

# 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



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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 universities of applied sciences' basic funding is determined based on the responses.

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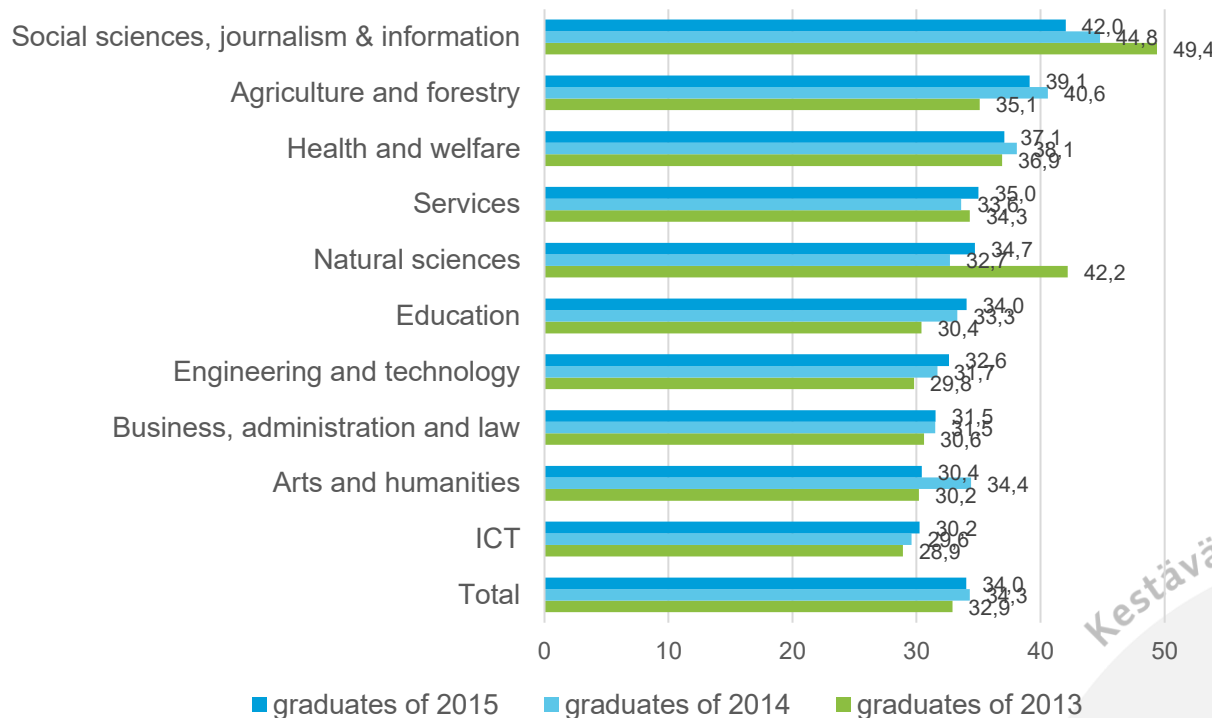
# Response rates

**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

# 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*)

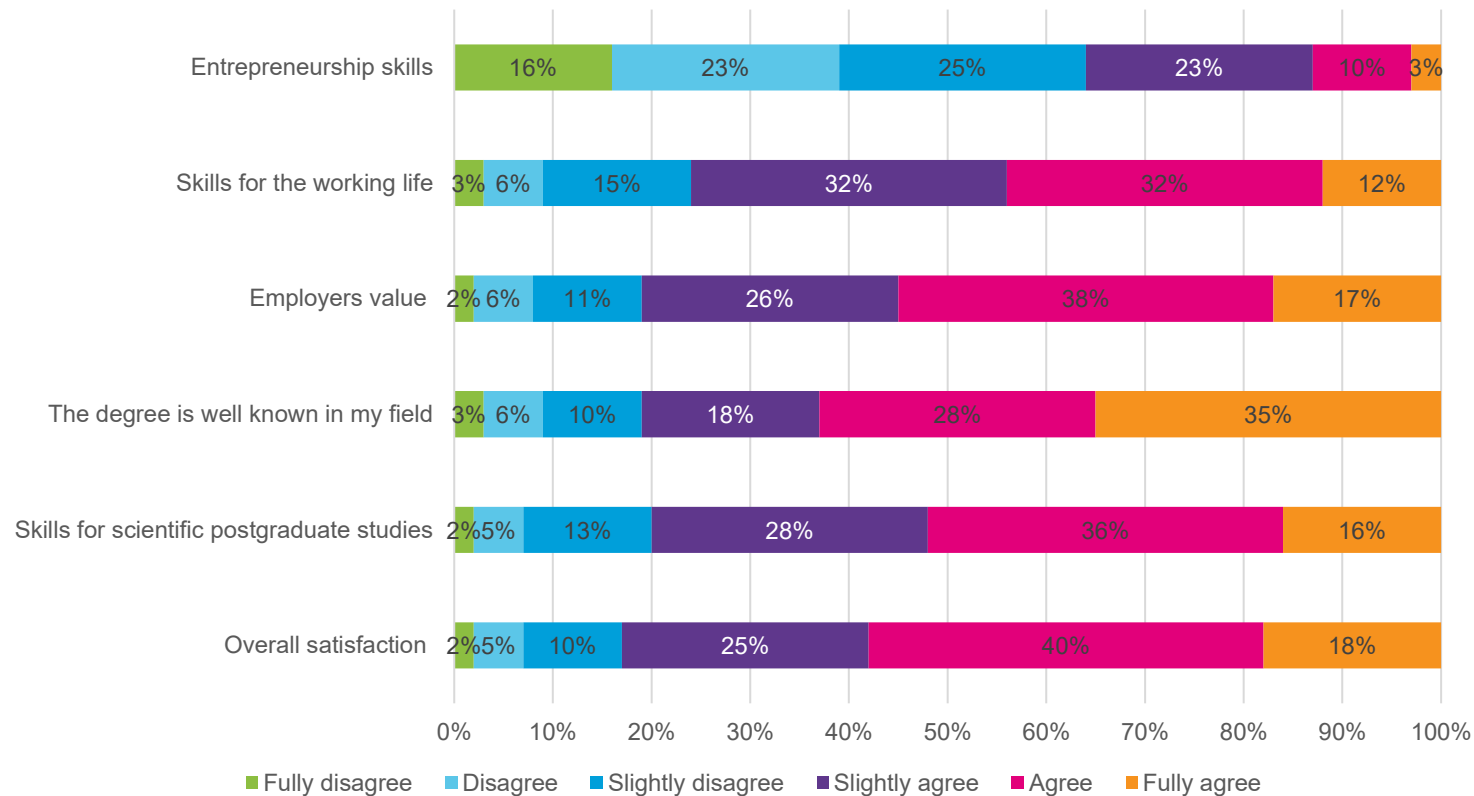
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# Satisfaction with degree

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



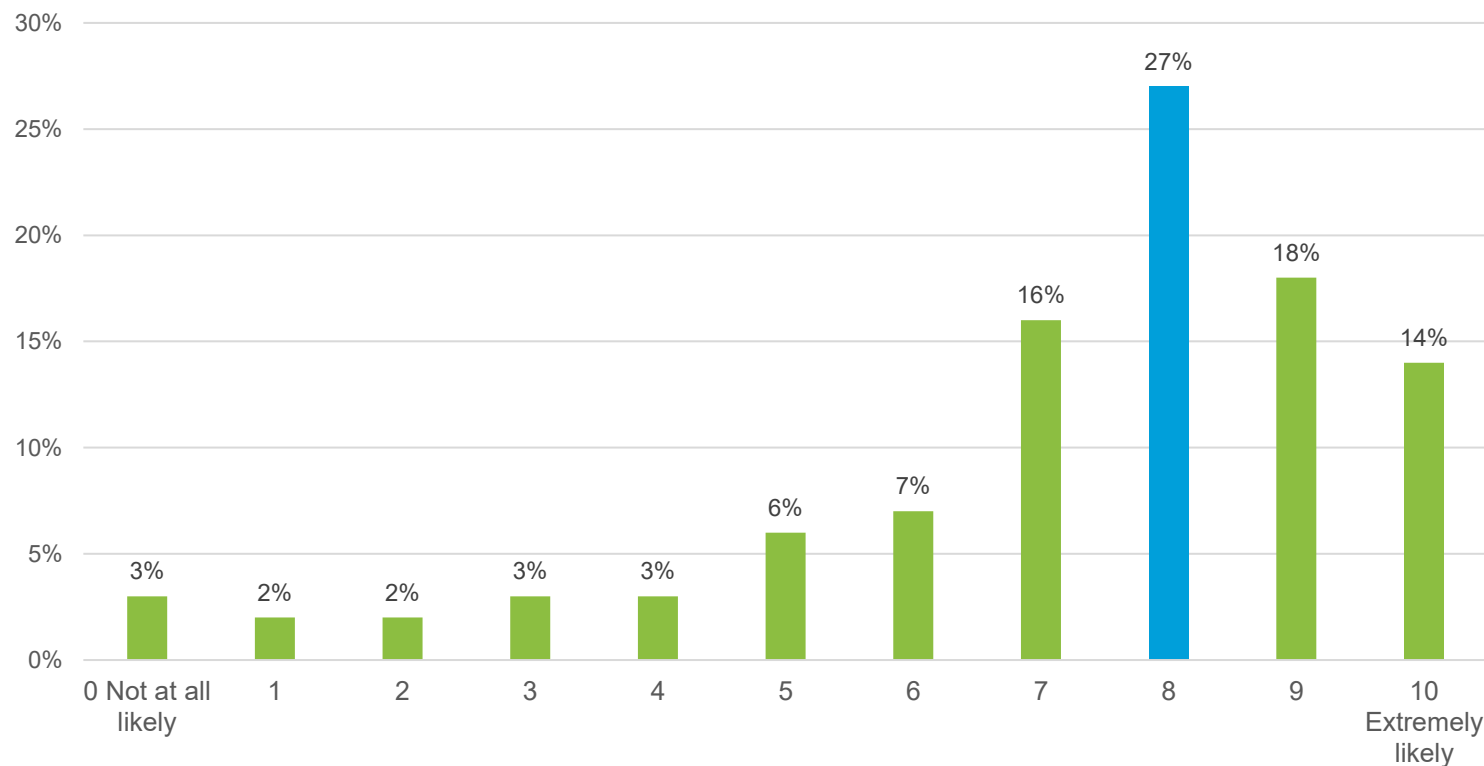
Overall satisfaction: scale very dissatisfied- very satisfied

