

Graduating Alumni Survey Trends: 2005-2009



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<http://www.uvu.edu/iri>

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Executive Summary

Educational Quality

- Utah Valley University's graduates consistently praise the quality of their education. UVU shows a consistent pattern of overall excellence, strong personal and intellectual growth in traditional academic fields and in preparation for the workforce, and satisfaction with academic programs.
- Social and cultural knowledge and professional and vocational advising are the major areas of educational quality where improvement is needed.
- Women are slightly more likely to favorably assess personal and intellectual growth and be satisfied with their academic programs than men, but this effect is moderated when controlling for gender differences across colleges.
- Graduates of the School of Education give the university the highest ratings on all measures of overall educational quality and are most satisfied with their academic programs in every area.

Post-graduation Educational Activities and Plans

- UVU graduates place a high priority on further education and have ambitious goals regarding graduate study, but graduates who do not continue their education immediately upon graduation are not likely to return soon after graduation.
- Graduates of the College of Humanities and Social Sciences are noticeably more likely to plan to pursue graduate study and to have continued their education, while graduates of the College of Technology and Computing are substantially less likely to do either.
- Utah Valley University is the institution of choice when its graduates continue their education, among both those who have already continued their education and those who plan to continue their education in the future.
- The expansion of UVU's bachelor's and graduate programs appears to have increased the likelihood that UVU graduates will return to UVU for further education. For every one percentage point increase in bachelor's degrees awarded, the university can expect a 0.67 point increase in associate's degree graduates who continue their education and a 1.4 point increase in continuing associate's degree graduates that attend UVU within one year of graduation.
- Self-reported plans for continued education and UVU attendance should not be considered a sound basis for future planning, as there is a substantial gap between graduates' plans and the reality of their post-graduation educational activities.

Employment of Graduates

- Unemployment rates tracked fluctuation in the statewide unemployment rate but were generally higher and more volatile. A substantial number of graduates, however, are

underemployed in their first-year after graduation. Both problems are likely to be short-term, life-cycle effects typical of those starting out in the professional job market.

- UVU graduates generally stay in Utah County or the Wasatch Front, making a major contribution to the regional economy. Graduates who initially work in Utah County are most likely leave between the first and third years after graduation.
- Median first-year income for all graduates over the past five years was approximately \$35,000, and grew from less than \$30,000 for the 2003-2004 class to more than \$40,000 in the 2007-2008 class. 2009 median income rose to more than \$70,000 among the 1997-1998 graduating class.
- Strong gender gaps in income across a wide range of measures and controls strongly suggest that female graduates are disadvantaged by gender inequities in the workplace.
- A UVU education makes a strong contribution to graduates' employment, with two-thirds of graduates currently in jobs that are substantially related to their UVU education. However, approximately one-fifth of graduates' jobs are not related to their education.
- Across a wide range of measures, graduates in Business, Education, Science and Health, and Technology and Computing have a distinct advantage in the job market over those in the Arts, Humanities and Social Sciences, and University College.
- Job preparation is most useful to graduates when integrated into academic programs. A majority of graduates saw no contribution to finding their current jobs from student services job preparation and placement programs.

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Methodology

Institutional Research and Information polls alumni of Utah Valley University annually, in most cases approximately one year after graduation. Alumni responded by phone or web. From 2005 through 2009, IRI surveyed 7,824 alumni, including 5,991 respondents who had graduated the year prior to being surveyed. When aggregated, this large number of participants allows the analysis of even relatively small subgroups (such as individual colleges or schools) within reasonable margins of error. Comparison of annual cohorts allows analysis of “generational” effects, which are a function of differences between graduating classes at the same point in their lives. To the extent that these are permanent differences one would expect to see them persist as alumni age. In 2009, the survey also included 1,833 alumni who graduated three, five, or ten years previously. Comparison across age cohorts allows analysis of “life-cycle” effects, which are caused by changes in alumni as they age; one would expect differences to fade as younger alumni age, coming to resemble older alumni.

Methodology for the alumni survey is revised annually. Aggregating data from these surveys requires a process of standardization, described in Appendix F: Data Sources, for each question analyzed in this report. Questions used in this analysis are those that provide comparable data in at least four of the annual surveys from 2005 through 2009. The standardization process also results in some occasional slight inconsistencies between the data reported here and that reported in the documents for each annual survey, especially with regard to questions that must be manually coded for analysis.

Figure 1: Graduating Classes of Respondents

Survey	Cohort	Class	Respondents
2005	1-year	2003-2004	1,156
2006	1-year	2004-2005	1,225
2007	1-year	2005-2006	911
2008	1-year	2006-2007	1,542
2009	1-year	2007-2008	1,157
	3-year	2005-2006	821
	5-year	2003-2004	671
	10-year	1997-1998	302
	Missing	Unknown	39
Total			7,824

The margin of error for the annual cohort surveys is $\pm 1.0\%$, and was $\pm 1.8\%$ for the multi-cohort study. The overall margin of error for the annual cohorts is calculated on the basis of a finite population of 16,419 degrees awarded between academic years 2003-2004 and 2007-2008. This slightly overestimates the population size due to the small number of graduates who receive more than one degree in a given year (for example, an associate’s degree in the summer and a bachelor’s degree the following spring). While an accurate count of such cases is not readily available, a conservative estimate of the number of such cases (believed to be less than 200 per year during the study period) shows the margins of error for the annual and multi-year studies to be overestimated by less than 0.03%. The margins of error for individual questions use the common simplifying assumptions of an infinite population and 50% of respondents giving each possible answer to the question, and are thus overestimated. Margins of error vary significantly by question because of variation in the specific number of respondents to each question.

Educational Quality

The 2005-2009 alumni surveys provide three sets of quality indicators: evaluation of overall quality, contributions to personal and intellectual growth, and satisfaction with academic programs. The latter two are broken down into specific areas for analysis, while the former provides three distinct measures of overall quality. These measures show a consistent pattern of overall excellence, strong personal and intellectual growth in traditional academic fields and in preparation for the workforce, and satisfaction with academic programs. They also identify social and cultural knowledge and professional and vocational advising as weaknesses where improvement is needed.

Overall Evaluation of Quality

Nearly 80% of respondents offer positive overall evaluations of quality, while less than 2% offer negative evaluations. On average, the alumni give UVU a 4.1 rating on a 5-point scale. Overall evaluations have been quite consistent over the past five years, ranging from 73.9% positive among 2003-2004 graduates to 77.5% among 2006-2007 graduates. The results of the 2009 survey were exceptional; 94.2% of 2007-2008 graduates gave positive ratings, and the multi-year cohorts show consistently high ratings (approximately 94% for each cohort) as well. Graduates of the School of Education are exceptionally likely to give positive evaluations (90.9% with a mean score of 4.5).¹

Alumni would very likely attend UVU if they were to repeat their education. Four in five alumni would attend UVU if they had to complete their education over again. There is considerable variation, but no clear trend, across annual cohorts, with only 76.6% of 2005-2006 graduates attending UVU again but 93.0% of 2007-2008 graduates doing so, and other years between 80% and 84%. Again, graduates of the School of Education are much more likely than others (91.7%) to say that they would attend UVU.

Graduates also hold a robust affinity for the institution, with nearly 90% of respondents reporting a moderate, strong, or very strong “life-long feeling of connection” to UVU. Affinity peaked in the 2005-2006 graduating class at 62.1% strong or very strong and has fallen to approximately half since. The multi-year cohorts show, however, that affinity tends to decline noticeably over time. While 51.3% of respondents from the 2007-2008 class reported strong or very strong feelings one year after graduation, that fell to 44.9% for the 2005-2006 class—the same one that saw the peak in affinity among the annual cohorts—three years after graduation, and to 38.0% for the 1997-1998 class after ten years. As in other measures of overall quality, alumni of the

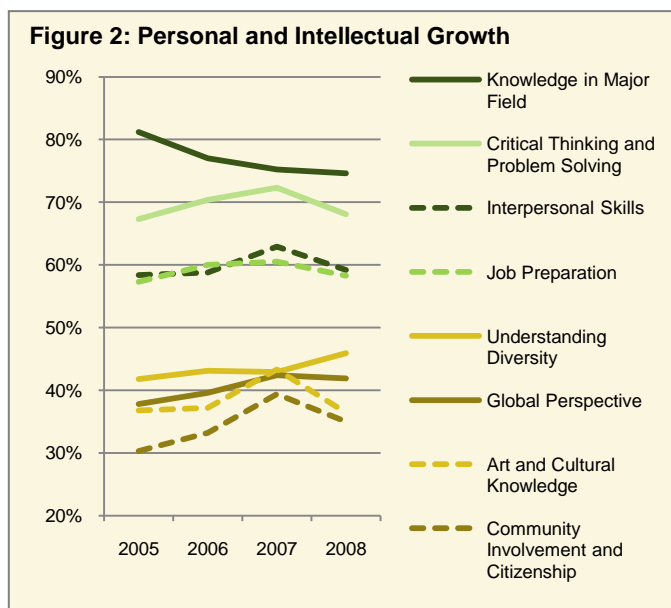
¹ However, the unusually high evaluations from the 2007-2008 annual cohort and the multi-year cohorts correspond with a change in survey methodology, with the rating scale going from “Excellent, Very Good, Good, Poor, Very Poor” to “A, B, C, D, F” in the 2009 survey. This may have shifted evaluations toward the higher end of the scale in 2009 without an underlying change in the alumni’s opinions. Interpretation is further complicated by the fact that this survey was also conducted one year after the designation of Utah Valley State College as a university, which may also have influenced the opinion of graduates.

School of Education, 62.8% of whom reported strong or very strong feelings of affinity, were the only college to differ substantially from average.

Personal and Intellectual Growth

Alumni's evaluation of UVU's contribution to their personal and intellectual growth reveals some of the substantive strengths and weaknesses of the institution. UVU is strongest in traditional intellectual skills. Alumni saw the strongest contributions to growth in knowledge of the major field (76.9% favorable or most favorable;² mean score 4.0) and to critical thinking and problem solving (68.7%; mean score 3.7 out of 5). Evaluation of critical thinking growth has been generally stable over the past five years, varying between 66.5% for the 2007-2008 class and 72.2% for the 2005-2006 class and showing no consistent pattern across the multi-year cohorts. Respondents from the School of the Arts (60.6%; mean score 3.5) and the College of Science and Health (77.8%, mean score 3.9) showed moderate differences from other colleges.

Evaluation of knowledge in the major field, however, has declined annually from 81.3% in the 2003-2004 class to 74.7% in 2006-2007.³ There was also substantial variation across colleges. While graduates of the School of Education (79.5% favorable or most favorable) and the College of Science and Health (82.0%) were more likely than average to see contributions, graduates of University College (64.5%) were more than 10 percentage points less likely than respondents overall to report such contributions.



UVU is also strong in job preparation (58.9% favorable or most favorable) and interpersonal skills (59.7%). Both areas show a great deal of consistency in responses across annual cohorts but wide variation across colleges. Contributions to job preparation were exceptionally high among graduates of the School of Education (84.9%), the College of Science and Health (76.7%), and the College of Technology and Computing (66.4%) but lagged in the School of the Arts (50.0%) and University College (46.5%). While 71.4% of graduates from the School of

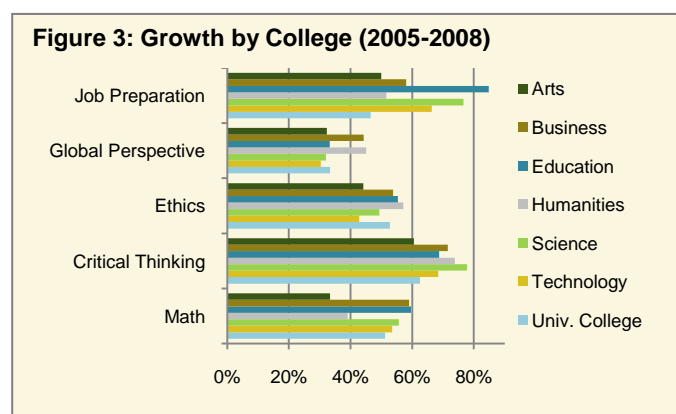
² In several questions response options changed at some point between the 2005 and 2009 surveys, for example, as was described in note 1. The general terms “favorable” and “unfavorable” are used in reference to all annual surveys regardless of the responses used in any particular survey. Specific responses described as favorable are identified in Appendix F: Data Sources.

³ This question was not asked of the 2007-2008 graduating class or the multi-year cohorts.

Education and 70.4% of those from the College of Humanities and Social Sciences reported significant contributions to growth in interpersonal skills, barely half of those in the College of Technology and Computing (51.6%) did.

Graduates see less growth in areas related to technical knowledge and personal characteristics, with approximately half reporting positive contributions to growth in mathematical and computational skills (51.7%), understanding computers and technology (52.2%), ethics (51.1%), health and wellness (49.1%) and leadership (52.5%). There was no consistent trend for math or health over the past five years. There have been slight increases in technology (48.8% favorable or most favorable for 2003-2004 graduates to 52.5% for 2006-2007 graduates), leadership (49.3% to 52.9%), and ethics (50.6% to 54.3%).⁴ Graduates' views are remarkably consistent over time with regard to ethics, with the percentage of each multi-year cohort reporting major contributions varying from the overall rate by less than 2 percentage points.

Variation across colleges in technical areas is somewhat intuitive. Math growth is strongest in the Woodbury School of Business (59.0% favorable or most favorable) and the School of Education (59.6%) and weakest in the School of the Arts (33.3%). In computers and technology, business (66.3%) and College of Technology and Computing (64.4%) graduates see the most growth while those in the College of Humanities and Social Science (40.6%) and University College (41.8%) saw unusually low contributions to growth. Surprisingly, this is also the case for graduates of the College of Science and Health, who were the least likely to report substantial contributions to growth (37.1%).



business (66.3%) and College of Technology and Computing (64.4%) graduates see the most growth while those in the College of Humanities and Social Science (40.6%) and University College (41.8%) saw unusually low contributions to growth. Surprisingly, this is also the case for graduates of the College of Science and Health, who were the least likely to report substantial contributions to growth (37.1%).

⁴ Data for the 2007-2008 graduating class was excluded here. In the 2009 survey, ethics was the only area of these five about which respondents were asked. The methodology was changed somewhat as well, switching from a “Very Great, Great, Average, Little, None” scale to “Major, Minor, None.” This may have resulted in significantly inconsistent responses. In ethics, between 53.2% and 54.4% of respondents said the contribution was great or very great in the 2006 through 2008 surveys, but only 42.3% said that UVU made a major contribution to growth in the 2009 survey. The difference is even more dramatic with regard to global perspective, ranging from 39.6% to 42.4% in 2006-2008 but a mere 18.9% in 2009. This suggests that methodological changes in 2009 may have compromised the reliability of this measure across the five-year study period, though there is no reason to believe that any of the individual annual studies is less reliable on its own.

The methodological explanation for these differences is challenged somewhat by the far smaller inconsistency between 2005 through 2008 survey data and 2009 data with regard to critical thinking, where the 2009 major contribution response rate of 66.5% was only slightly less than the more typical values (68.1% to 72.2%). However, responses to all three questions in the 2009 survey are consistent across the multi-year study cohorts (and therefore similarly inconsistent with each class' responses in the annual surveys), which is consistent with the methodological explanation suggested here.

Colleges were more consistent with regard to personal areas, with outliers rather than wide variation being the norm. Respondents from the School of the Arts (44.1%) and the College of Technology and Computing (42.8%) were somewhat less likely than most to report substantial contributions to growth in ethics, while those in the Woodbury School of Business (37.1%) were less likely to report growth in health and wellness. It comes as no surprise that graduates of the College of Science and Health (74.7%) are nearly 50% more likely than others to report growth in health and wellness. Graduates in business (61.4%) and Education (62.6%) reported stronger than typical growth in leadership.

Growth in social and cultural knowledge is consistently weak among UVU graduates. Only 38% of respondents reported favorable or most favorable contributions to growth in art and cultural knowledge, 34.3% in community involvement and citizenship, 36.1% in global perspective, and 43.7% in understanding diversity. However, the university is improving in three of these areas. Positive contributions to growth in community involvement improved from 30.2% among 2003-2004 graduates to 35% in the 2006-2007 class, global perspective improved from 37.7% to 42.4%, and understanding diversity improved from 41.7% to 45.9%. Global perspective, the only measure included in the 2009 multi-year survey, showed little change over time.

There is wide variation across colleges in art and cultural knowledge and in understanding diversity, though the variations tend to correspond to disciplinary specializations. Graduates of the School of the Arts are more than twice as likely as those overall to report strong contributions to growth in art and cultural knowledge (86.4%). But stronger contributions are also seen among graduates of the School of Education (47.8%) and the College of Humanities and Social Sciences (49.1%). Graduates in the Woodbury School of Business (27.6%) and the College of Science and Health (29.9%) were less likely to see strong contributions in art and cultural knowledge. The School of Education (67.3%) and the College of Humanities and Social Sciences (59.9%) are leaders in contributing to students' understanding of diversity, while graduates of the College of Technology and Computing (29.6%) are substantially less likely to have seen strong contributions.

Variation in global perspective and community involvement was more moderate. Graduates in the School of Education (46.3%) and the College of Science and Health (44.2%) are somewhat more likely than average to find strong contributions to growth in community involvement, while those in the Woodbury School of Business (44.3%) and the College of Humanities and Social Sciences (45.2%) were more likely than most to see growth in global perspective.

