

UNIVERSITY OF ALASKA RECENT ALUMNI SURVEY 2018

PREPARED FOR:

University of Alaska

February 2019

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McDowell Group Anchorage Office

1400 W. Benson Blvd., Suite 510
Anchorage, Alaska 99503

McDowell Group Juneau Office

9360 Glacier Highway, Suite 201
Juneau, Alaska 99801

Website: www.mcdowellgroup.net



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Executive Summary

The University of Alaska contracted with McDowell Group to conduct an online survey of UA alumni who received any type of degree or certificate from UA in summer 2017, fall 2017, or spring 2018. This is the ninth survey of UA alumni conducted by McDowell Group, most recently in 2014. The 2018 survey sample includes 1,166 respondents (including 595 from UAA, 395 from UAF, and 176 from UAS); the survey response rate was 27 percent. Results were compared with the overall graduate population for a variety of factors, then weighted by gender and MAU to reflect the true population.

The purpose of the survey is to gather essential information on recent alumni: how they rate their UA experience; what factors helped them attain their degree; career preparation and job search behavior; and current employment and educational activities. Key findings from the survey follow.

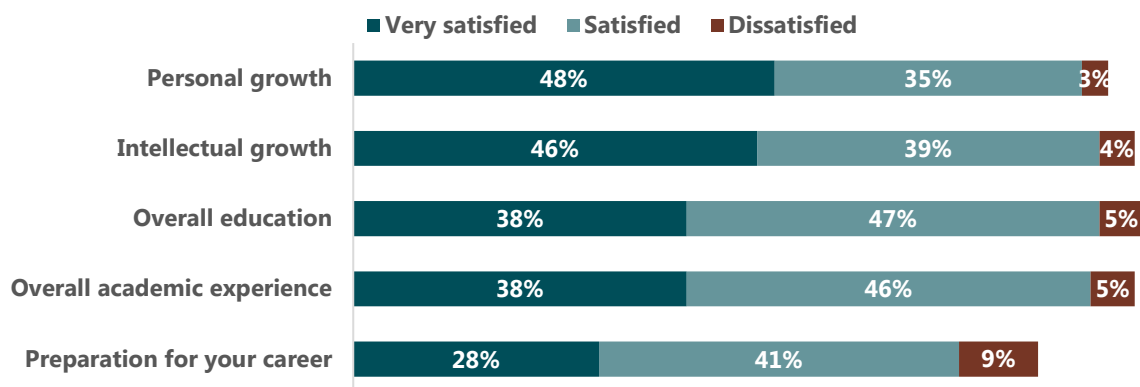
Satisfaction Ratings: General Categories

UA alumni tended to give positive satisfaction ratings to the five general categories as seen in the chart below, with between 69 and 85 percent either very satisfied or satisfied with each category, and just 3 to 9 percent dissatisfied. The categories with the most very satisfied ratings were personal growth (48 percent) and intellectual growth (46 percent). The category that earned lower satisfaction ratings was preparation for career, at 28 percent very satisfied.

Groups that reported higher-than-average satisfaction ratings in some if not all categories included UAS students, women, older alumni (those over 40), and those in the education field.

Comparing 2018 results to 2014, there were only two differences for the overall sample that tested as statistically significant: those very satisfied with their overall education dropped from 43 to 38 percent, and those very satisfied with their career preparation dropped from 33 to 28 percent. These slight decreases in very satisfied rates were balanced by slight increases in the neutral and satisfied categories, rather than in dissatisfaction. By campus, there were several small shifts that tested as statistically significant; these are detailed in the body of the report.

Satisfaction with University of Alaska: General Categories



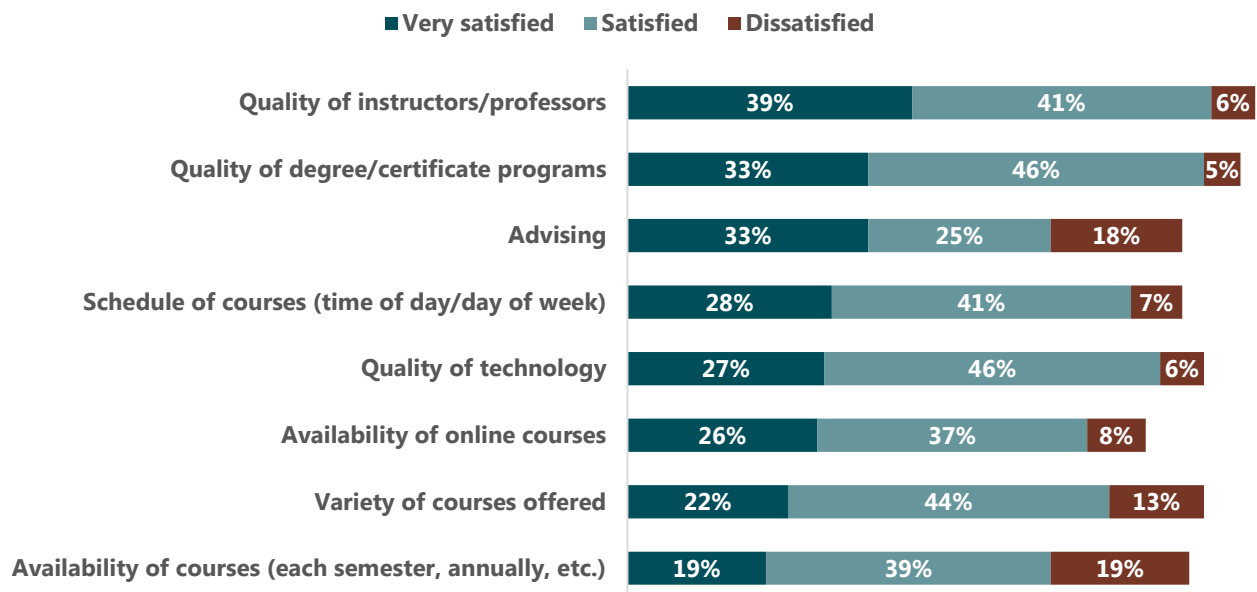
Notes: Excludes "Neutral and "don't know." "Dissatisfied" includes "very dissatisfied" and "dissatisfied."

Satisfaction Ratings: Detailed

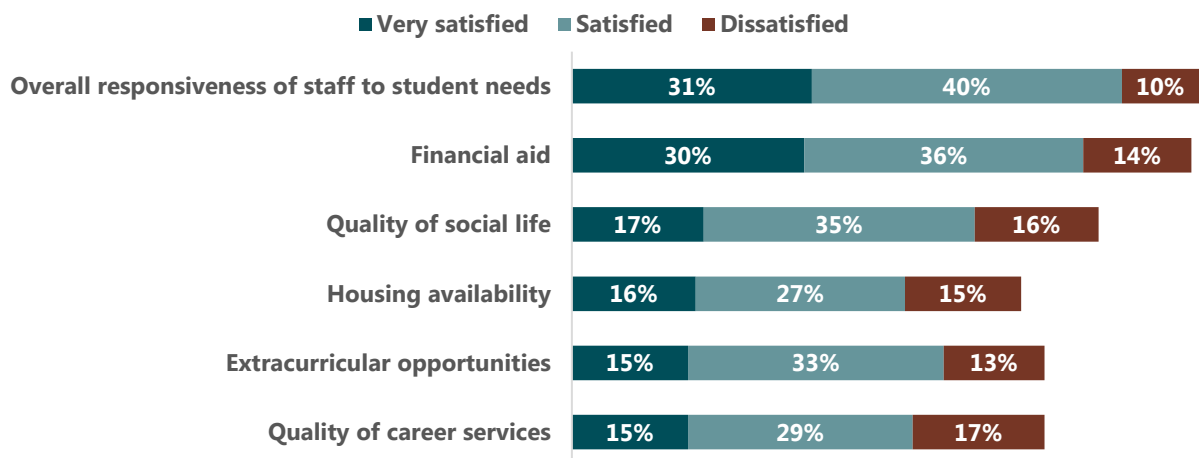
A new series of questions in 2018 asked respondents to rate a variety of aspects of the UA experience in two broad categories: academic and student experience. In general, these categories earned lower satisfaction ratings than the broader categories on the previous page, with very satisfied ratings ranging from 15 to 39 percent (compared with 28 to 48 percent), and dissatisfaction ranging from 5 to 19 percent (compared with 3 to 9 percent). Neutral responses were more common for these categories as well.

The categories with the highest very satisfied ratings were quality of instructors/professors (39 percent), quality of degree/certificate programs (33 percent), advising (33 percent), and overall staff responsiveness (31 percent). The categories with the highest dissatisfied ratings were availability of courses (19 percent dissatisfied), advising (18 percent), quality of career services (17 percent), and quality of social life (16 percent).

Satisfaction with University of Alaska: Academic Categories



Satisfaction with University of Alaska: Student Experience Categories



Notes: Excludes "Neutral and "don't know." "Dissatisfied" includes "very dissatisfied" and "dissatisfied."

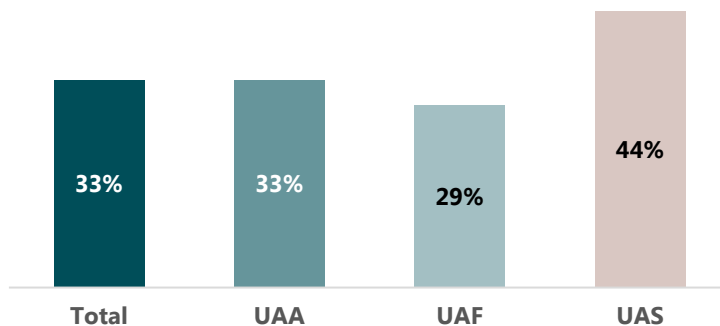
“Stopping Out”

A new area of questioning in 2018 was “stopping out” – taking a break from classes for at least one semester over the course of their most recent degree or certificate program. One-third of alumni (33 percent) said they had stopped out, including 29 percent of UAF alumni, 33 percent of UAA alumni, and 44 percent of UAS alumni. In terms of field of study, arts/humanities/social sciences alumni were the most likely to have taken a break (42 percent); engineering alumni were the least likely (17 percent).

The most common reasons cited for stopping out were work (39 percent), burned out/needed a break (31 percent), ran out of money (27 percent), and family reasons (27 percent). The top three reasons varied somewhat by MAU: UAA alumni most frequently mentioned work (41 percent), burned out/needed a break (29 percent), and ran out of money (28 percent); UAF alumni cited work (43 percent), burned out/needed a break (33 percent), and family (33 percent); while the top reasons among UAS alumni were burned out/needed a break (31 percent), family (30 percent), then work (27 percent).

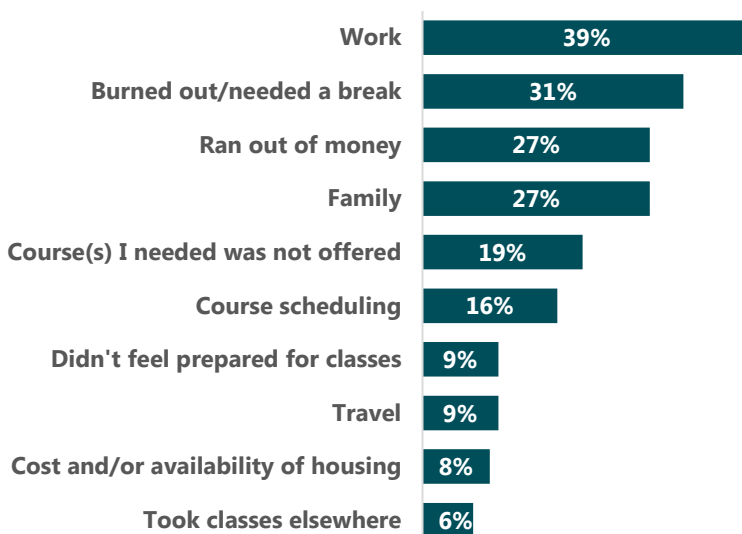
Respondents who had stopped out were asked what UA could have done to keep them enrolled. The most common response was nothing, accounting for 41 percent of responses. The top suggestions were more course availability (25 percent), additional financial help (25 percent), better course scheduling (20 percent), more/better academic advising (19 percent), and help and advising with personal issues (14 percent). There were no statistically significant differences in responses by MAU.

Stopped Taking Classes for At Least One Semester While Pursuing Degree/Certificate Program



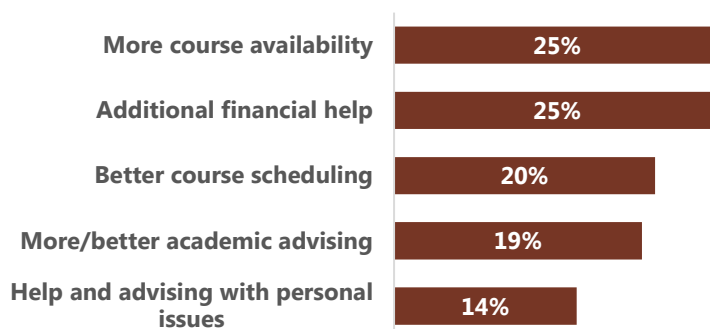
Top Ten Reasons for Stopping Out

(Base: Stopped out)



Top Five Ways UA Could Have Kept Them Enrolled

(Base: Stopped out; Excludes “Nothing”)



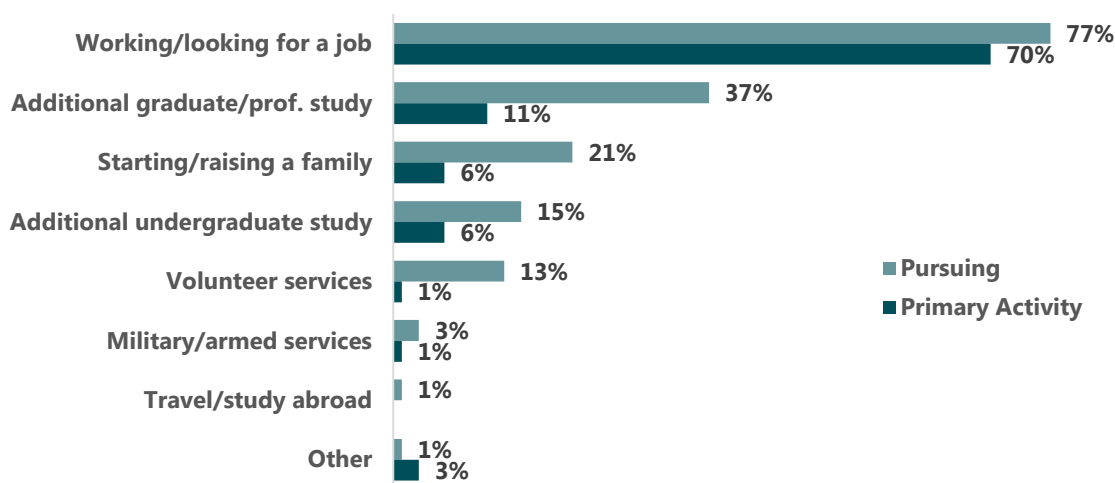
Post-Graduate Activities

Respondents were asked two questions about their current activities: the first question asked what they were pursuing or planning to pursue in their post-graduation year, with multiple responses allowed, while a follow-up question asked which of these was their primary activity, with only one response allowed.

Over three-quarters of alumni (77 percent) were currently (or planned on) working or looking for job in their post-graduation year, with nearly as many (70 percent) saying this was their primary activity. Over one-third of alumni (37 percent) said they were pursuing additional graduate or professional study, while only 11 percent said this was their primary activity. One-fifth (21 percent) were raising a family, and 6 percent said this was their primary activity; 15 percent were pursuing undergraduate study, and 6 percent said this was their primary activity.

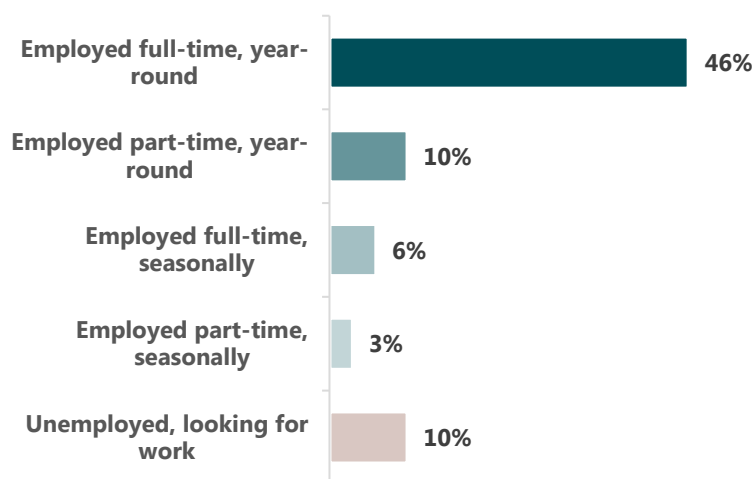
Responses to this question were very similar between 2014 and 2018. The only discernible shift was in those working/looking for a job as one of their activities; this percentage grew from 72 to 77 percent. Shifts in primary activity rates were all within 2 percentage points.

Current/Planned Activities in Post-Graduation Year



A follow-up question asked alumni more detail about their employment status. Among all respondents, nearly half (46 percent) were employed full-time, year-round, while another 19 percent were employed part-time and/or seasonally. Ten percent were looking for work. (The remainder fell into one of the above non-employment categories such as additional study, military, etc.) These rates were very similar in 2014; for example, those employed full-time, year-round represented 44 percent in 2014 and 46 percent in 2018, and those looking for work was similar at 9 and 10 percent, respectively.

Employment Status
(Excludes those not pursuing employment)

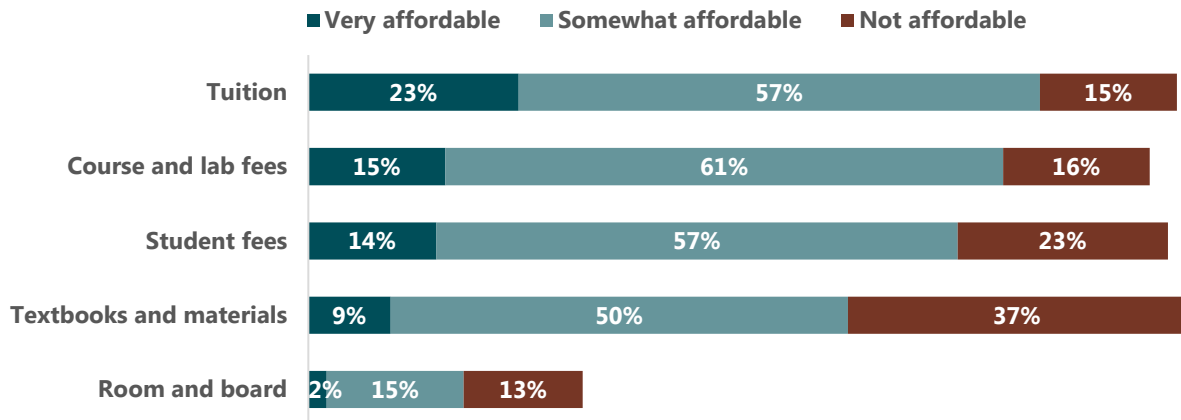


Affordability

A new question in 2018 asked alumni how affordable they considered the University of Alaska in five areas. The category seen as most affordable was tuition, with 80 percent rating this at least somewhat affordable, followed by course and lab fees at 76 percent, student fees at 71 percent, and textbooks and materials at 59 percent. Room and board (specified in the survey as “University housing”) was only rated by 30 percent of respondents; most respondents did not use University housing. UAA alumni tended to rate categories as less affordable compared with UAF and UAS alumni.

How affordable do you consider the University of Alaska in each of the following areas?

(Excludes “don’t know”, “not applicable/did not use” responses)



Introduction and Methodology

Introduction

The University of Alaska contracted with McDowell Group to conduct the ninth in a series of surveys of recent UA graduates. This 2018 survey includes results from alumni who received any type of degree or certificate from UA in summer 2017, fall 2017, or spring 2018. The survey was administered over the internet. Previous surveys were conducted annually from 2006 to 2012, then in 2014; no survey was conducted in 2013, nor in 2015-17.

The purpose of the survey is to gather essential information on recent alumni: how they rate their UA experience; what factors helped them attain their degree; career preparation and job search behavior; and current employment and educational activities.

Methodology

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

The sample included 1,166 respondents: 595 UAA alumni, 395 UAF alumni, and 176 UAS alumni. Overall, the response rate was 27 percent, with campus response rates at 25 percent for UAA, 29 percent for both UAF and UAS.

An initial postcard mailing was sent to 4,321 recent alumni, directing them to the survey website. An incentive was advertised on the postcard: all participants were entered into a drawing to win \$300, \$200, or \$100 Amazon gift certificates. Two subsequent reminder emails were sent.

The maximum margin of error for the full sample of alumni is ± 2.5 percent at the 95 percent confidence level. Survey results are also presented by main campus: Anchorage (± 3.5 percent), Fairbanks (± 4.2 percent), and Southeast (± 6.2 percent).

The survey population was compared to the overall graduate population for gender, age, MAU, degree type, and graduate versus undergraduate (see Table 1). The sample differed from the total population by gender and MAU. Women represented 59 percent of all recent alumni, but were 65 percent of survey respondents. UAA alumni represented 55 percent of the overall population and 51 percent of the survey sample, while UAF alumni represented 31 percent of the total and 34 percent of the sample. Age and graduate level were similar between the sample and total populations. The sample was therefore weighted by gender and MAU to ensure statistical representation.

After weighting, survey data was tested for statistical differences by MAU, type of degree, and field of study, among other variables.

Over the past nine surveys, response rates ranged 19 to 35 percent. The 2018 response rate of 27 percent is similar to the rate in 2014, the last time the survey was administered. Factors in response rates include survey

length, the appeal of the incentives, survey fatigue, and alumni engagement, among others. The incentive was changed from one prize in 2014 (10,000 Alaska Airlines miles OR a \$300 Amazon certificate) to three prizes in 2018 (\$100, \$200, and \$300 Amazon certificates), which should have contributed to a higher response rate. It is important to note, however, that UA students and alumni have been surveyed several times over the last year; survey fatigue may have counteracted any impact of the more appealing incentive.

Table 1. Survey Sample Sizes and Response Rates, 2006-2018

Year	Sample Size	Response Rate
2006	512	19%
2007	905	32%
2008	941	31%
2009	1,213	35%
2010	1,133	32%
2011	1,156	31%
2012	1,030	25%
2014	1,277	28%
2018	1,116	27%

Report Layout

Survey results for 2018 are presented in tabular format for all respondents as well as each MAU (UAA, UAF, UAS). Results, aside from those for new questions in 2018, are compared to 2014 data.

Current year results are discussed along with each table. Statistically significant differences are noted when relevant by subgroup, including MAU, degree type, and field of study. Trends are also noted when applicable. The report is organized into the following chapters.

- Satisfaction with University of Alaska
- Planning and Goals
- Factors in Degree Attainment
- Activities, Work, Distance Education, and Internships While Attending UA
- Post-Graduation Plans and Employment
- Job Search
- Continuing Education
- Charitable Donations
- Affordability
- Suggestions for Improving UA
- Survey Sample
- Appendix

The Appendix B contains “other” responses to all questions in which an option was available for respondents to write in a response. Definitions of Degree Types and Fields of Study subgroups is presented in the Appendix A. A copy of the survey instrument is located in Appendix C.

Satisfaction with University of Alaska

Alumni were asked about their level of satisfaction with five general aspects of their UA experience: overall education, overall academic experience, intellectual growth, personal growth, and preparation for career. This series of questions was repeated from the 2014 (and previous surveys). A new series of questions in 2018 asked respondents to rate their satisfaction with a series of more detailed academic and student life categories.

Satisfaction: General Categories

More than eight out of ten alumni expressed high levels of satisfaction with the more general aspects of their UA experience, with 84 percent satisfied or very satisfied with their overall academic experience and 85 percent with their overall education. Similarly, net satisfaction ratings are relatively high for intellectual growth (85 percent) and personal growth (83 percent). The satisfaction rating for preparation for career is lower, at 69 percent.

