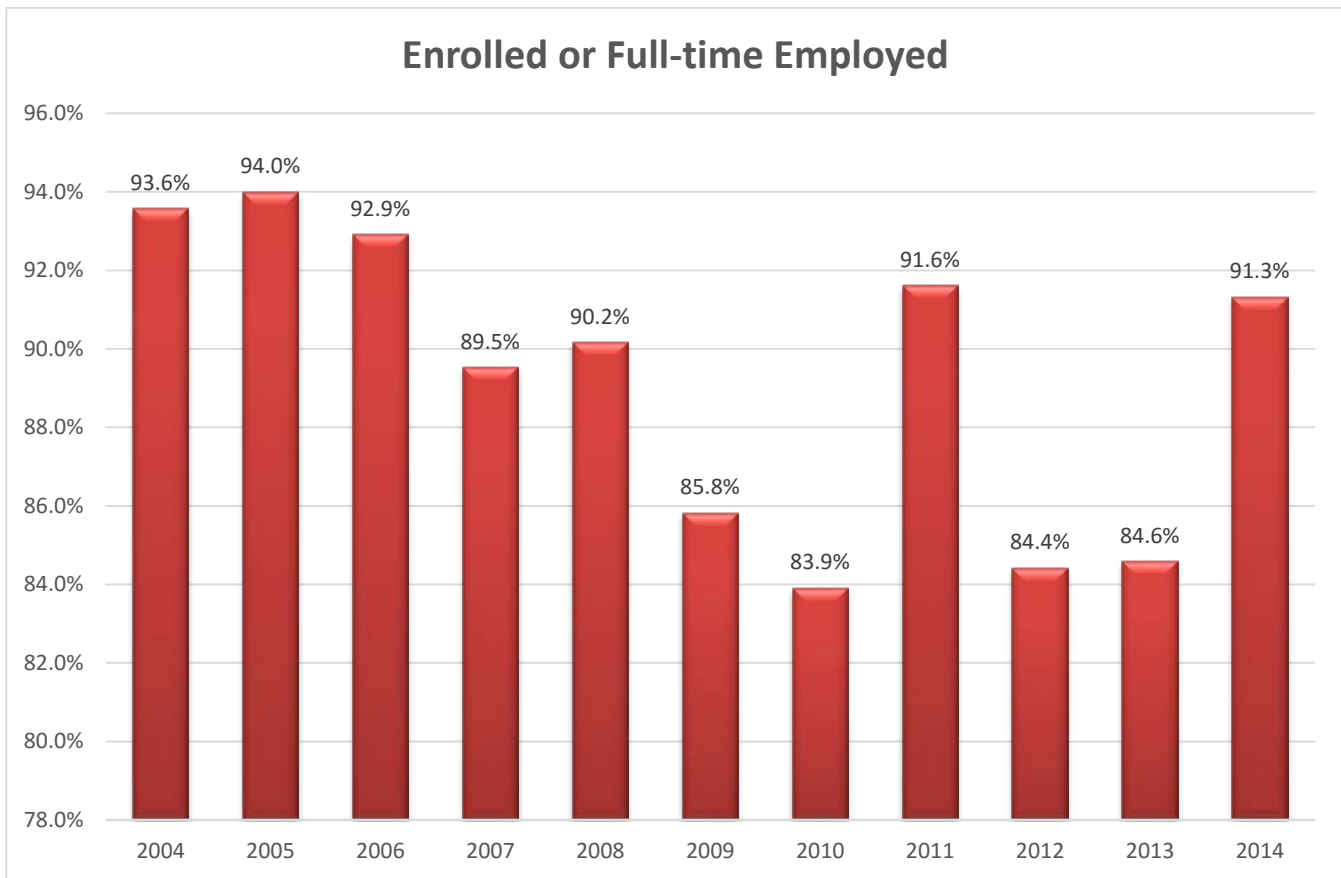
## Education and Employment

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

|  |              | Employed full-time | Employed part-time | Unemployed, actively looking | Unemployed because in school | Unemployed by choice - not actively looking | Other full-time activity | No Employment Response | Row Total |
|--|--------------|--------------------|--------------------|------------------------------|------------------------------|---|--------------------------|------------------------|-----------|
| Enrolled in, or have completed a degree or certificate program | Count        | 49                 | 10                 | 4                            | 22                           | 2   | 2                        | 0                      | 89        |
|  | % of Row     | 55.1%              | 11.2%              | 4.5%                         | 24.7%                        | 2.2%  | 2.2%                     | 0.0%                   | 100.0%    |
|  | % of Col     | 23.6%              | 43.5%              | 36.4%                        | 84.6%                        | 33.3%                                       | 28.6%                    | n/a                    | 31.7%     |
|  | % of Total   | 17.4%              | 3.6%               | 1.4%                         | 7.8%                         | 0.7%  | 0.7%                     | 0.0%                   | 31.7%     |
| Enrolled, but not toward a degree                              | Count        | 5                  | 0                  | 0                            | 0                            | 0   | 0                        | 0                      | 5         |
|  | % of Row     | 100.0%             | 0.0%               | 0.0%                         | 0.0%                         | 0.0%  | 0.0%                     | 0.0%                   | 100.0%    |
|  | % of Col     | 2.4%               | 0.0%               | 0.0%                         | 0.0%                         | 0.0%  | 0.0%                     | n/a                    | 1.8%      |
|  | % of Total   | 1.8%               | 0.0%               | 0.0%                         | 0.0%                         | 0.0%  | 0.0%                     | 0.0%                   | 1.8%      |
| Accepted and will be attending this fall                       | Count        | 6                  | 3                  | 0                            | 4                            | 3   | 0                        | 0                      | 16        |
|  | % of Row     | 37.5%              | 18.8%              | 0.0%                         | 25.0%                        | 18.8%                                       | 0.0%                     | 0.0%                   | 100.0%    |
|  | % of Col     | 2.9%               | 13.0%              | 0.0%                         | 15.4%                        | 50.0%                                       | 0.0%                     | n/a                    | 5.7%      |
|  | % of Total   | 2.1%               | 1.1%               | 0.0%                         | 1.4%                         | 1.1%  | 0.0%                     | 0.0%                   | 5.7%      |
| Accepted and deferred admission until a later date             | Count        | 0                  | 0                  | 0                            | 0                            | 0   | 0                        | 0                      | 0         |
|  | % of Row     | n/a                | n/a                | n/a                          | n/a                          | n/a   | n/a                      | n/a                    | n/a       |
|  | % of Col     | 0.0%               | 0.0%               | 0.0%                         | 0.0%                         | 0.0%  | 0.0%                     | n/a                    | 0.0%      |
|  | % of Total   | 0.0%               | 0.0%               | 0.0%                         | 0.0%                         | 0.0%  | 0.0%                     | 0.0%                   | 0.0%      |
| Not enrolled, but applying to graduate/professional school     | Count        | 25                 | 4                  | 1                            | 0                            | 1   | 2                        | 0                      | 33        |
|  | % of Row     | 75.8%              | 12.1%              | 3.0%                         | 0.0%                         | 3.0%  | 6.1%                     | 0.0%                   | 100.0%    |
|  | % of Col     | 12.0%              | 17.4%              | 9.1%                         | 0.0%                         | 16.7%                                       | 28.6%                    | n/a                    | 11.7%     |
|  | % of Total   | 8.9%               | 1.4%               | 0.4%                         | 0.0%                         | 0.4%  | 0.7%                     | 0.0%                   | 11.7%     |
| Not enrolled in any courses                                    | Count        | 116                | 6                  | 5                            | 0                            | 0   | 3                        | 0                      | 130       |
|  | % of Row     | 89.2%              | 4.6%               | 3.8%                         | 0.0%                         | 0.0%  | 2.3%                     | 0.0%                   | 100.0%    |
|  | % of Col     | 55.8%              | 26.1%              | 45.5%                        | 0.0%                         | 0.0%  | 42.9%                    | n/a                    | 46.3%     |
|  | % of Total   | 41.3%              | 2.1%               | 1.8%                         | 0.0%                         | 0.0%  | 1.1%                     | 0.0%                   | 46.3%     |
| Other  | Column Total | 7                  | 0                  | 0                            | 0                            | 0   | 0                        | 0                      | 7         |
|  | % of Row     | 100.0%             | 0.0%               | 0.0%                         | 0.0%                         | 0.0%  | 0.0%                     | 0.0%                   | 100.0%    |
|  | % of Col     | 3.4%               | 0.0%               | 0.0%                         | 0.0%                         | 0.0%  | 0.0%                     | n/a                    | 2.5%      |

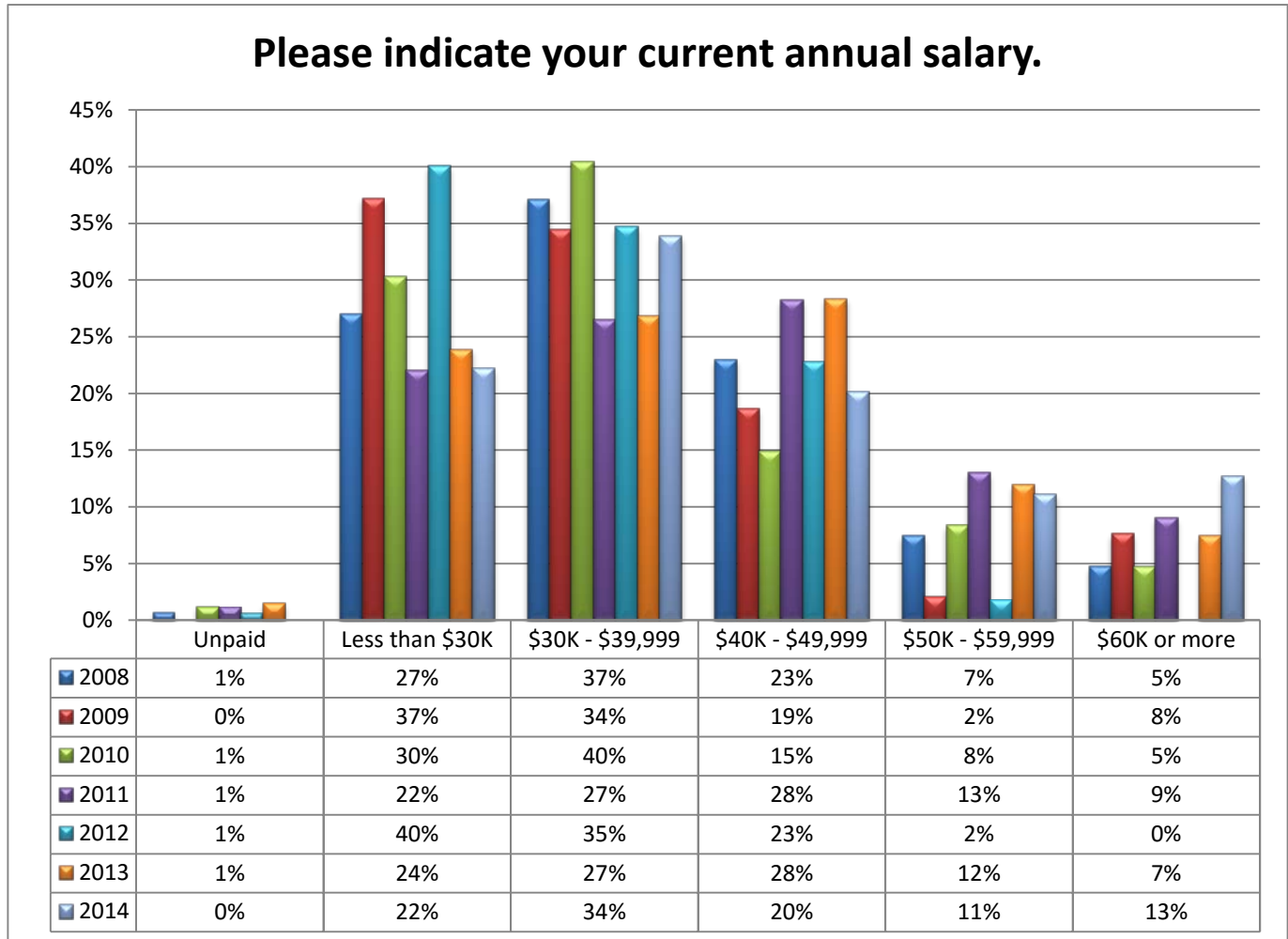
|                        |              |        |        |        |        |        |        |      |        |
|------------------------|--------------|--------|--------|--------|--------|--------|--------|------|--------|
|                        | % of Total   | 2.5%   | 0.0%   | 0.0%   | 0.0%   | 0.0%   | 0.0%   | 0.0% | 2.5%   |
| No enrollment response | Column Total | 0      | 0      | 1      | 0      | 0      | 0      | 0    | 1      |
|                        | % of Row     | 0.0%   | 0.0%   | 100.0% | 0.0%   | 0.0%   | 0.0%   | 0.0% | 100.0% |
|                        | % of Col     | 0.0%   | 0.0%   | 9.1%   | 0.0%   | 0.0%   | 0.0%   | n/a  | 0.4%   |
|                        | % of Total   | 0.0%   | 0.0%   | 0.4%   | 0.0%   | 0.0%   | 0.0%   | 0.0% | 0.4%   |
| Column Total           | Column Total | 208    | 23     | 11     | 26     | 6      | 7      | 0    | 281    |
|                        | % of Row     | 74.0%  | 8.2%   | 3.9%   | 9.3%   | 2.1%   | 2.5%   | 0.0% | 100.0% |
|                        | % of Col     | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | n/a  | 100.0% |
|                        | % of Total   | 74.0%  | 8.2%   | 3.9%   | 9.3%   | 2.1%   | 2.5%   | 0.0% | 100.0% |

The chart below depicts the history of the proportion of graduates who have been accepted to or are enrolled in a degree program, have completed a degree program or are full-time employed.