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



# 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.



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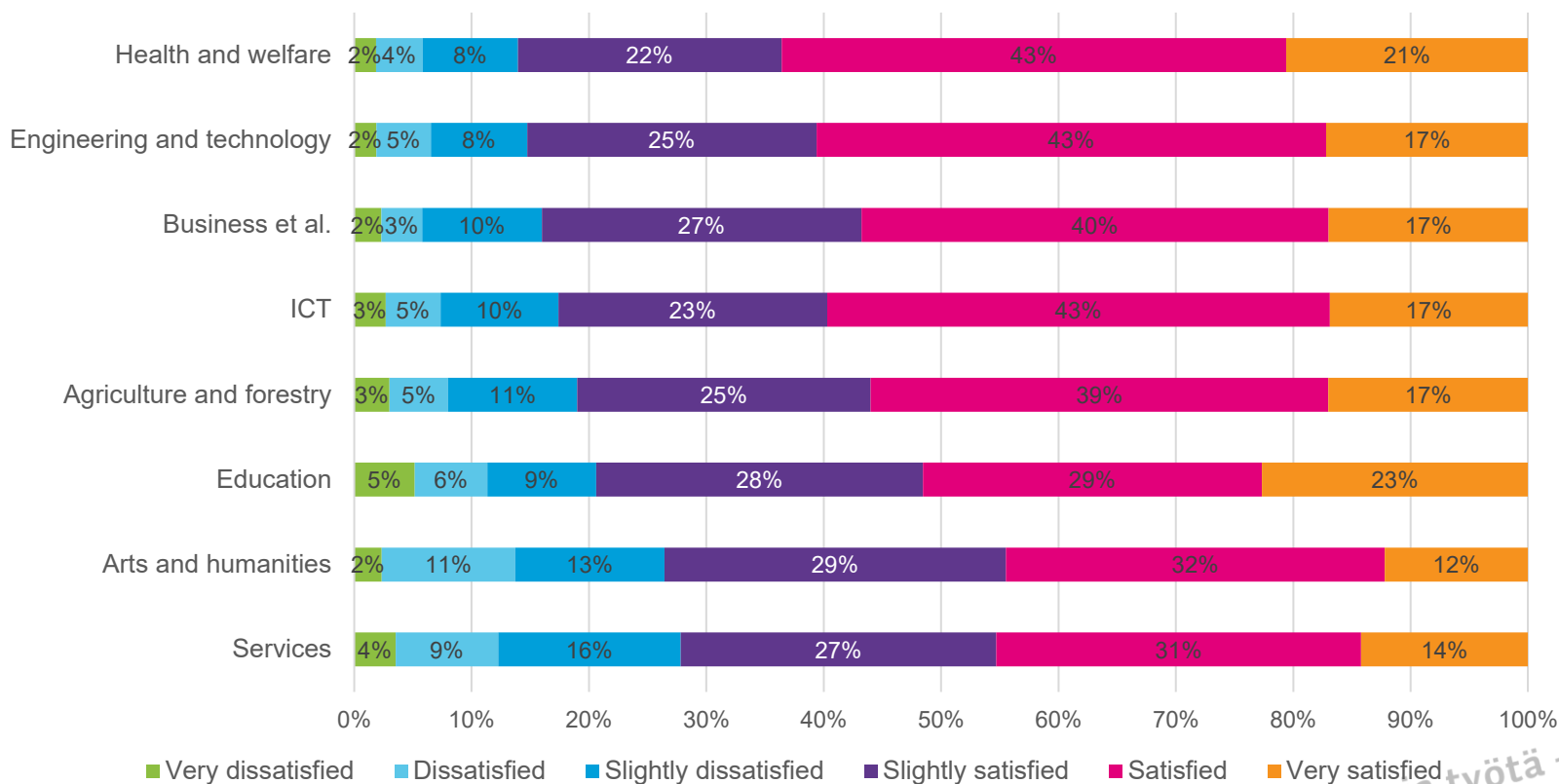
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# Overall satisfaction with degree by field (%)

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



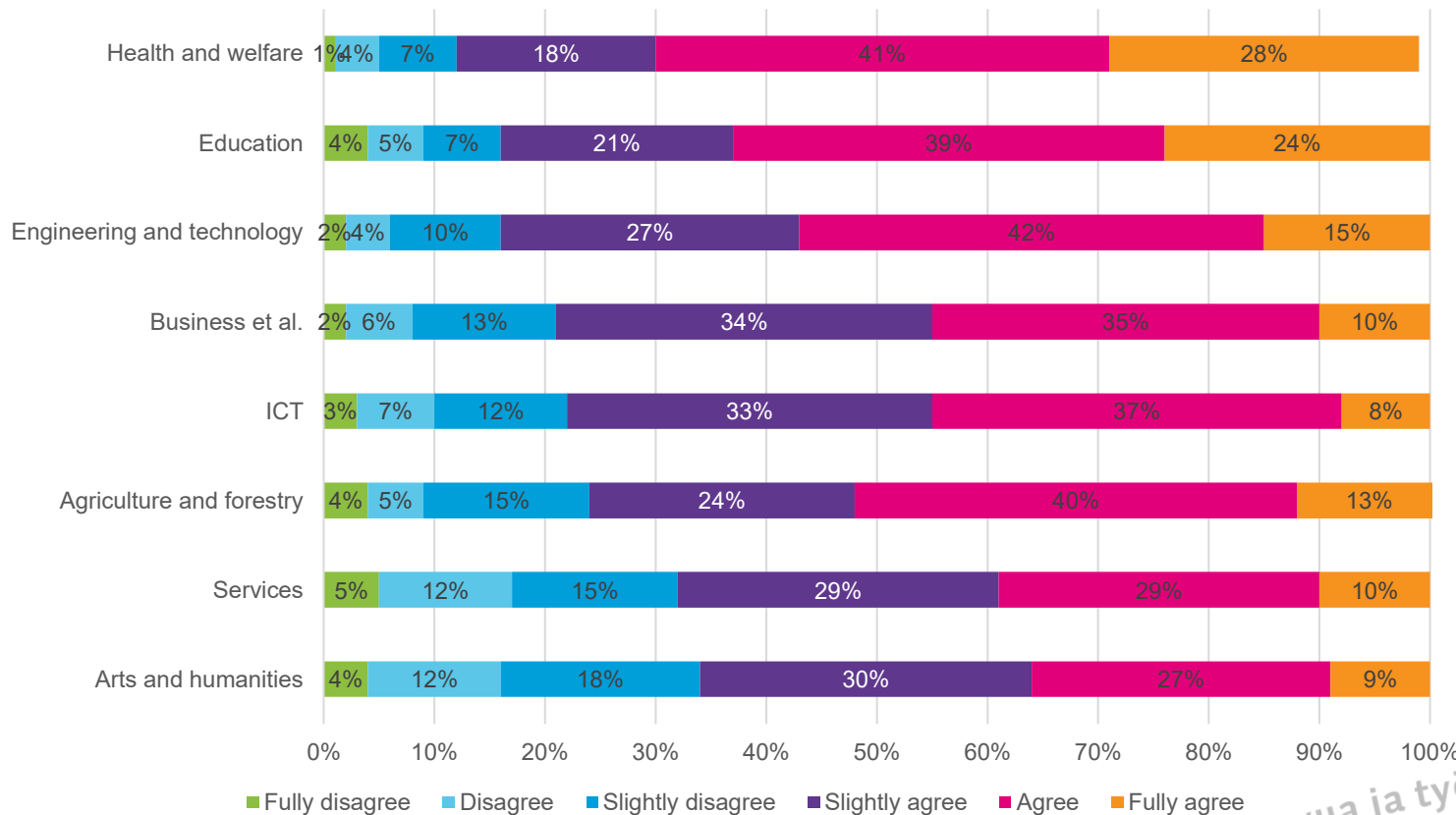
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# "Employers value my degree" by field

