



5-Year-Out Alumni Survey – Graduating Class of 2006

Description

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

Objectives

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

Frequency and Method

The online survey is administered each year to alumni five years after their graduation by the Institutional Research Office. It is typically administered in June and July with an initial email invitation and two follow up email reminders for those who have not yet completed the survey. The general content of the survey has remained unchanged for several years, but additional questions are provided by the Career Center based on their assessment of current issues and topics of concern regarding graduate school and employment trends. This survey in conjunction with the 1-Year-Out and the 10-Year-Out alumni surveys, both of which are quite similar in format and content, provide a broad view of the progress and accomplishments of our graduates.

Primary Benefactors

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



Executive Summary

Status Five Years after Graduation

Within five years after graduation, 94 percent of our alumni are working full time, in a graduate or professional school program, or accepted to attend such a program in fall 2011. Seventy-one percent of graduates are employed full time and 56 percent of graduates are enrolled in graduate or professional school, have completed a graduate degree or certificate program, or will begin their graduate studies in fall 2011. These numbers are not mutually exclusive, since some graduates are on both tracks. The employment number is down four percentage points over last year. The enrollment figure for this class is the same as it was for the Class of 2005 and is just two percentage points below the average of the classes of 2002-2005.

Seventeen percent of all respondents indicated that they plan to change jobs or enroll in a new degree program within the next year. This is down 4 points from the Class of 2005 and down nearly eight points from the average of the previous four years. Twenty-four percent, (more than in any previous year) indicated they were “unsure” about whether or not they will change jobs or enroll in a new program. The average for the previous four years was just 14%.

Graduate and Professional School

Fifty-two percent of those who have continued with their education in a degree earning program have earned or are pursuing a master’s degree, and 56 percent of *all* the respondents are pursuing or have earned a Master’s or higher degree. The most popular field of study continues to be Arts & Science (38% of those who are in or have completed school). The numbers are down slightly for those who have earned, or are pursuing a law degree (12%). The proportion of the class who are going into the medical field (16%) increased for the fourth year in a row and is at the highest level for the category since we’ve been conducting this survey. Shown below is a breakdown of the general areas of study for those respondents who are in school or have completed a degree.

Arts and Sciences 38%	Medical 16%	Education 14%
Law 12%	Business Related 12%	MBA 7%

Employment

Seventy-one percent of the graduates of the Class of 2006 are employed full-time, in a variety of fields, and hold an assortment of positions. The employment fields of Education, and Business and Industry are the most popular, (21% and 20% respectively). The proportion of graduates employed at Non-Profit agencies (14%) is 5 points higher than last year and 3 points greater than the previous high. Health Services and Government are both down this year while the areas of Law and “other” have shown an increase. Eighty-two percent of those who are employed indicated they were either *satisfied* or *very satisfied* with their current job and less than 3% are *unsatisfied* or *very unsatisfied*. Shown below are the six most common fields of employment.

Education 21%	Business and Industry 20%	Nonprofit 14%
Law Occupations 9%	Government 7%	Health/Medical Service 7%

Salary

The estimated median salary for this class is \$55,000, which is \$10k higher than last year. The estimated mean salary is slightly above \$55,000, just over \$3k more than the Class of 2005. These figures have not been adjusted for inflation.

Student Learning Outcomes

A new set of questions was asked this year 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 (86% responding in the top 2 categories on the 5-point scale), Effective Writing Skills (83%), Problem Solving (80%) and Global or Intercultural Knowledge and Competence (79%). The areas with the lowest assessment were Effective Speaking Skills (76%), Careful Reading (72%) and Civic Knowledge and Competence (64%). Eighty-one percent of the respondents indicated they used Problem Solving in both their personal and professional roles. Also rated quite high in this regard were Effective Speaking (74%), Critical Thinking (72%), Careful Reading (66%) and Global or Intercultural Knowledge and Competence (62%).

Volunteering to Assist Dickinson Students and Graduates

Forty-eight percent of the respondents in a position to do so indicated they would be willing to provide internship opportunities to Dickinson students in the future, and 46% said they could provide employment opportunities to Dickinson graduates and 50% indicated they would like to participate in “Dickinson Works.” All three of these are significant increases over last year.



Survey Details:

Target population: Graduating Class of 2006 (to include August 2005, February 2006 and May 2006 graduates).

Sample or census: Census

Response rate: The response rate was 50.6 percent (218/431). This represents 43.6 percent (218/500) of the graduates. The female alumnae responded at a slightly higher rate than the males (male to female response rate ratio 36:54) which is typical over the past several years. The overall sample size for men and women adequately represent the Class of 2006 for purposes of this analysis. Eleven of the respondents (5.3%) graduated in either August or February. The proportion of non-May grads is higher than we've seen in past years. Typically, the August and February graduates represent about 4% of the entire graduating class. 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 in July and August 2011. In addition to the original email invitation, two interim reminders and one final reminder was sent out from the Office of Institutional Research. A copy of the survey instrument can be found in Appendix 1.

Data Summary:

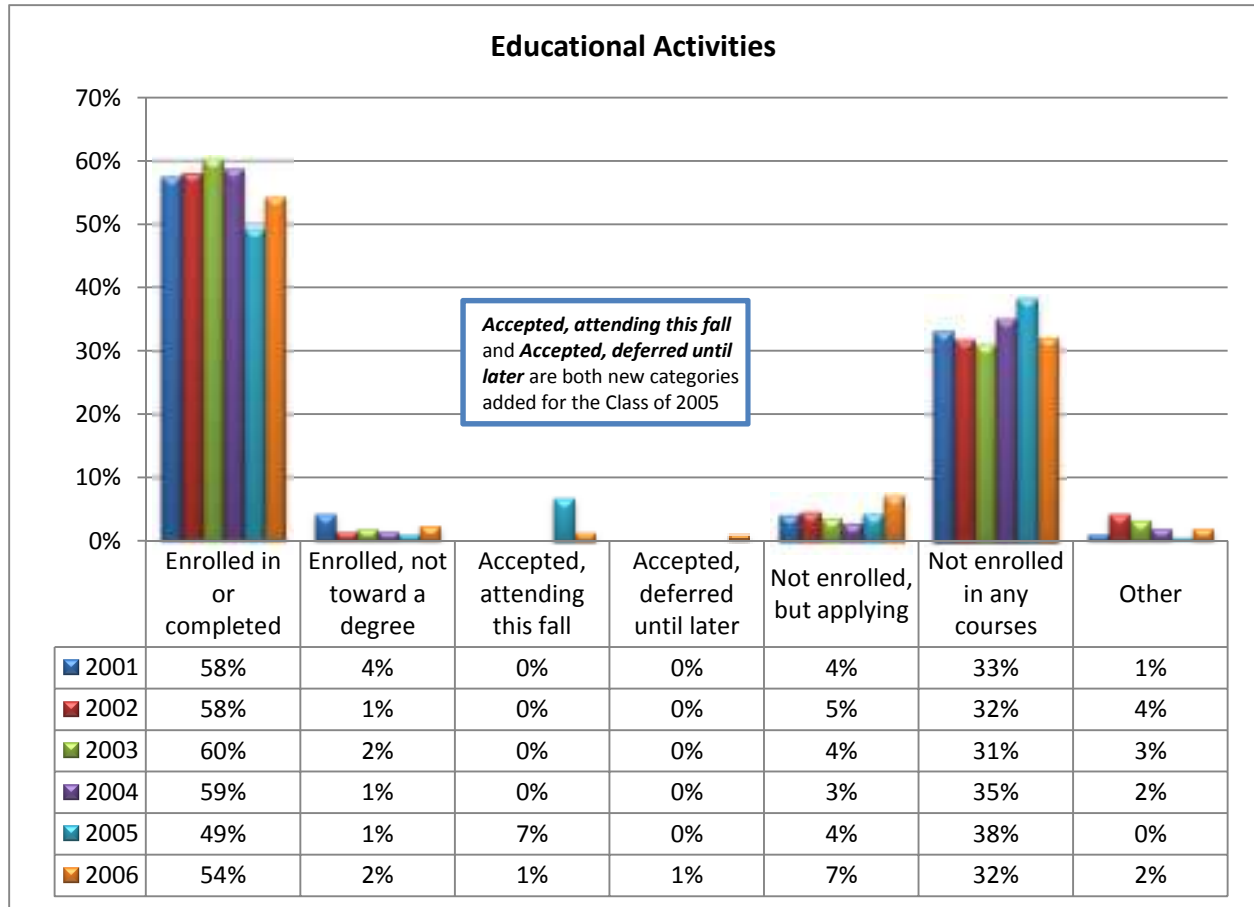
There are six main topic areas for this survey: Education, Employment, Salary, Student Learning, Volunteer/Participation Activity and Testimonials. Details of each of these areas are presented in the sections below.

Education

Enrollment Status: The responses for the Class of 2006 are shown in the table below regarding their enrollment status. Two new categories were added this year to obtain information on those who have been accepted into graduate programs, but not yet attending. The details for those who responded with *other* can be found in Appendix 2.

Enrollment Status	Count	Percentage	Margin of Error
Enrolled in, or have completed a degree or certificate program	115	54%	7%
Enrolled, but not toward a degree	5	2%	2%
Accepted and will be attending this fall	3	1%	2%
Accepted and deferred admission until a later date	2	1%	1%
Not enrolled, but applying to graduate/professional school	15	7%	3%
Not enrolled in any courses	68	32%	6%
Other	4	2%	2%
Total	221	100.0%	

The chart below shows the 6-year trend for the responses to this question. For the Classes of 2005 and 2006, combining the new categories of “Accepted, and will be attending this fall” and “Accepted and deferred admission until a later date” with “enrolled” sums to 56% and provides a more comparable figure with the previous classes. For the Class of 2006, of those not currently enrolled or accepted in a degree program, just 5% indicated they were planning on enrolling in the coming year, and 29% stated they were unsure. There also appears to be a larger than normal proportion of alumni who are “not enrolled but applying” (7%).



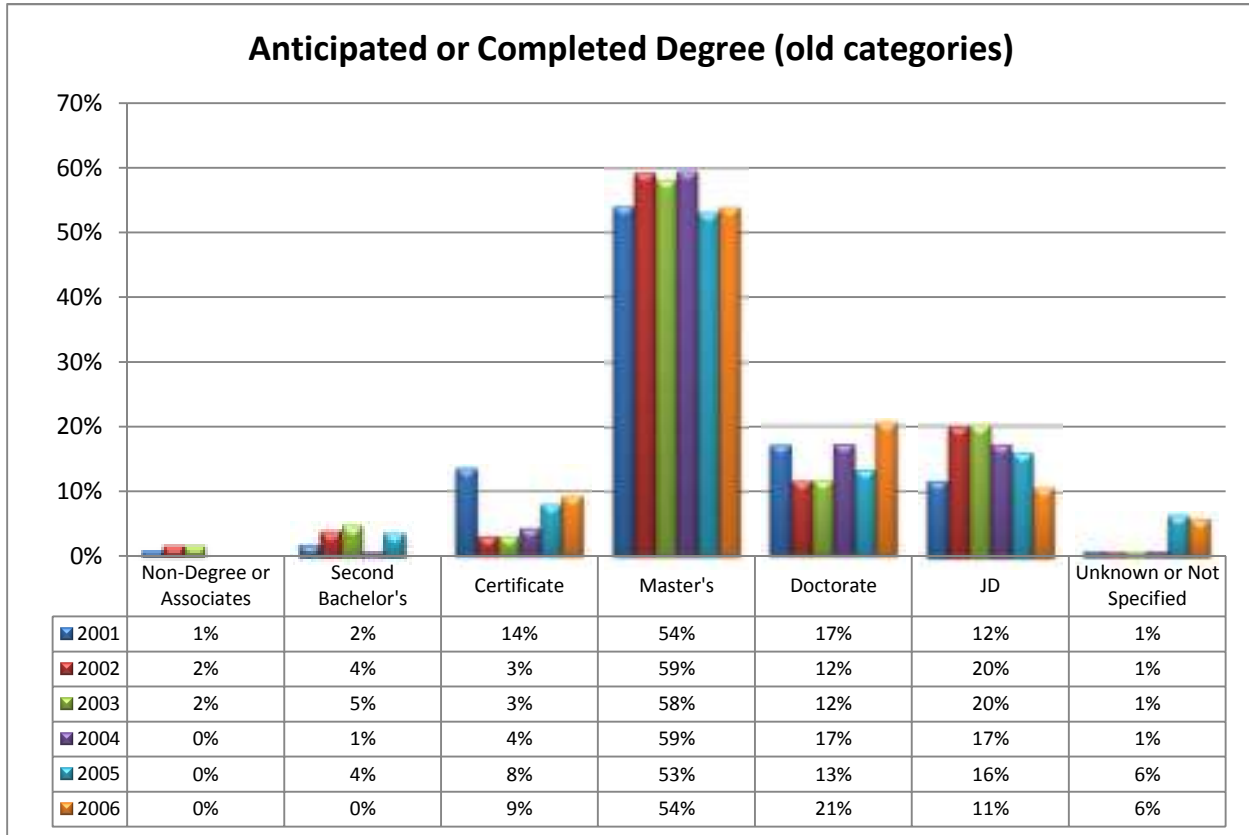
Degrees Pursued: The types of degrees being pursued by those enrolled in school are shown below. This was the second year using this expanded list of options to provide more detail regarding the types of degrees.

