

## The University of Connecticut

### Report on the Alumni Survey - 2006 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 2006 responses. It is also available at the following website: <http://www.oir.uconn.edu/alum06.pdf> Separate reports will also be generated for each School/College and for larger departments.

#### 1. Number of Respondents and Response Rates

In Fall 2006, 4,227 questionnaires were sent to graduates who received a bachelor's degree from July 2005 through June 2006. This includes 138 graduates who received dual degrees, and were sent two surveys. A follow-up letter was sent to those who did not respond within two months of the initial survey mailing. (There were 4,231 actual degrees conferred, including dual degrees, from July 2005 through June 2006).

1,350 completed questionnaires were returned, for a total response rate of 33%<sup>1</sup>. 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/College for the 2006 survey. Graduates from Nursing have the highest response rate (42%) while graduates from Pharmacy have the lowest response rate (18%); compared to the previous year, the response rate of graduates from Allied Health increased by 4%. The response rate decreased by 10% for Family Studies graduates and by 3% for Business graduates.

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

School/College	Number of Graduates	Number of Respondents	Response Rate
Agriculture & Natural Resources	227	78	34 %
Allied Health	85	34	40 %
Business	595	177	30 %
Continuing Studies	334	123	37 %
Education	167	60	36 %
Engineering <sup>1</sup>	266	91	34 %
Family Studies	213	67	31 %
Fine Arts	130	34	26 %
Liberal Arts & Sciences	1,971	609	31 %
Nursing	138	58	42 %
Pharmacy	105	19	18 %

<sup>1</sup>Includes five 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 2006 class (56%). The number of female graduates returning the completed surveys is 855 while the number of male graduates returning the completed surveys is 489. Female graduates responded at a higher rate (36%) than male graduates (26%), as has been the case in previous alumni surveys.

<sup>1</sup> Calculation of response rate excludes 129 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 2006 graduate (bachelors degree recipients) population. Compared to the previous year, the number of respondents who are 21 to 24 years remained the same and the number of respondents who are 25 years or more stayed nearly the same. In terms of School or College, Continuing Studies (General Studies majors) has the largest number of respondents (60%) 35 years or above in age; within all other schools, the most common age category is 21-24 years. 10% of respondents in Engineering, and 18% of respondents in Nursing, are between 25 and 34 years old.

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	9%
35 to 49	5%
Over 50	< 2%

In terms of ethnic background, the majority of respondents to the survey are white (83%). The percentage of respondents belonging to American minority groups (10%) is similar to the percentage of all 2006 graduates belonging to American minority groups (15%).

In summary, the sample of respondents is fairly representative of the 2006 graduating population in terms of gender, age, and ethnicity.

## 2. General Questions

### 2.1. Freshman Entrance Rate

Overall, 75% of respondents, a decrease of about 3% 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	100 %
Education	90 %
Engineering	88 %
Allied Health	85 %
Business	83 %
Liberal Arts & Sciences	80 %
Family Studies	78 %
Nursing	76 %
Fine Arts	74 %
Agriculture & Natural Resources	72 %
Continuing Studies	10 %

Pharmacy has the highest freshman entrance rate (100%), followed by Education (90%) and Engineering (88%). 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	8	53	26	132	16	110	29	224
Percentage	1 %	9 %	4 %	22 %	3 %	18 %	5 %	37 %

For the four-year respondents, 37% lived in a residence hall for all eight semesters (this is 6% higher than previous year); 11% did not live in a residence hall at any point (this is 2% higher than previous year). A large percentage of four-year respondents (22%) lived in a residence hall for exactly four semesters and another large percentage of four-year respondents (18%) lived in a residence hall for six semesters.

