



General Assembly's Student Outcomes Report

Data for GA's Full-Time Programs That Ended
Between January 1, 2018, and March 31, 2019.

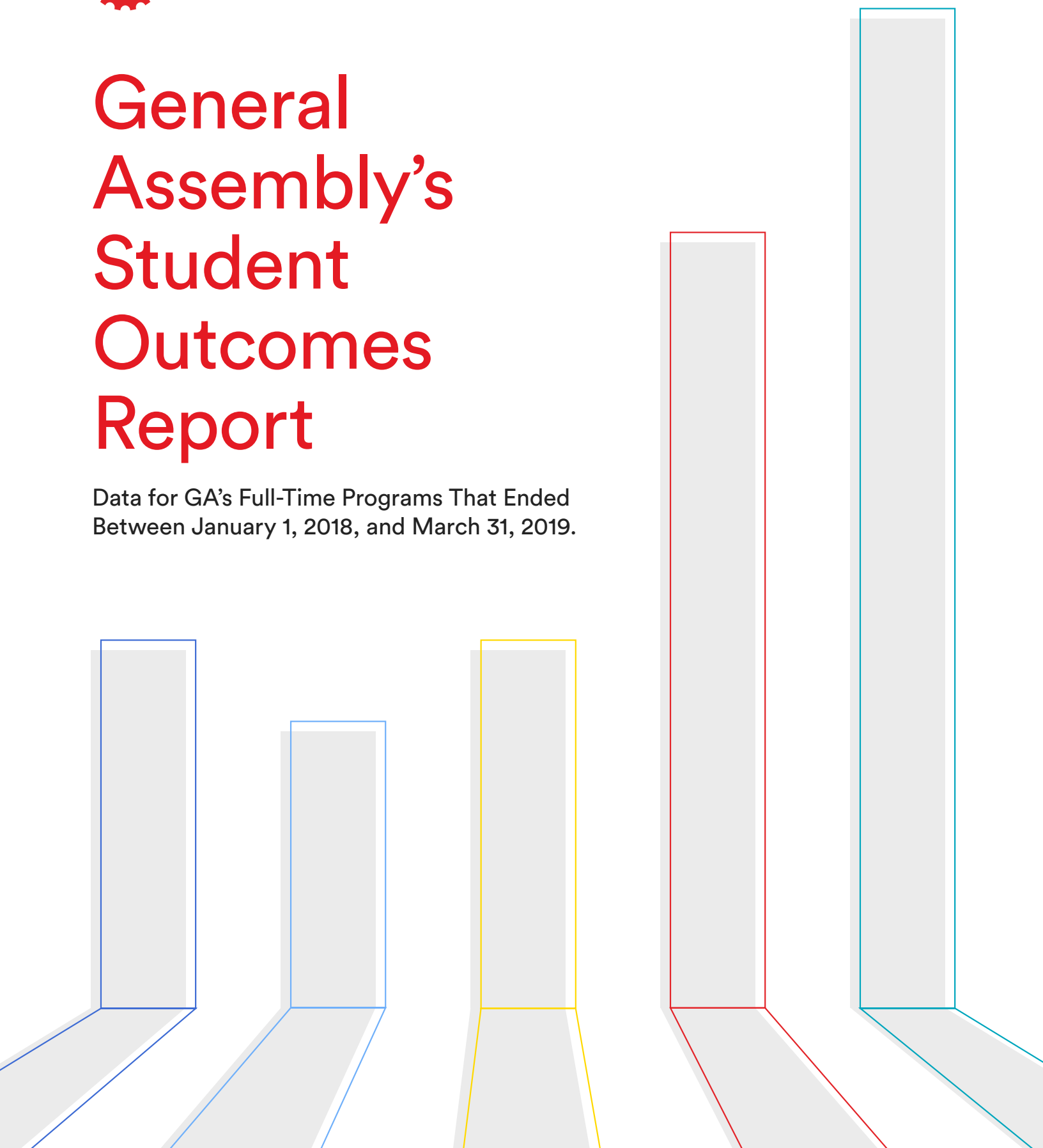




Table of Contents

Overview	3
A Note From Our CEO and Co-Founder	5
A Note From Our Senior Director of Consumer Operations: Why (and How) We Create This Report	6
About General Assembly	8
About Career Services	10
Updates to Our Framework	12
Our Latest Data: Outcomes and Demographics	16
Appendix	23
Independent Accountants' Review Report	29



Overview

General Assembly (GA) has helped more than 12,000 career-changers land jobs in software engineering, data, and user experience (UX) design over the past seven years through our outcomes programming.

About General Assembly Immersive Courses

Participants in GA Immersive training programs complete 400-500 hours of training, led by seasoned practitioners in software engineering, data science, and user experience (UX) design.

Students work hand-in-hand with dedicated career coaches who help them build a personal brand, apply for jobs, prep for interviews, and tackle technical assessments with confidence.

About the Outcomes in This Report

This report includes outcomes data for 4,287 students who participated in programs that ended between January 1, 2018 and March 31, 2019. Of those 4,287 students, 3,685 graduated from their respective programs, and 2,653 participated in our Career Services program. In this period, 58.8% of GA graduates who participated in a full-time job search secured a job within three months of completing a GA Immersive course; 91.4% did so within six months. An additional 8.3% accepted a job offer after 180 days, for a total of 99.7% of this eligible population working in the field.

99.7%

Percentage of graduates who participated in full-time career services and secured a job in their field of study.

GA graduates secure jobs at top companies across sectors including Amazon, Boeing, Charles Schwab, Chewy, Dell, Dish, Expedia, Google, Home Depot, IBM, Intuit, Kaiser Permanente, Liberty Mutual, Nielsen, Nordstrom, Starbucks, The Coca-Cola Company, TripAdvisor and Zillow.

Last year, GA conducted a poll of our Immersive and part-time alumni in partnership with Gallup, an international polling and analytics firm that is one of the leading authorities on career outcomes for secondary and post-secondary educational providers. More than 5,000 alumni from 2013-2018 completed our survey, and shared that:

- One year after the course, 84% of Immersive graduates were happier in their careers, and 74% were making more money.
- Five years after course completion, a majority of Immersive graduates more than doubled their income (106% increase, on average).

