How are graduates from universities of applied sciences doing?

Results of the national career monitoring survey conducted in autumn 2019 for UAS Bachelor's or Master's degree graduates of 2014

AMKISTA URALLE
Uraseurantatiedot käyttöön

Kestävää kasvua ja työtä –ohjelma

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Survey and respondents

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 2014. The survey was sent in late 2019 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 from the previous survey round.

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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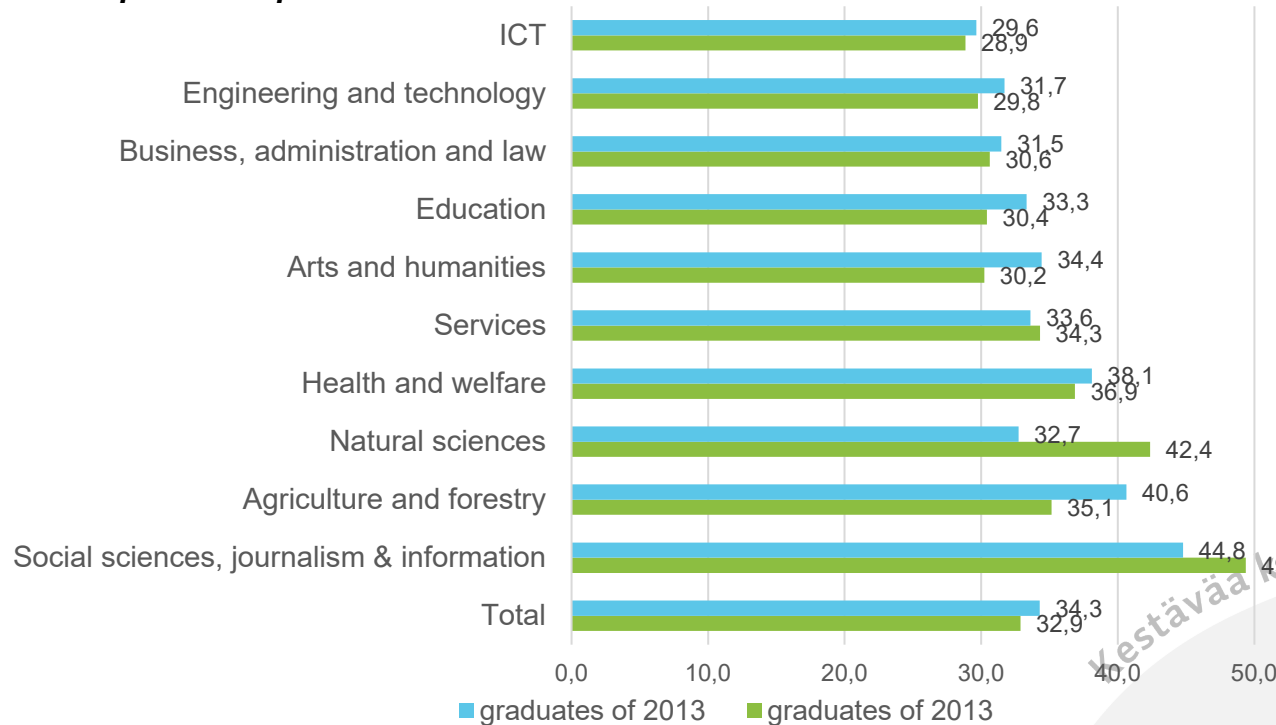Euroopan unioni
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Response rates

The response rate of the graduates of 2014 was 34.3 (8 535 / 24 895 respondents).

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

- Bachelor's degree graduates 33.8%, %, Master's degree graduates 40%
- Women 36.6%, men 30.5%
- 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 (30.8%), and the highest among 50–54-year-old graduates (46.3%) and over 65-year-old graduates (50%).
- Finnish 35.4%, Swedish 44.1%, others 15.3%

Field-specific response rates:

Field	graduates of 2013 (blue)	graduates of 2013 (green)
ICT	29,6	28,9
Engineering and technology	31,7	29,8
Business, administration and law	31,5	30,6
Education	33,3	30,4
Arts and humanities	34,4	30,2
Services	33,6	34,3
Health and welfare	38,1	36,9
Natural sciences	32,7	42,4
Agriculture and forestry	40,6	35,1
Social sciences, journalism & information	44,8	49,4
Total	34,3	32,9

■ graduates of 2013   ■ graduates of 2013

Satisfaction with degree

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

- Statements *(Completely disagree… Completely agree)*
  - Employers value my degree.
  - I would recommend my studies to others.
  - The degree equipped me sufficiently for working life.
  - The degree offered entrepreneurship skills.
- How satisfied are you overall with the degree you completed in 2014 in terms of your career? *(Very unsatisfied…Very satisfied)*
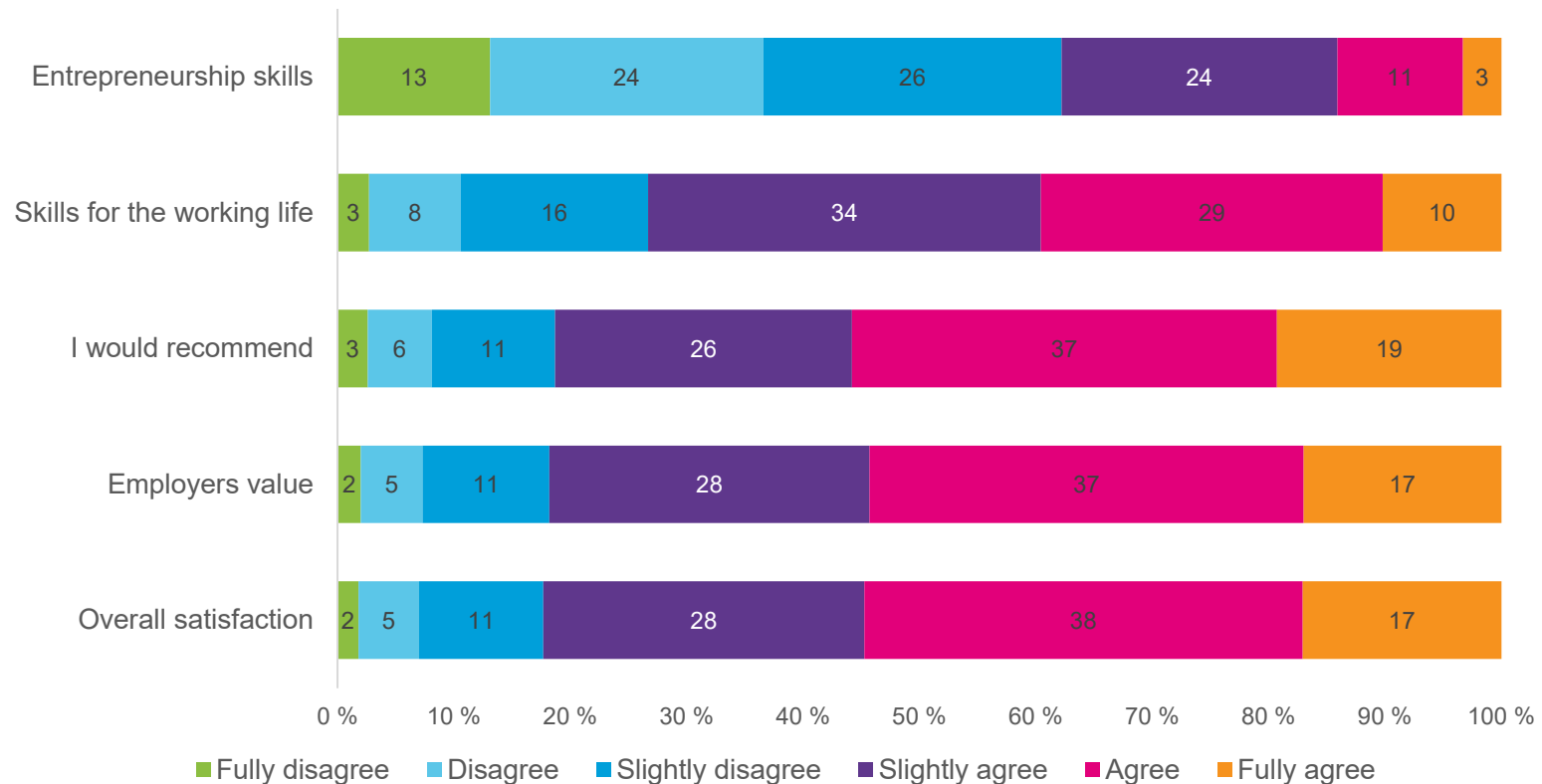
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Satisfaction with degree (%)

Graduates of 2014 (N = 8 535). Data weighted according to gender and mother tongue

	Fully disagree	Disagree	Slightly disagree	Slightly agree	Agree	Fully agree
Entrepreneurship skills	13	24	26	24	11	3
Skills for the working life	3	8	16	34	29	10
I would recommend	3	6	11	26	37	19
Employers value	2	5	11	28	37	17
Overall satisfaction	2	5	11	28	38	17

