## How are graduates from universities of applied sciences doing?

Results of the national career monitoring survey conducted in autumn 2020 for UAS Bachelor's or Master's degree graduates of 2015







Euroopan sosiaalirahasto

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## Survey and respondents







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### Background

The results are based on the national career monitoring surveys carried out in the From UAS to Career – Career Data for All project. They describe UAS graduates' careers in a period of five years after the graduation.

The results at hand are based on the responses of those who have completed a UAS Bachelor's or Master's degree in 2015. The survey was sent in late 2020 to all alumni in the target group, whose contact information was available. The data source was higher education institutions' student and alumni records. Some results also include the responses of graduates of 2013 and 2014 from the previous survey rounds.

Also in the future, the survey will be carried out in October–November among those who have graduated 5 years earlier. Selected questions from the career monitoring survey are also used as qualitative employment indicators of universities of applied sciences. 3% of ves Kestävää kasvua ja työtä -ohjelma universities of applied sciences' basic funding is determined based on the responses.





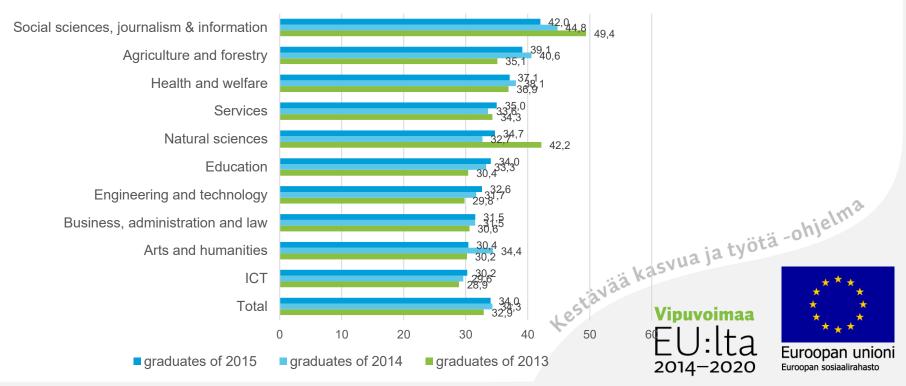
### **Response rates**

#### The response rate of the graduates of 2015 was 34.0 (8 870 / 26 085 respondents).

The response rate varied to some degree based on background variables:

- Bachelor's degree graduates 33.4%,, Master's degree graduates 39.9 %
- Women 35.5 %, men 31.5 %
- Response rate of younger age groups was lower than that of older age groups. The lowest response rate was among 25–29-year-old graduates (30.4 %), and the highest among 45-49-year-old graduates (41.8 %) and among 50–54-year-old graduates (41.6 %).
- Finnish speaking respondents 35.5 %, Swedish speaking respondents 47.2 %, others 11.2 %

#### Field-specific response rates, graduates of 2013-2015:





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## Satisfaction with degree







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### Survey statements and questions connected to the evaluation of satisfaction with degree:

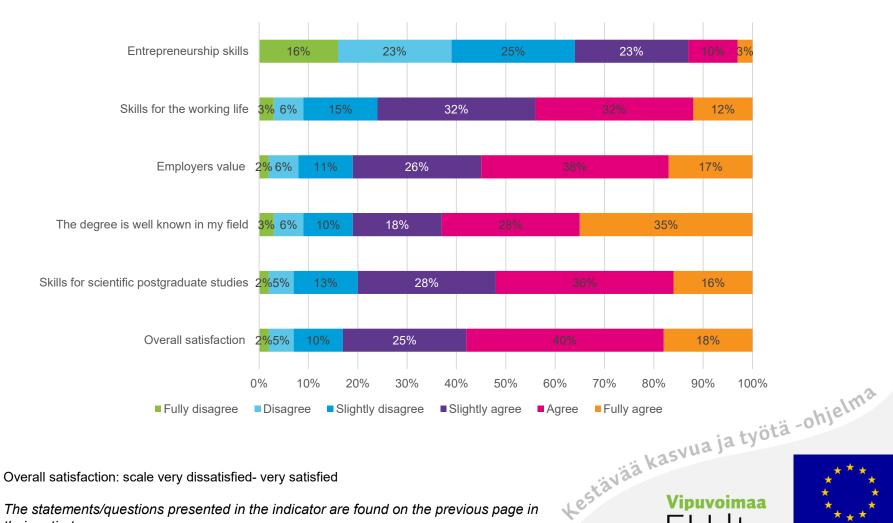
- Statements (Fully disagree ... Fully agree) •
  - Employers value my degree.
  - The degree is well known in my field.
  - The degree equipped me sufficiently for the working life.
  - The degree offered entrepreneurship skills.
  - The degree provided good skills for scientific postgraduate studies.
- How satisfied are you overall with the degree you completed 5 years • ago regarding your career development? (Very unsatisfied...Very satisfied)
- How likely would you recommend your degree programme to • others? (0 = not at all likely, 10 = extremely likely)





### Satisfaction with degree

(%) Graduates of 2015 (N = 8 830). Data weighted according to gender, mother tongue and field of education.



Overall satisfaction: scale very dissatisfied- very satisfied

The statements/guestions presented in the indicator are found on the previous page in their entirety.

