



New Zealand Alumni Survey Experiences, Attitudes and Engagement

A report by The Illuminate Consulting Group commissioned by the New Zealand Ministry of Education

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This report was based on a collaborative effort by the New Zealand Ministry of Education, New Zealand's eight universities, and ICG.

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On behalf of ICG,

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EXECUTIVE SUMMARY

About the Survey

Alumni play an increasingly important role in the overall efforts of higher education institutions developing and raising profiles internationally. The functions that alumni often assist with range between traditional marketing and outreach support, various financial support schemes, talent acquisition, and, more recently, the gathering of competitive intelligence and commercialisation efforts for their alma maters.

Indeed, alumni are turning into a core institutional development pillar for New Zealand universities. Alumni outside New Zealand are arguably at the forefront of this change dynamic, given their international exposure. The survey thus specifically focused on alumni residing outside New Zealand, including both New Zealand citizens as well as former international students.

This dynamic is taking many universities into uncharted territory. It is thus hoped that this survey, which appears to be the first alumni survey ever conducted that includes every university in a country, will contribute to the better understanding and management of the emerging alumni network and support landscape in New Zealand.

The Ministry of Education

The Ministry of Education, as part of its mission to support New Zealand higher education providers with their international positioning efforts, commissioned the *New Zealand Alumni Survey* in early 2009. The Ministry's role was centred on providing support and guidance throughout the project, and to disseminate the final report. ICG was contracted by the Ministry to draw up, coordinate, and evaluate the results of the survey.

The Universities

The survey was supported by all eight universities in New Zealand. Their Alumni Offices contributed to the survey design, helped shape the direction and focus of the survey, provided data on their alumni networks, and conducted the survey invitations through their respective database and e-mail applications.

New Zealand's universities differ in many ways and alumni networks mirror these differences. Collectively, New Zealand's universities are home to more than 640,000 known alumni, with individual institutional networks ranging from less than 30,000 to more than 130,000 alumni.

Overall, nearly 62,000 alumni reside outside New Zealand (labelled “international alumni”), with universities being able to call on as little as 2,000 and as much as 14,000 alumni overseas. The share of international alumni in each university’s overall alumni network also varies widely, ranging from just over five percent to more than 23 percent. New Zealand universities retain e-mail addresses for about 27,000 of international alumni; this pool was therefore the primary targeted audience for this survey.

As the sections on data discussion and recommendations demonstrate, it is not just alumni network size and composition which differ between institutions. There are notable differences between various universities’ alumni offices’ level of resourcing, staffing, experience, and ability to support their institution. Such variance is also the case with the alumni networks these offices are tasked with fostering and administering.

General Methodology

The survey was conceived as a relationship survey, and was thus structured so as to learn about: Alumni’s student experiences; their connections to New Zealand and their respective alma maters; their communication preferences; and the level and kind of support and engagement they are willing to offer to their alma maters, fellow alumni, and New Zealand.

Owing to its global nature and resource constraints the survey was conducted online. Each university was provided with its own, customised survey to be sent out to its alumni. Invitations to the survey were sent out in e-mails, newsletters, and announcements on university websites. Each survey was accessible for three weeks, with the vast majority of responses typically arriving within the first week.

The total number of invitations sent out ran at just above 17,500. About 1,200 invitations bounced back; this is very likely a significant undercount owing to the occasional lack of tracking ability of some universities. The survey attracted 3,417 responses, of which 217 were disqualified for a number of reasons (mostly the respondents’ residence in New Zealand). The overall response rate stood at 19.5%, which in international comparison is relatively high; individual institutional response rates varied from as low as 4.0% to as high as 27.8%.

For analytical purposes, New Zealand citizens (expatriates) and former international students (as identified by citizenship) are evaluated separately in this report. To make sure both groups are properly identified, former international students are referred to as *international alumni*, while New Zealand citizens (expatriates) are referred to as *New Zealand alumni*. The survey itself was designed without betraying any focus or specific verbiage which would have indicated to either that they were potentially considered separately.

Self-Selection Bias

Overall results from this survey are highly positive, and there is also an absence of critical responses in a volume typical for such a survey. This artefact is partially a function of multi-level, positive self-selection bias on behalf of alumni responding to the survey. It is also a function of data capture and update policies of universities which induce their own biases.

Both aspects induce a positive skew in results. Without control groups, the effects of the two biases on the survey results cannot be definitively evaluated or statistically adjusted. Therefore readers are asked to exercise caution and keep this context in mind when interpreting the overall highly positive scores and feedback given in this survey.

Survey Results

Demographics

Information collected on alumni demographics is largely relevant in the context of specific behaviour, needs, and support offerings — these are covered in subsequent analysis. Therefore only some brief demographic highlights are summarised:

- Nearly two-thirds of all respondents reside in just five countries: Australia, the UK, the US, China, and Malaysia. New Zealand alumni are much more likely to reside in Australia and the UK than international alumni.
- Respondent numbers were equally split between New Zealand alumni and international alumni, the latter were led by alumni from Malaysia, China, and Australia.
- Three-quarters of respondents were less than 50 years old. International alumni show a notable skew towards young alumni (less than 40 years old).
- The male-to-female split amongst respondents ran equally at 3-to-2 amongst New Zealand and international alumni.
- International alumni showed higher numbers of Master's Degree level degree attainment than New Zealand alumni, who in turn displayed a higher share of Bachelor Degrees.
- The most notable difference between international and New Zealand alumni with regards to faculty (or school/department) attended can be found in the preference of international alumni for business (management) studies, whereas New Zealand alumni favoured arts and humanities studies.

Experiences

Students' social and educational experiences are highly formative for subsequent alumni affinity levels. The survey reveals a highly positive impression landscape:

- More than 90 percent of respondents stated that their educational experiences were “very positive” or “positive”. Differences between New Zealand and international alumni proved negligible. Younger alumni and alumni residing in China and Hong Kong were less positive about their educational experiences than respective counterparts.
- About three-quarters of respondents indicated “very positive” or “positive” service experiences. International alumni rated their service experiences somewhat more positively than New Zealand alumni, with German alumni being the most appreciative.
- Contributors to the respondents' social lives as students varied widely, with fellow students accounting for more than half of all responses. Not surprisingly, New Zealand students at the time related more closely to domestic students and residents, and international alumni to international students (with strong variation by nationality).
- Two-thirds of international alumni felt “definitely” welcome in New Zealand as a student, with German alumni feeling most and Chinese alumni feeling least welcome amongst large alumni pool countries.

Connection (Universities)

Alumni in general have developed distinct expectations with regards to the ways they wish to connect to their alma mater. Alumni relations programming need to take these wishes into account while proactively building new connection opportunities:

- Overall, the level of connection between alumni and their alma mater through traditional alumni programming tools is somewhat disappointing. Effectively less than 10 percent of all alumni connect “regularly” by attending a New Zealand-themed or general alumni event, joining an alumni chapter, or by socially meeting other alumni.
- Differences between alumni, when correlated with nationality or faculty/school/department, proved relatively minor. This applies to connection activities such as reading the university magazine, visiting websites, or attending an event.

- The most important differentiation factor is alumni age. This factor matters especially when dealing with issues such as online communities, event attendance, or reading the university magazine. Younger alumni are far less well connected to their alma mater than older alumni.
- Interestingly, the low level of actual connection behaviour is belied by the emotional connection of many alumni to their alma mater which, especially in the case of international alumni, rated notably higher than expressed behaviour.

Connection (New Zealand)

Alumni do not only connect to their alma maters, but also to New Zealand at large. Understanding the level and depth of connection is relevant in the context of New Zealand-themed programming or shared university events:

- Alumni connections to New Zealand ran at a much more positive rate than connections to universities. Thirty-seven percent of international alumni and 56 percent of New Zealand alumni reported that they feel “very much” connected to New Zealand. Only very small minorities reported not feeling connected.
- Strong differences exist by nationality, with alumni from Anglo-Saxon countries typically feeling a lot more connected than Asian alumni. One notable alumni group were the German alumni who overall reported feeling as much connected to New Zealand as New Zealand alumni themselves.

Communication

Universities and their alumni networks share multiple, sometimes well-established, sometimes only-now-emerging, communication channels. These channels carry specific economics, timeliness, customisation ability, and interactivity levels which drive usage patterns by both alumni and universities:

- A clear shift towards electronic communication channels is evident. More than 70 percent of alumni “like” e-mail communication whereas less than 50 percent “like” postal mail.
- Alumni prefer to have information pushed to them via e-mail and electronic newsletters rather than having to search information out on websites.
- Communication patterns differences between alumni by faculty/school/ department attended are relatively small.

- A very significant difference emerges regarding online communities, which found a strong following amongst younger alumni with around 30 percent of under 40 years old alumni expressing a positive perspective.

Engagement

In its last set of questions, the survey inquired into four forward-looking alumni engagement areas. First, alumni's readiness to support their respective alma mater. Second, alumni interest levels in participating in New Zealand-themed events. Third, the expectations alumni hold with regards to benefits and information to be gained from participating in New Zealand-themed events. Fourth, the activities and information which alumni expect from regional alumni events:

- The potential for much enlarged alumni networking activities outside of New Zealand is high – alumni consistently expressed their readiness to support their alma mater. Most popular were event attendance and recruiting activities which garnered affirmative interest from the mid-thirties to mid-fifties share of alumni. More than one-third of alumni under the age of 50 years old reported being willing to render marketing support as well, and nearly half of alumni under the age of 30 years old said they would join a university-run Facebook group.
- Potential support levels for New Zealand-themed events also run high. Attending an embassy-event was found the most interest, closely followed by attending a Kiwi Expatriates Abroad and sports event. Embassy events were especially popular in Germany, the US, and China – and least popular with Australian nationals, who also preferred not to attend New Zealand sports team events. Sports team events in general drew a differentiated response with some alumni in, for example, Singapore, showing little interest.
- Benefits and information expected from New Zealand-themed events straddle a broad spectrum. Socialising, social and cultural updates, and business opportunity information were most popular areas chosen by respondents. International alumni displayed distinct patterns when compared to New Zealand alumni, especially with regards to visiting and immigration information. Older alumni preferred socialising by a wide margin.
- A great degree of commonality exists regarding regional alumni events. Differences in expectations between New Zealand and international alumni were small. The same held for age and faculty/school/department attended. In general, the most popular activities were connecting with and making new friends, professional networking, and attending a dinner or reception. Meeting university leadership was the least popular activity.

Implications of Findings

Introduction

The survey produced more than 300,000 data points reflecting on more than 3,400 alumni from around the world. This is a very substantial set of data which represents nearly 5.5 percent of all known alumni residing outside of New Zealand.

Survey results offer a granular picture of alumni likes and dislikes, of communication habits, the willingness to support a respective alma mater, connection levels to New Zealand, and so on. This is information relevant not only for Alumni Offices, but also International Offices and other university units, as well as the New Zealand Government.

Yet interpreting results needs to be undertaken with care, not only because of the aforementioned granularity, but also because of the referenced self-selection bias amongst survey respondents as well as data capture and capabilities issues within universities.

Alumni Relations in New Zealand

The survey has highlighted that alumni relations as an institutional function in New Zealand universities, with a few exceptions, remain under-staffed, under-resourced, technologically not sufficiently equipped, and politically not integrated at a level necessary to take systematic advantage of the opportunities this report points to.

This is by no means a unique situation; similar situations can be found in Australia, France, or Germany. However, a number of the data quality and availability issues as well as technical and transactional capabilities the survey encountered require a solution. Detailed suggestions are contained in the reports issues to each university.

New Zealand Networking

One, if not the most, promising finding from this report is the amount of affinity alumni hold towards New Zealand across a wide spectrum of alumni. This speaks to the attractiveness of New Zealand as a nation, and as a destination for non-New Zealand nationals.

A number of preferences expressed by alumni allow for taking advantage of this sentiment in structured ways, such as embassy events with multiple universities participating, or events with New Zealand governmental agencies and businesses informing attendees about job opportunities in New Zealand.

This is not meant to suggest that a New Zealand alumni network currently exists. Alumni affinity is a multi-tiered phenomenon which continues to centre on interpersonal experiences. These are immutably tied to alumni's specific experiences, which do not translate to a national level. Rather, New Zealand is in the fortuitous position of overlaying positive institutional affinity patterns with even more positive country-wide patterns.

