The University of Connecticut

Report on the Alumni Survey - 2008 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 almost thirty 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 2008 responses. It is also available at the following website: http://www.oir.uconn.edu/alum08.pdf. Separate reports will also be generated for each School/College and for larger departments.

1. Number of Respondents and Response Rates

In Fall 2008, 4,583 questionnaires were sent to graduates who received a bachelor's degree from July 2007 through June 2008. This includes 157 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 4,591 actual degrees conferred, including dual degrees, from July 2007 through June 2008).

1,451 completed questionnaires were returned, for a total response rate of 33%1. 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 2008 survey. Graduates from Nursing have the highest response rate (46%) while graduates from Pharmacy have the lowest response rate (22%). Compared to previous year, the response rate of graduates from Nursing increased by 9%, and the response rate of graduates from Agriculture increased by 3%. The response rate decreased by 3% for Education and by 2% for Engineering graduates compared to the previous year.

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

<table>
<thead>
<tr>
<th>School/College</th>
<th>Number of Graduates</th>
<th>Number of Respondents</th>
<th>Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture &amp; Natural Resources</td>
<td>347</td>
<td>127</td>
<td>37%</td>
</tr>
<tr>
<td>Business</td>
<td>601</td>
<td>190</td>
<td>32%</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>352</td>
<td>118</td>
<td>34%</td>
</tr>
<tr>
<td>Education</td>
<td>199</td>
<td>73</td>
<td>37%</td>
</tr>
<tr>
<td>Engineering1</td>
<td>321</td>
<td>86</td>
<td>27%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>127</td>
<td>39</td>
<td>31%</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences</td>
<td>2,399</td>
<td>729</td>
<td>30%</td>
</tr>
<tr>
<td>Nursing</td>
<td>142</td>
<td>66</td>
<td>46%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>103</td>
<td>23</td>
<td>22%</td>
</tr>
</tbody>
</table>

1Includes 12 graduates in Management & Engineering for Manufacturing.

The majority of respondents to the survey are female (65%) as were the majority of all graduates in the 2008 class (55%). The number of female graduates returning the completed surveys is 943 while the number of male graduates returning the completed surveys is 506. Female graduates responded at a higher rate (37%) than male graduates (24%), as has been the case in previous alumni surveys.

---

1 Calculation of response rate excludes 124 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 83% of 2008 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 remained the same and the number of respondents who are 25 years or more decreased by 1%. In terms of School or College, Continuing Studies (General Studies majors) has the largest number of respondents (59%) 35 years or above in age; within all other Schools/Colleges, the most common age category is 21-24 years. 8% of respondents in Business, and 7% of respondents in Liberal Arts, are between 25 and 34 years old.

<table>
<thead>
<tr>
<th>Age group (years)</th>
<th>Percent Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 to 20</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>21 to 24</td>
<td>85%</td>
</tr>
<tr>
<td>25 to 34</td>
<td>8%</td>
</tr>
<tr>
<td>35 to 49</td>
<td>5%</td>
</tr>
<tr>
<td>Over 50</td>
<td>&lt;2%</td>
</tr>
</tbody>
</table>

In terms of ethnic background, the majority of respondents to the survey are white (83%). The percentage of respondents belonging to American minority groups (12%) is similar to the percentage of all 2008 graduates belonging to American minority groups (16%).

In summary, the sample of respondents is fairly representative of the 2008 graduating population in terms of gender, age, and ethnicity.

2. General Questions

2.1. Freshman Entrance Rate

Overall, 79% 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>
<thead>
<tr>
<th>School/College</th>
<th>Within-School/College Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacy</td>
<td>100%</td>
</tr>
<tr>
<td>Education</td>
<td>95%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>92%</td>
</tr>
<tr>
<td>Nursing</td>
<td>89%</td>
</tr>
<tr>
<td>Business</td>
<td>85%</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences</td>
<td>84%</td>
</tr>
<tr>
<td>Engineering</td>
<td>81%</td>
</tr>
<tr>
<td>Agriculture &amp; Natural Resources</td>
<td>78%</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>14%</td>
</tr>
</tbody>
</table>