106%

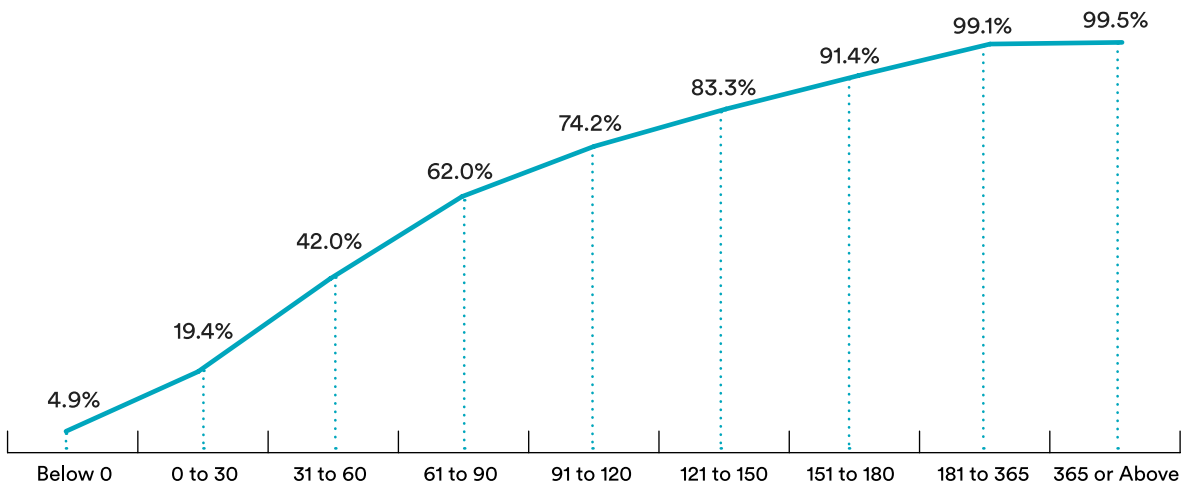
Average percentage that Immersive graduates see their income increase within five years of graduation from General Assembly.

- 68% of Immersive graduates made back the cost of tuition through salary increases within 12 months of course completion.



Time to Outcome

The majority of full-time job seekers take less than 180 days to achieve an outcome. In this period, 62.0% of GA graduates who participated in a full-time job search secured a job within 90 days of completing a GA Immersive course; 91.4% did so within 180 days.





A Note From Our CEO and Co-Founder

Hello!

We're excited to share General Assembly's fourth outcomes report, which captures the education and career change journey for 4,287 students who participated in our Immersive programs ending over the 15-month period between January 1, 2018 and March 31, 2019.

With this report, we'll have publicly shared job placement data for 13,547 graduates over the past five years. This is a big milestone for us. In this same moment, our world is going through one of the most challenging times in modern history. As a result, we are meeting educational and experiential shifts with the necessary and radical changes required to accommodate the needs of our global community. Despite these trying times, we will strive to continue this upward growth with the further development of our remote learning classes, adapting to the changing needs of the world.

All of our reported data is based on our outcomes framework, which we developed in 2016 in partnership with a Big Four accounting firm. As with previous reports, our Student Outcomes and Demographics, including graduation rates and job placement data, is reviewed by KPMG, another Big Four Accounting firm.

We invest the time and resources to work with the largest and most respected professional services agencies in the world because it's important for us to have unbiased third parties review our data. These agencies are trusted by every major Fortune 500 company to audit financial data that, in turn, informs the valuations and stock prices of those companies.

We're proud of the consistency we've maintained as we've scaled our program offerings and increased access to our Immersives through expansion to new markets, online-led offerings, scholarships, and new financing options. Since our first report, we've more than quintupled the number of Immersive students served, expanded our campus locations to 32 cities around the world, supported over 1,200 students through scholarships and government grants, and helped over 5,000 students secure loans and income share agreements.

We know that anyone who is thinking about making the time and investment in a General Assembly Immersive has a big decision to make, and that this is an incredibly uncertain time for so many. We know that industries and sectors will face disruption in ways we can't predict. During this time, we remain committed to support both students and companies in our changed world, and ensure that people have the skills they need to be successful in their careers.

A handwritten signature in black ink, appearing to read 'Jake Schwartz'.

Jake Schwartz (he/him)
CEO and Co-Founder
General Assembly



A Note From Our Senior Director of Consumer Operations

Why (And How) We Create This Report

Since launching our first Immersive program in 2012, our career services program has evolved to align with the needs of our ever-changing student demographic, their career goals, and the demands of the professional landscape. What hasn't changed during that time is our commitment to high standards when it comes to measuring the success of our graduates in the form of job placement outcomes.

Most students who come to General Assembly's Immersive programs do so for one reason: to find a job in a new career. We wanted to make sure that we created rigorous and consistent ways to measure outcomes, since what counts as a successful job placement can be highly subjective.

Even in our early days, when we were serving only a few hundred students, we knew it was critical to set easy-to-understand standards that reflected the career goals and work of our graduates, and to also ensure that our graduates were getting a return on their investment in education. As our programs grew, we wanted to level up on that commitment by getting our outcomes data validated by a third party. We made an important decision in 2016 to work with Big Four accounting firms to develop our outcomes framework and validate our outcomes report.

Why does working with a Big Four accounting firm matter? The "Big Four" refers to the four largest accounting, auditing, and professional services firms in the world: PwC, Deloitte, EY, and KPMG. These certified public accounting (CPA) firms perform most of the audits that are required of corporations with publicly traded stock. In other words, the world's largest and most influential companies trust these firms to ensure their financial audits are accurate — and we do, too.

Before we could start to benchmark our data, we had to establish a framework that clearly outlined what "counts" as a job placement, and what doesn't. We worked with a Big Four firm to establish our framework — they held us to the challenge of developing definitions that were easily measurable and reduced any grey area in what we considered to be job search success.

We used criteria for measuring non-financial information based on criteria created by the American Institute of Certified Public Accountants (AICPA). We've made sure that the resulting framework is open-source for anyone to use; if we invested the time and resources to create it, we wanted to make sure other education providers and their students could benefit from the model. It can be found [here](#).

Every year, our data is then evaluated by the Big Four firm [KPMG](#). Here's how that process works:

- **First, we compile the data.** In real time, our Career Services team captures data from the job search of each individual graduate. We believe it is critical that every single student that enrolls in the career services program is represented in the report, even if they opt to not participate in the career services program. We benchmark outcomes rates starting at the point that a student graduates and measure them at the six-month mark for full-time job seekers, and at twelve months for part-time seekers. We also track time-to-outcome for any graduates who take longer than those time-frames to secure a job in their field of study.



