

→ NOVEMBER

2025

First Destinations for the College Class of 2024

Findings and Analysis



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Definitions*

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Filter Bachelor's and Master's Degree Data With Our Interactive Dashboard!

Academic Program | Region | Public vs Private Status | School Size

Bachelor's degree data can also be filtered by gender, race/ethnicity, and Carnegie Classification.



Findings and Analysis

Introduction

The First Destinations for the College Class of 2024 report published by the National Association of Colleges and Employers (NACE) examines what happened to 2024 graduates—from associate to doctoral degree graduates—within six months of graduation. Where did they land? What was their first destination after college?



What Is the Class of 2024?

The academic year for the Class of 2024 ran July 1, 2023, through June 30, 2024. Participating colleges and universities collected data through December 2024 for those who graduated in that timeframe.

This report contains information about employment outcomes, starting salaries, and continuing education for graduates at all levels, but a large portion of the data are focused on bachelor's degree graduates, and, to a lesser extent, for those earning a master's degree.

In addition, at the bachelor's and master's degree levels, results were analyzed by several parameters, including academic program, regional location, Carnegie classification, institutional control (public versus private), and the size of the institution defined by its number of students.

This report also includes data by gender and race/ethnicity at the bachelor's degree level. Approximately 213 institutions reported these data at the bachelor's level, representing 67.6% of all bachelor's level schools.



Overall, 363 institutions provided their outcomes data to NACE from January 6, 2025, through May 14, 2025. Among these, 315 provided data for their 2024 bachelor's degree graduates; 188 provided data for their master's degree graduates; 113 reported outcomes for their doctoral degree graduates; and 71 institutions reported outcomes for their associate degree graduates.

In total, the graduating classes of these reporting institutions represent approximately 823,500 graduates—571,500 at the bachelor's degree level; 201,000 at the master's level; 37,000 earning a doctoral degree; and 14,000 at the associate degree level.

This translates into results for approximately:

- + 28.9% of all bachelor's degree graduates;
- + 21.2% of all master's degree graduates;
- + 17.1% of all doctoral degree graduates; and
- + 1.4% of all associate degree graduates.

To our knowledge, this represents the most comprehensive view of graduate outcomes currently available for the Class of 2024.



Highlights

Approximately **86%** of the Class of 2024 bachelor's degree graduates were employed or enrolled in further education within six months of graduation—up 1.0% from the Class of 2023. **(See Figure 1.)**

- + In fact, 2024 graduates in 19 of the 30 academic disciplines analyzed here experienced a higher career outcomes rate than their 2023 counterparts. **(See Figure 6 for those experiencing the biggest gains and losses.)**
- + However, compared with their peers who graduated in 2023, 2022, and 2021, Class of 2024 bachelor's degree graduates didn't fare as well in terms of full-time employment: Just under 55% reported full-time employment within six months of graduation, down from more than 57% of 2023 graduates.

Bachelor's graduates employed full time within six months of graduation

Class of 2024
54.8%

Class of 2023
57.2%

Class of 2022
59.1%

Class of 2021
55.3%

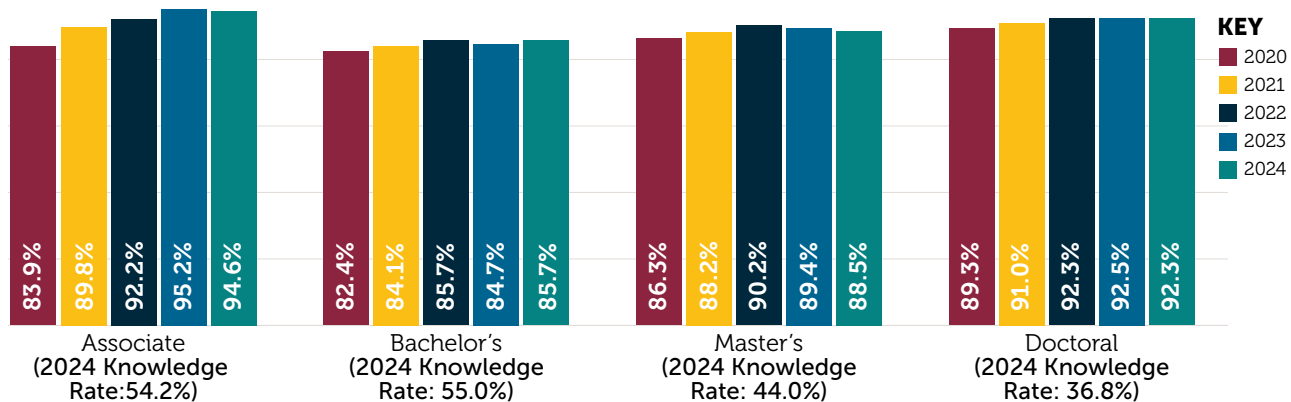
Master's degree graduates bested their undergraduate peers with an overall career outcomes rate of 88%, but not their Class of 2023 or 2022 counterparts. **(See Figure 1.)**

76.8% v. 60.5%

Overall employment rates, **master's degree graduates** versus **bachelor's degree graduates**

→ FIGURE 1

Career Outcomes Rate, Classes of 2020 – 2024



CAREER OUTCOMES RATE =

Percent employed or enrolled in further education within six months of graduation

KNOWLEDGE RATE =

Percent of the class for whom an outcome is known.

Data are limited, but the career outcomes rates for Class of 2024 associate degree graduates (94.6%) and doctoral degree graduates (92.3%) were in line with Class of 2023 rates. (See Figure 1.)

Salaries rose for all degree levels except at the associate's level.

- + Average and median salaries increased for bachelor's, master's, and doctoral graduates over the Class of 2023, ranging from 0.8% to 5.5% increase in median salary. The associate's level saw steeper decreases for both, approximately 16% for average salary and 13% for median salary. (See Figure 2.)
- + To look further into the decrease at the associate's level, regional breakouts were analyzed. (See Figure 3.)



Nearly 2/3 of academic disciplines at the bachelor's degree level achieved a better career outcomes rate in 2024 compared to 2023.

