Stanford | GRADUATE SCHOOL OF EDUCATION

CLASS OF 2018 ANNUAL REPORT

Explore the Landscape

Connect with the Players

Know Thyself

Execute Your Game Plan

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INTRODUCTORY LETTER

We are pleased to share our Class of 2018 Annual Report with you. Since the Class of 2011 graduated, we have worked to gather and share the career placement data from each class on an annual basis. We are thrilled to release this year's report in conjunction with the Graduate School of Education's new vision, *Improving lives through learning*. Stanford GSE is helping students, educators, policymakers, parents and institutions make headway in areas that were once out of reach. We are advancing research, strengthening programs and creating new initiatives that catalyze the distinctive scholarship of Stanford. The accomplishments of our graduates are plentiful and the impact they make on the wider education community is truly inspiring.

For the first time, this year's report includes career placement data for GSE undergraduates who completed the requirements for a minor or honors in Education. With the recent launch of Undergraduate Programs (UP@GSE), we felt inspired to share the story of our undergraduates as they embark on their careers with a foundation in educational theory.

The Annual Report continues to serve many purposes and populations. Prospective students benefit from a clear picture of the diverse career trajectories and possibilities available to them as graduates of Stanford GSE. Current students use this information to find organizations that offer internships and to broaden their thinking about different education industries and specific roles. Alumni and employers use this report to understand how the education field and its industries are changing. By observing both the different organizations and the roles our graduates pursue, education professionals learn about the newest industries, best schools and most innovative organizations that are often setting market trends and capturing the talent pipeline.

This report would not be possible without our many key EdCareers partners. Our PhD 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 into their own career paths beyond the data. We would also like to thank our partners: Barbara Egbert for editing this report and writing the press release, our collaborators with the GSE Communication office for promoting this report and creating dynamic visuals, and our campus career partners in BEAM (Bridging Education, Ambition & Meaningful Work) and VPGE (Office of the Vice Provost for Graduate Education) for providing such rich resources and career development opportunities to our students.

As always, we are very impressed with the breadth of career paths our 2018 graduates pursued, in both represented industries and geographic areas. We hope you enjoy this report. If you ever find yourself looking for talent in the education space for early career or more experienced positions, we welcome you to share your opportunities with our students and alumni at http://edcareers.stanford.edu.
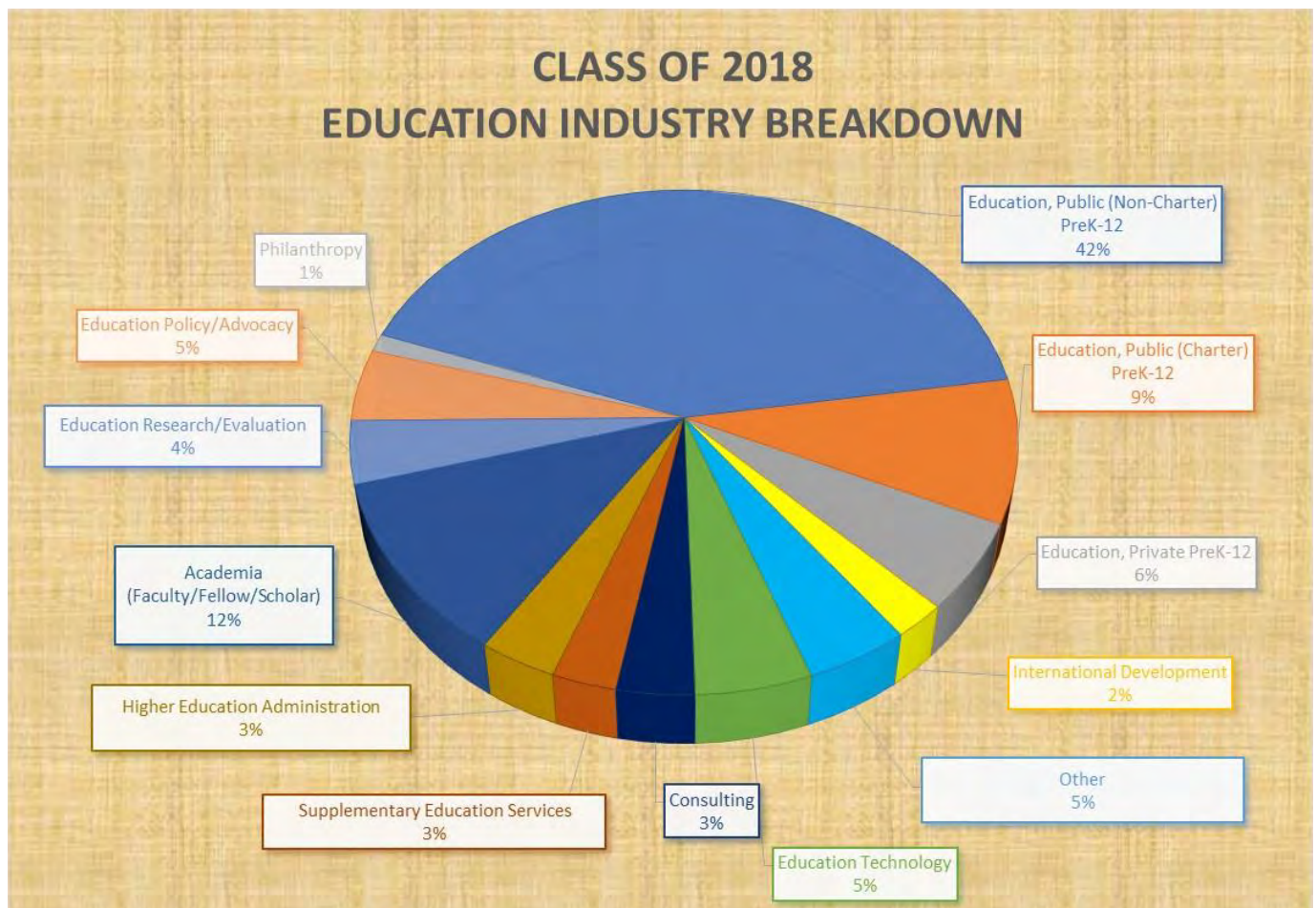
Sincerely,
Nereyda Salinas, Executive Director
Jennifer Mason, Associate Director

CLASS OF 2018 PROFILE

The Class of 2018 was comprised of **210 graduate students** earning PhD and master's degrees in a variety of programs. We know the employment status of **98 percent** of all those graduates. They completed a variety of degrees (see next page for breakdown) which led to new career opportunities at 169 organizations around the world. Additionally, **33 undergraduate students** pursued either Minors or Honors in Education but are not reflected in the chart below (more on the undergraduate students on pages 17 and 18).

