



5-Year-Out Alumni Survey – Graduating Class of 2010

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

Primary Benefactors

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

Executive Summary

Status Five Years after Graduation

Within five years after graduation, 96 percent of our alumni are working full time, in a graduate or professional school program, or accepted to attend such a program in fall 2015. Eighty-three percent of graduates are employed full time and 54 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 2015. These numbers are not mutually exclusive, since some graduates are on both tracks. The employment number is the same as the previous year. The enrollment figure is up one percentage point from last year and matches the previous four-year average.

Twenty-two percent of all employed respondents indicated that they plan to change jobs within the next year. The figure matches the Class of 2009 alumni data and is three points higher than the previous four-year average. Twenty-six percent indicated they were “unsure” about whether or not they will change jobs. The figure is three percentage points higher than the previous four-year average. The percentage of students who intend to enroll in a degree program (3%) is three percentage points lower than it has been over the past four years (7%). The proportion who were “unsure” whether or not they would enroll in the next year is higher than two previous years, (24% for the Class of 2010 compared to 19% and 20% for the Classes of 2009 and 2007 respectively).

Graduate and Professional School

Seventy-five percent of those who have continued with their education in a degree earning program have earned or are pursuing a master’s degree or higher, and 47 percent of *all* the respondents are pursuing or have earned a Master’s or higher degree. The most popular field of study continues to be Arts & Science (38% of those who are in or have completed school). The numbers are in line with previous years for those pursuing a law degree (12%). The proportion of the class who are going into the medical field (17%) is the same as the previous four-year average. Shown below is a breakdown of the general areas of study for those respondents who are in school or have completed a degree.

Arts and Sciences 38%	Medical 17%	Education 12%
Law 12%	Business Related 15%	MBA 5%

Employment

Eighty-three percent of the Class of 2010 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, (32% and 16% respectively). The proportion of graduates employed at Non-Profit agencies (11%) matches the previous 4-year average. Health Services (10%) is up one percentage point from the previous 4-year average. The most common fields of employment are shown below. Eighty-one percent of those employed indicated they were either *satisfied* or *very satisfied* with their current job while only 7% indicated they are *unsatisfied* or *very unsatisfied*.

Business & Industry 32%	Education 16%	Government 6%
Law Occupations 7%	Nonprofit 11%	Health/Medical Service 10%

Salary

The estimated median salary for this class is \$55,000, which is the same as last year but \$10k above the median salary four years ago. The estimated mean salary is slightly above \$59,144, which is about \$2,100 more than the Class of 2007 and over \$7,000 more than the Class of 2005. There has been a noticeable steady incline for mean salaries since 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 (91% responding in the top two categories on the 5-point scale), Critical Thinking (96%), Information Literacy and Research Skills (87%), Effective Speaking Skills (85%) and Global or Intercultural Knowledge (85%). Areas with the lowest assessment were Understanding and Using Qualitative Information (90%), Careful Reading (88%) and Civic Knowledge and Competence (73%). Seventy-five percent of the respondents indicated they used Problem Solving in both their personal and professional roles. Also rated quite high in this regard were Effective Speaking (74%) and Critical Thinking (70%).

Survey Details:

Target population: Graduating Class of 2010 (to include August 2009, February 2010 and May 2010 graduates).

Sample or census: Census

Response rate: The response rate was 45.2 percent (238/526). This represents 43.8 percent (238/543) of the graduates. The female alumnae responded at a higher rate than the males (male to female response rate ratio 31:69) which is typical over the past several years. The overall sample size for men and women adequately represent the Class of 2010 for purposes of this analysis. Six of the respondents (3%) 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 2015. In addition to the original email invitation, two interim reminders and one final reminder was sent out from the Office of Institutional Research. A copy of the survey instrument can be found in Appendix 1.

Data Summary:

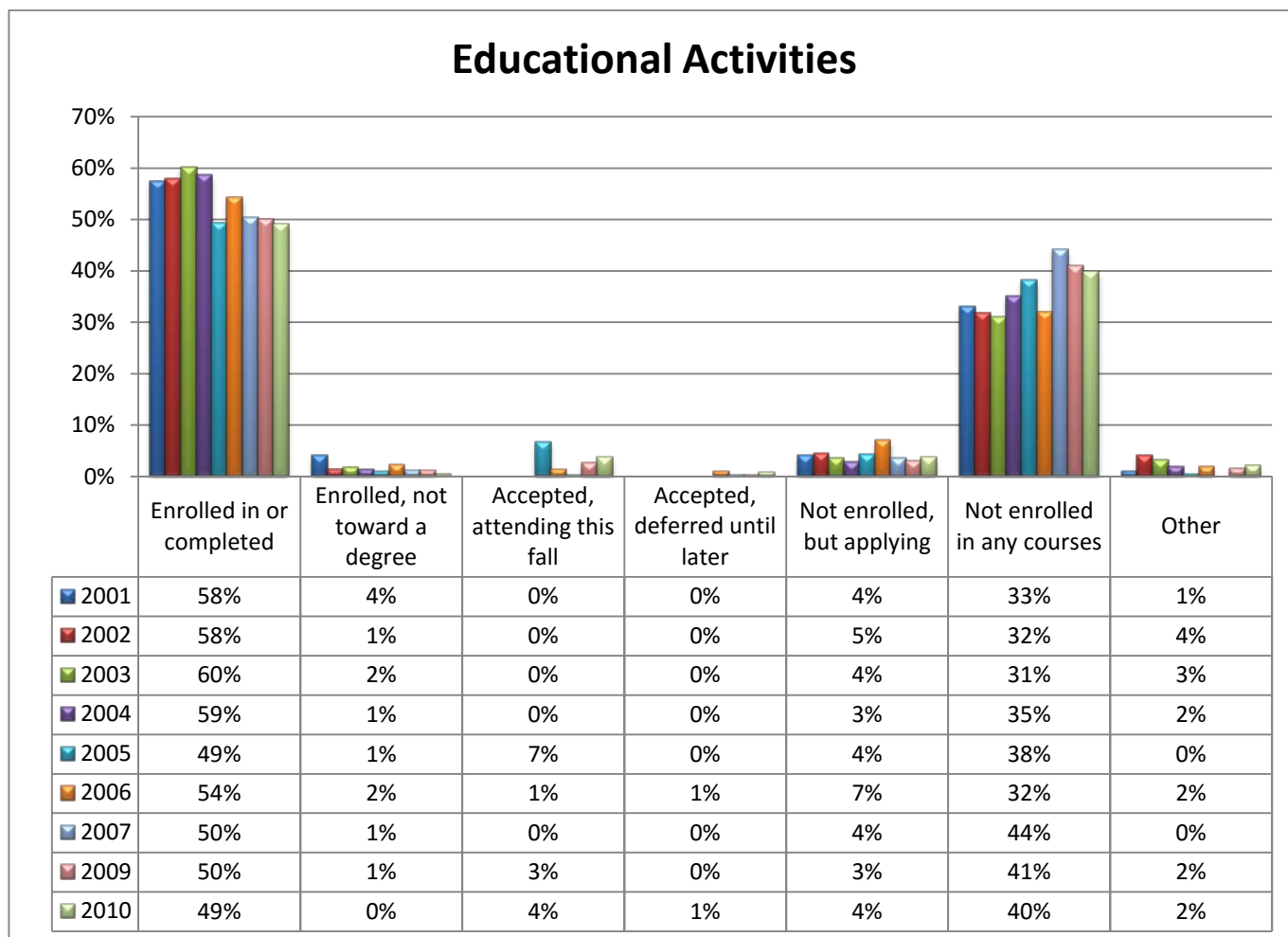
There are six main topic areas for this survey: Education, Employment, Salary, Student Learning, Volunteer/Participation Activity and Testimonials. Details of each of these areas are presented in the sections below.

Education

Enrollment Status: The responses for the Class of 2010 are shown in the table below regarding their enrollment status. Starting with the Class of 2005, two new categories were added this year to obtain information on those who have been accepted into graduate programs, but not yet attending. The details for those who responded with *other* can be found in Appendix 2.

Enrollment Status	Count	Percentage	Margin of Error
Enrolled in, or have completed a degree or certificate program	117	49%	6%
Enrolled, but not toward a degree	1	0%	1%
Accepted and will be attending this fall	9	4%	2%
Accepted and deferred admission until a later date	2	1%	1%
Not enrolled, but applying to graduate/professional school	9	4%	2%
Not enrolled in any courses	95	40%	6%
Other	5	2%	2%
Total	238	100%	

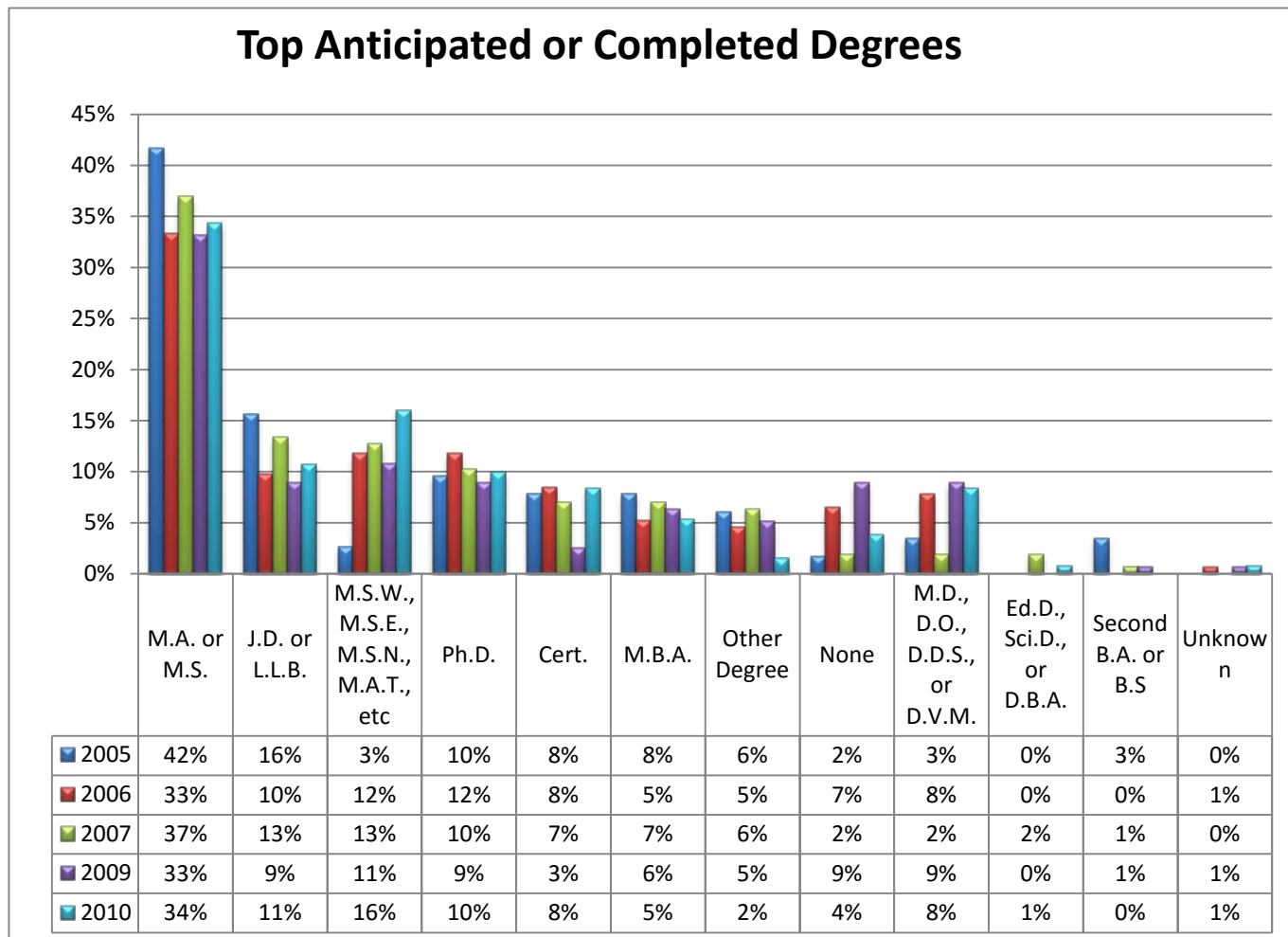
The chart below shows the 6-year trend for the responses to this question. The proportion of students who in the three categories, “Enrolled in or completed”, “Accepted, and will be attending this fall”, “Accepted and deferred admission until a later date” (54%) matches the previous four-year average. Similarly, the proportion “Not enrolled in any classes” (40%) is the same as the previous four-year average. See Appendix 3 for a breakdown of enrollment for the graduates by their Major division.



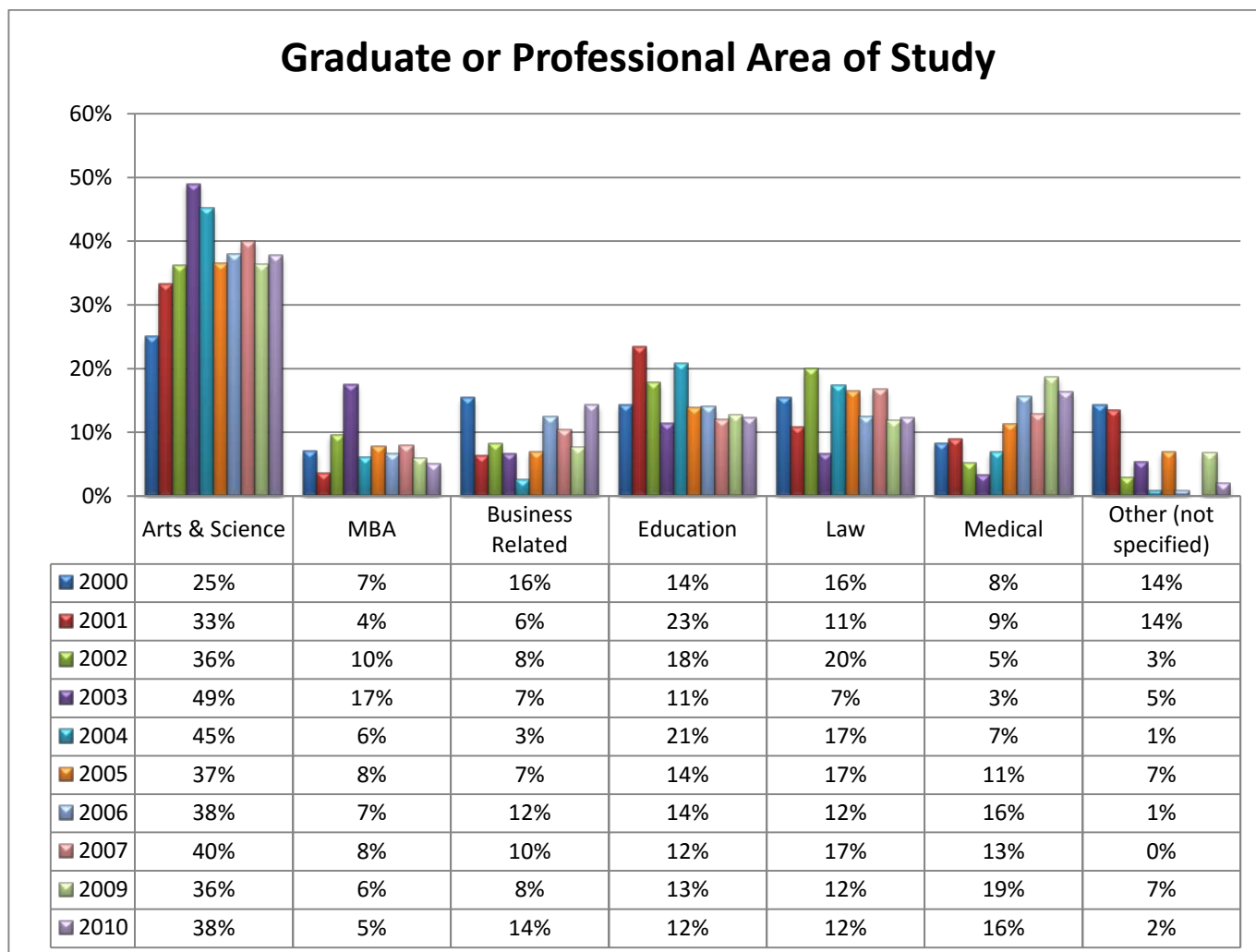
Degrees Pursued: The types of degrees being pursued by those enrolled in school are shown below. Starting with the Class of 2005, this list was expanded to provide more detail regarding the types of degrees.

