



5-Year-Out Alumni Survey – Graduating Class of 2007

Description

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

Objectives

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

Frequency and Method

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

Primary Benefactors

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

Executive Summary

Status Five Years after Graduation

Within five years after graduation, 91 percent of our alumni are working full time, in a graduate or professional school program, or accepted to attend such a program in fall 2012. Seventy-two percent of graduates are employed full time and 51 percent of graduates are enrolled in graduate or professional school has completed a graduate degree or certificate program, or will begin their graduate studies in fall 2012. These numbers are not mutually exclusive, since some graduates are on both tracks. The employment number is up one point over last year but still three points below the employment figure for the Class of 2005. The enrollment figure is down six points from last year and is seven points below the previous 6-year average.

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

Graduate and Professional School

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

Arts and Sciences 40%
Law 17%

Medical 13%
Business Related 10%

Education 12%
MBA 8%

Employment

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

Business & Industry 25%
Law Occupations 10%

Education 19%
Nonprofit 10%

Government 10%
Health/Medical Service 5%

Salary

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

Student Learning Outcomes

Graduates were asked to assess the degree to which Dickinson developed critical skills, and also which of these skills the graduates are using in their personal and professional lives. Of the nine skills, the ones receiving the most positive assessment were Effective Writing Skills (82% responding in the top two categories on the 5-point scale), Critical Thinking (81%), Information Literacy and Research Skills (81%), 80%), Effective Speaking Skills (77%) and Global or Intercultural Knowledge (77%). Areas with the lowest assessment were Understanding and Using Qualitative Information (72%), Careful Reading (71%) and Civic Knowledge and Competence (62%). Seventy-four percent of the respondents indicated they used Problem Solving in both their personal and professional roles. Also rated quite high in this regard were Effective Speaking (70%) and Critical Thinking (65%).

Survey Details:

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

Sample or census: Census

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

Miscellaneous: The confidential, online survey was administered in July and August 2012. In addition to the original email invitation, two interim reminders and one final reminder was sent out from the Office of Institutional Research. A copy of the survey instrument can be found in Appendix 1.

Data Summary:

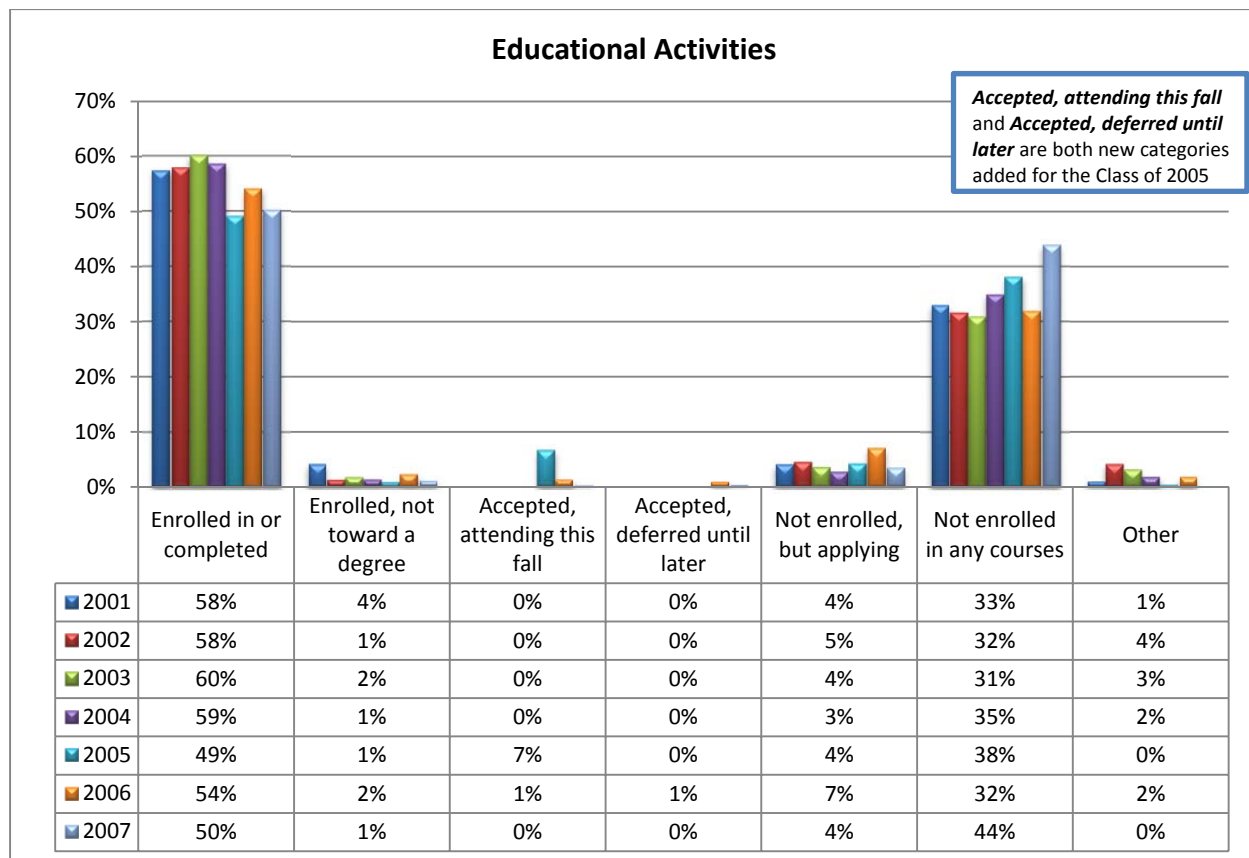
There are six main topic areas for this survey: Education, Employment, Salary, Student Learning, Volunteer/Participation Activity and Testimonials. Details of each of these areas are presented in the sections below.

Education

Enrollment Status: The responses for the Class of 2007 are shown in the table below regarding their enrollment status. Two new categories were added this year to obtain information on those who have been accepted into graduate programs, but not yet attending. The details for those who responded with *other* can be found in Appendix 2.

Enrollment Status	Count	Percentage	Margin of Error
Enrolled in, or have completed a degree or certificate program	128	50%	6%
Enrolled, but not toward a degree	3	1%	1%
Accepted and will be attending this fall	1	0%	1%
Accepted and deferred admission until a later date	1	0%	1%
Not enrolled, but applying to graduate/professional school	9	4%	2%
Not enrolled in any courses	112	44%	6%
Other	0	0%	0%
Total	254	100%	

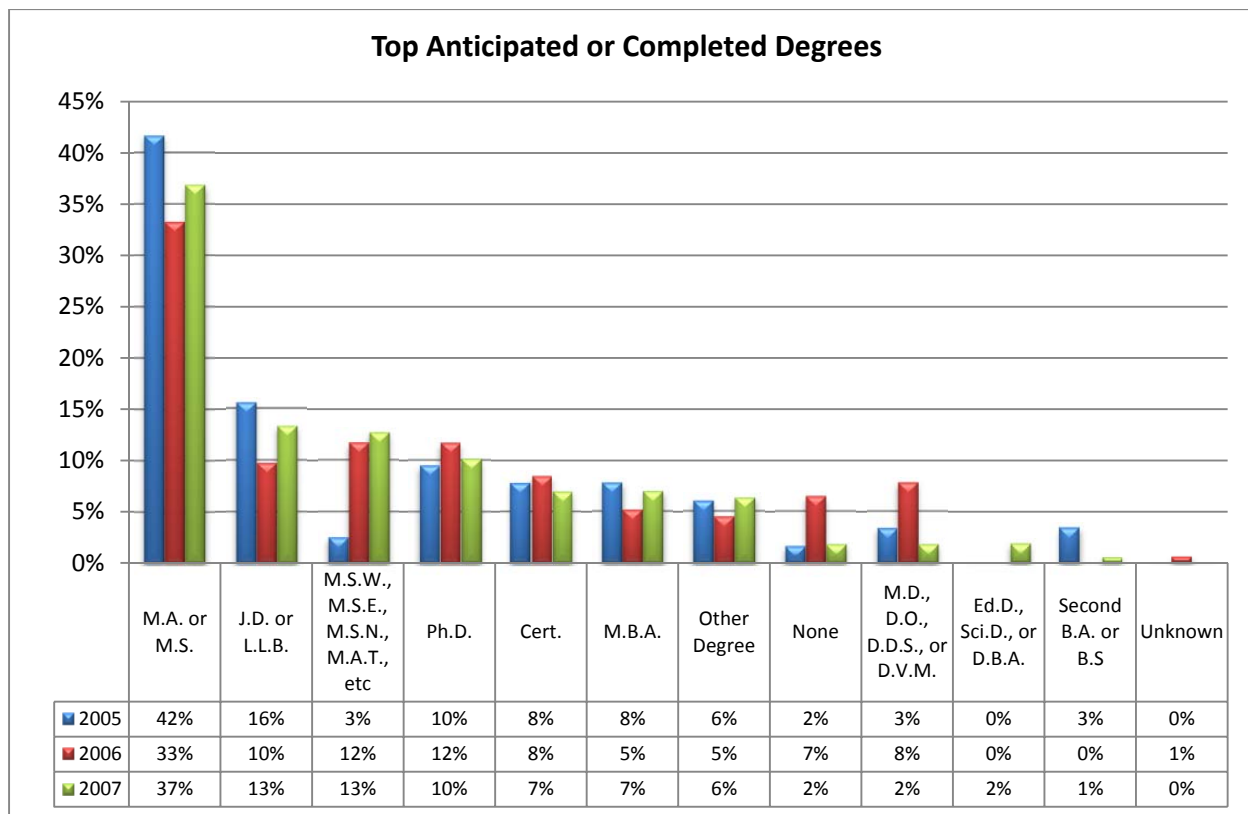
The chart below shows the 6-year trend for the responses to this question. The proportion of students who in the three categories, “Enrolled in or completed”, “Accepted, and will be attending this fall”, “Accepted and deferred admission until a later date” (51%) is down for this most recent class compared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



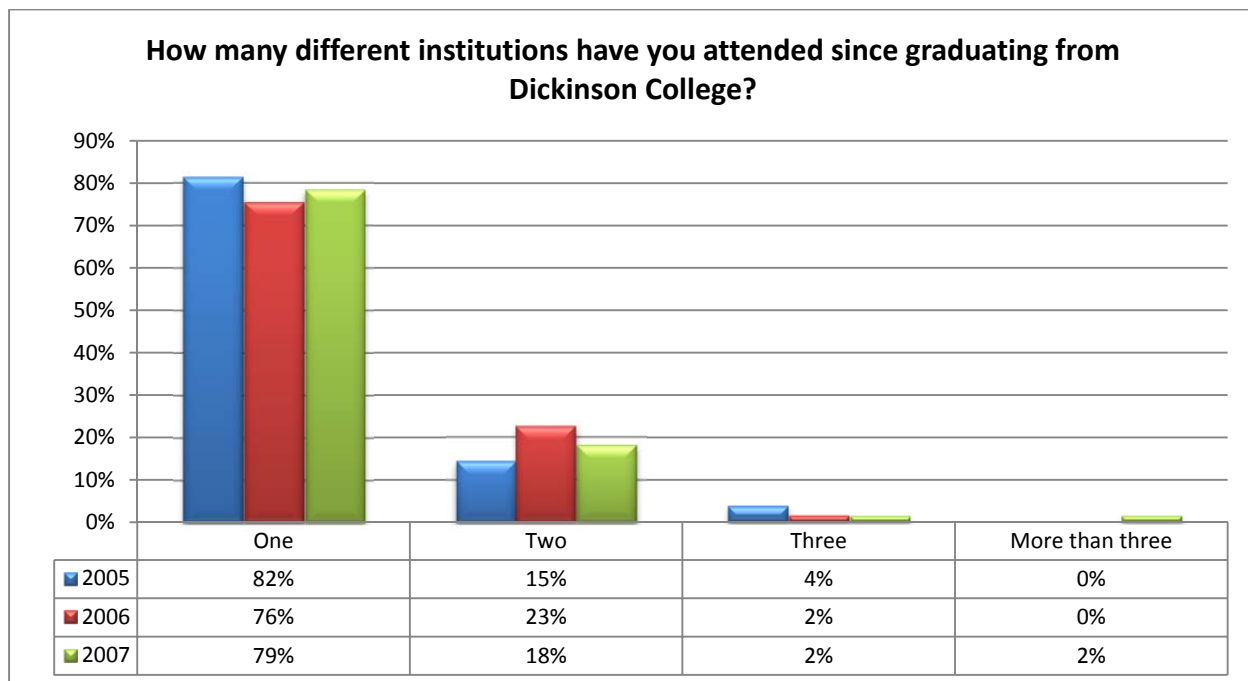
Degrees Pursued: The types of degrees being pursued by those enrolled in school are shown below. This was the second year using this expanded list of options to provide more detail regarding the types of degrees.

