

**Alumni Survey for Academic Program Five-Year Review**

**PILOT 2015-2016**

**Executive Summary**

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**Background/Methodology**

The first alumni survey conducted for the purpose of supporting academic program five-year review at Stockton was distributed in June 2016 to alumni who graduated from Stockton from 2007-2012 with majors/minors in programs preparing for the five-year review process in 2016-2017. The survey team consisted of Carra Leah Hood, Assistant Provost and Associate Professor of Writing; Dennis Furgione, Research Associate for Institutional Research; James Avery, Associate Professor of Political Science; Manish Madan, Assistant Professor of Criminal Justice; and Rob Foels, Assistant Professor of Psychology. Prior to creating the survey, the survey team met numerous times with a University-wide group of colleagues to determine the feasibility of surveying alumni, to partner when possible, and to establish a plan that would not interfere with the Career Center and Development & Alumni Affairs surveying practices.

The survey, initially launched in June 2016, targeted 2,003 potential alumni respondents who graduated with majors/minors in Chemistry, Criminal Justice, History, Language & Cultural Studies, Marine Science, Psychology, or Gerontology. The survey team sent out an initial prompt and five additional weekly reminders. The goal of the survey was to gain insight into graduates' overall satisfaction with their Stockton education, the campus climate, General Studies, Q1 and Q2 courses, W1 and W2 courses, and Essential Learning Outcomes-related learning opportunities. The survey also included questions on satisfaction with faculty, advising, peers, and campus services. In addition, each program crafted up to ten questions regarding program learning experiences.

As an incentive for completing the survey, each graduate was offered a replacement diploma with the Stockton University designation.

The survey team used Qualtrics' software to build and distribute the survey and to analyze results.

The survey team used email contact information for alumni in the survey population that has been on record since each student's graduation year. During the time period surveyed, students did not retain their Stockton email accounts after graduation; consequently, the survey team sent survey prompts to the email addresses on record as "preferred" email addresses. The team suspects that some students may no longer use those email addresses. Stockton University transitioned to Google email accounts for students in 2013. As a result of that transition, students have been able to retain their Stockton email accounts after graduation. Based on the experience of others across the campus who regularly survey alumni, we should expect higher response rates when we survey students who graduated in 2013 and after.

