Results from the 2012 Alumni Attitude Study®

Presented by:

Alumni Attitude STUDY
Data Driven. Results.
Alumni Attitude Study®

About the Study®
CSU System Alumni Attitude Study participation
  • Prior study conducted with CSU System in 2008
  • 18 participants in 2008 and 19 in 2012
  • 16K responses in 2008 and 21K responses in 2012

About the Study
  • Cooperative development of the instrument (11 founding institutions)
  • Survey completed by over 500,000 alumni at 200 universities and colleges over the last 12 years
  • Instrument 85% the same as originally developed
  • Instrument was branded to reflect The California State University
### Participants

<table>
<thead>
<tr>
<th>CSU 2008 Project</th>
<th>CSU 2012 Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU, Bakersfield</td>
<td>Cal Poly Pomona</td>
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<tr>
<td>Cal Poly Pomona</td>
<td>Cal Poly SLO</td>
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<tr>
<td>Cal Poly SLO</td>
<td>CSU, Channel Islands</td>
</tr>
<tr>
<td>Chico State</td>
<td>Chico State</td>
</tr>
<tr>
<td>CSU, Dominguez Hills</td>
<td>CSU, Dominguez Hills</td>
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<tr>
<td>CSU, East Bay</td>
<td>CSU, East Bay</td>
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<tr>
<td>Fresno State</td>
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<td>Cal State Fullerton</td>
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<td>Humboldt State University</td>
<td>Humboldt State University</td>
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<td>CSU, Long Beach</td>
<td>CSU, Long Beach</td>
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<tr>
<td>CSU, Northridge</td>
<td>CSU, Los Angeles</td>
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<td>Sacrament State University</td>
<td>CSU, Northridge</td>
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<tr>
<td>CSU, San Bernardino</td>
<td>CSU, Monterey Bay</td>
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<td>San Diego State University</td>
<td>Sacramento State University</td>
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<td>San Jose State University</td>
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<td>Sonoma State University</td>
<td>San Jose State University</td>
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<td>CSU Stanislaus</td>
<td>CSU, San Marcos</td>
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<td>CSU, Stanislaus</td>
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</tbody>
</table>
## 2012 Participants by group

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
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</thead>
<tbody>
<tr>
<td>Dominguez Hills</td>
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<td>San Bernardino</td>
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<td>East Bay</td>
<td>Fullerton</td>
<td>Long Beach</td>
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<tr>
<td>Humboldt</td>
<td>San Jose</td>
<td>Fresno State</td>
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<tr>
<td>Channel Islands</td>
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<td>San Marcos</td>
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<td>Monterey Bay</td>
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<td>Stanislaus</td>
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Distribution and Response
Number of Responses

*Individual survey is not yet closed. Results are as of 3/11/13.
## Distribution and Response

<table>
<thead>
<tr>
<th></th>
<th>2012 Response Rate</th>
<th>2008 Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Presumed Delivered</td>
<td>2.88%</td>
<td>10.75%</td>
</tr>
<tr>
<td>Number of responses</td>
<td>724,597</td>
<td>152,195</td>
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<tr>
<td>Number of responses</td>
<td>20,886</td>
<td>16,367</td>
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</tbody>
</table>
Bias is inherent in all research studies. It must be understood and minimized where possible.

**Confidence Interval**
- Computation based on number of responses and variation of responses
- Assumes random distribution and ability to respond
- Response percentage is not part of the consideration for this calculation

**Non-Response Bias**
- A low survey response rate and corresponding high non-response rate causes concern about differences between respondents and non-respondents
- Exists in both internet and phone surveys as well as mail
- Consistency of ranking for question groups helps alleviate concern
- Distribution across membership status, age, and gender also helps reduce concern

**Selection Bias**
- A survey will be more representative of the entire population if sample selection is truly random and each member of the population has an equal opportunity to be selected
- Possibly more of an internet issue currently for some schools
- Approximately 82% of college graduates have access to the internet and email*