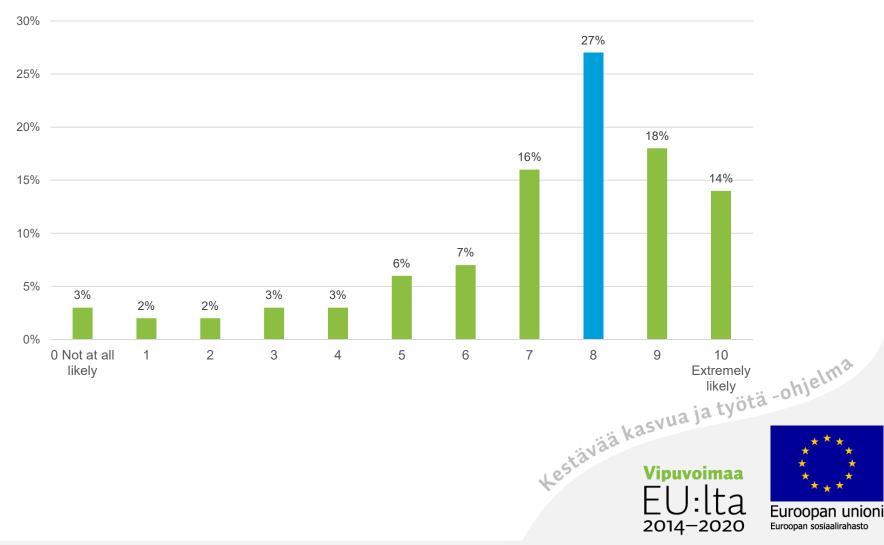




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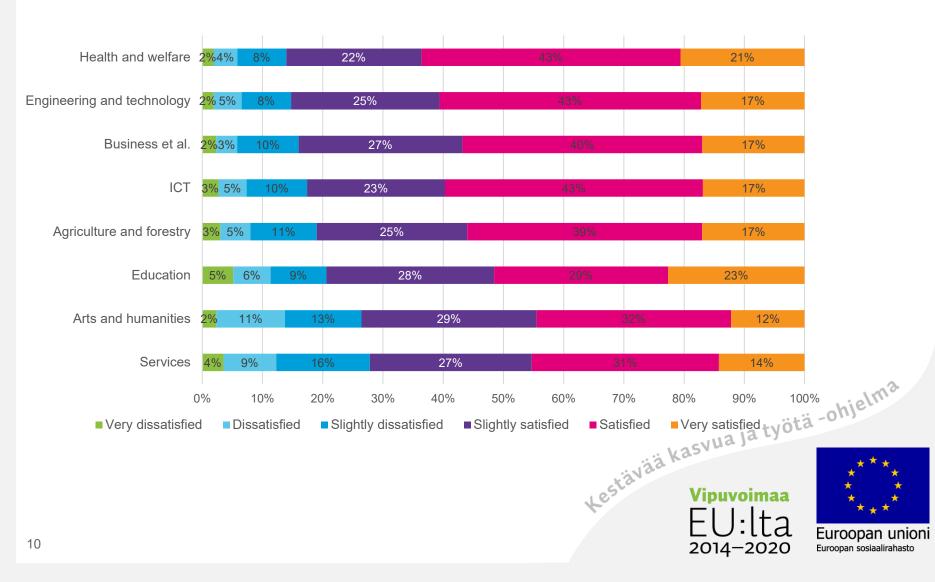
### How likely would you recommend your degree programme to others? (%) Graduates of 2015 (N = 8 809). Data weighted according to gender, mother tongue and field

of education.



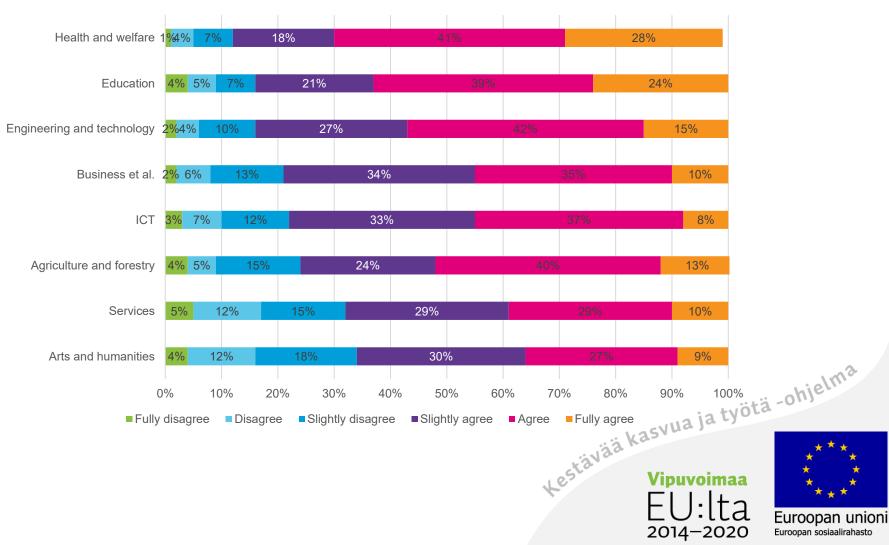
#### Overall satisfaction with degree by field (%)

(%, p < 0.001) Graduates of 2015 (N = 8 825). Data weighted according to gender, mother tongue and field of education.