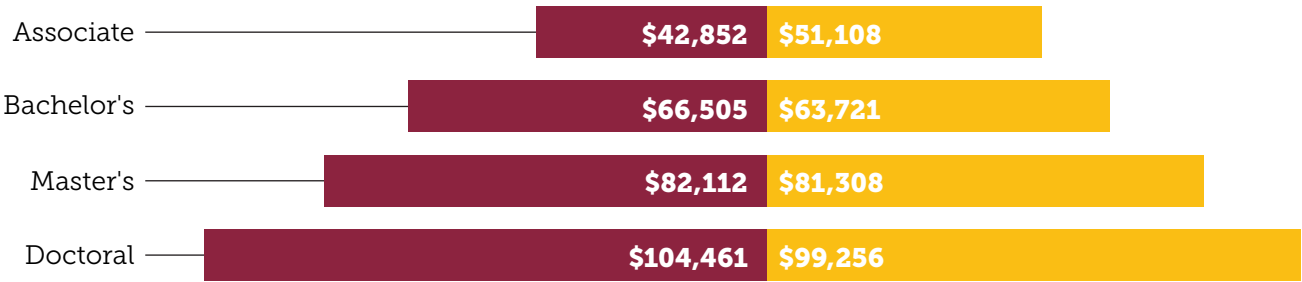
→ **FIGURE 2**

Average and Median Salaries by Degree Level, 2024 vs. 2023

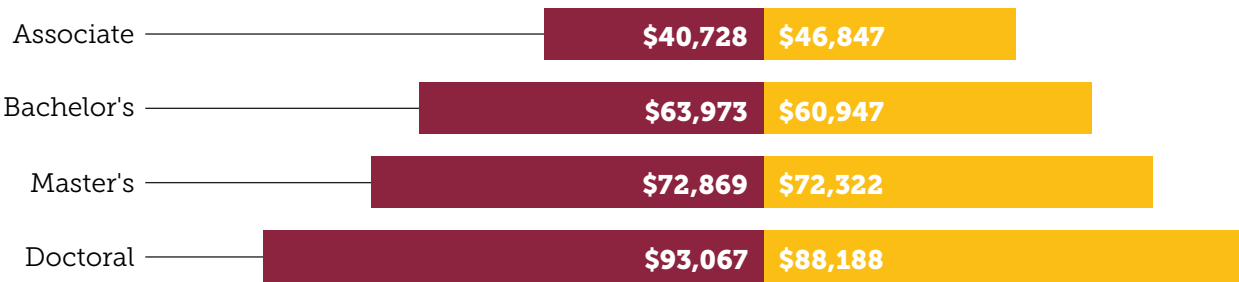
KEY

■ 2024 ■ 2023

AVERAGE SALARIES 2024 vs. 2023

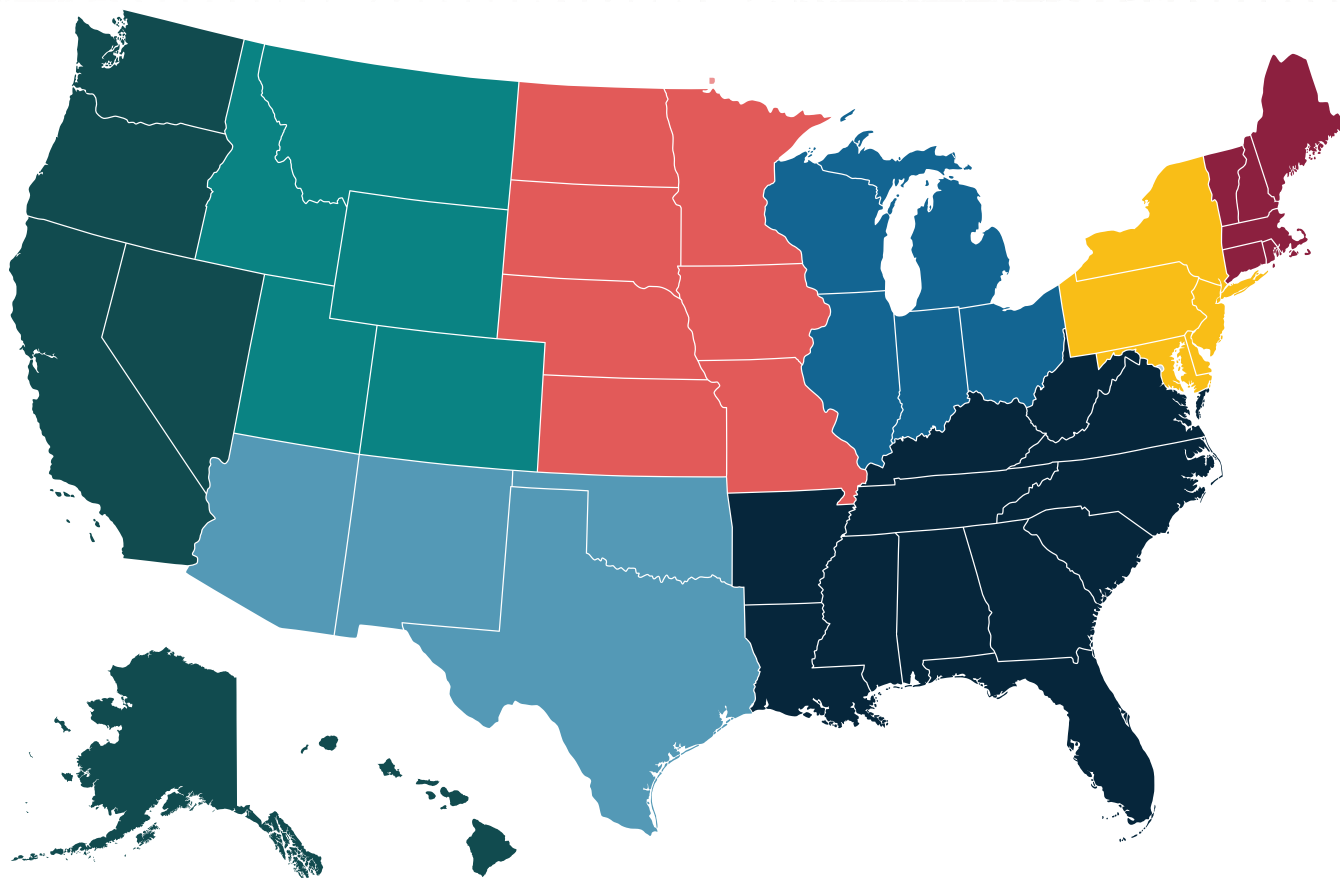


MEDIAN SALARIES 2024 VS. 2023



→ **FIGURE 3**

Median salaries by region for associate's level graduates



TOTAL CLASS	NEW ENGLAND	MID-ATLANTIC	GREAT LAKES	PLAINS	SOUTHEAST	SOUTHWEST/ROCKIES
\$40,728	■ \$58,870	■ \$50,545	■ \$45,914	■ \$31,878	■ \$63,971	■ \$45,653



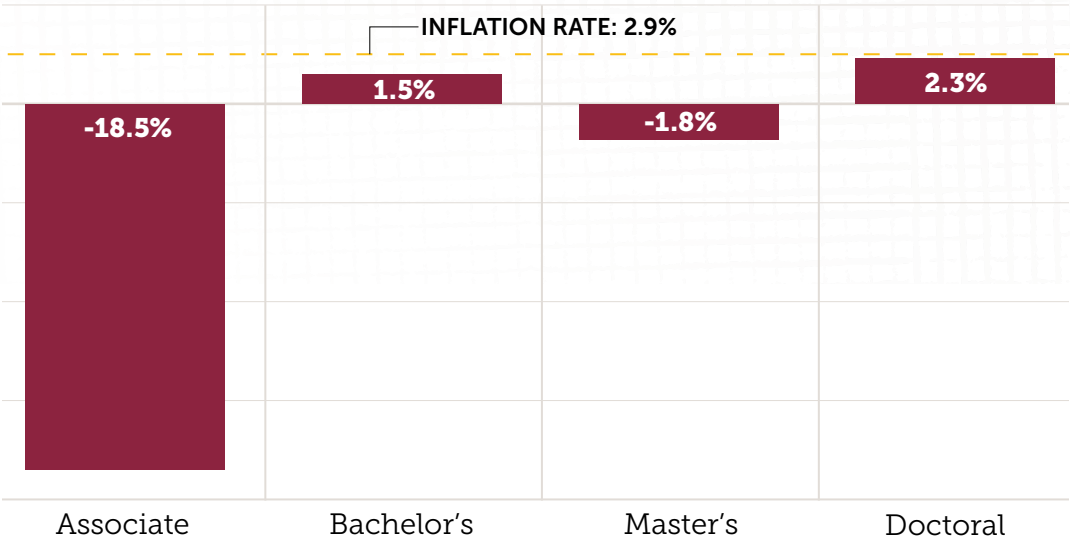
Even when inflation is factored in, **66% of the 29 disciplines** analyzed at the bachelor's degree level saw higher salaries in 2024 compared with 2023.

Even when adjusted for inflation—2.9% in 2024—bachelor’s and doctoral degree graduate salaries rose compared to 2023.

- + However, salaries for both master’s (down 2%) and associate degree graduates (down nearly 19%) fell when adjusted for inflation. (See Figure 4).
- + In fact, even when adjusted for inflation, average starting salaries for bachelor’s degree graduates climbed for 66% of the 29 academic disciplines compared.

→ **FIGURE 4**

Percent Increase in Average Salary by Degree Level vs. U.S. Inflation Rate, 2024



Salary-wise, a gender gap remains but has shrunk since 2020.

- + Among women graduating in 2024 with a bachelor’s degree, the average starting salary was \$60,298, for men, the average salary was \$71,646—a 18.8% gap. That gap is down from nearly 21% among the Class of 2023 graduates and from 22.5% from the Class of 2020, when NACE began collecting data by gender. (See Figure 5).

