



Executive Summary

The 2025 Annual Alumni Survey was administered in November 2025 to collect valuable feedback from alumni about their experiences after graduation and satisfaction with their education. Overall, alumni reported positive experiences across most survey domains. Satisfaction with both academic programs and the school remained strong; most respondents indicated they would choose to enroll again, and alumni reported high levels of preparation related to equity, inclusion, and antiracism competencies. Findings also identified opportunities to strengthen networking and career-entry preparation while continuing to support applied competency development.

Response Rate and Demographics

The 2025 Annual Alumni Survey achieved a record response rate of 22%, the highest response rate on the survey since 2021. The increase in response rate may be due to strategic investments in incentives and communication plans. 45% of contacted PhD alumni and 31% of master's alumni responded to this survey, while 15% of undergraduate alumni responded.

Response rates were similar for BIPOC alumni (20%) and non-BIPOC alumni (22%), implying a limited risk of response bias by positionality. At the same time, response rates varied between racial and ethnic identities. For example, seven percent of Black alumni and 16 percent of multiracial alumni responded to the survey. There is room for further representation of minoritized voices in the Alumni Survey.

Equity Consideration: Although participation increased in 2025, response rates varied across racial and ethnic groups, particularly among Black or African American alumni. Continued outreach efforts may help strengthen representation and ensure future survey findings reflect the full diversity of alumni experiences.

Student Satisfaction

Alumni reported high levels of satisfaction with both their academic program and the School overall. The average rating for satisfaction with their program was 3.94, representing an increase from 3.73 in 2024 and the highest rating observed since 2020. Satisfaction with SPH overall remained similarly strong.

In addition, 76.5% of respondents indicated they would choose to enroll again, while 23.5% reported that they would not enroll again. Alumni also expressed generally positive views regarding recommending SPH to others, with an average recommendation score of 7.14 on a 10-point scale.

Collectively, these findings indicate that alumni continue to perceive substantial value in their educational experience and maintain favorable perceptions of the School after entering the workforce.



Equity Consideration: Alumni reported consistently positive perceptions of their educational experience. Continued efforts to ensure broad participation will strengthen confidence that satisfaction findings reflect the experiences of the full alumni community.

Career Preparation

Alumni generally reported positive perceptions of their preparation for professional practice. Ratings were strongest for preparation for graduation (4.42), preparation to perform effectively in the workplace (3.95), and development of career-relevant skills for resumes and professional advancement (3.81).

Lower ratings were observed for networking opportunities (3.17) and preparation for obtaining employment (3.23). Although these ratings remain positive overall, they were the lowest-rated measures within the career-preparation domain.

These findings suggest that alumni feel well prepared academically and professionally while identifying opportunities to strengthen support related to networking, workforce connections, and career transitions.

Equity Consideration: Career preparation ratings were generally positive across the survey. Continued attention to equitable access to networking opportunities, mentorship, and career-development resources remains important.

Antiracism Evaluation

Preparation related to equity, inclusion, and antiracism emerged as one of the strongest domains in the survey, with an overall average of 4.24.

Alumni reported particularly strong preparation in:

- Awareness of positionality (4.51)
- Applying an equity lens (4.48)
- Cultural sensitivity (4.42)
- Addressing equity gaps (4.35)
- Working with diverse populations (4.27)

Ratings remained positive across all measures in this domain. Comparatively lower ratings were observed for developing empowerment approaches (3.97) and decentering power (3.90), though both remained favorable overall.

These findings indicate that alumni perceive equity-related competencies as a substantial strength of their educational experience and suggest that equity-focused learning outcomes are well integrated into the curriculum.



Equity Consideration: This domain represents a notable institutional strength. Alumni reported strong preparation in competencies related to equity, inclusion, cultural responsiveness, and antiracist public health practice. The dashboard did not provide race/ethnicity- or gender-specific results for this domain; therefore, differences across demographic groups cannot be assessed.

Core Competency Evaluation

Alumni reported positive perceptions regarding the usefulness and relevance of competencies acquired during their academic programs. Across competency areas, respondents generally indicated that the skills and knowledge developed through their SPH education remain applicable within their professional work environments.

A consistent pattern emerged in which ratings of competency usefulness exceeded ratings of preparedness. Usefulness ratings generally ranged from approximately 3.8 to 4.3, while preparedness ratings ranged from approximately 3.3 to 4.1. The overall competency evaluation average was 3.80.

These findings suggest that alumni recognize the value of SPH competencies in their work while identifying opportunities to further strengthen preparation and application of those competencies during their educational experience.

Equity Consideration: Competency development is central to workforce readiness and student success. The dashboard did not provide competency findings disaggregated by race/ethnicity or gender identity. Continued attention to equitable access to applied learning experiences and professional practice opportunities will help support strong outcomes for all students.

Recommendations for Potential Action Steps

Career Readiness & Workforce Preparation

- Increase visibility of career development, networking, and professional engagement opportunities available to students and alumni.
- Continue strengthening connections among students, alumni, employers, and professional organizations.
- Advance implementation of the redesigned MPH curriculum, which includes an increased emphasis on applied learning, workforce readiness, and professional preparation.
- Continue expanding opportunities for conference participation, professional development, and career exploration.

Applied Learning & Professional Preparation

- Continue strengthening Practice Experience and Integrative Learning opportunities that support the application of public health competencies in real-world settings.
- Expand opportunities for students to connect classroom learning with professional practice and community engagement.



- Utilize alumni feedback to inform ongoing curriculum and competency review processes.

Alumni Engagement & Assessment

- Increase alumni engagement in assessment, professional development, networking, and mentorship activities.
- Continue efforts to improve participation and representation across alumni populations in future survey administrations.
- Use student and alumni feedback to inform continuous improvement efforts across academic programs and student support services.

Equity, Inclusion & Belonging

- Continue implementation of antiracism, equity, and inclusion initiatives across curriculum, student support, and faculty development efforts.
- Conduct additional qualitative assessment activities to better understand the experiences of students from historically underrepresented backgrounds.
- Use assessment findings to support ongoing efforts to foster belonging, inclusion, and equitable student outcomes.