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

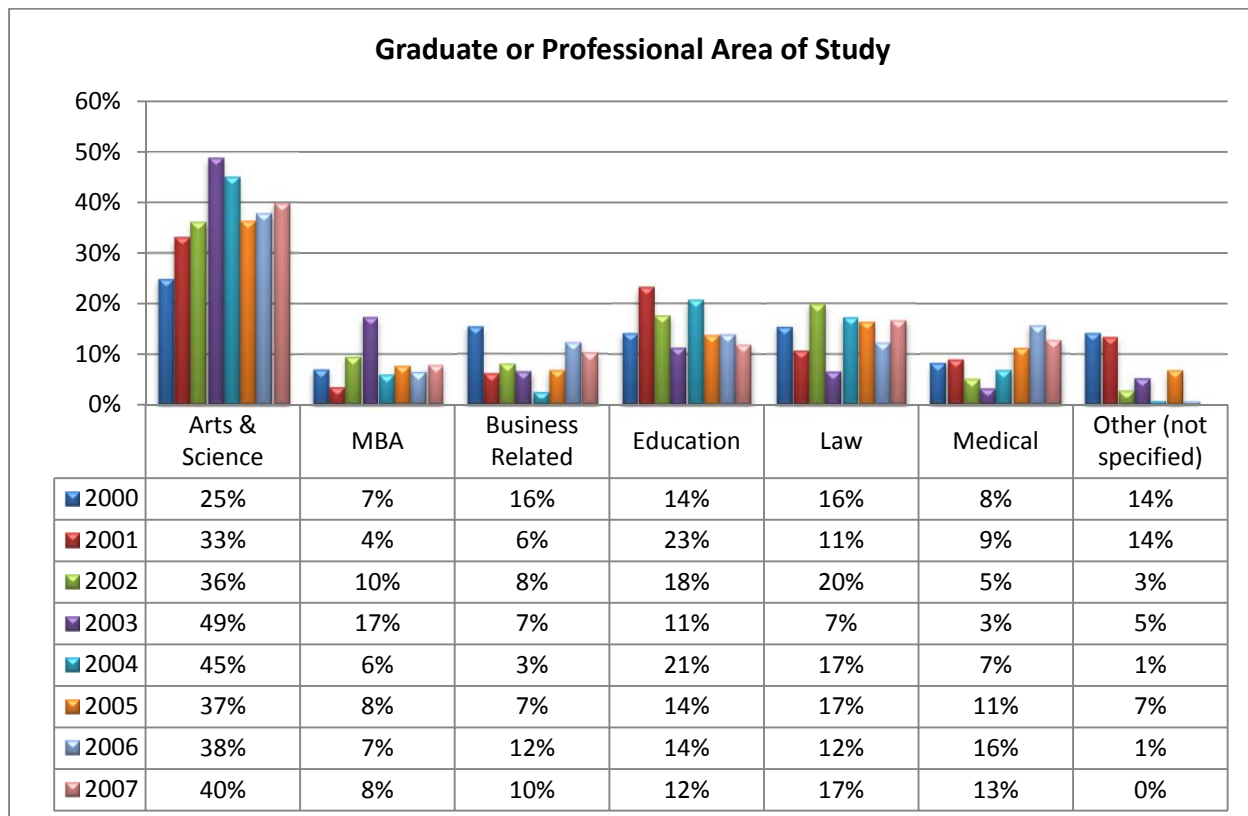
The 3-year history of responses to this question is shown in the following chart. For those pursuing a degree, the proportion of those with a Master's or an M.B.A. (57%) is higher than the average for the previous two years (51%). To a lesser degree, the proportion of those with a Master's or higher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



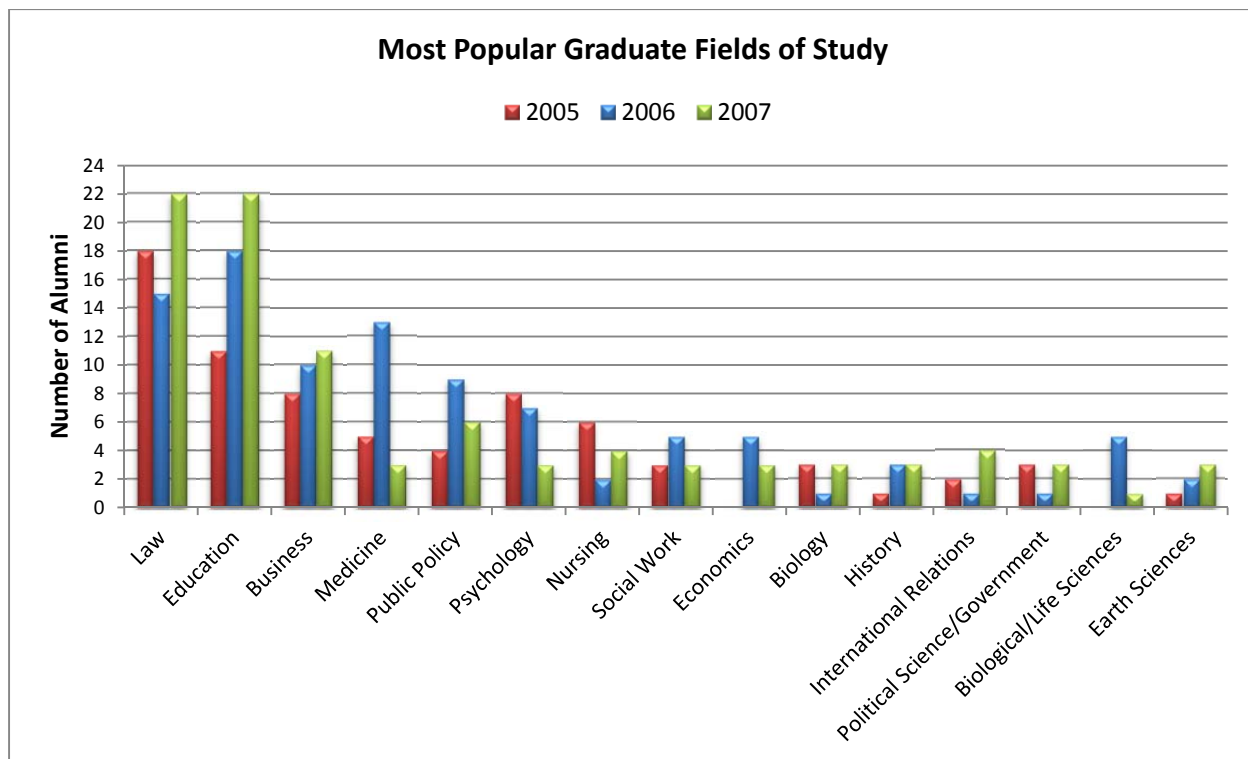
A relatively new question introduced two years ago asks alumni how many colleges they have attended since graduating from Dickinson College. The chart below is a summary of the responses for each class. The estimated average number of colleges attended after Dickinson for the classes is 1.2, 1.3 and 1.3 respectively for the Classes of 2005, 2006 and 2007.



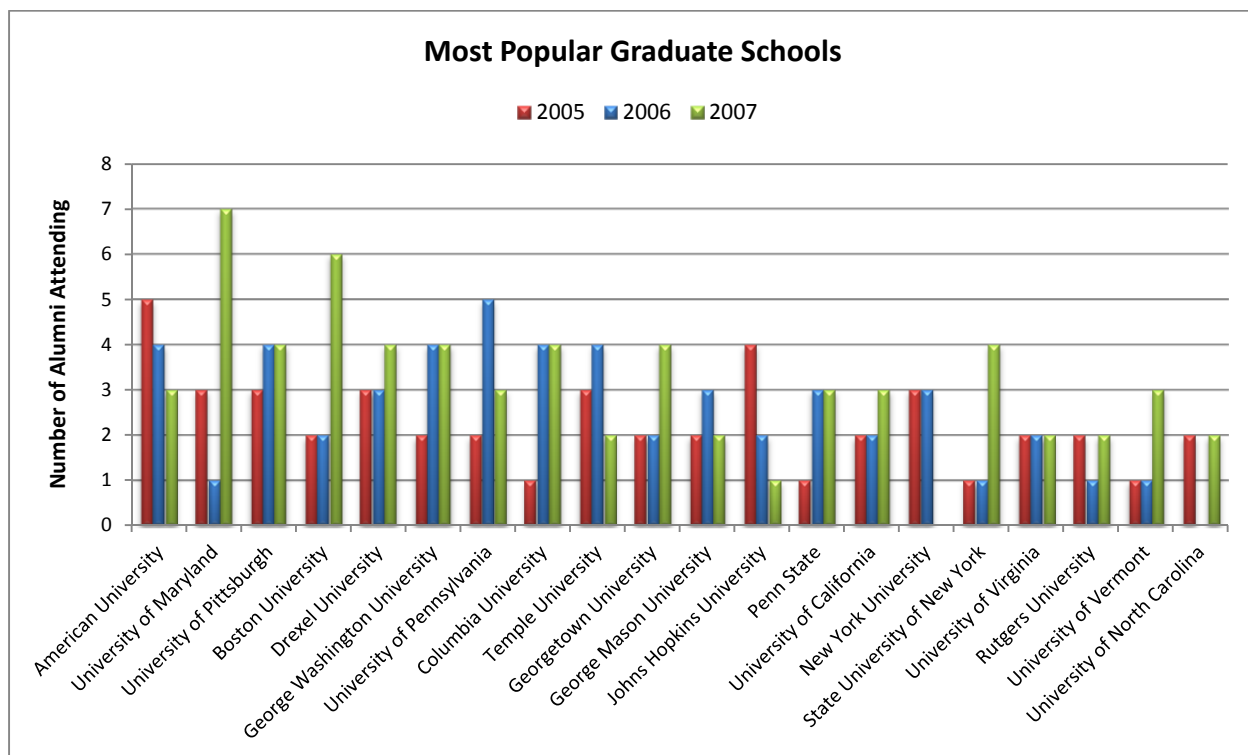
Fields of Study: The responses of the Class of 2007 as well as those from the previous seven years are displayed in the following chart. For this most recent class, Arts & Science (40%), MBA (8%) and Business Related (10%) are all quite near the previous 7-year averages (38%, 8% and 8% respectively).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



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



Graduate Schools: The chart below shows the schools most often attended by the Classes of 2005-2007, shown in order of popularity for the three classes combined. Other notable schools listed by the Class of 2007 include Duke University and University of Massachusetts, Amherst (each with 2 students) and Brown University, Wharton School of the University of Pennsylvania and University of California, Berkley (each with 1 student). A complete list of schools for the most recent class can be found in Appendix 3.

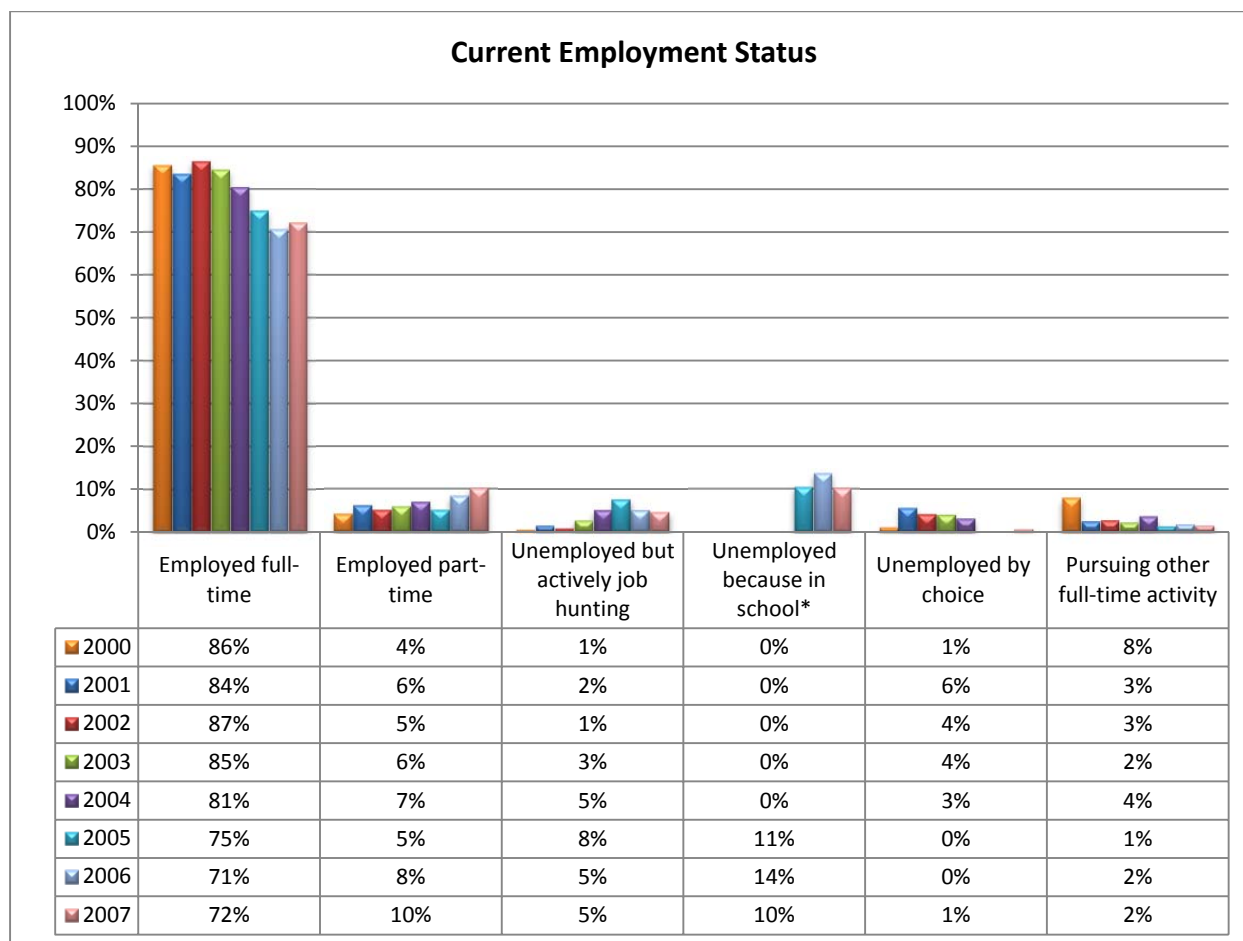


Employment

Employment Status: The responses for the Class of 2007 are shown in the table below regarding their employment status. The category “Unemployed by choice – because enrolled in school” was added last year. All details collected from the survey regarding employment can be found in Appendix 4 which includes: job title, employer, city, state and country.

