

## The University of Connecticut

### Report on the Alumni Survey - 2007 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 2007 responses. It is also available at the following website: <http://www.oir.uconn.edu/alum07.pdf>. Separate reports will also be generated for each School/College and for larger departments.

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

In Fall 2007, 4,328 questionnaires were sent to graduates who received a bachelor's degree from July 2006 through June 2007. This includes 129 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 4,354 actual degrees conferred, including dual degrees, from July 2006 through June 2007).

1,333 completed questionnaires were returned, for a total response rate of 32%<sup>1</sup>. Over the past several years, the response rate has been in the range of 35% to 40%. Table 1.1 shows the response rate by School/College for the 2007 survey. Graduates from Education have the highest response rate (40%) while graduates from Pharmacy have the lowest response rate (22%); compared to previous year, the response rates of graduates from Education, Fine Arts, and Pharmacy increased by 4%. The response rate decreased by 5% for Engineering and Nursing graduates compared to the previous year.

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

School/College	Number of Graduates	Number of Respondents	Response Rate
Agriculture & Natural Resources	313	107	34%
Business	618	184	30%
Continuing Studies	368	123	33%
Education	190	76	40%
Engineering <sup>1</sup>	306	90	29%
Fine Arts	116	35	30%
Liberal Arts & Sciences	2,197	643	29%
Nursing	145	53	37%
Pharmacy	101	22	22%

<sup>1</sup>Includes 18 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 2007 class (55%). The number of female graduates returning the completed surveys is 848 while the number of male graduates returning the completed surveys is 477. Female graduates responded at a higher rate (35%) than male graduates (24%), as has been the case in previous alumni surveys.

<sup>1</sup> Calculation of response rate excludes 138 mailed surveys that were undeliverable.

Table 1.2 shows the distribution of respondents by age group. 85% of respondents are in the age category 21-24 years; which is very similar to the 81% of 2007 graduate (bachelor's degree recipients) population that is 21-24 years old. Compared to the previous year, the number of respondents who are 21 to 24 years increased by 1% and the number of respondents who are 25 years or more stayed the same. In terms of School or College, Continuing Studies (General Studies majors) has the largest number of respondents (54%) 35 years or above in age; within all other Schools/Colleges, the most common age category is 21-24 years. 9% of respondents in Engineering, and 14% of respondents in Pharmacy, 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	85%
25 to 34	9%
35 to 49	4%
Over 50	<2%

In terms of ethnic background, the majority of respondents to the survey are white (82%). The percentage of respondents belonging to American minority groups (12%) is similar to the percentage of all 2007 graduates belonging to American minority groups (17%).

In summary, the sample of respondents is fairly representative of the 2007 graduating population in terms of gender, age, and ethnicity.

## 2. General Questions

### 2.1. Freshman Entrance Rate

Overall, 77% of respondents, an increase of about 2% from the previous year, entered UConn as freshmen. Table 2.1.1 shows the within-School/College freshman entrance rates, ranked in descending order.

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

School/College	Within-School/College Percentage
Nursing	91%
Engineering	89%
Education	87%
Pharmacy	86%
Business	85%
Agriculture & Natural Resources	83%
Fine Arts	83%
Liberal Arts & Sciences	82%
Continuing Studies	12%

Nursing has the highest freshman entrance rate (91%), followed by Engineering (89%) and Education (87%). 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, 78% 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	5	44	27	130	19	146	38	235
Percentage	1%	7%	4%	20%	3%	23%	6%	36%

For the four-year respondents, 36% lived in a residence hall for all eight semesters (this is 1% lower than previous year); 10% did not live in a residence hall at any point (this is 1% lower than previous year). A large percentage of four-year respondents (20%) lived in a residence hall for exactly four semesters and another large percentage of four-year respondents (23%) 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, 74% were satisfied, 15% were neutral, and 11% 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	16	89	48	218	34	222	45	315	12
Satisfied	3	55	33	152	24	156	36	272	12
Neutral	4	13	9	38	7	43	5	31	0
Dissatisfied	9	21	6	28	3	23	4	12	0

