Results from the 2017 Alumni Attitude Study©

Presented by:

Alumni Attitude STUDY
Data Driven. Results.

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.
About the Alumni Attitude Study® Project

- Survey completed by over 750,000 alumni at 280 universities and colleges over the last 17 years
- Instrument was branded to reflect UNLV
- This is the 2nd overall study completed by UNLV
- The UNLV results are compared to the 2007 UNLV Study results, a group of comparable institutions and a national average
<table>
<thead>
<tr>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>All School Comparables</td>
</tr>
</tbody>
</table>

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

Comparables

San Diego State University
University of Central Florida
University of Houston
University of New Mexico
University of Oregon
A. Review findings in each of 6 categories below, followed by a discussion of how these findings can inform the alumni association, the alumni association board, and the university’s alumni engagement strategies and tactics:

1. Alumni Survey Process
2. Alumni Affinity and Giving
3. Alumni Messaging
4. Targeting Communications
5. Alumni Programming
6. Net Promoter Score

B. Review word clouds for open ended questions, discuss follow-up actions, and review next steps for taking findings from survey into action.
Alumni Survey Process
## Study Results:
### Distribution and Response

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response Rate</td>
<td>7.90%</td>
<td>1.74%</td>
</tr>
<tr>
<td>Presumed Delivered</td>
<td>13,696</td>
<td>60,155</td>
</tr>
<tr>
<td>Number of Responses</td>
<td>1,082</td>
<td>1,045</td>
</tr>
</tbody>
</table>
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*

When Do I Have Enough Data?

It is all about application.

Statistical Research Value/Cost Model

- **High Precision**
  - Need for precision in findings based on expected application or use for results

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

- **Low Cost**
  - Cost to do research/cost of error

- **High Cost**
  - Statistical research to determine the introduction of a new drug for cancer

Alumni Attitude Study
## Demographic Data

### Distance from Campus

<table>
<thead>
<tr>
<th>Distance from Campus</th>
<th>All School</th>
<th>Comps</th>
<th>UNLV 2007</th>
<th>UNLV 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within 16 miles</td>
<td>20%</td>
<td>25%</td>
<td>43%</td>
<td></td>
</tr>
<tr>
<td>17-50 miles</td>
<td>16%</td>
<td>21%</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>51-160 miles</td>
<td>15%</td>
<td>13%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>161-250 miles</td>
<td>10%</td>
<td>6%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Over 250 within the US</td>
<td>34%</td>
<td>31%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Over 250 outside the US</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
<td></td>
</tr>
</tbody>
</table>

### Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>All School</th>
<th>Comps</th>
<th>UNLV 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caucasian</td>
<td>82%</td>
<td>73%</td>
<td>67%</td>
</tr>
<tr>
<td>African American</td>
<td>6%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6%</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>5%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Am. Indian/Alaskan</td>
<td>1%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>2 or more ethnic groups (multi-ethnic)</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
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</table>
## Demographic Data

### In or Out of State

<table>
<thead>
<tr>
<th>Residence</th>
<th>All School</th>
<th>Comps</th>
<th>UNLV 2007</th>
<th>UNLV 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence in-state</td>
<td>55%</td>
<td>61%</td>
<td>55%</td>
<td>63%</td>
</tr>
<tr>
<td>Residence out-of-state</td>
<td>42%</td>
<td>36%</td>
<td>42%</td>
<td>35%</td>
</tr>
<tr>
<td>Resident of another country</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
<td>2%</td>
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</tbody>
</table>

### Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>All School</th>
<th>Comps</th>
<th>UNLV 2007</th>
<th>UNLV 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>53%</td>
<td>52%</td>
<td>53%</td>
<td>49%</td>
</tr>
<tr>
<td>Female</td>
<td>47%</td>
<td>48%</td>
<td>44%</td>
<td>50%</td>
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</tbody>
</table>
Response
By Donor Status

Percentage of Participants

- No Gift Date: 51%
- Gift Date: 49%
Response
By Decade

<table>
<thead>
<tr>
<th>Decade</th>
<th>All School</th>
<th>Comps</th>
<th>UNLV 2017</th>
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<tbody>
<tr>
<td>1960's</td>
<td></td>
<td>8%</td>
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<tr>
<td>1970's</td>
<td></td>
<td>12%</td>
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<tr>
<td>1980's</td>
<td></td>
<td>15%</td>
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<tr>
<td>1990's</td>
<td></td>
<td>20%</td>
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</tr>
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<td>2000's</td>
<td></td>
<td>30%</td>
<td>25%</td>
</tr>
<tr>
<td>2010's</td>
<td></td>
<td>10%</td>
<td>35%</td>
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Percent of Participants

Slide 13
## Era of Graduation

### By Graduation Era - Definitions

<table>
<thead>
<tr>
<th>Era</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Woodstock/Vietnam and Prior              | • Includes pre 1964 graduates  
• Tumultuous 60’s  
• Civil Rights Act  
• Tonkin resolution to Nixon resignation  
• Good economy  
• Ages 65–72 and older |
| Post-Watergate                           | • Nixon resignation to Reagan boom  
• Younger brothers and sisters of Woodstock/Vietnam  
• Bad economy and pessimistic time  
• Ages 57–63 |
| Yuppie/End of Cold War                   | • Reagan boom to dot-com IPOs  
• Good economy and optimistic time  
• Ages 44–56 |
| Electronic Revolution/Dot-Com (graduated | • 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)  | | |
| Post Great Recession (Graduated after 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  
• Age  
• 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 |
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>33</td>
</tr>
<tr>
<td>Post Watergate</td>
<td>47</td>
</tr>
<tr>
<td>Yuppie/End of Cold War</td>
<td>191</td>
</tr>
<tr>
<td>Electronic Revolution/Dot-Com</td>
<td>141</td>
</tr>
<tr>
<td>Post 9/11</td>
<td>254</td>
</tr>
<tr>
<td>Post Great Recession</td>
<td>377</td>
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</tbody>
</table>
Response
By Era

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>WWII</th>
<th>Boomers</th>
<th>Gen X</th>
<th>Gen Y</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>63</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td>38</td>
<td>56</td>
</tr>
</tbody>
</table>

Percentage of Participants

Slide 18
Q09. Which of the following best describes your current position?
Q09. Which of the following best describes your current position?

By Era

- Woodstock\Vietnam and prior
- Post Watergate
- Yuppie\End of Cold War
- Electronic Revolution\Dot-Com
- Post 9/11
- Post Great Recession
Q09. Which of the following best describes your current position?

*By Donor Status*

![Bar chart showing percentage of participants by donor status and current position.](chart.png)
Q09. Which of the following best describes your current position?

By College
Alumni Affinity and Giving
Response

By Q25 Intent to Participate Philanthropically
Response

By Q25 Intent to Participate Philanthropically vs. Q02

How often do you promote UNLV to others?

