DATE: Wednesday, March 5, 2015

TO: President Patrick Gamble, UA Statewide
                 Chancellor Tom Case, UAA
                 Chancellor John Pugh, UAS
                 Chancellor Brian Rogers, UAF

FROM: Arthur Hussey, Student Services Manager, UA Statewide

THROUGH: Saichi Oba, Associate Vice President, Student and Enrollment Services

SUBJECT: Report on 2014 University of Alaska Recent Alumni Survey

Attached is the *University of Alaska Recent Alumni Survey 2014* report, based on the survey conducted by the McDowell Group in September, 2014 and managed by UA Student and Enrollment Services. The survey included UA alumni who received any type of degree or certificate between Summer 2013 and Spring 2014; 1,277 recent alumni participated. This is a periodic survey, now done at three-year intervals, and is important in ascertaining alumni's perceptions of the quality of their University of Alaska education. The report contains a narrative with tables and graphs covering major findings, the survey instrument and suggestions for improvements to UA as made by survey respondents.

Key points of interest noted by the report:

Satisfaction with UA: 88 percent of recent alumni were satisfied with their UA education, including 43 percent who were very satisfied. Moreover, 84 percent were satisfied with their academic experiences at UA (page 1). In addition, 70 percent of respondents were satisfied with how UA prepared them for their career (page 12). Finally, 84 percent of alumni reported that their UA education prepared them well to think critically, as is a goal of Shaping Alaska's Future (page 14).

Contributors to Degree Attainment: Availability of financial aid is an important factor in degree attainment, with 69 percent of respondents reporting it to be very or somewhat important (page 23). Students are also increasingly interested in UA's online offerings, with 73 percent reporting them to be very or somewhat important to degree attainment (page 24).

Post-Graduation Activities: Entering employment after leaving UA grows in importance to alumni, with 71 percent reporting that their primary post-graduation activity was employment, compared to 66 percent in 2010 (page 35). Other post-UA activities included undergraduate and graduate education and starting families. The most common industries in which alumni were employed were education (21 percent), health care/social services (14 percent), government (13

percent), and professional services (10 percent, page 38). More than half of UA alumni reported that finding a job was easy or very easy (56 percent, page 45). Finally, most alumni did their job searches in Alaska (86 percent), suggesting that UA continues to contribute to increasing Alaska's pool of workers with advanced training (page 46).

Overall, the report overall describes a vibrant University of Alaska that is important and relevant to the lives of its graduates. The report also shows that graduates of the three Universities perceive some aspects of UA differently and identifies various areas for improvement. If you have any questions about the report, please contact me.

CC: Vice President Carla Bream, UA Statewide; Vice President Ashok Roy, UA Statewide; Provost Bear Baker, UAA; Provost Rick Caulfield, UAS; Provost Susan Henrichs, UAF; Vice Chancellor Bruce Schultz, UAA; Vice Chancellor Megan Olson, UAA; Vice Chancellor Bill Spindle, UAA; Vice Chancellor Joe Nelson, UAS; Vice Chancellor Michael Ciri, UAS; Vice Chancellor Mike Sfraga, UAF; Vice Chancellor and Executive Officer Kari Burrell, UAF; Acting Vice Chancellor Dan White, UAF; Senior Associate Vice-President Michelle Rizk, UA Statewide; Associate Vice President Gwen Gruenig, UA Statewide; Associate Vice-President Fred Villa, UA Statewide; Associate Vice-President Steve Atwater, UA Statewide; Associate Vice-President Paula Donson, UA Statewide; Associate Vice-President Chris Christensen, UA Statewide; Associate Vice-President Jim Lynch, UA Statewide; Brandi Berg, Executive Officer, Board of Regents; Director Mary Gower, UA Statewide

Suggestions for Enhancing the Quality of Student Learning and Success: Verbatim Responses

Academic advising

UAA

Academic advisor should only recommend classes that are needed for degree completion. Superfluous classes prolong graduation. I initially valued this resource until I realized I could do a better job managing my education. A

Academic advisors and faculty need to be honest with students and volunteer pertinent information to discussions. I experienced many lies of omission from UAA advisors when I did not ask a specific enough question in specific phrasing. For example, if a student asks about a degree you do not offer, instead of simply saying "No, we don't offer that" an advisor should inform the student of similar degree paths and opportunities that are offered. This is just one of the reasons why I and many friends have abandoned UAA for further education.

Advisors need to promptly call back prospective students. Transcripts should have last occurring education listed (appear) first ... for prospective employers to easily see last (relevant) education easily & quickly. Also instead of "KPC" mine reads "educational institution" which sounds like I learned this stuff in prison. Alaska businesses are looking for & proud of local education, make it easy to find & spell out the school correctly.

All 3 advisors were terrible. One never showed to appointments. I was never talked to about financial aid. I had no help finding a job in my field either.

Although I did my research, the initial academic advisors, (before getting to my major classes), I was misdirected to take a few classes which I didn't need, effectively putting me a semester behind when I could've graduated. If a person knows what his/her major is, it seems more helpful to get direction straight from those academic advisors.

Better academic advising.

Better academic advising. I graduated with an associate of arts, but looking back now I wish it had been an associate of science. I believe that could have been addressed if the academic advisor at my college had been able to provide more information about the degrees within my field(s) of interest.

Better advising within departments.

Better advisor contact first year. Didn't have relationship with one until I was almost done

Better counseling in the science degrees and more science internships.

Better counselling and getting degree programs to only 4 years. (They often take much longer).

Better organized academic counselor and department.

Advising students to take a minimum of 15 credits a semester to graduate in 4 years.

Better, more accessible academic advising for freshman and even college seniors thinking about going to UA. I wasted far too much of my time (turned out to be an entire semester) taking classes I didn't need in the end because I had no direction when I started at UAA.

Educate the counselors on all rules and regulations to help students with degree services "correctly."

Continue to have a counselor or person available to assist with the best planning and organizing of classes so students can stay on track and not waist time or money.

Continue to provide detailed, personalized service and facilitate the student's navigational technique in pursuing desired degree.

Cross train advisors so they can understand processed and requirements better and advise more accurately

Don't put 18/19 year olds in degree programs they will end up not pursuing and save them a ton of $. Have advisors put kids into the generic G.R. classes that will count towards any degree for their first year until they really figure out what to pursue. I changed my plans 3 times and wasted a ton of $ not knowing what I should really do. I wish I had waited to go to college until I was 21 and really knew what I wanted to go for, but if I had taken all my G.R.'s first I would have had a little time to really decide what I wanted.

Make academic advisors check in on students.

Encourage advisors to take time to look at their students' transcripts so they know what classes the student should take. This was not an issue for me since my advisor was very helpful. I have heard many students express distrust in their advisors because they did not know what classes the student should take.

Explain in detail to incoming students how DegreeWorks is used, so that their original Academic Adviser does not persuade them to take classes that they do not need. I could have graduated an entire semester before I actually did, simply because my original adviser had me take classes that were not part of my major.

Get better advisors. They are not helpful whatsoever.

Have better communication between departments and advisors. Being able to receive accurate and informed information from those who are paid and in positions to aid the students would be helpful. Also, making sure that those in these positions are empathetic and helpful instead of degrading and demeaning to students would help create better relationships.

Have faculty and the academic councilors work together because some classes were taken that were not counted and some classes I should have taken.

Have student advisers know curriculum better. It worked in my program since our advisers were faculty, but when I was in Biology it was a little bit of a struggle.

Having advisors become more knowledgeable about continuing to graduate courses

Help me understand what the process will look like so I can know what to expect and when to take classes if a class is needed for my degree that will not be offered again for a while.

Help students figure out what they want to major in during their first year.

Help students pursue fulfilling and successful degree options and help the good degrees recruit such as the Management Information Systems degree in the Business College. This degree is helping students get jobs. Our entire graduating class got jobs in our field.

I didn't know what a capstone was and that it was necessary until my senior year. I had to take a capstone that I wasn't really interested in, having missed out on the only capstone that was related to my degree in the entire 4 years I was there. I was a theatre major, and would have appreciated another capstone option.

I lost honors because of work three decades old.

I never had a great experience with an academic advisor. It would have been helpful to have one who was interested in my future rather than just their list of things to do.

Improve academic advising. There is too much turnover in staff and it was hard to figure out where academic advising was the first time. Advisors should be at Howl Days, introducing themselves to students and setting appointments immediately.

It took me a very long time to complete my degree even though I just had a handful of credits left because I took a full time job, stopped taking classes, and no one seemed to notice - not professors, not advisors, no one. While I'm not saying ensuring commitment should necessarily be anyone's responsibility but the student's, if just one person had reached out it might have helped me get my act together and get those final couple classes finished up via correspondence or over the summer. As it was, it was three years between my last semester as a full-time student and going back to complete my degree. (To put this in context, I was an otherwise high-achieving student and after finally graduating I went on to a graduate degree at Oxford -- you never know who's going to have trouble with motivation, and you never know has the potential to go on to further study/reflect well on their alma mater.) I was able to get it done eventually, even though I was pretty embarrassed, but if I hadn't had family expectations and graduate school goals I might just never have managed it.

Just more academic advisors who really want to help and making them known to students.

Less bureaucracy getting in the way of earning and transferring credits. I had trouble and 3 upper division credits did not count towards my degree, despite having no limit set in the catalog, thus forcing me to take more classes that postponed my graduation by one semester.

Let students know about undergraduate research sooner rather than later.

Literary resource.

Make meeting with an educational counselor mandatory in some way. I avoided speaking with a counselor, until late in the process. Totally my fault, but if somehow I had to have a counselor "approve something" to move forward, it probably would have helped me make better decisions within my degree. The graduate on time program is a great one. My UAA experience was great! Loved the faculty and campus environment tremendously.

Make sure academic advisors are actually interested and involved with the students they are helping. I've seen some very rude advisors that discourage you from school instead of being encouraging.

More available information about different degree programs, how to get into them, and how to be successful in them.

More helpful academic advisors in the Aviation Technology department.

Provide academic advisers in the UAA college of Ed MAT program to assist with administrative processes.

Provide better general advising.

Provide better/more support early on. It was only in my final year of my degree that I finally got quality help from my academic adviser. Previous to that I was given incorrect information (leading me to take classes I didn't need to/didn't count towards my degree). Planning out each semester is SO important and totally overlooked. I have spoken with people who went to different universities and it was required that they meet with their adviser every semester. I would strongly recommend something like this being put in place.

Seeing an UA advisor should be mandatory. In my first year I was completely lost on which courses to take, it took me a while to see an advisor.

Set up mentoring networks within the field of study.

Stress the importance of seeing an advisor early in your education.

The finish in four campaign is great. I would just keep pushing that. Highly encouraging kids to meet with their advisor frequently is very helpful.

They could hire better counselors at Mat-Su College…one told me that with my degree and two dollars I could get a cup of coffee. This rude and nasty remark kept me from ever seeking advice from the school again.

Train the academic advisors better so they can provide the students with accurate information about which classes to take, and they will finish their degree.

UA can offer more advisors for the various aviation degrees instead of just one.

You need better academic advisers who care about their jobs and the students. UAA has too many who just sit at their desk and do nothing, and blatantly do not care about the future of the students that they are advising.

With the exception of XXX on the MatSu campus, I found the support of advisors sorely lacking. Unfortunately in the last semester of my program I was forced to use the Academic Advisors on the UAA campus. It was the worst experience of my academic career. I was unable to get call back or direction and ultimately took a class that I knew was necessary for my degree AGAINST the advice of my Anchorage advisor who said I would not graduate if it was taken because it "wouldn't count". Thankfully, XXX and I had been working closely from the beginning of my program. My Anchorage advisor ignored phone calls and emails and I ultimately had to do it on my own. I am experiencing the same poor communication in the Graduate program and will likely transfer Universities to complete my graduate studies. Because I now live out of state, I cannot show up at the local office and force the Advisor to communicate with me in the way I had to do my final semester of the undergraduate program.

UAF

Advisors that are interested in the students' outcome and help to make college smoother for them, like getting involved in finding scholarships that are program specific.

Assign better advisors who have the students' interests in mind.

Ensure distance students know clearly who their adviser is and how to contact them.

Better academic advising through 4 year course schedule plans on a semester basis. Maybe consider posting these plans in the academic departments so students can double check their advising.

Better advisers in the undergraduate departments. I went through 6 different advisers in my three years in the undergraduate program and none of them helped. It wasn't until I went to the Education department (where they have professional advisers) did I get anything done. Seriously consider either training the advisers you have or hiring professional advisers (especially for English, Engineering, Psychology, and Philosophy). Please don't just write this off as a disgruntled student because I'm not, but many students will be frustrated and angry if their advisers don't help fill their needs.

Better advising. I knew more about the classes that I needed to take than my advisor did and I know several students who are stuck here one or two years longer because their advisor didn't have them take a class that was a necessary prerequisite for their degree.

Better communication or guidance from advisers.

Ensure students are taking courses that will transfer along with their continuing education. AA to BA, etc.

Ensure that academic advising is leading students down an achievable path towards their degrees. Not all students can work at the same pace.

Finding qualified advisers for the undergraduate programs and ensuring they are not overburdened with students. Many times educational goals are extended due to poor advising which departs from the goal of "finish in four."

Get more knowledgeable academic advisors for majors, also tell students to be more realistic about the time it takes to get a degree. It almost never takes four years.

Have a better graduate application and credit check system. Make sure every credit required is needed and explained why it's needed for the program.

Have advisors who actually know the degree programs inside and out and keep up with the changes--like XXX--for all degree programs.

Have more academic advisers before the start and a couple weeks into the semester.

Help with the graduating requirements. There's not enough help and we don't know early enough whether we are graduating or not.

They could also offer better academic advisors. I lucked out and got an amazing academic advisor but I heard horror stories from other students. I graduated in 3 years, including my semester I took off to travel. My academic advisor gave me a list of classes I needed to graduate and allowed me to map out my classes from start to finish. Other advisors just sign the paper and do not provide student with any guidance.

I didn't have much luck with my program advisor actually helping me.

Furthermore, issues I ran into while attending UAF that I took up with my advisor were not resolved smoothly, instead it was a stressful struggle, and became immediately clear that I was nothing more than a burden or nuisance to her. Believe it or not the issue was over fitting in one more class in that I needed my final semester, while still being able to work. The faculty and staff at UAF along with the organization of classes and schedule

times makes it very clear that the student is NOT their main concern, but rather as long as they're receiving their money the student is of little to no importance.

Improve academic advising.

More intense student counseling who help the student stay on track and meet with them regularly to discuss progress. My academic adviser was typically quite busy and had little time to keep track of my progress.

Outstanding advisors.

Prepare for graduate level classes/prerequisites during bachelor level degree.

Reliable, adequate advising for students to help them graduate in four years. I was fortunate and had excellent advisers, but some of my classmates were not so fortunate. Perhaps if students could review their advisers like we do instructors?

Streamline the degree process, there are too many hoops to jump through.

Stronger advisor support.

Student advising should not be handled by faculty, but by dedicated advisers who have the time and knowledge to help undergrads plan 4 year degree timelines.

Student advisors need to care more about the students and guide (especially) younger students. My advisor was terrible and I chose not to have too much contact with her because her advice was useless.

Also, don't tell me I have everything completed (except one class substitution) on my degree audit, and then the day before petitions are due, send me an email (after I substituted the class) saying you're going to pull my graduation application because I haven't completed everything. And then when I call, you tell me I'm two credits short of the overall number, even though I've completed all the requirements and DegreeWorks says I did as well. (I did graduate after petitioning to drop the two credits.)

Train the advisors to be on the same page as graduation! I tell people to go straight to graduation now to find something out because in the end that's all that matters. Degree Works seems to be helping with the communication gap.

UA advising needs to be improved.

UA can enhance the quality of student learning and success by encouraging students and following up with them after their programs and steer them into the direction of working in their field of study.

UA could require counselors to become more engaged and active in student's registration and course path. Too many times, even seeing the same person, I went in to have my classes for the following semester be approved so I could register, and all I received more or less was "Yeah, you need to take these. It all looks good." If the counselors actually took the time to talk with students and explain to them different ways to register for classes depending on course load and class offerings, it would create happier students which in return would be more likely to have more students graduate in 4 years. By this I mean that I spent nearly 2 years in the Accounting program before I had a professor say that he would have recommended taking courses at different times of the year than I did. He explained to take certain classes in the fall vs in the spring, or don't wait on taking "that class" because it is only offered every other semester. This caused at least one person I know to graduate a semester later than planned because this was not made clear to them until registering for their final semester.

I've also seen students take a semester full of Business classes because they were all offered, so why not take them and get them done, right? However, it was not explained to them by their counselor that this was not advisable because it delayed other classes by a year, which were prerequisites to other higher level classes. Instead if it had been explained to take Accounting classes as they were offered, and fit the other business classes and core classes around the classes in their majors to be more efficient. If counselors took a more proactive approach in explaining these details to students, it would be a much more efficient school as a whole.

UAA should be more involved in the enrollment process for students to ensure students are following a defined track towards graduation. UAF does well with mandatory meetings with academic advisers prior to enrollment each semester.

UAS

Make sure there are plenty of advisors, I check with mine all the time for advice.

Advisers should contact students via e-mail or text to set up meetings. I think the advisers are a key component to success. I have heard complaints from other students (not at UA) about advisers not guiding them, and having to take extra classes or other problems. I always approach my adviser, but many students try doing things on their own without consulting an adviser (this happens at UA a lot) and they too end up taking the wrong classes. I think from a marketing perspective, UA should view the link with advisers as an asset to build upon. It really does make the difference on whether a student stays in school. Even just a little encouragement from ad adviser goes a long way.

Better academic advisors - mine was useless.

Better advising for online students.

Clearer degree programs and support, adviser training. I felt the "graduate on time" campaign was a cruel scam as new reasons and changing reasons kept coming up to delay my graduation and cost me money. Graduating was a long, painful, degrading process. I spoke with many alumni who gave up after fighting for their degree for years. I spent two years making weekly or daily phone calls, meetings, and writing emails to sort out my degree. It was horrible.

Consistency in student counselors. At one point I tried to contact who I thought was my counselor... only to find out he had resigned several months prior.

Create even more supports for students throughout their education. More advising, advocacy. I felt very let down by my student advocate after a bad incident and never trusted the staff again. I also got some bad advising and feel strongly that I wouldn't have taken so many credits had I had better advising. My second advisor was very helpful, I appreciated his support greatly. But in my experience, UA had two big strikes against my student experience and has lost my respect because of them. Harsh words, I'm sorry, but I feel like I was wronged and no one helped me - I just had to pick up and choose a new course of action on my own.

Have advisors be more available and give correct information the first time.

Have functional advisors for HIM program and more than one CPT class so student is ready to pass CPT certification exam and can get a job after going through the whole HIM coding certificate specialist program. I totally resent not being prepared for the requirements needed to get a job after going through this whole program!

Have more advisors like XXX. They was an asset to my education.

Increase information and outreach to graduate students.

Keep offering academic advising so students will see the light at the end of the program.

Make sure the advisors take time to meet with students and draw up a 4 year or however many year plan for graduation, not just rely Degree Works.

Better help in completing the degree faster.

My visit to my classroom was not very productive. I appreciated all the help I received from my advisor, but felt the visit from my other professor fell short.

Offer workshops or classes to help prepare for graduate school.

Provide better academic advising for degree seeking students.

UAS needs advisers that are more helpful for freshman students. They often advised freshmen to take too many hard classes causing many of them to fail and drop out.

Accommodate students' lives, tutoring, help

UAA

Get back to what matters; students, professors, people.

Be aware that students are working full time and balancing other priorities (family, kids, work, and committees).

Be more personal. Stop treating students as if they were just a number with no goals, struggles, sacrifices, wins, and accomplishments of their own.

Be more present in the outreach sites and include them in more activities.

Be more prompt in helping students with questions and advising.

Be more supportive for distance students.

Be more supportive of students in the system- so much effort was put into recruiting my children- while I was a student I was very frustrated by the lack of support as a student- as a result none of my children chose to go to UAA - they observed how students were treated.

Be upfront and Honest about how long the program will really take, not just list how long the Classroom work takes.

Better help online students with paperwork.

Better help with military students.

Better tutors in the process technology program at KPC.

Care about every student individually.

Continue to be a school willing to help working people achieve their goals in attending a state run university.

Emphasize the use of the LRC.

Enhance more resources for student's learning achievements.

Help incoming students with no family history of attending college learn about the resources and assistance that can be found.

Help students feel more confident about themselves as part of the workforce in the field they study.

Help the students rather than throw up road blocks in their degree programs.

In formatting the thesis manuscript with the Graduate Student Office, the staff needs to be more accommodating to out-of-state students. It was a very, very difficult process and the requirements changed mid-stream.

Increased acceptance of students who are working.

Inform professors/instructors of the duality of students' lives, their class is not the only thing in the world to these students. Students have lives, jobs, and (likely) multiple classes that they are trying to balance.

Listen more to the students' opinions.

Make it easier for kids to work and still take the classes they need to graduate.

More support and organization in the University Honors College, so more students have a chance to successfully graduate from the Honors College.

More support from the medical community (for nursing).

Offer more assistance for students who do not live in the Anchorage bowl.

Offer new student coaching that will encompass good studying habits, schedule maintenance, financial planning (including loan payoff periods and amounts), salary estimates & (un)employment rates of graduates with and without internships, and support network strengthening. To me, having realistic expectations is the key to succeeding in college.

One thing that UA could do to enhance the quality of student success is to send reminder e-mails that tutoring and help is available. I did take advantage of tutoring at Kenai River Campus, and appreciated it. An e-mail reminding of services would suggest caring for the students' success.

Personalize communications to build strong relationships.

Provide support and programs for working students.

Provide supportive advising. Make the student feel like they are on a team where the goal is the student's educational success.

Stop forcing the "Finish in Four" campaign down students' throats when taking longer to finish a degree might be a better decision for some students.

Support more than just the STEM students.

Stop the continued student disrespect, abuse and harassment stemming from dysfunctional child rearing rules used throughout history and the world.

Stop the political games led by Student Affairs. They hurt students in the long run by making them so fed up with the system they stop wanting to get involved on campus.

Stop with the prioritization bullshit!

Streamline processes.

Take into consideration the voice of the students. There are many good professors, but there are also many bad professors. The bad ones often rely on their tenure to be safe, and when students give them bad reviews it takes a really long time for those professors to be corrected/be replaced. Many students in the UA system are genuinely interested in their education, so listening to their voice in weeding out bad professors would improve the quality of the education, the UA system, and the student experience as a whole.

The flexibility I had to work and complete my graduate degree was critical to my success.

There was often no tutor for my field of study. It would really help to have quality tutoring.

To have special volunteers to give lots of hours to Math weak students, like me.

Stress student/faculty engagement. Require students to talk with counselors/professors in their department as opposed to floating through.

UAF

Finally, encourage faculty, namely professors, to be more open and understanding to personal issues and circumstances beyond students control that is acknowledged by other UA staff, who provided the needed support the professor failed to give.

Be more open to diversity on campus. Not everyone is US citizen nor does everyone wish to be.

Better preparation for new students, especially freshman, in life skills and dealing with problems that may arise in the dorms (stress, alcohol/drug abuse, suicide, etc.).

Care more about students' education and needs.

Continue to support a diversity of clubs and activities to make all students feel welcome and included in the UA community.

Focus more on the students who are asking for help.

Give students the attention. Stop spending money on higher ups that the students don't even know. The teachers were always amazing. The people above the teachers were rude bureaucrats.

Have a training seminar for income freshman on how to apply for scholarship and financial aid.

Have more outreach towards students regarding mental health options on campus and the availability of those options.

I think the school should provide a lawyer or consultant for protecting and helping international student.

All faculty should realize each student is dealing with different circumstances and should be sensitive enough to take this into consideration if they are willing to collect their paycheck from the money students are shelling out. Students don't need the additional stress. It's safe to say UAF left me with a bad taste in my mouth, and I would not recommend their educational services to anyone else.

Listen and then take action.

Listen to students by having a representative from each Campus or MAU rather than one student regent.

Listen to the students. Make it to where more courses are set up for success and more online courses.

More resources for international students.

More student counseling.

More support for off-campus students.

More tutoring options around campus and off.

More tutoring.

Provide more support for rural, especially rural Native, students, including learning based on Native knowledge.

Pay attention to the student's wants. Listen to them, fight for them. They are your customers. You cannot do business if you lose your main income.

Provide a short class giving all helpful tips on buying books, scholarships, degrees, bus lines, and free printing areas, everything that would be helpful for a students' learning to be easier. Like a weeklong online class or 2 weeks long. I think it would be very useful instead of students trying to figure it out on their own and asking around I think you would be surprised by the number of students that would appreciate a class like that.

Provide more support to students. When I started school (many years ago) the staff acted as if they wouldn't have a job if it weren't for the students. Now I am treated as nothing more than a number. Working with my Advisor is frustrating because when I ask a questions he doesn't know the answer to, he makes no effort to find out, now does he point me in the direction of someone who would.

Provide students with genuine support from the staff. I was lucky to get the job I got, and I only got it because I networked with people outside of UAF. UAF cost me any job offer I may have gotten from other school districts. When I included UAF references I was turned down for positions. I got the position I have now because I didn't include any references from UAF on the application.

Relive a little stress by making it easier for students taking distant classes and working full time. You can do this by letting students charge their books to the book store to be paid by financial aid without having to go through the hassle of trying to get a voucher.

Stress personal availability. There's a large student body--but all the teachers that I had that encouraged and sought out interaction with their students, I learned from them the best.

To be able to have one high school student attend a course with you so that he/she will have an experience and a comfort level to pursue their own dreams, etc. and to continue to go forward.

To conduct more outreach to the Rural Students, especially the single mothers (like myself) and fathers, or young people, and make themselves known or offer support; there are a lot of us who do not have a strong support system here. Instead of sending a universal letter or email, come meet the future leaders and educators. I think I have met one member of UA Staff since being enrolled through the I-AC. It'd be nice to see more of you people. Thanks~ :)

UA can be flexible toward student's needs. My interdisciplinary program degree serves me very well for what I want to do (teach science/math). I took courses that I really felt I needed to take, instead of a prescribed degree program. So, being flexible can help students more effectively and efficiently learn what they (and their advisors) feel that they need to learn. Thanks for having the Interdisciplinary Program at UAF!

UAF can provide better services to students with disabilities.

UAS

24 hour tutor hotline! I don't know they do so much already, I love the learning center, and the staff in there got me through my math classes.

Be accommodating for student's pursuing a master's educational degree who are not currently teaching.

Continue to be supportive of students coming in from the bush villages.

Make transactions more personal...have one person to guide me through the process...as they did with my masters at UAS.

That is a tough one. Listen as best as it can and be accommodating to the needs of students and faculty.

Administration

UAA

Fire all of the administration.

Cut down on all the hoops the University makes students and potential students jump through. Not one thing at UAA is student focused. The student is the customer so treat them that way. The University wastes so much money on trying to have a good image but it needs to focus on the basics.

Ensure that the Dean communicates their expectations to the professors meeting with students that guide them through their academic career.

Fire XXX and basically all of the UAA administration. They are all useless, overpaid @#$@# who do nothing but hold UAA back. I spend a good amount of time helping high school students succeed so they can avoid the $%^*#^@ that is UAA. I am taking 3 classes for my grad program at a good university and never going back to UAA.

Focus more on the student's learning experience and less on interdepartmental politics.

Improve administration staff on helping students along the way with planning their degree program and helping them to find their next steps.

Inter department communication

Make sure departments have the funding to offer classes that are required for all degrees. I had to substitute research credits in place of physical chemistry and inorganic chemistry.

More access to department administrators.

Overall, UAA should improve department communication. When I graduated, with both my undergraduate and graduate degrees, I was told I would not be able to graduate, because I needed additional credits; however, this was not the case after I did further follow up and investigation.

Professors were excellent, but administratively UAA is a disaster and hard to navigate. There is no "one-stop-shop" for students. I was overall pleased with my level of instruction and the students in the class. I was very displeased with the administrative process as well as the lack of career counselling options.

Punctuality from administrative support. Meaning if I turn paperwork in, as requested and on time, it should be handled in a timely manner. With the exception of the Registrar's Office I consistently had issues with everything from VA certification to Financial Aid taking an inordinate amount of time to "process".

Improve administration at UAA and expedite the processing of tuition checks.

Readdress the need for multiple admin positions. What does a university truly need?

Rid the school of XXX.

There needs to be more responsible leadership from the higher-up UAA staff/faculty. I personally feel like if I had more of a sense of pride in UAA, the overall experience would have been better, and perhaps would have enhanced the quality of learning and/or success.

Another thing that bothers me is the fact that this very same president just recently openly blamed the students themselves for their increased debt instead of taking into account that tuition has steadily been rising for years. I just wish that I could have more pride in the school I graduated from. I want the educational institution to be run more as an educational institution instead of as a big business or corporation. I want students to be proud of going to UAA, and that's not happening with so many issues on the part of the higher-ups.

When UAA is giving a $320k retention bonus to the VC while reducing funding to departments of foundational fields of study (like chemistry) forcing them to drop the chemistry degree program, I cannot recommend the university to anyone looking for future education. Give more money to departments of foundational fields and less money to someone who does nothing to contribute to student learning.

UAF

Actually focus on student needs instead of constant politics.

Cut the pay of the top ten earning UA employees.

Emphasize faculty and the educational process, not ballooning the number of administrators and their salaries at the expense of that educational process.

Get rid of XXX and the BOR.

Get rid of the board of regents and XXX. They are completely out of touch with reality and do not provide any positive benefit to the safety and security of UAF.

Less bureaucracy.

Make enrolling as a student an easier process, I know for a fact a lot of people with good potential are detoured by the long and difficult process of enrollment. To be blunt the bureaucracy of the organization was treacherous when I first enrolled.

Need more educators, and less administration.

Reduce administration and focus on serving students!

Reduce the administrative bureaucracy - the UA admin system is very inefficient & antiquated for such a small school. Many paperwork processes are unclear and confusing, and even staff often seem unsure of how to process requests/grants/hires/travel/logistics. The amount of follow-up required for simple things like travel

reimbursements is frustrating, and the burden/responsibility remains on the student (instead of the administrative staff, where it ought to lie).

Stop wasting time and money on bureaucracy alone and focus on the teaching and research - that is where UAF may benefit in the future.

The process of getting my PhD dissertation approved through the department was a nightmare, I was treated rudely and felt intimidated. My faculty chair and committee members were wonderful, though, it was just the subsequent required approvals that were suboptimal.

UAS

Fire [four senior Administrators/Executives] at UAS for gross negligence and probable fraud.

Less admin bureaucracy.

Practice what you preach. UA teaches about all the various subject matter, but does not apply that knowledge to its own internal structure. UA teaches about communication, leadership, environmental resources, native history, marketing, political science, accounting etc. But do marketing faculty and students help UA marketing efforts? Do public administration faculty and students help in the running of UA? Or on the flip side - when was the last time UA administration took a class (in person or distance)? How can UA leaders expect to know what is best for their students when they themselves have been out of the classroom for years? How can UA expect its students to just go out into the world after they graduate if they do not require internships or job shadowing? Overall I enjoyed my education at UA and believe that it was in the end worthwhile, I received my degree that gave me a piece of paper that was useful in getting a job. But when you take the courses and learn how things should or could be done, it makes you realize how screwed up the UA system is, which is sad. UA has good things about it, and has great potential. It could enhance the quality of student learning and success if it stopped playing the internal political games and truly figured out how to better serve its students rather than who has what title and how much they get paid. If UA is an institution of higher education, then it should be the best of the best in its practices to better serve its students.

Career Advising

UAA

Better job opportunities.

Counsel incoming freshmen have set goals for graduating and plans beyond college. Encourage them to consider their financial situation and not bury themselves in a lifetime of student debt getting certain degrees which are not financially beneficial post-graduation.

Give more homework that will apply to what student will be doing when they leave school.

Help find careers for career specific degrees.

Help them out finding jobs in AK as well as out of State.

Help with better connections into the job market.

I think programs and departments at UAA should put more of an emphasis on teaching how to market the services and trades students learn at UAA. Learning the material is of course important, but they should know also how to promote themselves and network in order to get their career started.

Improve career services and availability of classes.

Invest more in career building and counseling.

Job placement.

In addition, I think UAA should partner with corporate interests to help find liberal arts students jobs that will help them achieve the kind of success that engineers, nurses, and other technical professions do. I realize the market drives demand, but there are ways to help all UA students more effectively attain success in the job market.

Make sure the students have a job lined up before graduating or make them pursue a different degree for another job.

More career fairs and information about wages.

More career planning and help finding employment.

More information on what jobs are available with different degree programs.

More municipal partnership.

More programs around the community coming in and explain what they do.

More relevant to career training/education and not strictly book related learning for engineering majors. A majority of my classes are not applicable to my current position, I had to develop them on my own. I applied all ever after school and during my final year of school, every entry level engineering position required the same thing: minimum 5 years' experience. Pretty hard to have had that given it's an entry level position. Maybe allow for industry to offer school/work related education experiences through internships. The faculty of the engineering department should contact and foster better relationships with local businesses to help produce more relevant work force post-graduation from UAA engineering degree programs.

Offer more information about career options after graduation.

Prepare them for the job market.

Provide job placement programs.

Also the University needs to increase its outreach to students for employment after graduation. This can be accomplished by requiring students to participate in a class that exposes them to job opportunities in the state that's in their degree field. UAA is a commuter college students will not seek out the Career Services Center on their own time, and the services of the Career Service Center are limited. Overall I feel my degree program was too easy and did not equip me with the skills to obtain entry level employment in the same field as my degree. I did get a job 6 months after graduating in a position that doesn't even require a degree.

Work harder with students to make sure that they are looking for a job before graduation. Create more access to mental health professionals.

UAF

As an English major, when I graduated I wasn't sure what types of jobs I could pursue. It seemed that either teaching or writing part-time while hoping to get published one day were my only options. I had never heard of content marketing before. This is a job that is absolutely perfect for English and Journalism majors. I basically write blogs every week for a website and run analytics based on those blogs to see how traffic to the website is increasing customers based off of those written blogs. I really think UA should have a content marketing course designed for English majors looking to get paid fairly and regularly through their writing skills. I take an approach to writing my blogs very similar to the approach I took while writing papers: research, organize, and write. Only difference is my blogs are shorter than most college papers and I get paid weekly to do them. This is a class that could truly open many doors for English majors. Most of these jobs are given to marketing majors who then have to learn to write. I sincerely believe that it is easier to teach inbound marketing techniques to English majors rather than writing skills to marketing majors.