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



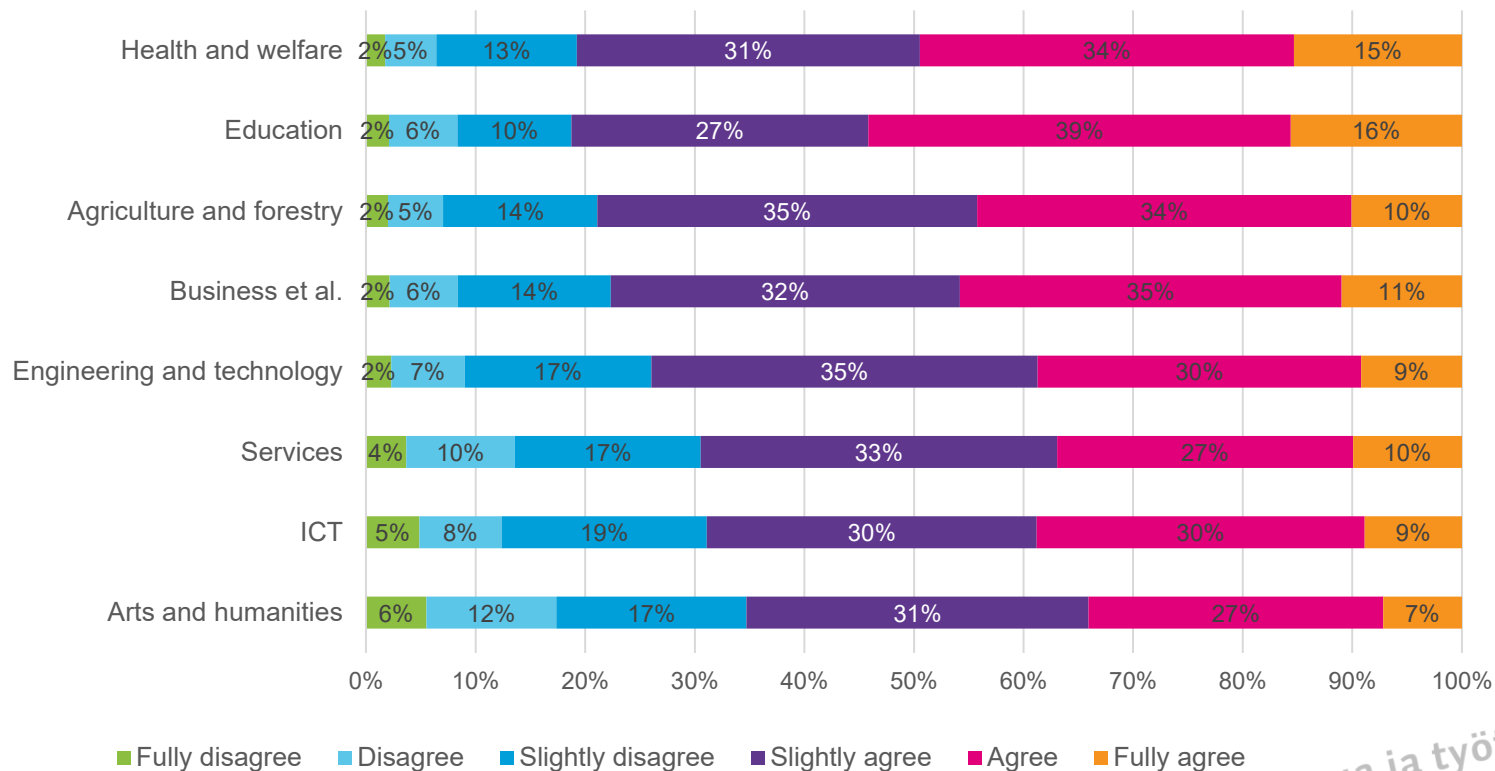
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# "The degree equipped me sufficiently for working life" by field (%)

(%,  $p > 0.001$ )  
Graduates of 2015 (N = 8 821). Data weighted according to gender, mother tongue and field of education.



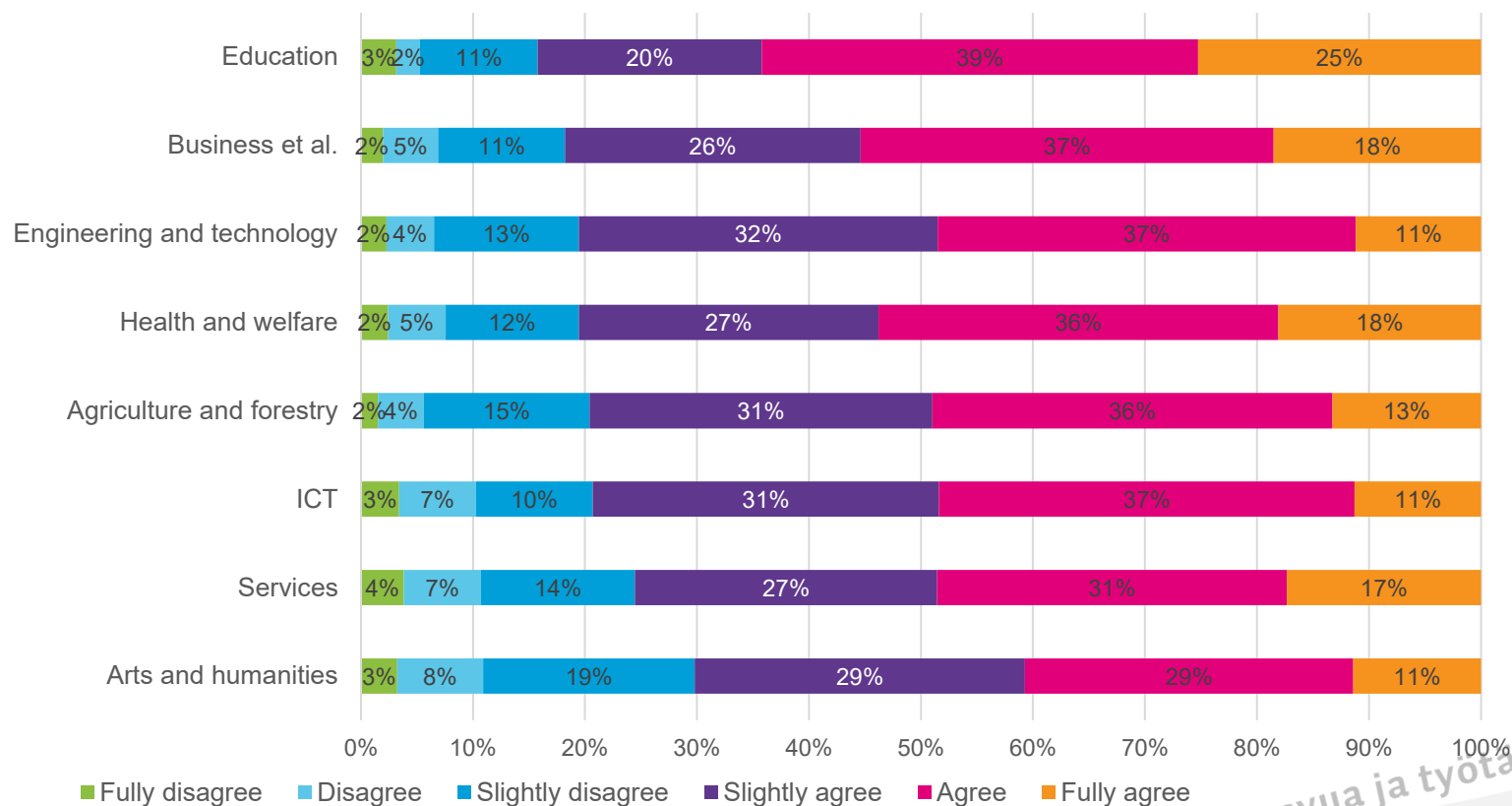
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# "The degree provided good skills for scientific postgraduate studies"

(%,  $p > 0.001$ ) 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).
- The relative probability of the individual being satisfied with their degree is explained (vs. is not satisfied).
- The odds ratio is reported.
  - 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.
- 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 R<sup>2</sup>) is notably large when studying the social reality, on which almost an unlimited number of different factors related to the individual and community have an impact.

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

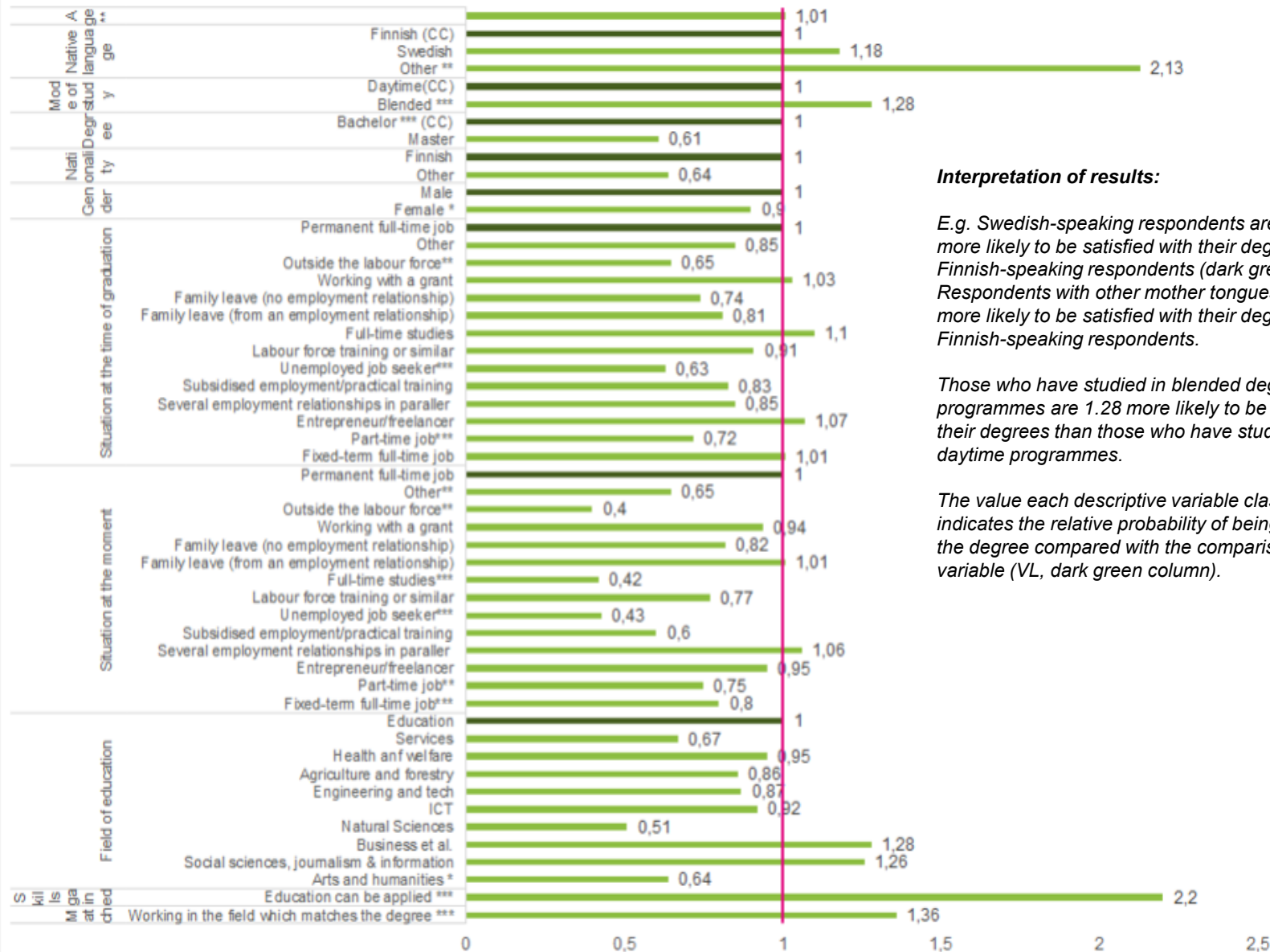
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## Relative probability of being satisfied with the degree