- Never
- Occasionally
- Regularly
- All the time

Percentage of Participants

- Non-contributors
- Might contribute in the future
- Contributors

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

36%
53%
Response
By Q25 Intent to Participate Philanthropically vs. Era

Non-contributors
- Never/do not plan to in future (30%)
- Have/do not plan to in future (44%)

Might contribute in the future
- Have never but plan to in future (3%)

Contributors
- Currently and plan to continue (17%)
- Currently and plan to increase (5%)

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

Alumni Attitude Study
Data Driven Results.

Slide 26
Response
By Q25 Intent to Participate Philanthropically vs. Donor Status

Non-contributors
- Never/do not plan to in future: No Gift Date (35%), Gift Date (45%)
- Have/do not plan to in future: No Gift Date (10%), Gift Date (15%)
- Have never but plan to in future: No Gift Date (40%), Gift Date (20%)

Might contribute in the future
- Currently and plan to continue: No Gift Date (20%), Gift Date (50%)
- Currently and plan to increase: No Gift Date (5%), Gift Date (15%)

Contributors
- Currently and plan to continue: No Gift Date (20%), Gift Date (50%)
- Currently and plan to increase: No Gift Date (5%), Gift Date (15%)

No Gift Date vs. Gift Date
Response

By Q25 Intent to Participate Philanthropically vs. College

Non-contributors

Might contribute in the future

Contributors

Percentage of Participants

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

- Business
- Liberal Arts
- Hotel Administration
- Urban Affairs
- Education
- Fine Arts
- Sciences
- Law School
- Engineering
- Allied Health Sciences

Alumni Attitude Study
Data Driven. Results.

Slide 28
Q28. How valuable would each of the following be to you in making a decision to give to UNLV?

- Knowing how dues/gifts are used
- To increase the quality of the academics
- Providing financial support to UNLV students
- Attract high-quality faculty
- Having life-long learning opportunities available
- Higher school ranking
- Lower tuition
- Campus privileges
- Nicer facilities
- More exclusive benefits for alumni
- Alumni activities in my area
- It's the right thing to do

[Bar chart showing responses for All School and UNLV 2017]
Q28. How valuable would each of the following be to you in making a decision to give to UNLV?

*By Era*

<table>
<thead>
<tr>
<th></th>
<th>Not important</th>
<th>Somewhat important</th>
<th>Very important</th>
<th>Critically important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing how dues/gifts are used</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To increase the quality of the academics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing financial support to UNLV students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attract high-quality faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having life-long learning opportunities available</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher school ranking</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Lower tuition</td>
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<tr>
<td>Campus privileges</td>
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<tr>
<td>Nicer facilities</td>
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<tr>
<td>More exclusive benefits for alumni</td>
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<td></td>
<td></td>
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<tr>
<td>Alumni activities in my area</td>
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<td></td>
<td></td>
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<tr>
<td>It's the right thing to do</td>
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</tbody>
</table>

*Color Legend:*
- Woodstock\Vietnam and prior
- Post Watergate
- Yuppie\End of Cold War
- Electronic Revolution\Dot-Com
- Post 9/11
- Post Great Recession
Q28. How valuable would each of the following be to you in making a decision to give to UNLV?

By Donor Status

<table>
<thead>
<tr>
<th>Option</th>
<th>Not important</th>
<th>Somewhat important</th>
<th>Very important</th>
<th>Critically important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing how dues/gifts are used</td>
<td></td>
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<tr>
<td>To increase the quality of the academics</td>
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<tr>
<td>Providing financial support to UNLV students</td>
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<tr>
<td>Attract high-quality faculty</td>
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<tr>
<td>Having life-long learning opportunities available</td>
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<tr>
<td>Higher school ranking</td>
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<tr>
<td>Lower tuition</td>
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<tr>
<td>Campus privileges</td>
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<tr>
<td>Nicer facilities</td>
<td></td>
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</tr>
<tr>
<td>More exclusive benefits for alumni</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Alumni activities in my area</td>
<td></td>
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<tr>
<td>It's the right thing to do</td>
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<td>By Donor Status</td>
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</tbody>
</table>

No Gift Date  Gift Date

Slide 31
Q28. How valuable would each of the following be to you in making a decision to give to UNLV?

*By College*

<table>
<thead>
<tr>
<th>Not important</th>
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<th>Critically important</th>
</tr>
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</tr>
<tr>
<td>It's the right thing to do</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Breakdown by College:
- **Business**:
- **Liberal Arts**:
- **Hotel Administration**:
- **Urban Affairs**:
- **Education**:
- **Fine Arts**:
- **Law School**:
- **Engineering**:
- **Allied Health Sciences**
Q01. How would you rate your decision to attend the UNLV?

The bar chart shows the percentage of participants' ratings for different types of decisions: Bad decision, Fair decision, Good decision, and Great decision. The data is categorized by All School, Comps, and UNLV 2017.

- **Bad decision**: A very small percentage for all categories.
- **Fair decision**: A small percentage for All School and Comps, and a slightly larger percentage for UNLV 2017.
- **Good decision**: A moderate percentage for All School and Comps, and a higher percentage for UNLV 2017.
- **Great decision**: A significant percentage for All School and Comps, and an even higher percentage for UNLV 2017.
Q01. How would you rate your decision to attend the UNLV?

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
Q01. How would you rate your decision to attend the UNLV?

By Donor Status

Percentage of Participants

- Bad decision
- Fair decision
- Good decision
- Great decision

- No Gift Date
- Gift Date
Q01. How would you rate your decision to attend the UNLV?

By College

Percentage of Participants

- Bad decision
- Fair decision
- Good decision
- Great decision

Business
Liberal Arts
Hotel Administration
Urban Affairs
Education
Fine Arts
Sciences
Law School
Engineering
Allied Health Sciences
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

![Bar chart showing percentage of participants by era and experience level. The chart is labeled with different eras such as Woodstock/Vietnam and prior, Post Watergate, Electronic Revolution/Dot-Com, Yuppie/End of Cold War, and Post 9/11, Post Great Recession. The bars indicate the percentage of participants for each era and experience level (Poor, Fair, Good, Excellent).]
Q03. Which of the following best describes your experience as a student? 

*By Donor Status*
Q03. Which of the following best describes your experience as a student?

By College
Q02. How often do you promote the UNLV to others?
Q02. How often do you promote the UNLV to others?

By Era

- Post Watergate
- Yuppie\End of Cold War
- Electronic Revolution\Dot-Com
- Post 9/11
- Post Great Recession
Q02. How often do you promote the UNLV to others?

*By Donor Status*
Q02. How often do you promote the UNLV to others?

*By College*

[Bar chart showing the percentage of participants by college for different promotion frequency categories: Never, Occasionally, Regularly, All the time. Each college is represented by a different color.]

- Business
- Liberal Arts
- Hotel Administration
- Urban Affairs
- Education
- Fine Arts
- Sciences
- Law School
- Engineering
- Allied Health Sciences
Q05. Which of the following describes your overall current opinion of the UNLV?
Q05. Which of the following describes your overall current opinion of the UNLV?