Degree Type	Count	Percentage
M.A. or M.S.	51	33%
M.S.W., M.S.E., M.S.N., or M.A.T.	18	12%
Ph.D.	18	12%
J.D. or L.L.B.	15	10%
Certificate	13	8%
M.D., D.O., D.D.S., or D.V.M.	12	8%
None	10	7%
M.B.A.	8	5%
Other Degree	7	5%
Unknown	1	1%
Second B.A. or B.S	0	0%
Ed.D., Sci.D., or D.B.A.	0	0%
Total	153	100%

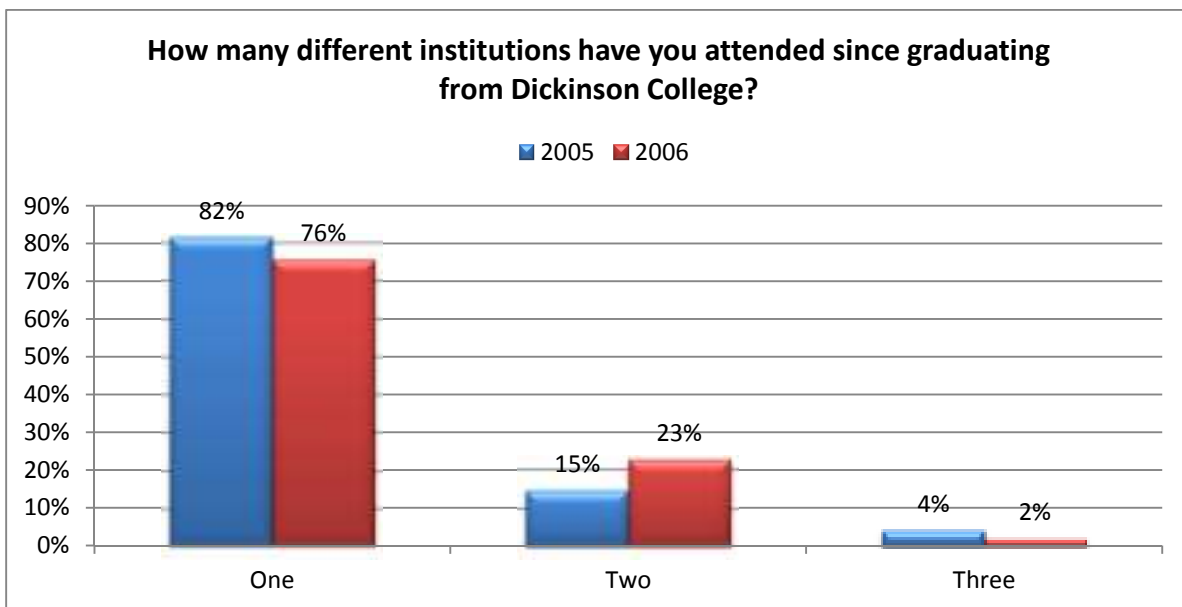
The 6-year history of responses to this question is shown in the following chart. The proportion of those in the “Master’s” category (54%) is slightly below (but not significantly below) the average for the previous four years (57%). The figures for



the Class of 2006 are all within the normal variation with the exception of the seven respondents (6%) who checked “other”, none of which provide any additional details.

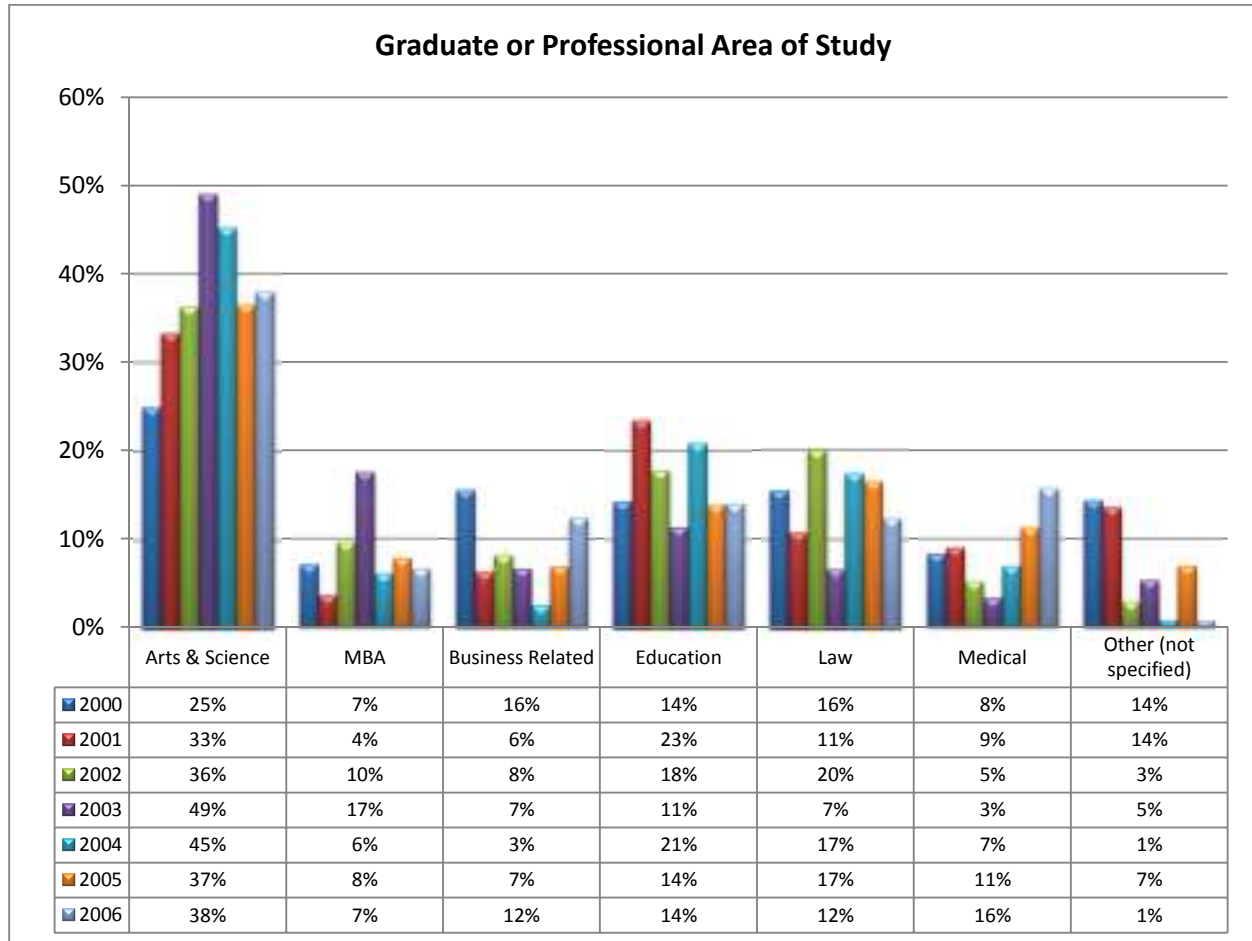


A new question introduced last year asks alumni how many colleges they have attended since graduating from Dickinson College. The chart below summarizes the responses for the Classes of 2005 and 2006. It is too early to determine if a trend exists. The estimated average number of colleges attended after Dickinson for the classes is 1.2 and 1.3 respectively.

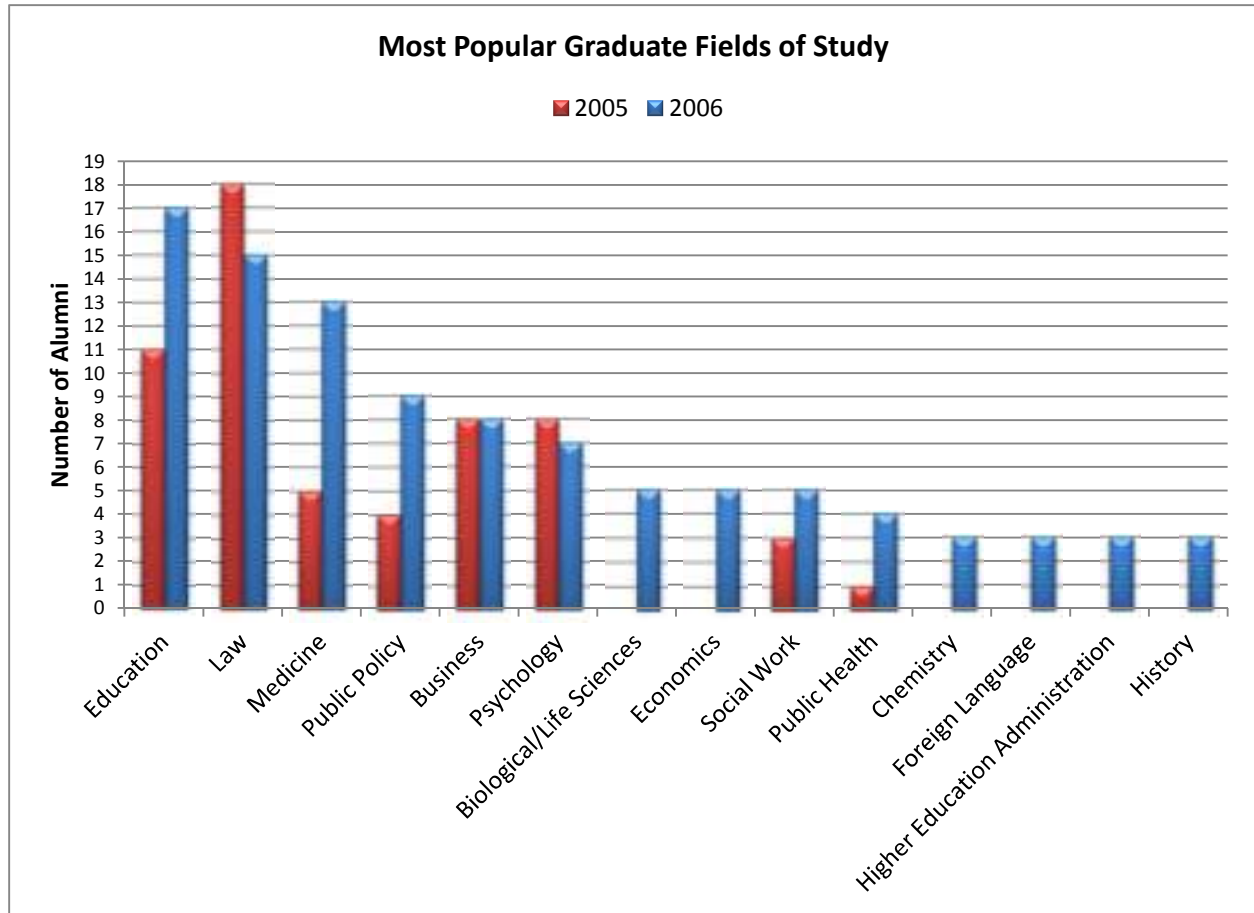




Fields of Study: The responses of the Class of 2006 as well as those from the previous six years are displayed in the following chart. The percentage of graduates who are pursuing a medical field is at the highest level since the survey has been conducted (16%). Those going into a law related field declined again for the second year in a row to 12%. The number of graduates earning an MBA continues to remain relatively low, but there are more pursuing other types of business related degrees.



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



Graduate Schools: The table below shows the schools most often listed by the Class of 2006. Other notable schools include Boston University, Georgetown, Johns Hopkins, Carnegie Mellon (each with 2 students) and Cal Tech, Cornell, Dartmouth, and Princeton (each with 1 student). A complete list of schools can be found in Appendix 3.

Most Popular Institutions	Count
University of Pennsylvania	5
American University	4
Columbia University	4
George Washington University	4
Temple University	4
University of Pittsburgh	4
Drexel University	3
George Mason University	3
New York University	3
Penn State	3

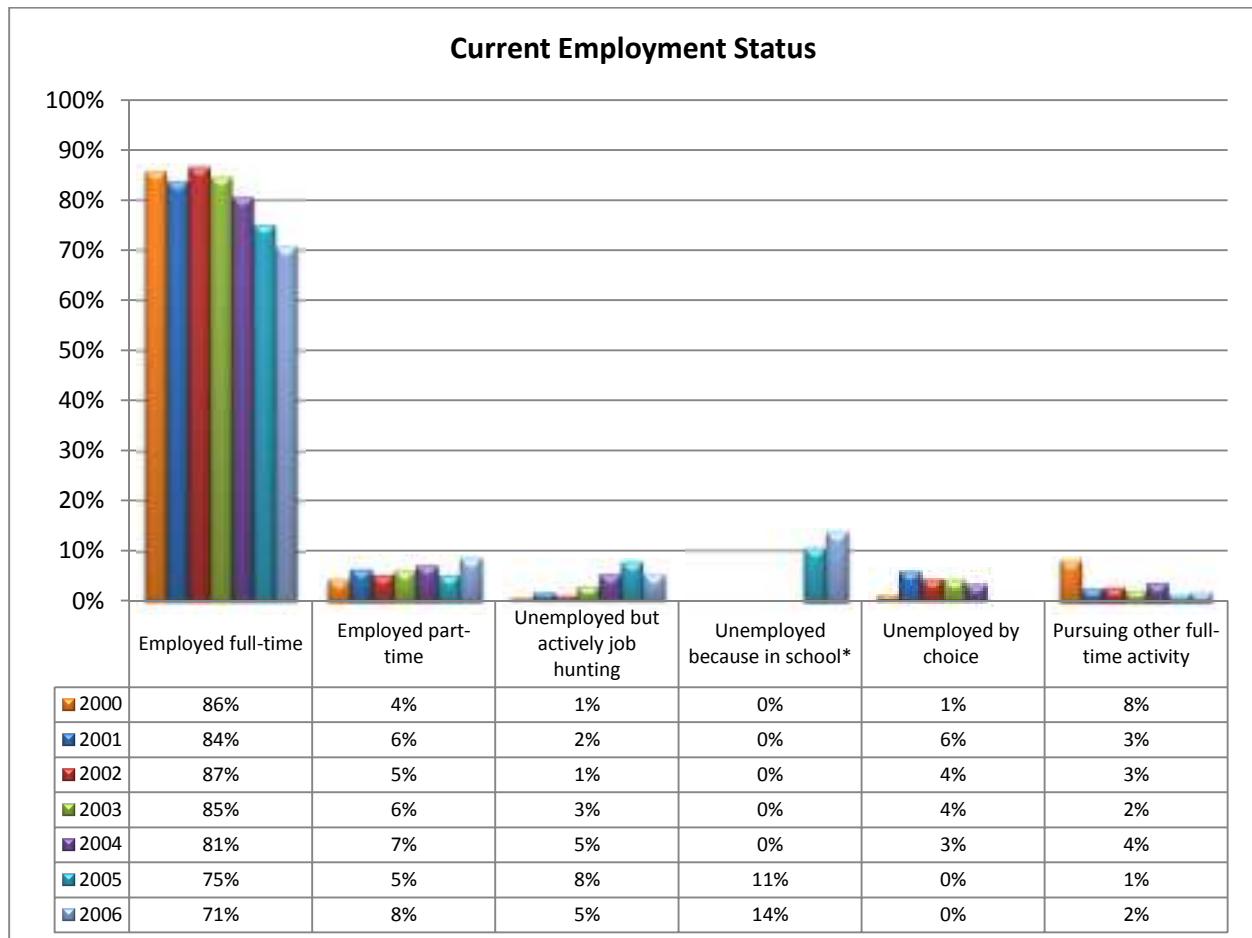


Employment

Employment Status: The responses for the Class of 2006 are shown in the table below regarding their employment status. The category “Unemployed by choice – because enrolled in school” was added last year. All details collected from the survey regarding employment can be found in Appendix 4 which includes: job title, employer, city, state and country.