Be up front with them about how hard it is to get a job if they don't work through college. The best way to secure a post-graduation job (IN THE FIELD THEY WANT) is to already have an "in" via seasonal work or an internship done throughout their degree.

Also, better career services because half of my class didn't find jobs while at school and career services didn't care about it.

Better career services and more critical thinking in graduate coursework.

Career planning/entry into work force.

Create pamphlets or a job page that lists the hiring criteria for certain jobs in each degree department.

Emphasize future goals with students - have better guidance counselors to help students on the right track in gaining employment with an undergrad degree, or more developed idea of grad school goals. I wish I had gotten an engineering degree, as I would already have a career. I have no job prospects with my biology degree, despite my love of biology. Currently a graduate degree is not something I am in a position to attain, thus I am left with a useless college degree.

Encourage careers after graduation and provide support to do so. Getting rid of career services will be a great loss.

Encourage students to obtain degrees that will lead to good paying jobs, such as business and engineering degrees. The University should devote more resources to these departments for teachers, equipment, and facilities.

Ensure students are aware of the jobs available (or not) in their field of study. While I am proud I "did the time" to get a degree and do take some satisfaction from that accomplishment, I feel as if my degree has served as little more than a fancy bookend.

Have employment workshops: how to interview, how to apply, how to find employment, etc.

Help students figure out where they want their career path to go, and encourage them to look at job postings to figure out what skills they should have when they graduate in order to make them well-qualified for those jobs. I realize this is something that is likely offered by Career Services but it should also be on the minds of all academic advisors/graduate advisors. I do not feel I got that support from my graduate advisor.

Help with realistic job/grad school counseling early.

Helping them find a job as they are taking class for their degree.

It has been great experience in all, however career services need improvement.

Make career services an important function of the university. Grow that program and give it a sizable budget to help ALL students get a job in their degree field. Take a look at your professors and get rid of all that don't contribute to their classes. There are plenty of them and all you have to do is observe and you will see them.

Make sure students know what majors are most likely to result in reliable, well-paying full-time employment after graduation. I got the sense that many incoming freshmen were expecting guaranteed, high paying jobs after receiving a degree in any and all fields of study. In today's market you have to think about what fields the industry and society need to fill instead of just following the path you find the most "fun." Work is just work, choose something that you're good at and is practical would be my advice to many freshmen. I've told my siblings going into college this as well. If you love playing music or painting but also want to have a financially stable lifestyle post college, why not consider getting a degree in engineering/science and then pursue music/painting as a hobby? Career services could help make students more aware of what the current and forecasted job market is showing in terms of job openings.

Make sure there is surely a need for that profession in the community.

More career guidance leading up to and after graduation.

Never get rid of Career Services. They are vital for connecting employers to students. It gives the students a much easier way when most of the students have zero experience in applying for professional jobs.

Prepare for careers, be more informative in that aspect, have more opportunities available.

Provide mentorship opportunities to graduate students that request a mentor. DO NOT suggest to a student that he or she look for a mentor out in the community; this is a reasonable request that should be met by faculty members when requested by the student.

Refund career services.

Career services more present and available for students.

UAS

A background check may be best. Due to many of my past charges I will likely not be able to get a job in the field that I have completed. I can get a loan but not a job with my background.... How silly is that.

More career development might help, perhaps a required one credit course. There are many services offered to help with job searching, but my studies distracted me and I did not realize my folly until it was too late.

Cost (tuition, books), funding, scholarships, financial aid

UAA

Do a full audit of the University's spending.

Assist with travel expenses for distance learning sites

Better fund deferred maintenance to provide more state of the art learning facilities.

Better preparation and informed consent in the acquisition and assumption of Student Loans as well as the availability and process of applying for scholarships to new and returning students with emphasis on the REPAYMENT aspect of taking loans.

Lower tuition.

Wished for lower fees too.

Day care for students or assistance for the nursing students to travel. They need housing like a dorm and transportation to clinicals. It has left me in great debt traveling to Anchorage for school and is the main reason I had to take out any loans at all.

Dedicate more time and resources to aiding non-traditional and minority students, and focus on fostering better channels of communication between departments.

Find a different way to process students on academic probation. So they will not have to figure out how to qualify for the Pell grant every semester. Academic probation does not apply to some other scholarships so we should not have to jump through UAA's financial aid hoops every semester.

Greatly decrease tuition and fees.

Have more emphasis/resources available for scholarship information. I was fortunate enough to know to seek help from a State of Alaska resource and use my Military benefits. Education is likely available at low to no cost for all students if they put forth the effort to seek financial aid outside of loans. Emphasis or help with these programs will better set students up for success in the near future.

Also have scholarship information more available for students.

Cut down on the bureaucracy involved in acquiring financial aid.

Cheaper parking passes.

And stop charging fees to the point you are taking advantage of students that makes them take out more loans, only for XXX to say things like "students just take out loans to go on vacation" really?!? That makes me want to puke in my mouth. After I get my degree I will NEVER donate a cent to UAA. Why should I help a school that has done its best to bleed me dry?

In light of recent budget cuts to UA by the state, the ONE THING that could be done to enhance student learning and success is cut ancillary programs and reduce staffing instead of cutting faculty and adjunct faculty positions. Don't reduce programs unless they are proven unnecessary. Instead, trim the fat in administration. Don't forget the student IS the ultimate customer.

Increase the budget to the sciences instead of frivolously spending on big projects (hockey rink). Instructors are the greatest allocation of resources possible. Institute 'common sense' into the rules at UAA instead of one size fits all approaches (i.e. a geology lab is different than a chemistry lab, and therefore all the precautions taken in a chemistry lab are unnecessary in a geology lab).

Increase the stipend for graduate student research and teaching assistants. The stipend cost was so low I was forced to either work or take out loans for all living expenses.

Also more help with scholarships and how to find them and how to write them. Have those functions at times during the day not at noon to 4 but maybe after 5 because you know most of UAA students work too.

Keep the NP scholarship program - working and doing a Master's or doctorate study is near impossible. Scholarships and grants are essential.

Lower cost of books and supplies.

Lower tuition costs please.

Make college affordable.

Make costs more affordable, give a better explanation of where fees go specifically, and stop giving outrageous bonuses to UAA big-wigs.

Make financial aid information more readily available to students.

Make lower tuition.

Streamline your financial aid. It has been a difficult process to receive financial aid after a FAFSA has been completed. When you try and speak with someone about it you are on hold for ever (45 minutes the last time I tried and no one answered). Also, a few of the people I have spoken to about financial aid have been rude. If I didn't have to take out loans to better mine and my children's lives... I wouldn't. It is unreasonable for the financial aid representatives to act like they are doing me a favor. Especially when I have to pay it back with interest!!!

Make scholarships more available to students with high GPA's who have to support themselves. I never qualified for scholarships because of my income, but I had no choice but to work - I was a first generation college student, and my parents did not support me financially all throughout school, yet I still obtained a 3.5+ GPA.

Make tuition cheaper. It is very difficult to work full time and go to school knowing that you have a huge debt over your head when you graduate. I was lucky and was able to pay for about half of it for myself but that still left me owing a lot of money that for several years will offset any pay increase that I will have from getting my masters.

More financial support.

More financial aid.

More funding opportunities for graduate-level research. The university is now a doctoral granting institution, yet the majority of research funding is allocated to undergraduate research. This is ridiculous. We need to support our graduate students who are doing important work that will shape their (and Alaska's) future.

Tuition reductions in return for working locally.

More scholarship opportunities for the Legal Studies program.

More scholarships.

More student help, less fees, stop giving a $320,000 increase to someone who doesn't care for their students' needs.

More work study programs and financial aid

I also believe that the book racket needs to stop as every other semester a book new edition is printed but the information remains the same.

Offer more scholarships to hard working people not based on race and or seem like They are punished for marrying their the father of their child when it came to financial aid. Probably out of UA control but that was my biggest frustration.

Offer more scholarships to students.

Overall, I really enjoy UAA. There are so many services available and the majority of the staff is very helpful. My only complaint is the high prices at the cafeteria in Cuddy Hall. They are ridiculous.

Provide affordable lunch for the students. Cafeteria lunch menu selections were over-priced.

Provide better financial advising help.

Provide better financial aid assistance.

Provide more affordable graduate education and tuition waivers for graduate students through graduate assistantships for all degrees.

Provide more financial support.

Provide more support in the areas of Financial Aid and scholarships. I took classes from some very dedicated and enthusiastic professors, but board members and a few financial advisers don't seem to fully appreciate the rising costs of attending university in Alaska. I'm glad I graduated when I did, because with the way tuition costs have increased recently, I wouldn't have been able to afford to stay in state.

Quit taking perfectly good books, photocopying them and forcing us to buy unbound, monochrome copies where highlighted stuff is hard to see, and the lack of color makes them ugly. We are comparing your special UAA editions and finding that the real book will work just fine. (I happen to have copies of UAA's & the original for a couple). You are scamming us!

Quit with the tuition hikes. Don't blame students for their financial problems when you're overcharging for services like dorms and tuition.

REDUCE THE COST OF EVERYTHING!!! Books, classes, parking...etc.

Reduce tuition and fees.

Reexamine the high tuition fees. If we want our local population to be educated, students must be able to afford the cost. Having thousands of dollars' worth of loans is difficult when salary levels don't match up.

Spend money on paying teachers, classroom needs, more student jobs with better pay, and making more classes available online.

Stop being so cheap. The school penny pinches the students to extreme levels.

Stop running it like a business and screwing students on books and tuition.

Streamline the financial aid process.

Tuition waivers and more scholarships.

Without financial support, I would have never made it! I was a single mother attending school full time while working full time as well. I felt UAA was incredibly generous financially. I do wish there was more of a connection with Tanana Child Development Center on campus and UAA. I was disappointed to learn that

Tanana was separate from UAA as a great deal of help and support for completing degree came from them. UAA should consider a stronger relationship with them, and even offer financial child care support for families in need. So many friends were not able to attend college because of the cost of childcare.

UAF

Abolish mandatory meal plans. They are an unnecessary burden to on-campus students.

Be more flexible with paying a balance on the UAF account when it comes to access to important documents like transcripts.

Cheaper tuition.

Decrease tuition.

Also housing is directly tied to meal plans at UAF, on Campus housing would be inexpensive if it wasn't for the addition of a forced meal plan, this fact makes living on campus simply not cost effective and is a real deterrent.

Facilitate funding of studies so students, including we older Alaskans with families, can work, take care of family, and afford to attend some classes. Thanks.

I also think processing money from students account faster at the beginning of the semester, so students can purchase books sooner.

Help find more funding! $$

I find the UA system to be a great system until it comes to increasing pay to the big wigs. Many of the students struggle to pay for school and many I know are eager to attend school but it is way too expensive to pursue a degree. I was lucky enough to have scholarships until my final semester at UAF then I had to pull out a student loan to finish up my degree. I know our UA system is all for students finishing college but we need to find that medium between paid higher ups and student costs.

In spite of the budget issues, it's tremendously detrimental to a department when faculty terminate their positions, but it's adding insult to injury when that person's salary disappears and they are not replaced. If my department was lucky enough to get a term hire it was merely a band aid solution. In the three years I attended my department four people left their positions, but none were permanently replaced. This not only harmed morale, but students rarely had consistent mentorship, and when they spoke with the dean and requested scope or a timeline for hiring freezes, it appeared that there was no end in sight. It's one thing to weather a storm, but it would be nice to know the storm will end at some point.

Ensure financial aid of some sort.

Keep tuition and fees reasonable.

Lower costs for students, especially the additional fees for services and facilities not used by every student.

Lower costs!

Lower the cost of education and make learning the priority over profiting on the backs of students.

Lower tuition.

Lower tuition.

Make it more affordable.

Make the concept for student debt better known. Perhaps even require freshmen to take workshops on the concept and the effects on life. Most high schoolers have no real sense of money and even less sense of debt and how it can ruin them. Make internships, scholarships and grants better known.

Minimize cost to make the education more available to students/competitive.

More efficient financial aid and business office.

More financial aid.

More knowledgeable financial aid and student advising staff.

My greatest struggle in college has been financial. I understand that the university must make money to continue to offer high quality education, but its bookstore has prices far above other venues. Lowered cost of text increases the probability that students will purchase the text instead of finding alternatives which may be inferior. I suggest a cut in text-book prices. I understand that the University may not be able to do this, it is simply my suggestion.

Not sure, it was a good experience. Tuition while high for me personally seemed reasonable.

Offer in state tuition to spouses of residents. My wife is now trying to pursue a degree and cannot take more than one class as she is not yet an Alaskan resident. The financial/time burden is upon myself as we are married and have completely joined finances. This means that, despite the fact that I graduated from UAF and am currently a TA in the Master's program, my own wife cannot being taking classes in her career field because we cannot afford out of state tuition. If UAF offered in state tuition to spouses of current students that receive in state tuition then I would be happy. Why it is not this way now does not make sense to me. If UAF is afraid of marriage for the purpose of in state tuition then they should put a two year marriage requirement.

More financial support.

Offer more scholarships.

Offer more scholarships.

Provide better funding to academic programs...emphasis on academic.

Provide more financial aid for students.

Provide more financial support to graduate students.

Quit trying to rip off students by charging them for absolutely everything. Give students the choice to buy a meal plan, pay for shuttle services, go to the SRC etc.

Reinforce the futility of borrowing money for education.

Extend the dead line for when classes need to be paid so that financial aid will be used before we get fined late fees.

Stop spending money on stupid stuff like new dining halls and engineering buildings and the administration and make sure there are programs available for students and jobs available for faculty/staff.

Stop wasting money. I.e. a bonus to the president. Save jobs to people in positions that matter.

Teach students how to apply for scholarships and to fully understand loans.

Use cheaper books.

Work with individual students to ensure that they are not dropped for non-payment if they have money that will be available after the deadline. The current Payment Plan is too expensive for students who currently have expended all money, but who can show that they will soon have access to balance payment. Students need to concentrate on their studies, not spent countless hours stressing about pending payments. I realize that UAF is doing what they can to streamline this process, but it puts a lot of pressure on students who may not feel they can force third party payments.

UAS

More affordable, maybe a family rate (for young families).

Although tuition costs were not a hindrance for my education, they were for many friends, colleagues, and classmates of mine. I know strong academics who had to postpone or drop entirely their educational process because of consistently rising tuition costs without proper justification from administration. UA systems offer ample preparation for students, but if costs are too high then no one can benefit.

Better more affordable food services on campus. Specifically UAS Juneau.

Charge less and remove the crazy left wing bias.

Cheaper books.

Now, about the financial side of things, I would suggest that the UA Online Savings Bank make it easier for students to pay off their tuition through their bank.

Increase scholarship offerings. I'm a non-traditional premed student now and there's almost no funding for that. And I have many former students who took a break after high school to work, so that they could afford college.

Loan forgiveness for working in the state of Alaska despite which type of loan you received.

Lowering tuition.

Offering more affordable housing, without requiring expensive meal plans. I lived at home for the first two years of college at Mat-Su College, then I moved to UAS Juneau to finish my last two years. I worked my way through college, full time in the summers and 30 hours/week during the school year and I also got scholarships. I almost would have had to take out loans for my senior year if I had not received a scholarship that covered my tuition, because living expenses were so high. While I do not regret all of my work experience, I did miss out on being a regular college kid because I had to work so much, and part of that was because of the high cost of living in Juneau.

More financial aid available.

More scholarship opportunities.

Offer financial aid to students that are working full-time that can't be a full-time student.

Organize the structure to be more efficient and not give "bonus money" which could be used for other much needed educational resources and scholarships.

Put the students first at all times. UA could stop spending so much money on beautifying their campuses in one of the most beautiful states in the country. Instead, focus more on student safety and student satisfaction. Remember, we are paying you guys your salaries. We want a safe place to go to school, safe labs to work in, and safe ways to get to school (i.e. not crossing highways on blind corners).

Reduce the cost of attendance. There are extortionate costs of a UA education, even for an Alaskan resident.

The availability of Financial Aid was the primary reason that I was able to accomplish my education goals. If UA could continue to work towards making this aid available to students of need or academic excellence, I believe that more and more students would be able to enter the learning field and graduate with a degree.

Secondly, information about student financial aid is not readily available to students who don't go through on-campus introductions (if there are any?) and in general financial aid is really lacking while outlandishly hefty bonuses are proposed for senior management. Financial aid office is staffed by inexperienced low-paid students who are the ones introducing other students to decades of paying off debt. This should be professionally run, and more attention should be focused on helping students pay for school.

UA can provide more financial counseling so that students don't take out too much in student loans.

Curriculum (scheduling, requirements, suggestions)

UAA

Also, encourage students to go to summer school. My completion of 183 credits in 5 years, while working 30+ hours was only possible because of summer school.

All classes should have at least one night offering.

Better class schedules.

Better organization of nursing program

Better scheduling if classes--some programs offer stuff every other semester.

Better senior projects for engineering students.

Better synthesize courses across disciplines and campuses. I felt and continue to feel many courses are duplicate in their nature because of zero interdepartmental communication across campuses. For exams I took a fundamentals of communication class from KPC that used the exact same book and similar assignments as a UAA public speaking class, even though I took one for a GER requirement and the other for a communication minor elective. Similarly I'm finding now as an MBA student that the course content of some classes I took as an undergrad are remarkably similar to general college of arts and sciences courses (business communication vs interpersonal communication vs communication in the workplace, statistics vs business statistics, etc.). It's a waste of money as a student to basically retake classes I've already passed with no substantial difference in content, and could be avoided with better cross-listing. Petitions don't solve the problem either since departments are individually convinced their version is a "tailor-made" degree requirement. These classes wasted valuable elective space I could've used to pursue concentrations or a broader education within my degree program.

Bring back the chemistry degree and put more funding into SCIENCE degrees. Not humanities. Alaska needs science majors and I would hate to see people having to go to Fairbanks just to attain that. It was very nice to be able to stay home and save money. I entered into medical school without debt which helps out a lot.

Certain classes for people who work during the day.

Change the BSN program to traditional semesters. As a recent graduate I do not feel I was trained to perform the duties of a nurse!

Continue face-to-face courses and don't allow technology to take us from that necessary interaction.

Continue to develop degree programs that address the needs of older, alternative, and low-residency students.

Continue what is doing. For engineering it would be nice if there were more engineering related activities that were fun to do or see. When the Curiosity Rover guy came, that was a lot of fun. Got to keep the student imagination active and their love of their field of study.

Continue with the GER revision process.

Create a technical aviation maintenance math course for the AMT program and completely rework the electronics courses needed to complete the FAA FAR 147 AMT Airframe and Powerplant Certificate.

Also institute an AMT Apprentice program with the State of AK Aviation Agencies during the summer.

Deliver consistency across courses, cohesion amongst faculty regarding attitude and direction of program (nursing), provide in-class training by its outstanding faculty rather than have students focus on "group learning" or self-directed learning.

Drop Algebra as a requirement for a Human Service B.A degree

Encourage service learning courses (research, volunteering, internships, etc.) so students can connect their learning to what's going on in the community and make connections that will serve them after graduation.

Establish a relationship between ConocoPhillips and the Mechanical Engineering department. Many wasted opportunities to improve here.

Expand available classes. Broaden subject matter. :)

Expand the engineering program.

Figure out how to make the learning experience more about quality rather than quantity. Most of the classes I have had try to fit far too much material into a semester. Most of my time is spent memorizing notes for tests and trying to get through massive amounts of reading material, which will soon be forgotten. I feel I have retained very little of what my classes have taught even though I have had a consistent 4.0 GPA.

Additionally, in recognition that work experience is extremely valuable, UA ought to be supportive of students who may be working part- or full-time by offering classes for degree programs that often have a high number of working students, such as aviation, in the evenings or online.

Focus on offering more classes at varied times, make it easier to get into the classes you need.

For me, I was in the business administration program with a concentration in Marketing. One of the most needed skills in the working world is knowledge of Adobe programs (InDesign, Photoshop, and the whole creative suite). It would have been more helpful to me if I had learned these programs in my degree program. I

understand that those programs are very expensive but I know CBPP has the money to fund these programs at least for a small class. Thanks.

For science more field work.

Give more options for some of the class requirements since I have taken many classes that were unhelpful in the track I was in, because I had to take them.

Have a master's program for all engineering fields (UAA). And change the major title of "Engineering" to their respective fields such as "Electrical engineering", "Mechanical Engineering" and "Computer Systems Engineering." (UAA)

Have all resources i.e. math lab, library open and available during summer classes too. Kenai campus

Have consistency and organization in programs. Mine kept changing and classes weren't available, very frustrating

Have more transparency and coordination between the school of nursing and the rest of the university. Also have honors requirements be less strict beyond 10 years back (a D shouldn't count against honors graduation if it was 13 years ago at another school)

Having more of the prerequisite classes offered each semester so students don't have to wait a semester or two to take the classes they need to complete their education in a timely fashion.

Help students learn and retain critical thinking skill by not teaching them to the book. Memorizing facts will get them to pass tests, but it does not last.

I believe it is important early in education endeavors to have the ability to think and develop complete thoughts and opinions. I noticed, especially in the 1st and 2nd years, that most courses were taught straight from a book. This led me to feel like the majority of my classes were a waist of my time and effort. I understand that not all courses need to be this way, but the courses related to educating social issues, leadership, management, and ethics should have some sort of round table discussion on sharing opinions. I believe this would help students learn how to develop complete ideas, respect others opinions, and gain an understanding of how to look at a situation in a more complete perspective.

I participated in the interior Aleutians campus "Hutlee" program and from there I continued and completed my degree. This program was very important to my education.

I might also suggest reforming the basic core English classes to include information that will serve students better in the career world; I adamantly believe that ENG101 or one of the ENG 200 GERs should be swapped with Intermediate Grammar!

I think for the BS nursing program, you could allow them to practice drawing blood and starting IV's on each other (like the Associates program does), not mannequins so they can gain experience in school.

I think moving to a more experiential learning process like Alaska Pacific University would better equip students for the real world.

I took a lot of classes that did not apply to my degree as requirements. It seems like a waste of money.

I would like to see more classes offered at our local college (Mat Su).

I would very much like to see some engineering based classes in the Mat-Su College branch. It made it difficult to finish my degree when they pulled the plug on it, since I live in the Mat-Su valley.

Increase the nursing programs standing with providers in the community to facilitate better preceptor opportunities.

Keep face-to-face classes available instead of only online availability.

Keep the liberal arts/social sciences departments well-funded and staffed. One day, I want to see the UAA History and Political Science departments receive the kind of attention and funding that they deserve. I firmly believe that I had some of the best professors and instructors anywhere, and I want to see those two programs continue to grow.

Look more at the time commitments for each class. I've had one credit classes that take more time to successfully complete than 3 or 4 credit classes.

Make BS nursing available to satellite students from the beginning.

Maximize program offerings and teacher support.

Mix curriculum with exciting current news and ideas related to the degree to have a more real world and engaging experience with each class.

More advanced degree offerings at UAA.

More challenging readings within field of study.

More class availability.

More class availability for those who are working while going to school.

More classes offered at different times with more teachers available.

More classroom experience.

More clinical time for nursing students- longer preceptorship and all twelve hour shifts for clinicals.

No more bullsh*t spring/fall only courses.

More hands on in your Process technology program.

More hands on learning opportunities working with kids for those in the education program.

More hands on using actual programs used in the field.

More night classes for working people

More summer classes.

More upper division classes at Mat-Su Campus.

Not have as many GER courses especially if the student already knows their degree they are pursuing

Not hide art classes in the schedule when students are registering for classes. It makes it difficult to get the classes you might need.

Offer a BS in Safety.

Offer classes at a wider variety of times so that the ONE class you need is not ONLY offered on Tuesday at 1pm

Offer classes more than once a year.

Offer more BA and BS degrees through Kodiak College.

Offer more classes during the evenings/weekends so students who must work full-time out of necessity can obtain their degree. I personally had to stop attending UAA for a period of years until I got a job that allowed me to modify my schedule to attend required classes offered only during the day.

Offer more degree required summer classes. My degree took 3.5 years to obtain when it could have been completed in 2 years if classes had been available.

Offer more design classes such as Adobe Creative Suite series. Have 1 class focus on each program, or have an integrated class with 1 or 2 programs of focus.

Also offer more web design classes. The one through the JPC department was not enough for those wanting to pursue a career in that field.

Offer more evening, weekend classes.

Offer more graduate studies, attempt to recreate newer faculty to bring programs up-to-date.

Offer more of each class at different times and during both semesters. Stop offering only one of each class that are required on the exact same days and same times. This makes us have to choose when we want to be taking both. Then sometimes not even offering those same ones the following semester. Very frustrating.

Offer more of the core classes like math in the evening for the fulltime working student.

Offer more sections of classes for upper-level students. It can be hard to schedule work/life around the fact that you have to take a certain class and it's only offered in one section.

Offer more upper division class online and in the evenings to better accommodate working students.

Offer quality classes in a variety of formats. Put money into faculty hiring and professional development opportunities. Encourage creativity and an open-minded approach to interdisciplinary studies.

Offer the same class both semesters so that if you don't get into the class in the fall semester you can try and get into it in the spring semester instead of waiting another year.

Offering later times for night classes and labs or earlier morning classes to accommodate working students. 630 PM classes work great with my schedule but are only offered in Eagle River/Chugiak and a limited type of classes are offered (some GERs)

Outdoor Recreation Program.

Provide a wider range of courses. Some essential classes were only available one semester per year

Provide more evening weekend classes for the working population.

Provide the same classes at different times during the day. One in the morning and one at night. Since many students are working full time and going to school full time, it is very difficult to obtain necessary credits when they are only offered at one time each semester. I am currently fighting this same battle and may be unable to graduate due to lack of availability on the university's part.

Reduce class sizes however possible; most likely by offering a greater number of each course.

Somehow fix the College of Ed.

State your Early Childhood Development Bachelor program.

Stop requiring so many general ed. requirements. Waste of money. More classes in the field of study.

The program I was on was cancelled by the FAA one month before I graduated... this means that I spent thousands of dollars and now my degree has been basically nulled and voided... this is a great disappointment for me.

Thesis workshops?

Way too many bullsh*t classes are required for a degree. I'm sure some altruistic idiot thinks it will make students "well-rounded" but it just adds up to more hoops to jump through, more 100-level classes for professors and students, alike, to suffer through.

UAF

Accessibility to classes in order to quickly progress through courses.

Allow more sections or more flexibility in the timing of graduate courses. Currently two of the classes I will need to take for my next degree are only offered in the middle of my work day.

Better funding in the Anthropology Department.

Better variety and quality of classes. I never felt intellectually challenged like my friends attending similar courses in the lower 48.

Block Schedules, programs that offer schedules where you only need to show up at one location, at one time. This is what made attending the UAF CTC Diesel and Heavy Equipment easier for me, because Monday through Friday, all I had to do was show up every day at 3pm as opposed to other programs I have tried where you have multiple classes at different locations and at different times. The faculty was great too and knowledgeable.

Classes shouldn't just be offered basically in fall or spring, each class should be offered both semester so a student doesn't waste a lot of time to wait for a class to be offered.

Eliminate some irrelevant general-education courses (like the CA system does)

Consistent core classes, no changes.

Develop rural outreach programs.

Developing Liberal Arts faculty teaching 101-intro and CORE courses. Teach them how to teach- so that students can develop a foundation in general communication and writing skills

Do a better job of providing degrees needed for work in Alaska. There is quite the disconnect between the degrees students are getting and the jobs available after graduation.

Do not offer an associates of applied accounting. It is a waste of time and student money, or allow it to continue into the 4 year degree.

Do not stack undergraduate and graduate classes together.

Don't overlap the class times of courses that could be required of seniors.

Also drop some of the senseless core requirements like humanities from engineering degrees and replace with relevant classes.

Have an engineering class that better helps with the transition from academics to industry. Example: Industry uses Microsoft Excel much more than any of the programs used in my engineering curriculum.

Have more classes for ED students to prepare them how to teach reading.

Have required books for each class up to date and listed with class subject.

Having more courses available in the summer would always help.

Help make it more feasible for English MA students to actually graduate on time by holding the Comprehensive Exams in both fall and spring semesters, instead of just the spring.

Help with scheduling testing to Community Health Aides.

I believe that UA could offer more motivation to stay on track and graduate early by offering a wider variety of summer and winter courses.

I had no recommendations at UAA for my undergrad. I enjoyed that experience greatly and developed lifelong friends with faculty & staff. I still can remember every professor and the things I learned. It was an excellent & productive environment. At UAF, it was a different story (where I attended the MBA program). The MBA program needs a lot of work. They need to engage alumni 100% more to work with students and contribute to the school and even provide learning opportunities in the community/businesses. I also felt that it was kind of a popularity contest in which employees of UAF were always favored by professors/advisor. At least half of our graduating class was composed of UAF employees, and that doesn't bring a lot of diversity to the classroom. Several of the professors were grossly incompetent and that was not handled well either by the program and staff. I would not recommend the UAF MBA program to anyone, the only benefit was networking with other business people in the community who were also in the program.

If all programs were even half as great as the Accounting program, students would benefit from more than just classroom knowledge and would be on track for job placement after graduation.

Increase number of courses.

Increase the 100 level sciences offered at rural campuses. Offer more arts courses at rural campuses.

Increase women's health information and safety.

Investment in the Philosophy Department.

Keep it simple.

Keep the class size small.

Make available classes more pertinent and up to date.

Make classes all in state, last class I took was out of state and it was hard to get a hold her for help cause of time difference and busy schedule.

Make classes more relevant.

Make the class registration process easier.

More culturally immersion programs and more streaming and community cooperative initiatives.

Better use of class time.

More interaction with other universities in lower-48, which could enhance the opportunity of networking and also knowledge about relevant current work.

More lab classes, I realize this is difficult but there must be a way to make it happen.

Offer a greater variety of graduate level classes and offer enough sections of required graduate level courses so that graduate students can receive important prepatory classes before it is too late for them to be useful.

Offer a higher diversity of courses for graduate and undergraduate students in the sciences.

Offer and advertise more undergraduate opportunities for experience in their field of study.

Offer face to face classes for graduate work in justice to satisfy VA requirements for full financial aid awards.

Offer more classes.

Offer more specific courses as opposed to general studies courses.

Offering more upper-credit class on a regular basis.

Expand Cross-Cultural Studies and Indigenous Studies.

Particularly in the business program gear the emphasis to areas that are relevant to business students e.g. corporate finance. Keep tabs on what students want in terms of skills/knowledge they want from the program and, if not able to offer them, be able to refer students to programs that will help them gain skills.

Keep alive important programs of study that increase the diversity of the UA system.

Require an intensive Excel class for all engineering degrees.

Restructure the BA requirements such that the general electives and other course requirements are flexible. Instead of required Philosophy and Sociology allow credits in classes such as Business Accounting or Project Management to fulfill those general requirements which would offer a better focused educational experience.

Smaller class size when taking clinical classes. Better communication when issues arise.

Stick with a program.

The classes that are required for degree course work should be available every semester and not just once every four semesters.

The quality of a student's success and learning is dependent on several factors. For one, I transferred into RAF with an AA degree. During my two years pursing my degree UAF expanded my academic success, but if I had experienced it [UAF] for the full four years my quality of learning would have allowed me to take advantage of undergraduate research. It is my opinion that research opportunities are extremely important for student success and UAF has a fantastic program.

The student investment fund is by far the best class I have taken. Finance classes should be more rigorous.

Treat UAF like the well regard research institution it is and focus funding on academics.

Updating material in higher level classes (300-400 level) to better meet current needs of industries/employers.

With job skill programs not rush through them. Take time to slowly go through the program to ensure the students actually understand the material. For me personally I felt that the Medical Assistant program was rushed.

UAS

Add a non-profit focus to the MPA program. Additionally add a budget/finance/accounting component to the program as well.

Expand the AK Native Studies and AK Native Language Departments

Have more in-class business classes available on campus.

Make classes that are required for degrees more available. In my final year at UAS Juneau, I talked to a bunch of students I had classes with and on campus and one thing they didn't like was how long they have to wait to get into a class that is difficult to get into to finish their degrees. They said a degree that would take two years to finish would actually take three or a degree that would take four would take five or six because they had trouble getting into classes they need because the class size was too small or only available at certain semester.

More classes.

More opportunities for lab work for those in the natural sciences.

Offer classes more than once every other semester.

Offer more biology electives (cell biology, microbiology, developmental biology) on campus at UAS.

Offer more programs at the Masters level at UAS.

Please enhance your musical and arts programs.

Provide as much support to Southeast Alaska Native language studies as possible.

Two times in years past I inquired about a master's degree program with UAA with both experiences not being very positive. Enrolling in UASE was positive, resulting in me attaining a MBA. It was troublesome that I was accepted into the MBA program with an emphasis in Business Management, the degree program was changed to Service Management which was discontinued before I completed so I had to finish with Public Administration classes (two classes that were required for both degree programs). I was much happier with the challenge of the Business Administration over the public administration professors.

UA can make it easier to attend desired/ needed classes by reducing schedule conflicts.

More research oriented classes/ class work would also benefit the science programs.

What I would like to see is more variety in degree programs. When I attended UAS I ended up taking the Liberal Arts route because there weren't many other options for my interests. Granted, I ended up really loving my degree, but I probably would have gone in to linguistics if there was a degree program that was more specific to that. I ended up getting a BLA in History and English, which I don't regret, but at first I was dismayed at the lack of choices at UAS.

Expect more from students, higher quality of students

UAA

Higher expectations of quality for education and College Administration offices.

Higher standards for incoming students, staff and faculty alike, it's like any asshole can come in and go to classes (and pass them unfortunately) or worse, can become a clerical worker at the notoriously slow and unhelpful university departments.

Hold students and professors to higher academic standards. I.e. make classes more challenging and empower professors to do the same.

I do not know how to effectively address this problem, but I noticed that many students struggle with writing. Students who write poorly typically get poor grades on their assignments (most assignments are, naturally, writing-based), which means as the classes get harder the students struggle more. Sometimes there is an assumption that students enter college with a solid understanding of how to write. But when they do not have a strong foundation, the university would see greater student success when those students get the help they need to improve their writing skills.

Increase the academic requirements for entry.

Increase the acceptance standards and the learning expectations/standards for students of the UAA MBA program. It is common knowledge that everyone starting the MBA program will graduate with a B or higher as long as they stick to the program, despite how little they work at the program or even their ability to learn for that matter. There are many students graduating from the MBA program that struggle with writing a complete sentence, which is well below what most would expect from a graduate-level education.

Make exam harder.

Standardize quality of student advising across the colleges. I had an excellent experience in CBPP. My wife had a poor and inefficient experience in the English department, even causing her to take unnecessary courses on MORE than one occasion.

