

The University of Connecticut

Report on the Alumni Survey - 2004 Graduating Class

Every year since 1979 the Office of Institutional Research has surveyed recent graduates. This survey is one of the few outcome measures the University of Connecticut has for our educational process. While the questionnaire focuses primarily on the academic experience of graduates, it also allows them to report their current activities. For over twenty years, the survey results have yielded valuable information pertinent to both the graduates' experience at the University and their post-graduate activities.

The present report is an overview of the 2004 responses. It is also available at web site <http://www.oir.uconn.edu/alum04.pdf> Separate reports will also be generated for each school and for larger departments.

1. Number of Respondents and Response Rates

In Fall 2004, 3,673 questionnaires were sent to graduates who received a bachelor's degree from July 2003 through June 2004. A follow-up letter was sent to those who did not respond within two months of the initial survey mailing. (There were 3,673 actual degrees conferred, including dual degrees, from July 2003 through June 2004).

1,391 completed questionnaires were returned, for a total response rate of 40%¹. Over the past several years, the response rate has been in the range of 40% to 45%. Table 1.1 shows the response rate by school for the 2004 survey. Graduates from Fine Arts have the highest response rate (49%) while graduates from Pharmacy have the lowest response rate (18%); compared to previous year, the response rate of graduates from Fine Arts increased by 11% and that of graduates from Liberal Arts and Sciences increased by 4%. The response rate decreased by 11% for Pharmacy graduates and by 8% for Continuing Studies graduates.

Table 1.1: Response Rates, Ranked Within-School/College Percentage

| School/College | Number of Graduates | Number of Respondents | Response Rate |
|---------------------------------|---------------------|-----------------------|---------------|
| Fine Arts | 127 | 62 | 49% |
| Allied Health | 68 | 30 | 44% |
| Agriculture & Natural Resources | 163 | 71 | 44% |
| Family Studies | 234 | 101 | 43% |
| Education | 181 | 75 | 41% |
| Nursing | 92 | 37 | 40% |
| Business | 499 | 187 | 38% |
| Liberal Arts & Sciences | 1,709 | 640 | 37% |
| Continuing Studies | 291 | 103 | 35% |
| Engineering ¹ | 216 | 66 | 32% |
| Pharmacy | 93 | 17 | 18% |

¹Includes two graduates in Management & Engineering for Manufacturing.

The majority of respondents to the survey are female (64%) as were the majority of all graduates in the 2004 class (56%). The number of female graduates returning the completed surveys is 886 while the number of male graduates returning the completed surveys is 504. Female graduates responded at a higher rate (43%) than male graduates (30%), as has been the case in previous alumni surveys. This response rate is 1% higher than that in the previous year for both genders.

¹ Calculation of response rate excludes 231 mailed surveys that were undeliverable.

Table 1.2 shows the distribution of respondents by age group. Well over three-fourths of respondents are in the age category 21-24 years; the same being true for the 2004 graduate (bachelors degree recipients) population. Compared to the previous year, the number of respondents who are 21 to 24 years increased by 1% but the number of respondents has decreased by about 2% for those who are 25 years or more. In terms of school or college, Continuing Studies (General Studies majors) has the largest number of respondents (44%) 35 years or above in age; within all other schools, the most common age category is 21-24 years. 19% respondents in Engineering, 15% respondents in Nursing and in Agriculture & Natural Resources are 25 years or above in age.

Table 1.2: Distribution of Respondents by Age Group (rounded to the nearest decimal)

| Age group (years) | Percent Respondents |
|-------------------|---------------------|
| 18 to 20 | <1% |
| 21 to 24 | 84% |
| 25 to 34 | 10% |
| 35 to 49 | 4% |
| Over 50 | < 2% |

In terms of ethnic background, the majority of respondents to the survey are white (84%). The percentage of respondents belonging to American minority groups (11%) is similar to the percentage of all 2004 graduates belonging to American minority groups (15%).

In summary, the sample of respondents is fairly representative of the 2004 graduating population in terms of gender, age, and ethnicity.

2. General Questions

2.1. Freshman Entrance Rate

Overall, 74% of respondents, a decrease of about 2% from the previous year, entered UConn as freshmen. Table 2.1.1 shows the within-school freshman entrance rates, ranked in descending order.

Table 2.1.1: Freshman Entrance Rate, Ranked Within-School/College Percentages

| School/College | Within-School Percentage |
|---------------------------------|--------------------------|
| Pharmacy | 88% |
| Allied Health | 87% |
| Education | 85% |
| Family Studies | 85% |
| Fine Arts | 84% |
| Business | 82% |
| Agriculture & Natural Resources | 77% |
| Liberal Arts & Sciences | 77% |
| Engineering | 76% |
| Nursing | 59% |
| Continuing Studies | 15% |

Pharmacy has the highest freshman entrance rate (88%), followed by Allied Health (87%) and Family Studies (85%). The low freshman entrance rate for Continuing Studies (General Studies majors) is consistent with the nature of the program (junior-senior level program).

