

2014

CASE District I Conference

Alumni Speak: Findings From the Alumni Attitude Surveys

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Alumni Relations, University of Oregon





**SOME FINDINGS FROM THE ALUMNI
ATTITUDE STUDY© RESEARCH**

ABOUT THE ALUMNI ATTITUDE STUDY®

- Developed in 2001 with core team of 11 advancement professionals
- Survey completed by over 500,000 alumni at 200 universities and colleges over the last 9 years
- Reviewed with team of users every 2 years (last completed in 2012)
- Instrument is always branded to reflect University
- Agreement with CASE to share insights and provide member discounts

WHY ALUMNI RESEARCH IS IMPORTANT

Assessing Attitudes of Alumni – There are specific drivers and motivators that cause alumni to become and/or not be engaged. By closely identifying trends and attitudes towards these areas, institutions can be more targeted in their outreach and better communicate the value of staying engaged and/or giving back to the institution.

Engages Alumni Directly– Using the AAS provides an opportunity for thousands of alumni to provide feedback directly to the institution about their student and alumni experience and perceptions about the university and the current alumni relations efforts. Having this opportunity, you are directly engaging alumni in the life of the university.

Increases campus-wide support for alumni relations – Having data from the institution’s most valuable stakeholders (alumni) can and should be important to all departments on campus. By using the AAS, alumni professionals have the ability to enhance their relationship with other departments across campus and create a more cooperative and unified effort to provide the best possible outreach and communications to alumni.

Enhances the Alumni Partnership Model©

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.

A TYPICAL SURVEY PROCESS

AN AVERAGE PROJECT SHOULD TAKE ABOUT 3 MONTHS FROM START TO FINISH.

Phase I: Design and Development

Modify outgoing communications for branding purposes

Customize instrument to fit institution's needs

Determine parameters and select sample of alumni recipients

Phase II: Distribution

Approve the questionnaire and all other outgoing communication to alumni

Distribute survey, reminders, and any other corresponding communication

Gather responses and develop database

Phase III: Analysis/ Action Planning

Analyze the results and prepare initial report of findings

Presentation of initial findings including recommendations for implementing results and driving action on areas of highest impact

Collaborate on future effective communication and programming efforts to increase overall engagement

IMPLICATIONS: HIGHLIGHTED ISSUES & AREAS OF FOCUS

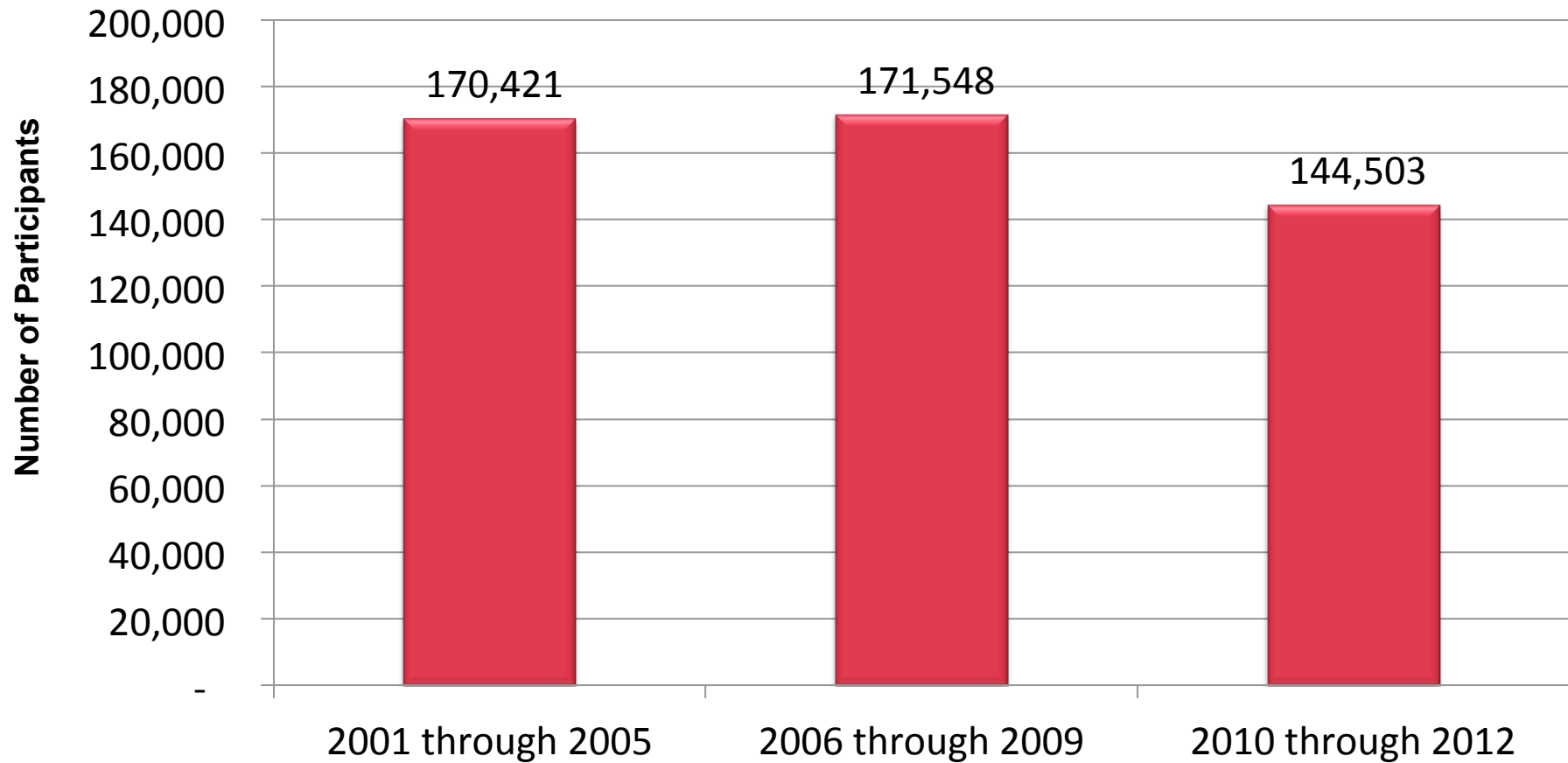
- Equity of Degree matters
- Career issues percolate to the top
- Enhanced opportunities to branding association on campus
- More effective communications
 - ✓ High value talking points
 - ✓ High value communication topics
 - ✓ Segmentation opportunities
- Underlying issues regarding alumni events

5 REASONS ALUMNI PARTICIPATE

- Learn something
- Help their career
- Make a difference
- Gain access
- See friends

AAS
2001
through
2012

NUMBER OF RESPONDENTS



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

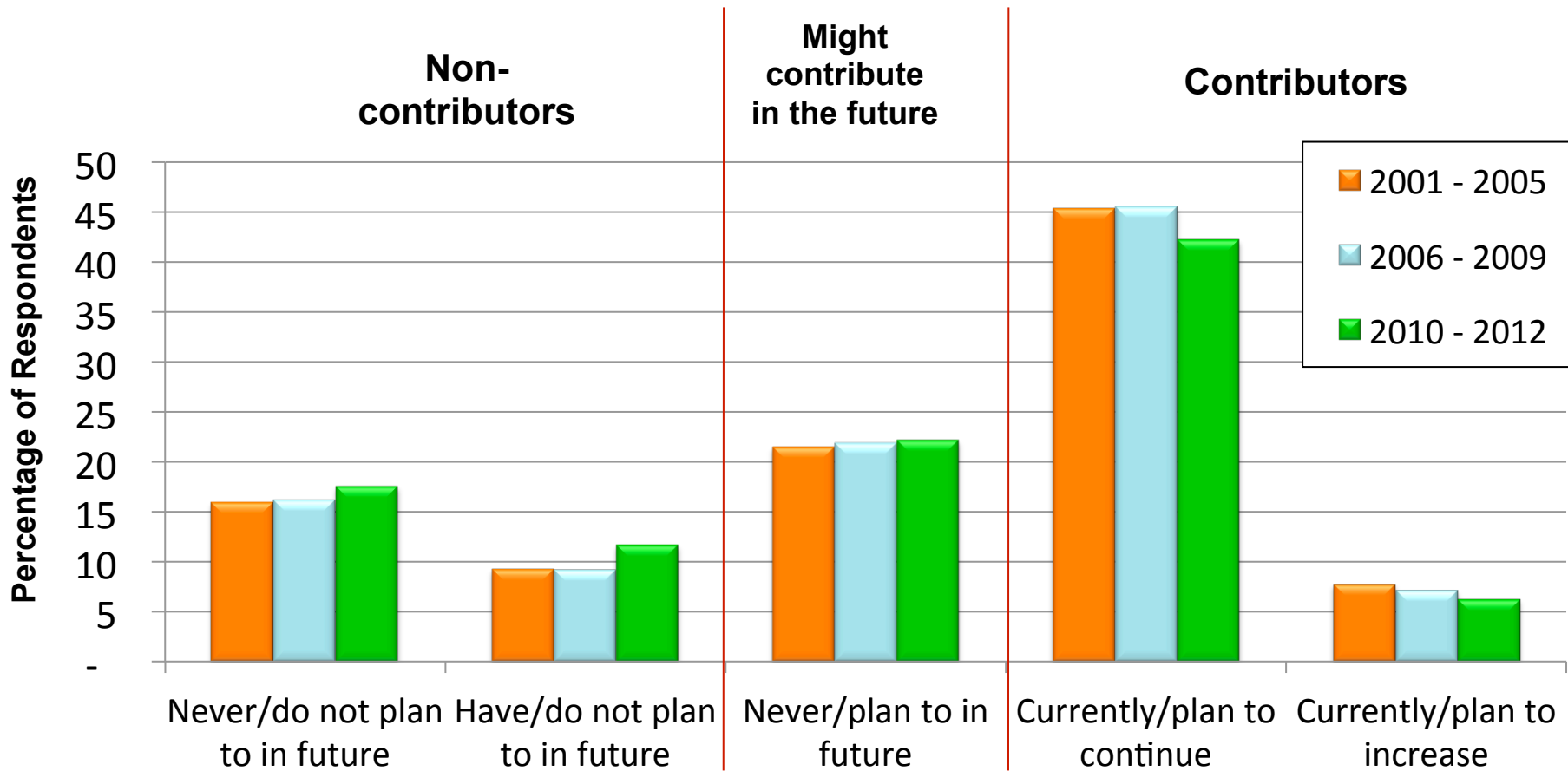
- A low survey response rate and corresponding high non-response rate causes concern about differences between respondents and non-respondents
- Exists in both internet and phone surveys as well as mail
- Consistency of ranking for question groups helps alleviate concern
- Distribution across membership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