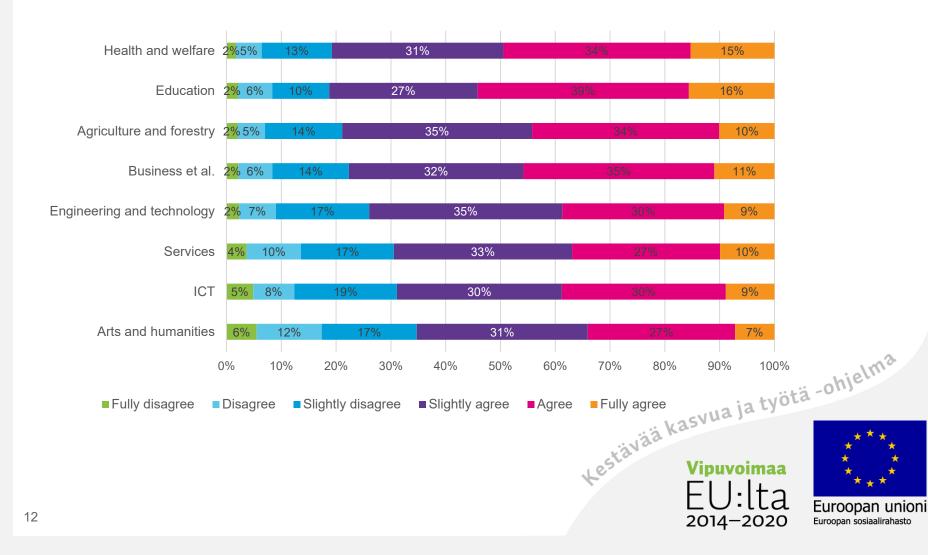
### "Employers value my degree" by field

(%, p < 0.001) Graduates of 2015 (N = 8 828). Data weighted according to gender, mother tongue and field of education.



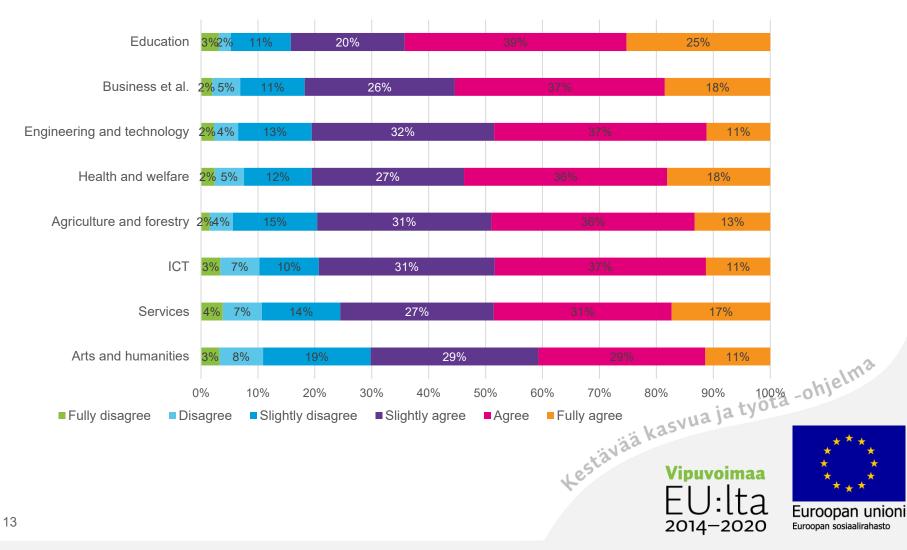
# "The degree equipped me sufficiently for working life" by field (%, p > 0.001)

Graduates of 2015 (N = 8 821). Data weighted according to gender, mother tongue and field of education.



# "The degree provided good skills for scientific postgraduate studies"

(%, p > 0.001) Graduates of 2015 (N = 8 696). Data weighted according to gender, mother tongue and field of education.



### Relative probability of being satisfied with the degree, logistic regression analysis (next page)

- The data is the combined, unweighted data of graduates of 2013-2015 (N=24 974). ٠
- The relative probability of the individual being satisfied with their degree is explained • (vs. is not satisfied).
- The odds ratio is reported. ٠
  - Each variable has a comparison class (CC)\*, which gets the value 1.00 and to which the other classes of the variable are compared.
- A direct impact is obtained, when there is only one variable in the model. ٠
- When all variables are added to the model at the same time, it can be seen which • variable has an independent impact on the variable being explained and which variables' impact has been indirect.
- The explanation rate of the model describes, how large a share of the observations • can be explained with the descriptive variables included in the model. An explanation rate of 37.8% (Nagelkerke R2) is notably large when studying the social reality, on which almost an unlimited number of different factors related to the individual and vidual a työtä community have an impact.

\*= comparison class (CC), abbreviation used in the figure on the next page

2014–2020



#### Relative probability of being satisfied with the degree Logistic regression analysis CC = comparison class, always gets value 1.

