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Dear Education Community,

The Stanford Graduate School of Education (GSE) is pleased to share the career destinations of its most recent graduates.

**Impact**
The Class of 2019 Annual Report demonstrates how our graduates are *Improving Lives Through Learning*. In 2019, Stanford GSE graduated over 200 MA and PhD students and awarded our Honors and Minor distinction to several undergraduate students. Together this group of 226 PhD, MA, and undergraduate students joined over 100 organizations around the globe. Stanford GSE graduates leave our campus each year and join a growing number of GSE alumni who push the boundaries of education through thought leadership in academia, product development in the EdTech space, and innovation in both formal and informal learning organizations.

**Ongoing Support**
It is our privilege as GSE’s Stanford EdCareers team to walk with these students on their career journeys. Navigating this uncharted terrain full of possibility, and vulnerability begins at Admit Day, continues through our EdCareers Coaching Model’s curriculum of workshops and resources, and pauses at the students’ eventual post-graduation hires. As students become alumni, we continue to be here for them in pursuing their professional learning through the GSE’s professional learning hub at [developed.stanford.edu](http://developed.stanford.edu). We look forward to an ongoing relationship with these graduates as both career navigators and future employers.

**Acknowledgments**
Many individuals make this report possible. Our research assistant, Gabriela Gavrila, contributed countless hours to designing the survey, collecting and analyzing data, conducting interviews and drafting the report itself. The alumni featured in this report provided additional insights to provide a more comprehensive picture. Meredith O’Hare, our EdCareers Associate Director, worked diligently to oversee the project. We would also like to thank Barbara J. Egbert for editing this report and writing the press release; the GSE Communication office for promoting the report; and our campus career partners – including Stanford Career Education, VPGE and the d.school – for providing such rich resources and professional learning opportunities to our students.

Remember, if you ever find yourself looking for talent in the education space for early career and more experienced positions, we welcome you to share your opportunities with our students and alumni at [edcareers.stanford.edu](http://edcareers.stanford.edu).

Sincerely,

Nereyda Salinas, Executive Director
CLASS OF 2019 PROFILE

The Class of 2019 included 207 graduate students who earned PhD and master’s degrees in a variety of programs. We know the employment status of 99 percent of those graduates, based on a 93 percent response rate on the job placement survey and augmented by our institutional knowledge rate for an additional 6 percent of the graduates. They completed a variety of degrees and tracks at the GSE (see next page for breakdown), which led to new career opportunities at 149 organizations around the world.

Additionally, 19 undergraduate students pursued Minor or Honors programs in Education; more statistics about the careers pursued by the undergraduate students can be found on pages 15-18 of this report.

The breakdown of alumni who self-reported working in organizations or positions related to education can be seen below:
CLASS OF 2019 DEGREES

The graph below depicts the program breakdown for all Class of 2019 graduates from Stanford GSE. It includes 24 PhD and 183 master’s graduates (STEP and non-STEP), as well as the 19 undergraduates who completed Minor/Honors in Education:

Programs represented:

- PhD: [Doctoral Programs](#)
- Stanford Teacher Education Program (STEP): [STEP Elementary & STEP Secondary](#)
- MA: [International Comparative Education (ICE)/International Education Policy Analysis (IEPA)](#)
- MA: [Learning, Design and Technology (LDT)](#)
- MA: [Policy, Organization, and Leadership Studies (POL)](#)
- MA: [Individually Designed](#)
- MA joint degree: [Education and Business Administration (MA/MBA)](#)
- MA joint degree: [Education and Public Policy (MA/MPP)](#)
- MA: joint degree: [Education and Law (MA/JD)](#)
- Undergraduate [Minor Program in Education](#)
- Undergraduate [Honors Program in Education](#)
BEYOND NUMBERS

At Stanford GSE, we envision an equitable world where all learners are prepared to thrive in a dynamic future. The following testimonials provide insight into how several Class of 2019 graduates navigated the career search process within the last year and found roles and organizations that enabled them to carry out GSE’s vision in meaningful and tangible ways.