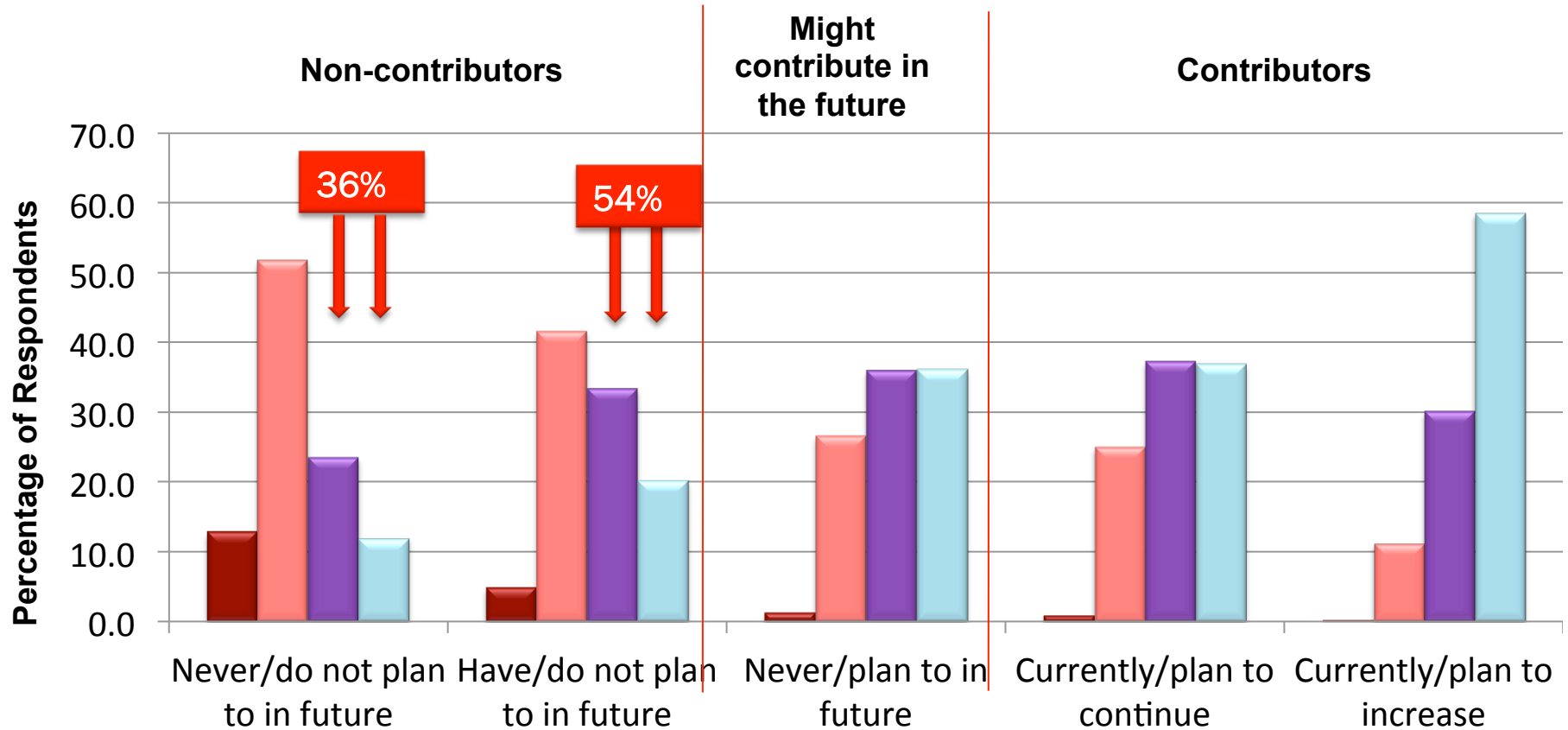
AAS
2001
through
2012

INTENT TO PARTICIPATE FINANCIALLY



AAS
2001
through
2012

INTENT TO FINANCIALLY PARTICIPATE

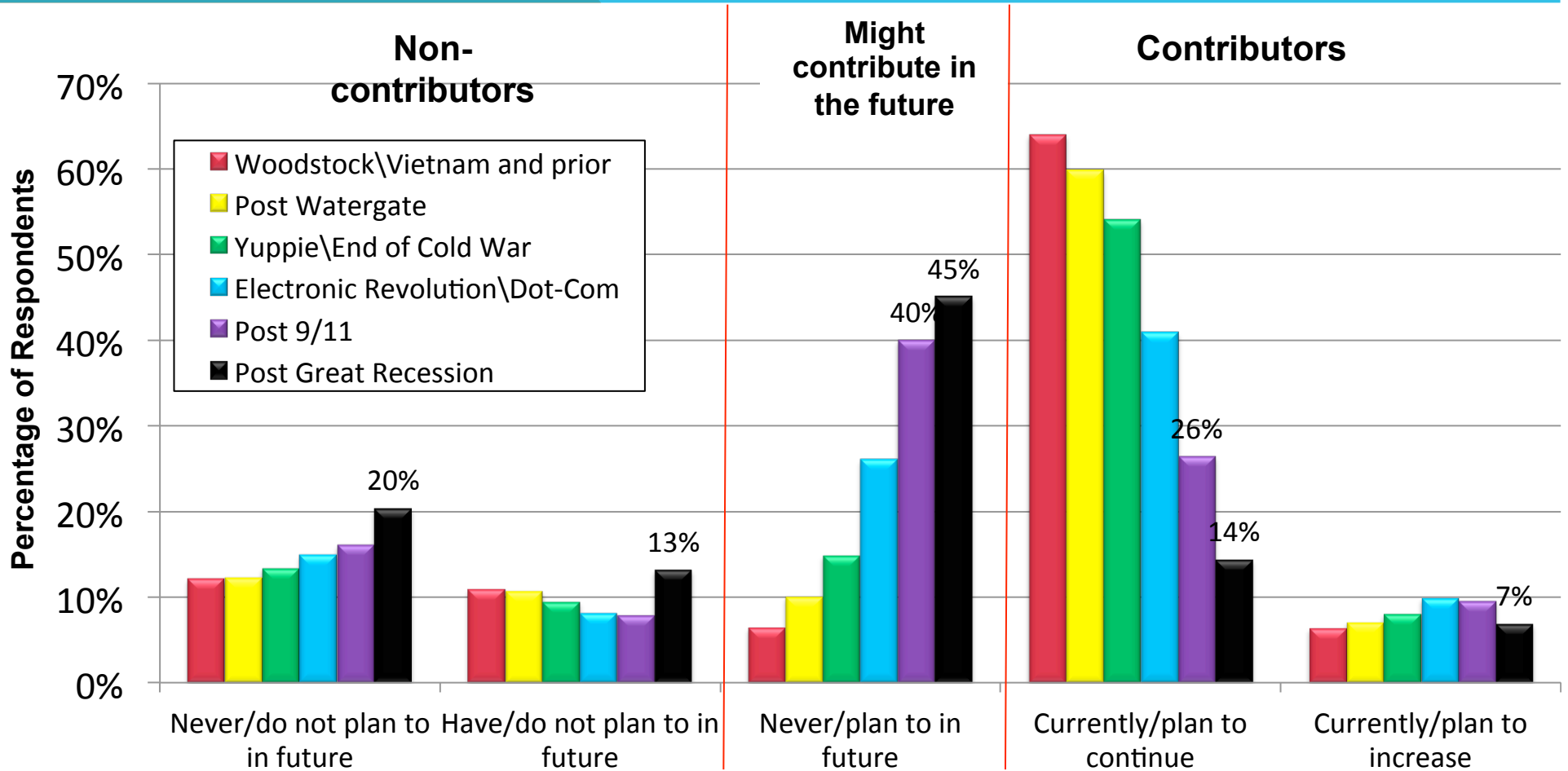


How often do you promote your University to others?

