

Keeping Pace: From Student Experience to Alumni Engagement

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Research Questions

- What is the level of alumni engagement for students who complete state-supported versus self-support graduate programs in the College of Health and Human Services?
- What metrics define a difference in alumni engagement?
- What percentage of complete data do we have for alumni?

Motivation

- Identifying barriers to student experience in a way that translates into alumni engagement
- Assessing the data that is available (CSULB Alumni, graduate SSD and CPaCE data)
- Exploring opportunities to increase alumni engagement among students in self-support programs administered in partnership with CPaCE
- Fostering mutually beneficial relationships among partners
- Improving data quality for the Alumni database

Methods

College of Health and Human Services (CHHS) Variables
State-supported or self-support Graduate Programs, Modality

Self-support	State-supported
<ul style="list-style-type: none">• Sports Management, MA• Criminology and Criminal Justice, MS• Social Work, MSW• Health Care Administration, MS• Public Administration, MA• Emergency Services Administration, MS	<ul style="list-style-type: none">• Crim/Criminal Justice MS• Gerontology MS• Nutritional Science MS• Health Care Adm MS• Public Health MPH• Athletic Training MS• Curr and Instr in Phys Educ MA• Exercise Science MS• Kinesiology MS• Sport, Exercise, and Performance Psychology MS• Nursing MS• Public Administration MPA• Recreation Administration MS• Social Work MSW• Speech-Language Pathology MA

Graduate Student Success Data (SSD) Variables:

Student ID, Cohort Year Term, Minority Status, Cohort Department, Cohort Major, Cohort Total, Program Type, Program Modality, Persist Count, Graduation Count

Alumni Engagement Data Variables:

There are four modes of engagement defined by the Council for Advancement and Support of Education (CASE):

- Communication Engagement – Has contacted the university directly or subscribed to newsletter or digital group. Responded to survey or other feedback
- Experiential Engagement – Has attended alumni events, season ticket holders for sports/culture programs
- Volunteering Engagement – Has participated in boards or participated in university/student activities. Been career mentors, public advocates, speakers or interviewees
- Philanthropic Engagement – Has received recognition or credit for monetary gifts

