
1-Year-Out Alumni Survey – Graduating Class of 2011

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, 92 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, which is a five-year high. Sixty-seven percent of graduates are employed full time and 36 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. The employment figure matches last year's which ended a 3-year downward trend but remains significantly below the high set by the Class of 2006 (81%). Eighty-six percent of the graduates indicated they were either satisfied or very satisfied with their current job. This job satisfaction figure is the highest since we began asking the question to the Class of 2009.

Graduate and Professional School

The majority of graduates attending graduate school are either pursuing a Master's degree (52%), a law degree (16%) or a doctorate including medical and allied health degrees (14%). For the third year in a row, the class demonstrated a smaller than normal proportion who are pursuing an Arts & Science degree (37%). Prior to the class of 2009 the average was slightly above 50%. Also continuing the three-year trend, the Class of 2011 has a larger proportion than we've seen in the recent past who are pursuing law and business related fields. This class demonstrated a spike in the number of students in education with the greatest proportion in the past four years and tying the all-time high established by the class of 2007 with 19%. Shown below are the percentages of those in school by field of study:

Arts and Science 37%	Education 19%	Law 16%
Business-related 13%	Medical 11%	

Employment

Graduates of the Class of 2011 are employed in a variety of fields and hold an assortment of positions. The top category is once again business and industry. However, this class has the highest proportion in that category in the seven year history of the survey. None of the other employment categories are shown to be very different from the results from previous years.

Business and Industry 38%	Education 20 %	Non-Profit 9%	Government (non-military) 6%
Health & Medical Service 5%	Arts & Entertainment 4%	Communications 4%	Military 3%
Law Occupations 2%			

Salary

For the first time in several years the mean and median salary has improved. The estimated mean salary of \$40,847 is up considerably from the Class of 2010 (\$34,018), while the median has increased by \$10,000 over last year to \$45,000. This is a larger increase for both these measures than we've seen in the six previous years combined. Perhaps this contributes to the increase in the proportion of graduates who are either very satisfied or satisfied with their current job (86% compared to 80% last year).

Student Learning Outcomes

A new set of questions was asked last 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. The results from the Class of 2011 are nearly identical to those from the Class of 2010. 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), Information Literacy and Research Skills (82%), Effective Writing Skills (81%), Global or Intercultural Knowledge and Competence (81%). The areas with the lowest assessment were Careful Reading (74%) and Civic Knowledge and Competence (66%). Seventy percent of the respondents indicated they used Effective Speaking and Listening in both their personal and professional roles. Also rated quite high in this regard were Problem Solving (68%), Critical Thinking (57%), and Global or Intercultural Knowledge and Competence (57%).

Volunteering to Assist Dickinson Students and Graduates

An increase was seen over the Class of 2010 regarding their willingness to internship opportunities to Dickinson students (18% versus 12%) as well as their willingness to provide employment opportunities to Dickinson students (23% versus 16%). Thirty-seven percent of respondents stated that they would be interested in participating in the DickinsonWorks program, which is about the same as the previous 4-year average of 38%.

Survey Details:

Target population: Graduating Class of 2011 (to include August 2010, February 2011 and May 2011 graduates).

Sample or census: Census

Response rate: The response rate was 49 percent (274/555). This represents 48 percent (274/575) of the graduates from the Class of 2011. The male to female ratio for the respondents (43:57) is very close to the ratio for the graduating class (47:53). Just 5 of the respondents (2%) graduated in February and no respondents 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 September 7th through October 3rd, 2012. In addition to the original email invitation, two interim reminders and one final reminder was sent out from the Office of Institutional Research. A copy of the survey instrument can be found in Appendix 1.

Data Summary:

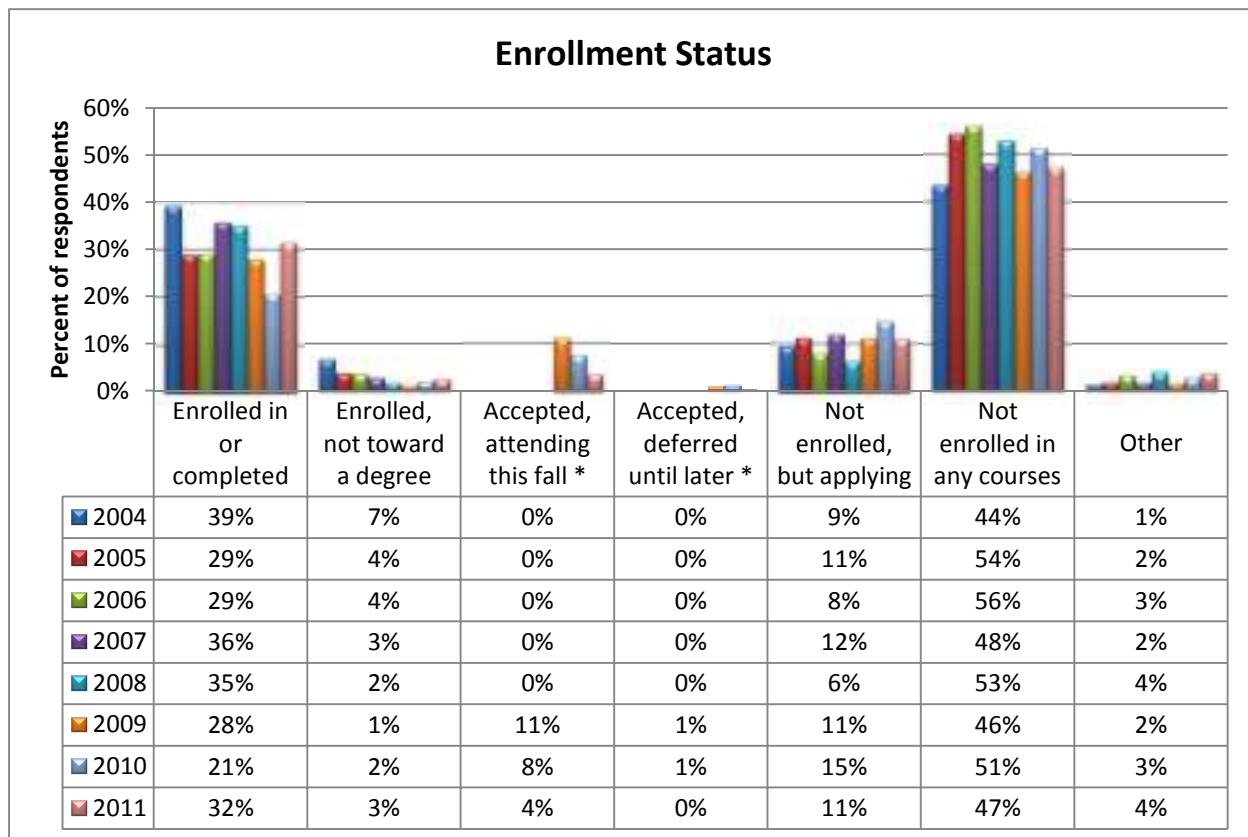
There are six main topic areas for this survey: Education, Employment, Salary, Student Learning Outcomes, Volunteer/Participation Activity and Testimonials. Details for all five areas are presented in the sections below.

Education

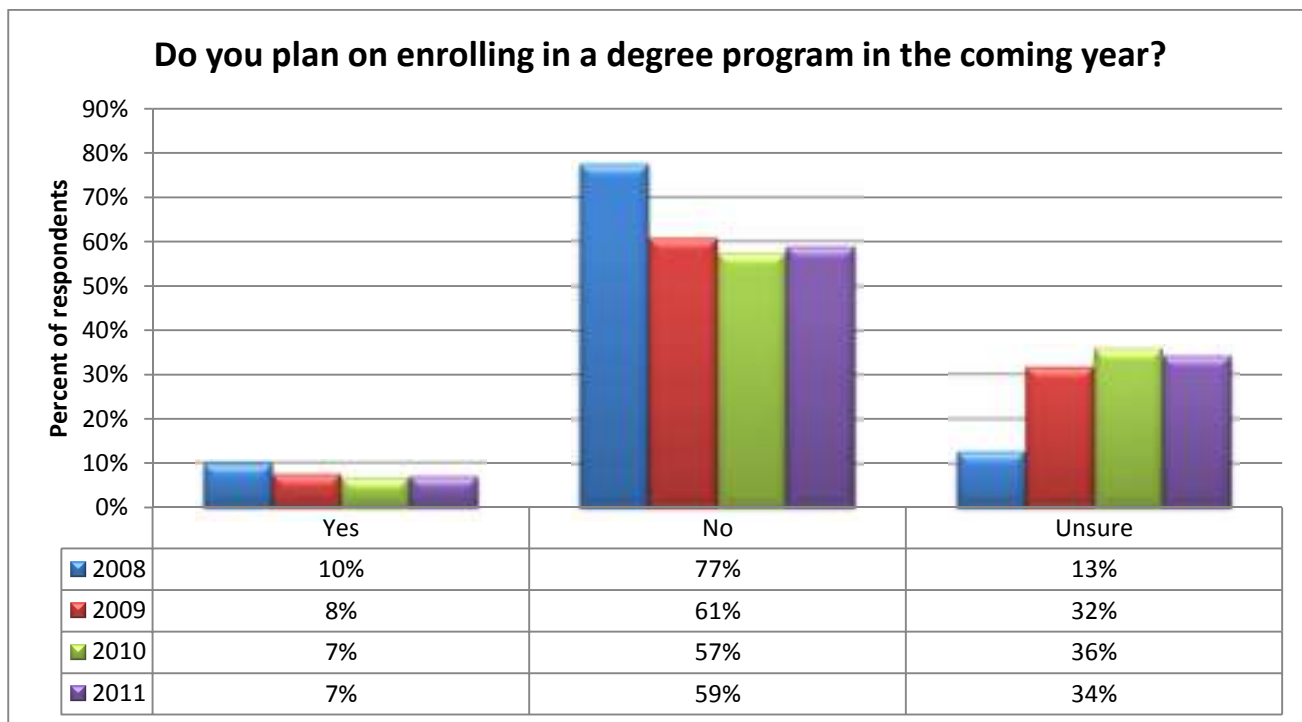
Enrollment Status: The responses for the Class of 2011 are shown in the table below regarding their enrollment status. Two new categories were added starting with the Class of 2009 to obtain information on those who have been accepted into graduate programs, but not yet attending. The details for those who responded with *other* can be found in Appendix 2. Appendix 3 contains a historical tally of the schools attended as well as details for each respondent in the Class of 2011 regarding their school, field of study and degree.

Enrollment Status	Count	Percentage
Enrolled in or have completed a degree/certificate program	86	32%
Enrolled, but not toward a degree	7	3%
Accepted and will be attending this fall	10	4%
Accepted and deferred admission until a later date	1	0%
Not enrolled, but applying to graduate/professional school	30	11%
Not enrolled in any courses	129	47%
Other	10	4%
Total	273	100%

The chart below shows the trend for the responses to this question. The Class of 2011 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). If these responses are combined with the students who are enrolled in or have been accepted to a graduate program, the total (rounds to 35%) is slightly higher than the previous 5-year average (33%).



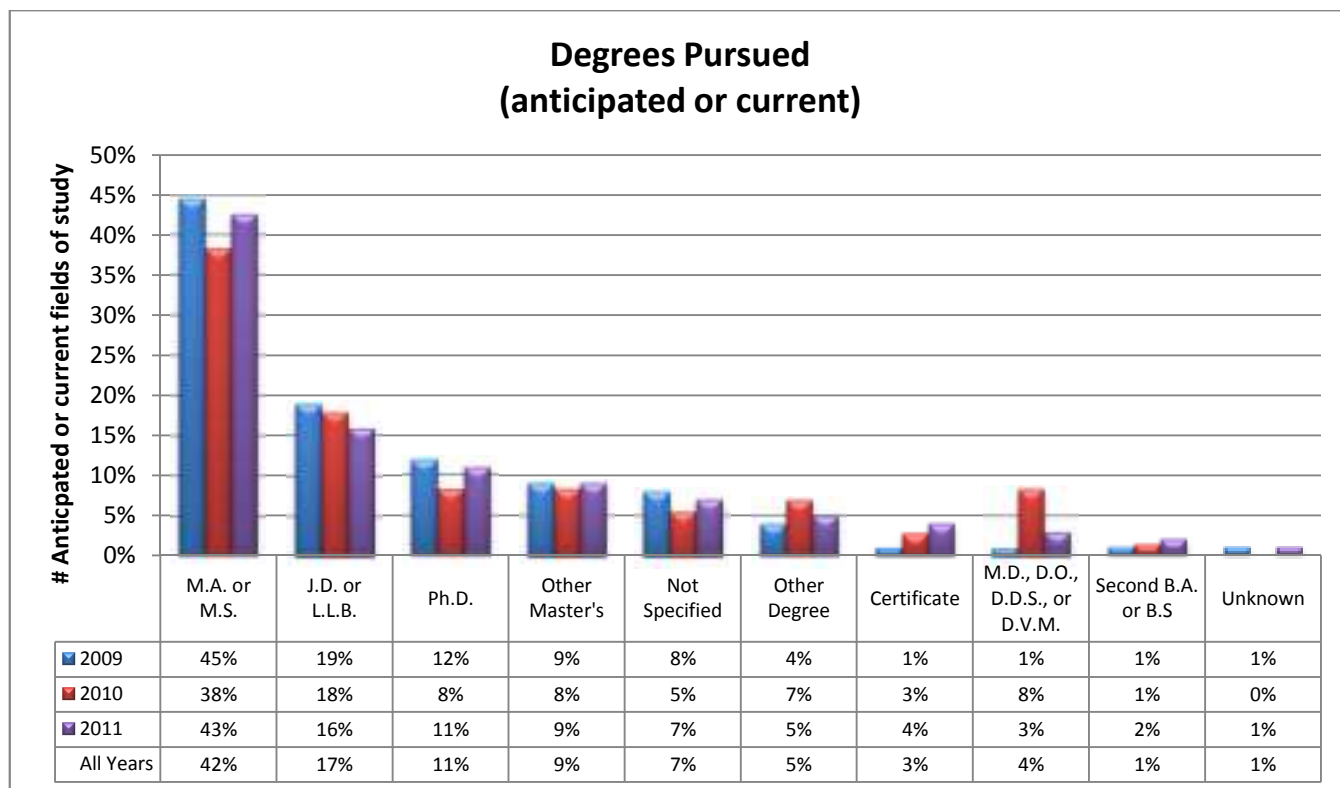
Of those who responded “Not enrolled in any courses”, 7% indicated that they plan to enroll in a degree program in the coming year. Thirty-four percent were “unsure” which is very consistent with the two previous years.