→ **FIGURE 5**

Compensation Differentials for Bachelor’s Degree Graduates, by Gender

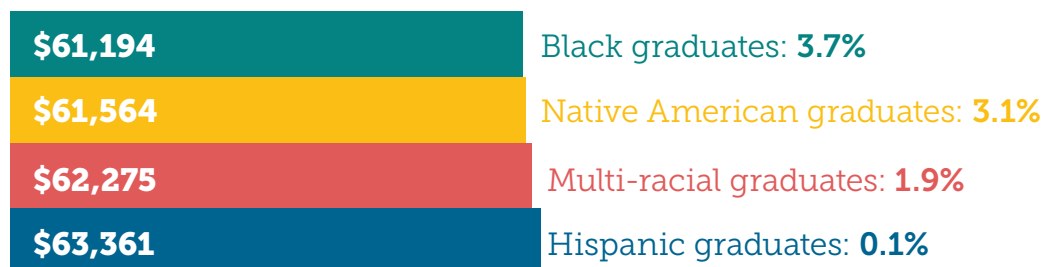
	MALE AVERAGE SALARY	FEMALE AVERAGE SALARY	DIFFERENTIAL
2024	\$71,646	\$60,298	18.8%
2023	\$72,190	\$59,778	20.8%
2022	\$69,381	\$57,158	21.4%
2021	\$64,023	\$52,695	21.5%

- + Men and women experienced similar career outcomes rates overall, but men were more likely to be employed full time while women were more likely to continue their education. This suggests some level of occupational segregation by gender.

Among bachelor's degree graduates, by race/ethnicity, international students (87.7%) and white students (86.6%) had the highest career outcomes rates, and graduates who identified as Asian had the highest average starting salaries. (See Figure 11 and the dashboard).

- + In terms of overall employment, white students (60.8%) and multiracial students (58.8%) led. This was also the case for the Class of 2023.
- + Asian graduates had the highest average overall salary—\$78,999, followed closely by international students—\$76,282. The overall average salary for white graduates was far behind—\$63,449.
 - ◊ A possible explanation for the discrepancy: Although data for the Class of 2024 are not currently available by field of study, [a look at the Class of 2022 shows that 23% of Asian graduates and 21% of international graduates earned degrees in engineering and the computer sciences](#)—fields that generally command higher salaries. Just 11% of white graduates did so, according to the National Center for Education Statistics.
- + When Asian and international graduates are removed from the mix, the salary gaps between the remaining groups are less dramatic. For example, the gap between Black graduates, who posted the lowest overall average salary at \$61,194, and white graduates is 3.7%.
- + See Figure 11 in the “Outcomes for Bachelor's Degree Graduates” section and the [interactive dashboard](#) for additional outcomes for bachelor's degree graduates broken out by race/ethnicity.

Pay gap compared with average overall salary for white graduates*

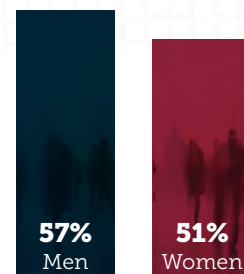


* OVERALL SALARY FOR WHITE GRADUATES IS \$63,449

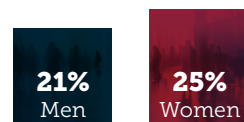
Bachelor's degree career outcomes



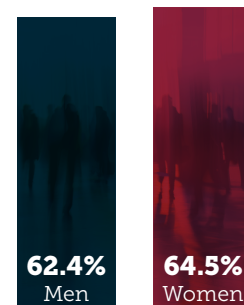
Overall



Full-time employment



Continuing education



Knowledge rate

Overall, 19 academic disciplines at the bachelor's degree level achieved higher career outcomes than the previous class year.

- + Among the 30 academic disciplines analyzed, legal professions and leisure and recreational activities saw the biggest increases, while architecture, engineering, history, and liberal arts and sciences lost the most ground. (See Figure 6.)

→ **FIGURE 6**

Biggest Changes in Career Outcomes Rate for Bachelor's Degree Graduates, by Academic Discipline

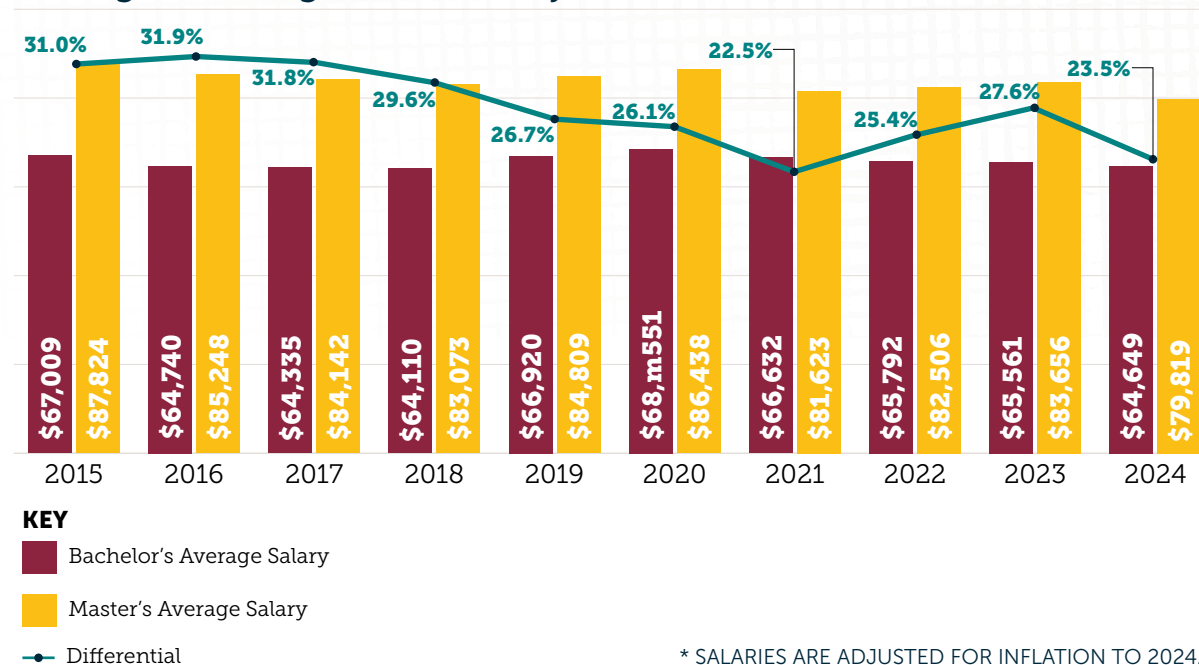
DISCIPLINE	DECREASE	INCREASE
Liberal Arts & Sciences, General Studies & Humanities	-7.1%	-
Architecture & Related Services	-6.5%	-
Engineering	-2.5%	-
History	-2.5%	-
Computer & Information Sciences	-1.9%	-
Family & Consumer Sciences/Human Sciences	-	3.0%
Philosophy & Religious Studies	-	3.3%
Visual & Performing Arts	-	3.4%
Legal Professions & Studies	-	4.2%
Leisure & Recreational Activities	-	10.8%

The difference in salaries between master's and bachelor's degree graduates is substantial.

- + The average starting salary for a master's degree graduate is 23.5% higher than that of a bachelor's degree graduate. (See Figure 7.) The median salary for the master's degree is 13.9% higher compared to the bachelor's degree.

→ **FIGURE 7**

Differential Between Bachelor's and Master's Degree Average Starting Salaries (Adjusted)*



Initial Salary Differential Has Shrunk Over Last 10 Years

As Figure 7 shows, the differential between the average overall salary of master's and bachelor's degree graduates has fallen from 31% in 2015 to 23.5% for the Class of 2024.

There are likely a number of factors that contributed to this—including wage compression resulting from faster wage growth for lower-income workers and a tight labor market.

