



DEPAUL

Using an Alumni Personality Typology to Impact Metrics of Success

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DePaul University

- Private
- Midwestern
- Largest Catholic University in the Nation
- 23,000+ Enrollment
- Interested in Strengthening Alumni Engagement

Alumni Giving

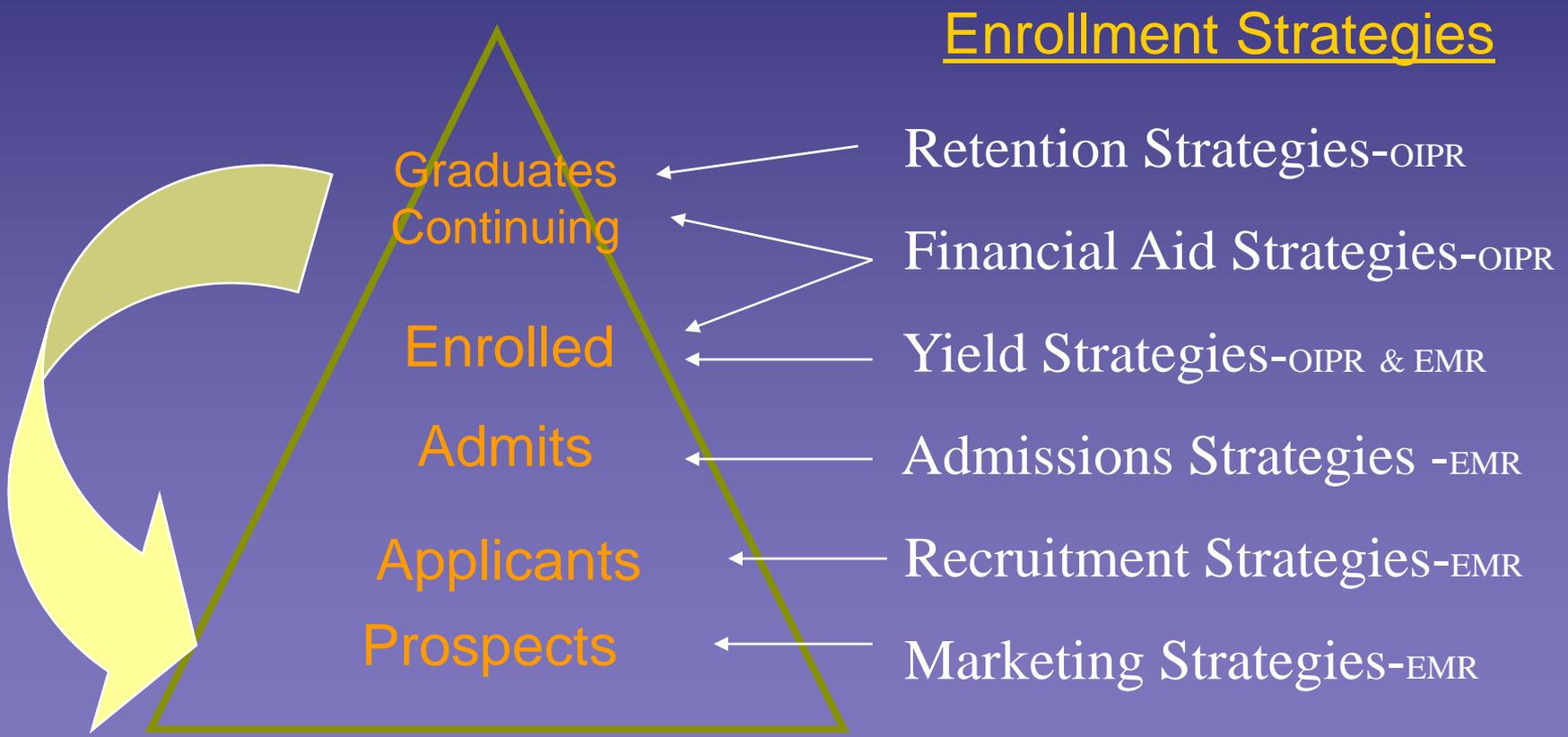
- In 2002, for the first time in 15 years, there was a decline in giving to higher education; with the greatest decline, nearly 14%, being attributed to alumni* Reasons for the nearly \$1 billion decline has been attributed to an economic downturn.
- The drop in alumni giving has impacted institutions at a time when endowments are shrinking, due to lower returns in the stock market.

*Council for Aid to Education's Annual Voluntary Support of Education Survey.

Alumni Relations & Networks in Enrollment Management

- At DePaul, Alumni Relations and Networks (AR&N) is part of the Enrollment Management Division. It's Metrics of Success are measured by Awareness, Participation, and Affinity; areas that can be impacted by communications.
- In the Pyramid Model of Enrollment that DePaul uses, alumni are at the top of the model where graduates once again become prospects as they are re-entered into the student flow. This is different from the traditional enrollment funnel and important to the structure of this study.