Degree Type	Count	Percentage
M.A. or M.S.	45	34%
J.D. or L.L.B.	14	11%
M.S.W., M.S.E., M.S.N., M.A.T., etc	21	16%
Ph.D.	13	10%
Certificate	11	8%
M.B.A.	7	5%
Other Degree	2	2%
None	5	4%
M.D., D.O., D.D.S., or D.V.M.	11	8%
Ed.D., Sci.D., or D.B.A.	1	1%
Second B.A. or B.S	0	0%
Unknown	1	1%
Total	131	100%

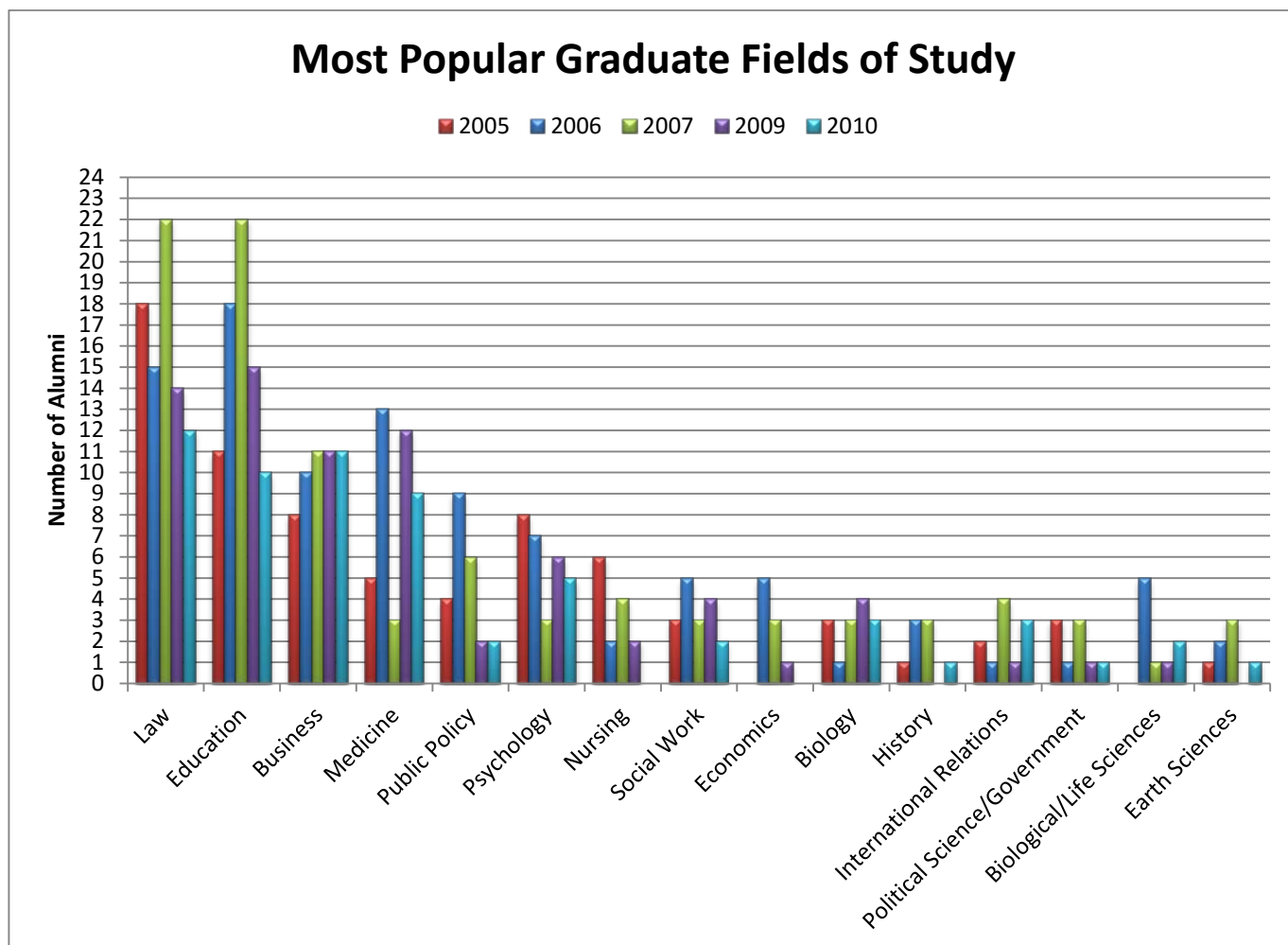
The 5-year history of responses to this question is shown in the following chart. For those pursuing a degree, the proportion of those with a Master's or an M.B.A. (56%) is higher than the average for the previous four years (53%). To a lesser degree, the proportion of those with a Master's or higher is also higher than the previous four years, (85% compared to 81% respectively).



Fields of Study: The responses of the Class of 2010 as well as those from the previous years are displayed in the following chart. For this most recent class, Arts & Science (38%) and MBA (5%) were quite similar to the previous four-year average (38% and 7% respectively). Business Related studies (14%) are five percent higher than the previous four-year average. Education (12%) is below the average of the average of the previous four-year average (14%). Law (12%) and Medical (16%) are both quite similar to the previous four-year averages (14% and 15% respectively).

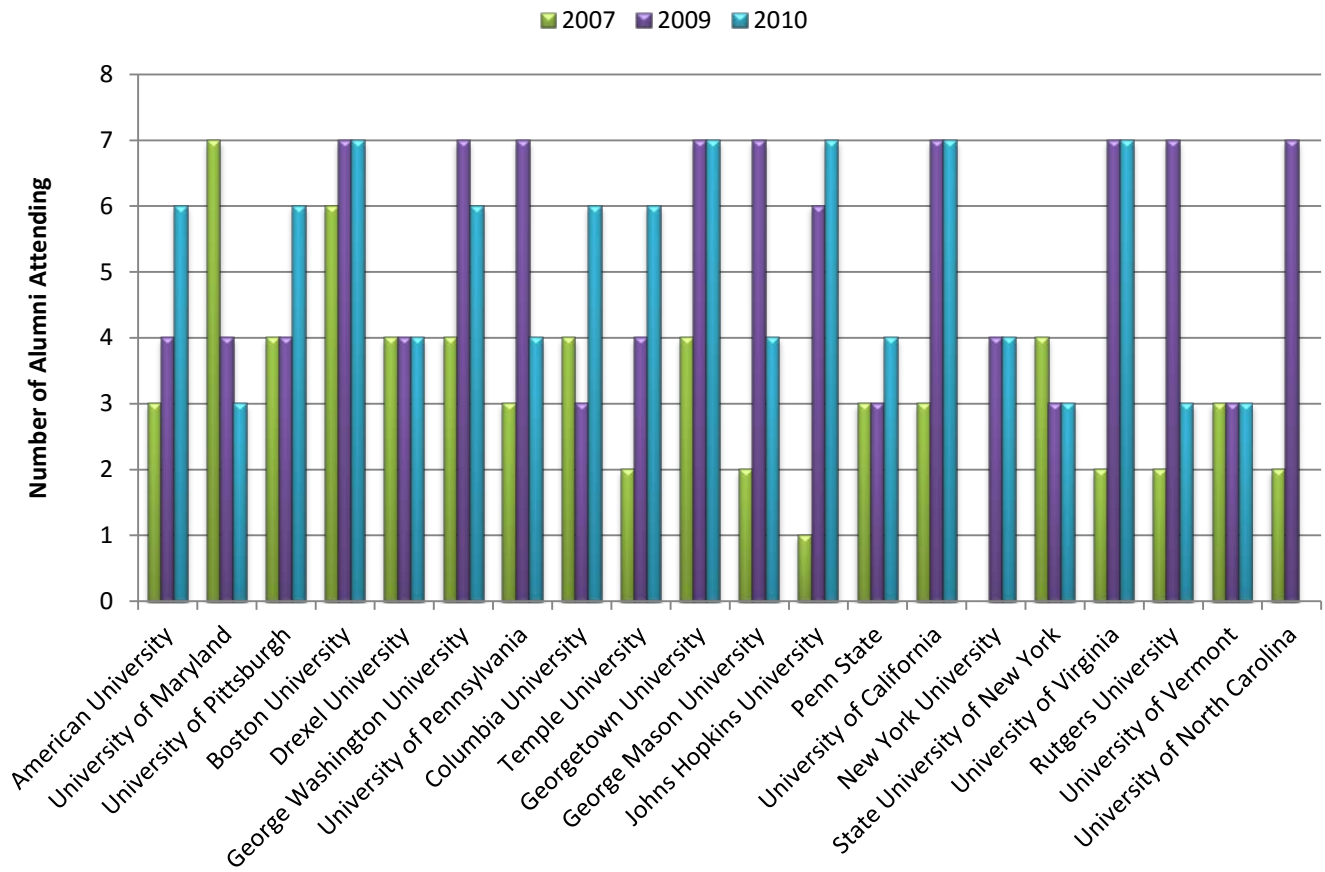


The chart below shows a more detailed look at the graduate fields of study for the Classes of 2005, 2006, 2007, 2009, and 2010. This is only available for these five class years due to a new way of asking this particular question. The fields of study are ranked according to the most popular choices for the most recent class.



Graduate Schools: The chart below shows the schools most often attended by the Classes of 2007 & 2009, shown in order of popularity for the three classes combined. Other notable schools listed by the Class of 2010 include Brown University, Tufts, Dartmouth, Howard, and Harvard. A complete list of schools for the most recent class can be found in Appendix 4.

Most Popular Graduate Schools



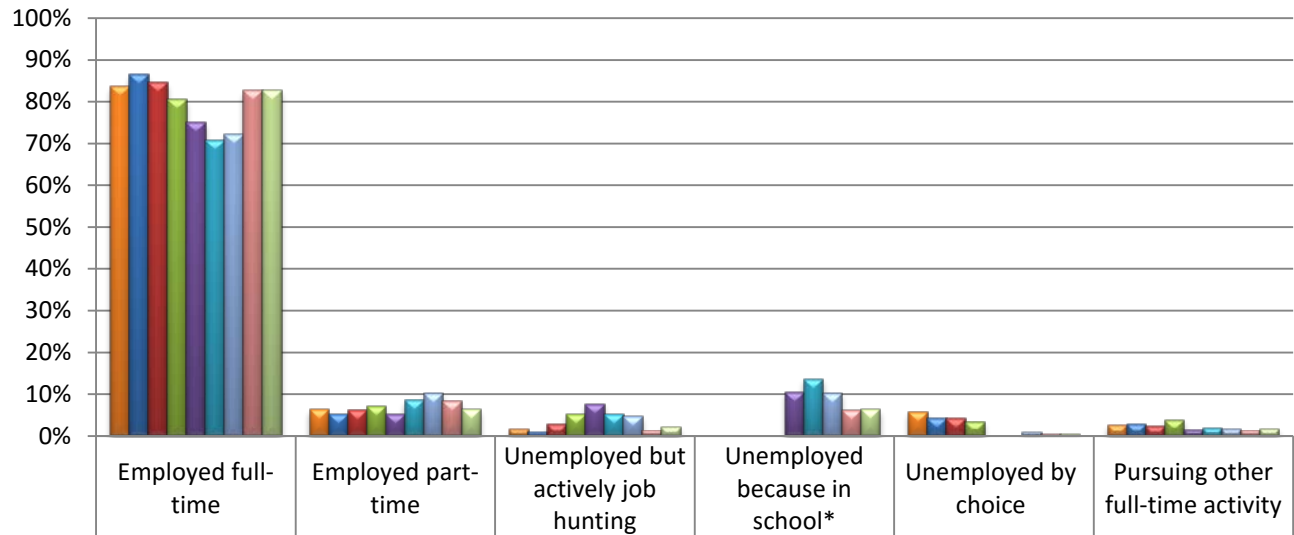
Employment

Employment Status: The responses for the Class of 2010 are shown in the table below regarding their employment status. The category “Unemployed by choice – because enrolled in school” was added for the Class of 2005 and beyond. All details collected from the survey regarding employment can be found in Appendix 5 which includes: employer, city, state and country.

Employment Status	Count	Percentage
Employed Full-Time	193	83%
Employed Part-Time	15	6%
Unemployed, but actively looking for employment	5	2%
Unemployed by choice – because enrolled in school	15	6%
Unemployed by choice – not actively looking	1	0%
Pursuing other full-time activity (volunteer, homemaker, etc.)	4	2%
Total	233	100%

The figure below displays the 9-year trend for employment status. The last two years show an increase in the proportion of those who are employed full-time. Substantially less alumni from these two classes are selecting the category “Unemployed because in school”. See Appendix 2 for details for those who indicated they were pursuing other full-time activity. See Appendix 3 for a breakdown of employment status for the graduates by their Major division.

Current Employment Status



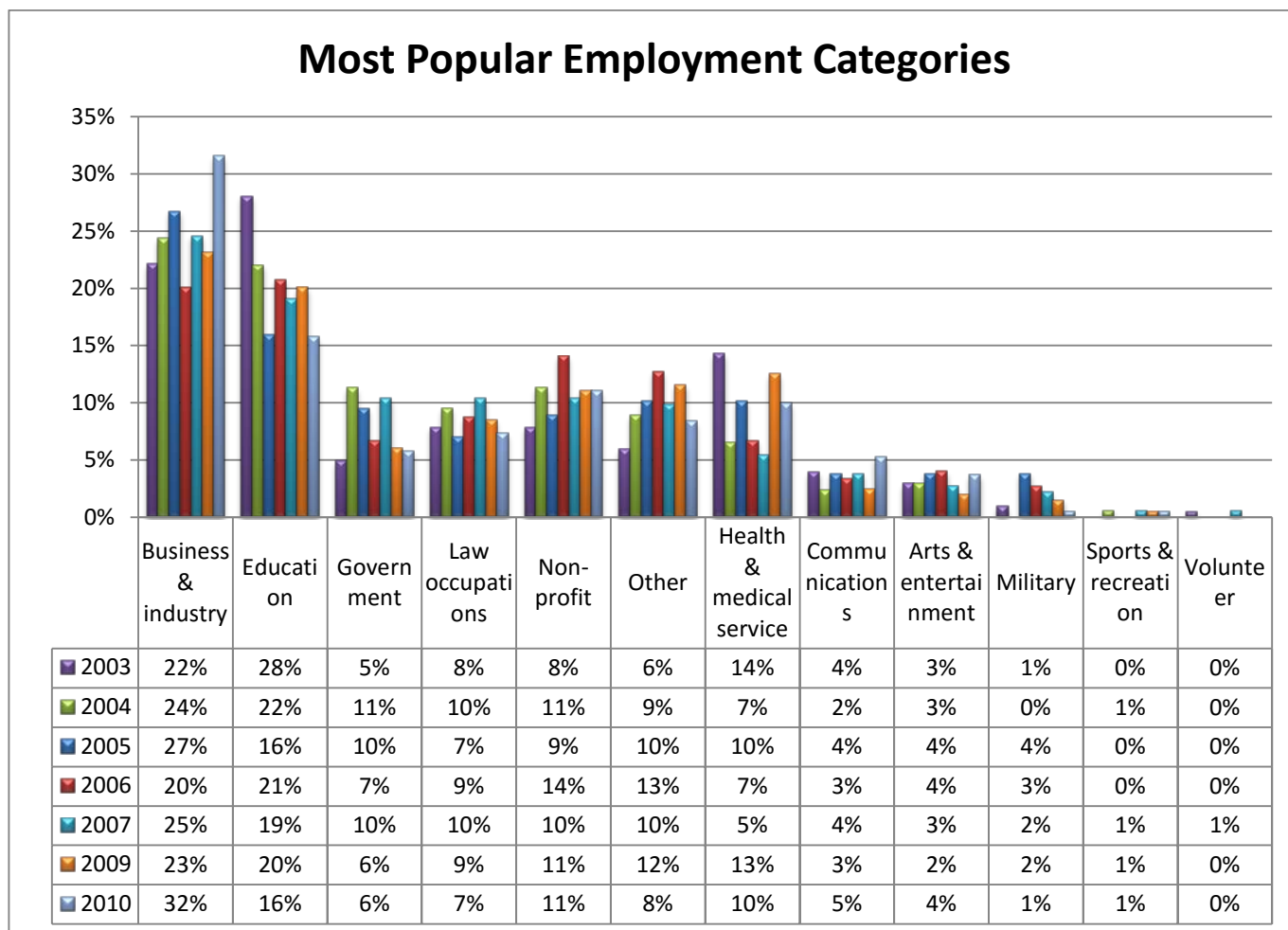
	Employed full-time	Employed part-time	Unemployed but actively job hunting	Unemployed because in school*	Unemployed by choice	Pursuing other full-time activity
2001	84%	6%	2%	0%	6%	3%
2002	87%	5%	1%	0%	4%	3%
2003	85%	6%	3%	0%	4%	2%
2004	81%	7%	5%	0%	3%	4%
2005	75%	5%	8%	11%	0%	1%
2006	71%	8%	5%	14%	0%	2%
2007	72%	10%	5%	10%	1%	2%
2009	83%	8%	1%	6%	0%	1%
2010	83%	6%	2%	6%	0%	2%

* 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 2010.

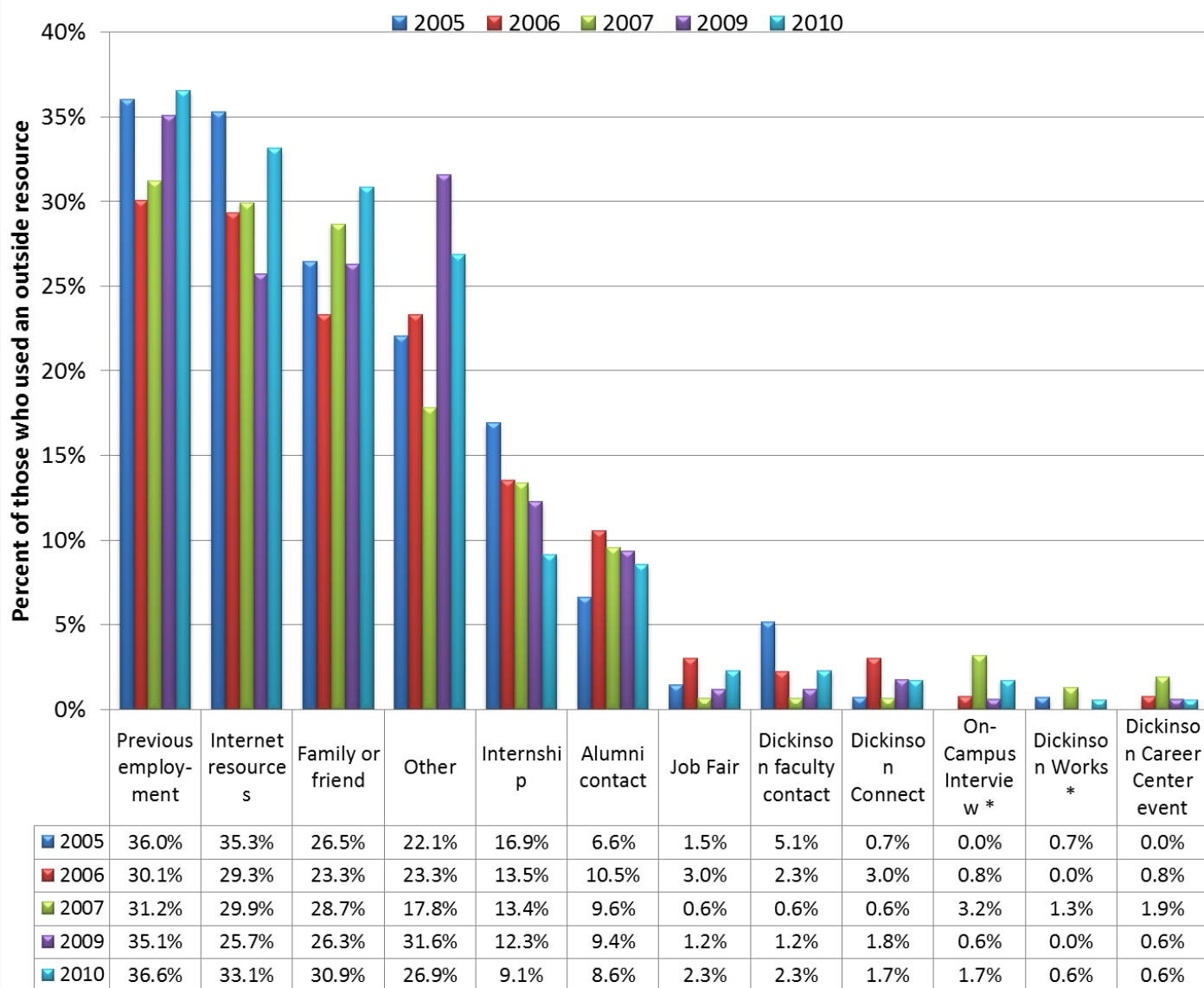
Employment Field	Count	Percentage
Arts & entertainment	7	4%
Business & industry	60	32%
Communications	10	5%
Education	30	16%
Government	11	6%
Health & medical service	19	10%
Home management	0	0%
Law occupations	14	7%
Military	1	1%
Ministry	0	0%
Non-profit	21	11%
Sports & recreation	1	1%
Volunteer	0	0%
Other	16	8%
Total	190	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 have increased to an all-time high. Other categories appear to be within the normal variation. Appendix 2 contains the details for those who indicated *other* for their employment field.



