

# **ALUMNI SURVEY**

July 1999

A Joint Project of Utah State Alumni  
Relations and University Assessment

1,002 alumni of Utah State University responded to a telephone survey about the nature of their experiences at the university and their opinions of the university. The classes were: 1997, 1994, 1989, 1979, and 1969. Thus, respondents had completed their baccalaureate work 2, 5, 10, 20, or 30 years prior to the survey. There were approximately 200 respondents from each graduating class. The survey attempted random selection of participants but necessarily strayed from this ideal when participants declared they would not respond, or when there were not enough names in the alumni data base for a particular year. The survey collected demographic information, information about college experiences with respect to quality, with respect to individual growth and development, with respect to employment, and with respect to alumni activities and programs.

What follows is a summary of findings with the data from all of the graduating classes considered mostly in the aggregate. Occasionally, data are presented by graduation year.

**Highest USU Degree**

The sample was comprised by a majority of respondents who attained their baccalaureate degrees from USU followed by those who obtained Master’s degrees.

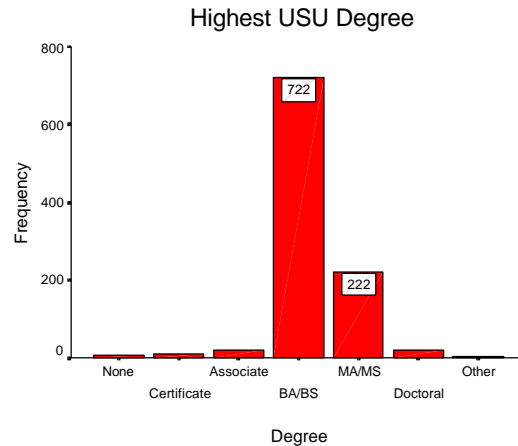


Figure 1. Highest degree attained by respondents at USU.

**Highest Degree at Other University**

A majority of respondents did not have a degree from another university, however, a fairly large minority did and these tended to be graduate degrees.

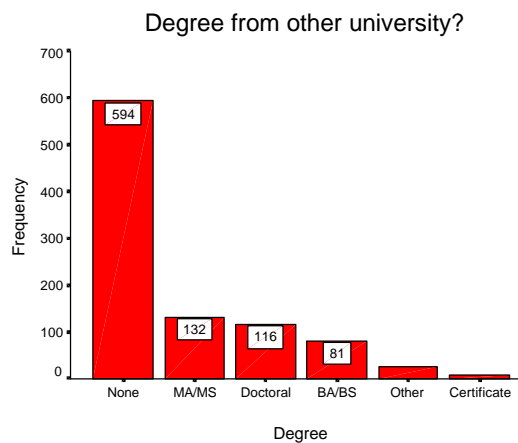


Figure 2. Number of respondents who earned their highest degree from another university and the type of degree.

**Length of USU Attendance**

A plurality of respondents attended USU for 4 years, but there were respondents who attended for less than 1 year and more than 7 years. However, the majority attended USU from 2-6 years. Speculatively, the 2-year students probably reflect transfer students—of

which USU has a considerable number, the 4-year students those who took complete baccalaureate training at USU and the greater than 4-year students those who were in professional and graduate programs.

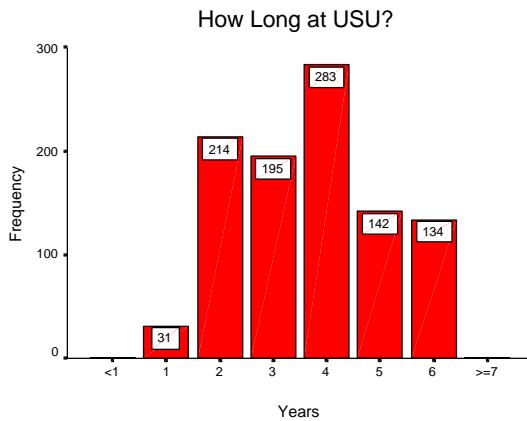


Figure 3. Length of time respondents attended USU

### Current Residence

Table 1 shows the states in which respondents currently live and the numbers of each.

Table 1. Frequency distribution of respondents by state of current residence sorted from most to least.

State	Frequency	Percent
UT	602	60.1
ID	104	10.4
CA	42	4.2
CO	26	2.6
WA	21	2.1
AZ	18	1.8
WY	18	1.8
TX	17	1.7
OR	16	1.6
NV	14	1.4
MT	10	1.0
WI	10	1.0
NM	8	.8
VA	8	.8
MN	7	.7
NE	6	.6
FL	5	.5
KS	5	.5
NY	5	.5
PA	5	.5
AK	4	.4

IL	4	.4
KY	4	.4
MI	4	.4
OK	4	.4
TN	4	.4
CT	3	.3
NC	3	.3
AL	2	.2
GA	2	.2
IA	2	.2
IN	2	.2
MD	2	.2
NH	2	.2
AR	1	.1
DE	1	.1
HI	1	.1
MA	1	.1
ME	1	.1
MO	1	.1
MS	1	.1
NJ	1	.1
OH	1	.1
RI	1	.1
SC	1	.1
SD	1	.1
Total	1002	100.0

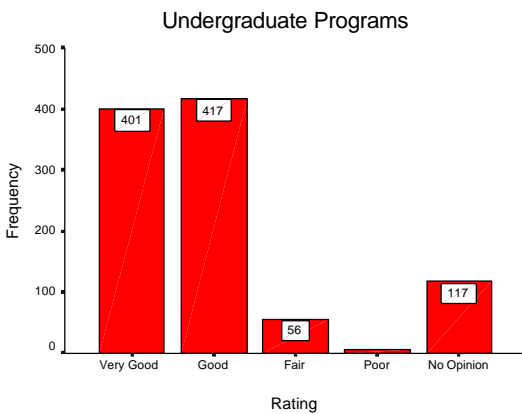
It can be seen that the majority of respondents to the survey reside in Utah, followed by Idaho, with most of the remaining respondents residing in other states in the west and southwest.

### Impressions of USU in General Areas

Respondents were asked to rate their impressions of USU in 13 different areas. The outcomes in each area follow with commentary. Where items are similar or identical to the 1996 Alumni Survey items, comparisons and/or contrasts in the results are noted.

**Undergraduate Programs**

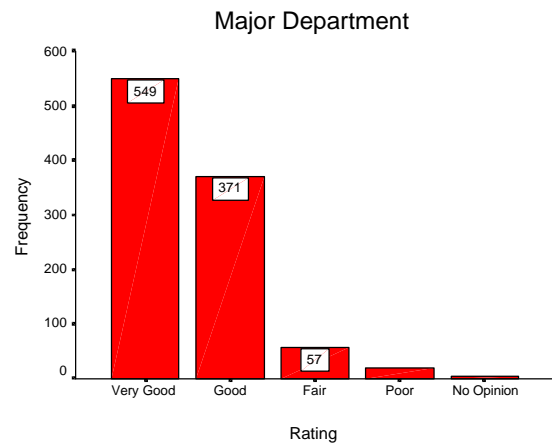
A very large majority rated USU's undergraduate programs very good or good. These frequencies are virtually identical with those obtained from respondents in the 1996 Alumni Survey. See [www.usu.edu/~asmnt/rep.html](http://www.usu.edu/~asmnt/rep.html).



**Figure 4.** Ratings for respondents' impressions of undergraduate programs at USU.

**Major Department**

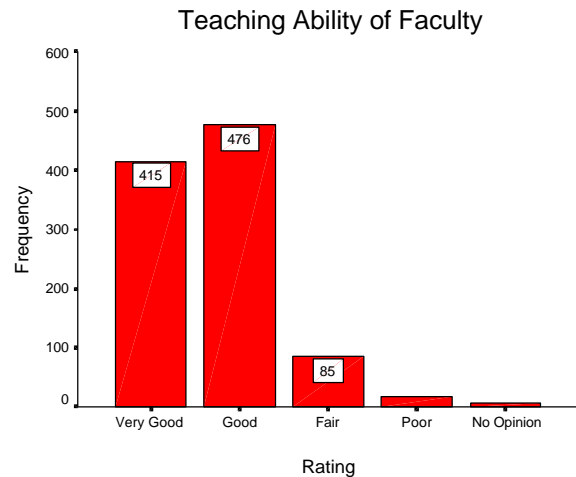
A majority rated their major departments as very good. These figures are also virtually identical with those from the 1996 Alumni Survey. Together, nearly 92 percent of the respondents rated their major departments as very good or good.



**Figure 5.** Ratings for respondents' impressions of their major departments at USU.

**Teaching Ability of Faculty**

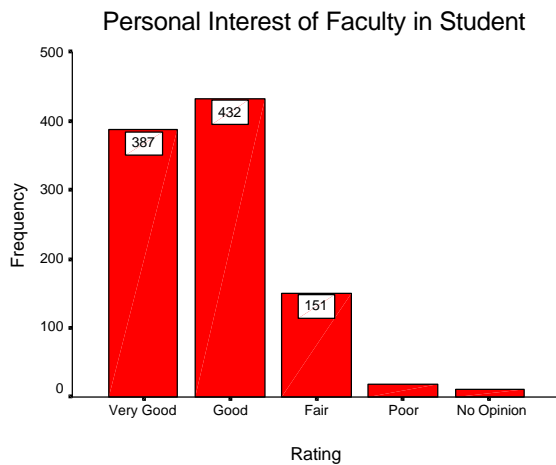
A very large majority (89%) rated the teaching ability of the faculty as very good or good. These frequencies compare closely with those obtained in the 1996 Alumni Survey.



**Figure 6.** Respondents' ratings of the teaching ability of faculty at USU.

**Personal Interest of Faculty in Student**

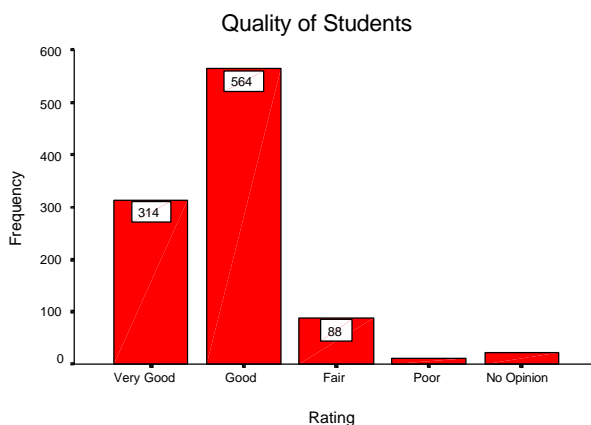
About 82 percent of respondents rated faculty interest in students as very good or good. This result was within 0.4% of the same outcome in the 1996 Alumni Survey.



**Figure 7.** Respondents' ratings of the personal interest of faculty in students.

**Quality of Students**

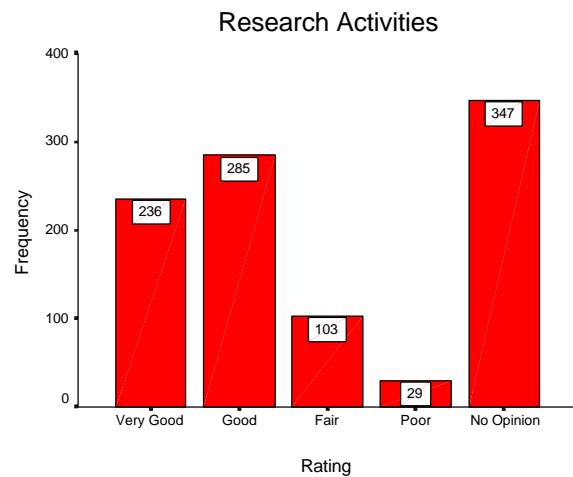
Respondents thought highly of the quality of student at USU. 87.6 percent of respondents rated the quality of the student at USU as very good or good. This outcome was within 0.5 percent of the outcome for this item on the 1996 Alumni Survey, although on the current survey more respondents rated student quality as very good.



**Figure 8.** Respondents' ratings of quality of students at USU.

**Research Activities**

A slightly different picture emerges from respondents' opinions of the university's research activities. Here only a little more than 50 percent rate the university's research activities as very good or good. On the plus side this is still a majority of respondents who were mostly baccalaureate graduates of the institution and, therefore, might not be expected to be as in touch with the university's research mission. On the negative side, this outcome—which is a decrease of almost 8 percent rating very good or good from the 1996 Alumni Survey—may suggest that the university is not sufficiently getting its research message to its alums.

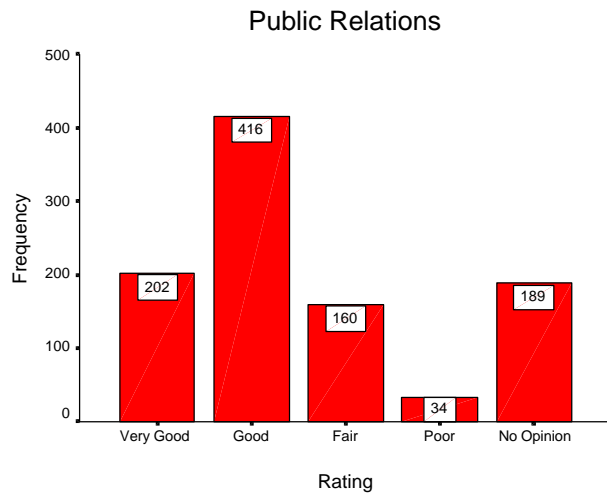


**Figure 9.** Respondents' ratings of USU's research activities. Note the plurality for no opinion.

This inference is strengthened somewhat when it is noted that a plurality of respondents suggested that they had no opinion on this item. The No Opinion rating is an increase of several percent from the 1996 Alumni Survey.

**Public Relations**

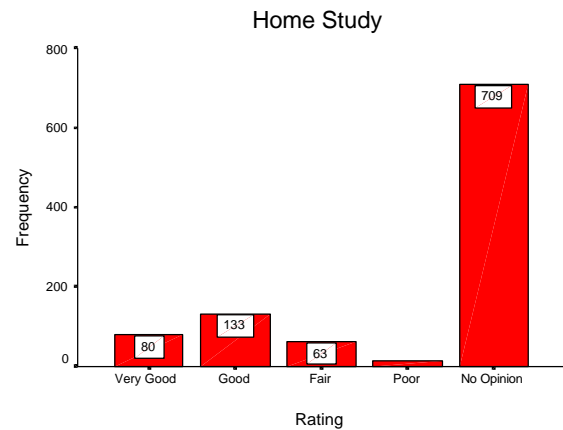
Quite a few more respondents rated the university’s public relations effort as good than very good and this outcome is quite similar to that of the 1996 Alumni Survey.