Respondents were asked to rate their overall satisfaction with residence halls. Of all the students who lived in residence halls for at least one semester, 68% were satisfied, 17% were neutral, and 15% 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	113	49	235	35	190	50	281	24
Satisfied	48%	51%	49%	61%	63%	72%	74%	82%	79%
Neutral	12%	22%	29%	20%	23%	16%	16%	12%	17%
Dissatisfied	40%	27%	22%	20%	14%	13%	10%	6%	4%

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

School/College	Before College	As a freshman	As a sophomore	As a junior	As a senior
Agriculture & Natural Resources	27 %	10 %	42 %	20 %	0 %
Allied Health	29 %	15 %	35 %	18 %	0 %
Business	22 %	9 %	45 %	22 %	0 %
Continuing Studies	11 %	3 %	8 %	51 %	13 %
Education	46 %	14 %	34 %	7 %	0 %
Engineering	44 %	28 %	22 %	7 %	0 %
Family Studies	13 %	9 %	49 %	27 %	2 %
Fine Arts	38 %	24 %	32 %	6 %	0 %
Liberal Arts & Sciences	17 %	16 %	40 %	25 %	2 %
Nursing	58 %	12 %	25 %	2 %	0 %
Pharmacy	90 %	11 %	0 %	0 %	0 %
<b>Overall (Total)</b>	<b>24 %</b>	<b>14 %</b>	<b>35 %</b>	<b>23 %</b>	<b>2 %</b>

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, 24% 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 was slightly lower compared to the previous year (26%)

75% or more respondents within each school or college, except Continuing Studies (23%), Liberal Arts & Sciences (72%), and Family Studies (72%), decided their major before or during their sophomore year. Almost half of all respondents from Family Studies (49%), and more than one-third of all respondents from Allied Health (35%), Business (45%), and Liberal Arts & Sciences (40%), decided their major during their sophomore year.

Pharmacy (90%), followed by Nursing (58%), Education (46%), and Engineering (44%) have the highest within-school percent respondents who decided their major before college. Compared to the previous year, this percent is higher by 30% for Pharmacy, stayed the same for Nursing (58%), but is lower by 11% for Education, and 10% for Engineering.

Respondents 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

School /College	Never changed	Changed one time	Changed two times	Changed more than two times
Pharmacy	100 %	0 %	0 %	0 %
Fine Arts	76 %	18 %	0 %	6 %
Continuing Studies	76 %	10 %	7 %	2 %
Nursing	74 %	17 %	2 %	5 %
Engineering	71 %	20 %	5 %	2 %
Agriculture & Natural Resources	62 %	22 %	6 %	8 %
Education	60 %	22 %	8 %	8 %
Liberal Arts & Sciences	51 %	27 %	11 %	10 %
Business	50 %	33 %	10 %	3 %
Allied Health	47 %	32 %	12 %	6 %
Family Studies	45 %	28 %	16 %	10 %
<b>Overall (Total)</b>	<b>57 %</b>	<b>24 %</b>	<b>9 %</b>	<b>7 %</b>

All percentages are rounded. Percentages of missing or blank responses are not shown above.

Pharmacy (100%), followed by Fine Arts (76%) Continuing Studies (76%) and Nursing (74%) have the highest percentage of respondents who never changed their major. Family Studies (45%), followed by Allied Health (47%) and Business (50%), have the lowest percentage of respondents who never changed their major.

Family Studies (16%), Allied Health (12%), and Liberal Arts and Sciences (11%) have the highest percentage of respondents who changed their major two times. Overall 57% of all respondents never changed their major while 7% 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 (23%); Location (22%); and Quality of educational programs (14%).

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 (46%); Specific programs offered (15%); and Level of tuition and fees (12%).

