



Career placement among graduates of Universitat Jaume I

Classes of 2001, 2002 and 2003

Executive summary

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CONTENTS

1	OBJECTIVES OF THE STUDY	1
1.1	TECHNICAL SPECIFICATIONS OF THE STUDY	1
1.2	SOCIO-DEMOGRAPHIC PROFILE.....	1
1.3	ACADEMIC AND COMPLEMENTARY TRAINING WHILE STUDYING.....	1
1.4	PRE-PROFESSIONAL EXPERIENCE ACTIVITIES	3
1.5	SATISFACTION WITH COURSES.....	3
1.6	COMPLEMENTARY TRAINING AFTER THE COURSE	3
1.7	EMPLOYMENT SITUATION OF GRADUATES	4
1.8	SEEKING EMPLOYMENT	4
1.9	CHARACTERISTICS OF CURRENT EMPLOYMENT	4
1.10	PROFESSIONAL ADAPTATION ANND WORK SATISFACTION IN CURRENT JOB ..	5

1 OBJECTIVES OF THE STUDY

This study aims to extend the Career Placement Survey carried out on the classes of 1998, 1999 and 2000 to the classes of 2001, 2002 and 2003. The main objective is to study career placement among graduates from Universitat Jaume I in the 2001, 2002 and 2003 academic years, and obtain data broken down by sex and teaching branch.

1.1 TECHNICAL SPECIFICATIONS OF THE STUDY

SCOPE: Universitat Jaume I, Castelló.

UNIVERSE: Graduates completing university courses at the UJI who obtained their qualification in the 2001, 2002 and 2003 academic years (24 courses).

POPULATION: 4,321 people.

RESPONSE COLLECTED: 634 people.

STRATIFICATION: By sex, learning branch and year cohort.

PROCEDURE: Sent postally with postal and telephone follow-up.

SAMPLE ERROR: For a confidence level of 95.5% and $P = Q = 0.5$, the sample error is ± 3.60 for the sample as a whole and in the case of simple random sampling.

DATE CONDUCTED: May to December 2006.

1.2 SOCIO-DEMOGRAPHIC PROFILE

61% of the sample are women, with a mean age of 28 years old (the mean age of the men is 29 years old). In Human and Social Sciences courses, women are the majority (71% and 59%), while in Technical Studies and Experimental Sciences there are more men (64%). Around 47% of the graduates live with their parents, with higher levels of independence observed in older cohorts.

74% of the graduates currently live in the province of Castelló and 17% in the province of Valencia. Just over 1% live abroad. This is a difference of six points compared to the graduates living with their family in Castelló during their course. Short cycle Humanities and Technical Studies courses and short cycle Social and Legal Sciences courses are more common among graduates from outside the province of Castelló.

1.3 ACADEMIC AND COMPLEMENTARY TRAINING WHILE STUDYING

83% chose their course as their first option in their vocational choice. This aspect is very positive and facilitates better integration, motivation and implication by students in subsequent university courses.

On average, the graduates take five years to complete their courses, although the differences between first and second cycle courses must be taken into account. Students of degrees with only with the second cycle (two years) usually complete it in two years. Students studying courses in the branch of Legal and Economic Sciences take an average of four years to finish. On the other courses, the students finish in approximately 5 years. 33% of the graduates take two or more years of those included in the syllabus to complete their degree. Women complete the courses in a shorter time than men.

In terms of time on academic activities, graduates spent an average of 27 hours weekly on attending classes. Students in long cycle technical degree courses spent significantly more time, 30 hours, while second cycle students spent less, at around 19. They attended tutorials for an average of almost two hours a week. They also spent 13 hours a week on study activities. Women spent an average of two hours a week more than men on attending classes.

As regards non-academic activities during their course, graduates spent an average of 20 hours a week on some type of work during their course, and up to 30 hours in the summer. Graduates from second cycle degree courses worked more hours during the course than the rest (38). Men worked during the academic year and in the summer (21 and 33 hours, respectively) more than women (18 and 29).

In their assessment of the teaching methods of the teaching staff and the University, those surveyed said that the teaching staff emphasised theory and concepts (3.2 points on a scale of importance from 0 to 4), followed by regular attendance at class (2.4) and the teaching staff as the main source of information (2.5). The aspect seen as least relevant by the students was preparing dissertations or End of Degree Projects.

