

## Trends for UConn Graduates Alumni Survey 2000

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. During the past 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 2000 responses in the context of the previous years.

For the 2000 graduating class the distribution by School/College given below.

School	% of Alumni Survey Respondents	% of Graduating Class
Liberal Arts	39%	42%
Business	16%	16%
General Studies	9%	8%
Education	6%	6%
Engineering	4%	6%
Family Studies	8%	6%
Agriculture	6%	5%
Fine Arts	4%	4%
Allied Health	3%	3%
Nursing	3%	2%
Pharmacy	2%	2%

### 1. Demographics

#### 1.1. Age

The age of respondents has remained fairly constant since 1997 with about 75% of all respondents being between 21 and 24 years old.

#### Respondents by Age Group

	1997	1998	1999	2000	Table Total
18-20	.2%	.4%	.2%	.2%	.2%
21-24	72.0%	75.7%	73.5%	77.0%	74.4%
25-34	16.8%	16.1%	18.4%	15.7%	16.8%
35-49	8.1%	6.7%	6.9%	5.1%	6.7%
50 and older	2.2%	1.2%	.9%	1.7%	1.5%
no answer	.6%		.2%	.3%	.3%

The mean age by year is given below:

## Report

### Q4-Age

year of graduation	Mean	N
1997	22.60	1205
1998	22.33	1020
1999	22.40	1180
2000	22.33	1090
Total	22.50	4495

### 1.2. Gender

The majority of respondents are females, with this percentage increasing from about 56% in 1997 to about 62% in 2000. For the 2000 graduating class 45% of graduates were female, thus females tend to answer at a higher rates than male graduates.

#### Gender by Year of Graduation

Col %	1997	1998	1999	2000
Female	56%	57%	60%	62%
Male	44%	43%	40%	38%

### 1.3. Ethnic Background

The ethnic distribution of UConn graduates has remained fairly constant with an increase in the proportion of African-American students from 1.9% in 1997 to 3.1% in 2000. In contrast, the proportion of White American students has dropped from about 88% in 1997 to 83.6% in 2000. Note that the category “international” was not present in the 1997 and 1998 surveys.

#### Q5-Ethnic Background by year of graduation

% within year of graduation		year of graduation				Total
		1997	1998	1999	2000	
Q5-Ethnic Background	african-american	1.9%	1.7%	2.6%	3.1%	2.3%
	asian-american	4.8%	4.6%	4.2%	3.8%	4.3%
	hispanic-american	3.6%	3.5%	2.9%	3.1%	3.3%
	native american	.1%	.3%	.4%	.1%	.2%
	white american	87.9%	88.7%	83.2%	83.6%	85.8%
	international			3.5%	3.6%	1.8%
	other	1.7%	1.3%	3.2%	2.7%	2.2%

## 2. General Questions

## 2.1. Distribution by Campus

The distribution of respondents is stable over time, with Storrs' students making up about 75% of all respondents. The second largest campus for respondents is Hartford with 8.4% (this number decreased slightly from 9.3% in 97 to 7.7% in 2000). The remaining four campuses contribute about 3% to 4% of respondents each.

### Entering Campus by Year

		% within year of graduation				Total
		year of graduation				
		1997	1998	1999	2000	
Q7-Where entered	Hartford	9.3%	8.5%	8.2%	7.7%	8.4%
	Avery Point	5.0%	4.1%	3.1%	4.9%	4.3%
	Storrs	73.5%	77.6%	76.6%	77.5%	76.2%
	Torrington	3.1%	2.0%	2.7%	3.0%	2.7%
	Waterbury	4.8%	3.9%	4.5%	3.5%	4.2%
	Stamford	4.3%	3.8%	4.9%	3.5%	4.2%

## 2.2. Freshman Entrance Rate

For 2000, the School of Education has the largest freshman entrance rate, while it placed third for all years combined, behind Business (highest with 79.4%) and Pharmacy (second highest at 79.2%). General Studies has the lowest freshman entrance rate at about 21% for 2000 and 16% for all years combined. Data by year follow the same general patterns as those seen in the tables below.

### Percentage entering as freshman for each School/College:

% 2000		% 1997-2000	
Agric. & Nat. Res	63.9%	Agric. & Nat. Res	65.3%
Allied Health	69.4%	Allied Health	61.5%
Liberal Arts & Sci.	74.4%	Liberal Arts & Sci.	73.7%
Business	81.9%	Business	79.4%
Education	84.6%	Education	77.7%
Engineering	74.5%	Engineering	73.4%
Fine Arts	76.2%	Fine Arts	68.8%
Family Studies	83.3%	Family Studies	75.3%
General Studies	21.4%	General Studies	15.9%
Nursing	71.4%	Nursing	64.8%
Pharmacy	63.2%	Pharmacy	79.2%

## 2.3. Number of Years to Obtain Degree

Most students take between four and five years to obtain their degree. Note that only those saying that they entered as freshmen were considered in this section. No major difference can be noted over time in terms of the number of years to graduation, except for an increase in the number of students completing their degree in 4 years – from 45% in 1997 to 53% in 2000.

#### Number of Years to Complete Degree by Year of Graduation

% within year of graduation					
	1997	1998	1999	2000	1997-2000 combined
2	.2%				.1%
3	1.6%	1.7%	2.4%	1.8%	1.9%
4	45.4%	48.1%	47.9%	52.5%	48.4%
5	36.3%	38.2%	33.0%	32.0%	34.8%
6	7.0%	6.9%	8.4%	5.2%	6.9%
7	3.3%	1.7%	2.9%	2.5%	2.6%
8	1.8%	1.3%	1.9%	.9%	1.5%
9	1.6%	.9%	.4%	1.2%	1.0%
10	.9%	.6%	.5%	1.0%	.7%
11 or more	1.8%	.6%	2.7%	2.9%	2.0%

#### Average Number of Years to Complete Degree by Year of Graduation

Mean					
	1997	1998	1999	2000	1997-2000 combined
How many years to complete degree	4.92	4.73	4.88	4.84	4.84

This variable's mean (for all years combined) is described below for each of the colleges or schools in the University:

#### Average Number of Years to Complete Degree by School/College - 1997-2000

	How many years to complete degree	
	Mean	Std Deviation
Agric. & Nat. Res	4.76	.954
Allied Health	5.00	1.287
Liberal Arts & Sci.	4.83	1.379
Business	4.55	1.087
Education	4.45	.939
Engineering	5.09	1.152
Fine Arts	4.93	1.327
Family Studies	4.48	.858
General Studies	8.96	2.712
Nursing	4.88	1.150
Pharmacy	5.21	1.083
1997-2000 combined	4.84	1.391

We can see that General Studies is an outlier in terms of this variable. Below we describe the distribution of this variable by School/College. Almost 70% of General Studies' students (for those entering as

freshmen) take 8 or more years to obtain their degree. Note that the freshman entrance rate is also much lower for General Studies than for the other Schools and Colleges. Hence, these estimates are based on smaller counts.