2.2. Residence Hall Habitation Rate

Overall, 77% of respondents lived in a residence hall on campus at some point during their time at UConn. Table 2.2.1 shows the residence hall habitation rates for respondents who entered UConn as freshmen and graduated in exactly four years (*four-year respondents*).

Table 2.2.1: Semesters Lived in Residence Halls for Four-Year Respondents

| Semesters | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-------------|----|----|----|-----|----|-----|----|-----|
| Respondents | 7 | 36 | 25 | 167 | 21 | 118 | 44 | 181 |
| Percentage | 1% | 6% | 4% | 28% | 4% | 20% | 7% | 30% |

For the four-year respondents, 30% lived in a residence hall for all eight semesters (this is 6% higher than previous year); 12% did not live in a residence hall at any point (this is 4% higher than previous year). A large percentage of four-year respondents (28%) lived in a residence hall for exactly four semesters and another large percentage of four-year respondents (20%) lived in a residence hall for six semesters.

This year, for the first time, students were asked to rate their overall satisfaction with residence halls. Of all the students who lived in residence halls for at least one semester, nearly 74% were satisfied, 17% were neutral, and 9% were dissatisfied. The satisfaction rate is higher for students who lived in residence halls for five semesters or more than it is for students who lived in residence halls for less than five semesters. Table 2.2.2 summarizes the satisfaction rate by number of semesters lived in residence halls.

Table 2.2.2 Satisfaction with residence hall experience

| Semesters in residence halls | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 or more |
|------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----------|
| Respondents | 25 | 99 | 58 | 279 | 60 | 214 | 64 | 225 | 35 |
| Satisfied | 48% | 57% | 74% | 69% | 80% | 80% | 83% | 77% | 86% |
| Neutral | 20% | 21% | 16% | 20% | 13% | 16% | 14% | 16% | 6% |
| Dissatisfied | 32% | 22% | 10% | 12% | 7% | 4% | 3% | 6% | 9% |

The satisfaction scale ranges from 1 (extremely dissatisfied) to 7 (extremely satisfied). In the table, scale 1-3 is collapsed to form the category **Dissatisfied**, scale 4 is **Neutral**, and scale 5-7 is collapsed to form the category **Satisfied**. All percentages are rounded and may not add to exactly 100%.

2.3. Decisions about Major

Table 2.3.1 concerns the point at which students decide their major; both overall and within-school/college percentages are given for the time categories.

Table 2.3.1: Point at which Major Decided, Overall and Within-School Percentages

| | Before College | As a freshman | As a sophomore | As a junior | As a senior |
|---------------------------------|----------------|---------------|----------------|-------------|-------------|
| Agriculture & Natural Resources | 42% | 9% | 24% | 23% | 3% |
| Allied Health | 53% | 20% | 7% | 17% | 3% |
| Business | 25% | 12% | 43% | 18% | 1% |
| Continuing Studies | 15% | 5% | 10% | 54% | 16% |
| Education | 44% | 15% | 29% | 11% | 1% |
| Engineering | 58% | 14% | 23% | 5% | 2% |
| Family Studies | 9% | 14% | 55% | 21% | 1% |
| Fine Arts | 57% | 15% | 15% | 13% | 2% |
| Liberal Arts & Sciences | 16% | 11% | 40% | 30% | 3% |
| Nursing | 44% | 19% | 36% | 0% | 0% |
| Pharmacy | 53% | 18% | 6% | 24% | 0% |
| Overall (Total) | 26% | 12% | 35% | 25% | 3% |

Table excludes responses from students who did not remember when they decided on their major. All percentages are rounded and may not add to exactly 100%.

Overall, 26% of all respondents decided their major before entering college and another 35% of all respondents decided their major as sophomores. Percentage of respondents who decided their major before college decreased by 4% compared to the previous year.

75% or more respondents within each school or college, except Continuing Studies (30%) and Liberal Arts & Sciences (67%), decided their major before or during their sophomore year. More than half of all respondents from Family Studies (55%), more than one-third of all respondents from Business (43%), Liberal Arts & Sciences (40%), and Nursing (36%) decided their major during their sophomore year.

Engineering (58%), followed by Fine Arts (57%), Allied Health (53%) and Pharmacy (53%), have the highest within-school percent respondents who decided their major before college. Compared to the previous year, this percent is higher by 6% for Allied Health but lower by 12% for Pharmacy, 8% for Engineering, and 3% for Fine Arts.

This year, also for the first time, students were asked how many times they changed their major during their career at UConn. Table 2.3.2 shows the reported number of times respondents have changed their major by school or college.