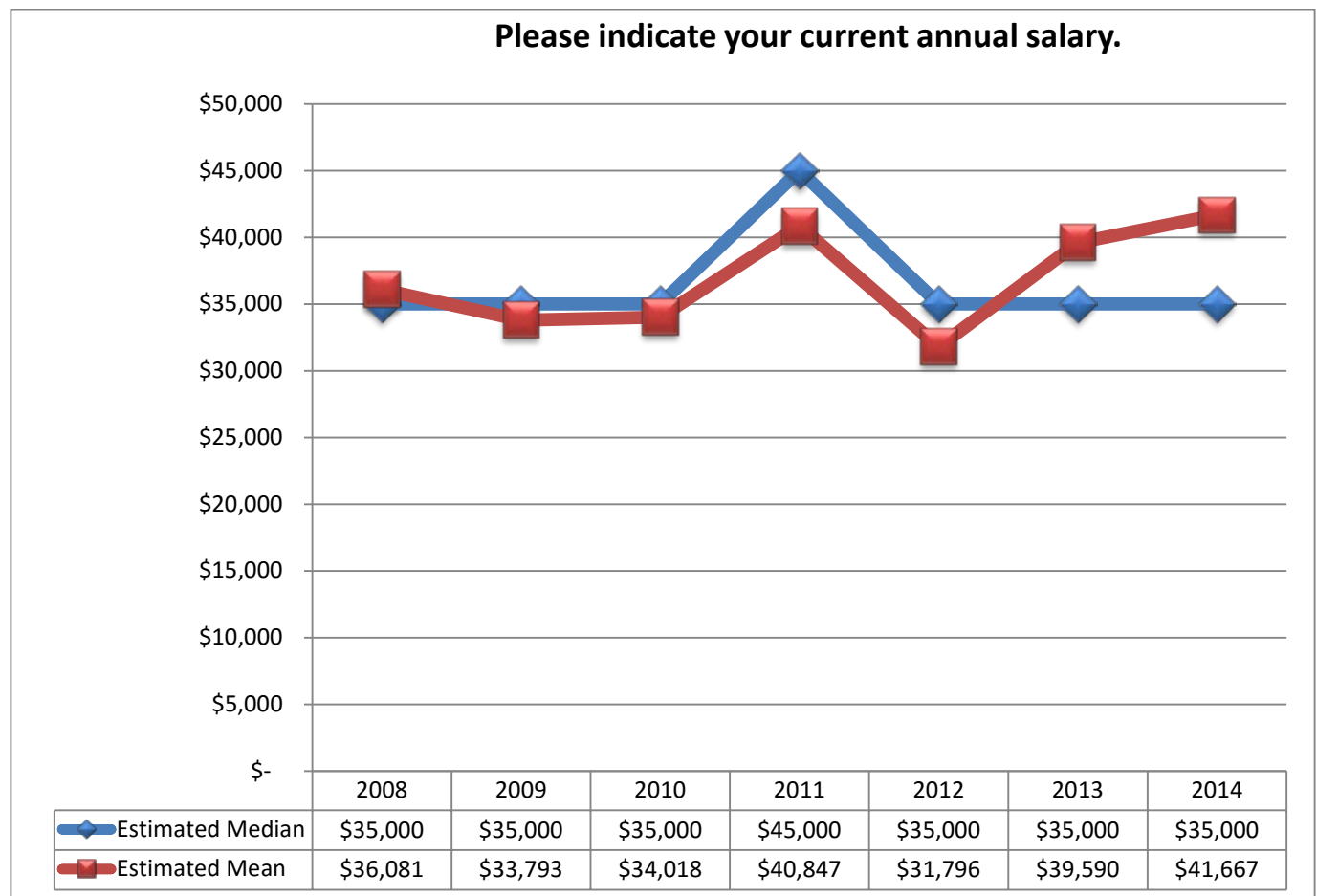


## Salary

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

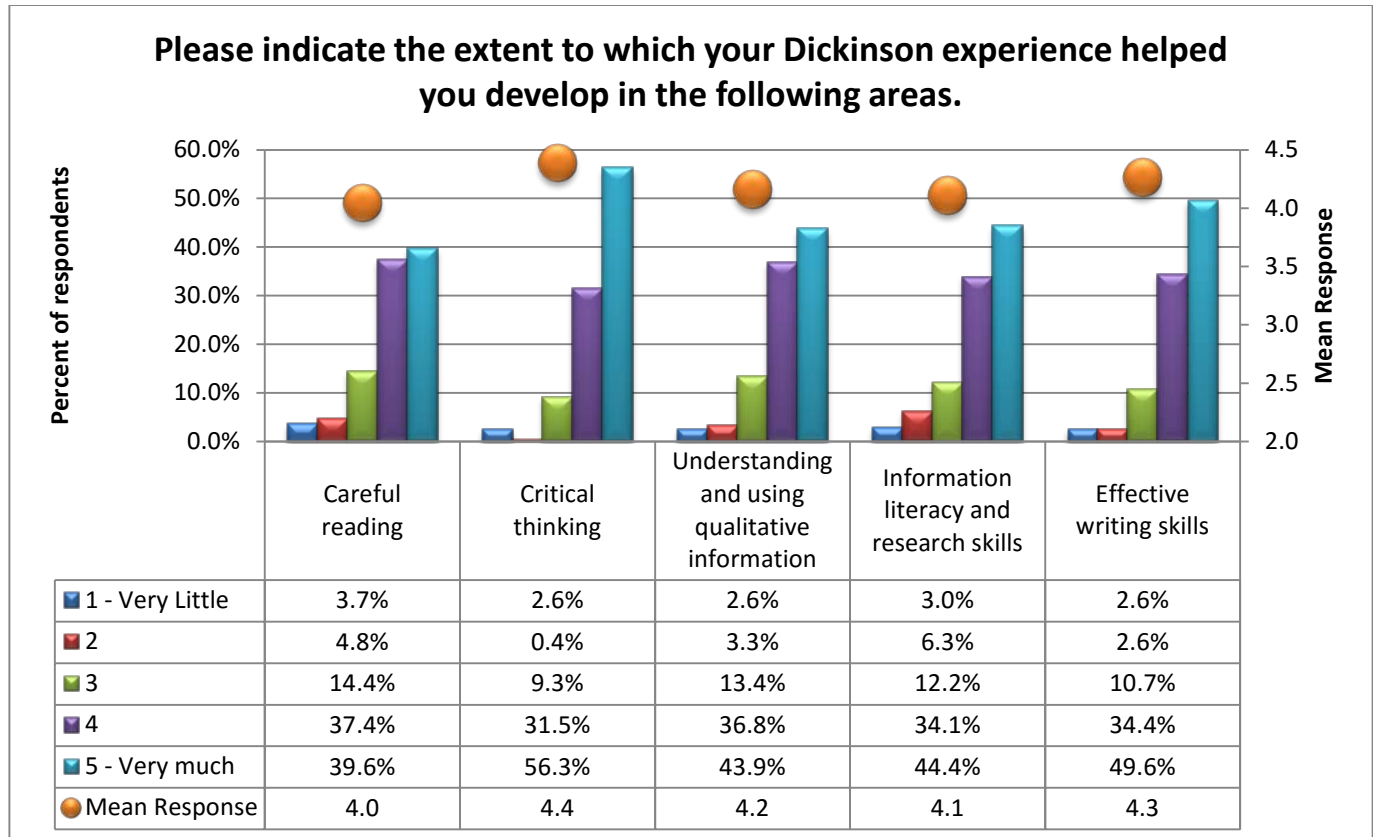


The chart below shows the estimated mean and median salaries for the past seven years. Please note there is no adjustment for inflation.

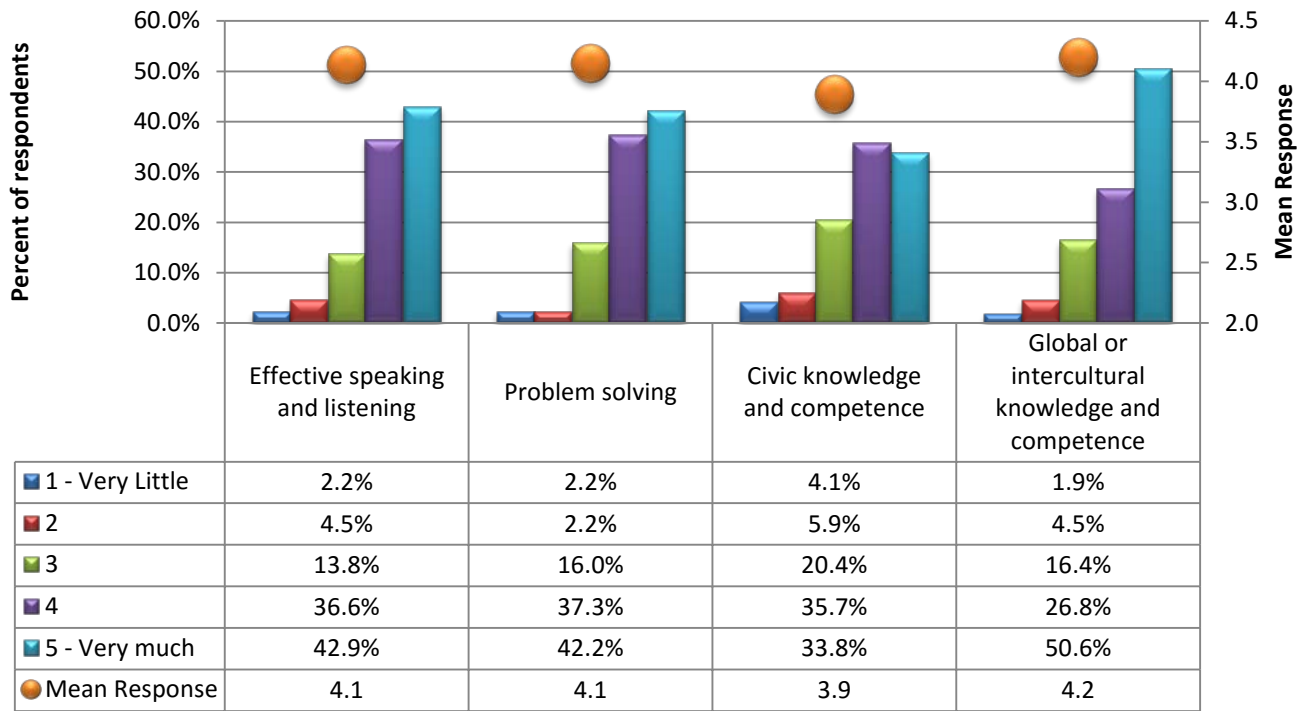


## Undergraduate Learning Outcomes

**Student Learning Outcomes:** The responses for the Class of 2014 are shown in the table below regarding various learning outcomes. Each of the nine learning outcomes were rated for the level of usefulness in developing skills as well as their application to their professional and personal lives.



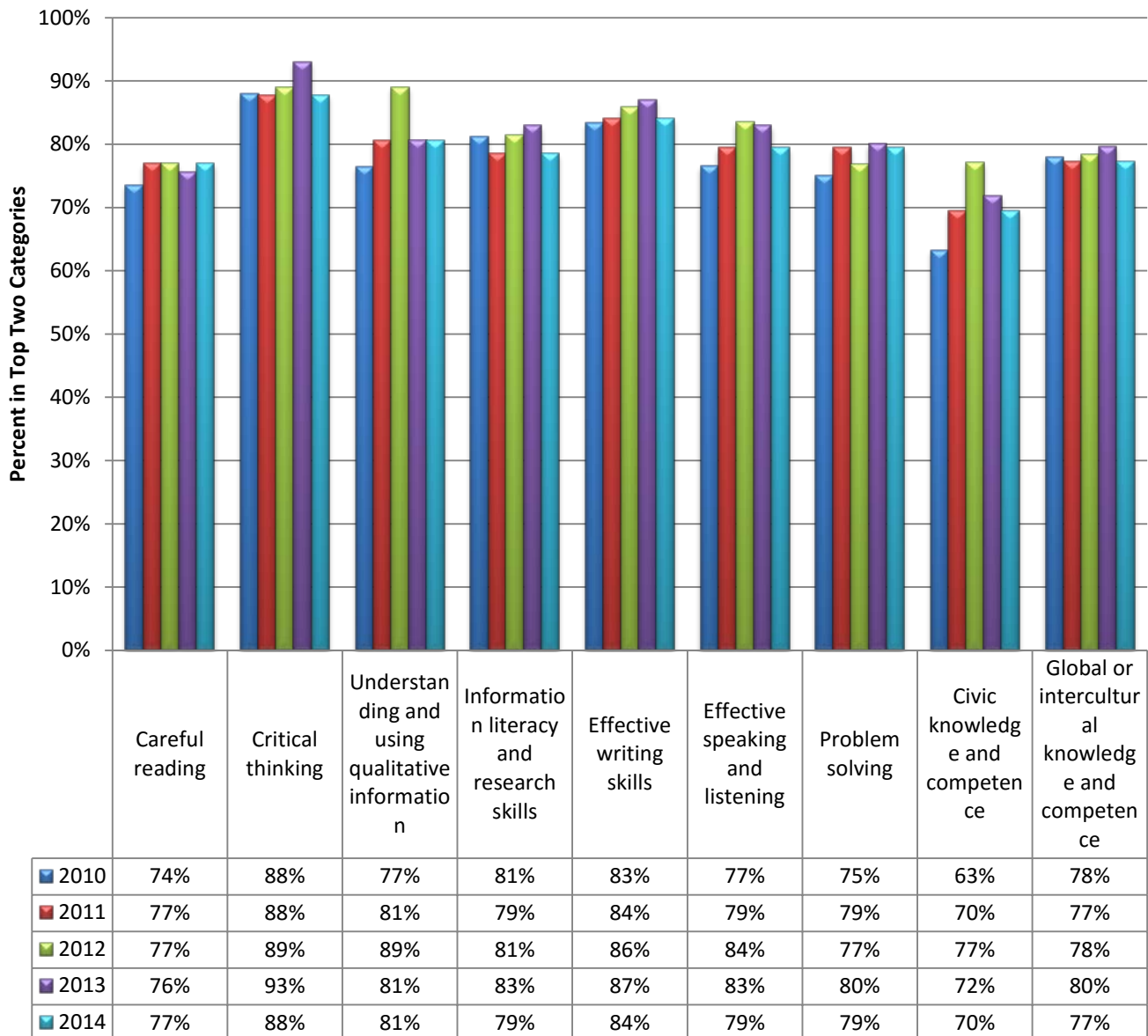
**Please indicate the extent to which your Dickinson experience helped you develop in the following areas.**





