Presented by:

Alumni Attitude Study
Data Driven. Results.

Results from the 2018 Alumni Attitude Study

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.
• CSU System Alumni Attitude Study participation:
  • Prior projects conducted with the California State University System in 2008 and 2012
  • 16K responses in 2008, 21K responses in 2012 and 15.7K in 2018

• About the Study:
  ➢ Survey completed by over 750,000 alumni at 280 universities and colleges over the last 17 years
  ➢ Instrument was branded to reflect the California State University System
  ➢ This is the 3rd overall study completed by the California State University System
  ➢ The California State University System results are compared to the 2008 CSU System Study results, the 2012 CSU System Study results, and a national average
<table>
<thead>
<tr>
<th>2008</th>
<th>2012</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU, Bakersfield</td>
<td>Cal Poly Pomona</td>
<td>Cal Poly Pomona</td>
</tr>
<tr>
<td>Cal Poly Pomona</td>
<td>Cal Poly SLO</td>
<td>Cal Poly San Luis Obispo</td>
</tr>
<tr>
<td>Cal Poly SLO</td>
<td>CSU, Channel Islands</td>
<td>Chico State</td>
</tr>
<tr>
<td>Chico State</td>
<td>Chico State</td>
<td>Fresno State</td>
</tr>
<tr>
<td>CSU, Dominguez Hills</td>
<td>CSU, Dominguez Hills</td>
<td>CSU, Northridge</td>
</tr>
<tr>
<td>CSU, East Bay</td>
<td>CSU, East Bay</td>
<td>CSU, Long Beach</td>
</tr>
<tr>
<td>Fresno State</td>
<td>Fresno State</td>
<td>CSU, Los Angeles</td>
</tr>
<tr>
<td>Cal State Fullerton</td>
<td>Cal State Fullerton</td>
<td>CSU, Monterey Bay*</td>
</tr>
<tr>
<td>Humboldt State University</td>
<td>Humboldt State University</td>
<td>Maritime Academy</td>
</tr>
<tr>
<td>CSU, Long Beach</td>
<td>CSU, Long Beach</td>
<td>San Francisco State</td>
</tr>
<tr>
<td>CSU, Northridge</td>
<td>CSU, Los Angeles</td>
<td>CSU, San Marcos</td>
</tr>
<tr>
<td>Sacramento State University</td>
<td>CSU, Northridge</td>
<td>Sonoma State</td>
</tr>
<tr>
<td>CSU, San Bernardino</td>
<td>CSU, Monterey Bay</td>
<td>CSU, Stanislaus</td>
</tr>
<tr>
<td>San Diego State University</td>
<td>Sacramento State University</td>
<td></td>
</tr>
<tr>
<td>San Jose State University</td>
<td>CSU, San Bernardino</td>
<td></td>
</tr>
<tr>
<td>CSU, San Marcos</td>
<td>San Diego State University</td>
<td></td>
</tr>
<tr>
<td>Sonoma State University</td>
<td>San Jose State University</td>
<td></td>
</tr>
<tr>
<td>CSU Stanislaus</td>
<td>CSU, San Marcos</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CSU, Stanislaus</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2018 Participants by group

Group 1
- Los Angeles
- San Marcos
- Stanislaus
- Maritime Academy
- *Monterey Bay

Group 2
- Chico
- Cal Poly Pomona
- Sonoma

Group 3
- San Francisco
- Cal Poly San Luis Obispo
- Fresno
- Long Beach
- Northridge
## Study Results:
### Distribution and Response

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2012</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Rate</td>
<td>10.75%</td>
<td>2.88%</td>
<td>2.94%</td>
</tr>
<tr>
<td>Presumed Delivered</td>
<td>152,195</td>
<td>724,597</td>
<td>536,598</td>
</tr>
<tr>
<td>Number of Responses</td>
<td>16,367</td>
<td>20,886</td>
<td>15,776</td>
</tr>
</tbody>
</table>
Participants
All School Comparables

American University
American University of Beirut
Arcadia University
Auburn University
Azusa Pacific University
Babson College
Benedictine College
Bloomsburg University
Boston University
Bryant University
Buena Vista University
Butler University
Cal Poly Pomona
California Institute of Technology
California Polytechnic State University
Carnegie Mellon University
Carthage College
Case Western Reserve University
Clemson University
College of Charleston
College of William & Mary
College of Wooster
Colorado State University
Concordia University Wisconsin
CSU - Channel Islands
CSU - Chico
CSU - Dominguez Hills
CSU - East Bay
CSU - Fresno
CSU - Fullerton
CSU - Long Beach
CSU - Monterey Bay
CSU - Northridge
CSU - Sacramento
CSU - San Marcos
CSU - Stanislaus
CSU-San Bernardino
Drake University
Duke University
East Carolina University
Emory University
Felician University
Florida State University
Fordham University
George Mason University
George Washington University
Georgetown University
Georgia Institute of Technology
Gettysburg College
Gonzaga University
Hamline University
Humboldt State University
Jacksonville State University
John Marshall Law School
Kent State University
Kentucky Wesleyan College
Lafayette College
Lake Forest Academy
Louisiana Tech University
Lyndon state college
Marietta College
McDaniel College
McMurry University
Minnesota State University, Mankato
Morningside College
New Jersey Institute of Technology
New York University
North Carolina A&T State University
Northern Illinois University
Northwood University
Nova Southeastern University
Oakland University
Oregon State University
Pennsylvania State University
Rensselaer Polytechnic Institute
Rockhurst University
Saint Louis University
Salem State University
Seattle University
Seton Hall University
Southern Illinois University-Edwardsville
Springfield College
Temple University
Texas Christian University
Texas Lutheran University
Texas State University
Towson University
Trinity University
Tulane University
UMKC, Bloch School
University of Alabama in Huntsville
University of California, San Diego
University of Central Arkansas
University of Central Florida
University of Central Missouri
University of Cincinnati
University of Delaware
University of Florida
University of Houston
University of Houston, Law Center
University of Massachusetts Boston
University of Massachusetts Lowell
University of New Mexico
University of North Carolina at Greensboro
University of Oregon
University of Pittsburgh at Bradford
University of San Diego
University of Southern California
University of St. Thomas
University of St. Thomas- Minnesota
University of Tampa
University of Tennessee at Chattanooga
Univ. of Tenn. Health Science Center
University of Tennessee-Knoxville
University of Tennessee-Martin
University of Toronto
Upper Iowa University
Valparaiso University
Vanderbilt University
Western Kentucky University
Westminster College
Yale School of Management
Population Demographics

Study Results
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 95% of college graduates have access to the internet and email*

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

High Precision

Cost to do research/cost of error

Low Precision

High Cost

Low Cost

Statistical Research Value/Cost Model

Call-in opinion or self-select online poll about what the verdict will be for a celebrity trial

Alumni Attitude Study

Statistical research to determine the introduction of a new drug for cancer

When Do I Have Enough Data?