■ Never ■ Occasionally ■ Regularly ■ All the time

AAS
2001
through
2012

INTENT TO PARTICIPATE FINANCIALLY VS. ERA OF GRADUATION



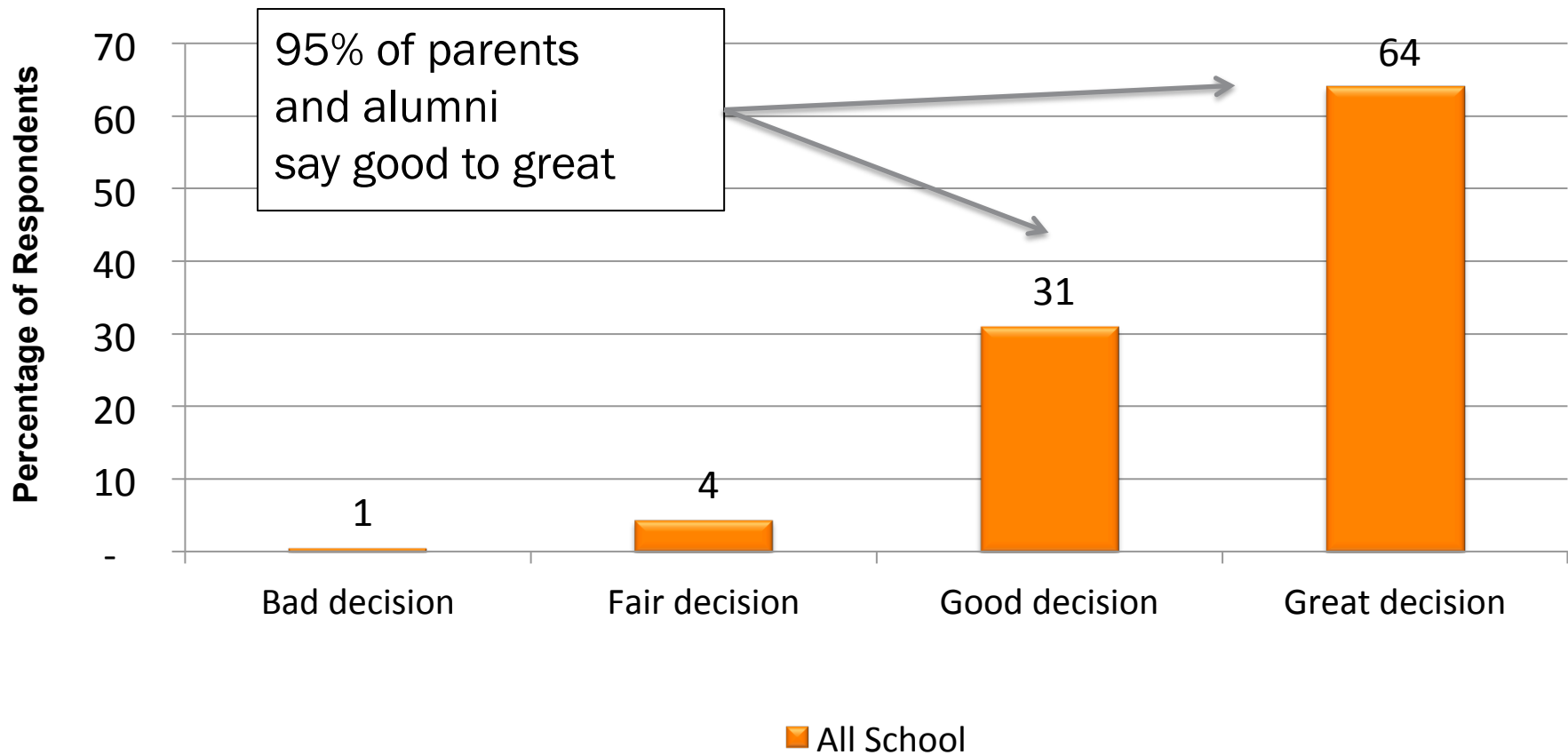
GENERATION VS. ERA

By Graduation Era - Definitions

| | | | |
|---|--|--|---|
| Woodstock/ Vietnam and Prior (graduated prior to 1973) | <ul style="list-style-type: none"> • Includes pre 1964 graduates • Tumultuous 60's • Civil Rights Act • Tonkin resolution to Nixon resignation • Good economy • Ages 60-68 and older | Electronic Revolution/ Dot-Com (graduated 1994-2000) | <ul style="list-style-type: none"> • Dot-com IPOs to 9/11 • Peace and fall of Berlin Wall • Big booming economy focused on youth • Ages 33-39 |
| Post-Watergate (graduated 1974-1980) | <ul style="list-style-type: none"> • Nixon resignation to Reagan boom • Younger brothers and sisters of Woodstock/Vietnam • Bad economy and pessimistic time • Ages 53-59 | Post-9/11 (graduated 2000 through 2008) | <ul style="list-style-type: none"> • Economic bust after Dot-Com followed by real estate driven growth • Focus away from youth • War in our time • More competition for every job • Age • Ages 27 - 32 |
| Yuppie/End of Cold War (graduated 1981-1993) | <ul style="list-style-type: none"> • Reagan boom to dot-com IPOs • Good economy and optimistic time • Ages 40-52 | Post Great Recession (Graduated after 2008) | <ul style="list-style-type: none"> • Market crash of 2008 • Explosive unemployment • Significantly increased role of government in health care • Slowest recovery in history • Breakdown of European economy • Huge and growing US deficit • Ages 26 and younger |

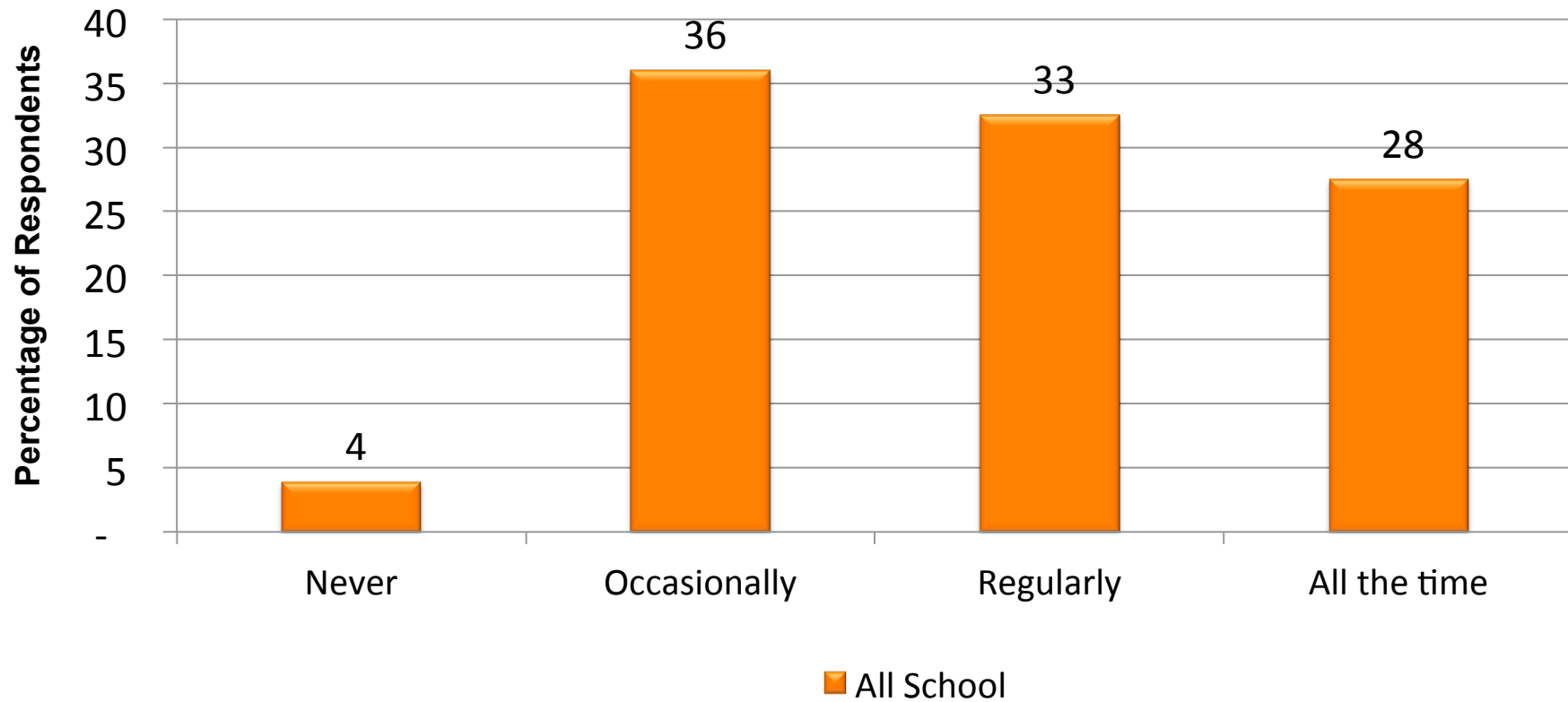
AAS
2001
through
2012

HOW WOULD YOU RATE THE DECISION TO ATTEND YOUR ALMA MATER?



