University of Alaska Recent Alumni Survey 2014

Prepared for:
University of Alaska

McDowell
G R O U P

December 2014

University of Alaska Recent Alumni Survey 2014

Prepared for:
University of Alaska

Prepared by:

Juneau € Anchorage

December 2014

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41%	43%	6%
43%	45%	5%
47%	40%	4%
47%	38%	
33%	37%	

The chart below shows how •very satisfiedŽ rates havechanged since 2006, when the survey commenced. The •very satisfiedŽ rates are shown, rather than net satisfied rates, because net satisfied rates tend to represent the vast majority of the graduate population (80 to 90 percent), and do not change as much over time.

Intellectual and personal growth have consistently been the highest rated categories, while career preparation has consistently been the lowest. Overall, very satisfied rates have increased over the course of the survey for all but one category, personal growth (which has stayed fairly consistent at between 46 and 50 percent). The category showing the largest increase in ratings is academic experience, with the rate of those very satisfied starting at 33-34 percent in 2006-07, and increasing to 41 percent in both 2012 and 2014. Overall education ratings increased from 36 percent in 2006-07 to 43 perc ent in 2014. Career preparation ratings increased from 26-29 percent in 2006-07 to 33-34 perce nt in 2011-14. Intellectual growth ratings increased more modestly, from 43 percent in 2006 to 47-48 percen t in the last several survey years.

"Very Satisfied" Ratings, 2006-2014
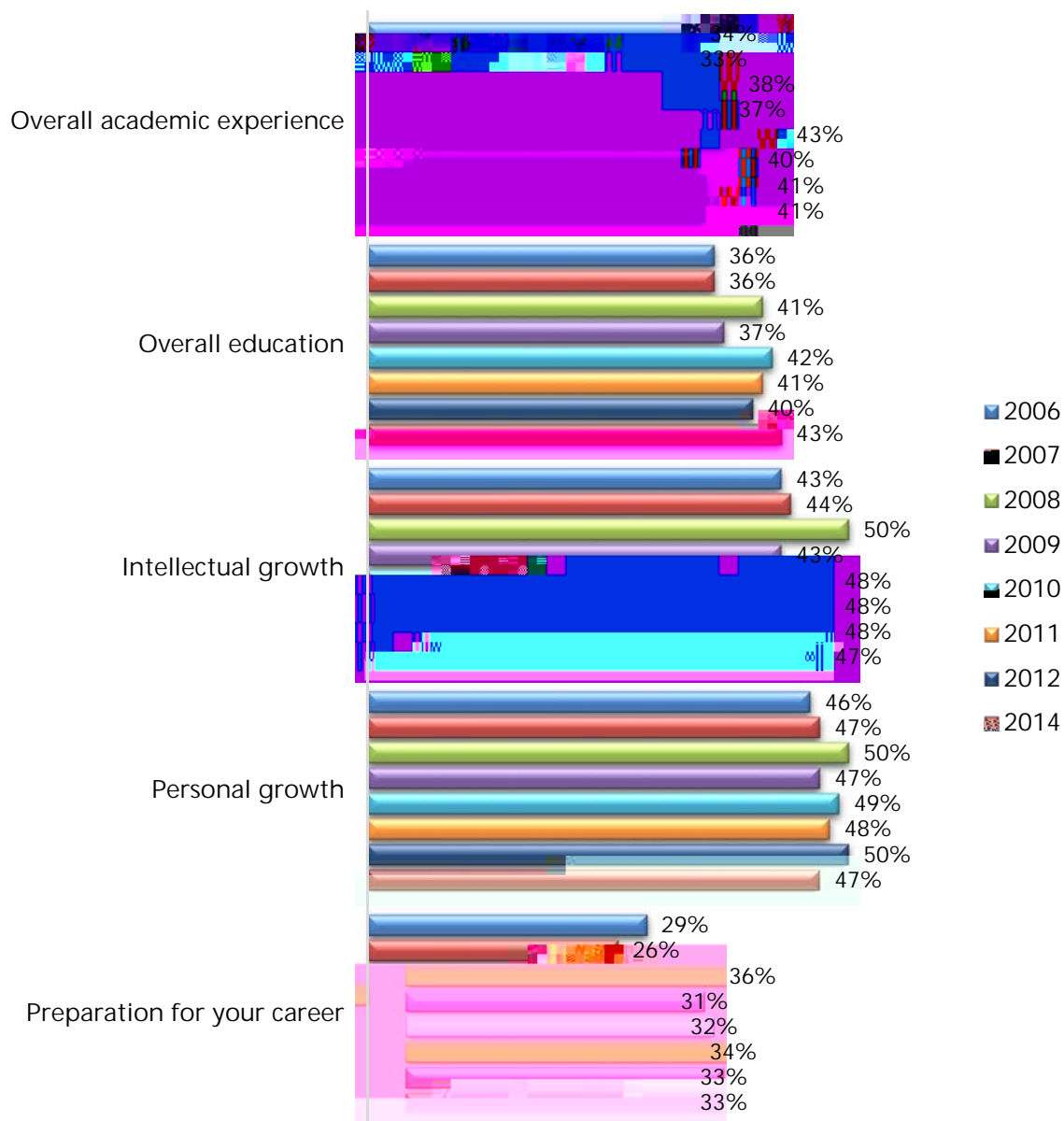
Job Search

UA graduates who were currently employed, and who had obtained their position after starting their degree program, reported applying for an average of 13.4 jobs, down from the 2012 average of 14.0. The average number of job offers was 1.7, slightly down from the 2012 average of 1.8.

Over time, the average number of job applications increased steadily, from 6.6 in 2006 to the 2012 peak of 14.0. The number of job offers received declined slightly: from 2.1 in 2006, to 1.7 in 2010, 2011, and 2014.

Average Number of Job Applications and Job Offers, 2006-2014
Base: Currently Employed; Obtained Position After Starting Degree Program
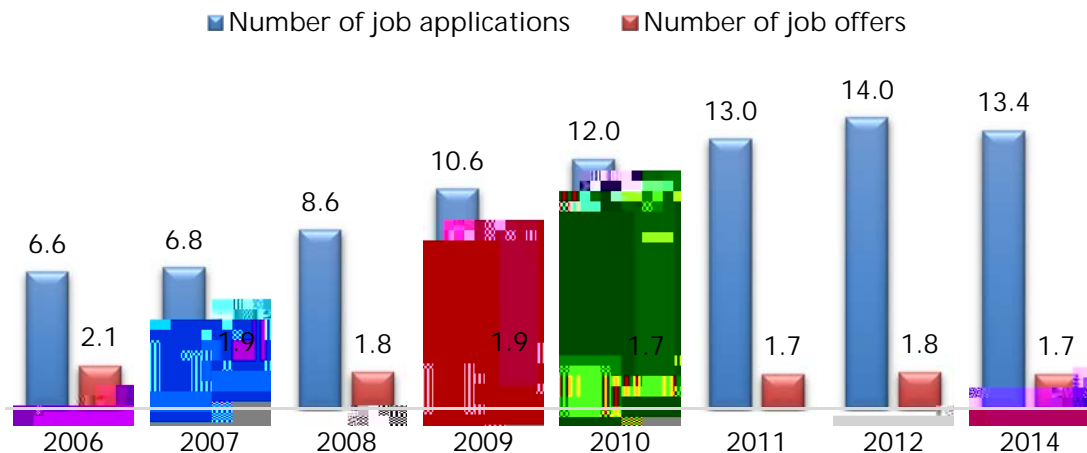
Over half of employed graduates (56 percent) said the process of finding a job was easy or very easy, while 41 percent said it was difficult or very difficult. Those giving easy ratings increased between 2012 and 2014, from 51 to 56 percent, while those giving difficult ratings decreased from 46 to 41 percent. However, in the longer term, difficulty ratings have been increasing: from 29 percent in 2007 to 46 percent in 2012. Easy ratings fell from 65-66 percent in 2007-08 to 51 percent in 2012.

### Ease versus Difficulty of Finding a Job
Base: Currently Employed; Obtained Position After Starting Degree Program
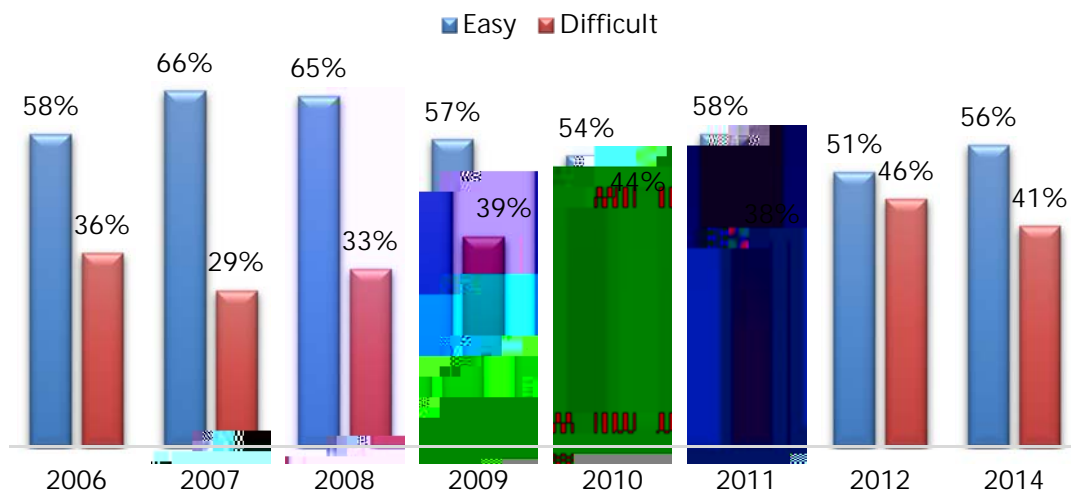
Notes: Excludes •don•t know.Ž •EasyŽ includes•very easyŽ; •DifficultŽ includes •very difficult.Ž

