



General Assembly's Student Outcomes Report

Data for GA's Full-Time Programs Ending Between July 1, 2016, and December 31, 2017

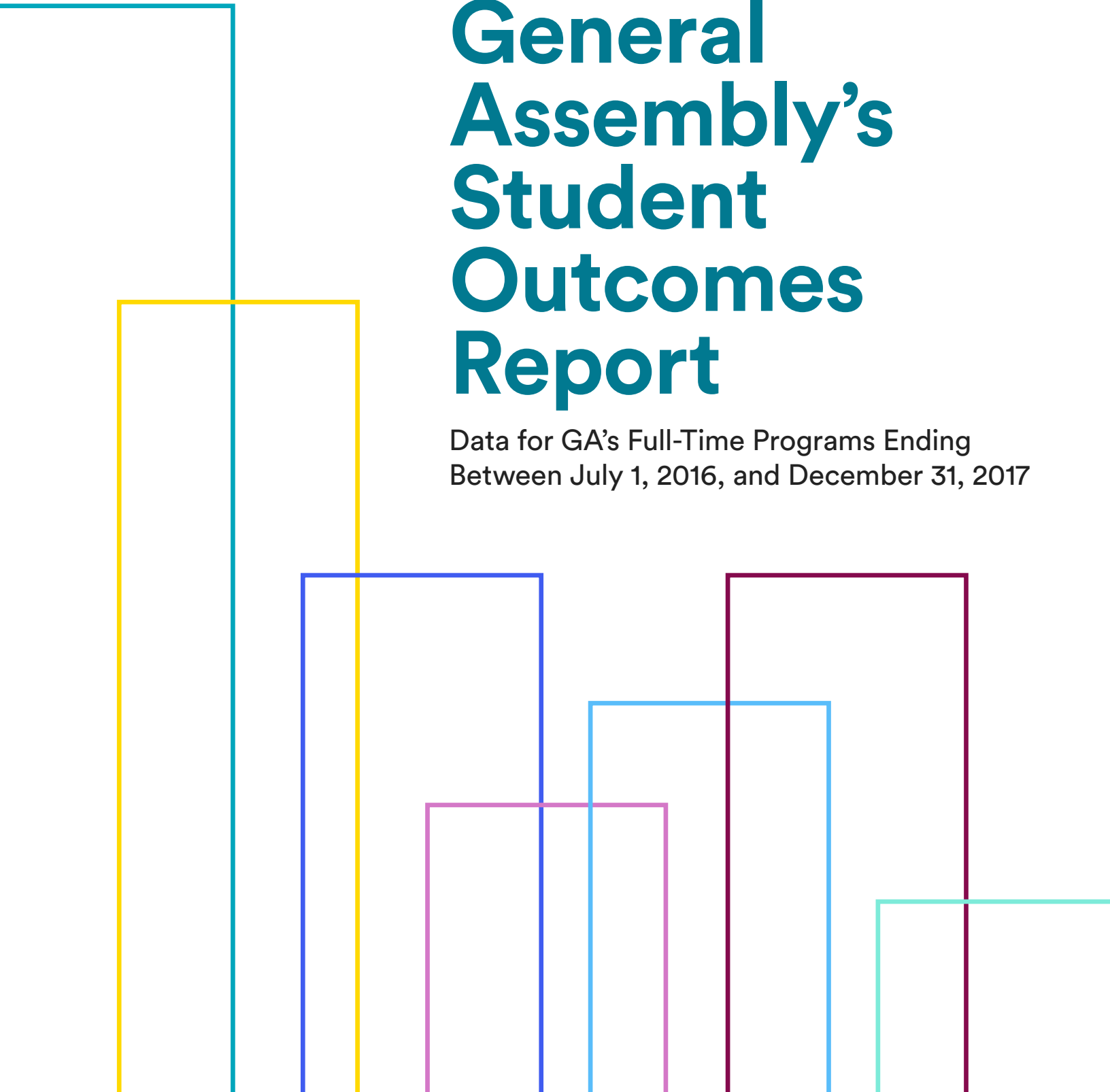




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Hello!

Career change is hard. It's new, it's uncertain, and it's time-consuming. It's a serious investment at every level, and it can feel lonely and difficult.

At General Assembly, our teams work closely with individuals to change their careers every day, in-person and online, around the world. We know what it's like to take a big bet on yourself as you plan for a new professional path. We see firsthand the highs and lows that come with pushing yourself to learn something new, and pursue work you love. The good news is that we have the experience and track record of helping people like you launch a fulfilling career path — and since 2012, we've done it with over 16,000 people in six countries through our Immersive programs.

Taking a career-changing Immersive program at General Assembly is a lot of work, for a lot of reward. Students frequently describe our programs as exhilarating, all-consuming, transformative, overwhelming, and ultimately life-changing. But the important thing is that our students don't take their journey alone. Our instructors, career coaches, and global community of professionals support your growth at every step, from the moment you arrive at your first info session to the moment you accept the offer on your first role.

We publish this outcomes report so prospective students are armed with data and insights to help inform their decision to learn with us. We take our duty to support our students during their career transformation very seriously. And we believe anyone who enrolls in our Immersive programs should come in knowing exactly what to expect.

I hope this report provides clarity into who we are, how we work, and the essential questions you should be asking yourself as you evaluate programs like ours. If you have any additional questions, our team is here to answer them, now and throughout the entire admissions process. Reach us at outcomesquestions@generalassemb.ly at any time.