A Holistic Vision of Success

As our recent graduates can attest, there are various ways to prepare for a successful career post-graduation. Much of that work begins while they are still studying, when students are encouraged to explore multiple pathways and take advantage of the diversity of resources available on campus to reflect on what they most value and most want in their next role. Thieny Nguyen, a recent MA graduate who specialized in POLS (Policy, Organization, and Leadership Studies) and is currently a Program Associate at Google in Mountain View, California, shared: “I would say Faculty and EdCareers provided the big picture advice when it came to the job search process and approach while the drive of my peers and nuggets of resources from my classes provided the tangible resources to fuel the pursuit.” Asked whether her career aspirations changed throughout the program, Dr. Lisel Murdock-Perriera, a recent PhD graduate and Assistant Professor of Early Childhood Studies at Sonoma State University in Rohnert Park, California responded: “I didn't come into the program certain that I was interested in a professorship, rather, I wanted to think about unanswerable questions related to the equity, social justice, and the education of young children, as well as to language and literacy.” Similarly, Gabriela Netter, a joint MA-MBA graduate who currently works as Associate Partner at NewSchools Venture Fund in Oakland, California, recalled that it took a while to figure out what the ideal job would entail in order to meet her vision of impact: “I knew I wanted to pursue educational equity for low-income students and students of color. I wanted to conduct strategic work at a systems level. I wanted to learn. And because all my experience had been within a school system previously, I wanted to try something new and step outside of that. But it took some time to figure out what kind of role would meet all of these characteristics.”

Pivotal Moments and Forging Community

Reflecting back on some of the pivotal moments and opportunities that led them to their current roles, many of our STEP graduates emphasized their cohort and the yearlong teaching placement in schools throughout the Bay Area. Recalling specific moments that made a big difference during her time here, Thieny Nguyen mentioned: “The pivotal moments during my time with the GSE were the opportunities where I was able to collaborate with my peers on an assignment, a project, or an initiative. Being able to work efficiently on a team, to partner in creative collaboration, and to harness my team members’ strengths resulted in success. Having those memorable teamwork moments led me to seek out roles and organizations that value and thrive on true collaboration.” On the same subject, Gabriela Netter recalls: “One of the best parts of my time at the GSE was taking classes with students from across Stanford, including GSB, Stanford Law, and even undergraduate students. It was amazing to see how folks' different frames of reference influenced the way they thought about challenges in education. They pushed my thinking in ways that inform how I approach my work today.”
BEYOND NUMBERS

Leaning on Peers and Mentors

Having supportive peers and mentors was crucial to Eszter Meszaros, a recent LDT (Learning, Design and Technology) MA graduate who is currently a Founder in Residence at Entrepreneur First in Singapore: “Stanford is such an amazingly supportive community. My professors and peers helped me not only get through a highly stressful year, but they also showed that they believed in me throughout, no matter what. The emotional support, trust and guidance I got helped me gain enough confidence to dare to move to yet another country and jump into entrepreneurship.” Leaning on peers and mentors is important at all stages of the application process, as emphasized by Gabriela Netter: “My peers were an amazing resource throughout the application, interview and decision processes. Their willingness to share about their own experiences and introduce me to people in their networks allowed me to have exploratory conversations with many people from all kinds of organizations, which played a huge role in helping me narrow my interests. They also supported me by helping me prepare for interviews and thinking through my final decision.” Dr. Lisel Murdock-Perriera echoed the importance of having a diverse and supportive community while reflecting on her own experience as a doctoral student: “My colleagues in my cohort and the cohort above me at the GSE gave extensively of their time, and I most certainly would not have secured the position I have now without their support and care. In short, I received exceptional mentorship at every stage of the job search process from faculty, GSE alums and members of my GSE cohort.” She added: “The phrase ‘it takes a village’ certainly applies to the job market, in my opinion.”

Learning Beyond Stanford

In their testimonials, our graduates often stress the importance of both continuing to learn and applying the knowledge they have gained. By the time they graduate, many feel compelled to apply the learning acquired at Stanford to their new environments. Dr. Lisel Murdock-Perriera shared: “Much of my learning from Stanford applies to my current position. The mentorship I received from Stanford faculty and colleagues in older cohorts, as well as my own cohort, have served me in my capacity to teach undergraduate students; to propose, find funding for, carry out, and analyze research; and in my understanding of how universities function.” The onus may be even higher on those graduates working in the private sector, given the variety of industries and roles they take on after graduating, but the responsibility to use their education wisely is felt across the board. According to Thieny Nguyen: “The narrative in tech is that historically, there are a lot of underrepresented groups in the industry. I am now working on changing the language used in our programs to how specific groups are not historically underrepresented but in fact, have been historically excluded from tech. This counter-narrative puts the onus on the industry. At Stanford, students learn an incredible amount and I feel it is then a crucial duty to apply those skills, ideas and knowledge in the positions that we have been brilliantly trained for.”
We know the employment placement rate of 100 percent of the 24 PhD graduates who completed their degrees in 2018–19. Of those:

- 96 percent were employed within four months of graduation.
- 90 percent of those employed were working in full-time roles.
- 92 percent of those employed worked in organizations or roles related to education.
- 74 percent of those employed worked in academia or education research.
- 80 percent of respondents indicated they worked in their desired geographic location.