In general women were slightly more likely to give favorable or most favorable ratings than men in most areas. Men were more likely to report growth in understanding technology and computers (with a 2.6 percentage point difference that was significant only at $p < 0.1$) and in math skills (5.2 points, significant at $p = 0.001$), and there was practically no difference in critical thinking and global perspective. In the remaining nine areas, women reported more favorably than men. The greatest gaps were in understanding diversity (11.8 points), interpersonal skills (8.8 points), community involvement and citizenship (8.0 points), and health and wellness (7.9 points). All differences were significant at $p < 0.001$.

Differences become far less significant when controlling for gender differences across colleges. Only in job preparation was the difference between women and men in a college significant at or below $p = 0.05$ for more than three colleges. Using $p = 0.25$ as a minimum threshold for discussion purposes,⁵ differences were significant in only half of all colleges and areas. But colleges did stratify into two groups. In the College of Science and Health, the College of Technology and Computing, and University College, nine or more areas showed differences that were significant at $p \leq 0.25$ and six or more were significant at $p \leq 0.05$. By contrast, in the School of the Arts, Woodbury School of Business, School of Education, and College of Humanities and Social Sciences, five or fewer were significant at $p \leq 0.25$ and two or fewer at $p \leq 0.05$.

Satisfaction with Academic Programs

Satisfaction rates are consistently high across nearly all areas. Alumni are most satisfied with class size, where more than 90% of respondents said that they were satisfied or very satisfied. In all other areas except professional and vocational advising, satisfaction rates were above 80%. Satisfaction was generally consistent across colleges. Graduates from the School of Education were most likely to be satisfied with every area of academic programs, though in most cases only by roughly six percentage points above the overall response rate. In only one case—satisfaction with quality of instruction among graduates of the School of the Arts (76.4% satisfied or very satisfied) did a group differ negatively from the overall sample by more than 4 percentage points.⁶

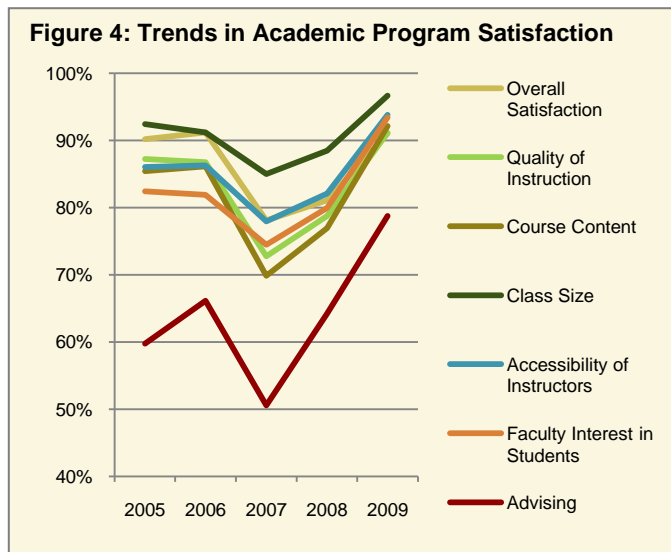
⁵ The use of unconventionally weak significance levels such as 0.25 and 0.10 reflects the aim of identifying differences that are notable for discussion and policy purposes rather than those that are specifically causal, the increased consequences of type II error (which is inversely related to statistical significance) in decision-making as compared to academic contexts, and the effects of relatively small numbers of majors in some colleges. Under these circumstances traditional significance levels used for reporting (i.e., 0.05 and below) are inappropriately restrictive. Ideally, a Bayesian analysis of the probability that the hypothesis is true given the observations or an expected utility model that accounts for both type I and type II error could be used, but neither Bayesian probabilities nor the statistical power analysis necessary to both techniques is available in the software packages used by IRI. A general analysis assuming equal likelihood of the null and alternative hypotheses, 50% proportion, and 5% effect size does give a Bayesian probability of at least 0.75 for all schools other than the School of the Arts even at the 0.25 significance level. Relationships at significance levels below 0.05 should be considered plausible but not definitively established. Nonetheless, the 0.25 level especially should be considered a threshold for discussion of emergent patterns; it is inappropriate as a standard for hypothesis testing and not used as such in this report.

Similar arguments regarding the applicability of traditional scientific evidentiary standards are made in arguments in favor of the “precautionary principle” in environmental policymaking (see, for example, Robert F. Durant with Thanit Boodphetcharat, “The Precautionary Principle,” in Robert F. Durant, Daniel J. Fiorino, and Rosemary O’Leary (eds.), *Environmental Governance Reconsidered: Challenges, Choices, and Opportunities* [Cambridge, MA: The MIT Press, 2004], pp. 105-143).

⁶ In the 2009 multi-year survey, program satisfaction questions were only asked of the 1-year and 3-year cohorts, and almost no difference was seen between the two groups. The 2009 multi-year cohorts are thus excluded from the analysis of these questions.

Satisfaction in most areas, however, shows a consistent pattern that is of concern. Satisfaction with academic programs peaked among the 2004-2005 graduating class and then declined sharply in the following year. Satisfaction recovered somewhat among the 2006-2007 class and then more substantially among the 2007-2008 class. The methodological change in measurement of overall evaluation of education in the 2009 survey (of the 2007-2008 class) described above (see note 1 above), however, is also true of program satisfaction measures, casting some

doubt on the magnitude of improvement among 2007-2008 graduates. Overall, it is likely that satisfaction rates have at best remained stable.



One specific area of program satisfaction lags all others dramatically. While at least 80% of all students are satisfied overall and with most areas of their programs, less than two-thirds are satisfied with professional and vocational advising. Moreover, 12.9% are unsatisfied or very unsatisfied, more than 2.5 times the rate for any other areas. Variation is minimal across colleges with the significant exception of the School of Education, where 80.7% are satisfied and only 6.4% unsatisfied. This suggests that professional advising practices in the School of Education can serve as a model for other colleges. In addition, increasing access to and quality of advisors has been a priority of the university, and this seems to be paying off. While advising follows the same pattern as other areas of satisfaction, the magnitude of its improvement since the 2005-2006 class (only half of whom were satisfied) is much greater than other areas, improving to nearly 80% in the 2007-2008 class.⁷

As in personal and intellectual growth, women are modestly more likely than men to report being satisfied or very satisfied with their academic programs. The difference was greatest in professional and vocational advising (7.5 percentage points) and course content (5.1 points). The gender gap remained more or less constant over the past five years in all program areas.

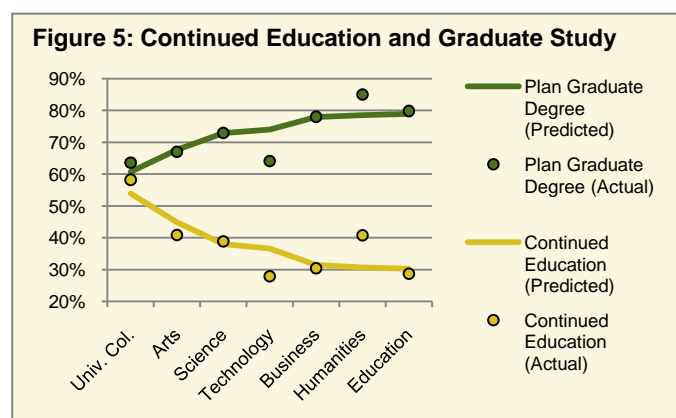
⁷ While this is no doubt due in part to the methodological changes in the 2009 survey—the 3-year cohort (2005-2006 class) differed little from the 1-year cohort in the multi-year survey despite giving the lowest ratings of any cohort in the annual surveys—the increase was more consistent with that from the 2007 to the 2008 survey than any other area, suggesting less methodological effect here than in other areas.

Post-graduation Education

The 2005 through 2009 alumni surveys asked respondents to describe their educational activities, goals, and plans after graduation from UVU, identifying degree goals, institutions, and majors for both education that they have already begun since graduating and for the plans for the future. The studies show that UVU graduates are quite likely to pursue graduate study, that UVU is the preferred institution among its graduates, and that expansion of the bachelor's and graduate programs at UVU has substantially increased retention students beyond their initial degree.

Educational Activities and Goals

UVU graduates place a high priority on further education. Nearly 40% of graduates had already begun further education, with the primary goal of pursuing a higher degree (68.1%). While the rate at which students have pursued further education has remained remarkably stable even as



the institution has moved from a two-year to a four-year emphasis, the percentage of those pursuing further education for personal interest has declined from 13.7% among the 2003-2004 graduating class to 8.8% among the 2007-2008 class, with no particular educational purpose gaining.

Comparing the annual studies with the multi-year study shows that graduates who do not continue their education immediately are not likely to return soon.

In the first year after their graduation, 39% of the 2003-04 class had continued their education. But by five years after graduation that number increased only 5.5 percentage points. It increased only 2.5 points among the 2005-06 class between the first and third years following graduation. There is also a slight increase in the percentage of respondents whose goal is specifically pursuing a higher degree (as opposed to additional undergraduate education or personal interest) among the older cohorts.

Those who do plan further education are quite ambitious, with more than 70% aiming for a graduate or professional degree. Among all survey participants, 55.2% of those who graduated with associate's degrees and 46.9% of those with bachelor's degrees plan to pursue a further degree. Alumni have become more likely to pursue graduate degrees (increasing from 67.0% in the 2003-2004 graduating class to 83.9% in the 2007-2008 class) and less likely to pursue only bachelor's degrees (declining from 29.7% to 15.8%), probably reflecting the increasing number of bachelor's degrees awarded by UVU. This is also reflected in the results of the multi-year

study, which shows that older cohorts are more likely to plan on stopping with bachelor's degrees (22.6% in the 10-year cohort) than more recent graduates (15.8%).⁸

Strong apparent variation across colleges is rendered moot when controlling for the balance of degrees awarded, with exceptionally strong relationships between the percentage of associate's degrees among respondents in a college and the percentage of respondents who plan to pursue graduate degrees ($r = -0.803$) and between percentage of associate's degrees and percentage who have continued their education ($r = 0.823$). Controlling for these relationships shows that graduates of the College of Humanities and Social Sciences are noticeably more likely to plan to pursue graduate study and to have continued their education, while graduates of the College of Technology and Computing are substantially less likely to do either.

Men are more likely to continue their education than women, regardless of degree level. Overall, 37% of women had continued their education in their first year after graduation, but 42% of women had. The gap was greater among those with associate's degrees (nearly nine percentage points) than among those with bachelor's degrees (4 points). The gap has narrowed substantially over the past five years from 9.7 points among the 2003-2004 class to 4.7 points among the 2007-2008 class. Men are also, by an 11 percentage point margin, more likely to plan to study at the graduate level than women. However, this difference is exclusively at the associate's degree level. Among bachelor's degree graduates the difference in rates of graduate plans is less than one percentage point.

Institutions and Majors

Utah Valley University is the institution of choice when its graduates continue their education. Among those who have already continued their education, 26.2% chose UVU; 35% of those who plan to continue their education in the future expect to do so at UVU. Brigham Young University is the second most common choice among those who have already continued their

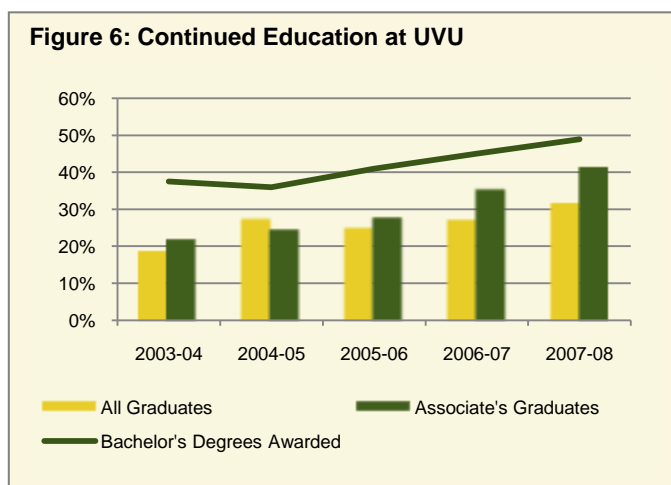
⁸ There is a notable problem with the validity and reliability of data here. In 2005 and 2006 the surveys asked about the highest degree that students plan to pursue in such a way that respondents who had no further plans for education after graduation may have answered with regard to their UVU degree. In the 2007 through 2009 surveys the question is phrased in such a way that degrees earned after the participant's UVU graduation but before the administration of the survey may have been excluded. In addition, students were not entirely consistent in their answers; at least 10 students who received bachelor's degrees reported that the highest degree that they planned to pursue was an associate's degree. While this data is considered generally accurate, it should be considered less so than the survey data in general.

An unusually high number also specified that they plan to pursue doctorates compared to professional degrees, which may reflect confusion among respondents about the distinction between academic and professional doctoral degrees especially among those who plan to pursue careers as physicians. A similar problem may be present regarding the distinction between academic and professional master's degrees especially among those pursuing business degrees after graduation, who report pursuing a master's degree rather than a professional degree by more than 10 to 1 despite the standard graduate degree in their field being considered a professional degree by many in higher education. Numbers pursuing graduate degrees generally are likely accurate, but reliability of measures across types of graduate degrees is likely to be very weak.

education (23.7%), while the University of Utah is more popular among those who plan to continue (18.6%).

The expansion of UVU's bachelor's and graduate programs appears to have increased the likelihood that UVU graduates will return to UVU for further education. UVU awarded 1,245 bachelor's degrees (37.5% of all degrees and certificates) from 33 programs in 2003-2004, and grew to 1,532 bachelor's degrees (48.9%) from 57 programs in 2007-2008. During that time, UVU's share of further education has increased substantially, from 18.7% of those who have continued their education among the 2003-2004 class to 31.3% among the 2007-2008 class. Of those who plan to continue their education, 28.2% of the 2003-2004 class planned to do so at UVU, a figure that grew to 37.7% in the 2007-2008 class.

Among graduates with associate's degrees—those who are in the best position to take advantage of the growth of advanced programs at UVU—UVU's share of those who have continued their education doubled from the 2003-2004 to the 2007-2008 class. Indeed, nearly all of the variation in the percentage of those with associate's degrees who have continued ($r = 0.972$) or intend to continue ($r = 0.911$) at UVU can be attributed to the percentage of bachelor's degrees awarded in the graduation year. For every one percentage point increase in bachelor's degrees awarded, the university can expect a 0.67 point increase in associate's degree graduates who continue their education and a 1.4 point increase in both the percentage of those receiving associate's degrees that continue at UVU within one year of graduation and in the percentage of those who plan to continue at UVU in the future.



The 2009 multi-year survey, especially, shows the value of advanced programs in retaining graduates. Only 6.1% of respondents from the 1997-1998 graduating class reported continuing their education at UVU. That year, however, UVU awarded only 257 bachelor's degrees, 15.3% of all degrees awarded. Five times as many continued at UVU in the 2007-2008 class. But there was little difference among cohorts in planned education. In 2009, with widespread awareness of UVU's many bachelor's degrees and growing graduate program, more than one-third of UVU graduates who plan further education intend to come back to the university regardless of when they graduated.

There is very little variation cross colleges among students who have continued their education at UVU, with exception of respondents who graduated from the School of the Arts, who are substantially more likely to continue their education at UVU (39.1% compared to 25.8% overall). However, there are quite substantial differences with regard to planned further education. More than half (50.9%) of graduates from the School of Education plan to continue at UVU, as do

nearly half (45.9%) of those in the College of Technology and Computing, but only one-fourth of those in the Colleges of Humanities and Social Sciences and of Science and Health do. In Humanities and Social Sciences this likely reflects fairly high rates of bachelor's degree graduates (71.8% among survey respondents, highest of any college) and the lack of graduate programs in the college. The same cannot be said for Science and Health, which awards only a slightly higher than average percentage of bachelor's degrees (48.8%) and in 2009 initiated a graduate program in nursing, the largest major in the college.

Graduates who continue their educations are generally likely to continue their education in the same general area as their degree, but there is considerable variation cross colleges.

Graduates of the School of Education are most likely to continue in education (73.0% of those who have continued their education and 73.4% of those who plan to do so), followed closely by those in business (60.6% of ongoing education and 72.4% of planned). Those in the College of Technology and Computing are least likely to continue in the field, with only 40.4% continuing in science and technology majors and only 35.5% planning to do so. Twenty-eight percent plan to continue not in technology-related degrees but in business programs, though this may include a number of graduates in MBA programs with information technology emphases.

There have been some shifts in preferred majors for further education over the past five years. Among those who have continued their education, business has become less popular, falling from 21.6% among respondents from the 2003-2004 class to 17.9% among the 2007-2008 class. At the same time, health professions have become more popular, growing from 14.6% to 27.2%. These trends are not reflected, however, in the majors of those who plan to continue their education in the future, where the only notable trend is a decline in those pursuing the social sciences from 22.4% to 15.2%.

The 2009 multi-cohort study shows that business, social science, education, and humanities have also become less popular among recent graduates who have continued their education than among older graduates, but those continuing in health professions have doubled, increasing from 13.2% among the 1997-1998 class to 27.2% among the 2007-2008 class. Again, however, these trends are not reflected in future educational plans, which have seen a moderate decrease in business majors (35.0% in 1997-1998 to 27.6% in 207-2008) and a near-doubling of science and technology majors (from 8.7% in 1997-1998 to 15.8% in 2007-2008) but were otherwise quite stable.