Logistic regression analysis CC = comparison class, always gets value 1.



### Interpretation of results:

E.g. Swedish-speaking respondents are 1.18 times more likely to be satisfied with their degree than Finnish-speaking respondents (dark green column). Respondents with other mother tongues are 2.13 times more likely to be satisfied with their degree than Finnish-speaking respondents.

Those who have studied in blended degree programmes are 1.28 more likely to be satisfied with their degrees than those who have studied in the daytime programmes.

The value each descriptive variable class has received indicates the relative probability of being satisfied with the degree compared with the comparison class of the variable (VL, dark green column).

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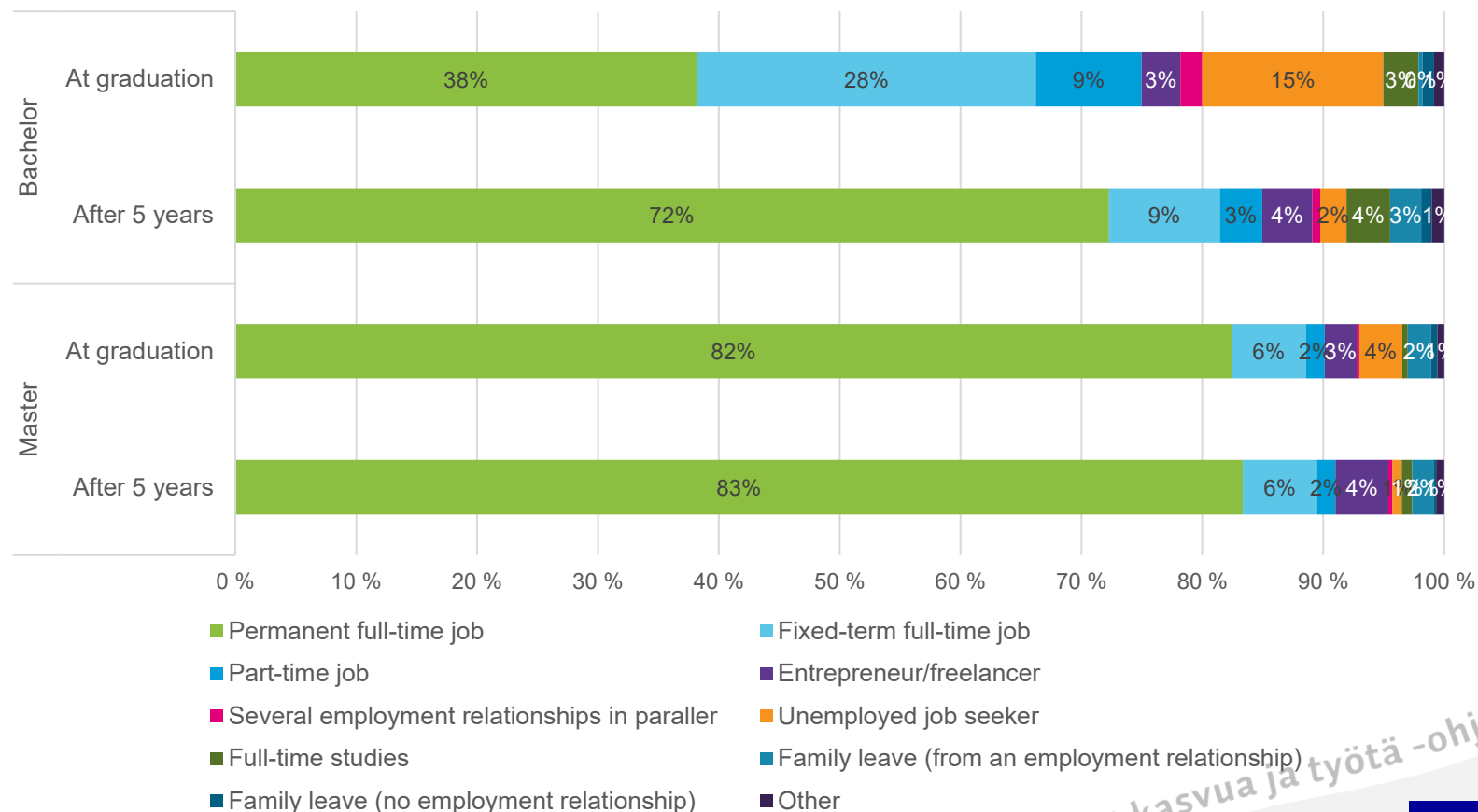
# Work situation and overall career

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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.



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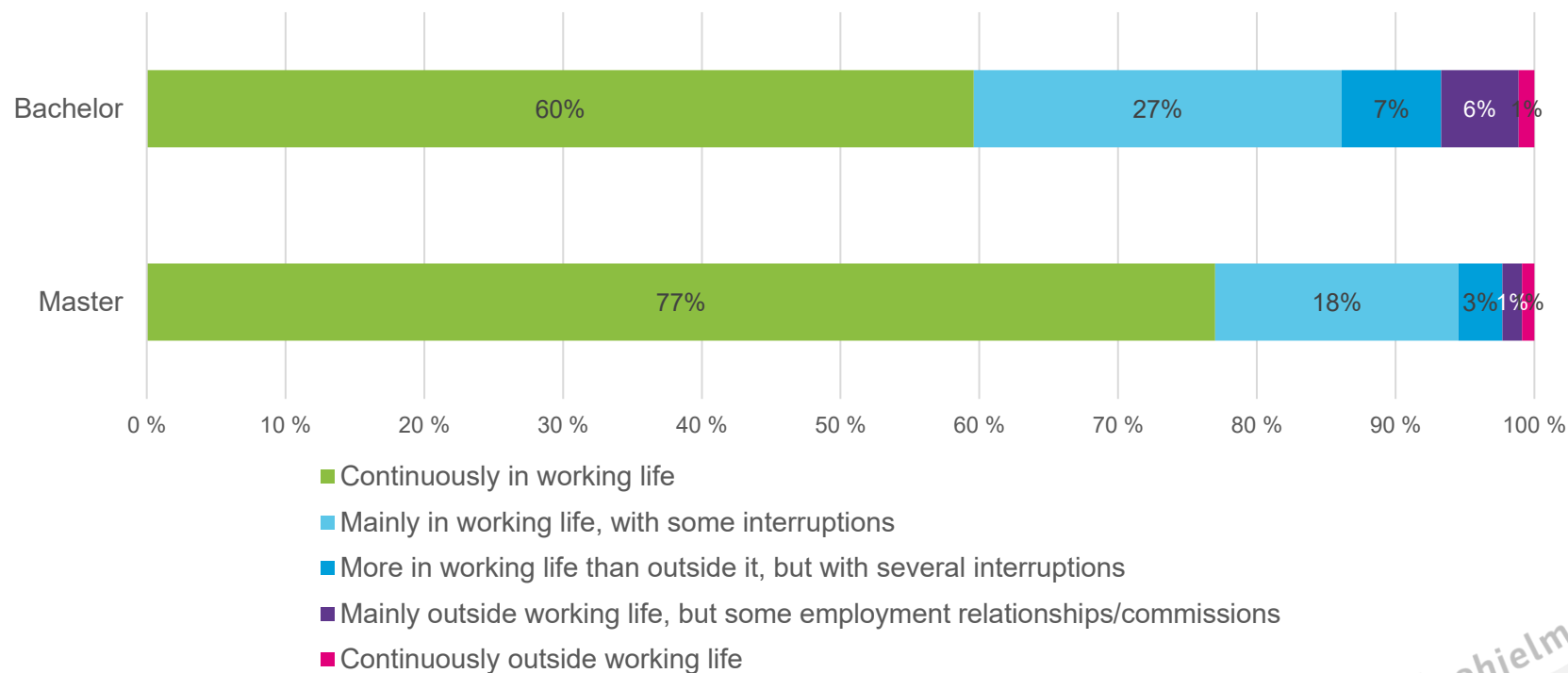
# Work situation 5 years after graduation according to the situation at the time of graduation (%)

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	Several employment relationships in parallel	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	Other	Total
Situation at the time of graduation (below)															
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 parallel	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 %	0 %	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 %

