

2024-25 University of Washington Graduates Six Months After Graduation: Overview

April 2026

INTRODUCTION

This report provides results of the UW Alumni Survey of 2024-2025 University of Washington (UW) degree recipients. This survey is the continuation of an on-going program of alumni surveys conducted by Institutional Assessment and Evaluation (IAE) at the UW annually or biennially since 1978. The survey was administered March 2025 through February 2026, six months after students received their respective degrees in conformance with reporting requirements of the National Association of Colleges and Employers (NACE). The primary focus is identifying the post-graduation activities of both undergraduate and advanced degree recipients and obtaining graduate perceptions of their educational outcomes. This document provides an overview of the survey methodology, an executive summary of the results, and links to the survey instruments and to several summary tables.

METHOD

Population

The original population was comprised of all University of Washington graduates who received one or more undergraduate or graduate degrees Summer 2024 through Spring 2025 as recorded in the UW student database. In total 19,485 degrees were awarded to 18,105 graduates. Email addresses for 18,101 (99.97%) of the total population were collected from the student database. The final sample was made up of 11,017 undergraduate and 6,710 graduate and professional students.

Instruments

The survey was administered solely online. Students received one of two versions of the questionnaire, depending on their degree level. Both the [undergraduate questionnaire](#) and the [advanced degree questionnaire](#) were composed of sets of forced-choice questions relating to graduates' current educational and occupational status, their overall satisfaction with the UW, the degree to which their UW education advanced their learning with respect to general learning goals, and the importance of those goals to their current primary activity. A final open-ended question asked students if they would like to comment on any aspect of their experience at the UW.

Procedures

NACE procedures require that graduates be surveyed approximately six months after receipt of degree. We sent four emails to undergraduate degree recipients and four emails to advanced

degree recipients. The messages provided a link to the survey and described its importance to the University. The overall response rate was 12.81% (11.3% for undergraduate and 15.2% for advanced degree recipients).

Table. Students Surveyed and Survey Response Rates

	Degrees awarded	Students awarded degrees	Students surveyed	Students w/ valid emails	Completed Questionnaires	Response Rate
Undergraduate Degree(s)						
Summer 2024	1378	1277	1276	1230	154	12.1%
Autumn 2024	1366	1241	1240	1205	208	16.8%
Winter 2025	1666	1505	1504	1490	170	11.3%
Spring 2025	8154	7191	7190	7092	738	10.3%
Subtotal	12564	11214	11210	11017	1270	11.3%
Advanced Degree(s)						
Summer 2024	946	943	943	882	175	18.8%
Autumn 2024	776	773	773	706	113	14.6%
Winter 2025	1063	1059	1059	1043	174	16.4%
Spring 2025	4137	4116	4116	4079	586	14.2%
Subtotal	6922	6891	6891	6710	1048	15.2%
OVERALL TOTAL	19486	18105	18101	17727	2318	12.8%

Note: *Students awarded degrees* are represented in the quarterly totals for each degree received, but only once in the respective subtotal or overall total. *Students surveyed* exclude those who were deceased or for whom we were not able to obtain an email address. Students who received degrees in multiple quarters were surveyed only once, in the first quarter in which they received a degree. *Students with valid emails* include students for whom we did not receive hard bounces. *Response rate* was calculated by dividing the number of *Completed Questionnaires* by *Students surveyed*.

EXECUTIVE SUMMARY

Undergraduate Degree Recipients

In general, the survey response population was representative of the undergraduate alumni population. Women (57% of the alumni population and 60% of survey respondents) and white respondents (35% of the alumni population and 44% of survey respondents) were slightly **overrepresented** among survey respondents. Men (43% of the alumni population and 40% of survey respondents), African American respondents (7% of the alumni population and 5% of survey respondents), Asian American respondents (34% of the alumni population and 30% of survey respondents), International respondents (10% of the alumni population and 7% of the survey respondents), and respondents whose race/ethnicity was not indicated (13% of the alumni population and 9% of survey respondents) were slightly **underrepresented** among survey respondents.