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

Chart 2.4.1: Original reason for selecting UConn

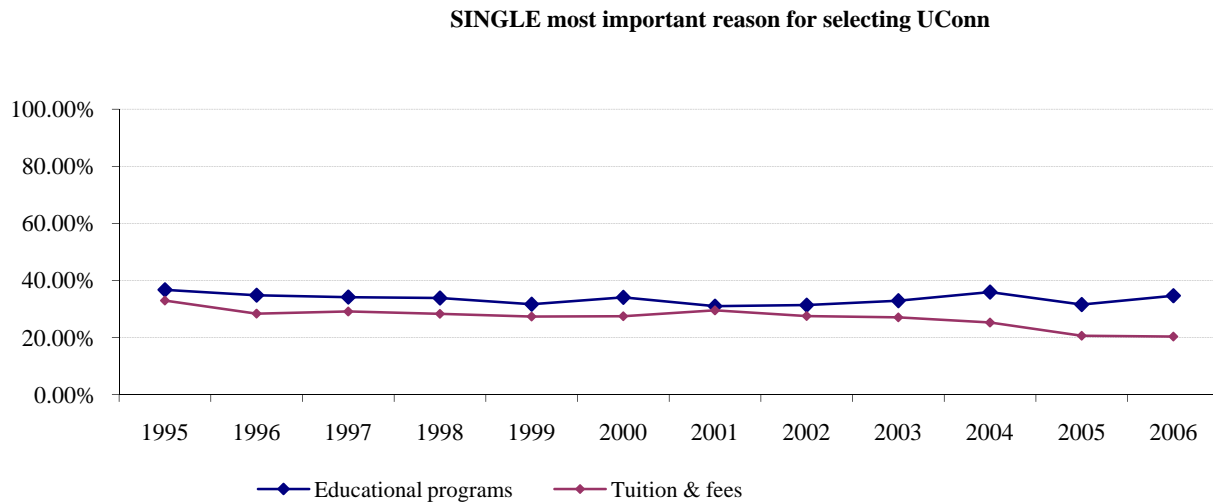
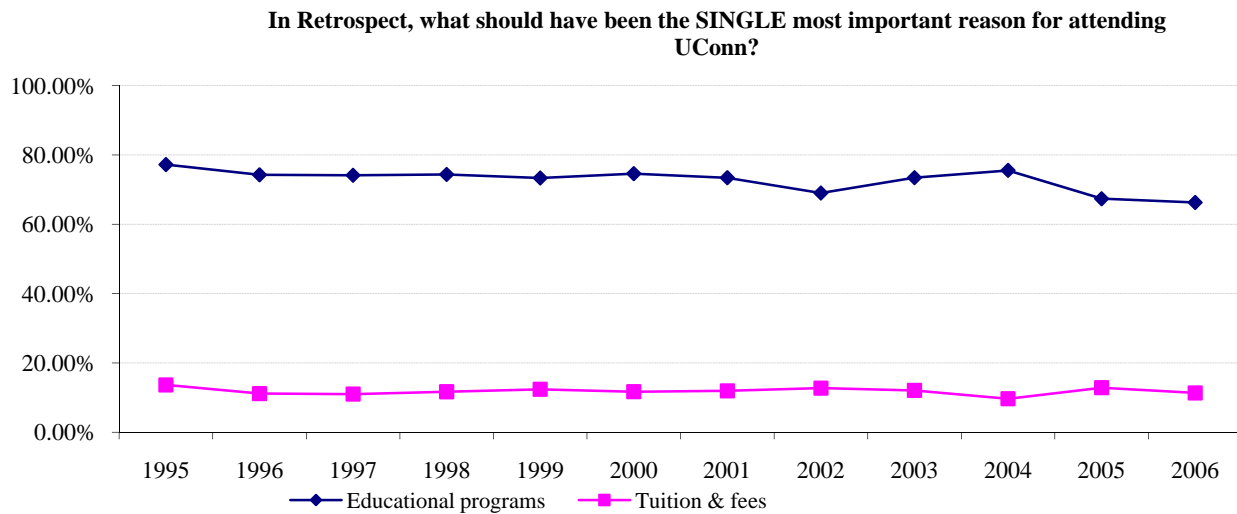


Chart 2.4.2: Retrospective reason for selecting UConn



*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/College)

School/College	Educational Programs	School/College	Tuition & Fees
Pharmacy	63%	Engineering	31%
Education	45%	Fine Arts	29%
Agriculture & Natural Resources	44%	Business	24%
Nursing	43%	Education	23%
Continuing Studies	39%	Liberal Arts & Sciences	22%
Allied Health	38%	Family Studies	18%
Fine Arts	38%	Nursing	16%
Business	34%	Pharmacy	16%
Engineering	33%	Allied Health	15%
Liberal Arts & Sciences	31%	Agriculture & Natural Resources	9%
Family Studies	24%	Continuing Studies	8%