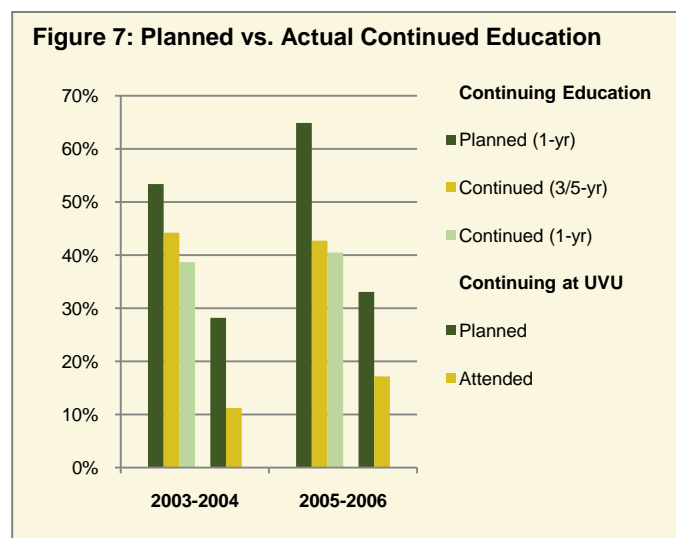
Post-graduation Plans versus Reality

There is a substantial gap between graduates' plans and the reality of their post-graduation educational activities. Comparing the multi-cohort study cohorts to the corresponding annual study for each class shows that many graduates may not follow through on their plans. Among all respondents from the 2003-2004 class, 53.4% reported that they planned to pursue a degree higher than that earned in their graduation year in the 2005 annual survey. While 38.7% had already continued their education one-year after graduation, in the multi-cohort survey only 44.2% had continued their education five years after graduation. Among the 2005-2006 class, 64.9% reported higher degree plans with 40.5% already continuing the education after one-

year, but in the multi-cohort survey only 42.7% had continued after three years. With regard to institutions, 28.2% of the 2003-2004 class and 33.1% of the 2005-2006 class planned to continue their education at UVU. Among those who had continued their education in the multi-cohort study, however, only 11.2% of the 2003-2004 class actually continued at UVU, and only 17.2% of the 2005-2006 class did.

There are two plausible explanations for this discrepancy. One is that the graduates' plans are less firm paths that graduates will follow than reflections of what they hope that they might do. In that case, sincerely-reported preferences for continued education and UVU attendance among those planning to continue their education may reflect more a default plan based on a lack of real information than an informed choice, and will not be the basis for actual future decisions among graduates. These answers would be better seen as measures of overall affective disposition.

On the other hand, this may also reflect a well-recognized form of question bias. Survey



respondents will often give answers that they believe are desired by the surveyor. Because the survey identifies UVU as the organization administering the survey, respondents might be more likely to say that they do want more education and that they plan to continue at UVU even if it is not entirely true. Respondents also give answers that are more consistent than their underlying beliefs both because they believe that survey takers expect this and because the survey process itself links issues that may not have been linked in the respondent's mind. Respondents who gave UVU high marks for educational

quality might, therefore, overstate their interest in continuing their education and attending UVU. If question bias explains the discrepancy, both planned educational levels and plans to attend UVU are likely to be exaggerated compared to sincere beliefs.

While there is no clear way to test these explanations given the data available, in either case the reported plans for continued education and UVU attendance should not be considered a sound basis for future planning.

The annual survey of the 2006-2007 graduating class also uncovered another finding that brought the seriousness of graduates' plans into question. Students whose post-graduation education plans are in health professions or the social sciences are much more likely to have already continued their education than business and education students. Two possible explanations were suggested, either that graduate programs in business and education are more likely to expect work experience before admission or that business and education are common "default" options for those who want to pursue further education but have no firm plans

to do so. The 2009 multi-cohort survey provides a means of testing these explanations. It was hypothesized that the former explanation would be consistent with older cohorts showing increased percentages of business and education majors among those who have continued their education, while the latter explanation would be consistent with relatively constant percentages of business and education majors.

The multi-cohort survey data clearly supports the explanation that business and education require work experience. The percentage of students who continued their education in business rises from 17.9% of the 2007-2008 class to 24.5% of the 1997-1998 class, and the proportion of education students increases from 11.3% to 16.4%. There is a substantial decline in health professions, from 27.2% to 13.2%, as would be expected in fields where the degree is a prerequisite for employment. The proportion of social science students remained relatively steady, increasing from 17.2% in the 2007-2008 class to 25.3% in the 2005-2006 class and then declining slightly among older cohorts. This suggests that graduates' self-reports may be less than reliable regarding whether they will continue their education and where they will do so, but the programs in which they report being interested are reasonably accurate descriptions of their future plans.

Post-graduation Employment

The 2005 through 2009 alumni surveys asked graduates about their employment status, current jobs, and about the relationship between UVU's educational programs and their employment. The survey shows that UVU's graduates are successful in finding personally and financially rewarding jobs that are related to their educational programs and contribute to the regional economy.

Employment Status

One year after graduation, 83.9% of graduates were employed, with approximately two-thirds employed full-time; of those employed part-time, the majority also reported continuing their education during the previous year. Over the past five years, 4.7% of graduates were unemployed one year after graduation, with 11.3% not in the labor force.⁹ The unemployment rate for UVU graduates one year after graduation was generally higher than that of the Provo-Orem economy in general,¹⁰ with changes that tracked fluctuation in the statewide unemployment rate but were substantially more volatile.¹¹

Interpretation of this data is problematic for a number of reasons. Given that only 60% of graduates work in Utah County (as described below), the Provo-Orem area may be a less appropriate comparative measure than the statewide unemployment rate. General unemployment rates are generally higher than those of college graduates; thus one would expect unemployment among UVU alumni to be less than that of the area of comparison. Unemployment rates are calculated as a percentage of the labor force, which does not include

⁹ This study uses common labor economics definitions for employment status. Those classified as "unemployed" are those who are not working and seeking work; those who are neither employed nor seeking work are not considered part of the labor force. Those who are employed part-time but seeking full-time work are considered underemployed, as are those who are working in positions that do not utilize their skills.

¹⁰ United States Department of Labor, Bureau of Labor Statistics (2010). Bureau of Labor Statistics Data: Local Area Unemployment Statistics. Online: available at <http://data.bls.gov/PDQ/servlet/SurveyOutputServlet>. Accessed February 1, 2010.

¹¹ The reported unemployment rate of 1.2% among respondents from the class of 2004-2005 is dramatically inconsistent with the general trend in the data—the only data point less than that for the Provo-Orem area—and not particularly plausible given general unemployment figures. This leads to the conclusion that this is most likely due to a methodological factor rather than a finding that is true of the population of graduates generally. A possible explanation is found in that the 2006 survey was the only year for which the options included "Unemployed (continuing education)," a category which may include a number of alumni who are seeking work while continuing their education. It would not be unusual for respondents, when faced with a choice between non-mutually exclusive alternatives, to pick the alternative that presents themselves in the best light, reducing the apparent unemployment rate. This is supported by the fact that those who graduated with associate's degrees, who are more likely to have continued their education, were less likely to be unemployed in 2006 but substantially more likely in all other years.

those who are not employed and not seeking work, and not the working-age population as a whole.

Methodological complications also arise, which may result in overestimating unemployment among alumni. Contacting graduates by phone may overestimate the number of unemployed, who are more likely to be at home when called. Institutional Research and Information takes steps to mitigate this by calling in the late afternoon and evening when this difference is likely to be smallest. But the sampling bias may still be present. In 2009, for example, the reported unemployment rate for the 1,068 first-year graduates contacted by telephone was two percentage points higher than that of the 72 who completed the survey online; for respondents of all cohorts, the difference was 1.6 points. But in 2008, those who completed the survey online (129 respondents) reported an unemployment rate 1.5 percentage points *higher* than those who completed the survey by phone (1,306 respondents). The small number of unemployed web respondents in both surveys also presents an unacceptably large margin of error. Evaluating the possible bias is further complicated by the fact that respondents were contacted by phone first and then by email for the web-based survey only if they did not complete the survey by phone. The effects of this on the sample and response biases are unknown.

The federal Bureau of Labor Statistics' method of calculating unemployment also has substantial differences from this survey that may result in this survey overestimating unemployment compared to government figures. BLS excludes from the labor force several categories of "discouraged" workers who want a job but are no longer actively searching for one or claiming unemployment benefits. Alumni in such a position might categorize themselves as "unemployed (seeking work)" in the Alumni Survey while be classified as outside of the labor force in government data.

The most likely effects of these factors were taken into account in a reanalysis of the 2009 survey data. Among this group, possible sample bias is estimated to overestimate the number of alumni unemployed and seeking work by 11%. Based on August 2009 statewide unemployment rates for those with some college (5.6%), associate's degrees (4.3%) and bachelor's degrees (4.2%), the comparable first-year unemployment rate for UVU would be 4.2%. The estimated unemployment rate (corrected for estimated sample bias and as a percentage of those participating in the labor force) is 9.1% for first-year alumni, though the uncertainty involved in this estimate is quite high. The unemployment rate uncorrected for sample bias is 10.1%

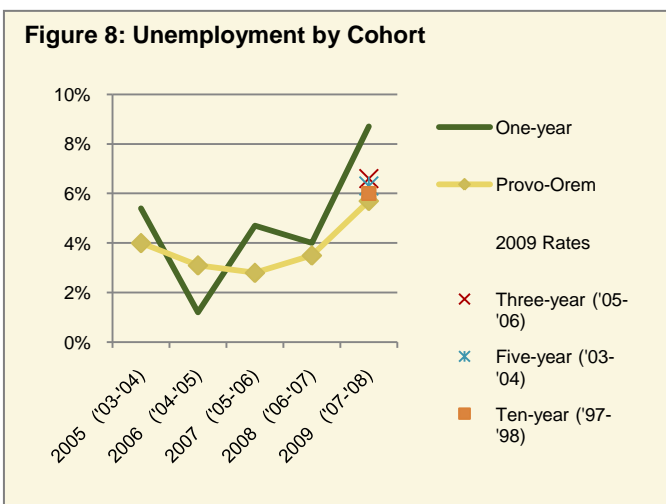
Even in the best-case interpretation, then, UVU alumni seem to compete at a disadvantage with graduates of other universities. This is consistent with the findings of the 2003 Employer Survey, which found that employers generally see the quality of education at UVU as inferior to that of Brigham Young University, the University of Utah, and Utah State University and comparable to Weber State University and Southern Utah University.

The 2009 multi-year study, however, does suggest that this is in part a short-term effect. Unemployment rates tend to converge on the general figure for the Provo-Orem area among older cohorts and are substantially higher among the one-year cohort than among others. Among the three-year, five-year, and ten-year cohorts 6.4% were unemployed and seeking

work at a time when the statewide unemployment rate was 6.1%; the adjusted estimate of unemployment for the three, five, and ten-year cohorts is 8.5%. This suggests that the high unemployment rates one-year after graduation are to some extent life-cycle effects typical of those starting out in the professional job market. This issue will be explored further in the upcoming employer survey planned for May 2010.

There is considerable variation in employment rates across colleges. Graduates of the Woodbury School of Business and the College of Technology and Computing are most likely to be in the labor force (91.8% and 94.8%, respectively) and most likely to be employed full-time (77.0% and 77.7%, respectively). Graduates of the College of Humanities and Social Sciences (15.0%) and University College (15.2%) are most likely to not be in the labor force and display the highest unemployment rates (6.1% for both). Graduates of the School of the Arts (36.8%) and University College (32.4%) are most likely to be employed part-time.

There are also substantial variations in unemployment across degree levels. Statewide, there was a 0.1 percentage point difference between unemployment rates for those with associate's degrees and those with bachelor's degrees in August 2009, despite a 1.4 point difference between occupational or vocational (e.g., AAS) and academic (AA or AS) associate's degrees. But among UVU alumni, those who graduated with associate's degrees were approximately 20% more likely to be unemployed than those with bachelor's degrees in the first year after graduation. Graduates were consistently more likely to be unemployed across survey years and cohorts in the 2009 study, typically by approximately 1.5 percentage points.



A significant issue identified in several of the annual studies was the underemployment of graduates. Underemployment includes not simply those who are unemployed but also those who are working part-time but seeking full-time employment or are employed in jobs that do not utilize their skills. A complete picture of underemployment is not possible given the data because of methodological changes across surveys. However, the 2005 and 2009 surveys allow identification of underemployed graduates, and the 2007 survey allows identification of those who are employed part-time but seeking full-time work. In 2005 and 2009, approximately one-fourth of graduates were underemployed.

Underemployment of graduates is in large part also a factor of time. Comparing across cohorts in the multi-cohort study shows a steady reduction in underemployment overall and in each sub-category of underemployment, with the strongest change between the first and third years after graduation. The 2003-2004 class showed a 25.3% underemployment rate in the first year after graduation, but that rate declined to 12.9% in their fifth year. A partial first-year

underemployment rate for the 2005-2006 class one year after graduation that does not include low-skill jobs can also be calculated from the 2007 survey, and shows that 16.9% were unemployed or employed part-time but seeking full time work in 2007. Total underemployment of all types (including low-skill employment) for that class had fallen to 12.9% in 2009. This suggests that the high underemployment rate may be typical of recent college graduates rather than a long-term characteristic of UVU alumni.

Current Jobs

UVU graduates generally stay close to home, making a major contribution to the regional economy. Three in five employed graduates work in Utah County, and a fourth works in the remainder of the Wasatch Front region. An increasing number of graduates, however, work elsewhere in the nation. While only 8.8% of respondents in the 2003-2004 graduating class worked outside of Utah, 14.7% of the 2007-2008 class did. Not surprisingly, older cohorts are more likely to work outside of Utah County, but this trend is almost exclusively between the first and third years after graduation. Even so, most graduates have simply relocated to parts of

Utah other than the Wasatch Front. Graduates of the School of Education (74.5%) are much more likely than graduates overall to stay in Utah County, while graduates of the College of Technology and Computing are most likely to relocate, leading all areas outside of the state (27.8%).

The alumni are generally satisfied with their work since graduation. More than 80% report that they are satisfied or very

Figure 9: Employment Profile, 2005-2009

	Arts	Business	Education	Humanities
Work Full-time	46.4%	77.0%	66.7%	60.1%
Unemployed	4.0%	3.6%	3.3%	6.8%
Median Income	\$25,000	\$45,000	\$35,000	\$35,000
Job Satisfaction*	69.5%	82.8%	92.5%	81.0%
Job Ed. Related**	57.6%	75.4%	83.3%	57.2%

	Science	Technology	Univ. Col.	Total
Work Full-time	62.2%	77.8%	46.3%	63.3%
Unemployed	4.5%	4.9%	6.6%	5.2%
Median Income	\$35,000	\$45,000	\$25,000	\$35,000
Job Satisfaction*	85.1%	84.0%	77.1%	82.0%
Job Ed. Related**	85.2%	78.3%	45.6%	66.7%

* Percent reporting "satisfied" or "very satisfied."
 ** Percent reporting "moderately related" or "very related."

satisfied with their current jobs, and only 5.2% report being unsatisfied. There has been little change in this across annual cohorts, but the multi-year cohort survey shows that alumni tend to become more satisfied over time, with an 81.1% satisfied or very satisfied rate among the 2007-2008 class in 2009 growing to approximately 89% of the 2003-2004 and 1997-1998 classes, and the percentage who are very satisfied growing from 43.7% to 59.1%. Satisfaction is consistent across most colleges, but graduates of the School of Education (92.5% satisfied or very satisfied) and the School of the Arts (69.5%) differ substantially from typical graduates.

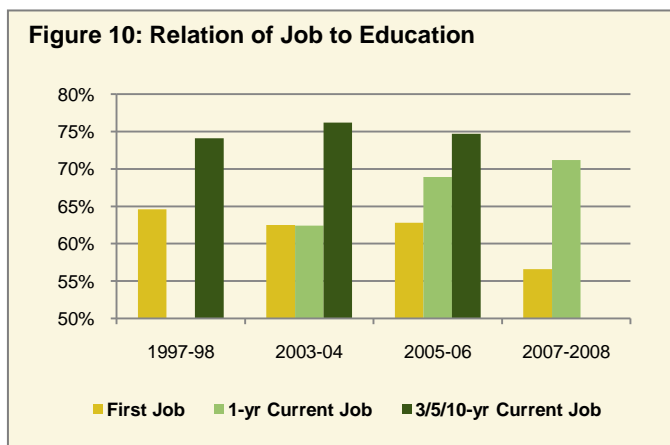
Alumni find their jobs rewarding financially as well as personally. Median income for all graduates over the past five years was approximately \$35,000, and grew from approximately \$25,000 for the 2003-2004 class to approximately \$45,000 in the 2007-2008 class.¹² Growth is

¹² Precise median incomes cannot be calculated from survey data. Median income was reported by the respondents as a range of approximately \$10,000. Asking for more precise responses is likely to generate considerable resistance among respondents, both lowering the overall response rate and introducing a potential response bias. The median income reported here is the midpoint of the range in which the 50th percentile answer falls, and may differ from the actual median income by as much as

quite substantial over time for individual graduates as well, with 2009 median income rising to more than \$70,000 among the 1997-1998 graduating class. Not all graduates are equally well-paid, however. Over the past five years, only graduates of the Woodbury School of Business reported a median income over \$40,000, and respondents from the School of the Arts, School of Education, College of Humanities and Social Sciences, and University College all reported median incomes below \$30,000. Even among full-time workers and limiting analysis to the three most recent classes, variations persist. Median income for the Woodbury School of Business, College of Science and Health, and College of Technology and Computing exceeds \$40,000, while that of the School of the Arts remains below \$30,000.