It is all about application.
## Distance from Campus

<table>
<thead>
<tr>
<th>Distance from Campus</th>
<th>All School</th>
<th>2008 CSU System</th>
<th>2012 CSU System</th>
<th>2018 CSU System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within 16 miles</td>
<td>20%</td>
<td>19%</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>17-50 miles</td>
<td>16%</td>
<td>28%</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>51-160 miles</td>
<td>15%</td>
<td>13%</td>
<td>11%</td>
<td>12%</td>
</tr>
<tr>
<td>161-250 miles</td>
<td>10%</td>
<td>11%</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>Over 250 within the US</td>
<td>34%</td>
<td>26%</td>
<td>27%</td>
<td>25%</td>
</tr>
<tr>
<td>Over 250 outside the US</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
</tr>
</tbody>
</table>

## Degree Obtained

<table>
<thead>
<tr>
<th>Degree Obtained</th>
<th>All School</th>
<th>2008 CSU System</th>
<th>2012 CSU System</th>
<th>2018 CSU System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>63%</td>
<td>71%</td>
<td>70%</td>
<td>72%</td>
</tr>
<tr>
<td>Graduate</td>
<td>25%</td>
<td>15%</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>Both undergraduate and graduate</td>
<td>11%</td>
<td>13%</td>
<td>12%</td>
<td>11%</td>
</tr>
</tbody>
</table>
### Demographic Data

#### Decade of Graduation

<table>
<thead>
<tr>
<th>Decade of Graduation</th>
<th>All School</th>
<th>2008 CSU System</th>
<th>2012 CSU System</th>
<th>2018 CSU System</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940's and prior</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1950's</td>
<td>4%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>1960's</td>
<td>10%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>1970's</td>
<td>16%</td>
<td>18%</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td>1980's</td>
<td>17%</td>
<td>20%</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>1990's</td>
<td>16%</td>
<td>19%</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td>2000's</td>
<td>26%</td>
<td>32%</td>
<td>25%</td>
<td>21%</td>
</tr>
<tr>
<td>2010's</td>
<td>13%</td>
<td>0%</td>
<td>20%</td>
<td>32%</td>
</tr>
</tbody>
</table>

#### Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>All School</th>
<th>2008 CSU System</th>
<th>2012 CSU System</th>
<th>2018 CSU System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>53%</td>
<td>51%</td>
<td>53%</td>
<td>50%</td>
</tr>
<tr>
<td>Female</td>
<td>47%</td>
<td>49%</td>
<td>47%</td>
<td>49%</td>
</tr>
</tbody>
</table>
# Era of Graduation

<table>
<thead>
<tr>
<th>Era</th>
<th>By Graduation Era - Definitions</th>
</tr>
</thead>
</table>
| **Woodstock/Vietnam and Prior** (graduated prior to 1973) | - Includes pre 1964 graduates  
  - Tumultuous 60’s  
  - Civil Rights Act  
  - Tonkin resolution to Nixon resignation  
  - Good economy  
  - Ages 65–72 and older |
  - Younger brothers and sisters of Woodstock/Vietnam  
  - Bad economy and pessimistic time  
  - Ages 57–63 |
| **Yuppie/End of Cold War** (graduated 1981–1993) | - Reagan boom to dot-com IPOs  
  - Good economy and optimistic time  
  - Ages 44–56 |
| **Electronic Revolution/Dot-Com** (graduated 1994–2000) | - Dot-com IPOs to 9/11  
  - Peace and fall of Berlin Wall  
  - Big booming economy focused on youth  
  - Ages 37–43 |
| **Post-9/11** (graduated 2000 through 2008) | - Economic bust after Dot-Com followed by real estate driven growth  
  - Focus away from youth  
  - War in our time  
  - More competition for every job  
  - Ages 28 - 36 |
| **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 27 and younger |

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*Alumni Attitude Study Data Driven Results.*

*CSU The California State University.*
Response
By Era

<table>
<thead>
<tr>
<th>Era</th>
<th>Number of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodstock/Vietnam and prior</td>
<td>2,045</td>
</tr>
<tr>
<td>Post Watergate</td>
<td>1,438</td>
</tr>
<tr>
<td>Yuppies/End of Cold War</td>
<td>2,784</td>
</tr>
<tr>
<td>Electronic Revolution/Dot-Com</td>
<td>1,368</td>
</tr>
<tr>
<td>Post 9/11</td>
<td>2,602</td>
</tr>
<tr>
<td>Post Great Recession</td>
<td>5,414</td>
</tr>
</tbody>
</table>
Response
By Era

NOTE: Response rate is unadjusted for bad email addresses.
Response
By Gender Across Generations

Percentage of Participants

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>WWII</td>
<td>76</td>
<td>58</td>
</tr>
<tr>
<td>Boomers</td>
<td>41</td>
<td>24</td>
</tr>
<tr>
<td>Gen X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen Y</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Alumni Affinity and Giving
Response
By Q19 Intent to Participate Financially

Non-contributors
- Never/do not plan to in future
- Have/do not plan to in future
- Have never but plan to in future

Might contribute in the future

Contributors
- Currently and plan to continue
- Currently and plan to increase

Percentage of Participants

- All School
- 2008 CSU System
- 2012 CSU System
- 2018 CSU System

Alumni Attitudes Study: Data Driven Results

The California State University

Slide 18
Response
By Q19 Intent to Participate Financially vs. Q02

How often do you promote California State University to others?