**Figure 10.** Respondents’ ratings of the university’s effort at public relations.

**Home Study**

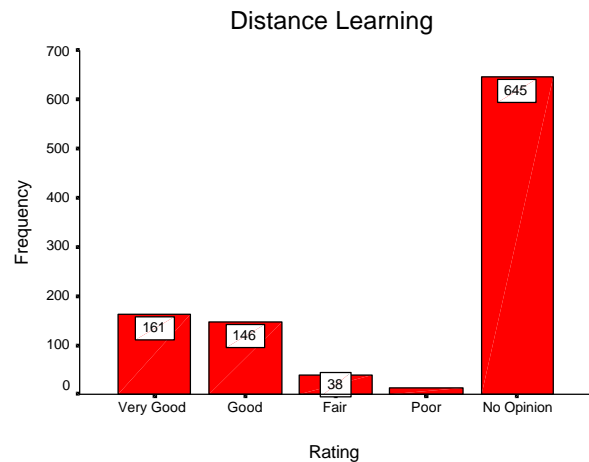
This item attempts to get opinions from those who have taken correspondence courses from the university. Typically, this is a small number of respondents and the No Opinion rating represents the majority. Of those responding to the remaining categories of the item—presumably with experience with home study—a majority of those remaining rate the experience as good or very good, but the frequencies are relatively small. These outcomes are similar to those of the 1996 Alumni Survey except that several percent more respondents this time evinced No Opinion.



**Figure 11.** Respondents’ ratings of the home study experience at USU.

**Distance Learning**

This item too suffers from the fact that many graduates of USU have not experienced learning at a distance. Hence, another large number of No Opinion responses. However, a substantial majority of the remaining respondents, presumably experienced with distance learning, rate the experience as very good or good. Again, these frequencies are relatively small. All of these outcomes are highly similar to those of the 1996 Alumni Survey.



**Figure 12.** Respondents’ ratings of the distance education experience at USU.

**Student Services**

The outcomes here, showing a plurality of respondents rating this item as Good followed by Very Good are quite similar to the 1996 Alumni Survey outcomes for the same item.

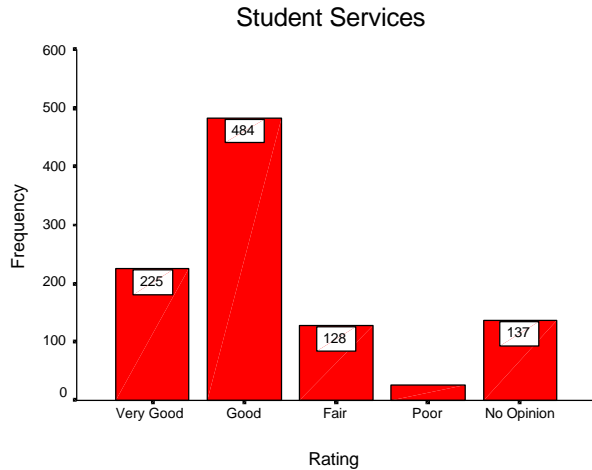


Figure 13. Respondents' ratings of Student Services at USU.

**Library Services**

A substantial majority rated the libraries as good or very good in 1996 (i.e., 79.5%). These figures are virtually identical with the current results in which 80.2 percent of respondents similarly rated the libraries.



Figure 14. Respondents' ratings of the libraries at USU.

**Computer Facilities**

This is an item in which, by common sense, responses change with the class of the alumni, since the survey spans classes from the virtual dawn of the computer age (in education) to the present. Note that a majority of respondents from the classes of 1969 and 1979 respond with No Opinion. Each class thereafter has successively more Very Good ratings with Good and Very Good ratings predominating.

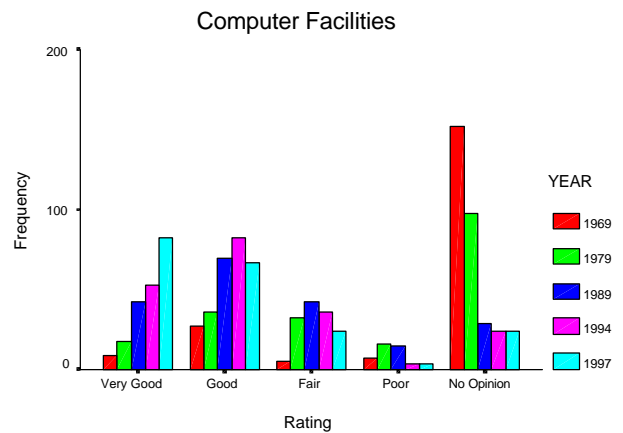
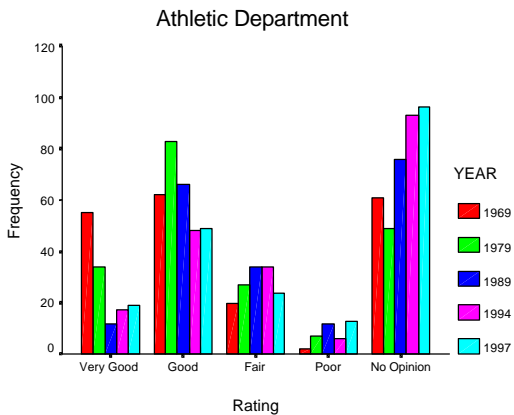


Figure 15. Respondents' ratings of USU's computer facilities by graduating class.

**Athletic Department**

Given that the ratings of this department, too, relate to the year of graduation—and, more likely, the winningness of the athletic program—these data also are presented by graduating class year. Perhaps not surprisingly, two to three times as many respondents in the earliest graduating classes rate this department as very good. And these same classes also provided majorities of good ratings as well.



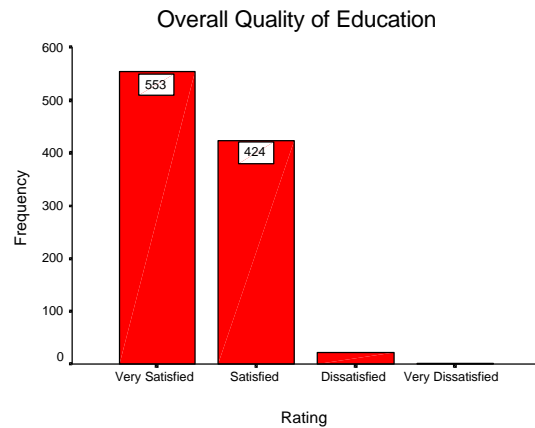
**Figure 16.** Ratings for the Athletic Department by graduating class.

Surprisingly, pluralities of respondents in the most recent classes rate this item with a No Opinion. However, most of the remaining respondents in the most recent three classes rate this item as good.

**Satisfaction with Educational Areas at USU**

**Overall Quality of Education**

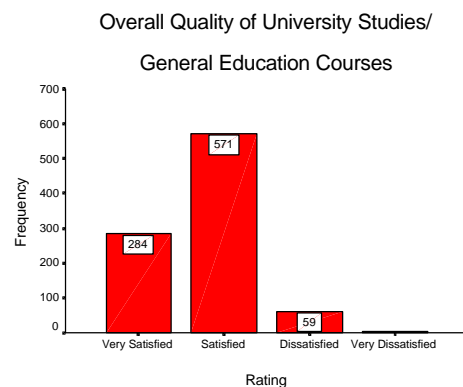
In the 1996 Alumni Survey 93.9 percent of respondents answered this item with satisfied or very satisfied, with the majority responding satisfied. It would seem difficult to top this outcome given the 100 percent ceiling is close. However, that is exactly what is observed in the present survey. First, in the present survey the majority of respondents answered very satisfied, rather than satisfied; and second, 97.5 percent answered in these two categories. Figure 17 portrays these data.



**Figure 17.** Respondents' ratings of the overall quality of their education at USU.

**Overall Quality of University Studies/General Education Courses**

A plurality of respondents rated this item as satisfied and a majority as very satisfied or satisfied. There was no comparable item in the 1996 Alumni Survey.

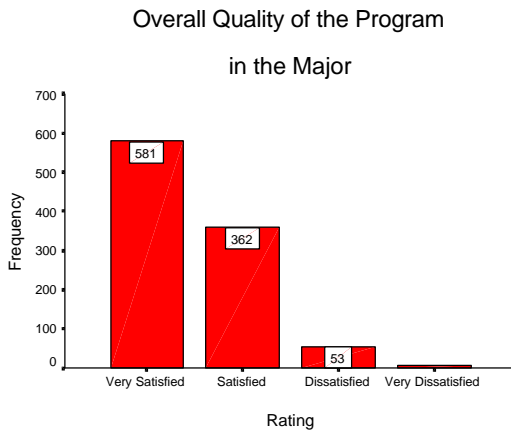


**Figure 18.** Respondents' ratings of satisfaction with university studies/ general education courses.

**Overall Quality of the Program in the Major**

This item too, reflects an increase in satisfaction over the 1996 Alumni Survey. In that survey, 89.7 percent of the respondents answered satisfied or very satisfied with a plurality answering very satisfied. In the present sample, a majority answered as very satisfied and 94.1 percent answered as

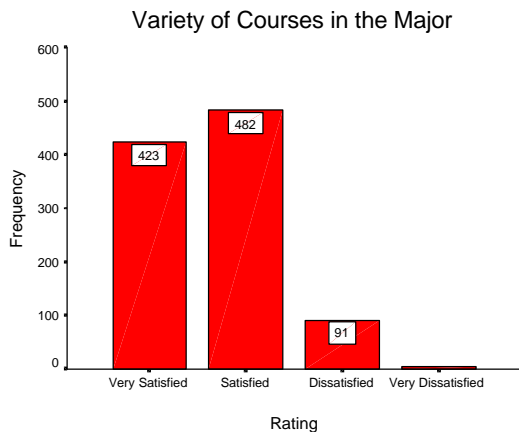
very satisfied or satisfied, an increase of several percent over the 1996 Alumni Survey.



**Figure 19.** Respondents' ratings of the overall quality of their major programs.

**Variety of Courses in the Major**

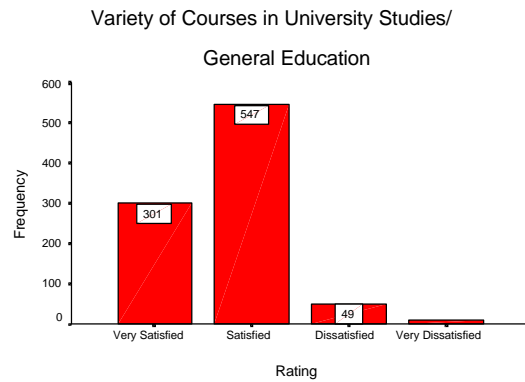
Slightly over 90 percent of respondents were satisfied or very satisfied with the variety of courses in their majors. There was no comparable item in the 1996 Alumni Survey.



**Figure 20.** Respondents' ratings of the variety of courses available in their majors.

**Variety of Courses in University Studies/General Education**

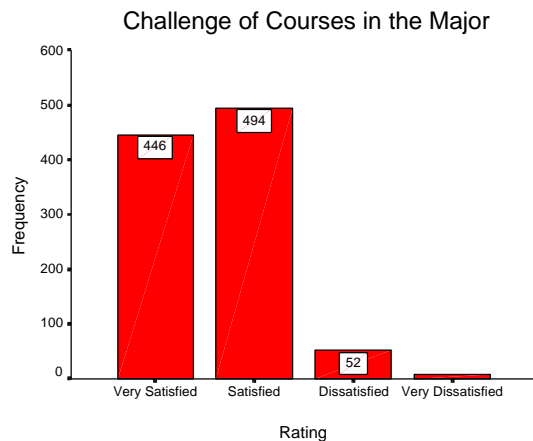
A majority of respondents were satisfied and a larger majority were either satisfied or very satisfied with the variety of courses offered in these programs. There was no comparable item on the 1996 Alumni Survey.



**Figure 21.** Respondents' ratings of the variety of courses in University Studies/General Education.

**Challenge of Courses in the Major**

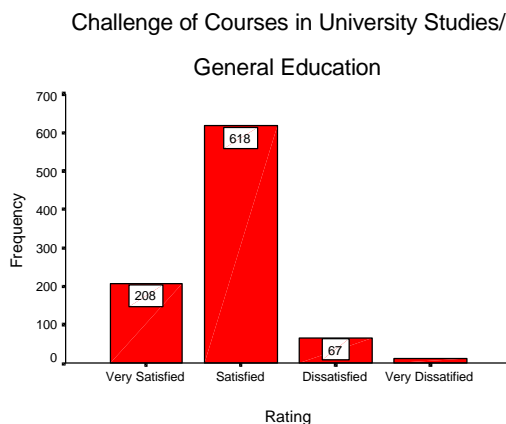
In the 1996 Alumni Survey, 88.0 percent rated themselves as very satisfied or satisfied with the challenge of course work in their majors. In the current survey, almost 93.8 percent rate themselves so satisfied, an increase of almost 6 percent. Most of this increase occurred in the very satisfied category.



**Figure 22.** Respondents' ratings of the challenge of courses in their majors.

### **Challenge of Courses in University Studies/General Education**

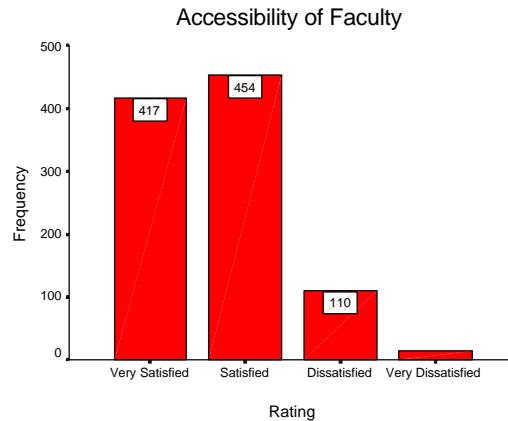
A majority of respondents were satisfied with the challenge of the courses in university studies and/or general education. Notably, fewer were very satisfied with the challenge of these courses than they were with the courses in their majors. The reasons for this are not known. Speculatively, at least some of the sample would have taken their general education courses elsewhere and then transferred to USU thereafter. However, it is probably better to suspend judgment at this juncture since there was no comparable question on the 1996 Alumni Survey.