Shaping Alaska•s Future

Several questions were added to the 2014 survey in reflection of the Shaping Alaska•s Future initiative. One

University of Alaska Recent Alumni Survey 2014
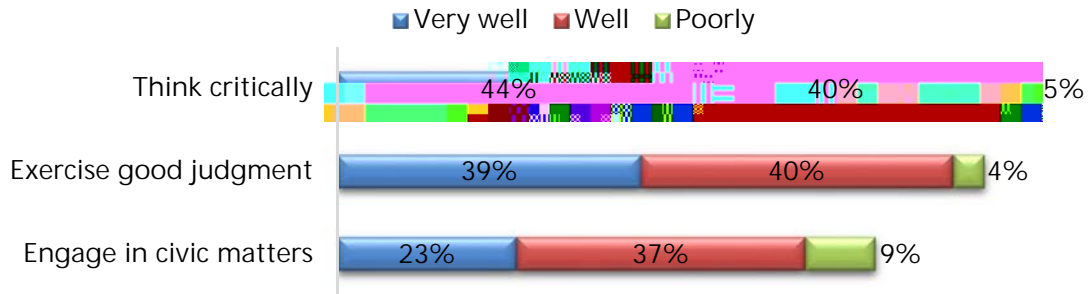
Introduction

The University of Alaska contracted with McDowell Group, Inc. to conduct a survey of UA graduates who had received any type of degree or certificate from UA in summer 2013, fall 2013, or spring 2014. The survey was administered over the internet and included questions on graduates• satisfaction with their experience at UA; factors in attaining their degree; details on career preparation and their job search; and current employment situation, among other subjects. This is the eighth survey of graduates administered by McDowell Group; previous surveys were conducted annually between 2006 and 2012. The survey was not administered in 2013.

Methodology

The McDowell Group study team designed the survey instrument with input from University of Alaska staff. The survey was based on the previous instrument, with several new questions and minor edits. A copy of the survey instrument can be found at the end of the report.

The sample included 1,277 respondents: 631 UAA graduates, 469 UAF graduates, and 164 UAS graduates. The overall response rate was 28 percent; by campus, response rates were 25 percent for UAA, 33 percent for UAF, and 26 percent for UAS.

An initial postcard mailing was sent in early September 2014 to 4,592 graduates. The postcard directed graduates to the survey website and included information on the incentive. All participants were entered into a drawing to win their choice of a $300 Amazon gift certificate or 10,000 Alaska Airlines miles. On September 9, an email was sent to all graduates that included a web link to the survey. One reminder email was sent on September 18.

The maximum margin of error for the full sample of grad

year: December, instead of the usual September. The lengthening of the survey over time is likely to impact response rates as well. The rate of 28 percent for 2014 may warrant a more appealing incentive, or perhaps a second reminder email, the next time the survey is administered.

Survey Sample Sizes and Response Rates, 2006-2014

	Sample Size	Response Rate
2006	512	19%
2007	905	32%
2008	941	31%
2009	1,213	35%
2010	1,133	32%
2011	1,156	31%
2012	1,030	25%
2014	1,277	28%

Satisfaction by Category

x Graduates expressed high levels of satisfaction with their UA experience, with nearly nine out of ten satisfied or very satisfied with overall education (88 percent) and intellectual growth (87 percent). Only slightly fewer were satisfied with their personal growth (85 percent) and overall academic experience (84 percent). Preparation for career showed a somewhat lower net satisfaction of 70 percent.

OVERALL ACADEMIC EXPERIENCE

x By campus, net satisfaction with the overall academic experience was highest at UAS (90 percent), followed by UAF (88 percent) and UAA (81 percent). UAS and UAF graduates were more likely to be very satisfied with their overall academic experience, compared to UAA graduates (50, 49, and 34 percent respectively).

x By degree type, net satisfaction was fairly consistent, with 85 percent of AA/CT, 83 percent of BA, and 82 percent of MA/PhD graduate s reporting satisfaction.

x By fields of study, net satisfaction was highest amongst engineering graduates (93 percent), followed by business/public administration (89 percent), and voc/ed graduates (87 percent).

OVERALL EDUCATION

x Net satisfaction with overall education by degree type was higher among AA/CT graduates (90 percent) and BA graduates (88 percent) than among MA/PhD graduates (83 percent).

x Engineering graduates had the highest overall education net satisfaction rating at 98 percent, followed by voc/ed (92 percent), and math/science/computer and business/public administration (both 89 percent). The lowest net satisfaction rating was 84 percent among education graduates.

INTELLECTUAL GROWTH

x In terms of intellectual growth, UAF showed a slightly hi gher net satisfaction rating at 90 percent, compared with 87 percent for UAS and 85 percent for UAA.

x Net satisfaction with intellectual growth was consistent across different degree types.

x Engineering graduates has the highest net satisfaction rating at 99 percent. Additional majors with a net satisfaction rating over 90 percent were health and education (91 and 90 percent, respectively). Arts/humanities/social sciences had the lowest net satisfaction rating at 84 percent.

PERSONAL GROWTH

x Personal growth net satisfaction was highest at UAS with 90 percent of graduates reporting satisfaction. UAF followed with 88 percent net satisfaction, and UAA had 81 percent of graduates reporting satisfaction.

x MA/PhD graduates had the highest personal growth net satisfaction rating at 88 percent, followed by AA/CT (86 percent) and BA graduates (82 percent).

x   Vocational education students reported the highest rate of net satisfaction with 89 percent satisfied with their personal growth. This was followed by engineering (88 percent) and math/science/computer graduates (85 percent). All remaining fields of study had a net satisfaction of 84 percent.

PREPARATION FOR CAREER

x   UAA graduates reported lower net satisfaction ratings with career preparation (67 percent) than UAF graduates (74 percent) and UAS graduates (73 percent).

x   By degree type, MA/PhD graduates had the highest net satisfaction rating at 76 percent, followed by AA/CT graduates at 74 percent. BA graduates had a net satisfaction rating of 62 percent.

x   The three fields with the highest net satisfaction ratings with career preparation were health (83 percent), education (82 percent), and vocational education (80 percent). Three majors had net satisfaction ratings under 70 percent: engineering (68 percent), math/science/computer (65 percent), and arts/humanities/ social sciences (57 percent).

TRENDS

Note: The discussion below refers only to those •very satisfied,Ž as the net satisfaction rates (•satisfiedŽ plus •very satisfiedŽ) account for the vast majority of graduates (generally 80 to 90 percent), and have stayed fairly steady over time. Recent results (2012 and 2014) can be found in the following table. Long-term results (2006-2014) are shown in the subsequent table.

x   For all campuses combined, 2014 satisfaction ratings varied little from 2012 ratings. The percentage of graduates who gave a very satisfied rating stayed the same for career preparation and overall academic experience. Those very satisfied with their overall education increased from 40 to 43 percent; those very satisfied with their intellectual growth went from 48 to 47 percent; and those very satisfied with their personal growth drop ped slightly from 50 to 47 percent.

x   Differences were slightly more pronounced on the campus level.

o   UAA graduates who were very satisfied dropped slightly between 2012 and 2014 in several categories: overall academic experience (38 to 34 percent), intellectual growth (45 to 42 percent), and personal growth (46 to 40 percent).

o   UAF graduates• very satisfied ratings increased between 2012 and 2014 in all categories: overall academic experience (43 to 49 percent), overall education (41 to 47 percent); intellectual growth (48 to 54 percent), personal growth (54 to 56 percent); and career preparation (35 to 36 percent).

o   UAS graduates• very satisfied ratings dropped in several categories: from 59 to 53 percent for intellectual growth, from 60 to 52 percent for personal growth, and from 45 to 40 percent in career preparation.

x   This series of satisfaction questions has stayed mostly consistent since the survey began in 2006, allowing for long-term trend analysis. Overall, •very satisfiedŽ ratings have increased over time in most categories. Please see Table 2 for a breakout of the long-term trend data by campus.

o   Those very satisfied with their overall academic experience have increased from 33-34 percent in 2006-07 to 40-41 percent in 2011, 2012, and 2014.

o

Table 1. Satisfaction with UA Experience

	TOTAL		UAA		UAF		UAS	
	2012 n=1,030	2014 n=1,277	2012 n=506	2014 n=631	2012 n=370	2014 n=469	2012 n=144	2014 n=164
Overall academic experience								
Very satisfied	41%	41%	38%	34%	43%	49%	51%	50%
Satisfied	46	43	48	47	44	39	40	40
Neutral	8	9	8	11	8	9	4	5
Dissatisfied	4	4	4	5	4	3	3	2
Very dissatisfied	1	2	1	3	2	1	1	2
Overall education								
Very satisfied	40%	43%	38%	38%	41%	47%	50%	51%
Satisfied	48	45	49	48	47	43	43	39
Neutral	8	7	9	8	6	6	6	8
Dissatisfied	4	3	4	4	4	3	1	-
Very dissatisfied	1	2	1	2	1	1	1	2
Intellectual growth								
Very satisfied	48%	47%	45%	42%	48%	54%	59%	53%
Satisfied	41	40	44	43	40	36	34	34
Neutral	7	9	8	10	6	6	5	9
Dissatisfied	3	2	2	2	3	3	1	1
Very dissatisfied	1	2	<1	2	1	1	1	4
Personal growth								
Very satisfied	50%	47%	46%	40%	54%	56%	60%	52%
Satisfied	34	38	35	41	33	32	29	38
Neutral	13	11	16	14	10	8	8	7
Dissatisfied	2	2	2	2	2	2	1	1
Very dissatisfied	1	2	<1	2	1	1	1	2
Preparation for your career								
Very satisfied	33%	33%	30%	30%	35%	36%	45%	40%
Satisfied	39	37	40	37	36	38	40	33
Neutral	17	19	19	20	18	16	11	20
Dissatisfied	7	6	7	7	7	6	2	3
Very dissatisfied	3	4	3	4	4	3	1	2

Table 2. Satisfaction Ratings: 2006-2014
Percentage Very Satisfied

	2006	2007	2008	2009

Table 3. How well do you think your UA education prepared you to...?