Alumni & DePaul's Pyramid Model of Enrollment



Alumni Communications and the R4 Matrix™ Study by Campbell Research

- This study began with Enrollment Management's interest in understanding how the 1999 R4 Matrix™ study by Campbell Research could be applied to alumni base and how it could be used to shape alumni communications.
 - Four Personalities identified through K means cluster analysis
 - Rallyers (19%) “Active and involved, use college as resources & likely to have given”
 - Reconnectors (33%) “Haven't kept up with college, but still interested. Interest in continuing education, less likely to have given”
 - Reminiscers (24%) “Low interest in career resources, very likely to give”
 - Resisters (24%) “Little interest in college”
 - Campbell developed broader personality profiles by linking typology to other survey items
 - To address interests related to both ends of Pyramid Model, EMR collaborated with OIPR

Objectives of Alumni Typology Research

- Design, Implement & analyze Alumni Typology Survey to identify four alumni personalities
- Match typology to other annual survey results
- Determine areas of opportunities for shaping communications based on typology

Methodology for Alumni Typology Research

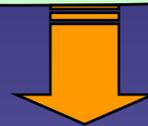
Develop 5 Items for Cluster Analysis



Add to Metrics of
Success Items &
Other Items to
Create Alumni



Create 1st Cluster
& match to
survey items



Send 5 Items as
short follow-up
survey to students
who took GSS



Create 2nd
Cluster and
match to:



Result
s of
GSS

Results of
Annual
Student
Survey

Methodology for Alumni Typology Research

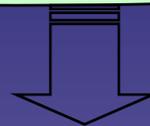
Develop 5 Items for Cluster Analysis



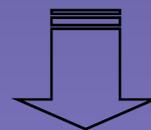
Add to Metrics of Success Items & Other Items to Create Alumni



Create 1st Cluster & match to survey items



Send 5 Items as short follow-up survey to students who took GSS



Create 2nd Cluster and match to:



Results of GSS

Results of Annual Student Survey

Methodology for Alumni Typology Survey: Sample Stratified by College & Years Out

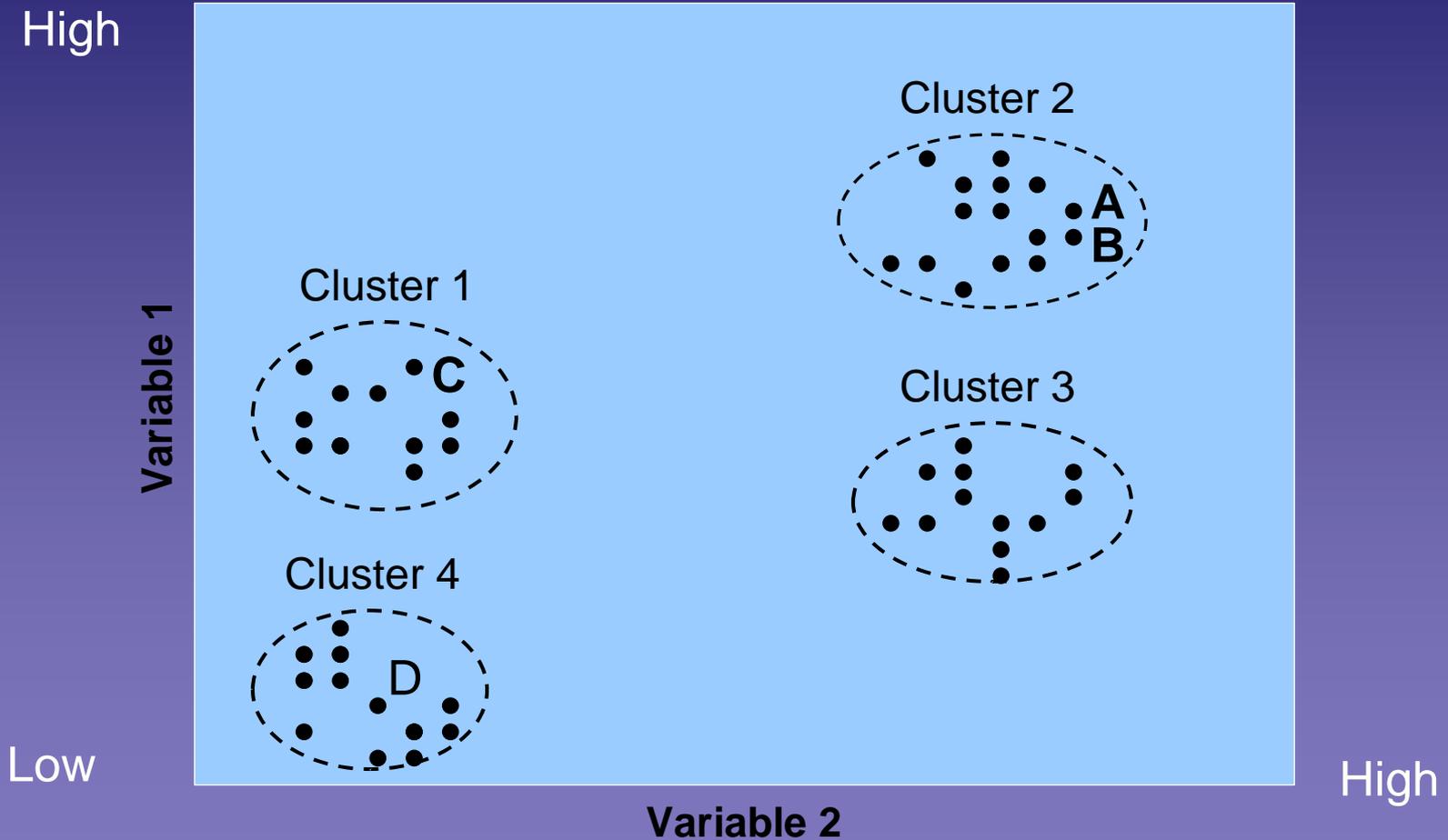
Colleges	% of 511	% within Alumni Population
Business	30%	41%
LA&S	22%	27%
Adult Learning	11%	5%
Education	9%	6%
Law	10%	13%
Music	6%	3%
Computer Sci.	7%	2%
Theater	5%	1%

