

Alumni Attitude Study© Findings and Results for St. John's University 2007



Results From The
2007 Alumni Attitude Study©

St. John's University

August, 2007

Presented by:



The slides in this handout are part of a more complete and comprehensive oral presentation. For an in-depth understanding of the information provided herein, you should view these slides in combination with that presentation. For questions contact Rob Shoss at PEG, Ltd.

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ABOUT THE ALUMNI ATTITUDE STUDY©



Slide 1

Results From 2007 Alumni Attitude Study©

Alumni Attitude Study[®] Findings and Results for St. John's University 2007



About The Alumni Attitude Study[®]


- **Cooperative development of the instrument**
 - ✓ Greater need for feedback as part of partnership model versus pricing issues to do one-up research
 - ✓ 85% remains the same from original instrument
 - ✓ Smaller versions available
 - ✓ Custom-designed instruments have some comparable questions


- **Samples were extracted by the individual schools to reflect (as much as possible) the individual school's alumni population and demographics**

- **Survey distributed to over 800,000 alumni via email (with some schools opting to also use mail and telephone) over last 4 years**
(average response rate of 15% to 20%)

- **A branded survey was emailed to each individual with a link to a secure site for survey completion**


- **Survey questions can be divided into five areas:**
 - ✓ Demographics
 - ✓ Loyalty
 - ✓ Overall experience
 - ✓ Student experience
 - ✓ Alumni experience


Slide 2
Results From 2007 Alumni Attitude Study[®]



Study Results: Distribution & Response *Respondents*

	<u>Current</u>	<u>Lapsed</u>	<u>Never</u>	<u>Total</u>
Non-law Distribution	7,767	6,426	43,006	57,199
Non-law Bounce emails	2,262	1,968	16,801	21,031
Non-law Response	780	295	889	1,964
Total Non-law Response Rate	14.17%	6.62%	3.39%	5.43%
Law Distribution	2,287	1,281	4,830	8,398
Law Bounced emails	497	335	1,581	2,413
Law Response	180	74	118	372
Total Law Response Rate	10.06%	7.82%	3.63%	6.22%
Total Distribution	10,054	7,707	47,836	65,597
Total Bounced/Returned	2,759	2,303	18,382	23,444
Total Responses	960	369	1,007	2,336
Overall Response Rate	13.16%	6.83%	3.42%	5.54%


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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

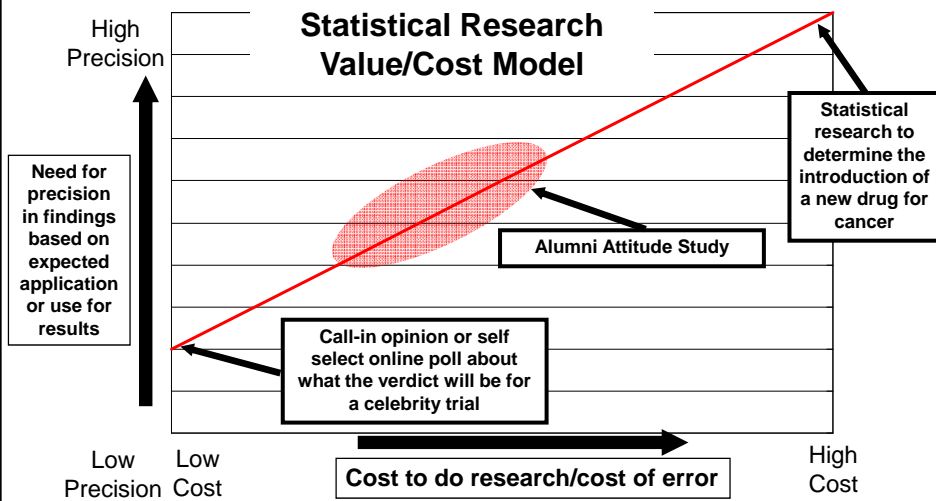
Selection Bias

- 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*


* Source: "The Ever-Shifting Internet Population", The Pew Internet & American Life Project, April 16, 2003.



When Enough is Enough




Alumni Attitude Study[®] Findings and Results for St. John's University 2007



About The Alumni Attitude Study[®]

Participants


Alaska, University of at Fairbanks	Concordia	Oakland University	Weber State University
Boise State University	Drake University	Ohio University	West Virginia University
Brandeis University	Drexel	Oregon, University of	Western Michigan University
Buffalo State	George Mason University	Ouachita Baptist University	Western Michigan University
California-Berkeley, University of	George Washington University	Pittsburgh, University of	Winthrop
California-Davis, University of	Georgetown University	Portland State University	Wisconsin LaCrosse
California-Irvine, University of	Ithaca College	Purdue	
California-LA (UCLA), University of	Jacksonville State University	Rochester Institute of Tech	
California-Riverside, University of	Kansas, University of	Southern Illinois University	
California-San Diego, University of	Kent State University	Southern Methodist University	
California-San Francisco, University of	Linfield College	Southern Mississippi, University of	
California-Santa Barbara, University of	Massachusetts at Lowell, University of	Spelman College	
California-Santa Cruz, University of	Missouri, University of	St. John's University	
Case Western University	Montana State University	SUNY – University at Albany	
Cedarville University	Montana, University of	Syracuse University	
Central Florida, University of	Nevada at Las Vegas, University of	Texas Christian University	
Central Washington University	New Mexico, University of	Tufts	
Cincinnati, University of	New York University	University of Houston	
Colorado State University	Niagara	Utah, University of	
Colorado-Boulder, University of	North Dakota State University		



Items in red are multi-cohort

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About The Alumni Attitude Study[®]

St John's Comparable Schools

Georgetown University


Niagara University

New York University

Syracuse University

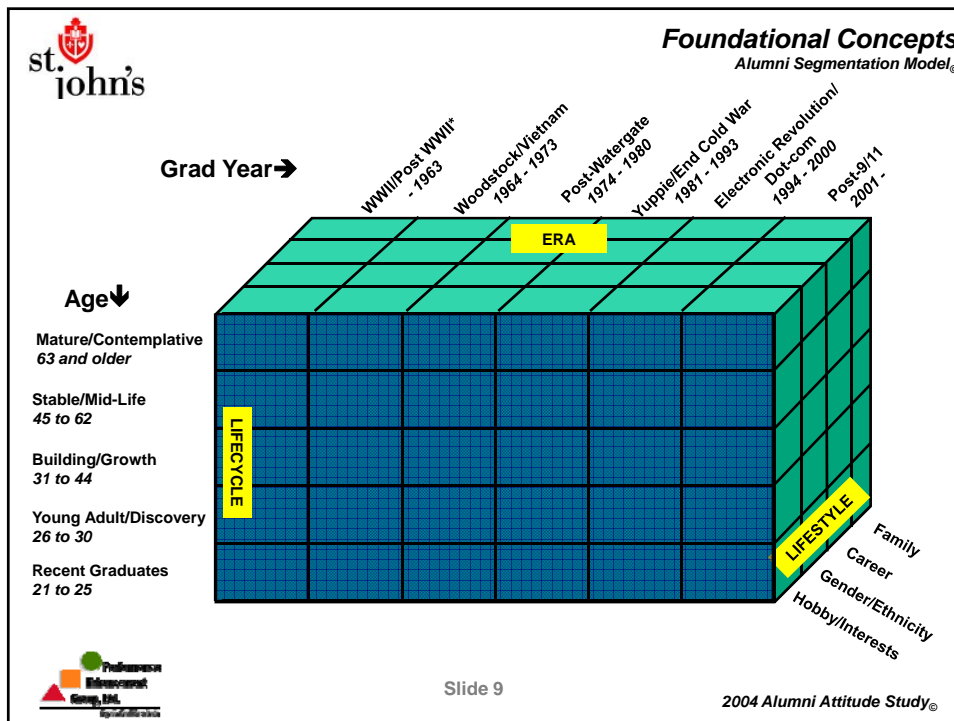
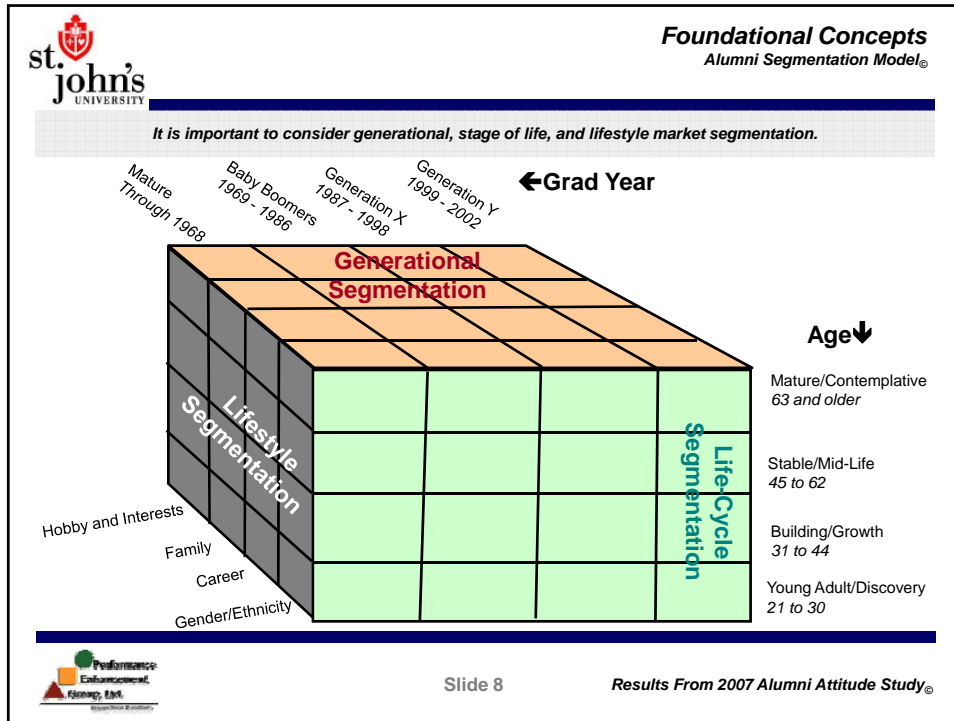
University of Cincinnati

University of Houston



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Study Results:

Population Demographics

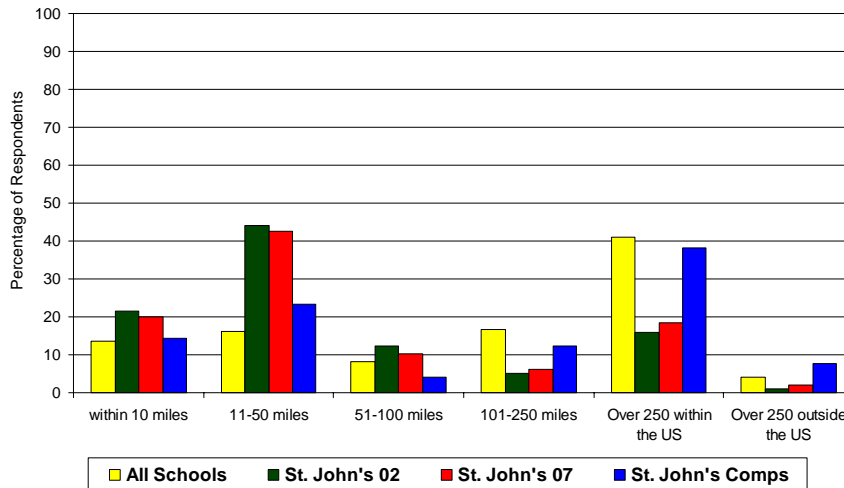


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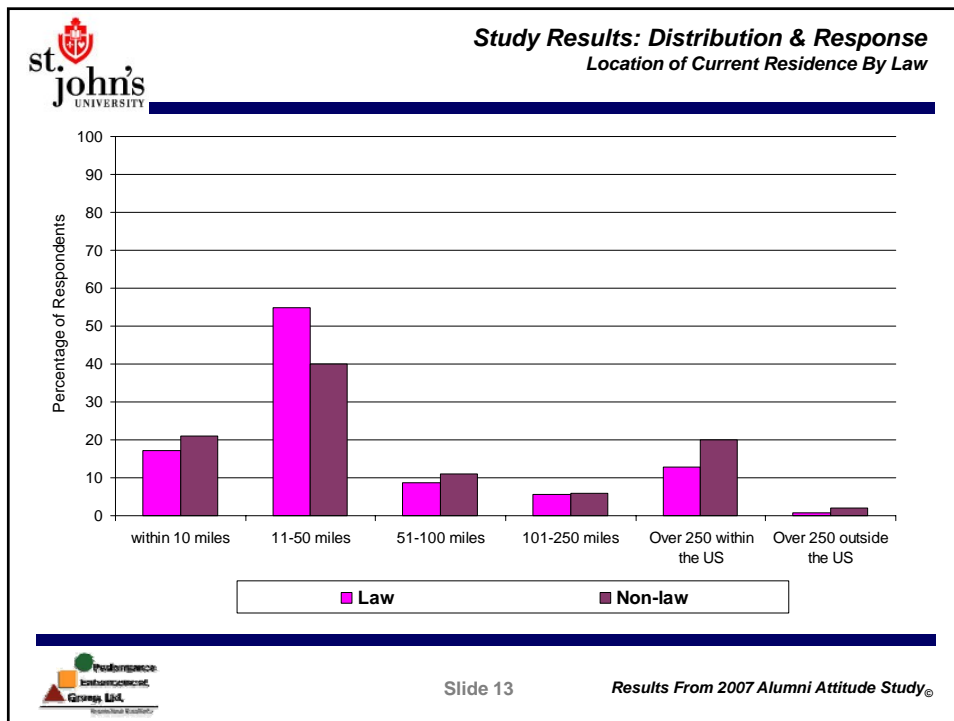
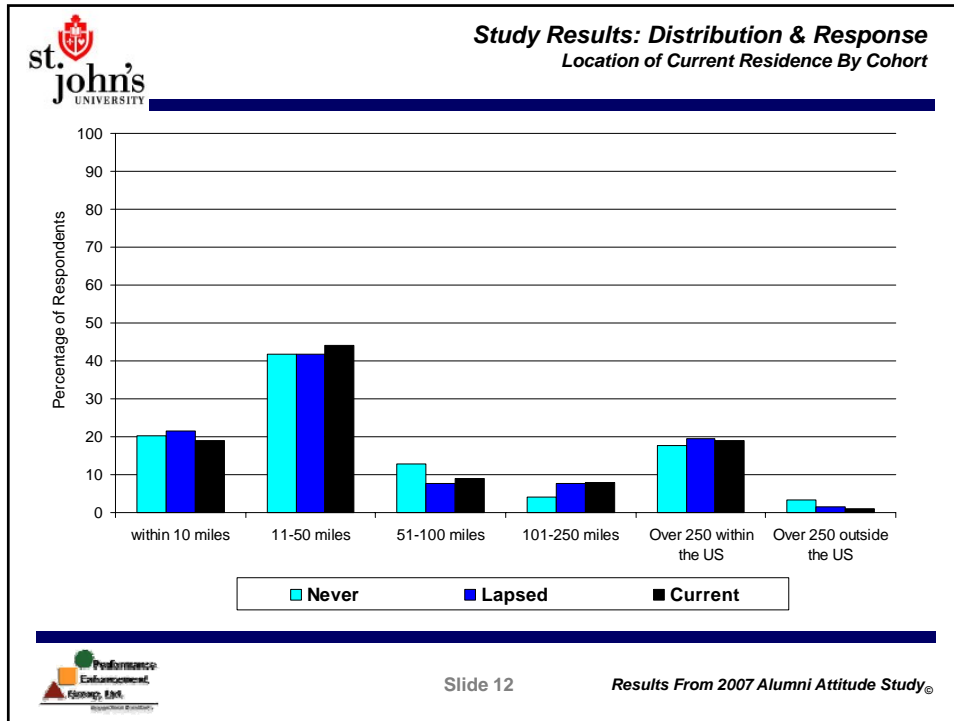
Study Results: Distribution & Response By Location of Current Residence



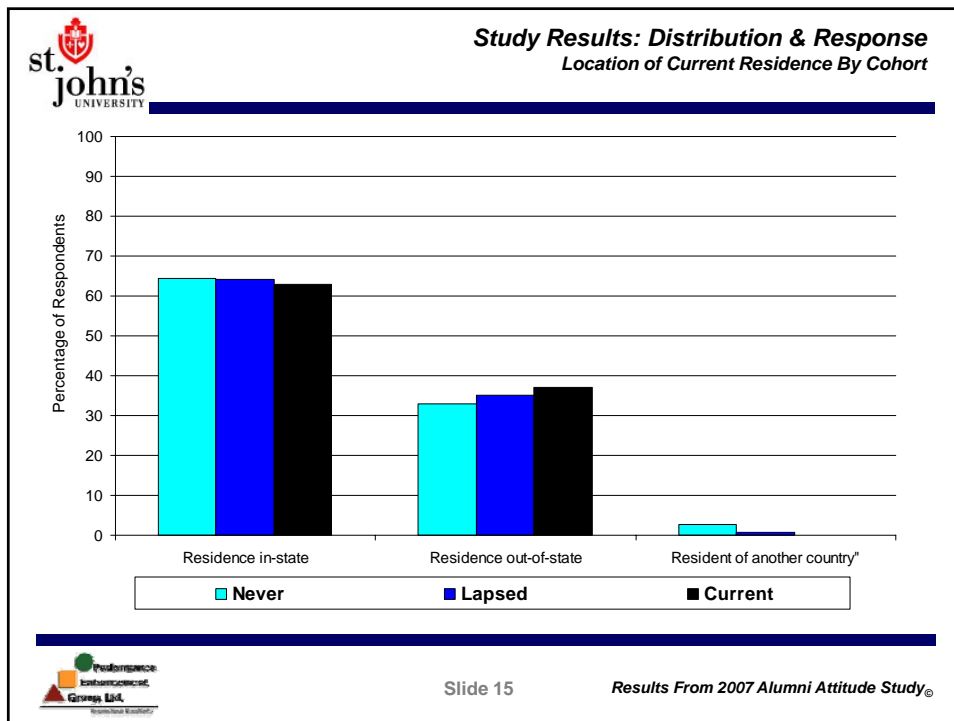
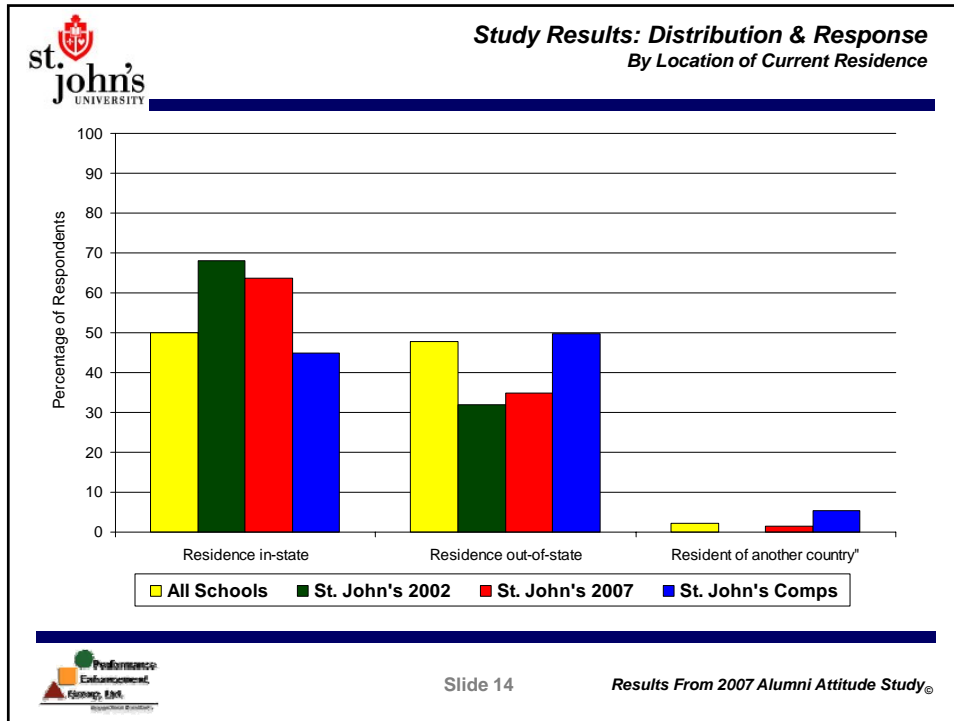
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Results From 2007 Alumni Attitude Study®