Table 2.3.2: Percent respondents changing major (categorized by number of times), Overall and Within-School percentages

| | Never changed | Changed one time | Changed two times | Changed more than two times |
|---------------------------------|---------------|------------------|-------------------|-----------------------------|
| Engineering | 77% | 18% | 3% | 2% |
| Continuing Studies | 75% | 13% | 7% | 5% |
| Education | 75% | 15% | 4% | 6% |
| Allied Health | 73% | 23% | 3% | 1% |
| Fine Arts | 69% | 18% | 5% | 8% |
| Nursing | 68% | 27% | 3% | 2% |
| Pharmacy | 65% | 35% | 0% | 0% |
| Agriculture & Natural Resources | 54% | 27% | 6% | 13% |
| Business | 50% | 34% | 8% | 8% |
| Liberal Arts & Sciences | 49% | 30% | 11% | 10% |
| Family Studies | 30% | 47% | 17% | 6% |
| Overall (Total) | 54% | 28% | 9% | 9% |

All percentages are rounded.

Engineering (77%), followed by Continuing Studies (75%), Education (75%) and Allied Health (73%) have the highest percentage of respondents who never changed their major. Family Studies (30%), followed by Liberal Arts and Sciences (49%) and Business (50%), have the lowest percentage of respondents who never changed their major.

Agriculture and Natural Resources (13%) and Liberal Arts and Sciences (10%) have the highest percentage of respondents who changed their major more than two times. Overall 54% of all respondents never changed their major while 9% changed their major more than two times.

2.4. Reasons for Choosing UConn

Respondents were asked their single most important reason for attending UConn. The three top reasons, in terms of percent respondents selecting those reasons, are listed below:

Level of tuition and fees (26%); Location (19%); Quality of educational programs and specific program offered (15%)

Respondents were also asked what they thought, in retrospect, should have been their single most important reason for attending UConn. The top three reasons, in terms of percent respondents selecting those reasons, are listed below:

Quality of education (48%); Specific programs offered and variety of programs offered (13%); Level of tuition and fees (10%).

Compared to the original reasons for selecting UConn, educational programs gain prominence in students' retrospective reasons for selecting UConn. Charts below show the 10-year trend of reasons, selected by respondents (originally & in retrospect), for attending UConn.

Chart 2.4.1: Original reason for selecting UConn

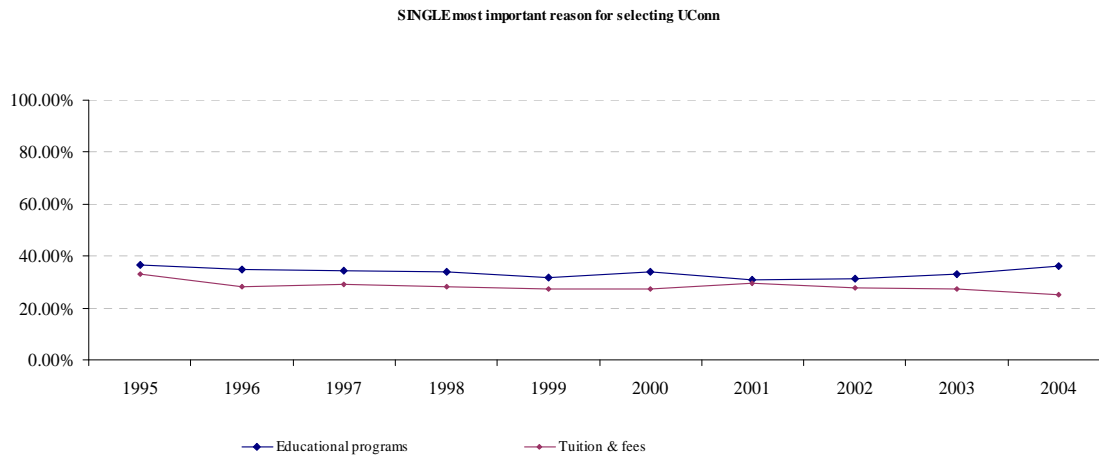
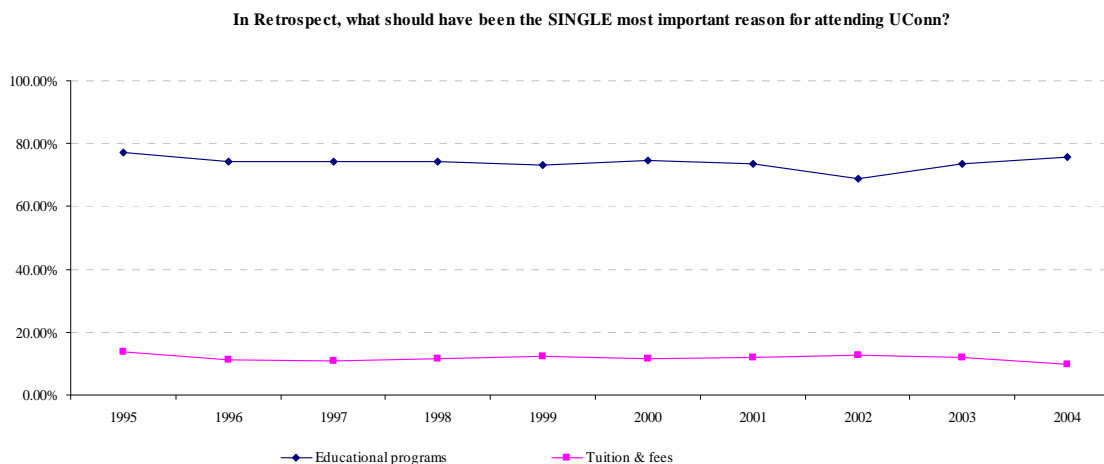