Six months after graduation, undergraduate alumni survey respondents reported their current primary status:

- 52% were employed for pay full time
- 8% were employed for pay part time
- 1% were participating in a volunteer or service program
- 0% were serving in the U.S. military
- 18% were enrolled in a certificate or degree program
- 6% were planning to continue their education but were not yet enrolled in a program
- 13% were still seeking employment
- 1% were in a fellowship
- 2% were not seeking employment or continuing education at that time

Of those employed for pay full time or part time, 85% indicated their current position was career-related, and 71% indicated their job was located in King, Pierce, or Snohomish counties of Washington State. Of those continuing their education in a certificate or degree program, 67% indicated they were enrolled in a master's program and 28% indicated they were enrolled in a Doctorate or Professional degree program.

When asked to evaluate aspects of their educational experience as undergraduates:

- 89% rated their overall learning experience at UW as good or excellent
- 93% were satisfied or strongly satisfied with their overall experience at UW
- 93% somewhat agreed or strongly agreed that if they had to make their college choice over again, they would choose to attend UW.

Master's Degree Recipients

In general, the survey response population was representative of the master's degree alumni population. Women (54% of the alumni population and 55% of survey respondents) and White respondents (34% of the alumni population and 44% of survey respondents) were slightly **overrepresented**. Men (46% of the alumni population and 45% of survey respondents), Asian American respondents (18% of the alumni population and 16% of survey respondents), Hispanic/Latino respondents (9% of the alumni population and 7% of survey respondents), International respondents (30% of the alumni population and 23% of survey respondents), and respondents whose race/ethnicity was not indicated (33% of the alumni population and 26% of survey respondents) were slightly **underrepresented** among survey respondents. American Indian respondents and African American respondents were represented at the same levels in both the alumni population and the survey response population (1% and 5%, respectively).

Six months after graduation, master's degree alumni survey respondents reported their current primary status:

- 70% were employed for pay full time
- 7% were employed for pay part time
- 2% were participating in a volunteer or service program
- 1% were serving in the U.S. military
- 5% were enrolled in a certificate or degree program

- 1% were planning to continue their education but were not yet enrolled in a program
- 13% were still seeking employment
- 1% were in a fellowship
- 1% were not seeking employment or continuing education at that time

Of those employed for pay full time or part time, 93% indicated their current position was career-related, and 58% indicated their job was located in King, Pierce, or Snohomish counties of Washington State. Of those continuing their education in a certificate or degree program, 85% indicated they were enrolled in a Doctorate or Professional degree program.

When asked to evaluate aspects of their educational experience as master's students:

- 82% rated their overall learning experience at UW as good or excellent
- 87% were satisfied or strongly satisfied with their overall experience at UW
- 83% somewhat agreed or strongly agreed that if they had to make their college choice over again, they would choose to attend UW.

Doctoral/Professional Degree Recipients

In general, the survey response population was representative of the doctoral/professional alumni population. Men (43% of the alumni population and 45% of survey respondents), White respondents (45% of the alumni population and 47% of survey respondents), African American respondents (4% of the alumni population and 6% of survey respondents), International respondents (17% of the alumni population and 21% of the survey respondents), and respondents whose race/ethnicity was not indicated (19% of the alumni population and 22% of survey respondents) were slightly **overrepresented** among survey respondents. Women (57% of the alumni population and 55% of survey respondents), Hispanic/Latino respondents (8% of the alumni population and 5% of survey respondents), and Asian American respondents (22% of the alumni population and 18% of survey respondents) were slightly **underrepresented** among survey respondents. American Indian and Hawaiian/Pacific Islander respondents were represented at the same levels in both the alumni population and the survey response population (1% and 0%, respectively).

Six months after graduation, doctoral/professional degree alumni survey respondents reported their current primary status:

- 76% were employed for pay full time
- 5% were employed for pay part time
- 0% were participating in a volunteer or service program
- 0% were serving in the U.S. military
- 2% were enrolled in a certificate or degree program
- 1% were planning to continue their education but were not yet enrolled in a program
- 9% were still seeking employment
- 7% were in a fellowship
- 1% were not seeking employment or continuing education at that time

Of those employed for pay full time or part time, 95% indicated their current position was career-related.

When asked to evaluate aspects of their educational experience as doctoral students:

- 83% rated their overall learning experience at UW as good or excellent
- 86% were satisfied or strongly satisfied with their overall experience at UW
- 83% somewhat agreed or strongly agreed that if they had to make their college choice over again, they would choose to attend UW.

