University of Alaska
Graduate Survey
2010

Prepared for:
University of Alaska

January 2011
# Table of Contents

Executive Summary .................................................................................................................. 1  
Introduction and Methodology ............................................................................................... 5  
Satisfaction with University of Alaska ..................................................................................... 6  
Factors in Degree Attainment ................................................................................................. 9  
Activities, Work, and Internships While Attending UA ........................................................... 12  
Post-Graduation Plans and Employment .................................................................................... 20  
Job Search ................................................................................................................................ 30  
Continuing Education ............................................................................................................. 39  
UA Graduate Profile ............................................................................................................... 48  
Appendix .................................................................................................................................. 50  
Survey Instrument .................................................................................................................... 77
Executive Summary

The University of Alaska contracted with McDowell Group, Inc. to conduct an online survey of UA students who had received any type of degree in summer 2009, winter 2009, or spring 2010. The survey sample included 1,133 respondents (including 648 UAA graduates, 350 UAF graduates, and 130 UAS graduates). The survey included questions on graduates’ satisfaction with their experience at UA; factors in attaining their degree; details on their job search; and current employment situation, among other subjects. This is the fifth annual survey of UA graduates conducted by McDowell Group. Following are key findings from the survey.

Post-Graduation Activities

For the second year in the survey series, graduates were asked what they planned to pursue (or were currently pursuing) in the year after graduation. Multiple responses were allowed. Nearly three-quarters of graduates planned to pursue employment, while 57 percent planned on either graduate/professional or undergraduate study. Those seeking employment increased from 67 percent in 2009 to 73 percent in 2010, while those seeking further graduate/professional study dropped from 42 to 38 percent (those seeking additional undergraduate study stayed the same at 19 percent).

UAA graduates were more likely to be seeking employment (77 percent, compared to 69 percent of both UAS and UAF graduates). They were also more likely to mention raising a family (21 percent, compared to 17 percent of UAF and 13 percent of UAS graduates). Bachelor’s degree graduates were the most likely to plan on additional graduate study at 52 percent, compared to 30 percent of Master’s/PhD graduates and 26 percent of Associate’s graduates.

A follow-up question asked graduates to select only one of the options as their primary activity. In response, 66 percent selected employment, and 19 percent selected additional study (these figures closely resemble 2009 results).

Which of the following are you pursuing (or planning to pursue) in your post-graduation year?
(By Campus, Top Five Responses)
Using UA Knowledge and Skills

Employed graduates were asked how often they used the skills and knowledge learned in their UA degree program. In response, 62 percent answered “daily,” while another 15 percent answered “weekly.” Just 16 percent use their skills “rarely.” Usage of knowledge/skills was up slightly from 2009: those responding “daily” or “weekly” grew from 74 to 77 percent (after falling from 81 percent in 2008).

UAS graduates were the most likely to say they use their skills daily at 79 percent, compared to 60 percent of UAA graduates and 58 percent of UAF graduates. MA/PhD graduates were also more likely to say they use their skills daily: 69 percent, compared to 64 percent of Associate’s graduates and 55 percent of BA graduates.

In terms of fields of study, Health and Education graduates were the most likely to use their UA knowledge daily, followed by Business/Public Administration, Engineering, Voc/Ed, Math/Science/Computer, and Arts/Humanities/Social Sciences.

Satisfaction Ratings

Graduates again reported generally high satisfaction ratings, with those “satisfied” or “very satisfied” ranging from 84 to 90 percent, with the exception of career preparation (71 percent). The percentage of graduates who were very satisfied increased in all five categories, including a bump from 37 to 43 percent for overall academic experience. UAS graduates again tended to give higher satisfaction ratings in most categories; for example, 57 percent were very satisfied with their overall education, compared to 44 percent of UAF graduates and 38 percent of UAA graduates. In terms of field of study, Math/Science/Computer and Arts/Humanities/Social Studies graduates gave slightly higher satisfaction ratings.
FACTORS IN DEGREE ATTAINMENT

A new series of questions was introduced to the survey in 2010: graduates were asked to rate the importance of a variety of factors in their degree attainment. The charts below show the percentage of those who rated each factor as “very important.” Three categories earned over 60 percent very important ratings: love of learning/subject matter, support from family, and ability to work while going to school. Although the Career Services Office earned only 10 percent very important ratings, another 21 percent said it was “somewhat important.”

UAF graduates gave higher importance ratings than other graduates to several categories: friend/classmate support, financial aid availability, and Career Services Center support. UAS graduates were much more likely to cite the ability to take online classes as very important. AA/CT graduates gave higher importance ratings to family support, online class availability, and Career Services Center support, while MA/PhD graduates were more likely to cite love of learning/subject matter.

![Importance of Factors in Helping Attain Degree](chart.png)
PREPARATION FOR THE WORKFORCE

The chart below shows the results for three questions: whether the respondent worked during their last year at UA; whether they did an internship as part of their degree program; and whether they used Career Services while attending UA. Three-quarters of all graduates said they worked their last year, the same percentage as in 2009. UAS students were more likely to have worked their last year.

Over one-third of graduates stated they had done an internship as part of their degree program, including 32 percent of UAF graduates, 37 percent of UAA graduates, and 41 percent of UAS students. (Although a similar question was asked in 2009, the data is not comparable because it included practicums as well as internships.)

Over one-quarter of graduates who did an internship said it was through a school district (27 percent), while 13 percent said it was through a hospital, clinic, or doctor’s office. Ten percent did an internship through University of Alaska.

Graduates were asked for the first time in 2010 what the hourly wage was for their internship. Fifty-nine percent said their internship was unpaid. The most common category was $12.00 to $15.99 (11 percent) followed by $16.00-$19.99 (9 percent).

Twenty-six percent of graduates used the Career Services Office while at UA, down slightly from the 2009 rate of 29 percent. UAF graduates were more likely to use Career Services, as were BA graduates: 35 percent, compared to 24 percent of AA/CT and 17 percent of MA/PhD graduates. Engineering graduates were the most likely to have used the office, followed by Business/Public Administration, Math/Science/Computers, and Voc/Ed.

CONCLUSION

The 2010 graduate survey shows a mixed picture for University of Alaska graduates. On the one hand, they reported higher levels of satisfaction with their education compared to 2009. More importantly, they were more likely to be employed than in 2009. On the other hand, they are still applying for a high number of average jobs compared to 2006-08, and they received fewer job offers on average compared to 2009. Also, their slight bump in average reported salary merely keeps up with inflation.
Introduction and Methodology

Introduction

The University of Alaska contracted with McDowell Group, Inc. to conduct a survey of UA students who had received any type of degree or certificate in summer 2009, winter 2009, or spring 2010. 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 their job search; and current employment situation, among other subjects. This is the fifth annual survey of graduates administered by McDowell Group.

Methodology

The survey instrument was designed by the McDowell Group study team with input from University of Alaska staff. The survey was based on the previous instrument, with several edits and added questions. The sample included 1,113 respondents: 648 UAA graduates, 350 UAF graduates, and 130 UAS graduates.

An initial postcard mailing was sent in early September 2010 to 3,526 graduates. The postcard directed graduates to the survey website and included information on the incentive: two respondents chosen at random would receive their choice of a $250 Amazon gift certificate or 10,000 Alaska Airlines miles. On September 16, an email was sent to all graduates that included the web link to the survey. One reminder email was sent on September 23.

The maximum margin of error for the full sample of graduates is ±2.4 percent at the 95 percent confidence level. Survey results are also presented by main campus: Anchorage (±3.2 percent), Fairbanks (±4.4 percent), and Southeast (±6.7 percent).

The survey data was tested for differences by campus (MAU), type of degree, and field of study, among other variables. Statistically significant differences among the subgroups are pointed out in the text.

Most tables include a comparison to 2009 data. Where data from previous years is comparable and relevant, it is referenced in the text.

A copy of the survey instrument can be found at the end of the report.
Satisfaction with University of Alaska

• The vast majority of graduates (87 percent) were either satisfied or very satisfied with their overall academic experience, while 5 percent were dissatisfied or very dissatisfied.

• The percentage of very satisfied graduates was highest in the personal growth category (49 percent very satisfied) followed by the intellectual growth category. The percentage of very satisfied graduates was lowest in career preparation (32 percent).

• Dissatisfaction was generally very low, accounting for between 3 and 5 percent of respondents in all categories except for career preparation. Ten percent of respondents were dissatisfied with this category.

• UAS graduates were more likely than UAF and UAA graduates to be very satisfied with their overall academic experience (52 percent, versus 46 percent of UAF and 40 percent of UAA graduates); overall education (57 percent versus 44 percent of UAF and 38 percent of UAA); and career preparation (47 percent versus 33 percent of UAF and 29 percent of UAA graduates). UAA graduates were slightly less likely to be very satisfied with their personal growth (54 percent of UAF graduates and 53 percent of UAS graduates, versus 46 percent of UAA graduates).

• Ratings were fairly consistent among the different degree types, with one exception: Bachelor’s graduates rated their career preparation lower than either AA/CT or MA/PhD graduates (63 percent satisfied, compared to 73 percent of AA/CT and 79 percent of MA/PhD graduates).

• Graduates classified as “distance” students (those who took half or fewer of their classes in person) gave higher satisfaction ratings for overall academic experience (50 versus 41 percent very satisfied); overall education (51 versus 40 percent very satisfied); and career preparation (44 versus 29 percent). Overall satisfaction ratings (satisfied plus very satisfied) were comparable in every category except for career preparation, where distance students were 81 percent satisfied, compared to 68 percent of non-distance students.

• There were some differences in satisfaction in terms of field of study.
  o For “overall academic experience,” 53 percent of Math/Science/Computer graduates were very satisfied, compared to 47 percent of Arts/Humanities graduates; 45 percent of Business/Public Administration graduates; 41 percent of both Education and Health graduates; 35 percent of Voc/Ed graduates; and 28 percent of Engineering graduates.
  o Results were similar for the other satisfaction categories, except for “career preparation,” in which Health graduates gave the most very satisfied ratings (42 percent), followed by Education and Math/Science/Computer graduates (41 percent), Voc/Ed graduates (35 percent), Business/Public Administration graduates (31 percent), Arts/Humanities graduates (23 percent), and Engineering graduates (20 percent).

TRENDS

• Satisfaction ratings rose slightly in 2010, with those “very satisfied” increasing by between 1 and 6 percent in each category.
The largest satisfaction increase was among UAF graduates; those “very satisfied” with their intellectual growth rose from 40 to 52 percent, and from 36 to 44 percent for overall education.

Overall satisfaction ratings (adding together “satisfied” and “very satisfied”) have changed little over the last several years, staying within a few percentage points between 2008 and 2010.

Please tell us whether you are very satisfied, satisfied, dissatisfied, or very satisfied with each of the following...

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>UAA</th>
<th>UAF</th>
<th>UAS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall academic experience</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>37%</td>
<td>43%</td>
<td>34%</td>
<td>40%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>48%</td>
<td>44%</td>
<td>51%</td>
<td>45%</td>
</tr>
<tr>
<td>Neutral</td>
<td>9%</td>
<td>8%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Overall education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>37%</td>
<td>42%</td>
<td>35%</td>
<td>38%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>50%</td>
<td>47%</td>
<td>51%</td>
<td>51%</td>
</tr>
<tr>
<td>Neutral</td>
<td>9%</td>
<td>6%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Intellectual growth</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>43%</td>
<td>48%</td>
<td>43%</td>
<td>44%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>43%</td>
<td>42%</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td>Neutral</td>
<td>10%</td>
<td>6%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Personal growth</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>47%</td>
<td>49%</td>
<td>45%</td>
<td>46%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>37%</td>
<td>35%</td>
<td>37%</td>
<td>38%</td>
</tr>
<tr>
<td>Neutral</td>
<td>12%</td>
<td>13%</td>
<td>14%</td>
<td>9%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Preparation for your career</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very satisfied</td>
<td>31%</td>
<td>32%</td>
<td>31%</td>
<td>29%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>40%</td>
<td>39%</td>
<td>40%</td>
<td>42%</td>
</tr>
<tr>
<td>Neutral</td>
<td>18%</td>
<td>18%</td>
<td>19%</td>
<td>18%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>5%</td>
<td>7%</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
<td>2%</td>
</tr>
</tbody>
</table>

University of Alaska Graduate Survey 2010

McDowell Group, Inc. • Page 7
Percentage Very Satisfied + Satisfied

<table>
<thead>
<tr>
<th>Year</th>
<th>TOTAL</th>
<th>UAA</th>
<th>UAF</th>
<th>UAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>n=941</td>
<td>n=453</td>
<td>n=331</td>
<td>n=316</td>
</tr>
<tr>
<td>2009</td>
<td>n=1,133</td>
<td>n=755</td>
<td>n=350</td>
<td>n=82</td>
</tr>
<tr>
<td>2010</td>
<td>n=1,133</td>
<td>n=648</td>
<td>n=127</td>
<td>n=130</td>
</tr>
<tr>
<td>Overall academic experience</td>
<td>87%</td>
<td>85%</td>
<td>86%</td>
<td>86%</td>
</tr>
<tr>
<td>Overall education</td>
<td>88</td>
<td>87</td>
<td>87</td>
<td>86</td>
</tr>
<tr>
<td>Intellectual growth</td>
<td>90</td>
<td>86</td>
<td>90</td>
<td>86</td>
</tr>
<tr>
<td>Personal growth</td>
<td>86</td>
<td>84</td>
<td>84</td>
<td>85</td>
</tr>
<tr>
<td>Preparation for your career</td>
<td>73</td>
<td>72</td>
<td>71</td>
<td>74</td>
</tr>
</tbody>
</table>

- Graduates were asked whether they would choose the same field of study, given the chance to start college over again. Six out of ten respondents said they would, 26 percent said maybe, and 14 percent said no. UAS graduates were slightly more likely to answer “yes” at 65 percent, compared to 57 percent of UAA graduates and 52 percent of UAF graduates. There were no statistically significant differences by degree type.

- The second table below shows a supplemental analysis of this question by field of study. Voc/Ed and Arts/Humanities graduates were the most likely to say they would not have chosen the same field of study (19 percent) followed by Business/Public Administration graduates (18 percent). Math/Science/Computers and Health graduates were the least likely to say so (4 and 7 percent, respectively).

TRENDS

- Statewide results closely matched 2009 results. UAS graduates became more likely to say they would choose the same field of study (55 percent in 2009 and 65 percent in 2010), while UAF graduates became less likely (59 percent in 2009 and 52 percent in 2010).

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

<table>
<thead>
<tr>
<th>Year</th>
<th>TOTAL</th>
<th>UAA</th>
<th>UAF</th>
<th>UAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>n=1,133</td>
<td>n=755</td>
<td>n=350</td>
<td>n=82</td>
</tr>
<tr>
<td>2010</td>
<td>n=1,133</td>
<td>n=648</td>
<td>n=127</td>
<td>n=130</td>
</tr>
<tr>
<td>Yes</td>
<td>57%</td>
<td>57%</td>
<td>57%</td>
<td>57%</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Maybe</td>
<td>24</td>
<td>26</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Don’t know</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Analysis by Field of Study

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>n=152</td>
<td>n=137</td>
<td>n=75</td>
<td>n=256</td>
<td>n=290</td>
<td>n=122</td>
<td>n=84</td>
</tr>
<tr>
<td>Yes</td>
<td>62%</td>
<td>63%</td>
<td>64%</td>
<td>54%</td>
<td>48%</td>
<td>72%</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td>7</td>
<td>9</td>
<td>18</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>Maybe</td>
<td>27</td>
<td>26</td>
<td>25</td>
<td>25</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>Don’t know</td>
<td>1</td>
<td>41</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: A complete list of degrees included in each field of study can be found in the Appendix.
Factors in Degree Attainment

For the first time in 2010, graduates were asked about the importance of various factors in helping them attain their degree: support from friends/classmates, family, UA faculty, UA staff, and the Career Services Center; availability of financial aid; ability to work while going to school; ability to take some/all classes online; and love of learning/subject matter.

• Three factors stood out as the most important in helping graduates attain their degree: love of learning/subject matter at 66 percent, support from family at 63 percent, and ability to work while going to school at 61 percent.

• Support from UA faculty was also very important to over half (55 percent) of graduates. This factor is followed in importance by availability of financial aid (49 percent), support from UA staff (43 percent), support from friends/classmates (42 percent), and ability to take some/all classes online (34 percent).

• Although the Career Services Office earned the lowest importance rating at 10 percent very important, it was at least somewhat important to 31 percent of graduates. Thirty-nine percent of graduates marked “not applicable/did not use” in this category.

• There were several statistically significant differences by campus:
  o UAF graduates were more likely to cite friend/classmate support as very important (48 percent, versus 41 percent of UAA graduates and 28 percent of UAS graduates)
  o UAF graduates were more likely to cite financial aid availability as very important (56 percent, versus 50 percent of UAS graduates and 45 percent of UAA graduates).
  o UAF graduates were more likely to cite Career Services Center support as very important (15 percent, versus 8 percent of UAA graduates and 6 percent of UAS graduates).
  o UAS graduates were much more likely to cite the ability to take online classes as very important (64 percent, versus 30 percent of both UAA and UAF graduates).

• Statistically significant differences by degree type included:
  o AA/CT graduates were more likely to cite family support as very important (71 percent, versus 60 percent of BA graduates and 61 percent of MA/PhD graduates).
  o AA/CT graduates were more likely to cite Career Services Center support as very important (15 percent, versus 8 percent of BA graduates and 7 percent of MA/PhD graduates).
  o AA/CT graduates were the most likely to cite online class availability as very important (42 percent), followed by MA/PhD graduates at 32 percent and BA graduates at 25 percent.
  o MA/PhD graduates were the most likely to cite love of learning/subject matter as very important (74 percent, compared to 63 percent of BA graduates and 64 percent of AA/CT graduates).
• There were also statistically significant differences by field of study:
  o Health graduates gave the highest “very important” ratings in four different categories. They were the most likely to cite friend/classmate support as very important (57 percent) followed by Engineering graduates (51 percent). Health graduates were the most likely to cite support from family (79 percent), followed by Education graduates (66 percent). Health graduates were most likely to cite UA staff support (50 percent), followed by Arts/Humanities and Math/Science/Computer graduates (44 percent). Finally, Health graduates were the most likely to cite Career Services Center support (15 percent), followed by Arts/Humanities graduates (12 percent).
  o Arts/Humanities graduates were the most likely to cite financial aid availability (56 percent), followed by Health graduates (55 percent).
  o Education graduates were the most likely to cite ability to work while attending school (70 percent), followed by Business/Public Administration graduates (66 percent). Education graduates were also the most likely to cite the ability to take classes online (63 percent), followed by Health graduates (46 percent).
  o Math/Science/Computer graduates were the most likely to cite love of learning/subject matter (80 percent), followed by Education graduates (74 percent).