The University needs to evaluate its educational standards. The classes were easy and it felt like the University required them just to get my money.

UAF

Apply more stringent standards for admission.

Attend every class.

Encourage bright students

Higher standards.

I don't know that there is much more the university can do to enhance student learning. It really falls to the student to be successful. If they don't want to progress in their studies, they won't.

Don't let everyone that applies into the school.

Recruit more students from lower 48 for grad school.

UAS

Expect more of students.

Have higher expectations of student attendance, work, and participation in class. There's a slack atmosphere that appalled me - but I am now middle aged so that might be part of my perspective.

Larger push to keep local high school grads in state.

Give the students a chance to broaden their skills so they may use them in any situation in the future.

Outreach to students earlier -- while they are in the K-12 system. Our K-12 schools need to know the academic and lifelong learning expectations of the University of Alaska MAUs, statewide, etc.

Provide more advanced challenging classes by raising the academic standards.

Require entrance exams like the ACT or the SAT

Campus facilities, student life, campus life

UAA

Allow smoking and guns on campus.

Better campus life/community.

The campus life was pathetic as well.

Bigger Greek community.

Build better buildings. Most if the buildings on campus are from the 50's it's time to upgrade. And out in a hockey rink on campus.

Cafeteria is awful.

More places around Rasmuson hall to sit and study/homework.

Currently the construction of the new engineering building is meeting the biggest complaint of not having enough research labs for electrical engineering students to work on project.

Engage more relevant speakers. The last one I remember in recent times, was an AClU presentation.

Enhance school spirit to encourage communication and more of a sense of community among fellow students and staff.

Enhance the UA feeling for non-traditional students, I never really felt "part" of UAA.

Foster a better sense of community and belongingness for students that do not live on campus.

Get a campus bar.

Graduate students need more of a sense of community.

Have more organized free social events.

Have more participation in community events.

Help get students involved on campus.

I hope for anything that keeps students on campus more.

I need a computer lab and food available 24hrs / day. UAA needs more amenities to make it convenient for students to stay on campus. This might precipitate more student involvement as well.

I propose improving and expanding school social opportunities within the classes themselves (field trips, meetings with community members, credit for attending relevant school functions, etc.).

I transferred in to UAA my senior year of undergrad so I didn't have much of an opportunity to integrate myself with any groups or clubs. The only friends I was able to make was with my cohort (which turned out to be a great experience!). I would just suggest providing more opportunities for students to integrate themselves.

Increase the ability for school spirit, school activities. It seemed like all the opportunities were shaped around athlete's schedules, the intramural schedule operated around their practice, the rooms available for rent operated around their personal tutoring time, and they received priority registration (many students also have other obligations outside of school like family or work) Why the special treatment for only the athletes?

Invest funds for a better lab for the process tech extension site here in anchorage

Keep expanding the resources for students. UA is on its way to being one of the best programs in the country.

Keep up the clubs & organizations so students stay involved on campus & connected to other students & staff. The chance to network really helps when looking for a job in Alaska.

Larger emphasis on major specific community. Volunteer organization, assisting with faculty research/class prep, Speakers, etc.

More fitness center availability times.

My experience was great, but I would have liked to have more cultural influence, activities etc.

Also, engineering building did not have enough classrooms. During my study, I would have to attend engineering classes at Art building, Rasmuson Hall, UC. Couple of semesters I had an issue getting on class on time, because I would have only 15 minutes between classes and I would have to be on the other side of campus for the next class. Driving was not an option (because you will never find an empty parking spot), shuttle was always late, I had to run. We leave in Alaska, not California, its cold outside. Running across the campus, outside, in winter, just to get to the next class on time, was miserable.

Stabilization for the Nursing Program including better counselors.

*Stop building structures not related to education and fire your f***** board of regents for being @#%$^@#%$^ trying to make the rich richer while putting more students in debt.*

Student involvement.

Student Union area at the Mat-Su Campus.

In my time at UAA, I have noticed irresponsible decisions being made, such as starting road work or projects on parking lots right before the fall semester starts instead of right after the spring semester ends which takes away the already limited parking that people pay hundreds of dollars for, renewing and extending the contract for a .... coach (XXX) after many consecutive losing seasons, and approving a bonus for a president -- who

already makes over $300,000 a year -- just for doing his job that he is already compensated for while tuition rates and average student debt goes up instead of putting that money to real good use.

UAA needs more of a college life experience for socializing.

UAF

A better housing environment I feel would best benefit future UA students. In particular, the Fairbanks campus needs to renovate the housing locations or expand. I feel a good home life leads to better studying and overall better grades.

Better classrooms like Muriel made me excited to come to class because it feels more official. Like attending a university, not a junior college.

Better facilities and labs.

Buy a sports complex at UAA that students can actually use.

Continue to upgrade the facilities, especially the science facilities, with modern equipment.

Encourage more student interaction outside of class.

Encourage students to participate and volunteer.

End the UA policy of a gun free zone, it makes me feel less safe, degrading the learning environment.

Enhance student life on campus to the fullest extent. Both UAA and UAF are following throw with the erection of new education buildings and athletic buildings.

Get housing for students who have family.

Get students involved through clubs and organizations. A website that lists all of the available options would be helpful.

Never get rid of the pub. Ever.

I had a great experience at UAF. I would have liked graduate student offices to be more work-conducive as cramming too many people in one room results in a noisy, non-productive work environment.

I know UA is very good at hospitality/making new students feel like home, I wish a friendlier environment in between students-students and students-faculty could be improved. Organizing more events and making students encourage and involve in them. :)

I would recommend a slight increase in student funds for campus events and activities.

I'm a firm believer of good community. I feel the residence life department, at least at UAF, needs to realize that they must make the lives of the students enjoyable. I know there must be rules, but I felt at times that residence life really did not care about the wellbeing of students.

Improve learning environments. The campus is old and out of date, a modern campus would help invite students to come study together on campus. I currently live off campus and have no desire to come to campus to study. I would rather go and study at a coffee solo with my friends as opposed to the campus Library.

Improve the environment in the buildings so they are more inviting to students and make them feel welcomed into the building. The new Wood Center addition has achieved this for that building very well along with the

other new building, but many of the buildings need to be remodeling. Adding new buildings is good, but some focus should be put on the current buildings that are on the campus both the instructional facilities and the housing facilities.

Indoor sports.

Information.

More volunteers in the schools by the athletes, etc.

More pub hours.

Keep guns off campus.

Do a lot more education on consensual sex and sexually transmitted infections. Recognize systemic violence against women.

Pressure UAF police to NOT pursue criminal arrest and conviction of persons possessing small amounts of marijuana. It has created a very limiting hurdle when applying for international diplomatic work as well as volunteering locally. Even when charges were dismissed. Several academic institutions and US States have begun to change this policy. It's time UA do the same.

Promote more student activities!

Try to let the students know what is available at the university, but never require or force them to do things on campus. Being informed can always bring the students who want to go, to show up.

UAF needs a Dispute Resolution Center or Mediation Center.

UAS

Designate one room on the UAS Juneau campus to house the NW Native Art classes and fully equip it with running water and wood working equipment that works. Each NW Native art class I enroll in charges me fees for equipment, supplies and facilities. But we are only provided with cramped space and broken equipment. The teachers are great! But they and the students need better equipment and space.

I would like to see the UAF Student Recreation Center upgrade the public locker rooms. There hasn't been any sort of maintenance in that room for at least the past 10 years.

Update Rec Center website page.

Update schedule of university events and activities

More activities.

I would have liked to have seen safer crossing provided to the Anderson building as well; I nearly was hit by a car on at least one occasion.

Faculty

UAA

A more comprehensive training for the faculty on how to use their electronic resources. Blackboard is a fantastic way for the students and professors to contact each other, and to use for assignments, but some of the professors are put off by it, unsure how to best utilize it for their classes.

Better professors.

Better professors.

Bring more inspired and passionate science professors up to Alaska.

Enforce the professors roll as an educator first and foremost.

Building more relationships with Banks (Commercial Banks and Investment Banks) in Alaska in order to attract more Accounting and Finance students to the career fair.

Some of the business teachers are awful.

Civil Engineering departments needs better professors.

Continue encouraging teachers to use blackboard. I found blackboard incredibly helpful during my undergraduate degree and wished all teachers used it to its full abilities.

Continue hiring quality, experienced, and knowledgeable faculty.

Continue to retain high quality staff and faculty.

Could free instructors to allow for missed quizzes.

Don't fire the only faculty members that helped me and encouraged me to pursue my degree. Current faculty members are unhelpful and do not truly care about struggling students. They are only interested in helping students at the top of the class.

Drop dead weight professors.

Education department needs quality instructors.

Educate professors on certain disabilities and the rights of the student. What they legally can ask or not ask.

Provide more classroom teaching staff members.

Ensure teachers are passionate about their subject and teaching it to their students. Possibly sit in on classes inconspicuously.

Ensure that the professors are doing all they can to help the students.

Faculty in the graduate school could be more supportive of students working on project/thesis. Particularly helping students to understand the process of selecting project/thesis chairs and committee members.

Faculty truly support students rather than trying to make it a point to flunk a certain percentage of students in their classes. In some of my classes, I felt the faculty did not remember that were it not for students, they would not have a position; I felt faculty played favorites and several of my submitted assignments were "lost in the tons of email" they got, etc. I felt faculty were out to prove a point of being tough: I felt they were out to prove a point but did not care whether I truly learned and could apply the learning. I learned to "write to the test/assignment" because that is what instructors wanted to see.

Just because a teacher knows about a subject does not mean they know how to teach the subject.

Find more teachers who are genuinely interested in the success of the student in their chosen field

Focus on encouraging and assisting students in finding meaningful internships. The faculty in the Environmental Studies and Geography department often were supportive of students creating their own internships by maintaining a blog or gardening and then submitting written assignments about those activities. That type of pseudo-internship will not be impressive to a prospective employer. I have found that real world work experience, related to my field of study, has opened far more doors to me on my career path than any of my academic work or projects ever has.

GET A BETTER CHEMISTRY DEPARTMENT. It's not the funding, the chemistry teacher at UAA are terrible. They are doing a really good job at scaring people away. I myself would have done a chemistry degree at UAA but they could pay me a million bucks to take any more classes with any one of those TERRIBLE professor. XXXX is the worst one, followed by XXX, then by XXX then by XXX. If they want students to go to their classes and pay the university GOOD money for an education they should be expected to teach, not just go there in their blue jeans and sweat shirts and talk about their favorite hockey teams. I am going to a profession school now to be a dentist. The professionalism and learning experience here is so far above that of UAA chemistry department that it makes me angry that I paid all that money to go to a class to basically beg the professor to teach us the material. Needless to say cleaning up the chemistry free loaders would be a good start for bettering the education at UAA.

Get a better math and chemistry department.

Get teachers who know what they're talking about and aren't terrible at teaching. Being good in your field doesn't always mean you're good at instructing students.

Have a better evaluation process for faculty. I've taken some classes where I didn't learn anything.

Have a consistent approachable UA faculty to assist students when they need help with study materials.

Have a more stringent hiring process for professors -- people that WANT to teach, rather than people who are in it for a paycheck only and let their students know that.

Have more quality teachers. While many of my teachers in CBPP were excellent, there were a few that were absolutely incompetent. I learned nothing from probably 3-5 classes, wasted a bunch of time and money because the teachers were terrible at their jobs. How does a teacher that bad at their job get tenured?

High quality educators within the University.

Higher better qualified instructors! No one should teach a graduate class without a Ph.D.

Higher quality professors.

Hire a better variety of professors.

Hire better instructors who are dedicated employees vs. adjuncts.

Hire instructors that understand how to teach as well as manage their time; many instructors were unprepared and lacked the skill set necessary to teach over distance learning. I do not recommend UAA's EDL program to anyone!

Hire math adjunct professors that are professional, easily accessible.

Hire more professors that have teaching students as their primary priority. There are far too many professors at UAA that make it very clear that their research projects are more important than the student's education.

Hire professors that are passionate about their field of study. Keep professors accountable (observe lectures, make sure lectures are taking place, ensure student emails/phone calls are attended to, ensure grades are posted in a reasonably timely manner, provide students with feedback in a timely manner/at all). I was very disappointed with my educational experience at UAA, with 1 professor in particular. I feel as though I have been robbed. I paid for an education that I did not receive.

Hire professors who are interested in teaching and communicating ideas to students, as opposed to simply displaying their knowledge for a classroom of captives.

Hire professors who have actually worked in the field.

Hire professors who have educational degrees or certification. Those that do not have this background are there for the power or money alone and tend to not be as student friendly. Especially the science dept. If they are researchers and not so much leaning toward teaching they are either out of the student state of mind and teach at a high complex range that makes it difficult for students to grasp the content or idea of the subject.

Hire qualified professors who are good teachers.

Hire teachers that actually teach the material, instead of having "hard-ons" for every PhD you guys can find.

Hiring professors that can teach the class rather than reading off PowerPoint slides and actually communicating more with students.

If there is a teacher or class with multiple complaints on file on how terrible that class was taught, or how terrible one teacher is, it needs to be fixed. Fire the teacher that hogs classrooms to themselves and teach horribly. Redo the curriculum for the classes that are taught awful. It's not beneficial to the students if they are all complaining about the same issues.

Improve instructor feedback for work turned in - both timeliness and quality of feedback was extremely poor for most of my courses.

Improve quality of faculty/teaching.

In my field the professors overall did not take any feedback from students and openly admitted since they were not concerned about it. They had little to no experience in the field and purposely discouraged and tried to "weed out", students.

Also, encourage professors to engage the students through classroom discussion, activities, etc. It makes even boring classes more interesting and motivates people to stay up to date on readings and material.

Increase staff and student interactions outside of class.

Increase the number of teachers to student ratio.

Increased knowledge and efficiency among ALL faculty members about what steps a student should take in order to maximize/streamline achieving their degree.

It was very hard for me to take a particular class (which I dropped) because the Lab teacher did not speak well and I could not understand her. First week of class, I did not understand the material and she stated I should of known the material before the class (as in studying before the class) but I did not understand the material! I did not understand what her job was if she was expecting the students to already know the material and I felt extremely embarrassed that I did not understand the topic. If a Lab class is only one credit, how and why are we required to do before class test, during class test, after class test? I still have yet to take that class which I need to apply for RN program.

Would like to see better faculty that can explain the material they are teaching and not relying on having the student completing so much work out of class on the computer and expecting students to complete without any assistance. I will not take that class at KPC unless there is a different lab instructor for XXX.

Keep finding civil engineering professors with real world experience.

Keep recruiting instructors that have a passion for teaching. Ex: XXX.

Keep the good quality chemistry teachers, like XXX. Offer more through the chemistry department.

Also, multiple options for an XXX [subject] advisor would be nice, the current advisor was flaky, overworked, and not particularly helpful.

Make teachers go through a more stringent hiring process to weed out bad teachers. Otherwise, my experience at UAA was excellent.

Make the quality of teaching more uniform across classes in the same discipline. I hate that some professors are way too demanding, others aren't nearly demanding enough, some grade by fair standards and others by personal whims.

More Engineering Professors.

More instructor-student interaction.

More qualified faculty.

More job opportunity and more qualified faculties are required.

Most of the faculty refused to help me in any kind of way. It taught me to be self-sufficient and rely on no one for help. That in the end, you are all alone to achieve your goals.

Not very impressed with some of the adjunct faculty, attitude or teaching ability.

Obtain teachers that actually care what they do. Many of the General Education teachers that teach the required elective courses such as English, math, and science don't care for the students it seems. They only care about their paychecks!

Would like classes to be more structured, I hate that teachers will not actually teach from experience but rather straight out of a textbook and when tests come around whatever they told us to study was not even on the test itself.

Offer more qualified professors who are working in the field or have worked in the field in which they are teaching.

Oh that is a loaded question. I would like to see the instructors teaching be more in tune to the expectations of the program and objectives of the class. Many times I felt like the class knew more about the procedures of the school and policy than the "ad junk" professor or new to faculty professor.

One thing UAA could do is to make sure that instructors are not slacking off once they receive tenure. Many seem to lose their motivation once they've hit that milestone.

Pay the adjunct professors better so you can attract higher quality. The few times I was severely disappointed by a class it was taught by some adjunct who did not put the time or care into the class.

Professors should be more accountable regarding their teaching practices.

Professors that actually want to help the students instead of just doing it for the job/money.

Professors who love teaching and want to see students succeed.

Provide more professors in specific fields of study to offer more class and schedule options for students.

Remove anti-veteran/military professors.

Retain teachers/advisors. The turnover rate of professors and advisors in the Department of Education, in particular, is borderline embarrassing. I went into a lot of debt to complete my degree and XXX (NOT a professor) and was my most reliable and consistent source of help. Describing UAA College of Education would be best done by: Inconsistent, unreliable damage control. At least that's how it appeared to one person paying for it.

Some of the professors were not as knowledgeable as I had hoped and didn't have as high of expectations as I think they should have.

Some of the teachers did not use updated materials

Stop hiring foreigners to teach the classes.

Generally, great instructors create excellent learning experiences for their students.

Supportive and knowledgeable professors.

Teachers that are devoted to teaching. I had some teachers that were in graduate programs while teaching and it was evident that their focus was not on their students and teaching but on their own classes.

That teachers be more engaged with students.

The adjuncts were wildly inconsistent. Some were great, some should not have held that job and could barely speak English. Problem professors become a barrier to get around by taking classes off of the UA Campus. There were a lot of very bright professors that simply did not know how to teach people new to the subject. Math professors that would skip steps, philosophy professors that were unintelligible to normal humans, and the occasional sociopath using their students as personal emotional punching bags. That said, some of the instructors have been utterly amazing and I've walked out much smarter than I walked in. But a "secret shopper" type situation where student are tasked with squealing on professors would help weed out the creeps in short order. We are paying a lot of money for these classes and we should get our moneys' worth.

There should be more accountability for tenured professors to protect students from professors who no longer hold students' academic success to be important.

Also Instructors were shorthanded and overburdened. Having quality instructors that stay longer than one semester. I had a new instructor for the same subject 3 semesters in a row then when no instructor could be found the classes were assigned to an instructor of a different discipline.

Treat complaints about instructors seriously. If the instructor is nonresponsive, rude, and just doesn't care about teaching, he/she needs to go.

Treat the Professors and other teachers with more respect.

UAA professors should be trained in education as well as in their own fields.

Understand and award the people that have been both a student and employee with UAA for over 10 years! There are too many departments that don't.

Working with professors for a more understanding and universal educational system.

UAF

Advise and encourage faculty and staff in the UA system to stick to their assigned curriculum as stated in the syllabus and not rely on students adapting to daily changes to curriculum and expectations.

Encourage a smaller portion of the faculty to maintain an up-to-date syllabus for the current semester instead of relying on previous years' syllabi that were not updated.

Attract quality professors.

Certification of teaching staff.

Closer monitoring of grad student teaching. Classes within my major were taught by talented and dedicated instructors. Unfortunately, a few of core curriculum classes were not.

Do something, like higher pay, to keep adjunct professors interested in continuing to teach.

Everyone is different so it's hard to say. Some learn from reading, some learn from watching, while others learn by doing or should I say hands on. I myself learned by watching and doing. If the staff/instructor notice that an individual isn't grasping the knowledge he or she should find a way for the entire class to understand what is being said. I am fortunate that I have had many great teachers/instructors except one.

Excellent Instructor.

Fire XXX, she is a terrible teacher, and a failure as a human being.

Focus on academics, provide incentive for gifted professors to move to places like Fairbanks and teach. The biggest disappointment was the fact that many classes were taught by inexperienced and unequipped graduate students. This definitely affects the type of graduates the UA system turns out.

Get better professors. I had one professor in particular that was very bias and opinionated. She was a very poor teacher and if you didn't agree with her views she graded poorly. I had another professor that was really hard to understand and her English was not very good. In addition UAF was unable to retain an excellent professor that had a lot of business knowledge and taught students how to think. I was in the MBA program and I was not happy with the quality of a great majority of the professors.

Get local, qualified, English speaking professors for the science classes required for the PA-C program.

Get rid of tenured positions.

Have graduates list staff and faculty that helped them along their journey. When I was on campus for graduation in May 2014, I brought a rose to 5 staff and went to coffee with a special professor. They were unbelievable and I only knew the staff by phone conversations....for years! It was so wonderful to tell them in person how thankful I was to them!

Have instructors be available more to talk or help students.

Have more involved faculty.

Have more teachers like XXX

Have Prof XXX teach more classes. He's great.

Having teachers who love to teach and work hard towards seeing their students succeed.

Hire better professors and retain better professors.

Hire dedicated and genuine faculty members.

Hire me. I would enhance the quality of learning at UAF as Microbiology Professor (Assistant).

I had a complaint about a professor and my grade, I took appropriate steps to handle the problem. I felt the person and the university didn't listen to me my side. That is why I decided not to re-attending UAF.

Improve communication offline & online between professors & students, provide counseling on degree program in detail besides them asking "what do you want to do" have counseling explain from beginning to end what's expected, what to prepare for, how to gain support to obtain employment in their field, & specifically guide the student, I have spoken to various dept.'s & results were poor, only less than 20% provided such insight, while 80% failed to even provide support or encouragement for the student, other than, treating student as if they are not worth their time or gain education experience.

Provide guidelines for professors "WHO DO NOT KNOW HOW TO TEACH OR INSTRUCT" regardless they been teaching for number of years, since my experience I had one instructor who had 40 years, yet failed terribly for the class to participate in group discussion, I emailed him on standards to guide group discussion,   Then there are those professors who do not have much teaching experience but are great at instructing but failed to related their personal work experience in the field they instructing, totally limiting the students education I much more . . . . But guess none of you wish to read on . . . . I so dislike bias survey's . . . . Enjoy making money off of students but not improving students' quality of education . . . . No wonder UAF having a hard time scraping up funds . . . . Replace all regents who are stuck trying to sustain management . . . . Get more experience regents who DESIRE to improve students' quality education for UAF & rural university students . . . . tired of UAF politics/ state politics, poorly manage of funds, promotions within who do not know how to do their job, making excuses within their dept. or position or curriculum then try to blame regulations, standards, policies, shit revise all policies to modify to suit both instructor and students wishes, primary excuses are not enough funds or not enough time, money is not required if information is already available and time, shoot your professionals on time, time management should be a breeze to modify to adjust schedules or use group effort to adjust schedules, etc. . . . . I work in this field, create strive to productive initiatives . . . . It is so easy but excuses are more suitable for lazy people . . . .

Instructors need to be up to date and have worked in the field that they are teaching.

Keep hiring good research and teaching faculty.

Make faculty more available to students (i.e. more office hours) and make sure Academic Advisors are qualified in their department and HELPING students--lots of my peers were misled by our advisor and had to extend their education time and goals.

Make instructors and ESPECIALLY guidance counselors more accountable.

Make sure you have good professors. I had two completely awful professors during my time at UAF. This effected my learning ability and as a result of this I had to take those classes over again. Professors' primary goal is to teach the students and better their education. These two I am talking about did not care an ounce about their students or the success of their teaching abilities. I have heard that UAF has professors who are primary there for research and they teach on the side. I do not agree with this because if they aren't good professors then they shouldn't also be hired to do that. I feel strongly about this because those two professors were the absolute worse I have ever had and should not continue teaching.

Make the teachers actually teach. I studied at the School of Management and I felt a lot of teachers didn't care to actually teach. Classes were too easy to pass! I don't feel I was able to get enough out of my education that I should have.

More instructor accountability. One instructor was ignorant about a subject that was part of the lesson plan and multiple instructors taught subjectively rather than objectively. This was unfortunate, as well as being a waste of students time and resources.

More qualified instructors and interdepartmental cooperation.

Pay attention to what students say about incompetent faculty members.

Pay close attention to teacher evaluations.

People becoming teachers need more assistance so my grade doesn't reflect these issues.

Quality of instructors employed at certain programs.

Reducing the immunity of tenure and poor teachers.

Review tenure so lazy instructors don't stay if they aren't teaching well anymore

Stop hiring professors that do not want to teach. It makes it hard to like a class when they dread being there and would rather be out in the field researching. I understand this is a research university but some people are just not meant to teach classes, let alone college students.

Teacher take a more active role in assisting and directing students.

Train faculty advisors to better support students. Some were ignorant of university requirements and lacked mentoring skills.

UA should find ways to motivate faculty who have earned tenure.

UAS

Better screening of the instructors and their syllabus.

Check on the professors of online courses. A LOT of them are just making us read the text book, on our own, with no lectures or any supplemental material. I can do that on my own and not pay for it. XXX from UAS - Ketchikan is the best online professor I've met.

Continue making staff student connections tangible during online learning experiences.

Continue to have engaged professors. This is really important in the learning process for students taking online classes.

Encourage professors of online classes to engage in more video lectures and other instruction. I felt isolated at times from my professor and fellow students.

Get rid of Teacher tenure so you can get rid of bad or lazy teachers and hire ones who are more interested in teaching their students.

Have a larger pool of professors so all courses for a master's degree are not taught by one professor.

Have more engaging intro class distance instructors. My upper class distance courses were always engaging and the professor's enthusiasm was infectious. My lower level distance courses (specifically for GER classes) were lifeless, unenthusiastic, and quite boring with professors who were hard to get a hold of and never really answered the questions emailed.

Increase the variety of professors within degree programs. Each graduate level degree program that I participated in only had one or two professors to teach courses and their contributions consisted of my whole graduate education experience. This is not diverse enough, in my opinion.

Keep hiring instructors with wide variety of experiences in the field.

Keep the great teachers.

More involvement from professors.

Only allow professors to teach distance courses if they have the time and are willing to be involved with the students.

Employing professors that care about their students' needs is also a way to enhance the quality of student learning and success. I think a large reason why so many students leave the UA system is because they want more opportunities, a safer place to go to school, and they want to enjoy their college years. The UA system (namely UAS) seems more interested in spending money on unnecessary things instead of taking care of the students they already have. It's not just about bringing in new students, it should be about keeping the ones you have as well.

Retain strong professors to deliver the content.

Rigorously evaluate faculty on the job.

The school needs to focus more on hiring and supporting teachers, not on auxiliary programs. There are a lot of unnecessary jobs at the university while teachers are cut in programs that are growing.

Internships

UAA

Make sure students work towards their majors while taking classes, etc. internships.

More connections with local businesses - Internship opportunities or employment opportunities.

More internships!

Required internship/co-op.

Please find ways to make available internships known for seniors, and encourage them to apply. I sincerely wish I had done one. I have graduated with no idea where I want to go with my life. Any consulting would have been nice.

Require internships for all BA degrees and help set them up.

Require each degree to do an internship in the field.

Talking more with students (or groups of students) about ways that they can help their community - such as volunteering, partnerships between UA schools & community groups or non-profits, specific degree program internships that help give back to the community. I would have liked to have done more within my community while attending school. (There are less options at Mat-Su for this than at the UAA campus).

UAA needs to drastically improve on the internship opportunities and post grad job opportunities.

UAF

Connect Engineering Students with summer internships.

Encourage travel to conferences.

Engineering department should require summer internships and help students find what they need. Other schools do this and their students graduate with much more experience on average than UA grads. I know this from my experience as an engineer.

Helping students to find internships in their field.

Inform students more about the importance of internships and what kind of careers they can get into through their degree. I wish I'd have known the importance of internships much earlier. By the time I was told, it was too late.

Offer more paid internships.

More opportunities to work while studying, especially in internship situations. Full time interning on top of graduate classes with no income was very difficult, and other students have larger financial obligations than I had.

Multiple real world internship opportunities

Offer internships for 2 year accounting degrees

Require internships for all degrees.

Require internships for business majors. When I got my degree in business I had no practical experience and found it very difficult to get a job. I went on to get two more degrees (a master's and an associates) so this survey was a little hard to fill out because I didn't know which degree it was referring to.

Stress the importance of an internship/networking/experience.

UAS

My internship didn't happen and would have been most helpful.

More internship opportunities.

Provide students with more internship opportunities for hands on experience.

Limit the amount required classes that have no relevance towards the degrees being sought.

Distance, online courses

UAA

Better organization of distance learning curriculum

By offering more online courses.

Continue online classes.

Continue to offer programs online, as it helps those who work full time and rotational jobs

Focus on improving the quality of the current online classes. Many times, there is no teaching from faculty. Faculty simply assigns reading, tasks, and uploads tests to blackboard but there is no real impartation of knowledge from the instructor. Students feel there is no need to pay full tuition for being self-taught.

Have teacher video or virtual teaching in ALL long distance learning (Internet based) courses. My last class had recorded video of the professor's short speech and I found that to be very helpful, and wished it would have been available in all Internet courses I had taken.

Having all classes available online to complete a degree. If it would have been an option, I would have continued my education at UAA.

More online classes.

I think UAA should continue to grow its online presence. Especially with Alaska's unique geographical challenges, UAA has the opportunity to be a leader in providing high quality, affordable online education to students all over Alaska. All the student needs is an internet connection!

I would strongly encourage UAA to also consider degree programs that could be attained completely online. I'm a non-traditional student and struggled with working full-time and trying to schedule to attend classes which often take place in the middle of a standard work day. I recently had to leave full-time employment with benefits in order to pursue my BA because the classes I need are not offered at times that are convenient for a working professional. If the classes were offered online, I wouldn't have had to choose. Not to mention that I perform much better as an online student than I do/did as a student attending classes in person. The ability to schedule classes around my life rather than vice versa is important to me.

Improve online learning with a higher requirement of interaction.

Improve the availability of online classes. The school also needs to be more involved in some of the professors methods of teaching, some were very helpful and some weren't.

Institute much higher standards for online courses. The online courses I took through UAA were an absolute joke. Minimal effort earned an A. I currently teach for UAA and I have no idea how the professors of online courses get away with barely teaching or assessing their students' knowledge of the material.

Less online classes, more engagement with school via activities. School was like a dead town sometimes.

Make more classes available at the Mat-Su campus and online. There are a lot of people who would pursue a higher education if they did not have to commute.

Make more classes available online.

Make online classes more engaging.

More accountability from the distance learning professors. The quality of these classes were very hit or miss and some felt like a complete waste of money.

More distance learning courses.

More electronic classes, less politics.

More online classes.

More online classes. Especially for 300 and 400 level courses.

More online programs.

More support of online classes.

Moving towards providing more web based courses would be ideal. The world is changing and I personally had to attend school and work full time; when I had the opportunity to take online courses I felt that it benefitted me greatly not just in providing time to work, but it allowed me to become more disciplined and appreciative towards my education.

Offer more classes online.

Offer more online classes.

Offer more online classes. I took both online and in house classes and felt I got more out of the online classes. Also, I work full-time, year round and if more classes would have been offered online, I most likely would have pursued another degree with UAA.

Offer online degrees and certificates for full-time working individuals.

Online classes were very important to me with also working full time. Just continuing to keep UAOnline as well as blackboard up and running smoothly is the most important thing I can think of.

Some of my online classes had videos or audio-recordings of the professors in class. I felt that I learned more by listening to the audio-recordings more than any online class that did not have audio-recording. I feel as though all online classes should have a video or audio-recording of the class.

The program I attended was distance delivery. Most of the students were bush Alaska students. However, the program did not have enough of an emphasis on Bush Alaska and the course materials were not well-aligned with life in the Bush. It would be nice if the required readings and assignments more closely paralleled the reality of life in the Bush. It would have also been nice if the finance portion of the course was based on education

funding in Alaska. After taking a position as a superintendent I find that my knowledge of many of the funding programs is far too cursory and many of them were not even mentioned in my course of study.

Treat distance programs as equal to non-distance. We all pay the same amount of money, in fact distance students pay more money but it seems that they get less opportunity and not as good equipment.

Turn away from Massive Online Courses, stop funding recreation and beauty-based enhancements to campus, and start funding the education-aspect of the university as well as start holding professors accountable to their feedback (tenured or not).

Use online courses carefully, they have their place but don't water down the education.

With taking all classes online I would suggest that the schools have a few people that are strictly for help with online classes. Trying to track down the teachers can be extremely hard especially since most have another job.

UAF

Availability of classes online audio.

Better online resources.

Continue to improve rural student services and make more degrees available through distance education.

Continue to offer a variety of distance courses to those of use living in rural areas!

Create opportunities for rural students to participate in on campus activities for degree programs (i.e. seminars, orientations).

Do not move to on-line courses as a priority. The education gained in the classroom is of much greater value!

Expand the e-learning program. Offer work experience credits for non-trad students, not just for the military. Put together a handout to guide e-learning students through the process.

Have more classes in the classroom setting. While I was attending UAF I found that my grades were considerably better with a classroom setting.

Have more in person distance classes and distance social groups.

Have more online classes available, and more of a variety.

I take most every class via distance. Continued work on bettering the distance classes and programs is a major plus to me as I don't know how long I will be living in outlying areas and I can still continue to work on my degree.

More online classes need to be offered, or a selection of times needs to be offered. I was fortunate that my work was understanding and flexible enough to let me work around my school schedule and make up hours. However, this seems backwards to me, when I am paying thousands of dollars a year to an institution I shouldn't have to bend and work around them, but that they should be serving the students.

Plus, provide opportunities for rural students to participate in groups session or allow teleconference for group discussions between classes to prepare for class assignments as the course requires them to work in groups, this will help.

Increase online offerings for full degree programs.

More online classes at the 300 and 400 level that will aid in completing a higher degree. These are classes are limited so the choices of degrees are limited.

More online courses.

Continue to offer [rigorous] online classes.

Offer more degree programs through distance education.

Offer more degrees via online courses. I will not be able to complete my History BA at UAF because the last 4 courses I need are not offered online.

Please offer more on-line classes that are available to be accessed day or night, without too strict of a schedule. (I'd love to do online classes after work, after I put my children to bed.)

UAS

All online classes to complete degree.

Continue to emphasize online courses.

Continue to offer online/distance classes with good instructors/professors.

Flexibility for online classes.

For distance learning students, meeting more as a group.

Have an online chat base where students can easily access tutors online.

How do Distance students participate in clubs?

I think it is important to keep students involved with other students in regards to online classes. I really enjoyed working with my classmates because it helped me learn.

I would love the opportunity to connect with the school beyond courses. As a distant learner, I do not feel connected to the school at all and it is discouraging to get emails asking for participation when there is nothing available.

Improve distance courses that are being offered.

Improved online education options.

In order to obtain the bachelor's degree I wanted, I would have had to take most of my upper level classes online. This is what made me leave University of Alaska.

Just keep up with the online learning. It is very flexible/durable.

Make more contact with distance students. Call them to offer assistance in planning each semester.

More online degrees.

More opportunities for online classes and full online degrees.