Two-thirds of graduates are currently in jobs that are either very related or moderately (2005-2008)/somewhat (2009) related to their UVU education. The ability to find work in graduates' educational fields within one year of graduation has increased slightly over the past five years, from 62.4% among 2003-2004 graduates to 71.2% among the 2007-2008 class. There is, however, a large contingent of respondents (21.0%) whose job is not related to their education. The size of this group has declined somewhat over the past five years from 23.5% in the 2003-2004 class to 16.1% in 2007-2008, though some of that decline may be due to methodological changes.¹³

Respondents vary widely across colleges on the connection between education and employment, stratified into two groups. Respondents in the Woodbury School of Business (75.4% strongly related), School of Education (83.3%), College of Science and Health (85.2%), and College of Technology and Computing (78.3%) were all substantially above the norm, while



±\$5,000. This would suggest, for example, that income growth is less than the \$20,000 difference cited above, but was at least \$10,000 during the past five years.

¹³ The figures for the 2007-2008 class may be slightly underestimated due to a change in methodology with the 2009 survey. In prior surveys, graduates evaluated the relationship between their education and their job on a four point scale: very related, moderately related, slightly related, and not related. In 2009 the scale was changed to a five point scale: very related, somewhat related, neutral, somewhat unrelated, very unrelated. The “neutral” and “somewhat unrelated” categories in the 2009 survey were grouped together with the “slightly related” category from prior surveys into a category of “less related” for comparison, the soundness of which is supported by the consistency of responses across the category.

These changes have the immediate effect of distributing answers over more categories and reducing the frequencies of answers in each category. They also divides those who view their jobs as unrelated to the education into two categories rather than the single category of “not related,” reducing somewhat the number in the minimum value category for 2009. It is likely that some of the 2009 participants who responded “neutral” would have chosen “moderately related” and thus categorized as “more related” rather than “less related” had they been presented with the prior scale, suggesting a higher than reported value for this category.

those in the School of the Arts (57.6%), College of Humanities and Social Sciences (57.2%) and University College (45.6%) were substantially below it.

The multi-cohort study shows that it may take some graduates more than one year to become established in a field related to their education. Older cohorts were slightly more likely to be in related jobs (75.2%) than the one-year cohort (71.2%), but there is little difference among the three, five, and ten-year cohorts. All cohorts showed a stronger relationship between their education and their current job than their first job since graduation.¹⁴ There was no apparent relationship, however, between first and current jobs across colleges.

Gender Inequities in Employment and Income

The difference in unemployment between men and women is relatively modest, consistently less than one percentage point overall, annually, and across cohorts. But there are great differences in other employment categories. Men are nearly 40% more likely to be employed full time, while women are more than twice as likely to be out of the labor force. This is a gap that widens substantially as graduates age. Among 2005-2006 graduates, the percentage of women not in the labor force grew by 9.8 points between 2007 and 2009, while that of men grew by a mere 0.8 points. Among 2003-2004 graduates, the percentage of men not in the labor force grew from 6.5% in 2005 to 7.5% in 2009, but among women it grew 10.5 points to an astonishing 29.3%.

Income disparities are even more dramatic, and are strongly suggestive of broad gender inequities in the workplace. Estimated median first-year income is consistently \$10,000 less for women than for men.¹⁵ That these disparities are present only a year after graduation, and reflect generally alumni's first jobs since graduating suggests that differing career patterns are not an adequate explanation of income differences. Income disparities also increase over time, with men making an estimated \$20,000 more just three years after graduation, a finding that continues to hold five years after graduation.

This difference cannot be attributed to the differing rates of full-time and part-time employment between men and women, as the disparities *increase* among full-time workers: estimated median income for women working full-time remains under \$30,000, while it is at least \$50,000 for men working full-time. Among full-time workers women are more than twice as likely as men to be making under \$20,000 and 34% more likely to be making under \$50,000, while men are more than twice as likely to be making more than \$40,000 and five times as likely to be making over \$70,000. The differences are moderated but still hold when controlling for degree level;

¹⁴ In the annual survey of the 2005-2006 graduating class, only participants who indicated that they had been employed in what the survey described as an "educationally-enhanced position" (without further specification) were asked about their first job, excluding nearly all participants who would have indicated a weak relationship between education and employment. This question is thus not comparable to other questions regarding first post-graduation jobs and is not considered here.

¹⁵ That both men and women move up one income category in the same year (2009) suggests that the wide range of uncertainty in this measure is not a factor here, and that the actual income gap is close to the estimate.

17.8% of women who graduated with bachelor's degrees and are working full-time made more than \$40,000, but 58.5% of men did.

Nor can the difference be attributed to gender differences in career fields. Using college as a practical approximation of career field for control purposes shows little change in the story. Comparing across colleges among full-time employed bachelor's degree graduates, there is a gap of at least \$10,000 in median income for all colleges except the College of Science and Health (where median income was equal but substantially more women were in the median categories or below, indicating a lower median within the category) and University College (where the gap was \$20,000). Men are between 1.7 (College of Science and Health) and 7.5 (College of Technology and Computing) times as likely to make more than \$50,000 annually in the first year after graduation. Women were between 1.4 (School of Education) and five (School of the Arts) times as likely to make under \$30,000.

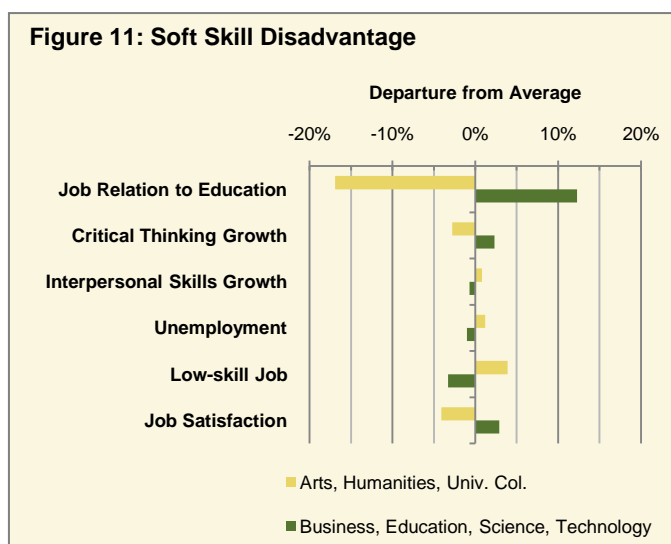
As is the case generally, income gaps between full-time employed men and women increase in older cohorts. In 2009, just 11.2% of women with bachelor's degrees made more than \$50,000 three years after graduation; 63.2% of men did. Five years after graduation, median income for full-time employed women with bachelor's degrees was still under \$40,000. For men it was over \$60,000.

Advantages of Technical Fields

Colleges seem to stratify into two groups on many employment questions: those with predominantly technically or occupationally oriented majors (Business, Education, Science and Health, and Technology and Computing) and those with predominantly creative or liberal arts majors (the Arts, Humanities and Social Sciences, and University College).

A commonly cited explanation for this reflects the different types of skills acquired in these colleges. Colleges emphasizing technical skills are more likely to place students in jobs that are directly related to their subject matter, while those in the liberal arts emphasize "soft" or "transferrable" skills such as critical thinking and communication that may give students more opportunities outside of their disciplines while at the same time directly preparing them for fields with fewer opportunities.

Evidence supporting this view is weak. The graduates of the colleges emphasizing liberal arts did not differ substantially from others with regard to growth in soft skills (contrary to the findings of the 2006 survey only). They were in fact less likely to report great or very great contributions growth in critical thinking (65.9% versus 71.0%) and leadership (48.0% to 56.1%), and not



significantly different in interpersonal skills (60.5% to 59.1%, $p = 0.299$). Only in ethics did the perceived advantage in soft skills appear, and even then with only a modest advantage (53.6% to 48.9%). This negates the fundamental premise of the argument: graduates in the liberal arts do not have a particularly strong advantage in soft skills.

Even accepting the soft skill advantage thesis, employment status data argues against this view. If the soft-skill advantage claim were sound, one should expect that employment rates should be comparable. But graduates of the School of the Arts, College of Humanities and Social Sciences, and University College had the lowest rates of full-time employment and three of the four highest unemployment rates. This shows with substantial clarity that graduates in these fields are more likely to struggle in finding jobs than those in more technical fields.

Job satisfaction can also show whether graduates are working in unrelated jobs from necessity or because their skills transferred. The soft skills advantage view would suggest that liberal arts graduates who take jobs that are substantively unrelated should nonetheless find such job fulfilling as they use their transferrable skills. But there is a moderate correlation between job satisfaction and job relation to education ($r = 0.357$, $p < 0.001$), suggesting that taking an unrelated job is generally less attractive than taking one related to one's education. Graduates of the colleges that should have an advantage in soft skills are, indeed, the least likely to report being satisfied or very satisfied with their jobs.

Evidence regarding the soft skills advantage claim, however, is not entirely unequivocal. In the 2007-2008 graduating class, 11.3% of respondents indicated that they were in low-skill jobs that did not match their UVU education. Graduates of University College (15.0%) and the College of Humanities and Social Sciences (12.6%) were most likely to be in such jobs, and graduates of the School of Education (6.0%) and the College of Technology and Computing (8.7%) showed exceptionally low levels of low-skill employment. But graduates of the School of the Arts (5.1%) were the least likely to do so, and those in the Woodbury School of Business (11.6%) and the College of Science and Health (10.4%) were near average when one should expect quite low levels of low-skill employment if technical majors conferred a substantial advantage in the job market.

A similar question was asked of the 2003-2004 class, however, and had exactly the results that would be expected if a failure of their education to equip them with marketable skills was a substantial factor in why graduates take jobs unrelated to their education. Graduates of the School of the Arts (47.6%), the College of Humanities and Social Sciences (23.0%) and University College (22.6%) were collectively more than twice as likely to be working in low skill jobs as graduates of other colleges. Taken together, these findings suggest quite strongly that the lower rates of employment in jobs related to their education among graduates of the School of the Arts, College of Humanities and Social Sciences, and University College reflect an underlying disadvantage in the job market.

Job Preparation Activities

Job preparation is most useful to graduates when integrated into academic programs. The 2005-2006, 2006-2007, and 2007-2008 classes were asked to evaluate several areas of job

preparation, including both contributions of academic programs through service learning, cooperative education, and internships; and student services programs through career fairs, Career Services and Student Employment networks, and job advertising on campus. More than one-third viewed some aspect of academic programs as making a major contribution to finding their current job, but only 20.1% viewed some aspect of student services programming as having done so. More than half of all graduates saw no contribution at all from student services programming compared to 34.5% for academic programs.

This is consistent with the results of the 2003 employer survey. At that time, 26% of employers with more than 100 employees did not recruit on campus at all, a number that jumps to 40% if one excludes those that only used “other” unspecified methods of on-campus recruiting. Job postings were most popular at that time, though the increased use of either internal recruiting web sites or public recruiting sites such as Monster.com might be presumed to have reduced the use of on-campus job postings since. Only a quarter used career fairs, and 14% used on-campus interviews. IRI will conduct a new employer survey this coming May with the aim of updating this data.

Colleges vary widely in how their graduates used job preparation programs. Graduates of the School of the Arts (29.0%), the Woodbury School of Business (29.7%), and University College (28.0%) were least likely to see major contributions from academic programs, while those in the School of Education (59.4%) and the College of Science and Humanities (46.4%) were most likely to do so. Graduates of the Woodbury School of Business (16.6%) and University College (14.8%) were least likely to see a major contribution from student services programs. Graduates of the Schools of Arts (32.9%) and of Education (29.9%) were most likely to see major contributions here. Importantly, though, only in the School of Education (55.6%) and the College of Science and Health (53.5%) did more than half of graduates see any contribution from student services at all, where a majority of students in saw some contribution from academic programs regardless of college.

Appendices

Appendix A: Survey Participants

Table 1: Characteristics of Survey Participants

Total Participants		7824	
Cohort			
One-year	5991 (77%)	Ten-year	302 (3.9%)
Three-year	821 (10.5%)	Total Responses	7785 (99.5%)
Five-year	671 (8.6%)	Missing Data	39
College			
Arts	178 (2.4%)	Technology and Computing	1730 (23%)
Business	1293 (17.2%)	University College	2173 (28.8%)
Education	517 (6.9%)	Total	7533 (96.3%)
Humanities & Social Sciences	987 (13.1%)	Missing Data	291
Science and Health	655 (8.7%)		
Degree Level			
Associates	4215 (55.1%)	Diploma	4 (0.1%)
Bachelors	3317 (43.4%)	Total	7650 (97.8%)
Certificate	114 (1.5%)	Missing Data	174
Survey Year			
2005	1156 (14.8%)	2008	1542 (19.7%)
2006	1225 (15.7%)	2009	2990 (38.2%)
2007	911 (11.6%)	Total Respondents	7824 (100%)
Graduation Year (Based on Survey Year and Cohort)			
1997-1998	302 (3.9%)	2006-2007	1542 (19.8%)
2003-2004	1827 (23.5%)	2007-2008	1157 (14.9%)
2004-2005	1225 (15.7%)	Total Respondents*	7785 (100%)
2005-2006	1732 (22.2%)	Missing Data	39
Value percentages are of valid responses. Total percentages are of all participants including those missing data.			

Appendix B: Aggregated Survey Responses (One-year Cohorts)

Table 2: Aggregate Quality of Education

Overall Educational Quality Indicators (n ≈ 5,590; margin of error ±1.3%)					
	Minimum	Negative	Neutral	Positive	Maximum
Overall Evaluation of Quality	17 (0.3%)	54 (1%)	1102 (19.7%)	2396 (42.8%)	2030 (36.3%)
Degree of Affinity	170 (3%)	487 (8.7%)	1877 (33.6%)	2211 (39.6%)	836 (15%)
Would Repeat Education at UVU	No:	919 (16.4%)	Yes:	4670 (83.6%)	
Personal and Intellectual Growth (n ≈ 5,600; margin of error ±1.3%)					
	Minimum	Negative	Neutral	Positive	Maximum
Art and Cultural Knowledge*	356 (7.9%)	768 (17.1%)	1656 (36.9%)	1320 (29.4%)	385 (8.6%)
Community Involvement *	369 (8.2%)	845 (18.9%)	1728 (38.6%)	1196 (26.7%)	341 (7.6%)
Math and Computational Skills*	284 (6.4%)	449 (10.1%)	1422 (31.9%)	1666 (37.3%)	643 (14.4%)
Critical Thinking and Problem Solving	106 (1.9%)	534 (9.5%)	1109 (19.8%)	2847 (50.8%)	1005 (17.9%)
Ethics	295 (5.3%)	963 (17.2%)	1483 (26.5%)	2188 (39.1%)	669 (12%)
Global Perspective	495 (8.8%)	1307 (23.3%)	1773 (31.7%)	1569 (28%)	455 (8.1%)
Health and Wellness Knowledge*	218 (4.9%)	519 (11.6%)	1535 (34.4%)	1543 (34.5%)	653 (14.6%)
Job Preparation*	173 (3.9%)	466 (10.4%)	1194 (26.7%)	1623 (36.3%)	1010 (22.6%)
Computers and Technology*	249 (5.6%)	456 (10.2%)	1430 (32%)	1556 (34.8%)	778 (17.4%)
Knowledge in Major Field*	100 (2.2%)	190 (4.2%)	746 (16.7%)	1829 (40.9%)	1610 (36%)
Interpersonal Skills*	99 (2.2%)	250 (5.6%)	1458 (32.6%)	1980 (44.3%)	687 (15.4%)
Leadership and Team Management*	155 (3.5%)	438 (9.8%)	1530 (34.2%)	1665 (37.2%)	683 (15.3%)
Diversity, Different Races, & Cultures*	251 (5.6%)	641 (14.3%)	1626 (36.4%)	1322 (29.6%)	630 (14.1%)
* Question not included in 2009 survey (n ≈ 4,475; margin of error ±1.5%)					
Satisfaction with Academic Programs (n ≈ 5,460; margin of error ±1.3%)					
	Very Unsat.	Unsatisfied	Neutral	Satisfied	Very Sat.
Overall Satisfaction	76 (1.4%)	121 (2.2%)	553 (10%)	2949 (53.4%)	1822 (33%)
Quality of Instruction	86 (1.6%)	158 (2.9%)	666 (12.1%)	2671 (48.3%)	1944 (35.2%)
Course Content	82 (1.5%)	169 (3%)	726 (13.1%)	2960 (53.4%)	1605 (29%)
Class Size	45 (0.8%)	71 (1.3%)	382 (7%)	1805 (33%)	3161 (57.9%)
Accessibility of Instructors	69 (1.3%)	161 (2.9%)	572 (10.4%)	2139 (38.9%)	2560 (46.5%)
Faculty Interest in Students	96 (1.7%)	176 (3.2%)	679 (12.4%)	2313 (42.1%)	2231 (40.6%)
Professional and Vocational Advising	221 (4.1%)	475 (8.8%)	1198 (22.3%)	2194 (40.8%)	1287 (23.9%)

