

The Long Game

“Finding my first job was a little challenging,” notes Ana Baida ’06, PhD, psychology/communication studies graduate and current Executive Director of Career Planning and Development at Kennesaw State University. “But moving up the ladder has been such a natural progression, and I give that credit largely to my liberal arts foundation.”

Baida, promoted four times in quick succession while also earning her doctorate in Organizational Behavior and Leadership at Northeastern University, gives credit to Southwestern for much of her career path. “It helped me to articulate my goals with clarity,” she explains, “and helped me to connect dots that otherwise seemed unconnected.” In addition to her “day job,” Baida stays grounded in her formative training in music, performing with the Atlanta Symphony Orchestra Chorus and Chamber Chorus, among other groups.

“...moving up the ladder has been such a natural progression, and I give that credit largely to my liberal arts foundation.”

— Ana Baida ’06, PhD

English/communication studies grad Ernest Valdez ’06, Learning & Performance Consultant at University Health System in San Antonio, reflects on the value of the long game: “I think when students are ready to graduate, they want to find that perfect first job. However, just like you might have changed your major, you might change jobs. The first job is a launching point, but it doesn’t mean that’s what you have to do for your entire career. I was lucky enough to stay in one job [as a consultant at Accenture] for more than eight years after graduation (which most millennials don’t do), but it was because I enjoyed what I did. I think it’s important to realize you don’t need to find the perfect job, but find a job that will enable you to grow and be happy.”

In 2013 Career Services conducted a first-ever study of SU grads’ “long game” — a 10-year-out survey of the Class of 2003. For decades, Southwestern University Career Services has successfully collected traditional first-destination data through an intensive annual survey process of new graduates within the first year after graduation, resulting in average knowledge rates of 97 to 99 percent for each class. Relationships with alumni, such as Baida and Valdez, and a growing “gap year” trend nationally, however, led us to believe that a one-year time horizon does not adequately tell the career story of liberal arts graduates. We substantiated this anecdotal data for the second class with a survey of the Class of 2006 in 2016.

About the Survey

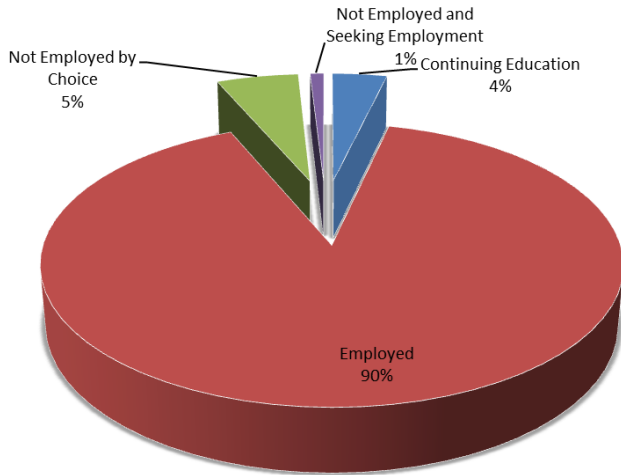
All graduates with email addresses received the survey electronically in May 2016. The survey adapted our first-destination survey questions to make sense for graduates 10 years out and added questions about graduates’ current activities, experiences while in college and reported satisfaction with their Southwestern experience from the vantage point of 10 years after graduation.

Using social media, we researched and reached out where possible to non-respondents or alumni for whom we didn’t have accurate contact information. Of the 282 graduates from August 2005, December 2005 and May 2006 who made up this reporting class, Career Services obtained responses from 109 (38.7 percent of the class). The longer time horizon since graduation and more limited contact with graduates during the survey process necessarily resulted in a lower response rate than on our first-destination surveys, but the outcome still provides us with much-needed insight. The response rate is also nearly 10 percent higher than the 10-year-out survey of 2003 graduates, perhaps reflecting additional lasting relationships between alumni and long-tenured Career Services staff.