Overall Education

- Net satisfaction with overall education is highest among UAS alumni, at 91 percent, followed by UAF (87 percent), and UAA (82 percent).

Intellectual Growth

- UAF and UAS alumni report higher net satisfaction ratings at 88 percent, compared with 83 percent for UAA.

Personal Growth

- Personal growth net satisfaction is higher for alumni from UAS (89 percent) and UAF (86 percent) than for UAA alumni (79 percent).
- Female alumni report higher net satisfaction with personal growth, at 85 percent, compared to male alumni, at 79 percent.
- As with other aspects of the overall academic experience, older alumni (over 40 years of age) report higher net satisfaction with personal growth, at 87 percent versus 80 percent among 18- to 24-year olds and 82 percent among 25- to 40-year olds.
- A larger percentage of alumni in the Education field (90 percent) report being satisfied or very satisfied with their personal growth, compared to other fields of study (range from 77 percent in Engineering to 84 percent in Arts/Humanities/Social Sciences).

Preparation for Career

- Net satisfaction with career preparation is highest among UAS alumni at 81 percent, followed by 71 percent of UAF alumni and 65 percent of UAA alumni. Net dissatisfaction among UAA alumni is 11 percent.

- By degree type, BA alumni report the lowest level of net satisfaction, at 65 percent, followed by AA/CT at 72 percent, MA/PhD at 74 percent, and Other degrees at 84 percent. Both BA and MA/PhD alumni report net dissatisfaction at 11 percent.
- Satisfaction with career preparation varied significantly by field of study, with vocational education alumni reporting the highest net satisfaction rate, at 81 percent, followed by education and health alumni at 80 percent each. Satisfaction was lower for other fields of study with the lowest for math, physical sciences, computer & info system alumni, at 58 percent, and Arts/Humanities/Social Sciences alumni, at 61 percent.

Overall Academic Experience

- By MAU, net satisfaction with the overall academic experience is highest at UAS (91 percent), followed by UAF (89 percent) and UAA (80 percent). Over half (56 percent) of UAS alumni are very satisfied with their overall academic experience, compared to 39 percent of UAF and 33 percent of UAA alumni.
- Net satisfaction for alumni over 40 years of age is higher, at 93 percent, than for younger age groups (83 percent for 25 to 40 years of age, and 82 percent for 18 to 24 years of age).

Trends

- For all campuses combined, overall academic experience, intellectual growth, and personal growth satisfaction ratings varied little between 2014 and 2018. There were two differences that tested as statistically significant:
 - Those very satisfied with their overall education dropped from 43 to 38 percent.
 - Those very satisfied with their career preparation dropped from 33 to 28 percent.
- Differences between years vary by campus, trending up for most aspects of the UAS experience and slightly down for UAF and UAA. In general, where net satisfaction was down slightly, responses tend to shift towards the "neutral" category, rather than to dissatisfaction. The following differences tested as statistically significant between the two years.
 - UAF alumni very satisfied ratings fell in two categories: overall academic experience (49 to 39 percent) and overall education (47 to 40 percent).
 - UAA alumni very satisfied ratings fell in two categories: overall education (from 38 to 32 percent) and career preparation (from 30 to 24 percent).
 - Differences in UAS satisfaction ratings did not test as statistically significant.

See table, next page.

Table 2. Satisfaction with UA Experience (%)

	Total		UAA		UAF		UAS	
	2014 n=1,277	2018 n=1,163	2014 n=631	2018 n=640	2014 n=469	2018 n=631	2014 n=164	2018 n=162
Personal growth								
Very satisfied	47	48	40	42	56	52	52	58
Satisfied	38	35	41	37	32	33	38	31
Neutral	11	14	14	18	8	12	7	8
Dissatisfied	2	2	2	2	2	2	1	1
Very dissatisfied	2	1	2	1	1	<1	2	1
Intellectual growth								
Very satisfied	47	46	42	42	54	50	53	54
Satisfied	40	39	43	41	36	39	34	33
Neutral	9	11	10	13	6	9	9	7
Dissatisfied	2	3	2	3	3	2	1	3
Very dissatisfied	2	1	2	1	1	<1	4	2
Overall education								
Very satisfied	43	38	38	32	47	40	51	54
Satisfied	45	47	48	50	43	47	39	37
Neutral	7	10	8	13	6	9	8	3
Dissatisfied	3	4	4	5	3	3	-	3
Very dissatisfied	2	1	2	1	1	1	2	1
Overall academic experience								
Very satisfied	41	38	34	33	49	39	50	56
Satisfied	43	46	47	47	39	50	40	35
Neutral	9	10	11	14	9	8	5	4
Dissatisfied	4	4	5	4	3	2	2	3
Very dissatisfied	2	1	3	1	1	2	2	2
Preparation for your career								
Very satisfied	33	28	30	24	36	31	40	41
Satisfied	37	41	37	42	38	40	33	40
Neutral	19	20	20	23	16	20	20	11
Dissatisfied	6	7	7	9	6	6	3	4
Very dissatisfied	4	2	4	2	3	2	2	2

Table 3. Satisfaction Ratings: 2006-2018
(% Very Satisfied)

	2006	2007	2008	2009	2010	2011	2012	2014	2018
Overall academic experience	34	33	38	37	43	40	41	41	38
UAA	35	31	35	34	40	37	38	34	33
UAF	32	34	42	38	46	42	43	49	39
UAS	38	37	40	54	52	54	51	50	56
Overall education	36	36	41	37	42	41	40	43	38
UAA	35	36	38	35	38	38	38	38	32
UAF	37	34	45	36	44	41	41	47	40
UAS	37	44	49	52	57	54	50	51	54
Intellectual growth	43	44	50	43	48	48	48	47	46
UAA	43	45	48	43	44	45	45	42	42
UAF	42	41	50	40	52	50	48	54	50
UAS	47	50	62	56	56	59	59	53	54
Personal growth	46	47	50	47	49	48	50	47	48
UAA	45	46	47	45	46	45	46	40	42
UAF	45	47	53	49	54	52	54	56	52
UAS	46	55	60	57	53	57	60	52	58
Preparation for your career*	29	26	36	31	32	34	33	33	28
UAA	28	26	35	31	29	32	30	30	24
UAF	29	25	36	27	33	32	35	36	31
UAS	34	33	45	43	47	48	45	40	41

*"Career Training" in 2006-2007.

Satisfaction: Academic Categories

Respondents were asked (for the first time in 2018) to rate their satisfaction with eight different academic categories. The category showing the highest satisfaction rates was quality of instructors/professors, with 39 percent very satisfied and another 41 percent satisfied. The category with the lowest satisfaction was availability of courses (each semester, annually, etc.), with just 19 percent very satisfied, and 39 percent satisfied.

Quality of Instructors/Professors

- Eighty percent of alumni are either satisfied or very satisfied with the quality of instructors/professors at UA.
- UAS alumni report higher net satisfaction with quality of instructors/professors, at 89 percent, than alumni from the other MAUs (80 percent for UAF and 78 percent for UAA).
- MA/PhD alumni are more likely to be very satisfied with this aspect of their academic experience, at 44 percent, versus 40 percent of AA/CT alumni and 35 percent of BA alumni.

Advising

- Fifty-eight percent of alumni are satisfied or very satisfied with advising as part of their UA experience.

- Half (51 percent) of UAA alumni expressed net satisfaction, lower than UAS alumni (70 percent) and UAF alumni (65 percent). One-quarter (23 percent) of UAA alumni report being dissatisfied or very dissatisfied with this factor, compared to 13 percent of UAF alumni and 10 percent of UAS alumni.
- Twenty-one percent of BA alumni report net dissatisfaction, compared to 16 percent of AA/CT alumni, and 15 percent of MA/PhD alumni.

Quality of Degree/Certificate Programs

- Net satisfaction with quality of degree/certificate programs is 79 percent for alumni overall.
- UAF and UAS alumni are more likely to report net satisfaction, at 84 percent, compared to UAA alumni at 74 percent.

Course Schedules

- Overall, 69 percent of alumni report are satisfied or very satisfied with the schedule of courses (time of day/day of week).
- UAA alumni are less likely to report satisfaction, at 65 percent, than UAF alumni (76 percent) and UAS alumni (73 percent). Ten percent of UAA alumni are either dissatisfied or very dissatisfied with this factor.
- BA alumni are less satisfied with course schedules, at 63 percent, than AA/CT and MA/PhD alumni (both at 77 percent).

Quality of Technology

- Three-quarters (73 percent) of alumni are satisfied or very satisfied with the quality of technology in their UA experience. This percentage is similar by MAU.
- BA alumni are less likely to report satisfaction, at 68 percent satisfied or very satisfied, versus 79 percent of both AA/CT and MA/PhD alumni.

Online Course Availability

- Net satisfaction with availability of online course totals 63 percent for alumni overall.
- UAS alumni report 72 percent net satisfaction, higher than UAF alumni (64 percent) and UAA alumni (60 percent). Ten percent of UAA alumni report being dissatisfied or very dissatisfied.
- Net satisfaction among AA/CT alumni is higher, at 71 percent, than for MA/PhD alumni (62 percent) and BA alumni (58 percent).

Variety of Courses Offered

- Two-thirds (66 percent) of alumni report satisfaction (net) with the variety of courses offered at UA. This percentage is similar across MAUs, though slightly higher for UAF, at 71 percent.
- BA alumni are less satisfied overall with this factor, at 61 percent, compared to 73 percent of AA/CT alumni and 71 percent of MA/PhD alumni.

Course Availability

- Fifty-eight percent of alumni are satisfied or very satisfied with the availability of courses (by semester, annually, etc.). Twenty percent of alumni report net dissatisfaction.
- UAA alumni are less likely to report satisfaction, at 54 percent, compared to UAF alumni (62 percent) and UAS alumni (64 percent). Twenty-two percent of UAA alumni are either dissatisfied or very dissatisfied with this factor, compared to 16 percent from UAF and UAA.
- Half (49 percent) of BA alumni are satisfied or very satisfied with course availability, while one-quarter (25 percent) report net dissatisfaction. Net satisfaction is higher for AA/CT alumni (68 percent) and MA/PhD alumni (66 percent).

Table 4. Satisfaction with the UA Academic Experience (%)

	Total n=1,164	UAA n=640	UAF n=361	UAS n=163
Quality of instructors/professors				
Very satisfied	39	35	39	54
Satisfied	41	43	41	35
Neutral	14	16	14	5
Dissatisfied	4	5	4	4
Very dissatisfied	2	1	2	1
Don't know	<1	-	-	1
Quality of degree/certificate programs				
Very satisfied	33	28	36	45
Satisfied	46	46	48	39
Neutral	15	18	10	10
Dissatisfied	4	5	4	4
Very dissatisfied	1	2	1	1
Don't know	1	1	1	1
Advising				
Very satisfied	33	27	38	46
Satisfied	25	24	27	25
Neutral	22	25	20	16
Dissatisfied	11	14	8	6
Very dissatisfied	7	9	6	4
Don't know	2	1	1	3
Schedule of courses (time of day/day of week)				
Very satisfied	28	23	33	41
Satisfied	41	42	43	32
Neutral	23	25	19	22
Dissatisfied	6	9	4	3
Very dissatisfied	1	2	<1	1
Don't know	<1	-	<1	1
Quality of technology				
Very satisfied	27	25	30	30
Satisfied	46	47	44	47
Neutral	20	21	21	17
Dissatisfied	4	5	3	5
Very dissatisfied	2	2	2	1
Don't know	1	1	1	1

Availability of online courses				
Very satisfied	26	20	29	39
Satisfied	37	40	35	33
Neutral	23	26	21	17
Dissatisfied	6	8	4	5
Very dissatisfied	2	3	1	1
Don't know	6	4	10	5
Variety of courses offered				
Very satisfied	22	19	24	26
Satisfied	44	44	47	43
Neutral	20	21	19	20
Dissatisfied	11	14	9	9
Very dissatisfied	2	2	1	2
Don't know	<1	-	1	1
Availability of courses (each semester, annually, etc.)				
Very satisfied	19	13	25	27
Satisfied	39	40	37	37
Neutral	22	24	21	19
Dissatisfied	16	19	14	12
Very dissatisfied	3	4	3	4
Don't know	<1	-	1	1

Note: New in 2018.

Satisfaction: Student Experience Categories

Among various factors of the UA student experience, alumni are most likely to be satisfied or very satisfied with staff responsiveness to student needs (71 percent), followed by financial aid (66 percent). Alumni are most likely to report net dissatisfaction with the quality of career services (17 percent) and quality of the social life (16 percent).

Responsiveness to Student Needs

- Seventy-one percent of alumni are satisfied or very satisfied with the responsiveness of staff to student needs.
- Net satisfaction among UAS alumni, at 82 percent, is higher than for UAF alumni, at 73 percent, and UAA alumni, at 68 percent.

Financial Aid

- Two-thirds of alumni (66 percent) are satisfied or very satisfied with financial aid aspects of their student experience. This percentage is similar across MAUs and degree types.

Quality of Social Life

- Half (53 percent) of alumni are satisfied or very satisfied with the quality of social life as part of the UA student experience, with 16 percent dissatisfied or very dissatisfied.
- A slightly larger proportion of UAF alumni report net satisfaction, at 62 percent, compared to 54 percent of UAS alumni and 47 percent of UAA alumni.

- AA/CT alumni are more likely to report being satisfied or very satisfied with this factor, at 59 percent, compared to 58 percent of MA/PhD alumni and 50 percent of BA alumni.

Housing Availability

- Forty-three percent of alumni are satisfied or very satisfied with housing availability, with 15 percent dissatisfied or very dissatisfied.
- UAA alumni are less likely to report net satisfaction with this factor, at 35 percent, compared to 55 percent of UAS alumni and 48 percent of UAF alumni. Nineteen percent of UAA alumni are dissatisfied or very dissatisfied.

Extracurricular Opportunities

- Half (48 percent) of alumni are satisfied or very satisfied with extracurricular opportunities, while 13 percent are dissatisfied or very dissatisfied.
- UAF alumni are more likely to report net satisfaction with this factor, at 60 percent, compared to 43 percent of UAA alumni and 41 percent of UAS alumni. Seventeen percent of UAA alumni are dissatisfied or very dissatisfied.

Quality of Career Services

- Less than half (45 percent) of alumni are satisfied or very satisfied with the quality of career services, while 17 percent are dissatisfied or very dissatisfied.
- UAS alumni are more likely to report net satisfaction, at 59 percent, compared to 43 percent of UAF alumni and 42 percent of UAA alumni.
- Slightly more than half (54 percent) of AA/CT alumni report being satisfied or very satisfied with this factor, compared to 41 percent of BA alumni and 38 percent of MA/PhD alumni.

Table 5. How satisfied are you with the following aspects of your UA student experience? (%)

	Total n=1,164	UAA n=640	UAF n=361	UAS n=163
Overall responsiveness of staff to student needs				
Very satisfied	31	27	32	50
Satisfied	40	41	41	32
Neutral	18	21	17	9
Dissatisfied	7	7	7	5
Very dissatisfied	3	3	2	2
Don't know	1	1	1	2
Financial aid				
Very satisfied	30	27	32	38
Satisfied	36	36	35	34
Neutral	20	21	19	14
Dissatisfied	10	10	10	9
Very dissatisfied	4	4	3	3
Don't know	1	1	2	1

Quality of social life				
Very satisfied	17	12	24	24
Satisfied	35	35	38	30
Neutral	29	28	28	30
Dissatisfied	11	15	6	9
Very dissatisfied	5	7	1	5
Don't know	3	3	3	2
Housing availability				
Very satisfied	16	12	17	28
Satisfied	27	24	31	27
Neutral	39	43	37	29
Dissatisfied	10	10	9	12
Very dissatisfied	5	9	2	1
Don't know	3	3	4	3
Extracurricular opportunities				
Very satisfied	15	11	22	18
Satisfied	33	32	39	24
Neutral	36	38	32	36
Dissatisfied	10	13	5	11
Very dissatisfied	3	4	<1	6
Don't know	3	3	3	6
Quality of career services				
Very satisfied	15	13	14	27
Satisfied	29	29	29	32
Neutral	33	33	35	28
Dissatisfied	12	15	10	4
Very dissatisfied	5	4	6	3
Don't know	6	6	7	7

Note: New in 2018.

This chapter focuses on alumni planning and goals: whether they planned on staying at UA or transferring, whether they knew what field they wanted to go into when starting their degree, and whether they would choose the same field of study given another chance.

Plans at Start of Degree Program

- Over nine out of ten alumni (92 percent) report they planned to obtain a degree/certificate from UA when they started their program at UA. Three percent planned to transfer to another school, and 4 percent had no formal plan and were just taking classes.
- By MAU, the percentage of alumni who planned to stay at UA at the start of their program ranged from 89 percent at UAS, to 92 percent at UAA, and 95 percent at UAF.
- A higher percentage of alumni who received a MA/PhD planned to obtain a degree/certificate from UA at the start of their program (98 percent) than alumni with other degrees (92 percent of BA alumni, 90 percent of AA/CT alumni, and 92 percent of alumni with other degrees/certificates).

Table 6. Which of the following statements best describes your plans when you started your degree/certificate program with UA? (%)

	Total		UAA		UAF		UAS	
	2014 n=1,277	2018 n=1,155	2014 n=631	2018 n=633	2014 n=469	2018 n=360	2014 n=164	2018 n=162
I planned to obtain a degree/certificate from UA	88	92	88	92	90	95	85	89
I planned to transfer to another school for my degree/certificate	5	3	6	4	3	2	5	7
I had no formal plans, I was just taking classes	7	4	7	5	7	1	9	5

- Fifty-nine percent of alumni report at the start of their program they knew which field they wanted to pursue after graduating. Twenty-one percent did not know what they would pursue after graduating, and 18 percent said they planned to pursue a different degree after graduation. Results were similar across all campuses.
- MA/PhD alumni and those with other degrees/certificates aside from AA/CT and BA were much more likely to know which field they wanted to pursue after graduation (79 percent of MA/PhD alumni and 70 percent of alumni with other degrees, versus 55 percent of AA/CT alumni and 54 percent of BA alumni).
- A larger percentage of alumni with full-time year-round employment knew which field they wanted to pursue (68 percent), compared to those with other employment arrangements (54 percent).

Table 7. Which of the following statements best describes your career goals when you started your degree/certificate program with UA? (%)

	Total		UAA		UAF		UAS	
	2014 n=1,277	2018 n=1,155	2014 n=631	2018 n=633	2014 n=469	2018 n=360	2014 n=164	2018 n=162
I knew which field I wanted to pursue after graduating	56	59	56	61	56	56	57	59
I planned to pursue an additional degree after graduating	18	18	20	18	16	18	17	22
I didn't know what I would pursue after graduating	25	21	23	20	27	24	26	16
Don't remember	1	2	1	1	1	2	-	3

- Over two-thirds (68 percent) of alumni who knew which field they wanted to enter when they started their degree/certificate program are currently working in that field.
- By MAU, three-quarters (74 percent) of UAS alumni, 69 percent of UAA alumni, and 64 percent of UAF alumni currently work in that field.
- Eighty percent of MA/PhD alumni are currently working in their originally intended field, compared to 67 percent of BA alumni and 57 percent of AA/CT alumni.

Table 8. Are you currently working in that field? (%)

Base: Knew which field they wanted to enter

	Total		UAA		UAF		UAS	
	2014 n=710	2018 n=684	2014 n=352	2018 n=385	2014 n=257	2018 n=203	2014 n=93	2018 n=95
Yes	68	68	65	69	69	64	76	74
No	32	32	35	31	31	36	24	26

- Sixty-one percent of alumni who were planning on pursuing an additional degree after graduating are currently pursuing that degree.
- The percentage of alumni who planned on pursuing an additional degree and currently are doing so is highest for UAA alumni (66 percent), followed by UAS alumni at 59 percent and UAF alumni at 53 percent. (Note the small sample size for UAS respondents at 36.)
- Alumni who received an AA/CT or Other degree from UA were much more likely to be pursuing the additional degree they planned on, at 77 percent for AA/CT and 81 percent for Other, compared to BA (54 percent) and MA/PhD alumni (40 percent).

Table 9. Are you currently pursuing that degree? (%)

Base: Planned to pursue an additional degree after graduating

	Total		UAA		UAF		UAS	
	2014 n=232	2018 n=211	2014 n=137	2018 n=112	2014 n=75	2018 n=63	2014 n=28	2018 n=36
Yes	57	61	57	66	56	53	55	59
No	43	39	43	34	44	47	45	41

Trends

- The percent of alumni who report that, at the time they entered the university, they planned to obtain a degree/certificate from UA rose very slightly from 88 percent in 2014 to 92 percent in 2018. Differences were likewise minimal by MAU.
- The proportion of alumni saying they knew which field they wanted to pursue rose slightly from 56 percent in 2014 to 59 percent in 2018. Those reporting they did not know what they would pursue fell very slightly from 25 percent in 2014 to 21 percent in 2018.
- Those currently working in their originally chosen field remained at 68 percent in 2014 and 2018.
- Those currently pursuing their originally chosen degree rose slightly from 57 to 61 percent between 2014 and 2018.

Factors in Degree Attainment

Alumni were asked how important various factors were in helping them attain their degree: support from friends/classmates, family, UA faculty, UA staff, UA Career Services Center, and UA alumni; availability of financial aid; ability to work while going to school; ability to take some/all classes online; support from UA alumni; and love of learning/subject matter. Guidance/support from UA advisor and ability to take evening/weekend classes were added in 2018.

- Seven out of ten alumni (70 percent) identify love of learning/subject matter as being very important in helping them attain their degree.
- Two other factors are identified as very important by over 60 percent of alumni: ability to work while going to school (64 percent) and support from family (63 percent).
- Other factors with half or more alumni rating very important are availability of financial aid (53 percent very important), support from UA faculty (50 percent), and ability to take some/all classes online (50 percent).
- Forty-four percent of alumni report guidance/support from a UA advisor as very important, followed by 43 percent for support from UA staff, 42 percent for ability to take evening/weekend classes, 36 percent for support from friends/classmates, and 8 percent for support from UA alumni.

Between MAUs, UAS differed from UAF and UAA on four factors:

- UAS alumni were more likely to report ability to take evening/weekend classes as very important at 54 percent compared to 40 percent of UAA alumni and 39 percent of UAF alumni.
- A larger percentage of UAS alumni report ability to take some/all classes online (at 67 percent) compared to less than half of alumni at UAA (47 percent) and UAF (48 percent).
- Support from UA staff was very important to 52 percent of UAS alumni, versus 43 percent from UAF and 41 percent from UAA.
- Support from friends/classmates was very important to a larger percentage of UAA (48 percent) and UAF (47 percent) alumni than for UAS alumni, at 37 percent.

Several differences emerged between degree types:

- Love of learning/subject matter was important to three-quarters (75 percent) of MA/PhD alumni, 70 percent of BA alumni, and 63 percent of AA/CT alumni.
- Support from family is rated as very important 68 percent of alumni, compared to 63 percent of BA alumni, 60 percent of MA/PhD alumni, and 55 percent of alumni with other degrees/certificates.
- Support from UA faculty was very important to 61 percent of MA/PhD alumni, compared to less than half (47 percent each) of AA/CT and BA alumni.
- Availability of financial aid is very important for 58 percent of AA/CT alumni, 56 percent of BA alumni, and 40 percent of MA/PhD alumni.
- The ability to work while going to school is rated as very important by a larger percentage of MA/PhD alumni (72 percent) and AA/CT alumni (68 percent), compared to 58 percent of BA alumni.

- Ability to take some/all classes online was rated as very important by a larger percentage of AA/CT alumni (60 percent), versus 48 percent of MA/PhD alumni and 45 percent of BA alumni.
- Ability to take evening/weekend classes was very important to a smaller percent of BA alumni (34 percent), compared to 48 percent of AA/CT alumni and 51 percent of MA/PhD alumni.
- While small percentages of alumni rate support from UA alumni as very important, AA/CT are more likely (12 percent) than alumni with other degrees (6 percent each of BA and MA/PhD alumni) to identify this factor as very important.