**Figure 23.** Respondents' ratings for the challenge of University Studies/General Education courses at USU.

### **Accessibility of Faculty**

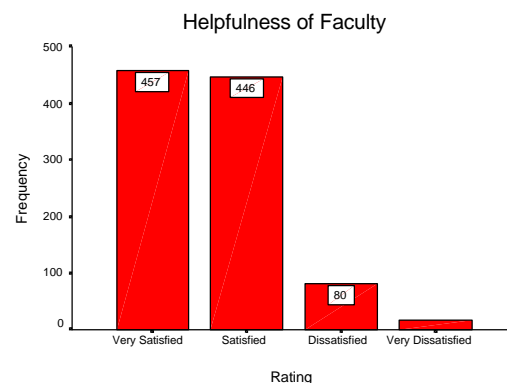
This item was broadened from the 1996 Alumni Survey where it referred to faculty in the major. Perhaps because of this there is a reversal in the ratings. In 1996, a plurality responded very satisfied. In the current survey, a plurality responded, satisfied. Nevertheless, the two categories taken together produced virtually the same outcome in each survey.



**Figure 24.** Respondents' ratings of the accessibility of faculty at USU.

### **Helpfulness of Faculty**

This item, too, was broadened from the 1996 Alumni Survey in which it referred specifically to faculty in the major. Regardless, there was little change in the outcome. A plurality of respondents continued to rate this item as very satisfied, followed closely by those rating it as satisfied. In the present survey, the totals of these ratings were a few percent higher than comparable ratings in 1996.



**Figure 25.** Respondents' ratings of the helpfulness of faculty at USU.

### **Academic Advising**

This item was broadened from the 1996 Alumni Survey wherein it

referred to advising in the major. In that survey, 63.5 percent of respondents were satisfied or very satisfied. In the present survey the item did not refer to the major. 74.8 percent responded with satisfactory or very satisfactory. The large increase in this rating (+11.3%) may or may not owe to the change in the survey item.

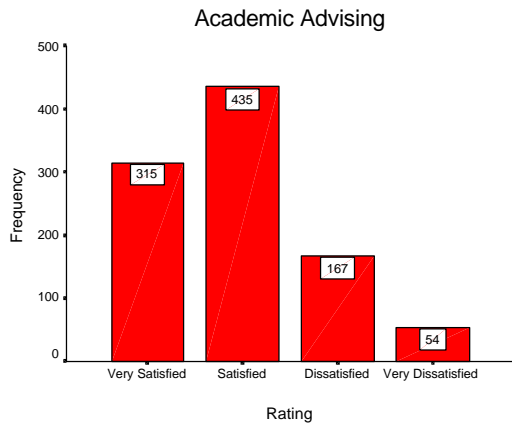


Figure 26. Respondents' ratings of academic advising at USU.

**The Degree to Which the Student Felt Fairly Treated**

There was no comparable item on the 1996 Alumni Survey. A large majority rated this item as very satisfied and the combination of that category and those who rated their treatment as satisfactory totaled 95.4 percent of the sample.

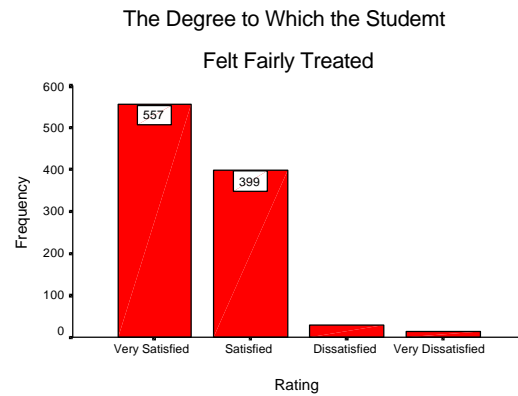


Figure 27. Respondents' ratings of the degree to which they felt fairly treated while at USU.

**Contribution of USU to Individual Growth and Progress**

**General Knowledge**

This question was broadened from the 1996 Alumni Survey in which it asked about knowledge of the students' field. In the 1996 survey, a plurality answered very much. In the current survey, a majority answered, much.

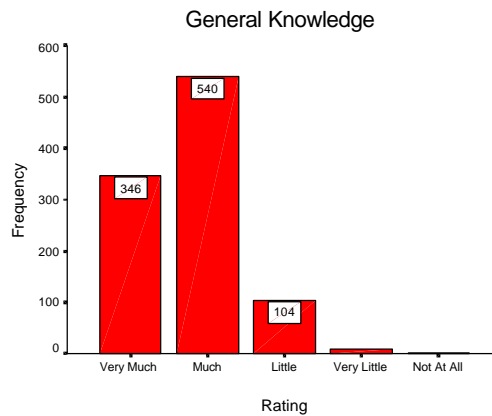


Figure 28. Respondents' ratings of growth and progress while at USU in general knowledge.

The combination of the two categories was very comparable across the surveys.

**Appreciation of the Arts**

In the 1996 survey, this item referred to culture and fine arts. In the present survey an attempt was made to disambiguate the item by removing reference to culture. Thus the items across the two surveys are not strictly comparable. This revision notwithstanding, the results in the two surveys were highly comparable. That is, a plurality rated this item as much and a majority as much and very much. However, in both surveys there was a substantial group (36%) who rated USU’s contribution here as little, very little, or not at all. These data suggest that the university is failing to serve over a third of its customers in this area.

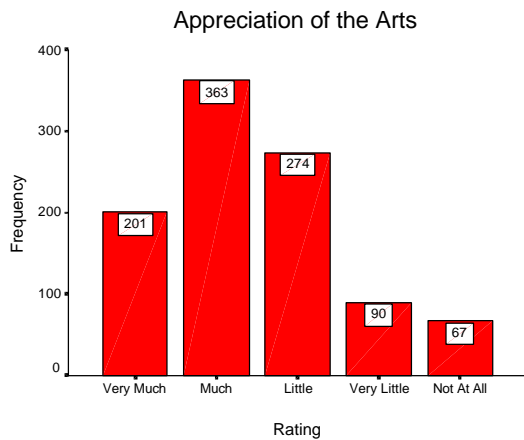


Figure 29. Respondents’ ratings of USU’s contribution to growth and progress in art appreciation.

**Social/Interpersonal Skills**

This item was slightly reworded from the 1996 Alumni Survey. Nonetheless, the results across the two surveys are quite similar. A plurality in each rated USU’s contribution here as much and a majority as very much or much combined. Still, there were around 30 percent in each sample who credited the university with little or nothing in this area as well.

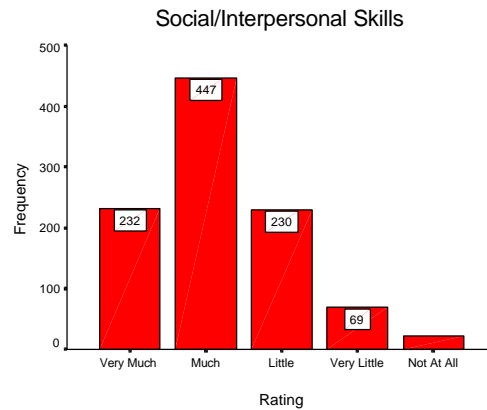


Figure 30. Respondents’ ratings of USU’s contribution to growth and progress in social/interpersonal skills.

**Independence**

This item was disambiguated from another item in the 1996 Alumni Survey which rated independence and self-confidence together. In this survey about 78 percent of respondents credited the university with very much or much growth and progress in their independence while at USU. This was similar to the outcome of the combination item in the 1996 survey.

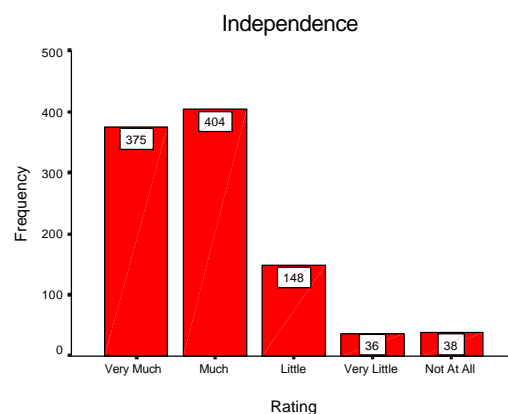
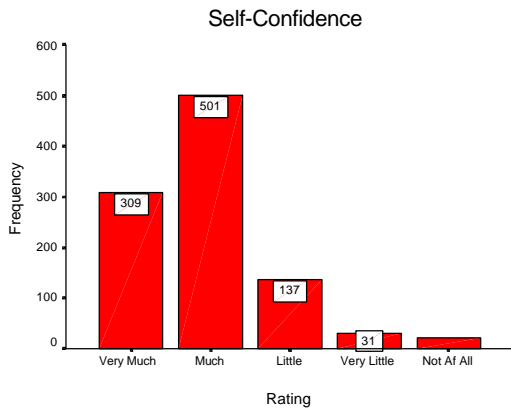


Figure 31. Respondents’s ratings of their growth and progress in independence while at USU.

**Self-Confidence**

This item constituted the remainder of the foregoing item from the 1996 survey. A clear majority indicated that the university contributed much to their growth and progress in this area

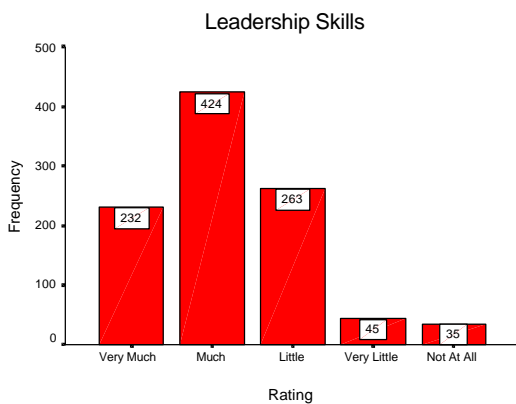
while about 81 percent indicated a contribution of much or very much.



**Figure 32.** Respondents' ratings of their growth and progress in self-confidence while at USU.

**Leadership Skills**

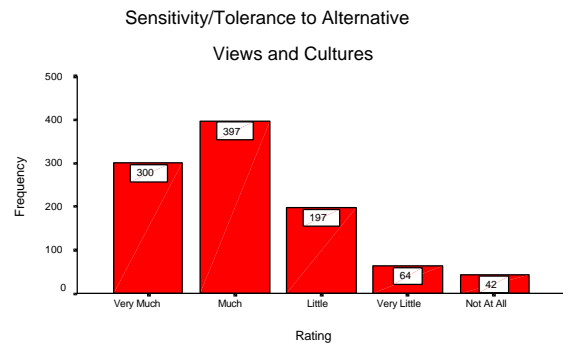
This item was comparable to one on the 1996 Alumni Survey. In both cases, a plurality indicated the university had much to do with their growth and progress in leadership skills and a majority indicated very much or much combined. However, about a third of each sample credited the university with little or no growth and progress in this area.



**Figure 33.** Respondents' ratings of growth and progress in leadership skills while at USU.

**Sensitivity/Tolerance to Alternative Views and Cultures**

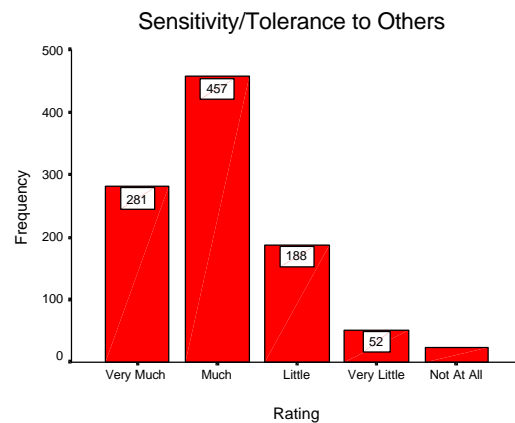
This question was similar to one in the 1996 Alumni Survey but was much less encompassing. Nearly 70 percent of the sample indicated very much or much growth and progress in this area. This outcome was very similar to that for the broader question in the 1996 survey.



**Figure 34.** Respondents' ratings of their growth and progress in sensitivity and tolerance to alternative views and cultures while at USU.

**Sensitivity/Tolerance to Others**

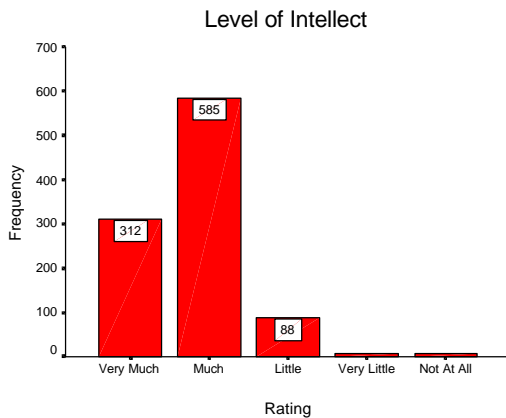
There was no comparable question in the 1996 Alumni Survey. A majority (73.6%) credited much or very much growth and progress in their sensitivity and tolerance to others while at USU.



**Figure 35.** Respondents' ratings of their growth and progress in sensitivity and tolerance to others while at USU.

**Level of Intellect**

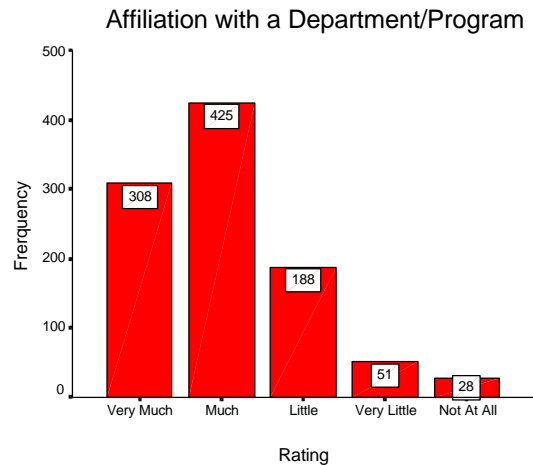
There was no comparable item on the 1996 Alumni Survey. Near 90 percent of the present sample believed that USU contributed much or very much to their level of intellect with a clear majority indicating much.