Employment Status	Count	Percentage
Employed Full-Time	183	72%
Employed Part-Time	26	10%
Unemployed, but actively looking for employment	12	5%
Unemployed by choice – because enrolled in school	26	10%
Unemployed by choice – not actively looking	2	1%
Pursuing other full-time activity (volunteer, homemaker, etc.)	4	2%
Total	253	100%

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

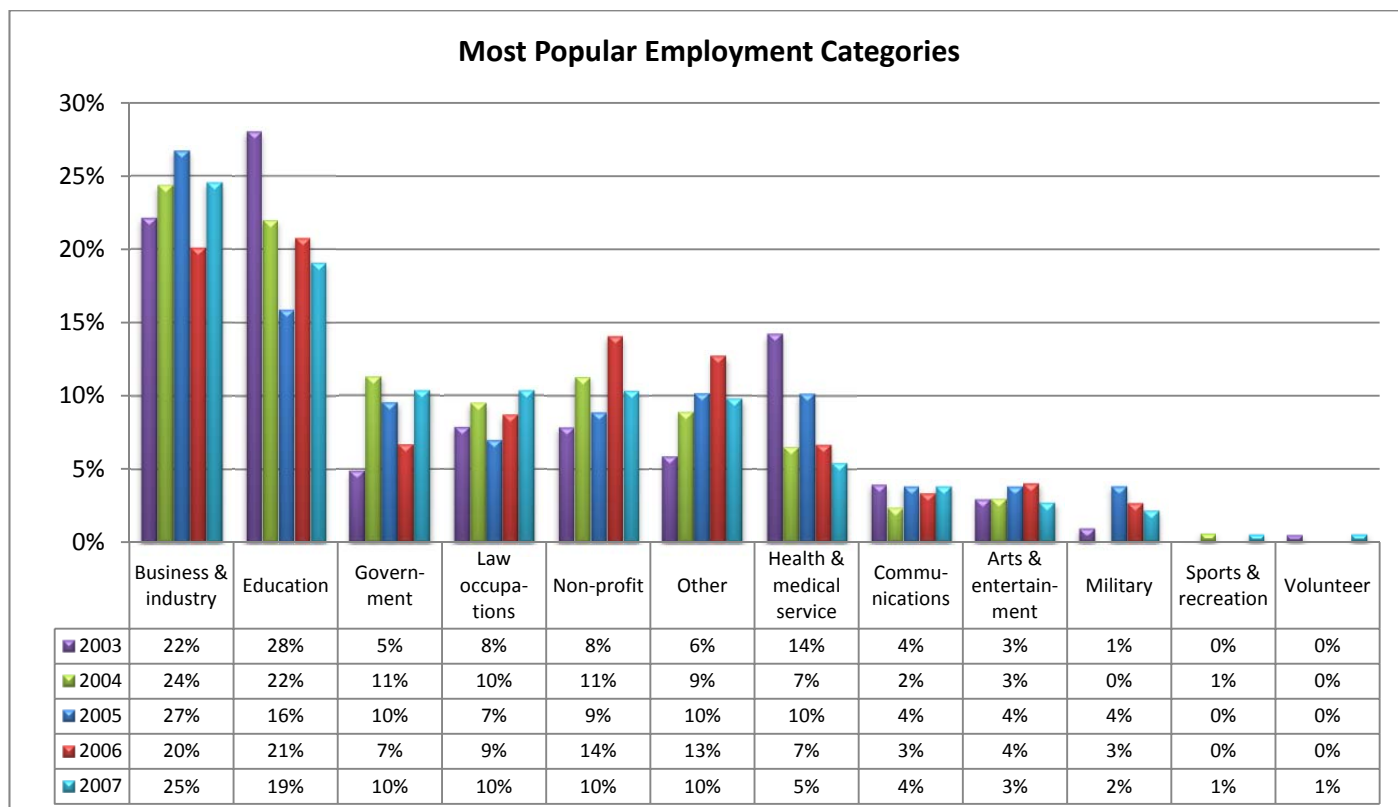


* This category was newly added to the Class of 2005 survey.

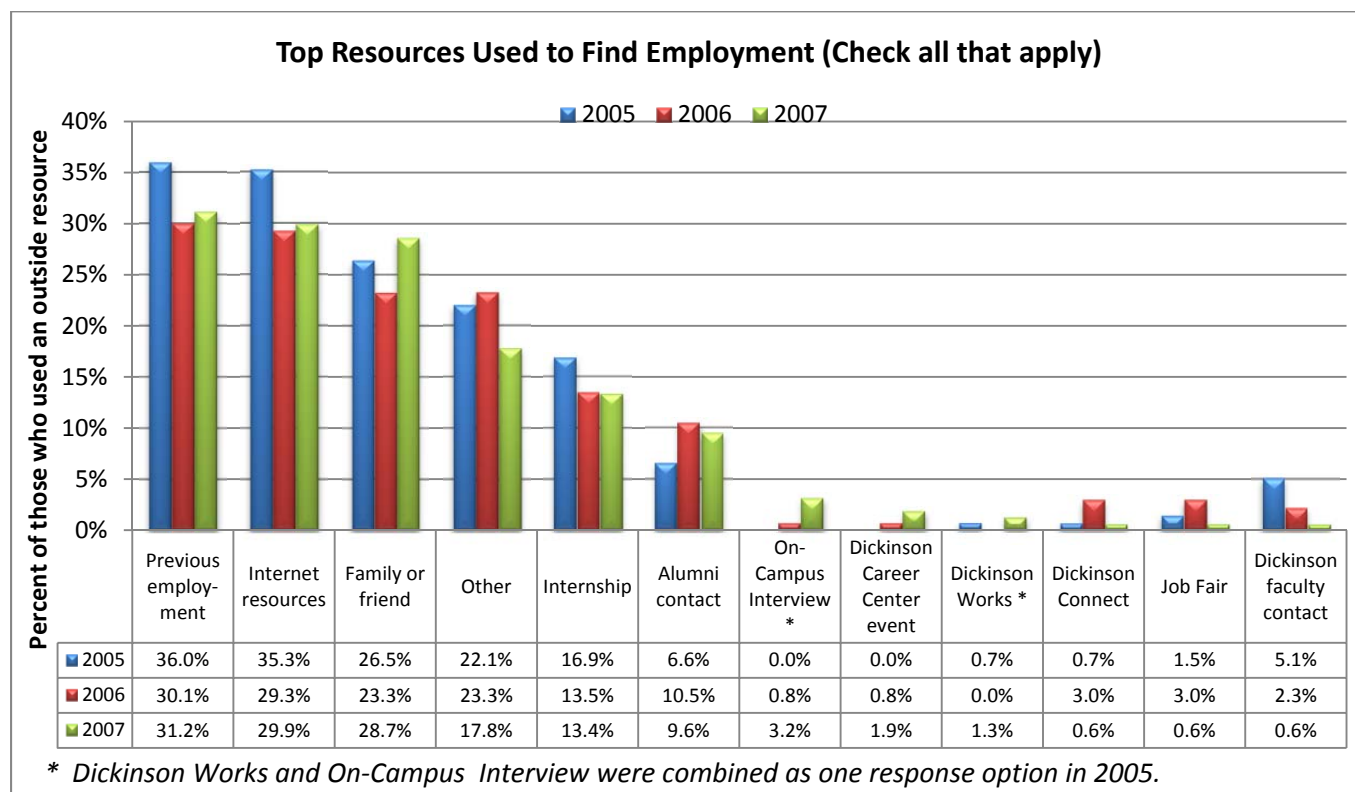
The table below shows the distribution for the various employment fields for the Class of 2007 in rank order.

Employment Field	Count	Percentage
Business & industry	45	25%
Education	35	19%
Government	19	10%
Law occupations	19	10%
Non-profit	19	10%
Other	18	10%
Health & medical service	10	5%
Communications	7	4%
Arts & entertainment	5	3%
Military	4	2%
Sports & recreation	1	1%
Volunteer	1	1%
Home management	0	0%
Ministry	0	0%
Total	183	100%

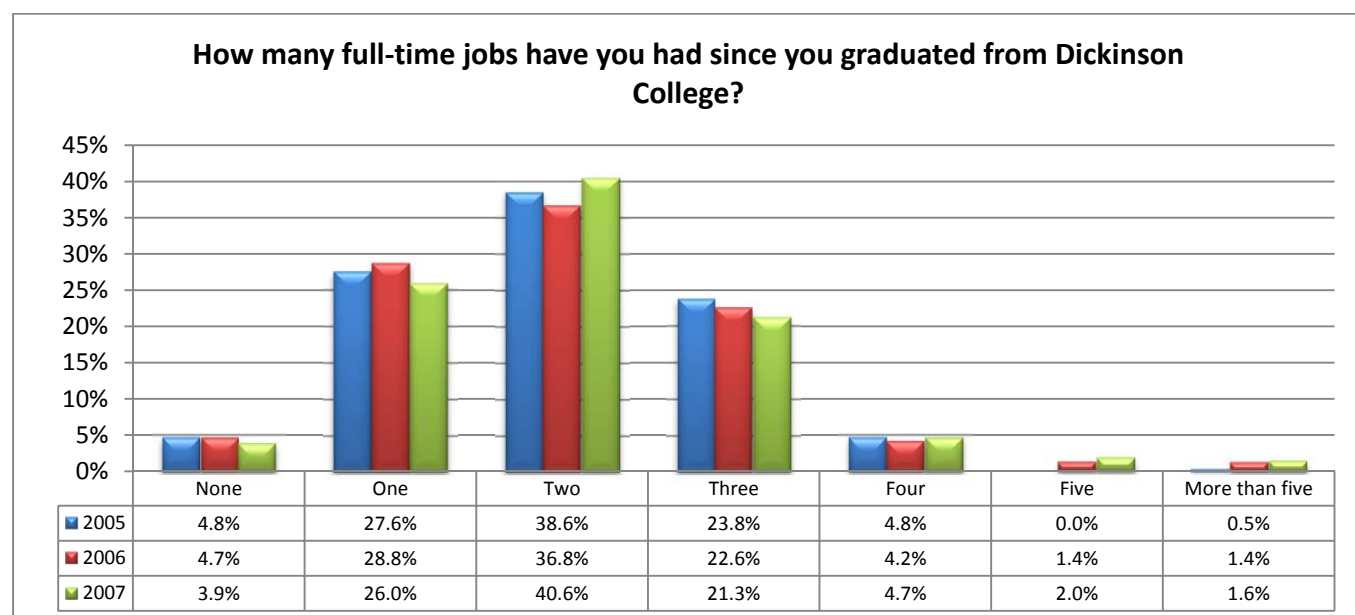
The 5-year trend for top areas for which the alumni are being employed is shown in the chart below. The percentage of Dickinson graduates working for business related companies and government have rebounded from last year while the proportion of those who are employed in the health and medical field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



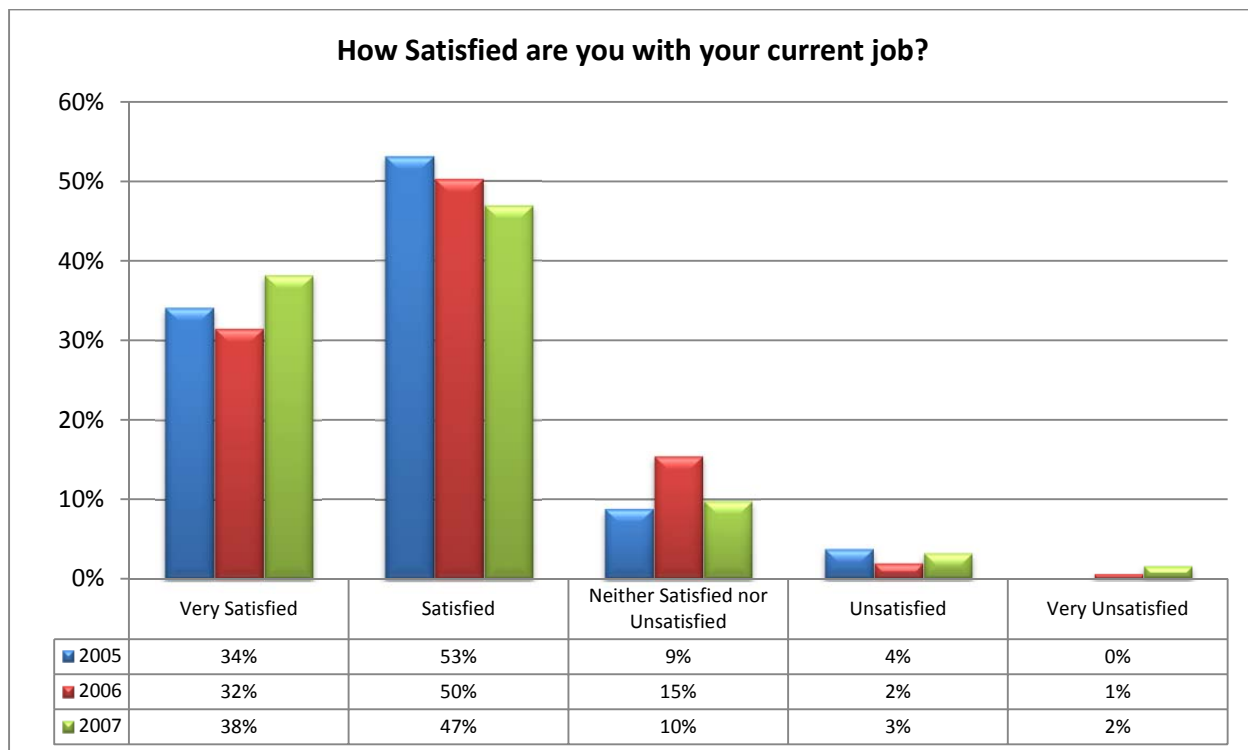
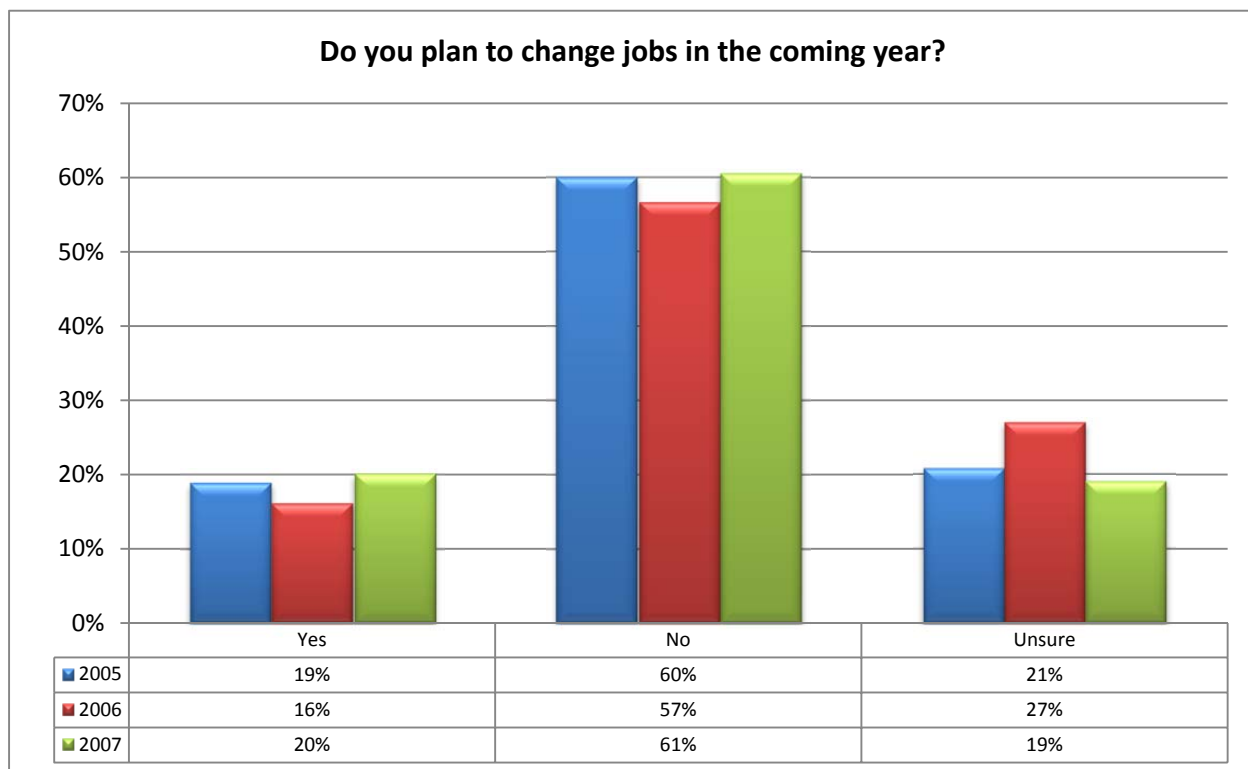
A new question was introduced a few years ago that asked the alumni what resources helped them get their current position. The results are shown in the chart below, sorted from the *most* to the *least* used resource for the Class of 2007. For this question, respondents were asked to “check all that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