	TOTAL n=1,277	UAA n=631	UAF n=469	UAS n=164
Think critically				
Very well	44%	39%	50%	50%
Well	40	44	35	36
Neutral	11	12	10	10
Poorly	4	4	4	2
Very poorly	1	1	1	2
Exercise good judgment				
Very well	39%	35%	44%	44%
Well	40	43	35	38
Neutral	17	18	16	15
Poorly	3	2	4	2
Very poorly	1	1	1	2
Engage in civic matters				

x   Those currently pursuing their originally chosen degree dropped in 2014, from 63 to 57 percent. The 2011 response was 60 percent.

Choice of Field of Study

x   When 2014 graduates were asked if they could start college over again, would they choose the same field of study, over half of graduates (55 percent) said they would. Nearly one-quarter (24 percent) said they maybe would, while 16 percent said they would not. Re sponses were fairly similar across all campuses and types of degrees.

x   Those graduates studying health and engineering were more likely to respond th ey would choose the same field of study again, at 72 and 66 percent respectively.

x   Nearly one-quarter of arts/humanities/social sciences graduates (24 percent) reported they would not choose the same field of study, while 20 percent of voc/ed graduates reported the same.

TRENDS

x   The percentage of graduates who said they would choo se the same field of study has fluctuated slightly over the years, from 57-59 percent between 2006 and 2011, down to 53 percent in 2012, then 55 percent in 2014.

x   By MAU, results for 2014 are within a few percentage points of 2012.

Table 8. If you could start your college career all over again,
would you choose the same field of study?

	TOTAL		UAA		UAF		UAS	
	2012 n=1,019	2014 n=1,277	2012 n=498	2014 n=631	2012 n=367	2014 n=469	2012 n=144	2014 n=164
Yes	53%	55%	54%	57%	52%	55%	51%	51%
No	17	16	18	17	15	15	17	16
Maybe	27	24	24	23	30	24	29	29
Don•t know	3	4	3	4	3	5	3	4

Graduates were asked about the importance of various factors in helping them attain their degree: support from friends/classmates, family, UA faculty, UA staff, UA Career Services Center, and UA alumni; availability of financial aid; ability to work while going to school; ability to take some/all classes online; and love of learning/subject matter. Support from UA alumni was added in 2014.

x   There were two factors identified as being very important by 60 percent or more of graduates in helping them attain their degree: love of learning/subject matter (66 percent) and support from family (63 percent).

x   An additional three factors were identified by over half of graduates as being very important: ability to work while going to school (59 percent), support from UA faculty (51 percent), and availability of financial aid (51 percent).

x   Factors with the lowest very important ratings were support from Career Services (14 percent) and support from UA alumni (8 percent). It should be noted in each of these categories, 40 percent or more reported •not applicable/did not use.Ž

x   UAS graduates were more likely to cite ability to work while going to school as very important (70 percent), compared to UAA and UAF (both 57 percent). The ability to take some/all classes online was also very important to UAS students (64 percent), compared to 41 percent of UAA graduates and 39 percent of UAF graduates.

x   AA/CT graduates were most likely to cite four factors as being very important to help them attain their degree:

   o   Twenty-three percent cited support from Career Services as very important, compared to 12 percent of BA graduates and 4 percent of MA/PhD graduates.

   o   Over half (51 percent) identified the ability to take some/all classes online as very important, compared to 40 percent of BA graduates and 38 percent of MA/PhD graduates.

   o   Support from family and friends very important for 69 percent of AA/CT graduates, compared to 60 percent of BA graduates and 58 percent of PhD graduates.

   o   The availability of financial aid was very important to 59 percent of AA/CT graduates, compared to 51 percent of BA graduates and 42 percent of MA/PhD graduates.

x   MA/PhD graduates were most likely to cite two factors as being very important to help them attain their degree:

   o   Nearly half (47 percent) reported support from friends/classmates as being very important compared to AA/CT (38 percent) and BA graduates (39 percent).

   o   Support from UA faculty was mentioned by 58 percent of MA/PhD graduates, compared to 46 percent of AA/CT graduates and 49 percent of BA graduates.

x   There were also statistically significant differences by field of study. The following pairs are the highest percentage field of study and the lowest percentage field of study in each support factor.

- o Those giving a very important rating to UA staff support has ranged between 40 and 43 percent.

- o Those giving a very important rating to friend/classmate support has ranged between 40 and 42 percent.

- o Those giving a very important rating to Career Services support shows a slight increase over time: from 10 percent in 2010, to 11 percent in 2011, to 13 percent in 2012, to 14 percent in 2014.

x By MAU, very important ratings show slight changes over time.

- o

Not applicable/did not use	18	20	17	22	18	17	21	23

Ability to take some/all classes online

Very important	40%	43%	40%	41%	33%	39%	60%	64%
Somewhat important	29	30	29	33	30	29	26	19
Not important	18	15	19	16	20	13	10	12
Not applicable/did not use	12	12	12	10	16	18	5	4

Support from UA staff

Very important	43%	40%	41%	38%	44%	44%	49%	43%
Somewhat important	42	43	42	44	44	42	39	45
Not important	11	11	14	13	8	9	7	10
Not applicable/did not use	3	5	3	5	3	5	3	2

Support from friends/classmates

Very important	40%	40%	41%	38%	41%	45%	35%	38%
Somewhat important	42	42	41	44	43	39	44	43
Not important	16	14	16	15	15	10	18	14
Not applicable/did not use	1	4	1	3	1	5	2	3

Support from Career Services

Very important	13%	14%	11%	13%	16%	15%	15%	13%
Somewhat important	23	20	23	18	23	22	24	21
Not important	25	25	27	26	24	23	20	24
Not applicable/did not use	36	40	37	41	34	38	39	38

***Support from UA alumni**

Very important	*	8%	*	7%	*	10%	*	5%
Somewhat important	*	15	*	14	*	16	*	14
Not important	*	33	*	34	*	30	*	37
Not applicable/did not use	*	42	*	43	*	42	*	40

*Added in 2014.

After being asked about the various factors• importance in helping them attain their degree certificate, graduates were asked which one of the factors was most important in helping them attain their degree/certificate.

x

- One-quarter of engineering graduates reported suppo rt from friends/classmates as most important.
- Nearly one-quarter of business/pub

Student government	3	4	2	4	4	3	5	4
Political or issue group	2	4	1	4	2	3	4	3
Student media publications	4	3	3	3	6	4	4	1
Alumni activities	4	3	2	2	4	2	12	7
Fraternity or sorority	2	2	2	3	3	1	2	1
Residence hall council or IRC	2	2	2	2	3	3	1	1
Varsity sports	2	2	2	1	3	3	-	1
ROTC	1	1	1	<1	1	2	-	-
Student judicial board	-	<1	-	<1	-	<1	-	-
Other**	3	5	3	4	4	7	2	3
Don•t know	1	1	1	<1	<1	1	-	1

*Added in 2014.
** A list of other responses can be found in the Appendix.

Distance Education

x   Seventy-one percent of UA graduates attended most or all of their classes in person, with nearly half (49 percent) attending most classes in person. Twenty-eight percent of UA graduates attended half or less of their classes in person.

x   Over one-quarter of UAS graduates (28 percent) attended none of their classes in person, compared to 5 percent of UAA graduates and 4 percent of UAF graduates.

x   One-third (34 percent) of MA/PhD graduates attended all classes in person, compared to 24 percent of AA/CT graduates and 17 percent of BA graduates.

x   BA graduates were much more likely to attend most classes in person at 69 percent, compared to 39 percent of AA/CT graduates and 25 percent of MA/PhD graduates.

x   One-fifth (21 percent) of education graduates attended no classes in person, the highest percentage of all fields of study.