Thanks for reading, and we hope to welcome you to our very special community!



Jake Schwartz
CEO and Co-Founder
General Assembly

About General Assembly

General Assembly (GA) is a global education company that closes skills gaps through leading-edge courses, workshops, and events in today’s in-demand technology fields.

We help individuals gain new skills, pursue a promotion, find a new career, or join a global community of entrepreneurs, innovators, and leaders. At the same time, we also develop scalable and efficient training, and hiring pathways for hundreds of global companies — including more than 40 of the Fortune 100 — to help them overcome business challenges posed by technological evolution.

Here’s how we do it.

We offer rigorous career transformation programs on campus and online.

GA’s three career-changing, long-form Immersive programs are in **software engineering**¹, **user experience design**, and **data science**. With 400–480 hours of instructional time — delivered over 10–12 weeks in our full-time cohorts, or 24 weeks in our part-time Flex format² — these programs turn novices into job-ready professionals. Our curriculum content is designed to meet current industry needs, and is developed with top employers and practitioners in the field. The programs are taught by experts who’ve worked in industry, bringing much-needed real-world perspective into the true demands of the job. Each student is supported by a dedicated career coach who helps develop a robust job-search strategy. Graduates leave with a new technical and professional skill set, a relevant portfolio, and a network of potential employers, collaborators, and peers.

We empower individuals to level up in their current careers.

Not everyone comes to GA looking to completely change careers. Often, individuals want to learn new skills that give them an edge in the workplace and make them stronger performers, better collaborators, and candidates for growth within their teams. To serve this community, we offer part-time programs, comprised of approximately 60 hours of instructional time, in topics like **data analytics**, **digital marketing**, **product management**, and **visual design**. Like our Immersive programs, the course content is developed to meet employer demands and is taught by expert practitioners. Most courses meet a few evenings a week, and the majority of students keep their day jobs while in class. Graduates of these programs gain new skills that can lead to a promotion, a raise, new responsibilities, or an improved side project or service. Over 40,000 people have participated in a part-time, upskilling program at General Assembly.

We bolster local tech communities and help people discover new skills.

More than 600,000 people worldwide have come to a General Assembly campus to take part in our **workshops and events**. These short-form evening and weekend

¹ In February 2019, General Assembly re-launched our Web Development Immersive (WDI) as the Software Engineering Immersive (SEI) and added new content focused on computer science. This report only reflects student data for the course offered at the time, WDI.

² In 2018, General Assembly added the “Flex” format, a part-time version of our Immersive courses that takes place over 24 weeks and meets during evening and weekend hours. The data in this report only reflects the full-time Immersive format offered at the time.

About General Assembly

programs are designed to introduce new skills, dive into trends and innovations, and build connections among leaders, entrepreneurs, and individuals. These programs help us to stay on the pulse of what's happening in tech, data, design, and more, and provide a welcoming, low-barrier entry point for those new to the tech space.

We're global.

One of the reasons we've been successful in delivering on the promise of an ROI-based education for our students is that we've done it with a lot of people all around the world. We have physical campuses in Atlanta, Austin, Boston, Chicago, Dallas, Denver, London, Los Angeles, Melbourne, New York City, Providence, San Francisco, Seattle, Singapore, Stamford, Sydney, Toronto, and Washington, D.C. — and reach far beyond those metros through our online modalities. Each campus is led by a team that is dedicated to supporting every stage of the student experience in that city, and has firsthand knowledge of the local job market and the top employers in the area. We've plumbed the depths of hiring funnels, local industries, and regional economies to understand the skills and capabilities that can set our students up for success. In addition, we deliver programs to B2B partners on site at offices across the globe, expanding our knowledge base of employer needs in a range of regions and industries.

We're trusted by the best companies in the world.

Top companies across sectors not only hire our graduates but also hire General Assembly to power massive internal digital transformation initiatives for their employees. We've worked with hundreds of Fortune 500 companies around the globe (including Adobe, Bloomberg, BNP Paribas Cardif, Booz Allen Hamilton, Disney, Guardian, L'Oréal, NBCUniversal, and Walmart), as well as startups and boutique businesses to upskill or reskill thousands of employees with new tools and strategies in tech, data, design, product management, and marketing.

We're part of the largest HR solutions company in the world.

Last year, General Assembly was acquired by the Adecco Group, the world's leading HR solutions provider. Adecco places 70,000 people in short-term and long-term employment every single day around the world, and its network of companies includes 33,000 professionals across 60 countries. GA is now teaming up with other Adecco companies to help our graduates get jobs through platforms like Vetterly, which connects job seekers to employers in tech.

We partner with global leaders to establish career frameworks and skill assessments that define standards in technology fields.

General Assembly's Standards Boards, comprised of leaders from companies that include Bloomberg, Google, and L'Oréal, bring decades of experience and leadership to the development of unbiased standards that define and validate skill sets in key technology fields. Today, GA has boards for data science and marketing, and we're in the process of bringing together new boards of experts from the fields of product management, user experience design, and more. Our goal is to provide individuals, managers, HR teams, and executives with universal and unbiased competencies that drive success. In parallel, our skill assessments and credentials have been used by more than 57,000 people to benchmark individual and team performance, and determine opportunities for learning and growth.

How We Measure Success

Most students who come to General Assembly’s Immersive programs come for one reason: to change careers and find a new job. We know that success is going to look different for everyone who participates in our programs. We also know that in order to make an informed decision when choosing among different options, we need objective and consistent ways to define and measure success.

