REPORT ON EMPLOYMENT SURVEY OF GDAŃSK UNIVERSITY OF TECHNOLOGY GRADUATES

THE 2015 AND 2016 GRADUATES

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Cover design: Paweł Górski

TABLE OF ABBREVIATIONS

GUT - Gdańsk University of Technology

FA - Faculty of Architecture

FCh - Faculty of Chemistry

FETI - Faculty of Electronics, Telecommunications and Informatics

FECE - Faculty of Electrical and Control Engineering

FAPhM - Faculty of Applied Physics and Mathematics

FCEE - Faculty of Civil and Environmental Engineering

FMEng - Faculty of Mechanical Engineering

FOEST - Faculty of Ocean Engineering and Ship Technology

FME - Faculty of Management and Economics

SURVEY ASSUMPTIONS

The report presents the results of the sixth and seventh edition of the annual employment survey of Gdańsk University of Technology graduates, conducted since 2011 by the Team for monitoring career paths of the Gdańsk University of Technology graduates. The Team consists of Gdańsk University of Technology employees of: the Careers Office, Faculty of Management and Economics and International Relations Office.

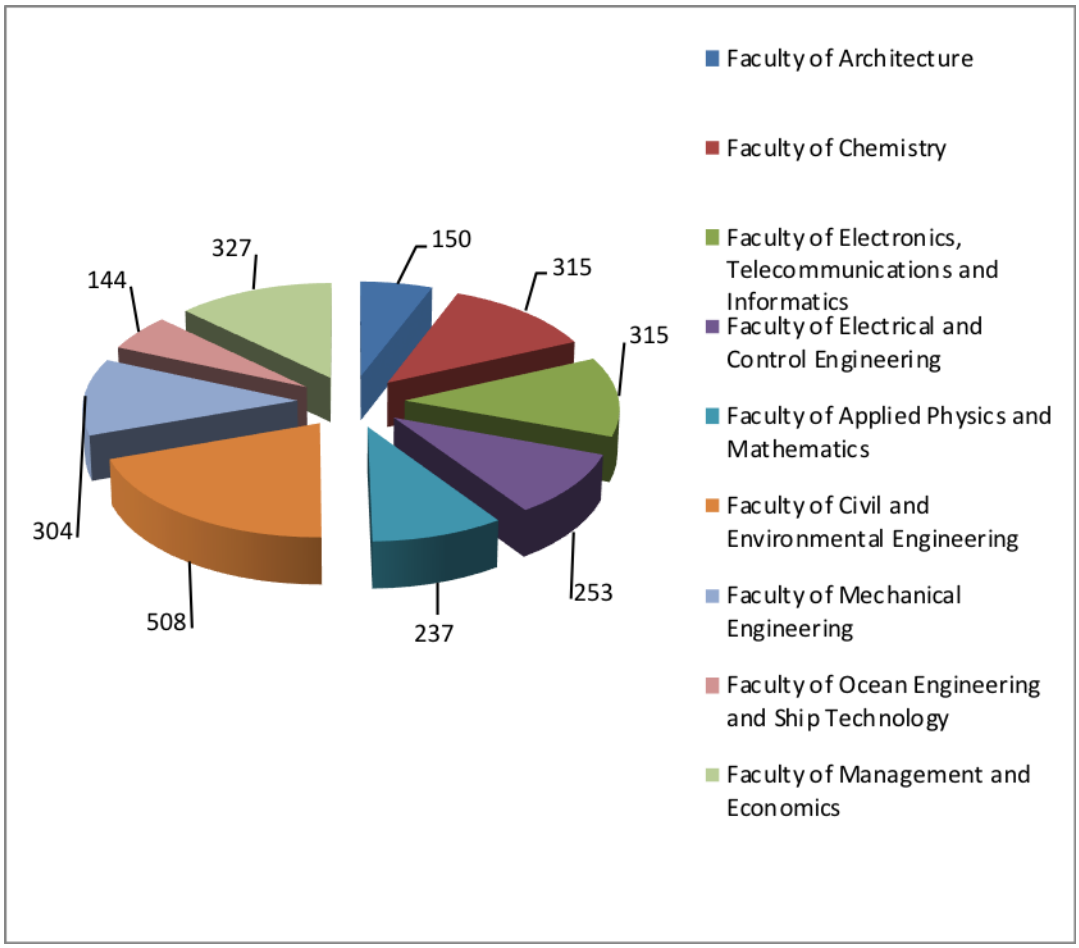
The survey was conducted from July to October 2017 and from June to December 2018 using the Computer Assisted Web Interview method (CAWI). The electronic survey questionnaire was distributed to respondents by e-mail. The survey was conducted on a targeted non-random sample. It included people who had graduated from GUT two years prior to receiving an invitation for participation in the survey, which means the 2015 graduates in case of the survey conducted in 2017 and the 2016 graduates in case of the survey from 2018. The survey was conducted among the graduates of all the nine GUT Faculties, including BSc and MSc courses listed in the Careers Office database. The number of respondents from particular faculties and fields of study was so diversified that the sample cannot be treated as representative of the whole survey population. Nevertheless, a substantial total number of respondents should be emphasised. The research sample amounted to - in the 2017 survey - as many as 2553 people, which with questionnaires sent to 4204 people, gives the response rate of nearly 61%. In case of the 2018 survey, the sample amounted to 1947 respondents, the response rate being almost 43% (the questionnaires were sent to 4579 graduates).

The survey concept was devised by research and teaching staff of the Faculty of Management and Economics and the Careers Office Head, Monika Downar. The Careers Office also created an address database of the respondents and conducted the survey procedure, i.e. questionnaires distribution and response monitoring. The research instrument in the form of e-questionnaire was devised by GUT IT Services Centre staff.

The analysis of collected empirical data focused on two key variables, i.e.: the gender and the completed faculty of the respondents. The survey results were presented as charts and tables with comments, for each year of graduation separately.

THE RESULTS OF THE EMPLOYMENT SURVEY OF THE 2015 GRADUATES

Research sample by a completed faculty, 2015 graduates, N = 2553

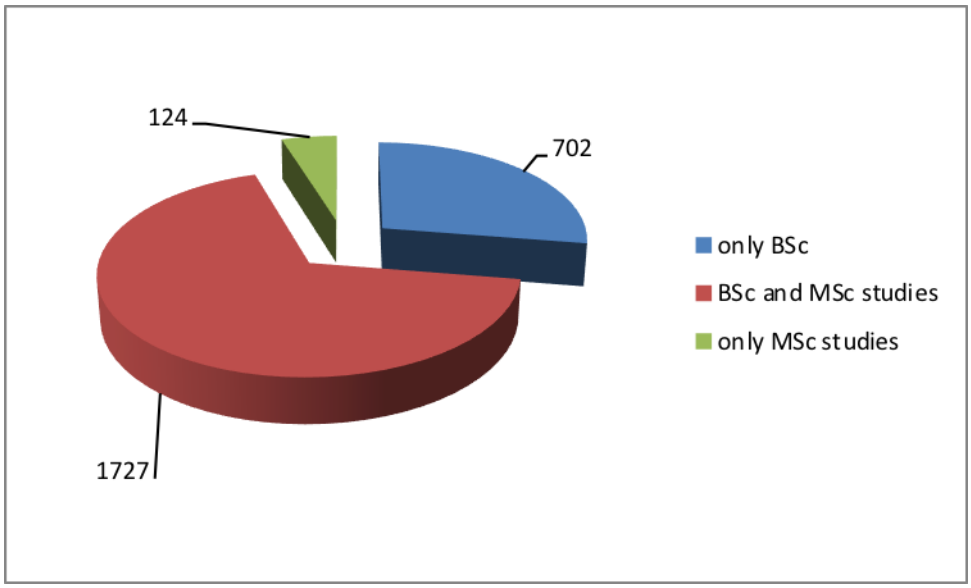


Research sample by a completed faculty and gender of the respondents, 2015 graduates, N = 2553

Faculty	Number of graduates		
	Total	Male	Female
Faculty of Architecture	**150**	45	105
Faculty of Chemistry	**315**	66	249
Faculty of Electronics, Telecommunications and Informatics	**315**	259	56
Faculty of Electrical and Control Engineering	**253**	214	39
Faculty of Applied Physics and Mathematics	**237**	93	144
Faculty of Civil and Environmental Engineering	**508**	246	262
Faculty of Mechanical Engineering	**304**	199	105
Faculty of Ocean Engineering and Ship Technology	**144**	92	52
Faculty of Management and Economics	**327**	89	238
Total	**2553**	1303	1250

The numbers of female and male graduates out of the total of over 2500 of the 2015 graduates who took part in the survey are similar. Male graduates constituted just over a half of this group. However, there is a significant diversity of representatives of each gender by particular faculties. The largest research group consisted of the FCEE graduates whereas the smallest group was the FOEST graduates. About 68% of the respondents were people who had completed both BSc and MSc studies at Gdańsk University of Technology, which may have allowed them to get to know better various elements of the didactic process at the university and thus assess them more fully.

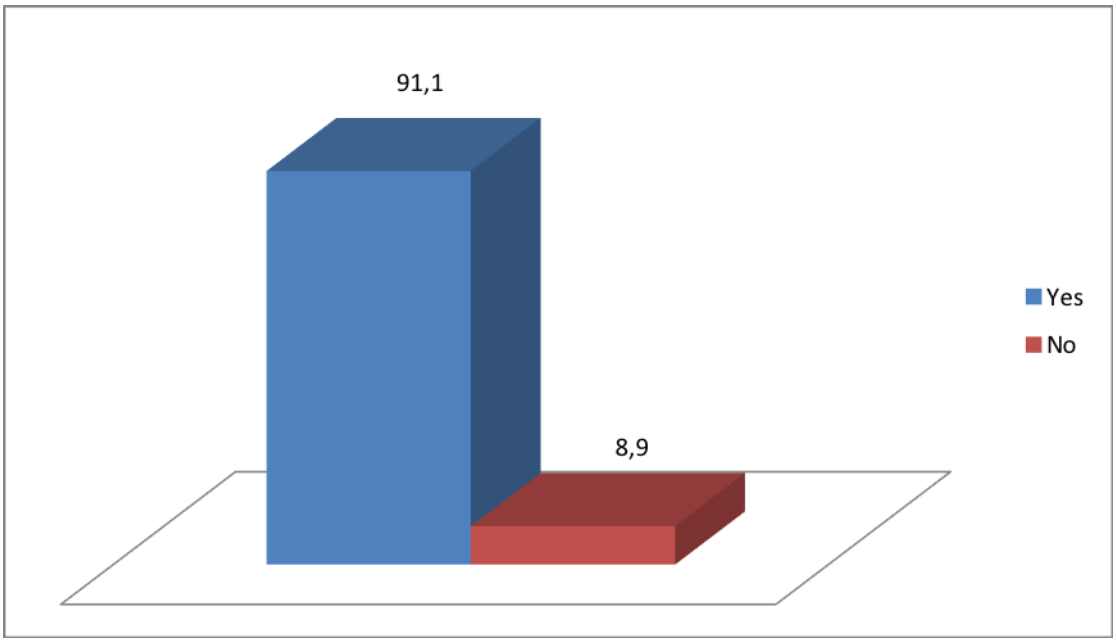
Research sample by a study cycle, 2015 graduates, N = 2553



Research sample - by a completed faculty and a study cycle, 2015 graduates, N = 2553

Faculty	Number of graduates		
	Only BSc studies	Only MSc studies	BSc and MSc studies
Faculty of Architecture	17	4	129
Faculty of Chemistry	58	9	249
Faculty of Electrical and Control Engineering	85	9	160
Faculty of Electronics, Telecommunications and Informatics	102	20	203
Faculty of Applied Physics and Mathematics	71	2	163
Faculty of Civil and Environmental Engineering	122	12	371
Faculty of Mechanical Engineering	82	5	225
Faculty of Ocean Engineering and Ship Technology	68	5	61
Faculty of Management and Economics	97	58	166
Total	**702**	**124**	**1727**

Occupationally active people (in%), 2015 graduates, N= 2553



Occupationally active people - by gender (in%), 2015 graduates, N= 2553

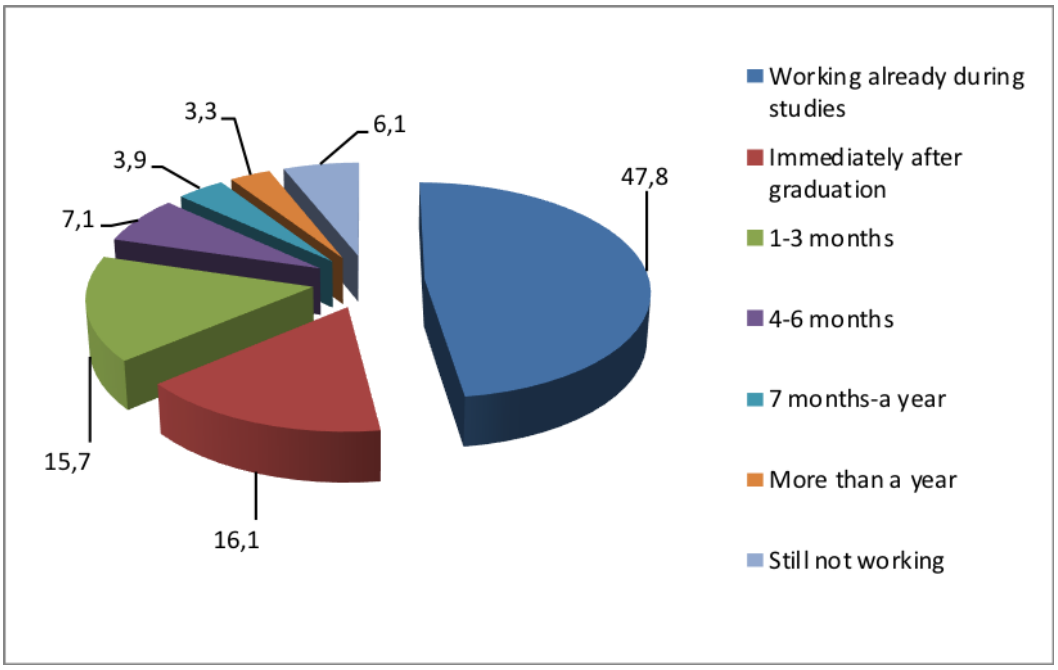
	Total	M	F
Yes	**91.1**	95.5	86.5
No	**8.9**	4.5	13.5

Occupationally active people - by a completed faculty (in%), 2015 graduates, N= 2553

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Yes	90.0	81.3	98.1	94.9	75.1	96.3	94.1	96.5	89.6
No	10.0	18.7	1.9	5.1	24.9	3.7	5.9	3.5	10.4

At the time of the survey, over 91% of the interviewed graduates were occupationally active, the number of male graduates slightly exceeding the number of female graduates (the difference of 9 percentage points). The highest percentage of the employed people at the time of the survey was among the graduates of FETI, FOEST and FCEE, whereas the smallest percentage was among the FAPhM graduates. Interestingly, almost half of the respondents started working already during studies (47.8%), and the other almost 32% - up to 3 months after their completion. The students who most often worked even before their graduation were the ones of FETI, FECE, FOEST, FCEE and FA.

Time of commencing the employment (in%), 2015 graduates, N=2553



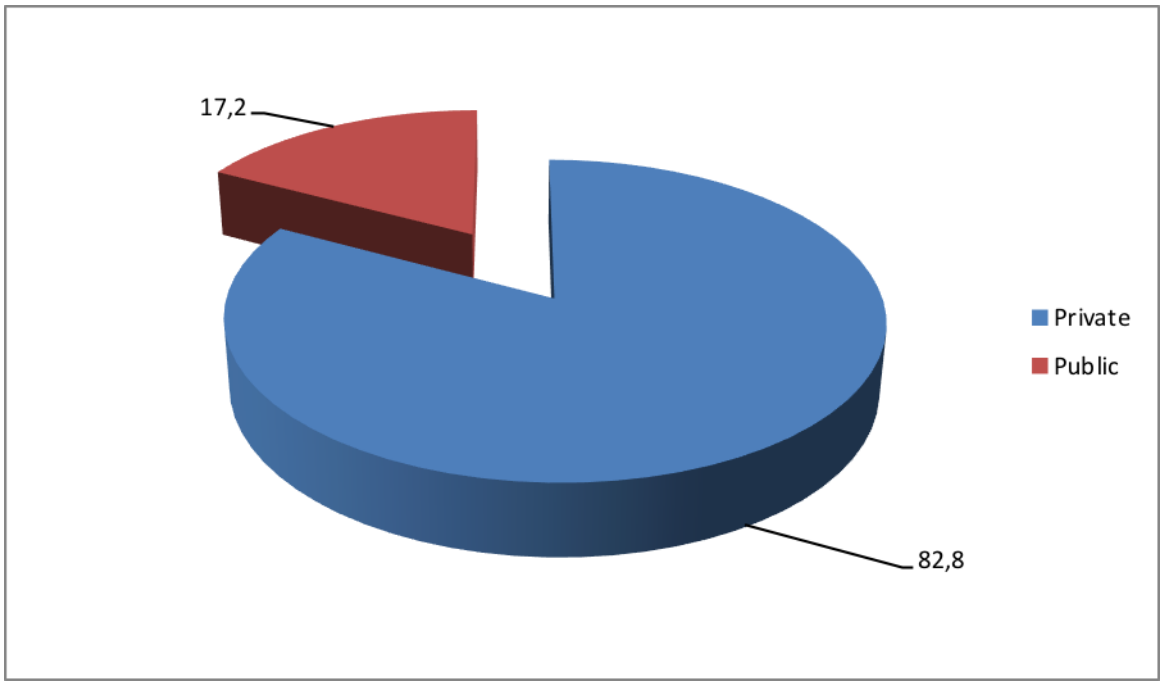
Time of commencing the employment - by gender (in%), 2015 graduates, N= 2553

	Total	M	F
Working already during studies	**47.8**	54.2	41.1
Immediately after graduation	**16.1**	15.3	16.9
1-3 months after graduation	**15.7**	14.9	16.5
4-6 months after graduation	**7.1**	7.5	6.6
7 months-a year after graduation	**3.9**	3.5	4.3
More than a year after graduation	**3.3**	2.1	4.6
Still not working	**6.1**	2.5	10.0

Time of commencing the employment - by a completed faculty (in%), 2015 graduates, N= 2553

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Working already during studies	50	19.4	68.3	54.5	40.9	51.6	44.4	52.8	49.2
Immediately after graduation	11.3	18.7	12.4	20.2	13.5	16.9	18.8	13.2	15.6
1-3 months after graduation	15.3	22.9	8.6	15	10.5	18.5	17.4	11.1	15.9
4-6 months after graduation	8.7	12.1	5.4	4.3	5.1	6.1	8.9	7.6	6.4
7 months-a year after graduation	4	6.7	1.6	2	5.5	3.1	5.9	4.9	2.4
More than a year after graduation	2.7	6.2	2.7	2	5.1	1.4	1.3	7.6	3.7
Still not working	8	14	1	2	19.4	2.4	3.3	2.8	6.8