University Alumni Networking

Following up on the above statement, much of the tangible alumni network development will have to be undertaken by the universities. Similarly, development roadmaps will have to differ substantially given the disparate current development stages and proficiency levels of Alumni Offices.

General development areas valid for all universities include:

- The systematic creation and/or expansion of alumni clubs in close alignment with alumni volunteers.
- Events which closely mirror the preferences and priorities of potential attendees (which would result in highly segmented programming).
- The adoption of online communities such as Facebook or LinkedIn, as these hold significant appeal to younger alumni.
- Early alumni programming into the student body in order to take advantage of the formative affinity building period of future alumni.
- Structures enabling alumni to relate more and better to each other. This is a leverage-based approach which reflects on the prevailing resourcing levels in most Alumni Offices.

Outlook

New Zealand and its universities hold what many other countries desire: A high amount of goodwill in alumni residing outside the country. Yet as a country, and on an institutional level, this opportunity has not been systematically utilised. This report offers direct feedback on the needs and support offers from alumni, as well as its own analysis, to pave the way for strategic improvements.

ABOUT THE SURVEY

Survey Scope and Design

Survey Scope and Reach

The goal of this survey was to investigate alumni's attitudes and expectations vis-à-vis their alma mater and New Zealand itself. Designed to serve as an assessment tool for alumni's experiences, connections, communication preferences, and engagement levels, the survey focused on alumni living outside of New Zealand.

The survey was sent out to alumni from all eight of New Zealand's state-funded universities: the Auckland University of Technology, Lincoln University, Massey University, the University of Auckland, the University of Canterbury, the University of Otago, the University of Waikato and the Victoria University of Wellington. Not only did its comprehensive nature result in it being the first ever nation-wide alumni survey, but it also gives insights into global alumni perspectives despite its national scope¹.

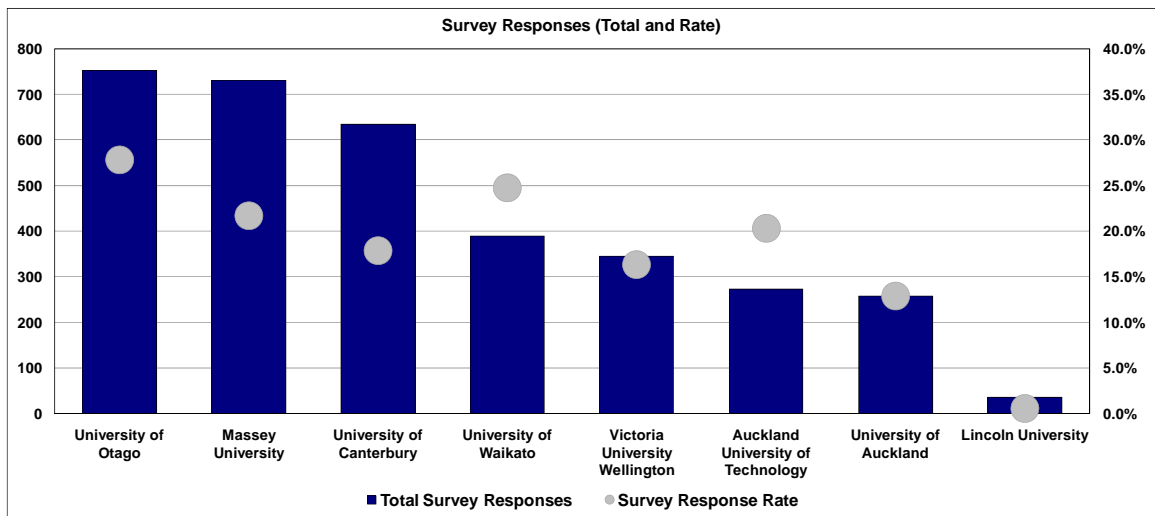
The survey was conducted in a web-based format. Despite the unavoidable instances of respondent self-selection – e.g.; a bias toward alumni who made their e-mail address available to their alma mater, and alumni with Internet access, etc. – utilizing an online format proved to be the most sensible as well as cost effective way to generate a large number of responses from New Zealand universities' globally dispersed diverse alumni body.

In total, more than 17,500 alumni were invited to participate in the survey. With 3,417 responses (3,210 qualified responses after adjusting for residence outside New Zealand), the overall response rate of 19.5% was significantly higher than expected; similar online surveys often attract response rates of 5-15%.

Given the fact that a larger respondent pool increases precision only to a limited extent – and eventually not at all – large alumni programs like the University of Auckland's were requested to downsample their alumni pool before sending out invitations. Without such a step it would have been easily possible to reach 5,000 or more survey responses.

¹ According to the Vice-President of Research at the Council for the Advancement and Support of Education (CASE) no survey like this has been undertaken before.

Graph 1: Survey Responses



Notes: Survey Responses by University (Total and Rate). All Alumni: 3,417.
 Source: New Zealand International Alumni Survey.

Four universities achieved unusually high response rates of more than 20 percent. In the case of the University of Otago, as many as 27.8 percent of survey invitees chose to participate. Given the remarkable willingness of alumni of New Zealand universities to take part in this survey, response rates under 10 percent have to be considered as an outlier.

Survey Design

The survey was conceived as a customized and institution-specific online survey from the outset. A web-based survey format has several advantages: Unlike phone interviews, international web-based surveys are not subject to time zones and they are inexpensive. In addition, web-based surveys have a truly global reach (if desired) and invitees are able to decide when they want to participate. Universities were provided with sample invitation texts and the URL (website address) for their respective survey.

The survey comprised twenty questions: Six mandatory questions concerning alumni demographic information, eleven (close-ended) multiple choice questions focusing on alumni preferences and behaviour, two open-ended questions regarding scholarships and general comments, and one hybrid question (Question 10) which asked alumni to choose from a list of answering options while also allowing them to contribute personal commentary.

With the exception of Questions 18 and 19, all close-ended questions provided respondents with the opportunity to opt out by selecting “Other”, “Don’t know/Does not apply”, etc. Respondents had the option to skip any question starting with Question 7.

The survey’s multiple choice questions were presented in two formats: For one, questions with nominal answers (i.e. either/or – questions with answering options that are distinct from one another), and second scaled response question which allowed respondents to specify the intensity of their opinions (e.g., very positive, positive, neutral, etc.).

From a methodological standpoint, allowing for scaled responses can be of great interpretive assistance because oftentimes answers derived from dichotomous questions (i.e. Yes/No or Agree/Disagree) fail to communicate a respondent’s concise feelings about a certain issue.

Among the survey’s voluntary close-ended questions, i.e. Questions 8 through 19, all but three were scaled response questions. The others, i.e. Questions 10, 18 and 19, were general multiple choice questions which asked respondents to select one or more options from a list of distinct nominal answers. For example, alumni were asked to state their concrete expectations with regards to a regional alumni event (Question 19): Do they prefer to socialize with fellow alumni? Do they want to listen to a lecture? Do they want to meet up with university leaders? etc. In this case, results were nominal, i.e. answers were neither related to one another nor were they gradable (nominal data: either/or distinctions).

After devising the initial draft for the survey, ICG worked with representatives from both the New Zealand Ministry of Education and all eight New Zealand universities to optimize questions’ focus, wording, and response option mix, as well as to detect potential sources of error.

In addition, substantial efforts were made to harmonize different naming conventions (e.g., for degrees or academic units) as much as possible to allow for a comprehensive roll-up analysis of the eventual eight individual surveys².

Ultimately, though, a number of questions remained subject to customization in order to provide alumni with specific touch points. For example, instead of using “university magazine” the actual title was provided. By balancing out overall structural harmonization with the customization of specific response options a high level of comparability managed to be retained.

The survey was designed to be completed in less than twelve minutes, which the vast majority of respondents achieved.

² Each survey was built as a stand-alone survey with customized lay-out, a unique URL, and its own response data file.

Survey Execution

After a two week-long revision process performed in collaboration with both the New Zealand Ministry of Education and all eight universities, the survey's final draft was conveyed to the universities who were in charge of the alumni invitation process.

In order to gear the survey toward the desired target population – alumni living outside of New Zealand – the universities made an effort to exclude New Zealand residents from their list of survey invitees.

In a second step, in order to ensure a high level of representativeness, some universities were advised to either e-mail the survey invitation to all alumni (who qualified), or to first run a random sample (at agreed-on sample levels) of the existing list of qualifying alumni.

Universities' approaches effectively depended on the number of international alumni with e-mail addresses: With 1,342 qualifying alumni, the Auckland University of Technology was requested to contact all alumni, whereas the University of Otago was asked to sample 2,710 alumni out of its qualified pool of 6,716 international alumni.

Overall, out of 17,541 total survey invitation e-mails, 1,180 e-mails (6.7%) bounced back due to incorrect or outdated e-mail addresses and/or other technical problems. In total, 3,417 alumni responded to the survey of which 3,210 responses were deemed qualified while 207 responses were disqualified as ineligible owing to respondents residing in New Zealand; nearly half of the disqualified responses were caused by an invitation list error committed by a single university. The data set this report draws on therefore is based on a total response pool of 3,210 international alumni, split into former international students (1,590) and New Zealand expatriates (1,620)³.

Alumni offices were given the liberty to select the precise date of sending out the e-mail invitation to their respective alumni in order to allow them to embed this invitation into other programming measures. Therefore, both the survey start dates and end dates differed between universities. Common to all surveys was the duration of exactly three weeks. On 8 May 2009, the last remaining open survey was closed.

³ This survey defines international alumni as all alumni who do not reside in New Zealand.

Methodological Considerations

Self-Selection Bias

One of the most challenging topics in survey research is the problem of sampling and selection bias. A biased sample will lead to biased results unless such a bias is expertly accounted for and/or de-layered. And though it is next to impossible to exclude all potentially bias producing methodological distortions, being aware of this bias both from analyst's as well as a report reader's perspective should increase confidence in a survey's results.

In terms of self-selection dynamics and the inherent biases, it should be noted that the respondent pool only encompasses responses fulfilling all below selection criteria:

- Alumni living outside of New Zealand (not related to survey's web-based nature)
- Alumni whose e-mail addresses were retrievable in a university's database
- Alumni who actually received the e-mail invitation (i.e. a valid e-mail address)
- Those alumni who opened the e-mail
- Those alumni who made an effort to participate in the survey

A brief case study of the Victoria University of Wellington (VUW) serves to illustrate the above issue of self-selection bias:

- VUW has recorded 74,980 alumni in its database. These alumni constitute named alumni, i.e. they merely represent a part of the total pool of all students that ever graduated from and/or attended VUW. The exact size of the total alumni pool is unknown
- Of these 74,980 alumni, 7,855 alumni, or 10.5 percent, are currently residing outside of New Zealand (assuming the database entries are up-to-date)
- Of these 7,855 alumni, a little less than half, i.e. 3,704 or 47.2 percent, have their e-mail addresses captured in VUW's alumni database
- Of these 3,704 alumni, a random sample of 2,116 alumni was invited to participate in the survey
- 161 invitation e-mails bounced back due to incorrect addresses and/or other technical problems, resulting in 1,955 alumni being reached
- Of these 1,955 alumni, a total of 345 or 17.6 percent, participated in the survey
- Another 27 responses had to be disqualified because the respondents did no longer live outside of New Zealand
- Ultimately, 318 VUW alumni survey responses qualified for the data analysis

Taking the various above referenced instances of (self-) selection bias into consideration, the explanatory picture emerging from this report's data analysis will be characterized as much by the limitations of the data utilized as by the this survey's unique scope: As the first ever nation-wide alumni survey this report provides an unprecedented opportunity to assess New Zealand universities' global alumni footprint and gain a comprehensive picture of the likes and dislikes of alumni of all backgrounds.

Observation Technique

This survey constitutes a one-off, backwards as well as forward looking observation of international alumni living outside of New Zealand. The advantage of such a broad observation time frame is that it allows respondents to weigh in on their diverse experiences as students and then alumni, and to evaluate these experiences in the context of their expectations and connections to their alma mater and New Zealand.

A disadvantage of the survey's one-off character is that it essentially only offers a snapshot of alumni attitudes and behaviour as of April to May 2009. Only a longitudinal study in the form of repeated observations (i.e. surveys) would allow for tracking deviations in alumni attitudes and behaviour over time.

