TO: ALUMNI DATA TASK FORCE

FROM: LINDA S. BUYER AND ROSEMARY HULETT, CO-CHAIRS OF TASK FORCE

SUBJECT: MINUTES OF NOVEMBER 16, 2006 MEETING

DATE: NOVEMBER 16, 2006

CC:

Present: Ralph Bell, Linda Buyer, Chuck Connolly, Diane Dates-Casey, Rosemary Hulett, Bonnie Lunde, Michele McMaster, Monica Miller, Sherilyn Poole, Kevin Riordan

- Determination of availability for future meetings. Review of the submitted availability sheets indicated that Monday mornings at 11 AM are a good time for everyone to attend. Thus future meetings will be held at this time.

- The attached proposed scope document was reviewed.

- Questions were raised about the current alumni database. Among them:

    o Validity and existence of email addresses.

        ▪ They are stored in CARS. They are stored in the alternate address (AA) record. They can be accessed via Impromptu by limiting the data pull to AA Code = EXTL and then requesting AA Line 1.

        ▪ No one present knew if email addresses are ever updated or, if so, by whom.

    o Mailing addresses are updated twice each year. Corrections are uploaded from the National Change of Address database.

    o Phone numbers are updated once each year (prior to the phonathon). These updates come from an external service.

    o Data integrity. Issues discussed:

        ▪ Inconsistent uses of fields, e.g., alternate address field AA Line 1 contains both email addresses and street addresses.

        ▪ Inconsistent content in fields, e.g., the faculty title field contains three different spellings of "Adjunct Professor." Another example: some students have nothing filled in the ethnicity field (i.e., the field is blank) while others have "unknown" in the field.

    o Data validity.

        ▪ Inaccuracy, e.g., bad ages/birthdates in database.

        ▪ Missing information.

- Need for additional committee members

    o Registrar's office needs a representative to the task force

    o Chuck Connolly suggested that Laura Brooke, the ITS liaison to Admissions, also be included.

    o Chuck will ask them both.

- Assignment for next meeting: please come prepared to discuss how/where the task force should start its work. Questions to consider:

    o How can we best capture the needed alumni/employer contact information? It was pointed out that data for research purposes cannot be collected involuntarily. That might mean giving students an opt-out check box on the graduation survey so that they could indicate that

although they have provided their contact information that we cannot use it for research purposes.

- o How to collect from all interested units the information about their specific data needs and deadlines for obtaining such information.
- Next meeting: Monday, Nov. 27, 2006 at 11 AM in the COE Dean's conference room (G261).
- Meeting adjourned at 11: 50.

Respectfully submitted,

Linda Buyer

GOVERNORS STATE UNIVERSITY
INTEROFFICE MEMORANDUM

TO: ADMINISTRATIVE GROUP

FROM: LINDA S. BUYER, ASSOCIATE DIRECTOR OF INSTITUTIONAL RESEARCH

ROSEMARY HULETT, ASSOCIATE VICE-PRESIDENT

SUBJECT: ALUMNI DATA TASK FORCE

DATE: OCTOBER 25, 2006

CC:

First, the project needs to be conceptualized as having two separate but connected components:

1. The acquisition of information that will allow the university/divisions/departments/programs to contact alumni and their employers, e.g.,

    - Name

    - Current Address

    - Home Phone

    - Permanent Address (if different from above)

    - Employer Name

    - Employer Address

    - Job Title

    - Work Phone

    This information will need updating on a regular schedule. The Alumni Office currently has a process in place that updates addresses every 6 months and phone numbers once a year. The alumni address changes can also be obtained directly from the alumni themselves, through the alumni phonathon, from donor envelopes, from the "Send Us Your News" section of newsletter, from the National Change of Address database and from several other sources. Data regarding employers is also collected from alums during the phonathon, from donor envelopes and from the alumni newsletter, and from alumni at events. Alumni holding teaching certificates and who are employed within Illinois can be obtained from the "School Report Card" data maintained by the state and/or from the ISBE statistics office.