Median full-time salary was $80,000, with a range of $34,000–$240,000.

PhD EMPLOYMENT BREAKDOWN
PhD Hiring Organizations & Titles

Boston Consulting Group, Consultant
California State University, Chico, Assistant Professor of Education
California State University, Monterey Bay, STEM Education Postdoctoral Researcher
California Polytechnic State University, San Luis Obispo, Assistant Professor in Elementary Science Education
Chabot College, Research Analyst
European Organization for Nuclear Research (CERN), Head of Open Science
Google, UX Research Lead
Mills College, Assistant Adjunct Professor of Sociology
North Carolina State University, Assistant Professor of Mathematics Education
Northwest Evaluation Association (NWEA), Research Scientist
PERTS (Project for Education Research that Scales), Program Manager / Data Associate
Public Impact, Consultant
San Francisco State University, Lecturer of Child and Adolescent Development
Paris Institute of Political Studies (Sciences Po), Postdoctoral Fellow
Sonoma State University, Assistant Professor of Early Childhood Studies
Stanford University, School of Earth, Energy & Environmental Sciences, Senior Program Assistant, Office of Multicultural Affairs
Stanford University, Postdoctoral Fellow
University of British Columbia, Assistant Professor of Gender and Sexuality Research
University of California, Los Angeles, Postdoctoral Fellow
University of Illinois at Urbana-Champaign, Assistant Professor
University of Maryland, Assistant Professor of Technology, Learning and Leadership
University of Massachusetts Amherst, Assistant Professor
MA GRADUATES

The MA (non-STEP) program at the GSE allows students to earn degrees from a variety of established tracks in the field of education, such as Policy, Organization, and Leadership Studies (POLS); International Comparative Education (ICE) / International Education Policy Analysis (IEPA); and Learning, Design and Technology (LDT). Students can also earn joint degrees in education, such as MA/JD, MA/MBA or MA/MPP, or graduate with an individually designed MA degree.

The program breakdown for the 96 MA (non-STEP) students who graduated in 2019 is shown below:

We know the employment placement rate of 98 percent of the MA (non-STEP) graduates. Within four months of graduation, 85 percent of those graduates were employed, had started new organizations or were continuing their education. About 6 percent were starting new organizations and 7 percent were continuing their education (either at Stanford University or at Harvard University).

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1 An additional 6 percent were employed after the four months’ mark and are therefore excluded from this statistic.
MA GRADUATES

Below is the industry breakdown of the 70 MA graduates who were hired or had started new organizations within four months of graduating (including non-education jobs):

Of the graduates who were employed (excluding those starting their own businesses):

- **84 percent** were in full-time, permanent positions.
- **98 percent** had accepted employment in their desired geographic location.
- **84 percent** worked for established organizations, while **16 percent** worked in start-ups.

**MA Salaries**

<table>
<thead>
<tr>
<th></th>
<th>MA graduates (excluding joint degrees)</th>
<th>MA graduates (joint degrees only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median Yearly Full-time Salary</td>
<td>$75,000</td>
<td>$150,000</td>
</tr>
<tr>
<td>Full-time Salary Range</td>
<td>$45,000–$130,000</td>
<td>$45,000–$290,000</td>
</tr>
</tbody>
</table>

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2 Private Sector includes Consulting, Finance, Law and Technology.

