

How graduates assess their studies

The influence of employment itinerary on the assessment of formation received and employability

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Itinerarios universitarios, equidad y movilidad ocupacional

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Our research

This research forms part of the *Plan Nacional de investigación científica, desarrollo e investigación tecnológica* (CSO2010-19271) financed by the Spanish Ministry of Science and Innovation, under the title “Itinerarios universitarios, equidad y movilidad ocupacional” (University itineraries, equity and occupational mobility).

The main objective of the project is to analyse the graduates’ itineraries in the Catalan universities under with special attention to access, participation and work experiences during and after the university experience.

At the same time, it seeks to explore equality and occupational mobility that underlies the process of expansion of higher education

Higher Education context

- Higher education reforms
 - Professionalization in response to social and economic demands
 - Changes in degree contents
 - Bologna Process: teaching methodologies ;structural (bachelor – degree); increase occupability and European mobility
- Educational Expansion
 - Increase of university students
- Students diversity/heterogeneity
 - Socio-demographic variables (social background, gender, age...)
 - Educational background (educational itineraries, access pathways...)
 - Individual variables (motivations, expectations...)

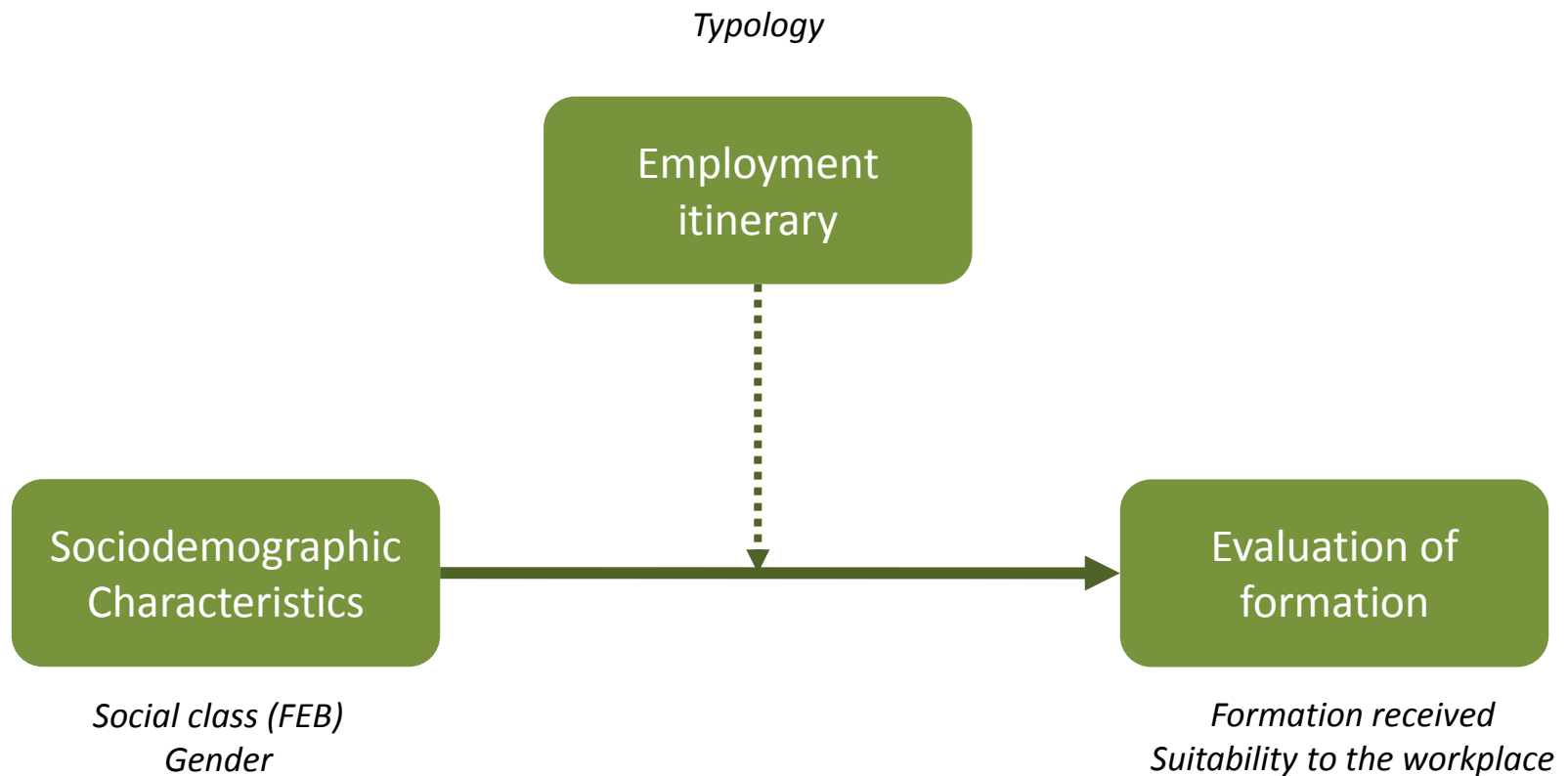
Current context

- Professional motivations
 - Main factors in the students' decision to enter higher education are related to professional and instrumental motivations (Machado, 2011; Elias & Sanchez-Gelabert)
- Increase of unmotivated students (Masjuan, 2004)
- Spanish graduates are the most unsatisfied with the university studies (Carot, Conchado, Ginés Mora y Vila, 2011)