Table 3: Aggregate Education since Graduation from UVU

Graduates who Continued Education (n = 5,570; margin of error ±1.3%)			
Yes	2222 (39.9%)	No	3348 (60.1%)
Purpose of Continued Education (n = 2,163; margin of error ±2.1%)			
Personal Interest	Higher Degree	Add'l Major/Endorsements	Other
222 (10.3%)	1474 (68.1%)	260 (12%)	207 (9.6%)
Highest Degree Planned* (n = 4,368; margin of error ±1.5%)			
Associate	102 (2.3%)	Doctorate	517 (11.8%)
Bachelor	1186 (27.2%)	Professional	248 (5.7%)
Master	2315 (53%)		
* Data from 2005 and 2006 surveys may include degree from UVU graduation. Data from 2007 through 2009 surveys may not include degrees earned between UVU graduation and date of survey.			
Institutions where Graduates Continued Education (n = 2,092; margin of error ±2.1%)			
Utah Valley University	549 (26.2%)	Private University	193 (9.2%)
Brigham Young University	495 (23.7%)	Other State University	157 (7.5%)
University of Utah	281 (13.4%)	Technical or Vocational School	124 (5.9%)
Other USHE Institution	293 (14%)		
Institutions where Graduates Plan to Continue Education (n = 2,333; margin of error ±2.0%)			
Utah Valley University	816 (35%)	Other State University	228 (9.8%)
University of Utah	433 (18.6%)	Other USHE Institution	227 (9.7%)
Brigham Young University	366 (15.7%)	Technical or Vocational School	26 (1.1%)
Private University	237 (10.2%)		
Majors of Graduates who Have Continued Education (n = 1,970; margin of error ±2.2%)			
Business	368 (18.7%)	Education	221 (11.2%)
Social Science	433 (22%)	Humanities	174 (8.8%)
Health Professions	385 (19.5%)	Trade or Technical	35 (1.8%)
Science and Technology	354 (18%)		
Majors of Graduates who Plan to Continue Education (n = 2,985; margin of error ±1.8%)			
Business	832 (27.9%)	Education	421 (14.1%)
Social Science	573 (19.2%)	Humanities	194 (6.5%)
Health Professions	502 (16.9%)	Trade or Technical	18 (0.6%)
Science and Technology	437 (14.7%)		

Table 4: Aggregate Employment of Graduates

Current Employment Status (n = 5,496; margin of error ±1.3%)				
Employed Full-time	Employed Part-time	Unemployed	Not in Labor Force	
3493 (63.5%)	1123 (20.4%)	260 (4.7%)	623 (11.3%)	
Relation of First Job to Education (n = 2,757; margin of error ±1.9%)*				
Minimum	Less Related	More Related	Maximum	
554 (20.1%)	317 (11.5%)	494 (17.9%)	1392 (50.5%)	
* Question was not asked in 2008 survey.				
Location of Current Job (n = 3,152; margin of error ±1.7%)				
Utah County	1894 (60.1%)	Mountain West	118 (3.7%)	
Wasatch Front	627 (19.9%)	United States	305 (9.7%)	
Utah	195 (6.2%)	International	13 (0.4%)	
* Question did not return useable data in 2005 survey. Frequencies and percentages do not include those in more local categories (e.g., "Wasatch Front" does not include students in Utah County).				
Relation of Current Job to Education (n = 4,596; margin of error ±1.4%)				
Minimum	Less Related	More Related	Maximum	
964 (21%)	554 (12.1%)	815 (17.7%)	2263 (49.2%)	
Satisfaction with Current Job (n = 4,582; margin of error ±1.4%)				
Very Unsatisfied	Unsatisfied	Neutral	Satisfied	Very Satisfied
86 (1.9%)	195 (4.3%)	549 (12%)	1526 (33.3%)	2226 (48.6%)
Income from Current Employment (n = 4,689; margin of error ±1.4%)				
Less than \$20,000	1089 (23.2%)	\$50,000 to \$60,000	341 (7.3%)	
\$20,000 to \$30,000	1002 (21.4%)	\$60,000 to \$70,000	174 (3.7%)	
\$30,000 to \$40,000	908 (19.4%)	More than \$70,000	586 (12.5%)	
\$40,000 to \$50,000	589 (12.6%)			

Appendix C: Annual Survey Responses (One-year Cohorts)

Table 5: Trends in Educational Quality

Mean Score (max. = 5) and Percentage of Positive Responses						
	2005	2006	2007	2008	2009	Total
Overall Educational Quality						
Overall Evaluation of Quality	4.1 (73.9%)	4.1 (74.3%)	4 (74.4%)	4.1 (77.5%)	4.4 (94.2%)	4.1 (79%)
Degree of Affinity	3.5 (54%)	3.6 (58.8%)	3.7 (62.1%)	3.5 (49.7%)	3.5 (51.3%)	3.5 (54.6%)
Would Repeat Education at UVU	80.4%*	82.6%*	76.6%*	83.3%*	93%*	83.6%*
* Percentage responding "yes"						
Personal and Intellectual Growth						
Art and Cultural Knowledge	3.1 (36.8%)	3.1 (37.2%)	3.3 (43.4%)	3.1 (36.4%)	**	3.1 (38%)
Community Involvement	3 (30.2%)	3.1 (33.2%)	3.2 (39.4%)	3.1 (35%)	**	3.1 (34.3%)
Math and Computational Skills	3.5 (52.2%)	3.4 (51.3%)	3.5 (54%)	3.4 (50.5%)	**	3.4 (51.7%)
Critical Thinking	3.8 (67.3%)	3.9 (70.4%)	3.9 (72.2%)	3.8 (68.1%)	3.3 (66.5%)	3.7 (68.8%)
Ethics	3.5 (50.6%)	3.5 (53.2%)	3.5 (54.4%)	3.5 (54.3%)	2.7 (42.3%)	3.4 (51%)
Global Perspective	3.2 (37.7%)	3.2 (39.6%)	3.3 (42.4%)	3.3 (41.9%)	2.1 (18.9%)	3 (36.1%)
Health and Wellness Knowledge	3.5 (49.3%)	3.4 (49.5%)	3.4 (50.8%)	3.4 (47.8%)	**	3.4 (49.1%)
Job Preparation	3.6 (57.2%)	3.7 (60%)	3.7 (60.4%)	3.6 (58.3%)	**	3.6 (59%)
Computers and Technology	3.4 (48.8%)	3.5 (52.7%)	3.6 (54.8%)	3.5 (52.5%)	**	3.5 (52.2%)
Knowledge in Major Field	4.1 (81.3%)	4 (77.1%)	4.1 (75.3%)	4 (74.7%)	**	4 (76.8%)
Interpersonal Skills	3.6 (58.3%)	3.6 (58.8%)	3.7 (62.8%)	3.6 (59.2%)	**	3.6 (59.6%)
Leadership and Team Management	3.5 (49.3%)	3.5 (52.7%)	3.6 (55.2%)	3.5 (52.9%)	**	3.5 (52.5%)
Diversity	3.3 (41.7%)	3.3 (43.1%)	3.3 (42.9%)	3.4 (45.9%)	**	3.3 (43.7%)
** Question not asked in 2009 survey.						
Satisfaction with Academic Programs						
Overall Satisfaction	4.2 (90.2%)	4.2 (91.2%)	4 (78.1%)	3.9 (81.1%)	4.4 (91%)	4.1 (86.4%)
Quality of Instruction	4.2 (87.2%)	4.2 (86.8%)	3.9 (72.7%)	3.9 (78.7%)	4.5 (91.1%)	4.1 (83.5%)
Course Content	4.1 (85.4%)	4.1 (86.1%)	3.8 (69.8%)	3.8 (76.9%)	4.4 (92.1%)	4.1 (82.4%)
Class Size	4.5 (92.4%)	4.4 (91.2%)	4.3 (85%)	4.3 (88.5%)	4.8 (96.7%)	4.5 (90.9%)
Accessibility of Instructors	4.3 (86%)	4.3 (86.3%)	4.1 (77.9%)	4.1 (82.1%)	4.6 (93.8%)	4.3 (85.4%)
Faculty Interest in Students	4.1 (82.4%)	4.2 (81.9%)	4 (74.5%)	4 (80%)	4.5 (93.4%)	4.2 (82.7%)
Advising	3.6 (59.7%)	3.7 (66.1%)	3.4 (50.6%)	3.7 (64.2%)	4.1 (78.7%)	3.7 (64.8%)

Table 6: Trends in Education since Graduation

	2005	2006	2007	2008	2009	Total
Graduates who Continued Education*						
Yes	368 (38.7%)	503 (41.9%)	342 (40.5%)	579 (40.1%)	430 (38.1%)	2222 (39.9%)
* Differences across survey years are not statistically significant (p = 0.368).						
Purpose of Continued Education†						
Personal Interest	41 (13.7%)	50 (10%)	48 (14%)	45 (7.7%)	38 (8.8%)	222 (10.3%)
Higher Degree	195 (65%)	351 (70.1%)	225 (65.4%)	415 (70.9%)	288 (66.5%)	1474 (68.1%)
Add'l Major/Endorsement	37 (12.3%)	59 (11.8%)	39 (11.3%)	71 (12.1%)	54 (12.5%)	260 (12%)
Other	27 (9%)	41 (8.2%)	32 (9.3%)	54 (9.2%)	53 (12.2%)	207 (9.6%)
† Differences across survey years are only marginally statistically significant (p = 0.081)						
Highest Degree Planned‡						
Associate	23 (3.3%)	52 (4.4%)	17 (2.6%)	8 (0.7%)	2 (0.3%)	102 (2.3%)
Bachelor	204 (29.7%)	444 (37.9%)	155 (23.6%)	269 (23.8%)	114 (15.8%)	1186 (27.2%)
Master	344 (50.1%)	520 (44.4%)	349 (53%)	673 (59.5%)	429 (59.5%)	2315 (53%)
Doctorate	79 (11.5%)	107 (9.1%)	97 (14.7%)	126 (11.1%)	108 (15%)	517 (11.8%)
Professional	37 (5.4%)	47 (4%)	40 (6.1%)	56 (4.9%)	68 (9.4%)	248 (5.7%)
‡Data from 2005 and 2006 surveys may include degree from UVU graduation. Data from 2007 through 2009 surveys may not include degrees earned between UVU graduation and date of survey.						
Institutions where Graduates Continued Education						
Utah Valley University	62 (18.7%)	135 (27.2%)	76 (24.8%)	148 (27%)	128 (31.3%)	549 (26.2%)
Brigham Young Univ.	89 (26.9%)	136 (27.4%)	74 (24.1%)	119 (21.7%)	77 (18.8%)	495 (23.7%)
University of Utah	54 (16.3%)	81 (16.3%)	35 (11.4%)	71 (12.9%)	40 (9.8%)	281 (13.4%)
Other USHE Institutions	48 (14.5%)	51 (10.3%)	42 (13.7%)	92 (16.8%)	60 (14.7%)	293 (14%)
Other State Universities	23 (6.9%)	31 (6.3%)	28 (9.1%)	42 (7.7%)	33 (8.1%)	157 (7.5%)
Private Universities	38 (11.5%)	35 (7.1%)	27 (8.8%)	49 (8.9%)	44 (10.8%)	193 (9.2%)
Technical/Vocational	17 (5.1%)	27 (5.4%)	25 (8.1%)	28 (5.1%)	27 (6.6%)	124 (5.9%)
Institutions where Graduates Plan to Continue Education						
Utah Valley University	105 (28.2%)	115 (29.9%)	127 (33.1%)	293 (40.4%)	176 (37.7%)	816 (35%)
Brigham Young Univ.	67 (18%)	78 (20.3%)	59 (15.4%)	105 (14.5%)	57 (12.2%)	366 (15.7%)
University of Utah	80 (21.5%)	83 (21.6%)	64 (16.7%)	108 (14.9%)	98 (21%)	433 (18.6%)
Other USHE Institutions	41 (11%)	37 (9.6%)	39 (10.2%)	69 (9.5%)	41 (8.8%)	227 (9.7%)
Other State Universities	30 (8.1%)	35 (9.1%)	46 (12%)	69 (9.5%)	48 (10.3%)	228 (9.8%)
Private Universities	45 (12.1%)	33 (8.6%)	44 (11.5%)	73 (10.1%)	42 (9%)	237 (10.2%)
Technical/Vocational	4 (1.1%)	4 (1%)	5 (1.3%)	8 (1.1%)	5 (1.1%)	26 (1.1%)
Majors of Graduates who Have Continued Education						
Business	65 (21.6%)	88 (19.1%)	48 (17.3%)	94 (18%)	73 (17.9%)	368 (18.7%)
Social Science	71 (23.6%)	106 (23%)	70 (25.3%)	116 (22.2%)	70 (17.2%)	433 (22%)
Health Professions	44 (14.6%)	65 (14.1%)	45 (16.2%)	120 (22.9%)	111 (27.2%)	385 (19.5%)
Education	28 (9.3%)	54 (11.7%)	35 (12.6%)	58 (11.1%)	46 (11.3%)	221 (11.2%)
Science and Technology	63 (20.9%)	90 (19.5%)	53 (19.1%)	81 (15.5%)	67 (16.4%)	354 (18%)
Humanities	26 (8.6%)	45 (9.8%)	18 (6.5%)	51 (9.8%)	34 (8.3%)	174 (8.8%)
Technical or Vocational	4 (1.3%)	13 (2.8%)	8 (2.9%)	3 (0.6%)	7 (1.7%)	35 (1.8%)
Majors of Graduates who Plan to Continue Education						
Business	117 (24.7%)	117 (29.8%)	152 (30.6%)	268 (27.7%)	178 (27.6%)	832 (27.9%)
Social Science	106 (22.4%)	84 (21.4%)	100 (20.1%)	185 (19.1%)	98 (15.2%)	573 (19.2%)
Health Professions	82 (17.3%)	56 (14.2%)	72 (14.5%)	178 (18.4%)	114 (17.7%)	502 (16.9%)
Education	65 (13.7%)	46 (11.7%)	69 (13.9%)	136 (14%)	105 (16.3%)	421 (14.1%)
Science and Technology	65 (13.7%)	58 (14.8%)	80 (16.1%)	132 (13.6%)	102 (15.8%)	437 (14.7%)
Humanities	31 (6.5%)	28 (7.1%)	22 (4.4%)	67 (6.9%)	46 (7.1%)	194 (6.5%)
Technical or Vocational	8 (1.7%)	4 (1%)	2 (0.4%)	2 (0.2%)	2 (0.3%)	18 (0.6%)

Table 7: Trends in Employment

	2005	2006	2007	2008	2009	Total
Current Employment Status						
Employed Full-time	583 (62.7%)	777 (65.6%)	507 (63.1%)	937 (65.3%)	689 (60.1%)	3493 (63.5%)
Employed Part-time	206 (22.2%)	260 (22%)	175 (21.8%)	279 (19.4%)	203 (17.7%)	1123 (20.4%)
Unemployed	50 (5.4%)	14 (1.2%)	38 (4.7%)	58 (4%)	100 (8.7%)	260 (4.7%)
Not in Labor Force	91 (9.8%)	133 (11.2%)	83 (10.3%)	161 (11.2%)	155 (13.5%)	623 (11.3%)
Relation of First Job to Education						
Minimum	209 (24.7%)	209 (20.5%)	31 (5.9%)	*	105 (28.7%)	554 (20.1%)
Less Related	109 (12.9%)	108 (10.6%)	46 (8.8%)	*	54 (14.8%)	317 (11.5%)
More Related	124 (14.7%)	177 (17.3%)	129 (24.6%)	*	64 (17.5%)	494 (17.9%)
Maximum	404 (47.8%)	527 (51.6%)	318 (60.7%)	*	143 (39.1%)	1392 (50.5%)
Question was not asked in 2008 survey.						
Location of Current Job						
Utah County	†	412 (67.8%)	275 (61.1%)	667 (56.2%)	529 (60.3%)	1883 (60.3%)
Wasatch Front	†	104 (17.1%)	92 (20.4%)	255 (21.5%)	169 (19.3%)	620 (19.9%)
Utah	†	39 (6.4%)	20 (4.4%)	85 (7.2%)	50 (5.7%)	194 (6.2%)
Mountain West	†	18 (3%)	13 (2.9%)	49 (4.1%)	33 (3.8%)	113 (3.6%)
United States	†	34 (5.6%)	47 (10.4%)	125 (10.5%)	93 (10.6%)	299 (9.6%)
International	†	1 (0.2%)	3 (0.7%)	6 (0.5%)	3 (0.3%)	13 (0.4%)
† Question did not return useable data in 2005 survey.						
Relation of Current Job to Education						
Minimum	189 (23.5%)	222 (21.6%)	135 (20%)	274 (22.9%)	144 (16.1%)	964 (21%)
Less Related	113 (14.1%)	109 (10.6%)	75 (11.1%)	144 (12%)	113 (12.7%)	554 (12.1%)
More Related	107 (13.3%)	172 (16.7%)	142 (21%)	218 (18.2%)	176 (19.7%)	815 (17.7%)
Maximum	395 (49.1%)	524 (51%)	323 (47.9%)	562 (46.9%)	459 (51.5%)	2263 (49.2%)
Satisfaction with Current Job						
Very Unsatisfied	20 (2.5%)	13 (1.3%)	10 (1.5%)	24 (2%)	19 (2.1%)	86 (1.9%)
Unsatisfied	40 (5%)	40 (3.8%)	34 (5.1%)	44 (3.7%)	37 (4.2%)	195 (4.3%)
Neutral	108 (13.5%)	101 (9.7%)	81 (12.1%)	147 (12.4%)	112 (12.6%)	549 (12%)
Satisfied	250 (31.2%)	358 (34.4%)	219 (32.7%)	368 (31.1%)	331 (37.4%)	1526 (33.3%)
Very Satisfied	383 (47.8%)	528 (50.8%)	326 (48.7%)	602 (50.8%)	387 (43.7%)	2226 (48.6%)
Income from Current Employment						
Less than \$20,000	224 (29.2%)	276 (27.4%)	162 (25.3%)	244 (21.8%)	183 (15.8%)	1089 (23.2%)
\$20,000 to \$30,000	206 (26.9%)	263 (26.1%)	141 (22%)	217 (19.4%)	175 (15.1%)	1002 (21.4%)
\$30,000 to \$40,000	131 (17.1%)	188 (18.7%)	128 (20%)	251 (22.5%)	210 (18.2%)	908 (19.4%)
\$40,000 to \$50,000	94 (12.3%)	131 (13%)	83 (13%)	157 (14%)	124 (10.7%)	589 (12.6%)
\$50,000 to \$60,000	56 (7.3%)	53 (5.3%)	55 (8.6%)	97 (8.7%)	80 (6.9%)	341 (7.3%)
\$60,000 to \$70,000	27 (3.5%)	40 (4%)	25 (3.9%)	40 (3.6%)	42 (3.6%)	174 (3.7%)
More than \$70,000	29 (3.8%)	56 (5.6%)	46 (7.2%)	112 (10%)	343 (29.6%)	586 (12.5%)