  See table next page.
How important were each of the following factors in helping you attain your degree?

<table>
<thead>
<tr>
<th>Factor</th>
<th>TOTAL n=1,133</th>
<th>UAA n=648</th>
<th>UAF n=350</th>
<th>UAS n=130</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Love of learning/subject matter</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very important</td>
<td>66%</td>
<td>64%</td>
<td>67%</td>
<td>75%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>29</td>
<td>32</td>
<td>28</td>
<td>22</td>
</tr>
<tr>
<td>Not important</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Not applicable/did not use</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td><strong>Support from family</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very important</td>
<td>63%</td>
<td>63%</td>
<td>61%</td>
<td>68%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>24</td>
<td>25</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>Not important</td>
<td>8</td>
<td>7</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Not applicable/did not use</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td><strong>Ability to work while going to school</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very important</td>
<td>61%</td>
<td>61%</td>
<td>59%</td>
<td>66%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>22</td>
<td>22</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>Not important</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Not applicable/did not use</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td><strong>Support from UA faculty</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very important</td>
<td>55%</td>
<td>52%</td>
<td>60%</td>
<td>58%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>37</td>
<td>40</td>
<td>31</td>
<td>38</td>
</tr>
<tr>
<td>Not important</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Not applicable/did not use</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Availability of financial aid</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very important</td>
<td>49%</td>
<td>45%</td>
<td>56%</td>
<td>50%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td>Not important</td>
<td>12</td>
<td>13</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Not applicable/did not use</td>
<td>21</td>
<td>24</td>
<td>17</td>
<td>20</td>
</tr>
<tr>
<td><strong>Support from UA staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very important</td>
<td>43%</td>
<td>39%</td>
<td>47%</td>
<td>48%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>43</td>
<td>46</td>
<td>39</td>
<td>38</td>
</tr>
<tr>
<td>Not important</td>
<td>10</td>
<td>10</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Not applicable/did not use</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td><strong>Support from friends/classmates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very important</td>
<td>42%</td>
<td>41%</td>
<td>48%</td>
<td>28%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>41</td>
<td>43</td>
<td>34</td>
<td>49</td>
</tr>
<tr>
<td>Not important</td>
<td>14</td>
<td>13</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>Not applicable/did not use</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Ability to take some/all classes online</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very important</td>
<td>34%</td>
<td>30%</td>
<td>30%</td>
<td>64%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>30</td>
<td>34</td>
<td>26</td>
<td>17</td>
</tr>
<tr>
<td>Not important</td>
<td>20</td>
<td>22</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>Not applicable/did not use</td>
<td>15</td>
<td>13</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td><strong>Support from Career Services Center</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very important</td>
<td>10%</td>
<td>8%</td>
<td>15%</td>
<td>6%</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>21</td>
<td>21</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>Not important</td>
<td>28</td>
<td>29</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>Not applicable/did not use</td>
<td>39</td>
<td>40</td>
<td>35</td>
<td>45</td>
</tr>
</tbody>
</table>
Activities, Work, and Internships While Attending UA

Activities While Attending UA

• Over half of UA graduates participated in at least one group or activity while attending UA. The rate was highest among UAF graduates at 61 percent. This compares to 53 percent of UAA graduates and 35 percent of UAS graduates.

• The low percentage of UAS graduates participating in activities is related to their higher proportion of “distance” students: 29 percent of distance students participated in at least one activity, compared to 61 percent of other graduates. (See following section for further information on distance students.)

• Bachelor’s degree graduates tended to participate in activities at a higher rate than other graduates: 70 percent, compared to 45 percent of MA/PhD graduates and 43 percent of AA/CT graduates.

• The most common activity claimed by graduates was clubs or organizations related to their major, mentioned by 28 percent, followed by Student Activities, academic honors programs, and non-varsity sports.

Trends

• Participation rates dropped slightly between 2009 and 2010, with the number of graduates saying they participated in at least one activity dropping from 56 to 53 percent; however, the difference falls within the margin of error.

• Overall participation among UAS graduates dropped slightly more than at the other two MAUs, from 43 to 35 percent.

See table next page.
While you were attending UA, did you participate in any of the following groups or activities?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not participate in any groups/activities</td>
<td>44%</td>
<td>47%</td>
<td>44%</td>
<td>47%</td>
<td>37%</td>
<td>39%</td>
<td>57%</td>
<td>65%</td>
</tr>
<tr>
<td>Participated in at least one activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clubs/organizations related to your major</td>
<td>24%</td>
<td>28%</td>
<td>25%</td>
<td>27%</td>
<td>26%</td>
<td>33%</td>
<td>43%</td>
<td>35%</td>
</tr>
<tr>
<td>Student Activities</td>
<td>21%</td>
<td>20%</td>
<td>18%</td>
<td>18%</td>
<td>28%</td>
<td>23%</td>
<td>22%</td>
<td>17%</td>
</tr>
<tr>
<td>Academic honors programs</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>14%</td>
<td>15%</td>
<td>12%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Non-varsity sports</td>
<td>10%</td>
<td>9%</td>
<td>6%</td>
<td>6%</td>
<td>19%</td>
<td>15%</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>Performing arts</td>
<td>8%</td>
<td>8%</td>
<td>6%</td>
<td>8%</td>
<td>13%</td>
<td>9%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Service organizations</td>
<td>6%</td>
<td>6%</td>
<td>5%</td>
<td>6%</td>
<td>8%</td>
<td>7%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Student leadership</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>8%</td>
<td>6%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Minority student groups</td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>7%</td>
<td>6%</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Outdoor clubs</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>3%</td>
<td>8%</td>
<td>7%</td>
<td>2%</td>
<td>7%</td>
</tr>
<tr>
<td>Student government</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Student media publications</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>5%</td>
<td>4%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Political or issue group</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Religious groups</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Fraternity or sorority</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>-</td>
</tr>
<tr>
<td>Residence hall council or IRC</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>5%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Student alumni association</td>
<td>3%</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
<td>4%</td>
<td>3%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Varsity sports</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>4%</td>
<td>3%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>ROTC</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student judicial board</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>-</td>
<td>&lt;1%</td>
<td>-</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Other*</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>1%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>-</td>
</tr>
</tbody>
</table>

* A list of other responses can be found in the Appendix.
**Distance Education**

- Three-quarters of graduates (75 percent) said they attended most or all of their classes in person, leaving one-quarter who can be identified as “distance” students. UAS graduates were much more likely to be distance students: 65 percent attended half, some, or none of their classes in person, compared to 18 percent of UAF graduates and 19 percent of UAA graduates.

- Responses to this question varied significantly among degree types, as seen in the second table below. MA/PhD graduates were the most likely to be distance students at 33 percent, followed by AA/CT graduates at 28 percent and BA graduates at 10 percent.

- The likelihood of being a distance student also changed according to field of study: 61 percent among Education graduates; 40 percent among Health graduates; 27 percent among Business/Public Admin graduates; 12 percent among Arts/Humanities/Social Sciences graduates; 9 percent among Voc/Ed graduates; 5 percent among Math/Science/Computer graduates; and 4 percent among Engineering graduates.

**TRENDS**

- The proportion of distance students increased slightly in 2010, with those saying they took most or all of their classes in person dropping from 80 percent in 2009 to 75 percent in 2010.

- The increase in distance students was greater among UAS graduates, among whom the percentage of graduates saying they took most or all of their classes in person dropping from 45 percent in 2009 to 35 percent in 2010.

**Of the classes you took towards your degree program, about how many did you attend in person (as opposed to via video conference, audio conference, correspondence, or internet)?**

<table>
<thead>
<tr>
<th>Total</th>
<th>UAA</th>
<th>UAF</th>
<th>UAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended all classes in person</td>
<td>32%</td>
<td>29%</td>
<td>31%</td>
</tr>
<tr>
<td>Attended most classes in person</td>
<td>48%</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>Attended about half my classes in person</td>
<td>5%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Attended some of my classes in person</td>
<td>9%</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>Attended none of my classes in person</td>
<td>6%</td>
<td>6%</td>
<td>4%</td>
</tr>
</tbody>
</table>

**Analysis By Degree Type**

<table>
<thead>
<tr>
<th>Total</th>
<th>AA/CT</th>
<th>BA</th>
<th>MA/PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2010</td>
<td>2009</td>
<td>2010</td>
</tr>
<tr>
<td>Attended all classes in person</td>
<td>34%</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>Attended most classes in person</td>
<td>46%</td>
<td>45%</td>
<td>64%</td>
</tr>
<tr>
<td>Attended about half my classes in person</td>
<td>8%</td>
<td>9%</td>
<td>3%</td>
</tr>
<tr>
<td>Attended some of my classes in person</td>
<td>11%</td>
<td>14%</td>
<td>3%</td>
</tr>
<tr>
<td>Attended none of my classes in person</td>
<td>2%</td>
<td>5%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Working While Attending UA

- Three-quarters of responding graduates said they worked during the final school year before graduating. UAS graduates were slightly more likely to have worked.
- Of those who said they worked, 15 percent worked on-campus and 70 percent worked off-campus, with 14 percent working both on and off-campus. UAF graduates were particularly likely to work on-campus.
- The most common time segment for on-campus work was 11 to 20 hours a week, followed by 21 to 40 hours a week. Those who worked off-campus tended to work more hours, with 33 percent saying they worked over 40 hours a week.

TRENDS

- Rates of working among 2010 graduates matched those of 2009 graduates. Rates of working on-campus and off-campus were also comparable year-to-year.

| Did you work during the final school year before you graduated? |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                  | TOTAL           | UAA             | UAF             | UAS             |                  |                  |
| Yes              | 74%             | 74%             | 74%             | 73%             | 72%             | 73%             | 83%             | 83%             |
| No               | 25%             | 25%             | 26%             | 26%             | 27%             | 26%             | 16%             | 15%             |

Did you work on-campus, off-campus, or both?
Base: Worked during final school year

| Did you work on-campus, off-campus, or both? |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                  | TOTAL           | UAA             | UAF             | UAS             |                  |                  |
| On-campus        | 15%             | 15%             | 9%              | 10%             | 30%             | 26%             | 11%             | 11%             |
| Off-campus       | 74%             | 70%             | 81%             | 77%             | 55%             | 56%             | 75%             | 74%             |
| Both             | 12%             | 14%             | 10%             | 12%             | 15%             | 17%             | 12%             | 14%             |

Approximately how many hours per week did you work?
Base: Worked during final school year

| approximately how many hours per week did you work? |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                  | TOTAL           | UAA             | UAF             | UAS             |                  |                  |
| On-campus        |                  |                  |                  |                  |                  |                  |                  |                  |
| 10 hours or less | 13%             | 16%             | 12%             | 19%             | 10%             | 13%             | 26%             | 18%             |
| 11 to 20 hours   | 42%             | 39%             | 38%             | 33%             | 48%             | 45%             | 34%             | 45%             |
| 21 to 40 hours   | 22%             | 20%             | 23%             | 18%             | 24%             | 24%             | 8%              | 20%             |
| Over 40 hours    | 12%             | 11%             | 12%             | 11%             | 13%             | 11%             | 10%             |                  |
| Off-campus       |                  |                  |                  |                  |                  |                  |                  |                  |
| 10 hours or less | 9%              | 9%              | 7%              | 9%              | 14%             | 10%             | 9%              | 10%             |
| 11 to 20 hours   | 16%             | 20%             | 17%             | 21%             | 14%             | 20%             | 14%             | 13%             |
| 21 to 40 hours   | 45%             | 38%             | 44%             | 40%             | 49%             | 38%             | 42%             | 26%             |
| Over 40 hours    | 30%             | 33%             | 32%             | 30%             | 21%             | 30%             | 34%             | 51%             |
Among graduates who reported working their final year, nearly two-thirds said their work was related to their degree or certificate program.

When based to the total sample, the percentage of graduates who worked their final year and whose work was related to their degree program was 48 percent.

MA/PhD graduates were much more likely to report that their work was related: 79 percent, compared to 58 percent among AA/CT graduates and 56 percent among BA graduates.

**TRENDS**

Graduates were slightly more likely to say their work was related to their degree or certificate program in 2010 (64 percent, compared to 61 percent in 2009); however, the difference falls within the margin of error. The increase was more pronounced among UAS graduates (from 65 to 73 percent).

---

### Was any of your work related to your degree or certificate program?
**Base: Worked during final school year**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>61%</td>
<td>64%</td>
<td>59%</td>
<td>62%</td>
<td>62%</td>
<td>65%</td>
<td>65%</td>
<td>73%</td>
</tr>
<tr>
<td>No</td>
<td>39</td>
<td>35</td>
<td>41</td>
<td>37</td>
<td>38</td>
<td>35</td>
<td>35</td>
<td>26</td>
</tr>
<tr>
<td>Don’t know</td>
<td>&lt;1</td>
<td>1</td>
<td>&lt;1</td>
<td>1</td>
<td>-</td>
<td>&lt;1</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>
Internships

Note: This question was modified in 2010 to exclude the word “practicum.”

• Over one-third of graduates said they did an internship as part of their degree program. UAS graduates were the most likely to have done so at 41 percent, followed by UAA graduates at 37 percent and UAF graduates at 32 percent.

• MA/PhD graduates were more likely to have done an internship at 42 percent, compared to 32 percent of AA/CT and 33 percent of BA graduates.

• Women were more likely to have done an internship (39 percent, versus 30 percent of men).

• The rate of internship participation varied among different fields of study: 73 percent among Education graduates; 55 percent among Health graduates; 33 percent among Engineering graduates; 31 percent among Business/Public Admin graduates; 30 percent among Voc/Ed graduates; and 21 percent among Arts/Humanities/Social Sciences graduates.

• Among respondents who had done an internship, 11 percent said it was coordinated through their campus Career Services Office. Another 12 percent said they didn’t know.

• Respondents who had done an internship were also asked what organization they worked with. The most popular responses were coded into several broad categories, the most common being school district (27 percent), followed by hospital/clinic/doctor’s office (13 percent) and the University of Alaska (10 percent).

• Graduates were asked for the first time in 2010 what the hourly wage was for their internship. In response, 59 percent said their internship was unpaid. The most common category was $12.00 to $15.99, followed by $16.00 to $19.99.

• Among those who did an internship or practicum, 34 percent said that it led to a job offer. Based to all respondents, 12 percent did an internship/practicum and it led to a job offer.

• Three-quarters of respondents who received offers (73 percent, or 9 percent of the total sample) took the job, including 71 percent of UAA graduates, 75 percent of UAF graduates, and 80 percent of UAS graduates (note small samples sizes for this question).

Trends

• Because the word "practicum" was deleted from the question in 2010, the rate of graduates doing internships in 2010 is not directly comparable to previous years.

• The percentage of internship graduates saying it had been coordinated through the Career Services Office went from 10 percent in 2009 to 11 percent in 2010. The portion saying it had led to a job offer dropped, from 41 to 34 percent (after dropping from 46 percent in 2008). The percentage saying they took the job went from 72 to 73 percent.
Did you do an internship as part of your degree or certificate program?

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
<td>2010</td>
<td>2009</td>
<td>2010</td>
<td>2009</td>
</tr>
<tr>
<td></td>
<td>n=1,213</td>
<td>n=1,133</td>
<td>n=755</td>
<td>n=648</td>
<td>n=331</td>
</tr>
<tr>
<td>Yes</td>
<td>43%</td>
<td>36%</td>
<td>47%</td>
<td>37%</td>
<td>33%</td>
</tr>
<tr>
<td>No</td>
<td>57%</td>
<td>64%</td>
<td>53%</td>
<td>63%</td>
<td>66%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Note: Previous surveys asked whether the respondent did an “internship or practicum.”

With what organization?
Base: Did an internship

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
<td>2010</td>
<td>2009</td>
<td>2010</td>
<td>2009</td>
</tr>
<tr>
<td></td>
<td>n=408</td>
<td>n=242</td>
<td>n=112</td>
<td>n=53</td>
<td></td>
</tr>
<tr>
<td>School district</td>
<td>27%</td>
<td>24%</td>
<td>23%</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>Hospital/clinic/doctor’s office</td>
<td>13%</td>
<td>17%</td>
<td>8%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>University of Alaska</td>
<td>10%</td>
<td>12%</td>
<td>8%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>State of Alaska</td>
<td>9%</td>
<td>9%</td>
<td>11%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Alaska Native corporation/organization</td>
<td>7%</td>
<td>6%</td>
<td>9%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Federal government</td>
<td>4%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Municipality</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Other*</td>
<td>27%</td>
<td>26%</td>
<td>37%</td>
<td>15%</td>
<td></td>
</tr>
</tbody>
</table>

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

What was your hourly wage for your internship?
Base: Did an internship

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
<td>2010</td>
<td>2009</td>
<td>2010</td>
<td>2009</td>
</tr>
<tr>
<td></td>
<td>n=408</td>
<td>n=242</td>
<td>n=112</td>
<td>n=53</td>
<td></td>
</tr>
<tr>
<td>Unpaid</td>
<td>59%</td>
<td>61%</td>
<td>53%</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Less than $9.00/hour</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>$9.00-11.99/hour</td>
<td>6%</td>
<td>5%</td>
<td>8%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>$12.00-15.99/hour</td>
<td>11%</td>
<td>11%</td>
<td>10%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>$16.00-19.99/hour</td>
<td>9%</td>
<td>8%</td>
<td>13%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>$20.00/hour or more</td>
<td>8%</td>
<td>7%</td>
<td>12%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
<td>4%</td>
<td>1%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

Was your internship coordinated through your campus Career Services Office?
Base: Did an internship

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
<td>2010</td>
<td>2009</td>
<td>2010</td>
<td>2009</td>
</tr>
<tr>
<td></td>
<td>n=517</td>
<td>n=408</td>
<td>n=354</td>
<td>n=242</td>
<td>n=110</td>
</tr>
<tr>
<td></td>
<td>n=112</td>
<td>n=53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>10%</td>
<td>11%</td>
<td>12%</td>
<td>14%</td>
<td>7%</td>
</tr>
<tr>
<td>No</td>
<td>79%</td>
<td>78%</td>
<td>77%</td>
<td>74%</td>
<td>82%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>11%</td>
<td>12%</td>
<td>11%</td>
<td>13%</td>
<td>8%</td>
</tr>
</tbody>
</table>
### Did the internship lead to a job offer?
Base: Did an internship

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=517</td>
<td>n=408</td>
<td>n=354</td>
<td>n=242</td>
<td>n=110</td>
<td>n=112</td>
<td>n=53</td>
<td>n=53</td>
</tr>
<tr>
<td>Yes</td>
<td>41%</td>
<td>34%</td>
<td>41%</td>
<td>33%</td>
<td>40%</td>
<td>39%</td>
<td>38%</td>
<td>28%</td>
</tr>
<tr>
<td>No</td>
<td>54</td>
<td>59</td>
<td>54</td>
<td>60</td>
<td>53</td>
<td>56</td>
<td>57</td>
<td>62</td>
</tr>
<tr>
<td>Don't know</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

### Did you take the job?
Base: Did an internship

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=139</td>
<td>n=80</td>
<td>n=44</td>
<td>n=15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>73%</td>
<td>71%</td>
<td>75%</td>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>25</td>
<td>26</td>
<td>25</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Post-Graduation Plans

- Graduates were asked what they were planning to pursue among seven options, and were allowed multiple responses. Three-quarters said they were planning to pursue employment, while a significant portion planned on pursuing additional graduate study (38 percent) or undergraduate study (19 percent).