Diverse Alumni Pool

The composition of survey participants in terms of their demographic and educational backgrounds was highly diverse along multiple factors, including age, gender, subject studied, nationality, etc. For example, some survey participants' student days date back to the early 1950s, whereas others are recent graduates.

These factors – labelled in a simplifying sense “demographic” factors – in themselves as well as in the various possible combinations were expected to hold a significant influence on respondents' preferences and experiences. Therefore, the first six questions were mandatory close-ended questions asking respondents to specify their current country of residence, their nationality, their age, their gender, the school/department/faculty/college they attended while enrolled at a New Zealand university, and any degree obtained from New Zealand institutions.

Though questions were devised to be as straightforward as possible, at times their close-ended character could not account for a variety of complex real-world arrangements: Some alumni held dual citizenship, a few were reluctant to state their gender, and others were affiliated with academic units that no longer exist, and thus struggled with identifying appropriate responses.

Since the first six demographic questions in the survey were mandatory (i.e. responses were required in order to be able to move to the next question), respondents were offered quasi-opt out options by choosing “Other,” or “Do not want to share”. In another question, clear guidance such as in the case of country of residence was provided by asking for an alum’s country of primary residence. This way, respondents with multiple residences received clear instructions on which country to choose. In the case of nationality, alumni were purposefully left to choose which nationality they wanted to identify in case of dual citizenship.

Given the highly diverse alumni body, all subsequent questions (Questions 7 through 20) were interpreted in the context of key demographics: While this report lays primary emphasis on the differences between New Zealand expatriates and international alumni, other variables such as alumni age or school affiliation were also taken into consideration, especially with regards to event participation and preferences as well as technology usage.

Close-Ended Multiple Choice Questions

Questions 8 through 11 asked alumni to look back and evaluate their experiences as students in New Zealand. After the introductory set of compulsory demographic questions, this section featured entry-level questions which, given their generic nature, were designed to prepare respondents for more specific questions later on.

In the case of Questions 8 and 9, answer options were tailored to the respective question: Both questions required alumni to rate their educational and student service experience as either “very positive,” “positive,” “neutral,” “negative,” “very negative” or “Don’t know/Does not apply”. Question 11 inquired about New Zealand’s hospitality (as perceived by alumni) and offered five reply options, ranging from “definitely” to “definitely not”, while allowing respondents to opt for answering “Don’t know/Does not apply”, or outright skipping the question.

With the exception of Question 10, response options were scaled with the intent to capture the intensity of respondents’ answers. From a methodological standpoint, this can be of great importance because oftentimes answers derived from dichotomous questions (i.e. Yes/No, Agree/Disagree) fail to communicate respondents’ concise and/or granular feelings about an issue. Scaled response questions by contrast offer a wider range of answers which provided respondents with the opportunity to express themselves in a more nuanced way.

The multiple choice format of Question 10 (“As a student in New Zealand, who was an important part of your social life?”) resembled that of Question 5 (degrees obtained in New Zealand) in the sense that alumni were asked to check all answers that applied. In addition, Question 10 included an open-ended part which invited alumni to personally name all of the groups of people they deemed important.

Questions 12 through 15 sought to find out about both the extent and the nature of alumni's connection with their alma mater. Following a series of backward-looking questions (i.e. Questions 8 through 11), these questions assessed alumni's communication habits and their perceived connection to both their alma mater and New Zealand.

The rationale behind these questions was to explore alumni's connectedness in an abstract way (i.e. overall connection with their alma mater), as well as in the form of concrete reciprocal communication efforts (i.e. "Have you attended an alumni event?" / "Do you prefer receiving updates via e-mail?").

The third section of the survey – Questions 16 through 19 – asked alumni to express their availability and willingness to support their alma mater in the future. Questions 16 and 17 asked alumni whether, and in what way, they could imagine supporting their alma mater or whether they were willing to participate in a New Zealand-themed event.

Though both questions followed a scaled-response logic, their dichotomous character (possible answers: "Yes," "Maybe," "No," "Don't know/Does not apply") was intentionally employed in order to yield more tangible results for alumni programming efforts. It should be noted that when asking alumni for support, probing for overly high granular responses do not only have the potential to irritate respondents, but also to result in data which cannot be analyzed with clarity.

Questions 18 and 19 were close-ended multiple choice questions which asked alumni to identify their expectations regarding two types of events: New Zealand-themed events and regional alumni events. The absence of opt-out answers (e.g. "Other") can be explained by one of the most fundamental principles of alumni programming, namely to avoid creating false expectations.

Each of the questions' eight answering options had been previously discussed and agreed upon by the universities and the New Zealand Ministry of Education. Allowing alumni to deviate from these options would have sent the wrong message by implying the possibility to generate a wish list of sorts.

Open-Ended Questions

The survey featured two open-ended questions: Question 7 inquired about scholarships awarded by the New Zealand government and Question 20 called for general comments. While Question 20 was intended to seek colour commentary, Question 7 was meant to assess the ability of New Zealand government scholarships to drive international alumni affiliation with the country of New Zealand.

Though several international alumni received scholarships from their alma mater, the heterogeneous nature of these awards nullified the feasibility of a meaningful analysis. Therefore, the report focused on the two biggest New Zealand sponsors for international alumni in this survey: the New Zealand Agency for International Development (NZ Aid), and New Zealand Official Development Assistance (NZODA).

To ascertain about the number of relevant scholarship recipients, all 882 entries for Question 7 were manually reviewed for NZ Aid/NZODA properties. In total, 126 scholarship recipients, or 7.9 percent of all former international students, were identified as having received financial assistance through NZ Aid/NZODA programmes.

To contrast NZ Aid/NZODA scholarship recipients' opinion of New Zealand with that of alumni who received scholarships from institutions abroad as well as those who did not receive a scholarship, all 126 alumni were matched with Question 15 which inquired about respondents' perceived connection to New Zealand. Ultimately, the comparison confirmed the widely shared assumption that scholarships have a notable impact on affinity levels.

Notes on the Report's Data Analysis

Differentiating International Alumni and New Zealand Expatriates

While this report largely splits its analysis into either former international students (further on referred to as international alumni) or New Zealand expatriates (referred to as New Zealand alumni), the survey itself was designed without betraying any focus or specific verbiage which would have indicated to either that they were in any way targeted. To the contrary, slight ambiguities in wording were accepted during the survey design phase in order to arrive at a common, equitable design.

This proved to be fortuitous since eventual returns amounted to a relatively even split between 1,590 international student alumni and 1,620 New Zealand alumni (qualified responses). Both groups are of particular interest to New Zealand universities' alumni programming owing to their – assumed – distinct characteristics and preferences.

Outliers, Lacking Responses, and Non-standard Behaviour

When dealing with large complex datasets which contain small sub-samples, the role of outliers has to be taken into consideration. In this regard, both Lincoln and Massey Universities showed significant deviations from the average response patterns.

With only 33 qualified answers and a response rate of 4.0%, Lincoln University's survey responses just cleared the threshold of statistical relevance. However, given distribution patterns within the respondent pool it is suggested that the survey results not be utilized, owing to their lack of representativeness.

Massey University recorded the second highest number of survey respondents (708 qualified responses). A sub-group of this considerable number of respondents were alumni who had taken part in Massey's distance education program (i.e. extramural students). Their experiences and attitudes therefore differed from those of on-campus students.

As a result, the question-to-question response rates of these students jumped up and down in a unique, no-standard manner – driven by these students opting out from answering questions which did not relate their experiences. Typically, question response rates do not recover from such an opt-out behaviour. Yet these Massey alumni behaved differently by continuing the survey at high rates.

Demographic Data Discussion

Questions 1 to 6 were directed at discovering alumni demographics information: Country of residence, nationality, age, gender, the academic unit alumni attended while enrolled at a New Zealand university, and the degrees alumni obtained from New Zealand institutions.

Questions 1 and 2 offered the widest range of multiple choice answers – countries of primary residence (Question 1) and nationality (Question 2) offered 31 answer choices each (30 countries to select from and “other”). The report’s data discussion focused on the eleven most frequently selected countries. Since these eleven countries accounted for 83.5% of respondents for Question 1 and 82.6% for Question 2, the remaining 21 countries were aggregated to simplify the graphic data display.

Results from Question 2 allowed for the eventual disaggregation of former international students (1,590) and New Zealand expatriates (1,620). Complex scenarios such as dual citizenship or changes in citizenship were not taken into consideration owing to limitations of the survey format.

Devising the response options for Question 5 was rather difficult owing to the multitude of degree categories and naming conventions not only between universities, but also within universities over time. The discussion of degree attainment thus must be considered in this challenging methodological context.

Question 6 asked survey respondents to name the academic unit (school, college, faculty, college) they attended while enrolled at a New Zealand university. Similar to Question 5, structures, naming conventions, and historical (in-) consistencies posed challenges. In order to allow for a standardized data discussion, further roll-up scenarios were necessary. For example, the University of Canterbury’s College of Arts, Faculty of Arts, Faculty of Music & Fine Arts and the University of Otago’s Division of Humanities Departments were both aggregated under the Arts and Humanities umbrella.

Open-Ended Questions

The survey contained two questions (Questions 7 and 20) which invited responses in an open-ended, free text format. These responses necessitated a different analytical approach relative to the analysis of the other 18 questions.

Question 7 probed for scholarships awarded by the New Zealand Government. The 882 responses for this question were manually reviewed for evidence of NZAID and NZODA funding. Eventually, 126 scholarship recipients were identified as having received such financial assistance.

The statistical validity of responses to this question, however, is not as high as the validity of response to Questions 1 to 6. Question 7 was not a mandatory response question and the large amount of irrelevant, ambiguous, mislabelled, or unidentifiable responses provided by survey respondents proved challenging.

The survey's final question, Question 20, invited survey respondents to share any comments they deemed relevant. Responses predictably touched on a vast array of subjects. Despite the wide range of responses, a high level clustering of responses was attempted. However, no statistical analysis was performed.

Close-Ended Questions

Overall, the survey featured eleven close-ended multiple choice questions. Two forms of multiple choice questions were utilized: First, regular questions such as an either/or question with answering options that were distinct from one another; and second, a scaled response question which allowed respondents to specify the intensity of their opinions (e.g. "very positive", "positive", "neutral", etc.).

Some questions featured multiple sub-questions which probed for further details on alumni's readiness to connect with and support their alma mater. Since not all sub-questions within a question were thematically aligned (mostly a function of listing a large number of sub-questions), the data analysis process made an effort to group sub-questions by relevant theme and, if possible, to filter salient messages.

All voluntary close-ended questions (Questions 8-19) offered opt-out scenarios, with the exception of Questions 18 and 19. Both questions were intended to identify alumni's expectations regarding two types of events: New Zealand-themed events and regional alumni events. The absence of opt-out and/or free text answers was driven by the need to avoid creating false expectations, i.e. alumni assuming by stating specific demands that such demands would become a reality.

Visualizations and Graphic Displays

Nearly all data discussion in this report is augmented by a graph depicting the discussed data, or a summary thereof. The choice of charts – e.g.; bar charts, pie charts, etc. – was driven by the desire to select the format easiest to comprehend. Charts represent relative values such as percentages, not total numbers.

The colour coding in the graphs follows a predetermined logic: Shades of grey, blue, green and red are applied in a certain order, typically moving from the left to the right or the bottom to the top. Whenever colour-coded formats yielded sub-optimal results in terms of illustration and legibility, they were omitted.