Chart 2.4.2: Retrospective reason for selecting UConn



Note: In the charts above, the categories *Variety of educational programs offered*, *quality of educational programs* and *the specific programs offered* are collapsed into *Educational Programs*.

Tables 2.4.1 and 2.4.2 below show the percentage of respondents by school who chose *Educational programs* and *Tuition & Fees* as the original and retrospective reasons for selecting UConn. The categories *Variety of educational programs offered*, *quality of educational programs* and the *specific programs offered* are collapsed into *Educational Programs*.

Table 2.4.1: **Original** reason for attending UConn (by school or college)

| School or college | Educational programs | School or college | Tuition & fees |
|---------------------------------|----------------------|---------------------------------|----------------|
| Allied Health | 60.0% | Engineering | 43.3% |
| Agriculture & Natural Resources | 58.2% | Business | 35.6% |
| Pharmacy | 56.3% | Fine Arts | 34.7% |
| Continuing Studies | 55.1% | Education | 29.2% |
| Education | 46.2% | Nursing | 29.0% |
| Fine Arts | 30.6% | Liberal Arts & Sciences | 28.7% |
| Family Studies | 30.0% | Family Studies | 22.0% |
| Nursing | 29.0% | Pharmacy | 18.8% |
| Business | 26.6% | Allied Health | 16.0% |
| Liberal Arts & Sciences | 25.6% | Agriculture & Natural Resources | 12.7% |
| Engineering | 25.0% | Continuing Studies | 5.1% |

Table 2.4.2: **Retrospective** Reason for Attending UConn (by school or college)

| School or college | Educational programs | School or college | Tuition & fees |
|---------------------------------|----------------------|---------------------------------|----------------|
| Family Studies | 84.4% | Nursing | 25.8% |
| Pharmacy | 84.2% | Engineering | 23.1% |
| Agriculture & Natural Resources | 83.6% | Fine Arts | 15.7% |
| Continuing Studies | 79.3% | Education | 15.4% |
| Business | 76.3% | Business | 15.2% |
| Allied Health | 74.2% | Allied Health | 12.9% |
| Education | 72.3% | Liberal Arts & Sciences | 12.9% |
| Liberal Arts & Sciences | 69.9% | Pharmacy | 10.5% |
| Fine Arts | 68.6% | Agriculture & Natural Resources | 6.6% |
| Nursing | 64.5% | Family Studies | 4.6% |
| Engineering | 58.5% | Continuing Studies | 0.0% |

For each school, percentage of respondents retrospectively selecting *Educational programs* as the reason for attending UConn is much higher than those who prospectively (originally) selected *Educational programs* as a reason for attending UConn.

In contrast, for each school, percentage of respondents retrospectively selecting *Tuition & fees* as the reason for attending UConn is lower than those who prospectively (originally) selected *Tuition & fees* as the reason for attending UConn.

3. Evaluation of Academic Experience

3.1. Helpfulness of UConn

Respondents were asked to rate the importance of 23 potential benefits of a college education and the extent to which they believed UConn helped to provide each benefit. Table 3.1.1 gives rating averages and ranks for, both, benefit importance and perceived helpfulness of UConn. Relative helpfulness (*average perceived helpfulness rating minus average benefit importance rating*) is also given and ranked.