A Note From Our Senior Director of Campus Operations

You may notice that there's a lag between the dates we report on and when our report is published. This is to accommodate the full six-month job search cycle and include the full data set for the thousands of students in that reporting cohort.

- **Second, we apply the data to our framework.** During this step, we analyze the data and build the report. We involve a great number of stakeholders in creating the report, including Admissions, Career Services, Business Intelligence, Creative, and executive leadership. This ensures that we deliver a report that makes sense to our prospective students and supports our mission to help individuals pursue the work they love.
- **Third, we turn over the final report and data set to KPMG.** They review the numbers and perform assurance procedures over the Student Outcomes and Demographics. During this process, KPMG reviews our detailed processes and systems used for measurements and data collection, and has us provide evidence that students are meeting graduation and outcomes requirements.
- **Finally, we get the auditor's letter.** Once we have met all of the needs for KPMG's review, they provide us with an assurance statement that the metrics are in accordance with the criteria we've established in our framework, which can be seen in the Independent Accountants' Review Report on page 29.

A lot goes into this process, but having an independent, accredited third party review our data ensures that we provide potential students with transparent, verified facts to help them decide how to best invest their time and money in their education and career journey. We know that making a decision to take a program such as a General Assembly Immersive is a big investment, and it is worth our time and resources to work with the best of the best to ensure individuals are empowered to make sound, informed choices with a fruitful return.

Betsy Leonhardt (she/her)
Senior Director, Campus Operations
General Assembly



About General Assembly

General Assembly is a global education company that closes skills gaps through leading-edge courses, workshops, and events in today's in-demand technology fields. At the time of publication of this report, GA has 32 campuses around the world and operates robust online programs as part of our ongoing effort to promote access to education that transcends geographic, financial, and professional barriers that may have hindered this pursuit in the past.

We help individuals gain new skills, pursue a promotion, or find a new career. We build networks by inviting our students to become members of a global community of entrepreneurs, innovators, and leaders. At the same time, we also develop scalable and efficient [training for companies](#) undergoing large-scale digital transformation. We provide talent pipelines for thousands of hiring partners and lead major upskilling and reskilling initiatives for global companies from across sectors — including more than 40 of the Fortune 100 — to help them overcome business challenges posed by technological change.

General Assembly's scale is unmatched. At the date of publication, we have 950 staff across our 32 locations in seven countries, with over 1,500 active instructors of our Immersive and part-time programs. In addition to the students represented in this report, we've also trained nearly 10,000 individuals through part-time offerings and welcomed over 338,000 learners to short-form workshops and events during this reporting period. Our alumni community boasts an incredible array of professional and lived experiences, and includes former Olympic athletes, musicians, lawyers, baristas, stay-at-home parents, teachers, refugees, journalists, accountants, and many, many more.

For more about GA's history, programs, and operations, refer to page four of our [previous report](#) where you can discover individual student journeys and success stories.





Inside the General Assembly Admission Process

Our Immersive students are looking for career changes, more often than not, because they are not happy with their professional life. Our goal in the admissions process is to help empower them to pursue work they love.

First, we set aside time to get to know them, both as a person and a professional, to understand their readiness to take our rigorous Immersive courses. What we are looking for is a passion to learn, paired with a clear understanding of the field and how it may fit into their goals and interests.

The next step is to schedule an interview, which includes what we call an Admissions task — essentially a short technical assessment that helps give us an understanding of someone's comfort with, and current capabilities in, the field. This sounds intimidating, but the purpose of this is to give prospective students a feel for what work projects in UX design, data science, or software engineering are like before jumping head-first into the program. The task also helps students determine if they do, in fact, like their field of choice and want to pursue it.

It is my favorite part of the job to sit and listen to students walk me through their task, the challenges they come across, and how fulfilling it is when they find the solution. Candidates get so excited!



Clara Graham (she/her)

*National Sr. Admissions Producer and Operations Lead
General Assembly, Global Team*

This step helps Admissions Producers understand a student's technical readiness to take an Immersive. If you're ready — great! We'll help get you signed up for the course, and get started on pre-work that will have you ready to hit the ground running on the first day of class. If you aren't quite ready — don't worry. We are here to support you through the learning curve. GA offers so many levels of courses, both online and in-person, as well as resources for students to learn and grow. We're committed to helping you find the path and pace that works best for you, and will do all we can to prepare you for the next chapter of your career.



About Career Services

If you're reading this, chances are you're thinking about taking an Immersive program at General Assembly, and want to know what you can expect from our Career Services team during your program, as well as once you graduate.

Here is a high-level view of who we are and how we work with our Immersive students:

- We have a network of over 50 career coaches. Throughout your Immersive program, your dedicated career coach will give you a detailed job search curriculum and work with you to develop the skills and tools you will need to compete in the job market.
- Once you've graduated, your career coach will work 1:1 with you on your job search strategy until you've achieved an outcome.
- Our coaches support you in developing your personal brand. They'll make sure that your online presence captures your skills and competencies, that your materials are compelling and error-free, and that you're prepared for every interview.
- When job opportunities arise within our network, we'll recommend you for ones that align with your skills and goals. The GA team also holds career fairs and networking opportunities to introduce our graduates to local employers. We strive to ensure you put your best foot forward by conducting technical interview prep sessions and providing feedback on materials for specific opportunities.
- Our coaches are incredible, but their efforts alone won't land you a job. You'll be expected to do weekly work that includes networking, applying to jobs, and continuing to develop technical skills.



Inside GA's Career Services Program

Immersive students often say one key differentiator helped them to choose GA: our outcomes! Our Career Services team provides strategic support to motivated career-changers through workshops on today's best practices for job searching. We also offer introductions to supportive GA alumni and employers ready to hire qualified candidates, and coaching to maximize students' dedication and focus. While I specifically coach our students in D.C., I work with a network of 50 coaches around the world to ensure I'm delivering the most up-to-date, effective job-search strategies.

Career changes are tough. Imposter syndrome or fear of the unknown can overwhelm even the most seasoned tech professionals. As a career coach, I serve as a partner in accountability, strategy, and motivation. I work with students from day one of their Immersive to develop their personal brand and job-search tools, all the way until they sign their job offer.