Years Out	% of 511	% within Alumni Population
1-5	28%	20%
6-10	22%	20%
11-15	17%	20%
16-20	17%	18%
21+	16%	22%

Methodology: 5 Cluster Items & The Alumni Typology Survey

- Within the next 3 years, how often do you think you will
 - Return to campus?
 - Volunteer for alumni activities?
 - Use DePaul as a source for professional or career networking?
 - Attend a DePaul alumni event?
 - Give money to DePaul?

Methodology: Cluster Analysis



Each dot represents one person in regards to the two variables

Initial Clusters from Alumni Typology Survey

	Rallyers 28% vs. Campbell's 19%	Reconnectors 25% vs. Campbell's 33%	Reminiscers 18% vs. Campbell's 24%	Resisters 29% vs. Campbell's 24%
Within 3 years, how often do you think you will...				
...return to campus?				
...volunteer for alumni activities?				
...use institution as source for professional or career networking?				
...attend alumni events?				
...give money to your alma mater?				

Initial Clusters from Alumni Typology Survey

	Rallyers 28% vs. Campbell's 19%	Reconnectors 25% vs. Campbell's 33%	Reminiscers 18% vs. Campbell's 24%	Resisters 29% vs. Campbell's 24%
Within 3 years, how often do you think you will...				
...return to campus?	87%			
...volunteer for alumni activities?	67%			
...use institution as source for professional or career networking?	92%			
...attend alumni events?	93%			
...give money to your alma mater?	92%			

Initial Clusters from Alumni Typology Survey

	Rallyers 28% vs. Campbell's 19%	Reconnectors 25% vs. Campbell's 33%	Reminiscers 18% vs. Campbell's 24%	Resisters 29% vs. Campbell's 24%
Within 3 years, how often do you think you will...				
...return to campus?	87%	63%		
...volunteer for alumni activities?	67%	10%		
...use institution as source for professional or career networking?	92%	69%		
...attend alumni events?	93%	17%		
...give money to your alma mater?	92%	3%		

Initial Clusters from Alumni Typology Survey

	Rallyers 28% vs. Campbell's 19%	Reconnectors 25% vs. Campbell's 33%	Reminiscers 18% vs. Campbell's 24%	Resisters 29% vs. Campbell's 24%
Within 3 years, how often do you think you will...				
...return to campus?	87%	63%	21%	
...volunteer for alumni activities?	67%	10%	7%	
...use institution as source for professional or career networking?	92%	69%	20%	
...attend alumni events?	93%	17%	12%	
...give money to your alma mater?	92%	3%	87%	

Initial Clusters from Alumni Typology Survey

	Rallyers 28% vs. Campbell's 19%	Reconnectors 25% vs. Campbell's 33%	Reminiscers 18% vs. Campbell's 24%	Resisters 29% vs. Campbell's 24%
Within 3 years, how often do you think you will...				
...return to campus?	87%	63%	21%	5%
...volunteer for alumni activities?	67%	10%	7%	1%
...use institution as source for professional or career networking?	92%	69%	20%	1%
...attend alumni events?	93%	17%	12%	1%
...give money to your alma mater?	92%	3%	87%	0%

Applying Alumni Typology to “Metrics of Success”

- Alumni Relations & Networks 3 Metrics of Success:
 - Alumni Awareness
 - Alumni Participation
 - Alumni Affinity/Goodwill