Table 3.1.1: Benefit Importance, Perceived Helpfulness of UConn, and Relative Helpfulness, Rating Averages and Ranks.

| | Perceived Importance | | Helpfulness of UConn | | Relative UConn Helpfulness* | |
|--|----------------------|-------------------|----------------------|-----------------|---|------|
| | 1: Not Important | 7: Very Important | 1: Not helpful | 7: Very Helpful | (Mean _{Helpfulness} - Mean _{Importance}) | |
| | Mean | Rank | Mean | Rank | (Importance - Helpfulness) | Rank |
| Obtain career training - knowledge and skills applicable to specific job/work | 6.27 | 3 | 4.49 | 20 | -1.78 | 23 |
| Acquire background and specialization for further education in a professional, scientific or scholarly field | 5.94 | 12 | 4.84 | 10 | -1.10 | 17 |
| Gain a range of information that might be relevant to a career | 6.23 | 6 | 5.01 | 6 | -1.22 | 18 |
| Develop an understanding and enjoyment of literature, art, music and drama | 4.90 | 22 | 4.57 | 19 | -0.33 | 1 |
| Develop an understanding of diversity and cultural differences | 5.22 | 18 | 4.57 | 17 | -0.64 | 6.5 |
| Write clearly and effectively | 6.17 | 7 | 5.09 | 4 | -1.08 | 16 |
| Become fluent in the computing of your discipline | 5.82 | 13 | 4.82 | 11 | -1.00 | 13 |
| Obtain a general foundation in computing regardless of your discipline | 5.58 | 14 | 4.68 | 15 | -0.90 | 10 |
| Become aware of different philosophies, cultures and ways of life | 5.42 | 15 | 4.88 | 9 | -0.54 | 3 |
| Develop your own values and ethical standards | 6.05 | 10 | 4.69 | 14 | -1.36 | 22 |
| Understand yourself, your abilities, your interests and personality | 6.32 | 1 | 4.99 | 7 | -1.33 | 21 |
| Understand and be able to get along with different kinds of people | 6.23 | 5 | 5.16 | 2 | -1.07 | 15 |
| Understand the nature of science and experimentation | 4.92 | 21 | 4.57 | 18 | -0.34 | 2 |
| Understand new scientific and technical developments | 5.03 | 20 | 4.39 | 21 | -0.64 | 6.5 |
| Become aware of the consequences (benefits/hazards) of new applications | 4.88 | 23 | 4.18 | 23 | -0.70 | 8 |
| Learn and apply information technology | 5.21 | 19 | 4.39 | 22 | -0.82 | 9 |
| Think analytically and logically | 6.02 | 11 | 5.08 | 5 | -0.93 | 11 |
| Think in quantitative terms, understand probabilities, proportions, etc. | 5.24 | 17 | 4.67 | 16 | -0.57 | 4 |
| Learn on your own, pursue ideas and find information you need | 6.31 | 2 | 5.27 | 1 | -1.04 | 14 |
| See the importance of history for understanding the present as well | 5.35 | 16 | 4.76 | 13 | -0.59 | 5 |
| Know how to speak before groups, actively participate in group discussion, function as a team manager | 6.09 | 8 | 5.14 | 3 | -0.95 | 12 |
| Know how to lead and supervise groups of people | 6.06 | 9 | 4.76 | 12 | -1.30 | 20 |
| Formulate creative and original ideas | 6.25 | 4 | 4.97 | 8 | -1.28 | 19 |

* Difference between UConn's helpfulness in providing this benefit and the perceived importance of this benefit

The most highly rated potential benefit, based on perceived importance, is *‘Understand yourself, your abilities, your interests and personality’*. This benefit ranks seventh in rating for UConn’s helpfulness in providing this benefit. In 2001 and in 2002, this item was ranked second in terms of perceived importance and was ranked 8 and 6.5, respectively, for perceived helpfulness. Based on relative helpfulness, the item ranks 21 in 2003 but was ranked 22 in 2002.

The second most highly rated potential benefit, based on perceived importance, is *‘Learn on your own, pursue ideas and find information you need’*. This benefit is ranked at the top for UConn’s helpfulness in providing this benefit. Based on relative helpfulness, however, this benefit ranks 14th. In terms of perceived importance, the above item was ranked at the top in 2002.

The third most highly rated potential benefit, based on perceived importance, is *‘Obtain career training – knowledge and skills applicable to specific job/work’*. This benefit ranks among the lowest (20th) in rating for UConn’s helpfulness in providing this benefit. It ranked lowest (23rd) on the relative helpfulness scale. The perceived importance of this item has remained the same in 2003 as in 2002.

The three most highly rated potential benefits of UConn education, in terms of UConn’s helpfulness in providing them, are:

- *Learn on your own, pursue ideas and find information you need*
- *Understand and be able to get along with different kinds of people*
- *Know how to speak before groups, actively participate in group discussion, function as a team manager*

Table 3.1.2 shows the overall (all benefits) mean rating for UConn’s helpfulness by school. Allied Health has the highest mean rating while Fine Arts has the lowest.