The breakdown of the **82 percent** of alumni who self-reported working in organizations or positions *related to education* can be found below:

CLASS OF 2018
EDUCATION INDUSTRY BREAKDOWN

- Education, Public (Non-Charter) PreK-12 42%
- Education, Public (Charter) PreK-12 9%
- Education, Private PreK-12 6%
- International Development 2%
- Other 5%
- Education Technology 5%
- Consulting 3%
- Supplementary Education Services 3%
- Higher Education Administration 3%
- Academia (Faculty/Fellow/Scholar) 12%
- Education Research/Evaluation 4%
- Education Policy/Advocacy 5%
- Philanthropy 1%

CLASS OF 2018 DEGREES

The graph below depicts the program breakdown for all Class of 2018 graduates from Stanford GSE. It includes all 28 PhD and 182 master's graduates, as well as 33 undergraduates who completed a Minor and/or Honors in Education:
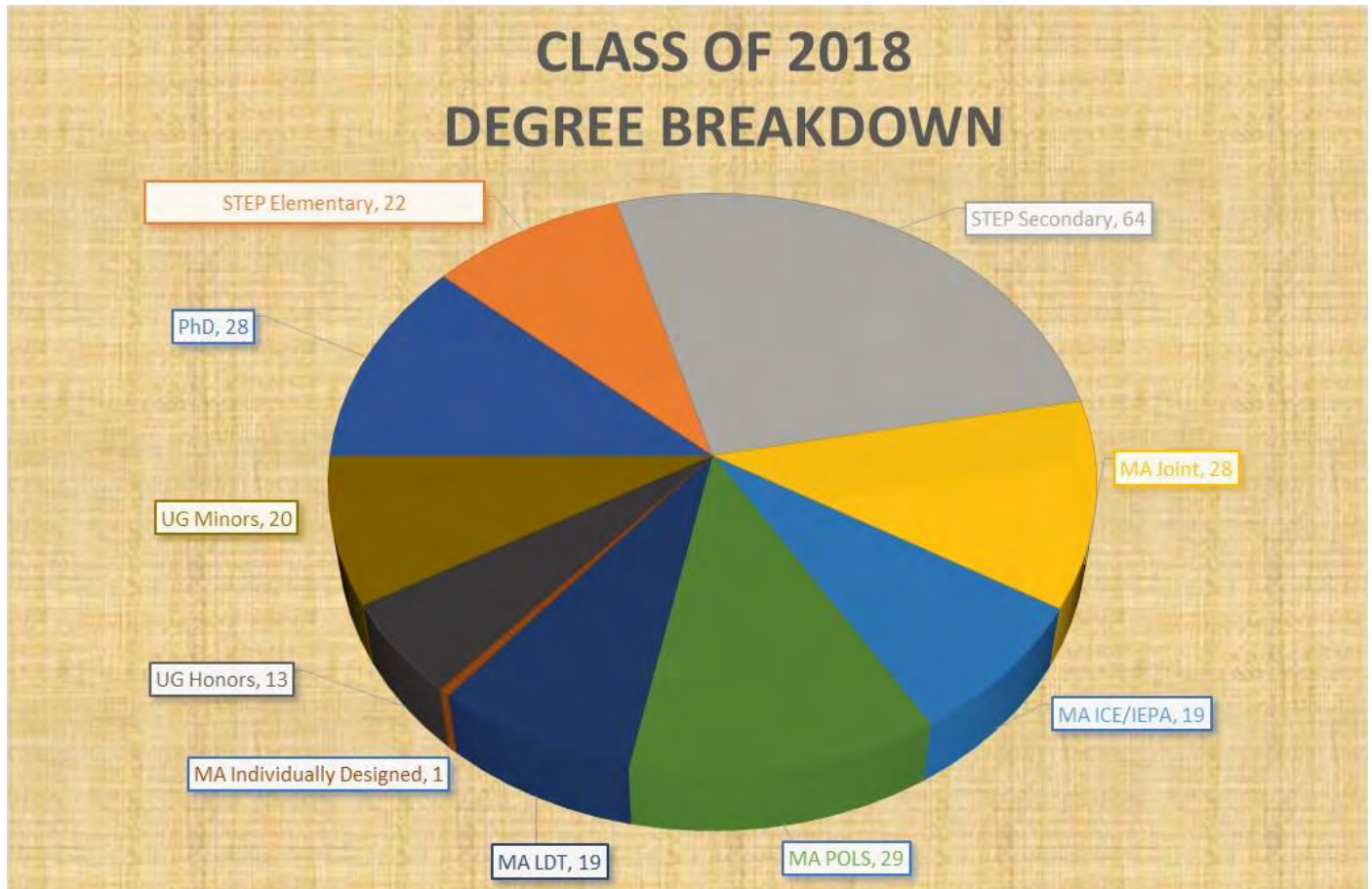
Programs represented:

- PhD in Education
- MA: Stanford Teacher Education Program (STEP)
- MA: International Comparative Education (ICE) and 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 in Education
- Undergraduate: Honors in Education

BEYOND NUMBERS

The Class of 2018 report shows that **86 percent** of GSE PhD and MA graduates received and accepted job offers **within four months of graduation** (see next sections for exact placement rates for each program) and are currently employed throughout the United States and around the world. The following testimonials provide additional insights into how several GSE graduates from the Class of 2018 navigated the job search process and found the right place to actualize GSE's shared vision of *Improving lives through learning*.

Preparing for Success

There are many ways to be successful when it comes to job-hunting. As our graduates point out, knowing what to expect and taking steps to prepare for that process is key. PhD graduate **Rebekah LeMahieu**, who currently works as a *Researcher* with Education Now in Portland, OR, shared her approach: "[In] my second year, I started

> *"By the time it came to start my job search, I had a pretty good idea of the types of jobs I did and did not want to apply for"*

taking advantage of the career explorations opportunities offered around campus, such as programming offered through VPGE, Stanford EdCareers and BEAM. By the time it came to start my job search, I had a pretty good idea of the type of jobs I did and did not want to apply for." **Nina Slote**, an LDT MA graduate, who currently works as a *Learner Experience Designer* with Pathstream in San Francisco, CA, used a similar strategy during her year at Stanford. She said: "I started informational interviewing in winter quarter. That timeline worked out well because I had plenty of people to connect with once I was looking for jobs more seriously during summer quarter."

The Importance of Exploration

Another key to helping our graduates succeed is the realization of how important it is to have a niche and a clear vision for what they want to achieve, not being afraid to experiment, and working tirelessly until they have found the right fit. "I knew I wanted to be in the formal education space, whether that was working within a district or for a student-facing ed tech product. After exploring various positions and internships while at Stanford, I decided to look into learning design and instructional design, as well as customer success positions at ed tech companies," **Nina Slote** said. Reflecting on what weighed most heavily in her decision to join Pathstream, she added: "I was also drawn to the idea of joining a fast-growing team - we've doubled in size in the months I've been here and there are lots of opportunities to try on different hats and to grow professionally."

> *"I was drawn to the idea of joining a fast-growing team (…) there are lots of opportunities to try on different hats and to grow professionally"*

BEYOND NUMBERS

Leveraging Resources and Networks

When it comes to applying for jobs or preparing for interviews, there is a wealth of on-campus resources available to students. Some of our most successful graduates quickly learned about the importance of asking for guidance and were able to leverage a wide range of resources and connections they made while at Stanford. When asked about this, **Nina Slote** responded: "Faculty members at the GSE, GSB and d.school were all extremely helpful in chatting with me about my career aspirations and connecting me with people for informational interviews. I found out about the company I now work for … through a professor I had at the GSB. Our founder … is a GSB alum and my manager is a GSE POLS alum." In addition to making the most of on-campus resources, several of our graduates emphasized the role of their prior networks for facilitating the professional opportunities that came their way. For example, **Joao Paulo Cossi Fernandes**, an ICE MA graduate, returned to his home country of Brazil to found an educational organizational called *D3e* "which tries to increase the use of evidence for public leaders to develop and implement education policies." Beyond his entrepreneurial experience with D3e, Joao will also be taking up a role as *Education Specialist with the Inter-American Development Bank (IDB)* in Brasilia, Brazil. For both roles, he emphasized the importance of maintaining good relations with former colleagues as well as making new connections in the process of getting his degree at Stanford. In fact, one such person he met at Stanford became the co-founder of his company back in Brazil.