When we started planning our first outcomes report in 2016, we worked with a Big Four accounting firm to **create a framework** for measuring student success after completing our Immersive programs. We used criteria approved by the American Institute of Certified Public Accountants (AICPA), which helps accounting firms develop frameworks that benchmark and measure non-financial information like environmental impact or sustainability. The purpose was to have explicit guidelines for what counts as a successful outcome. We asked a lot of questions: Would starting a new business count? How about taking on freelance opportunities? How do we account for people who pursue another educational opportunity or have to stop their job search because of changes in life circumstances?

Our framework outlines what we count as a successful job placement — and what we don’t. For those who do not secure an outcome based on our framework, we document why. For example, if a student decides to pursue additional education rather than taking a job, or chooses to take on an unpaid role instead of a full-time role, we include that data point in the report.

Every year, we collect the data about those who’ve participated in our Immersive programs and benchmark it against the framework we developed. Even though we support students no matter how long they’re in the job search process, so long as they’re actively looking for a job (as defined in our criteria below), the framework offers clear benchmarks that can signal to future students how long their job search will probably take. Once we have all the data, we share it with another Big Four accounting firm, KPMG LLP, who reviews, validates, and signs off on the data.

Below are some of the questions we asked as we developed our framework, along with the decisions we made. These questions can serve as a helpful guideline for you to ask yourself, and a potential educator, when evaluating next steps in your career path.

- **What counts as a successful outcome?** We’re pretty strict. A placement only qualifies if a graduate secures full-time work (32 hours or more per week, or earning \$5,000+ per month) using the specific skills they gained in our program. That means that if a graduate goes back to school, works part-time, or finds a job in an unrelated field, it’s not considered a true outcome — even if the graduate is happy with their GA experience and their new path. Did you take our User Experience Design Immersive (UXDI) and get a full-time job as

an art director? In our eyes, it's not a successful outcome, because art direction is not part of the skill set taught in UXDI. While some degree of flexibility in defining success matters, and we're starting to track some early data on other types of success our grads achieve, we want to maintain an objective and consistent way to evaluate an outcome specific to the career goals of our course.

- **When does the job search start?** At General Assembly, the job search “clock” starts ticking the day you graduate from an Immersive course. Pay attention to this detail: if another program you're considering allows graduates to choose their own job search start date, which could be months after the program ends, or a moving target that starts and stops, the data about how long it takes graduates to get jobs isn't going to be as useful when it comes to benchmarking your own potential experience.
- **What are the expectations for job seekers?** Our team will do everything in our power to help you land the job that launches the next phase of your career. But to get there, we require graduates to partner with us by making a real commitment to the job search. We have guidelines that we know work and that we expect every job seeker to follow. To receive support from our career coaches, graduates must apply, on average, to ten jobs a week, attend two networking events every month, and check in with their dedicated career coach every other week (if not more) after graduation. On our end, our coaches host hiring and networking events, provide feedback on application materials, conduct interview prep, provide ongoing technical practice, and source specific job opportunities from our employer network. We've done this thousands of times and know what it takes to be successful. If you expect us to do all the work for you, you'll be disappointed. But, if you're willing to put in the effort, we are 100% committed to rolling up our sleeves and doing the hard work alongside you to find your next great job.

We worked with two Big Four accounting firms to develop an outcomes framework and validate our data.

- **What's the deal with job guarantees?** General Assembly actually can't offer job guarantees; it violates some consumer protection rules governing postsecondary education providers like GA. If a program you're considering is “guaranteeing” you a job, that's a red flag, and you should ask a lot of questions. What's being guaranteed? What happens if that guarantee is not met? What's the process for securing a refund? How many refunds have been given? Chances are high that if a school is making a guarantee, there's a lot of fine print, and it may be virtually impossible to get a refund if you're unhappy with your experience.

About This Report

This report captures the outcomes for the 5,688 students who enrolled in our Web Development Immersive³, User Experience Design Immersive, and Data Science Immersive programs that ended between July 1, 2016, and December 31, 2017.⁴

Every GA campus where students were enrolled during the reporting period is included in this report: Atlanta, Austin, Boston, Chicago, Hong Kong, London, Los Angeles, Melbourne, New York City, San Francisco, Seattle, Singapore, Sydney, and Washington, D.C. During this period, we acquired Bitmaker, a Toronto-based accelerated training provider, which offers similar programs in technology education. However, since they have different frameworks and tools for tracking outcomes, their outcome numbers are not reflected here. Bitmaker, rebranded as GA Toronto, will be included in our next report.

The metrics included on pages 8–9 and 20–22 of this report were reviewed by KPMG LLP (see the Independent Accountants' Letter on page 23). Aside from graduation rate, the data is self-reported by our graduates, as discussed further in the Appendix.

Outcomes Data for Full-Time Programs Student Outcomes and Demographics

FULL-TIME STUDENTS	Total #	Total %
Enrolled	5,688	-
• Withdrawals	541	9.5%
• Non-Graduates	192	3.4%
• Graduates	4,955	87.1%
Total Graduation Rate	-	87.1%

GA CAREER SERVICES	Total #	Total %
Graduates Who Participate to Completion	3,293	66.5%
• Placement Within 180 Days of Graduation †	3,026	91.9%
• Placement More Than 180 Days After Graduation	266	8.0%
• No Placement	1	0.03%
Total Placement Rate	-	99.9%

³ In February 2019, General Assembly re-launched our Web Development Immersive (WDI) as the Software Engineering Immersive (SEI) and added new content focused on computer science. This report only reflects student data for the course offered at the time, WDI.