Table 3.1.2: Mean UConn’s helpfulness in providing potential benefits of education (by school or college)

| School or college | Mean UConn helpfulness |
|---------------------------------|------------------------|
| Allied Health | 5.19 |
| Nursing | 5.04 |
| Agriculture & Natural Resources | 4.89 |
| Engineering | 4.87 |
| Continuing Studies | 4.86 |
| Family Studies | 4.83 |
| Business | 4.81 |
| Education | 4.76 |
| Liberal Arts & Sciences | 4.72 |
| Pharmacy | 4.57 |
| Fine Arts | 4.41 |

Scale: 1 – Not helpful 7 – Very helpful

3.2 Satisfaction Ratings

Respondents were asked to rate their satisfaction in the areas of general education requirements, required courses outside of their major field, and required courses in their major field. Table 3.2.1 summarizes the average ratings by school in order of their rank.

For each school, *‘Overall experience with courses in your major field’* received the highest average rating among the three items. In 2003, as in 2002, Continuing Studies received the highest average satisfaction rating for general education requirements and for courses outside the major field and Family Studies received the highest average satisfaction rating for courses in the major field.

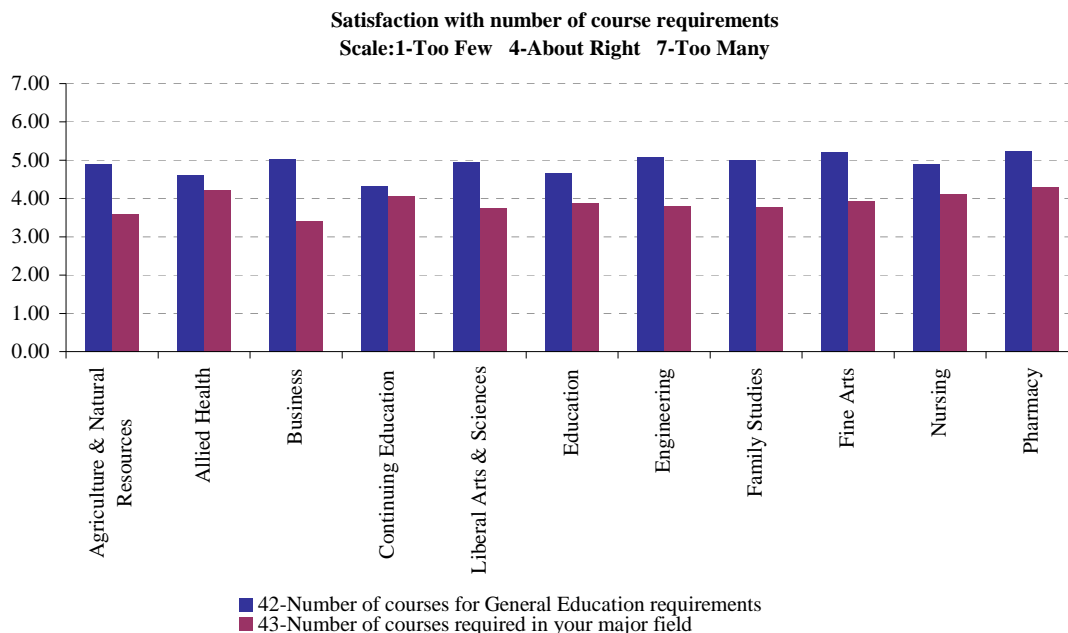
Table 3.2.1: Mean satisfaction with UConn experience (by school or college)

| Overall experience with general education requirements | | Overall experience with required school/college courses outside your major | | Overall experience with courses in your major field | |
|--|------|--|------|---|------|
| | Mean | | Mean | | Mean |
| Continuing Studies | 5.47 | Continuing Studies | 5.30 | Family Studies | 6.14 |
| Agriculture & Natural Resources | 4.86 | Family Studies | 5.00 | Agriculture & Natural Resources | 6.10 |
| Business | 4.75 | Agriculture & Natural Resources | 4.87 | Allied Health | 5.94 |
| Engineering | 4.74 | Business | 4.80 | Business | 5.83 |
| Allied Health | 4.69 | Liberal Arts & Sciences | 4.57 | Continuing Studies | 5.69 |
| Liberal Arts & Sciences | 4.60 | Education | 4.53 | Liberal Arts & Sciences | 5.66 |
| Family Studies | 4.58 | Allied Health | 4.50 | Engineering | 5.65 |
| Education | 4.56 | Nursing | 4.45 | Pharmacy | 5.40 |
| Pharmacy | 4.55 | Pharmacy | 4.45 | Fine Arts | 5.37 |
| Nursing | 4.41 | Engineering | 4.31 | Nursing | 5.28 |
| Fine Arts | 4.25 | Fine Arts | 4.27 | Education | 5.25 |

Scale: 1 – Extremely Dissatisfied 7 – Extremely Satisfied

Respondents were also asked to rate their satisfaction with the number of course requirements in general education and in their major field. Chart 3.2.1 shows the mean satisfaction with number of course requirements within each school or college.