- UAA graduates were more likely to be seeking employment (77 percent, compared to 69 percent of both UAS and UAF graduates). They were also more likely to mention raising a family (21 percent, compared to 17 percent of UAF and 13 percent of UAS graduates). UAS graduates were more likely to mention additional undergraduate study (23 percent, compared to 20 percent of UAA and 15 percent of UAF graduates).

- BA graduates were the most likely to plan on additional graduate study at 52 percent, compared to 30 percent of MA/PhD graduates and 26 percent of AA/CT graduates.

TRENDS

- The percentage of graduates seeking employment increased from 67 percent in 2009 to 73 percent in 2010. The increases occurred at all MAUs: from 69 to 77 percent for UAA, from 64 to 69 percent for UAF, and from 62 to 69 percent for UAS.

- Those seeking additional graduate or professional study dropped slightly, from 42 percent to 38 percent. The shift was greater among UAS graduates (from 53 to 36 percent).

Which of the following are you pursuing (or planning to pursue) in your post-graduation year?

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>UAA</th>
<th>UAF</th>
<th>UAS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2009</strong></td>
<td><strong>2010</strong></td>
<td><strong>2009</strong></td>
<td><strong>2010</strong></td>
<td><strong>2009</strong></td>
</tr>
<tr>
<td>Employment (seeking job, or already have job)</td>
<td>67%</td>
<td>73%</td>
<td>69%</td>
<td>77%</td>
</tr>
<tr>
<td>Additional graduate or professional study</td>
<td>42</td>
<td>38</td>
<td>40</td>
<td>37</td>
</tr>
<tr>
<td>Additional undergraduate study</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>Starting/raising a family</td>
<td>18</td>
<td>19</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>Volunteer services</td>
<td>13</td>
<td>12</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Military/armed services</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Don't know</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>
Current Primary Activity

- The following question included the same list of responses, but respondents were asked to select only one as their current primary activity (in fall 2010). Employment was again the most popular response, selected by 66 percent of respondents. Nineteen percent of graduates listed additional study as their current primary activity, including 12 percent pursuing graduate or professional study and 7 percent pursuing undergraduate study.

- UAF graduates were less likely to select employment (61 percent) and more likely to select additional graduate study (18 percent).

- MA/PhD graduates were the most likely to select employment: 74 percent, compared to 63 percent of BA graduates and 60 percent of AA/CT graduates. BA graduates were the most likely to select additional graduate study (19 percent, compared to 6 percent of AA/CT graduates and 10 percent of MA/PhD graduates), while AA/CT graduates were the most likely to select additional undergraduate study (19 percent, compared to 3 percent of BA graduates and no MA/PhD graduates).

- Likelihood of selecting employment as their primary activity differed by field of study, with Education graduates at the top (83 percent), followed by Health (74 percent), Engineering (71 percent), Business/Public Admin (69 percent), Voc/Ed (68 percent), Arts/Humanities (54 percent), and Math/Science/Computers (52 percent).

TRENDS

- Responses closely matched 2009 results.

<table>
<thead>
<tr>
<th>Which of the following is currently your primary activity?</th>
<th>TOTAL 2009 n=1,213</th>
<th>2010 n= 1,128</th>
<th>UAA 2009 n=755</th>
<th>2010 n= 645</th>
<th>UAF 2009 n=331</th>
<th>2010 n= 349</th>
<th>UAS 2009 n=127</th>
<th>2010 n= 129</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment (seeking job, or already have job)</td>
<td>68% 66%</td>
<td>70% 68%</td>
<td>62% 61%</td>
<td>69% 65%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional graduate or professional study</td>
<td>11 12</td>
<td>9 10</td>
<td>17 18</td>
<td>12 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional undergraduate study</td>
<td>8 7</td>
<td>9 7</td>
<td>7 4</td>
<td>6 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Starting/raising a family</td>
<td>7 8</td>
<td>7 7</td>
<td>6 8</td>
<td>9 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer services</td>
<td>1 1</td>
<td>1 1</td>
<td>2 1</td>
<td>2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military/armed services</td>
<td>1 1</td>
<td>1 1</td>
<td>1 1</td>
<td>- -</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>3 4</td>
<td>3 4</td>
<td>5 5</td>
<td>1 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>1 1</td>
<td>&lt;1 2</td>
<td>1 1</td>
<td>2 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Current Employment Status

- Following the two previous questions about post-graduation plans, graduates were asked for their employment status. Only graduates who selected employment or military/armed services among their post-graduation plans were asked this question; other respondents were skipped to the next series of questions. However, the data below is based to all respondents in order to show a more complete picture. (Those who were skipped out of the question are included in the “Other” category.)

- Nearly half of graduates surveyed said they were employed full-time, year-round. Another 16 percent were employed part-time or seasonally. Ten percent of graduates surveyed said they were currently unemployed.

- UAA graduates were more likely to be employed full-time, year-round at 51 percent (versus 41 percent of UAF graduates and 42 percent of UAS graduates).

- MA/PhD graduates were more likely to be employed full-time, year-round: 55 percent, compared to 43 percent of BA graduates and 44 percent of AA/CT graduates.

- Among the different fields of study, Engineering graduates were the most likely to be employed full-time, year-round at 65 percent, followed by Health graduates (57 percent), Education graduates (51 percent), Business/Public Administration graduates (49 percent), Voc/Ed graduates (45 percent), Math/Science/Computer graduates (34 percent), and Arts/Humanities/Social Science graduates (37 percent).

TRENDS

- The percentage of graduates employed full-time, year round increased from 40 percent in 2009 to 46 percent in 2010. UAA graduates showed the largest gain, jumping from 41 to 51 percent. The only other shift was in those pursuing other activities (such as going to school or raising a family), which dropped from 33 to 27 percent.

<table>
<thead>
<tr>
<th>Which statement best describes your current employment status?</th>
<th>TOTAL</th>
<th>UAA</th>
<th>UAF</th>
<th>UAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full-time, year-round</td>
<td>40%</td>
<td>46%</td>
<td>41%</td>
<td>51%</td>
</tr>
<tr>
<td>Employed part-time, year-round</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Employed full-time, seasonally</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Employed part-time, seasonally</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Unemployed, currently looking for work</td>
<td>9</td>
<td>8</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Unemployed, not looking for work</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Other (student, raising family, etc.)</td>
<td>33</td>
<td>27</td>
<td>31</td>
<td>24</td>
</tr>
</tbody>
</table>
Using UA Knowledge and Skills

- Six out of ten employed graduates said that they use the skills and knowledge from their degree program on a daily basis, while another 15 percent use them weekly. Sixteen percent use them rarely.

- UAS graduates were the most likely to say they use their skills daily at 79 percent, compared to 60 percent of UAA graduates and 58 percent of UAF graduates.

- MA/PhD graduates were more likely to say they use their skills daily: 69 percent of MA/PhD graduates compared to 64 percent of AA/CT graduates and 55 percent of BA graduates.

- Health and Education graduates were the most likely to use their UA knowledge daily (78 percent), followed by Business/Public Administration (66 percent), Engineering (59 percent), Voc/Ed (52 percent), Math/Science/Computer (51 percent), and Arts/Humanities/Social Sciences (46 percent).

TRENDS

- Statewide results were comparable to 2009, with those saying they used their skill daily going from 63 to 62 percent. UAS graduates showed a stronger increase, from 64 to 79 percent, while UAF graduates showed a decrease (62 to 58 percent).

In your current position, how often do you use skills and knowledge learned from your UA degree or certificate program?
Base: Currently employed

<table>
<thead>
<tr>
<th></th>
<th>TOTAL 2009 n=672</th>
<th>2010 n=714</th>
<th>UAA 2009 n=425</th>
<th>2010 n=435</th>
<th>UAF 2009 n=177</th>
<th>2010 n=204</th>
<th>UAS 2009 n=70</th>
<th>2010 n=73</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>63%</td>
<td>62%</td>
<td>63%</td>
<td>60%</td>
<td>62%</td>
<td>58%</td>
<td>64%</td>
<td>79%</td>
</tr>
<tr>
<td>Weekly</td>
<td>11</td>
<td>15</td>
<td>11</td>
<td>15</td>
<td>14</td>
<td>14</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Monthly</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Rarely</td>
<td>19</td>
<td>16</td>
<td>20</td>
<td>19</td>
<td>16</td>
<td>17</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>Don’t know</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>
Industries

• Among employed graduates, education and health care/social services were the most common industries, followed by government.

• UAA graduates were more likely to be employed in the health care/social services industry: 27 percent, compared to 14 percent of UAF graduates and 4 percent of UAS graduates. UAS graduates were more likely to be employed in education: 64 percent, compared to 29 percent of UAF graduates and 16 percent of UAA graduates.

• MA/PhD graduates were much more likely to be employed in education: 46 percent, compared to 13 percent of AA/CT graduates and 14 percent of BA graduates. AA/CT graduates were more likely to be employed in health care/social services: 33 percent, compared to 17 percent of BA graduates and 14 percent of MA/PhD graduates.

• The survey also asked employed graduates what occupation or position they held. The most common position was teacher/instructor/principal (15 percent) followed by registered nurse/nurse assistant/nurse practitioner (7 percent), accountant/bookkeeper (6 percent), and technician/technologist (6 percent). All other responses received 5 percent or fewer mentions. (See table on following page.)

TRENDS

• Statewide results closely resembled 2009 results. UAS showed bigger shifts than the other MAUs, including an increase from 51 to 64 percent in education (note small sample size).

### In what industry are you currently employed?

**Base: Currently employed**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>24% (n=671)</td>
<td>25% (n=714)</td>
<td>17% (n=425)</td>
<td>16% (n=435)</td>
<td>28% (n=177)</td>
<td>29% (n=204)</td>
<td>51% (n=69)</td>
<td>64% (n=73)</td>
</tr>
<tr>
<td>Health care/social services</td>
<td>21%</td>
<td>21%</td>
<td>28%</td>
<td>27%</td>
<td>10%</td>
<td>14%</td>
<td>9%</td>
<td>4%</td>
</tr>
<tr>
<td>Government</td>
<td>16%</td>
<td>14%</td>
<td>14%</td>
<td>13%</td>
<td>20%</td>
<td>16%</td>
<td>14%</td>
<td>18%</td>
</tr>
<tr>
<td>Professional services</td>
<td>7%</td>
<td>7%</td>
<td>8%</td>
<td>7%</td>
<td>6%</td>
<td>9%</td>
<td>-1%</td>
<td>1%</td>
</tr>
<tr>
<td>(engineering, legal, consulting)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance/insurance/real estate</td>
<td>4%</td>
<td>5%</td>
<td>3%</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Tourism/hospitality</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>6%</td>
<td>2%</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>Mining/oil</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>1%</td>
<td>-1%</td>
</tr>
<tr>
<td>Retail</td>
<td>4%</td>
<td>4%</td>
<td>6%</td>
<td>6%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>-1%</td>
</tr>
<tr>
<td>Transportation/utilities</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>-1%</td>
</tr>
<tr>
<td>Construction/maintenance</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>6%</td>
<td>4%</td>
<td>1%</td>
<td>-1%</td>
</tr>
<tr>
<td>Information technology</td>
<td>1%</td>
<td>3%</td>
<td>1%</td>
<td>3%</td>
<td>1%</td>
<td>3%</td>
<td>-1%</td>
<td>-1%</td>
</tr>
<tr>
<td>Media/communications</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
<td>-1%</td>
</tr>
<tr>
<td>Fishing/seafood</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>-1%</td>
</tr>
<tr>
<td>Arts</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>-1%</td>
<td>-1%</td>
</tr>
<tr>
<td>Security</td>
<td>-1%</td>
<td>-1%</td>
<td>-1%</td>
<td>-1%</td>
<td>-1%</td>
<td>-1%</td>
<td>-1%</td>
<td>-1%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>-1%</td>
<td>-1%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

* A list of other responses can be found in the Appendix.
### What occupation or position do you hold?
**Base: Currently Employed**

<table>
<thead>
<tr>
<th>Occupation/Position</th>
<th>TOTAL n=714</th>
<th>UAA n=435</th>
<th>UAF n=204</th>
<th>UAS n=73</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher/instructor/principal</td>
<td>15%</td>
<td>11%</td>
<td>10%</td>
<td>52%</td>
</tr>
<tr>
<td>Registered nurse/nurse assistant/nurse practitioner</td>
<td>7</td>
<td>10</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Accountant/bookkeeper</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Technician/technologist</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>Engineer</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td>-</td>
</tr>
<tr>
<td>Office assistant/manager</td>
<td>4</td>
<td>6</td>
<td>&lt;1</td>
<td>4</td>
</tr>
<tr>
<td>Manager/assistant manager</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Specialist</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Analyst/programmer</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Clerk</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Social worker</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Program coordinator/director</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>Therapist/counselor</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Supervisor</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Customer service rep.</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Sales rep.</td>
<td>2</td>
<td>2</td>
<td>&lt;1</td>
<td>-</td>
</tr>
<tr>
<td>Intern</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bartender/barista/server</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Business owner/operator</td>
<td>1</td>
<td>1</td>
<td>&lt;1</td>
<td>-</td>
</tr>
<tr>
<td>Director</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Case manager</td>
<td>1</td>
<td>1</td>
<td>&lt;1</td>
<td>-</td>
</tr>
<tr>
<td>Consultant</td>
<td>1</td>
<td>&lt;1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Captain/deckhand</td>
<td>&lt;1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Dispatcher</td>
<td>&lt;1</td>
<td>&lt;1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other*</td>
<td>31</td>
<td>28</td>
<td>39</td>
<td>23</td>
</tr>
</tbody>
</table>

Note: Responses to this question were not coded in previous years.
* A list of other responses can be found in the Appendix.
**Place of Residence**

Note: This question was changed from previous years, when only currently employed graduates were asked where they were employed. For 2010, all graduates were asked where they were currently residing.

- The vast majority (86 percent) of graduates currently reside in Alaska, ranging from 83 percent of UAF graduates, to 85 percent of UAS graduates, to 89 percent of UAA graduates.
- AA/CT graduates were slightly more likely to be residing in Alaska: 90 percent, compared to 84 percent of both BA and MA/PhD graduates.
- Education graduates were more likely to be employed in Alaska (95 percent), while Math/Science/Computer graduates were less likely (74 percent).
- Those who work elsewhere in the US were asked which state. The most common states were Texas (18 mentions), Washington (17), Oregon (13), Florida (5), Arizona (4), California (4), Michigan (4), Montana (4), New Mexico (4), Virginia (4), and Wisconsin (4).

**TRENDS**

- Since the question was asked of a smaller survey population in 2009 (only employed graduates), the data is not strictly comparable. In any case, 2010 results generally resemble previous results.

**Do you currently reside in Alaska, other US state or outside the United States?**  
Base: Currently employed

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=672</td>
<td>n=1,133</td>
<td>n=425</td>
<td>n=648</td>
<td>n=177</td>
<td>n=350</td>
<td>n=70</td>
<td>n=130</td>
</tr>
<tr>
<td>In Alaska</td>
<td>90%</td>
<td>86%</td>
<td>93%</td>
<td>89%</td>
<td>82%</td>
<td>83%</td>
<td>86%</td>
<td>85%</td>
</tr>
<tr>
<td>Other US state</td>
<td>8</td>
<td>11</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>14</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Outside US</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: This question was asked only of employed graduates in 2009, which may account for any differences between the two years.
• One-quarter of employed graduates were already in their current position when they began their degree program. Another 31 percent started their current position while attending UA. Just under half of employed graduates began their current position after graduating.

• UAS graduates were more likely to have started in their current position before attending UA (38 percent, compared to 23 percent of UAA graduates and 21 percent of UAF graduates).

• MA/PhD graduates were the most likely to have been employed in their current position when starting their degree program: 36 percent, compared to 24 percent of AA/CT graduates and 12 percent of BA grads.

TRENDS

• The percentage of graduates who had started their current position before attending UA rose from 18 percent in 2007 to 23 percent in 2008, fell back to 17 percent in 2009, then rose again to 24 percent in 2010.

• UAS shows a more dramatic increase in the percentage of graduates who had started in their current position before attending UA than the other two MAUs, rising from 19 to 38 percent.