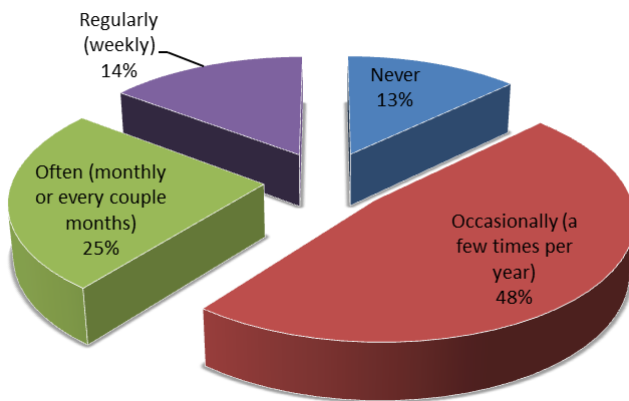
Additional narrative responses to open-ended questions were gathered from four graduates who completed the electronic survey. The resulting responses elaborate on the value of a liberal arts education, based on graduates’ own experience.

Demographics

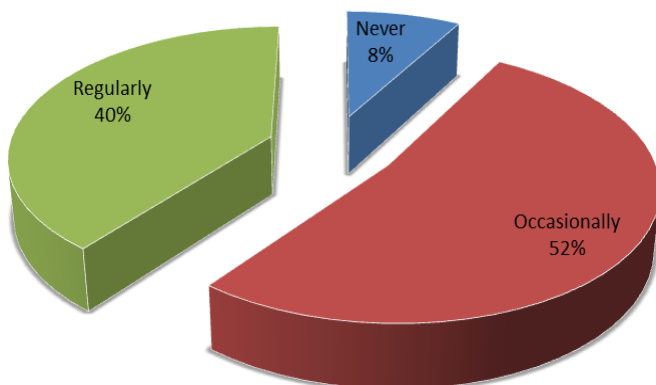
What is their employment status?



How often do they volunteer/take part in civic groups?



How often do they donate financial/material resources?



What is their family status?

- 61% Married/in domestic partnership
- 43% One or more children

Where do they live?

- 65% Texas
- 32% Out of state
- 3% Internationally

How much debt did they have at graduation?

- Average debt was \$13,419
- Debt ranged from \$5,000 to \$150,000
- 39 respondents had no debt

How much did student debt influence their career path?

- 30% Did not have student loan debt
- 29% Not at all
- 20% Slightly
- 20% Significantly

How much did they work in college?

- 81% Worked part-time during the academic year (78% worked fewer than 30 hours per week)
- 88% Worked during breaks (43% worked more than 30 hours per week)

How many internships did they complete in college?

- 39% At least one internship for academic credit
- 45% At least one internship for experience only

Employment

Ninety percent of employed graduates work full-time. Their diverse careers span education, government, healthcare, law, engineering, marketing, accounting, design, spiritual life, music, and more.

Mayo Clinic orthopedic surgery resident Robert Cates '06, MD—a kinesiology grad—attributes his success to his experience as a student (and student-athlete) at Southwestern.

“Southwestern created the foundation for my current career,” he says. “It provided me with the essential skills – time management, communication, and a drive to be better. Coach Bill Raleigh taught me as much about life off the court as on. He was pivotal in my life. Teamwork, endurance, efficiency, and hard work were several invaluable rewards of being a student-athlete and have paid dividends in the pursuit of higher education and my current career.”

“...essential [career] skills — time management, communication and a drive to do better.”