SURVEY RESULTS

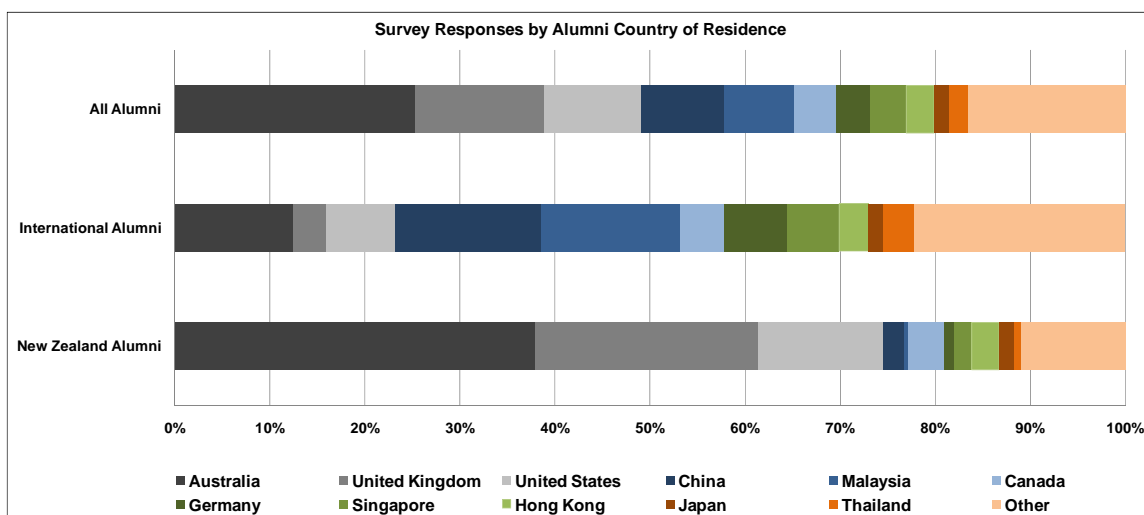
Demographics

Alumni Residence

The survey’s first question looked at alumni’s current country of primary residence by offering 30 countries as response options, as well as “other”. This demographic identifier was important for methodological reasons – the survey was designed to exclude alumni residing in New Zealand. As a result, 207 survey responses from alumni residing in New Zealand were disqualified owing to the international focus of this survey.

Country of residence is an important element of alumni relations programming efforts since it determines the nature of – and possibility for – localized services and events. Key drivers for the provision of services and holding of events are alumni engagement and volunteer levels, the relative level of affinity held by alumni to their alma mater and/or New Zealand, and the overall number of alumni (i.e. threshold factors). Another aspect is the linkage to other demographic variables such as alumni age or faculty affiliation, and behavioural variables such as technology usage.

Graph 2: Alumni by Country of Residence



Notes: Question 1. New Zealand Alumni 1,620, International Alumni 1,590.
 Source: New Zealand International Alumni Survey.

The current country of residence distribution patterns of New Zealand and international alumni exhibit a divergent picture. While 78.6 percent of New Zealand expa-

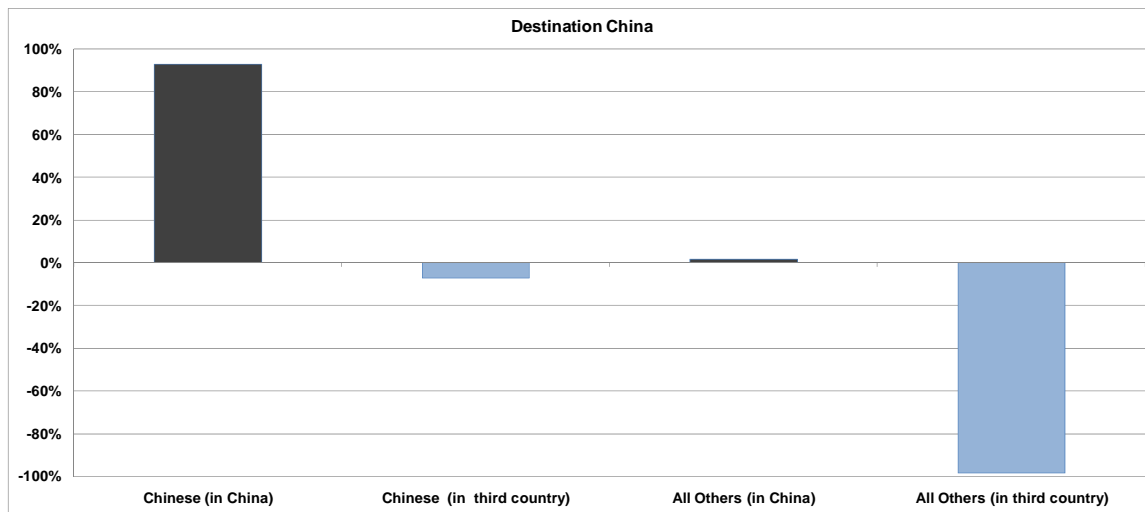
triatees are drawn to Anglo-Saxon countries⁴ (led by Australia with 37.8%), only 27.9% of international alumni reside in Anglo-Saxon countries (led by Australia with 12.5% and followed by the US at 7.2%). This is less than Malaysia and China, which recorded a combined residency share of about 30%.

A salient question is how alumni populations in a given country are composed in terms of citizenship. The survey allowed for three possibilities to be considered: New Zealand expatriates, citizens of a given country having returned home, and “third-country” citizens now making their home in the country of their current residence.

It must be stressed that this survey cannot make any definitive statement about overall alumni mobility and migration patterns.⁵ Rather, the following discussion needs to be considered within the framework of the survey’s respondent pool, which excluded alumni residing in New Zealand.

When adjusting response data for alumni returning to their respective home countries, 46% of all alumni emigrated to Anglo-Saxon countries (excluding New Zealand), while the choice of residence in China is almost entirely driven by nationals returning home. Two examples illustrate this dynamic: China and Australia.

Graph 3: Alumni Migration Dynamics: China

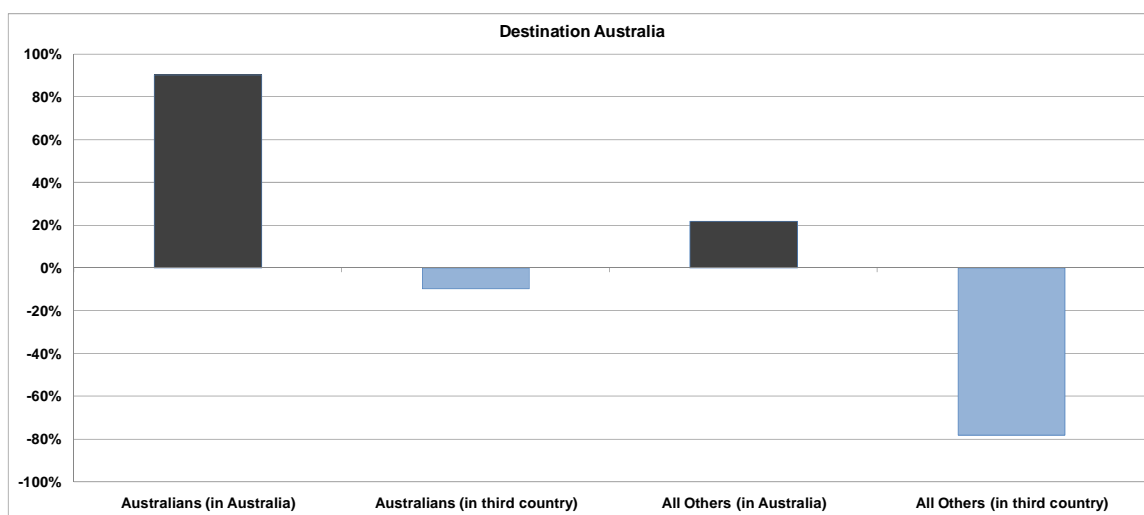


Notes: Question 1. Chinese Alumni 253, All Others 2,957.
Source: New Zealand International Alumni Survey.

4 In this report, the term “Anglo-Saxon” comprises the following English-speaking countries: Australia, Canada, New Zealand, the UK and the United States.
5 The survey did not probe for dual or multi-citizenship situations, or naturalization scenarios as this would have added significant complexity on the face of what would have been very likely a low number of possible survey respondents. The survey did not include alumni residing in New Zealand and therefore omits the bulk of New Zealand alumni, as well as all those international alumni who have stayed on in New Zealand after their studies or who subsequently took up residence.

Chinese students overwhelmingly returned to China after their studies, with only 7.1% residing in third countries at the time of the survey. An even smaller percentage, a little bit over 1%, of non-Chinese alumni made China their home.

Graph 4: Alumni Migration Dynamics: Australia



Notes: Question 1. Australian Alumni 165, All Others 3,045.
Source: New Zealand International Alumni Survey.

Similar to Chinese alumni, Australian alumni returned overwhelmingly to Australia at a rate of more than 90%. Yet Australia proved an attractive destination with a full 21.7% of third country alumni (i.e. non-Australian citizens who are alumni of New Zealand universities) taking up residence in Australia. New Zealand alumni accounted for nearly 76% of this group.

Perspectives

Understanding the country destinations of alumni, as well as the respective composition of alumni populations in a given country, is important to alumni relations programming and communication efforts in three ways.

First, with shifting regional recruiting patterns over time, the composition of New Zealand’s universities has and will continue to shift as well. In a broad sense, it will mirror the changes in recruiting patterns with a time lag of a couple of years, resulting in the overall alumni population becoming more Asian and less Anglo-Saxon.

Second, any shift in the nationality composition of alumni in a given country does matter for programming purposes. New Zealand expatriates do have a different re-

lationship with New Zealand than international alumni, as will be shown later on. This has implications for the kind of events alumni prefer and the nature of the networking groups they will form.

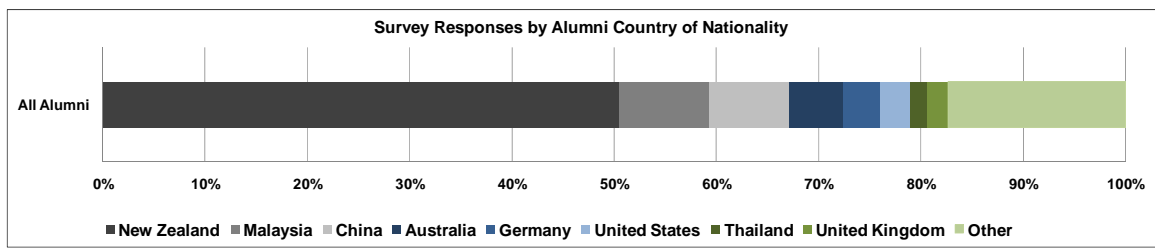
Third, overall alumni numbers matter. With few exceptions, the number of New Zealand university alumni in any given locality tends to be relatively small. In many instances, this suggests that programming efforts should be geared towards commonly shared bonds and interests, rather than be conducted by individual institutions, in order to ensure a necessary critical mass. On the other hand, some countries and a few cities with a sufficient number of alumni allow for a differentiated programming approach.

Alumni Nationality

The second question asked alumni for their current nationality by offering 30 options as well as “other” (identical to Question 1). This question categorized respondents into two major groups: New Zealand citizens (i.e. expatriates) and former international students.

Alumni nationality, given its causal relationship to the cultural and language preferences of alumni and its impact on likely eventual geographic destinations (i.e. residency), marks an important consideration for alumni programming efforts. Alumni nationality as a demographic factor relates, but of course is not identical to, alumni residence, owing to mobility and migration dynamics.

Graph 5: Alumni by Nationality



Notes: Question 2. All Alumni 3,210.

Source: New Zealand International Alumni Survey.

Analyzing alumni by country of nationality survey responses revealed a bifurcated distribution pattern: Essentially half of the survey respondents were nationals of New Zealand (50.5%). The other half were led by: Malaysia (8.8%), China (7.9%), Australia (5.1%), Germany (3.7%), the USA (2.9%), Canada (2.0%), the UK (2.0%), and Thailand and Singapore (1.6% each).

Perspectives

Given the on-going shifts in international student recruiting patterns, an example of this being the current strong growth trend in students from Saudi Arabia, and the tight linkage of country of nationality and country of residence for many (but not all) nationalities, New Zealand’s universities can utilize this data in two ways.

First, it can be mapped against the overall distribution pattern in an institution’s respective alumni database. Large deviations between actual distribution and survey response distribution would hint at distinct engagement levels, once other factors are held equal. In essence, by either responding below or above the relative level

of representation in the pool of alumni residing outside New Zealand, alumni signal an either relatively lower or higher level of engagement.