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

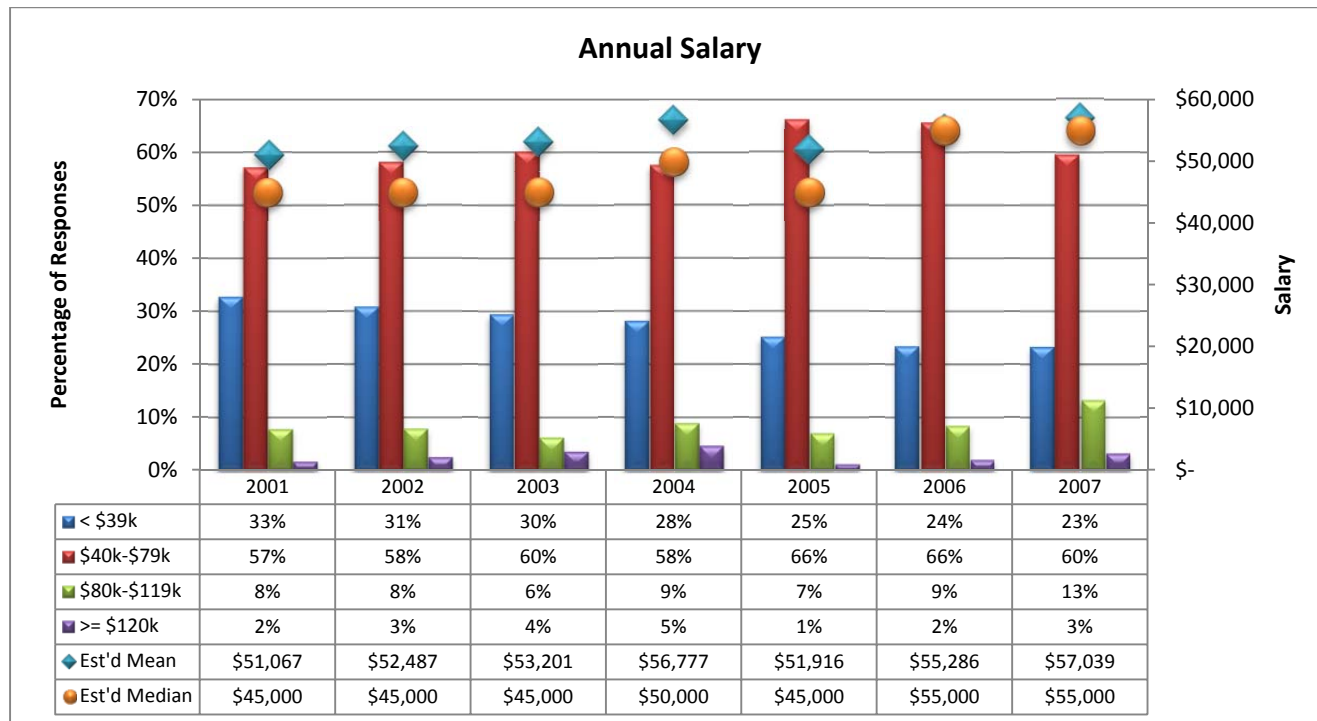


The chart below shows the proportion of the respondents who plan to change jobs in the coming year. This year a smaller percentage of alumni are unsure compared to the previous year and more in line with the Class of 2005. The second chart showing job satisfaction indicates that the most recent class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