*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 UNLV?

By Donor Status

[Bar chart showing percentage of participants by donor status and opinion level (Poor, Fair, Good, Excellent) with red for No Gift Date and yellow for Gift Date.]
Q05. Which of the following describes your overall current opinion of the UNLV?

By College
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

- Poor
- Fair
- Good
- Excellent

Percentage of Participants

- Woodstock\Vietnam and prior
- Post Watergate
- Yuppie\End of Cold War
- Electronic Revolution\Dot-Com
- Post 9/11
- Post Great Recession
Q04. Which of the following best describes your experiences as an alumnus/a?

By Donor Status

- Poor
- Fair
- Good
- Excellent

<table>
<thead>
<tr>
<th>Percentage of Participants</th>
<th>No Gift Date</th>
<th>Gift Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td></td>
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<tr>
<td>Fair</td>
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<tr>
<td>Good</td>
<td></td>
<td></td>
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<tr>
<td>Excellent</td>
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</tbody>
</table>

Slide 51
Q04. Which of the following best describes your experiences as an alumnus/a?

*By College*
The Affinity Index is calculated as the average of:

Q01 How would you rate your decision to attend the UNLV?
Q02 How often do you promote the UNLV 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 UNLV?

Expressed as a percentage:

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

**Affinity Index (UNLV 2017) = 76%**

UNLV 2007 = 74%
Comparable Institutions = 79%
All School Average = 80%
Q27. Please indicate the extent of your loyalty to each of the following:

- UNLV in general
- My major or degree program within my college/school
- My undergraduate college/school within UNLV
- A faculty member or instructor
- A student organization or activity I was associated with
- UNLV athletics

- Not loyal
- Somewhat loyal
- Loyal
- Very loyal

[Bar chart showing loyalty levels for different categories]
Q27. Please indicate the extent of your loyalty to each of the following:

*By Era*

- UNLV in general
- My major or degree program within my college/school
- My undergraduate college/school within UNLV
- A faculty member or instructor
- A student organization or activity I was associated with
- UNLV athletics

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

*Slide 55*
Q27. Please indicate the extent of your loyalty to each of the following:

By Donor Status

- UNLV in general
- My major or degree program within my college/school
- My undergraduate college/school within UNLV
- A faculty member or instructor
- A student organization or activity I was associated with
- UNLV athletics

No Gift Date
Gift Date
Q27. Please indicate the extent of your loyalty to each of the following: 
*By College*

- **UNLV in general**
- **My major or degree program within my college/school**
- **My undergraduate college/school within UNLV**
- **A faculty member or instructor**
- **A student organization or activity I was associated with**
- **UNLV athletics**

Loyalty levels: Not loyal, Somewhat loyal, Loyal, Very loyal.
Q27. Please indicate the extent of your loyalty to each of the following:

- UNLV in general
- My undergraduate college/school within UNLV
- My major or degree program within my college/school
- UNLV athletics
- A student organization or activity I was associated with
- A faculty member or instructor

Average Loyalty

Correlation to Affinity
Alumni Messaging
Q22. When considering your overall opinion of UNLV, how much do each of the following impact your opinion?

*Percentage of respondents who chose top two choices*

<table>
<thead>
<tr>
<th>Factor</th>
<th>All School</th>
<th>Comps</th>
<th>UNLV 2007</th>
<th>UNLV 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value/respect for degree</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Providing scholarships</td>
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<tr>
<td>Accomplishments of students</td>
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<tr>
<td>Engagement with the community</td>
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<tr>
<td>Accomplishments of faculty</td>
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<tr>
<td>School rankings (e.g. U.S. News &amp; World Report)</td>
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<tr>
<td>Accomplishments of alumni</td>
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<tr>
<td>Campus aesthetics (e.g. buildings, grounds, etc.)</td>
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<tr>
<td>History/tradition</td>
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<tr>
<td>Media visibility (e.g. newspaper, magazine articles, viral videos,...)</td>
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<tr>
<td>Success of athletic teams</td>
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</tbody>
</table>
Q22. When considering your overall opinion of UNLV, how much do each of the following impact your opinion?

- **Value/respect for degree**: 2% No impact, 12% Some impact, 40% Significant impact, 47% Critically impacts
- **Providing scholarships**: 7% No impact, 14% Some impact, 36% Significant impact, 44% Critically impacts
- **Accomplishments of students**: 5% No impact, 15% Some impact, 42% Significant impact, 38% Critically impacts
- **Engagement with the community**: 6% No impact, 18% Some impact, 39% Significant impact, 37% Critically impacts
- **Accomplishments of faculty**: 6% No impact, 17% Some impact, 45% Significant impact, 32% Critically impacts
- **School rankings (e.g. U.S. News & World Report)**: 8% No impact, 20% Some impact, 40% Significant impact, 32% Critically impacts
- **Accomplishments of alumni**: 9% No impact, 20% Some impact, 40% Significant impact, 32% Critically impacts
- **Campus aesthetics (e.g. buildings, grounds, etc.)**: 6% No impact, 25% Some impact, 49% Significant impact, 20% Critically impacts
- **History/tradition**: 9% No impact, 26% Some impact, 40% Significant impact, 24% Critically impacts
- **Media visibility (e.g. newspaper, magazine articles, viral videos, etc.)**: 10% No impact, 29% Some impact, 41% Significant impact, 20% Critically impacts
- **Success of athletic teams**: 23% No impact, 25% Some impact, 32% Significant impact, 20% Critically impacts
Q22. When considering your overall opinion of UNLV, how much do each of the following impact your opinion?

*By Era*

<table>
<thead>
<tr>
<th>Impact</th>
<th>No Impact</th>
<th>Some Impact</th>
<th>Significant Impact</th>
<th>Critical Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value/respect for degree</td>
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<tr>
<td>Providing scholarships</td>
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</tr>
<tr>
<td>Accomplishments of students</td>
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<tr>
<td>Engagement with the community</td>
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<tr>
<td>Accomplishments of faculty</td>
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<tr>
<td>School rankings (e.g. U.S. News &amp; World Report)</td>
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- **Woodstock/Vietnam and prior**
- **Electronic Revolution/Dot-Com**
- **Post Watergate**
- **Yuppie/End of Cold War**
- **Post 9/11**
- **Post Great Recession**
Q22. When considering your overall opinion of UNLV, how much do each of the following impact your opinion?

By Donor Status

- Value/respect for degree
- Providing scholarships
- Accomplishments of students
- Engagement with the community
- Accomplishments of faculty
- School rankings (e.g. U.S. News & World Report)
- Accomplishments of alumni
- Campus aesthetics (e.g. buildings, grounds, etc.)
- History/tradition
- Media visibility (e.g. newspaper, magazine articles, viral videos, etc.)
- Success of athletic teams

No Gift Date

Gift Date

No Gift Date

Gift Date

Slide 63
Q22. When considering your overall opinion of UNLV, how much do each of the following impact your opinion?

