Results from the 2009 Alumni Attitude Study©

TAMU Corpus

Presented by:
## Study Results:
Distribution and Response

<table>
<thead>
<tr>
<th>Response Rate</th>
<th>7.70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surveys Distributed</td>
<td>6,631</td>
</tr>
<tr>
<td>Returned Email (bad addresses)</td>
<td>491</td>
</tr>
<tr>
<td>Presumed Delivered</td>
<td>6,140</td>
</tr>
<tr>
<td>Number of responses</td>
<td>473</td>
</tr>
<tr>
<td>University of Alaska - Fairbanks</td>
<td>Florida International University</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>American University</td>
<td>Fresno State</td>
</tr>
<tr>
<td>Auburn University</td>
<td>Cal State Fullerton</td>
</tr>
<tr>
<td>CSU Bakersfield</td>
<td>Georgia Institute of Technology</td>
</tr>
<tr>
<td>Barry University</td>
<td>George Mason University</td>
</tr>
<tr>
<td>Baylor University</td>
<td>Grambling State University</td>
</tr>
<tr>
<td>Berea College</td>
<td>Georgetown University</td>
</tr>
<tr>
<td>Brandeis University</td>
<td>George Washington University</td>
</tr>
<tr>
<td>Bryant University</td>
<td>Humboldt State University</td>
</tr>
<tr>
<td>Buffalo State</td>
<td>Illinois State University</td>
</tr>
<tr>
<td>Cal Poly</td>
<td>Ithaca College</td>
</tr>
<tr>
<td>Cal Poly Pomona</td>
<td>Jacksonville State University</td>
</tr>
<tr>
<td>Cedarville University</td>
<td>University of Kansas</td>
</tr>
<tr>
<td>Chico State</td>
<td>Lehigh College</td>
</tr>
<tr>
<td>Colorado State University</td>
<td>CSU Long Beach</td>
</tr>
<tr>
<td>University of Colorado</td>
<td>Mercer University</td>
</tr>
<tr>
<td>CSU Dominguez Hills</td>
<td>Metro State College of Denver</td>
</tr>
<tr>
<td>CSU East Bay</td>
<td>Montana State University - Billings</td>
</tr>
<tr>
<td>East Carolina University</td>
<td>National-Louis University</td>
</tr>
<tr>
<td>Emporia State University</td>
<td>North Dakota State University</td>
</tr>
</tbody>
</table>
Foundational Concepts
Alumni Segmentation Model

Grad Year ➔

WWII/Post WWII* 1941 - 1963
Woodstock/Vietnam 1964 - 1973
Post-Watergate 1974 - 1990
Yuppie/End Cold War 1981 - 1993
Post-9/11 2001 -

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

LIFESTYLE ERA

Family
Career
Gender
Ethnicity
Hobby
Interests

LIFECYCLE

Recent Graduates

Grad Year

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

LIFESTYLE ERA

Family
Career
Gender
Ethnicity
Hobby
Interests

LIFECYCLE

Recent Graduates

Grad Year

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

LIFESTYLE ERA

Family
Career
Gender
Ethnicity
Hobby
Interests

LIFECYCLE

Recent Graduates

Grad Year

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

LIFESTYLE ERA

Family
Career
Gender
Ethnicity
Hobby
Interests

LIFECYCLE

Recent Graduates

Grad Year

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

LIFESTYLE ERA

Family
Career
Gender
Ethnicity
Hobby
Interests

LIFECYCLE

Recent Graduates

Grad Year

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

LIFESTYLE ERA

Family
Career
Gender
Ethnicity
Hobby
Interests

LIFECYCLE

Recent Graduates

Grad Year

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

LIFESTYLE ERA

Family
Career
Gender
Ethnicity
Hobby
Interests

LIFECYCLE

Recent Graduates

Grad Year

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

LIFESTYLE ERA

Family
Career
Gender
Ethnicity
Hobby
Interests

LIFECYCLE

Recent Graduates
Population Demographics

Study Results
Distribution and Response
By Ethnicity

- Caucasian
- African American
- Hispanic
- Asian or Pacific Islander
- American Indian or Alaskan
- Other
- Prefer not to answer

Percentage of Participants

- All School
- TAMU Corpus

Slide 6
Distribution and Response

By Era
NOTE: Response rate is unadjusted for bad email addresses.
Distribution and Response
By Gender

![Bar chart showing distribution and response by gender: Male and Female. The chart compares percentage of participants across All School and TAMU Corpus.](image-url)
Distribution and Response
By Gender across Generations

Slide 10
Distribution and Response
By Q23 Intent to Participate Financially

Non-contributors | Might contribute in the future | Contributors

<table>
<thead>
<tr>
<th>Percentage of Respondents</th>
<th>Never/do not plan to</th>
<th>Have/do not plan to</th>
<th>Have never but plan to</th>
<th>Currently and plan to</th>
<th>Currently and plan to increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>All School</td>
<td>20</td>
<td>10</td>
<td>25</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>TAMU Corpus</td>
<td>20</td>
<td>10</td>
<td>25</td>
<td>40</td>
<td>5</td>
</tr>
</tbody>
</table>

Slide 11
Distribution and Response
By Q20 Intent to Participate Financially vs. Q02

How often do you promote Texas A&M-Corpus Christi to others?