Native A langua ge ge \*\* 1.01 Finnish (CC) Swedish 1.18 Other \*\* 2.13 Daytime(CC) Mod e of stud y 1 1,28 Blended \*\*\* Bachelor \*\*\* (CC) 1 iDegr 99 Master 0.61 Nati Finnish ₹ 0.64 Other Interpretation of results: de Ger Male Female E.g. Swedish-speaking respondents are 1.18 times Permanent full-time iob the time of graduation Other 0.85 more likely to be satisfied with their degree than 0.65 Outside the labour force\*\* Finnish-speaking respondents (dark green column). 1,03 Working with a grant Respondents with other mother tongues are 2.13 times Family leave (no employment relationship) 0.74 Family leave (from an employment relationship) 0.81 more likely to be satisfied with their degree than Full-time studies 1.1 Finnish-speaking respondents. 0.91 Labour force training or similar Unemployed job seeker\*\*\* 0.63 0.83 Those who have studied in blended degree Subsidised employment/practical training Situation at Several employment relationships in paraller 0,85 programmes are 1.28 more likely to be satisfied with Entrepreneur/freelancer 1,07 their degrees than those who have studied in the Part-time job\*\*\* 0.72 daytime programmes. Fixed-term full-time job 1.01 Permanent full-time job 0.65 Other\*\* The value each descriptive variable class has received Outside the labour force\*\* 0.4 indicates the relative probability of being satisfied with 94 Working with a grant Situation at the mom 0.82 Family leave (no employment relationship) the degree compared with the comparison class of the 1,01 Family leave (from an employment relationship) variable (VL, dark green column). Full-time studies\*\*\* 0.42 Labour force training or similar 0.77 Unemployed job seeker\*\*\* 0.43 0.6 Subsidised employment/practical training 1.06 Several employment relationships in paraller .95 Entrepreneur/freelancer Part-time job\*\* 0.75 -ohjelma 0.8 Fixed-term full-time job\*\*\* Education Services 0.67 Field of education Health anf welfare .95 Agriculture and forestry 0.860 8 Engineering and tech ICT 92 0.51 Natural Sciences 1,28 Business et al. Social sciences, journalism & information .26 0.64 Arts and humanities \* e na ser o Education can be applied \*\*\* 2.2 1,36 E ても 5 Working in the field which matches the degree \*\*\* Euroopan unioni 0 0.5 1.5 2.5 Euroopan sosiaalirahasto

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### Work situation and overall career







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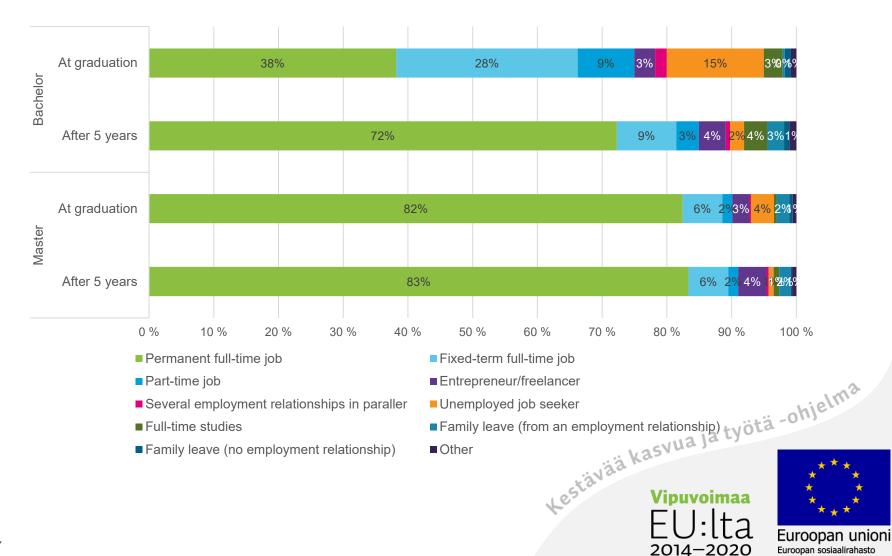






# Work situation at the time of graduation and 5 years later

Graduates of 2015 (N=8757). Data weighted according to gender, mother tongue and field of education.



## Work situation 5 years after graduation according to the situation at the time of graduation (%)

Graduates of 2015 (N=8729), data weighted according to gender, mother tongue and field of education