## Results

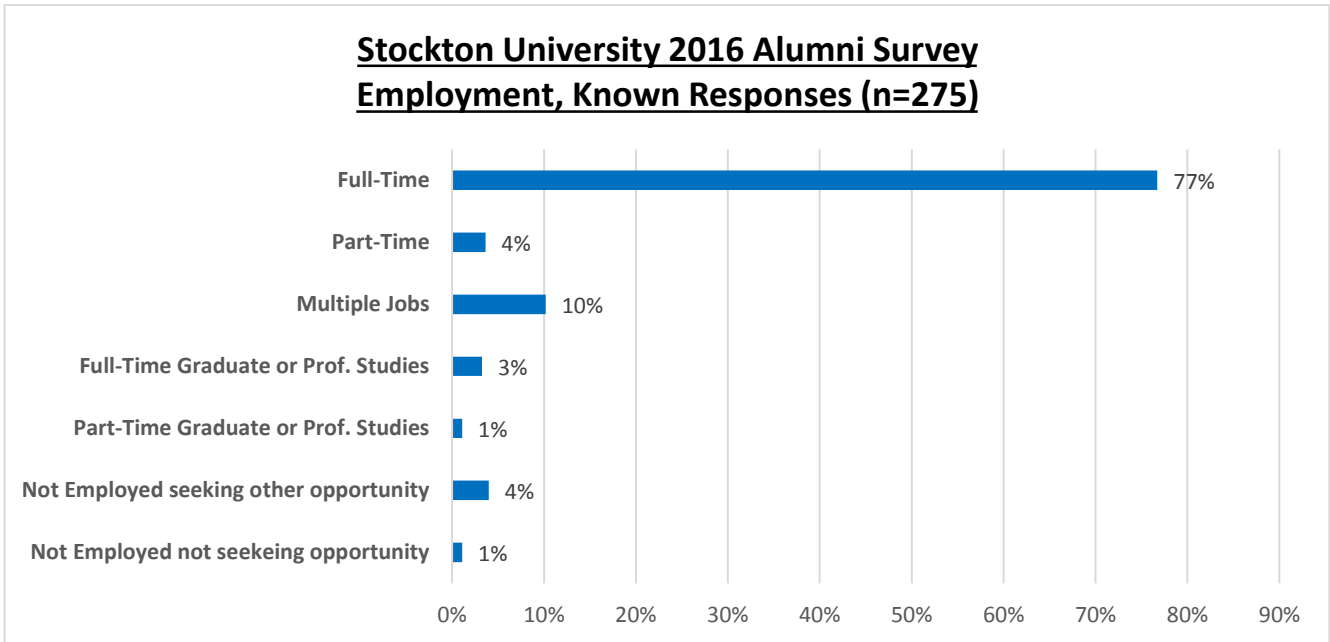
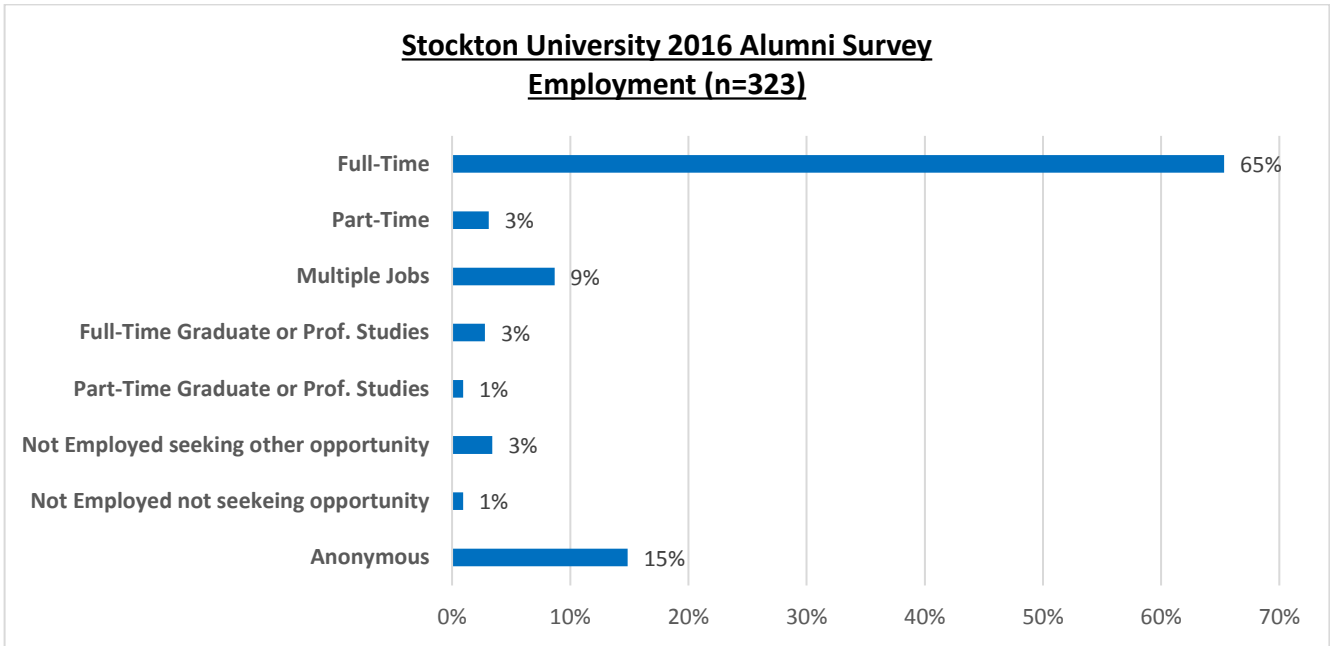
Dennis Furgione, with assistance from Carra Hood, analyzed 323 completed responses.

Of the 2,003 alumni email addresses, 251 were bounced back due to a glitch in the Qualtrics firewall. Taking the number of bounced emails into consideration, the 2016 Alumni survey response rate settled at 18%, with the largest concentration of responses from 2010-2012 alumni.

Respondents' demographics show 62% female, 30% male; the remaining 8% responded as anonymous. In addition, 50% of the respondents were admitted to the institution as native or non-transfer and 43%, as transfer students; the balance of 7% responded as anonymous. As a result, on these indicators, the survey responses are similar to Stockton's gender and native/transfer numbers (goodness of fit). In 2015, 41% of Stockton students were male and 59% were female; 47% were transfer students and 53% were native students. In 2012, the last year of graduates captured in the survey, 42% of Stockton students were male and 58% female; 51% were transfer students and 49% were native students.

Of the 323 respondents, 81% reported being employed or continuing their education, 4% were not employed, and 15% responded as anonymous. Of the 275 known respondents, 95% reported being employed or continuing their education. Native and transfer alumni had similar employment patterns. 64% of alumni identified New Jersey as their home state.