    These "basic" data will be maintained by the Alumni Relations Office.

2. The determination of the information we want to acquire from the above sources, e.g.,

    - Mandated IPEDS alumni survey questions

    - Employer satisfaction on a variety of dimensions, e.g., skills and abilities as they are applied on the job. At the university-level this would include questions re:

        1. Technology competence

        2. Verbal/Writing skills

        3. Critical Thinking/Problem-Solving

    - Information re: alumni that is required by the various program-level accrediting bodies

- Success stories that Public Relations and Admissions can use (this kind of information might be best collected for the ostensible purpose of some kind of alumni newsletter rather than by survey)

The determination of what information is required will involve calling on a much larger group of individuals than the Executive Committee listed below for input.

This information will need to be collected on a regular schedule. To avoid survey "exhaustion, " we'll want to organize things such that alumni are only contacted once, or at most twice, per year.

Who is going to handle survey design and distribution will need to be determined. If data is not collected electronically, arrangements for keying it in will have to be made.   We need to improve our alumni response rate (e.g., NCATE requires a minimum of 50% responses).   Depending on what decisions are made regarding these factors, the budget for data collection from alumni will be affected.

These data will be maintained by the Institutional Research Office.

The Alumni Data Task force will be co-chaired by Linda S. Buyer and Rosemary Hulett. The first thing that we want to do is establish an Executive Committee. We think that the Executive Committee should consist of individuals who represent the following (we're open to suggestions of additional units needing representation):

Alumni Relations – Rosemary

Institutional Research -- Linda

Career Services --

ITS (we need a programmer who knows CARS) --

Registrar –

ITPPC/Grad Council – Diane Dates-Casey (volunteered)

Provost's Office –

University Assessment Committee --

One representative from each College:

   CAS –

   CBPA --

   CHP –

   COE --

   UC --

COMMON SURVEY QUESTIONS
FOR THE ILLINOIS PUBLIC UNIVERSITIES'
SURVEY OF BACCALAUREATE GRADUATES *ONE YEAR* AFTER GRADUATION

I. Employment Questions

1.   Are you currently employed (including self-employed)?

     1. Yes, full-time   3. No, but <u>am</u> seeking employment
     2. Yes, part-time   4. No, and <u>am not</u> seeking employment

If you are **NOT** employed (responses 3 and 4), skip to *Section II*.

2.   What is the Zip Code of your place of employment (e.g., your actual workplace, not corporate headquarters)?
     _____

3.   How would you classify your primary employer?

     1. Self-employed or private practice   6. Health agency (e.g., hospital, clinic)
     2. Business (industrial, commercial or service)   7. Federal, state, or local government
     3. Professional firm (e.g., engineering, law)   8. Armed services
     4. College or university   9. Non-profit (non-government)
     5. Elementary/secondary school (including   10. Other (please specify) _____
        cooperatives)

4.   How satisfied are you with your current job?

     1. Very satisfied   4. Somewhat dissatisfied
     2. Satisfied   5. Dissatisfied
     3. Somewhat satisfied   6. Very dissatisfied

5.   How closely related is your current job to your bachelor's degree major?

     1. Closely related   2. Related   3. Unrelated

     If you marked "3" (unrelated), is this by choice?   1. Yes   2. No

6.   When did you secure your first job following receipt of your bachelor's degree?

     1. Held the same job while enrolled
     2. Secured job by time of graduation
     3. Secured job after graduation

     If you marked "3," how many months after graduation did you secure employment?
     1. Less than 1 month   4. Between 6 and 9 months
     2. Between 1 and 3 months   5. More than 9 months
     3. Between 3 and 6 months

7.   What is your annual earned income before taxes in your current job?   _____

8.   In general, how well did your bachelor's degree prepare you for your present job?

     1. Very well   4. Inadequately
     2. Well   5. Poorly
     3. Adequately   6. Very poorly

9. Please indicate on the list below your primary occupation. This listing is intended for students one, five, and nine years after graduation. For some occupations, such as doctors, the occupation is not appropriate for students one year after earning a baccalaureate degree.