- Never
- Occasionally
- Regularly
- All the time

Percentage of Participants

Non-contributors

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never/do not plan to</td>
<td>34%</td>
</tr>
<tr>
<td>Have/do not plan to</td>
<td>46%</td>
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</tbody>
</table>

Might contribute in the future

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never/do not plan to</td>
<td></td>
</tr>
<tr>
<td>Have never but plan to</td>
<td></td>
</tr>
<tr>
<td>Currently and plan to</td>
<td></td>
</tr>
<tr>
<td>Currently and plan to increase</td>
<td></td>
</tr>
</tbody>
</table>

Contributors

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never/do not plan to</td>
<td></td>
</tr>
<tr>
<td>Have/do not plan to</td>
<td></td>
</tr>
<tr>
<td>Have never but plan to</td>
<td></td>
</tr>
<tr>
<td>Currently and plan to</td>
<td></td>
</tr>
<tr>
<td>Currently and plan to increase</td>
<td></td>
</tr>
</tbody>
</table>
Response
By Q19 Intent to Participate Financially vs. Era

Non-contributors

<table>
<thead>
<tr>
<th>Era</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never/do not plan to</td>
<td>31</td>
</tr>
<tr>
<td>Have/do not plan to</td>
<td>8</td>
</tr>
<tr>
<td>Have never but plan to</td>
<td>47</td>
</tr>
</tbody>
</table>

Might contribute in the future

<table>
<thead>
<tr>
<th>Era</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently and plan to</td>
<td>11</td>
</tr>
<tr>
<td>Currently and plan to</td>
<td>2</td>
</tr>
</tbody>
</table>

Contributors

<table>
<thead>
<tr>
<th>Era</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recently and plan to</td>
<td>47</td>
</tr>
</tbody>
</table>

Legend:
- Woodstock\Vietnam and prior
- Post Watergate
- Electronic Revolution\Dot-Com
- Yuppie\End of Cold War
- Post 9/11
- Post Great Recession

CSU The California State University
Response
By Q19 Intent to Participate Financially vs. Group

Non-contributors

- Never/do not plan to in future
- Have/do not plan to in future
- Have never but plan to in future
- Currently and plan to continue
- Currently and plan to increase

Might contribute in the future

Contributors

- Group 1
- Group 2
- Group 3

Percentage of Participants
Q01. How would you rate your decision to attend the California State University?

![Graph showing the percentage of participants' ratings for different decision qualities over the years.](image-url)
Q01. How would you rate your decision to attend the California State University?

*By Era*

![Bar chart showing the percentage of participants rating their decision to attend the California State University by era. The eras are Woodstock/Vietnam and prior, Post Watergate, Yuppie/End of Cold War, Electronic Revolution/Dot-Com, Post 9/11, and Post Great Recession.]
Q01. How would you rate your decision to attend the California State University?

By Group

![Bar chart showing the percentage of participants for different decision ratings by group.]

- Group 1
- Group 2
- Group 3
Q03. Which of the following best describes your experience as a student?
Q03. Which of the following best describes your experience as a student?

*By Era*

- Woodstock\Vietnam and prior
- Post Watergate
- Yuppie\End of Cold War
- Electronic Revolution\Dot-Com
- Post 9/11
- Post Great Recession
Q03. Which of the following best describes your experience as a student?

By Group

- Poor
- Fair
- Good
- Excellent

Percentage of Participants

- Group 1
- Group 2
- Group 3
Q02. How often do you promote the California State University to others?
Q02. How often do you promote the California State University to others?

*By Era*
Q02. How often do you promote the California State University to others?

*By Group*
Q05. Which of the following describes your overall current opinion of the California State University?
Q05. Which of the following describes your overall current opinion of the California State University?

By Era

- Woodstock\Vietnam and prior
- Post Watergate
- Yuppie\End of Cold War
- Electronic Revolution\Dot-Com
- Post 9/11
- Post Great Recession
Q05. Which of the following describes your overall current opinion of the California State University?

*By Group*
Q04. Which of the following best describes your experiences as an alumnus/a?
Q04. Which of the following best describes your experiences as an alumnus/a?

By Era

- Woodstock\Vietnam and prior
- Post Watergate
- Yuppie\End of Cold War
- Electronic Revolution\Dot-Com
- Post 9/11
- Post Great Recession

Percentage of Participants
Q04. Which of the following best describes your experiences as an alumnus/a?

*By Group*

<table>
<thead>
<tr>
<th>Experience</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>10%</td>
<td>15%</td>
<td>5%</td>
</tr>
<tr>
<td>Fair</td>
<td>20%</td>
<td>25%</td>
<td>15%</td>
</tr>
<tr>
<td>Good</td>
<td>35%</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td>Excellent</td>
<td>25%</td>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>
The **Affinity Index** is calculated as the average of:

- Q01 How would you rate your decision to attend the California State University?
- Q02 How often do you promote the California State University to others?
- Q04 Which of the following best describes your experiences as an alumnus/a?
- Q05 Which of the following best describes your overall current opinion of the California State University?

Expressed as a percentage:

\[
\text{Index} = \frac{(Q01 + Q02 + Q04 + Q05) / 4}{4}
\]

**Affinity Index (The California State University System) = 79%**

- CSU 2012 = 76%
- CSU 2008 = 77%
- All School Average = 80%
Q20. Please indicate the extent of your loyalty to each of the following:

- California State University in general
- My major or degree program within my college/school
- My undergraduate college/school within California State University
- A faculty member or instructor
- A student organization or activity I was associated with (i.e., Greek life, choir, student clubs, student government)
- California State University athletics

[Bar chart showing loyalty levels for each category, with options ranging from "Not loyal" to "Very loyal" for each item.]
Q20. Please indicate the extent of your loyalty to each of the following:

By Era

- California State University in general
- My major or degree program within my college/school
- My undergraduate college/school within California State University
- A faculty member or instructor
- A student organization or activity I was associated with (i.e. Greek life, choir, student clubs, student government)
- California State University athletics

Not loyal | Somewhat loyal | Loyal | Very loyal
---|---|---|---

- Woodstock\Vietnam
- Post Watergate
- Yuppie\End of Cold War
- Electronic Revolution\Dot-Com
- Post 9/11
- Post Great Recession
Q20. Please indicate the extent of your loyalty to each of the following:

By Group

- California State University in general
- My major or degree program within my college/school
- My undergraduate college/school within California State University
- A faculty member or instructor
- A student organization or activity I was associated with (i.e. Greek life, choir, student clubs, student government)
- California State University athletics

Not loyal | Somewhat loyal | Loyal | Very loyal
--- | --- | --- | ---

Group 1

Group 2

Group 3
Q20. Please indicate the extent of your loyalty to each of the following:

- My undergraduate college/school within California State University
- My major or degree program within my college/school
- A faculty member or instructor
- A student organization or activity I was associated with (i.e. Greek life, choir, student clubs, student government)
- California State University athletics
- California State University in general

Correlation to Affinity

Average Loyalty

15% 20% 25% 30% 35% 40% 45% 50% 55% 60% 65%

2.00  2.20  2.40  2.60  2.80  3.00  3.20  3.40  3.60  3.80  4.00
Alumni Messaging
Q16. Please indicate how much each of the following impacts your overall opinion of the California State University:

Percentage of respondents who chose top two choices

- Personal pride in my degree from California State University
- Accomplishments of students
- School rankings (e.g. U.S. News & World Report)
- Providing scholarships
- Accomplishments of faculty
- Value/respect for degree by others
- Accomplishments of alumni
- Outreach to community
- History/tradition
- Campus aesthetics (e.g. buildings, grounds, etc.)
- Media visibility (e.g. newspaper, magazine articles, viral videos,...)
- Success of athletic teams

All School  2008 CSU System  2012 CSU System  2018 CSU System
Q16. Please indicate how much each of the following impacts your overall opinion of the California State University:

- **Personal pride in my degree from California State University**: 42% critically impacts, 39% significantly impacts, 30% some impact, 14% no impact.
- **Accomplishments of students**: 30% critically impacts, 41% significantly impacts, 23% some impact, 8% no impact.
- **School rankings (e.g. U.S. News & World Report)**: 29% critically impacts, 37% significantly impacts, 23% some impact, 12% no impact.
- **Providing scholarships**: 30% critically impacts, 34% significantly impacts, 24% some impact, 12% no impact.
- **Accomplishments of faculty**: 25% critically impacts, 40% significantly impacts, 24% some impact, 9% no impact.
- **Value/respect for degree by others**: 27% critically impacts, 36% significantly impacts, 24% some impact, 13% no impact.
- **Accomplishments of alumni**: 26% critically impacts, 38% significantly impacts, 26% some impact, 11% no impact.
- **Outreach to community**: 23% critically impacts, 38% significantly impacts, 28% some impact, 11% no impact.
- **History/tradition**: 22% critically impacts, 37% significantly impacts, 29% some impact, 12% no impact.
- **Campus aesthetics (e.g. buildings, grounds, etc.)**: 19% critically impacts, 39% significantly impacts, 31% some impact, 12% no impact.
- **Media visibility (e.g. newspaper, magazine articles, viral videos, etc.)**: 15% critically impacts, 34% significantly impacts, 35% some impact, 16% no impact.
- **Success of athletic teams**: 11% critically impacts, 22% significantly impacts, 30% some impact, 37% no impact.
Q16. Please indicate how much each of the following impacts your overall opinion of the California State University:

*By Era*

<table>
<thead>
<tr>
<th>Impact</th>
<th>No Impact</th>
<th>Some Impact</th>
<th>Significant Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal pride in my degree from California State…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplishments of students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School rankings (e.g. U.S. News &amp; World Report)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing scholarships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplishments of faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outreach to community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History/tradition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus aesthetics (e.g. buildings, grounds, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media visibility (e.g. newspaper, magazine articles,…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Success of athletic teams</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

*CSU The California State University*
Q16. Please indicate how much each of the following impacts your overall opinion of the California State University:

*By Group*

<table>
<thead>
<tr>
<th>Category</th>
<th>No Impact</th>
<th>Some Impact</th>
<th>Significant Impact</th>
<th>Critical Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal pride in my degree from California State…</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplishments of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School rankings (e.g. U.S. News &amp; World Report)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing scholarships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplishments of faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value/respect for degree by others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplishments of alumni</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outreach to community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History/tradition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Campus aesthetics (e.g. buildings, grounds, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media visibility (e.g. newspaper, magazine articles,…</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Success of athletic teams</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Bar chart with data for Group 1, Group 2, and Group 3]
Q16. Please indicate how much each of the following impacts your overall opinion of the California State University:

- Personal pride in my degree from California State University
- History/tradition
- Accomplishments of alumni
- Accomplishments of students
- Media visibility (e.g. newspaper, magazine articles, viral videos, etc.)
- Campus aesthetics (e.g. buildings, grounds, etc.)
- Outreach to community
- School rankings (e.g. U.S. News & World Report)
- Accomplishments of faculty
- Success of athletic teams
- Providing scholarships
- Value/respect for degree by others

Correlation to Affinity

Average Impact

- 15%
- 20%
- 25%
- 30%
- 35%
- 40%
Q10. How important was each of the following to your experience as a student, and how well did the California State University do at providing them?

- Academics/classes
- Preparation for career
- Exposure to new ideas
- Relationship with the faculty
- Relationship with administration and staff
- Traditions or values learned on campus
- Student leadership opportunities
- Opportunity to interact with alumni
- Attending cultural events including films, lectures, and other arts
- Attending athletic events
- Opportunity to participate in fraternity/sorority

Importance vs. Performance chart
Q10. How important was each of the following to your experience as a student, and how well did the California State University do at providing them?

*Gap Analysis*

<table>
<thead>
<tr>
<th>Importance exceeds Performance</th>
<th>Performance exceeds Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics/classes</td>
<td></td>
</tr>
<tr>
<td>Preparation for career</td>
<td></td>
</tr>
<tr>
<td>Exposure to new ideas</td>
<td></td>
</tr>
<tr>
<td>Relationship with the faculty</td>
<td></td>
</tr>
<tr>
<td>Relationship with administration and staff</td>
<td></td>
</tr>
<tr>
<td>Traditions or values learned on campus</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 including films, lectures, and other arts</td>
<td></td>
</tr>
<tr>
<td>Attending athletic events</td>
<td></td>
</tr>
<tr>
<td>Opportunity to participate in fraternity/sorority</td>
<td></td>
</tr>
</tbody>
</table>

[Graph showing the comparison of importance and performance across different categories for 2008 CSU System, 2012 CSU System, and 2018 CSU System.]
Q10. How important was each of the following to your experience as a student, and how well did the California State 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/classes</td>
<td></td>
</tr>
<tr>
<td>Preparation for career</td>
<td></td>
</tr>
<tr>
<td>Exposure to new ideas</td>
<td></td>
</tr>
<tr>
<td>Relationship with the faculty</td>
<td></td>
</tr>
<tr>
<td>Relationship with administration and staff</td>
<td></td>
</tr>
<tr>
<td>Traditions or values learned on campus</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 including films, lectures, and other arts</td>
<td></td>
</tr>
<tr>
<td>Attending athletic events</td>
<td></td>
</tr>
<tr>
<td>Opportunity to participate in fraternity/sorority</td>
<td></td>
</tr>
</tbody>
</table>

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

*CSU The California State University*
Q10. How important was each of the following to your experience as a student, and how well did the California State University do at providing them?