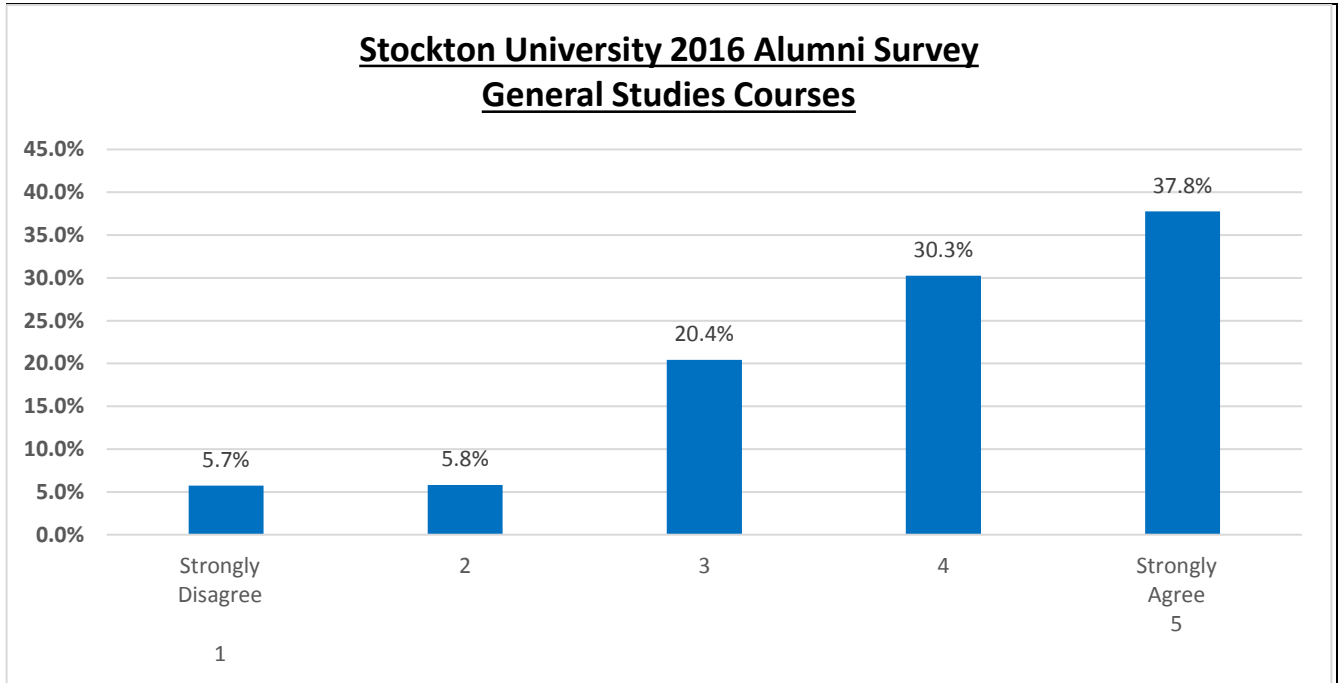
Please see charts on the next few pages for full representation of aggregate alumni data.





**General Studies Courses:**

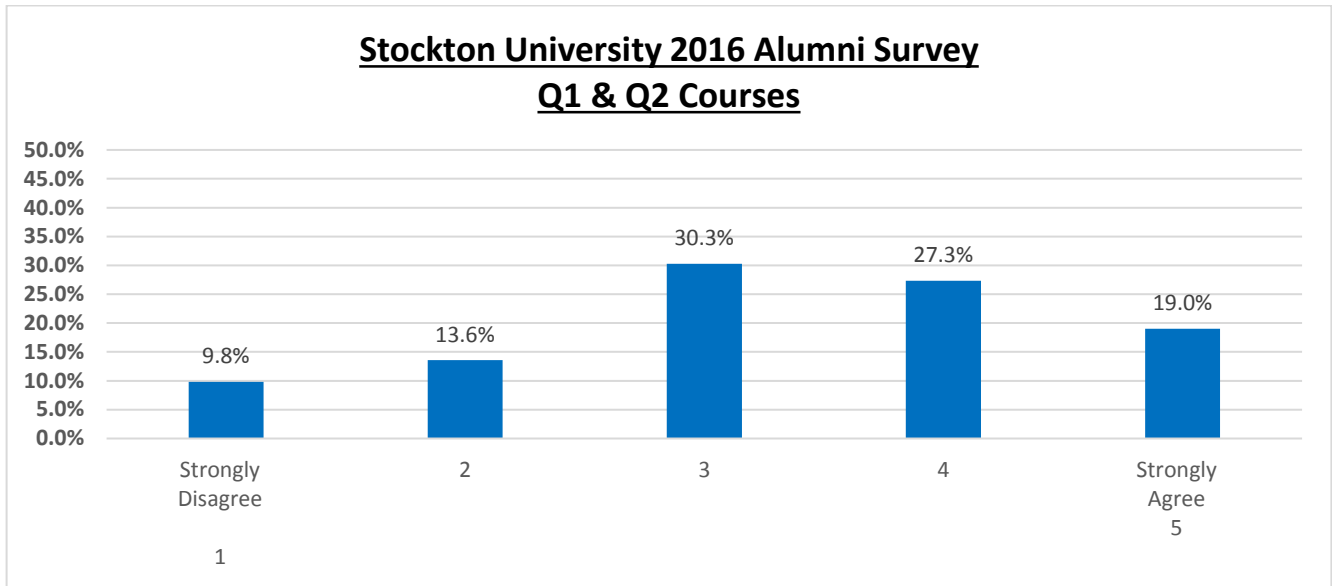
68.1% of the respondents either agreed or strongly agreed that their General Studies courses introduced them to new ideas, exposed them to new cultures, helped them think in creative ways, and helped them interact with students from other disciplines.