From Strong Academic Foundations to Communities of Practice

"I feel enormously lucky to have a sense of the latest research in education and to get to use that to inform my decisions as a teacher"

Our graduates excel at bridging the academic knowledge gained while at the GSE with the communities of practices where the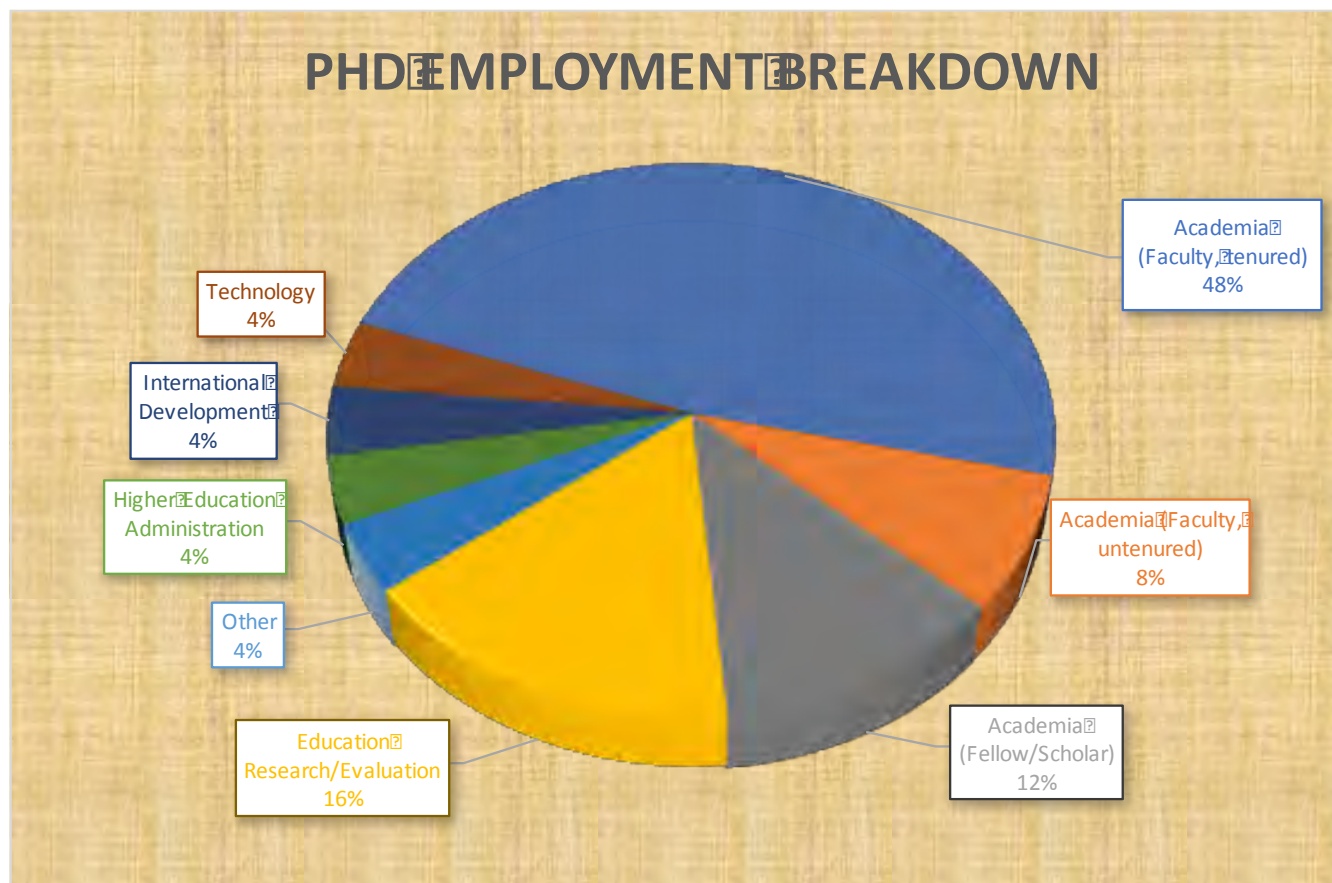y work post-graduation. Reflecting back on those foundations, **Rebekah LeMahieu** shared the following: "I think the most important factor was the strong and comprehensive research methodology training I received at Stanford. I was able to jump onto research teams right away in my new position and my skill set makes me very versatile." Upon graduation, many graduates go on to influence the lives of many more students through their teaching in public or charter schools around the country. One such person is STEP graduate **Emery Donovan,** who currently works as a *First Grade Teacher* at *New School* (SFUSD) in San Francisco, CA. Among the skills she gets to use in her daily work with first-graders, she is most grateful for the exposure to new theories of teaching and learning during her time in STEP: "I feel enormously lucky to have a sense of the latest research in education and to get to use that to inform my decisions as a teacher. This shows up in how I create student groups … to how I plan and design my lessons."

PHD GRADUATES

We know the employment placement rate of **96 percent** of the 28 PhD graduates who completed their degrees in 2018. Of those:

- **100 percent** were employed, continuing their studies, starting a new business or not seeking employment.
- **95 percent** of those employed were working in full-time roles.
- **95 percent** were working in positions directly or indirectly related to education.
- **84 percent** indicated they were employed in academia or research.
- **81 percent** indicated they were employed in their desired geographic location.

Median full-time salary was $80,000, with a range of $60,000-$125,000.

PHD EMPLOYMENT BREAKDOWN

Academia (Faculty, tenured) 48%

Technology 4%

International Development 4%

Higher Education Administration 4%

Other 4%

Education Research/Evaluation 16%

Academia (Faculty, untenured) 8%

Academia (Fellow/Scholar) 12%

PhD Hiring Organizations & Titles

Drexel University, Assistant Professor

Education Northwest, Researcher

Education Policy and Data Center, Research Associate

Facebook, UX Researcher

Northwestern University, Assistant Professor

Pennsylvania State University, Assistant Professor of Education (x2)

Pennsylvania State University, Assistant Professor of Learning, Design and Technology

Rowan University, Assistant Professor of English Education

San Jose State University, Assistant Professor

Save the Children, Senior Education and Child Development Specialist

Skyrocket Learning Design and Development, Founder

St. John's University, Assistant Professor

Stanford University, Associate Director, Vice Provost for Graduate Education

Stanford University, Graduate School of Education, Postdoctoral Fellow

Stanford University, Program in Writing and Rhetoric, Lecturer/Fellow

Teachers College-New York, Postdoctoral Fellow

The Future Project, VP Research & Evaluation

University of Dayton (Ohio), Assistant Professor in Philosophy of Education

University of Hawai'i at Manoa, Assistant Professor of Multilingual and Multicultural Education