A question was introduced in 2005 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 2010. For this question, respondents were asked to “check all that apply”. The responses for those who selected *other* can be found in Appendix 2.

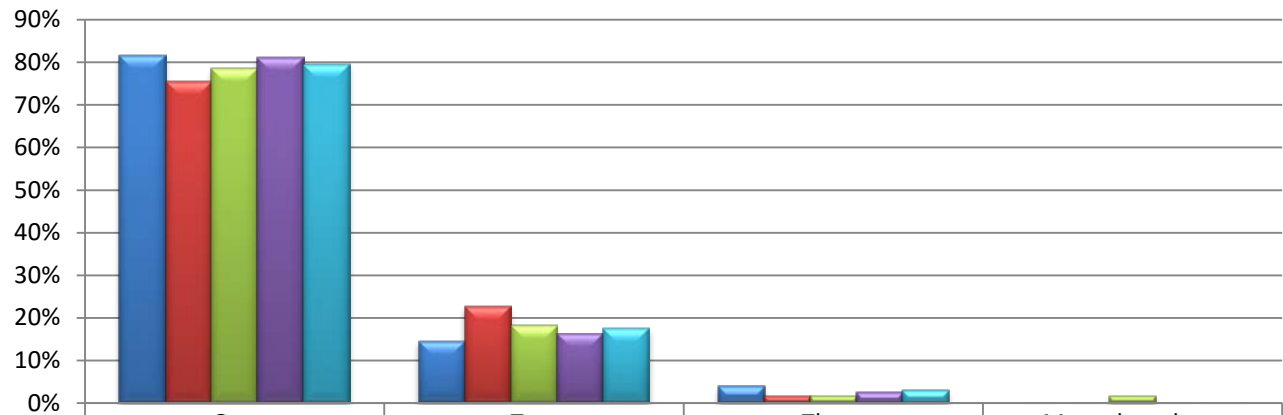
Top Resources Used to Find Employment (Check all that apply)



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

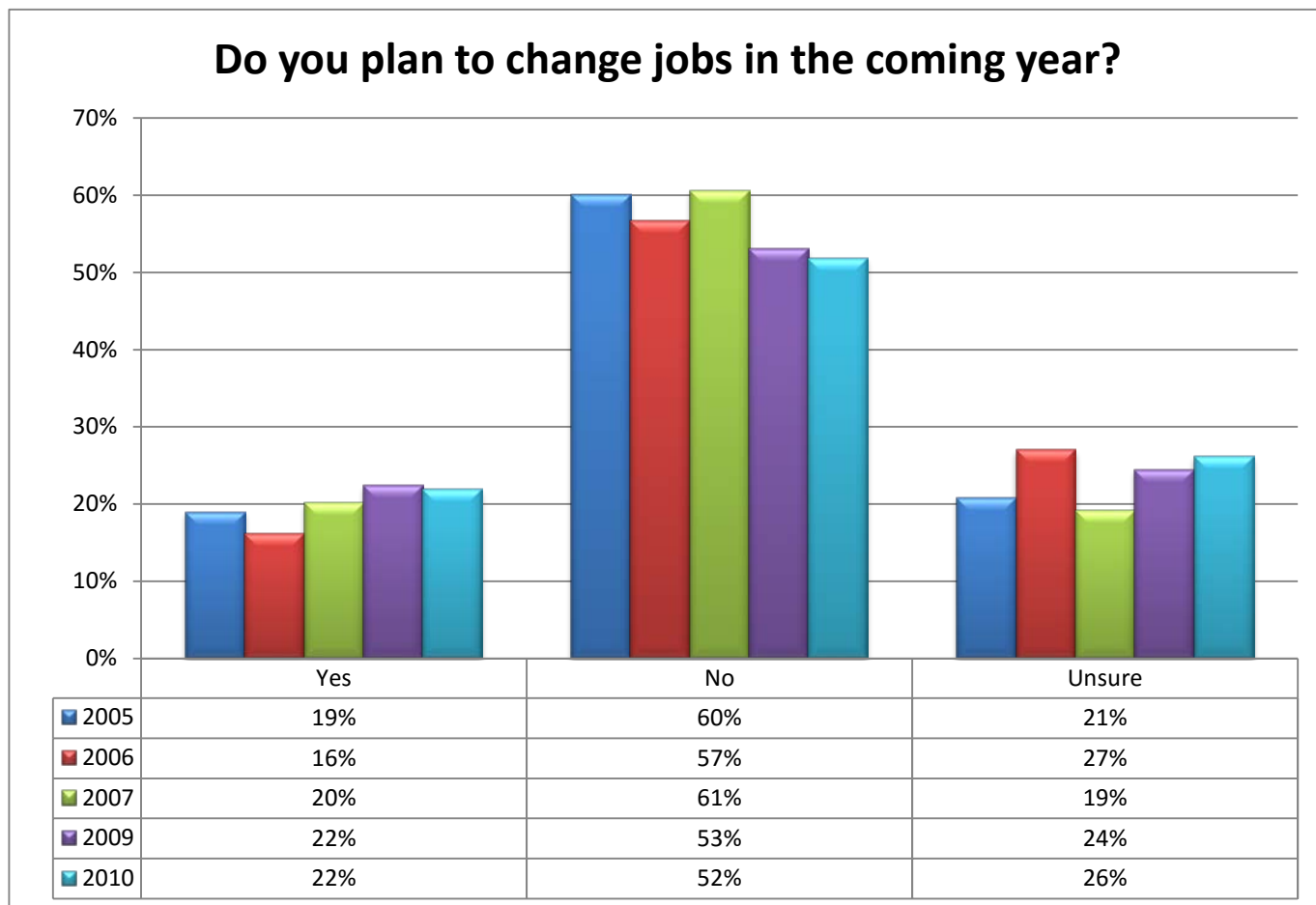
Starting with the Class of 2005, alumni were asked how many institutions they have attended since graduating from Dickinson College. The chart below is a summary of the responses for each class. The estimated average number of institutions attended after Dickinson for the classes is 1.2, 1.3, 1.3, 1.2, and 1.2 respectively for the Classes of 2005, 2006, 2007, 2009, and 2010.

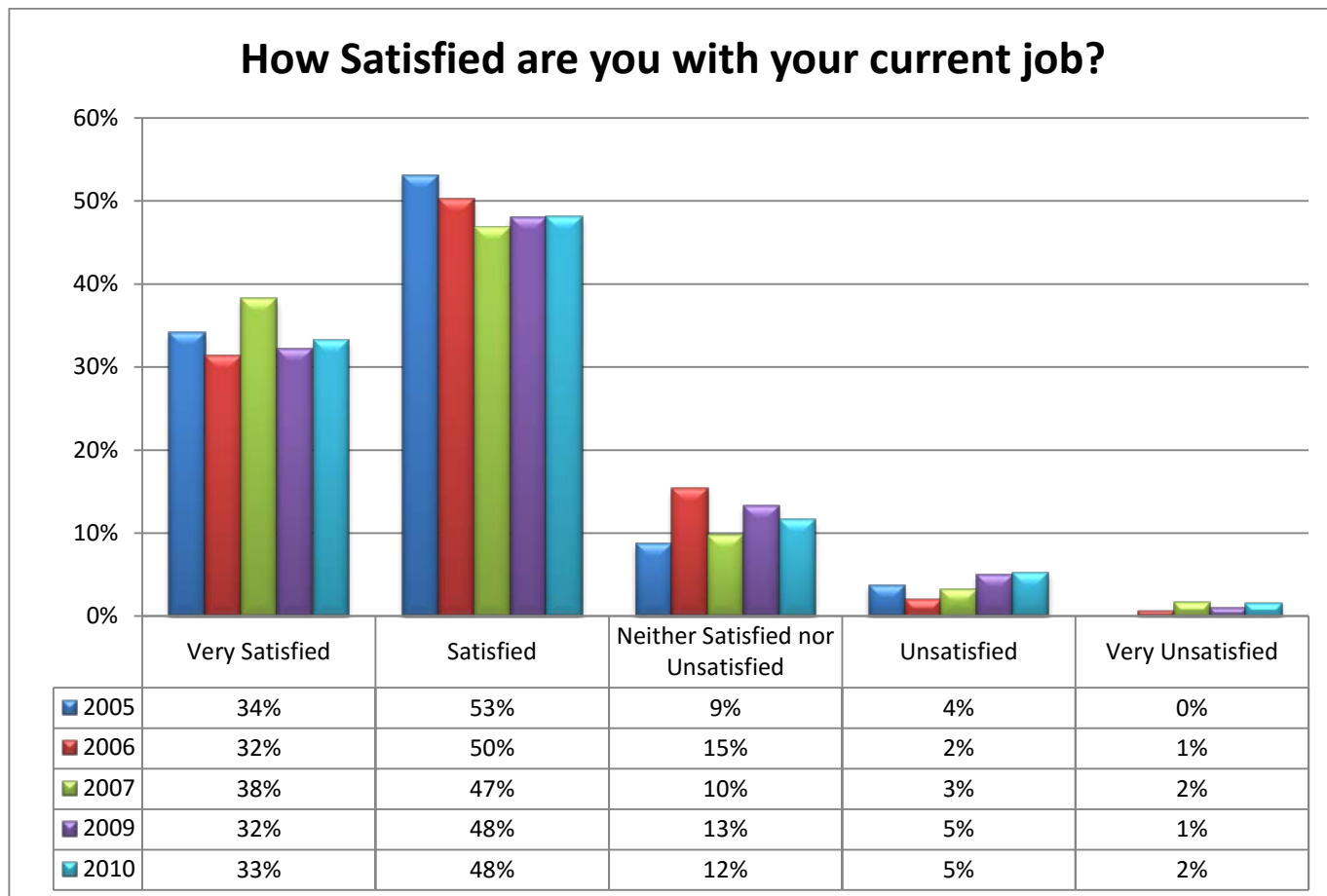
How many different institutions have you attended since graduating from Dickinson College?



	One	Two	Three	More than three
2005	82%	15%	4%	0%
2006	76%	23%	2%	0%
2007	79%	18%	2%	2%
2009	81%	16%	2%	0%
2010	80%	17%	3%	0%

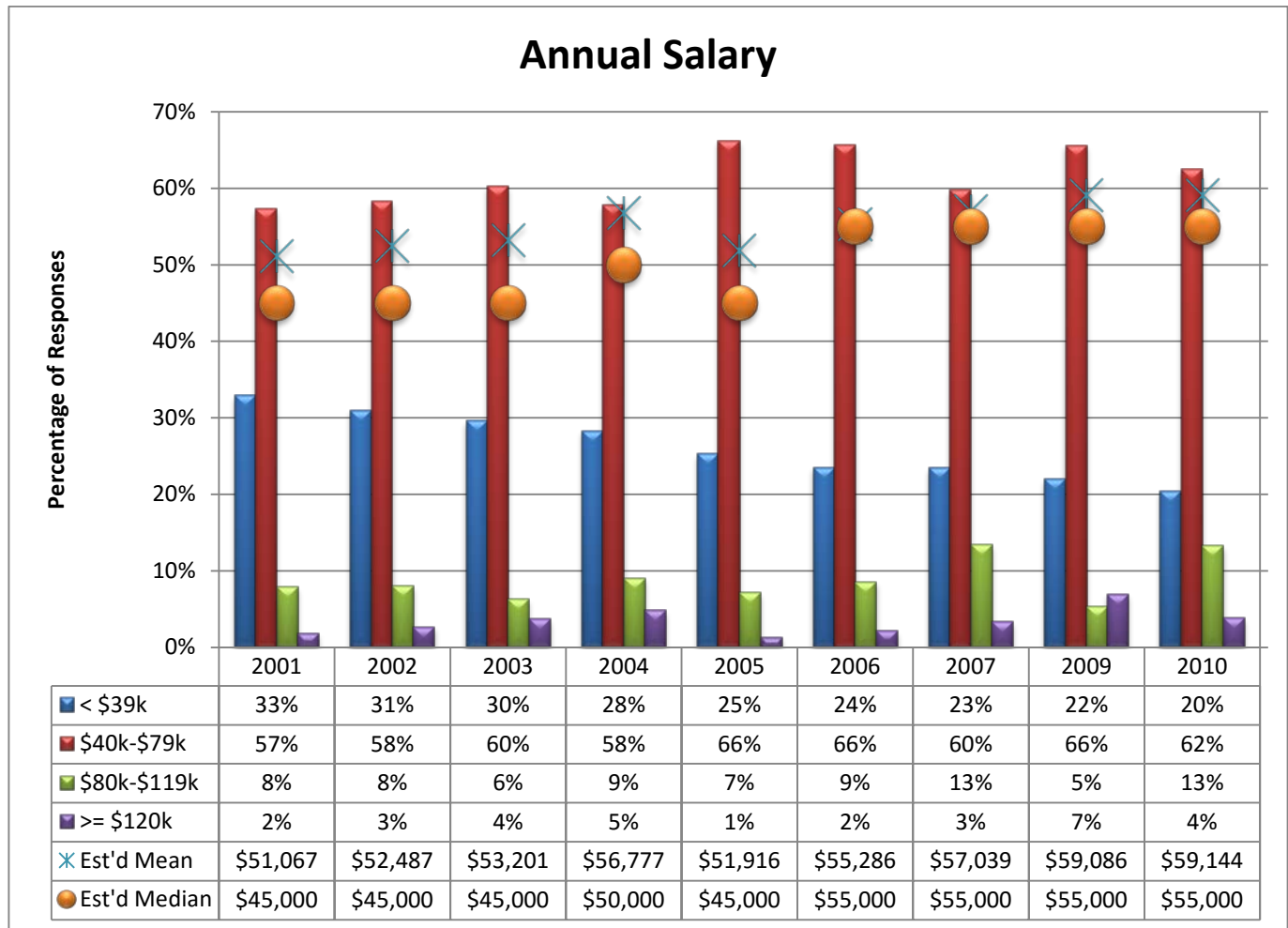
The chart below shows the proportion of the respondents who plan to change jobs in the coming year. This year a higher percentage of alumni are unsure compared to the previous two years, and the smallest proportion of those who do not plan to change jobs. The second chart showing job satisfaction indicates that the most recent class is slightly less satisfied with their current job. However, the proportion of those who are very satisfied or satisfied is relatively constant for the past five years.