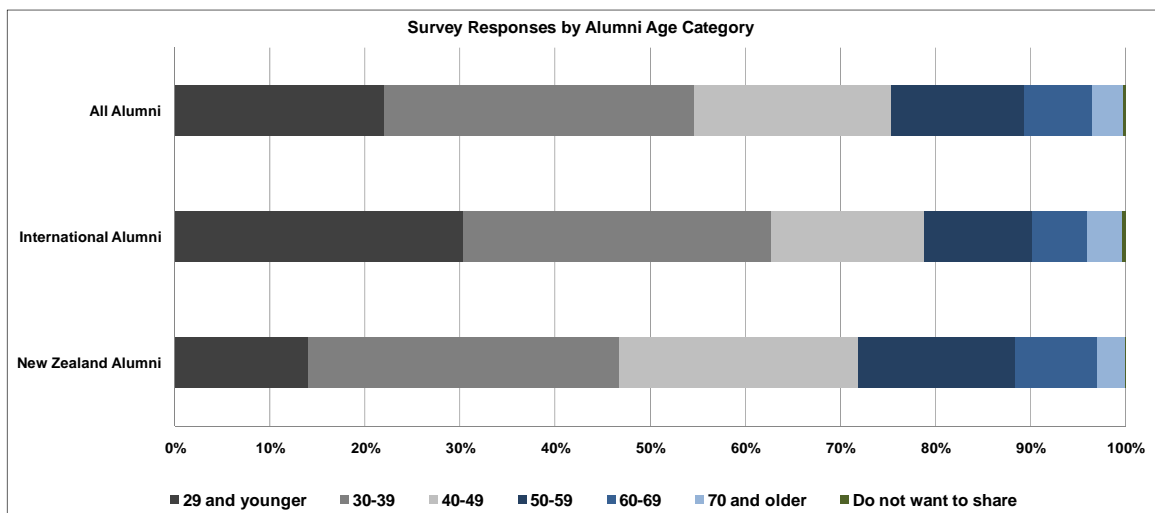
Second, any shift in the nationality composition of alumni in a given country does matter for programming purposes. For example, New Zealand expatriates have a distinct relationship with New Zealand as a country when compared to international alumni; differences in affinity levels towards New Zealand between international alumni are also relevant in the case of certain destination countries' diverse set of alumni (most notably: Australia).

Alumni Age Categories

The third question probed for the respective age category of survey respondents by asking alumni to select from seven age categories: 29 and younger, 30-39, 40-49, 50-59, 60-69, and 70 and older.

Alumni relations programming has long known “life cycle engagement” models which allow universities to custom tailor programming efforts to broad alumni life cycles. With the advent of the Internet and more recently online communities, age-based alumni behaviour differentiation, in general, has been sharpened.

Graph 6: Alumni by Age Category



Notes: Question 3. New Zealand alumni 1,620, International Alumni 1,590.
Source: New Zealand International Alumni Survey.

The respondents’ age distribution follows a different pattern between international alumni and New Zealand alumni. The former are significantly younger than their New Zealand counterparts: More than twice as many (30.3% vs. 14.1%) are under the age of 29. Nearly two-thirds of international alumni who responded to the survey were under the age of 40. When it comes to alumni of 70 years and older, differences become negligible.

Perspectives

Alumni programming efforts are driven by a host of factors, alumni age being one of the most important ones. Expectations, availability, and needs tend to differ notably between younger, mid-age, and retired alumni. In itself, this insight is of

course only of limited use. Yet by combining the demographic factor age with expressed preferences (communication, events, community usage, etc.), powerful clues about the most appropriate programming approaches emerge.

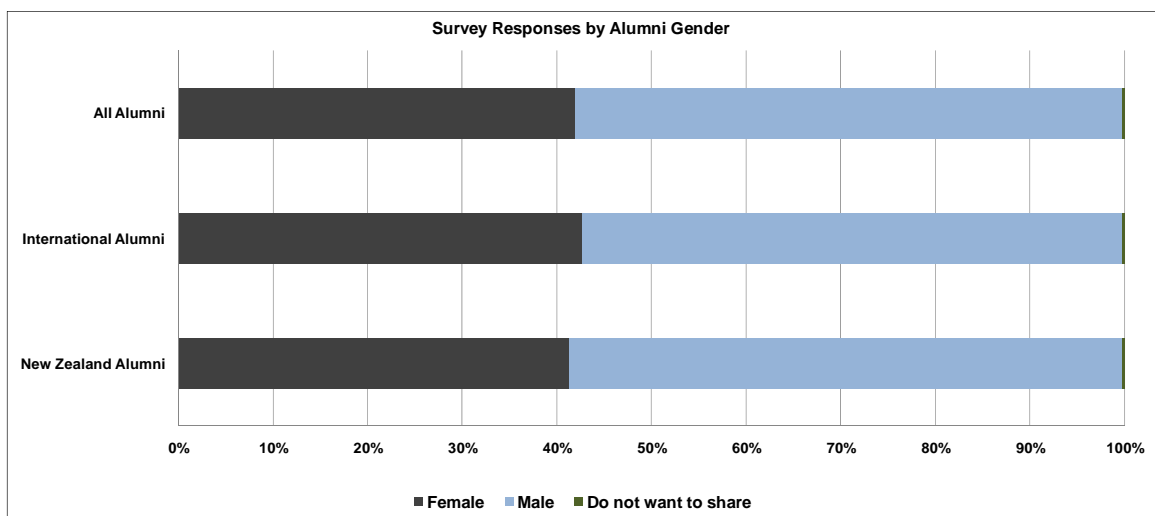
It should be noted that one reason for the strong representation of younger international alumni age categories is the long term, compound effect of increased international student enrolment in New Zealand universities. Other alumni surveys have indicated that survey response rates from this group of alumni tends to run relatively high, which has positive implications for alumni programming efforts.

Given the survey's reliance on two instances of technology usage, first e-mail and then a web-based survey, it should come as no surprise that younger alumni age categories were well represented. However, given that Internet usage is well on its way to becoming universal, it stands to reason that any inherent bias towards younger age groups will eventually wash out.

Alumni Gender

The survey's fourth question asked respondents about their gender. Gender plays a role in alumni relations in a number of ways, mostly as a second-order variable. Examples of the second-order function of gender include the relationship between gender and certain subject matters (some of which see either little or very high female student enrolment), or alumni age category (reflecting a long-term trend of rising female student enrolment).

Graph 7: Alumni by Gender



Notes: Question 4. New Zealand Alumni 1,620, International Alumni 1,590.
Source: New Zealand International Alumni Survey.

Overall, male respondents were (over-) represented at 58%. The relatively low share of female survey respondents (42%) is bound to change with the long-term shift in alumni networks towards a stronger female share. Though distribution patterns amongst international and New Zealand respondents were nearly identical, the actual composition of these two pools differed in many relevant ways (such as age and nationality) and can therefore be expected to differ with regard to gender as well. The closeness of gender distribution between these two pools thus obscures potentially important sub-group differences.

Perspectives

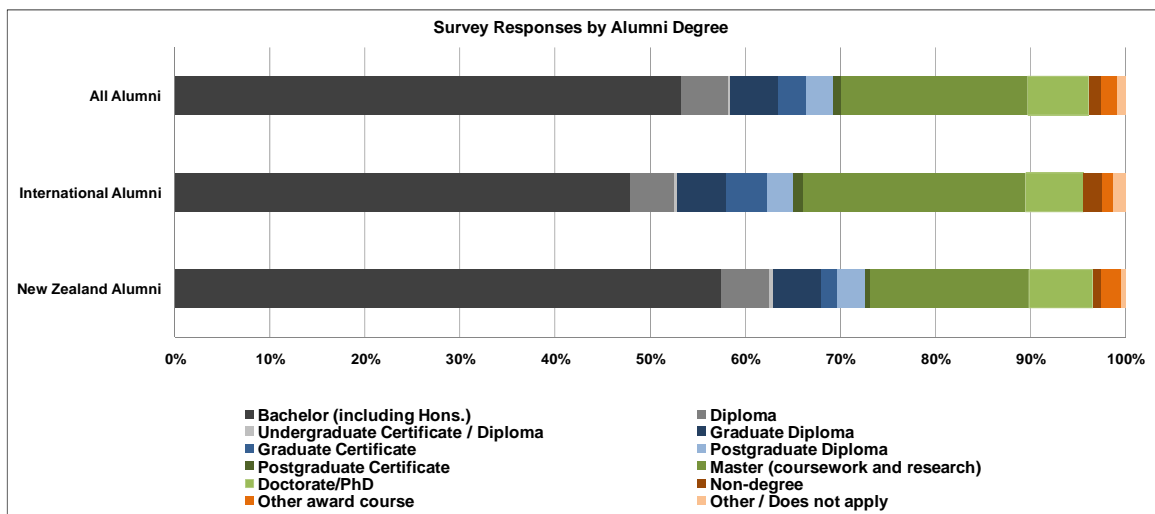
For a variety of reasons, alumni offices do not tend to explicitly program for gender, with the exception of special events (e.g., female executive networking). Alumni also tend to define themselves largely along other lines such as subject studied or relationships to certain groups of classmates.

Alumni Degrees

The fifth question queried respondents regarding their degree attainment. This was a multiple choice question, which allowed for the selection of more than one degree (obtained from a New Zealand university). Due to the diversity of degrees awarded by New Zealand universities (both currently as well as historically), and the fact that not every university has offered all possible degrees, this demographic variable needs to be interpreted with caution.

Historically, first-degree attainment (typically a Bachelor Degree) has been considered to be the strongest affinity-defining educational experience. As a result, programming for alumni who obtained Masters Degrees or Doctoral Degrees has tended to be less pronounced. This belief system has been challenged for some time now based on experiences of universities with strong post-graduate programs, as well as universities which have seen international post-graduate alumni attain success based on their post-graduate rather than undergraduate studies.

Graph 8: Alumni by Degree



Notes: Question 5. New Zealand Alumni 1,620, International Alumni 1,590.

Source: New Zealand International Alumni Survey.

The survey asked respondents to name all degrees they obtained from New Zealand universities. The results show broad similarities between New Zealand and international alumni with two notable exceptions. While 57.5% of New Zealand alumni obtained a Bachelor Degree from a New Zealand university, only 47.9% of international alumni did so.

This situation is reversed at the Masters Degree level where 23.4% of international alumni respondents obtained a Masters Degree in New Zealand while only 16.7% of New Zealand alumni did. This divergence is the result of international alumni having most likely acquired their undergraduate degree in their respective home country.

Differences in other degree categories were small and subject to data roll-up scenarios which impair any further analysis.

Perspectives

Degree attainment, especially when joined up with subject matter studied, constitutes a powerful programming tool. Alumni affinity is substantially influenced by specific experiences as a student; many of the most powerful experiences are attached to interactions with fellow students, lecturers and staff members, and the setting for such experiences. For example, a lecture class with 150 students creates different behavioural dynamics than a small group of students working together in a laboratory.

Therefore, the differences in contributions to formative experiences between degrees must be considered by Alumni Relations offices. At an undergraduate level, shared social experiences often take precedent. Students enrolling in professional Masters Degrees can gain the most from a relationship utility approach (i.e. the “ro-lodex model”). An alumni with a Ph.D. may have related to other Ph.D. students as part of a narrow learning community.

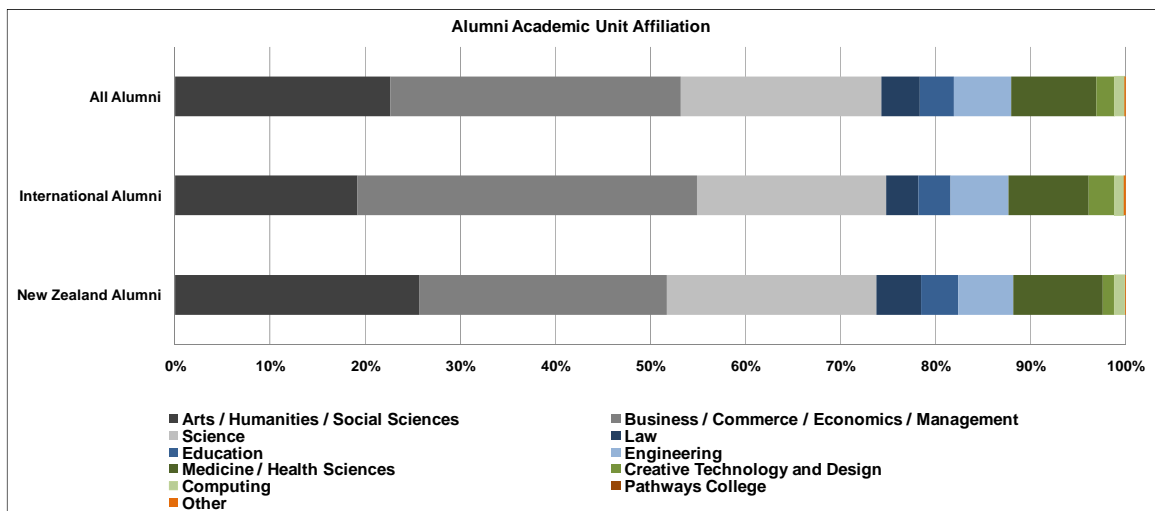
Alumni Academic Unit Affiliation

The sixth, multiple choice question asked survey respondents to identify the academic unit they were affiliated with during their enrolment as a student in New Zealand. Since naming conventions for academic units differ between universities and in addition have changed over time within some universities, the individual university surveys, offered the following response options: School, Faculty, department, or college.