Distribution and Response
Response Rate

*Individual survey is not yet closed. Results are as of 3/11/13.
<table>
<thead>
<tr>
<th>Participants All School Comparables</th>
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</thead>
<tbody>
<tr>
<td>American University</td>
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<tr>
<td>Auburn University</td>
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<td>Barry University</td>
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<td>Berea College</td>
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<td>Bryant University</td>
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<td>Buffalo State University</td>
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<td>University of Wisconsin - Martin</td>
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<td>Whitworth University</td>
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Population Demographics

Study Results
Response
By Degree Obtained

Percentage of Participants

- Undergraduate
- Graduate
- Both undergraduate and graduate
- No degree obtained

All School | 2008 CSU System | 2012 CSU System

Slide 13
Response
By Location of Current Residence

Percentage of Participants

Within 10 miles | 11-50 miles | 51-100 miles | 101-250 miles | Over 250 within the US | Over 250 outside the US

- All School
- 2008 CSU System
- 2012 CSU System
Response
By Location of Current Residence

- Residence in-state
- Residence out-of-state
- Resident of another country

Percentage of Participants

- 2008 CSU System
- 2012 CSU System

All School

Slide 15
Response
By Era

Percentage of Participants

0 5 10 15 20 25 30 35 40 45 50

WWII\Post WWII  Woodstock\Vietnam  Post Watergate  Yuppie\End of Cold War  Electronic Revolution\Dot-Com  Post 9/11

All Schools  2008 CSU System  2012 CSU System

CSU The California State University
WORKING FOR CALIFORNIA

Slide 18
Response

Post 911 Percentage By University

*Individual survey is not yet closed. Results are as of 3/11/13.
Response
By Gender

Percentage of Participants

Male
Female

All School
2008 CSU System
2012 CSU System

Alumni Attitude
STUDY
Data Driven Results.

The California State University
WORKING FOR CALIFORNIA
Response
By Gender Across Generations

Percentage of Participants

Male
- WWII: 80%
- Boomers: 60%
- Gen X: 50%
- Gen Y: 40%

Female
- WWII: 70%
- Boomers: 30%
- Gen X: 50%
- Gen Y: 60%
Distribution and Response
By Q23 Intent to Participate Financially

Might contribute in the future

Non-contributors

Contributors

Never-do not plan to in future
Have-do not plan to in future
Never-plan to in future
Currently-plan to continue
Currently-plan to increase

Percentage of Respondents

Never-do not plan to in future
Have-do not plan to in future
Never-plan to in future
Currently-plan to continue
Currently-plan to increase

All School  2008 CSU System  2012 CSU System
Response
By Q23 Intent to Participate Financially vs. Q02

How often do you promote the your university to others?

- Never
- Occasionally
- Regularly
- All the time

Non-contributors
- 31% Never-do not plan to in future
- 46% Have-do not plan to in future

Might contribute in the future

Contributors
- 46% Currently-plan to continue
- 31% Currently-plan to increase

Percentage of Respondents

0% 10% 20% 30% 40% 50% 60%

Never-do not plan to in future
Have-do not plan to in future
Never-plan to in future
Currently-plan to continue
Currently-plan to increase

Data Driven. Results.

Slide 23
Response
By Q23 Intent to Participate Financially vs. Era

Non-contributors

Might contribute in the future

Contributors

Percentage of Respondents

Never-do not plan to in future
Have-do not plan to in future
Never-plan to in future
Currently-plan to continue
Currently-plan to increase

- WWII\Post WWII
- Woodstock\Vietnam
- Post Watergate
- Yuppie\End of Cold War
- Electronic Revolution\Dot-Com
- Post 9/11

Slide 24
Implications: Highlighted Issues & Areas of Focus

• Equity of Degree Matters

• Enhanced opportunities to branding association on campus

• More effective communications
  ✓ High value talking points
  ✓ High value communication topics
  ✓ Segmentation opportunities

• Underlying issues regarding alumni events
Loyalty

Study Results
Q07. How well did the highest degree from the University prepare you for each of the following?

- Poor preparation
- Fair preparation
- Good preparation
- Excellent preparation

Current work status
Commitment to continuous learning
Deepening my understanding and commitment to personal development
Further graduate education
Contributing to my community
Responding to new career opportunities

All School  ■  2008 CSU System  ■  2012 CSU System
Q07. How well did the highest degree from the University prepare you for each of the following?