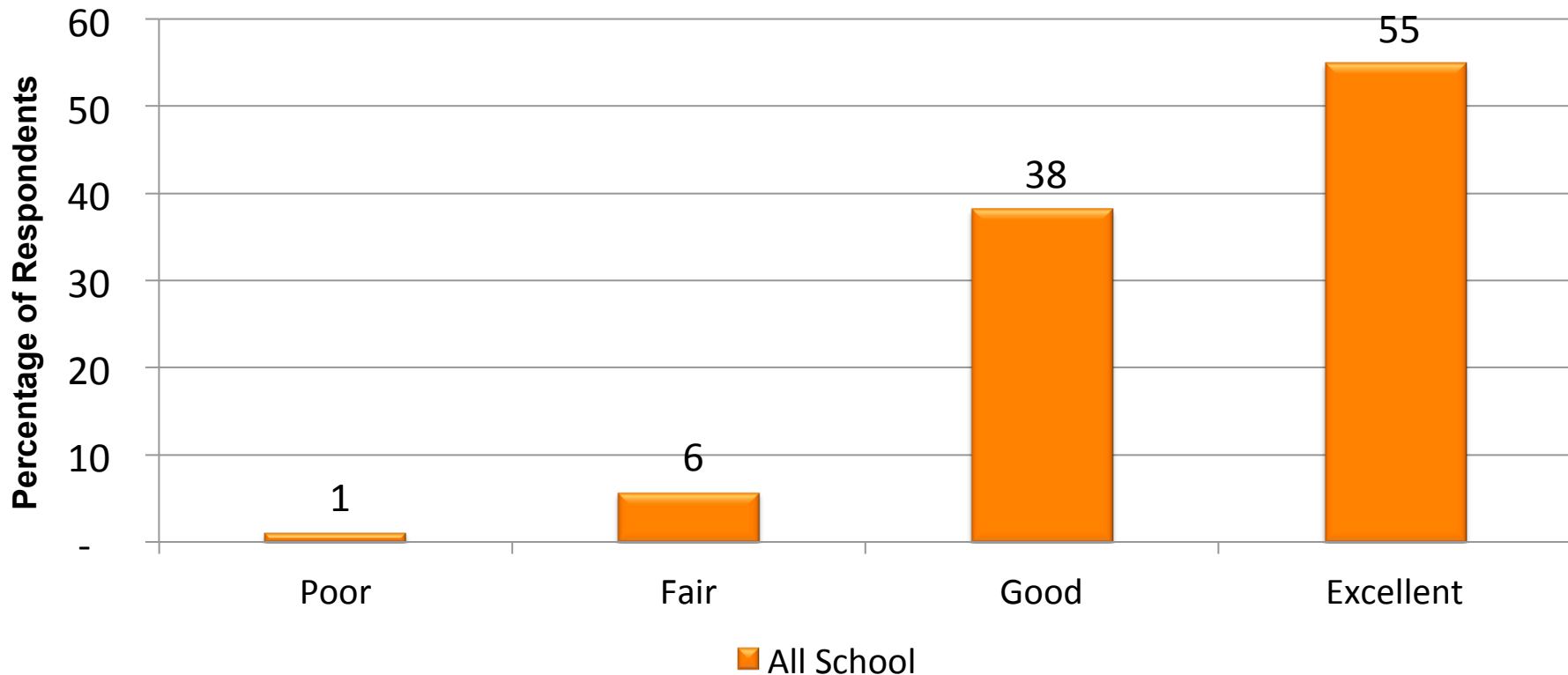
AAS
2001
through
2012

HOW OFTEN DO YOU PROMOTE YOUR ALMA MATER TO OTHERS?



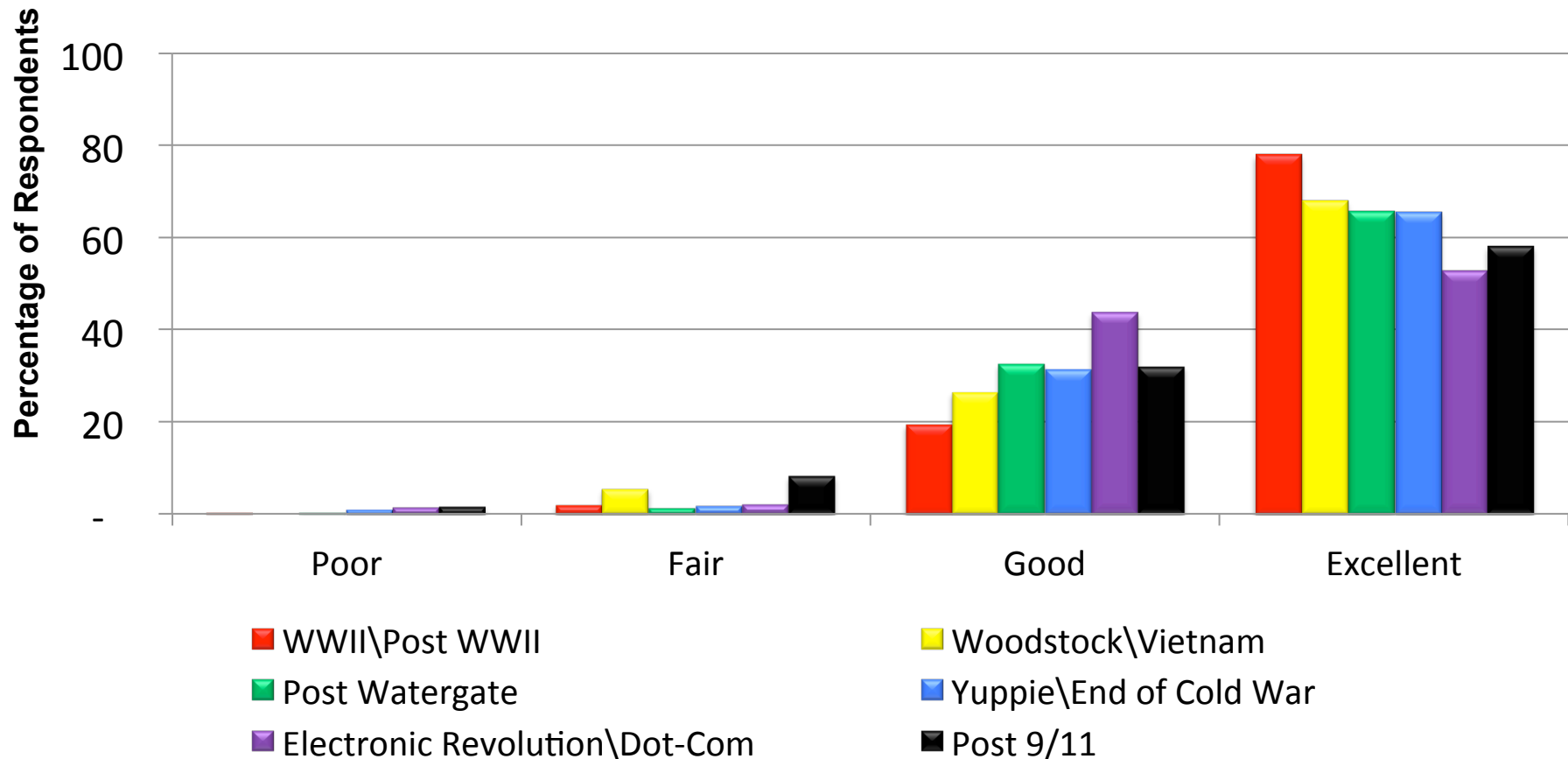
AAS
2001
through
2012

WHICH OF THE FOLLOWING BEST DESCRIBES YOUR OVERALL CURRENT OPINION OF YOUR ALMA MATER?



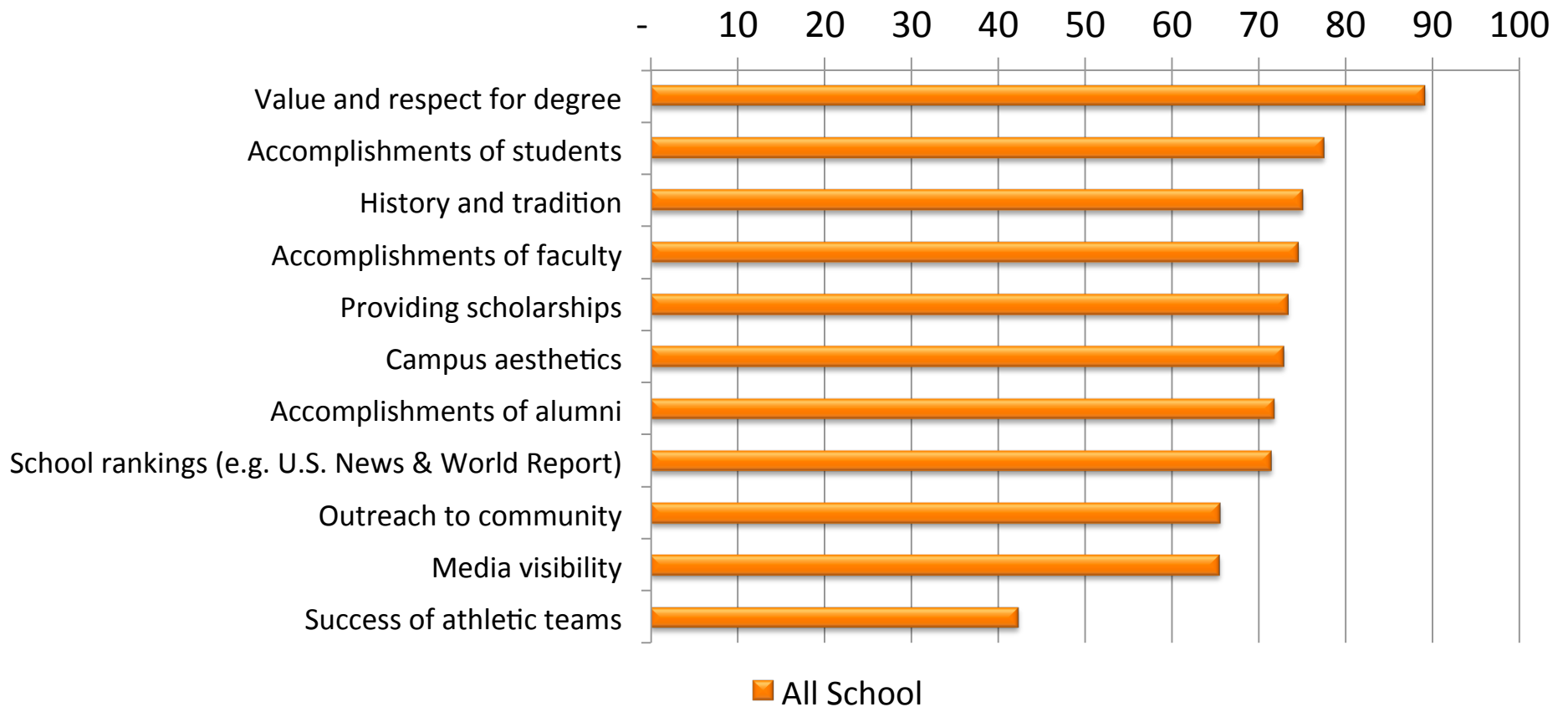
AAS
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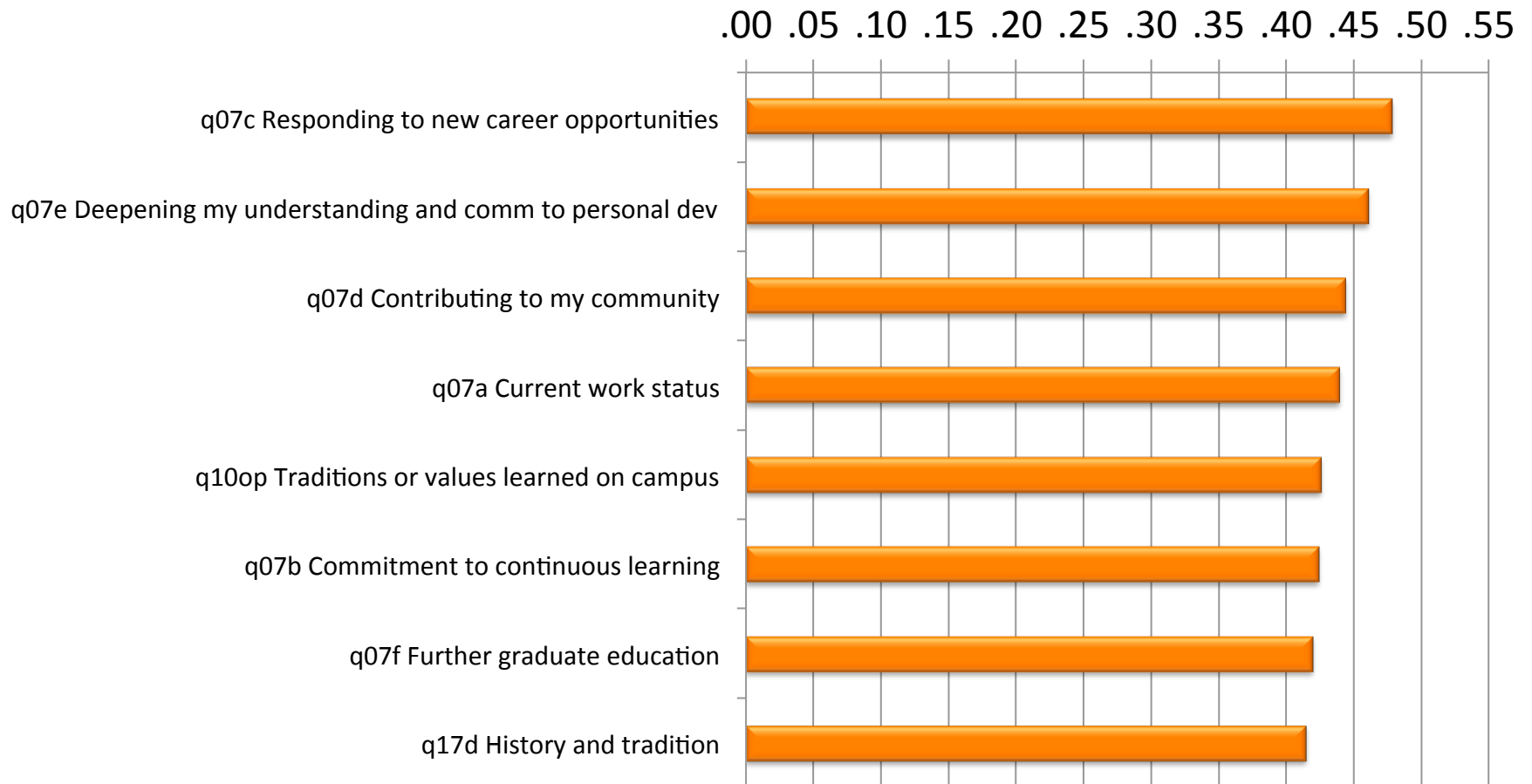
AAS
2001
through
2012