The percentage of all students in the University taking 4 years to complete their degree is about the same as for those obtaining their degree in 5 years – nearly 40%. About 20% take 6 years or more.

The School of Education has the fastest graduating class with about 64% of all students for the years 97 through 2000 graduating in 4 years. Excluding Pharmacy and Allied Health (both have five year programs), the School of Family Studies has the second fastest graduating class with about 62% graduating in 4 years.

#### Years to Graduation by School/College

% within Q1-School/College

		Q1-School/College					
		Agric. & Nat. Res	Allied Health	Liberal Arts & Sci.	Business	Education	Engineering
Years to Graduation	less than 4 years	2.2%	3.3%	1.9%	2.4%	2.2%	1.6%
	4	42.4%	26.0%	51.5%	58.5%	63.6%	27.1%
	5	41.0%	59.3%	30.6%	31.1%	28.0%	49.0%
	6 or 7 years	12.2%	5.7%	10.4%	5.7%	4.9%	16.7%
	8 years or more	2.2%	5.7%	5.7%	2.4%	1.3%	5.7%

#### Years to Graduation by School/College

% within Q1-School/College

		Q1-School/College					
		Fine Arts	Family Studies	General Studies	Nursing	Pharmacy	Total
Years to Graduation	less than 4 years	1.2%	1.4%	3.5%	1.1%	.9%	1.4%
	4	39.5%	61.9%	5.3%	36.6%	16.1%	39.4%
	5	44.2%	28.4%	8.8%	50.5%	60.7%	38.9%
	6 or 7 years	10.5%	7.4%	14.0%	6.5%	19.6%	10.8%
	8 years or more	4.7%	.9%	68.4%	5.4%	2.7%	9.4%

#### 2.4. Residence Hall Habitation Rate

Overall, 74% of all respondents lived in a residence hall on campus at some point during their time at UConn. The table below refers to residence hall habitation rates for respondents who entered UConn as freshmen and graduated in exactly four years (four-year respondents). For these respondents and all years combined, almost 34% lived in a residence hall for the entire 8 semesters. This percentage has increased from 29% in 98 to 37% in 2000, reflecting a relative increase of nearly 27%. About 25% of four-year respondents lived in a residence hall exactly half of the time they were at UConn; this percentage remained basically the same for the period considered here.

### Semesters Lived in Residence Halls for Four-Year Respondents

%					
	1997	1998	1999	2000	Table Total
0		9.9%	7.7%		4.4%
1	.6%	.9%	1.6%	.5%	.9%
2	4.2%	4.8%	4.2%	4.0%	4.3%
3	2.7%	3.6%	4.5%	4.3%	3.8%
4	25.2%	24.3%	24.6%	25.6%	24.9%
5	6.0%	4.8%	4.8%	5.4%	5.2%
6	18.3%	16.2%	15.1%	17.0%	16.6%
7	8.7%	6.0%	4.2%	5.9%	6.1%
8	34.2%	29.4%	33.3%	37.2%	33.6%

### 2.5. Point at which Decided on Major

Overall most students decided their major either before college (33%) or as sophomores (33%).

#### Point at which Major was Decided by Year

% within year of graduation		year of graduation				Total
		1997	1998	1999	2000	
Q10-decide on a major	Before College	32.9%	33.8%	31.9%	31.8%	32.6%
	As a freshman	10.0%	12.0%	10.9%	9.6%	10.6%
	As a sophomore	32.8%	34.5%	31.2%	34.6%	33.2%
	As a junior	22.7%	18.4%	23.7%	21.3%	21.6%
	As a senior	1.6%	1.3%	2.2%	2.7%	2.0%

The table below shows time of decision regarding major by school/college for the years 1997-2000 combined. Pharmacy has the highest percentage of those who decide on their major before college (77%), followed by Engineering (65%) and Nursing (62%). For Allied Health, Education, Engineering, Fine Arts, Nursing and Pharmacy, the highest within-school percentage of respondents decided their major before college.

### Point at which Major was Decided by School/College

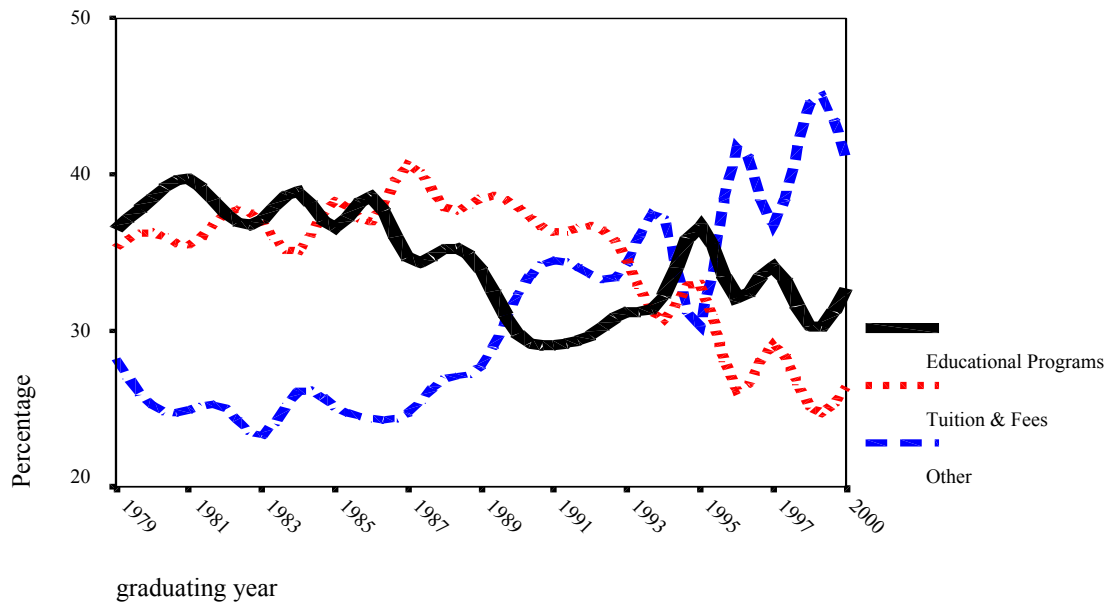
% within Q1-School/College

	Q10-decide on a major				
	Before College	As a freshman	As a sophomore	As a junior	As a senior
Agric. & Nat. Res	33.5%	9.7%	35.0%	19.9%	1.9%
Allied Health	50.3%	12.6%	26.7%	9.9%	.5%
Liberal Arts & Sci.	23.4%	11.2%	36.7%	26.6%	2.0%
Business	27.9%	10.4%	38.7%	22.1%	.9%
Education	41.7%	9.0%	37.5%	11.1%	.7%
Engineering	64.9%	12.8%	17.7%	4.5%	
Fine Arts	53.3%	14.8%	23.0%	9.0%	
Family Studies	11.9%	9.8%	48.6%	29.4%	.3%
General Studies	22.2%	6.1%	17.2%	43.3%	11.1%
Nursing	61.9%	10.8%	22.3%	3.6%	1.4%
Pharmacy	77.0%	7.9%	7.9%	4.3%	2.9%