By Era

- Current work status
- Commitment to continuous learning
- Deepening my understanding and commitment to personal development
- Further graduate education
- Contributing to my community
- Responding to new career opportunities

By Era:
- WWII\Post WWII
- Woodstock\ Vietnam
- Yuppie\End of Cold War
- Electronic Revolution\Dot-Com
- Post Watergate
- Post 9/11
Q07. How well did the highest degree from the University prepare you for each of the following?
Current Work Status

Cal Poly SLO
Chico
Ind. CSU
Ind. CSU
Ind. CSU

Dominguez Hills
Ind. CSU
Ind. CSU
Ind. CSU
Ind. CSU
Ind. CSU

* Ind. CSU
* Ind. CSU
* Ind. CSU
* Ind. CSU
* Ind. CSU
* Ind. CSU

= Group 1
= Group 2
= Group 3

*Individual survey is not yet closed. Results are as of 3/11/13.
Q01. How would you rate your decision to attend the University?

![Bar chart showing the percentage of respondents rating their decision as Bad, Fair, Good, and Great across different years and categories.]

- **All School**
- **2008 CSU System**
- **2012 CSU System**
Q01. How would you rate your decision to attend the University?

*Percentage of respondents who chose top two choices*

*Individual survey is not yet closed. Results are as of 3/11/13.*
Q04. Which of the following best describes your experience as a student?

- Poor
- Fair
- Good
- Excellent

Percentage of Respondents

- All School
- 2008 CSU System
- 2012 CSU System
Q04. Which of the following best describes your experience as a student?

*Percentage of respondents who chose top two choices*

- Cal Poly SLO: 98%
- Chico: 95%
- Ind. CSU: 94%
- Humboldt: 94%
- Ind. CSU: 93%
- Ind. CSU: 93%
- Ind. CSU: 92%
- Ind. CSU: 91%
- Ind. CSU: 91%
- Ind. CSU: 90%
- Ind. CSU: 90%
- Humboldt: 89%
- Humboldt: 89%
- Ind. CSU: 88%
- Ind. CSU: 87%
- Chico: 86%
- Cal Poly SLO: 85%

*Individual survey is not yet closed. Results are as of 3/11/13.*
Q02. How often do you promote the University to others?

- Never
- Occasionally
- Regularly
- All the time

Percentage of Respondents

- 2008 CSU System
- 2012 CSU System
Q02. How often do you promote the University to others?

*Percentage of respondents who chose top two choices*

- **Cal Poly SLO**: 79%
- **San Marcos**: 61%
- **Chico**: 60%
- **Ind. CSU**:
  - Group 1: 54%
  - Group 2: 53%
  - Group 3: 53%
- **Ind. CSU**:
  - Group 1: 52%
  - Group 2: 51%
  - Group 3: 50%
- **Ind. CSU**:
  - Group 1: 49%
  - Group 2: 49%
  - Group 3: 47%
- **Ind. CSU**:
  - Group 1: 46%
  - Group 2: 42%
  - Group 3: 39%
- **Ind. CSU**:
  - Group 1: 33%

*Individual survey is not yet closed. Results are as of 3/11/13.*
Q06. Which of the following best describes your overall current opinion of the University?
Q06. Which of the following best describes your overall current opinion of the University?

*Percentage of respondents who chose top two choices*

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cal Poly SLO</td>
<td>98</td>
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<tr>
<td>San Marcos</td>
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<td>Ind. CSU</td>
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<td>Ind. CSU</td>
<td>93</td>
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<td>Cal Poly Pomona</td>
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<td>*Ind. CSU</td>
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<td>*Ind. CSU</td>
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<tr>
<td>*Ind. CSU</td>
<td>81</td>
</tr>
</tbody>
</table>

*Individual survey is not yet closed. Results are as of 3/11/13.*
Q05. Which of the following best describes your experience as an alumnus/a?
Q05. Which of the following best describes your experience as an alumnus/a? *Ind. survey is not yet closed. Results are as of 3/11/13.