HOW MUCH EACH OF THE FOLLOWING IMPACTS YOUR OVERALL CURRENT OPINION OF THE UNIVERSITY:



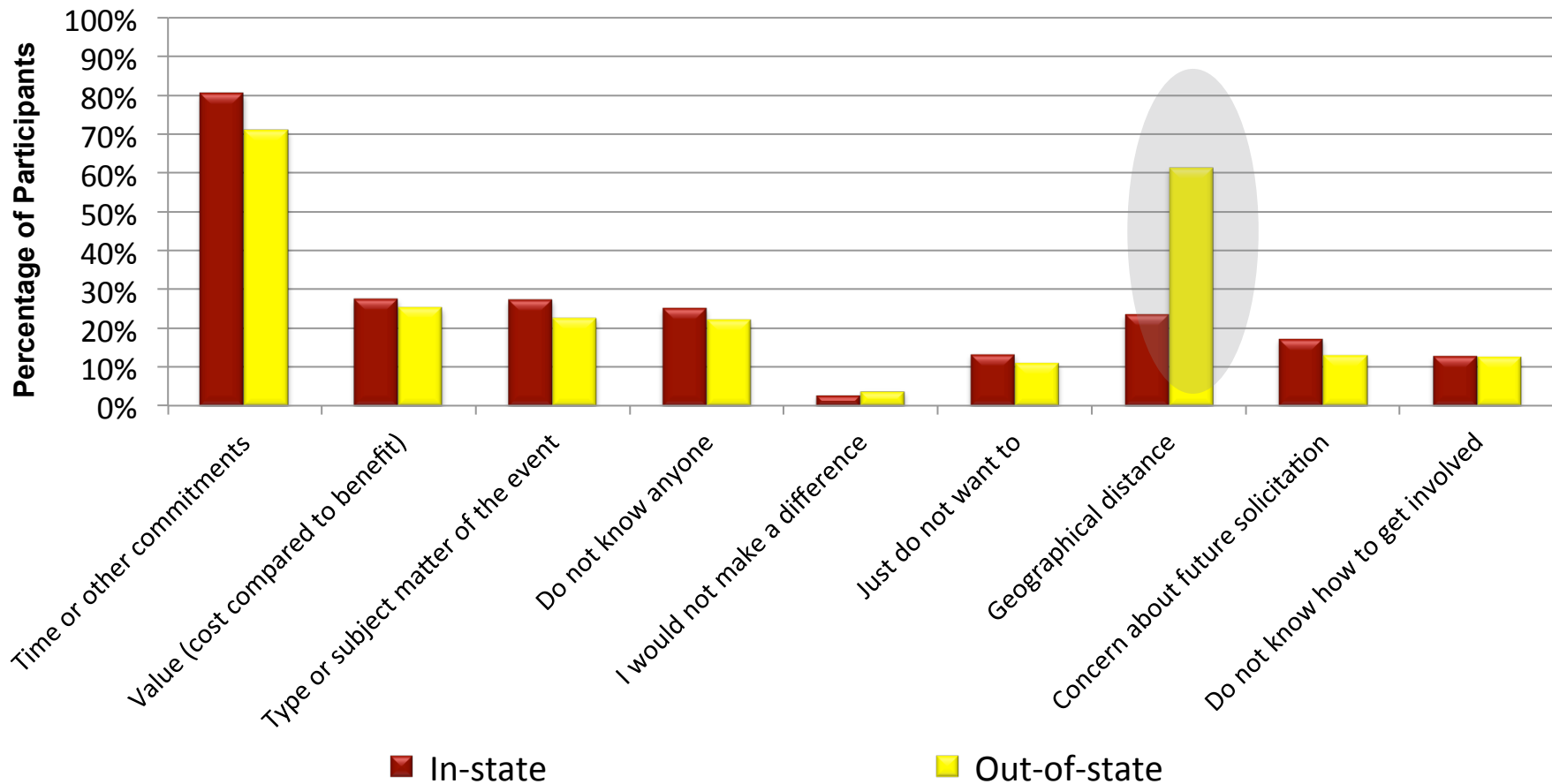
AAS
2001
through
2012

HIGHEST CORRELATION TO “LOYALTY” ACROSS ALL QUESTIONS



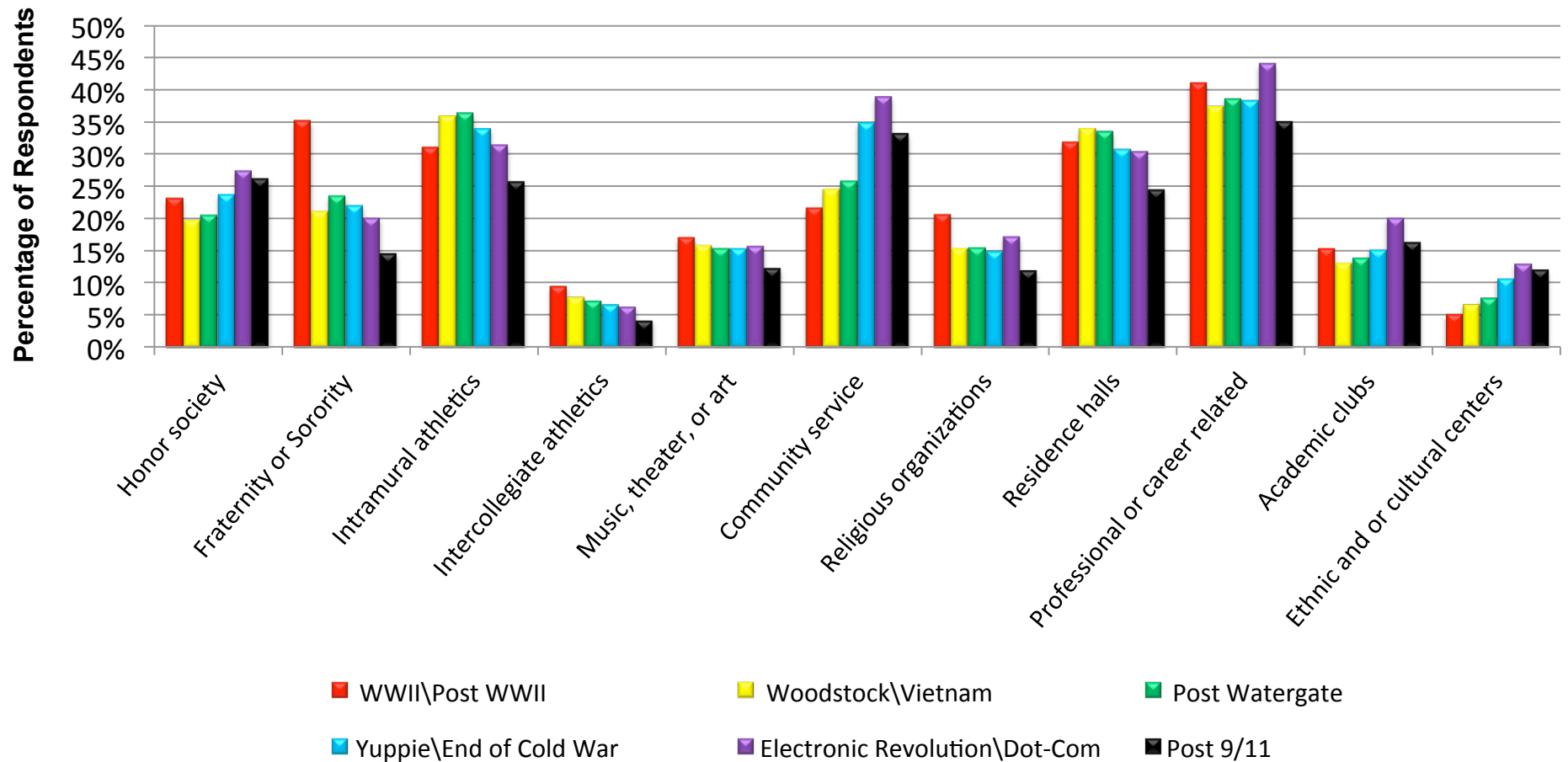
AAS
2001
through
2012

WHAT ARE BARRIERS TO YOUR PARTICIPATION IN ALUMNI ACTIVITIES?