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/College Percentages

School/College	Before College	As a Freshman	As a Sophomore	As a Junior	As a Senior
Agriculture & Natural Resources	38%	5%	26%	27%	4%
Business	31%	8%	43%	17%	2%
Continuing Studies	12%	7%	10%	57%	15%
Education	59%	11%	24%	6%	0%
Engineering	43%	40%	14%	4%	0%
Fine Arts	65%	10%	17%	8%	0%
Liberal Arts & Sciences	17%	14%	45%	23%	2%
Nursing	64%	18%	15%	3%	0%
Pharmacy	84%	0%	7%	1%	8%
<b>Overall (Total)</b>	<b>28%</b>	<b>13%</b>	<b>34%</b>	<b>22%</b>	<b>3%</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, 28% of all respondents decided their major before entering college and another 34% of all respondents decided their major as sophomores. The percentage of respondents who decided their major before college was higher compared to the previous year (24%).

80% or more respondents within each School or College, except Continuing Studies (28%), Agriculture (69%), Liberal Arts & Sciences (76%), decided their major before or during their sophomore year. Almost half of all respondents from Liberal arts & Sciences (45%), and Business (43%), decided their major during their sophomore year.

Pharmacy (84%), followed by Fine Arts (65%), Nursing (64%), and Education (59%) have the highest within-School/College percent respondents who decided their major before college. Compared to the previous year, this percent is higher by 27% for Fine Arts, by 6% for Nursing, and by 13% for Education, but is lower by 6% for Pharmacy.

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 of Respondents Changing Major (categorized by number of times), Overall and Within-School/College Percentages

School/College	Never changed	Changed one time	Changed two times	Changed more than two times
Pharmacy	91%	1%	0%	8%
Continuing Studies	82%	6%	7%	5%
Fine Arts	75%	14%	8%	3%
Education	74%	17%	8%	1%
Nursing	71%	29%	0%	0%
Engineering	67%	29%	2%	2%
Agriculture & Natural Resources	51%	27%	10%	11%
Liberal Arts & Sciences	51%	30%	9%	9%
Business	49%	31%	15%	5%
<b>Overall (Total)</b>	<b>58%</b>	<b>26%</b>	<b>9%</b>	<b>7%</b>

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

Pharmacy (91%), followed by Continuing Studies (82%), Fine Arts (75%), and Education (74%) have the highest percentage of respondents who never changed their major. Business (49%), followed by Liberal Arts & Sciences (51%) and Agriculture (51%), have the lowest percentage of respondents who never changed their major.

Agriculture (11%), and Liberal Arts and Sciences (9%) have the highest percentage of respondents who changed their major two times. Overall 58% of all respondents never changed their major while 7% changed their major more than two times. This is consistent with the 2006 respondents where overall 57% never changed their major, and 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 (22%); Location (19%); and Quality of educational programs (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 educational programs (43%); Specific programs offered (14%); and Variety of educational programs offered (13%).

Compared to the original reasons for selecting UConn, quality of 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