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

- Health alumni, at 60 percent, and education alumni, at 59 percent, are more likely to consider *support from friends/classmates* as very important compared to business/public administration alumni, at 39 percent.
- Three-quarters of health alumni (76 percent) cite *family support* as very important, compared to 56 percent of engineering alumni.
- Education alumni are most likely to cite *UA faculty support* (60 percent), compared to 34 percent of engineering alumni.
- Half of education alumni (54 percent) and health alumni (50 percent) rate *UA staff support* as very important, compared to 36 percent of engineering alumni.
- The *availability of financial aid* was very important to 58 percent of health and arts/humanities/social science alumni, compared to 46 percent of engineering alumni.
- Eighty-one percent of education alumni cite the *ability to work while going to school* as very important, compared to 42 percent of engineering alumni.
- Sixty-seven percent of education alumni report the *ability to take some/all classes online* as very important, compared to 24 percent of engineering alumni (24 percent).
- The *ability to take evening/weekend classes* was very important to 63 percent of education alumni, compared to 21 percent of engineering alumni.
- Education and arts/humanities/social science alumni cite *love of learning/subject matter* as very important (80 percent each), compared to 61 percent of business/public administration alumni.
- *Support from UA alumni* is reported as very important by 12 percent of health alumni and 6 percent of education and math/science/computer alumni.
- Fifty-one percent of education alumni report *guidance/support from a UA advisor* as very important, compared to 29 percent of engineering alumni.

Trends

Overall, the percentage of UA alumni choosing “very important” for each category have remained relatively similar or risen slightly over the past two surveys. The most notable change is an increase in the percentage of alumni who rate ability to take online classes as very important, from 43 percent in 2014 to 50 percent in 2018.

Table 10. How important were each of the following factors in helping you attain your degree? (%)

	Total		UAA		UAF		UAS	
	2014 n=1,277	2018 n=1,164	2014 n=631	2018 n=640	2014 n=469	2018 n=361	2014 n=164	2018 n=163
Love of learning/subject matter								
Very important	66	70	67	69	66	72	62	66
Somewhat important	28	26	26	26	31	24	31	30
Not important	4	3	5	3	2	3	5	2
Not applicable/did not use	1	<1	2	<1	1	-	1	1
Ability to work while going to school								
Very important	59	64	57	63	57	61	70	69
Somewhat important	23	20	24	19	23	21	17	20
Not important	8	6	8	7	9	8	5	2
Not applicable/did not use	10	9	10	10	11	8	7	8
Support from family								
Very important	63	63	64	66	62	61	58	60
Somewhat important	24	21	24	20	24	22	26	22
Not important	7	8	6	7	7	11	10	7
Not applicable/did not use	5	7	5	7	7	5	5	10
Availability of financial aid								
Very important	51	53	50	52	55	55	45	51
Somewhat important	18	19	18	20	20	21	18	17
Not important	10	5	10	5	7	5	12	5
Not applicable/did not use	20	20	22	21	17	16	23	23
Support from UA faculty								
Very important	51	50	48	49	54	49	55	56
Somewhat important	38	37	39	39	37	35	38	32
Not important	7	8	10	6	5	11	3	5
Not applicable/did not use	4	4	4	5	4	4	2	4
Ability to take some/all classes online								
Very important	43	50	41	47	39	48	64	67
Somewhat important	30	29	33	31	29	28	19	20
Not important	15	13	16	15	13	12	12	7
Not applicable/did not use	12	7	10	5	18	11	4	5
Support from friends/classmates								
Very important	40	47	38	48	45	47	38	37
Somewhat important	42	36	44	36	39	33	43	42
Not important	14	12	15	12	10	14	14	11
Not applicable/did not use	4	4	3	3	5	5	3	9
Guidance/support from UA advisor*								
Very important	-	44	-	42	-	45	-	52
Somewhat important	-	33	-	33	-	33	-	31
Not important	-	15	-	16	-	16	-	7
Not applicable/did not use	-	6	-	7	-	5	-	8

Support from UA staff								
Very important	40	43	38	41	44	43	43	52
Somewhat important	43	39	44	40	42	38	45	39
Not important	11	10	13	10	9	12	10	4
Not applicable/did not use	5	5	5	6	5	5	2	3
Ability to take evening/weekend classes*								
Very important	-	42	-	40	-	39	-	54
Somewhat important	-	31	-	34	-	26	-	30
Not important	-	15	-	14	-	19	-	7
Not applicable/did not use	-	11	-	10	-	14	-	8
Support from UA alumni								
Very important	8	8	7	6	10	11	5	8
Somewhat important	15	14	14	14	16	12	14	16
Not important	33	31	34	33	30	30	37	25
Not applicable/did not use	42	40	43	40	42	40	40	43

*New question in 2018.

Alumni were asked which one of the factors was *most* important in helping them attain their degree/certificate.

- Support from family is identified as most important by the largest percentage of alumni (23 percent), followed by ability to work while going to school (16 percent), availability of financial aid and love of learning/subject matter (13 percent each).
 - All degree types listed support from family as the most important factor.
 - While support from family is reported as most important for the largest percentage of UAA and UAF alumni (25 percent of UAA alumni and 23 percent of UAF alumni), 16 percent of UAS alumni rate it as most important. This is the third most important factor for UAS.
- Twenty-three percent of UAS alumni report the ability to take some/all classes online as most important followed by 17 percent who rate the ability to work while going to school as most important.
- There were several statistically significant differences by field of study:
 - Support from friends/classmates was most important to 13 percent of engineering alumni and 11 percent of health alumni, compared to 4 percent of arts/humanities/social science alumni.
 - Support from family was most important to 31 percent of health alumni, compared to 20 percent of engineering and math/science/computer alumni.
 - Support from UA faculty was most important to a smaller percentage of voc/ed (2 percent, education (2 percent) and health (4 percent) alumni compared with other fields of study.
 - Business/public administration alumni were the most likely to rate ability to work while going to school as most important, at 22 percent.
 - Ability to take some/all classes online was most important to 21 percent of education alumni, and only 2 percent of engineering alumni.
 - Voc/ed (22 percent) and math/science/computer (18 percent) alumni rate love of learning/subject matter as most important, compared to 8 percent of business/public administration alumni and 9 percent of health alumni.
- Distance alumni were, predictably, more likely to cite ability to take some/all classes online as most important (27 percent), compared to non-distance alumni (4 percent). Distance alumni also rate ability to

work while going to school as more important at a higher percentage (22 percent, versus 13 percent of non-distance alumni).

Trends

- There were very few differences in responses to this question between 2014 and 2018.

Table 11. Which of these was the most important factor in helping you attain your degree/certificate? (%)

	Total		UAA		UAF		UAS	
	2014 n=1,277	2018 n=1,164	2014 n=631	2018 n=640	2014 n=469	2018 n=361	2014 n=164	2018 n=163
Support from family	21	23	24	25	19	23	15	16
Ability to work while going to school	15	16	17	16	11	16	20	17
Availability of financial aid	16	13	16	13	16	14	14	13
Love of learning/subject matter	14	13	14	13	14	15	11	9
Ability to take some/all classes online	10	12	8	9	9	11	24	23
Support from UA faculty	10	7	9	8	15	8	7	3
Support from friends/classmates	7	7	7	9	10	5	3	5
Support from UA staff	2	1	2	2	3	1	3	3
Ability to take evening/weekend classes*	-	2	-	2	-	1	-	4
Support from Career Services Center**	<1	-	<1	-	<1	-	1	-
Guidance/support from UA academic advisor*	-	4	-	2	-	6	-	6
Support from UA alumni	<1	<1	-	-	-	-	1	1
None of these	3	2	4	2	4	2	1	2

*New question in 2018.

**Not asked in 2018.

“Stopping Out”

One-third (33 percent) of UA alumni stopped taking classes at UA for at least one semester while enrolled in their degree/certificate program. The percentage of UAS alumni who stopped is higher, at 44 percent, than for UAA (33 percent) and UAF (29 percent). MA/PhD alumni are less likely to have taken a break, at 26 percent, compared to all other degree types (34 percent of BA, 36 percent of AA/CT, and 39 percent of Other alumni).

Arts/humanities/social science alumni are most likely to have taken a break, at 42 percent, followed by health alumni at 37 percent, and education alumni at 33 percent.

Table 12. Since the time you first enrolled in your recently completed UA degree or certificate program, did you stop taking UA classes for at least one semester? (%)

	Total n=1,164	UAA n=640	UAF n=361	UAS n=163
Yes	33	33	29	44
No	67	67	71	56

Note: New in 2018.

Work is the most common reason (39 percent) alumni cite for stopping school, followed by burnout out/needed a break (31 percent), and family and ran out of money (both at 27 percent). Work is also the most common reason for both UAF alumni (44 percent) and UAA alumni (40 percent). However, burned out/needed a break is the most common for UAS alumni at 31 percent.

Table 13. Why did you stop taking classes? (%)

*Base: Those who stopped taking classes
Multiple responses accepted*

	Total n=389	UAA n=210	UAF n=107	UAS n=72
Work	39	41	43	27
Burned out/needed a break	31	29	33	31
Ran out of money	27	28	30	19
Family	27	22	33	30
Course(s) I needed was not offered	19	19	19	20
Course scheduling	16	19	16	7
Didn't feel prepared for classes	9	10	12	3
Travel	9	10	6	12
Cost and/or availability of housing	8	8	9	5
Took classes at a different school	6	6	5	6
Health	5	5	6	6
Nursing program waitlist	4	5	2	1
Dismissed/probation	2	2	3	1
Homesick	1	1	2	1
Other	11	15	8	4

Note: A list of other responses is available in the appendix. New in 2018.

Alumni who had taken a break were asked whether UA could have done anything to keep them enrolled. The most common response was “nothing” at 41 percent, followed by more course availability and additional financial help, at 25 percent each, better course scheduling (20 percent), more/better academic advising (19 percent), and help and advising with personal issues (14 percent).

Answers did not differ significantly by MAU. By degree type, MA/PhD alumni are less likely to suggest more course availability, at 10 percent, versus 22 percent of AA/CT alumni and 29 percent of BA alumni.

Table 14. What could UA have done to keep you enrolled? (%)
Base: Those who stopped taking classes

	Total n=394	UAA n=214	UAF n=108	UAS n=72
More course availability	25	28	22	21
Additional financial help	25	27	24	19
Better course scheduling	20	21	19	20
More/better academic advising	19	21	19	15
Help and advising with personal issues	14	15	15	9
More/better housing options	6	5	8	7
Better campus life	6	8	3	5
More online courses	1	2	1	-
Other	5	4	4	5
Nothing	41	38	44	47

Note: A list of other responses is available in the appendix. New in 2018.

Activities, Work, Distance Education, and Internships While Enrolled

This chapter focuses on activities and education while respondents were attending UA: extra-curricular activities, classes attended in-person versus via distance methods, and employment behavior. It also shows whether alumni participated in an internship.

Activities While Attending UA

- Over half of UA alumni (56 percent) participated in at least one group or activity while attending UA.
- The most common activity reported is clubs/organizations related to their major (28 percent), followed by student activities (20 percent) and academic honors programs (14 percent).
- Only 39 percent of UAS alumni report participating in any activities, compared to 59 percent of UAA and UAF alumni.
- BA alumni were much more likely to have participated in all activities, at 74 percent. Thirty-seven percent of MA/PhD, and 44 percent of AA/CT alumni participated.

Trends

- Participation rates were very consistent between 2014 and 2018.

Table 15. While you were attending UA, did you participate in any of the following groups or activities? (%)

	Total		UAA		UAF		UAS	
	2014 n=1,277	2018 n=1,148	2014 n=631	2018 n=629	2014 n=469	2018 n=357	2014 n=164	2018 n=162
Participated in at least one activity	58	57	59	60	61	60	39	40
Clubs/organizations related to your major	26	28	28	29	30	31	9	15
Student activities (concerts, comedians, barbecues, etc.)	16	20	13	20	21	19	18	19
Academic honors programs	12	14	14	17	11	12	7	6
Clubs/organizations related to minor/other academic subjects	10	11	10	11	14	13	5	7
Non-varsity sports	10	10	7	6	15	17	7	7
Service/volunteer orgs	10	9	9	10	12	10	10	6
Undergraduate research	9	11	10	9	9	15	9	7
Performing arts	7	6	6	5	9	7	6	3
Minority student programs/activities	6	6	5	7	7	4	7	5
Student leadership	5	5	5	5	6	4	4	3
Religious groups	5	7	4	8	7	7	6	5
Outdoor clubs	4	3	3	2	7	7	3	4
Student government	4	4	4	5	3	2	4	4
Political or issue group	4	3	4	3	3	3	3	4
Student media publications	3	3	3	2	4	3	1	2
Alumni activities	3	3	2	3	2	1	7	7
Fraternity or sorority	2	3	3	4	1	1	1	2
Residence hall council or IRC	2	2	2	1	3	3	1	2
University advisory boards and committees	-	1	-	1	-	1	-	-
Varsity sports	2	2	1	2	3	3	1	1
ROTC	1	<1	<1	1	2	-	-	-
Student conduct board	<1	<1	<1	-	<1	1	-	-
Other**	5	3	4	3	7	2	3	2
Did not participate	42	43	41	40	36	40	61	60
Don't know	1	1	<1	1	1	1	1	1

A new question in 2018 asked respondents who did not participate in any activities why not. The most commonly cited reason for not participating in any groups or activities was that respondents had been too busy, at 61 percent. This reason was reported by 69 percent of UAA alumni, 59 percent of UAF alumni, and 42 percent of UAS alumni.

Feeling disconnected from the campus is cited by one-quarter (24 percent) of alumni and taking classes online by 30 percent. These factors varied substantially by MAU. Sixty percent of UAS alumni report taking most classes online as a reason, versus 31 percent of UAF alumni and 18 percent of UAA alumni. One-third (33 percent) of UAA alumni report they did not feel connected to the campus, compared to 16 percent of UAF alumni and 13 percent of UAS alumni.

Table 16. Why didn't you participate in any groups or activities? (%)

Base: Students who did not participate in any groups/activities

	Total n=491	UAA n=252	UAF n=143	UAS n=96
Too busy/did not have time	61	69	59	42
I took most or all of my classes online	30	18	31	60
I did not feel connected to my campus	24	33	16	13
Group/activity schedules were not convenient for me	15	21	12	6
My campus did not offer groups/activities I was interested in	11	13	9	9
I wasn't aware of available groups/activities	11	11	11	10
I wasn't sure how to join groups/activities	9	9	11	5
Groups/activities were too far away	9	9	8	10
Have family or are non-traditional or graduate student	4	4	4	2
Not interested/did not want to participate	1	1	2	1
Other	3	3	2	5

Note: New in 2018.

Distance Education

- Sixty-six percent of UA alumni attended most or all of their classes in person, though only 14 percent attend most classes in person. One-third (33 percent) of alumni attended half or less of their classes in person.
- Sixty-five percent of UAS alumni attended half or less of their classes in person, with one-third (33 percent) taking none of their classes in person. This is a much larger percentage than alumni from the other MAUs: 34 percent of UAF alumni attended half or less of their classes in person, compared to 26 percent of UAA alumni.
- MA/PhD alumni and those who received Other degrees are likely to have taken half or less of their classes in person, at 50 percent each, than BA (22 percent) or AA/CT alumni (40 percent).
- Education alumni, at 28 percent, and business/public administration alumni, at 20 percent, were the most likely to take no classes in person among fields of study.

Trends

- The percentage of alumni who attended all their classes in person dropped from 22 percent in 2014 to 14 percent in 2018. While the decrease was apparent among UAA (from 19 to 10 percent) and UAF (from 33 to 21 percent), UAS was about the same at 10 percent in 2014 and 12 percent in 2018.

Table 17. 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) (%)

	Total		UAA		UAF		UAS	
	2014 n=1,277	2018 n=1,164	2014 n=531	2018 n=640	2014 n=469	2018 n=361	2014 n=164	2018 n=163
Attended all classes in person	22	14	19	10	33	21	10	12
Attended most classes in person	49	52	57	64	48	45	21	21
Attended about half my classes in person	9	10	9	11	6	10	17	10
Attended some of my classes in person	11	13	9	10	9	15	23	22
Attended none of my classes in person	8	10	5	5	4	9	28	33

Table 18. Analysis by Degree Type (%)

	AA/CT		BA		MA/PhD	
	2014 n=369	2018 n=292	2014 n=559	2018 n=593	2014 n=240	2018 n=190
Attended all classes in person	23	11	17	11	34	21
Attended most classes in person	39	48	69	66	25	29
Attended about half my classes in person	16	13	7	10	7	9
Attended some of my classes in person	15	19	4	7	19	19
Attended none of my classes in person	8	8	3	5	16	22

Online Courses Outside UA System

Most (92 percent) alumni did not take courses online outside of non-UA institutions to complete their UA degree. This percentage is consistent between MAUs.

Table 19. Did you take online courses from non-UA institutions to fulfill your UA degree requirements? (%)

	Total n=998	UAA n=571	UAF n=285	UAS n=141
Yes	8	8	7	9
No	92	92	93	91

Note: New in 2018.

The most commonly cited reason for taking online courses outside of the UA system is that the course was not available at UA (32 percent), followed by taking courses before enrolling in UA (21 percent) and courses outside

UA were more affordable (16 percent). Half (49 percent) of MA/PhD alumni who took online courses outside of UA cited class availability as the reason, compared to 34 percent of BA alumni, and 13 percent of AA/CT alumni.

Table 20. Why did you take online course(s) outside of the UA system? (%)

*Base: Took online courses from non-UA institutions
Multiple responses accepted*

	Total n=77	UAA n=45	UAF n=19	UAS n=12
Course(s) not available from UA	32	33	33	26
Took before enrolled in UA (high school, other institution, etc.)	21	21	19	26
More affordable	16	15	16	18
Schedule/convenience	15	13	12	26
Better reputation/quality	9	9	16	-
Recommended by UA advisor/faculty	9	16	-	-
Recommended by friends/family/classmates	3	4	-	-
Other	19	19	21	18

Note: New in 2018.

Alumni who did take online courses outside of UA took them from a variety of institutions, the most frequently cited being Alaska Pacific University. A full list of institutions (other than those noted below) are provided in the Appendix.

Table 21. Which institution(s) did you take these courses from? (%)

*Base: Took courses from non-UA institutions
Multiple responses accepted*

	Total n=77	UAA n=45	UAF n=19	UAS n=12
Alaska Pacific University	14	22	-	6
American Public University System	7	8	8	-
Oregon State University	5	4	8	-
Central Texas College	4	5	4	-
Washington State University	4	3	5	6
Liberty University	3	5	-	-
Rio Salado College	3	5	-	-
Wayland Baptist University	2	-	-	13
Colorado Mesa University	1	2	-	-
Arizona State University	1	-	-	6
Northern Arizona University	1	-	-	6
Other	59	51	78	61

Note: New in 2018.

Working While Attending UA

- Three-quarters of respondents (72 percent) worked during their final year of school. Seventy-eight percent of UAS alumni worked during their final year, compared to 74 percent of UAF alumni and 70 percent of UAA alumni.
- A higher percentage of AA/CT (70 percent) and MA/PhD (77 percent) alumni worked during their final year of school, compared to 68 percent of BA alumni.
- Sixty-nine percent of the alumni who worked during their final year worked off-campus. UAF alumni were much more likely to have worked on-campus (30 percent), compared to UAA (15 percent) and UAS alumni (9 percent).
- Among alumni who worked on-campus, 44 percent worked between 11 and 20 hours, 31 percent worked 10 hours or less, 17 percent 21 to 40 hours, and 7 percent over 40 hours.
- A larger proportion of alumni who worked off-campus report working over 20 hours per work compared to on-campus workers. For alumni working off-campus, 38 percent worked between 21 and 40 hours, and 33 percent worked over 40 hours.
- Forty percent of UAS alumni who worked off-campus report working over 40 hours per week, compared to 27 percent of UAA alumni and 22 percent of UAF alumni.

Trends

- The percentage of UA alumni working their last year of school remained steady between 2014 and 2018, at 75 and 73 percent respectively. The proportion of alumni who worked on- and off-campus also remained steady.

Table 22. Did you work during the final school year before you graduated? (%)

	Total		UAA		UAF		UAS	
	2014 n=1,277	2018 n=1,144	2014 n=631	2018 n=628	2014 n=469	2018 n=355	2014 n=164	2018 n=161
Yes	75	72	74	70	74	74	81	78
No	25	27	26	30	26	25	19	21

Table 23. Did you work on-campus, off-campus, or both? (%)

Base: Worked during their final school year

	Total		UAA		UAF		UAS	
	2014 n=953	2018 n=820	2014 n=464	2018 n=436	2014 n=347	2018 n=261	2014 n=134	2018 n=122
On-Campus	16	19	11	15	30	30	6	9
Off-Campus	70	69	78	74	51	57	82	78
Both	13	12	11	11	18	13	11	11

Table 24. Approximately how many hours per week did you work? (%)*Base: Worked during their final school year*

	Total		UAA		UAF		UAS	
	2014 n=400	2018 n=819	2014 n=166	2018 n=436	2014 n=192	2018 n=260	2014 n=134	2018 n=122
On-campus								
10 hours or less	15	12	16	13	12	12	20	10
11 to 20 hours	40	18	35	16	47	24	34	9
21 to 40 hours	23	7	22	4	25	11	19	7
Over 40 hours	10	3	10	2	10	5	13	3
Off-campus								
10 hours or less	9	9	8	8	10	10	7	9
11 to 20 hours	19	14	21	16	19	13	13	10
21 to 40 hours	43	31	44	33	41	27	42	32
Over 40 hours	29	27	26	27	28	22	38	40

- Over half (57 percent) of alumni who worked during their final year of school report at least some of the work was related to their degree/certificate program. UAS and UAF alumni were more likely to report this (64 and 61 percent, respectively), compared with UAA alumni at 53 percent.
- MA/PhD alumni were much more likely to be employed in work related to their degree, at 83 percent, compared to BA alumni (53 percent) and AA/CT alumni (46 percent).

Trends

- The percentage of alumni whose work was related to their degree/certificate program remained steady between 2014 and 2018 overall and by MAU.

Table 25. Was any of your work related to your degree or certificate program? (%)*Base: Worked during their final school year*

	Total		UAA		UAF		UAS	
	2014 n=953	2018 n=820	2014 n=464	2018 n=434	2014 n=347	2018 n=260	2014 n=134	2018 n=125
Yes	58	57	54	53	60	61	67	64
No	42	42	46	46	39	39	33	33
Don't know	1	1	<1	2	1	1	-	2

Internships

- Almost one-third (30 percent) of alumni participated in an internship as part of their degree/certificate program. UAA alumni participated in internships at a slightly higher rate, 34 percent, than UAS alumni (29 percent) and UAF alumni (24 percent).
- By degree type, MA/PhD alumni participated in internships at the highest rate, at 41 percent, followed by BA alumni at 33 percent, and AA/CT alumni at 20 percent.
- Education alumni participated in internships at the highest rate of any field of study, at 72 percent, followed by health alumni at 36 percent.
- Internships were based at a variety of organization types, including 24 percent at school districts, 14 percent at non-profit organizations, 11 percent each UA and hospital/clinic/doctor's offices, and 8 percent at the State of Alaska.
- By MAU, UAS alumni participated in internships in school districts at a much higher percentage (45 percent) than UAA (22 percent) or UAF (19 percent). Most alumni who participated in internships were MA/PhD alumni (53 percent) or received Other degrees (67 percent).
- Most internships occurred in Alaska, at 90 percent. (This was a new question in 2018.)
- Two-thirds (64 percent) of internships were unpaid. This percentage was higher for UAS alumni, at 75 percent, and UAA alumni at 69 percent. Only 44 percent of UAF alumni with an internship were unpaid.
- Less than 10 percent of internships overall, and by MAU and degree type, were coordinated through the campus Career Services Center.
- Thirty-eight percent of internships lead to a job offer overall, with no significant difference between MAUs or degree types. Two-thirds (65 percent) of alumni offered jobs through their internship accepted the job.