### 2.6. Reasons for Choosing UConn

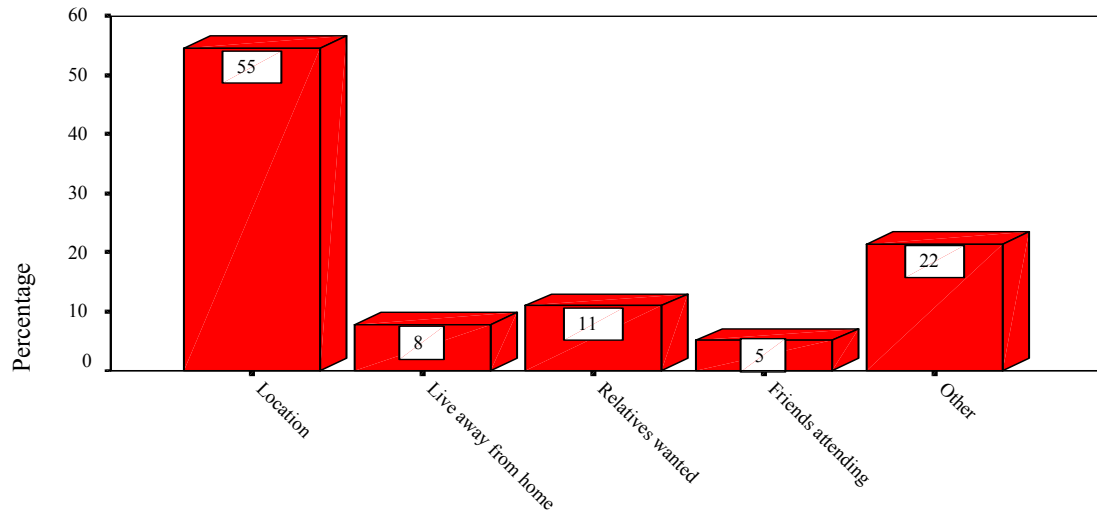
Respondents were asked to indicate what they felt was the single major reason for attending UConn at the time of their decision. In 2000, 33% of the respondents indicated reasons relating to educational programs, either (i) variety of programs, (ii) the quality of programs, or (iii) specific programs offered. On the other hand, 25% indicated the low level of tuition and fees as the single major reason for attending UConn. Graph 2.6.1. concerns the trend of these responses over previous 21 years. From graph 2.6.1., we can observe that for the years 1997-2000 the trend that started in the mid-1990's has become more accentuated, i.e., the importance of the level of tuition and fees has continued to decrease, while educational programs has remained somewhat level. Other reasons have increased in importance. Chart 2.6.2. shows these for the year 2000.

Graph 2.6.1. - Reasons for choosing UConn at the time of decision



Graph 2.6.2. - Reasons for Choosing UConn - 2000

for those not citing education or tuition related reasons



Respondents were also asked to take into account their experience at UConn and indicate what they felt should have been the single major reason for attending UConn, in retrospect. For this question the results show that since 1979, between 69% and 80% of respondents states reasons related to educational programs. For the year 2000, 71.5% cited reasons related to educational programs. Of these, approximately 58% cited quality of education as the most important reason.

### 3. Evaluation of Academic Experience

#### 3.1. Satisfaction Ratings

Respondents were asked to rate their overall UConn experience in the areas of general education requirements, required courses outside of their major field, and required courses in their major field. Table 3.1. summarizes these average ratings by year since 1997.

**Table 3.1. Average Satisfaction Ratings**  
(1 = Extremely Dissatisfied; 7 = Extremely Satisfied).

	Q18-General Education Requirements	Q19-Required School/College courses outside your major	Q20-Courses in your major field
	Mean Rating	Mean Rating	Mean Rating
1997	4.74	4.77	5.66
1998	4.93	4.91	5.76
1999	4.86	4.88	5.65
2000	4.72	4.80	5.71

While the highest ratings were obtained for courses in the major, general education courses and required courses outside the major had roughly the same rankings. Graph 3.1.1. shows exactly the same trend since 1985, with a small, but steady, increase since the early 1990's in the rankings for overall satisfaction with both required courses outside the major and courses in the major.

### Graph 3.1.1 - Mean Satisfaction Rating

1985-2000

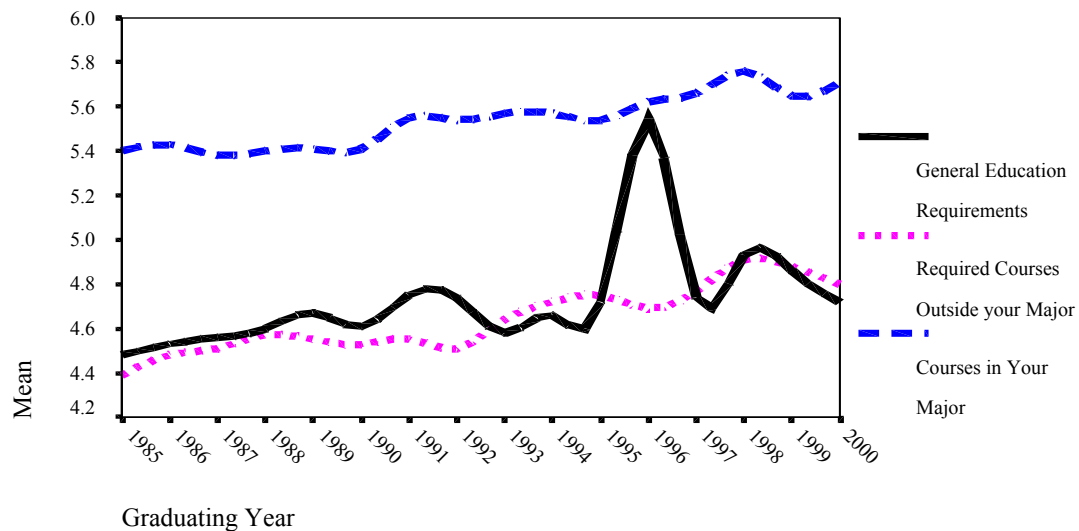


Table 3.1.1. shows mean satisfaction ratings by school/college for 2000. General Studies' students are the most satisfied with general education requirements (5.55), followed closely by Engineering students (5.23). For required courses outside the major, General Studies shows again the highest level of satisfaction (5.22), followed by Allied Health (5.17). For courses in the major, Agriculture and Natural Resources and Allied Health are tied for the highest mean rating at 6.08.

