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*

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McMurry University Findings

Participants
Comparables

- Austin College
- Benedictine College
- College of Wooster
- Marietta College
- Ohio Wesleyan University

- Ouachita Baptist University
- Rockhurst University
- Texas Lutheran University
- University of Saint Thomas
- Whitworth College

Population Demographics

Response
By Era

Number of Participants

<table>
<thead>
<tr>
<th>Era</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodstock/Vietnam and Prior (graduated prior to 1973)</td>
<td>149</td>
</tr>
<tr>
<td>Post-Watergate (graduated 1974–1980)</td>
<td>84</td>
</tr>
<tr>
<td>Post-9/11 (graduated 2000 through 2008)</td>
<td>83</td>
</tr>
<tr>
<td>Post Great Recession (Graduated after 2008)</td>
<td>47</td>
</tr>
</tbody>
</table>

Study Results

Era of Graduation

By Graduation Era - Definitions

- Woodstock/Vietnam and Prior
  - Younger brothers and sisters of Woodstock/Vietnam
  - Good economy and optimistic time
  - Ages 40–52

  - 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)
  - Economic bust after Dot-Com followed by real estate driven growth
  - Focused away from youth
  - War in our time
  - More competition for every job
  - Ages 27–32

- Post Great Recession (Graduated after 2008)
  - 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

**Current Students are respondents that filled out the student survey.**
Alumni Attitude Study®
McMurry University Findings

Response By Donor Status

Response By Gender

Response By Gender across Generations

Response By Q19 Intent to Participate Financially
Implications: Highlighted Issues & Areas of Focus

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

Loyalty & Giving

Study Results
Q01. How would you rate your decision to attend McMurry?

By Era

Q03. Which of the following best describes your experience as a student?

By Era
Q04. Which of the following best describes your experience as an alumnus/a?

- **Poor**
- **Fair**
- **Good**
- **Excellent**

**Slide 21**

Q04. Which of the following best describes your experience as an alumnus/a? By Era

**Slide 22**

Q02. How often do you promote McMurry to others?

- **Never**
- **Occasionally**
- **Regularly**
- **All the time**

**Slide 23**

Q02. How often do you promote McMurry to others? By Era

**Slide 24**
Q24. How strong of a connection do you have with McMurry University?

By Era

Q15. Student Survey: How much do you agree/disagree that the following describes people who currently participate in the McMurry Alumni Association?

Strongly disagree  Generally disagree  Generally agree  Strongly agree

Loyal alumni who want to give back to McMurry
Alumni who like to socialize
People who want to help other alumni
Older or wealthy alumni
Rabid sports fans
People who are similar to me

Q16. Please indicate how much each of the following impacts your overall opinion of McMurry:

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

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

**Question only appears in the Student Survey

Communication

Study Results
Q09. How important was each of the following to your experience as a student, and how well did McMurry do at providing them?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Important</td>
<td>Fair</td>
</tr>
<tr>
<td>Somewhat Important</td>
<td>Good</td>
</tr>
<tr>
<td>Very Important</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

- Academics and classes
- Relationship with the faculty
- Skills and training for career
- Relationship with others
- Exposure to new things
- Lessons about life
- Traditions or values learned on campus
- Admissions process
- Relationship with administration and staff
- Student employment opportunities
- Orientation for new students
- Student leadership opportunities
- Opportunity to participate in social clubs
- Opportunity to interact with alumni
- Attending cultural events including films, lectures, and other arts
- Attending athletic events

Gap Analysis by Era:
- Post Watergate
- Post Vietnam
- Post Woodstock
- Post Great Recession

Correlation Analysis:
Highest correlation to "loyalty" across all questions:
- Deepening my understanding and commitment to personal development
- Responding to new career opportunities
- Getting a job/graduate program I wanted soon after I graduated
- Commitment to continuous education
- Further graduate education
- Skills and training for career
- Exposing me to new things
- Lessons about life
- Traditions or values learned on campus
- Contributing to my community
- Identifying job opportunities for graduates
- Invitations to alumni activities
- Opportunities to interact with alumni
- Getting involved in social clubs
- Relationship with faculty
- Orientation for new students
- Relationship with administration and staff
- Admissions process
Q06. How well did the education received from McMurry prepare you for each of the following?

By Era

- Deepening my understanding and commitment to personal development
- Commitment to continuous education
- Further graduate education
- Current work status
- Contributing to my community
- Getting a job/graduate program I wanted soon after I graduated
- Responding to new career opportunities

**Future job responsibility**

- Woodstock
- Vietnam
- Yuppie
- End of Cold War
- Post Watergate
- 9/11
- Post Great Recession

Q06. How well did the education received from McMurry prepare you for each of the following?

By Donor Status

- Invitations to alumni activities
- Presence on social media sites (Facebook, LinkedIn, etc.)
- Printed materials from McMurry (magazines, newsletters, etc.)
- Email correspondence from McMurry (newsletters, news flashes, etc.)
- Solicitations for donations (annual fund, support for athletics, etc.)

**About right**

**Would welcome more**

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**McMurry University Findings**

**Q15.** For each of the communication methods listed below, please tell us how important that method is to you and also rate McMurry’s effectiveness in utilizing that method.