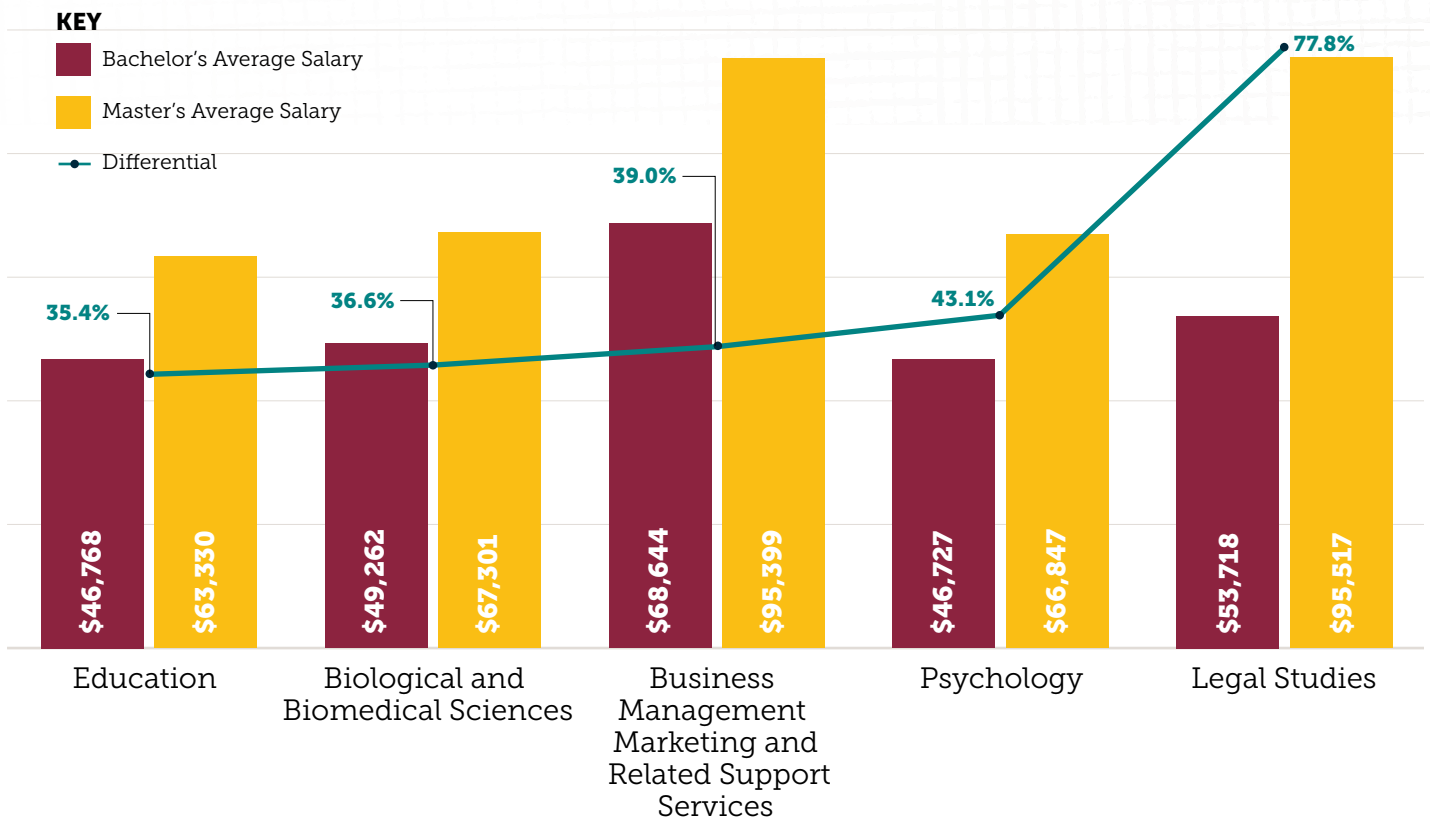
More importantly: Note that these are initial outcomes. Over the life of a career, salaries continue to diverge. In fact, data from the Bureau of Labor Statistics show that not only does the average salary increase as additional education is achieved but unemployment rates fall.

+ Master's degree graduates in almost every discipline earn a higher starting salary than graduates earning a bachelor's degree. Foreign languages was the only exception for the Class of 2024, with a 6.6% decrease in salary. The smallest increase is in the multi/interdisciplinary studies discipline (1.3%), while the largest is for the legal professions discipline, where the average starting salary for a master's graduate is 78% higher than the bachelor's degree salary. (See Figure 8).

+ When adjusted for inflation, just over half (52.4%) of master's level starting salaries increased over the 2023 year.

→ FIGURE 8

Biggest Increases in Salary Between Bachelor's and Master's Degree, by Academic Discipline



Overall Outcomes

Outcomes for Bachelor's Degree Graduates

→ FIGURE 9

Class of 2024 Bachelor's Degree Results

Total Graduates	571,545
Knowledge Rate	55.0%
Career Outcomes Percentage	85.7%
Percent Employed Overall	60.5%
Percent Employed Full time	54.8%
Percent Employed Part time	5.7%
<i>Percent Standard Employment</i>	55.8%
Percent Standard Employment Full time	51.2%
Percent Standard Employment Part time	4.6%
<i>Percent Entrepreneur</i>	0.9%
Percent Entrepreneur Full time	0.8%
Percent Entrepreneur Part time	0.1%
<i>Percent Temp/Contract Employee</i>	1.5%
Percent Temp/Contract Employee Full time	1.1%
Percent Temp/Contract Employee Part time	0.4%
<i>Percent Freelance</i>	0.7%
Percent Freelance Full time	0.4%
Percent Freelance Part time	0.2%
<i>Percent Post-Grad Fellowship/Internship</i>	1.5%
Percent Post-Grad Fellowship/Internship Full time	1.2%
Percent Post-Grad Fellowship/Internship Part time	0.3%
Percent Service	0.4%
Percent Military	0.9%
Percent Continuing Education	22.8%
Still Seeking	14.1%
Percent Seeking Employment	11.3%
Percent Seeking Continuing Education	2.9%
Not Seeking	1.3%
Mean Starting Salary	\$66,505
Median Starting Salary	\$63,973
Mean Bonus	\$9,121
Median Bonus	\$6,300

Dive into bachelor's degree results with our [interactive dashboard!](#)

Filter results by:

- ☒ Academic Program
- ☒ Region
- ☒ Public vs Private Status
- ☒ School Size
- ☒ Carnegie Classification
- ☒ Gender
- ☒ Race/Ethnicity

→ **FIGURE 10**

Class of 2024 Bachelor's Degree Results, by Gender

	MALE	FEMALE	NON-BINARY
Total Graduates	165,565	209,610	1,113
Knowledge Rate	62.4%	64.5%	66.5%
Career Outcomes Percentage	86.5%	86.0%	77.6%
Percent Employed Overall	62.4%	57.5%	53.9%
Percent Employed Full time	57.3%	50.7%	42.4%
Percent Employed Part time	5.1%	6.8%	11.5%
<i>Percent Standard Employment</i>	57.7%	52.8%	42.7%
Percent Standard Employment Full time	53.7%	47.3%	34.6%
Percent Standard Employment Part time	4.0%	5.5%	8.1%
<i>Percent Entrepreneur</i>	1.3%	0.6%	1.1%
Percent Entrepreneur Full time	1.2%	0.5%	0.5%
Percent Entrepreneur Part time	0.1%	0.1%	0.5%
<i>Percent Temp/Contract Employee</i>	1.3%	1.7%	4.3%
Percent Temp/Contract Employee Full time	0.9%	1.2%	3.1%
Percent Temp/Contract Employee Part time	0.4%	0.5%	1.2%
<i>Percent Freelance</i>	0.6%	0.6%	2.6%
Percent Freelance Full time	0.4%	0.4%	1.5%
Percent Freelance Part time	0.2%	0.2%	1.1%
<i>Percent Post-Grad Fellowship/Internship</i>	1.4%	1.8%	3.2%
Percent Post-Grad Fellowship/Internship Full time	1.1%	1.4%	2.7%
Percent Post-Grad Fellowship/Internship Part time	0.3%	0.4%	0.5%
Percent Service	0.3%	0.4%	1.2%
Percent Military	1.3%	0.5%	0.7%
Percent Continuing Education	20.8%	25.0%	19.6%
Still Seeking	13.2%	13.7%	21.6%
Percent Seeking Employment	11.1%	10.2%	19.1%
Percent Seeking Continuing Education	2.2%	3.5%	2.6%
Not Seeking	2.1%	2.9%	3.0%
Mean Starting Salary	\$71,646	\$60,298	\$54,861
Median Starting Salary	\$70,147	\$58,845	\$49,186
Mean Bonus	\$10,568	\$7,967	\$10,246
Median Bonus	\$6,970	\$6,284	\$9,201