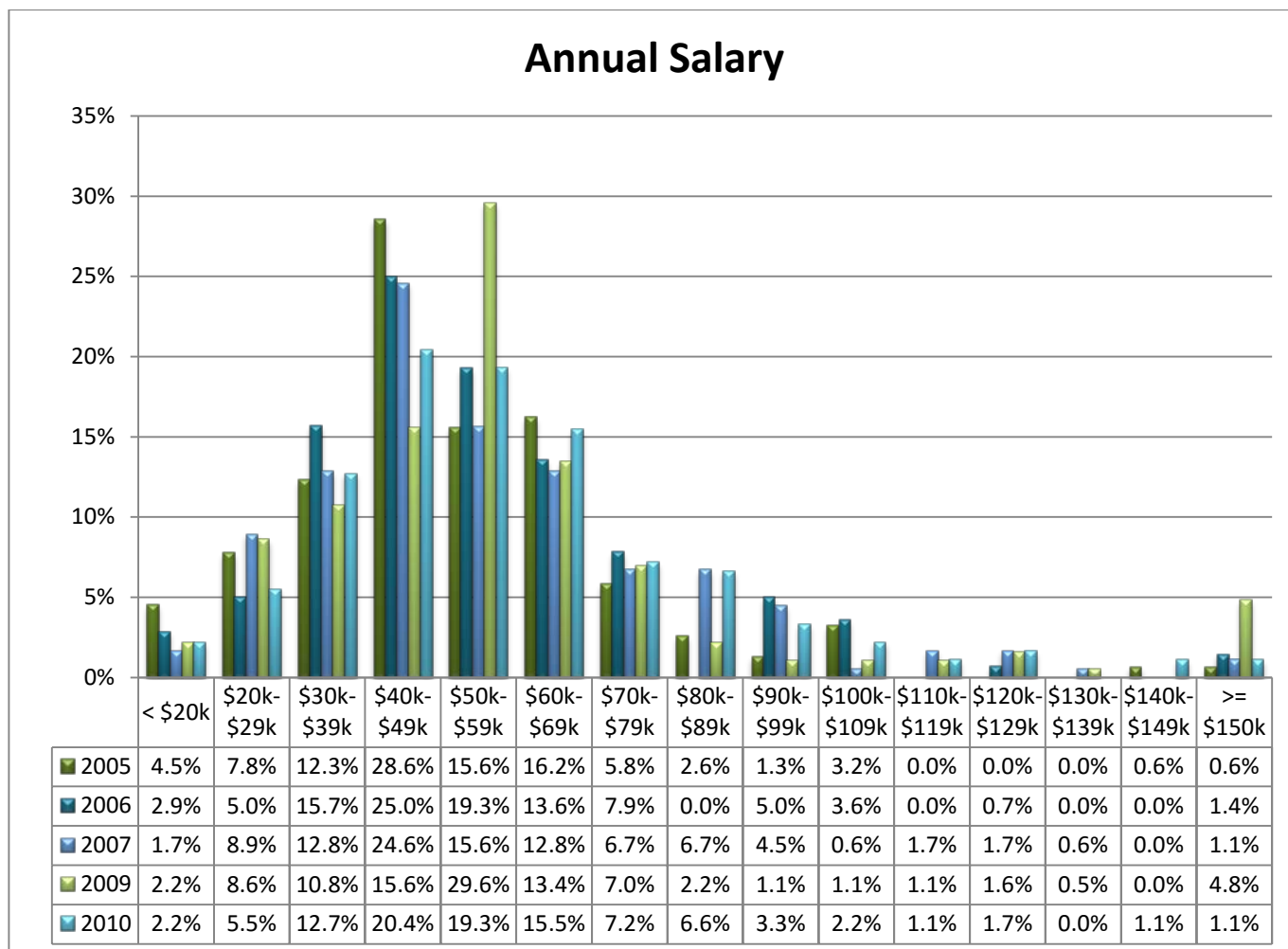


Salary

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 the last three years, the median salary for this class falls in the \$45k-\$55k range. The mean salary for the Class of 2010 is the highest value since this question has been asked on the survey. There has been a steady incline of mean salary over the past five years.



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

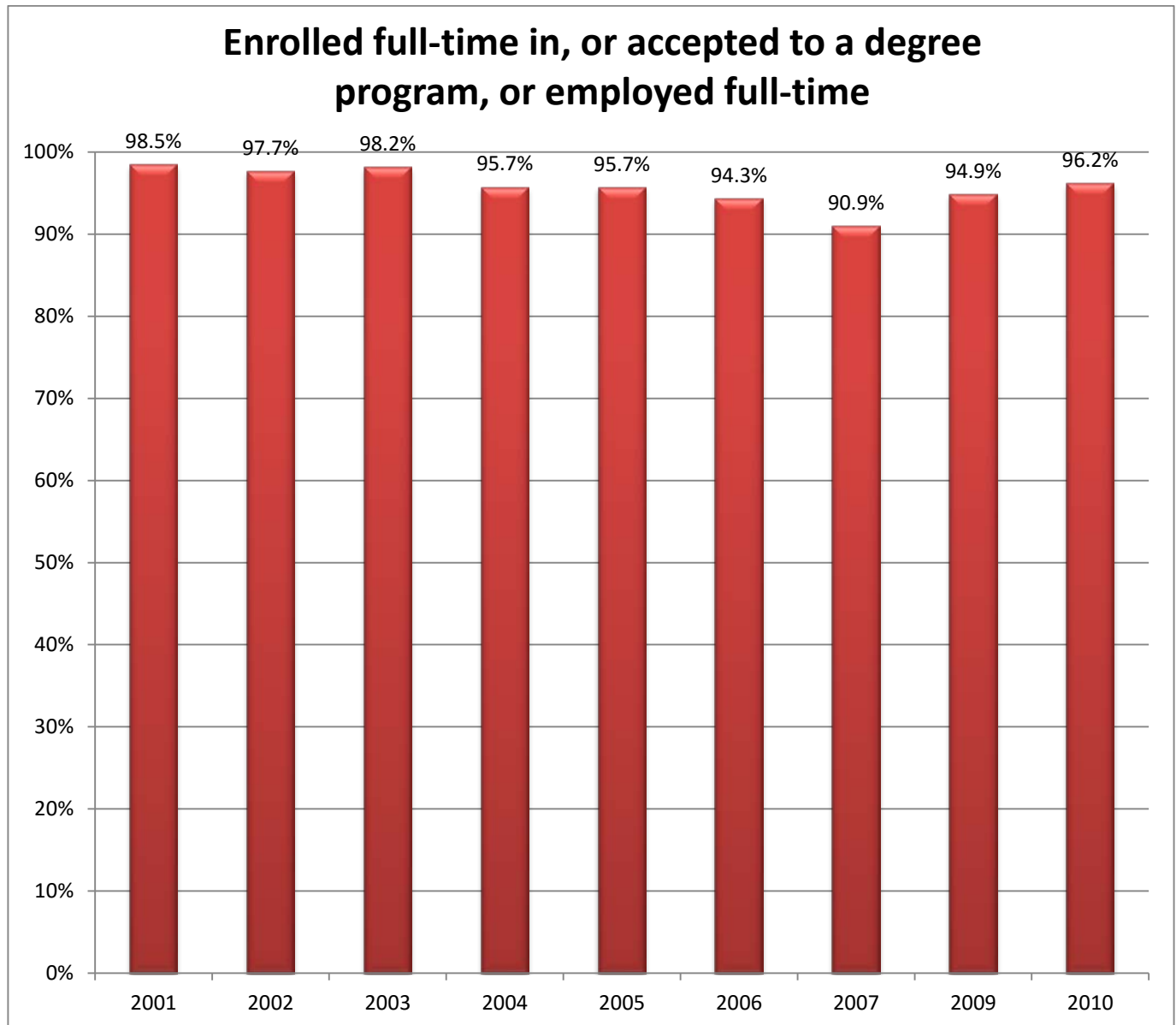


Education and Employment

The table below shows a combination of the responses regarding education and employment. The graph below shows the percentage of respondents who are either enrolled full-time, accepted to a degree program, or employed full-time. The Class of 2010 shows that 96.2 percent of alumni are full-time enrolled, accepted to a program, or full-time employed. That figure has steadily increased over the past few years.

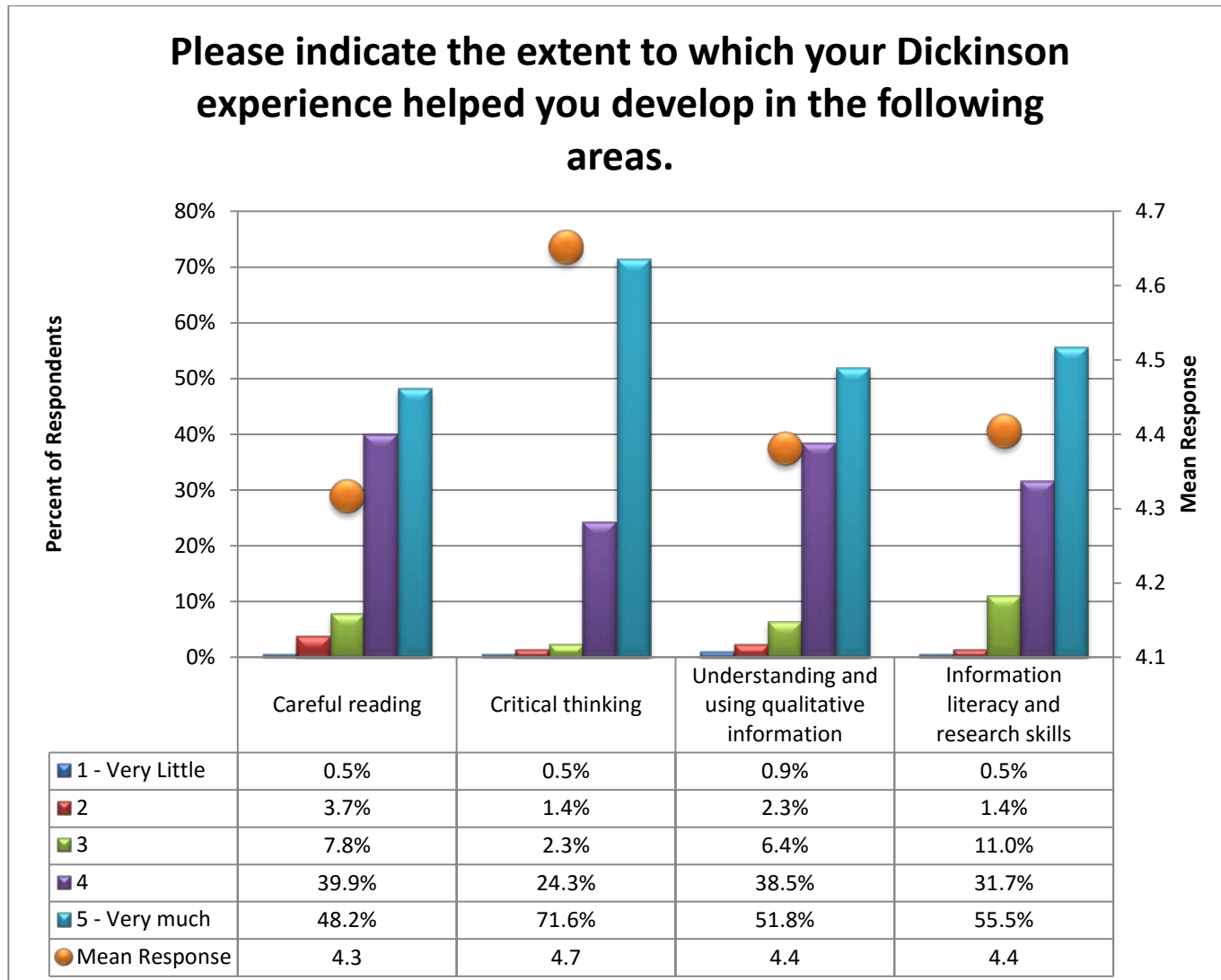
		Employed full-time	Employed part-time	Unemployed, actively looking	Unemployed because in school	Unemployed by choice - not looking	Other full-time activity	No Response	Row Total
Enrolled in, or have completed a degree or certificate program	Count	83	11	2	15	0	1	4	116
	% of Row	71.6%	9.5%	1.7%	12.9%	0.0%	0.9%	3.4%	100.0%
	% of Col	43.0%	73.3%	40.0%	100.0%	0.0%	25.0%	100.0%	
	% of Total	35.0%	4.6%	0.8%	6.3%	0.0%	0.4%	1.7%	48.9%
Enrolled, but not toward a degree	Count	0	0	0	0	0	1	0	1
	% of Row	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%
	% of Col	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	
	% of Total	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.4%
Accepted and will be attending this fall	Count	8	1	0	0	0	0	0	9
	% of Row	88.9%	11.1%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	% of Col	4.1%	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	
	% of Total	3.4%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%
Accepted and deferred admission until a later date	Count	1	0	0	0	0	1	0	2
	% of Row	50.0%	0.0%	0.0%	0.0%	0.0%	50.0%	0.0%	100.0%
	% of Col	0.5%	0.0%	0.0%	0.0%	0.0%	25.0%	0.0%	
	% of Total	0.4%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.8%
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	3.6%	6.7%	20.0%	0.0%	0.0%	0.0%	0.0%	
	% of Total	3.0%	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	3.8%
Not enrolled in any courses	Count	89	2	2	0	1	1	0	95
	% of Row	93.7%	2.1%	2.1%	0.0%	1.1%	1.1%	0.0%	100.0%
	% of Col	46.1%	13.3%	40.0%	0.0%	100.0%	25.0%	0.0%	
	% of Total	37.6%	0.8%	0.8%	0.0%	0.4%	0.4%	0.0%	40.1%

Other	Column Total	5	0	0	0	0	0	0	5
	% of Row	100.0 %	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
	% of Col	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
	% of Total	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.1%
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%	
	% of Total	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Column Total	Column Total	193	15	5	15	1	4	4	237
	% of Row	81.4%	6.3%	2.1%	6.3%	0.4%	1.7%	1.7%	100.0%
	% of Col	100.0 %	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	81.4%	6.3%	2.1%	6.3%	0.4%	1.7%	1.7%	100.0%

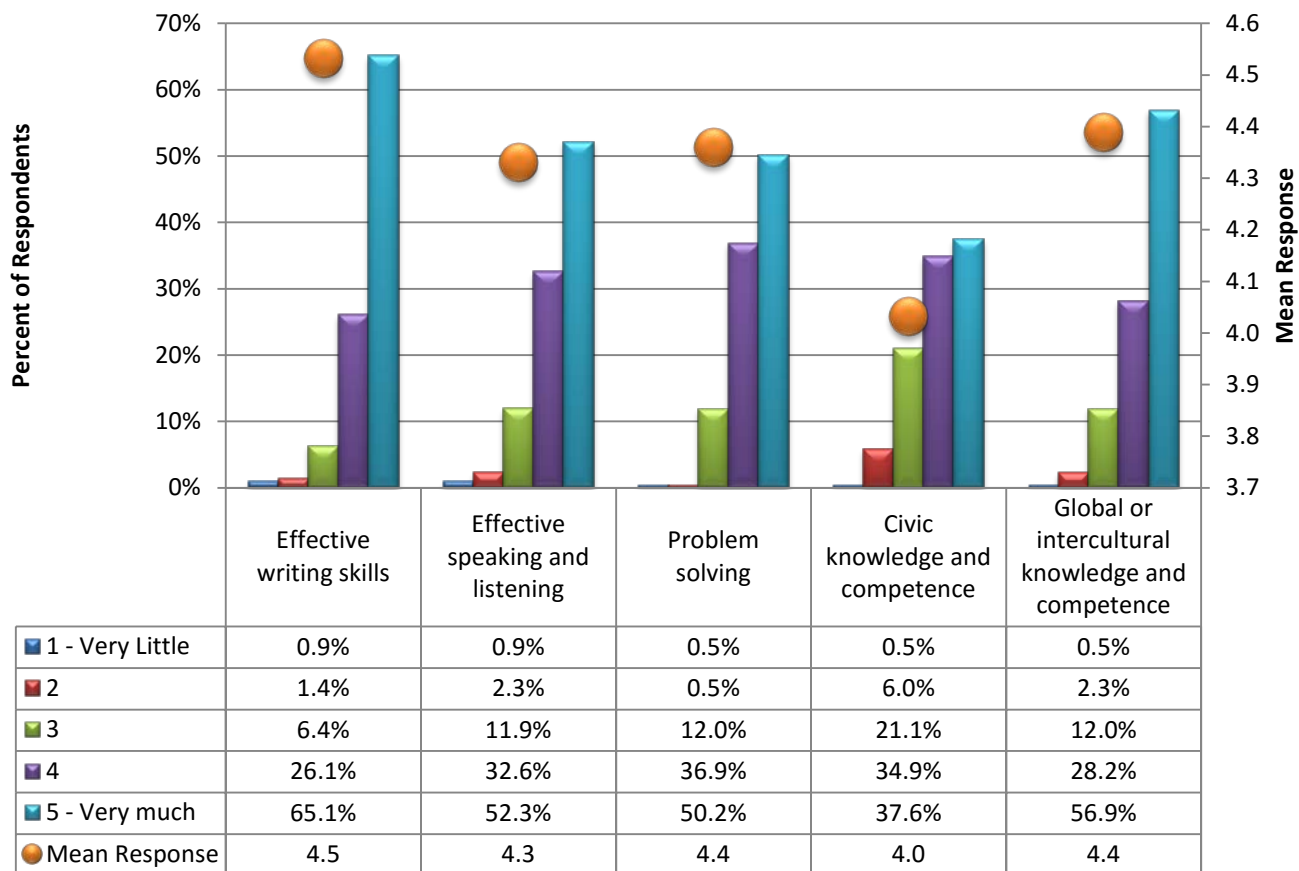


Student Learning Outcomes

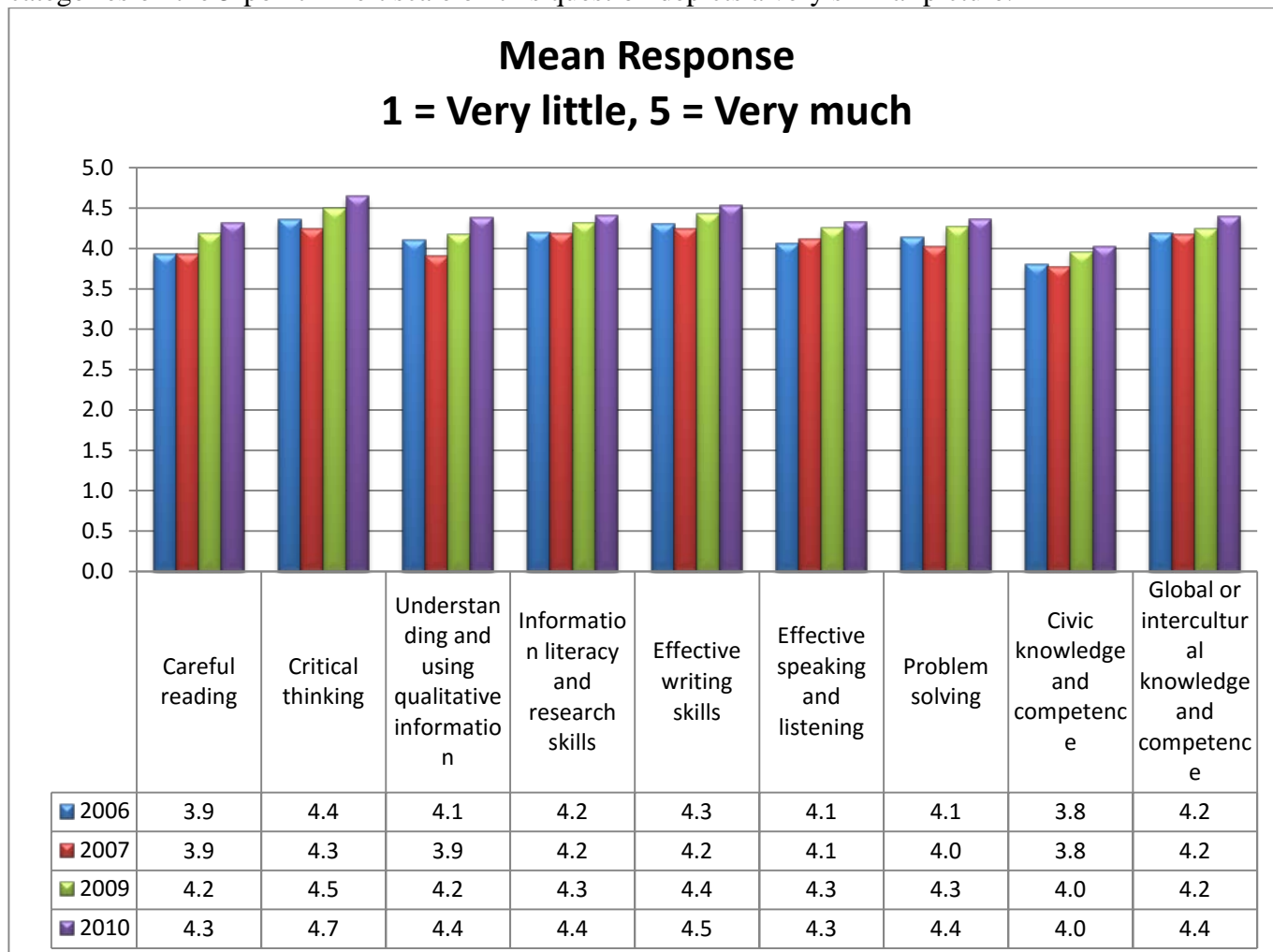
A new set of questions was added beginning with the Class of 2006 in an attempt to assess nine critical student learning outcomes from the perspective of the alumni. The results from the first set of questions that relate to Dickinson's effectiveness to develop the students in these areas are shown in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