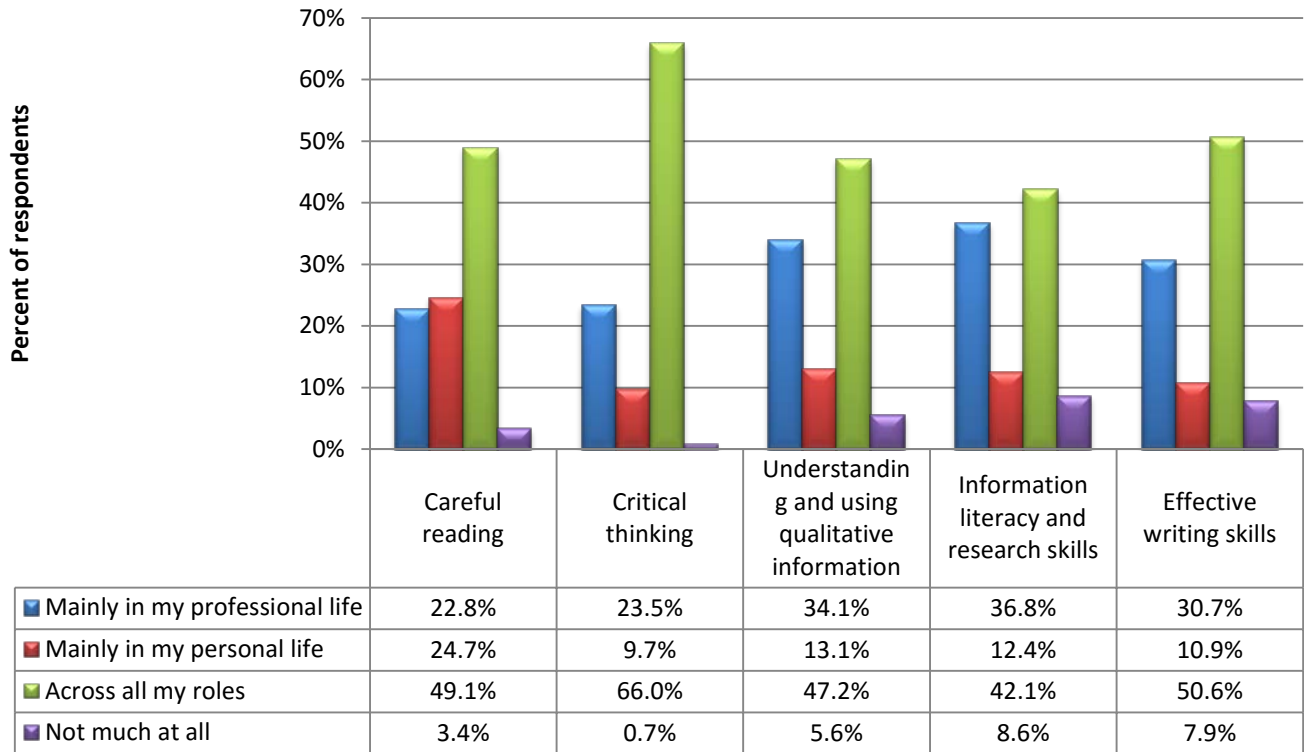
These results are quite consistent with the responses from the previous year. The chart below displays the mean response and the percentage of those responding in the top two categories for five most recent graduating classes for each of the student learning topic areas.

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

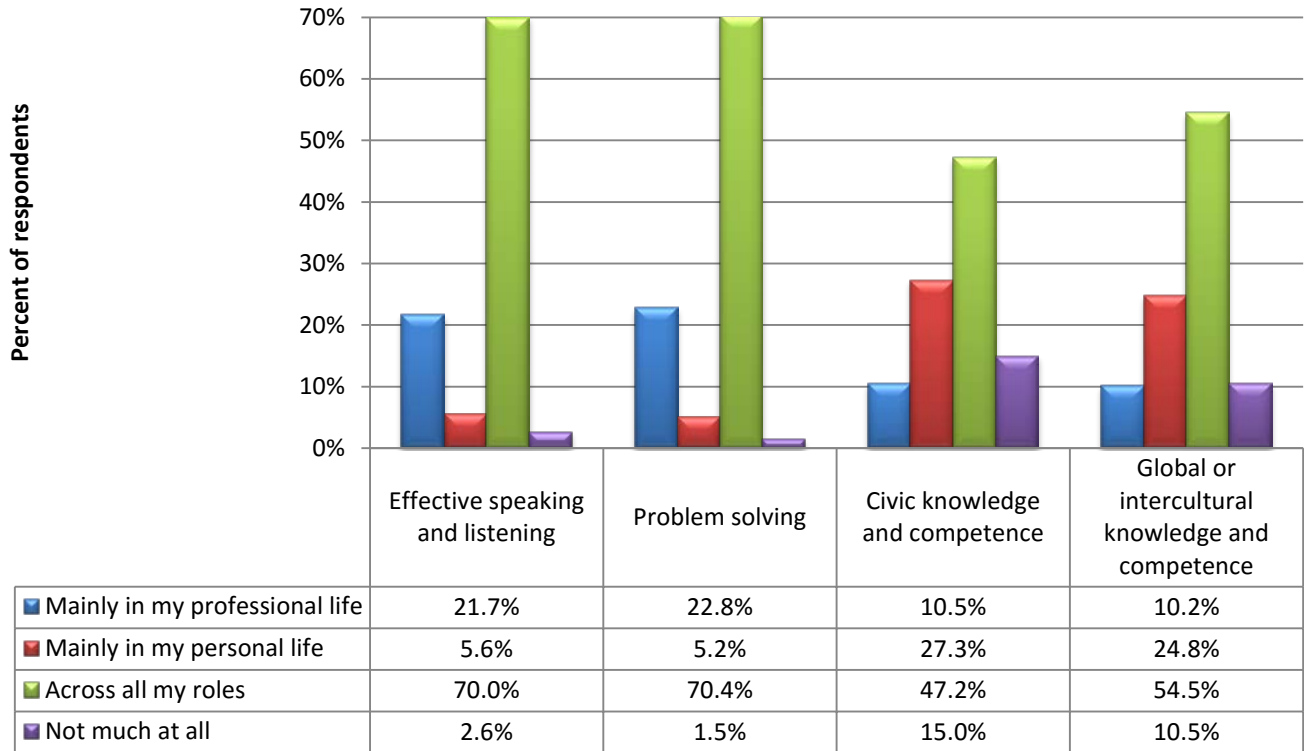


The results from the second set of questions that relate to how the alumni are currently using these skills in their daily lives after graduating from Dickinson College are shown in the two charts below.

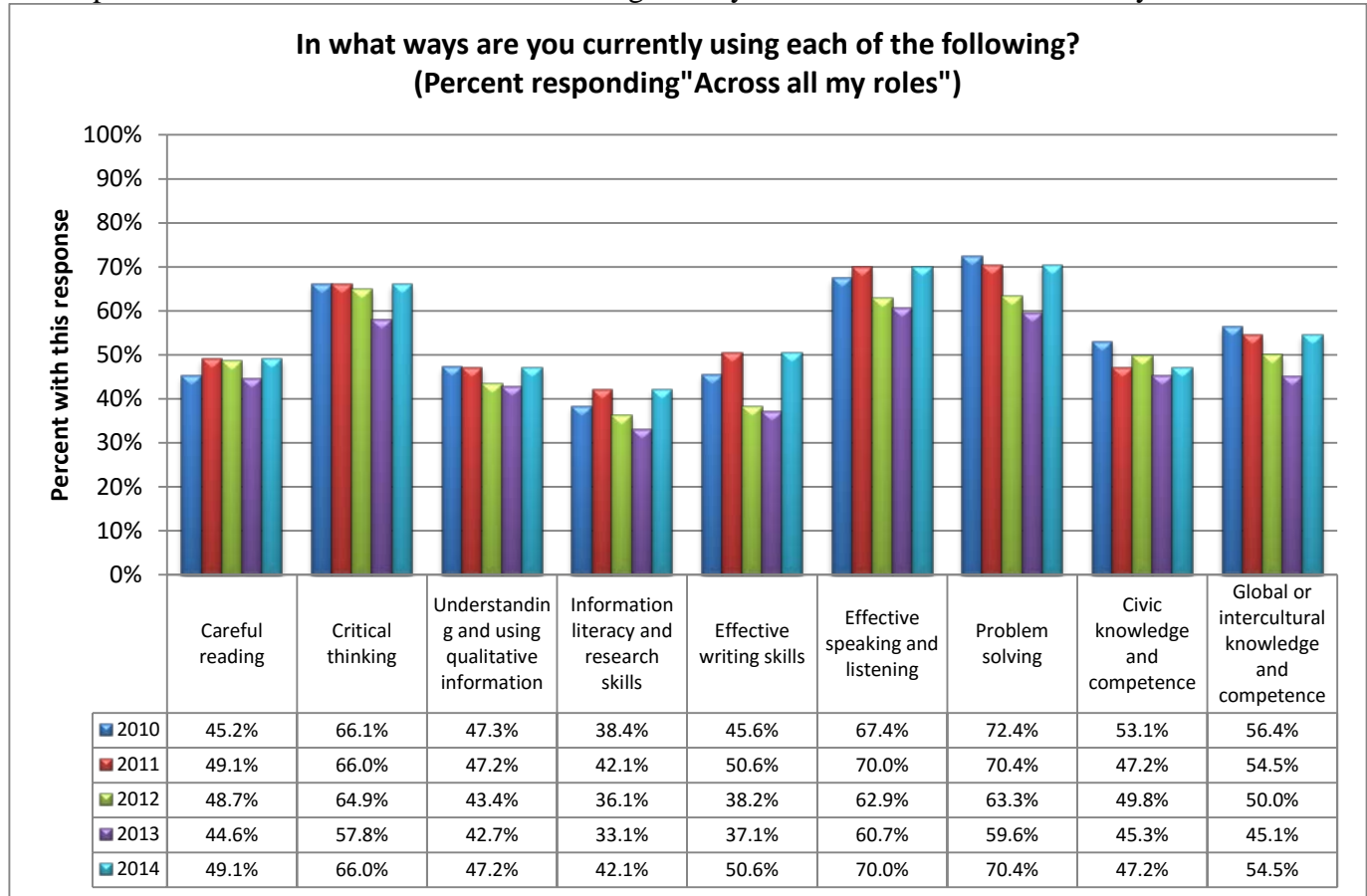
**In what ways are you currently using each of the following?**



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



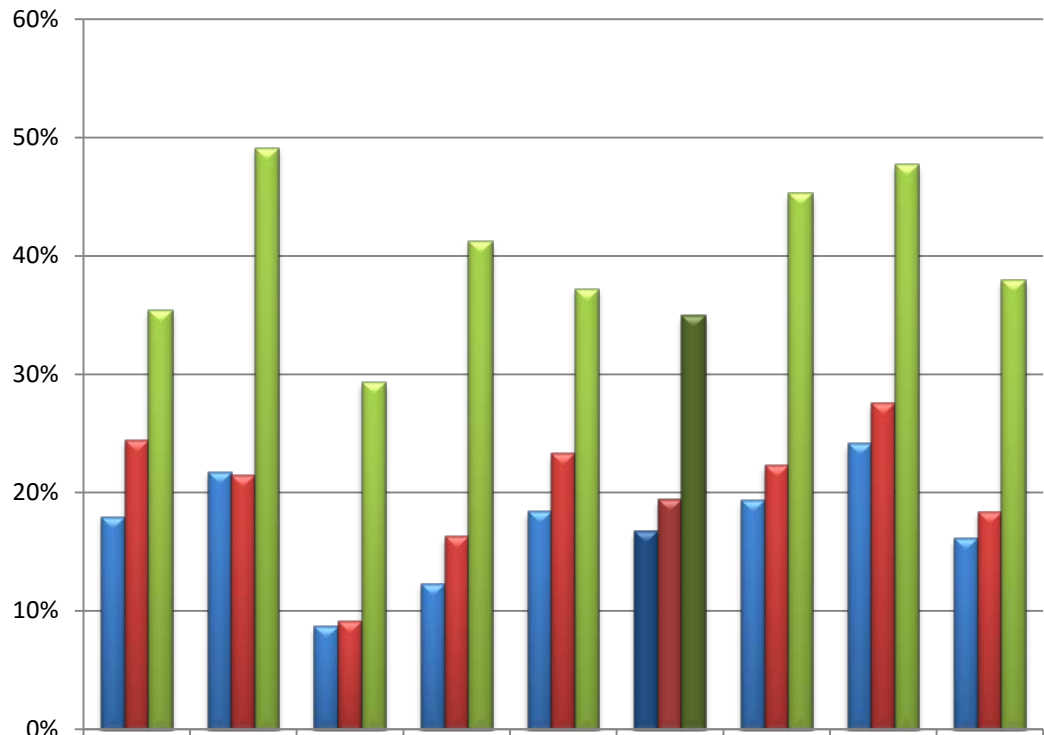
The responses to this question are fairly consistent for the five years it has been asked. Shown below are the responses for those who indicated to what degree they used these skills “across all my roles”.