⁴ General Assembly is moving to a calendar year schedule for our outcomes reporting framework. The reporting period for this report covers 18 months worth of data on immersive graduates so that future reports can be on a calendar year schedule.

† See "Placement Within 180 Days of Graduation" on page 18 for full details of what constitutes placement.

Outcomes Data for Full-Time Programs

GA CAREER SERVICES	Total #	Total %
Graduates Who Do Not Participate to Completion	1,662	-
• Noncompliant With Career Services	509	10.3%
• Unresponsive to Coach Outreach	343	6.9%
• Chose to Take or Search for Part-Time or Unpaid Role	233	4.7%
• Job Seeking Outside of Field of Study	174	3.5%
• Return to School	111	2.2%
• Family or Health Issue	97	2%
• Return to Previous Job	86	1.7%
• Visa or Geographic Barrier	62	1.3%
• Personal Interest Only	45	0.9%
• Return to Active Duty	2	<0.1%
Overall Nonparticipant %	-	33.5%

About Our Outcomes

Of the 5,688 students who enrolled in the full-time programs above, here's how the data breaks down in aggregate. To see a breakdown of data by course, please refer to the tables included on pages 20–22 of our Appendix.

91.9% of graduates who participated in our Career Services program accepted a job offer in their field of study within 180 days of graduating.

That 91.9% includes students who, within 180 days of graduation, had a full-time job, were doing full-time freelance work, were in an apprenticeship or internship that was paid and more than 32 hours per week, or were starting a company of their own in their field of study.

33.6% of graduates did not participate in GA's Career Services program or took on work that did not meet our standard definition of an outcome.

You can see all of the reasons why graduates fall into this category in the data provided in the above chart. They include taking unpaid work, going back to an old job, pursuing another educational opportunity, pausing the job search to deal with a personal or family issue, and more. According to public-facing data from sources like LinkedIn, GitHub, and company websites, most of these graduates do eventually land careers in their chosen field.

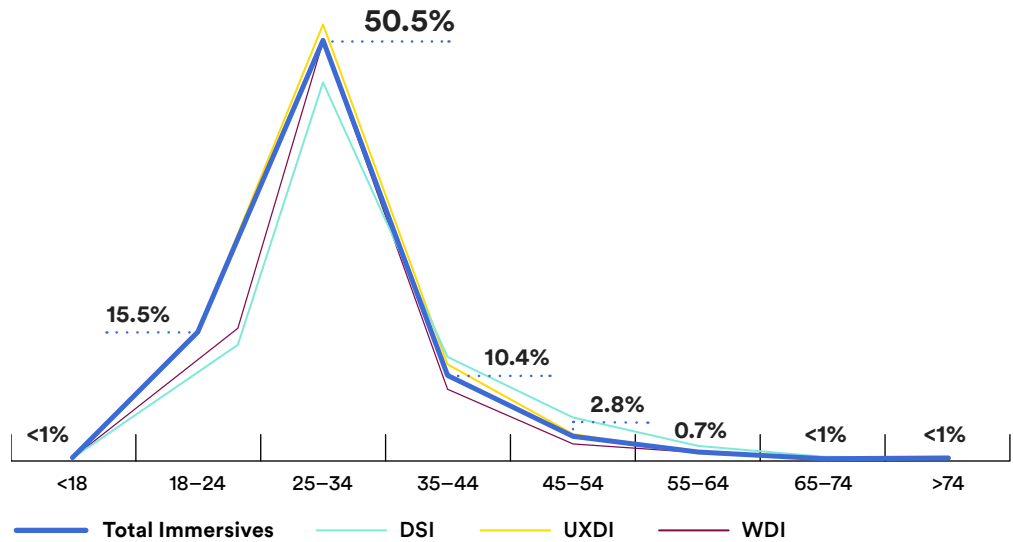
About Our Community*

General Assembly is a global community of full-time, part-time, and self-led course alumni that's 70,000+ strong. The 5,688 students represented in this report come from a wide range of backgrounds, experiences, and walks of life. See below for more demographic context on the profile of our student body.

Further, during the period of this report, we expanded our financing programs, adding both loans and scholarships to increase opportunities for students who could not otherwise afford General Assembly programs on their own. Most notably, our **social impact programs** provided full funding for low-income adults from underserved and overlooked communities, which in turn created more access for underrepresented groups in tech.

Age

Half of the students who take Immersive training programs at General Assembly are in their mid-twenties to mid-thirties; 50% are between 25 and 34 at the start of their program. While the age groupings have stayed fairly constant year over year, we're seeing a slight increase in students over the age of 35: 15.5% in this report as compared to 13.9% in the last report. The youngest student in this report was 18, and the oldest was 76. This data point is voluntarily self-reported, and 80% of the students chose to share.