- Never
- Occasionally
- Regularly
- All the time
Q15. In your relationship with the University, please describe how often you do or have done the following. 

By Era

Never | One time | A few times | Frequently

- Read Alumni email
- Visit campus web site
- Read alumni magazine
- Visit campus
- Get in touch with other alumni
- Attend your Texas A&M Corpus Christi sporting events
- Use electronic alumni directory
- Attend local alumni association or club events
- Use printed alumni directory
- Volunteer to work on campus or at event
- Attend reunion events

Yuppie\End of Cold War, Electronic Revolution\Dot-Com, Post 9/11
Q16. 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.
Q16. 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.
Q16. 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*

<table>
<thead>
<tr>
<th>Method</th>
<th>Importance exceeds Performance</th>
<th>Performance exceeds Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>University web site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication regarding your services or benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni magazine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invitations to alumni activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invitations to university activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic newsletter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni web site</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periodic informational communications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reunion mailings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Yuppie End of Cold War*  *Electronic Revolution Dot-Com*  *Post 9/11*
Q17. 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
- Providing scholarships
- Accomplishments of students
- Accomplishments of faculty
- School rankings (e.g. U.S. News & World Report)
- Outreach to community
- Accomplishments of alumni
- Campus aesthetics
- Media visibility
- History and tradition
- Success of athletic teams

![Bar chart showing percentage of respondents who chose top two choices for each impact category.](Slide 17)
Q17. Please indicate how much each of the following impacts your overall current opinion of the University:

By Era

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

Era categories:
- Yuppie (End of Cold War)
- Electronic Revolution (Dot-Com)
- Post 9/11

Slide 18
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?

[Bar chart showing importance and performance ratings for various alumni activities.]
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
- Providing feedback to the Texas A&M-Corpus Christi community perceptions
- Serving as ambassadors for Texas A&M-Corpus Christi
- Recruiting students
- Providing leadership by serving on boards, etc.
- Networking with other alumni
- Providing financial support for Texas A&M-Corpus Christi
- Mentoring students
- Attending general alumni and Texas A&M-Corpus Christi events
- Volunteering for Texas A&M-Corpus Christi
- Attending athletic events

Importance exceeds Performance

Performance exceeds Importance

- All School
- TAMU Corpus
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**

- Identifying job opportunities for graduates
- Providing feedback to the Texas A&M-Corpus Christi community perceptions
- Serving as ambassadors for Texas A&M-Corpus Christi
- Recruiting students
- Providing leadership by serving on boards, etc.
- Networking with other alumni
- Providing financial support for Texas A&M-Corpus Christi
- Mentoring students
- Attending general alumni and Texas A&M-Corpus Christi events
- Volunteering for Texas A&M-Corpus Christi
- Attending athletic events
Q13. What are barriers to your participation in alumni activities?

By Location of Current Residence
Q10. How important was each of the following to your experience as a student, and how well did the University do at providing them?
Q10. 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**
Q10. 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>
<th>Performance exceeds Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics and classes</td>
<td></td>
</tr>
<tr>
<td>Relationship with faculty</td>
<td></td>
</tr>
<tr>
<td>Skills and training for career</td>
<td></td>
</tr>
<tr>
<td>Exposure to new things</td>
<td></td>
</tr>
<tr>
<td>Admissions process</td>
<td></td>
</tr>
<tr>
<td>Relationship with admin and staff</td>
<td></td>
</tr>
<tr>
<td>Lessons about life</td>
<td></td>
</tr>
<tr>
<td>Relationship with other students</td>
<td></td>
</tr>
<tr>
<td>Student employment opportunities</td>
<td></td>
</tr>
<tr>
<td>Orientation for new students</td>
<td></td>
</tr>
<tr>
<td>Student leadership opportunities</td>
<td></td>
</tr>
<tr>
<td>Traditions or values learned on campus</td>
<td></td>
</tr>
<tr>
<td>Opportunity to interact with alumni</td>
<td></td>
</tr>
<tr>
<td>Attending cultural events like films, lectures, etc.</td>
<td></td>
</tr>
<tr>
<td>Attending athletic events</td>
<td></td>
</tr>
<tr>
<td>Opportunity to participate in fraternity or sorority</td>
<td></td>
</tr>
</tbody>
</table>

- **Yuppie\End of Cold War**
- **Electronic Revolution\Dot-Com**
- **Post 9/11**
Q09. In which of the following organizations/activities did you participate as a student?
Q01. How would you rate your decision to attend the University?
Q04. Which of the following best describes your experience as a student?
Q02. How often do you promote the University to others?

Percentage of Respondents

- Never
- Occasionally
- Regularly
- All the time

- All School
- TAMU Corpus

Slide 29
Q06. Which of the following best describes your overall current opinion of the University?
Q05. Which of the following best describes your experience as an alumnus/a?
Alumni feedback is not a one-time event, but rather an ongoing process of measurement, action, and re-measurement.

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
Potential First Actions
Highlighted issues and areas of focus

- Feedback to the alumni
- Career related programs for students and alumni
- Targeted communications focusing on successful event outcomes
- Build campus coalitions around alumni by sharing and discussing data
- Programs for out-of-area alumni
- Build profile on campus at career and academic club events
Contact Information
Robert Shoss
Tel: (713) 527-0078
Fax: (713) 524-4324
rshoss@pegltd.com
www.pegltd.com