*By College*

<table>
<thead>
<tr>
<th>Impact</th>
<th>No Impact</th>
<th>Some Impact</th>
<th>Significant Impact</th>
<th>Critical Impact</th>
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</thead>
<tbody>
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Colors:
- Business
- Liberal Arts
- Sciences
- Hotel Administration
- Urban Affairs
- Education
- Law School
- Engineering
- Allied Health Sciences
Q22. When considering your overall opinion of UNLV, how much do each of the following impact your opinion?
Q16. How important was each of the following to your experience as a student, and how well did UNLV do at providing them?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics/classes</td>
<td>Not Important (Poor) to Critically Important (Excellent)</td>
</tr>
<tr>
<td>Skills/training for career</td>
<td></td>
</tr>
<tr>
<td>UNLV libraries</td>
<td></td>
</tr>
<tr>
<td>Exposure to new things</td>
<td></td>
</tr>
<tr>
<td>Relationship with the faculty</td>
<td></td>
</tr>
<tr>
<td>Academic advising</td>
<td></td>
</tr>
<tr>
<td>Relationship with other students</td>
<td></td>
</tr>
<tr>
<td>Availability of the Career Services Office</td>
<td></td>
</tr>
<tr>
<td>Relationship with administration and staff</td>
<td></td>
</tr>
<tr>
<td>Student leadership opportunities</td>
<td></td>
</tr>
<tr>
<td>Traditions or values learned on campus</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>
Q16. How important was each of the following to your experience as a student, and how well did UNLV do at providing them?

**Gap Analysis**

- Academics/classes
- Skills/training for career
- UNLV libraries
- Exposure to new things
- Relationship with the faculty
- Academic advising
- Relationship with other students
- Availability of the Career Services Office
- Relationship with administration and staff
- Student leadership opportunities
- Traditions or values learned on campus
- 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**

**Legend:**
- **All School**
- **UNLV Comps**
- **UNLV 2007**
- **UNLV 2017**
Q16. How important was each of the following to your experience as a student, and how well did UNLV do at providing them?

*Gap Analysis by Era*

- Academics/classes
- Skills/training for career
- UNLV libraries
- Exposure to new things
- Relationship with the faculty
- Academic advising
- Relationship with other students
- Availability of the Career Services Office
- Relationship with administration and staff
- Student leadership opportunities
- Traditions or values learned on campus
- Opportunity to interact with alumni
- Attending cultural events including films, lectures, and other arts
- Attending athletic events
- Opportunity to participate in fraternity/sorority

![Graph showing importance and performance by era.](image)
Q16. How important was each of the following to your experience as a student, and how well did UNLV do at providing them?

*Gap Analysis By Donor Status*

<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>Skills/training for career</td>
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- **No Gift Date**
- **Gift Date**

*Alumni Attitude Study* - Data Driven Results.

Slide 69
Q16. How important was each of the following to your experience as a student, and how well did UNLV do at providing them?

*Gap Analysis by College*

<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>Skills/training for career</td>
<td></td>
</tr>
<tr>
<td>UNLV libraries</td>
<td></td>
</tr>
<tr>
<td>Exposure to new things</td>
<td></td>
</tr>
<tr>
<td>Relationship with the faculty</td>
<td></td>
</tr>
<tr>
<td>Academic advising</td>
<td></td>
</tr>
<tr>
<td>Relationship with other students</td>
<td></td>
</tr>
<tr>
<td>Availability of the Career Services Office</td>
<td></td>
</tr>
<tr>
<td>Relationship with administration and staff</td>
<td></td>
</tr>
<tr>
<td>Student leadership opportunities</td>
<td></td>
</tr>
<tr>
<td>Traditions or values learned on campus</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>

**Academic Majors**

- **Business**
- **Liberal Arts**
- **Hotel Administration**
- **Urban Affairs**
- **Education**
- **Fine Arts**
- **Sciences**
- **Law School**
- **Engineering**
- **Allied Health Sciences**
Q16. How important was each of the following to your experience as a student, and how well did UNLV do at providing them?

- Box Plot

Importance vs. Performance

- Skills/training for career
- Academics/classes
- Traditions or values learned on campus
- Exposure to new things
- Opportunity to interact with alumni
- Academic advising
- Relationship with the faculty
- Availability of the Career Services Office
- Student leadership opportunities
- Attending cultural events including films, lectures, and other arts
- UNLV libraries
- Opportunity to participate in fraternity/sorority
- Attending athletic events

Performance vs. Importance

- Relationship with administration and staff

Correlation to Affinity
Correlation Analysis

Highest correlation to "Affinity Index" across all questions

On a scale from 0 to 10, with 0 being the lowest, how connected do...

- UNLV in general
- How well did UNLV prepare you for the course of your career thus far?
- Responding to new career opportunities
- Commitment to continuous education
- Current work status
- Contributing to my community
- Deepening my understanding and commitment to personal...
- Further graduate education
- Leadership skills
- Getting a job I wanted soon after I graduated
- Decision-making skills
- Community engagement/service
- My undergraduate college/school within UNLV
- Collaborating with others
- Creative and innovative thinking
- Effective oral communication
- Skills/training for career
Q10. How well did UNLV prepare you for the course of your career thus far?
Q10. How well did UNLV prepare you for the course of your career thus far?

*By Era*

<table>
<thead>
<tr>
<th>Era</th>
<th>Percentage of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodstock/Vietnam and prior</td>
<td></td>
</tr>
<tr>
<td>Post Watergate</td>
<td></td>
</tr>
<tr>
<td>Yuppie/End of Cold War</td>
<td></td>
</tr>
<tr>
<td>Electronic Revolution/Dot-Com</td>
<td></td>
</tr>
<tr>
<td>Post 9/11</td>
<td></td>
</tr>
<tr>
<td>Post Great Recession</td>
<td></td>
</tr>
</tbody>
</table>

Slide 74
Q10. How well did UNLV prepare you for the course of your career thus far?

By Donor Status

The bar chart shows the percentage of participants who rate their preparation by UNLV as Poorly, Adequately, or Very Well. There are two categories shown: No Gift Date and Gift Date.

- Poorly: No Gift Date has a lower percentage than Gift Date.
- Adequately: Both categories have similar percentages.
- Very Well: Gift Date has a significantly higher percentage than No Gift Date.

Slide 75
Q10. How well did UNLV prepare you for the course of your career thus far?

By College

![Bar chart showing the percentage of participants in various fields of study who felt they were prepared well, adequately, or poorly for their careers.](chart.png)
Q11. Overall, how satisfied are you with the course of your career thus far?

![Bar chart showing satisfaction levels among UNLV 2017 alumni and all school participants. Dissatisfied: 10%, Satisfied: 40%, Extremely Satisfied: 51%]
Q11. Overall, how satisfied are you with the course of your career thus far?