**Q1 and Q2 Courses:**

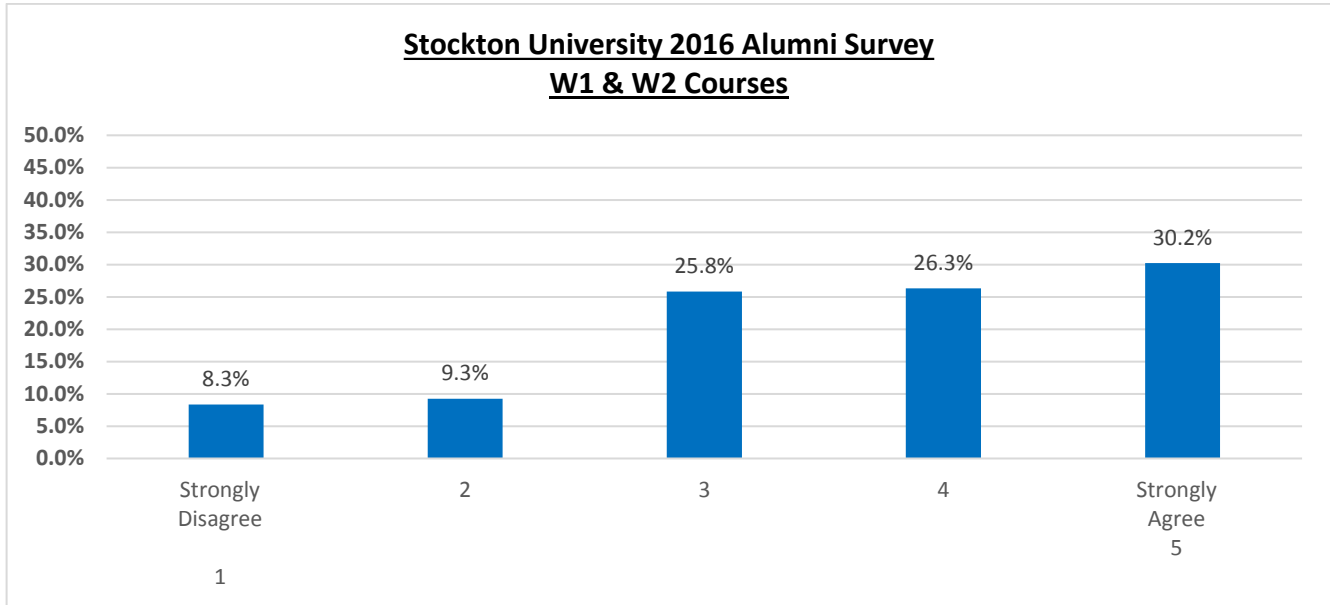
46.3% of respondents agreed or strongly agreed that their Q1 and Q2 courses prepared them for quantitative reasoning (QR) in their current job (directly or indirectly), graduate or professional studies, or for work/life problem-solving and reasoning. 30.3% of respondents indicated that they were neutral about the impact of these courses.





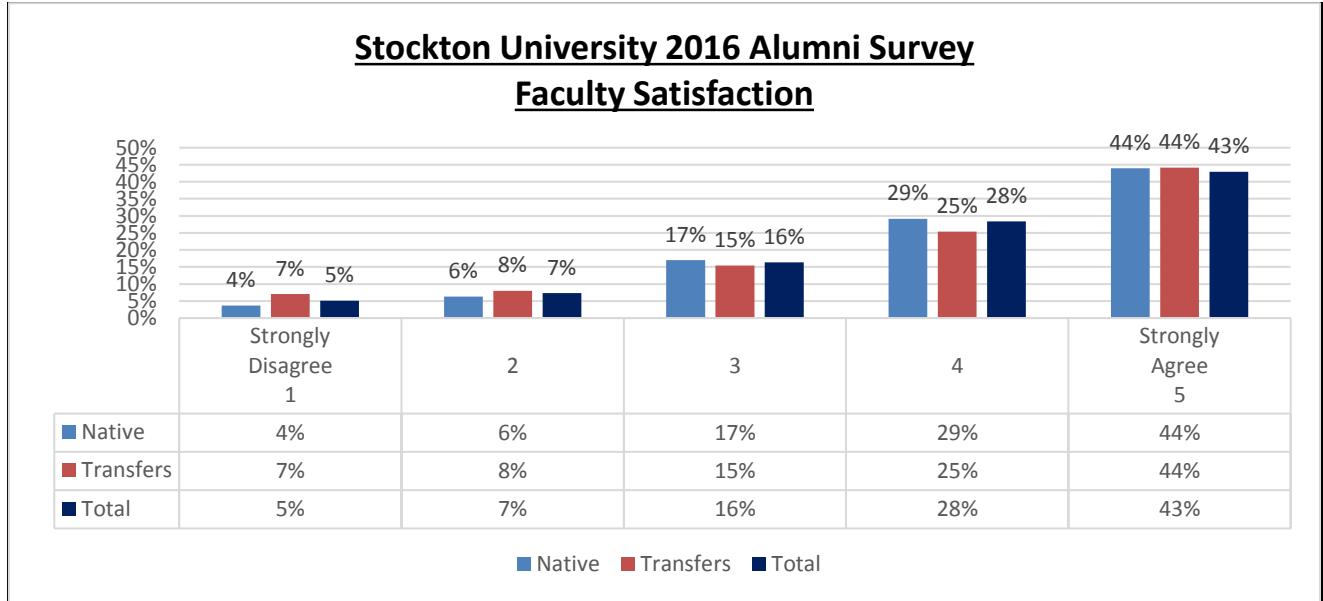
**W1 and W2 Courses:**

56.5% of respondents agreed or strongly agreed that their W1 and W2 courses prepared them for writing in their current job (directly or indirectly) or graduate or professional studies.