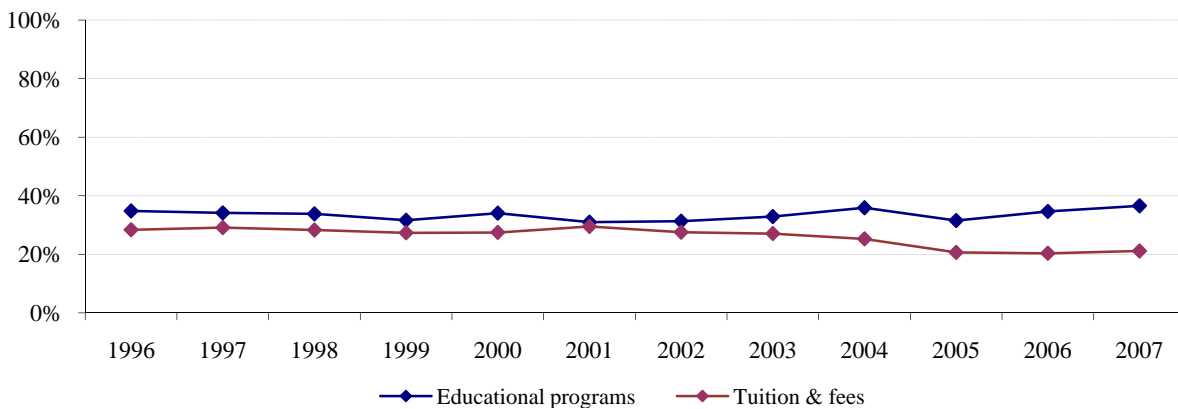
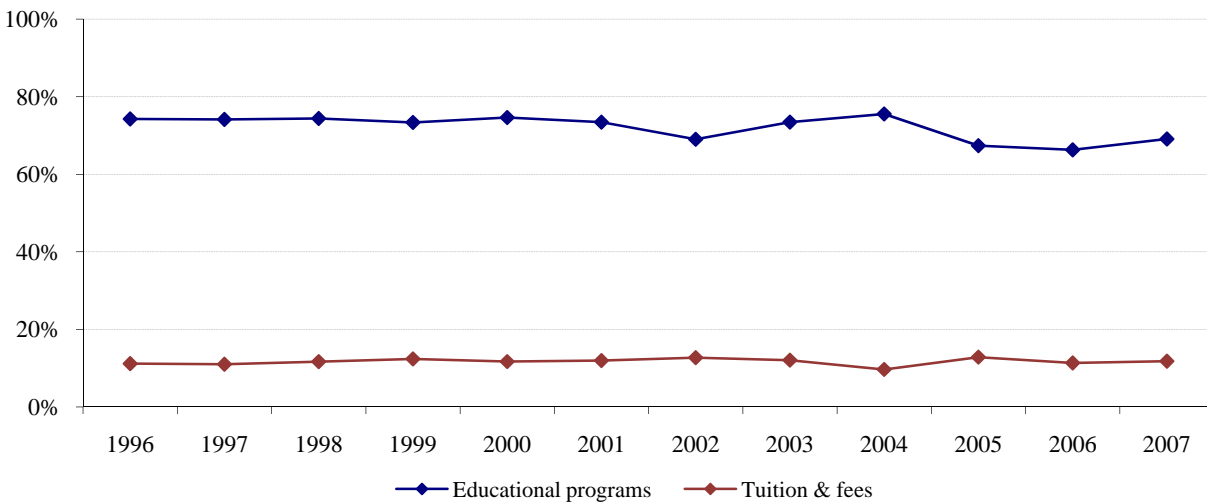


Chart 2.4.2: Retrospective reason for selecting UConn`



**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
Agriculture & Natural Resources	58%	Agriculture & Natural Resources	11%
Business	34%	Business	21%
Continuing Studies	40%	Continuing Studies	5%
Education	50%	Education	15%
Engineering	42%	Engineering	31%
Fine Arts	34%	Fine Arts	37%
Liberal Arts & Sciences	31%	Liberal Arts & Sciences	24%
Nursing	30%	Nursing	25%
Pharmacy	46%	Pharmacy	18%

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

School /College	Educational Programs	School/College	Tuition & Fees
Agriculture & Natural Resources	77%	Agriculture & Natural Resources	10%
Business	67%	Business	12%
Continuing Studies	64%	Continuing Studies	6%
Education	82%	Education	4%
Engineering	60%	Engineering	18%
Fine Arts	71%	Fine Arts	11%
Liberal Arts & Sciences	69%	Liberal Arts & Sciences	13%
Nursing	68%	Nursing	19%
Pharmacy	73%	Pharmacy	14%

