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.
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

Results From 2007 Alumni Attitude Study©

Study Results: Distribution & Response

Respondents

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


When Enough is Enough

Need for precision in findings based on expected application or use for results

Statistical Research Value/Cost Model

- Statistical research to determine the introduction of a new drug for cancer
- Call-in opinion or self select online poll about what the verdict will be for a celebrity trial

Cost to do research/cost of error

Alumni Attitude Study

Cost to do research/cost of error
## About The Alumni Attitude Study©

### Participants

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

---

## 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

---

866-471-8600  www.AlumniAttitudeStudy.org
Alumni Attitude Study©
Findings and Results for
St. John’s University 2007

Foundational Concepts
Alumni Segmentation Model©

It is important to consider generational, stage of life, and lifestyle market segmentation.

Grad Year
- Generation X: 1961-1990
- Generation Z: 2003-2008

Age
- Mature/Contemplative: 63 and older
- Stable/Mid-Life: 45 to 62
- Building/Growth: 31 to 44
- Young Adult/Discovery: 21 to 30

Life Cycle Segmentation
- Family
- Career
- Gender/Ethnicity
- Hobby/Interests

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

Study Results:
Population Demographics

Study Results: Distribution & Response
By Location of Current Residence

Results From 2007 Alumni Attitude Study©
Study Results: Distribution & Response
By Location of Current Residence

Study Results: Distribution & Response
Location of Current Residence By Cohort
Study Results: Distribution & Response
Location of Current Residence By Law

Percentage of Respondents

0 10 20 30 40 50 60 70 80 90 100

<table>
<thead>
<tr>
<th>Residence in-state</th>
<th>Residence out-of-state</th>
<th>Resident of another country*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law</td>
<td>Non-law</td>
<td></td>
</tr>
</tbody>
</table>

Results From 2007 Alumni Attitude Study©

Study Results: Distribution & Response
By Era

Number of Respondents

0 100 200 300 400 500 600 700

<table>
<thead>
<tr>
<th>WWII/Post WWII</th>
<th>Woodstock/ Vietnam</th>
<th>Post-Watergate</th>
<th>Yuppie/End of Cold War</th>
<th>Electronic Revolution/Dot-Com</th>
<th>Post 9/11</th>
</tr>
</thead>
</table>

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

Study Results: Distribution & Response
Era By Cohort

Study Results: Distribution & Response
Era By Law
Study Results: Distribution & Response

By Era

- All Schools
- St. John's

Study Results: Distribution & Response

By Gender

- All Schools
- St. John's 2002
- St. John's 2007
- St. John's Comps

NOTE: Response rate is unadjusted for bad email addresses.
Alumni Attitude Study©
Findings and Results for
St. John’s University 2007

Study Results: Distribution & Response
Gender By Cohort

Percentage of Respondents

0 10 20 30 40 50 60 70 80 90 100

Male Female

Never Lapsed Current

Study Results: Distribution & Response
Gender By Law

Percentage of Respondents

0 10 20 30 40 50 60 70 80 90 100

Male Female

Law Non-law

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

Study Results: Distribution & Response
Degrees Earned from St. John’s

Study Results: Distribution & Response
Degrees Earned from St. John’s By Cohort

Results From 2007 Alumni Attitude Study©
Study Results: Distribution & Response

Annual Salary Range

<table>
<thead>
<tr>
<th>Annual Salary Range</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $20,000</td>
<td>10</td>
</tr>
<tr>
<td>$20,000 to $39,999</td>
<td>20</td>
</tr>
<tr>
<td>$40,000 to $59,999</td>
<td>10</td>
</tr>
<tr>
<td>$60,000 to $79,999</td>
<td>10</td>
</tr>
<tr>
<td>$80,000 to $99,999</td>
<td>10</td>
</tr>
<tr>
<td>$100,000 to $199,999</td>
<td>40</td>
</tr>
<tr>
<td>$200,000 or more</td>
<td>30</td>
</tr>
</tbody>
</table>