Alumni Awareness

<i>As Alumni, have you hear about...</i>	Rallyer	Reconnector	Reminiscer	Resister
Alumni volunteer activities?	40%	21%	33%	25%
The ASK Program?	29%	13%	11%	18%
The Alumni Locator?	38%	33%	19%	26%
Opportunities for Alumni to contribute expertise to an e-newsletter / magazine?	20%	15%	21%	16%
Professional development seminars?*	63%	47%	48%	25%
Career networking events?*	72%	58%	39%	26%
Mentoring students?*	43%	31%	38%	18%
Hiring students as interns?*	44%	35%	35%	21%
Hiring students for full-time employment?*	47%	37%	39%	23%
Talking with prospective students to answer questions about their interest in attending DePaul?	35%	26%	22%	16%

Percentages represent the percent of YES responses for each activity. Highlighted areas represent variables that differ significantly by personality type ($p < .001$).

Alumni Participation

<i>How likely is it that you would...</i>	Rallyer	Reconnector	Reminiscer	Resister
Participate in career programs?*	52%	31%	6%	10%
Participate in a cultural event?*	48%	30%	21%	13%
Participate in continuing education?*	47%	33%	16%	20%
Participate in a social event?*	46%	10%	13%	7%
Participate in hiring interns or graduates?*	46%	31%	14%	15%
Participate in a mentoring program?*	43%	19%	12%	8%
Participate in short-term volunteer activity?*	40%	9%	8%	4%
Participate in community service?*	36%	14%	8%	6%
Be a guest speaker?*	32%	17%	9%	20%
Provide introductions for school award recipients/speakers at ceremony or event?*	28%	13%	10%	7%

Represents % reporting 4 or 5 on a scale of 1-5, 5 meaning very likely. All Items differ significantly by type ($p < .001$).

Alumni Affinity

	Rallyer	Reconnector	Reminiscer	Resister
I am proud of my degree*	98%	94%	95%	79%
As a student, I felt like I belonged*	87%	69%	66%	44%
I have fond memories of college*	80%	63%	59%	46%
My education prepared me for my career	78%	69%	69%	56%
I would like to help students like myself*	77%	56%	42%	32%
I feel I am part of a network of graduates*	67%	41%	33%	32%
I would like to give something back to my school*	66%	30%	39%	21%
I want to keep in touch with other alumni*	62%	38%	20%	12%
I want to keep in touch with faculty*	39%	25%	9%	12%

Note: Percentages represent the % reporting 4 or 5 on a scale of 1-5, 5 meaning strongly agree. Variables with corresponding asterisks differ significantly by personality type ($p < .001$).

Methodology for Alumni Typology Research

5 Select Items for Cluster Analysis

Included in 81 Item Alumni Typology Survey

Send 5 cluster items as short follow-up survey to students who took GSS

Created 1st Cluster & matched to 81 items

Created 2nd Cluster and matched to:

Results of GSS

Results of Annual Student Survey

Graduating Senior Survey

- Fielded annually by OIPR for outcomes assessment
- 28 items tap aspects of DePaul's 10 institutional learning goals
- 10 items assess student satisfaction with DePaul experiences
- 2001-2003 completers contacted to answer 5 cluster items about Alumni Engagement
 - Sample size was 1,441, 425 responded, giving a 34% response rate
 - Rallyers 31% vs. 28% 1st cluster
 - Reconnectors 30% vs. 25% 1st cluster
 - Reminiscers 21% vs. 18% 1st cluster
 - Resisters 18% vs. 29% 1st cluster

Senior Survey Results

- Learning Goals
 - 28 items ask about students' perceived gains
 - Using a 4-point scale gains scale with higher values indicating greater perceived gains

DePaul's Ten Learning Goals

	# Items	Alpha
1. Mastery of Content	3	0.73
2. Articulate Communication	2	0.72
3. Capacity to Work Toward Accomplishing Goals Both Independently and Cooperatively	2	0.67
4. Knowledge of and Respect for Individuals and Groups Who are Different	5	0.84
5. Development of a Service-Oriented, Socially Responsible Value, and Ethical Framework	4	0.83
6. Critical and Creative Thinking	2	0.78
7. Development of Multiple Literacies	4	0.74
8. A Personal Arts and Literature Aesthetic in Formation	3	0.77
9. Self-Reflection and Life Skills	1	n/a
10. Historical Consciousness	2	0.77

Development of a Service-Oriented, Socially Responsible Value, and Ethical Framework

A DePaul graduate will develop or enhance his/her value and ethical framework and respect the religious and ethical foundations that are central to DePaul's mission. This goal requires the University to provide opportunities, incentives and resources to help students appreciate their responsibilities to others and to society.

Development of a Service-Oriented, Socially Responsible Value, and Ethical Framework

A DePaul graduate will develop or enhance his/her value and ethical framework and respect the religious and ethical foundations that are central to DePaul's mission. This goal requires the University to provide opportunities, incentives and resources to help students appreciate their responsibilities to others and to society.