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=672</td>
<td>n=714</td>
<td>n=425</td>
<td>n=435</td>
<td>n=177</td>
<td>n=204</td>
<td>n=70</td>
<td>n=73</td>
</tr>
<tr>
<td>Before attending UA</td>
<td>17%</td>
<td>24%</td>
<td>17%</td>
<td>23%</td>
<td>15%</td>
<td>21%</td>
<td>19%</td>
<td>38%</td>
</tr>
<tr>
<td>While attending UA</td>
<td>33</td>
<td>31</td>
<td>32</td>
<td>32</td>
<td>33</td>
<td>30</td>
<td>37</td>
<td>27</td>
</tr>
<tr>
<td>After graduating</td>
<td>49</td>
<td>44</td>
<td>49</td>
<td>44</td>
<td>49</td>
<td>47</td>
<td>44</td>
<td>33</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>
Salary and Benefits

• The most common salary bracket among graduates was $50,001-$75,000 (20 percent), followed closely by $35,001-$50,000 (18 percent). The average annual salary was $38,000.

• AA/CT and BA graduates reported lower salary levels (average of $32,000) when compared to MA/PhD graduates ($52,000).

• Twelve percent of respondents do not currently earn any income.

• Respondents who were employed full-time, year-round reported an average salary of $51,000, compared to $26,000 among all other graduates.

• Engineering graduates reported the highest average salary at $62,000, followed by Education ($48,000), Voc/Ed ($41,000), Business/Public Administration ($40,000), Health ($38,000), Math/Science/Computer ($29,000), and Arts/Humanities/Social Sciences ($27,000).

TRENDS

• While there was little difference by category, the average reported salary increased slightly, from $37,000 in 2009 to $38,000 in 2010 (following $36,000 in 2008 and $37,000 in 2007).

Current Annual Salary/Wage: All Graduates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=1,213</td>
<td>n=1,133</td>
<td>n=755</td>
<td>n=648</td>
<td>n=331</td>
<td>n=350</td>
<td>n=127</td>
<td>n=130</td>
</tr>
<tr>
<td>$0; do not currently earn</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
<td>11%</td>
<td>11%</td>
<td>12%</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>Less than $15,000</td>
<td>13%</td>
<td>12%</td>
<td>11%</td>
<td>13%</td>
<td>16%</td>
<td>13%</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>$15,000 to $25,000</td>
<td>13%</td>
<td>12%</td>
<td>11%</td>
<td>12%</td>
<td>18%</td>
<td>13%</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>$25,001 to $35,000</td>
<td>12%</td>
<td>15%</td>
<td>13%</td>
<td>15%</td>
<td>11%</td>
<td>15%</td>
<td>10%</td>
<td>14%</td>
</tr>
<tr>
<td>$35,001 to $50,000</td>
<td>23%</td>
<td>18%</td>
<td>22%</td>
<td>17%</td>
<td>21%</td>
<td>17%</td>
<td>31%</td>
<td>24%</td>
</tr>
<tr>
<td>$50,001 to $75,000</td>
<td>17%</td>
<td>20%</td>
<td>19%</td>
<td>21%</td>
<td>14%</td>
<td>18%</td>
<td>17%</td>
<td>20%</td>
</tr>
<tr>
<td>$75,001 to $100,000</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Over $100,000</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Don’t know/refused</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>2%</td>
<td>2%</td>
<td>5%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Average (000’s)</td>
<td>$37</td>
<td>$38</td>
<td>$38</td>
<td>$38</td>
<td>$34</td>
<td>$36</td>
<td>$39</td>
<td>$39</td>
</tr>
</tbody>
</table>
• Health insurance and paid leave are the most common benefits reported by employed graduates, followed by retirement plans.

• UAS graduates reported the highest levels of benefits, with only 10 percent reporting no benefits (compared to 21 percent of all graduates).

**TRENDS**

• Benefit rates stayed fairly steady in 2010, after having dropped in every category in 2009. UAS graduates reported the only increases.

**Please tell me which of the following benefits you receive in your current position.**  
**Base: Currently employed**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Health insurance</td>
<td>67%</td>
<td>67%</td>
<td>69%</td>
<td>67%</td>
<td>63%</td>
<td>64%</td>
<td>67%</td>
<td>81%</td>
</tr>
<tr>
<td>Paid leave</td>
<td>66</td>
<td>66</td>
<td>68</td>
<td>65</td>
<td>62</td>
<td>63</td>
<td>62</td>
<td>79</td>
</tr>
<tr>
<td>Company-funded retirement plan</td>
<td>51</td>
<td>53</td>
<td>52</td>
<td>51</td>
<td>49</td>
<td>50</td>
<td>49</td>
<td>67</td>
</tr>
<tr>
<td>Self-funded retirement plan</td>
<td>36</td>
<td>36</td>
<td>38</td>
<td>37</td>
<td>33</td>
<td>33</td>
<td>33</td>
<td>38</td>
</tr>
<tr>
<td>Education reimbursement program</td>
<td>34</td>
<td>30</td>
<td>34</td>
<td>30</td>
<td>39</td>
<td>31</td>
<td>22</td>
<td>33</td>
</tr>
<tr>
<td>Stock options</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>6</td>
<td>9</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>None of the above</td>
<td>22</td>
<td>21</td>
<td>22</td>
<td>22</td>
<td>23</td>
<td>25</td>
<td>22</td>
<td>10</td>
</tr>
<tr>
<td>Don’t know</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>
 Difficulty of Finding a Job

- Over half of graduates (54 percent) who sought jobs said the process of getting a job was easy or very easy, while 41 percent said it was difficult or very difficult.

- UAF graduates were the most likely to find the job-finding process difficult or very difficult (44 percent), followed by UAA graduates (40 percent), then UAS graduates (29 percent).

- There were no statistically significant differences by field of study or by degree type in the difficulty in getting a job (see second table, below).

TRENDS

- Results for 2010 generally matched those for 2009, statewide. UAA graduates reported increased difficulty (from 34 percent to 40 percent difficult or very difficult) while both UAF and UAS graduates reported decreased difficulty.

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>UAA</th>
<th>UAF</th>
<th>UAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2010</td>
<td>2009</td>
<td>2010</td>
<td>2009</td>
</tr>
<tr>
<td>n=560</td>
<td>n=419</td>
<td>n=353</td>
<td>n=213</td>
<td>n=150</td>
</tr>
<tr>
<td>Very easy</td>
<td>18%</td>
<td>17%</td>
<td>19%</td>
<td>17%</td>
</tr>
<tr>
<td>Easy</td>
<td>39</td>
<td>37</td>
<td>43</td>
<td>37</td>
</tr>
<tr>
<td>Difficult</td>
<td>28</td>
<td>30</td>
<td>24</td>
<td>37</td>
</tr>
<tr>
<td>Very difficult</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

Note: This question was not asked of unemployed graduates.

How difficult did you find the process of getting a job? By Type of Degree
Base: Currently employed; started in position during/after attending UA

<table>
<thead>
<tr>
<th></th>
<th>AA/CT</th>
<th>BA</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=186</td>
<td>n=291</td>
<td>n=182</td>
<td></td>
</tr>
<tr>
<td>Very easy</td>
<td>18%</td>
<td>15%</td>
<td>18%</td>
</tr>
<tr>
<td>Easy</td>
<td>41</td>
<td>36</td>
<td>38</td>
</tr>
<tr>
<td>Difficult</td>
<td>26</td>
<td>33</td>
<td>26</td>
</tr>
<tr>
<td>Very difficult</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>5</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>
Forty-one percent of employed graduates who sought jobs after starting at UA said they put a lot of effort into their job search, while 30 percent said they put some effort. Twenty-six percent said they put little or no effort into the search.

There were no statistically significant differences by MAU or by degree type in the level of effort reported.

**TRENDS**

Graduates reported a decrease in effort level in 2010 compared to 2009, with those saying they put a lot of effort in decreasing from 46 to 41 percent (slightly above the 2008 level of 39 percent). UAF and UAS graduates reported a greater drop in effort level compared to UAA graduates.

**How much effort did you put into your job search?**

*Base: Currently employed; started in position during/after attending UA*

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>UAA</th>
<th>UAF</th>
<th>UAS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
<td>2010</td>
<td>2009</td>
<td>2010</td>
</tr>
<tr>
<td>A lot</td>
<td>46%</td>
<td>41%</td>
<td>42%</td>
<td>41%</td>
</tr>
<tr>
<td>Some</td>
<td>29</td>
<td>30</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>A little</td>
<td>18</td>
<td>18</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>None</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Don’t know</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

**How much effort did you put into your job search? By Type of Degree**

*Base: Currently employed; started in position during/after attending UA*

<table>
<thead>
<tr>
<th></th>
<th>AA/CT</th>
<th>BA</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
<td>2010</td>
<td>2009</td>
</tr>
<tr>
<td>A lot</td>
<td>37%</td>
<td>44%</td>
<td>42%</td>
</tr>
<tr>
<td>Some</td>
<td>33</td>
<td>26</td>
<td>33</td>
</tr>
<tr>
<td>A little</td>
<td>20</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td>None</td>
<td>7</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Don’t know</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Geographical Area

- Among graduates seeking jobs, Alaska was by far the most popular search area at 88 percent. UAS graduates reported higher rates of seeking in Alaska at 93 percent, compared to 89 percent of UAA graduates and 84 percent of UAF graduates. There were no statistically significant differences reported by type of degree.

TRENDS

- The percentage of graduates focusing their job search in Alaska stayed fairly steady over the last several years: 87 percent in 2008, 89 percent in 2009, and 88 percent in 2010.

In what geographical area was your job search focused?
Base: Currently employed; started in position during/after attending UA

<table>
<thead>
<tr>
<th>Geographical Area</th>
<th>TOTAL 2009 n=559</th>
<th>2010 n=711</th>
<th>UAA 2009 n=352</th>
<th>2010 n=434</th>
<th>UAF 2009 n=150</th>
<th>2010 n=203</th>
<th>UAS 2009 n=57</th>
<th>2010 n=72</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td>89%</td>
<td>88%</td>
<td>93%</td>
<td>89%</td>
<td>79%</td>
<td>84%</td>
<td>89%</td>
<td>93%</td>
</tr>
<tr>
<td>All US</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Pacific Northwest</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Southwest</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Outside the US</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>South</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Midwest</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>East</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>California</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Don’t know</td>
<td>1</td>
<td>1</td>
<td>&lt;1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>
Number of Applications and Offers

- Graduates who sought jobs applied for an average of 10.5 jobs. UAF and UAS graduates reported slightly higher averages (12.3 and 12.2 jobs, respectively) when compared to UAA graduates (9.5 jobs).

- AA/CT graduates reported a lower average number of jobs applied for (9.3) compared to BA graduates (12.1) and MA/PhD graduates (11.0) (see second table, below).

- Math/Science/Computer graduates reported the highest average number of job applications at 16.6, followed by Business/Public Administration (13.2), Voc/Ed (10.1), Arts/Humanities (9.7), Engineering (8.7), Health (7.9), and Education (6.8).

- Graduates reported receiving an average of 1.6 job offers. The average was fairly consistent across campuses and degree types.

TRENDS

- The average number of jobs applied for (10.5) resembled the 2009 average following several years of increases (6.6 in 2006, 6.8 in 2007, 8.6 in 2008, 10.6 in 2009).

- The average number of job offers dropped slightly, from 1.9 in 2009 to 1.6 in 2010 (it was 1.8 in 2008).

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

<table>
<thead>
<tr>
<th></th>
<th>TOTAL 2009</th>
<th>TOTAL 2010</th>
<th>UAF 2009</th>
<th>UAF 2010</th>
<th>UAS 2009</th>
<th>UAS 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=493</td>
<td>n=709</td>
<td>n=432</td>
<td>n=308</td>
<td>n=202</td>
<td>n=73</td>
</tr>
<tr>
<td>None</td>
<td>1%</td>
<td>9%</td>
<td>9%</td>
<td>1%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>One</td>
<td>24</td>
<td>18</td>
<td>26</td>
<td>18</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>Two</td>
<td>11</td>
<td>11</td>
<td>12</td>
<td>9</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>Three to five</td>
<td>28</td>
<td>22</td>
<td>25</td>
<td>21</td>
<td>35</td>
<td>20</td>
</tr>
<tr>
<td>Six to ten</td>
<td>15</td>
<td>14</td>
<td>18</td>
<td>16</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Over ten</td>
<td>21</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>26</td>
<td>16</td>
</tr>
<tr>
<td>Average</td>
<td>10.6</td>
<td>10.5</td>
<td>9.5</td>
<td>9.5</td>
<td>14.5</td>
<td>12.3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>AA/CT n=185</th>
<th>BA n=289</th>
<th>PhD n=180</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>8%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>One</td>
<td>17</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>Two</td>
<td>16</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Three to five</td>
<td>20</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>Six to ten</td>
<td>10</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Over ten</td>
<td>19</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>Average</td>
<td>9.3</td>
<td>12.1</td>
<td>11.0</td>
</tr>
</tbody>
</table>
Can you estimate how many job offers you received?
Base: Currently employed; started in position during/after attending UA

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>3% 13%</td>
<td>4% 14%</td>
<td>1% 13%</td>
<td>4% 7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One</td>
<td>47 43</td>
<td>48 40</td>
<td>45 47</td>
<td>45 55</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>28 24</td>
<td>26 26</td>
<td>32 23</td>
<td>29 22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td>12 7</td>
<td>12 7</td>
<td>11 6</td>
<td>16 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four or more</td>
<td>10 6</td>
<td>10 6</td>
<td>10 6</td>
<td>6 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>1.9 1.6</td>
<td>1.9 1.7</td>
<td>2.0 1.5</td>
<td>1.8 1.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>AA/CT n=185</th>
<th>BA n=288</th>
<th>PhD n=181</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>11%</td>
<td>14%</td>
<td>11%</td>
</tr>
<tr>
<td>One</td>
<td>40</td>
<td>38</td>
<td>54</td>
</tr>
<tr>
<td>Two</td>
<td>25</td>
<td>30</td>
<td>17</td>
</tr>
<tr>
<td>Three</td>
<td>9</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Four or more</td>
<td>8</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Average</td>
<td>1.7</td>
<td>1.6</td>
<td>1.8</td>
</tr>
</tbody>
</table>
Sources for Current Position

- The number one source for hearing about their current position was family, friends, or co-workers, mentioned by 27 percent of graduates who sought a job. Twenty-one percent mentioned the internet.

- Although only 1 percent of employed graduates mentioned UA Career Services as a source for their current position, 26 percent said they used Career Services at some point while at UA (see following page).

- MA/PhD graduates were less likely to hear about their current position through family/friends/co-workers: 10 percent, compared to 37 percent of AA/CT graduates and 29 percent of BA graduates.

TRENDS

- There were slight increases in the mentions of family/friends/co-workers (from 24 to 27 percent), internet (from 18 to 21 percent), and previous worked for employer (from 9 to 13 percent); however, these differences fell within the margin of error. Mentions of internship and job fairs decreased.

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=560</td>
<td>n=700</td>
<td>n=353</td>
<td>n=423</td>
<td>n=150</td>
<td>n=202</td>
<td>n=57</td>
<td>n=73</td>
</tr>
<tr>
<td>Family/friends/co-workers</td>
<td>24%</td>
<td>27%</td>
<td>25%</td>
<td>29%</td>
<td>20%</td>
<td>25%</td>
<td>35%</td>
<td>19%</td>
</tr>
<tr>
<td>Internet</td>
<td>18%</td>
<td>21%</td>
<td>20%</td>
<td>21%</td>
<td>13%</td>
<td>20%</td>
<td>23%</td>
<td>26%</td>
</tr>
<tr>
<td>Previously worked for this</td>
<td>9%</td>
<td>13%</td>
<td>9%</td>
<td>13%</td>
<td>12%</td>
<td>10%</td>
<td>5%</td>
<td>22%</td>
</tr>
<tr>
<td>employer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UA staff/faculty</td>
<td>8%</td>
<td>8%</td>
<td>8%</td>
<td>6%</td>
<td>9%</td>
<td>12%</td>
<td>4%</td>
<td>8%</td>
</tr>
<tr>
<td>Was recruited</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>5%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Internship</td>
<td>6%</td>
<td>3%</td>
<td>7%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Newspaper</td>
<td>5%</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
<td>10%</td>
<td>5%</td>
<td>4%</td>
<td>-</td>
</tr>
<tr>
<td>Job fair</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Employment agency</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>2%</td>
<td>4%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>UA career services</td>
<td>3%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
<td>4%</td>
<td>1%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Trade journal</td>
<td>&lt;1%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>1%</td>
<td>1%</td>
<td>&lt;1%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other*</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
<td>4%</td>
<td>-</td>
<td>1%</td>
</tr>
</tbody>
</table>

* A list of other responses can be found in the Appendix.
Use of UA Career Services

• About one-quarter of UA graduates (26 percent) used the Career Services Office while attending UA, including 31 percent of UAF graduates, 28 percent of UAA graduates, and 14 percent of UAS graduates.

• BA graduates were more likely to use the Career Services Office: 35 percent, compared to 24 percent of AA/CT graduates and 17 percent of MA/PhD graduates.

• Engineering graduates were the most likely to have used the Career Services Office at 37 percent, followed by Business/Public Administration at 33 percent, Math/Science/Computers at 30 percent, Voc/Ed at 29 percent, Arts/Humanities at 25 percent, Health at 20 percent, and Education at 11 percent.

• Among those who did not use the Career Services Office, the top reasons were “already had job” and “wasn’t aware of office.” UAF graduates were less likely to have been unaware of the office.

• Several new responses were offered as options in the 2010 survey: “distance student; no access to Career Services Office” (8 percent, including 26 percent of UAS graduates); “found job through degree program/practicum” (5 percent); and “was looking for work outside of Alaska” (3 percent).

TRENDS

• Usage of the Career Services Office decreased slightly, from 29 percent in 2009 to 26 percent in 2010 (following 28 percent in 2008). Those listing “already had job” as a reason for not using the office increased slightly, from 30 to 33 percent. UAS graduates saying they were not aware of the office increased from 21 to 34 percent.

