



Stanford | GRADUATE SCHOOL OF
EDUCATION

CLASS of 2019 ANNUAL REPORT



TABLE OF CONTENTS

INTRODUCTORY LETTER _____	3
CLASS OF 2019 PROFILE _____	4
CLASS OF 2019 DEGREES _____	5
BEYOND NUMBERS _____	6
BEYOND NUMBERS _____	7
PhD GRADUATES _____	8
PhD Hiring Organizations & Titles _____	9
MA GRADUATES _____	10
MA Hiring Organizations & Titles _____	12
STEP GRADUATES _____	13
STEP Hiring Organizations & Titles _____	14
UNDERGRADUATE HONORS & MINORS _____	15
Undergraduate Hiring Organizations & Titles _____	16
EMPLOYMENT LOCATIONS _____	17
METHODOLOGY _____	19

INTRODUCTORY LETTER

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. 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.

Sincerely,

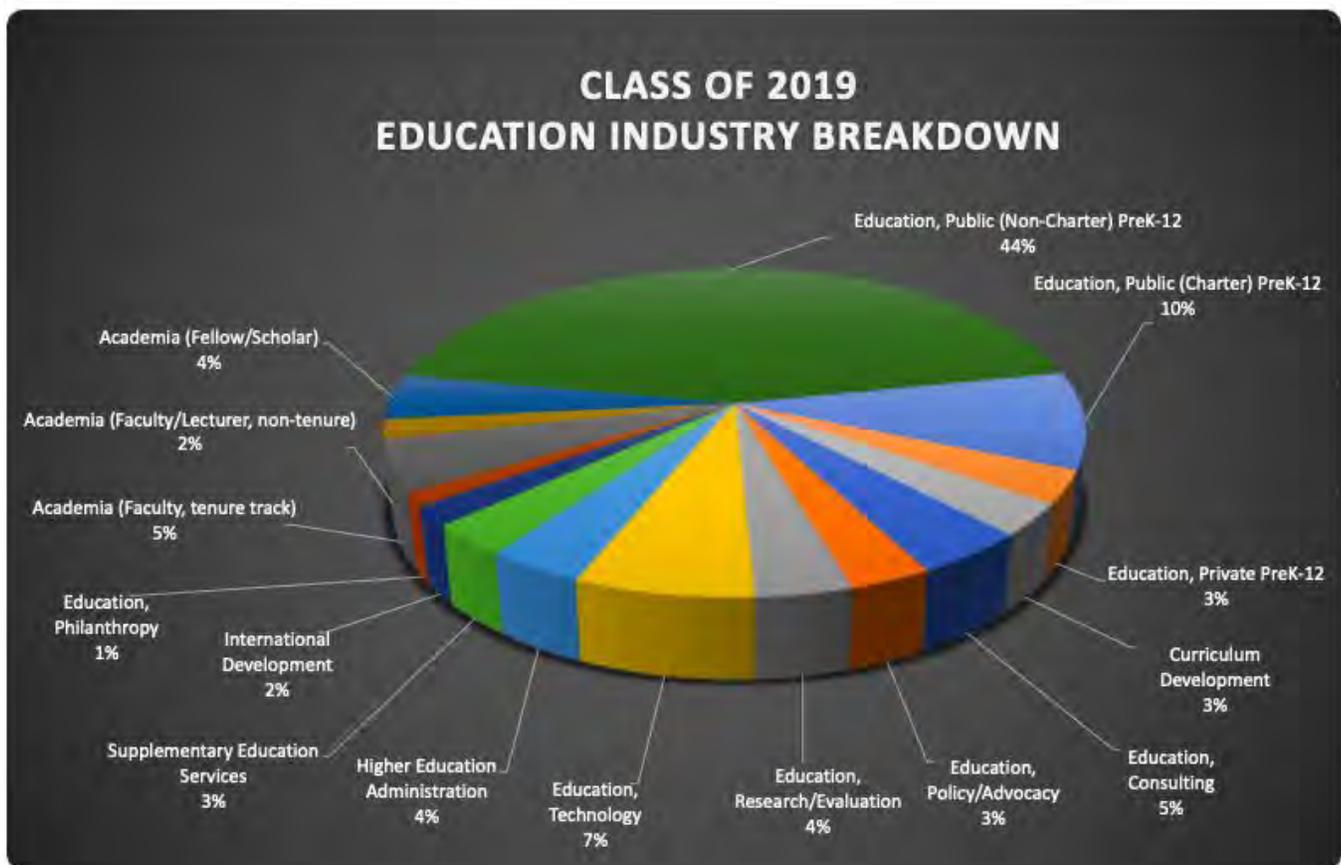
Nereyda Salinas, Executive Director

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.

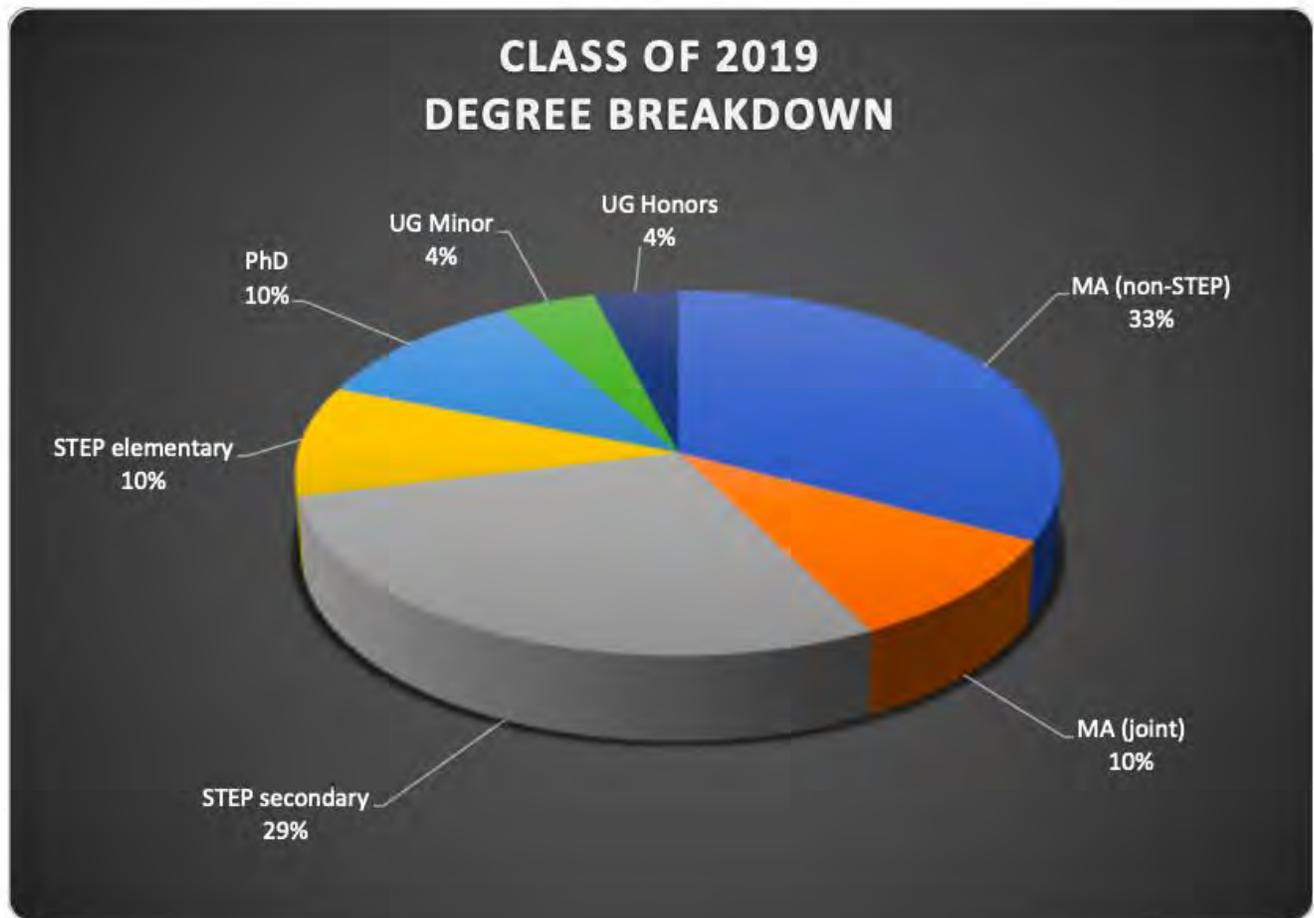
Additionally, **19 undergraduate students** pursued Minor or Honors programs in Education; more statistics about the careers pursued by the undergraduate students can be found on pages 15-18 of this report.