Even after nine years in career services and workforce development, I'm inspired by each cohort on the D.C. campus. In class, students develop their technical skills. In working with career coaches, they identify their career motivations and must-haves, communicate with employers about their skills, and develop a portfolio to showcase their work. Immersive students put serious work into landing opportunities, and I'm proud to support them.



Griffin Moore (they/them)

Career Coach

General Assembly, Washington, D.C.

If you enroll in a GA Immersive, we'll do everything in our power to help you land the job that launches the next phase of your career. We'll also expect you to make a real investment in your job search by following guidelines around networking, applying, and continued development of your skills that we know bring results. We've helped over 12,000 graduates get jobs, and we know what works.



Updates to Our Framework

As GA has expanded access to our programs through scholarships, nonprofit partnerships, government grants, and new financing options, we've started to work with students from different life paths and experiences. Those experiences have helped us further evolve our framework to ensure we're best serving the needs of our entire student population while continuing to maintain clear, measurable standards of success. Our goal is to uphold consistency and rigor in our data while also making sure the data reflects the realities our students face in the job search.

In this report, we've included two new categories of data for graduates of our Immersive programs: Extended Job Seekers and Part-Time Outcomes. For the categories that have shown up in every previous report, the explanations can be found in the appendix on page 23 and in our outcomes framework.

Extended Job Seekers

In previous years, if graduates couldn't dedicate their time post-graduation to our guidelines for a full-time job search (that is, spending 30+ hours per week actively looking for a job, applying to at least 10 roles each week, and attending weekly networking events), they were no longer eligible to participate in our Career Services program.

Increasingly, we have graduates who take on contract or part-time work after graduating from an Immersive to make money or add to their portfolio as they continue to look for a permanent position in their field of study. In the past, these graduates were considered to be "non-participants in our Career Services program", even if they were actively looking for a job and working with their career coach. To accommodate this group, we have created a new category, Extended Job Seekers, for students who fit this profile. We only put graduates on this pathway if they self-select into this option and it aligns with their personal goals and needs. We have separated out students who fit this profile in the data, and have updated our framework accordingly. While it varies by student, typically students in this category will job-search for 15 to 20 hours per week, submit five applications per week, and engage in networking events more periodically.

Since these graduates are likely to spend less time dedicated to the job search, we expect their time to job placement to take longer than students who devote full-time hours to their search, and set that expectation at 180 to 365 days. Of all placements represented in this report, 5.3% (138 individuals) are Extended Job Seekers.

Part-Time Outcomes

Students who are in the Part-Time Outcomes category do not meet our strict requirements for what counts as a job placement (paid, full-time, in the graduate's same field of study). If a student takes a role that they are satisfied with that is in their field of study and meets their desired professional goals, but does not meet our standard for placement, we have included them in this report as a part-time outcome. We only put students in this category if they signal to us that they are satisfied with the placement and are done with their current job search.



In previous reports, these graduates would have been represented as non-participants in our Career Services program, but we believe it is important to celebrate their success in launching a career. We separate out students in the Part-Time Outcome category in the data, and have updated our framework to reflect this new category. Of all placements represented in this report, 2.3% (60 individuals) are Part-Time Outcomes.

Inside the GA Classroom Experience

Teaching at General Assembly has been a life-changing experience for me. On day one, we see students come into the classroom with very different backgrounds but who all share a sense of determination, optimism, and a willingness to work hard. Fast-forward twelve weeks, and we see the same group of individuals ready and excited to tackle problems the world will throw at them, armed with the skills, confidence, and peer support network to do so.

As instructors, we get to experience rewarding moments alongside our students. This includes coaching someone through a complex problem, watching people grapple with problems until the “aha!” moment happens, and seeing the satisfaction on students’ faces when they realize just how much they’ve learned in such a short time.

At GA, we’re big fans of learning by doing — our focus on developing skills drives our practice-based education! Our curriculum is designed to provide hands-on lessons followed



Matt Brems (he/him)

*Global Lead Data Science Instructor
Chair, Data Science Product Advisory Board
General Assembly, Global Team*



by labs and projects where students apply new skills to increasingly complex problems. Ultimately, their hard work forms the basis of their job portfolio.

Students can expect an intense, collaborative, challenging, and supportive twelve weeks. Our Immersive courses are exactly that: immersive and consuming. Students spend forty hours a week in the classroom, and often find themselves investing more time on evenings and weekends, whether it's networking at meetups, continuing to hone their skills, or polishing a project for their portfolio.

It's important to note that this time isn't spent alone! Your peers in the industry attend meetups. Your classmates work beside you and with you to hone skills. And your instructors are dedicated to supporting you as you put your best foot forward beyond General Assembly. You are joining a community, and we're ready to welcome you into it.

There are two pieces of advice I have to ensure someone is a successful GA student.

1. **Be dedicated.** The most successful students come to Immersives with the mindset of: "I have twelve weeks to get as good at this skill as I possibly can. Let me do everything I can to use this time to my advantage." Learning a new, career-changing set of skills so that someone can alter the direction of their life isn't a small thing. Students who show the grit and determination to be successful tend to get the most out of the course.

2. **Determine what success means to you.**

Success doesn't mean the same thing to everyone. It might be a promotion within your existing organization, a career with a certain salary or work/life balance, or simply developing a new set of skills. Throughout your time at GA, you might even notice your definition of success change, and that's OK. For example, finding yourself drawn to a new vertical industry after hearing a GA alumna speak is something many of our students experience. Knowing what success means to you is a great first step in order to make that success happen.

With these two things in mind, and the support of a global community that includes your GA peers, instructors, mentors, and beyond, there's nothing you can't accomplish.



How We Set Our Students Up for Success

The student experience starts as soon as an individual makes the decision to enroll at GA. My role is to make sure everything from on-boarding students into their new program all the way to the completion of their final project is as thoughtful and supportive as possible. To do this, my team partners closely with our instructors and career coaches to act as the bridge that brings the full student experience together. We call our team Student Success because each individual's success is our north star.

As a team, we help students feel safe and supported during their time at General Assembly, no matter how long or short that may be. That support comes in a number of ways, whether it be through a robust Student Success Plan to ensure a student has the resources and guidance they need to stay on track in class, or a quick pep talk to get through the emotional cycle of change.