Table 2.4.2: **Retrospective** Reason for Attending UConn (by School/College)

School/College	Educational Programs	School/College	Tuition & Fees
Pharmacy	90%	Engineering	24%
Education	83%	Business	16%
Allied Health	71%	Agriculture & Natural Resources	13%
Family Studies	67%	Allied Health	12%
Nursing	67%	Fine Arts	12%
Liberal Arts & Sciences	66%	Liberal Arts & Sciences	11%
Agriculture & Natural Resources	65%	Family Studies	10%
Fine Arts	65%	Nursing	9%
Business	63%	Education	5%
Continuing Studies	62%	Continuing Studies	4%
Engineering	60%	Pharmacy	0%

For each School/College, 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 all Schools/Colleges except Agriculture and Natural Resources, 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 <sub>Helpfulness</sub> - Mean <sub>Importance</sub> )	
	Mean	Rank	Mean	Rank	(Helpfulness - Importance)	Rank
Obtain career training - knowledge and skills applicable to specific job/work	6.19	6	4.67	19	-1.52	23
Acquire background and specialization for further education in a professional, scientific or scholarly field	5.96	12	4.85	14	-1.11	17
Gain a range of information that might be relevant to a career	6.38	1	5.02	8	-1.36	22
Develop an understanding and enjoyment of literature, art, music and drama	4.87	23	4.55	22	-0.33	2
Develop an understanding of diversity and cultural differences	5.36	18	4.79	18	-0.58	6
Write clearly and effectively	6.19	5	5.19	4	-1.00	16
Become fluent in the computing of your discipline	5.95	13	4.95	10	-1.00	15
Obtain a general foundation in computing regardless of your discipline	5.63	14	4.84	15	-0.79	10
Become aware of different philosophies, cultures and ways of life	5.54	16	4.95	9	-0.59	7
Develop your own values and ethical standards	6.09	10	4.82	16	-1.26	20
Understand yourself, your abilities, your interests and personality	6.33	2	5.13	6	-1.20	18
Understand and be able to get along with different kinds of people	6.17	7	5.20	3	-0.96	13
Understand the nature of science and experimentation	5.09	21	4.82	17	-0.27	1
Understand new scientific and technical developments	5.15	20	4.66	21	-0.50	3
Become aware of the consequences (benefits/hazards) of new applications	5.00	22	4.43	23	-0.57	5
Learn and apply information technology	5.33	19	4.66	20	-0.67	9
Think analytically and logically	6.09	11	5.25	2	-0.84	11
Think in quantitative terms, understand probabilities, proportions, etc.	5.49	17	4.94	11	-0.55	4
Learn on your own, pursue ideas and find information you need	6.26	3	5.40	1	-0.86	12
See the importance of history for understanding the present as well	5.57	15	4.92	12	-0.65	8
Know how to speak before groups, actively participate in group discussion, function as a team manager	6.14	9	5.14	5	-1.00	14
Know how to lead and supervise groups of people	6.16	8	4.86	13	-1.30	21
Formulate creative and original ideas	6.26	4	5.04	7	-1.22	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 ‘*Gain a range of information that might be relevant to a career*’. This benefit ranks eighth in rating for UConn’s helpfulness in providing this benefit. In 2005, this item was ranked fourth in terms of perceived importance and was ranked eighth for perceived helpfulness. Based on relative helpfulness, the item ranks 22<sup>nd</sup> in 2006 and was ranked 18<sup>th</sup> in 2005.

The second most highly rated potential benefit, based on perceived importance, is ‘*Understand yourself, your abilities, your interests, and personality*’. This benefit is ranked sixth for UConn’s helpfulness in providing this benefit. This benefit ranks 18<sup>th</sup> on relative helpfulness. In terms of perceived importance, the above item was ranked at the top in 2005.

The third most highly rated potential benefit, based on perceived importance, is ‘*Learn on your own, pursue ideas and find information you need*.’ This benefit ranks at the top for UConn’s helpfulness in providing this benefit. It ranked lower at 12<sup>th</sup> on the relative helpfulness scale. The perceived importance of this item was ranked second in 2005, and ranked at the top for UConn’s helpfulness in 2005.