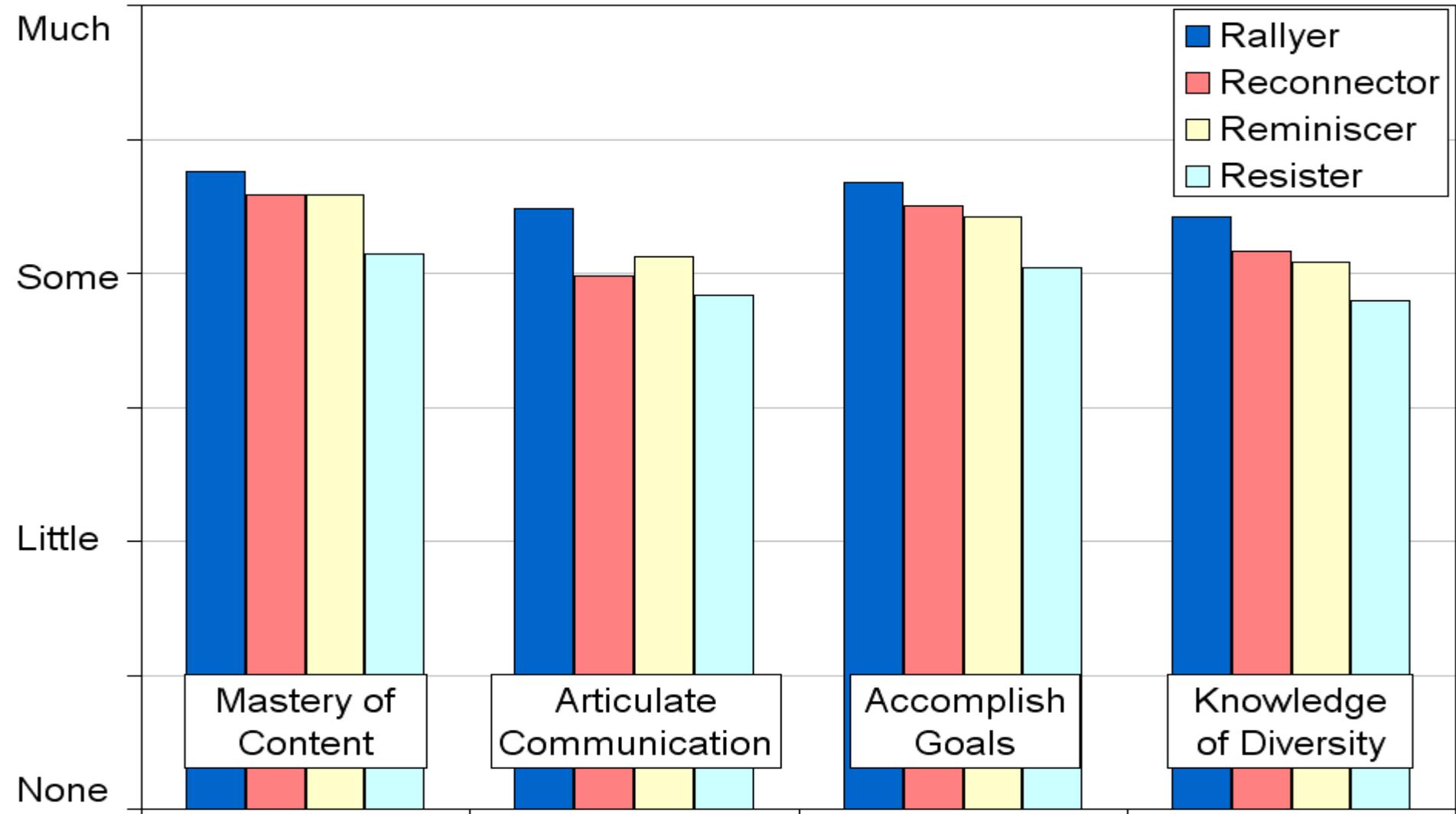
Items were:

- Increased my capacity to reflect on my opportunities to provide service to the community
- Increased my knowledge of religious traditions and ethical values
- Increased my capacity to reflect on my own values and ethical frameworks
- Increased my capacity to reflect on my sense of social responsibility