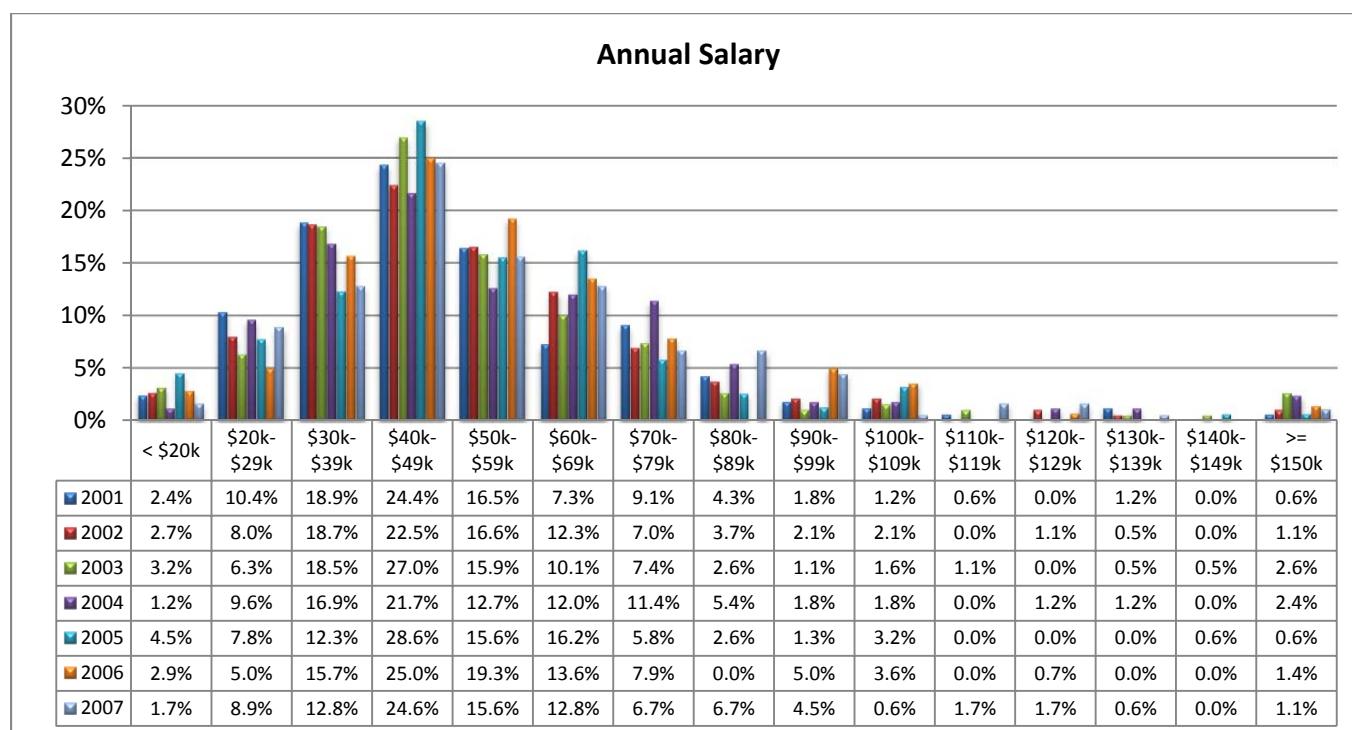


Salary

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



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

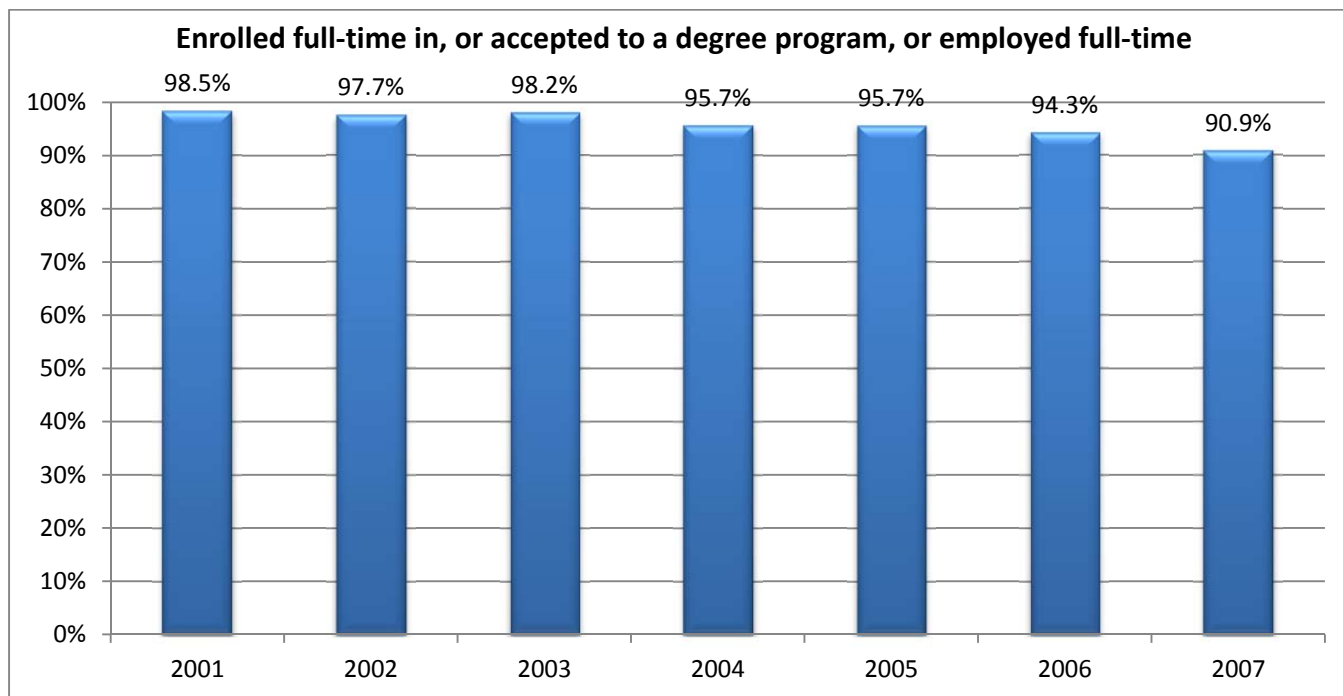


Education and Employment

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

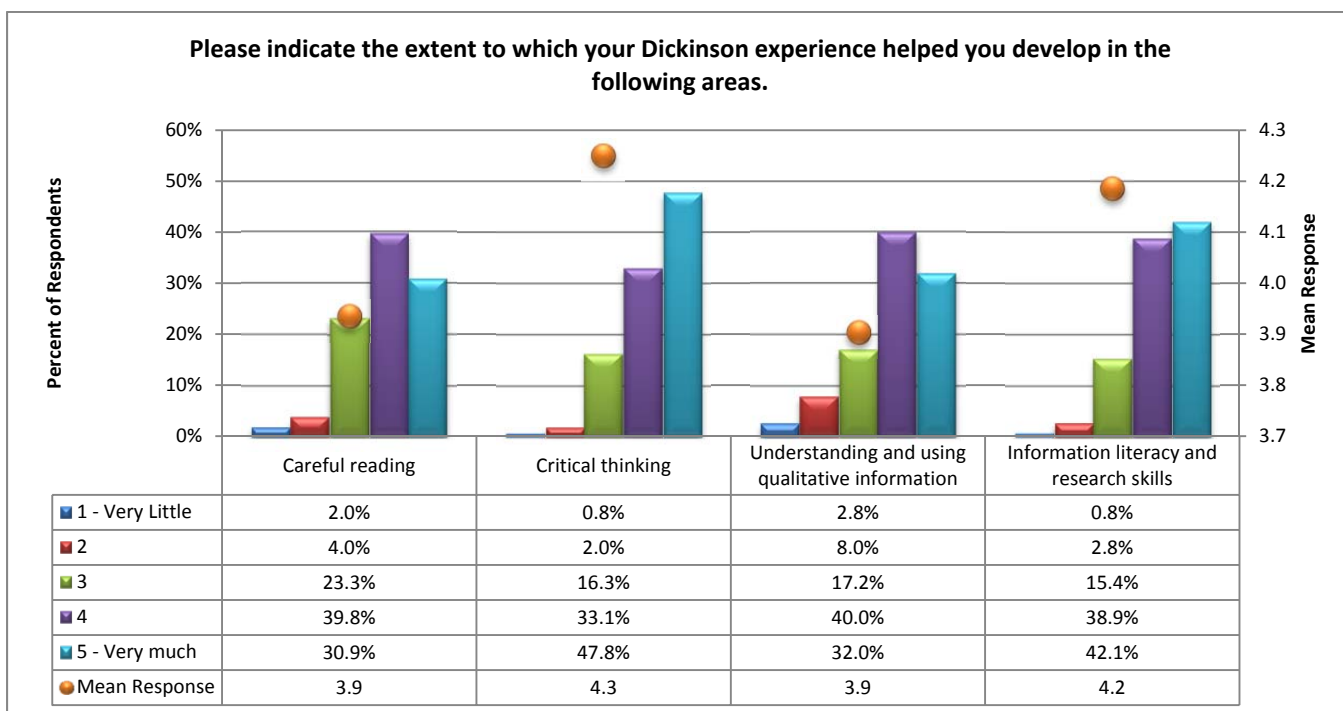
		Employed full-time	Employed part-time	Unemployed, actively looking	Unemployed because in school	Unemployed by choice - not looking	Other full-time activity	No Response	Row Total
Enrolled in, or have completed a degree or certificate program	Count	81	18	3	25	1	0	0	128
	% of Row	63.3%	14.1%	2.3%	19.5%	0.8%	0.0%	0.0%	100.0%
	% of Col	44.3%	69.2%	25.0%	96.2%	50.0%	0.0%	0.0%	284.6%
	% of Total	31.9%	7.1%	1.2%	9.8%	0.4%	0.0%	0.0%	50.4%
Enrolled, but not toward a degree	Count	1	1	1	0	0	0	0	3
	% of Row	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	0.0%	100.0%
	% of Col	0.5%	3.8%	8.3%	0.0%	0.0%	0.0%	0.0%	12.7%
	% of Total	0.4%	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	1.2%
Accepted and will be attending this fall	Count	0	0	0	1	0	0	0	1
	% of Row	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
	% of Col	0.0%	0.0%	0.0%	3.8%	0.0%	0.0%	0.0%	3.8%
	% of Total	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.4%
Accepted and deferred admission until a later date	Count	1	0	0	0	0	0	0	1
	% of Row	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	% of Col	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%
	% of Total	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%
Not enrolled, but applying to graduate/professional school	Count	7	1	1	0	0	0	0	9
	% of Row	77.8%	11.1%	11.1%	0.0%	0.0%	0.0%	0.0%	100.0%
	% of Col	3.8%	3.8%	8.3%	0.0%	0.0%	0.0%	0.0%	16.0%
	% of Total	2.8%	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	3.5%
Not enrolled in any courses	Count	93	6	7	0	1	4	1	112
	% of Row	83.0%	5.4%	6.3%	0.0%	0.9%	3.6%	0.9%	100.0%
	% of Col	50.8%	23.1%	58.3%	0.0%	50.0%	100.0%	100.0%	382.2%
	% of Total	36.6%	2.4%	2.8%	0.0%	0.4%	1.6%	0.4%	44.1%
Other	Column Total	0	0	0	0	0	0	0	0
	% of Row	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0%
	% of Col	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	% of Total	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
No Response	Column Total	0	0	0	0	0	0	0	0
	% of Row	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0.0%
	% of Col	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	% of Total	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Column Total	Column Total	183	26	12	26	2	4	1	254
	% of Row	72.0%	10.2%	4.7%	10.2%	0.8%	1.6%	0.4%	100.0%
	% of Col	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	72.0%	10.2%	4.7%	10.2%	0.8%	1.6%	0.4%	100.0%

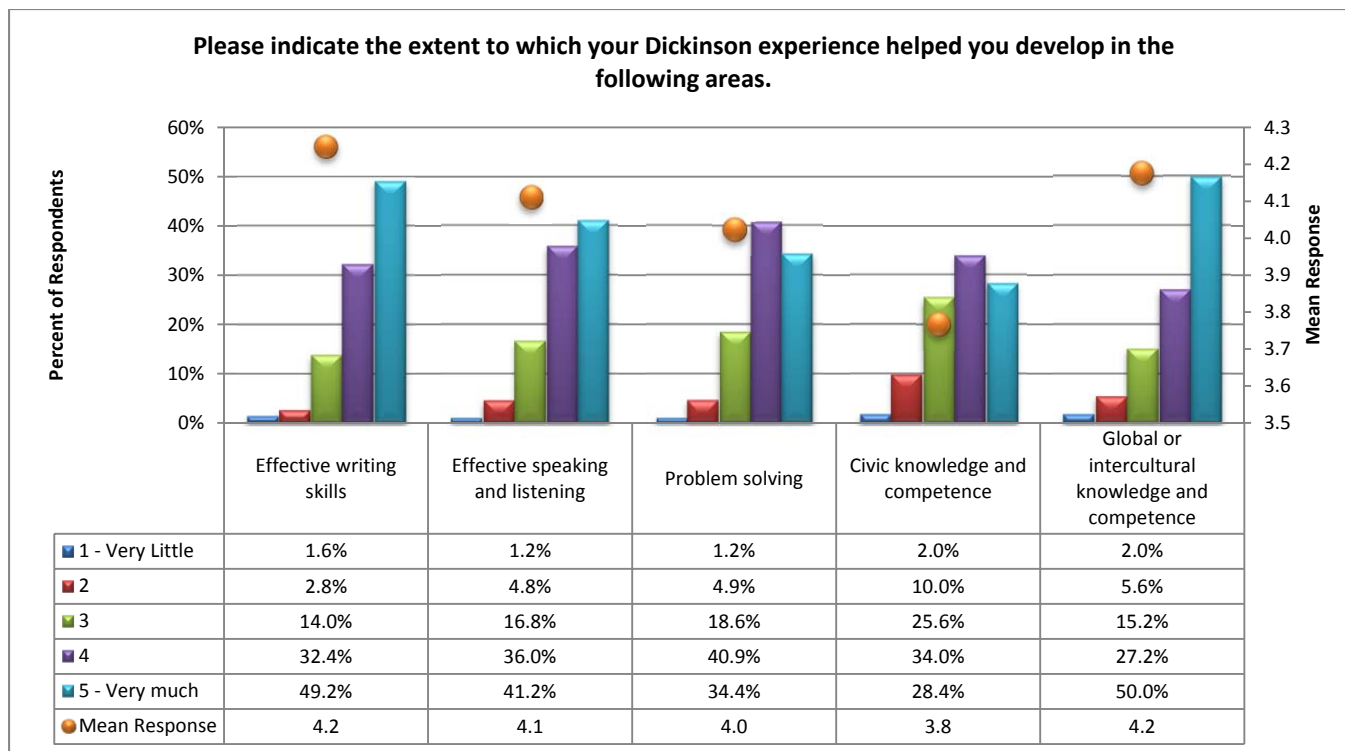
The chart below shows the proportion of each class for the past seven years that are currently enrolled full-time, or accepted, or completed a degree program or employed full-time. A fitted trend line through these data shows a downward trend of about 1.1% per year (with an R^2 value of 0.855).