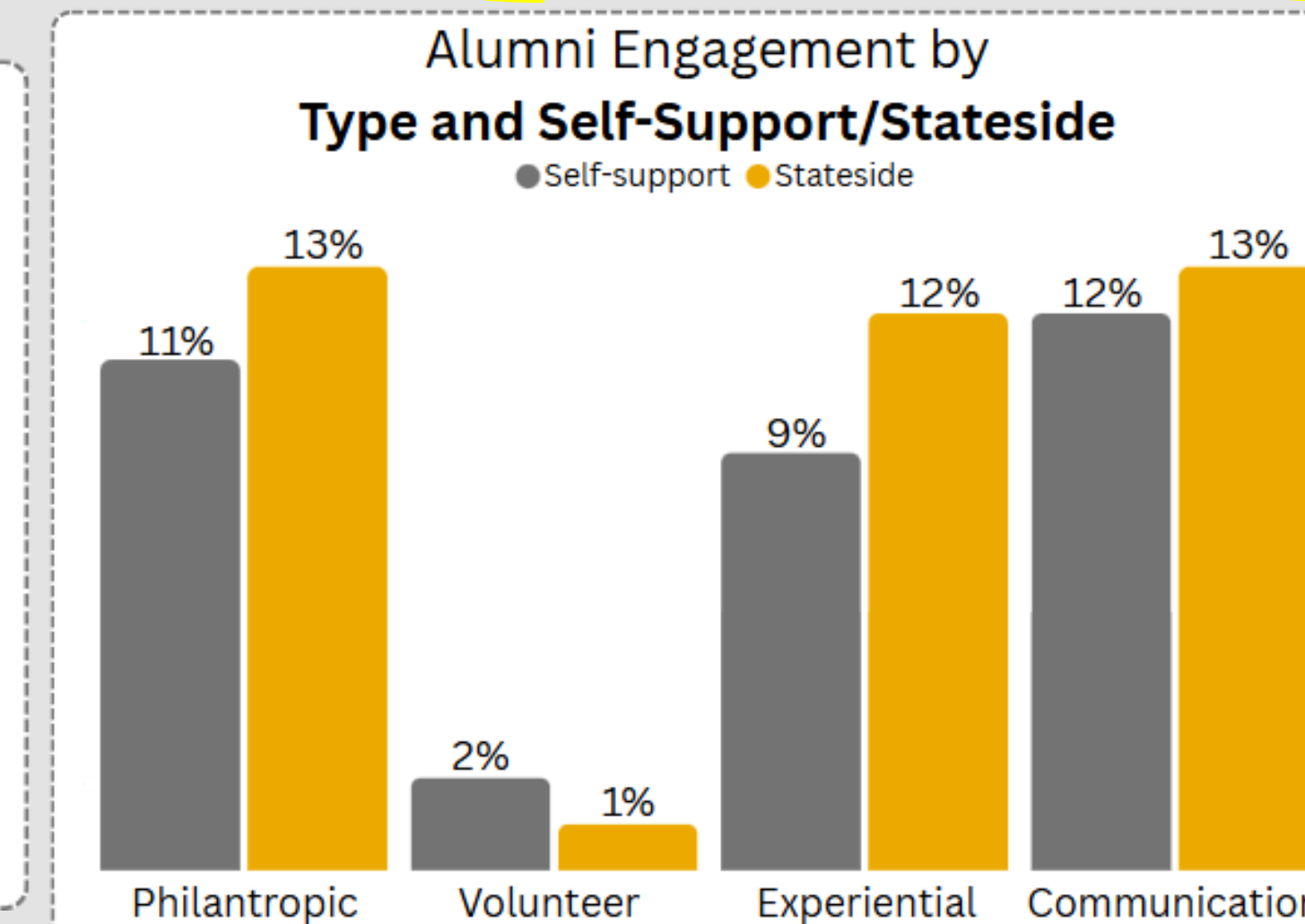