Table 3.1.1. Mean Ranking by School for Overall Satisfaction – 2000.

	Q18-General Education Requirements		Q19-Required School/College courses outside your major		Q20-Courses in your major field	
	Mean Ranking	Std Dev.	Mean Ranking	Std Dev.	Mean Ranking	Std Dev.
Agric. & Nat. Res	4.36	(1.34)	4.75	(1.19)	6.08	(.97)
Allied Health	5.06	(1.12)	5.17	(1.25)	6.08	(1.11)
Liberal Arts & Sci.	4.60	(1.24)	4.82	(1.16)	5.70	(1.04)
Business	4.80	(1.14)	4.75	(1.18)	5.71	(1.02)
Education	4.43	(1.24)	4.71	(1.14)	5.40	(1.30)
Engineering	5.23	(.89)	4.83	(.96)	5.70	(1.03)
Fine Arts	4.62	(1.19)	4.45	(1.17)	5.55	(1.29)
Family Studies	4.45	(1.17)	4.61	(1.31)	6.04	(.94)
General Studies	5.55	(1.16)	5.22	(1.27)	5.63	(1.12)
Nursing	4.49	(1.17)	4.51	(1.07)	5.26	(1.22)
Pharmacy	4.75	(.79)	4.65	(.81)	5.65	(.49)
Table Total	4.72	(1.23)	4.80	(1.18)	5.71	(1.07)

Respondents were also asked to rate the appropriateness of the number of required courses. Table 3.1.2. represents average appropriateness ratings for number of courses as general education requirements and as major field requirements. In general, students are most dissatisfied with the number of required general education requirements. In terms of schools, Business and Fine Arts show the highest levels of dissatisfaction in this category. For courses in the major only Allied Health and Pharmacy showed means

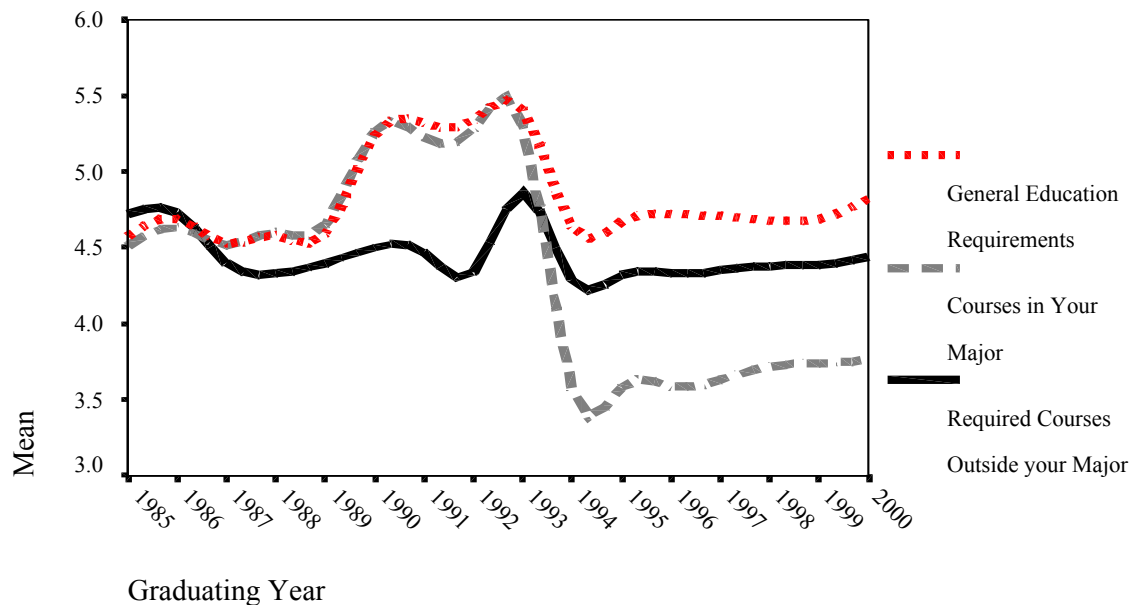
clearly above 4 (“about right”), while the remaining schools are generally below 4, showing a general tendency to consider that there are “too few” courses in the major.

Graph 3.1.2. shows mean ratings by year for 1985-2000. We can see that the present trend was initiated around 1995 and has remained basically steady up to 2000. Between 1990 and 1993 we can see that for both general education requirements and courses in the major there was a general perception of two many courses. This changes completely in 1994-1995 when the ratings for appropriateness of number of courses in the major drops to about 3.5, from 5.5 in 1993.

Table. 3.1.2. Mean Appropriateness of Number of Courses by School: 2000. (1=too few; 7=too many)

	Q33-General Education Requirements		Q34-Required courses in your major		Q35-Required courses outside your major	
	Mean Ranking	Std Dev.	Mean Ranking	Std Dev.	Mean Ranking	Std Dev.
Agric. & Nat. Res	4.90	(1.15)	3.79	(.90)	4.48	(.91)
Allied Health	4.69	(.95)	4.14	(.99)	4.06	(1.09)
Liberal Arts & Sci.	4.82	(1.24)	3.68	(1.02)	4.39	(1.13)
Business	5.01	(1.22)	3.42	(1.17)	4.44	(1.10)
Education	4.70	(.98)	3.97	(.98)	4.47	(.99)
Engineering	4.50	(.96)	4.09	(1.07)	4.78	(1.33)
Fine Arts	5.12	(1.35)	3.93	(1.50)	4.76	(1.46)
Family Studies	4.98	(1.34)	3.70	(.90)	4.39	(1.13)
General Studies	4.46	(1.06)	4.06	(1.19)	4.40	(.93)
Nursing	4.77	(1.06)	4.06	(1.06)	4.49	(1.17)
Pharmacy	4.75	(1.21)	4.25	(.85)	4.65	(1.09)
Table Total	4.82	(1.20)	3.76	(1.08)	4.44	(1.12)

Graph 3.1.2. - Mean Satisfaction with Number of Courses  
1985-2000



Students were also asked specifically about the quality of instruction in their major courses and in general education requirements. Graph 3.1.3. shows a steady trend since 1985 where quality of instruction in the major courses gets a better rating than for distribution requirements.