# 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.



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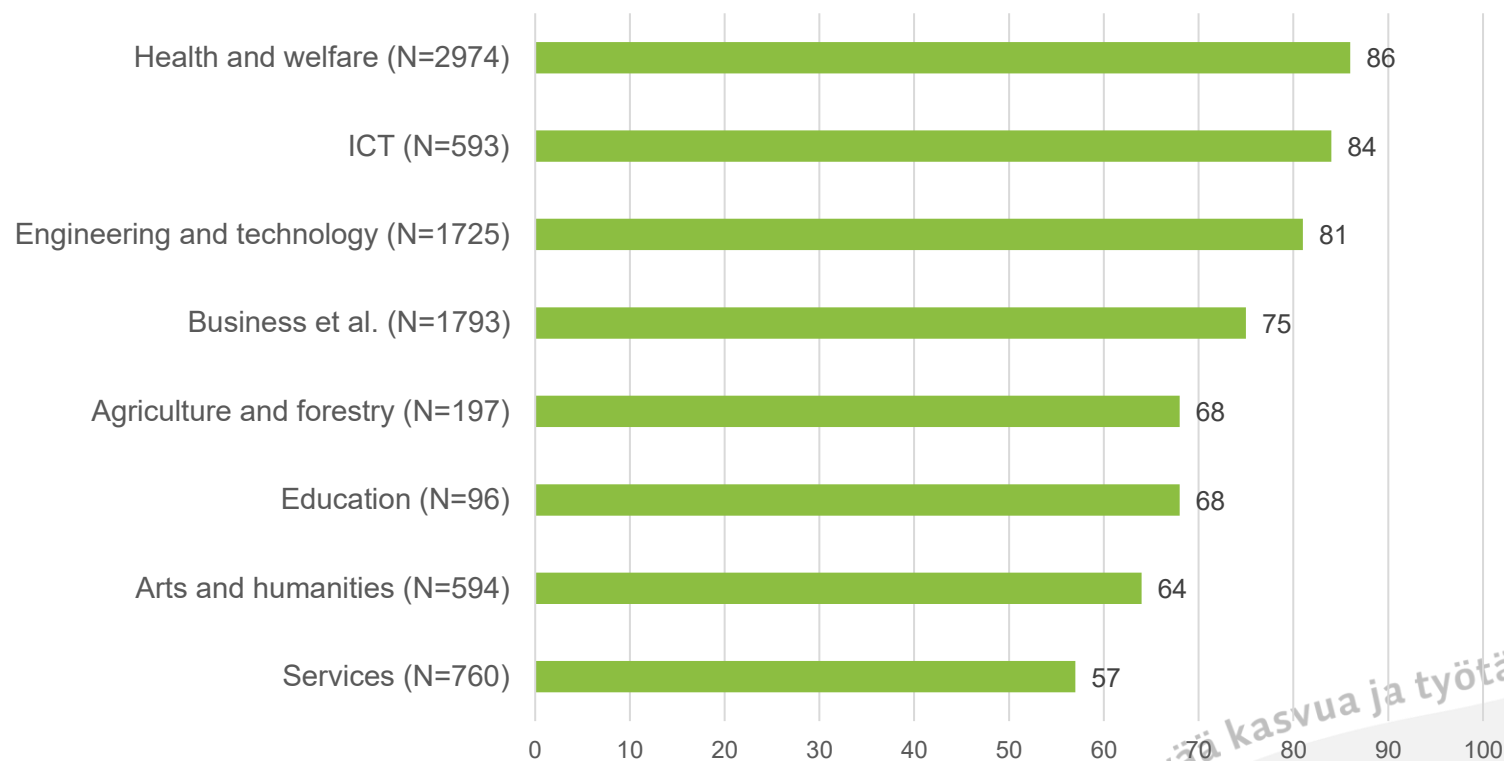
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At the moment, are you working in the field which matches the degree you completed 5 years ago? (%)

## Yes-responses

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



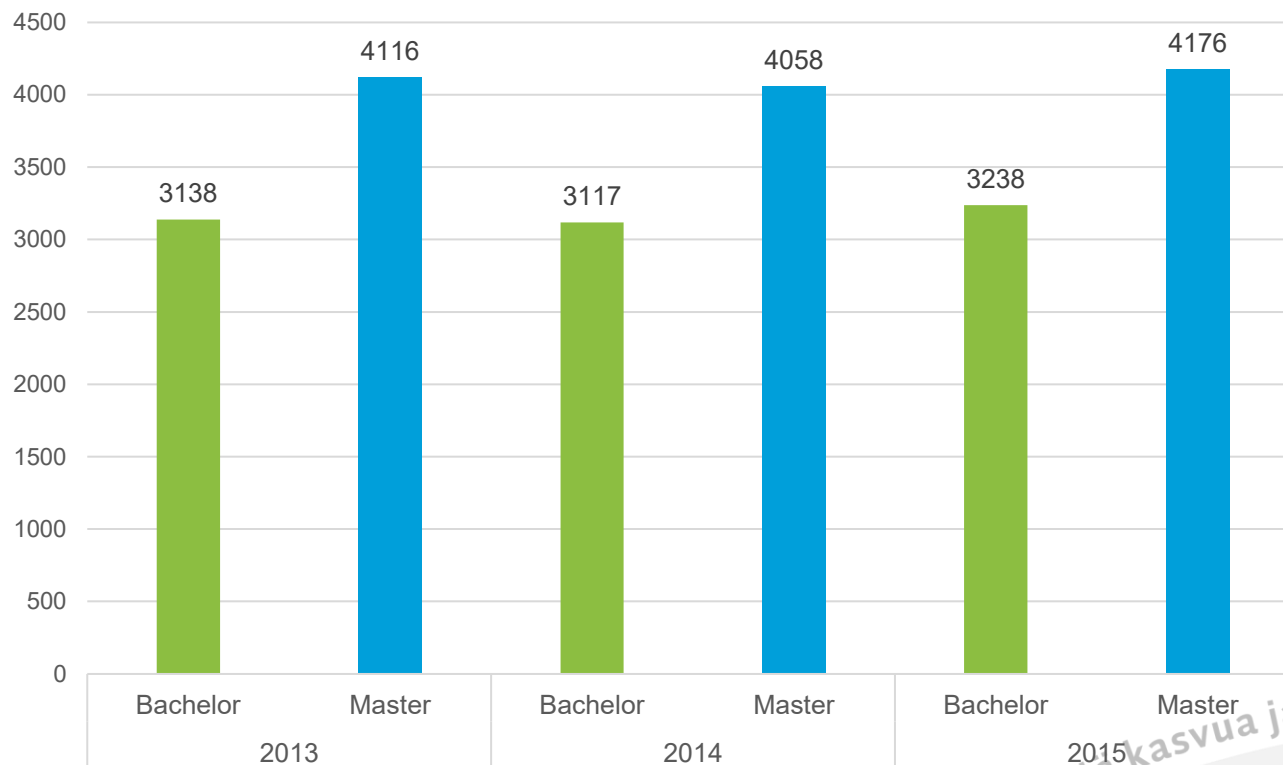
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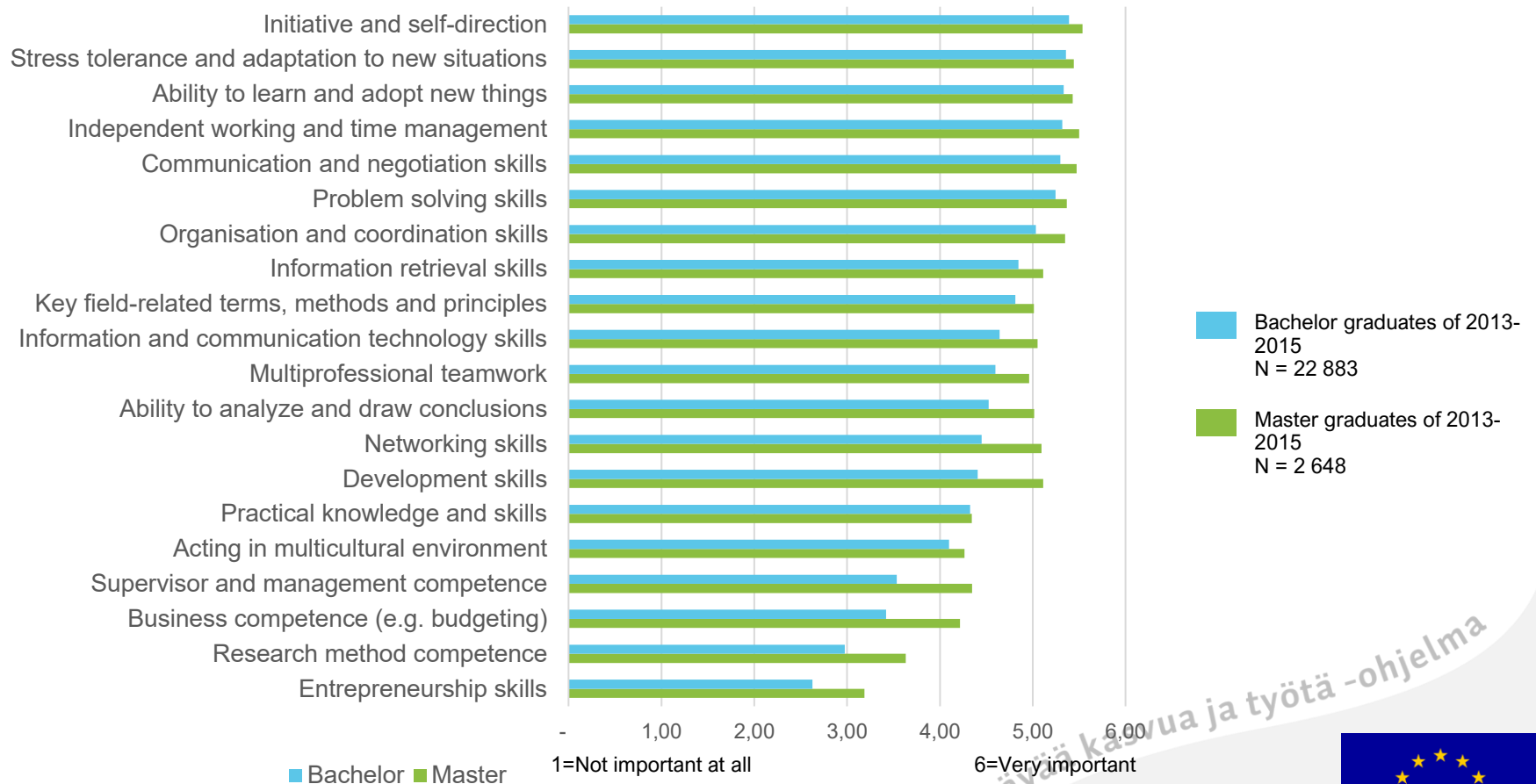
What is your average gross salary or monthly income at the moment? (Including regular allowances, taxable value of fringe benefits, and overtime pay) Average (€)