Nothing comes to mind currently. I feel the structure (and feedback from professors) of all my online classes were extremely conducive to my success and therefore don't have any suggestions at this time.

Offer more classes online in 300 & 400 level.

Offer more degree programs online, especially a MBA. I live in the Bush and taking distance/online classes is crucial, along with the rest of Bush residents.

Some distance/online classes could do more to involve students (i.e. video conferencing, teleconferencing).

Parking, transportation

UAA

Better parking.

Better parking.

Better parking.

Better parking situations.

Fix parking.

Have more parking

More parking in general, you are a commuter campus, not a traditional campus.

Help with travel to and from the school, for class attendance

I don't have any issues with UAA except for parking. But who doesn't complain about parking. I loved my experience here!

Parking was a daily annoyance and frustration.

More on campus parking at UAA.

More parking.

More parking.

More parking.

More parking.

More parking.

More parking.

Parking is a huge issue. Parking permit is way too expensive. After spending so much money just for permit, one would still struggle to find a place to park. It would take me 30-40 min on average to find a parking spot. This is unacceptable.

Parking on main campus is a joke please build another parking lot or a garage I have been late to classes due to parking. I come to class 30 min early most of the time and would make it into class 5 min before it started. This is a real problem.

Parking situation on campus was a bear.

PARKING!!!!

Provide more parking space.

Provide more/stop taking away parking spaces. The whole new thing at the Student Union? I assume a plan is already in the works to make up for it but honestly that is the WORST spot to put a new building. Hundreds of students relied on that parking area and it was just, essentially, taken away from them.

Stop tearing up parking lots when there is tons of other places to build your new buildings.

Add more parking.

Student parking can be improved.

UAF

More parking at UAA.

Parking is still annoying.

Transportation.

UAS

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Praise

UAA

Honestly, can't suggest anything. My experience was great.

I am pleased with the overall quality of learning and service UAA provided.

Keep doing a great job!

Keep up the good work.

Loved my experience, continue doing what you're doing!

My program was great.

UAF

Continue doing the great job you are with the students. My education experience with UAF was amazing!

I am satisfied.

I believe UA has provided a good learning environment that allowed me to graduate. I'm currently still enrolled at UA pursuing my BS degree.

I have no complaints or suggestions. Already good.

Nothing - I received by MA in the Administration of Justice. It was very challenging and the students and professors were very engaged and helpful. The experience exceeded my expectations.

Nothing, UA is amazing!

UA can keep doing what it's doing right now

UAS

I love UAS!

I think it was good just the way it was.

Keep the program going. Future enlistment and graduates enhances our degrees in the work market.

UA is a great university and I enjoyed my time there. Just keep up the good work!!

Real world applications/expectations

UAA

Don't cuddle students too much, it's a harsh world out there.

Give more practical knowledge, show how what we learn could be applied to the actual real-world work environment.

Incorporate more hands-on activities, externships, etc. Some people are going to focus on academia and won't care as much about it, but for those who want to balance practical experience with an academic background, it would be a welcome change from the textbook approach.

Increase practical hands on experiences through avenues such as partnerships with local business, which do currently exist, but expand on this further to strengthen graduates resumes so that when they apply for a job they have tangible work experience to list and not just schooling.

Keep education connected to the community and opportunities outside of campus, to prepare for post-graduation.

More engagement with local non-profit/minority entities.

More real world or hands on classes at the end of the program.

Offer more hands on/practical field trips to complement the classroom setting.

Prepare us for actual real world job interviews and employer expectations. Match and marry more students to careers before they even graduate. Career services can't do much for some career positions. Having more integration would be nice. Looking for work other than my part time retail job so far has been a nightmare. Having a degree anymore is not enough, it's a good start, but no one wants to hire upstart college students. UAA should somehow offer incentives to hire their graduates over some dude whose family got him into the career as soon as he was interested and now has all this experience that UA alumni may not necessarily have. I think we pay enough tuition to have the faculty and Chancellor pocket just a little less to make everyone's lives better. Just a thought.

UAF

Get away from teaching theory and teach practical applications.

Hands on learning.

Incorporation of real world applications to classroom education.

Integrate local businesses better and more training on personal finance

Make sure that students have a realistic view of job availability/reality related to their intended career. Too many of my friends have or are getting degrees for jobs that don't exist.

More classes with hands on experience in class, and more collaboration with local businesses that would provide more internship opportunities for students during the summer to obtain necessary experience for after graduating.

More continuity between classes and real world application.

More practical lessons instead of hoop jumping to obtain a degree.

More hands on projects that relate to field.

More in depth analysis of real world problems. Less theoretical.

More practical, hands-on experience for Mechanical Engineers. Overall, maybe have more access/emphasis on internships, esp. locally, maybe offered as credit.

More real time research and better on-going research partnerships in the community.

More real world learning experiences. What is taught in books is not how it truly works.

Promote out of state education.

Provide students with more employment connection opportunities, focus classes more specifically on what to expect during employment, and encouraging students to prepare for work.

Provide students with more opportunities to learn outside of the classroom, and to not focus on lecture based education.

Put into practice theories taught and discussed, such as sustainable building and facilities management practices, and building a 'green' investment portfolio.

UAS

Aggressively increase the opportunities for students to apply the skills and concepts they are learning in real-world situations in the community while they are enrolled.

Staff

UAA

Currently on hold with University center. Service there has always been awful.

Get rid of the "One-Stop" model at University Center. It is awful. It may save the University money, but few of the staff have the depth of knowledge of the specifics of anything to give good advice. Go back to the model of having a real registrar's office, a real Financial Aid office, etc. I got bad advice and direction on several occasions.

Have better trained people at Enrollment Services. I took the advice of one of your staff and withdrew from one 4 credit class, only added 1 physical ed. class (to maintain my full time status), only to find out that she/he had advised me incorrectly and I should have added *TWO* credits more...which made me lose a $10,000 scholarship completely because it showed me as "not completing 75% of a semester". That is only one of MANY, shall we say, "difficulties" I have dealt with while I attending UAA.

Hire better support staff that genuinely want to help students succeed.

Hire more capable employees to answer phones at the University Center. I stayed on hold more than 10 times for over 15 minutes my last semester. Just trying to register and/or having financial questions answered was infuriating. It seems like UA spent money on a new marketing plan but did not spend any time or money on preparing for the service they were advertising. Not once did I feel like UA was helping or serving me in a manner that I expected for the cost I paid. I think UA needs to remember that students are PAYING UA, and they deserve better service and education than they are receiving.

Decrease staff turnover. It would have been helpful to have had an advisor - not someone listed as my advisor who no longer worked at the University.

Also seems like faculty changed every year and my advisor changed every year because staff was always leaving. Have consistent staffing.

My experience with UAA was not pleasant due to staff not being helpful/informed.

Properly incentivize staff to actually care about doing their jobs, instead of incentivizing them to just avoid work as much as possible. You would not believe how difficult it is to get someone to actually care about your issue here, and be willing to work with you to solve it. "That's not my job" should be under the logo instead of "Many Traditions..."

Provide high quality programs and staff.

Students would benefit from an increase in the positive attitude and effectiveness of the UA support staff. My personal experience with such employees was very poor and definitely had a negative effect on my overall college experience at UAA.

The employees, both faculty and administrative treat students like a pain. The employees need to know that students are paying their salaries and be more helpful and professional. I will not be furthering my education at UAA because of this.

UAF

Hire competent staff for the Financial Aid office so that students can focus on learning rather than worrying about errors by staff that can cost them thousands of dollars.

Hire more people like XXX.

Hire staff/faculty who are open to new ideas and thoughts.

I was disappointed overall with the lack of enthusiasm, encouragement and support displayed from teachers and administrative help. I understand that there are thousands of students, but students pay thousands of dollars in order to earn a degree, and with that I believe staff members should deliver the students what they are paying for, and that is the very best educational experience they can offer. UAF makes it very difficult for students who work full-time to attend a reasonable amount of classes per semester.

More efficient supporting departments (business office, student support services, library, etc.).

Most departments leave at 3pm on weekdays or stop answering their phones, especially on Fridays. For a student that works full time and goes to school full time this can make arrangements difficult. And now that I am going back for my second degree I find this situation has not changed.

One thing UA can do is enhance the level of communication between students and University staff and faculty. Perhaps by having some form of training to assist staff and faculty on how to properly communicate with students it will enhance not only the learning experience but the success of that student as well because after all UA wants to see students succeed and graduate! :)

UAS

Better staff support.

Technology improvements/suggestions

UAA

I like blackboard, but I don't like doing EVERYTHING through it. Teachers expect too much sometimes from our use of BB and it doesn't work half the time because of a variety of reasons.

Improve IT issues related to distance learning/video conferencing.

Improve the quality of website, web service, and online navigation.

Make blackboard and other technologies user friendly.

More hands on technology.

More instruction on how to use electronic systems.

Also access to the camera equipment outside of class through the JPC department.

Provide one main general academic calendar that is very easy to access from the main website, as well as a similarly convenient and easy-to-read list of scholarships.

Up to date equipment in the Welding and NDT program.

Update equipment and get rid of old unused equipment at the UAA Aviation Dept. The library is crammed with computers and microfiche equipment that is no longer usable.

UAF

Ban cellphone use in the classrooms!! Please.

Better equipment for students to use at CTC.

Give us a Polar Express card.

I would give access to village students by investing in some kind of internet service. That would be great considering our poor broadband width.

Teach InDesign! My adviser told me UAF didn't teach InDesign because the technology is changing so fast and it'll all be different soon. Well, I now need InDesign in my current job (was asked if I knew it just a couple days after taking the position) and I missed out on discussing a good job offer because I didn't know InDesign.

With the advancement in technology, one thing UA can do to enhance the quality of student learning and success is make all textbook available in not only printed versions, but also e-books version through sources like Amazon kindle and/or Apple iBook.

UAS

Make the sign on / password system easier. One password for all the access you need.

Working out the technology bugs better, but I had awesome teachers and a great overall experience in spite of the kinks!

Transfer of credits between MAUs and other schools

UAA

Allow credits to transfer between all UA campuses. I.E Anchorage, Fairbanks, Soldotna.

Apply credits from other schools 1 for 1 rather than shortchanging us so you can make more money per degree earned.

Create a more seamless educational transition throughout its various campuses.

It would be nice if UAA was tied in more to its offspring, MAT-SU, You know UAA is spread out over parts of the state yet they have no direct ties or involvement with the rural campuses and these campuses are rich in culture and wonderful people who would love to feel part of UAA family. Hearing students and staff speak of how it is easier to take an online course compared to face to face is not comforting when there is no other option to the student. Hearing that some campuses classes are easier to pass compared to one at the main UAA campus is insulting to the students who had to take the classes at these smaller campuses. I am saying we should all be one and the ties to each other should be strong.

I was able to get a degree from UA only because of the existence of Kenai Peninsula College. Please continue to work with KPC to increase the number of upper-level classes available at KPC. It is very difficult to complete the requirement of 42 upper-division credits for a bachelor's degree there, and moving/driving to Anchorage for class was not an option for me. The staff and faculty at KPC are stellar. The staff did whatever they could to solve any problems that arose (which, to be honest, were usually from having to deal with the UA system). The encouragement I received from KPC faculty and staff made the difference in my ability to complete my degree, and I didn't see them treat me any differently from other students. I saw several faculty members willing to bend over backwards and give up personal time to work with students who were having difficulty grasping material/concepts. My experience at KPC was life-changing, full of growth and learning. I would recommend KPC to anyone looking for a psychology degree.

Make it easier to transfer credits towards a master's degree.

Accept more credits from other colleges.

Making it so that way credits transferring from one college are able to be applied to another college in the UA system more effectively.

They are doing a fantastic job. My only concern is that my degree was not able to match up with a similar degree for a bachelors so I could not continue my degree through Matsu.

UAF

I loved attending UAF, I would make the associate's degree transferable to the bachelor's degree.

I think having more communication between the campuses and definitely more communication within the UAF campus would make answering questions for students a lot simpler and less stressful.

It would be nice if they had better options for taking classes offered at different campuses to give student a greater selection of courses to take.

It would be nicer if there was easier transferability of credits throughout the UA schools

Make ALL classes interchangeable between the different campuses. i.e.- UAA and UAF. I was forced to change my major due to a move from Fairbanks to Anchorage for work. The available in class courses from UAA did not meet the requirements for UAF, there were not enough available online courses to complete my degree, and to get my degree from UAA I would have had to accrue 52 additional credits, in addition to the over 90 credits I had already taken through UAF.

Make the process of transferring/registering for classes as barrier-free and simple as possible. The point of a university is to give students a quality education - I think the bureaucracy of UA can get in the way of best serving students.

Off campus courses or/and partnering with rural colleges.

Smooth out some of the troubles that occur when UAF transfers classes from GoArmyed to the UA system. For example there was a several weeks to a month delay from when I registered for classes on GoArmyed to when they were in the UA system which caused delays in obtaining materials and being able to access class info on blackboard. One time I had to end up cancelling a class because it was a fast paced wintermester course and I was not in the system in time.

The departments need to be communicating with each other in the sense that all teachers/professors are on the same page. Professors try to stretch out learning besides just giving a bunch of assignments and homework. I learned the most in classes where I had the littlest bit of homework.

There seems to be a lot of infighting between departments and colleges. It would be helpful if everyone at least appeared, to students, to be on the same page and working toward the same goals.

UAS

As a transfer student to UAS, I had to battle for acceptance of previous course work from my previous college. It was only until my professors and advisor e-mailed the registrar to request an adequate substitution for GERs and classes of my degree program (i.e. substitution for Fundamentals of Biology) that I was able to receive transfer credit. The questionable status of these classes continued almost until graduation, even after several requests by myself to get this cleared up. As a successful and hard-working student, it was frustrating to feel that my ability to graduate was threatened by classes I knew I had taken and qualified as substitutions for UAS requirements. I was approved to graduate only weeks before commencement.

I would have graduated with honors if the classes I took within the UA system counted toward my GPA in Ketchikan. It is all one university system and I was horribly short changed on my GPA because of these unfair practices.

Link the three UA main campuses so they are all interchangeable without transfer.

Make sure that classes transfer between campuses. There's no reason that courses taken within the same system shouldn't transfer because of geographic differences.

University of Alaska
Recent Alumni Survey
2014

Prepared for:
University of Alaska

McDowell
GROUP

Research-Based Consulting

Juneau
Anchorage

February 2015

University of Alaska Recent Alumni Survey 2014

Prepared for:
University of Alaska

Prepared by:

McDowell GROUP

Juneau • Anchorage

February 2015

Table of Contents

Executive Summary

The University of Alaska contracted with McDowell Group to conduct a survey of UA alumni who had received any type of degree or certificate from UA in summer 2013, fall 2013, or spring 2014. This is the eighth survey of UA alumni, with previous surveys conducted annually 2006 to 2012. (No survey was conducted in 2013.) The survey sample included 1,277 respondents: 631 UAA alumni, 469 UAF alumni, and 164 UAS alumni.[1] The survey was administered over the internet.

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

Satisfaction Ratings

Alumni expressed high satisfaction ratings with their overall UA education, with 88 percent satisfied, including 43 percent *very* satisfied. Only 5 percent were dissatisfied. Satisfaction ratings were only slightly lower for overall academic experience, with 84 percent satisfied, including 41 percent *very* satisfied.

The categories earning the most very satisfied ratings were intellectual growth and personal growth, both at 47 percent very satisfied. The category with the fewest very satisfied ratings was career preparation at 33 percent. However, only 10 percent were dissatisfied with this category – 37 percent were satisfied, and many (19 percent) gave neutral ratings.

Please see the following page for satisfaction ratings over time. More detailed ratings can be found in the body of the report, in Table 1.

Satisfaction Ratings, 2014

■Very Satisfied   ■Satisfied   ■Dissatisfied

Category	Very Satisfied	Satisfied	Dissatisfied
Overall academic experience	41%	43%	6%
Overall education	43%	45%	5%
Intellectual growth	47%	40%	4%
Personal growth	47%	38%	4%
Preparation for career	33%	37%	10%

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

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[1] 13 survey records were not associated with a particular University.

The chart below shows how "very satisfied" rates have changed since 2006, when the survey commenced. The "very satisfied" rates are shown, rather than net satisfied rates, because net satisfied rates tend to represent the vast majority of the graduate population (80 to 90 percent), and do not change as much over time.

Intellectual and personal growth have consistently been the highest rated categories, while career preparation has consistently been the lowest. Overall, very satisfied rates have increased over the course of the survey for all but one category, personal growth (which has stayed fairly consistent at between 46 and 50 percent). The category showing the largest increase in ratings is academic experience, with the rate of those very satisfied starting at 33-34 percent in 2006-07, and increasing to 41 percent in both 2012 and 2014. Overall education ratings increased from 36 percent in 2006-07 to 43 percent in 2014. Career preparation ratings increased from 26-29 percent in 2006-07 to 33-34 percent in 2011-14. Intellectual growth ratings increased more modestly, from 43 percent in 2006 to 47-48 percent in the last several survey years.

"Very Satisfied" Ratings, 2006-2014

Overall academic experience
- 34%
- 33%
- 38%
- 37%
- 43%
- 40%
- 41%
- 41%

Overall education
- 36%
- 36%
- 41%
- 37%
- 42%
- 41%
- 40%
- 43%

Intellectual growth
- 43%
- 44%
- 50%
- 43%
- 48%
- 48%
- 48%
- 47%

Personal growth
- 46%
- 47%
- 50%
- 47%
- 49%
- 48%
- 50%
- 47%

Preparation for your career
- 29%
- 26%
- 36%
- 31%
- 32%
- 34%
- 33%
- 33%

Legend:
- 2006
- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2014
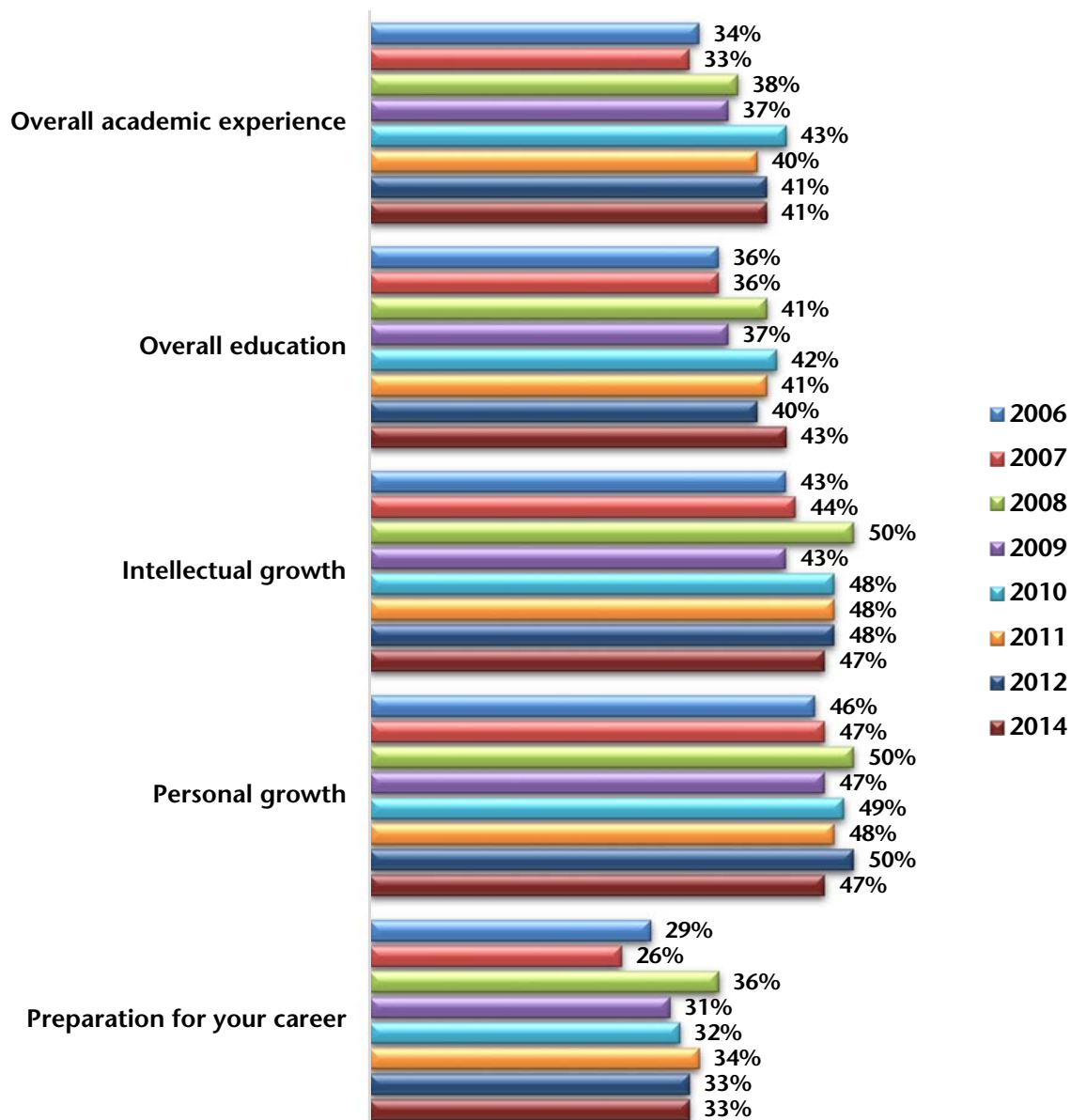
Job Search

UA alumni who were currently employed, and who had obtained their position after starting their degree program, reported applying for an average of 13.4 jobs, down from the 2012 average of 14.0. The average number of job offers was 1.7, slightly down from the 2012 average of 1.8.

Over time, the average number of job applications increased steadily, from 6.6 in 2006 to the 2012 peak of 14.0. The number of job offers received declined slightly: from 2.1 in 2006, to 1.7 in 2010, 2011, and 2014.

Average Number of Job Applications and Job Offers, 2006-2014
Base: Currently Employed; Obtained Position After Starting Degree Program

■ Number of job applications ■ Number of job offers

Year	Number of job applications	Number of job offers
2006	6.6	2.1
2007	6.8	1.9
2008	8.6	1.8
2009	10.6	1.9
2010	12.0	1.7
2011	13.0	1.7
2012	14.0	1.8
2014	13.4	1.7
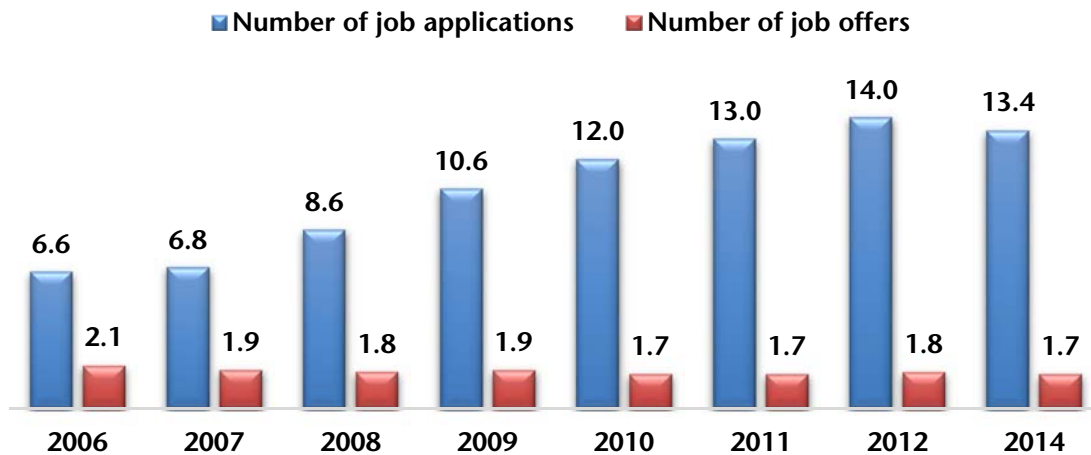
Over half of employed alumni (56 percent) said the process of finding a job was easy or very easy, while 41 percent said it was difficult or very difficult. Those giving easy ratings increased between 2012 and 2014, from 51 to 56 percent, while those giving difficult ratings decreased from 46 to 41 percent. However, in the longer term, difficulty ratings have been increasing: from 29 percent in 2007 to 46 percent in 2012. Easy ratings fell from 65-66 percent in 2007-08 to 51 percent in 2012.

Ease versus Difficulty of Finding a Job
Base: Currently Employed; Obtained Position After Starting Degree Program

■ Easy ■ Difficult

Year	Easy	Difficult
2006	58%	36%
2007	66%	29%
2008	65%	33%
2009	57%	39%
2010	54%	44%
2011	58%	38%
2012	51%	46%
2014	56%	41%
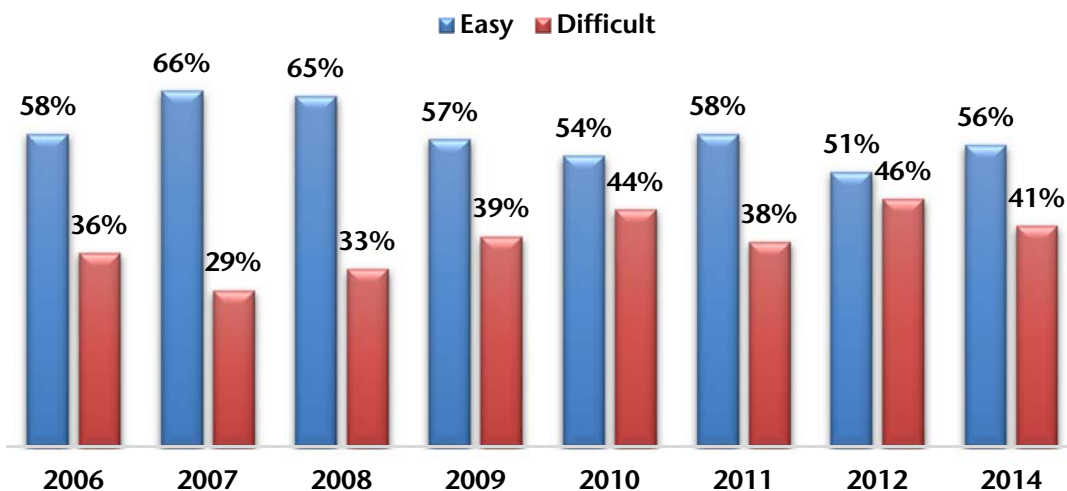
Notes: Excludes "don't know." "Easy" includes "very easy"; "Difficult" includes "very difficult."

Distance Education

Alumni have become much less likely to take all of their classes in person over time, dropping from 41 percent in 2008 to 22 percent in 2014. Those taking most of their classes in person has increased, from 40 percent in 2008 to 49 percent in 2014. Those taking half, some, or none of their classes in person also increased, from 19 percent in 2008 to 28 percent in 2014.

Alumni Reporting Number of Classes Taken in Person, 2008-2014
(As opposed to via video/audio conference, correspondence, internet, etc.)

Legend: ■ All classes ■ Most classes ■ None/some/half

Year	All classes	Most classes	None/some/half
2008	41%	40%	19%
2009	32%	48%	20%
2010	29%	46%	23%
2011	26%	49%	24%
2012	27%	49%	24%
2014	22%	49%	28%
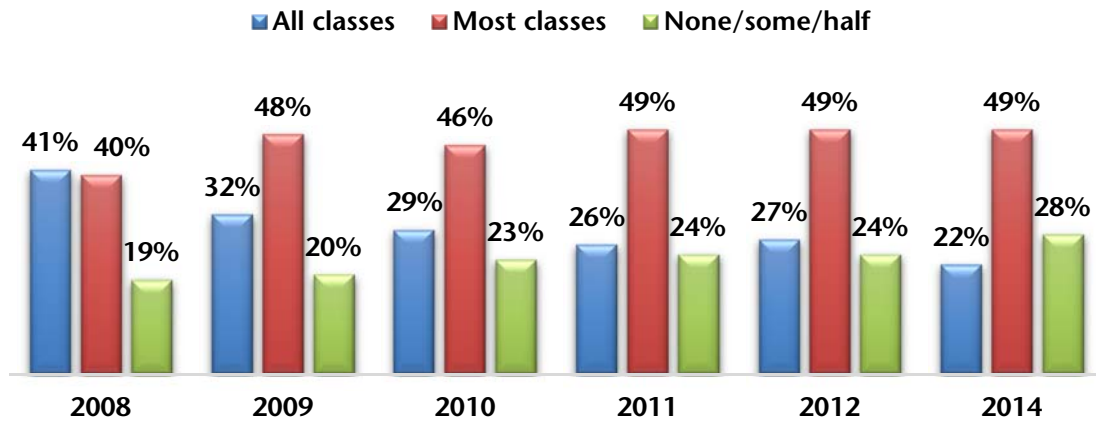
Using UA Knowledge and Skills

Over half of employed alumni (57 percent) report using the knowledge and skills they gained in their UA degree program on a daily basis, while 18 percent report using them rarely. Other responses included weekly at 18 percent and monthly at 5 percent.

Over time, the percentage of respondents using their skills daily has decreased, from 67-68 percent in 2006-07, down to 56-58 percent in 2011-14. Meanwhile, those using their skills rarely has increased, from 13-14 percent in 2006-08 to 18-20 percent in 2011-14.

Alumni Using Knowledge/Skills from Degree Program "Daily" versus "Rarely", 2006-2014
Base: Currently Employed

Legend: ■ Daily ■ Rarely

Year	Daily	Rarely
2006	67%	13%
2007	68%	14%
2008	66%	14%
2009	63%	19%
2010	62%	16%
2011	56%	20%
2012	58%	20%
2014	57%	18%
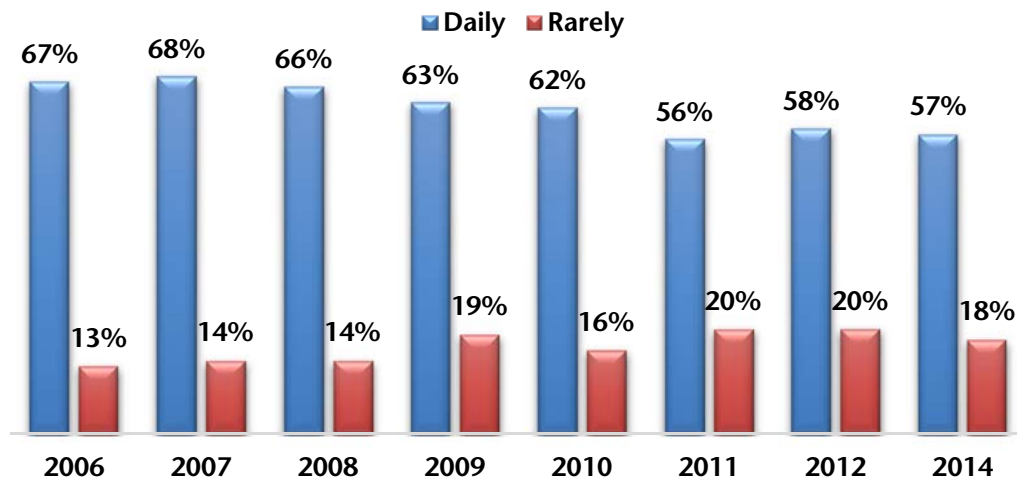
Notes: Excludes "weekly," "monthly," and "don't know."

Shaping Alaska's Future

Several questions were added to the 2014 survey in reflection of the Shaping Alaska's Future initiative. One series of questions asked alumni how well their UA education prepared them to think critically, exercise good judgment, and engage in civic matters. Alumni overwhelmingly felt that their education prepared them well for these activities, with thinking critically earning the highest ratings at 84 percent well or very well, followed by exercising good judgment (79 percent), then engaging in civic matters (60 percent). Only 4 to 9 percent gave poor or very poor ratings to any of the categories.

How well did your UA education prepare you to…

■ Very well   ■ Well   ■ Poorly

Think critically	44%	40%	5%
Exercise good judgment	39%	40%	4%
Engage in civic matters	23%	37%	9%
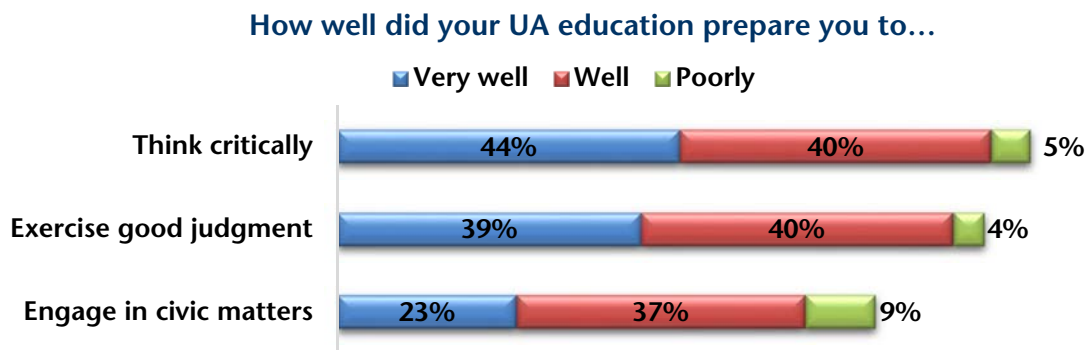
Notes: Excludes "don't know" and "neutral." "Poorly" includes "very poorly."

A related series of questions asked alumni about their civic duties. Results show that 87 percent of alumni were registered to vote; 65 percent voted in their last state election; and 56 percent voted in their last local election. Over half of alumni (54 percent) volunteered for a non-profit in the last six months, while 61 percent donated time or resources to a non-profit in the same time period.

Summary

In contrast to previous years, this year's report focuses on the longer term, considering how survey responses have changed since McDowell Group's first graduate survey in 2006. While some responses have stayed fairly consistent over time, others show important trends.

- There has been an overall increase in satisfaction with the University of Alaska, as very satisfied ratings showed a modest but long-term increase in four out of five categories.

- Not surprisingly, alumni have become more likely to report having taken distance classes, and much less likely to have taken all of their classes in person. It is interesting to note that the increase in distance courses has not apparently negatively impacted satisfaction ratings.

- The difficulty of finding a job appears to have increased, with the number of applications on the rise, while the number of offers has declined. Alumni have also become more likely to report that their job search was difficult.

- Employed alumni have gradually become less likely to report using their UA skills on a daily basis, a finding that may warrant further analysis.

- Results from the new questions inspired by Shaping Alaska's Future initiative show that the vast majority of alumni feel that UA prepared them well to think critically and exercise good judgment; fewer felt well prepared to engage in civic matters, but still represented over half of alumni.