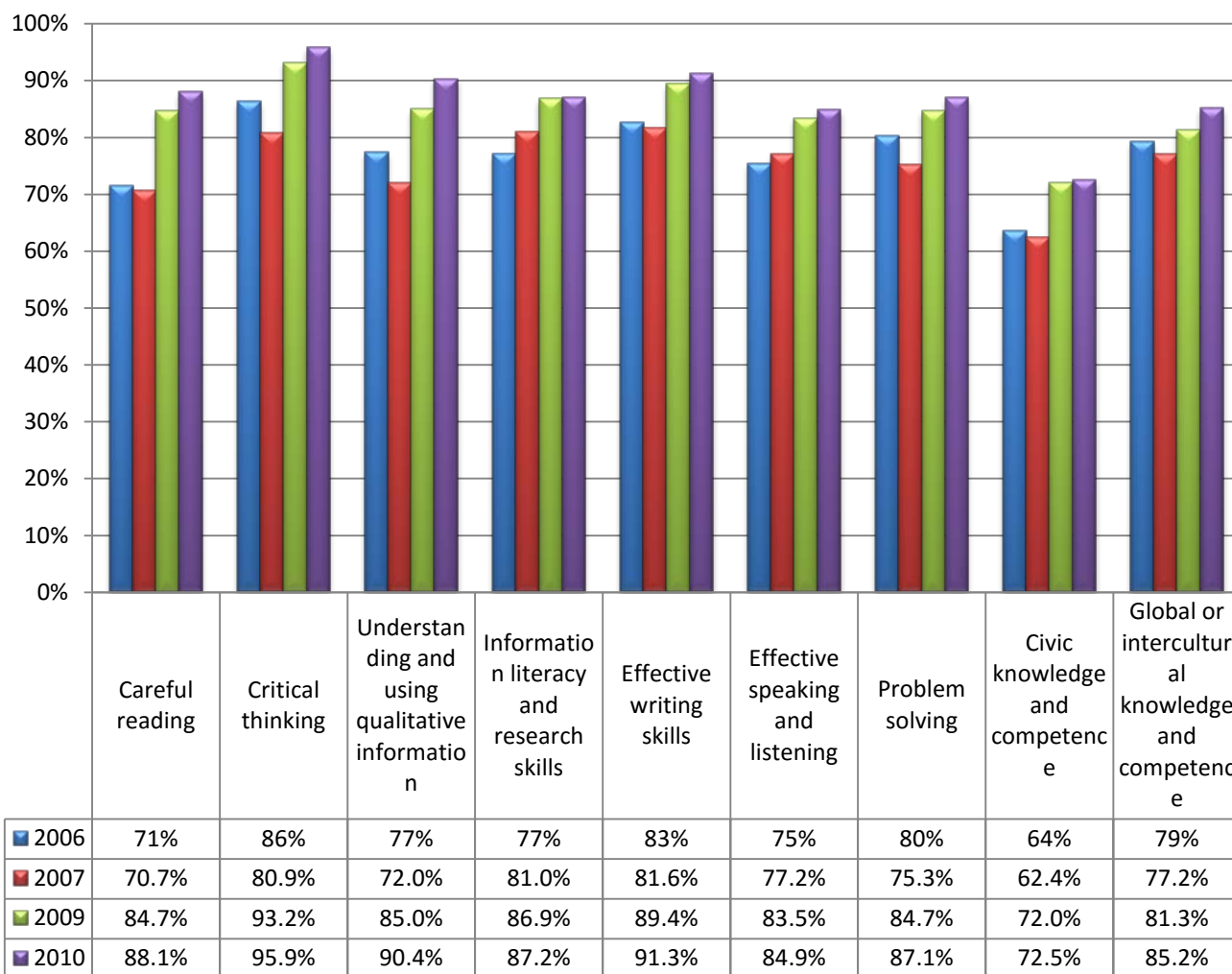
Please indicate the extent to which your Dickinson experience helped you develop in the following areas.



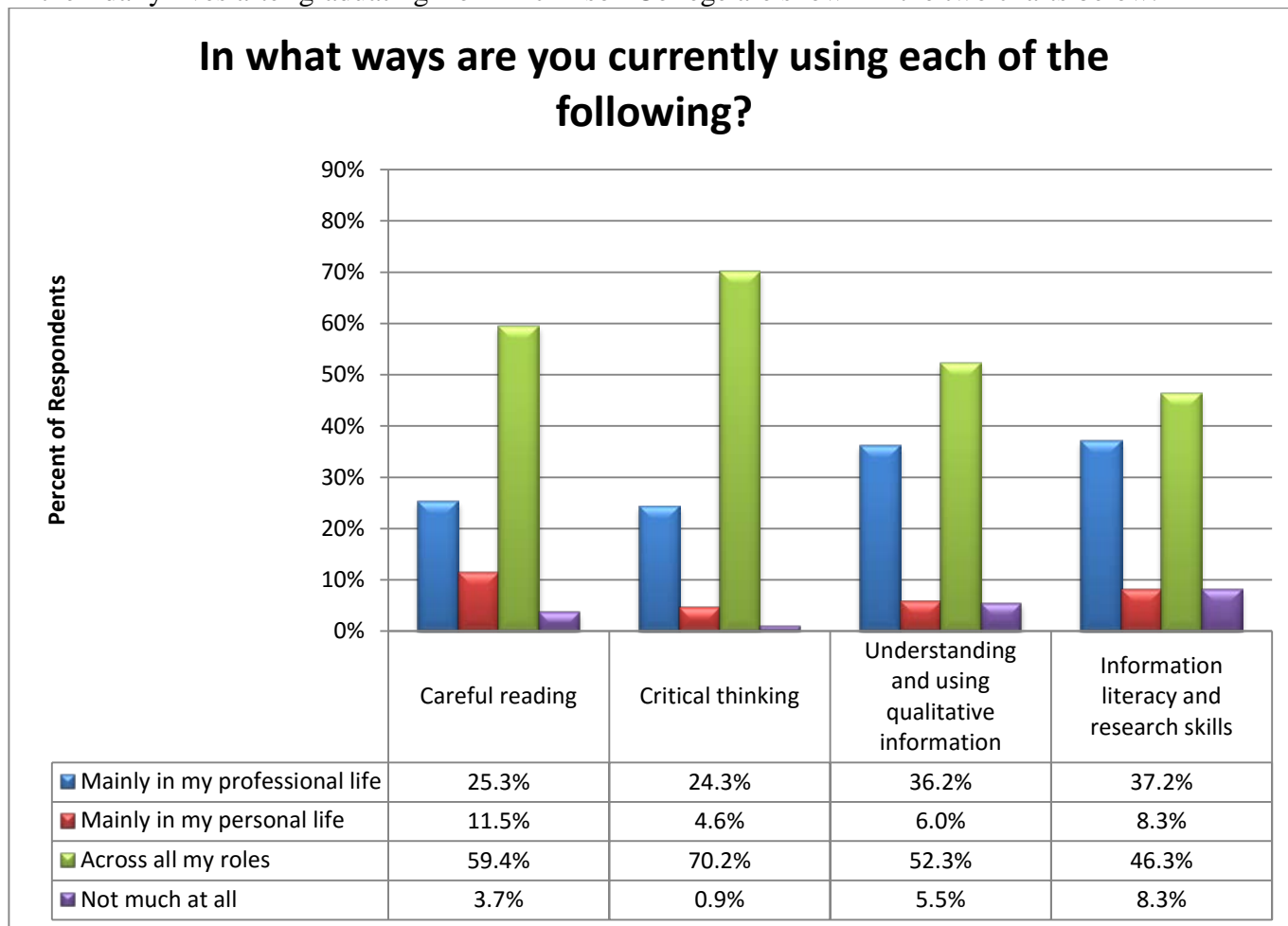
As shown in the chart below, the mean responses for the Class of 2010 are very similar to those from the Class of 2009. Similarly, comparing the percentage from each class who responded in the top two categories on the 5-point Likert scale on this question depicts a very similar picture.



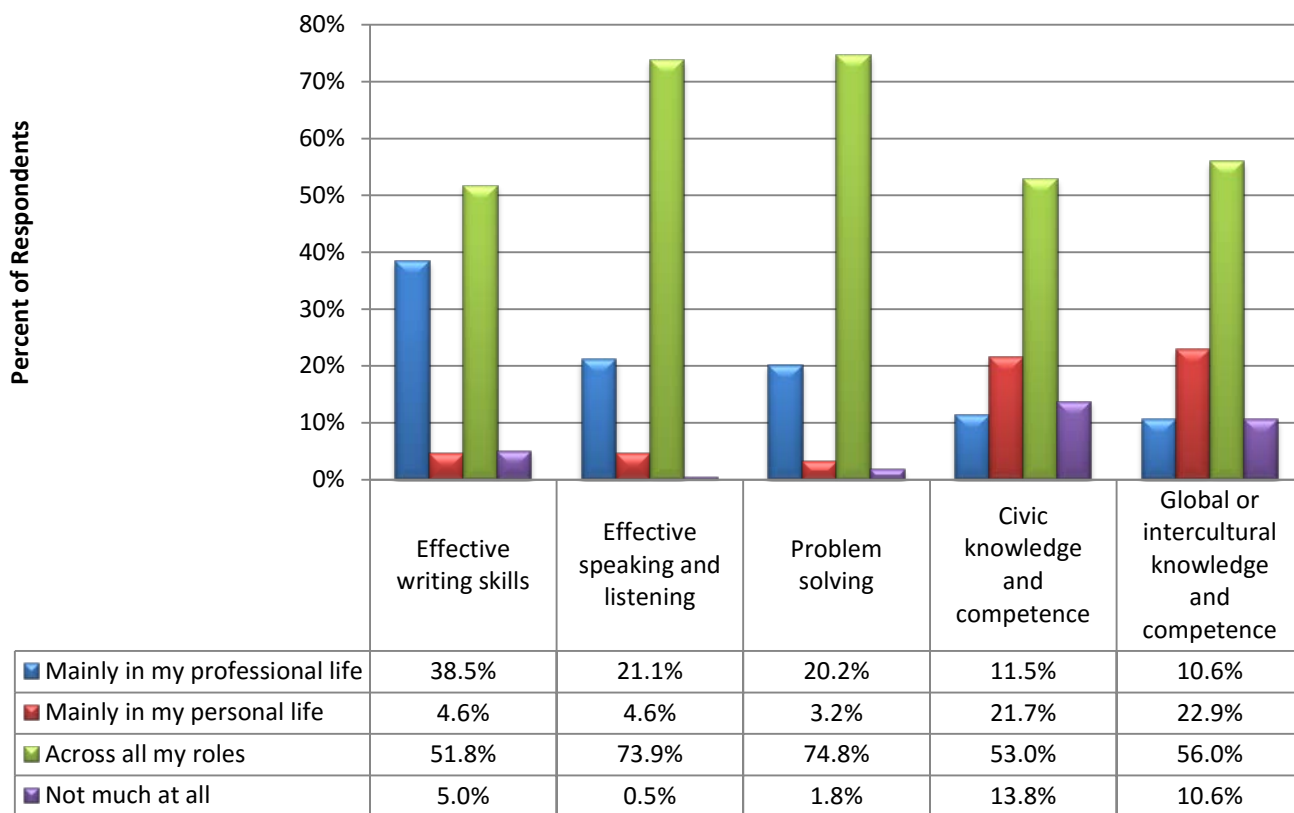
Percent in Top 2 Categories of 5-Point Scale 1 = Very little, 5 = Very much



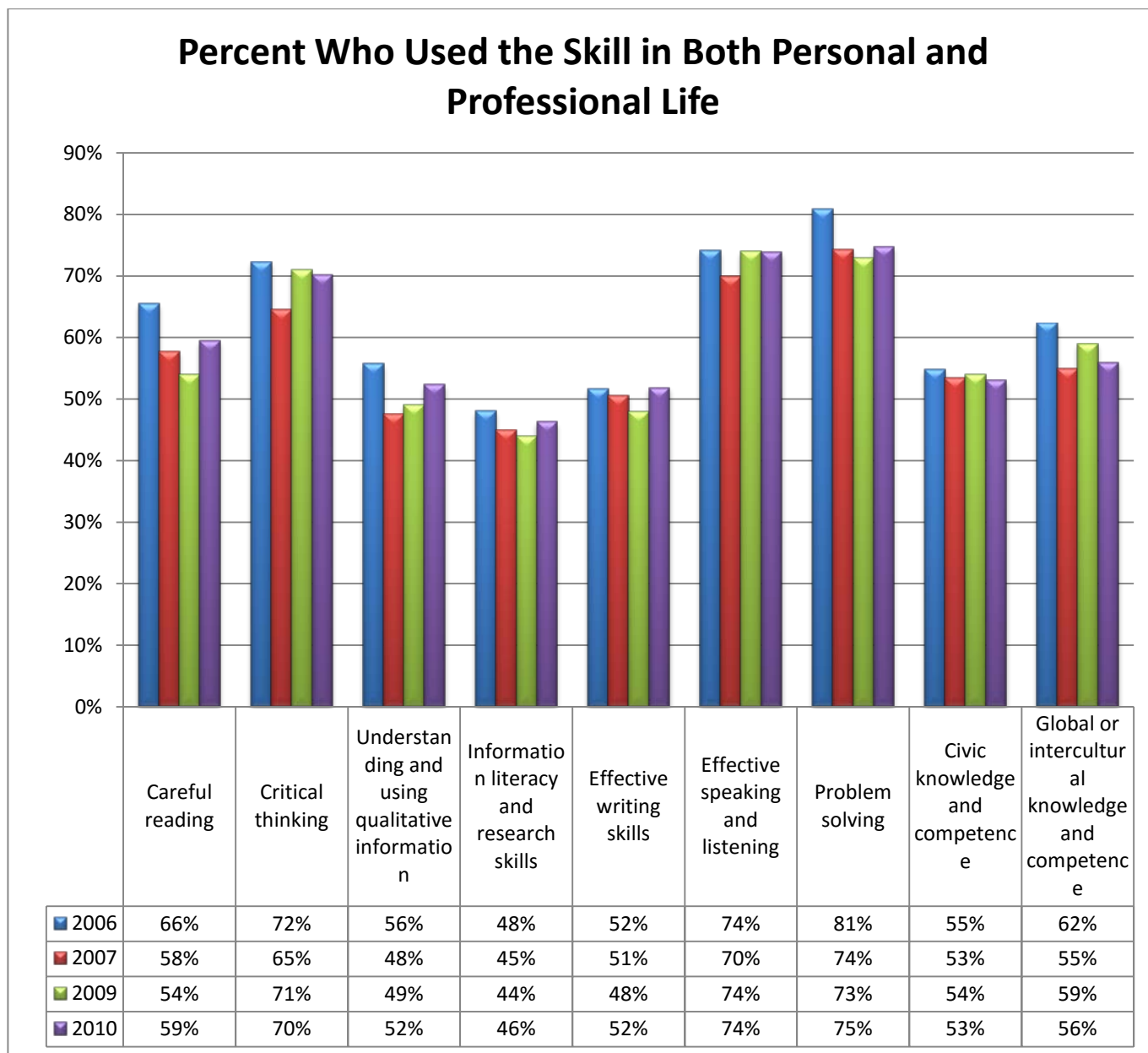
The results from the second set of questions that relate to how the alumni are currently using these skills in their daily lives after graduating from Dickinson College are shown in the two charts below.