Percentage of respondents who chose top two choices

Percentage of Respondents

Cal Poly SLO: 76%
Ind. CSU: 72%
Channel Islands: 72%
Ind. CSU: 67%
Ind. CSU: 65%
Chico: 64%
Ind. CSU: 60%
Ind. CSU: 60%
Ind. CSU: 59%
Ind. CSU: 58%
Ind. CSU: 57%
Ind. CSU: 57%
Ind. CSU: 56%
Ind. CSU: 56%
Ind. CSU: 56%
Ind. CSU: 55%
Ind. CSU: 53%
Ind. CSU: 52%
Ind. CSU: 51%
Ind. CSU: 47%

= Group 1
= Group 2
= Group 3

*Individual survey is not yet closed. Results are as of 3/11/13.
Q20. Please indicate your level of agreement with the following statements:

- Strongly disagree
- Generally disagree
- Generally agree
- Strongly agree

- It is important to me that the CSU has an effective lobby effort in support of higher education issues such as state funding and access for students
- It is important to me that my degree is from one of the 23 campuses of the California State University system
- I feel the CSU keeps me informed about ways I can support the university and its students

2008 CSU System  2012 CSU System
Q09. Please indicate your level of agreement with the following statements:

By Era

- **Strongly disagree**
- **Generally disagree**
- **Generally agree**
- **Strongly agree**

It is important to me that the CSU has an effective lobby effort in support of higher education issues such as state funding and access for students.

It is important to me that my degree is from one of the 23 campuses of the California State University system.

I feel the CSU keeps me informed about ways I can support the university and its students.

- **WWII\Post WWII**
- **Yuppie\End of Cold War**
- **Woodstock\ Vietnam**
- **Electronic Revolution\Dot-Com**
- **Post Watergate**
- **Post 9/11**

Slide 41
Q11. How do you currently rate the California State University system in terms of:

1. the quality of education?
2. Achieving its mission of preparing significant numbers of educated, responsible people to contribute to California schools, economy, culture, and future.
3. Providing opportunity for qualified students to attend.
4. Preparing students for the workforce?

- 2008 CSU System
- 2012 CSU System
Q11 How do you currently rate the California State University system in terms of:
By Era

The quality of education

Achieving its mission of preparing significant numbers of educated, responsible people to contribute to California schools, economy, culture, ...

Providing opportunity for qualified students to attend

Preparing students for the workforce

WWII\Post WWII
Woodstock\ Vietnam
Yuppie\End of Cold War
Electronic Revolution\Dot-Com
Post Watergate
Post 9/11

Not important
Somewhat important
Very important
Critically important
Q16. Are you interested in supporting the university through the following types of activities

- Attending alumni activities and events: 25%
- Volunteering: 25%
- Advocacy related activities (sharing your story, speaking to a group, writing a letter): 25%
- Being a donor: 0%
Q16. Are you interested in supporting the university through the following types of activities

By Era

- Attending alumni activities and events
- Volunteering
- Advocacy related activities (sharing your story, speaking to a group, writing a letter)
- Being a donor

Percentage of Respondents

- WWII / Post WWII
- Woodstock / Vietnam
- Yuppie / End of Cold War
- Electronic Revolution / Dot-Com
- Post Watergate
- Post 9/11
Communication

Study Results
Q20. Please indicate how much each of the following impacts your overall current opinion of the University:

*Percentage of respondents who chose top two choices*

- Value and respect for degree
- Accomplishments of faculty
- Accomplishments of students
- Campus aesthetics (e.g. buildings, grounds, etc.)
- School rankings (e.g. U.S. News & World Report)
- Providing scholarships
- Accomplishments of alumni
- Outreach to community
- History and tradition
- Media visibility (e.g. newspaper, magazine articles, etc.)
- Success of athletic teams

![Bar chart showing the percentage of respondents who chose top two choices for various factors affecting overall opinion of the University, with data for All School, 2008 CSU System, and 2012 CSU System.](Slide 47)
Q20. Please indicate how much each of the following impacts your overall current opinion of the University:

By Era

<table>
<thead>
<tr>
<th>Impact</th>
<th>No Impact</th>
<th>Some Impact</th>
<th>Significant Impact</th>
<th>Critical Impact</th>
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</thead>
<tbody>
<tr>
<td>Value and respect for degree</td>
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<tr>
<td>Accomplishments of faculty</td>
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<td>School rankings (e.g. U.S. News &amp; World...)</td>
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<td>Success of athletic teams</td>
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- WWII\Post WWII
- Woodstock\Vietnam
- Yuppie\End of Cold War
- Electronic Revolution\Dot-Com
- Post Watergate
- Post 9/11
Q20. Please indicate how much each of the following impacts your overall current opinion of the University:

*Percentage of respondents who chose top two choices*

<table>
<thead>
<tr>
<th>University</th>
<th>Value and respect for degree (%)</th>
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<tbody>
<tr>
<td>Cal Poly SLO</td>
<td>98</td>
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<td>Cal Poly Pomona</td>
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</table>

*Individual survey is not yet closed. Results are as of 3/11/13.*
Q13. How important was each of the following to your experience as a student, and how well did the University do at providing them?

<table>
<thead>
<tr>
<th>Item</th>
<th>Importance</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics and classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills and training for career</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship with faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exposure to new things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lessons about life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship with other students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student employment opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation for new students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship with admin and staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditions or values learned on campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student leadership opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity to interact with alumni</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending cultural events like films, lectures, etc.</td>
<td></td>
<td></td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity to participate in fraternity or sorority</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Importance scale: Not Important (Poor), Somewhat Important (Fair), Very Important (Good), Critically Important (Excellent)
Q13. How important was each of the following to your experience as a student, and how well did the University do at providing them?

Gap Analysis

- Academics and classes
- Skills and training for career
- Relationship with faculty
- Exposure to new things
- Admissions process
- Lessons about life
- Relationship with other students
- Student employment opportunities
- Orientation for new students
- Relationship with admin and staff
- Traditions or values learned on campus
- Student leadership opportunities
- Opportunity to interact with alumni
- Attending cultural events like films, lectures, etc.
- Attending athletic events
- Opportunity to participate in fraternity or sorority

Importance exceeds Performance
Performance exceeds Importance

All School  2008 CSU System  2012 CSU System
Q13. How important was each of the following to your experience as a student, and how well did the University do at providing them?

*Gap Analysis by Era*

<table>
<thead>
<tr>
<th>Importance exceeds Performance</th>
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<tbody>
<tr>
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</table>
Correlation Analysis

Highest correlation to “loyalty” across all questions

q07c Responding to new career...
q07a Current work status
q07b Commitment to continuous...
q07f Further graduate education
q07e Deepening my understanding and...
c3c Preparing students for the workforce
q07d Contributing to my community
c3b The quality of education
c3d Achieving its mission of preparing...
q10op Traditions or values learned on...
q10lp Skills and training for career
q10cp Academics and classes
q08ep Serving as ambassadors or...
q10mp Lessons about life
q10np Exposure to new things
q08ap Mentoring students
Q18. In your relationship with the University, please describe how often you do or have done the following.
Q18. In your relationship with the University, please describe how often you do or have done the following.

By Era

By Era

- Read alumni email
- Read alumni magazine
- Visit campus
- Visit campus web site
- Get in touch with other alumni
- Use Facebook
- Use Linked-in
- Attend your university sporting events
- Attend local alumni association or club...
- Use Twitter
- Volunteer to work on campus or at...
Q19. For each of the communication methods listed below, please tell us how important that method is to you and also rate the University’s effectiveness in utilizing that method.
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*Gap Analysis By Era*

<table>
<thead>
<tr>
<th>Importance exceeds Performance</th>
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</thead>
</table>

- Email
- University web site
- Electronic newsletter
- The alumni magazine (printed)
- Communication regarding your services or benefits
- Invitations to University activities
- Invitations to alumni activities
- Periodic informational communications
- Alumni web site
- Social media_online community
- Reunion mailings
- Viral Video_YouTube

- WWII\Post WWII
- Woodstock\Vietnam
- Yuppie\End of Cold War
- Electronic Revolution\Dot-Com
- Post Watergate
- Post 9/11

*CSU The California State University WORKING FOR CALIFORNIA*
Q19. For each of the communication methods listed below, please tell us how important that method is to you and also rate the University’s effectiveness in utilizing that method.