— Robert Cates '06, MD

Select employing organizations and positions of the Class of 2006 in 2016

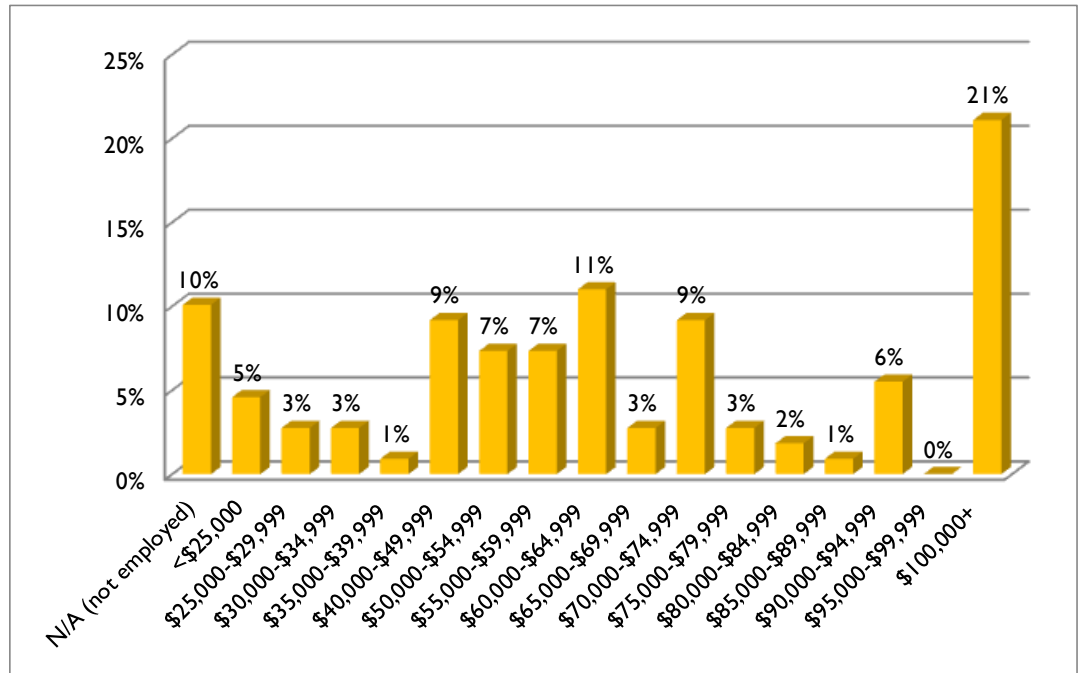
Active Network, Dallas, TX, *Associate Professional Services Consultant*
Ann Richards School Foundation, Austin, TX, *Development Manager*
Arcadis, Los Angeles, CA, *Staff Scientist*
Austin Integral Counseling, Fort Worth, TX, *Counselor*
Blackbaud, Austin, TX, *Senior Consultant - Internet Services*
Burdett Morgan Williamson & Boykin, Amarillo, TX, *Attorney*
Camp Gladiator, Austin, TX, *Expense Specialist*
Carr Riggs and Ingram, Houston, TX, *CPA/Supervisor*
Charles Schwab, Oklahoma City, OK, *Financial Consultant*
Clark County School District, Las Vegas, NV, *Biology Teacher*
Clear Creek ISD, League City, TX, *Math/Reading Elementary Interventionist*
Coeur Mining Inc., Chicago, IL, *Corporate Land Manager*
Colegio Villaeuropa, Móstoles, Madrid, Spain, *Language Assistant*
Connecting-Minds, Ballarat & Melbourne, Australia, *Owner/Director/Relationship Development Intervention Consultant*
Cy-Fair ISD, Cypress, TX, *Assistant Principal*
Dartmouth College, Hanover, NH, *Senior Athletic Trainer*
Dell, Inc., Round Rock, TX, *Treasury Accounting Consultant*
Department of Homeland Security, San Antonio, TX, *US Attorney*
Diakonos Research Ltd., Houston, TX, *Chief Operating Officer (COO)*
Dril-Quip, Inc., Houston, TX, *Financial Reporting Manager*
Edwards Sutarwalla PLLC, Houston/Austin, TX, *Of Counsel*
Employer Direct Healthcare, Dallas, TX, *Director, Client Relations*
Episcopal School of Acadiana, Cade, LA, *Upper School Counselor*
Families USA, Washington, DC, *Health System Transformation Program Director*
Genentech, San Francisco, CA, *Senior Staffing Consultant*
Gulf Interstate Engineering, Houston, TX, *Senior Engineer*
Holy Spirit Episcopal Church, Houston, TX, *Exec. Director of Operations*
Hopkins Law And Associates, PC, Oklahoma City, OK, *Attorney/Owner*
Hupecol Operating, San Antonio, TX, *Controller*
Johnson Matthey, London, England, *Marketing Manager*
Kennesaw State University, Kennesaw, GA, *Executive Director, Career Planning and Development*
Leander ISD, Leander, TX, *Licensed Specialist in School Psychology*
Lorena ISD, Lorena, TX, *High School Teacher*
Manatt, Phelps & Phillips, LLP, New York, NY, *Manager*
Mayo Clinic, Rochester, MN, *Resident, Orthopedic Surgery*
Memorial Hermann Medical Group, Houston, TX, *Pediatrician*
Merck, remote, *Trial Manager*
Midwest AIDS Training and Education Center, Chicago, IL, *Regional Assistant Director*
National Archives, Dallas, TX, *Archivist*
National Instruments, Austin, TX, *Product Marketing Analyst*