Study Results: Distribution & Response

Annual Salary Range By Cohort

<table>
<thead>
<tr>
<th>Annual Salary Range</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $20,000</td>
<td>10</td>
</tr>
<tr>
<td>$20,000 to $39,999</td>
<td>20</td>
</tr>
<tr>
<td>$40,000 to $59,999</td>
<td>10</td>
</tr>
<tr>
<td>$60,000 to $79,999</td>
<td>10</td>
</tr>
<tr>
<td>$80,000 to $99,999</td>
<td>10</td>
</tr>
<tr>
<td>$100,000 to $199,999</td>
<td>40</td>
</tr>
<tr>
<td>$200,000 or more</td>
<td>30</td>
</tr>
</tbody>
</table>

Never | Lapsed | Current
Alumni Attitude Study©
Findings and Results for
St. John’s University 2007

Study Results: Distribution & Response
Satisfaction with Career Progression

Study Results: Distribution & Response
Satisfaction with Career Progression By Cohort
Study Results: Distribution & Response
By Gender (Across Eras)

- Generation X
- Generation Y
- Boomers
- Mature (WWII)

Study Results: Distribution & Response
By Q20 Financial Participation

- Non-contributors
- Might contribute in the future
- Contributors

Percentage of Respondents:

- All Schools
- St. John's 2002
- St. John's 2007
- St. John's Comps
Study Results: Distribution & Response
Q20 Financial Participation By Cohort

Non-contributors | Might Contribute In the Future | Contributors

<table>
<thead>
<tr>
<th>Percentage of Respondents</th>
<th>Never</th>
<th>Lapsed</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never/do not plan to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have but do not plan to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never but plan to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Currently and plan to continue at the same level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Currently and plan to increase</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Study Results: Distribution & Response
Q20 Financial Participation By Law

Non-contributors | Might Contribute In the Future | Contributors

<table>
<thead>
<tr>
<th>Percentage of Respondents</th>
<th>Law</th>
<th>Non-law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never/do not plan to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have but do not plan to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never but plan to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Currently and plan to continue at the same level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Currently and plan to increase</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Study Results: Distribution & Response
By Q20 Financial Participation vs. Q02

Q02 How often do you promote the University to others?

![Chart showing the distribution of responses to Q02]

Non-contributors | Might Contribute in the Future | Contributors
---|---|---
Never/do not plan to | Have never but plan to | Currently and plan to increase level
Never/do not plan to | Have never but plan to | Currently and plan to increase level

Percentage of Respondents:
- 18% Never
- 30% Occasionally
- 42% Regularly
- 10% All the time

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)
## 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**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>One time</th>
<th>A Few Times</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read alumni magazine</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read Alumni email</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get in touch with other alumni</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visit campus web site</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visit campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend local alumni association or club events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend your university sporting events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use printed alumni directory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend reunion events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use electronic alumni directory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer to work on campus or at event</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sorted in descending order of frequency

### Results From 2007 Alumni Attitude Study©

- **Slide 38**: Study Results: Communication
- **Slide 39**: Study Results: Alumnus/a Experience
Study Results: Alumnus/a Experience

Q15. In your relationship with the University, please describe how often you do or have done the following, by cohort.

- Read alumni magazine
- Read Alumni email
- Get in touch with other alumni
- Visit campus website
- Visit campus
- Attend local alumni association or club events
- Attend your university sporting events
- Use printed alumni directory
- Attend reunion events
- Use electronic alumni directory
- Volunteer to work on campus or at events

Results From 2007 Alumni Attitude Study©

Slide 40

Study Results: Alumnus/a Experience

Q16. For each of the communication methods listed below, please tell us how important that method is to you and also rate the alumni association’s effectiveness in utilizing that method.

- Email
- Alumni magazine
- University website
- Alumni website
- Electronic newsletter
- Communication regarding your services or benefits
- Periodic informational communications
- Invitations to university activities
- Reunion mailings
- Alumni staff presentations at meetings
- Invitations to alumni activities

Results From 2007 Alumni Attitude Study©

Slide 41
### Study Results: Alumnus/a Experience

**Q16.** For each of the communication methods listed below, please tell us how important that method is to you and also rate the alumni association’s effectiveness in utilizing that method. Difference between Importance and Performance

#### Gap Analysis By Life Cycle

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

| All Schools | St. John's 2002 | St. John's 2007 | St John's Comps |

Sorted in descending order of importance
Alumni Attitude Study©
Findings and Results for
St. John’s University 2007

Study Results: Alumnus/a Experience
Q16. For each of the communication methods listed below, please tell us how important that method is to you and also rate the alumni association’s effectiveness in utilizing that method.