While you were attending UA, did you ever use the Career Services Office?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29%</td>
<td>26%</td>
<td>28%</td>
<td>26%</td>
<td>36%</td>
<td>31%</td>
<td>20%</td>
<td>14%</td>
</tr>
<tr>
<td>No</td>
<td>67</td>
<td>70</td>
<td>68</td>
<td>70</td>
<td>60</td>
<td>66</td>
<td>79</td>
<td>82</td>
</tr>
<tr>
<td>Don’t know</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
## Why didn’t you use the Career Services Office?
### Base: Did not use Career Services Office

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Already had job</td>
<td>30%</td>
<td>33%</td>
<td>31%</td>
<td>33%</td>
<td>26%</td>
<td>33%</td>
<td>33%</td>
<td>36%</td>
</tr>
<tr>
<td>Wasn’t aware of office</td>
<td>30</td>
<td>31</td>
<td>35</td>
<td>34</td>
<td>21</td>
<td>23</td>
<td>21</td>
<td>34</td>
</tr>
<tr>
<td>No need</td>
<td>24</td>
<td>26</td>
<td>22</td>
<td>25</td>
<td>27</td>
<td>26</td>
<td>29</td>
<td>26</td>
</tr>
<tr>
<td>Found job on own/through other means</td>
<td>23</td>
<td>23</td>
<td>23</td>
<td>22</td>
<td>23</td>
<td>25</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>Not worth time/effort</td>
<td>5</td>
<td>8</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Distance student; no access to Career Services Office</td>
<td>*</td>
<td>8</td>
<td>*</td>
<td>5</td>
<td>*</td>
<td>6</td>
<td>*</td>
<td>26</td>
</tr>
<tr>
<td>Found job through degree program/practicum</td>
<td>*</td>
<td>5</td>
<td>*</td>
<td>5</td>
<td>*</td>
<td>5</td>
<td>*</td>
<td>4</td>
</tr>
<tr>
<td>Campus did not have office</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Was looking for work outside of Alaska</td>
<td>*</td>
<td>3</td>
<td>*</td>
<td>4</td>
<td>*</td>
<td>3</td>
<td>*</td>
<td>-</td>
</tr>
<tr>
<td>Other**</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Don’t know</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

* These responses were not coded in 2009.
** A list of other responses can be found in the Appendix.
Satisfaction with UA Career Services

- Overall, 62 percent of graduates who used Career Services were either satisfied or very satisfied; 23 percent were neutral; and 14 percent were dissatisfied. Satisfaction rates among UAA and UAF graduates were generally similar. (The small sample size of UAS respondents prevents meaningful comparison.)

TRENDS

- There was a slight increase in those very satisfied between 2009 (20 percent) and 2010 (23 percent), although the difference falls within the margin of error. UAF graduates reported a greater increase (from 17 percent to 25 percent very satisfied).

Overall, how satisfied were you with your Career Services Office experiences?
Base: Used Career Services Office

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very satisfied</td>
<td>20%</td>
<td>23%</td>
<td>23%</td>
<td>20%</td>
<td>17%</td>
<td>25%</td>
<td>16%</td>
<td>33%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>41</td>
<td>39</td>
<td>37</td>
<td>40</td>
<td>49</td>
<td>36</td>
<td>32</td>
<td>39</td>
</tr>
<tr>
<td>Neutral</td>
<td>23</td>
<td>23</td>
<td>21</td>
<td>25</td>
<td>26</td>
<td>22</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>10</td>
<td>9</td>
<td>11</td>
<td>8</td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Don’t know</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Note: The small sample size among UAS respondents prevents meaningful analysis of the data.
Continuing Education

Current Enrollment Status

- About one-third of graduates (34 percent) said they were currently enrolled in a college or university class, with UAS graduates the most likely to be currently enrolled at 43 percent, followed by UAF graduates at 36 percent, then UAA graduates at 31 percent.

- AA/CT graduates were the most likely to be enrolled in classes: 52 percent, compared to 31 percent of BA graduates and 20 percent of MA/PhD graduates.

- Arts/Humanities/Social Sciences graduates were the most likely to be currently enrolled at 45 percent, followed by Math/Science/Computers (41 percent), Voc/Ed (33 percent), Business/Public Admin and Health (28 percent), Engineering (27 percent), and Education (26 percent).

- Of those who were currently enrolled, 79 percent were at UA campuses; 1 percent were at Alaska Pacific University; 3 percent were at other Alaska campuses; 14 percent were attending school outside Alaska; and 3 percent were in a non-UA distance program. Graduates were likely to stay with the MAU they had graduated from: 75 percent for UAA, 77 percent for UAF, and 54 percent for UAS.

- The vast majority of those enrolled in classes (81 percent) are pursuing a degree. When asked what type of degree they were pursuing, Bachelor’s was the most common (42 percent) followed by Master’s (29 percent).

- UAA and UAS graduates were most likely to be seeking a Bachelor’s (50 percent, compared to 25 percent of UAF graduates). UAF graduates were more likely to be seeking a Master’s (41 percent, compared to 24 percent of UAA and UAS graduates).

- AA/CT graduates were generally seeking Bachelor’s degrees (78 percent), while BA graduates were generally seeking Master’s degrees (66 percent), and MA/PhD graduates were seeking PhD degrees (59 percent). A table with these results is included on the following page.

- Respondents were asked which field of study their desired degree was in. (Categories were changed in 2010 to provide more specific information.) Business was the most popular field of study, followed by Medical Support and Education.

Trends

- There were small changes in response to this series of question, but differences tended to fall within the margin of error. The percentage of graduates currently enrolled in classes decreased slightly in 2010, from 37 to 34 percent. Among those enrolled, the percentage seeking a degree stayed about the same. In terms of the type of degree being sought, those seeking Bachelor’s degrees rose slightly from 41 to 44 percent, and those seeking Master’s degrees dropped slightly, from 36 to 33 percent.
Are you currently enrolled in any college or university classes?

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>UAA</th>
<th>UAF</th>
<th>UAS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
<td>2010</td>
<td>2009</td>
<td>2010</td>
</tr>
<tr>
<td></td>
<td>n=1,101</td>
<td>n=1,133</td>
<td>n=683</td>
<td>n=648</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>37%</td>
<td>34%</td>
<td>34%</td>
<td>31%</td>
</tr>
<tr>
<td>No</td>
<td>63%</td>
<td>66%</td>
<td>66%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Current Enrollment Activities
Base: Currently enrolled

<table>
<thead>
<tr>
<th>What school are you attending?</th>
<th>TOTAL</th>
<th>UAA</th>
<th>UAF</th>
<th>UAS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009</td>
<td>2009</td>
<td>2009</td>
<td>2009</td>
</tr>
<tr>
<td></td>
<td>n=407</td>
<td>n=407</td>
<td>n=229</td>
<td>n=229</td>
</tr>
<tr>
<td>UAA</td>
<td>44%</td>
<td>41%</td>
<td>72%</td>
<td>75%</td>
</tr>
<tr>
<td>Anchorage</td>
<td>37</td>
<td>34</td>
<td>61</td>
<td>62</td>
</tr>
<tr>
<td>Kenai</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Mat-Su</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>UAF</td>
<td>29</td>
<td>28</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Fairbanks</td>
<td>23</td>
<td>23</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Bristol Bay</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Interior-Aleutians</td>
<td>1</td>
<td>1</td>
<td>&lt;1</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>3</td>
<td>&lt;1</td>
<td>-</td>
</tr>
<tr>
<td>UAS</td>
<td>8</td>
<td>10</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Juneau</td>
<td>7</td>
<td>9</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Sitka</td>
<td>1</td>
<td>1</td>
<td>&lt;1</td>
<td>1</td>
</tr>
<tr>
<td>Ketchikan</td>
<td>&lt;1</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Alaska Pacific University</td>
<td>*</td>
<td>1</td>
<td>*</td>
<td>&lt;1</td>
</tr>
<tr>
<td>Other Alaska school</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Non-UA distance program</td>
<td>*</td>
<td>3</td>
<td>*</td>
<td>3</td>
</tr>
<tr>
<td>Outside Alaska**</td>
<td>18</td>
<td>14</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>Are you pursuing a degree?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>82%</td>
<td>81%</td>
<td>81%</td>
<td>84%</td>
</tr>
<tr>
<td>No</td>
<td>15%</td>
<td>17%</td>
<td>16%</td>
<td>12%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>What type of degree? (Base: pursuing degree)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA</td>
<td>9%</td>
<td>11%</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>BA</td>
<td>41%</td>
<td>44%</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>Master’s</td>
<td>36%</td>
<td>33%</td>
<td>34%</td>
<td>38%</td>
</tr>
<tr>
<td>PhD</td>
<td>10%</td>
<td>9%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Certificate</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Professional license</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Other**</td>
<td>&lt;1%</td>
<td>2%</td>
<td>1%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Table continued
## Current Enrollment Activities (cont’d)

**Base: Currently enrolled**

<table>
<thead>
<tr>
<th>Field</th>
<th>TOTAL 2009</th>
<th>UAA 2009</th>
<th>UAF 2009</th>
<th>UAS 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>In what field of study? (Base: pursuing degree)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>19%</td>
<td>17%</td>
<td>24%</td>
<td>16%</td>
</tr>
<tr>
<td>Liberal arts</td>
<td>* 11</td>
<td>* 11</td>
<td>* 11</td>
<td>* 8</td>
</tr>
<tr>
<td>Medical support</td>
<td>* 10</td>
<td>* 12</td>
<td>* 9</td>
<td>* 8</td>
</tr>
<tr>
<td>Education</td>
<td>15</td>
<td>9</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Sciences</td>
<td>* 9</td>
<td>* 4</td>
<td>* 16</td>
<td>* 18</td>
</tr>
<tr>
<td>Engineering</td>
<td>6</td>
<td>8</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Social sciences</td>
<td>* 8</td>
<td>* 8</td>
<td>* 3</td>
<td>* 16</td>
</tr>
<tr>
<td>Human services/Cosmetology/Culinary Arts</td>
<td>* 5</td>
<td>* 6</td>
<td>* 4</td>
<td>*</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>* 4</td>
<td>* 2</td>
<td>* 7</td>
<td>* 5</td>
</tr>
<tr>
<td>Medicine/Dentistry</td>
<td>* 4</td>
<td>* 5</td>
<td>* 3</td>
<td>*</td>
</tr>
<tr>
<td>Law</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Process technology/Logistics/Project Management</td>
<td>* 1</td>
<td>* 2</td>
<td>-</td>
<td>*</td>
</tr>
<tr>
<td>Rural development/Tribal Management</td>
<td>* 1</td>
<td>* -</td>
<td>* 3</td>
<td>*</td>
</tr>
<tr>
<td>International studies</td>
<td>* 1</td>
<td>* 1</td>
<td>* 1</td>
<td>*</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>26</td>
<td>* 23</td>
<td>* 29</td>
<td>* 29</td>
</tr>
<tr>
<td>Medicine</td>
<td>16</td>
<td>* 16</td>
<td>* 18</td>
<td>* 10</td>
</tr>
<tr>
<td>Social work/Human services</td>
<td>6</td>
<td>* 9</td>
<td>* 3</td>
<td>-</td>
</tr>
<tr>
<td>Theology</td>
<td>1</td>
<td>* 1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Dentistry</td>
<td>&lt;1</td>
<td>* 1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other**</td>
<td>8</td>
<td>10</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>Don’t know</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*These codes were changed or introduced in 2010.
**A list of other responses can be found in the Appendix.
### Current Enrollment Activities, by Type of Degree Recently Obtained

**Base: Currently enrolled**

<table>
<thead>
<tr>
<th></th>
<th>AA/CT n=146</th>
<th>BA n=328</th>
<th>PhD n=214</th>
</tr>
</thead>
</table>

#### Are you pursuing a degree?

<table>
<thead>
<tr>
<th></th>
<th>AA/CT</th>
<th>BA</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>92%</td>
<td>79%</td>
<td>51%</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>18</td>
<td>45</td>
</tr>
<tr>
<td>Don’t know</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

#### What type of degree? (Base: pursuing degree)

<table>
<thead>
<tr>
<th>Type of Degree</th>
<th>AA/CT</th>
<th>BA</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>17%</td>
<td>3%</td>
<td>-%</td>
</tr>
<tr>
<td>BA</td>
<td>78</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td>Master’s</td>
<td>1</td>
<td>66</td>
<td>11</td>
</tr>
<tr>
<td>PhD</td>
<td>-</td>
<td>4</td>
<td>59</td>
</tr>
<tr>
<td>Certificate</td>
<td>-</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>Professional license</td>
<td>1</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>14</td>
<td>19</td>
</tr>
</tbody>
</table>

#### In what field of study? (Base: pursuing degree)

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>AA/CT</th>
<th>BA</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sciences</td>
<td>7%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>Business</td>
<td>24</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Medical Support</td>
<td>14</td>
<td>7</td>
<td>-</td>
</tr>
<tr>
<td>Education</td>
<td>3</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>11</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Engineering</td>
<td>3</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Law</td>
<td>1</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>8</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>Human Services/Cosmetology/Culinary Arts</td>
<td>9</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Process Technology/Logistics/Project Management</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Rural Development/Tribal Management</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Medicine/Dentistry</td>
<td>2</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>1</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>International Studies</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Don’t know</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Future Enrollment Plans

- Of graduates who are not currently enrolled, 51 percent said they planned on enrolling in classes in the future, and another 34 percent said “maybe.” Only 10 percent said they wouldn’t enroll again. UAA graduates were less likely to say they would enroll again at 47 percent, compared to 56 percent of UAF graduates and 61 percent of UAS graduates.

- Among graduates not enrolled (but planning on enrolling in the future), 69 percent said they will likely attend UA schools, while 17 percent said they would likely go outside of the state.

- Almost two-thirds of UAA graduates (63 percent) planned on attending their former MAU, compared to 57 percent of UAF graduates and 52 percent of UAS graduates.

- About half of graduates (51 percent) planning on enrolling in the future said they would be pursuing a degree, while 19 percent were not sure. UAA graduates were more likely to plan on pursuing a degree (57 percent, versus 47 percent of UAF and 30 percent of UAS graduates).

- The most common type of degree mentioned was Master’s, accounting for 51 percent, followed by Bachelor’s (23 percent), then PhD (12 percent).

- As in the previous question, AA/CT graduates were generally seeking Bachelor’s degrees (71 percent), while BA graduates were generally seeking Master’s degrees (77 percent). A table with these results is included.

- Those pursuing a degree were also asked which field of study their desired degree was in. Business was the most common at 18 percent, followed by Medical Support (17 percent), and Education (15 percent).

TRENDS

- The percentage of graduates planning to enroll in the future increased among UAF graduates (from 51 to 56 percent), while falling at both UAA (from 55 to 47 percent) and UAS (from 67 to 61 percent).

- Graduates planning to enroll in the future were more likely to mention UA schools (from 54 to 69 percent). However, part of the increase could be due to the absence of a “don’t know” code in 2010 (a survey programming error). Some respondents wrote in “don’t know” in the space provided, but the number of graduates who said “don’t know” dropped from 28 to 9 percent. Many respondents probably felt more compelled to select a specific school compared to 2009.

- The rate of graduates statewide who planned on pursuing a degree dropped from 57 to 51 percent (after having dropped from 60 percent in 2008).

- There was little change in the types of degrees being sought between 2009 and 2010.
Do you plan on enrolling in any college or university classes in the future?

Base: Not currently enrolled

<table>
<thead>
<tr>
<th></th>
<th>TOTAL 2009 (n=881)</th>
<th>TOTAL 2010 (n=822)</th>
<th>UAA 2009 (n=569)</th>
<th>UAA 2010 (n=478)</th>
<th>UAF 2009 (n=216)</th>
<th>UAF 2010 (n=250)</th>
<th>UAS 2009 (n=96)</th>
<th>UAS 2010 (n=92)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>55% 51%</td>
<td>55% 47%</td>
<td>51% 56%</td>
<td>67% 61%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maybe</td>
<td>31 10</td>
<td>30 11</td>
<td>35 10</td>
<td>25 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>10 34</td>
<td>10 37</td>
<td>10 30</td>
<td>6 28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don’t know</td>
<td>4 5</td>
<td>5 5</td>
<td>4 4</td>
<td>2 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Future Enrollment Plans
**Base: Not currently enrolled; plan on enrolling in future**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=760</td>
<td>n=486</td>
<td>n=186</td>
<td>n=88</td>
<td>n=698</td>
<td>n=399</td>
<td>n=215</td>
<td>n=82</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What school will you likely attend?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UAA</td>
<td>34%</td>
<td>41%</td>
<td>48%</td>
<td>63%</td>
<td>11%</td>
<td>9%</td>
<td>10%</td>
<td>16%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anchorage</td>
<td>30</td>
<td>36</td>
<td>42</td>
<td>56</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mat-Su</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kenai</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>&lt;1</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UAF</td>
<td>14</td>
<td>20</td>
<td>4</td>
<td>3</td>
<td>47</td>
<td>57</td>
<td>-</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairbanks</td>
<td>11</td>
<td>18</td>
<td>3</td>
<td>3</td>
<td>37</td>
<td>51</td>
<td>3</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>&lt;1</td>
<td>10</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UAS</td>
<td>6</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>36</td>
<td>52</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juneau</td>
<td>5</td>
<td>7</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>31</td>
<td>41</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1</td>
<td>&lt;1</td>
<td>&lt;1</td>
<td>1</td>
<td>-</td>
<td>5</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alaska Pacific University</td>
<td>*</td>
<td>2</td>
<td>*</td>
<td>2</td>
<td>&lt;1</td>
<td>*</td>
<td>&lt;1</td>
<td>&lt;1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Alaska school</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outside Alaska**</td>
<td>16</td>
<td>17</td>
<td>17</td>
<td>18</td>
<td>13</td>
<td>19</td>
<td>13</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-UA Distance program</td>
<td>*</td>
<td>2</td>
<td>*</td>
<td>2</td>
<td>*</td>
<td>1</td>
<td>*</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>28</td>
<td>9</td>
<td>28</td>
<td>9</td>
<td>26</td>
<td>10</td>
<td>26</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Will you be pursuing a degree?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>57%</td>
<td>51%</td>
<td>60%</td>
<td>57%</td>
<td>48%</td>
<td>47%</td>
<td>55%</td>
<td>30%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>19</td>
<td>13</td>
<td>13</td>
<td>19</td>
<td>20</td>
<td>19</td>
<td>44</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't know</td>
<td>28</td>
<td>30</td>
<td>27</td>
<td>30</td>
<td>33</td>
<td>33</td>
<td>26</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What type of degree? (Base: Plan on pursuing degree)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
<td>4%</td>
<td>8%</td>
<td>2%</td>
<td>-%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA</td>
<td>25</td>
<td>23</td>
<td>28</td>
<td>27</td>
<td>27</td>
<td>19</td>
<td>6</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master's</td>
<td>52</td>
<td>51</td>
<td>52</td>
<td>50</td>
<td>48</td>
<td>49</td>
<td>58</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD</td>
<td>11</td>
<td>12</td>
<td>9</td>
<td>12</td>
<td>13</td>
<td>11</td>
<td>19</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional license</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>3</td>
<td>4</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other**</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Table continued*
### Future Enrollment Plans (cont'd)