## Dickinson's Alumni Career Services

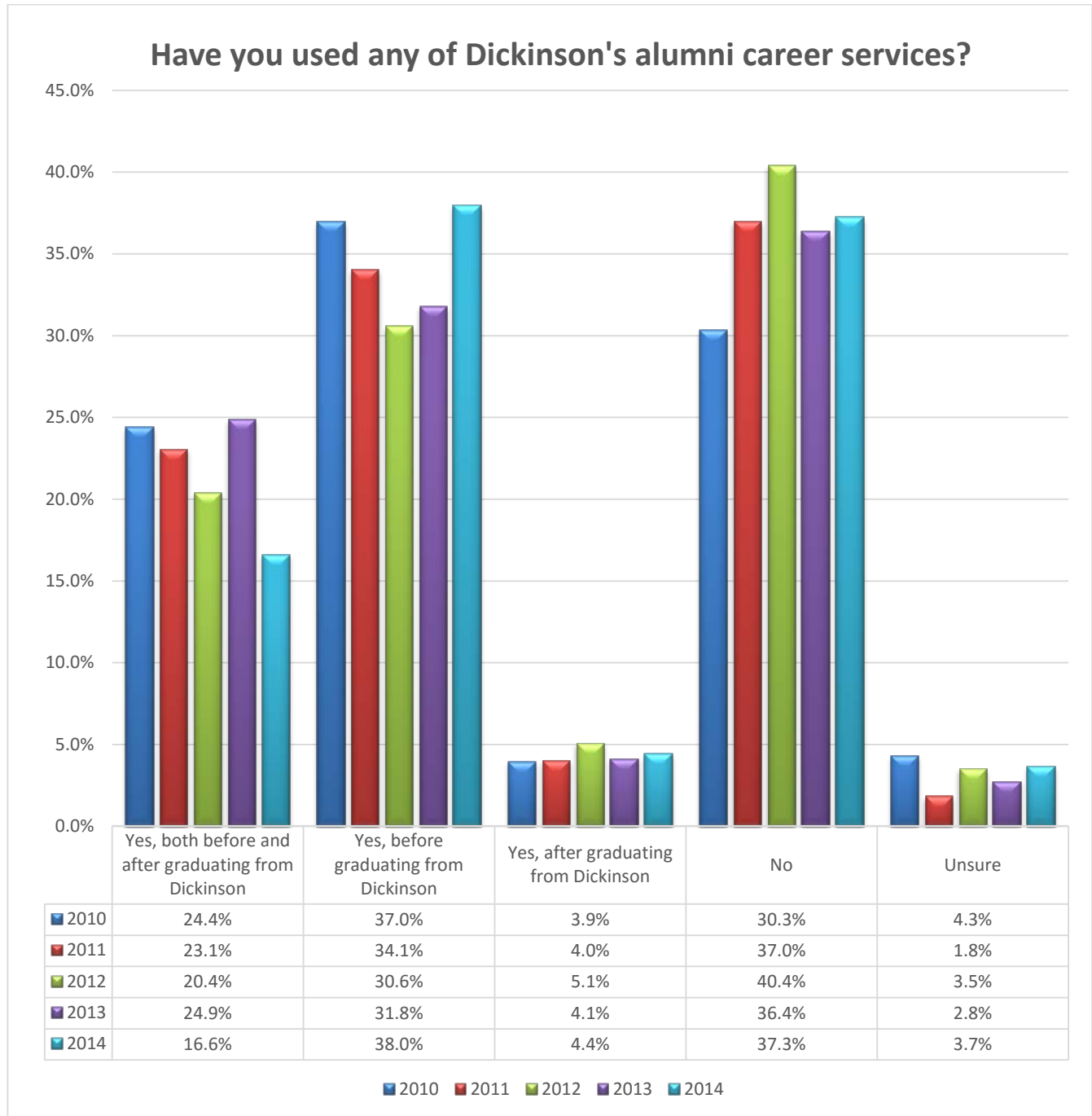
**Career Services:** The responses for the Class of 2014 are shown in the table below regarding their willingness to provide support for Dickinson's career services. The chart below shows an increased interest by alumni to provide support across all three areas of career services.

**Percentage of Alumni who are are willing to provide support through:**



|                          | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | Previous 4-yr avg |
|--------------------------|------|------|------|------|------|------|------|------|-------------------|
| Internships              | 18%  | 22%  | 9%   | 12%  | 18%  | 17%  | 19%  | 24%  | 16%               |
| Employment opportunities | 24%  | 21%  | 9%   | 16%  | 23%  | 19%  | 22%  | 28%  | 18%               |
| Dickinson Works          | 35%  | 49%  | 29%  | 41%  | 37%  | 35%  | 45%  | 48%  | 38%               |

Alumni responded to an item concerning their use of Dickinson's alumni career services. Collapsing across the affirmative responses shows that a five year average of 61% of alumni have used Dickinson's career services while at Dickinson or after graduating.



## Testimonials

Graduates were given the opportunity to respond to the question “how have you benefited from your Dickinson education?”. Eighty-six individuals (30% of all respondents) provided a testimonial. Sixty-nine percent of those providing a testimonial gave permission to re-print their submission along with their name. The table below contains several of the Class of 2014 testimonials. All the testimonials are shown in Appendix 5.

|   |
|---|
| <p>I loved Dickinson and miss it very much now. I loved that every day was a new day for learning, that my professors cared about me on an individual and personal level, and that I developed a myriad of skills that I use today.</p>   |
| <p>I feel that Dickinson has truly shaped me into a hardworking, capable adult who can not only participate in both my community and my workplace but really stand out and be a leader.</p>   |
| <p>My Dickinson professors gave me an arsenal of skills to think critically and question everything around me, from written and verbal sources to my own identity. It was after graduation that I realized it was up to me to put these skills to good use, to join in with the movements that have already been going on in this country for centuries, to work for a better world for everyone in it.</p>   |
| <p>My Dickinson experience has clearly affected my life in numerous aspects. Through my years at Dickinson, I was able to expand my mind and ongoing understanding of the world as I see it. I was able to travel all over the world, work for two United States Congressmen, engage on local and foreign grassroots efforts, but more importantly; Dickinson taught me how to think in a different way and succeed in bringing new elements/a new way of thinking personal and professional engagements. Aside from educational benefits, I have made long lasting relationships with friends that I consider new family members. There is not a day that goes by where my education at Dickinson College and my experiences have not affected the way I live my life.</p> |
| <p>I truly believe the one reason I got my current job was through the Denver Publishing Institute, which I would not have heard about without Denver's close relationship with Dickinson.</p>  |
| <p>Dickinson took a chance on me and I am so glad they did. Dickinson opened my eyes to what the world has to offer and I am forever grateful for that. I grew then and I continue to grow today because of the hard work and dedication of all of the professors and staff. I have a job and I am headed to grad school soon. I know that I will be prepared for everything grad school has to offer because of the education that I received at Dickinson!</p>  |
| <p>My Dickinson education provided me with the opportunity and tools to advance not only my knowledge and abilities, but also empowered me to step up and get involved with community events and concerns, as well as giving me the confidence to do so. A Dickinson education is unique and distinctive due to the critical thinking skills developed and the global/community outreach and exposure that are part of every student's experience.</p>  |
| <p>My experience at Dickinson provided me the opportunity to get a global education by studying abroad, and incorporating a vast array of writing texts and analysis into my education. It also enforced the importance of internships through educating students on the importance of hands on learning.</p>   |
| <p>As an English major at Dickinson, I loved researching books, reading them, and writing about what I had read. In my job at the public library, I get to do all of these things--helping patrons find books, communicating with them about research methods, and recommending good books based on their entertainment or literary merit. Although I was not exactly sure what I wanted to do with my English major while I was at Dickinson, the diversity of the major (especially when I got to research my senior thesis) allowed me to see what aspects of the major I enjoyed. Once I knew which aspects of the major I enjoyed, it was clear which career path I needed to go down.</p>   |
| <p>I grew into a better person At Dickinson. As a student, athlete, and Dickinsonian I learned how to prioritize work and balance life while working hard to succeed. I never imagined how this would help me in my first job, but now I see exactly how my Dickinson education paid off!</p>   |

|  |
|--|
| <p>Dickinson taught me how to learn. It taught me about points of view that my fellow grad students haven't the slightest hint of exposure to. It gave me the confidence to try something new and know I could turn failure into success as long as I utilized the resources out there I may not have known how to optimally use before I came to Dickinson. Generally speaking, it made me not only a much smarter but also a much more proficient person.</p>  |
| <p>Studying abroad gave me a greater world view that I have used to make better decisions and connect with others.</p>   |
| <p>Dickinson provided me the tools to be successful in both my professional and personal life.</p>   |
| <p>I am in a PhD program in Cancer Biology at the University of Pennsylvania. My research experience with Prof. Michael Roberts and science classes at Dickinson intellectually prepared me for my rigorous program. Interacting with various members of the Dickinson in different contexts (classes, events, internship etc) has allowed me to work well in groups, which is essential here in grad school. Overall, I think that I was able to utilize resources at Dickinson to obtain a thorough and challenging training for my current graduate program.</p>  |
| <p>Although I haven't been able to take advantage of too many of them, my time at Dickinson opened my eyes to a world of possibilities. It also gave me the confidence to actually attempt to pursue those opportunities by allowing me to earn an education that showed me what I'm capable of. Although I will need to further my education, I will always be grateful for my Dickinson experience that shaped the person I've become and for showing me the person I can be.</p>  |
| <p>My Dickinson education improved my reading and writing skills to excel at the graduate level and encouraged me to take interest in things outside of my expertise.</p>  |
| <p>My Dickinson education made me the thinker, researcher, activist, and general person that I am today. Dickinson is the sort of place that requires you to dive in headfirst. When you do, the vibrancy of campus and classroom culture inspires the best kind of transformation.</p>  |
| <p>A Dickinson education allowed for me to become the professional I am today, but more importantly, a Dickinson experience allowed me to become the woman I am today.</p>   |
| <p>Dickinson College and the academic, professional, and personal networks I was able to form there continue to fortify my cognitive development and the quality of learning experiences I am able to attain. I continue to use my writing, critical thinking, and problem solving skills in my professional and personal life, and because of Dickinson and my post-graduate experiences, I aspire to continue to achieve greatness and push myself towards a position in my career, which will be legal, that will maximize the benefit and change I hope to effect in the world around me.</p>  |
| <p>I believe that Dickinson's emphasis on a liberal arts education has and will continue to help me with problem solving, critical thinking, cultural competency and writing skills. These skills helped me to be successful in the work that I did at a 6 month internship after graduation. At Dickinson, I was continuously challenged in my coursework, and I would describe it as "rigorous", but I was determined to meet the challenge. I believe this determination will help me in the future to obtain my goals. I also appreciate Dickinson's emphasis on an international perspective. The exposure that I received from meeting international students on campus and studying abroad has helped me to shape my future career interests working in the field of international education.</p> |
| <p>Dickinson College was such a welcoming community, it became my immediate first choice for school after I visited. I really blossomed at Dickinson because of the help and support I got from my professors and from my classmates. I have learned so much from both inside and outside the classroom, and all of the knowledge I have gained has helped me continue to my next chapter, getting a job, living in a new city, and being able to learn from every experience.</p>   |



## Dickinson Class of 2014 One-Year-Out Alumni Survey

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

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

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

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

### I. Educational Activities

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

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

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

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

- Yes
- No
- Unsure

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

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

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

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

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

## Anticipated Degree

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

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

## Please provide the following information regarding your enrollment

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

- One
- Two
- Three
- More than three

For your most recent enrollment: *(conditional)*

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

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

Field of study

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

## Degree Pursued

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

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

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

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

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

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

*(text box provided)*

**Field of study**

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

**Degree pursued**

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

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

*(text box provided)*

## II. Employment Activities

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

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

**Please specify "other" *(conditional)***

*(text box provided)*

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

*(pull down menu)*

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

**Please specify "other" *(conditional)***

*(text box provided)*

**Country**

*(pull down menu)*

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

**Please specify "other"** *(conditional)*

*(text box provided)*

**Province or Territory** *(conditional)*

*(pull down menu)*

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

**State** *(conditional)*

*(pull down menu of choices provided)*

**City**

*(text box provided)*

**Job title**

*(text box provided)*

**Company name**

*(text box provided)*

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

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

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

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

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

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

When did you begin your initial job search?

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

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

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

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

Do you plan to change jobs in the coming year?

- Yes
- No
- Unsure

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

Please rate your overall satisfaction with your current job.

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

## III. Undergraduate Learning Objectives

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

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

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

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

## IV. About You

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

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

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

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

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

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

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

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

State: (*displayed from current records*)

*(text box provided)*

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

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

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

## V. Opportunities

Are you interested in any of the following opportunities?

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

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

## VI. Testimonial

**Last topic: We would love to hear your testimony of how you have benefited from your Dickinson education.**  
*(text box provided)*

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

- Yes
- No

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

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

Thank you very much for your time and effort!

We welcome your comments or suggestions regarding the survey.  
Please email them to: [insres@dickinson.edu](mailto:insres@dickinson.edu).

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

[Type here]

Dickinson College

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

|  |
|--|
| Working Full Time  |
| Classes for computer programming                         |
| Graduated  |
| Not enrolled but thinking of applying to graduate school |
| Studying for CFA   |

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

|  |
|--|
| I am planning on getting a masters in Salt Marsh/ Marine Ecology and I have begun that application process at a few schools /  |
| I plan to apply for and enroll in either an English program or an English/Film Studies program.  |
| I am thinking of applying to business school next year (2016)  |
| University of Michigan Law School  |
| Law school   |
| I would like to enroll in a Master of Business Administration program at UMBC.   |
| I am applying to medical school for the Fall of 2016.  |
| Planning to apply to doctoral programs in clinical and/or counseling psychology  |
| I plan on building my financial situation to a point where I will be able to support myself through a degree program. The program most likely will involve legal or governmental influences. |
| I plan on enrolling in a Master of Finance program   |
| I'm intending to enroll in an MFA program for visual art   |
| Law School   |

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

|  |
|--|
| Full time student  |
| Full year internship in a multilingual classroom beginning in august, leading to full time teaching position |
| Employed full-time but seasonal  |
| Laid Off Looking for a job now   |
| Unemployed by choice - in the process of applying for a change of status (student to working visa)           |
| grad school summer internship  |
| On a 9-month grant (Fulbright)   |

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

|  |
|--|
| Writing at a Marketing firm                |
| Travel                                     |
| Research and development (pharmaceuticals) |
| Geotechnical Engineering                   |
| Food and Beverage                          |
| Defense contracting                        |
| Technology                                 |
| Health Economics                           |



[Type here]

|                                   |
|-----------------------------------|
| Biomedical research               |
| Software Engineering              |
| Healthcare & Higher Education     |
| Human Resources/Wellness programs |
| Government contracting - USAID    |
| Travel                            |
| Biotechnology                     |
| Tech                              |
| Freelance Translation             |
| Law, arts and event planning      |
| Veterinary medicine research      |
| Technology                        |
| Software? Not exactly industry    |
| Finance                           |
| Construction                      |
| Technology                        |

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

|  |
|--|
| Dickinson Staff Contact                              |
| Student-faculty Research                             |
| Got job with no Dickinson resources                  |
| Conference Attendance                                |
| Certificate program alumni                           |
| Nothing related to Dickinson                         |
| Denver Publishing Institute                          |
| ROTC   |
| promotion from previous position to current position |
| flyer in HUB box                                     |
| Found this job myself                                |
| Dickinson Career Center Advisor                      |
| my own job search                                    |
| Study abroad   |
| I'm a warm body                                      |
| Being president of Hillel at Dickinson               |
| My Degree  |
| Agency   |
| ROTC/Army  |
| Coro Fellows Program in Public Affairs               |