Gap Analysis By Cohort

Importance exceeds Effectiveness
Effectiveness exceeds Importance

- Email
- Alumni magazine
- University web site
- Alumni web site
- Electronic newsletter
- Communication regarding your services or benefits
- Periodic informational communications
- Invitations to university activities
- Reunion mailings
- Alumni staff presentations at meetings
- Invitations to alumni activities

Sorted in descending order of importance

Study Results: Alumnus/a Experience
Q17. Please indicate how much each of the following impacts your overall opinion of the University.

Frequency

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

Sorted in descending order of impact

Results From 2007 Alumni Attitude Study©
Study Results: Alumnus/a Experience

Q17. Please indicate how much each of the following impacts your overall opinion of the University:

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

Sorted in descending order of impact

- No impact
- Some impact
- Significant impact
- Critical impact

By Era:

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

Results From 2007 Alumni Attitude Study©
Study Results: Alumnus/a Experience

Q17. Please indicate how much each of the following impacts your overall opinion of the University.

By Era

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

Results From 2007 Alumni Attitude Study©

Slide 48

Study Results: Alumnus/a Experience

Q21. Please indicate your feeling regarding the frequency of the following.

Frequency

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

Sorted in descending order of impact
Study Results: Alumnus/a Experience
Q21. Please indicate your feeling regarding the frequency of the following.
By Era

Invitations to alumni activities
- Way too much
- A little too much
- About right
- Would welcome more
- Not nearly enough

Email correspondence from the university (newsletters, news flashes, etc.)

Printed materials from the university (magazines, newsletters, etc.)

Solicitations for donations (annual fund, support for athletics, etc.)

Information regarding programs such as credit cards, insurance services, long distance services, etc.

Study Results: Alumnus/a Experience
Q21. Please indicate your feeling regarding the frequency of the following.
By Cohort

Invitations to alumni activities
- Way too much
- A little too much
- About right
- Would welcome more
- Not nearly enough

Email correspondence from the university (newsletters, news flashes, etc.)

Printed materials from the university (magazines, newsletters, etc.)

Solicitations for donations (annual fund, support for athletics, etc.)

Information regarding programs such as credit cards, insurance services, long distance services, etc.

Results From 2007 Alumni Attitude Study©
Study Results:

Current and Future Alumni Programs

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?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Very Important</th>
<th>Critically Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying job opportunities for graduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing feedback to the University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>perceptions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentoring students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serving as ambassadors for the University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Networking with other alumni</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruiting students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing financial support for the University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing leadership by serving on boards, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending general alumni and University events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteering for the University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending athletic events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sorted in descending order of importance
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?

Gap Analysis

<table>
<thead>
<tr>
<th>Importance exceeds Performance</th>
<th>Performance exceeds Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying job opportunities for graduates</td>
<td></td>
</tr>
<tr>
<td>Providing feedback to the University perceptions</td>
<td></td>
</tr>
<tr>
<td>Mentoring students</td>
<td></td>
</tr>
<tr>
<td>Serving as ambassadors for the University</td>
<td></td>
</tr>
<tr>
<td>Networking with other alumni</td>
<td></td>
</tr>
<tr>
<td>Recruiting students</td>
<td></td>
</tr>
<tr>
<td>Providing financial support for the University</td>
<td></td>
</tr>
<tr>
<td>Providing leadership by serving on boards, etc.</td>
<td></td>
</tr>
<tr>
<td>Attending general alumni and University events</td>
<td></td>
</tr>
<tr>
<td>Volunteering for University</td>
<td></td>
</tr>
<tr>
<td>Attending athletic events</td>
<td></td>
</tr>
</tbody>
</table>

Sorted in descending order of importance

Slide 54 Results From 2007 Alumni Attitude Study©
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?