Legend: ■ Fully disagree ■ Disagree ■ Slightly disagree ■ Slightly agree ■ Agree ■ Fully agree

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

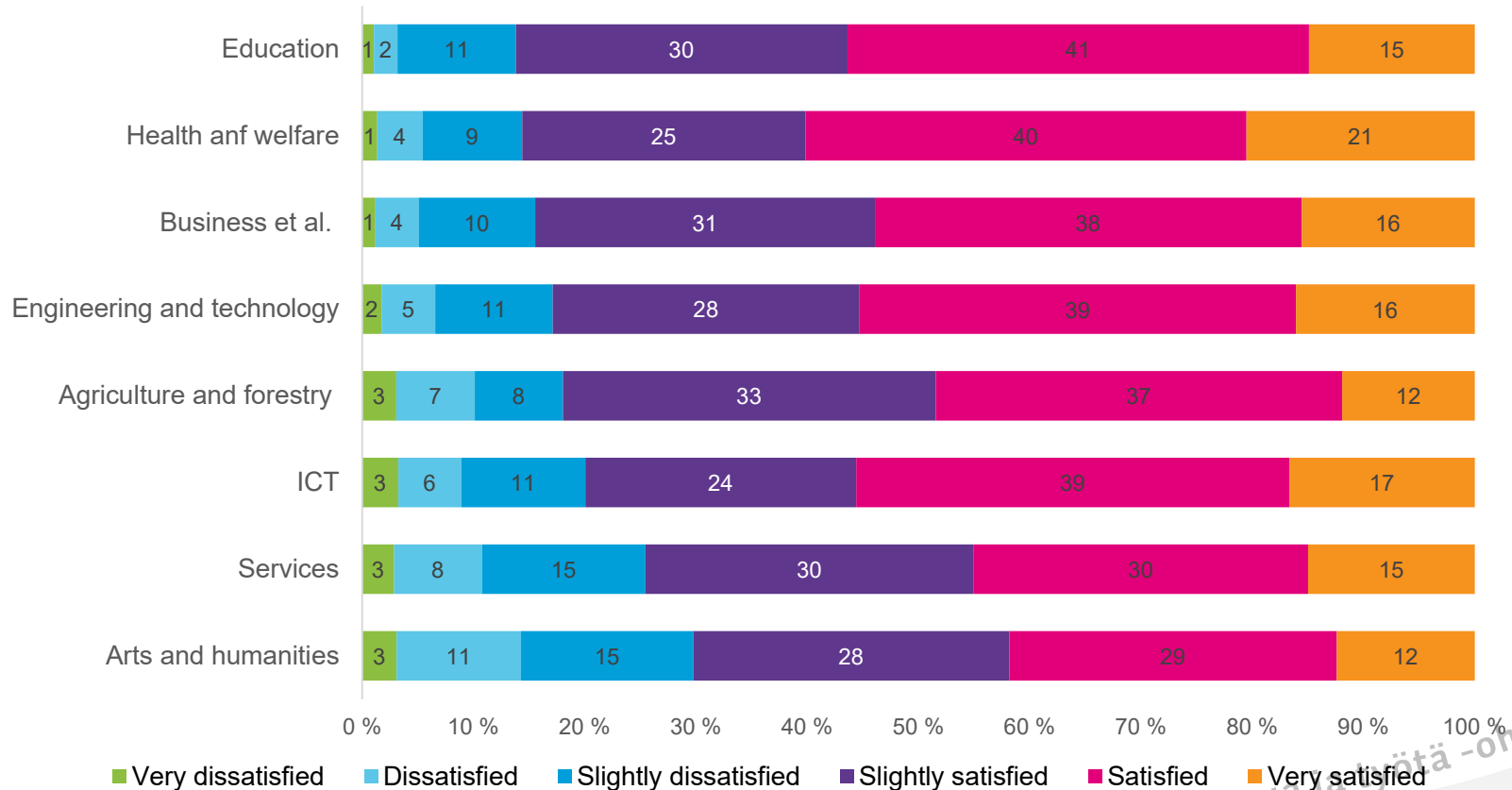Kestävää kasvua ja työtä -ohjelma

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Satisfaction with degree by field (%)

(%, p < 0.001)
Graduates of 2014 (N = 8 535). Data weighted according to gender and mother tongue.

Field	Very dissatisfied	Dissatisfied	Slightly dissatisfied	Slightly satisfied	Satisfied	Very satisfied
Education	1	2	11	30	41	15
Health anf welfare	1	4	9	25	40	21
Business et al.	1	4	10	31	38	16
Engineering and technology	2	5	11	28	39	16
Agriculture and forestry	3	7	8	33	37	12
ICT	3	6	11	24	39	17
Services	3	8	15	30	30	15
Arts and humanities	3	11	15	28	29	12

"Employers value my degree" by field (%)

(%, p < 0.001) Graduates of 2014 (N = 8 535). Data weighted according to gender and mother tongue.

| Field	Fully disagree	Disagree	Slightly disagree	Slightly agree	Agree	Fully agree
Education	1	2	9	29	40	19
Health anf welfare	1	4	7	19	41	28
Engineering and technology	2	4	9	29	41	14
Agriculture and forestry	4	4	9	30	40	12
Business et al.	1	5	14	36	34	9
ICT	3	6	14	34	33	11
Services	3	10	16	30	27	14
Arts and humanities	3	10	19	32	29	7