The suitability of aspects of courses including infrastructures and the syllabus was also assessed. The most highly rated factors are the Library (2.63 on a scale from 0 to 4), classroom facilities and the importance of the qualification in the immediate environment (both 2.51). The aspects with the lowest scores are student learning support programmes (1.81), the range of internships and other pre-professional experiences (1.79) and the syllabuses (1.77). Women value these aspects more positively than men.

The level of linguistic skills among graduates upon graduation was analysed. The graduates self-assessed their knowledge of Catalan at 3.40 (on a scale of 0 to 4). The level of knowledge of Catalan among graduates from technical and experimental short cycle courses is lower than in the other teaching branches. This is associated with the fact that they are the qualifications with the highest proportion of students from other autonomous regions.

As regards EU languages, knowledge of English was self-assessed at 2.4, with women presenting a higher level of knowledge. Graduates from Humanities courses also presented greater knowledge of English, while second cycle Social and Legal Sciences students had the lowest level (they were also the oldest students). Graduates also presented knowledge to a lesser extent of other languages such as German, French and Italian. In general, women and Humanities graduates had better knowledge of languages.

As regards IT knowledge, the most common skills (on a scale of 0 to 4) were use of word processors (3.22) and Internet applications (3.01). Use of spreadsheets also had a medium-high level of knowledge (2.55). Use of specialist programmes (0.88) presented low levels, when today the majority of skilled jobs require the use of some type of specific software.

1.4 PRE-PROFESSIONAL EXPERIENCE ACTIVITIES

With regard to activities leading to the acquisition of practical experience during courses, 25% of graduates found employment in the company where they had done the Compulsory Internship during their degree. Graduates from second cycle Social and Legal Sciences courses most often found jobs in the businesses where they had done work experience (50%), while the lowest level (13%) was among Humanities students.

Another basic complement vital to the regulated training is participation in exchange programmes as a student. 14% of graduates participated in international exchange programmes. Twice as many women as men participated in these programmes (68%). Students on Humanities courses participate most in these programmes (32.97%), and those on short cycle technical courses the least (5.49%).

1.5 SATISFACTION WITH COURSES

The level of satisfaction with courses was very high. Almost 90% of those surveyed would take university courses if they were once again in a position to choose. 61% would do the same course and 93% would once again choose Universitat Jaume I to take their degree. As regards satisfaction with their degree, 62% of those surveyed said they were satisfied or completely satisfied, while only 4% said they were not satisfied at all. In terms of satisfaction with the University, 80% of graduates are satisfied or completely satisfied, while only 1% said they were not at all satisfied. Women had higher levels of satisfaction with the University than men. Those graduating from Social Sciences and Legal Sciences were also more satisfied with the University, while graduates from long cycle Social and Legal and Sciences, short cycle technical courses and the Humanities were less satisfied.

1.6 COMPLEMENTARY TRAINING AFTER THE COURSE

After completing their university studies, almost three-quarters of the graduates (73%) decided to undertake some type of complementary training, especially continuous training for workers (25%), master's degrees (17%) and another university course (13%). Furthermore, in 18% of cases, graduates choose Universitat Jaume I to complement their regulated training, although the "others" option — which includes academies and private centres and public administration and centres, among others — is the most common choice (44%). The main reasons for beginning these courses are to train for other jobs (improving employability, 25%) and increasing knowledge, regardless of employment aspects (23%). After having completed this training, the graduates found that it was useful above all for working more effectively (rated at 2.67 on a scale from 0, not useful at all, to 4 very useful) and for doing very interesting tasks at work (2.38).

1.7 EMPLOYMENT SITUATION OF GRADUATES

The employment rate among Universitat Jaume I graduates is very high (92.53%), higher than the employment rate among the general Spanish and Valencian population in the fourth quarter of 2003 (58.58 and 60.20) and even higher than among Spanish and Valencian university graduates at the same time (82.35 and 81.20). The employment rate is higher among men (95%) than among women (91%). Unemployed people concentrate mainly on complementing their training and/or preparing for public sector entrance examinations.