Economic sector (in%), 2015 graduates, N= 2339



Economic sector - by gender (in%), 2015 graduates, N= 2339

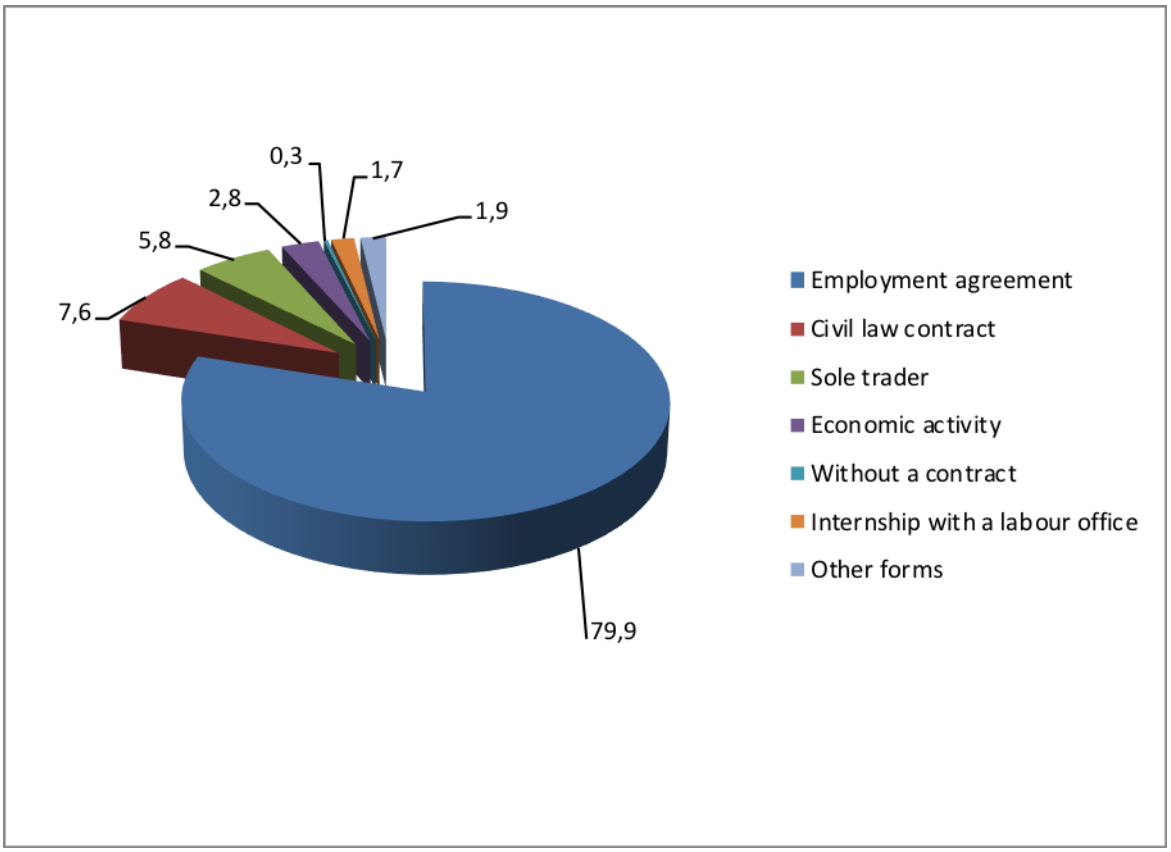
	Total	M	F
Public	**17.2**	85.0	80.2
Private	**82.8**	15.0	19.8

Economic sector - by a completed faculty (in%), 2015 graduates, N=2339

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Public	4.4	29.3	11.7	16.7	26.7	17.8	11.9	20.6	15.5
Private	95.6	70.7	88.3	83.3	73.3	82.2	88.1	79.4	84.5

The surveyed graduates worked mainly in the private sector of the economy - nearly 83%. However, there are larger differences in employment depending on a completed faculty. The highest percentage working in the public sector were the graduates of FCh, FAPhM and FOEST. It must be mentioned
that regardless of the sector, almost 80% of the respondents work on the basis of an employment agreement (the percentage of women is slightly higher than in the group of men).

Form of employment/economic activity (in%), 2015 graduates, N= 2332



Form of employment/economic activity - by gender (in%), 2015 graduates, N= 2332

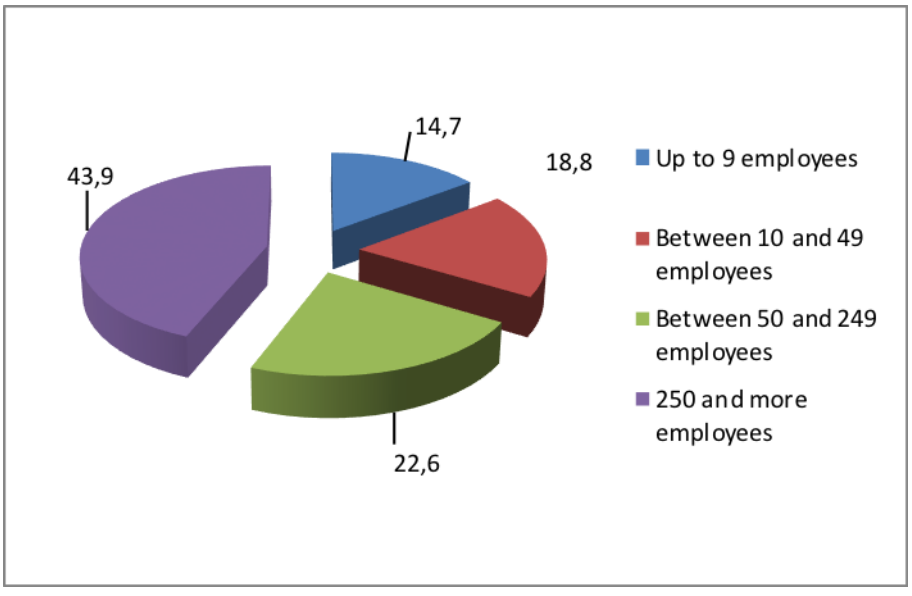
	Total	M	F
Employment agreement	**79.9**	77.3	82.9
Civil law contract	**7.6**	7.4	7.8
Sole trader	**5.8**	7.9	3.4
Economic activity	**2.8**	4.0	1.5
Without a contract	**0.3**	0.3	0.4
Internship with a labour office	**1.7**	1.0	2.5
Other forms	**1.9**	2.1	1.5

Form of employment/economic activity
- by a completed faculty (in%), 2015 graduates, N= 2332

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Employment agreement	54.8	82.2	77	88.3	72.6	81.4	84.6	73.8	86.1
Civil law contract	20.7	5.8	4.2	4.2	11.7	7.6	6	11.3	6.8
Sole trader	14.1	2.3	12.3	3.3	3.4	5.3	3.5	9.2	3.4
Economic activity	4.4	2.7	4.2	2.9	2.3	2.7	2.5	3.5	1.4
Without a contract	0.7	1.2	0	0.4	0	0.4	0	0.7	0
Internship	3.7	1.5	1.3	0	5	1.2	2.4	0	1.3
Other forms	1.6	4.3	1	0.9	5	1.4	1	1.5	1

The highest percentage of respondents working on the basis of civil law contracts are FA graduates. The greatest number of respondents with their own economic activity (including sole traders) are FA and FETI graduates. These results are probably related to the varied character of work and fields in which graduates of particular Gdańsk University of Technology faculties find employment. Definitely the greatest number of respondents work in large enterprises employing over 250 employees (almost 44% of the respondents), while 22.6% of respondents work in enterprises employing from 50 to 249 employees. Only among FA graduates the greatest number of people work in the smallest enterprises - employing up to 10 people, which results from the character of this field. The percentage of people working in enterprises of different sizes is similar in the group of women and in the group of men.

Enterprise size (in%), 2015 graduates, N= 2327



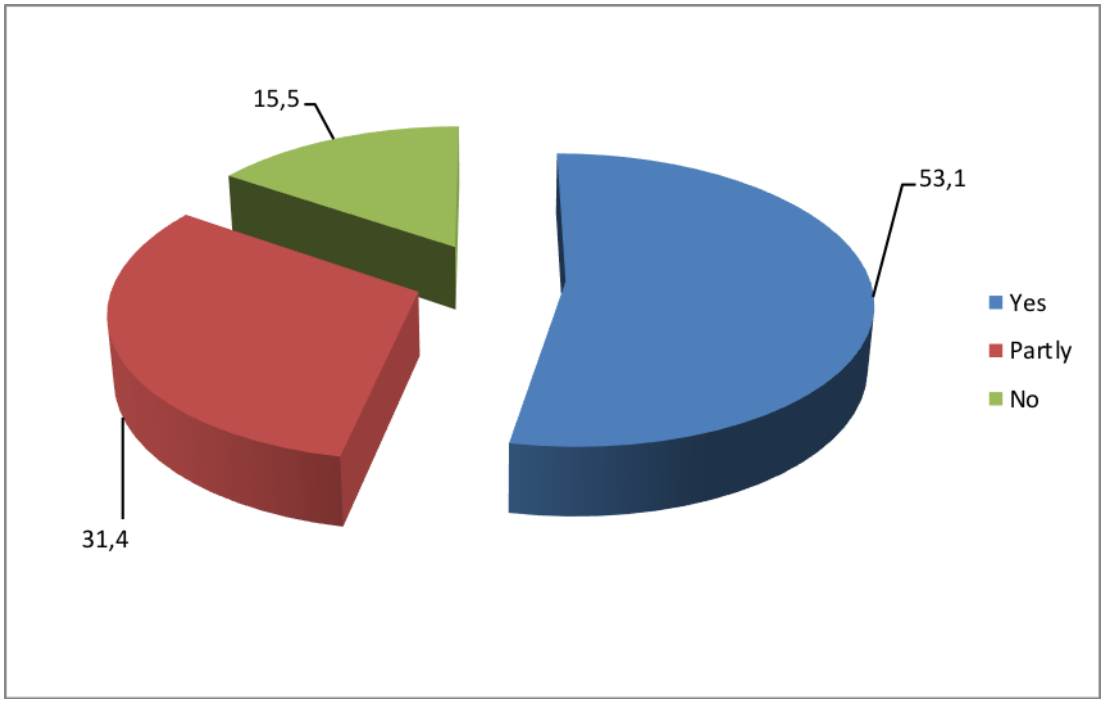
Enterprise size - by gender (in%), 2015 graduates, N= 2327

	Total	M	F
Up to 9 employees	**14.7**	14.1	15.5
Between 10 and 49 employees	**18.8**	19.3	18.3
Between 50 and 249 employees	**22.6**	21.8	23.6
250 and more employees	**43.9**	44.8	42.6

Enterprise size - by a completed faculty (in%), 2015 graduates, N= 2327

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Up to 9 employees	61.5	10.1	8.4	10	7.8	20.3	6	11.4	12.9
Between 10 and 49 employees	25.9	16.3	14.2	23.3	14	20.1	18.9	23.6	17.3
Between 50 and 249 employees	10.4	25.7	15.5	24.2	19.6	27	27.7	24.3	20.4
250 and more employees	2.2	47.9	61.9	42.5	58.6	32.6	47.4	40.7	49.4

Correspondence of occupation with the field of education at Gdańsk University of Technology (in%), 2015 graduates, N=2325



Over half of the respondents declared that their current occupation corresponded with their field of education at Gdańsk University of Technology. It was claimed by more male than female graduates (nearly 89% versus nearly 80%, respectively). The highest, at least partial correspondence of occupation with the field of education (the total percentage of answers 'yes' and 'partly') was indicated by the FA (95.5%), FETI (93.8%), FCEE (89.8%) and FECE (89.6%) graduates.

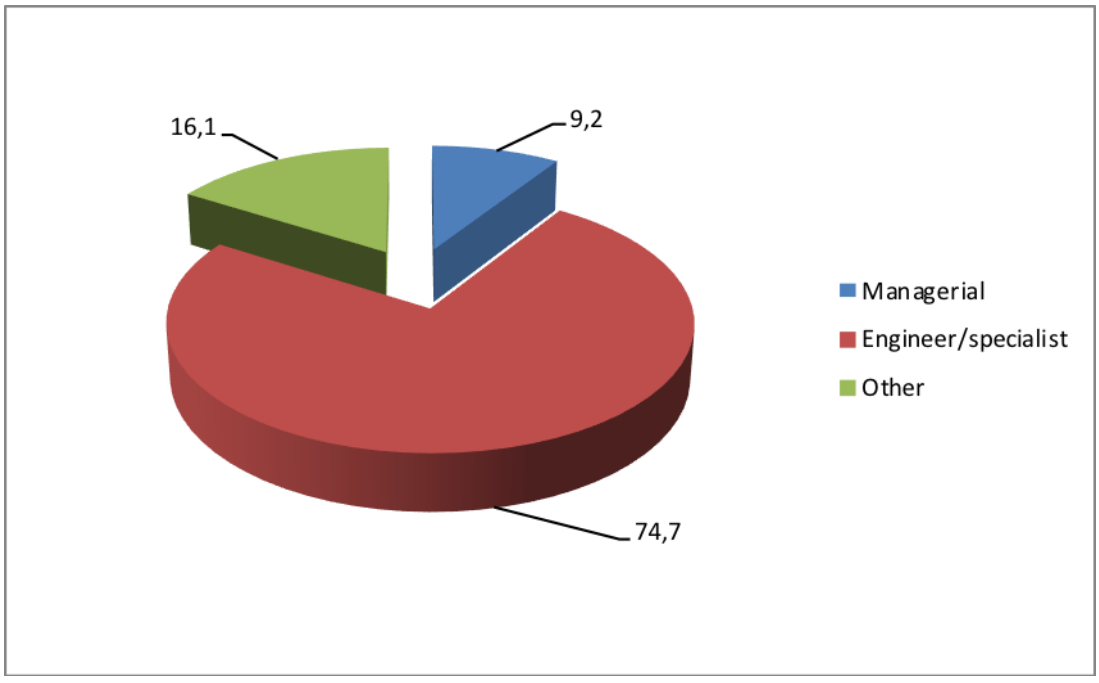
Correspondence of occupation with the field of education at Gdańsk University of Technology - by gender (in%), 2015 graduates, N=2325

	Total	M	F
Yes	**53.1**	59.2	46.1
Partly	**31.4**	29.7	33.5
No	**15.5**	11.1	20.4

Correspondence of occupation with the field of education at Gdańsk University of Technology - by a completed faculty (in%), 2015 graduates, N= 2325

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Yes	78.5	35.8	64.4	58.8	35.8	69.5	51.9	42.4	29.4
Partly	17	34.6	29.4	30.8	40.2	20.3	33.7	36	46.8
No	4.5	29.6	6.2	10.4	24	10.2	14.4	21.6	23.8

Position (in%), 2015 graduates, N= 2324



Almost three quarters of the graduates hold the position of an engineer or specialist. Almost 10% hold - at the time of the survey - a managerial position, which is about 230 of 2015 graduates and it seems to be a rather good result taking into account the short period of time that passed since the graduation. Managerial positions are held in the highest percentage by the FECE, FME and FCEE graduates.

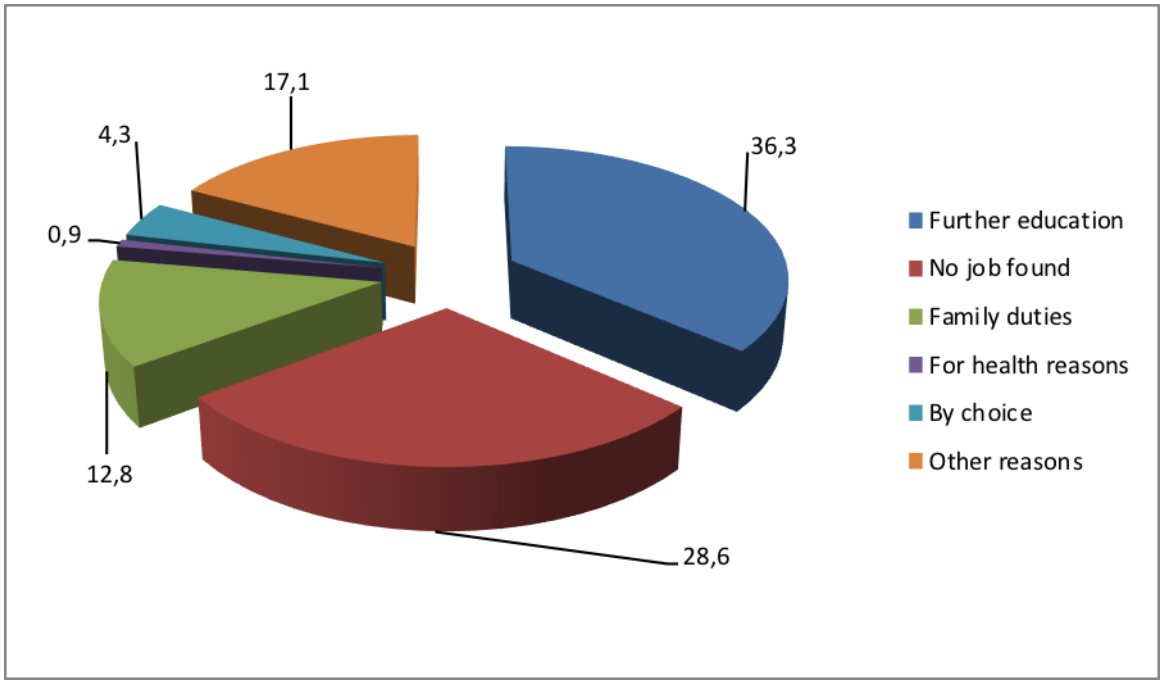
Position - by gender (in%), 2015 graduates, N= 2324

	Total	M	F
Managerial	**9.2**	12.4	5.5
Engineer/specialist	**74.7**	78.1	70.6
Other	**16.1**	9.5	23.9

Position - by a completed faculty (in%), 2015 graduates, N=2324

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Managerial	7.4	5.5	7.1	15	2.8	12.3	5.6	7.9	13.3
Engineer/specialist	80.7	64.1	90.6	78.3	76	75	79.3	71.2	57
Other	11.9	30.4	2.3	6.7	21.2	12.7	15.1	20.9	29.7

Reasons for occupational inactivity (in%), 2015 graduates, N= 234

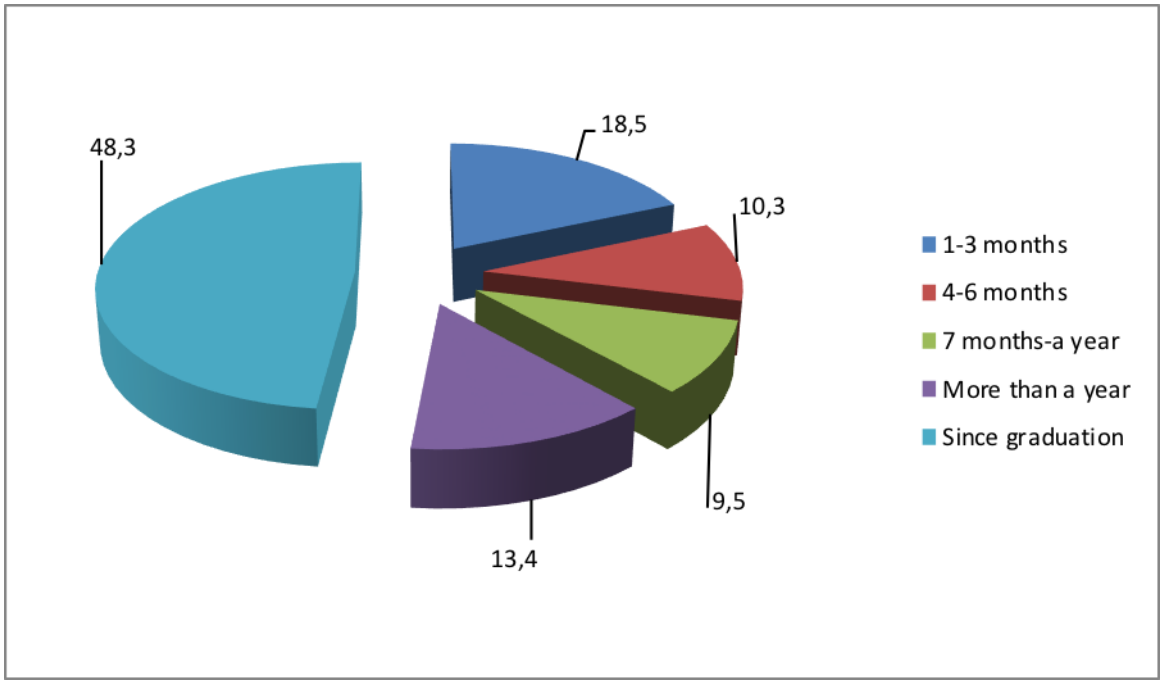


Out of the sample including 2553 graduates, at the time of the survey, 234 of them, i.e. approximately 9%, were not working. The main reason for their occupational inactivity was further education, and the second choice were job search failures. About 13% of the unemployed graduates indicated family duties as a reason, but it should be noted that such a response was mainly given by women. Due to the fact that the group of graduates who were unemployed is small, the table below presents the analysis of the reasons for their occupational inactivity and the period of its length only broken down by gender, without a division into individual faculties. The results presented in such a detailed breakdown would not justify reliable conclusions.