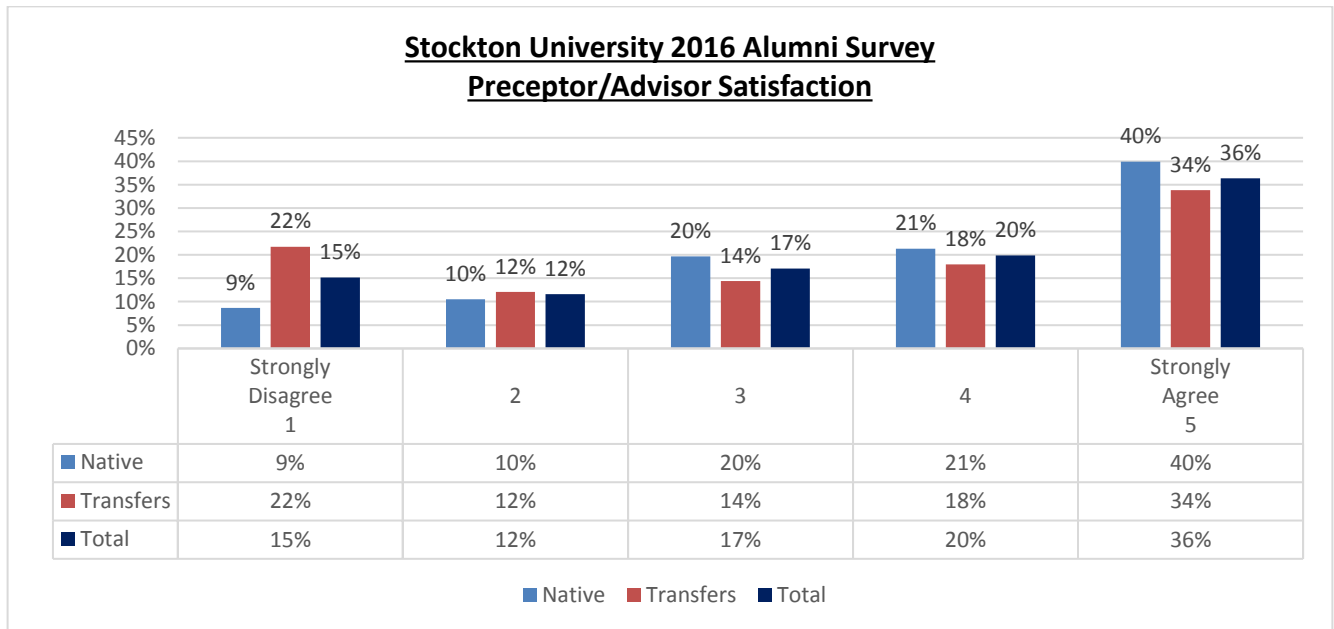
**Faculty Satisfaction:**

73% of native respondents agreed or strongly agreed that they were satisfied with faculty compared with 69% of transfer students.



**Preceptor & Advising Satisfaction:**

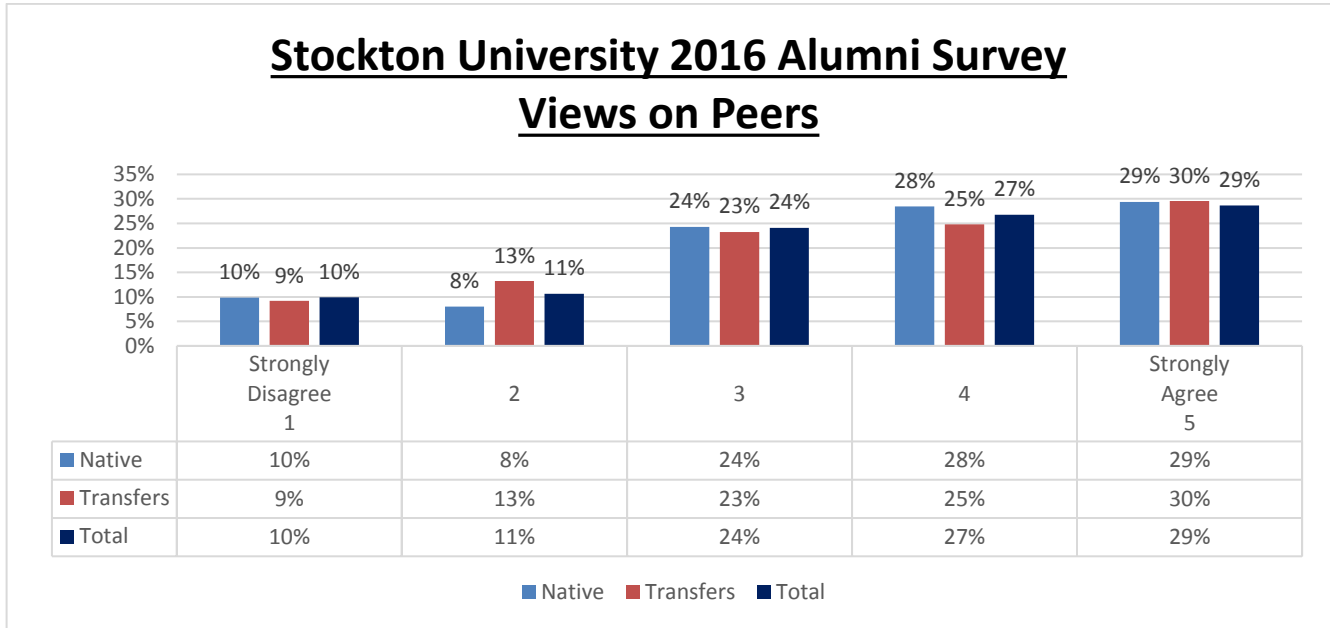
61% of native respondents agreed or strongly agreed that they benefitted from their relationships with preceptors compared with 52% of transfer students. In addition, 22% of transfer respondents expressed dissatisfaction with their preceptor and advising compared with 9% of native students.