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 \(POLs\)](#)
- 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

“Faculty and EdCareers provided the big picture advice when it came to the job search process while the drive of my peers and nuggets of resources from my classes provided the tangible resources to fuel the pursuit.”

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.”

“Having those memorable teamwork moments [during my time with the GSE] led me to seek out roles and organizations that value and thrive on true collaboration.”

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.”

“The phrase ‘it takes a village’ certainly applies to the job market.”

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

“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.”

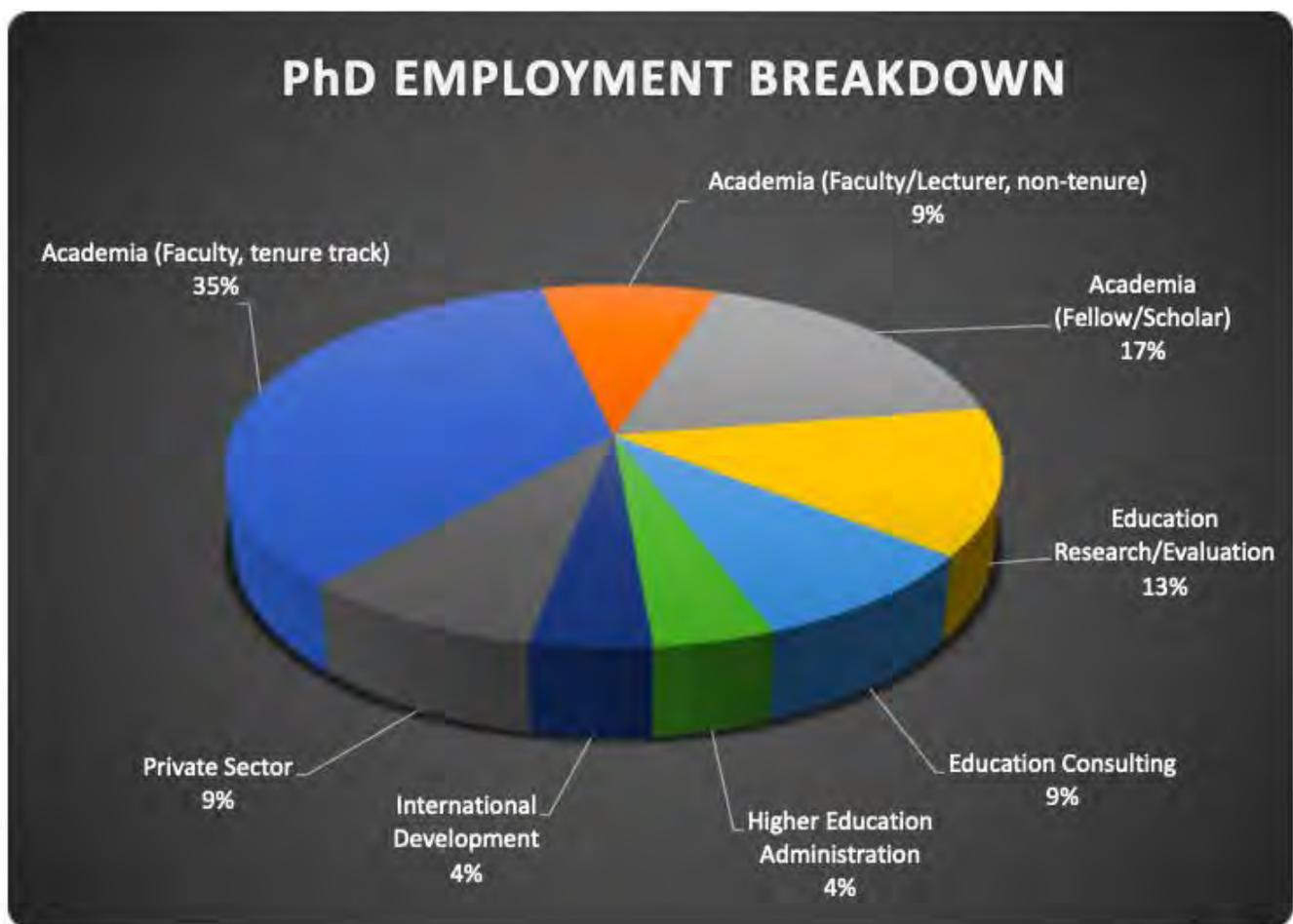
onus on the industry. At Stanford, students learn an incredible amount and I feel it is then a crucial duty to apply those skills, ideas and knowledge in the positions that we have been brilliantly trained for.”