Introduction and Methodology

Introduction

The University of Alaska contracted with McDowell Group, Inc. to conduct a survey of UA alumni who had received any type of degree or certificate from UA in summer 2013, fall 2013, or spring 2014. The survey was administered over the internet. This is the eighth survey of alumni administered by McDowell Group; previous surveys were conducted annually between 2006 and 2012. The survey was not administered in 2013.

The purpose of the survey is to gather essential information on recent alumni: how they rate their UA experience; what factors helped them attain their degree; career preparation and job search behavior; and current employment and educational activities. A secondary purpose of the survey is to gauge how these behaviors and opinions change over time.
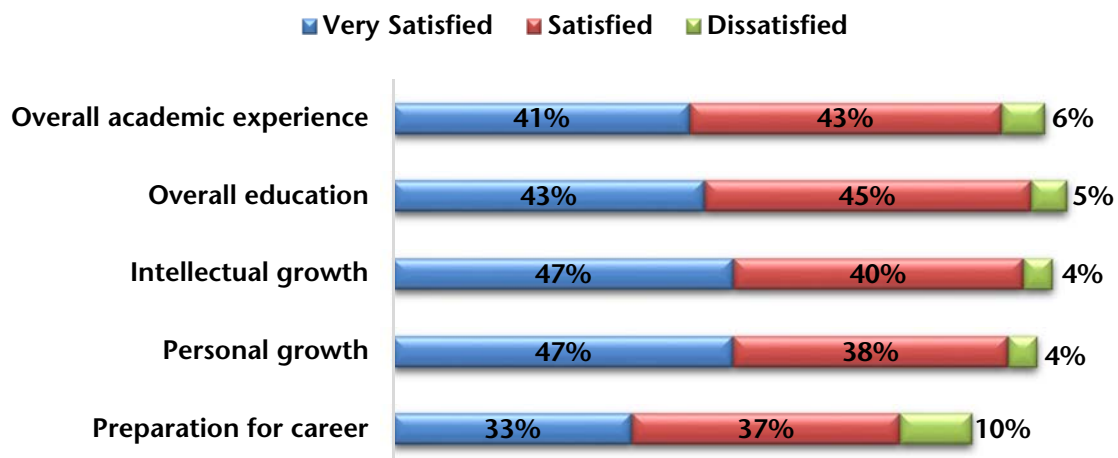
Methodology

The McDowell Group study team designed the survey instrument with input from University of Alaska staff. The survey was based on the previous instrument, with several new questions and minor edits. A copy of the survey instrument can be found at the end of the report. One change that was made in 2014 was the title of the report and survey from "UA Graduate Survey" to "UA Recent Alumni Survey," to reflect UA's efforts to stay connected with alumni.

The sample included 1,277 respondents: 631 UAA alumni, 469 UAF alumni, and 164 UAS alumni.[2] The overall response rate was 28 percent; by campus, response rates were 25 percent for UAA, 33 percent for UAF, and 26 percent for UAS.

An initial postcard mailing was sent in early September 2014 to 4,592 alumni. The postcard directed alumni to the survey website and included information on the incentive. All participants were entered into a drawing to win their choice of a $300 Amazon gift certificate or 10,000 Alaska Airlines miles. On September 9, an email was sent to all alumni that included a web link to the survey. One reminder email was sent on September 18.

The maximum margin of error for the full sample of alumni is ±2.3 percent at the 95 percent confidence level. Survey results are also presented by main campus: Anchorage (±3.4 percent), Fairbanks (±3.7 percent), and Southeast (±6.6 percent).

The survey population was compared to the overall graduate population in terms of gender, age, University (UAA, UAF, UAS), and degree type. Women were more likely than men to respond to the survey: while women represented 61 percent of all recent alumni, they represented 67 percent of survey respondents. Also, UAF alumni were more likely to answer the survey: while they represented 31 percent of all recent alumni, they represented 37 percent of survey respondents. The survey data was therefore weighted by gender and University to ensure statistical representation.

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[2] 13 survey records were not associated with a particular University.

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

The table on the following page shows how sample sizes have increased over time, generally keeping pace with growing graduating populations. Response rates ranged from 31 to 35 percent between 2007 and 2011. The slight dip in response rates for 2012 (25 percent) may be related to the later survey fielding time frame that year: December, instead of the usual September. The lengthening of the survey over time is likely to impact response rates as well. The rate of 28 percent for 2014 may warrant a more appealing incentive, or perhaps a second reminder email, the next time the survey is administered.

Survey Sample Sizes and Response Rates, 2006-2014

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

Most tables include a comparison to 2012 data unless it is a new question for 2014. Where data from previous years is comparable and relevant, it is referenced in the text.

Report Layout

Survey results are presented in tabular format for 2014 alongside 2012 (the previous survey year), for all respondents as well as each University (UAA, UAF, UAS). Current year results are discussed along with each table, including how responses differed by University, degree type, and field of study. This is followed by trend analysis, incorporating results throughout this survey's history. The report is organized into the following chapters.

Satisfaction with University of Alaska
Planning and Goals
Factors in Degree Attainment
Activities, Work, Distance Education, and Internships While Attending UA
Post-Graduation Plans and Employment
Job Search
Continuing Education
Social Responsibility
Suggestions for Improving UA
Conclusion
UA Alumni Profile
Appendix

The Appendix contains "other" responses to all questions that allowed respondents to write in their response, as well as a definition of the Fields of Study discussed in the report.

Satisfaction with University of Alaska

This chapter presents satisfaction ratings for five categories of the UA experience: overall education, overall academic experience, intellectual growth, personal growth, and preparation for career. Also included are results to a new question in 2014: how well did UA prepare alumni to think critically, exercise good judgment, and engage in civic matters?

Satisfaction by Category

- Alumni expressed high levels of satisfaction with their UA experience, with nearly nine out of ten satisfied or very satisfied with overall education (88 percent) and intellectual growth (87 percent). Only slightly fewer were satisfied with their personal growth (85 percent) and overall academic experience (84 percent). Preparation for career showed a somewhat lower net satisfaction of 70 percent.

OVERALL ACADEMIC EXPERIENCE

- By campus, net satisfaction with the overall academic experience was highest at UAS (90 percent), followed by UAF (88 percent) and UAA (81 percent). UAS and UAF alumni were more likely to be *very* satisfied with their overall academic experience, compared to UAA alumni (50, 49, and 34 percent respectively).

- By degree type, net satisfaction was fairly consistent, with 85 percent of AA/CT, 83 percent of BA, and 82 percent of MA/PhD alumni reporting satisfaction.

- By fields of study, net satisfaction was highest amongst engineering alumni (93 percent), followed by business/public administration (89 percent), and voc/ed alumni (87 percent).

OVERALL EDUCATION

- Net satisfaction with overall education by degree type was higher among AA/CT alumni (90 percent) and BA alumni (88 percent) than among MA/PhD alumni (83 percent).

- Engineering alumni had the highest overall education net satisfaction rating at 98 percent, followed by voc/ed (92 percent), and math/science/computer and business/public administration (both 89 percent). The lowest net satisfaction rating was 84 percent among education alumni.

INTELLECTUAL GROWTH

- In terms of intellectual growth, UAF showed a slightly higher net satisfaction rating at 90 percent, compared with 87 percent for UAS and 85 percent for UAA.

- Net satisfaction with intellectual growth was consistent across different degree types.

- Engineering alumni has the highest net satisfaction rating at 99 percent. Additional majors with a net satisfaction rating over 90 percent were health and education (91 and 90 percent, respectively). Arts/humanities/social sciences had the lowest net satisfaction rating at 84 percent.

PERSONAL GROWTH

- Personal growth net satisfaction was highest at UAS with 90 percent of alumni reporting satisfaction. UAF followed with 88 percent net satisfaction, and UAA had 81 percent of alumni reporting satisfaction.

- MA/PhD alumni had the highest personal growth net satisfaction rating at 88 percent, followed by AA/CT (86 percent) and BA alumni (82 percent).

- Vocational education students reported the highest rate of net satisfaction with 89 percent satisfied with their personal growth. This was followed by engineering (88 percent) and math/science/computer alumni (85 percent). All remaining fields of study had a net satisfaction of 84 percent.

PREPARATION FOR CAREER

- UAA alumni reported lower net satisfaction ratings with career preparation (67 percent) than UAF alumni (74 percent) and UAS alumni (73 percent).

- By degree type, MA/PhD alumni had the highest net satisfaction rating at 76 percent, followed by AA/CT alumni at 74 percent. BA alumni had a net satisfaction rating of 62 percent.

- The three fields with the highest net satisfaction ratings with career preparation were health (83 percent), education (82 percent), and vocational education (80 percent). Three majors had net satisfaction ratings under 70 percent: engineering (68 percent), math/science/computer (65 percent), and arts/humanities/ social sciences (57 percent).

TRENDS

Note: The discussion below refers only to those "very satisfied," as the net satisfaction rates ("satisfied" plus "very satisfied") account for the vast majority of alumni (generally 80 to 90 percent), and have stayed fairly steady over time. Recent results (2012 and 2014) can be found in the following table. Long-term results (2006-2014) are shown in the subsequent table.

- For all campuses combined, 2014 satisfaction ratings varied little from 2012 ratings. The percentage of alumni who gave a very satisfied rating stayed the same for career preparation and overall academic experience. Those very satisfied with their overall education increased from 40 to 43 percent; those very satisfied with their intellectual growth went from 48 to 47 percent; and those very satisfied with their personal growth dropped slightly from 50 to 47 percent.

- Differences were slightly more pronounced on the campus level.

  o UAA alumni who were very satisfied dropped slightly between 2012 and 2014 in several categories: overall academic experience (38 to 34 percent), intellectual growth (45 to 42 percent), and personal growth (46 to 40 percent).

  o UAF alumni very satisfied ratings increased between 2012 and 2014 in *all* categories: overall academic experience (43 to 49 percent), overall education (41 to 47 percent); intellectual growth (48 to 54 percent), personal growth (54 to 56 percent); and career preparation (35 to 36 percent).

  o UAS alumni very satisfied ratings dropped in several categories: from 59 to 53 percent for intellectual growth, from 60 to 52 percent for personal growth, and from 45 to 40 percent in career preparation.

- This series of satisfaction questions has stayed mostly consistent since the survey began in 2006, allowing for long-term trend analysis. Overall, "very satisfied" ratings have increased over time in most categories. Please see Table 2 for a breakout of the long-term trend data by campus.

  o Those very satisfied with their overall academic experience have increased from 33-34 percent in 2006-07 to 40-41 percent in 2011, 2012, and 2014.

  o Those very satisfied with their overall education have increased from 36 percent in 2006-07 to the 40-43 percent range in 2010, 2011, 2012, and 2014.

  o Those very satisfied with their intellectual growth increased from 43-44 percent in 2006-07 to 47-48 percent in 2010, 2011, 2012, and 2014.

  o Those very satisfied with preparation for their career increased from 26-29 percent in 2006-07 to 33-34 percent in 2011, 2012, and 2014. (Although, the category was called "career training" in 2006 and 2007.)

  o The category showing the least change over time is personal growth. Those very satisfied with this aspect of their UA education totaled 46 percent in 2006, then ranged between 47 and 50 percent between 2007 and 2014.

  o The year 2008 shows a brief blip in very satisfied ratings, higher than previous or subsequent years, in nearly all categories: overall education, intellectual growth, personal growth, and career preparation.

Table 1. Satisfaction with UA Experience

	TOTAL		UAA		UAF		UAS	
	2012 n=1,030	2014 n=1,277	2012 n=506	2014 n=631	2012 n=370	2014 n=469	2012 n=144	2014 n=164
Overall academic experience								
Very satisfied	41%	41%	38%	34%	43%	49%	51%	50%
Satisfied	46	43	48	47	44	39	40	40
Neutral	8	9	8	11	8	9	4	5
Dissatisfied	4	4	4	5	4	3	3	2
Very dissatisfied	1	2	1	3	2	1	1	2
Overall education								
Very satisfied	40%	43%	38%	38%	41%	47%	50%	51%
Satisfied	48	45	49	48	47	43	43	39
Neutral	8	7	9	8	6	6	6	8
Dissatisfied	4	3	4	4	4	3	1	-
Very dissatisfied	1	2	1	2	1	1	1	2
Intellectual growth								
Very satisfied	48%	47%	45%	42%	48%	54%	59%	53%
Satisfied	41	40	44	43	40	36	34	34
Neutral	7	9	8	10	6	6	5	9
Dissatisfied	3	2	2	2	3	3	1	1
Very dissatisfied	1	2	<1	2	1	1	1	4
Personal growth								
Very satisfied	50%	47%	46%	40%	54%	56%	60%	52%
Satisfied	34	38	35	41	33	32	29	38
Neutral	13	11	16	14	10	8	8	7
Dissatisfied	2	2	2	2	2	2	1	1
Very dissatisfied	1	2	<1	2	1	1	1	2
Preparation for your career								
Very satisfied	33%	33%	30%	30%	35%	36%	45%	40%
Satisfied	39	37	40	37	36	38	40	33
Neutral	17	19	19	20	18	16	11	20
Dissatisfied	7	6	7	7	7	6	2	3
Very dissatisfied	3	4	3	4	4	3	1	2

Table 2. Satisfaction Ratings: 2006-2014
Percentage Very Satisfied

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

Preparation for the Future

Note: This series of questions was introduced in 2014 in response to the "Shaping Alaska's Future" initiatives.

- Nearly nine out of ten alumni (84 percent) said their education prepared them well to think critically, including 40 percent giving a "well" rating and 44 percent giving a "very well" rating. UAA's "very well" rating was lower (39 percent) than UAF's and UAS' (50 percent for both).

- Seventy-nine percent of alumni said their UA education prepared them well to exercise good judgment, including 40 percent giving a "well" rating and 39 percent giving a "very well" rating. UAS and UAF's "very well" ratings again matched (44 percent) and were higher than UAA's rating (35 percent).

- Of the three categories rated by alumni, engaging in civic matters received the lowest ratings, although over half (60 percent) gave a rating of well or very well. A significant number (29 percent) felt "neutral" on this issue. UAS alumni gave the most "very well" ratings at 32 percent, followed by UAF at 25 percent, then UAA at 20 percent.

Table 3. How well do you think your UA education prepared you to…?

	TOTAL n=1,277	UAA n=631	UAF n=469	UAS n=164
Think critically				
Very well	44%	39%	50%	50%
Well	40	44	35	36
Neutral	11	12	10	10
Poorly	4	4	4	2
Very poorly	1	1	1	2
Exercise good judgment				
Very well	39%	35%	44%	44%
Well	40	43	35	38
Neutral	17	18	16	15
Poorly	3	2	4	2
Very poorly	1	1	1	2
Engage in civic matters				
Very well	23%	20%	25%	32%
Well	37	37	40	35
Neutral	29	32	25	26
Poorly	7	8	6	3
Very poorly	2	3	2	3

This chapter focuses on alumni planning and goals: whether they planned on staying at UA or transferring, whether they knew what field they wanted to go into when starting their degree, and whether they would choose the same field of study given another chance. Also presented are responses to a new question on the importance of various influences on forming educational goals.

Plans at Start of Degree Program

- Nearly nine in ten UA alumni (88 percent) reported that when they started their UA degree/certificate program they planned to obtain a degree/certificate at UA. Five percent planned to transfer to another school, while 7 percent had no formal plans when they started.

- The percentage planning to stay at UA ranged from 85 percent at UAS, to 88 percent at UAA, to 90 percent at UAF.

- Alumni who pursued a MA/PhD were more likely to say they planned to obtain a degree/certificate from UA (95 percent), compared to 85 percent of AA/CT alumni and 87 percent of BA alumni.

Table 4. Which of the following statements best describes your plans when you started your degree/certificate program with UA?

	TOTAL		UAA		UAF		UAS	
	2012 n=1,016	2014 n=1,277	2012 n=497	2014 n=631	2012 n=365	2014 n=469	2012 n=144	2014 n=164
I planned to obtain a degree/certificate from UA	91%	88%	91%	88%	90%	90%	88%	85%
I planned to transfer to another school for my degree/certificate	4	5	4	6	5	3	3	5
I had no formal plans, I was just taking classes	5	7	5	7	5	7	8	9

- When starting their degree program, over half of alumni (56 percent) reported they knew which career field they wanted to pursue after graduating. One-quarter of alumni responded they did not know what they would pursue after graduating, and 18 percent said they planned to pursue a different degree upon graduation. Results were similar across all campuses.

- In regards to degree type, MA/PhD alumni were much more likely to know which field they were likely to get into at 70 percent, compared to 54 percent of AA/CT alumni and 48 percent of BA alumni. Thirty percent of BA alumni did not know what they were pursing after graduating, compared to one-quarter of AA/CT alumni, and 15 percent of MA/PhD alumni.

See table, next page.

Table 5. Which of the following statements best describes your career goals when you started your degree/certificate program with UA?

	TOTAL		UAA		UAF		UAS	
	2012 n=1,016	2014 n=1,277	2012 n=497	2014 n=631	2012 n=365	2014 n=469	2012 n=144	2014 n=164
I knew which field I wanted to pursue after graduating	55%	56%	55%	56%	55%	56%	55%	57%
I planned to pursue an additional degree after graduating	22	18	23	20	21	16	22	17
I didn't know what I would pursue after graduating	22	25	22	23	23	27	23	26
Don't remember	1	1	1	1	1	1	1	-

- If alumni knew which field they wanted to go into when they started their degree program, they were asked if they were currently working in that field. Over two-thirds of these alumni (68 percent) said they were working in that field.

- Over three-quarters of UAS alumni (76 percent) reported currently working in that field compared to 69 percent of UAF and 65 percent of UAA alumni.

- MA/PhD alumni were much more likely to be currently working in their originally intended field, at 83 percent, than AA/CT alumni (55 percent) or BA alumni (66 percent).

Table 6. Are you currently working in that field?
(Base: Knew which field they wanted to go into)

	TOTAL		UAA		UAF		UAS	
	2012 n=554	2014 n=710	2012 n=274	2014 n=352	2012 n=196	2014 n=257	2012 n=80	2014 n=93
Yes	71%	68%	66%	65%	75%	69%	82%	76%
No	29	32	34	35	25	31	18	24

- If respondents reported they planned on pursuing an additional degree when they started their degree program, they were asked if they were currently pursuing that degree. Fifty-seven percent of respondents answered affirmatively. Responses were similar across all campuses.

- Among types of degrees, AA/CT alumni were much more likely to be pursing that degree at 77 percent, compared to BA (51 percent) and MA/PhD alumni (33 percent).

Table 7. Are you currently pursuing that degree?
(Base: Planned to pursue an additional degree)

	TOTAL		UAA		UAF		UAS	
	2012 n=223	2014 n=232	2012 n=113	128 n=137	2012 n=79	2014 n=75	2012 n=28	2014 n=28
Yes	63%	57%	66%	57%	53%	56%	74%	55%
No	37	43	34	43	48	44	26	45

Note: This series of questions was introduced in 2011.

- The percent of alumni who reported that, at the time they entered the university, they planned to obtain a degree/certificate from UA has changed little since the question was introduced in 2011: from 88 percent in 2011, to 91 percent in 2012, back to 88 percent in 2014. Those planning to transfer stayed at 4 to 5 percent all three years. Differences were likewise minimal by University.

- The proportion of alumni saying they knew which field they wanted to pursue has been consistent at 55 percent in 2011 and 2012, and 56 percent in 2014. The proportion planning to pursue an additional degree varied little: 21 percent in 2011, 22 percent in 2012, and 18 percent in 2014. Those saying "I didn't know what I would pursue" has ranged from 23 percent in 2011, to 22 percent in 2012, to 25 percent in 2014. Results by University likewise show little change over time.

- Those currently working in their originally chosen field dropped slightly in 2014, from 71 percent in 2011 and 2012 to 68 percent in 2014.

- Those currently pursuing their originally chosen degree dropped in 2014, from 63 to 57 percent. The 2011 response was 60 percent.

Choice of Field of Study

- When 2014 alumni were asked if they could start college over again, would they choose the same field of study, over half of alumni (55 percent) said they would. Nearly one-quarter (24 percent) said they maybe would, while 16 percent said they would not. Responses were fairly similar across all campuses and types of degrees.

- Those alumni studying health and engineering were more likely to respond they would choose the same field of study again, at 72 and 66 percent respectively.

- Nearly one-quarter of arts/humanities/social sciences alumni (24 percent) reported they would not choose the same field of study, while 20 percent of voc/ed alumni reported the same.

- The percentage of alumni who said they would choose the same field of study has fluctuated slightly over the years, from 57-59 percent between 2006 and 2011, down to 53 percent in 2012, then 55 percent in 2014.

- By University, results for 2014 are within a few percentage points of 2012.

Table 8. If you could start your college career all over again, would you choose the same field of study?

	TOTAL		UAA		UAF		UAS	
	2012 n=1,019	2014 n=1,277	2012 n=498	2014 n=631	2012 n=367	2014 n=469	2012 n=144	2014 n=164
Yes	53%	55%	54%	57%	52%	55%	51%	51%
No	17	16	18	17	15	15	17	16
Maybe	27	24	24	23	30	24	29	29
Don't know	3	4	3	4	3	5	3	4

Table 9. If you could start your college career all over again, would you choose the same field of study? By Field of Study

	Education n=156	Health n=148	Engineering n=72	Business/ Public Admin. n=293	Arts/ Humanities/ Soc. Sci. n=360	Math/ Science/ Computer n=147	Voc/Ed n=88
Yes	59%	72%	66%	51%	47%	57%	60%
No	12	8	9	16	24	11	20
Maybe	24	15	24	28	25	31	13
Don't know	5	6	2	5	4	1	7

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

Influences on Educational Goals

Note: This question was introduced in 2014.

- Alumni were asked to rate the importance of eight different influencers in helping them form their educational goals. By far the most important influencer, at 91 percent very important and 8 percent somewhat important, was "self."

- After self, family members were the most important influencers. Parents were rated very important by 41 percent, and somewhat important by 31 percent (72 percent combined). Spouse/partner was close behind at 37 percent very important, and 20 percent somewhat important (57 percent combined). Other family members were rated at 28 percent very important and 37 percent somewhat important (65 percent combined).

- UA faculty were very important influencers for 24 percent of alumni, and somewhat important for 38 percent (62 percent combined). UA academic advisors were rated very important by 22 percent, and somewhat important by 31 percent (53 percent combined).

- Rated as less important was "needs of your community" at 14 percent very important and 33 percent somewhat important (47 percent combined). The lowest rated influencer was high school counselor at 5 percent very important and 12 percent somewhat important (17 percent combined).

- It is interesting to note the rates of "not applicable/did not use": this percentage was highest for high school counselor at 36 percent, followed by spouse/partner at 27 percent, UA academic advisor at 16 percent, community needs at 15 percent, UA faculty at 12 percent, parents at 11 percent, and other family members at 10 percent.

- There were no statistically significant difference by University, with one exception. Both UA faculty and UA advisors were rated as less important by UAA alumni, when compared to UAF and UAS.

- There were a few differences by degree type. Spouse/partner, other family members, UA academic advisor, and community needs were rated more important by AA/CT alumni when compared to other degrees. UA faculty were rated more important by MA/PhD alumni.

- Education and Engineering alumni were more likely to rate parents as very important (both at 47 percent), while health alumni were less likely (35 percent).

- Education and Health alumni were more likely to rate spouses as very important (51 and 49 percent, respectively), while engineering alumni were less likely (17 percent).

- Health alumni were more likely to rate other family members as very important (37 percent); arts/humanities/social sciences and math/science/computer alumni were less likely (both at 24 percent).

- Health and education alumni were more likely to rate community needs as very important at 26 and 18 percent, respectively. Voc/ed and math/science/computer alumni were less likely at 5 and 8 percent, respectively.

Table 10. Looking back, how important were each of the following in helping you form your educational goals beyond high school?

	TOTAL n=1,277	UAA n=631	UAF n=469	UAS n=164
Self				
Very important	91%	91%	91%	90%
Somewhat important	8	8	8	7
Not important	1	1	<1	1
Not applicable/did not use	<1	<1	-	1
Don't know	<1	-	<1	1
Parents				
Very important	41%	40%	44%	38%
Somewhat important	31	31	29	32
Not important	16	17	14	16
Not applicable/did not use	11	11	12	12
Don't know	1	<1	1	1
Spouse/partner				
Very important	37%	38%	34%	39%
Somewhat important	20	21	18	20
Not important	15	13	17	14
Not applicable/did not use	27	26	30	26
Don't know	1	1	1	2
Other family members				
Very important	28%	29%	29%	25%
Somewhat important	37	37	37	38
Not important	24	23	23	26
Not applicable/did not use	10	10	9	9
Don't know	1	<1	1	1
UA faculty				
Very important	24%	21%	28%	25%
Somewhat important	38	39	34	39
Not important	26	27	27	20
Not applicable/did not use	12	12	10	13
Don't know	1	1	1	2
UA academic advisor				
Very important	22%	18%	25%	29%
Somewhat important	31	32	31	27
Not important	31	34	29	24
Not applicable/did not use	16	15	15	19
Don't know	1	1	1	1
Needs of your community				

Very important	14%	12%	18%	15%
Somewhat important	33	33	32	33
Not important	35	37	33	31
Not applicable/did not use	15	15	14	17
Don't know	3	3	2	4
High school counselor				
Very important	5%	5%	6%	6%
Somewhat important	12	12	14	10
Not important	45	46	44	43
Not applicable/did not use	36	36	34	40
Don't know	1	1	2	1

Factors in Degree Attainment

Alumni were asked about the importance of various factors in helping them attain their degree: support from friends/classmates, family, UA faculty, UA staff, UA Career Services Center, and UA alumni; availability of financial aid; ability to work while going to school; ability to take some/all classes online; and love of learning/subject matter. Support from UA alumni was added in 2014.

- There were two factors identified as being very important by 60 percent or more of alumni in helping them attain their degree: *love of learning/subject matter* (66 percent) and *support from family* (63 percent).

- An additional three factors were identified by over half of alumni as being very important: *ability to work while going to school* (59 percent), *support from UA faculty* (51 percent), and *availability of financial aid* (51 percent).

- Factors with the lowest very important ratings were *support from Career Services* (14 percent) and *support from UA alumni* (8 percent). It should be noted in each of these categories, 40 percent or more reported "not applicable/did not use."

- UAS alumni were more likely to cite *ability to work while going to school* as very important (70 percent), compared to UAA and UAF (both 57 percent). The *ability to take some/all classes online* was also very important to UAS students (64 percent), compared to 41 percent of UAA alumni and 39 percent of UAF alumni.

- AA/CT alumni were most likely to cite four factors as being very important to help them attain their degree:

  o Twenty-three percent cited *support from Career Services* as very important, compared to 12 percent of BA alumni and 4 percent of MA/PhD alumni.

  o Over half (51 percent) identified the *ability to take some/all classes online* as very important, compared to 40 percent of BA alumni and 38 percent of MA/PhD alumni.

  o *Support from family and friends* was very important for 69 percent of AA/CT alumni, compared to 60 percent of BA alumni and 58 percent of MA/PhD alumni.

  o The *availability of financial aid* was very important to 59 percent of AA/CT alumni, compared to 51 percent of BA alumni and 42 percent of MA/PhD alumni.

- MA/PhD alumni were most likely to cite two factors as being very important to help them attain their degree:

  o Nearly half (47 percent) reported *support from friends/classmates* as being very important compared to AA/CT (38 percent) and BA alumni (39 percent).

  o *Support from UA faculty* was mentioned by 58 percent of MA/PhD alumni, compared to 46 percent of AA/CT alumni and 49 percent of BA alumni.

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

o Education alumni were more likely to consider *support from friends/classmates* as very important compared to arts/humanities/social sciences alumni, 47 percent versus 37 percent.

o Nearly three-quarters of health alumni (73 percent) cited *family support* as very important, compared to 55 percent of math/science/computer alumni.

o Math/science/computer alumni were most likely to cite *UA faculty support* (58 percent), compared to 44 percent of Engineering alumni.

o Nearly half (46 percent) of health alumni rated *UA staff support* as very important, compared to 32 percent of engineering alumni.

o *Support from Career Services* was mentioned as very important by over one-fifth of voc/ed alumni (21 percent), compared to just 7 percent of math/science/computer alumni. It should be noted for all major types, this category was reported as "not applicable/did not use" by at least a third of each field of study.

o The *availability of financial aid* was very important to 57 percent of health alumni, compared to 45 percent of voc/ed alumni.

o Seventy percent of business/public administration alumni cited the *ability to work while going to school* as very important, compared to 34 percent of engineering alumni.

o Over half of education alumni (57 percent) listed the *ability to take some/all classes online* as very important, compared to less than one-fifth of engineering alumni (19 percent).

o Health alumni cited *love of learning/subject matter* as very important 76 percent of the time, compared to 55 percent of engineering alumni.

TRENDS

Note: This series of questions was introduced in 2010.

- Overall, the percentage of UA alumni choosing "very important" for each category have changed little over the last several years.

o The only category showing notable change is *ability to take online classes*. Those rating this as very important has grown from 34 percent in 2010, to 41 percent in 2011, to 40 percent in 2012, to 43 percent in 2014.

o Those giving a very important rating to *love of learning/subject matter* has ranged between 65 and 68 percent between 2010 and 2014.

o Those giving a very important rating to *support from family* has ranged between 62 and 65 percent.

o Those giving a very important rating to *ability to work* has ranged between 59 and 63 percent.

o Those giving a very important rating to *UA faculty support* shows a slight downward trend, from 55 percent in 2010, to 54 percent in 2011 and 2012, to 51 percent in 2014.

o Those giving a very important rating to *availability of financial aid* has ranged between 49 and 52 percent.

- o Those giving a very important rating to *UA staff support* has ranged between 40 and 43 percent.

- o Those giving a very important rating to *friend/classmate support* has ranged between 40 and 42 percent.

- o Those giving a very important rating to *Career Services support* shows a slight increase over time: from 10 percent in 2010, to 11 percent in 2011, to 13 percent in 2012, to 14 percent in 2014.

- By University, very important ratings show slight changes over time.

  - o UAS students gave lower "very important" ratings in nearly all categories in 2014, compared to previous years. For example, *support from family* was considered very important by 58 percent of UAS alumni in 2014, down from 69 percent in 2012. *Love of learning/subject matter* went from 75 to 62 percent very important.

  - o UAA students gave higher very important ratings to *financial aid availability* over time: from 45 percent in 2010 to 53 percent in 2012 and 51 percent in 2014. They also gave higher ratings to *ability to take online classes*, from 30 percent in 2010 to 41 percent in 2014.

  - o UAF students gave lower very important ratings to *faculty support* over time: from 60 percent in 2010, to 56 percent in 2011-12, to 54 percent in 2014.

Table 11. How important were each of the following factors in helping you attain your degree?

	TOTAL		UAA		UAF		UAS	
	2012 n=1,021	2014 n=1,277	2012 n=500	2014 n=631	2012 n=367	2014 n=469	2012 n=144	2014 n=164
Love of learning/subject matter								
Very important	65%	66%	63%	67%	65%	66%	75%	62%
Somewhat important	30	28	33	26	30	31	23	31
Not important	3	4	4	5	4	2	1	5
Not applicable/did not use	<1	1	<1	2	1	1	1	1
Support from family								
Very important	62%	63%	61%	64%	60%	62%	69%	58%
Somewhat important	26	24	26	24	28	24	23	26
Not important	9	7	10	6	8	7	5	10
Not applicable/did not use	3	5	3	5	3	7	4	5
Ability to work while going to school								
Very important	60%	59%	60%	57%	55%	57%	75%	70%
Somewhat important	22	23	22	24	26	23	14	17
Not important	8	8	10	8	8	9	4	5
Not applicable/did not use	9	10	8	10	10	11	7	7
Support from UA faculty								
Very important	54%	51%	50%	48%	56%	54%	61%	55%
Somewhat important	36	38	37	39	36	37	32	38
Not important	8	7	10	10	6	5	3	3
Not applicable/did not use	2	4	2	4	1	4	4	2
Availability of financial aid								
Very important	52%	51%	53%	50%	52%	55%	49%	45%
Somewhat important	19	18	18	18	19	20	22	18
Not important	10	10	11	10	10	7	8	12

Not applicable/did not use	18	20	17	22	18	17	21	23
Ability to take some/all classes online								
Very important	40%	43%	40%	41%	33%	39%	60%	64%
Somewhat important	29	30	29	33	30	29	26	19
Not important	18	15	19	16	20	13	10	12
Not applicable/did not use	12	12	12	10	16	18	5	4
Support from UA staff								
Very important	43%	40%	41%	38%	44%	44%	49%	43%
Somewhat important	42	43	42	44	44	42	39	45
Not important	11	11	14	13	8	9	7	10
Not applicable/did not use	3	5	3	5	3	5	3	2
Support from friends/classmates								
Very important	40%	40%	41%	38%	41%	45%	35%	38%
Somewhat important	42	42	41	44	43	39	44	43
Not important	16	14	16	15	15	10	18	14
Not applicable/did not use	1	4	1	3	1	5	2	3
Support from Career Services								
Very important	13%	14%	11%	13%	16%	15%	15%	13%
Somewhat important	23	20	23	18	23	22	24	21
Not important	25	25	27	26	24	23	20	24
Not applicable/did not use	36	40	37	41	34	38	39	38
*Support from UA alumni								
Very important	*	8%	*	7%	*	10%	*	5%
Somewhat important	*	15	*	14	*	16	*	14
Not important	*	33	*	34	*	30	*	37
Not applicable/did not use	*	42	*	43	*	42	*	40

*Added in 2014.

After being asked about the various factors' importance in helping them attain their degree certificate, alumni were asked which one of the factors was *most* important in helping them attain their degree/certificate.

- Support from family was the most common response at 21 percent, followed by availability of financial aid (16 percent), ability to work while going to school (15 percent), and love of learning/subject matter (14 percent).

- All degree types listed support from family as the most important factor.

- While support from family was the most cited factor for UAA (24 percent) and UAF (19 percent), UAS alumni's highest ranked factors were ability to take some/all classes online (24 percent), ability to work while going to school (20 percent), then support from family (15 percent).

- Additionally, while 24 percent of UAS alumni reported the ability to take some/all classes online as most important, only 8 percent of UAA alumni and 9 percent of UAF alumni reported this as most important.

- There were several statistically significant differences by field of study:

  o Support from family and friends was listed as most important by health (29 percent), education (24 percent), math/science/computer (22 percent), and voc/ed alumni (21 percent).

  o One-quarter of engineering alumni reported support from friends/classmates as most important.

- o Nearly one-quarter of business/public administration alumni (23 percent) mentioned the ability to work while going to school as most important.