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

Degree Type	Count	Percentage
M.A. or M.S.	43	43%
J.D. or L.L.B.	16	16%
Ph.D.	11	11%
Other Master's	9	9%
Not Specified	7	7%
Other Degree	5	5%
Certificate	4	4%
M.D., D.O., D.D.S., or D.V.M.	3	3%
Second B.A. or B.S	2	2%
Unknown	1	1%
M.B.A.	0	0%
Ed.D., Sci.D., or D.B.A.	0	0%

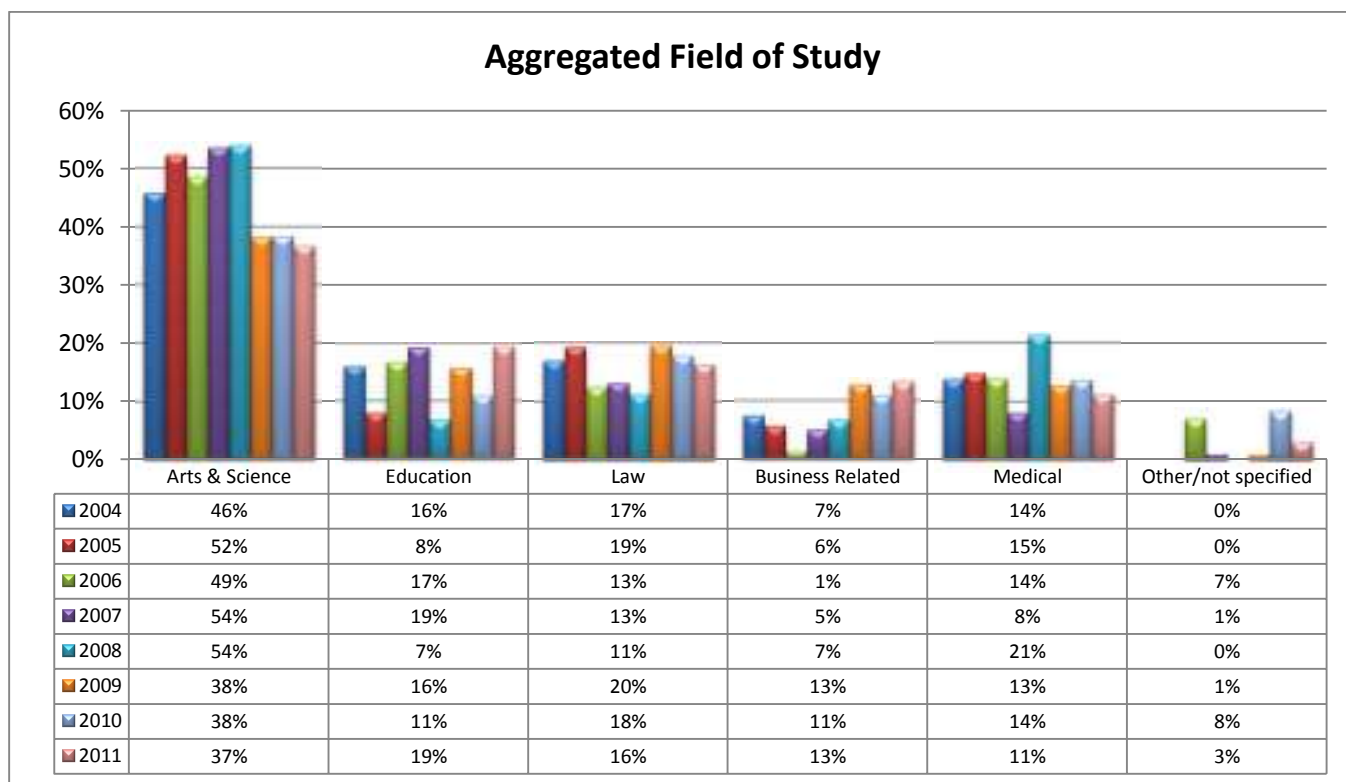
Total 101 100%



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	36	37%
Education	19	19%
Law	16	16%
Business Related	13	13%
Medical	11	11%
Other/Not Specified	3	3%
Total	98	100%

The responses of the Class of 2011 as well as those from previous years are displayed in the following chart. Please note that the classifications for fields of study were revised last year. Therefore the numbers for the Classes of 2009 and earlier may not match numbers from previous reports. The Class of 2011, like the Classes of 2009 and 2010 shows a significant decrease in students studying arts and sciences, as well as a reversal of the trend away from law exhibited by the Classes of 2006 - 2008.

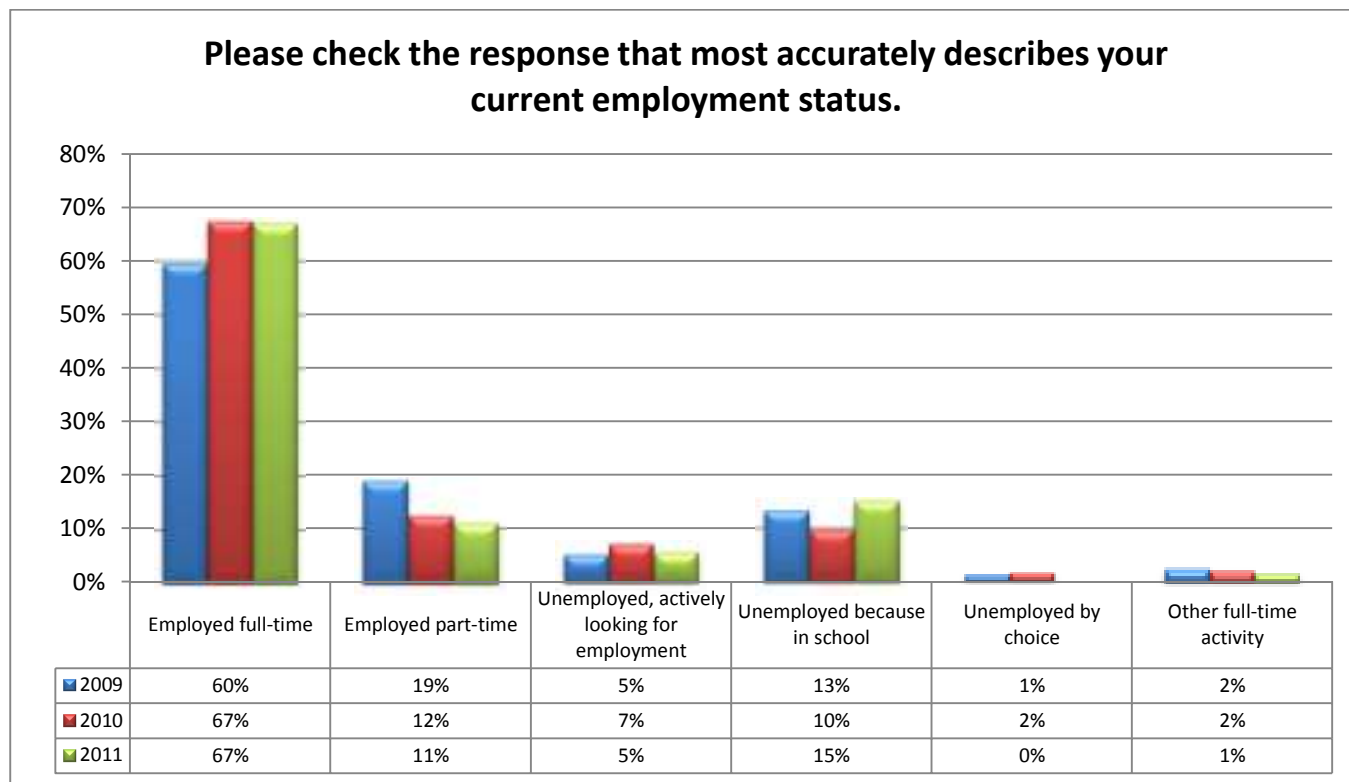


Employment

Employment Status: The responses for the Class of 2011 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	183	67%
Employed part-time	30	11%
Unemployed, actively looking for employment	15	5%
Unemployed because in school	41	15%
Unemployed by choice	0	0%
Other full-time activity	4	1%
Total	273	100%

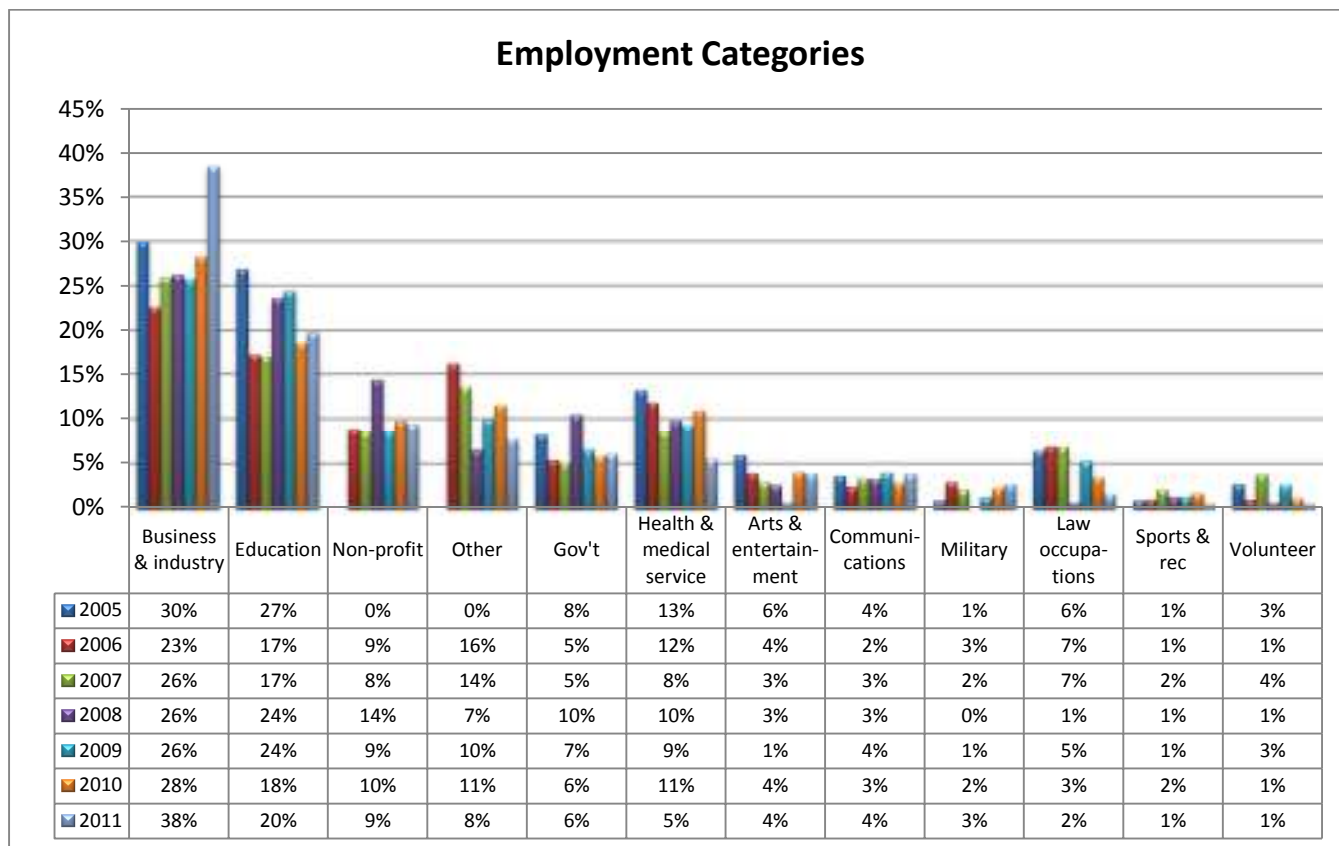
The chart below shows figures consistent with the previous year and a significant improvement in this area over the Class of 2009. Comparison with the classes before 2009 is problematic since the option “Unemployed because enrolled” was added for the Class of 2009.



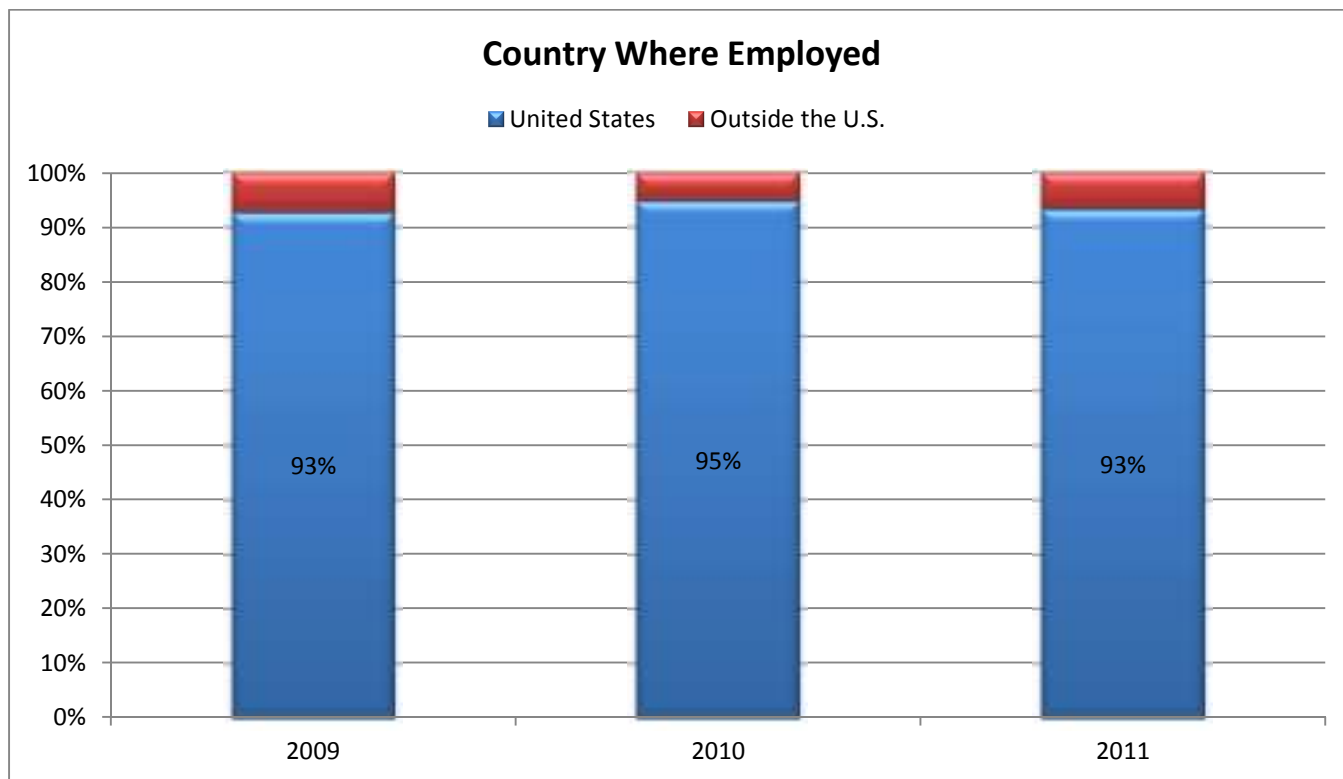
The table below categorizes the responses for alumni employed full-time into various employment fields.