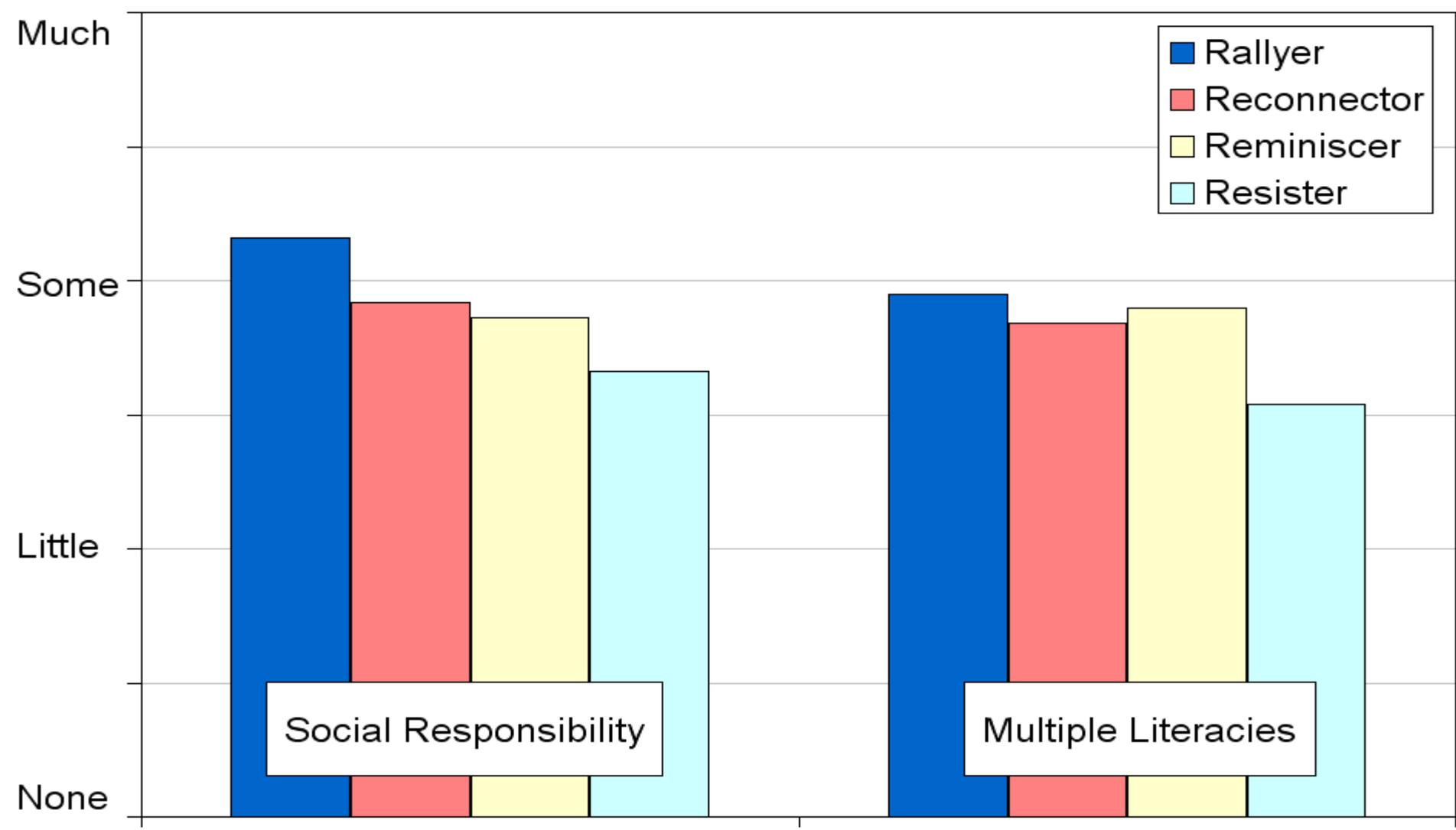
Ten Learning Goals - Analyses

- One-way ANOVA for each goal across alumni type.
- Significant differences found for:
 - Mastery of Content
 - Articulate communication
 - Capacity to work toward accomplishing goals both independently and cooperatively
 - Knowledge of and respect for individuals who are different
 - Development of a service-oriented, socially responsible, and ethical framework
 - Development of multiple literacies

Learning Goal Items



Learning Goal Items



Senior Survey Results

- Learning Goals
 - 28 items ask about students' perceived gains
 - Using a 4-point scale gains scale with higher values indicating greater perceived gains
- Satisfaction Items
 - 10 items about students' academic and social experiences
 - Using a 5-point satisfaction scale with higher values indicating more satisfaction

