



Report on the Alumni Survey
2012 Graduating Class

University of Connecticut

Office of Institutional Research and Effectiveness

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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 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 2012 responses. It is also available at the following website: <http://www.oir.uconn.edu/alum12.pdf>. Separate reports can also be generated for each School/College and for larger departments, or upon request.

1. Number of Respondents and Response Rates

In Fall 2012, 5,135 questionnaires were sent to graduates who received a bachelor's degree from July 2011 through June 2012. This includes 159 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 5,149 actual degrees conferred, including dual degrees, from July 2011 through June 2012).

1,290 completed questionnaires were returned, for a total response rate of 26%¹. Over the past several years, the response rate has been in the range of 30%. Table 1.1 shows the response rate by School/College for the 2012 survey. Graduates from Nursing have the highest response rate (31%) while graduates from Pharmacy have the lowest response rate (20%). Compared to the previous year, the response rate of graduates from Business, Continuing Studies, Education, and Engineering stayed almost the same (1% increase). The response rate for Pharmacy increased by 5%, and decreased by 12% for Nursing, 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	508	143	28%
Business	617	170	28%
Continuing Studies	299	86	29%
Education	215	57	27%
Engineering ¹	443	114	26%
Fine Arts	106	23	22%
Liberal Arts & Sciences	2678	619	23%
Nursing	188	59	31%
Pharmacy	95	19	20%

¹Includes 14 graduates in Management & Engineering for Manufacturing.

The majority of respondents to the survey are female (60%) as were the majority of all graduates in the 2012 class (52%). The number of female graduates returning the completed surveys is 773 while the number of male graduates returning the completed surveys is 509. Female graduates responded at a higher rate (32%) than male graduates (21%), as has been the case in previous alumni surveys.

¹ Calculation of response rate excludes 86 mailed surveys that were undeliverable.

Table 1.2 shows the distribution of respondents by age group. 86% of respondents are in the age category 21-24 years; which is very similar to the 86% of 2012 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 was comparable (85%) and the number of respondents who are 25 to 34 years old decreased slightly by 1%. The number of respondents who are 35 to 49 stayed the same. In terms of School or College, Continuing Studies (General Studies majors) has the largest number of respondents (55%) 35 years or above in age; within all other Schools/Colleges, the most common age category is 21-24 years. 20% of respondents in Nursing, and 16% 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	86%
25 to 34	8%
35 to 49	3%
Over 50	2%

In terms of ethnic background, the majority of respondents to the survey are white (78%). The percentage of respondents belonging to American minority groups (11%) is lower compared to the percentage of all 2012 graduates belonging to American minority groups (20%).

In summary, the sample of respondents is fairly representative of the 2012 graduating population in terms of gender, age, and ethnicity.

2. General Questions

2.1. Freshman Entrance Rate

Overall, 77% of respondents entered UConn as freshmen, which stayed the same as the previous year. 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
Pharmacy	89.5%
Education	89.5%
Engineering	88.6%
Fine Arts	87.0%
Business	82.9%
Liberal Arts & Sciences	80.0%
Agriculture & Natural Resources	76.9%
Nursing	67.8%
Continuing Studies	15.1%

Pharmacy and Education has the highest freshman entrance rate (89.5%), followed by Engineering (88.6%) and Fine Arts (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, 79% 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	12	32	24	128	28	123	23	266
Percentage	2%	5%	4%	20%	4%	19%	4%	41%

For the four-year respondents, 41% lived in a residence hall for all eight semesters. This stayed the same as previous year (41%). 7% did not live in a residence hall at any point (this is more than the 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 (19%) 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, 80% were satisfied, 13% were neutral, and 8% were dissatisfied. The satisfaction rate is higher for students who lived in residence halls for four semesters or more than it is for students who lived in residence halls for less than four 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	32	80	67	208	59	183	31	324	13
Satisfied	47%	61%	64%	77%	80%	83%	81%	92%	85%
Neutral	28%	18%	21%	15%	12%	12%	16%	6%	0%
Dissatisfied	25%	21%	15%	7%	9%	6%	3%	3%	15%

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	29%	13%	37%	18%	4%
Business	31%	18%	34%	15%	2%
Continuing Studies	12%	2%	12%	57%	18%
Education	43%	16%	32%	9%	0%
Engineering	59%	24%	15%	3%	0%
Fine Arts	65%	13%	17%	4%	0%
Liberal Arts & Sciences	25%	15%	41%	19%	1%
Nursing	81%	10%	4%	0%	6%
Pharmacy	78%	17%	6%	0%	0%
Overall (Total)	33%	15%	33%	17%	3%

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

Overall, 33% of all respondents decided their major before entering college and another 33% of all respondents decided their major as sophomores. The percentage of respondents who decided their major before college was lower compared to the previous year (35%).