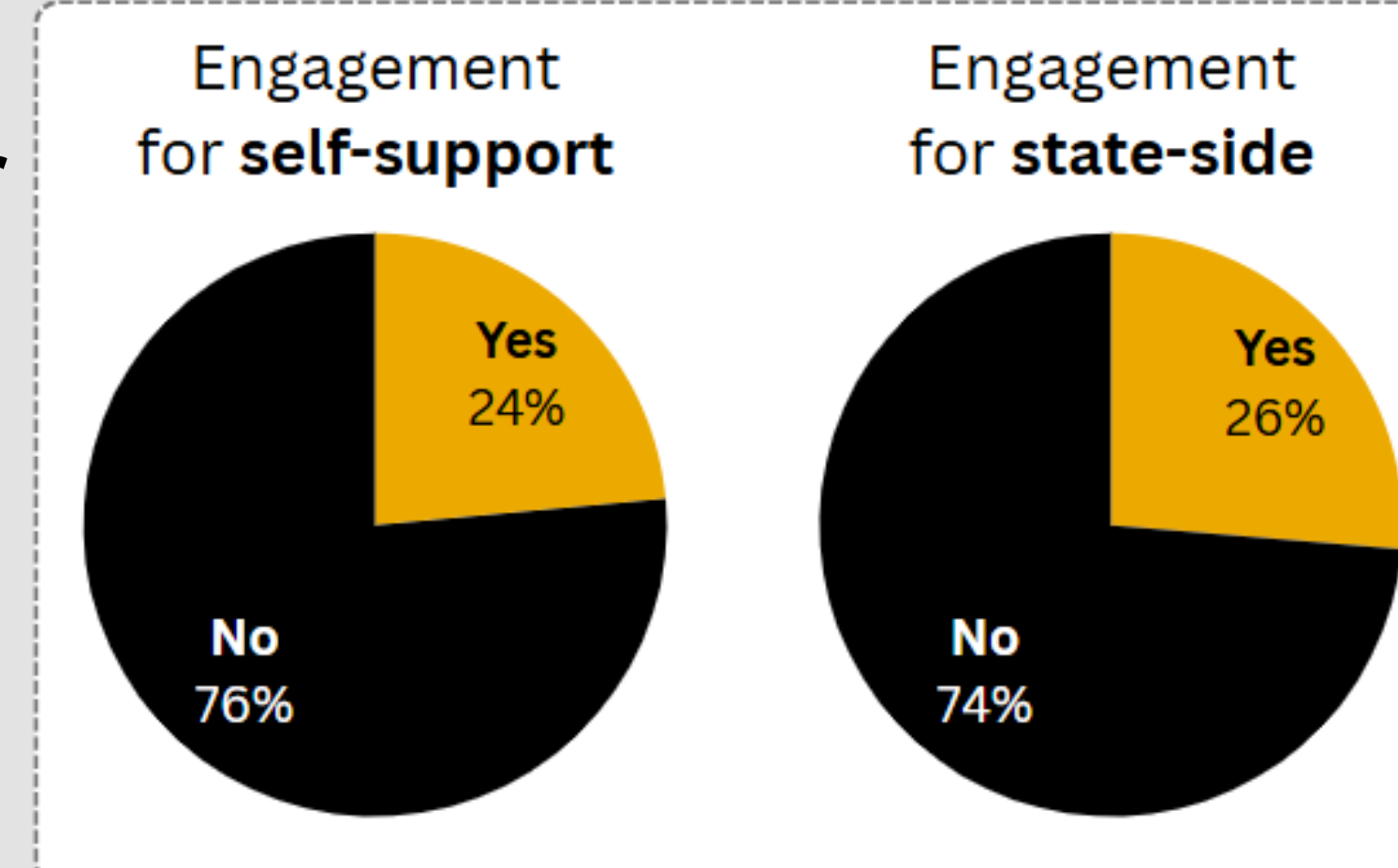
Other Alumni data variables:

- Alumni Association Membership – Paid to participate in the previous alumni association
- Working Post-graduation Personal Email; not unsubscribed

Results

Is there a difference in overall engagement for self-support VS. state-supported alumni?

Looking at CHHS master's programs overall, there is no significant difference in alumni engagement.

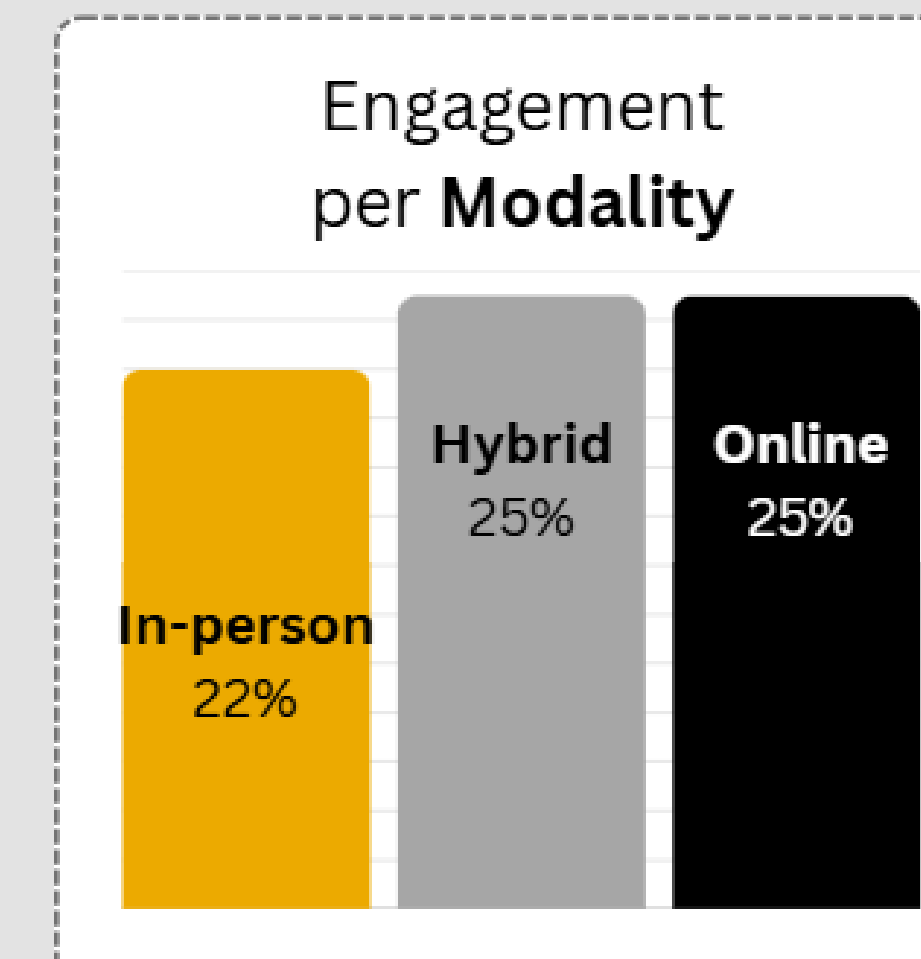


Is there a difference in engagement level for comparable programs?

Looking at specific comparable programs, there are significant differences in alumni engagement between state-supported and self-support versions.

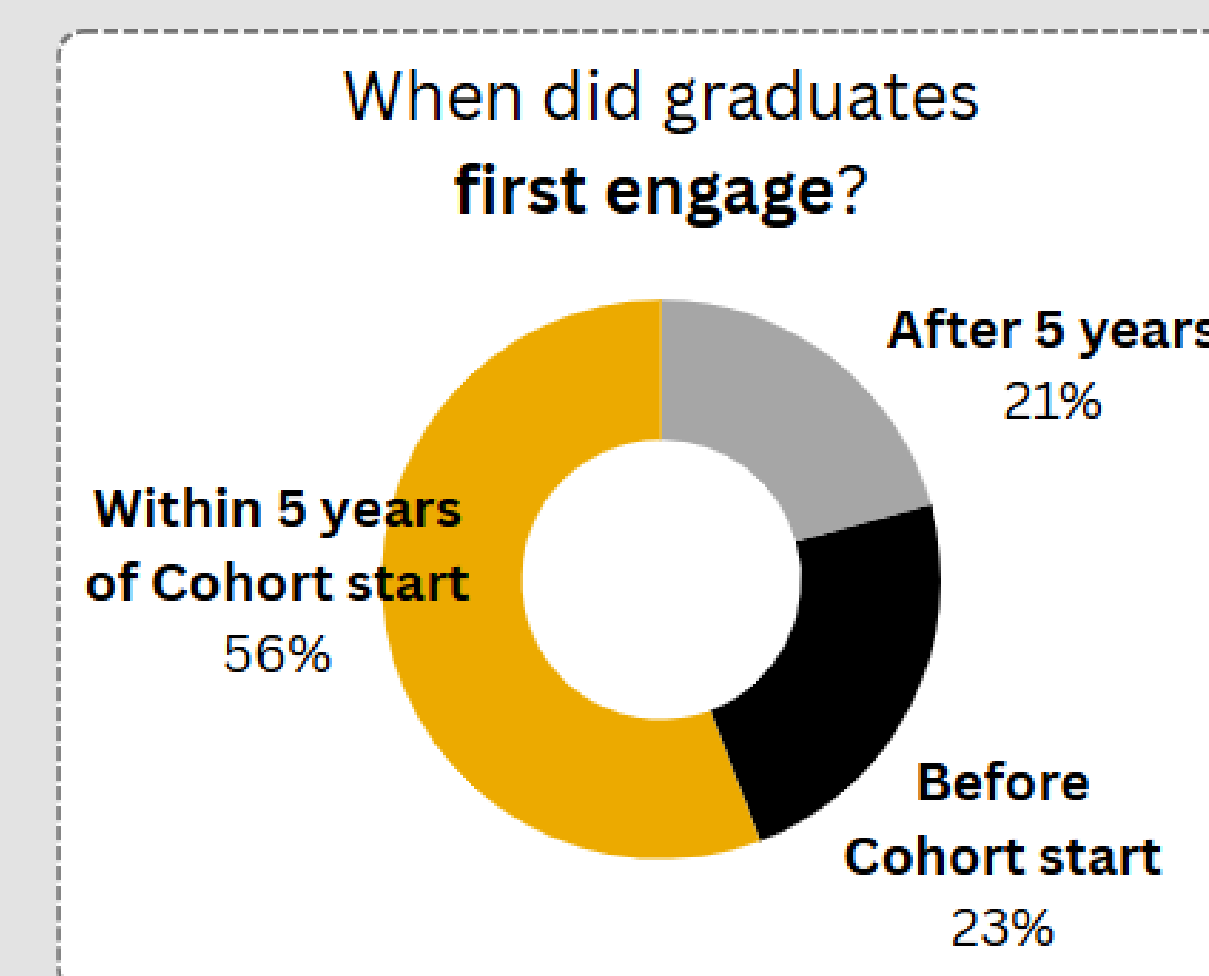
	State-side	Self-support
Public Administration	46%	37%
Criminal Justice	28%	35%
Healthcare Administration	29%	28%
Social Work	24%	7%

What about modality?