Employment Field	Count	Percentage
Business & industry	70	38%
Education	36	20%
Non-profit	17	9%
Other	14	8%
Government	11	6%
Health & medical service	10	5%
Arts & entertainment	7	4%
Communications	7	4%
Military	5	3%
Law occupations	3	2%
Sports & recreation	1	1%
Volunteer	1	1%
Total	182	100%

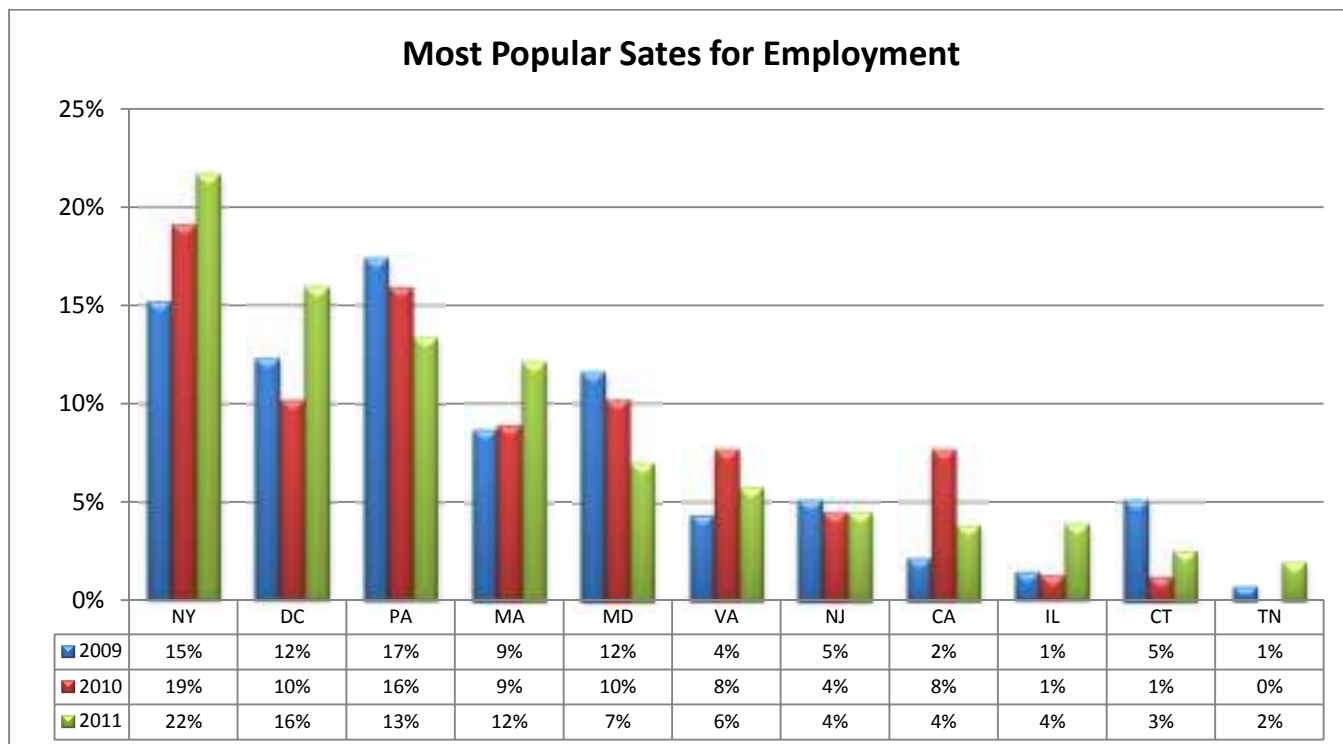
The trends for top fields of employment are shown in the chart below for recent graduating classes. Business and industry has been popular in the past and this is even more evident with the Class of 2011. Education is once again the next most popular employment category. For the third year in a row, there is a return to prior levels for non-profit and government employment after the spike from the Class of 2008. Appendix 2 contains the details for those who indicated *other* for their employment field.



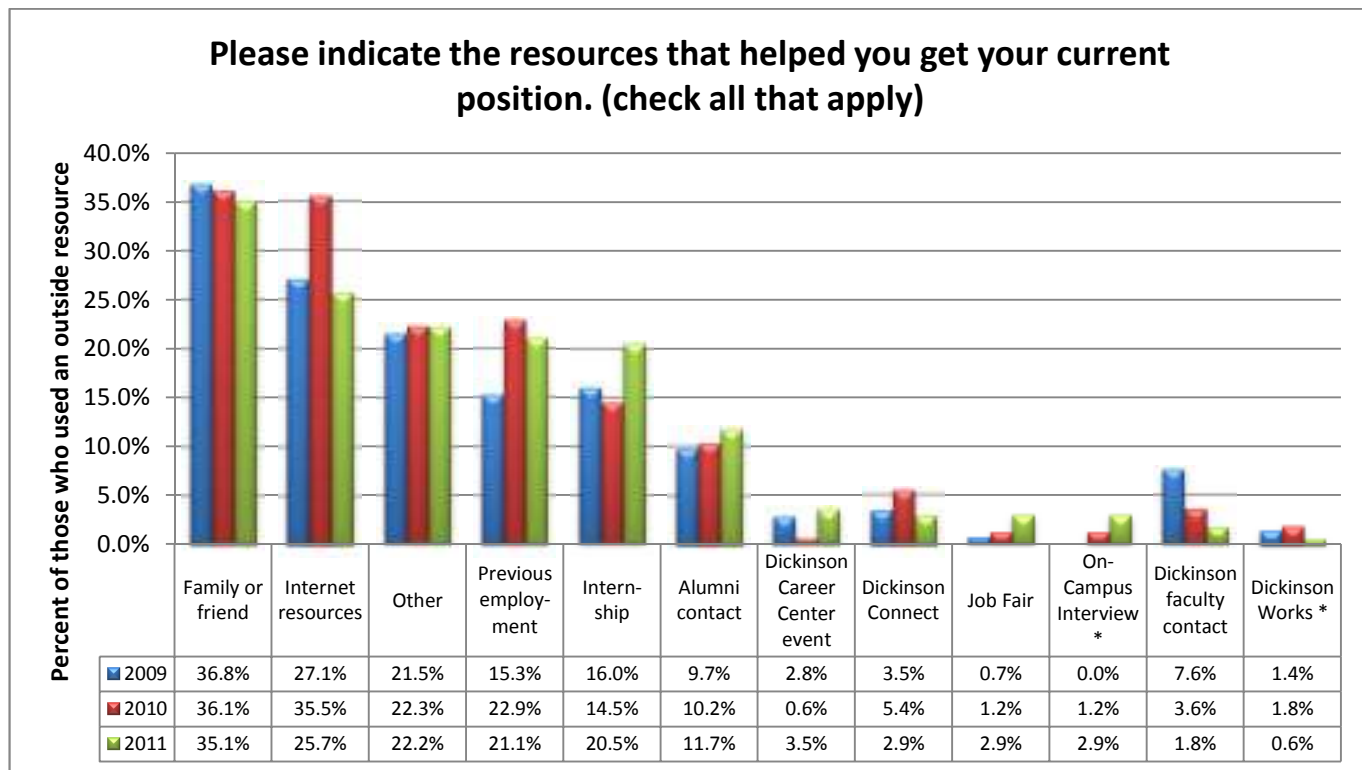
The next slide shows the proportion of alumni who are employed in the United States and outside the U.S. The vast majority from both all three classes are employed in the country.



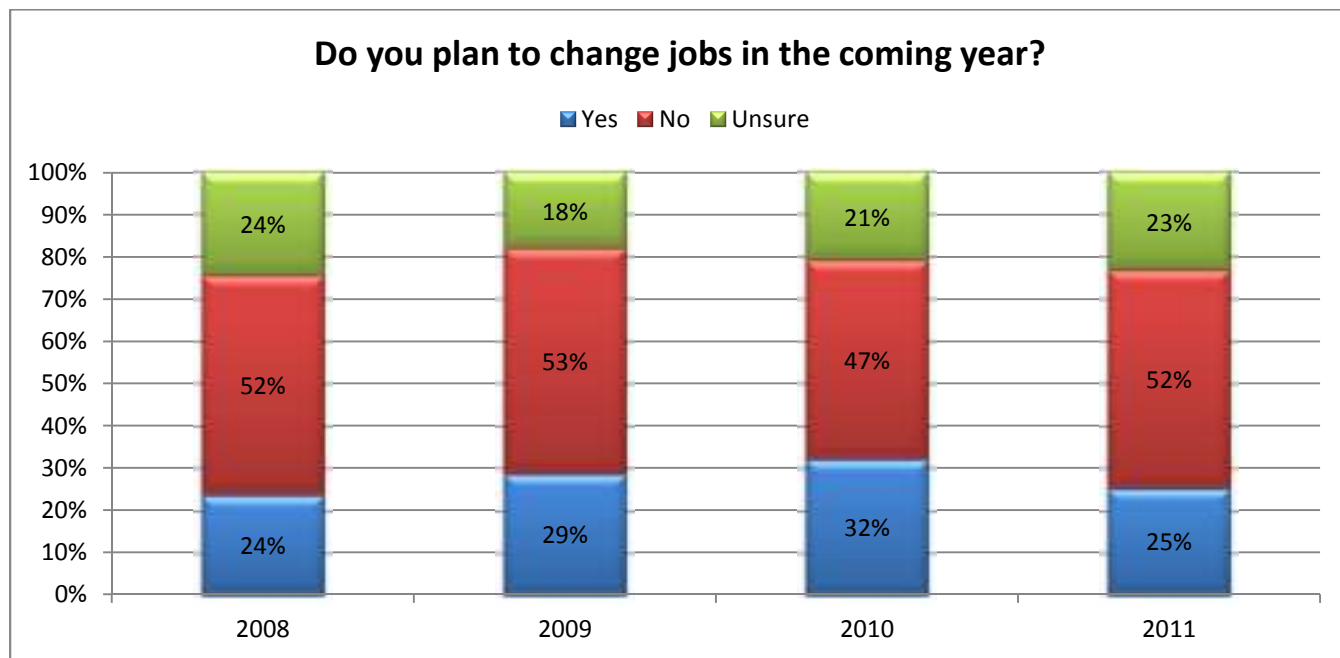
The chart below shows the most popular states for employment for the most recent graduating classes.



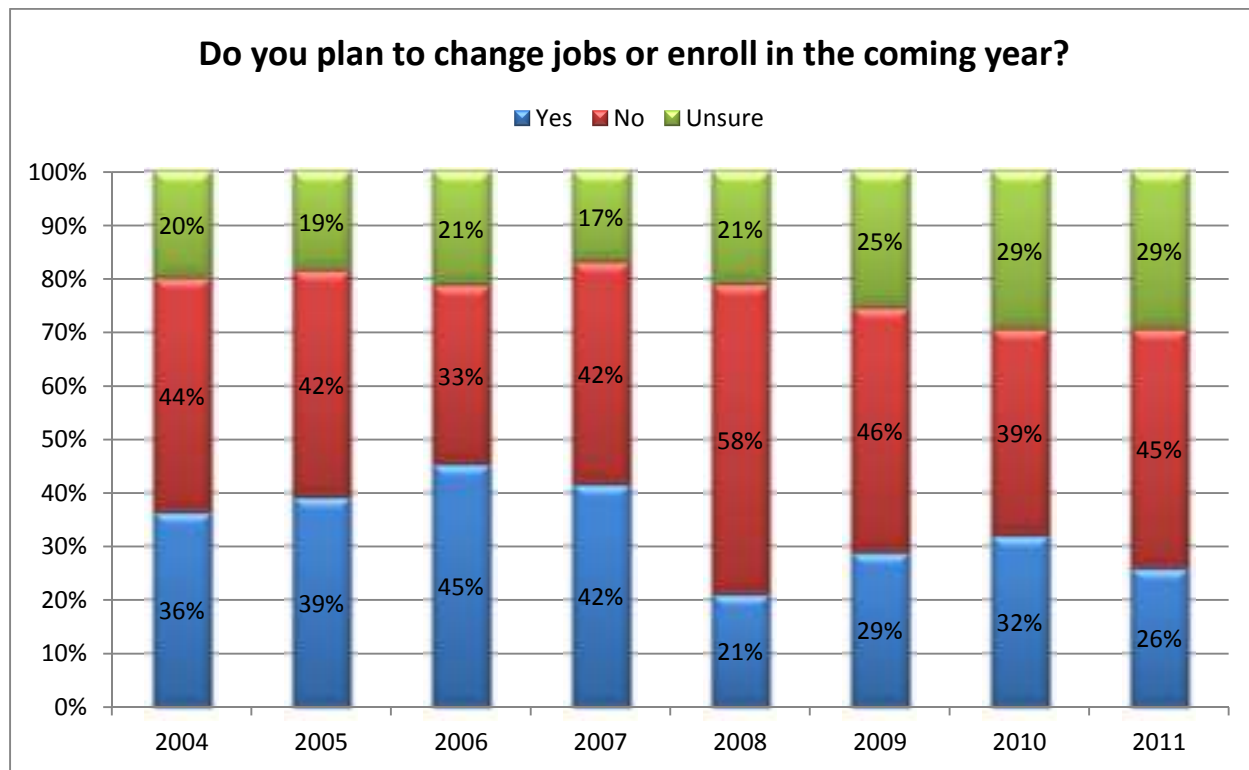
The graduates from the Class of 2011 who were employed full-time were asked to indicate which resources helped them to obtain their current position. They were asked to “check all that apply”. So, the totals may sum to more than 100%. The Class of 2011 appears to be less reliant on “internet resources” than the previous year and there is a sharp increase in the role “internships” play in helping the class obtain a position. A small positive trend is also beginning to developing regarding the use of “Alumni contacts”. 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 2011 very much in line with the average response for the previous years (28%, 51% and 21% for Yes, No and Unsure, respectively).



In the past, respondents were asked if they intended to change jobs *or* enroll in a degree program in the coming year. This question was split into two questions beginning with the Class of 2008 survey. When these two questions are combined, we see that the Classes of 2010 and 2011 have a relatively large proportion that are unsure whether or not they will change jobs or enroll in the coming year, continuing the trend that began with the Class of 2008. Details for those who plan to change jobs or enroll in a new program can be found in Appendix 2.



The table below shows the number and percentage of the respondents in the Class of 2011 indicating how many full-time jobs they have held since graduating from Dickinson.