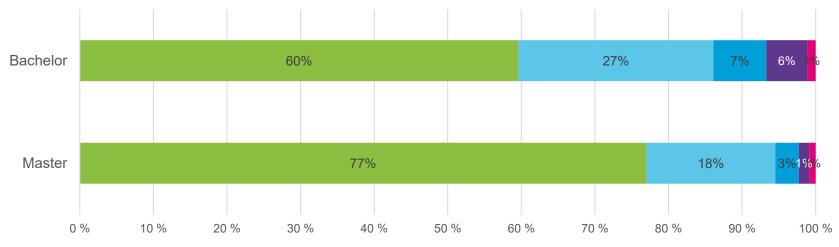
Situation after 5 years ->	Permanent full-time job	Fixed-term full-time job	Part-time job	Entrepreneur/freelance r	Several employment relationships in paraller	Subsidised employment/practical training	Unemployed job seeker	Labour force training or similar	Full-time studies	Family leave (from an employment relationship	Family leave (no employment relationship)	Working with a grant	Outside the labour force		
Situation at the time of graduation (below)	Perm	Fixed	Part-1	Entre r	Sever relati	Subsidise employn training	Unen	Labour similar	Full-t	Famil empl relati	Famil empl relati	Work	Outsi	Other	Total
Permanent full-time job	87 %	4 %	1%	2 %	0 %	0 %	1%	0 %	2 %	2 %	0%	0 %	0 %	0 %	100 %
Fixed-term full-time job	70 %	15 %	3 %	2 %	0 %	0%	1%	0 %	3 %	4 %	1%	0 %	0 %	1%	100 %
Part-time job	60 %	9 %	12 %	3 %	1%	0 %	4 %	0 %	5 %	2 %	1%	0 %	0 %	3 %	100 %
Entrepreneur/freelancer	25 %	6 %	4 %	59 %	0 %	0%	3 %	0 %	1%	0 %	0%	1%	0 %	1%	100 %
Several employment relationships in paraller	55 %	8 %	4 %	3 %	14 %	0 %	2 %	0 %	5 %	3 %	1%	1%	1%	3 %	100 %
Subsidised employment/practical training	59 %	16 %	3 %	3 %	0 %	0 %	5 %	0 %	3 %	3 %	0 %	0 %	0 %	8 %	100 %
Unemployed job seeker	63 %	11 %	4 %	4 %	0 %	1%	6 %	0 %	7 %	1%	1%	0 %	0 %	2 %	100 %
Labour force training or similar	86 %	0 %	14 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	0 %	100 %
Full-time studies	62 %	13 %	5 %	3 %	3 %	0 %	2 %	0 %	8 %	2 %	1%	0 %	0 %	0 %	100 %
Family leave (from an employment relationship	58 %	9 %	4 %	9 %	0 %	0 %	2 %	0 %	0 %	18 %	0 %	0 %	0 %	0 %	100 %
Family leave (no employment relationship)	49 %	13 %	13 %	1%	0 %	0 %	1%	1%	1%	6 %	14 %	0 %	0 %	0 %	100 %
Working with a grant	29 %	0 %	0 %	29 %	0 %	0%	0 %	0 %	14 %	0%	50%a	29 %	0 %	0 %	100 %
Outside the labour force	59 %	15 %	12 %	5 %	0 %	0 %	0 %	0 %	2 %	0 %	0 %	0 %	5 %	2 %	100 %
Other	56 %	10 %	3 %	4 %	3 %	0 %	4 %	0 %	6%	0 %	0 %	0%	0 %	13 %	100 %
Total	73 %	9 %	3 %	4 %	1%	0%	2 %	0%	3 %	2 %	1%	0%	0%	1%	100 %
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### Which of the following options best describes your career so far?

(%, p < 0,001) Graduates of 2015 (N=8 841). Data weighted according to gender, mother tongue and field of education.



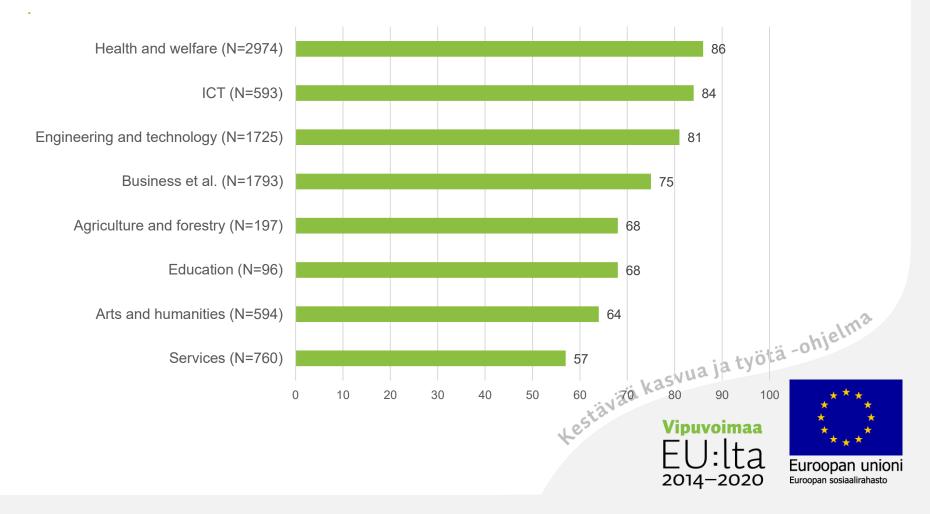
- Continuously in working life
- Mainly in working life, with some interruptions
- More in working life than outside it, but with several interruptions
- Mainly outside working life, but some employment relationships/commissions
- Continuously outside working life