79% or more respondents within each School or College, except Continuing Studies (25%), decided their major before or during their sophomore year. 41% of respondents from Liberal Arts & Sciences and 37% of respondents from Agriculture decided their major during their sophomore year.

Nursing (81%), followed by Pharmacy (78%), and Fine Arts (65%) have the highest within-School/College percent respondents who decided their major before college. Compared to the previous year, this percent is higher by 4% for Engineering and 3% for Nursing, but is lower by 9% for Education, 8% for Pharmacy, and 7% for Continuing Studies.

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
Agriculture & Natural Resources	52%	31%	10%	8%
Business	56%	35%	5%	4%
Continuing Studies	74%	12%	6%	8%
Education	72%	19%	4%	5%
Engineering	77%	15%	4%	4%
Fine Arts	74%	13%	0%	13%
Liberal Arts & Sciences	52%	33%	9%	6%
Nursing	88%	9%	2%	2%
Pharmacy	84%	16%	0%	0%
Overall (Total)	59%	28%	7%	6%

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

Nursing (88%), followed by Pharmacy (84%), and Engineering (77%) have the highest percentage of respondents who never changed their major. Agriculture (52%), followed by Liberal Arts (52%) have the lowest percentage of respondents who never changed their major.

Agriculture (10%) and Liberal Arts and Sciences (9%) 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 2011 respondents where overall 59% never changed their major, and 6% 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 (28%); Quality of educational programs (20%); and Location (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 (47%); Tuition and fees (16%); and Specific programs offered (15%).