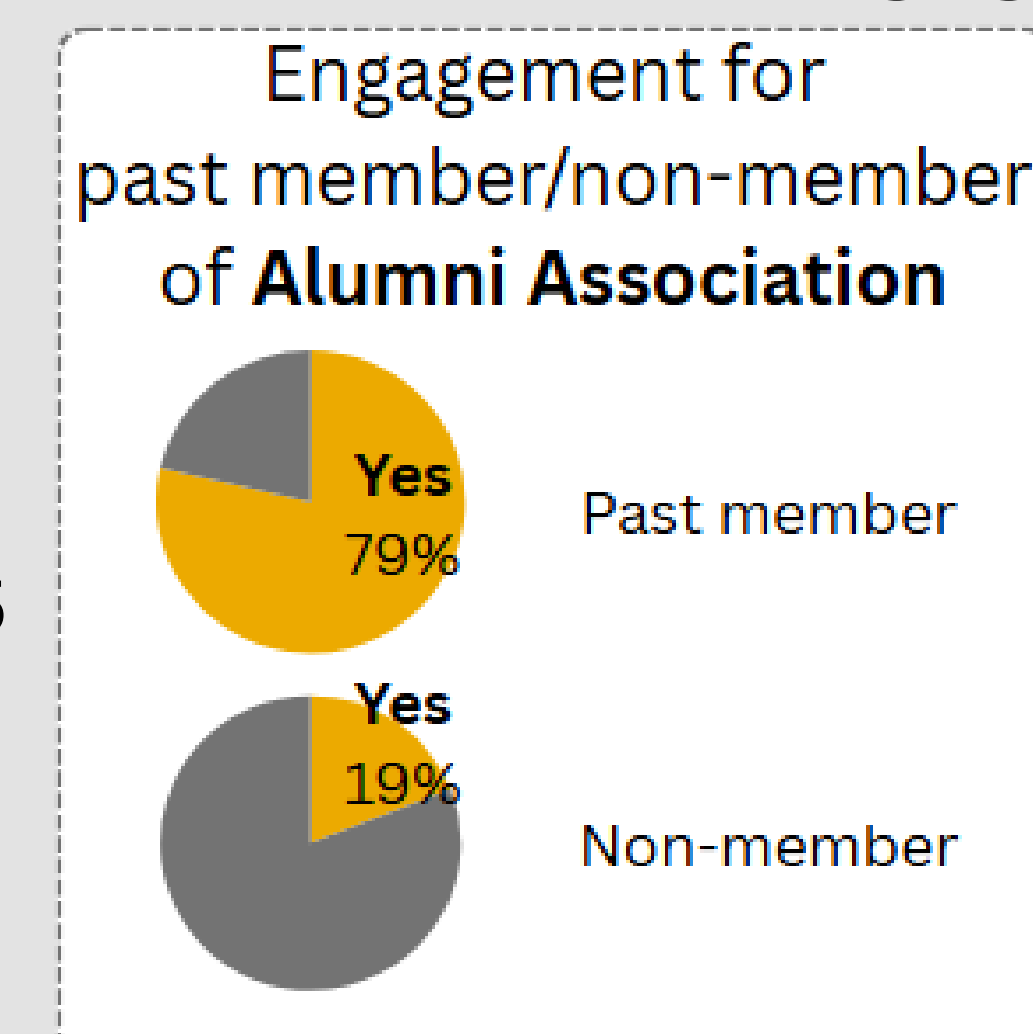


Differences in modality do not indicate a significant difference in alumni levels of engagement

What are the variables that positively correlate with alumni engagement?