RESULTS

UW

Overall	<u>Undergraduate</u>	<u>Masters</u>		<u>Doctoral</u>
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UW Bothell

Overall	<u>Undergraduate</u>	<u>Masters</u>		
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Departments

Business Administration	<u>Undergraduate</u>	<u>Masters</u>		
Education	<u>Undergraduate</u>	<u>Masters</u>		
Interdisciplinary Arts & Sciences	<u>Undergraduate</u>	<u>Masters</u>		
Nursing and Health Studies	<u>Undergraduate</u>	<u>Masters</u>		
STEM				
- Biological Science	<u>Undergraduate</u>			
- Computing & Software Systems	<u>Undergraduate</u>	<u>Masters</u>		
- Engineering & Mathematics	<u>Undergraduate</u>	<u>Masters</u>		
- Interactive Media Design	<u>Undergraduate</u>			
- Physical Science	<u>Undergraduate</u>			

UW Tacoma

Overall	<u>Undergraduate</u>	<u>Masters</u>		<u>Doctoral</u>
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Departments

Business Administration	<u>Undergraduate</u>	<u>Masters</u>		
Education	<u>Undergraduate</u>	<u>Masters</u>		<u>Doctoral</u>
School of Engineering & Technology	<u>Undergraduate</u>	<u>Masters</u>		<u>Doctoral</u>
Interdisciplinary Arts & Sciences				
Nursing & Healthcare Leadership	<u>Undergraduate</u>	<u>Masters</u>		
Interdisciplinary Arts & Sciences				
- Division of Culture, Art & Communication	<u>Undergraduate</u>			
- Division of Politics, Philosophy & Public Affairs	<u>Undergraduate</u>			
- Division of Sciences & Mathematics	<u>Undergraduate</u>			
- Division of Social & Historical Study	<u>Undergraduate</u>			
- Division of Social, Behavior and Human Science	<u>Undergraduate</u>			
Social Work	<u>Undergraduate</u>	<u>Masters</u>		
Urban Studies	<u>Undergraduate</u>	<u>Masters</u>		

UW Seattle

Overall	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
College of Arts & Sciences, Arts			
Art, Art History, & Design	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Dance	<u>Undergraduate</u>	<u>Masters</u>	
Digital Arts & Experimental Media			<u>Doctoral</u>
Drama	<u>Undergraduate</u>	<u>Masters</u>	
Music	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
College of Arts & Sciences, Humanities			
Asian Languages & Literature	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Classics	<u>Undergraduate</u>	<u>Masters</u>	
Cinema & Media Studies	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Comparative History of Ideas	<u>Undergraduate</u>		
English	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
French & Italian Studies	<u>Undergraduate</u>	<u>Masters</u>	
German Studies	<u>Undergraduate</u>		<u>Doctoral</u>
Linguistics	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Near Eastern Languages & Civilization	<u>Undergraduate</u>	<u>Masters</u>	
Scandinavian Studies	<u>Undergraduate</u>	<u>Masters</u>	
Slavic Languages & Literature	<u>Undergraduate</u>		<u>Doctoral</u>
Spanish & Portuguese Studies	<u>Undergraduate</u>	<u>Masters</u>	
College of Arts & Sciences, Natural Sciences			
Applied & Computational Math Sciences	<u>Undergraduate</u>		
Applied Mathematics	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Astronomy	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Biology Program	<u>Undergraduate</u>		<u>Doctoral</u>
Chemistry	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Computer Science	<u>Undergraduate</u>		
Mathematics	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Microbiology	<u>Undergraduate</u>		
Neuroscience	<u>Undergraduate</u>		
Physics	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Psychology	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Speech & Hearing Sciences	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Statistics	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>

College of Arts & Sciences, Social Sciences

American Ethnic Studies	<u>Undergraduate</u>		
American Indian Studies	<u>Undergraduate</u>		
Anthropology	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Communication	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Economics	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Gender, Women & Sexuality Studies	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Geography	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
History	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Jackson School International Studies	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Law, Societies, & Justice	<u>Undergraduate</u>		
Philosophy	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Political Science	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Sociology	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>

College of Arts & Sciences, Other

Arts & Sciences Dean's Office	<u>Undergraduate</u>		
Evening Degree Program			
General Studies	<u>Undergraduate</u>		
Integrated Science			