How many FT jobs since graduation?	Count	Percentage
None	53	19.5%
One	161	59.2%
Two	54	19.9%
Three	3	1.1%
Four	1	0.4%
Total	272	100%

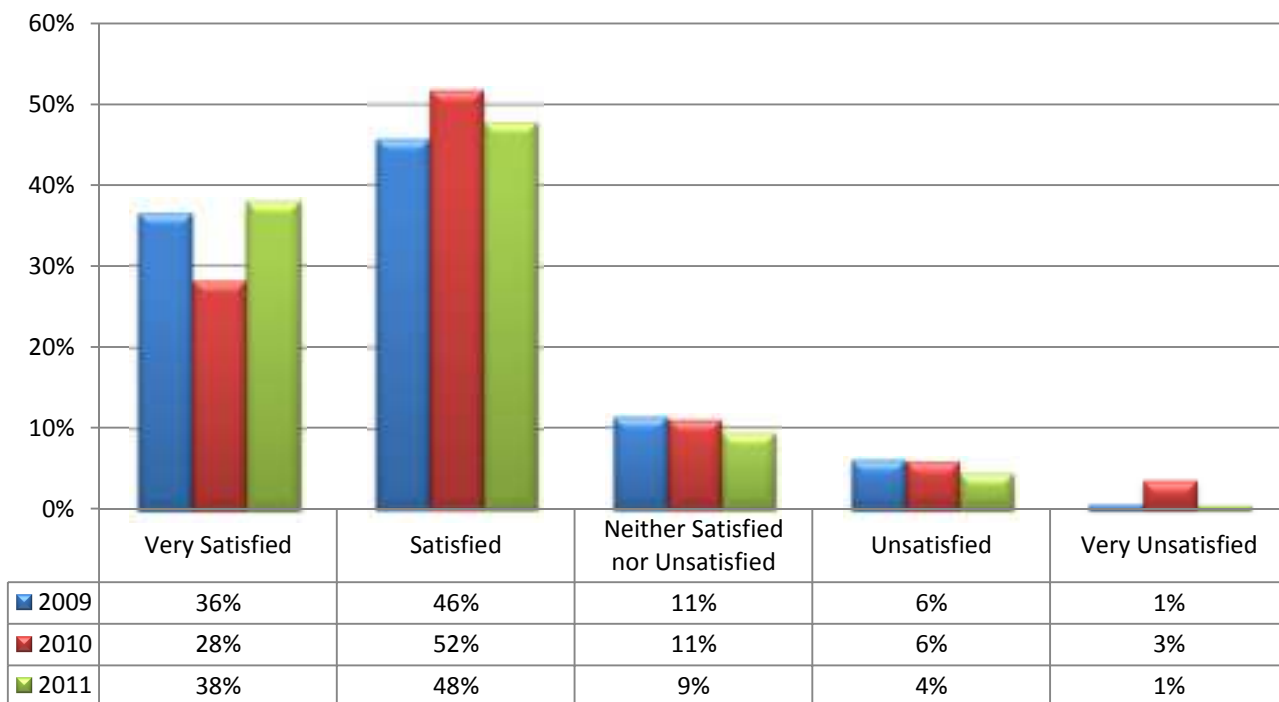
The chart below summarizes the number of full-time jobs held by members of the classes of 2009 through 2011 since graduating from Dickinson. The estimated mean number of jobs since graduating for the Class of 2009, 2010 and 2011 are 0.86, 1.16 and 1.04 respectively.

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

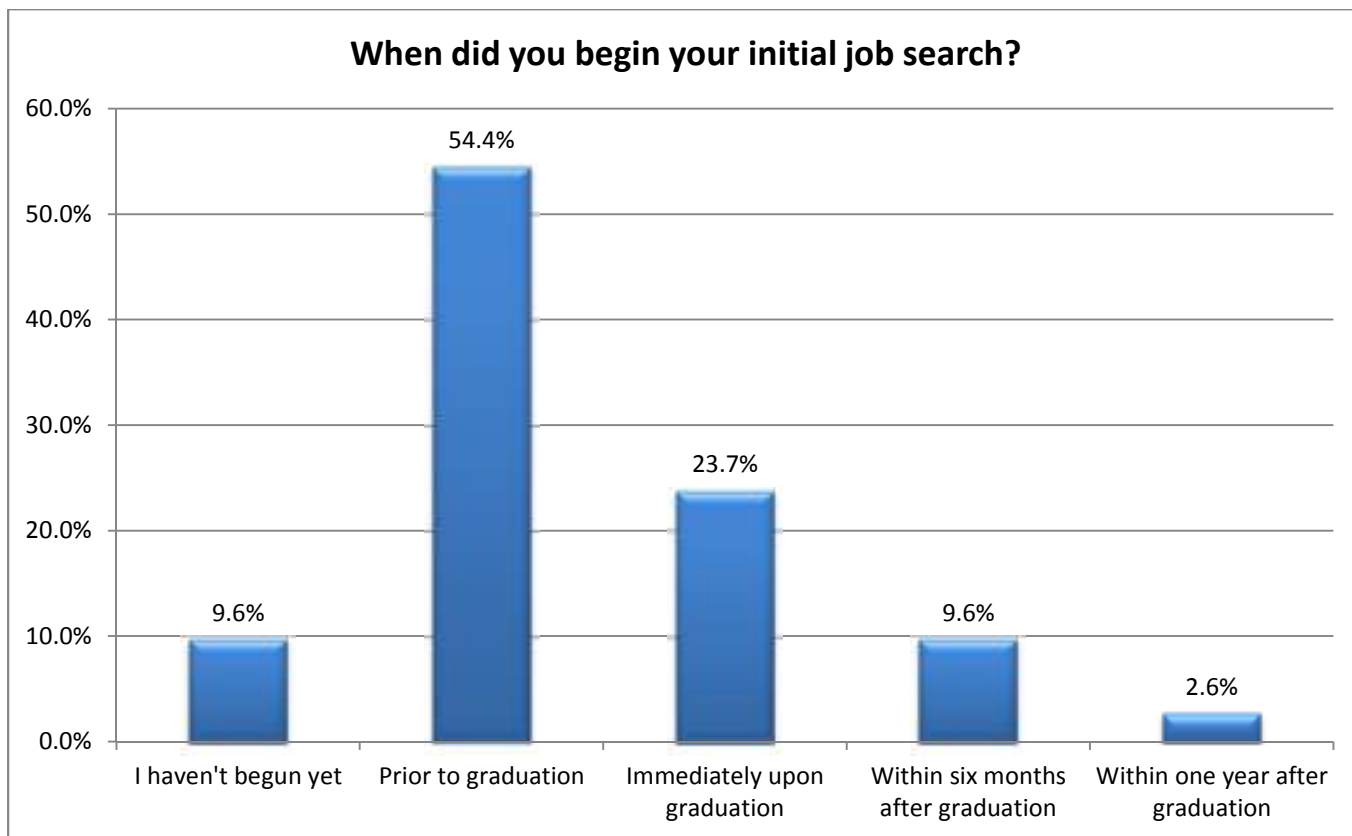


Those who were employed were asked about their job satisfaction. The vast majority of the Class of 2011 (86%) indicated they were either satisfied or very satisfied with their current job, which is an increase over the two previous years (82% and 80% for the Classes of 2009 and 2010 respectively).

Please rate your satisfaction with your current job.



The Class of 2011 was asked when they began their initial job search. The vast majority (88%) began their initial job search prior to graduation, immediately upon graduation or within six months of graduation. The chart below summarizes the responses.

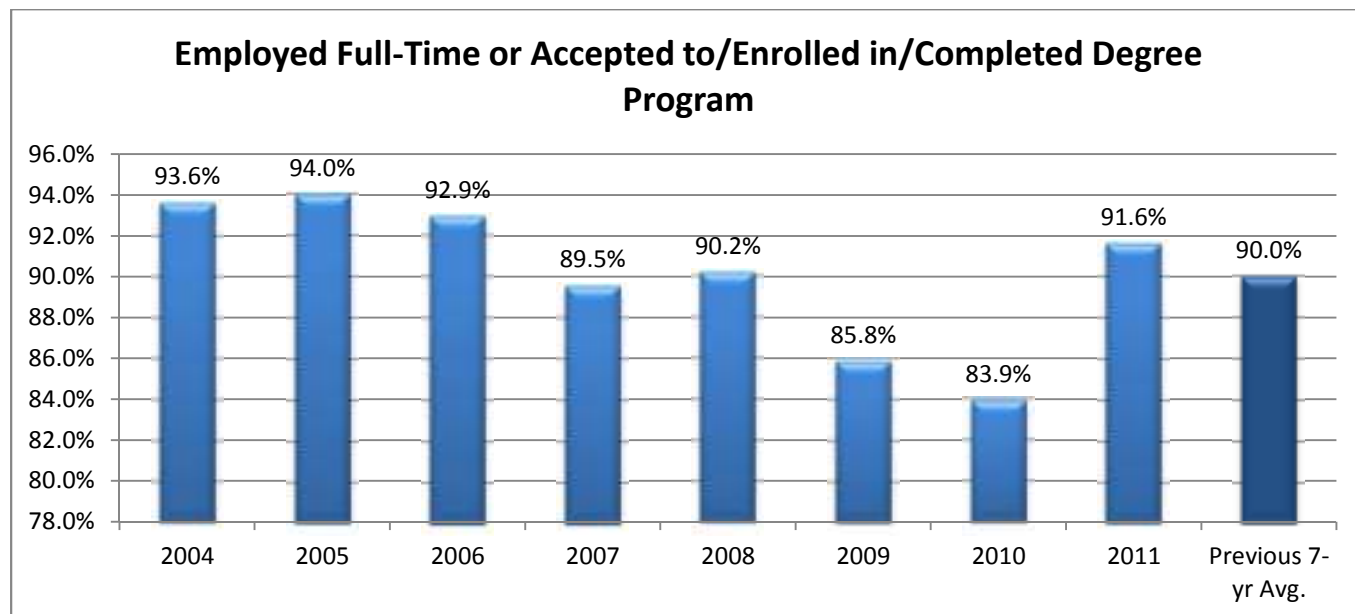


Education and Employment

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

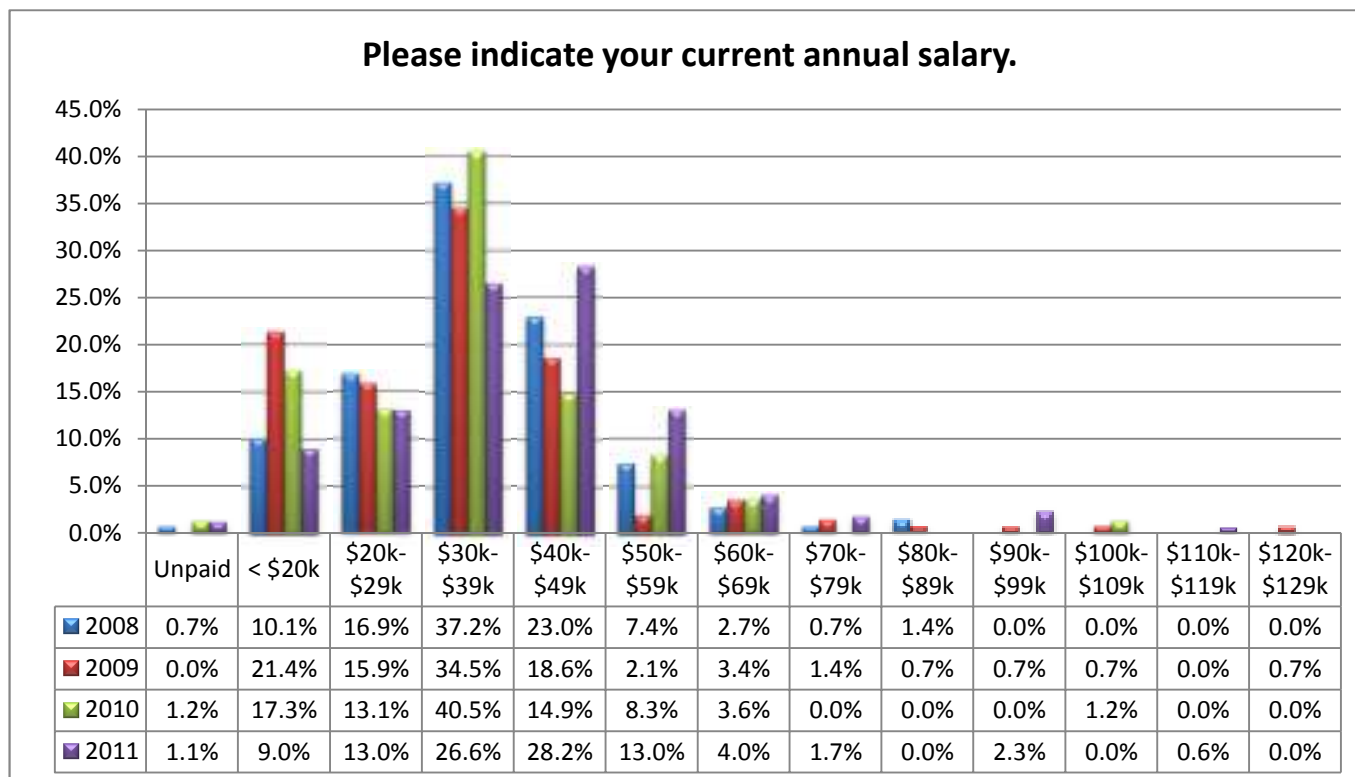
	<i>Employed full-time</i>	<i>Employed part-time</i>	<i>Unemployed , actively looking</i>	<i>Unemployed because in school</i>	<i>Unemployed by choice - not actively looking</i>	<i>Other full- time activity</i>	<i>No Employment Response</i>	<i>Row Total</i>
Enrolled or completed degree	27	19	4	34	0	1	1	86
% of Row	31.4%	22.1%	4.7%	39.5%	0.0%	1.2%	1.2%	100.0%
% of Col	14.8%	63.3%	26.7%	82.9%	N/A	25.0%	100.0%	31.4%
% of Total	9.9%	6.9%	1.5%	12.4%	0.0%	0.4%	0.4%	31.4%
Enrolled, but not toward a degree	6	0	1	0	0	0	0	7
% of Row	85.7%	0.0%	14.3%	0.0%	0.0%	0.0%	0.0%	100.0%
% of Col	3.3%	0.0%	6.7%	0.0%	N/A	0.0%	0.0%	2.6%
% of Total	2.2%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	2.6%
Accepted, attending this fall	1	1	1	7	0	0	0	10
% of Row	10.0%	10.0%	10.0%	70.0%	0.0%	0.0%	0.0%	100.0%
% of Col	0.5%	3.3%	6.7%	17.1%	N/A	0.0%	0.0%	3.6%
% of Total	0.4%	0.4%	0.4%	2.6%	0.0%	0.0%	0.0%	3.6%
Accepted, deferred admission to later date	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%	6.7%	0.0%	N/A	0.0%	0.0%	0.4%
% of Total	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.4%
Not Enrolled, but applying	25	3	1	0	0	1	0	30
% of Row	83.3%	10.0%	3.3%	0.0%	0.0%	3.3%	0.0%	100.0%
% of Col	13.7%	10.0%	6.7%	0.0%	N/A	25.0%	0.0%	10.9%
% of Total	9.1%	1.1%	0.4%	0.0%	0.0%	0.4%	0.0%	10.9%
Not Enrolled	114	6	7	0	0	2	0	129
% of Row	88.4%	4.7%	5.4%	0.0%	0.0%	1.6%	0.0%	100.0%
% of Col	62.3%	20.0%	46.7%	0.0%	N/A	50.0%	0.0%	47.1%
% of Total	41.6%	2.2%	2.6%	0.0%	0.0%	0.7%	0.0%	47.1%
Other	9	1	0	0	0	0	0	10
% of Row	90.0%	10.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
% of Col	4.9%	3.3%	0.0%	0.0%	N/A	0.0%	0.0%	3.6%
% of Total	3.3%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	3.6%
No Response	1	0	0	0	0	0	0	1
% of Row	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
% of Col	0.5%	0.0%	0.0%	0.0%	N/A	0.0%	0.0%	0.4%
% of Total	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
Column Total (responses only)	183	30	15	41	0	4	1	274
% of Row	66.8%	10.9%	5.5%	15.0%	0.0%	1.5%	0.4%	100.0%
% of Col	100.0%	100.0%	100.0%	100.0%	N/A	100.0%	100.0%	100.0%
% of Total	66.8%	10.9%	5.5%	15.0%	0.0%	1.5%	0.4%	100.0%

The chart below depicts the history of the proportion of graduates who have been accepted to or are enrolled in a degree program, have completed a degree program or are fully employed. The Class of 2011 is a 5-year high and is noticeably above the average for the previous seven years.