**Base: Not currently enrolled; plan on enrolling in future**

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>TOTAL 2009</th>
<th>UAA 2009</th>
<th>UAF 2009</th>
<th>UAS 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=760</td>
<td>n=486</td>
<td>n=186</td>
<td>n=88</td>
</tr>
<tr>
<td></td>
<td>n=698</td>
<td>n=399</td>
<td>n=215</td>
<td>n=82</td>
</tr>
<tr>
<td><strong>In what field of study? (Base: Plan on pursuing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>degree)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>17%</td>
<td>18%</td>
<td>19%</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>18%</td>
<td>19%</td>
<td>15%</td>
<td>16%</td>
</tr>
<tr>
<td>Medical support</td>
<td>* 17</td>
<td>* 21</td>
<td>* 10</td>
<td>* 8</td>
</tr>
<tr>
<td>Education</td>
<td>18%</td>
<td>15%</td>
<td>14%</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>14%</td>
<td>13%</td>
<td>48%</td>
<td>40%</td>
</tr>
<tr>
<td>Sciences</td>
<td>* 10</td>
<td>* 8</td>
<td>* 11</td>
<td>* 16</td>
</tr>
<tr>
<td>Engineering</td>
<td>4%</td>
<td>6%</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>7%</td>
<td>6%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>* 5</td>
<td>* 5</td>
<td>* 7</td>
<td>* -</td>
</tr>
<tr>
<td>Liberal arts</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>7%</td>
<td>2%</td>
<td>4%</td>
<td>-</td>
</tr>
<tr>
<td>Medicine/Dentistry</td>
<td>* 4</td>
<td>* 4</td>
<td>* 7</td>
<td>* -</td>
</tr>
<tr>
<td>Law</td>
<td>5%</td>
<td>4%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>7%</td>
<td>2%</td>
<td>4%</td>
<td>-</td>
</tr>
<tr>
<td>Process Tech/Logistics/Project Management</td>
<td>* 2</td>
<td>* 2</td>
<td>* 2</td>
<td>* -</td>
</tr>
<tr>
<td>Human services/cosmetology/culinary arts</td>
<td>* 1</td>
<td>* 2</td>
<td>* 1</td>
<td>* -</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>* 1</td>
<td>* 1</td>
<td>* 3</td>
<td>* -</td>
</tr>
<tr>
<td>International Studies</td>
<td>* 1</td>
<td>* 1</td>
<td>-</td>
<td>* -</td>
</tr>
<tr>
<td>Rural Development/Tribal Management</td>
<td>* 1</td>
<td>-</td>
<td>* 2</td>
<td>* -</td>
</tr>
<tr>
<td>Medicine</td>
<td>20%</td>
<td>* 26</td>
<td>* 7</td>
<td>* 10</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>17%</td>
<td>* 14</td>
<td>* 28</td>
<td>* 15</td>
</tr>
<tr>
<td>Social work/Human services</td>
<td>3%</td>
<td>* 3</td>
<td>* 6</td>
<td>-</td>
</tr>
<tr>
<td>Theology</td>
<td>&lt;1%</td>
<td>* &lt;1</td>
<td>-</td>
<td>* -</td>
</tr>
<tr>
<td>Other**</td>
<td>4%</td>
<td>5%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>10%</td>
<td>5%</td>
<td>10%</td>
<td>5%</td>
</tr>
</tbody>
</table>

*These codes were changed or introduced in 2010.

**A list of other responses can be found in the Appendix.
Future Enrollment Plans, by Type of Degree Recently Obtained  
Base: Not currently enrolled; plan on enrolling in classes in the future

<table>
<thead>
<tr>
<th>Will you be pursuing a degree?</th>
<th>AA/CT</th>
<th>BA</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>64%</td>
<td>61%</td>
<td>26%</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>10</td>
<td>43</td>
</tr>
<tr>
<td>Don’t know</td>
<td>28</td>
<td>29</td>
<td>31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What type of degree? (Base: plan on pursuing degree)</th>
<th>AA/CT</th>
<th>BA</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>9%</td>
<td>1%</td>
<td>-%</td>
</tr>
<tr>
<td>BA</td>
<td>71</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Master’s</td>
<td>12</td>
<td>77</td>
<td>19</td>
</tr>
<tr>
<td>PhD</td>
<td>-</td>
<td>4</td>
<td>58</td>
</tr>
<tr>
<td>Certificate</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Professional license</td>
<td>-</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>7</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In what field of study? (Base: plan on pursuing degree)</th>
<th>AA/CT</th>
<th>BA</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sciences</td>
<td>9%</td>
<td>11%</td>
<td>6%</td>
</tr>
<tr>
<td>Business</td>
<td>16</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Medical Support</td>
<td>34</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Education</td>
<td>4</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>-</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Engineering</td>
<td>2</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Law</td>
<td>3</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Medicine/dentistry</td>
<td>4</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>2</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Human services/cosmetology/culinary arts</td>
<td>3</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Process Tech/Logistics/Project Management</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Rural development/Tribal management</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>-</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>International studies</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>
The following information shows results from data provided by the University of Alaska on their graduate population. Survey data closely matched these percentages.

### UA Database: Gender and Age

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010 TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>62%</td>
</tr>
<tr>
<td>Male</td>
<td>38%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
<th>2010 TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 25</td>
<td>27%</td>
</tr>
<tr>
<td>25-40</td>
<td>54%</td>
</tr>
<tr>
<td>Over 40</td>
<td>19%</td>
</tr>
</tbody>
</table>

### UA Database: Campus

<table>
<thead>
<tr>
<th>Campus</th>
<th>2010 TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAA</td>
<td>59%</td>
</tr>
<tr>
<td>UAF</td>
<td>32%</td>
</tr>
<tr>
<td>UAS</td>
<td>9%</td>
</tr>
</tbody>
</table>
## UA Database: Type of Degree

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>UAA</th>
<th>UAF</th>
<th>UAS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AA/CT degree</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA, AAS, AB, AO, AS, AT, CERT, CT1, CT2</td>
<td>32%</td>
<td>36%</td>
<td>29%</td>
<td>22%</td>
</tr>
<tr>
<td><strong>BA degree</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA, BAR, BAS, BBA, BC, BCE, BE, BED, BEE, BEM, BFA, BHS, BLA, BLS, BM, BME, BO, BPH, BS, BSA, BSME, BSN, BSOE, BSW, BT</td>
<td>41</td>
<td>43</td>
<td>40</td>
<td>29</td>
</tr>
<tr>
<td><strong>MA/PhD degree</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DA, DDS, DMA, DMD, DO, DS, DSW, DVM, EDD, JD, MA, MAMFA, MAT, MBA, MCE, MD, ME, MED, MEE, MFA, MHS, MLIS, MLN, MLS, MMA, MME, MMU, MO, MPA, MPH, MS, MSE, MSW, MT, PHD, PHN</td>
<td>18</td>
<td>14</td>
<td>23</td>
<td>29</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEN, EDE, EDS, EM, GCRT, GED, GEN, GLI, HSD, LIC, MLI, OEC, PBCT, PGCT, PMC, TC</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>20</td>
</tr>
</tbody>
</table>

Note: University of Alaska provided the degree categories.
### Fields of Study

Following are definitions of the seven fields of study analyzed in this report. These definitions were provided by the University of Alaska.

**Business, Applied Business and Public Administration**
- Accounting
- Accounting Technician
- Admin Office Supp
- Administration of Justice
- Applied Accounting
- Applied Business
- Applied Business Mgmt
- Bookkeeping
- Bookkeeping Support
- Business Administration
- Business Info Systems Support
- Clinical Social Work Practice
- Computer Info Office Systems
- Conflict Resolution
- Construction Management
- Desktop Publ & Graph
- Emergency Management
- Emergency Services
- Finance
- Fire & Emergency Services Tech
- Fire Service Administration
- General Business
- General Clerical
- Global Logistics Mgmt
- Global Supply Chain Mgmt
- Hospitality Restaurant Mgt
- Human & Rural Dev Non-Major
- Information Systems
- Justice
- Justice
- Law Enforcement
- Legal Office Support
- Legal Secretary
- Logistics
- Logistics Operations
- Management
- Management Information Systems
- Management Non-Major
- Marketing

### Education

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

### Engineering

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appl Environ Science &amp; Techno</td>
<td>Mechanical Engineering</td>
</tr>
<tr>
<td>Arctic Engineering</td>
<td>Mineral Preparation Engineer</td>
</tr>
<tr>
<td>Arctic Engineering</td>
<td>Petroleum Engineering</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>Port &amp; Coastal Engineering</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>Premajor - Civil Engineering</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>Premajor - Computer Engineer</td>
</tr>
<tr>
<td>Engineering</td>
<td>Premajor - Electrical Engineer</td>
</tr>
<tr>
<td>Engineering Non-Major</td>
<td>Premajor - Geological Engineer</td>
</tr>
<tr>
<td>Environmental Engineering</td>
<td>Premajor - Mechanical Engineer</td>
</tr>
<tr>
<td>Environmental Quality Engr</td>
<td>Pre-Major Civil Engineering</td>
</tr>
</tbody>
</table>
Environmental Quality Science
Geographic Information Sys
Geological Engineering
Math & Science Non-Major
Mech/Elect Engr Consortium

Arts, Humanities & Social Sciences
Alaska Native Studies
Anthropology
Applied Ethics
Applied Linguistics
Art
Arts and Sciences
Basketry
Broadcast Communications
Carving
Civic Engagement
Clinical Psychology
Clinical-Community Psychology
Communication
Community Psychology
Counseling Psychology
Creat Writing & Lit Arts
Creative Writing
Cross-Cultural Studies
Digital Art
Economics
English
Foreign Language
General Program
Geography
Geography-Environ Studies
Government
History
Inupiaq Eskimo
Japanese Studies
Journalism
Journalism & Public Comm
Languages
Liberal Arts
Liberal Arts Non-Major
Liberal Studies
Linguistics
Music
Music Performance
Native Language Education
Natural Res & Ag Sci Non-Major
Northern Studies

Pre-major Engineering
Premajor-Petroleum Engineering
Project Management
Software Engineering

Philosophy
Political Science
Premajor - Anthropology
Premajor - Art
Premajor - Arts and Sciences
Premajor - Communication
Premajor - Economics
Premajor - English
Premajor - Eskimo
Premajor - Foreign Language
Premajor - Geography
Premajor - Geography/Env Stu
Premajor - History
Premajor - Japanese Studies
Premajor - Journalism
Premajor - Linguistics
Premajor - Music
Premajor - Northern Studies
Premajor - Philosophy
Premajor - Political Science
Premajor - Psychology
Premajor - Russian Studies
Premajor - Sociology
Premajor - Theatre
Pre-major Economics
Pre-Major Fine Arts
Pre-Major Languages
Pre-Major Liberal Arts
Pre-Major Music
Pre-Major Music Performance
Pre-Major Social Science
Premajor-Alaska Native Studies
Professional Communication
Psychology
Resource & Applied Economics
Russian Studies
Social Science
Sociology
Theatre
Weaving
Yup’ik Eskimo
Yup’ik Language Proficiency
### Math, Physical Sciences, Computer & Info Systems

<table>
<thead>
<tr>
<th>Applied Physics</th>
<th>Natural Resources Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atmospheric Sciences</td>
<td>Networking Essentials</td>
</tr>
<tr>
<td>Biochemistry/Molecular Biology</td>
<td>Oceanography</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>Physics</td>
</tr>
<tr>
<td>Biology</td>
<td>Premajor - Applied Physics</td>
</tr>
<tr>
<td>Botany</td>
<td>Premajor - Biological Sciences</td>
</tr>
<tr>
<td>Business Computer Info Systems</td>
<td>Premajor - Chemistry</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Premajor - Computer Science</td>
</tr>
<tr>
<td>Cisco Cert Network Associate</td>
<td>Premajor - Earth Science</td>
</tr>
<tr>
<td>Computational Physics</td>
<td>Premajor - Fisheries</td>
</tr>
<tr>
<td>Computer &amp; Networking Tech</td>
<td>Premajor - Geology</td>
</tr>
<tr>
<td>Computer Applications</td>
<td>Premajor - Mathematics</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>Premajor - Natural Resour Mgt</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Premajor - Physics</td>
</tr>
<tr>
<td>Earth Science</td>
<td>Premajor - Statistics</td>
</tr>
<tr>
<td>Environmental Chemistry</td>
<td>Premajor - Wildlife Biology</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Pre-Major Biology</td>
</tr>
<tr>
<td>Fisheries</td>
<td>Pre-Major Environmental Sci</td>
</tr>
<tr>
<td>Fisheries Technology</td>
<td>Pre-Major Marine Biology</td>
</tr>
<tr>
<td>Fisheries/Aquaculture</td>
<td>Programming Foundations</td>
</tr>
<tr>
<td>Geological Science</td>
<td>Renewable Resources</td>
</tr>
<tr>
<td>Geology</td>
<td>Space Physics</td>
</tr>
<tr>
<td>Geophysics</td>
<td>Statistics</td>
</tr>
<tr>
<td>High Latitude Range Management</td>
<td>Telecomm and Electronic System</td>
</tr>
<tr>
<td>Introductory Network Admin</td>
<td>Web Authoring</td>
</tr>
<tr>
<td>Marine Biology</td>
<td>Web Foundations</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Wildlife Biology</td>
</tr>
</tbody>
</table>

### Health

<table>
<thead>
<tr>
<th>All Hlth Non-Major</th>
<th>Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Assistant</td>
<td>Nursing Education</td>
</tr>
<tr>
<td>Comm Ment Hlth Svcs</td>
<td>Nursing Science</td>
</tr>
<tr>
<td>Community Health</td>
<td>Nursing Science</td>
</tr>
<tr>
<td>Community Wellness Advocate</td>
<td>Paramedical Tech</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>Pharmacy Technology</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>Phlebotomist</td>
</tr>
<tr>
<td>Dietetic Internship</td>
<td>Phlebotomy</td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
<td>Practical Nursing</td>
</tr>
<tr>
<td>Health Care Reimbursement</td>
<td>Pre-Major Dental Assisting</td>
</tr>
<tr>
<td>Health Information Mgt</td>
<td>Pre-Major Dental Hygiene</td>
</tr>
<tr>
<td>Health Science</td>
<td>Pre-Major Health Science (BS)</td>
</tr>
<tr>
<td>Human Services</td>
<td>Pre-Major Medical Assisting</td>
</tr>
<tr>
<td>Human Services w/ RHS Cert</td>
<td>Pre-Major Medical Lab Tech</td>
</tr>
<tr>
<td>Limited Radiography</td>
<td>Pre-Major Nursing</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>Pre-Major Nursing Science</td>
</tr>
<tr>
<td>Medical Billing</td>
<td>Pre-major Paramedical Tech</td>
</tr>
<tr>
<td>Medical Coding</td>
<td>Premajor Radiologic Technolog</td>
</tr>
<tr>
<td>Medical Lab Technology</td>
<td>Pre-Radiologic Technology</td>
</tr>
<tr>
<td>Medical Office Coding</td>
<td>Psychia &amp; Mentl Hlth Nur Pract</td>
</tr>
<tr>
<td>Medical Office Reception</td>
<td>Public Health Practice</td>
</tr>
<tr>
<td>Medical Office Supp</td>
<td>Radiologic Technology</td>
</tr>
</tbody>
</table>
Medical Science  
Medical Technology  
Medical/Dental Reception  
Nurse Aide

**Vocational Education**  
Air Traffic Control  
Airframe  
Airframe and Powerplant  
Apprenticeship Technology  
Archit & Engr Technology  
Architectural Drafting  
Automotive Technology  
Aviation Administration  
Aviation Maint Technology  
Aviation Maintenance  
Aviation Technology  
Brakes, Suspension, Align  
CAD for Building Construction  
Child Develop & Family Studies  
Children’s Residential Service  
Civil Drafting  
Commercial HVAC Syst  
Commercial Refrig  
Computer Electronics  
Computer Systems Technology  
Construction Technology  
Construction Trades Technology  
Culinary Arts  
Diesel Technology  
Diesel/Heavy Duty  
Diesel/Heavy Equipment  
Diesel/Marine  
Drafting Technology  
Early Childhood Development  
Electrical  
Electronics Technology  
Engine Performance  
Engineering Management  
Environmental Technology  
Fitness Leadership  
Foodservice Technology  
Geomatics  
Ground Vehicle Maint Tech  
Heating  
Heavy Duty Trans & Equip  
Indust Safety Program Support  
Indust Weld Tech  
Industrial Proc Instrumentation  
Industrial Technology  
Information Technology Special  
Instrumentation Technology  
RHS Behavioral Health Aide  
Rural Human Services  
Veterinary Science  

Maintenance Technology  
Marine Engine Repair  
Marine Engine Room Prep  
Marine Technology  
Marine Transportation  
Mech & Elect Drafting  
Mechanical Technology  
Mineral Engineering Non-Major  
Mining Applications & Tech  
Mining Engineering  
NonDestruct Testing  
Occupational Safety & Health  
Outdoor Skills & Leadership  
Petroleum Technology  
Physical Education  
Power Generation  
Power Technology  
Power Trains  
Powerplant  
Premajor - Child Devl & Fam St  
Premajor - Mining Engineering  
Pre-Major Automotive Tech  
Pre-Major Aviation Maintenance  
Pre-Major Diesel Tech  
Pre-Major Early Childhood Ed  
Pre-Major Human Services  
Pre-Major Technology  
Process Technology  
Professional Piloting  
Refrig & Heat Technology  
Residential Air Cond & Ref  
Residential Bldg Science  
Residential Heat/Vent  
Safety, Hlth & Envn Aware Tech  
School-Age Care: Admin  
School-Age Care: Practitioner  
Science Management  
Structural Drafting  
Technology  
Telecomm Elect & Computer Tech  
Wastewater Operations  
Water Operations  
Weld & NonDestruct Test Tech  
Welding  
Welding Technology
Other and Open-Ended Responses

Following are “other” responses and responses to open-ended questions.