Trends

- The proportion of alumni participating in internships declined by only a few percentage points from 33 percent in 2014 to 30 percent in 2018.
- The proportions of internships paying \$16/hour or more fell from 21 percent in 2014 to 15 percent in 2018.
- School district has remained the most common type of internship organization over the past two survey years.
- The percentage of internship participants reporting their internship was coordinated through the Career Services Center has remained steady at 7 percent in 2014 and 8 percent in 2018.
- The percentage of internships that led to a job offer fell slightly from 41 percent in 2014 to 38 percent in 2018.
- Those saying that they took the job offer remained at 65 percent in 2014 and 2018.

Table 26. Did you do an internship as part of your degree or certificate program? (%)

	Total		UAA		UAF		UAS	
	2014 n=1,277	2018 n=1,145	2014 n=628	2018 n=583	2014 n=469	2018 n=356	2014 n=164	2018 n=161
Yes	33	30	36	34	30	24	31	29
No	66	68	64	65	70	74	68	69
Don't know	1	1	<1	1	1	1	1	2

Table 27. With what type of organization? (%)*Base: Participated in an internship*

	Total		UAA		UAF		UAS	
	2014 n=427	2018 n=347	2014 n=227	2018 n=214	2014 n=143	2018 n=87	2014 n=50	2018 n=47
School district	27	24	27	22	18	19	45	45
Non-profit organization	9	14	9	16	9	12	5	9
Hospital/clinic/doctor's office	13	11	18	13	7	8	2	10
University of Alaska	10	11	6	11	15	15	11	7
State of Alaska	7	8	4	6	9	7	21	14
Federal government	6	6	7	7	5	6	4	-
Alaska Native corporation/organization	5	5	3	4	7	9	7	6
Professional services firm (law, engineering, consulting, etc.)	6	4	5	6	10	3	-	-
Mining/oil company	4	3	5	2	6	5	-	-
Municipality/Borough	1	2	1	2	1	2	-	-
Media organization (radio, newspaper, TV, etc.)	1	2	1	1	2	2	-	2
Other*	11	10	13	9	11	12	4	6

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

Note: "N/a" responses were not coded in previous years.

Table 28. Was your internship based in Alaska or outside Alaska? (%)

	Total	UAA	UAF	UAS
	2018 n=347	2018 n=214	2018 n=87	2018 n=47
In Alaska	90	91	85	90
Outside Alaska	10	9	15	9
Don't know	<1	-	-	2

Note: New in 2018.

Table 29. What was your hourly wage for your internship? (%)*Base: Participated in an internship*

	Total		UAA		UAF		UAS	
	2014 n=427	2018 n=347	2014 n=277	2018 n=214	2014 n=143	2018 n=87	2014 n=50	2018 n=47
Unpaid	62	64	66	69	49	44	72	75
Less than \$9.00/hr.	2	1	2	1	4	1	-	2
\$9.00-11.99/hr.	7	6	4	5	10	12	11	2
\$12.00-15.99/hr.	5	10	7	9	5	12	-	5
\$16.00-19.99/hr.	10	7	7	6	12	9	14	8
\$20.00/hr. or more	11	8	11	6	15	16	3	3
Other	2	3	2	3	2	5	-	-
Don't know	2	2	2	2	3	-	-	5

Table 30. Was your internship coordinated through your campus Career Services? (%)

Base: Participated in an internship

	Total		UAA		UAF		UAS	
	2014 n=427	2018 n=347	2014 n=227	2018 n=214	2014 n=143	2018 n=87	2014 n=50	2018 n=47
Yes	7	8	7	9	8	6	8	9
No	84	82	85	82	83	85	83	77
Don't know	9	10	9	9	9	9	10	14

Table 31. Did the internship lead to a job offer? (%)

Base: Participated in an internship

	Total		UAA		UAF		UAS	
	2014 n=427	2018 n=347	2014 n=227	2018 n=214	2014 n=143	2018 n=87	2014 n=50	2018 n=47
Yes	41	38	41	36	44	41	30	42
No	54	55	54	56	49	53	69	53
Don't know	5	7	5	8	7	6	2	5

Table 32. Did you take the job? (%)

Base: Participated in an internship, led to job offer

	Total		UAA		UAF		UAS	
	2014 n=172	2018 n=132	2014 n=93	2018 n=76	2014 n=62	2018 n=36	2014 n=15	2018 n=20
Yes	65	65	67	61	65	68	58	78
No	31	34	30	39	32	32	32	15
Don't know	4	1	4	-	3	-	10	7

Post-Graduation Plans and Employment

This chapter reports survey results about alumni post-graduation activities, including employment and additional education. Where alumni reside, their industry and position, and how often they use skills learned at UA are discussed, along with salary, benefits, and student loan behavior.

Post-Graduation Plans

Alumni were asked to report what they are pursuing or planning to pursue in their post-graduation year. Multiple answers were allowed.

- Three-quarters of alumni (77 percent) are working, planning to work, or looking for a job in their post-graduation year, while 37 percent report additional graduate or professional study, and 15 percent additional undergraduate study. Twenty-one percent report plans to start/raise a family.
- Responses are similar across MAU. By degree type, BA alumni are more likely to pursue graduate or professional study, and AA/CT alumni more likely to pursue additional undergraduate study.

Trends

- The percentage of alumni pursuing employment rose from 72 percent in 2014 to 77 percent in 2018.
- The percentage of alumni seeking additional graduate or professional study was similar at 35 percent in 2014 and 37 percent in 2018.
- The percentage of alumni seeking additional undergraduate study fell slightly from 18 percent in 2014 to 15 percent in 2018.

Table 33. Which of the following are you pursuing (or planning to pursue) in your post-graduation year? (%)

	Total		UAA		UAF		UAS	
	2014 n=1,272	2018 n=1,138	2014 n=630	2018 n=624	2014 n=466	2018 n=353	2014 n=163	2018 n=161
Working/employment/looking for a job	72	77	71	79	73	75	74	77
Additional graduate or professional study	35	37	36	39	25	34	34	33
Starting/raising a family	21	21	22	21	21	21	17	24
Additional undergraduate study	18	15	19	16	17	14	14	15
Volunteer services	12	13	12	14	11	12	14	9
Military/armed services	3	3	3	3	2	2	2	5
Travel/study abroad	-	1	-	2	-	1	-	<1
Other	2	1	2	1	2	1	3	1
Don't know	4	3	5	2	3	2	3	5

Current Primary Activity

Respondents were shown the same list of activities as the previous question and asked to identify one *primary* activity in their post-graduate year.

- Employment/looking for a job was the primary activity for 70 percent of alumni, while additional graduate study was reported by 11 percent and starting/raising a family and additional undergraduate study by 6 percent for each category. Responses were similar across all MAUs.
- By degree type, MA/PhD alumni were more likely to report employment/looking for a job, at 81 percent, compared to 70 percent of BA alumni and 62 percent of AA/CT alumni.
- BA alumni were most likely to pursue graduate study, at 15 percent, compared to 6 percent of MA/PhD alumni and 4 percent of AA/CT alumni.
- AA/CT alumni were most likely to plan on additional undergraduate study, at 20 percent, while almost no BA alumni and MA/PhD alumni reported doing so.
- Education alumni were most likely to report employment as their primary activity (83 percent), followed by health (75 percent) and engineering alumni (74 percent). Arts/humanities/social science alumni were most likely to continue with additional study: 12 percent graduate and 12 percent undergraduate study.
- A new question in 2018 asked those who said “working/employment/looking for a job” was their primary activity whether they were doing so in a field related to their degree or certificate program; 80 percent answered affirmatively. This percentage is fairly consistent across MAUs. MA/PhD alumni are working or searching for work in a related field at a rate of 93 percent, compared to 77 percent of AA/CT alumni and 76 percent of BA alumni.

Trends

- Alumni reporting employment as their current primary activity remained relatively steady at 71 percent in 2014 and 70 percent in 2018.
- Those seeking additional graduate or professional study remained steady at 17 percent in both 2014 and 2018.

Table 34. Which of the following is currently your primary activity? (%)

	Total		UAA		UAF		UAS	
	2014 n=1,277	2018 n=1,140	2014 n=631	2018 n=626	2014 n=469	2018 n=353	2014 n=164	2018 n=161
Working/employment/ looking for a job	71	70	71	69	69	72	76	68
Additional graduate or professional study	9	11	8	11	11	12	8	8
Additional undergraduate study	8	6	9	6	8	6	6	6
Starting/raising a family	7	6	8	6	7	6	4	10
Volunteer services	1	1	1	1	2	<1	1	-
Military/armed services	1	1	<1	1	1	1	1	2
Other	2	3	2	4	2	3	2	2
Don't know	1	1	1	1	1	1	2	1

Table 35. Are you employed (or seeking employment) in a field related to your degree or certificate program? (%)
Base: Employed/seeking employment as current primary activity.

	Total n=797	UAA n=434	UAF n=254	UAS n=109
Yes	80	81	79	82
No	20	19	21	18

Note: New in 2018.

Place of Residence

- Eighty-two percent of alumni currently reside in Alaska, while 15 percent reside in another US state and 3 percent outside the US.
- UAA and UAS alumni were more likely to reside in Alaska (85 and 89 percent, respectively) than UAF alumni (73 percent).
- AA/CT alumni were more likely to live in Alaska (88 percent), compared to 80 percent of BA alumni and 73 percent of MA/PhD alumni.
- Engineering alumni are least likely to reside in Alaska, at 66 percent, while 91 percent of health alumni and 89 percent of education alumni live in Alaska.

Trends

- The percentage of alumni currently residing in Alaska was similar between the two surveys at 84 percent in 2014 and 82 percent in 2018.
- Among UAF grads, the percentage of those living in Alaska decreased from 79 to 73 percent, while the percentage living in another US state increased from 18 to 24 percent.

Table 36. Do you currently reside in Alaska, another US state, or outside the United States? (%)

	Total		UAA		UAF		UAS	
	2014 n=1,277	2018 n=1,164	2014 n=631	2018 n=640	2014 n=469	2018 n=361	2014 n=164	2018 n=163
In Alaska	84	82	86	85	79	73	85	89
Other US state	14	15	12	12	18	24	13	11
Outside US	2	3	2	3	3	3	2	<1

Current Employment Status

For the following question, alumni who selected employment or military/armed services among their post-graduation plans were asked this question, while other respondents were moved 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.

- Slightly less than half (46 percent) of alumni were employed full-time, year-round at the time of the survey, with another 10 percent employed part-time year-round. Six percent were employed full-time seasonally, and 3 percent part-time seasonally. Ten percent were unemployed and currently looking for work. Employment rates did not vary significantly across MAUs.
- MA/PhD alumni were more likely to be employed full-time, year-round, at 61 percent, compared to 35 than alumni with all other degree types, including AA/CT alumni at 39 percent and BA alumni at 45 percent.
- Education alumni are most likely to report full-time, year-round employment, at 80 percent, followed by engineering alumni (73 percent). Math/science/computer alumni are more likely to report full-time seasonal employment, at 16 percent, than other fields of study.

Trends

- Alumni employed full-time, year-round represented 44 percent of alumni in 2014 and 46 percent in 2018.
- The percentage of alumni unemployed and currently looking for work was also steady: from 9 percent in 2014 to 10 percent in 2018.
- Part-time, year-round employment remained steady at 9 percent in 2014 and 10 percent in 2018. Seasonal employment was also consistent between 2014 to 2018: 5 to 6 percent for full-time and 2 to 3 percent for part-time.

Table 37. Which statement best describes your current employment status? (%)

	Total		UAA		UAF		UAS	
	2014 n=1,277	2018 n=1,164	2014 n=631	2018 n=640	2014 n=469	2018 n=361	2014 n=164	2018 n=163
Employed full-time, year-round	44	46	42	47	43	44	49	51
Employed part-time, year-round	9	10	12	11	6	9	8	8
Employed full-time, seasonally	5	6	4	6	5	7	5	7
Employed part-time, seasonally	2	3	1	3	3	2	3	2
Unemployed, currently looking for work	9	10	9	10	11	11	6	6
Unemployed, not looking for work*	2	-	1	-	4	-	2	-
Other (student, raising family, etc.)	29	24	30	23	28	26	27	25

*Not asked in 2018.

Using UA Knowledge and Skills

- When employed alumni were asked how often they use the skills and knowledge learned from their degree/certificate in their job, 55 percent of employed alumni report they used them daily, 17 percent weekly, 5 percent monthly, and 21 percent rarely.
- Sixty-nine percent of UAS alumni report using their skills daily, compared to 56 percent of UAA alumni and 46 percent of UAF alumni.
- MA/PhD alumni were more likely to use their skills and knowledge daily, at 62 percent, compared to 53 percent of BA alumni and 49 percent of AA/CT alumni.
- Health alumni (79 percent) and education alumni (77 percent) were most likely to use their skills on a daily basis, with only 40 percent of arts/humanities/social sciences alumni reporting using their skills daily.

Trends

- While the percentage of employed alumni using skills learned at UA was relatively consistent at 55 in 2014 and 57 percent in 2018. By MAU, the percentage saying they used their skills daily fell among UAF alumni (from 59 to 46 percent) but rose among UAS alumni (from 52 to 69 percent).
- Those using their skills rarely totaled 18 percent in 2014 and 21 percent in 2018.

Table 38. In your current position, how often do you use skills and knowledge learned from your UA degree or certificate program? (%)

Base: Currently employed

	Total		UAA		UAF		UAS	
	2014 n=761	2018 n=754	2014 n=379	2018 n=420	2014 n=269	2018 n=224	2014 n=104	2018 n=109
Daily	57	55	57	56	59	46	52	69
Weekly	18	17	15	16	20	22	23	10
Monthly	5	5	3	5	5	6	9	2
Rarely	18	21	22	20	14	23	14	18
Don't know	2	3	3	3	2	3	2	2

Industries and Occupations

- Among currently employed alumni, the most common industry was education, at 20 percent, followed by health care/social services (18 percent), and government (10 percent).
- UAS alumni are much more likely to be employed in education, at 39 percent, versus 18 percent of employed UAF alumni and 16 percent from UAA. A larger percentage of UAS alumni are also employed in government, at 23 percent, compared to 10 percent from UAF and 7 percent from UAA.
- The percentage of UAA alumni employed in health care/social services is higher, at 22 percent, than for UAF and UAS alumni (12 percent for each subgroup).
- MA/PhD alumni and those with Other degree are more likely to be employed in education (41 and 38 percent, respectively), compared to 16 percent of BA alumni and 6 percent of AA/CT alumni.
- AA/CT alumni are more likely to be employed in health care/social services, at 22 percent, as are alumni with Other degree types (28 percent), than BA alumni (17 percent) and MA/PhD alumni (10 percent).
- Alumni were also asked to report their current occupation or position. The most common responses were teacher/instructor/principal (15 percent), manager/assistant manager (7 percent), technician/technologist (6 percent), office assistant/manager (6 percent), and registered nurse/nurse assistant/nurse practitioner (6 percent).

Trends

- The percentage of alumni employed in the education field remained steady between 2014 and 2018, at 21 and 20 percent respectively.
- The percentage of alumni employed in health care/social services rose slightly from 14 percent in 2014 to 18 percent in 2018.
- The percentage of occupations alumni report remained relatively steady overall from 2014 to 2018.

Table 39. In what industry are you currently employed? (%)

Base: Currently employed

	Total		UAA		UAF		UAS	
	2014 n=761	2018 n=759	2014 n=379	2018 n=423	2014 n=269	2018 n=226	2014 n=104	2018 n=111
Education	21	20	17	16	20	18	37	39
Health care/social services	14	18	18	22	9	12	7	12
Government	13	10	11	7	14	10	21	23
Prof. services (engineering, legal, consulting)	10	9	11	10	9	11	7	1
Tourism/hospitality	4	5	6	6	3	4	2	6
Retail	5	5	7	5	3	5	4	2
Non-profit	3	4	2	4	6	5	5	1
Mining/oil	6	4	5	4	9	5	2	-
Construction/maintenance	5	4	4	4	6	5	4	-
Finance/insurance/real estate	4	3	4	3	4	3	4	3
Transportation/utilities	3	3	4	3	3	5	-	-
Media/communications	3	2	3	2	4	2	-	-
Information technology	3	2	4	3	3	1	1	1

Arts	1	2	1	1	<1	1	2	4
Fishing/seafood	<1	1	<1	1	<1	1	1	1
Police/Fire/Emergency	-	1	-	<2	-	2	-	-
Manufacturing	1	<1	-	<1	2	1	-	-
Other*	3	6	3	7	4	7	6	4
Don't know	1	1	1	1	<1	2	-	2

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

Table 40. What occupation or position do you hold? (%)

Base: Currently employed

	Total		UAA		UAF		UAS	
	2014 n=758	2018 n=755	2014 n=379	2018 n=420	2014 n=267	2018 n=226	2014 n=103	2018 n=109
Teacher/instructor/principal	14	15	10	12	12	11	30	30
Manager/assistant manager	5	7	5	8	4	5	10	4
Technician/technologist	6	6	6	7	7	4	5	7
Office assistant/manager	7	6	7	6	6	8	7	4
Registered nurse/nurse assistant/nurse practitioner	5	6	9	9	1	2	1	4
Engineer/civil engineer	6	5	5	6	9	7	1	-
Accountant/bookkeeper	6	4	5	3	8	4	8	7
Researcher/research asst.	3	4	1	3	6	5	2	5
Customer service rep.	3	4	3	3	2	5	2	6
Supervisor	3	4	4	5	3	4	2	3
Specialist	5	3	4	3	6	4	7	3
Biologist/geologist/scientist	4	3	3	2	6	7	3	1
Program coordinator/dir.	3	3	3	3	2	3	5	3
Analyst/programmer	3	3	3	4	5	3	1	1
Clerk	2	3	3	3	1	2	2	4
Bartender/barista/server	2	3	3	5	1	2	1	1
Sales representative	4	2	5	3	2	2	2	1
Intern	2	2	2	2	1	2	4	1
Social worker	2	2	2	3	3	1	-	1
EMT/firefighter/paramedic	2	2	2	2	3	3	-	1
Therapist/counselor	1	2	1	2	1	3	-	-
Business owner/operator	1	2	1	1	2	3	-	1
Case manager	1	2	2	2	1	1	2	1
Consultant	2	1	2	2	1	1	4	1
Director	2	1	1	1	2	2	2	3
Captain/deckhand	-	1	-	1	-	1	-	1
Armed services officer	<1	1	-	<1	1	1	-	2
Dispatcher	<1	1	<1	1	1	<1	-	1
Doctor	-	<1	-	-	-	1	-	-
Other*	25	25	25	23	24	30	24	23

* A list of other responses can be found in the Appendix. Multiple responses were allowed.

When Current Position Started

- Half (49 percent) of employed alumni started working in their current position after graduation, while 28 percent started while attending UA, and 22 percent started before UA.
- UAS alumni were more likely to have started working before attending UA, at 31 percent, than UAA (21 percent) and UAF alumni (18 percent).
- A larger percentage of BA alumni started working after graduating from UA, at 60 percent, compared to 38 percent of MA/PhD alumni and 34 percent of AA/CT alumni.
- Over one-third of AA/CT alumni (35 percent) and MA/PhD alumni (32 percent) started their current positions while attending UA, versus 26 percent of BA alumni.
- Engineering (66 percent) and health (67 percent) alumni were most likely to start their current positions after graduation, while business/public administration (31 percent) and education (29 percent) alumni were most likely to start before beginning their program at UA.

Trends

- Almost half of alumni started their position after graduating in both 2014 (47 percent) and 2018 (49 percent).
- The percentage of those starting their current position while attending UA dropped from 33 percent in 2014 to 28 percent in 2018.

Table 41. When did you start working in your current position: before attending UA, while attending UA, or after graduating from UA? (%)
Base: Currently employed

	Total		UAA		UAF		UAS	
	2014 n=761	2018 n=754	2014 n=379	2018 n=420	2014 n=269	2018 n=224	2014 n=104	2018 n=109
Before attending UA	20	22	18	21	17	18	33	31
While attending UA	33	28	33	27	34	30	31	27
After graduating	47	49	49	50	49	49	35	41
Other	-	1	-	1	-	3	-	1
Don't know	-	<1	-	1	-	-	-	-

Salary

- Among all alumni, one-quarter (25 percent) make an annual salary/wage between \$50,001 and \$75,000, followed by 16 percent between \$35,001 to \$50,000. The average annual salary is \$41,000. Twelve percent of all alumni did not earn a salary/wage.
- Generally, salary/wage percentages does not vary significantly by MAU, though mean salary/wage for UAS is \$45,000, more than both UAA (\$42,000) and UAF (\$38,000).
- MA/PhD alumni report the highest mean annual salary, at \$57,000, compared to all other degree types: AA/CT alumni at \$37,000, BA alumni at \$37,000, and Other degree types at \$44,000.
- Education alumni have the highest mean annual salary, at \$52,000, followed by engineering (\$49,000), business/public administration (\$47,000), health (\$44,000), and voc/ed (\$42,000). Math/science/ computer alumni reported the lowest mean annual salary at \$32,000.

Trends

- The reported average salary of alumni did not change significantly: from \$40,000 in 2014 to \$41,000 in 2018. With inflation up 3.9 percent in those years (according to the Anchorage Consumer Price Index),¹ the change in terms of real dollars is negligible.
- Those not currently earning any income remained consistent at 12 percent.

Table 42. Current Annual Salary/Wage: All Alumni (%)

	Total		UAA		UAF		UAS	
	2014 n=1,275	2018 n=1,128	2014 n=629	2018 n=616	2014 n=469	2018 n=350	2014 n=164	2018 n=160
\$0; do not currently earn	12	12	12	12	14	15	10	8
Less than \$15,000	12	11	12	9	12	14	11	10
\$15,000 to \$25,000	12	12	13	14	11	12	8	8
\$25,001 to \$35,000	11	9	11	10	13	9	6	7
\$35,001 to \$50,000	18	16	18	16	17	16	18	21
\$50,001 to \$75,000	21	25	19	25	20	22	32	28
\$75,001 to \$100,000	7	6	7	6	5	6	8	8
Over \$100,000	4	4	4	4	4	3	4	2
Don't know/refused	4	4	4	4	4	4	3	6
Average (000's)	\$40	\$41	\$39	\$42	\$38	\$38	\$46	\$45

¹ <http://live.laborstats.alaska.gov/cpi/index.cfm>; first half of the year only.

Loans

- Less than half (44 percent) of alumni took out loans in order to complete their degree/certificate. Responses were similar across MAUs.
- Half (50 percent) of BA alumni took out loans, compared to 42 percent of AA/CT alumni and 37 percent of MA/PhD alumni.
- On average, alumni who took out a loan borrowed \$28,000, with UAS alumni borrowing the least (\$24,000) and UAF alumni borrowing the most (\$30,000).
- BA and MA/PhD alumni borrowed more than AA/CT, at \$31,000 and \$29,000 respectively, compared to \$20,000 for AA/CT alumni.

Trends

- The percentage of alumni who took out a loan was lower in 2018, at 44 percent, compared to 2014 (50 percent).
- The average loan amount remained similar, at \$27,000 in 2014 and \$28,000 in 2018.

Table 43. Student Loans (%)

	Total		UAA		UAF		UAS	
	2014 n=1,276	2018 n=1,128	2014 n=630	2018 n=618	2014 n=469	2018 n=350	2014 n=164	2018 n=160
Did you take out any loans in order to complete your degree/certificate?								
Yes	50	44	52	44	49	44	45	46
No	50	56	48	56	51	56	55	54
How much did you borrow overall? Base: Took out loans								
Less than \$5,000	9	8	10	10	6	5	9	6
\$5,001 to \$10,000	16	14	16	12	17	16	16	18
\$10,001 to \$20,000	18	24	20	22	16	25	19	25
\$20,001 to \$30,000	19	17	16	21	20	12	27	13
\$30,001 to \$40,000	12	12	14	11	10	13	9	16
\$40,001 to \$50,000	11	7	10	8	12	5	10	9
\$50,001 to \$60,000	6	7	6	7	6	10	7	4
Over \$60,000	6	9	5	8	10	13	3	3
Don't know	2	2	2	1	3	2	1	5
Average loan amount (000's)	\$27	\$28	\$26	\$27	\$30	\$30	\$25	\$24

In a new question in 2018, alumni who did not take out a loan were asked why not.