TRENDS

Note: This question was added in 2008.

x   The percentage of graduates who attended all their classes in person has dropped steadily over the years, from 41 percent in 2008, to 32 percent in 2009, to 29 percent in 2010, to 26 percent in 2011, to 27 percent in 2012, to 22 percent in 2014.

x

Table 14. Analysis By Degree Type

	AA/CT		BA		MA/PhD	
	2012 n=309	2014 n=369	2012 n=427	2014 n=559	2012 n=87	2014 n=240
Attended all classes in person	23%	23%	29%	17%	34%	34%
Attended most classes in person	50	39	60	69	31	25
Attended about half my classes in person	11	16	5	7	8	7
Attended some of my classes in person	10	15	4	4	17	19
Attended none of my classes in person	6	8	1	3	10	16

Working While Attending UA

x   Three-quarters of respondents (75 percent) worked during their final year of school. UAS graduates had a slightly higher percentage with 81 pe rcent working during their final year,   compared to 74 percent of both UAA and UAF graduates.

x

<center>Table 16. Did you work on-campus, off-campus, or both?</center>
<center>(Base: Worked during their final school year)</center>

	TOTAL		UAA		UAF		UAS	
	2012 n=756	2014 n=953	2012 n=368	2014 n=464	2012 n=264	2014 n=347	2012 n=106	2014 n=134
On-campus	18%	16%	14%	11%	28%	30%	9%	6%
Off-campus	68	70	73	78	54	51	78	82
Both	14	13	12	11	16	18	12	11

<center>Table 17. Approximately how many hours per week did you work?</center>
<center>(Base: Worked during their final school year)</center>

	TOTAL		UAA		UAF		UAS	
	2012 n=899	2014 n=400	2012 n=440	2014 n=166	2012 n=313	2014 n=192	2012 n=134	2014 n=39
On-campus								
10 hours or less	17%	15%	15%	16%	15%	12%	31%	20%
11 to 20 hours	45	40	46	35	46	47	34	34
21 to 40 hours	20	23	18	22	24	25	13	19
Over 40 hours	10	10	8	10	12	10	7	13

Internships

x   One-third of graduates participated in an internship as part of their degree/certificate program. This was similar across all MAUs.

x   MA/PhD graduates were more likely to have participated in an internship, compared to AA/CT and BA graduates, 39 percent versus 34 and 25 percent, respectively.

x   Education graduates were the most likely to have participated in an internship at 81 percent, followed by health graduates (50 percent) and business/public administration graduates (28 percent). Arts/humanities/ social sciences graduates were the least likely to have participated in an internship at 18 percent.

x   Of the graduates who had participated in an internship , over one-quarter of internships (27 percent) were based in school districts.

   o   Nearly half of UAS graduates (45 percent) reported their internships were based in the school district, compared to 27 percent of UAA graduates and 18 percent of UAF graduates.

   o   Over half (52 percent) of MA/PhD graduates• internships were in the school districts, compared to 15 percent of BA graduates and 8 percent of AA/CT graduates.

x   The majority of the internships overall, and across all MAUs and degree types, were unpaid. An exception to this was engineering graduates, 56 percent of whom were paid $20 or more hourly.

x   Overall, and across all MAUs and degree types, the majority of internships were not coordinated through their campus Career Services Center.

x   Of those that participated in an internships, 41 percent resulted in a job offer. UAF had the highest percentage at 44 percent of graduates being offered a job, compared to 30 percent of UAS graduates. MA/PhD graduates• internships were least likely to result in a job offer, with only 19 percent reporting a job had been offered, compared to 51 percent of AA/CT graduates and 46 percent of BA graduates.

x   Of those offered a job, nearly two-third of graduates (65 percent) accepted the job.

TRENDS

Note: The question about whether the graduate had participated in an internship referred to •internship or practicumŽ in 2006 and 2007. The questions •With what organization?Ž, •Did you take the job?Ž, and hourly wage were introduced in 2011.

x   The proportion of graduates participating in internship s declined by only a few percentage points over the last several years, from 36 percent in 2010, to 34 percent in 2011 and 2012, to 33 percent in 2012. The question included •practicumsŽ in 2006 and 2007 which may explain the higher percentages in those years: 43 and 45 percent, respectively.

x   Those reporting that their internship was unpaid dropped from 67 percent in 2012 to 62 percent in 2014. (The rate in 2011 was 64 percent.) Those earning $16/hour or more increased from 14 percent in 2012 to 21 percent in 2014.

x   School district has remained the most common type of internship organization over the years, although the percentage mentioning it drop ped from 35 and 36 percent (2011 and 2012) to 27 percent in 2014. Those mentioning hospital/clinic/doctor•s office stayed steady at 13 percent all three years. Those

mentioning University of Alaska went from 10 percent in 2011, to 6 percent in 2012, to 10 percent in 2014.

x The percentage of internship participants reporting their internship was coordinated through the Career Services Center dropped slightly in the last several years, from 10 and 11 percent in 2008 and 2009, to 8 percent in 2011 and 2012, to 7 percent in 2014.

x The percentage of internship participants reporting that their internship lead to a job offer increased to 41 percent in 2014, after three years at 34 percent. (Rates for 2006 and 2007 were higher at 46 and 47 percent, but may be related to the inclusio n of practicums in the original question.)

x Those saying that they took the job offer has fluctuated over the last three years, from 71 percent in 2011, to 80 percent in 2012, to 65 percent in 2014.

Table 19. Did you do an internship as part of your degree or certificate program?

	TOTAL		UAA		UAF		UAS	
	2012 n=1,015	2014 n=1,277	2012 n=497	2014 n=631	2012 n=364	2014 n=469	2012 n=144	2014 n=164
Yes	34%	33%	35%	36%	31%	30%	34%	31%
No	65	66	64	64	68	70	64	68
Don•t know	1	1	1	<1	2	1	2	1

Note: Previous surveys asked whether the respondent did an •internship or practicum.Ž

Table 20. With what organization?
(Base: Participated in an internship)

	TOTAL		UAA		UAF		UAS	
	2012 n=340	2014 n=427	2012 n=175	2014 n=227	2012 n=114	2014 n=143	2012 n=49	2014 n=50
School district	36%	27%	34%	27%	26%	18%	66%	45%
Hospital/clinic/do ctor•s office	13	13	18	18	5	7	5	2
University of Alaska	6	10	4	6	10	15	3	11
State of Alaska	9	7	7	4	14	9	2	21
Alaska Native corporation/ organization	3	5	3	3	1	7	3	7
Federal government	6	6	5	7	10	5	2	4
Municipality/Borough	1	1	2	1	-	1	-	-
Non-profit organization	8	9	10	9	10	9	-	5
Professional services firm (law, engineering, consulting, etc.)	4	6	4	5	4	10	6	-
Media organization (radio, newspaper, TV, etc.)	4	1	2	1	7	2	8	-
Mining/oil company	4	4	5	5	4	6	-	-
Other*	7	11	7	13	9	11	5	4

* A list of other responses can be found in the Appendix.
Note: •N/aŽ responses were not coded in previous years.

Post-Graduation Plans

Respondents were asked to report their post-graduation year plans. Multiple responses were allowed.

x   Nearly three-quarters of graduates (72 percent) re

Current Primary Activity

Respondents were asked to identify one primary activity in their post-graduate year.

x   The activity with the highest percentage was employment, accounting for 71 percent of respondents. Additional graduate study was reported by 9 percent of respondents, and additional undergraduate study was reported by 8 percent of respondents. Starting/raising a family was reported by 7 percent.

x   Responses were similar across all MAUs..7(5(aisingC i4A4Tf -3177545 -2.1916 TD 0 Tc 0 Tw <0078>Tj /TT8 1 Tf .461

Place of Residence

x   Eighty-four percent of graduates currently reside in Alaska, while 14 percent reside in another US state and 2 percent outside the US.

x   UAA and UAS graduates were slightly more likely to reside in Alaska (86 and 85 percent, respectively) than UAF graduates (79 percent).

x   AA/CT graduates were more likely to live in Alaska (90 percent), compared to 83 percent of BA graduates and 73 percent of PhD graduates.

x   Education graduates were most likely to reside in Alaska (91 percent), followed by voc/ed (88 percent), business/public administration (85 percent), health (84 percent), math/science/computer (82 percent), arts/humanities/social sciences (80 percent), and engineering (79 percent).

TRENDS

Note: This question was changed from asking those currently employed where

x   Engineering graduates were most likely to report full-time, year-round employment (57 percent), followed by business/public administration (55 percent) and education graduates (53 percent). Only one-third of math/science/computer graduates (33 percent)

x   Health graduates (78 percent) and education graduates (76 percent) were most likely to use their skills on a daily basis. Arts/humanities/social sciences graduates had the lowest daily use rate, at just 37 percent.

TRENDS

x   While the percentage of employed graduates using skills learned at UA has been relatively consistent the last several years (56 to 58 percent in 2011, 2012, and 2014), they have been dropping over the long-term: 67 and 68 percent in 2006 and 2007, 66 percent in 2008, 63 percent in 2009, and 62 percent in 2010.

x

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Table 31. What occupation or position do you hold?
(

x   Over one-third of AA/CT graduates (35 percent) started their current positions after graduating, compared to 54 percent of BA graduates and 48 percent of MA/PhD graduates.

x   Engineering graduates were the most likely to start their current positions after graduation (70 percent), followed by health graduates (62 percent) , and education graduates (52 percent).

TRENDS

x   Employed graduates who started in their current position after graduating fell from 52 percent in 2012 to 47 percent in 2014. This rate has fluctuated over th e years: 51 percent in 2006, 50 percent in 2007, 48 percent in 2008, 49 percent in 2009, 44 percent in 2010, and 45 percent in 2011.

x   The rates for those who started working before attending UA have likewise fluctuated over the years, ranging from 17 percent (in 2009) to 24 percent (2010). The rate for 2014 fell in the middle of this range at 20 percent.

x   The percentage of those starting their current position while attending UA has risen slightly over the years, starting at 26 percent in 2006, ending at 33 percent in 2014.