*Gap Analysis By Era*

<table>
<thead>
<tr>
<th>Importance exceeds Performance</th>
<th>Performance exceeds Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The alumni magazine</td>
<td></td>
</tr>
<tr>
<td>E-mail</td>
<td></td>
</tr>
<tr>
<td>Homecoming mailings</td>
<td></td>
</tr>
<tr>
<td>Electronic newsletter</td>
<td></td>
</tr>
<tr>
<td>University web site</td>
<td></td>
</tr>
<tr>
<td>Invitations to alumni activities</td>
<td></td>
</tr>
<tr>
<td>Invitations to university activities</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>Alumni page on University web site</td>
<td></td>
</tr>
<tr>
<td>Social media</td>
<td></td>
</tr>
<tr>
<td>Videos</td>
<td></td>
</tr>
</tbody>
</table>

**Q07.** How important is it for you and alumni in general to do the following and how well does McMurry do at supporting alumni in doing them?

*Gap Analysis By Era*

<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>Serving as ambassador promoting McMurry to others</td>
<td></td>
</tr>
<tr>
<td>Recruiting students</td>
<td></td>
</tr>
<tr>
<td>Providing financial support for McMurry (e.g. donations)</td>
<td></td>
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<tr>
<td>Providing leadership by serving on boards, committees, etc.</td>
<td></td>
</tr>
<tr>
<td>Mentoring students</td>
<td></td>
</tr>
<tr>
<td>Networking with other alumni</td>
<td></td>
</tr>
<tr>
<td>Attending general alumni and university events</td>
<td></td>
</tr>
<tr>
<td>Volunteering for McMurry</td>
<td></td>
</tr>
<tr>
<td>Participating in University online activities (Social Media)</td>
<td></td>
</tr>
<tr>
<td>Attending athletic events</td>
<td></td>
</tr>
</tbody>
</table>

**Current and Future Alumni Programs**

**Study Results**

**Q22.** How likely is it you would participate in or take advantage of the following activities/services that could be offered through the Alumni Association?

*By Era*

<table>
<thead>
<tr>
<th>Very Likely</th>
<th>Somewhat Likely</th>
<th>Somewhat Unlikely</th>
<th>Very Unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending an alumni event in your area featuring a University official (President, faculty members, Administration, Coaches, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending a department/school, club or team alumni event in your area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending Homecoming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending cultural activities (plays, concerts, art shows, museums, operas, etc.) in your area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in lifelong learning opportunities online or in your area facilitated by faculty or alumni who have excelled in their fields</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in a community service activity with other alumni</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus privileges, like free use of the McMurry library, fitness center, and savings at campus programs like the Bookstore, …</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Access to Career Services such as resume assistance and alumni job boards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending family oriented activities with your children</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Woodstock/Vietnam**

<table>
<thead>
<tr>
<th>Post Watergate</th>
<th>Post 9/11</th>
<th>Post Great Recession</th>
</tr>
</thead>
</table>

**Electronic Revolution/Dot-Com**

<table>
<thead>
<tr>
<th>Post Watergate</th>
<th>Post 9/11</th>
<th>Post Great Recession</th>
</tr>
</thead>
</table>

[www.AlumniAttitudeStudy.org](http://www.AlumniAttitudeStudy.org)
Q23. Suppose McMurry University provided the following ways for you to become more involved. Which would you be likely to do?

By Era

- Assist in recruitment efforts
- Volunteer as a career/networking mentor
- Help organize regional alumni events in your area
- Take part in events on campus
- Attend faculty lectures
- Be on a class reunion committee
- Provide internships/coops

Q12. What are barriers to your participation in alumni activities? (Choose all that apply.)

By Distance from Campus

- Very Unlikely
- Somewhat Unlikely
- Somewhat Likely
- Very Likely

- Distance from campus
- Value a close/long-term mentorship
- Type of subject matter of the event
- Unable to make a difference
- Do not see the need to
- Geographical distance

- Within 16 miles
- 17 to 50 miles
- 51 to 160 miles
- Over 161 to 250 miles (within US)
- Over 250 miles (outside US)

Q08. In which of the following organizations/activities did you participate as a student?

By Era

- Woodstock/Vietnam
- Yuppie/End of Cold War
- Post Watergate
- Electronic Revolution/Dot-Com
- Post 9/11
- Post Great Recession
- Current Students

Implications

Study Findings
**Foundation Concepts**

**Alumni Partnership Model©**

- Initiate the process by asking their opinion
- Show you care – use a high-quality process
- Let them know that you heard what was said
- Solidify and institutionalize by checking back to see what changed
- 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.

**Implications**

**Highlighted issues and areas of focus**

- Feedback to the alumni
  - Via print, email, and social media
  - Frequently and with repetition
- Focus on the future
  - Increase brand of Alumni Association and Alumni on campus
  - Social clubs
  - Campus clubs and organizations
  - Intramurals
  - Others:
    - Professional and career related programs
    - Community service
    - Religious Life
    - Residence halls
- Targeted communications focusing on successful outcomes from events
- Build campus coalitions around alumni by sharing and discussing data
- Focus talking points and topics on
  - How well degree prepares and prepared graduates for life
  - Equity of degree
    - Scholarships
    - Accomplishments of students
    - History and tradition
    - Accomplishments of alumni and faculty
    - Outreach to community
  - Improvements over time
    - Skills and training for career
    - Exposure to new things
    - Lessons about life
    - Academics and classes
    - Opportunity to interact with alumni

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