Given this diversity with regard to current and past academic unit structures, and the subsequent need for statistical roll-ups to generate meaningful academic unit clusters, it must be emphasised that New Zealand-wide data should be interpreted with caution.

An alum's academic unit affiliation is often a strong, if not the strongest, driver of subsequent affinity patterns. This is partially a reflection of the day-to-day experiences of an alum as a student, and partially a reflection of the higher degree of difficulty in relating to a more abstract organizational entity, such as a university as a whole.

Graph 9: Alumni by Academic Unit Affiliation



Notes: Question 6. New Zealand Alumni 1,620, International Alumni 1,590.

Source: New Zealand International Alumni Survey.

Two main differences emerged from the survey with regard to the academic units which international and New Zealand alumni have been affiliated with. For one, while 36% of international alumni had studied business or related subjects, only 26% of New Zealand alumni had done so as well. By contrast, 48% of New Zea-

land alumni had studied either humanities or the sciences while only 39% of international alumni had chosen these fields of study. Differences in other fields were not statistically relevant.

Perspectives

An alum's academic unit affiliation is not only relevant from an experience and subsequent basic affinity level perspective, but also from relative affinity level. Research has shown that affinity levels and interest in alumni networking differs between alumni of academic units.

Broadly speaking, professional degree alumni (e.g.; MBA, law, medicine) tend to display higher networking activity levels than alumni with a social sciences or humanities background. Sometimes these differences are quite pronounced, to the point of alumni affiliating themselves with their faculty or college more than with the university itself.

Given that international alumni enrol disproportionately in business-related fields of study, which arguably produces the most network-centric alumni behaviour, New Zealand universities are able to draw on a sizeable number of alumni outside New Zealand who will take naturally to supporting relevant programming efforts.

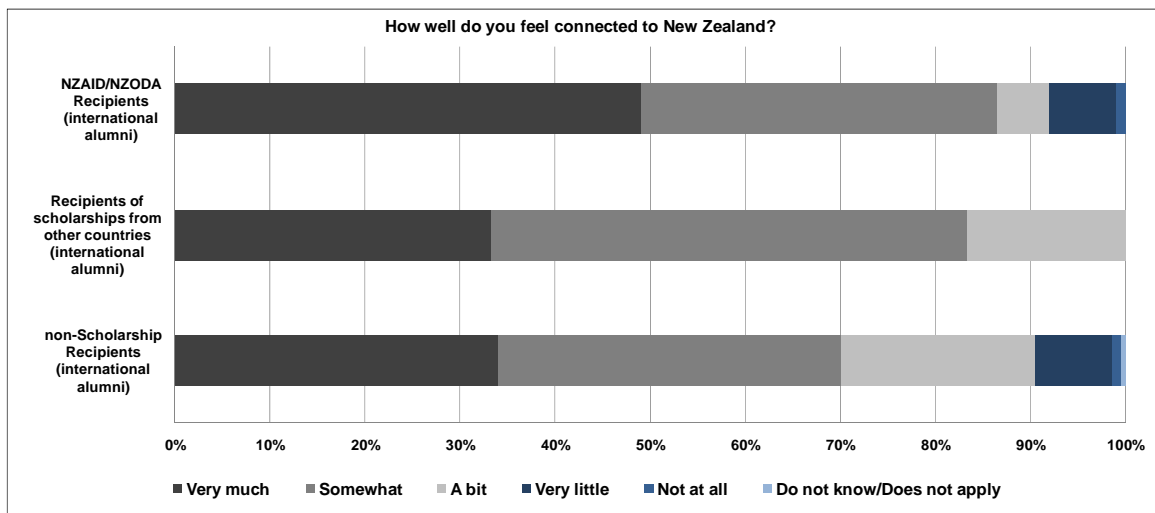
Alumni Scholarship Funding

The seventh question asked survey participants whether they had received scholarship funding from a New Zealand source, and if so, to identify the source. This question was an open-ended question and the first optional response question (all subsequent questions were designed as optional response questions).

The reason for designing this question as an open-ended question was rooted in the difficulty to categorize a highly diverse set of funding schemes, especially since some schemes date back decades in time. Eventual responses to this question bore out this perspective.

Scholarship and related funding schemes by a host country are not only a strong driver for recruiting purposes, but also a key amplifier for subsequent alumni affinity – according to both common sense and widespread belief. However, little actual research beyond anecdotal evidence exists for this.

Graph 10: Nexus New Zealand Scholarship – Affinity to New Zealand



Notes: Questions 7 and 15. Question 7 received a total of 882 responses. Qualified responses amounted to 782. Responses which could be matched to NZAID and NZODA: 126.

Source: New Zealand International Alumni Survey.

Out of the total qualified respondent pool of 3,210 alumni, 882 alumni answered this question. One-hundred responses were disqualified for their non-fit to the question. Out of the remaining 782 responses, 126 responses could be attributed to NZAID and NZODA scholarships.

The analysis of the 126 NZAID and NZODA responses revealed an important finding. Former international students who received these New Zealand-based scholarships exhibited a much closer affinity to New Zealand as a country than international students who did not receive the scholarships.

In this instance, 49% of scholarship recipients indicated that they felt “very connected” to New Zealand, as opposed to 34% of former international, non-NZ scholarship recipient students. Similarly, only 13% of NZAID and NZODA scholarship recipients stated that they felt “a bit”, “very little”, or “not at all” connected to New Zealand, whereas this percentage stood at 29% for non-scholarship international alumni respondents.

Perspectives

This finding demonstrates the marked, long-term impact of scholarship schemes on alumni affinity patterns. It also appears to be the case that this finding provides, for the first time, broad survey-based empirical validation for long held, yet often only anecdotally supported, beliefs.

One implication of these survey results is that country-based funding schemes produce long-term affinity patterns, which should prove beneficial not just for institutional alumni programming, but also from a public diplomacy perspective. Another implication is that Alumni Relations offices should be made a more integral part of scholarship and funding strategy planning at universities).

Experiences

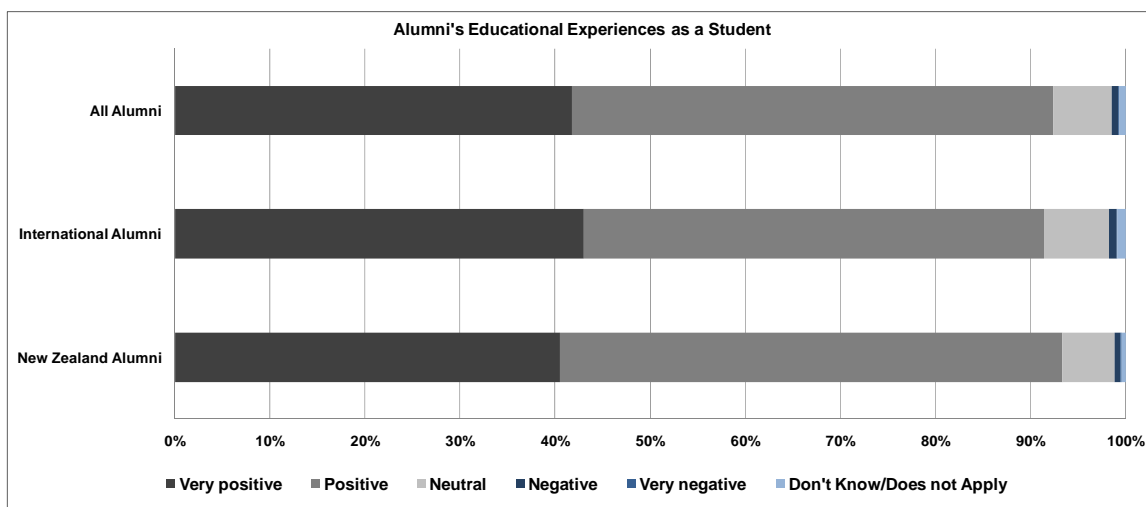
Alumni’s Educational Experiences

The eighth question asked alumni to evaluate their educational experiences from an institutional point of view, on a five step, ordinal scale. This question included considerations of both facilities (e.g. library, laboratories), as well as the quality of teaching experienced by alumni during their enrolment as a student.

Educational experiences are one of three key experience areas for students, with the two others being service and social experiences. Two groups of students tend to put emphasis on this experience area: Academically high performing (performance amplifier) and academically low performing (performance enabler) students.

It should be noted that response dynamics for this, as well as the subsequent experience questions, were especially subject to positive biases, based on survey respondents’ self-selection dynamics. Without the benefit of a control group, the magnitude of this bias is impossible to measure.

Graph 11: Alumni’s Educational Experiences as a Student



Notes: Question 8. New Zealand Alumni 1,510, International Alumni 1,522.
Source: New Zealand International Alumni Survey.

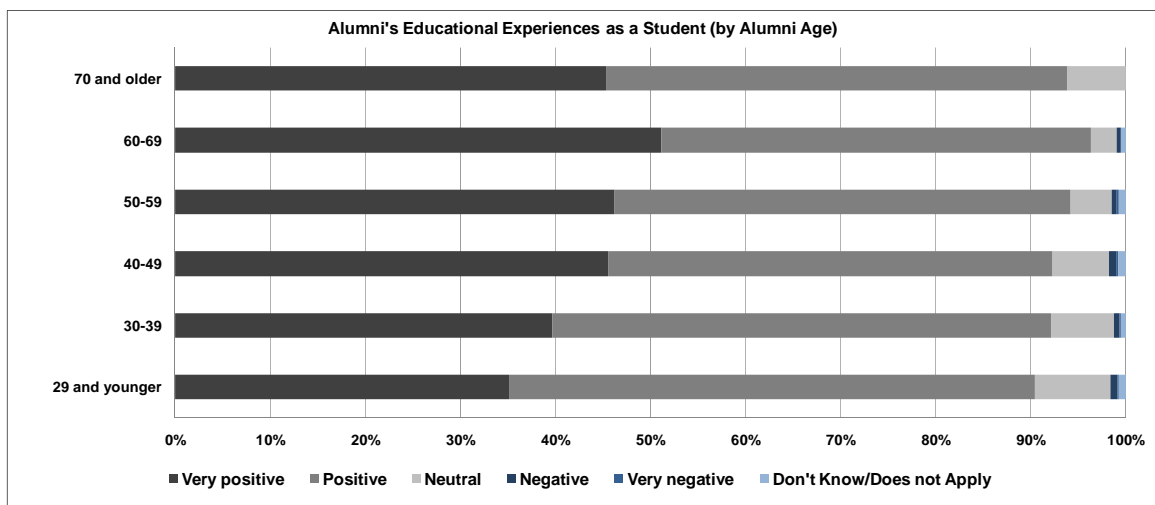
The survey asked alumni to rate their educational experience in New Zealand by means of an ordinal scale, ranging from “very positive” to “very negative,” while allowing respondents to opt for “don’t know/does not apply” or to outright skip the question.

More than 90% of both New Zealand and international alumni rated their educational experiences as “positive” or “very positive”, with the latter attracting more than 40% of responses (Graph 11 above). Less than 1% of either New Zealand or international alumni submitted negative feedback (“negative” and “very negative”). This constitutes a rare level of positive feedback for a such a broad survey.”

Differences between New Zealand and international alumni were minimal and inconsequential. However, this does not mean that different perspectives do not exist amongst sub-groups. The following two graphs are based on cross tabulation (“cross tab”) analysis, i.e. a combination of answers to two different questions by survey respondents.