Employment Status	Count	Percentage
Employed Full-Time	150	71%
Employed Part-Time	18	8%
Unemployed, but actively looking for employment	11	5%
Unemployed by choice – because enrolled in school	29	14%
Unemployed by choice – not actively looking	0	0%
Pursuing other full-time activity (volunteer, homemaker, etc.)	4	2%
Total	212	100%

The figure below displays the 7-year trend for employment status. The decline in the proportion of those who are employed full-time continued for the fourth straight year. A substantial number of students in the two most recent classes are selecting the new category “Unemployed because in school”. See Appendix 2 for details for those who indicated they were pursuing other full-time activity.



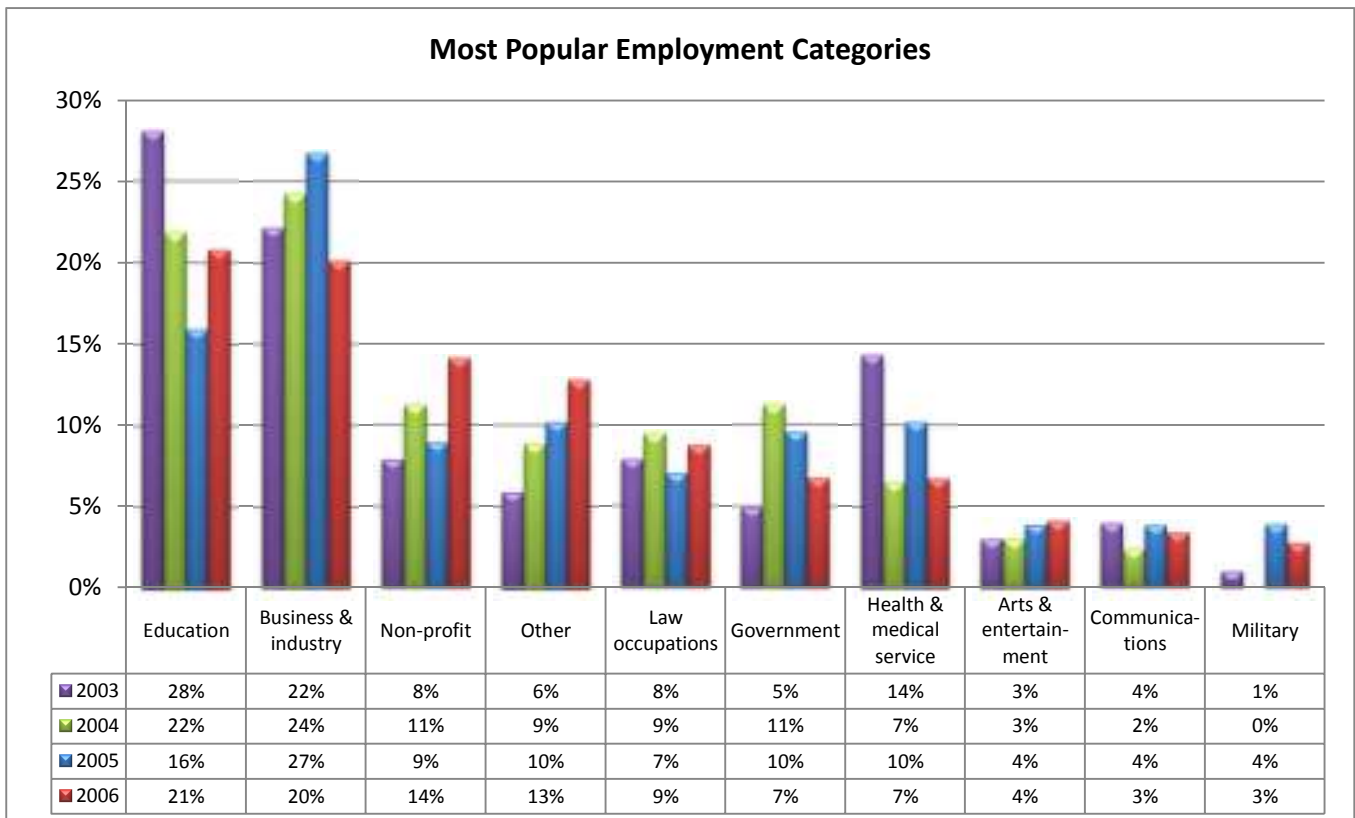
* This category was newly added to the Class of 2006 survey.



The table below shows the distribution for the various employment fields for the Class of 2006.

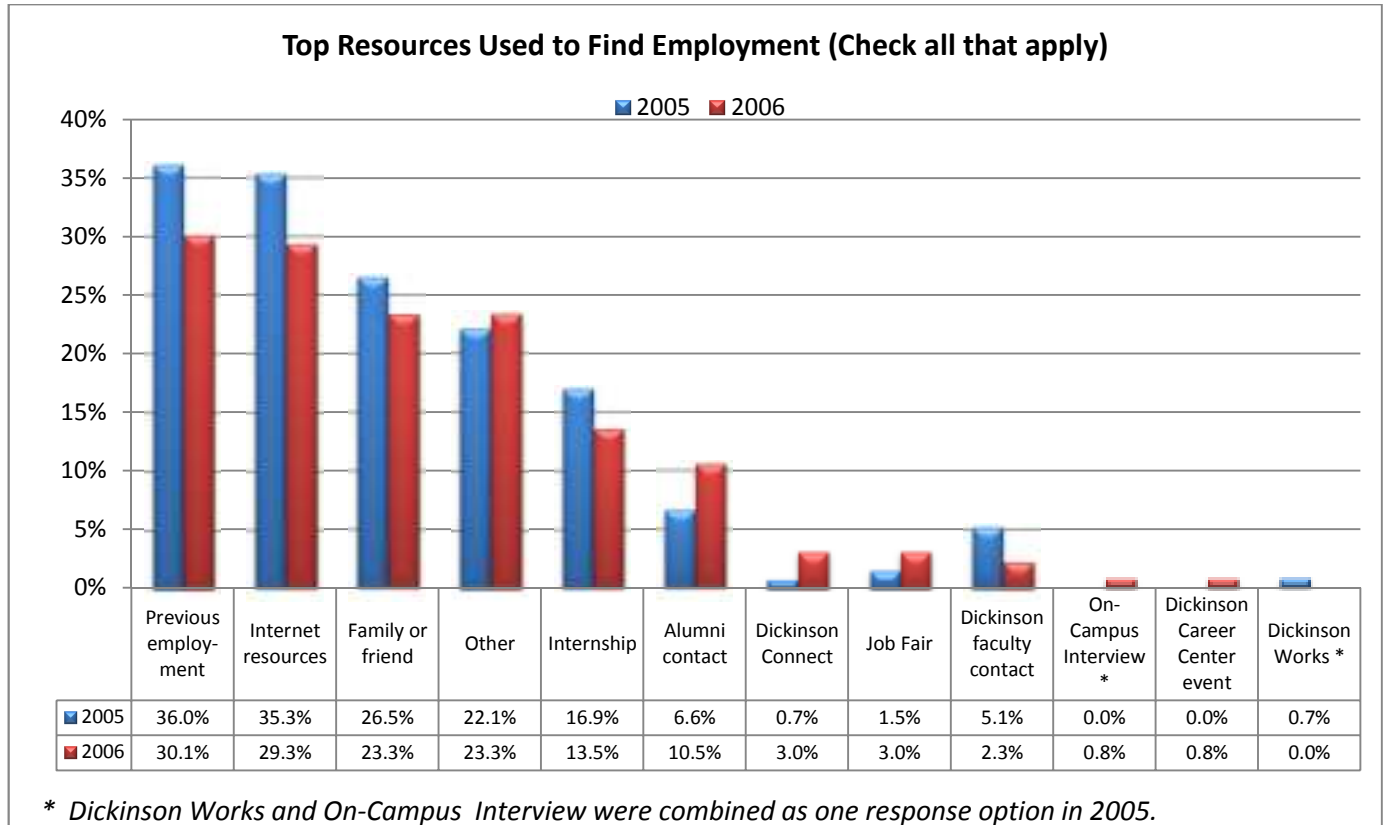
Employment Field	Count	Percentage
Education	31	21%
Business & industry	30	20%
Non-profit*	21	14%
Other	19	13%
Law occupations	13	9%
Government (non-military)	10	7%
Health & medical service	10	7%
Arts & entertainment	6	4%
Communications	5	3%
Military	4	3%
Home management	0	0%
Ministry	0	0%
Sports & recreation	0	0%
Volunteer	0	0%
Total	149	100%

The 4-year trend for top areas for which the alumni are being employed is shown in the chart below. The percentage of Dickinson graduates working for business related companies declined for the first time in several years while the proportion of those who are employed in the education field made a slight comeback. Both the non-profit sector and the category called “other” show a significant increase for the Class of 2006 while those working in a government job is lower than it has been in the past couple years. Appendix 2 contains the details for those who indicated *other* for their employment field.

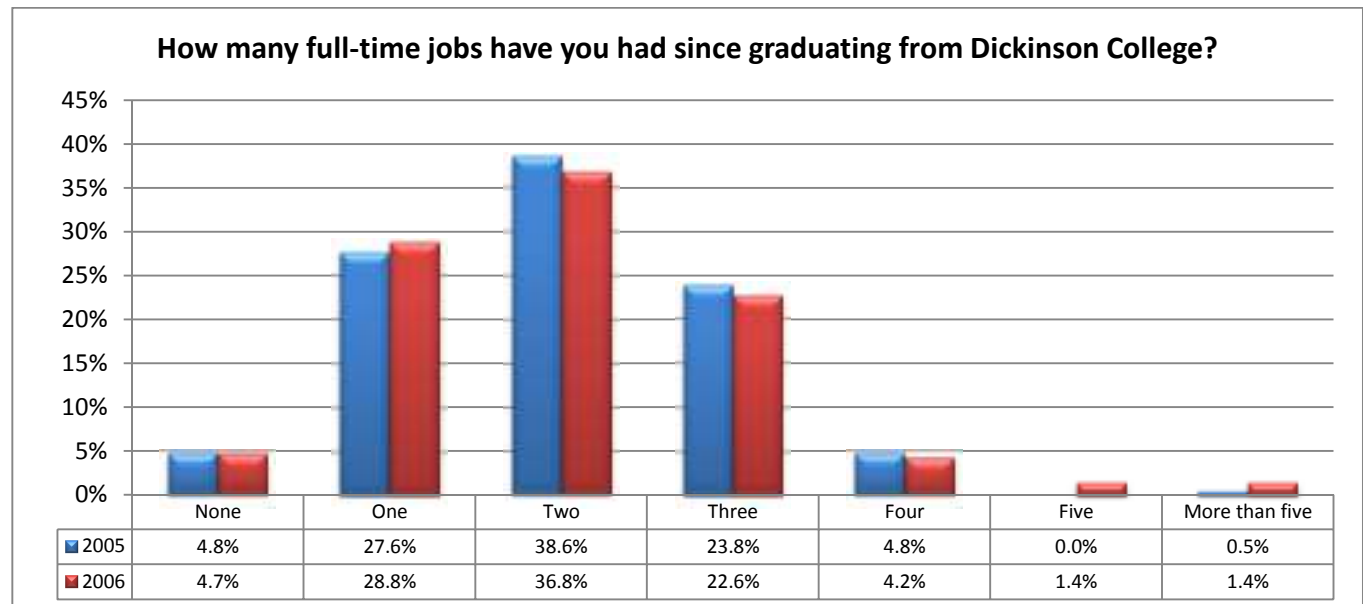




A new question was introduced last year that asked the alumni what resources helped them get their current position. The results are shown in the chart below, sorted from the *most* to the *least* used resource for the Class of 2006. For this question, respondents were asked to “check all that apply”. The responses for those who selected *other* can be found in Appendix 2.