- Half of alumni (51 percent) received a scholarship and half (49 percent) used savings. Twenty-eight percent had parents/family/friends who paid, and 23 percent went to school as they earned enough to pay for each term.
- UAF alumni are more likely to have received a scholarship, at 57 percent, compared to 51 percent of UAA alumni and 37 percent of UAS alumni. Fifty-eight percent of BA alumni received a scholarship, versus 51 percent of AA/CT alumni and 41 percent of MA/PhD alumni.
- Parent/family/friends were a source for payment for 40 percent of BA alumni versus 20 percent of AA/CT alumni and 18 percent of MA/PhD alumni.

Table 44. Why didn't you take out a loan? (%)

Base: Students who did not take out loans to complete their degree/certificate

	Total n=627	UAA n=345	UAF n=196	UAS n=86
Got scholarship	51	51	57	37
Used savings	49	51	46	50
Parents/family/friends paid	28	33	25	16
I preferred to only go to school as I earned enough to pay for each term	23	22	21	28
Borrowed from parents/family/friends	8	10	7	1
Military support (GI Bill, VA, etc.)	7	8	6	5
I didn't qualify for a loan	5	6	4	2
Tuition waiver	3	2	3	7
Grant	3	1	5	3
Employer paid	2	2	2	2
Worked	2	2	2	2
Loan applications were too difficult	2	3	<1	2
Other	6	4	6	9

Note: New in 2018.

This chapter explores the job search among those alumni who are currently employed, and who obtained their current position after starting at UA or after graduation. Areas explored include level of difficulty in finding a job; number of applications and offers; geographical area of job search; and what source of information alumni used to find their current job.

Difficulty in Finding a Job

- Fifty-nine percent of employed alumni report the process of getting a job was very easy or easy, while 37 percent say it was difficult or very difficult.
- UAA alumni are more likely to report the process as easy or very easy, at 63 percent, compared to UAS alumni (58 percent) and UAF alumni (51 percent).
- Sixty-eight percent of AA/CT alumni report an easy or very easy process in getting a job, more than any other degree type: BA (56 percent) and MA/PhD (58 percent).
- Health alumni are most likely to report finding a job as easy or very easy, at 80 percent, followed by education (65 percent) and business/public administration (60 percent). Half (53 percent) of engineering alumni and math/science/computer alumni (49 percent) report the job search process as difficult or very difficult.

Trends

- The proportion of alumni reporting difficulty (difficult or very difficult) finding a job dropped slightly between 2014 and 2018, from 41 percent to 37 percent. Accordingly, those reporting ease in getting a job (easy or very easy) rose slightly from 56 percent in 2014 to 59 percent in 2018.

Table 45. How difficult did you find the process of getting a job? (%)

Base: those currently employed; started in position during/after attending UA

	Total		UAA		UAF		UAS	
	2014 n=613	2018 n=591	2014 n=314	2018 n=331	2014 n=222	2018 n=185	2014 n=71	2018 n=75
Very easy	20	19	20	21	20	15	18	18
Easy	36	40	34	42	35	36	49	40
Difficult	32	30	35	28	29	32	22	30
Very difficult	9	7	9	5	11	11	6	6
Don't know	3	5	2	4	5	6	4	6

Table 46. 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*

	AA/CT n=129	BA n=335	MA/PhD n=94	Other n=33
Very easy	22	19	16	12
Easy	46	37	43	39
Difficult	20	32	32	38
Very difficult	6	7	6	9
Don't know	6	5	3	2

Geographical Area

- Most (84 percent) job searches were focused on Alaska, with 11 percent in the Pacific Northwest, 8 percent in all of the US outside of Alaska, and 5 percent outside of the country. These proportions remained approximately the same by degree type.
- A larger percentage of UAA (88 percent) and UAS (87 percent) alumni focused their job search in Alaska, compared to 74 percent of UAF alumni.

Table 47. In what geographical area was your job search focused? (%)*Base: Currently employed; started in position during/after attending UA*

	Total		UAA		UAF		UAS	
	2014 n=612	2018 n=591	2014 n=314	2018 n=331	2014 n=221	2018 n=185	2014 n=71	2018 n=75
Alaska	86	84	88	88	80	74	93	87
Pacific Northwest	8	11	7	8	8	14	13	14
All US	6	8	5	7	8	11	2	3
California	3	3	4	5	1	2	4	-
East	3	3	2	1	4	8	3	1
Midwest	3	3	3	2	3	5	1	1
Southwest	2	2	2	1	2	2	4	3
South	2	1	1	1	3	1	4	2
Outside the US	4	5	4	6	5	6	-	2
Don't know	1	1	1	1	1	2	-	-

Number of Applications and Offers

- Employed alumni applied for an average of 12 jobs during their employment search.
- UAS alumni applied for the least amount of jobs, at 7 on average, compared to an average of 16 for UAF and 11 for UAA alumni.
- BA and MA/PhD alumni applied for on average of 13 jobs, while AA/CT alumni applied for an average of 10.
- Employed alumni received an average of 2.0 job offers. This average is similar across MAUs and degree types.

Trends

- Among currently employed UA alumni, the average number of jobs was about the same in both survey years: 12 in 2014, and 13 in 2018.
- The average number of job offers also rose slightly from 1.7 in 2014 to 2.0 in 2018.

Table 48. Can you estimate how many jobs you applied for? (%)
Base: Currently employed; started in position during/after attending UA

	Total		UAA		UAF		UAS	
	2014 n=609	2018 n=591	2014 n=314	2018 n=331	2014 n=219	2018 n=185	2014 n=70	2018 n=75
None	5	8	4	7	6	9	6	7
One	20	17	21	19	17	15	25	12
Two	10	10	9	10	12	5	11	24
Three to five	22	23	23	22	17	25	23	27
Six to ten	14	11	14	11	15	12	14	11
Eleven or more	19	21	20	21	22	23	9	13
Average	13	12	13	11	16	16	7	7

Table 49. Can you estimate how many jobs you applied for? By Type of Degree (%)
Base: Currently employed; started in position during/after attending UA

	AA/CT n=129	BA n=335	MA/PhD n=94	Other n=33
None	5	10	4	5
One	19	16	23	5
Two	11	11	7	5
Three to five	30	18	28	28
Six to ten	11	12	10	13
Eleven or more	16	23	19	24
Average	10	13	13	8

Table 50. Can you estimate how many job offers you received? (%)*Base: Currently employed; started in position during/after attending UA*

	Total		UAA		UAF		UAS	
	2014 n=605	2018 n=591	2014 n=310	2018 n=331	2014 n=218	2018 n=185	2014 n=71	2018 n=75
None	9	8	10	7	8	9	6	7
One	46	41	45	42	45	41	53	39
Two	22	24	22	24	25	21	19	32
Three	10	11	11	12	10	10	6	8
Four or more	6	7	6	8	6	8	6	6
Average	1.7	2.0	1.7	1.8	1.6	1.9	1.9	2.9

Table 51. Can you estimate how many job offers you received? By Type of Degree (%)*Base: Currently employed; started in position during/after attending UA*

	AA/CT n=129	BA n=335	MA/PhD n=94	Other n=33
None	9	9	4	6
One	31	42	51	39
Two	30	23	17	41
Three	12	11	12	3
Four or more	9	7	8	2
Average	2.5	1.8	2.0	1.6

Sources for Current Position

- Thirty percent of employed alumni heard about their current position from family/friends/co-workers. Other top sources of information include company/organization website (15 percent), another website (14 percent), and UA staff/faculty (12 percent). Results were similar across all MAUs.
- A larger proportion of AA/CT alumni heard about their current position from family/friends/co-workers, at 37 percent, than other degree types: 28 percent of BA alumni and 27 percent of MA/PhD alumni. AA/CT alumni were less likely to hear from UA staff/faculty, at 5 percent, versus 12 percent of MA/PhD alumni and 14 percent of BA alumni.

Trends

- Family/friends/co-workers is the most frequently reported source in both 2014 (27 percent) and 2018 (30 percent).
- Adding together the responses for “company/organization website” and “other website”, the 2018 rate is slightly higher (30 percent) than the 2014 rate (26 percent).
- The percentage citing UA staff/faculty rose from 7 percent in 2014 to 12 percent in 2018.

Table 52. How did you first hear about your current position? (%)
Base: Currently employed; started in position during/after attending UA

	Total		UAA		UAF		UAS	
	2014 n=613	2018 n=844	2014 n=314	2018 n=462	2014 n=222	2018 n=269	2014 n=71	2018 n=114
Family/friends/co-workers	27	30	28	30	26	29	26	33
Company/organization website	14	15	16	16	14	14	9	16
Other website	12	14	13	15	9	13	11	15
UA staff/faculty	7	12	6	10	9	17	5	7
Was recruited	7	9	6	9	8	8	10	7
Previously worked for this employer	7	8	7	9	7	7	6	10
Contacted employer	5	8	5	8	4	6	9	12
Internship	5	7	5	8	6	7	2	2
Social media (LinkedIn, Facebook, etc.)	2	5	2	4	3	6	2	6
Employment agency	2	3	2	3	2	4	5	3
UA career services	2	3	1	3	3	2	2	4
Job fair	2	2	2	2	3	1	4	2
Self-employed	1	2	1	2	<1	1	1	3
Newspaper	1	1	1	1	2	1	-	1
UA alumni	<1	1	1	<1	-	1	-	-
Trade journal	-	<1	-	-	-	<1	-	1
Other*	3	7	3	6	1	5	4	10

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

A new question in 2018 asked currently employed alumni who had started in their position either during or after attending UA whether they had used four specific UA sources in their job search.

- Three-quarters (73 percent) of employed alumni did not use any of the listed resources during their job search. Seventeen percent used UA faculty and staff, 9 percent used fellow UA students, and 7 percent used Career Services.
- A larger proportion of UAF alumni, 21 percent, used UA faculty or staff, compared to 15 percent of UAA alumni and 13 percent of UAS alumni. UAS alumni were less likely to use fellow UA students, at 3 percent, compared to 11 percent of UAA students and 10 percent of UAF students.
- AA/CT alumni were less likely to use fellow students, at 3 percent, compared to 8 percent of MA/PhD alumni and 13 percent of BA alumni.

Table 53. Which of the following UA resources did you use in your job search? (%)

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

	Total n=844	UAA n=462	UAF n=269	UAS n=114
UA faculty or staff	17	15	21	13
Fellow UA students	9	11	10	3
UA Career Services	7	7	7	11
UA alumni networks	1	1	1	1
None of the above	73	74	71	78

Note: New in 2018.

This section shows presents results on current enrollment status, including degree type and field of study, as well as future enrollment plans: degree type, field of study, and desired institution.

Current Enrollment Status

- Twenty-nine percent of alumni report current enrollment in a college or university class. Results were the same across MAUs.
- Forty-six percent of AA/CT alumni report enrollment in a class, compared to 23 percent of BA alumni and 17 percent of MA/PhD alumni.
- Arts/humanities/social science alumni report enrollment in college or university classes at a higher rate (37 percent) than all other fields of study. Over half of these arts/humanities/social science alumni are pursuing a bachelor’s degree, while 35 percent are pursuing a master’s degree.
- Among those currently enrolled, most (89 percent) percent are pursuing a degree. This percentage is similar across all MAUs.
- Ninety-six percent of AA/CT alumni who are enrolled are pursuing a degree, a larger proportion than BA alumni (89 percent) and MA/PhD alumni (59 percent).
- Alumni currently pursuing a degree are most likely to be pursuing a BA, at 41 percent, or a Master’s, at 39 percent. Eight percent are pursuing an Associates, 6 percent a Doctorate, 3 percent a Certificate, and 1 percent a professional license.
- Of those pursuing a degree, the most common area of study is business (21 percent), followed by medical support (14 percent), and education and social sciences (both 11 percent).
- Predictably, AA/CT alumni are most likely pursuing a BA degree (83 percent), BA alumni a master’s (79 percent), and MA/PhD alumni a PhD (43 percent).

Trends

- The percentage of alumni currently enrolled remained steady, at 30 percent in 2014 and 29 percent in 2018.
- The percentage of currently enrolled alumni pursuing a degree increased slightly from 86 percent in 2014 to 89 percent in 2018.
- The percentage of degree-seeking alumni pursuing a BA decreased from 50 percent in 2014 to 41 percent in 2018.
- The percentage of degree-seekers pursuing an MA rose to 39 percent in 2018 from 31 percent in 2014.

Table 54. Are you currently enrolled in any college or university classes? (%)

	Total		UAA		UAF		UAS	
	2014 n=1,277	2018 n=1,130	2014 n=631	2018 n=619	2014 n=469	2018 n=351	2014 n=164	2018 n=160
Yes	30	29	29	27	31	32	30	30
No	70	70	70	72	68	67	70	70

Table 55. Current Enrollment Activities (%)*Base: Currently enrolled*

	Total		UAA		UAF		UAS	
	2014 n=387	2018 n=327	2014 n=186	2018 n=169	2014 n=146	2018 n=111	2014 n=50	2018 n=47
Are you pursuing a degree?								
Yes	86	89	91	88	83	90	78	90
No	12	10	8	12	14	8	20	8
Don't know	2	1	1	1	3	2	2	2
What type of degree? Base: Pursuing a degree								
Associate	9	8	9	6	10	12	5	7
Bachelors	50	41	59	46	34	32	52	48
Master's	31	39	24	36	41	45	38	34
PhD	8	6	7	7	11	5	6	-
Certificate	1	3	1	3	3	3	-	4
Professional license	-	1	-	-	-	2	-	-
Other	<1	2	-	2	1	1	-	3

Table 56. Field of Study (%)*Base: Currently enrolled and pursuing a degree*

	Total		UAA		UAF		UAS	
	2014 n=332	2018 n=291	2014 n=168	2018 n=148	2014 n=121	2018 n=100	2014 n=39	2018 n=43
Business	21	21	16	19	24	18	37	35
Medical support	14	14	17	16	14	10	4	16
Sciences	9	11	6	14	15	9	10	6
Social sciences	11	11	14	14	9	12	5	4
Education	11	9	8	6	14	10	18	17
Liberal arts	4	8	3	5	2	9	13	12
Engineering	7	7	6	9	10	5	-	3
Process technology/logistics/project management	2	2	3	2	1	4	-	-
HSEM/security and disaster management	-	2	-	1	-	5	-	-
Medicine/dentistry	3	2	3	1	2	4	-	2
Aviation	3	2	4	3	1	1	-	-
Veterinary medicine	-	2	-	2	-	1	-	2
Rural development/tribal management	<1	2	1	-	-	4	-	2
Law/justice	2	1	2	2	2	2	4	-
Technology	6	1	9	2	2	1	-	-
Interdisciplinary	1	1	-	1	2	2	6	-
Arts (fine arts, performing arts, digital art)	4	1	5	1	1	-	5	2
Other*	1	2	1	3	1	2	-	-
Don't know	<1	<1	1	-	-	1	-	-

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

Table 57. Current Enrollment Activities, by Type of Degree Recently Obtained (%)*Base: Currently enrolled*

	AA/CT n=133	BA n=137	MA/PhD n=31	Other n=26
Are you pursuing a degree?				
Yes	96	89	59	91
No	3	10	39	9
Don't know	2	1	3	-
What type of degree? Base: Pursuing a degree				
AA	11	3	-	28
BA	83	6	7	27
Master's	-	79	44	39
PhD	-	7	43	-
Certificate	4	2	-	-
Professional license	-	1	6	-
Other	2	2	-	-
In what field of study? Base: Pursuing a degree				
Business	26	21	5	7
Medical support	14	12	7	32
Sciences	12	11	16	8
Social sciences	13	13	-	-
Education	7	7	10	31
Liberal arts	6	10	13	-
Engineering	3	9	21	6
Process technology/logistics/project management	2	2	-	9
HSEM/security and disaster management	1	4	-	-
Medicine/dentistry	3	-	12	-
Aviation	4	-	-	-
Veterinary Medicine	1	1	-	4
Law/justice	1	3	-	-
Technology	1	2	-	-
Rural development/tribal management	1	2	-	-
Interdisciplinary	1	1	6	-
Arts (fine arts, performing arts, digital art)	1	1	-	-
Other	4	-	10	-
Don't know	-	-	-	4

Future Enrollment Plans

- Thirty-nine percent of alumni not currently enrolled report plans to enroll in college or university classes in the future. This percentage is similar across MAUs.
- MA/PhD alumni are less likely to report plans to enroll in the future, at 30 percent, than other degree types (AA/CT at 44 percent and BA at 39 percent).
- Thirty percent of alumni with future plans to enroll report they will likely attend UAA, while 14 percent plan on UAF, and 7 percent UAS. Sixteen percent report they will likely attend school outside of Alaska, and 29 percent report they do not know.
- Over half of alumni (57 percent) of alumni with plans to enroll plan to pursue a degree, while 14 percent do not, and 29 percent do not know. Alumni from UAA are more likely to have plans to pursue a degree, at 64 percent, versus 51 percent of UAF alumni and 43 percent of UAS alumni.
- Of the alumni that responded they would pursue a degree, over half (55 percent) plan to pursue a Master's, 20 percent a Bachelor's, and 16 percent a Doctorate.
- Top fields of study identified by alumni who plan to pursue a degree are medical support (18 percent), business (11 percent), education (9 percent), social sciences (9 percent), sciences (8 percent), and engineering (7 percent).

Trends

- The percentage of those not currently enrolled, and planning to enroll in the future, decreased from 47 percent in 2014 to 39 percent in 2018.
- The percentage of alumni planning to study business fell between 2014 and 2018 from 19 to 11 percent. Most other fields of study were consistent.

Table 58. Do you plan on enrolling in any college or university classes in the future? (%)

Base: Not currently enrolled

	Total		UAA		UAF		UAS	
	2014 n=945	2018 n=839	2014 n=463	2018 n=472	2014 n=348	2018 n=250	2014 n=125	2018 n=117
Yes	47	39	47	39	48	37	43	43
Maybe	38	39	38	37	35	41	44	48
No	11	15	11	17	13	16	11	7
Don't know	4	6	4	8	4	6	2	2

Table 59. Future Enrollment Plans (%)*Base: Not currently enrolled; plan on enrolling in classes in the future*

	Total		UAA		UAF		UAS	
	2014 n=800	2018 n=657	2014 n=397	2018 n=356	2014 n=289	2018 n=195	2014 n=109	2018 n=106
What school will you likely attend?								
UAA	33	30	52	44	8	10	20	20
Anchorage	29	27	45	41	8	8	16	16
Mat-Su	1	1	2	1	-	<1	-	-
Kenai	2	1	3	1	<1	1	1	2
Other	1	1	1	1	<1	1	2	1
UAF	16	14	2	3	45	41	6	2
Fairbanks	15	13	1	3	43	39	4	2
Other	1	1	<1	<1	3	3	2	-
UAS	6	7	2	2	3	2	30	34
Juneau	5	6	1	2	2	2	25	26
Other	1	1	1	<1	1	-	5	8
Alaska Pacific University	<1	1	1	1	-	<1	-	1
Other Alaska school	-	1	-	1	-	1	-	2
Outside Alaska**	9	16	6	19	14	14	5	8
Non-UA distance program	1	2	1	2	-	1	-	1
Don't know	34	29	36	28	29	30	39	32
Will you be pursuing a degree?								
Yes	55	57	56	64	57	51	43	43
No	15	14	14	10	16	18	21	19
Don't know	30	29	31	26	27	31	35	38
What type of degree? Base: Plan on pursuing a degree								
Associates	5	3	3	1	8	8	6	5
Bachelors	23	20	24	18	21	21	20	26
Master's	53	55	57	58	51	52	40	48
PhD	14	16	10	19	17	13	21	9
Certificate	3	1	3	1	1	-	8	8
Professional license	1	2	1	1	1	3	-	2
Other*	-	1	-	1	-	1	-	-

Table 60. Planned Field of Study (%)*Base: Not currently enrolled; plan on pursuing a degree in the future*

	Total		UAA		UAF		UAS	
	2014 n=436	2018 n=375	2014 n=220	2018 n=229	2014 n=166	2018 n=100	2014 n=46	2018 n=46
Medical support (Nursing, Social Work, Public Health, Physical/Occupational Therapy)	16	18	21	21	11	12	8	16
Business (Economics, Public Administration, Accounting)	19	11	16	10	20	11	28	13
Education	11	9	11	10	9	6	20	12
Social sciences (Anthropology, Psychology, Human Services)	8	9	9	9	7	10	5	5
Sciences (Biology, Chemistry, Fisheries, etc.)	7	8	4	5	9	14	16	12
Engineering	7	7	7	7	9	10	3	3
Medicine/Dentistry	4	5	4	7	5	3	4	2
Liberal arts (English, Foreign Languages, History, Philosophy, Journalism, etc.)	4	4	3	6	3	2	7	2
Law/Justice	4	4	3	4	5	6	2	3
Process technology/Logistics/Project management	2	2	4	2	-	2	-	-
Arts (Fine Arts, Performing Arts, Digital Art)	4	2	4	2	5	1	3	3
Interdisciplinary	1	1	<1	-	1	4	-	3
Technology	3	1	3	2	3	-	-	-
Rural development/Tribal management	<1	1	-	-	1	3	-	2
Aviation	1	1	2	1	1	1	-	-
Veterinary medicine	-	1	-	<1	-	1	-	-
International studies	2	<1	2	<1	1	1	-	-
Other*	2	8	2	8	1	7	-	14
Don't know	6	7	4	6	10	6	4	11

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

Table 61. Future Enrollment Plans, by Type of Degree Recently Obtained (%)*Base: Not currently enrolled; plan on enrolling in classes in the future*

	AA/CT n=126	BA n=388	PhD n=100	Other n=43
Will you be pursuing a degree?				
Yes	68	61	30	50
No	5	10	35	20
Don't know	27	29	35	30
What type of degree? Base: Plan on pursuing a degree				
AA	7	1	-	22
BA	72	4	-	19
Master's	10	77	24	38
PhD	5	14	68	9
Certificate	1	<1	3	12
Professional license	1	2	3	-
Other	-	1	-	-
Don't know	4	1	3	-
In what field of study? Base: Plan on pursuing a degree				
Medical Support	29	15	3	30
Business	12	11	10	-
Education	2	9	21	20
Social sciences	9	9	13	-
Sciences	3	10	4	15
Engineering	1	10	4	6
Medicine/Dentistry	7	6	-	-
Liberal arts	3	5	10	-
Law/Justice	-	6	-	11
Process technology/Logistics/Project management	5	1	-	5
Arts (Fine Arts, Performing Arts, Digital Art)	-	2	3	-
Interdisciplinary	3	-	7	4
Technology	3	1	-	-
Rural development/Tribal management	-	1	3	-
Aviation	-	1	-	-
Veterinary medicine	1	<1	-	-
International studies	-	1	-	-
Other	12	7	15	-
Don't know	11	5	7	9

Charitable Donations

Alumni shared information on donation behavior, both generally and to UA.

- Nearly half (47 percent) of UA alumni report donating money or resources to non-profit causes in the last six months. Rates were similar between MAUs.
- A larger proportion of MA/PhD alumni report donating (66 percent), than other degree types: 45 percent of BA alumni and 43 percent of AA/CT alumni.

Table 62. In the last six months, have you donated any money or other resources to non-profit causes? (%)

	Total		UAA		UAF		UAS	
	2014 n=1,277	2018 n=1,129	2014 n=631	2018 n=619	2014 n=469	2018 n=350	2014 n=164	2018 n=16
Yes	61	47	62	48	57	48	63	44
No	38	49	37	49	40	49	37	52
Don't know	2	3	1	3	3	3	-	4

A new question in 2018 asked alumni about plans to donate to UA in the future.