Reasons for occupational inactivity - by gender (in%), 2015 graduates, N= 234

	Total	M	F
Further education	**36.3**	39.1	35.3
No job found	**28.6**	32.8	27.1
Family duties	**12.8**	3.1	16.5
For health reasons	**0.9**	0.0	1.2
By choice	**4.3**	6.3	3.5
Other reasons	**17.1**	18.7	16.4

Length of the period of occupational inactivity (in%), 2015 graduates, N= 232

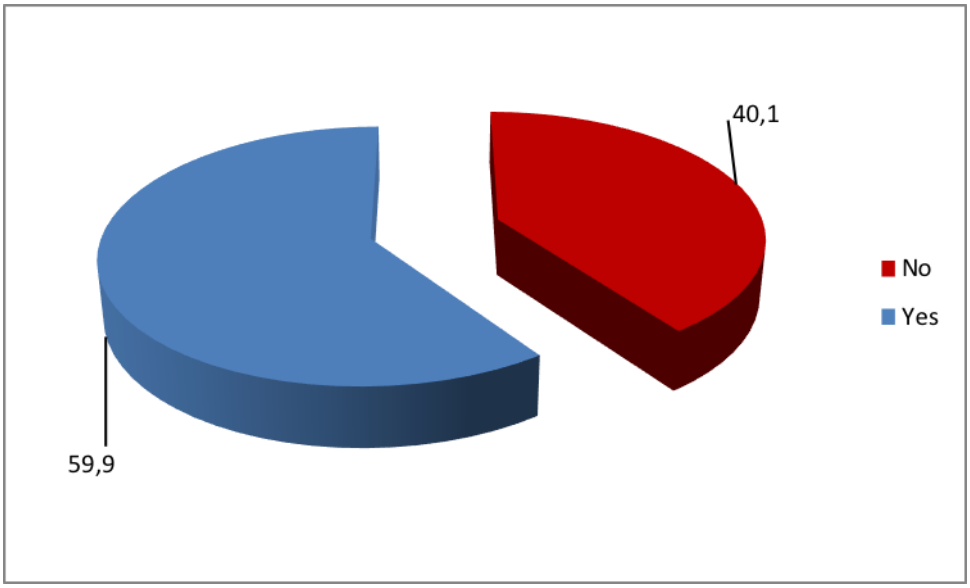


Length of the period of occupational inactivity - by gender (in%), 2015 graduates, N= 232

	Total	M	F
1-3 months	**18.5**	15.9	19.5
4-6 months	**10.3**	14.3	8.9
7 months-a year	**9.5**	14.3	7.7
More than a year	**13.4**	14.3	13.0
Since graduation	**48.3**	41.2	50.9

Almost half of the unemployed graduates have been occupationally inactive from graduation, i.e. for 2 years.

Raising qualifications (in%), 2015 graduates, N=2553



Almost 60% of the graduates raise previously acquired qualifications. The results apply almost equally to women and men. People who most often declare raising qualifications are the graduates of FAPhM, FECE and FCEE. However, it should be noted that the percentage of such people is relatively high among graduates of every faculty. Specialist training and language courses are the most frequently chosen forms of further education. More than half of the graduates raising their qualifications finance it from their own resources.

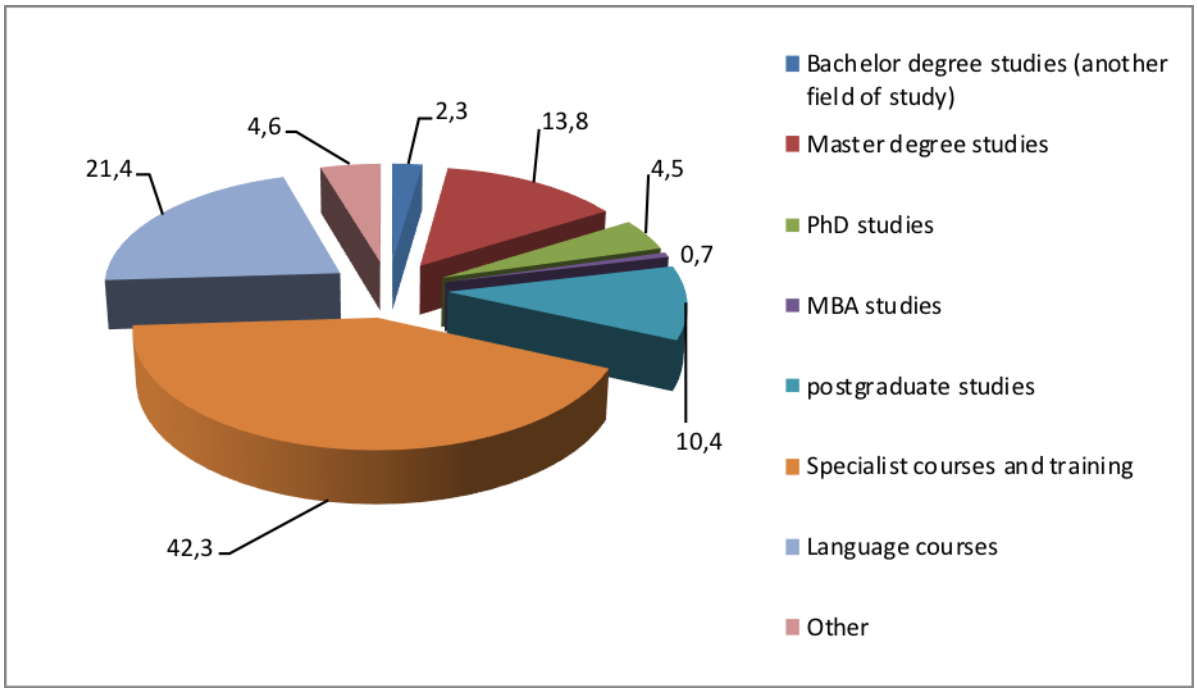
Raising qualifications - by gender (in%), 2015 graduates, N= 2553

	Total	M	F
Yes	**59.9**	60.1	59.7
No	**40.1**	39.9	40.3

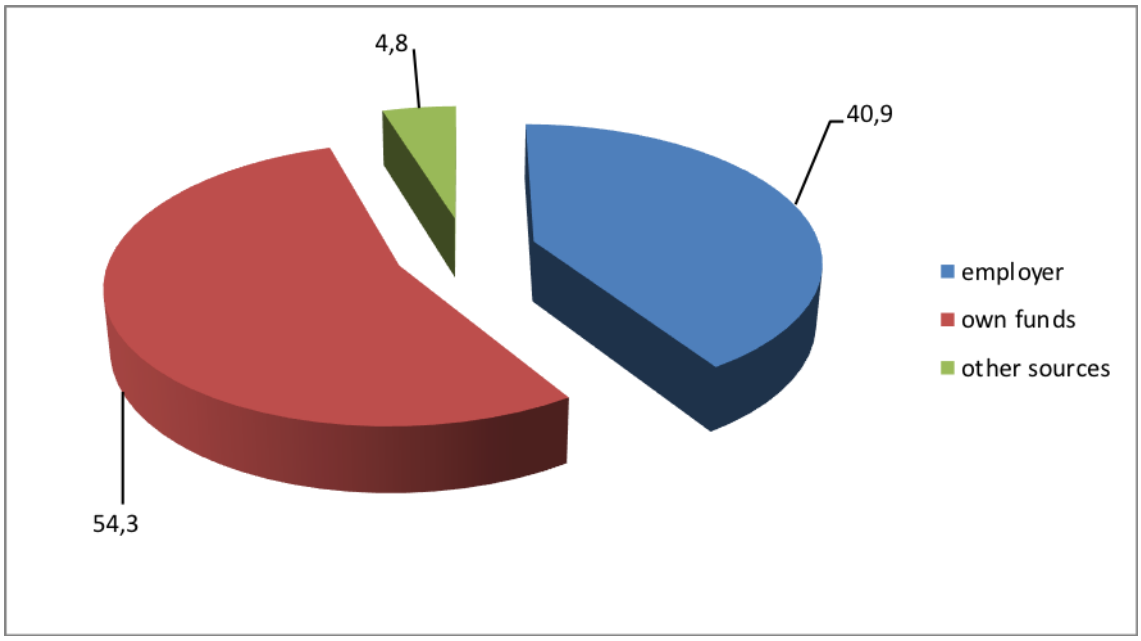
Raising qualifications - by a faculty (in%), 2015 graduates, N= 2553

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Yes	44.7	60.0	64.1	64.8	69.6	54.5	60.2	56.9	61.2
No	55.3	40.0	35.9	35.2	30.4	45.5	39.8	43.1	38.8

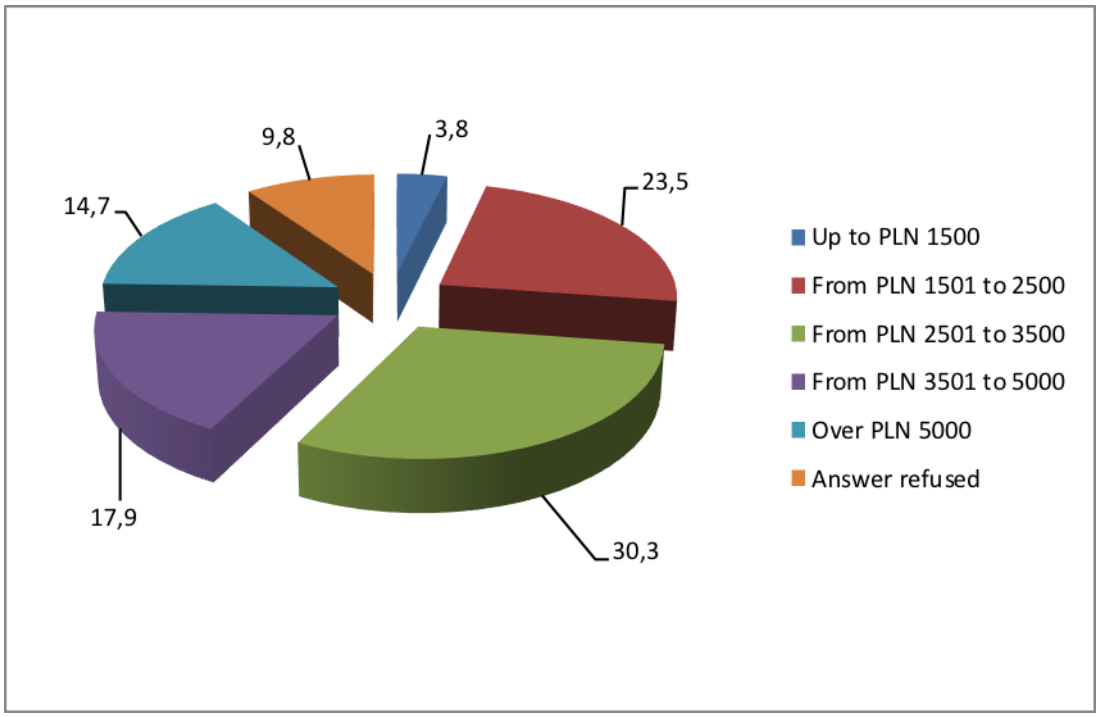
Forms of raising qualifications (in%), 2015 graduates, N=2278



Sources of financing qualification raising (in%), 2015 graduates, N=1911



Net monthly salary (in%), 2015 graduates, N= 2324



Net monthly salary - by gender (in%), 2015 graduates, N= 2324

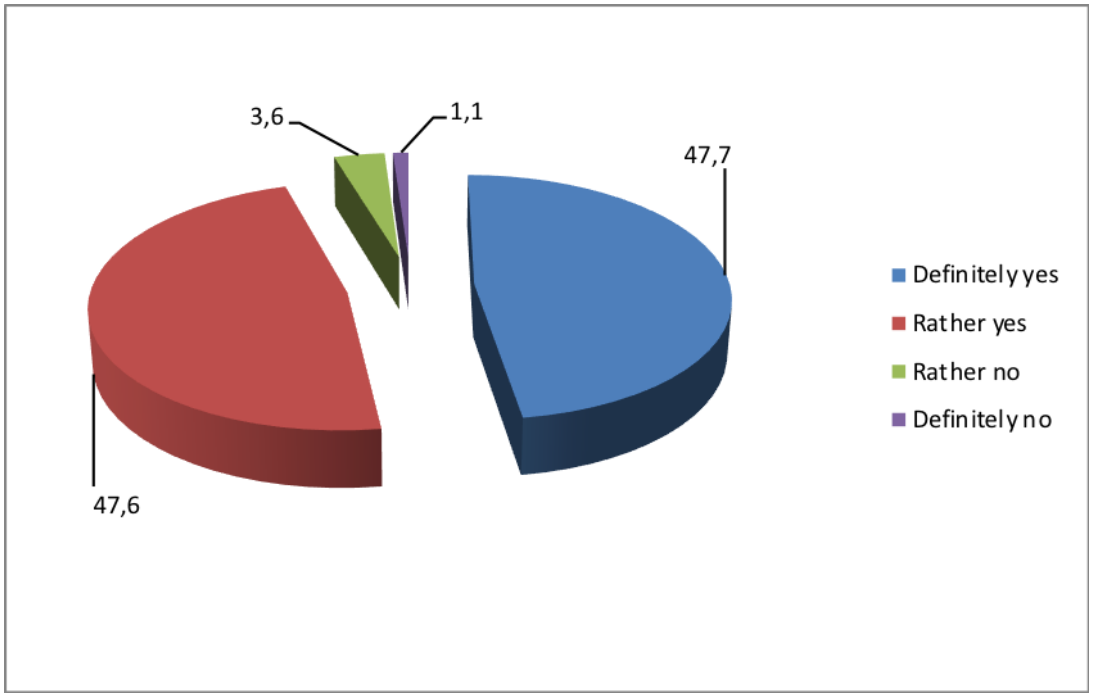
	Total	M	F
Up to PLN 1500	**3.8**	2.8	5.0
From PLN 1501 to 2500	**23.5**	14.5	33.8
From PLN 2501 to 3500	**30.3**	27.9	33.1
From PLN 3501 to 5000	**17.9**	22.2	13.0
Over PLN 5000	**14.7**	21.8	6.6
Answer refused	**9.8**	10.8	8.5

The largest group consists of the graduates who receive a net monthly salary of between PLN 2501 and PLN 3500 (making over 30% of all the surveyed graduates). People whose net monthly salary is over PLN 5000 are the FETI graduates. This result is not surprising, taking into account the continuing market demand for employees whose skills are related to modern technologies.

Net monthly salary
- by a completed faculty (in%), 2015 graduates, N= 2324

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Up to PLN 1500	3.7	6.6	0.6	1.3	6.7	4.5	3.5	2.9	4.8
From PLN 1501 to 2500	38.5	37.9	3.2	13.8	25.1	31.6	15.8	20.9	27.6
From PLN 2501 to 3500	31.9	28.1	12.3	28.8	27.4	37.7	38.2	34.5	31.7
From PLN 3501 to 5000	8.9	9.4	21.7	26.7	17.9	13.7	23.9	19.4	18.8
Over PLN 5000	8.1	5.1	50.5	19.2	10.1	5.7	9.5	13.7	8.2
Answer refused	8.9	12.9	11.7	10.2	12.8	6.8	9.1	8.6	8.9

Satisfaction with graduating from Gdańsk University of Technology (in%), 2015 graduates, N= 2553



95.3% of the graduates are satisfied with graduating from Gdańsk University of Technology (the sum of responses: 'definitely yes' and 'rather yes'). The responses are similar for both genders.