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*
- *Think analytically and logically*
- *Understand and be able to get different kinds of people*

Table 3.1.2 shows the overall (all benefits) mean rating for UConn’s helpfulness by School or College. Nursing, Allied Health, and Pharmacy have the highest mean rating.

Table 3.1.2: Mean UConn helpfulness in providing potential benefits of education (by School/College)

School/College	Mean UConn helpfulness
Nursing	5.4
Allied Health	5.3
Pharmacy	5.2
Education	5.1
Business	5.0
Fine Arts	5.0
Continuing Studies	4.9
Engineering	4.9
Agriculture & Natural Resources	4.8
Family Studies	4.8
Liberal Arts & Sciences	4.8

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/College in order of their rank.

For each School or College, ‘*Overall experience with courses in your major field*’ received the highest average rating among the three items. In 2006, as in 2005, Continuing Studies received the highest average satisfaction rating for general education requirements and for courses outside the major field and Fine Arts received the highest average satisfaction rating for courses in the major field.

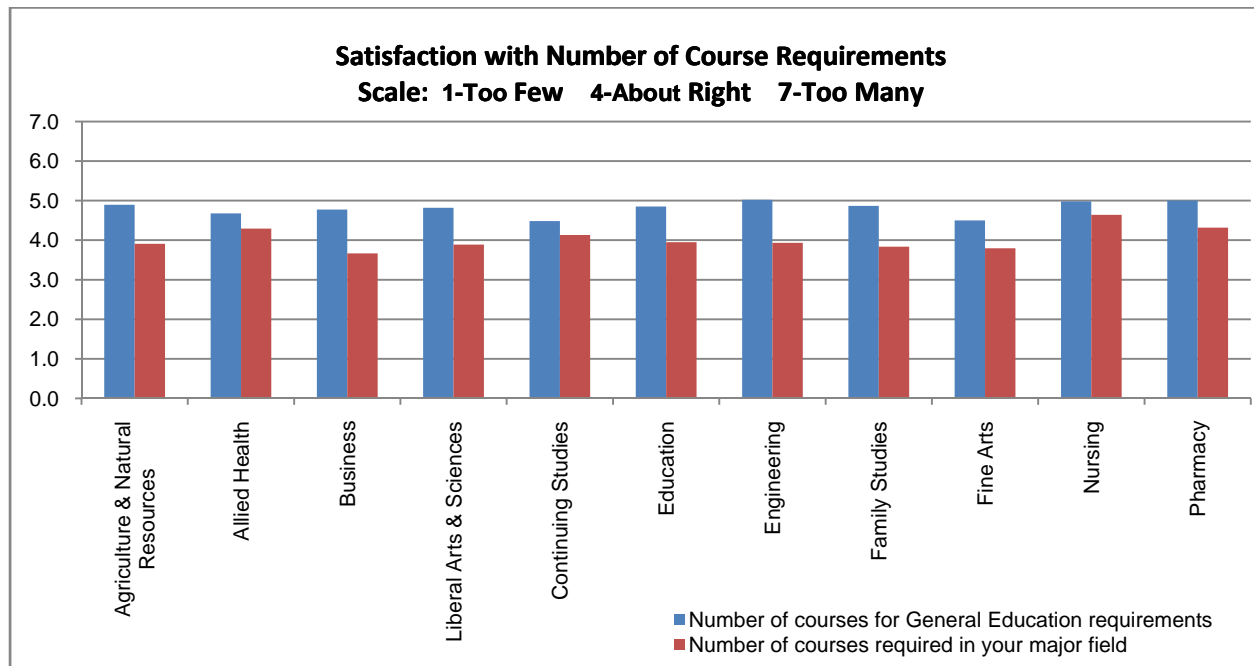
Table 3.2.1: Mean satisfaction with UConn experience (by School/College)