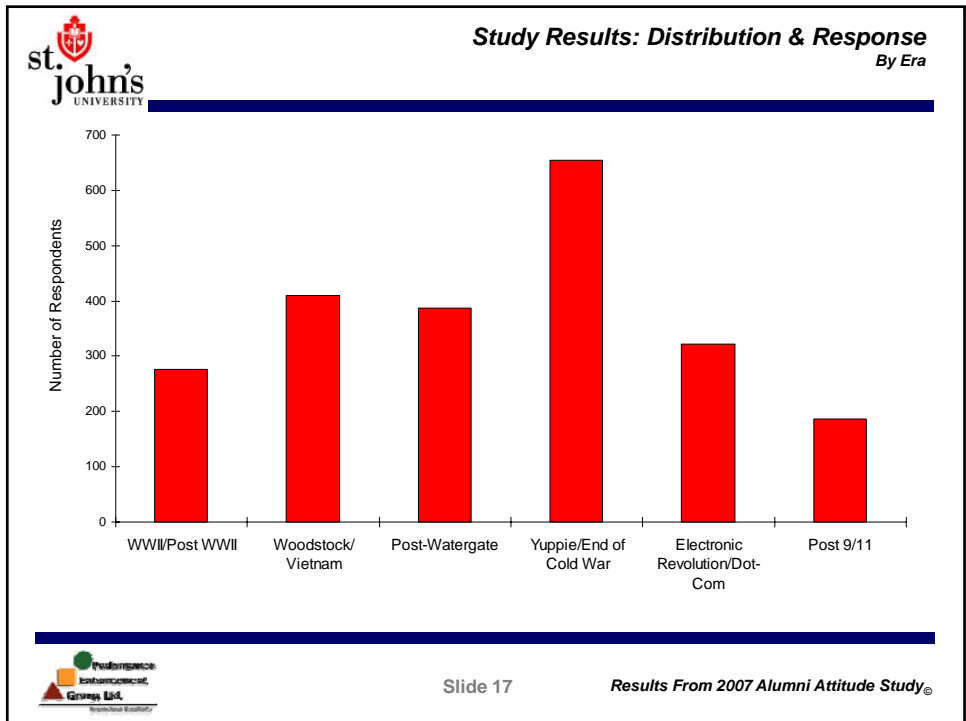
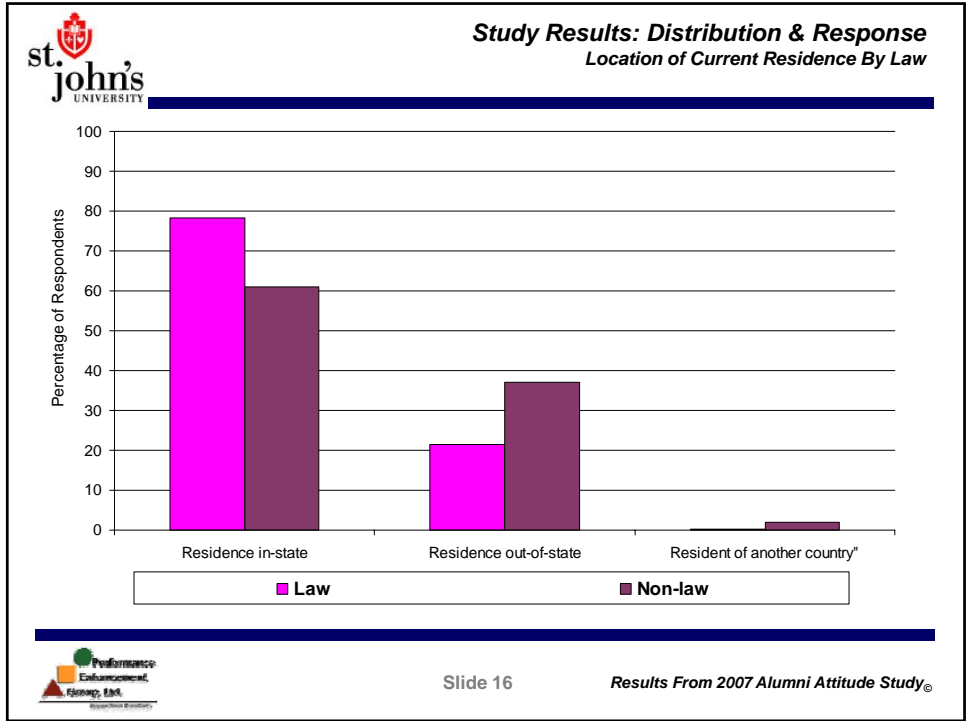
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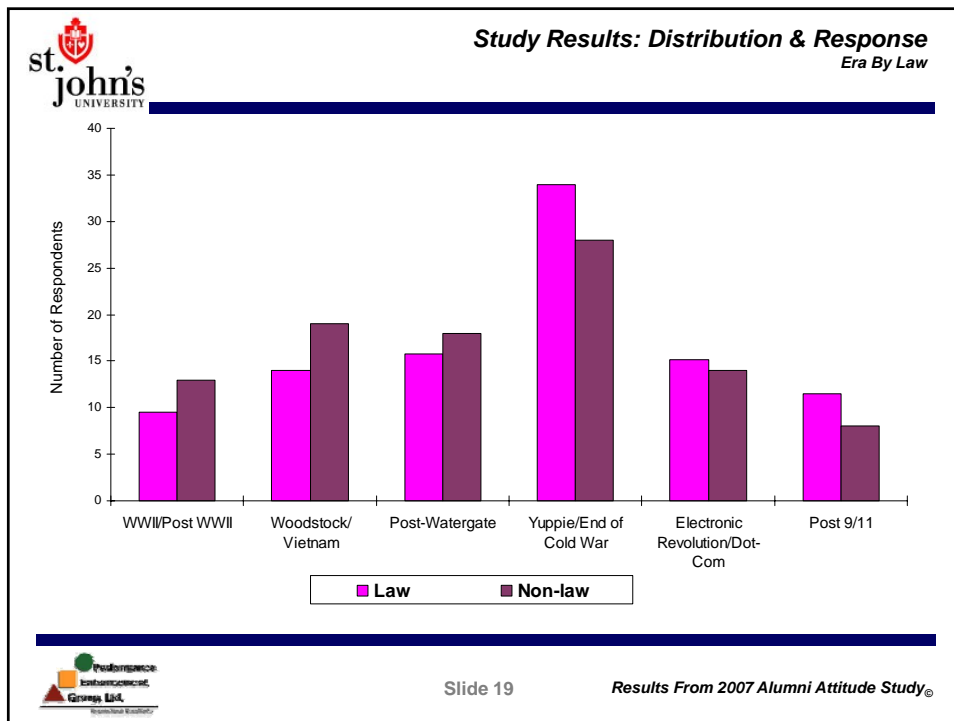
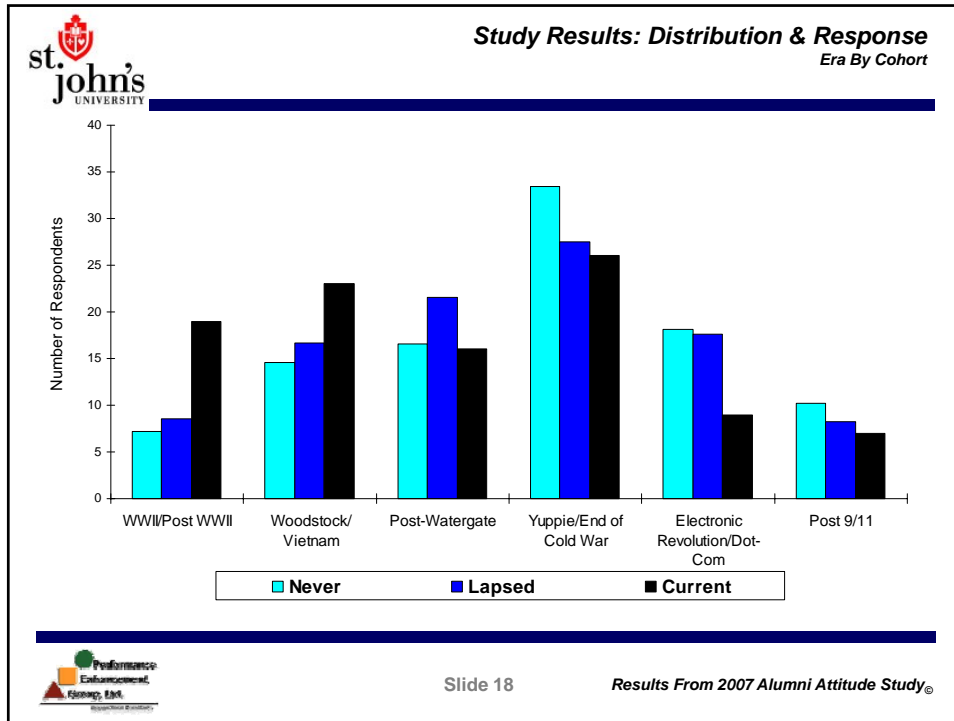
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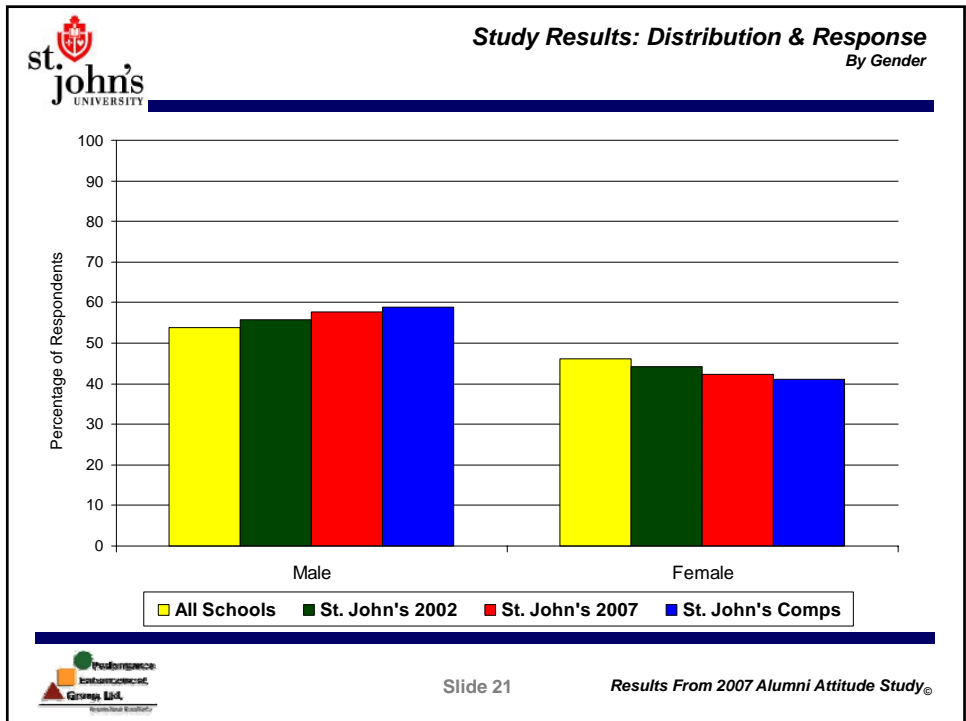
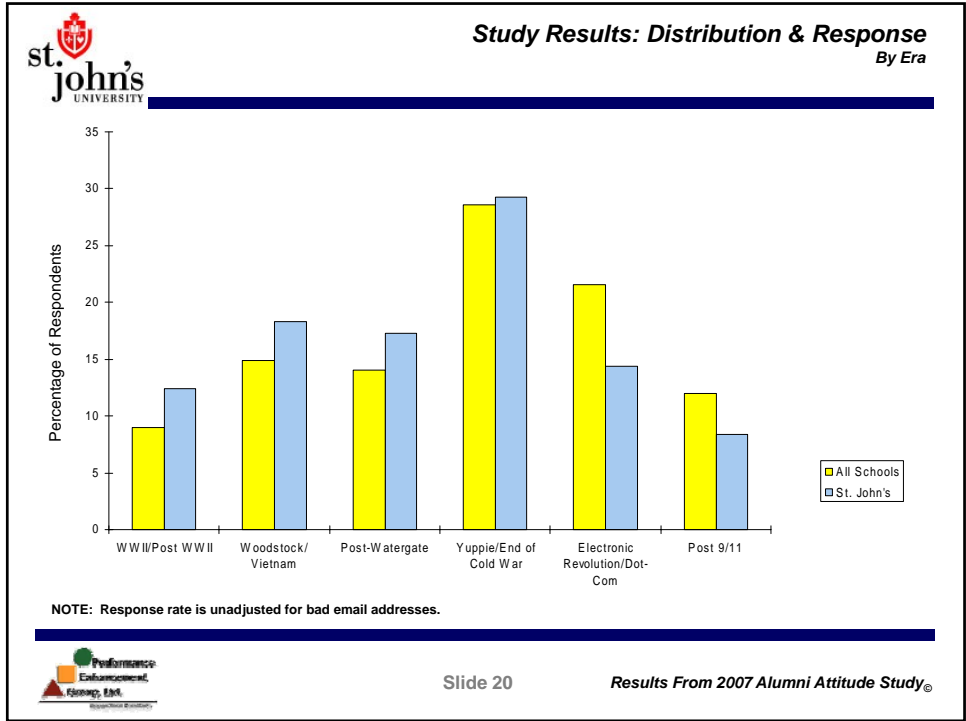
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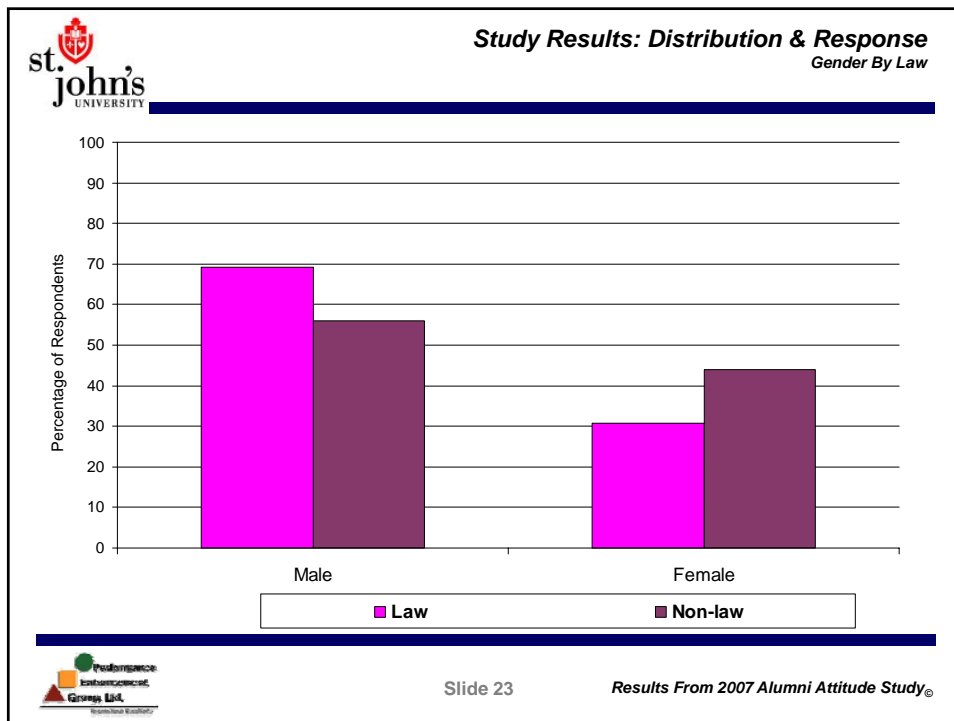
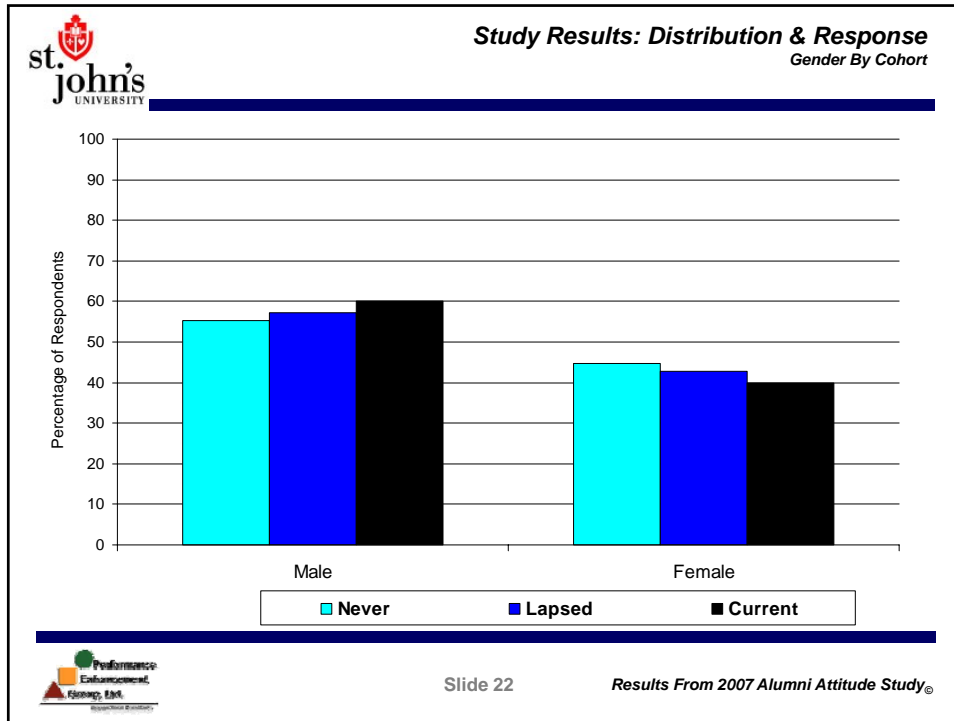
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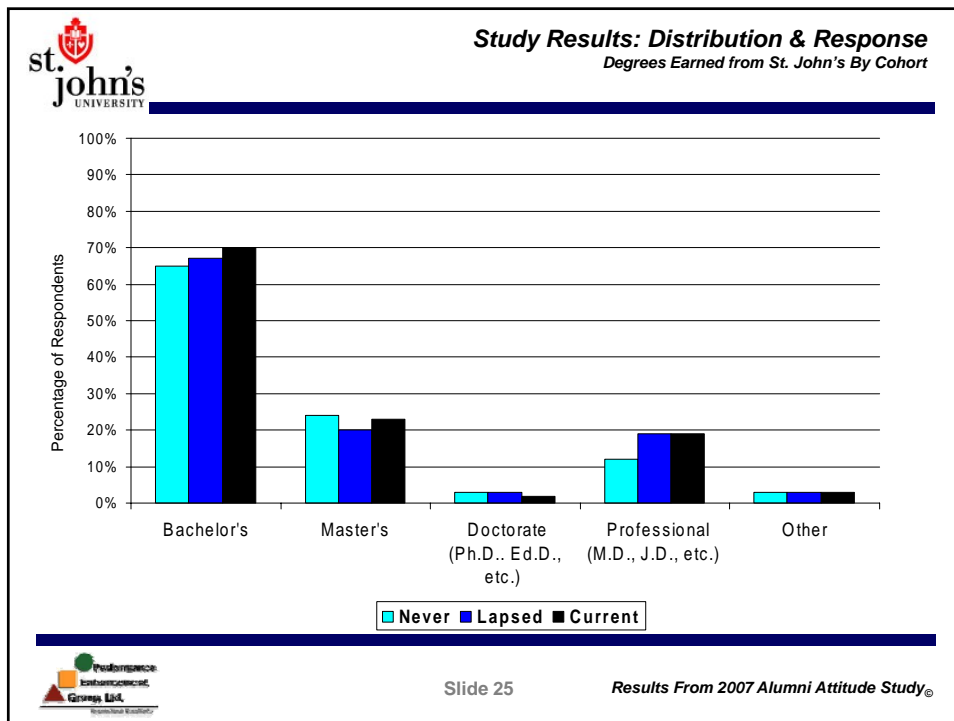
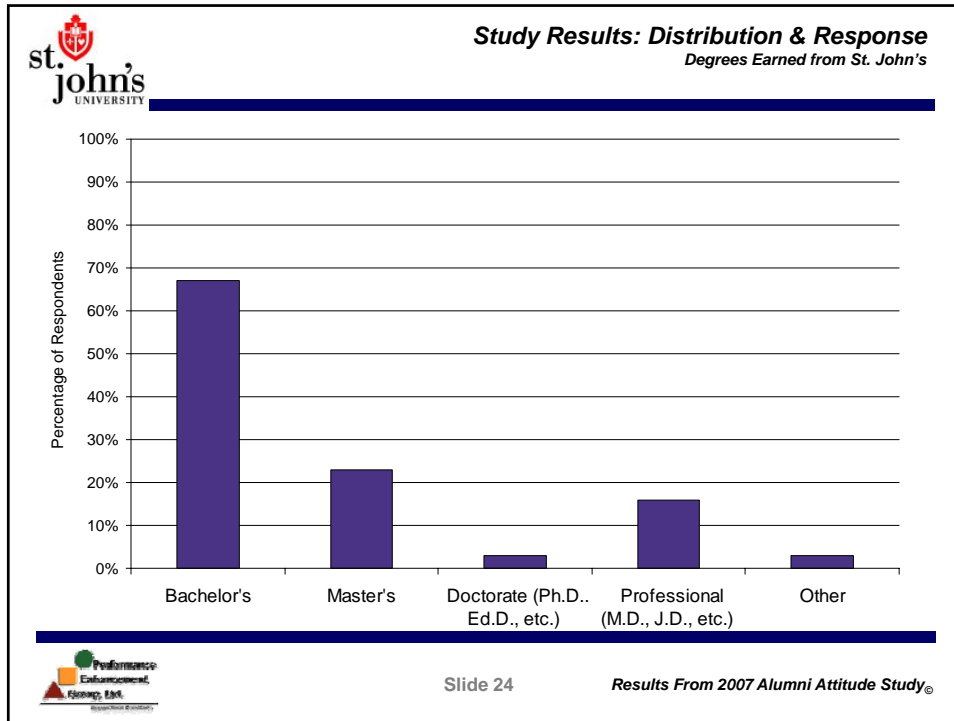
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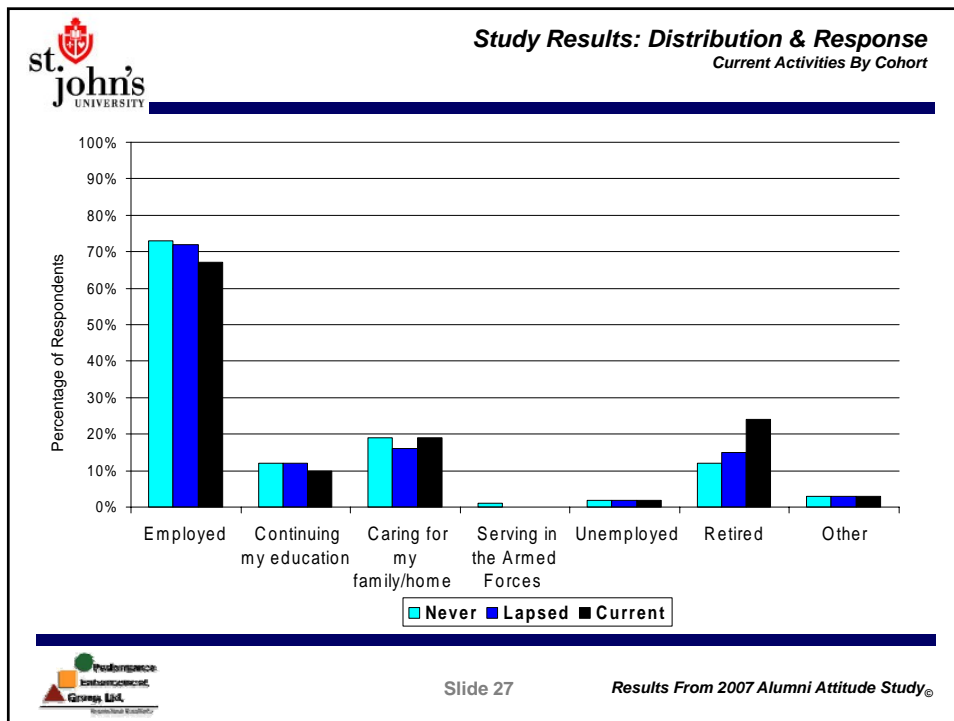
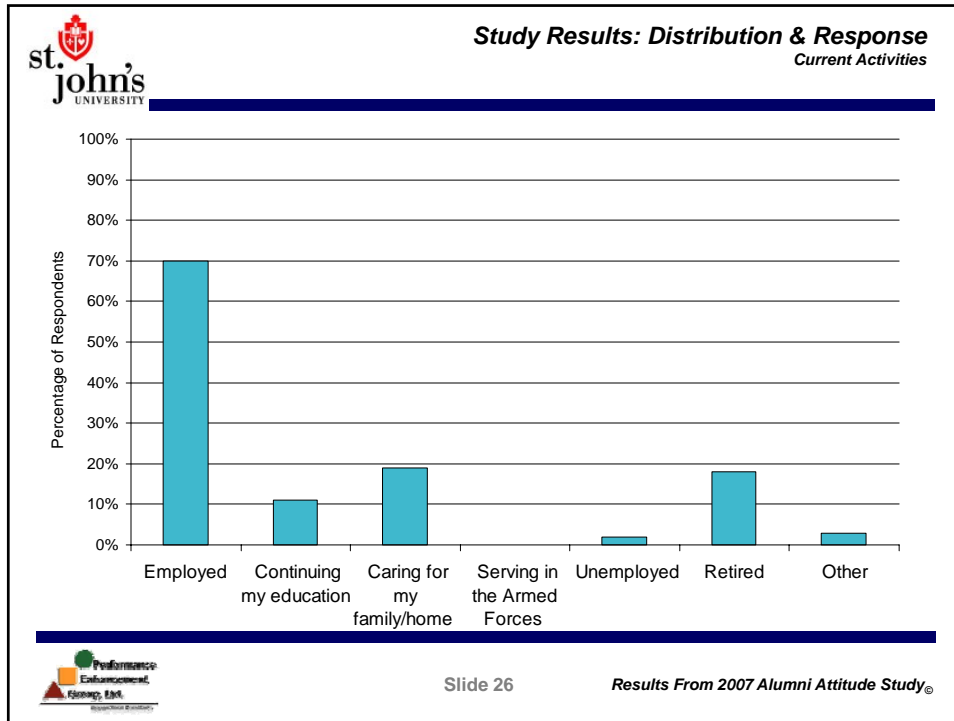
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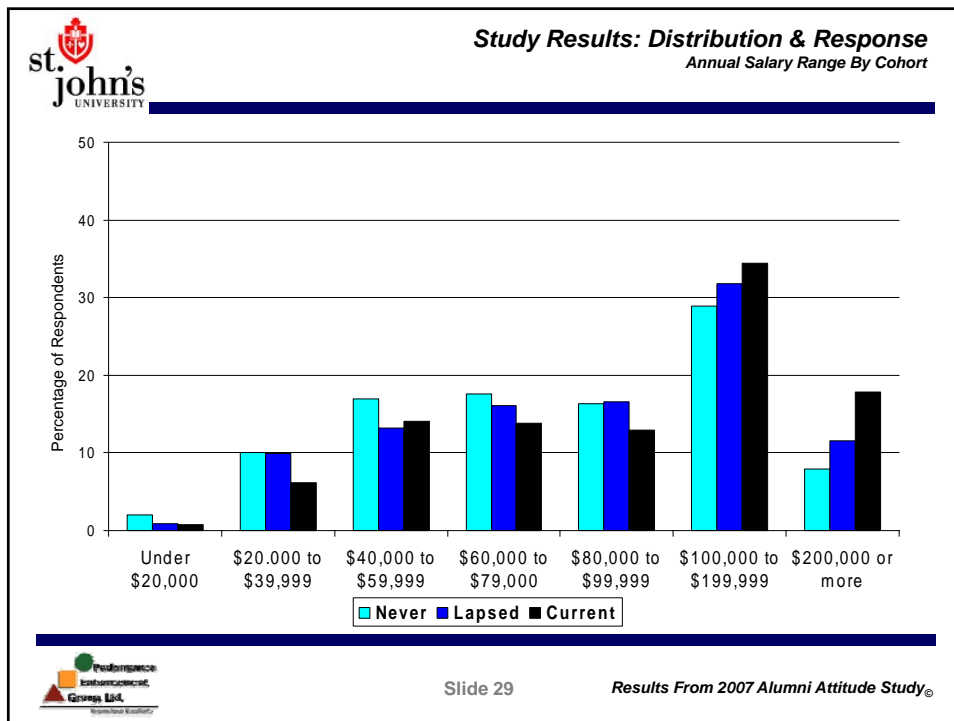
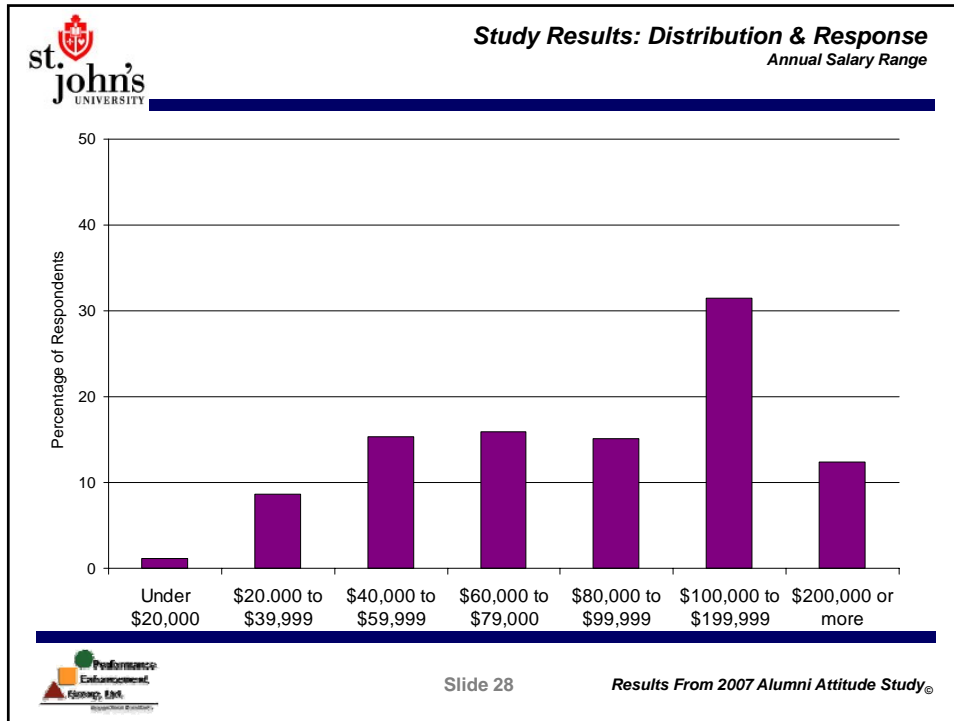
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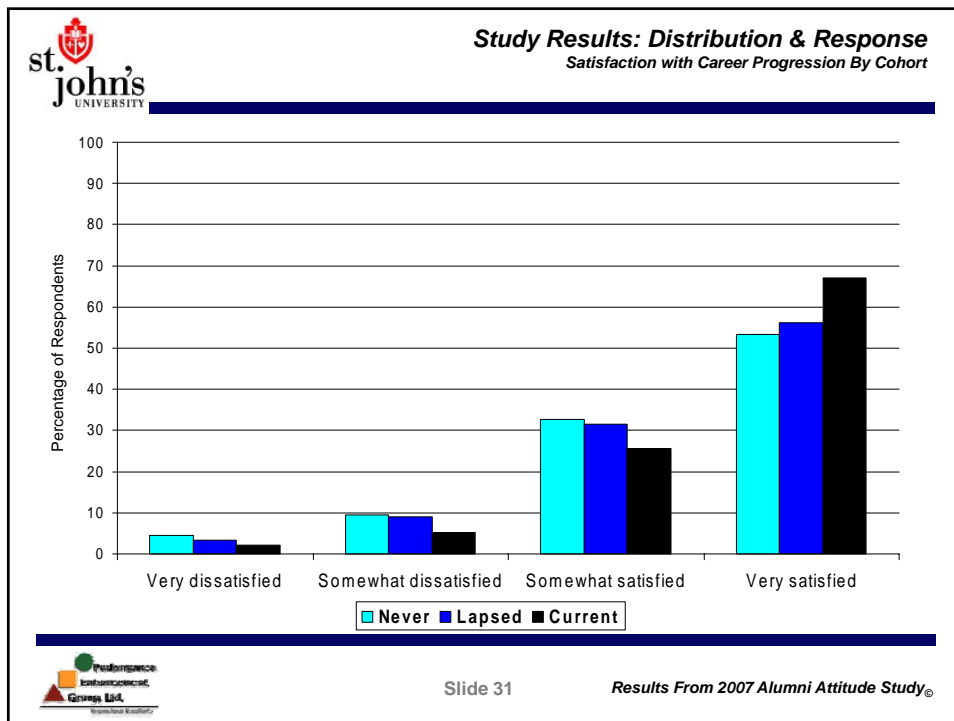
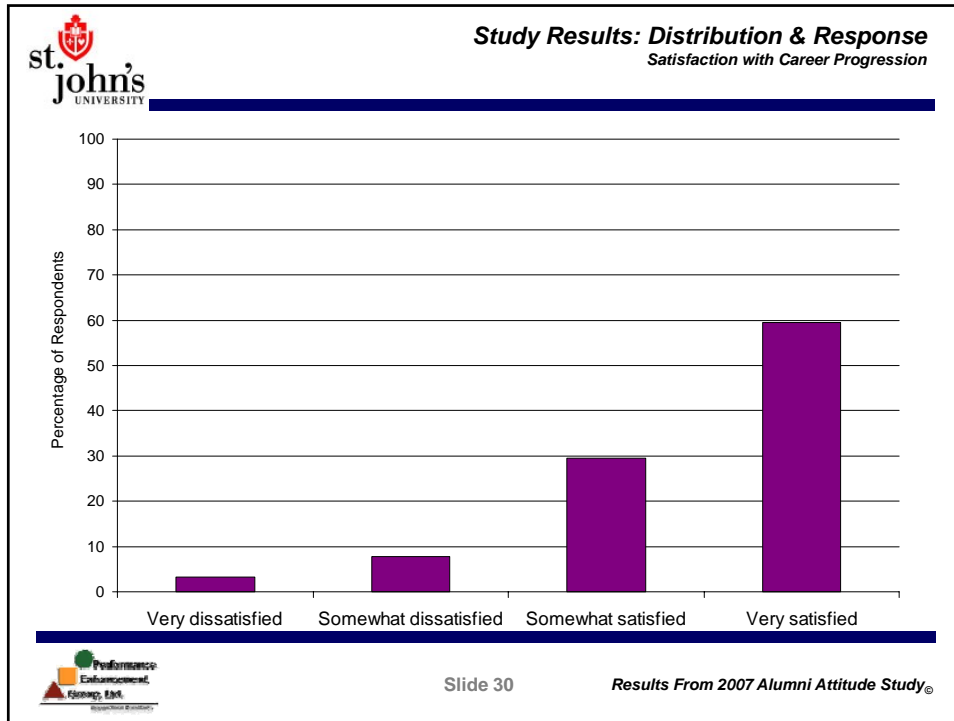
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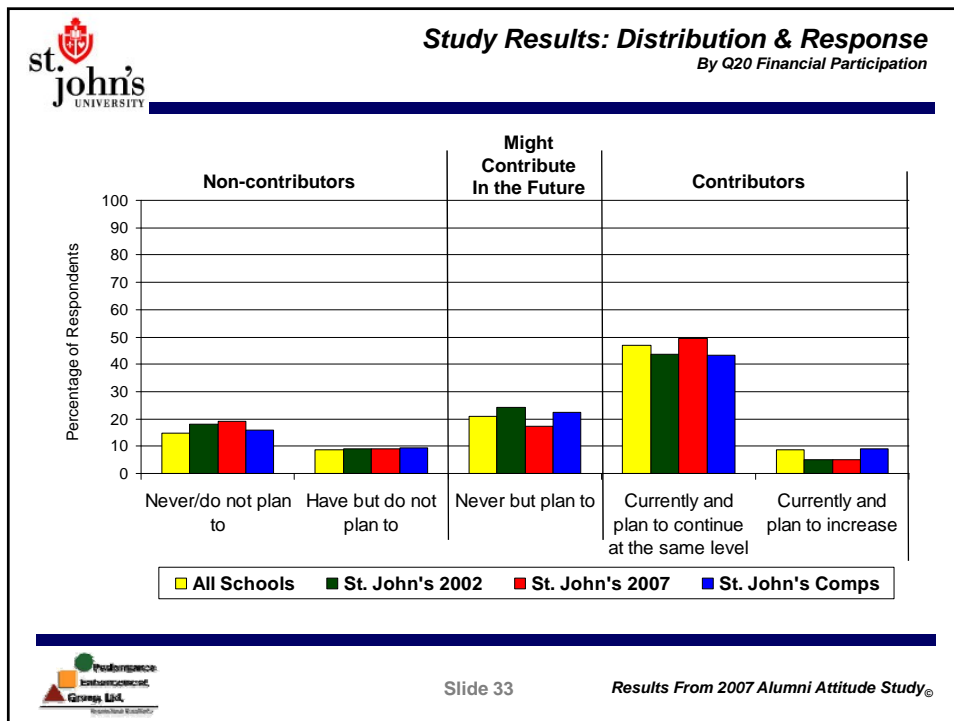
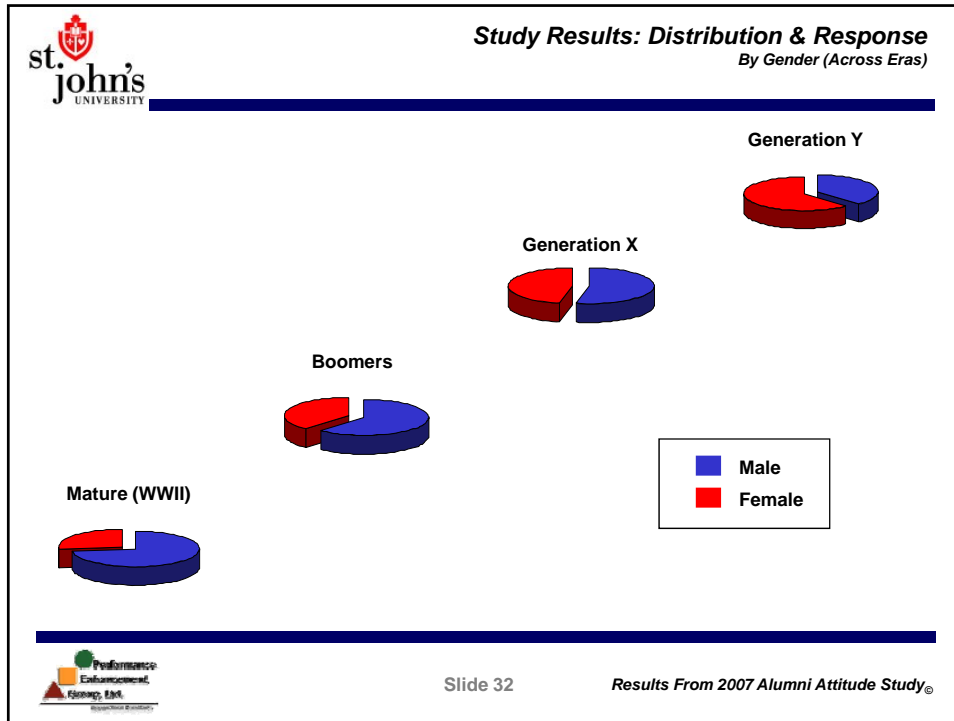
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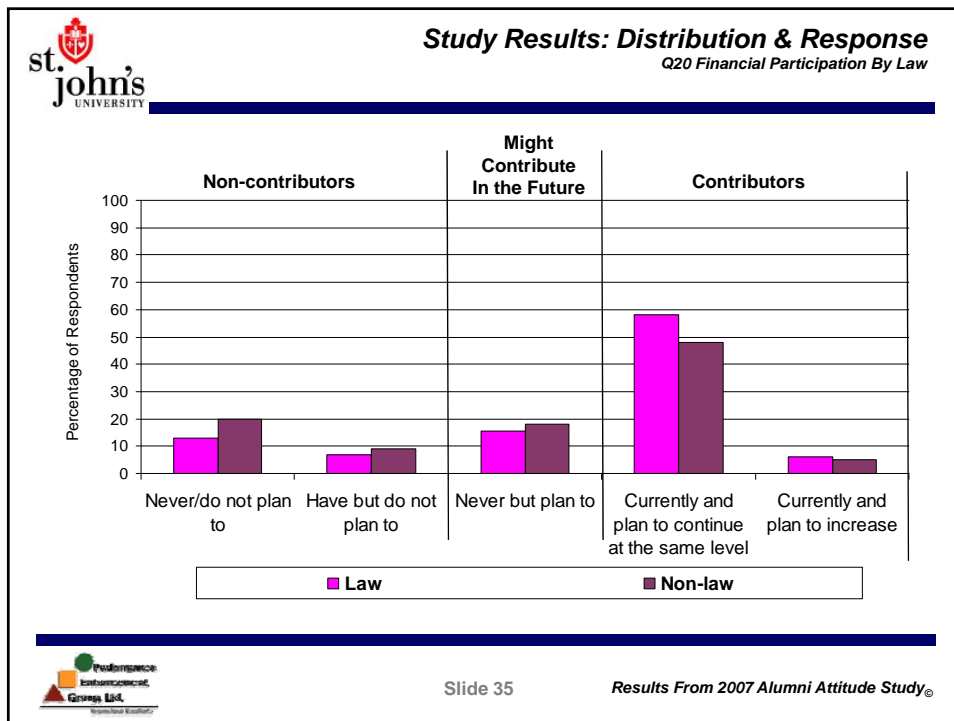
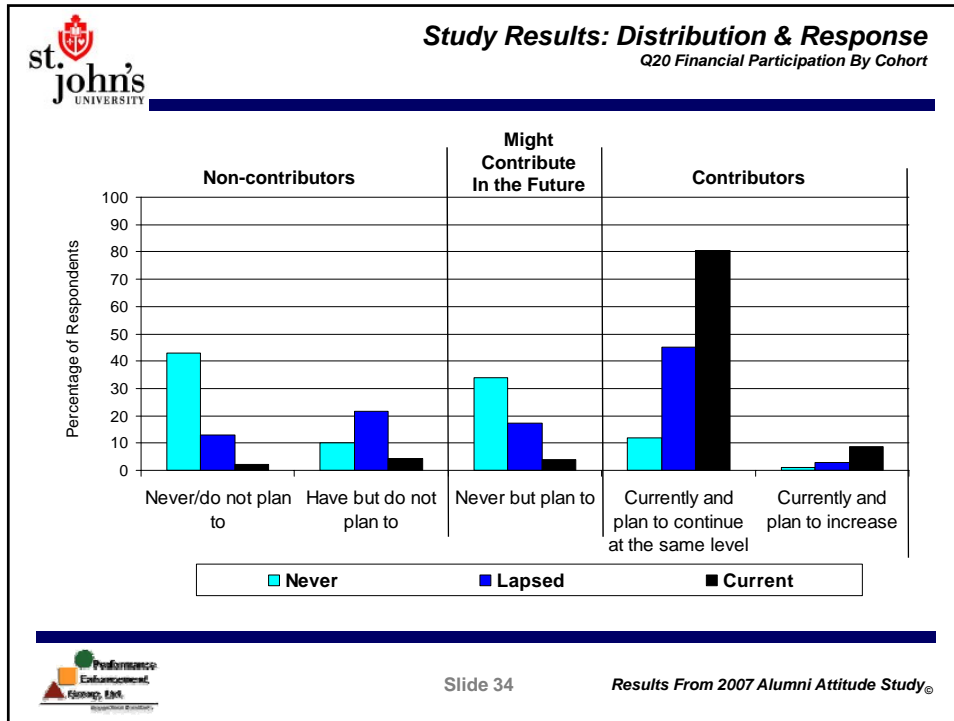
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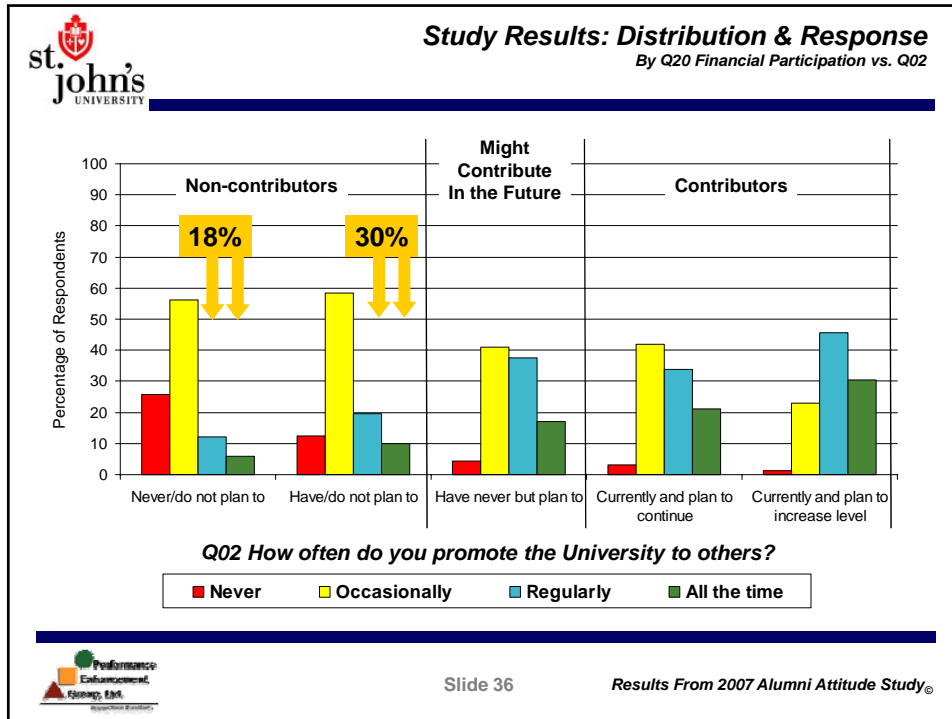
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- Implications**
Highlighted issues and areas of focus
1. Demonstrate that the diploma is increasing in equity through communications regarding, student and alumni achievements
 2. Job and career related activities
 3. Provide opportunities for alumni to provide feedback and engage in activities
 4. Engaging alumni located outside New York City
 5. Branding presence on campus
 6. Communicate differently with younger alumni (30 and under)
- Slide 37 Results From 2007 Alumni Attitude Study®