Table 32. When did you start working in your current position:
before attending UA, while attending UA, or after graduating from UA?
(Base: Currently employed)

	TOTAL		UAA		UAF		UAS	
	2012 n=647	2014 n=761	2012 n=322	2014 n=379	2012 n=231	2014 n=269	2012 n=88	2014 n=104
Before attending UA	18%	20%	16%	18%	17%	17%	30%	33%
While attending UA	29	33	30	33	29	34	29	31
After graduating	52	47	53	49	54	49	40	35
Other	1	-	1	-	-	-	1	-

Salary and Benefits

x   Among all graduates, the most common annual salary/wage was between $50,001 and $75,000 (21 percent), followed by 18 percent of graduates at $35, 001 to $50,000 annually. The average annual salary was $40,000. Twelve percent of all graduates reported they did not earn a salary/wage.

x   UAS graduates had a higher average annual salary ($46,000) than UAA ($39,000) and UAF graduates ($38,000).

x   MA/PhD graduates reported the highest mean annual salary at $54,000, compared to AA/CT graduates• $34,000 and BA graduates• $37,000.

x   Engineering graduates had the highest mean annual salary at $56,000, followed by education ($49,000), business/public administration ($47,000), health ($43,000), and voc/ed ($41,000). Math/science/ computer graduates reported the lowest mean annual salary at $27,000.

Note: Results for 2006 are not comparable because the question was only asked of employed graduates.

x   The reported average salary of graduates has increased slightly over the years, but does not appear to have kept up with inflation. More recently, the average salary increased by $2,000 in each of the last two survey years. Average salary rates were $37,000 in 2007, $36,000 in 2008, $37,000 in 2009, $38,000 in 2010, $36,000 in 2011, $38,000 in 2012, and $40,000 in 2014.

x   Those not currently earning any income stayed consistent over the years at 12 percent in 2008, 2009, 2010, 2012, and 2014. Exceptions were 10 percent in 2007 and 14 percent in 2011.

Table 33. Current Annual Salary/Wage: All Graduates

	TOTAL	UAA

x Company-funded retirement plans were reported by 61 percent in 2006, compared with 51 percent in both 2012 and 2014.

x Education reimbursement programs declined from 41 percent in 2006 to 29 percent in 2014.

x Those reporting •none of the aboveŽ increased from 17 percent in 2007 to 24 percent in 2014. (•None of the aboveŽ was not an option in 2006.)

Table 34. Please tell me which of the following benefits you receive in your current position.
(Base: Currently employed)

	TOTAL		UAA		UAF		UAS	
	2012 n=644	2014 n=755	2012 n=320	2014 n=375	2012 n=230	2014 n=267	2012 n=88	2014 n=104
Health insurance	67%	63%	66%	61%	67%	67%	75%	64%
Paid leave	65	63	66	61	59	65	73	66
Company-funded retirement plan	51	51	51	49	48	53	56	53
Self-funded retirement plan	40	40	39	39	34	44	57	35
Education reimbursement program	31	29	30	31	31	27	34	22
Stock options	10	10	12	11	8	10	4	4
None of the above								

<p style="text-align:center">Table 35. Loans</p>

	TOTAL		UAA		UAF		UAS	
	2012 n=1,008	2014 n=1,276	2012 n=493	2014 n=630	2012 n=363	2014 n=469	2012 n=142	2014 n=164
Did you take out any loans in order to complete your degree/certificate?								
Yes	49%	50%	52%	52%	44%	49%	47%	45%
No	51	50	48	48	56	51	53	55
How much did you borrow overall? (Base: Took out loans)								
Less than $5,000	7%	9%	6%	10%	9%	6%	9%	9%
$5,001 to $10,000	11	16	11	16	12	17	7	16
$10,001 to $20,000	24	18	22	20	24	16	32	19
$20,001 to $30,000	20	19	21	16	15	20	20	27
$30,001 to $40,000	10	12	10	14	12	10	11	9
$40,001 to $50,000	10	11	11	10	9	12	5	10
$50,001 to $60,000	7	6	8	6	5	6	8	7
Over $60,000	9	6	9	5	11	10	6	3
Don•t know	2	2	1	2	3	3	1	1
Average loan amount (000's)	$29	$27	$30	$26	$29	$30	$26	$25

<p style="text-align:center">Table 36. What types of loans did you take out?</p>

	TOTAL n=640	UAA n=331	UAF n=227	UAS n=75
Federal loan	88%	86%	89%	92%
Private loan	23	24	21	23
State of Alaska loan	23	21	27	22
Personal loan from family member	5	5	5	3
Personal loan from friend	1	1	1	-
Other	<1	1	-	-

Difficulty in Finding a Job

x   Over half of employed graduates (56 percent) reported the process of getting a jo

Number of Applications and Offers

x   Employed graduates, on average, applied for 13.4 jobs during their employment search.

x   UAS graduates applied for the least amount of jobs, with a mean of 6.9 jobs, compared to UAA•s 13.1 and UAF•s 16.4 jobs.

x   MA/PhD graduates applied for the mo st jobs, 16.6 on average, compared to AA/CT (11.2 jobs) and BA graduates (13.2 jobs).

x   Employed graduates received an average of 1.7 job offers. This was similar across MAUs and degree types.

TRENDS

x   Among currently employed UA graduates, the average number of jobs applied for dropped slightly in 2014, from 14.0 to 13.4. Previously this average had been on a long-term growth trend: 6.6 in 2006, 6.8 in 2007, 8.6 in 2008, 10.6 in 2009, 12.0 in 2010, 13.0 in 2011, and 13.4 in 2012.

x   Despite the growing number of applications, the average number of job offers has stayed fairly consistent over the years, ranging between 1.7 and 1.9 2007 to 2014, with the 2014 rate at 1.7. The only exception is 2006, with a higher rate of 2.1.

Table 40. Can you estimate how many jobs you applied for?
(Base: Currently employed; started in position during/after attending UA)

	TOTAL		UAA		UAF		UAS	
	2012 n=521	2014 n=609	2012 n=268	2014 n=314	2012 n=189	2014 n=219	2012 n=60	2014 n=70
None	7%	5%	9%	4%	4%	6%	7%	6%
One	16	20	13	21	21	17	19	25
Two	8	10	9	9	6	12	12	11
Three to five	24	22	25	23	22	17	21	23
Six to ten	13	14	10	14	18	15	16	14
Eleven and over	25	19	25	20	27	22	19	9
Average	14.0	13.4	12.7	13.1	17.3	16.4	9.8	6.9

Table 41. Can you estimate how many jobs you applied for? By Type of Degree
(Base: Currently employed; started in position during/after attending UA)

	AA/CT n=142	BA n=313	MA/PhD n=113
None	9%	3%	2%
One	29	18	23
Two	13	10	7
Three to five	22	23	22
Six to ten	12	15	15
Eleven or more	10	22	22
Average	11.2	13.2	16.6

Table 42. Can you estimate how many job offers you received?
(Base: Currently employed; started in position during/after attending UA)

	TOTAL		UAA		UAF		UAS	
	2012 n=521	2014 n=605	2012 n=267	2014 n=310	2012 n=189	2014 n=218	2012 n=61	2014 n=71
None	8%	9%	11%	10%	3%	8%	7%	6%
One	45	46	42	45	50	45	46	53
Two	26	22	24	22	31	25	29	19
Three	10	10	11	11	9	10	7	6
Four or more	7	6	7	6	7	6	8	6
Average	1.8	1.7	1.7	1.7	1.8	1.6	1.9	1.9

Table 43. Can you estimate how many job offers you received? By Type of Degree
(Base: Currently employed; started in position during/after attending UA)

	AA/CT n=142	BA n=312	PhD n=111
None	9%	8%	8%
One	48	45	48
Two	21	23	23
Three	10	11	10
Four or more	3	5	6
Average	1.7	1.6	1.6

Sources for Current Position

x   When graduates were asked how they had first heard about their current position, the most common response was family/friends/co-workers (27 percent), followed by co mpany/organization•s website (14 percent); other website (12 percent); and recruited, a previous employer, and UA staff/faculty (all at 7 percent).

x   Results were similar across all MAUs.

x   MA/PhD graduates were less likely to hear about their current position from friends/family/co-workers (18 percent), compared to AA/CT (31 percent) and BA graduates (29 percent).

TRENDS

Note: The answer codes for this question have changed over the years to accommodate changing habits.

x   Family/friends/co-workers has been the number one response since the survey began in 2006, representing

x The percentage citing UA staff/faculty decreased slightly over time, from 11 percent in 2006 to 7 percent in 2014.

Table 44. How did you first hear about your current position?
(Base: Currently employed; started in position during/after attending UA)

	TOTAL		UAA		UAF		UAS	
	2012 n=522	2014 n=613	2012 n=266	2014 n=314	2012 n=191	2014 n=222	2012 n=61	2014 n=71
Family/friends/co-workers	24%	27%	27%	28%	18%	26%	25%	26%

Current Enrollment Status

x   Thirty percent of graduates said they were currently enrolled in a college or university class. This was similar across all MAUs.

x   Nearly half of AA/CT graduates (49 percent) reported they were currently enrolled in a class, compared to 25 percent of BA graduates and 12 percent of MA/PhD graduates.

x   Fields of study with the highest percentage of current enrollees included voc/ed at 41 percent, arts/humanities/social sciencesat 40 percent, and math/science/computer at 34 percent.

x   Of current enrollees, 86 percent were pursuing a degree. UAA graduates were the most likely to be pursuing a degree at 91 percent, followed by UAF at 83 percent and UAS at 78 percent.

x   Of current enrollees, AA/CT graduates were most likely to be pursuing a degree (96 percent), compared to BA (81 percent) and MA/PhD graduates (57 percent).

x   Of those pursuing a degree, 50 percent were pursui

x   The percentage of degree-seekers pursing an MA has decreased in recent years: from a high of 38 percent in 2008, to 36 percent in 2009, 33 percent in 2010, 37 percent in 2011, 32 percent in 2012, and 31 percent in 2014.

x   The percentage of degree-seekers pursuing an AA has ranged between 7 and 11 percent over time, with the 2014 rate in the middle at 9 percent.