National Oilwell Varco, Houston, TX, *Supervisor, Compensation*
New Caney ISD, Porter, Texas, TX, *Educational Diagnostician*
OCI Group, San Antonio, TX, *Partner/Co-Founder*
President Lincoln's Cottage at the Soldiers' Home, Washington, DC, *Associate Director for Development*
Reed Hilderbrand, Boston, MA, *Senior Designer*
Robinius & Harper, LLP, Garland, TX, *Attorney*
Round Rock ISD, Round Rock, TX, *Assistant Principal*
Round Table Companies, Inc., remote, *Executive Editor*
San Antonio Museum of Art, San Antonio, TX, *Communications Manager*
San Diego State University, San Diego, CA, *Assistant Professor*
Schlumberger, Houston, TX, *Technical Sales Representative*
Self-Employed, Irving, TX, *Professional musician*
Self-Employed, Austin, TX, *Google Apps Consultant*
Small Business Administration, Washington, DC, *Special Agent*
Southwestern University, Georgetown, TX, *Asst. Prof. of Computer Science*
Southwestern University, Georgetown, TX, *Chaplain/Director of Spiritual and Religious Life*
St. Alban's Episcopal Church, Austin, TX, *Youth Minister and Connections Coordinator*
Steger Bizzell, Georgetown, TX, *Project Manager*
SUNY Upstate Medical Hospital, Syracuse, NY, *Clinical Training Specialist*
Sutherland Asbill & Brennan LLP, Houston, TX, *Litigation Attorney*
SXSU, Austin, TX, *SXSU Eco Account Executive*
Ten Eyck Landscape Architects, Austin, TX, *Designer*
TerminalSolutions, Austin, TX, *Vice President*
Texas Department of State Health Services, Austin, TX, *Collaboration and Communication Coordinator, Comprehensive Cancer Control Program*
Texas General Land Office, Austin, TX, *Project Manager*
Texas Health & Human Services, Austin, TX, *Training Specialist V*
Texas Tech University, Lubbock, TX, *Assistant Professor*
The Car Wash Companies, Dallas, TX, *Director of Marketing*
The Carruth Center, Houston, TX, *Licensed Professional Counselor and Registered Play Therapist*
Travis County Sheriff's Office, Austin, TX, *Senior 911 Telecom. Specialist*
Union for Reform Judaism 6 Points Sports Academy, Los Angeles, CA, *Associate Camp Director*
University of Texas Libraries, Austin, TX, *Head of Assessment*
Vanderbilt University Medical Center, Nashville, TN, *Research Projects Manager*
Visa, Inc, Austin, TX, *HR Analyst*
Vurb, San Francisco, CA, *Head of Marketing*
Whole Woman's Health, Austin, TX, *Physician*
WP Engine, Austin, TX, *Software QA Engineer*