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Study Results: Communication



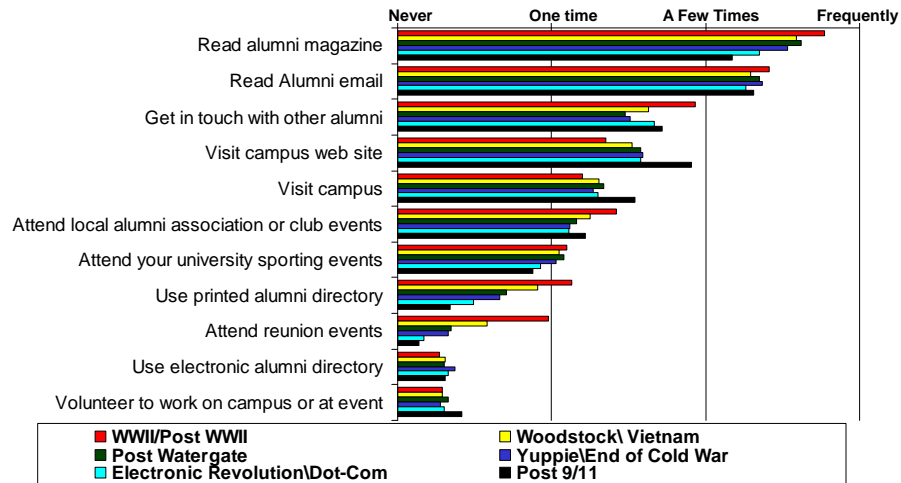
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Study Results: Alumnus/a Experience

Q15. In your relationship with the University, please describe how often you do or have done the following.
By Age Group



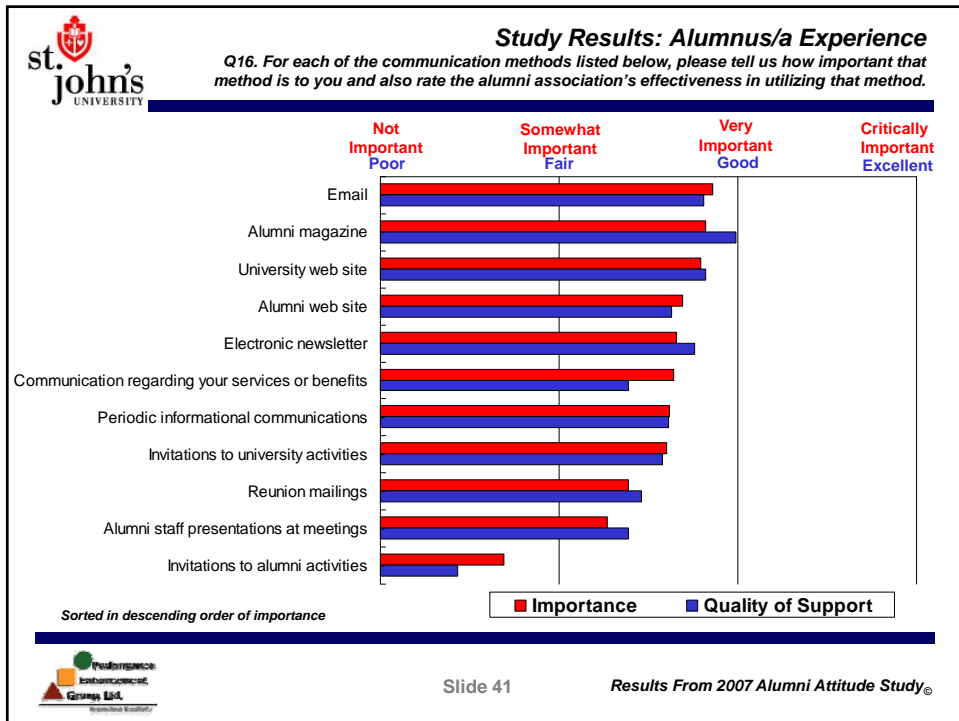
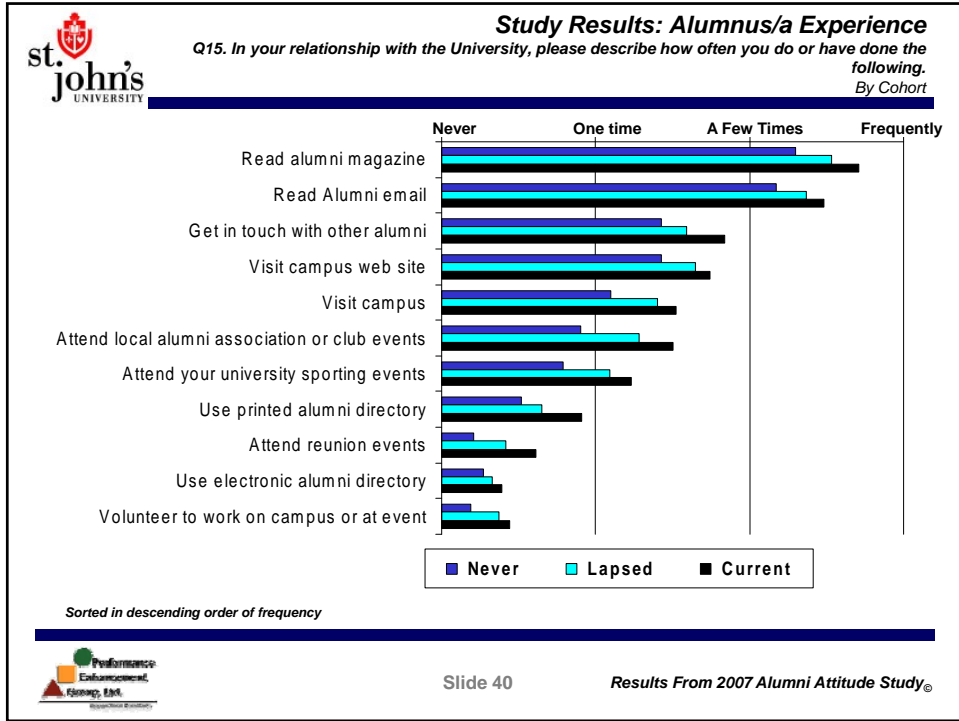
Sorted in descending order of frequency



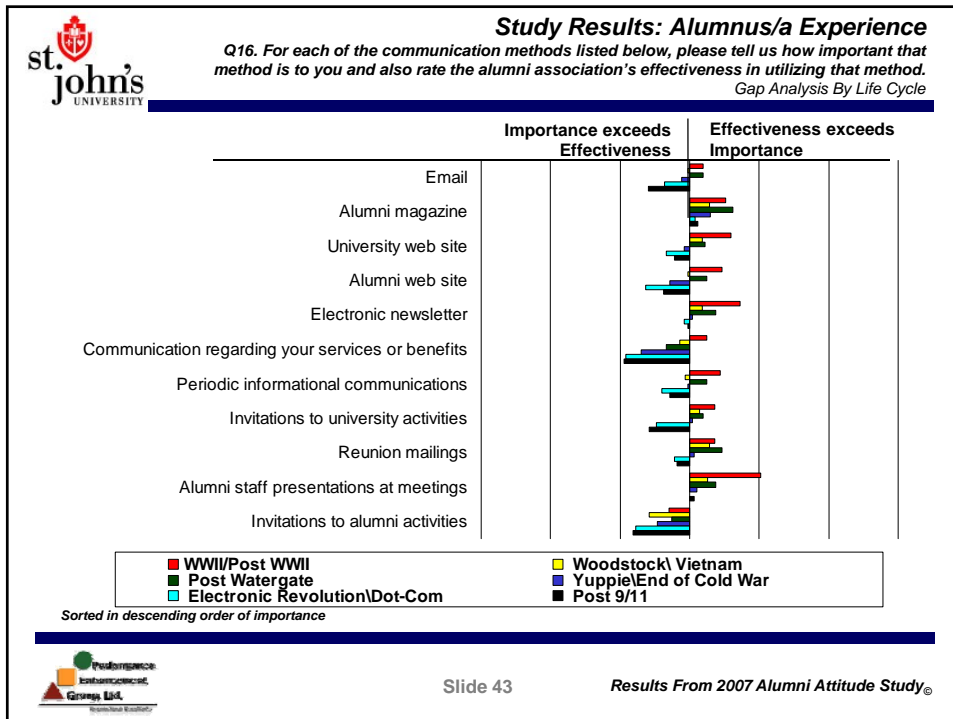
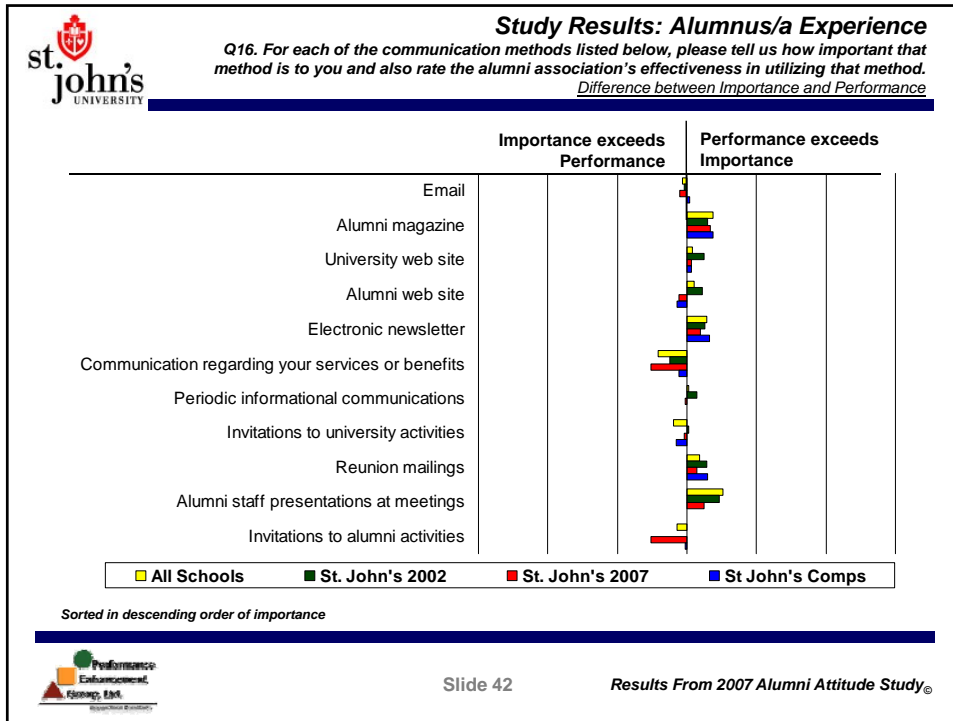
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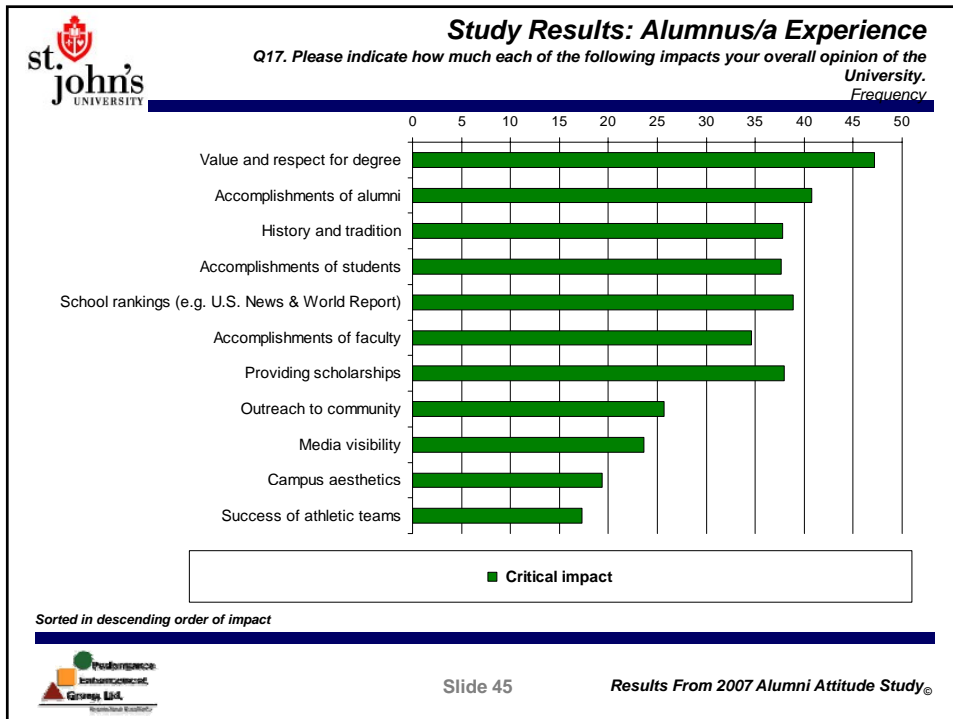
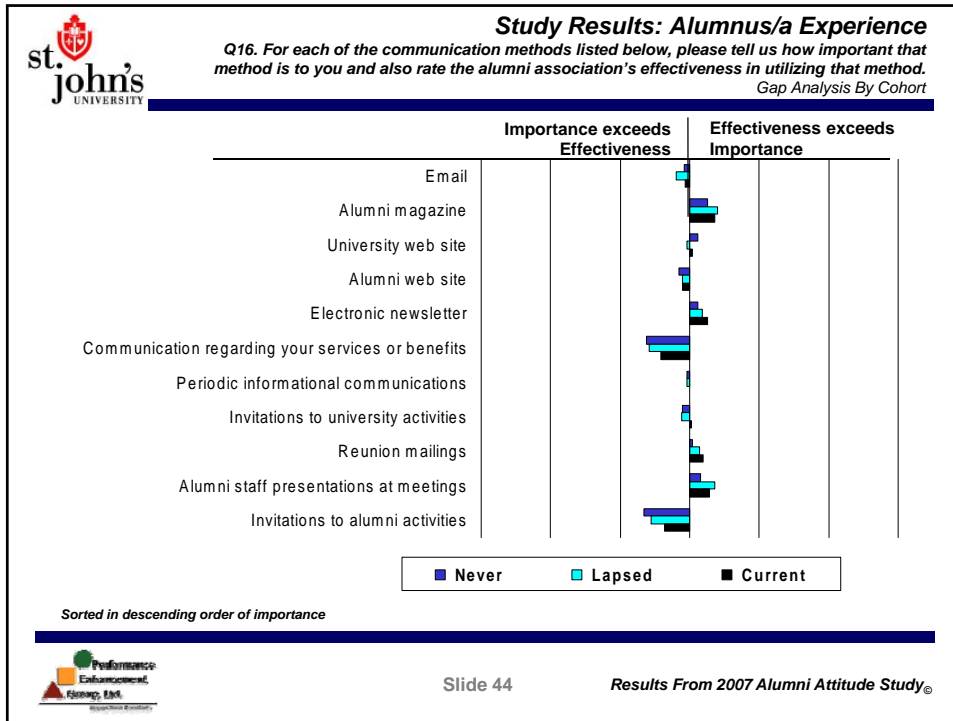
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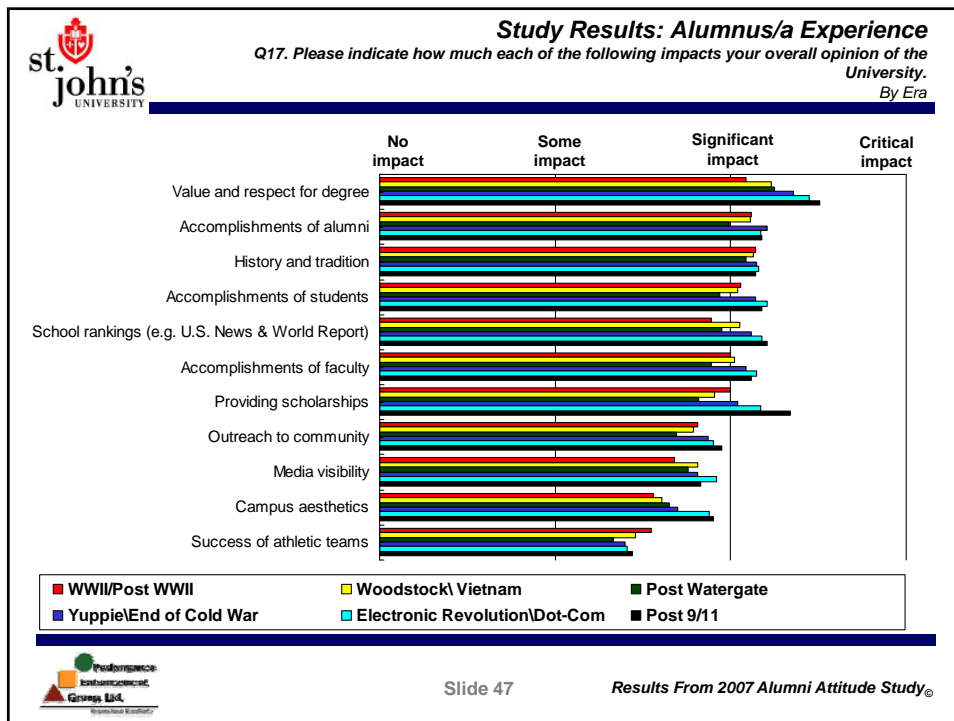
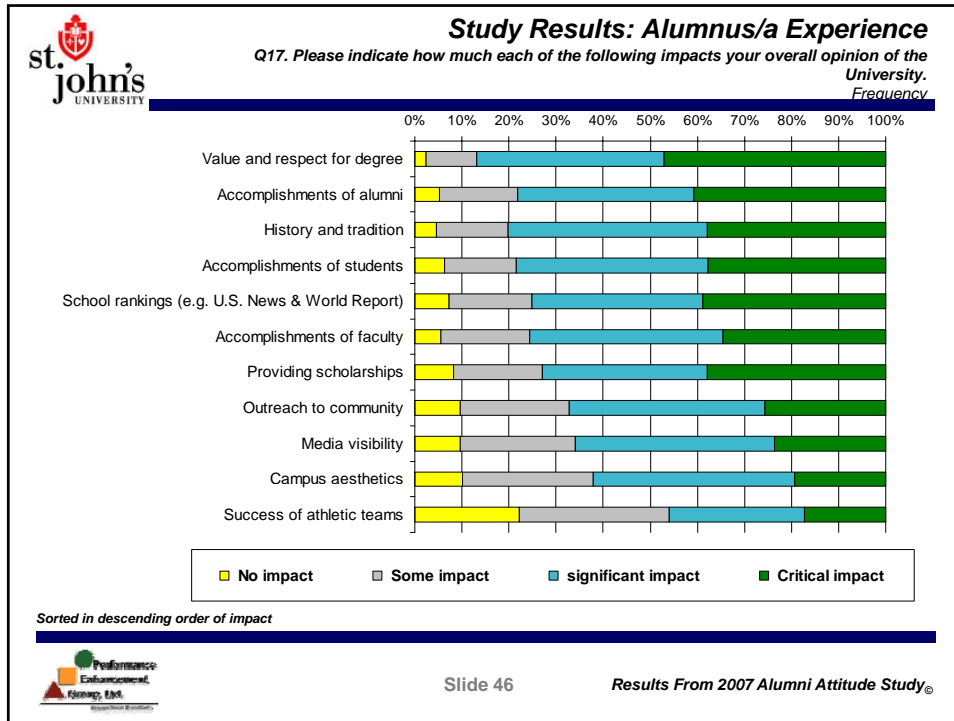
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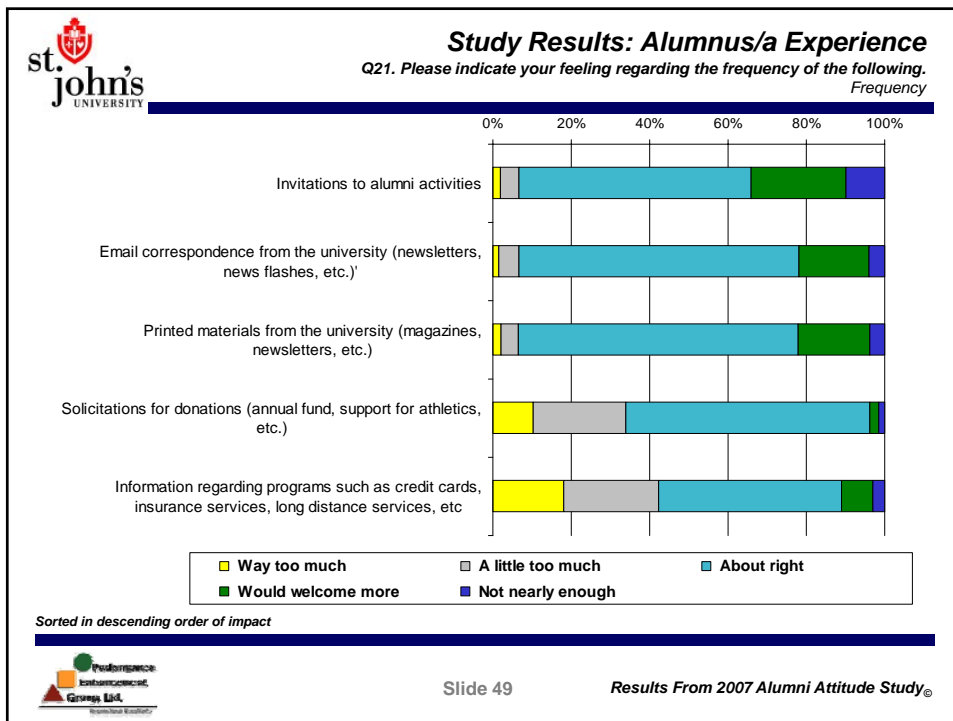
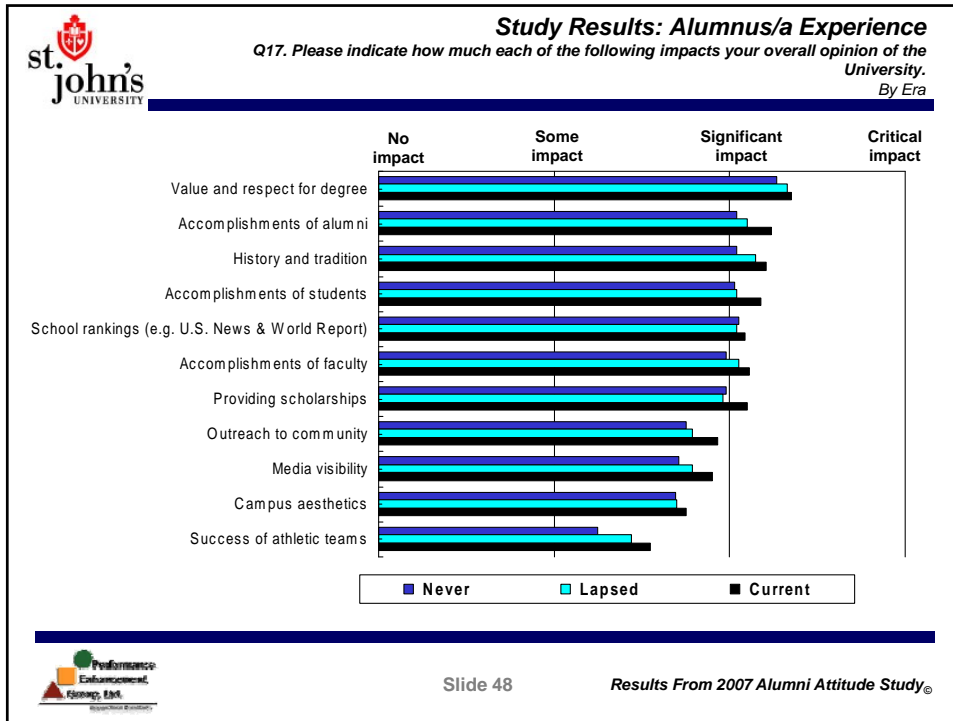
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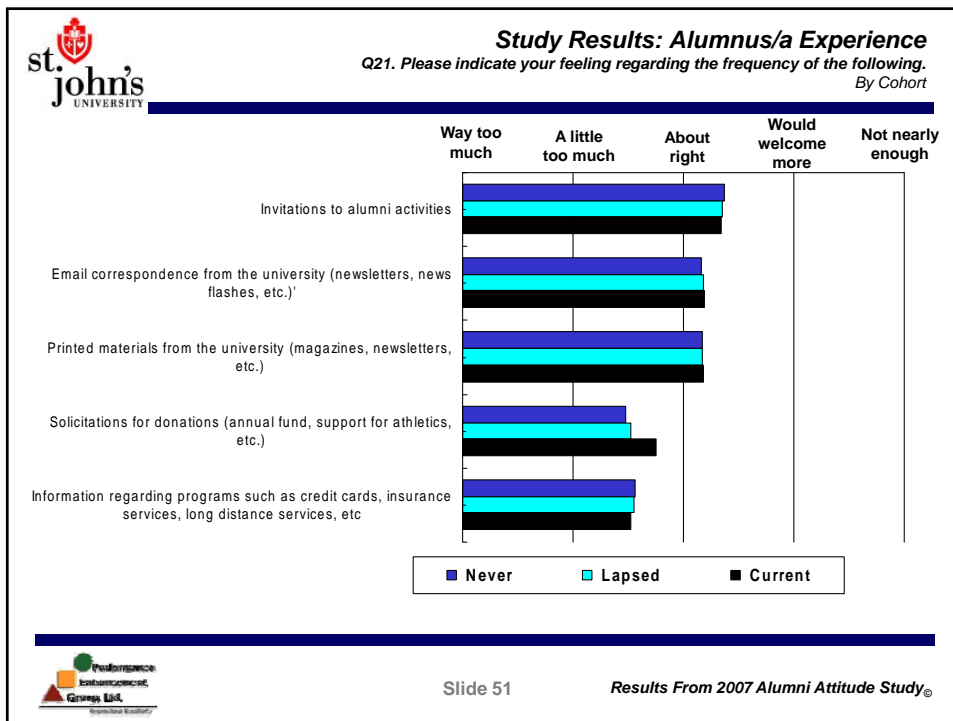
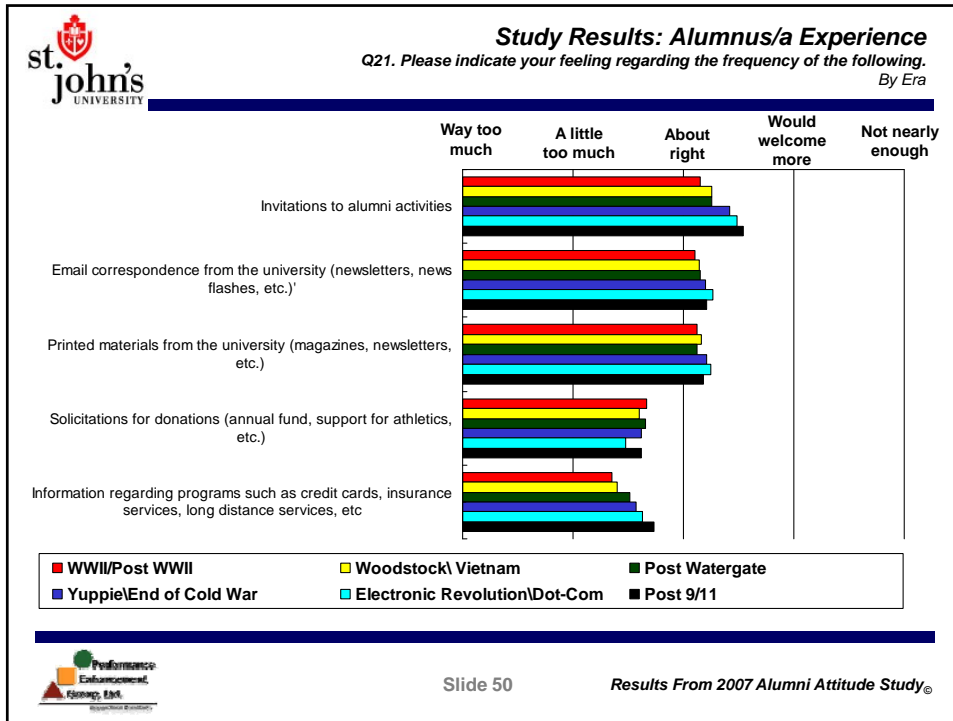
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Study Results:

Current and Future Alumni Programs



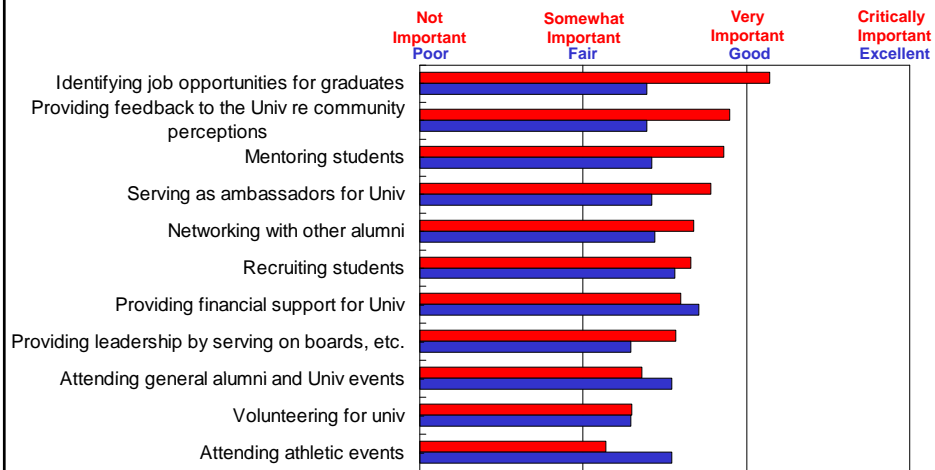
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Study Results: Overall Experience

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



Sorted in descending order of importance

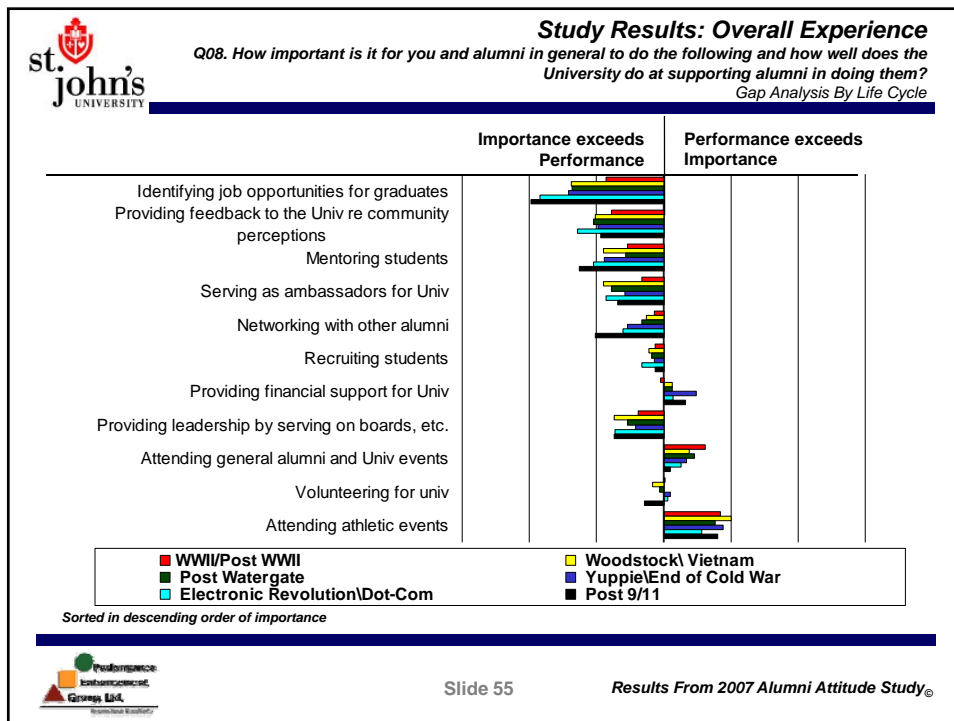
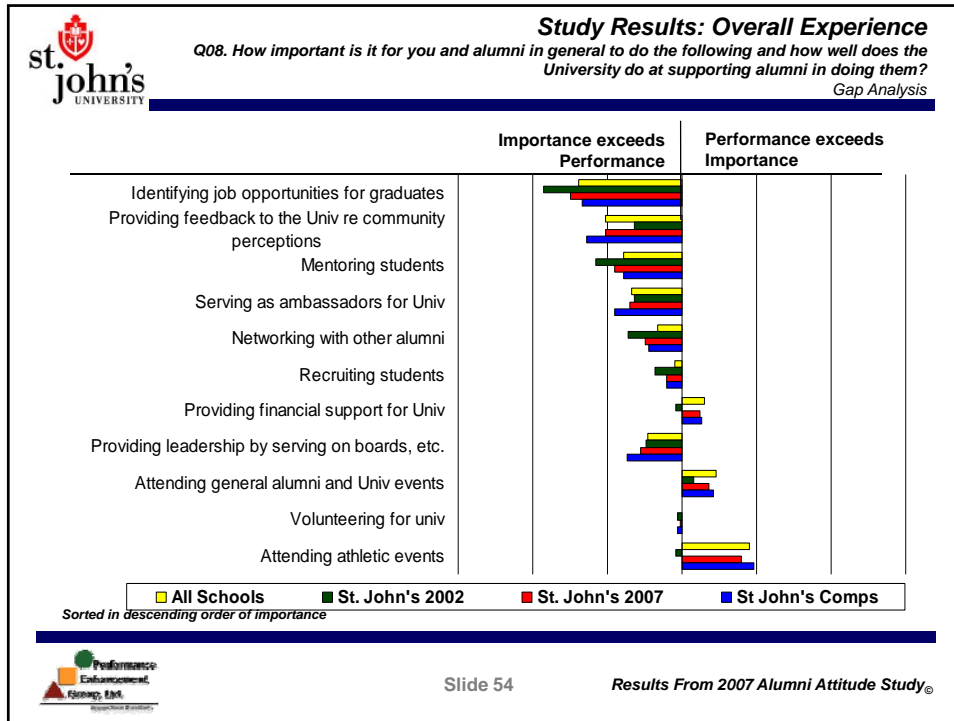
■ Importance ■ Quality of Support