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	5.6	Continuing Studies	5.5	Fine Arts	6.6
Business	5.0	Business	5.0	Allied Health	5.9
Nursing	5.0	Allied Health	4.8	Education	5.9
Agriculture & Natural Resources	4.8	Family Studies	4.8	Family Studies	5.9
Education	4.8	Liberal Arts & Sciences	4.8	Pharmacy	5.9
Allied Health	4.7	Nursing	4.8	Business	5.8
Fine Arts	4.7	Agriculture & Natural Resources	4.7	Continuing Studies	5.8
Liberal Arts & Sciences	4.7	Education	4.7	Agriculture & Natural Resources	5.7
Pharmacy	4.6	Fine Arts	4.7	Liberal Arts & Sciences	5.7
Engineering	4.5	Engineering	4.6	Nursing	5.5
Family Studies	4.5	Pharmacy	4.3	Engineering	5.4

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 3.9) and toward too many courses for general education requirements (overall mean 4.8). Among Schools and Colleges, on average, respondents from Business, Fine Arts, and Family Studies felt they had fewer courses as major field requirements. On average, respondents from Engineering, Pharmacy, and Nursing 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/College)

School/College	% who would recommend UConn
Education	100%
Pharmacy	100%
Allied Health	97%
Continuing Studies	97%
Agriculture & Natural Resources	96%
Business	96%
Engineering	94%
Fine Arts	94%
Family Studies	93%
Liberal Arts & Sciences	93%
Nursing	93%

## 4. Post-Graduate Experiences

### 4.1 Employment Rates

Overall, 88% of respondents are employed either full-time or part-time, 31% 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	91	151	86
Part-time	58	22	3
Not in graduate school	746	109	84

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

100% of Nursing graduates are employed, followed by Business graduates (93%) and Family Studies graduates (91%). While 67% of Education graduates are employed, 100% of Education graduates are either employed or in graduate school.

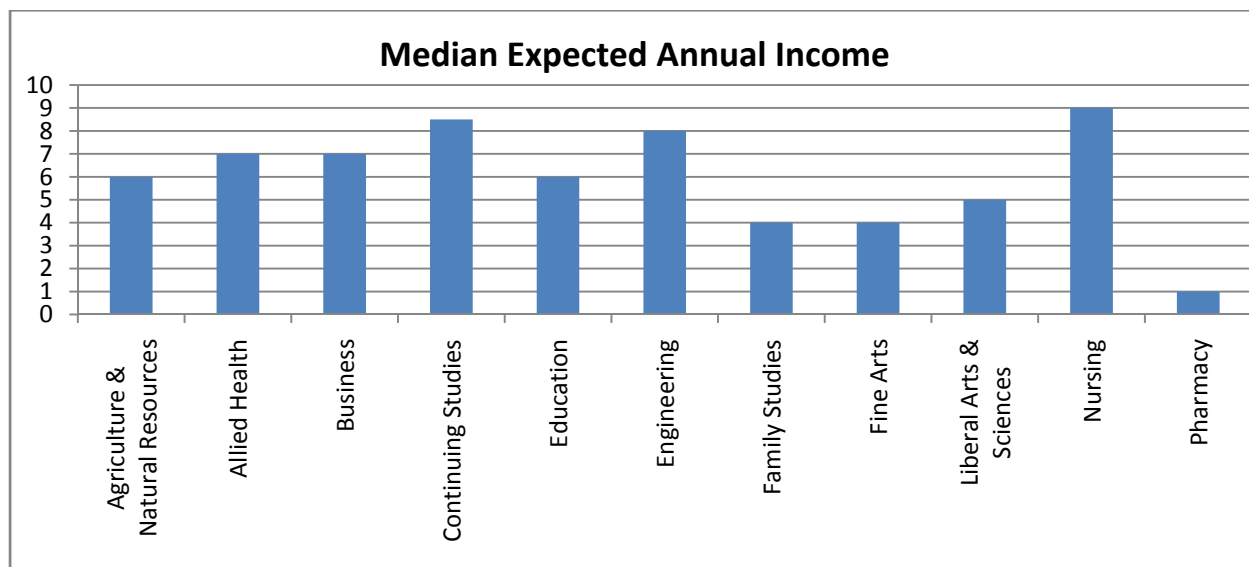
100% of Allied Health, Education, Nursing, and Pharmacy graduates are either employed or in graduate school; data supports the integrated undergraduate-graduate nature of some or all of the programs offered by these Schools. The percentage of respondents who are either employed or in graduate school ranges from 88 to 99 % among other Schools and Colleges. On the other hand, the percent graduates who are neither employed nor in graduate school is high for Fine Arts (12%), and Continuing Studies (11%).