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

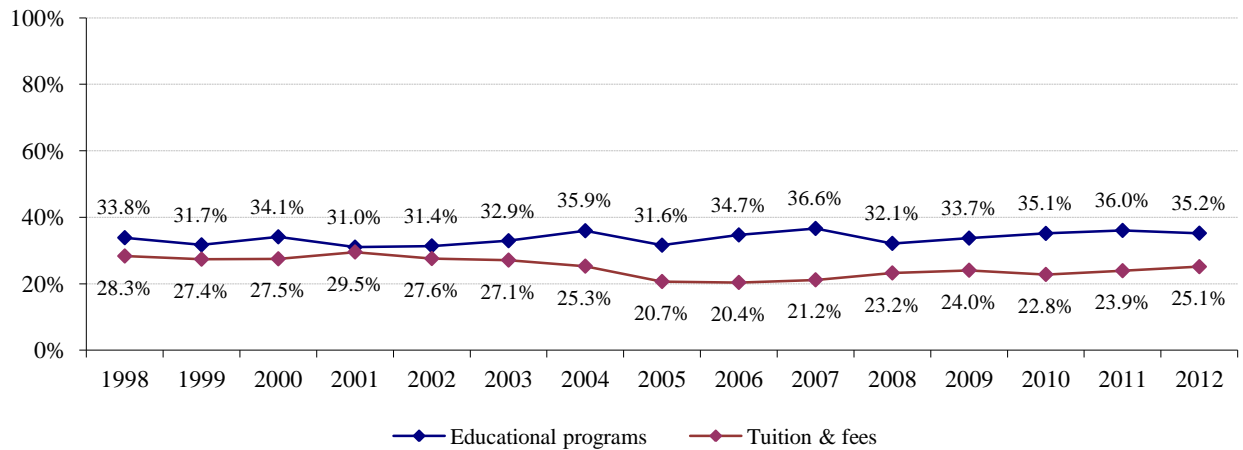


Figure 2.4.1. **Original** Reason for Selecting UConn

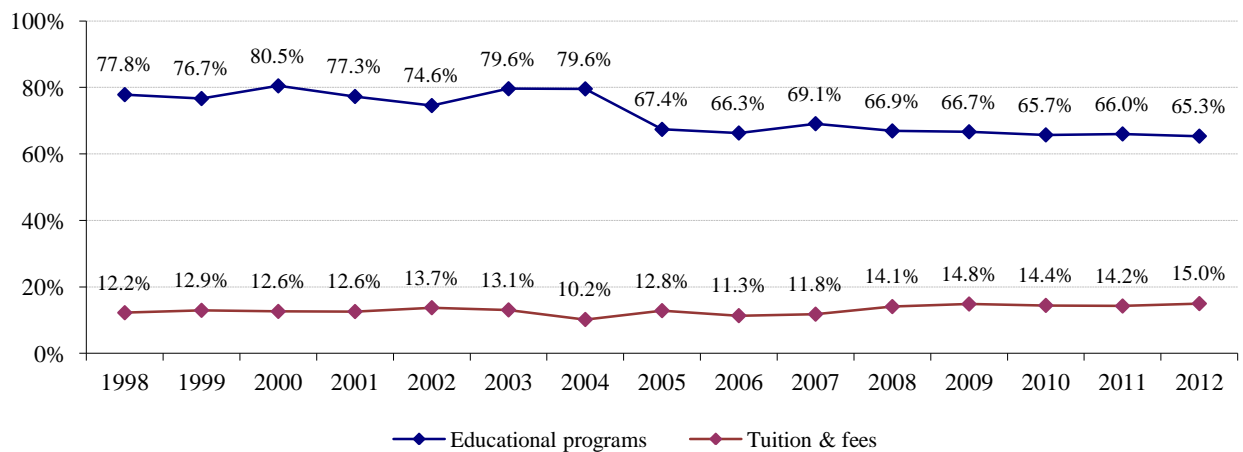


Figure 2.4.2. **Retrospective** Reason for Selecting UConn

Note: In the figures 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)

School/College	Educational Programs	School/College	Tuition & Fees
Agriculture & Natural Resources	55%	Agriculture & Natural Resources	24%
Business	32%	Business	40%
Continuing Studies	43%	Continuing Studies	12%
Education	62%	Education	19%
Engineering	42%	Engineering	28%
Fine Arts	30%	Fine Arts	35%
Liberal Arts & Sciences	34%	Liberal Arts & Sciences	30%
Nursing	51%	Nursing	22%
Pharmacy	56%	Pharmacy	28%

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

School/College	Educational Programs	School/College	Tuition & Fees
Agriculture & Natural Resources	74%	Agriculture & Natural Resources	20%
Business	67%	Business	18%
Continuing Studies	72%	Continuing Studies	7%
Education	86%	Education	6%
Engineering	68%	Engineering	19%
Fine Arts	76%	Fine Arts	5%
Liberal Arts & Sciences	69%	Liberal Arts & Sciences	18%
Nursing	78%	Nursing	15%
Pharmacy	89%	Pharmacy	11%

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.

28% of respondents indicate that they are first generation college students. 17% of respondents' parents attended UConn, and 24% of respondents' siblings attended UConn, while 1% of spouses and less than 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