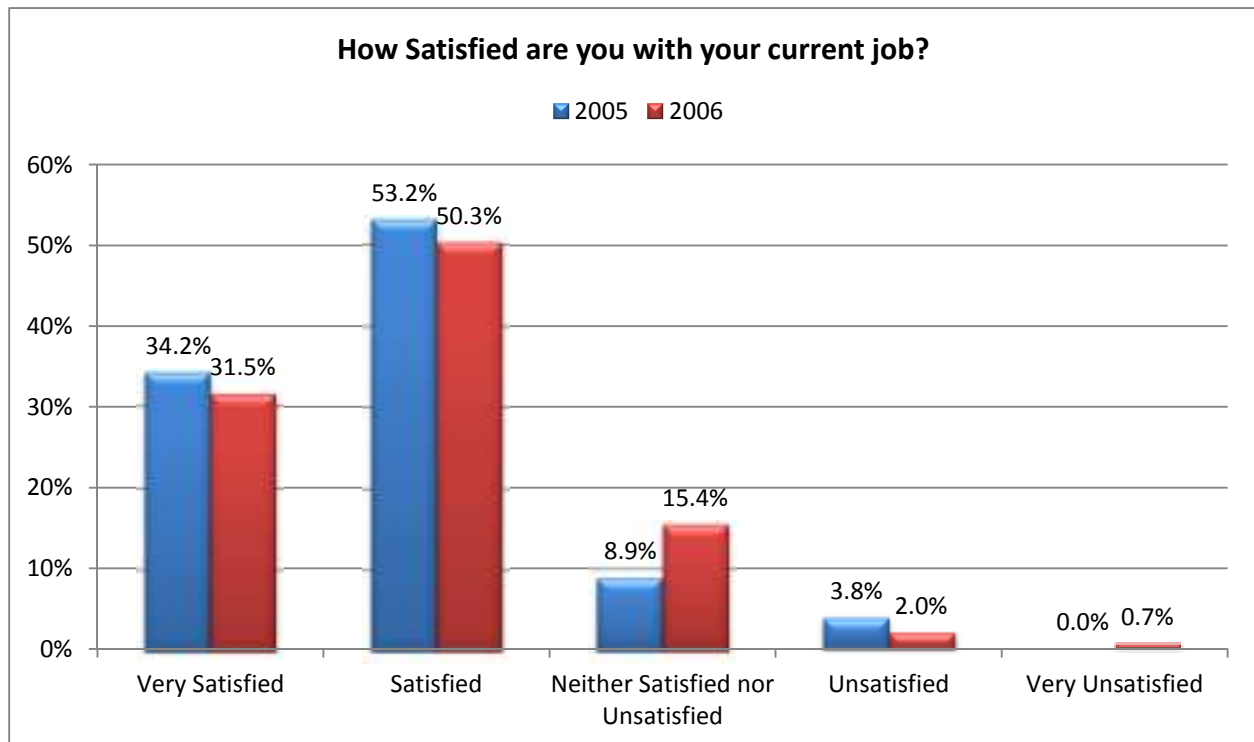
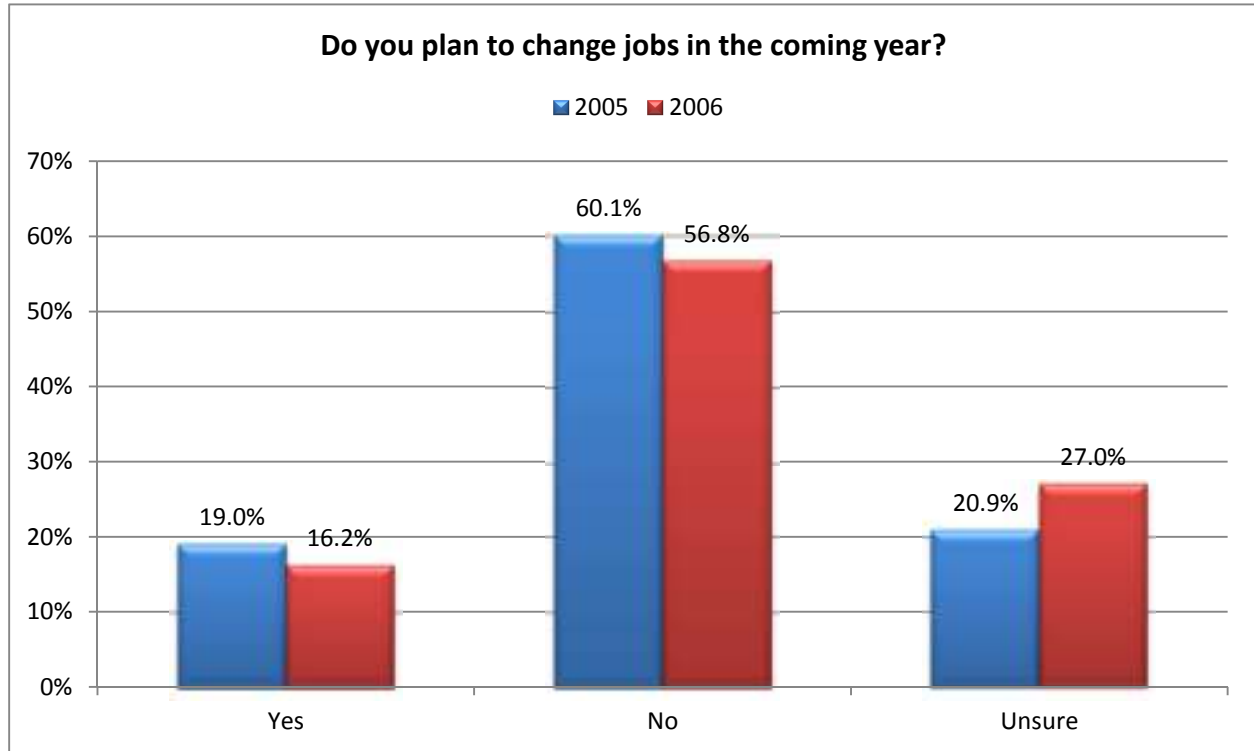


Additionally, beginning with the Class of 2005, the alumni were asked how many full-time jobs they’ve held since graduating from Dickinson College. The results from this question are shown in the chart below. The estimated mean number of jobs since graduating is 2.0 for both the Class of 2005 and 2006.





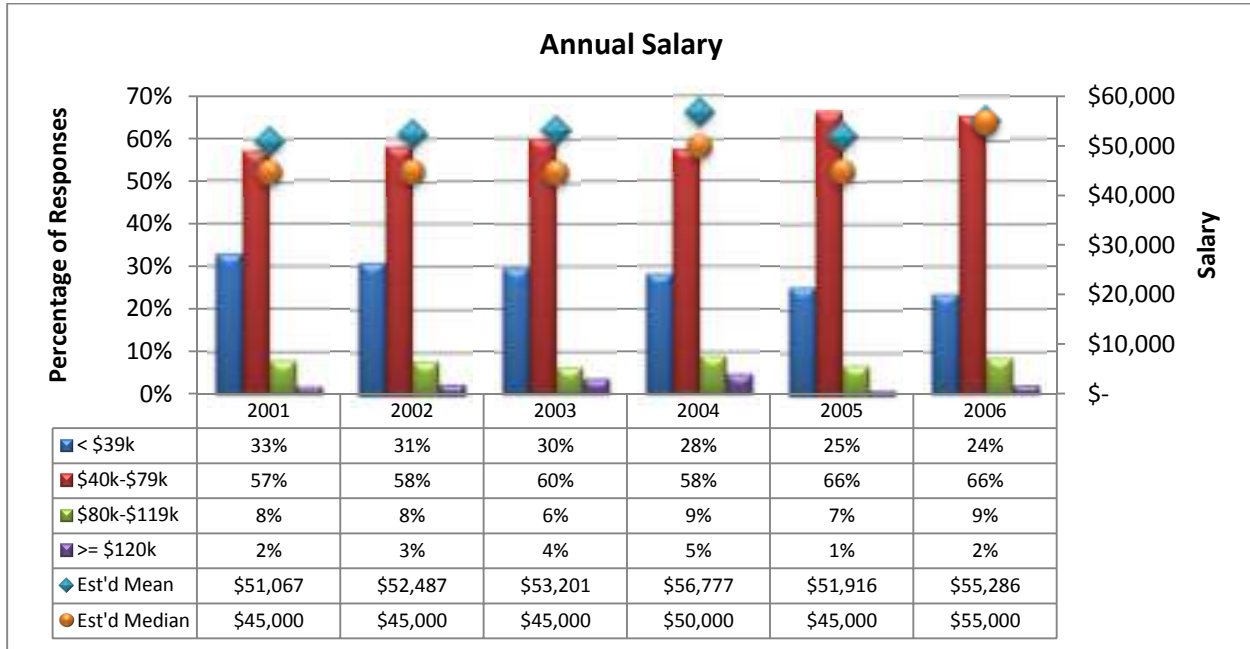
The chart below shows the proportion of the respondents who plan to change jobs in the coming year. This year slightly fewer intend to change jobs, and the percentage of those who do not intend to change jobs declined as well. However, the difference is shown as a significant increase of those who are unsure about their plans for the coming year. The second chart showing job satisfaction may help to explain part of why this has occurred. The decline in those who are satisfied/very satisfied and the increase in those who are neither satisfied nor unsatisfied show a similar pattern.



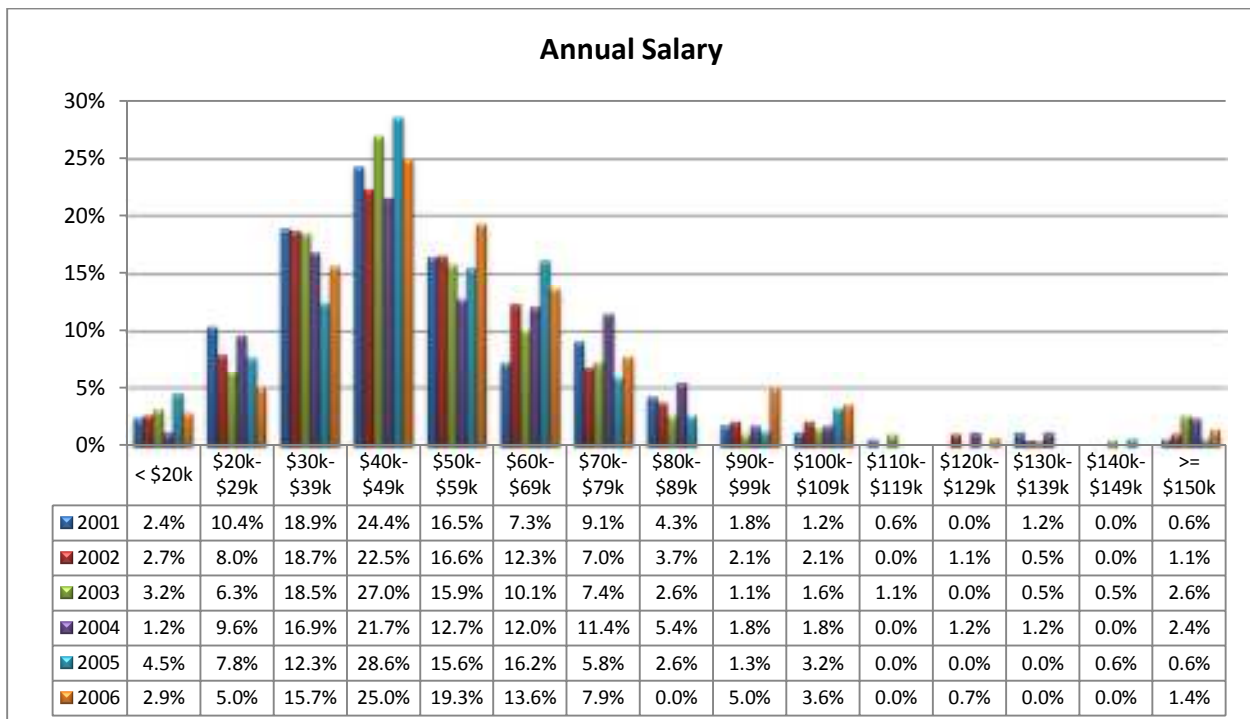


Salary

The alumni were asked to indicate their current salary. The chart below summarizes the responses with the income bands collapsed to make the chart more readable. Also shown in the chart are the estimated mean and median incomes for each class. Note however, there is no adjustment of these figures for inflation. The median salary for this class falls in the \$50k-\$59k range, which is highest median salary for any class for which we have this data. The mean salary is slightly over \$55,000, which is more than \$3,000 higher than the estimated mean salary for the Class of 2005.



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





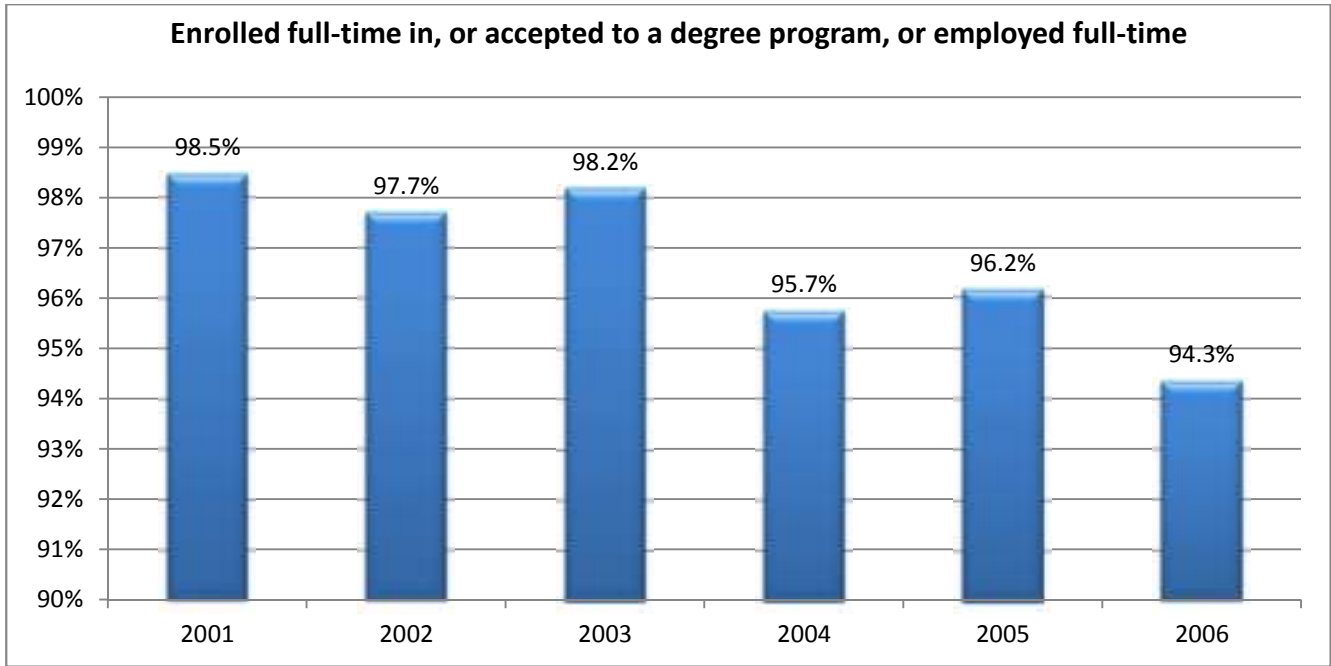
Education and Employment

The table below shows a combination of the responses regarding education and employment. Although it is not immediately obvious, using this table, we can see that 94.3% of the Class of 2006 are either working full time, enrolled in, *or* completed a degree graduate/professional school, *or* have been accepted into a degree program, $(115 + 3 + 2 + 150 - 66 - 2 - 2)/212$. These key figures for this calculation are highlighted in the table which represents the responses for all alumni who provided a valid answer to both questions.