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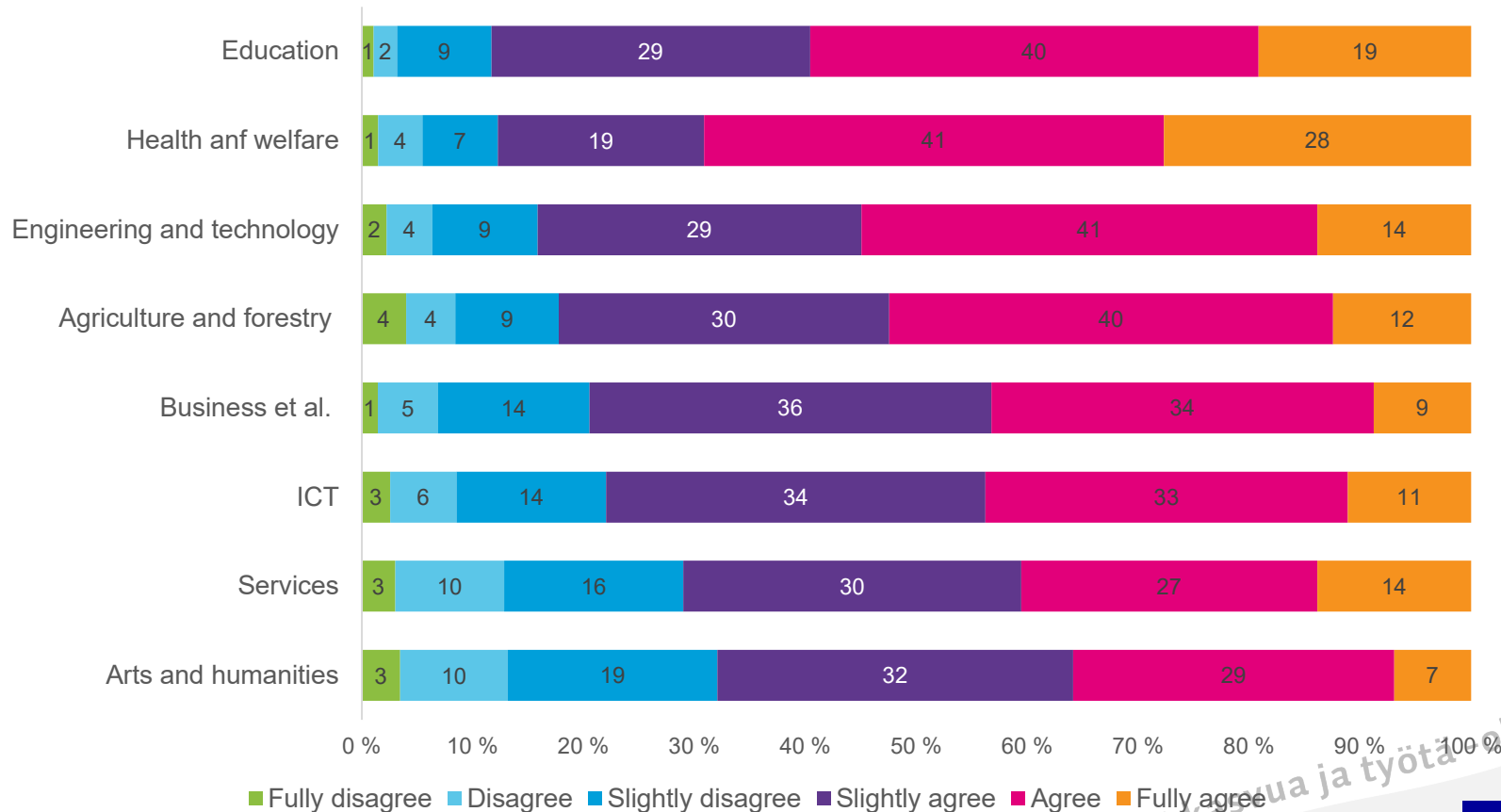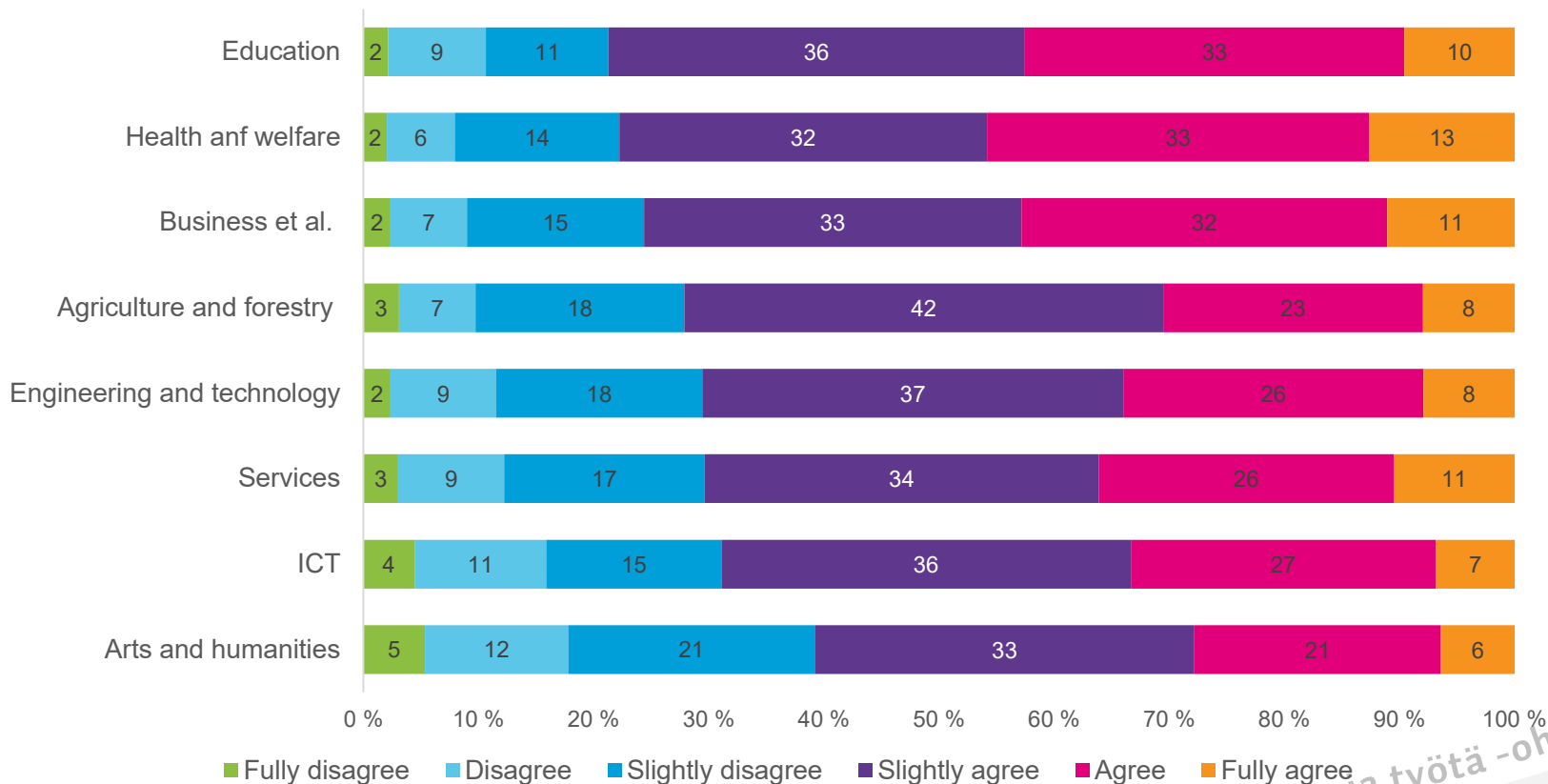
"The degree equipped me sufficiently for working life" by field (%, p > 0.001)

Graduates of 2014 (N = 8 535). Data weighted according to gender and mother tongue.

Field	Fully disagree	Disagree	Slightly disagree	Slightly agree	Agree	Fully agree
Education	2	9	11	36	33	10
Health anf welfare	2	6	14	32	33	13
Business et al.	2	7	15	33	32	11
Agriculture and forestry	3	7	18	42	23	8
Engineering and technology	2	9	18	37	26	8
Services	3	9	17	34	26	11
ICT	4	11	15	36	27	7
Arts and humanities	5	12	21	33	21	6

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

- The data is the combined, unweighted data of graduates of 2013 and 2014.

- 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 38.4% (Nagelkerke R2) 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
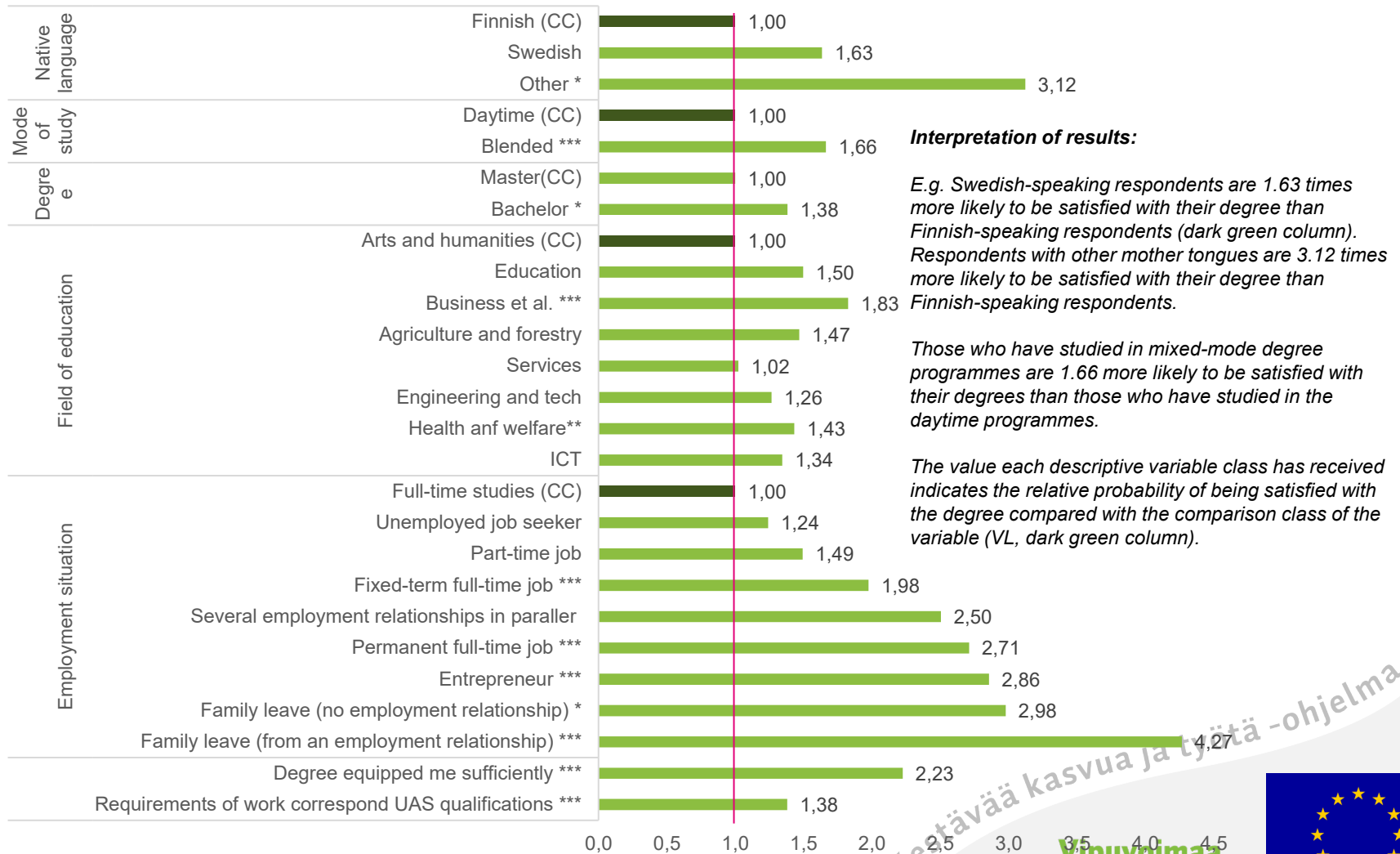
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Relative probability of being satisfied with the degree

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

Category	Class	Value
Native language	Finnish (CC)	1,00
	Swedish	1,63
	Other *	3,12
Mode of study	Daytime (CC)	1,00
	Blended ***	1,66
Degree	Master(CC)	1,00
	Bachelor *	1,38
Field of education	Arts and humanities (CC)	1,00
	Education	1,50
	Business et al. ***	1,83
	Agriculture and forestry	1,47
	Services	1,02
	Engineering and tech	1,26
	Health anf welfare**	1,43
	ICT	1,34
Employment situation	Full-time studies (CC)	1,00
	Unemployed job seeker	1,24
	Part-time job	1,49
	Fixed-term full-time job ***	1,98
	Several employment relationships in parraler	2,50
	Permanent full-time job ***	2,71
	Entrepreneur ***	2,86
	Family leave (no employment relationship) *	2,98
	Family leave (from an employment relationship) ***	4,27
	Degree equipped me sufficiently ***	2,23
	Requirements of work correspond UAS qualifications ***	1,38

Interpretation of results:

E.g. Swedish-speaking respondents are 1.63 times more likely to be satisfied with their degree than Finnish-speaking respondents (dark green column). Respondents with other mother tongues are 3.12 times more likely to be satisfied with their degree than Finnish-speaking respondents.