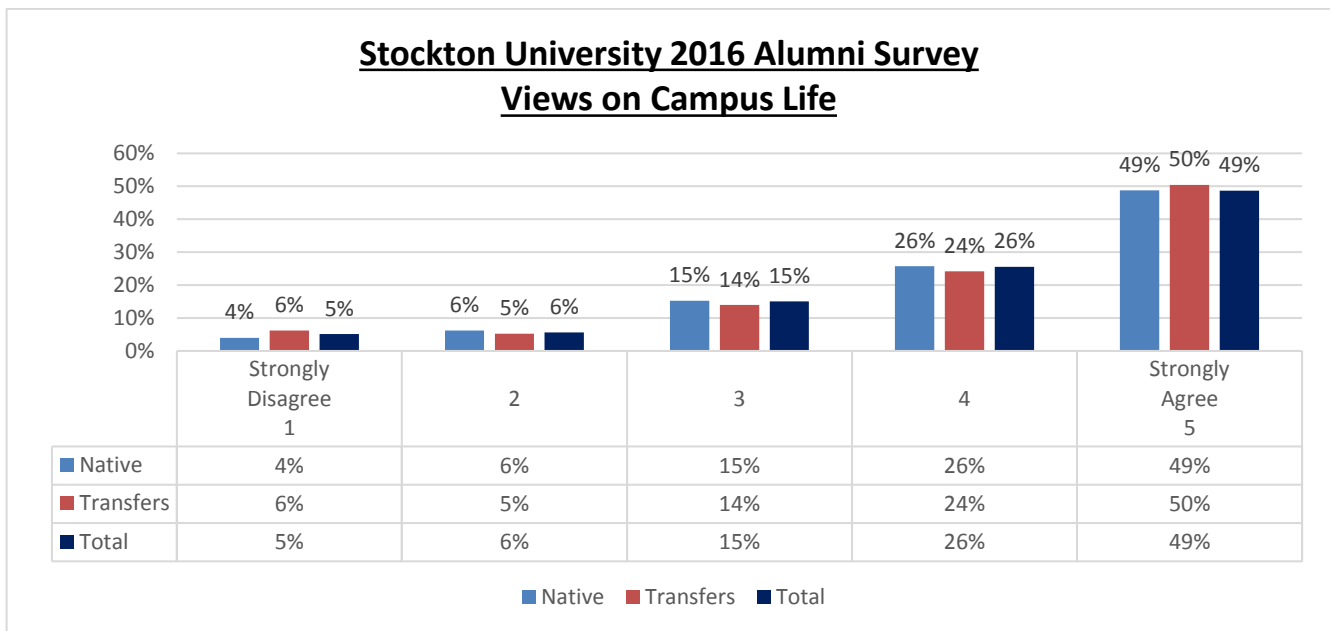
**Views on Peers:**

More than 50% of both native and transfer respondents agreed or strongly agreed that they had positive relationships with their peers.



**Views on Campus Life:**

About 75% of both native and transfer respondents agreed or strongly agreed that they had positive campus life experiences.