Some of the most meaningful connections I've made here at GA are with the students who have struggled the most, whether due to life factors outside of the classroom or because they've run into learning challenges grasping the material. Those moments require a lot of time and energy to help them across the finish line, and it's such an amazing journey to witness someone achieving their learning goal. I'm so proud to provide a support system for every single one of our students.



Claire Avershal (she/her)

Manager, Campus Operations & Student Success
General Assembly, Los Angeles



Our Latest Data: Outcomes and Demographics

This report captures the outcomes for the 4,287 students who enrolled in our Web Development Immersive,¹ User Experience Design Immersive, and Data Science Immersive programs that ended between January 1, 2018 and March 31, 2019.² The clock for “time to placement” starts the day that a student graduates from their program. (When comparing outcomes of different schools, pay attention to this detail — if graduates or schools can choose the start date of their search, it can distort the data.)

Every GA campus where students were enrolled in Immersive programs during the reporting period is included in this report: Atlanta, Austin, Boston, Chicago, Dallas, Denver, London, Los Angeles (Downtown and Santa Monica), Melbourne, New York City, Online (Remote), Providence, San Francisco, Seattle, Singapore, Sydney, and Washington, D.C. Students from GA Toronto will be included in future reports.

We currently also have campuses in Amman, Bangkok, Detroit, Houston, Jeddah, Louisville, Miami, Minneapolis, Orlando, Paris, Phoenix, Raleigh, Riyadh, Salt Lake City, San Diego and Stamford but those locations were not running Immersive programs during this reporting period.

The Student Outcomes and Demographics tables on pages 16, 17, and 26 through 28 of this report were reviewed by KPMG LLP (see the Independent Accountants’ Review Report on page 29). Aside from graduation rate, the data is self-reported by our graduates, as discussed further in the Appendix.

Student Outcomes and Demographics

FULL-TIME STUDENTS	Total #	Total %
Enrolled	4,287	-
Withdrawals	457	10.6%
Non-Graduates	145	3.4%
Graduates	3,685	86.0%
Total Graduation Rate	-	86.0%

¹In 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 ending during this time period, WDI.

²In an attempt to deliver the most relevant data, this report scope is beyond one full calendar year. We aim to always deliver the most up-to-date data while also having to let a full 180 days+ cycle to complete for job seekers to accurately represent our population.



Our Latest Data: Outcomes and Demographics

GA CAREER SERVICES	Total #	Total %
Full-Time Seekers	2,497	-
Placement Within 180 Days of Graduation	2,283	91.4%
Placement More Than 180 Days After Graduation	206	8.3%
No Placement as of This Report	8	0.3%
Total Placement Rate <i>Of total placement rate 98.3% are full-time outcomes, 1.7% are part-time outcomes</i>	-	99.7%
Extended Seekers	155	-
Placement Within 365 Days of Graduation	133	85.8%
Placement More Than 365 Days After Graduation	5	3.2%
No Placement as of This Report	17	11.0%
Extended Seeker Placement Rate <i>Of total placement rate 87.0% are full-time outcomes, 13.0% are part-time outcomes</i>	-	89.0%
Graduates Who Do Not Participate to Completion	1,032	-
Unresponsive to Coach Outreach	352	9.5%
Noncompliant With Career Service Requirements	268	7.3%
Job Seeking Outside of Field of Study	134	3.6%
Return to School	85	2.3%
Family or Health Issue	70	1.9%
Return to Previous Job	55	1.5%
Personal Interest Only	36	1.0%
Visa or Geographic Barrier	29	0.8%
Return to Active Duty	3	0.1%
Overall Nonparticipant %	-	28.0%

Our Outcomes

Of the 4,287 students who enrolled in the Immersive 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 23-25 of our Appendix.



Our Latest Data: Outcomes and Demographics

91.4% of graduates who participated in our Full-Time Career Services program accepted a job offer in their field of study within 180 days of graduating. An additional 8.3% accepted a job offer after 180 days, for a total of 99.7% of this eligible population working in the field.

85.8% of graduates who participated in our Extended Seeker Career Services program accepted a job offer in their field of study within 365 days of graduating. This represents an additional 133 graduates working in their field of study that our career coaches wouldn't have been able to consistently support in the past based on the previous version of our Career Services participation requirements.

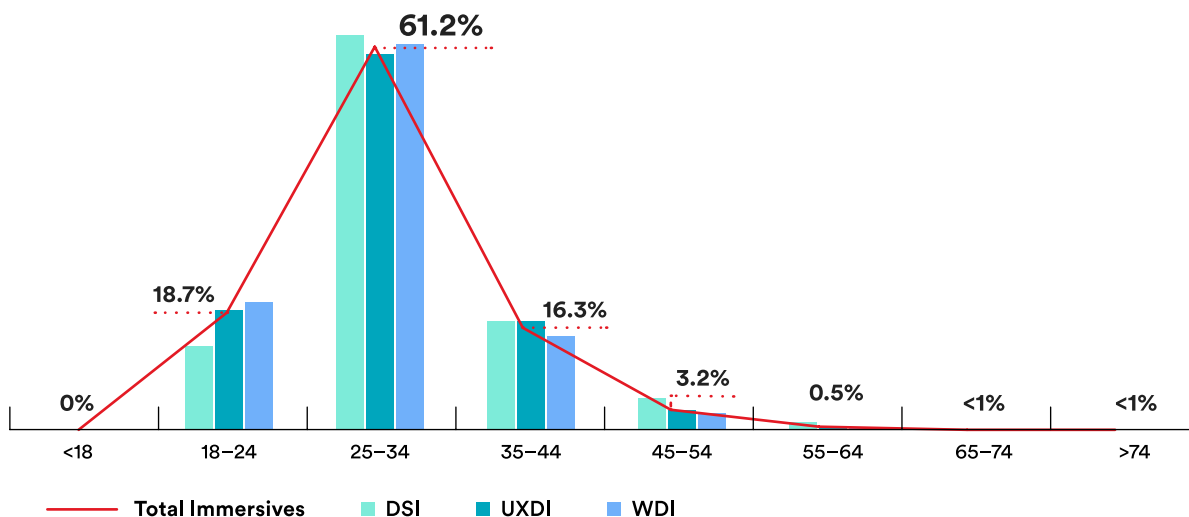
28% of graduates did not participate in GA's Career Services program. As an organization, we're proud to report that this is down from 33.7% in our previous report — meaning a larger percentage of our population is participating in Career Services until they get a job. The reasons why graduates fall into this category are provided in the charts provided on page 25-27. The biggest change has been a reduction in the number of graduates who are noncompliant with our Career Services program, largely due to our expanded career support parameters. In our last report, this accounted for 10.3% of our nonparticipants, and in this report has gone down nearly one-third to 7.3%.