**Figure 36.** Respondents' ratings of the contribution to growth and progress to their level of intellect while at USU.

**Affiliation with a Department/Program**

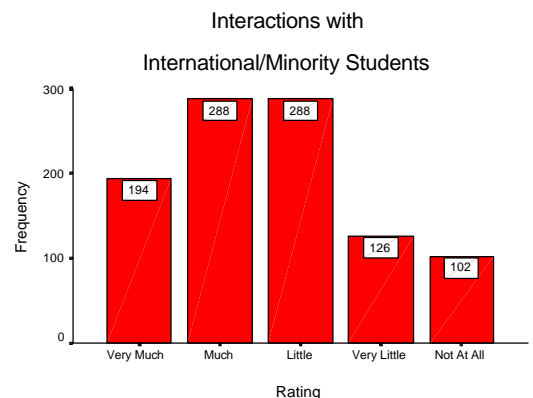
There was no comparable question in the 1996 Alumni Survey. 73 percent indicated that they felt much or very much growth in affiliation with a department or program at USU.



**Figure 37.** Respondents' ratings of growth and progress in affiliation with a department or program while at USU.

**Interactions with International/Minority Students**

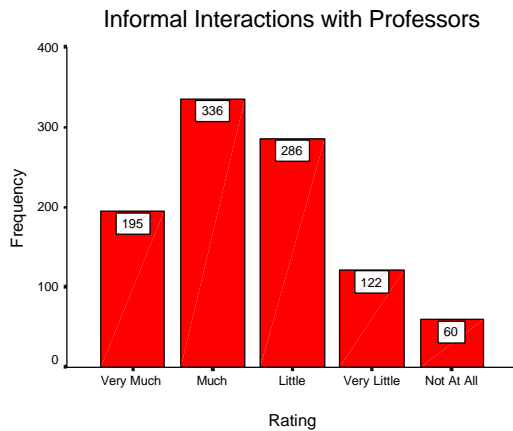
There was no comparable item on the 1996 Alumni Survey. In the present survey, fewer than half (48%) believed that USU contributed much or very much to their growth and progress in this area, while the majority-remainder believed very little, little or nothing at all was contributed by USU in this area. This outcome probably reflects the paucity of minorities at USU.



**Figure 38.** Respondents' ratings of growth and progress in their interactions with international and/or minority students while at USU.

### **Informal Interactions with Professors**

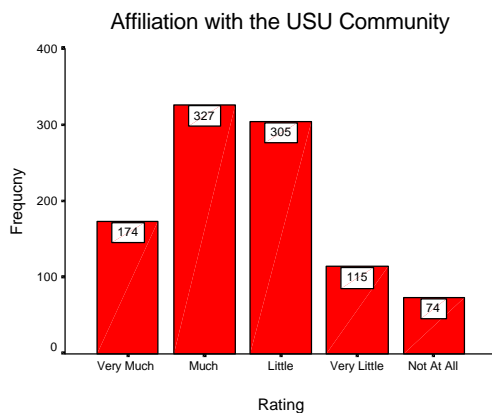
There was no comparable item in the 1996 Alumni Survey. While a scant majority answered very much or much (52.9%), a considerable minority felt little, very little or no growth and progress in this area while at USU.



**Figure 39.** Respondents' ratings of growth and progress in informal interactions with professors while at USU.

### **Affiliation with the USU Community**

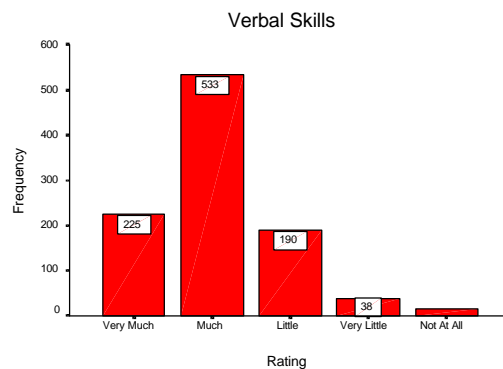
This was the first occasion for this item, thus, no comparability with the 1996 Alumni Survey. Responses to the item appear to be quite illuminating. Exactly half the sample rates growth and progress on this item as much and very much while the other half rates growth and progress here as little, very little, or not at all.



**Figure 40.** Respondents' ratings of growth and progress in affiliation with the USU community.

### **Verbal Skills**

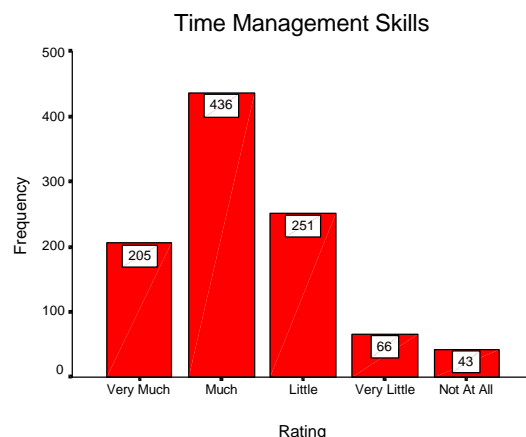
A clear majority rate their growth and progress in this area as much with a much larger majority rating it much or very much. Notably, few respondents indicated a lack of growth and progress in this area. The majority result was an increase of 6.7 percent of those rating their growth and progress here over the same item in the 1996 survey.



**Figure 41.** Respondents' ratings of growth and progress in verbal skills while at USU.

### **Time Management Skills**

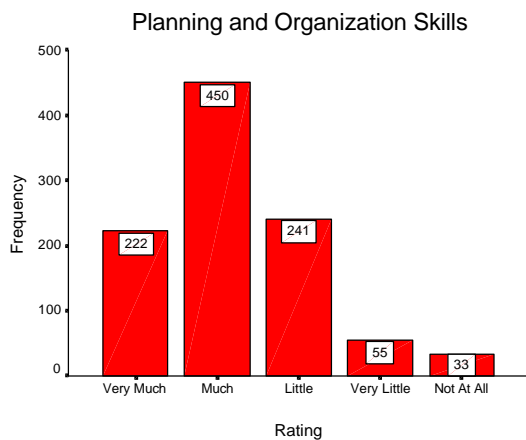
Responses to this item of very much or much increased 6.7 percent over a similar item in the 1996 Alumni Survey, with a majority so responding (i.e., +63%). However, this outcome also means that a third of the sample felt little, very little, or no growth and progress in this area while at USU.



**Figure 42.** Respondents' ratings of growth and progress in time management while at USU.

**Planning and Organizational Skills**

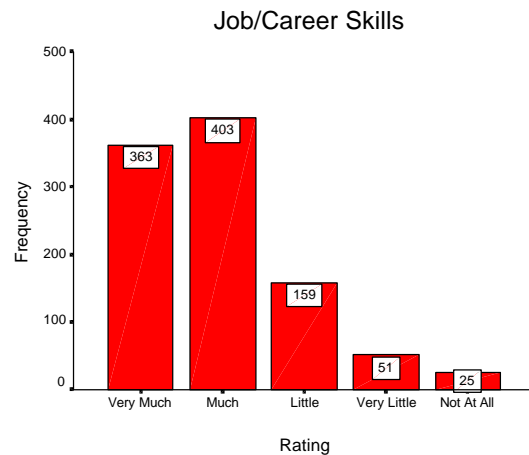
Similarly to the above item, about 2/3 of respondents indicate much or very much growth and progress in this area with 1/3 indicating little, very little, or no progress. In the 1996 survey this item read, “Planning and Carrying Out Projects and almost 79 percent of respondents answered much or very much—a considerable difference with the current outcome. As the current item is worded more broadly, there may not be comparability between the two items in the choices of respondents.



**Figure 43.** Respondents’ ratings of growth and progress in planning and organizational skills while at USU.

**Job/Career Skills**

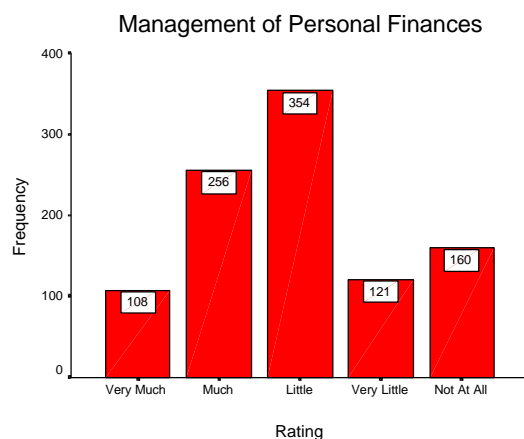
The similar item in the 1996 survey referred to necessary skills to work in one’s profession. Outcomes for the two items were very similar. About 76 percent in each sample indicated much or very much growth and progress in this area owing to USU.



**Figure 44.** Respondents’ ratings of growth and progress in job/career skills while at USU.

**Management of Personal Finances**

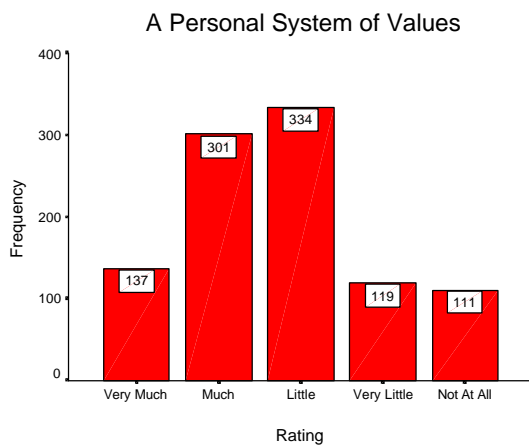
This is an interesting item in that it appears to show that USU did little to foster growth and progress in this area for respondents. A majority (63.3%) rate growth and progress as little, very little, or not at all, and this outcome is very similar to that obtained on the 1996 survey. This outcome occurs in the face of several academic courses offered in different departments at USU which address this issue. It is not known how many, if any, respondents in these samples experienced these courses.



**Figure 45.** Respondents’ ratings of growth and progress in management of personal finances while at USU.

### ***A Personal System of Values***

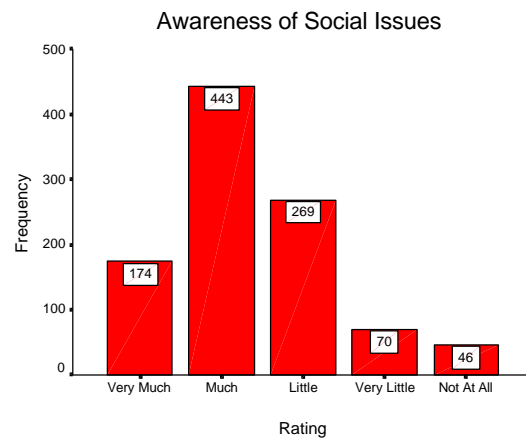
A majority (56.3%) responded to this item that USU contributed little, very little, or not at all to growth and progress in this area. This item was fairly similarly worded to one on the 1996 survey (“Development of Personal Values) which a large minority (49.0%) responded as above. Thus, the -7.3 percent change cannot be unambiguously attributed.



**Figure 46.** Respondents' ratings of growth and progress in a personal system of values while at USU.

### ***Awareness of Social Issues***

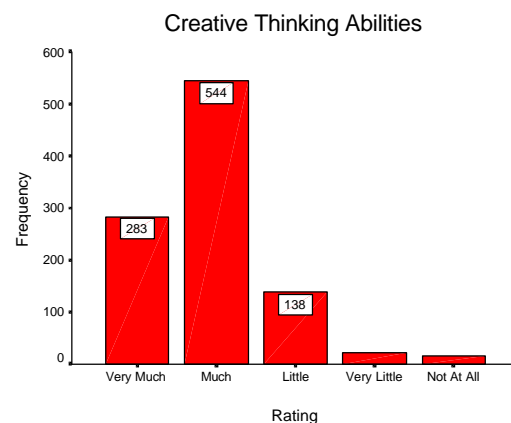
This item was closely comparable to one on the 1996 survey. 61.5 percent in the current survey indicated much or very much growth and progress in this area while at USU. This outcome is a 9.1 percent increase over similar ratings in the 1996 survey. However, it should be noted, that in the 1996 survey, exemplars of social problems were given (e.g., homelessness) and these were not given in the current survey.



**Figure 47.** Respondents' ratings of growth and progress in the awareness of social issues while at USU.

### ***Critical Thinking Abilities***

This item was identical in the two surveys and the outcomes too were virtually identical. 82.5 percent of respondents in the current survey rated their growth and progress in this area while at USU as much or very much (compared with 78.6% in 1996).

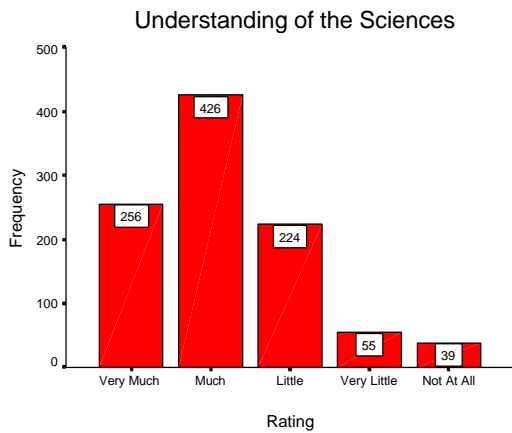


**Figure 48.** Respondents' ratings of growth and progress in critical thinking abilities while at USU.

### ***Understanding of the Sciences***

This item was stated more broadly in the current survey than in the 1996 Alumni Survey where it read. “Understanding of science and the physical/biological world.” An increase of 10.0 percent in ratings of much or

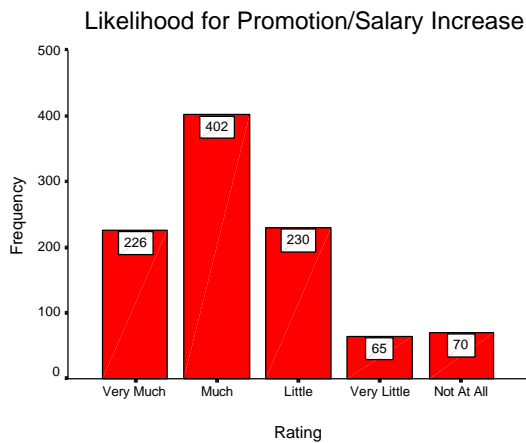
very much occurred in the present survey wherein 68 percent of respondents so responded.