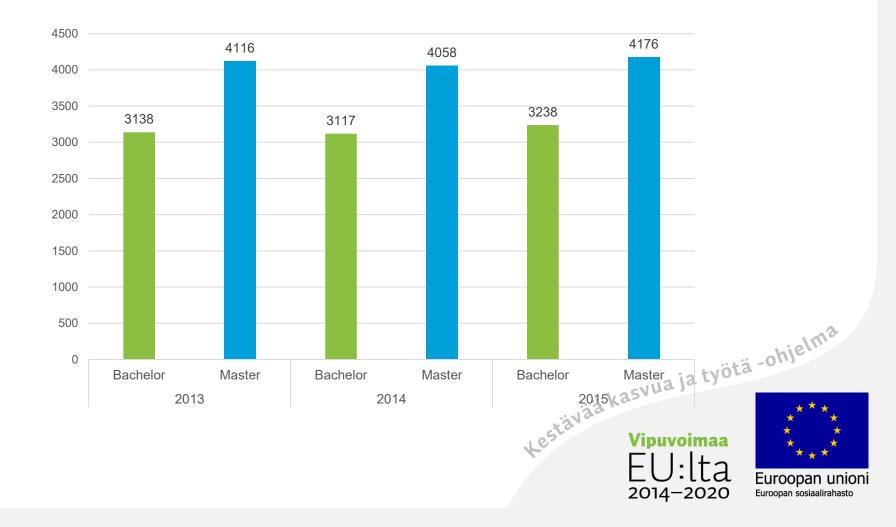


#### At the moment, are you working in the field which matches the degree you completed 5 years ago? (%) Yes-responses

Data weighted according to gender, mother tongue and field of education.



# What is your average gross salary or monthly income at the moment? (Including regular allowances, taxable value of fringe benefits, and overtime pay) Average (€)





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## Correspondence between competence and job









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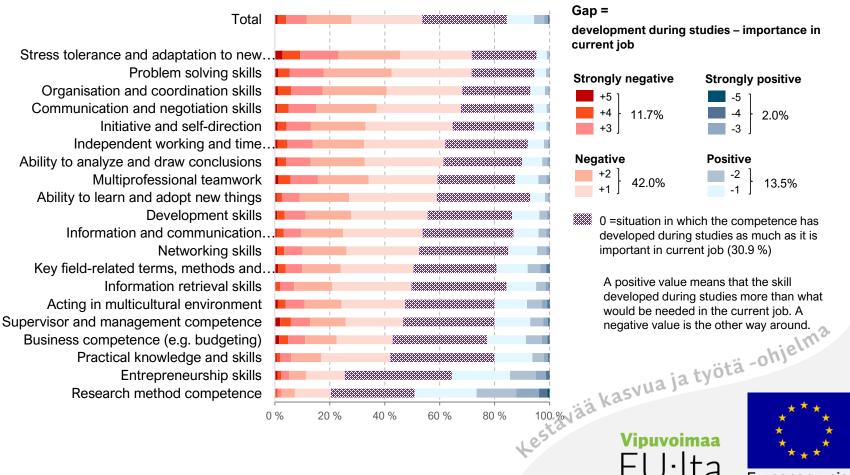


# How important are the following knowledge and skills in your current job?

Initiative and self-direction Stress tolerance and adaptation to new situations Ability to learn and adopt new things Independent working and time management Communication and negotiation skills Problem solving skills Organisation and coordination skills Information retrieval skills Key field-related terms, methods and principles Bachelor graduates of 2013-Information and communication technology skills 2015 N = 22 883 Multiprofessional teamwork Ability to analyze and draw conclusions Master graduates of 2013-Networking skills 2015 N = 2 648 **Development skills** Practical knowledge and skills Acting in multicultural environment Supervisor and management competence kaovua ja työtä -ohjelma Business competence (e.g. budgeting) Research method competence Entrepreneurship skills 1,00 2,00 3,00 4,00 5,00 6=Very important 1=Not important at all lesta Bachelor Master Vipuvoimaa Euroopan unioni 2014-2020 Euroopan sosiaalirahasto

# How important different skills are seen in current job vs. how UAS degree developed these skills

Graduates of 2015 (Bachelors), N = 7 866. Data weighted according to the field of education.



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## Impact of completing a Master's degree









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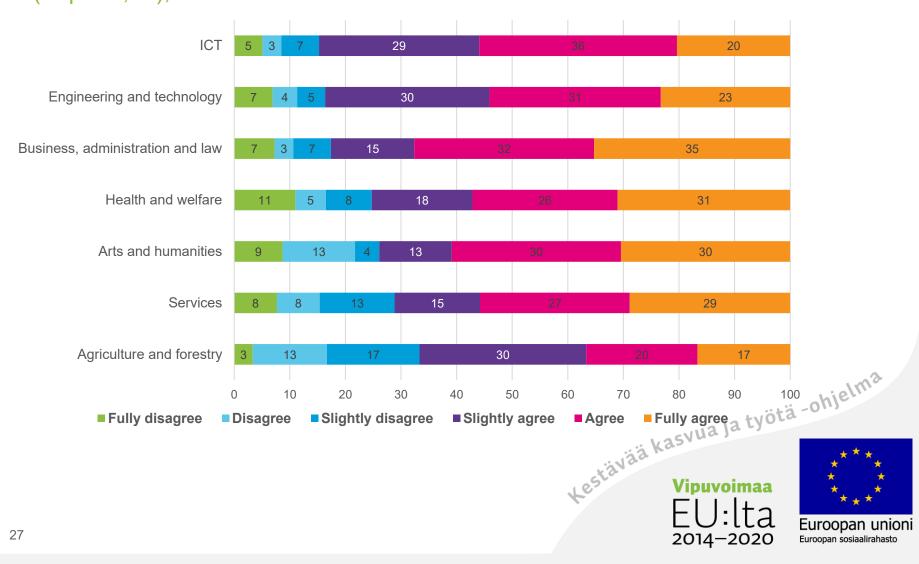