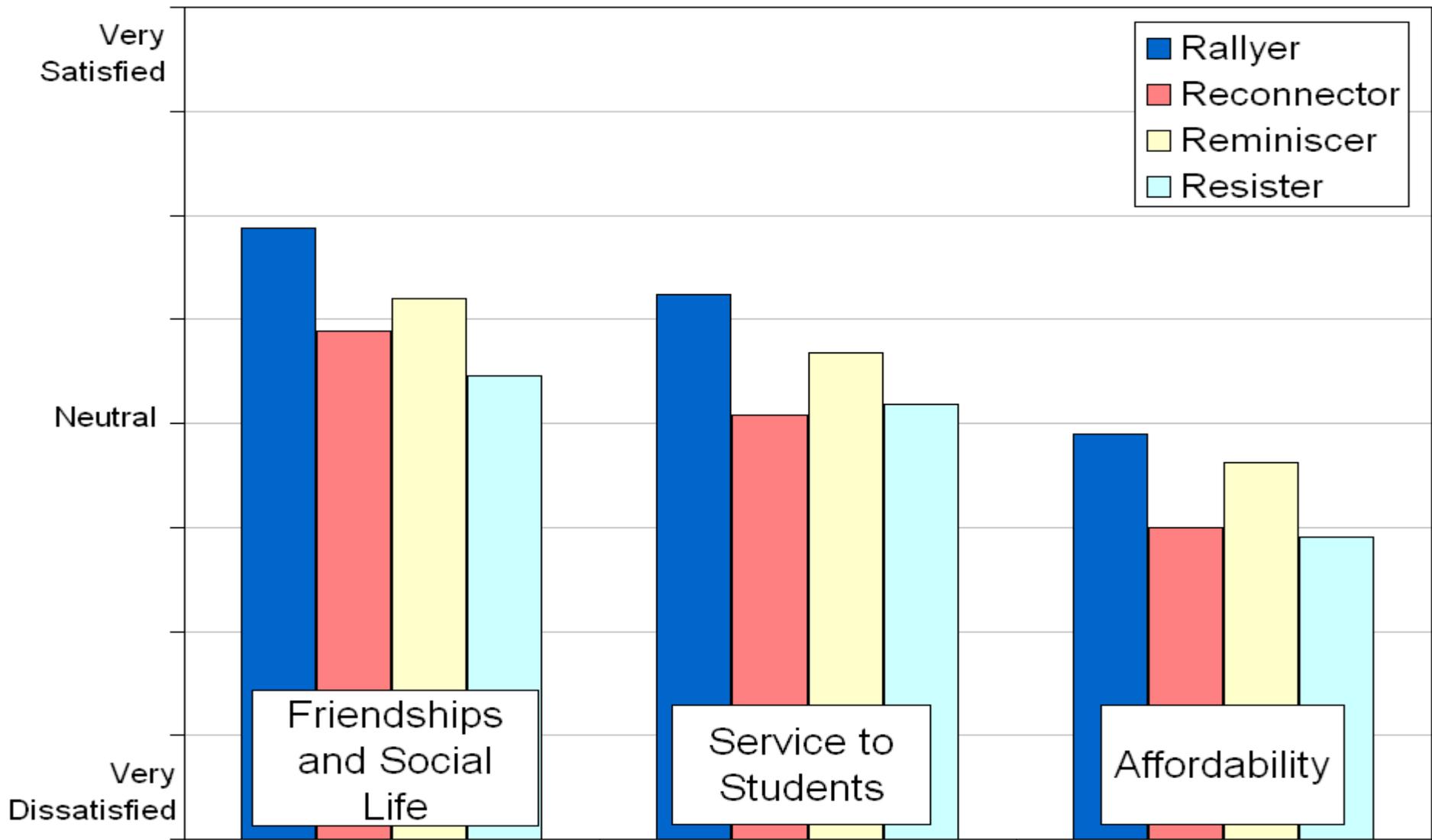
Senior Survey Satisfaction Items

- Quality of undergraduate programs and faculty
- Increased chances of employability in field
- Range of technological resources and assistance
- Friendships and social life at DePaul
- Advising on courses, majors, and other
- Professional and career connections
- Services to students
- Range and variety of career services and assistance
- The degree to which the Catholic and Vincentian mission is integrated into the culture of the university
- Affordability (cost minus any financial assistance)

Satisfaction Items

- One-way ANOVA for each item across alumni type.
- Significant differences found for:
 - Friendships and social life at DePaul
 - Services to students
 - DePaul's affordability

Senior Survey Satisfaction Items



Annual Undergraduate Survey Methods

- Administered annually to undergraduates on paper and online
- 34 items tap student academic and social experiences
 - Using 5-point, Likert-type agreement scale
 - Grouped into 9 categories by averaging items
- Respondents to senior survey were checked for responses to undergraduate survey
 - 166 (39%) had responded at some time during their undergraduate career