**More details regarding the resources used to obtain current position.**

|   |
|---|
| Found job listing on company website after deciding to apply to consulting firms  |
| I worked at this nonprofit for every summer during my time at Dickinson and went back full -time after graduating   |
| It was an enormous asset to be able to be part of student-faculty research at Dickinson College. Value on close interactions with professors who are heavily invested in your growth as a scientist is truly incalculable. I developed strong interests through seeing such a great passion from my research advisor.   |
| Lots of networking, but overall a connection through previous employment (the campaign I worked on in fall 2014   |
| I used the website idealist.org. It is the best way to get a job in a non-profit that I know of. It is also very user-friendly and allows the more filters than most internet job sites.  |
| Student Conservation Association internship in a National Park aided in me getting my current job   |
| Indeed.com  |
| Spoke to Professor MacCausland during Pints with Profs and he forwarded my resume to the former division head of my division in Vinnell Arabia.   |
| I was fortunate enough to intern for Congressman Frelinghuysen the summer going into my senior year at Dickinson, however, they did not have any openings available until June of 2015. In the time between May 2014 (graduation year) and June of 2015, I accepted an internship with a government relations firm (Cassidy and Associates), however, I made an effort twice a month for every month during that time to call, email, and stop by the Congressman's office to ensure that if a position were to open up, I would be the first name that would come to mind. |
| Professor References  |
| A faculty member who had done the program suggested I look into it. From there, I applied and interviewed. I have since recommended other students for the position.  |
| A friend also from the class of 2014 referred me.   |
| Used the job posting page at various institutes, including Dana Farber.   |
| Dickinson Lacrosse Alumni Connection that I received from coach Webster   |
| I learned about the Denver Publishing Institute through its close connections with Dickinson College, and I believe my current job was gotten through my publishing certificate at the Denver Institute.  |
| Not Dickinson related at all, just applied on my own.   |
| Dickinson granted me a degree, which was a requirement for my position. The career center and all of its so-called resources are an embarrassment.  |
| I secured an internship immediately following graduation through a family connection. From that I got a temporary position at the same company, and when that time ended the HR team sent my resume around to their network of agencies (IPG). From that I secured a few interviews and eventually landed my job!   |
| Contacting the director of a previous summer program I participated in as a teen, who now works at The Boston Foundation. I was initially very interested in a job there, and he made clear that it was not a job I should want, but instead offered to help me find a position in development that was more aligned with my interests (women and girls).   |
| There were no resources used other than my existing employment and the fact that I completed my degree. This offered me the opportunity to advance into my new position.  |
| I was offered my current position at Calvin Klein a week after graduation. I was fortunate that my previous employment experiences and interests positioned me well for the job opportunity. A family friend did help put me in contact with the appropriate resources to obtain the position. That being   |

|  |
|--|
| said, I did a great deal of networking senior year and found the Dickinson Alumni network and Phil Jones in the career center to be very helpful and influential resources as well.  |
| Student-Teaching, Kappa Delta Pi   |
| Johns Hopkins HR Website posting   |
| All of the resources I used at Dickinson helped me shape my professional image as well as my interviewing skills. Without talking to alumni, I wouldn't have been able to figure out what industry I wanted to pursue and I wouldn't have been able to figure out my career goals. On-campus interviews helped expose me to interviewing and allowed me to practice for future ones.   |
| I took the initiative to reach out to over 200 alumni on LinkedIn and Heather Rangel, painter at Deloitte, was one of them. The whole process took almost a year since it was more about creating a relationship at the beginning.   |
| I worked hard to find this position. Held an internship every summer during college and made sure I had a full time position after I graduated Dickinson.  |
| Through an internship under Dr. Michael Johnson with Dickinson's Office of Institutional Research, I made a connection with the CEO of Rapid Insight Inc.  |
| Knew a friend of a friend who told me about the position.  |
| Networking through the internship I obtained through Dickinson connect   |
| Was working in a customer service role for a non-profit in California, but wanted to enter the for-profit sector, so I found, applied, and go hired at a start-up company in Chicago in a similar (but more growth-oriented role.)   |
| The recruiter noticed my resume in their system.   |
| By studying abroad at DIS, I was able to experience an amazing semester here in Copenhagen. Coming back, first as an intern for 15 months, and now as a Student Affairs Coordinator, was made possible by my semester abroad.  |
| I currently work teaching and translating for four different employers. I obtained one job through partnering up with a Dickinson Alum, two jobs through leads from former Professors of mine, and one through a colleague in Milan.   |
| Director at previous internship notified me of the open job  |
| I used Dickinson Hillel Director Ted Merwin as a reference and he helped me to get the job.  |
| I applied via entertainmentcareers.net, which is rarely a way to get in; however, I was lucky. Most employees got their interviews through referrals.  |
| Contacted by a Dickinson alumnus through LinkedIn. No help at all by Dickinson's career center.  |
| Personal Network via work colleague of my father.  |
| Work Experience primarily, and the fact I had a college degree   |
| Resume and cover letter writing services   |
| I stated my job search the summer before senior year. I began actively reaching out to alumni, the board of trustees, and friends and family to begin networking for a career post-Dickinson. However, I didn't stop there. I networked through linkedin, applied to jobs through online career sites and Dickinson connect, attended all relevant Dickinson career forums, and went to several cities for interview day events. It was hard work but it paid off – by spring I had 4 job offers and no stress compared to my friends scrambling for work. Dickinson has a successful alumni base – leverage it. |
| Volunteer roles provided me with the experience needed to enter the field.   |
| I interned at the Bank of New York Mellon during the summer going into my junior year of college. I worked for about a year with a separate employer (The ExOne Company), and when that year was concluding I reached out to my old manager at BNY Mellon. He directed me towards my current department, where I started the application process and interviews with an entirely new set of managers.  |

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| Had an internship with another Dickinson Alum, and then networked to this job.   |
| My military experience and internships I did at the War College were the biggest contributors in helping me get my current job.  |
| I am a 2014 Teach for America corps member.  |
| LinkedIN   |
| Not necessarily though any fault of the college's, but I didn't find most of the resources very useful for jobs in the scientific research sector. The most helpful aspects were letters of recommendation from faculty, as well as on-campus job and research experience.   |
| The Fulbright grant I received was a direct result of the coaching, revisions, suggestions, and encouragement of perhaps half a dozen faculty members at Dickinson.  |
| Spanish Background Dickinson College   |
| The job I am in is a hybrid of a job that Karen Laudeman posted my Senior year (2014) to the Dickinson Career Center, and another role that was also available at the time that the company felt they could combine upon meeting me and after interviewing for both. I will say though, that what helped them select me was my internship experiences in wealth management. Dickinson (during my time) had never offered internships like this/provided on campus interviewing with many financial services shops that I was interviewing at. My personal contact has since hired several dickinsonian students through back channels and provided them with a pipeline to Graduate Training Programs and post-grad interviews. I think it would be incredibly beneficial to try and get some banks and private equitiy groups HR to dickinson, or leverage the existing alumni contacts. I know many who would be willing to connect their companies to Dickinson if a Career Center employee reached out personally. |
| Working for a friend I made while studying abroad in Moscow during my junior year.   |
| I was a summer camp counselor there! Never underestimate the power of being a camp counselor if you're interested in education (it was even more valuable for me than my fancy NYC internship or being a Dickinson faculty research assistant)   |
| A family friend works for EF in New York. He helped me find my current position with the company.  |
| LinkedIn, very important in my mind.   |
| Using Idealist I applied and was accepted for a 10 week internship. After I completed my internship i was offered a full-time staff position.  |
| I first heard about the position from a Dickinson alum who reached out to members of my sorority about open positions (she had been a PiPhi at Dickinson). I did an informational interview with her and then she submitted my resume as a referral. There are a TON of Dickinsonians at The Advisory Board Company.   |
| None were gained through Dickinson services. The services provided at Dickinson proved utterly useless in the real world.  |
| Dickinson failed to provide adequate help with jobs in my desired field and region   |
| Networking with contacts I had in Baltimore.   |
| Applied on company website - no help from Dickinson or alumni.   |

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*The table below includes details for the Class of 2014 to include the school, field of study and degree.*

**Alphabetical listing of school, field, and degree for all students who are accepted to, are enrolled in, or have completed a graduate program for the Class of 2014:**

| School                         | FOS                         | Degree   |
|--------------------------------|-----------------------------|--|
| Yale                           | Economics                   | M.A. or M.S.                                       |
| Villanova                      | Business                    | Certificate  |
| University of Virginia         | Chemistry                   | Ph.D.  |
| University of Pittsburgh       | Physics                     | Ph.D.  |
| University of Pennsylvania     | Business                    | None   |
| University of Pennsylvania     | Biological/Life Sciences    | Ph.D.  |
| University of North Carolina   | Other                       | Other degree                                       |
| University of East Anglia      | Other                       | M.A. or M.S.                                       |
| University of California       | Other                       | None   |
| University of California       | English                     | Certificate  |
| University of Washington       | Education                   | M.A. or M.S.                                       |
| Temple University              | Law                         | J.D. or L.L.B.                                     |
| Penn State                     | Engineering                 | Ph.D.  |
| New York University            | Other                       | Certificate  |
| Johns Hopkins University       | Public Health               | Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.) |
| Johns Hopkins University       | Chemistry                   | None   |
| Johns Hopkins University       | Education                   | M.A. or M.S.                                       |
| Jefferson Medical College      | Medicine                    | M.D., D.O., D.D.S., or D.V.M.                      |
| Georgetown University          | Other                       | M.A. or M.S.                                       |
| George Washington University   | Chemistry                   | Ph.D.  |
| George Washington University   | Statistics                  | M.A. or M.S.                                       |
| George Washington University   | Other                       | M.A. or M.S.                                       |
| Boston University              | History                     | M.A. or M.S.                                       |
| American University            | Journalism                  | M.A. or M.S.                                       |
| American University            | Other                       | M.A. or M.S.                                       |
| USD                            | Early Childhood Development | Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.) |
| University of Utah             | Anthropology                | M.A. or M.S.                                       |
| University of Texas at Austin  | Other                       | Ph.D.  |
| University of South Florida    | Business                    | Ph.D.  |
| University of Queensland       | Public Health               | Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.) |
| University of Oregon           | Physics                     | M.A. or M.S.                                       |
| University of Nevada Las Vegas | Education                   | M.A. or M.S.                                       |
| University of Málaga           | Language and Literature     | M.A. or M.S.                                       |

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|--|---------------------------------|--|
| University of Fine Arts of Hamburg                 | Other                           | Other degree                                       |
| University of Denver                               | Other                           | Certificate  |
| University of Chicago                              | Public Policy                   | M.A. or M.S.                                       |
| UNC Charlotte                                      | Other                           | M.A. or M.S.                                       |
| Trinity College Dublin                             | Dental Hygiene/Medicine         | Second B.A. or B.S.                                |
| Touro College                                      | Education                       | M.A. or M.S.                                       |
| Thomas Jefferson University                        | Other                           | M.A. or M.S.                                       |
| Syracuse University                                | Earth Sciences                  | M.A. or M.S.                                       |
| Syracuse University                                | Higher Education Administration | M.A. or M.S.                                       |
| Sinte Gleska University                            | Other                           | None   |
| Sarah Lawrence College                             | Other                           | Other degree                                       |
| Relay Graduate School of Education                 | Political Science/Government    | M.A. or M.S.                                       |
| Philadelphia College of Osteopathic Medicine       | Medicine                        | M.D., D.O., D.D.S., or D.V.M.                      |
| Norwalk Community College                          | Health Related field            | Certificate  |
| Northeastern university                            | Medicine                        | M.D., D.O., D.D.S., or D.V.M.                      |
| New York Medical College                           | Medicine                        | M.D., D.O., D.D.S., or D.V.M.                      |
| National University of Cuyo                        | International Relations         | None   |
| Medical University of the Americas                 | Medicine                        | M.D., D.O., D.D.S., or D.V.M.                      |
| Luzerne County Community College                   | Business                        | None   |
| Liberty University College of Osteopathic Medicine | Medicine                        | M.D., D.O., D.D.S., or D.V.M.                      |
| Liberty University                                 | Business                        | M.B.A  |
| Lesley University                                  | Education                       | Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.) |
| Lake Erie College of Osteopathic Medicine          | Medicine                        | M.D., D.O., D.D.S., or D.V.M.                      |
| Glasgow University                                 | Veterinary Medicine             | Other degree                                       |
| Fordham University                                 | Psychology                      | Ph.D.  |
| Cornell University                                 | Other                           | Certificate  |
| Chatham University                                 | Clinical Psychology             | M.A. or M.S.                                       |
| Carnegie Mellon University                         | Engineering                     | M.A. or M.S.                                       |
| Benjamin N. Cardozo School of Law                  | Law                             | J.D. or L.L.B.                                     |
| App Academy  | Computer Science                | Certificate  |