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

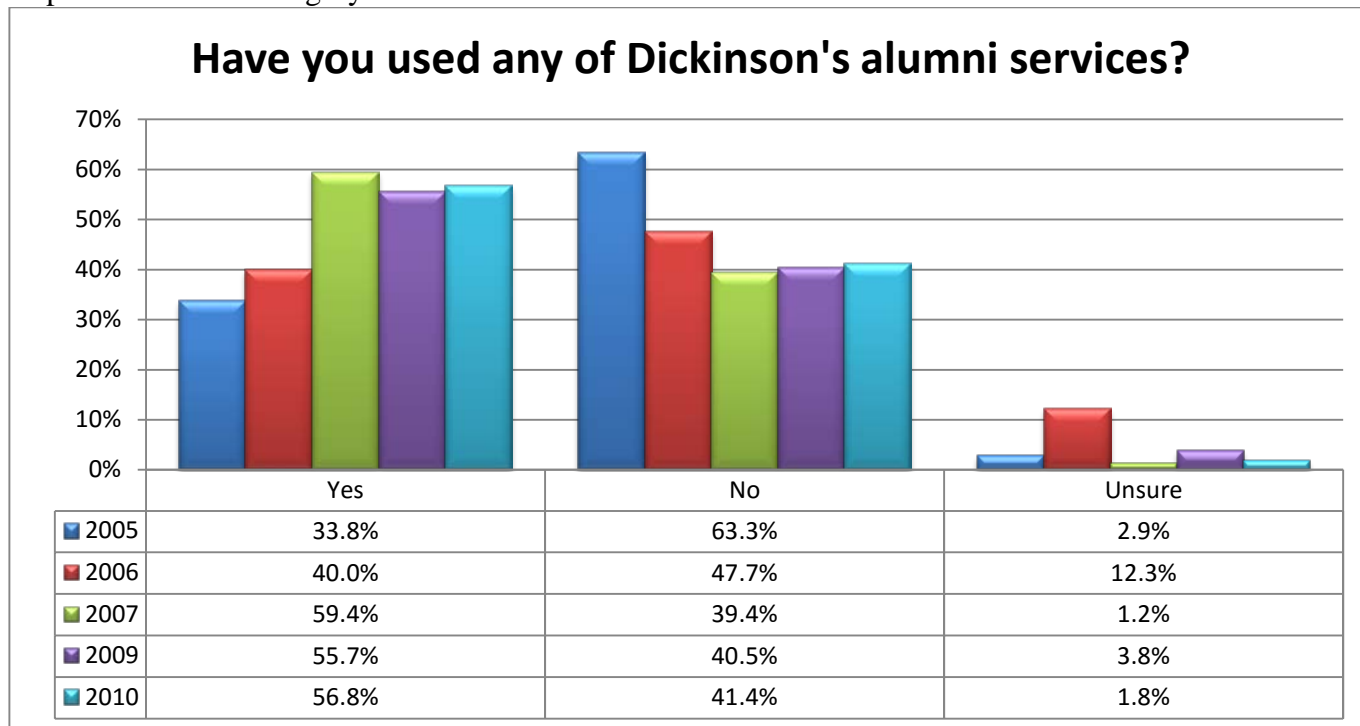


A comparison of the percentage of respondents from each class who indicated they used the skills in both their professional and personal life is shown below.

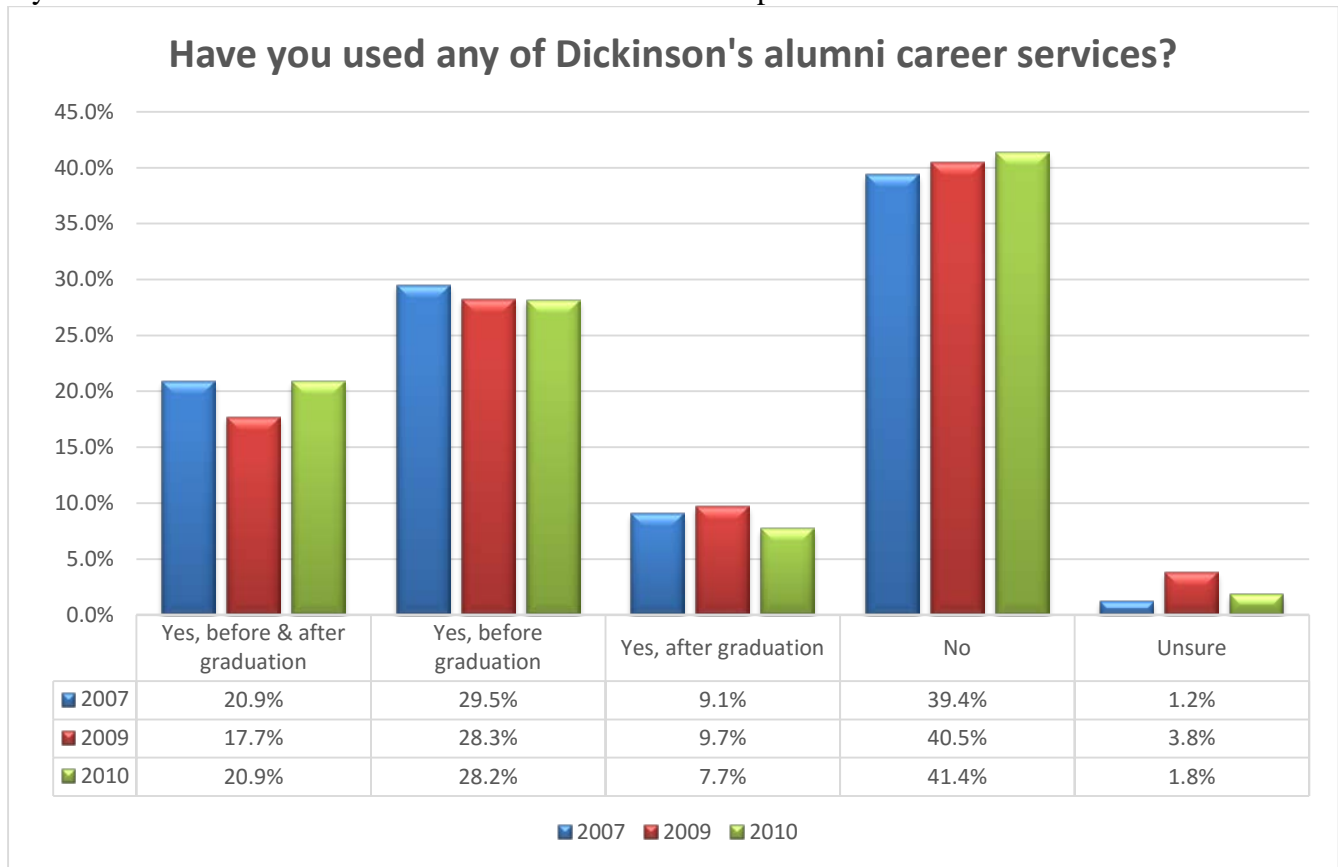


Career Services and Volunteer/Participation Activity

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

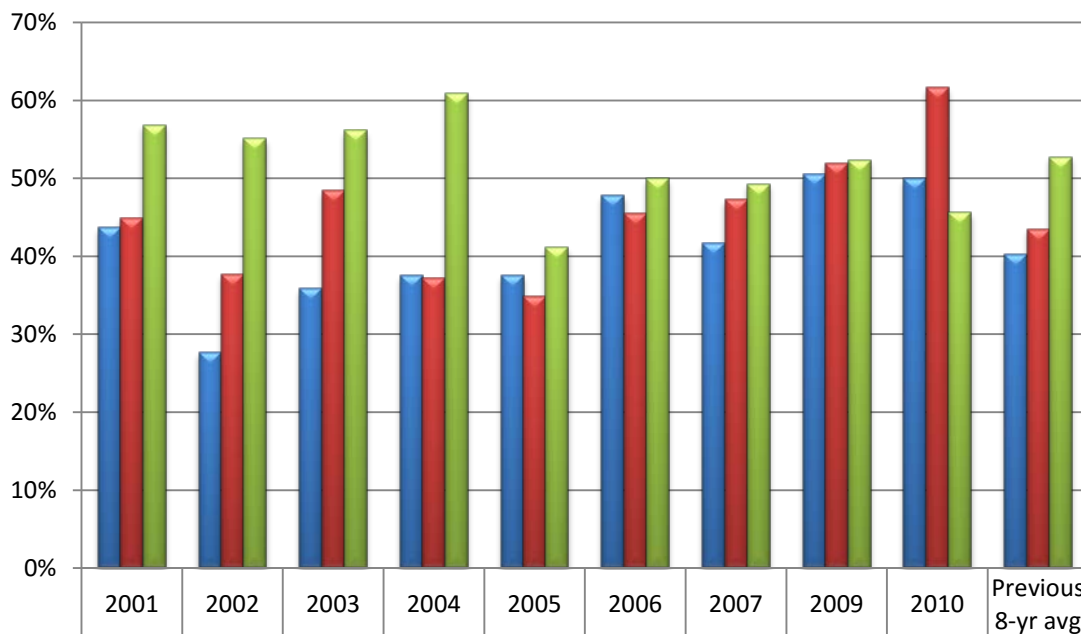


For the Class of 2007 and beyond, the response options were changed to provide more detail about *when* they used the services. The chart below summarizes the responses.



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.

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



■ Internships	44%	28%	36%	38%	38%	48%	42%	51%	50%	40%
■ Employment opportunities	45%	38%	48%	37%	35%	46%	47%	52%	62%	43%
■ DickinsonWorks	57%	55%	56%	61%	41%	50%	49%	52%	46%	53%

Testimonials

Graduates were given the opportunity to respond to the question “how have you benefited from your Dickinson education”. A total of 61 individuals (26% of all respondents) provided a testimonial and 37 also gave permission to re-print their submission along with their name. A few testimonials are provided in the table below, and the full list is provided in Appendix 6.

Dickinson provided a safe and supportive environment for me to explore my academic and professional interests. Carlisle's close proximity to the state capitol provide me ample opportunity to put my policy management degree to use through various policy internships. Moreover, Professors Edlin, Hoefler, and Tynan's support as I explored graduate school options was critical in my decision to attend Brown University for my master's degree in public policy. I was fully prepared for, and ultimately excelled in my graduate program, and now work as the Director of Policy for the Rhode Island Office of the General Treasurer.
Dickinson's pragmatic approach to the liberal arts prepared me greatly for my post-collegiate career in graduate school and beyond. It taught me to see through the complexity of problems to come up with novel solutions.
Aside from the knowledge and experiences gained at Dickinson, I have most recently benefited from the connections forged through Dickinson. These connections have helped me most during my professional search, from alumni coaching me through the process to helping me network with professionals they think would benefit me most.
For me Dickinson college was not a means to a job but a place to learn about the world. To expand my learning and challenge my thinking. It made me a well-rounded person and that has helped me with my career and working in the community.
Dickinson College opened my eyes in ways that are difficult to put into words. The emphasis on being a global citizen is what changed me the most. Specifically, studying abroad in the UK opened my eyes the world in a way that traveling for a week or two just doesn't do in the same way. You learn tolerance and respect. That your way, while valid, may not be right for everyone and that's O.K. That different experiences and people inform how you see yourself and help you grow. / / What I value most from Dickinson College was not taught to me in a classroom, but what I experienced in the world living as a globally engaged, self-aware human being.
Dickinson exposed me to different cultures, people, and academic fields. This proved invaluable when entering the work force. As I transitioned into a new career (taxation), I was able to utilize critical thinking and networking skills I learned while at Dickinson.
More than anything, Dickinson expanded my view of the world and molded me into a more informed global citizen. The College's emphasis on language education has proven especially helpful as I continue my career abroad (in China), and its focus on sustainability continues to impact my life each and every day.
Engage the world took the meaning of looking towards the bigger picture when considering problems at hand. As I continue my education through a PhD in Geoscience, every aspect of my work takes on this idea. Through the intensive coursework and countless opportunities to be challenged at Dickinson, I was prepared for taking on large scale issues such as sea level rise management in Florida or the long term planning of the Florida Everglades.
The area in which I grew the most at Dickinson College was my understanding of issues seen from another person's point of view. I spent a lot of time thinking about my own vantage point and realizing that my view was very unique. In my sociology classes I learned about privilege and that forever has changed my career path and my life. In other courses such as women in Islam, my mind was opened to the world around me that I never thought much of before Dickinson. Through studying abroad again my mind expanded as I accepted a new way of life. Dickinson helped me go from a limited point of view to a global perspective.
Learning to engage the world was one of the most beneficial and outstanding parts of my education. My year abroad was invaluable in providing me the perspective and mindfulness that have helped me succeed in my current position. Effective communication, above all, was a pillar of my education there, and that has been most helpful in my time outside of Dickinson.
Dickinson has undoubtedly help me to get to where I am today. I wouldn't be in my current position if I didn't have Dickinson on my resume. My boss even told me that! Otherwise, Dickinson has instilled a sense of global awareness in me, to always ask questions, to never settle with "no" and to continue learning.
I benefited from my Dickinson education in that it allowed me to be a critical thinker. It exposed me to social justices that I later became more connected to. I enjoyed discussing political issues in American studies 101. I also enjoyed my psychology seminars.

Dickinson Class of 2010 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:

Not enrolled nor applying
Not enrolled but plans for future applications
Recently completed graduate school
Planning on future grad school enrollment, pending student loan relief

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

Pursing MFA Design with a focus on Industrial Design at California College of the Arts. Expected Graduation May 2017.
License to practice Real Estate
Additional teaching license K-6 elementary education
It is a Master of Fine Arts in Film and Electronic Media.
M.B.A. and Master of Finance dual degree
Psy.D. (Doctor of Psychology)
Project Management, completed in June 2015
MBA in Nonprofit Management and MA in Coexistence and Conflict
M.A. and certificate of advanced study (additional 30 credit hours)
Secondary Education in Social Studies, State of PA and MD
M.Ed
A one year graduate-level program in China Studies jointly organized by both the Johns Hopkins University and Nanjing University. All coursework conducted entirely in Mandarin Chinese.
Doctor of Physical Therapy
Master of Public Administration

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:

MFA Design
Six Sigma black belt
Film and Electronic Media
Technology Management
International education
Geological Engineering
Geography and GIScience
School Counseling
Nonprofit Management
Ethnomusicology
Pre-requisites for Physical Therapy school
China Studies
Public Administration
Community Development and Applied Economics
Digital Film and Television Production
MURP

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

I obtained both a masters in social work and a masters in clinical psychology.
Masters of Professional Studies (MPS) in Technology Management
Master's of Science Education (MSE)
M.Ed. in Globalization and Educational Change
M.S.Ed.
Mental health/clinical concentration
M.Ed.
MAT - Master of Arts in Teaching (physics certification)
MPH
M2 politiques européennes (equivalent to a second year masters, with economics, politics, and law courses concerning the European Union)
Master's degree in Public Health with a certificate in Human Rights
Msc inMarketing from Norwich Business School at The University of East Anglia
Masters in Professional Studies (MPS)
M.Ed in K-12 Special Education
As I listed twice above, Master of Urban and Regional Planning (MURP), concentration in environmental planning

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

Pursing MFA Design with a focus on Industrial Design at California College of the Arts. Expected Graduation May 2017.
License to practice Real Estate
Additional teaching license K-6 elementary educaiton
It is a Master of Fine Arts in Film and Electronic Media.
M.B.A. and Master of Finance dual degree
Psy.D. (Doctor of Psychology)
Project Management, completed in June 2015
MBA in Nonprofit Management and MA in Coexistence and Conflict
M.A. and certificate of advanced study (additional 30 credit hours)
Secondary Education in Social Studies, State of PA and MD
M.Ed
A one year graduate-level program in China Studies jointly organized by both the Johns Hopkins University and Nanjing Unviersity. All coursework conducted entirely in Mandarin Chinese.
Doctor of Physical Therapy
Master of Public Administration

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

Corcoran College of Art and Design
Lehigh University
Bethune-Cookman Unviersity
Argosy University in Washington DC

F.A.M.U. Academy (The Film and Television Academy of the Performing Arts in Prague, Czech Republic)
Fairbanks school of public health
University of Vermont
Tufts University
UMDNJ-SOM (Now Rowan SOM)
University of Texas El Paso
University of Southern Maine
UNAM
Critical Language Scholarship
Florida State University

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

Teaching Assistant

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

Training and development
Research
Recruiter/Human Resources/Staffing
Management Consulting
Peace Corps Volunteer
Psychology
Research and Consulting
Research
Graduate Research Fellowship
International development
Bartender
Food
Market research/Digital Analytics
manager at horse ranch
Finance/Wealth Management/Asset Management
Technology / Entrepreneurship

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

Panama
Armenia
China

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

Recruiter
Graduate program
Did not obtain job through Dickinson portals. Applied and was lucky enough to get it.
Graduate school network
Skype interviews
Coworker
Applied online to their jobs website
Denver Publishing Institute
Dana Scaduto was instrumental in assisting me to find my way in the Harrisburg/Carlisle legal market.
Indeed.com
Dickinson's reputation
Research experience
Networking
AmeriCorps
Dickinson's General Counsel, Dana Scaduto, recommended I apply to my current position
professional development course
Director of IB program from Richard Montgomery High School
Career Center Counselor
current doctoral program
Temp to Hire Agency
Job search site
Career center
I went to pharmacy school post Dickinson and obtained my doctorate of pharmacy
Placement Exchange
Indeed.com
TLA recruitment
Legal contractor placement group
I interviewed myself
Public Job Board
Volunteer
Recruiter
Recruiter
Self
Online search
Networking
Army contact