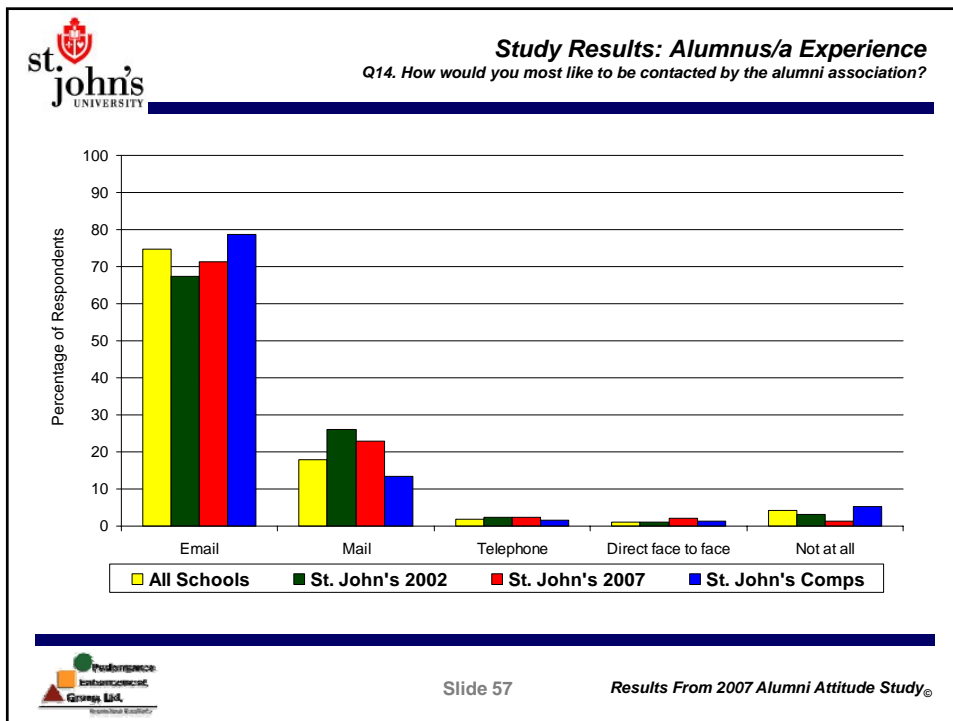
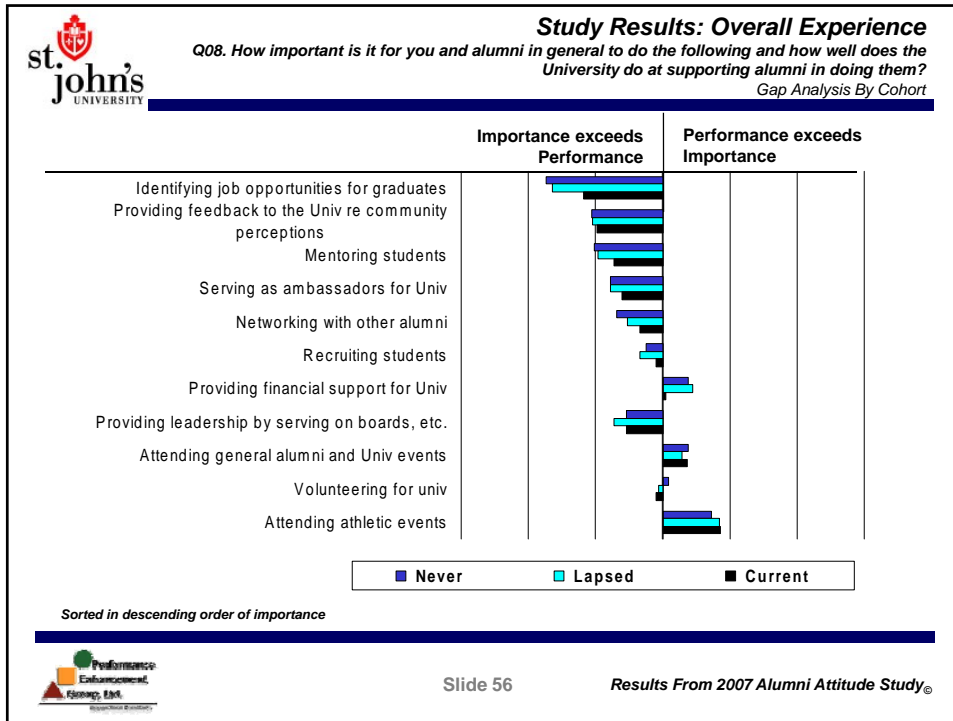
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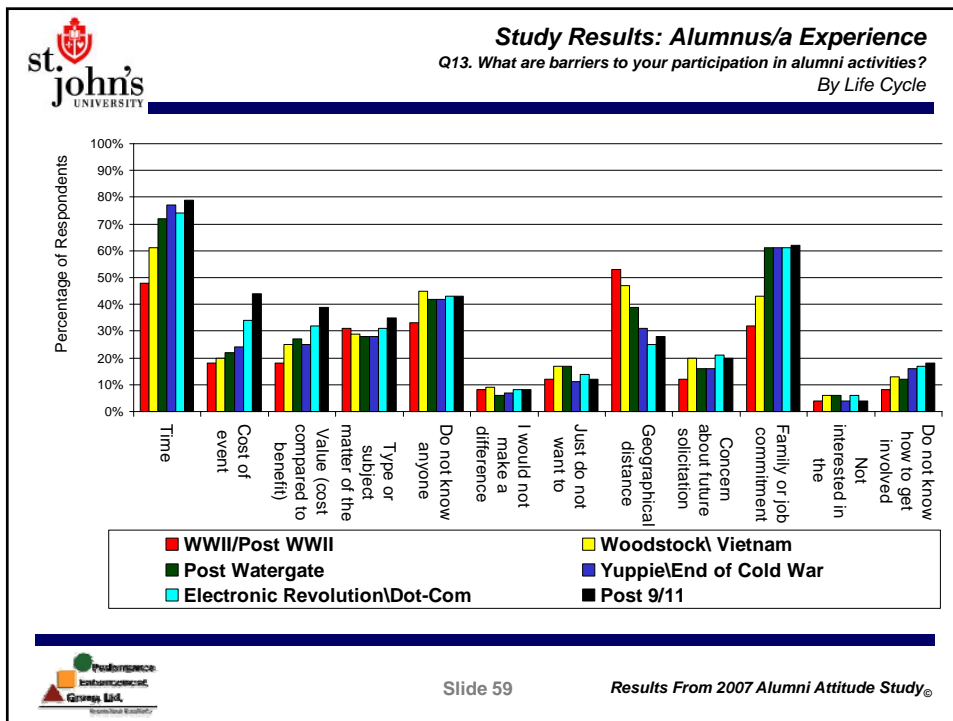
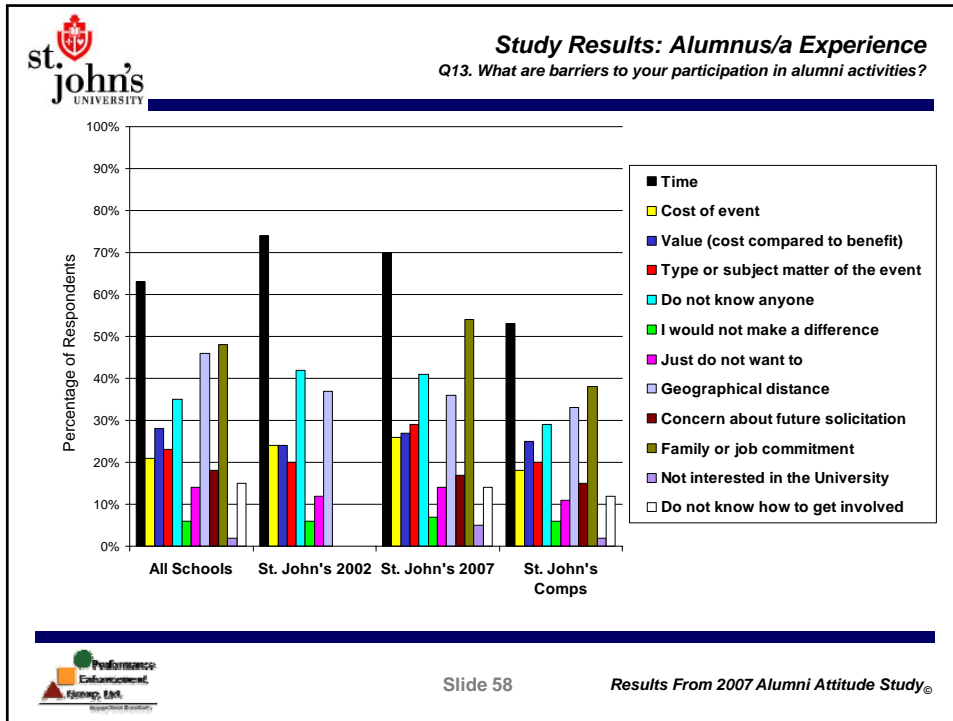
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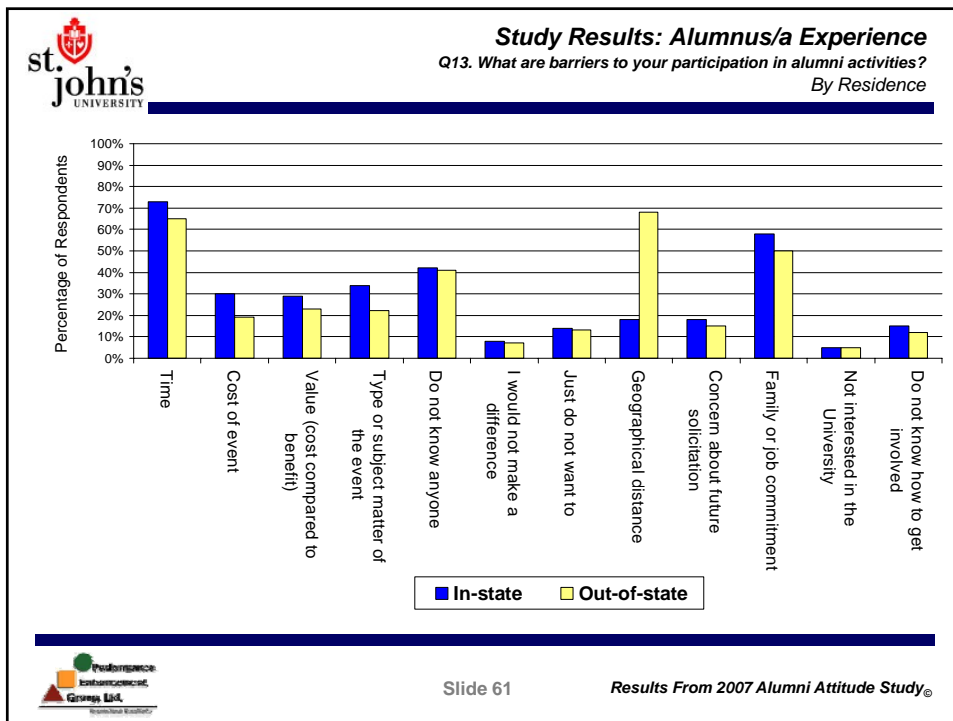
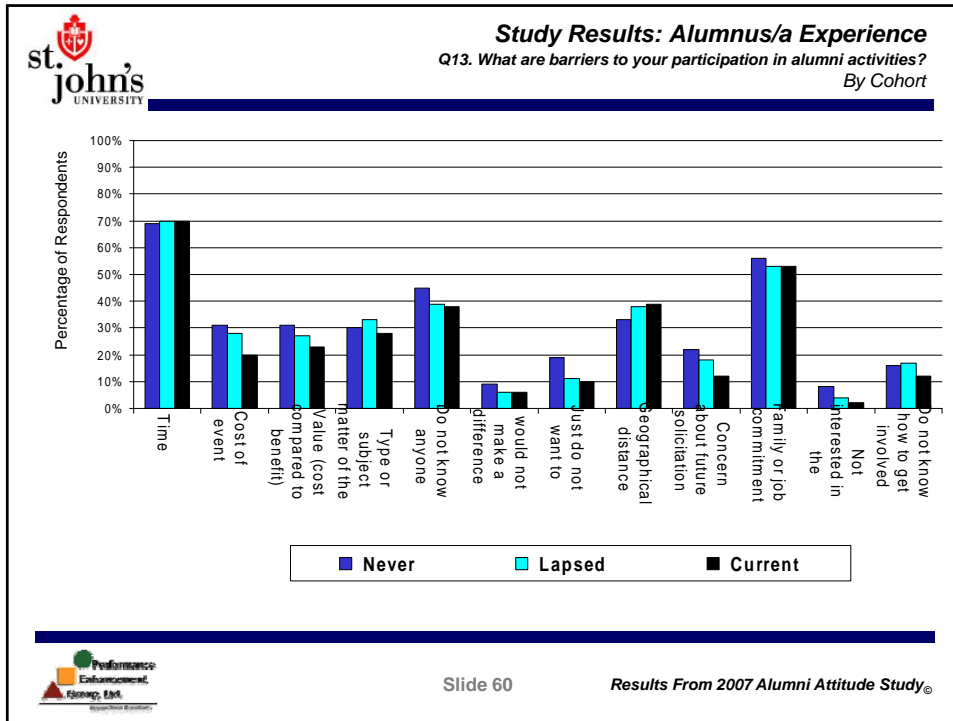
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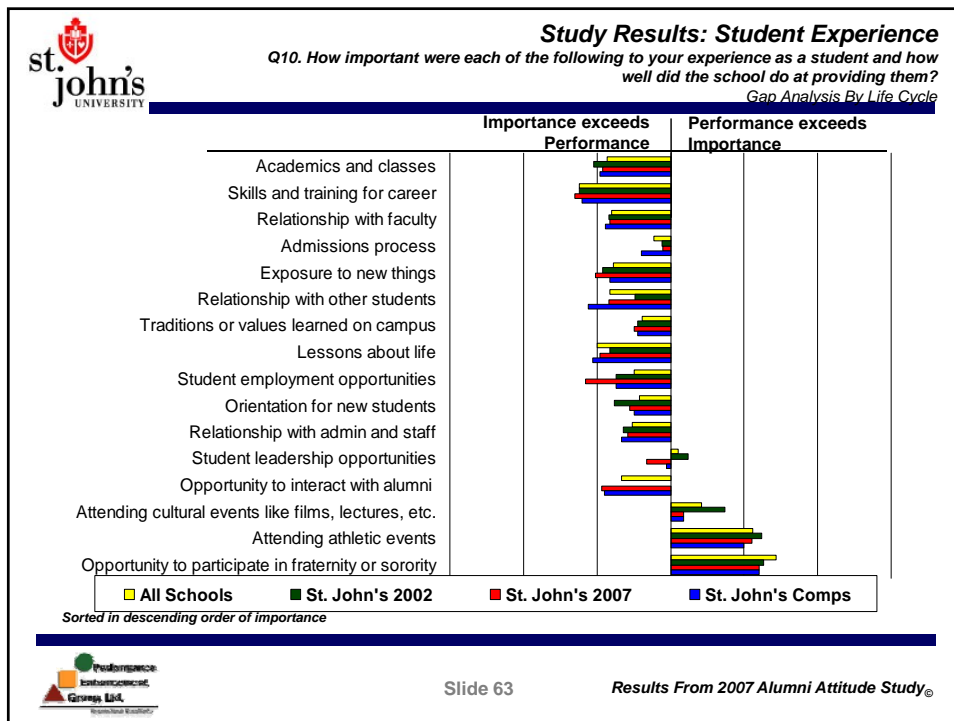
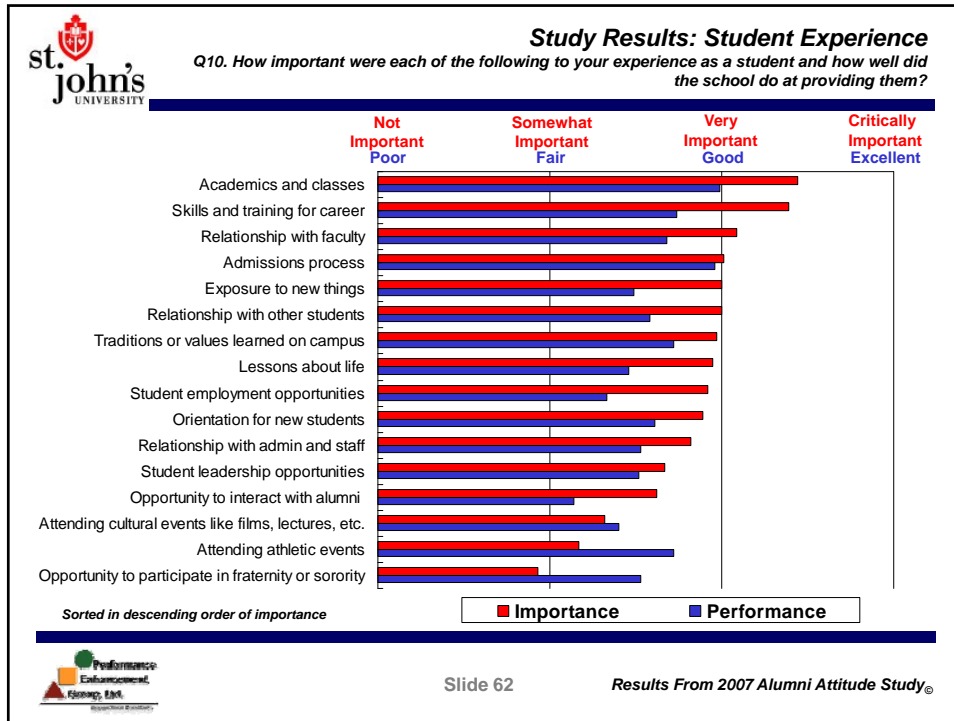
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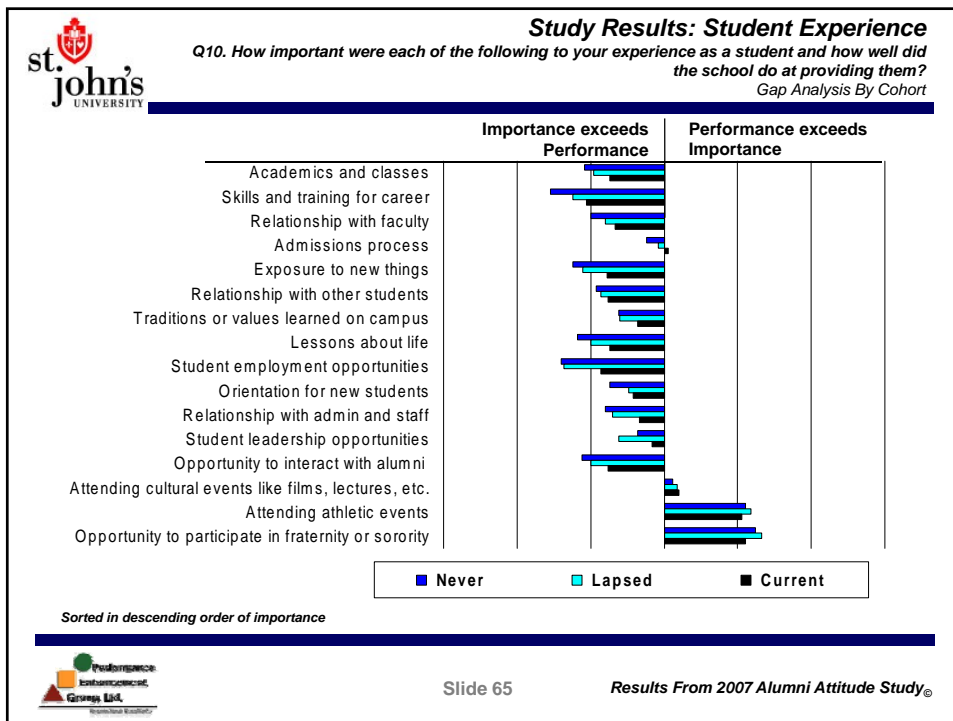
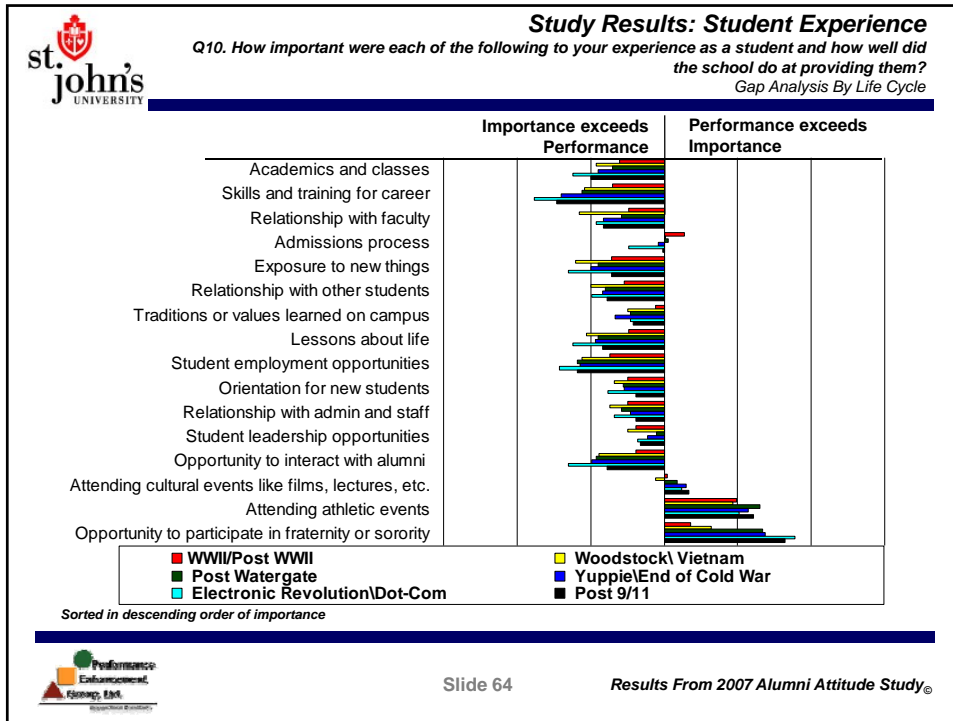
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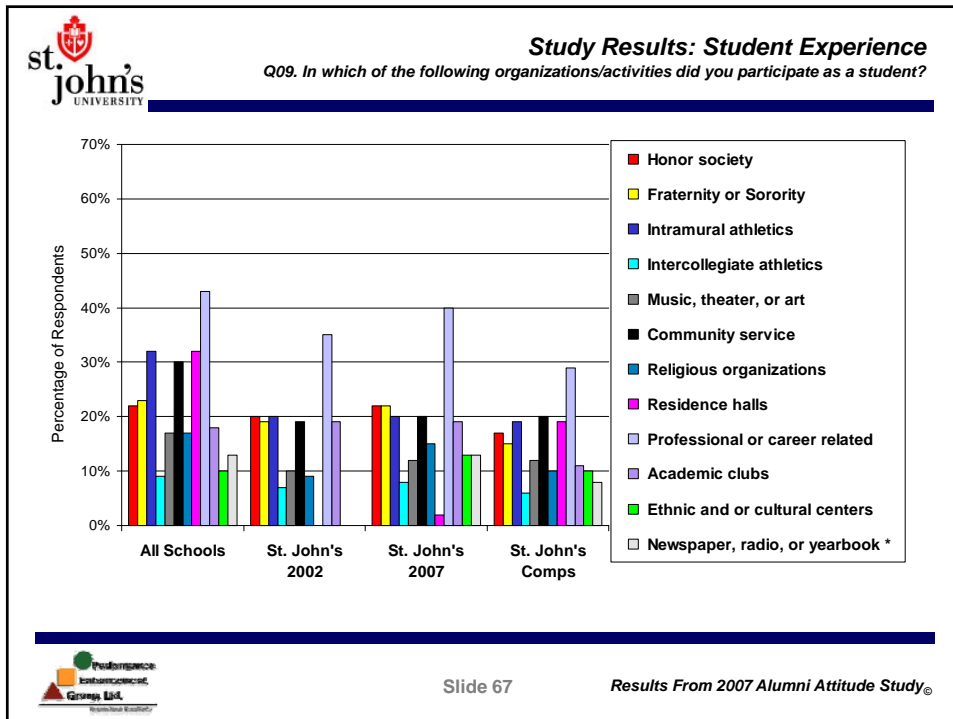
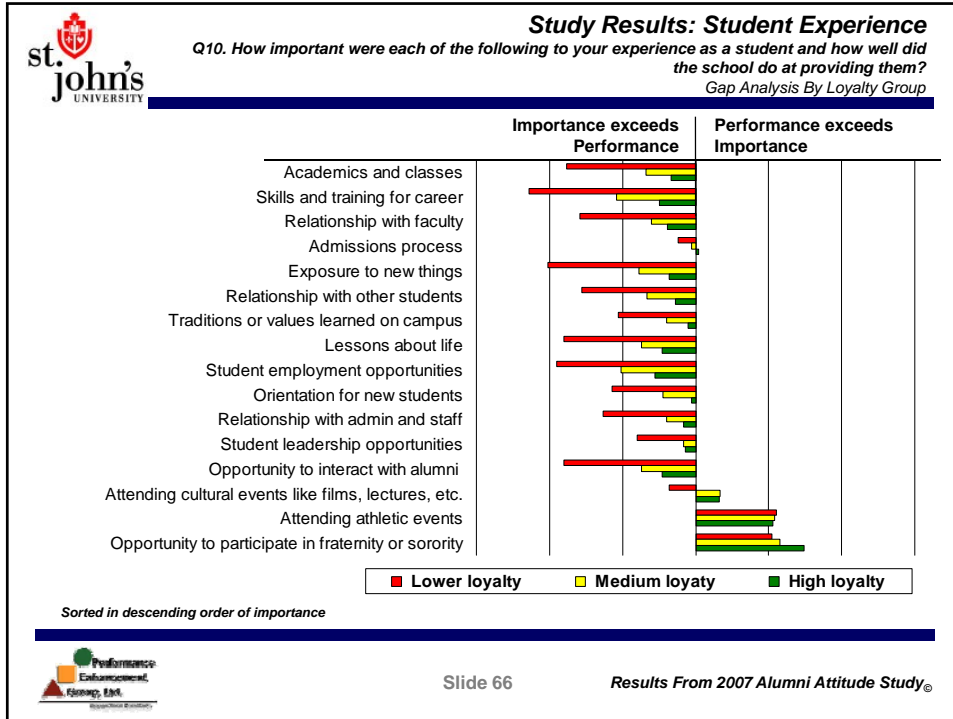
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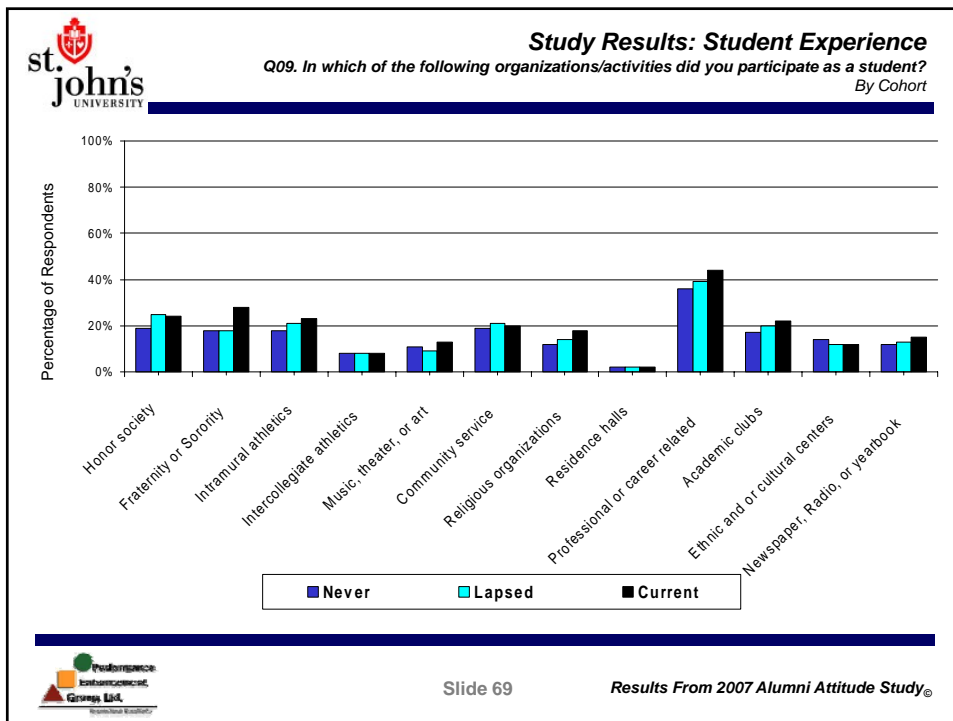
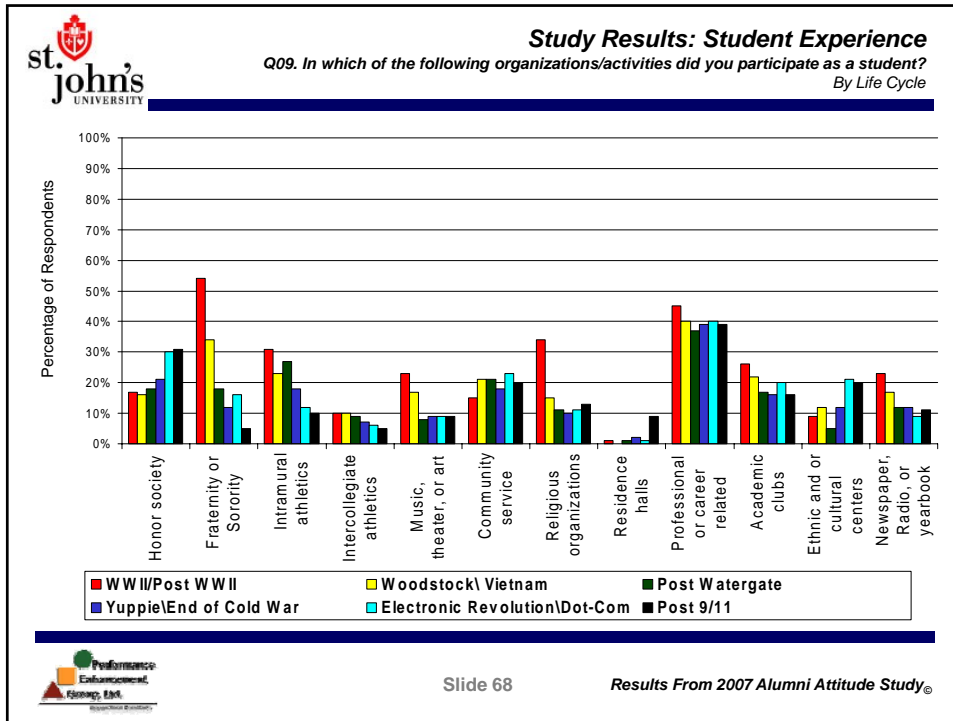
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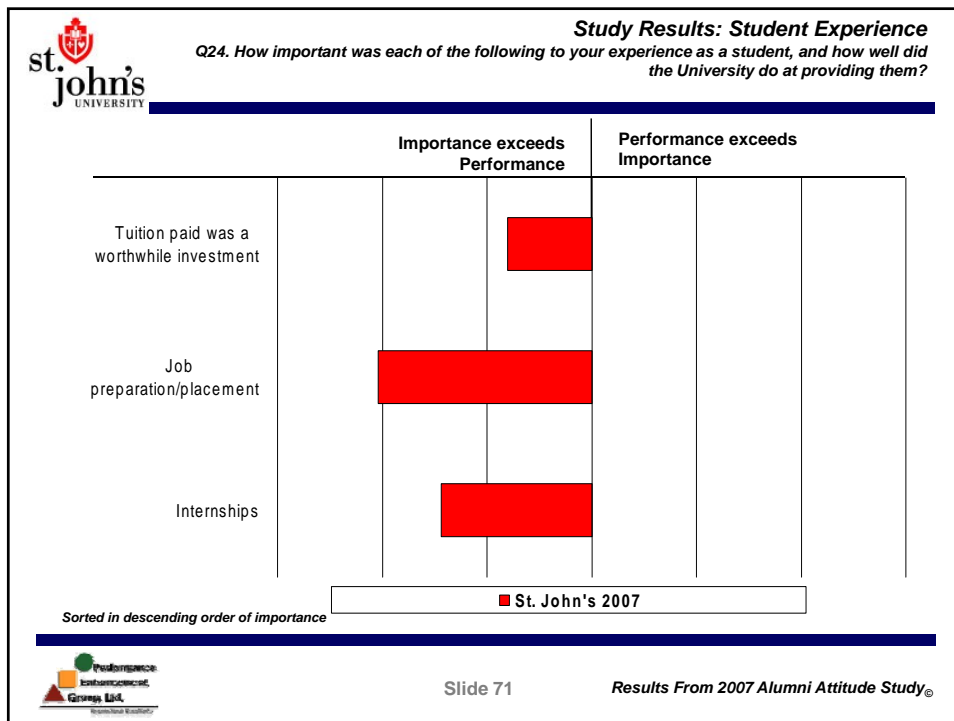
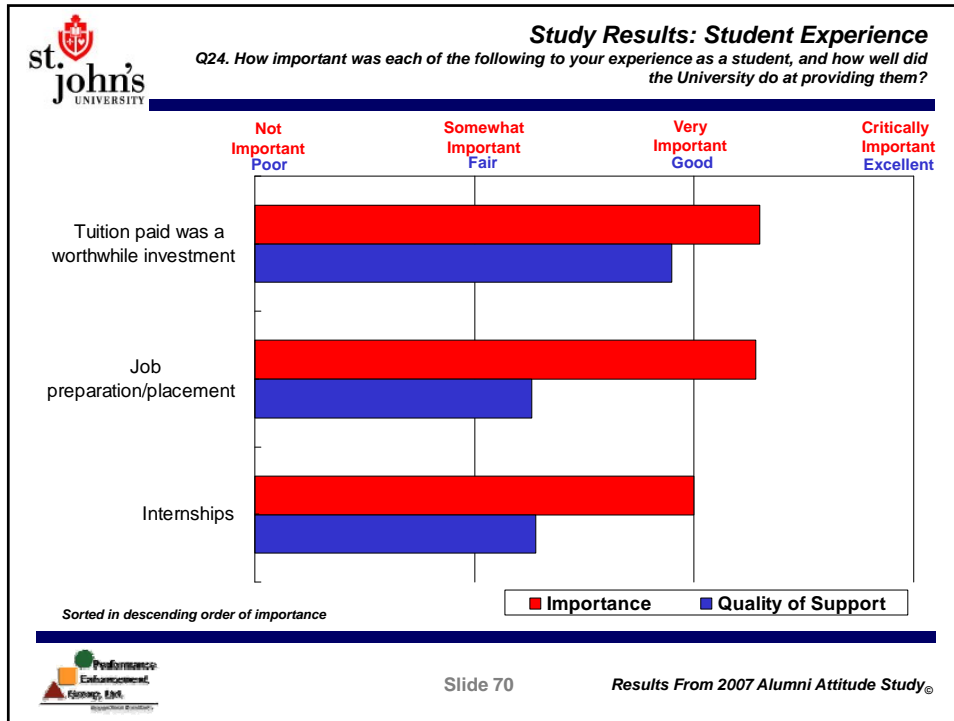
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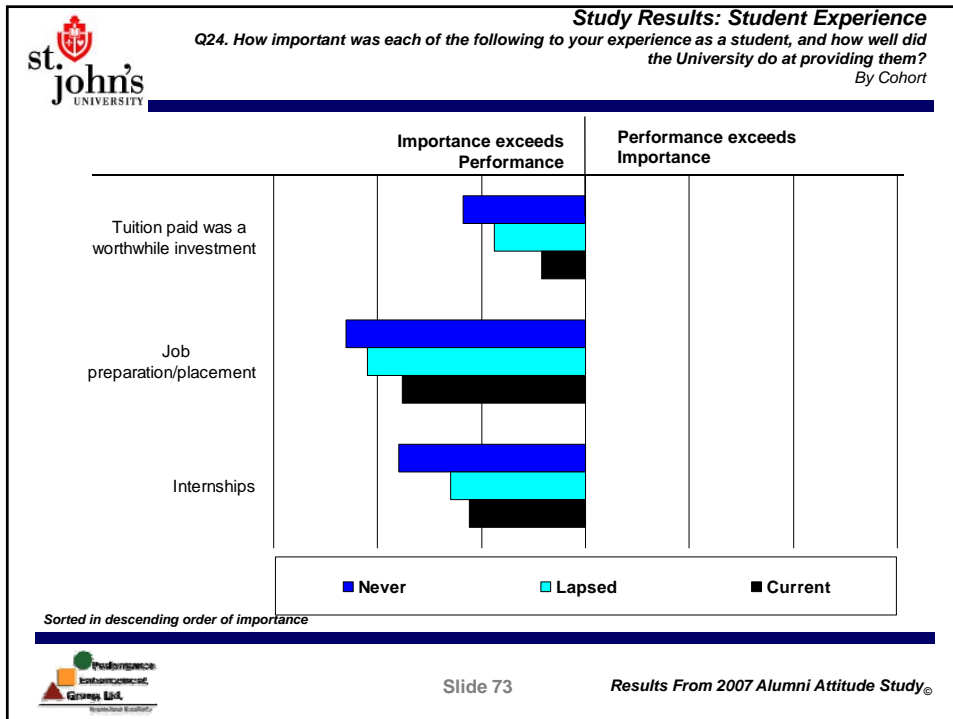
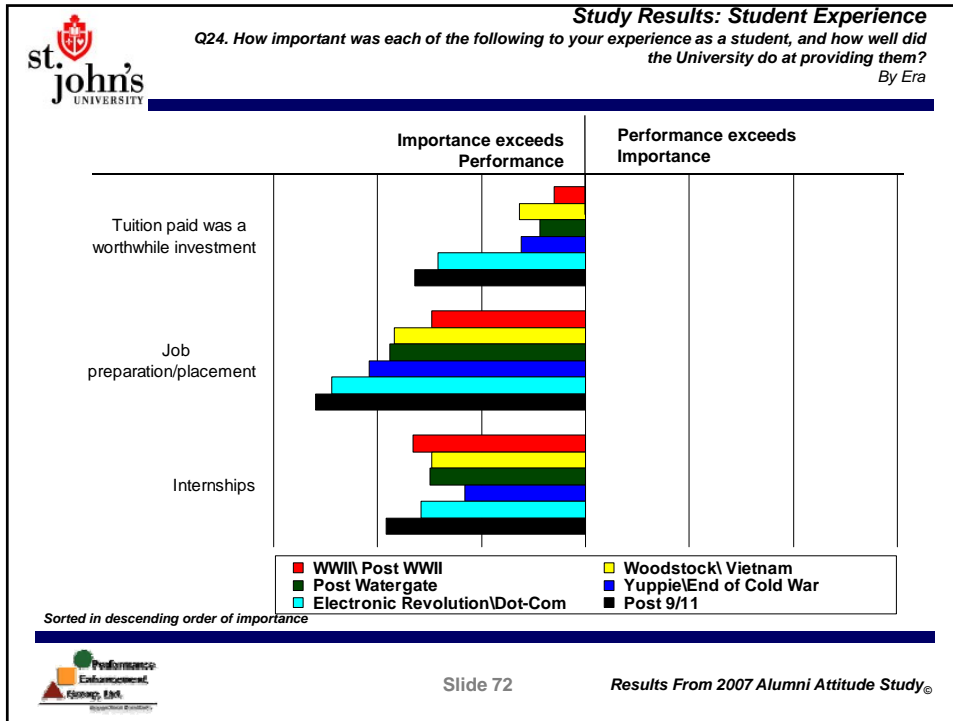
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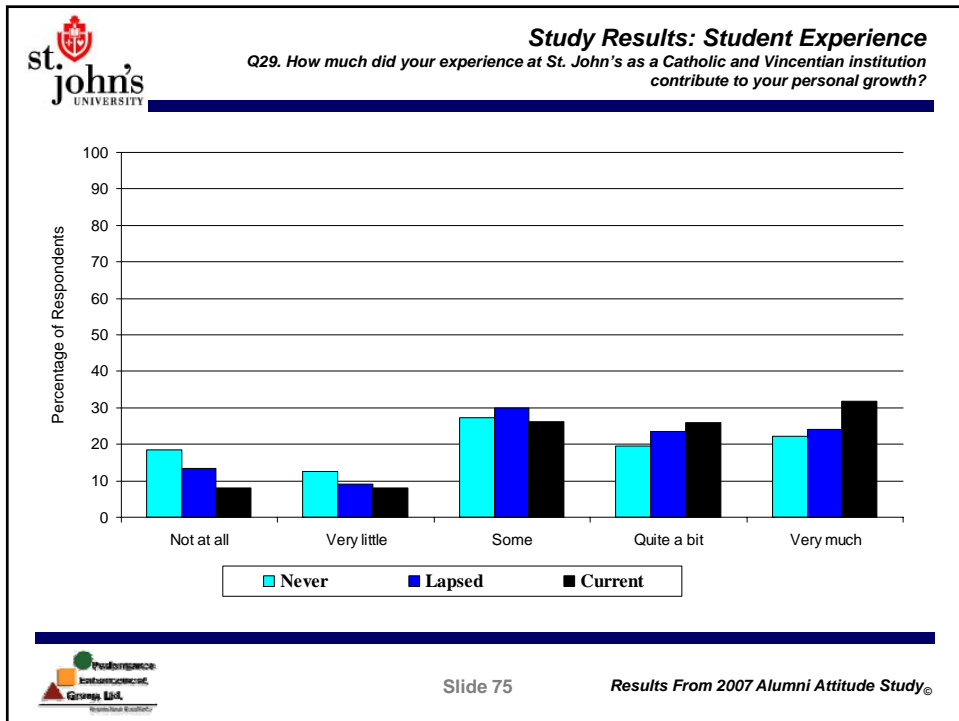
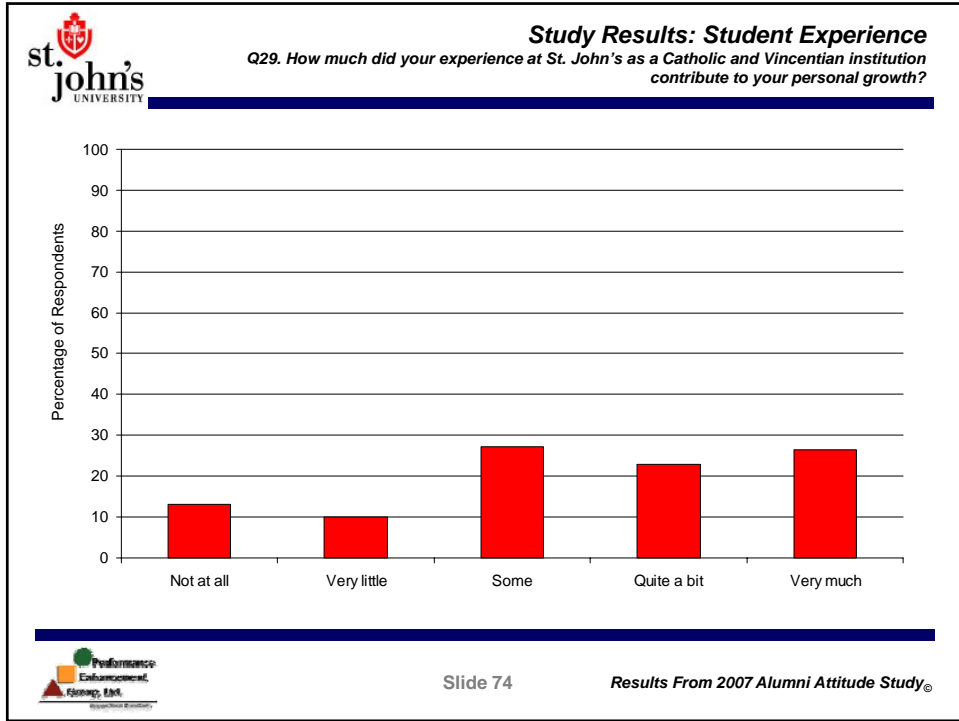
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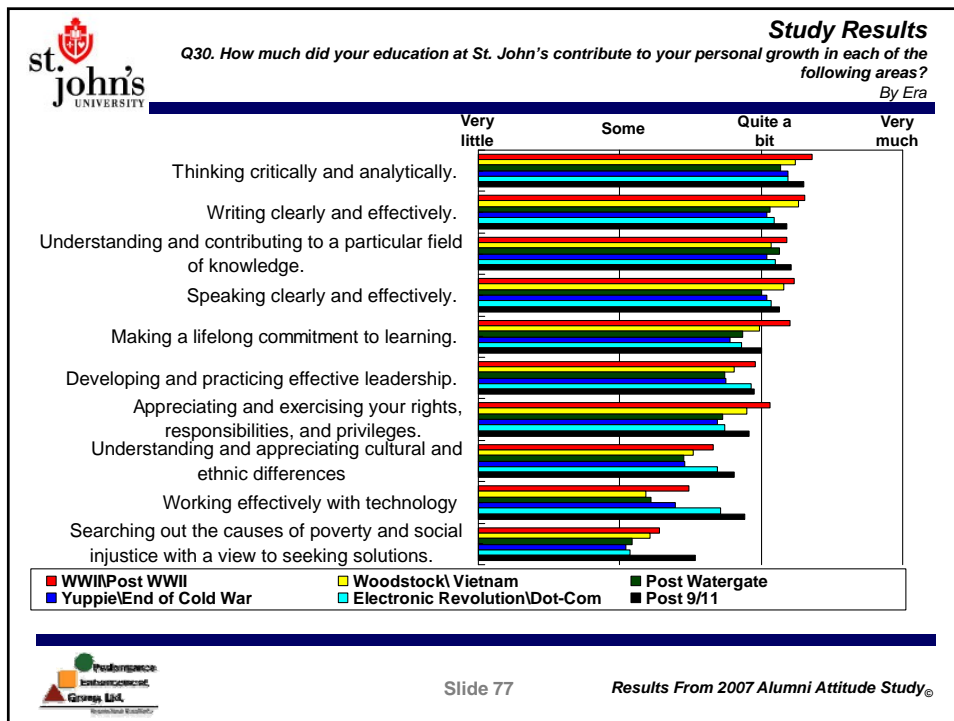
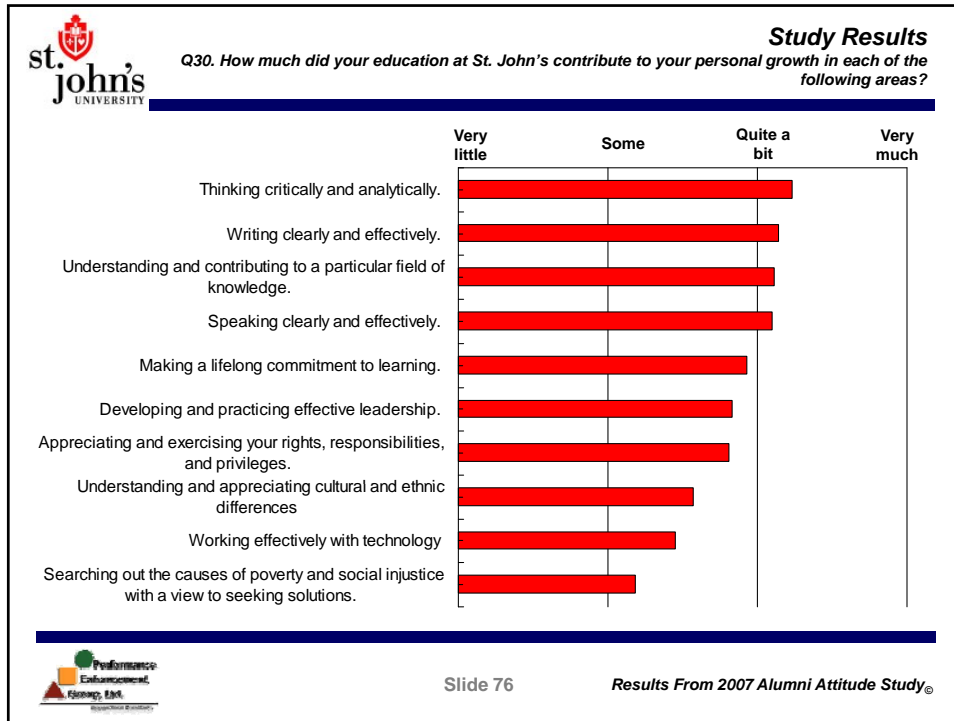
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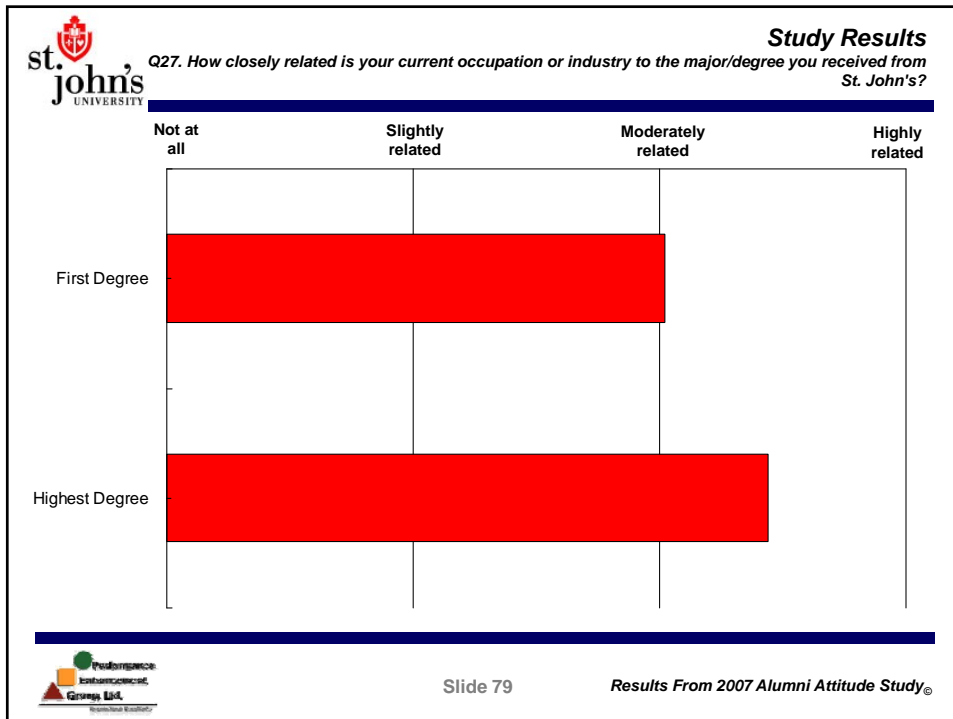
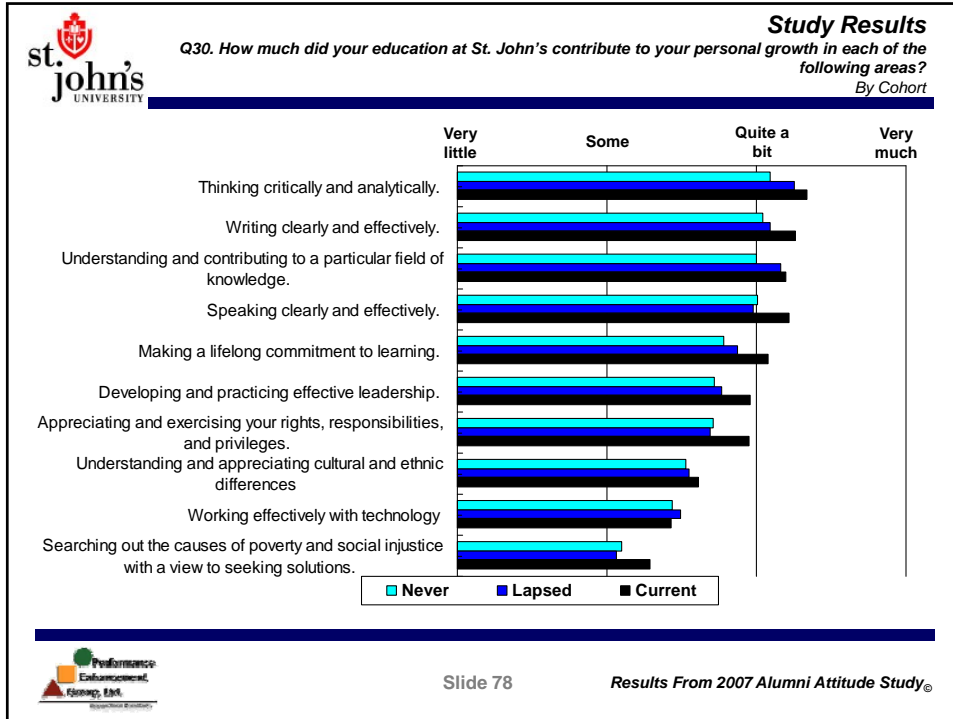
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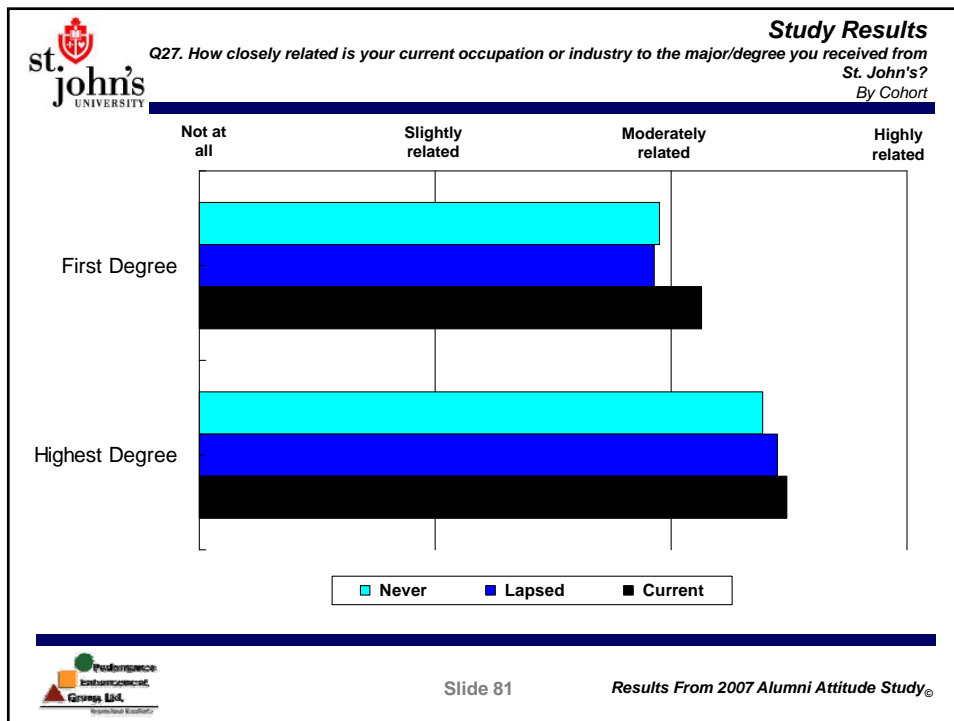
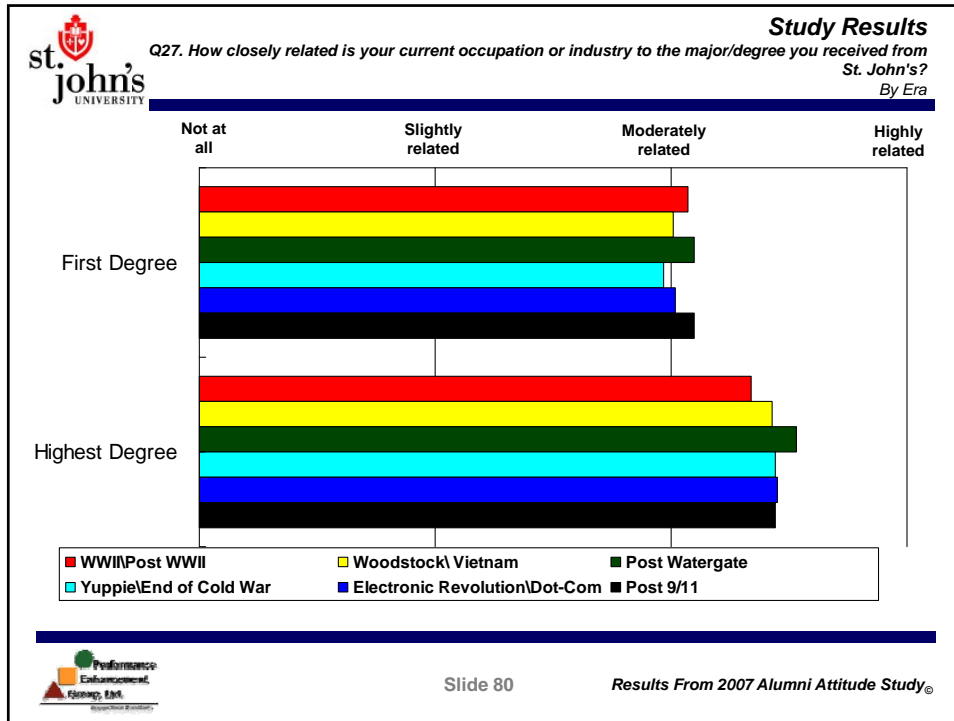