**Gap Analysis By Group**

- Academics/classes
- Preparation for career
- Exposure to new ideas
- Relationship with the faculty
- Relationship with administration and staff
- Traditions or values learned on campus
- Student leadership opportunities
- Opportunity to interact with alumni
- Attending cultural events including films, lectures, and other arts
- Attending athletic events
- Opportunity to participate in fraternity/sorority

**Importance exceeds Performance**

**Performance exceeds Importance**

- **Group 1**
- **Group 2**
- **Group 3**
Q10. How important was each of the following to your experience as a student, and how well did the California State University do at providing them?

- Box Plot

Correlation to Affinity

Importance > Performance

- Academics/classes
- Relationship with the faculty
- Attending athletic events
- Attending cultural events including films, lectures, and other arts
- Opportunity to participate in fraternity/sorority
- Exposure to new ideas
- Preparation for career
- Traditions or values learned on campus
- Opportunity to interact with alumni
- Relationship with administration and staff
- Student leadership opportunities
- Exposure to new ideas
- Preparation for career
- Traditions or values learned on campus
- Opportunity to interact with alumni
- Relationship with administration and staff
- Student leadership opportunities

Performance > Importance

- Opportunity to participate in fraternity/sorority
- Exposure to new ideas
- Preparation for career
- Traditions or values learned on campus
- Opportunity to interact with alumni
- Relationship with administration and staff
- Student leadership opportunities
- Exposure to new ideas
- Preparation for career
- Traditions or values learned on campus
- Opportunity to interact with alumni
- Relationship with administration and staff
- Student leadership opportunities

Data Driven Results
### Correlation Analysis

Highest correlation to “Affinity Index” across all questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>On a scale from 0 to 10, with 0 being the lowest, how connected do…</td>
<td>.73</td>
</tr>
<tr>
<td>California State University in general</td>
<td></td>
</tr>
<tr>
<td>Graduates of California State University are likely to be successful in...</td>
<td>.67</td>
</tr>
<tr>
<td>Responding to new career opportunities</td>
<td></td>
</tr>
<tr>
<td>California State University has a well-respected public reputation</td>
<td>.63</td>
</tr>
<tr>
<td>Current work status</td>
<td></td>
</tr>
<tr>
<td>I believe that California State University uses its donations wisely</td>
<td>.59</td>
</tr>
<tr>
<td>The quality and reputation of the faculty at California State University...</td>
<td>.57</td>
</tr>
<tr>
<td>Contributing to my community</td>
<td></td>
</tr>
<tr>
<td>California State University has a clear vision of its future</td>
<td>.55</td>
</tr>
<tr>
<td>The current faculty of California State University is excellent</td>
<td></td>
</tr>
<tr>
<td>Commitment to continuous education</td>
<td>.54</td>
</tr>
<tr>
<td>Deepening my understanding and commitment to personal…</td>
<td>.53</td>
</tr>
<tr>
<td>Getting a job I wanted soon after I graduated</td>
<td>.50</td>
</tr>
<tr>
<td>The current leadership of California State University is committed to…</td>
<td>.48</td>
</tr>
<tr>
<td>Preparing students for the workforce</td>
<td></td>
</tr>
<tr>
<td>Further graduate education</td>
<td></td>
</tr>
<tr>
<td>Preparation for career</td>
<td></td>
</tr>
</tbody>
</table>

*Slide 53*
Q07. How well did the education received from the California State University prepare you for each of the following?

- Poor preparation
- Fair preparation
- Good preparation
- Excellent preparation

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

- All School
- 2008 CSU System
- 2012 CSU System
- 2018 CSU System
Q07. How well did the education received from the California State University prepare you for each of the following?

By Era

<table>
<thead>
<tr>
<th>Poor preparation</th>
<th>Fair preparation</th>
<th>Good preparation</th>
<th>Excellent preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deepening my understanding and commitment to personal development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current work status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment to continuous education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Further graduate education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to new career opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributing to my community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting a job I wanted soon after I graduated</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

CSU The California State University
Q07. How well did the education received from the California State University prepare you for each of the following?

By Group

<table>
<thead>
<tr>
<th>Deepening my understanding and commitment to personal development</th>
<th>Poor preparation</th>
<th>Fair preparation</th>
<th>Good preparation</th>
<th>Excellent preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current work status</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment to continuous education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Further graduate education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to new career opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributing to my community</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting a job I wanted soon after I graduated</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Group 1

Group 2

Group 3

Slide 56
Q07. How well did the education received from the California State University prepare you for each of the following?

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

30% 35% 40% 45% 50% 55%
2.00  2.20  2.40  2.60  2.80  3.00  3.20  3.40  3.60  3.80  4.00

Average Preparation

Slide 57
Correlation Analysis

Highest correlation to “Affinity Index” across all questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>CORR</th>
</tr>
</thead>
<tbody>
<tr>
<td>On a scale from 0 to 10, with 0 being the lowest, how connected do…</td>
<td></td>
</tr>
<tr>
<td>California State University in general</td>
<td></td>
</tr>
<tr>
<td>Graduates of California State University are likely to be successful in...</td>
<td></td>
</tr>
<tr>
<td>Responding to new career opportunities</td>
<td></td>
</tr>
<tr>
<td>California State University has a well-respected public reputation</td>
<td></td>
</tr>
<tr>
<td>Current work status</td>
<td></td>
</tr>
<tr>
<td>I believe that California State University uses its donations wisely</td>
<td></td>
</tr>
<tr>
<td>The quality and reputation of the faculty at California State University...</td>
<td></td>
</tr>
<tr>
<td>Contributing to my community</td>
<td></td>
</tr>
<tr>
<td>California State University has a clear vision of its future</td>
<td></td>
</tr>
<tr>
<td>The current faculty of California State University is excellent</td>
<td></td>
</tr>
<tr>
<td>Commitment to continuous education</td>
<td></td>
</tr>
<tr>
<td>Deepening my understanding and commitment to personal…</td>
<td></td>
</tr>
<tr>
<td>Getting a job I wanted soon after I graduated</td>
<td></td>
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<tr>
<td>The current leadership of California State University is committed to...</td>
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<tr>
<td>Further graduate education</td>
<td></td>
</tr>
<tr>
<td>Preparation for career</td>
<td></td>
</tr>
</tbody>
</table>

Quality of and respect for University
Q21. Please indicate your level of agreement with the following statements regarding California State University:

- Graduates of California State University are likely to be successful in their career(s)
- California State University has a well-respected public reputation
- The current leadership of California State University is committed to moving California State University in a positive direction
- California State University has a clear vision of its future
- The current faculty of California State University is excellent
- I believe that California State University uses its donations wisely
- I understand how alumni giving furthers the mission of California State University
- California State University has many engaged alumni volunteers
- The quality and reputation of the faculty at California State University is one reason why I donate
- Alumni of California State University are well informed about the impact of their giving
- I know ways that I can become involved and support my alma mater
Q21. Please indicate your level of agreement with the following statements regarding California State University:

By Era

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates of California State University are likely to be successful in their career(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California State University has a well-respected public reputation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The current leadership of California State University is committed to moving California State University in a positive direction</td>
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<tr>
<td>California State University has a clear vision of its future</td>
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<td></td>
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<tr>
<td>The current faculty of California State University is excellent</td>
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<td></td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understand how alumni giving furthers the mission of California State University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California State University has many engaged alumni volunteers</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The quality and reputation of the faculty at California State University is one reason why I donate</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Alumni of California State University are well informed about the impact of their giving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know ways that I can become involved and support my alma mater</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Woodstock\Vietnam
- Post Watergate
- Electronic Revolution\Dot-Com
- Post 9/11
- Yuppie\End of Cold War
- Post Great Recession
Q21. Please indicate your level of agreement with the following statements regarding California State University:

*By Group*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Somewhat disagree</th>
<th>Somewhat agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates of California State University are likely to be successful in their career(s)</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
</tr>
<tr>
<td>California State University has a well-respected public reputation</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
</tr>
<tr>
<td>The current leadership of California State University is committed to moving California State University in a positive direction</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
</tr>
<tr>
<td>California State University has a clear vision of its future</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
</tr>
<tr>
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<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
</tr>
<tr>
<td>I believe that California State University uses its donations wisely</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
</tr>
<tr>
<td>I understand how alumni giving furthers the mission of California State University</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
</tr>
<tr>
<td>California State University has many engaged alumni volunteers</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
</tr>
<tr>
<td>The quality and reputation of the faculty at California State University is one reason why I donate</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
</tr>
<tr>
<td>Alumni of California State University are well informed about the impact of their giving</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
</tr>
<tr>
<td>I know ways that I can become involved and support my alma mater</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
<td>![Bar Chart]</td>
</tr>
</tbody>
</table>

*Group 1*  |  |  |  |  |
*Group 2*  |  |  |  |  |
*Group 3*  |  |  |  |  |
Q21. Please indicate your level of agreement with the following statements regarding California State University:

- California State University has a clear vision of its future
- The current leadership of California State University is committed to moving California State University in a positive direction
- California State University has many engaged alumni volunteers
- Alumni of California State University are well informed about the impact of their giving
- I understand how alumni giving furthers the mission of California State University
- I believe that California State University uses its donations wisely
- Graduates of California State University are likely to be successful in their career(s)
- California State University has a well-respected public reputation
- The current faculty of California State University is excellent
- The quality and reputation of the faculty at California State University is one reason why I donate
- I know ways that I can become involved and support my alma mater
- California State University has a well-respected public reputation
- The current leadership of California State University is committed to moving California State University in a positive direction

Correlation to Affinity vs. Average Level of Agreement

15% 20% 25% 30% 35% 40% 45% 50% 55%

2.00  2.20  2.40  2.60  2.80  3.00  3.20  3.40  3.60  3.80  4.00
Targeting Communications
Q14. For each of the communication methods listed below, please tell us how important that method is to you and also rate the California State University's effectiveness in utilizing that method:

- Email of periodic information
- Invitations to California State University activities
- The alumni magazine or newsletter
- Communication regarding services and benefits
- Invitations to alumni activities
- Electronic newsletter
- California State University's alumni website
- Social media/online community

Importance

Performance
Q14. For each of the communication methods listed below, please tell us how important that method is to you and also rate the California State University's effectiveness in utilizing that method:

<table>
<thead>
<tr>
<th>Communication Method</th>
<th>Importance exceeds Performance</th>
<th>Performance exceeds Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email of periodic information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invitations to California State University activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The alumni magazine or newsletter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication regarding services and benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invitations to alumni activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic newsletter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California State University's alumni website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social media/online community</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **All School**
- **2008 CSU System**
- **2012 CSU System**
- **2018 CSU System**
Q14. For each of the communication methods listed below, please tell us how important that method is to you and also rate the California State University's effectiveness in utilizing that method:

*Gap Analysis By Era*

<table>
<thead>
<tr>
<th>Communication Method</th>
<th>Importance exceeds Performance</th>
<th>Performance exceeds Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email of periodic information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invitations to California State University activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The alumni magazine or newsletter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication regarding services and benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invitations to alumni activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic newsletter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California State University's alumni website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social media/online community</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Woodstock\ Vietnam**
- **Post Watergate**
- **Electronic Revolution\Dot-Com**
- **Yuppie\End of Cold War**
- **Post 9/11**
- **Post Great Recession**
Q14. For each of the communication methods listed below, please tell us how important that method is to you and also rate the California State University's effectiveness in utilizing that method:

*Gap Analysis By Group*

<table>
<thead>
<tr>
<th>Communication Method</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email of periodic information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invitations to California State University activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The alumni magazine or newsletter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication regarding services and benefits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invitations to alumni activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic newsletter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>California State University's alumni website</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social media/online community</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q14. For each of the communication methods listed below, please tell us how important that method is to you and also rate the California State University's effectiveness in utilizing that method:

- Box Plot

Correlation to Affinity

Importance > Performance

Performance > Importance

California State University's alumni website

Electronic newsletter

Email of periodic information

Invitations to California State University activities

Invitations to alumni activities

Communication regarding services and benefits

The alumni magazine or newsletter

Social media/online community

Electronic newsletter

Email of periodic information
Q13. In your relationship with the California State University, please describe how often you do or have done each of the following:

<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 email from California State University</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read the alumni magazine</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>Visit California State University or Alumni website</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage with California State University on social media</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend cultural or artistic events on campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend California State University sporting events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend local Alumni Association events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer to work on campus/event</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend class reunions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **All School** (yellow)
- **2008 CSU System** (black)
- **2012 CSU System** (gray)
- **2018 CSU System** (red)
Q13. In your relationship with the California State University, please describe how often you do or have done each of the following:

By Era

- Read email from California State University
- Read the alumni magazine
- Visit campus
- Visit California State University or Alumni website
- Engage with California State University on social media
- Attend cultural or artistic events on campus
- Attend California State University sporting events
- Attend local Alumni Association events
- Volunteer to work on campus/event
- Attend class reunions