**Figure 49.** Respondents' ratings of their growth and progress in understanding of the sciences while at USU.

**Likelihood for Promotion/Salary Increase**

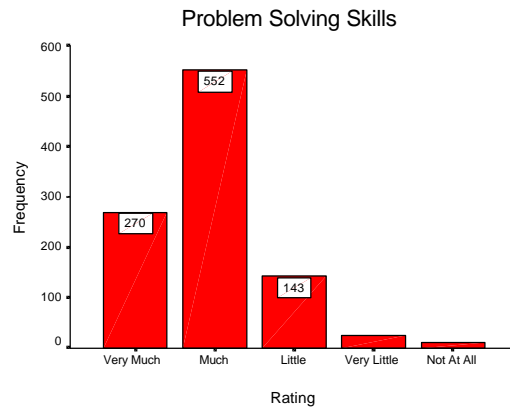
A majority of respondents indicated that their growth and progress in this area increased much or very much. This was an increase of +7 percent over the 1996 survey but the wording of the two items was not identical.



**Figure 50.** Respondents' ratings of their growth and progress in likelihood for promotion or salary increase while at USU.

**Problem Solving Skills**

82.0 percent of respondents in the current sample indicated much or very much growth and progress in this area. There was an identical item on the 1996 Alumni Survey in which 77.1 percent of respondents so indicated.



**Figure 51.** Respondents' ratings of their growth and progress in problem solving skills while at USU.

**Professional Skills**

84.3 percent of respondents rated their growth and progress in this area while at USU as much or very much. A similar item in the 1996 survey was worded, "Necessary skills to work in my profession" and similar responses in that survey were made by 76.2 percent of respondents.



**Figure 52.** Respondents' ratings of their growth and progress in professional skills while at USU.

### Skills for Self-Directed Learning

This item was identical to one in the 1996 Alumni Survey in which 74.0 percent of respondents indicated much or very much growth and progress. In the current survey 75.9 percent of respondents responded similarly—an unremarkable difference between the two samples.

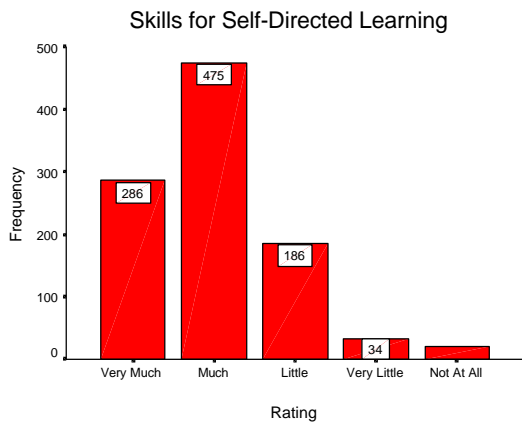


Figure 53. Respondents' ratings of their growth and progress in skills for self-directed learning while at USU.

### Finding a Spouse/Partner

There was no comparable item in the 1996 Alumni Survey. (This item was added because it appears in other USU surveys.) A plurality of respondents indicated that USU contributed to growth and progress in this area not at all. However, fully a third of the sample indicated much or very much progress in this regard.

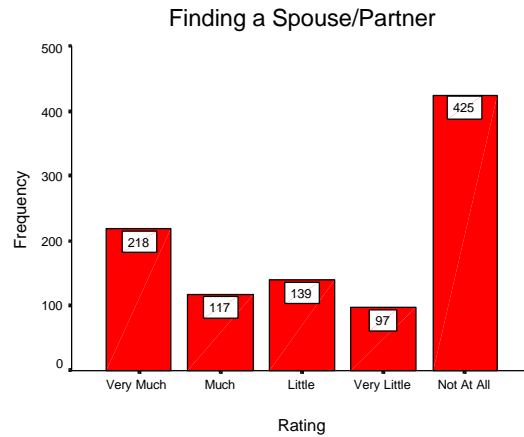


Figure 54. Respondents' ratings of their growth and progress in finding a spouse/partner while at USU.

### Family Life

There was no comparable item in the 1996 Alumni Survey. Only 43 percent of respondents in the current survey indicated that USU contributed to their growth and progress in this area.

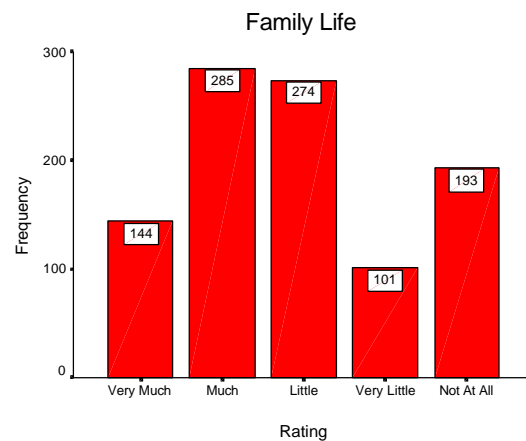


Figure 55. Respondents' ratings of their growth and progress in family life while at USU.

**Working Well with Others in a Group**

This item was identical to one in the 1996 Alumni Survey in which 80.7 percent of the respondents indicated much or very much growth and progress in this area. 81.7 percent of the respondents of the current survey so indicated suggesting the highly similar nature of the outcomes from both samples.

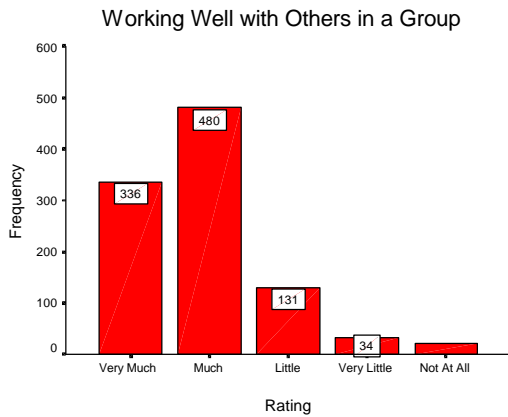


Figure 56. Respondents' ratings of their growth and progress in working well with others in a group.

**Employment Experience**

**Respondents' Employment Status**

81.4 percent of respondents reported being employed. While there was no category for retirement status, a number of survey operators recorded an r for retirement. It is possible that others not behaving similarly recorded retirement status as unemployed.

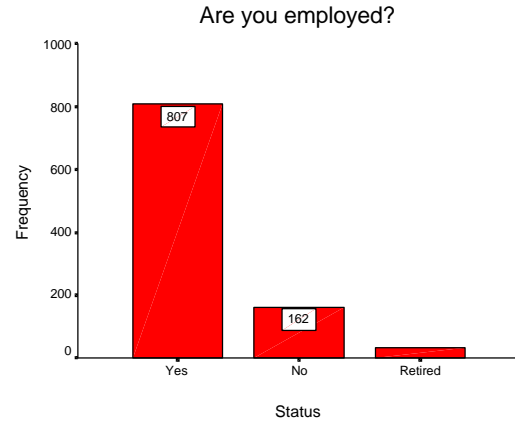


Figure 57. Respondents' employment status.

**If Employed: Full time or Part time?**

Of those employed, the large majority were employed full time.

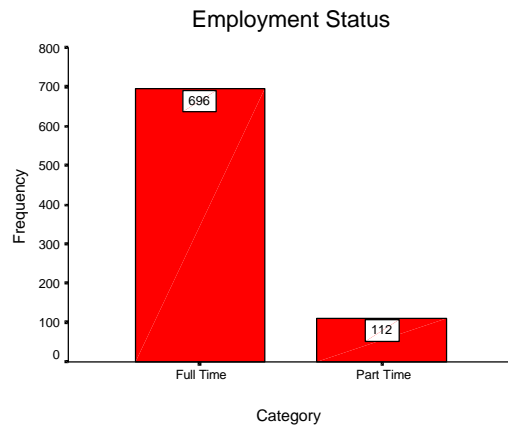
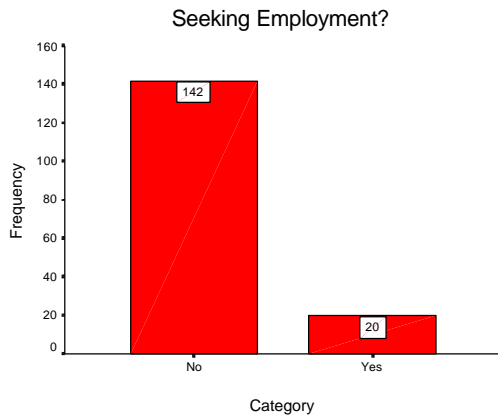


Figure 58. Of those employed the frequencies of full and part time employment.

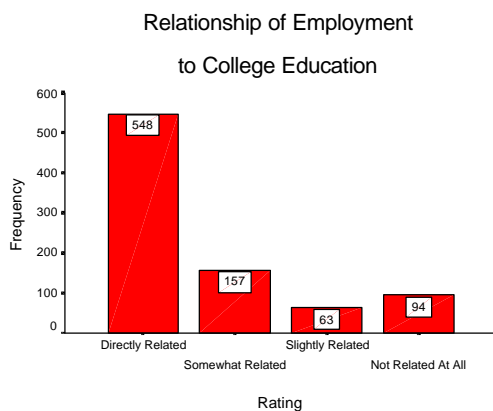
**Not Employed, Seeking Employment**  
Of the number not employed, few respondents were seeking employment.



**Figure 59.** The frequencies of those respondents not employed who were or were not seeking employment.

**Relationship between Employment and College Education**

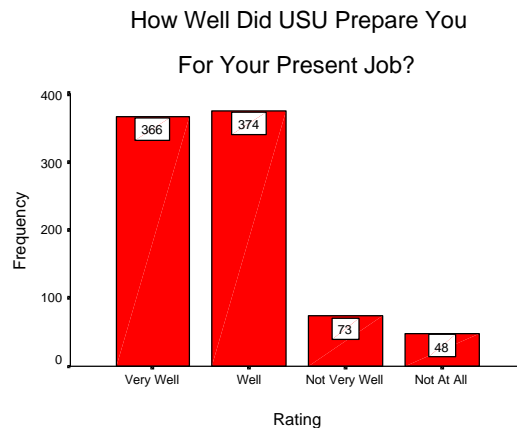
Over half the sample (54.7%) of respondents indicated that their employment was directly related to their college education. Less than 10% were in occupations unrelated to their educations. The stems to this item differ from the 1996 survey, hence, comparisons are not made.



**Figure 60.** Respondents' ratings of the relationship of their college education to their current occupation.

**How Well Did USU Prepare One for the Present Job/Occupation?**

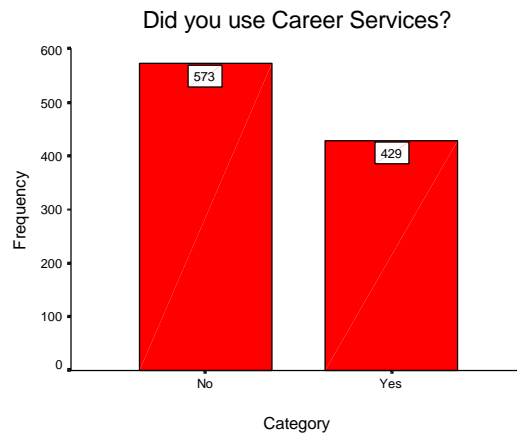
86 percent answered this question with well or very well. These findings are similar to those from the identical item on the 1996 Alumni Survey.



**Figure 61.** Respondents' ratings of preparation by USU for their current jobs or occupations.

**Utilize Career Services?**

A slight majority did not use Career Services, but a large minority did.



**Figure 62.** Frequency counts of respondents who did/did not use Career Services.

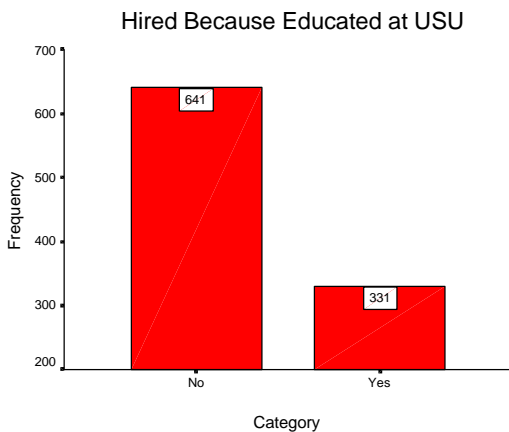
### If You Did, What Services Were Used?

**Table 2.** Services utilized by respondents within Career Services.

Service	Frequency
Placement	299
Job Interviews	156
Career Fairs	106
Career Exploration	156
Interviewing Techniques	225
Electronic Job Searches	129
Testing Services	85
Government Job Opportunities	186
Alumni Mentor Program	53
Resume Development	27
Other	25

### Hired Because Educated at USU?

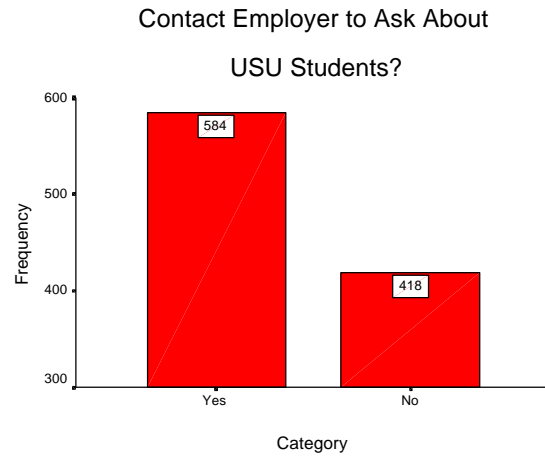
About 66 percent of respondents indicated that they were not hired because they were educated at USU. Of course, that means that about 33 percent felt that they were hired because they were educated here. The not hired percent is lower than that obtained in the 1996 survey (73.2%) and the hired percent was higher (26.5%).



**Figure 63.** Frequencies of responses on hiring because respondent was educated at USU.

### Contact Employer?

A majority responded affirmatively to contacting their employers to discuss the performance of USU graduates in general.