x   The percentage of degree-seekers studying business increased from 16 percent in 2012 to 21 percent in 2014. Previous rates were 19 percent in 2009, 17 percent in 2010, and 18 percent in 2011.

x   Those studying social sciences increased from 6 percent in 2012 to 11 percent in 2014. Previous rates fell in between these figures.

x   Those studying education decreased from 17 percent in

	TOTAL		UAA		UAF		UAS	
	2012 n=330	2014 n=332	2012 n=174	2014 n=168	2012 n=103	2014 n=121	2012 n=48	2014 n=39
In what field of study? (Base: Pursuing a degree)								
Business	16%	21%	17%	16%	12%	24%	22%	37%
Medical support	12	14	14	17	10	14	5	4
Social sciences	6	11	5	14	8	9	6	5
Education	17	11	17	8	14	14	24	18
Sciences	7	9	5	6	14	15	4	10
Engineering	7	7	5	6	9	10	13	-
Technology	7	6	9	9	2	2	6	-
Liberal arts	9	4	10	3	8	2	6	13
Arts (Fine Arts, Performing Arts, Digital Art)	*	4	*	5	*	1	*	5
Medicine/Dentistry	4	3	4	3	4	2	-	-
Aviation	2	3	3	4	1	1	-	-
Law/Justice	2	2	3	2	2	2	-	4
Process technology/Logistics/Project management	1	2	1	3	-	1	-	-
Interdisciplinary	1	1	1	-	1	2	6	6
Rural development/Tribal management	<1	<1	-	1	2	-	-	-
International studies	<1	1	2	1	-	-	-	-
Other**	4	1	2	1	9	1	7	-
Don•t know	1	<1	2	1	1	-	-	-

	AA/CT n=173	BA

Future Enrollment Plans

- x The graduates who responded they were not currently enrolled in a college or university class were asked about their future enrollment plans. Forty-seven percent responded they plan on enrolling in the future, while 38 percent reported maybe.

- x UAS graduates were slightly less likely to answer affirmatively (43 percent), compared to UAA (47 percent) and UAF graduates (48 percent).

- x MA/PhD graduates were less likely to enroll in the future (22 percent), compared to BA (9 percent) and AA/CT graduates (8 percent).

- x Over half of graduates intending to enroll responded it was likely they would attend either UAA (33 percent), UAF (16 percent), or UAS (uliet5.1(y)-i4.9(2nd e.9(t5/P)4(e)4.3.9042Tf 1.3353 0 TD .00234 Tc .0D gr)7(e)-epo

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Table 51. Future Enrollment Plans (cont'd)
(Base: Not currently enrolled; plan on enrolling in classes in the future)

	TOTAL		UAA		UAF		UAS	
	2012 n=243	2014 n=436	2012 n=122	2014 n=220	2012 n=93	2014 n=166	2012 n=27	2014 n=46
In what field of study? (Base: Plan on pursuing a degree)								
Business	21%	19%	20%	16%	22%	20%	22%	28%
Medical support	14	16	18	21	8	11	10	8
Education	11	11	10	11	9	9	28	20
Social sciences	10	8	9	9	11	7	9	5
Sciences	6	7	2	4	13	9	7	16
Engineering	6	7	7	7	5	9	-	3
Liberal arts	6	4	7	3	3	3	12	7
Medicine/Dentistry	2	4	2	4	2	5	-	4
Law/Justice	2	4	2	3	1	5	-	2
Process technology/Logistics/ Project management	2	2	2	4	2	-	-	-
Interdisciplinary	<1	1	-	<1	1	1	-	-
Aviation	1	1	2	2	-	1	-	-
Arts (Fine Arts, Performing Arts, Digital Art)	*	4	*	4	*	5	*	3
Technology	2	3	2	3	2	3	-	-
International studies	-	2	-	2	-	1	-	-
Rural development/Tribal management	1	<1	-	-	4	1	-	-
Other*	7	2	8	2	5	1	10	-
Don•t know	6	6	6	4	8	10	3	4

* New in 2014. ** A list of other responses can be found in the Appendix.

Table 52. Future Enrollment Plans, by Type of Degree Recently Obtained
(Base: Not currently enrolled; plan on enrolling in classes in the future)

	AA/CT	BA	PhD
	n=114	n=234	n=52
Will you be pursuing a degree?			
Yes	66%	59%	28%
No	8	10	43
Don•t know	25	31	29
What type of degree? (Base: Plan on pursuing a degree)			
AA	6%	1%	-%
BA	85	3	-
Master•s	3	87	12
PhD	2	5	74
Certificate	2	1	14
Professional license	-	1	-
Other	-	-	-
Don•t know	2	3	-

This series of questions was introduced in 2014 in response to the •Shaping Alaska•s FutureŽ initiatives.

x Nearly nine out of ten graduates (87 percent) were registered to vote, ranging from 83 percent among UAF graduates, to 87 percent among UAA graduates, to 95 percent among UAS graduates.

x Among registered voters, three-quarters (74 percent) voted in their last state election, while 64 percent voted in their last local election. Rates for both types of elections were higher among UAS graduates and lower among UAF graduates.

x Based on the total survey population (not just those registered to vote), 56 percent of all graduates voted in their last location election, and 65 percent voted in their last state election.

Table 53. Are you currently registered to vote?

Table 56. In the last six months, have you volunteered
for any non-profit organization?

	TOTAL n=1,277	UAA n=631	UAF n=469	UAS n=164
Yes	54%	51%	56%	57%
No	45	47	42	42
Don•t know	2	2	2	1

Table 57. In the last six months, have you donated any money
or other resources to non-profit causes?

	TOTAL n=1,277	UAA n=631	UAF n=469	UAS n=164
Yes	61%	62%	57%	63%
No	38	37	40	37
Don•t know	2	1	3	-

The following information shows result s from data provided by the University of Alaska on their graduate population. Survey data closely matched these percentages.

Table 58. UA Database: Gender and Age

	2014 TOTAL
Gender	
Female	61%
Male	39
Age	
Under 25	31%
25-40	51
Over 40	17

Table 59. UA Database: Campus

	2012 TOTAL
UAA	55%
UAF	31

Fields of Study

Following are definitions of the seven fields of study analyzed in this report. The University of Alaska provided these definitions.

Business, Applied Business and Public Administration

Accounting	Marketing
Accounting Technician	Office Digital Media
Admin Office Supp	Office Foundations
Administration of Justice	Office Management & Technology
Applied Accounting	Office Occupations
Applied Business	Office Support
Applied Business Mgmt	Office Technology
Bookkeeping	Paralegal Studies
Bookkeeping Support	Planning
Business Administration	Premajor - Accounting
Business Info Systems Support	Premajor - Business Admin
Clinical Social Work Practice	Premajor - Justice
Computer Info Office Systems	Premajor - Rural Development
Conflict Resolution	Premajor - Social Work
Construction Management	Pre-Major Accounting
Desktop Publ & Graph	Pre-Major BS
Emergency Management	Pre-Major Business Administration
Emergency Services	Pre-Major Finance
Environmental Reg & Permitting	Pre-Major Justice
Finance	Pre-Major Management
Fire & Emergency Services Tech	Pre-Major Management Info Syst
Fire Service Administration	Pre-Major Marketing
General Business	Pre-Major Paralegal Studies
General Clerical	Pre-Major Social Work
Global Logistics Mgmt	Pre-Mjr Global Logistics Mgmt
Global Supply Chain Mgmt	Public Administration
Hospitality Restaurant Mgmt	Public Administration
Human & Rural Dev Non-Major	Rural Campus Non-Major
Information Systems	Rural Development
Justice	Rural Utilities Business Mgmt.
Justice	Small Business Administration
Law Enforcement	Small Business Mgmt
Legal Office Support	Social Work
Legal Secretary	Social Work Management
Logistics	Supply Chain Management
Logistics Operations	Technical Support
Management	Tribal Management
Management Information Systems	Web Foundations
Management Non-Major	Word/Info Processing

Education

Adult Basic Education	Outdoor and Adventure Studies
Adult Education	Physical Education
Bilingual/Multicultural Ed K-12	Post-Bacc K-12 Spec Ed Lic Prg
Career & Technical Education	Pre-General Studies
Coun & Guid Spec Svs (Type C)	Premajor - Education
Coun and Guid (K-8)	Pre-Major Early Childhood
Coun and Guid (7-12)	Pre-Major Elementary Education
Coun and Guid (K-8, 7-12)	Pre-Major Music Elementary Edu
Counseling	Pre-Major Music Secondary Edu
Counseling and Guidance	Pre-Major Music, Music Edu Em
Counselor Education	Pre-Major Physical Education
Developmental Disabilities	Pre-Major Secondary Education
Disability Services	Principal
Early Childhood	Principal (7-12)
Early Childhood Development	Principal (K-8)
Early Childhood Education	Principal (K-8, 7-12)
Early Childhood Spec Edu	Public School Admin
Ed Cert - Early Childhood Ed	Reading
Ed Cert - Education Technology	Reading Specialist
Ed Cert - Elementary Education	Reading Specialist K-12
Ed Cert - Mathematics K-8	Secondary Education
Ed Cert - Reading K-8	Secondary Education (7-12)
Ed Cert - Special Education	Special Education
Education	Superintendent
Education Non-major	Teach Cred - Math K-8
Educational Leadership	Teab Cred - Sec Ed (PBTE)
Educational Technology	Teach Cred - Special Education
Educator: Para-Professional	Teach Cred Coun & Guid
Elementary Ed (K-6)	Teach Cred Read Endorsement
Elementary Education	Teach Cred-Elem Ed (PBTE)
Elementary Education (K-8)	Teach Credential-Ed Leader
General Studies	Teach Credential-Phys Ed
Guidance and Counseling	Teach Cred-Read Spe
Language Education	Teach Cred-Spe Ed
Licensure Prg - Elementary	Teach Cred-Superin
Licensure Prg - Secondary	Teaching
Master Teacher	Teaching Credential
Mathematics K-8	Vocational Education
Music, Music Education Emphasis	World Language Educ K-12