<table>
<thead>
<tr>
<th>Importance exceeds Performance</th>
<th>Performance exceeds Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying job opportunities for graduates</td>
<td></td>
</tr>
<tr>
<td>Providing feedback to the University community perceptions</td>
<td></td>
</tr>
<tr>
<td>Mentoring students</td>
<td></td>
</tr>
<tr>
<td>Serving as ambassadors for University</td>
<td></td>
</tr>
<tr>
<td>Networking with other alumni</td>
<td></td>
</tr>
<tr>
<td>Recruiting students</td>
<td></td>
</tr>
<tr>
<td>Providing financial support for the University</td>
<td></td>
</tr>
<tr>
<td>Providing leadership by serving on boards, etc.</td>
<td></td>
</tr>
<tr>
<td>Attending general alumni and University events</td>
<td></td>
</tr>
<tr>
<td>Volunteering for University</td>
<td></td>
</tr>
<tr>
<td>Attending athletic events</td>
<td></td>
</tr>
</tbody>
</table>

Sorted in descending order of importance

Study Results: Alumnus/a Experience

Q14. How would you most like to be contacted by the alumni association?

Percentage of Respondents

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

Sorted by Schools:

- All Schools
- St. John's 2002
- St. John's 2007
- St. John's Comps
Study Results: Alumnus/a Experience
Q13. What are barriers to your participation in alumni activities?

- Time
- Cost of event
- 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
- Family or job commitment
- Not interested in the University
- Do not know how to get involved

By Life Cycle

- WWII/Post WWII
- Woodstock/Vietnam
- Post Watergate
- Yuppie/End of Cold War
- Electronic Revolution/Dot-Com
- Post 9/11
Q13. What are barriers to your participation in alumni activities?

By Cohort:

- Never
- Lapsed
- Current

By Residence:

- In-state
- Out-of-state

Results From 2007 Alumni Attitude Study©
### Study Results: Student Experience

#### Q10. How important were each of the following to your experience as a student and how well did the school do at providing them?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Very Important</th>
<th>Critically Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics and classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills and training for career</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship with faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admissions process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exposure to new things</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship with other students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditions or values learned on campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lessons about life</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student employment opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation for new students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship with admin and staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student leadership opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity to interact with alumni</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending cultural events like films, lectures, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending athletic events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity to participate in fraternity or sorority</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sorted in descending order of importance

---

### Gap Analysis By Life Cycle

#### Importance exceeds Performance

- Academics and classes
- Skills and training for career
- Relationship with faculty
- Admissions process
- Exposure to new things
- Relationship with other students
- Traditions or values learned on campus
- Lessons about life
- Student employment opportunities
- Orientation for new students
- Relationship with admin and staff
- 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

#### Performance exceeds Importance

- All Schools
- St. John's 2002
- St. John's 2007
- St. John's Comps

Sorted in descending order of importance
### Study Results: Student Experience

**Q10. How important were each of the following to your experience as a student and how well did the school do at providing them?**

#### Gap Analysis By Life Cycle

<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>Skills and training for career</td>
<td></td>
</tr>
<tr>
<td>Relationship with faculty</td>
<td></td>
</tr>
<tr>
<td>Admissions process</td>
<td></td>
</tr>
<tr>
<td>Exposure to new things</td>
<td></td>
</tr>
<tr>
<td>Relationship with other students</td>
<td></td>
</tr>
<tr>
<td>Traditions or values learned on campus</td>
<td></td>
</tr>
<tr>
<td>Lessons about life</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>Relationship with admin and staff</td>
<td></td>
</tr>
<tr>
<td>Student leadership opportunities</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>

#### Sorted in descending order of importance

- WWI/Post WW2
- Post Watergate
- Electronic Revolution/Dot-Com
- Woodstock/Vietnam
- Yuppie/End of Cold War
- Post 9/11

### Study Results: Student Experience

**Q10. How important were each of the following to your experience as a student and how well did the school do at providing them?**

#### Gap Analysis By Cohort

<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>Skills and training for career</td>
<td></td>
</tr>
<tr>
<td>Relationship with faculty</td>
<td></td>
</tr>
<tr>
<td>Admissions process</td>
<td></td>
</tr>
<tr>
<td>Exposure to new things</td>
<td></td>
</tr>
<tr>
<td>Relationship with other students</td>
<td></td>
</tr>
<tr>
<td>Traditions or values learned on campus</td>
<td></td>
</tr>
<tr>
<td>Lessons about life</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>Relationship with admin and staff</td>
<td></td>
</tr>
<tr>
<td>Student leadership opportunities</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>

#### Sorted in descending order of importance

- Never
- Lapsed
- Current

---

**Results From 2007 Alumni Attitude Study©**
Alumni Attitude Study©
Findings and Results for St. John’s University 2007

Study Results: Student Experience

Q10. How important were each of the following to your experience as a student and how well did the school do at providing them?