PHD GRADUATES

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 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

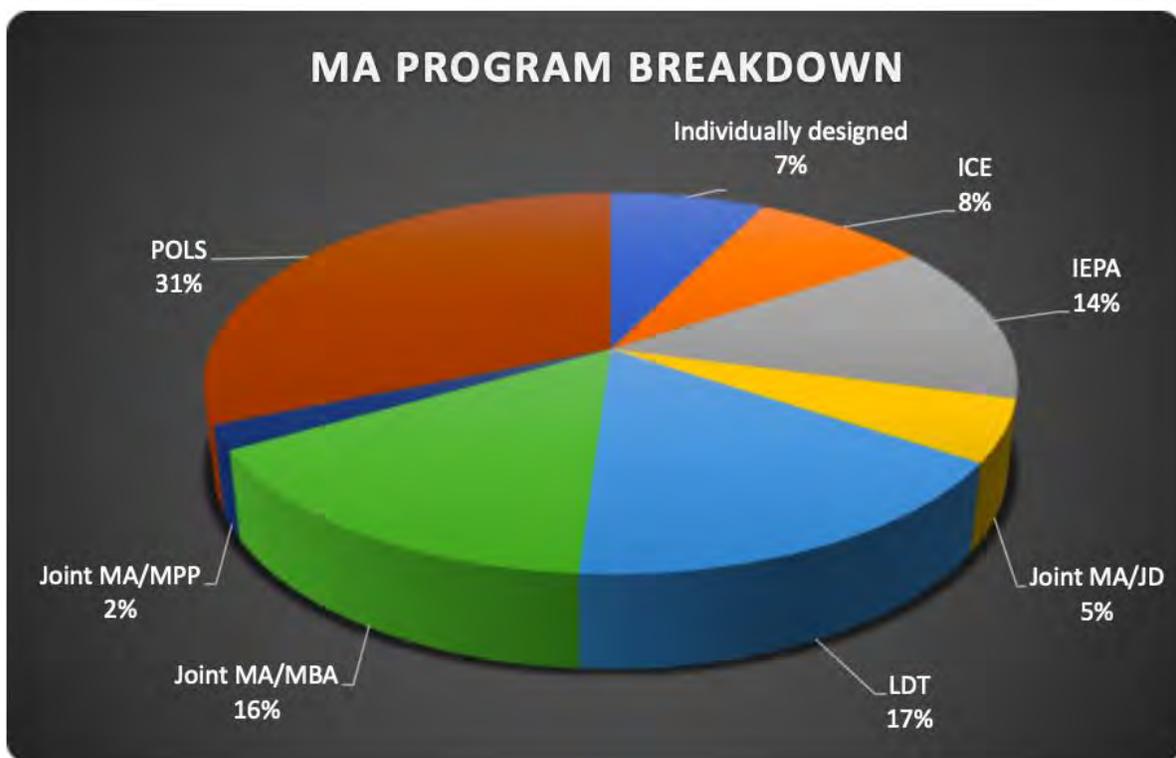
University of Maryland, Assistant Professor of Technology, Learning and Leadership