Chart 3.2.1: Mean satisfaction with number of course requirements



The ratings suggest an average perception toward right number of courses for major field requirements (overall mean 3.77) and toward too many courses for general education requirements (overall mean 4.91).

Among schools and colleges, on average, respondents from Business and Agriculture & Natural Resources felt they had fewer courses as major field requirements. On average, respondents from Pharmacy and Fine Arts felt they had too many courses as general education requirements. Overall, all schools or colleges have an average perception of too many courses as general education requirements.

3.3 Recommendation Rates

Overall, 94% of the respondents would recommend UConn to friends or relatives. Table 3.3.1 summarizes the UConn recommendation rates by school in order of their rank.

Table 3.3.1: Percent respondents who would recommend UConn (by school or college)

| School or college | % who would recommend UConn |
|---------------------------------|-----------------------------|
| Allied Health | 100.0% |
| Continuing Studies | 99.2% |
| Education | 96.9% |
| Agriculture & Natural Resources | 96.7% |
| Engineering | 95.5% |
| Family Studies | 94.7% |
| Business | 94.2% |
| Liberal Arts & Sciences | 92.6% |
| Nursing | 90.3% |
| Pharmacy | 90.0% |
| Fine Arts | 81.3% |

4. Post-Graduate Experiences

4.1 Employment Rates

Overall, 82% of respondents are employed either full-time or part-time, 30% are in graduate school either full-time or part-time; 94% are either employed or have entered graduate school; 6% of respondents are, both, unemployed and not in graduate school. The percentages above are based on valid responses only. Table 4.4.1 shows the cross-tabulated table of graduate school enrollment vs. employment status.

Table 4.4.1: Employment and/or Graduate/Professional school

| Graduate school | Employment | | |
|------------------------|------------|-----------|--------------|
| | Full-time | Part-time | Not employed |
| Full-time | 60 | 109 | 137 |
| Part-time | 62 | 13 | 5 |
| Not in graduate school | 697 | 103 | 81 |

Table 4.4.2, on the next page, is a summary of the employment and graduate school characteristics by school or college.

97% of Nursing graduates are employed, followed by Engineering graduates (92%) and Business graduates (91%). While 69% of Allied Health graduates are employed, all Allied Health graduates are either employed or in graduate school.

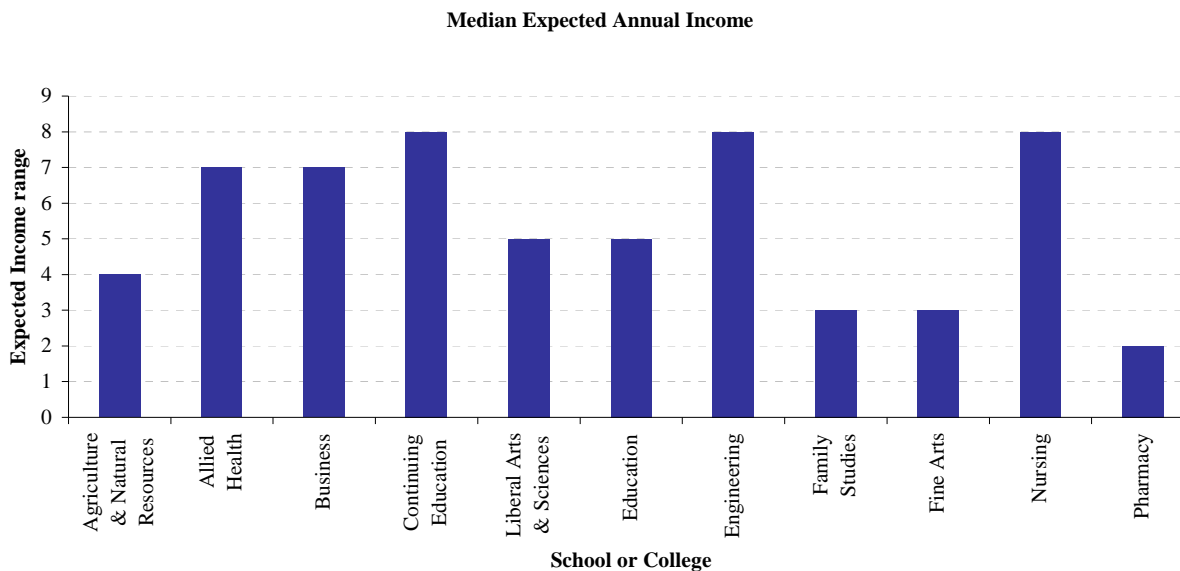
All Allied Health and Pharmacy graduates are either employed or in graduate school; data supports the integrated undergraduate-graduate nature of some or all of the programs offered by these schools. The percentage of respondents who are either employed or in graduate school ranges from 90 to 97 among other schools and colleges. On the other hand, the percent graduates who are neither employed nor in graduate school is high for Agriculture & Natural Resources (10%), followed by Liberal Arts & Sciences (8%).