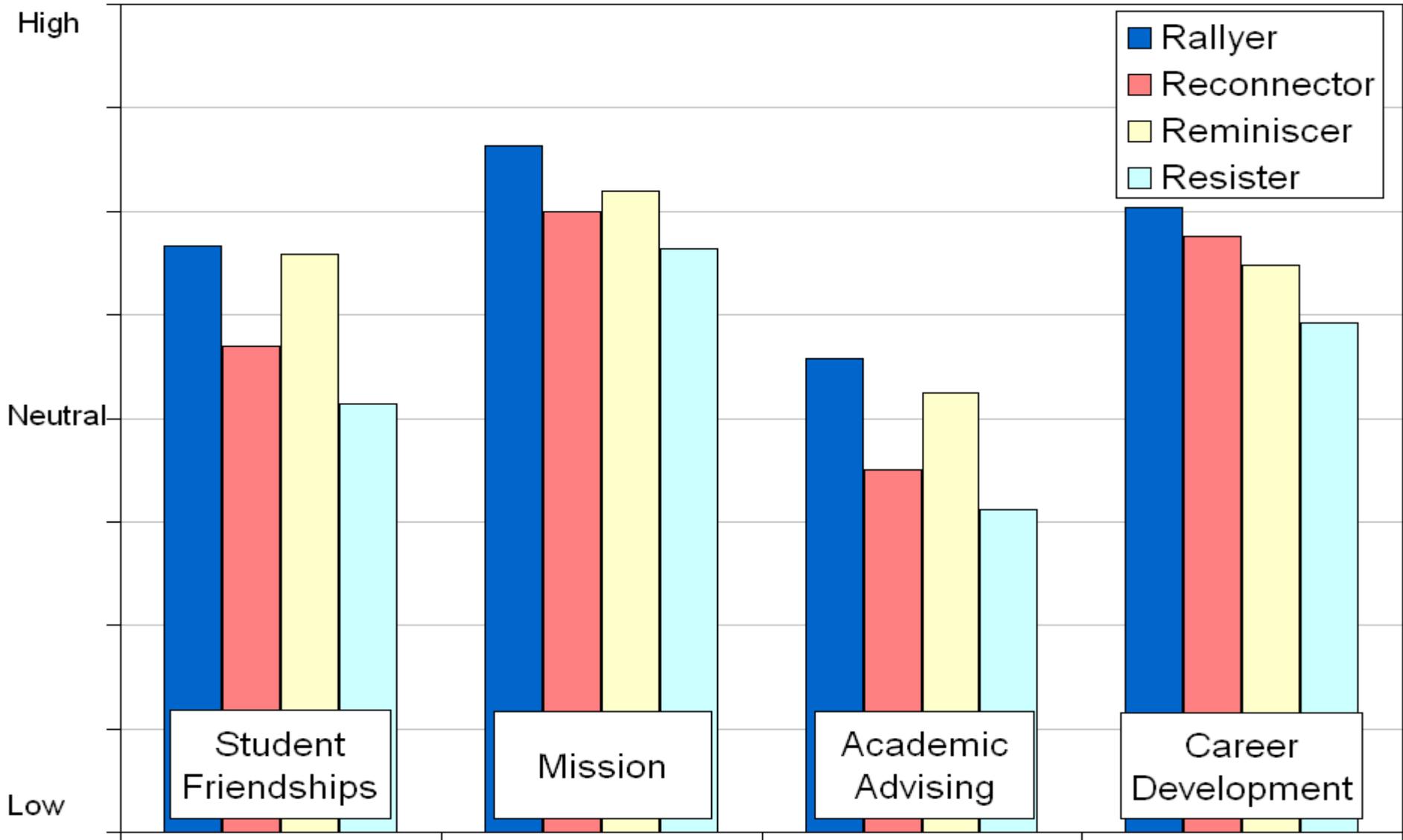
Undergraduate Survey Categories

	# Items	Alpha
Overall Experiences	7	.92
Coursework	4	.75
Student-Faculty Interactions	3	.82
General Academic Experience	3	.75
Student Friendships	3	.75
Manifestation of Mission on Campus	4	.83
Campus Climate	4	.85
Academic Advising	3	.75
Career Development	3	.82

Undergraduate Student Survey Analyses

- One-way ANOVA for each item across alumni type.
- Significant differences found for the following indices:
 - Student Friendships
 - Manifestation of Mission
 - Academic Advising
 - Career Development

Undergraduate Survey Items



Not all alumni are created equal

- DePaul's alumni seek different kinds of relationships with the institution. Some relationships include giving, some include other means to engage with the institution.
- We can use alumni types to shape segmented strategies to engage alumni. One part of this strategy is to create different communications for different types of alumni. We need to recognize that different alumni want different things from us.
- Next steps include classifying alumni on a forward-going basis through the Senior Survey to start segmenting the alumni pool upon graduation.

Are Rallyers born or made?

- These 4 types of alumni reported different types of experiences while students, with Rallyers feeling the most socially connected.

This linkage to the concept of social integration lends support to general models of student retention, and to the importance of alumni college experience.

- This study does not tell us whether college creates or enhances the student/alumni type. Continued longitudinal research backward in the student flow process can help flesh this out.

Usefulness of Typology Research

- Campbell's research was a valuable heuristic for segmenting our alumni into similar types based on Campbell's research, even though there were methodological differences between the DePaul study and Campbell's research.
- Typology research is useful in institutional research to help understand different wants and needs of different student and alumni populations.

Contact for more information

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