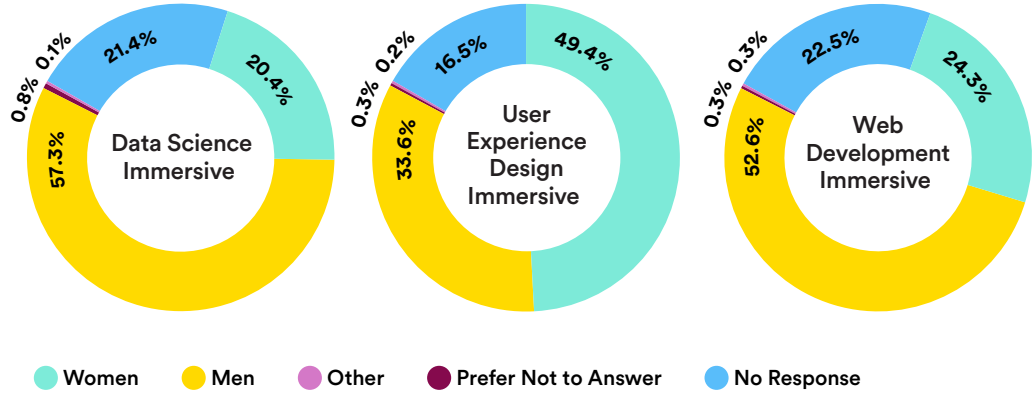
Gender

The gender breakdown for Immersive programs in aggregate is 46.0% men, 33.3% women, and 20.7% who identify with another gender identity or did not provide this information. Below, we've demonstrated the gender breakdown by course. The gender gap in technology roles, regardless of industry, is well documented. According to the **National Center for Women & Information Technology**, in the United States, 57% of professional roles are occupied by women, but only 26% of technology roles are held by women. We know we have a lot of work to do to continue to empower women and non-binary individuals to pursue careers in tech. It's why we hold hundreds of events designed to inspire and engage

*This data reflects General Assembly's enrolled Immersive population, not just graduates, during the time period of this report.

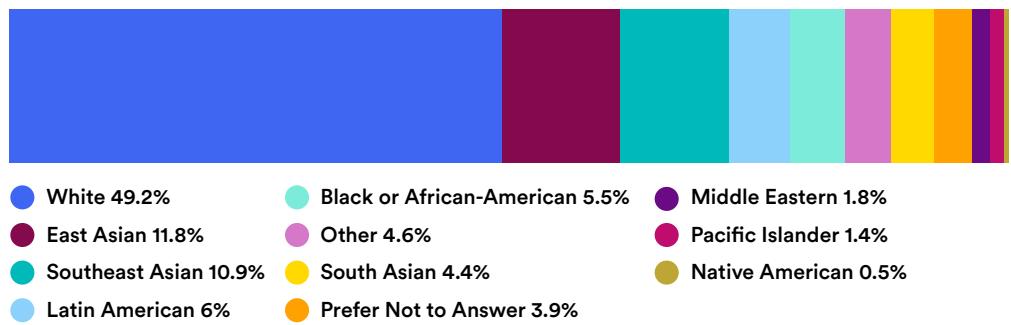
Outcomes Data for Full-Time Programs

women to pursue a career in tech across our campuses around the globe, offer a scholarship for women technologists to our programs as of March 2019, and team up with companies like Adobe, Capital One, and Disney to train women for web development roles.



Race/Ethnicity

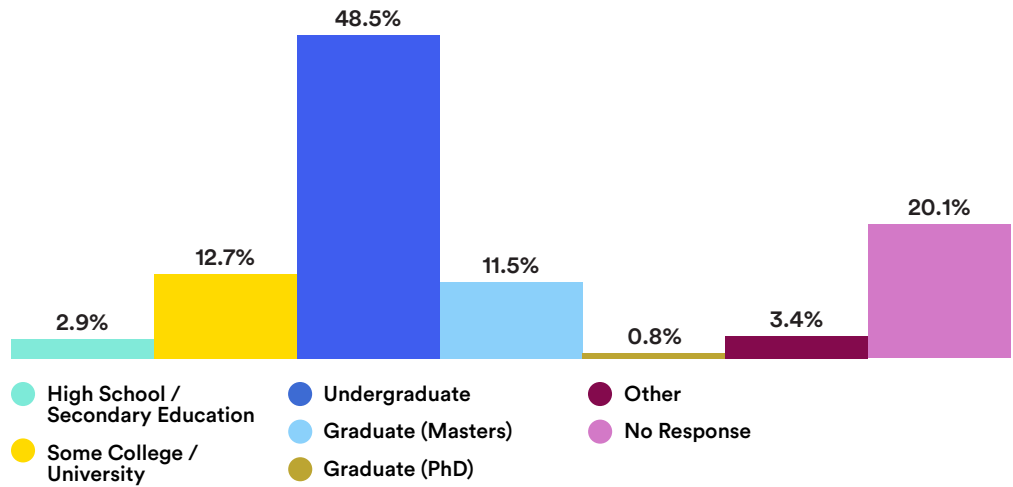
Nearly half of General Assembly students identify as white. The other most represented groups are students who identify as East Asian (11.8%), Southeast Asian (10.9%), Latin American (6.0%), and black or African-American (5.5%). The racial composition of our campuses varies by location. For example, a majority of students in Singapore identify as East Asian, which is not the case for other campus locations. Regardless of where we’re located, the GA team invests a lot of time, thought, and energy into ensuring that GA’s campuses and programs are welcoming and inclusive for all walks of life. **Note:** Students were allowed to provide multiple answers to this question to accommodate the intersections between racial and ethnic identities.