While you were attending UA, did you participate in any of the following groups or activities?

UAA
49th State Fellows
Americorp
Anime Club
ANSEP
attended sporting events
Bicycle Club
Community/Church Programs
Commuters (Free Food for commuters)
Dance Club
Engineering Clubs
Fitness challenge
Forty-Ninth State Fellows
Graduate Student Association
internship at the college
Kwanas Club
Model United Nations of AK, Heifer International
New Student Orientation
Participated in WIN exercise programs
Phi Theta Kappa & Student Newspaper
professional organization
Public Relations Student Society of America
Recreation and Activities
Residence Life
speech and debate
Student Showcase

UAF
AIC
ANSEP
Clubs not related to major
golden key
graduate student activities
intramurals
Latin Dance Club
Lectures, Music Events, Pub Events
Local Conventions
local hockey and bowling leagues
Medical Assistant Board
non-traditional student group
Professional organizations
Recreation (Juggling)
Rural Student Services
TVC Round table student representative

UAS
Global Connections
School Clubs
Student Rec aerobics classes
TRIO
Volunteer tax preparer with VITA

**Why didn’t you use the Career Services Office?**

**UAA**
Answers apply to all three degrees.
Did not need to until after graduation
didn’t apply to engineering
Didn’t know they could help me get a job
Found employment on my own
Found job through career fair at UAA
Generally, they were very unhelpful.
Grad Student with career plans
I didn’t know what they could help me w/
I had support need through UA faculty
I just didn’t care to use it
I was pre-med.
I will be using them in the near future
KPC staff who turned into friends helped
Mid-life student, changing careers
Military spouse
Most jobs were low paying internships.
ever received an email or call back!
Not helpful at all!
Seems to be for lost undergrads.
Still continuing to further education
Still in school working on BST.
thought it was for trade certificate
Tried, mock interview appt not avail.
Was hired on at my practicum site
Went on to graduate school after UA
where is it?
Will look for work after military transfer

**UAF**
Already working in my chosen field.
CSO has help for advanced technical degrees?
didn’t have the information
going to use them now!
Had nothing to offer in my profession
I wasn’t looking for work
Keith Swarner put me in touch with my cu
Never came to Fairbanks
No time
on my to-do list - haven’t had the time
Only used job fairs, N/A for grad progra
Thought I didn’t need them
Tried to use office, but wasn’t helpful.
Utilized Rural Student Services AMAZING
was no office in rural community
Went to Grad School
UAS
Did my own job search
Not looking for job right away
Unaware of its existence

With what organization? (Internship)
UAA
A private Alaskan engineering firm
Alaska-based non-profit
both state of alaska and school district
Brigh Technologies Inc.
Colorado State University
Commercial Contractor
court based guardian ad litem
Enterprise Engineering
Fairbanks Collaborative
Fairbanks Daily News-Miner
FEX Talisman Energy
Fort Wainwright
Hospital
IAA
Industry
Interior Alaska Center for Non-Violent L
ktv channel 11
Law office
Law Office
Local Company
local not for profit
Merdes & Merdes, P.C. Law Firm
News station
Non Profit
Non-Profit
Permanent Fund Related Internship
Presbyterian Hospitality House
Private biology company
private company
Private Company
Private Company
private employment
Private Sector
Schlumberger
Teck Pogo Gold Mine
Telecommunications Office
The Sonoran Institute
Tundra Women's Coalition
TV station
Walsh, Kelliher & Sharp
Went to Anchorage for it

UAF
A private Alaskan engineering firm
Alaska-based non-profit
both state of alaska and school district
Brigh Technologies Inc.
Colorado State University  
Commercial Contractor  
court based guardian ad litem  
Enterprise Engineering  
Fairbanks Collaborative  
Fairbanks Daily News-Miner  
FEX Talisman Energy  
Fort Wainwright  
Hospital  
IAA  
Industry  
Interior Alaska Center for Non-Violent L  
ktv channel 11  
Law office  
Law Office  
Local Company  
local not for profit  
Merdes & Merdes, P.C. Law Firm  
News station  
Non Profit  
Non-Profit  
Permanent Fund Related Internship  
Presbyterian Hospitality House  
Private biology company  
private company  
Private Company  
Private Company  
private employment  
Private Sector  
Schlumberger  
Teck Pogo Gold Mine  
Telecommunications Office  
The Sonoran Institute  
Tundra Women’s Coalition  
TV station  
Walsh, Kelliher & Sharp  
Went to Anchorage for it

UAS  
Alaska private nonprofit  
Choate Law firm  
Elgee Rehfeld Mertz, CPA  
Legislature  
Oregon Dept. of Fish and Wildlife  
SEACC  
State Legislature

What was your hourly wage for your internship?

UAA  
0  
$1,250 year  
$13, $0, 8  
1500/semester
I paid on the job on the job REG PAY School = 0 tuition

**UAF**
2000/month

**UAS**
salaried stipend stipend

*Which of the following are you pursuing (or planning to pursue) in your post-graduation year?*

**UAA**
Another Degree Bachelor's degree for HUMS Certification Certificate programs checking all opportunities civil service Construction field with union Decompressing, personal health & fitness EIS Fellowship enjoying retirement Fulbright English Teaching Assistantship have changed fields after graduation internship Licensure Licensure Masters program Medical Office Support OEC Medical School or Physician Assistant Peace Corps Peace Corps Personal Betterment. PhD Post-Doc for licensure as psychologist Professional license Real Estate investing courses Self-Employment Starting my own business travel

**UAF**
become a better elder Certified Paralegal Community Health Degree Completing book for publication Continue Employment in Social Work field CPA
Current UA employee
Dental School
Grow my business
gunsmithing school
Just interested in learning
Other study in other areas of interest
own business
personal studies in economics & history
Phd
rural community volunteer
Seeking publishers
Self-directed independent study
Self-employed related to major
started a business
Working with a grant project

UAS
CPA Certification
Got Masters Degree from UAS now have job
Have started my own company
Internships in field
Personal Development & Recreational
Professional organizations
Promotion at work
tavel
Travel
Traveling with my family
Traveling, exploring

Which of the following is currently your primary activity?

UAA
Academic Research
AmeriCorps
Business Owner
Continue working for present company
current job and finish degree
enjoying retirement
Family and home improvement
Fulbright
Investing in Real Estate
job and making art
Learning for career opportunities
making artwork
Medical Office Support OEC
owning a home
Recovering from illness at the moment
retiring or working less soon
Study for CPA exam
Sub. Teaching/Applying to MA programs
travel
traveling
Volunteer service: Adjunct Professor...
waiting for my teaching license to arrive
UAF
back to school
completed my masters degree in 2010
completing book for publication
Elementary teacher
employment, raising a family, add education
Grow my business
gunsmithing school
raising my kids and another degree
running own business
Secondary Teacher
Self-employed
started a business
Travel
tavel
traveling
Unemployed
Working FT and Applying to Dental School
Working in education and above.

UAS
Building web design/virtual office comp.
Internship
Personal Development & Recreational
Relaxing
retired/ self education
School Principal
self employment
travel
Traveling, work-trade

In what industry are you currently employed?

UAA
Accounting
Accounting
Accounting Firm
Air Force Pilot
Aircraft Mechanic
Alaska Native Corporation
Alaska Native Regional Corporation
animal care
auditing/accounting
Aviation
Aviation
bartender
bilingual tutor for ASD and a waitress
Business/Human Resources
culinary
dental assisting
Electric power production
Fire/EMS
Fitness
Food service
food services
food services
Golf Course
Government and Transportation
Government Contracting
Government Contractor/Administration
Hazardous Waste Management
Legal
Manager, food service
Marketing and Research
Mechanical Engineering
Media AND education
Mining/Oil, Education, Accounting,
National Park Service
nonprofit
Non-Profit
non-profit
Office administration
Oil & Gas, Education, and Construction
Oil/gas
Public Policy Research
real estate
Self employed, Services industry
Sewing
shipping
student employee for UA campus
Telecommunications
VA Dental Clinic government healthcare

UAF
Accounting
Accounting
Accounting Technician
Administrative
agriculture
airline, restaurant and education(3 jobs
Biochemistry/Research
Child care
Coaching
Customer Service
Emergency Services
environmental coordinator, grants admin
Fisheries Biology
Food Industry and Education
Food/Drink Services
Forestry
Government Contracting
Health Care and Education
Human Resources
I'm a TA for my department.
Marketing
Non Profit Organization
Personal Services
Research
Research
Research
research
Research/education
Rural Development
science/research/university
scientific research
Scientific research

UAS
Library Services
UA Employee

What occupation or position do you hold?
UAA
Account Coordinator
Account manager
Administrator
Advertising/Graphic Design
Air Traffic Controller
Assistant Project Planner
Assistant Superintendent
auditor
bagger
balloon twister
bilingual tutor asd and a waitress
Biologist; botanist
Bookseller
Campaign Staffer
Cannery worker
care coordinator
caretaker/homehealth
Certified Dental Assistant
Certified Nursing Assistant
Chief of Staff
Chiropractic Assistant
Chiropractic Assistant
Community Media Researcher
Contractor
Cook
Cook
Corporate owner
dep. of environ. conservation job
dietitian
Disability Adjudicator
employee - security guard
Engineer/mechanical engineer
Entry Level Construction Management
Environmental Regulator
Environmental scientist
Executive
Facilities Management
Field Archaeologist
financial analyst
firefighter
Firefighter/Paramedic
Flight Operations Agent
foreman
Geologist
housekeeper
Human Resources Assistant
individual service provider
individual skills provider- school based
Interior Designer & Project Manager
JJO
journalist
Jr. Geologist
lab assistant
Landfill operator
Licensed Practical Nurse (LPN)
Lieutenant, student pilot
Line Service Technician
Long-Term Substitute Teacher
massage therapist and nurse
Mechanic
Media technician
Medical Assistant/Phlebotomist
Medical Assistance
Network Specialist
Nurse
Nurse Extern
Office assistant, Teacher
Operator
operator
Operator/Laborer
Package Handler
Paralegal
Paramedic
Park Interpretive Ranger
payroll
Personal Care Assistant
Physical Science Technician
Process Operator/Technician
Procurement
Project Assistant
Project controls specialist
Project Manager
Project manager
Project Manager
Radiologic Technologist
realtor
receptionist/cashier
Registered Dietitian
Rehabilitation Assistant
Research Assistant
Research technician
Research Technician
Retail sales
school counselor
Service manager
Sewing
Soldier
stable hand
Statistical analyst and research analyst
Stocker
Student Success Coordinator
student employee
Substitute Teacher
support staff
surveyor
Surveyor
Teacher Assistant
Technical Writer
technical writer
Technical Writer
Technician and administrator
Technician, Instructor, Business Owner
teller
Trainmen & enginemen
Transportation Security Officer
Tutor
tutor
tutor
Utility Rate Analyst (econ degree)
vinyl technician
warehouse

UAF
academic advisor
Anchor/reporter
Assistant
Assistant Professor
Associate Director
Banker
Barista
Biologist
biologist
Biometrician
Building Substitute
care coordinator
Carpenter
carpenter
Certified Medical Assistant
certified medical assistant
Child Care Center Owner
communications specialist
community health aide
Community Health Practitioner
Controller
curriculum designer
Curriculum developer/writer
deckhand
Deckhand
Drug and Alcohol Counselor
Educational assistant
Equipment operator
Firefighter/Paramedic
Firefighter/Paramedic
Fish Biologist
Fisheries Biologist
Fisheries Biologist
Fisheries geneticist
General Ledger Accountant
GIS Specialist
Guest
Housekeeping and I hate it.
imagery scientist
junior geologist
lead security officer
legal assistant
Legal Assistant
Library Page
mechanical insulator
Medical Coder
Mental Health Tech. and Sub
mental health technician
Military Officer
Military Officer
Paralegal
personnel, food server, cargo agent
Police Officer
Postdoctoral Research Assistant
Postdoctoral researcher
Probation
production assistant
Professor
Program Assistant
Program Assistant
project assistant
project coordinator
research associate
Research associate
research faculty
Research Professional
residential aide
Scientific consultant
scientist
State Historian/Cult Resource Specialist
Stock shelves
Substitute Teacher
Substitute Teacher
Teaching Assistant
Teaching Assistant
Teller
Temporary Professional;
UAF Faculty
VP Research & Principal Investigator
web/database coordinator

UAS
Accounting (state), Construction (Fed)
Admissions Rep
Appraiser
biologist
Collections Officer
Creel Tech (ADFG)
Early Interventionist
EBA
Graduate research assistant
Insurance Producer
Library Assistant
Naturalist Guide
Paralegal
Substitute teacher
teacher aide
Technical Writer
Wildland Firefighter

When did you start working in your current position: before attending UA, while attending UA, or after graduating from UA?

UAA
after Bachelor's before Master's
Promoted from intern to engineer
While attending UA in my undergrad
While on 25 year break-before graduating
worked during first year, after grad

UAF
1999
a year after
After undergrad, before graduate

UAS
Began part time before, full time after

How did you first year about your current position?

UAA
Accounting Week
AK Dept of Labor Online (ALEXSYS)
Anchorage School District - substitute
Attended technology group dinner
Being on Campus
company website
Contacts from previous job
convention
Current employee referral
District Website
Employed by one of the subsidiaries
Employer contacted me
Engineering Career Fair
experience
Government employment page
Informational Interview
Internal Promotion
internal promotion
Internal vacancy not open to public
it's complicated
mailer to professionals
Member of the church
Moved up through the company
my father recommended me 4 co. works 4
On the job experience
Professional Meetings
Promoted from lower level position
Retired Military, hired as Gov Civilian
school district website
they called me
UAA Accounting Club
UAA major related club/organization
USAjobs.com
was my practicum site
Work Place Alaska
Worked with agency in another capacity
Workplace Alaska
Workplace Alaska
Yellow Pages, mailed out resumes
you can join any real estate franchise

UAF
Accounting Week
acquired family business
Church newsletter
Contacted employer to volunteer
departments listserve
Employer contact me/asked if I want job
friend
internship
Job Opening poster
Military transfer to Air National Guard
Monster Search
Researched Labs I was interested in
scholarship/fellowship
School District (substitute teacher)
self employed, created my position
Store window
UAKjobs
volunteer at site for a year
Workplace Alaska
UAS
- Bulletin Board & Internship
- Personal initiative
- State Employment E-Newsletter
- Teacher recruitment websites

What school are you attending?

UAA
- ASDN
- I am attending both UAA and UAF.
- UAS-distance courses
- Wayland Baptist University
- AMU
- Ashford University
- AT Still University/ KCOM
- Boston University
- Cappella University
- FIU
- George Fox University
- Harvard
- Kansas State University
- Marquette University School of Dentistry
- Marymount University
- Midwestern School of Medicine
- N/A
- nmsu
- U of Utah
- SJ Quinney College of Law
- University of Idaho
- University Rostock
- University of Furtwangen, Germany
- University of Idaho
- University of Idaho
- University of Phoenix
- University of Southern Maine
- University of Texas Medical Branch
- University of Washington
- University of Western States
- Utah Valley University
- American Graduate University
- American Military University
- AMU
- Kaplan
- University of Alabama
- University of Bridgeport

UAJ
- Ilisagvik College
- Iowa State University
- KUC
- UAF Community and Technical College
- Argosy University
- Carnegie Mellon
- Colorado College
- Johns Hopkins
Lewis & Clark Law School
Montana State
PNWU-COM
Regis university
Southern New Hampshire University
The Ohio State University
Trinidad State Junior College
UCF
University of New Mexico, Albuquerque
University of South Florida
University of the Incarnate Word
Western Washington University
Full Sail University Online
Kaplan University
Wayland Baptist university
Worcester Polytechnic Institute

UAS
OSU
UAA satellite - Sitka
UAF SFOS Juneau
UAS distance/Sitka & Juneau
Appalachian School of Law
Art Institute of Seattle
Brooklyn College
John Jay College of Criminal Justice
Michigan State University
Oregon State University
University of Ghana
University of Montana
University of Phoenix Online
University of Wisconsin Madison
Weber state university
Allied Medical School
New Mexico State University

What type of degree are you pursuing?

UAA
Bachelor's (BS)
Both Masters and Doctor of Chiropractic
BS Technology
D.O.
Doctor of Dental Surgery (DDS)
Doctor of Osteopathic Medicine
Doctorate (PsyD)
Graduate Certificate in SCM
JD
Juris Doctor (JD)
Master's (MS)
MD
MFA
MS Interdisciplinary Degree

UAF
Bachelor's (BS)
BT
DO
Juris Doctor
M.S
MA/MFA
Master's (MS)
MHS/RD
MS, Master's of Science

UAS
BA and AA
both AA & CT
Juris Doctorate (JD)

In what field of study?