Table 4.4.2: Employment and Graduate School Rates (by School/College)

% Respondents employed full-time or part-time		% Respondents <b>either</b> employed <b>or</b> in graduate school		% Respondents <b>neither</b> employed <b>nor</b> in graduate school	
Nursing	100%	Allied Health	100%	Allied Health	0%
Business	93%	Education	100%	Education	0%
Family Studies	91%	Nursing	100%	Nursing	0%
Agriculture & Natural Resources	88%	Pharmacy	100%	Pharmacy	0%
Fine Arts	88%	Family Studies	99%	Family Studies	1%
Liberal Arts & Sciences	87%	Agriculture & Natural Resources	95%	Agriculture & Natural Resources	5%
Allied Health	85%	Business	95%	Business	5%
Continuing Studies	85%	Liberal Arts & Sciences	93%	Liberal Arts & Sciences	7%
Engineering	85%	Engineering	92%	Engineering	8%
Pharmacy	84%	Continuing Studies	89%	Continuing Studies	11%
Education	67%	Fine Arts	88%	Fine Arts	12%

Overall, 74% of the respondents felt their degree was helpful when applying for their current job, and 62% 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 \$15,000; 2=\$15,000-20,000; 3=\$20,001-25,000; 4=\$25,001-30,000; 5=\$30,001-35,000; 6=\$35,001-40,000; 7=\$40,001-45,000; 8=\$45,001-50,000; 9=\$50,001-60,000; 10=\$60,001-70,000; 11=More than \$70,000)

Nursing and Continuing Studies graduates have the highest median expected annual income range of \$50,001 to 60,000. Engineering has the second highest expected annual income range of \$45,001 to 50,000. Allied Health and Business graduates have the next highest expected annual income range of \$40,001-45,000. Agriculture and Education graduates have an expected annual income range of \$35,001-40,000, and Liberal Arts and Sciences graduates expect a range of \$30,001-35,000. Family Studies and Fine Arts graduates have the lowest median expected

annual income of \$25,001-30,000, and Pharmacy shows an expected income range of less than \$15,000 though this may be due to a small response size to this question.

## 4.2 Use of UConn Career Services

32% of all respondents have used Career Services (32% employed and 33% unemployed respondents). Table 4.2.1 shows that Business (56%) and Engineering (53%) have the highest percentages and Allied Health (3%) 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/College	% Respondents who used career services
Business	56%
Engineering	53%
Liberal Arts & Sciences	32%
Family Studies	27%
Fine Arts	26%
Agriculture & Natural Resources	22%
Nursing	21%
Continuing Studies	13%
Education	13%
Pharmacy	11%
Allied Health	3%

## 4.3 Type of Employment

Based on the job code selected, respondents were placed in one of seven job categories shown below. If multiple job codes were selected, respondents were placed in the *Multiple Response* category shown in the table below. Table 4.3.1 shows the percentage of respondents within in each category has remained more or less stable over the past four years. Nearly half of all respondents are employed in the Professional, Managerial, Administrative or Technology areas (excluding Teaching and Health).

Table 4.3.1: Percent employed by type of employer

Type of Employer	2002	2003	2004	2005	2006
Prof./Managerial/Admin./Tech. (except Teaching and Health)	49%	46%	47%	47%	44%
Teaching	13%	15%	12%	14%	13%
Health	14%	13%	12%	12%	15%
Clerical or Sales	11%	14%	14%	15%	12%
Public & Personal Service	7%	5%	8%	7%	5%
Technicians, Craft Workers, Operators & Repair Workers	1%	3%	2%	2%	2%
Agricultural & Natural Sciences	3%	3%	3%	3%	3%
Multiple Responses/Other	2%	2%	3%	1%	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.