Table 4.4.2: Employment and Graduate School Rates (by School or college)

| % Respondents employed Full-time or Part-time | | % Respondents either employed or in graduate school | | % Respondents neither employed nor in graduate school | |
|---|----|---|-----|---|----|
| Nursing | 97 | Allied Health | 100 | Agriculture & Natural Resources | 10 |
| Engineering | 92 | Pharmacy | 100 | Liberal Arts & Sciences | 8 |
| Business | 91 | Education | 97 | Continuing Education | 7 |
| Continuing Studies | 88 | Nursing | 97 | Fine Arts | 6 |
| Fine Arts | 87 | Engineering | 96 | Family Studies | 5 |
| Liberal Arts & Sciences | 80 | Business | 95 | Business | 5 |
| Family Studies | 80 | Family Studies | 95 | Engineering | 4 |
| Agriculture & Natural | 79 | Fine Arts | 94 | Nursing | 3 |
| Pharmacy | 79 | Continuing Education | 93 | Education | 3 |
| Allied Health | 77 | Liberal Arts & Sciences | 92 | Allied Health | 0 |
| Education | 50 | Agriculture & Natural Resources | 90 | Pharmacy | 0 |

Overall, 71% of the respondents felt their degree was helpful when applying for their current job, and 69% considered their job career related. Chart 4.4.1 below shows the median expected annual income of respondents who are employed full-time (by school or college).

Chart 4.4.1: Median expected annual income of respondents employed full time



Expected annual income range:

(1=Less than \$10,000; 2=\$10,001-15,000; 3=\$15,001-20,000; 4=\$20,001-25,000; 5=\$25,001-30,000; 6=\$30,001-35,000; 7=\$35,001-40,000; 8=\$40,001-50,000; 9=More than \$50,000)

Continuing Studies, Engineering, and Nursing graduates have the highest median expected annual income range (\$40,001-50,000). Family Studies and Fine Arts graduates have the second lowest median expected annual income (\$15,001-20,000). The chart shows Pharmacy graduates as having the lowest expected income range (\$10,001-15,000). All 2003 Pharmacy graduates continued their studies towards the Pharm.D. Degree at the University and are employed part-time, which explains the low median expected annual income.

4.2 Use of UConn Career Services

39% of all respondents have used Career Services (41% employed and 30% unemployed respondents). Table 4.2.1 shows that Business (69%) and Engineering (66%) have the highest percentages and Continuing Studies (10%) has the lowest percentage of using the service. The relatively low percent usage of career services by Education, Allied Health, Nursing, and Pharmacy graduates may be attributed, at least in part, to the integrated undergraduate-graduate nature of all or some of their programs.

Table 4.2.1: Percent usage of career services (by school or college)

| School or college | % Respondents who used career services |
|---------------------------------|--|
| Business | 69% |
| Engineering | 66% |
| Liberal Arts & Sciences | 41% |
| Family Studies | 34% |
| Agriculture & Natural Resources | 24% |
| Allied Health | 23% |
| Pharmacy | 21% |
| Nursing | 19% |
| Education | 19% |
| Fine Arts | 17% |
| Continuing Education | 10% |

4.3 Type of Employment

Respondents either chose from a list of eleven general types of employer or specified an employer type. Table 4.3.1 shows the percentage of respondents who are employed full-time in each employer type for the last three years. The percentage of respondents employed in Business, Education, and Health Industry has increased in 2003 compared to the previous year. Results across other specific employer types remained stable in 2003 compared to 2002.

Table 4.3.1: Percent employed by type of employer

| Type of Employer | 2001 | 2002 | 2003 |
|------------------------|------|------|------|
| Business | 42% | 31% | 40% |
| Education | 12% | 15% | 17% |
| Health Industry | 14% | 15% | 16% |
| Non-profit | 6% | 5% | 5% |
| Factory/Industry | 3% | 4% | 4% |
| State/Local Government | 3% | 4% | 3% |
| Media | 3% | 4% | 2% |
| Self-employed | 2% | 2% | 2% |
| Federal Government | 1% | 1% | 1% |
| Military Service | 1% | 1% | 1% |
| Agriculture | 1% | 1% | 1% |
| Other | 14% | 17% | 6% |

Note: Beginning 2003, in calculating the percentages, non-specific employer types have been grouped with the appropriate employer types from list if possible, otherwise the former are grouped with 'Others'.

5. Further Elaboration

Recent Alumni Survey data are the only source of information about UConn's graduates and their opinions on various aspects of UConn. Further analysis of the survey responses, or details of other comments made by respondents on various aspects of UConn, are available upon request from the Office of Institutional Research.