Those who have studied in mixed-mode degree programmes are 1.66 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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Graduates of 2013 and 2014 (N = 16 661).

Work situation and overall career

Work situation at the time of graduation and 5 years later

Graduates of 2014
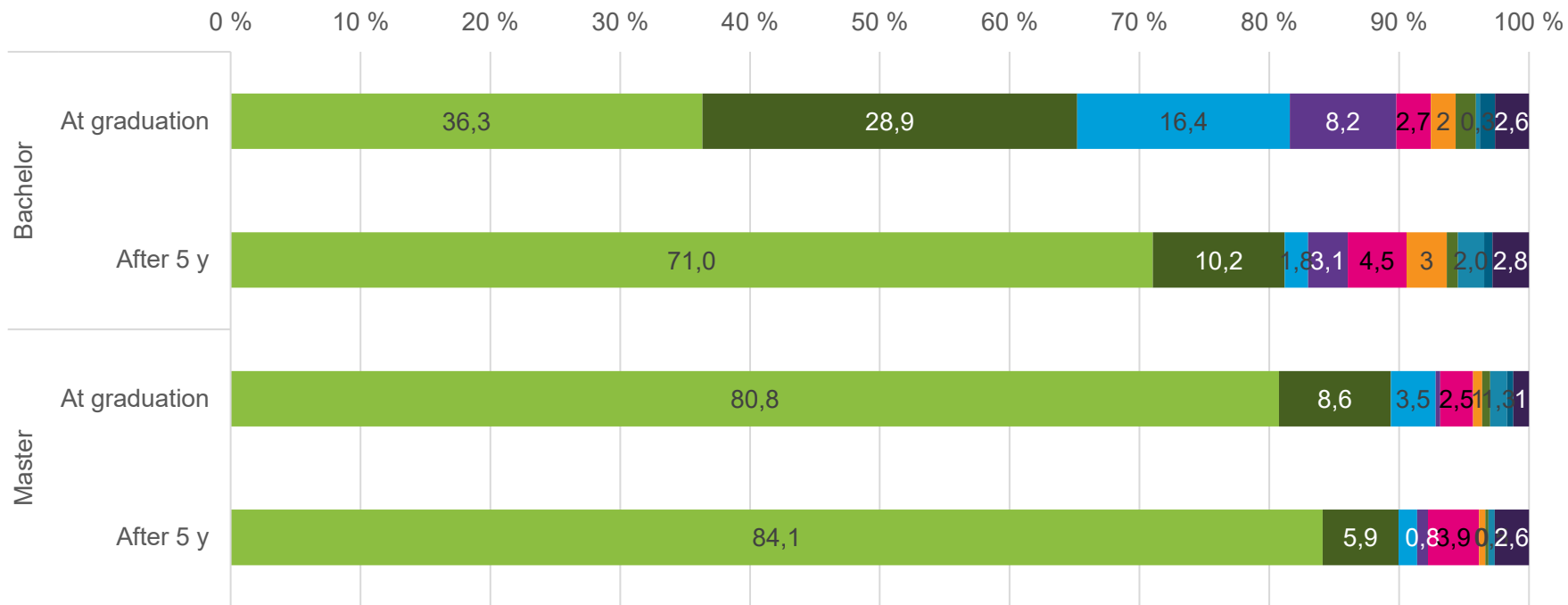
		Permanent full-time job	Fixed-term full-time job	Unemployed job seeker	Part-time job	Entrepreneur/freelancer	Full-time studies	Several employment relationships in paraller	Family leave (from an employment relationship	Family leave (no employment relationship)	Other
Bachelor	At graduation	36,3	28,9	16,4	8,2	2,7	2	0,			2,6
	After 5 y	71,0	10,2	1,8	3,1	4,5	3		2,0		2,8
Master	At graduation	80,8	8,6	3,5	2,5	1,	1,3				
	After 5 y	84,1	5,9	0,8	3,9	0,					2,6

Legend:
- Permanent full-time job
- Fixed-term full-time job
- Unemployed job seeker
- Part-time job
- Entrepreneur/freelancer
- Full-time studies
- Several employment relationships in paraller
- Family leave (from an employment relationship
- Family leave (no employment relationship)
- Other

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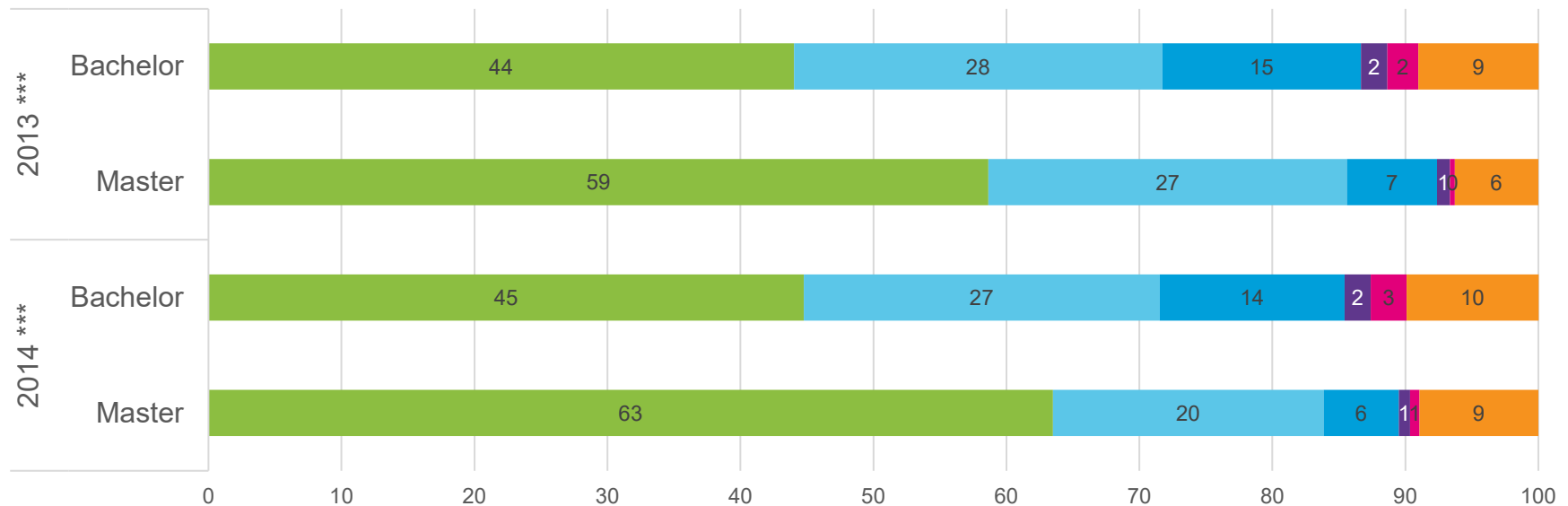
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Work situation 5 years after graduation according to the situation at the time of graduation (graduates of 2014, %)

Example:
57,3% of graduates who were unemployed at the time of graduation had permanent full-time employment and 14 % fixed-term full-time employment when the survey was made.