Engineering

Appl Environ Science & Techno	Mech/Elect Engr Consortium
Arctic Engineering	Mechanical Engineering
Arctic Engineering	Mineral Preparation Engineer
Civil Engineering	Mining Engineering
Computer Engineering	Petroleum Engineering
Electrical Engineering	Port & Coastal Engineering
Engineering	Premajor - Civil Engineering
Engineering Non-Major	Premajor - Computer Engineer
Engineering Management	Premajor - Electrical Engineer
Environmental Engineering	Premajor - Geological Engineer

Environmental Quality Engr   Premajor - Mechanical Engineer
Environmental Quality Science   Pre-Major Civil Engineering

Math, Physical Sciences, Computer & Info Systems

Applied Physics	Natural Sciences
Atmospheric Sciences	Networking Essentials
Biochemistry/Molecular Biology	Oceanography
Biological Sciences	Physics
Biology	Premajor - Applied Physics
Botany	Premajor - Biological Sciences
Business Computer Info Systems	Premajor - Chemistry
Chemistry	Premajor - Computer Science
Cisco Cert Network Associate	Premajor - Earth Science
Computational Physics	Premajor - Fisheries
Computer & Networking Tech	Premajor - Geology
Computer Applications	Premajor - Mathematics
Computer Information Systems	Premajor - Natural Resourc Mgt
Computer Science	Premajor - Physics
Earth Science	Premajor - Statistics
Environmental Chemistry	Premajor - Wildlife Biology
Environmental Science	Pre-Major Biology
Fisheries	Pre-Major Environmental Sci
Fisheries Technology	Pre-Major Marine Biology
Fisheries/Aquaculture	Pogramming Foundations
Geological Science	Renewable Resources
Geology	Space Physics
Geophysics	Statistics
High Latitude Range Management	Sustainable Energy
Introductory Network Admin	Telecomm and Electronic System
Marine Biology	Web Authoring
Mathematics	Web Foundations
Natural Resources Management	Wildlife Biology

Health

All Hlth Non-Major	Nursing
Children•s Behavioral Health	Nursing Education
Children•s Mental Health	Nursing Science
Clinical Assistant	Nursing Science
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Medical Office Coding
Medical Office Reception
Medical Office Supp
Medical Science
Medical Technology
Medical/Dental Reception
Nurse Aide

Public Health Practice
Radiologic Technology
RHS Behavioral Health Aide
Rural Human Services
Veterinary Science

Vocational Education

Air Traffic Control	Maintenance Technology
Airframe	Marine Engine Repair
Airframe and Powerplant	Marine Engine Room Prep
Apprenticeship Technology	Marine Technology
Archit & Engr Technology	Marine Transportation
Architectural Drafting	Mech & Elect Drafting
Automotive Technology	Mechanical Technology
Aviation Administration	Mineral Engineering Non-Major
Aviation Maint Technology	Mining Applications & Tech
Aviation Maintenance	Mining Engineering
Aviation Technology	NonDestruct Testing
Brakes, Suspension, Align	Occupational Safety & Health
CAD for Building Construction	Outdoor Skills & Leadership
Child Develop & Family Studies	Petroleum Technology
Children's Residential Service	Physical Education
Civil Drafting	Power Generation
Commercial HVAC Syst	Power Technology
Commercial Refrig	Power Trains
Computer Electronics	Powerplant
Computer Systems Technology	Premajor - Child Devl & Fam St
Construction Technology	Premajor - Mining Engineering
Construction Trades Technology	Pre-Major Automotive Tech
Culinary Arts and Hospitality	Pre-Major Aviation Maintenance
Diesel Technology	Pre-Major Diesel Tech
Diesel/Heavy Duty	Pre-Major Early Childhood Ed
Diesel/Heavy Equipment	Pre-Major Human Services
Diesel/Marine	Pre-Major Technology
Drafting Technology	Process Technology
Early Childhood Development	Professional Piloting
Electrical	Refrig & Heat Technology
Electronics Technology	Residential Air Cond & Ref
Engine Performance	Residential Bldg Science
Engineering Management	Residential Heat/Vent
Environmental Technology	Safety, Hlth & Envn Aware Tech
Fitness Leadership	School-Age Care: Admin
Foodservice Technology	School-Age Care: Practitioner
Geomatics	Science Management
Ground Vehicle Maint Tech	Structural Drafting
Heating	Technology
Heavy Duty Trans & Equip	Telecomm Elect & Computer Tech
Indust Safety Program Support	Wastewater Operations
Indust Weld Tech	Water Operations

Industrial Proc Instrumentatn

Industrial Technology

Information Technology Special

Instrumentation Technology

Weld & NonDestruct Test Tech

Welding

Welding Technology

Other Responses

Following are •otherŽ responses.

Question 1: Do you currently reside in Alaska, other US state, or outside of the United States?
UAA
  Alabama
  Arizona x4
  Arkansas
  California x13
  Colorado x3
  Connecticut
  Florida x2
  Georgia x3
  Hawaii x4
  Idaho x3
  Illinois
  Maryland
  Massachusetts
  Minnesota
  Missouri x3
  Montana
  New Hampshire
  New Mexico
  New York x3
  North Carolina x2
  North Dakota
  Ohio x3
  Oregon x5
  Tennessee
  Texas x5
  Texas/Arkansas
  Washington x6
  Wisconsin
  Wyoming

UAF
  Alabama
  Arizona x5
  California x8
  Colorado x9
  Florida
  Georgia x2
  Hawaii
  Hong Kong
  Idaho
  Indiana x2
  Louisiana
  Massachusetts
  Michigan
  Missouri
  Montana
  Nevada x3
  New Mexico x3
  New York x3
  Ohio

Oklahoma x2
Oregon x3
South Carolina x3
Tennessee

Hockey games - Nanooks
I played on the women's basketball team.
Internships
Master Planning Committee
Math groups, English writing center
New Student Orientation Leader
Non-academic clubs/organizations
Northern Studies Club
Pep Band
Program•s activities
Pub
RISE Board/ Sustainability
SPS
Student Ambassador
Student investment fund
Student Job
Student organization: SCA
Student Support Services
Sustainability groups/RISE

Smithsonian
Special needs summer camp in NY
State of Alaska x3
Study abroad
Telecommunications x2

UAF
Another university
Automotive Shop
Hospitality
Human Service
Legal Services
Local marketing group
Microsoft
Military
Private Company
Restaurant
Sentinel Real estate, Madden Real estate
SOARS
U.S. Army

Continued independent study/publication
Personal & professional transitions
Personal Trainer Certification
Professional Gambling
Retired
Study foreign language
Travel x3
Writing

UAS
CPA License x2
Professional licensing in my field
Skiing
Travel

Question 16: Which of the following is currently your primary activity?
UAA
Activities in retirement
Additional underg rad study/working
Continuing in Certificate program
Fulbright application
Full time student & stay at home dad
Going to school at another college
Hockey
Travel
Writing to get published

UAF
Dealing with injury
Exploring
Getting settled in at our new home
Moving
Professional self-study
Retired
Travel x3
Writing

UAS
Caring for family
CPA License
Extra certification study so can find job
Farming, doing art, volunteering

Question 18: In what industry are you currently employed?
UAA
Aerospace
Agriculture
Archaeological/ environmental
Biological research
Childcare
Coaching
Customer service x2
Day spa
Food service
Government contracting
Marketing
Nursing

Nursing instructor an d nurse practitioner
Office Clerk at Petro Marine Services
Photography
Political campaign
Public accounting
Public health
Real Estate Development
Restaurant x2
Sales/marketing
Taxidermy
Telecommunications x3
Testing center
USPS
Various industries

UAF
Administrative
Alaska Native Regional Corporation
Children•s mental health and pre-k teacher
Cultural resource management
Flight clerk/ reservations
Foodservice
Heavy Duty/Diesel Mechanic
Ice rink
Media / Photography/ Arts/ Retail
Museum
Natural Resources
Office management
Public Safety, FECC Dispatch
Railroad
Records Management
Restaurant/Banquets
Self employed
Teaching (UAF)
Translating
Tribal Office
University of Alaska

UAS
Environmental Conservation
Fisheries Education & Hospitality
Food Service/Marketing
Labor
Merchandising
Non-profit
Self employed
Veterinary

Question 19: What occupation or position do you hold?
UAA
Academic Advisor x2
Academic Faculty
Admin Assistant Payroll
Admissions representative
Air Traffic Controller
Assembly Aid and Receptionist
Assistant Coach

Associate
Associate Attorney
Athletic Coach
Caretaker
City Carrier Assistant
CMA, AAMA
Coach, warehouseman at a distribution co
Communications/press assistant
Cook
Dental assistant x2
Dental Hygienist x2
Developmental Advisor
Direct support professional
Direct Support Staff
Dishwasher
Driver
Education
Engineer Tech

Education department bulletin board
Flyer x2
Knocked on doors.
Walk in

UAF
Flyer
I am self-employed in private practice.
Job posted during internship
Mailing list
Searched everywhere