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:

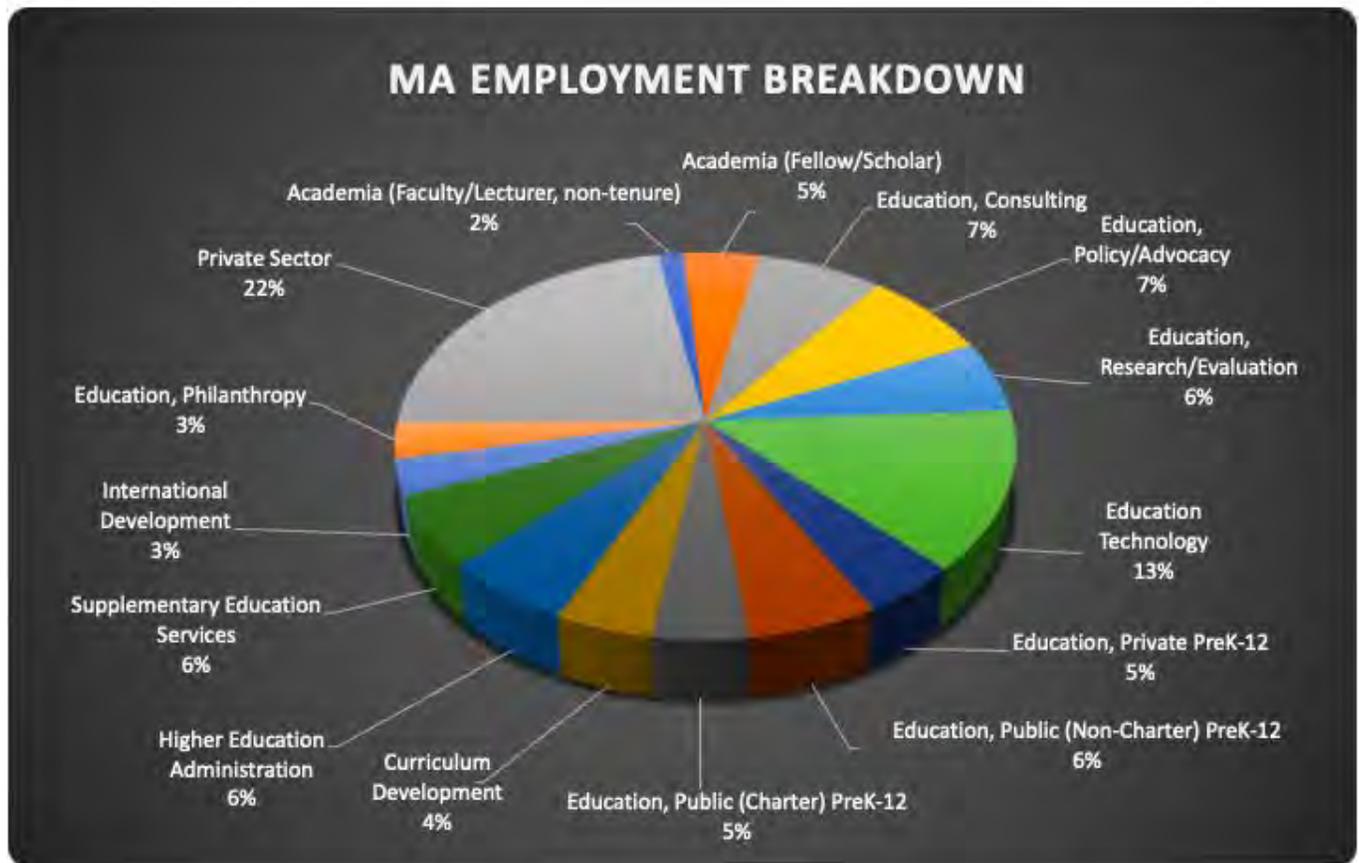


We know the employment placement rate of **98 percent** of the MA (non-STEP) graduates. Within four months of graduation, **85 percent**¹ of those graduates were employed, had started new organizations or were continuing their education. About 6 percent were starting new organizations and 7 percent were continuing their education (either at Stanford University or at Harvard University).

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 jobs²):



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 Salaries³

	MA graduates (excluding joint degrees)	MA graduates (joint degrees only)
Median Yearly Full-time Salary	\$75,000	\$150,000