# Correspondence between competence and job

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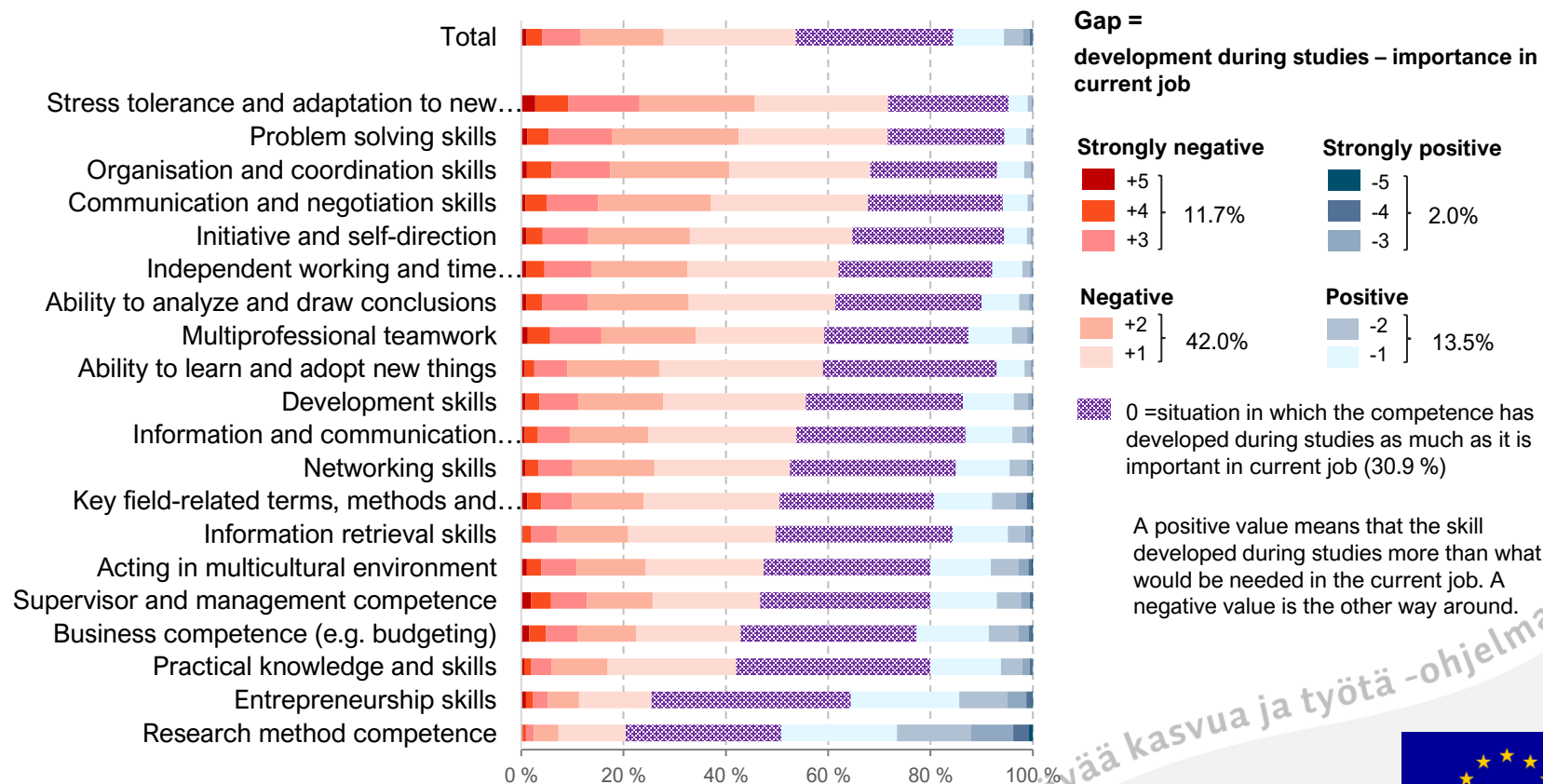
# How important are the following knowledge and skills in your current job?



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# 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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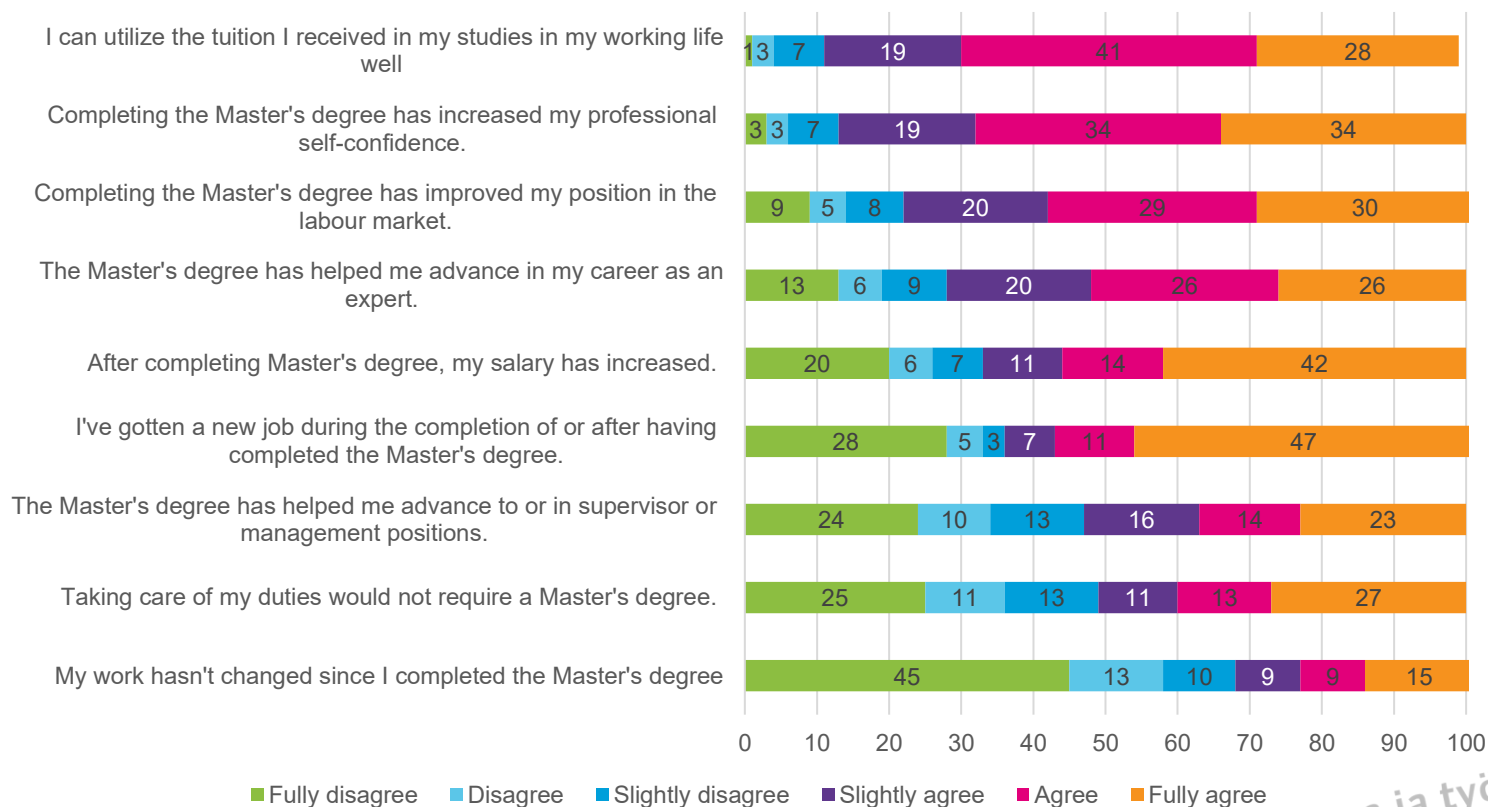
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# Impact of completing a Master's degree