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 Continuing Studies, 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> )	
<u>Potential Benefits:</u>	Mean	Rank	Mean	Rank	(Helpfulness - Importance)	Rank
Obtain career training - knowledge and skills applicable to specific job/work	6.23	4	4.66	21	-1.56	23
Acquire background and specialization for further education in a professional, scientific or scholarly field	5.96	12	5.03	9	-0.93	17
Gain a range of information that might be relevant to a career	6.21	5	5.22	7	-0.99	20
Develop an understanding and enjoyment of literature, art, music and drama	4.74	23	4.55	22	-0.18	2
Develop an understanding of diversity and cultural differences	5.20	19	4.84	18	-0.36	4
Write clearly and effectively	6.16	7	5.23	5	-0.93	16
Become fluent in the computing of your discipline	5.83	13	5.01	11	-0.82	13
Obtain a general foundation in computing regardless of your discipline	5.54	14	4.90	15	-0.64	10
Become aware of different philosophies, cultures and ways of life	5.37	17	5.03	10	-0.34	3
Develop your own values and ethical standards	5.99	11	5.00	12	-0.99	18
Understand yourself, your abilities, your interests and personality	6.24	2	5.25	4	-0.99	19
Understand and be able to get along with different kinds of people	6.18	6	5.38	2	-0.80	12
Understand the nature of science and experimentation	5.01	21	4.86	17	-0.15	1
Understand new scientific and technical developments	5.12	20	4.70	19	-0.43	5
Become aware of the consequences (benefits/hazards) of new applications	4.92	22	4.46	23	-0.46	7
Learn and apply information technology	5.27	18	4.67	20	-0.60	9
Think analytically and logically	6.11	8	5.35	3	-0.76	11
Think in quantitative terms, understand probabilities, proportions, etc.	5.39	16	4.93	13	-0.46	6
Learn on your own, pursue ideas and find information you need	6.30	1	5.46	1	-0.85	14
See the importance of history for understanding the present as well	5.41	15	4.87	16	-0.54	8
Know how to speak before groups, actively participate in group discussion, function as a team manager	6.11	9	5.23	6	-0.88	15
Know how to lead and supervise groups of people	6.05	10	4.93	14	-1.13	21
Formulate creative and original ideas	6.23	3	5.10	8	-1.13	22

\* 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 *'Learn on your own, pursue ideas and find information you need'*. This benefit ranks first in rating for UConn's helpfulness in providing this benefit. In 2006, this item was ranked third in terms of perceived importance and was ranked first for perceived helpfulness. Based on relative helpfulness, the item ranks 14<sup>th</sup> in 2007 and was ranked 12<sup>th</sup> in 2006.

The second most highly rated potential benefit, based on perceived importance, is *'Understand yourself, your abilities, your interests, and personality'*. This benefit is ranked fourth for UConn's helpfulness in providing this benefit, and ranks 19<sup>th</sup> on relative helpfulness. In terms of perceived importance, the above item was ranked second top in 2006.

The third most highly rated potential benefit, based on perceived importance, is *'Formulate creative and original ideas.'* This benefit ranks eighth for UConn's helpfulness in providing this benefit. It ranked lower at 22<sup>nd</sup> on the relative helpfulness scale. The perceived importance of this item was ranked fourth in 2006, and ranked seventh for UConn's helpfulness in 2006.

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 different kinds of people*
- *Think analytically and logically*

Table 3.1.2 shows the overall (all benefits) mean rating for UConn's helpfulness by School/College. Pharmacy, Nursing, and Education 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
Pharmacy	5.5
Nursing	5.2
Education	5.1
Agriculture & Natural Resources	5.0
Business	5.0
Engineering	5.0
Continuing Studies	4.9
Fine Arts	4.9
Liberal Arts & Sciences	4.9

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/College, *'Overall experience with courses in your major field'* received the highest average rating among the three items. In 2007, as in 2006, Continuing Studies received the highest average satisfaction rating for general education requirements and for courses outside the major field and Pharmacy received the highest average satisfaction rating for courses in the major field.