- o Nineteen percent of arts/humanities/social sciences students reported love of learning/subject matter as most important.

- Distance alumni were, predictably, more likely to cite ability to take some/all classes online as most important (31 percent), compared to non-distance alumni (2 percent).

- Non-distance alumni were more likely to report love of learning/subject matter as more important than distance alumni, 17 percent versus 5 percent.

TRENDS

Note: This question was introduced in 2011.

- The availability of financial aid was selected by 14 percent in 2011, then 17 percent in 2012, then 16 percent in 2014. It went from being the fourth most common response to the second most common response.

- Ability to work while going to school was selected by 18 percent in 2011, then 15 percent in both 2012 and 2014.

- UAF alumni selecting "support from family" has ranged from 21 percent in 2011, to 24 percent in 2012, to 19 percent in 2014.

- UAS alumni selecting online classes went from 24 percent in 2011, to 19 percent in 2012, back to 24 percent in 2014.

Table 12. Which of these was the most important factor in helping you attain your degree/certificate?

	TOTAL		UAA		UAF		UAS	
	2012 n=1,019	2014 n=1,277	2012 n=498	2014 n=631	2012 n=367	2014 n=469	2012 n=144	2014 n=164
Support from family	22%	21%	22%	24%	24%	19%	22%	15%
Availability of financial aid	17	16	19	16	15	16	14	14
Ability to work while going to school	15	15	15	17	13	11	19	20
Love of learning/subject matter	14	14	15	14	16	14	11	11
Support from UA faculty	11	10	9	9	15	15	11	7
Ability to take some/all classes online	8	10	7	8	6	9	19	24
Support from friends/classmates	7	7	9	7	6	10	3	3
Support from UA staff	2	2	1	2	3	3	2	3
Support from Career Services Center	<1	<1	-	<1	1	<1	-	1
Support from UA alumni	*	<1	*	-	*	-	*	1
None of these	2	3	3	4	2	4	-	1

*Added in 2014.

Activities, Work, Distance Education, and Internships While Attending UA

This chapter focuses on alumni activities and education while attending UA: extra-curricular activities, classes attended in-person versus via distance methods, and employment behavior. It also shows whether alumni participated in an internship and where, the internship's wage, and whether that internship led to a job offer.

Activities While Attending UA

- Overall, over half of UA alumni (58 percent) participated in at least one group or activity while attending UA. The most common activity was clubs/organizations related to their major (26 percent).

- UAS alumni were less likely to have participated in any activities (39 percent) compared to UAA alumni (59 percent) and UAF alumni (64 percent).

- Nearly three-quarters of BA alumni (72 percent) participated, compared to less nearly half of AA/CT alumni (47 percent) and MA/PhD alumni (49 percent).

TRENDS

- Overall participation rates rose slightly between 2010, when 53 percent of alumni reported at least one activity, and 2014, when 58 percent of alumni reported at least one activity. UAA alumni showed an increase from 52 to 59 percent.

- Participation in clubs/organizations related to major has dropped over the years, from 31 percent in 2006 to 26 percent in 2014. Participation in Student Activities dropped from 25 percent in 2006 to 16 percent in 2014.

See table, next page

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

	TOTAL		UAA		UAF		UAS	
	2012 n=1,014	2014 n=1,277	2012 n=496	2014 n=631	2012 n=365	2014 n=469	2012 n=143	2014 n=164
Did not participate in any groups/activities	45%	42%	48%	41%	36%	36%	59%	61%
Participated in at least one activity	55	58	52	59	64	61	41	39
Clubs/organizations related to your major	24	26	25	28	28	30	9	9
Student Activities	21	16	20	13	25	21	20	18
Academic honors programs	11	12	11	14	11	11	11	7
Clubs/organizations related to minor/other academic subjects*	*	10	*	10	*	14	*	5
Non-varsity sports	9	10	5	7	18	15	4	7
Service/volunteer organizations	6	10	5	9	7	12	6	10
Undergraduate research	10	9	8	10	15	9	3	9
Performing arts	6	7	4	6	10	9	5	6
Minority student programs/activities	4	6	4	5	6	7	2	7
Student leadership	4	5	4	5	4	6	3	4
Religious groups	5	5	4	4	5	7	7	6
Outdoor clubs	4	4	2	3	7	7	2	3
Student government	3	4	2	4	4	3	5	4
Political or issue group	2	4	1	4	2	3	4	3
Student media publications	4	3	3	3	6	4	4	1
Alumni activities	4	3	2	2	4	2	12	7
Fraternity or sorority	2	2	2	3	3	1	2	1
Residence hall council or IRC	2	2	2	2	3	3	1	1
Varsity sports	2	2	2	1	3	3	-	1
ROTC	1	1	1	<1	1	2	-	-
Student judicial board	-	<1	-	<1	-	<1	-	-
Other**	3	5	3	4	4	7	2	3
Don't know	1	1	1	<1	<1	1	-	1

*Added in 2014.
** A list of other responses can be found in the Appendix.

Distance Education

- Seventy-one percent of UA alumni attended most or all of their classes in person, with nearly half (49 percent) attending most classes in person. Twenty-eight percent of UA alumni attended half or less of their classes in person.

- Over one-quarter of UAS alumni (28 percent) attended none of their classes in person, compared to 5 percent of UAA alumni and 4 percent of UAF alumni.

- BA alumni were much more likely to attend most or all classes in person at 86 percent, compared to 62 percent of AA/CT alumni and 59 percent of MA/PhD alumni.

- One-fifth (21 percent) of education alumni attended no classes in person, the highest percentage of all fields of study.

TRENDS

Note: This question was added in 2008.

- The percentage of alumni who attended all their classes in person has dropped steadily over the years, from 41 percent in 2008, to 32 percent in 2009, to 29 percent in 2010, to 26 percent in 2011, to 27 percent in 2012, to 22 percent in 2014.

- The percentage of alumni attending most of their classes in person rose from 40 percent in 2008 to 49 percent in 2012 and 2014.

- The percentage of alumni who attended none or some of their classes in person has risen from 14 percent in 2008 to 19 percent in 2009.

- All Universities showed a shift towards distance education between 2008 and 2014.

**Table 14. Of the classes you took towards your degree program,
about how many did you attend in person?**
(as opposed to via video conference, audio conference, correspondence, or internet)

	TOTAL		UAA		UAF		UAS	
	2012 n=1,030	2014 n=1,277	2012 n=506	2014 n=631	2012 n=370	2014 n=469	2012 n=144	2014 n=164
Attended all classes in person	27%	22%	26%	19%	37%	33%	9%	10%
Attended most classes in person	49	49	55	57	46	48	28	21
Attended about half my classes in person	8	9	7	9	4	6	19	17
Attended some of my classes in person	10	11	7	9	9	9	26	23
Attended none of my classes in person	6	8	6	5	3	4	19	28

Table 15. Analysis By Degree Type

	AA/CT		BA		MA/PhD	
	2012 n=309	**2014** n=369	**2012** n=427	**2014** n=559	**2012** n=87	**2014** n=240
Attended all classes in person	23%	23%	29%	17%	34%	34%
Attended most classes in person	50	39	60	69	31	25
Attended about half my classes in person	11	16	5	7	8	7
Attended some of my classes in person	10	15	4	4	17	19
Attended none of my classes in person	6	8	1	3	10	16

Working While Attending UA

- Three-quarters of respondents (75 percent) worked during their final year of school. UAS alumni had a slightly higher percentage with 81 percent working during their final year, compared to 74 percent of both UAA and UAF alumni.

- MA/PhD alumni were more likely to have worked during the final year of school (81 percent) compared to AA/CT alumni (76 percent) and BA alumni (72 percent).

- Of those who worked, the majority of alumni (70 percent) worked off-campus. UAF alumni were much more likely to have worked on campus (30 percent), compared to UAA (11 percent) and UAS alumni (6 percent).

- For those alumni working on campus, 40 percent worked between 11 and 20 hours.

- For alumni working off campus, 43 percent worked between 21 and 40 hours, and 29 percent worked over 40 hours.

TRENDS

- The percentage of UA alumni working their last year of school has stayed steady since 2009, between 73 and 75 percent.

- The percentage working on-campus has also stayed steady, since 2007, at between 15 and 18 percent.

- The most common time period worked on-campus, 11 to 20 hours, has fluctuated over the years between 32 percent and 52 percent, with 2014 at 40 percent, down slightly from 45 percent in 2012.

- The most common time period worked off-campus, 21 to 40 hours, has ranged from 35 to 46 percent over the years, with 2014 at 43 percent – up from 35 percent in 2012.

Table 16. Did you work during the final school year before you graduated?

	TOTAL		UAA		UAF		UAS	
	2012 n=1,013	**2014** n=1,277	**2012** n=496	**2014** n=631	**2012** n=364	**2014** n=469	**2012** n=143	**2014** n=164
Yes	74%	75%	74%	74%	72%	74%	80%	81%
No	25	25	25	26	27	26	19	19

Table 17. Did you work on-campus, off-campus, or both?
(Base: Worked during their final school year)

	TOTAL		UAA		UAF		UAS	
	2012 n=756	2014 n=953	2012 n=368	2014 n=464	2012 n=264	2014 n=347	2012 n=106	2014 n=134
On-campus	18%	16%	14%	11%	28%	30%	9%	6%
Off-campus	68	70	73	78	54	51	78	82
Both	14	13	12	11	16	18	12	11

Table 18. Approximately how many hours per week did you work?
(Base: Worked during their final school year)

	TOTAL		UAA		UAF		UAS	
	2012 n=899	2014 n=400	2012 n=440	2014 n=166	2012 n=313	2014 n=192	2012 n=134	2014 n=39
On-campus								
10 hours or less	17%	15%	15%	16%	15%	12%	31%	20%
11 to 20 hours	45	40	46	35	46	47	34	34
21 to 40 hours	20	23	18	22	24	25	13	19
Over 40 hours	10	10	8	10	12	10	7	13
Off-campus								
10 hours or less	9%	9%	8%	8%	12%	10%	6%	7%
11 to 20 hours	24	19	25	21	27	19	16	13
21 to 40 hours	35	43	33	44	38	41	38	42
Over 40 hours	32	29	33	26	24	28	41	38

- Of those alumni who reported working their final year of school, 58 percent said at least some of the work was related to their degree/certificate program. UAS alumni were more likely to report this (67 percent), compared to 54 percent of UAA alumni and 60 percent of UAF alumni.

- When comparing degree types, MA/PhD alumni were much more likely to be employed in work related to their degree (80 percent), compared to AA/CT alumni (54 percent) and BA alumni (48 percent).

TRENDS

- The percentage of alumni whose work was related to their degree/certificate program has stayed fairly steady over the years, ranging from 58 percent (in both 2007 and 2014) to 64 percent in 2010. Both UAS and UAF showed declines in yes responses between 2012 and 2014 (from 65 to 60 percent for UAF, and from 78 to 67 percent for UAS).

Table 19. Was any of your work related to your degree or certificate program?
(Base: Worked during their final school year)

	TOTAL		UAA		UAF		UAS	
	2012 n=754	2014 n=953	2012 n=367	2014 n=464	2012 n=263	2014 n=347	2012 n=114	2014 n=134
Yes	61%	58%	55%	54%	65%	60%	78%	67%
No	38	42	43	46	34	39	22	33
Don't know	1	1	1	<1	1	1	1	-

Internships

- One-third of alumni participated in an internship as part of their degree/certificate program. This was similar across all Universities.

- MA/PhD alumni were more likely to have participated in an internship, compared to AA/CT and BA alumni, 39 percent versus 34 and 25 percent, respectively.

- Education alumni were the most likely to have participated in an internship at 81 percent, followed by health alumni (50 percent) and business/public administration alumni (28 percent). Arts/humanities/ social sciences alumni were the least likely to have participated in an internship at 18 percent.

- Of the alumni who had participated in an internship, over one-quarter of internships (27 percent) were based at school districts.

  o Nearly half of UAS alumni (45 percent) reported their internships were based in the school district, compared to 27 percent of UAA alumni and 18 percent of UAF alumni.

  o Over half (52 percent) of MA/PhD alumni's internships were in the school districts, compared to 15 percent of BA alumni and 8 percent of AA/CT alumni.

- The majority of the internships overall, and across all Universities and degree types, were unpaid. An exception to this was engineering alumni, 56 percent of whom were paid $20 or more hourly.

- Overall, and across all Universities and degree types, the majority of internships were not coordinated through their campus Career Services Center.

- Of those that participated in internships, 41 percent resulted in a job offer. UAF had the highest percentage at 44 percent of alumni being offered jobs, compared to 30 percent of UAS alumni. MA/PhD alumni's internships were least likely to result in job offers, with only 19 percent reporting a job had been offered, compared to 51 percent of AA/CT alumni and 46 percent of BA alumni.

- Of those offered a job, nearly two-third of alumni (65 percent) accepted the job.

TRENDS

Note: The question regarding internship participation referred to "internship or practicum" in 2006 and 2007. The questions "With what organization?", "Did you take the job?", and hourly wage were introduced in 2011.

- The proportion of alumni participating in internships declined by only a few percentage points over the last several years, from 36 percent in 2010, to 34 percent in 2011 and 2012, to 33 percent in 2012. The question included "practicums" in 2006 and 2007 which may explain the higher percentages in those years: 43 and 45 percent, respectively.

- Those reporting that their internship was unpaid dropped from 67 percent in 2012 to 62 percent in 2014. (The rate in 2011 was 64 percent.) Those earning $16/hour or more increased from 14 percent in 2012 to 21 percent in 2014.

- School district has remained the most common type of internship organization over the years, although the percentage mentioning it dropped from 35 and 36 percent (2011 and 2012) to 27 percent in 2014. Those mentioning hospital/clinic/doctor's office stayed steady at 13 percent all three years. Those

mentioning University of Alaska went from 10 percent in 2011, to 6 percent in 2012, to 10 percent in 2014.

- The percentage of internship participants reporting their internship was coordinated through the Career Services Center dropped slightly in the last several years, from 10 and 11 percent in 2008 and 2009, to 8 percent in 2011 and 2012, to 7 percent in 2014.

- The percentage of internship participants reporting that their internship led to a job offer increased to 41 percent in 2014, after three years at 34 percent. (Rates for 2006 and 2007 were higher at 46 and 47 percent, but may be related to the inclusion of practicums in the original question.)

- Those saying that they took the job offer has fluctuated over the last three years, from 71 percent in 2011, to 80 percent in 2012, to 65 percent in 2014.

Table 20. Did you do an internship as part of your degree or certificate program?

	TOTAL		UAA		UAF		UAS	
	2012 n=1,015	2014 n=1,277	2012 n=497	2014 n=631	2012 n=364	2014 n=469	2012 n=144	2014 n=164
Yes	34%	33%	35%	36%	31%	30%	34%	31%
No	65	66	64	64	68	70	64	68
Don't know	1	1	1	<1	2	1	2	1

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

Table 21. With what organization?
(Base: Participated in an internship)

	TOTAL		UAA		UAF		UAS	
	2012 n=340	2014 n=427	2012 n=175	2014 n=227	2012 n=114	2014 n=143	2012 n=49	2014 n=50
School district	36%	27%	34%	27%	26%	18%	66%	45%
Hospital/clinic/doctor's office	13	13	18	18	5	7	5	2
University of Alaska	6	10	4	6	10	15	3	11
State of Alaska	9	7	7	4	14	9	2	21
Alaska Native corporation/ organization	3	5	3	3	1	7	3	7
Federal government	6	6	5	7	10	5	2	4
Municipality/Borough	1	1	2	1	-	1	-	-
Non-profit organization	8	9	10	9	10	9	-	5
Professional services firm (law, engineering, consulting, etc.)	4	6	4	5	4	10	6	-
Media organization (radio, newspaper, TV, etc.)	4	1	2	1	7	2	8	-
Mining/oil company	4	4	5	5	4	6	-	-
Other*	7	11	7	13	9	11	5	4

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

Table 22. What was your hourly wage for your internship?
(Base: Participated in an internship)

	TOTAL		UAA		UAF		UAS	
	2012 n=340	2014 n=427	2012 n=175	2014 n=227	2012 n=114	2014 n=143	2012 n=49	2014 n=50
Unpaid	67%	62%	67%	66%	60%	49%	81%	72%
Less than $9.00/hour	2	2	2	2	1	4	-	-
$9.00-11.99/hour	5	7	3	4	6	10	6	11
$12.00-15.99/hour	9	5	9	7	10	5	9	-
$16.00-19.99/hour	7	10	8	7	10	12	2	14
$20.00/hour or more	7	11	7	11	8	15	2	3
Other	2	2	3	2	3	2	-	-
Don't know	2	2	2	2	2	3	-	-

Table 23. Was your internship coordinated through your campus Career Services?
(Base: Participated in an internship)

	TOTAL		UAA		UAF		UAS	
	2012 n=340	2014 n=427	2012 n=175	2014 n=227	2012 n=114	2014 n=143	2012 n=49	2014 n=50
Yes	8%	7%	8%	7%	11%	8%	3%	8%
No	79	84	80	85	77	83	81	83
Don't know	13	9	12	9	12	9	16	10

Table 24. Did the internship lead to a job offer?
(Base: Participated in an internship)

	TOTAL		UAA		UAF		UAS	
	2012 n=340	2014 n=427	2012 n=175	2014 n=227	2012 n=114	2014 n=143	2012 n=49	2014 n=50
Yes	34%	41%	36%	41%	34%	44%	25%	30%
No	58	54	55	54	60	49	66	69
Don't know	8	5	9	5	5	7	9	2

Table 25. Did you take the job?
(Base: Participated in an internship, led to job offer)

	TOTAL		UAA		UAF		UAS	
	2012 n=115	2014 n=172	2012 n=63	2014 n=93	2012 n=38	2014 n=62	2012 n=13	2014 n=15
Yes	80%	65%	81%	67%	72%	65%	93%	58%
No	17	31	14	30	25	32	7	32
Don't know	4	4	5	4	3	3	-	10

Post-Graduation Plans and Employment

This chapter shows the post-graduation activities of alumni, including employment and additional education. It shows where alumni currently reside, their industry and position, and how often they use the skills they learned at UA. Alumni also shared their salary, benefits received in their position, and student loan behavior.

Post-Graduation Plans

Respondents were asked to report their post-graduation year plans. Multiple responses were allowed.

- Nearly three-quarters of alumni (72 percent) responded with employment (working or looking for a job). Over one-third of alumni (35 percent) reported pursing additional graduate or professional study, and 18 percent planned on additional undergraduate study. Over one-fifth of alumni (21 percent) reported plans to start/raise a family.

- Responses were similar across Universities.

- Among types of degrees, nearly half of BA alumni (48 percent) planned on additional graduate or professional study, compared to 22 percent of AA/CT alumni and 28 percent of MA/PhD alumni.

- Forty-three percent of AA/CT alumni planned on additional undergraduate study, compared to 8 percent of BA alumni and 2 percent of MA/PhD alumni.

TRENDS

Note: This question was introduced in 2009.

- The percentage of alumni pursuing employment has stayed consistent over the last several years: 73 percent in 2010, 74 percent in 2011, 73 percent in 2012, and 72 percent in 2014. While the 2009 rate was slightly lower at 67 percent, this was likely due to a change in wording in the survey.

- The percentage of alumni seeking additional graduate or professional study has declined slightly, from 42 percent in 2009, to 38 percent in 2010, 2011, and 2012, to 35 percent in 2014.

- The percentage of alumni seeking additional undergraduate study changed little over the years: 19 percent in 2009 and 2010, 16 percent in 2011, and 18 percent in both 2012 and 2014.

Table 26. Which of the following are you pursuing (or planning to pursue) in your post-graduation year?

	TOTAL		UAA		UAF		UAS	
	2012 n=1,010	2014 n=1,272	2012 n=494	2014 n=630	2012 n=363	2014 n=466	2012 n=143	2014 n=163
Working/employment/ looking for a job	73%	72%	74%	71%	73%	73%	67%	74%
Additional graduate or professional study	38	35	36	36	42	36	36	34
Additional undergraduate study	18	18	20	19	12	17	20	14
Starting/raising a family	19	21	19	22	19	21	18	17
Volunteer services	9	12	10	12	9	11	9	14
Military/armed services	2	3	3	3	1	2	-	2
Other	1	2	1	2	2	2	2	3
Don't know	4	4	3	5	4	3	5	3

Current Primary Activity

Respondents were asked to identify one primary activity in their post-graduate year.

- The activity with the highest percentage was employment, accounting for 71 percent of respondents. Additional graduate study was reported by 9 percent of respondents, and additional undergraduate study was reported by 8 percent of respondents. Starting/raising a family was reported by 7 percent.

- Responses were similar across all Universities.

- MA/PhD alumni were more likely to report employment (81 percent), compared to 60 percent of AA/CT alumni and 73 percent of BA alumni.

- BA alumni were more likely to pursue graduate study (15 percent), compared to 4 percent of AA/CT alumni and 6 percent of MA/PhD alumni.

- AA/CT alumni were more likely to plan on additional undergraduate study (20 percent), compared to 2 percent of both BA alumni and MA/PhD alumni. Likewise, they were more likely to pursue starting/raising a family (10 percent), compared to 6 percent for both BA and MA/PhD alumni.

- Health alumni were more likely to report employment as their primary activity (82 percent), followed by education (81 percent) and business/public administration alumni (79 percent).

TRENDS

Note: This question was introduced in 2009.

- Those claiming employment as their current primary activity has increased slightly in each of the last four survey years: 66 percent in 2010, 68 percent in 2011, 69 percent in 2012, and 71 percent in 2014.

- Those seeking additional graduate or professional study dropped slightly from 12 percent in 2010 and 2011, to 11 percent in 2012, to 9 percent in 2014.

- Those seeking additional undergraduate study has ranged between 7 and 9 percent over the years, ending at 8 percent in 2014.

Table 27. Which of the following is currently your primary activity?

	TOTAL		UAA		UAF		UAS	
	2012 n=1,011	2014 n=1,277	2012 n=495	2014 n=631	2012 n=363	2014 n=469	2012 n=143	2014 n=164
Working/employment/ looking for a job	69%	71%	68%	71%	70%	69%	67%	76%
Additional graduate or professional study	11	9	9	8	15	11	9	8
Additional undergraduate study	9	8	11	9	5	8	12	6
Starting/raising a family	6	7	5	8	6	7	7	4
Volunteer services	1	1	1	1	1	2	1	1
Military/armed services	1	1	2	<1	-	1	-	1
Other	2	2	2	2	2	2	-	2
Don't know	1	1	1	1	1	1	4	2

Place of Residence

- Eighty-four percent of alumni currently reside in Alaska, while 14 percent reside in another US state and 2 percent outside the US.

- UAA and UAS alumni were slightly more likely to reside in Alaska (86 and 85 percent, respectively) than UAF alumni (79 percent).

- AA/CT alumni were more likely to live in Alaska (90 percent), compared to 83 percent of BA alumni and 73 percent of PhD alumni.

- Education alumni were most likely to reside in Alaska (91 percent), followed by voc/ed (88 percent), business/public administration (85 percent), health (84 percent), math/science/computer (82 percent), arts/humanities/social sciences (80 percent), and engineering (79 percent).

TRENDS

Note: This question was changed from asking those currently employed where they were employed, to asking all alumni where they currently resided, in 2010.

- The percentage of alumni currently residing in Alaska declined very slightly between 2010 and 2014: from 86 percent in 2010, to 85 percent in 2011 and 2012, to 84 percent in 2014.

- Previously, when the question was asked only of employed alumni, the rate of those living in Alaska tended to be higher: 89 percent in 2006, 85 percent in 2007, 87 percent in 2008, and 90 percent in 2009.

Table 28. Do you currently reside in Alaska, another US state, or outside the United States?

	TOTAL		UAA		UAF		UAS	
	2012 n=1,030	2014 n=1,277	2012 n=506	2014 n=631	2012 n=370	2014 n=469	2012 n=144	2014 n=164
In Alaska	85%	84%	89%	86%	77%	79%	87%	85%
Other US state	12	14	9	12	17	18	12	13
Outside US	3	2	2	2	5	3	1	2

Current Employment Status

For the following question, only alumni who selected employment or military/armed services among their post-graduation plans were asked this question, while other respondents were moved to the next series of questions. However, the data below is based to all respondents in order to show a more complete picture. Those who were skipped out of the question are included in the "Other" category.

- Fewer than half of alumni (44 percent) reported full-time, year-round employment. Nine percent were employed part-time, year-round; 5 percent full-time, seasonally; and 2 percent part-time, seasonally. Nine percent were unemployed, and currently looking for work, while 2 percent were unemployed and not looking for work.

- Responses were similar across Universities.

- MA/PhD alumni were more likely to be employed full-time, year-round (52 percent), compared to 35 percent of AA/CT alumni and 46 percent of BA alumni.

- Engineering alumni were most likely to report full-time, year-round employment (57 percent), followed by business/public administration (55 percent) and education alumni (53 percent). Only one-third of math/science/computer alumni (33 percent) reported full-time, year-round employment.

TRENDS

Note: This question was changed to its current format in 2009. The responses to this question in 2012 were likely impacted by the timing of the survey that year, which occurred several months past the usual survey date.

- Alumni employed full-time, year round represented between 44 and 46 percent of respondents in each of the last four survey years, ending at 44 percent in 2014.

- The percentage of alumni unemployed and currently looking for work increased significantly between 2012 and 2014 (from 3 to 9 percent); however, this is almost certainly related to the timing of the 2012 survey. Prior to 2012, the percentage was consistent with the 2014 rate: 8 to 9 percent in 2009, 2010, and 2011.

- Those employed part-time, year-round have represented 9 to 10 percent of respondents in each of the last four survey years. Those employed full-time, seasonally represented 5 percent of alumni in 2010, 2011, and 2014; in 2012, they represented 7 percent. Those employed part-time, seasonally represented 2 percent of respondents in 2010, 2011, and 2014; in 2012, they represented 5 percent.

Table 29. Which statement best describes your current employment status?

	TOTAL		UAA		UAF		UAS	
	2012 n=1,030	2014 n=1,277	2012 n=506	2014 n=631	2012 n=370	2014 n=469	2012 n=144	2014 n=164
Employed full-time, year-round	46%	44%	43%	42%	48%	43%	47%	49%
Employed part-time, year-round	9	9	11	12	8	6	3	8
Employed full-time, seasonally	7	5	8	4	7	5	4	5
Employed part-time, seasonally	5	2	6	2	4	3	5	3
Unemployed, currently looking for work	3	9	4	9	3	11	3	6
Unemployed, not looking for work	2	2	2	1	1	4	3	2
Other (student, raising family, etc.)	29	29	27	30	29	28	35	27

Using UA Knowledge and Skills

- When asked about using the skills and knowledge learned from their degree/certificate, 57 percent of employed alumni reported they used them daily, 18 percent weekly, 5 percent monthly, and 18 percent rarely.

- UAF alumni were the most likely to use their skills daily at 59 percent, followed by UAA alumni at 57 percent and UAS alumni at 52 percent.

- UAA alumni had a slightly higher percentage of rarely using the skills and knowledge (22 percent), compared to UAF and UAS alumni (both 14 percent).

- MA/PhD alumni were more likely to use their skills and knowledge on a daily basis (65 percent), compared to 57 percent of AA/CT alumni and 53 percent of BA alumni.

- Health alumni (78 percent) and education alumni (76 percent) were most likely to use their skills on a daily basis. Arts/humanities/social sciences alumni had the lowest daily use rate, at just 37 percent.

TRENDS

- While the percentage of employed alumni using skills learned at UA has been relatively consistent the last several years (56 to 58 percent in 2011, 2012, and 2014), they have been dropping over the long-term: 67 and 68 percent in 2006 and 2007, 66 percent in 2008, 63 percent in 2009, and 62 percent in 2010.

- Conversely, those using their skills rarely have been increasing: from 13-14 percent in 2006, 2007, and 2008, to 19 percent in 2009, 16 percent in 2010, 20 percent in 2011 and 2012, and 18 percent in 2014.

Table 30. In your current position, how often do you use skills and knowledge learned from your UA degree or certificate program?
(Base: Currently employed)

	TOTAL		UAA		UAF		UAS	
	2012 n=647	2014 n=761	2012 n=322	2014 n=379	2012 n=231	2014 n=269	2012 n=88	2014 n=104
Daily	58%	57%	56%	57%	56%	59%	72%	52%
Weekly	14	18	13	15	19	20	9	23
Monthly	4	5	5	3	4	5	4	9
Rarely	20	18	22	22	18	14	14	14
Don't know	3	2	4	3	3	2	-	2

Industries

- The most common industries of employed alumni were education (21 percent), health care/social services (14 percent), government (13 percent), and professional services (10 percent).

- UAA alumni reported 18 percent employment in the health care/social services industry, compared to 9 percent of UAF alumni and 7 percent of UAS alumni.

- UAS alumni were more likely to be employed in education (37 percent), compared to 17 percent of UAA alumni, and 20 percent of UAF alumni. Likewise, they were more likely to be employed in government (21 percent) than UAA alumni (11 percent) and UAF alumni (14 percent).

- MA/PhD alumni were more likely to be employed in education (46 percent), compared to 11 percent of AA/CT alumni and 13 percent of BA alumni.

- AA/CT alumni were more likely to be employed in health care/social services (20 percent) than BA (13 percent) and MA/PhD alumni (9 percent).

TRENDS

Note: The question of occupation/position was not categorized before 2010.

- Alumni employed in the education field dropped from 26 percent in 2012 to 21 percent in 2014. This rate has fluctuated over the years; previous rates were 21 percent in 2006, 22 percent in 2007, 26 percent in 2008, 24 percent in 2009, 25 percent in 2010, and 28 percent in 2011.

- The percentage of alumni employed in health care/social services has declined over the years: from 21 and 22 percent in 2006 and 2007, to 26 percent in 2008, 21 percent in 2009 and 2010, 18 percent in 2011, and 14 percent in 2012 and 2014.

- The percentage of alumni working in government has stayed at 13 to 14 percent over the years, with one exception (16 percent in 2009).

- The percentage of alumni in professional services increased from a range of 6 to 8 percent in 2007-2012, to 10 percent in 2014.

- The position of teacher/instructor/principal was the most common in each of the last four survey years, although its percentage was smallest in 2014 at 14 percent (down from 15-20 percent in previous years). All other positions represented fewer than 10 percent of employed alumni in each survey year.

Table 31. In what industry are you currently employed?
(Base: Currently employed)

	TOTAL		UAA		UAF		UAS	
	2012 n=647	2014 n=761	2012 n=322	2014 n=379	2012 n=231	2014 n=269	2012 n=88	2014 n=104
Education	26%	21%	21%	17%	26%	20%	44%	37%
Health care/social services	14	14	16	18	11	9	9	7
Government	13	13	13	11	13	14	17	21
Professional services (engineering, legal, consulting)	7	10	7	11	9	9	3	7
Finance/insurance/real estate	5	4	6	4	4	4	8	4
Non-profit	4	3	4	2	5	6	3	5
Tourism/hospitality	4	4	5	6	2	3	5	2
Mining/oil	6	6	6	5	8	9	-	2
Retail	4	5	4	7	4	3	4	4
Transportation/utilities	3	3	4	4	3	3	2	-
Construction/maintenance	4	5	4	4	2	6	4	4
Information technology	2	3	2	4	3	3	-	1
Media/communications	2	3	2	3	3	4	-	-
Fishing/seafood	1	<1	1	<1	2	<1	1	1
Arts	1	1	1	1	<1	<1	-	2
Security	<1	<1	<1	-	<1	1	-	-
Manufacturing	<1	1	<1	-	-	2	-	-
Other*	3	3	3	3	5	4	-	6
Don't know	1	1	1	1	<1	<1	-	-

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

Table 32. What occupation or position do you hold?
(Base: Currently employed)

	TOTAL		UAA		UAF		UAS	
	2012 n=645	2014 n=758	2012 n=321	2014 n=379	2012 n=231	2014 n=267	2012 n=87	2014 n=103
Teacher/instructor/principal	16%	14%	13%	10%	14%	12%	39%	30%
Technician/technologist	7	6	9	6	7	7	2	5
Office assistant/manager	7	7	7	7	6	6	6	7
Manager/assistant manager	5	5	5	5	3	4	6	10
Registered nurse/nurse assistant/ nurse practitioner	4	5	7	9	<1	1	1	1
Engineer/civil engineer	6	6	4	5	10	9	2	1
Accountant/bookkeeper	5	6	4	5	4	8	13	8
Specialist	4	5	3	4	5	6	4	7
Biologist/geologist/scientist	3	4	<1	3	7	6	2	3
Sales representative	2	4	2	5	2	2	-	2
Program coordinator/director	3	3	2	3	4	2	5	5
Researcher/research assistant	3	3	2	1	5	6	1	2
Customer service representative	3	3	4	3	1	2	-	2
Analyst/programmer	1	3	1	3	3	5	-	1
Supervisor	2	3	3	4	<1	3	2	2
Clerk	3	2	5	3	2	1	-	2
Bartender/barista/server	2	2	2	3	<1	1	3	1
Director	1	2	2	1	1	2	2	2
Intern	2	2	2	2	2	1	1	4
Social worker	2	2	3	2	2	3	-	-
Consultant	2	2	1	2	3	1	1	4
EMT/firefighter/paramedic	2	2	2	2	1	3	-	-
Therapist/counselor	2	1	2	1	4	1	-	-
Business owner/operator	1	1	1	1	2	2	3	-
Case manager	1	1	1	2	2	1	1	2
Armed services officer	1	<1	1	-	-	1	-	-
Dispatcher	<1	<1	1	<1	-	1	-	-
Other*	27	25	28	25	27	24	18	24

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

When Current Position Started

- Of employed alumni, nearly half (47 percent) started working in their current position after graduation, one-third while attending UA, and one-fifth starting working in their position before attending UA.

- One-third of UAS alumni started in their current position before attending UA, compared to 18 percent of UAA alumni and 17 percent of UAF alumni. Related to this, nearly half of UAA and UAF alumni (both 49 percent) started working in their current position after graduation, compared to 35 percent of UAS alumni.

- Only 11 percent of BA alumni started their positions before UA, compared to 26 percent of AA/CT alumni and 28 percent of MA/PhD alumni.

- Over one-third of AA/CT alumni (35 percent) started their current positions after graduating, compared to 54 percent of BA alumni and 48 percent of MA/PhD alumni.

- Engineering alumni were the most likely to start their current positions after graduation (70 percent), followed by health alumni (62 percent), and education alumni (52 percent).