Education

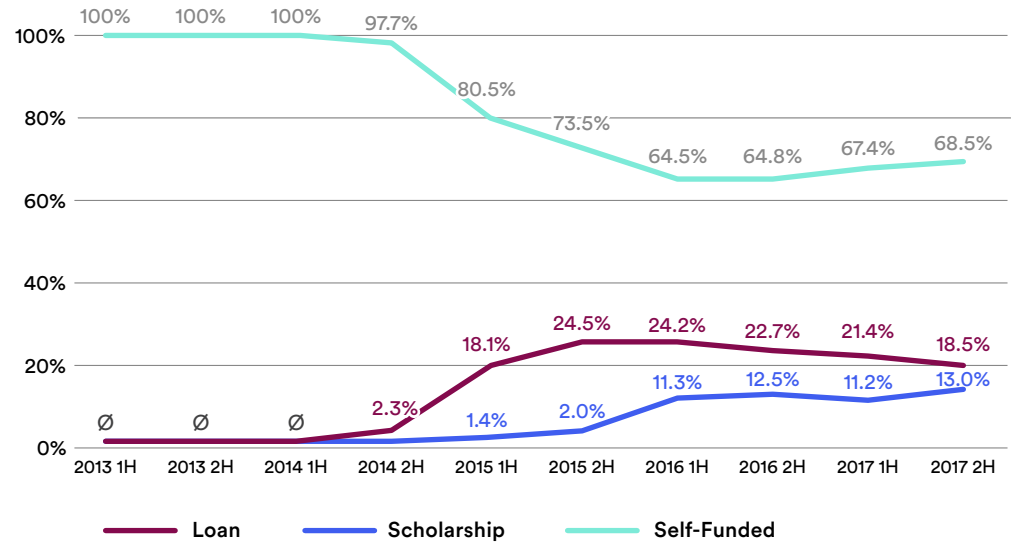
Close to half of General Assembly’s Immersive students — 48.5% — have a bachelor’s degree, and 12.3% have an advanced degree such as a master’s or a PhD. Similar to breakdowns in previous reports, 2.9% of students in this report attained a high school diploma or GED but no further education, 12.7% had taken some college or earned an associate’s degree, and 3.4% had some other form of non-college training. A total of 20.1% of students did not respond to this voluntary question.

Outcomes Data for Full-Time Programs



Financing

At the time of this report, tuition for General Assembly programs ranged from \$13,950–\$15,950, depending on the course. Here’s how students financed their education.



- Self-Funded:** 4,133 students (72.6%) paid out of pocket using savings, borrowing from friends and family, securing a personal bank loan, or using a credit card. Some students were eligible for partial funding from another source. For example, the government of Singapore covers between 62% and 88% of the cost of tuition for all adults who enroll in General Assembly’s Immersive programs.
- Loans:** 1,050 students (18.5%) paid using loans offered through our partners, which include Climb Credit, Meritize, Pave, and Skills Fund. To be eligible for loans, students had to meet credit requirements (a FICO score of 640 or above), and around half of applicants were eligible to secure loans.

- **Scholarships and Government Funding:** 505 students (8.9%) secured full scholarships through our Opportunity Fund scholarship program, or through government initiatives such as CodeBridge (funded through the U.S. Department of Labor). Students applied separately for scholarships and had to demonstrate financial need, as well as barriers to education and employment. Students were also more likely to receive scholarships if they came from an underrepresented community in tech; of this group, 80% are black or Latino, 40% have less than a four-year degree, and 50% identify as women or non-binary.
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Regardless of where we're located, the GA team invests a lot of time, thought, and energy into ensuring that GA's campuses and programs are welcoming and inclusive for all walks of life.

The Evolution of Career Services at General Assembly

We've learned a lot since we first started publicly reporting our outcomes data in 2017. One big change that's happened is that we've expanded access to General Assembly programs through a growing range of financing options. More and more students have used loans or scholarships to access our programs, and we've recently added new financing mechanisms — including the [G.I. Bill®](#) and [income share agreements \(ISAs\)](#) — to further open up access.

As a result, our student body has evolved in a way that aligns with our mission. Our goal from day one has been to be a place where anyone with the passion, motivation, and commitment to transform their career could be successful, even if they did not have the resources to cover the full cost of tuition up front.

Opening up access has created pathways for talented students who require financial assistance, and it has contributed in countless ways to our community. These efforts have also given us an opportunity to step back and think through our own framework as more students from diverse educational, professional, and socioeconomic backgrounds enroll in our programs.

As we look to the future of our outcomes reporting framework and the updates we'd like to make, we're considering the following:

How do we best support students who have less access to educational and professional opportunities before they attend GA? Through scholarship programs, government-funded programs, and partnerships with nonprofit organizations, General Assembly has served hundreds of adults from underserved and overlooked communities. However, we've found that the job search experience poses challenges for students without robust professional networks and prestigious brands on their resumes, regardless of how smart and motivated they may be. We find that for students who lack a four-year degree or have professional experience in predominantly retail and service (or other less easily-transferable fields), the job search may take longer; employers are less likely to recognize or value these credentials, regardless of the candidate's skills and characteristics. To address this, we're working with employers on [skills-based hiring initiatives](#) and [developing new models in partnership with companies](#) to successfully diversify their talent pipelines.

