Research Team

Minna Rollins

Cheryl O. Brown

David Nickell

Beheruz N. Sethna
Summary of Presentation

• Methodology and Sample Characteristics

• Top 10 Issues in the Process from Entering Student to Alumnus/a

• Analysis of Key Open-ended Responses on Giving
METHODOLOGY
Data Collection

• Survey research:
  – Online survey via SurveyMonkey
  – Pilot testing in April 2014 (40 respondents)
  – Data collection/survey open: May 8 – June 14, 2014

• Contacting potential respondents:
  – E-mail to 18,000 alumni (one reminder sent), link embedded in the e-mail
  – Postcard to 10,000 alumni

• Incentive: A drawing for Samsung Galaxy Tablet
Characteristics of the Sample

• 491 responses:
  – 26 did not have a degree from UWG
  – Final sample = 465 responses
• Gender:
  – Female: 58%
  – Male: 42%
• Ethnicity:
  – White: 79%
  – African American: 15%
  – Hispanic: 1.3%
  – Each of the others: less than 1%
  – Note: ~94% of the UWG student population consists of two races
• Age Range:
  – 18-85 years (Mean = 50.5 years)
• Graduation Year:
  – 1950-1969: 12%
  – 1970-1989: 37%
  – 1990-2009: 38%
  – 2010-2013: 12%
• Household Income:
  – < $50K: 23%
  – $50-109K: 47%
  – $110-169K: 18%
  – $170-229K: 7%
  – ≥ $230K: 5%
• Work outside the home:
  – Yes: 70%
  – No: 30%
Characteristics of the Sample (Continued)

- UWG was my:
  - Only option: 13.9% percent
  - 1st choice: 58.3% (Cum.: 72.3%)
  - 2nd choice: 23.1% (Cum.: 95.4%)
  - 3rd or lower: 4.6%

- UWG Undergraduate degree: 85%

- Undergraduate students came to UWG:
  - Right after High School: 62.1%
  - 1-5 years after High School: 5.5%
  - 6+ years after High School: 7.9%
  - Transfers: 24.5%

- UWG Graduate degree: 24.6 percent; additional 2.4% currently enrolled

- Graduate students came to UWG:
  - Right after undergraduate degree: 27.8%
  - 1-4 years after undergraduate degree: 34.9%
  - 5-9 years after undergraduate degree: 14.2%
  - ≥ 10 years after undergraduate degree: 23.1%

- 5.6% of graduate students had a degree from another university
Geographical Distribution of Respondents
Geographical Distribution of Respondents (NW Georgia)
Top 10 Issues in the Process from Entering Student to Alumnus/a

The focus here is continuous improvement. We explored recommendations at each stage of the pipeline for:

1. Recruiting good students
2. Retaining them at UWG
3. Creating Satisfaction for Academics, Campus Life, Facilities, Support Services
4. Preparing them well for the future (career, community, learning)

And, when they graduate:

5. Determining how they would like to be contacted and stay in touch with UWG
6. Determining what events they would like to attend (to come back to campus)
7. Examining whether they have positive impressions of state universities and their needs
8. Studying whether they recommend UWG and to whom
9. Examining the factors that impact donor behavior, and
10. Examining the factors which determine whether they would choose UWG if they had to make that decision again.
THE JOURNEY THAT SPANS A LIFETIME:
ENTERING STUDENT TO ALUMNUS/A
PREFERRED METHODS OF STAYING IN TOUCH WITH UWG
Preferred Method of Staying in Touch with UWG
(Frequencies)

These results should prove useful to Alumni & Development. It is interesting that e-mail is still clearly the most preferred. U.S. Mail is 4th.
Preferred Method of Staying in Touch with UWG (by Generation)

Interestingly, E-mail leads in all generations, though the online magazine and Facebook do well also.
ALUMNI PREFERENCES FOR ACTIVITIES
Type of Event which would Appeal to You (Frequencies)

These results should prove helpful to Alumni & Development. It is interesting to note that professional development and educational events scored in the top tier.
These generational preferences should be useful to Alumni & Development in planning events. An interesting finding is that professional development events have a strong showing across generations.
What are Barriers to Your Participation in Alumni Activities?