TRENDS

- Employed alumni who started in their current position after graduating fell from 52 percent in 2012 to 47 percent in 2014. This rate has fluctuated over the years: 51 percent in 2006, 50 percent in 2007, 48 percent in 2008, 49 percent in 2009, 44 percent in 2010, and 45 percent in 2011.

- The rates for those who started working before attending UA have likewise fluctuated over the years, ranging from 17 percent (in 2009) to 24 percent (2010). The rate for 2014 fell in the middle of this range at 20 percent.

- The percentage of those starting their current position while attending UA has risen slightly over the years, starting at 26 percent in 2006, ending at 33 percent in 2014.

Table 33. When did you start working in your current position: before attending UA, while attending UA, or after graduating from UA?
(Base: Currently employed)

	TOTAL		UAA		UAF		UAS	
	2012 n=647	2014 n=761	2012 n=322	2014 n=379	2012 n=231	2014 n=269	2012 n=88	2014 n=104
Before attending UA	18%	20%	16%	18%	17%	17%	30%	33%
While attending UA	29	33	30	33	29	34	29	31
After graduating	52	47	53	49	54	49	40	35
Other	1	-	1	-	-	-	1	-

Salary and Benefits

- Among all alumni, the most common annual salary/wage was between $50,001 and $75,000 (21 percent), followed by 18 percent of alumni at $35,001 to $50,000 annually. The average annual salary was $40,000. Twelve percent of all alumni reported they did not earn a salary/wage.

- UAS alumni had a higher average annual salary ($46,000) than UAA ($39,000) and UAF alumni ($38,000).

- MA/PhD alumni reported the highest mean annual salary at $54,000, compared to AA/CT alumni's $34,000 and BA alumni's $37,000.

- Engineering alumni had the highest mean annual salary at $56,000, followed by education ($49,000), business/public administration ($47,000), health ($43,000), and voc/ed ($41,000). Math/science/computer alumni reported the lowest mean annual salary at $27,000.

Note: Results for 2006 are not comparable because the question was only asked of employed alumni.

- The reported average salary of alumni has increased slightly over the years, but does not appear to have kept up with inflation. More recently, the average salary increased by $2,000 in each of the last two survey years. Average salary rates were $37,000 in 2007, $36,000 in 2008, $37,000 in 2009, $38,000 in 2010, $36,000 in 2011, $38,000 in 2012, and $40,000 in 2014.

- Those not currently earning any income stayed consistent over the years at 12 percent in 2008, 2009, 2010, 2012, and 2014. Exceptions were 10 percent in 2007 and 14 percent in 2011.

Table 34. Current Annual Salary/Wage: All Alumni

	TOTAL		UAA		UAF		UAS	
	2012 n=1,008	2014 n=1,275	2012 n=493	2014 n=629	2012 n=363	2014 n=469	2012 n=142	2014 n=164
$0; do not currently earn	12%	12%	13%	12%	11%	14%	15%	10%
Less than $15,000	12	12	13	12	13	12	7	11
$15,000 to $25,000	12	12	12	13	14	11	11	8
$25,001 to $35,000	14	11	14	11	15	13	12	6
$35,001 to $50,000	17	18	17	18	16	17	18	18
$50,001 to $75,000	20	21	19	19	20	20	24	32
$75,001 to $100,000	7	7	7	7	5	5	9	8
Over $100,000	2	4	2	4	3	4	3	4
Don't know/refused	4	4	4	4	3	4	3	3
Average (000's)	**$38**	**$40**	**$37**	**$39**	**$38**	**$38**	**$41**	**$46**

- When employed alumni were asked which benefits they receive in their current position, the most commonly reported benefits were health insurance and paid leave, both at 63 percent. Over half (51 percent) also reported a company-funded retirement plan, and 40 percent reported a self-funded retirement plan. Nearly one-quarter of respondents (24 percent) reported they received none of the benefits listed.

- AA/CT alumni were less likely than BA and MA/PhD alumni to report receiving most benefits, including health insurance, paid leave, company-funded retirement plan, self-funded retirement plan, and education reimbursement program.

- Engineering alumni were the most likely to receive benefits, including health insurance (77 percent), company-funded retirement plan (67 percent), and education reimbursement program (53 percent).

- Arts/humanities/social sciences alumni were the least likely to receive most benefits, including health insurance (50 percent), company-funded retirement plan (37 percent), and self-funded retirement plan (32 percent).

TRENDS

- Many types of benefits have decreased over time. Health insurance was reported by 76 percent in 2006, gradually declining to 63 percent in 2014.

- Paid leave has declined from 74 percent in 2006 to 63 percent in 2014, with some fluctuations in between.

- Company-funded retirement plans were reported by 61 percent in 2006, compared with 51 percent in both 2012 and 2014.

- Education reimbursement programs declined from 41 percent in 2006 to 29 percent in 2014.

- Those reporting "none of the above" increased from 17 percent in 2007 to 24 percent in 2014. ("None of the above" was not an option in 2006.)

Table 35. Please tell me which of the following benefits you receive in your current position.
(Base: Currently employed)

	TOTAL		UAA		UAF		UAS	
	2012 n=644	2014 n=755	2012 n=320	2014 n=375	2012 n=230	2014 n=267	2012 n=88	2014 n=104
Health insurance	67%	63%	66%	61%	67%	67%	75%	64%
Paid leave	65	63	66	61	59	65	73	66
Company-funded retirement plan	51	51	51	49	48	53	56	53
Self-funded retirement plan	40	40	39	39	34	44	57	35
Education reimbursement program	31	29	30	31	31	27	34	22
Stock options	10	10	12	11	8	10	4	4
None of the above	22	24	23	24	23	23	15	24
Don't know	2	3	1	3	4	3	-	2

Loans

- Half of alumni said they took out loans in order to complete their degree/certificate. Responses were similar across Universities. MA/PhD alumni were less likely to take out loans than BA and AA/CT alumni: 41 percent versus 55 and 52 percent, respectively.

- The average amount borrowed was $27,000, with UAS alumni borrowing the least ($25,000) and UAF alumni borrowing the most ($30,000). MA/PhD alumni borrowed more than AA/CT and BA alumni: $33,000 versus $22,000 and $29,000, respectively.

- A new question in 2014 asked what kind of loans were taken out. Federal loans were by far the most popular type at 88 percent. Nearly one-quarter (23 percent) took out a private loan or State of Alaska loan. Family members (5 percent) and friends (1 percent) accounted for very few loans.

TRENDS

Note: This question was asked for the first time in 2012.

- The 2014 percentage of alumni taking out loans (50 percent) was consistent with 2012 (49 percent).

- The average loan amount decreased by $2,000 between 2012 and 2014.

Table 36. Loans

	TOTAL		UAA		UAF		UAS	
	2012 n=1,008	2014 n=1,276	2012 n=493	2014 n=630	2012 n=363	2014 n=469	2012 n=142	2014 n=164
Did you take out any loans in order to complete your degree/certificate?								
Yes	49%	50%	52%	52%	44%	49%	47%	45%
No	51	50	48	48	56	51	53	55
How much did you borrow overall? (Base: Took out loans)								
Less than $5,000	7%	9%	6%	10%	9%	6%	9%	9%
$5,001 to $10,000	11	16	11	16	12	17	7	16
$10,001 to $20,000	24	18	22	20	24	16	32	19
$20,001 to $30,000	20	19	21	16	15	20	20	27
$30,001 to $40,000	10	12	10	14	12	10	11	9
$40,001 to $50,000	10	11	11	10	9	12	5	10
$50,001 to $60,000	7	6	8	6	5	6	8	7
Over $60,000	9	6	9	5	11	10	6	3
Don't know	2	2	1	2	3	3	1	1
Average loan amount (000's)	$29	$27	$30	$26	$29	$30	$26	$25

Table 37. What types of loans did you take out?

	TOTAL n=640	UAA n=331	UAF n=227	UAS n=75
Federal loan	88%	86%	89%	92%
Private loan	23	24	21	23
State of Alaska loan	23	21	27	22
Personal loan from family member	5	5	5	3
Personal loan from friend	1	1	1	-
Other	<1	1	-	-

This chapter explores the job search among those alumni who are currently employed, and who obtained their current position after starting at UA. Areas explored include the difficulty in finding a job; number of applications and offers; geographical area of job search; and how their current job was found.

Difficulty in Finding a Job

- Over half of employed alumni (56 percent) reported the process of getting a job was very easy or easy, while 41 percent said it was difficult or very difficult.

- UAS alumni reported the process as easiest, with 68 percent responding the process was very easy or easy, compared to 55 percent of UAF alumni and 54 percent of UAA alumni. UAA alumni reported more difficulty in getting a job at 45 percent, compared to 40 percent at UAF and 28 percent at UAS.

- AA/CT alumni had the easiest time in getting a job (67 percent), compared to BA alumni (54 percent) and MA/PhD alumni (48 percent). The latter found the process hardest with 49 percent reporting difficulty, compared to 44 percent of BA alumni and 29 percent of AA/CT alumni.

- The fields finding the process the easiest were health (68 percent), voc/ed (66 percent), and arts/humanities/social sciences (57 percent). The fields with the most difficulty with the process were engineering (56 percent), business/public administration (44 percent), and math/science/computers (43 percent).

TRENDS

- The proportion of alumni reporting it was difficult or very difficult to get a job dropped from 46 percent in 2012 to 41 percent in 2014. However, it appears that difficulty has increased in the longer term. Difficult plus very difficult rates have been: 36 percent in 2006, 29 percent in 2007, 33 percent in 2008, 39 percent in 2009, 44 percent in 2010, 38 percent in 2011, 46 percent in 2012, and 41 percent in 2014.

- Those rating the process as easy or very easy have likewise decreased over time, although with some fluctuation. Easy plus very easy rates have been: 58 percent in 2006, 66 percent in 2007, 65 percent in 2008, 57 percent in 2009, 54 percent in 2010, 58 percent in 2011, 51 percent in 2012, and 56 percent in 2014.

Table 38. How difficult did you find the process of getting a job?
(Base: those currently employed; started in position during/after attending UA)

	TOTAL		UAA		UAF		UAS	
	2012 n=526	2014 n=613	2012 n=270	2014 n=314	2012 n=191	2014 n=222	2012 n=61	2014 n=71
Very easy	17%	20%	18%	20%	18%	20%	14%	18%
Easy	34	36	34	34	31	35	45	49
Difficult	33	32	32	35	35	29	29	22
Very difficult	13	9	12	9	14	11	10	6
Don't know	3	3	4	2	2	5	3	4

Note: This question was not asked of unemployed alumni.

Table 39. How difficult did you find the process of getting a job? By Type of Degree
(Base: Currently employed; started in position during/after attending UA)

	AA/CT n=143	BA n=316	MA/PhD n=113
Very easy	24%	21%	13%
Easy	43	34	35
Difficult	23	33	37
Very difficult	6	11	12
Don't know	4	2	4

Geographical Area

- The vast majority of employed alumni, 86 percent, focused their job search within Alaska. Eight percent focused it in the Pacific Northwest, and 6 percent focused it in the U.S. overall.

- UAS alumni were slightly more likely to search for jobs in Alaska (93 percent), compared to UAA alumni (88 percent) and UAF alumni (80 percent).

- Among degree types, MA/PhD students were the least likely to search for jobs in Alaska (78 percent), compared to AA/CT (90 percent) and BA alumni (87 percent).

TRENDS

- The percentage of respondents focusing their job search in Alaska has ranged between 84 and 89 percent since 2008, with the 2014 rate falling in the middle at 86 percent. The first two years of the survey (2006 and 2007) showed lower rates at 80 and 79 percent.

- Rates for other locations have stayed fairly consistent over the years, each accounting for less than 10 percent of responses.

Table 40. In what geographical area was your job search focused?
(Base: Currently employed; started in position during/after attending UA)

	TOTAL		UAA		UAF		UAS	
	2012 n=524	2014 n=612	2012 n=270	2014 n=314	2012 n=190	2014 n=221	2012 n=60	2014 n=71
Alaska	84%	86%	86%	88%	80%	80%	86%	93%
Pacific Northwest	8	8	7	7	11	8	10	13
All US	7	6	6	5	11	8	-	2
California	1	3	1	4	2	1	-	4
East	3	3	1	2	6	4	1	3
Midwest	4	3	2	3	5	3	6	1
Southwest	2	2	3	2	2	2	3	4
South	2	2	2	1	2	3	1	4
Outside the US	5	4	4	4	6	5	1	-
Don't know	1	1	<1	1	1	1	1	-

Number of Applications and Offers

- Employed alumni, on average, applied for 13.4 jobs during their employment search.

- UAS alumni applied for the least amount of jobs, with a mean of 6.9 jobs, compared to UAA's 13.1 and UAF's 16.4 jobs.

- MA/PhD alumni applied for the most jobs, 16.6 on average, compared to AA/CT (11.2 jobs) and BA alumni (13.2 jobs).

- Employed alumni received an average of 1.7 job offers. This was similar across Universities and degree types.

TRENDS

- Among currently employed UA alumni, the average number of jobs applied for dropped slightly in 2014, from 14.0 in 2012 to 13.4 in 2014. Previously this average had been on a long-term growth trend: 6.6 in 2006, 6.8 in 2007, 8.6 in 2008, 10.6 in 2009, 12.0 in 2010, 13.0 in 2011, and 13.4 in 2012.

- Despite the growing number of applications, the average number of job offers has stayed fairly consistent over the years, ranging between 1.7 and 1.9 2007 to 2014, with the 2014 rate at 1.7. The only exception is 2006, with a higher rate of 2.1.

Table 41. Can you estimate how many jobs you applied for?
(Base: Currently employed; started in position during/after attending UA)

	TOTAL		UAA		UAF		UAS	
	2012 n=521	2014 n=609	2012 n=268	2014 n=314	2012 n=189	2014 n=219	2012 n=60	2014 n=70
None	7%	5%	9%	4%	4%	6%	7%	6%
One	16	20	13	21	21	17	19	25
Two	8	10	9	9	6	12	12	11
Three to five	24	22	25	23	22	17	21	23
Six to ten	13	14	10	14	18	15	16	14
Eleven and over	25	19	25	20	27	22	19	9
Average	**14.0**	**13.4**	**12.7**	**13.1**	**17.3**	**16.4**	**9.8**	**6.9**

Table 42. Can you estimate how many jobs you applied for? By Type of Degree
(Base: Currently employed; started in position during/after attending UA)

	AA/CT n=142	BA n=313	MA/PhD n=113
None	9%	3%	2%
One	29	18	23
Two	13	10	7
Three to five	22	23	22
Six to ten	12	15	15
Eleven or more	10	22	22
Average	**11.2**	**13.2**	**16.6**

Table 43. Can you estimate how many job offers you received?
(Base: Currently employed; started in position during/after attending UA)

	TOTAL		UAA		UAF		UAS	
	2012 n=521	2014 n=605	2012 n=267	2014 n=310	2012 n=189	2014 n=218	2012 n=61	2014 n=71
None	8%	9%	11%	10%	3%	8%	7%	6%
One	45	46	42	45	50	45	46	53
Two	26	22	24	22	31	25	29	19
Three	10	10	11	11	9	10	7	6
Four or more	7	6	7	6	7	6	8	6
Average	**1.8**	**1.7**	**1.7**	**1.7**	**1.8**	**1.6**	**1.9**	**1.9**

Table 44. Can you estimate how many job offers you received? By Type of Degree
(Base: Currently employed; started in position during/after attending UA)

	AA/CT n=142	BA n=312	PhD n=111
None	9%	8%	8%
One	48	45	48
Two	21	23	23
Three	10	11	10
Four or more	3	5	6
Average	**1.7**	**1.6**	**1.6**

Sources for Current Position

- When alumni were asked how they had first heard about their current position, the most common response was family/friends/co-workers (27 percent), followed by company/organization's website (14 percent); other website (12 percent); and recruited, a previous employer, and UA staff/faculty (all at 7 percent).

- Results were similar across all Universities.

- MA/PhD alumni were less likely to hear about their current position from friends/family/co-workers (18 percent), compared to AA/CT (31 percent) and BA alumni (29 percent).

TRENDS

Note: The answer codes for this question have changed over the years to accommodate changing habits.

- Family/friends/co-workers has been the number one response since the survey began in 2006, representing between 24 and 29 percent of responses. The 2014 rate fell in the middle at 27 percent (up from 24 percent in 2012).

- Internet usage rates are difficult to track over time as the response codes have been adjusted. Adding together the responses for "company/organization website" and "other website", the 2014 rate matched the 2012 rate for "internet/website" at 26 percent. Previous rates for "internet" and "internet/website" tended to be lower, starting a 17 percent in 2006 and increasing over time.

- The percentage citing newspaper has decreased significantly, from 8 percent in 2007 to 1 percent in 2014.

- The percentage citing UA staff/faculty decreased slightly over time, from 11 percent in 2006 to 7 percent in 2014.

Table 45. How did you first hear about your current position?
(Base: Currently employed; started in position during/after attending UA)

	TOTAL		UAA		UAF		UAS	
	2012 n=522	2014 n=613	2012 n=266	2014 n=314	2012 n=191	2014 n=222	2012 n=61	2014 n=71
Family/friends/co-workers	24%	27%	27%	28%	18%	26%	25%	26%
Company/organization website	*	14	*	16	*	14	*	9
Other website	*	12	*	13	*	9	*	11
Internet/website	26	*	27	*	23	*	29	*
Previously worked for this employer	8	7	9	7	6	7	10	6
UA staff/faculty	9	7	7	6	13	9	5	5
Was recruited	7	7	7	6	7	8	4	10
Contacted employer	*	5	*	5	*	4	*	9
Internship	5	5	5	5	5	6	8	2
Employment agency	3	2	3	2	2	2	-	5
Social media (Linkedin, Facebook, etc.)	*	2	*	2	*	3	*	2
Job fair	2	2	1	2	3	3	6	4
UA career services	2	2	2	1	2	3	-	2
Newspaper	2	1	1	1	4	2	3	-
Self-employed	6	1	4	1	11	<1	5	1
UA alumni	*	<1	*	1	*	-	*	-
Trade journal	<1	-	-	-	1	-	-	-
Other**	2	3	2	3	2	1	3	4

* "Internet/website" in 2012 was divided into "company/organization website" and "other website" in 2014.
"Contacted employer," "Social media," and "UA alumni" were not response codes in 2012.
** A list of other responses can be found in the Appendix.

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

Current Enrollment Status

- Thirty percent of alumni said they were currently enrolled in a college or university class. This was similar across all Universities.

- Nearly half of AA/CT alumni (49 percent) reported they were currently enrolled in a class, compared to 25 percent of BA alumni and 12 percent of MA/PhD alumni.

- Fields of study with the highest percentage of current enrollees included voc/ed at 41 percent, arts/humanities/social sciences at 40 percent, and math/science/computer at 34 percent.

- Of current enrollees, 86 percent were pursuing a degree. UAA alumni were the most likely to be pursuing a degree at 91 percent, followed by UAF at 83 percent and UAS at 78 percent.

- Of current enrollees, AA/CT alumni were most likely to be pursuing a degree (96 percent), compared to BA (81 percent) and MA/PhD alumni (57 percent).

- Of those pursuing a degree, 50 percent were pursuing a BA and 31 percent a Master's. UAA alumni were more likely to be pursuing a BA (59 percent), followed by 52 percent of UAS and 34 percent of UAF alumni. UAF alumni were more likely to be pursuing a Master's (41 percent), compared with 38 percent of UAS and 24 percent of UAA alumni.

- Of those pursuing a degree, the most common area of study was business (21 percent), followed by medical support (14 percent), and education and social sciences (both 11 percent).

- Predictably, AA/CT alumni were most likely pursing a BA degree (83 percent), BA alumni were most likely pursing a Master's (75 percent), and MA/PhD alumni were most likely pursing a PhD (59 percent).

TRENDS

Note: This series of questions was introduced in 2007. The question regarding field of study was introduced in 2009.

- The percentage of alumni currently enrolled dropped by 10 percent in 2014, from 40 to 30 percent. This rate has fluctuated over the years: from 28 percent in 2007, to 37 percent in 2008 and 2009, to 34 percent in 2010 and 2011, to 40 percent in 2012.

- The 2012-2014 decrease in current enrollment was apparent across all Universities although UAA showed the largest decrease (from 41 to 29 percent).

- The percentage of currently enrolled alumni pursuing a degree has increased for the last several survey years: from 81-84 percent between 2009 and 2012, to 86 percent in 2014 (matching the 2008 rate, also 86 percent).

- The percentage of degree-seeking alumni pursuing a BA has increased significantly over time, from 33 percent in 2007 to 50 percent in 2014, including a 7 percent increase between 2012 and 2014 alone.

- The percentage of degree-seekers pursing an MA has decreased in recent years: from a high of 38 percent in 2008, to 36 percent in 2009, 33 percent in 2010, 37 percent in 2011, 32 percent in 2012, and 31 percent in 2014.

- The percentage of degree-seeking alumni pursuing an AA has ranged between 7 and 11 percent over time, with the 2014 rate in the middle at 9 percent.

- The percentage of degree-seeking alumni studying business increased from 16 percent in 2012 to 21 percent in 2014. Previous rates were 19 percent in 2009, 17 percent in 2010, and 18 percent in 2011.

- Those studying social sciences increased from 6 percent in 2012 to 11 percent in 2014. Previous rates fell in between these figures.

- Those studying education decreased from 17 percent in 2012 to 11 percent in 2014. Previous rates were 9 percent in 2010 and 18 percent in 2011.

- The rate of those studying medical support has increased over time, from 8 percent in 2011 to 14 percent in 2014.

Table 46. Are you currently enrolled in any college or university classes?

	TOTAL		UAA		UAF		UAS	
	2012 n=1,008	2014 n=1,277	2012 n=493	2014 n=631	2012 n=363	2014 n=469	2012 n=142	2014 n=164
Yes	40%	30%	41%	29%	35%	31%	46%	30%
No	60	70	59	70	64	68	54	70

Table 47. Current Enrollment Activities
(Base: Currently enrolled)

	TOTAL		UAA		UAF		UAS	
	2012 n=398	2014 n=387	2012 n=200	2014 n=186	2012 n=129	2014 n=146	2012 n=63	2014 n=50
Are you pursuing a degree?								
Yes	84%	86%	87%	91%	80%	83%	80%	78%
No	14	12	10	8	20	14	17	20
Don't know	2	2	3	1	-	3	3	2
What type of degree? *(Base: Pursuing a degree)*								
AA	11%	9%	14%	9%	6%	10%	9%	5%
BA	43	50	49	59	29	34	46	52
Master's	32	31	27	24	45	41	32	38
PhD	7	8	3	7	14	11	6	6
Certificate	4	1	4	1	3	3	3	-
Professional license	1	-	1	-	1	-	3	-
Other	1	<1	1	-	-	1	-	-

Table 48. Current Enrollment Activities (cont'd)
(Base: Currently enrolled)

	TOTAL		UAA		UAF		UAS	
	2012 n=330	**2014** n=332	**2012** n=174	**2014** n=168	**2012** n=103	**2014** n=121	**2012** n=48	**2014** n=39
In what field of study? *(Base: Pursuing a degree)*								
Business	16%	21%	17%	16%	12%	24%	22%	37%
Medical support	12	14	14	17	10	14	5	4
Social sciences	6	11	5	14	8	9	6	5
Education	17	11	17	8	14	14	24	18
Sciences	7	9	5	6	14	15	4	10
Engineering	7	7	5	6	9	10	13	-
Technology	7	6	9	9	2	2	6	-
Liberal arts	9	4	10	3	8	2	6	13
Arts (Fine Arts, Performing Arts, Digital Art)	*	4	*	5	*	1	*	5
Medicine/Dentistry	4	3	4	3	4	2	-	-
Aviation	2	3	3	4	1	1	-	-
Law/Justice	2	2	3	2	2	2	-	4
Process technology/Logistics/Project management	1	2	1	3	-	1	-	-
Interdisciplinary	1	1	1	-	1	2	6	6
Rural development/Tribal management	<1	<1	-	1	2	-	-	-
International studies	<1	1	2	1	-	-	-	-
Other**	4	1	2	1	9	1	7	-
Don't know	1	<1	2	1	1	-	-	-

*New in 2014.
**A list of other responses can be found in the Appendix.

Table 49. Current Enrollment Activities, by Type of Degree Recently Obtained
(Base: Currently enrolled)

	AA/CT n=173	BA n=112	MA/PhD n=16
Are you pursuing a degree?			
Yes	96%	81%	57%
No	3	17	39
Don't know	2	2	4
What type of degree? *(Base: Pursuing a degree)*			
AA	11%	4%	-%
BA	83	7	17
Master's	3	75	24
PhD	2	13	59
Certificate	1	1	-
Professional license	-	-	-
Other	<1	-	1
In what field of study? *(Base: Pursuing a degree)*			
Business	24%	18%	10%
Medical support	19	10	6
Liberal arts	2	5	14
Arts (Fine Arts, Performing Arts, Digital Art)	3	4	11
Sciences	7	10	22
Education	6	16	6
Social sciences	10	14	17
Technology	7	3	-
Engineering	5	8	13
Law/Justice	2	4	-
Aviation	5	-	-
Medicine/Dentistry	3	3	-
Interdisciplinary	1	2	-
Rural development/Tribal management	1	-	-
Process technology/Logistics/Project management	3	-	-
International Studies	-	2	-
Veterinary Medicine	-	-	-
Other	<1	1	-
Don't know	1	-	-

Future Enrollment Plans

- The alumni who responded they were not currently enrolled in a college or university class were asked about their future enrollment plans. Forty-seven percent responded they plan on enrolling in the future, while 38 percent reported maybe.

- UAS alumni were slightly less likely to answer affirmatively (43 percent), compared to UAA (47 percent) and UAF alumni (48 percent).

- MA/PhD alumni were less likely to enroll in the future (22 percent), compared to BA (9 percent) and AA/CT alumni (8 percent).

- Over half of alumni intending to enroll responded it was likely they would attend either UAA (33 percent), UAF (16 percent), or UAS (6 percent), with alumni most likely re-enrolling in their former University. Over one-third (34 percent) of respondents reported they did not know.

- Over half of alumni (55 percent) reported they would pursue a degree, while 30 percent reported they did not know.

- Of the alumni that responded they would pursue a degree, over half (53 percent) reported they would pursue a Master's, 23 percent a Bachelor's, and 14 percent a PhD.

- When asked what field of study they would pursue their degree in, business was the most common response (19 percent), followed by medical support at 16 percent, and education at 11 percent.

TRENDS

Note: This series of questions was introduced in 2007.

- The percentage of those not currently enrolled, and planning to enroll in the future, increased slightly between 2012 and 2014 (from 44 to 47 percent), but rates had been previously falling over time: 58 percent in 2007, 54 percent in 2008, 55 percent in 2009, and 51 percent in 2010 and 2011.

- Those planning to attend UAA has stayed consistent at around 32 to 34 percent over the years, with a brief blip (41 percent) in 2010. The 2014 rate fell in the middle at 33 percent. Those planning to attend UAF have been steady in the last several years, at 16 to 17 percent for 2011, 2012, and 2014. UAS rates have stayed between 6 and 8 percent over the years.

- The percentage planning on pursuing a degree has fluctuated, with increases in each of the last several years: 60 percent in 2008, 57 percent in 2009, 51 percent in 2010, 49 percent in 2011, 51 percent in 2012, and 55 percent in 2014.

- Those planning on an MA have stayed consistent at 51 to 54 percent over the years. Rates for a BA degree have ranged between 21 and 28 percent, with the 2014 rate at 23 percent. Rates for a PhD increased between 2008-10 (11 to 12 percent), and 2011 (17 percent), settling to 14 percent in both 2012 and 2014. Rates for an AA degree have ranged between 1 and 5 percent, ending at 5 percent in 2014.

- The percentage planning to study business ranged between 17 and 21 percent since 2009, ending at 19 percent for 2014. The percentage planning to study education ranged between 9 and 18 percent, ending at 11 percent for both 2012 and 2014. Those planning study medical support has increased steadily, from 8 percent in 2010, to 10 percent in 2011, 14 percent in 2012, and 16 percent in 2014.

Table 50. Do you plan on enrolling in any college or university classes in the future?
(Base: Not currently enrolled)

	TOTAL		UAA		UAF		UAS	
	2012 n=610	2014 n=945	2012 n=293	2014 n=463	2012 n=234	2014 n=348	2012 n=79	2014 n=125
Yes	44%	47%	41%	47%	46%	48%	49%	43%
Maybe	35	38	37	38	33	35	31	44
No	14	11	15	11	16	13	7	11
Don't know	7	4	7	4	5	4	13	2

Table 51. Future Enrollment Plans
(Base: Not currently enrolled; plan on enrolling in classes in the future)

	TOTAL		UAA		UAF		UAS	
	2012 n=482	2014 n=800	2012 n=228	2014 n=397	2012 n=186	2014 n=289	2012 n=65	2014 n=109
What school will you likely attend?								
UAA	**32%**	**33%**	**52%**	**52%**	**5%**	**8%**	**14%**	**20%**
Anchorage	28	29	47	45	3	8	9	16
Mat-Su	2	1	3	2	1	-	-	-
Kenai	1	2	<1	3	1	<1	3	1
Other	1	1	2	1	1	<1	1	2
UAF	**17**	**16**	**1**	**2**	**45**	**45**	**5**	**6**
Fairbanks	15	15	1	1	40	43	5	4
Other	2	1	-	<1	5	3	-	2
UAS	**7**	**6**	**3**	**2**	**3**	**3**	**42**	**30**
Juneau	6	5	1	1	3	2	37	25
Other	2	1	2	1	-	1	6	5
Alaska Pacific University	<1	<1	1	1	-	-	-	-
Other Alaska school	1	-	1	-	1	-	1	-
Outside Alaska**	9	9	7	6	12	14	12	5
Non-UA Distance program	2	1	3	1	1	-	-	-
Don't know	31	34	32	36	33	29	26	39
Will you be pursuing a degree?								
Yes	51%	55%	53%	56%	50%	57%	42%	43%
No	19	15	16	14	20	16	27	21
Don't know	30	30	30	31	30	27	31	35
What type of degree? *(Base: Plan on pursuing a degree)*								
AA	3%	5%	3%	3%	4%	8%	-%	6%
BA	21	23	20	24	21	21	32	20
Master's	54	53	55	57	54	51	50	40
PhD	14	14	14	10	15	17	15	21
Certificate	3	3	5	3	1	1	-	8
Professional license	1	1	-	1	3	1	-	-
Other*	-	-	-	-	-	-	-	-

Table continued

Table 52. Future Enrollment Plans (cont'd)
(Base: Not currently enrolled; plan on enrolling in classes in the future)

	TOTAL		UAA		UAF		UAS	
	2012 n=243	**2014** n=436	**2012** n=122	**2014** n=220	**2012** n=93	**2014** n=166	**2012** n=27	**2014** n=46
In what field of study? *(Base: Plan on pursuing a degree)*								
Business	21%	19%	20%	16%	22%	20%	22%	28%
Medical support	14	16	18	21	8	11	10	8
Education	11	11	10	11	9	9	28	20
Social sciences	10	8	9	9	11	7	9	5
Sciences	6	7	2	4	13	9	7	16
Engineering	6	7	7	7	5	9	-	3
Liberal arts	6	4	7	3	3	3	12	7
Medicine/Dentistry	2	4	2	4	2	5	-	4
Law/Justice	2	4	2	3	1	5	-	2
Process technology/Logistics/ Project management	2	2	2	4	2	-	-	-
Interdisciplinary	<1	1	-	<1	1	1	-	-
Aviation	1	1	2	2	-	1	-	-
Arts (Fine Arts, Performing Arts, Digital Art)	*	4	*	4	*	5	*	3
Technology	2	3	2	3	2	3	-	-
International studies	-	2	-	2	-	1	-	-
Rural development/Tribal management	1	<1	-	-	4	1	-	-
Other*	7	2	8	2	5	1	10	-
Don't know	6	6	6	4	8	10	3	4

* New in 2014. ** A list of other responses can be found in the Appendix.

Table 53. Future Enrollment Plans, by Type of Degree Recently Obtained
(Base: Not currently enrolled; plan on enrolling in classes in the future)

	AA/CT n=114	BA n=234	PhD n=52
Will you be pursuing a degree?			
Yes	66%	59%	28%
No	8	10	43
Don't know	25	31	29
What type of degree? *(Base: Plan on pursuing a degree)*			
AA	6%	1%	-%
BA	85	3	-
Master's	3	87	12
PhD	2	5	74
Certificate	2	1	14
Professional license	-	1	-
Other	-	-	-
Don't know	2	3	-
In what field of study? *(Base: Plan on pursuing a degree)*			
Medical Support	28%	18%	24%
Business	16	18	6
Liberal arts	2	4	-
Sciences	2	5	6
Arts (Fine Arts, Performing Arts, Digital Art)	3	5	-
Social sciences	3	8	30
Engineering	-	11	6
Medicine/Dentistry	7	4	-
Process technology/Logistics/Project management	4	4	-
Education	6	10	20
Rural development/Tribal management	-	-	-
Technology	6	2	-
Law/Justice	4	4	-
Aviation	2	2	6
Interdisciplinary	-	1	-
International studies	2	2	-
Veterinary medicine	-	-	-
Other	7	1	-
Don't know	9	1	-

This series of questions was introduced in 2014 in response to the "Shaping Alaska's Future" initiatives. Alumni shared information on their voting, volunteering, and donating behavior.

- Nearly nine out of ten alumni (87 percent) were registered to vote, ranging from 83 percent among UAF alumni, to 87 percent among UAA alumni, to 95 percent among UAS alumni.

- Among registered voters, three-quarters (74 percent) voted in their last state election, while 64 percent voted in their last local election. Rates for both types of elections were higher among UAS alumni and lower among UAF alumni.

- Voting rates are higher among UA alumni than among the general population: 56 percent of Alaska registered voters participated in the November 2014 general election.

- Based on the total survey population (not just those registered to vote), 56 percent of all alumni voted in their last location election, and 65 percent voted in their last state election.

Table 54. Are you currently registered to vote?

	TOTAL n=1,277	UAA n=631	UAF n=469	UAS n=164
Yes	87%	87%	83%	95%
No	11	11	13	3
Don't know	2	2	3	1

Table 55. Did you vote in your last local election?
(Base: Registered voters)

	TOTAL n=1,109	UAA n=550	UAF n=393	UAS n=156
Yes	64%	65%	60%	70%
No	34	32	39	29
Don't know	2	3	1	1

Table 56. Did you vote in your last state election?
(Base: Registered voters)

	TOTAL n=1,109	UAA n=550	UAF n=393	UAS n=156
Yes	74%	75%	72%	76%
No	23	22	26	22
Don't know	3	4	2	2

- Over half of alumni (54 percent) said they had volunteered for a non-profit organization in the last six months, with rates ranging from 51 percent among UAA alumni to 56 percent among UAF alumni, and 57 percent among UAS alumni.