Appendix D: Aggregated Results by College

Table 8: Educational Quality by College

Mean Score (max. = 5) and % of Positive Responses	Arts	Business	Education	Humanities
Overall Educational Quality				
Overall Evaluation of Quality	4.1 (75.6%)	4.1 (78.9%)	4.5 (90.9%)	4.2 (83.7%)
Degree of Affinity	3.7 (58.7%)	3.5 (55%)	3.7 (62.8%)	3.7 (58.9%)
Would Repeat Education at UVU (Yes Responses)	79.5%	80.9%	91.7%	86.2%
Personal and Intellectual Growth				
Art and Cultural Knowledge	4.2 (86.4%)	2.9 (27.6%)	3.3 (47.8%)	3.4 (49.1%)
Community Involvement and Citizenship	3.1 (34.9%)	3 (30.3%)	3.3 (46.3%)	3.2 (39.6%)
Math and Computational Skills	3 (33.3%)	3.6 (59%)	3.6 (59.6%)	3.2 (39.1%)
Critical Thinking and Problem Solving	3.5 (60.6%)	3.8 (71.6%)	3.7 (68.8%)	3.8 (73.9%)
Ethics	3.1 (44.1%)	3.4 (53.7%)	3.5 (55.3%)	3.5 (57%)
Global Perspective	2.8 (32.3%)	3.2 (44.3%)	2.9 (33.2%)	3.2 (45.2%)
Health and Wellness Knowledge	3.3 (44.3%)	3.2 (37.1%)	3.4 (46.8%)	3.4 (47%)
Job Preparation	3.5 (50%)	3.6 (58.1%)	4.3 (84.9%)	3.5 (51.6%)
Understanding Computers and Technology	3.6 (58%)	3.8 (66.3%)	3.6 (57.8%)	3.2 (40.6%)
Knowledge in Major Field	4.2 (79.3%)	4 (78.5%)	4.5 (91.8%)	4.1 (79.5%)
Interpersonal Skills	3.7 (66.7%)	3.7 (62.8%)	3.9 (71.4%)	3.9 (70.4%)
Leadership and Team Management	3.4 (46.6%)	3.7 (61.4%)	3.8 (62.6%)	3.5 (52.3%)
Understanding Diversity, Different Races, and Cultures	3.3 (44.3%)	3.3 (41%)	3.8 (67.3%)	3.7 (59.9%)
Satisfaction with Academic Programs				
Overall Satisfaction	4.1 (88.2%)	4.1 (84.3%)	4.4 (94.1%)	4.2 (88.5%)
Quality of Instruction	4.1 (76.4%)	4.1 (83.9%)	4.3 (89%)	4.3 (87%)
Course Content	4 (82.7%)	4 (80.8%)	4.3 (89.5%)	4.2 (85.4%)
Class Size	4.5 (93.7%)	4.5 (90.5%)	4.6 (94.3%)	4.5 (92%)
Accessibility of Instructors	4.2 (82.7%)	4.3 (85.4%)	4.4 (91.4%)	4.4 (89.4%)
Faculty Interest in Students	4.2 (83.3%)	4.1 (79.7%)	4.4 (89.8%)	4.3 (87%)
Professional and Vocational Advising	3.6 (61%)	3.6 (62.1%)	4.1 (80.7%)	3.7 (65%)
	Science	Technology	University	Total
Overall Educational Quality				
Overall Evaluation of Quality	4.2 (82.2%)	4.1 (78.6%)	4 (74.9%)	4.1 (79.4%)
Degree of Affinity	3.6 (54.9%)	3.5 (52.6%)	3.5 (50.3%)	3.5 (54.3%)
Would Repeat Education at UVU (Yes Responses)	87%	82%	82.7%	83.7%
Personal and Intellectual Growth				
Art and Cultural Knowledge	3 (29.9%)	3 (31.8%)	3.2 (39.3%)	3.1 (37.6%)
Community Involvement and Citizenship	3.3 (44.2%)	2.9 (28.2%)	3 (32.9%)	3.1 (34.2%)
Math and Computational Skills	3.5 (55.6%)	3.5 (53.5%)	3.4 (51.2%)	3.4 (52.1%)
Critical Thinking and Problem Solving	3.9 (77.8%)	3.7 (68.3%)	3.6 (62.5%)	3.7 (68.7%)
Ethics	3.3 (49.3%)	3.2 (42.8%)	3.4 (52.8%)	3.3 (51%)
Global Perspective	2.9 (32%)	2.9 (30.4%)	3 (33.4%)	3 (36%)
Health and Wellness Knowledge	4 (74.7%)	3.2 (42.3%)	3.5 (55.3%)	3.4 (49%)
Job Preparation	4.1 (76.7%)	3.8 (66.4%)	3.3 (46.5%)	3.6 (59%)
Understanding Computers and Technology	3.2 (37.1%)	3.7 (64.4%)	3.2 (41.8%)	3.5 (52%)
Knowledge in Major Field	4.3 (85.5%)	4.2 (82%)	3.7 (64.5%)	4 (76.8%)
Interpersonal Skills	3.7 (61.1%)	3.5 (51.6%)	3.6 (55.6%)	3.7 (59.7%)
Leadership and Team Management	3.6 (55.2%)	3.4 (50.4%)	3.4 (46.1%)	3.5 (52.5%)
Understanding Diversity, Different Races, and Cultures	3.3 (40%)	3 (29.6%)	3.3 (45.3%)	3.3 (44%)
Satisfaction with Academic Programs				
Overall Satisfaction	4.2 (89%)	4.1 (86.3%)	4.1 (84.2%)	4.1 (86.5%)
Quality of Instruction	4.2 (86%)	4.1 (82.6%)	4 (81.3%)	4.1 (83.7%)
Course Content	4.1 (87.2%)	4 (79.8%)	4 (81.5%)	4.1 (82.7%)
Class Size	4.5 (90.6%)	4.4 (89.6%)	4.4 (90.9%)	4.5 (91%)
Accessibility of Instructors	4.4 (90.8%)	4.2 (85.6%)	4.2 (81.4%)	4.3 (85.7%)
Faculty Interest in Students	4.3 (87.8%)	4.2 (83%)	4.1 (79.2%)	4.2 (82.8%)
Professional and Vocational Advising	3.8 (68.8%)	3.7 (66%)	3.6 (61%)	3.7 (64.9%)

Table 9: Post-graduation Educational Activities by College

	Arts	Business	Education	Humanities
Graduates who Continued Education				
Yes	52 (40.9%)	279 (30.4%)	107 (28.7%)	299 (40.8%)
Purpose of Continued Education				
Personal Interest	10 (20%)	34 (12.6%)	8 (7.7%)	31 (10.6%)
Higher Degree	32 (64%)	177 (65.8%)	59 (56.7%)	201 (68.8%)
Additional Major or Endorsements	5 (10%)	28 (10.4%)	26 (25%)	32 (11%)
Other	3 (6%)	30 (11.2%)	11 (10.6%)	28 (9.6%)
Institutions where Graduates Continued Education				
Utah Valley University	18 (39.1%)	59 (24%)	26 (23.2%)	65 (24.1%)
Brigham Young University	11 (23.9%)	48 (19.5%)	22 (19.6%)	58 (21.5%)
University of Utah	5 (10.9%)	30 (12.2%)	8 (7.1%)	37 (13.7%)
Other USHE Institutions	3 (6.5%)	38 (15.4%)	40 (35.7%)	26 (9.6%)
Other State Universities	3 (6.5%)	27 (11%)	3 (2.7%)	28 (10.4%)
Private Universities	4 (8.7%)	33 (13.4%)	5 (4.5%)	44 (16.3%)
Technical or Vocational Schools	2 (4.3%)	11 (4.5%)	8 (7.1%)	12 (4.4%)
Majors of Graduates who Have Continued Education				
Business	2 (4.5%)	149 (60.6%)	9 (9%)	19 (7.4%)
Social Science	6 (13.6%)	43 (17.5%)	4 (4%)	146 (56.8%)
Health Professions	1 (2.3%)	11 (4.5%)	6 (6%)	18 (7%)
Education	7 (15.9%)	9 (3.7%)	73 (73%)	29 (11.3%)
Science and Technology	3 (6.8%)	22 (8.9%)	5 (5%)	13 (5.1%)
Humanities	25 (56.8%)	10 (4.1%)	3 (3%)	27 (10.5%)
Trade, Technical, or Vocational'	0 (0%)	2 (0.8%)	0 (0%)	5 (1.9%)
	Science	Technology	University	Total
Graduates who Continued Education				
Yes	194 (38.9%)	328 (27.9%)	888 (58.2%)	2147 (40.1%)
Purpose of Continued Education				
Personal Interest	13 (6.6%)	38 (12.1%)	76 (8.9%)	210 (10.1%)
Higher Degree	143 (73%)	175 (55.9%)	637 (74.5%)	1424 (68.5%)
Additional Major or Endorsements	18 (9.2%)	51 (16.3%)	87 (10.2%)	247 (11.9%)
Other	22 (11.2%)	49 (15.7%)	55 (6.4%)	198 (9.5%)
Institutions where Graduates Continued Education				
Utah Valley University	43 (22.8%)	92 (29%)	217 (26%)	520 (25.8%)
Brigham Young University	38 (20.1%)	55 (17.4%)	255 (30.5%)	487 (24.2%)
University of Utah	25 (13.2%)	36 (11.4%)	129 (15.4%)	270 (13.4%)
Other USHE Institutions	18 (9.5%)	42 (13.2%)	115 (13.8%)	282 (14%)
Other State Universities	30 (15.9%)	24 (7.6%)	36 (4.3%)	151 (7.5%)
Private Universities	23 (12.2%)	37 (11.7%)	41 (4.9%)	187 (9.3%)
Technical or Vocational Schools	12 (6.3%)	31 (9.8%)	43 (5.1%)	119 (5.9%)
Majors of Graduates who Have Continued Education				
Business	7 (3.9%)	42 (14.1%)	131 (16.8%)	359 (18.9%)
Social Science	15 (8.3%)	59 (19.9%)	150 (19.3%)	423 (22.2%)
Health Professions	117 (64.6%)	39 (13.1%)	187 (24%)	379 (19.9%)
Education	10 (5.5%)	15 (5.1%)	67 (8.6%)	210 (11%)
Science and Technology	24 (13.3%)	120 (40.4%)	152 (19.5%)	339 (17.8%)
Humanities	6 (3.3%)	11 (3.7%)	81 (10.4%)	163 (8.6%)
Trade, Technical, or Vocational'	2 (1.1%)	11 (3.7%)	11 (1.4%)	31 (1.6%)

Table 10: Post-graduation Educational Plans by College

	Arts	Business	Education	Humanities
Highest Degree Planned*				
Associate	2 (2.2%)	11 (1.5%)	5 (1.7%)	5 (0.8%)
Bachelor	28 (30.8%)	147 (20.4%)	54 (18.6%)	84 (14.2%)
Master	54 (59.3%)	441 (61.3%)	208 (71.5%)	335 (56.5%)
Doctorate	5 (5.5%)	51 (7.1%)	18 (6.2%)	140 (23.6%)
Professional	2 (2.2%)	69 (9.6%)	6 (2.1%)	29 (4.9%)
* Data from 2005 and 2006 surveys may include degree from UVU graduation. Data from 2007 through 2009 surveys may not include degrees earned between UVU graduation and date of survey.				
Institutions where Graduates Plan to Continue Education				
Utah Valley University	22 (41.5%)	127 (31.2%)	83 (50.9%)	80 (25.6%)
Brigham Young University	10 (18.9%)	76 (18.7%)	19 (11.7%)	51 (16.3%)
University of Utah	10 (18.9%)	61 (15%)	10 (6.1%)	90 (28.8%)
Other USHE Institutions	1 (1.9%)	55 (13.5%)	32 (19.6%)	20 (6.4%)
Other State Universities	3 (5.7%)	44 (10.8%)	7 (4.3%)	34 (10.9%)
Private Universities	7 (13.2%)	40 (9.8%)	9 (5.5%)	35 (11.2%)
Technical or Vocational Schools	0 (0%)	4 (1%)	3 (1.8%)	3 (1%)
Majors of Graduates who Plan to Continue Education				
Business	7 (10%)	377 (72.4%)	17 (7.9%)	56 (13.3%)
Social Science	7 (10%)	74 (14.2%)	15 (7%)	211 (50.2%)
Health Professions	2 (2.9%)	20 (3.8%)	11 (5.1%)	28 (6.7%)
Education	8 (11.4%)	20 (3.8%)	157 (73.4%)	62 (14.8%)
Science and Technology	7 (10%)	23 (4.4%)	11 (5.1%)	20 (4.8%)
Humanities	39 (55.7%)	7 (1.3%)	3 (1.4%)	42 (10%)
Trade, Technical, or Vocational'	0 (0%)	0 (0%)	0 (0%)	1 (0.2%)
	Science	Technology	University	Total
Highest Degree Planned*				
Associate	12 (3.1%)	33 (3.8%)	23 (1.9%)	91 (2.2%)
Bachelor	93 (24%)	277 (32.1%)	422 (34.4%)	1105 (26.5%)
Master	194 (50.1%)	460 (53.4%)	546 (44.5%)	2238 (53.7%)
Doctorate	61 (15.8%)	57 (6.6%)	161 (13.1%)	493 (11.8%)
Professional	27 (7%)	35 (4.1%)	74 (6%)	242 (5.8%)
Institutions where Graduates Plan to Continue Education				
Utah Valley University	50 (24.4%)	203 (45.9%)	218 (32.6%)	783 (34.8%)
Brigham Young University	38 (18.5%)	49 (11.1%)	116 (17.3%)	359 (15.9%)
University of Utah	43 (21%)	70 (15.8%)	134 (20%)	418 (18.6%)
Other USHE Institutions	15 (7.3%)	35 (7.9%)	63 (9.4%)	221 (9.8%)
Other State Universities	28 (13.7%)	38 (8.6%)	65 (9.7%)	219 (9.7%)
Private Universities	29 (14.1%)	44 (10%)	63 (9.4%)	227 (10.1%)
Technical or Vocational Schools	2 (1%)	3 (0.7%)	10 (1.5%)	25 (1.1%)
Majors of Graduates who Plan to Continue Education				
Business	24 (8.4%)	156 (28%)	172 (21%)	809 (28%)
Social Science	18 (6.3%)	92 (16.5%)	142 (17.3%)	559 (19.3%)
Health Professions	165 (57.7%)	50 (9%)	217 (26.4%)	493 (17.1%)
Education	31 (10.8%)	38 (6.8%)	91 (11.1%)	407 (14.1%)
Science and Technology	45 (15.7%)	198 (35.5%)	115 (14%)	419 (14.5%)
Humanities	3 (1%)	16 (2.9%)	75 (9.1%)	185 (6.4%)
Trade, Technical, or Vocational'	0 (0%)	7 (1.3%)	9 (1.1%)	17 (0.6%)