→ **FIGURE 11**

Class of 2024 Bachelor's Degree Results, by Race/Ethnicity

	ASIAN	BLACK	HAWAIIAN/ PACIFIC ISLANDER	HISPANIC	INT'L STUDENT	MULTI- RACIAL	NATIVE AMERICAN	WHITE
Total Graduates	44,236	28,955	431	42,238	16,215	26,048	1,096	195,636
Knowledge Rate	56.8%	56.7%	52.7%	59.6%	61.5%	63.0%	62.6%	66.6%
Career Outcomes Percentage	82.5%	82.5%	85.3%	81.2%	87.5%	84.5%	81.7%	86.6%
Percent Employed Overall	57.3%	53.5%	65.6%	57.7%	46.8%	58.8%	56.1%	60.8%
Percent Employed Full time	51.4%	46.7%	54.6%	50.0%	43.0%	52.9%	51.0%	55.0%
Percent Employed Part time	5.9%	6.8%	11.0%	7.7%	3.8%	5.9%	5.1%	5.8%
<i>Percent Standard Employment</i>	52.8%	48.8%	57.7%	52.5%	40.6%	53.6%	50.4%	56.0%
Percent Standard Employment Full time	48.0%	43.3%	51.5%	46.2%	37.8%	49.0%	46.6%	51.4%
Percent Standard Employment Part time	4.8%	5.6%	6.2%	6.3%	2.9%	4.6%	3.8%	4.7%
<i>Percent Entrepreneur</i>	0.9%	0.9%	2.2%	1.0%	1.9%	1.0%	1.3%	0.9%
Percent Entrepreneur Full time	0.8%	0.8%	1.3%	0.9%	1.8%	0.8%	1.0%	0.8%
Percent Entrepreneur Part time	0.1%	0.1%	0.9%	0.2%	0.1%	0.1%	0.3%	0.1%
<i>Percent Temp/Contract Employee</i>	1.4%	1.3%	4.0%	1.6%	0.9%	1.6%	1.6%	1.7%
Percent Temp/Contract Employee Full time	1.0%	0.9%	0.9%	1.0%	0.7%	1.1%	1.3%	1.2%
Percent Temp/Contract Employee Part time	0.4%	0.5%	3.1%	0.6%	0.2%	0.5%	0.3%	0.5%
<i>Percent Freelance</i>	0.5%	0.7%	0.0%	0.7%	0.7%	0.8%	0.7%	0.7%
Percent Freelance Full time	0.3%	0.4%	0.0%	0.5%	0.5%	0.5%	0.3%	0.4%
Percent Freelance Part time	0.2%	0.3%	0.0%	0.2%	0.2%	0.3%	0.4%	0.3%
<i>Percent Post-Grad Fellowship/Internship</i>	1.8%	1.7%	1.8%	1.9%	2.6%	1.9%	2.0%	1.5%
Percent Post-Grad Fellowship/ Internship Full time	1.3%	1.3%	0.9%	1.4%	2.2%	1.5%	1.7%	1.2%
Percent Post-Grad Fellowship/ Internship Part time	0.4%	0.3%	0.9%	0.5%	0.4%	0.3%	0.3%	0.3%
Percent Service	0.3%	0.4%	1.3%	0.4%	0.2%	0.3%	0.7%	0.4%
Percent Military	0.5%	1.3%	0.9%	0.9%	0.1%	0.9%	1.0%	0.8%
Percent Continuing Education	22.7%	22.4%	16.3%	20.3%	38.8%	22.5%	22.2%	22.4%
Still Seeking	17.2%	16.8%	14.5%	18.4%	12.1%	15.2%	18.1%	13.1%
Percent Seeking Employment	13.8%	12.8%	11.9%	14.3%	8.9%	11.7%	12.8%	10.5%
Percent Seeking Continuing Education	3.4%	4.1%	2.6%	4.1%	3.2%	3.5%	5.2%	2.6%
Not Seeking	2.1%	5.7%	1.3%	2.4%	2.0%	2.3%	1.9%	2.5%
Mean Starting Salary	\$78,999	\$61,194	\$67,501	\$63,361	\$76,282	\$62,275	\$61,564	\$63,449
Median Starting Salary	\$77,393	\$58,328	\$69,621	\$61,372	\$76,324	\$63,126	\$58,261	\$62,095
Mean Bonus	\$12,867	\$7,696	\$6,376	\$7,984	\$13,676	\$7,857	\$6,017	\$8,125
Median Bonus	\$9,210	\$6,015	\$5,007	\$6,161	\$9,351	\$6,136	\$5,007	\$5,626

Outcomes for Master's Degree Graduates

→ FIGURE 12

Class of 2024 Master's Degree Results

Total Graduates	200,814
Knowledge Rate	44.0%
Career Outcomes Percentage	88.5%
Percent Employed Overall	76.8%
Percent Employed Full time	73.1%
Percent Employed Part time	3.8%
<i>Percent Standard Employment</i>	70.5%
Percent Standard Employment Full time	67.5%
Percent Standard Employment Part time	3.0%
<i>Percent Faculty</i>	1.3%
<i>Percent Entrepreneur</i>	1.0%
Percent Entrepreneur Full time	0.9%
Percent Entrepreneur Part time	0.1%
<i>Percent Temp/Contract Employee</i>	1.5%
Percent Temp/Contract Employee Full time	1.2%
Percent Temp/Contract Employee Part time	0.3%
<i>Percent Freelance</i>	0.5%
Percent Freelance Full time	0.3%
Percent Freelance Part time	0.1%
<i>Percent Post-Grad Fellowship/Internship</i>	1.9%
Percent Post-Grad Fellowship/Internship Full time	1.7%
Percent Post-Grad Fellowship/Internship Part time	0.2%
Percent Service	0.5%
Percent Military	0.9%
Percent Continuing Education	9.5%
Still Seeking	11.4%
Percent Seeking Employment	10.5%
Percent Seeking Continuing Education	0.8%
Not Seeking	1.0%
Mean Starting Salary	\$82,112
Median Starting Salary	\$72,869
Mean Bonus	\$11,812
Median Bonus	\$7,641

Pinpoint data with our **interactive dashboard!**

Filter results by:

☒ Academic Program

☒ Region

☒ Public vs Private Status

☒ School Size

Outcomes for Doctoral Degree Graduates

→ FIGURE 13

Class of 2024 Doctoral Degree Results

Total Graduates	37,041
Knowledge Rate	36.8%
Career Outcomes Percentage	92.3%
Percent Employed Overall	85.6%
Percent Employed Full time	83.2%
Percent Employed Part time	2.4%
<i>Percent Standard Employment</i>	68.2%
Percent Standard Employment Full time	66.6%
Percent Standard Employment Part time	1.7%
<i>Percent Faculty</i>	5.6%
<i>Percent Entrepreneur</i>	1.0%
Percent Entrepreneur Full time	0.9%
Percent Entrepreneur Part time	0.1%
<i>Percent Temp/Contract Employee</i>	1.7%
Percent Temp/Contract Employee Full time	1.4%
Percent Temp/Contract Employee Part time	0.3%
<i>Percent Freelance</i>	0.3%
Percent Freelance Full time	0.2%
Percent Freelance Part time	0.1%
<i>Percent Post-Grad Fellowship/Internship</i>	8.8%
Percent Post-Grad Fellowship/Internship Full time	8.6%
Percent Post-Grad Fellowship/Internship Part time	0.2%
Percent Service	0.1%
Percent Military	0.5%
Percent Continuing Education	5.5%
Still Seeking	7.6%
Percent Seeking Employment	7.3%
Percent Seeking Continuing Education	0.2%
Not Seeking	0.8%
Mean Starting Salary	\$104,461
Median Starting Salary	\$93,067
Mean Bonus	\$17,473
Median Bonus	\$10,938