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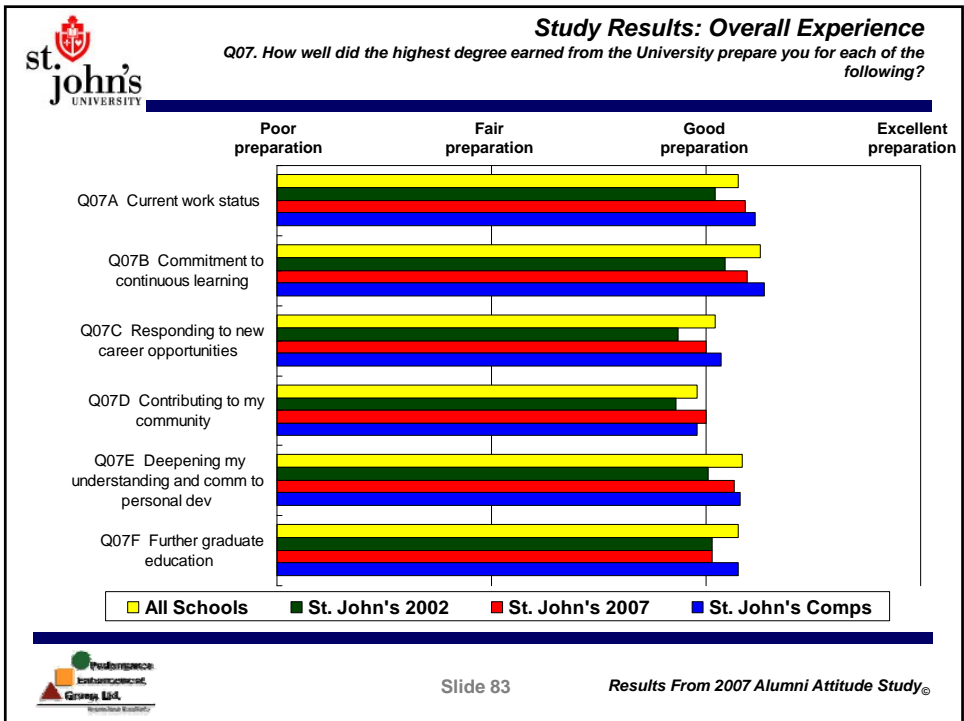
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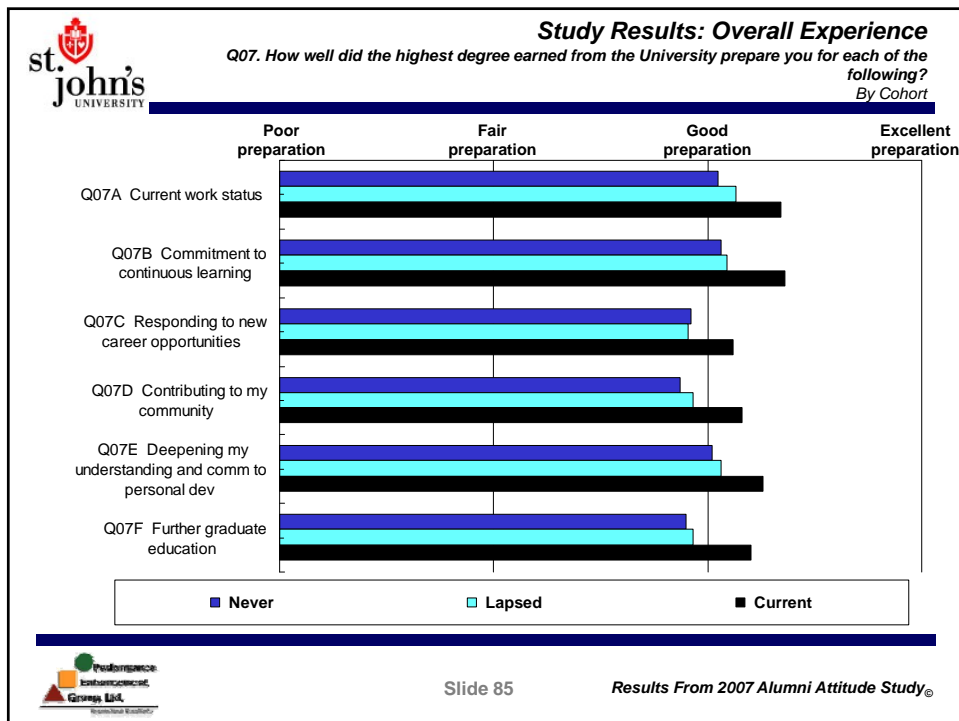
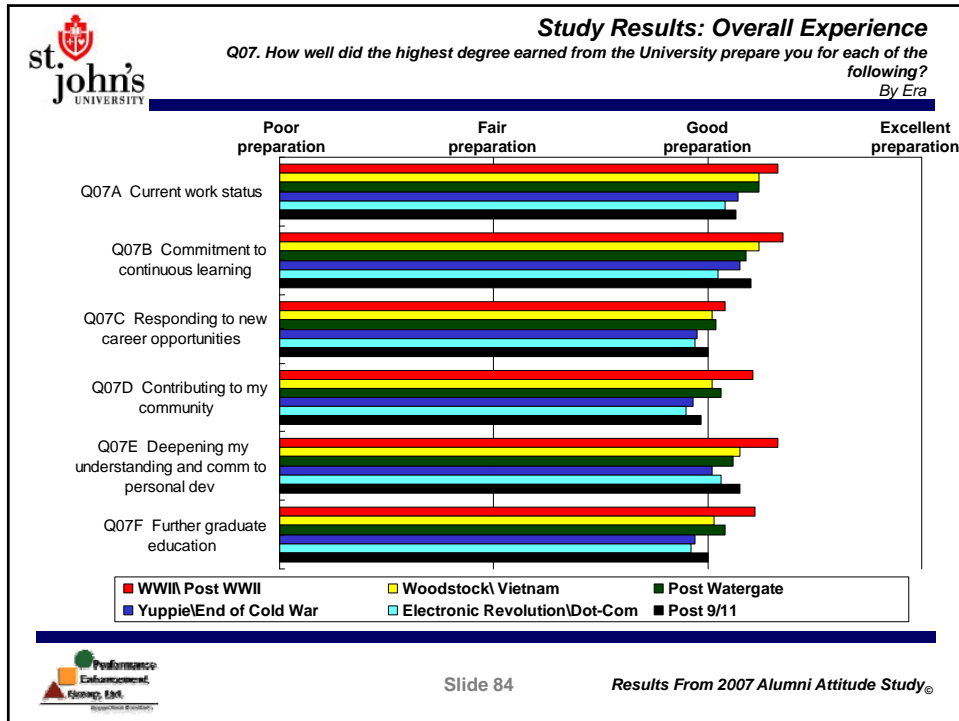
Study Results:

Loyalty

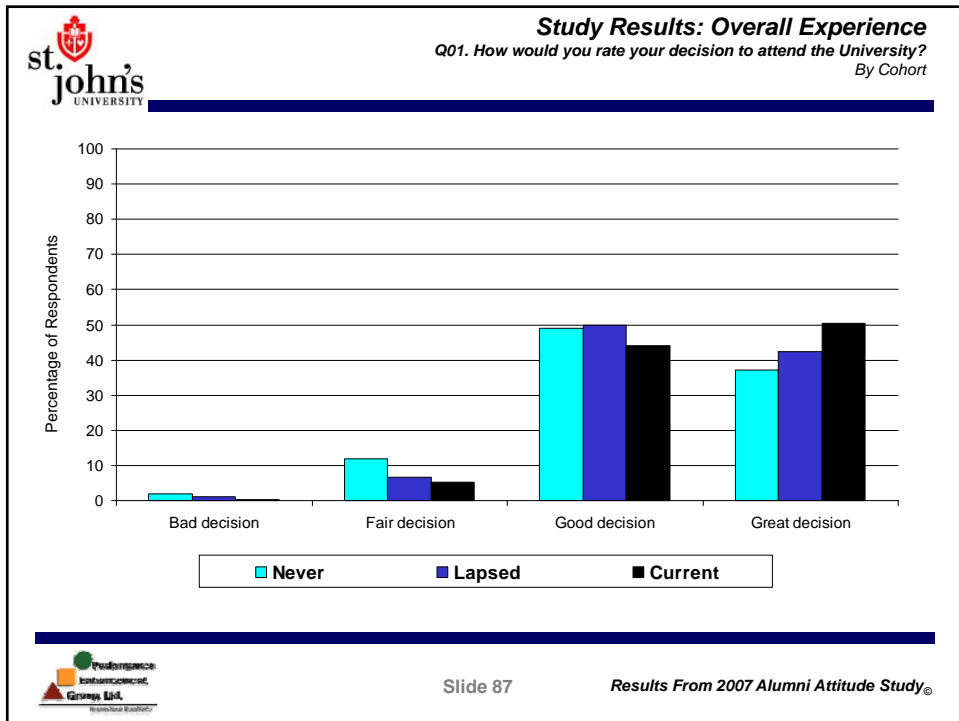
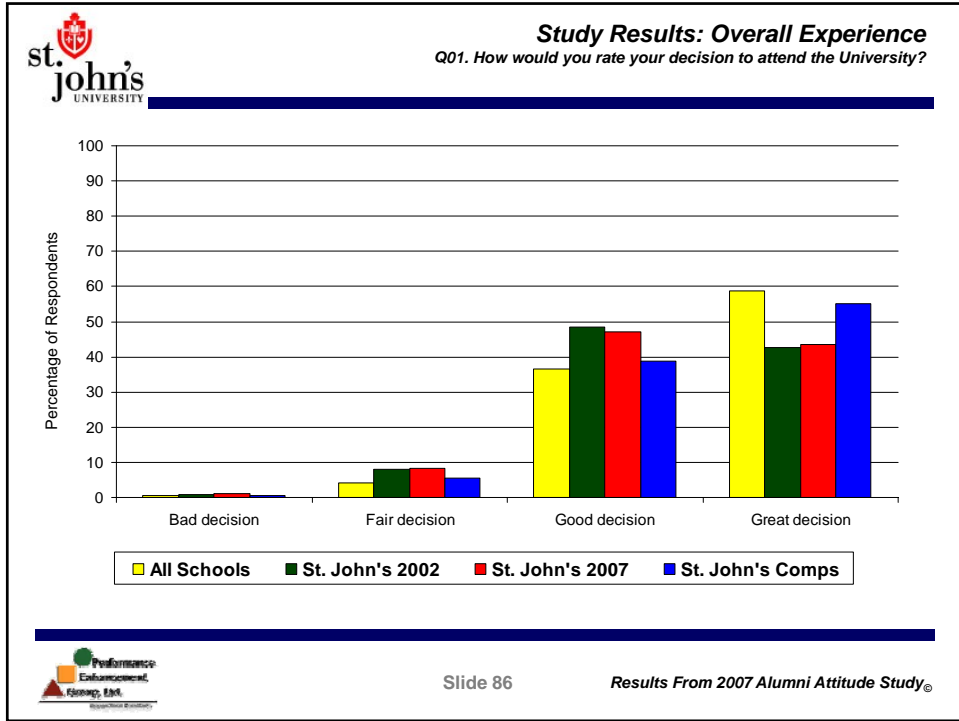