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

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

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

Extremely Satisfied
- Woodstock\Vietnam and prior
- Post Watergate
- Yuppie\End of Cold War
- Electronic Revolution\Dot-Com
- Post 9/11
- Post Great Recession
Q11. Overall, how satisfied are you with the course of your career thus far?

By Donor Status

[Bar chart showing percentage of participants by satisfaction level (Dissatisfied, Satisfied, Extremely Satisfied) with distinct colors for No Gift Date and Gift Date.]
Q11. Overall, how satisfied are you with the course of your career thus far?

*By College*
Q07. How well did the education received from UNLV 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
- Responding to new career opportunities
- Getting a job I wanted soon after I graduated

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

- All School
- Comps
- UNLV 2007
- UNLV 2017
Q07. How well did the education received from UNLV prepare you for each of the following?

By Era

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

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

Slide 82
Q07. How well did the education received from UNLV prepare you for each of the following?

*By Donor Status*

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

---

**No Gift Date**

**Gift Date**

---

*Alumni Attitude Study: Data Driven Results.*

*Slide 83*
Q07. How well did the education received from UNLV prepare you for each of the following? *By College*

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

- **Business**
- **Liberal Arts**
- **Hotel Administration**
- **Urban Affairs**
- **Education**
- **Fine Arts**
- **Sciences**
- **Law School**
- **Engineering**
- **Allied Health Sciences**
Q07. How well did the education received from UNLV prepare you for each of the following?

- Responding to new career opportunities
- Contributing to my community
- Getting a job I wanted soon after I graduated
- Further graduate education
- Commitment to continuous education
- Current work status
- Deepening my understanding and commitment to personal development
- Getting a job I wanted soon after I graduated
- Further graduate education
- Commitment to continuous education
- Current work status
- Deepening my understanding and commitment to personal development
Q08. To what extent do each of the following contribute to how well UNLV prepared you?

- Collaborating with others
- Problem solving
- Critical thinking
- Effective oral communication
- Decision-making skills
- Effective writing
- Ethical reasoning and action
- Quantitative reasoning
- Creative and innovative thinking
- Having worked in the field I studied while at UNLV
- Diversity and inclusion
- Leadership skills
- Community engagement/service
- Entrepreneurship

- No contribution
- A little contribution
- Some contribution
- Significant contribution

All School
UNLV 2017
Q08. To what extent do each of the following contribute to how well UNLV prepared you?

*By Era*

- Collaborating with others
- Problem solving
- Critical thinking
- Effective oral communication
- Decision-making skills
- Effective writing
- Ethical reasoning and action
- Quantitative reasoning
- Creative and innovative thinking
- Having worked in the field I studied while at UNLV
- Diversity and inclusion
- Leadership skills
- Community engagement/service
- Entrepreneurship

**Eras:**
- Woodstock\Vietnam and prior
- Post Watergate
- Electronic Revolution\Dot-Com
- Post 9/11
- Yuppie\End of Cold War
- Post Great Recession
Q08. To what extent do each of the following contribute to how well UNLV prepared you?

By Donor Status

- Collaborating with others
- Problem solving
- Critical thinking
- Effective oral communication
- Decision-making skills
- Effective writing
- Ethical reasoning and action
- Quantitative reasoning
- Creative and innovative thinking
- Having worked in the field I studied while at UNLV
- Diversity and inclusion
- Leadership skills
- Community engagement/service
- Entrepreneurship

No Gift Date
Gift Date

No Gift Date
Gift Date
Q08. To what extent do each of the following contribute to how well UNLV prepared you?
By College

<table>
<thead>
<tr>
<th>Skill/Experience</th>
<th>No contribution</th>
<th>A little contribution</th>
<th>Some contribution</th>
<th>Significant contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborating with others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem solving</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective oral communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Decision-making skills</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Effective writing</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Ethical reasoning and action</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative reasoning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative and innovative thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Having worked in the field I studied while at UNLV</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity and inclusion</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Leadership skills</td>
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<td></td>
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</tr>
<tr>
<td>Community engagement/service</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- Business
- Liberal Arts
- Hotel Administration
- Urban Affairs
- Education
- Fine Arts
- Sciences
- Law School
- Engineering
- Allied Health Sciences
Q08. To what extent do each of the following contribute to how well UNLV prepared you?
Correlation Analysis

Highest correlation to “Affinity Index” across all questions

On a scale from 0 to 10, with 0 being the lowest, how connected do...
Correlation Analysis

Highest correlation to “Affinity Index” across all questions

On a scale from 0 to 10, with 0 being the lowest, how connected do...

UNLV in general

How well did UNLV prepare you for the course of your career thus far?

Commitment to continuous education

Current work status

Contributing to my community

Deepening my understanding and commitment to personal...

Further graduate education

Leadership skills

Getting a job I wanted soon after I graduated

Decision-making skills

Community engagement/service

My undergraduate college/school within UNLV

Collaborating with others

Creative and innovative thinking

Effective oral communication

Skills/training for career
Targeting Communications
Q20. For each of the communication methods listed below, please tell us how important that method is to you and also rate UNLV's effectiveness in utilizing that method:
Q20. For each of the communication methods listed below, please tell us how important that method is to you and also rate UNLV's effectiveness in utilizing that method:

- The UNLV website
- Communication regarding services and benefits
- Invitations to UNLV activities
- Email
- Invitations to alumni activities
- The UNLV Magazine
- Periodic informational communications
- Electronic newsletter
- Social media/online community
- Alumni website
- Print newsletter

For each communication method:
- Importance exceeds Performance
- Performance exceeds Importance

**Importance**
- All School
- UNLV Comps
- UNLV 2007
- UNLV 2017

**Performance**
- All School
- UNLV Comps
- UNLV 2007
- UNLV 2017
Q20. For each of the communication methods listed below, please tell us how important that method is to you and also rate UNLV's effectiveness in utilizing that method:

*Gap Analysis By Era*

- The UNLV website
- Communication regarding services and benefits
- Email
- Invitations to UNLV activities
- Invitations to alumni activities
- The UNLV Magazine
- Periodic informational communications
- Electronic newsletter
- Social media/online community
- Alumni website
- Print newsletter

**Legend:**
- Red: Woodstock/Vietnam
- Yellow: Post Watergate
- Green: Yuppie/End of Cold War
- Blue: Electronic Revolution/Dot-Com
- Purple: Post 9/11
- Black: Post Great Recession
Q20. For each of the communication methods listed below, please tell us how important that method is to you and also rate UNLV's effectiveness in utilizing that method:

*Gap Analysis By Donor Status*

<table>
<thead>
<tr>
<th>Communication Method</th>
<th>Importance exceeds Performance</th>
<th>Performance exceeds Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The UNLV website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication regarding services and benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invitations to UNLV activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invitations to alumni activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The UNLV Magazine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periodic informational communications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic newsletter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social media/online community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print newsletter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No Gift Date  Gift Date
Q20. For each of the communication methods listed below, please tell us how important that method is to you and also rate UNLV's effectiveness in utilizing that method:

*Gap Analysis By College*

<table>
<thead>
<tr>
<th>Communication Method</th>
<th>Importance exceeds Performance</th>
<th>Performance exceeds Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>The UNLV website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication regarding services and benefits</td>
<td></td>
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</tr>
<tr>
<td>Invitations to UNLV activities</td>
<td></td>
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</tr>
<tr>
<td>Email</td>
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</tr>
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<td>Electronic newsletter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social media/online community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alumni website</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print newsletter</td>
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<td></td>
</tr>
</tbody>
</table>

![Graph showing communication methods by college]
Q20. For each of the communication methods listed below, please tell us how important that method is to you and also rate UNLV's effectiveness in utilizing that method:

- Box Plot

<table>
<thead>
<tr>
<th>Communication Method</th>
<th>Importance</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni website</td>
<td>40%</td>
<td>35%</td>
</tr>
<tr>
<td>Communication regarding services and benefits</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>The UNLV website</td>
<td>30%</td>
<td>25%</td>
</tr>
<tr>
<td>Invitations to alumni activities</td>
<td>25%</td>
<td>20%</td>
</tr>
<tr>
<td>Periodic informational communications</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Social media/online community</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>The UNLV Magazine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic newsletter</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Print newsletter</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Correlation to Affinity

Importance > Performance

Performance > Importance

Slide 99
Q19. In your relationship with UNLV, please describe how often you do or have done each of the following:

- Read alumni email
- Read the UNLV Magazine
- Visit campus
- Get in touch with other alumni
- Attend UNLV sporting events
- Visit the UNLV or Alumni website
- Engage with UNLV on Facebook
- Attend local Alumni Association events
- Engage with UNLV on LinkedIn
- Volunteer to work on campus/event
- Engage with UNLV on Twitter
- Engage with UNLV on Instagram
- Attend class reunions

[Bar chart showing frequency of activities]
Q19. In your relationship with UNLV, please describe how often you do or have done each of the following:

*By Era*

- Read alumni email
- Read the UNLV Magazine
- Visit campus
- Get in touch with other alumni
- Attend UNLV sporting events
- Visit the UNLV or Alumni website
- Engage with UNLV on Facebook
- Attend local Alumni Association events
- Engage with UNLV on LinkedIn
- Volunteer to work on campus/event
- Engage with UNLV on Twitter
- Engage with UNLV on Instagram
- Attend class reunions

By Era:
- Woodstock/Vietnam and prior
- Post Watergate
- Yuppie/End of Cold War
- Electronic Revolution/Dot-Com
- Post 9/11
- Post Great Recession
Q19. In your relationship with UNLV, please describe how often you do or have done each of the following:

**By Donor Status**

- Read alumni email
- Read the UNLV Magazine
- Visit campus
- Get in touch with other alumni
- Attend UNLV sporting events
- Visit the UNLV or Alumni website
- Engage with UNLV on Facebook
- Attend local Alumni Association events
- Engage with UNLV on LinkedIn
- Volunteer to work on campus/event
- Engage with UNLV on Twitter
- Engage with UNLV on Instagram
- Attend class reunions

**No Gift Date**

**Gift Date**

Slide 102
Q19. In your relationship with UNLV, please describe how often you do or have done each of the following:

**By College**

- Read alumni email
- Read the UNLV Magazine
- Visit campus
- Get in touch with other alumni
- Attend UNLV sporting events
- Visit the UNLV or Alumni website
- Engage with UNLV on Facebook
- Attend local Alumni Association events
- Engage with UNLV on LinkedIn
- Volunteer to work on campus/event
- Engage with UNLV on Twitter
- Engage with UNLV on Instagram
- Attend class reunions

- Business
- Liberal Arts
- Hotel Administration
- Urban Affairs
- Education
- Fine Arts
- Sciences
- Law School
- Engineering
- Allied Health Sciences
Q19. In your relationship with UNLV, please describe how often you do or have done each of the following:

- Attend local Alumni Association events
- Get in touch with other alumni
- Read the UNLV Magazine
- Read alumni email
- Visit the UNLV or Alumni website
- Attend UNLV sporting events
- Visit campus
- Volunteer to work on campus/event
- Attend class reunions
- Engage with UNLV on Facebook
- Engage with UNLV on LinkedIn
- Engage with UNLV on Twitter
- Engage with UNLV on Instagram

The diagram shows the correlation to affinity and average frequency for each activity.
Q26. Please indicate your feeling regarding the frequency of the following.

- **Invitations to alumni activities**
  - Way too much: 49
  - A little too much: 57
  - About right: 66
  - Would welcome more: 51
  - Not nearly enough: 53

- **Presence on social media sites (Facebook, LinkedIn, etc.)**
  - Way too much: 49
  - A little too much: 57
  - About right: 66
  - Would welcome more: 51
  - Not nearly enough: 53

- **Printed materials from UNLV (magazines, newsletters, etc.)**
  - Way too much: 49
  - A little too much: 57
  - About right: 66
  - Would welcome more: 51
  - Not nearly enough: 53

- **Email correspondence from UNLV (newsletters, news flashes, etc.)**
  - Way too much: 49
  - A little too much: 57
  - About right: 66
  - Would welcome more: 51
  - Not nearly enough: 53

- **Information regarding programs (credit cards, insurance services, etc.)**
  - Way too much: 49
  - A little too much: 57
  - About right: 66
  - Would welcome more: 51
  - Not nearly enough: 53

- **Solicitations for donations (annual fund, support for athletics, etc.)**
  - Way too much: 49
  - A little too much: 57
  - About right: 66
  - Would welcome more: 51
  - Not nearly enough: 53
Q26. Please indicate your feeling regarding the frequency of the following.

<table>
<thead>
<tr>
<th></th>
<th>Way too much</th>
<th>A little too much</th>
<th>About right</th>
<th>Would welcome more</th>
<th>Not nearly enough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invitations to alumni activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>Presence on social media sites (Facebook, LinkedIn, etc.)</td>
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<td></td>
</tr>
<tr>
<td>Printed materials from UNLV (magazines, newsletters, etc.)</td>
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<td></td>
</tr>
<tr>
<td>Information regarding programs (credit cards, insurance services, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solicitations for donations (annual fund, support for athletics, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **All School**
- **Comps**
- **UNLV 2007**
- **UNLV 2017**

Slide 106
Q26. Please indicate your feeling regarding the frequency of the following.  
*By Era*

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Way too much</th>
<th>A little too much</th>
<th>About right</th>
<th>Would welcome more</th>
<th>Not nearly enough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invitations to alumni activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presence on social media sites (Facebook, LinkedIn, etc.)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Printed materials from UNLV (magazines, newsletters, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email correspondence from UNLV (newsletters, news flashes, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information regarding programs (credit cards, insurance services, etc.)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Woodstock\Vietnam and prior**
- **Post Watergate**
- **Electronic Revolution\Dot-Com**
- **Yuppie\End of Cold War**
- **Post 9/11**
- **Post Great Recession**
Q26. Please indicate your feeling regarding the frequency of the following.