95% of the employed graduates were working when they were surveyed. Unemployment only affects 5% of graduates, a much lower figure than the unemployment rate in the general Spanish and Valencian population in the fourth quarter of 2003 (11.96% and 11.60%) and even lower than that of Spanish and Valencian university graduates (9.04% and 9.40%).

50% of the graduates surveyed were already working when they finished their course.

The most common situation among UJI university graduates who have entered the labour market is to have worked in two or three different jobs before the one they were doing when this study was undertaken.

1.8 SEEKING EMPLOYMENT

63% of those surveyed sought work at some point, with 51% doing so after graduating. An interesting indicator of the success in the search for employment is the time taken to find the first job: 52% of UJI graduates find work in the first three months after finishing their degree. This figure was 68% after six months and 84% after one year.

The strategies for researching employment used by graduates after graduation are very varied: they include formal techniques (public employment agencies, 37%; answering job advertisements, 36%; and applications 29%). Despite this, informal techniques such as personal contacts (26%) are also used.

Of these techniques, the most successful in finding the first job are the use of personal contacts (24% of cases), followed at some distance by answering job advertisements (15%) and contacting businesspeople on one's own initiative (14%). While the latter is a passive technique of searching for employment, the other two are active techniques.

1.9 CHARACTERISTICS OF CURRENT EMPLOYMENT

37% of graduates remain in their first job after graduating. The highest stability levels are among graduates from degrees in second cycle Legal and Social Sciences, where 60% of those surveyed already secured their job before finishing their degree.

66% have an indefinite term contract, while 6% are self-employed. 88% work full-time.

As regards employment category, 50% are medium or high level specialists, while 26% are in the administrative category. 11% are middle managers and 7% are executives. There are twice as many male as female executives (11% compared to 4%), while there

are twice as many female as male administrative workers (33% compared to 16%). When year cohorts are compared, there are fewer lower-skilled categories in more recent years, such as administrative or operative, and an increase in the categories of medium and high level specialist.

The average gross annual salary of graduates is slightly more than €18,000, although this figure varies widely. Women earn 14% less than men. By teaching branch, the highest salaries were earned by graduates from second cycle Social and Legal and Sciences courses (€27,000) and technical courses (€22,000). Meanwhile, the lowest figures are for short cycle courses in Social and Legal and Sciences (€17,000) and Humanities (€15,000).

64% are employed in the private sector, 32% in the public sector and 4% in non-profit-making organisations. When analysed by economic activities, the public sector accounts for the highest percentage of graduates (28%) while business services and ceramics account for 12% and 9% respectively. Both construction and finances employed 7% of graduates each.

The graduates are employed above all in the functional areas (departments) of teaching (21%) and administration and finances (19%). There are more men in areas such as IT, production and sales, and marketing. However, there are more women in administration and finances, teaching and customer services.

As regards the size of the organisations, there are many small businesses, as the segment with 50 or less employees accounts for 55% of the sample. The largest companies, with 500 workers or more, account for 17%. This distribution to a large extent reflects the structure of the business community in the region, which consists mostly of small and medium enterprises.

1.10 PROFESSIONAL ADAPTATION AND WORK SATISFACTION IN CURRENT JOB

In 81% of cases, the job done is related to the course taken, and the figure is higher for the year cohort of 2003 than for previous year cohorts. The percentage of women with a job not related to the course (18%) is significantly higher than that of men (11%).

With regard to the above, 71% of UJI graduates believe that their job is appropriate to their level of education. Meanwhile, 25% felt that their job requires a lower level of education and 3.7% believe that the demands of their work exceed their training.

As regards the satisfaction indicators, the aspect of their current job that is most highly rated by graduates is their colleagues and the contents of the work (3.13 on a scale of 0 to 4). The tasks involved, or the content of the job, is rated at 3.10. The lowest rated aspect, albeit at 2.44, is the salary. Women are more satisfied than men with their job, especially with their colleagues (3.20 compared to 3.02) and with the organisation (2.85 compared to 2.58).

Finally, the graduates present medium-high levels of employment self-efficacy (the belief that they can do the tasks involved in their job properly) in specific terms, this is 3 on a scale of 0.