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

Graduate program (Johns Hopkins SAIS)
My old manager from LivingSocial is now my current manager at Framebridge. I obtained this position through her.
Glassdoor, an app that aggregates job listings in specific geographic areas, and using keyword searches, helped me to find the job listing for my current position.
Did not use any Dickinson connections or resources
Temped for Staffing Agency, then recruited to work in-house
LinkedIn - great resource to connect with recruiters. / Previous employment - can't be afraid to take on less desirable jobs to enhance a resume and learn more about your chosen field. "Anyone can do anything for 6 months."
I worked as an intern for over a year, and made my way up into my current position.
I met the president of my division at Pearson while I was a student at DPI. I mentioned my interest in educational publishing, and he encouraged me to reach out when I was applying for jobs. When I applied for several Editorial Assistant positions at Pearson, I got in touch with him and he passed along my resume to HR.
Obtained as part of Ph.D. program
I obtained the job through the help of a former employer.
I believe the job was advertised through a Dickinson channel - I recall receiving an email on it. I applied, was contacted for an interview, and after 3 rounds of interviews was selected. I also mentioned an alumn in the interview process and made a connection that way.
No resources from Dickinson were used
I worked as an AmeriCorps volunteer for two years in the county where I am currently employed. After attending graduate school, I applied for a job in one of the districts that my AmeriCorps team served.
Applied on Craigslist, got lucky.
I originally obtained the position through a connection (casual acquaintance) with a fellow Dickinsonian (Class of 2008) who I met with about the opening.
Internship
Built skills and experience in my first job out of college. Was a referral from an internal employee who coached me through the interview process. Did not use Dickinson resources
I searched for the job online through Tufts' online job search database.
I was referred by a Posse Alumni.
Knew a current employee/family friend working for the company who referred me to the job opening.
Networking, and I also started part-time and was offered a full time position.
Search engines, references and head hunters
When I moved to Philadelphia, I used Dickinson's Alumni LinkedIn page to connect with other alums working in Higher Education around the Philadelphia area. I had a few informational interviews, which helped me prepare my application materials. It also prepared me for some typical interview topics.
Debi Swarner and I met to discuss my resume senior fall and she shared that Dickinson had a connection with the PA College Advising Corps which it seemed I was well suited for based on my resume and interests. I worked for the Corps for 2 years, and knew I wanted to keep doing this work, which led me to grad school for school counselor and to my current job as a college counselor at an amazing youth development non-profit. Thanks, Debi!
A recruiter found me on LinkedIn
Connected by friend to somebody at this company.
Indeed.
I got advice by email from the career center. Otherwise found all resources online.
Honestly, Dickinson was not a great help when I was looking for employment after graduation. The alumni network wasn't very responsive and there wasn't a ton that could be gained through the Career Center. Not to mention the IB&M major is not very competitive unless students are offered the opportunity to drill down to specific areas of interest (i.e. Marketing, Sourcing, Sales)
Sorority - Pi Beta Phi

a good friend helped move my resume
The Career Center emailed IB&M majors about the position.
Interview process
It wasn't a Career Center event - I talked to the Dickinson Career Center, though.
LinkedIn
Indeed.com
TLA recruits an incoming class of staff attorneys from 3L law students on a yearly basis.
I applied to a legal staffing service that places those with JD in temporary or permanent positions.
Craigslist
My employer recognized Dickinson as my alma mater and knew the credibility of Dickinson's sustainability program.
I was recruited by Towers Watson's internal recruiting team
A recruiter emailed me.
Dickinson professors were interviewed by my employer or a contractor.
Completed Master's Project internship experience
I partially-filled out an application to Montgomery school district in Virginia, and an employee, who was an alumna of Dickinson, noticed my education. She called me and forwarded my resume to all of the counties in Maryland, and it is thanks to her I obtained the interview that became my first full-time job.
Career in Navy acquisition started during my senior year at Dickinson from an internship I was referred to by a Dickinson employee.
RPCV network (returned Peace Corps volunteer)
LinkedIn
High school.
Worked linkedin and other employment websites. But i also constantly use my people networks
I was looking into a program in San Francisco, and the contact for the program introduced me to my current company.
Upon leaving the Army my advisor at the time proposed the position. After much consideration I applied. Best decision I ever made.

Details regarding plans to change jobs in the coming year:

I will be stopping my job to attend graduate school.
I plan on leaving South Carolina and returning to the northeast.
I will be moving home to Colorado and hopefully finding a job on another farm!
I am moving to a different field. I currently do freelance graphic design on the side and I'm now looking for a full time position. Dickinson should offer Graphic Design courses! Can not stress this enough.
I am currently a resident and will be ending my residency this year
Going to graduate school in the fall
Very unhappy at my job and hope to find something more fulfilling soon
My job title here is about to change and my responsibilities will also shift
Considering moving to mass or pursuing mphil/dphil
I am currently applying to business schools this fall with the plan to change industries afterwards.
In February, I will begin the Knauss Marine Policy Fellowship. I will work on marine policy and resource management issues for an office of the executive branch of the Federal government.

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

	Division				
	1	2	3	Row Total	Class Total
Completed or Enrolled Full-time	25	67	33	125	
% of Row	20.0%	53.6%	26.4%	100.0%	
% of Col	37.9%	47.2%	58.9%		49.6%
% of Total	9.5%	25.4%	12.5%	47.3%	
Enrolled, but no toward a degree	0	1	0	1	
% of Row	0.0%	100.0%	0.0%	100.0%	
% of Col	0.0%	0.7%	0.0%		0.4%
% of Total	0.0%	0.4%	0.0%	0.4%	
Accepted, attending this fall	3	4	3	10	
% of Row	30.0%	40.0%	30.0%	100.0%	
% of Col	4.5%	2.8%	5.4%		3.8%
% of Total	1.1%	1.5%	1.1%	3.8%	
Accepted, deferred until later	2	0	0	2	
% of Row	100.0%	0.0%	0.0%	100.0%	
% of Col	3.0%	0.0%	0.0%		0.8%
% of Total	0.8%	0.0%	0.0%	0.8%	
Not Enrolled, but applying	4	5	0	9	
% of Row	44.4%	55.6%	0.0%	100.0%	
% of Col	6.1%	3.5%	0.0%		3.8%
% of Total	1.5%	1.9%	0.0%	3.4%	
Not enrolled in any courses	30	62	20	112	
% of Row	26.8%	55.4%	17.9%	100.0%	
% of Col	45.5%	43.7%	35.7%		39.9%
% of Total	11.4%	23.5%	7.6%	42.4%	
Other	2	3	0	5	
% of Row	40.0%	60.0%	0.0%	100.0%	
% of Col	3.0%	2.1%	0.0%		1.7%
% of Total	0.8%	1.1%	0.0%	1.9%	
Column Total	66	142	56	264	
% of Total	25.0%	53.8%	21.2%	100.00%	
<i>Note: Self-directed single majors are not included in these figures.</i>					

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

	Division				
	1	2	3	Row Total	Class Total
<i>Employed full-time</i>	56	127	34	217	
% of Row	25.8%	58.5%	15.7%	100.0%	
% of Col	78.9%	85.8%	79.1%		82.8%
% of Total	21.4%	48.5%	13.0%	82.8%	
<i>Employed part-time</i>	7	10	2	19	
% of Row	36.8%	52.6%	10.5%	100.0%	
% of Col	9.9%	6.8%	4.7%		6.4%
% of Total	2.7%	3.8%	0.8%	7.3%	
<i>Unemployed, actively looking</i>	1	2	2	5	
% of Row	20.0%	40.0%	40.0%	100.0%	
% of Col	1.4%	1.4%	4.7%		2.1%
% of Total	0.4%	0.8%	0.8%	1.9%	
<i>Unemployed because in school</i>	5	6	5	16	
% of Row	31.3%	37.5%	31.3%	100.0%	
% of Col	7.0%	4.1%	11.6%		6.4%
% of Total	1.9%	2.3%	1.9%	6.1%	
<i>Unemployed by choice - not looking</i>	0	0	0	0	
% of Row	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	
% of Col	0.0%	0.0%	0.0%		0.4%
% of Total	0.0%	0.0%	0.0%	0.0%	
<i>Other full-time activity</i>	2	3	0	5	
% of Row	40.0%	60.0%	0.0%	100.0%	
% of Col	2.8%	2.0%	0.0%		1.7%
% of Total	0.8%	1.1%	0.0%	1.9%	
Column Total	71	148	43	262	
% of Total	27.1%	56.5%	16.4%	1	

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

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

Alphabetical listing of institutions by count:

Institution	Count
American University	4
Boston University	4
Columbia University	3
Brown University	1
Drexel University	2
Duquesne School of Law	1
George Mason University	1
California College of the Arts	1
Georgetown University	5
Harvard	1
Clemson University	1
Johns Hopkins University	3
New York University	1
Dartmouth College	1
Emory University	1
Princeton	1
Rutgers University	3
Howard University School of Law	1
Indiana University	2
Loyola University Maryland	2
Temple University	2
The New School	2
University of California	3
Tufts University	3
University of Maryland	2
Towson University	2
University of Pennsylvania	3
University of Iowa	1
University of Virginia	1
Villanova	1
Widener University	1
University of Missouri-St. Louis	1
California College of the Arts	1
Chamberlin Real Estate School	1
University of Montana	1
University of Southern California	1
University of Texas	1
Florida Atlantic University	1
Hamline University	1
University of Vermont	2

Hunter College	1
Universtity of York	1
Virginia Tech	1
Wake Forest University	1
Iowa State University	1
John Jay College of Criminal Justice	1
Johns Hopkins University School of Medicine	1
La Salle	1
Lake Erie college of osteopathic medicine	1
Lebanon Valley College	1
Lehigh University	2
Missouri University of Science and Technology	1
Montclair State University	1
Northeastern University	1
Philadelphia College of Osteopathic Medicine	1
San Diego State University	1
San Jose State University	1
Sciences Po Paris	1
Suffolk University	1
The Graduate Center of the City University of New York	1
The Heller School at Brandeis Univeristy	1
Université de Rennes 1	1
University of Colorado	1
University of Denver	1
University of East Anglia	1
University of Florida	1
University of Hartford	1
University of Maryland, Baltimore	2
UNAM	1
Uniformed Services University of the Health Sciences	1
Union Graduate College	1
Università di Bologna	1
Washington University	1
Corcoran College of Art and Design	1
Florida State University	1

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

Institution	Field	Degree
American University	Film and Electronic Media	Other degree
American University	Law	J.D. or L.L.B.
American University	Law	J.D. or L.L.B.
American University	Law	J.D. or L.L.B.
Boston University	Social Work	Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.)
Boston University	Law	J.D. or L.L.B.
Boston University	Public Health	Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.)
Columbia University	Public Health	Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.)
Drexel University	(Not Specified)	M.A. or M.S.
Drexel University	Medicine	M.D., D.O., D.D.S., or D.V.M.
Duquesne School of Law	Law	J.D. or L.L.B.
George Mason University	Psychology	M.A. or M.S.
Georgetown University	International Relations	M.A. or M.S.
Georgetown University	Technology Management	Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.)
Georgetown University	History	Ph.D.
Georgetown University	Business	M.A. or M.S.
Johns Hopkins University	Education	M.A. or M.S.
Johns Hopkins University	China Studies	Certificate
New York University	Foreign Language	M.A. or M.S.
Princeton	Biology	Ph.D.
Rutgers University	Law	J.D. or L.L.B.
Rutgers University	Law	J.D. or L.L.B.
Temple University	Art History	M.A. or M.S.
Temple University	Health Related field	Other degree
University of California	Business	Certificate
University of California	Ethnomusicology	Ph.D.
University of California	Business	None
University of Maryland	Law	J.D. or L.L.B.
University of Pennsylvania	Education	Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.)
University of Pennsylvania	Chemistry	Ph.D.
University of Pennsylvania	Education	M.A. or M.S.
University of Virginia	Business	M.A. or M.S.
Villanova	Six Sigma black belt	Certificate
Widener University	Law	J.D. or L.L.B.

The New School University	International Relations	M.A. or M.S.
Suffolk University	School Counseling	Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.)
University of East Anglia	Business	Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.)
Philadelphia College of Osteopathic Medicine	Medicine	M.D., D.O., D.D.S., or D.V.M.
Loyola University Maryland	Business	M.B.A
(Not Specified)	(Not Specified)	Certificate
Missouri University of Science and Technology	Geological Engineering	M.A. or M.S.
Hunter College	Theatre/Drama	M.A. or M.S.
Suffolk University Law School	Law	J.D. or L.L.B.
Towson University	Psychology	Other degree
University of Colorado	Pre-requisites for Physical Therapy school	Ph.D.
The New School	Nonprofit Management	M.A. or M.S.
The University of Iowa	Law	J.D. or L.L.B.
Montclair State University	Computer Science	M.A. or M.S.
John Jay College of Criminal Justice	Forensic Psychology	M.A. or M.S.
Università di Bologna	Business	M.A. or M.S.
San Diego State University	Geography and GIScience	M.A. or M.S.
San Jose State University	Social Work	Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.)
Brown University	Public Policy	M.A. or M.S.
University of Denver	Environmental Studies	M.A. or M.S.
UNAM	Veterinary Medicine	M.D., D.O., D.D.S., or D.V.M.
Northeastern University	Urban Studies	M.A. or M.S.
Johns Hopkins University School of Medicine	Medicine	M.D., D.O., D.D.S., or D.V.M.
Uniformed Services University of the Health Sciences	Medicine	M.D., D.O., D.D.S., or D.V.M.
Emory University	Biological/Life Sciences	Ph.D.
The Graduate Center of the City University of New York	Psychology	Ph.D.
University of Montana	Environmental Studies	M.A. or M.S.
University of Vermont	Community Development and Applied Economics	M.A. or M.S.
Wake Forest University	Medicine	M.A. or M.S.
Florida Atlantic University	Environmental Studies	Ph.D.
University of Florida	Dental Hygiene/Medicine	M.D., D.O., D.D.S., or D.V.M.
Virginia Tech	MURP	Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.)
University of Maryland, Baltimore County	Industrial/Organizational Psychology	Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.)
La Salle	Psychology	M.A. or M.S.

Lake Erie college of osteopathic medicine	Medicine	M.D., D.O., D.D.S., or D.V.M.
Lebanon Valley College	Education	Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.)
Loyola University Maryland	Clinical Psychology	Other degree
(Not Specified)	Education	Certificate
Union Graduate College	Education	Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.)
California College of the Arts	MFA Design	Other degree
Sciences Po Paris	International Business	M.A. or M.S.
(Not Specified)	Clinical Psychology	Ph.D.
University of Southern California	Public Administration	Other degree
The Heller School at Brandeis Univeristy	Business	Other degree
Tufts University	Veterinary Medicine	M.D., D.O., D.D.S., or D.V.M.
University of Rochester	Physics	Ph.D.
Washington University	(Not Specified)	Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.)
University of Texas	Public Policy	M.A. or M.S.
University of Hartford	Education	M.A. or M.S.
University of Colorado, Boulder	Business	M.B.A
Iowa State University	Business	Other degree
Clemson University	Earth Sciences	M.A. or M.S.
Tufts University	Biology	Ph.D.
Hamline University	Education	Certificate
Towson University	Education	Other degree
(Not Specified)	Other	Certificate
Universtity of York	Digital Film and Television Production	M.A. or M.S.
Lehigh University	International education	Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.)
(Not Specified)		
Chamberlin Real Estate School	Other	Other degree
Université de Rennes 1	International Relations	Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.)
Howard University School of Law	Law	J.D. or L.L.B.
Indiana University	Political Science/Government	Ph.D.
Dartmouth College	Physics	Ph.D.
Indiana university school of medicine	Medicine	M.D., D.O., D.D.S., or D.V.M.
Icahn School of Medicine at Mount Sinai	Health Related field	M.A. or M.S.
University of Maryland, Baltimore	Medicine	M.D., D.O., D.D.S., or D.V.M.
University of Missouri-St. Louis	Education	Other Master's (i.e. M.S.W., M.S.E., M.S.N., etc.)

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

Company	City	State	Country
Camelot Schools	Philadelphia	Pennsylvania	USA
Forrester Research	Cambridge	Massachusetts	USA
Redbook, Hearst Corporation	New York	New York	USA
Mediakeys	New York	New York	USA
Market Hardware	Bethesda	Maryland	USA
CMS Environmental Solutions	Baltimore	Maryland	USA
Hawthorne Global Aviation Services	Charleston	South Carolina	USA
Towers Watson	Boston	Massachusetts	USA
Independence Blue Cross	Philadelphia	Pennsylvania	USA
Ochsner Health System	New Orleans	Louisiana	USA
Framebridge	District of Columbia	Washington	USA
Educational Testing Service	Princeton	New Jersey	USA
James A. Michener Art Museum	New hope	Pennsylvania	USA
Pace Academy	Atlanta	Georgia	USA
Mana Contemporary	Jersey City	New Jersey	USA
Friends' Central School	Philadelphia	Pennsylvania	USA
The Perkiomen School	Pennsburg	Pennsylvania	USA
James Madison University	Harrisonburg	Virginia	USA
Indian Summer Outfitters	Avon	Colorado	USA
Citigroup	New York	New York	USA
Fragomen Worldwide	Matawan	New Jersey	USA
	Miami	Florida	USA
Martson Law Offices	Carlisle	Pennsylvania	USA
The Advisory Board	Arlington	Virginia	USA
Clark University	Paxton	Massachusetts	USA
The Field School	Washington	District of Columbia	USA
Kenyon College	Gambier	Ohio	USA
Indiana University	Bloomington	Indiana	USA
Lauletta Birnbaum, LLC	Sewell	New Jersey	USA
law firm	Hamilton	New Jersey	USA
McNees Wallace & Nurick	Harrisburg	Pennsylvania	USA
Steen, Waehler & Schrider-Fox, LLC	Rehoboth Beach	Delaware	USA
Uliase & Uliase	Haddon Heights	New Jersey	USA
Maxwell Sipe Law Offices, L.L.C.	Waynesboro	Pennsylvania	USA
OppenheimerFunds	Rochester	New York	USA
Slow & Low BBQ	Cocoa Beach	Florida	USA
MediaDevil	London		UK
Princeton Web Systems	Ewing NJ	New Jersey	USA