By Era:
- Woodstock\Vietnam
- Post Watergate
- Yuppie\End of Cold War
- Electronic Revolution\Dot-Com
- Post 9/11
- Post Great Recession
Q13. In your relationship with the California State University, please describe how often you do or have done each of the following:

By Group
Q13. In your relationship with the California State University, please describe how often you do or have done each of the following:

- Attend local Alumni Association events: 10%
- Read email from California State University: 15%
- Attend California State University sporting events: 20%
- Visit California State University or Alumni website: 25%
- Attend class reunions: 30%
- Attend cultural or artistic events on campus: 35%
- Volunteer to work on campus/event: 40%
- Engage with California State University on social media: 45%
- Visit campus: 1.00
- Read the alumni magazine: 1.50
- Read email from California State University: 2.00
- Attend California State University sporting events: 2.50
- Visit California State University or Alumni website: 3.00
- Attend class reunions: 3.50
- Attend cultural or artistic events on campus: 4.00
- Volunteer to work on campus/event: 4.00
Alumni Programming
Q08. How important is it for you and alumni in general to do the following and how well does the California State University do at supporting alumni in doing them?
Q08. How important is it for you and alumni in general to do the following and how well does the California State University do at supporting alumni in doing them?

*Gap Analysis*

<table>
<thead>
<tr>
<th>Activity</th>
<th>2008 CSU System</th>
<th>2012 CSU System</th>
<th>2018 CSU System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying job opportunities for graduates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentoring students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serving as ambassadors promoting California State University to others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Networking with other alumni</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing leadership by serving on boards, committees, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing financial support for California State University (e.g. donations)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending general alumni and California State University events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteering for California State University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participating in California State University online activities (social media)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending California State University athletic events</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Importance exceeds Performance*
Q08. How important is it for you and alumni in general to do the following and how well does the California State University do at supporting alumni in doing them?

*Gap Analysis by Era*

- Identifying job opportunities for graduates
- Mentoring students
- Serving as ambassadors promoting California State University to others
- Networking with other alumni
- Providing leadership by serving on boards, committees, etc.
- Providing financial support for California State University (e.g. donations)
- Attending general alumni and California State University events
- Volunteering for California State University
- Participating in California State University online activities (social media)
- Attending California State University athletic events

- **Woodstock\ Vietnam**
- **Post Watergate**
- **Yuppie\ End of Cold War**
- **Electronic Revolution\ Dot-Com**
- **Post 9/11**
- **Post Great Recession**
Q08. How important is it for you and alumni in general to do the following and how well does the California State University do at supporting alumni in doing them?

*Gap Analysis By Group*

- Identifying job opportunities for graduates
- Mentoring students
- Serving as ambassadors promoting California State University to others
- Networking with other alumni
- Providing leadership by serving on boards, committees, etc.
- Providing financial support for California State University (e.g. donations)
- Attending general alumni and California State University events
- Volunteering for California State University
- Participating in California State University online activities (social media)
- Attending California State University athletic events

**Group 1**

**Group 2**

**Group 3**

*Importance exceeds Performance*

*Performance exceeds Importance*
Q08. How important is it for you and alumni in general to do the following and how well does the California State University do at supporting alumni in doing them?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Importance</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring students</td>
<td>29%</td>
<td>35%</td>
</tr>
<tr>
<td>Identifying job opportunities for graduates</td>
<td>27%</td>
<td>37%</td>
</tr>
<tr>
<td>Serving as ambassadors promoting California State University to others</td>
<td>31%</td>
<td>41%</td>
</tr>
<tr>
<td>Networking with other alumni</td>
<td>33%</td>
<td>43%</td>
</tr>
<tr>
<td>Providing leadership by serving on boards, committees, etc.</td>
<td>35%</td>
<td>45%</td>
</tr>
<tr>
<td>Providing financial support for California State University (e.g., donations)</td>
<td>37%</td>
<td>43%</td>
</tr>
<tr>
<td>Volunteering for California State University</td>
<td>41%</td>
<td>25%</td>
</tr>
<tr>
<td>Attending general alumni and California State University events</td>
<td>43%</td>
<td>37%</td>
</tr>
<tr>
<td>Attending California State University athletic events</td>
<td>45%</td>
<td>31%</td>
</tr>
<tr>
<td>Participating in California State University online activities (social media)</td>
<td>37%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Correlation to Affinity:

-1.00 -0.80 -0.60 -0.40 -0.20 0.00 0.20 0.40 0.60 0.80 1.00
Q15. What are barriers to your participation in alumni activities? (Choose all that apply.)

- Time/other commitments
- Concern about future solicitation
- Value (cost as compared to benefit)
- Type or subject matter of the event
- I don't know anyone
- I won't make a difference
- I don't want to
- Geographical distance
- Unsure of how to get involved

Percentage of Participants

- All School
- 2008 CSU System
- 2012 CSU System
- 2018 CSU System
Q15. What are barriers to your participation in alumni activities? (Choose all that apply.)

**By Distance**

- **Within 16 miles**
- **17 to 50 miles**
- **51 to 160 miles**
- **161 to 250 miles**
- **Over 250 miles (within US)**
- **Over 250 miles (outside US)**
Q15. What are barriers to your participation in alumni activities? (Choose all that apply.)

By Era

Percentage of Participants

- Time/other commitments
- Concern about future solicitation
- Value (cost as compared to benefit)
- Type or subject matter of the event
- I don't know anyone
- I won't make a difference
- I don't want to
- Geographical distance
- Unsure of how to get involved

Legend:
- Woodstock\Vietnam
- Post Watergate
- Electronic Revolution\Dot-Com
- Post 9/11
- Yuppie\End of Cold War
- Post Great Recession

Alumni Attitude Study
Data Driven Results
CSU The California State University
Q15. What are barriers to your participation in alumni activities? (Choose all that apply.)

By Group

- Time/other commitments
- Concern about future solicitation
- Value (cost as compared to benefit)
- Type or subject matter of the event
- I don't know anyone
- I won't make a difference
- I don't want to
- Geographical distance
- Unsure of how to get involved

Percentage of Participants

Group 1

Group 2

Group 3

Slide 82

CSU The California State University
Q09. In which of the following organizations/activities did you participate as a student? (Check all that apply.)