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

| <b>Title/Position</b>                        | <b>Employer</b>   | <b>City</b>     | <b>State/Country</b> |
|--|---|-----------------|----------------------|
| Veterinary Assistant                         |   | Arlington       | Virginia             |
| Verification Analyst                         | Military Credentialing Solutions  | Atlanta         | Georgia              |
| Underwriter                                  | Argo Group  | Houston         | Texas                |
| Technology Services Administrative Assistant | Sutherland  | Washington      | District of Columbia |
| Technical Writer                             | Salesforce  | San Francisco   | California           |
| Technical Services                           | Epic  | Verona          | Wisconsin            |
| Technical Services                           | Epic  | Madison         | Wisconsin            |
| Technical Recruiter                          | Remy Corporation  | Denver          | Colorado             |
| Team Leader                                  | City Year Philadelphia  | Philadelphia    | Pennsylvania         |
| Teacher                                      |   |                 | Washington           |
| Teacher                                      | Department of Education   | NYC             | New York             |
| Teacher                                      | Wesgreen international school   | Sharjah         |                      |
| Surface manager                              | Jennchem  | Pittsburgh      | Pennsylvania         |
| Student Affairs Coordinator                  | DIS   | Copenhagen      |                      |
| Strength & Conditioning Coach                | Drive495  | New York        | New York             |
| Strategic Marketing Associate                | Advisory Board Company  | Washington      | District of Columbia |
| State Trooper                                | Pennsylvania State Police   | Allentown       | Pennsylvania         |
| Staff Assistant                              | US House of Representatives   | Washington      | District of Columbia |
| Spanish High School Teacher                  | Uncommon Charter Schools  | Brooklyn        | New York             |
| Software Engineer - Financial Systems        | Wayfair   | Boston          | Massachusetts        |
| Software Engineer                            | Meraki  | San Francisco   | California           |
| Social Studies Teacher                       |   |                 | Pennsylvania         |
| Social Media Coordinator                     | Carahsoft   | Reston          | Virginia             |
| Service representative                       | Eaton Vance   | Boston          | Massachusetts        |
| Server                                       | The Bryant House Restaurant   | Weston          | Vermont              |
| Senior Marketing and Sales Associate         | The Advisory Board Company  | Washington      | District of Columbia |
| Senior Executive                             | PSC   | Port Washington |                      |
| Senior Associate                             | Universal McCann  | New York        | New York             |
| Senior Associate                             | Deloitte  | London          |                      |
| Scientist I                                  | Boehringer Ingelheim Roxanne Laboratories Inc.                          | Columbus, OH    |                      |
| Science Teacher                              | Hamburg Area School District  | Hamburg         | Pennsylvania         |
| Scheduler/Office Manager                     | United States House of Representatives-Congressman Rodney Frelinghuysen | Washington      | District of Columbia |
| Sales rep                                    | At&t  | Camp hill       | Pennsylvania         |
| Sales Consultant                             | Ted Britt Ford-Lincoln of Chantilly                                     | Chantilly       | Virginia             |
| Risk Management Consultant                   | Wells Fargo   | San Francisco   | California           |
| Research Technician                          | Memorial Sloan-Kettering Cancer Center                                  | New York        | New York             |

|   |  |                |                      |
|---|--|----------------|----------------------|
| Research Coordinator                              | The Advisory Board   | Washington     | District of Columbia |
| Research Associate                                | Brain Trauma Foundation  | New York       | New York             |
| Research Associate                                | Project Vote Smart   | Philipsburg    | Montana              |
| Research Assistant                                | Johns Hopkins School of Medicine                               | Baltimore      | Maryland             |
| Research Assistant                                | The Ohio State University                                      | Wooster        | Ohio                 |
| Research Assistant                                | Brigham and Women's Hospital                                   | Boston         | Massachusetts        |
| Research and Development Intern                   | FEI Company  | Hillsboro      | Oregon               |
| Rehabilitation Assistant                          | Sancta Maria nursing facility                                  |                | Massachusetts        |
| Regional Account Coordinator                      | EF Tours   | Cambridge      | Massachusetts        |
| Recruiting coordinator                            | Uniqlo-usa   | New York       | New York             |
| Recruiter   | Viacom   | New York       | New York             |
| Recruiter   | Seven Step RPO   | Boston, MA     | Massachusetts        |
| Reconciliation Analyst                            | SEI Investments  | Oaks           | Pennsylvania         |
| Public Affairs Associate                          | The American Council on Education                              | Washington, DC | District of Columbia |
| Provider Sales Consultant                         | NaviNet Inc.   | Boston         | Massachusetts        |
| Project Coordinator                               | EGM, Inc.  | Pennsauken     | New Jersey           |
| Program Associate                                 | International Business and Technical Consultants, Inc. (IBTCI) | Vienna         | Virginia             |
| Program Associate                                 | ColorofChange  | New York       | New York             |
| Program aide                                      | The Kennedy Krieger institute                                  | Rockville      | Maryland             |
| Production Assistant                              | University Press of Kansas                                     | Lawrence       | Kansas               |
| Press Assistant                                   | US House of Representatives                                    | Washington     | District of Columbia |
| Post-baccalaureate IRTA                           | National Institutes of Health                                  | Bethesda       | Maryland             |
| Portfolio Analyst                                 | Bank of New York Mellon  | Boston         | Massachusetts        |
| PhD Student Researcher                            | University of Pennsylvania                                     | Philadelphia   | Pennsylvania         |
| Performance Analyst                               | Cambridge Associates   | Arlington      | Virginia             |
| Park Ranger                                       | Dead Horse Point State Park                                    | Moab           | Utah                 |
| Paralegal   | Kreindler and Kreindler LLP                                    | New York       | New York             |
| Page  | NBCUniversal   | New York       | New York             |
| Outreach Manager                                  | Servant Year   | Philadelphia   |                      |
| Operations Specialist                             | The Advisory Board Company                                     | Washington     | District of Columbia |
| Operations Manager                                | Alexander and Troy Tours                                       | Nutley         | New Jersey           |
| North Shore Development Associate                 | Combined Jewish Philanthropies                                 | Boston         | Massachusetts        |
| Music Touring Assistant                           | Creative Artists Agency  | Los Angeles    | California           |
| Middle School Teacher                             | MNPS   | Nashville      | Tennessee            |
| Merchandising Team Lead                           | Wayfair  | Boston         | Massachusetts        |
| Merchandising Analyst                             | Wayfair  | Boston         | Massachusetts        |
| Merchandise Coordinator, E-commerce               | Calvin Klein   | New York       | New York             |
| Mental Health Worker                              | Sheppard Pratt Health System                                   | Baltimore      | Maryland             |
| Membership and Strategic Partnerships Coordinator | ACMA   | Arlington      | District of Columbia |
| Medical scribe                                    | Essia Health   | Stamford       | Connecticut          |



|  |  |                 |                      |
|--|--|-----------------|----------------------|
| medical scribe                                   | C2 Solutions, Inc.   | Harrisburg      | Pennsylvania         |
| Marketing Coordinator                            | LinkedIn   | San Francisco   | California           |
| Marketing Coordinator                            | DPR Construction   | Falls Church    | Virginia             |
| Managing Editor                                  | Talyor & Francis   | Philadelphia    | Pennsylvania         |
| Manager  | Everyday California  | San Diego       | California           |
| Manager  | Olivia Macaron   | Washington      | District of Columbia |
| Licensed Real Estate Salesperson                 | Elegran Real Estate & Developement   | Manhattan       | New York             |
| lead assistant teacher                           | ivymount school  | Rockville       | Maryland             |
| Laboratory Technician                            | Dana Farber Cancer Institute   | Boston          | Massachusetts        |
| Kindergarten teacher at an English school        | PIA School   | Bundang         |                      |
| Junior Sales Coordinator                         | Vineyard Vines, LLC.   | Stamford        | Connecticut          |
| Junior Investment Performance Associate          | Cambridge Associates   | Washington      | District of Columbia |
| Jr. Systems Adminstrator                         | Applause App Quality, Inc  | Framingham      | Massachusetts        |
| Investment Operations Associate                  | Cambridge Associates   | Arlington       | Virginia             |
| Investment Banking Analyst                       | M&T Bank   | Baltimore       | Maryland             |
| Internet Marketing Specialist                    | Epigentek  | Farmingdale     | New York             |
| Intern in Biochemistry Development               | Morphotek  | Exton           | Pennsylvania         |
| Instructor                                       | San Gorgonio Outdoor Science School  | Angeles Oaks    | California           |
| Inside sales rep                                 | Cannondale   | Wilton          | Connecticut          |
| Initial Test Chemist                             | Omega Laboratories   | Mogadore        | Ohio                 |
| infantry officer                                 | us army  | Savannah        | Georgia              |
| Implementation Support Specialist                | Booker   | New York City   | New York             |
| Human/Political Geographer                       |  | Springfield     | Virginia             |
| Hostess  |  | Boston          | Massachusetts        |
| Health Economist                                 | International Vaccine Access Center  | Baltimore       | Maryland             |
| Health & Wellness Coordinator                    | Dickinson College  | Carlisle        | Pennsylvania         |
| Head of Marketing                                | Anthemis   | New York        | New York             |
| guest service agent                              | Hilton worldwide   | elizabeth       | New Jersey           |
| Grants Management Assistant                      | LUNGevity Foundation   | Bethesda        | Maryland             |
| Graduate student researcher                      | Upitt and Nsf  | Pittsburgh      | Pennsylvania         |
| Graduate student                                 | University of Virginia   | Charlottesville | Virginia             |
| Graduate Assistant                               | Columbian College of Arts and Science  |                 | District of Columbia |
| Global Education Consultant                      | Education First  | Boston          | Massachusetts        |
| Global Commercial Banking Communications Officer | Bank of America Merrill Lynch  | New York        |                      |
| Geotechnical Field Technician                    | David Blackmore & Associates   | Pottstown       | Pennsylvania         |
| Fulbright English Teaching Assistant             | Institute for International Education  | Araguaína       |                      |
| Front of House                                   | Marshall Wace  | New york        | New York             |
| Freelance Translator / English Teacher           | Leone Editore, Barbera Editore, Collegio di San Carlo di Milano, Istituto G.B. Montini High School | Milan           |                      |

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|--|---|-------------------|----------------------|
| floral designer                              | Flowers of Worth Avenue                                   | Palm beach        | Florida              |
| Financial analyst                            | AIG   | New York          | New York             |
| Field Technician 1                           | Cherokee Nation   | Port St. Joe      | Florida              |
| Field sales representative                   | Mr Insulfoam LLC  | Danbury           | Connecticut          |
| Executive Compensation Analyst               | Towers Watson   | Philadelphia      | Pennsylvania         |
| Events Coordinator                           | Spotluck  |                   | District of Columbia |
| Environmental Educator                       | Trinity Center  | Pine Knoll Shores | North Carolina       |
| English teacher, private tutor               |   | Moscow            |                      |
| Elementary Teacher                           | Baltimore City Publoc Schools                             | Baltimore         | Maryland             |
| Elementary School Teacher                    | Ccsd and Teach for America                                | Las Vegas         | Nevada               |
| Editorial Assistant                          | Taylor & Francis  | Philadelphia      | Pennsylvania         |
| District Scheduler/Executive Assistant       | House of Representatives                                  | White Plains      | New York             |
| Director of Sales and Client Communication   | Uncorking Argentina                                       | Mendoza           |                      |
| Director of Jewish Student Life              | Hillel at Ithaca College                                  | Ithaca            | New York             |
| Director of Annual Giving                    | Moorestown Friends School                                 | Moorestown        | New Jersey           |
| Development associate                        | Atlantic Health System                                    | Morristown        | New Jersey           |
| Development and Marketing Assistant          | Pro Bono Partnership                                      | White Plains      | New York             |
| Data entry                                   | Columbia university                                       | Manhattan         | New York             |
| Data Analyst                                 | Rapid Insight Inc.  | North Conway      | New Hampshire        |
| Customer Service Representative              | Kitchfix  | Chicago           | Illinois             |
| customer service manager                     | gobble  | palo alto         | California           |
| Credit Origination Analyst                   | Wells Fargo   | New York          | New York             |
| Counter Terrorism Analyst                    | BAE   | Arlington         | Virginia             |
| Corporate Recruiter                          | ActioNet, Inc.  | Vienna            | Virginia             |
| Copywriter                                   | Red Ventures  | Charlotte         | North Carolina       |
| Coordinator for Campus Recreational Programs | Dickinson College   | Carlisle          | Pennsylvania         |
| Commercial Leadership Program                | General Electric Capital                                  | Costa Mesa        | California           |
| Clinics Research Associate I                 | Cedars Sinai  | Los Angeles       | California           |
| Clinical Monitoring Associate I              | PAREXEL Internation                                       | Billerica         | Massachusetts        |
| Clinical Coordinator                         | The Children's Hospital of Philadelphia                   | Philadelphia      | Pennsylvania         |
| Client Relationship Specialist               | Vanguard  | Valley Forge      | Pennsylvania         |
| Client associate                             | Merrill lynch   | New york          |                      |
| Client Account Manager                       | concept3D Inc.  | Denver            | Colorado             |
| Chesapeake Conservation Corps Intern         | Banner Neighborhoods                                      | Baltimore         | Maryland             |
| Chesapeake Bay Conservation Corps Volunteer  | Midshore Riverkeeper Conservancy/<br>Chesapeake Bay Trust | Easton            | Maryland             |
| Caseworker                                   | Dauphin County CYS  | Harrisburg        | Pennsylvania         |
| Case Manager                                 | Commission on Economic Opportunity                        | Wilkes-Barre      | Pennsylvania         |
| Case Manager                                 | Bergman & Moore, LLC                                      | Bethesda          | Maryland             |

|  |                                      |                        |                                     |
|--|--------------------------------------|------------------------|-------------------------------------|
| Captain/Front Desk/Management trainee  | Dave & Buster's                      | Hanover                | Maryland                            |
| Business Consultant  |                                      | Radnor                 | Pennsylvania                        |
| Business Analyst   | Ralph Lauren                         |                        | New Jersey                          |
| Business Analyst   | Deloitte                             | Arlington              | Virginia                            |
| Business Analyst   | Deloitte Consulting LLP              | Chicago                | Illinois                            |
| Broker and financial consultant  | Vanguard group                       | Philadelphia           | Pennsylvania                        |
| Brewer/Lead Cellartech   | SingleCut Beersmiths                 | Astoria                | New York                            |
| Brewer   | Free Will Brewery                    | Perkasie               | Pennsylvania                        |
| Biochemist   | Eurofins                             | Lancaster              | Pennsylvania                        |
| Behavioral Health Case Manager   | Downtown Emergency Service Center    | Seattle                | Washington                          |
| Bartender  | Charles Village Pub                  | Baltimore              | Maryland                            |
| Asst. Client Admin Officer   | BNY Mellon                           | Pittsburgh             | Pennsylvania                        |
| Associate, Digital Investment  | Mindshare                            | New York               | New York                            |
| Associate Teacher  | Success Academy                      | New York City          | New York                            |
| Associate Design Engineer  | Henkels and McCoy Networks           | Plymouth Meeting       | Pennsylvania                        |
| Associate  | The Markham Group                    | D.C.                   | District of Columbia                |
| Associate  | Daniel Fine Art Services             | Laguna Beach           | California                          |
| Assistant, Motion Pictures Business Affairs  | Creative Artists Agency, LLC         | Los Angeles            | California                          |
| Assistant to High School Director  | The Dalton School                    | New York               | New York                            |
| assistant supervisor   | weeks marine                         | Jersey city            | New Jersey                          |
| Assistant Operations Officer   | United States Army                   | Fort Polk              | Louisiana                           |
| Assistant Designer   | LA Roxx                              | Los Angeles            | California                          |
| Assistant Chief of Configuration Management (former, Assistant Curriculum Developer) | Vinnell Arabia                       | Riyadh                 |                                     |
| Assistant Account Executive  | Virgo Health                         | New York               | New York                            |
| Analyst - Finance Dept.  | Point72 Asset Management<br>Aurotech | Stamford<br>Washington | Connecticut<br>District of Columbia |
| Analyst  | Mercer                               | Des Moines             | Iowa                                |
| Analyst  | Convergence                          | Norwalk                | Connecticut                         |
| Analyst  | Butler Montessori                    | Darnestown             | Maryland                            |
| Adolescent Humanities and Language Arts Guide  | Middleburg Academy                   | Middleburg             | Virginia                            |
| Admissions Officer   | Towson University                    | Baltimore              | Maryland                            |
| Admissions Counselor   | Ithaca College                       | Ithaca                 | New York                            |
| Admission Counselor  | American Heart Association           | Harrisburg             | Pennsylvania                        |
| Administrative Associate   | Association Member Benefits Advisors | Austin                 | Texas                               |
| Accounting Specialist  | FRUKT                                | Chicago                | Illinois                            |
| Account Trainee  |                                      | Cleveland              | Ohio                                |
| Account Manager  | Verizon Wireless Celular Sales       | Huntington             | New York                            |
| Account Manager  | The Advisory Board Company           | Washington, DC         | District of Columbia                |
| Account Management Associate   | Global Knowledge                     | Raleigh                | North Carolina                      |

|                        |  |           |                |
|------------------------|--|-----------|----------------|
| Account Executive      | Edelman Korea                                | Seoul     |                |
| Account Executive      | The Weather Company                          | Detroit   | Michigan       |
| Account Coordinator    | Teach for America                            | Mission   | South Dakota   |
| 7th Grade Math Teacher | Teach For America                            | Charlotte | North Carolina |
| 4th Grade Teacher      | Covington and Burling LLP, Perella<br>Events | New York  | New York       |