Pharmacy has the highest freshman entrance rate (100%), followed by Education (95%) and Fine Arts (92%). 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, 80% 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

<table>
<thead>
<tr>
<th>Semesters</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
<td>13</td>
<td>52</td>
<td>35</td>
<td>162</td>
<td>25</td>
<td>257</td>
<td>32</td>
<td>168</td>
</tr>
<tr>
<td>Percentage</td>
<td>2%</td>
<td>7%</td>
<td>5%</td>
<td>22%</td>
<td>3%</td>
<td>35%</td>
<td>4%</td>
<td>23%</td>
</tr>
</tbody>
</table>

For the four-year respondents, 23% lived in a residence hall for all eight semesters. This is substantially lower than the 36% living in a residence hall for all eight semesters from the previous year. 9% did not live in a residence hall at any point (this is 1% lower 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 (35%) 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, 71% were satisfied, 17% were neutral, and 12% 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

<table>
<thead>
<tr>
<th>Semesters in Residence Halls</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9 or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
<td>34</td>
<td>117</td>
<td>71</td>
<td>238</td>
<td>44</td>
<td>313</td>
<td>52</td>
<td>238</td>
<td>16</td>
</tr>
<tr>
<td>Satisfied</td>
<td>19</td>
<td>62</td>
<td>51</td>
<td>160</td>
<td>35</td>
<td>222</td>
<td>40</td>
<td>195</td>
<td>16</td>
</tr>
<tr>
<td>Neutral</td>
<td>6</td>
<td>27</td>
<td>11</td>
<td>47</td>
<td>3</td>
<td>52</td>
<td>8</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>9</td>
<td>28</td>
<td>9</td>
<td>31</td>
<td>6</td>
<td>39</td>
<td>4</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

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 up 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

<table>
<thead>
<tr>
<th>School/College</th>
<th>Before College</th>
<th>As a Freshman</th>
<th>As a Sophomore</th>
<th>As a Junior</th>
<th>As a Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture &amp; Natural Resources</td>
<td>36%</td>
<td>9%</td>
<td>35%</td>
<td>18%</td>
<td>2%</td>
</tr>
<tr>
<td>Business</td>
<td>33%</td>
<td>11%</td>
<td>36%</td>
<td>18%</td>
<td>3%</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>19%</td>
<td>3%</td>
<td>16%</td>
<td>52%</td>
<td>10%</td>
</tr>
<tr>
<td>Education</td>
<td>57%</td>
<td>17%</td>
<td>22%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Engineering</td>
<td>58%</td>
<td>21%</td>
<td>17%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>49%</td>
<td>10%</td>
<td>23%</td>
<td>15%</td>
<td>3%</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences</td>
<td>20%</td>
<td>13%</td>
<td>42%</td>
<td>22%</td>
<td>2%</td>
</tr>
<tr>
<td>Nursing</td>
<td>82%</td>
<td>6%</td>
<td>11%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>74%</td>
<td>17%</td>
<td>9%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Overall (Total)</td>
<td><strong>32%</strong></td>
<td><strong>12%</strong></td>
<td><strong>34%</strong></td>
<td><strong>20%</strong></td>
<td><strong>2%</strong></td>
</tr>
</tbody>
</table>

Table excludes responses from students who did not remember when they decided on their major. All percentages are rounded and may not add up to exactly 100%.
Overall, 32% 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 (28%).

80% or more respondents within each School or College, except Continuing Studies (38%), and Liberal Arts & Sciences (76%), decided their major before or during their sophomore year. Almost half of all respondents from Liberal arts & Sciences (42%) decided their major during their sophomore year.