Theoretically, cross tab analysis is only limited by the total number of response options in a survey minus one. Given the structure of this survey, thousands of such cross tab calculations would have been possible, yet of course not feasible. The cross tabs selected in this chapter were identified based on known affinity and relationship dependencies in alumni networks, as well as a number of related dynamics which the Ministry of Education requested to be analyzed.

Graph 12: Alumni’s Educational Experiences as a Student (by Age Category)



Notes: Questions 3 and 8. Total data points for cross tab analysis: 3,032.
Source: New Zealand International Alumni Survey.

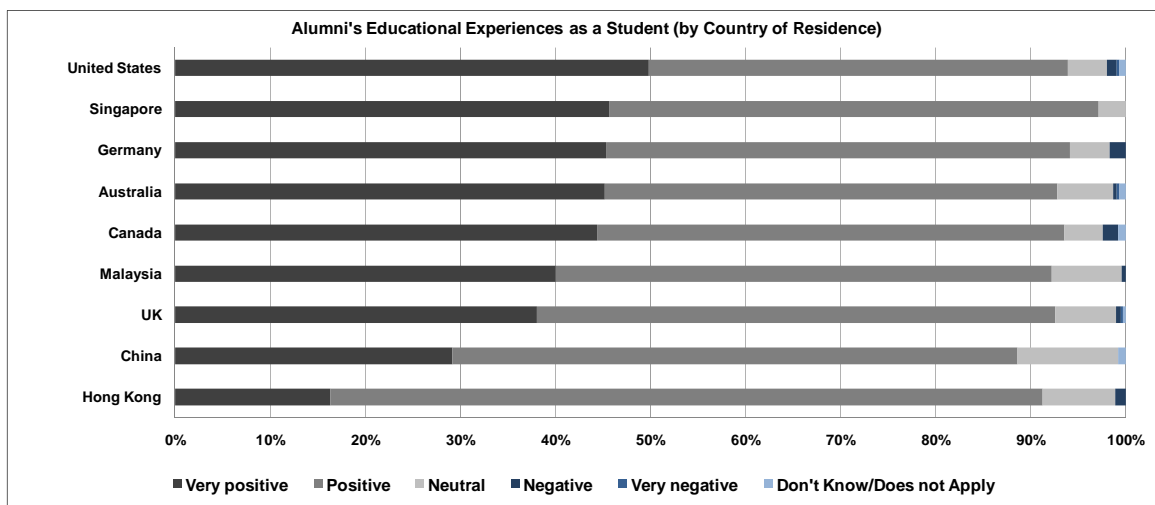
Graph 12 depicts a cross tab analysis of alumni’s educational experiences (Question 8) and their respective age categories (Question 3). Two insights emerged from the data analysis. First, the general level of satisfaction with educational experiences was universally high (“very positive” and “positive”) at more than 90% across all age categories.

Secondly, however, a clear trend towards less satisfying educational experiences amongst younger alumni was evident. The percentage of survey respondents who indicated that their experience was “very positive” declined from 51% (60-69 years old) to 35% (29 years old and younger)⁶. This finding should give rise to further investigation, as this trend has the potential to impair future alumni programming efforts.

Graph 13 (below) is based on a cross tab analysis of Question 8 and Question 1 (country of residence). Survey returns indicate a similar dynamic to the above graph. Overall, a high level of satisfaction with educational experiences (“very positive” and “positive”) of more than 90% was expressed, except for alumni residing in China. The overall most positive experiences were indicated by Singaporean alumni at 97%.

Responses which indicate a “very positive” experience, however, varied widely, ranging from the United States at 50% to Hong Kong at a mere 16%. Respective responses for both Hong Kong and China constituted clear outliers; one possible explanation could be a cultural bias against “exuberant” statements.

Graph 13: Alumni’s Educational Experiences as a Student (by Country of Residence)



Notes: Questions 1 and 8. Total data points for cross tab analysis: 2,404 (based on nine countries of residence).

Source: New Zealand International Alumni Survey.

⁶ The pool of 70 years old and older survey respondents was relatively small (3.3% of overall survey respondents), different in geographic composition than the average of survey responses, and therefore any analysis and interpretation of trend variations must be undertaken with caution.

Perspectives

Having a steady inflow of talented international students is not only of critical importance for New Zealand's higher education landscape, but also for a number of competing countries. Hence, students' and alumni's satisfaction with the education offered is a key determinant for future recruiting efforts, especially in times of sheer unlimited knowledge-sharing via the Internet.

While having a vast majority of alumni submit a positive evaluation is flattering, it is also imperative to evaluate these results in the context of methodological limitations as well as other behavioural questions.

Given the survey's numerous stages of self-selection (only alumni living outside of New Zealand, only alumni whose e-mail address was found in the universities' databases, only those who opened the e-mail, only those who made an effort to participate in the survey), the format favoured those alumni who have a positive attitude toward their student experience in New Zealand. In addition to that, results should be measured against respondents' non-academic New Zealand experiences in order to track potentially confounding spill-over effects.

Through the process of removing noise in the data, universities not only obtain an empirically more adequate picture, but they are also able to track unsatisfied alumni who would find themselves marginalized by this question. Though their input is likely to be less flattering, their criticism may provide helpful information for future alumni programming efforts.

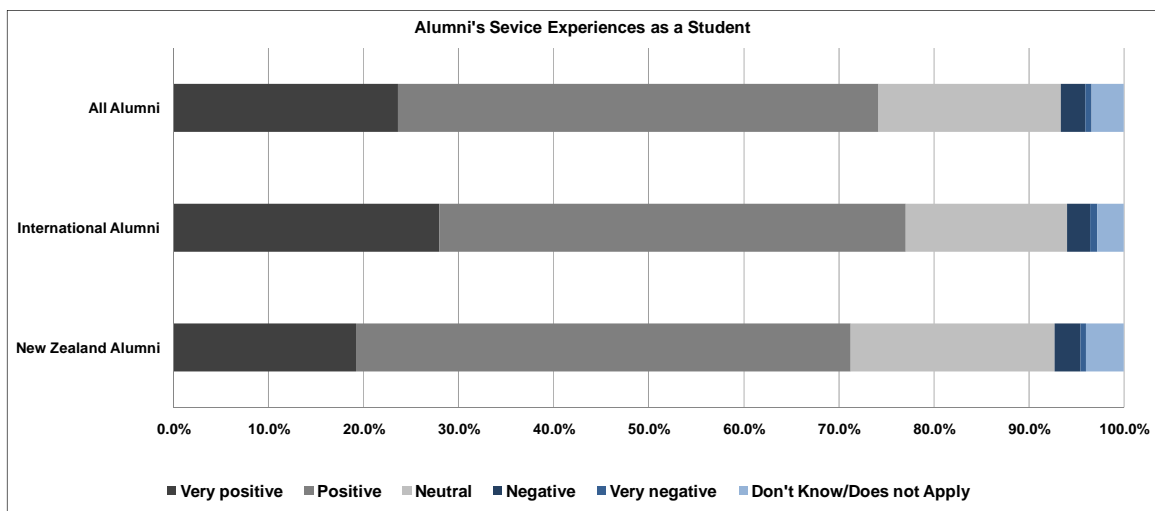
Alumni's Service Experiences

Question Nine polled survey participants on their overall satisfaction with university services. This question included both alumni's rating of accessibility of university facilities and services (e.g., library, laboratories), as well as the quality of advice they received.

Identical to Question Eight, the survey asked alumni to rate their service experiences at New Zealand universities by means of a five step ordinal scale, ranging from "very positive" to "very negative".

As stated previously, response dynamics were especially subject to positive biases based on survey respondents' self-selection dynamics. Without the benefit of a control group, the magnitude of this bias is impossible to measure.

Graph 14: Alumni's Service Experiences as a Student



Notes: Question 9. New Zealand Alumni 1,506, International Alumni 1,521.

Source: New Zealand International Alumni Survey.

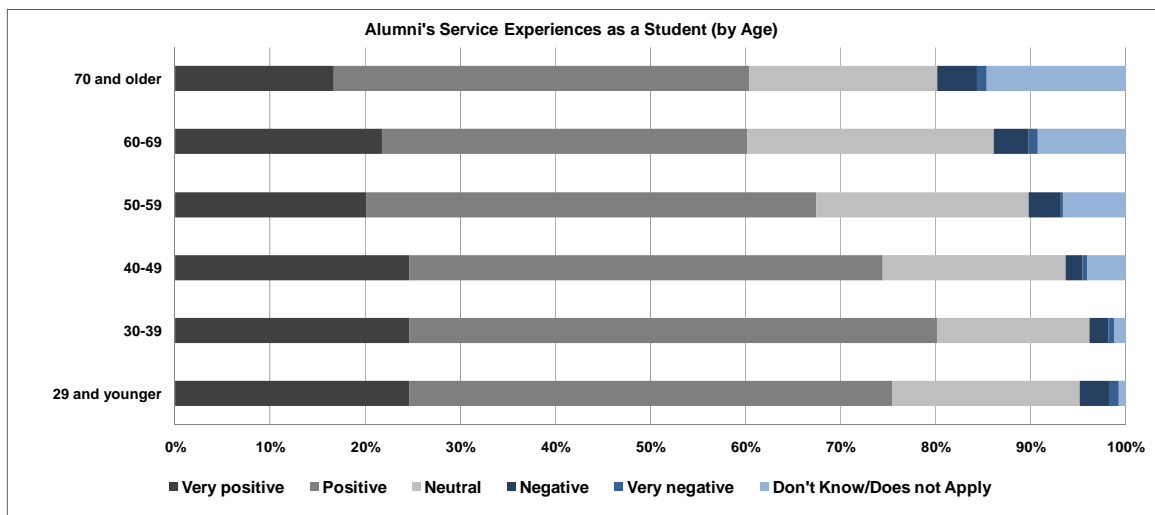
The results yielded a slightly different picture when compared to the previous question as shown in Graph 14. Overall satisfaction rates (as defined by "very positive" and "positive" responses) ranged from 71% (New Zealand alumni) to 77% (international alumni). While still overwhelmingly positive, these numbers are a step down from the highly positive response scores for Question 8.

The most important differentiation between New Zealand and international alumni occurred in the "very positive" response category, with 28% of international alumni and only 19.2% of New Zealand alumni selecting this category. Negative choices

(“negative” and “very negative”) amounted to less than 5% even when combined, which constitutes a reassuring result.

One reason for the more positive feedback from former international students could be that they compared their New Zealand university experience to their experience at another university (especially those who pursued graduate studies in New Zealand). Specific feedback directions would of course be dependent on the relative quality of such a university compared to a given New Zealand university. Another reason might be the need of international students to interact more closely with a given university’s administration for a variety of procedural and informational reasons.

Graph 15: Alumni’s Service Experiences as a Student (by Age Category)



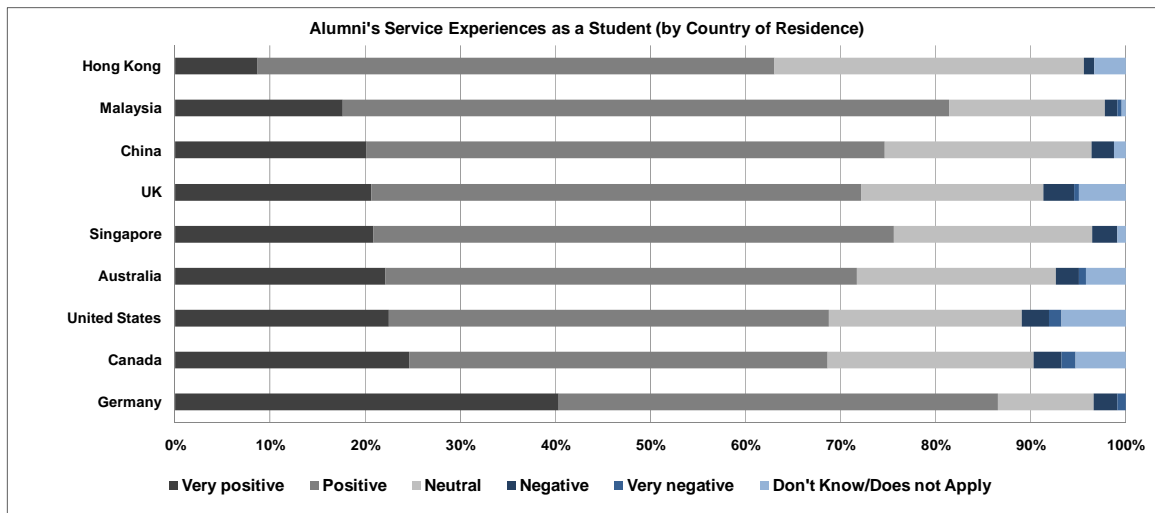
Notes: Questions 3 and 9. Total data points for cross tab analysis: 3,027.
Source: New Zealand International Alumni Survey.