How do we think about different career pathways out of GA? A number of our Immersive graduates opt to take on unpaid internships, part-time work, or freelance gigs after General Assembly, which do not currently meet our criteria for an outcome. For students who want to build up their portfolio or replenish their funds immediately after our programs, these may be the best ways to start



The Evolution of Career Services at General Assembly

building a career. To address this segment of our population, we recently created the “extended outcomes” category of Career Services support, and have begun tracking the data on these alternate professional paths. This allows our grads to keep working with coaches as they take short-term opportunities to build experience or attain their version of success in the job search. This data will show up in our next outcomes report.

How do we understand the long-term career paths of Immersive graduates?

We know a lot about our graduates’ first job. We only have anecdotal information about raises, promotions, and other career growth opportunities after that initial outcome. To that end, we have contracted the internationally recognized survey firm, Gallup, to survey our community of 70,000+ full-time and part-time alumni to better understand the career paths of students after they attend General Assembly programs. By looking at what happens to GA graduates who are three, four, five, or even six years out, we’ll have a better grasp on what happens to our students over time and be able to better set expectations for what a post-GA career trajectory looks like.



What's Next

Thank you for taking the time to learn more about General Assembly and the outcomes of our Immersive graduates. On the following pages, you'll see the outcomes data for all of our Immersives for this reporting period, as well as in-depth looks at each program: Data Science, User Experience Design, and Web Development.

If you have any questions about the data in this report, the General Assembly experience, or what to expect from the program and the job search, we encourage you to speak to our **Admissions team**. They're available to connect to prospective students about every aspect of the process from start to finish, and will be happy to help you out. If you have questions about this report specifically, feel free to send them to **outcomesquestions@generalassemb.ly**.

We appreciate your interest in General Assembly and wish you the best in all of your professional endeavors!

Appendix

Chose to Take or Search for Part-Time or Unpaid Role:

Graduate who notifies GA (via verbal or written communication) that they are not seeking to start and/or continue the job-search process because they are seeking part-time employment or unpaid employment opportunities, or have accepted a role of this type.

Enrolled:

Student who enrolls in a full-time program and attends the first day of class.

Family or Health Issue:

Graduate who notifies GA (via verbal or written communication) that they are not seeking to start and/or continue the job-search process due to family, health, or another personal issue.

Full-Time Student:

Student who enrolls and pays the enrollment deposit for a full-time program that ends during the reporting period.

Graduate:

Full-time student who did not withdraw, passed their course, and was offered Career Services support.

Job Seeking Outside of Field of Study:

Graduate who notifies GA (via verbal or written communication) that they are not seeking to start and/or continue the job-search process because they are seeking a job in a field unrelated to the course completed.

No Placement Within 180 Days of Graduation:

Participating graduate who does not achieve job placement within 180 days of graduation.

Noncompliant With Career Services:

Graduate who does not maintain GA Career Services requirements throughout the duration of the job search.

Non-Graduates:

Students who are enrolled in a full-time program but fail to successfully complete the program.

Participating Graduates:

Graduate who notifies GA (via verbal or written communication) at the time of graduation that they will participate in the GA Career Services program. Once qualified as a Participating Graduate, they must maintain that status through the duration of the job search.

Appendix

Personal Interest Only:

Graduate who notifies GA (via verbal or written communication) that they are not seeking to start and/or continue the job-search process because they took the course for personal interest only.

Placement After 180 Days Since Graduation:

Participating graduate who notifies GA (via verbal or written communication) after 180 days of graduation that they have met one of the following criteria:

- Have accepted an offer that is paid, 32 hours a week or more, and in an occupation for which students are trained or in a related, comparable, recognized occupation. Contract work for at least one month or freelancing for the equivalent of full-time, as well as internships and apprenticeships, are included as long as they are paid and 32 hours a week or more.
- Have received three offers that meet the above criteria and turned down all offers.
- Are using their new skills to launch a new company or expand a company of their own.
- Have returned to former company and are utilizing new skills learned through course participation in their role.

Placement Within 180 Days of Graduation:

Participating graduate who notifies GA (via verbal or written communication) within 180 days of graduation that they have met one of the following criteria:

- Have accepted an offer that is paid, 32 hours a week or more, and in an occupation for which students are trained or in a related, comparable, recognized occupation. Contract work for at least one month or freelancing for the equivalent of full-time, as well as internships and apprenticeships, are included as long as they are paid and 32 hours a week or more.
- Have received three offers that meet the above criteria and turned down all offers.
- Are using their new skills to launch a new company or expand a company of their own.
- Have returned to former company and are utilizing new skills learned through course participation in their role.

Return to Active Duty:

Graduate who notifies GA (via verbal or written communication) that they are not seeking to start and/or continue the job-search process because they are returning to active duty.

Return to Previous Job:

Graduate who notifies GA (via verbal or written communication) that they are not seeking to start and/or continue the job-search process because they are returning to the same job at their previous company with no changes to the role.

Return to School:

Graduate who notifies GA (via verbal or written communication) that they are not seeking to start and/or continue the job-search process because they are returning to school or continuing their education.



Appendix

Unresponsive to Coach Outreach:

Graduate who does not respond to three or more outreach attempts from GA Career Services staff.

Visa or Geographic Barrier:

Graduate who notifies GA (via verbal or written communication) that, as of the end of the reporting date, they are relocating to a region where GA did not have a physical presence during the reporting period or did not obtain a visa in the current location, restricting their ability to work in their desired location.