3 An unusually high salary was excluded from these statistics as an outlier.
MA Hiring Organizations & Titles

Adobe, Growth Product Marketing Manager
AllyO, UX Researcher
Alpha Public Schools, Data & Analytics Manager
Asana, Director of Customer Operations
Bain & Company, Consultant x3
Beto for America, Policy Associate
Children's Law Center, Stanford Public Interest Law Fellow
Citrine Informatics, Instructional Designer
Collegiate Academies, Development Manager
Cornell University, Postdoctoral Scholar
Crimson Education, CEO and Founder
EdPolicyWorks at University of Virginia, Research Specialist
Education Unlimited, Director of Curriculum and Instruction
EveryDay Labs (formerly InClassToday), District Program Manager
EY-Parthenon, Consultant x2
GIC, Investment Manager
Google through Tech-Pro (contract), Instructional Designer
Google, Product Manager
Google, Program Associate
HighSage Ventures, Managing Director
IDEO, Research Designer
Innovate Public Schools, Senior Manager, Research & Policy
Isaacson Miller, Associate x2
Kidaptive, Learning Designer
Kidtech, K12 STEM Education Market Researcher
Landed, Homebuying Partner Operations Lead
Learning Policy Institute, Research Associate x2
McKinsey & Company, Associate
Microsoft via HARMAN International, Research PM
Minerva Project, Associate, Global Network Development
Ministry of Education, Culture, Sports, Science and Technology, Japan, Deputy Director
New Oriental Online, Product Designer
NewSchools Venture Fund, Associate Partner
OneGoal, Director of Curriculum and Instruction
Osmo, UX Researcher
Palo Alto Unified School District, Program Assistant
Palo Alto Unified School District, Secondary Science Teacher
Peking University Education Foundation, Education Funding Manager
Pillar Learning, LLC, Co-Founder
Policy Analysis for California Education (PACE), Research Analyst
Proyecto Educativo, Consultant
Redeemer Lutheran School, Interim Assistant Principal
Santa Clara High School, High School English Teacher
Springfield Technical Community College, Curriculum Designer and Training Specialist
Stanford Health Care, Clinical Assistant Professor
Stanford School of Medicine, Program Director, Pediatrics Residency Program
Stanford University, Graduate School of Business, Associate Director of Development
Stanford University, Pre-Collegiate Studies, International Programs Coordinator
Stanford University, Associate Direction of Admission
Stanford University, Center on Longevity, Fellow
Stanford University, Rural Education Action Program, Research Assistant
Summit Public Schools, AP US History Teacher Resident
The Commit Partnership, Analytics Associate
Todos Pela Educaacao, Political Strategy Manager
Vinson & Elkins LLP, Associate
West Valley College, Financial Aid Special Projects
World Bank, Consultant
Youth Law Center, Legal Fellow
STEP GRADUATES

The Stanford Teacher Education Program (STEP) is a nationally renowned, full-time, 12-month program preparing future teachers at the elementary and secondary levels. It leads to an MA in Education and a California Teaching Credential. Graduates of STEP Elementary earn a California preliminary multiple subject teaching credential while those in STEP Secondary earn a California preliminary single subject teaching credential in English, Mathematics, History/Social Sciences, Science, or World Languages.

This year, the STEP program graduated 87 students (22 Elementary/65 Secondary).

We know the employment rate of 100 percent of those graduates. Of those:
- 97 percent were employed within four months of graduation.
- 99 percent of those employed were working in the field of education.
- 98 percent of those employed worked primarily as classroom teachers.
- 82 percent were teaching at public (non-charter) schools.
- 99 percent of respondents were working in full-time roles.
- 61 percent of respondents had received two or more job offers.
- 92 percent indicated they were employed in their desired geographic location.
- 81 percent were working in California.

Median full-time salary was $66,000, with a range of $40,000–$82,000.4

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4 Most teacher salaries are set by districts and not negotiated on an individual basis.
## STEP Hiring Organizations & Titles