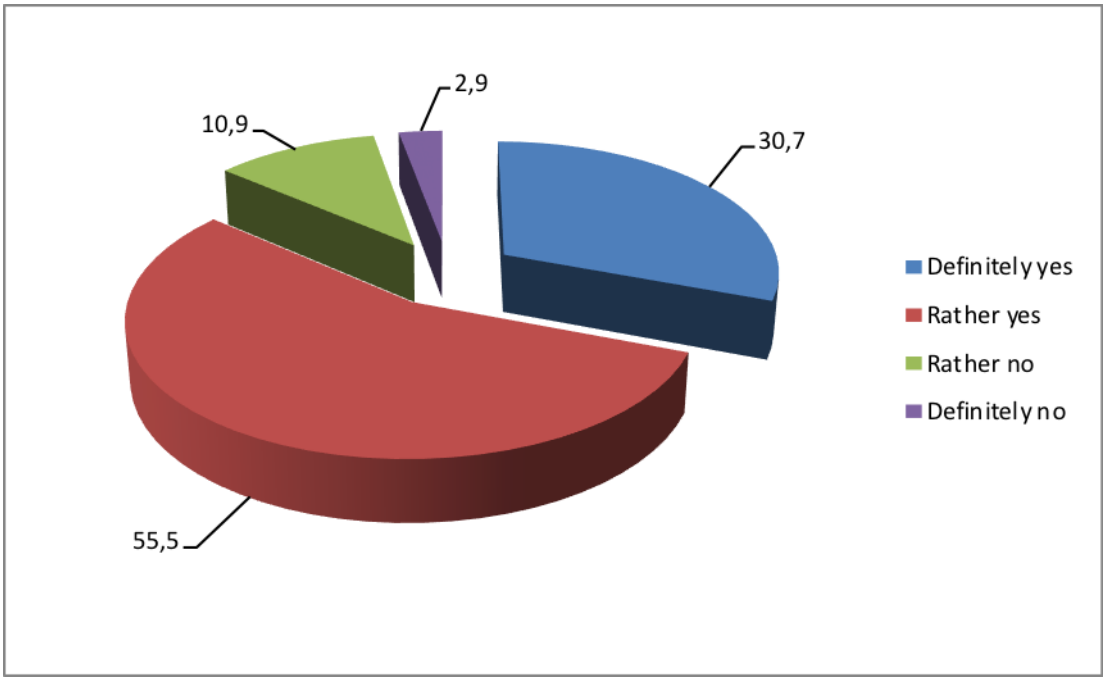
Satisfaction with graduating from Gdańsk University of Technology - by gender (in%), 2015 graduates, N= 2553

	Total	M	F
Definitely yes	**47.7**	46.2	49.4
Rather yes	**47.6**	48.2	46.9
Rather no	**3.6**	4.5	2.7
Definitely no	**1.1**	1.1	1.0

Satisfaction with graduating from Gdańsk University of Technology - by a completed faculty (in%), 2015 graduates, N= 2553

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Definitely yes	38	45.4	47.9	50.6	46	46.3	42.4	52.1	58.7
Rather yes	56	49.2	46.7	45.5	50.6	49	51.3	43.8	38.3
Rather no	5.3	4.4	4.4	3.6	3	3.3	4.3	3.5	1.5
Definitely no	0.7	1	1	0.3	0.4	1.4	2	0.6	1.5

Satisfaction with completing a faculty (in%), 2015 graduates, N= 2552



86.2% of the graduates are satisfied with completing their chosen faculty (the sum of responses: 'definitely yes' and 'rather yes'). The most satisfied are the graduates of FETI, FECE and FME.

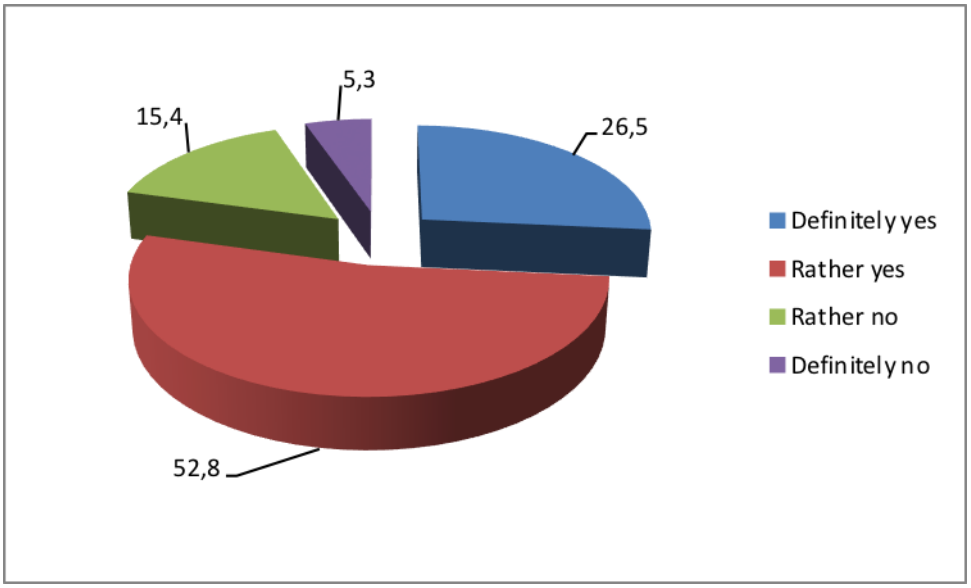
Satisfaction with completing a faculty - by gender (in%), 2015 graduates, N= 2552

	Total	M	F
Definitely yes	**30.7**	34.0	27.4
Rather yes	**55.5**	52.8	58.2
Rather no	**10.9**	10.3	11.5
Definitely no	**2.9**	2.9	2.9

Satisfaction with completing a faculty - by a completed faculty (in%), 2015 graduates, N= 2552

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Definitely yes	26.7	21.6	52.4	36	27.8	27.8	30.6	29.9	23.9
Rather yes	56.7	58.4	41.6	55.3	54.4	55.2	54.9	58.3	66.1
Rather no	16	16.5	5	6.7	14.8	12	11.8	9	7,3
Definitely no	0.6	3.5	1	2	3	5	2.7	2.8	2.7

Satisfaction with completing a field of study- by gender (in%), 2015 graduates, N= 2552



Almost 80% of the graduates are satisfied with completing their chosen field of study (the sum of responses: 'definitely yes' and 'rather yes'). The graduates of FETI, FECE, FOEST and FME rated their fields of study the highest.

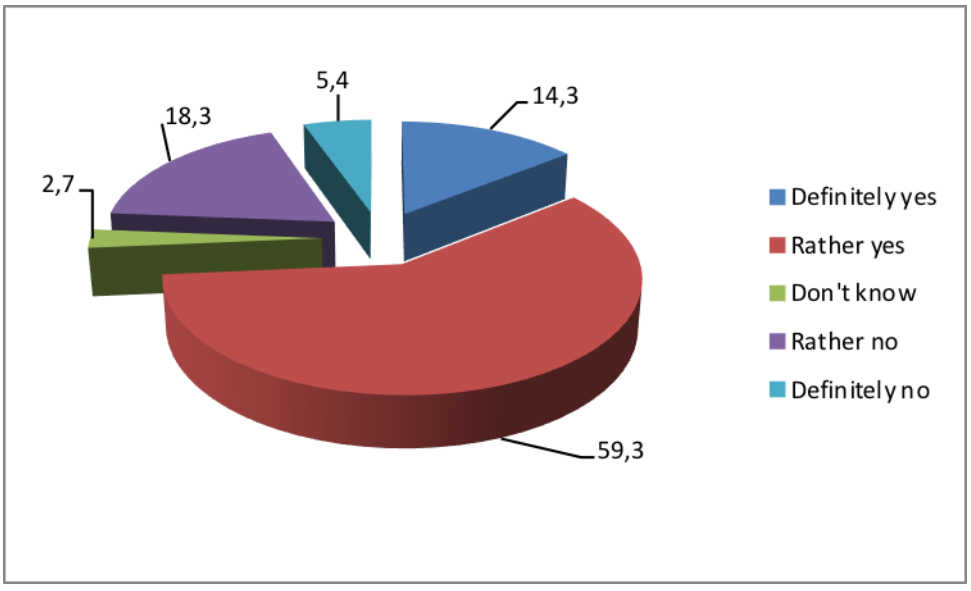
Satisfaction with completing a field of study - by gender (in%), 2015 graduates, N= 2552

	Total	M	F
Definitely yes	**26.5**	30.3	22.6
Rather yes	**52.8**	51.0	54.6
Rather no	**15.4**	13.9	17.0
Definitely no	**5.3**	4.8	5.8

Satisfaction with completing a field of study - by a completed faculty (in%), 2015 graduates, N= 2552

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Definitely yes	28	17.5	39.7	34.8	27.4	24.8	22.7	24.3	22
Rather yes	55.3	52.1	46.7	50.2	49.8	51.4	54.3	59	60.2
Rather no	16	23.4	10.2	12.3	16.9	14.6	18.1	12.5	14.1
Definitely no	0.7	7	3.4	2.7	5.9	9.2	4.9	4.2	3.7

Assessment of the acquired knowledge as the basis for professional work (in%), 2015 graduates, N= 2553



Assessment of the acquired knowledge as the basis for professional work - by gender (in%), 2015 graduates, N= 2553

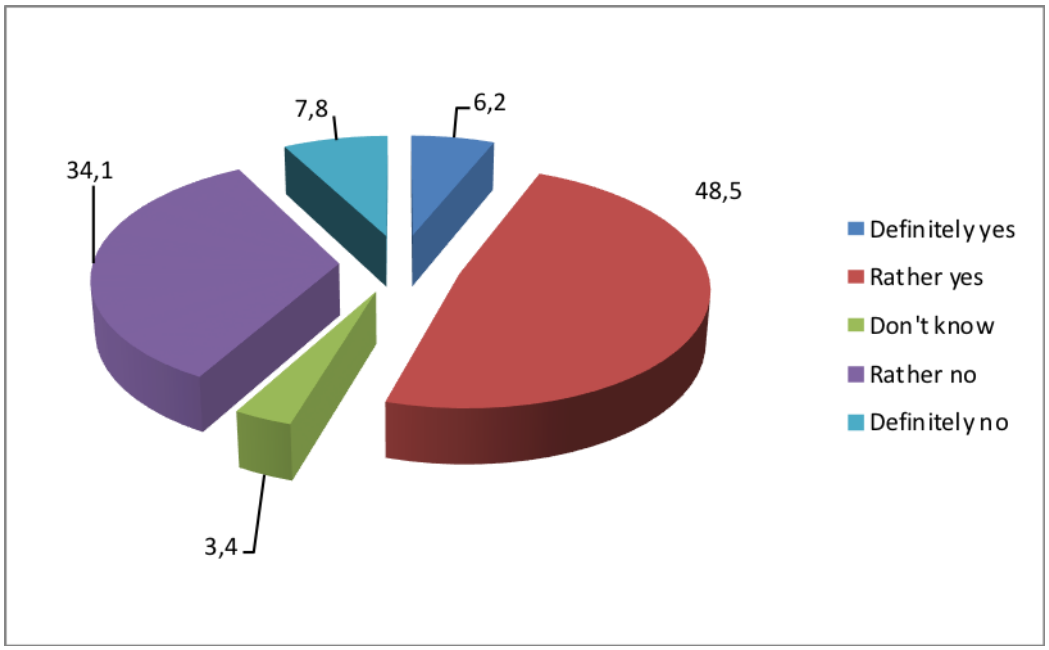
	Total	M	F
Definitely yes	**14.3**	18.6	9.8
Rather yes	**59.3**	58.1	60.6
Don't know	**2.7**	1.3	4.2
Rather no	**18.3**	16.8	19.8
Definitely no	**5.4**	5.2	5.6

Assessment of the acquired knowledge as the basis for professional work - by a completed faculty (in%), 2015 graduates, N= 2553

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Definitely yes	13.3	10.5	24.8	18.6	9.7	15.9	13.5	11.8	8
Rather yes	63.3	60.3	60	61.7	49.4	60.6	60.2	60.4	58.1
Don't know	2	4.8	1	1.6	7.2	1.2	1.6	2.8	3.7
Rather no	18	18.7	11.1	14.1	25.3	15.9	20.4	19.4	24.2
Definitely no	3.4	5.7	3.1	4	8.4	6.4	4.3	5.6	6

73.6% of the graduates considered the knowledge they gained at Gdańsk University of Technology useful for their professional life. The usefulness of skills and competences acquired during the studies was recognised by 56.7% of the respondents, and about 42% indicated their uselessness.

Assessment of the acquired skills and competences for professional work (in%), 2015 graduates, N= 2553



Assessment of the acquired skills and competences for professional work - by gender (in%), 2015 graduates, N= 2553

	Total	M	F
Definitely yes	**6.2**	7.7	4.7
Rather yes	**48.5**	48.5	48.4
Don't know	**3.4**	1.5	5.4
Rather no	**34.1**	33.8	34.5
Definitely no	**7.8**	8.5	7.0

Assessment of the acquired skills and competences for professional work - by a completed faculty (in%), 2015 graduates, N= 2553

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Definitely yes	5.3	4.8	9.8	8.7	5.1	6.3	5.6	2.8	5.5
Rather yes	54	48.9	54.9	51	39.7	50.6	46.1	40.3	46.2
Don't know	4	4.8	1	2.4	6.8	2.8	2.6	4.2	4.3
Rather no	30.7	35.2	26	33.2	40.1	31.3	36.8	43.7	36.4
Definitely no	6	6.3	8.3	4.7	8.3	9	8.9	9	7.6

Assessment of individual elements of education in the completed field of study - by gender (arithmetic average, scale 5-2: very good, good, satisfactory, unsatisfactory), 2015 graduates, N=2553

	Total	M	F
Study programme (curriculum)	**3.47**	3.45	3.48
Quality of the conducted classes	**3.59**	3.59	3.59
Offer of classes to choose from	**2.99**	3.00	2.98
Laboratory/teaching room equipment	**3.55**	3.54	3.56
Availability of books, magazines, library databases	**4.16**	4.20	4.11
Service at the dean's office	**4.06**	4.14	3.97
Apprenticeship/internship offer	**2.94**	3.00	2.88
Soft skills training, e.g. group work	**3.49**	3.38	3.62
Possibility of traveling abroad, student exchange	**3.65**	3.62	3.68
Learning a foreign language	**3.02**	3.08	2.96

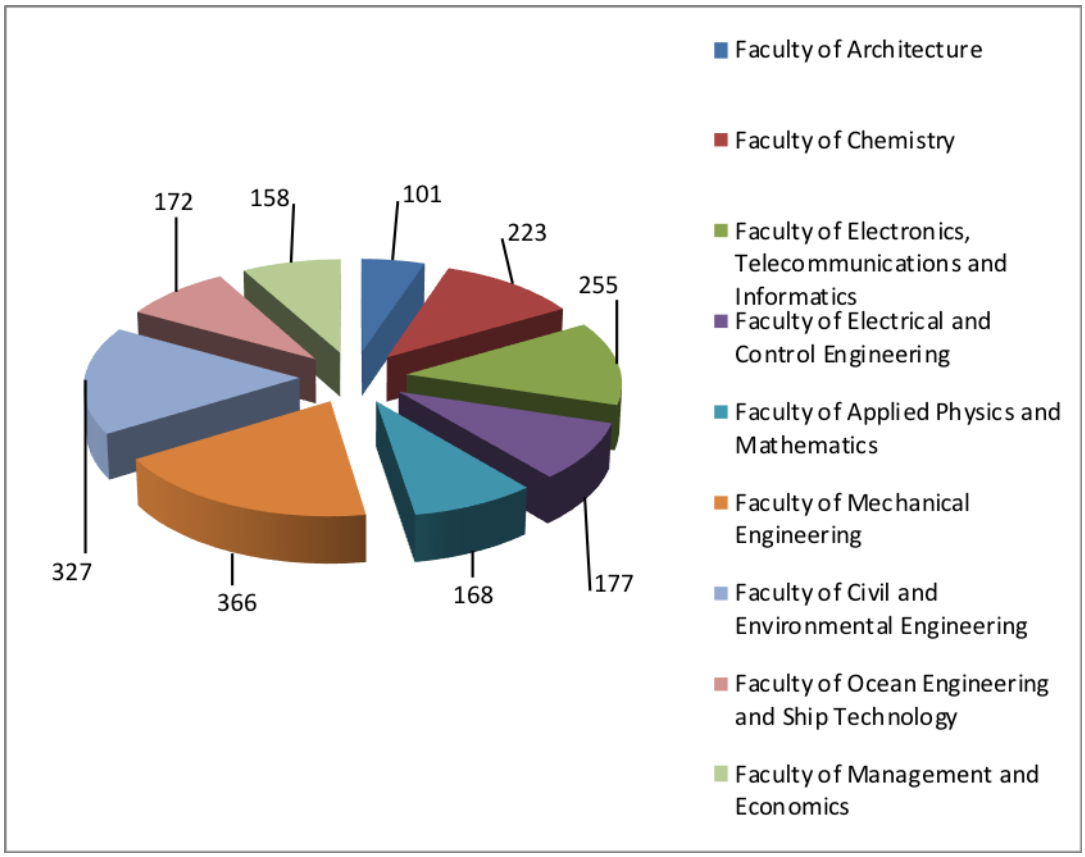
Out of the respective elements of education, the following were rated the highest by the graduates: "availability of books, magazines, library databases", "service at the dean's office" and "possibility of traveling abroad, student exchange". The lowest rate was given to: "apprenticeship/internship offer", "offer of classes to choose from" and "learning a foreign language".

Assessment of individual elements of education in the completed field of study - by a completed faculty
(arithmetic average, scale 5-2: very good, good, satisfactory, unsatisfactory),
2015 graduates, N=2553

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Study programme (curriculum)	3.49	3.48	3.57	3.51	3.42	3.39	3.39	3.34	3.60
Quality of the conducted classes	3.61	3.62	3.60	3.68	3.71	3.56	3.43	3.45	3.67
Offer of classes to choose from	3.09	2.95	3.03	3.15	2.94	3.04	2.76	2.76	3.11
Laboratory/teaching room equipment	2.84	3.60	3.93	3.59	3.69	3.46	3.06	3.21	4.03
Availability of books, magazines, library databases	4.12	4.23	4.24	4.25	4.19	4.15	4.13	3.99	4.05
Service at the dean's office	3.71	3.98	4.35	4.06	4.24	3.89	4.46	4.08	3.76
Apprenticeship/internship offer	2.57	2.81	3.22	2.98	2.91	2.84	2.94	3.10	3.06
Soft skills training, e.g. group work	3.50	3.67	3.39	3.36	3.51	3.33	3.24	3.36	4.06
Possibility of traveling abroad, student exchange	4.13	3.59	3.56	3.60	3.53	3.56	3.56	3.33	4.08
Learning a foreign language	3.39	2.89	3.10	3.11	2.94	2.99	2.95	2.81	3.12

THE RESULTS OF THE EMPLOYMENT SURVEY OF THE 2016 GRADUATES

Research sample - by a completed faculty, 2016 graduates, N=1947

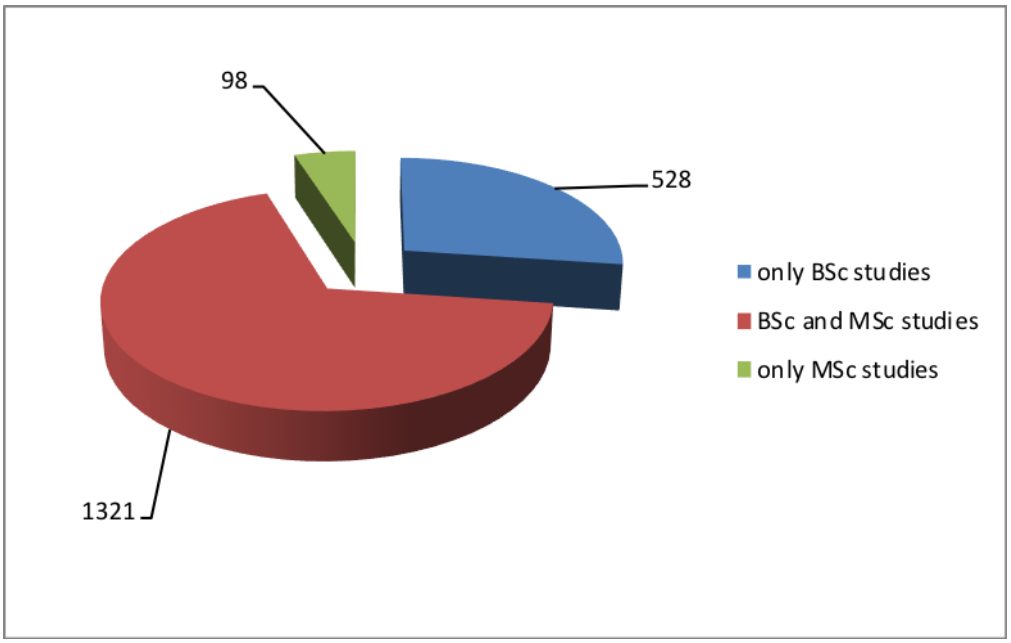


Research sample – by a completed faculty and gender of the respondents, 2016 graduates, N=1947

Faculty	Number of graduates		
	Total	Male	Female
Faculty of Architecture	**101**	33	68
Faculty of Chemistry	**223**	52	171
Faculty of Electronics, Telecommunications and Informatics	**255**	207	48
Faculty of Electrical and Control Engineering	**177**	147	30
Faculty of Applied Physics and Mathematics	**168**	74	94
Faculty of Mechanical Engineering	**366**	183	183
Faculty of Civil and Environmental Engineering	**327**	218	109
Faculty of Ocean Engineering and Ship Technology	**172**	91	81
Faculty of Management and Economics	**158**	44	114
Total	**1947**	1049	898

In the survey of the 2016 graduates, 1947 graduates were interviewed, 898 of whom were female and 1049 - male. The largest groups among the respondents were the FMEng and FCEE graduates whereas the smallest was the group of the FA graduates. About 68% of the respondents had completed BSc and MSc studies.