Graph 3.1.3. - Mean ratings for overall quality of instruction

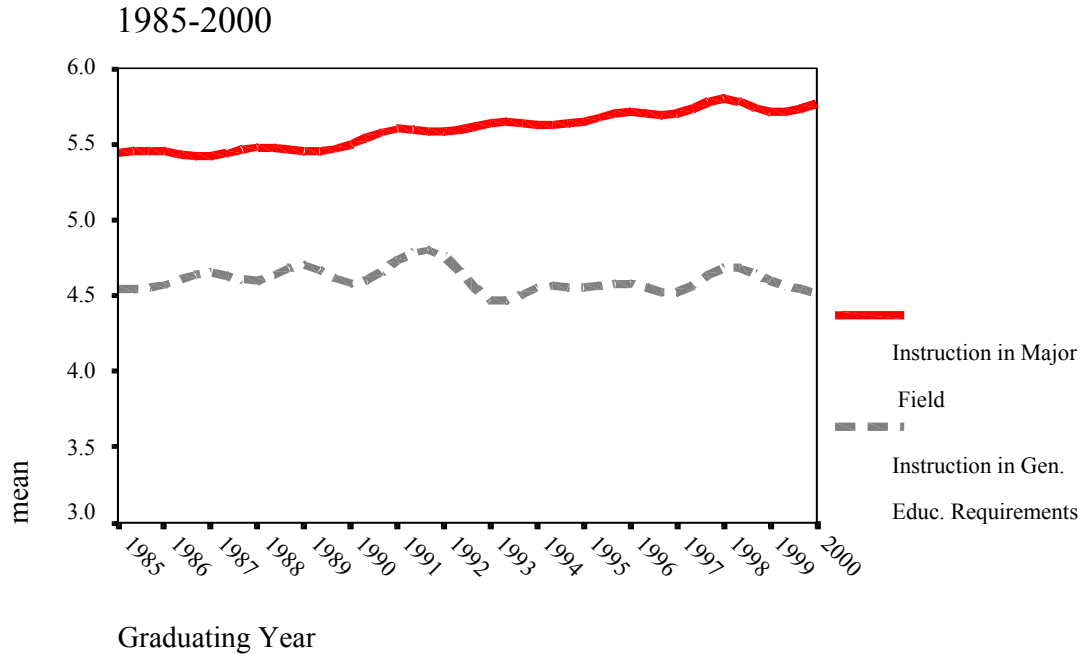


Table 3.1.3. shows the results for these two items by school, for the year 2000. Allied Health shows the highest satisfaction rating in terms of instruction in major courses, while General Studies shows the greatest level of satisfaction with instruction in general education courses. However, there are no marked differences between schools on these items.

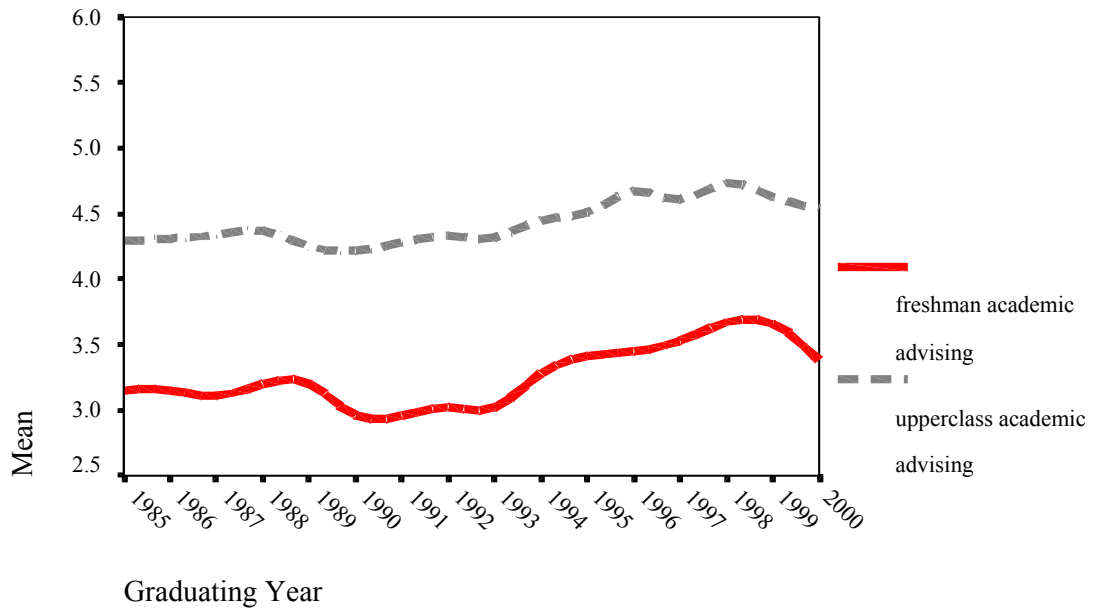
Table 3.1.3. – Mean Satisfaction Ratings for quality of instruction - 2000.

	Q23-Courses in your major field	Q21-General Education Requirements
	Mean Ranking	Mean Ranking
Agric. & Nat. Res	6.11	4.33
Allied Health	6.17	4.69
Liberal Arts &Sci.	5.72	4.38
Business	5.79	4.49
Education	5.61	4.39
Engineering	5.55	5.04
Fine Arts	5.57	4.43
Family Studies	6.15	4.24
General Studies	5.77	5.46
Nursing	5.34	4.37
Pharmacy	5.60	4.45
Table Total	5.77	4.52

Students were also asked to rate the quality of academic advising. In this respect, upperclass advising has been about 1 point higher than freshman advising since 1985. Both ratings have, however, seen a small but steady increase during the 1990's. For 2000, we see the same general trend in terms of distribution by schools, with General Studies being the most satisfied school in both categories, but no significant differences between the several schools.

Graph 3.1.4. - Mean ratings for quality of academic advising

1985-2000



### 3.2. Helpfulness of Uconn

Respondents were asked to rate the importance of 21 potential benefits of a college education and the extent to which they believed that UConn had helped to provide each benefit. Table 3.2.1. gives both rating averages and also 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 3.2.1.: Benefit Importance, Perceived Helpfulness of UConn, and Relative Helpfulness, Rating Averages and Ranks.

Benefit	Perceived Importance 1 = Not Important 7 = Very Important		Helpfulness of UConn 1 = Not Helpful 7 = Very Helpful		Relative UConn Helpfulness (Helped - Importance)	
	Rating	Rank	Rating	Rank	Rating	Rank
a. Obtain career training -- knowledge and skills applicable to specific job/work	6.20	6	4.64	14	-1.56	21
b. Acquire background for further education in a professional, scientific or scholarly field	5.92	12	4.94	9	-.98	10
c. Gain a range of information that might be relevant to a career	6.25	4	5.18	3	-1.07	13
d. Develop an understanding and enjoyment of literature, art, and drama	5.00	21	4.59	18	-.41	1
e. Write clearly and effectively	6.19	7	5.11	4	-1.08	15
f. Become fluent in the computing of your discipline	5.85	13	4.75	12	-1.10	16
g. Obtain a general foundation in computing regardless of your discipline	5.66	14	4.59	18	-1.07	13
h. Become aware of different philosophies, cultures, and ways of life	5.51	15	5.03	6	-.48	3
i. Develop your own values and ethical standards	6.04	10	4.83	10	-1.21	17
j. Understand yourself, your abilities, your interests and personality	6.28	2	5.01	8	-1.27	18
k. Understand and be able to get along with different kinds of people	6.25	4	5.33	1	-.92	8
l. Understand the nature of science and experimentation	5.05	19	4.62	16	-.43	2
m. Understand new scientific and technical developments	5.19	18	4.47	20	-.72	5
n. Become aware of consequences of new applications in science and technology	5.03	20	4.23	21	-.80	7
o. Think analytically and logically	6.05	9	5.10	5	-.95	9
p. Think in quantitative terms, understand probabilities, proportions, etc.	5.25	17	4.63	15	-.62	4
q. Learn on your own, pursue ideas, and find information you need	6.31	1	5.33	1	-.98	10
r. See the importance of history for understanding the present as well as the past	5.39	16	4.67	13	-.72	5
s. Know how to speak before groups, actively participate in group discussions	6.10	8	5.05	6	-1.05	12
t. Know how to lead and supervise groups of people	6.03	11	4.61	17	-1.42	20
u. Formulate creative and original ideas	6.26	3	4.91	10	-1.35	19