Employment

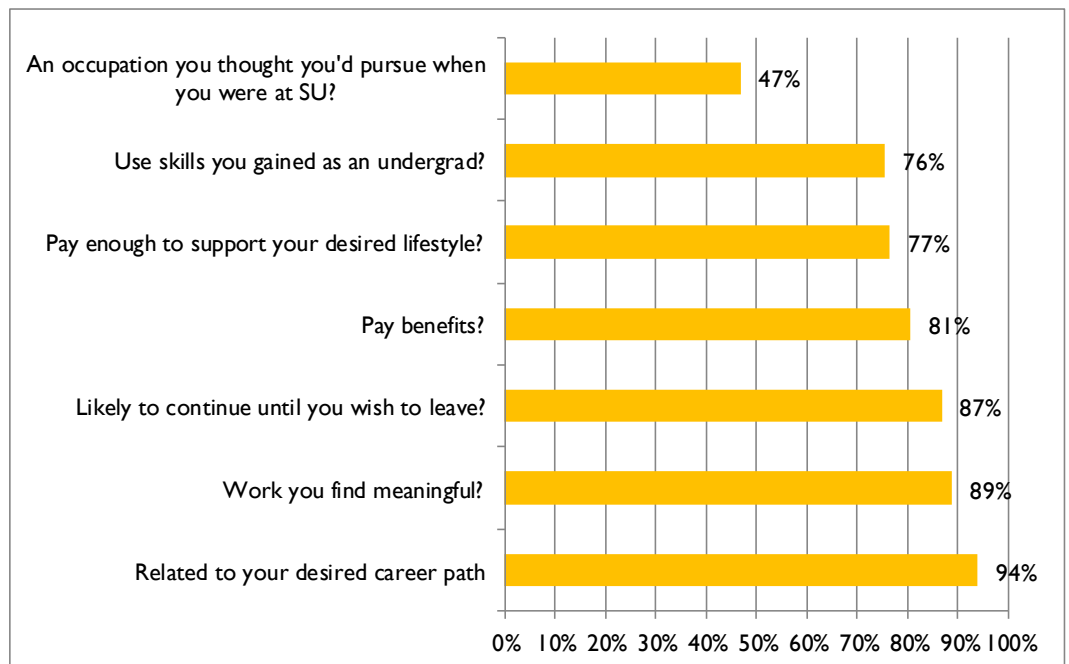
What do they earn?

The majority of starting salaries for new Southwestern graduates employed full-time range between \$30,000 and \$50,000 annually. After 10 years of employment and continuing education, however, salaries rise dramatically. Seventy percent earn more than \$50,000, while the largest percentage of respondents (21 percent) earn more than \$100,000. The mean annual salary of respondents (using the midpoint of ranges) is \$61,147.



Does/is their current role...?

Ten years after graduation nearly all respondents noted that their employment was related to their desired career paths, and three quarters also noted it leveraged skills gained while at Southwestern. More than half, however, work in a field different from what they thought they'd pursue while they were students. A large majority also found their current role to be meaningful.