		Employed full-time	Employed part-time	Unemployed, actively looking	Unemployed because in school	Other full-time activity	Row Total
Enrolled full-time or completed	Count	66	16	2	28	3	115
	% of Row	57.4%	13.9%	1.7%	24.3%	2.6%	100.0%
	% of Col	44.0%	88.9%	18.2%	96.6%	75.0%	54.2%
	% of Total	31.1%	7.5%	0.9%	13.2%	1.4%	54.2%
Enrolled, but not toward a degree	Count	4	0	1	0	0	5
	% of Row	80.0%	0.0%	20.0%	0.0%	0.0%	100.0%
	% of Col	2.7%	0.0%	9.1%	0.0%	0.0%	2.4%
	% of Total	1.9%	0.0%	0.5%	0.0%	0.0%	2.4%
Accepted and will be attending this fall	Count	2	1	0	0	0	3
	% of Row	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%
	% of Col	1.3%	5.6%	0.0%	0.0%	0.0%	1.4%
	% of Total	0.9%	0.5%	0.0%	0.0%	0.0%	1.4%
Accepted and deferred admission	Count	2	0	0	0	0	2
	% of Row	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	% of Col	1.3%	0.0%	0.0%	0.0%	0.0%	0.9%
	% of Total	0.9%	0.0%	0.0%	0.0%	0.0%	0.9%
Not enrolled, but applying to graduate/professional school	Count	13	0	1	1	0	15
	% of Row	86.7%	0.0%	6.7%	6.7%	0.0%	100.0%
	% of Col	8.7%	0.0%	9.1%	3.4%	0.0%	7.1%
	% of Total	6.1%	0.0%	0.5%	0.5%	0.0%	7.1%
Not enrolled in any courses	Count	59	1	7	0	1	68
	% of Row	86.8%	1.5%	10.3%	0.0%	1.5%	100.0%
	% of Col	39.3%	5.6%	63.6%	0.0%	25.0%	32.1%
	% of Total	27.8%	0.5%	3.3%	0.0%	0.5%	32.1%
Other	Count	4	0	0	0	0	4
	% of Row	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	% of Col	2.7%	0.0%	0.0%	0.0%	0.0%	1.9%
	% of Total	1.9%	0.0%	0.0%	0.0%	0.0%	1.9%
Column Total	Column Total	150	18	11	29	4	212
	% of Row	70.8%	8.5%	5.2%	13.7%	1.9%	100.0%
	% of Col	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	70.8%	8.5%	5.2%	13.7%	1.9%	100.0%

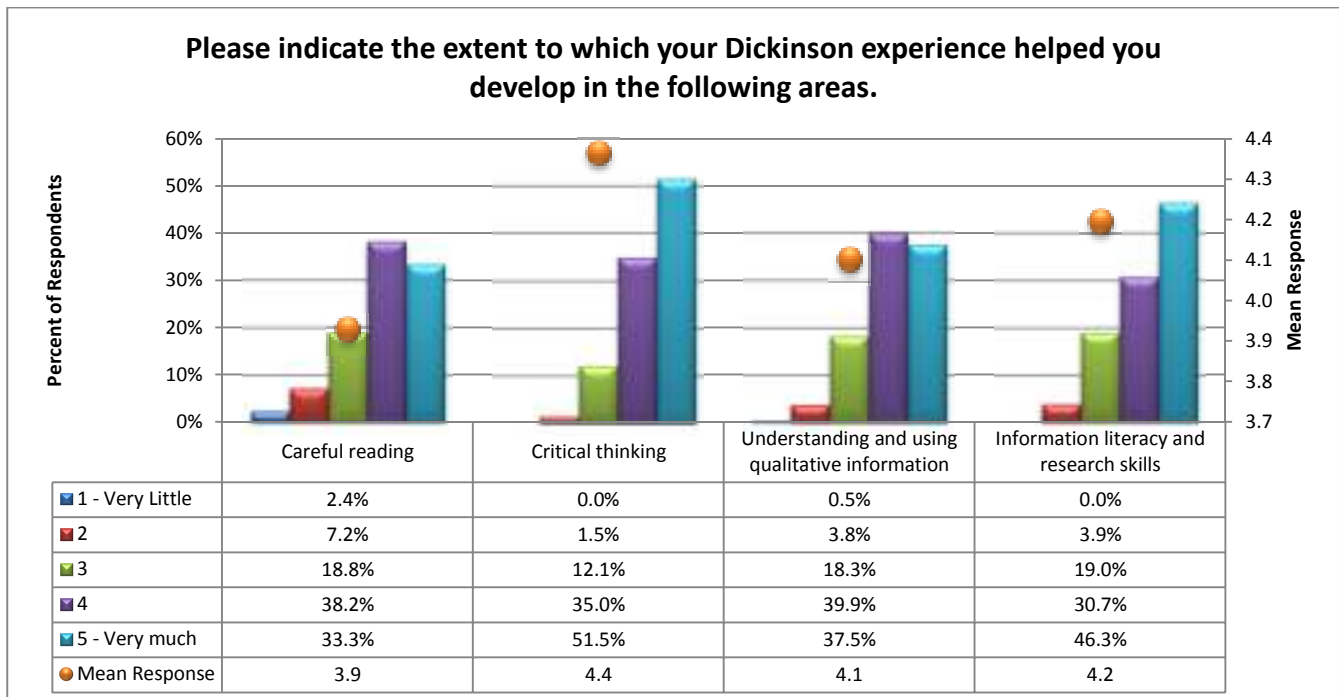


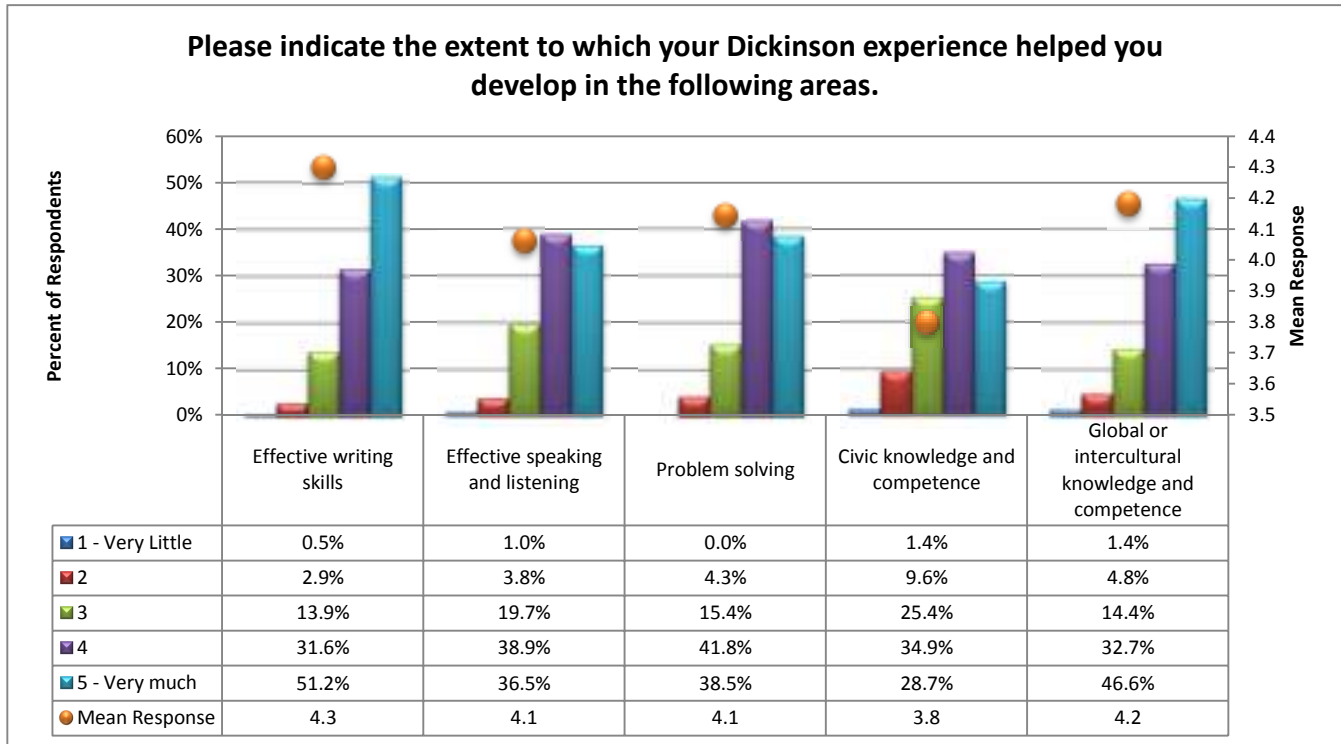
The chart below indicates the Classes of 2004 and 2006 have a slightly lower percentage of those who are enrolled or have completed a degree program or employed full-time compared to the previous classes. Note the vertical scale for this chart is very compressed, and thus, the difference is not as large as it may seem. However, there is a significant downward trend over this six year period.



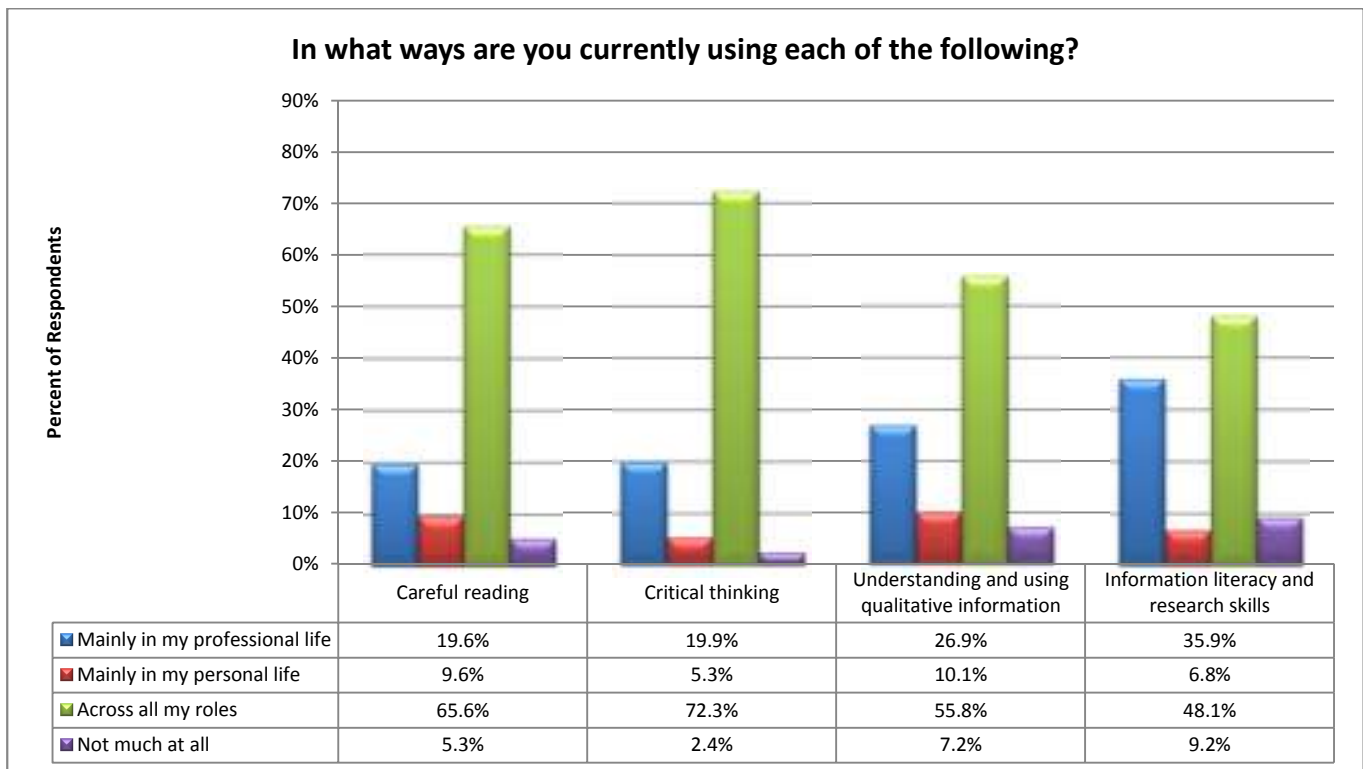
Student Learning Outcomes

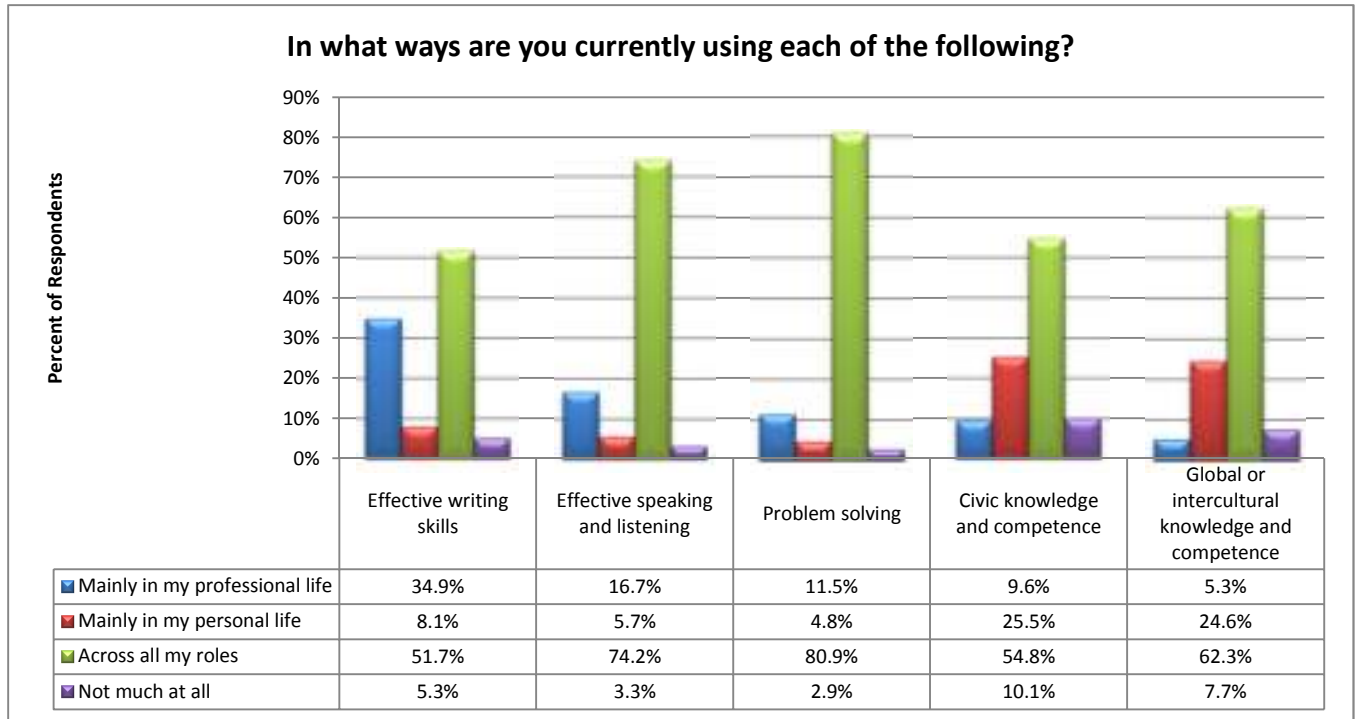
A new set of questions was added beginning with the Class of 2006 in an attempt to assess nine critical student learning outcomes from the perspective of the alumni. The results from the first set of questions that relate to Dickinson’s effectiveness to develop the students in these areas are shown in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