Potential Benefits	Perceived Importance		Helpfulness of UConn		Relative UConn Helpfulness*	
	1: Not Important 7: Very Important		1: Not helpful 7: Very Helpful		(Mean _{Helpfulness} - Mean _{Importance})	
	Mean	Rank	Mean	Rank	(Helpfulness - Importance)	Rank
Obtain career training - knowledge and skills applicable to specific job/work	6.31	1	4.70	18	-1.61	23
Acquire background and specialization for further education in a professional, scientific or scholarly field	5.94	12	5.02	13	-0.92	17
Gain a range of information that might be relevant to a career	6.27	2	5.24	7	-1.03	19
Develop an understanding and enjoyment of literature, art, music and drama	4.43	23	4.41	22	-0.02	1
Develop an understanding of diversity and cultural differences	5.20	19	5.04	11	-0.16	2
Write clearly and effectively	6.10	9	5.32	6	-0.77	14
Become fluent in the computing of your discipline	5.50	13	4.44	21	-1.05	21
Obtain a general foundation in computing regardless of your discipline	5.39	15	4.52	20	-0.87	16
Become aware of different philosophies, cultures and ways of life	5.28	16	5.12	9	-0.16	3
Develop your own values and ethical standards	6.03	11	5.09	10	-0.94	18
Understand yourself, your abilities, your interests and personality	6.20	5	5.38	4	-0.82	15
Understand and be able to get along with different kinds of people	6.19	6	5.63	1	-0.56	9
Understand the nature of science and experimentation	5.21	18	4.93	15	-0.28	4
Understand new scientific and technical developments	5.22	17	4.74	17	-0.47	7
Become aware of the consequences (benefits/hazards) of new applications	4.92	22	4.41	23	-0.51	8
Learn and apply information technology	5.13	21	4.55	19	-0.59	10
Think analytically and logically	6.21	4	5.50	3	-0.71	12
Think in quantitative terms, understand probabilities, proportions, etc.	5.42	14	5.03	12	-0.39	6
Learn on your own, pursue ideas and find information you need	6.26	3	5.55	2	-0.71	11
See the importance of history for understanding the present as well	5.19	20	4.86	16	-0.33	5
Know how to speak before groups, actively participate in group discussion, function as a team manager	6.10	8	5.37	5	-0.74	13
Know how to lead and supervise groups of people	6.08	10	4.95	14	-1.13	22
Formulate creative and original ideas	6.17	7	5.12	8	-1.05	20

* 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 ‘*Obtain career training – knowledge and skills applicable to specific job/work.*’ This benefit ranks 18th in rating for UConn’s helpfulness in providing this benefit. In 2011, this item was also ranked first in terms of perceived importance. Based on relative helpfulness, the item ranks 23rd in 2012 and was also ranked 23rd in 2011.

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 seventh for UConn’s helpfulness in providing this benefit, and ranks 19th on relative helpfulness. In terms of perceived importance, the above item was also ranked second in 2011.

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 second for UConn’s helpfulness in providing this benefit. It ranked lower at 11th on the relative helpfulness scale. The perceived importance of this item was ranked fourth in 2011, and ranked second for UConn’s helpfulness in 2011.

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

- *Understand and be able to get along with different kinds of people*
- *Learn on your own, pursue ideas and find information you need*
- *Think analytically and logically*

Table 3.1.2 shows the overall (all benefits) mean rating for UConn’s helpfulness by School/College. Pharmacy and Business 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
Agriculture & Natural Resources	5.2
Business	5.1
Continuing Studies	5.1
Education	5.1
Engineering	5.0
Nursing	5.0
Pharmacy	5.0
Liberal Arts & Sciences	4.9
Fine Arts	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 2012, as in 2011, 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	
School/College	Mean	School/College	Mean	School/College	Mean
Continuing Studies	5.7	Continuing Studies	5.6	Pharmacy	6.2
Nursing	5.4	Pharmacy	5.2	Agriculture & Natural Resources	5.9
Agriculture & Natural Resources	5.1	Nursing	5.2	Continuing Studies	5.9
Liberal Arts & Sciences	5.0	Agriculture & Natural Resources	5.0	Fine Arts	5.8
Business	5.0	Education	5.0	Education	5.8
Education	4.9	Business	5.0	Nursing	5.8
Pharmacy	4.8	Liberal Arts & Sciences	4.9	Liberal Arts & Sciences	5.8
Fine Arts	4.7	Engineering	4.7	Business	5.7
Engineering	4.6	Fine Arts	4.7	Engineering	5.5

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. Figure 3.2.1 shows the mean satisfaction with number of course requirements within each School or College.