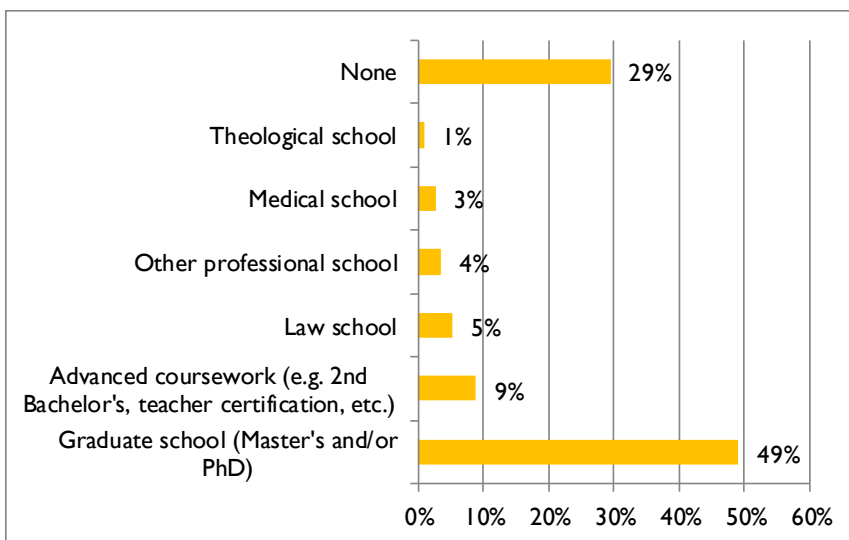
Graduate / Professional School and Advanced Coursework

Immediately after graduation 30 percent of the Class of 2006 continued their education, while 10 years later, nearly 70 percent of respondents to this survey had done so, some earning multiple graduate degrees.

“Writing and analysis are absolutely foundational skills,” asserts Dori Glanz Reyneri '06, political science and French grad and current Senior Manager at Manatt, Phelps & Phillips, LLP, in Washington, DC. She credits Southwestern with developing those skills, among others, which allowed her to be successful in graduate study at the John F. Kennedy School of Government at Harvard University and beyond.

“Writing and analysis are absolutely foundational skills.”

— Dori Glanz Reyneri '06



Select institutions/programs of graduate and professional study of the Class of 2006

American University, *MA in International Peace and Conflict Resolution*
Case Western University, *Master of Non-Profit Operations in Non-Profit Management*

Colorado State University, *MS in Mathematics*
Columbia University, *MPH in Sexuality, Sexual, and Reproductive Health*
Concordia University, *MEd in Curriculum and Instruction/Administration*
DePaul University, *MPH in Community Health Practice*
DePaul University, *MA/PhD in Philosophy*

Harvard University, *Master of Landscape Architecture (MLA)*
Harvard University John F. Kennedy School of Government, *Master of Public Policy (MPP)*

Hebrew Union College, *MA in Jewish Nonprofit Management*
Johns Hopkins University, *MA in Communication*
London School of Hygiene and Tropical Medicine, *PhD in Epidemiology*
Michigan State University, *MS in Athletic Training*
Northeastern University, *MS in Counseling and Applied Educational Psychology/Certificate of Advanced Graduate Study (CAGS) in School Psychology*

Northeastern University, *EdD in Organizational Behavior and Leadership*
Oklahoma City University School of Law, *JD*
Regis University, *MBA*

Rhode Island School of Design, *Master of Industrial Design (MID)*
Royal Holloway, University of London, *MA in Holocaust Studies*
Sam Houston State University, *MS in Forensic Science*
San Diego State University, *MA in Women's Studies*
Seton Hall University, *MA in Human Resources Training and Development*
Southern Methodist University, *MS in Counseling*
Southern Methodist University, *MA in History*
Southern Methodist University Dedman School of Law, *JD*
Southern New Hampshire University, *MS in Information Technology*

St. Edward's University, *MA in Counseling*
St. Edward's University, *MS in Human Resources*
St. Mary's University, *MBA in Global Entrepreneurship*
St. Mary's University School of Law, *JD*
Suffolk University Law School, *JD*
Texas A&M University, *MS in Education Administration*
Texas A&M University Corpus Christi, *MS in Special Education/Educational Diagnostician Certification*