Our Community

Students come to General Assembly from a wide range of professional backgrounds and lived experiences. We ask participants in our Immersive programs to self-report specific demographic data on age, gender, race, and educational attainment, which we outline below. In this report, 61% of our student population voluntarily self-reported on these data points.

Age

More than half of the students who take Immersive training programs at General Assembly are in their mid-twenties to mid-thirties: 61.2% are between 25 and 34 at the start of their program, with an additional 18.7% between 18 and 24, and 16.3% between 35 and 44. The youngest student in this report was 18, and the oldest was 78.

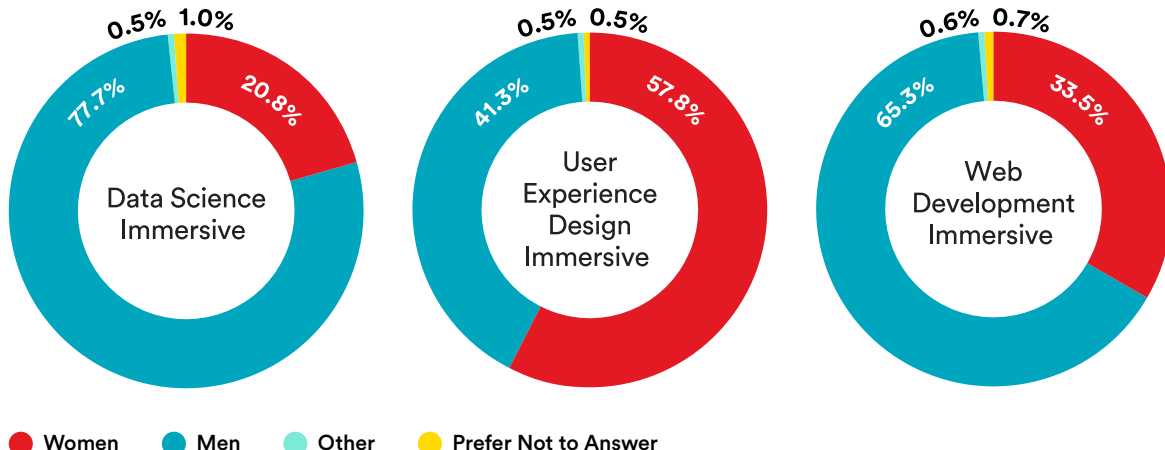




Our Latest Data: Outcomes and Demographics

Gender

The gender breakdown for Immersive programs in aggregate is 58.0% men, 41.0% women, and 1% who identify with another gender identity. Below, we've demonstrated gender breakdown by program type.

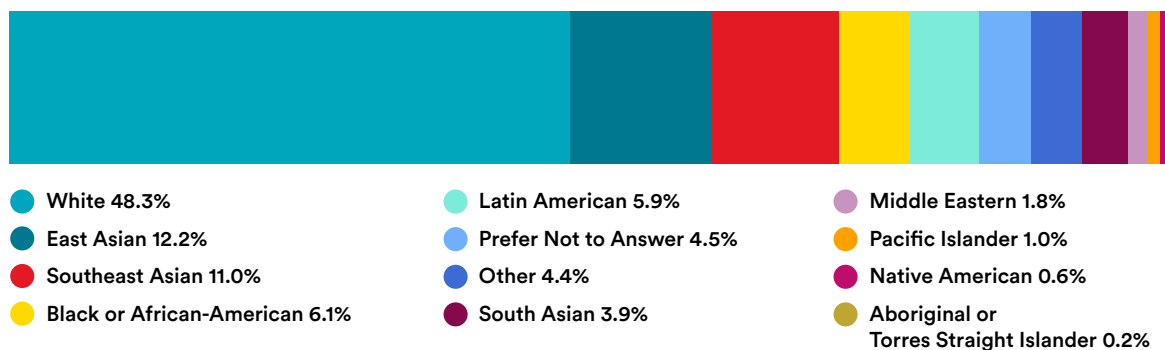


Note: 39% of students elected not to respond.

Race/Ethnicity

Nearly half (48.3%) of General Assembly students identify as White. The other most represented groups are students who identify as East Asian (12.2%), Southeast Asian (11%), Black or African-American (6.1%) and Latin American (5.9%). 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.

Note: Students were allowed to provide multiple answers to this question to accommodate the intersections between racial and ethnic identities.

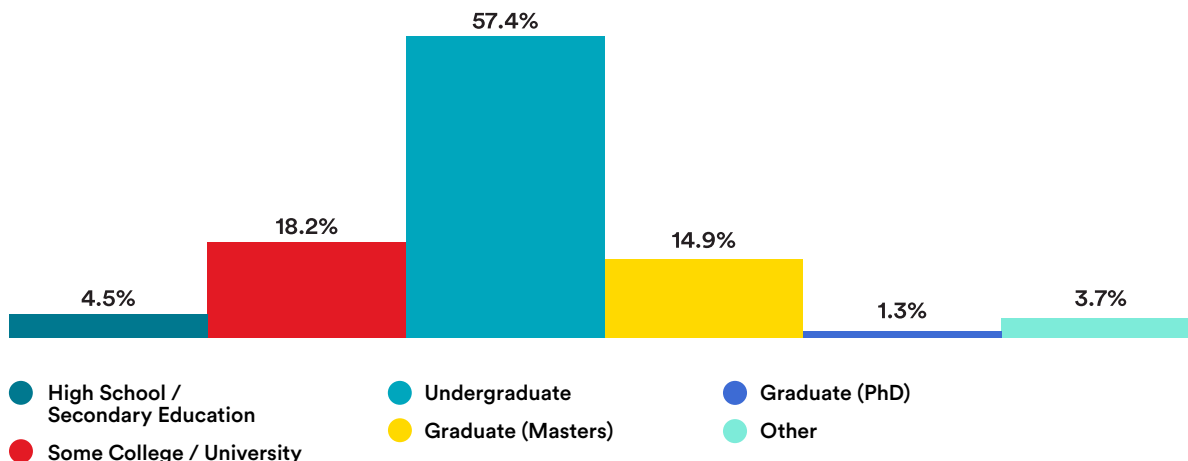


Education

More than half of General Assembly's Immersive students represented in this report — 57.4% — have a bachelor's degree, and 16.2% have an advanced degree such as a master's or a PhD. We saw that 4.5% of students in this report attained a high school diploma or GED but no further education, 18.2% had taken some college or earned an associate's degree, and 3.7% had some other form of non-college training. A total of 39% of students did not respond to this voluntary question.