Table 11: Employment Characteristics by College

	Arts	Business	Education	Humanities
Current Employment Status				
Employed Full-time	58 (46.4%)	703 (77%)	246 (66.8%)	436 (60%)
Employed Part-time	46 (36.8%)	109 (11.9%)	61 (16.6%)	138 (19%)
Unemployed (Seeking Work)	5 (4%)	26 (2.8%)	11 (3%)	44 (6.1%)
Not in Labor Force	16 (12.8%)	75 (8.2%)	50 (13.6%)	109 (15%)
Income from Current Employment				
Less than \$20,000	46 (41.8%)	102 (12.7%)	65 (21%)	169 (27.7%)
\$20,000 to \$30,000	31 (28.2%)	128 (15.9%)	117 (37.9%)	169 (27.7%)
\$30,000 to \$40,000	10 (9.1%)	171 (21.3%)	91 (29.4%)	113 (18.5%)
\$40,000 to \$50,000	9 (8.2%)	158 (19.7%)	13 (4.2%)	57 (9.3%)
\$50,000 to \$60,000	3 (2.7%)	87 (10.8%)	2 (0.6%)	23 (3.8%)
\$60,000 to \$70,000	2 (1.8%)	38 (4.7%)	1 (0.3%)	6 (1%)
More than \$70,000	9 (8.2%)	119 (14.8%)	20 (6.5%)	74 (12.1%)
Satisfaction with Current Job				
Very Unsatisfied	6 (5.7%)	10 (1.2%)	2 (0.7%)	14 (2.5%)
Unsatisfied	7 (6.7%)	28 (3.5%)	5 (1.6%)	23 (4.1%)
Neutral	19 (18.1%)	101 (12.5%)	16 (5.2%)	70 (12.4%)
Satisfied	35 (33.3%)	284 (35%)	60 (19.5%)	216 (38.3%)
Very Satisfied	38 (36.2%)	388 (47.8%)	224 (73%)	241 (42.7%)
	Science	Technology	University	Total
Current Employment Status				
Employed Full-time	304 (62.2%)	906 (77.7%)	692 (46.3%)	3345 (63.3%)
Employed Part-time	99 (20.2%)	142 (12.2%)	484 (32.4%)	1079 (20.4%)
Unemployed (Seeking Work)	18 (3.7%)	57 (4.9%)	92 (6.1%)	253 (4.8%)
Not in Labor Force	68 (13.9%)	61 (5.2%)	228 (15.2%)	607 (11.5%)
Income from Current Employment				
Less than \$20,000	62 (14.9%)	131 (12.6%)	467 (38.4%)	1042 (23.1%)
\$20,000 to \$30,000	62 (14.9%)	181 (17.5%)	274 (22.5%)	962 (21.4%)
\$30,000 to \$40,000	100 (24%)	217 (20.9%)	170 (14%)	872 (19.4%)
\$40,000 to \$50,000	70 (16.8%)	158 (15.2%)	96 (7.9%)	561 (12.5%)
\$50,000 to \$60,000	50 (12%)	115 (11.1%)	50 (4.1%)	330 (7.3%)
\$60,000 to \$70,000	15 (3.6%)	71 (6.8%)	30 (2.5%)	163 (3.6%)
More than \$70,000	57 (13.7%)	164 (15.8%)	129 (10.6%)	572 (12.7%)
Satisfaction with Current Job				
Very Unsatisfied	5 (1.2%)	22 (2.1%)	23 (2%)	82 (1.9%)
Unsatisfied	15 (3.7%)	46 (4.4%)	61 (5.3%)	185 (4.2%)
Neutral	40 (10%)	98 (9.4%)	182 (15.7%)	526 (12%)
Satisfied	123 (30.7%)	338 (32.5%)	413 (35.6%)	1469 (33.5%)
Very Satisfied	218 (54.4%)	536 (51.5%)	482 (41.5%)	2127 (48.5%)

Table 12: Education and Employment by College

	Arts	Business	Education	Humanities
Relation of Current Job to Education				
Minimum	35 (33%)	98 (12.1%)	38 (12.4%)	152 (26.7%)
Less Related	10 (9.4%)	101 (12.5%)	13 (4.2%)	92 (16.2%)
More Related	15 (14.2%)	210 (26%)	16 (5.2%)	113 (19.9%)
Maximum	46 (43.4%)	399 (49.4%)	239 (78.1%)	212 (37.3%)
Relation of First Job to Education				
Minimum	16 (32.7%)	56 (11.4%)	24 (14.4%)	102 (29.4%)
Less Related	8 (16.3%)	57 (11.6%)	7 (4.2%)	54 (15.6%)
More Related	8 (16.3%)	127 (25.8%)	14 (8.4%)	61 (17.6%)
Maximum	17 (34.7%)	252 (51.2%)	122 (73.1%)	130 (37.5%)
Location of Current Job				
Utah County	48 (66.7%)	298 (57.2%)	164 (74.5%)	249 (61.9%)
Wasatch Front	13 (18.1%)	129 (24.8%)	29 (13.2%)	75 (18.7%)
Utah	3 (4.2%)	26 (5%)	13 (5.9%)	28 (7%)
Mountain West	3 (4.2%)	20 (3.8%)	2 (0.9%)	14 (3.5%)
United States	5 (6.9%)	45 (8.6%)	12 (5.5%)	35 (8.7%)
International	0 (0%)	3 (0.6%)	0 (0%)	1 (0.2%)
	Science	Technology	University	Total
Relation of Current Job to Education				
Minimum	39 (9.8%)	150 (14.4%)	416 (35.4%)	928 (21.1%)
Less Related	20 (5%)	76 (7.3%)	223 (19%)	535 (12.2%)
More Related	50 (12.5%)	151 (14.5%)	230 (19.6%)	785 (17.8%)
Maximum	290 (72.7%)	664 (63.8%)	305 (26%)	2155 (48.9%)
Relation of First Job to Education				
Minimum	25 (12%)	73 (12.1%)	236 (32.1%)	532 (20.5%)
Less Related	8 (3.8%)	50 (8.3%)	123 (16.7%)	307 (11.8%)
More Related	25 (12%)	82 (13.6%)	152 (20.7%)	469 (18%)
Maximum	151 (72.2%)	396 (65.9%)	225 (30.6%)	1293 (49.7%)
Location of Current Job				
Utah County	204 (64.6%)	354 (49.5%)	493 (65.7%)	1810 (60.4%)
Wasatch Front	62 (19.6%)	157 (22%)	123 (16.4%)	588 (19.6%)
Utah	16 (5.1%)	46 (6.4%)	52 (6.9%)	184 (6.1%)
Mountain West	7 (2.2%)	41 (5.7%)	23 (3.1%)	110 (3.7%)
United States	27 (8.5%)	112 (15.7%)	55 (7.3%)	291 (9.7%)
International	0 (0%)	5 (0.7%)	4 (0.5%)	13 (0.4%)

Appendix E: 2009 Multi-Year Survey Data Tables

Table 13: Educational Quality by Cohort

	1-year	3-year	5-year	10-year	Total
Overall Educational Quality					
Overall Evaluation of Quality ¹	4.4 (94.2%)	4.4 (94.9%)	4.4 (94.6%)	4.4 (93.2%)	4.4 (94.4%)
Degree of Affinity ^{1,2}	3.5 (51.3%)	3.4 (44.9%)	3.3 (44.8%)	3.2 (38%)	3.4 (46.6%)
Would Repeat Education at UVU ³	93%	92%	92.9%	92.5%	92.7%
Personal and Intellectual Growth					
Critical Thinking and Problem Solving ^{2,3}	744 (66.5%)	513 (63.9%)	455 (70%)	179 (60.7%)	1891 (66%)
Ethics ³	473 (42.3%)	342 (42.6%)	292 (44.9%)	127 (43.2%)	1234 (43%)
Global Perspective ³	212 (18.9%)	132 (16.4%)	114 (17.5%)	53 (18%)	511 (17.8%)
Satisfaction with Academic Programs					
Overall Satisfaction ¹	4.4 (91%)	4.4 (91.8%)	4.4 (92.2%)	4.4 (92.9%)	4.4 (91.7%)
Quality of Instruction ^{1,4}	4.5 (91.1%)	4.5 (91.1%)	**	**	4.5 (91.1%)
Course Content ^{1,4}	4.4 (92.1%)	4.4 (91.5%)	**	**	4.4 (91.9%)
Class Size ^{1,2,4}	4.8 (96.7%)	4.7 (96.6%)	**	**	4.8 (96.6%)
Accessibility of Instructors ^{1,4}	4.6 (93.8%)	4.6 (93%)	**	**	4.6 (93.5%)
Faculty Interest in Students ^{1,2,4}	4.5 (93.4%)	4.4 (91.8%)	**	**	4.5 (92.7%)
Professional and Vocational Advising ^{1,2,4}	4.1 (78.7%)	4 (74%)	**	**	4 (76.7%)
Notes					
1. Mean response and percentage of positive responses.					
2. Statistically significant at the 0.10 level or better.					
3. Frequency and percentage of "Major Contribution" responses.					
4. Question not asked on 5-year and 10-year cohorts.					

Table 14: Post-graduation Education by Cohort

	1-year	3-year	5-year	10-year	Total
Graduates who Continued Education¹					
Yes	430 (38.1%)	344 (42.7%)	292 (44.2%)	172 (57.9%)	1238 (42.8%)
Purpose of Continued Education					
Personal Interest	38 (8.8%)	35 (10.2%)	16 (5.5%)	11 (6.4%)	100 (8.1%)
Higher Degree	288 (66.5%)	230 (66.9%)	202 (68.9%)	124 (72.1%)	844 (68%)
Additional Major or Endorsements	54 (12.5%)	48 (14%)	46 (15.7%)	20 (11.6%)	168 (13.5%)
Other	53 (12.2%)	31 (9%)	29 (9.9%)	17 (9.9%)	130 (10.5%)
Highest Degree Planned²					
Associate	2 (0.3%)	3 (0.6%)	3 (0.9%)	1 (0.8%)	9 (0.5%)
Bachelor	114 (15.8%)	62 (13.1%)	69 (19.9%)	28 (22.6%)	273 (16.4%)
Master	429 (59.5%)	298 (63%)	186 (53.8%)	66 (53.2%)	979 (58.8%)
Doctorate	108 (15%)	63 (13.3%)	47 (13.6%)	15 (12.1%)	233 (14%)
Professional	68 (9.4%)	47 (9.9%)	41 (11.8%)	14 (11.3%)	170 (10.2%)
Institutions where Graduates Continued Education¹					
Utah Valley University	128 (31.3%)	56 (17.2%)	31 (11.2%)	10 (6.1%)	225 (19.1%)
Brigham Young University	77 (18.8%)	80 (24.5%)	63 (22.7%)	61 (37%)	281 (23.9%)
University of Utah	40 (9.8%)	37 (11.3%)	39 (14%)	21 (12.7%)	137 (11.6%)
Other USHE Institutions	60 (14.7%)	56 (17.2%)	45 (16.2%)	35 (21.2%)	196 (16.6%)
Other State Universities	33 (8.1%)	31 (9.5%)	32 (11.5%)	11 (6.7%)	107 (9.1%)
Private Universities	44 (10.8%)	46 (14.1%)	54 (19.4%)	19 (11.5%)	163 (13.8%)
Technical or Vocational Schools	27 (6.6%)	20 (6.1%)	14 (5%)	8 (4.8%)	69 (5.9%)
Institutions where Graduates Plan to Continue Education					
Utah Valley University	176 (37.7%)	108 (37.1%)	90 (42.3%)	28 (35.4%)	402 (38.3%)
Brigham Young University	57 (12.2%)	48 (16.5%)	34 (16%)	8 (10.1%)	147 (14%)
University of Utah	98 (21%)	46 (15.8%)	25 (11.7%)	12 (15.2%)	181 (17.2%)
Other USHE Institutions	41 (8.8%)	27 (9.3%)	18 (8.5%)	13 (16.5%)	99 (9.4%)
Other State Universities	48 (10.3%)	31 (10.7%)	18 (8.5%)	8 (10.1%)	105 (10%)
Private Universities	42 (9%)	26 (8.9%)	22 (10.3%)	8 (10.1%)	98 (9.3%)
Technical or Vocational Schools	5 (1.1%)	5 (1.7%)	6 (2.8%)	2 (2.5%)	18 (1.7%)
Majors of Graduates who Have Continued Education¹					
Business	73 (17.9%)	59 (18.2%)	55 (20.7%)	39 (24.5%)	226 (19.5%)
Social Science	70 (17.2%)	82 (25.3%)	61 (22.9%)	34 (21.4%)	247 (21.3%)
Health Professions	111 (27.2%)	60 (18.5%)	53 (19.9%)	21 (13.2%)	245 (21.2%)
Education	46 (11.3%)	39 (12%)	35 (13.2%)	26 (16.4%)	146 (12.6%)
Science and Technology	67 (16.4%)	60 (18.5%)	42 (15.8%)	17 (10.7%)	186 (16.1%)
Humanities	34 (8.3%)	17 (5.2%)	17 (6.4%)	22 (13.8%)	90 (7.8%)
Trade, Technical, or Vocational'	7 (1.7%)	7 (2.2%)	3 (1.1%)	0 (0%)	17 (1.5%)
Majors of Graduates who Plan to Continue Education					
Business	178 (27.6%)	136 (33.1%)	98 (31.9%)	36 (35%)	448 (30.6%)
Social Science	98 (15.2%)	80 (19.5%)	51 (16.6%)	15 (14.6%)	244 (16.6%)
Health Professions	114 (17.7%)	51 (12.4%)	46 (15%)	17 (16.5%)	228 (15.6%)
Education	105 (16.3%)	76 (18.5%)	43 (14%)	19 (18.4%)	243 (16.6%)
Science and Technology	102 (15.8%)	50 (12.2%)	48 (15.6%)	9 (8.7%)	209 (14.3%)
Humanities	46 (7.1%)	16 (3.9%)	19 (6.2%)	7 (6.8%)	88 (6%)
Trade, Technical, or Vocational'	2 (0.3%)	2 (0.5%)	2 (0.7%)	0 (0%)	6 (0.4%)
Notes:					
1. Statistically significant at the 0.10 level or better.					
2. Data from 2005 and 2006 surveys may include degree from UVU graduation. Data from 2007 through 2009 surveys may not include degrees earned between UVU graduation and date of survey.					

Table 15: Employment by Cohort

	One-year	Three-year	Five-year	Ten-year	Total
Current Employment Status					
Employed Full-time	689 (60.1%)	533 (65.6%)	444 (67%)	179 (59.9%)	1845 (63.1%)
Employed Part-time	203 (17.7%)	110 (13.5%)	65 (9.8%)	29 (9.7%)	407 (13.9%)
Unemployed (Seeking Work)	100 (8.7%)	54 (6.6%)	42 (6.3%)	18 (6%)	214 (7.3%)
Not in Labor Force	155 (13.5%)	116 (14.3%)	112 (16.9%)	73 (24.4%)	456 (15.6%)
Relation of First Job to Education					
Minimum	105 (28.7%)	87 (20.9%)	93 (23.5%)	*	52 (22.4%)
Less Related	54 (14.8%)	68 (16.3%)	55 (13.9%)	*	30 (12.9%)
More Related	64 (17.5%)	83 (20%)	66 (16.7%)	*	39 (16.8%)
Maximum	143 (39.1%)	178 (42.8%)	181 (45.8%)	*	111 (47.8%)
Location of Current Job					
Utah County	529 (60.3%)	334 (52.5%)	252 (50.5%)	107 (52.7%)	1222 (55.2%)
Wasatch Front	169 (19.3%)	143 (22.5%)	118 (23.6%)	39 (19.2%)	469 (21.2%)
Utah	50 (5.7%)	45 (7.1%)	35 (7%)	21 (10.3%)	151 (6.8%)
Mountain West	33 (3.8%)	36 (5.7%)	28 (5.6%)	9 (4.4%)	106 (4.8%)
United States	93 (10.6%)	77 (12.1%)	66 (13.2%)	26 (12.8%)	262 (11.8%)
International	3 (0.3%)	1 (0.2%)	0 (0%)	1 (0.5%)	5 (0.2%)
Relation of Current Job to Education					
Minimum	144 (16.1%)	85 (13.3%)	65 (12.8%)	26 (12.5%)	320 (14.2%)
Less Related	113 (12.7%)	77 (12%)	56 (11%)	28 (13.5%)	274 (12.2%)
More Related	176 (19.7%)	122 (19%)	110 (21.6%)	33 (15.9%)	441 (19.6%)
Maximum	459 (51.5%)	357 (55.7%)	278 (54.6%)	121 (58.2%)	1215 (54%)
Satisfaction with Current Job					
Very Unsatisfied	19 (2.1%)	9 (1.4%)	7 (1.4%)	1 (0.5%)	36 (1.6%)
Unsatisfied	37 (4.2%)	17 (2.7%)	13 (2.6%)	7 (3.4%)	74 (3.3%)
Neutral	112 (12.6%)	68 (10.6%)	35 (6.9%)	16 (7.7%)	231 (10.3%)
Satisfied	331 (37.4%)	214 (33.4%)	182 (35.9%)	61 (29.3%)	788 (35.1%)
Very Satisfied	387 (43.7%)	333 (52%)	270 (53.3%)	123 (59.1%)	1113 (49.6%)
Income from Current Employment					
Less than \$20,000	183 (15.8%)	80 (9.7%)	57 (8.5%)	19 (6.3%)	339 (11.5%)
\$20,000 to \$30,000	175 (15.1%)	99 (12.1%)	59 (8.8%)	13 (4.3%)	346 (11.7%)
\$30,000 to \$40,000	210 (18.2%)	134 (16.3%)	103 (15.4%)	32 (10.6%)	479 (16.2%)
\$40,000 to \$50,000	124 (10.7%)	103 (12.5%)	79 (11.8%)	22 (7.3%)	328 (11.1%)
\$50,000 to \$60,000	80 (6.9%)	90 (11%)	61 (9.1%)	27 (8.9%)	258 (8.7%)
\$60,000 to \$70,000	42 (3.6%)	58 (7.1%)	40 (6%)	18 (6%)	158 (5.4%)
More than \$70,000	343 (29.6%)	257 (31.3%)	272 (40.5%)	171 (56.6%)	1043 (35.3%)

Appendix F: Data Sources

Methodology for the alumni survey is revised annually, resulting in some inconsistencies in data across years. Aggregating data from these surveys requires a process of standardization, described below for each question analyzed in this report. This does cause occasional slight differences between the data reported here and that reported in the reports for each annual survey.