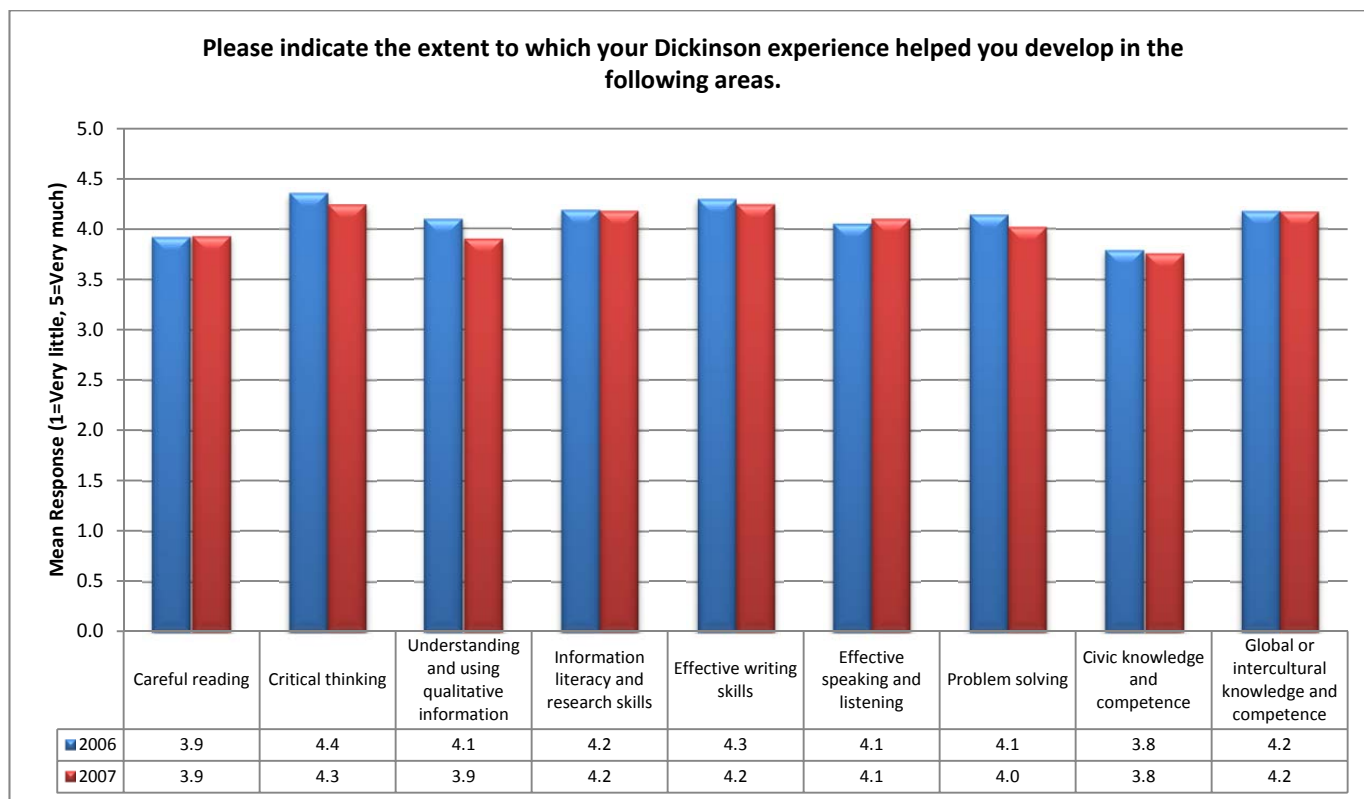
Student Learning Outcomes

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

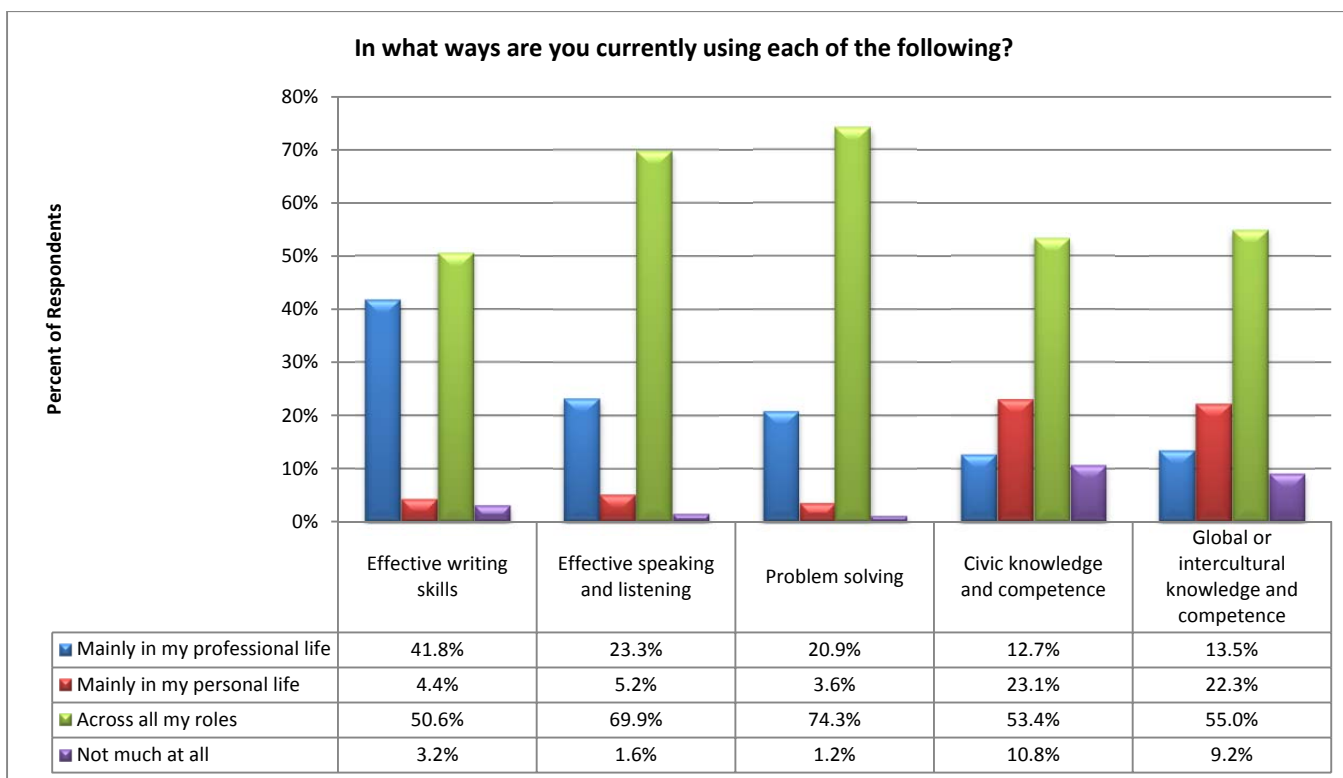
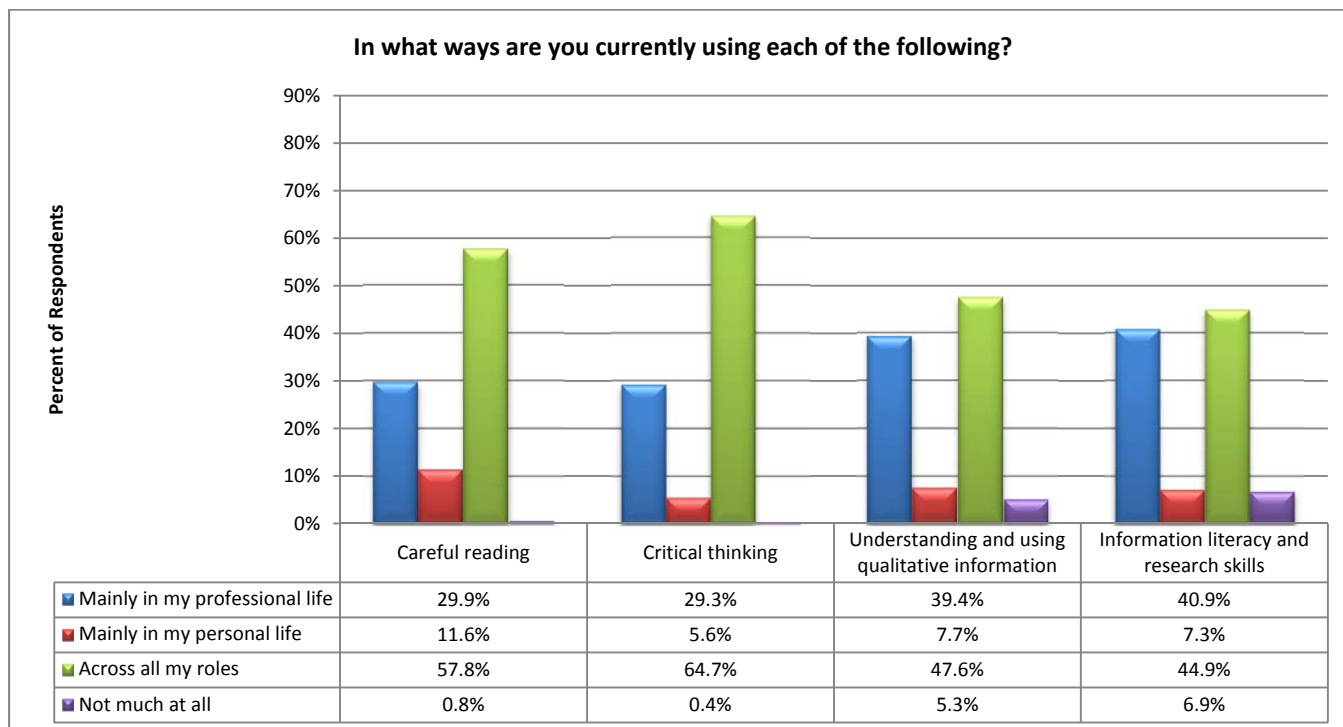




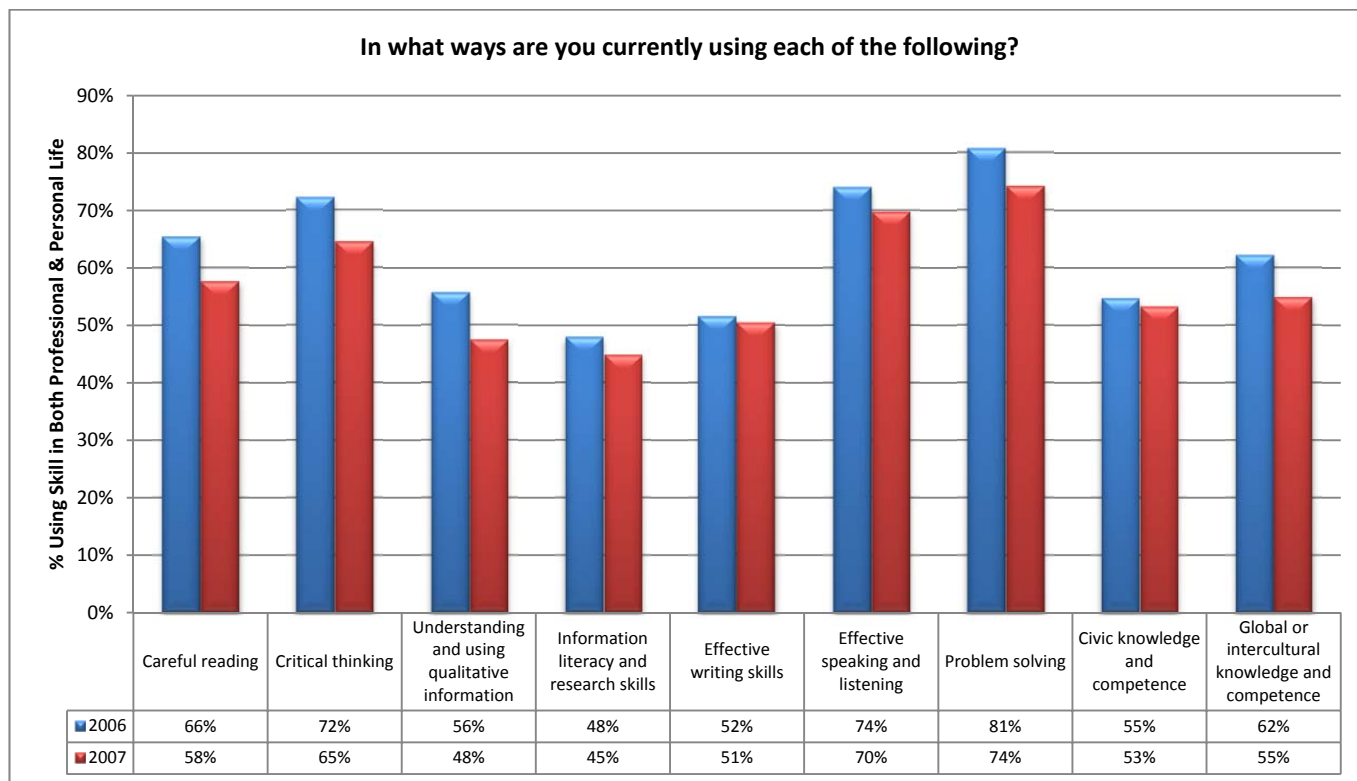
As shown in the chart below, the mean responses for the Class of 2007 are very similar to those from the Class of 2006. Similarly, comparing the percentage from each class who responded in the top two categories on the 5-point Likert scale on this question depicts a very similar picture.



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

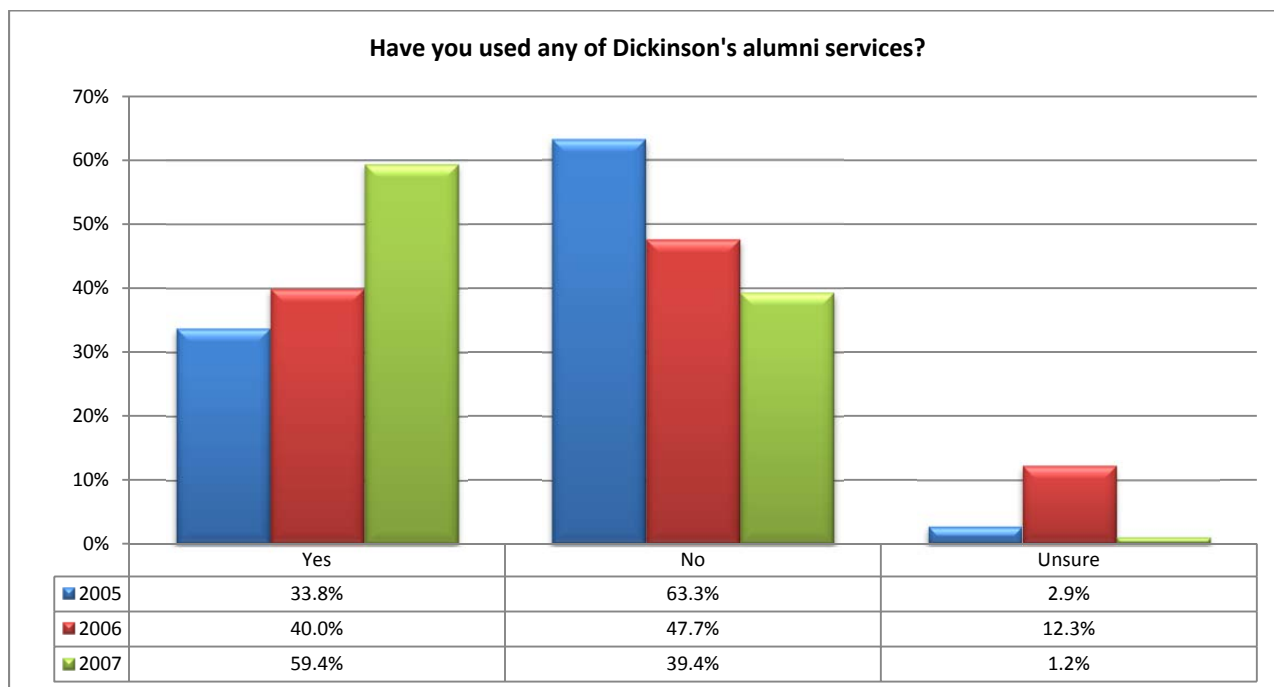


A comparison of the percentage of respondents from each class who indicated they used the skills in both their professional and personal life is shown below. Although not all differences are significant, there is a general trend that implies that a slightly smaller proportion of the Class of 2007 is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

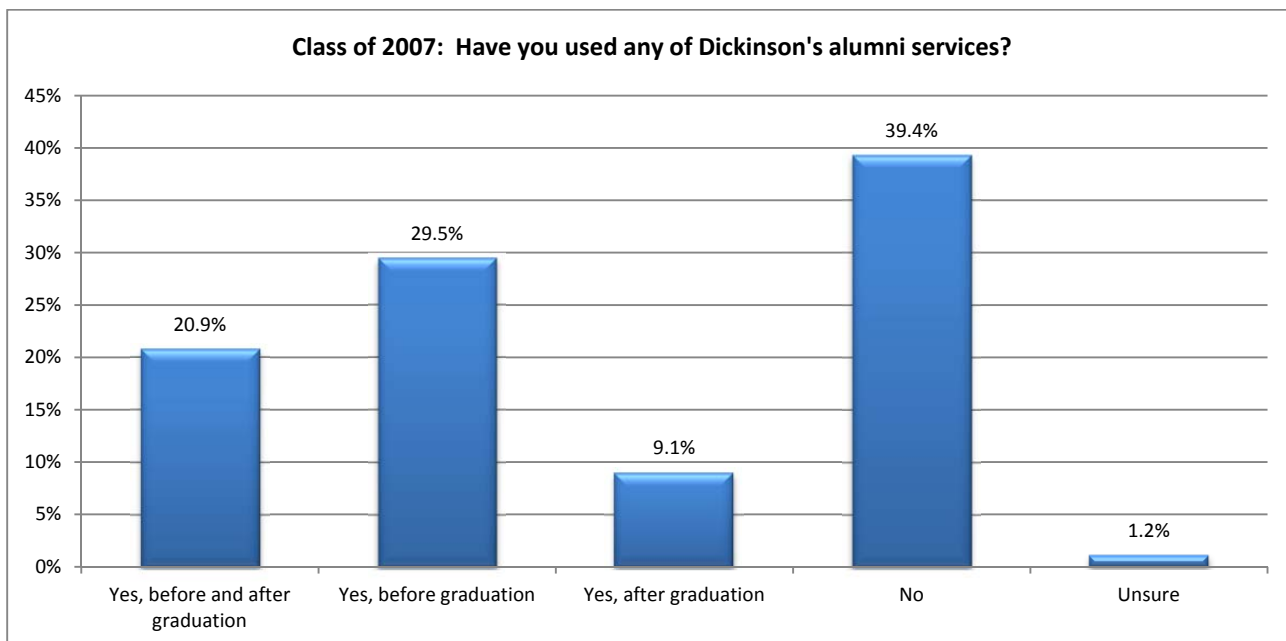


Career Services and Volunteer/Participation Activity

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

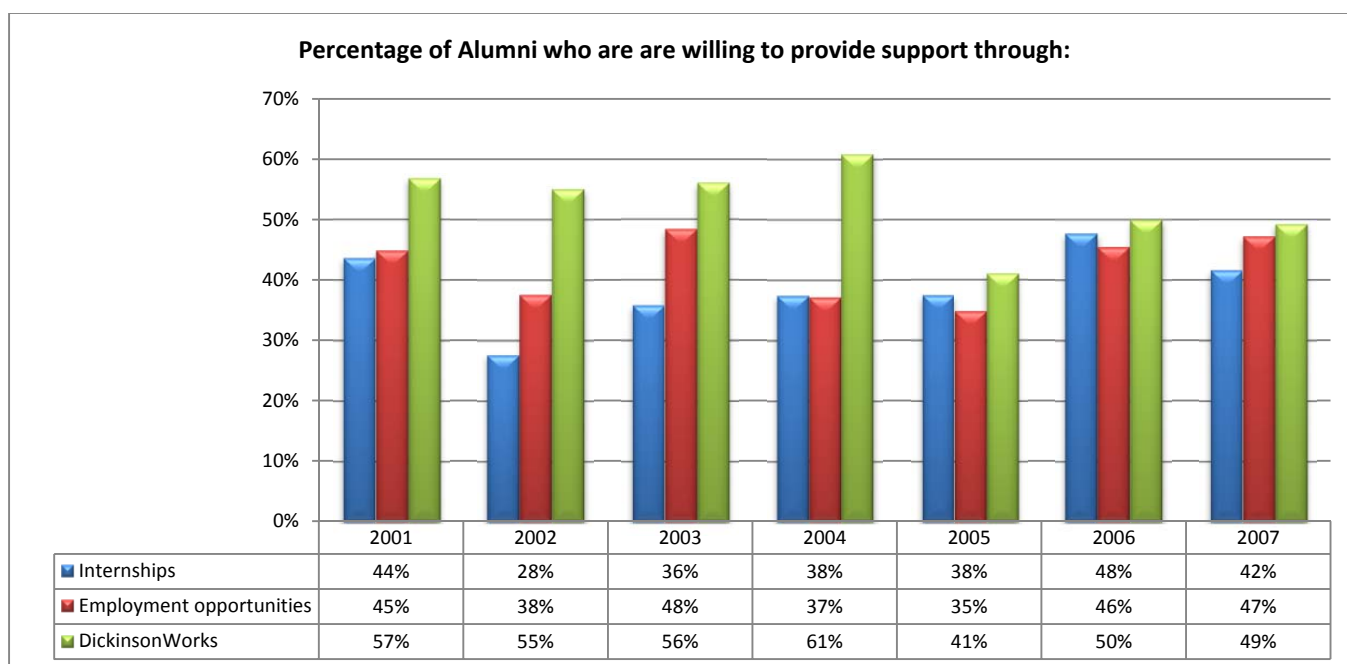


For the Class of 2007, the response options were changed to provide more detail about *when* they used the services. The chart below summarizes the responses.