#### Statements on the impact of completing a Master's degree (%), Graduates of 2015 (N=944)

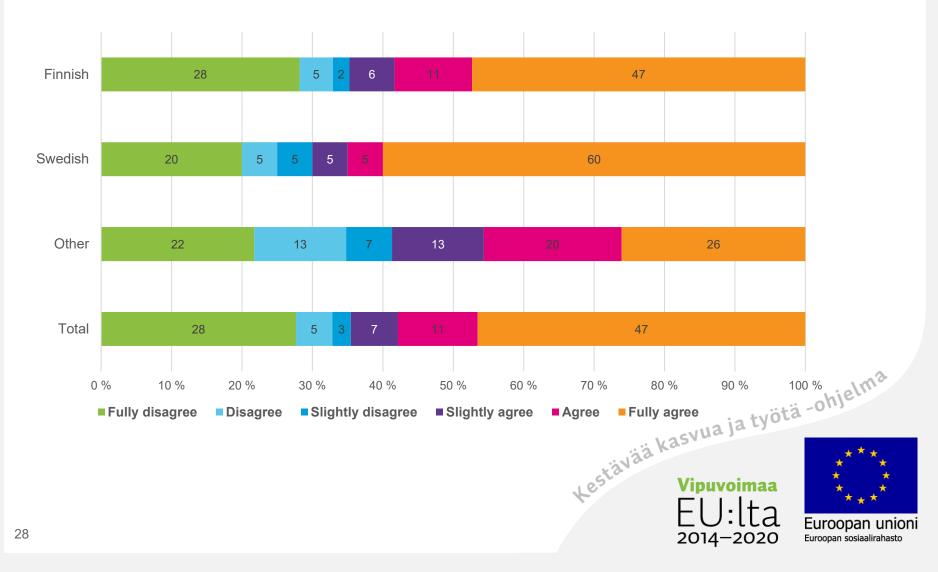
I can utilize the tuition I received in my studies in my working life well	<mark>1</mark> 3 7	7	19	)		2	41			28				
Completing the Master's degree has increased my professional self-confidence.			1	9		34	4			34				
Completing the Master's degree has improved my position in the labour market.		5	8		20		29			30				
The Master's degree has helped me advance in my career as an expert.	13	3	6	9	20			26		26				
After completing Master's degree, my salary has increased.		20		6 7	11		14		42	2				
I've gotten a new job during the completion of or after having completed the Master's degree.		28	3		5 <mark>3</mark> 7	7 11	1		47					
The Master's degree has helped me advance to or in supervisor or management positions.		24		1(	) 1	3	16	1	4	23				
Taking care of my duties would not require a Master's degree.		25		1	1	13	11	13		27				
My work hasn't changed since I completed the Master's degree			4	15			13	10	9	9	15			m3
■ Fully disagree ■ Disagree ■ Slightly disa		10 ∎S	20 light	3 ly agr	60 4 ee	0 5 Agree	50 6 <b>-</b> Fu	30 7 Illy agre	0 8 e	0 90 Maj	) 100 a työ	tä - (	ohjel	
						1	esti	wää	kas Vi	puvo	15 100 100 100 100		***	* * * * * * *



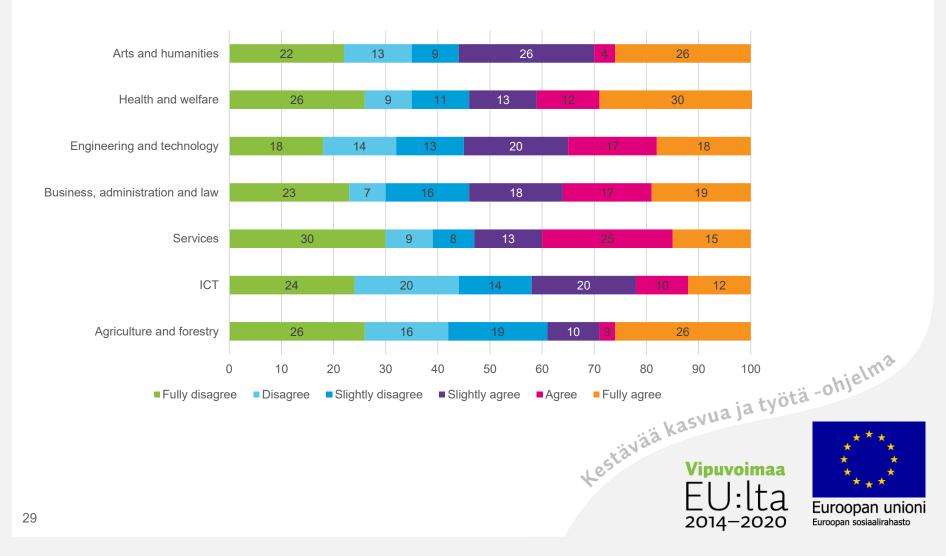
#### "Completing the Master's degree has improved my position in the labour market" by field (% p < 0,05), Graduates of 2015



#### "I've gotten a new job during the completion of or after having completed the Master's degree" by native language (%), Graduates of 2015



#### "The Master's degree has helped me advance to or in supervisor or management positions" by field (%, p < 0,01), Graduates of 2015







## **Education after graduation**









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### Have you participated in education since graduating?