AAS
2001
through
2012

IN WHICH OF THE FOLLOWING ORGANIZATIONS/ACTIVITIES DID YOU PARTICIPATE AS A STUDENT?



ALUMNI ATTITUDE STUDY®

FEATURED ARTICLES:

2010 May/June Issue

Virtually Yours

Rethinking traditional events and considering virtual events

2008 October Issue

Know Your Market

Solid market research can improve alumni outreach efforts

2007 October Issue

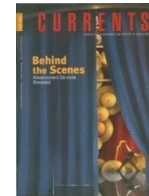
Dues and Don'ts

To charge dues or not, that is the alumni association's question

2005 March Issue

Conversation Piece

Alumni surveys provide helpful data—and encourage communication between alumni and alma mater



CASE STUDY (AAS PROJECTS):

2009



2013



(Note: Oregon also did AAS projects in 2004 and 2008)



Anthony McAdoo

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UNIVERSITY OF ARKANSAS ROLLOUT

- Campus Presentations
- Alumni Groups
- Telling Alumni What We Learned
- Strategic & Daily Decisions



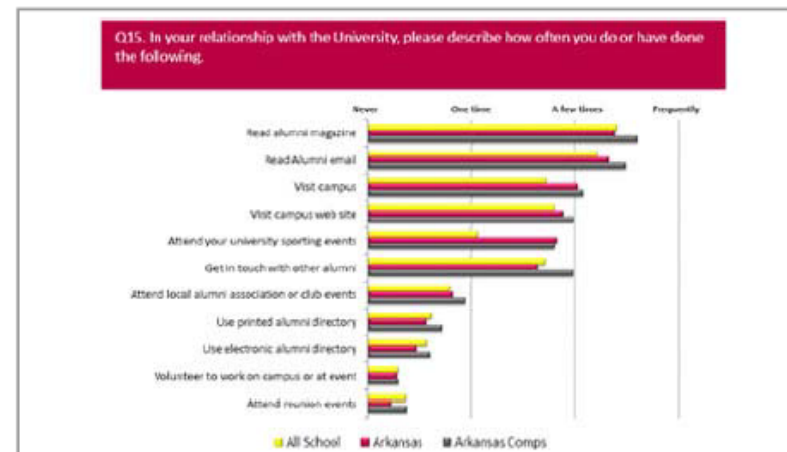
University of Arkansas Arkansas Newswire

Alumni Attitude Survey Results to Be Presented

Wednesday, April 21, 2010

The Arkansas Alumni Association recently partnered with the Performance Enhancement Group Ltd. of Houston to conduct the Alumni Attitude Study. The results have been shared with the association's volunteer leadership and to the campus administration.

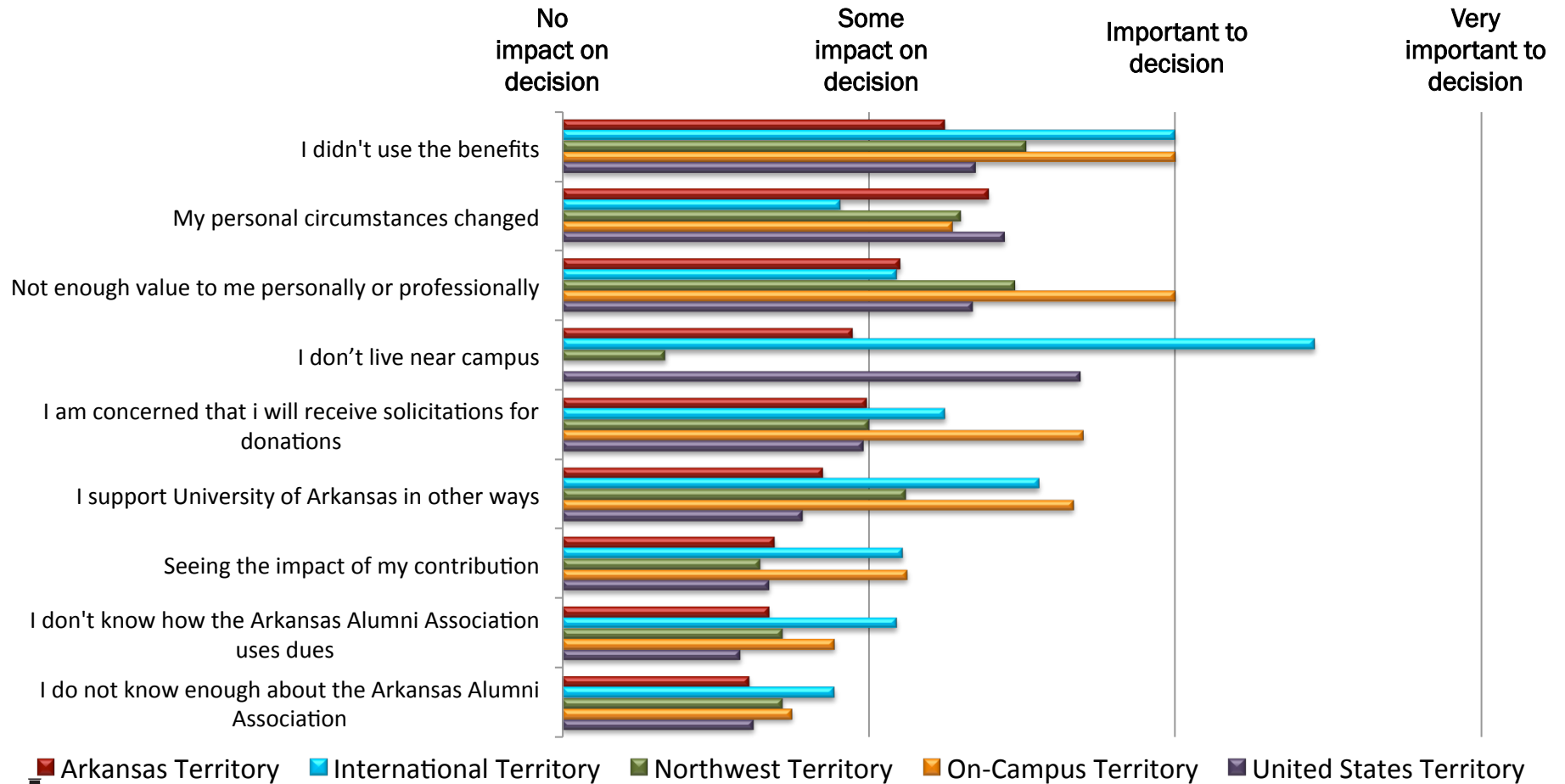
The association invites the campus community who work with or interact with alumni to attend a public presentation of the results from the study to be held from 3 to 5 p.m. Thursday, April 22, at the Janelle Y. Hembree Alumni House board room. Attendees will receive a copy of the results for reference. Please notify Anthony McAdoo, senior director, at



Alumni Attitude Survey Results



Q23 – LAPSED: HOW MUCH IMPACT DID EACH OF THE FOLLOWING HAVE ON YOUR DECISION TO DISCONTINUE MEMBERSHIP IN THE ARKANSAS ALUMNI ASSOCIATION? BY TERRITORY



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Era of Graduation Clarifies Alumni Attitude Study Results

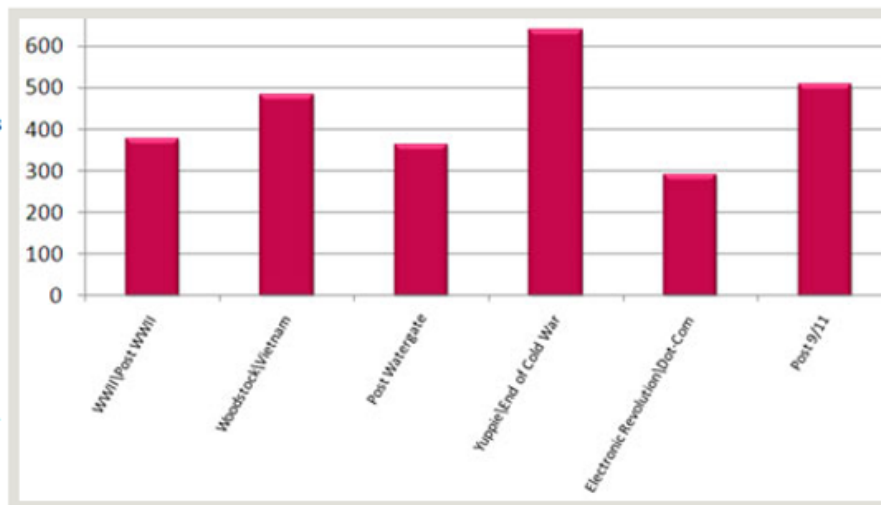
Published on January 15th, 2010 by Anthony McAdoo

When the Arkansas Alumni Association contracted with Performance Enhancement Group, Ltd. (PEG) of Houston to conduct the [2009 Alumni Attitude Study](#), the Association was already in the midst of implementing its latest strategic plan. The cornerstone of this plan is a segmentation model based upon geographic territories and life stages of alumni. As part of PEG's Alumni Segmentation Model, [results for the study are provided based upon era of graduation year](#) versus generational segmentation. After reviewing the results, the Association adopted this model because of its application of the varying times that influence a college experience, which in turn shape the relationship alumni have with their alma mater. The key findings by era in the Alumni Segmentation Model include:

WWII/Post WWII (classes prior to 1963): Graduates from this era are the most loyal members of the Arkansas Alumni Association with 31.5% listed as active members. Like all eras of graduates, this group of alumni values their connection to the University; however, they put slightly more emphasis on receiving the alumni magazine. Their distance from campus is also a larger barrier to membership and participation than other generations. They feel that there are plenty of networking opportunities available through the Association, but still feel like improvement is needed to identify job opportunities for graduates.