University of Missouri, Assistant Professor

University of Nebraska-Lincoln, Assistant Professor

MA GRADUATES

Out of the 96 MA students (non-STEP) who graduated in 2018, we know the employment placement rate of **97 percent** of graduates. MA graduates earned degrees from many different programs in education. The breakdown of graduates by program is shown below:


MA PROGRAM BREAKDOWN
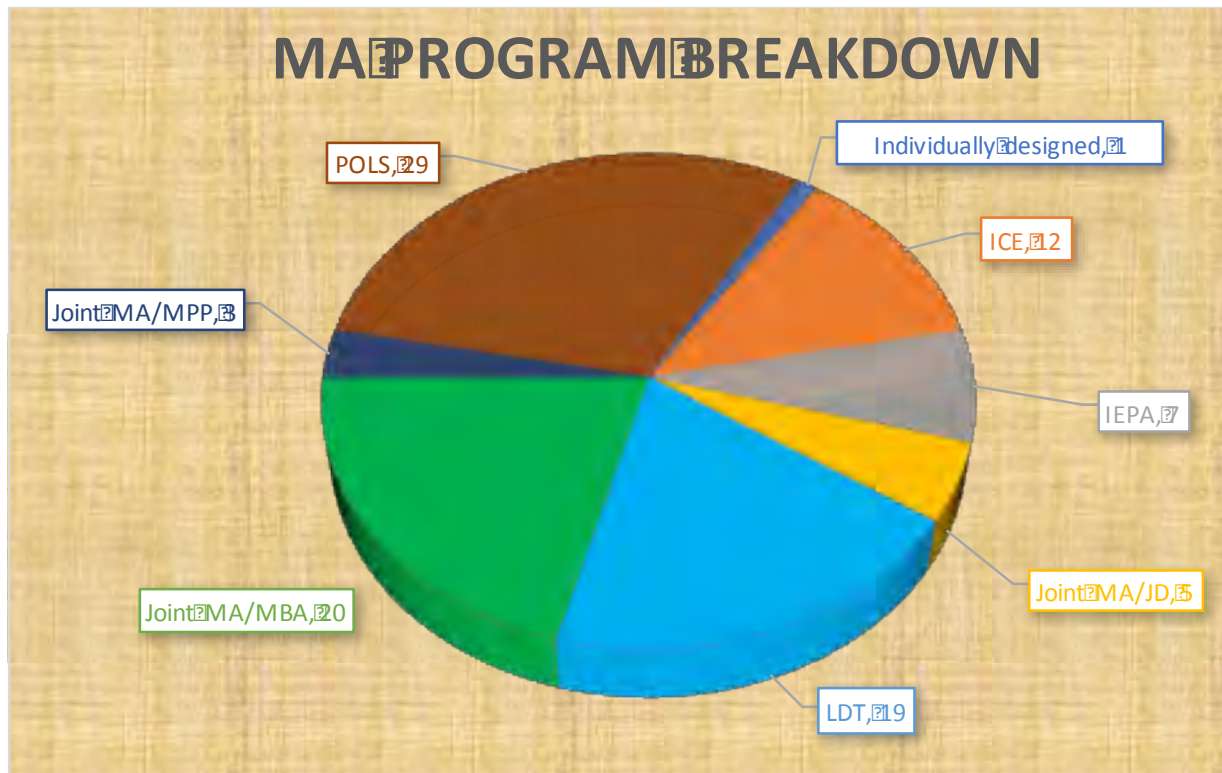
- Joint Degree: MA in Education and Master of Business Administration (MA/MBA)
- Joint Degree: MA in Education and Master of Public Policy (MA/ MPP)
- Joint Degree: MA in Education and Juris Doctor Law Degree (MA/JD)
- Policy, Organization and Leadership Studies (POLS)
- Learning, Design and Technology (LDT)
- International Education Policy Analysis (IEPA)
- International Comparative Education (ICE)
- Individually designed MA

Within four months of graduation, **90 percent** of all MA graduates were employed, had started new organizations, were pursuing further education or were not seeking employment. Of those not working in established organizations, eight had started their own organizations, six were not seeking employment, three were continuing their education and one pursued the Fulbright Scholar Program.

MA GRADUATES

Below is the industry breakdown of the **70 MA graduates** who were hired within four months of graduating (including non-education jobs and excluding those starting their own businesses):

MA EMPLOYMENT BREAKDOWN
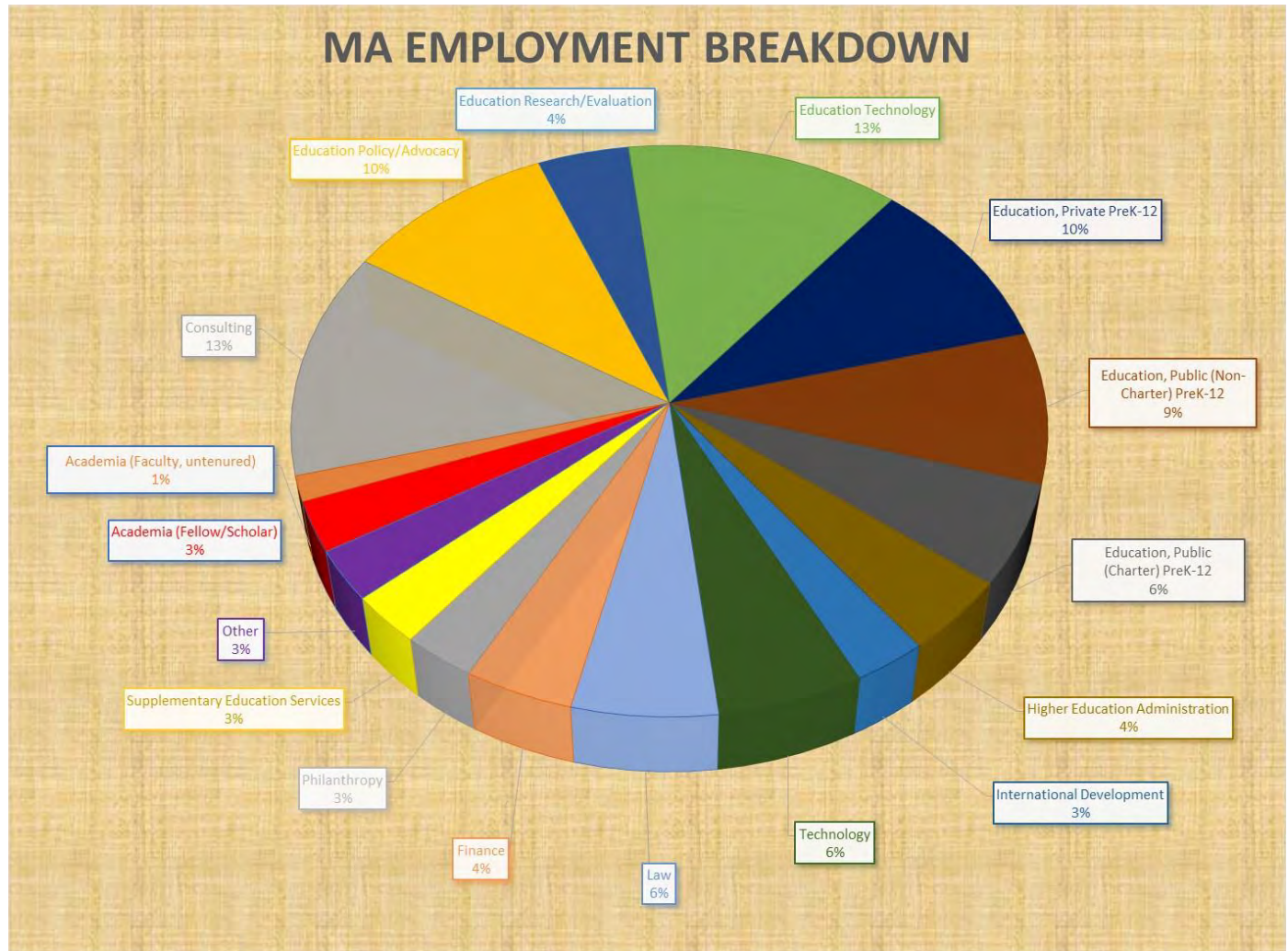
Of those graduates:

- **90 percent** were in full-time, permanent positions.
- **98 percent** indicated they had accepted a position in their desired geographic location.
- **74 percent** were working for established organizations and **26 percent** in start-ups.

MA Salaries*

	MA graduates (excluding Joint Degrees)	Joint Degree graduates
Median Yearly Full-time Salary	$65,000	$135,000
Full-time Salary Range	$27,000-$175,000	$60,000-$190,000

* One unusually high salary was omitted from the calculations as an outlier.

MA Hiring Organizations & Titles

Amazon, Sr. Category Merchant Manager
7EDU, Marketing Manager
African Leadership Academy, Program Lead
Bain & Company, Consultant
Bain & Company, Management Consultant
Better Mortgage, Sr. Associate, Learning and Development
Blair Academy, Associate Dean of Students
Boston Consulting Group, Consultant
Boston Public Schools, Data Analyst
Central Square Foundation, Senior Program Manager
Chile Ministry of Education, Project Manager
City College of San Francisco, Assistant Director
Crystal Springs Uplands School, Associate Director of Admission and Financial Aid
D3e, Founder
East Bay Center for the Performing Arts, Director of School Partnerships
Empirical Education, Research Manager
Entangled Solutions, Case Team Leader
Entangled Solutions, Consultant
ETU School Inc., Global Strategy & Partnership Manager
EverFi, Schools Manager
Feastfox, Founder
Google, UX Researcher
Great Jones, Growth Operations Lead
Hogan Lovells, Washington D.C., Associate
Hoover Institution, Summer Research Associate
Impact Academy of Arts and Tech, Teacher/Instructional Leadership Team
Impact Public Schools, First Grade Teacher
Journeys School, Middle and High School Faculty
Kapor Center, Program Lead
KIPP Bay Area Schools, Growth Manager
Krea University, Project Manager
Kunduz, Founder
Learn Capital/Learn Start, Senior Fellow
Learning Policy Institute, Policy and Research Intern
Lemann Foundation, Project Manager

MA Hiring Organizations & Titles *(cont'd)*

McKinsey & Company, Senior Associate
McKinsey & Company, Associate
Mosaic, Education Training Consultant
Moveworks.ai, User Researcher
New York City Department of Education, Research and Evaluation Associate
Oak Park and River Forest High School, Design Consultant
Oath, Accessibility Specialist
Packer Collegiate Institute, Lower School Teacher
Parent Genie, Founder
Pathstream, Learning Experience Designer
Paul Weiss, Associate
Plug and Play, Venture Associate
Rainier Preparatory School, Sixth Grade Science Teacher
Reach Capital, Associate
San Diego County Office of Education, Legal Analyst
Sequoia High School, High School Math Teacher
Silicon Valley Community Foundation, Donor Services Associate
Simpson Thacher, First Year Associate
Singapore Ministry of Education, Staff Officer
Skadden, Arps, Associate
Slate Advisers, Leadership Coaching Content Manager and Designer
SMART, Program Manager, School Enrollment
Stanford University, School of Medicine, Instructional Designer/Developer
Squirrel AI, Analyst
SRG, Executive Director
Stanford University, Hasso Plattner Institute of Design (d.school), Lecturer
Stanford University, Graduate School of Business, Social Innovation Fellow
TAL Education Group, Product Manager
TAL Education Group, Product Researcher
Teach For America, Recruitment Manager
Texas Education Agency, Manager, System of Great Schools Initiative
The Citizens Foundation, Principal Quality Index (PQI) Evaluator
TLTL, Program Manager
UC Davis Office of Development, Senior Development Analyst
Upstream USA, Strategy & Operations Fellow
Urban Leaders Fellowship, Fellow
Yahoo, Inc., Software Engineer

MA Internship Organizations

Since 2013, Stanford EdCareers has managed a centralized internship program for GSE students. Internships provide an opportunity for our students to learn about organizations in their areas of interest. During the 2017-18 academic year, **63 percent** of MA graduates (non-STEP) indicated that they completed at least one internship. Below is a sample list of hosting organizations:

Acumen
Aera Technology
Autodesk, Inc.
BetterKids Education
Breakthrough Collaborative Silicon Valley
Brightwheel
Center for Innovation and Technology (Bixel Exchange) - Los Angeles Area Chamber of Commerce
Common Sense Media
Crimson Foundation
Design Your Life Lab
Digital Promise
Education.com
Everyday School
Front Row Education
Imagineerz Learning
K12 Lab (at the Stanford d.school)
Kapor Center for Social Impact
Kunduz
Learning Policy Institute
Lifeliqe
LightUp
Liulishou, Inc. (LingoChamp)
Minerva Schools at KGI
Mission Graduates
NewSchools Venture Fund
Newsela
Policy Analysis for California Education (PACE)
Replika
Rocketship Public Schools
Rural Education Action Program
San Francisco Unified School District: Office of Research, Planning & Assessments
Santa Clara County Office of Education
Springboard Collaborative
Stanford Life Design Lab
Stanford Technology Ventures Program
Stanford University Graduate School of Education - Academic Services Office
Stanford University Haas Center for Public Service
Stanford University Online High School
Stanford University Residential Education
Stanford University Student Activities and Leadership
Stanford: Lemann Center for Entrepreneurship and Educational Innovation in Brazil
Summit Public Schools
TeachFX
Transformative Learning Technologies Lab
Tunelark
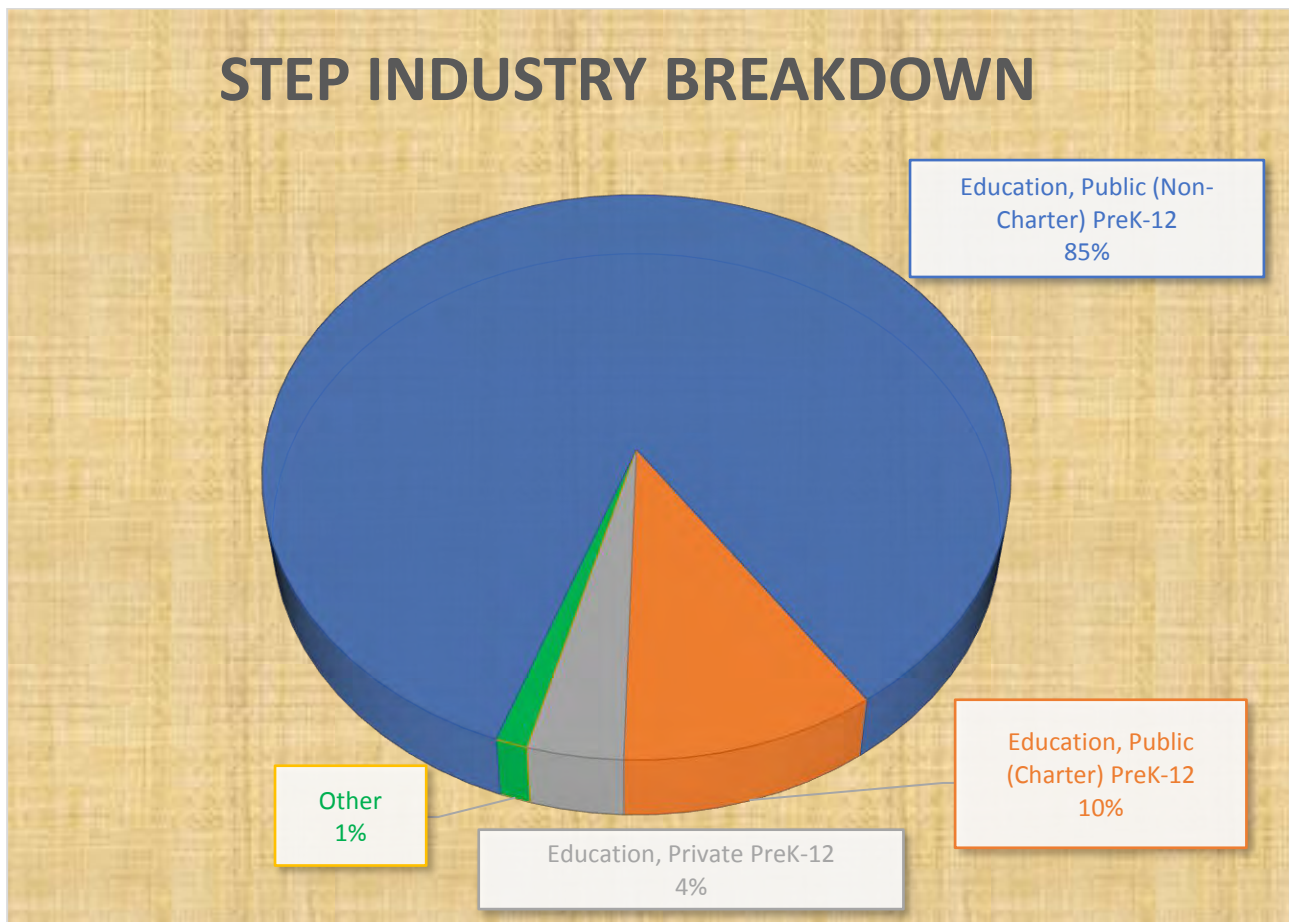Turnitin
Ubongo
Valor Collegiate Academy

STEP GRADUATES

The Stanford Teacher Education Program (STEP) is a nationally renowned, year-long program that prepares future teachers at the elementary and secondary levels.

This year, the STEP program graduated **86 students** (22 Elementary/64 Secondary). We know the employment rate of **100 percent** of those graduates. Of those:

- **98 percent** were employed and **2 percent** were not seeking employment.
- **100 percent** of those employed received an offer within four months of graduating.
- **52 percent** of those employed had received two or more job offers.
- **100 percent** of those employed were working in full-time roles.
- **100 percent** of respondents were working in the field of education.
- **99 percent** of respondents worked primarily as classroom teachers.
- **85 percent** were teaching at public (non-charter) schools.
- **92 percent** indicated they were employed in their desired geographic location.
- **91 percent** were working in California.

Median full-time salary was $63,000, with a range of $45,000-$85,000.*

STEP INDUSTRY BREAKDOWN

Education, Public (Non-Charter) PreK-12
85%

Education, Public (Charter) PreK-12
10%

Education, Private PreK-12
4%

Other
1%

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

STEP Hiring Organizations & Titles

Albemarle High School, Albermarle County PS[1]
Aptos Middle School, San Francisco USD[2]
Berkeley High School, Berkeley USD
Brooktree Elementary, Berryessa Union SD[3]
Bryant Elementary, San Francisco USD
Campbell School of Innovation, Campbell USD
Capital City Public Charter School, Washington, D.C.
Carlmont High School, Sequoia Union HSD[4]
Cipriani School, Belmont Redwood Shores SD
City Arts & Tech High School, Envision Education, San Francisco USD
Columbia Middle School, Sunnyvale Elementary SD
Del Mar High School, Campbell Union HSD
Dever Elementary, Boston PS
Dr. Martin Luther King, Jr. Academic Middle School, San Francisco USD
East Palo Alto Academy, Sequoia Union HSD
Independence High School, East Side Union HSD
Ralph Waldo Emerson Elementary, Garvey SD
Fremont High School, Fremont Union HSD
Hillsdale High School, San Mateo Union HSD
James Denman Middle School, San Francisco USD
Jefferson High School, Jefferson Union HSD
Jefferson High School, El Paso Independent SD
Kealing Middle School, Austin Independent SD
Khan Lab School, Mountain View, CA
Huntington Park High School, Los Angeles USD
Lakewood Elementary, Sunnyvale Elementary SD
Laurel School Upper Campus, Menlo Park City SD
Laytonville Elementary, Laytonville USD
Lazear Charter Academy, Oakland, CA
Legacy College Prep, Ednovate, Santa Ana, CA
Leonard Flynn Elementary School, San Francisco USD
Los Altos High School, Mountain View-Los Altos Union HSD
Lynbrook High School, Fremont Union HSD
Mabel Mattos Elementary School, Milpitas USD

McClymonds High School, Oakland USD
Meyerholz Elementary School, Cupertino USD
Mills High School, San Mateo Union HSD
Mountain View High School, Mountain View-Los Altos Union HSD
New School San Francisco, San Francisco USD
Palo Alto High School, Palo Alto USD
Paul Revere PreK-8, San Francisco USD
Phillip & Sala Burton Academic High School, San Francisco USD
Presentation High School, San Jose
Rancho Cotate High School, Cotati-Rohnert Park USD
Raymond J. Fisher Middle School, Los Gatos Union SD
REALM Charter School, Berkeley, CA
Robert Eagle Staff Middle School, Seattle PS
San Francisco International High School, San Francisco USD
San Lorenzo High School, San Lorenzo USD
San Miguel Elementary School, Sunnyvale SD
Santa Catalina School, Monterey, CA
Saratoga High School, Los Gatos-Saratoga Joint Union HSD
Sequoia High School, Sequoia Union HSD
South San Francisco High School, South San Francisco USD
Spangler Elementary School, Milpitas USD
Stevenson Elementary, Mountain View Whisman SD
Sunnyvale Middle School, Sunnyvale Elementary SD
Tamalpais High School, Tamalpais Union HSD
Urban Promise Academy, Oakland USD
Washington High School, Fremont USD
Woodrow Wilson Elementary, San Leandro USD
Woodland Elementary, Fulton County Schools, Atlanta, GA
Woodside High School, Sequoia Union HSD
Wright Middle School, Metropolitan Nashville PS