Situation at the time of graduation (below)	Situation after 5 years														
	Permanent full-time job	Several employment relationships in paraller	Outside the labour force	Labour force training or similar	Unemployed job seeker	Working with a grant	Subsidised employment/practical training	Full-time studies	Family leave (from an employment relationship)	Family leave (no employment relationship)	Part-time job	Fixed-term full-time job	Other	Entrepreneur/ freelancer	Total
Permanent full-time job	87,8 %	0,1 %	0,1 %	0,1 %	0,6 %	0,0 %	0,1 %	1,0 %	1,7 %	0,1 %	1,0 %	3,6 %	1,3 %	2,5 %	100,0 %
Several employment relationships in paraller	47,7 %	11,9 %	0,0 %	0,4 %	2,1 %	0,4 %	0,0 %	3,7 %	1,6 %	0,4 %	4,9 %	14,8 %	4,5 %	7,4 %	100,0 %
Outside the labour force	55,6 %	2,2 %	6,7 %	0,0 %	4,4 %	2,2 %	0,0 %	2,2 %	2,2 %	0,0 %	8,9 %	8,9 %	2,2 %	4,4 %	100,0 %
Labour force training or similar	65,0 %	0,0 %	0,0 %	0,0 %	0,0 %	0,0 %	0,0 %	20,0 %	0,0 %	0,0 %	5,0 %	10,0 %	0,0 %	0,0 %	100,0 %
Unemployed job seeker	57,3 %	0,9 %	0,3 %	0,6 %	6,8 %	0,1 %	0,7 %	6,3 %	1,4 %	1,1 %	5,0 %	14,0 %	2,8 %	2,7 %	100,0 %
Working with a grant	28,6 %	0,0 %	0,0 %	7,1 %	0,0 %	14,3 %	0,0 %	7,1 %	0,0 %	0,0 %	21,4 %	14,3 %	0,0 %	7,1 %	100,0 %
Subsidised employment/practical training	53,6 %	1,4 %	0,0 %	0,0 %	7,2 %	0,0 %	1,4 %	2,9 %	0,0 %	0,0 %	5,8 %	11,6 %	7,2 %	8,7 %	100,0 %
Full-time studies	60,3 %	1,0 %	0,0 %	0,6 %	3,2 %	0,0 %	0,3 %	8,7 %	0,6 %	1,3 %	3,5 %	13,1 %	3,5 %	3,8 %	100,0 %
Family leave (from an employment relationship	68,4 %	0,0 %	0,0 %	0,0 %	0,0 %	0,0 %	0,0 %	0,0 %	13,7 %	0,0 %	2,1 %	9,5 %	3,2 %	3,2 %	100,0 %
Family leave (no employment relationship)	51,9 %	1,0 %	1,0 %	0,0 %	1,9 %	0,0 %	0,0 %	2,9 %	2,4 %	7,7 %	5,8 %	18,8 %	2,9 %	3,8 %	100,0 %
Part-time job	61,6 %	1,7 %	0,3 %	0,0 %	1,8 %	0,2 %	0,4 %	5,3 %	2,5 %	0,5 %	10,4 %	9,9 %	1,4 %	3,9 %	100,0 %
Fixed-term full-time job	70,4 %	0,5 %	0,1 %	0,1 %	0,9 %	0,1 %	0,1 %	2,9 %	2,7 %	0,8 %	2,2 %	15,8 %	1,7 %	1,8 %	100,0 %
Other	53,3 %	1,9 %	0,8 %	0,4 %	3,1 %	0,8 %	0,0 %	3,9 %	2,3 %	0,8 %	4,2 %	10,8 %	12,4 %	5,4 %	100,0 %
Entrepreneur/freelancer	25,2 %	1,2 %	0,5 %	0,2 %	2,4 %	0,0 %	0,0 %	1,5 %	0,0 %	0,2 %	2,2 %	7,3 %	2,9 %	56,4 %	100,0 %
Total	**72,7 %**	**0,7 %**	**0,2 %**	**0,2 %**	**1,8 %**	**0,1 %**	**0,2 %**	**2,9 %**	**2,0 %**	**0,6 %**	**2,9 %**	**9,7 %**	**2,0 %**	**4,0 %**	**100,0 %**

Which of the following options best describes your career so far? (%)

2013 *

Bachelor	44 / 28 / 15 / 2 / 2 / 9
Master	59 / 27 / 7 / 1 / 0 / 6

2014 *

Bachelor	45 / 27 / 14 / 2 / 3 / 10
Master	63 / 20 / 6 / 1 / 1 / 9

Legend:
- Continuously working for the same employer or as an entrepreneur
- Working for several different employers or temporary jobs or assignments
- Changing employers or duties, with breaks
- Unemployment alternating with occasional temporary jobs
- Mainly outside the labour force
- Other

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What is your average gross salary or monthly income (including regular allowances, taxable value of fringe benefits, and overtime pay) at the moment?* Average
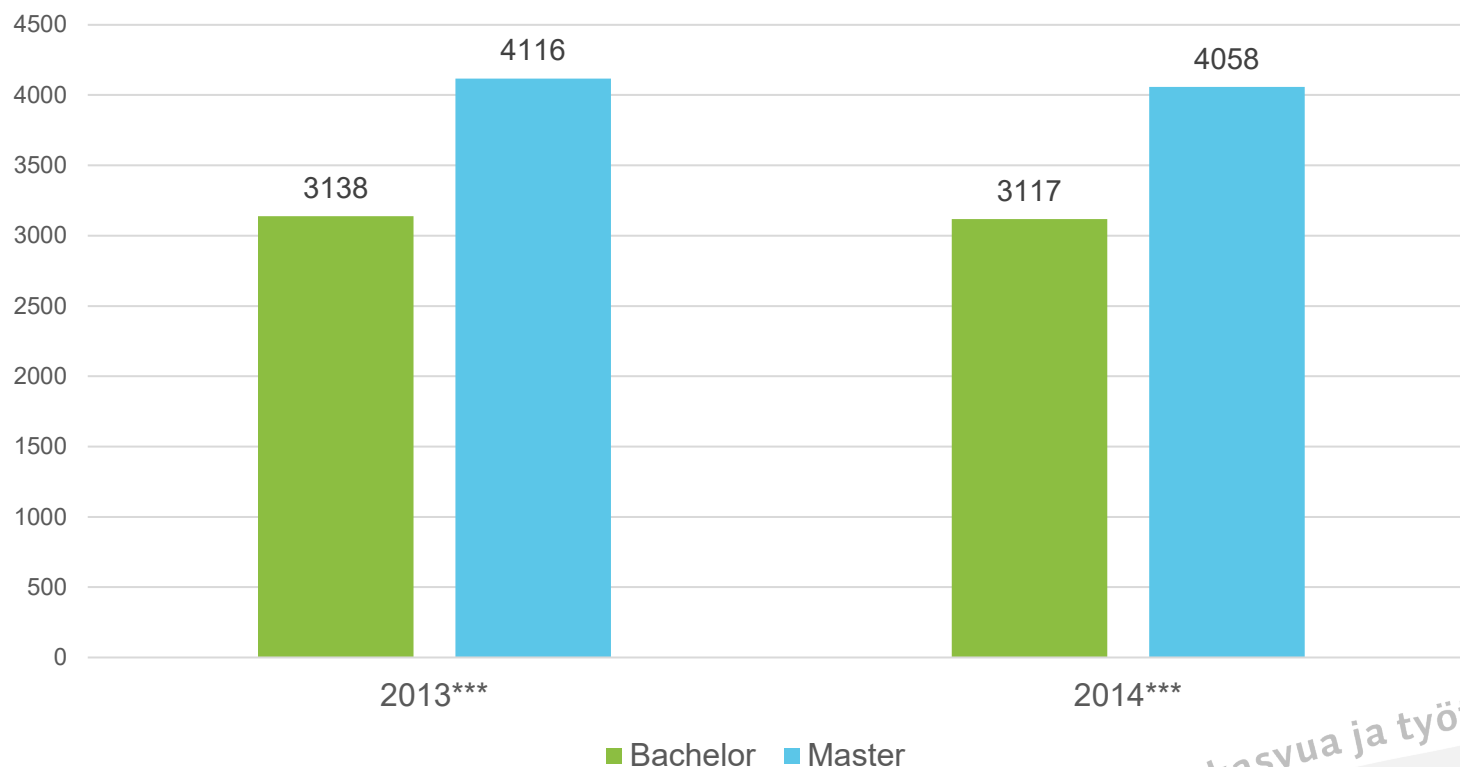
Relative probability of unemployment five years after graduation, logistic regression analysis
(next page)

- The data is the combined, unweighted data of graduates of 2013 and 2014.

- The relative probability to that the individual is unemployed/employed five years after graduation is explained (vs. not unemployed).

- 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.
  - One year of age in the constant variable (age) changes the probability of the issue being explained with the factor the variable gets.