Based on relative UConn helpfulness, the most highly ranked benefits are (d) "develop an understanding and enjoyment of literature, art, and drama". Note, however, that these benefits rank at the bottom with respect to perceived importance: (d) is ranked 21 and (l) is ranked 18. This result compares almost exactly with that obtained in the 1999 survey.

Based on perceived importance, the most highly ranked benefit is (q) "learn on your own, pursue ideas and find information you need"; (j) "understand yourself, your abilities, your interests and personality", ranks second and (u) "formulate creative and original ideas" ranks third.

Benefit (a) "Obtain career training -- knowledge and skills applicable to specific job/work" is the lowest ranked based on relative UConn helpfulness. However, the relative UConn helpfulness ratings vary across schools to a statistically significant degree. Tables 3.2.2. and 3.2.3. rank the average relative UConn helpfulness ratings by school for those items where differences between the schools were most marked. These tables also show the significantly distinct groups obtained from the Tukey's Test for differences in means (each column represents homogeneous subsets of schools that are not significantly different from each other). In terms of obtaining career training Liberal Arts & Sciences shows significantly lower ratings (-1.99) for UConn helpfulness than Nursing (-.88), Pharmacy (-.70) and Allied Health (-.31). Allied Health's mean rating for UConn helpfulness in obtaining career training is also significantly higher than those for General Studies, Family Studies, Fine Arts, Agriculture and Natural Resources and Business.

**Table 3.2.2. : Relative UConn Helpfulness: obtain career training Mean Ratings by School/College (2000)**

Tukey HSD <sup>a,b</sup>

Q1-School/College	Subset for alpha = .05		
	1	2	3
Liberal Arts & Sci.	-1.99		
General Studies	-1.57	-1.57	
Family Studies	-1.57	-1.57	
Fine Arts	-1.56	-1.56	
Agri. & Nat. Res.	-1.55	-1.55	
Business	-1.42	-1.42	
Engineering	-1.28	-1.28	-1.28
Education	-1.02	-1.02	-1.02
Nursing		-.88	-.88
Pharmacy		-.70	-.70
Allied Health			-.31
Sig.	.061	.147	.067

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 50.509.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

From table 3.2.3., we can observe that Pharmacy shows significantly higher ratings than Liberal Arts & Sciences, General Studies and Family Studies, for relative UConn helpfulness in terms of "acquiring background and specialization for further specialization" (item (b) in table 3.2.1.).

Respondents graduating from the schools of Agriculture and Natural Resources, Liberal Arts and Sciences and General Studies rank "Develop an understanding and enjoyment of literature, art, and drama" as the highest item for relative UConn helpfulness. However, Allied Health, Business, Fine Arts, Family Studies and Nursing all rank "Understand the nature of science and experimentation" as the best item for relative UConn Helpfulness. Engineering respondents give the highest rank to "Become aware of different philosophies, cultures, and ways of life", while Pharmacy ranks 3 different items as the first choice: (b) "Acquire background for further education in a professional, scientific or scholarly field", (n) "Become aware of consequences of new applications in science and technology" and (r) "See the importance of history for understanding the present as well as the past".

**Table 3.2.3. :Relative UConn Helpfulness : acquire background and specialization for further education**

Tukey HSD <sup>a,b</sup>

Q1-School/College	Subset for alpha = .05	
	1	2
Liberal Arts & Sci.	-1.25	
Genral Studies	-1.20	
Family Studies	-1.13	
Nursing	-.94	-.94
Education	-.88	-.88
Fine Arts	-.83	-.83
Agri. & Nat. Res.	-.77	-.77
Business	-.65	-.65
Allied Health	-.63	-.63
Engineering	-.41	-.41
Pharmacy		-.15
Sig.	.170	.236

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 49.868.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

### 3.3. Recommendation Rates

Overall, 89% of respondents would recommend UConn to friends or relatives. This percentage has been basically the same over the past 20 years. Table 3.3.1. shows these percentages for the 2000 graduating class by school/college.

**Table 3.3.1. Recommendation Rate by School - 2000**

%	
	Yes
Agri. & Nat. Res.	96.7%
Allied Health	94.4%
Liberal Arts & Sci.	84.9%
Business	94.2%
Education	90.8%
Engineering	95.7%
Fine Arts	78.6%
Family Studies	84.5%
Genral Studies	93.9%
Nursing	94.3%
Pharmacy	90.0%
Table Total	89.1%

#### 4. Post-Graduate Experience

##### 4.1. Employment Rates

Table 4.1.1: Employment and Graduate School Rates by School/College (2000).

(a) Full- and Part-time Employment		(b) F/P Employment or Graduate School		(c) Percent in graduate school at least part-time	
Nursing	100%	Nursing	100%	Education	74%
Business	95%	Pharmacy	100%	Pharmacy	37%
General Studies	93%	Allied Health	100%	Family Studies	35%
Engineering	89%	Education	100%	Arts & Sciences	31%
Family Studies	86%	Engineering	98%	Allied Health	28%
Agriculture	85%	Family Studies	98%	Engineering	24%
Arts & Sciences	84%	Business	96%	General Studies	20%
Fine Arts	82%	Agriculture	95%	Agriculture	18%
Allied Health	72%	Arts & Sciences	95%	Fine Arts	15%
Pharmacy	60%	General Studies	94%	Business	6%
Education	56%	Fine Arts	82%	Nursing	4%

It should be noted that although only 56% of respondents from the school of Education say they are employed at least part-time, the rate for employment and graduate school combined is 100% and the rate of graduate school attendance is the highest at 74%.