Outcomes for Associate Degree Graduates

→ FIGURE 14

Class of 2024 Associate's Degree Results

Total Graduates	14,325
Knowledge Rate	54.2%
Career Outcomes Percentage	94.6%
Percent Employed Overall	54.6%
Percent Employed Full time	44.0%
Percent Employed Part time	10.6%
<i>Percent Standard Employment</i>	51.7%
Percent Standard Employment Full time	41.9%
Percent Standard Employment Part time	9.8%
<i>Percent Entrepreneur</i>	0.9%
Percent Entrepreneur Full time	0.7%
Percent Entrepreneur Part time	0.2%
<i>Percent Temp/Contract Employee</i>	1.0%
Percent Temp/Contract Employee Full time	0.6%
Percent Temp/Contract Employee Part time	0.4%
<i>Percent Freelance</i>	0.5%
Percent Freelance Full time	0.3%
Percent Freelance Part time	0.2%
<i>Percent Post-Grad Fellowship/Internship</i>	0.6%
Percent Post-Grad Fellowship/Internship Full time	0.5%
Percent Post-Grad Fellowship/Internship Part time	0.1%
Percent Service	0.3%
Percent Military	1.1%
Percent Continuing Education	38.2%
Still Seeking	5.3%
Percent Seeking Employment	3.8%
Percent Seeking Continuing Education	1.6%
Not Seeking	0.6%
Mean Starting Salary	\$42,852
Median Starting Salary	\$40,728
Mean Bonus	\$7,102
Median Bonus	\$6,158

Appendix

About the Survey

Each year, the National Association of Colleges and Employers (NACE) works with hundreds of colleges and universities to provide a look at the initial career outcomes of the graduating class—where new graduates landed within six months of graduation.

To capture data for the Class of 2024, participating institutions collected data from the date of graduation until six months after the end of the class year, which ended June 30, 2024.

Overall, 363 institutions collected data through December 2024 and provided the data to NACE from January 6, 2025, through May 14, 2025. Among these, 315 provided data for their 2024 bachelor's degree graduates; 188 provided data for their master's degree graduates; 113 reported outcomes for their doctoral degree graduates; and 71 institutions reported outcomes for their associate degree graduates.

In total, the graduating classes of these reporting institutions represent approximately 823,500 graduates—571,500 at the bachelor's degree level; 201,000 at the master's level; 37,000 earning a doctoral degree; and 14,000 at the associate degree level.

This translates into results for approximately:

- + 28.9% of all bachelor's degree graduates;
- + 21.2% of all master's degree graduates;
- + 17.1% of all doctoral degree graduates; and
- + 1.4% of all associate degree graduates.

To our knowledge, this represents the most comprehensive view of graduate outcomes currently available for the Class of 2024.

NACE's First-Destinations Report

- + NACE has been reporting on initial outcomes for graduates since the Class of 2014. The reports, and their companion dashboards, [are available for free through the NACE website](#).
- + The graduating class is defined as those who have graduated within the academic year running July 1 through June 30. Data collection concludes December 31. Reporting typically begins in January and runs through early spring.
- + To ensure consistency in reporting, participating colleges and universities [use standards and protocols](#) developed by a task force of experienced career services professionals; the standards and protocols were last updated in 2025.
- + The focus of the annual report is on the initial outcomes for graduates immediately after they receive their degrees. It does not examine long-term career prospects.

Methodology

Data for this report came directly from the participating institutions. The primary data collection was handled by individual schools following the procedures outlined in the NACE Standards and Protocols for Undergraduate First Destination Surveys and the NACE Standards and Protocols for the Collection and Dissemination of Graduating Student Initial Career Outcome Information for Advanced Degree Candidates. The key components participating schools followed for developing the data were as follows.

TIMELINE

Data collection on outcomes was to take place from the date of graduation until six months after the end of the class year. The NACE standards follow the Integrated Postsecondary Education Data System (IPEDS) standard in defining the class year of 2024 as extending from July 1, 2023, until June 30, 2024. This resulted in a deadline of December 31, 2024, for completing data collection. All results reported in this study are as of December 31, 2024.

This was the key criterion for reporting results to NACE in order to ensure comparability in the results. We also understood that meeting this criterion would be difficult in that a number of institutions would need to alter procedures of long standing, particularly if there are multiple offices involved in developing and analyzing information. However, we hope that schools will recognize the utility of the benchmarking outcomes information presented here and adjust their procedures in the coming years to meet the time frame required by the NACE standards.

SOURCES

Students responding to outcomes surveys prepared by career services offices were the primary source of information for this report. However, the standards also allow for developing information from a variety of alternative sources. For example, students will very frequently update their profile on their LinkedIn page to reflect their new position once they become employed. Mining this information is tantamount to a student marking “employed” on an outcomes survey. Additionally, professors on campus, employer representatives who visit campus, and others may provide either new information about student landing spots or verification of a student’s status that is gleaned from one of the alternative information sources or even the student’s own response to the outcomes survey.

Using multiple sources of information for individual student outcomes has two principal advantages:

1) It expands the scope of information the college or university has on the outcomes of its graduating class. Direct responses from students to survey instruments delivered well after graduation are notoriously difficult to extract, resulting in very limited information. Expanding sourcing to include other legitimate sources knowledgeable of a student’s situation significantly increases the institution’s overall understanding of where its graduates have landed after receiving

their degrees.

2) Alternative sources of information provide enhanced verification for student outcomes. Relying on the student alone, while it is the most direct source of information, provides only one essentially unverified data point for the outcome. Having information from an employer, a student's input on LinkedIn, or a professor on campus familiar with the student that is consistent with either the student's survey response or consistent among themselves provides a degree of confirmation that increases the level of confidence that the outcomes information are accurate.

Possible Outcomes

The NACE first-destination standards call for a comprehensive assessment of graduate outcomes. In addition to detailing traditional employment, e.g., a graduate works for an employer with relatively steady work hours, a defined wage/salary, and a presumption of benefits such as medical insurance, the standards call for recognizing other employment situations. These additional employment categories included the following.

- + **Entrepreneurs:** These are graduates who have started their own businesses (store, manufacturer, and so forth). They have multiple customers/clients and may employ other individuals in their operations.
- + **Contract/temporary workers:** These graduates essentially work for one client but are working on a specific project, after which the graduate is not likely to be employed by that client.
- + **Freelancers:** These are graduates who develop their own project, complete it, and sell it to a client; freelance activities are traditionally associated with artists, journalists, authors, and so forth.
- + **Post-graduate fellowships and internships:** These are graduates who are performing a function, such as research or teaching, that is supported by a stipend provided by a university or an outside agency, such as the Fulbright programs sponsored by the U.S. State Department, or who are engaged in an experiential learning activity with any type of employer. These activities are for a limited period of time and do not contain the promise of continued employment after the fellowship or internship period expires.

For advanced degree graduates, two additional categories were included: faculty positions that are either tenure tracked or non-tenure tracked.

- + In a **non-tenure track position**, a graduate is employed by an institution of higher learning to teach a set number of courses for a specified period of time—typically a semester appointment or a year-long contract.
- + **Tenure track positions** are teaching assignments where the graduate is contracted to be at the institution for a more extended period of time, e.g., for three years. At the end of the

contracted period or sometime during the period, the graduate is promised to come under consideration for a “permanent” appointment.

Full-time employment is defined by the first-destination standards as being employed for 30 hours per week or more on a regular basis. All but the faculty appointments are employment categories, that could be designated as either full time or part time.

In addition to these employment categories, there were three other areas defined as positive outcomes for graduates. These were service, the military, and continuing education.

- + **Service** is defined as being employed with an agency that is providing assistance to groups or individuals in the public interest. Examples are employment with AmeriCorps/VISTA, the Peace Corps, and Teach for America. This employment is generally for a limited duration and is assumed to be full time but paid at limited levels not on par with traditional employment categories.
- + **Military** is employment with a branch of the United States Armed Forces. It is assumed that this employment is regular, full-time duty and is not simply as part of a reserve unit.
- + **Continuing education** refers to students who are actively engaged in pursuing another degree completion or certificate that may be required for their profession, e.g., a certified public accountant.

Taken together, the preceding categories—the employment categories along with service, military, and continuing education—represent the total number of students who have achieved an outcome as of six months after the end of the class year.

Finally, there are two additional outcomes for graduates—still seeking and not seeking.