Nursing (82%), followed by Pharmacy (74%), Engineering (58%), and Education (57%) have the highest within-School/College percent respondents who decided their major before college. Compared to the previous year, this percent is higher by 18% for Nursing, by 15% for Engineering, but is lower by 16% for Fine Arts and 10% 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>
<thead>
<tr>
<th>School/College</th>
<th>Never changed</th>
<th>Changed one time</th>
<th>Changed two times</th>
<th>Changed more than two times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture &amp; Natural Resources</td>
<td>53%</td>
<td>30%</td>
<td>11%</td>
<td>6%</td>
</tr>
<tr>
<td>Business</td>
<td>54%</td>
<td>32%</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>82%</td>
<td>10%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Education</td>
<td>75%</td>
<td>16%</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Engineering</td>
<td>72%</td>
<td>27%</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>69%</td>
<td>18%</td>
<td>10%</td>
<td>3%</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences</td>
<td>51%</td>
<td>30%</td>
<td>12%</td>
<td>8%</td>
</tr>
<tr>
<td>Nursing</td>
<td>88%</td>
<td>11%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>83%</td>
<td>9%</td>
<td>0%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Overall (Total)</strong></td>
<td><strong>59%</strong></td>
<td><strong>26%</strong></td>
<td><strong>9%</strong></td>
<td><strong>6%</strong></td>
</tr>
</tbody>
</table>

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

Nursing (88%), followed by Pharmacy (83%), Continuing Studies (82%), and Education (75%) have the highest percentage of respondents who never changed their major. Liberal Arts & Sciences (51%), followed by Agriculture (53%) and Business (54%), have the lowest percentage of respondents who never changed their major.

Agriculture (11%), and Liberal Arts and Sciences (12%) have the highest percentage of respondents who changed their major two times. Overall 59% of all respondents never changed their major while 6% changed their major more than two times. This is consistent with the 2007 respondents where overall 58% 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 (25%);
- Location (20%);
- 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 (44%);
- Tuition and Fees (15%);
- Specific programs offered (13%).

Compared to the original reasons for selecting UConn, quality of educational programs gains 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/College 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)**

<table>
<thead>
<tr>
<th>School/College</th>
<th>Educational Programs</th>
<th>School/College</th>
<th>Tuition &amp; Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture &amp; Natural Resources</td>
<td>46%</td>
<td>Agriculture &amp; Natural Resources</td>
<td>20%</td>
</tr>
<tr>
<td>Business</td>
<td>32%</td>
<td>Business</td>
<td>28%</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>38%</td>
<td>Continuing Studies</td>
<td>6%</td>
</tr>
<tr>
<td>Education</td>
<td>55%</td>
<td>Education</td>
<td>24%</td>
</tr>
<tr>
<td>Engineering</td>
<td>32%</td>
<td>Engineering</td>
<td>34%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>40%</td>
<td>Fine Arts</td>
<td>21%</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences</td>
<td>31%</td>
<td>Liberal Arts &amp; Sciences</td>
<td>28%</td>
</tr>
<tr>
<td>Nursing</td>
<td>37%</td>
<td>Nursing</td>
<td>32%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>50%</td>
<td>Pharmacy</td>
<td>27%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School/College</th>
<th>Educational Programs</th>
<th>School/College</th>
<th>Tuition &amp; Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture &amp; Natural Resources</td>
<td>75%</td>
<td>Agriculture &amp; Natural Resources</td>
<td>14%</td>
</tr>
<tr>
<td>Business</td>
<td>66%</td>
<td>Business</td>
<td>17%</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>74%</td>
<td>Continuing Studies</td>
<td>5%</td>
</tr>
<tr>
<td>Education</td>
<td>83%</td>
<td>Education</td>
<td>11%</td>
</tr>
<tr>
<td>Engineering</td>
<td>71%</td>
<td>Engineering</td>
<td>19%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>71%</td>
<td>Fine Arts</td>
<td>16%</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences</td>
<td>70%</td>
<td>Liberal Arts &amp; Sciences</td>
<td>15%</td>
</tr>
<tr>
<td>Nursing</td>
<td>64%</td>
<td>Nursing</td>
<td>20%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>70%</td>
<td>Pharmacy</td>
<td>13%</td>
</tr>
</tbody>
</table>

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, 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.

32% of respondents indicate that they are first generation college students. 14% of respondents’ parents attended UConn, and 24% of respondents’ siblings attended UConn, while 1% of spouses and 1% of children of respondents attended 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.