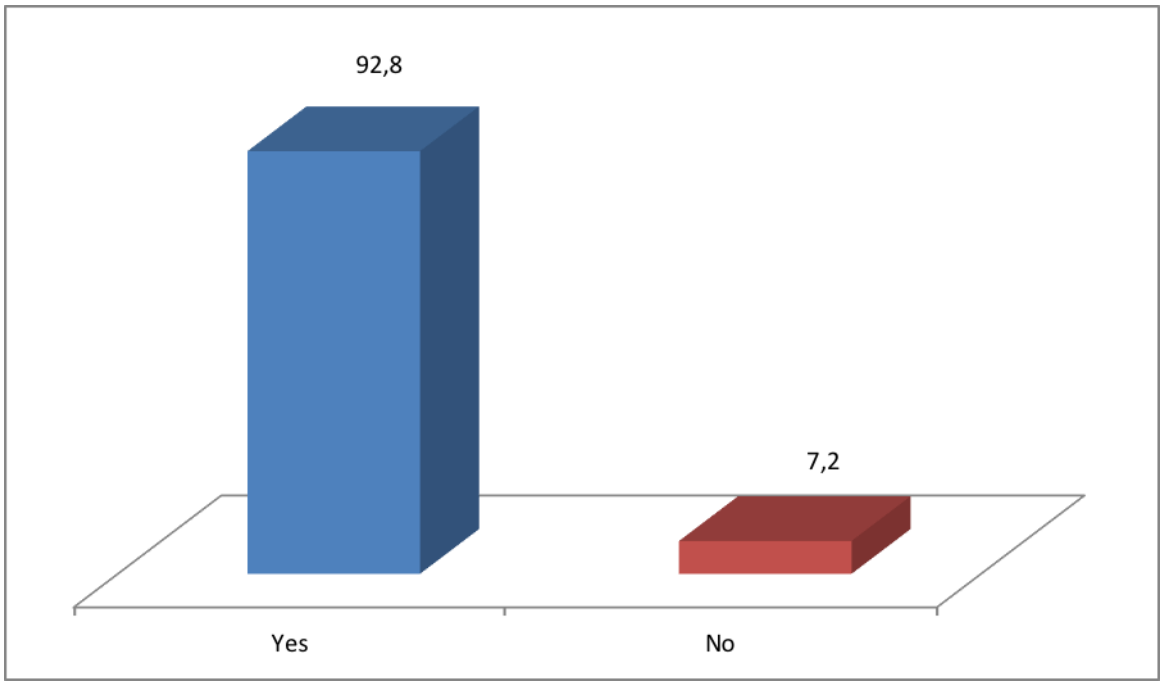
Research sample - by a study cycle, 2016 graduates, N=1947



Research sample - by a completed faculty and a study cycle, 2016 graduates, N=1947

Faculty	Number of graduates		
	Only BSc studies	Only MSc studies	BSc and MSc studies
Faculty of Architecture	21	6	74
Faculty of Chemistry	38	5	184
Faculty of Electrical and Control Engineering	44	5	132
Faculty of Electronics, Telecommunications and Informatics	83	12	167
Faculty of Applied Physics and Mathematics	26	2	119
Faculty of Civil and Environmental Engineering	83	23	250
Faculty of Mechanical Engineering	84	13	240
Faculty of Ocean Engineering and Ship Technology	95	1	65
Faculty of Management and Economics	54	31	90
Total	**528**	**98**	**1321**

Occupationally active people (in%), 2016 graduates, N=1947



Almost 93% of the interviewed graduates were occupationally active. A slightly larger percentage of the employed graduates was in the group of males.

Occupationally active people - by gender (in%), 2016 graduates, N=1947

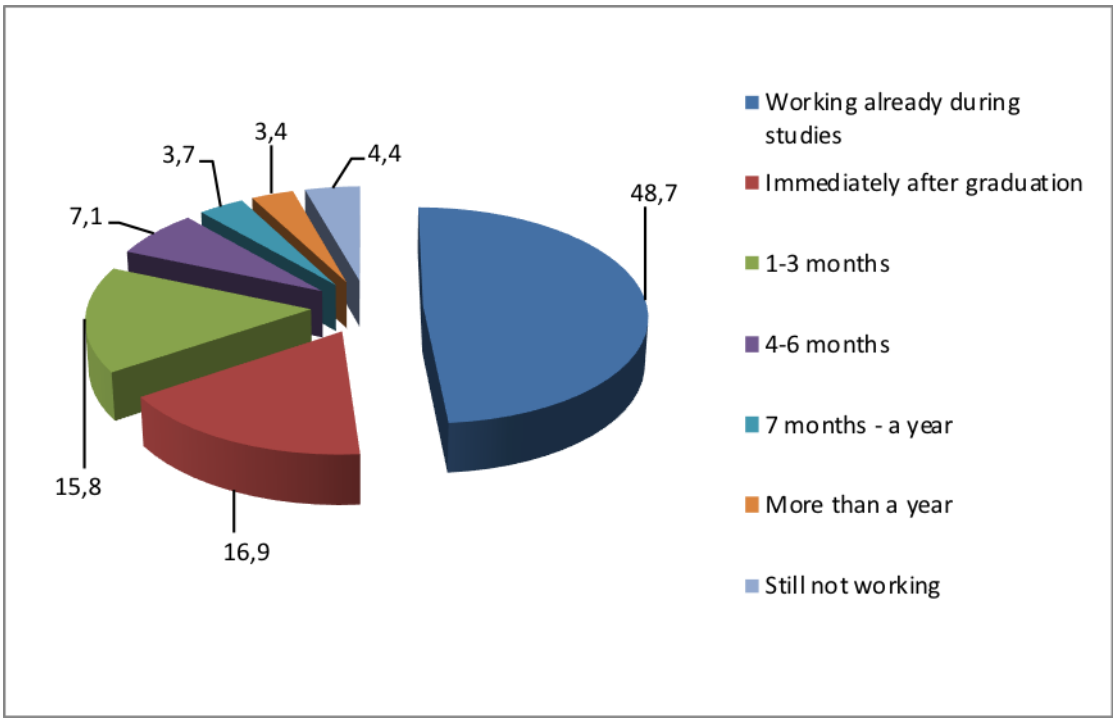
	Total	M	F
Yes	**92.8**	95.3	89.9
No	**7.2**	4.7	10.1

Occupationally active people - by a completed faculty (in%), 2016 graduates, N=1947

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Yes	91.1	87.0	98.4	97.2	80.4	95.4	94.2	90.1	95.6
No	8.9	13.0	1.6	2.8	19.6	4.6	5.8	9.9	4.4

The highest percentage of the employed (at the time of the survey) was in the group of the FETI, FECE and FCEE graduates, and almost half of the respondents started working already during their studies, approximately 17% - as soon as they were completed, and nearly 16% - up to 3 months after their completion. The students who most often worked even before their graduation were the ones of FETI, FCEE and FA. At the time of the survey, most occupationally inactive people were among the graduates of FAPhM and FCh.

Time of commencing the employment (in%), 2016 graduates, N=1947



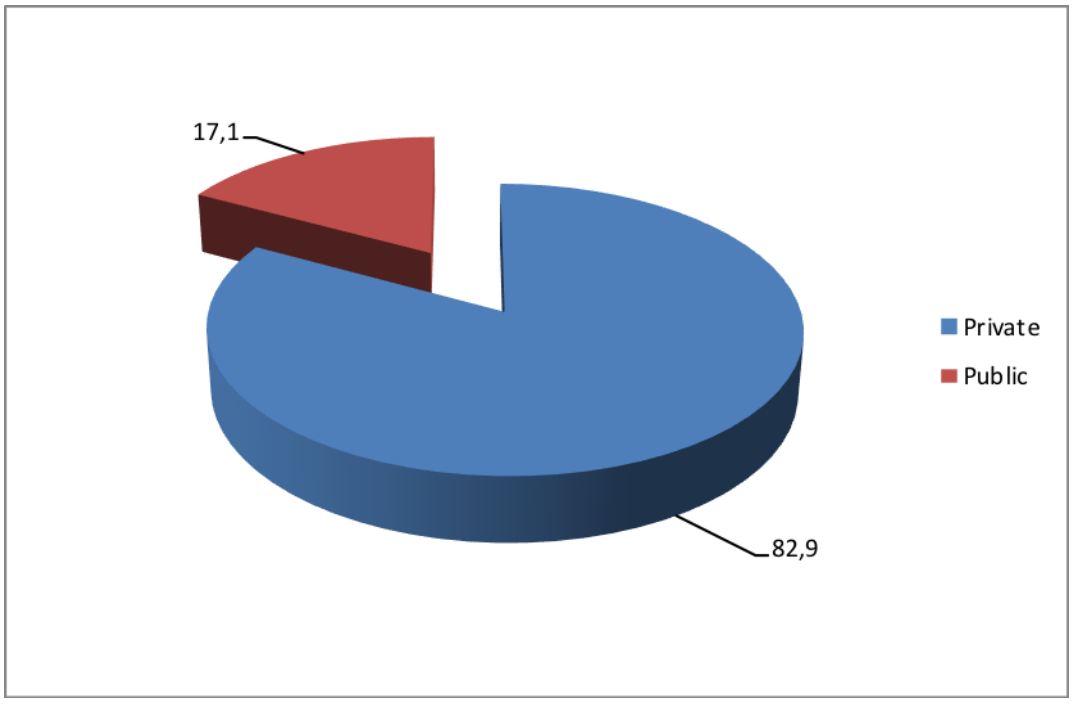
Time of commencing the employment - by gender (in%), 2016 graduates, N=1947

	Total	M	F
Working already during studies	**48.7**	52.1	44.7
Immediately after graduation	**16.9**	15.8	18.2
1-3 months after graduation	**15.8**	16.4	15.0
4-6 months after graduation	**7.1**	6.5	7.8
7 months-a year after graduation	**3.7**	2.9	4.7
More than a year after graduation	**34**	3.1	3.8
Still not working	**4.4**	3.2	5.8

Time of commencing the employment - by a completed faculty (in%), 2016 graduates, N=1947

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Working already during studies	55.4	29.1	70.2	44.6	37.5	57.4	44.6	38.4	53.2
Immediately after graduation	15.8	16.1	16.5	18.6	12.5	19.9	17.4	17.4	13.3
1-3 months after graduation	17.8	23.3	9	23.2	12.5	11.7	18.7	15.7	13.3
4-6 months after graduation	3	9.9	2.4	7.3	9.5	3.8	9.1	12.2	8.2
7 months-a year after graduation	3	6.3	1.2	1.7	5.4	2.7	4	4.1	6.3
More than a year after graduation	1	4.9	0.7	2.8	6	2.7	3.1	8.1	2.5
Still not working	4	10.4	0	1.8	16.6	1.8	3.1	4.1	3.2

Economic sector (in%), 2016 graduates, N=1947



Economic sector - by gender (in%), 2016 graduates, N=1947

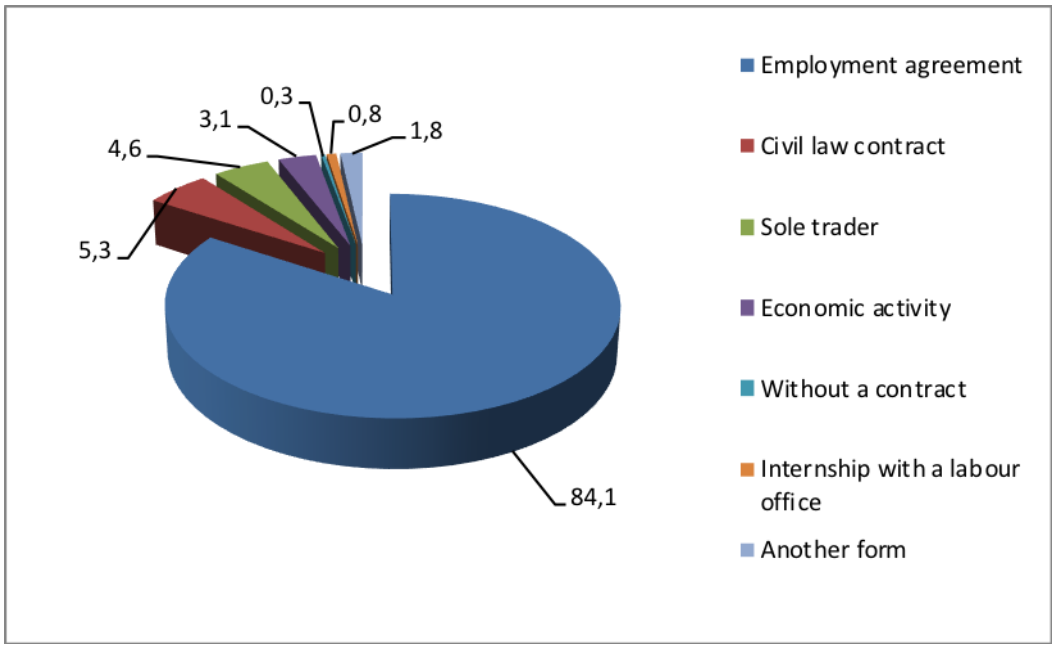
	Total	M	F
Public	**17.1**	15.1	19.6
Private	**82.9**	84.9	80.4

The surveyed graduates worked mainly in the private sector of the economy - nearly 83%. However, workplaces in the relevant sectors of the economy differ by the faculties completed. In the public sector, the percentage of the FCh, FAPhM, FECE and FOEST working graduates was slightly higher than for other faculties. Over 84% of the respondents work on the basis of an employment agreement (including slightly more women than men - the difference is 4.8 percentage points).

Economic sector - by a completed faculty (in%), 2016 graduates, N=1947

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Public	9.7	24.7	12.0	21.4	23.7	16.6	11.4	21.3	17.9
Private	90.3	75.3	88.0	78.6	76.3	83.4	88.6	78.7	82.1

Form of employment/economic activity (in%), 2016 graduates, N=1810



Form of employment/economic activity - by gender (in%), 2016 graduates, N=1810

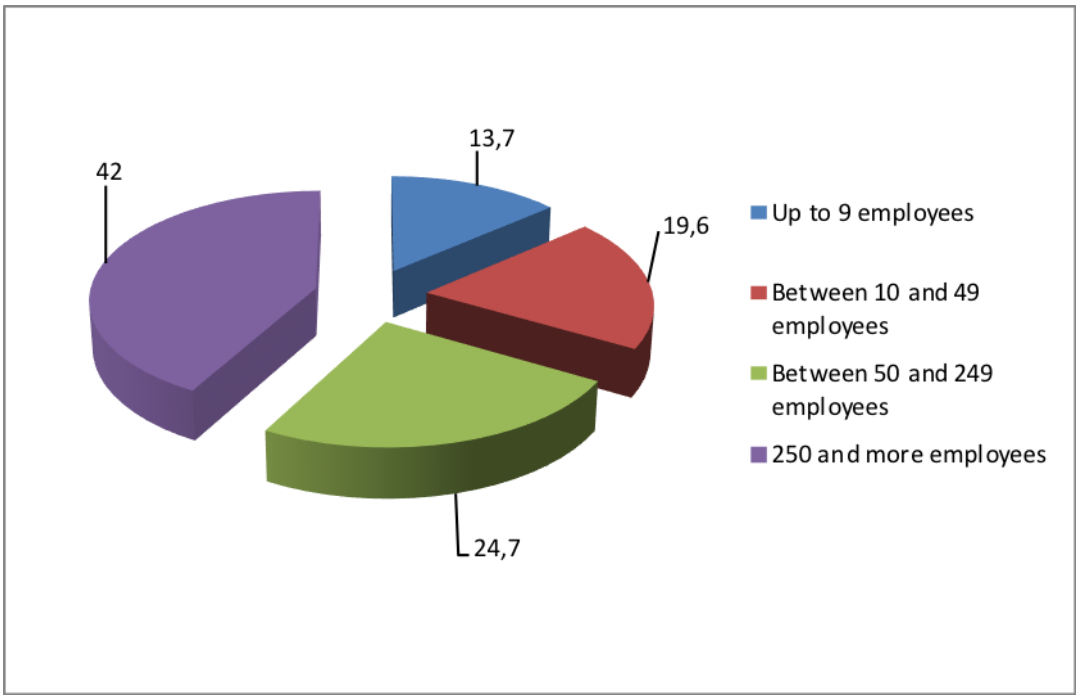
	Total	M	F
Employment agreement	**84.1**	82.0	86.8
Civil law contract	**5.3**	4.3	6.6
Sole trader	**4.6**	7.0	1.6
Economic activity	**3.1**	4.2	1.9
Without a contract	**0.3**	0.3	0.4
Internship with a labour office	**0.8**	0.5	1.2
Other forms	**1.8**	1.7	1.5

Form of employment/economic activity
- by a completed faculty (in%), 2016 graduates, N=1810

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Employment agreement	60.9	89.2	78.9	90.8	84.7	84.8	85.4	89.7	82.8
Civil law contract	20.7	3.6	4	1.2	7.3	5.2	5.2	4.5	4.6
Sole trader	6.5	2.1	10.8	4	4.4	3.7	2.9	1.9	5.3
Economic activity	4.3	1.5	4.4	2.3	0.7	3.7	2.9	2.6	5.3
Without a contract	1.1	0.5	0	0	0	0.9	0	0.6	0
Internship	2.2	1	1.2	0	0.7	0.3	1.7	0	0.7
Other forms	4.3	2.1	0.7	1.7	2.2	1.4	1.9	0.7	1.3

The largest group of graduates work in enterprises employing over 250 employees - that is over 42% of the respondents, and in the ones employing from 50 to 249 people - 24.7%.