Gap Analysis By Loyalty Group

<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>Skills and training for career</td>
<td></td>
</tr>
<tr>
<td>Relationship with faculty</td>
<td></td>
</tr>
<tr>
<td>Admissions process</td>
<td></td>
</tr>
<tr>
<td>Exposure to new things</td>
<td></td>
</tr>
<tr>
<td>Relationship with other students</td>
<td></td>
</tr>
<tr>
<td>Traditions or values learned on campus</td>
<td></td>
</tr>
<tr>
<td>Lessons about life</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>Relationship with admin and staff</td>
<td></td>
</tr>
<tr>
<td>Student leadership opportunities</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>

Sorted in descending order of importance

Slide 66 Results From 2007 Alumni Attitude Study©

Study Results: Student Experience

Q09. In which of the following organizations/activities did you participate as a student?

Percentage of Respondents

- Honor society
- Fraternity or Sorority
- Intramural athletics
- Intercollegiate athletics
- Music, theater, or art
- Community service
- Religious organizations
- Residence halls
- Professional or career related
- Academic clubs
- Ethnic and or cultural centers
- Newspaper, radio, or yearbook *

Slide 67 Results From 2007 Alumni Attitude Study©
Study Results: Student Experience
Q09. In which of the following organizations/activities did you participate as a student?

By Life Cycle

By Cohort
Study Results: Student Experience

Q24. How important was each of the following to your experience as a student, and how well did the University do at providing them?

- Tuition paid was a worthwhile investment
- Job preparation/placement
- Internships

Sorted in descending order of importance.
Tuition paid was a worthwhile investment

Importance exceeds Performance

Performance exceeds Importance

Study Results: Student Experience

Q24. How important was each of the following to your experience as a student, and how well did the University do at providing them?

By Era

Sorted in descending order of importance

Study Results: Student Experience

Q24. How important was each of the following to your experience as a student, and how well did the University do at providing them?

By Cohort

Sorted in descending order of importance

Results From 2007 Alumni Attitude Study©
Study Results: Student Experience

Q29. How much did your experience at St. John's as a Catholic and Vincentian institution contribute to your personal growth?

Percentage of Respondents

Not at all  | Very little  | Some  | Quite a bit  | Very much  

Results From 2007 Alumni Attitude Study©
### Study Results

**Q30. How much did your education at St. John’s contribute to your personal growth in each of the following areas?**

<table>
<thead>
<tr>
<th>Area</th>
<th>Very Little</th>
<th>Some</th>
<th>Quite a Bit</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking critically and analytically.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing clearly and effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding and contributing to a particular field of knowledge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking clearly and effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making a lifelong commitment to learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing and practicing effective leadership.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciating and exercising your rights, responsibilities, and privileges.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding and appreciating cultural and ethnic differences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working effectively with technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Searching out the causes of poverty and social injustice with a view to seeking solutions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### By Era

**Results From 2007 Alumni Attitude Study©**

**Slide 76**

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

**Slide 77**

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

Q30. How much did your education at St. John’s contribute to your personal growth in each of the following areas?

- Thinking critically and analytically.
- Writing clearly and effectively.
- Understanding and contributing to a particular field of knowledge.
- Speaking clearly and effectively.
- Making a lifelong commitment to learning.
- Developing and practicing effective leadership.
- Appreciating and exercising your rights, responsibilities, and privileges.
- Understanding and appreciating cultural and ethnic differences.
- Working effectively with technology.
- Searching out the causes of poverty and social injustice with a view to seeking solutions.

By Cohort:

- Very little
- Some
- Quite a bit
- Very much

Study Results

Q27. How closely related is your current occupation or industry to the major/degree you received from St. John’s?

- Not at all
- Slightly related
- Moderately related
- Highly related

First Degree

Highest Degree

Results From 2007 Alumni Attitude Study©
Q27. How closely related is your current occupation or industry to the major/degree you received from St. John's?