Withdrawals:

Student who starts a program but does not complete it. Students may withdraw from GA at any time after their cancellation period, which may vary by state. Students may also be withdrawn by GA for failure to maintain satisfactory progress, failure to abide by rules and regulations, absences in excess of maximum set forth by GA, and/or failure to meet financial obligations to GA. Refunds for withdrawals are determined in accordance with state-prescribed refund policies. Most states provide for prorated refunds based on the amount of the course attended through a certain duration of the course.

Data Science Immersive

Student Outcomes and Demographics

FULL-TIME STUDENTS	Total #	Total %
Enrolled	808	-
• Withdrawals	101	12.5%
• Non-Graduates	36	4.5%
• Graduates	671	83.0%
Total Graduation Rate	-	83.0%

GA CAREER SERVICES	Total #	Total %
Graduates Who Participate to Completion	438	65.3%
• Placement Within 180 Days of Graduation*	403	92%
• Placement More Than 180 Days After Graduation	35	8%
• No Placement	0	0%
Total Placement Rate	438	100%
Graduates Who Do Not Participate to Completion	233	-
• Noncompliant With Career Services	71	30.5%
• Unresponsive to Coach Outreach	39	16.7%
• Chose to Take or Search for Part-Time or Unpaid Role	25	10.7%
• Job Seeking Outside of Field of Study	28	12%
• Return to School	22	9.4%
• Family or Health Issue	11	4.7%
• Return to Previous Job	16	6.9%
• Visa or Geographic Barrier	13	5.6%
• Personal Interest Only	8	3.4%
• Return to Active Duty	0	0%
Overall Nonparticipant %	-	34.7%

*See "Placement Within 180 Days of Graduation" on page 18 for full details of what constitutes placement.



User Experience Design

Student Outcomes and Demographics

FULL-TIME STUDENTS	Total #	Total %
Enrolled	2,062	-
• Withdrawals	119	5.8%
• Non-Graduates	19	0.9%
• Graduates	1,924	93.3%
Total Graduation Rate	-	93.3%

GA CAREER SERVICES	Total #	Total %
Graduates Who Participate to Completion	1,293	67.2%
• Placement Within 180 Days of Graduation*	1155	89.3%
• Placement More Than 180 Days After Graduation	137	10.6%
• No Placement	1	0.1%
Total Placement Rate	1,292	99.9%
Graduates Who Do Not Participate to Completion	631	-
• Noncompliant With Career Services	205	32.5%
• Unresponsive to Coach Outreach	115	18.2%
• Chose to Take or Search for Part-Time or Unpaid Role	97	15.4%
• Job Seeking Outside of Field of Study	64	10.1%
• Return to School	32	5%
• Family or Health Issue	42	6.7%
• Return to Previous Job	29	4.6%
• Visa or Geographic Barrier	36	5.7%
• Personal Interest Only	10	1.6%
• Return to Active Duty	1	0.2%
Overall Nonparticipant %	-	32.8%

*See "Placement Within 180 Days of Graduation" on page 18 for full details of what constitutes placement.

Web Development Immersive

Student Outcomes and Demographics

FULL-TIME STUDENTS	Total #	Total %
Enrolled	2,818	-
• Withdrawals	321	11.4%
• Non-Graduates	137	4.9%
• Graduates	2,360	83.7%
Total Graduation Rate	-	83.7%

GA CAREER SERVICES	Total #	Total %
Graduates Who Participate to Completion	1,562	66.2%
• Placement Within 180 Days of Graduation*	1,468	94%
• Placement More Than 180 Days After Graduation	94	6%
• No Placement	0	0%
Total Placement Rate	1,562	100%
Graduates Who Do Not Participate to Completion	798	-
• Noncompliant With Career Services	233	29.2%
• Unresponsive to Coach Outreach	189	23.7%
• Chose to Take or Search for Part-Time or Unpaid Role	111	13.9%
• Job Seeking Outside of Field of Study	82	10.3%
• Return to School	57	7.1%
• Family or Health Issue	44	5.5%
• Return to Previous Job	41	5.1%
• Visa or Geographic Barrier	13	1.6%
• Personal Interest Only	27	3.4%
• Return to Active Duty	1	0.1%
Overall Nonparticipant %	-	33.8%

*See "Placement Within 180 Days of Graduation" on page 18 for full details of what constitutes placement.



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Independent Accountants' Review Report

General Assembly Board of Directors and Management:

We have reviewed the 2016-17 metrics identified on pages 8 and 9 and 20 through 22 of the accompanying General Assembly's Student Outcomes Report (the "Report") for the 18 month period ended December 31, 2017. General Assembly's management is responsible for presenting the 2016-17 metrics in accordance with the criteria set forth on pages 17 through 19 of the Report (the criteria). Our responsibility is to express a conclusion on the 2016-17 metrics identified on pages 8 and 9 and 20 through 22, based on our review.

Our review was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. Those standards require that we plan and perform the review to obtain limited assurance about whether any material modifications should be made to the metrics identified on pages 8 and 9 and 20 through 22 of the Report in order for it to be in accordance with the criteria. A review is substantially less in scope than an examination, the objective of which is to obtain reasonable assurance about whether the metrics are in accordance with the criteria, in all material respects, in order to express an opinion. Accordingly, we do not express such an opinion. We believe that our review provides a reasonable basis for our conclusion.

Based on our review, we are not aware of any material modifications that should be made to the 2016-17 metrics identified on pages 8 and 9 and 20 through 22 of the Report in order for it to be in accordance with the criteria identified on pages 17 through 19 of the Report.

KPMG LLP

New York, New York
June 20, 2019