UAA
Acquistion management
Anthropology
Art
Art
Aviation administration.
Aviation Administration
Bachelor of Science Technology (BST) (x3)
CIOS
Clinical and Community Psychology
Computer and Network Technology
Counseling Education
Electronics and Telecomm Technology
Environmental Management
Exercise and Sports Science
Fine Arts
Fine Arts Creative Writing
Gender Studies Interdisciplinary
Health Care Administration
Human Services
HVAC
HVACR
Information Management Technology
Information Services
instrumentation
Intelligence Studies
Library and Information Studies
Mathematics
music
Physician Assistant
Radiologic Technology
Refrigeration & Heating
Science Technology
Statistics
Supply Chain Management
<table>
<thead>
<tr>
<th>School</th>
<th>Program Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>UAF</td>
<td>Bachelor of Technology, biochemistry, CITS, Community Health, Computer Science, foreign languages, Gunsmithing, Human Services/Culinary Arts or Justice, Media Design, Music Composition, Professional Communication, Social Work</td>
</tr>
<tr>
<td>UAS</td>
<td>Accounting/Construction, Entertainment Arts, fisheries management, Social Science: ANTH, ECON &amp; HIST, Spanish</td>
</tr>
</tbody>
</table>

**What school are you likely to attend?**

**UAU**
- Charter
- Charter College
- on-line BA in business not offered @ KPC
- Penn State
- RN-BSN online distance
- Any other
- Boise State University or U. of Idaho
- Boston University
close to employment
- Colorado State University
- Culinary Institute of America
currently living in Texas
- Depends on where PhD is located
- Devry University
- Eastern Washington University
- Florida State University
- George Washington University
- Kennesaw State University
- Law School
- Law school, University of Wyoming Woohoo
- Medical School
- Moody Bible Institute
- Most likely an online masters program
- Multnomah Bible College
- Northern Oregon University or NYU
- NYU
Oregon Coast Community College
Oregon Health and Sciences University
Oregon State University
Other
PhD Program location unknown
PhD program outside
Portland Community College
Portland community college
San Francisco State University
Seattle Central
Seattle School of Law
Somewhere in Texas
somewhere on the east coast
South Dakota State University
St Joseph’s in Philadelphia
Stanford or PSU
state Universities
Texas
Texas schools
Thomas Jefferson school of law
U of Oregon Law
UC BERKLEY
uncertain
Undecided
University of British Columbia
University of British Columbia (CANADA)
University of California
University of Florida
University of Hawaii
University of Hawaii at Manoa
University of Hawai‘i, or Otago, NZ
University of Las Vegas, Nevada
University of Louisville
University of Minnesota
University of Minnesota - Twin Cities
University of New Mexico
University of Otago
University of Tennessee
University of Tennessee, Knoxville
University of Texas Austin
University of Washington (x4)
University of Washington, MEDEX program
UT, Texas A&M, LSU, Rice...
UTSA
UW
UW Madison
UW school of public health
Washington State University - Vancouver
Washington State
Wherever the USMC takes me
Whichever accepts me and gives scholar $
ASD Teacher Academy
Looking into all options
school offering doctorate degree program
still researching options
Texas A&M
University of Florida
Walden
Western Governors University

UAF
UAF-Juneau
Applied to 14 different outside schools.
Berkeley, Stanford
Columbus University
CWU
Doctoral classes at UAF closed to public
Graduate school somewhere in WA
HSU or CR
I will attend medical school
In Florida
law school
Law School
Law School or a PhD program online
Lewis and Clark Indian law summer program
Lower 48
Michigan
MSW school. Not sure
National College of Naturopathic Medicine
North Carolina
Our Lady of the Lake Nursing School
PA program
Pacific
Spec in programs not avail in AK
U of Calgary, Montana St U, or CO St. U
U of Minnesota
Undecided
Undecided
University in Canada
University of Alabama
University of Bedfordshire
University of British Columbia
University of Cincinnati
University of Connecticut
University of Houston
University of Michigan, or Chicago
University of New Mexico
University of Victoria
University of Washington
University of Wisconsin
University of Maine
UNLV
UW or UBC
Washington State
Whatever school I am able to do overseas
Wisconsin
a distance ed program not sure
Concordia
possible doctoral program
undetermined online program

UAS
some of both/all currently teaching at KPC
U Washington or UAF (Juneau campus)
UA Distance Delivered programs
UAS Distance MAT Program
Unknown - but probably distance program
A college where ever I end up
Coconino Community College
Master's Program in Hydrology
NYU
Portland State University
Stanford B-School
University of Oregon
Yakima Valley Community College
Looking for Distance Ph.D program
Walden University

What type of degree will you pursue?
UAA
BS
DNP
DNP
J.D. (x4)
M.S.
MD
MD/DO
PBS
PsyD

UAF
DDS (Doctor of Dental Surgery)
Have not decided, am exploring options
JD (x3)
MD/MPH (MD/Masters in Public Health)
MFA (x2)

UAS
Endorsement

In what field?
UAA
Apprenticeship Technologies
Architecture (x2)
Art (x2)
Baking and Pastry Management
Bible
Communications
Conservation biology
Construction/Project Management
Counseling
Exercise Science
Fine Art/Studio Art
Fire Science (x2)
Geophysics
Have not made a final determination
Information Systems Management
Information Technology (x2)
International Law
music
philanthropic studies and nonprofit deve
Teaching

UAF
Acupuncture
Agriculture
Computer Science/ IT Through Engineering
Fine Art
Fisheries
HEALTH CARE MGMT.
Intercultural Communication
IT
Library and Information Science
medical billing
OSHA
Radiology

UAS
Information Technology/Web Development
mathematics
Survey Instrument

See attached.
Welcome! The University of Alaska is conducting a survey of recent graduates. Your responses will help the University better serve its students in the future. Those who complete the survey will be entered in a drawing to win their choice of 10,000 Alaska Airlines miles or a $250 Amazon.com gift certificate.

1. Do you currently reside in Alaska, other US state or outside the United States?
   - Alaska
   - Other US State (Specify) ____________________
   - Outside US
   - Don't know

1a. Of the classes you took towards your degree program, about how many did you attend in person (as opposed to via video conference, audio conference, correspondence, or internet)?
   - Attended all classes in person
   - Attended most classes in person
   - Attended about half of my classes in person
   - Attended some of my classes in person
   - Attended none of my classes in person
   - Don't know

2. How satisfied were you with each of the following aspects of your UA experience?

<table>
<thead>
<tr>
<th></th>
<th>01 Very Dissatisfied</th>
<th>02 Dissatisfied</th>
<th>03 Neutral</th>
<th>04 Satisfied</th>
<th>05 Very Satisfied</th>
<th>06 Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Your overall academic experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Your overall education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Your intellectual growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Your personal growth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Preparation for your career</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

4. If you could start your college career all over again, would you choose the same field of study?
   - 01 Yes
   - 02 No
   - 03 Maybe

5. While you were attending UA, did you participate in any of the following groups or activities? (Check all that apply)
   - 01 Academic honors programs
   - 02 Clubs or organizations related to major
   - 03 Service organizations
   - 04 Residence hall council or IRC
   - 05 Fraternity or Sorority
   - 06 Varsity sports
   - 07 Non-varsity/intramural sports
   - 08 Student government
   - 09 Student judicial board
   - 10 Student leadership programs
   - 11 Student Activities
   - 12 Student media (radio/TV/publications)
   - 13 Student alumni association
   - 14 Performing arts (dance, theatre, music)
   - 15 Minority student programs/activities (Native, Hispanic)
   - 16 Religious groups
   - 17 Political or issue group
   - 18 ROTC
   - 19 Outdoor clubs
   - 20 Don’t know
   - 21 Other:
   - 22 Did not participate in any groups or activities

6. While you were attending UA, did you ever use the Career Services Office?
   - 01 Yes
   - 02 No (Skip to Q 6b)

6a. Overall, how satisfied were you with your Career Services Office experiences?
   - 01 Very dissatisfied
   - 02 Dissatisfied
   - 03 Neutral
   - 04 Satisfied
   - 05 Very satisfied
   - 06 Don’t know
   - SKIP TO Q 7

6b. Why didn’t you use the Career Services Office? (Check all that apply)
   - 01 Wasn’t aware of office
   - 02 Campus did not have an office
   - 03 Not worth the time/effort
   - 04 Already had job
   - 05 Found job on own/through other means
   - 06 No need
   - 07 Found job through degree program/practicum
   - 08 Distance student; no access to Career Services Office
   - 09 Was looking for work outside Alaska
   - 10 Other ____________________________
7. Did you do an internship as part of your degree or certificate program?
   01 □ Yes
   02 □ No (Skip to Q 8)
   03 □ Don’t know (Skip to Q 8)

7a. With what organization?
   1 □ Alaska Native corporation/organization
   2 □ Federal government
   3 □ Hospital/clinic/doctor’s office
   4 □ Municipality
   5 □ School district
   6 □ State of Alaska
   7 □ University of Alaska
   8 □ Other __________

7b. What was your hourly wage for your internship?
   01 □ $0; unpaid
   02 □ Less than $9.00/hour
   03 □ $9.00-$11.99/hour
   04 □ $12.00-$15.99/hour
   05 □ $16.00-$19.99/hour
   06 □ $20.00/hour or more
   07 □ Other __________
   08 □ Don’t know

7c. Was your internship coordinated through your campus Career Services Office?
   01 □ Yes
   02 □ No
   03 □ Don’t know

7d. Did the internship lead to a job offer?
   01 □ Yes
   02 □ No (Skip to Q 8)
   03 □ Don’t know (Skip to Q 8)

7e. Did you take the job?
   01 □ Yes
   02 □ No
   03 □ Don’t know

8. Did you work during the final school year before you graduated? (Not including summer work, internships, or practicums)
   01 □ Yes
   02 □ No (Skip to Q 10)
   03 □ Don’t know (Skip to Q 10)

8a. Did you work on-campus, off-campus or both?
   01 □ On campus
   02 □ Off campus
   03 □ Both
   04 □ Don’t know (Skip to Q 9)
   05 □ Don’t know

8b. Approximately how many hours per week did you work?

<table>
<thead>
<tr>
<th>On Campus</th>
<th>Off Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 □ 10 hours or less</td>
<td>01 □ 10 hours or less</td>
</tr>
<tr>
<td>02 □ 11-20 hours</td>
<td>02 □ 11-20 hours</td>
</tr>
<tr>
<td>03 □ 21-40 hours</td>
<td>03 □ 21-40 hours</td>
</tr>
<tr>
<td>04 □ Over 40 hours</td>
<td>04 □ Over 40 hours</td>
</tr>
<tr>
<td>05 □ Don’t know</td>
<td>05 □ Don’t know</td>
</tr>
</tbody>
</table>

9. Was any of your work related to your degree or certificate program?
   01 □ Yes
   02 □ No
   03 □ Don’t know
10. Which of the following are you pursuing (or planning to pursue) in your post-graduation year? (Check all that apply)

- Employment (seeking job or already have job)
- Starting/raising a family
- Military/armed services
- Volunteer service
- Additional undergraduate study
- Additional graduate or professional study
- Other: ________________________
- Don't know

10a. Which of the following is currently your primary activity? (Check only one)

- Employment (seeking job or already have job)
- Starting/raising a family
- Military/armed services
- Volunteer service
- Additional undergraduate study
- Additional graduate or professional study
- Other: ________________________
- Don't know

IF Q10 code 01 (Employment) or code 03 (Military/armed services), proceed to Q11. ALL OTHERS skip to Q23.

11. Which statement best describes your current employment status? (Check only one)

- Employed full-time year-round
- Employed part-time year-round
- Employed full-time seasonally
- Employed part-time seasonally
- Unemployed, currently looking for work (skip to Q 23)
- Unemployed, not looking for work (skip to Q 23)
- Don’t know (skip to Q 23)

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

- Government
- Mining/Oil
- Fishing/Seafood
- Tourism/Hospitality
- Finance/Insurance/Real Estate
- Construction/Maintenance
- Manufacturing
- Transportation/Utilities
- Retail
- Health Care/Social Services
- Media/Communications
- Education
- Arts
- Information Technology
- Professional Services (engineering, legal, consulting)
- Security
- Don’t know
- Other ________________________

13. What occupation or position do you hold?

- Accountant/bookkeeper
- Analyst/programmer
- Bartender/barista/server
- Business owner/operator
- Captain/deckhand
- Case manager
- Clerk
- Consultant
- Customer service representative
- Director
- Doctor
- Dispatcher
13. Engineer/civil engineer
14. Intern
15. Manager/assistant manager
16. Office assistant/manager
17. Program coordinator/director
18. Registered nurse/nurse assistant/nurse practitioner
19. Sales representative
20. Social worker
21. Specialist
22. Supervisor
23. Teacher/instructor/principal
24. Technician/technologist
25. Therapist/counselor
26. Other_________________________

14. Which of the following benefits do you receive in your current position?  
(Check all that apply)

01 ☐ Health insurance
02 ☐ Company-funded retirement plan
03 ☐ Self-funded retirement plan
04 ☐ Stock options
05 ☐ Paid leave
06 ☐ Education reimbursement program
07 ☐ None of the above
08 ☐ Don’t know

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

01 ☐ Daily
02 ☐ Weekly
03 ☐ Monthly
04 ☐ Rarely
05 ☐ Don’t know

16. When did you start working in your current position: before attending UA, while attending UA, or after graduating from UA?  

01 ☐ Before UA (Skip to Q 23)
02 ☐ While attending UA
03 ☐ After graduating
05 ☐ Don’t know

17. In what geographical area was your job search focused?  
(Check all that apply)

01 ☐ Alaska
02 ☐ California
03 ☐ Pacific Northwest
04 ☐ Southwest
05 ☐ South
06 ☐ Midwest
07 ☐ East
08 ☐ Outside of the US
09 ☐ All US
10 ☐ Don’t know

18. How difficult did you find the process of getting a job?  

01 ☐ Very easy
02 ☐ Easy
03 ☐ Difficult
04 ☐ Very difficult
05 ☐ Don’t know

19. How much effort did you put into your job search?  

01 ☐ A lot
02 ☐ Some
03 ☐ A little
04 ☐ None
05 ☐ Don’t know

20. Can you estimate how many jobs you applied for?  

Number of jobs ____________
00 ☐ None
997 ☐ Don’t know

21. Can you estimate how many job offers you received?  

Number of offers ____________
00 ☐ None
997 ☐ Don’t know
22. How did you first hear about your current position?

01 □ Newspaper
02 □ Family/friends/co-workers
03 □ Employment agency
04 □ Trade journal
05 □ UA career services
06 □ Internship
07 □ Internet/website
08 □ Previously worked for this employer
09 □ UA staff/faculty
10 □ Was recruited
11 □ Job Fair
12 □ Other _________________________
13 □ Don’t know

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

01 □ Yes 97 □ Don’t know (Skip to Q 24)
02 □ No (Skip to Q 24)

23a. What school are you attending?

UAA
01 □ Anchorage
02 □ Chugiak-Eagle River
03 □ Elmendorf
04 □ Fort Richardson
05 □ Kachemak Bay
06 □ Kenai Peninsula
07 □ Kodiak College
08 □ Mat-Su College
09 □ Prince William Sound Comm. College

UAF
10 □ Fairbanks
11 □ Bristol Bay
12 □ Chukchi
13 □ Interior-Aleutians
14 □ Kuskokwim
15 □ Northwest
16 □ Tanana Valley

UAS
17 □ Juneau
18 □ Ketchikan
19 □ Sitka
20 □ Alaska Pacific University
21 □ Other Alaska school: ________________
22 □ School outside Alaska: ________________
23 □ Non-UA distance program: __________

23b. Are you pursuing a degree?

01 □ Yes 03 □ Don’t know (Skip to Q 24)
02 □ No (Skip to Q 24)

23c. What type of degree are you pursuing?

01 □ Associate’s (AA)
02 □ Bachelor’s (BA)
03 □ Master’s (MA)
04 □ Doctorate (PhD)
05 □ Certificate (CT)
06 □ Professional license (LIC)
07 □ Other ________________
08 □ Don’t know
23d. In what field of study?
01 Business (inc. Public Administration, Accounting)
02 Education
03 Engineering
04 Human Services/Cosmetology/Culinary Arts
05 Interdisciplinary
06 International Studies
07 Law
08 Liberal Arts (English, Foreign Languages, Philosophy, etc.)
09 Medicine/Dentistry
10 Medical support (Nursing, Social Work, Public Health, Physical/Occupational Therapy)
11 Process Technology/Logistics/Project Management
12 Rural Development/Tribal Management
13 Social Sciences (Anthropology, Psychology)
14 Sciences (Biology, Chemistry, Fisheries, etc.)
15 Veterinary Medicine
16 Other ____________
17 Don’t know
SKIP TO Q 25

24. Do you plan on enrolling in any college or university classes in the future?
01 Yes 04 Don’t know (Skip to Q 24)
02 Maybe
03 No (Skip to Q 24)

24a. What school will you likely attend?
UAA
01 Anchorage
02 Chugiak-Eagle River
03 Elmendorf
04 Fort Richardson
05 Kachemak Bay
06 Kenai Peninsula
07 Kodiak College
08 Mat-Su College
09 Prince William Sound Comm. College
UAF
10 Fairbanks
11 Bristol Bay
12 Chukchi
13 Interior-Aleutians
14 Kuskokwim
15 Northwest
16 Tanana Valley
UAS
17 Juneau
18 Ketchikan
19 Sitka
20 Alaska Pacific University
21 Other Alaska school: ____________
22 School outside Alaska: ____________
23☐ Non-UA distance program: __________

24b. Will you be pursuing a degree?
   ☐ Yes  ☐ No (Skip to Q 25)
   ☐ Don’t know (Skip to Q 25)

24c. What type of degree will you pursue?
   ☐ Associate’s (AA)  ☐ Certificate (CT)
   ☐ Bachelor’s (BA)  ☐ Professional license (LIC)
   ☐ Master’s (MA)  ☐ Other ____________
   ☐ Doctorate (PhD)  ☐ Don’t know

24d. In what field of study?
   ☐ Business (inc. Public Administration, Accounting)
   ☐ Education
   ☐ Engineering
   ☐ Human Services/Cosmetology/Culinary Arts
   ☐ Interdisciplinary
   ☐ International Studies
   ☐ Law
   ☐ Liberal Arts (English, Foreign Languages, Philosophy, etc.)
   ☐ Medicine/Dentistry
   ☐ Medical support (Nursing, Social Work, Public Health, Physical/Occupational Therapy)
   ☐ Process Technology/Logistics/Project Management
   ☐ Rural Development/Tribal Management
   ☐ Social Sciences (Anthropology, Psychology)
   ☐ Sciences (Biology, Chemistry, Fisheries, etc.)
   ☐ Veterinary Medicine
   ☐ Other ____________
   ☐ Don’t know

25. Which category best describes your current annual salary or wage?
   ☐ $0; do not currently earn a salary/wage
   ☐ Less than $15,000  ☐ $35,001 to $50,000  ☐ Over $100,000
   ☐ $15,001 to $25,000  ☐ $50,001 to $75,000  ☐ Don’t know
   ☐ $25,001 to $35,000  ☐ $75,001 to $100,000

Please enter your name, date of birth and a contact phone number so that we may enter you in the drawing for your choice of a $250 Amazon.com gift certificate or 10,000 Alaska Airlines miles.

Name_________________________________________________________
Date of Birth______________________ e.g. 03-10-1983 for March 10, 1983
Contact Phone Number or Email Address___________________________________________

Thank you for participating in this important project!