- Six out of ten alumni (61 percent) said they had donated money or resources to non-profit causes in the last six months. Rates were again higher among UAS alumni and lower among UAF alumni.

**Table 57. In the last six months, have you volunteered
for any non-profit organization?**

	TOTAL n=1,277	UAA n=631	UAF n=469	UAS n=164
Yes	54%	51%	56%	57%
No	45	47	42	42
Don't know	2	2	2	1

**Table 58. In the last six months, have you donated any money
or other resources to non-profit causes?**

	TOTAL n=1,277	UAA n=631	UAF n=469	UAS n=164
Yes	61%	62%	57%	63%
No	38	37	40	37
Don't know	2	1	3	-

Suggestions for Improvement

A new question was added in 2014, asking respondents for suggestions to enhance the quality of student learning and success. Hundreds of comments were submitted and were provided to the UA project team under separate cover. The study team organized the comments by subject matter for the most common themes and calculated response rates, shown in the table below. Readers are advised that percentages below represent percent of total comments submitted, not percent of total respondents. (Some respondents submitted more than one comment, which were separated for the purposes of categorization.) Readers are also advised that these percentages reflect unweighted data, unlike other tables in this report.

- The most common area of suggestion, represented by 16 percent of comments, was curriculum: scheduling, requirements, and advice for specific departments. Curriculum was closely followed by faculty-oriented suggestions, such as improve faculty training and improve faculty hiring process. Two additional areas represented 10 percent or more of all comments: suggestions related to cost/funding/financial aid, and suggestions related to academic advising.

- Responses were fairly consistent across the Universities. The top three themes were the same for UAA and UAF (curriculum, faculty, and cost). UAS' top three themes were distance/online, cost, and academic advising. UAA comments were more likely to refer to faculty (17 percent, versus 12 percent of UAF and 13 percent of UAS). UAS comments were much more likely to refer to distance/online courses (16 percent, versus 7 percent of UAA and 6 percent of UAF). UAF comments were more likely to refer to career advising (7 percent, versus 4 percent of UAA and 2 percent of UAS).

Table 59. What one thing can UA do to enhance the quality of student learning and success?
Most common themes; percent of all comments (not all respondents)

	TOTAL	UAA	UAF	UAS
Curriculum (scheduling, requirements, specific dept's)	16%	17%	16%	12%
Faculty	15	17	12	13
Cost (tuition, books), funding, scholarships, financial aid	11	11	11	15
Academic advising	10	10	9	14
Accommodate students' lives, tutoring, help	7	8	8	4
Campus facilities, student life, campus life	7	6	8	5
Distance, online courses	7	7	6	16
Career advising	5	4	7	2
Administration	3	3	3	2
Parking, transportation	3	5	<1	-
Real world applications/expectations	3	2	5	<1
Expect more from students, higher quality of students	2	2	2	5
Internships	2	2	3	3
Praise	2	1	2	3
Staff	2	2	2	<1
Technology improvements/suggestions	2	2	2	2
Transfer of credits between MAUs and other schools	2	2	3	3

In general, responses to this survey have not changed significantly on a year-to-year basis since the first survey in 2006. The most recent survey was no different: results in 2014 were generally comparable to those of 2012. However, comparing responses over the long-term did reveal some important trends:

- There has been an overall increase in satisfaction with the University of Alaska, as very satisfied ratings showed a modest but long-term increase in four out of five categories.

- Not surprisingly, alumni have become more likely to report having taken distance classes, and much less likely to have taken all of their classes in person. It is interesting to note that the increase in distance courses has not apparently negatively impacted satisfaction ratings.

- The difficulty of finding a job appears to have increased, with the number of applications on the rise, while the number of offers has declined. Alumni have also become more likely to report that their job search was difficult.

- Employed alumni have gradually become less likely to report using their UA skills on a daily basis, a finding that may warrant further analysis.

There were also several new questions introduced in 2014, largely influenced by UA's Shaping Alaska's Future initiative. These results establish important benchmarks with which to compare future survey results.

- When asked about the importance of various influences on how they formed their educational goals, alumni ranked "self" highest, followed by parents, spouse/partner, other family members, UA faculty, UA academic advisor, needs of their community, and high school counselor.

- The vast majority of alumni feel that UA prepared them well to think critically and exercise good judgment; fewer felt well prepared to engage in civic matters, but they still represented over half of alumni.

- Nearly nine out of ten alumni are registered to vote; three-quarters of them voted in the last state election; and two-thirds voted in the last local election. (As a point of comparison, 56 percent of Alaska registered voters participated in the November 2014 general election.) Just over half of alumni volunteer, while slightly more donate to non-profit causes.

- While the new open-ended question drew a wide range of suggestions for improvement, the most common themes were curriculum and faculty.

The following information shows results from data provided by the University of Alaska on their alumni population. Survey data closely matched these percentages.

Table 60. UA Database: Gender and Age

	2014 TOTAL
Gender	
Female	61%
Male	39
Age	
Under 25	31%
25-40	51
Over 40	17

Table 61. UA Database: Campus

	2012 TOTAL
UAA	55%
UAF	31
UAS	14

Table 62. UA Database: Type of Degree Are there any changes to the degree categories since 2012?

	TOTAL	UAA	UAF	UAS
AA/CT degree				
AA, AAS, AB, AO, AS, AT, CERT, CT1, CT2	34%	35%	33%	31%
BA degree				
BA, BAR, BAS, BBA, BC, BCE, BE, BED, BEE, BEM, BFA, BHS, BLA, BLS, BM, BME, BO, BPH, BS, BSA, BSME, BSN, BSOE, BSW, BT	40	43	40	25
MA/PhD degree				
DA, DDS, DMA, DMD, DO, DS, DSW, DVM, EDD, JD, MA, MAMFA, MAT, MBA, MCE, MD, ME, MED, MEE, MFA, MHSA, MLIS, MLN, MLS, MMA, MME, MMU, MO, MPA, MPH, MS, MSE, MSW, MT, PHD, PHN	15	10	19	27
Other				
BEN, EDE, EDS, EM, GCRT, GED, GEN, GLI, HSD, LIC, MLI, OEC, PBCT, PGCT, PMC, TC	11	12	8	17

Note: University of Alaska provided the degree categories.

Fields of Study

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

Business, Applied Business and Public Administration

Accounting	Marketing
Accounting Technician	Office Digital Media
Admin Office Supp	Office Foundations
Administration of Justice	Office Management & Technology
Applied Accounting	Office Occupations
Applied Business	Office Support
Applied Business Mgmt	Office Technology
Bookkeeping	Paralegal Studies
Bookkeeping Support	Planning
Business Administration	Premajor - Accounting
Business Info Systems Support	Premajor - Business Admin
Clinical Social Work Practice	Premajor - Justice
Computer Info Office Systems	Premajor - Rural Development
Conflict Resolution	Premajor - Social Work
Construction Management	Pre-Major Accounting
Desktop Publ & Graph	Pre-Major BS
Emergency Management	Pre-Major Business Administration
Emergency Services	Pre-Major Finance
Environmental Reg & Permitting	Pre-Major Justice
Finance	Pre-Major Management
Fire & Emergency Services Tech	Pre-Major Management Info Syst
Fire Service Administration	Pre-Major Marketing
General Business	Pre-Major Paralegal Studies
General Clerical	Pre-Major Social Work
Global Logistics Mgmt	Pre-Mjr Global Logistics Mgmt
Global Supply Chain Mgmt	Public Administration
Hospitality Restaurant Mgmt	Public Administration
Human & Rural Dev Non-Major	Rural Campus Non-Major
Information Systems	Rural Development
Justice	Rural Utilities Business Mgmt.
Justice	Small Business Administration
Law Enforcement	Small Business Mgmt
Legal Office Support	Social Work
Legal Secretary	Social Work Management
Logistics	Supply Chain Management
Logistics Operations	Technical Support
Management	Tribal Management
Management Information Systems	Web Foundations
Management Non-Major	Word/Info Processing

Education

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

Engineering

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

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

Arts, Humanities & Social Sciences

Alaska Native Studies	Philosophy
Anthropology	Political Science
Applied Ethics	Premajor - Anthropology
Applied Linguistics	Premajor - Art
Art	Premajor - Arts and Sciences
Arts and Sciences	Premajor - Communication
Basketry	Premajor - Economics
Broadcast Communications	Premajor - English
Carving	Premajor - Eskimo
Civic Engagement	Premajor - Foreign Language
Clinical Psychology	Premajor - Geography
Clinical-Community Psychology	Premajor - Geography/Env Stu
Communication	Premajor - History
Community Psychology	Premajor - Japanese Studies
Counseling Psychology	Premajor - Journalism
Creat Writing & Lit Arts	Premajor - Linguistics
Creative Writing	Premajor - Music
Cross-Cultural Studies	Premajor - Northern Studies
Digital Art	Premajor - Philosophy
Economics	Premajor - Political Science
English	Premajor - Psychology
Foreign Language	Premajor - Russian Studies
General Program	Premajor - Sociology
Geography	Premajor - Theatre
Geography-Environ Studies	Pre-major Economics
Government	Pre-Major Fine Arts
History	Pre-Major Languages
Interdisciplinary Studies	Pre-Major Liberal Arts
International Studies	Pre-Major Music
Inupiaq Eskimo	Pre-Major Music Performance
Japanese Studies	Pre-Major Social Science
Journalism	Premajor-Alaska Native Studies
Journalism & Public Comm	Professional Communication
Languages	Psychology
Liberal Arts	Resource & Applied Economics
Liberal Arts Non-Major	Russian Studies
Liberal Studies	Social Science
Linguistics	Sociology
Music	Theatre
Music Performance	Weaving
Native Language Education	Yup'ik Eskimo
Natural Res & Ag Sci Non-Major	Yup'ik Language Proficiency
Northern Studies	

Math, Physical Sciences, Computer & Info Systems

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

Health

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

Medical Office Coding
Medical Office Reception
Medical Office Supp
Medical Science
Medical Technology
Medical/Dental Reception
Nurse Aide

Public Health Practice
Radiologic Technology
RHS Behavioral Health Aide
Rural Human Services
Veterinary Science

Vocational Education

Air Traffic Control
Airframe
Airframe and Powerplant
Apprenticeship Technology
Archit & Engr Technology
Architectural Drafting
Automotive Technology
Aviation Administration
Aviation Maint Technology
Aviation Maintenance
Aviation Technology
Brakes, Suspension, Align
CAD for Building Construction
Child Develop & Family Studies
Children's Residential Service
Civil Drafting
Commercial HVAC Syst
Commercial Refrig
Computer Electronics
Computer Systems Technology
Construction Technology
Construction Trades Technology
Culinary Arts and Hospitality
Diesel Technology
Diesel/Heavy Duty
Diesel/Heavy Equipment
Diesel/Marine
Drafting Technology
Early Childhood Development
Electrical
Electronics Technology
Engine Performance
Engineering Management
Environmental Technology
Fitness Leadership
Foodservice Technology
Geomatics
Ground Vehicle Maint Tech
Heating
Heavy Duty Trans & Equip
Indust Safety Program Support
Indust Weld Tech

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

Industrial Proc Instrumentatn
Industrial Technology
Information Technology Special
Instrumentation Technology

Weld & NonDestruct Test Tech
Welding
Welding Technology

Other Responses

Following are "other" responses.

Question 1: *Do you currently reside in Alaska, other US state, or outside of the United States?*
UAA
  Alabama
  Arizona x4
  Arkansas
  California x13
  Colorado x3
  Connecticut
  Florida x2
  Georgia x3
  Hawaii x4
  Idaho x3
  Illinois
  Maryland
  Massachusetts
  Minnesota
  Missouri x3
  Montana
  New Hampshire
  New Mexico
  New York x3
  North Carolina x2
  North Dakota
  Ohio x3
  Oregon x5
  Tennessee
  Texas x5
  Texas/Arkansas
  Washington x6
  Wisconsin
  Wyoming

UAF
  Alabama
  Arizona x5
  California x8
  Colorado x9
  Florida
  Georgia x2
  Hawaii
  Hong Kong
  Idaho
  Indiana x2
  Louisiana
  Massachusetts
  Michigan
  Missouri
  Montana
  Nevada x3
  New Mexico x3
  New York x3
  Ohio

Oklahoma x2
Oregon x3
South Carolina x3
Tennessee
Texas x12
Utah
Vermont
Virginia x3
Washington x8
Wisconsin x3
Yearlong road trip to every state

UAS
Arizona x2
California
Colorado x2
Missouri
Nevada x2
Oregon
Texas x3
Vermont
Virginia
Washington x6
Wyoming

Question 11: *While you were attending UA, did you participate in any of the following groups or activities?*
UAA
ABT (Church) - not affiliated with UAA
Alaska Army National Guard
ANSEP
Camai
Club Sports x2
Game club
GLBTQA group – The Family
Graduate Assistant for Women's basketball
I attended several lectures (bookstore).
Intramural debate
Japanese Club
Low residency activities were fantastic.
Personal exercise routine outside of UAA.
Phi Theta Kappa
RAD
Seawolf Debate x2
Sports/recreation that weren't organized
Student employment x2
Tutored Programming
Veterans group, gym
Worked in eventual career field.

UAF
Academic competitions
Alaska Native
Fairbanks Roller Girls (not UAF)
Fencing Club x2
Fire Department
GAAP!!! Best decision I ever made
Graduate student Association; Outreach program

Hockey games - Nanooks
I played on the women's basketball team.
Internships
Master Planning Committee
Math groups, English writing center
New Student Orientation Leader
Non-academic clubs/organizations
Northern Studies Club
Pep Band
Program's activities
Pub
RISE Board/ Sustainability
SPS
Student Ambassador
Student investment fund
Student Job
Student organization: SCA
Student Support Services
Sustainability groups/RISE
UAF Club council
UAF Curling Club
UAF Research Day
Wanted to, but I lived in rural community.
Women's hockey club

UAS
All high school sports.
Campus events.
Flying University.
Golden Key International Honour Society.
Learning Center Employee.

Question 12a: *With what type of organization? (Internship)*
UAA
Aircraft Maintenance
Alaska Veteran's Affairs
Ambulance Service
Australian University Research Department
Bakery
Business
CCS
Fishing Company
Healthcare accounting department
Hospital and non-profit
Local government
Marketing
Medical office
Military base
Non-Profit Organization
NSF Funded research
PAMC
PepsiCo
Political
Portland American Medical Response
Railroad
Refugee and Immigration Services
Russian Commercial Company

Smithsonian
Special needs summer camp in NY
State of Alaska x3
Study abroad
Telecommunications x2

UAF
Another university
Automotive Shop
Hospitality
Human Service
Legal Services
Local marketing group
Microsoft
Military
Private Company
Restaurant
Sentinel Real estate, Madden Real estate
SOARS
U.S. Army
Zoo

UAS
Fiber farms in Eugene on NSE
Schools

Question 12b: *What was your hourly wage for your internship?*
UAA
$2, 000 total
I paid $5,000.
Tuition

UAF
Salary.

UAS

Question 15: *Which of the following are you pursuing (or planning to pursue) in your post-graduation year?*
UAA
Already earned graduate degree.
CPA exam
Eldercare for parents
Fulbright
Hockey
Just to write
Moving out of state
Professional License (CPA)
Public/Motivational Speaking Degree
Remodeling a house
Starting a business
Studying for Licensing Exams
This was for a post-doctoral M.Ed.
Travel x2

UAF
Business finance courses.

Continued independent study/publication
Personal & professional transitions
Personal Trainer Certification
Professional Gambling
Retired
Study foreign language
Travel x3
Writing

UAS
CPA License x2
Professional licensing in my field
Skiing
Travel

Question 16: *Which of the following is currently your primary activity?*
UAA
Activities in retirement
Additional undergrad study/working
Continuing in Certificate program
Fulbright application
Full time student & stay at home dad
Going to school at another college
Hockey
Travel
Writing to get published

UAF
Dealing with injury
Exploring
Getting settled in at our new home
Moving
Professional self-study
Retired
Travel x3
Writing

UAS
Caring for family
CPA License
Extra certification study so can find job
Farming, doing art, volunteering

Question 18: *In what industry are you currently employed?*
UAA
Aerospace
Agriculture
Archaeological/ environmental
Biological research
Childcare
Coaching
Customer service x2
Day spa
Food service
Government contracting
Marketing
Nursing

Nursing instructor and nurse practitioner
Office Clerk at Petro Marine Services
Photography
Political campaign
Public accounting
Public health
Real Estate Development
Restaurant x2
Sales/marketing
Taxidermy
Telecommunications x3
Testing center
USPS
Various industries

UAF
Administrative
Alaska Native Regional Corporation
Children's mental health and pre-k teacher
Cultural resource management
Flight clerk/ reservations
Foodservice
Heavy Duty/Diesel Mechanic
Ice rink
Media / Photography/ Arts/ Retail
Museum
Natural Resources
Office management
Public Safety, FECC Dispatch
Railroad
Records Management
Restaurant/Banquets
Self employed
Teaching (UAF)
Translating
Tribal Office
University of Alaska

UAS
Environmental Conservation
Fisheries Education & Hospitality
Food Service/Marketing
Labor
Merchandising
Non-profit
Self employed
Veterinary

Question 19: *What occupation or position do you hold?*
UAA
Academic Advisor x2
Academic Faculty
Admin Assistant Payroll
Admissions representative
Air Traffic Controller
Assembly Aid and Receptionist
Assistant Coach

Associate
Associate Attorney
Athletic Coach
Caretaker
City Carrier Assistant
CMA, AAMA
Coach, warehouseman at a distribution co
Communications/press assistant
Cook
Dental assistant x2
Dental Hygienist x2
Developmental Advisor
Direct support professional
Direct Support Staff
Dishwasher
Driver
Education
Engineer Tech
Equipment operator at ARRC
Financial Representative
Flagger
Fleet Detailer
Flight attendant
Flight operations
Freelance writer
Graphic Designer
HSE Advisor
Human Resources
Illustrator
In Home Care Provider
Innkeeper
Instrument man
Interior Designer
Internal Auditor
Laborer
Land Surveyor in Training
Lawyer
Lead CAD Technician/Electrical Designer
Letter Carrier
Life Coach
Line cook
Line locator
Loan officer
Loan Processor
Marketing Coordinator
Marketing director
Medical Assistant
Medical scribe
Merchandiser
Nail tech
Nanny
Network Operations Control Center
Noncommissioned officer, public affairs
Package Handler
Paralegal Assistant
Pharmacist
Photographer

Pilot x2
Police Officer
Production Utility
Project Administrator
Project Assistant/Administrative
Project Officer
Public Relations/ Multimedia Journalist
Public School Superintendent
Range Manager at a plant nursery
Receptionist
Registered dental hygienist
Roustabout x2
Social Services Associate
Special Education Paraprofessional
Swim instructor
Testing Assessment Coordinator
Track Repairer
Traffic control
Veterinary assistant
Vice President
Weather observer
Wed Developer
Writer x2

UAF
A/R TECHNICIAN
Adjunct faculty
Administrator
Apprentice pipe fitter
Archivist
Assistant Chief of Seattle Police Dept.
Blacksmith/ Artist
Care Provider
Carpenter
CEO/ developer/ designer
Certified Medical Assistant
CNA
College/Career Counselor
Communications/Marketing Coordinator x2
Content Marketing
Cook
Correctional Officer x2
Direct Service Provider
Economist
Engineering Assistant
Financial manager
Financial Analyst
Flight attendant/ reservations personal
Health Education/Chemical Response
Health Educator
Heavy Duty/Diesel Mechanic
ICWA
Insurance agent
Juvenile Justice Officer at FYF
Laborer
Law Enforcement x2
Legal Assistant x3

Marketing Assistant x2
Massage Therapist and office worker
Mechanic
Medical Biller
Merchandiser
Mobile Equipment Mechanic
Mover
Museum Educator
Nanny
Occupational Health, Safety, & Environ.
Operator
Paraprofessional
Police Officer
Power plant operator
Production assistant
Professor
Records Coordinator Assistant
Report
Security Officer
Special education assistant
Surveyor
Teaching Assistant
Track maintenance laborer
Translator
Vehicle operator

UAS
Advocate
Community Inclusion Coordinator
Deputy Director
Economist x2
Events Assistant
Fish and Wildlife Technician
Guide
HSE, HR, QA/ QC
Human Resource
Investigator
Lawyer and mediator
Lifeguard
Marketer
Medical coding specialist
Musician
Office Administrator/Legal Assistant
Payroll/Accounts Payable
Piledriver apprentice welder
Plumber
Recruiting Coordinator
Seamstress
Veterinary assistant
Wilderness Steward for SEACC

Question 27: *How did you first hear about your current position?*
UAA
ASD
Boss spoke to A&P class
Clinical practicum
Community Event

Education department bulletin board
Flyer x2
Knocked on doors.
Walk in

UAF
Flyer
I am self-employed in private practice.
Job posted during internship
Mailing list
Searched everywhere

UAS
ADF&G employer
Alaska Teacher Placement
Union hall

Question 28b: *What type of degree are you pursuing?*
UAA

UAF
OTD

UAS

Question 28c: *In what field?*
UAA
City and Regional Planning
HUMS

UAF
Arts and Science

UAS

Question 29a: *What school are you likely to attend? (School outside Alaska)*
UAA
Canisius College
Capella University
Fayetteville State University
Frontier University
George Washington University
Grand Canyon University
Indiana University: Bloomington
Liberty University
Portland State
Seattle Pacific University
Somewhere in Colorado
Tennessee State or MTSU
Uniformed Services University
University of California
University of Hawaii
University of Las Vegas Nevada
University of Maryland

University of Massachusetts, Boston
University of Montana
University of Texas A&M
University of Washington x4
University of Cincinnati/Cincinnati State
WGU x2

UAF
Arizona State University
Aveda Institute
California
Chapel Hill North Carolina
Colorado x2
Cornell
Denver University
Georgia Tech x2
Iowa State University
KSU
Law school
LSU
Michigan
Portland State University
Seattle University
Texas A&M
The Technion or Stanford
UAH
University of Arizona x2
University of Colorado
University of Copenhagen
University of Denver
University of East Anglia
University of Hawaii
University of Hawaii at Manoa
University of Nevada Reno
University of South Carolina
University of South Carolina Aiken
University of Vermont
University of Washington x5
University of Washington Seattle
University of Wisconsin LaCrosse
Virginia
WGU

UAS
NYU
Stanford MOOC
Texas
University of California San Diego
USC
Western Governors University-Online MBA

Question 29c: *What type of degree will you pursue?*
UAA
One with masters in Dental Hygiene
Online Master's Program
UAF

UAS

Question 29d: *In what field of study?*
UAA
  Culinary Arts x2
  Outdoor recreation
  Safety
  Transportation

UAF
  Automotive Mechanics
  Heavy Diesel Mechanic

UAS

Question 34: *What type of loans did you take out?*
UAA
  Credit card.

UAF

UAS

See attached.

UA Recent Alumni Survey 2014

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

1. **Do you currently reside in Alaska, other US state, or outside of the United States?**
   01❐ Alaska   03❐ Other US state _____
   02❐ Outside US

2. **Of the classes you took towards your degree program, about how many did you attend in person (as opposed to via video conference, audio conference, correspondence, or internet)?**
   01❐ Attended all classes in person
   02❐ Attended most classes in person
   03❐ Attended about half of my classes in person
   04❐ Attended some of my classes in person
   05❐ Attended none of my classes in person
   06❐ Don't know

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

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

4. **How well do you think your UA education prepared you to…**

	01 *Very Poorly*	02 *Poorly*	03 *Neutral*	04 *Well*	05 *Very Well*	06 *Don't Know*
a. Think critically	01	02	03	04	05	06
b. Exercise good judgment	01	02	03	04	05	06
c. Engage in civic matters	01	02	03	04	05	06

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

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

6. Which of these was the <u>most important</u> factor in helping you attain your degree/certificate?

- 01☐ Support from friends/classmates
- 02☐ Support from family
- 03☐ Support from UA faculty
- 04☐ Support from UA staff
- 05☐ Support from Career Services Center
- 06☐ Availability of financial aid
- 07☐ Ability to work while going to school
- 08☐ Ability to take some/all classes online
- 09☐ Love of learning/subject matter
- 10☐ Support from UA alumni
- 11☐ None of these

7. Looking back, how important were each the following in helping you form your educational goals beyond high school?

	01 *Very Important*	02 *Somewhat important*	03 *Not important*	04 *Not applicable/ Did not use*	05 *Don't Know*
a. Self	01	02	03	04	05
b. Parents	01	02	03	04	05
c. Spouse/partner	01	02	03	04	05

d. Other family members	01	02	03	04	05
e. UA faculty	01	02	03	04	05
f. UA academic advisor	01	02	03	04	05
g. High school counselor	01	02	03	04	05
h. Needs of your community	01	02	03	04	05

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

01❏ Yes　　　　　　　　04❏ Don't know

02❏ No

03❏ Maybe

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

01❏　I planned to obtain a degree/certificate from UA

02❏　I planned to transfer to another school for my degree/certificate

03❏　I had no formal plans, I was just taking classes

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

01❏ I knew which field I wanted to pursue after graduating **(ask Q10a)**

02❏ I planned to pursue an additional degree after graduating **(ask Q10b)**

03❏ I didn't know what I would pursue after graduating

04❏ Don't remember

10a. Are you currently working in that field?　　01❏　Yes　　　02❏　No

10b. Are you currently pursuing that degree?　　01❏　Yes　　　02❏　No

11. While you were attending UA, did you participate in any of the following groups or activities? (Check all that apply)

01❏　Academic honors programs

02❏　Alumni activities

03❏　Clubs or organizations related to major

04❏　Clubs or organizations related to minor/other academic subjects

05❏　Fraternity or sorority

06❏　Intramural (non-varsity) sports

07❏　Minority student programs/activities (Native, Hispanic, etc.)

08❏　Outdoor clubs

09❏　Performing arts (dance, theater, music)

10❏　Political or issue group

11❏　Residence hall council or IRC

12❏　Religious group

13❏　ROTC

14❏　Service/volunteer organizations

15❏　Student Activities

16❏　Student government

17❏　Student judicial board

18❒ Student leadership programs
19❒ Student media (radio, TV, publications)
20❒ Undergraduate research
21❒ Varsity sports
22❒ Other _____
23❒ Don't know
24❒ **Did not participate in any groups or activities**

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

01❒ Yes   03❒ Don't know (Skip to Q13)

02❒ No (Skip to Q13)

12a. With what type of organization?

01❒ Alaska Native corporation/organization
02❒ Federal government
03❒ Hospital/clinic/doctor's office
04❒ Municipality/Borough
05❒ School district
06❒ State of Alaska
07❒ University of Alaska
08❒ Non-profit organization
09❒ Professional services firm (law, engineering, consulting, etc.)
10❒ Media organization (radio, newspaper, TV, etc.)
11❒ Mining/oil company
12❒ Other _____

12b. What was your hourly wage for your internship?

01❒ $0; unpaid   03❒ $9.00-$11.99/hour   05❒ $16.00-$19.99/hour 07❒ Other _____

02❒ Less than $9.00/hour 04❒ $12.00-$15.99/hour   06❒ $20.00/hour or more 08❒ Don't know

12c. Was your internship coordinated through Career Services?

01❒ Yes   03❒ Don't know

02❒ No

12d. Did the internship lead to a job offer?

01❒ Yes   03❒ Don't know (Skip to Q13)

02❒ No (Skip to Q13)

12e. Did you take the job?

01❒ Yes   03❒ Don't know

02❒ No

13. Did you work during the <u>final school year</u> before you graduated? (Not including summer work, internships, or practicums)

01❒ Yes   03❒ Don't know (Skip to Q15)

02❒ No (Skip to Q15)

13a. Did you work on-campus, off-campus, or both?

01❒ On campus   03❒ Both

02❒ Off campus   04❒ Don't know (Skip to Q14)

13b. Approximately how many hours per week did you work? (If you worked on and off campus, answer both columns; otherwise just answer for the appropriate column.)

	On Campus		Off Campus
01☐	10 hours or less	01☐	10 hours or less
02☐	11-20 hours	02☐	11-20 hours
03☐	21-40 hours	03☐	21-40 hours
04☐	Over 40 hours	04☐	Over 40 hours
05☐	Don't know	05☐	Don't know

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

01☐ Yes   03☐ Don't know

02☐ No

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

01☐ Working/employment/looking for a job

02☐ Starting/raising a family

03☐ Military/armed services

04☐ Volunteer service

05☐ Additional undergraduate study

06☐ Additional graduate or professional study

07☐ Other _____

08☐ Don't know

16. Which of the following is currently your <u>primary</u> activity? (Check only one)

01☐ Working/employment/looking for a job

02☐ Starting/raising a family

03☐ Military/armed services

04☐ Volunteer service

05☐ Additional undergraduate study

06☐ Additional graduate or professional study

07☐ Other _____

08☐ Don't know

IF Q15 code 01 or 03, proceed to Q17. ALL OTHERS skip to Q28.

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

01☐ Employed **full-time year-round**

02☐ Employed *part-time* **year-round**

03☐ Employed **full-time seasonally**

04☐ Employed *part-time* **seasonally**

05☐ Unemployed, currently looking for work (skip to Q28)

06☐ Unemployed, not looking for work (skip to Q28)

07☐ Don't know (skip to Q28)

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

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

19. What occupation or position do you hold?

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

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

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

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

01▢ Daily   03▢ Monthly   05▢ Don't know

02▢ Weekly   04▢ Rarely

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

01▢ Before UA (Skip to Q28) 03▢ After graduating   05▢ Don't know

02▢ While attending UA   04▢ Other _____

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

01▢ Alaska   07▢ East

02▢ California   08▢ Outside of the US

03▢ Pacific Northwest   09▢ All US

04▢ Southwest   10▢ Don't know

05▢ South

06▢ Midwest

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

01▢ Very easy   03▢ Difficult   05▢ Don't know

02▢ Easy   04▢ Very difficult

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

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

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

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

27. How did you first hear about your current position?

01▢ Newspaper

02▢ Family/friends/co-workers

03▢ Employment agency

04▢ Trade journal

05▢ UA career services

06▢ Internship

07▢ Company/organization website

08▢ Other website

09▢ Self-employed

10▢ Social media (LinkedIn, Facebook, etc.)

11▢ Previously worked for this employer

12▢ Contacted employer

13▢ UA staff/faculty

14▢ UA alumni

15▢ Was recruited

16▢ Job Fair

17▢ Self-employed

18▢ Other _____

19▢ Don't know

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

01❑ Yes 03❑ Don't know (skip to Q29)

02❑ No (skip to Q29)

28a. Are you pursuing a degree?

01❑ Yes 03❑ Don't know (Skip to Q29)

02❑ No (Skip to Q29)

28b. What type of degree are you pursuing?

01❑ Associate's (AA) 05❑ Certificate (CT)

02❑ Bachelor's (BA) 06❑ Professional license (LIC)

03❑ Master's (MA) 07❑ Other _____

04❑ Doctorate (PhD) 08❑ Don't know

28c. In what field of study?

01❑ Aviation

02❑ Arts (Fine Arts, Performing Arts, Digital Art)

03❑ Business (Economics, Public Administration, Accounting)

04❑ Education

05❑ Engineering

06❑ Interdisciplinary

07❑ International Studies

08❑ Law/Justice

09❑ Liberal Arts (English, Foreign Languages, History, Philosophy, Journalism, etc.)

10❑ Medicine/Dentistry

11❑ Medical support (Nursing, Social Work, Public Health, Physical/Occupational Therapy)

12❑ Process Technology/Logistics/Project Management

13❑ Rural Development/Tribal Management

14❑ Social Sciences (Anthropology, Psychology, Human Services)

15❑ Sciences (Biology, Chemistry, Fisheries, etc.)

16❑ Technology

17❑ Veterinary Medicine

18❑ Other _____

19❑ Don't know

SKIP TO Q30

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

01❑ Yes 04❑ Don't know (Skip to Q30)

02❑ Maybe

03❑ No (Skip to Q30)

29a. What school will you likely attend?

UAA

01❑ Anchorage

02❑ Chugiak-Eagle River

03❑ Elmendorf/Fort Richardson (JBER)

04❑ Kachemak Bay

05❑ Kenai Peninsula

06❑ Kodiak College

07❑ Mat-Su College

08❑ Prince William Sound Comm. College

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

UAS
16❏ Juneau
17❏ Ketchikan
18❏ Sitka
19❏ Alaska Pacific University
20❏ Other Alaska school: _____
21❏ School outside Alaska: _____
22❏ Non-UA distance program: _
23❏ Don't know

29b. Will you be pursuing a degree?

01❏ Yes 03❏ Don't know (Skip to Q30)
02❏ No (Skip to Q30)

29c. What type of degree will you pursue?

01❏ Associate's (AA) 05❏ Certificate (CT)
02❏ Bachelor's (BA) 06❏ Professional license (LIC)
03❏ Master's (MA) 07❏ Other _____
04❏ Doctorate (PhD) 08❏ Don't know

29d. In what field of study?

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

30. Are you currently registered to vote?

01❏ Yes 03❏ Don't know (skip to Q31)

02❏ No (skip to Q31)

30a. Did you vote in your last <u>local</u> election?

01❏ Yes 03❏ Don't know

02❏ No

30b. Did you vote in your last <u>state</u> election?

01❏ Yes 03❏ Don't know

02❏ No

31. In the last six months, have you volunteered for any non-profit organizations (schools, churches, service organizations, etc.)?

01❏ Yes 03❏ Don't know

02❏ No

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

01❏ Yes 03❏ Don't know

02❏ No

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

00❏ Yes

01❏ No (skip to Q36)

34. What types of loans did you take out? Check all that apply.

01❏ Private loan (Sallie Mae, Wells Fargo, etc.)

02❏ Federal loan (Stafford, Perkins, PLUS, Direct)

03❏ State of Alaska loan (ASEL, FEL)

04❏ Personal loan from family member

05❏ Personal loan from friend

06❏ Other _____

35. How much did you borrow overall?

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

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

00❏ $0; do not currently earn a salary/wage

01❏ Less than $15,000	04❏ $35,001 to $50,000	07❏ Over $100,000
02❏ $15,001 to $25,000	05❏ $50,001 to $75,000	08❏ Don't know
03❏ $25,001 to $35,000	06❏ $75,001 to $100,000	

37. What one thing can UA do to enhance the quality of student learning and success?

_____