- **Time/other commitments**: 32%
- **Geographical distance**: 21%
- **Don't know anyone**: 14%
- **Just don't want to**: 8%
- **Value (cost as compared to benefit)**: 7%
- **Do not know how to get involved**: 7%
- **Concerns about future solicitation**: 6%
- **Type of subject matter of event**: 4%
- **I won’t make a difference**: 1%

**Question:**

What are Barriers to Your Participation in Alumni Activities?
IMPRESSIONS OF STATE / PUBLIC UNIVERSITIES
Much of the money donated is wasted. They are dependent on donations to create excellence. Money goes to good causes. They need donations for scholarships. Positive image. They perform useful functions.

2.70 4.52 4.64 4.82 5.15 5.24

Impressions of State / Public Universities
(1 = Strongly Disagree; 6 = Strongly Agree)

Generally good scores. The low score on “Much of the money is wasted” is a good thing, of course. The highest three provide good marketing points.
*ANALYSIS OF GENDER DIFFERENCES
Females had statistically significantly higher scores than Males on...

**Importance in the Decision to come to UWG of:**
- Location,
- Cost/Value,
- Flexibility (On-line & Evening Classes),
- Reputation,
- Preferred Degree Offered,
- Promotional Material (Web Page, Brochures), and
- Advertising Campaign

**Satisfaction with Facilities:**
- Campus Center

**Satisfaction with Support Services:**
- Academic Advising

**Impressions of State / Public Universities:**
- They have a positive image,
- They need donations for scholarships, and
- They are dependent on donations to create excellence
*ANALYSIS OF ETHNICITY*
Analysis of Ethnicity

Only two races are analyzed (African Americans and Whites) because the others have very low numbers (6% total)

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>White/Caucasian</th>
<th>African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>UWG was Only Choice (.001)</td>
<td>13%</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>UWG was First Choice (.001)</td>
<td>60%</td>
<td>63%</td>
<td>44%</td>
</tr>
<tr>
<td>Stayed at UWG Longer than Expected</td>
<td>26%</td>
<td>25%</td>
<td>32%</td>
</tr>
<tr>
<td>Recommended UWG to Anyone (.1)</td>
<td>91%</td>
<td>90%</td>
<td>98%</td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>African Americans are less likely to be employed full-time and more likely to be employed part-time, seeking employment, and not employed 3-4 months after graduation.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Only two races are analyzed (African Americans and Whites) because the others have very low numbers (6% total)

- We examined all ~60 numeric variables for differences by Ethnicity; only six showed any significant difference:
- Age & Graduation year (counted as one): White alumni are older as expected (52 vs. 42) and have an earlier undergraduate graduation year (1987 vs. 1998) -- because UWG started admitting African American students later.
- Of the 15 Importance variables, only three showed a significant difference: African American alumni stated that Reputation, Campus Environment, and Positive Experience During Campus Visit were significantly more Important in the UWG decision.
- Of the 28 Satisfaction variables, only two showed a significant difference: White alumni stated that they were significantly more satisfied with Greek Life and Financial Aid.
STUDYING WHETHER ALUMNI RECOMMEND UWG AND TO WHOM
Good News!

Over 90% of alumni have recommended UWG to someone, and an additional 7% “probably will,” for a total of 98%.
The Not So Good News

• There is considerable variance in terms of the *person to whom alumni* recommend UWG:
  – 49.6% recommend UWG to a relative outside their immediate family,
  – 47.7% recommend UWG to friends,
  – 43.8% recommend UWG to friends’ children, and
  – 40.5% recommend UWG to an average student.

But…
  ▪ Only 34.5% recommend UWG to “my child or grandchildren” and
  ▪ Only 35.1% recommend UWG to “an excellent high school student.”

• So, one recommendation is that alumni should more convincingly receive the UWG-Quality image
ANALYSIS OF GIVING BEHAVIOR
Is there an opportunity to spur the 41% into giving?
### How Often Have You Donated to UWG?