Our Latest Data: Outcomes and Demographics



Financing

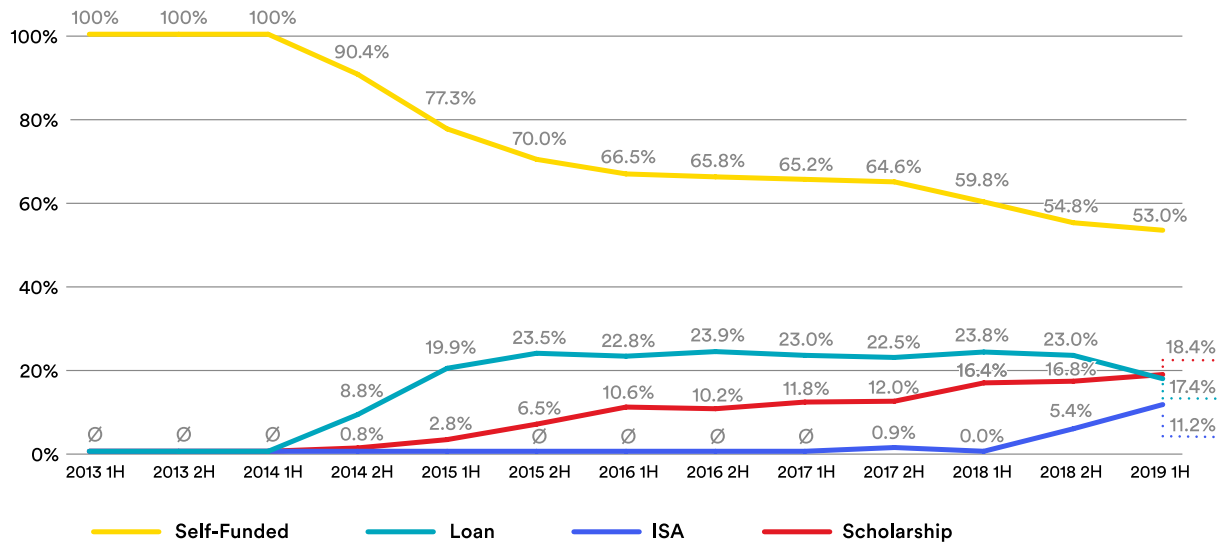
At the time of this report, tuition for General Assembly's Immersive programs ranged from \$13,950–\$15,950, depending on the course. Here's how students financed their education:

- **Self-Funded:** 57.31% of students 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 our Immersive programs.
- **Loans:** 23.72% of students paid using loans offered through GA's lending partners, which include Climb Credit, Meritize, and StudyLoans. To be eligible for loans, students had to meet credit requirements (a FICO score of 620 or above); around half of applicants were eligible to secure loans.
- **ISAs:** 2.58% of students paid using Income Share Agreements through GA's new Catalyst program, which launched in late 2018. To be eligible for an ISA, students must meet select credit criteria, but there is no FICO score minimum. 78% of applicants were eligible to secure an ISA. Students funded through Catalyst pay no up-front cost other than a \$250 application fee. After they graduate and land a job earning at least \$40,000 annually, they start paying back 10% of their income over 48 months. Payments are maxed out at 1.5 times the initial cost of tuition.
- **Scholarships and Government Funding:** 13.77% of students secured full scholarships through our Opportunity Fund scholarship program, or through government initiatives such as CodeBridge, which is funded through the U.S. Department of Labor. Students completed a scholarship application in addition to their GA application, 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; for students in this category who shared demographic information about gender, race, and educational attainment, 80% are Black or Latinx, 40% have less than a four-year degree, and 50% identify as women or non-binary.



Our Latest Data: Outcomes and Demographics

Funding the Future: A GA Timeline





What's Next

Thank you for reading our outcomes report! We're excited about our continued growth at General Assembly. The 4,287-member student body represented in this report is just one example of how we continue to expand our reach.

In 2019 we made many significant strides to bring essential skills to people around the world.

- GA launched campuses in 12 new markets, growing our global presence to 32 campuses and online.
- We served over 130 corporate clients through our enterprise training program, delivering on-site digital transformation training for employees at top-tier companies such as Adobe, Deloitte, and L'Oreal.
- We re-launched our flagship program, Web Development Immersive, as the Software Engineering Immersive (SEI). The updated curriculum is packed with new industry-relevant coursework including a focus on computer science.
- To increase access to SEI, we rolled out a new Flex format. This remote, part-time program takes place on evenings and weekends and empowers individuals with an alternative schedule to change careers while keeping their current commitments.
- Promoting access through financing by expanding access to Catalyst, our income share agreement, and launching new funding opportunities like our See Her Excel scholarship for women.
- We made investments in building a more diverse and inclusive community through the global launch of our Inclusion Committee, resulting in increased engagement, awareness, and dialogue around diversity, equity, and inclusion (DEI) across GA globally.
- We dedicated resources to our student success and support by facilitating a two-part mental health awareness and suicide prevention training for all student-facing staff.

As we share this report, we want to recognize that this moment of uncertainty in the world is profoundly challenging, and it is affecting each and every one of us in countless and unexpected ways. Now, more than ever, we are inspired by the flexibility, ingenuity, empathy, and resilience of the GA community, a community of students, clients, and staff that spans all over the globe. We remain here, laser-focused, on the health and well-being of all who depend on us and enrich our lives.

We're excited to continue our growth and support of our community in 2020 and beyond. If you have any questions about General Assembly, or the contents of this report, our admissions team is here to help: drop us a note at admissions@generalassembly.com.

For more information about our vast suite of programs, please visit our [education offerings](#) page. Learn more about our outcomes support and the people behind it on our [career services](#) page.