Questions used in this study are those that provide comparable answers in at least four of the annual surveys from 2005 through 2009.

Survey	Question	Responses and Coding	Favorable
Educational Quality			
Overall Evaluation of Education		Maximum (5), Positive (4), Neutral (3), Negative (2), Minimum (1)	4, 5
2005-2008	Question 3: "How would you rate your educational experience at UVSC?" (Question 4 in 2007; question 2 in 2008)	Excellent (5), Very Good (4), Good (3), Poor (2), Very Poor (1)	
2009	Question 51a: "Here is your opportunity to give UVU some grades. Using a scale of A, B, C, D, F how would you grade UVU on: Overall educational experience?"	A (5), B (4), C (3), D (2), F (1)	
Degree of Affinity		Maximum (5), Positive (4), Neutral (3), Negative (2), Minimum (1)	4, 5
2005-2007	Question 4: "What is your degree of affinity (association/kinship) with UVSC?" (Question 5 in 2007)	Very strong (5), Strong (4), Moderate (3), Weak (2), Very weak (1)	
2008, 2009	Question 3: "Students often have a life-long feeling of connection to their college. How would you rate the strength of your connection to UVSC?" (Question 53 in 2009)	Very strong (5), Strong (4), Moderate (3), Weak (2), Very weak (1), [2009 only] I don't know (Not answered)	
Would Repeat Education at UVU		Yes (2), No (1)	2
2005-2008	Question 5: "If you had to do it over again, would you..." (Question 6 in 2007; question 4 in 2008)	Attend UVSC (2), Not attend college (1), Attend some other college/university (1), Not sure (1)	
2009	Question 54: "If you could make your college choice over, would you still choose to enroll at UVU?"	Definitely Yes (2), Probably Yes (2), Probably No (1), Definitely No (1)	
Personal and Intellectual Growth		Maximum (5), Positive (4), Neutral (3), Negative (2), Minimum (1)	4, 5
2005-2007	Question 1: "Indicate the extent to which your education at UVSC contributed to your growth in the following areas: Art/cultural knowledge, Community involvement, citizenship, Communication skills, Math/computational skills, Critical thinking/problem solving, Ethics, Global perspective, Health and wellness knowledge, Job preparation, Understanding/use of computers and technology, Knowledge in major field of study, Interpersonal skills, Leadership, team management, Understanding diversity, different races and cultures." (Question 2 in 2007; "Communication Skills" not included in 2007)	Very Great (5), Great (4), Average (3), Little (2), None (1)	

Survey	Question	Responses and Coding	Favorable
2008	Question 5: "How much did your education at UVU contribute to your growth in the following areas: Art and cultural knowledge, Community involvement, citizenship, Math and computational skills, Critical thinking and problem solving, Ethics, Global perspective, Health and wellness knowledge, Job preparation, Understanding and use of computers and technology, Knowledge in major field of study, Interpersonal skills, Leadership and team management, Understanding diversity, or different races and cultures?"	Very Great (5), Great (4), Average (3), Little (2), None (1)	
2009	Question 50: "Indicate the extent to which your education at UVU contributed to your growth in the following areas: Creative thinking, Global engagement, Critical thinking, Ethics and integrity, Overall learning and scholarship."	Major Contribution (4), Minor Contribution (2), No Contribution (1)	
Satisfaction with Academic Programs		Very Satisfied (5), Satisfied (4), Neutral (3), Unsatisfied (2), Very Unsatisfied (1),	4, 5
2005-2007	Question 2: "Thinking back on your college experience, please indicate your level of satisfaction with each of the following at UVSC (Academics—Within Major): Overall education/training experiences, Quality of instruction, Course content, Class size, Accessibility of instructors, Faculty interest/caring for students, Professional/vocational advising." (Question 3 in 2007)	Very Satisfied (5), Satisfied (4), Neutral (3), Unsatisfied (2), Very Unsatisfied (1), No Opinion (No Answer)	
2008	Question 6: "Thinking back on your UVU experience in your major, how satisfied were you with each of the following: Overall education and training experiences, Quality of instruction, Course content, Class size, Accessibility of instructors, Faculty interest and caring for students, Professional and vocational advising?"	Very Satisfied (5), Satisfied (4), Neutral (3), Unsatisfied (2), Very Unsatisfied (1), No Opinion (No Answer)	
2009	Questions 51 and 52: "Here is your opportunity to give UVU some grades. Using a scale of A, B, C, D, F how would you grade UVU on: Satisfying university experience, Quality of instruction in major or department, Course content, Class size, Accessibility of instructors, Faculty interest and caring for students, Professional and vocational advising?" (Only asked on 1-year and 3-year cohorts)	A (5), B (4), C (3), D (2), F (1)	
Post-graduation Education			
Graduates who Continued Education		Yes (2), No (1)	2
2005, 2006	Question 7a: "Have you had any education after attending UVSC?"	Yes (2), No (1)	
2007-2009	Question 9: "Have you had any other education after attending UVSC?" (Question 36 in 2009)	Yes - Currently enrolled (2), Yes - Previously enrolled (2), No - Neither currently enrolled or previously enrolled (1)	
Purpose of Continued Education		Personal interest (1), Higher degree (2), Additional major/endorsements (3), Other (4)	
2005 (v. 1), 2006	Question 7b: "If yes, what was the purpose of your education?" (Question 10 in 2007)	Personal interest (1), Higher degree (2), Additional major/endorsements (3), Other (4)	
2005 (v. 7-04)	Question not included.		
2007-2009	Question 10: "What was the purpose of your additional education?" (Question 37 in 2009)	Personal interest (1), Higher degree (2), Additional major/endorsements (3), Other (4)	

Survey	Question	Responses and Coding	Favorable
Highest Degree Planned		Associates (1), Bachelors (2), Masters (3), Doctorate (4), Professional (5)	
2005 (v. 1), 2006	Question 8a: "What is the highest level of education that you plan to pursue?"	Associates (1), Bachelors (2), Masters (3), Doctorate (4), Professional (5)	
2005 (v. 7-04)	Question not included. The similar question 8a, "If yes, what is the highest level of education that you pursued?" is sufficiently different (asking about degrees that the alumni had pursued rather than was planning to pursue in the future) to be not comparable to other surveys.		
2007, 2008	Question 15: "What is the highest level of education that you plan to pursue?"	No current plans for additional education (No Answer), Associates (1), Bachelors (2), Masters (3), Doctorate (4), Professional (5)	
2009	Question 44: "What is the highest degree you expect to obtain?"	Associates (1), Bachelors (2), Masters (3), Professional (5), Doctorate (4), Other (Not answered)	
Institutions where Graduates Continued Education		Utah Valley University (1), Brigham Young University (2), University of Utah (3), Other USHE Institutions [including 2-year institutions] (4), Other State Universities (5), Private Universities (6), Technical or Community Colleges [not including 2-year USHE schools] (7)	
2005, 2006	Question 7c: "Where did you attend? Institution"	Open-ended response manually coded.	
2007, 2008	Question 12: "What institution did/do you attend?"	Open-ended response manually coded.	
2009	Question 40: "What institution did/do you attend for your additional education?"	Utah Valley University (1), University of Utah (3), Utah State University (4), Weber State University (4), Southern Utah University (4), Snow College (4), Dixie State College (4), College of Eastern Utah (4), Salt Lake Community College (4), Utah College of Applied Technology (7), Brigham Young University (2), LDS Business College (6), Westminster College (6), University of Phoenix (6), Other (Open-ended response manually coded).	
Institutions where Graduates Plan to Continue Education		Utah Valley University (1), Brigham Young University (2), University of Utah (3), Other USHE Institutions [including 2-year institutions] (4), Other State Universities (5), Private Universities (6), Technical or Community Colleges [not including 2-year USHE schools] (7)	
2005 (v. 1), 2006	Question 8b: "Where do you plan to attend? Institution"	Open-ended response manually coded.	
2005 (v. 7-04)	Question not included.		
2007, 2008	Question 16: "What institution do you plan to attend?"	Open-ended response manually coded.	
2009	Question 46: "What is the name of the institution you plan to continue your education at?"	Utah Valley University (1), University of Utah (3), Utah State University (4), Weber State University (4), Southern Utah University (4), Snow College (4), Dixie State College (4), College of Eastern Utah (4), Salt Lake Community College (4), Utah College of Applied Technology (7), Brigham Young University (2), LDS Business College (6), Westminster College (6), University of Phoenix (6), Other (Open-ended response manually coded).	
Majors of Graduates who Have Continued Education		Business (1), Social Science (2), Health Professions (3), Education (4), Science and Technology (5), Humanities (6), Trade or Technical (7)	
2005, 2006	Question 7c: "Where did you to attend? Major"	Open-ended response manually coded.	

Survey	Question	Responses and Coding	Favorable
2007, 2008	Question 13: "What was/is your degree/major at the other institution?"	Open-ended response manually coded.	
2009	Question 39: "What was/is your degree/major of your additional education? (Example: Bachelors in Music)"	Open-ended response manually coded.	
Majors of Graduates who Plan to Continue Education		Business (1), Social Science (2), Health Professions (3), Education (4), Science and Technology (5), Humanities (6), Trade or Technical (7)	
2005 (v. 1), 2006	Question 8b: "Where do you plan to attend? Major"	Open-ended response manually coded.	
2005 (v. 7-04)	Question not included.		
2007, 2008	Question 17: "What major to you plan on having at that institution?"	Open-ended response manually coded.	
2009	Question 48: "What will be your degree/major of your additional education? (Example: Bachelors in Music)"	Open-ended response manually coded.	
Employment			
Current Employment Status		Employed full-time (4), Employed part-time (3), Unemployed [seeking work] (2), Not in labor force [not employed or seeking work] (1)	
2005	Calculated from question 8: "What is your current employment status?" and Question 9: "Do any of the following also apply to you?" (Questions 9 and 10 in v. 1)	[q8] Employed full-time (4), [q8] Employed part-time (3), [q8] Not employed and [q9] I am looking for full-time work (2), [q8] Not employed and [q9] I am looking for full-time work (2), [q8] Not employed and [q9] I am trying to find a job in a different field (2), [q8] Not employed and [q9] I am working in a low-skill job that does not match my educational degree from UVSC (1), [q8] Not employed and [q9] no answer (1)	
2006	Question 9: "What is your current employment status?"	Full-time (4), Part-time (3), Unemployed (seeking employment) (2), Unemployed (continuing education) (1), Unemployed (neither seeking employment nor continuing education) (1)	
2007	Calculated from question 19, "What is your current employment status?," and question 20, "Are you currently seeking employment? What kind, part-time or full-time?"	[q19] Full-time (4), [q19] Part time (3), [q19] Unemployed and [q20] No, I am not seeking employment, (1), [q19] Unemployed and [q20] Yes, Part-time (2), [q19] Unemployed and [q20] Yes, Full-time (2).	
2009	Calculated from question 8, "Are you currently employed?," question 13, "About how many hours per week do you usually work for this employer?," and question 35, "Which of the following statements apply to you? Please answer all that apply."	[q8] Yes and [q13] 30-39 hours per week (4), [q8] Yes and [q13] 40 or more hours per week (4), [q8] Yes and [q13] Less than 10 hours per week (3), [q8] yes and [q13] 10-19 hours per week [3], [q8] Yes and [q13] 20-29 hours per week (3), [q8] No and [q13] I am looking for part-time work (2), [q8] No and [q13] I am looking for full-time work (2), [q8] No and [q13] I am trying to find a job in a different field (2), [q8] No and [q13] I am working in a low-skill job (1), [q8] No and [q13] None of these apply to me (1).	
Location of Current Job		Utah County (1), Wasatch Front (2), Utah (3), Mountain West (4), United States (5), International (6). Categories do not include sub-categories (e.g., "Wasatch Front" does not include "Utah County").	
2005	Following question 9: "Current Employer (if different than above)." (Following question 12 in v. 1)	Data from the 2005 survey was not usable, as the survey form did not permit distinguishing between those still working for their first employer and those who declined to answer the question.	

Survey	Question	Responses and Coding	Favorable
2006	Calculated from question 13: "Are you still working at your first career employment since attending UVSC?," following question 14: "First Career Employer" and "Current Employer."	Open-ended response manually coded based on Current Employer if given, or First Career Employer if Current Employer is not given and question 13 is Yes.	
2007	Calculated from question 31: "Are you still working at your first education-enhanced employment?," question 22, "Where is the [first career employer] business located? (City and State)," and question 39, "Where is the [current employer] business located? (City and State)."	Open-ended response manually coded based on question 39 if answered, or question 22 if question 39 is not answered and question 31 is Yes.	
2008	Question 25: "Where is the business located? (City and State)"	Open-ended response manually coded.	
2009	Question 17: "In what city and state is your employer located?"	Open-ended response manually coded.	
Relation of First Job to Education		Maximum (4), More related (3), Less related (2), Minimum (1)	3, 4
2005	Question 11: "How related is/was your first post-college job to the education/training that you received at UVSC?" (Question 12 in v. 1)	Very related (4), Moderately related (3), Slightly related (2), Not related (1)	
2006	Question 14: "How related is/was your first career employment to the education or training that you received at UVSC?"	Very related (4), Moderately related (3), Slightly related (2), Not related (1)	
2007	Question 26: "How related was your first education-enhanced position to the education or training that you received at UVSC?"	Very related (4), Moderately related (3), Slightly related (2), Not related (1)	
2008	Question not asked.		
2009	Question 25: "The next few questions are about the first job you had since graduation. How related to your major was that job?"	Very Related (4), Somewhat Related (3), Neutral (2), Somewhat Unrelated (2), Very Unrelated (1)	
Relation of Current Job to Education		Maximum (4), More related (3), Less related (2), Minimum (1)	3, 4
2005, 2006	Question 14: "How related is/was your current employment to the education/training that you received at UVSC?" (Question 13 in 2005 v. 1; question 15 in 2006)	Very related (4), Moderately related (3), Slightly related (2), Not related (1)	
2007	Calculated from question 31: "Are you still working at your first education-enhanced employment?," question 26, "How related was your first education-enhanced position to the education or training that you received at UVSC?," and question 41, "How related is your current employment to the education and training that you received at UVSC?"	[q41] Very related (4), [q41] Moderately related (3), [q41] Slightly related (2), [q41] Not related (1), [q41] Not answered and [q31] Yes and [q26] Very related (4), [q41] Not answered and [q31] Yes and [q26] Moderately related (3), [q41] Not answered and [q31] Yes and [q26] Slightly related (2), [q41] Not answered and [q31] Yes and [q26] Not related (1)	
2008	Question 28, "How related is your current employment to the education that you received at UVU?"	Very related (4), Moderately related (3), Slightly related (2), Not related (1)	
2009	Question 9: "How related to your major is your current employment?"	Very Related (4), Somewhat Related (3), Neutral (2), Somewhat Unrelated (2), Very Unrelated (1)	
Satisfaction with Current Job		Very satisfied (5), Satisfied (4), Neutral (3), Unsatisfied (2), Very unsatisfied (1)	4, 5
2005, 2006	Question 10: "Overall, how satisfied are you with your current job?" (Question 14 in 2005 v. 1; question 17 in 2006)	Very satisfied (5), Satisfied (4), Neutral (3), Unsatisfied (2), Very unsatisfied (1)	
2007-2009	Question 42: "How satisfied are you with your current employment?" (Question 29 in 2008; question 14 in 2009)	Very satisfied (5), Satisfied (4), Neutral (3), Unsatisfied (2), Very unsatisfied (1)	

Survey	Question	Responses and Coding	Favorable
Income from Current Employment		Less than \$20,000 (1), \$20,000 to \$30,000 (2), \$31,000 to \$40,000 (3), \$41,000 to \$50,000 (4), \$51,000 to \$60,000 (5), \$61,000 to \$70,000 (6), Over \$70,000 (7)	
2005-2008	Question 16: "What is your approximate annual income/salary range from your current employment?" (Question 17 in 2005 v. 1, question 20 in 2006, question 43 in 2007, question 34 in 2008)	Less than \$20,000 (1), \$20,000 to \$30,000 (2), \$31,000 to \$40,000 (3), \$41,000 to \$50,000 (4), \$51,000 to \$60,000 (5), \$61,000 to \$70,000 (6), Over \$70,000 (7), [2008 only] Refuse to answer/don't know (Not answered)	
2009	Question 15: "I'm going to read a list of income categories, stop me when I get to yours."	Less than \$20,000 (1), \$20,000 to \$30,000 (2), \$30,000 to \$40,000 (3), \$40,000 to \$50,000 (4), \$50,000 to \$60,000 (5), \$60,000 to \$70,000 (6), \$70,000 to \$80,000 (7), \$80,000 to \$90,000 (7), \$90,000 to \$100,000 (7), Over \$100,000 (7), Refused to Answer (Not answered)	

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