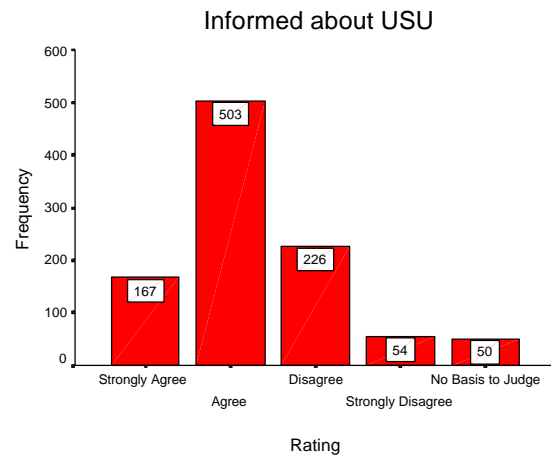


**Figure 64.** Frequencies of responses on contacting employers.

### Alumni Experiences

#### Feel Informed About USU

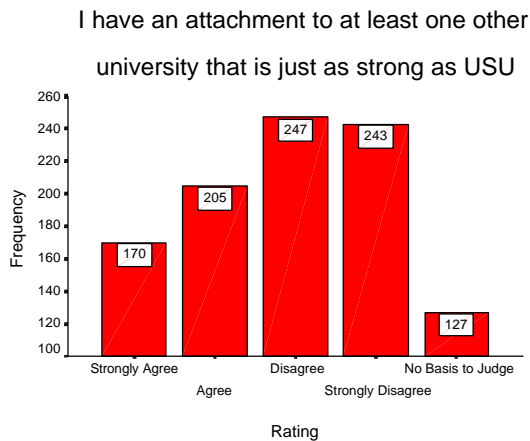
Fewer respondents strongly agreed or agreed with this item (66.8%) than did to the identical item in the 1996 survey (73.3%).



**Figure 65.** Respondents' ratings of how well informed they felt about what is happening at USU.

### **Just as Strong an Attachment to Another University**

In the 1996 Alumni Survey, 36.9 percent of respondents strongly agreed or agreed with this item. In the present survey, 37.4 percent did so—an unremarkable difference.



**Figure 66.** Respondents' ratings of strong attachment to another university.

### **What Other University?**

**Table 3.** The other universities respondents reported they had an equal attachment to. Note: Itemized only are Utah and Idaho universities and colleges. All other out-of-state institutions are categorized together.

Institution	Frequency	Percent
No other attachment	648	64.7
Other/Out-of-State	118	11.8
BYU	81	8.1
UU	39	3.9
Weber State	34	3.4
Ricks College	24	2.4
SUU	19	1.9
Snow College	16	1.6
UI	8	.8
Dixie College	5	.5
ISU	5	.5
UVSC	2	.2
CEU	2	.2
SLCC	1	.1
<b>Total</b>	<b>1002</b>	<b>100.0</b>

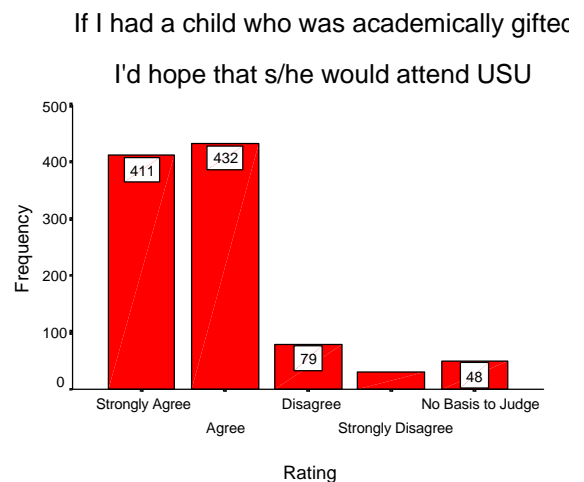
The table repeats the information in Figure 66—that approximately 2/3 of respondents report no strong

attachment to another college or university. But it also shows in addition, that of the 1/3 of respondents who do report such an attachment, 1/3 of them referred to colleges and universities out-of-state, sometimes out-of-country—none very frequently. Thus, for sake of presentation all of these schools were placed in a single category. If anything, western US colleges and universities may have been more represented in this group than others.

When the remaining schools are taken as a group, it can be observed that twice as many respondents (236), or 2/3 of this group report a strong attachment to another Utah college or university (most frequently BYU) or an Idaho school (most frequently Ricks College).

### **Hope Child Will Attend USU**

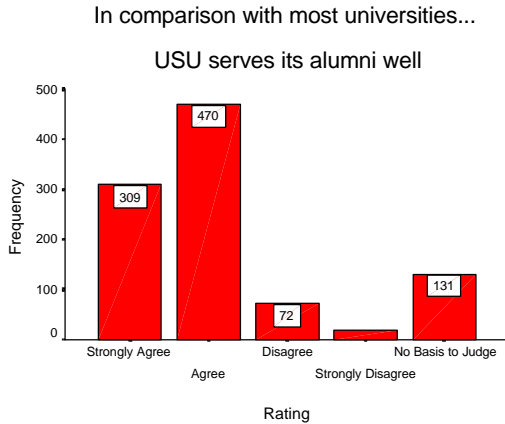
In the 1996 Alumni Survey, 83.3 percent of respondents strongly agreed or agreed with this item. In the current survey, 84.1 percent do so—no statistical difference.



**Figure 67.** Respondents' ratings to the statement that they would want their qualified child to attend USU.

**USU Serves Its Alumni Well**

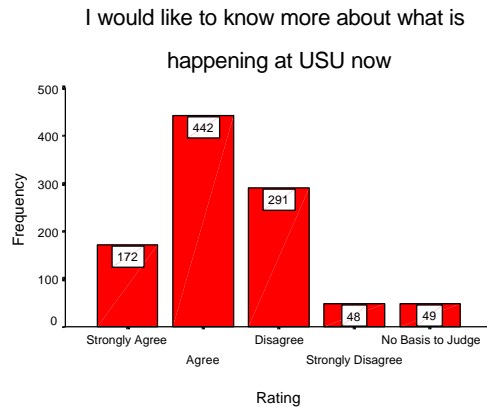
There was no comparable item in the 1996 Alumni Survey. In the present survey, 77.7 percent strongly agree or agree with the statement that USU serves its alumni well.



**Figure 68.** Respondents' ratings in response to the statement that USU serves its alumni well.

**Know More About What is Happening at USU**

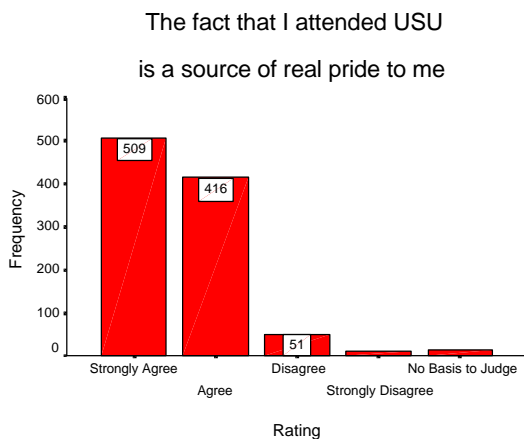
In the 1996 Alumni Survey, 61.3 percent of respondents strongly agreed or agreed to this statement. The results of the present survey are virtually identical (61.3%).



**Figure 70.** Respondents' ratings to the foregoing statement.

**USU as a Source of Pride**

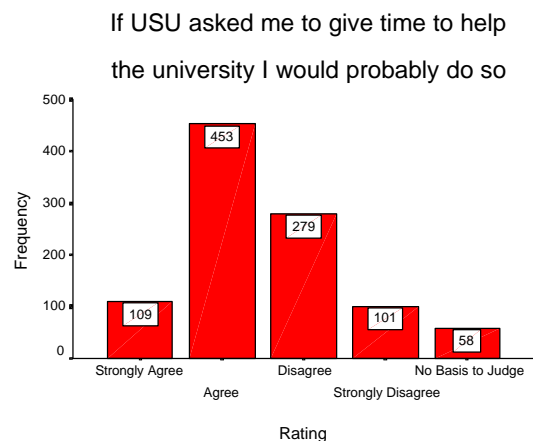
In the 1996 Alumni Survey, fully 93.2 percent of respondents agreed or strongly agreed that having attended USU was a real source of pride to them. The data from the current survey are no different (i.e., 92.3%) for the same categories of rating.



**Figure 69.** Respondents' ratings to the statement that attending USU is a source of pride to them.

**Probably Help USU with Time, if Called**

In the 1996 Alumni Survey, 59.5 percent of respondents strongly agreed or agreed to probably help USU with their time, should they be asked to. In the current survey, outcomes were similar with 56.0 percent responding with strongly agree or agree.



**Figure 71.** Respondents' ratings to the foregoing statement.

### Attendance at Alumni Events and Reasons for Not Attending

The following data tables should be read as follows. Yes means that the respondent attended the event, No means the respondent did not attend the event. The reasons for not attending the event were to be answered if the respondent had answered No to begin with. Since totals of the reasons for not attending don't match well with the totals for No, it cannot be assumed that the data gatherers followed the instructions with the survey accurately. That is, in some cases No could have been scored along with a reason, or without a reason, or, indeed, a reason could have been scored in the absence of recording a No. In any case, the data can be read for relative accuracy by considering the Yeses with regard to the number of respondents as a whole. That is, the percent column for this row is meaningful. The remaining rows are meaningful as a whole, that is as a No or a No with a reason. It may also be possible to consider the reasons ordinally.

### Homecoming Parade

**Table 4.** Frequency distribution of responses to attendance at homecoming parade.

Response	Frequency	Percent
Yes	211	21.1
No	348	34.7
Didn't know	54	5.4
Too far away	168	16.8
Too costly	17	1.7
Not interested	202	20.2
Total	1002	100.0

21.1 percent of respondents had attended this event. This compares with the 22.3 percent of the respondents who answered Yes in the 1996 survey. Major reason for not attending is lack of interest.

### Homecoming Pre-Game Celebration

**Table 5.** Frequency distribution of responses to attendance at homecoming pre-game celebration.

Response	Frequency	Percent
Yes	140	14.0
No	420	41.9
Didn't know	47	4.7
Too far away	158	15.8
Too costly	22	2.2
Not interested	210	21.0
Total	1002	100.0

14.0 percent evinced attendance at this event—identical to the proportion who answered similarly in the 1996 survey. The major reason for not attending was lack of interest.

### Founder's Day

**Table 6.** Frequency distribution of responses to attendance at Founder's Day activities.

Response	Frequency	Percent
Yes	70	7.0
No	428	42.7
Didn't know	203	20.3
Too far away	135	13.5
Too costly	14	1.4
Not interested	151	15.1
Total	1002	100.0

7.0 percent of the sample had attended these activities, compared with 6.7 percent from the 1996 Alumni Survey. Major reasons for not attending were not knowing, being too far away and not being interested.

### Golden Aggie Reunion

**Table 7.** Frequency distribution of responses to attendance at Golden Aggie Reunion activities.

Responses	Frequency	Percent
Yes	10	1.0
No	465	46.4
Didn't know	233	23.3
Too far away	120	12.0
Too costly	13	1.3
Not interested	161	16.1
Total	1002	100.0

These events were attended by 1.0 percent of the respondents which compares with the 2.1 percent responding similarly in the 1996 survey. Not knowing about the event constituted the major reason for not attending.

### ***Aggie Holiday Hoopla at the Delta Center***

**Table 8.** Frequency distribution of responses to attendance at the Aggie Holiday Hoopla.

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	66	6.6
<b>No</b>	434	43.3
<b>Didn't know</b>	227	22.7
<b>Too far away</b>	120	12.0
<b>Too costly</b>	20	2.0
<b>Not interested</b>	135	13.5
<b>Total</b>	1002	100.0

6.6 percent of the sample had attended the Aggie Hoopla. 7.0 percent of the sample in 1996 had reported attending this event. In the present sample, the major reason given for not attending was not knowing of the event.

### ***Big West Basketball Tournament Party***

**Table 9.** Frequency distribution of responses to attendance at the Big West Basketball Tournament Party.

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	52	5.2
<b>No</b>	490	48.9
<b>Didn't know</b>	133	13.3
<b>Too far away</b>	132	13.2
<b>Too costly</b>	26	2.6
<b>Not interested</b>	169	16.9
<b>Total</b>	1002	100.0

5.5 percent of respondents reported attending this function. This compares with 3.7 percent who reported attending in the 1996 survey. The major reason for not attending appears to be lack of interest although not knowing about the event and it being too far away also rate within 3 percent of lack of interest.

### ***Aggie Family Day***

**Table 10.** Frequency distribution of responses to attendance at Aggie Family Day activities.

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	158	15.8
<b>No</b>	433	43.2
<b>Didn't know</b>	110	11.0
<b>Too far away</b>	157	15.7
<b>Too costly</b>	13	1.3
<b>Not interested</b>	130	13.0
<b>Total</b>	1002	100.0

10.0 percent of respondents to the 1996 Alumni Survey reported attending this event. In the present survey 15.8 percent report attendance—seemingly a real gain. The major reason for not attending is that the event is too far away.

### ***Travel Programs***

**Table 11.** Frequency distribution of responses of attendance at alumni-sponsored travel programs.

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	22	2.2
<b>No</b>	499	49.8
<b>Didn't know</b>	234	23.4
<b>To far away</b>	73	7.3
<b>Too costly</b>	57	5.7
<b>Not interested</b>	117	11.7
<b>Total</b>	1002	100.0

2.2 percent of this survey's respondents reported attending one of these functions, compared with 3.3 percent who so claimed on the 1996 survey. The major reason for not attending one these functions was given as not knowing about it.

**Pre-Game or Tail Gate Parties**

<b>Too costly</b>	15	1.5
<b>Not interested</b>	148	14.8
<b>Total</b>	1002	100.0

**Table 12.** Frequency distribution of responses to attendance at pre-game or tail gate parties.

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	165	16.5
<b>No</b>	442	44.1
<b>Didn't know</b>	48	4.8
<b>Too far away</b>	146	14.6
<b>Too costly</b>	15	1.5
<b>Not interested</b>	186	18.6
<b>Total</b>	1002	100.0

16.5 percent of respondents reported having attended these functions. 9.6 percent so reported in the 1996 survey, but that item was worded to include only tailgate parties perhaps accounting for the difference. The major reason for not attending was not being interested.