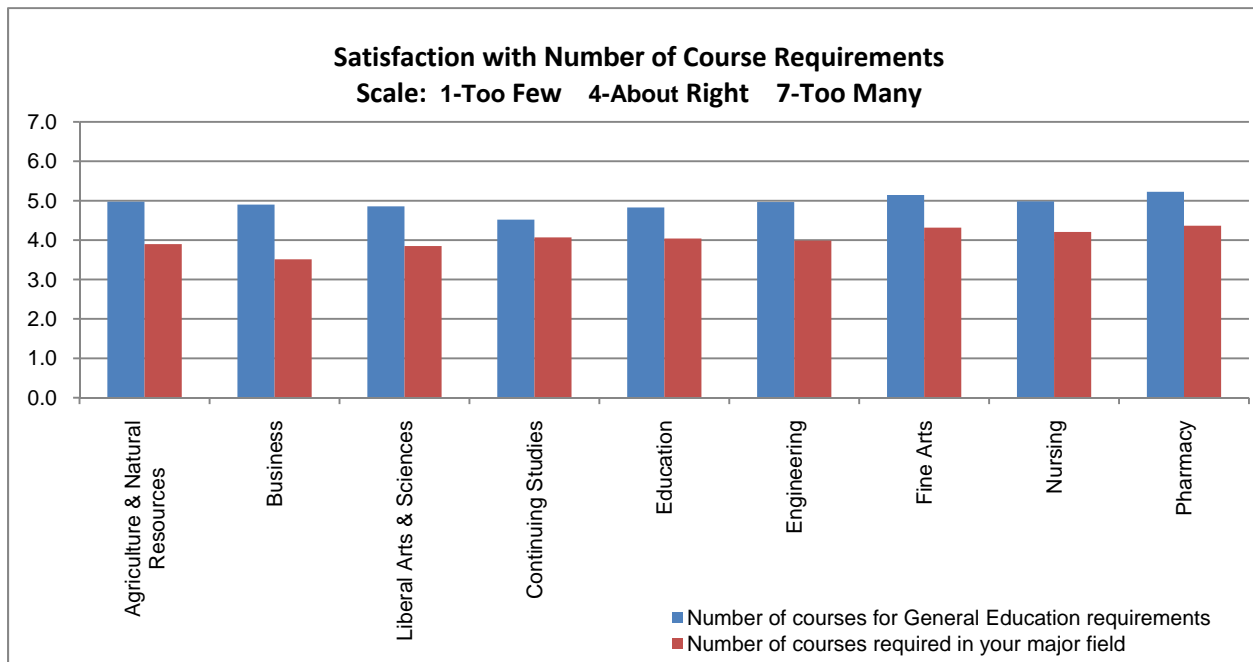
Table 3.2.1: Mean Satisfaction with UConn Experience (by School/College)

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
Nursing	5.1	Continuing Studies	5.4	Pharmacy	6.3
Education	4.9	Business	4.9	Continuing Studies	6.0
Pharmacy	4.9	Liberal Arts & Sciences	4.9	Fine Arts	5.9
Business	4.8	Nursing	4.8	Liberal Arts & Sciences	5.9
Continuing Studies	4.8	Education	4.8	Education	5.8
Fine Arts	4.8	Agriculture & Natural Resources	4.8	Agriculture & Natural Resources	5.8
Liberal Arts & Sciences	4.8	Pharmacy	4.6	Business	5.7
Agriculture & Natural Resources	4.7				
Engineering	4.6	Engineering	4.5	Engineering	5.6
		Fine Arts	4.4	Nursing	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 4.9). Among Schools and Colleges, on average, respondents from Agriculture, Business, and Liberal Arts felt they had fewer courses as major field requirements. On average, respondents from Fine Arts and Pharmacy 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, 97% of the respondents would recommend UConn to friends or relatives. Table 3.3.1 summarizes the UConn recommendation rates by School/College in order of their rank.

Table 3.3.1: Percent of Respondents Who Would Recommend UConn (by School/College)

School/College	% who would recommend UConn
Education	100%
Fine Arts	100%
Continuing Studies	99%
Business	98%
Engineering	98%
Liberal Arts & Sciences	96%
Nursing	96%
Pharmacy	96%
Agriculture & Natural Resources	95%

## 4. Post-Graduate Experiences

### 4.1 Employment Rates

Overall, 86% of respondents are employed either full-time or part-time, 32% 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	65	149	90
Part-time	68	18	5
Not in graduate school	724	98	83

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

98% of Nursing graduates are employed, followed by Fine Arts graduates (94%) and Business graduates (91%). While 66% of Education graduates are employed, 99% of Education graduates are either employed or in graduate school.