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1 PS is an abbreviation for Public School
3 SD is an abbreviation for School District

2 USD is an abbreviation for Unified School District
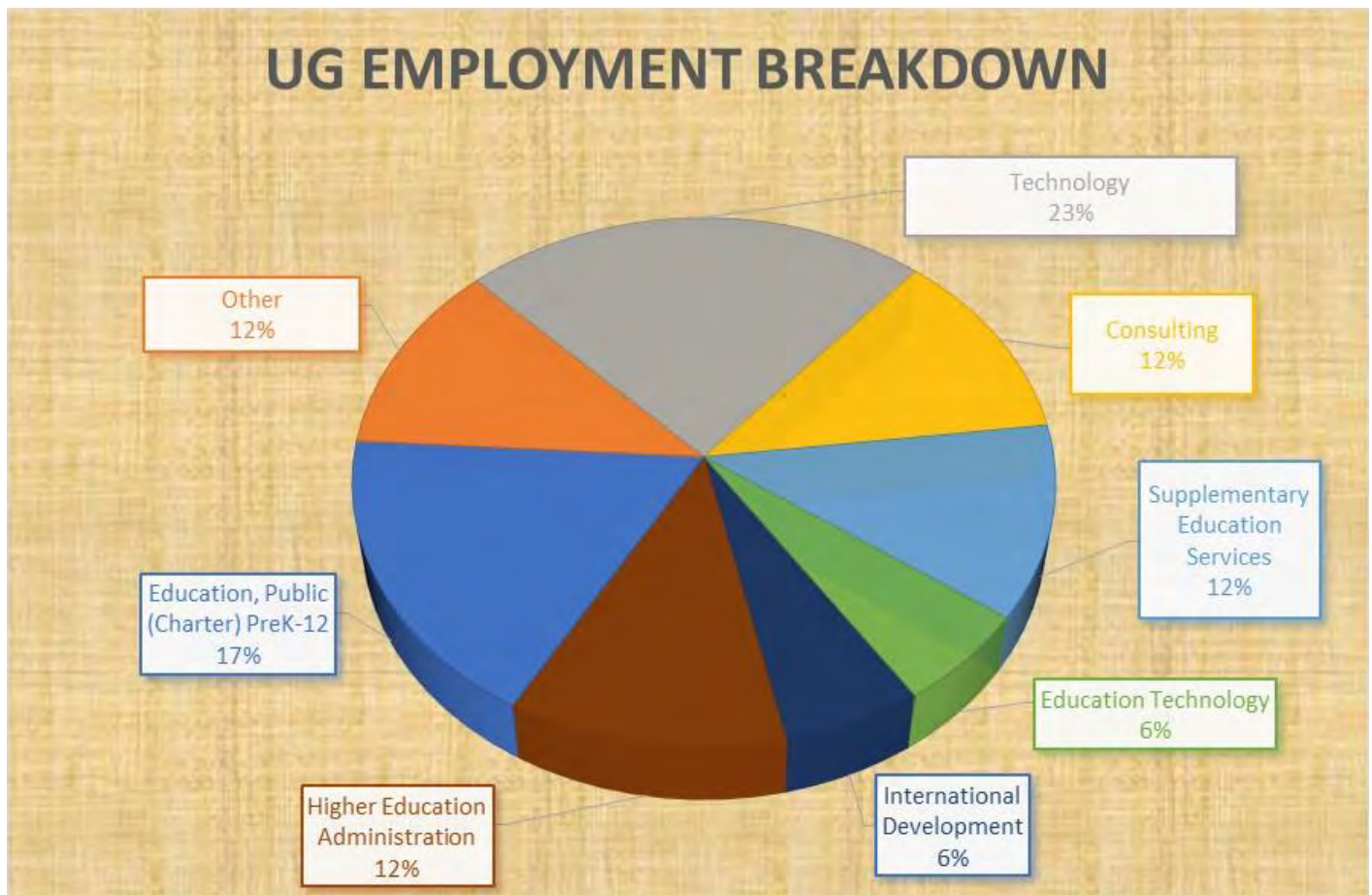4 HSD is an abbreviation for High School District

UNDERGRADUATE HONORS & MINOR

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

This year, **33 students** fulfilled the requirements for one of the two GSE undergraduate programs (19 Minor/ 14 Honors) and we know the employment status of **70 percent**. Of those:

- **22 percent** chose to continue their education.
- **94 percent** of those seeking jobs found employment within four months of graduation.
- **47 percent** of those employed had received two or more job offers.
- **88 percent** of those employed were working in full-time roles.
- **35 percent** of respondents were working in the field of education.
- **94 percent** indicated they were employed in their desired geographic location.

Median full-time salary was $52,250, with a range of $13,200-$170,000.*

UG EMPLOYMENT BREAKDOWN

Technology 23%
Consulting 12%
Supplementary Education Services 12%
Education Technology 6%
International Development 6%
Higher Education Administration 12%
Education, Public (Charter) PreK-12 17%
Other 12%

* One unusually high salary was omitted from the calculations as an outlier.