<table>
<thead>
<tr>
<th>Potential Benefits:</th>
<th>Perceived Importance</th>
<th>Helpfulness of UConn</th>
<th>Relative UConn Helpfulness*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Rank</td>
<td>Mean</td>
</tr>
<tr>
<td>Obtain career training - knowledge and skills applicable to specific job/work</td>
<td>6.25</td>
<td>4</td>
<td>4.63</td>
</tr>
<tr>
<td>Acquire background and specialization for further education in a professional,</td>
<td>5.96</td>
<td>12</td>
<td>4.92</td>
</tr>
<tr>
<td>scientific or scholarly field</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gain a range of information that might be relevant to a career</td>
<td>6.27</td>
<td>2</td>
<td>5.16</td>
</tr>
<tr>
<td>Develop an understanding and enjoyment of literature, art, music and drama</td>
<td>4.66</td>
<td>23</td>
<td>4.50</td>
</tr>
<tr>
<td>Develop an understanding of diversity and cultural differences</td>
<td>5.18</td>
<td>19</td>
<td>4.87</td>
</tr>
<tr>
<td>Write clearly and effectively</td>
<td>6.21</td>
<td>6</td>
<td>5.30</td>
</tr>
<tr>
<td>Become fluent in the computing of your discipline</td>
<td>5.89</td>
<td>13</td>
<td>5.02</td>
</tr>
<tr>
<td>Obtain a general foundation in computing regardless of your discipline</td>
<td>5.61</td>
<td>14</td>
<td>4.88</td>
</tr>
<tr>
<td>Become aware of different philosophies, cultures and ways of life</td>
<td>5.37</td>
<td>16</td>
<td>5.09</td>
</tr>
<tr>
<td>Develop your own values and ethical standards</td>
<td>6.00</td>
<td>11</td>
<td>5.02</td>
</tr>
<tr>
<td>Understand yourself, your abilities, your interests and personality</td>
<td>6.27</td>
<td>3</td>
<td>5.16</td>
</tr>
<tr>
<td>Understand and be able to get along with different kinds of people</td>
<td>6.16</td>
<td>7</td>
<td>5.37</td>
</tr>
<tr>
<td>Understand the nature of science and experimentation</td>
<td>5.00</td>
<td>21</td>
<td>4.78</td>
</tr>
<tr>
<td>Understand new scientific and technical developments</td>
<td>5.07</td>
<td>20</td>
<td>4.57</td>
</tr>
<tr>
<td>Become aware of the consequences (benefits/hazards) of new applications</td>
<td>4.94</td>
<td>22</td>
<td>4.36</td>
</tr>
<tr>
<td>Learn and apply information technology</td>
<td>5.25</td>
<td>18</td>
<td>4.62</td>
</tr>
<tr>
<td>Think analytically and logically</td>
<td>6.10</td>
<td>9</td>
<td>5.34</td>
</tr>
<tr>
<td>Think in quantitative terms, understand probabilities, proportions, etc.</td>
<td>5.36</td>
<td>17</td>
<td>4.94</td>
</tr>
<tr>
<td>Learn on your own, pursue ideas and find information you need</td>
<td>6.29</td>
<td>1</td>
<td>5.44</td>
</tr>
<tr>
<td>See the importance of history for understanding the present as well</td>
<td>5.44</td>
<td>15</td>
<td>4.95</td>
</tr>
<tr>
<td>Know how to speak before groups, actively participate in group discussion,</td>
<td>6.12</td>
<td>8</td>
<td>5.28</td>
</tr>
<tr>
<td>function as a team manager</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know how to lead and supervise groups of people</td>
<td>6.10</td>
<td>10</td>
<td>4.92</td>
</tr>
<tr>
<td>Formulate creative and original ideas</td>
<td>6.24</td>
<td>5</td>
<td>5.18</td>
</tr>
</tbody>
</table>

* 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 first in terms of perceived importance and was ranked first for perceived helpfulness. Based on relative helpfulness, the item ranks 14th in 2008 and was ranked 14th in 2007.

The second most highly rated potential benefit, based on perceived importance, is ‘Gain a range of information that might be relevant to a career.’ This benefit is ranked eighth for UConn’s helpfulness in providing this benefit, and ranks 21st on relative helpfulness. In terms of perceived importance, the above item was ranked fifth in 2007.