- + **Still seeking:** These are graduates who the institution knows have not landed in any of the proceeding categories but are still pursuing a landing. They may be principally interested in obtaining employment (still seeking employment) or the primary goal may be to be admitted to a graduate or professional program (still seeking continuing education).
- + **Not seeking:** These are graduates who the institution knows have decided not to pursue any landing (employment, service, the military, or continuing education) in this period after graduation.

For each graduate there is to be one and only one primary destination category designation.

Many schools have traditionally allowed students to respond to their outcomes surveys with multiple outcome designations, such as employed but still seeking. The NACE first-destination standards do not allow for such a designation. Many individuals in the workforce (not just recent graduates) are employed in positions from which they wish to advance and are, hence, seeking employment. However, in designating their current situation, they are employed and are treated as such without adding that they are open to an alternative opportunity.

Compensation Calculations

The standards call for collecting starting salary and guaranteed bonus information for graduates who are employed on a full-time basis. Not all reporting institutions were able to provide these compensation data; however, just over 84% of the bachelor's degree responding institutions did supply some form of compensation information.

Schools that did report data provided average and median starting salary information and average and median bonus data. Along with the salary and bonus information, a responding institution was also required to provide the number of salaries and bonuses that constituted their compensation information. NACE then calculated overall salary and bonus information for the class and subgroups within the class by weighting the individual institutional averages and medians by the number of salaries or bonuses represented by an individual institution's data.

Summary Calculations

After the detailed data were transmitted to NACE a number of summary calculations were developed from the data.

Knowledge Rate: This is the percentage of the graduating class for whom an outcomes destination is known. It includes the sum of all the employment categories, plus service and military, plus continuing education, plus the number of students still seeking an outcome or not seeking an outcome. It excludes those students for whom no information is available. Mathematically, the knowledge rate can be expressed as:

$$(\# \text{ employed} + \# \text{ service} + \# \text{ military} + \# \text{ continuing education} + \# \text{ still seeking employment} + \# \text{ still seeking continuing education} + \# \text{ not seeking}) / \text{total graduates}$$

Career Outcomes Rate: This is the number of graduates who have landed in any of the employment categories, plus service and military, plus continuing education divided by the number of students for whom an outcome is known. It excludes those graduates identified as not seeking an outcome. Expressed mathematically the career outcomes rate is:

$$(\# \text{ employed} + \# \text{ service} + \# \text{ military} + \# \text{ continuing education}) / (\# \text{ employed} + \# \text{ service} + \# \text{ military} + \# \text{ continuing education} + \# \text{ still seeking employment} + \# \text{ still seeking continuing education})$$

Additional rates, such as the percent of graduates in standard full-time employment, were created by taking the number of graduates in a specific category and then dividing by the number of known graduates as identified in the knowledge rate above.

To present the overall outcomes for the Class of 2024, NACE summed the data from the individual reporting institutions to compile overall numbers for the graduating base, number of

known students, number employed in each individual category, number in continuing education, number still seeking employment, and so forth. These overall numbers were then used to calculate percentages for the knowledge rate, career outcomes rate, percent in continuing education, and so on for the Class of 2024 as a whole by degree level. The numbers reported in the Overall Outcomes by Degree Level section represent the aggregated results from the reporting institutions rather than the average of the individual reporting schools.

First-Destination Groupings: Definitions

To allow for some degree of benchmarking, overall institution level results were divided along a number of different dimensions/groups. These groupings included geographic location, school types, institutional control (public vs. private), and the size of the institution as defined by its number of students. The following are the grouping definitions used in this report.

Region: Data were divided into eight geographic regions consistent with the geographic distribution of colleges and universities in the IPEDS database.

- + **New England** (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut)
- + **Mid-Atlantic** (New York, New Jersey, Pennsylvania, Delaware, Maryland, and the District of Columbia)
- + **Southeast** (Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Tennessee, Kentucky, Arkansas, and Louisiana)
- + **Great Lakes** (Ohio, Indiana, Illinois, Michigan, and Wisconsin)
- + **Plains** (Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas)
- + **Southwest** (Oklahoma, Texas, New Mexico, and Arizona)
- + **Rockies** (Colorado, Wyoming, Montana, Idaho, and Utah)
- + **Far West** (Nevada, California, Oregon, Washington, Alaska, and Hawaii)

Carnegie Classification (Basic): Schools were grouped by type of degree offered. The groupings are from the basic classification scheme used by the Carnegie Commission on Higher Education, based on 2019-20 enrollments (most current to the period of data collection). This study reports on nine separate classifications representing the current categories for most four-year institutions as defined by the Carnegie Commission. These are:

- + **Doctoral Research – R1 – Very high research:** These are institutions that awarded at least 20 research/scholarship doctorates and reported at least \$5 million in research expenditures during the update year, and scored very high on either an aggregate or per capita index related to doctoral degrees awarded and spending on research activities.
- + **Doctoral Research – R2 – High research:** These are institutions that awarded at least 20 research/scholarship doctorates and reported at least \$5 million in research expenditures during the update year, and scored high on one of the aggregate and per capita indexes

related to doctoral degrees awarded and spending on research activities, but not very high on either of the indexes.

- + **Doctoral/Professional Universities:** These are institutions that awarded fewer than 20 research/scholarship doctoral degrees during the update year and awarded at least 30 professional practice doctoral degrees in at least two programs.
- + **Masters – M1 – Large:** These are institutions that awarded at least 200 master’s degrees in the update year.
- + **Masters – M2 – Medium:** These are institutions that awarded between 100 and 199 master’s degrees in the update year.
- + **Masters – M3 – Small:** These are institutions that awarded between 50 and 99 master’s degrees in the update year.
- + **Baccalaureate Arts and Sciences:** These are institutions where bachelor’s degrees represent at least 50% of all degrees but where fewer than 50 master’s degrees or 20 doctoral degrees were awarded during the update year, and where at least half of the bachelor’s degrees awarded were in majors classified as in arts and sciences.
- + **Baccalaureate Diverse:** These are institutions where bachelor’s degrees represent at least 50% of all degrees but where fewer than 50 master’s degrees or 20 doctoral degrees were awarded during the update year, and where less than half of the bachelor’s degrees awarded were in majors classified as in arts and sciences.
- + **Special Focus:** These are institutions where the degrees are concentrated in a single field or a set of related fields, e.g., business, engineering, arts.

Institutional Control: Institutions are either publicly controlled or privately controlled. This means that the institution’s direction set by its trustees is ultimately determined by a governmental entity (public control) or by an internal structure (private control). While private control can be further subdivided between institutions that have a for-profit objective and those that have not-for-profit status, this report does not make that distinction.

Size: This report uses five size categories, based on undergraduate enrollment reported in IPEDS for the 2024 academic year.

- + **Very small:** Total enrollment is less than 2,000.
- + **Small:** Total enrollment is greater than or equal to 2,000 but less than or equal to 4,999.
- + **Medium:** Total enrollment is greater than or equal to 5,000 but less than or equal to 9,999.
- + **Large:** Total enrollment is greater than or equal to 10,000 but less than or equal to 19,999.
- + **Very large:** Total enrollment is greater than or equal to 20,000.

Academic Disciplines/Majors: Beyond categorizing outcomes information for the institution as a whole, the standards call for reporting the results by academic program. In submitting their outcomes to NACE, participating schools were asked to provide detail, including the compensation results by academic program. Respondents were free to list these programs by the titles used on their campuses. However, in order to make the data as comparable as possible

across schools, NACE staff reclassified the program titles to conform with the classification of instructional programs (CIP) used in the IPEDS database.

The CIP system organizes academic programs into a tree structure where a general discipline forms the trunk and academic majors are identified into two defined branches: the first being a more generic class of programs under the discipline; the second, the more specific title. For example, business is classed as a broad discipline (the trunk) encompassing a group of relatively broad majors, such as business administration and management (the more generic class of programs). Very specific programs (the more specific title) appear under that broad major; for example, logistics/ supply chain appears under the heading of business administration and management.