Objectives

- Analyse the graduates' satisfaction with :
 - the formation received in the university
 - the suitability of the formation on the workplace (employability)
- Analyse differences considering socio-demographic factors (gender and social class)
- Examine the impact of employment itinerary on students' reported satisfaction with their formation and employability

Model of analysis



Data

- The fourth survey of graduate labour market outcomes carried out by *Catalan University Quality Assurance Agency (Agència per a la qualitat del sistema universitari de Catalunya - AQU)* .
- AQU Reference population: graduates who completed their university studies in the 2006-2007 and they were surveyed in 2011 (four years after graduation).
- Selected population for the analysis: employed graduates in all Catalan public universities younger than 36 years

Results

Formation assessment

- Women and lower family educational backgrounds students → higher scores on formation assessment:

- Gender

Assessm.	Gender		Total
	Woman	Man	
Low	45,4%	53,2%	48,4%
High	54,6%	46,8%	51,6%
Total	100,0%	100,0%	100,0%

- Family educational background

	Family Educational Background			Total
	Low	Middle	High	
Low	45,9%	46,4%	53,0%	48,4%
High	54,1%	53,6%	47,0%	51,6%
Total	100,0%	100,0%	100,0%	100,0%

* *p-value* ≤ 0,001
Chi-square test

Results

Employability assessment

- Women → higher scores on employability assessment:

- Gender

Assessm.	Gender		Total
	Woman	Man	
Low	42,4%	48,7%	44,8%
High	57,6%	51,3%	55,2%
Total	100,0%	100,0%	100,0%

- Family educational background → no-significant statistical differences

* $p\text{-value} \leq 0,001$
Chi-square test

Typology of employment itinerary

Multiple correspondence analysis (MCA) and cluster analysis

	<i>Contract</i>				<i>Workday</i>		<i>Salary (thousands €)</i>			<i>Seniority (years)</i>			<i>Title required</i>		<i>Univers. functions</i>		<i>Recuento</i>	
	F	Self-E	ST T	LT T	F-T	P-T	9-12	12-24	24-40	1	2-4	5	Yes	No	Yes	No	<i>n</i>	<i>%</i>
<i>Consolidation</i>																	4212	47,1
<i>Successive approximation</i>																	2076	23,2
<i>Long-term employed</i>																	1512	16,9
<i>Precarious</i>																	1144	12,8
																	8944	100

F: fix;
 Self-E: Self employed;
 ST T: Short-term Temporary;
 LT T: Long-term Temporary;
 F-T: Full-time;
 P-T: Part-time

Results

The influence of employment itinerary

- *Formation assessment:*
 - no-significant statistical differences for gender on the most uncertain types of employment (temporary)

<i>typology</i>	<i>Women</i>	<i>Men</i>	<i>Total</i>
Consolidation*	57,0%	48,1%	53,1%
<i>Aproximación sucesiva</i>	55,7%	51,1%	54,2%
Long-term insertion*	52,3%	42,3%	47,8%
<i>Precariedad</i>	49,9%	43,8%	48,3%

- *Employability assessment:*
 - no-significant statistical differences for gender on “precarious” type of work experience

<i>Work experience typology</i>	<i>High scores on assessment</i>		<i>Total</i>
	<i>Women</i>	<i>Men</i>	
Consolidation*	64,0%	59,2%	61,9%
Successive approximation*	64,2%	55,4%	61,4%
Long-term insertion*	39,9%	31,2%	36,0%
<i>Precariedad</i>	45,5%	40,1%	44,0%

* *p-value* ≤ 0,001
Chi-square test

Results

The influence of employment itinerary

- *Formation assessment:*
 - no-significant statistical differences for family educational background on the “less successful” types of employment (neither title nor university functions are required)

<i>Work experience typology</i>	<i>High Assessment</i>			<i>Total</i>
	<i>Low</i>	<i>Middle</i>	<i>High</i>	
Consolidation*	56,5%	54,1%	48,4%	53,1%
Successive approximation*	58,4%	55,6%	48,9%	54,2%
<i>Inserción larga duración</i>	<i>48,5%</i>	<i>50,8%</i>	<i>43,0%</i>	<i>47,8%</i>
<i>Precariedad</i>	<i>50,7%</i>	<i>50,3%</i>	<i>44,7%</i>	<i>48,2%</i>

- *Employability assessment:*

<i>Work experience typology</i>	<i>High Assessment</i>			<i>Total</i>
	<i>Low</i>	<i>Middle</i>	<i>High</i>	
<i>Consolidados</i>	<i>61,3%</i>	<i>62,7%</i>	<i>61,5%</i>	<i>61,8%</i>
Successive approximation**	64,4%	62,1%	57,7%	61,3%
<i>Inserción larga duración</i>	<i>36,1%</i>	<i>36,6%</i>	<i>34,8%</i>	<i>35,9%</i>
<i>Precariedad</i>	<i>44,7%</i>	<i>45,4%</i>	<i>42,2%</i>	<i>43,9%</i>

* *p-value* ≤ 0,001

** *p-value* ≤ 0,05

Chi-square test

Conclusions

- Women are more satisfied with the formation received and employability
- The lower family educational background (low and middle), the higher the graduates' scores for formation assessment
- The employment itinerary has an impact on students' formation and employability assessment:
 - Precarious = differences between both sexes and family educational backgrounds are diluted.

Moltes gràcies!

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