By Donor Status

<table>
<thead>
<tr>
<th>Activity</th>
<th>No Gift Date</th>
<th>Gift Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invitations to alumni activities</td>
<td>Way too much</td>
<td>A little too much</td>
</tr>
<tr>
<td>Presence on social media sites (Facebook, LinkedIn, etc.)</td>
<td>Way too much</td>
<td>A little too much</td>
</tr>
<tr>
<td>Printed materials from UNLV (magazines, newsletters, etc.)</td>
<td>Way too much</td>
<td>A little too much</td>
</tr>
<tr>
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<td>Way too much</td>
<td>A little too much</td>
</tr>
<tr>
<td>Information regarding programs (credit cards, insurance services, etc.)</td>
<td>Way too much</td>
<td>A little too much</td>
</tr>
<tr>
<td>Solicitations for donations (annual fund, support for athletics, etc.)</td>
<td>Way too much</td>
<td>A little too much</td>
</tr>
</tbody>
</table>
Q26. Please indicate your feeling regarding the frequency of the following.

**By College**

<table>
<thead>
<tr>
<th>Category</th>
<th>Way too much</th>
<th>A little too much</th>
<th>About right</th>
<th>Would welcome more</th>
<th>Not nearly enough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invitations to alumni activities</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- Business
- Liberal Arts
- Hotel Administration
- Urban Affairs
- Education
- Fine Arts
- Sciences
- Law School
- Engineering
- Allied Health Sciences
Alumni Programming
Q12. How important is it for alumni in general to do the following and how well does UNLV do at supporting alumni in doing them?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Importance</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying job opportunities for graduates</td>
<td>Not Important</td>
<td>Poor</td>
</tr>
<tr>
<td>Mentoring students</td>
<td>Not Important</td>
<td>Poor</td>
</tr>
<tr>
<td>Serving as ambassadors promoting UNLV to others</td>
<td>Not Important</td>
<td>Poor</td>
</tr>
<tr>
<td>Networking with other alumni</td>
<td>Not Important</td>
<td>Poor</td>
</tr>
<tr>
<td>Providing leadership by serving on boards, committees, etc.</td>
<td>Not Important</td>
<td>Poor</td>
</tr>
<tr>
<td>Recruiting students</td>
<td>Not Important</td>
<td>Poor</td>
</tr>
<tr>
<td>Providing financial support for UNLV (e.g. donations)</td>
<td>Not Important</td>
<td>Poor</td>
</tr>
<tr>
<td>Attending general alumni and UNLV events</td>
<td>Not Important</td>
<td>Poor</td>
</tr>
<tr>
<td>Volunteering for UNLV</td>
<td>Not Important</td>
<td>Poor</td>
</tr>
<tr>
<td>Attending UNLV athletic events</td>
<td>Not Important</td>
<td>Poor</td>
</tr>
<tr>
<td>Participating in UNLV online activities (social media)</td>
<td>Not Important</td>
<td>Poor</td>
</tr>
<tr>
<td></td>
<td>Somewhat Important</td>
<td>Fair</td>
</tr>
<tr>
<td></td>
<td>Very Important</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>Critically Important</td>
<td>Excellent</td>
</tr>
</tbody>
</table>
Q12. How important is it for alumni in general to do the following and how well does UNLV do at supporting alumni in doing them?

**Gap Analysis**

<table>
<thead>
<tr>
<th>Importance exceeds Performance</th>
<th>Performance exceeds Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying job opportunities for graduates</td>
<td></td>
</tr>
<tr>
<td>Mentoring students</td>
<td></td>
</tr>
<tr>
<td>Serving as ambassadors promoting UNLV to others</td>
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<td>Recruiting students</td>
<td></td>
</tr>
<tr>
<td>Providing financial support for UNLV (e.g. donations)</td>
<td></td>
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<tr>
<td>Attending general alumni and UNLV events</td>
<td></td>
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<tr>
<td>Volunteering for UNLV</td>
<td></td>
</tr>
<tr>
<td>Attending UNLV athletic events</td>
<td></td>
</tr>
<tr>
<td>Participating in UNLV online activities (social media)</td>
<td></td>
</tr>
</tbody>
</table>

- **All School**
- **UNLV Comps**
- **UNLV 2007**
- **UNLV 2017**
Q12. How important is it for alumni in general to do the following and how well does UNLV do at supporting alumni in doing them?

*Gap Analysis by Era*

<table>
<thead>
<tr>
<th>Importance exceeds Performance</th>
<th>Performance exceeds Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying job opportunities for graduates</td>
<td></td>
</tr>
<tr>
<td>Mentoring students</td>
<td></td>
</tr>
<tr>
<td>Serving as ambassadors promoting UNLV to others</td>
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<td>Providing leadership by serving on boards, committees, etc.</td>
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<td>Recruiting students</td>
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<td></td>
</tr>
<tr>
<td>Attending UNLV athletic events</td>
<td></td>
</tr>
<tr>
<td>Participating in UNLV online activities (social media)</td>
<td></td>
</tr>
</tbody>
</table>

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

Slide 113
Q12. How important is it for alumni in general to do the following and how well does UNLV do at supporting alumni in doing them?

**Gap Analysis By Donor Status**

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

---

[Graph showing importance vs. performance for each activity]

- No Gift Date
- Gift Date
Q12. How important is it for alumni in general to do the following and how well does UNLV do at supporting alumni in doing them?

*Gap Analysis by College*

- Identifying job opportunities for graduates
- Mentoring students
- Serving as ambassadors promoting UNLV to others
- Networking with other alumni
- Providing leadership by serving on boards, committees, etc.
- Recruiting students
- Providing financial support for UNLV (e.g., donations)
- Attending general alumni and UNLV events
- Volunteering for UNLV
- Attending UNLV athletic events
- Participating in UNLV online activities (social media)
Q12. How important is it for alumni in general to do the following and how well does UNLV do at supporting alumni in doing them?

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

Correlation to Affinity

Importance > Performance

Performance > Importance
Q21. 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
- I don't agree with the University of Nevada, Las Vegas's political positions
Q21. What are barriers to your participation in alumni activities? (Choose all that apply.)

By Distance
Q21. What are barriers to your participation in alumni activities? (Choose all that apply.)

*By Era*

- 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
- I don't agree with the University of Nevada, Las Vegas's political positions

**Era Categories**

- Woodstock\Vietnam
- Post Watergate
- Yuppie\End of Cold War
- Electronic Revolution\Dot-Com
- Post 9/11
- Post Great Recession
Q21. What are barriers to your participation in alumni activities? (Choose all that apply.)