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

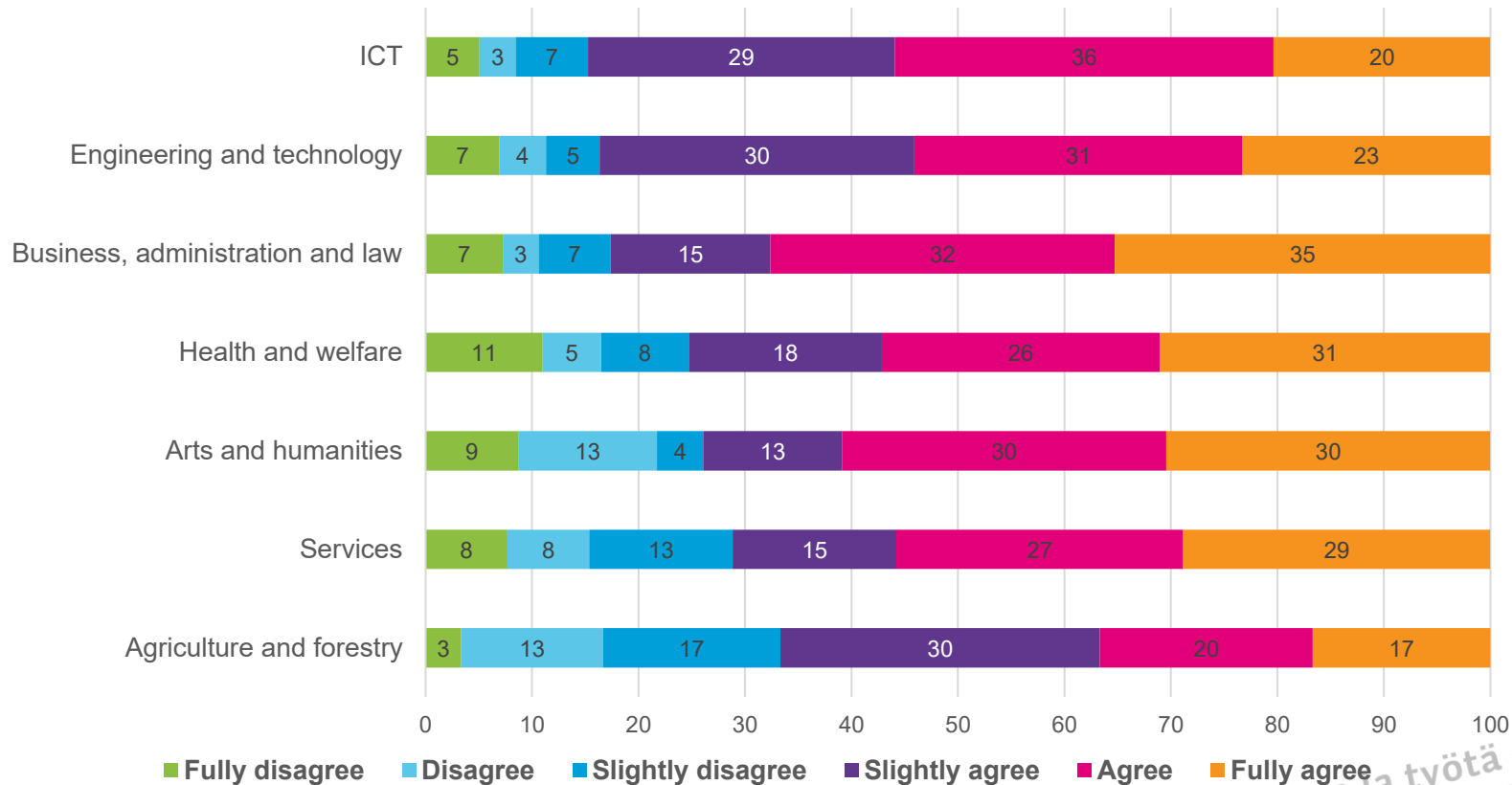


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# “Completing the Master's degree has improved my position in the labour market” by field (% p < 0,05), Graduates of 2015

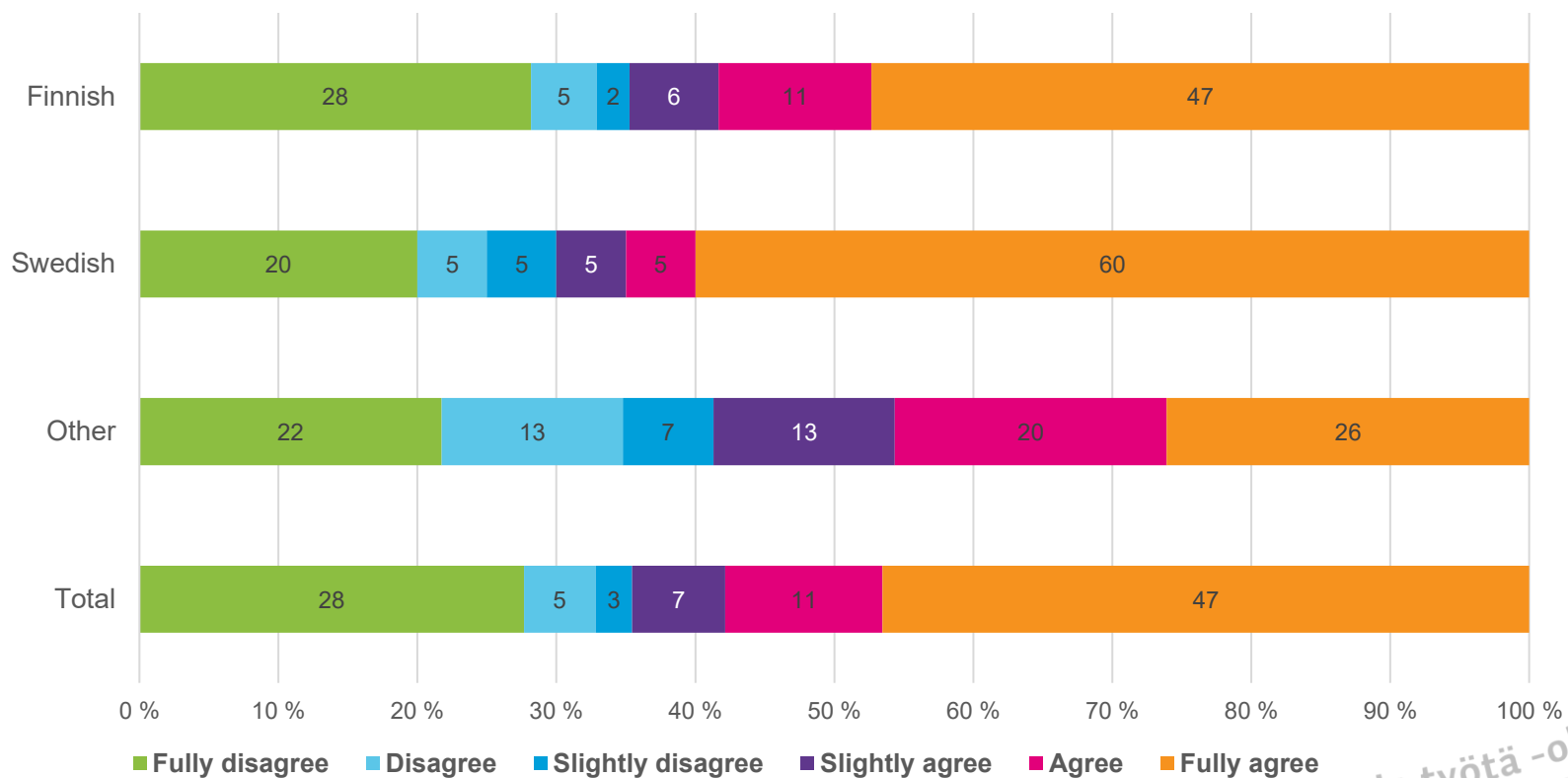


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# “I've gotten a new job during the completion of or after having completed the Master's degree” by native language (%), Graduates of 2015

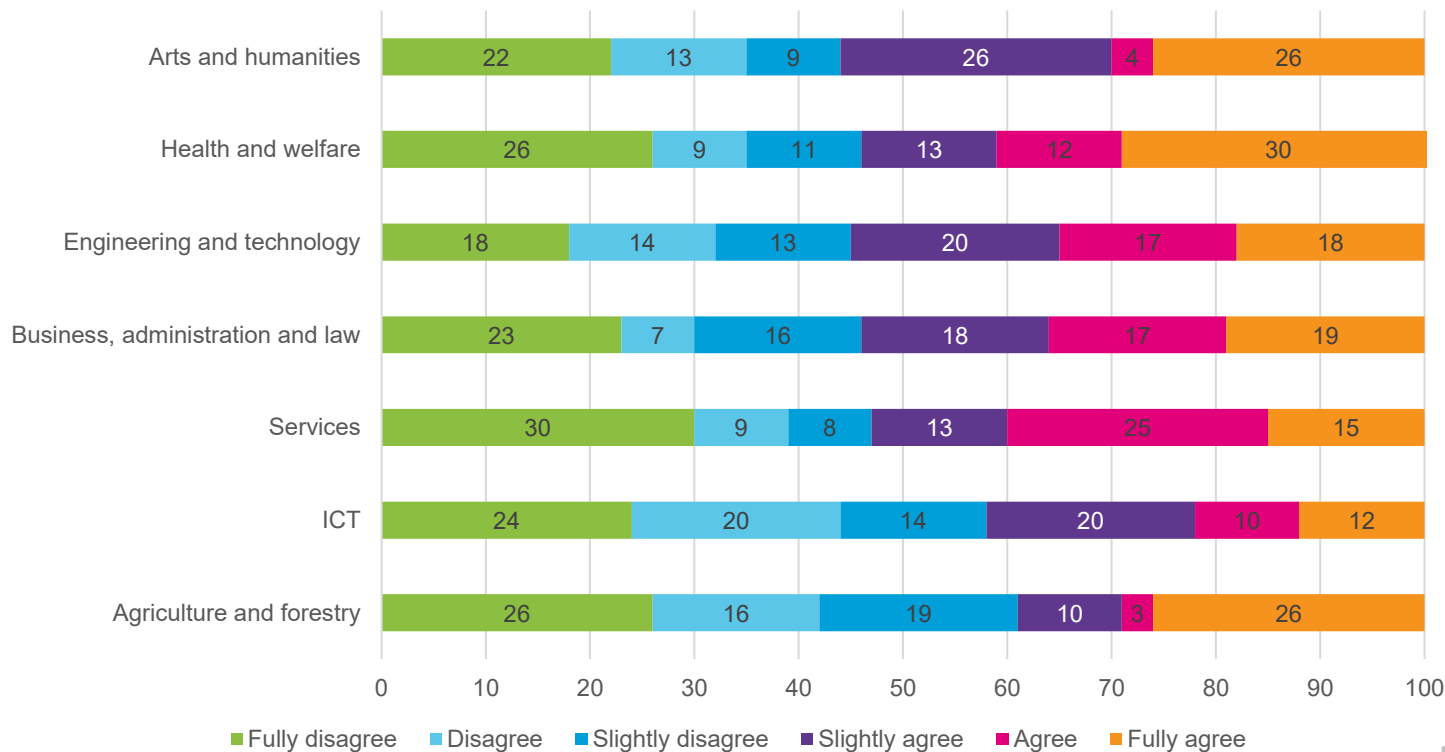


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# “The Master's degree has helped me advance to or in supervisor or management positions” by field (%, $p < 0,01$ ), Graduates of 2015