## How have you benefited from your Dickinson education?

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

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| <p>Though what I studied is not directly applicable to my current position, the overarching theme of being a globally minded citizen of the world has helped me adapt to a completely different culture. I was successfully able to overcome a huge learning curve due to the problem solving and critical thinking skills I strengthened at Dickinson. Without the international focus of Dickinson as a foundation I do not think I would have had the confidence to pursue a job in one of the most conservative states of the Middle East. Thank you.</p>  |
| <p>Dickinson encouraged me to broaden my global experience, which has truly paid off with an exciting two year stint in Copenhagen.</p>  |
| <p>The friends I made at Dickinson will stay with me forever, and the connections I have through them will surely help me in both my personal and professional development.</p>  |
| <p>Dickinson College has been a huge part of my life. Through the students and teachers, I was able to achieve a greater knowledge for life after school than, in my opinion, anywhere else I was considering for school. I love Dickinson and wish to one day send future Nicks to that great campus! GO HARD BIG DICK!!!!</p>  |
| <p>My Dickinson education allowed me to become accustomed to high standards being expected for all works produced at an early stage in life. For it is an expectation which is common when working in a GMP Laboratory that is Regulated by the FDA and DEA. The discipline I developed during my years at Dickinson has proven invaluable in my career, time and again.</p>   |
| <p>My Dickinson experience has clearly affected my life in numerous aspects. Through my years at Dickinson, I was able to expand my mind and ongoing understanding of the world as I see it. I was able to travel all over the world, work for two United States Congressmen, engage on local and foreign grassroots efforts, but more importantly; Dickinson taught me how to think in a different way and succeed in bringing new elements/a new way of thinking personal and professional engagements. Aside from educational benefits, I have made long lasting relationships with friends that I consider new family members. There is not a day that goes by where my education at Dickinson College and my experiences have not affected the way I live my life.</p>  |
| <p>I grew into a better person At Dickinson. As a student, athlete, and dickinsonian I learned how to prioritize work and balance life while working hard to succeed. I never imagined how this would help me in my first job, but now I see exactly how my Dickinson education paid off!</p>  |
| <p>Dickinson College and the academic, professional, and personal networks I was able to form there continue to fortify my cognitive development and the quality of learning experiences I am able to attain. I continue to use my writing, critical thinking, and problem solving skills in my professional and personal life, and because of Dickinson and my post-graduate experiences, I aspire to continue to achieve greatness and push myself towards a position in my career, which will be legal, that will maximize the benefit and change I hope to effect in the world around me.</p>  |
| <p>I am in a PhD program in Cancer Biology at the University of Pennsylvania. My research experience with Prof. Michael Roberts and science classes at Dickinson intellectually prepared me for my rigorous program. Interacting with various members of the Dickinson in different contexts (classes, events, internship etc) has allowed me to work well in groups, which is essential here in grad school. Overall, I think that I was able to utilize resources at Dickinson to obtain a thorough and challenging training formal current graduate program.</p>  |
| <p>Dickinson offered so many different opportunities for me to get involved and try new things. I was able to participate and gain new skills in a wide variety of different areas, which really helped me become a well-rounded person. I was able to hold several internships, leadership positions, and volunteer, which exposed me to things I would have otherwise never experienced. I was fully prepared going into my job and was able to get a new job in under a year at my company. Dickinson really helped prepare me or the real world!</p>   |
| <p>My Dickinson experience is invaluable. In many ways I think my Dickinson Education and the opportunities it provided me with help to set me apart as a recent graduate. Dickinson gave me a well-rounded education, emphasized the importance of collaboration through a small community, and through this showed me the importance of contributing not just as a supporter but engaging as a leader. In addition to the lifelong friendships I formed during my time at Dickinson, my courses shaped specifically by the English and Art History departments, helped me to be self-motivated, organized, and solution-oriented. A huge reason I chose Dickinson was for its focus on global education; I knew I wanted to study abroad. With that in mind I took a risk and I spent my entire junior overseas split between a semester in London/Norwich, England and Florence, Italy. My time abroad may be the single most defining opportunity of my time at Dickinson. I am eternally grateful for my four years spent amidst the limestone. Thank you, Dickinson College!</p> |

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| <p>Overall, my education at Dickinson was very rich and fulfilling. Interesting courses were offered, and I thoroughly enjoyed the courses outside of my major, as well as my other campus activities, such as orchestra and violin lessons. With regards to furthering my career, I think I received a solid education in terms of the biochemistry major and all of the faculty involved, and I was lucky in finding a professor willing to allow me to start research my freshman year. I displayed interest in doing cancer research, and I just so happened to be in a general chemistry class with a brand new professor who was looking to start up a lab. From there, I was able to land my first internship by extensive emailing of lab heads, with no real need for aid or assistance from Dickinson (except for personal recommendations from faculty). My other two internships were also self-acquired, however, I was funded for my second internship with a Dickinson Grant, for which I am very grateful for. The same goes for the job I am currently at. I have not really been able to apply much of my full, rounded Dickinson education to my career, but my Dickinson education overall has helped shape the way I think and perceive things, so for that, I am grateful.</p> |
| <p>I had loved my time at Dickinson and feel that it has prepared me well to begin my professional career. I have made lifelong connections during my time there and will always have fond memories of my college experience.</p>  |
| <p>Studying abroad gave me a greater world view that I have used to make better decisions and connect with others.</p>   |
| <p>Dickinson College put me in a tier above the rest in my understanding of the global landscape and my ability to think critically. I feel ready for any situation and confident to support my beliefs and accomplish my goals because of my Dickinson education.</p>   |
| <p>My Dickinson education provided me with the opportunity and tools to advance not only my knowledge and abilities, but also empowered me to step up and get involved with community events and concerns, as well as giving me the confidence to do so. A Dickinson education is unique and distinctive due to the critical thinking skills developed and the global/community outreach and exposure that are part of every student's experience.</p>   |
| <p>I feel that Dickinson has truly shaped me into a hardworking, capable adult who can not only participate in both my community and my workplace but really stand out and be a leader.</p>  |
| <p>I mostly would like to point out that my professors kept in touch with me after graduation. They genuinely care about my success in graduate school and in life. When I questioned my abilities in physics to them they told me to reflect upon my successes here at Dickinson and reminded me what I am capable of. I cannot express enough how much this meant to me. You can take classes and learn everywhere but the personal touch you get from professors who actually want you to succeed is priceless.</p>   |
| <p>There's no way to express all that in this little box! I am an entirely different person from what I was before Dickinson.</p>  |
| <p>Dickinson provides me with learning experiences both in and out of the classroom that strengthened my ability to see the world around me in new ways and to address problems with creative thinking. The Dickinson experience shaped who I am and gave me the confidence to conquer any challenge.</p>  |
| <p>Dickinson provided me the tools to be successful in both my professional and personal life.</p>   |
| <p>I truly believe the one reason I got my current job was through the Denver Publishing Institute, which I would not have heard about without Denver's close relationship with Dickinson.</p>   |
| <p>Dickinson gave me leadership opportunities which allowed me to acquire my dream job.</p>  |
| <p>Dickinson was a tremendous place for me to learn how to balance work and life. Instead of learning strictly how to perform the functions of a career, I was encouraged to explore areas of interest that currently help me to lead a fulfilling life outside of work. To be clear, I felt more than adequately prepared for my career as well. Given the opportunity, and what I currently know about my experience, I would certainly have chosen to attend Dickinson College again.</p>   |
| <p>My experience at Dickinson provided me the opportunity to get a global education by studying abroad, and incorporating a vast array of writing texts and analysis into my education. It also enforced the importance of internships through educating students and the importance of hands on learning.</p>   |
| <p>I loved Dickinson and miss it very much now. I loved that every day was a new day for learning, that my professors cared about me on an individual and personal level, and that I developed a myriad of skills that I use today.</p>  |
| <p>I work directly with clients of different races, mental health capacity, and socioeconomic position. Before Dickinson I knew to treat everyone with respect and dignity, but Dickinson exposed me to many other people who think similarly in that regard.</p>  |
| <p>Thanks to the language skills I gained as a Spanish major and thorough studying abroad, I had the opportunity to spend six months as a field organizer in Spanish speaking South Texas for the campaign for governor. My language skills also helped lead to me getting hired as a case manager for a veteran's law firm, where I currently work. The firm has numerous clients in Puerto Rico and I am one of the few Spanish speakers on the office so I spend a lot of time using Spanish at work. My language skills made me a more attractive candidate.</p>   |



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| <p>I think learning how to solve problems, in particular difficult problems where you are likely to be wrong most of the time has really helped me. Working through these issues with fellow students and coming up with creative answers helps you out the most in the world of software and business. Team work is the most important thing at most companies so the social skills and the team work that the Math department helps develop have been key in my success.</p>  |
| <p>Although I haven't been able to take advantage of too many of them, my time at Dickinson opened my eyes to a world of possibilities. It also gave me the confidence to actually attempt to pursue those opportunities by allowing me to earn an education that showed me what I'm capable of. Although I will need to further my education, I will always be grateful for my Dickinson experience that shaped the person I've become and for showing me the person I can be.</p>   |
| <p>I am now working in the Know Your Customer (KYC), Anti-Money Laundering team of the Bank of New York Mellon's Global Asset Servicing department. On a daily basis I am interacting with our platinum European clients, and I am the main German contact person for our team. I double majored in International Business &amp; Management and German at Dickinson. So the combination of gaining a business-focused skill set, research skills, analytical problem solving skills, etc. and the improved ability to speak the German language more efficiently (but not all of the "discuss German Modernism and art" classes... which were a huge waste of my time) really helped prepare me to excel at my current internationally-focused position. My only huge complaint is that I didn't have a single course related to "business German" within my German major... there was too much of a focus on romanticism, German novels, art, architecture, etc. that may have been "interesting," but was extremely impractical in the working world.</p> |
| <p>Dickinson is one of the best things to ever happen to me. I constantly reflect upon the benefits of my education and feel strongly that there is no place quite like it.</p>   |
| <p>My Dickinson education both expanded my cultural and environmental understanding, while helping to form bonds that will serve as life-long friendships.</p>  |
| <p>Two experiences from my time at Dickinson that stand out every day. The first was in Professor Webb's intro to IR class and he asked us if there are two sides to every story. I (and most of the class) first responded that every story has two sides. Then Professor Webb led us to realize every story has almost infinite sides because of the multitude of perspectives one can use. The second was in my first-year seminar with Professor Ruhl. He divided us into groups and then assigned us different sides of the debate on the legalization of drugs. I was anti-legalization and he assigned my group to do the pro-legalization argument. I reconciled that I could not change groups and researched how to argue for legalization. I used micro-economic analysis to look at the debate to make the argument and it changed my mind on the debate. This experience demonstrated how to use concepts from multiple disciplines in an argument.</p>  |
| <p>My Dickinson education taught me to read, write, and think critically about the world around me. I strive every day to model these passions and skills that I learned from Dickinson for my students in the classroom.</p>   |
| <p>Dickinson College was such a welcoming community, it became my immediate first choice for school after I visited. I really blossomed at Dickinson because of the help and support I got from my professors and from my classmates. I have learned so much from others inside and outside the classroom, and all of the knowledge I have gained has helped me continue to my next chapter, getting a job, living in a new city, and being able to learn from every experience.</p>  |
| <p>A Dickinson education allowed for me to become the professional I am today, but more importantly, a Dickinson experience allowed me to become the woman I am today.</p>  |
| <p>My Dickinson education helped me broaden my mind and worldview. I learned so much, not only academically, but also about myself and the kind of person I want to be.</p>   |
| <p>My Dickinson professors gave me an arsenal of skills to think critically and question everything around me, from written and verbal sources to my own identity. It was after graduation that I realized it was up to me to put these skills to good use, to join in with the movements that have already been going on in this country for centuries, to work for a better world for everyone in it.</p>   |
| <p>Every job I've applied for since graduating has been offered to me on the spot. Enough said.</p>   |
| <p>Dickinson has provided me with exceptional life experiences. Through the School for Field Studies in Turks &amp; Caicos, I got to dive every day while conducting marine biology research and contributing to the local government's policies on economic development and expansion. These experiences as well as many others that Dickinson has provided me have helped me to think critically and get involved in things that we help contribute and make a difference in the world.</p>   |
| <p>Dickinson taught me how to learn. It taught me about points of view that my fellow grad students haven't the slightest hint of exposure to. It gave me the confidence to try something new and know I could turn failure into success as long as I utilized these sources out there I may not have known how to optimally use before I came to Dickinson. Generally speaking, it made me not only a much smarter but also a much more proficient person.</p>   |
| <p>Dickinson truly made me well-rounded. Even in my field of engineering, having the bigger picture in mind and my role in that makes me a better engineer.</p>   |