1. **Management**
   (such as top executives; marketing, P.R., finance, human resources, administrative services, purchasing, & sales managers; educational administrators; health administrators)
2. **Business Operations**
   (such as buyers & purchasing agents; insurance claims adjusters/examiners; human resources, training, & labor relations specialists; management analysts)
3. **Financial Specialists**
   (such as accountants, assessors, appraisers, financial & credit analysts/advisors, loan counselors/officers)
4. **Computer Specialists**
   (such as computer & information scientists, programmers, software specialists, database & network administrators and analysts)
5. **Mathematical Scientists and Technicians**
   (such as mathematicians, statisticians, actuaries & mathematical technicians)
6. **Architects, Surveyors, and Cartographers**
7. **Engineers and Related Technicians**
   (such as agricultural, civil, computer hardware, electrical, industrial, mechanical, materials & construction engineers & technicians)
8. **Life and Physical Scientists and Technicians**
   (such as agricultural & food scientists, biologists, medical scientists, chemists, physicists, atmospheric & environmental scientists, and related technicians)
9. **Social Scientists**
   (such as economists, psychologists, market & survey researchers, geographers, historians, sociologists, anthropologists, political scientists & urban planners)
10. **Health: Doctors**
    (such as physicians & surgeons, dentists, veterinarians, optometrists, podiatrists, and chiropractors)
11. **Health: Registered Nurses**
12. **Health: Therapists**
    (such as occupational, physical, recreational, and speech therapists)
13. **Health: Other Health Practitioners, Professionals, and Support Workers**
    (such as pharmacists, dieticians, physician assistants, and all other technicians/assistants/aides)
14. **Community and Social Service**
    (such as counselors, social workers, community & religious workers, probation officers)
15. **Legal: Attorneys/Judges**
16. **Legal: Legal Support Workers**
17. **Education : Early Childhood Teachers**
    (such as day care, pre-school, and kindergarten teachers)
18. **Education: Elementary School Teachers**
19. **Education: Middle School Teachers**
20. **Education: Secondary School Teachers**
21. **Education: Special Education Teachers**

22. **Education: Other, except Administrators (see #1 above)**
    such as postsecondary teachers; vocational teachers; teaching & research assistants; other teachers, trainers, & assistants)
23. **Library Occupations**
    (such as librarians, archivists, curators, and library technicians)
24. **Arts and Design Workers**
    (such as designers and fine & craft artists)
25. **Entertainers, Performers, Sports and Related Workers**
    (such as musicians, singers, dancers, actors, producers, directors, composers, athletes, coaches and referees)
26. **Media and Communication Workers**
    (such as writers & editors, announcers, news analysts & reporters, public relations specialists, and media & communications equipment workers)
27. **Sales**
    (such as real estate, retail, insurance & securities sales agents, wholesale & manufacturing sales representatives, telemarketers)
28. **Office and Administration**
    (such as clerical & support personnel, clerks, tellers, distribution workers)
29. **Protective Services**
    (such as firefighters, correctional officers, police, life guards, security guards, investigators)
30. **Food Preparation and Serving**
    (such as cooks, bartenders, food service workers & servers)
31. **Building** and **Grounds Cleaning and Maintenance**
    (such as janitors, cleaners, landscaping & groundskeeping laborers)
32. **Personal Care and Services**
    (such as flight attendants, child care workers, hairstylists & personal care workers, recreation workers, hotel & travel industry workers)
33. **Farming, Fishing, and Forestry**
    (such as farmworkers, animal care workers, foresters, loggers)
34. **Construction and Extractive**
    (such as carpenters; electricians; painters, construction, oil & mining workers; plumbers)
35. **Installation, Maintenance, and Repair**
    (such as telecommunications workers; auto repairers; heating, air conditioning, and refrigeration mechanics and installers)
36. **Production**
    (such as electrical & electronic equipment assemblers; food, metal, plastic, printing, & photography industry technicians & workers)
37. **Transportation and Material Moving**
    (such as pilots, drivers, air traffic controllers)
38. **Military**
    (such as officers & enlisted personnel)

II. Education Questions

10.   Have you enrolled in a college or university since earning your bachelor's degree?

    1. Yes, full-time   2. Yes, part-time   3. No

If you have **NOT** enrolled in a college or university (response "3"), skip to *Section III*.