College of Built Environments

Architecture	<u>Undergraduate</u>	<u>Masters</u>	
Built Environments	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Construction Management	<u>Undergraduate</u>	<u>Masters</u>	
Landscape Architecture	<u>Undergraduate</u>	<u>Masters</u>	
Urban Design & Planning	<u>Undergraduate</u>	<u>Masters</u>	

Foster School of Business

Accounting		<u>Masters</u>	
Business Administration	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>

School of Dentistry

Dentistry			<u>Doctoral</u>
Endodontics		<u>Masters</u>	
Oral Health Sciences			<u>Doctoral</u>
Oral Medicine		<u>Masters</u>	
Orthodontics		<u>Masters</u>	
Pediatric Dentistry		<u>Masters</u>	
Periodontics		<u>Masters</u>	
Restorative Dentistry		<u>Masters</u>	

College of Education

College of Education	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
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College of Engineering

Aeronautics & Astronautics	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Chemical Engineering	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Civil & Environmental Engineering	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Computer Science & Engineering	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Electrical & Computer Engineering	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Engineering		<u>Masters</u>	
Human Centered Design & Engineering	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Industrial & Systems Engineering	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Materials Science & Engineering	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Mechanical Engineering	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>

College of the Environment

School of Aquatic & Fishery Sciences	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Atmospheric Sciences	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
College of the Environment Special Programs		<u>Masters</u>	<u>Doctoral</u>
Earth & Space Sciences	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
School of Environmental and Forest Sciences	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
School of Marine & Environmental Affairs		<u>Masters</u>	
Marine Biology	<u>Undergraduate</u>		
School of Oceanography	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Program on the Environment	<u>Undergraduate</u>		

The Information School

The Information School	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
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Interdisciplinary Graduate Programs

Interdisciplinary Data Science Group		<u>Masters</u>	
Human-Computer Interaction & Design		<u>Masters</u>	
Health Administration			
Individual PhD Program			<u>Doctoral</u>
Interdisciplinary Global Innovation Exchange Group			
Interdisciplinary Pathobiology Group			
Molecular & Cellular Biology		<u>Masters</u>	<u>Doctoral</u>
Molecular Engineering & Sciences		<u>Masters</u>	<u>Doctoral</u>
Museology			
Near & Middle Eastern Studies			<u>Doctoral</u>
Neuroscience			<u>Doctoral</u>
Urban Design and Planning			<u>Doctoral</u>

Inter-School/Inter-College Programs

Bioengineering	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Global Health		<u>Masters</u>	<u>Doctoral</u>

School of Law

School of Law		<u>Masters</u>	<u>Doctoral</u>
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School of Medicine

Biochemistry			<u>Doctoral</u>
Bioethics & Humanities			
Biomedical Informatics & Medical Education		<u>Masters</u>	<u>Doctoral</u>
Comparative Medicine		<u>Masters</u>	
Department of Medicine		<u>Masters</u>	
Family Medicine		<u>Masters</u>	
Genome Sciences			<u>Doctoral</u>
Health Metrics Sciences		<u>Masters</u>	<u>Doctoral</u>
Immunology			<u>Doctoral</u>
Laboratory Medicine	<u>Undergraduate</u>	<u>Masters</u>	
School of Medicine			<u>Doctoral</u>
Microbiology		<u>Masters</u>	<u>Doctoral</u>
Pathology			<u>Doctoral</u>
Pharmacology			<u>Doctoral</u>
Physiology & Biophysics			
Rehabilitation Medicine		<u>Masters</u>	<u>Doctoral</u>

School of Nursing

Nursing	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
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School of Pharmacy

Medicinal Chemistry			<u>Doctoral</u>
Pharmaceutics		<u>Masters</u>	<u>Doctoral</u>
Department of Pharmacy		<u>Masters</u>	<u>Doctoral</u>

School of Public Health

Biostatistics		<u>Masters</u>	<u>Doctoral</u>
Environmental & Occupational Health Science	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
Epidemiology		<u>Masters</u>	<u>Doctoral</u>
Health Systems & Population Health		<u>Masters</u>	<u>Doctoral</u>
School of Public Health	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>

Evans School of Public Policy & Governance

Public Policy & Governance		<u>Masters</u>	<u>Doctoral</u>
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School of Social Work

Social Work	<u>Undergraduate</u>	<u>Masters</u>	<u>Doctoral</u>
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