Woodstock/Vietnam (1964-1973): The second most loyal members of the Association come from this era with 24.1% active members. Their attitudes and values are closely aligned with those of the WWII/PostWWII era graduates. They value their connection and the information about the University. They also have a higher expectation of knowing how their dues are utilized by the Association. They don't prioritize career resources as much as more recent graduates, but still place a higher emphasis on it than their older peers. For those choosing to not become members, the priority on the value proposition (value vs. benefit) starts to be noticed with this era. This era also has a higher expectation on student recruitment and mentoring programs.

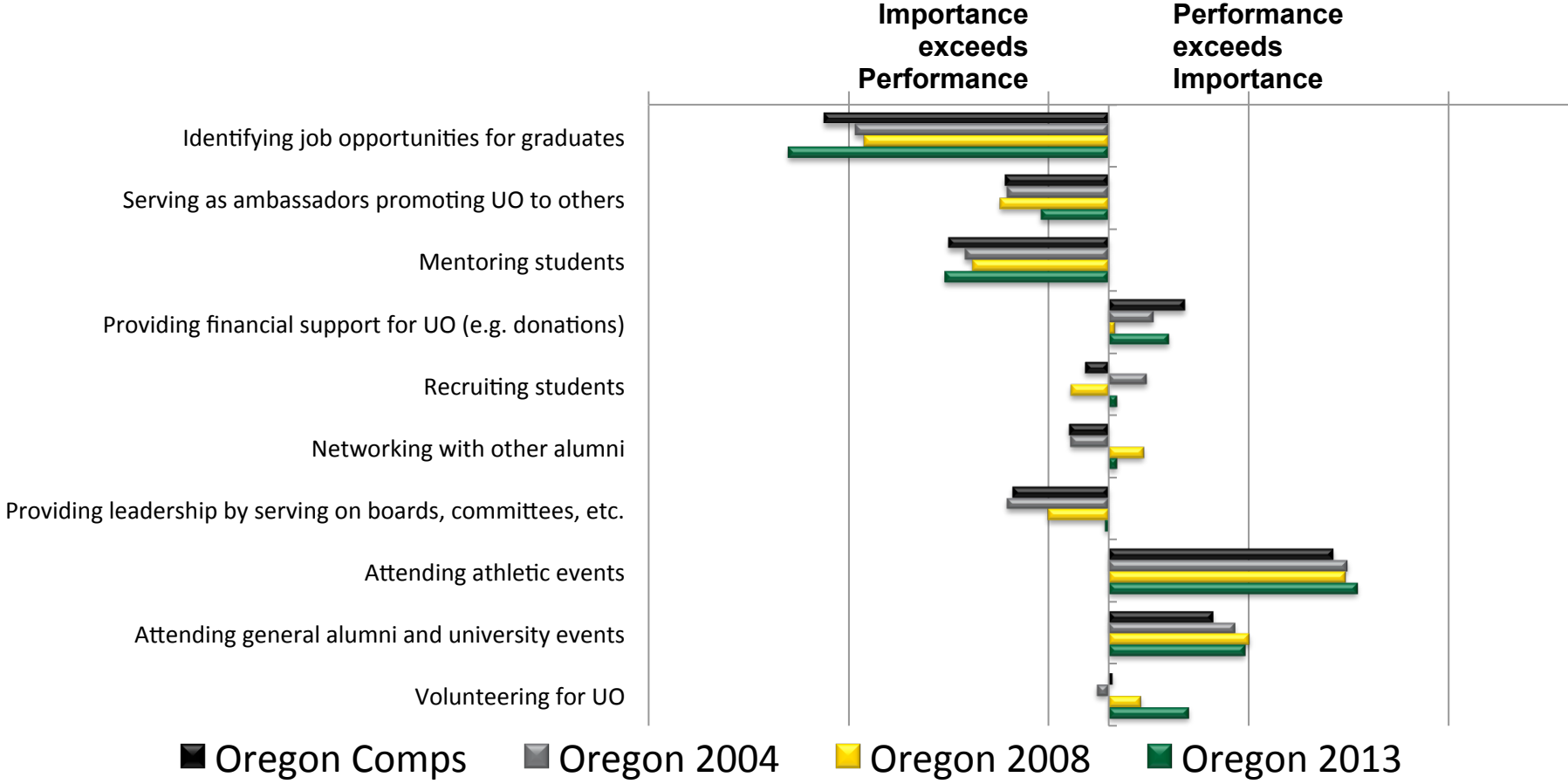
Post-Watergate (1974-1980): For the 18.5% of alumni who are active members in this era, they view their membership as a way to stay connected and to give back. This era signals a change that continues through the recent eras of declining membership participation than older alumni. They start to emphasize the value of a membership to them personally and professionally. They are also skeptical that membership will lead to further solicitations. Time and family/work commitments are the primary barriers to participation in alumni activities for this era (more varies from distance being a leading factor for the older eras).



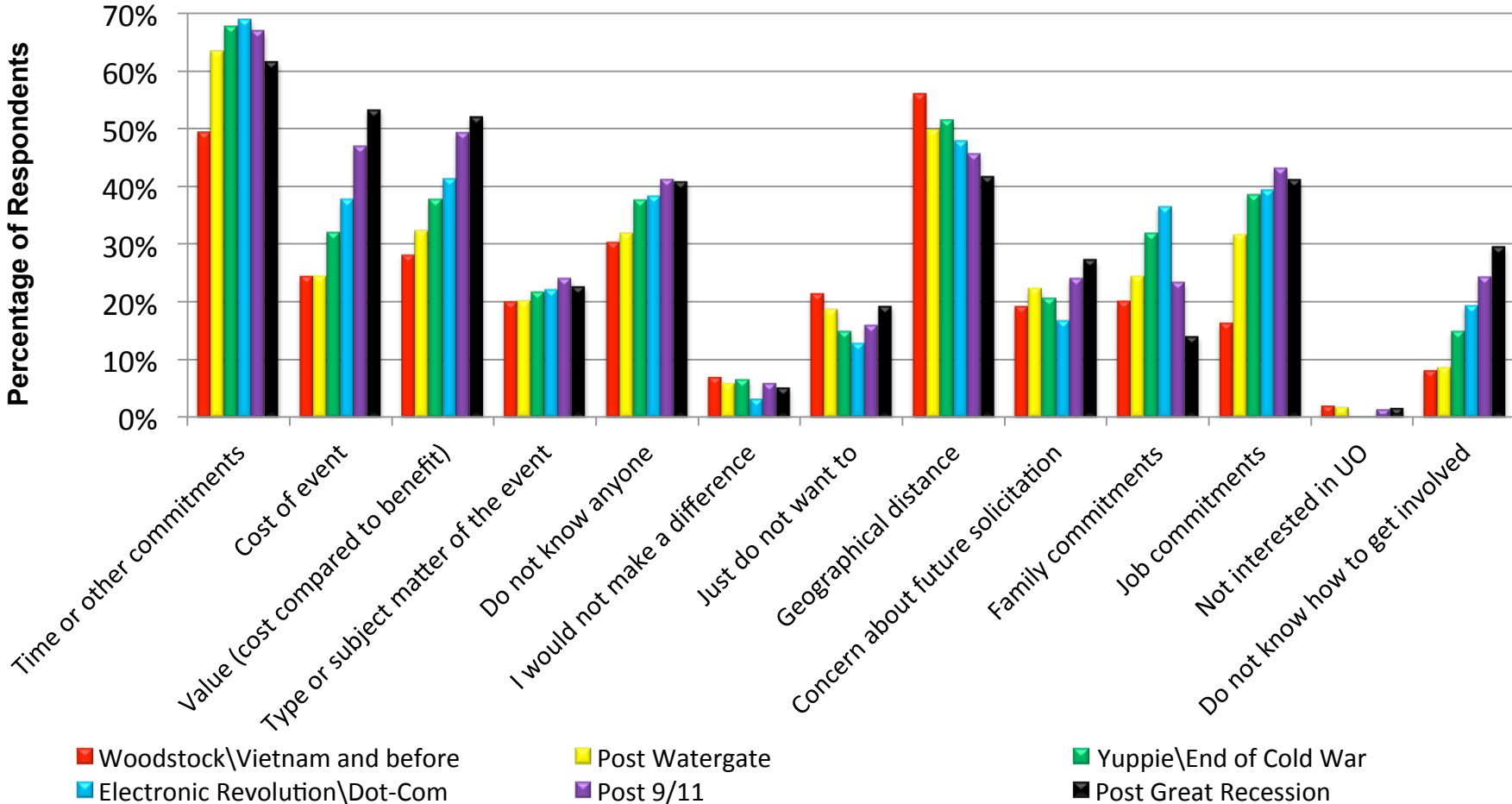
UNIVERSITY OF OREGON ROLLOUT

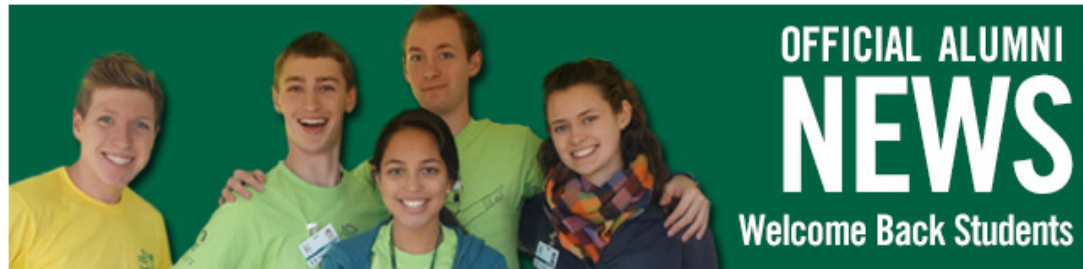
- Partner Presentations & Usage
- Telling Alumni What We Learned
- Strategic & Daily Decisions