Appendix

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 requirements of GA's Career Services 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.

Participating Graduates, Extended:

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

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, Full-Time Outcome:

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



Appendix

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 a former company and are utilizing new skills learned through course participation in their role.

Placement Within 180 Days of Graduation, Full-Time Outcome:

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 a former company and are utilizing new skills learned through course participation in their role.

Placement After 180 Days Since Graduation, Part-Time Outcome:

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

- Have accepted an offer that is in an occupation for which students are trained or in a related, comparable, recognized occupation that is either less than 32 hours a week or unpaid.
- Are self-selecting to end their job search at the given time due to acceptance of this offer.

Placement Within 180 Days of Graduation, Part-Time Outcome:

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

- Have accepted an offer that is in an occupation for which students are trained or in a related, comparable, recognized occupation that is either less than 32 hours a week or unpaid.
- Are self-selecting to end their job search at the given time due to acceptance of this offer.

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.



Appendix

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.

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 the 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	724	-
Withdrawals	86	11.9%
Non-Graduates	19	2.6%
Graduates	619	85.5%
Total Graduation Rate	-	85.5%

GA CAREER SERVICES	Total #	Total %
Full-Time Seekers	444	-
Placement Within 180 Days of Graduation	414	93.2%
Placement More Than 180 Days After Graduation	29	6.6%
No Placement as of This Report	1	0.2%
Total Placement Rate <i>Of total placement rate 98.9% are full-time outcomes, 1.1% are part-time outcomes</i>	-	99.8%
Extended Seekers	18	-
Placement Within 365 Days of Graduation	18	100.0%
Placement More Than 365 Days After Graduation	0	-
No Placement as of This Report	0	-
Extended Seeker Placement Rate <i>Of total placement rate 83.3% are full-time outcomes, 16.7% are part-time outcomes</i>	-	100.0%
Graduates Who Do Not Participate to Completion	157	-
Unresponsive to Coach Outreach	47	7.6%
Noncompliant With Career Service Requirements	44	7.1%
Job Seeking Outside of Field of Study	17	2.8%
Family or Health Issue	14	2.3%
Return to Previous Job	12	1.9%
Return to School	11	1.8%
Personal Interest Only	7	1.1%
Visa or Geographic Barrier	5	0.8%
Return to Active Duty	0	-
Overall Nonparticipant %	-	25.4%



User Experience Design Immersive

Student Outcomes and Demographics

FULL-TIME STUDENTS	Total #	Total %
Enrolled	1,662	-
Withdrawals	96	5.8%
Non-Graduates	27	1.6%
Graduates	1,539	92.6%
Total Graduation Rate	-	92.6%

GA CAREER SERVICES	Total #	Total %
Full-Time Seekers	1,048	-
Placement Within 180 Days of Graduation	948	90.5%
Placement More Than 180 Days After Graduation	98	9.3%
No Placement as of This Report	2	0.2%
Total Placement Rate <i>Of total placement rate 98.1% are full-time outcomes, 1.9% are part-time outcomes</i>	-	99.8%
Extended Seekers	73	-
Placement Within 365 Days of Graduation	61	83.5%
Placement More Than 365 Days After Graduation	4	5.5%
No Placement as of This Report	8	11.0%
Extended Seeker Placement Rate <i>Of total placement rate 80.0% are full-time outcomes, 20.0% are part-time outcomes</i>	-	89.0%
Graduates Who Do Not Participate to Completion	417	-
Unresponsive to Coach Outreach	140	9.1%
Noncompliant With Career Service Requirements	115	7.5%
Job Seeking Outside of Field of Study	51	3.3%
Return to School	31	2.0%
Family or Health Issue	29	1.9%
Return to Previous Job	24	1.6%
Visa or Geographic Barrier	15	1.0%
Personal Interest Only	10	0.6%
Return to Active Duty	2	0.1%
Overall Nonparticipant %	-	27.1%



Web Development Immersive

Student Outcomes and Demographics

FULL-TIME STUDENTS	Total #	Total %
Enrolled	1,901	-
Withdrawals	275	14.5%
Non-Graduates	99	5.2%
Graduates	1,527	80.3%
Total Graduation Rate	-	80.3%

GA CAREER SERVICES	Total #	Total %
Full-Time Seekers	1,005	-
Placement Within 180 Days of Graduation	921	91.6%
Placement More Than 180 Days After Graduation	79	7.9%
No Placement as of This Report	5	0.5%
Total Placement Rate <i>Of total placement rate 98.3% are full-time outcomes, 1.7% are part-time outcomes</i>	-	99.5%
Extended Seekers	64	-
Placement Within 365 Days of Graduation	54	84.3%
Placement More Than 365 Days After Graduation	1	1.6%
No Placement as of This Report	9	14.1%
Extended Seeker Placement Rate <i>Of total placement rate 96.4% are full-time outcomes, 3.6% are part-time outcomes</i>	-	85.9%
Graduates Who Do Not Participate to Completion	458	-
Unresponsive to Coach Outreach	165	10.8%
Noncompliant With Career Service Requirements	109	7.2%
Job Seeking Outside of Field of Study	66	4.3%
Return to School	43	2.8%
Family or Health Issue	27	1.8%
Personal Interest Only	19	1.2%
Return to Previous Job	19	1.2%
Visa or Geographic Barrier	9	0.6%
Return to Active Duty	1	0.1%
Overall Nonparticipant %	-	30.0%



KPMG LLP
345 Park Avenue
New York, NY 10154-0102

Independent Accountants' Review Report

General Assembly Board of Directors and Management:

We have reviewed the Student Outcomes and Demographics tables on pages 16 and 17 and 26 through 28 ("the 2018-19 Metrics") of the accompanying General Assembly's Student Outcomes Report (the "Report") for the 15 month period ended March 31, 2019. General Assembly's management is responsible for preparing the 2018-19 Metrics in accordance with the Criteria set forth in the Appendix on pages 23 through 25 of the Report (the "Criteria"). Our responsibility is to express a conclusion on the 2018-19 Metrics, 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 2018-19 Metrics in order for them 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 2018-19 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 2018-19 Metrics identified on pages 16 and 17 and 26 through 28 of the Report in order for it to be in accordance with the Criteria set forth in the Appendix on pages 23 through 25 of the Report.

KPMG LLP

New York, New York
May 18, 2020