*Gap Analysis By Era*

**2008 Responses**

<table>
<thead>
<tr>
<th>Communication Method</th>
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</tr>
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<tbody>
<tr>
<td>University web site</td>
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<tr>
<td>Reunion mailings</td>
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<td></td>
</tr>
<tr>
<td>Viral videos/YouTube/Online Networking (MySpace, Facebook, etc.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Color Codes**

- Red: WWII/Post WWII
- Yellow: Woodstock/Vietnam
- Green: Post Watergate
- Blue: Yuppie/End of Cold War
- Purple: Electronic Revolution/Dot-Com
- Black: Post 9/11
Q19. For each of the communication methods listed below, please tell us how important that method is to you and also rate the University’s effectiveness in utilizing that method.

*Individual survey is not yet closed. Results are as of 3/11/13.
Q24. Please indicate your feeling regarding the frequency of the following.

- **Invitations to alumni activities**: 51
- **Printed materials from CSU (magazines, newsletters, etc.)**: 69
- **Email correspondence from CSU (newsletters, news flashes, etc.)**: 70
- **Information regarding programs such as credit cards, insurance services, long distance services, etc.**: 45
- **Solicitations for donations (annual fund, support for athletics, etc.)**: 59

- **Way too much**
- **A little too much**
- **About right**
- **Would welcome more**
- **Not nearly enough**
Q24. Please indicate your feeling regarding the frequency of the following.

By Era

- Invitations to alumni activities
- Printed materials from CSU (magazines, newsletters, etc.)
- Email correspondence from CSU (newsletters, news flashes, etc.)
- Information regarding programs such as credit cards, insurance services, long distance services, etc.
- Solicitations for donations (annual fund, support for athletics, etc.)

By Era:
- WWII/Post WWII
- Woodstock/Vietnam
- Yuppie/End of Cold War
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By Era

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</table>

All School  | 2008 CSU System | 2012 CSU System
Current and Future Alumni Programs

Study Results
Q08. How important is it for you and alumni in general to do the following and how well the University does at supporting alumni in doing them?
Q08. How important is it for you and alumni in general to do the following and how well the University does at supporting alumni in doing them?

*Gap Analysis*

- Identifying job opportunities for graduates
- Serving as legislative advocates
- Mentoring students
- Networking with other alumni
- Recruiting students
- Providing leadership by serving on boards, etc.
- Providing financial support for your CSU University
- Volunteering for your CSU University
- Attending general alumni and University events
- Providing feedback to your CSU University about how it is...
- Participating in University online activities (Social Media)
- Attending athletic events

*All School*  *2008 CSU System*  *2012 CSU System*
Q08. How important is it for you and alumni in general to do the following and how well the University does at supporting alumni in doing them?

*Gap Analysis by Era*

<table>
<thead>
<tr>
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</table>

- Identifying job opportunities for graduates
- Serving as legislative advocates
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- Providing feedback to your CSU University about how it is...
- Participating in University online activities (Social Media)
- Attending athletic events

- **WWII/Post WWII**
- **Woodstock/Vietnam**
- **Yuppie/End of Cold War**
- **Electronic Revolution/Dot-Com**
- **Post Watergate**
- **Post 9/11**
Q08. How **important** is it for you and alumni in general to do the following?

**Percentage of respondents who chose top two choices**

<table>
<thead>
<tr>
<th>Percent</th>
<th>Identifying job opportunities for graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>San Marcos: 84%, 84%</td>
</tr>
<tr>
<td></td>
<td>*Ind. CSU: 82%, 81%</td>
</tr>
<tr>
<td></td>
<td>Ind. CSU: 80%, 80%</td>
</tr>
<tr>
<td></td>
<td>Ind. CSU: 80%</td>
</tr>
<tr>
<td></td>
<td>Cal Poly SLO: 78%</td>
</tr>
<tr>
<td></td>
<td>Ind. CSU: 78%</td>
</tr>
<tr>
<td></td>
<td>Ind. CSU: 78%</td>
</tr>
<tr>
<td></td>
<td>Northridge: 77%, 77%</td>
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<tr>
<td></td>
<td>Ind. CSU: 77%</td>
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<tr>
<td></td>
<td>Ind. CSU: 77%</td>
</tr>
<tr>
<td></td>
<td>Cal Poly SLO: 75%</td>
</tr>
<tr>
<td></td>
<td>Cal Poly SLO: 74%</td>
</tr>
<tr>
<td></td>
<td>Cal Poly SLO: 69%</td>
</tr>
</tbody>
</table>