Full-time Salary Range	\$45,000–\$130,000	\$45,000–\$290,000

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
Kiditech, 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 Educacao, Political Strategy Manager
Vinson & Elkins LLP, Associate
West Valley College, Financial Aid Special Projects
World Bank, Consultant
Youth Law Center, Legal Fellow

STEP GRADUATES

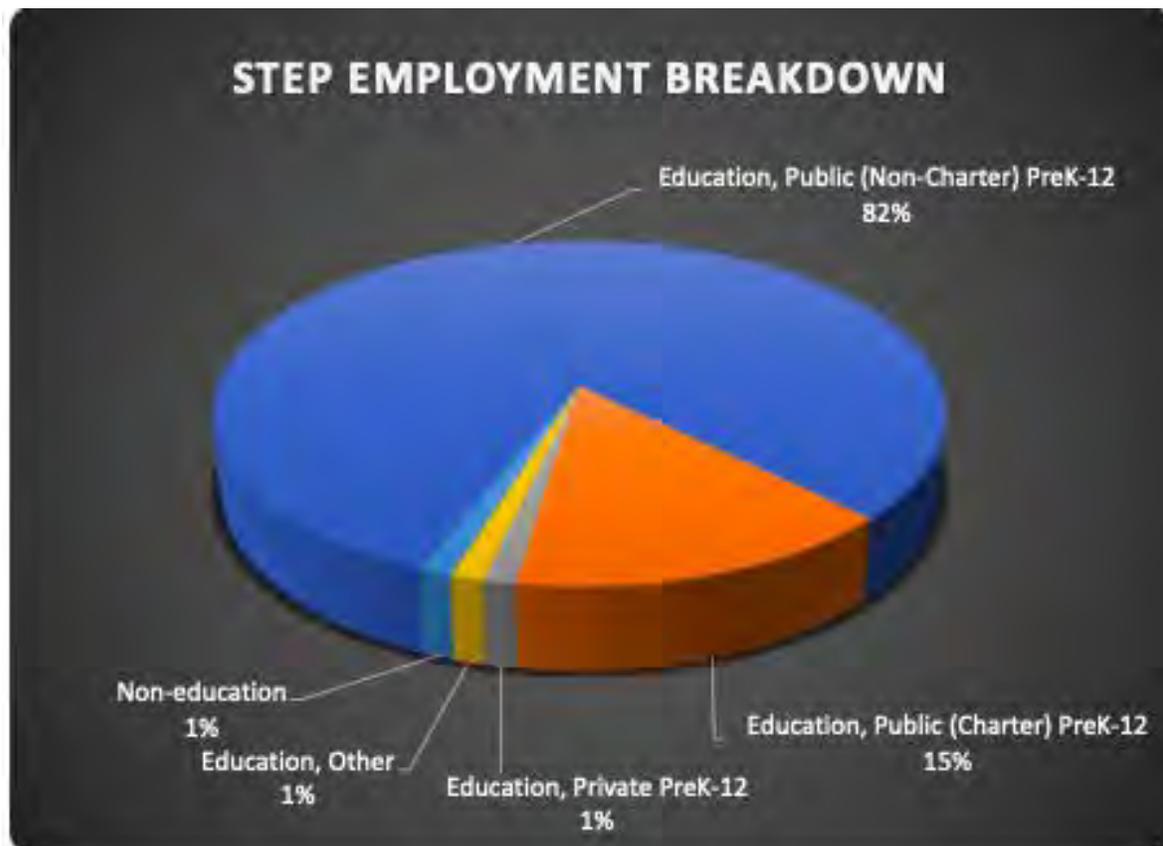
The Stanford Teacher Education Program (STEP) is a nationally renowned, full-time, 12-month program preparing future teachers at the elementary and secondary levels. It leads to an *MA in Education* and a *California Teaching Credential*. Graduates of STEP Elementary earn a California preliminary multiple 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