*By Donor Status*

- 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
- I don't agree with the University of Nevada, Las Vegas's political positions

![Bar chart showing the percentage of participants with different barriers, divided by donor status. Red bars represent 'no gift date' and yellow bars represent 'gift date'.](slide120.png)
Q21. What are barriers to your participation in alumni activities? (Choose all that apply.)

By College

[Bar chart showing the percentage of participants for different barriers and colleges]

- Business
- Fine Arts
- Liberal Arts
- Sciences
- Hotel Administration
- Urban Affairs
- Education
- Law School
- Engineering
- Allied Health Sciences
Q14. In which of the following community service-related organizations/activities did you participate as a student? (Choose all that apply.)

- Academic service learning
- Internships/practicum
- Co-curricular/community volunteer activities
- Community-based research
Q14. In which of the following community service-related organizations/activities did you participate as a student? (Choose all that apply.)

By Era

- Woodstock\ Vietnam
- Post Watergate
- Yuppie\ End of Cold War
- Electronic Revolution\Dot-Com
- Post 9/11
- Post Great Recession
Q14. In which of the following community service-related organizations/activities did you participate as a student? (Choose all that apply.)

By Donor Status

- Academic service learning
- Internships/practicum
- Co-curricular/community volunteer activities
- Community-based research

[Bar chart showing percentage of participants by donor status for each category]

- No Gift Date
- Gift Date
Q14. In which of the following community service-related organizations/activities did you participate as a student? (Choose all that apply.)

By College

[Bar chart showing participation rates for different colleges across various activities such as academic service learning, internships/practicum, co-curricular/community volunteer activities, and community-based research.]
Q13. In which of the following social or academic-related organizations/activities did you participate as a student? (Check all that apply.)
Q13. In which of the following social or academic-related organizations/activities did you participate as a student? (Check all that apply.)

By Era

[Bar chart showing percentage of participants in different organizations/activities by era.]

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

Slide 127
Q13. In which of the following social or academic-related organizations/activities did you participate as a student? (Check all that apply.)

By Donor Status

![Percentage of Participants Chart]

- Honor Society
- Fraternity/Sorority
- 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)

[Graph showing percentage of participants by donor status for various activities]

Slide 128
Q13. In which of the following social or academic-related organizations/activities did you participate as a student? (Check all that apply.)

By College
Q15. To what extent did your community engagement as a student contribute to each of the following outcomes?

Interpersonal skills

Sense of civic/social responsibility

Awareness of own thoughts, feelings, and actions

Ability to address community needs

Academic learning
Q15. To what extent did your community engagement as a student contribute to each of the following outcomes?

*By Era*

<table>
<thead>
<tr>
<th>Outcome</th>
<th>No contribution</th>
<th>A little contribution</th>
<th>Some contribution</th>
<th>Significant contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sense of civic/social responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness of own thoughts, feelings, and actions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to address community needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

*Slide 131*
Q15. To what extent did your community engagement as a student contribute to each of the following outcomes?

*By Donor Status*

- **No contribution**
- **A little contribution**
- **Some contribution**
- **Significant contribution**

- **Interpersonal skills**
- **Sense of civic/social responsibility**
- **Awareness of own thoughts, feelings, and actions**
- **Ability to address community needs**
- **Academic learning**

**Graph**

- **No Gift Date**
- **Gift Date**

*Slide 132*
Q15. To what extent did your community engagement as a student contribute to each of the following outcomes?

By College

- Interpersonal skills
- Sense of civic/social responsibility
- Awareness of own thoughts, feelings, and actions
- Ability to address community needs
- Academic learning

The bar chart illustrates the contribution level for each college. The categories range from 'No contribution' to 'Significant contribution.' The color codes correspond to different colleges: Business, Liberal Arts, Hotel Administration, Urban Affairs, Education, Fine Arts, Sciences, Law School, Engineering, and Allied Health Sciences.
Q15. To what extent did your community engagement as a student contribute to each of the following outcomes?

- **Academic learning**: 35%
- **Sense of civic/social responsibility**: 25%
- **Awareness of own thoughts, feelings, and actions**: 30%
- **Ability to address community needs**: 15%
- **Interpersonal skills**: 20%
Net Promoter Score
Q06. On a scale from 0 to 10, with 0 being the lowest, how connected do you feel to the UNLV?
Q06. On a scale from 0 to 10, with 0 being the lowest, how connected do you feel to the UNLV?

By Donor Status
Q06. On a scale from 0 to 10, with 0 being the lowest, how connected do you feel to the UNLV?

Percentage of Participants

<table>
<thead>
<tr>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>12%</td>
</tr>
<tr>
<td>8</td>
<td>12%</td>
</tr>
<tr>
<td>9</td>
<td>6%</td>
</tr>
<tr>
<td>10</td>
<td>4%</td>
</tr>
<tr>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>0</td>
<td>2%</td>
</tr>
</tbody>
</table>

39%
Q06. On a scale from 0 to 10, with 0 being the lowest, how connected do you feel to the UNLV?
By Era

- Woodstock\Vietnam and prior: 5.09
- Post Watergate: 5.49
- Yuppie\End of Cold War: 5.27
- Electronic Revolution\Dot-Com: 4.99
- Post 9/11: 5.43
- Post Great Recession: 5.62
Q06. On a scale from 0 to 10, with 0 being the lowest, how connected do you feel to the UNLV?
By Donor Status

No Gift Date: 4.98
Gift Date: 5.84
Q06. On a scale from 0 to 10, with 0 being the lowest, how connected do you feel to the UNLV? By College

- Business: 5.42
- Liberal Arts: 5.23
- Hotel Administration: 5.41
- Urban Affairs: 5.66
- Education: 5.58
- Fine Arts: 5.00
- Sciences: 5.18
- Law School: 5.08
- Engineering: 5.48
- Allied Health Sciences: 5.91
Word Clouds

Study Findings
Q15 - Name one person who had a special impact on your experience as a student.

- Al Izzolo
- Mary Hausch
- Bobby Barnes
- Kim Nehls
- Vicki Rosser
- Dana Angioni
- Claude Rand
- Cynthia Carruthers
- Peter Starkweather
- Anjala Krishen
- Frank Borsenik
- Jim Kilby
- Danny Siciliano
- Lisa Davis
- Al Izzolo
- Jack Schibrowski
- Joseph McCullough
- Skip Swerdlov
- Ken Hanlon
- Fred Tredup
Q18 - Name one program or activity that had a special impact on your experience as a student.
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 programs
    • Community service

• 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
  – Equity of degree
    • Accomplishments of faculty and students
    • Engagement with the community
    • Providing scholarships
    • Accomplishments of alumni
    • History and tradition
    • Media visibility
  – Where alumni want to see improvements over time
    • Skills and training for career
    • Academics and classes
    • Exposure to new things
    • Opportunity to interact with alumni
    • Academic advising

• Build campus coalitions around alumni by sharing and discussing data