*Individual survey is not yet closed. Results are as of 3/11/13.*
Q08. How well does the University support alumni in the following (Performance)?
Percentage of respondents who chose top two choices

<table>
<thead>
<tr>
<th>University</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cal Poly SLO</td>
<td>54%</td>
</tr>
<tr>
<td>Dominguez Hills</td>
<td>53%</td>
</tr>
<tr>
<td>Chico</td>
<td>50%</td>
</tr>
<tr>
<td>Ind. CSU</td>
<td>50%</td>
</tr>
<tr>
<td>* Ind. CSU</td>
<td>48%</td>
</tr>
<tr>
<td>Ind. CSU</td>
<td>47%</td>
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<tr>
<td>Ind. CSU</td>
<td>44%</td>
</tr>
<tr>
<td>Ind. CSU</td>
<td>44%</td>
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<tr>
<td>Ind. CSU</td>
<td>43%</td>
</tr>
<tr>
<td>Ind. CSU</td>
<td>43%</td>
</tr>
<tr>
<td>Ind. CSU</td>
<td>41%</td>
</tr>
<tr>
<td>Ind. CSU</td>
<td>41%</td>
</tr>
<tr>
<td>Ind. CSU</td>
<td>41%</td>
</tr>
<tr>
<td>Ind. CSU</td>
<td>38%</td>
</tr>
<tr>
<td>* Ind. CSU</td>
<td>37%</td>
</tr>
<tr>
<td>Ind. CSU</td>
<td>36%</td>
</tr>
<tr>
<td>Ind. CSU</td>
<td>32%</td>
</tr>
</tbody>
</table>

*Individual survey is not yet closed. Results are as of 3/11/13.
Q17. How would you most like to be contacted by the University?

- Email
- Mail
- Telephone
- Direct face to face
- Not at all

All School
2008 CSU System
2012 CSU System

Percentage of Respondents

Q16. What are barriers to your participation in alumni activities?
Q16. What are barriers to your participation in alumni activities?

By Location of Current Residence

- Time
- Value (cost compared to benefit)
- Type or subject matter of the event
- Do not know anyone
- I would not make a difference
- Just do not want to
- Geographical distance
- Concern about future solicitation
- Do not know how to get involved

Percentage of Respondents

- In-state
- Out-of-state
- Abroad
Q12. In which of the following organizations/activities did you participate as a student?
Q12. In which of the following organizations/activities did you participate as a student? 
By Era
Q12. In which of the following organizations/activities did you participate as a student?

By Campus

Professional or career related organizations

*Individual survey is not yet closed. Results are as of 3/11/13.
Implications

Study Findings
Top level Action Items

• Feedback to the alumni
• Programs and communications targeted to the minus-two/plus-three
  — Increase brand of Alumni Association and Alumni on campus
    • Professional and career related programs
    • Intramurals
    • Community Service
    • Honors programs
  — Invite young alumni to as many events as reasonable and follow-up after the event with stories about what happened at the event
  — Create a sense of “event” for virtual activities including the survey process and follow-up (watch response rate in the next survey to determine if this was successful)
• Increase understanding of the benefits of being an Alumnus/a
• Targeted communications focusing on successful outcomes from events
• Build campus coalitions around alumni by sharing and discussing data
Foundation Concepts
Alumni Partnership Model©

Initiate the process by asking their opinion

Show you care – use a high-quality process

Solidify and institutionalize by checking back to see what changed

Let them know that you heard what was said

Take action in a way that demonstrates you care about their opinion

Alumni feedback is not a one-time event, but rather an ongoing process of measurement, action, and re-measurement.