By Era

- Not at all
- Slightly related
- Moderately related
- Highly related

First Degree

Highest Degree

By Cohort

- Not at all
- Slightly related
- Moderately related
- Highly related

First Degree

Highest Degree

Never | Lapsed | Current
Study Results:

Loyalty

Study Results: Overall Experience

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

- Q07A Current work status
- Q07B Commitment to continuous learning
- Q07C Responding to new career opportunities
- Q07D Contributing to my community
- Q07E Deepening my understanding and commitment to personal development
- Q07F Further graduate education

All Schools  St. John’s 2002  St. John’s 2007  St. John’s Comps
Alumni Attitude Study©
Findings and Results for St. John’s University 2007

Study Results: Overall Experience
Q07. How well did the highest degree earned from the University prepare you for each of the following?
By Era

Q07A Current work status
Q07B Commitment to continuous learning
Q07C Responding to new career opportunities
Q07D Contributing to my community
Q07E Deepening my understanding and comm to personal dev
Q07F Further graduate education

Results From 2007 Alumni Attitude Study©
Slide 84

Study Results: Overall Experience
Q07. How well did the highest degree earned from the University prepare you for each of the following?
By Cohort

Q07A Current work status
Q07B Commitment to continuous learning
Q07C Responding to new career opportunities
Q07D Contributing to my community
Q07E Deepening my understanding and comm to personal dev
Q07F Further graduate education

Results From 2007 Alumni Attitude Study©
Slide 85
Study Results: Overall Experience
Q01. How would you rate your decision to attend the University?

By Cohort

Percentage of Respondents

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

Study Results: Overall Experience
Q01. How would you rate your decision to attend the University?
By Law

Study Results: Overall Experience
Q04. Which of the following best describes your experience as a student?
**Study Results: Overall Experience**

Q04. Which of the following best describes your experience as a student?

By Cohort

<table>
<thead>
<tr>
<th>Percentage of Respondents</th>
<th>Never</th>
<th>Lapsed</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Results From 2007 Alumni Attitude Study©**

Slide 90

---

<table>
<thead>
<tr>
<th>Percentage of Respondents</th>
<th>Law</th>
<th>Non-law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Excellent</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

**Results From 2007 Alumni Attitude Study©**

Slide 91
Alumni Attitude Study©
Findings and Results for
St. John’s University 2007

Study Results: Overall Experience
Q02. How often do you promote the University to others?

By Cohort

Results From 2007 Alumni Attitude Study©

Slide 92

Slide 93

Results From 2007 Alumni Attitude Study©
Study Results: Overall Experience

Q02. How often do you promote the University to others?

By Law

Percentage of Respondents

0 10 20 30 40 50 60 70 80 90 100

Never Occasionally Regularly All the Time

Law Non-law

Study Results: Overall Experience

Q06. Which best describes your overall current opinion of the University?

Percentage of Respondents

0 10 20 30 40 50 60 70 80 90 100

Poor Fair Good Excellent

All Schools St. John’s 2002 St. John’s 2007 St. John’s Comps
Alumni Attitude Study®
Findings and Results for
St. John’s University 2007

Study Results: Overall Experience
Q06. Which best describes your overall current opinion of the University?

By Cohort

Percentage of Respondents

Never  Lapsed  Current

Results From 2007 Alumni Attitude Study©

Study Results: Overall Experience
Q06. Which best describes your overall current opinion of the University?

By Law

Percentage of Respondents

Law  Non-law

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

Study Results: Overall Experience
Q05. Which of the following best describes your experience as an alumnus/a?

By Cohort

Percentage of Respondents

- All School
- St. John’s 2002
- St. John’s 2007
- St. John’s Comps

Results From 2007 Alumni Attitude Study©

Slide 98

Results From 2007 Alumni Attitude Study©

Slide 99
Alumni Attitude Study©
Findings and Results for
St. John’s University 2007

Study Results: Overall Experience
Q05. Which of the following best describes your experience as an alumnus/a?