- 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 classes of the variable marked with a star indicate a statistically significant result, i.e. the result is not coincidental with at least 95% certainty.
  - * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$
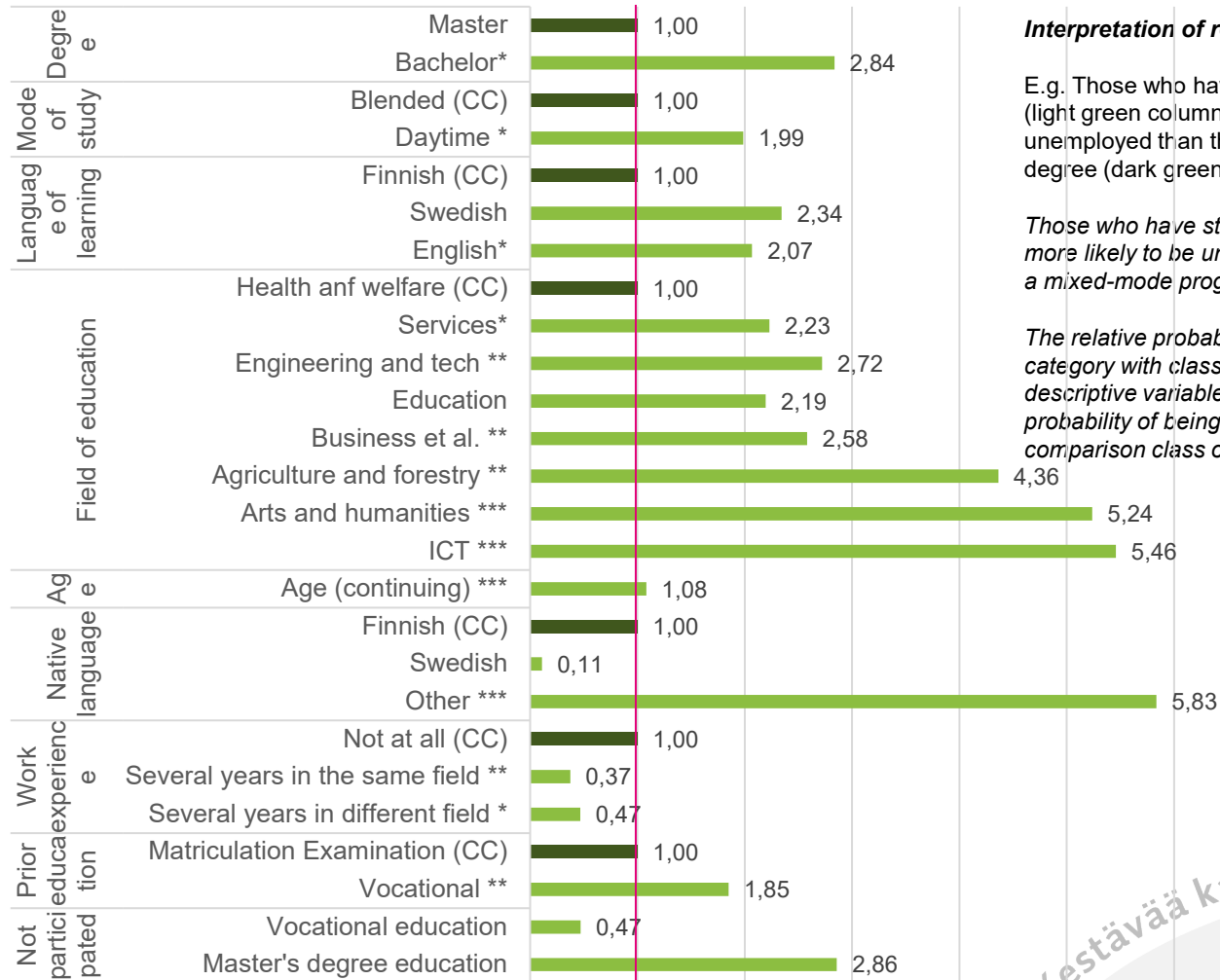
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Relative probability of unemployment five years after graduation

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

Category	Class	Value
Degree	Master	1,00
	Bachelor*	2,84
Mode of study	Blended (CC)	1,00
	Daytime *	1,99
Language of learning	Finnish (CC)	1,00
	Swedish	2,34
	English*	2,07
Field of education	Health anf welfare (CC)	1,00
	Services*	2,23
	Engineering and tech **	2,72
	Education	2,19
	Business et al. **	2,58
	Agriculture and forestry **	4,36
	Arts and humanities ***	5,24
	ICT ***	5,46
Age	Age (continuing) ***	1,08
Native language	Finnish (CC)	1,00
	Swedish	0,11
	Other ***	5,83
Work experience	Not at all (CC)	1,00
	Several years in the same field **	0,37
	Several years in different field *	0,47
Prior education participated	Matriculation Examination (CC)	1,00
	Vocational **	1,85
Not participated	Vocational education	0,47
	Master's degree education	2,86

Interpretation of results:

E.g. Those who have completed a UAS Bachelor's degree (light green column) are 2.48 times more likely to be unemployed than those who have completed a Master's degree (dark green column, CC)

Those who have studied in a daytime programme are 1.99 more likely to be unemployed than those who have studied in a mixed-mode programme.

The relative probability of unemployment is compared in each category with class 1 (dark green column). The value each descriptive variable class has received indicates the relative probability of being unemployed compared with the comparison class of the variable (VL, dark green column).

The respondents are graduates of 2013 and 2014 (N = 16 661).

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The skills and knowledge I learned at UAS can be applied well in my first job after graduation (%)
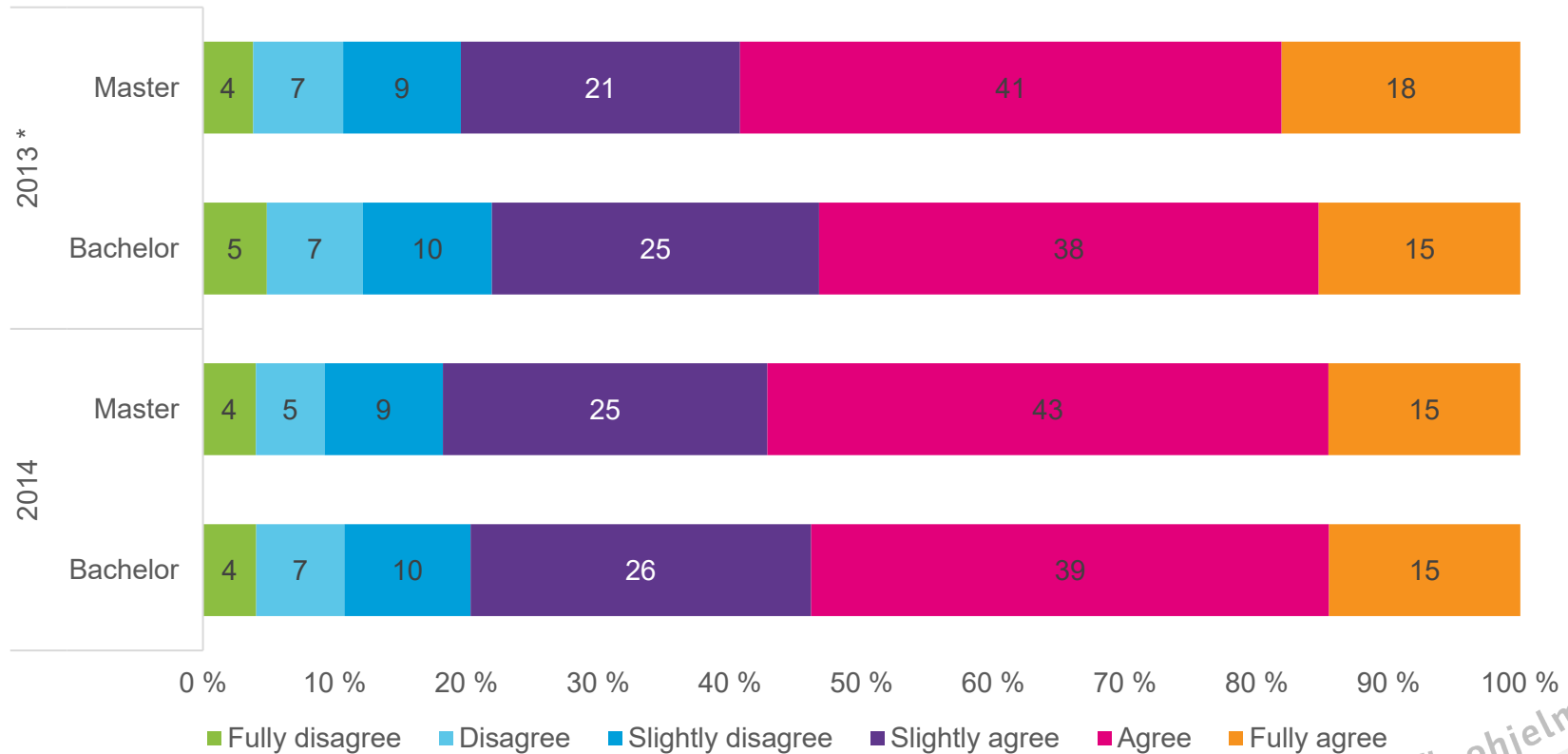
		Fully disagree	Disagree	Slightly disagree	Slightly agree	Agree	Fully agree
2013 *	Master	4	7	9	21	41	18
	Bachelor	5	7	10	25	38	15
2014	Master	4	5	9	25	43	15
	Bachelor	4	7	10	26	39	15

■ Fully disagree ■ Disagree ■ Slightly disagree ■ Slightly agree ■ Agree ■ Fully agree

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The skills and knowledge I learned at UAS can be applied well in my current job (%)