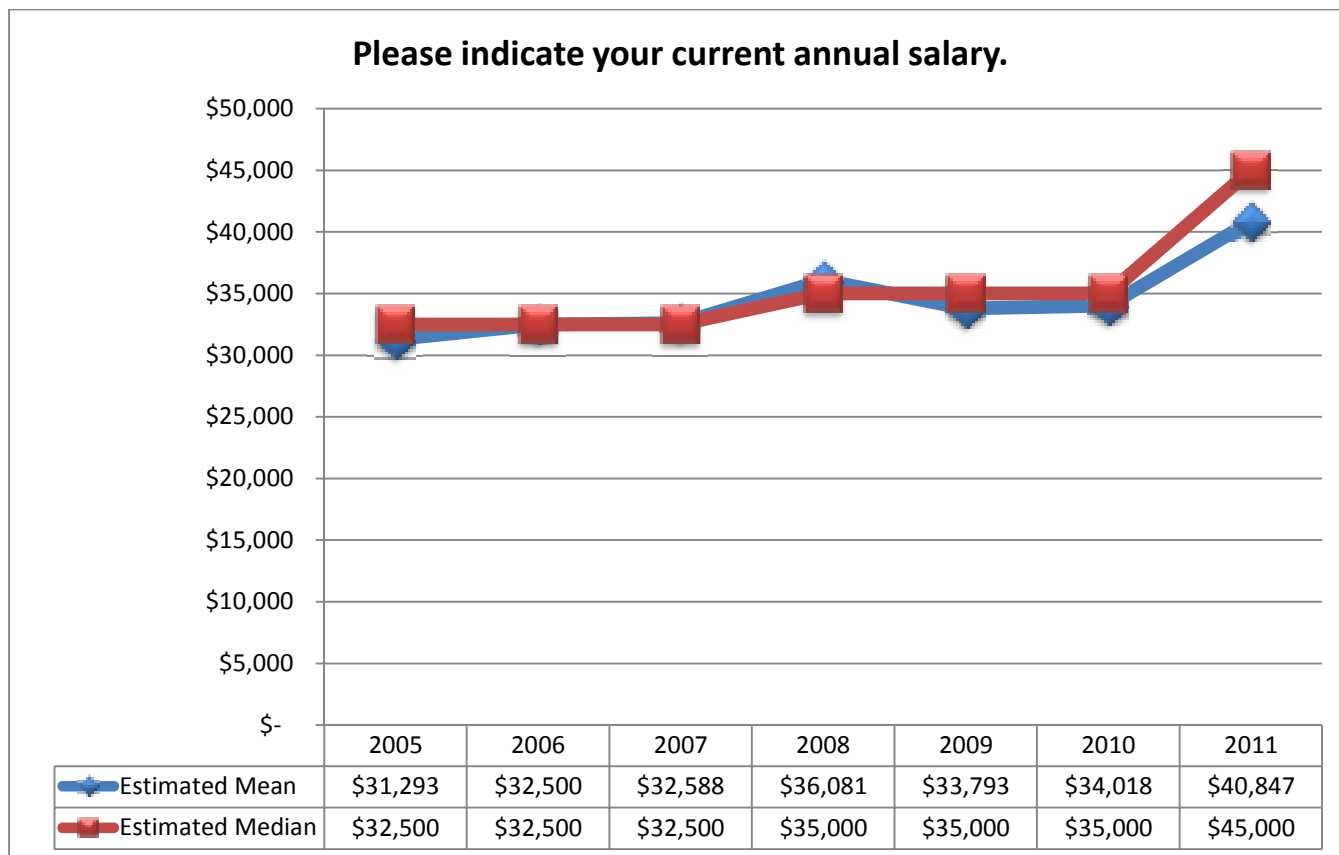


Salary

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



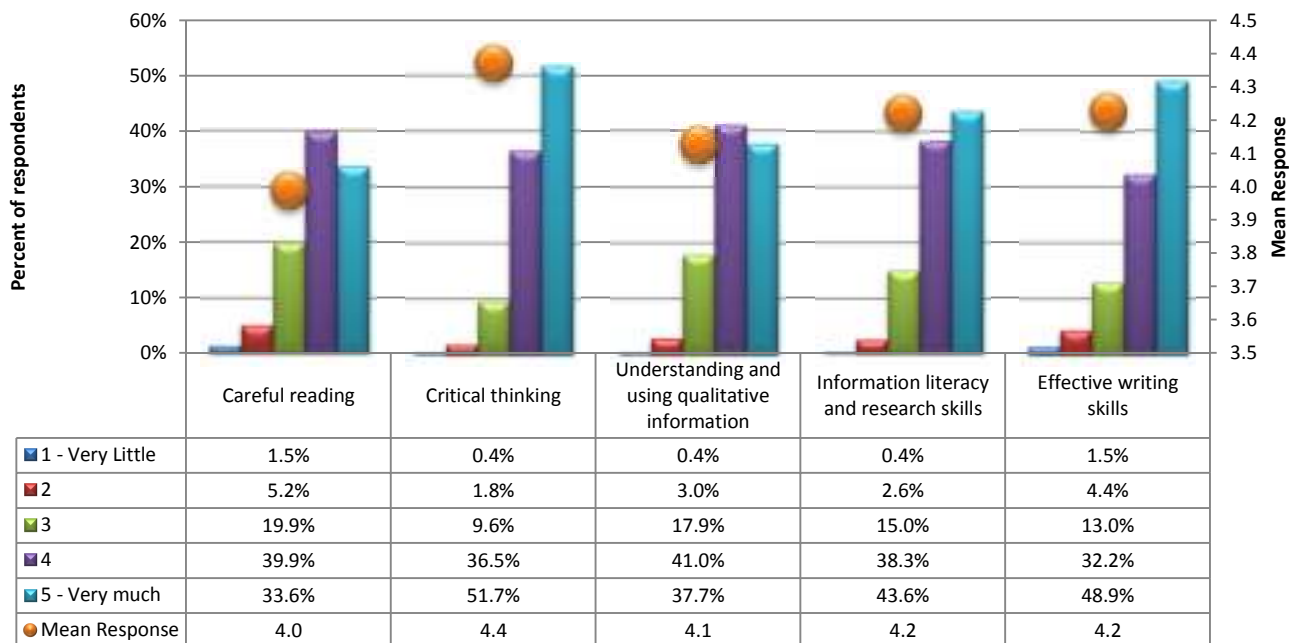
The chart below shows the estimated mean and median salaries for the past seven years. Please note there is no adjustment for inflation. The estimated median has remained constant for the three years prior to the Class of 2011. The mean salary showed a very large increase this year. This is the first time since administering this survey where the difference in the mean salary from the previous year is statistically significant (p -value = 0.001).



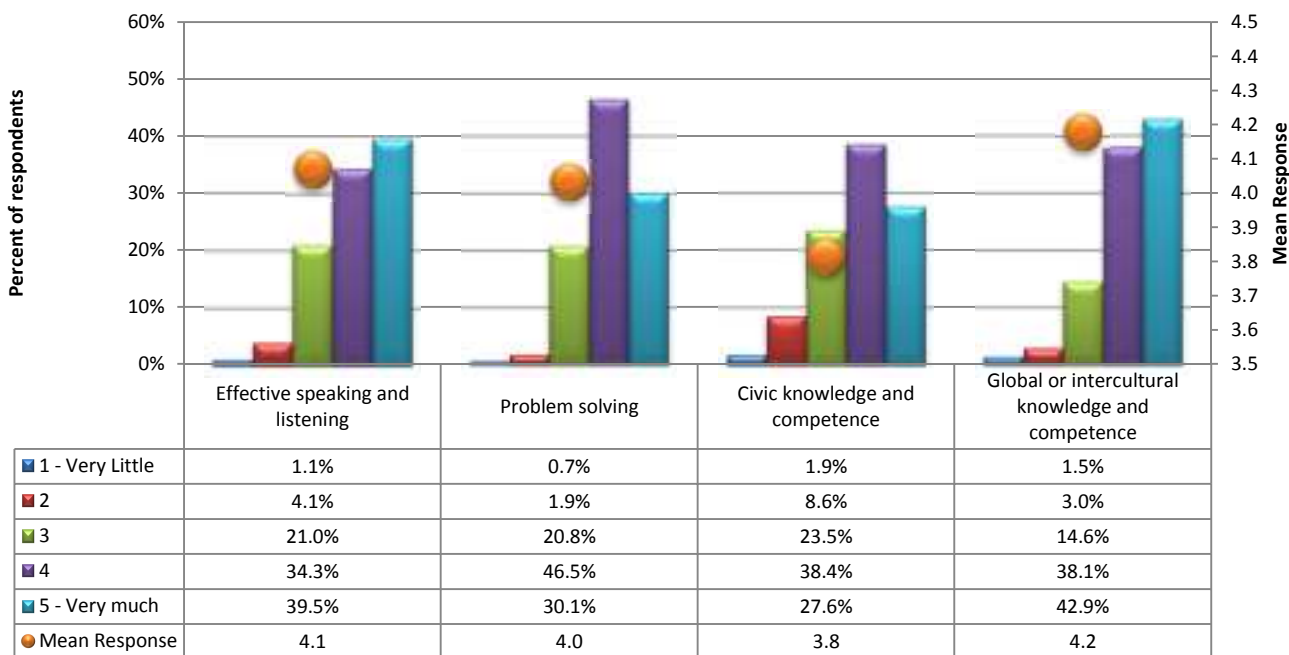
Student Learning Outcomes

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

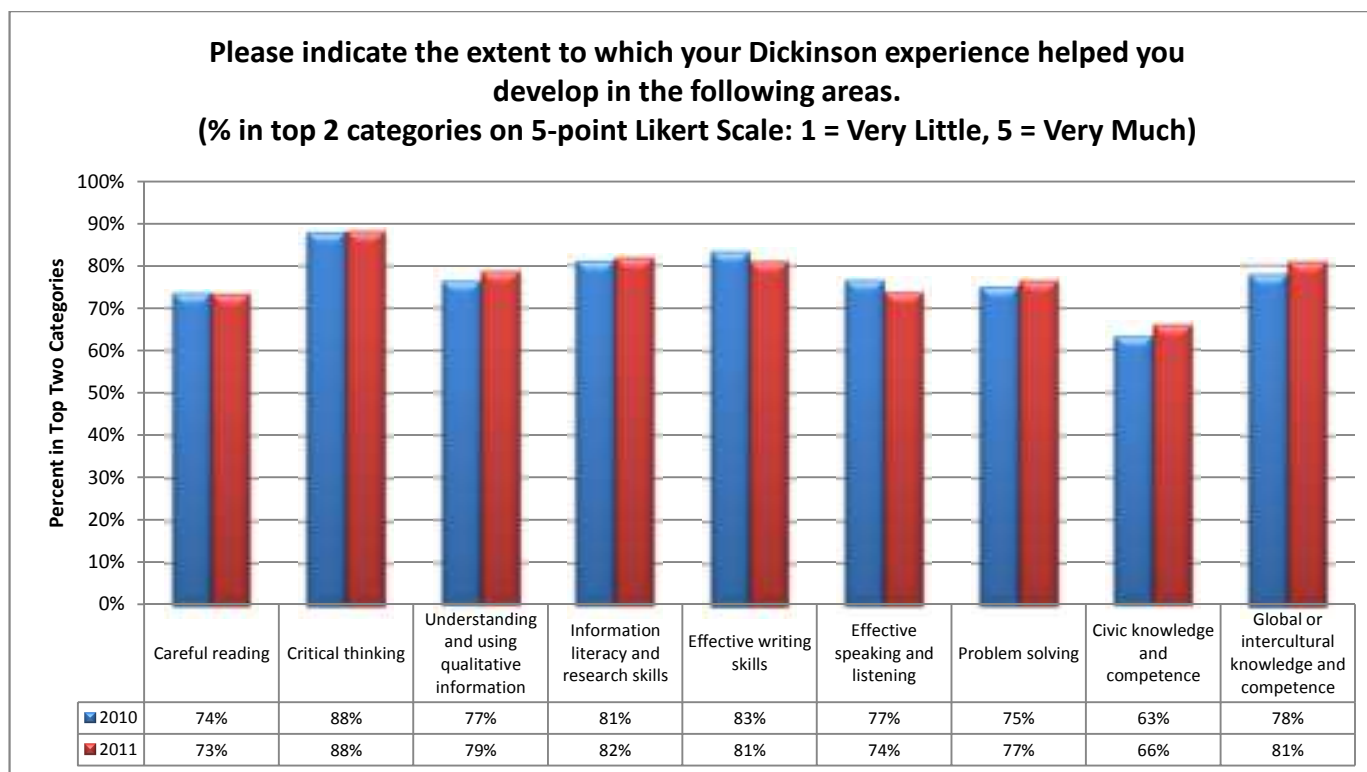
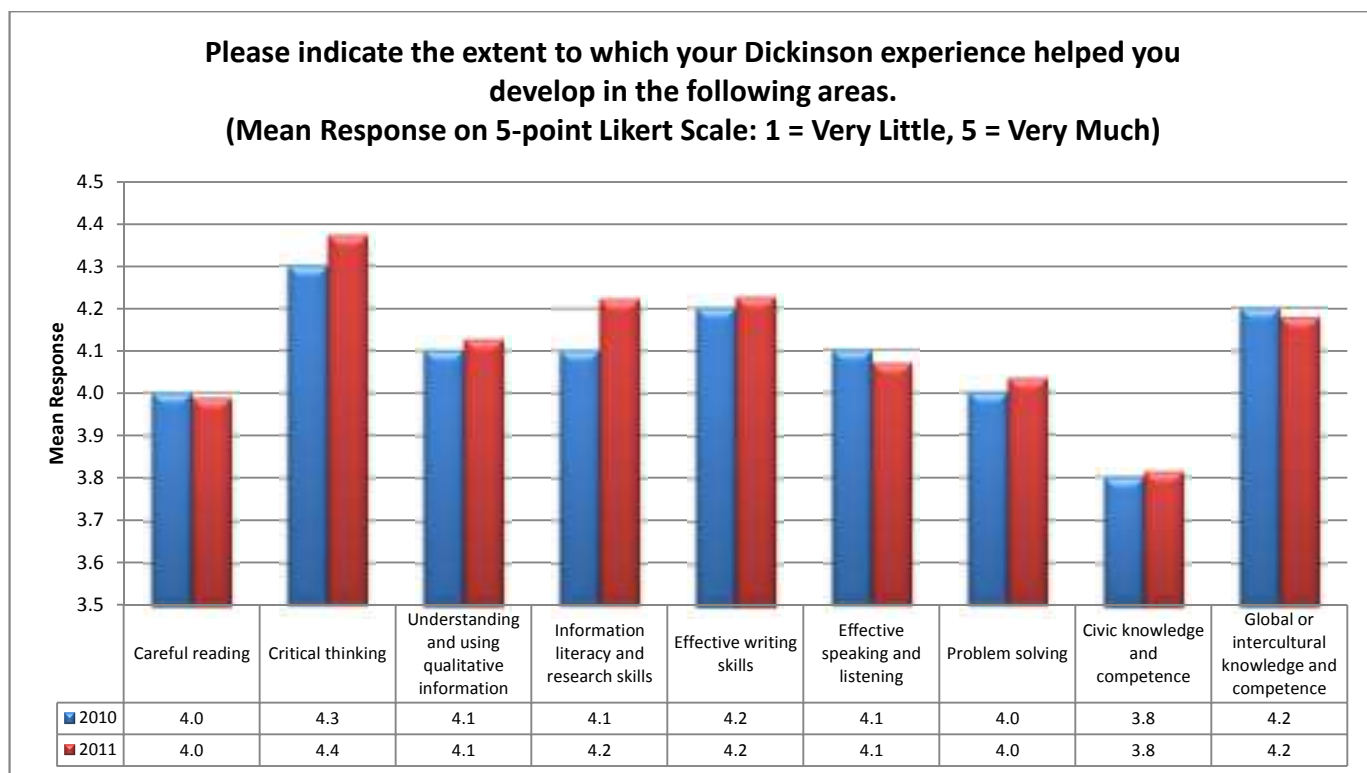
Please indicate the extent to which your Dickinson experience helped you develop in the following areas.