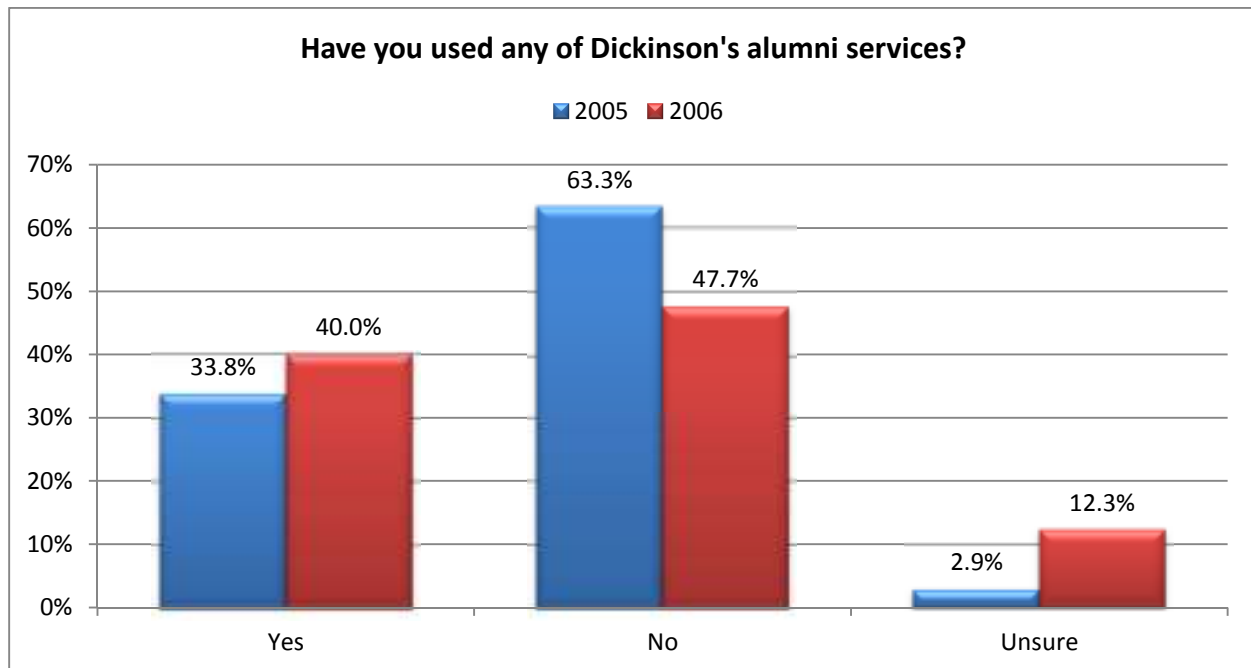
The results from the second set of questions that relate to how the alumni are currently using these skills in their daily lives after graduating from Dickinson College are shown in the two charts below.





Career Services and Volunteer/Participation Activity

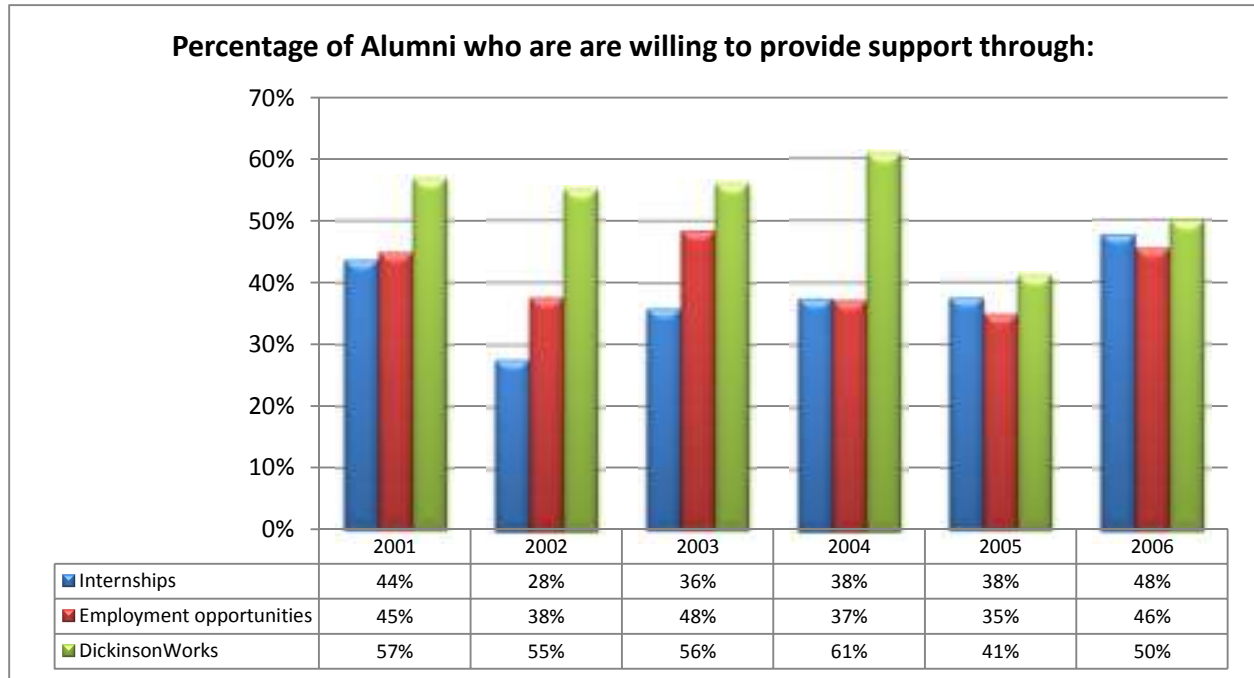
A new question was introduced last year to determine how many are taking advantage of the alumni services provided by the Career Center. The chart below summarizes the responses for each category.



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



The Class of 2006 showed an increase from the previous year in their willingness to provide Dickinson students with internships and employment opportunities, and is well above the average of the previous five years in both these areas (36% and 41% respectively). They are also more willing to participate in “DickinsonWorks” than the Class of 2005, but are slightly below the previous 5-year average (54%).





Testimonials

Graduates were given the opportunity to respond to the question “how have you benefited from your Dickinson education”. Fifty-one individuals provided a testimonial and also gave permission to re-print their submission along with their name. Additionally, 27 individuals provide a testimonial but asked that we not use their name in any publications. A few of these are provided in the table below.

The Dickinson Education has been a huge asset in my personal and career development. It has been an eye-opening experience. The liberal arts part of it combined with study abroad and a supportive alumni network is what really helped me get where I am.
Dickinson has both deepened my intellectual and cultural curiosity. Without Dickinson's great professors and career center staffers, there is no way I would have been prepared or given me the courage to live in China for three years. It is clear, Dickinson's education and preparation helped me get my job at the State Department and prepare me for a life in international relations.
Dickinson was the only school I had wished to attend. It encompassed everything I thought college was supposed to be and in the end it gave more than I had anticipated. I loved my time at Dickinson and would do it again in a second. My younger brother is about to attend and I have been looking at what Dickinson offers for him now and are finding some many things I would want to do.
Attending Dickinson was my first greatest professional decision. Due to the small class sizes, professors with high expectations for their students, and open-lively classrooms discussion, Dickinson provided me with not only a top-notch education, but more importantly, the confidence and knowledge to thrive in my professional career. As an attorney, my strong writing and public speaking skills are my biggest assets. Without the high expectations of my first year seminar professor as well as many other well qualified professors who forced me to reach my potential as a student, I may not have decided to attend law school.
Dickinson taught me how to think critically about topics that couldn't necessarily be answered in "black or white." My experiences, especially my time abroad, pushed me out of my comfort zone and prepared me for the challenges of the "real world" I'd be facing after graduation. While sometimes I wish I'd pushed myself to take more challenging quantitative classes, my liberal arts degree has allowed me to pursue a successful and fulfilling career in account management in the branding agency world.
I credit much of my academic and professional success to the Dickinson experience! Obtaining a Master's degree while receiving several job promotions is proof that the challenges, critical thinking skills, and careful attention given to students at Dickinson pays off!
When I got to Dickinson, there was a lot expected of me. My fellow students expected that I would be smart, and the level of everyday discourse was elevated. My professors expected that I'd be insightful, motivated, and curious, and I was expected to demonstrate it in every classroom discussion, in every paper I wrote, and even when I ran in to them around campus. Being at Dickinson introduced me to a group of people who have higher expectations for themselves and those around them. That kind of community brings out the best in people. It brought out the best in me.
Dickinson provided me with small, engaging classes that allowed me to succeed and learn in every course. No one told me to look for this opportunity when looking for the right college, but I now tell all of my students to consider class size and professor relationships when they consider applying to college.
Since graduating from Dickinson, I have immersed myself in two different professional roles: policy analyst and graduate student in the social sciences. Dickinson undoubtedly prepared me to succeed in both of these roles. During my first year pursuing my doctoral degree, I realized that I was prepared to take on this graduate experience because my professors at Dickinson had been treating me like a graduate student. That is just one of the many benefits I gained from attending Dickinson, access to the faculty on an intense intellectual level. Even though I never took a single policy or government course in college, I was able to contribute to advocacy work at a non-profit that I was working at because of my writing, critical thinking, and communication skills. I do not think that any other undergraduate experience could have provided the preparation I needed to forge the career path that I am on. I am overwhelmingly appreciative of everything that Dickinson offered me. The educational experience of those four years has and will continue to shape the trajectory of my entire life, both professional and personal. The friends that I made at Dickinson are some of the most important people in my life.
I have certainly engaged the world! I am still stunned by how often I see the theories from my Religion Senior Seminar with Professor Pulcini come alive in front of me; how my learning of language and cultures helps me experience communities and individuals as I come into contact with them. I found great friends, thinkers and doers who inspire me daily!
The teaching at Dickinson is second to none. The actively engaged professors consistently challenged my thinking and helped me learn to form and communicate well thought-out positions. This learning environment coupled with the breadth of topics dealt with in and out of the classroom, instilled in me the ability to critically evaluate, communicate about, and act upon the information we are inundated with, both within my professional field and personally as an engaged citizen.
The word that describes my Dickinson education is "quality." I came out of Dickinson feeling like I had engaged my mind and prepared myself for leadership roles throughout my career. It is because of the educational quality on campus and the international experience at Dickinson that I later became a Peace Corps Volunteer in Ecuador, a Fulbright Scholar in Portugal, and now a Boren Fellow in Turkey.



Dickinson Class of 2006 Five-Year-Out Alumni Survey

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

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

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

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

I. Educational Activities

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

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

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

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

- Yes
- No
- Unsure

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

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

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

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

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



Anticipated Degree

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

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

Please provide the following information regarding your enrollment

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

- One
- Two
- Three
- More than three

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

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

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

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

Anticipated Degree

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

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

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

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



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

(text box provided)

Most likely Field of study

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

Anticipated Degree

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

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

(text box provided)

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

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

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

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

(text box provided)

Most likely Field of study

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

Anticipated Degree

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

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

(text box provided)



II. Employment Activities

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

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

Please specify "other" (conditional)

(text box provided)

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

(pull down menu)

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

Please specify "other" (conditional)

(text box provided)

Country

(pull down menu)

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

Please specify "other" (conditional)

(text box provided)

Province or Territory (conditional)

(pull down menu)

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



State *(conditional)*

(pull down menu of choices provided)

City

(text box provided)

Job title

(text box provided)

Company name

(text box provided)

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

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

Please specify "other" *(conditional)*

(text box provided)

Please use the space below if you'd like to provide more details regarding the resources used to obtain your current position.

(text box provided)

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

- None
- 1
- 2
- 3
- 4
- 5
- More than 5



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

Please indicate your annual salary range.

(pull down menu)

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

Do you plan to change jobs in the coming year?

- Yes
- No
- Unsure

Please use the space below if you would like to provide any details of your plans to change jobs.

(text box provided)

Please rate your overall satisfaction with your current job.

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

III. Undergraduate Learning Objectives

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

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



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

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

IV. About You

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

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

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

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

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

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

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

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

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

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

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

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



V. Opportunities

Are you interested in any of the following opportunities?

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

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

VI. Testimonial

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

([text box provided](#))

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

- Yes
- No

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

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

([text box provided](#))

Thank you very much for your time and effort!

We welcome your comments or suggestions regarding the survey.
Please email them to: insres@dickinson.edu.