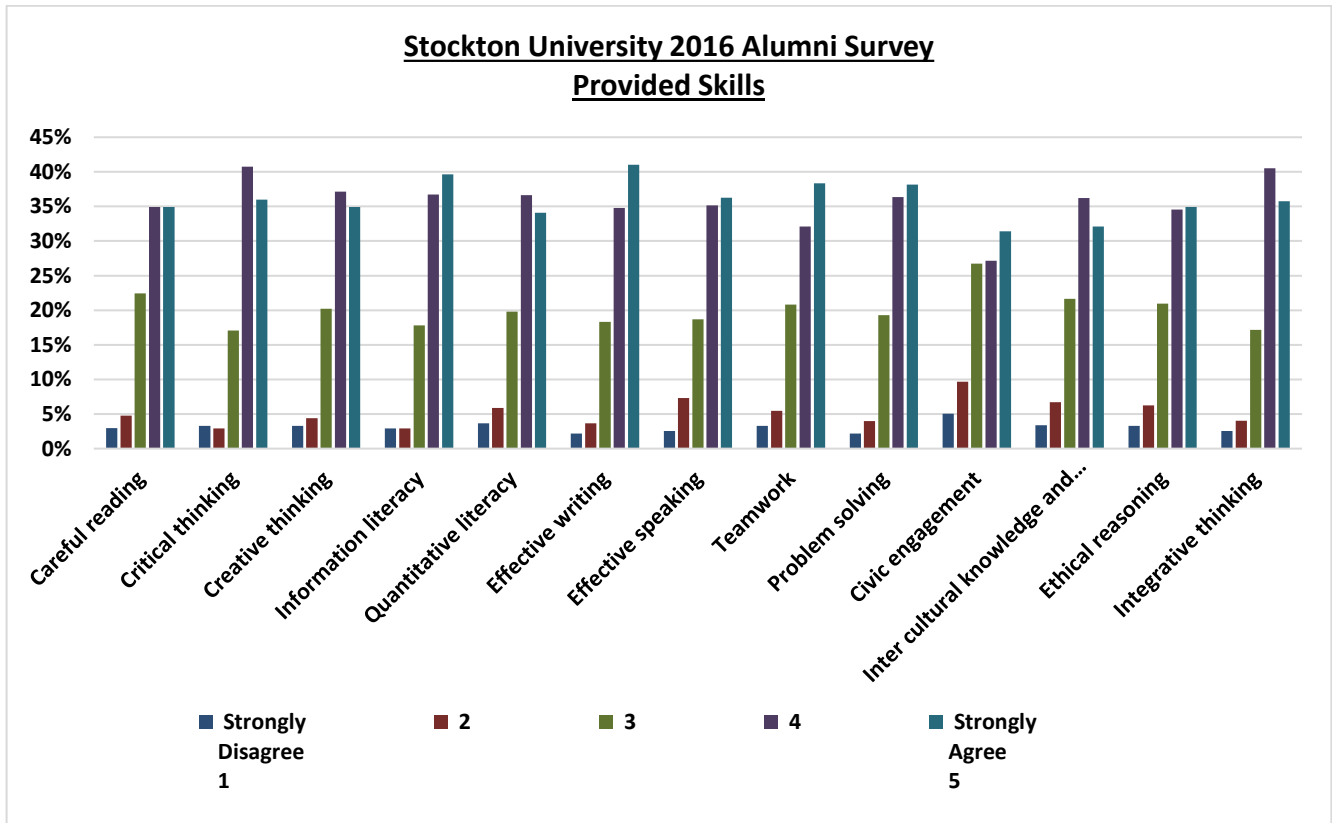






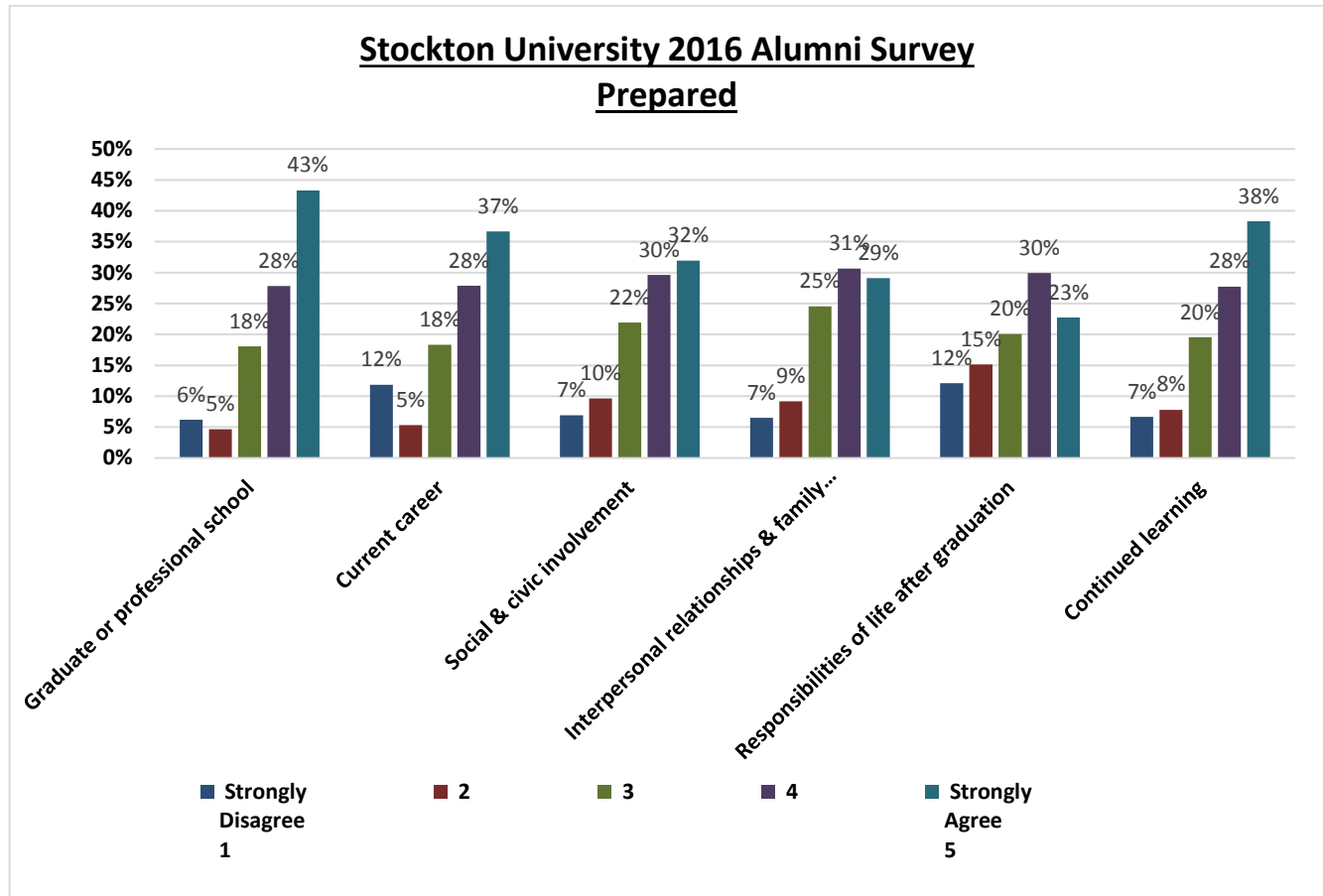
**Stockton University provided me with Skills:**