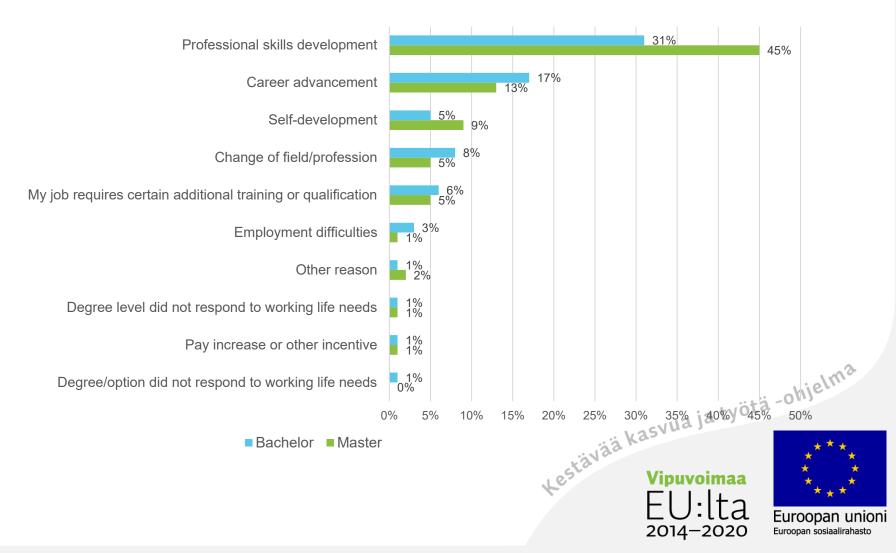
(%), Graduates of 2015 (N=7 942). Data weighted according to gender, mother tongue and field of education.

	Bachelor	Master	
Vocational upper secondary education	2 %	2 %	
Professional further education (vocational or specialist qualification)	6 %	9 %	
Professional specialisation studies (UAS)	3 %	3 %	
Competency training (to become qualified), incl. pedagogical studies	3 %	9 %	
Bachelor's degree studies in a UAS	5 %	2 %	
Master's degree studies in a UAS	10 %	2 %	
Master's or Bachelor's degree studies in a university	15 %	8 %	
Doctoral or licentiate degree studies	1 %	2 %	
Shorter training, courses or modules	32 %	43 %	
Other education	8 %	11 %	
I have not participated in education	32 %	25 %	ätä -ohjeli
		Lasvua ja	tyota
	<b>Lest</b> ävä	Vipuvoi	maa
	V	FII	ta **



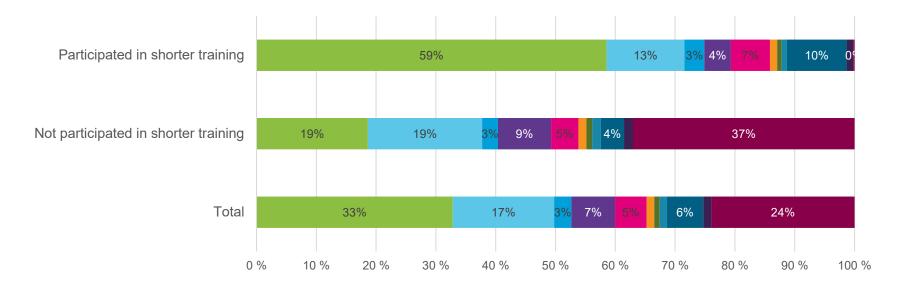
# What was the most important reason for your participation in the above-mentioned education?

(%, p < 0.001) Graduates of 2015 (N = 8 198). Data weighted according to gender, mother tongue and field of education.



#### The most important reason for participating in additional education

(%) Graduates of 2015 (N=8 198). Data weighted according to gender, mother tongue and field of education.



- Professional skills development
- Employment difficulties
- Self-development
- Degree/option did not respond to working life needs
- My job requires certain additional training or qualification
- This question does not concern me

Shorter training refers to other professional or continuing education than those leading to a degree or qualification.

- Career advancement
- Change of field/profession
- Pay increase or other incentive





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## More information and survey results

#### • <u>Vipunen</u> – Education statistics Finland

- Statistics and indicators for education in a number of educational sectors, placement
  of students after completion, research conducted in higher education institutions, the
  population's educational structure and the socio-economic background of students.
- Career monitoring results:
  - Visualization (Power BI)
  - Enables e.g. filtering the examined data according to different background variables (e.g. field of education, degree) and comparison of the results with the national average.
- <u>Töissä.fi</u>-service
  - Information and statistics about the working life of graduates from the Universities and the Universities of Applied Sciences.







## Thank you!

**TURKU AMK** TURKU UNIVERSITY OF APPLIED SCIENCES

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