<table>
<thead>
<tr>
<th>Candidates for Inclusion:</th>
<th>All 14 Involvement Variables</th>
<th>All 24 Individual Satisfaction Variables</th>
<th>All 6 Variables re: Impressions of Public Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study Abroad</td>
<td>$\beta = .157$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek Life</td>
<td>$\beta = .090$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic Events</td>
<td></td>
<td>$\beta = -.239$</td>
<td></td>
</tr>
<tr>
<td>Coursework Requirements</td>
<td></td>
<td>$\beta = .167$</td>
<td></td>
</tr>
<tr>
<td>Campus Center</td>
<td></td>
<td>$\beta = .138$</td>
<td></td>
</tr>
<tr>
<td>Intramural Sports</td>
<td></td>
<td>$\beta = .149$</td>
<td></td>
</tr>
<tr>
<td>Dining Halls</td>
<td></td>
<td>$\beta = -.114$</td>
<td></td>
</tr>
<tr>
<td>Donated money is wasted</td>
<td></td>
<td></td>
<td>$\beta = -.185$</td>
</tr>
<tr>
<td>Need donations for scholarships</td>
<td></td>
<td></td>
<td>$\beta = .121$</td>
</tr>
<tr>
<td>$R^2$</td>
<td>.029</td>
<td>.077</td>
<td>.048</td>
</tr>
</tbody>
</table>
Analysis of Donor / Non-Donor Behavior

• For the following analysis, alumni were classified into two donor categories: Never Given, and Everyone Else (some giving to annual giving)

• In the vast majority of cases, Donors had higher numerical scores than Non-Donors

• Donors had significantly higher scores than Non-Donors in every case but one:
  – Undergraduate Degree Graduation Year (i.e. more recent alumni were less likely to be donors)
Preferred Method of Staying in Touch with UWG

**E-mail**
- Donors: 81%
- Non-donors: 74%

**U.S. Mail**
- Donors: 36%
- Non-donors: 24%

**Facebook**
- Donors: 34%
- Non-donors: 35%

**Register with A&D**
- Donors: 57%
- Non-donors: 34%

**LinkedIn**
- Donors: 17%
- Non-donors: 7%

**Participate in campus functions**
- Donors: 19%
- Non-donors: 7%

**Participate in community events**
- Donors: 17%
- Non-donors: 7%

**Serve as mentor at UWG**
- Donors: 11%
- Non-donors: 10%
### Type of Event that Would Appeal to You

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Non Donors</th>
<th>Donors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic events</td>
<td>23%</td>
<td>48%</td>
</tr>
<tr>
<td>On campus activities</td>
<td>27%</td>
<td>42%</td>
</tr>
<tr>
<td>Networking</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td>Social events</td>
<td>34%</td>
<td>32%</td>
</tr>
<tr>
<td>Educational events</td>
<td>34%</td>
<td>32%</td>
</tr>
<tr>
<td>Professional development</td>
<td>35%</td>
<td>34%</td>
</tr>
</tbody>
</table>
Type of Event that Would Appeal to You
(Continued)

University updates
- Donors: 25%
- Non Donors: 13%

Family events
- Donors: 24%
- Non Donors: 13%

Traveling abroad/cruises
- Donors: 24%
- Non Donors: 26%

Mentoring students
- Donors: 23%
- Non Donors: 24%

Community service activities
- Donors: 30%
- Non Donors: 13%
Barriers to Participating in Alumni Activities

**Time/other commitments**
- Donors: 64%
- Non donors: 60%

**Geographic distance**
- Donors: 34%
- Non donors: 48%

**Don’t know anyone**
- Donors: 23%
- Non donors: 35%

**Just don’t want to**
- Donors: 11%
- Non donors: 23%

**Value**
- Donors: 10%
- Non donors: 18%

**Do not know how to get involved**
- Donors: 11%
- Non donors: 15%

**Concerns about future solicitations**
- Donors: 8%
- Non donors: 15%

**Type or subject matter of event**
- Donors: 6%
- Non donors: 9%

**I won’t make a difference**
- Donors: 2%
- Non donors: 4%
Donors had significantly higher scores than Non-Donors on:

- **Age** (note that Undergraduate Graduation Year had a significant negative relationship)
- **Preparation for:**
  - Current work
  - Lifelong Learning
  - New Career Opportunities
  - Contributing to Community
  - Personal Development
  - Career / Job You Enjoy
- **Satisfaction with Facilities:**
  - Grounds
- **If you were making your decision again, would you still choose UWG?**

- **Importance in the Decision to come to UWG of:**
  - Reputation
  - Class size
  - Campus Environment
  - Student Life
  - Industry Reputation
  - Family/Friends’ Recommendation
  - Job Close to Campus
  - Positive Experience During Campus Visit
WOULD YOU CHOOSE UWG AGAIN?
Over 92% of alumni would definitely or probably choose UWG if making the choice again!
Significant correlations were found between If you were making your decision again, would you still choose UWG?