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



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

<p>Took 1 year of grad classes at The New School for Media Studies. Stopped the program when I moved</p>
<p>Was working towards Masters but ran out of funding. Currently working to raise money!</p>
<p>Private Study</p>
<p>Not enrolled in any School but I am in the process of studying for my "PMP" certificate</p>

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

<p>Certificate program in horticulture</p>
<p>Planning on getting a second master's degree in Counseling</p>
<p>Unspecified Masters</p>
<p>night classes for Master's degree in hydrogeology</p>

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

<p>Online/Philadelphia</p>

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

<p>M.S.N.</p>
<p>MSSA in Community/Social Development</p>
<p>MSW, Clinical Concentration</p>
<p>Master's of Jewish Education</p>
<p>Master's in Public Policy</p>
<p>MPH</p>
<p>MPA, MA-Economics, and MA-International Relations</p>
<p>Masters of Public Policy (M.P.P.)</p>
<p>Master's of Science in Education</p>
<p>Master of Professional Studies</p>
<p>MSW</p>
<p>Ed.M.</p>
<p>Master's in Public Administration</p>
<p>MPH</p>
<p>MPA</p>
<p>MPH</p>
<p>Clinical Social Work</p>

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

<p>Certificate in Brewing and Malting MBAA, Certificate in Brewing from the Institute of Brewing UK</p>
<p>Chief information officer certificate</p>
<p>Print + Web Design Certificate</p>
<p>TOEFL Certificate</p>
<p>Certified Alcohol and Substance Abuse Counselor</p>
<p>certificate in web design</p>



This was a pre-med post-baccalaureate certificate program
Educational Certification
Certificate in Informal Jewish Education
Human Resources Certificate

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

Brandeis University
Carnegie Mellon University
Syracuse University
Syracuse University College of Law
University of Denver
University of Rhode Island
American Military University
Argosy University, Chicago pursuing my Psy.D. in Clinical Psychology
Baltimore County Community College
Bloomsburg University of Pennsylvania
Boston College
Brooklyn Law School
Bryn Mawr College
California Institute of Technology
Case Western Mandel School of Applied Social Science
City University of New York: Medgar Evers College
Clemson University
College of the Redwoods, Eureka, CA
College of William & Mary
Cornell University
CUNY- Hunter College
Dartmouth Medical School
Duquesne University
Florida International University
Florida State University
French Culinary Institute
Hebrew College
Hunter College, CUNY
Indiana University
James Madison University
John F. Kennedy University
Learning Center of Tuscany
Loyola University Maryland
Master Brewer's Association of the Americas
McDaniel
Montgomery College
National defense uNiversity- information resource management college



New York Medical College
Northeastern University
Northwestern University
NOVA
Ohio State University
Pardes Institute
Philadelphia University
Pratt Institute
Rider University
Ross School of Business, University of Michigan
Seton Hill University
St. John's University
St. Joseph's University
Strayer University
The Sotheby's Institute of Art, London
The University of Texas at Austin
Touro University-California
Towson University
Tsinghua University
Tufts University
University of Baltimore School of Law
University of Edinburgh
University of Georgia
University of Massachusetts
University of Miami School of Law
University of Minnesota
University of New Haven
University of Notre Dame
University of Queensland
University of San Diego School of Law
University of Scranton
University of South Carolina
University of South Florida
University of Texas at Austin
University of Texas at El Paso
University of the Arts
University of Vermont
USDA Graduate School
Virginia Commonwealth University
Washington University in St Louis
Webster University
Western New Mexico University



Wilmington university

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

Professional Writing
Brewing
Biochemistry
Africana Studies
Culinary
Classics
Documentary Filmmaking
Graphic Design
Criminalistics, Forensic Science
Marketing
Applied Physics
Doctorate of Audiology
Speech-Language Pathology
Art Education
Masters of Urban Planning
Emergency Management
Occupational Therapy
Public Administration
Art and Cultural Management
Dual Masters: Museum Studies and Business Administration (M.A./M.B.A.)
Library and Information Science
Web and graphic design
international development
Marriage and Family Therapy
Liberal Arts
Community and Economic Development
Public Administration
Judaic Studies
Laboratory Animal Science

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

Stay-at-Home/ Virtual Work
Currently stay at home mom, but need to pursue work (to pay off 180K student loans)
In a 200 hour kids yoga teacher training
Paid Fellowship

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

Web Development
Master Brewer



Social Services/Welfare
Developmental Biology and Bioinformatics Research
Hospitality
Workforce Development/Social Service
Psychology Intern
Death/Funeral Services
Web Development, Internet
research/science
Administrative
Technology/Web development
Science
Commercial Insurance
I.T
hospitality
Student, but paid
Historic Site
In-home family therapy

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

China
South Korea
Japan

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

SLAC
Personal Job Search
My own job search, headhunters
Columbia faculty contact
Army experience
Bonner Foundation/Network
ROTC scholarship
Student Teaching-same district/department
American University job site, career center
Dickinson ROTC
Saw the job posted on Dickinson's website
Temp agency
Recommendation from colleagues
Started my own internet marketing/consulting firm nearly a year ago
M.S. Degree
started my own business with no one's help
a women's only listserv
online recruitment from recruitment agency



I applied through the TU website - did not use networking
ROTC
Searched for myself, only local place in Lancaster
I was referred by a friend from a different school I met while in the Toulouse Program.
newspaper ad
Career Center Consultation with Lin Koenig
I applied through the URBN Inc website
Temple law career postings... however my Dickinson Education always helps
Washingtonpost.com
Internship in law school and Fulbright fellowship
principal and work colleagues
Temp Agency

Details regarding plans to change jobs in the coming year:

Starting a company, entrepreneur
Would like to find something in Baltimore, as opposed to DC
I am looking to transition to Higher Education as an Admissions Counselor
Plan to seek new employment in 2011 either in Charlotte or in San Francisco Bay Area, California
I would like to find a position with more room for growth.
I'll look for a post-doc job within the field of psychology
I have moved and have a longer commute. I would also like to change to a smaller community hospital
Planning on enrolling in school
short term contract job ending in July
Will matriculate to law school next fall
Urban Planner
I will be moving to Philadelphia but plan on staying with the Veterans Hospital system.
Planning on returning to the United States.
Moving overseas due to work visa issues
Project is ending



Alphabetical listing of institutions with count:

Institution	Count
American Military University	1
American University	4
Argosy University, Chicago pursuing my Psy.D. in Clinical Psychology	1
Baltimore County Community College	1
Bloomsburg University of Pennsylvania	1
Boston College	1
Boston University	2
Brandeis University	2
Brooklyn Law School	1
Bryn Mawr College	1
California Institute of Technology	1
Carnegie Mellon University	2
Case Western Mandel School of Applied Social Science	1
City University of New York: Medgar Evers College	1
Clemson University	1
College of the Redwoods, Eureka, CA	1
College of William & Mary	1
Columbia University	4
Cornell University	1
CUNY- Hunter College	1
Dartmouth Medical School	1
Drexel University	3
Duquesne University	1
Florida International University	1
Florida State University	1
French Culinary Institute	1
George Mason University	3
George Washington University	4
Georgetown University	2
Hebrew College	1
Hunter College, CUNY	1
Indiana University	1
James Madison University	1
Jefferson Medical College	1
John F. Kennedy University	1
Johns Hopkins University	2
Learning Center of Tuscany	1
Loyola University Maryland	1
Master Brewer's Association of the Americas	1
McDaniel	1



Montgomery College	1
National defense University- information resource management college	1
New York Medical College	1
New York University	3
Northeastern University	1
Northwestern University	1
NOVA	1
Ohio State University	1
Pace University	1
Pardes Institute	1
Penn State	3
Philadelphia University	1
Pratt Institute	1
Princeton	1
Rider University	1
Ross School of Business, University of Michigan	1
Rutgers University	1
Seton Hill University	1
St. John's University	1
st. joseph's university	1
State University of New York	1
Strayer University	1
Syracuse University	2
Syracuse University College of Law	2
Temple University	4
The Sotheby's Institute of Art, London	1
The University of Texas at Austin	1
Touro University-California	1
Towson University	1
Tsinghua University	1
Tufts University	1
University of Baltimore School of Law	1
University of California	2
University of Denver	2
University of Edinburgh	1
University of Georgia	1
University of Maryland	1
University of Massachusetts	1
University of Miami School of Law	1
University of Minnesota	1
University of New Haven	1
University of Notre Dame	1



University of Pennsylvania	5
University of Pittsburgh	4
University of Queensland	1
University of Rhode Island	2
University of San Diego School of Law	1
University of Scranton	1
University of South Carolina	1
University of South Florida	1
University of Texas at Austin	1
University of Texas at El Paso	1
University of the Arts	1
University of Vermont	1
University of Virginia	2
University of Washington	1
USDA Graduate School	1
Virginia Commonwealth University	1
Washington University in St Louis	1
Webster University	1
Western New Mexico University	1
Widener University	1
Wilmington university	1



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

Institution	Field	Degree
(Not specified)	Business	M.B.A.
(Not specified)	Economics	M.A. or M.S.
(Not specified)	Education	M.S.W., M.S.E., M.S.N., or M.A.T.
(Not specified)	Foreign Language	M.A. or M.S.
(Not specified)	History	Ph.D.
(Not specified)	Medicine	M.D., D.O., D.D.S., or D.V.M.
(Not specified)	Medicine	M.D., D.O., D.D.S., or D.V.M.
American Military University	Emergency Management	M.A. or M.S.
American University	Economics	Ph.D.
American University	History	M.A. or M.S.
American University	Law	J.D. or L.L.B.
American University	Public Policy	M.S.W., M.S.E., M.S.N., or M.A.T.
Argosy University	Psychology	Other Degree
Baltimore County Community College	Biological/Life Sciences	None
Bloomsburg University of Pennsylvania	Doctorate of Audiology	Other Degree
Boston College	Higher Education Administration	M.A. or M.S.
Boston University	Law	J.D. or L.L.B.
Boston University	Web and graphic design	Certificate
Brandeis University	Biochemistry	Ph.D.
Brandeis University	Public Policy	Ph.D.
Brooklyn Law School	Law	J.D. or L.L.B.
Bryn Mawr College	Medicine	Certificate
California Institute of Technology	Applied Physics	Ph.D.
Carnegie Mellon University	English	M.A. or M.S.
Carnegie Mellon University	Public Policy	M.A. or M.S.
Case Western Mandel School of Applied Social Science	Social Work	M.S.W., M.S.E., M.S.N., or M.A.T.
City University of New York: Medgar Evers College	Social Work	Certificate
Clemson University	Economics	M.A. or M.S.
College of William & Mary	Law	J.D. or L.L.B.
Columbia University	Earth Sciences	M.A. or M.S.
Columbia University	international development	M.A. or M.S.
Columbia University	Psychology	M.S.W., M.S.E., M.S.N., or M.A.T.
Cornell University	Health Related field	Other Degree
CUNY- Hunter College	Masters of Urban Planning	Other Degree
Dartmouth Medical School	Medicine	M.D., D.O., D.D.S., or D.V.M.
Drexel University	Education	Certificate
Drexel University	Education	M.A. or M.S.



Drexel University	Laboratory Animal Science	M.A. or M.S.
Duquesne University	History	M.A. or M.S.
Florida International University	Africana Studies	M.A. or M.S.
Florida State University	Political Science/Government	Ph.D.
French Culinary Institute	Culinary	Certificate
George Mason University	Public Policy	M.S.W., M.S.E., M.S.N., or M.A.T.
George Mason University	Public Policy	M.S.W., M.S.E., M.S.N., or M.A.T.
George Mason University	Public Policy	Other Degree
George Washington University	(Not specified)	M.A. or M.S.
George Washington University	Education	M.A. or M.S.
George Washington University	Law	J.D. or L.L.B.
George Washington University	Psychology	Ph.D.
Georgetown University	International Relations	M.A. or M.S.
Georgetown University	Medicine	M.D., D.O., D.D.S., or D.V.M.
Hebrew College	Judaic Studies	Certificate
Hunter College, CUNY	Anthropology	M.A. or M.S.
Indiana University	Business	M.B.A.
James Madison University	Psychology	Ph.D.
Jefferson Medical College	Medicine	M.D., D.O., D.D.S., or D.V.M.
John F. Kennedy University	Museum Studies and Business Admin (M.A./M.B.A.)	M.A. or M.S.
Johns Hopkins University	Education	M.A. or M.S.
Johns Hopkins University	Environmental Studies	M.A. or M.S.
Learning Center of Tuscany	Education	Certificate
Loyola University Maryland	Speech-Language Pathology	M.A. or M.S.
Master Brewer's Association of the Americas	Brewing	Certificate
McDaniel	Education	M.A. or M.S.
Montgomery College	Chemistry	None
National Defense University- Information Resource Management college	Information Systems	Certificate
New York Medical College	Medicine	M.D., D.O., D.D.S., or D.V.M.
New York University	Medicine	M.D., D.O., D.D.S., or D.V.M.
New York University	Public Health	M.S.W., M.S.E., M.S.N., or M.A.T.
New York University	Social Work	M.S.W., M.S.E., M.S.N., or M.A.T.
Northeastern University	Business	M.B.A.
Northwestern University	Journalism	M.A. or M.S.
NOVA	Psychology	None
Ohio State University	Art Education	M.A. or M.S.
Pace University	Education	M.A. or M.S.
Penn State	Chemistry	Ph.D.
Penn State	Community and Economic Development	Certificate



Penn State	Education	M.A. or M.S.
Philadelphia University	Occupational Therapy	M.A. or M.S.
Pratt Institute	Art and Cultural Management	M.S.W., M.S.E., M.S.N., or M.A.T.
Princeton	Biological/Life Sciences	Ph.D.
Rider University	Psychology	M.A. or M.S.
Ross School of Business, University of Michigan	Business	M.B.A.
Rutgers University	Law	J.D. or L.L.B.
Seton Hill University	Marriage and Family Therapy	M.A. or M.S.
St. John's University	Psychology	Other Degree
St. Joseph's University	Business	M.A. or M.S.
Strayer University	Business	Certificate
Syracuse University	Public Administration	M.S.W., M.S.E., M.S.N., or M.A.T.
Syracuse University	Public Policy	M.S.W., M.S.E., M.S.N., or M.A.T.
Syracuse University College of Law	Law	J.D. or L.L.B.
Syracuse University College of Law	Law	J.D. or L.L.B.
Temple University	Education	Ph.D.
Temple University	Law	J.D. or L.L.B.
Temple University	Medicine	M.D., D.O., D.D.S., or D.V.M.
Temple University	Public Health	M.S.W., M.S.E., M.S.N., or M.A.T.
The Sotheby's Institute of Art, London	Art History	M.A. or M.S.
The University of Texas at Austin	Anthropology	Ph.D.
Touro University-California	Medicine	M.D., D.O., D.D.S., or D.V.M.
Towson University	Professional Writing	M.A. or M.S.
Tsinghua University	Engineering	None
Tufts University	Public Health	M.S.W., M.S.E., M.S.N., or M.A.T.
University of Baltimore School of Law	Law	J.D. or L.L.B.
University of California	Biological/Life Sciences	Ph.D.
University of California	Documentary Filmmaking	M.A. or M.S.
University of Denver	Law	J.D. or L.L.B.
University of Denver	Marketing	M.A. or M.S.
University of Edinburgh	Business	M.B.A.
University of Georgia	Clinical Psychology	Ph.D.
University of Maryland	Foreign Language	M.A. or M.S.
University of Massachusetts	Biological/Life Sciences	Ph.D.
University of Miami School of Law	Law	J.D. or L.L.B.
University of Minnesota	Education	None
University of New Haven	Criminalistics, Forensic Science	M.A. or M.S.
University of Notre Dame	Economics	M.A. or M.S.
University of Pennsylvania	Liberal Arts	M.A. or M.S.
University of Pennsylvania	Medicine	None
University of Pennsylvania	Public Policy	M.A. or M.S.