- Six percent of alumni report being very likely to donate to UA in the next one to five years, while 19 percent are somewhat likely (total 25 percent somewhat or very likely). Over half (57 percent) are unlikely. These proportions are similar across MAUs and degree types, aside from UAA alumni who are more *unlikely* to donate (62 percent) than UAF (53 percent) or UAS alumni (48 percent).
- The likelihood of alumni donating increases further into the future, at 39 percent likely or very likely in six to 10 years and 43 percent likely or very likely in the next 11 or more years.
- Twelve percent report they are likely or very likely to donate to UA in their estate plan/will, with 30 percent who say they do not know.

Table 63. How likely are you to donate to University of Alaska in the future? (%)

	Total n=1,129	UAA n=619	UAF n=350	UAS n=160
In the next 1 to 5 years				
Very likely	6	5	7	4
Somewhat likely	19	16	22	23
Unlikely	57	62	53	48
Don't know	18	16	18	25
In the next 6 to 10 years				
Very likely	9	9	10	7
Somewhat likely	30	27	34	34
Unlikely	41	46	35	36
Don't know	19	17	20	23
In the next 11 or more years				
Very likely	15	14	18	14
Somewhat likely	28	27	29	29
Unlikely	35	40	29	33
Don't know	22	19	24	25
In my estate plan/will				
Very likely	3	4	3	2
Somewhat likely	9	7	9	12
Unlikely	58	61	56	53
Don't know	30	29	31	33

A new question in 2018 asked alumni d how affordable they consider UA in a number of areas, including tuition, student fees, course and lab fees, textbooks and materials, and room and board for University housing.

- One-quarter (23 percent) of alumni consider UA tuition affordable, while 57 percent consider it somewhat affordable. UAF alumni report tuition is very affordable at a slightly higher rate than the other MAUs, at 27 percent compared to 22 percent at UAS and 21 percent at UAA.
- Course and lab fees are considered very affordable by 15 percent of alumni and not affordable by 16 percent, while 61 percent consider them somewhat affordable.
- Student fees are considered not affordable by one-quarter of alumni and very affordable by 14 percent.
- Textbooks and materials are considered affordable by less than 1 in 10 alumni, at 9 percent overall. This percentage is highest for UAS, with 19 percent considering this cost very affordable, compared to 11 percent of UAF and 5 percent of UAA alumni. Thirty-seven percent of alumni consider this cost unaffordable.
- Two-thirds of respondents did not rate the affordability of UA housing; among those that did, they were more likely to say it was not affordable (13 percent) or somewhat affordable (15 percent) than to say it was very affordable (2 percent).

Table 64. How affordable do you consider the University of Alaska in each of the following areas? (%)

	Total n=1,164	UAA n=640	UAF n=361	UAS n=163
Tuition				
Very affordable	23	21	27	22
Somewhat affordable	57	59	52	60
Not affordable	15	17	12	10
Don't know	2	1	3	3
Not applicable/Did not use	3	1	6	5
Course and lab fees				
Very affordable	15	13	18	15
Somewhat affordable	61	62	58	62
Not affordable	16	18	14	8
Don't know	4	4	4	4
Not applicable/Did not use	5	2	6	11
Student fees				
Very affordable	14	11	16	17
Somewhat affordable	57	58	53	60
Not affordable	23	26	23	9
Don't know	4	4	4	8
Not applicable/Did not use	3	1	4	6

Textbooks and materials				
Very affordable	9	5	11	19
Somewhat affordable	50	48	50	56
Not affordable	37	44	33	20
Don't know	2	2	3	3
Not applicable/Did not use	2	1	3	3
Room and board (University housing)				
Very affordable	2	1	4	3
Somewhat affordable	15	9	24	14
Not affordable	13	14	16	4
Don't know	5	5	5	5
Not applicable/Did not use	65	70	52	73

Note: New in 2018.

Suggestions for Improvement

A new question was added in 2014 that asks respondents for suggestions to enhance the quality of student learning and success. Hundreds of comments were submitted both years. The study team organized the comments by subject matter for the most common themes and calculated response rates, shown in the table below. Readers are advised that percentages below represent percent of total comments submitted, not percent of total respondents.

- Twenty-one percent of comments suggest more support for students, including involvement with students and communication with students. This suggestion was provided at a higher rate at UAA and UAF (22 percent each) than UAS (15 percent).
- Other common suggestions include improved faculty involvement with students, faculty quality and transparency (18 percent) and more affordable tuition/fees (17 percent).
- Responses were fairly consistent across MAUs and degree types. However, AA/CT (21 percent) and BA (25 percent) alumni were more likely to suggest student support, involvement, and communication than other degree types.

Table 65. What one thing can UA do to enhance the quality of student learning and success? (%)
Most common themes; percent of all comments (not all respondents)

	Total n=645	UAA n=351	UAF n=199	UAS n=95
Student support, involvement, and communication	21	22	22	15
Faculty involvement, quality, and transparency	18	20	16	15
Affordable tuition/fees	17	16	15	21
Work/internship or other opportunities for experience-based learning	12	9	13	16
Diversity and availability of classes	10	11	9	11
Academic advising	9	10	7	9
Expand and enhance online offerings	8	6	11	9
Improve technology	3	2	3	3
Career advising and preparation	3	2	3	2

Survey Sample

The table below shows how the survey sample compares to the total survey population, according to UA student records. In general, the survey population was very consistent with the total population. For example, alumni under 25 years of age represented 28 percent of the total population, and 30 percent of the survey population. As in previous years, there was a slight bias towards female and UAF alumni: females represented 59 percent of the total population, but 65 percent of the survey population, while UAF alumni represented 31 percent of the total population but 34 percent of the survey population. As explained in the methodology, the survey data was weighted for these two factors.

Table 66. Survey vs. Overall Population

Category	Total Graduate Population		Survey Sample	
	Count	Percent	Count	Percent
Gender				
Female	2,541	59%	762	65%
Male	1,762	41%	402	35%
Age				
Under 25	1,229	28%	347	30%
25-40	2,400	56%	633	54%
Over 40	692	16%	186	16%
MAU				
UAA	2,365	55%	595	51%
UAF	1,351	31%	395	34%
UAS	605	15%	176	15%
Degree Type				
AA/CT	1,313	30%	297	25%
BA	1,859	43%	593	51%
MA/PHD	617	14%	190	16%
Other	532	12%	86	7%
Graduate Level				
Undergraduate	3,563	82%	947	81%
Graduate	758	18%	219	19%

Appendix A: Degree Types and Fields of Study Definitions

Degree Types

The following table shows what types of degrees are included in the AA/CT, BA, MA/PhD, and Other categories, along with the proportion of alumni attributable to each type, by MAU.

Table 67. UA Database: Type of Degree (%)

	Total		UAA		UAF		UAS	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
AA/CT degree								
AA, AAS, AB, AO, AS, AT, CERT, CT1, CT2	1,313	30	783	60	407	31	123	9
BA degree								
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	1,859	43	1,201	65	525	28	133	7
MA/PhD degree								
DA, DDS, DMA, DMD, DO, DS, DSW, DVM, EDD, JD, MA, MAMFA, MAT, MBA, MCE, MD, ME, MED, MEE, MFA, MHSA, MLIS, MLN, MLS, MMA, MME, MMU, MO, MPA, MPH, MS, MSE, MSW, MT, PHD, PHN	617	14	248	40	246	40	123	20
MA/PhD degree								
BEN, EDE, EDS, EM, GCRT, GED, GEN, GLI, HSD, LIC, MLI, OEC, PBCT, PGCT, PMC, TC	532	12	133	25	173	33	226	42

Note: Degree categories provided by the University of Alaska. Columns may not sum to 100% due to rounding.

Fields of Study

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

Business, Applied Business and Public Administration

- Accounting
- Accounting Technician
- Admin Office Supp
- Administration of Justice
- Applied Accounting
- Applied Business
- Applied Business Mgmt
- Bookkeeping
- Bookkeeping Support
- Business Administration
- Marketing
- Office Digital Media
- Office Foundations
- Office Management & Technology
- Office Occupations
- Office Support
- Office Technology
- Paralegal Studies
- Planning
- Premajor - Accounting

- Business Info Systems Support
- Clinical Social Work Practice
- Computer Info Office Systems
- Conflict Resolution
- Construction Management
- Desktop Publ & Graph
- Emergency Management
- Emergency Services
- Environmental Reg & Permitting
- Finance
- Fire & Emergency Services Tech
- Fire Service Administration
- General Business
- General Clerical
- Global Logistics Mgmt
- Global Supply Chain Mgmt
- Hospitality Restaurant Mgmt
- 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
- Premajor - Business Admin
- Premajor - Justice
- Premajor - Rural Development
- Premajor - Social Work
- Pre-Major Accounting
- Pre-Major BS
- Pre-Major Business Administration
- Pre-Major Finance
- Pre-Major Justice
- Pre-Major Management
- Pre-Major Management Info Syst
- Pre-Major Marketing
- Pre-Major Paralegal Studies
- Pre-Major Social Work
- Pre-Mjr Global Logistics Mgmt
- Public Administration
- Public Administration
- Rural Campus Non-Major
- Rural Development
- Rural Utilities Business Mgmt.
- Small Business Administration
- Small Business Mgmt
- Social Work
- Social Work Management
- Supply Chain Management
- Technical Support
- Tribal Management
- Web Foundations
- Word/Info Processing

Education

- Adult Basic Education
- Adult Education
- Bilingual/Multicultural Ed K-12
- Career & Technical Education
- Coun & Guid Spec Svcs (Type C)
- Coun and Guid (K-8)
- Coun and Guid (7-12)
- Coun and Guid (K-8, 7-12)
- Counseling
- Outdoor and Adventure Studies
- Physical Education
- Post-Bacc K-12 Spec Ed Lic Prg
- Pre-General Studies
- Premajor - Education
- Pre-Major Early Childhood
- Pre-Major Elementary Education
- Pre-Major Music Elementary Edu
- Pre-Major Music Secondary Edu

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

Engineering

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

- Engineering Management
- Environmental Engineering
- Environmental Quality Engr
- Environmental Quality Science
- Geographic Information Sys
- Geological Engineering
- Math & Science Non-Major
- Premajor - Electrical Engineer
- Premajor - Geological Engineer
- Premajor - Mechanical Engineer
- Pre-Major Civil Engineering
- Pre-major Engineering
- Premajor-Petroleum Engineering
- Project Management
- Software Engineering

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
- Interdisciplinary Studies
- International Studies
- Inupiaq Eskimo
- 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

- 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 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

- Applied Physics
- Atmospheric Sciences
- Biochemistry/Molecular Biology
- Biological Sciences
- Biology
- Botany
- Business Computer Info Systems
- Chemistry
- Cisco Cert Network Associate
- Computational Physics
- Computer & Networking Tech
- Computer Applications
- Computer Information Systems
- Computer Science
- Earth Science
- Environmental Chemistry
- Environmental Science
- Fisheries
- Fisheries Technology
- Fisheries/Aquaculture
- Natural Sciences
- Networking Essentials
- Oceanography
- Physics
- Premajor - Applied Physics
- Premajor - Biological Sciences
- Premajor - Chemistry
- Premajor - Computer Science
- Premajor - Earth Science
- Premajor - Fisheries
- Premajor - Geology
- Premajor - Mathematics
- Premajor - Natural Resourc Mgt
- Premajor - Physics
- Premajor - Statistics
- Premajor - Wildlife Biology
- Pre-Major Biology
- Pre-Major Environmental Sci
- Pre-Major Marine Biology
- Programming Foundations

- Geological Science
- Geology
- Geophysics
- High Latitude Range Management
- Introductory Network Admin
- Marine Biology
- Mathematics
- Natural Resources Management
- Renewable Resources
- Space Physics
- Statistics
- Sustainable Energy
- Telecomm and Electronic System
- Web Authoring
- Web Foundations
- Wildlife Biology

Health

- All Hlth Non-Major
- Children's Behavioral Health
- Children's Mental Health
- Clinical Assistant
- Comm Ment Hlth Svcs
- Community Health
- Community Wellness Advocate
- Dental Assistant
- Dental Hygiene
- Dietetic Internship
- Family Nurse Practitioner
- Health Care Reimbursement
- Health Information Mgt
- Health Science
- Human Services
- Human Services w/ RHS Cert
- Limited Radiography
- Medical Assistant
- Medical Billing
- Medical Coding
- Medical Lab Technology
- Medical Office Coding
- Medical Office Reception
- Medical Office Supp
- Medical Science
- Medical Technology
- Medical/Dental Reception
- Nurse Aide
- Nursing
- Nursing Education
- Nursing Science
- Nursing Science
- Nutrition
- Paramedical Tech
- Pharmacy Technology
- Phlebotomist
- Phlebotomy
- Practical Nursing
- Pre-Major Dental Assisting
- Pre-Major Dental Hygiene
- Pre-Major Health Science (BS)
- Pre-Major Medical Assisting
- Pre-Major Medical Lab Tech
- Pre-Major Nursing
- Pre-Major Nursing Science
- Pre-major Paramedical Tech
- Premajor Radiologic Technolog
- Pre-Radiologic Technology
- Psychia & Mentl Hlth Nur Pract
- Public Health Practice
- Radiologic Technology
- RHS Behavioral Health Aide
- Rural Human Services
- Veterinary Science

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 and Hospitality
- 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
- 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

- Heating
- Heavy Duty Trans & Equip
- Indust Safety Program Support
- Indust Weld Tech
- Industrial Proc Instrumentatn
- Industrial Technology
- Information Technology Special
- Instrumentation Technology
- Technology
- Telecomm Elect & Computer Tech
- Wastewater Operations
- Water Operations
- Weld & NonDestruct Test Tech
- Welding
- Welding Technology

Appendix B: Other Responses

Following are “other” responses by question.

Question 1. Do you currently reside in Alaska, other US state, or outside of the United States?

UAA

Alabama

Arizona x 2

Arkansas

California x 7

Colorado x 2

Connecticut

Delaware

Florida x 3

Illinois

Indiana

Iowa

Kansas

Maryland

Massachusetts

Minnesota

Montana x 2

Nebraska

Nevada

New Jersey

New Mexico

New York

Ohio x 2

Oklahoma x 2

Oregon x 4

Pennsylvania

Rhode Island x 2

South Carolina

South Dakota

Texas x 6

Utah x 5

Virginia x 2

Washington x 6

Wisconsin

Wyoming x 2

Netherlands

UAF

Alabama x 3

Arizona x 3
California x 5
Colorado x 5
Florida x 4
Georgia x 4
Hawaii x 3
Idaho
Illinois
Iowa
Kansas
Michigan x 5
Minnesota
Missouri x 3
Nevada
New Jersey
New Mexico
New York x 2
North Carolina x 2
North Dakota
New York
Oklahoma x 4
Oregon x 3
Pennsylvania x 3
Rhode Island
Texas x 9
Utah
Virginia x 3
Vermont
Washington x 11
Washington, DC x 2
Wisconsin x 3
Wyoming
Japan

UAS

Alabama
Arizona
Colorado x 2
Florida
Hawaii x 2
Idaho x 4
Minnesota
Nevada
Oregon x 2
Pennsylvania
Texas x 2
Washington x 2

Question 3a. Which institution(s) did you take these courses from?

UAA

BYU
C.L.E.P.
Calhoun Community College
Central Texas College
Colorado Christian university
Community College in California
Deakin University
 DeVry University, University of Phoenix
Iñisagvik College
James Madison University
Limestone College
Louisiana State University
North Dakota
PWSCC
Russian University
Troy University
University of South Florida
University of Illinois Champaign-Urbana
University of Nevada Las Vegas
University of North Carolina

UAF

Barton Community College
BYU
College of Dupage
College of the Desert
Dine College
Humboldt State and University of Hawaii Manoa
Iñisagvik Tribal College
Kansas State University
Lorenzo di' Medici/ University of Alabama
Maranatha Baptist University
New Mexico State University
Northeastern University
Several community colleges
Southern Illinois University; University of Arkansas, Little Rock
Straighterline
UMass Lowell

UAS

University of Nevada Reno
National University
Northwest Florida Community

Philippines
School of Visual Arts
Study.com

Question 3b. Why did you take online course(s) outside of the UA system?

I just did
Lived there
Medex requirement
Military
Partnership with UAF and Ilisagvik
Undergraduate
Was free tuition due to employment

Question 10a. Why did you stop taking classes?

Adjustment to being a new nurse
Advised to take certain classes by different advisors that later weren't required
Church mission
Do not help native people
Failure of UA medical and support services
Fellowship in DC
Finished another degree first
Finished the program
I needed to establish a goal before I could take school seriously
I took what was required
I was finished with the necessary classes
More than one reason
My degree path ended and I didn't know what route to take so i gave up for a while.
Needed no further education at time
Peace Corps International Master's Program
Personal availability, freedom
Personal Issues
Praxis Exam Waiting to Pass
Reconsidering major
Religious Mission
Seasonal
Thesis writing
To go hunting in the fall
Took thesis credits, devoted all time to research
Unsure of which program I wanted to pursue
Waiting for tuition waiver to kick in after starting employment at UAS
Was not accepted into the MPH program at UAA
Was not sure which degree program to complete
Wasn't burned out, just wasn't motivated

Question 10b. What could UA have done to keep you enrolled?

Better Work/Life Balance, Loss of staff across campus has increased the workload
Ruining the Engineering Counselor Department by "restructuring"
I didn't need to take more classes
I should have met with an academic advisor earlier. When I did, I stuck to the plan we made.
It was not a problem there was just a semester wait between the end of my first certificate
Many things
Medical
More enrollment seats in the MPH program or all master's programs in the UA system
Nothing as the National Guard called me up
Nothing, I came back after traveling
On campus health nurses were unprofessional (judgmental)
Once I took the initiative to remind CoE about the scholarship we resolved the matter
Pay more attention to native needs
Technology speech to writing methods
Transparent grading

Question 13. While you were attending UA, did you participate in any of the following groups or activities?

Aerial Arts
Chronicles of Yarnia
Exchange
Graduate research
I moved to Virginia & couldn't participate
Independent study
Innovation groups
LoI Uas has almost none of these
Music minor
National Society of Leadership and Success
National Student Exchange
On-campus job
RHS/HUMS
SNA
Table
top gaming groups (unofficial)
Teacher Aid
Watching UA sports

Question 13a. Why didn't you participate in any groups or activities?

Attended in summer, no activities offered
Didn't like being on campus
I am an employee of UAA and being an employee was my first priority
I just didn't value these in the college experience.
I was in a low residency program.
I was in the Rural Human Services Program. 1 week a month.

I was very close with other students in my degree field, we made our own activities.

Many things

MEHS

My emotional injury symptoms

No activities in the summer

Nursing school was intensive

Really didn't think about it

Shy

Too cliquy

Question 14a. With what type of organization? (Internship)

AmeriCorps

At risk youth: AMYA

Build EXITO Undergraduate research

Coastal Villages Region Fund

Commercial fishing

Farm research program

Fisher House

Idaho fish and game

State of Pennsylvania

Telephone Utility

Transportation

United Nations FAO

University Counseling center out/state

Question 14b. What was your hourly wage for your internship?

\$1,500/m

\$400/month

24k annual

Grant

Multiple different amounts

Practicum

Stipend x 3

Question 17. Which of the following are you pursuing (or planning to pursue) in your post-graduation year?

Athletics

Become a better being

Care for family (not child)

Counseling

Dealing with multiple sclerosis diagnosis

Finding housing

Internship

No changes

None of your business
Not applicable
Pass NCLEX first
Retire

Question 18. Which of the following is currently your primary activity?

Care for family (not child)
Counseling
Disabled retired
Freelance
Getting other certifications
Home activities w spouse
Internship
Learning Dutch
LoI
Pass NCLEX
Recovery from illness
Representing myself in a lawsuit

Retired x 2

School
Taking care of my health
Taking CPA exams

Question 20. In what industry are you currently employed?

Administration
Airlines
Alaska Native Corporation
Animal Care
AutoCAD
Aviation x 2
Beauty
Business management
Child care
Criminal Justice System
Cultural Resources Management
Electronic Repair
Fish & Game
Fitness
Frozen Yogurt
Game Processing/Meat
Gym
Home owner's association
Human Resources
Instrument Tech Small Jobs

Labor
Library page
Maintenance
Marijuana Industry
Marine Electronics
Museum
Nanny
Natural Resources
Not disclose
Private practice
Professional Athlete
RA/Dorm Aide for Boarding School
Receptionist
Recreation
Related to another occupation not listed
Sales
Self-employed x 2
Sports
Tribal council
Tribe
University
Vending/warehouse
Veterinary Medicine
Wholesale
Wildlife Biology

Question 21. What occupation or position do you hold?

Academic Advisor x 2

Accounting Clerk
Accts recv/Customer service/billing
Adjunct part time
Administration Support
Administrative Specialist
Advising Desk Peer

Advisor x 2

Apprentice
Artist
Attendant
Author
Aviation Maintenance Technician
Baker
Bank teller
Behavioral Health Assistant
Budtender
Canvasser
Care Provider

Caretaker x 2

Caseworker
Cashier
CDL driver, safety instructor
Certified long-term substitute teacher
Chef
Childcare provider
City and Borough of Yakutat
Client Support in asset management

CAN x 2

Coach
College Recruiter
Communications strategist

Community Health Aide x 2

Community relations coordinator
Community service officer
Compliance Coordinator
Contracting
Cook
Coordinator
Coordinator/Training

Correctional Officer x 3

Courier
Crew Member
Delivery Driver

Dental assistant x 2**Dental Hygienist x 3****Direct Service Professional x 2**

Drafter

Electrical apprentice x 2

Electrologist
Environmental Program Specialist I
Executive Director
Family Service Worker
Field technician
Fiscal tech
Fundraiser
Government Contractor

Graphic design/videography x 3

Hair Stylist
Health program manager
Health specialist
Healthcare Administration
Hostess
House sitter/Zumba instructor
Housekeeper

Human Resources x 3

Insurance agent

Lab Tech, Receptionist

Law Enforcement Ranger

Lead Organizer

Legal Secretary x 3

Librarian

Library page

Lifeguard/Water Safety Instructor x 2

Marketing x 3

Mechanic x 4

Medical Assistant x 3

Medical Coder

Medical lab scientist

Medivac pilot

Mill operator

Miner

Multimedia Specialist

Music teacher

Natural resources

Network Technician

News reporter/staff writer

None of these

Nurse x 3

Operator x 2

Outreach Representative

PA-C

Paralegal x 2

Parent, Family Community Engagement Spec

Park Ranger

Pastry Chef

Pathology coordinator

Pharmacy Technician

Physical therapist assistant x 2

Pilot

Pilot Car driver

Police Officer x 2

Postdoctoral researcher

Printing tech

Production Roustabout

Professional Athlete

Professor

Program assistant

Proj controls

Project assistant

Project Engineer

Project management x 3

PTA

RA
Ramp Agent
Real Estate Assistant
Receptionist x 2
Recruiter
Recycling Crew
Registered Dietitian
Registered radiologic technologist
Registrar
Retired disabled veteran
RSA / USA Hockey Official

Sales x 3
Scheduling
Scribe
Self-employed jewelry designer
Server
Sheriff's Deputy
Social Media Specialist
Social service associate
Special education
Sr VP of Finance/Administration

Substitute Teacher/Coach x 2
Surveyor
Teacher Aide, Postal Clerk

Teaching Assistant x 2
Technician
Temp
Therapeutic instructor
Transcriber/translator
Tribal Admin
TV news
Union Representative
Vpso
Zoo Keeper

Question 25. When did you start working in your current position: before attending UA, while attending UA, or after graduating from UA?

2015
After defending PhD but before obtaining the diploma
After graduating & while attending UA
After Graduation & Second Attempt at Certificate
After left UA but returned while working
Between degrees
Currently a student
Faculty, while; Consulting, after.
Months after graduation. Fortunate to have found seasonal work. Nobody would hire me

Started before graduation

Started working during my between time

Question 30. How did you first hear about your current position?