The third most highly rated potential benefit, based on perceived importance, is ‘Understand yourself, your abilities, your interests and personality.’ This benefit ranks seventh for UConn’s helpfulness in providing this benefit. It ranked lower at 20th on the relative helpfulness scale. The perceived importance of this item was ranked second in 2007, and ranked fourth for UConn’s helpfulness in 2007.

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’
- ‘Think analytically and logically’

Table 3.1.2 shows the overall (all benefits) mean rating for UConn’s helpfulness by School/College. Pharmacy and Education have the highest mean rating.

Table 3.1.2: Mean UConn Helpfulness in Providing Potential Benefits of Education (by School/College)

<table>
<thead>
<tr>
<th>School/College</th>
<th>Mean UConn helpfulness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>5.2</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>5.2</td>
</tr>
<tr>
<td>Agriculture &amp; Natural Resources</td>
<td>5.1</td>
</tr>
<tr>
<td>Engineering</td>
<td>5.1</td>
</tr>
<tr>
<td>Business</td>
<td>5.0</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>5.0</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences</td>
<td>4.9</td>
</tr>
<tr>
<td>Nursing</td>
<td>4.9</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>4.8</td>
</tr>
</tbody>
</table>

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 2008, as in 2007, Continuing Studies received the highest average satisfaction rating for general education requirements and for courses outside the major field and Agriculture received the highest average satisfaction rating for courses in the major field.
Table 3.2.1: Mean Satisfaction with UConn Experience (by School/College)

<table>
<thead>
<tr>
<th>Overall Experience with General Education Requirements</th>
<th>Overall Experience with Required School/College Courses Outside Your Major</th>
<th>Overall Experience with Courses in Your Major Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>Continuing Studies</td>
<td>Agriculture &amp; Natural Resources</td>
</tr>
<tr>
<td>5.6</td>
<td>5.5</td>
<td>6.0</td>
</tr>
<tr>
<td>Business</td>
<td></td>
<td>Business</td>
</tr>
<tr>
<td>5.1</td>
<td></td>
<td>5.8</td>
</tr>
<tr>
<td>Agriculture &amp; Natural Resources</td>
<td></td>
<td>Education</td>
</tr>
<tr>
<td>5.0</td>
<td></td>
<td>5.8</td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td>Liberal Arts &amp; Sciences</td>
</tr>
<tr>
<td>5.0</td>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences</td>
<td></td>
<td>Engineering</td>
</tr>
<tr>
<td>4.8</td>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td>Liberal Arts &amp; Sciences</td>
</tr>
<tr>
<td>4.7</td>
<td></td>
<td>4.9</td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td>Fine Arts</td>
</tr>
<tr>
<td>4.5</td>
<td></td>
<td>4.6</td>
</tr>
<tr>
<td>Pharmacy</td>
<td></td>
<td>Nursing</td>
</tr>
<tr>
<td>4.5</td>
<td></td>
<td>4.5</td>
</tr>
<tr>
<td>Fine Arts</td>
<td></td>
<td>Pharmacy</td>
</tr>
<tr>
<td>4.4</td>
<td></td>
<td>4.5</td>
</tr>
</tbody>
</table>

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 Fine Arts, Business, and Agriculture, felt they had fewer courses as major field requirements. On average, respondents from Nursing 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, 95% 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)

<table>
<thead>
<tr>
<th>School/College</th>
<th>% who would recommend UConn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>100%</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>98%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>97%</td>
</tr>
<tr>
<td>Agriculture &amp; Natural Resources</td>
<td>96%</td>
</tr>
<tr>
<td>Business</td>
<td>96%</td>
</tr>
<tr>
<td>Engineering</td>
<td>96%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>96%</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences</td>
<td>94%</td>
</tr>
<tr>
<td>Nursing</td>
<td>94%</td>
</tr>
</tbody>
</table>

4. Post-Graduate Experiences

4.1 Employment Rates

Overall, 86% of respondents are employed either full-time or part-time, 34% are in graduate school either full-time or part-time; 92% are either employed or have entered graduate school; 8% 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

<table>
<thead>
<tr>
<th>Graduate school</th>
<th>Employment</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td>Not employed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>81</td>
<td>160</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td>71</td>
<td>20</td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not in graduate</td>
<td>781</td>
<td>102</td>
<td>114</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

100% of Engineering graduates are employed, followed by Engineering graduates (96%) and Nursing graduates (95%). While 72% of Education graduates are employed, 97% of Education graduates are either employed or in graduate school.