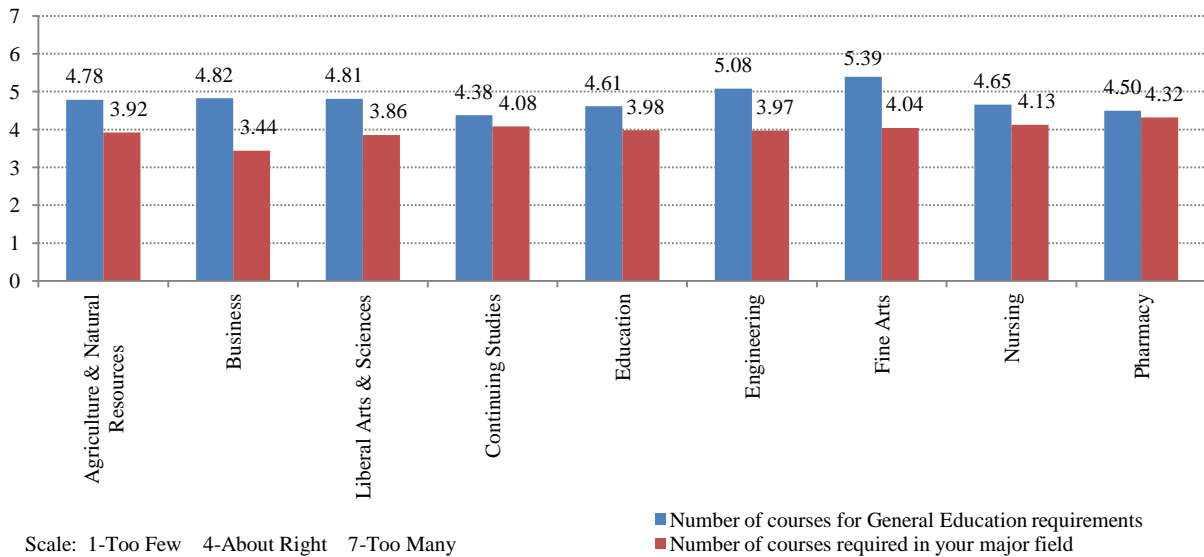


Figure 3.2.1. Mean Satisfaction with Number of Course Requirements

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, Liberal Arts & Sciences, and Agriculture felt they had fewer courses as major field requirements. On average, respondents from Fine Arts, Engineering, and Business felt they had too many courses as general education requirements. Overall, all Schools or Colleges have an average perception toward too many courses as general education requirements.

3.3. Recommendation Rates

Overall, 96% 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
Pharmacy	100%
Fine Arts	100%
Business	98%
Engineering	97%
Nursing	96%
Continuing Studies	96%
Liberal Arts & Sciences	96%
Agriculture & Natural Resources	95%
Education	95%

4. Post-Graduate Experiences

4.1. Employment Rates

Overall, 78% of respondents are employed either full-time or part-time, 28% are in graduate school either full-time or part-time; 88% are either employed or have entered graduate school; 11% of respondents are, both, unemployed and not in graduate school. The percentages above are based on valid responses only. Table 4.1.1 shows the cross-tabulated table of graduate school enrollment vs. employment status.

Table 4.1.1. Employment and/or Graduate/Professional School

Graduate school	Employment		
	Full-time	Part-time	Not employed
Full-time	46	107	112
Part-time	47	14	2
Not in graduate school	616	182	143

Note: Table 4.4.1 excludes invalid responses.

Table 4.1.2, on the next page, is a summary of the employment and graduate school characteristics by School or College.

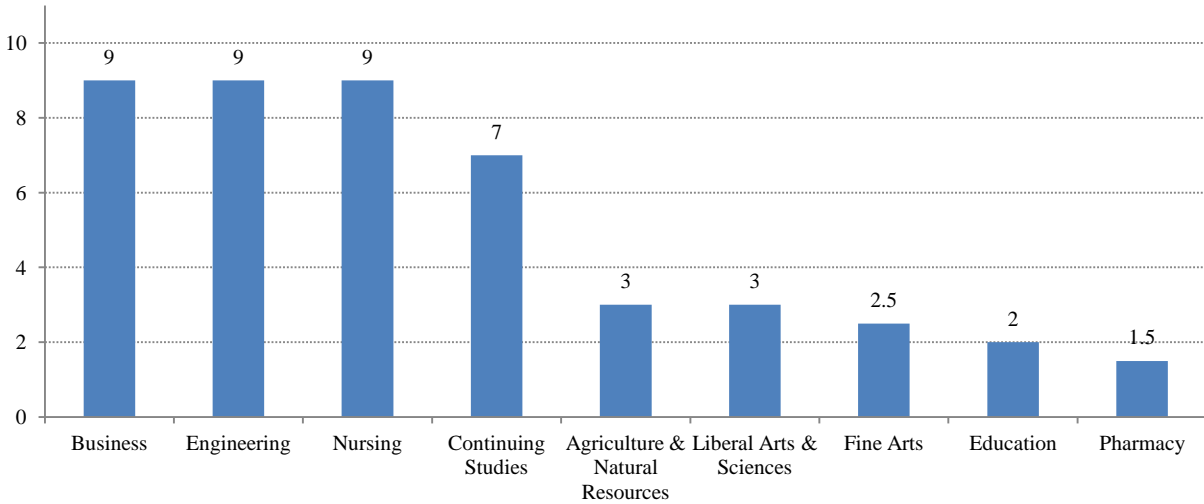
95% of Nursing graduates are employed, followed by Business (94%), and Engineering graduates (88%). While 60% of Education graduates are employed, 100% of Education graduates are either employed or in graduate school.