**Chapter Socials**

**Table 13.** Frequency distribution of responses to attendance at chapter socials.

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	101	10.1
<b>No</b>	473	47.2
<b>Didn't know</b>	136	13.6
<b>Too far away</b>	109	10.9
<b>Too costly</b>	15	1.5
<b>Not interested</b>	168	16.8
<b>Total</b>	1002	100.0

In this sample 10.1 percent of respondents had attended alumni chapter socials. There was no comparable item on the 1996 survey. The major reasons for not attending were not being interested and not knowing about the event.

**Band Concerts**

**Table 14.** Frequency distribution of responses to attendance at band concerts.

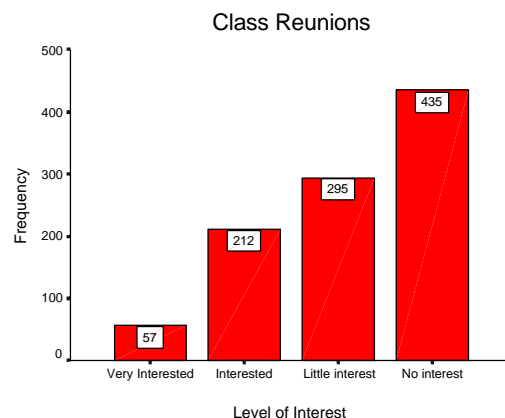
<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	190	19.0
<b>No</b>	429	42.8
<b>Didn't know</b>	77	7.7
<b>Too far away</b>	139	13.9

19.0 percent of respondents had attended this function compared with 16.4 percent so reporting in the 1996 survey. The major reasons for not attending were lack of interest and being too far away from the event.

**Level of Interest in Possible Alumni Relations Events**

**Class Reunions**

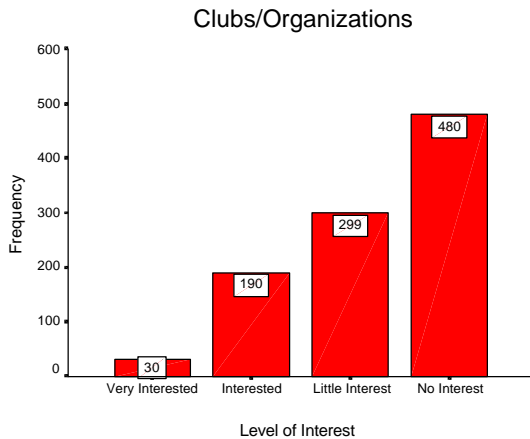
A plurality of respondents were not interested in class reunions (43.4%). This compares with 45.5 percent from the 1996 survey who were not interested. Positively, however, 26.8 percent were interested or very interested. This compares with the 24.4 percent who claimed to be interested or very interested in the 1996 survey.



**Figure 72.** Level of interest of respondents in class reunion events.

**Clubs/Organizations**

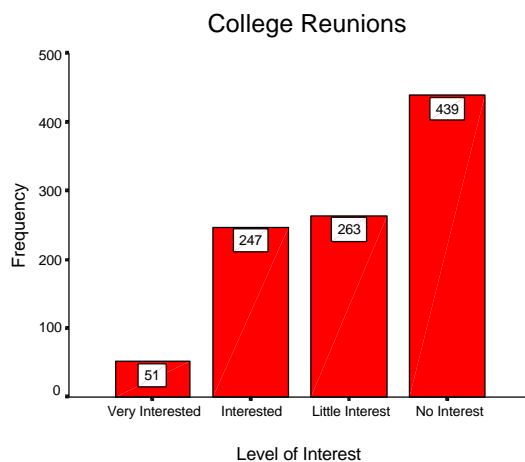
A plurality of respondents (47.9%) were not interested in this type of event. However, 21.9 percent were interested or very interested. The wording on this item was changed from the 1996 survey precluding comparisons.



**Figure 73.** Level of interest by respondents in alumni-sponsored club/organization events.

### College Reunions

A plurality of the sample's respondents (43.8%) were not interested in college reunions, compared with 46.6 percent who evinced no interest in these events in the 1996 survey. Alternatively, 29.7 percent of respondents were either very interested or interested in this type of event.

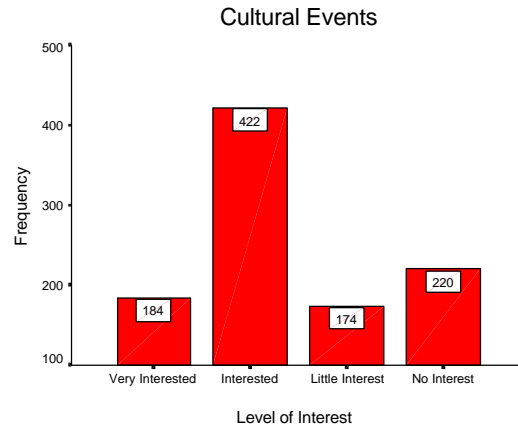


**Figure 74.** Level of interest of respondents in alumni sponsored college reunions.

### Cultural Events

63.7 percent of respondents in the 1996 survey claimed to be interested or very interested in alumni sponsored cultural events. In the present sample, 60.4 percent

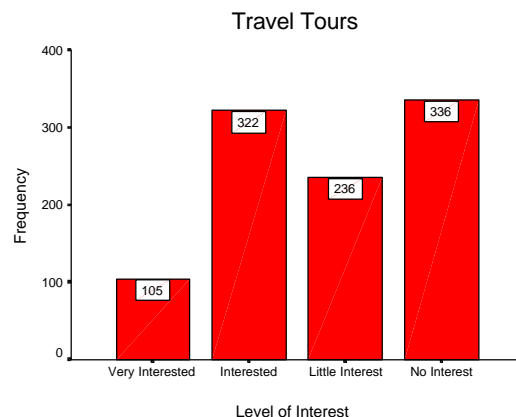
responded similarly. In each case this level of response is quite different than for the other events proposed. That is, this is the first proposed alumni sponsored event for which a majority of respondents was interested or very interested.



**Figure 75.** Level of interest by respondents in alumni-sponsored cultural events.

### Travel Tours

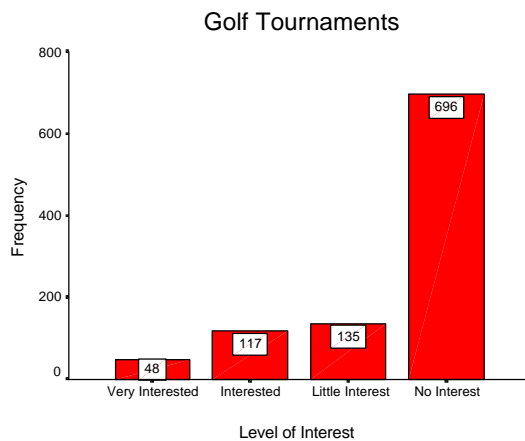
As in the 1996 Alumni Survey (34.5%), a plurality (33.5%) in this sample were not interested in alumni-sponsored travel tours. Alternatively, some 42.6 percent of respondents to this sample were either interested or very interested. (This compares with 40.7 percent from the 1996 sample.)



**Figure 76.** Level of interest by respondents in alumni-sponsored travel tours.

**Golf Tournaments**

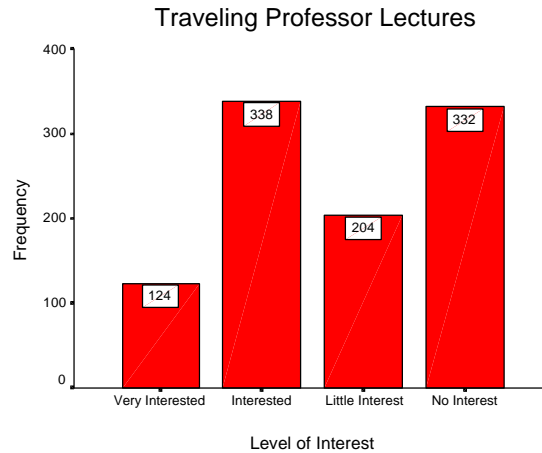
A majority of respondents (73.1%) to the 1996 Alumni Survey were not interested in alumni-sponsored golf tournaments and only 14.5 percent were interested or very interested. Similarly, in the present sample 69.4 % were not interested, while only 16.5 percent were interested or very interested.



**Figure 77.** Level of interest by respondents to alumni-sponsored golf tournaments.

**Traveling Professor Lectures**

In the 1996 Alumni Survey respondents were split on their interest to this type of event. 46.6 percent said they were interested or very interested while the remainder had little or no interest. In the present survey, the same split is noted. 46.1 percent of respondents in this survey were interested or very interested.

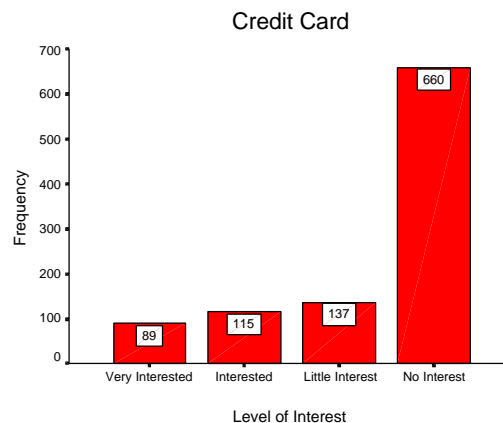


**Figure 78.** Level of interest by respondents in traveling professor lectures

**Level of Interest in Potential Alumni Fee-Based Services**

**Credit Card**

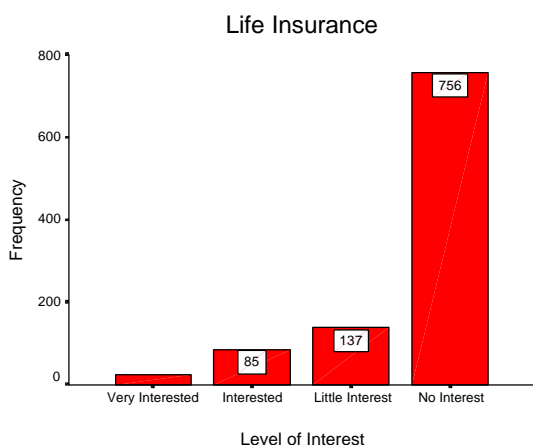
65.8 percent of respondents, a majority, were not interested in this service. In the 1996 Alumni Survey, 63.4 percent were not interested. Alternatively, 20.3 percent (23.5% in 1996) were interested or very interested.



**Figure 79.** Level of interest in alumni relations sponsored credit card.

### Life Insurance

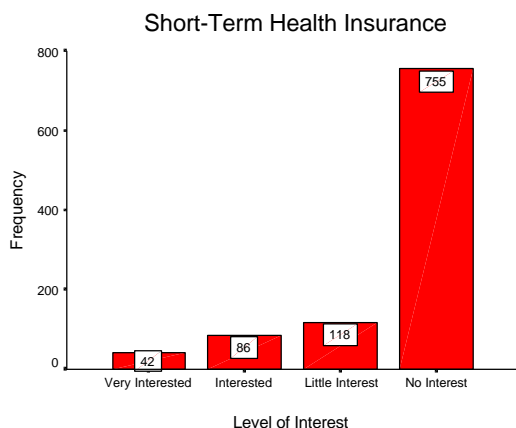
Fully 73.5 percent of respondents in the 1996 Alumni Survey were not interested in this service. In the present survey, 75.4 percent were not interested.



**Figure 80** Level of interest by respondents in alumni-sponsored life insurance programs.

### Short Term Health Insurance

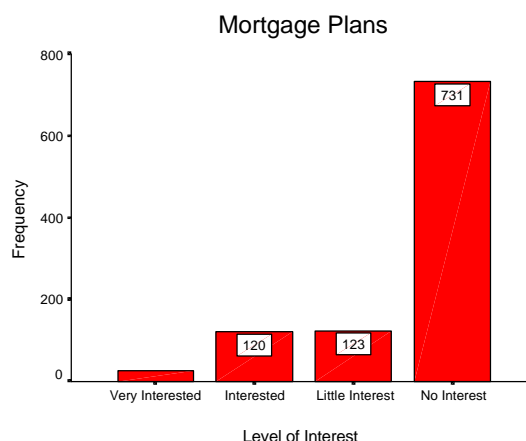
In the 1996 survey, 74.6 percent of respondents were not interested in this type of program. In the current survey, 75.3 percent were not interested.



**Figure 81.** Level of interest of respondents in alumni-sponsored short-term health insurance programs.

### Mortgage Plans

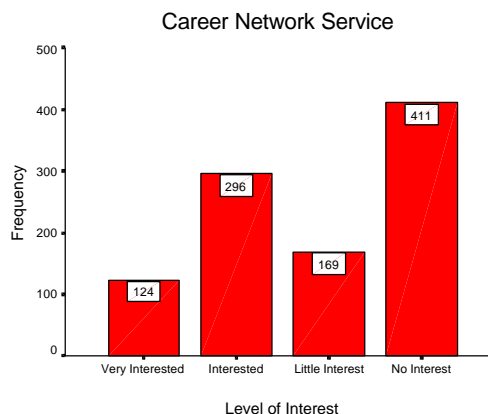
In the 1996 Alumni Survey, 69.0 percent of respondents were not interested in this type of program. In the current survey, 72.9 percent of respondents were not interested.



**Figure 82.** Level of interest by respondents in alumni-sponsored mortgage plans.

### Career Network Service

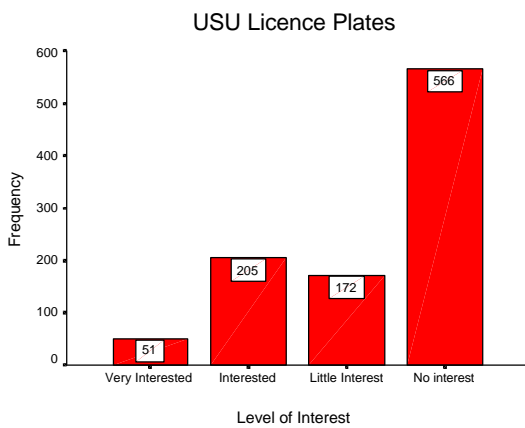
In the 1996 survey, less than half (47.5%) were interested or very interested, with a plurality showing no interest. In the current survey, 41.9 percent were interested or very interested, a decrease, and a plurality (41.0%) were not interested.