UAS
ADF&G employer
Alaska Teacher Placement
Union hall

Question 28b: What type of degree are you pursuing?
UAA

UAF
OTD

UAS

Question 28c: In what field?
UAA
City and Regional Planning
HUMS

UAF
Arts and Science

UAS

Question 29a: What school are you likely to attend? (School outside Alaska)
UAA
Canisius College
Capella University
Fayetteville State University
Frontier University
George Washington University
Grand Canyon University
Indiana University: Bloomington
Liberty University
Portland State
Seattle Pacific University
Somewhere in Colorado
Tennessee State or MTSU
Uniformed Services University
University of California
University of Hawaii
University of Las Vegas Nevada
University of Maryland

University of Massachusetts, Boston
University of Montana
University of Texas A&M
University of Washington x4
University of Cincinnati/Cincinnati State
WGU x2

UAF
  Arizona State University
  Aveda Institute
  California
  Chapel Hill North Carolina
  Colorado x2
  Cornell
  Denver University
  Georgia Tech x2
  Iowa State University
  KSU
  Law school
  LSU
  Michigan
  Portland State University
  Seattle University
  Texas A&M
  The Technion or Stanford
  UAH
  University of Arizona x2
  University of Colorado
  University of Copenhagen
  University of Denver
  University of East Anglia
  University of Hawaii
  University of Hawaii at Manoa
  University of Nevada Reno
  University of South Carolina
  University of South Carolina Aiken
  University of Vermont
  University of Washington x5
  University of Washington Seattle
  University of Wisconsin LaCrosse
  Virginia
  WGU

UAS
  NYU
  Stanford MOOC
  Texas
  University of California San Diego
  USC
  Western Governors University-Online MBA

Question 29c: What type of degree will you pursue?
UAA
  One with masters in Dental Hygiene
  Online Master's Program
UAF

UAS

Question 29d: In what field of study?
UAA
   Culinary Arts x2
   Outdoor recreation
   Safety
   Transportation

UAF
   Automotive Mechanics
   Heavy Diesel Mechanic

UAS

Question 34: What type of loans did you take out?
UAA
   Credit card.

UAF

UAS

See attached.

UA Recent Alumni Survey 2014

Welcome! The University of Alaska is conducting a survey of recent alumni. Your opinion matters to us. Your responses will help the University better serve its students in the future. Those who complete the

5. How important were each of the following factors in helping you attain your degree?

	01 Very Important	02 Somewhat important	03 Not important	04 Not applicable/ Did not use	05 Don't Know
a. Support from friends/classmates	01	02	03	04	05
b. Support from family	01	02	03	04	05
c. Support from UA faculty	01	02	03	04	05
d. Support from UA staff	01	02	03	04	05
e. Support from Career Services Deleted Center	01	02	03	04	05
f. Availability of financial aid	01	02	03	04	05
g. Ability to work while going to school	01	02	03	04	05
h. Ability to take some/all classes online	01	02	03	04	05
i. Love of learning/subject matter	01	02	03	04	05
j. Support from UA alumni	01	02	03	04	05

6. Which of these was the most important factor in helping you attain your degree/certificate?
   - 01 ˅ Support from friends/classmates
   - 02 ˅ Support from family
   - 03 ˅ Support from UA faculty
   - 04 ˅ Support from UA staff
   - 05 ˅ Support from Career Services Center
   - 06 ˅ Availability of financial aid
   - 07 ˅ Ability to work while going to school
   - 08 ˅ Ability to take some/all classes online
   - 09 ˅ Love of learning/subject matter
   - 10 ˅ Support from UA alumni
   - 11 ˅ None of these

7. Looking back, how important were each the following in helping you form your educational goals beyond high school?

	01 Very Important	02 Somewhat important	03 Not important	04 Not applicable/ Did not use	05 Don't Know

d. Other family members	01	02	03	04	05
e. UA faculty	01	02	03	04	05
f. UA academic advisor	01	02	03	04	05
g. High school counselor	01	02	03	04	05
h. Needs of your community	01	02	03	04	05

8. If you could start your college career all over again, would you choose the same field of study?
    01 ˆ Yes   04 ˆ Don't know
    02 ˆ No
    03 ˆ Maybe

9. Which of the following statements best describes your plans when you started your degree/certificate program with UA?
    01 ˆ I planned to obtain a degree/certificate from UA
    02 ˆ I planned to transfer to another school for my degree/certificate
    03 ˆ I had no formal plans, I was just taking classes

10. Which of the following statements best describes your career goals when you started your degree/certificate program with UA?
    01 ˆ I knew which field I wanted to pursue after graduating (ask Q10a)
    02 ˆ I planned to pursue an additional degree after graduating (ask Q10b)
    03 ˆ I didn't know what I would pursue after graduating
    04 ˆ Don't remember

    10a. Are you currently working in that field?   01 ˆ Yes   02 ˆ No

    10b. Are you currently pursuing that degree?   01 ˆ Yes   02 ˆ No

11. While you were attending UA, did you participate in any of the following groups or activities?   (Check all that apply)

    01 ˆ Academic honors programs
    02 ˆ Alumni activities
    03 ˆ Clubs or organizations related to major
    04 ˆ Clubs or organizations related to minor/other academic subjects
    05 ˆ Fraternity or sorority
    06 ˆ Intramural (non-varsity) sports
    07 ˆ Minority student programs/activities (Native, Hispanic, etc.)
    08 ˆ Outdoor clubs
    09 ˆ Performing arts (dance, theater, music)
    10 ˆ Political or issue group
    11 ˆ Residence hall council or IRC
    12 ˆ Religious group
    13 ˆ ROTC
    14 ˆ Service/volunteer organizations
    15 ˆ Student Activities
    16 ˆ Student government
    17 ˆ Student judicial board

18 ˆ Student leadership programs

13b. Approximately how many hours per week did you work? (If you worked on and off campus, answer both columns; otherwise just answer for the appropriate column.)

	On Campus		Off Campus
01 ˄	10 hours or less	01 ˄	10 hours or less
02 ˄	11-20 hours	02 ˄	11-20 hours
03 ˄	21-40 hours	03 ˄	21-40 hours
04 ˄	Over 40 hours	04 ˄	Over 40 hours
05 ˄	Don't know	05 ˄	Don't know

14. Was any of your work related to your degree or certificate program?

    01 ˄ Yes   03 ˄   Don't know

    02 ˄ No

15. Which of the following are you pursuing (or planning to pursue) in your post-graduation year? (Check all that apply)

    01 ˄   Working/employment/looking for a job

    02 ˄   Starting/raising a family

18. In what industry are you currently employed?   (Check only one)

01 ˆ   Government   10 ˆ   Health Care/Social Services
02 ˆ   Mining/Oil   11 ˆ   Media/Communications
03 ˆ   Fishing/Seafood   12 ˆ   Education
04 ˆ   Tourism/Hospitality   13 ˆ   Arts
05 ˆ   Finance/Insurance/Real Estate   14 ˆ   Information Technology
06 ˆ   Construction/Maintenance   15 ˆ   Professional Services (engineering, legal, consulting, research)
07 ˆ

21. In your current position, how often do you use skills and knowledge learned from your UA degree or certificate program?

01 ˆ Daily   03 ˆ Monthly   05 ˆ Don't know
02 ˆ Weekly ˆ

28. Are you currently enrolled in any college or university classes?

01 ˆ

UAF

09 ˆ Fairbanks
10 ˆ Bristol Bay
11 ˆ Chukchi
12 ˆ Interior-Aleutians
13 ˆ Kuskokwim
14 ˆ Northwest
15 ˆ Tanana Valley

UAS

16 ˆ Juneau
17 ˆ

30. Are you currently registered to vote?
   01 ˆ Yes   03 ˆ Don't know (skip to Q31)
   02 ˆ No (skip to Q31)

30a. Did you vote in your last local election?
   01 ˆ Yes   03 ˆ Don't know
   02 ˆ No

30b. Did you vote in your last state election?
   01 ˆ Yes   03 ˆ Don't know
   02 ˆ No

31. In the last six months, have you volunteered for any non-profit organizations (schools, churches, service organizations, etc.)?
   01 ˆ Yes   03 ˆ Don't know
   02 ˆ No

32. In the last six months, have you donated any money or other resources to non-profit causes?
   01 ˆ Yes   03 ˆ Don't know
   02 ˆ No

33. Did you take out any loans in order to complete your UA degree/certificate?
   00 ˆ Yes
   01 ˆ No (skip to Q36)

34. What types of loans did you take out? Check all that apply.
   01 ˆ Private loan (Sallie Mae, Wells Fargo, etc.)
   02 ˆ Federal loan (Stafford, Perkins, PLUS, Direct)
   03 ˆ State of Alaska loan (ASEL, FEL)
   04 ˆ Personal loan from family member
   05 ˆ Personal loan from friend
   06 ˆ Other _____

35. How much did you borrow overall?
   01 ˆ Less than $5,000   04 ˆ $20,001 to $30,000   07 ˆ $50,001 to $60,000
   02 ˆ $5,001 to $10,000   05 ˆ $30,001 to $40,000   08 ˆ Over $60,000
   03 ˆ $10,001 to $20,000   06 ˆ $40,001 to $50,000   09 ˆ Don't know

36. Which category best describes your current annual salary or wage?
   00 ˆ $0; do not currently earn a salary/wage
   01 ˆ Less than $15,000   04 ˆ $35,001 to $50,000   07 ˆ Over $100,000
   02 ˆ $15,001 to $25,000   05 ˆ $50,001 to $75,000   08 ˆ Don't know
   03 ˆ $25,001 to $35,000   06 ˆ $75,001 to $100,000

37. What one thing can UA do to enhance the quality of student learning and success?

_____