100% of Engineering and Pharmacy graduates, 97% of Education graduates, and 95% 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 94% 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 (13%), and Continuing Studies (11%).
Table 4.4.2: Employment and Graduate School Rates (by School/College)

<table>
<thead>
<tr>
<th></th>
<th>% Respondents Employed Full-time or Part-time</th>
<th>% Respondents Either Employed or in Graduate School</th>
<th>% Respondents Neither Employed Nor in Graduate School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacy</td>
<td>100%</td>
<td>Engineering</td>
<td>100%</td>
</tr>
<tr>
<td>Engineering</td>
<td>96%</td>
<td>Pharmacy</td>
<td>100%</td>
</tr>
<tr>
<td>Nursing</td>
<td>95%</td>
<td>Education</td>
<td>97%</td>
</tr>
<tr>
<td>Business</td>
<td>90%</td>
<td>Nursing</td>
<td>95%</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>88%</td>
<td>Agriculture &amp; Natural Resources</td>
<td>94%</td>
</tr>
<tr>
<td>Agriculture &amp; Natural Resources</td>
<td>84%</td>
<td>Business</td>
<td>91%</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences</td>
<td>83%</td>
<td>Liberal Arts &amp; Sciences</td>
<td>91%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>82%</td>
<td>Continuing Studies</td>
<td>89%</td>
</tr>
<tr>
<td>Education</td>
<td>72%</td>
<td>Fine Arts</td>
<td>87%</td>
</tr>
</tbody>
</table>

Overall, 73% of the respondents felt their degree was helpful when applying for their current job, and 63% 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)

Pharmacy graduates have the highest median expected annual income range of more than $70,000. Continuing Studies, Engineering, and Nursing graduates have the next highest median expected annual income range of $50,001 to 60,000. Business has the third highest expected annual income range of $45,001 to 50,000. Agriculture, Education, Fine Arts, and Liberal Arts & Sciences have an expected income of $30,001-35,000.
4.2 Use of UConn Career Services

32% of all respondents have used Career Services (30% employed and 40% unemployed respondents). Table 4.2.1 shows that Business (55%) and Engineering (39%) have the highest percentages and Pharmacy (5%) has the lowest percentage of using the service. The relatively low percent usage of career services by 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)

<table>
<thead>
<tr>
<th>School or College</th>
<th>% Respondents Who Used Career Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>55%</td>
</tr>
<tr>
<td>Engineering</td>
<td>39%</td>
</tr>
<tr>
<td>Liberal Arts &amp; Sciences</td>
<td>33%</td>
</tr>
<tr>
<td>Agriculture &amp; Natural Resources</td>
<td>24%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>18%</td>
</tr>
<tr>
<td>Nursing</td>
<td>17%</td>
</tr>
<tr>
<td>Education</td>
<td>16%</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>14%</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>5%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Type of Employer</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof./Managerial/Admin./Tech. (except Teaching and Health)</td>
<td>46%</td>
<td>47%</td>
<td>47%</td>
<td>44%</td>
<td>46%</td>
<td>44%</td>
</tr>
<tr>
<td>Teaching</td>
<td>15%</td>
<td>12%</td>
<td>14%</td>
<td>13%</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>Health</td>
<td>13%</td>
<td>12%</td>
<td>12%</td>
<td>15%</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>Clerical or Sales</td>
<td>14%</td>
<td>14%</td>
<td>15%</td>
<td>12%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>Public &amp; Personal Service</td>
<td>5%</td>
<td>8%</td>
<td>7%</td>
<td>5%</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Technicians, Craft Workers, Operators &amp; Repair Workers</td>
<td>3%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Agricultural &amp; Natural Sciences</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Multiple Responses/Other</td>
<td>2%</td>
<td>3%</td>
<td>1%</td>
<td>6%</td>
<td>7%</td>
<td>8%</td>
</tr>
</tbody>
</table>

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.