Enterprise size (in%), 2016 graduates, N=1808



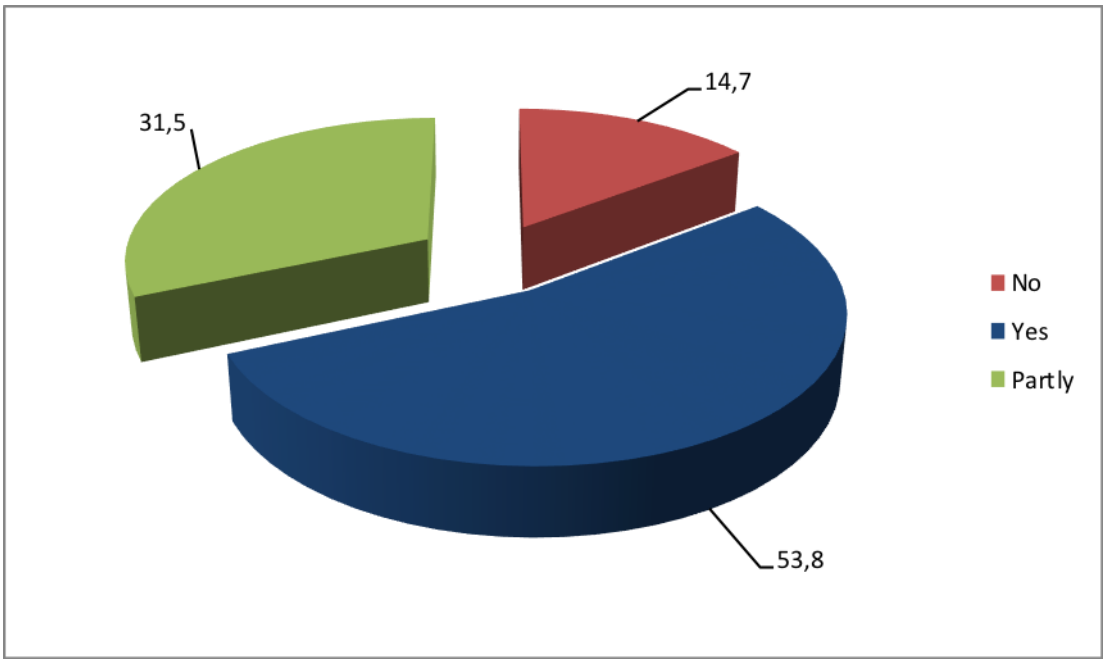
Enterprise size - by gender (in%), 2016 graduates, N=1808

	Total	M	F
Up to 9 employees	**13.7**	12.9	14.6
Between 10 and 49 employees	**19.6**	20.4	18.6
Between 50 and 249 employees	**24.7**	24.6	24.8
250 and more employees	**42**	42.1	42

Enterprise size - by a completed faculty (in%), 2016 graduates, N=1808

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Up to 9 employees	51.1	7.7	8	10.4	8.8	19.8	10.4	5.8	16.6
Between 10 and 49 employees	28.3	13.9	15.5	22.5	19	25.9	18.6	20.6	11.9
Between 50 and 249 employees	7.6	27.8	17.5	29.5	21.2	27	27.7	32.3	21.2
250 and more employees	13	50.6	59	37.6	51	27.3	43.3	41.3	50.3

Correspondence of occupation with the field of education at Gdańsk University of Technology (in%), 2016 graduates, N=1808



Correspondence of occupation with the field of education at Gdańsk University of Technology - by gender (in%), 2016 graduates, N=1808

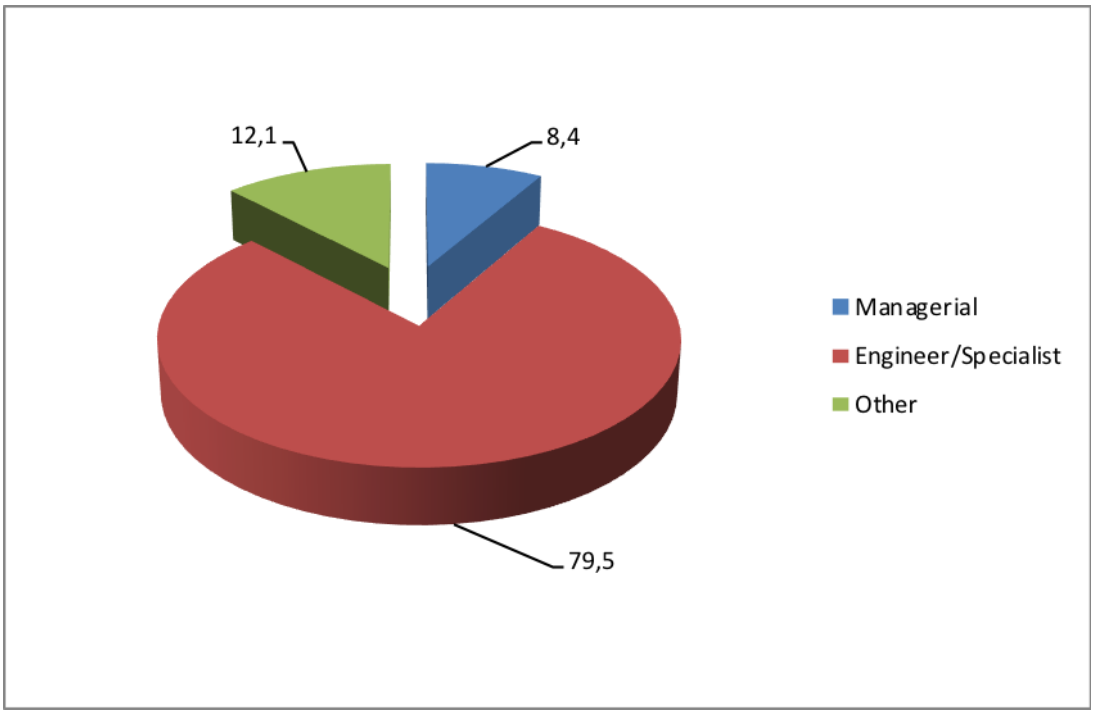
	Total	M	F
No	**14.7**	12.7	17.1
Yes	**53.8**	58.4	48.0
Partly	**31.5**	28.9	34.9

Over half of the respondents declared that their current occupation corresponds with their field of education at Gdańsk University of Technology. The correspondence of their occupation with the field of education was indicated by the highest percentage of the FA, FETI and FCEE graduates.

Correspondence of occupation with the field of education at Gdańsk University of Technology - by a completed faculty (in%), 2016 graduates, N=1808

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
No	10.9	21.6	3.6	10.4	26.3	11.2	16.6	20.6	18.5
Yes	72.8	45.4	69.7	59.5	29.2	68.7	47.2	45.2	29.8
Partly	16.3	33.0	26.7	30.1	44.5	20.1	36.2	34.2	51.7

Position (in%), 2016 graduates, N=1807



Position – by gender (in%), 2016 graduates, N=1807

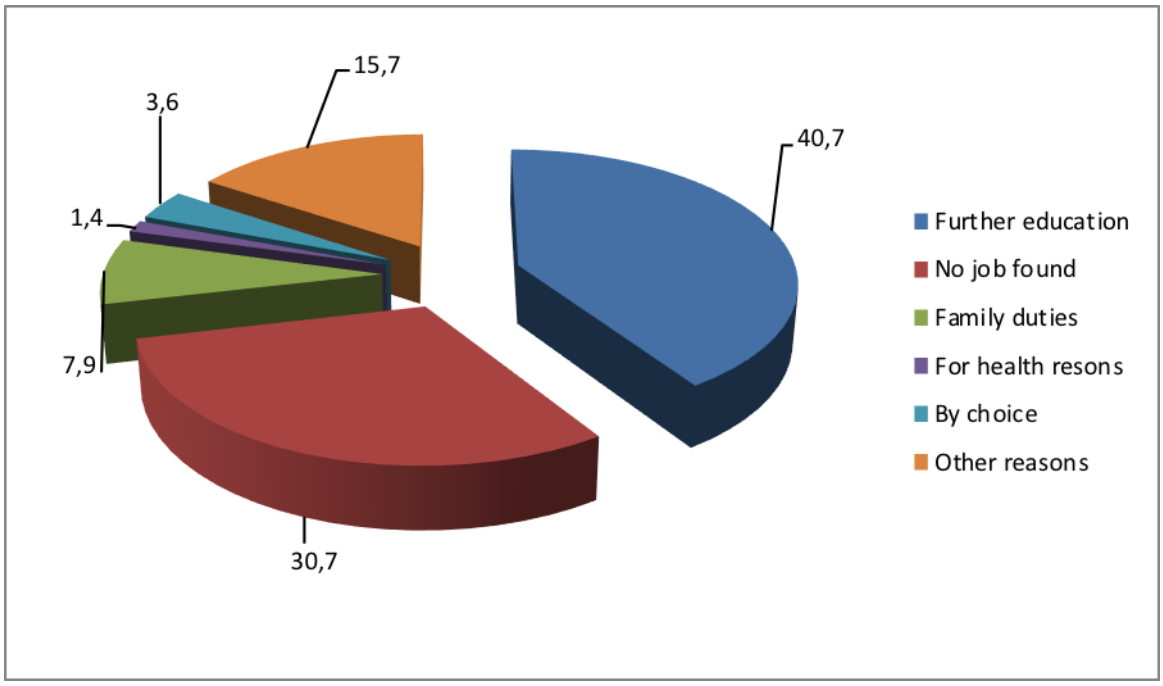
	Total	M	F
Managerial	**8.4**	10.6	5.7
Engineer/Specialist	**79.5**	82.0	76.5
Other	**12.1**	7.4	17.8

Almost 80% of the graduates hold the position of engineer or specialist. More than 8% hold a managerial position, i.e. 150 interviewed 2016 graduates. Managerial positions are held by the highest percentage of the FME, FCEE and FECE graduates.

Position – by a completed faculty (in%), 2016 graduates, N=1807

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Managerial	2.2	5.7	5.2	9.3	2.9	12.1	8.5	6.5	18.5
Engineer/Specialist	82.6	70.6	92.0	83.1	75.9	76.7	84.4	80.6	62.9
Other	15.2	23.7	2.8	7.6	21.2	11.2	7.1	12.9	18.6

Reasons for occupational inactivity (in%), 2016 graduates, N=140

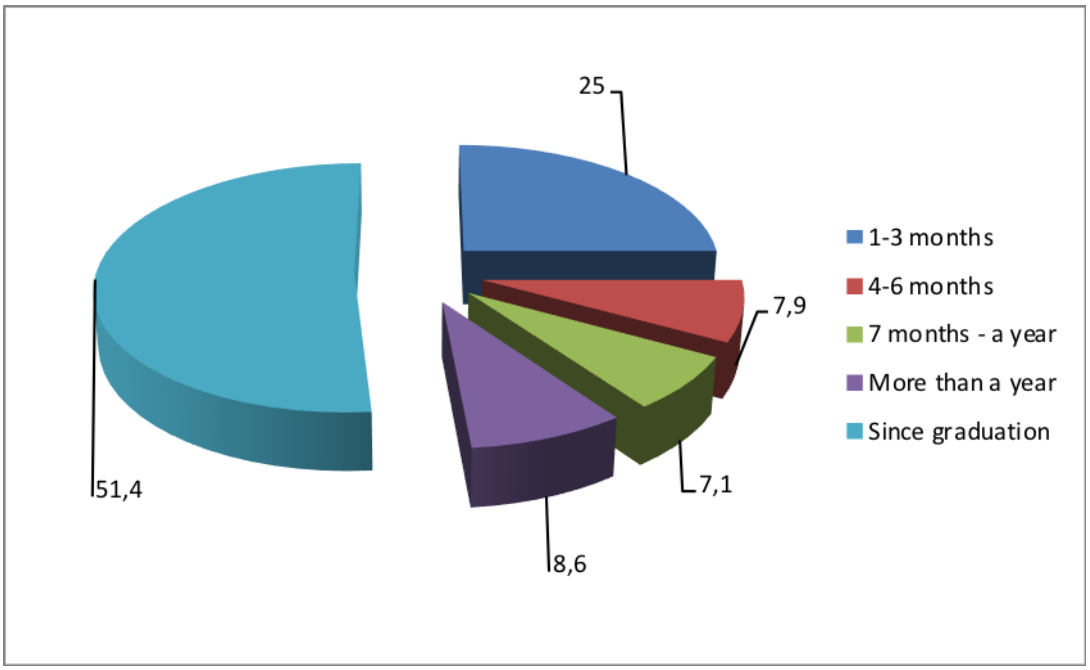


Reasons for occupational inactivity - by gender (in%), 2016 graduates, N=140

	Total	M	F
Further education	**40.7**	44.9	38.5
No job found	**30.7**	32.7	29.7
Family duties	**7.9**	2.0	11.0
For health reasons	**1.4**	0.0	2.2
By choice	**3.6**	4.1	3.3
Other reasons	**15.7**	16.3	15.3

Out of the sample including 1947 surveyed graduates, 140 people do not work, that is approx. 7%. The main reasons for their occupational inactivity were further education (approx. 40%) and difficulties in finding a job (approx. 30%). About 8% of the respondents indicated family duties as a reason, but it should be noted that mainly women gave such a response. Due to the fact that the group of graduates who are unemployed is small, the table below presents the analysis of the reasons for their occupational inactivity and the period of its length only broken down by gender, without a division into individual faculties. The results presented in such a detailed breakdown would not justify reliable conclusions.

Length of the period of occupational inactivity (in%), 2016 graduates, N=140

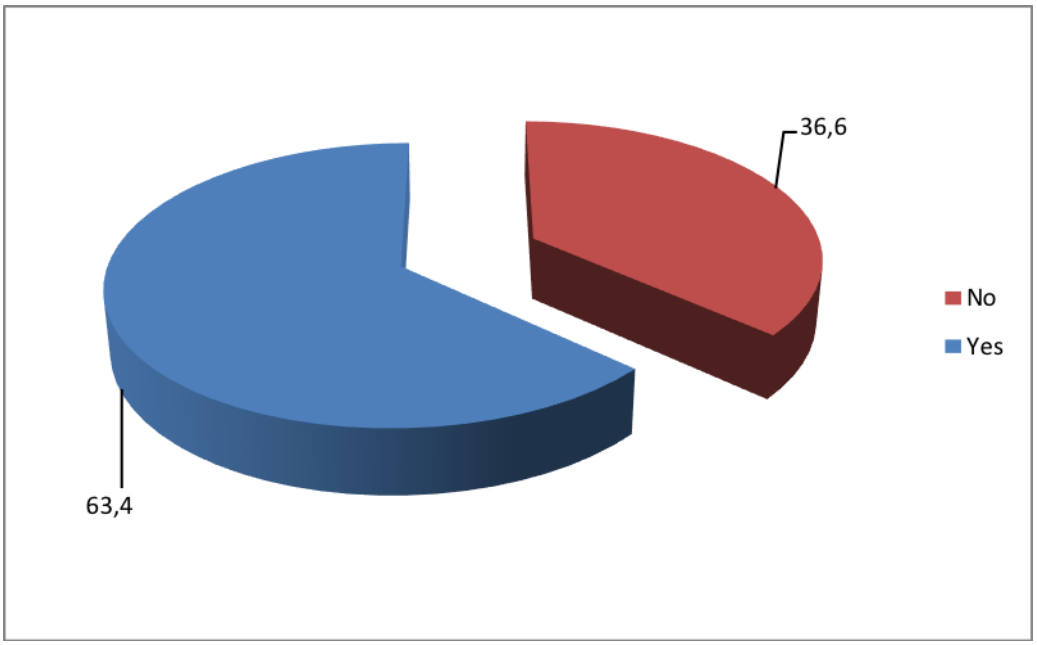


Length of the period of occupational inactivity – by gender (in%), 2016 graduates, N=140

	Total	M	F
1-3 months	**25.0**	20.4	27.5
4-6 months	**7.9**	12.2	5.5
7 months-a year	**7.1**	6.1	7.7
More than a year	**8.6**	6.1	9.9
Since graduation	**51.4**	55.2	49.4

Over half of the unemployed graduates have been occupationally inactive since graduation, i.e. 2 years. The least unemployed graduates were occupationally inactive from 7 months to a year (approx. 7%).

Raising qualifications (in%), 2016 graduates, N=1947



Raising qualifications– by gender (in%), 2016 graduates, N=1947

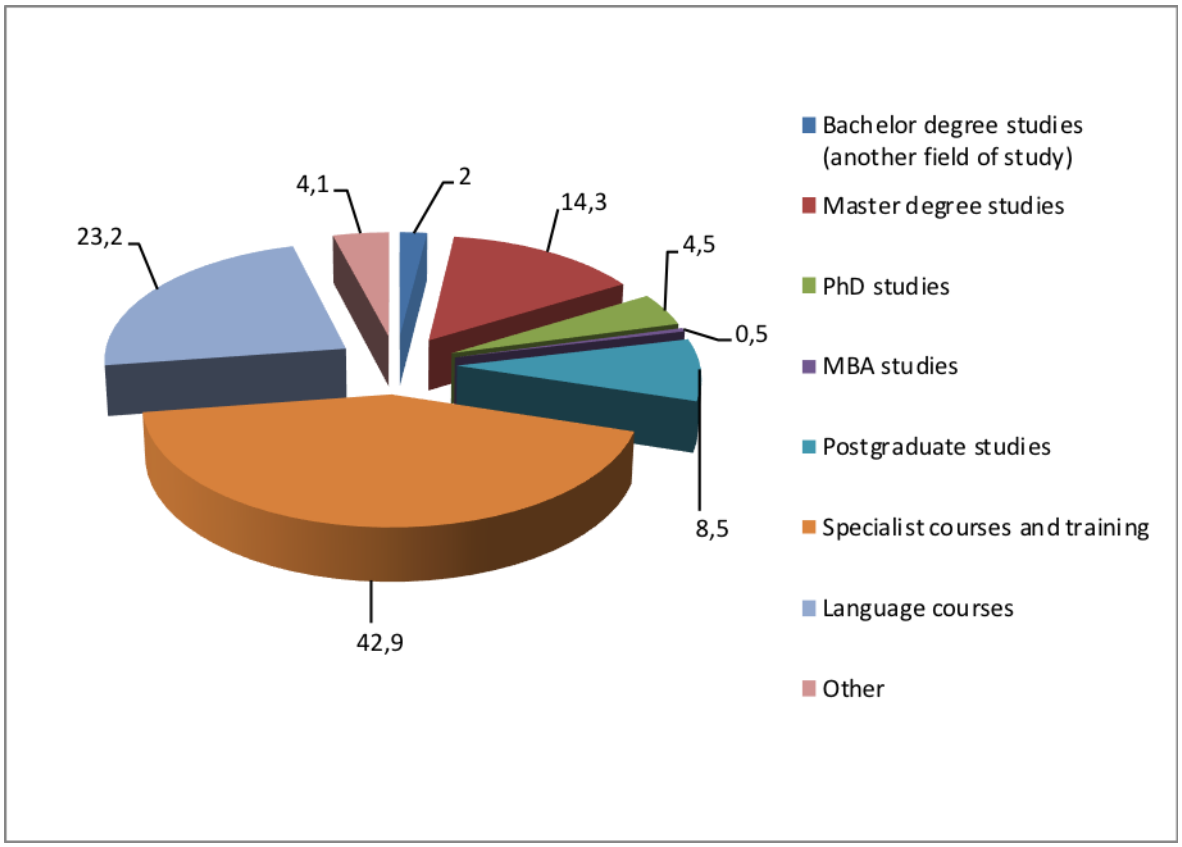
	Total	M	F
Yes	**63.4**	63.1	63.8
No	**36.6**	36.9	36.2

Over 60% of the graduates raise previously acquired qualifications. The results apply almost equally to women and men. The largest percentage of people declaring raising qualifications is among the graduates of FCh, FMEng and FME. Specialist training and language courses are the most frequently chosen forms of further education. More than half of the graduates raising their qualifications finance it from their own resources.