2013 ***

	Fully disagree	Disagree	Slightly disagree	Slightly agree	Agree	Fully agree
Master	3	6	7	22	42	20
Bachelor	4	8	10	27	37	14

2014 **

	Fully disagree	Disagree	Slightly disagree	Slightly agree	Agree	Fully agree
Master	2	6	8	26	42	17
Bachelor	4	7	10	28	38	14

Legend: ■ Fully disagree ■ Disagree ■ Slightly disagree ■ Slightly agree ■ Agree ■ Fully agree
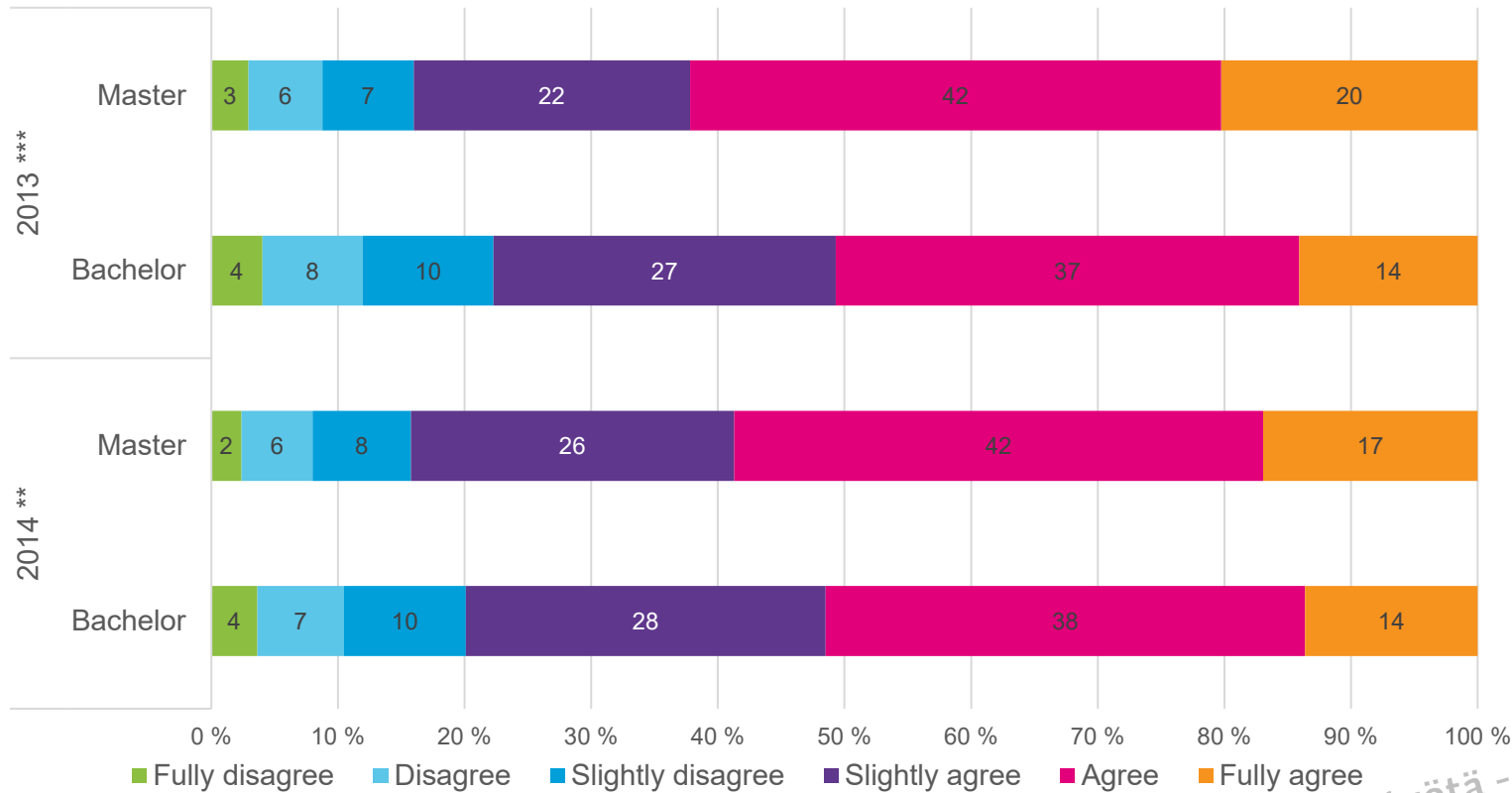
The requirements of my job correspond well with my UAS qualifications (%)