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| Dickinson allowed me to expand on my critical thinking, writing, and research skills. I use those skills every day in pursuit of my JD.  |
| My Dickinson education improved my reading and writing skills to excel at the graduate level and encouraged me to take interest in things outside of my expertise.   |
| 95% of what I learned I have not used in my personal or professional life. Tuition needs to be lowered to be even remotely acceptable. I'm lucky to have a Computer Science degree; I have no idea how people are supposed to just jump into the real world with all their academia skills they've acquired obtaining more obscure degrees.  |
| Dickinson's atmosphere is really warm and I really loved its small class-size and students-focused faculty members and staff.  |
| Dickinson taught me how to think critically and write clearly and persuasively. Through my Dickinson education, I became unabashedly passionate about academics and learning as much as I can about the world around me. I had professors who consistently encouraged and challenged me and pushed me to always think, write, and do more.   |
| Dickinson taught me to see the world as it is. My college experience was a microcosm of the larger struggles taking place across the globe. I formed meaningful relationships with a solid group of friends who helped me through the worst of times. I also learned more about myself, the innate violence of our culture and how we as individuals manifest and reinforce that violence through our everyday interactions. If it wasn't for Dickinson, I probably wouldn't have the worldview I do, nor the relationships I maintain. That being said, it was the professors, the students, the underclass punks, artists and drug dealers of Carlisle who I adore, not the frat bros, the College Deans or the Board of Trustees. Dickinson is just like every other bourgeois liberal arts school, it's not special. I think the professors are phenomenal. The bureaucrats in the administration, however, they represent the worst parts of American culture, these Little Eichmanns who maintain the apparatus thinking that every student is special and has potential for some vague undefined 'greatness.' About 25% of US college graduates major in business and economics seeking careers in high finance. That's disgusting and shows what interests American culture truly represent. So, yes. Thanks for offering alternative perspectives of the world but don't act like you're the rebel school. You still promote bourgeois patriarchal values and until that cultural infrastructure is dismantled, Dickinson will never be able to provide a truly transformational education.   |
| One of the things that drew me to Dickinson was our motto: "Engage the World." It is that motto that I have tried to live by and it is that mentality that brought me to a first and second year of AmeriCorps service with Reading Partners. Dickinson taught me how look at scenarios and social issues, ask questions, and see things from multiple perspectives. Only then can I begin to try and be part of solutions to seemingly impossible questions.  |
| So thankful for everything Dickinson taught me.  |
| As an English major at Dickinson, I loved researching books, reading them, and writing about what I had read. In my job at the public library, I get to do all of these things--helping patrons find books, communicating with them about research methods, and recommending good books based on their entertainment or literary merit. Although I was not exactly sure what I wanted to do with my English major while I was at Dickinson, the diversity of the major (especially when I got to research my senior thesis) allowed me to see what aspects of the major I enjoyed. Once I knew which aspects of the major I enjoyed, it was clear which career path I needed to go down.   |
| My Dickinson education made me the thinker, researcher, activist, and general person that I am today. Dickinson is the sort of place that requires you to dive in headfirst. When you do, the vibrancy of campus and classroom culture inspires the best kind to transformation.   |
| I'm sure you'd like to hear how my Dickinson education prepared me for my future, well fun surprise -- it didn't. My degree is useless and my mentors, professors and bosses whom I looked up to and respected; those of whom during award ceremonies and farewells showered me with the utmost praise and compliments left me out to dry when it came to looking for jobs or internships. Instead those internships were filled with those less qualified or more simply their own children. If Dickinson provided me any useful education for the future it is that I learned how to deal with the pointless beauracracies, egotistical professors and depressed administrators in higher education that hate their jobs and treat the students they're meant to guide merely as money bags and minor annoyances to shuffle on to the next administrator that doesn't want to deal with the problem. In fact, I think the extraneous difficulties I faced at Dickinson set me back from the continuation of my education by a year. After I graduated the thought of dealing with another professor who chooses his freshman daughter to fill the senior internship position or have another advisor tell me I have no right to complain about the decision to hire the most unqualified professor to your department or have another argument with campus life over random roommate assignments who turn out to be suicidal or in a room with a collapsing wall actually made me physically sick. I'm sure none of this will make any difference because Dickinson, like nearly every other academic institute in the U.S. (Sorry to let you know it's not a Distinctively Dickinson thing) is only looking for students who--had the best life altering experience that was so cathartic that when they make millions of dollars they'll donate back to the school-- to write some |



superlative filled piece of propaganda dribble to put on the website or send out to alumni. I'd like for Dickinson to acknowledge the students who experienced the dark underbelly of co

I believe that Dickinson's emphasis on a liberal arts education has and will continue to help me with problem solving, critical thinking, cultural competency and writing skills. These skills helped me to be successful in the work that I did at a 6 month internship after graduation. At Dickinson, I was continuously challenged in my coursework, and I would describe it as "rigorous", but I was determined to meet the challenge. I believe this determination will help me in the future to obtain my goals. I also appreciate Dickinson's emphasis on an international perspective. The exposure that I received from meeting international students on campus and studying abroad has helped me to shape my future career interests working in the field of international education.

I have to admit, Dickinson always irritated me while I was there. Hardcore we're talking here. But a year out I found myself beginning to become extremely grateful for the modes of thinking I was taught. When I moved to Los Angeles I really began to see that critical thought and mannerism doesn't come easy. I encountered a lot of narrow minds. After six months living in the city I was looking back on my time at Dickinson as productive and not traumatic as I had before. So call it a strange reversal if you' like. But that's what happened.

I cannot say enough about how central my Dickinson education is to the person that I am today. At Dickinson, I was asked at every single turn - in and out of the classroom, on campus and abroad - to think critically, research thoroughly, contextualize broadly, engage politically, consume sustainably, question constantly, listen carefully, and live thoughtfully. Dickinson trained me not just to be a good academic, but to be a good citizen and a good person. A person who is not only open to and excited about the prospect of improving the world, but who has the ability to really do it. It is hard to quantify what my Dickinson education has given me, because it has given me so much more than a job or a certain salary. It has opened up an entire world of long conversations in foreign languages, of political rallies and sustainability marches, of community microfarms and international book clubs. It has given me hope and confidence and a life without limitations. I cannot separate myself from my Dickinson education. It is a part of me. I am now and will forever be, very proudly, a Dickinsonian.

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

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| Dickinson provided a very different culture that I was not used to, it helped me learn tolerance  |
| It is hard to put in words truly how a Dickinson education prepares students for life after college. I was fortunate to take advantage of Dickinson's resources while at school. One of these resources was Kappa Delta Pi, an international honors education fraternity dedicated to enhancing education. I worked in the local community with schools on varying projects. Through this organization I gained valuable experience in my field and received awards allowing me to travel abroad and come back to Dickinson for a tuition free ninth semester to student-teach. Since Dickinson, I worked part-time for three months before becoming a full-time teacher in a respectable school district. I frequently see friends I made at Dickinson and visit the school during alumni functions. I could not be happier with my choice of a college and where I currently am in my career. |
| Honestly Dickinson taught me a lot of things but the most important things I learned were just life things. Like living on my own. Also dealing with incompetent and unintelligent people on a regular basis.   |
| So far I haven't, but that's not Dickinson's fault. I just need to figure out what I want to do with my career. I'll let you know when I start using my expensive degree.   |
| Dickinson taught me an incredible amount both academically and personally. The skills I acquired of being able to apply what I learned in other courses has been highly applicable in my professional life. It has helped me connect the dot and make the bigger picture. Dickinson also taught me how to work with all kinds of individuals and to express my thoughts and opinions with confidence. As a woman, Dickinson empowered me to feel like I have a voice in a business environment, and that I to have something of substance to say.   |
| The social/worldly skills that I adopted during my time have proven invaluable to me professionally as an automobile sales consultant, despite my view that the industry as a whole is a horrible, cancerous aspect of the American marketplace. I desire very much to escape, and name recognition has also provided me with considerations among potential employers whom I truly do wish to work for.  |
| Dickinson's extracurricular activities really provided me with an opportunity to explore various interests outside of the classroom. I knew that I had an interest in event planning and music early on and decided to join the Multi-Organizational Board to continue to explore this passion. The skills and connections I acquired through MOB have given me a very strong network in the entertainment industry in LA and helped me get my job at CAA. My classroom education has helped me succeed at my job, and has prepared me well for the decisions and situations I have faced since graduation. Dickinson's well-rounded education has served me well in all aspects of my life since graduation.   |
| It teaches you awareness of the world outside the small community. Helps you understand foreign cultures.   |
| My education from Dickinson has been an incredible resource. I'm thankful for the opportunity and all that I took away from it. As someone that did not intend to pursue an advanced degree after leaving Dickinson, I felt that the school's career resources did not cater to my needs. A basic tutorial on linkedin and an awkward pseudo job interview are not partially useful, especially considering that this information can be easily found on Google.  |
| I learned not to take what my professors (history, philosophy, sociology) said, mostly regarding social issues, too seriously. Most of the time, "issues" are created by them to make them feel important or give them a purpose. The real world operates very differently from academia  |
| I met wonderful people there - both students and staff - which enriched my views on the world and myself.   |
| Dickinson was all about producing graduates who are globally integrated. I'm now working for a company who employs ~19,000 people across the globe. I feel my experience at Dickinson helped prepare me for the global working environment I'm now a part of.   |
| The greatest skill I learned from Dickinson, specifically my English major, was knowing how to read and interpret information. Dickinson also taught me how to be self-sufficient in my learning and pursue further knowledge.  |
| Dickinson prepared me for every facet of life by primarily developing my analytical skills, attention to detail, professionalism, networking skills, leadership and creativity. The expansion of my mind, cultural understanding, and skill set was immediately noticeable when relevant to real-world applications.  |
| The liberal arts education that Dickinson provided has allowed me to easily adapt to new challenges and responsibilities job the workplace.   |
| Dickinson has helped me in the education world.   |
| It helped me mostly to come out of my shell and to confidently talk to people, a skill I lacked severely upon starting.   |

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| <p>Dickinson helped me learn about the global business environment, through classroom and real world experience. It also helped me learn the importance of team work in the work place.</p>  |
| <p>Dickinson positively shaped my life in every way possible. I discovered what I'm most passionate about, I got to study subjects that are most interesting to me, and I got to have the amazing experience of being a DAAD scholar and study abroad in Germany for a year (even though my experience in Germany was not entirely the best, I look back on the experience as entirely valuable). I miss Dickinson!</p>  |
| <p>My experience at Dickinson was positive, except for my experiences with the Archaeology Department. I am now successfully pursuing archaeology in graduate school and being in another department and meeting more people in the field has reinforced my negative opinions of Dickinson's Archaeology Department. The department has poor professors, is poorly structured and organized, and does not help undergraduates at Dickinson to pursue a successful career in archaeology. I benefited greatly from other department at Dickinson, particularly history and earth sciences, but I remain extremely unhappy with my experiences in Dickinson's Archaeology Department and strongly recommend an extensive review of the professors and program structure. I am happy to provide further details if requested.</p>   |
| <p>Dickinson prepared me in many areas (mainly language, literature and sciences), preparation which has allowed me to excel in my current degree. The opportunity to study abroad has made me an effective communicator in another culture and adaptable to new environments and eager for new challenges. The Dickinson network has provided me with support and the opportunity to give input about my master's program (a Dickinson partner program) even after graduation. I am still in contact with faculty and friends from my undergraduate study abroad. I would like to help Dickinson students in the future with obtaining the opportunity to study abroad.</p>   |
| <p>Studying at a university makes me better appreciate the individual attentions and advices that I received from professors at Dickinson. Dickinson fosters a great sense of community which is truly valuable. You know that whatever decision you want to make about your academic or career paths you can always find support and advices from professors, advisors, administrative staff, and friends.</p>  |
| <p>This space is too small to describe in full how I made strong friendships, became a confident and competent member of society, and found my passion in the earth sciences all during my short time at Dickinson. I regret absolutely none of that time.</p>   |
| <p>Please note that I am not actually enrolled in a program at University of Pennsylvania. I answered the first question wrong and was unable to go back to change my answer so I had to pick a school and subject. I loved my mosaic program more than I can even say. Being able to reference all the work I did when I was abroad is really helpful in interviews when I want to seem super cultured. I was the Mediterranean migration mosaic. It feels great in interviews being able to say that I was selected for a stud abroad research team. I also am so grateful that I was able to pursue and receive a major, minor and certificate. I think the only thing I would potentially add is a senior send off class/seminar where we learn an overview of how to function in the real world. Like taxes, credit score...things that we would need to know about.</p>  |
| <p>I feel like a well-rounded person, able to think critically about small and large issues. I am an independent thinker, who can articulate myself in my personal and professional life because of the writing and investigative skills I gained at Dickinson.</p>  |
| <p>Dickinson provided me the opportunities to get engaged both on campus and off. I have taken that leadership development into the workplace, and strongly believe that Dickinson has prepared me well for my ultimate goal of medical school and a career as a physician. Dickinson provided a balanced education in both the sciences and the humanities, and matched my goal to serve the community throughout my undergrad and post graduate life. I have nothing but positives to say regarding the education that I receive at Dickinson. In total, I only felt that there was one professor who seemed uninterested in his students, and despite that one prof, all others provided an exemplary amount of guidance and knowledge. I hope to stay very involved with Dickinson in the future, and look forward to contributing to the campus throughout my career.</p> |
| <p>I still believe attending Dickinson is the best decision I've made in my life. The network I have in NYC - both professionally and personally - has made me significantly happier in my work and personal life. I've networked with Dickinsonians and believe they're the best resource for me in my career and I've made some of the best friends of my life through the college.</p>  |
| <p>It was alright, but very much a Dickinson bubble. Full of wealthy kids.</p>   |