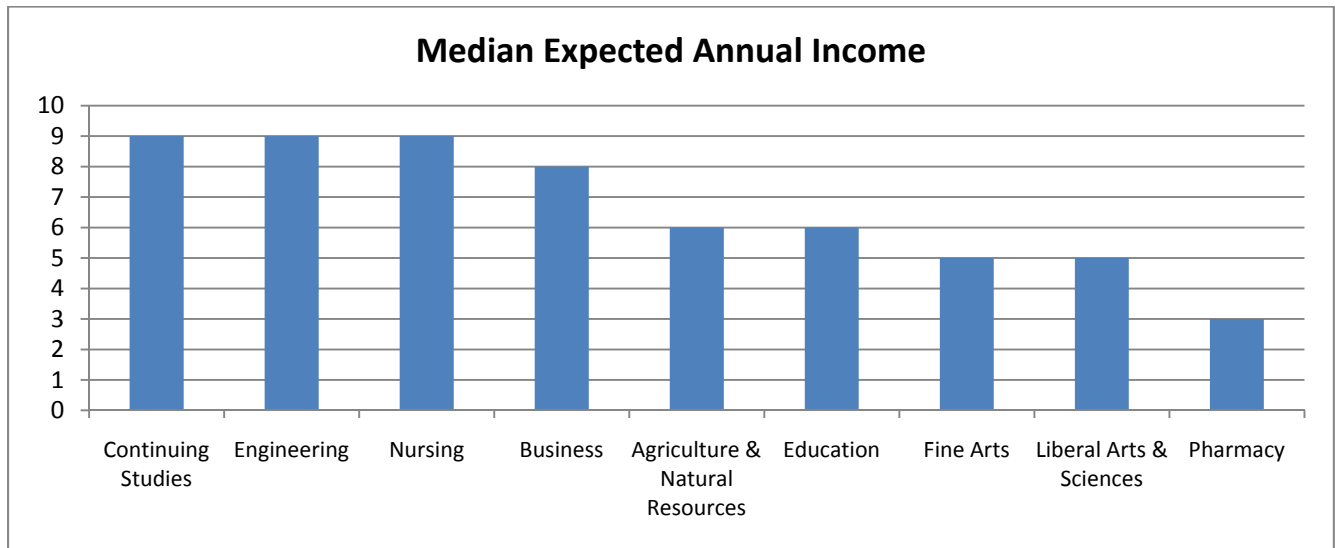
100% of Pharmacy graduates, 99% of Education graduates, and 98% of Nursing graduates are either employed or in graduate school; data supports the integrated undergraduate-graduate nature of some or all of the programs offered by these schools. The percentage of respondents who are either employed or in graduate school ranges from 87% 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 Continuing Studies (13%), and Liberal Arts (8%).

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	98%	Pharmacy	100%	Pharmacy	0%
Fine Arts	94%	Education	99%	Education	1%
Business	91%	Nursing	98%	Nursing	2%
Agriculture & Natural	89%	Fine Arts	97%	Fine Arts	3%
Engineering	86%	Business	95%	Business	5%
Pharmacy	86%	Agriculture & Natural	94%	Agriculture & Natural	6%
Continuing Studies	82%	Engineering	94%	Engineering	6%
Liberal Arts & Sciences	82%	Liberal Arts & Sciences	92%	Liberal Arts & Sciences	8%
Education	66%	Continuing Studies	87%	Continuing Studies	13%

Overall, 74% of the respondents felt their degree was helpful when applying for their current job, and 60% 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)

Continuing Studies, Engineering, and Nursing graduates have the highest median expected annual income range of \$50,001 to 60,000. Business has the second highest expected annual income range of \$45,001 to 50,000. Agriculture and Education have an expected income of \$35,001 to \$40,000, and Fine Arts and Liberal Arts and Sciences graduates expect a range of \$30,001-35,000. Pharmacy has the lowest median expected annual income range of \$20,001-\$25,000, though this may be due to a small response size to this question for this School.

## 4.2 Use of UConn Career Services

36% of all respondents have used Career Services (36% employed and 36% unemployed respondents). Table 4.2.1 shows that Business (58%) and Engineering (47%) have the highest percentages and Pharmacy (9%) has the lowest percentage of using the service. The relatively low percent usage of career services by 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	58%
Engineering	47%
Liberal Arts & Sciences	38%
Fine Arts	33%
Agriculture & Natural Resources	28%
Education	25%
Continuing Studies	15%
Nursing	15%
Pharmacy	9%

## 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 six 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	2007
Prof./Managerial/Admin./Tech. (except Teaching and Health)	49%	46%	47%	47%	44%	46%
Teaching	13%	15%	12%	14%	13%	11%
Health	14%	13%	12%	12%	15%	16%
Clerical or Sales	11%	14%	14%	15%	12%	11%
Public & Personal Service	7%	5%	8%	7%	5%	5%
Technicians, Craft Workers, Operators & Repair Workers	1%	3%	2%	2%	2%	2%
Agricultural & Natural Sciences	3%	3%	3%	3%	3%	2%
Multiple Responses/Other	2%	2%	3%	1%	6%	7%

*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.