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

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



Testimonials

Graduates were given the opportunity to respond to the question “how have you benefited from your Dickinson education?”. A total of 90 individuals (35% of all respondents) provided a testimonial and 55 also gave permission to re-print their submission along with their name. A more complete list of testimonials can be requested through the Office of Institutional Research.

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

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

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

The inter-disciplinary approach at Dickinson has been incredibly important to my career development. At Dickinson, I learned how to learn across a broad spectrum of subject areas and was able to synthesize that information into logical and practical solutions. This multi-faceted approach is essential to success in a dynamic work environment.

My Dickinson education helped me become a well-rounded citizen and not just a scientist. I was able to learn cutting-edge science that prepared me for my master's degree, and eventually my PhD, but was also able to learn about subjects that most biology majors would never encounter at other schools. I attribute all my success in graduate school to everything I was exposed to at Dickinson College.

For me, the global education received at Dickinson has proved to be most influential. As a dual language major, I was able to experience multiple cultures, develop intercultural competencies, and move independently around the globe. Adapting to new environments fostered in me a general openness to new possibilities, which has both encouraged and assisted with the many life transitions I've made since graduating from Dickinson.

When I first started my graduate work at Stanford I felt that I had a slight disadvantage because I had gone to a liberal arts school and didn't have the lab/research specific experience my peers had gotten from their undergraduate institutions (all large research schools). By the time we turned in our first papers I realized what an advantage I had over my peers in terms of my abilities to write and think critically. Dickinson prepared me to think beyond my specific discipline and to approach problems critically from a variety of perspectives. Beyond how Dickinson has prepared me for my professional work I am also incredibly grateful for the amazing experience during my four years there. Few of the people I have met since graduating enjoyed their undergraduate experience as much as the graduates I know from Dickinson and are always impressed when I share stories of undergrad. I think many west coasters would benefit from kind of education I received at Dickinson.

Dickinson helped me develop the critical reading and thinking skills that I needed to succeed in both graduate school and law school.

Dickinson college has undoubtedly shaped me to be a thoughtful, well-rounded young physician. I entered medical school, ready to hit the ground running on day one. I found that my balanced, liberal arts education prepared me well for the skills I needed to be successful in medical school, and have not failed me in residency either. I am very thankful to Dickinson for giving me the tools I needed and preparing me to live my dream.

Dickinson gave me a chance to get out into the world, and inspired me to be a more engaged and global citizen. If it were not for the professors in the IS and IB&M departments, I never would have joined Peace Corps and started my life as a member of the Global Generation.

I still tell people to this day, 5 years after graduation, that my English degree from Dickinson was the most valuable Bachelor's degree I could have gotten. I worked in the nonprofit sector post-graduation and now am working on a Master's in nutrition, and through every aspect of my professional, graduate school and personal life, I have used the writing skills I learned at Dickinson. Dickinson professors were very passionate about honing the quality of our writing and critical thinking skills, as well as allowing us to explore our voice through writing. I know I'll use these skills forever.

My Dickinson education made me very adaptable and easy to train. Working in Post-Katrina New Orleans, there were no best practices or training manuals for how to deal with the massive need for housing repair. There were numerous issues and different challenges every week so I had to creatively problem solve and utilize the skills I gained at Dickinson to ensure homeowners were receiving the repairs they needed to move back home. My time at Dickinson also taught me the importance of being thorough and seeing the big picture. My professors challenged me to go above and beyond and the work ethic I gained at Dickinson set me apart from my peers.

The study abroad program in Toulouse changed my life. I learned and experienced so much, and am now able to share my experiences with my students. Hopefully I can also inspire them to study abroad!

Dickinson Class of 2007 Five-Year-Out Alumni Survey

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

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

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

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

I. Educational Activities

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

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

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

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

- ☐ Yes
- ☐ No
- ☐ Unsure

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

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

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

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

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

Anticipated Degree

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

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

Please provide the following information regarding your enrollment

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

- One
- Two
- Three
- More than three

For your most recent enrollment: *(conditional)*

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

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

Most likely Field of study

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

Anticipated Degree

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

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

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

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

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

(text box provided)

Most likely Field of study

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

Anticipated Degree

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

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

(text box provided)

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

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

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

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

(text box provided)

Most likely Field of study

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

Anticipated Degree

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

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

(text box provided)

II. Employment Activities

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

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

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

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

(pull down menu)

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

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

Country

(pull down menu)

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

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

Province or Territory *(conditional)*

(pull down menu)

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

State *(conditional)*
(pull down menu of choices provided)

City
(text box provided)

Job title
(text box provided)

Company name
(text box provided)

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

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

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

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

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

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

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

Please indicate your annual salary range.

(pull down menu)

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

Do you plan to change jobs in the coming year?

- ☐ Yes
- ☐ No
- ☐ Unsure

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

(text box provided)

Please rate your overall satisfaction with your current job.

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

III. Undergraduate Learning Objectives

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

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

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

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

IV. About You

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

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

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

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

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

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

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

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

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

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

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

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

V. Opportunities

Are you interested in any of the following opportunities?

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

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

VI. Testimonial

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

([text box provided](#))

Can we publish your testimony with your name? ([conditional](#))

- ☐ Yes
- ☐ No

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

This personal information will not be used for any other purpose. ([conditional](#))

([text box provided](#))

Thank you very much for your time and effort!

We welcome your comments or suggestions regarding the survey.

Please email them to: insres@dickinson.edu.

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



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

No entries

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

Considering MBA programs.
Planning to apply to PhD programs in 2013 (to attend 2014)
Masters
Very interested in graduate school, but unsure of the specific degree that I wish to pursue.
Teachers College, Columbia University
Looking at MBA and MPP programs
veterinary dermatology residency
I am interested in applying for an MM in musical theatre vocal performance.

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

Contact Office of Institutional Research for these details.

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

American Studies
Applied behavior analysis
Arts Management (2)
Computer Aided Drafting/ Interior Design
Conflict Analysis and Resolution
Criminal Justice (2)
Defense and Strategic Studies (National Security)
Digital Archives and Records Management
Employee Benefits, Compensation, and Retirement Plans
Epidemiology
Fashion Design
Gerontology (Research)
Human Resource Management
Information Studies
Law enforcement
Linguistics
Marine transportation
Mediation and Alternative Dispute Resolution
Medieval Studies
Nutrition
pharmacy
Physical therapy
Plant Pathology/Microbiology
Plant Science
Prerequisite coursework towards architecture program
Public and Nonprofit Management
Records and Archives Management (International)



Regional Planning
School Counseling
Spanish
Strategic IT management
Sustainable Development

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

Master's of Divinity
Master's of Education (5)
Master's of Education and licensure
Master's of Environmental Management
Master's of Philosophy (MPhil) in Early Modern History.
Master's of Professional Studies
Master's of Public Policy (2)
Master's of Regional Planning
Master's of Public Administration (MPA)
Master's of Tourism Administration
Master's of Science Nursing (2)
Master's of Social Work

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

CEBS (Certified Employee Benefit Specialist)
Deck officer license
Earth and Space Science Teaching Certification (Secondary)
MHRM
MN peace officer program
MS in School Psychology and an Ed.S. in School Psychology
Nivel B1
non matriculated social work courses
PA Teaching Certificate - Spanish K-12
Post-MA Certificated in Digital Archives and Records Management

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

London School of Economics and Political Science (3)
University of Vermont (3)
Duke University (2)
Middlebury College (2)
University of Massachusetts, Amherst (2)
Arcadia
Boston College Law School
Brown University
Bucknell University
California University of Pennsylvania
Central Lakes College



Cornell University
CUNY Hunter School of Social Work
DePaul University
DeSales University
Earlham College
Florida Atlantic University
Great Lakes Maritime Academy
Instituto de Empresa, Madrid
London School of Economics
Miami University of Ohio
Missouri State University
Mountbatten Internship Programme
Nassau Community College
New Bulgarian University
Pepperdine University School of Law
Pontifica Universidad Catolica Madre y Maestra
Portland Community College
Regis College
Roger Williams University
Roger Williams University School of Law
Rotterdam School of Management, Erasmus University Rotterdam
Salem College
San Jose State University
School for International Training Graduate Institute
Simmons college
Skidmore College
St. Lawrence University
Stockholm university
Susquehanna University
Syracuse University
The Hertie School of Governance
Thomas Jefferson University School of Health Professions
Tribhuvan University, Nepal
UMBC
Universidad de Malaga
Universitat Pompeu Fabra
University College London
University of Baltimore School of Law
University of Buffalo
University of California, Berkley
University of California, Irvine
University of Cambridge



University of Chicago
University of Cincinnati
University of Denver
University of Denver Sturm College of Law
University of Leeds
University of Maine
University of Massachusetts
University of Massachusetts Boston
University of Michigan
University of Phoenix
University of Southampton, Southampton, UK
University of Southern California
University of West Virginia Law
Vanderbilt University
Virginia Commonwealth University School of Pharmacy
Virginia Tech
Wake Forest University Schools of Business
Western New England University
Wharton School of the Univ of Pennsylvania
Woodbury Institute at Champlain College

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

Homemaker (3)
Peace Corps

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

Academic Library/Archives
Associate Archivist for Alcoholics Anonymous
Automotive
Coordinator for educational and cultural programs
Energy
fully funded graduate student
Graduate teaching fellow
Interior Design
International Development (USAID funded project in Nepal)
Landscaping
Librarian
Marketing for a Beauty Company
Med-Peds Resident Physician
Office Management Wholesale/Retail
Political
Sales and Marketing in Hospitality



Social Policy Research
Social Work

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

Bulgaria
Dominican Republic
India
Laos
Nepal
Netherlands
Nicaragua
Senegal
Spain

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

AmeriCorps
Applied through The Economist
Boston University
E-mail from professor at NYU
Founder
graduate school contacts
Graduate school's career center and on-campus recruiting (Duke University)
I went to Grad School after Dickinson and applied for a fellowship (PMF) through my program, which
Kathryn Wasserman Davis--100 Projects for Peace Grant from Dickinson College
Law school job postings
Networking in my industry
networking on LinkedIn
Personal Network
Posse Internship
Previous manager
Professions for Non-Profits (employment agency)
Self (2)
Shippensburg University
Spherion Staffing Agency
Staffing Agency
Teach For America, no Dickinson Connection
Temp Agency

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

A fellow alum gave me information about the program
Began with government as a contractor, a position which I got due to an alumni friend



Boston YNPN List-Serv (Young Nonprofit Professionals Network) and Idealist.org
Brian Kamoie helped me get an internship that eventually turned into a full-time, permanent position
Commissioned as an officer through Dickinson ROTC program
Converted into a full time position. This program is only for people with post-graduate degrees.
Craigslist.com
Dickinson alum gave me advice and introduced me to someone who hired me after graduation.
I applied for another job a friend recommended and was told I was too qualified and suggested this 1
I attended a Careers event in NYC during my senior year
I had an on campus interview, and used Dickinson Connect to ask GSA-employee alum some questions
I have 2 masters degrees, that is what has led to all of my jobs
I posted my resume on craigslist and was called for the position
I used Carney Sandoe and Associates to search for teaching jobs.
I work for my family business
Indeed.com
Internet search
Internship through Tulane University
Letters of recommendation from professors
Mother of a Dickinson alumna/friend
My law school placed me in a fellowship. From that fellowship, I was recommended for my clerkship.
My resume was on Monster.com and I was contacted by the HR department
Networking with a judge I clerked for
Originally landed in this industry due to alumni contact + career center
Pace Law School Career Center helped me get a law clerk position, which then led to my current one.
Reached out to alumni in a new city
referral
Research technician job at U.Penn discovered through Dickinson alumni, helped with grad application.
SIT
Sittercity.com
SLAC Conference
The fact that I attended a renowned American college and I was well prepared for my interview
The self-reliance & confidence I learned at Dickinson to become a freelancer and make it work!