Reporting Institutions

Adelphi University	California State University-Stanislaus
Agnes Scott College	Cameron University
Albertus Magnus College	Capital University
American University	Carleton College
Anderson University - IN	Carnegie Mellon University
Arizona State University Campus Immersion	Carthage College
Assumption University	Case Western Reserve University
Auburn University	Cedar Crest College
Augsburg University	Cedarville University
Augustana College	Central College
Aurora University	Central Connecticut State University
Babson College	Central Michigan University
Baldwin Wallace University	Central Washington University
Ball State University	Centre College
Bates College	Champlain College
Bellarmino University	Chapman University
Belmont University	Charleston Southern University
Beloit College	Coe College
Benedict College	Colby-Sawyer College
Bethel University - MN	College of Saint Benedict
Binghamton University	College of the Holy Cross
Boston Architectural College	Colorado School of Mines
Boston University	Colorado State University-Fort Collins
Bradley University	Columbia University in the City of New York
Brandeis University	Concordia College at Moorhead
Bridgewater College	Cornerstone University
California Polytechnic State University-San Luis Obispo	CUNY Bernard M Baruch College
California State University-Bakersfield	CUNY Queens College
	Davenport University

Denison University	Hanover College
DeSales University	Harrisburg Area Community College
Dickinson College	Harrisburg University of Science and Technology
Doane University	Hartwick College
Dominican University New York	Hastings College
Dordt University	Haverford College
Drake University	High Point University
Drew University	Houghton College
Duke University	Howard University
East Central University	Illinois Wesleyan University
Eastern Illinois University	Indiana Institute of Technology
Eastern Washington University	Indiana State University
Embry-Riddle Aeronautical University-Daytona Beach	Indiana University-Bloomington
Embry-Riddle Aeronautical University-Prescott	Indiana University-East
Embry-Riddle Aeronautical University-Worldwide	Indiana University-Kokomo
Endicott College	Indiana University-Northwest
Eureka College	Indiana University-Purdue University-Indianapolis
Florida International University	Indiana University-Southeast
Florida State University	Iona University
Fordham University	Ithaca College
George Mason University	James Madison University
Georgetown University	John Brown University
Georgia Gwinnett College	Kalamazoo College
Georgia Southern University	Kansas State University
Georgia State University	Kennesaw State University
Golden Gate University	Kent State University at Kent
Governors State University	Kenyon College
Grace College and Theological Seminary	King University
Grand View University	Kutztown University of Pennsylvania
Grove City College	Lafayette College

Lake Forest College	Missouri Western State University
Lakeland University	Mitchell Technical College
Lawrence University	Monmouth College
Lehigh Carbon Community College	Montclair State University
Lehigh University	Moravian University
Lipscomb University	Morehead State University
Louisiana State University and Agricultural & Mechanical College	Morgan State University
Luther College	Mount Holyoke College
Macalester College	Mount St. Mary's University
Marian University	Nazareth University
Marietta College	New Jersey Institute of Technology
Marion Technical College	New York University
Marquette University	North Central College
Marshall University	Northeastern University
Maryville College	Northern Arizona University
Massachusetts Institute of Technology	Northwestern College
Massachusetts Maritime Academy	Northwood University
McPherson College	Notre Dame of Maryland University
Mercy University	Oakland University
Merrimack College	Occidental College
Messiah University	Oglethorpe University
Miami University-Hamilton	Ohio Dominican University
Miami University-Middletown	Ohio Northern University
Miami University-Oxford	Ohio State University-Main Campus
Michigan Technological University	Ohio Wesleyan University
Midland University	Oklahoma State University-Main Campus
Milwaukee School of Engineering	Old Dominion University
Mississippi State University	Olivet Nazarene University
Missouri State University-Springfield	Oral Roberts University
Missouri University of Science and Technology	Pace University
	Pacific Lutheran University

Palm Beach Atlantic University	San Jose State University
Pennsylvania College of Technology	SANS Technology Institute
Pennsylvania State University	School of the Art Institute of Chicago
Pennsylvania Western University	Schreiner University
Pepperdine University	Scripps College
Pittsburg State University	Seattle University
Pitzer College	Seton Hall University
Princeton University	Simmons University
Principia College	Simpson College
Purdue University Fort Wayne	Smith College
Purdue University Global	South Dakota School of Mines and Technology
Purdue University Main Campus	Southeast Technical College Southern
Purdue University Northwest	University at New Orleans Southern
Radford University	Illinois University-Carbondale
Ramapo College of New Jersey	Southern Methodist University
Rensselaer Polytechnic Institute	Southern Methodist University - Cox School of Business
Roanoke College	Southern Oregon University
Robert Morris University	Southern University at New Orleans
Rochester Christian University	Springfield College
Rochester Institute of Technology	St Catherine University
Rocky Mountain College	St Lawrence University
Rollins College	St Olaf College
Rose-Hulman Institute of Technology	St. John Fisher University
Rowan College at Burlington County	St. Mary's College of Maryland
Rutgers University-Camden	St. Mary's University
Rutgers University-New Brunswick	St. Thomas Aquinas College
Saint Johns University	Stark State College
Saint Joseph's University	Stetson University
Saint Michael's College	Stevens Institute of Technology
Saint Norbert College	Stonehill College
Saint Peter's University	

SUNY at Purchase College	University of California-Santa Barbara
SUNY College at Geneseo	University of California-Santa Cruz
Susquehanna University	University of Central Missouri
Swarthmore College	University of Dallas
Syracuse University	University of Dayton
Temple University	University of Denver
Tennessee State University	University of Detroit Mercy
Texas A & M University-Kingsville	University of Evansville
Texas Wesleyan University	University of Houston
The Catholic University of America	University of Idaho
The University of Alabama	University of Illinois Springfield
The University of Tennessee-	University of Indianapolis
Knoxville The University of	University of Kentucky
Tennessee-Martin The University of	University of Louisville College of Business
Texas at Austin The University of	University of Maine
Texas at Tyler	University of Maine - Machias
The University of Texas Permian Basin	University of Maine at Augusta
The University of the South	University of Maine at Farmington
Thomas Jefferson University	University of Maine at Fort Kent University
Touro College	of Maine at Presque Isle University of Mary
Trine University	Washington
Trinity Christian College	University of Maryland-College Park
Trinity University	University of Massachusetts-Dartmouth
Troy University	University of Miami
Tufts University	University of Michigan-Ann Arbor
University of Rochester	University of Missouri-Columbia University
University of Alabama at Birmingham	of Missouri-St Louis
University of Arizona	University of Nevada-Las Vegas University
University of Arkansas	of Nevada-Reno
University of Arkansas-Fort Smith	University of North Alabama
University of California-Berkeley	University of North Carolina at Asheville
University of California-Riverside	University of North Carolina at Greensboro

University of North Florida	Upper Iowa University
University of North Georgia	Utah Tech University
University of North Texas	Valdosta State University
University of Oklahoma-Norman Campus	Vanderbilt University
University of Pennsylvania	Virginia Commonwealth University
University of Pittsburgh-Pittsburgh Campus	Virginia Military Institute
University of Richmond	Virginia Polytechnic Institute and State University
University of Rochester	Waldorf University
University of Saint Francis-Fort Wayne	Washburn University
University of San Diego	Washington College
University of Scranton	Washington University in St Louis
University of South Carolina-Columbia	Wayne State University
University of South Dakota	Wellesley College
University of South Florida	Wesleyan College
University of Southern California	West Chester University of Pennsylvania
University of Southern Maine	Western Connecticut State University
University of Southern Mississippi	Westminster University
University of the Ozarks	Westmont College
University of Tulsa	Wheaton College
University of Vermont	Wheaton College (Massachusetts)
University of Virginia-Main Campus	Whitworth University
University of Washington-Bothell Campus	Widener University
University of Washington-Seattle Campus	William & Mary
University of Washington-Tacoma Campus	William Paterson University of New Jersey
University of West Alabama	Winthrop University
University of West Georgia	Wisconsin Lutheran College
University of Wisconsin-Eau Claire	Worcester Polytechnic Institute
University of Wisconsin-Platteville	Wright State University-Main Campus
University of Wisconsin-River Falls	Xavier University
University of Wisconsin-Whitewater	Yale University
University of Wyoming	York College of Pennsylvania



About NACE

Established in 1956, the National Association of Colleges and Employers (NACE) connects more than 17,600 career services and early talent recruiting professionals, as well as the business solution providers that serve this community.

NACE believes in a world that is unifying in approach and where equal opportunity and access exist for all.