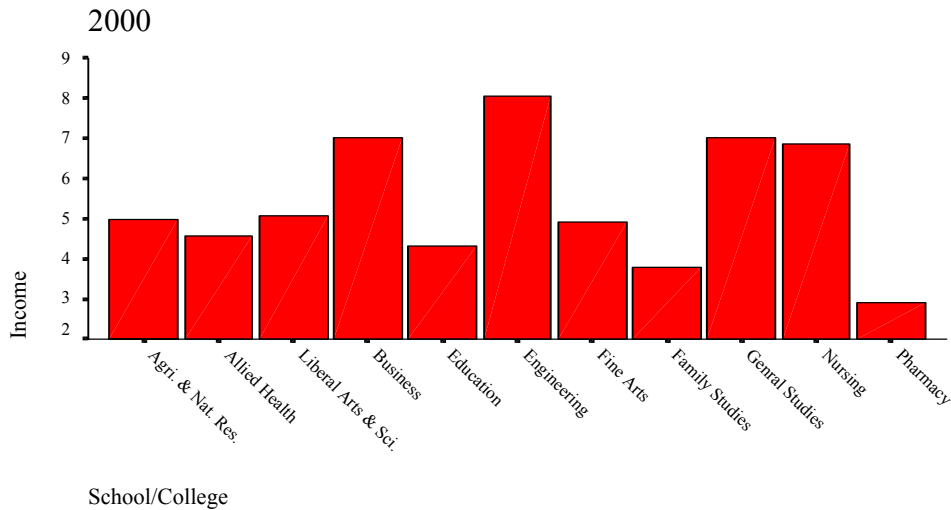
The tables below summarize similar results by major for the 10 highest ranked majors (for each of the presented items) in the School of Liberal Arts & Scs. provided there were at least 30 respondents for each major (data refers to the years 1997-2000).

Table 4.1.2: Employment, Graduate School and Job Related Career Rates by major for Lib. Arts & Sciences (2000).

(a) Percent in graduate school at least part-time.		(b) If not going to graduate school percent employed at least part-time.		(c) If not in graduate school and employed at least part-time, percent who say their job is career related.	
Mol.& Cell Biology	49%	Political Sc.	97%	Political Sc.	72%
Chemistry	44%	Psychology	96%	Psychology	61%
Biology	44%	Communication Sc.	95%	Communication Sc.	66%
History	41%	Journalism	95%	Journalism	66%
Anthropology	38%	Biology	94%	Biology	56%
Phys. & Neurobiology	38%	English	94%	English	55%
Psychology	35%	History	94%	History	50%
English	34%	Sociology	92%	Sociology	63%
Political Sc.	34%	Mol.& Cell Biology	89%	Mol.& Cell Biology	79%
Communication Sc.	25%	Economics	85%	Economics	63%

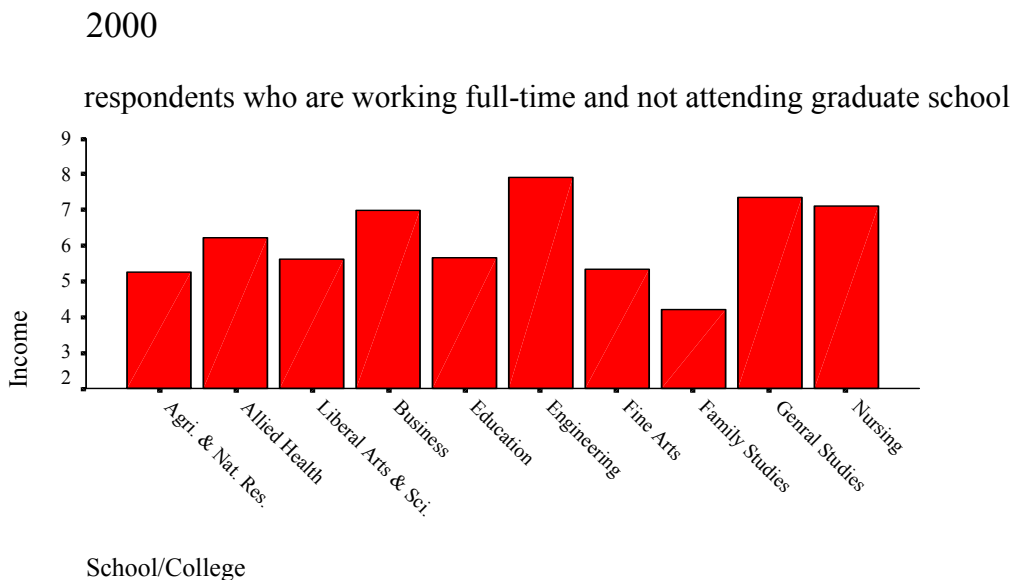
Although tables 4.1.2. exclude all majors for which there were less than 30 respondents (otherwise estimation of rates could be misleading) we can see that Molecular and Cell Biology has the highest percentage of respondents who are attending graduate school. For example, in the case of Molecular and Cell Biology graduates who are not in graduate school, employment rate is 89%. Of these, 80% say their current job is career related.

Graph 4.1.1. - Expected Annual Income by School or College



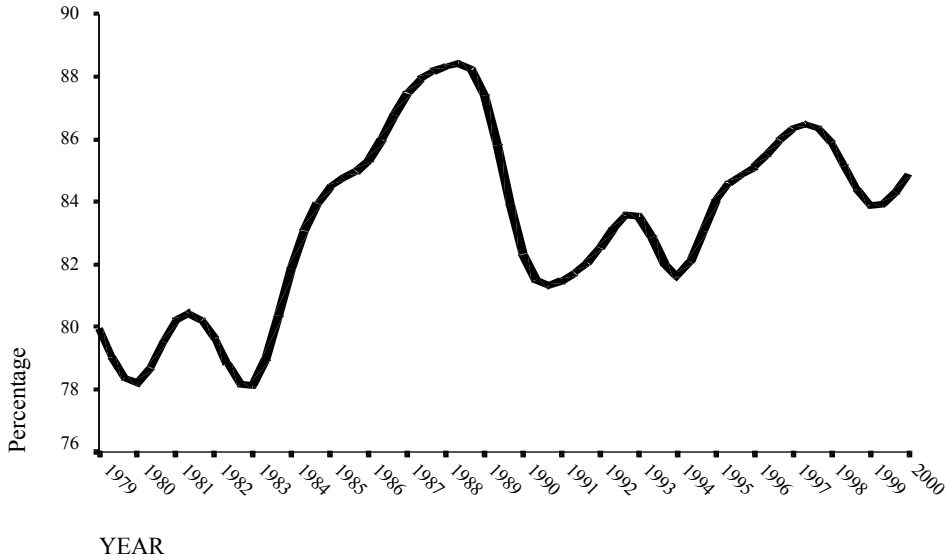
Graph 4.1.1. represents Expected Annual Income category by School or College for the following scale 1= less than \$10,000, 2=[\$10,001, \$15,000], 3=[\$15,001, \$20,000], 4=[\$20,001, \$25,000], 5=[\$25,001, \$30,000], 6=[\$30,001, \$35,000], 7=[\$35,001, \$40,000], 8=[\$40,000, \$50,000], 9= more than \$50,000. It should be noted that for the year 2000 all 20 respondents from the Pharmacy School who say they are working are also attending graduate school. Hence, all are either working part-time and attending graduate school, or unemployed and attending graduate school. Graph 4.1.2. presents income by school/college only for those who are working full-time and not going to graduate school (note that there are no respondents for the Pharmacy School in this category, therefore Pharmacy is not represented in the graph below). We can also see that some of the variation between schools is reduced when we consider only this subcategory. In particular we can notice that for the Schools of Allied Health and Education respondents' incomes go up substantially (also note from tables 4.1.1. that both of these schools have high graduate school attendance rates).