Q26. HOW IMPORTANT IS IT FOR YOU AND ALUMNI IN GENERAL TO DO THE FOLLOWING AND HOW WELL DOES OREGON DO AT SUPPORTING ALUMNI IN DOING THEM? GAP ANALYSIS



Q19. WHAT ARE BARRIERS TO YOUR PARTICIPATION IN ALUMNI ACTIVITIES? BY ERA





UOAA RECEIVES RESPONSES FROM ALUMNI SURVEY



By Damian Foley

Founded in 1879 by members of the University of Oregon's first graduating class, the University of Oregon Alumni Association exists to serve graduates, former students, and friends of the UO.

With membership options available for anyone who bleeds green and yellow, regardless of whether they ever took a class at the UO or not, the potential pool of UOAA members is large—and the range of interests of those members is just as large.

To help the UO Alumni Association better serve the Duck community, earlier this year almost 60,000 alumni were e-mailed a survey, asking them questions about their time at the UO and their relationship to, and impression of, the UOAA.

Model Data: Oregon Alumni June 2012 Data

Grad Year →

WWII/Post WWII*
- 1963

Woodstock/Vietnam
1964 - 1973

Post-Watergate
1974 - 1980

Yuppie/End Cold War
1981 - 1993

Electronic
Revolution/
Dot-com
1994 - 2000

Post-9/11
2001 - 2006

Transition
-2/+3

ERA

Age ↓

Mature/Contemplative
63 and older

Stable/Mid-Life
45 to 62

Building/Growth
31 to 44

Young Adult/Discovery
26 to 30

Recent Graduates
21 to 25

Under 21

LIFECYCLE

LIFESTYLE

Career

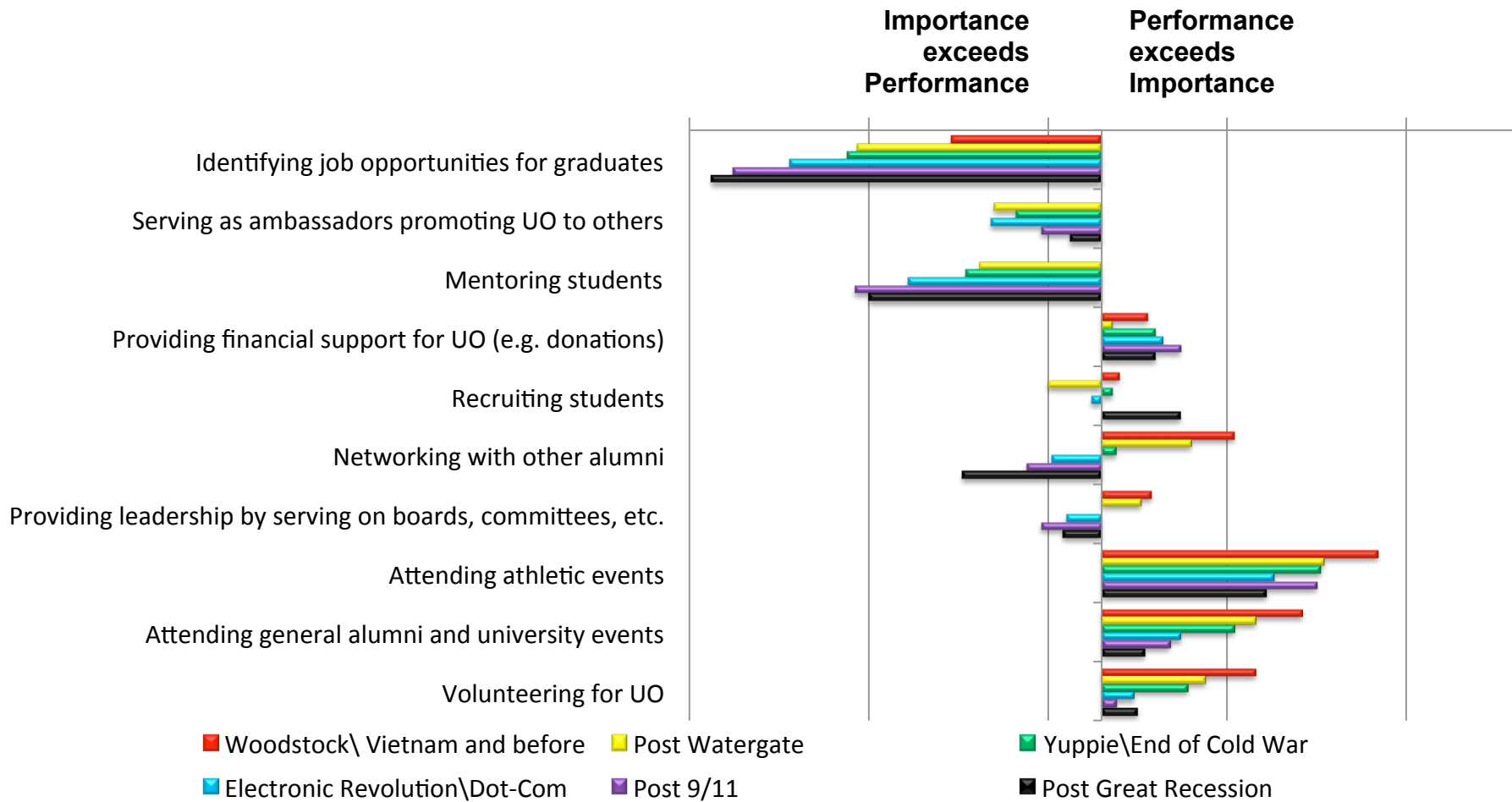
Family

Unknown
Age:

TOTAL:

| | WWII/Post WWII* - 1963 | Woodstock/Vietnam 1964 - 1973 | Post-Watergate 1974 - 1980 | Yuppie/End Cold War 1981 - 1993 | Electronic Revolution/ Dot-com 1994 - 2000 | Post-9/11 2001 - 2006 | Transition -2/+3 |
|--------------------------------------|---------------------------|----------------------------------|-------------------------------|------------------------------------|---|--------------------------|---------------------|
| Mature/Contemplative 63 and older | 5,246 | 8,102 | 2,050 | 2,950 | 424 | 154 | 11 |
| Stable/Mid-Life 45 to 62 | 6 | 1,453 | 6,875 | 26,477 | 4,167 | 1,907 | 179 |
| Building/Growth 31 to 44 | 1 | 2 | 2 | 7,958 | 21,196 | 17,723 | 1,165 |
| Young Adult/Discovery 26 to 30 | 0 | 0 | 2 | 2 | 1 | 15,189 | 1,941 |
| Recent Graduates 21 to 25 | 0 | 0 | 0 | 1 | 0 | 2,503 | 6,007 |
| Under 21 | 1 | 0 | 0 | 1 | 0 | 3 | 3 |
| Unknown Age: | 11,173 | 16,980 | 13,075 | 6,062 | 31 | 37 | 2 |
| TOTAL: | 16,427 | 26,537 | 22,004 | 43,451 | 25,819 | 37,516 | 9,308 |

Q26. HOW IMPORTANT IS IT FOR YOU AND ALUMNI IN GENERAL TO DO THE FOLLOWING AND HOW WELL DOES OREGON DO AT SUPPORTING ALUMNI IN DOING THEM? GAP ANALYSIS BY ERA



Model Data: Oregon Alumni - Membership

June 2012 Data

Grad Year →

WWII/Post WWII*
- 1963

Woodstock/Vietnam
1964 - 1973

Post-Watergate
1974 - 1980

Yuppie/End Cold War
1981 - 1993

Electronic
Revolution/
Dot-com
1994 - 2000

Post-9/11
2001 - 2006

Transition
-2/+3

ERA

Age ↓

Mature/Contemplative
63 and older

Stable/Mid-Life
45 to 62

Building/Growth
31 to 44

Young Adult/Discovery
26 to 30

Recent Graduates
21 to 25

Under 21

LIFECYCLE

| | | | | | | |
|-----|-------|-------|------|------|-------|-------|
| 28% | 17.2% | 9.3% | 6.5% | 6.1% | 11.7% | 36.4% |
| 0% | 16.8% | 11.7% | 6% | 4.1% | 5% | 17.9% |
| 0% | 0% | 0% | 5.8% | 4.9% | 3.8% | 12.5% |
| 0% | 0% | 0% | 0% | 0% | 5.2% | 12.3% |
| 0% | 0% | 0% | 0% | 0% | 6.5% | 26.6% |
| 0% | 0% | 0% | 0% | 0% | 33.3% | 66.7% |

LIFESTYLE

Family

Career

Unknown
Age:

6.7% 5.3% 4.9% 4.6% 0% 0% 0%

TOTAL:

13.5% 9.6% 7.4% 5.8% 4.8% 4.6% 21.7%

CONTACT INFORMATION

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