**Figure 83.** Level of interest of respondents in alumni-sponsored career network service.

**USU Licence Plates**

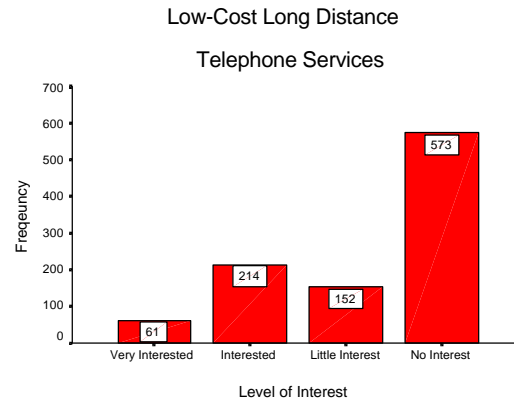
In the 1996 Alumni Survey, 24.0 percent were interested or very interested in this service. A majority (59.2%) were not interested. In the current survey, 25.5 percent were interested or very interested—no real change from the prior survey—and a majority (56.4%), again, were not interested.



**Figure 84.** Level of interest of respondents in alumni-sponsored USU licence plates.

**Low-Cost Long Distance Telephone Services**

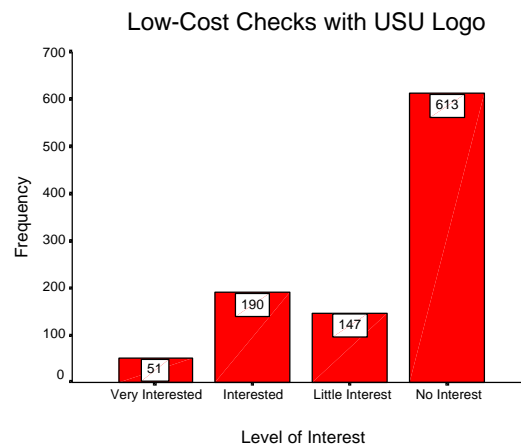
In the 1996 survey, 28.7 percent of respondents were interested or very interested in this service, while a majority (54.4%) were not interested. In the current survey, 27.4 percent of respondents were interested or very interested, again, no real change; and again, a majority (57.1%) were not interested.



**Figure 85.** Level of interest of respondents in alumni-sponsored low-cost long distance telephone service.

**Low-Cost Checks with USU Logo**

In the 1996 survey, 21.6 percent were interested or very interested in this service, while a majority (61.4%) were not interested. In the current survey, 24.0 percent of respondents were interested or very interested while a majority (61.1%) were not interested. These figures are virtually the same for both surveys.



**Figure 86.** Level of interest of respondents in alumni-sponsored low-cost checks with USU logo.

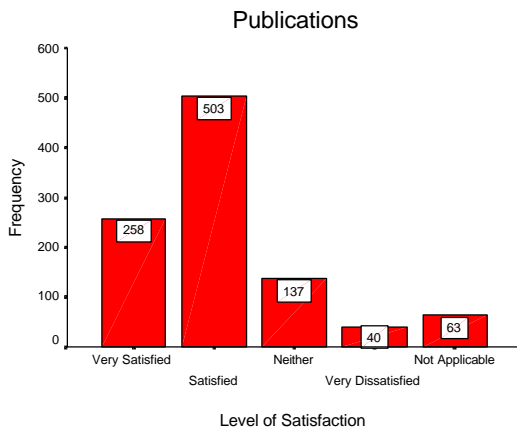
**Level of Satisfaction with Selected Alumni Association Services**

Note: Through an oversight in the revision of these surveys, in both the 1996 and 1999 surveys, in this section,

the response categories are not balanced. That is, while it is possible to register being either Very Satisfied or Satisfied, it is not possible to register being Dissatisfied since this category was omitted. A respondent could only claim to be Very Dissatisfied on the dissatisfaction side of the categories. Major focus in this report will, therefore, be on the satisfaction side of the categories.

**Publications**

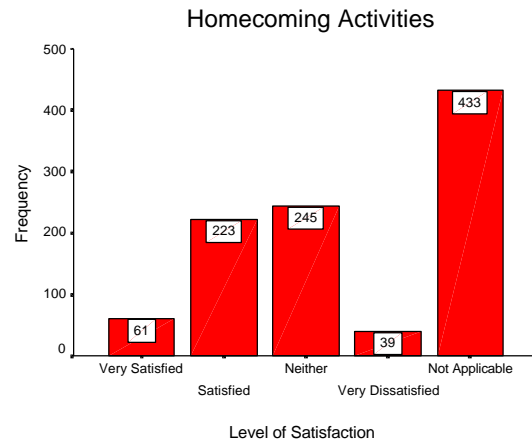
In the 1996 survey, 77.4 percent of respondents were either very satisfied or satisfied with this service. In the present survey, 75.9 percent responded similarly suggesting no difference between the surveys.



**Figure 87.** Level of satisfaction of respondents to the Alumni Association's publications.

**Homecoming Activities**

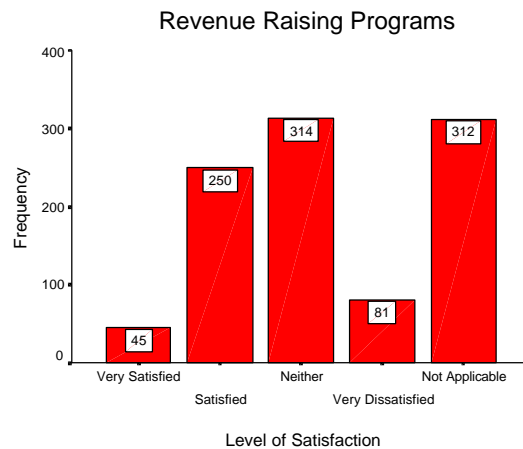
32.3 percent of respondents to the 1996 survey claimed they were satisfied or very satisfied with these activities. A plurality (42.9%) responded not applicable. In the present survey, a slightly smaller proportion (28.3%) were satisfied or very satisfied, while a similar plurality (43.2%) voted not applicable.



**Figure 88.** Level of satisfaction of respondents to Homecoming Activities.

**Revenue Raising Programs**

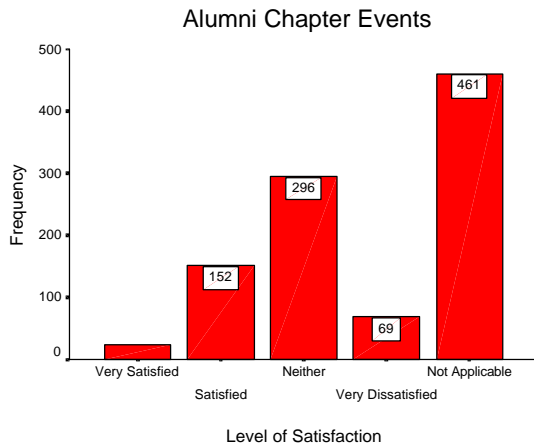
These refer to programs such as the 1<sup>st</sup> USA VISA card. In the 1996 survey, 32.9 percent of respondents were either satisfied or very satisfied with these programs while a plurality (33.3%) found the item not applicable, and another proportion (28.2%) were neither satisfied or dissatisfied. In the present survey, 29.4 percent of respondents were satisfied or very satisfied. Two identical pluralities (31.3%) identified themselves as neither satisfied or dissatisfied or found the item not applicable. Thus, these results are highly similar across the two surveys.



**Figure 89.** Level of satisfaction of respondents with Alumni Association revenue raising programs.

**Alumni Chapter Events**

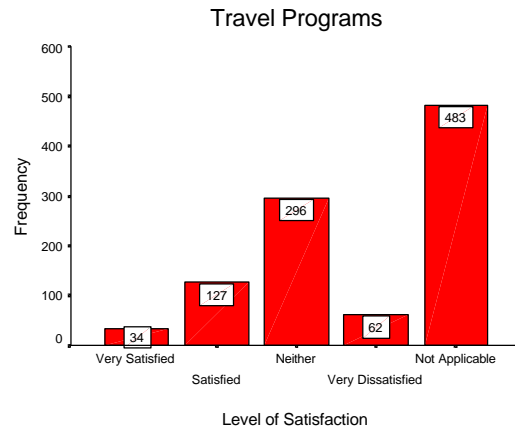
Only 15.9 percent of respondents in the 1996 survey were satisfied or very satisfied with these events. A plurality (49.8%) found this item not applicable and another fair proportion (27.7%) were neither satisfied or dissatisfied. In the present survey, again, a small proportion (17.6%) found these events satisfying or very satisfying while a plurality stated they were not applicable (46.0%) and a fair proportion were neither satisfied or dissatisfied (29.5%).



**Figure 90.** Level of satisfaction of respondents with Alumni Association alumni chapter events.

**Travel Programs**

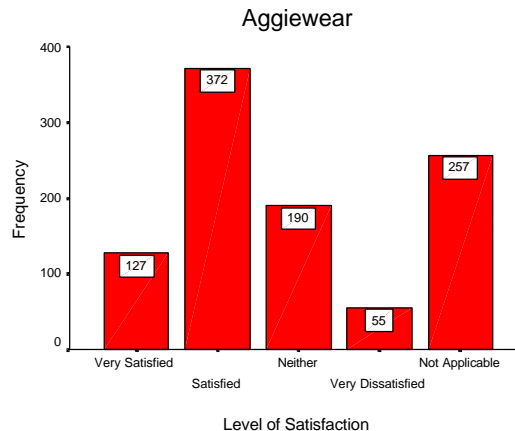
18.1 percent of respondents in the 1996 survey were satisfied or very satisfied with these programs. A majority (52.6%) found the item not applicable and another fair sized proportion (24.5%) were neither satisfied or dissatisfied. In the present survey, 16.0 percent of respondents were satisfied or very satisfied, and a plurality (48.2%) answered not applicable. Another fair sized proportion (29.5%) were neither satisfied or dissatisfied. Thus, the results of the two surveys for this item are quite similar.



**Figure 91.** Level of satisfaction of respondents with Alumni Association travel programs

**Aggiwear**

In the 1996 survey, a majority (51.1%) were satisfied or very satisfied with Aggiwear. In the current survey, a near majority (49.8%) were satisfied or very satisfied with Aggiwear. In both surveys around 1 in 4 or 1 in 5 respondents voted not applicable. Thus, these results, too, are quite similar across the two surveys.



**Figure 92.** Level of satisfaction of respondents with Aggiwear.

## Some Respondent Demographics

### Marital Status

In the present survey, 84.3 percent of respondents reported being married. In the 1996 survey, 84.9 percent of respondents reported being married. Thus, the two samples are alike.

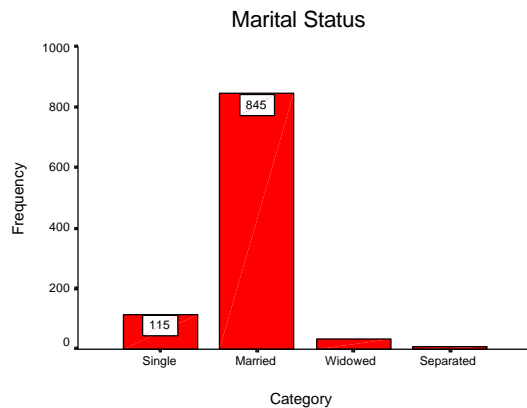


Figure 93. Marital status of respondents.

### Sex

In the present survey, 51.5 percent of respondents were female, and 48.5 percent were male. In the 1996 survey, 54.6 percent were male and 45.4 percent were female. Thus, the two samples differed somewhat in terms of gender of the respondents.

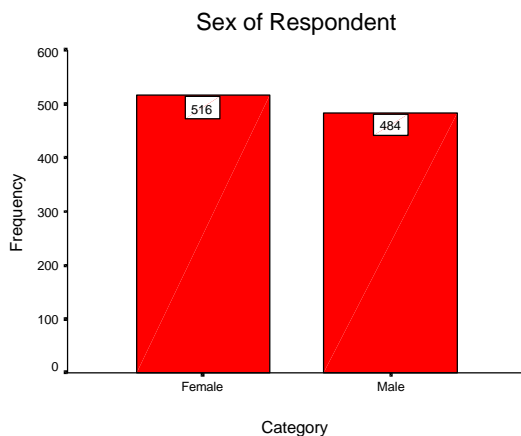


Figure 94. Frequency of males and females in the survey.

## Ages of Respondents

Table 15. Frequency distribution of respondents' ages.

Age	Frequency	Percent
18-20	0	0
21-25	72	7.2
26-30	187	18.6
31-40	199	19.8
41-50	272	27.1
51-60	202	20.1
>=61	47	4.7
Decline to answer	4	.4
<b>Total</b>	<b>1003</b>	<b>99.8</b>

Respondents ranged in age from 21 to above 61. This frequency distribution compares well with that from the 1996 survey, except that the present survey contains several percent more respondents ages 21-25, 7.7 percent fewer respondents ages 31-40, and a few percent more respondents ages 41-50.

## Annual Income

Table 16. Frequency distribution of annual income of respondents.

Income (k\$)	Frequency	Percent
Not Employed	25	2.5
20-29.99	162	16.2
30-39.99	174	17.4
40-49.99	161	16.1
50-59.99	138	13.8
60-69.99	95	9.5
70-79.99	48	4.8
80-89.99	40	4.0
90-99.99	17	1.7
>=100	15	1.5
Decline to Answer	31	3.1
<b>Total</b>	<b>96</b>	<b>9.6</b>
<b>Total</b>	<b>1002</b>	<b>100.0</b>

### ***Spouse's Annual Income***

**Table 17.** Frequency distribution of respondents' spouse's income.

<b>Income (k\$)</b>	<b>Frequency</b>	<b>Percent</b>
	81	8.1
<b>Not Employed</b>	240	24.0
<b>20-29.99</b>	149	14.9
<b>30-39.99</b>	113	11.3
<b>40-49.99</b>	99	9.9
<b>50-59.99</b>	53	5.3
<b>60-69.99</b>	33	3.3
<b>70-79.99</b>	18	1.8
<b>80-89.99</b>	12	1.2
<b>90-99.99</b>	7	.7
<b>&gt;=100</b>	34	3.4
<b>Decline to Answer</b>	163	16.3
<b>Total</b>	1002	100.0

### **General Summary**

The samples generated in both surveys (1999 and 1996) were demographically quite similar. Where items were the same on each survey, outcomes were highly similar across surveys. Where items were different across surveys valid comparisons across surveys were not tenable.