• Importance in the Decision to come to UWG of:
  – Location,
  – Cost/Value,
  – Flexibility (On-line & Evening Classes),
  – Reputation,
  – Preferred Degree Offered,
  – Campus Environment,
  – Industry Reputation,
  – Positive Experience during Campus Visit,
  – Promotional Material (Web Page, Brochures), and
  – Advertising Campaign

• How well did your UWG Education Prepare You for:
  – Your Current Work?
  – Further Graduate Studies?
  – Commitment to Lifelong Learning?
  – Responding to New Career Opportunities?
  – Contributing to Community?
  – Personal Development?
  – the Job or Career You Enjoy?

• Overall Satisfaction with Academics
• Overall Satisfaction with Campus Life
• Overall Satisfaction with Facilities
• Overall Satisfaction with Support Services
Significant Factors in:
If You Were Making Your Decision Again, Would You Still Choose UWG?

<table>
<thead>
<tr>
<th>Candidates for Inclusion:</th>
<th>All 15 Importance Variables</th>
<th>All 4 Overall Satisfaction Variables</th>
<th>All 7 Preparation Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>UWG’s Reputation in the UWG Decision</td>
<td>$\beta = .202$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UWG’s Location in the UWG Decision</td>
<td>$\beta = .114$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfaction with Academics (Overall)</td>
<td></td>
<td>$\beta = .321$</td>
<td></td>
</tr>
<tr>
<td>Satisfaction with Campus Life (Overall)</td>
<td></td>
<td>$\beta = .141$</td>
<td></td>
</tr>
<tr>
<td>Preparation for Career you Enjoy</td>
<td></td>
<td></td>
<td>$\beta = .338$</td>
</tr>
<tr>
<td>Preparation for Personal Development</td>
<td></td>
<td></td>
<td>$\beta = .190$</td>
</tr>
<tr>
<td>$R^2$</td>
<td>.055</td>
<td>.148</td>
<td>.229</td>
</tr>
</tbody>
</table>
Significant Factors in:
If You Were Making Your Decision Again, Would You Still Choose UWG?

<table>
<thead>
<tr>
<th>Candidates for Inclusion:</th>
<th>All 24 Individual Satisfaction Variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with Academics: Requirements for Major</td>
<td>.335</td>
</tr>
<tr>
<td>Satisfaction with Academics: Faculty Expertise</td>
<td>.235</td>
</tr>
<tr>
<td>Satisfaction with Academics: Coursework / Requirements</td>
<td>-.205</td>
</tr>
<tr>
<td>Satisfaction with Academics: Library</td>
<td>.132</td>
</tr>
<tr>
<td>Satisfaction with Facilities: Residence Halls</td>
<td>.117</td>
</tr>
<tr>
<td>Satisfaction with Support Services: Financial Aid</td>
<td>-.108</td>
</tr>
</tbody>
</table>

\[ R^2 = .202 \]
* Do Alumni Know the “Go West” Message?

Yes. 88% recognized the current slogan.
ANALYSIS OF OPEN-ENDED RESPONSES
I Give To UWG Because...

1. Pay It Forward
2. Care about UWG
3. To Give Back
4. Proud of Growth / Improvements
5. I’m an Alumni
6. It Helps UWG
7. UWG is Important to the Community
8. Good Overall Experience
9. Appreciate My Education
10. Want Academic Success
(9 more)
I Do Not Give to UWG Because ...

1. Finances
2. Give Elsewhere
3. Not Necessary
4. No One Asks
5. Bad Experience
6. Just Graduated / Paying Loans
7. Live Far Away
8. Have Not Thought About It
9. Not Happy With How Money is Being Spent
10. No Reason

(7 more)
Best Memory at UWG
What Questions May We Answer for You?