Undergraduate Hiring Organizations & Titles

Apple, Public Relations Specialist

Asilomar Bio, Project Coordinator - Global Sustainability

Brotherhood Crusade, Intern

City Year San Jose, AmeriCorps Member

Freenome, Software Engineer

Grassroots Ecology, Restoration Specialist

Impact Public Schools, Teacher Fellow

IXL Learning, Software Engineer

McKinsey & Company, Business Analyst

QURE Healthcare, Business Development and Operations Associate

Sophos, Human Resources Information Systems Contractor

Stanford Center on Philanthropy and Civil Society (PACS), Associate Fellow

*Stanford Haas Center for Public Service, Outreach and Engagement Coordinator*

Summit Public Schools, Teacher Resident

Union of British Columbia Indian Chiefs, Policy Projects Researcher

Zeta Charter Schools, Teacher in Residence

EMPLOYMENT LOCATIONS

In 2018, **93 percent** of employed respondents from the PhD, MA, STEP, and undergraduate programs accepted a position in their desired geographic location. Overall, the 2018 graduates secured positions in **13 countries**, **18 U.S. states,** and the District of Columbia (highlighted below).
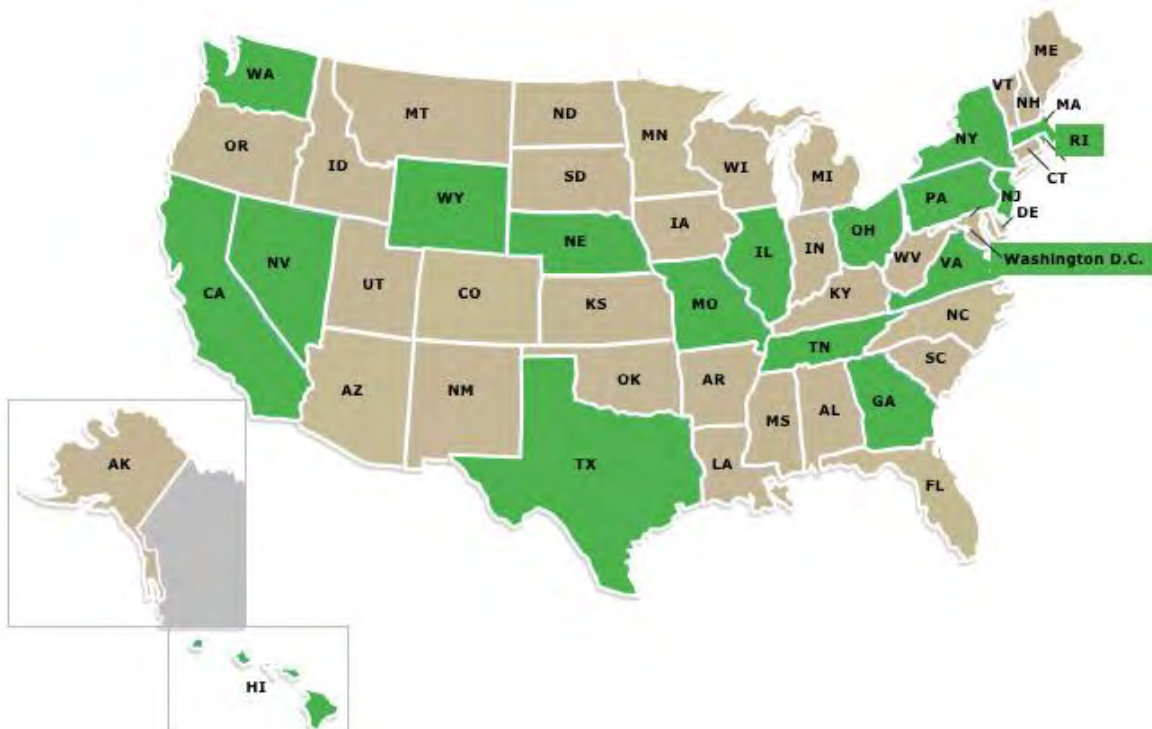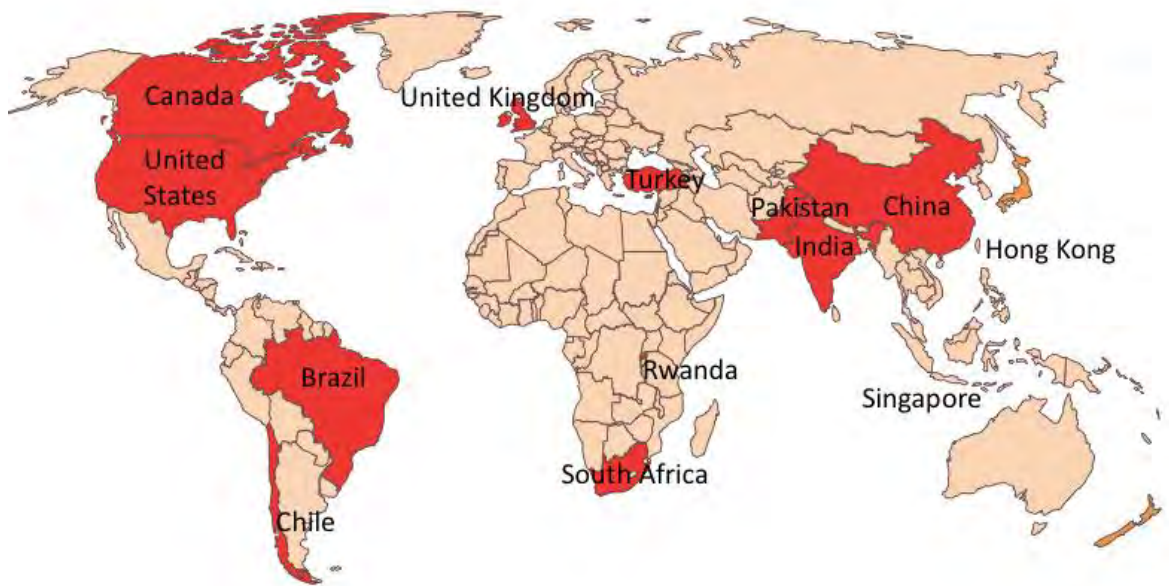
EMPLOYMENT LOCATIONS

The Class of 2018 PhD, MA, STEP, and undergraduate respondents were employed with organizations based in the following locations:

International
Brazil
Canada
Chile
China
Hong Kong
India
Pakistan
Rwanda
Singapore
South Africa
Turkey
United Kingdom

U.S. Northeast
Washington, DC
Boston, MA
Blairstown, NJ
Glassboro, NJ
Buffalo, NY
New York, NY
Queens, NY
Philadelphia, PA
State College, PA
State College, PA
Providence, RI

U.S. Midwest
Chicago, IL
Evanston, IL
Oak Park, IL
Columbia, MO
Lincoln, NE
Dayton, OH
Jackson, WY

U.S. South
Atlanta, GA
Nashville, TN
Austin, TX
El Paso, TX
Houston, TX
Charlottesville, VA

U.S. West
Belmont, CA
Berkeley, CA
Campbell, CA
Cupertino, CA
Daly City, CA
Davis, CA
East Palo Alto, CA
Emeryville, CA
Fremont, CA
Hayward, CA
Hillsborough, CA
Honolulu, HI
Laytonville, CA
Los Altos, CA
Los Angeles, CA
Menlo Park, CA
Millbrae, CA
Milpitas, CA
Mill Valley, CA
Monterey, CA
Mountain View, CA
Oakland, CA
Palo Alto, CA
Redwood City, CA
Reno, NV
Richmond, CA
Rohnert Park, CA
Rosemead, CA
San Diego, CA
San Francisco, CA
San Jose, CA
San Leandro, CA
San Lorenzo, CA
San Mateo, CA
Santa Clara, CA
Saratoga, CA
Seattle, WA
South San Francisco, CA
Stanford, CA
Sunnyvale, CA
Tukwila, WA
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 2018 graduates electronically via an outside platform (Qualtrics). Graduates first received the survey upon graduation. Those who indicated that they were "still seeking" a position in the first round of outreach received follow-up emails in subsequent rounds of outreach, typically one month later.

All survey instruments were closed in December 2018, at which point the combined overall response rate for all graduate programs was 91 percent; the response rate for undergraduates was 70 percent. In addition to the survey responses, a knowledge rate was calculated for graduate students who did not respond to the initial or follow-up surveys. The knowledge rate is based on additional information received via email from faculty or advisor contacts, graduate student liaisons or public LinkedIn profiles. The combined knowledge and response rate for all four graduate programs is 98 percent.

The knowledge rate was computed separately within each program and the total rate was averaged across all programs. In all calculations related to total knowledge rate (except for the undergraduate cohort) the rate exceeds 90 percent. Employment statistics were calculated based on all valid responses that indicated either having accepted a position or still seeking a position. The report also presents information from a subset of respondents – 7 percent – who indicated that they were "not seeking employment." These respondents continued their education, started new businesses, 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 who were self-employed or who started their own businesses. Some of the roles included on the lists of hiring organizations were acquired after the four-month cut-off time and were therefore excluded from our key statistics reported elsewhere in the report.

PhD graduates can receive their degrees during any of the four quarters; PhD graduates included in this report earned degrees between January 2018 and September 2018. STEP graduates receive their degrees in June and MA graduates (non-STEP) receive their degrees in June or August, depending on the program. 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 otherwise indicated.

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.