Texas Christian University, *Master of Accounting (MAC)*
Texas Christian University, *PhD in Science Education*
Texas State University, *MFA in Fiction*
Texas State University, *MEd in Educational Technology*
Texas Tech University, *MBA*
Texas Tech University Health Science Center, *MD*
Texas Tech University School of Law, *JD*
Texas Wesleyan University, *MS in Marriage and Family Therapy*
Tufts University, *MS in Food Policy and Applied Nutrition*
Universidad de Rey Juan Carlos I, *Master's in Bilingual Education*
University of Alabama at Birmingham, *PhD in Microbiology and Immunology*
University of California, Santa Barbara, *PhD in Sociology*
University of Dallas, *MA and MFA in Ceramics*
University of Edinburgh, *MSc in Architectural Conservation*
University of Georgia, *MS in Ecology*
University of Houston Law Center, *JD*
University of Maryland, College Park, *MBA*
University of North Texas, *MEd in Counseling*
University of North Texas Health Science Center Texas College of Osteopathic Medicine, *DO*
University of Notre Dame, *PhD in Ecology*
University of Oklahoma, *MBA*
University of Pennsylvania, *MA in City Planning*
University of Texas at Austin, *MPA/PhD in Social and Economic Policy*
University of Phoenix, *MBA in Health Care Administration*
University of Southern California, *MA in Public Administration*
University of St. Thomas, *MEd in Educational Leadership*
University of Texas at Austin, *MA in Latin American Studies*
University of Texas at Austin, *MSE in Nuclear Engineering*
University of Texas at Austin, *MA in Foreign Language Education*
University of Texas at Austin, *MA in Sociology*
University of Texas at Austin, *PhD in Computer Science*
University of Texas at Austin, *MS in Social Work*
University of Texas at Austin, *MSN in Public Health Nursing*
University of Texas at Austin, *MS in Information Studies*
University of Tulsa, *Master of Energy Business*
University of Virginia, *MA in Architectural History*
Walden University, *MPH in Community Health*

Evaluation

In addition to learning exactly what our graduates are doing, we also asked them to report on their satisfaction and expectations regarding Southwestern, their careers and their career preparation.

Career Expectations and Satisfaction

“How well does your current outcome meet your expectations of what you thought you would be doing after you graduated?”

- 47 % Meets my expectations
- 17 % Close to meeting my expectations
- 36 % Does not match but I am happy
- 0 % Does not match and I am unhappy
- 0% No response

“How satisfied are you with your career journey (i.e. the sum total of your post-SU career and educational experiences) to date?”

- 47 % Very happy
- 48 % Satisfied
- 5 % Slightly unsatisfied
- 1 % Completely unsatisfied
- 0% No response

Satisfaction with Southwestern

“Based on your SU experience, how satisfied are you with your preparation for your current job/graduate school program?”

- 46 % Very happy
- 46 % Satisfied
- 7 % Slightly unsatisfied
- 1 % Completely unsatisfied
- 0 % No response

“Based on your SU experience, how satisfied are you with your preparation for your career journey to date?”

- 46 % Very happy
- 40 % Satisfied
- 13 % Slightly unsatisfied
- 1 % Completely unsatisfied
- 0 % No response

“I think SU started preparing me for the professional world from day one.”

*Ernest Valdez '06
Learning & Performance Consultant,
University Health System*

“On a scale of 1-4 (not at all prepared to fully prepared), how well did your undergraduate experience prepare you for:”

- 3.618 Graduate and professional school
- 3.598 Continued learning on my own or outside a degree program (e.g. a new language, professional certification, etc.)
- 3.381 Interpersonal relationships and family life
- 3.264 Current or most recent employment
- 3.238 Self-management (e.g. managing finances, maintaining health, etc.)
- 3.225 Civic involvement

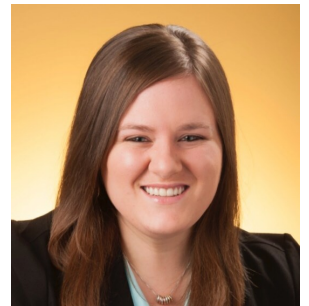
In Their Own Words

While our survey helped us understand the Class of 2006's career trajectories, graduates' narrative responses really helped articulate the impact of the Southwestern liberal arts education on those careers:

Ana Baida, Executive Director, Kennesaw State University Career Planning and Development, Kennesaw, GA

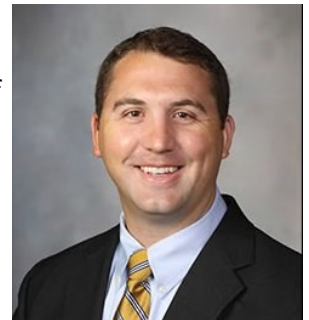
"I felt extremely prepared when I left Southwestern. I believe the holistic nature of the **"liberal arts brain"** makes graduates from liberal arts schools uniquely qualified to handle complex projects and tasks, **enabling quick ascent in the workplace.**

You can major in anything you want to, and keep your career aspirations intact..., so long as you do the work of **translating your skills into the language of the world of work.** I thought I couldn't remain a music major and have the stability I sought. In retrospect, I could have remained a music major and sold employers on the skills I gained *through* music, not on the music itself."



Robert Cates, Orthopedic Surgery Resident, Mayo Clinic, Rochester, MN

"Southwestern **changed my life.** When I first came to Southwestern I had a very closed-minded view of the world. From day one, Southwestern challenged this ideology. It taught me that people from all walks of life are special, that they all have something to contribute, and that **being closed-minded only leads to exclusion and limits progress.**"



Dori Glanz Reyneri, Senior Manager at Manatt, Phelps & Phillips, LLP, Washington, DC

"I have never once heard any skepticism about my liberal arts education, not at Harvard, or among competitive job interviews in the White House and in prestigious companies. In and out of classes, Southwestern really **encouraged intellectual curiosity and debate about what it meant to be a member of a community and society.** SU's culture really peaked my interest in public service and public policy and set me up for my career now, which is focused on ensuring access to health care for more vulnerable citizens.

Southwestern does a great job with hard skills like writing and analysis, but learning **to be professional and polished takes real-world experience.** Internships and other on-the-job experiences while you are still at SU are good for this, especially when they are demanding. Do not settle for a job that is comfortable for you. Make sure you are **staying on a steep learning curve** at the beginning of your career. And do something that is meaningful to you. If you do those two things you'll build expertise and be engaged in your work, and you will be successful."



Ernest Valdez, Learning & Performance Consultant, University Health System, San Antonio, TX

"I met an Accenture recruiter at a job fair, and she was **very impressed with** some of the **writing samples I provided** from my Capstone experience at SU. Those samples literally got my foot in the door.

I know that my liberal arts education gave me the skills needed to not only be a **high performer** but to **adapt to an ever-changing environment.** The 2008/9 recession hit everyone hard. My team, at its peak, was upwards of 100. During the recession, and four layoffs, I was able to not only maintain my job but also get promotions. After all of the downsizing, the team went from more than 100 to 28. Through my experience serving in leadership roles in my fraternity and numerous boards and committees at SU, I learned invaluable skills that have served me well in my professional life."



Trends

Ten years after graduation, the Classes of 2003 and 2006 shared many commonalities, in terms of career-related outcomes, with slight improving trends in most responses.

	2013	2016
% of graduates employed	90 %	93 %
% of graduated who'd earned advanced degrees	70 %	69 %
% of graduates earning		
• \$50,000+ per year	68 %	70 %
• \$100,000+ per year	20 %	21 %
Average debt at graduation	\$13,438	\$13,419
Satisfaction with career journey to date		
• "Very happy" or "Satisfied"	85 %	95 %
• "Slightly unsatisfied" or "Completely unsatisfied"	12 %	6 %
Satisfaction with preparation at SU for career journey to date		
• "Very happy"	36 %	46 %
• "Satisfied"	52 %	40 %
Scale score* of how well undergrad experience prepared grads for:		
• Graduate/professional school	3.525	3.618
• Continued learning on one's own	3.390	3.598
• Current or most recent employment	3.195	3.264

* Scale of 1-4, from not at all prepared to fully prepared