Recent graduates are the most likely to engage. Of those that engaged 56% had their earliest engagement within 5 years of their cohort start date.



Alumni who paid to join the Alumni Association while they were still enrolled at CSULB, will engage more post-graduation.

Alumni with updated contact information (email, LinkedIn) are significantly more engaged.

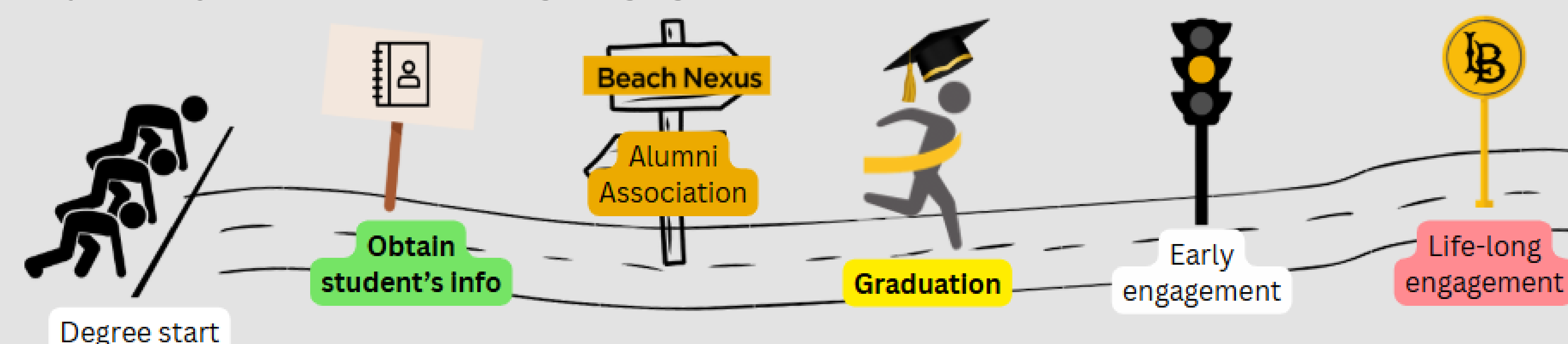


Engagement for alumni with no valid email: **15%**
Engagement for alumni with a valid email: **38%**



Engagement for alumni with no valid LinkedIn: **25%**
Engagement for alumni with a valid LinkedIn: **43%**

Beach journey towards life-long engagement



Conclusion / Discussion

There is no significant difference in Alumni Engagement in the overall populations of self-support program graduates and state-supported graduates.

- Differences in percent of any engagement are small
- Differences in engagement type are not statistically significant

We do see differences when comparing similar programs to their self-support or state-supported counterparts.

- State-supported Public Administration and Social Work alumni are significantly more engaged
- Self-support Criminal Justice alumni engaged more and Healthcare Administration engagement was about equal

The differences between programs are as significant as the difference in state-supported vs. self-support or modality.

- Public Administration graduates are much more engaged than Healthcare Administration or Social Work
- This suggest that other population differences and departmental level practices are more responsible than the difference between stateside and self-support programs.

Other factors that do suggest increased engagement are early outreach, data collection, and alumni association enrollment

- Having a valid email and verified LinkedIn profile highly correlate to more engagement
- Early engagement is also more likely than later engagement

Implications for Action

Student's data recollection

- Capture personal data before students graduate to facilitate engagement as alumni
- Identify ways to better integrate college and department level data with University Relations and Development data.

Student-to-engaged Alumni opportunities

- Engage students before they graduate and in the first 5 years as Alumni.
- Keep URD data up-to-date at the time when people are most likely to change contact information and build partnerships with the colleges to garner information.
- Connect students/recent graduates with more experienced CSULB Alumni to create community and foster relationships.

Department level programming

- Tailor communication for distinct alumni groups to enhance networking and mentorship, also to create opportunities for current students to engage with alumni.
- Increase presence of engagement efforts in both physical and virtual spaces in order to maximize the experiences for each audience.
- Leverage existing relationships between Academic Colleges, URD and CPaCE to create unique and creative learning opportunities.

Further in-depth analysis

- Incorporate more knowledge about the efforts being done on department level where there is likely data that still is not being recorded in the URD database.