<table>
<thead>
<tr>
<th>Organization</th>
<th>City</th>
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<tbody>
<tr>
<td>A.P. Giannini Middle School, San Francisco</td>
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<tr>
<td>Alvarado Elementary School, San Francisco</td>
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<tr>
<td>Amador Valley High School, Pleasanton</td>
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<tr>
<td>Animo Venice Charter High School, Venice</td>
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<tr>
<td>Bessie Carmichael School PreK-8 Filipino Education Center, San Francisco</td>
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<tr>
<td>Burbank High School, Burbank</td>
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<td>Burlingame High School, Burlingame</td>
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<tr>
<td>Center Street Elementary School, El Segundo</td>
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<tr>
<td>Claire Lilienthal School, San Francisco</td>
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<tr>
<td>Coliseum College Prep Academy, Oakland</td>
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<tr>
<td>Columbia Middle School, Sunnyvale</td>
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<tr>
<td>Community Charter School of Cambridge, Cambridge</td>
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<tr>
<td>Corte Madera School, Portola Valley</td>
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<tr>
<td>Crestwood STEAM Academy, Rancho Palos Verdes</td>
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<tr>
<td>Del Mar High School, San Jose x2</td>
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<tr>
<td>Denver Center for International Studies, Denver</td>
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<tr>
<td>Diego Rivera Learning Center, Los Angeles</td>
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<tr>
<td>e3 Civic High School, San Diego</td>
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<tr>
<td>East Los Angeles Renaissance Academy, Los Angeles</td>
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<tr>
<td>East Palo Alto Academy, East Palo Alto</td>
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<tr>
<td>Ednovate–Legacy College Prep, Santa Ana</td>
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<tr>
<td>Egan Junior High School, Los Altos</td>
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<tr>
<td>Ellis Elementary School, Sunnyvale x2</td>
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<tr>
<td>Foster City Elementary, Foster City</td>
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<tr>
<td>Fremont High School, Sunnyvale</td>
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<td>Galindo Elementary School, Austin</td>
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<tr>
<td>Gateway High School, San Francisco</td>
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<tr>
<td>Gateway Middle School, San Francisco x2</td>
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<tr>
<td>GES, Sunnyvale</td>
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<tr>
<td>Hamilton Elementary School, Stockton</td>
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<tr>
<td>Henry M. Jackson High School, Mill Creek</td>
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<td>Herbert Hoover Middle School, San Francisco</td>
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<td>Hillsdale High School, San Mateo</td>
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<td>Jackson Dual Language Magnet Academy, Altadena</td>
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<tr>
<td>John O’Connell High School, San Francisco x2</td>
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<tr>
<td>Jones College Preparatory High School, Chicago</td>
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<tr>
<td>Lakewood Elementary School, Sunnyvale</td>
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<td>Laurel School, Atherton</td>
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<td>Lincoln Elementary, Redondo Beach</td>
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<td>Making Waves Academy, Richmond</td>
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<td>Matignon High School, Cambridge</td>
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<td>Menlo-Atherton High School, Atherton x6</td>
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<tr>
<td>Mountain View High School, Mountain View</td>
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<td>Oak Knoll Elementary School, Menlo Park</td>
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<td>Palm Desert High School, Palm Desert</td>
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<td>Palms Middle School, Los Angeles</td>
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<td>PS7 Middle School, Sacramento</td>
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<tr>
<td>Raoul Wallenberg High School, San Francisco</td>
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<td>Rogers Park Middle School, Danbury</td>
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<td>Rooftop Elementary School, San Francisco x2</td>
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<tr>
<td>Roosevelt Elementary School, San Leandro</td>
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<tr>
<td>San Francisco Intl. High School, San Francisco x2</td>
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<tr>
<td>San Leandro High School, San Leandro</td>
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<td>Sand Creek International School, Colorado Springs</td>
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<td>Sequoia Capital, Beijing, China</td>
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<td>Sequoia High School, Redwood City</td>
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<td>South San Francisco High School, South San Francisco</td>
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<td>Steck Elementary School, Denver</td>
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<td>Sunnyvale Middle School, Sunnyvale</td>
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<td>Sunset Valley Elementary School, Austin</td>
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<td>Universal Academy Charter School, Minneapolis</td>
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<td>Will Rogers Learning Community, Santa Monica</td>
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<td>William Hopkins Junior High School, Fremont</td>
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<tr>
<td>Withrow University High School, Cincinnati</td>
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<tr>
<td>Woodside High School, Woodside x4</td>
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</table>
Minor and Honors programs at the GSE allow undergraduate Stanford students to develop an understanding of the core issues facing educators and policymakers, meanwhile making connections to their major programs of study and providing rigorous groundwork for future graduate studies in Education. The Minor program is structured to provide a substantial introduction to education through a broad-based and focused study of educational research, theory and practice. The Honors program allows undergraduates to undertake a supervised research thesis in an area of study related to education, pursuing a wide range of projects with intellectual tools from a variety of academic disciplines in the social sciences and humanities.

This year, **19 students** fulfilled the requirements for one of the two GSE undergraduate programs (10 Minor/9 Honors).

We know the employment rate of **89 percent of those graduates**. Of those:
- **24 percent** were not seeking employment, all of whom were continuing their studies.
- **92 percent** of those seeking jobs found employment within 4 months of graduation.
- **58 percent** of those employed were working in the field of education.
- **70 percent** of respondents received two or more job offers.
- **89 percent** of respondents were working in full-time roles.
- **73 percent** were working for established organizations and **27 percent** in start-ups.
- **60 percent** indicated they were employed in their desired geographic location.
- **25 percent** were working in California.