A rep came to our class

Alaska Teacher Placement x 2

Already employed x 3

Alumni from their program

Applicant pool

Asd

Attended boarding school

By moving far away from Alaska & looking

Current job was obtained before grad sch

Email

Employed since 2007

Flyer x 3

Graduate Program

Handshake

Help wanted sign on the building

I do not work

I had the job already

I just retired from military

I'm unemployed

I'm not in my field of work, I'm seeking

Job opening at home

Juneau School District counselor

Newsletter

Nursing Preceptorship x 3

Personal interest

Pharmacy school

Preplanned

Previous College

Professional organization

Ptcas

Research

School x 2

Uaa accounting club

Uaf email

UAK jobs website

VA

Volunteering at Professional Organization

Walked in and got the job x 2

Was currently employed

Was my instructor for one semester

Question 32c. In what field of study (currently)?

Occupational health and safety
Fire, leadership
Arctic and Northern Studies
Construction Management

Question 33a. Where will you likely attend [school]?

Online
Anywhere other than UA

Question 33c. What type of degree will you pursue?

Accelerated bachelors + masters
Depends
JD

Question 33d. In what field of study (future)?

Computer Science x 2
Construction Management
Environmental
Operations Research

Question 37. Why didn't you take out a loan?

80% tuition covered - LEAP
Academic awards helped
BBEDC
Credit cards. Applied for scholarships but did not receive any
Debt is bad!!
Don't feel like sharing.
Family Trust and VR plan
FASFA

Financial aid x 2

Financial Aid Office Would Not Help
GETS program in ASD
Graduate assistantships
Live debt free
Lived at home to save on expenses

MEHS x 2

NSF
NSHC
Other
Paid by High School

Paid for it x 3

PhD degree

Police academy
Research Assistantship
School district paid
Stipend
Student loans are a slavery scam
Tribe helped
Tuition assistance
UA faculty paid for my grad degree
UA Tuition Waiver for Spouse/Dependent
W/c settlement paid for school
We used monthly payment plans

Question 40. What's the most important thing UA can do to enhance student learning and success?

- 1. Stop making accessing financial aid so difficult. 2. Stop overworking the faculty of color- they should not have to teach, advise every student of color, research, publish, and serve on a ton of committees. Students, especially first generation, need support but it should come from dedicated professional advisors.
- Accept students the way they are, with all their range of personalities. Not judging them for neither their self-reflection, nor for being too reserved. There really should be a welcoming atmosphere on our campuses to absolutely anyone who is asking for such support.
- Add website building to the marketing degree.
- Address Title IX issues and suicide while actually trying something to make the situation better. Get the perspectives of younger people who are actually living the reality of a modern student at UAF, rather than having boards composed wholly of older, white, middle-class folks.
- Advertise more of the programs that the University offers, such as UArctic, International Programs, Internships, Scholarship availability, and the availability of campus jobs.
- advertise the native programs and scholarships.
- All faculty be on the same page. Segregation between faculty is noticed by the students and felt by the students. This causes inconsistency in leadership which trickles down to the students.
- Allow more transfer credits between UA schools
- Apple support. More acceptable classes from other UA campuses.
- Available resources on hand
- Be encouraging. Help them find work. Offer tutoring
- Be honest
- Be honest with everyone, about everything.
- Be more organized and reliable as an organization
- Better class sizes. Smaller.
- Bettering the Internet speed is crucial.
- Campus Bar
- Child care, day care, assistance
- Cold weather keeps you studying inside
- Comprehensive learning
- continue encouraging education and making it relevant to the world we live in
- Continue quality education.
- Continue supporting non-traditional student's--and every student's--unique needs, schedules, learning habits and desires, etc. I really appreciated that my professors recognized that I am an older, advanced student with several degrees, and that they allowed me to tailor a couple of assignments so as to benefit from them and not just have busy work that wasn't meaningful to me.
- Continue to achieve a balance, between what is desired and what is needed, for the development of our people and environment as well as understand difficulties we may face in the last frontier, Alaska. innovate, create and explore while continuing onward into the future.
- Continue to be flexible as far as class schedules are concerned. Continue to be available for your students. Great job.

- Continue to market information on resources UAA has to offer.
- Continue to support the great academic advisors and instructors- they really do make a difference.
- Continue to support the minority groups to further their education relating to their workplaces.
- Create a cohesive staff that has the same goals in kind. All the professors push their own agenda, it prevents students from attaining maximum growth.
- Cut the crap easy A courses, focus on real learning and engagement.
- Develop a useful vision and mission that is bought into and owned by all who participate.
- Development community support to ensure funding cutts don't distract from overall mission.
- Do not know
- Don't cancel their graduation a week ahead of time when their family and friends have bought tickets and made plans to attend. Don't tell them until after they graduate that graduate programs don't do honors or cum laude.
- Don't Quit
- Don't turn in assignments late, go to class, and don't party.
- Either cut down the ridiculous, endless bureaucracy, or get some people in those useless positions that actually know what they are doing. The UA system is the least user-friendly system I've ever had the displeasure of using. If I have to go through 7 "administrative assistants" (clerks, secretaries, etc) to get a very simple form filed (which was hard enough to obtain) there is a problem. Why do we pay them all, if no one is able to do anything? The people at the University Center are the worst offenders, but the individual department offices do it too.
- Encourage study abroad
- Encouragement and offering resources to students!
- Ensure students are aware they can take courses online elsewhere to help complete their degree on time
- Ensure that all credits transfer within the UA system!
- Everything is perfect
- Finish in four years if possible.
- Fire all of the board of regents. They are doing an awful job and argue and talk down to any students voicing legitimate concerns. Start holding sexual predators accountable in this school, rather than protecting them because of their military status. Overall there's a lot of work to do at this school, and honestly with the way I was treated by the Board of Regents and the chancellor of this school I don't see myself returning to spend any money or time at UAA. Who would want to give back to a school that threatens its students? Not me, I'll take my money, education, and taxes to another state.
- Focus less on social PC agenda, and more on providing a proper education.
- Focus more on degrees and less on "well rounded students" UA wasted a lot of my money and time and i don't feel prepared within my field to do anything with it. Also focus on training students how to transition into the real world and job seeking based on degree. Art majors will have a very different job hunt than engineering majors.
- Focus on academics and not sports. The funding that is dedicated to sports is significant and I still fail to see how it is worth it. UAA doesn't even have that great of teams. It is a huge portion of money dedicated to a few students. I understand the state is broke and times are tight, but when teachers/degrees are cut and sports teams continues to be funded, it is frustrating and makes it more difficult for students to get degrees at UAA. And earning degrees is the most important feature of a university.
- Focus on educating the students about health concerns (vitamin D deficiency etc) and ensure expectations of students are 100% clear.
- For student learning, I think UAA does a great job. While I did not experience any difficulties with my advisors, I know many people who did. For example, my brother could not get ahold of his advisor for the entirety of summer. Advisors deserve breaks too, but since their job is to help guide students successfully, they should be at least answering questions/calls once a week. I know that he ended up not finishing his degree because he was so discouraged by this. Also, parking is a huge inhibitor to student success. UAA is a commuter school and as such we pay so many fees in parking. Then there are not parking places, and in winter we do not plug our vehicles in. The parking fee is questionable due to that. Especially since we also have a transportation fee that we have to pay - that generally people will never use unless they're living on campus. I love UAA. I was frustrated sometimes, but overall it's a great system and a great school. My program is wonderful and amazing. I am so grateful for my advisors, teachers, and supports.
- For the electrical and computer engineering department I think it would be beneficial for there to be an additional teacher or two with their PHD so that all of the upper level classes could be taught by someone with the appropriate amount of experience.
- For the school of nursing, I think it is important to have more staff that have worked more recently in the field (or at bedside). I felt that some professors were out of touch with some practices and current technology.

- Funnel money into better professors, education, and practices related to fields of employment.
- Get better furniture than the old junk that the university has in their dorms.
- Get more parking
- Get new leadership and change the school from the top down, plus emphasize the legal studies program, those professors helped set me up for success in law school
- Give Dr. Thorsen more money because she's the only reason I have an amazing job now.
- Gudsince Counselors for all the colleges in Alaska. I wish I had one while there in Alaska. It's one thing leaving home and going on your own but also doing it all in Alaska is one of the hardest things I have had to do. And overcome. I would have loved someone to trust and talk to when the winters felt long and cold...
- Harder classes that entail difficult material.
- Have a college experience.
- Have more practical classes. Many businesses classes discuss theories and ideas but give you no practice or no experience. I feel that I will have my bachelor's degree, but I won't know how to do what I need to in a work environment. Dr. Charla Brown's class in HR Management is a great example of a class that gives you the chance to apply the ideas you are learning. More classes should be like this and internship opportunities should be better advertised to students.
- Have the UAA faculty be on the same page when it comes to certain procedures such as changing majors
- Having better suited facilities with more streamlined processes for keeping degree requirements and technologies up-to-date.
- Help create an environment that's not so bigoted against older people. It became very obvious to me toward the end of my educational experience that my age was a hindrance for other people networking with me and even receiving encouraging academic advising. I heard other younger students receive spontaneous suggestions for how to get grants and make advancements, but I had to ask for things and I received minimal answers and as a result I have very little networking to support a future job.
- Help me to learn better
- Hire better staff
- Hire leadership that best meet the needs of the students.
- Hire more Dr. Machado's, Dr. Howard's, and Dr. Murphy's
- Hold all staff accountable to the Student Handbook, Regents Policy, and University Regulations. Instead of protecting staff which blatantly violate these, protect students who are the victims of staff who break the rules. Invest in staff which actually care about students. End the rape culture on campus. Actually, commit to Title IX instead of constantly saying UA is while ruining the lives of students. Protect students against future harm both on and off campus. Worry more about protecting students than protecting the University.
- Homework help with one on one like the physics department does. Flexible course options for working students with families.
- Honestly don't have an answer for this question.
- Honestly, I'm not sure. I've never attended another college so I have nothing to compare it to...
- I can't really think of anything; my professors were really helpful and I really learned so much while attending UAA.
- I did not understand I could qualify for scholarships. I understood them to be for only younger students. I found out the last year that I qualified for numerous scholarships because I was native and am very sad that I now have a massive loan I am trying to repay.
- **I don't know x 3**
- I enjoyed the small campus. It was personal with the teachers and advisors.
- I had trouble with administration between UAA and IAF, I think the UA system is not as cohesive as it should be. I was unable Do you apply UAF funding to take UAA courses but was able to use UAA funding to take UAF courses. Even with support from my professors and committee this problem could not be worked out and I ended up having to sit in a course for no credit, delaying my degree.
- I have not thought about it.
- I honestly can't think of anything.
- I spent a lot of time figuring out my own academic schedule to graduate on time. But the information available to me often changed or was incorrect (degree works). Even when I reached out to advisers at KPC KBC they were little help. If the future courses were more consistent and/or the information updated, I would have had a minor in Public Health. As it stands I needed to graduate but I was one credit shy of this minor because of difficulty in scheduling classes. I would entertain the possibility of a Psychology PHD from UAA but your program requires no outside work and cannot ensure stipends for research positions or teaching. This would be unsustainable for me and a barrier to attempting this program. I will instead be looking for something similar over a distance program or possibly moving outside Alaska to complete. I think to keep qualified professionals in Alaska we might need to do better.

- I think a major change in the education certificate/master's degree program could make a huge difference. Currently, the classes feel a lot like time filler. Perhaps for some students with limited experience they are valuable, but for someone with years of teaching experience there should be a shortcut to taking all of the mind-numbing classes. I truly appreciated the support and mentorship of the faculty in the education department however - their help got me my dream job! And there is no way I could have done it without them. So support the faculty and what they do for the students, but we need a revision in the way that ed classes are taught at UAF. Also, the administration wasted a ton of my time and local teachers time making pointless control issues out of basic things like observation placement. The admin in this department really needs to stop micromanaging what the students and the professors do.
- I understand that UA is making a transition to allow for more online classes and therefore more non-traditional students. While I respect the purpose and usefulness of these efforts, I would have preferred to take all of my classes in person. There were courses that I was forced to take online because they were not offered in an in-person format. Hence, my request is that UA continue to become more accessible to non-traditional students while simultaneously maintaining traditional options for those who prefer.
- I was very discouraged with my ability to transfer credits from other institutions. Additionally, I worked for numerous years in a related field that was relevant to my degree. Several faculty members wrote letters of support (as did my academic advisor) requesting to waive several course requirements in my degree plan. The department head(s) declined to sign my petitions. It took more than 180 credits to obtain my undergraduate degree. Some colleges at UAA have adopted a formal plan to waive courses for "non-traditional credit equivalency" and I was informed that my years and diverse experience working in wildlife biology were not valued toward my Natural Sciences degree. I believe this is completely unacceptable and so do several other students pursuing that degree. I recommend the administration associated with this program begin listening to students and local employers. Also, faculty are the drivers of the institution. When students have support from faculty in similar circumstances, I recommend administration listen and support them. Had the petitions been approved for my course waivers I could have graduated a year earlier saving both time and money. I most likely would be currently working on my graduate degree in this same field. Because of my experience with this process I will look at other colleges at UA to complete my M.S. and avoid UAA's College of Arts and Sciences.
- I will speak on behalf of the Nursing school program, since this is where I attended; it is extremely disorganized and was a joke. No part of me would want to spend more money at UAA due to how poorly I was treated when I needed advising. I even had my professors switching during the semester and caused much inconsistent teaching/expectations (when professors shared one class). It was a rough experience and only my peers helped me survive.
- If you have any questions ask your mentor. They definitely want to support you and your education. You can even ask your classmates because you will be spending a lot of time together and you are each other's support system.
- I'm not sure.
- Improve advertising for what programs are available and hold more events that allow students to learn about different programs.
- Improve the wammi program. I tried to go to med school, it was my goal, and I got screwed by advisors/counselors. A dean's list full ride scholarship student who will now do everything in his power to keep his kids from going to your school. Dr. Murphy, Petraitis, Machado, and Johnson (who you fired) were the best professors in the school and honestly the only really good ones. Dr. Murphy was the one that made me want to go to med school but the convoluted, backwards advising made in nearly impossible. Fix the advising and get better professors if you want to not have a trash school. Spend less money on diversity campaigns and more on empirical learning.
- Improved design your own degree system
- Improved Math Courses
- In my opinion, the UA campuses need to work together more.
- In my particular campus, Kachemak Bay, offer classes in the social services field (other fields possibly too) to where we can complete our degree without having to move to Anchorage or elsewhere. The classes we do have are amazing with amazing teachers!
- Increase wages for UA staff. Mainly the professors. They need more resources and time to teach efficiently. Find more ways to expand parking options.
- Increase wages of on campus jobs, especially the ones that are crucial to the functionality of the university. Students are already working hard and often are unable to acquire off campus jobs due to scheduling conflicts. The university should compensate fairly and with the understanding that most students need money to have enough time to focus on study without stress. I understand that money is tight, so perhaps build an investment fund similar to the PFD to generate income for student jobs.
- Instead of teaching for a test, promote discussion of topics in classes. Multiple choice questions aren't an accurate reflection of information retention. Essay questions and discussions ensure that students can accurately explain and apply concepts.
- It would have been nice to have a resource for students that were like me. I didn't attend UAA to "discover" myself, waste hard-earned money on unnecessary classes, or because I enjoyed having the then-Dean of

Students tell me I was a waste of time. I went because the tuition was cheap, and it allowed me to continue working while I went to school. To be honest, I hated attending UAA until I pursued the legal studies program. There are some incredible professors there that really helped me discover what I enjoy doing, and what I wanted as a future.

- Just do it
- Keep classes and stop dumping money into building stuff.
- Keep course content focused on critical thinking and learning how to learn. Don't give in to the pressures of students or faculty trying to push an agenda on your campuses, take a stand on learning for learning sake period.
- Keep doing what you're doing. Have high standards for all students. Prioritize getting students of color into leadership positions.
- Keep doing what you're doing!
- Keep politics off the campus. The bullshit that students are being fed by the staff is going to prove to be detrimental to your schools in the end.
- Keep the incredibly talented and high-quality staff and faculty in the PM program! They are amazing!
- Keep trying to be better.
- **Keep up the good work x 2**
- Keep up the good work, I loved the entire experience. Both times, I earned two master's there.
- Keep working with those who are already employed and want to pursue higher degrees! Great job!
- KILL SYSTEMIC RACISM
- Let us know what other degrees we are eligible to apply for with the credits that we already have. If we are able to get another degree and have the credits already or just need a couple more it would be nice to know that.
- Maintain a curriculum that is based in post graduate-work force best practices
- Make classes engaging, interesting and up to date.
- Make cuts to athletics instead of instruction.
- Make it more emphatic
- Make students enjoy going to class and provide them with the information they need to succeed in that class.
- Make sure students know all of the resources that are available to them, especially those from the student learning center
- Make sure that they are keeping up with industry and keep students competitive with students coming from other universities.
- Make the MSW program in person. Switching to an all online program makes it more difficult for students to complete it. Instead of having a full day of classes we have classes spread over 3 days and starting before people have a chance to get home from work. Instructors do not explain things as well online.
- Make tutoring sessions stay open later for the working students.
- Many students are unaware of services available to them. I would create an email that outlines the services they can make use of and where to find them.
- Monitor student with better counseling
- MORE CONSISTENCY IN CLASSES AND WITH SCHEDULING/MEETING REQUIREMENTS. MORE PRE-CLASS COMMUNICATION - MANY CLASSES ENDED UP VERY DIFFERENT THAN ORIGINALLY THOUGHT - BOOKS NOT NEEDED OR CHANGED OR NOT AVAILABLE, ETC.
- More parking space.
- More resources into helping students find work after graduation.
- More UA funding for liberal arts departments.
- Most students I work with who attend UAA work full or close to full time. All of them take evening classes and as many online classes they can find. Reason being I believe is because they put a higher value on social life. I'm 36 and the kids who work for me are in their early 20's
- Move forward in ways of learning and teaching.
- My advisor/professor was a huge encouragement throughout the entire degree. I am thankful for her advice, and the way that we had class and the conversations that we had. I wanted to have class and learn more!
- my experience was great. Instructor was very hands on.
- Not cut classes or professors
- Not dedicate the top floor of the new engineering building to a bunch of outside companies and not the god damn students. I mean come on, we waited 4 years for a whole new building with areas we aren't allowed to go to. Also removing economics as a degree is stupid as hell. Alaska has an issue with people not

understanding basic economics, and by removing that degree you are only contributing to the problem, you nerds.

- Not make it mandatory you have to have so many on campus credits to get a degree
- Not sure. I loved the program I undertook.
- Nothing comes to mind sorry. Worked great for me. Lots of opportunities and paid research led me to where I am
- Nothing. It was a great program.
- Offer housing at all campuses regardless of location. It shouldn't be seen as competing with other campuses. Find a better book vendor (like red shelf) than mbsdirect.net as they are ridiculously expensive. I've worked with students before who say they don't take courses because they can pay for the courses but don't realize how expensive the books are. Plus, the book buyback program is a joke!
- Offer more culturally relevant courses
- Offer more leadership opportunities for grad students and continue to offer intelligent professors
- Organize their programs better. Nursing program was extremely disorganized and needed a lot of work.
- Overhaul the Bookstore and Parking Services. They are terrible.
- Please increase the standard for acceptance in graduate degree programs at UAA. Several program colleagues in both the school of business and engineering, for which I obtained graduate degrees, were not ready academically for graduate level work. They lacked the basics in writing, communication, and interpersonal skills required for group or team assignments. Several of these students came directly from a bachelor's program at UAA. From both an academic and business perspective, allowing students to graduate, in any capacity, without a basic command of the written word does a disservice to the student and to the businesses that hire them within their ranks. UAA's acronym should not stand for University of Average Achievers, which is what many employers consider it to be. As an alumnus, I'm proud of what I accomplished at UAA, but am embarrassed to be in the same pool of colleagues who are unable to string a sentence together. Please raise the bar!
- Prepare high school students to enter into college. Library skills, essay writing, basic grammar.
- Provide more money for lab activities
- Professors need to quit complaining about the leadership at the college to students. Professors need to quit pushing their political agendas on students.
- Provide engaging instructors and functional lab equipment for students.
- Provide family housing on Kuskokwim Community College/UAF.
- Provide more quality education and don't overload instructors that are teaching certificate programs. Provide more job seeking and course selection support from staff.
- Provide the faculty with more resources to do their jobs. Stop consolidating departments. Hire better teachers for the 000 level preparatory courses because students are coming into 100 and 200 level courses unprepared. Recruit in rural Alaska.
- Providing more resources and outreach to the villages to know that UA is available to them are willing to offer help
- Pursue a subject you enjoy
- Put money into the right direction.
- Quit forcing "diversity" down everyone's throats. If people don't realize that different points of view are important then they are idiots. That's their problem. Stop making it everyone else's as well. The worst thing about UA was all the required "training" to teach people to respect other viewpoints, and not rape anyone. Bigots and rapists are going to do their thing regardless of any silly training modules. All the university does by forcing those trainings on students, other than superfluously protecting their own butts, is to disenfranchise every other student. Bad things happen. There's nothing wrong with trying to prevent that, and the information on consent is perfectly reasonable, but a dramatic play outlining different forms of sexual violence was beyond ridiculous. Give it a rest.
- Quit forcing group projects with poor performing students.
- Recruit positivity in the student population and provide support to the faculty that has the best interest of the student in mind.
- Remind students that they will get out of college what they put into it.
- security, and cultural knowledge. More programmed talks by business entrepreneurs
- Self determination
- Spread the word about what resources are available for students as they search for roles after college.
- stay on task and do what needs to be done
- Stop giving out so many parking tickets. It's distracting and stressful while having the vehicle on school grounds.

- Stop promoting liberal garbage
- Stop pushing liberal ideals on students
- STOP RATCHETING UP THE PRICES FOR EVERYTHING!!!! IT'S HARD TO FOCUS ON LEARNING AND MAKING THE MOST OUT OF COLLEGE WHEN YOU HAVE TO PAY 3 GRAND FOR 3 MONTHS WORTH OF FOOD!
- Stop selling off old growth forests to be clear cut and pretend it is going to benefit students. Allowing old growth forests to be sold and clear cut decreases the value of all environment related degrees from UA (e.g., Fisheries, Forestry)
- STOP STANDARDIZED TESTING, MAKE THE ATMOSPHERE ONE WHERE STUDENTS WANT TO LEARN NOT ACQUIRE KNOWLEDGE TO REGURGITATE IT OUT AND LOSE THAT INFORMATION.
- Stop the liberal/socialism/progressive BS. I had classes that were basically "whites ruined Alaska for the natives." Bullpucky. Western Civilization is the pinnacle of human achievement and all Alaskans, regardless of ethnicity, should be proud to embrace Western Culture.
- Stop the safe spaces and don't try to be a typical liberal arts college
- Streamline enrollment and process for signing up for classes
- Student Loan Forgiveness
- Student support for grad students was non-existent, arguably I disliked my advisor so took steps to avoid him. Response to questions was always to ask the admin (Meuy should get a raise by the way). I did not find courses to be challenging, while I learned the material I felt there was grade inflation which lowered my confidence in my skills.
- Support working students
- Supportive services tutoring guidance and academics good courses and professors.
- Take the surveys and to provide feedback.
- Teach real life skills
- Teach students how to be their own academic advisors. During orientation explain how degrees are tracked and completed so that students don't need advisors. Teach students how to use DegreeWorks so that they know which classes to take. Encourage summer school! Students should feel empowered to take summer school to finish their degree on time or faster.
- Teach them working on various software related to their program. The world is moving towards software instead of manual work.
- Teach toward practical jobs. Engage students in job search and resume development.
- The Early Childhood/Special Education program kept changing requirements and staff were sometimes unclear what was needed for the degree. Some aspects of the program were practical and helpful, but some classes like the research classes did not end up being practical because there was a project not research to be done for the degree. Hopefully, they will evaluate the program to see what works and what does not work and stick with that for a while, so it is not always in flux and staff are not informed about what is changing.
- The educational leadership graduate program was a mess. UAA needs to have a third party audit that programs and give feedback on how it can improve. That program is critical in ensuring high quality education, and all it is now is a check the box degree mill.
- The graduate committee process needs serious work. Professors need to be held to the same standard as students if not higher. Students need assistance from the graduate school in the event that they are failed by their committee. Committee power to deny graduation needs to be limited to whether or not students fulfill the requirements of graduation not whether or not they choose to publish. In essence, the review and improve the committee process.
- The most important thing that UA can do to enhance student learning is to focus on concepts rather than raw rote memorization of material. Anyone can do rote math, science, etc. Computers can replace the hard crunching of numbers. We ought to focus on that which will not be replaced by computers anytime soon - ideas and concepts.
- The overall experience was great. The instructors were always willing to assist in any way that they could and the resources were available. I was a distant student and the online classes were great and the meeting times were reasonable. I don't think there is much to enhance in my opinion.
- The parking situation is a nightmare and causes a lot of wasted time, stress, and expense. Providing long term, predictable, and consistent assistantships would improve graduate student's ability to focus on their research and studies rather than worry about how they will pay for tuition at each turn of the semester.
- The refund process is a bit slow.
- The UA 2020 plan already seems to be tackling my biggest concerns. Having dedicated First Year Advisors and a restructuring of the first 30 credits students take, I think will have a major impact on student success. I think UA's website is unmanageable and difficult to navigate. Our web-based services need to be streamlined and intuitive. Students (or employees of UAA) should not have to spend an exuberant amount of time clicking or searching where information is.
- the what if was what i used to pick classes. I never saw my adviser or they were wrong.