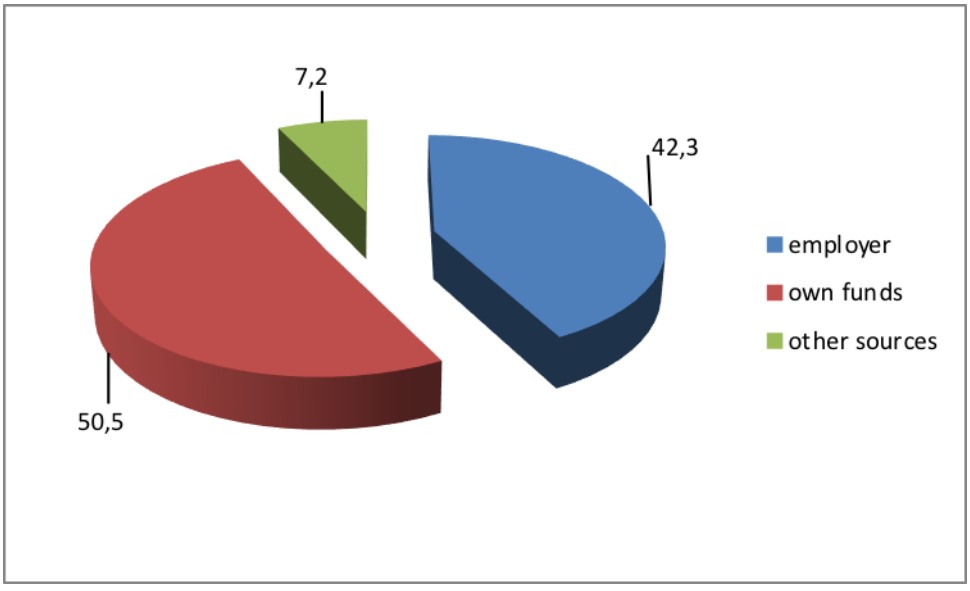
Raising qualifications – by a faculty (in%), 2016 graduates, N=1947

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Yes	54.5	68.2	63.9	65.0	65.5	54.9	67.9	64.0	67.7
No	45.5	31.8	36.1	35.0	34.5	45.1	32.1	36.0	32.3

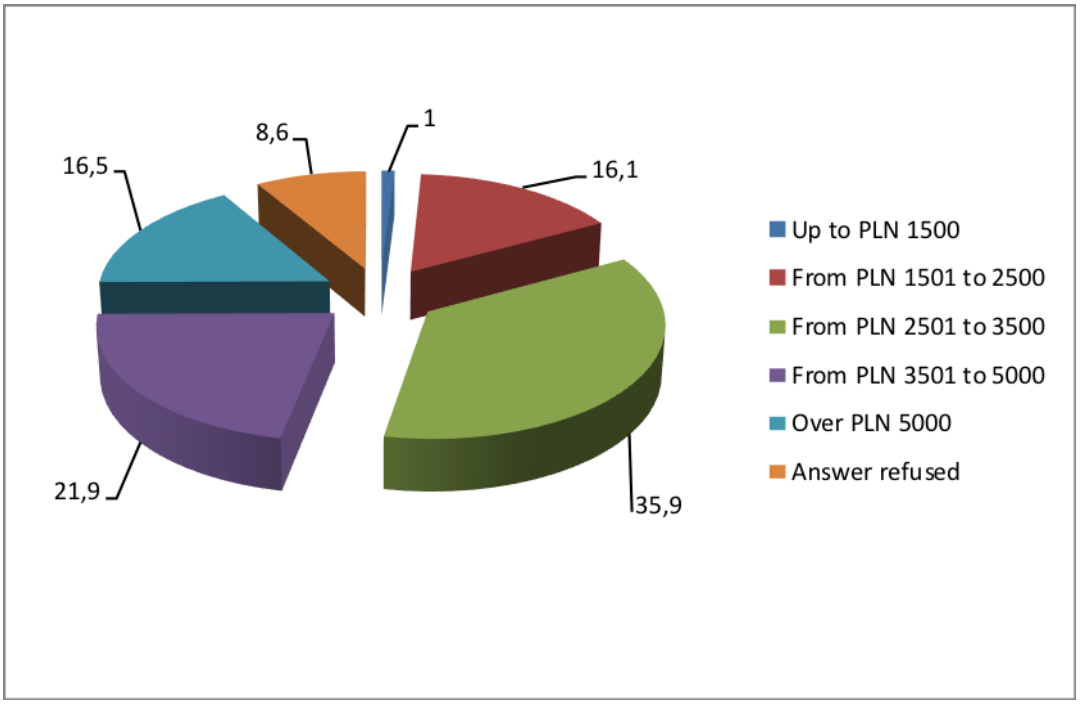
Forms of raising qualifications (in%), 2016 graduates, N=1955



Sources of financing qualification raising (in%), 2016 graduates, N=1602



Net monthly salary (in%), 2016 graduates, N=1806



Net monthly salary - by gender (in%), 2016 graduates, N=1806

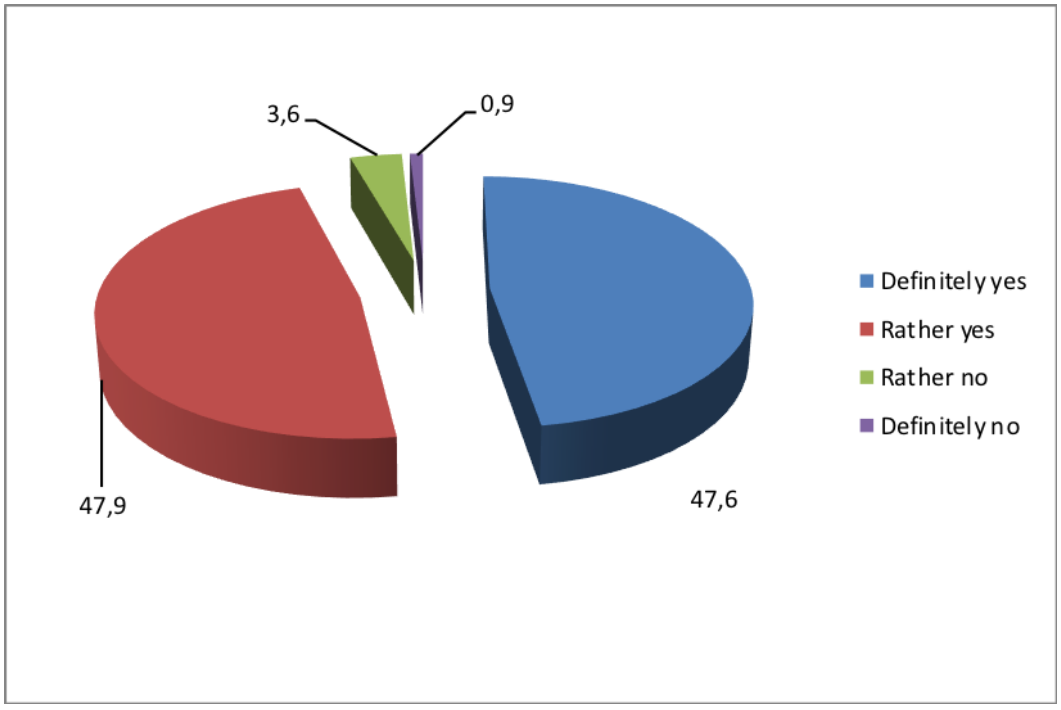
	Total	M	F
Up to PLN 1500	**1.0**	0.3	1.9
From PLN 1501 to 2500	**16.1**	9.9	23.7
From PLN 2501 to 3500	**35.9**	30.9	42.0
From PLN 3501 to 5000	**21.9**	26.7	16.0
Over PLN 5000	**16.5**	23.3	8.1
Answer refused	**8.6**	8.9	8.3

According to the declarations of the interviewed graduates, most of them (over 30%) receive a net monthly salary of between PLN 2501 and PLN 3500. More than PLN 5000 is earned most often by the graduates of FETI. It is also worth paying attention to the fact that monthly net earnings in the range between PLN 2501 and 3500 are the remuneration most frequently indicated by the graduates of all faculties except two (FETI and FECE). It is also interesting that in the case of five faculties to which the described result relates, the next in terms of the number of indications is the category of higher earnings, i.e. ranging from PLN 3501 to 5000 PLN net, and, in the case of two, it is the category of lower earnings, falling within the range of PLN 1501 a 2500.

Net monthly salary – by a completed faculty (in%), 2016 graduates, N=1806

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Up to PLN 1500	1.1	2.1	0	0.6	2.2	0.6	0.7	3.2	0.7
From PLN 1501 to 2500	27.2	25.4	4	11.6	16.1	20.1	10.7	20	19.9
From PLN 2501 to 3500	51.1	45.6	11.2	27.3	35	43.1	40.1	36.1	40.4
From PLN 3501 to 5000	3.3	13.5	22.3	28.5	19	21.6	27.7	25.2	24.5
Over PLN 5000	6.5	5.7	52.2	19.2	18.2	6.6	13	9	9.9
Answer refused	10.8	7.7	10.3	12.8	9.5	8	7.8	6.5	4.6

Satisfaction with graduating from Gdańsk University of Technology (in%), 2016 graduates, N=1947



Satisfaction with graduating from Gdańsk University of Technology - by gender (in%), 2016 graduates, N=1947

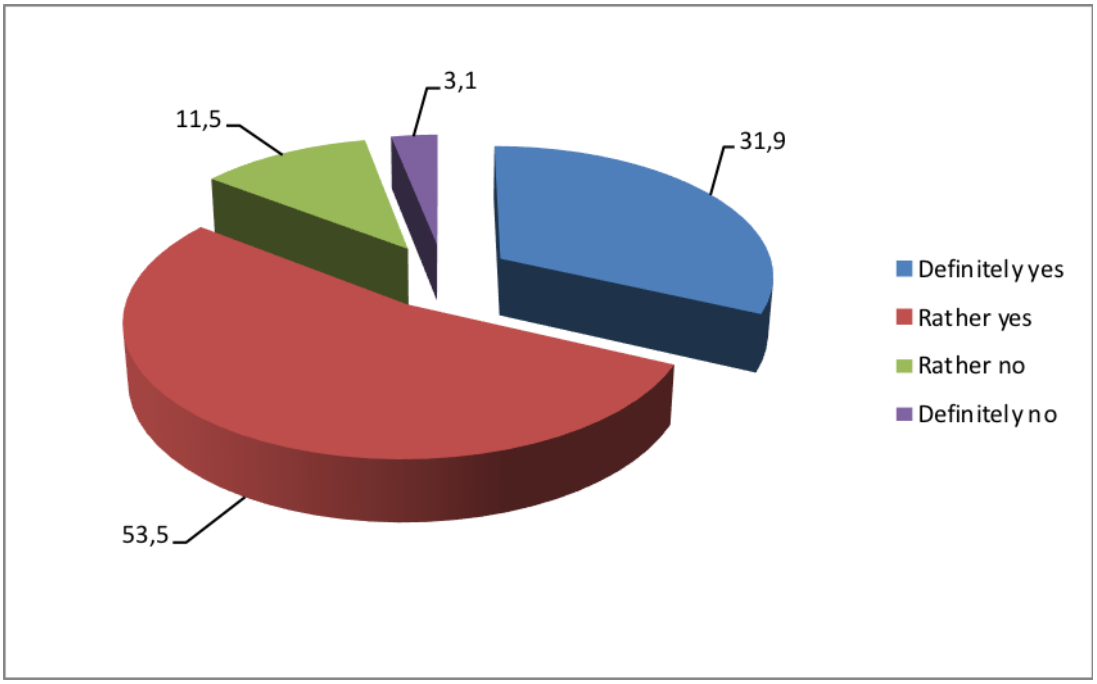
	Total	M	F
Definitely yes	**47.6**	46.1	49.2
Rather yes	**47.9**	49.0	46.5
Rather no	**3.6**	3.9	3.3
Definitely no	**0.9**	1.0	1

95.5% of graduates are satisfied with graduating from Gdańsk University of Technology (the sum of "definitely yes" and "rather yes" responses). The answers are similar for both genders.

Satisfaction with graduating from Gdańsk University of Technology – by a completed faculty (w%), 2016 graduates, N=1947

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Definitely yes	39.6	45.7	49.4	48.6	42.3	50.5	42.2	49.4	58.9
Rather yes	56.4	48.0	46.7	48.0	51.8	44.3	52.3	47.7	39.2
Rather no	2.0	6.3	2.7	2.3	4.8	4.1	4.3	2.9	1.3
Definitely no	2.0	0.0	1.2	1.1	1.1	1.1	1.2	0.0	0.6

Satisfaction with completing a faculty (in%), 2016 graduates, N=1947



Satisfaction with completing a faculty - by gender (in%), 2016 graduates, N=1947

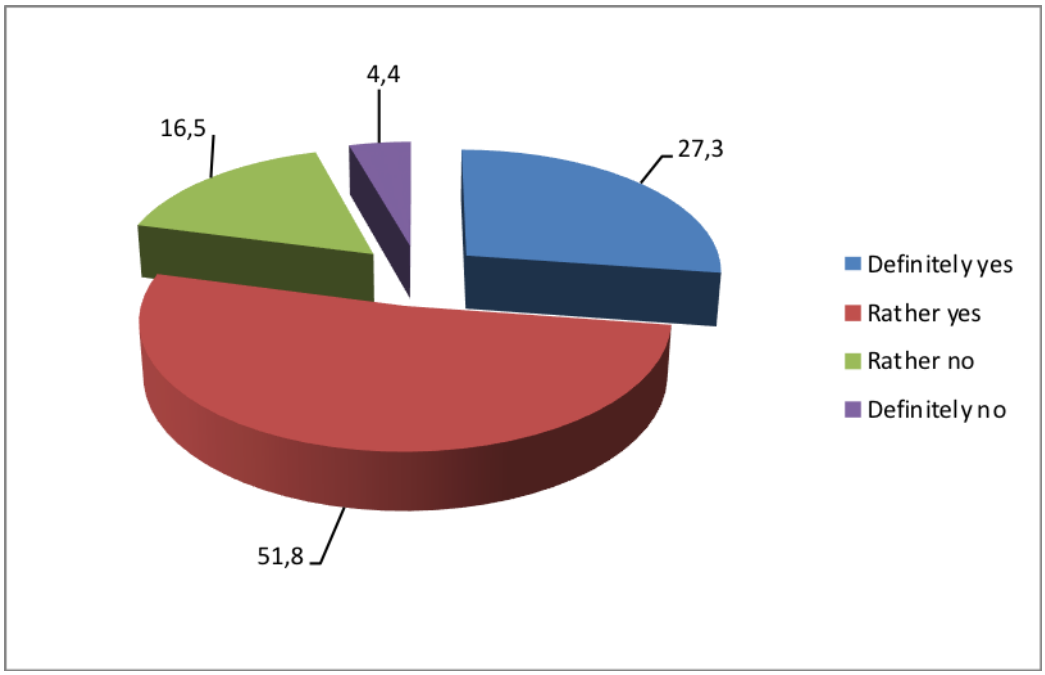
	Total	M	F
Definitely yes	**31.9**	36.8	26.3
Rather yes	**53.5**	49.3	58.4
Rather no	**11.5**	10.1	13.1
Definitely no	**3.1**	3.8	2.2

85.4% of the graduates are satisfied with completing their chosen faculty (answers "definitely yes" and "rather yes").

Satisfaction with completing a faculty – by a completed faculty (in%), 2016 graduates, N=1947

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Definitely yes	34.7	23.3	59.6	35.6	22	31.7	27.8	23.8	22.2
Rather yes	49.5	52.5	36.5	55.9	54.2	54.1	54.7	61	69
Rather no	12.8	19.3	2.7	6.8	21.4	10.7	11.9	14	7
Definitely no	3	4.9	1.2	1.7	2.4	3.5	5.6	1.2	1.8

Satisfaction with completing a field of study (in%), 2016 graduates, N=1947



Satisfaction with completing a field of study - by gender (in%), 2016 graduates, N=1947

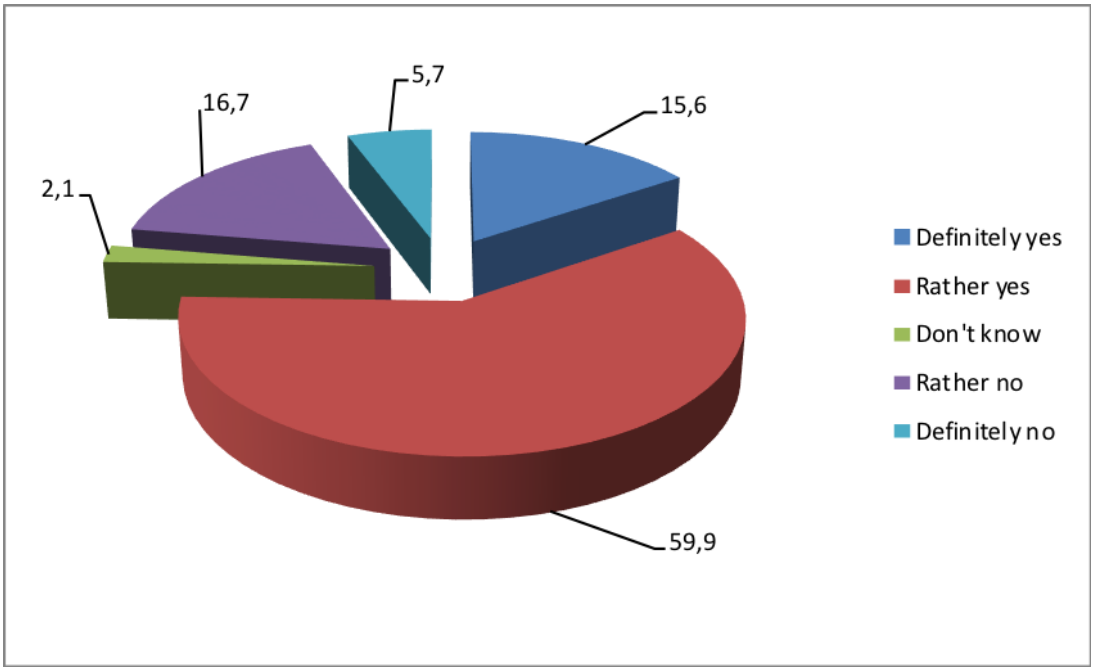
	Total	M	F
Definitely yes	**27.3**	31.3	22.6
Rather yes	**51.8**	49.5	54.5
Rather no	**16.5**	14.9	18.5
Definitely no	**4.4**	4.3	4.4

Satisfaction with completing a field of study – by a completed faculty (in%), 2016 graduates, N=1947

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Definitely yes	39.6	19.3	45.5	32.2	19.0	26.0	24.2	19.2	22.8
Rather yes	48.5	48.4	45.1	53.1	48.2	53.0	52.3	58.1	60.8
Rather no	10.9	25.6	7.8	14.1	23.2	16.1	17.4	19.8	12.7
Definitely no	1.0	6.7	1.6	0.6	9.6	4.9	6.1	2.9	3.7

79% of the graduates are satisfied with completing their chosen field of study ("definitely yes" and "rather yes" responses). The graduates of FETI, FECE and FA rated their fields of studies the highest.