		Fully disagree	Disagree	Slightly disagree	Slightly agree	Agree	Fully agree
1. job *	Bachelor	8	10	12	21	35	14
	Master	5	11	12	21	36	15
	Total	8	10	12	21	35	14
Current job***	Bachelor	6	9	12	22	35	16
	Master	5	8	8	19	40	20
	Total	6	9	12	22	35	16
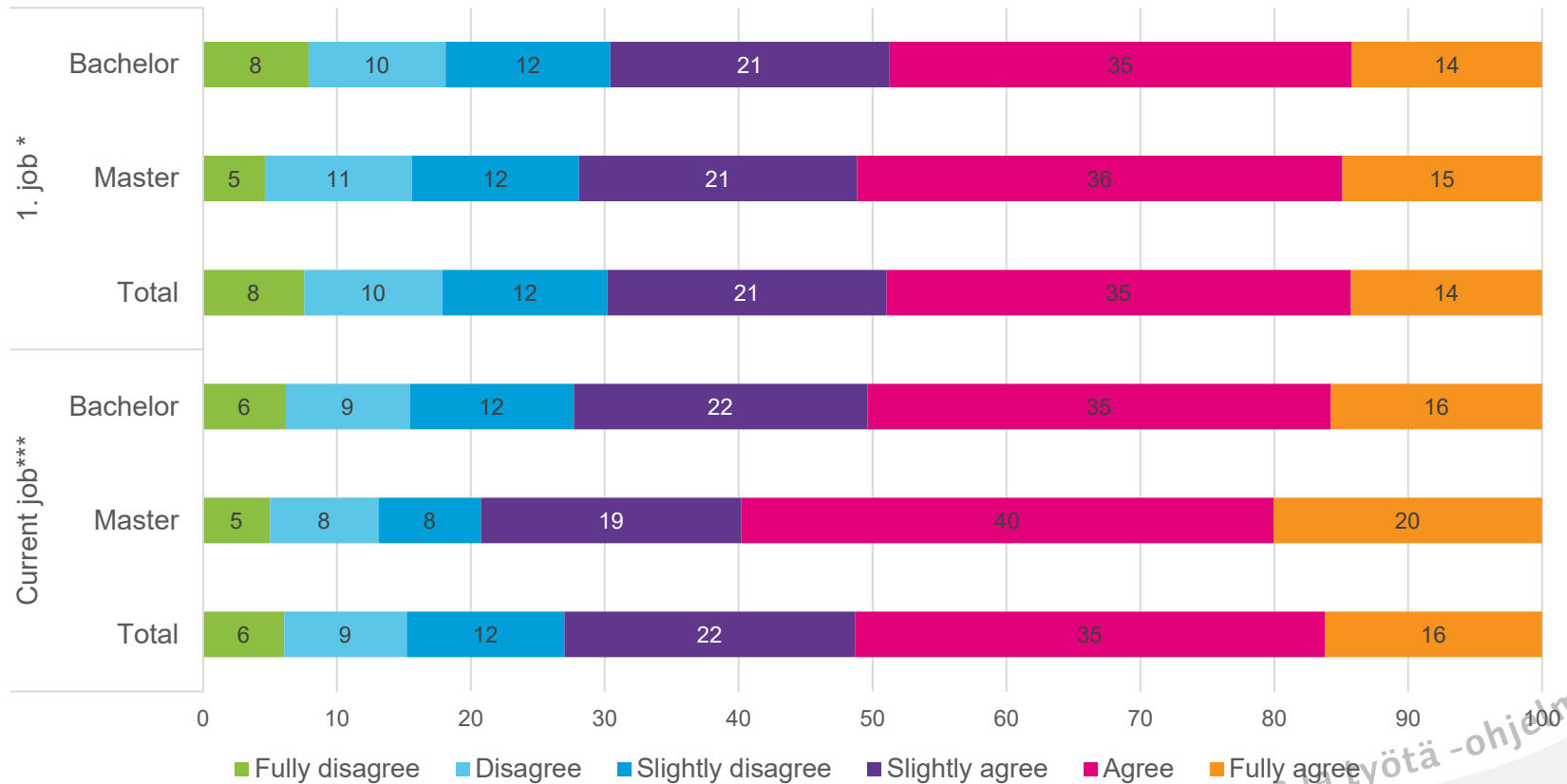
How important are the following knowledge and skills in your current job? Averages of bachelors and masters. 1 = not important at all, 6 = very important. Graduates of 2014.
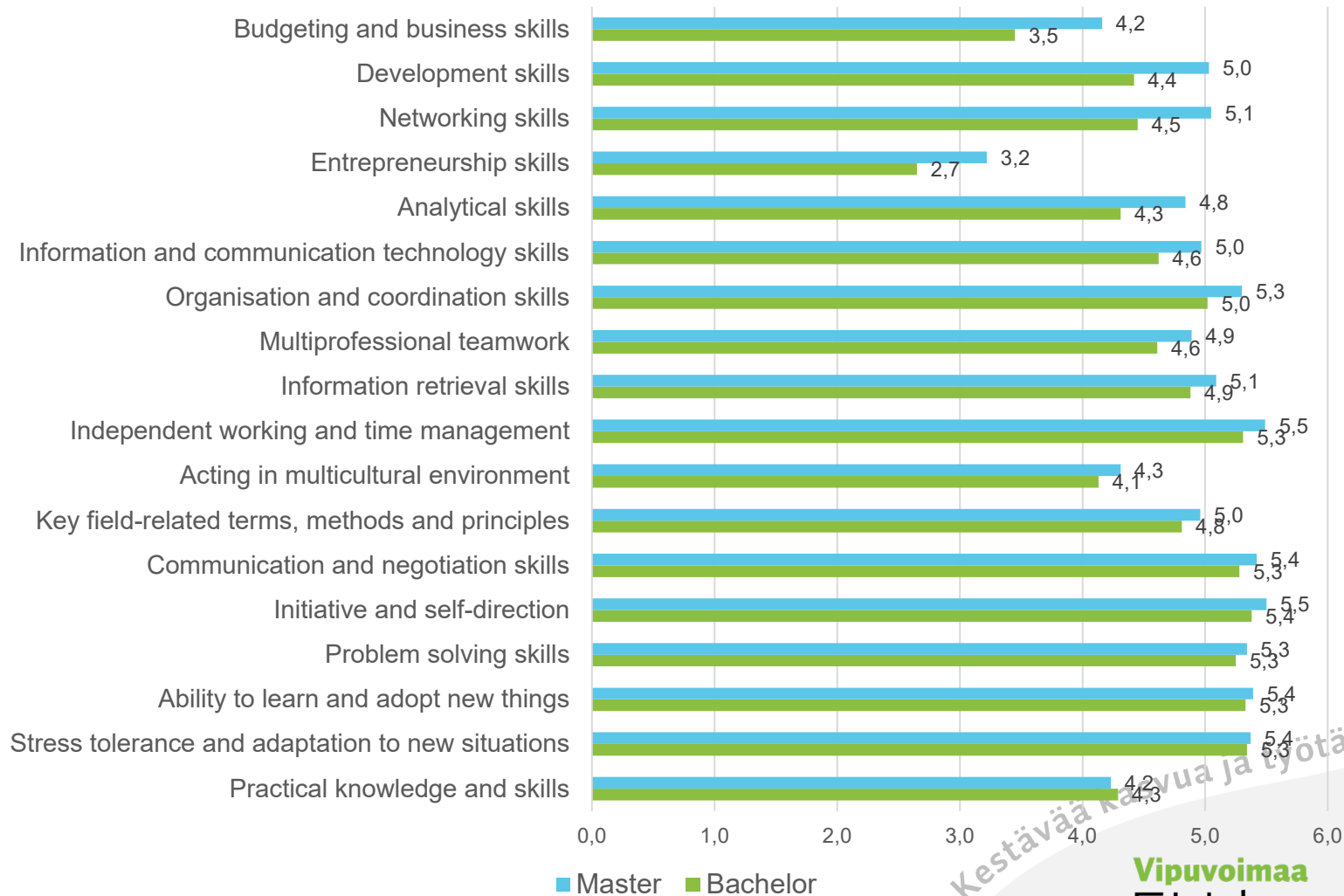
Skill	Master	Bachelor
Budgeting and business skills	4,2	3,5
Development skills	5,0	4,4
Networking skills	5,1	4,5
Entrepreneurship skills	3,2	2,7
Analytical skills	4,8	4,3
Information and communication technology skills	5,0	4,6
Organisation and coordination skills	5,3	5,0
Multiprofessional teamwork	4,9	4,6
Information retrieval skills	5,1	4,9
Independent working and time management	5,5	5,3
Acting in multicultural environment	4,3	4,1
Key field-related terms, methods and principles	5,0	4,8
Communication and negotiation skills	5,4	5,3
Initiative and self-direction	5,5	5,4
Problem solving skills	5,3	5,3
Ability to learn and adopt new things	5,4	5,3
Stress tolerance and adaptation to new situations	5,4	5,3
Practical knowledge and skills	4,2	4,3

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Education after graduation

Have you taken part in any education since graduating?

Graduates of 2014

|	Bachelor	Master
Vocational upper secondary education	2%	0%
Professional further education (vocational or specialist qualification)	6%	9%
Professional specialisation studies (UAS)	3%	4%
Qualifications upgrade (to obtain authorisation)	3%	6%
Bachelor's degree studies in a UAS	4%	1%
Bachelor's degree studies in a UAS	9%	3%
Master's degree studies in a university	12%	8%
Doctoral or licentiate degree studies	1%	1%
Shorter training, courses or modules	28%	37%
Other education	5%	9%
I have not participated in education	27%	21%

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The most important reason for participating in additional education (%, p < 0,001)

Respondents are graduates of 2014
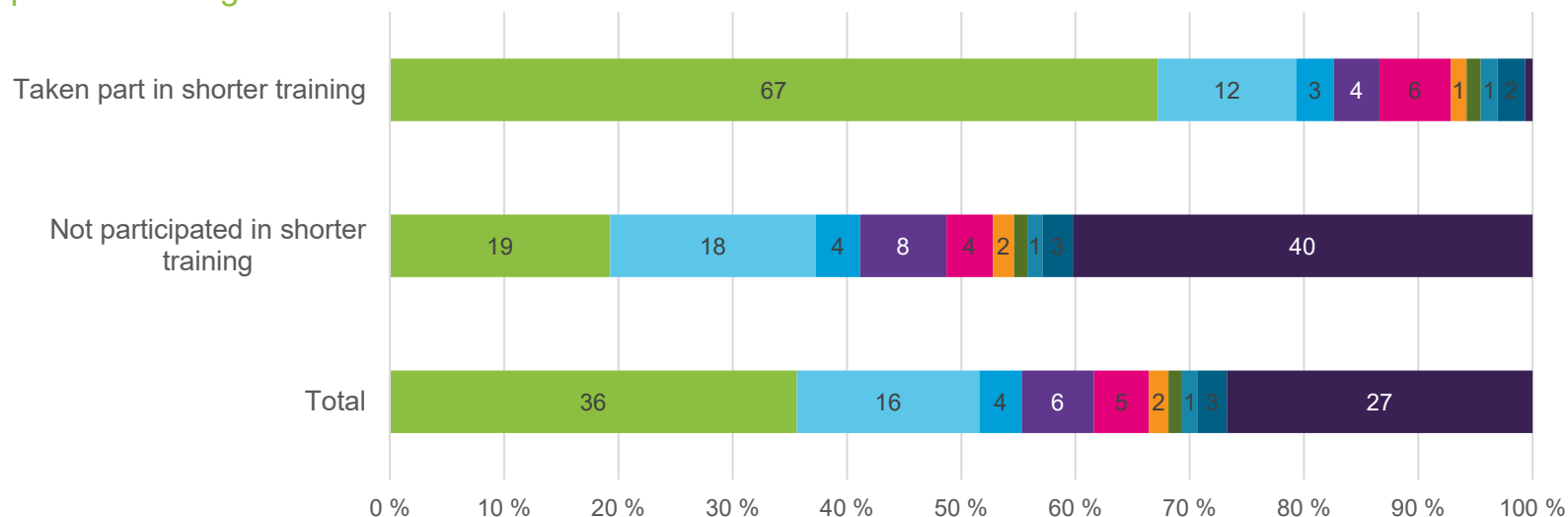
Chart data:

Category	Professional skills development	Career advancement	Employment difficulties	Change of field/profession	Self-development	Pay increase or other incentive	Degree/option did not respond to working life needs	Degree level did not respond to working life needs	Other reason	I have not participated in education
Taken part in shorter training	67	12	3	4	6	1		1	2	
Not participated in shorter training	19	18	4	8	4	2	1	3		40
Total	36	16	4	6	5	2	1	3		27

Legend:
- Professional skills development
- Career advancement
- Employment difficulties
- Change of field/profession
- Self-development
- Pay increase or other incentive
- Degree/option did not respond to working life needs
- Degree level did not respond to working life needs
- Other reason
- I have not participated in education

- *Shorter training refers to other professional or continuing education than those leading to a degree or qualification (cf. page 27).*

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)
    - [Excel online](#)
    - Enable 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.

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Kestävää kasvua ja työtä -ohjelma

Vipuvoimaa
EU:lta
2014–2020

Euroopan unioni
Euroopan sosiaalirahasto

Thank you!

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