Details regarding plans to change jobs in the coming year:

Become a full time school psychologist
I'm actually working two jobs--I'm transitioning from being a nanny to working for a non-profit.
Location change
Medical school
Once I earn my Master's Degree, I hope to pursue full-time employment in my field
Planning to go to law school
Ready to take on more responsibility/Growth (2)
Staying within the same company but moving in a different direction.
Want to get into social work



Alphabetical listing of institutions by count:

Institution	Count
University of Maryland	8
Boston University	6
Columbia University	4
Drexel University	4
George Washington University	4
Georgetown University	4
State University of New York	4
University of Pittsburgh	4
American University	3
London School of Economics and Political Science	3
Penn State	3
University of California	3
University of Pennsylvania	3
University of Vermont	3
Duke University	2
George Mason University	2
Middlebury College	2
Pace University	2
Rutgers University	2
Temple University	2
University of Massachusetts, Amherst	2
University of North Carolina	2
University of Virginia	2
Widener University	2
Arcadia	1
Boston College Law School	1
Brown University	1
Bucknell University	1
California University of Pennsylvania	1
Central Lakes College	1
Cornell University	1
CUNY Hunter School of Social Work	1
DePaul University	1
DeSales University	1
Earlham College	1
Florida Atlantic University	1
Great Lakes Maritime Academy	1
Instituto de Empresa, Madrid	1
Johns Hopkins University	1
London School of Economics	1



Miami University of Ohio	1
Missouri State University	1
Mountbatten Internship Programme	1
Nassau Community College	1
New Bulgarian University	1
Pepperdine University School of Law	1
Pontifica Universidad Catolica Madre y Maestra	1
Portland Community College	1
Regis College	1
Roger Williams University	1
Roger Williams University School of Law	1
Rotterdam School of Management, Erasmus University Rotterdam	1
Salem College	1
San Jose State University	1
School for International Training Graduate Institute	1
Shippensburg University	1
Simmons college	1
Skidmore College	1
St. Lawrence University	1
Stanford	1
Stockholm university	1
Susquehanna University	1
Syracuse University	1
The Hertie School of Governance	1
Thomas Jefferson University School of Health Professions	1
Tribhuvan University, Nepal	1
Universidad de Malaga	1
Universitat Pompeu Fabra	1
University College London	1
University of Baltimore School of Law	1
University of Buffalo	1
University of California, Berkley	1
University of California, Irvine	1
University of Cambridge	1
University of Chicago	1
University of Cincinnati	1
University of Denver	1
University of Denver Sturm College of Law	1
University of Leeds	1
University of Maine	1
University of Massachusetts	1
University of Massachusetts Boston	1



University of Michigan	1
University of Phoenix	1
University of Southampton, Southampton, UK	1
University of Southern California	1
University of West Virginia Law	1
Vanderbilt University	1
Villanova	1
Virginia Commonwealth University School of Pharmacy	1
Virginia Tech	1
Wake Forest University Schools of Business	1
Western New England University	1
Wharton School of the Univ of Pennsylvania	1
Woodbury Institute at Champlain College	1



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

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



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



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



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



Widener University	Law	J.D. or L.L.B.
Widener University	Clinical Psychology	Ph.D.
Woodbury Institute at Champlain College	Mediation and Alternative Dispute Resolution	M.A. or M.S.



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

Company	City	State	Country
JP Morgan Chase & Co	Jersey city	(Not specified)	(Not specified)
CMS Cameron McKenna LLP	Sofia	(Not specified)	Bulgaria
PUCMM	Santiago	(Not specified)	Dominican Republic
independent contractor	Paris	(Not specified)	France
Goldman Sachs	Bangalore	(Not specified)	India
Vientiane International School	Vientiane	(Not specified)	Laos
Save the Children International	Kathmandu	(Not specified)	Nepal
ING	Amsterdam	(Not specified)	Netherlands
Bridges to Community	Siuna	(Not specified)	Nicaragua
Peace Corps Senegal	Thies	(Not specified)	Senegal
Spanish Ministry of Education	Bilbao	(Not specified)	Spain
The Office of Tony Blair - Government Advisory Practice	London	(Not specified)	United Kingdom
Unisys	London	(Not specified)	United Kingdom
Liberty Mutual Insurance	Boston	(Not specified)	US
PCA SKIN	Scottsdale	Arizona	US
(Not specified)	Berkeley	California	US
1/11TH ARMORED CAVALRY REGIMENT	Fort Irwin	California	US
Murchison & Cumming	Los Angeles	California	US
WOPG Productions, Inc.	Los Angeles	California	US
UC San Diego Health System	San Diego	California	US
Juice Shop	San Francisco	California	US
Destination Hotels & Resorts	Squaw valley	California	US
Tendril	Boulder	Colorado	US
Colorado Judicial Branch	Denver	Colorado	US
Updike, Kelly & Spellacy, P.C.	Hartford	Connecticut	US
Aptar Beauty + Home	Stamford	Connecticut	US
Nestle Waters	Stamford	Connecticut	US
Merrill Lynch Bank of America	Westport	Connecticut	US
Sanford School	Hockessin	Delaware	US
Center for Advancing Health	(Not specified)	District of Columbia	US
FDA	(Not specified)	District of Columbia	US
FHI 360	(Not specified)	District of Columbia	US
Ocean Conservancy	(Not specified)	District of Columbia	US
Association for Psychological Science	Washington	District of Columbia	US
Center for Applied Linguistics	Washington	District of Columbia	US
Center for Applied Linguistics	Washington	District of Columbia	US
Children's law center	Washington	District of Columbia	US
Finnegan	Washington	District of Columbia	US
Fleishman-Hillard	Washington	District of Columbia	US
Smithsonian Institution	Washington	District of Columbia	US



U.S. Customs and Border Protection	Washington	District of Columbia	US
U.S. House of Representatives	Washington	District of Columbia	US
United Nations Foundation	Washington	District of Columbia	US
US Dept of Housing and Urban Development	Washington	District of Columbia	US
JM Family Enterprises	Deerfield Beach	Florida	US
FBI	Miami	Florida	US
Florida Office of Financial Regulation	Miami	Florida	US
(Not specified)	Winter Garden	Florida	US
Emory University	Atlanta	Georgia	US
McKinsey & Company	Atlanta	Georgia	US
United States Army	Columbus	Georgia	US
US Coast Guard	Honolulu	Hawaii	US
CF Industries Holdings	Chicago	Illinois	US
Northwestern University	Chicago	Illinois	US
Obama for America	Chicago	Illinois	US
Robert Half International	Davenport	Iowa	US
2-327 Infantry Bn, 1st Brigade Cbt Team, 101st Airborne Div (Air Assault)	Fort Campbell	Kentucky	US
East Jefferson General Hospital	Metairie	Louisiana	US
Rebuilding Together New Orleans	New Orleans	Louisiana	US
University of Maine	Orono	Maine	US
Anne Arundel County Public Schools	Annapolis	Maryland	US
Wise & Donahue, PLC	Annapolis	Maryland	US
Baltimore county public schools	Baltimore	Maryland	US
Cignal Corp	Baltimore	Maryland	US
FOREMAN WOLF	Baltimore	Maryland	US
FranklinMorris	Baltimore	Maryland	US
Goodell, DeVries, Leech & Dann, LLP	Baltimore	Maryland	US
Osprey Bay Building & Development	Baltimore	Maryland	US
CoStar Group	Columbia	Maryland	US
State of Maryland	Denton	Maryland	US
JBS International	North Bethesda	Maryland	US
National Weather Service	Silver Spring	Maryland	US
Level Green Landscaping LLC	Upper Marlboro	Maryland	US
(Not specified)	Boston	Massachusetts	US
Boston University	Boston	Massachusetts	US
Brigham and Women's Hospital	Boston	Massachusetts	US
Capital Intellect	Boston	Massachusetts	US
FactSet Research Systems, Inc.	Boston	Massachusetts	US
The Steppingstone Foundation	Boston	Massachusetts	US
Abt Associates	Cambridge	Massachusetts	US
Chelsea Public Schools	Chelsea	Massachusetts	US
Dr. David Eisenberg's Office	Chelsea	Massachusetts	US



Follett Software Company	Hingham	Massachusetts	US
Bay State Medical Center	Springfield	Massachusetts	US
BCBS MI	Detroit	Michigan	US
Decato Law Office	Lebanon	New Hampshire	US
(Not specified)	(Not specified)	New Jersey	US
Mathematica Policy Research	Princeton	New Jersey	US
Pope John XXIII Regional High School	Sparta	New Jersey	US
Drug Policy Alliance	Trenton	New Jersey	US
Lester A Drenk Behavioral Health Center	Willingboro	New Jersey	US
Law Office of Katrina Vitale, LLC	Woodbury	New Jersey	US
Goldberg & Associates	Bronx	New York	US
Modern Food Center	BRONX	New York	US
Buffalo Bills	Buffalo	New York	US
Gielowski, Federice & Caligiuri, LLP	Buffalo	New York	US
Hamilton College	Clinton	New York	US
Thomas, Drohan, Waxman, Petigrow & Mayle, LLP	Hopewell Junction	New York	US
(Not specified)	New York	New York	US
Alcoholics Anonymous World Services, Inc.	New York	New York	US
Ambridge Partners LLC	New York	New York	US
American Museum of Natural History	New York	New York	US
ARI DEIN LLC	New York	New York	US
Bank of america	New York	New York	US
Center for Court Innovation	New York	New York	US
Chamberlain Healthcare Public Relations	New York	New York	US
Citymeals-on-Wheels	New York	New York	US
Clinton Global Initiative	New York	New York	US
Estreich & Company	New York	New York	US
Hess Corporation	New York	New York	US
Indique Hair	New York	New York	US
Inwood Academy for Leadership	New York	New York	US
Ipreo	New York	New York	US
J.CREW	New York	New York	US
Linkedin	New York	New York	US
LRN	New York	New York	US
New York genealogical society	New York	New York	US
Ralph Lauren	New York	New York	US
Riverdale Country School	New York	New York	US
Teach For America	New York	New York	US
YAI National Institute for People with Disabilities	Queens	New York	US
New York Concrete Corp.	Staten Island	New York	US
Welby, Brady & Greenblatt, LLP	White Plains	New York	US
Wakemed	Raleigh	North Carolina	US



Wilkes County Public Schools	Wilkesboro	North Carolina	US
North Forsyth High School	Winston-Salem	North Carolina	US
Winston-Salem State University	Winston-Salem	North Carolina	US
GFS Chemicals	Columbus	Ohio	US
Allwein Carpet One	Annville	Pennsylvania	US
Centre County Library & Historical Museum	Bellefonte	Pennsylvania	US
United Packaging Supply Company	Bensalem	Pennsylvania	US
(Not specified)	Bethlehem	Pennsylvania	US
Seven generations charter school	Bethlehem	Pennsylvania	US
(Not specified)	Carlisle	Pennsylvania	US
Cumberland County	Carlisle	Pennsylvania	US
URS	Fort Washington	Pennsylvania	US
Shaler Area School District	Gibsonia	Pennsylvania	US
Department of Environmental Protection	Harrisburg	Pennsylvania	US
Chartiers-Houston School District	Houston	Pennsylvania	US
Juniata College	Huntingdon	Pennsylvania	US
United Phosphorus Inc	King of Prussia	Pennsylvania	US
Wyoming Seminary	Kingston	Pennsylvania	US
Allwein Carpet One Floor & Home	Lebanon	Pennsylvania	US
Bucknell University	Lewisburg	Pennsylvania	US
Mon Yough Community Services	McKeesport	Pennsylvania	US
Mercersburg Academy	Mercersburg	Pennsylvania	US
Deluxe Digital Studios	Moosic	Pennsylvania	US
Bucks County Community College	Newtown	Pennsylvania	US
Magnetic Impressions, LLC	Penndel	Pennsylvania	US
Federal Reserve Bank of Philadelphia	Philadelphia	Pennsylvania	US
Hospital of UPenn	Philadelphia	Pennsylvania	US
Philadelphia Dance Academy, Enchantment Theatre Company, Theatre Horizon, various dance companies	Philadelphia	Pennsylvania	US
The Greater Philadelphia Cultural Alliance	Philadelphia	Pennsylvania	US
The Walnut Street Theatre	Philadelphia	Pennsylvania	US
U.S. Securities and Exchange Commission	Philadelphia	Pennsylvania	US
Allegheny County Department of Human Services	Pittsburgh	Pennsylvania	US
Carnegie Mellon University	Pittsburgh	Pennsylvania	US
Keystone Collections Group	Pittsburgh	Pennsylvania	US
Shady Side Academy	Pittsburgh	Pennsylvania	US
The Nottingham Group, LLC	Pittsburgh	Pennsylvania	US
Marywood University	Scranton	Pennsylvania	US
Nanny	Swarthmore	Pennsylvania	US
(Not specified)	West Conshohocken	Pennsylvania	US
Avon Grove School District	West Grove	Pennsylvania	US
Amica	Lincoln	Rhode Island	US
Bank of America	Providence	Rhode Island	US



Memphis Veterinary Specialists	Memphis	Tennessee	US
Vanderbilt University	Nashville	Tennessee	US
MD Anderson Cancer Center	Houston	Texas	US
Fletcher Allen Health Care	Burlington	Vermont	US
State of Vermont	Waterbury	Vermont	US
(Not specified)	(Not specified)	Virginia	US
CGI Federal	Alexandria	Virginia	US
Mitsubishi Nuclear Energy Systems	Alexandria	Virginia	US
Virginia Tech	Blacksburg	Virginia	US
Family Priority	Centreville	Virginia	US
General Services Administration	Crystal City	Virginia	US
General Services Administration	Fairfax	Virginia	US
ICF International	Fairfax	Virginia	US
Project Performance Corporation	McLean	Virginia	US
EnergyPort	Richmond	Virginia	US
Virginia Commonwealth University Health Systems	Richmond	Virginia	US
DelBene for Congress	Seattle	Washington	US