11.   Are you pursuing (or have you completed) an additional degree since earning your bachelor's?

    1. Yes   2. No   (If your answer is "no," skip to *Section III*.)

    If you are pursuing (or have completed) another degree, please indicate which degree below:

1. Associate's
2. Second Bachelor's
3. Academic Master's (MA, MS, MEd, etc.)
4. Professional Master's (MBA, MSW, MFA, MPA, etc.) or Education Specialist
5. Medicine (MD, DO)
6. Health Professional (dentistry, pharmacy, podiatry, optometry, etc.)
7. Theology/Divinity
8. Law (LLB, JD)
9. Doctorate (PhD, EdD, DA, DBA, etc.)
10. Other, please specify:_____

12.   In general, how well did your bachelor's degree prepare you for your additional degree program?

1. Very well
2. Well
3. Adequately
4. Inadequately
5. Poorly
6. Very poorly

III. Satisfaction Questions

13.   What is your present attitude towards the University (*Campus*)?

1. Strongly positive
2. Positive
3. Somewhat positive
4. Somewhat negative
5. Negative
6. Strongly negative

14.   What is your present attitude towards your bachelor's degree major?

1. Strongly positive
2. Positive
3. Somewhat positive
4. Somewhat negative
5. Negative
6. Strongly negative

IV. Educational Practices Questions: *The questions below will provide feedback to help the University improve undergraduate education. Please respond to each question by evaluating your program as a whole.*

15. In my major degree program, professors were accessible outside of class.

    Very often   Often   Sometimes   Infrequently   Never

16. In my major degree program, I was expected or required to work cooperatively with other students on projects, homework, and assignments.

    Very often   Often   Sometimes   Infrequently   Never

17. In my major degree program, professors encouraged me to challenge my own ideas, the ideas of other students, and those presented in readings and other course materials.

    Very often   Often   Sometimes   Infrequently   Never

18. In my major degree program, professors used appropriate teaching activities to help me learn.

  Very often   Often   Sometimes   Infrequently   Never

For those institutions who would like questions for all 7 of Chickering's Principles of Good Practice, here are the additional questions:

19. In my major degree program, professors' expectations for the quality of student work was high.

  Very often   Often   Sometimes   Infrequently   Never

20. In my major degree program, professors provided me with timely feedback on my performance.

  Very often   Often   Sometimes   Infrequently   Never

21. In my major degree program, professors emphasized that studying and planning were important to my academic success.

  Very often   Often   Sometimes   Infrequently   Never

AGGREGATE NEW CIP CODES
FOR USE IN REPORTING GRADUATE FOLLOW-UP STUDY RESPONSES

Number	Disciplines	Applicable New CIP Codes
01	Agriculture/Natural Resources	All codes beginning with 01, 02, & 03
02	Accounting	4-digit code 5203
03	Business	All other codes beginning with 52 and all codes beginning with 08
04	Communication	All codes beginning with 09 and 10
05	Computer/Information Sciences	All codes beginning with 11
06	Education	All codes beginning with 13
07	Engineering	All codes beginning with 14
08	Engineering Technologies	All codes beginning with 15
09	Nursing	4-digit code 5116
10	Health Related	All other codes beginning with 51
11	Liberal Arts/Humanities	All codes beginning with 16, 23, 24, 38, and 39
12	Science and Mathematics	All codes beginning with 26, 27, 40, and 41
13	Social/Behavioral Sciences	All codes beginning with 42 and 45
14	Visual/Performing Arts	All codes beginning with 50
15	Multi/Interdisciplinary	All codes beginning with 05 and 30
16	Other	All codes beginning with 04, 12, 19, 20, 22, 25, 29, 31, 43, 44, 46, 47, 48, and 49