Overall, 72% of respondents agreed or strongly agreed that Stockton University provided them with skills in careful reading, critical thinking, creative thinking, information literacy, quantitative literacy, effective writing, effective speaking, teamwork, problem solving, civic engagement, inter-cultural knowledge and competence, ethical reasoning, and integrative thinking.



**Stockton University prepared me for experiences outside the University:**

62% of respondents agreed or strongly agreed that Stockton University prepared them for graduate or professional school, current career, social & civic involvement, interpersonal relationships & family living, and the responsibilities of life after graduation.



**Lessons Learned and Recommendations**

As a result of conducting the pilot alumni survey in June 2016, we learned and recommend the following:

1. Continue surveying graduates of programs as part of the academic program five-year review process.
2. Organize a survey team that includes Carra Hood, Assistant Provost for Programs and Planning; Dennis Furgione, Research Associate in the Office of Institutional Research; and interested faculty members/other professional staff.
3. Include a question in the institutional section on pay ranges; we can set ranges in \$10,000 increments from \$20,000 to \$150,000+.



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4. Include a question in the institutional section on employers; we can list generic employers (K-12 school district, higher education institution, government agency, nonprofit organization, for-profit small business, multinational corporation, etc.) and generic positions (sales person, manager, executive, fundraiser, teacher, education administrator, researcher, financial officer/support, information technology officer/support, etc.); however, we can also include an optional question that asks alumni to list their actual employer and job title.
5. Enlist program Coordinators and faculty to create up to ten program-specific questions; contact Coordinators of programs scheduled for five-year review during the next academic year in October of the current year.
6. Begin the process of marketing the survey in March-April with an advertisement on the Stockton University home page and the LED monitor at the Jimmie Leeds Road entrance to the University.
7. Work with Susan Allen (University Relations and Marketing) to post a survey teaser to Stockton social media, Meaghan Resta to include a brief write up about the survey in *StocktonTimes*, and Sara Faurot to mention the survey in alumni publications and on alumni social media/website.
8. Set up an 11-week timeline for survey administration; the initial prompt can go out to alumni the first week of May with biweekly reminder prompts through the first week in July.
9. Consider working with the Stockton Polling Center to conduct some surveys over the phone, especially to contact alumni in very small programs.
10. Collect five years of data; the Career Center collects data from the current year's graduates, so the Academic Affairs alumni survey should collect data from alumni two, three, four, five, six years out.
11. Return the raw data (as an export to Excel) to program Coordinators once the survey is closed.
12. Black out alumni names and email addresses when distributing the raw data to program Coordinators.
13. Include an incentive for alumni who complete the survey.
14. Share the alumni survey raw data with Sara Faurot and Cynthia Cramer in the Office of Development and Alumni Affairs.
15. Share the executive summary with Christy Cunningham in the Career Center; offer to share the raw data with Christy if she would like it.
16. Share the executive summary on the Academic Affairs website, present at the Provost Council, share with the Faculty Senate, and send out a note to the faculty listserv to check out the executive summary report on the website.
17. Renew the IRB application for the alumni survey each year; we completed an application this past year, and that application should be updated and renewed each year.

Report presented by

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