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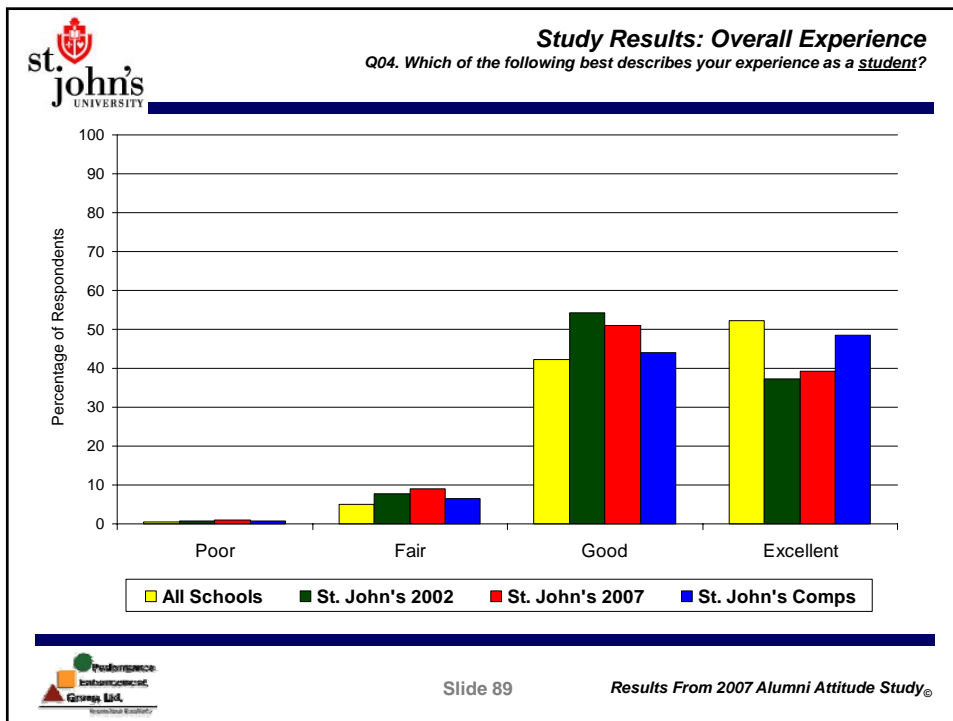
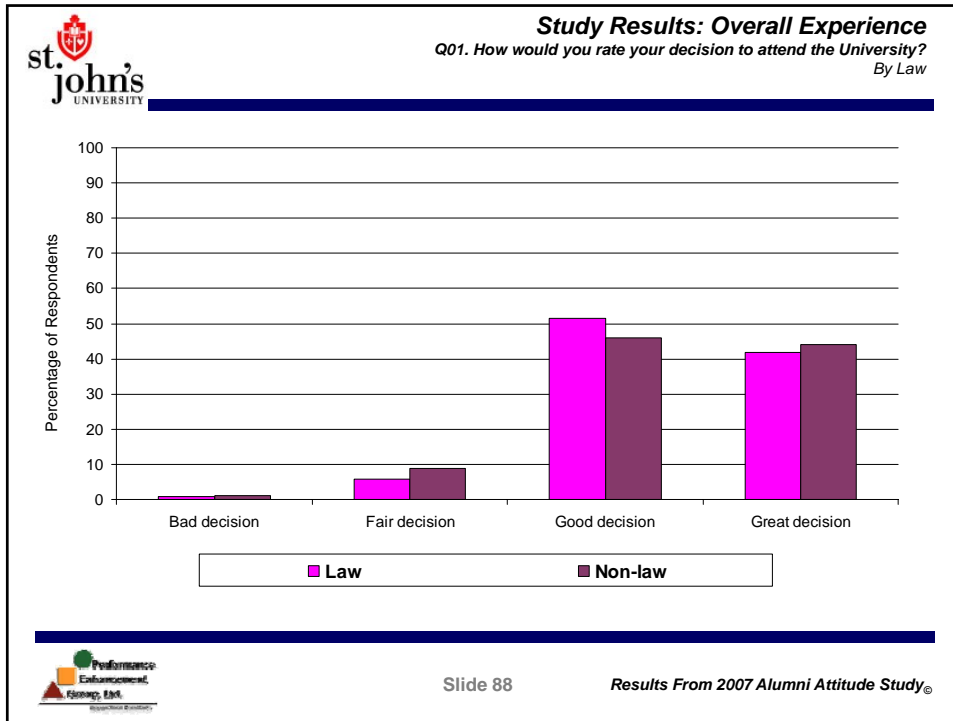
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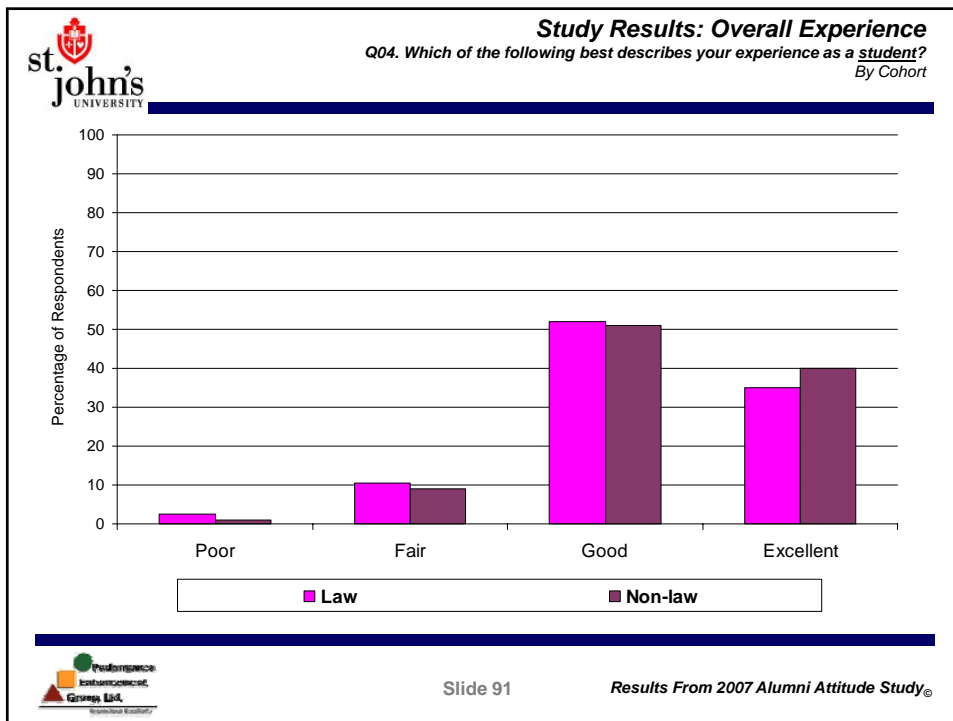
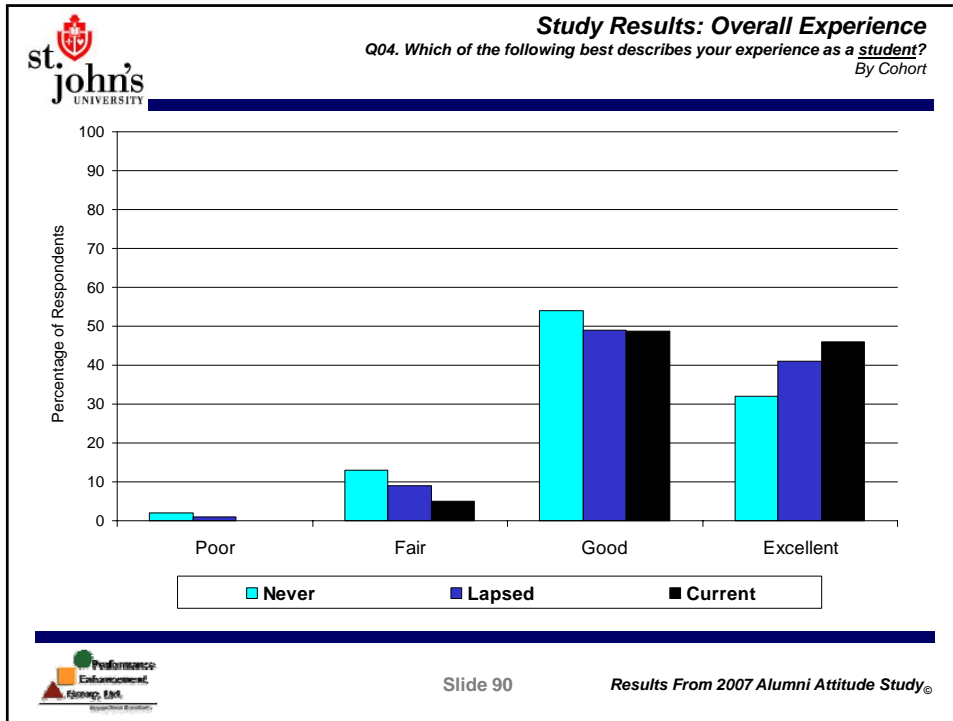
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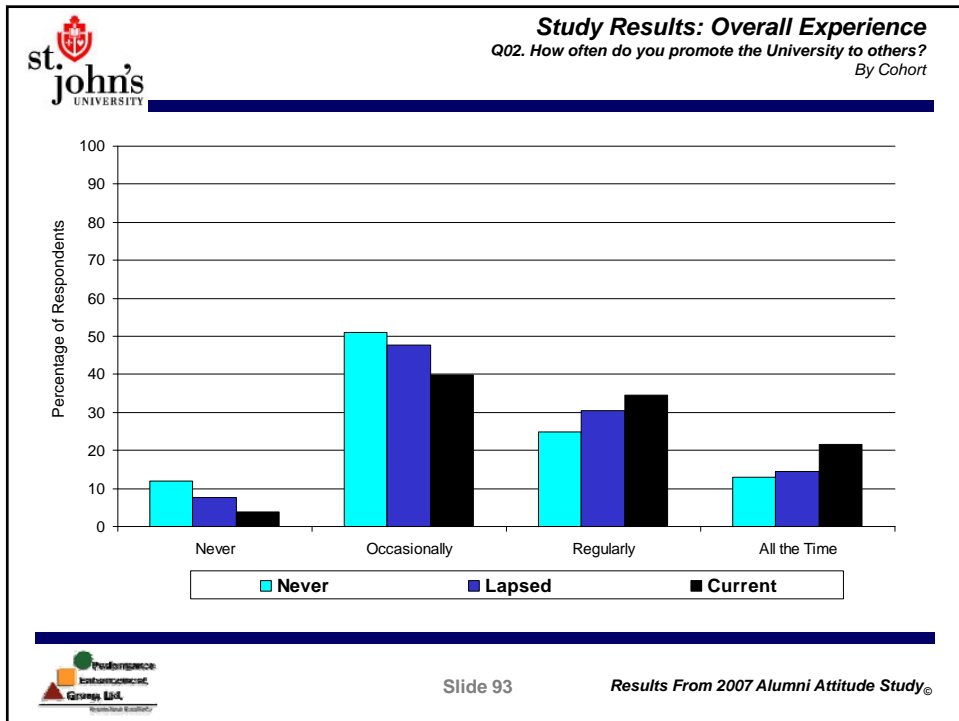
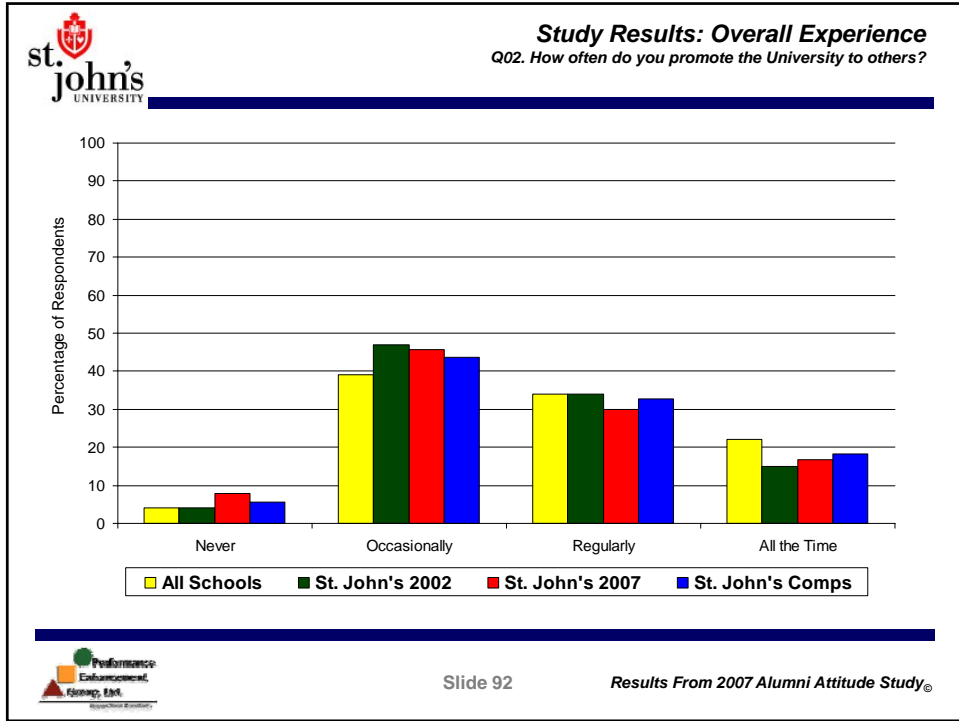
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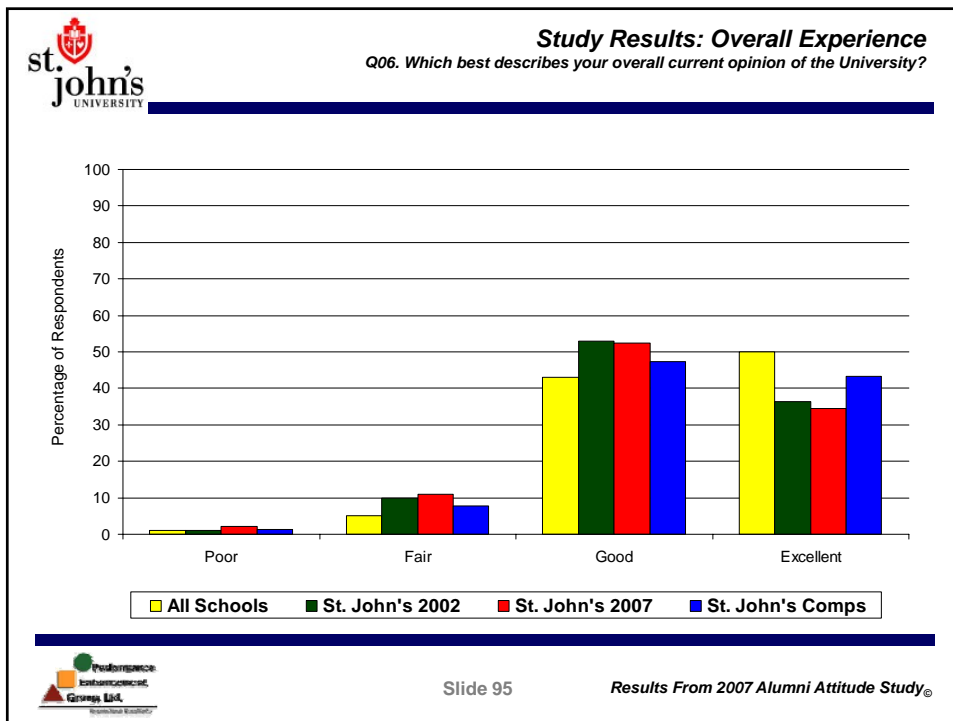
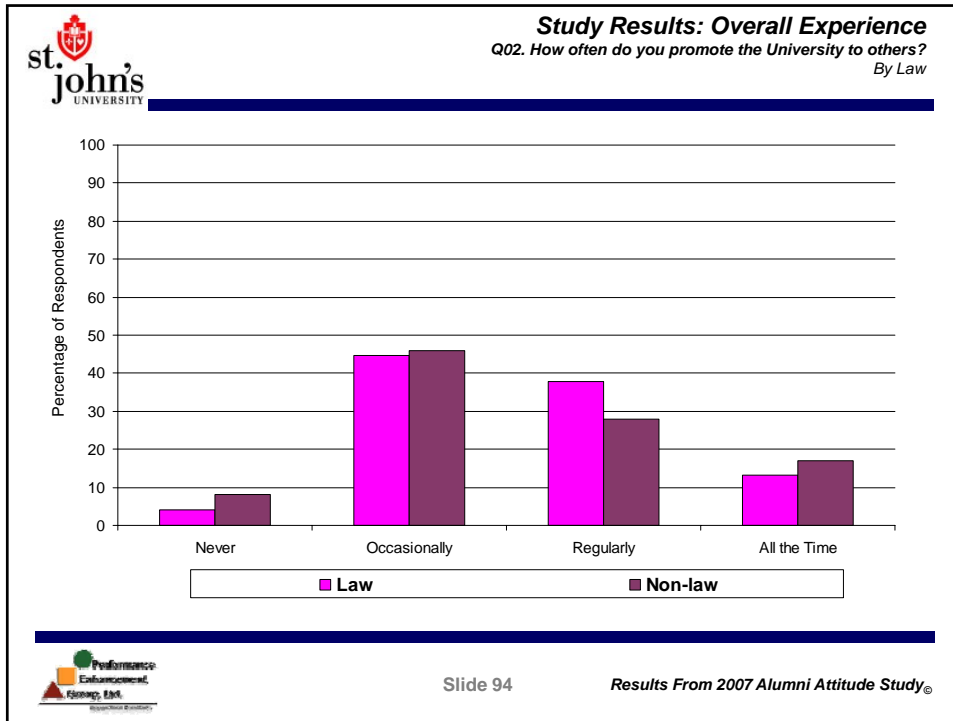
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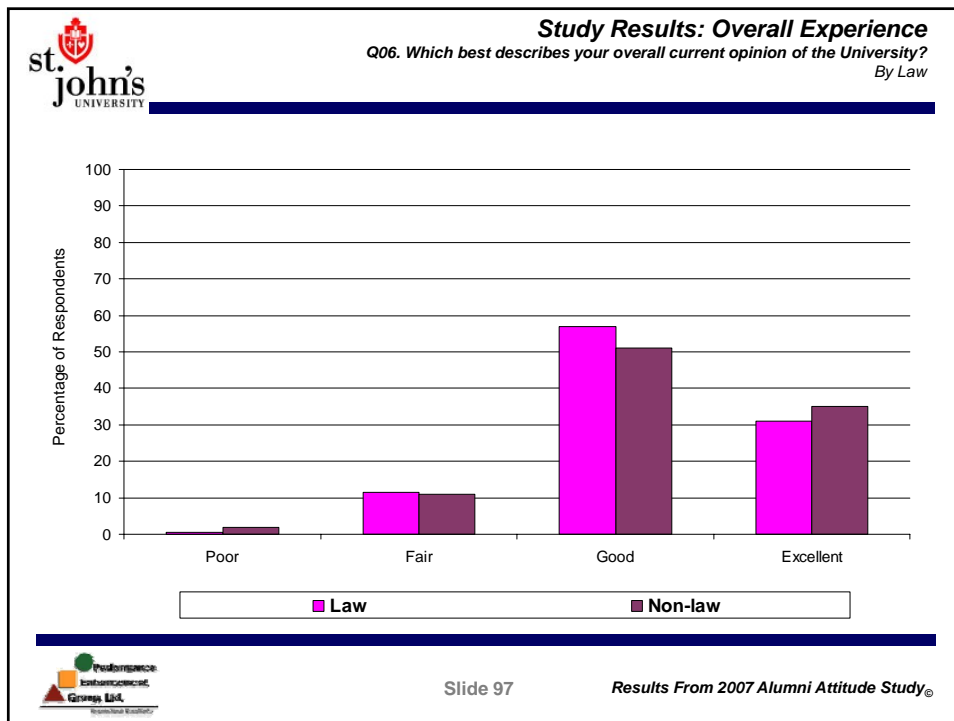
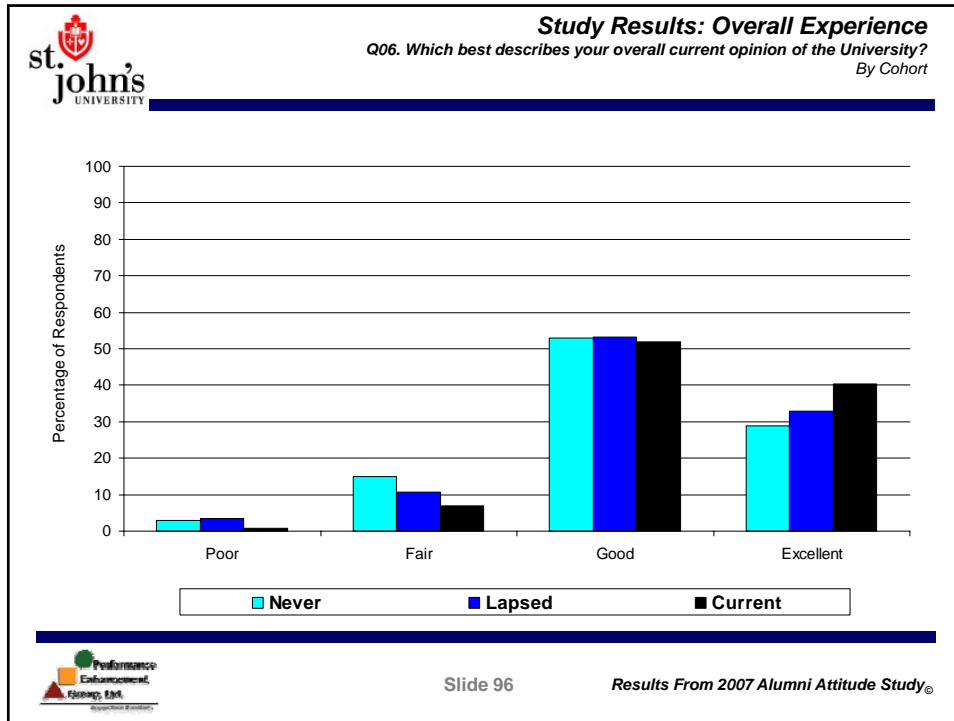
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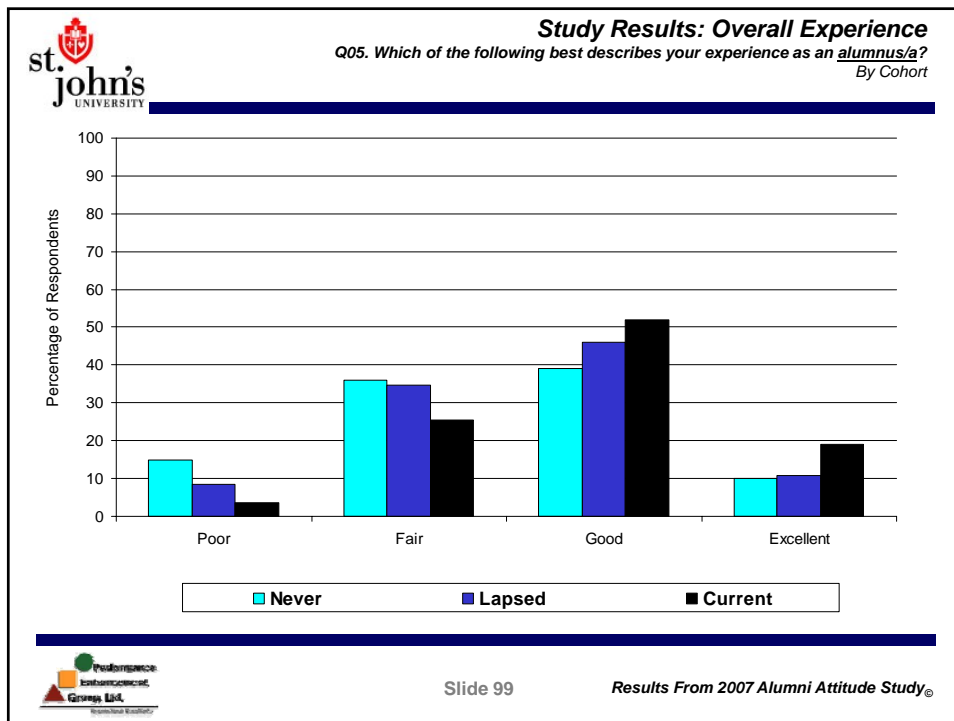
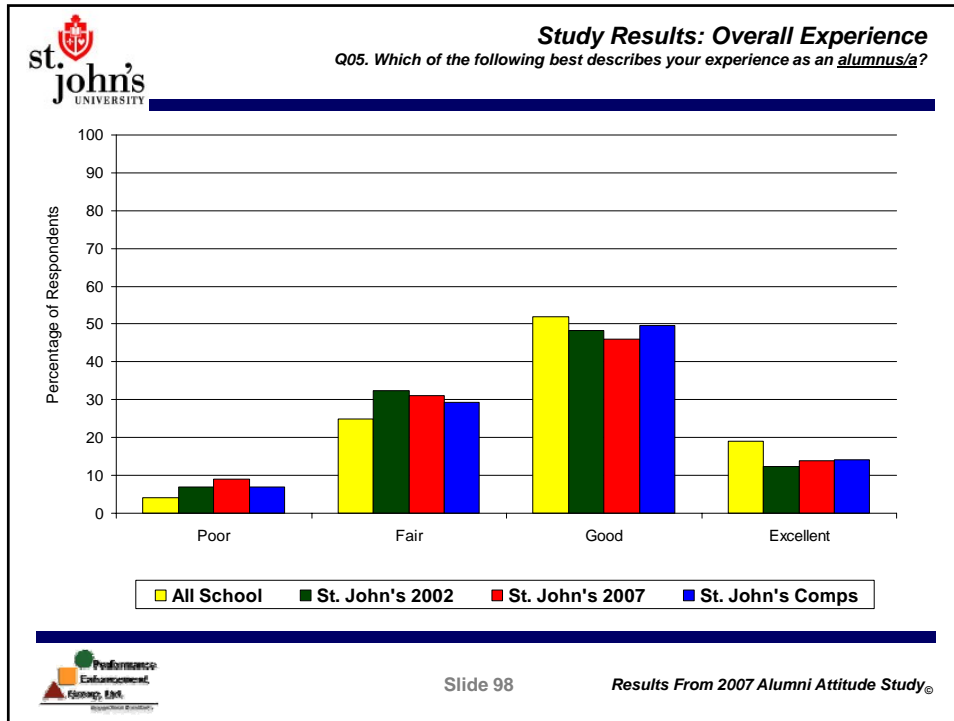
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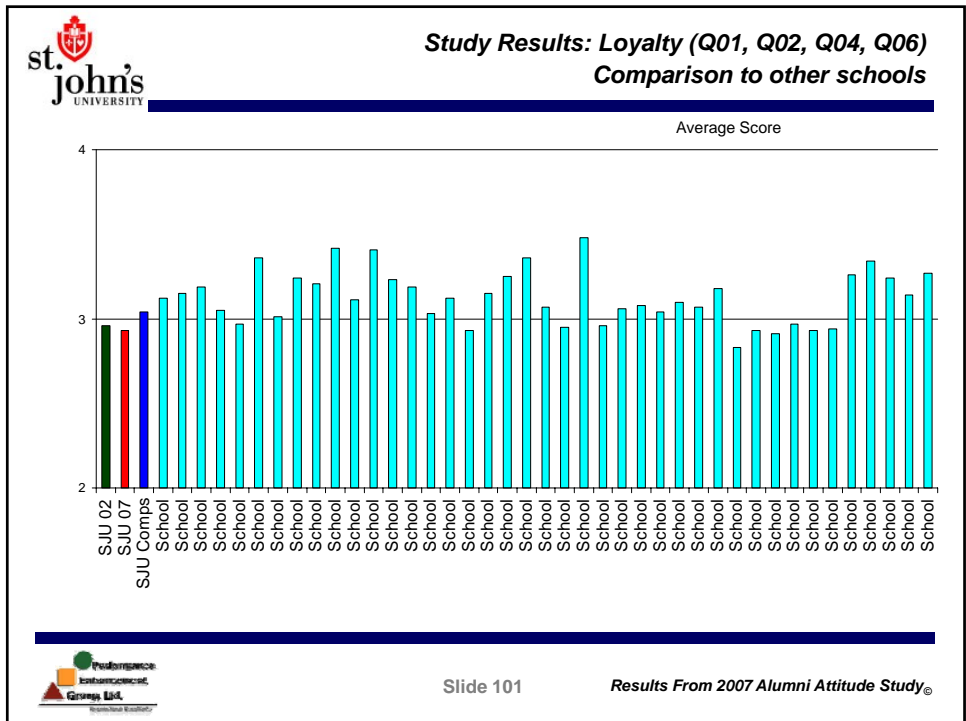
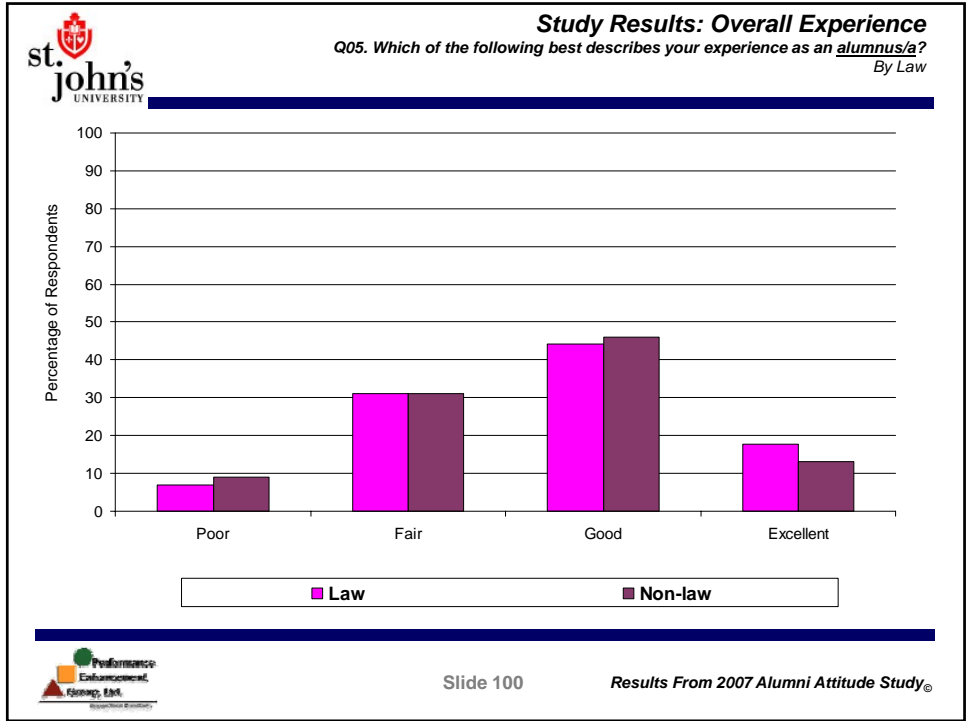
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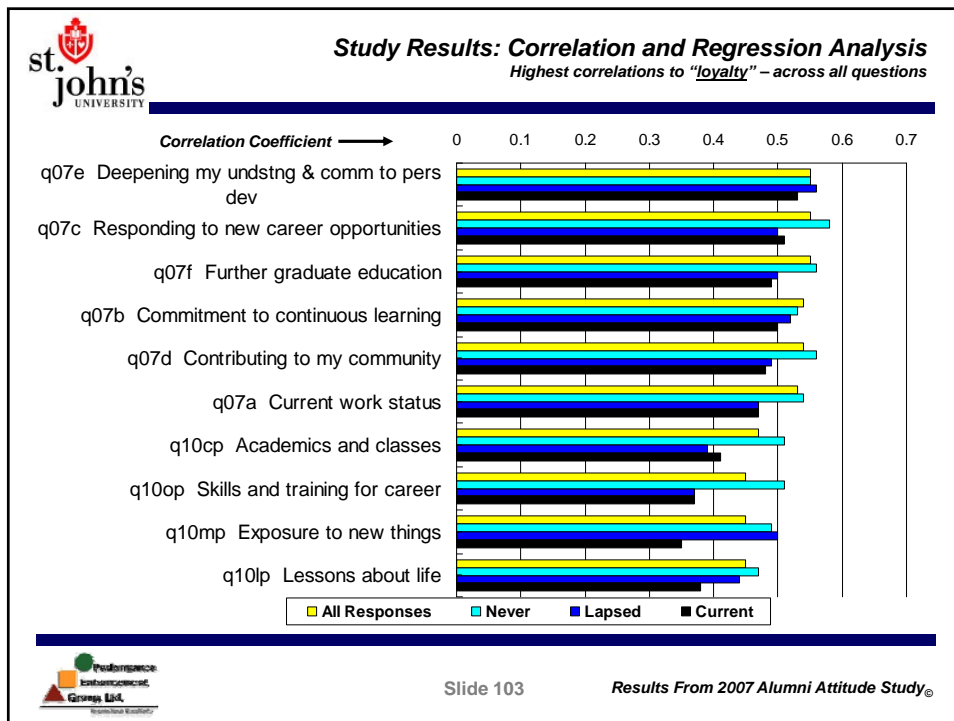
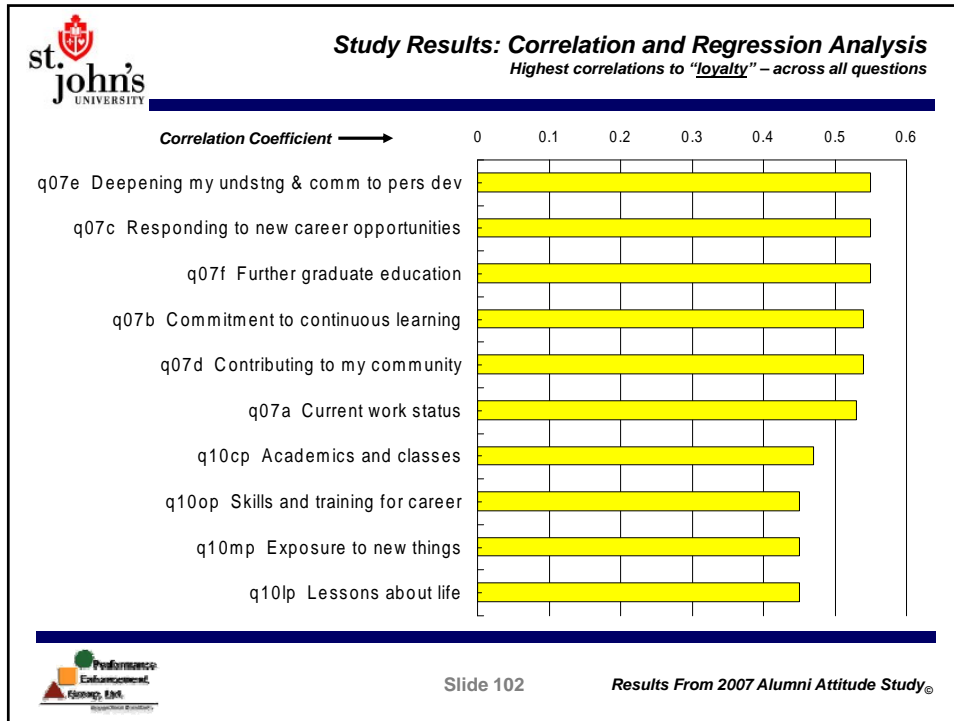
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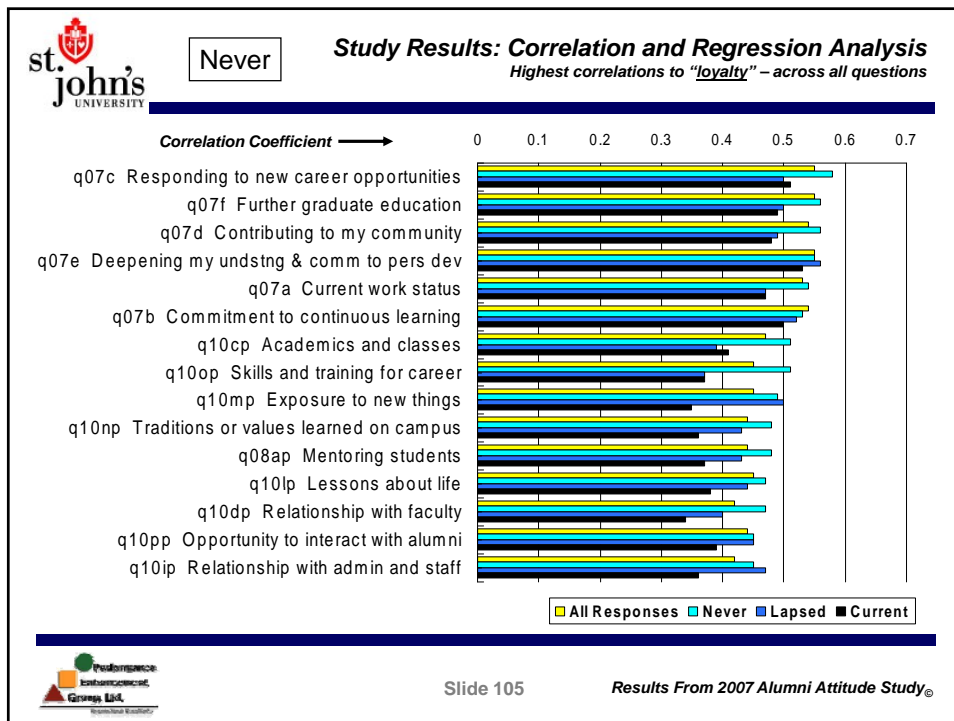
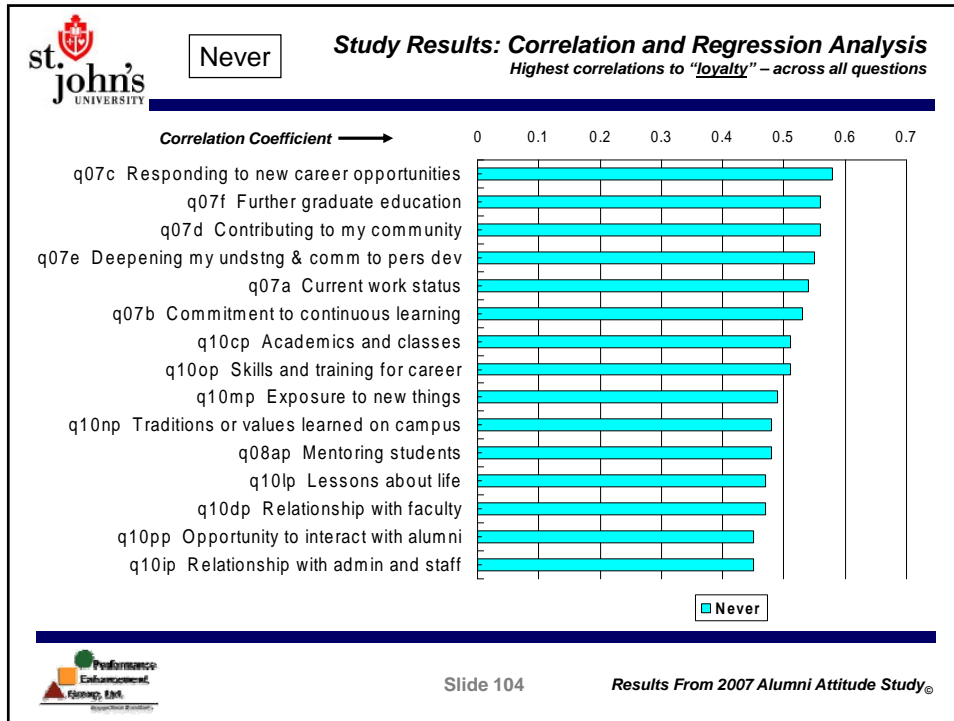
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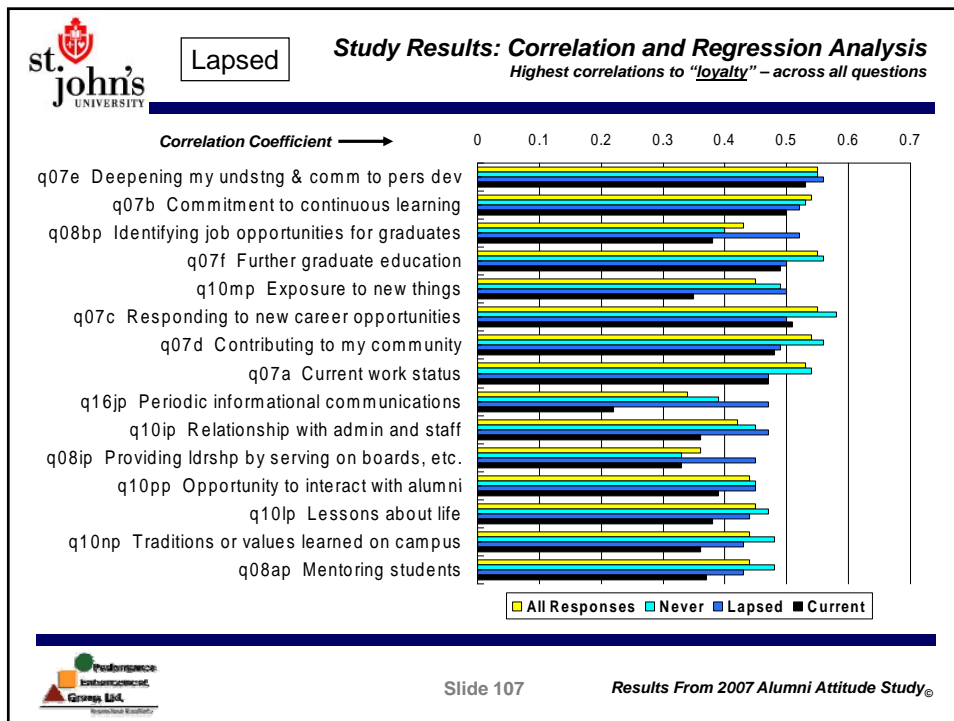
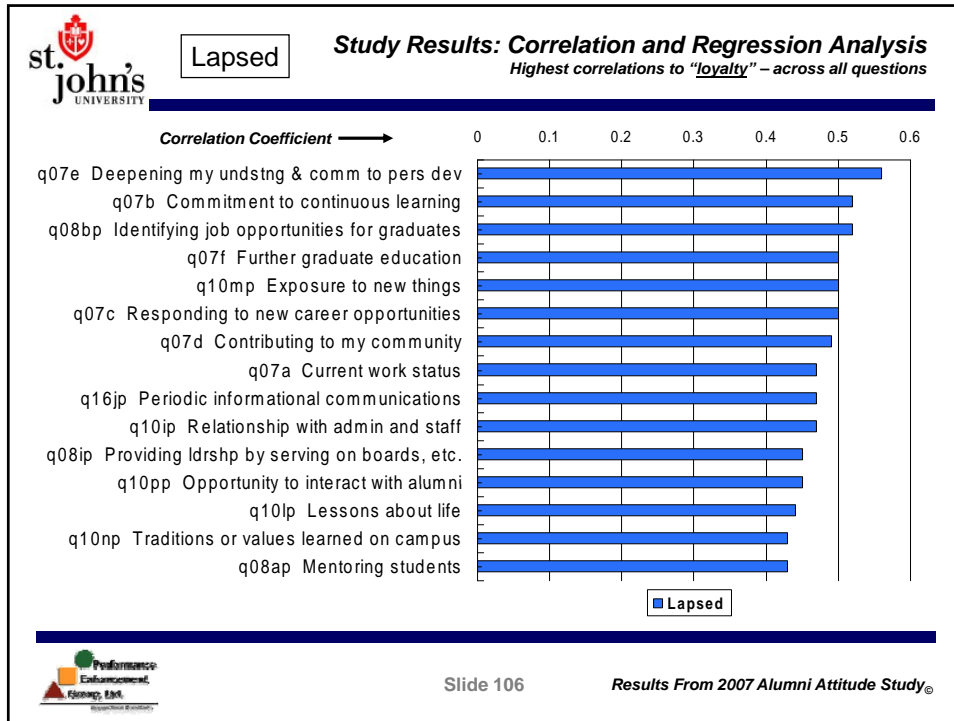
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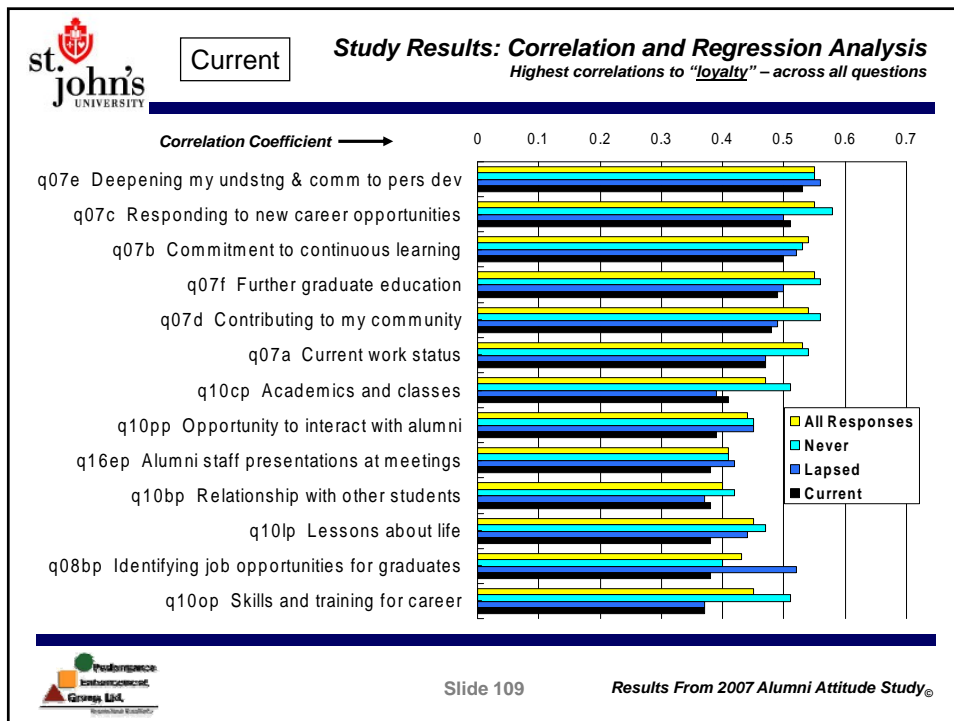
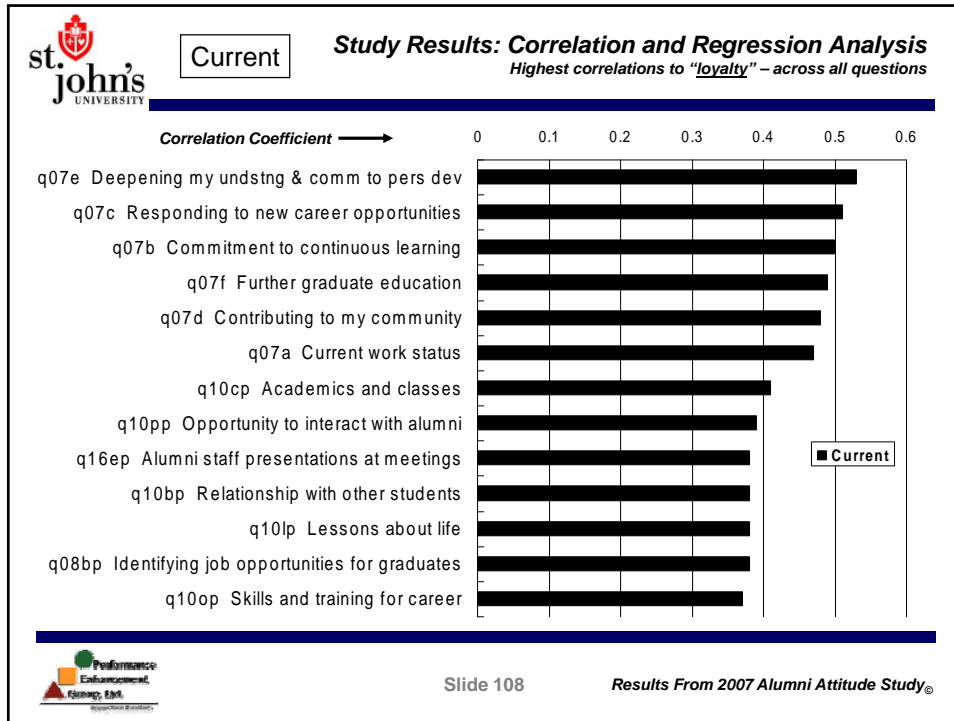
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Study Results:

Giving Status Questions


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Results From 2007 Alumni Attitude Study®




Study Results: Giving Status Questions

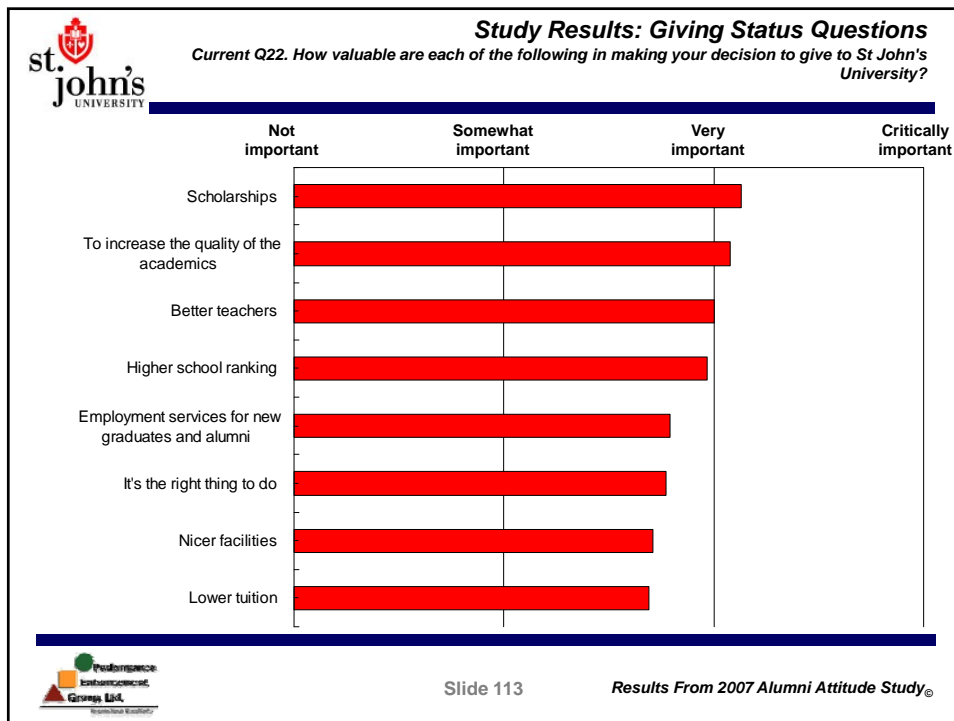
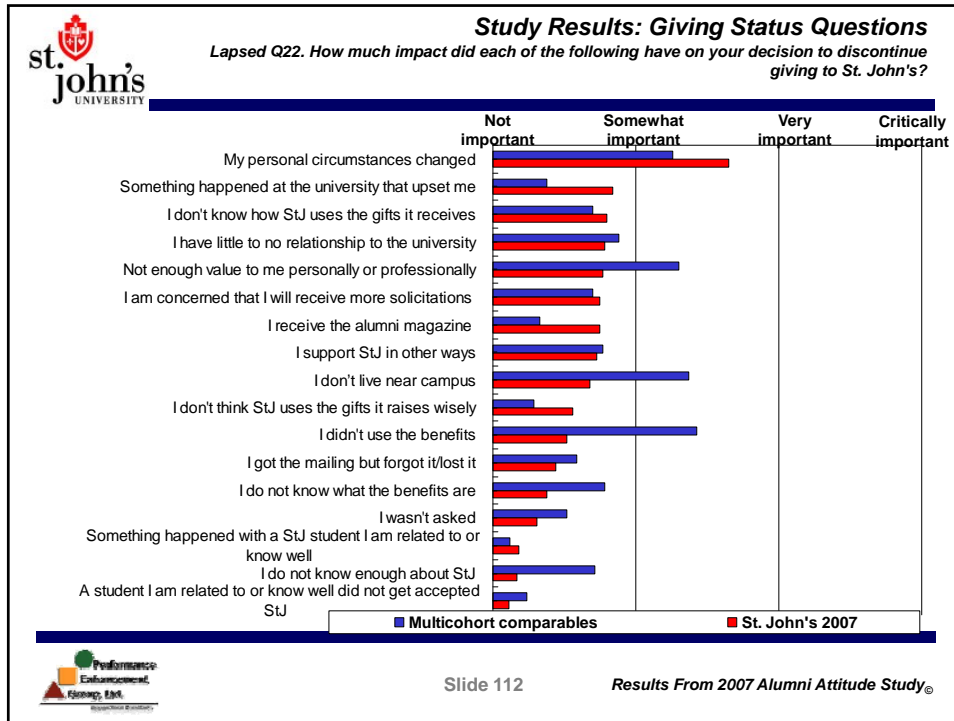
Never Q22. Please indicate the degree to which each of the following options explain why you have not yet given to St. John's.

	Not important	Somewhat important	Very important	Critically important
My personal circumstances didn't allow me to	■	■	■	■
I have little to no relationship to the university	■	■	■	■
I don't know how StJ uses the gifts it raises	■	■	■	■
I don't live near campus	■	■	■	■
Not enough value to me personally or professionally	■	■	■	■
Something happened at the university that bothered me	■	■	■	■
I am concerned that I will receive more solicitations	■	■	■	■
I do not know what the benefits are	■	■	■	■
I thought I automatically became a member upon graduation	■	■	■	■
I won't use the benefits	■	■	■	■
I support the university in other ways	■	■	■	■
I don't think StJ uses the gifts it raises wisely	■	■	■	■
I wasn't asked to join	■	■	■	■
I receive the alumni magazine	■	■	■	■
I got the mailing but forgot it/lost it	■	■	■	■
I do not know enough about StJ	■	■	■	■
Something happened with a StJ student I am related to or	■	■	■	■
A student I am related to or well did not get accepted into StJ	■	■	■	■

■ Multicohort comparables
■ St. John's 2007


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IMPLICATIONS



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Results From 2007 Alumni Attitude Study®



Implications Highlighted issues and areas of focus


1. Demonstrate that the diploma is increasing in equity through communications regarding, student and alumni achievements
2. Job and career related activities
3. Provide opportunities for alumni to provide feedback and engage in activities
4. Engaging alumni located outside New York City
5. Branding presence on campus
6. Communicate differently with younger alumni (30 and under)



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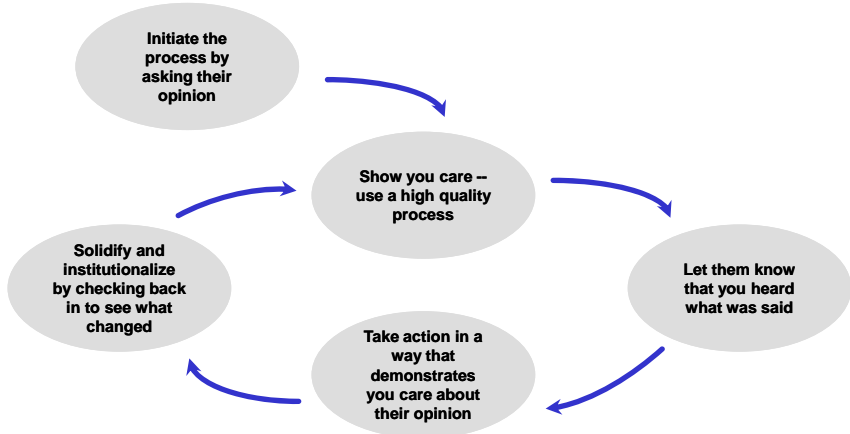
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Foundational Concepts
Alumni Partnership Model®


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





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Results From 2007 Alumni Attitude Study®



Conclusions
Application of Survey Results

**Examples of
Actions From Survey Results By Other Schools**

Business/Strategic Planning

- Develop a strategic and/or business plan with alumni opinion introduced into the strategic planning process
- Workshops with staff to integrate alumni issues into ongoing programs and communications

In-Depth Analysis & Research

- Analyze information in detail for a specific segment of alumni such as young men/women, recent graduates, etc.
- Additional, focused research or targeted surveys at a specific issue

Tactical Action Planning

- Feedback on specific current programs and activities
- Prioritize activities and investment

Introduction of New Programs


- Affinity-based programs
- Change existing programs to accommodate desires of a specific segment

Strategic Communications

- Press releases and articles to communicate results and planned actions
- Communication comparing alumni to target group or all schools
- Targeted messaging

Other Applications

- Legislative support
- Development support
- Coordinate with student, faculty, and prospective student opinions



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