Median full-time salary was $50,000, with a range of $30,000–$130,000.
Undergraduate Hiring Organizations & Titles

Amazon Web Services, Software Engineer
Brennan Center for Justice, Research and Program Associate
Cleveland Kraut, Digital Marketing Manager
Duolingo, Software Engineer
IBM, Business Transformation Consultant
ISF Academy, Teaching Intern
LifeMoves, Educational Programming Coordinator
MDRC, Technical Research Assistant
Northwestern University, Graduate Program Assistant
Primary School, Preschool Teacher
Swivl, Customer Success Associate
The Levinson Group, Communications Associate
In 2019, 91 percent of employed respondents from the PhD, MA, STEP and undergraduate programs accepted a position in their desired geographic location. Overall, the 2019 graduates secured positions in 10 countries and 18 U.S. states, and the District of Columbia (highlighted below):
EMPLOYMENT LOCATIONS

The Class of 2019 graduates were employed at organizations based in the following locations:

International
Brazil
Canada
China
France
Japan
Mexico
Netherlands
Singapore
Switzerland

U.S. West
Altadena, CA
Atherton, CA
Berkeley, CA
Burbank, CA
Burlingame, CA
Chico, CA
Colorado Springs, CO
Denver, CO
East Los Angeles, CA
East Palo Alto, CA
El Segundo, CA
Fremont, CA
Hayward, CA
Los Altos, CA
Los Angeles, CA
Menlo Park, CA
Milpitas, CA
Mountain View, CA
Oakland, CA
Palo Alto, CA
Pleasanton, CA
Portland, OR
Portola Valley, CA
Redmond, WA
Redondo Beach, CA
Redwood City, CA
Rohnert Park, CA
Sacramento CA
San Diego, CA
San Francisco CA
San Jose CA
San Leandro, CA
San Luis Obispo, CA
San Mateo, CA
San Pedro, CA
Santa Clara, CA
Santa Monica, CA
Saratoga, CA
Seattle, WA
South San Francisco, CA
Stanford, CA
Stockton, CA
Sunnyvale, CA
Woodside, CA

U.S. Northeast
Danbury, CT
Washington, DC
Amherst, MA
Boston, MA
Cambridge, MA
Springfield, MA
College Park, MD
Ithaca, NY
New York City, NY
Pittsburgh, PA

U.S. Midwest
Champaign, IL
Chicago, IL
Evanston IL
Minneapolis, MN
Cincinnati, OH
Cleveland, OH

U.S. South
Atlanta, GA
New Orleans, LA
Raleigh, NC
Chapel Hill, NC
Austin, TX
Dallas, TX
El Paso, TX
Houston, TX
Charlottesville, VA
METHODOLOGY

This report is based on data collected internally. Stanford EdCareers designed and tested a comprehensive job placement survey consisting of items addressing program affiliation, internship participation, employment status and employment characteristics. The survey was administered to the Class of 2019 graduates electronically via an outside platform (Qualtrics). MA and PhD graduates received highly similar surveys. Because of the unique nature of the STEP program, STEP graduates were asked to complete a modified yet comparable version of the survey.

Graduates first received the survey upon graduation. Those who indicated that they were “still seeking” a position at that time received follow-up emails in subsequent rounds of outreach, typically one month later and at regular intervals thereafter. Those who didn’t take the survey in the first round of outreach were sent weekly reminders until the surveys closed. PhD graduates can receive their degrees during any of the four quarters; as such, PhD graduates included in this report earned degrees between September 2018 and August 2019. STEP graduates receive their degrees in June and MA graduates (non-STEP) receive their degrees in June or August, depending on the program. For these reasons, students in each program received the survey (as well as follow-up reminders) at different points in the year, depending on the graduation month. The statistics in this report reflect employment status within four months of graduating unless indicated otherwise.

All surveys were closed in December 2019, at which point the combined overall response rate for all four programs was 92 percent. In addition to the survey responses, a knowledge rate was calculated for an additional 6 percent of graduates who did not respond to either the initial or follow-up surveys. The knowledge rate is based on additional information received via email from faculty or adviser contacts, graduate student liaisons, or public LinkedIn profiles. The combined knowledge and response rate for all four programs is 98 percent.

The employment statistics were calculated based on all valid responses that indicated having accepted a position, starting their own organization or still seeking a position, including data from the knowledge rate. The report also presents information from a subset of respondents — approximately 6 percent — who indicated that they were “not seeking employment” at the time of the survey; these respondents either continued their education or chose alternative paths for personal reasons.

In the first section of the report, the breakdown of alumni self-reported as working in organizations or positions “related to education” includes those self-employed or who had started their own businesses. A few of the roles included on the lists of hiring organizations were acquired after the four-month cut-off mark and were therefore excluded from the key statistics reported elsewhere in the report.