⁴ Most teacher salaries are set by districts and not negotiated on an individual basis.

STEP Hiring Organizations & Titles

<i>A.P. Giannini Middle School, San Francisco</i>	<i>Hillsdale High School, San Mateo</i>
<i>Alvarado Elementary School, San Francisco</i>	<i>Jackson Dual Language Magnet Academy, Altadena</i>
<i>Amador Valley High School, Pleasanton</i>	<i>John O'Connell High School, San Francisco x2</i>
<i>Animo Venice Charter High School, Venice</i>	<i>Jones College Preparatory High School, Chicago</i>
<i>Bessie Carmichael School PreK-8 Filipino Education Center, San Francisco</i>	<i>Lakewood Elementary School, Sunnyvale</i>
<i>Burbank High School, Burbank</i>	<i>Laurel School, Atherton</i>
<i>Burlingame High School, Burlingame</i>	<i>Lincoln Elementary, Redondo Beach</i>
<i>Center Street Elementary School, El Segundo</i>	<i>Making Waves Academy, Richmond</i>
<i>Claire Lilienthal School, San Francisco</i>	<i>Matignon High School, Cambridge</i>
<i>Coliseum College Prep Academy, Oakland</i>	<i>Menlo-Atherton High School, Atherton x6</i>
<i>Columbia Middle School, Sunnyvale</i>	<i>Mountain View High School, Mountain View</i>
<i>Community Charter School of Cambridge, Cambridge</i>	<i>Oak Knoll Elementary School, Menlo Park</i>
<i>Corte Madera School, Portola Valley</i>	<i>Palm Desert High School, Palm Desert</i>
<i>Crestwood STEAM Academy, Rancho Palos Verdes</i>	<i>Palms Middle School, Los Angeles</i>
<i>Del Mar High School, San Jose x2</i>	<i>PS7 Middle School, Sacramento</i>
<i>Denver Center for International Studies, Denver</i>	<i>Raoul Wallenberg High School, San Francisco</i>
<i>Diego Rivera Learning Center, Los Angeles</i>	<i>Rogers Park Middle School, Danbury</i>
<i>e3 Civic High School, San Diego</i>	<i>Rooftop Elementary School, San Francisco x2</i>
<i>East Los Angeles Renaissance Academy, Los Angeles</i>	<i>Roosevelt Elementary School, San Leandro</i>
<i>East Palo Alto Academy, East Palo Alto</i>	<i>San Francisco Intl. High School, San Francisco x2</i>
<i>Ednovate—Legacy College Prep, Santa Ana</i>	<i>San Leandro High School, San Leandro</i>
<i>Egan Junior High School, Los Altos</i>	<i>Sand Creek International School, Colorado Springs</i>
<i>Ellis Elementary School, Sunnyvale x2</i>	<i>Sequoia Capital, Beijing, China</i>
<i>Foster City Elementary, Foster City</i>	<i>Sequoia High School, Redwood City</i>
<i>Fremont High School, Sunnyvale</i>	<i>South San Francisco High School, South San Francisco</i>
<i>Galindo Elementary School, Austin</i>	<i>Steck Elementary School, Denver</i>
<i>Gateway High School, San Francisco</i>	<i>Sunnyvale Middle School, Sunnyvale</i>
<i>Gateway Middle School, San Francisco x2</i>	<i>Sunset Valley Elementary School, Austin</i>
<i>GES, Sunnyvale</i>	<i>Universal Academy Charter School, Minneapolis</i>
<i>Hamilton Elementary School, Stockton</i>	<i>Will Rogers Learning Community, Santa Monica</i>
<i>Henry M. Jackson High School, Mill Creek</i>	<i>William Hopkins Junior High School, Fremont</i>
<i>Herbert Hoover Middle School, San Francisco</i>	<i>Withrow University High School, Cincinnati</i>
	<i>Woodside High School, Woodside x4</i>