- Tighten the admission requirements. More and more students are being admitted to, and enrolling at, UAF who are completely unprepared for college. These students drag down the overall quality of instruction at UAF and they consume a disproportionate size of finite resources. We need to get them to community colleges before they attend UAF.
- TITLE IX
- Two core science courses for a liberal arts (AA general program) seem excessive. Would have rather spent more time learning skills that apply to professional careers. In online courses, there needs to be less requirements of student discussion board posts and more effort made to instruct students. For example, instructors grading/commenting on student work instead of having students comment on other students work in Discussion Board (DB). It would be helpful to have instructors provide video lectures so you can get the benefit of a classroom and the instructor's knowledge. In some cases, I felt like there was no benefit to having the instructor. My work was graded but I was given no input by the instructor as to how to get better in the course. It seems that DB is used as a way to get around the instructor instructing. Even though it is supposed to be like a class discussion, it is not.
- UA can enhance student learning and success by making it accessible to students in villages around Alaska .
- UA is awesome. I always feel supported and encouraged. The RHS and HUMS programs are great and I am excited to go into the BSW program.
- UA would be best served by eliminating the extreme cultural biases that exist in the classroom. Ex. political favoritism in regard to the hiring of faculty has created an echo chamber for progressives on our campuses. Conservatives feel belittled, silenced, and outcast from the student population if they raise their opinions about discussions in class. Course content should not contain political biases yet they all have. All have presumed facts that many argue do not hold valid - and questioning those facts is frowned upon. Do not let what I'm saying translate as "stop people from expressing themselves". By all means the first amendment applies, but it applies to everyone. Students who are given B's instead of A's because they didn't tow their professor's line is real. Students who lose or miss opportunity because they don't play for the right team. That's real. That doesn't even begin to touch how the decolonialize rhetoric made by faculty and staff poisoned the whole campus environment. I get it, all white people are terrible racists. Am I cool now?
- UAA needs to add progressive degree options that entice people to complete degrees in Alaska. Faculty members and advisors also need to be not only informed, but accessible. Accurate information and guidance are critical.
- UA needs to bring the native community into the school you do not care about native people. you let other outside entities do your work. you make me so mad the racism has not changed since the 1980 when I graduated high school you should be ashamed
- Understand that online learning is primarily meant for students who are most likely already working in the field they are trying to obtain a degree in. Also understand that, nationally, online students are primarily of an age group which does not include that of traditional students.
- Understand the sacrifices each student has made to attend all classes to graduate.
- Update the shop equipment in the automotive and Diesel/heavy equipment fields. With the advancements in technology it's hard to teach upcoming technicians new age advancements with outdated technology.
- Use common sense and discretion when implementing training. I was taking online classes from outside Alaska, yet I was expected to complete annual training regarding sexual assault and harassment pertaining to on-campus students. Ridiculous. I was in the military and was already forced to attend a mind-numbing number of training seminars and courses about sexual assault prevention and response. The last thing I wanted while attending college was to be extorted by administration, which is a method used by sexual assault perpetrators by the way. Supposedly Title IX training was implemented under the guise of student safety. However, there is an option to pay a fee and be excused from training. If you can simply pay to get out of the training, that tells me the training must not be that important. I feel as if it is merely a ploy by University administration to earn additional revenue. Moving on, course availability and poor academic advising hindered my ability to graduate on time. I was told certain classes would be offered during a semester and planned accordingly, only to find out my advisor was incorrect. My last complaint is the use of discussion board posts for online students. Resident students can earn participation points by showing up and sitting in class. Online students are expected to make lengthy discussion board posts, reply to others, and complete assignments. I understand UAF is an institution of higher learning and am not asking for less work. I am suggesting a different type of work, namely, the ability to attend classes via video conference. I had some professors who used Blackboard Collaborate and Adobe Connect to live-stream their resident classes. Online students were given the opportunity to earn participation points by watching the stream and using the chat feature to make meaningful contributions. Those are the classes where learning occurred. Discussion board posts do not foster critical thinking. Students post, reply, and move on.
- USE SAT/ACT SCORES IN COMBINATION WITH GPA IN MEASURING APPLICANTS. ADMITTANCE STANDARDS SHOULD INCLUDE A PERSONAL INTERVIEW. ALLOW/REQUIRE THAT STUDENTS COMPETE INTERNATIONALLY.
- What I found most helpful - getting involved with a professor, engaging them, learning from them, and being inspired by them. Not really sure how UA can make that happen for most people :/
- You need to show you understand how to use the money you get, and not waste it on things. You also need to have a good staff, as some professors are just too full of themselves or are too invested in teaching one

way. Key is having your dean of students and headmaster not receiving votes of no confidence from all of your staff.

Appendix C: Survey Instrument

UA Recent Alumni Survey 2018

Welcome! The University of Alaska is conducting a survey of recent alumni. Your opinion matters to us. Your responses will help the University better serve its students in the future. Those who complete the survey will be entered in a drawing to win their choice of 10,000 Alaska Airlines miles or a \$300 Amazon gift certificate. Two additional winners will receive a \$100 Amazon gift certificate.

1. Do you currently reside in Alaska, other US state, or outside of the United States?

- 01 Alaska 03 Other US state _____
02 Outside US

2. 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)?

- 01 Attended all classes in person **(skip to Q4)**
02 Attended most classes in person
03 Attended about half of my classes in person
04 Attended some of my classes in person
05 Attended none of my classes in person
06 Don't know **(skip to Q4)**

3. Did you take online courses from non-UA institutions to fulfill your UA degree requirements?

- 01 Yes
02 No **(skip to Q4)**

3a. Which institution(s) did you take these courses from? Check all that apply.

- 01 Alaska Pacific University
02 American Public University System
03 Arizona State University
04 Bellevue College
05 Boise State University
06 Central Texas College
07 College of Southern Nevada
08 Colorado Mesa University
09 Embry-Riddle Aeronautical University
10 Idaho State University
11 Liberty University
12 Northern Arizona University
13 Oregon State University
14 Rio Salado College
15 Southern New Hampshire
16 Thomas Edison State University
17 University of Hawaii at Hilo
18 University of New Mexico
19 Western Governors University
20 Washington State University
21 Wayland Baptist University
22 Other _____

3b. Why did you take online course(s) outside of the UA system? Check all that apply.

- 01 Course(s) not available from UA
02 More affordable

- 03 Recommended by friends/family/classmates
- 04 Recommended by UA advisor/faculty
- 05 Better reputation/quality
- 06 Other _____

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

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

5. How satisfied are you with the following aspects of your UA academic experience?

	01 <i>Very Dissatisfied</i>	02 <i>Dissatisfied</i>	03 <i>Neutral</i>	04 <i>Satisfied</i>	05 <i>Very Satisfied</i>	06 <i>Don't Know</i>
a. Quality of instructors/professors	01	02	03	04	05	06
b. Variety of courses offered	01	02	03	04	05	06
c. Schedule of courses (time of day/day of week)	01	02	03	04	05	06
d. Availability of courses (each semester, annually, etc.)	01	02	03	04	05	06
e. Availability of online courses	01	02	03	04	05	06
f. Advising	01	02	03	04	05	06
g. Quality of degree/certificate programs	01	02	03	04	05	06
h. Quality of technology	01	02	03	04	05	06

6. How satisfied are you with the following aspects of your UA student experience?

	01 <i>Very Dissatisfied</i>	02 <i>Dissatisfied</i>	03 <i>Neutral</i>	04 <i>Satisfied</i>	05 <i>Very Satisfied</i>	06 <i>Don't Know</i>	07 <i>Not applicable/ Did not use</i>
a. Financial aid	01	02	03	04	05	06	07
b. Quality of career services	01	02	03	04	05	06	07

c. Quality of social life	01	02	03	04	05	06	07
d. Housing availability	01	02	03	04	05	06	07
e. Extracurricular opportunities	01	02	03	04	05	06	07
f. Overall responsiveness of staff to student needs	01	02	03	04	05	06	07

7. How affordable do you consider the University of Alaska in each of the following areas?

	01 <i>Very Affordable</i>	02 <i>Somewhat Affordable</i>	03 <i>Not Affordable</i>	04 <i>Don't Know</i>	05 <i>Not applicable/ Did not use</i>
a. Tuition fees	01	02	03	04	05
b. Student fees	01	02	03	04	05
c. Course and lab fees	01	02	03	04	05
d. Textbooks and materials	01	02	03	04	05
e. Room and board (University housing)	01	02	03	04	05

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

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

9. Which of these was the most important factor in helping you attain your degree/certificate?

- 01 Support from friends/classmates
- 02 Support from family
- 03 Support from UA faculty
- 04 Support from UA staff
- 05 Availability of financial aid
- 06 Ability to work while going to school
- 07 Ability to take some/all classes online
- 08 Ability to take evening/weekend classes
- 09 Love of learning/subject matter
- 10 Support from UA alumni
- 11 Guidance/support from your UA academic advisor
- 12 None of these

10. Since the time you first enrolled in your recently completed UA degree or certificate program, did you stop taking UA classes for at least one semester?

- 01 Yes
- 02 No (skip to Q11)

10a. Why did you stop taking classes? Check all that apply.

- 01 Course scheduling
- 02 Course(s) I needed was not offered
- 03 Didn't feel prepared for classes
- 04 Family
- 05 Work
- 06 Ran out of money
- 07 Burned out/needed a break
- 08 Took classes at a different school
- 09 Travel
- 10 Homesick
- 11 Dismissed/probation
- 12 Cost and/or availability of housing
- 13 Other _____

10b. What could UA have done to keep you enrolled? Check all that apply.

- 01 Nothing
- 02 More/better academic advising
- 03 Better course scheduling
- 04 More course availability
- 05 Additional financial help
- 06 Better campus life
- 07 More/better housing options
- 08 Help and advising with personal issues
- 09 Other _____

11. Which of the following statements best describes your plans when you started your degree/certificate program with UA?

- 01 I planned to obtain a degree/certificate from UA
- 02 I planned to transfer to another school for my degree/certificate
- 03 I had no formal plans, I was just taking classes

12. Which of the following statements best describes your career goals when you started your degree/certificate program with UA?

- 01 I knew which field I wanted to pursue after graduating (ask Q12a)
- 02 I planned to pursue an additional degree after graduating (ask Q12b)
- 03 I didn't know what I would pursue after graduating
- 04 Don't remember

12a. Are you currently working in that field? 01 Yes 02 No

12b. Are you currently pursuing that degree? 01 Yes 02 No

13. 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 Alumni activities
- 03 Clubs or organizations related to major
- 04 Clubs or organizations related to minor/other academic subjects
- 05 Fraternity or sorority
- 06 Intramural (non-varsity) sports
- 07 Minority student programs/activities (Native, Hispanic, etc.)
- 08 Outdoor clubs
- 09 Performing arts (dance, theater, music)
- 10 Political or issue group
- 11 Residence hall council/association
- 12 Religious group
- 13 ROTC
- 14 Service/volunteer organizations
- 15 Student activities (concerts, comedians, barbecues, etc.)
- 16 Student government
- 17 Student conduct board
- 18 Student leadership programs
- 19 Student media (radio, TV, publications)
- 20 Undergraduate research
- 21 Varsity sports
- 22 Other _____
- 23 Don't know
- 24 **Did not participate in any groups or activities (ask 13a)**

13a. Why didn't you participate in any groups or activities? Check all that apply.

- 01 Too busy/did not have time
- 02 My campus did not offer groups/activities I was interested in
- 03 I did not feel connected to my campus
- 04 I took most or all of my classes online
- 05 I wasn't aware of available groups/activities
- 06 I wasn't sure how to join groups/activities
- 07 Groups/activities were too far away

08 Group/activity schedules were not convenient for me

09 Other _____

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

01 Yes

03 Don't know (Skip to Q15)

02 No (Skip to Q15)

14a. With what type of organization?

01 Alaska Native corporation/organization

02 Federal government

03 Hospital/clinic/doctor's office

04 Municipality/Borough

05 School district

06 State of Alaska

07 University of Alaska

08 Non-profit organization

09 Professional services firm (law, engineering, consulting, etc.)

10 Media organization (radio, newspaper, TV, etc.)

11 Mining/oil company

12 Other _____

14b. What was your hourly wage for your internship?

01 \$0; unpaid

03 \$9.00-\$11.99/hour

05 \$16.00-\$19.99/hour

07 Other _____

02 Less than \$9.00/hour

04 \$12.00-\$15.99/hour

06 \$20.00/hour or more

08 Don't know

14c. Was your internship based in Alaska or outside Alaska?

01 In Alaska

03 Don't know

02 Outside Alaska

14d. Was your internship coordinated through Career Services?

01 Yes

03 Don't know

02 No

14e. Did the internship lead to a job offer?

01 Yes

03 Don't know (Skip to Q15)

02 No (Skip to Q15)

14f. Did you take the job?

01 Yes

02 No

15. Did you work during the final school year before you graduated? (Not including summer work, internships, or practicums)

- 01 Yes
 02 No (Skip to Q17)
 03 Don't know (Skip to Q17)

15a. Did you work on-campus, off-campus, or both?

- 01 On campus
 02 Off campus
 03 Both
 04 Don't know (Skip to Q16)

15b. Approximately how many hours per week did you work? (If you worked on and off campus, answer both columns; otherwise just answer for the appropriate column.)

	On Campus		Off Campus
01 <input type="checkbox"/>	10 hours or less	01 <input type="checkbox"/>	10 hours or less
02 <input type="checkbox"/>	11-20 hours	02 <input type="checkbox"/>	11-20 hours
03 <input type="checkbox"/>	21-40 hours	03 <input type="checkbox"/>	21-40 hours
04 <input type="checkbox"/>	Over 40 hours	04 <input type="checkbox"/>	Over 40 hours
05 <input type="checkbox"/>	Don't know	05 <input type="checkbox"/>	Don't know

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

- 01 Yes
 02 No
 03 Don't know

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

- 01 Working/employment/looking for a job
 02 Starting/raising a family
 03 Military/armed services
 04 Volunteer service
 05 Additional undergraduate study
 06 Additional graduate or professional study
 07 Other _____
 08 Don't know

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

- 01 Working/employment/looking for a job (**ask Q18a**)
 02 Starting/raising a family
 03 Military/armed services
 04 Volunteer service
 05 Additional undergraduate study
 06 Additional graduate or professional study
 07 Other _____
 08 Don't know

18a. Are you employed (or seeking employment) in a field related to your degree or certificate program?

- 01 Yes
 02 No

IF Q17 code 01 or 03, proceed to Q19. ALL OTHERS skip to Q30.

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

- 01 Employed **full-time year-round**
- 02 Employed **part-time year-round**
- 03 Employed **full-time seasonally**
- 04 Employed **part-time seasonally**
- 05 Unemployed, currently looking for work (skip to Q32)
- 06 Don't know (skip to Q32)

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

- | | |
|---|--|
| 01 <input type="checkbox"/> Government | 10 <input type="checkbox"/> Health Care/Social Services |
| 02 <input type="checkbox"/> Mining/Oil | 11 <input type="checkbox"/> Media/Communications |
| 03 <input type="checkbox"/> Fishing/Seafood | 12 <input type="checkbox"/> Education |
| 04 <input type="checkbox"/> Tourism/Hospitality | 13 <input type="checkbox"/> Arts |
| 05 <input type="checkbox"/> Finance/Insurance/Real Estate | 14 <input type="checkbox"/> Information Technology |
| 06 <input type="checkbox"/> Construction/Maintenance | 15 <input type="checkbox"/> Professional Services (engineering, legal, consulting, research) |
| 07 <input type="checkbox"/> Manufacturing | 16 <input type="checkbox"/> Security |
| 08 <input type="checkbox"/> Transportation/Utilities | 17 <input type="checkbox"/> Non-profit |
| 09 <input type="checkbox"/> Retail | 18 <input type="checkbox"/> Don't know |
| | 19 <input type="checkbox"/> Other _____ |

21. What occupation or position do you hold?

- 01 Accountant/bookkeeper
- 02 Analyst/programmer
- 03 Armed services officer
- 04 Bartender/barista/server
- 05 Biologist/geologist/scientist
- 06 Business owner/operator
- 07 Captain/deckhand
- 08 Case manager
- 09 Clerk
- 10 Consultant
- 11 Customer service representative
- 12 Director
- 13 Doctor
- 14 Dispatcher
- 15 Engineer/civil engineer
- 16 EMT/Firefighter/Paramedic
- 17 Intern
- 18 Manager/assistant manager
- 19 Office assistant/manager
- 20 Program coordinator/director
- 21 Researcher/research assistant
- 22 Registered nurse/nurse assistant/nurse practitioner
- 23 Sales representative
- 24 Social worker
- 25 Specialist
- 26 Supervisor
- 27 Teacher/instructor/principal
- 28 Technician/technologist
- 29 Therapist/counselor
- 30 Other _____

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

- 01 Daily 03 Monthly 05 Don't know
02 Weekly 04 Rarely

25. 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 Q32) 03 After graduating 05 Don't know
02 While attending UA 04 Other _____

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

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

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

- 01 Very easy 03 Difficult 05 Don't know
02 Easy 04 Very difficult

28. Please estimate how many jobs you applied for:

- Number of jobs _____ 00 None 01 Don't know

29. Please estimate how many job offers you received:

- Number of offers _____ 00 None 01 Don't know

30. How did you first hear about your current position? Check all that apply.

- 01 Newspaper
02 Family/friends/co-workers
03 Employment agency
04 Trade journal
05 UA career services
06 Internship
07 Company/organization website
08 Other website
09 Self-employed
10 Social media (LinkedIn, Facebook, etc.)
11 Previously worked for this employer
12 Contacted employer
13 UA staff/faculty
14 UA alumni
15 Was recruited
16 Job Fair
17 Self-employed
18 Other _____
19 Don't know

31. Which of the following UA resources did you use in your job search? Check all that apply.

- 01 UA Career Services
- 02 UA alumni networks
- 03 UA faculty or staff
- 04 Fellow UA students
- 05 None of the above

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

- 01 Yes
- 02 No (skip to Q33)
- 03 Don't know (skip to Q33)

32a. Are you pursuing a degree?

- 01 Yes
- 02 No (Skip to Q33)
- 03 Don't know (Skip to Q33)

32b. What type of degree are you pursuing?

- 01 Associate's
- 02 Bachelor's
- 03 Master's
- 04 Doctorate
- 05 Certificate
- 06 Professional license
- 07 Other _____
- 08 Don't know

32c. In what field of study?

- 01 Aviation
- 02 Arts (Fine Arts, Performing Arts, Digital Art)
- 03 Business (Economics, Public Administration, Accounting)
- 04 Education
- 05 Engineering
- 06 Interdisciplinary
- 07 International Studies
- 08 Law/Justice
- 09 Liberal Arts (English, Foreign Languages, History, Philosophy, Journalism, etc.)
- 10 Medicine/Dentistry
- 11 Medical support (Nursing, Social Work, Public Health, Physical/Occupational Therapy)
- 12 Process Technology/Logistics/Project Management
- 13 Rural Development/Tribal Management
- 14 Social Sciences (Anthropology, Psychology, Human Services)
- 15 Sciences (Biology, Chemistry, Fisheries, etc.)
- 16 Technology
- 17 Veterinary Medicine
- 18 Other _____
- 19 Don't know

SKIP TO Q34

33. Do you plan on enrolling in any college or university classes in the future?

- 01 Yes
- 02 Maybe
- 03 No (Skip to Q34)
- 04 Don't know (Skip to Q34)

33a. Where will you likely attend?

UAA

- 01 Anchorage
- 02 Chugiak-Eagle River
- 03 Elmendorf/Fort Richardson (JBER)
- 04 Kachemak Bay
- 05 Kenai Peninsula College Kachemak Bay Campus
- 06 Kenai Peninsula College Kenai River Campus
- 07 Kodiak College
- 08 Mat-Su College
- 09 Prince William Sound 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:
- 24 Don't know

33b. Will you be pursuing a degree?

- 01 Yes
- 02 No (Skip to Q34)
- 03 Don't know (Skip to Q34)

33c. What type of degree will you pursue?

- 01 Associate
- 02 Bachelor's
- 03 Master's
- 04 Doctorate
- 05 Certificate
- 06 Professional license
- 07 Other _____
- 08 Don't know

33d. In what field of study?

- 01 Aviation
- 02 Arts (Fine Arts, Performing Arts, Digital Art)
- 03 Business (Economics, Public Administration, Accounting)
- 04 Education
- 05 Engineering
- 06 Interdisciplinary
- 07 International Studies
- 08 Law/Justice
- 09 Liberal Arts (English, Foreign Languages, History, Philosophy, Journalism, etc.)
- 10 Medicine/Dentistry
- 11 Medical support (Nursing, Social Work, Public Health, Physical/Occupational Therapy)
- 12 Process Technology/Logistics/Project Management
- 13 Rural Development/Tribal Management

- 14 Social Sciences (Anthropology, Psychology, Human Services)
- 15 Sciences (Biology, Chemistry, Fisheries, etc.)
- 16 Technology
- 17 Veterinary Medicine
- 18 Other _____
- 19 Don't know

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

- 01 Yes
- 02 No
- 03 Don't know

35. UA's students, and faculty, and programs are supported by financial donations from alumni. How likely are you to donate to University of Alaska in the future? (Reminder: Your responses will not be connected with your name; this information is for informational purposes only)

	01 <i>Very likely</i>	02 <i>Somewhat likely</i>	03 <i>Unlikely</i>	04 <i>Don't know</i>
a. In the next 1 to 5 years	01	02	03	04
b. In the next 6 to 10 years	01	02	03	04
c. In the next 11 or more years	01	02	03	04
d. In my estate plan/will	01	02	03	04

36. Did you take out any loans in order to complete your UA degree/certificate?

- 01 Yes (skip to Q38)
- 02 No (ask Q37)

37. Why didn't you take out a loan? Check all that apply.

- 01 Used savings
- 02 Parents/family/friends paid
- 03 Borrowed from parents/family/friends
- 04 Got scholarship
- 05 I didn't qualify for a loan
- 06 Loan applications were too difficult
- 07 I preferred to only go to school as I earned enough to pay for each term
- 08 Other _____

SKIP TO Q39

38. How much did you borrow overall?

- 01 Less than \$5,000
- 02 \$5,001 to \$10,000
- 03 \$10,001 to \$20,000
- 04 \$20,001 to \$30,000
- 05 \$30,001 to \$40,000
- 06 \$40,001 to \$50,000
- 07 \$50,001 to \$60,000
- 08 Over \$60,000
- 09 Don't know

39. Which category best describes your current annual salary or wage?

- 01 \$0; do not currently earn a salary/wage
- 01 Less than \$15,000
- 04 \$35,001 to \$50,000
- 07 Over \$100,000

02 \$15,001 to \$25,000

05 \$50,001 to \$75,000

09 Don't know

03 \$25,001 to \$35,000

06 \$75,001 to \$100,000

40. What's the most important thing UA can do to enhance student learning and success?