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# 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	<b>32 %</b>	<b>43 %</b>
Other education	8 %	11 %
I have not participated in education	<b>32 %</b>	<b>25 %</b>

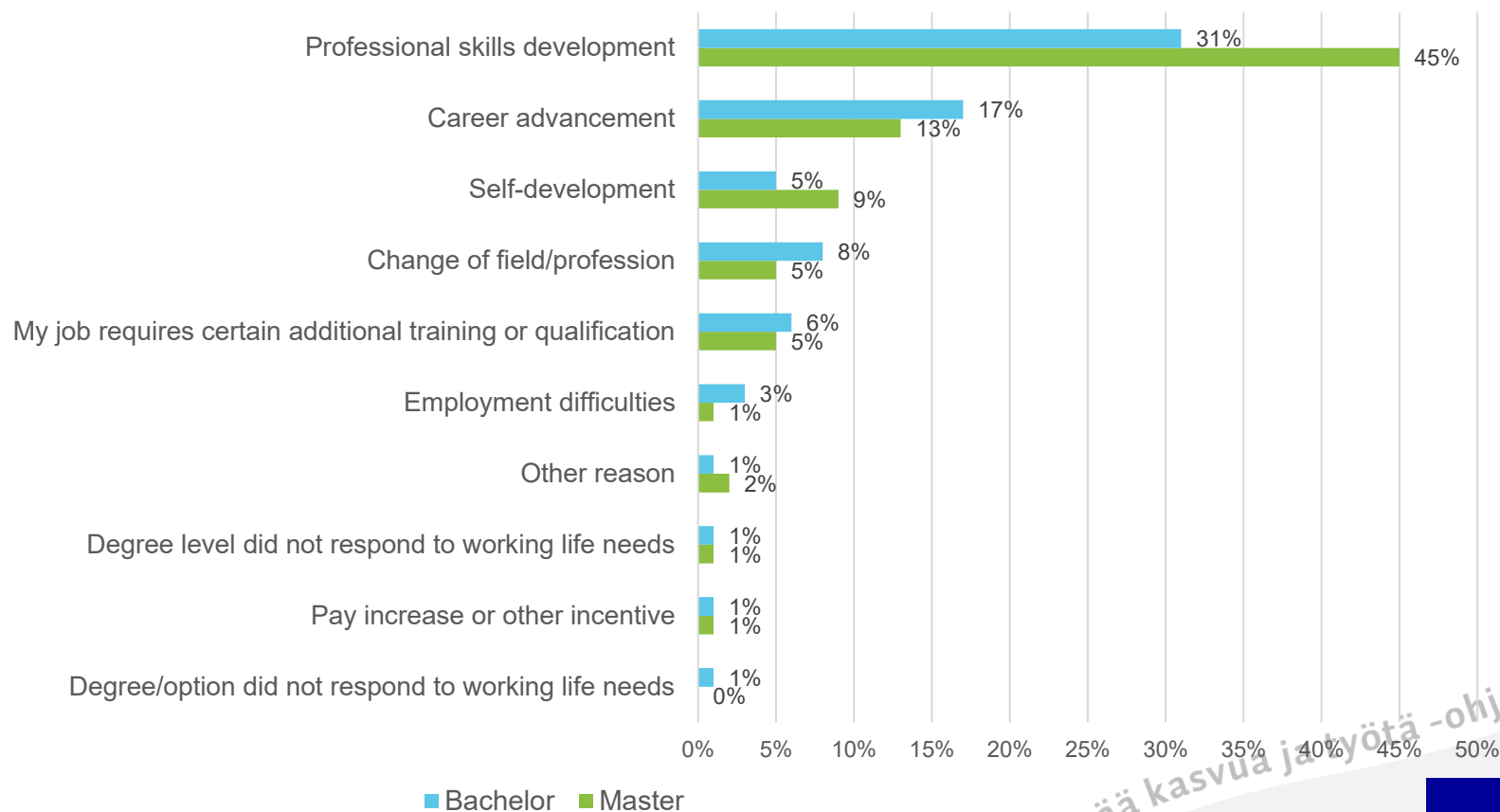
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# What was the most important reason for your participation in the above-mentioned education?

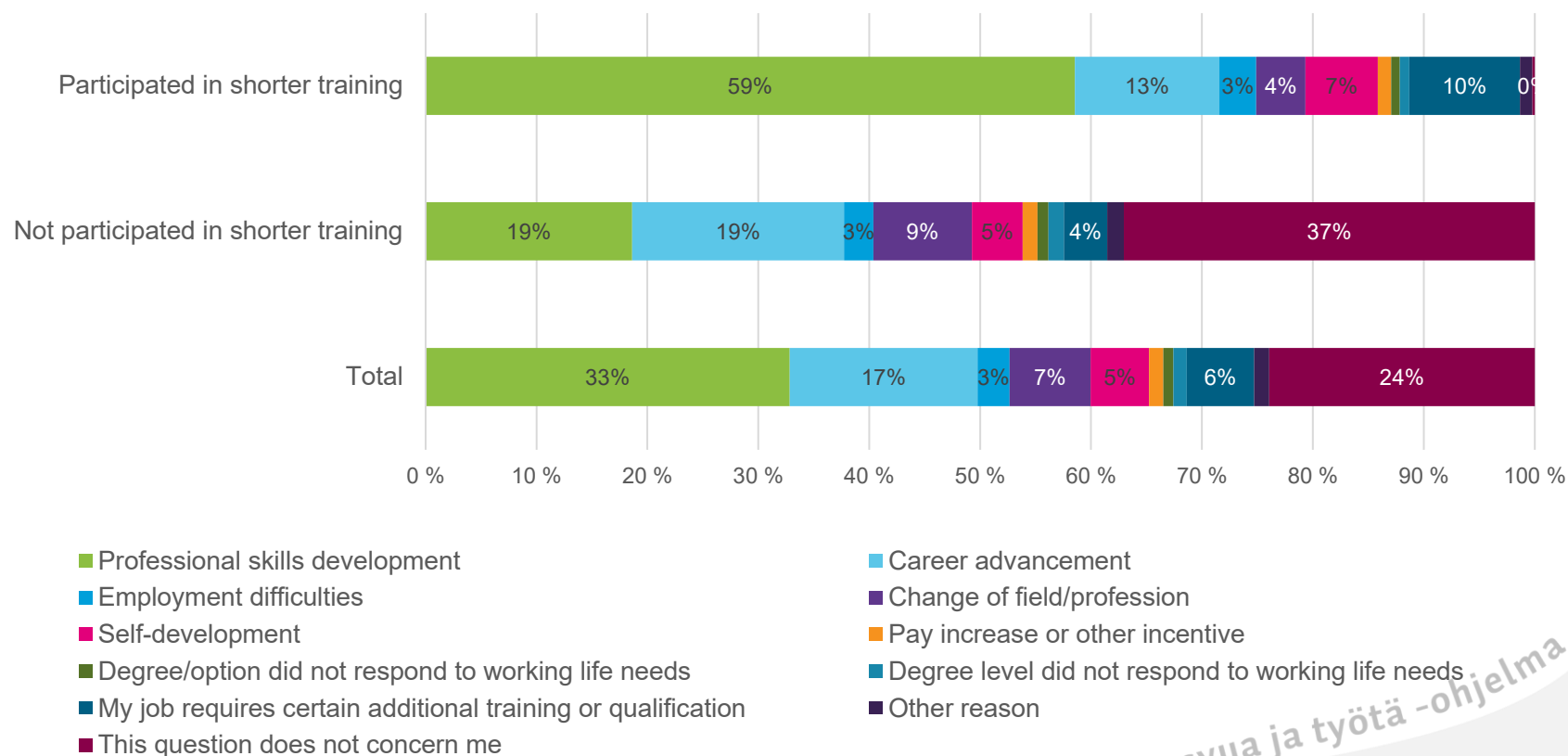
(%,  $p < 0.001$ ) Graduates of 2015 (N = 8 198). Data weighted according to gender, mother tongue and field of education.





# 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.



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

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# More information and survey results

- [Vipunen](#) – 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.
- [Töissä.fi](#) -service
  - Information and statistics about the working life of graduates from the Universities and the Universities of Applied Sciences.

# Thank you!


  
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 Tampereen  
ammattikorkeakoulu

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KOULUTUKSEN  
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