UNDERGRADUATE HONORS & MINOR

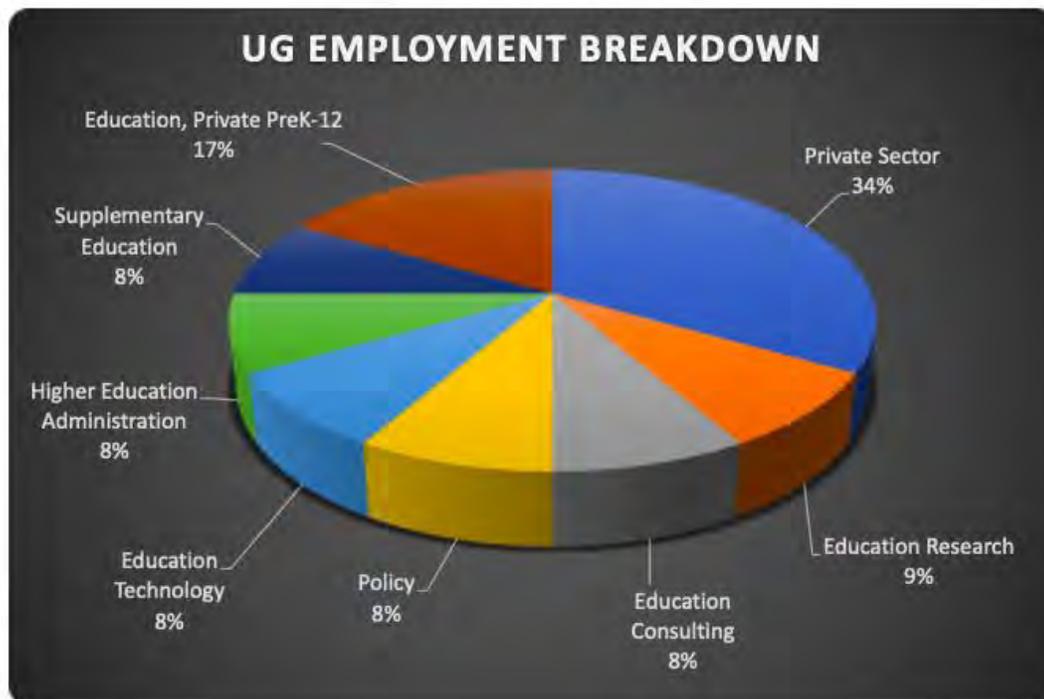
Minor and Honors programs at the GSE allow undergraduate Stanford students to develop an understanding of the core issues facing educators and policymakers, meanwhile making connections to their major programs of study and providing rigorous groundwork for future graduate studies in Education. The Minor 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

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. 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

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

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.