[Bar chart showing participation percentages across different activities and time periods, with categories including Honor Society, Fraternity/Sorority, Intramural, club, or University recreational athletics, Intercollegiate athletics, Music/theater/art, Community service, Religious organizations, Residence halls, Professional or career related organizations, Academic clubs, Ethnic and/or cultural centers, Student media (newspaper, radio, TV, or yearbook), All School, 2008 CSU System, 2012 CSU System, 2018 CSU System.]
Q09. In which of the following organizations/activities did you participate as a student? (Check all that apply.)

By Era

- Woodstock \ Vietnam
- Post Watergate
- Yuppie \ End of Cold War
- Electronic Revolution \ Dot-Com
- Post 9/11
- Post Great Recession
Q09. In which of the following organizations/activities did you participate as a student? (Check all that apply.)

By Group
Net Promoter Score
Q06. On a scale from 0 to 10, with 0 being the lowest, how connected do you feel to the California State University?
Q06. On a scale from 0 to 10, with 0 being the lowest, how connected do you feel to the California State University?

42%
Q06. On a scale from 0 to 10, with 0 being the lowest, how connected do you feel to the California State University?

By Era
Q06. On a scale from 0 to 10, with 0 being the lowest, how connected do you feel to the California State University?

*By Group*
Q06. On a scale from 0 to 10, with 0 being the lowest, how connected do you feel to the California State University?
By Era

<table>
<thead>
<tr>
<th>Era</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodstock\Vietnam and prior</td>
<td>5.53</td>
</tr>
<tr>
<td>Post Watergate</td>
<td>5.59</td>
</tr>
<tr>
<td>Yuppie\End of Cold War</td>
<td>5.49</td>
</tr>
<tr>
<td>Electronic Revolution\Dot-Com</td>
<td>5.44</td>
</tr>
<tr>
<td>Post 9/11</td>
<td>5.59</td>
</tr>
<tr>
<td>Post Great Recession</td>
<td>5.71</td>
</tr>
</tbody>
</table>
Q06. On a scale from 0 to 10, with 0 being the lowest, how connected do you feel to the California State University?

By Group

- **Group 1**: 5.39
- **Group 2**: 5.63
- **Group 3**: 5.63
CSU System Questions

Study Findings
Q22. Are you interested in supporting California State University through the following types of activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>2012 CSU System</th>
<th>2018 CSU System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attending alumni activities and events</td>
<td>36%</td>
<td>48%</td>
</tr>
<tr>
<td>Volunteering</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Advocacy related activities (sharing your story, speaking to a group, writing a letter)</td>
<td>24%</td>
<td>35%</td>
</tr>
<tr>
<td>Becoming a financial supporter</td>
<td>18%</td>
<td>21%</td>
</tr>
</tbody>
</table>

Percentage of Participants
Q22. Are you interested in supporting California State University through the following types of activities:

By Era

<table>
<thead>
<tr>
<th>Percentage of Participants</th>
<th>Attending alumni activities and events</th>
<th>Volunteering</th>
<th>Advocacy related activities (sharing your story, speaking to a group, writing a letter)</th>
<th>Becoming a financial supporter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodstock\ Vietnam</td>
<td>40%</td>
<td>30%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>Post Watergate</td>
<td>50%</td>
<td>40%</td>
<td>30%</td>
<td>20%</td>
</tr>
<tr>
<td>Yuppie\ End of Cold War</td>
<td>60%</td>
<td>50%</td>
<td>40%</td>
<td>30%</td>
</tr>
<tr>
<td>Electronic Revolution\ Dot-Com</td>
<td>70%</td>
<td>60%</td>
<td>50%</td>
<td>40%</td>
</tr>
<tr>
<td>Post 9/11</td>
<td>80%</td>
<td>70%</td>
<td>60%</td>
<td>50%</td>
</tr>
<tr>
<td>Post Great Recession</td>
<td>90%</td>
<td>80%</td>
<td>70%</td>
<td>60%</td>
</tr>
</tbody>
</table>
Q22. Are you interested in supporting California State University through the following types of activities:

By Group

- Attending alumni activities and events
- Volunteering
- Advocacy related activities (sharing your story, speaking to a group, writing a letter)
- Becoming a financial supporter

*Percentage of Participants*

- **Group 1**
- **Group 2**
- **Group 3**
Q23. How do you currently rate the California State University System in terms of:

- Providing opportunity for qualified students to attend: 7.34
- The quality of education: 7.51
- Preparing students for the workforce: 6.99
- Achieving its mission of preparing significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future: 7.17
Q23. How do you currently rate the California State University System in terms of:

*By Era*

- Providing opportunity for qualified students to attend
- The quality of education
- Preparing students for the workforce
- Achieving its mission of preparing significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future

![Bar chart showing ratings by era](chart.png)
Q23. How do you currently rate the California State University System in terms of:

*By Group*

Providing opportunity for qualified students to attend

The quality of education

Preparing students for the workforce

Achieving its mission of preparing significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future
Implications

Study Findings
Initiate the process by asking their opinion

Show you care – use a high-quality process

Solidify and institutionalize by checking back to see what changed

Let them know that you heard what was said

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

Alumni feedback is not a one-time event, but rather an ongoing process of measurement, action, and re-measurement.
Implications
Highlighted issues and areas of focus

• Feedback to the alumni
  – Via print, email, and social media
  – Repetition
  – Action since last survey

• Focus on the future
  – Increase brand of Alumni Association and Alumni on campus
    • Professional and career related Community service
    • Intramurals or clubs

• Increase understanding of the benefits of being an Alumnus/a

• Targeted communications focusing on successful outcomes from events

• Focus talking points and topics on
  – How well degree prepares and prepared graduates for life
  – Quality of and respect for University
  – Highest impact on opinion
    • Pride in degree
    • Accomplishments of students
    • School rank
    • Scholarships
    • Accomplishments of alumni and faculty
    • Value and respect for degree
  – Where alumni want to see improvements over time
    • Preparation for career
    • Opportunity to interact with alumni
    • Academics and classes
    • Exposure to new ideas

• Build campus coalitions around alumni by sharing and discussing data
Q09. In which of the following organizations/activities did you participate as a student? (Check all that apply.)

[Bar chart showing percentage of participants for different organizations/activities for All School, 2008 CSU System, 2012 CSU System, and 2018 CSU System.]

- Honor Society
- Fraternity/Sorority
- Intramural, club, or University recreational athletics
- Intercollegiate athletics
- Music/theater/art
- Community service
- Religious organizations
- Residence halls
- Professional or career related organizations
- Academic clubs
- Ethnic and/or cultural centers
- Student media (newspaper, radio, TV, or yearbook)