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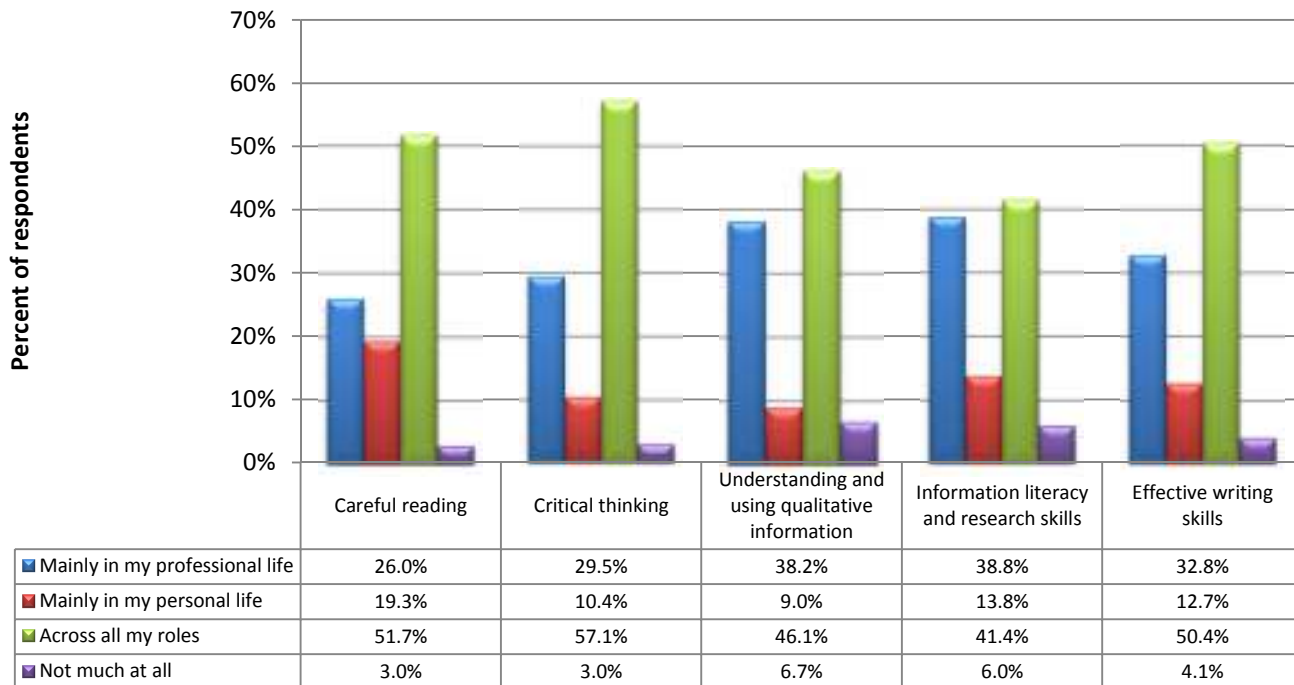


These results are quite consistent with the responses from the previous year. The charts below display the mean response and the percentage of those responding in the top two categories for two most recent graduating classes for each of the student learning topic areas.

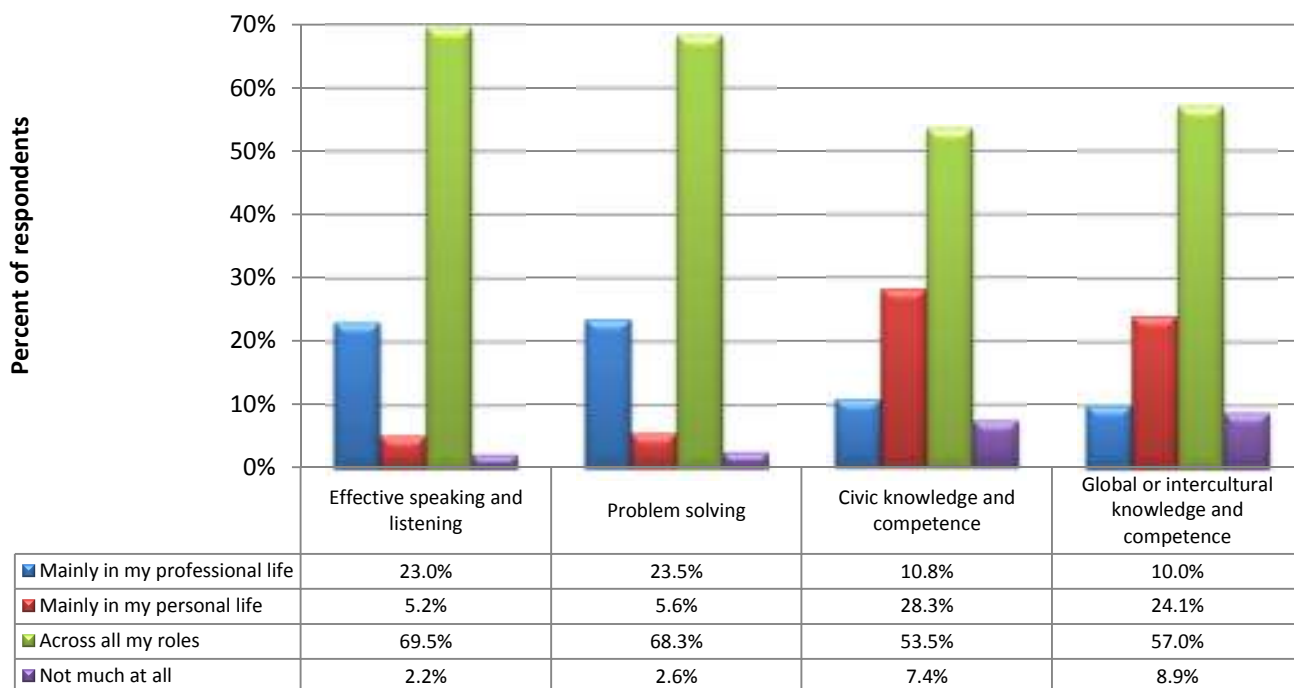


The results from the second set of questions that relate to how the alumni are currently using these skills in their daily lives after graduating from Dickinson College are shown in the two charts below.

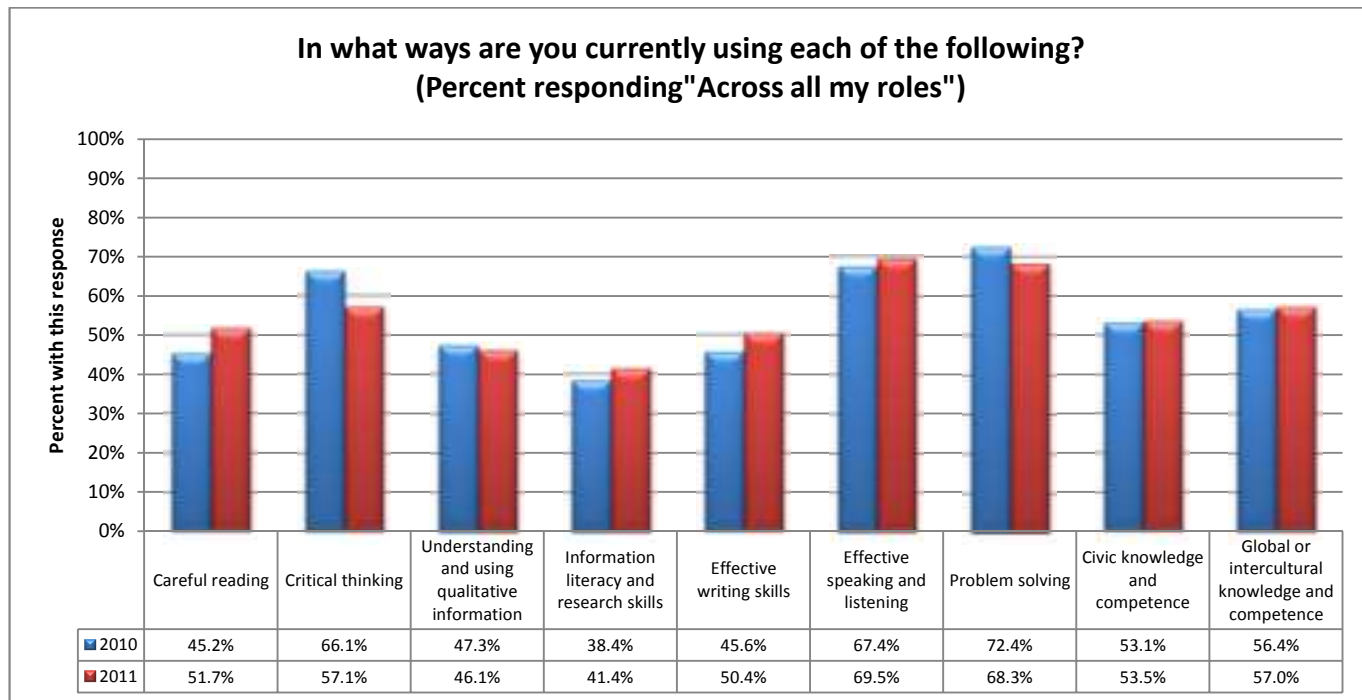
In what ways are you currently using each of the following?



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

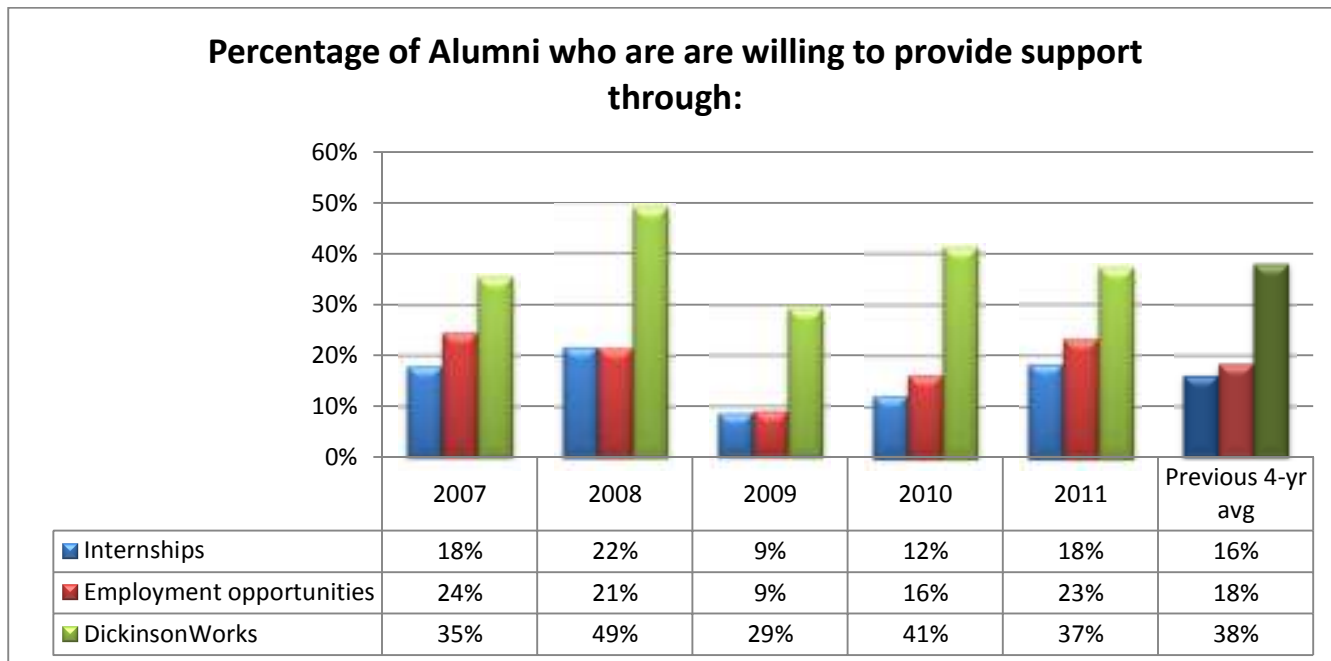


The responses to this question are fairly consistent for the two years it has been asked. Shown below are the responses for those who indicated to what degree they used these skills "across all my roles".



Volunteer/Participation Activity

The proportion of each class who are willing to provide support by providing internships, employment opportunities or by participating in the DickinsonWorks Program are shown in the chart below. The Class of 2011 has responded more positively than the average for the previous four years regarding internships and employment opportunities and about the same for DickinsonWorks. The names 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.



Testimonials

Graduates were given the opportunity to respond to the question “how have you benefited from your Dickinson education?”. One hundred and twenty-five individuals (46% of all respondents) provided a testimonial. This is a increase of seven percentage points over last year and twenty percentage points more than two years ago. Fifty-five percent of those providing a testimonial gave permission to re-print their submission along with their name. The table below contains several of the Class of 2011 testimonials. To inquire about more testimonials, please contact the Office of Institutional Research.