TIAA-CREF	Edison	New Jersey	USA
TFG Wealth Management	Newtown	Pennsylvania	USA
U.S. Bank	Somerville	Massachusetts	USA
Justice Resource Institute	Tewksbury	Massachusetts	USA
Summer Search	Philadelphia	Pennsylvania	USA
Defenders of Wildlife	DC	District of Columbia	USA
American Cancer Society	Philadelphia	Pennsylvania	USA
Consulate of Argentina in NYC	NY	New York	USA
ASCNYC	New York	New York	USA
Deloitte	Los Angeles	California	USA
IMG Rebel	Washington DC	District of Columbia	USA
Nespresso USA	New York	New York	USA
Moving Traditions	Jenkintown, PA	Pennsylvania	USA
IDS North America	Golden	Colorado	USA
Marchon Eyewear	Melville	New York	USA
ZeroFOX	Baltimore	Maryland	USA
Checchi and Company Consulting, Inc.	Washington	District of Columbia	USA
Enroll America	Philadelphia	Pennsylvania	USA
At Media	Baltimore	Maryland	USA
Downtown Partnership of Baltimore, Inc.	Baltimore	Maryland	USA
Office of the General Treasurer	Providence	Rhode Island	USA
Jeffco Schools	GOLDEN	Colorado	USA
US Army	St Robert	Missouri	USA
EEE Consulting, Inc.	Richmond	Virginia	USA
Maryland Department of Health and Mental Hygiene	Baltimore	Maryland	USA
ALEXANDER WANG	New York City	New York	USA
Versatool Services	Washington	District of Columbia	USA
Glassnote Entertainment Group LLC	New York	New York	USA
University of Colorado Anschutz Medical	Denver	Colorado	USA
First Command	Watertown & Rochester	New York	USA
GE Healthcare	Milwaukee	Wisconsin	USA
SADE CGTH	Yerevan		Armenia
Pointe Hilton Tapatio Cliffs Resort	Phoenix	Arizona	USA
Allegheny Mountain Institute	Hightown	Virginia	USA
Mount Sinai Hospital	New York	New York	USA
University of California, San Diego, Qualcomm Institute	San Diego	California	USA
University of Pennsylvania	Philadelphia	Pennsylvania	USA
Emory University	Atlanta	Georgia	USA

Seaboard Marine	Houston	Texas	USA
The Boston Consulting Group	Boston	Massachusetts	USA
Grant Thornton	New York	New York	USA
Commonwealth of PA	Harrisburg	Pennsylvania	USA
Hunger Free Vermont	South Burlington	Vermont	USA
comiXology	New York City	New York	USA
Morton School District	Morton	Washington	USA
DOJ	Washington	District of Columbia	USA
Meyer, Glitzenstein & Crystal	Washington	District of Columbia	USA
Bloomberg BNA (via Beacon Hill Staffing Group)	Philadelphia	Pennsylvania	USA
Richfield Public Schools	Minneapolis	Minnesota	USA
BAE Systems, Inc	Crystal City	Virginia	USA
Leukemia & Lymphoma Society	Stamford	Connecticut	USA
comScore	New York	New York	USA
LivingSocial, Inc.	Washington, DC	District of Columbia	USA
BOMI International	Annapolis	Maryland	USA
Socratic.org	New York	New York	USA
Pathway Homes Inc	Annandale	Virginia	USA
	McLean	Virginia	USA
Empire Farms	Maxwell	California	USA
Transamerica	Natick	Massachusetts	USA
NewYork-Presbyterian Hospital	New York	New York	USA
E & A Therapy	Pottstown	Pennsylvania	USA
Pinnacle Health	Harrisburg	Pennsylvania	USA
Cornerstone Healthcare	Winston-Salem	North Carolina	USA
Futures Without Violence	Washington	District of Columbia	USA
Center for Child and Family Development	Morristown	New Jersey	USA
United States Postal Inspection Service	Harrisburg	Pennsylvania	USA
84.51°	Cincinnati	Ohio	USA
AECOM	Birmingham		USA
Alchemist Accelerator	San Francisco	California	USA
U.S. General Services Administration	Boston	Massachusetts	USA
U.S. General Services Administration	Washington	District of Columbia	USA
British Council	New York	New York	USA
Development Services Group	Washington	District of Columbia	USA
DaVita Healthcare Partners	Denver	Colorado	USA
EF High School Exchange Year	Somerville	Massachusetts	USA
JSI	Washington	District of Columbia	USA

WeiserMazars	New York	New York	USA
Pearson	Hoboken		USA
HealthShare Exchange (HSX) of Southeastern PA	Philadelphia	Pennsylvania	USA
ideaPoint	Quincy	Massachusetts	USA
Management sciences for health	Medford	Massachusetts	USA
Etsy	Hudson	New York	USA
LabCorp	Raleigh	North Carolina	USA
Management consulting company	Manhattan	New York	USA
The MDB Family	Los Angeles	California	USA
Enroll America	Washington	District of Columbia	USA
Peace Corps	Santiago		Chile
DNAinfo	New York	New York	USA
Dow Jones	Princeton	New Jersey	USA
University of Missouri	Columbia	Missouri	USA
Beacon Health	South bend	Indiana	USA
US Army	Honolulu	Hawaii	USA
Way Station Inc	Frederick	Maryland	USA
ESPN	Bristol	Connecticut	USA
DSM Nutritional Products LLC	Columbia	Maryland	USA
Deutsche Bank Securities, Inc	New York	New York	USA
Baltimore city public schools	Baltimore	Maryland	USA
Prudential	El Paso	Texas	USA
Ketchum PR	Chicago	Illinois	USA
Peppercomm	New York City	New York	USA
Oxford University Press	New York	New York	USA
AIG	New York	New York	USA
Weber Shandwick	Beijing		China
Allegis Global Solutions	Baltimore	Maryland	USA
Court of Special Appeals of Maryland	Annapolis	Maryland	USA
Social Impact	Arlington	Virginia	USA
Legacy Foundation	Washington	District of Columbia	USA
New York University Langone Medical Center	New York	New York	USA
BAE Systems, Inc.	Nashua	New Hampshire	USA
World vision uk	London		UK
Epic	Verona	Wisconsin	USA
Solebury School	New Hope	Pennsylvania	USA
Conversant	New York	New York	USA
GlobeTax	NEW YORK	New York	USA
MetLife	New York	New York	USA
The Legal Aid Society	New York	New York	USA
The Forum Group	New York	New York	USA

Gucci	Aspen	Colorado	USA
TYTHEdesign / Small Fry	Brooklyn	New York	USA
Temple University	Philadelphia	Pennsylvania	USA
Tufts University	Medford	Massachusetts	USA
The Florida State University	Tallahassee	Florida	USA
Battery Ventures	Boston	Massachusetts	USA
EY	Secaucus	New Jersey	USA
Greenwood School District	millerstown	Pennsylvania	USA
Calvert School	Baltimore	Maryland	USA
Charles County Public Schools	Indian Head	Maryland	USA
Hartford Public Schools	Hartford	Connecticut	USA
Montgomery County Public Schools	Germantown	Maryland	USA
Philadelphia Performing Arts Charter School	Philadelphia	Pennsylvania	USA
The City University of New York	New York	New York	USA
Imagine Easy Solutions/ Rachel T Wolfe	New York	New York	USA
Glacier National Park	St. Mary	Montana	USA
YPEX Technology Resources	Mountain View	California	USA
Moko Social Media	Alexandria	Virginia	USA
Gilder Gagnon Howe & Co	New York	New York	USA

How have you benefited from your Dickinson education?

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

Dickinson provided a safe and supportive environment for me to explore my academic and professional interests. Carlisle's close proximity to the state capitol provide me ample opportunity to put my policy management degree to use through various policy internships. Moreover, Professors Edlin, Hoefler, and Tynan's support as I explored graduate school options was critical in my decision to attend Brown University for my master's degree in public policy. I was fully prepared for, and ultimately excelled in my graduate program, and now work as the Director of Policy for the Rhode Island Office of the General Treasurer.
Dickinson's generosity allowed me to leave a life of constant hardship and limited opportunities in a developing country in which traditional gender roles are deeply ingrained. I was able to start achieving things that I could previously only dream of. I have already lived and worked in three culturally distinct regions of the world and been able to holiday in many others. This couldn't have been possible had I not studied at Dickinson College. / / My Dickinson preparation made it possible for me to win a full graduate school assistantship. I will earn my MS in Hydrogeology in a few weeks and when I am again fully employed, I will once again be able to assist my family members back home. They will never have to worry about their economic status ever again and neither would I or any children I may have. / / I am the only female from my village to have completing high school, much more a MS. It is the product of not only my hard work and tenacity but the opportunity you afforded me. Being able to leave my country and immerse myself in another culture while reading for my BS has changed my life (and those closest to me) to such an extent that I can't really say thank you enough. But... thank you Dickinson. I look forward to helping future incoming students once I land my Hydrogeologist dream job!
It helped me learn some good skills for the real world
Aside from the knowledge and experiences gained at Dickinson, I have most recently benefited from the connections forged through Dickinson. These connections have helped me most during my professional search, from alumni coaching me through the process to helping me network with professionals they think would benefit me most.
Engage the world took the meaning of looking towards the bigger picture when considering problems at hand. As I continue my education through a PhD in Geoscience, every aspect of my work takes on this idea. Through the intensive coursework and countless opportunities to be challenged at Dickinson, I was prepared for taking on large scale issue such as sea level rise management in Florida or the long term planning of the Florida Everglades.
The area in which I grew the most at Dickinson College was my understanding of issues seen from another persons point of view. I spent a lot of time thinking about my own vantage point and realizing that my view was very unique. In my sociology classes I learned about privilege and that forever has changed my career path and my life. In other courses such as women in islam, my mind was opened to the world around me that I never thought much of before Dickinson. Through studying abroad again my mind expanded as I accepted a new way of life. Dickinson helped me go from a limited point of view to a global perspective.
I benefited from my Dickinson education in that it allowed me to be a critical thinker. It exposed me to social justices that I later became more connected to. I enjoyed discussing political issues in american studies 101. I also enjoyed my psychology seminars.
Dickinson taught me the art of networking. It supplied me with the tools to effectively navigate the professional world as well as articulate myself and my interests.
My Dickinson professors encouraged me to question everything, and in the most constructive sense. I was taught not to be satisfied with an answer, but to seek my own understanding of why that answer occurred and what forces were at play in bringing the answer about. In my experience, this extra layer of thinking has been the single most useful element of my Dickinson experience.
I have benefited from my Dickinson education in all areas of my life. Dickinson empowered me to find and pursue a field of work that was outside my traditional disciplines of study but very much within my capabilities. I've found my job requirements are aligned with my professional strengths - some of which I did not even know I had, but can surely be attributed to my experience at Dickinson. Socially, my closest friends are Dickinsonians and I will be marrying my college sweetheart in October. Intellectually, I'm still inspired by questions asked and lessons learned in class 5-9 years ago and I strive to stay as curious and engaged I was as a student.
Dickinson gave me the tools and confidence I needed to go out into the world. I teach my students to think critically, examine their surroundings, and question everything. I would have never made it to this point in my life without Dickinson's challenging and inspiring faculty and programs.
Dickinson's small class sizes and passionate professors taught me how to think critically, effectively problem solve, and communicate with different types of people across different situations.

Dickinson's International Business & Management program provided me with a skill set and knowledge base to succeed in the business world.
My education at Dickinson taught me about being part of a community - be it a community of learners in the classroom or a broader neighborhood community - and about how to come together with people from diverse perspectives in pursuit of a common goal. My experiences at Dickinson also sparked a curiosity towards the many ways people can work together to effect social change and how to leverage empathy and compromise in that endeavor.
I am easily able to research and complete papers and assignments in graduate school. My time management is also very good. Thank you Dickinson!
Thanks to Dickinson I have engaged the world in the full meaning of the word.
Dickinson, without a doubt, changed my life. I came in thinking I'd be an International Studies major. Then, a combination of my community service pre-orientation group, Professor Enge's "Will the Poor Always Be With Us?" First-Year Seminar, and not getting into the intro course led me to major in Anthropology, minor in Sociology, study abroad in Cameroon, and co-found and run a daily after school program in town called EMPOWER! with close friends from that seminar class. It was through these experiences that I was afforded the opportunity to discover my passion for working with youth, specifically around accessing and graduating from post-secondary education. With the assistance of Debi Swarner in the Career Center, Professors Dan Schubert, Ann Hill, and Sarah Bair, and countless others, I completed my senior thesis on the experiences of first-generation college students and Dickinson, and was able to find a job right out of college with the Pennsylvania College Advising Corps as a college adviser in a rural high school in central PA. From there, I received my degree in school counseling and now work doing what I love: counseling students to and through their post-secondary goals and dreams, with the hope that their experiences will be as transformative as my own Dickinson experience has been and continues to be for me.
Dickinson provided me with the educational and global experiences to prepare me for the world after college. I really feel like it helped me become a well-rounded individual with the ability to learn anything and make the most of any opportunity.
I was exceedingly fortunate to arrive at Dickinson College almost ten years ago with a strong foundations as a critical reader, writer, and thinker. My parents had educated me at home since I began the sixth grade, performing any action within their control to ensure that I could pursue my interests in literature, history, and competitive speech in both middle and high school. I could have, in all likelihood, rested my laurels. However, at Dickinson, I had a series of mentors beginning with my first-year advisor, Elise Bartosik-Velez, who encouraged me to stretch my intellectual limits. Working with the likes of Bill Bellinger, Christopher Bilodeau, Judge John Cherry, Douglas Edlin, Judy Gill, Marc Mastrangelo, John Osborne, Matthew Pinsker, Andrew Rudalevige, and David Strand inspired me to pursue a career in academia. Perhaps more important to my personal and intellectual growth, though, were the enduring friendships with more than a few of my classmates, who traveled with me over the peaks and through the valleys that make up every person's life. Call me a sentimentalist. It does not change the fact I owe Dickinson an undischageable debt for its role in bringing these wonderful people into what would have otherwise been a much drearier life.
I first learned about farming during my Environmental Science courses. Although I never got a chance to work at the Dickinson Farm because I was busy with Track and Cross Country, I do think it's a really wonderful opportunity for all students and it is a really great way for them to be introduced to sustainable farming. When I came back for my Five Year Reunion last month I was very impressed by how much the farm and it's produce were featured! Good job Dickinson!
Right now, I'm a professional athlete. Coming from a Division III institution, this current pursuit is not something I thought I would be doing but it is something that gave me an opportunity to do so and with confidence. Thanks in many parts to the Cross Country and Track and Field teams as well as the leadership provided by Don Nichter.
Getting the chance to do research with professors as an undergrad allowed me to explore my love of science in a hands on way. I had wonderful advisors who helped me, not only as an undergrad, but even post graduation when I was applying for jobs and for graduate school. I don't think I would be where I am today without my Dickinson experience and the people that I met.
The English department, as I experienced it, is filled with brilliant minds. Every professor I took a course with was phenomenal. The classes were challenging, rigorous, and reshaped my mind into an analytical tool. I can no longer look at a text without dissecting it. We learned not only how to think about texts, but how to think, and the concept of viewing ideas through theoretical lenses easily lends itself to other areas of your life--politics, religion, philosophy, to name a few--and makes you critically evaluate your own opinions.
Dickinson has provided me with a network of friends for life, experiences that have shaped my life, and encounters that continue to push my life along in a direction I could not even fathom before college.
Dickinson helped me become very strong in problem solving in the context of science. It also provided me with solid knowledge in the fields of physics & mathematics, both of which I am certified to teach in New York.

Dickinson gave me a ton of opportunities that I feel like were unique to the Dickinsonian experience: studying abroad taught me self-reliance, higher-level coursework helped me think critically and write clearly, and once I graduated and found myself at some dead ends, Lin Koenig helped me change career fields!
The amount of research and hands-on learning experience in the physics program at Dickinson enabled me to succeed in my graduate studies. More importantly, my communication skills were greatly enhanced by the physics department at Dickinson, which has given me a huge advantage over other students in my graduate program. Being able to present my research orally and to quickly write and publish papers gives me the edge to stand out and be recognized as a top graduate student.
My education in Geology (now called Earth Science) has been invaluable in my position. On the surface, my job is mostly fixing hardware and software issue with our equipment, but the deeper you go the more a knowledge of geology (especially surface processes, structural geology and hydrogeology) are crucial for my job.
The career center needed a complete makeover while I was attending school 2006-2010; however, they might have done this already since I graduated in the past few years. Aligning students with jobs after college in major cities across US was not their forte. I had some wonderful professors who gave me great insight into the business world after I graduated, their passion for the material was evident. Dickinson, while a great institution and great memory for me, lacked certain qualities other colleges/universities had for propelling their students into the "real world."
More than anything, Dickinson expanded my view of the world and molded me into a more informed global citizen. The College's emphasis on language education has proven especially helpful as I continue my career abroad (in China), and its focus on sustainability continues to impact my life each and every day.
Dickinson has undoubtedly help me to get to where I am today. I wouldn't be in my current position if I didn't have Dickinson on my resume. My boss even told me that! Otherwise, Dickinson has instilled a sense of global awareness in me, to always ask questions, to never settle with "no" and to continue learning.
Dickinson provided me with the analytical skills to succeed in the actuarial profession.
For me Dickinson college was not a means to a job but a place to learn about the world. To expand my learning and challenge my thinking. It made me a well rounded person and that has helped me with my career and working in the community.
Dickinson College has been one of the most beneficial decisions I've ever made in my life. As a student in high school who occasionally was able to slide by with minimal studying, Dickinson was difficult for me; for the first time, I had to use ample resources, whether it be the library, professors, other students, etc. in order to accomplish my learning objectives. Dickinson prepared me for the sometimes strenuous nature of my career and I've moved quickly through the ranks in my career because of my time there.
I double majored in Biology and Russian History. Both majors gave me skills that have proven invaluable to my personal and professional development. I also served as a peer tutor in the Writing Center. The skills I gained there allowed me to continue to teach legal writing to incoming 1Ls in law school. Most of all, Dickinson's commitment to serving the global community deepened my own resolve to work to save and conserve our environment. I am finally beginning my career as an ocean conservation attorney, and the global education Dickinson provided has been key to my success.
Such a beautiful education. I was surrounded by thoughtful individuals who wanted me to be my best self, and I had a life changing experience going abroad. I'll be forever grateful for my years at DC.
My Dickinson education has had the greatest impact on my life. The critical thinking and engagement skills I developed at Dickinson have allowed me to pursue and succeed in 3 career areas in just 5 years since my graduation. I often think about my experience at Dickinson and how lucky I was to come away a much more well-rounded individual with endless possibilities.