Assessment of the acquired knowledge as the basis for professional work (in%), 2016 graduates, N=1947



Assessment of the acquired knowledge as the basis for professional work - by gender (in%), 2016 graduates, N=1947

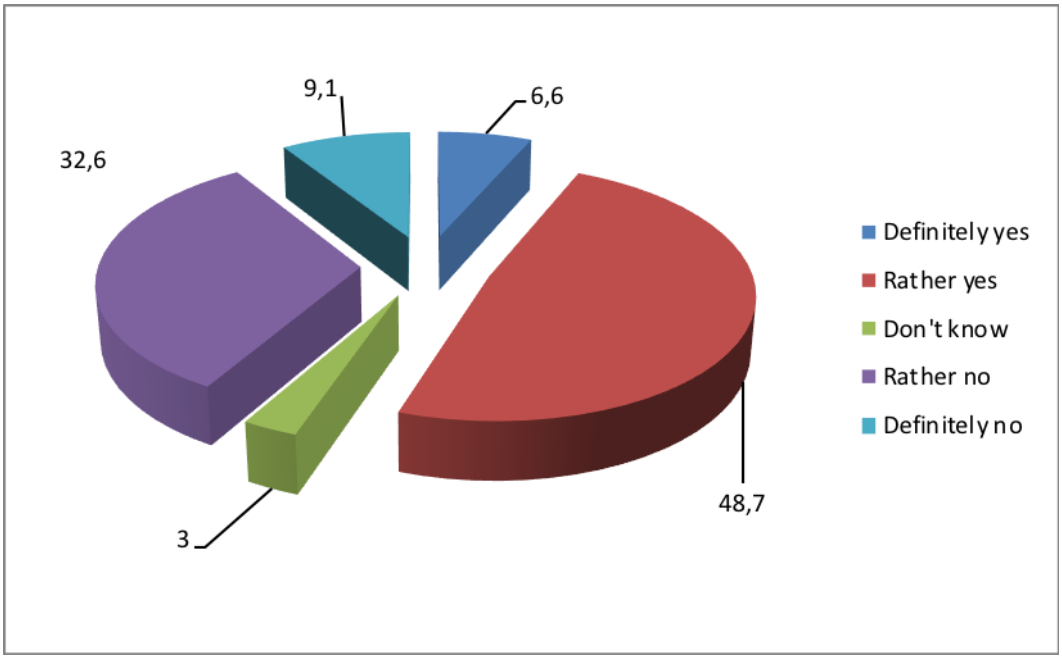
	Total	M	F
Definitely yes	**15.6**	19.3	11.2
Rather yes	**59.9**	59.3	60.7
Don't know	**2.1**	1.3	3.0
Rather no	**16.7**	14.5	19.4
Definitely no	**5.7**	5.6	5.7

Assessment of the acquired knowledge as the basis for professional work - by a completed faculty (in%), 2016 graduates, N=1947

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Definitely yes	13.9	12.6	26.7	18.1	11.3	15.6	15.9	9.3	10.8
Rather yes	68.3	59.2	60.4	62.1	42.9	65.6	58.1	59.9	61.4
Don't know	1	3.6	0.4	0.6	3.6	2.2	2.4	2.9	1.9
Rather no	10.9	18.8	10.5	15.8	29.2	11.5	17.1	21.5	21.5
Definitely no	5.9	5.8	2	3.4	13	5.1	6.5	6.4	4.4

75.5% of the graduates considered the knowledge they gained at Gdańsk University of Technology useful for their professional life (the sum of 'definitely yes' and 'rather yes' responses). The usefulness of skills and competences acquired during the studies was recognised by 55.3% of the respondents, and about 42% indicated their uselessness.

Assessment of the acquired skills and competences for professional work (in%), 2016 graduates, N=1947



Assessment of the acquired skills and competences for professional work - by gender (in%), 2016 graduates, N=1947

	Total	M	F
Definitely yes	**6.6**	8.0	4.9
Rather yes	**48.7**	49.3	48.1
Don't know	**3.0**	1.8	4.3
Rather no	**32.6**	31.4	34.1
Definitely no	**9.1**	9.5	8.6

Assessment of the acquired skills and competences for professional work – by a completed faculty (in%), 2016 graduates, N=1947

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Definitely yes	7.9	5.4	8.6	10.7	6.5	4.6	7	4.1	5.7
Rather yes	49.5	50.2	59.2	52.5	31.5	50.5	44.6	41.9	55.1
Don't know	3	4.5	1.6	0.6	3	3	4	2.9	3.8
Rather no	26.7	31.4	24.3	26.6	41.7	33.6	33.9	43.6	31.6
Definitely no	12.9	8.5	6.3	9.6	17.3	8.3	10.5	7.5	3.8

Assessment of individual elements of education in the completed field of study - by gender (arithmetic average, scale 5-2: very good, good, satisfactory, unsatisfactory) 2016 graduates, N=1947

	Total	M	F
Study programme (curriculum)	**3.25**	3.27	3.24
Quality of the conducted classes	**3.31**	3.32	3.30
Offer of classes to choose from	**2.66**	2.67	2.64
Laboratory/teaching room equipment	**3.20**	3.19	3.20
Availability of books, magazines, library databases	**3.84**	3.84	3.86
Service at the dean's office	**3.82**	3.90	3.72
Apprenticeship/internship offer	**2.60**	2.63	2.57
Soft skills training, e.g. group work	**3.28**	3.16	3.42
Possibility of traveling abroad, student exchange	**3.27**	3.20	3.35
Learning a foreign language	**3.02**	3.10	2.91

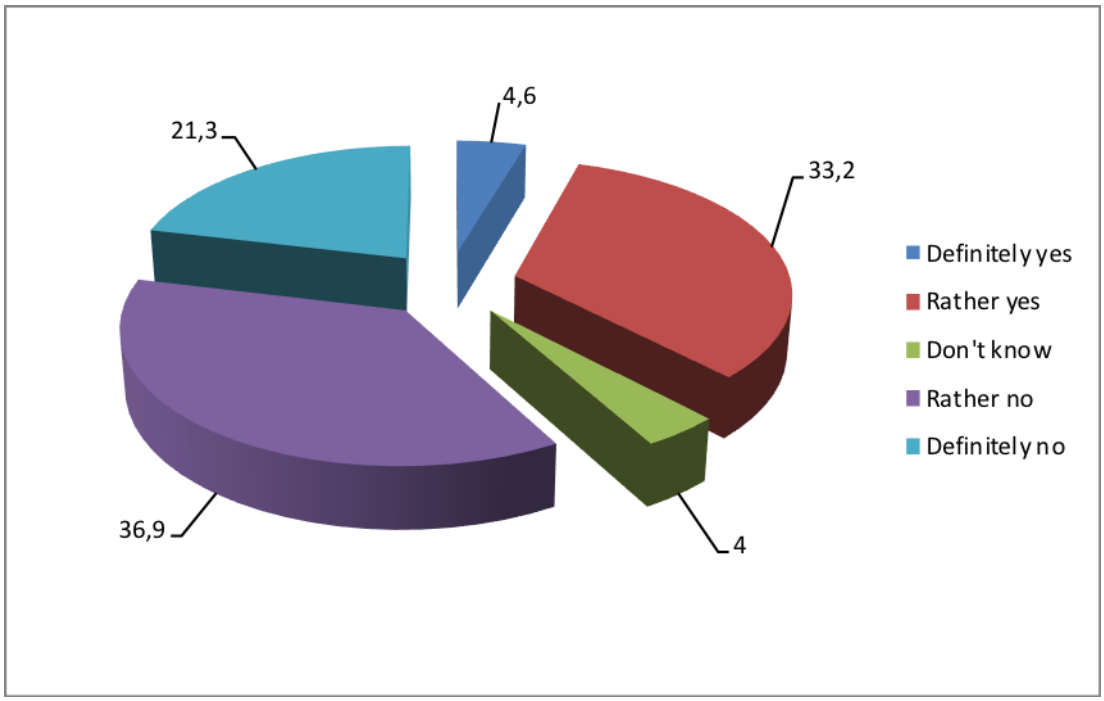
Assessment of individual elements of education in the completed field of study - by a completed faculty (arithmetic average, scale 5-2: very good, good, satisfactory, unsatisfactory), 2016 graduates, N=1947

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Study programme (curriculum)	3.23	3.28	3.38	3.40	3.07	3.18	3.19	3.11	3.53
Quality of the conducted classes	3.31	3.33	3.36	3.34	3.40	3.28	3.14	3.20	3.58
Offer of classes to choose from	2.77	2.57	2.71	2.58	2.51	2.78	2.55	2.59	2.93
Laboratory/teaching room equipment	2.42	3.32	3.66	3.12	3.36	3.10	2.91	2.95	3.74
Availability of books, magazines, library databases	3.71	4.07	3.82	4.00	3.92	3.82	3.77	3.76	3.70
Service at the dean's office	3.26	3.68	4.24	3.68	4.03	3.55	4.17	3.74	3.58
Apprenticeship/internship offer	2.20	2.47	2.97	2.60	2.43	2.58	2.46	2.81	2.78
Soft skills training, e.g. group work	3.33	3.54	3.13	3.22	3.39	3.07	3.07	3.31	3.98
Possibility of traveling abroad, student exchange	3.85	3.30	3.28	3.16	3.14	3.11	3.20	3.12	3.77
Learning a foreign language	3.33	2.84	3.15	3.01	3.11	2.93	3.08	2.78	3.09

Out of the respective elements of education, the following were rated the highest by the graduates: "availability of books, magazines, library databases", "service at the dean's office" and "quality of the conducted classes". The lowest rate was given to: "apprenticeship/internship offer", "offer of classes to choose from" and "learning a foreign language".

In the case of the 2016 graduates survey, for the first time the respondents were asked questions related to the so-called digital competences required in the modern labour market.

Assessment of the study programme (curriculum) in terms of the elements developing digital competences, 2016 graduates, N= 1947



Assessment of the study programme (curriculum) in terms of the elements developing digital competences,
– by gender (in%), 2016 graduates, N= 1947

	Total	M	F
Definitely yes	**4.6**	5.1	4.1
Rather yes	**33.2**	34.9	31.3
Don't know	**4.0**	3.4	4.7
Rather no	**36.9**	34.4	39.8
Definitely no	**21.3**	22.2	20.1

According to 58.2% of the graduates, the study programmes (curricula) do not develop respective digital competences. The most elements of digital competence in the study programme (curriculum) were noticed by the graduates of FETI, FECE and FME. The graduates assessed the following digital competences as possessed by them in the highest degree: "obtaining and analysing the information from the Internet", "communicating with other members of the digital community" and "storing and managing the information obtained from the Internet".

Assessment of the study programme (curriculum) in terms of the elements developing digital competences,
– by a completed faculty (in%), 2016 graduates, N=1947

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Definitely yes	1	4.5	12.2	5.6	2.4	3.3	2.4	2.3	6.3
Rather yes	20.8	21.1	49.8	44.1	35.1	36.9	22.3	23.8	41.8
Don't know	3	6.3	5.1	1.7	4.2	3.3	3.4	4.1	5.1
Rather no	25.7	44.8	25.9	34.5	40.5	36.9	43.1	34.3	39.2
Definitely no	49.5	23.3	7	14.1	17.8	19.6	28.8	35.5	7.6

Self-assessment of the selected digital competences - by gender
(arithmetic average, scale 5 – 1, where 5 indicates very high level, 4 – high level,
3 – average level, 2 – low level , 1 – no competences), 2016 graduates, N=1947

	Total	M	F
Using advanced digital technologies in solving problems during daily work	**3.22**	3.48	2.92
Customising privacy settings and protecting one's data in the Internet	**3.30**	3.44	3.15
Keeping up with the changes that are taking place in the digital environment	**3.46**	3.66	3.23
Obtaining and analysing the information from the Internet	**4.20**	4.24	4.14
Storing and managing the information obtained from the Internet	**3.95**	4.01	3.88
Maintaining the necessary caution with regard to the content found in the Internet	**3.90**	3.96	3.83
Posting content in the Internet	**3.62**	3.63	3.59
Distinguishing which content can and cannot be posted in the Internet	**3.79**	3.79	3.79
Communicating with other members of the digital community	**4.10**	4.08	4.12
Creating something new from the images, music and movies available in the Internet	**3.34**	3.38	3.29
Distinguishing between the types of licences regulating the use of the content posted in the Internet	**3.10**	3.27	2.90
Creating one's own image in the Internet	**3.29**	3.25	3.35

Self-assessment of the selected digital competences - by a completed faculty (arithmetic average, scale 5 – 1, where 5 indicates very high level, 4 – high level, 3 – average level, 2 – low level , 1 – no competences), 2016 graduates, N=1947

	FA	FCh	FETI	FECE	FAPhM	FCEE	FMEng	FOEST	FME
Using advanced digital technologies	4.07	2.30	3.38	3.61	2.52	3.83	3.43	3.10	2.30
Customising privacy settings and protecting one's data in the Internet	3.00	3.02	3.86	3.49	3.07	3.15	3.37	3.19	3.36
Keeping up with the changes that are taking place in the digital environment	3.35	3.05	4.09	3.67	3.33	3.37	3.50	3.24	3.40
Obtaining and analysing the information from the Internet	4.14	4.23	4.51	4.36	4,06	4.08	4.16	3.96	4.23
Storing and managing the information obtained from the Internet	3.78	3.94	4.27	4.07	3.85	3.86	3.90	3.78	3.99
Maintaining the necessary caution with regard to the content found in the Internet	3.60	3.84	4.29	3.92	3.89	3.84	3.86	3.76	3.93
Posting content in the Internet	3.43	3.52	4.03	3.69	3.52	3.53	3.52	3.48	3.75
Distinguishing which content can and cannot be posted in the Internet	3.52	3.75	4.04	3.82	3.77	3.78	3.75	3.63	3.85
Communicating with other members of the digital community	4.10	4.09	4.31	4.20	3.95	4.02	4.09	4.02	4.09
Creating something new from the images, music and movies available in the Internet	3.81	3.15	3.74	3.44	2.98	3.25	3.29	3.19	3.44
Distinguishing between the types of licences regulating the use of the content posted in the Internet	2.99	2.80	3.61	3.29	2.76	3.04	3.06	3.06	3.18
Creating one's own image in the Internet	3.27	3.28	3.42	3.34	2.99	3.22	3.33	3.20	3.60

CONCLUSIONS

The survey, the results of which are presented above, was conducted in total on a group of 4,500 graduates of Gdańsk University of Technology. Due to the fact that both groups entered the labour market at a similar time, the obtained results describing the opinions of their representatives regarding studying at Gdańsk University of Technology and their current professional life are similar. To conclude, it is worth to mention a few elements that will allow both to indicate the satisfaction reasons for the authorities and employees of Gdańsk University of Technology as representatives of the university which is an important centre educating young people (providing mainly technical education, but not only), as well as to indicate the areas for further improvement.

Undoubtedly, it is important that the graduates of Gdańsk University of Technology get jobs without significant problems. A large part of them already work during their studies and combine studying with gainful activity. Certainly, this phenomenon is also significantly caused by the current economic climate and the demand for employees, but it is worth noting that, in the European Union, younger people are more threatened by unemployment than the representatives of other age groups. The fact that such a small group of respondents declare that they cannot find a job despite their attempts is certainly optimistic. In addition, the graduates most often indicate that they are satisfied with the completion of GUT itself, their faculty, as well as the chosen field of study. The graduates of Gdańsk University of Technology quite positively assess the knowledge acquired during their studies in terms of the extent to which it constitutes the basis for undertaking professional work, and in the vast majority declare that their work corresponds or partly corresponds with the field of study they completed. A significant proportion of the graduates also get additional training and acquire new skills. It seems that in the current reality this is a necessary measure, as it enables keeping pace with the rapid development of the economy. Therefore, one of the tasks of universities should be to prepare graduates to be able to do it as effectively as possible.

It is worth noting that some positive aspects related to the status of a graduate of Gdańsk University of Technology, such as the mentioned ease of finding employment or the opportunity to develop a professional career in an area corresponding with the completed faculty, apply to the graduates of all faculties. At the same time, the situation of the graduates of some faculties seems to be more favourable at the beginning of their careers. This reflects a greater demand for employees with specific knowledge and competence. It also results in apparently different earnings of the graduates of respective fields of study. All surveyed graduates are at the beginning of their professional careers, i.e. in the period in which they do not obtain such high earnings as after gaining professional experience. It is worth noting, however, that it is not uncommon for the graduates of GUT to get, at such an early stage in their careers, salaries which are significantly higher than the national average salary in the enterprise sector. However, the survey shows that earning opportunities are to some extent related to the completed field of study.

One of the areas that can be considered as requiring additional attention are competences acquired in the course of studies. Among the generally positive opinions of the graduates of GUT, their adaptation to the requirements in the workplace is an element assessed evidently worse. Also in the statements of the graduates (volunteers had an opportunity to add their statements about their studies at Gdańsk University of Technology, but it was not an obligatory element of the survey), there appears a topic related to the gap between what constitutes the content of the study programme (curriculum) and what the contemporary economy requires. On the one hand, the university is not able to prepare students to take up every kind of job position in every enterprise operating on the market; on the other hand, the need to strengthen the cooperation with the economic environment, to intensify efforts to conduct significant and current scientific research and to disseminate it, as well as to update the programme (curriculum) and the content of classes is becoming more and more visible when analysing the opinions of the graduates. This also applies to those surveyed for the first time in the described group of digital competences.

COMPOSITION OF THE TEAM FOR MONITORING CAREER PATHS OF THE GDANSK UNIVERSITY OF TECHNOLOGY GRADUATES FOR THE TERM OF OFFICE TILL 31 AUGUST 2020

Michał Tomczak, PhD - team coordinator (Assistant Professor, Faculty of Management and Economics

Marta Szeluga-Romańska, PhD (Senior Lecturer, Faculty of Management and Economics)

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