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

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

Dickinson Class of 2011 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
- ☐ Nunavut
- ☐ 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	☐	☐	☐	☐	☐
Critical thinking	☐	☐	☐	☐	☐
Understanding and using qualitative information	☐	☐	☐	☐	☐
Information literacy and research skills	☐	☐	☐	☐	☐
Effective writing skills	☐	☐	☐	☐	☐
Effective speaking and listening	☐	☐	☐	☐	☐
Problem solving	☐	☐	☐	☐	☐
Civic knowledge and competence	☐	☐	☐	☐	☐
Global or intercultural knowledge and competence	☐	☐	☐	☐	☐

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	☐	☐	☐	☐
Critical thinking	☐	☐	☐	☐
Understanding and using qualitative information	☐	☐	☐	☐
Information literacy and research skills	☐	☐	☐	☐
Effective writing skills	☐	☐	☐	☐
Effective speaking and listening	☐	☐	☐	☐
Problem solving	☐	☐	☐	☐
Civic knowledge and competence	☐	☐	☐	☐
Global or intercultural knowledge and competence	☐	☐	☐	☐

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	☐	☐	☐
Providing employment opportunities for Dickinson graduates	☐	☐	☐
Volunteering for Dickinson Works (Alumni Career Network)	☐	☐	☐

* 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:

CFA
Researching grad schools, not in applying stage yet. Shooting to enroll in next couple years.
Possibly enrolled in a certificate program in the future
PSIA level 1
I already graduated from Dickinson College.
Working full time, not considering grad/professional school at this time
Accepted and will be attending next spring
DLI Monterey
Currently working at an executive staffing company, producing in-house special events
Employed

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

Planning to study for MCATs and apply to graduate programs.
Will apply to schools next fall
Teaching Cert
Applying to law school
Nursing School
enrolling in online courses to complete prerequisites to apply for physician assistant programs
Masters program in Education

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

I had a contracted Spanish Teacher Position, but gave it up when I married my husband (Army Officer)
homemaker, mother
AmeriCorps
I am a Peace Corps Volunteer currently serving as an English and Math teacher in Namibia

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

Scientific Research
Intern
Environmental contracting with the Army Corps of Engineers
Lobbying
IT/Sales
Fundraising, Event Production
Sustainability
Agriculture
Special Education
Carpenter
Science
Sports, entertainment, and media marketing
Working in a biology research lab at the University of Chicago

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

My work in the Dickinson College Phonathon and Development Office
Master's classmate
Amity Fox helping me write my resume and cover letter!
I sent in a blind application and was selected for an interview.
Friend of a friend not related to Dickinson
Craigslist
Staffing Agency
On my own accord
Craigslist.com
I applied on my own accord, and was selected to interview without any previous connection.
I applied directly.
Served my AmeriCorps term in the same non-profit and continued working as a full-time member.
Found by myself
General Career Center assistance and advice
Got my bartending certification, and used that to obtain a job at the Corkscrew Wine Shop
Health Career Advisor
I found the NYC Teaching Fellows program myself and applied.
Professor Kushner gave me guidance on how to look for different positions + pick the right one
Army ROTC
Teach For America
Networked through friends on my own
Informational interview via a friend of a friend
I was employed at the college in a different position.
applied online
I found the position myself
Networking
Recruiter
LinkedIn
Thanks for nothing guys!
Dickinson class
Applying to Many Many jobs
Dickinson Peer
Student Teaching in the school district
Hard work
Applied to position on U Chicago's website, submitted resume
Professor Sarcone recommended a fellowship in India which I was a part of last year.
Contacts I made outside of Dickinson but with the help of my soccer coach.

More details regarding the resources used to obtain current position.

I was hired at the end of my internship.
Dickinson Fulbright Committee
A colleague at an internship I held the summer after I graduated from Dickinson
Networking, Resume Building, Prior Job following graduation - sales - not what you know but how you
Internship during the summer between Junior and Senior year.
Manager of Lincoln's DC office, daughter is a Dickinson '09 grad.
After I was hired, I found out that two other Dickinson alums (both Class of 2008) also work here.
I had an internship with the office previously.
Director at Sightlines is a Dickinson grad who recruited on-campus.
An alumni of 2006 send the career center info about a job with in her company, and I got an email
I was a career center employee, so I found out about my current position through a flyer.
started as an intern and changed departments twice before being offered full-time employment
The position for a Technical Recruiter was advertised by alumna (name removed)
Friend of a friend referred me to my company. An internship at the president's office prepared me
Got job through on campus 'networking day' and met alumni through mock interview session
Mostly coordinated through Northeastern University
summer internships that were not through Dickinson
The Career Center very much assisted with my CV and Cover letter and general interviewing skills.
Private career websites
One particular person in the Career Center (name removed) was a huge help
I got a job the old fashioned way: I applied, got accepted.
Professor (name removed) helped
A graduate of Dickinson worked there and got me in.
Exelon has their own job postings system and I enrolled.
I applied to a few openings in Arlington Pubic Schools online and was contacted for an interview
Posse, Professor (name removed) (Dickinson EDU department), Professor (name removed) (AMST dept), (name removed) Prgrm Dir.
I had a mock-interview with an alum who worked for IPREO.
I'm an entrepreneur in real estate industry between the U.S. and China
LinkedIn
I am part of the Teach For America program and received my job as part of that commitment.
Did not utilize any Dickinson resources - limited network and recruiting pipelines in Chicago.
Career Center staff helped me tremendously in mock interview
Jugaad
Monster College
(name removed)
I applied online after working for a year in the same industry.
Dickinson's online resources were relatively useless.
Dickinson had no hand whatsoever in finding me a job.
NAACP job fair
I knew I wanted to serve with City Year since high school. I was waiting for the right time.
Contacted an executive within the company who forwarded me to human resources
indeed.com
alumni referral
Summer job turned into full-time after school

Details regarding plans to change jobs in the coming year:

Grant will expire in December, so I will need to find other employment
My boss is effectively retiring from the House because he is running for Senate.
My boss is retiring, and thus, I am forced to seek new employment.
After the internship is complete in July 2013, I will return to sales then substitute teaching.
I am a contractor and will be out of a job next month. I have a part-time job at a hotel currently
I plan to go to Grad School
Plan to apply to and attend Medical School
I hope to be promoted to a different position in the same company
for a position that is more closely related to my interests
My goal is to work within history museums, but I first plan on going back to school.
I'm looking for a job that will put me on a career path that will allow me to use my degree.
I will return to the US and commence finding a job stateside.
I am applying for a position in corporate partnerships within Teach For America
I would like to explore event production/design
Enrolling in graduate school
Praying to Baby Jesus someone rescues me from earning Rs. 40,000/month living in fetid cesspool
Lateral job change
Promotion or leaving company
I'm a freelance theatre professional, my jobs end every two two three months.
I'm completing an One year and Half long analyst program at my current employer

The first Table shows a historical tally of schools attended by the classes of 2009-2011. The second table includes details for the Class of 2011 to include the school, field of study and degree.

**Institutions with and number of attending alumni from the Classes of 2009- 2011:
(Sorted from most attended to least attended)**

Institution	2009	2010	2011	Total
Dartmouth College	2	1	2	5
University of Georgia	4	0	0	4
Northwestern University	1	1	1	3
Towson University	1	1	1	3
University of Rochester	1	1	1	3
Boston College Law School	0	1	1	2
Brown University	1	1	0	2
College of William & Mary	2	0	0	2
Lesley University	0	0	2	2
London School of Economics and Political Science	1	0	1	2
Northeastern University	1	0	1	2
Simmons College	0	0	2	2
Suffolk University Law School	0	1	1	2
University of New England	2	0	0	2
William & Mary School of Law	1	1	0	2
American University in Cairo	0	0	1	1
Amsterdam Business School, University of Amsterdam	0	0	1	1
Appalachian State University	1	0	0	1
Arizona State University	0	0	1	1
Ave Maria School of Law	1	0	0	1
Azrieli Graduate School of Jewish Education	0	0	1	1
Bank Street College of Education	1	0	0	1
Bath Spa University	0	1	0	1
Bethune-Cookman University	0	1	0	1
Boston College	0	0	1	1
Bristol University	0	1	0	1
Brooklyn College	0	0	1	1
Bryn Mawr College	0	0	1	1
Camden County College	0	1	0	1
Case Western Reserve University School of Medicine	1	0	0	1
Central European University	0	0	1	1
Central Michigan University	1	0	0	1
CFA Institute	0	1	0	1
City University of New York	0	0	1	1
Clemson University	0	0	1	1
Colorado University-Denver campus	0	0	1	1
Community College of Philadelphia	0	1	0	1

Corcoran College of Art + Design	1	0	0	1
Courtauld Institute of Art	0	0	1	1
DeSales University	0	0	1	1
Duke University	0	1	0	1
Emory University	0	1	0	1
Emory University School of Law	0	0	1	1
Fairfield University	1	0	0	1
Fashion Institute of Technology	0	0	1	1
Florida State University	1	0	0	1
George Mason University	0	0	1	1
Headlong Performance Institute	1	0	0	1
Hertie School of Governance	1	0	0	1
Indiana University	0	1	0	1
Indiana University School of Medicine	0	1	0	1
Institute of World Politics	1	0	0	1
John Jay College of Criminal Justice	0	1	0	1
La Salle University	0	1	0	1
Lewis and Clark School of Law	1	0	0	1
Loma Linda University	1	0	0	1
Long Island University	0	1	0	1
Loyola University Maryland	0	1	0	1
Loyola University, Maryland	0	0	1	1
Maastricht University	1	0	0	1
Marist College	0	0	1	1
Middle East Institute	0	1	0	1
Midwestern University	0	1	0	1
Millersville University	0	0	1	1
Mississippi State University	0	1	0	1
North Bennet Street School	0	0	1	1
Ohio State University Moritz College of law	1	0	0	1
Oklahoma State University	1	0	0	1
Oxford Brookes University	1	0	0	1
Palmer College of Chiropractic - Florida Campus	0	0	1	1
Philadelphia University	0	0	1	1
post university	1	0	0	1
Pratt Institute	0	1	0	1
Relay Graduate School of Education	0	0	1	1
RIETS theological seminary	0	1	0	1
Saint Joseph's University	0	0	1	1
Sarah Lawrence College	0	1	0	1
Sciences Po Paris	0	1	0	1
St. John's University	0	1	0	1

SUNY New Paltz	0	0	1	1
The American University in Cairo	0	0	1	1
The Basic School, United States Marine Corps	0	0	1	1
The Chicago School of Professional Psychology	0	0	1	1
The College of William and Mary	1	0	0	1
The London School of Economics	0	1	0	1
The Ohio State University	0	0	1	1
The Philadelphia College of Osteopathic Medicine	1	0	0	1
The School of Visual Arts	0	0	1	1
The University of Barcelona	0	0	1	1
Tilburg University, the Netherlands	0	1	0	1
Tulane University	1	0	0	1
UC Hastings College of the Law	0	0	1	1
UCONN Law School	0	0	1	1
UMDNJ SOM	0	1	0	1
uniformed services university	0	1	0	1
Universidad Carlos III	1	0	0	1
Universidad de Málaga	1	0	0	1
University College London	1	0	0	1
University College of London	0	0	1	1
University of Amsterdam	0	0	1	1
University of Bologna	0	1	0	1
University of Cambridge	0	1	0	1
University of Chicago	0	0	1	1
University of Cincinnati	1	0	0	1
University of Damascus	0	1	0	1
University of Florida	0	0	1	1
University of Glasgow, Scotland	1	0	0	1
University of Hartford	0	1	0	1
University of Kansas	1	0	0	1
University of Málaga, Spain	0	1	0	1
University of Maryland Eastern Shore	1	0	0	1
University of Massachusetts Amherst	1	0	0	1
University of Massachusetts, Amherst	1	0	0	1
University of Minnesota	0	1	0	1
University of Mississippi	0	1	0	1
University of Nottingham	0	0	1	1
University of South Carolina School of Law	0	1	0	1
University of Southern California	0	1	0	1
University of Texas, Austin	0	1	0	1
University of Vermont	1	0	0	1
University Rennes 1	0	1	0	1

West Chester University	0	0	1	1
Western New England University	0	0	1	1
York College	0	1	0	1
Montessori Certification of New England	0	0	0	0

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 2011:

School	FOS	Degree
American University	International Relations	M.A. or M.S.
American University in Cairo	Women Studies	M.A. or M.S.
Amsterdam Business School, University of Amsterdam	Not Specified	M.A. or M.S.
Arizona State University	Earth Sciences	Not Specified
Azrieli Graduate School of Jewish Education	Education	M.A. or M.S.
Boston College Law School	Law	J.D. or L.L.B.
Boston College	Education	M.Ed. Secondary Education, History
Boston University	Dental Hygiene/Medicine	M.D., D.O., D.D.S., or D.V.M.
Brooklyn College	Education	M.A. or M.S.
Bryn Mawr College	Physics	Ph.D.
Central European University	International Relations	M.A. or M.S.
City University of New York	History	Ph.D.
Clemson University	Mathematics	Ph.D.
Colorado University-Denver campus	Education	M.A. or M.S.
Columbia University	Law	J.D. or L.L.B.
Columbia University	Social Work	Clinical Social Work
Community College of Philadelphia	Nursing	Not Specified
Courtauld Institute of Art	Art History	M.A. or M.S.
Dartmouth College	Computer Science	Ph.D.
Dartmouth College	Not Specified	Ph.D.
DeSales University	Nursing	Second B.A. or B.S
Drexel University	Education	Certificate
Drexel University	Engineering	Ph.D.
Drexel University	Law	J.D. or L.L.B.
Drexel University	Medicine	Certificate
Drexel University	Not Specified	M.A. or M.S.
Emory University School of Law	Law	J.D. or L.L.B.
Fashion Institute of Technology	Not Specified	Unknown
George Mason University	International Relations	M.A. or M.S.
George Mason University	Public Policy	Not Specified
George Washington University	Law	J.D. or L.L.B.
George Washington University	Not Specified	M.A. or M.S.

Georgetown University	Law	J.D. or L.L.B.
Johns Hopkins University	Education	M.A. or M.S.
Johns Hopkins University	International Relations	M.A. or M.S.
Johns Hopkins University	Nursing	Second B.A. or B.S
Lesley University	Education	M.A. or M.S.
Lesley University	Education	M.Ed and Specialist in Reading Degree
London School of Economics and Political Science	International Relations	M.A. or M.S.
Loyola University, Maryland	Clinical Psychology	M.A. or M.S.
Marist College	Communications, media	M.A. or M.S.
Millersville University	Education	Certificate
New York University	Business	Not Specified
New York University	Higher Education Administration	M.A. or M.S.
New York University	Not Specified	M.A. or M.S.
North Bennet Street School	Not Specified	Not Specified
Northeastern University	Accounting	M.A. or M.S.
Northwestern University	Chemistry	Ph.D.
Not Specified	International Relations	M.A. or M.S.
Palmer College of Chiropractic - Florida Campus	Health Related field	D.C. Doctorate of Chiropractic
Penn State	Education	M.Ed in English as a Second Language
Penn State	Law	J.D. or L.L.B.
Penn State	Not Specified	Certificate
Philadelphia University	Medicine	M.A. or M.S.
Relay Graduate School of Education	Education	M.A. or M.S.
RIETS theological seminary	Theology/Religion	Not Specified
Rutgers University	English	Ph.D.
Saint Joseph's University	Computer Science	M.A. or M.S.
Simmons College	Education	M.A. or M.S.
Simmons College	Not Specified	Master of Science in Education Degree with licensure in Severe Disabilities (Levels: All)
Suffolk University Law School	Law	J.D. or L.L.B.
SUNY New Paltz	English	MA/MAT dual program
Temple University	Law	J.D. or L.L.B.
Temple University	Law	J.D. or L.L.B.
The American University in Cairo	Archaeology	M.A. or M.S.
The Basic School, United States Marine Corps	Not Specified	Not Specified
The Chicago School of Professional Psychology	Industrial/Organizational Psych	M.A. or M.S.
The Ohio State University	Higher Education Administration	M.A. or M.S.
The School of Visual Arts	Art History	Not Specified
The University of Barcelona	Not Specified	M.A. or M.S.
Towson University	Education	M.A.T.