100% of Pharmacy and Education graduates, 97% of Nursing graduates, and 96% of Business 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. With the exception of Fine Arts (74%), the percentage of respondents who are either employed or in graduate school ranges from 83% to 100% 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 (26%), Continuing Studies (17%), and Liberal Arts & Sciences (14%).

Table 4.1.2. Employment and Graduate School Rates (by School/College)

% Respondents Employed Full-time or Part-time		% Respondents Either Employed or in Graduate School		% Respondents Neither Employed Nor in Graduate School	
Nursing	95%	Pharmacy	100%	Pharmacy	0%
Business	94%	Education	100%	Nursing	0%
Engineering	88%	Nursing	97%	Continuing Studies	3%
Continuing Studies	80%	Business	96%	Education	4%
Agriculture & Natural Resources	77%	Engineering	89%	Engineering	11%
Liberal Arts & Sciences	76%	Agriculture & Natural Resources	89%	Business	11%
Pharmacy	74%	Liberal Arts & Sciences	86%	Agriculture & Natural Resources	14%
Fine Arts	70%	Continuing Studies	83%	Liberal Arts & Sciences	17%
Education	60%	Fine Arts	74%	Fine Arts	26%

Overall, 73% of the respondents felt their degree was helpful when applying for their current job, and 62% considered their job career related. Figure 4.1.1 below shows the median expected annual income of respondents who are employed full-time (by School or College).



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)

Figure 4.1.1. Median Expected Annual Income of Respondents Employed Full-time

Business, Engineering, and Nursing graduates have the highest median expected annual income range of \$50,001 to 60,000. Continuing Studies have the next highest median annual income range of \$40,001 to 45,000, and Agriculture and Liberal Arts & Sciences have the third highest expected annual income range of \$20,001 to 25,000. Fine Arts, Education, and Pharmacy have an expected income of less than \$20,000.

4.2. Use of UConn Career Services

38% of all respondents have used Career Services (36% employed and 41% unemployed respondents). Table 4.2.1 shows that Business (59%) and Engineering (49%) have the highest percentages of graduates that used the service. Pharmacy (11%) has the lowest percentages of graduates that used 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)

School or College	% Respondents Who Used Career Services
Business	59%
Engineering	49%
Liberal Arts & Sciences	38%
Fine Arts	35%
Agriculture & Natural Resources	33%
Education	22%
Nursing	22%
Continuing Studies	11%
Pharmacy	11%

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. More than a third 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	2006	2007	2008	2009	2010	2011	2012
Prof./Managerial/Admin./Tech. (except Teaching and Health)	44%	46%	44%	40%	36%	35%	36%
Teaching	13%	11%	12%	15%	10%	7%	7%
Health	15%	16%	14%	14%	13%	12%	13%
Clerical or Sales	12%	11%	11%	14%	8%	11%	10%
Public & Personal Service	5%	5%	7%	6%	5%	5%	4%
Technicians, Craft Workers, Operators & Repair Workers	2%	2%	2%	2%	1%	2%	2%
Agricultural & Natural Sciences	3%	2%	3%	2%	2%	2%	2%
Multiple Responses/Other	6%	7%	8%	8%	24%	25%	26%

Note: 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 'Other'.

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.