Graph 4.1.2. - Expected Annual Income by School/College

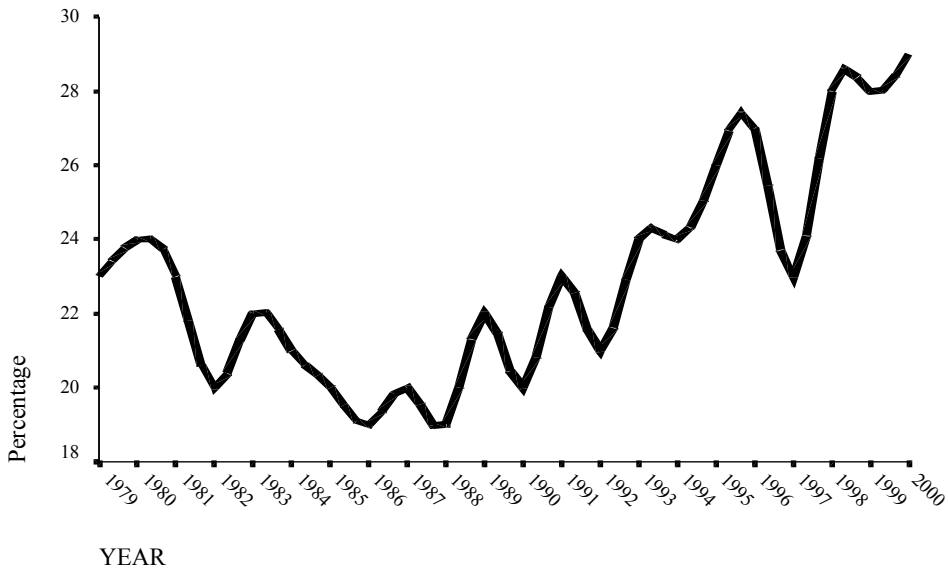


Graphs 4.2.3. and 4.2.4. show employment rates and graduate school rates since 1980. It should be noted that the two distributions tend to be somewhat inversely related. Also note that graduate school enrollment rates tend to be based on smaller counts (in particular for schools with lower numbers of respondents) and therefore exhibit larger variability.

Graph 4.1.3. - Employment Rate 1979-2000



Graph 4.1.4. - Graduate School Rate 1979-2000



**4.2. Type of Employment**

Respondents were questioned about their current employment; they were asked to choose from a list of types of occupation. Table 4.2.1. shows the results for the years 1997-2000, for those who were employed full-time. The results are generally stable across years.

Table 4.2.1: Employment Rate, Ranked by General Type of Position (1979-2000)

Type of Position	1979-1984	1985-1990	1991-1996	1997-2000
1. Prof., Managerial, Administrative and Technical	53%	59%	56%	59%
2. Teaching	6%	6%	6%	7%
3. Health	18%	15%	16%	17%
4. Clerical or Sales	14%	12%	14%	9%
5. Public & Personal Service	3%	3%	4%	3%
6. Technicians, Craft Workers,	3%	3%	2%	2%
7. Agricultural & Natural Scs.	3%	2%	2%	3%

The distribution of full-time employed respondents regarding their type of occupation is also given by school/college of the years 1997-2000 combined.

Table 4.2.2. - Type of Occupation by School/College

Col %	Agric. & Nat. Res	Allied Health	Liberal Arts & Sci.	Business	Education	Engineering
Prof., Managerial, Administ., and Technical	38%	7%	60%	88%	15%	95%
Teaching	1%		10%		33%	1%
Health	11%	93%	7%	1%	35%	1%
Clerical or Sales	7%		14%	9%	4%	1%
Public & Personal Service	4%		5%	0%	6%	1%
Technicians, Craft Workers, Operators & Repair workers	4%		3%	1%	4%	2%
Agricultural & Natural Scs.	36%		1%	1%	4%	

1997-2000

Table 4.2.2. - Type of Occupation by School/College

Col %	Fine Arts	Family Studies	General Studies	Nursing	Pharmacy
Prof., Managerial, Administ., and Technical	71%	42%	62%	1%	
Teaching	7%	34%	4%		
Health		8%	13%	99%	100%
Clerical or Sales	9%	8%	10%		
Public & Personal Service	7%	6%	4%		
Technicians, Craft Workers, Operators & Repair workers	4%	1%	4%		
Agricultural & Natural Scs.	2%	1%	1%		

1997-2000

### 4.3. Employment Location

Respondents who were employed full-time were also asked about the location of their place of employment. Table 4.3.1. shows these results. About 75% of respondents remain in Connecticut, with Massachusetts being the second state to receive UConn graduates. These percentages have basically remained stable during the period 1997-2000.

**Table 4.3.1. - State of Employment by Year of Graduation**

Col %	1997	1998	1999	2000
Connecticut	74%	73%	75%	73%
Massachussets	8%	8%	7%	9%
New Jersey	1%	2%	1%	1%
New York	6%	6%	6%	7%
Other	10%	11%	11%	10%

The distribution of full-time employed respondents regarding the location of their place of employment is also given by school/college of the years 1997-2000 combined. 88% of graduates of the School of General Studies work full-time in Connecticut, while Allied Health has the lowest value at 56%.

**Table 4.3.2. - Employment State by School/College**

Col %	Agric. & Nat. Res	Allied Health	Liberal Arts &Sci.	Business	Education	Engineering
Connecticut	75%	56%	71%	75%	80%	75%
Massachussets	9%	14%	8%	7%	9%	6%
New Jersey		4%	2%	2%		0%
New York	2%	10%	7%	9%	4%	5%
Other	14%	16%	12%	7%	8%	14%

1997-2000

**Table 4.3.2. - Employment State by School/College**

Col %	Fine Arts	Family Studies	General Studies	Nursing	Pharmacy
Connecticut	71%	76%	88%	81%	67%
Massachussets	7%	8%	2%	10%	19%
New Jersey		2%	1%		2%
New York	12%	5%	3%	2%	
Other	10%	10%	6%	7%	12%

1997-2000