University of Pennsylvania	Social Work	M.S.W., M.S.E., M.S.N., or M.A.T.
University of Pennsylvania	Veterinary Medicine	M.D., D.O., D.D.S., or D.V.M.
University of Pittsburgh	Health Related field	Other Degree
University of Pittsburgh	Law	J.D. or L.L.B.
University of Pittsburgh	Library and Information Science	M.A. or M.S.
University of Pittsburgh	Medicine	M.D., D.O., D.D.S., or D.V.M.
University of Queensland	Physics	M.S.W., M.S.E., M.S.N., or M.A.T.
University of Rhode Island	Earth Sciences	(Not specified)
University of Rhode Island	Foreign Language	None
University of San Diego School of Law	Law	J.D. or L.L.B.
University of Scranton	Education	M.A. or M.S.
University of South Carolina	Higher Education Administration	M.A. or M.S.
University of South Florida	Public Administration	M.A. or M.S.
University of Texas at Austin	Public Policy	M.A. or M.S.
University of the Arts	Graphic Design	Certificate
University of Vermont	Medicine	M.D., D.O., D.D.S., or D.V.M.
University of Virginia	Biological/Life Sciences	Ph.D.
University of Virginia	Classics	Ph.D.
University of Washington	Education	Ph.D.
Virginia Commonwealth University	Social Work	M.S.W., M.S.E., M.S.N., or M.A.T.
Washington University in St Louis	Public Health	M.A. or M.S.
Webster University	Business	M.A. or M.S.
Western New Mexico University	Education	M.A. or M.S.
Widener University	Law	J.D. or L.L.B.
Wilmington university	Education	M.A. or M.S.



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

Job title	Company	City	State/Province	Country
(not specified)	(not specified)	Washington DC	District of Columbia	US
(not specified)	(not specified)	Washington	District of Columbia	US
(not specified)	Corporate Executive Board	(not specified)	Virginia	US
(not specified)	U.S. Department of State	Washington	District of Columbia	US
Academic and Admissions Coordinator	Christie's Education	New York	New York	US
Access Services Assistant	Dickinson College Library	Carlisle	Pennsylvania	US
Account Manager	Circumerro	Jackson	Wyoming	US
Account Manager	USI	Allentown	Pennsylvania	US
Account Specialist	Arkema Inc	King Of Prussia	Pennsylvania	US
Accounts Payable Coordinator	Artio Global Management LLC	New York City	New York	US
Administrator, Global Education	Clinique/Estee Lauder Companies	New York	New York	US
Administrator/Technical Writer	Software Engineering Institute	Pittsburgh	Pennsylvania	US
Annual Giving Coordinator	Dickinson College	Carlisle	Pennsylvania	US
Army Officer	(not specified)	Fayetteville	North Carolina	US
Art Teacher	Excel Academy PCS	Washington	District of Columbia	US
Assistant Business Manager	George Mason University	Fairfax	Virginia	US
Assistant Director of Academic Community Engagement	Siena College	Albany	New York	US
Assistant Director, Alumni & Parent Relation	Dickinson College	Carlisle	Pennsylvania	US
Associate	Brown Brothers Harriman	Boston	Massachusetts	US
Associate	Wilmer Cutler Pickering Hale and Dorr LLP	Washington	District of Columbia	US
Associate Director of Admissions	Dickinson College	Carlisle	Pennsylvania	US
Associate Director of Communications, Visual Design and Brand Mgr	The Haverford School	Haverford	Pennsylvania	US
Associate Principal	Advisory Board Company	Washington	District of Columbia	US
Associate Teacher, 2nd year	Columbia Grammar School	New York	New York	US
Associate, Debt Capital Markets & Syndicate	Wells Fargo Securities	London		UK
Attorney	Hartman, Underhill & Brubaker LLP	Lancaster	Pennsylvania	US
Attorney	Law Office of Nicholas A Clemente	Philadelphia	Pennsylvania	US
Attorney	Peak Discovery	New York City	New York	US
Attorney	Schrautemyer Law Office	Lima	Ohio	US
Audiologist	HEARUSA	Clarks Summit	Pennsylvania	US
Brewery Manager	The Peoples Pint	Northampton	Massachusetts	US
Business Development	Altios International	New York City	New York	US
Collision Center Liaison	EuroMotorcars	Germantown	Maryland	US
Community Building Manager	Chesapeake Bay Foundation	Annapolis	Maryland	US
Consultant	Booz Allen Hamilton	Rockville	Maryland	US
Consultant	Booz Allen Hamilton	Arlington	Virginia	US
Consultant	Orion Ventures / IFG TS	Morristown	New Jersey	US
Consultant - Casting Associate	Disney Creative Entertainment	New York	New York	US
Contact Representative	Social Security Administration	York	Pennsylvania	US



Job title	Company	City	State/Province	Country
Contract attorney	Legal Source	Washington	District of Columbia	US
Corporate Bond Broker	BGC Partners	New York City	New York	US
Corporate Partnerships Intern	Environmental Defense Fund	New York	New York	US
corporate server	MacAndrews and Forbes	new york	New York	US
Cost estimator	Tecolote Research, Inc.	Arlington	Virginia	US
Department Asst, Dept. of Conservation & Scientific Research	Freer & Sackler Gallery, Smithsonian Institution	Washington	District of Columbia	US
Development Coordinator	Juvenile Diabetes Research Foundation	Jacksonville	Florida	US
Digital Account Executive	Pearson Education	Alexandria	Virginia	US
Education and Outreach Coordinator	Clackamas River Basin Council	Damascus	Oregon	US
Education Associate	Mount Vernon Ladies Association of the Union	Alexandria	Virginia	US
Educational Coordinator	Ellis Memorial	Boston	Massachusetts	US
English Program in Korea ESL Teacher	South Korean Ministry of Ed.	Gagneung		South Korea
Equal Opportunity Specialist	William S. Middleton Memorial Veterans Hosp.	Madison	Wisconsin	US
Ethics and Professional Responsibility Manager	McKenna Long & Aldridge LLP	Washington	District of Columbia	US
Events Administrator	Barnard College	New York City	New York	US
Family Service Counselor	Service Corporation International	Baltimore	Maryland	US
Field Attorney	U.S. National Labor Relations Board	New York	New York	US
Financial Analyst II	Praxis, Inc.	Washington, DC	District of Columbia	US
Financial Representative	Northwestern Mutual	Philadelphia	Pennsylvania	US
Founder	Matinecock Partners Insurance Services	New York	New York	US
Founder/Owner	BeerMenus.com	Brooklyn	New York	US
French Instructor	Methacton High School	Eagleville	Pennsylvania	US
Front-End Developer	Viget Labs	Falls Church	Virginia	US
Gallery Manager	Eleven	London		UK
General Manager	Dairy Queen Orange Julius	Orangeville/Tottenham	Ontario	Canada
Geologist	AECOM	Portland	Oregon	US
German Teacher	Southeastern MS	Fawn Grove	Pennsylvania	US
Global Program Officer	Family Health International	Washington DC	District of Columbia	US
Government Affairs Fellow	Smart Growth America	Washington, DC	District of Columbia	US
Government Relations Specialist	American Association Of Orthopedic Surgeons	Washington DC	District of Columbia	US
Graduate Student	Department of Classics, The University of Virginia	Charlottesville	Virginia	US
Head Teacher-Departments of World Language and ESL	Carlisle Area School District	Carlisle	Pennsylvania	US
Inside Sales Executive	Jobfox	McLean	Virginia	US
Instructor	US Army	Enterprise	Alabama	US
Intensive Outpatient Substance Abuse Counselor	Tri Center Inc	Brooklyn	New York	US
It specialist (policy and plans) / program manager	Us Army Europe	Heidelberg		Germany
Judicial Law Clerk	US District Court, Southern District of CA	San Diego	California	US
Legal Assistant	Miller Mayer, LLP	Ithaca	New York	US



Job title	Company	City	State/Province	Country
Legal Index Editor	Bureau of National Affairs	(not specified)	Virginia	US
Legislative Assistant	US Senate	Washington	District of Columbia	US
Library Media/Technology Teacher	Jefferson Morgan School District	Jefferson	Pennsylvania	US
Litigation Legal Assistant	Davis Polk & Wardwell	New York	(not specified)	US
Mail Services Coordinator	Salesforce.com	San Francisco	California	US
Manager	Institute of International Education	Washington DC	District of Columbia	US
Managing Editor	Impact Communication Partners	New York	New York	US
Marketing and Membership Manager	University of Texas at El Paso	El Paso	Texas	US
Marketing Assistant	American Society of Clinical Oncology	Alexandria	Virginia	US
Marketing Manager	Reed Exhibitions	Norwalk	Connecticut	US
Marketing Project Coordinator	American Radiology Services	Baltimore	Maryland	US
Math and Social Science Teacher	Wujin Senior Middle School	Changzhou		China
Military Intelligence Officer	A Co, 304th MI BN	Sierra Vista	Arizona	US
Native English Teacher/Assistant Language Teacher Instructor	Saitama City Board of Education	Saitama City		Japan
Occupational Therapist	Good Shepherd Penn Partners	Philadelphia	Pennsylvania	US
occupational therapist	national rehabilitation hospital	Washington DC	District of Columbia	US
officer, integrated partnerships	US fund for UNICEF	new york	New York	US
Operations Coordinator	American University	Washington	District of Columbia	US
Personal Effectiveness Instructor	Temple University	Philadelphia	Pennsylvania	US
PhD student	USDA funded	Kingston and Narragansett	Rhode Island	US
Planner	Anthropologie	Philadelphia	Pennsylvania	US
Policy Analyst	Enterprise Community Partners	Washington	District of Columbia	US
Political Advisor Aide-de-Camp	United States Army 25th Infantry Division	Schofield Barracks, HI	Hawaii	US
President/Owner	JEL Creative, Inc	Washington, DC	District of Columbia	US
Program Assistant	State Department	Washington DC	District of Columbia	US
Program Director	Educational Data Systems, Incorporated	Philadelphia	Pennsylvania	US
Program Manager	(not specified)	Washington, DC	District of Columbia	US
Project Coordinator	Temple University	Philadelphia	Pennsylvania	US
Project Interviewer	Settlement Housing Fund	New York	New York	US
Project Manager	Jacob's Ladder Job Center, Inc.	Charlotte	North Carolina	US
Provider Relations	HTH Worldwide	Radnor	Pennsylvania	US
Psychology Intern; therapist	(not specified)	Fredericksburg	Virginia	US
R.N./Clinical Nurse I	Children's Hospital of Philadelphia	Philadelphia	Pennsylvania	US
Relationship Management Analyst	Brown Brothers Harriman	Boston	Massachusetts	US
Reporter	ALM Media	New York	New York	US
Research Analyst	NASDAQ OMX	Rockville	Maryland	US
Research Analyst	World Resources Institute	Washington, DC	District of Columbia	US
Research Assistant	(not specified)	Washington	District of Columbia	US
Research Assistant	The Degge Group, Ltd.	Arlington	Virginia	US
Research assistant	University of California at Berkeley	Berkeley	California	US



Job title	Company	City	State/Province	Country
Research Assistant III	Cincinnati Children's Hospital Medical Center	Cincinnati	Ohio	US
Research Assistant; Teaching Assistant	University of Massachusetts, Boston	Boston	Massachusetts	US
Resident Physician: Diagnostic Radiology	Tripler Army Medical Center	(not specified)	Hawaii	US
School Psychologist	Westport Public Schools	Westport	Connecticut	US
Science and Math Teacher K-12	(not specified)	Oxford	North Carolina	US
Segment Producer	VH1/MTV Networks	New York	New York	US
Senior Account Executive	Ruder Finn Group	New York	New York	US
Senior Analyst	Corporate Executive Board	Arlington	Virginia	US
Senior Analyst, Defense	Government Accountability Office	Atlanta	Georgia	US
Senior Associate	BBYO	Washington	District of Columbia	US
Senior Biochemist	Lancaster Laboratories	Lancaster	Pennsylvania	US
Senior Chemist	The Dow Chemical Company	Midland	Michigan	US
Senior Digital Strategist	Bridgeline Digital	Denver	Colorado	US
Senior Project Coordinator	ACDI/VOCA	Washington	District of Columbia	US
Social Studies Department Chair/AP Teacher	Harmony Science Academy	Houston	Texas	US
Social Studies Teacher	Clearview Regional High School	Mullica Hill	New Jersey	US
Social Worker	Educational Data Systems, Inc.	Philadelphia	Pennsylvania	US
Software Engineer	Wells Fargo Bank	San Francisco	California	US
Sous Chef	Palo Santo	Brooklyn	New York	US
Special Education Teacher	Fairfax County Public School	Fairfax	Virginia	US
Speech-Language Pathologist	Anne Arundel County Public Schools	Annapolis	Maryland	US
Staff Physical Therapist	Children's Hospital of Pittsburgh	Pittsburgh	Pennsylvania	US
Study Abroad Advisor	University of South Carolina Study Abroad Office	Columbia	South Carolina	US
Summer Law Clerk	Comcast	Philadelphia	Pennsylvania	US
Teacher	Gesher Jewish Day School	Fairfax	Virginia	US
Teacher	Howard County Public School System	Glenwood	Maryland	US
Teacher	Sanford School	Hockessin	Delaware	US
Teaching Assistant of Record	Temple University	Philadelphia	Pennsylvania	US
Therapist I	Wesley Spectrum Services	Greensburg	Pennsylvania	US
Transition Coordinator	Cornerstone Day School	Mountainside	New Jersey	US
Visitor Experience Manager	Children's Museum & Theatre of Maine	Portland	Maine	US
Web Designer	U.S. News & World Report	Washington, DC	District of Columbia	US