UC Hastings College of the Law	Law	J.D. or L.L.B.
UConn Law School	Law	J.D. or L.L.B.
University College of London	Not Specified	M.A. or M.S.
University of Amsterdam	Not Specified	M.A. or M.S.
University of California	Not Specified	Ph.D.
University of Chicago	Not Specified	M.A. or M.S.
University of East Anglia	Economics	M.A. or M.S.
University of East Anglia	Education	PGCE
University of Florida	Engineering	M.A. or M.S.
University of Maryland	Biological/Life Sciences	M.A. or M.S.
University of Maryland	Social Work	MSW
University of Nottingham	Engineering	M.A. or M.S.
University of Pennsylvania	Chemistry	Ph.D.
University of Pennsylvania	Education	M.A. or M.S.
University of Pennsylvania	Social Work	MSW
University of Pennsylvania	Social Work	MSW: Master's in Social Work
University of Pittsburgh	International Relations	M.A. or M.S.
University of Pittsburgh	Not Specified	M.L.I.S.
University of Rochester	Education	M.A. or M.S.
University of Virginia	Law	J.D. or L.L.B.
University of Washington	Not Specified	M.A. or M.S.
University of Washington	Social Work	M.A. or M.S.
Villanova	Law	J.D. or L.L.B.
West Chester University	Public Health	M.A. or M.S.
Western New England University	Law	J.D. or L.L.B.
Widener University	Law	J.D. or L.L.B.
Yale	Biological/Life Sciences	Ph.D.

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

Title/Position	Employer	City	State/Country
(Not specified)	MMB	Boston	Massachusetts
(Not specified)	PNC Financial Services	Philadelphia	Pennsylvania
2nd Lieutenant	Marine Corps	Quantico	Virginia
2nd Lieutenant	United States Marine Corps	Quantico	Virginia
5th Grade Language Arts Teacher	STAR Academy Charter School	Memphis	Tennessee
6th Grade Writing Teacher	Uncommon Schools: Kings Collegiate Charter School	Brooklyn	New York
Account Coordinantor	Spitfire Strategies	Washington D.C.	District of Columbia
Account executive	Agencysacks	New York	New York
Account Executive	NRI	New York	New York
Account Manager	Badger & Winters	Manhattan	New York
Accounting/Accounts Payable/Accounts Receivable	Phoenix Packaging Inc.	Mount Joy	Pennsylvania
Accounts Payable Specialist, Executive Assistant to CFO	Usablenet	New York	New York
Actuary	Chubb	Warren	New Jersey
Administrative & Research Intern	Center for Food Safety	Washington D.C.	District of Columbia
Administrative Assistant	(Not specified)	Philadelphia	Pennsylvania
Admission and Marketing Assistant	Tufts University	Boston	Massachusetts
Adviser	Sightlines LLC	Philadelphia	Pennsylvania
Advisory Associate	KPMG LLP	New York	New York
AmeriCorps*VISTA	New York City Coalition Against Hunger	New York	New York
Analyst	(Not specified)	Philadelphia	Pennsylvania
Analyst	Bank of Montreal	Chicago	Illinois
Analyst	Barclays	New York	New York
Analyst	cKinetics	New Delhi	India
Analyst	Credit Suisse	New York	New York
Analyst	The Zitter Group	Millburn	New Jersey
Art Gallery Assisant	Gavin Spanierman, Ltd.	New York	New York
Asset Management Trainee	APG	Amsterdam	The Netherlands
Assistant	FOX Networks	Los Angeles	California
Assistant Account Executive	Fleishman-Hillard	New York	New York
Assistant Clinical Research Coordinator	(Not specified)	Queens	New York
Assistant Director of the Annual Fund & Young Alumni Programs	Western Reserve Academy	Hudson	Ohio
Assistant in Asperger's Program	Washington Lee High School	Arlington	Virginia
Assistant Language Teacher	ALTIA CENTRAL	Toyota	Japan
Assistant manager	Toys r us	Wayne	
Assistant Soccer Coach at Georgetown University	(Not specified)	Washington D.C.	District of Columbia
Assistant Store Manager	Marshalls	Independence	Missouri

Associate	Susan O'Neill & Associates	Bethesda	Maryland
Associate	Susan O'Neill & Associates	Washington D.C.	District of Columbia
Associate director of new product development	The Education Advisory board	Washington D.C.	District of Columbia
Associate Manager	Under Armour	Lancaster	Pennsylvania
Associate Researcher	Mount Sinai School of Medicine	New York	New York
Bank Teller	The Columbia Bank	Baltimore	Maryland
BioAid	USDA	Rahway	New Jersey
Business Consultant	Alvarez & Marsal	Chicago	Illinois
Business Development Manager	Questex Media Group	New York	New York
Business Development Representative	CoStar	Boston	Massachusetts
Business Intelligence Associate	KPMG	Boston	Massachusetts
Business Skills Rotation Program	The Boeing Company	Philadelphia	Pennsylvania
Buyer	Sterling & Burke	Georgetown	District of Columbia
Carpenter	Columbia Contracting Inc.	Boston	Massachusetts
Civic Engagement Service Leader	City Year	Boston	Massachusetts
Clerk	Department of Corrections- Commissioner's Office	Milford	Massachusetts
Clinical Research Coordinator	Johns Hopkins School of Medicine	Baltimore	Maryland
Clinical research coordinator	University of Pennsylvania	Philadelphia	Pennsylvania
Clinical Translational Research Coordinator	Boston Children's Hospital	Boston	Massachusetts
CNA	Ewing & Morris P.C.	Lebanon	
College Adviser	National College Advising Corps	Greencastle	Pennsylvania
Community Services Associate	Foundation Source	Fairfield	Connecticut
Community Support Professional	Keystone Autism Services	Hummelstown	Pennsylvania
Consultant	FactSet Research Systems	New York	New York
Coordinator, Corporate Relations and Finance	New York Cares, Inc.	New York	New York
Corporate and Community Relations Coordinator	Platform 5280, Biennial of the Americas	Denver	Colorado
CTI	(Not specified)	Monterey	California
Customer service representative	Liberty mutual insurance	New Castle	Pennsylvania
Customer Service Representative	Rockland Trust Company	Hingham, MA	Massachusetts
Customer Support Representative	Quantitative Software Management, Inc.	McLean	Virginia
Data Analyst	(Not specified)	Woodridge	Illinois
Data Systems Consultant	Altman, Lunche & Blitstein	Los Angeles	California
Default Expense Management Professional	Federal Home Loan Mortgage Corp. (Freddie Mac)	Falls Church	Virginia
Deputy Chief of Staff	ASU Foundation	Tempe	Arizona
Design assistant	Ralph Lauren Corporation	New York	New York
Development Assistant	National Democratic Institute for International Affairs (NDI)	Washington D.C.	District of Columbia
Development Assistant, Parents	Georgetown University	Washington D.C.	District of Columbia

Program and University Libraries			
Digital Advertising Operations Manager	The New York Observer	NYC	New York
Director	Good Steward Campaign	Arlington	Virginia
Early Childhood Teacher and Middle School French Teacher	Stone Ridge School of the Sacred Heart	Bethesda	Maryland
Editorial Assistant	The School of Visual Arts	New York	New York
Education Volunteer (Chemistry Teacher, Serwa Kesse SHS)	United States Peace Corps	Duayaw Nkwanta, Brong Ahafo Region	Ghana
English Teacher	(Not specified)	Chonburi	Thailand
English Teacher	Newark Public Schools/Teach For America	Newark	New Jersey
English Teaching Assistant	IPC G. Falcone	Gallarate	Italy
ESOL Instructor	Arlington Works! AmeriCorps	Arlington	Virginia
ETF Accountant	the Bank of New York Mellon	New York	New York
Executive Assistant	INTL FCStone	New York	New York
Farm Apprentice	North Branch Farm	Monroe	Maine
Financial advisor	Merrill Lynch	Princeton	New Jersey
Freelance Stage Manager	Atlantic Acting Company	New York	New York
Friends of the Library Intern at Waidner-Spahr Library	Dickinson College	Carlisle	Pennsylvania
Fulbright Research Fellow	Fulbright Commission	Buenos Aires	Argentina
Full Time Contracted Teacher - High School Biology I	Carlisle Area School District	Carlisle	Pennsylvania
General Educator	Baltimore City Schools	Baltimore	Maryland
Graduate Research Assistant	Drexel University	Philadelphia	Pennsylvania
Head of Lacrosse/ Science Teaching Assistant	Stowe School - English Lacrosse Association	Buckinghamshire	United Kingdom
High School Biology Teacher	Cedat Grove Board of Education	Cedar Grove	New Jersey
Industry Solutions Software Sales Specialist	IBM Corporation	Boston	Massachusetts
Intern	Mom Central	Newton	Massachusetts
Investment Professional	The Vanguard Group	Malvern	Pennsylvania
Java Developer	Deloitte Consulting	Camp Hill	Pennsylvania
K-3 Special Education, Intensive Learning Program Teaching Assistant	Lawrence School	Brookline	Massachusetts
Kindergarten Teacher	Satit Bilingual School of Rangsit University	Rangsit	Thailand
Lab Office Technician	Northwestern Medical Center	St. Albans	Vermont
Latin Teacher	Saint Augustine Preparatory School	Richland	New Jersey
leasing consultant	quadrangle	gaithersburg	Maryland
Legislative Correspondent	Rep. Todd R. Platts	Washington D.C.	District of Columbia
Legislative Correspondent	U.S. Senator Robert Menendez	Washington D.C.	District of Columbia
Legislative/Executive Assistant	ENS Resources, Inc.	Washington D.C.	District of Columbia
Letter Carrier	USPS	Wheatland	Wyoming

Managing Partner	United Asset Growth	Nanjing	China
Marine Officer	United States Marine Corps	Quantico	Virginia
Marketing and events coordinator	Cottages & gardens publications	Norwalk	Connecticut
Marketing Coordinator	Fiberlink Communications Corporation	Philadelphia	Pennsylvania
Marketing Coordinator	Warby Parker	New York	New York
Marketing Representative	Lincoln Financial Group	Orlando	Maryland
Marketing Specialist	LivingSocial	Washington D.C.	District of Columbia
Math Inclusion Teacher -6th grade	Capital City Public Charter School	Washington D.C.	District of Columbia
Mathematics Teacher	Howard County Public School System	Laurel	Maryland
Media & Technology Specialist	Gardner Pilot Academy	Boston	Massachusetts
Media Logisitics Assistant	House of Representatives Radio-TV Gallery	Washington DC	District of Columbia
Movements Officer	US Army	Killeen	Texas
Non Licensed Nuclear operator	Exelon	Limerick	Pennsylvania
Office Manager	Horse Trade Theater Group	New York	New York
Operations Professional	Tiffany & Company	New York	New York
Outreach and Events Specialist	Rachel Carson National Wildlife Refuge	Wells	Maine
Paralegal	Cooley Manion Jones LLP	Philadelphia	Pennsylvania
Peace Corps TEFL Volunteer	Peace Corps	Gramsh	Albania
Perception Analyst	IPREO	New York	New York
Placement Representative	Marsh	New York	New York
Production Assistant	Motto Pictures	New York	New York
Program Assistant	National Gallery of Art	Washington D.C.	District of Columbia
Program Coordinator	Institute of International Education	Washington D.C.	District of Columbia
Program Manager for Photo Research and Permissions	Six Red Marbles	Delhi	India
Project Assistant	Office of Al Gore	Nashville	Tennessee
Project Manager	Executive Office of Housing and Economic Development	Boston	Massachusetts
Project Manager New Business Development	Firmenich	New York	New York
Project specialist	Eastern Research Group	Lexington	Massachusetts
Registrar/Receptionist	The National Presbyterian School	Washington D.C.	District of Columbia
Research Analyst	Dickinson College	Carlisle	Pennsylvania
research analyst	Woods Hole Oceanographic Institution	Woods Hole	Massachusetts
Research Assistant	The Washington Institute for Near East Policy	Washington D.C.	District of Columbia
Research Assistant	University of Pittsburgh	Pittsburgh	Pennsylvania
Research Assistant	World Resources Institute (WRI)	Washington D.C.	District of Columbia
Research Assistant (Environment and Resources Division)	Abt Associates	Bethesda	Maryland
Research Associate	Advisory Board Company (Higher Education Division)	Washington D.C.	District of Columbia
Research Associate	Economists Incorporated	Washington D.C.	District of Columbia
Research Speacialist A	University of Pennsylvania	Philadelphia	Pennsylvania

Research Technician	University of Chicago	Chicago	Illinois
Researcher	The White House	Washington D.C.	District of Columbia
Risk Communication	ERT - Earth Resources Technology	Baltimore	Maryland
Sales Assistant	IMG Worldwide	New York	New York
Sales Associate, Event Technology	Cvent	McLean	Virginia
Sales Associate-Vineyard Vines; Bartender/Server-Corkscrew Wine Shop	Vineyard Vines; Corkscrew Wine Shop	Charlotte/Huntersville	North Carolina
Sales Lead	SCVNGR & The LevelUp	San Diego	California
Sales Manager	Maryland Mgmt	Baltimore	Maryland
Sales Service Representative	A+E Networks	New York	New York
Secondary Mathematics Teacher	School District of Philadelphia	Philadelphia	Pennsylvania
Senior Business Analyst	The Cambridge Group	Chicago	Illinois
Senior Corps Member	City Year	Los Angeles	California
Senior Marketing Associate	The Advisory Board Company	Washington D.C.	District of Columbia
Senior Technical Recruiter	Bluewolf	Chicago	Illinois
Site Coordinator	Reading Partners	Washington D.C.	District of Columbia
Special Education Teacher	New England Center for Children	Southborough	Massachusetts
Special Education Teacher	NYC Department of Education	Brooklyn	New York
Special Events Research Associate	The Cowen Group	New York	New York
Staff Assistant	Command Consulting Group	Washington D.C.	District of Columbia
Staff Assistant	U.S. House of Representatives, Office of Congressman Christopher S. Murphy	Washington	District of Columbia
Staff Assistant, Frontline Fundraising	Harvard Business School	Boston	Massachusetts
Sustainable Programs Analyst	GreenerU	Cambridge	Massachusetts
Tax Associate	PricewaterhouseCoopers	Boston	Massachusetts
Teacher	(Not specified)	Denver	Colorado
Teacher	Buffali Public Schools	Buffalo	New York
Teacher	Teach for America	Memphis	Tennessee
Teacher & Case Manager	New England Center for Children	Southborough	Massachusetts
Training Coordinator	The Portland Clinic	Portland	Oregon
Translation Project Manager	Global Arena	Philadelphia	Pennsylvania
UI Developer	The Vanguard Group	Malvern	Pennsylvania
Valuations Analyst	Ellington Management Group	Greenwich	Connecticut
Wholesale Operations Analyst	vineyard vines	Stamford	Connecticut