By Law

Study Results: Loyalty (Q01, Q02, Q04, Q06)
Comparison to other schools

Results From 2007 Alumni Attitude Study©
866-471-8600 www.AlumniAttitudeStudy.org
Alumni Attitude Study©
Findings and Results for
St. John's University 2007

Study Results: Correlation and Regression Analysis
Highest correlations to "loyalty" – across all questions

<table>
<thead>
<tr>
<th>Correlation Coefficient</th>
<th>0</th>
<th>0.1</th>
<th>0.2</th>
<th>0.3</th>
<th>0.4</th>
<th>0.5</th>
<th>0.6</th>
<th>0.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>q07e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q07c</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q07f</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q07b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q07d</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q07a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q10cp</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q10op</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q10mp</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q10lp</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results From 2007 Alumni Attitude Study©

Slide 102

Study Results: Correlation and Regression Analysis
Highest correlations to "loyalty" – across all questions

<table>
<thead>
<tr>
<th>Correlation Coefficient</th>
<th>0</th>
<th>0.1</th>
<th>0.2</th>
<th>0.3</th>
<th>0.4</th>
<th>0.5</th>
<th>0.6</th>
<th>0.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>q07e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q07c</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q07f</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q07b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q07d</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q07a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q10cp</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q10op</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q10mp</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>q10lp</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results From 2007 Alumni Attitude Study©

Slide 103

www.AlumniAttitudeStudy.org
Study Results: Correlation and Regression Analysis

Highest correlations to "loyalty" – across all questions

Correlation Coefficient

q07c Responding to new career opportunities
q07f Further graduate education
q07d Contributing to my community
q07e Deepening my understanding & commitment to personal development
q07a Current work status
q07b Commitment to continuous learning
q10cp Academics and classes
q10op Skills and training for career
q10mp Exposure to new things
q10np Traditions or values learned on campus
q08ap Mentoring students
q10lp Lessons about life
q10dp Relationship with faculty
q10pp Opportunity to interact with alumni
q10ip Relationship with admin and staff

Results From 2007 Alumni Attitude Study©
Study Results: Correlation and Regression Analysis

Highest correlations to "loyalty" – across all questions

Correlation Coefficient

- q07e  Deepening my understanding & commitment to personal development
- q07b  Commitment to continuous learning
- q08bp  Identifying job opportunities for graduates
- q07f  Further graduate education
- q10mp  Exposure to new things
- q07c  Responding to new career opportunities
- q07d  Contributing to my community
- q07a  Current work status
- q16jp  Periodic informational communications
- q10p  Relationship with admin and staff
- q08ip  Providing leadership by serving on boards, etc.
- q10pp  Opportunity to interact with alumni
- q10lp  Lessons about life
- q10np  Traditions or values learned on campus
- q08ap  Mentoring students

Results From 2007 Alumni Attitude Study©
Study Results: Correlation and Regression Analysis
Highest correlations to "loyalty" – across all questions

- q07e Deepening my understanding & comm to pers dev
- q07c Responding to new career opportunities
- q07b Commitment to continuous learning
- q07f Further graduate education
- q07d Contributing to my community
- q07a Current work status
- q10cp Academics and classes
- q10pp Opportunity to interact with alumni
- q16ep Alumni staff presentations at meetings
- q10bp Relationship with other students
- q10lp Lessons about life
- q08bp Identifying job opportunities for graduates
- q10op Skills and training for career

Current: [Graph showing correlation coefficients for each question]

All Responses Never Lapsed Current
### 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.**

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

---

**Results From 2007 Alumni Attitude Study©**
Study Results: Giving Status Questions
Lapsed Q22. How much impact did each of the following have on your decision to discontinue giving to St. John’s?

- My personal circumstances changed
- Something happened at the university that upset me
- I don’t know how SJU uses the gifts it receives
- I have little to no relationship to the university
- Not enough value to me personally or professionally
- I am concerned that I will receive more solicitations
- I receive the alumni magazine
- I support SJU in other ways
- I don’t live near campus
- I don’t think SJU uses the gifts it raises wisely
- I didn’t use the benefits
- I got the mailing but forgot to/lost it
- I do not know what the benefits are
- I wasn’t asked
- Something happened with a SJU student I am related to or know well
- A student I am related to or know well did not get accepted by SJU

Study Results: Giving Status Questions
Current Q22. How valuable are each of the following in making your decision to give to St John’s University?

- Scholarships
- To increase the quality of the academics
- Better teachers
- Higher school ranking
- Employment services for new graduates and alumni
- It’s the right thing to do
- Nicer facilities
- Lower tuition
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)
Foundational Concepts

Alumni Partnership Model©

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 in to see what changed

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

Let them know that you heard what was said

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
Contact Information
Robert Shoss
Tel: (713) 527-0078
Fax: (713) 524-4324
rshoss@peglt.com
www.peglt.com

Slide 118

Results From 2007 Alumni Attitude Study©