Graph 15 is based on a cross tab analysis of alumni’s service experiences (Question 9) and their respective age categories (Question 3). Results were essentially inconclusive except for one broad trend: Younger alumni rated their student service experiences more positively than older alumni. Given that 15% of alumni older than 70 years old chose “don’t know/does not apply,” it seems possible if not likely that answers for this group of alumni were driven by the chronological distance from their student days.

Graph 16 (below) is based on a cross tab analysis of Question 9 and Question 1 (country of residence). Survey responses exhibited similar country differentiation patterns when compared to Graph 13, though with a more pronounced differentiation dynamic. Hong Kong alumni rated their service experiences lowest, not only

from a “very positive” perspective (9%), but as an overall positive experience as well (63% for combined “very positive” and “positive” responses). By contrast, 40% of German alumni scored their experience as “very positive”, and another 46% as “positive”.

Graph 16: Alumni’s Educational Experiences as a Student (by Country of Residence)



Notes: Questions 3 and 9. Total data points for cross tab analysis: 2,413 (based on nine countries of residence).

Source: New Zealand International Alumni Survey.

Perspectives

The most salient insight is that alumni value their educational experiences more highly than their service experiences. While the data did not reveal any dramatically diverging perspectives, the alumni’s choice to differentiate between both aspects should give pause.

Further research seems warranted on whether certain nationalities are truly feeling less positive about their experience when compared to others or whether response distributions are an artefact of cultural preferences or a combination thereof. The fact that the youngest bracket of alumni (29 years old or younger) deviated from a generally positive trend calls for a re-surveying five or more years from now to discover if this result was driven by deeply held beliefs, or was simply the outcome of a variety of statistical distortions.

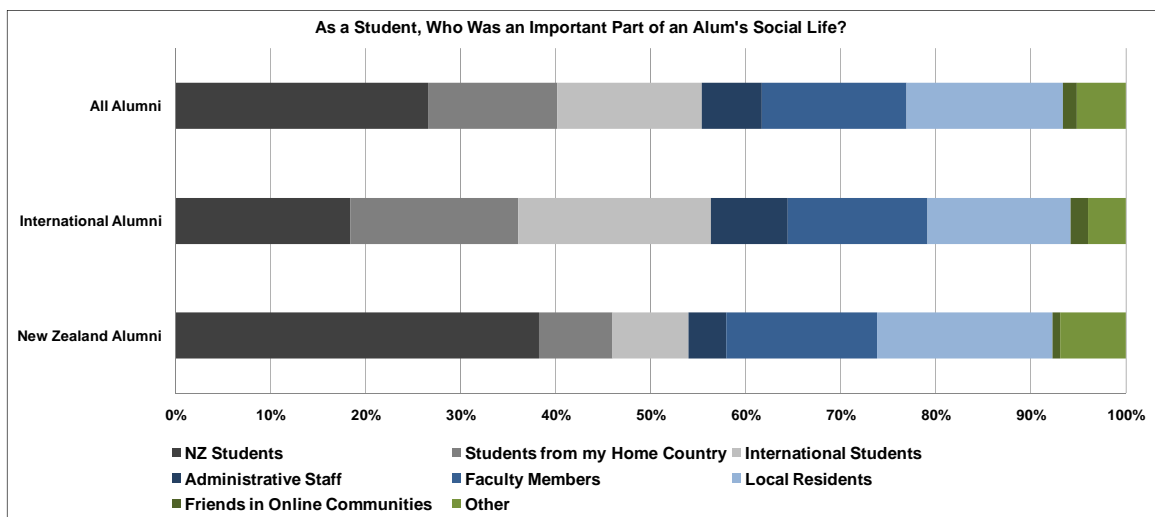
Alumni’s Personal Contacts

The tenth question, posed in multiple-choice format, asked alumni to specify all of the groups of people who played an important role in their social life during their student lives in New Zealand.

Since university alumni networks are traditionally built on inter-personal relationships formed during student days, understanding underlying social relationship dynamics is invaluable to alumni programming efforts.

This aspect is amplified by the fact that differences in preferences, experiences, and social engagement models are pronounced between students when seen from a group perspective; groups can be defined by ethnicity, subject matter studied, level and degree of study and so on.

Graph 17: Alumni’s Most Important Personal Contacts as a Student



Notes: Question 10. New Zealand Alumni 1,489, International Alumni 1,519.

Source: New Zealand International Alumni Survey.

Graph 17 shows multiple student social life experiences between New Zealand and international alumni. For one, New Zealand alumni related significantly more to fellow New Zealand students than international alumni (46% versus 19%, when combining the “New Zealand students” and “Students from my Home Country” categories for New Zealand alumni).

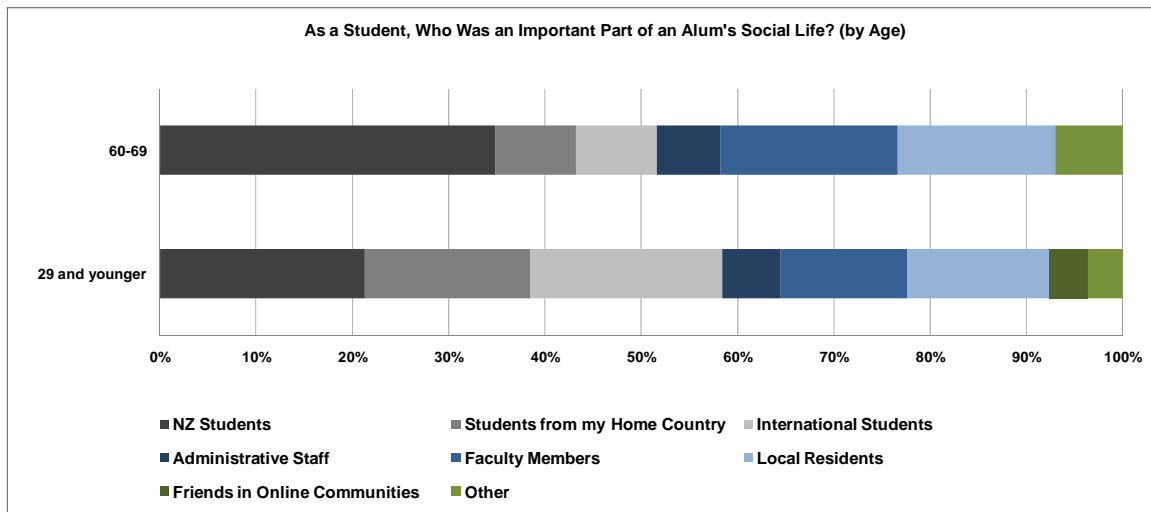
By contrast, former international students related mostly to “Students from my Home Country” and “International Students” (38% combined share). This result indicates

distinct student social interaction patterns, which are key drivers for subsequent networking dynamics.

Another salient finding was that international alumni related substantially more to administrative staff than New Zealand alumni (8% versus 4%); a likely consequence of the aforementioned, more pronounced informational and procedural needs of international students.

While the social relationship differentiation between international and New Zealand students is not unusual, it nonetheless gives one pause to re-consider the integration dynamics of international students on New Zealand campuses.

Graph 18: Alumni’s Most Important Personal Contacts as a Student (by Age Category)



Notes: Questions 3 and 10. Total data points for cross tab analysis: 2,424 (based on two age categories).

Source: New Zealand International Alumni Survey.

Graph 18 is based on a cross tab analysis of alumni’s social experiences (Question 10) and their respective age categories (Question 3). The graph focuses on distinct age categories – the youngest alumni (29 years old and younger), and the second-oldest group of alumni (60 to 69 years old)⁷.

As a preface, it must be noted that the share of New Zealand expatriates in the 60 to 69 years old age category is notably higher than the 29 years old and younger age category, which had a direct impact on response patterns.

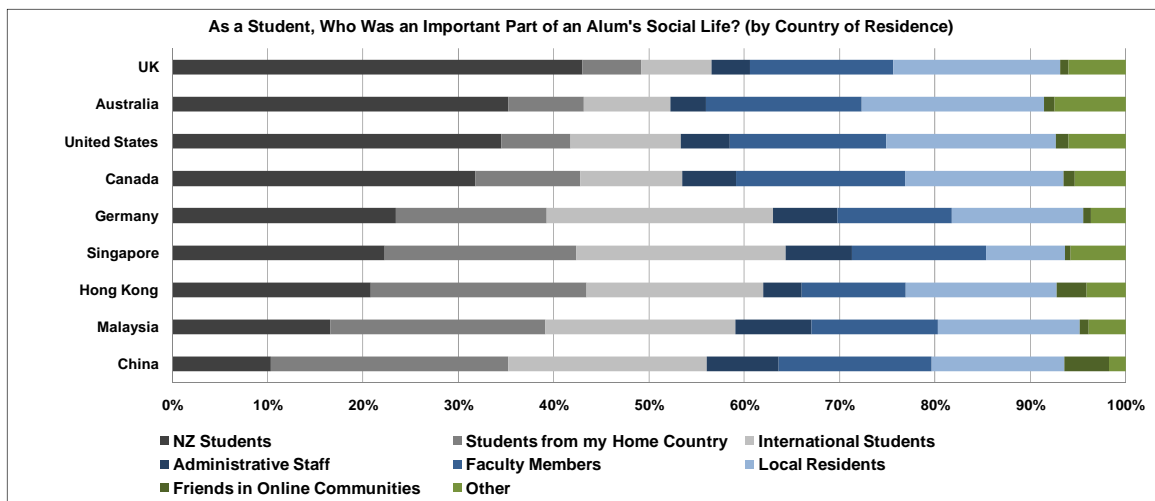
⁷ Owing to the relatively small number of respondents in the 70 years old and older age bracket this group was not used for this graph.

Not surprisingly, older alumni related more to (fellow) New Zealand alumni than younger alumni (35% versus 21%). Older alumni also related more to faculty members than younger alumni (18% versus 13%). By contrast, younger alumni related more to their (fellow) international alumni (20% versus 8%). While representing a still small share in this survey – however with strong implications for near term alumni relations programming – more than 4% of young alumni identified friends in online communities as an important part of their social life, while not a single older alum did so.

Graph 19 (below) is based on a cross tab analysis of Question 10 and Question 1 (country of residence). Response patterns betray a strong pattern of country of residence (and thus in many cases country of nationality) differentiation. For example, UK alumni indicated that New Zealand students were the most important part of their social life (43%), while only 10% of Chinese students indicated the same perspective. The latter were much more socially aligned to fellow Chinese students (25%), a dynamic similar to students from Malaysia and Hong Kong (23% each).

One relevant finding is that both Chinese and Hong Kong students expressed a far above average preference for having connected to friends in online communities at 5% and 3%, respectively versus a survey average of around 1%. This reflects younger alumni's preferences, as demonstrated by other cross tab analyses. In itself, this finding poses a challenge to New Zealand universities, which are in a weak position with regard to most but all online communities (as evidenced by other ICG research).

Graph 19: Alumni's Most Important Personal Contacts as a Student (by Country of Residence)



Notes: Questions 1 and 10. Total data points for cross tab analysis: 5,835 (based on nine countries of residence).

Source: New Zealand International Alumni Survey.

Perspectives

Given the importance of social experiences and connections during student days as the basis for alumni affinity patterns, the results from the cross tab analysis are especially illuminating.

Alumni of New Zealand universities show distinct preferences based on their country of origin. This differentiation applies to New Zealand versus international alumni on the one hand, and to international alumni groups relative to each other on the other hand.

The impact of this on alumni programming is quite significant. New Zealand alumni who related to fellow New Zealand students during their student days may prefer events which put them into touch with other New Zealand alumni, many of course who will have remained in New Zealand.

By contrast, some international alumni groups (especially alumni from China and Hong Kong) do relate substantially to fellow alumni which, in situations where the vast majority of these alumni return to their home country, should make for tight-knit social networking dynamics. In this sense, alumni from these countries are a better alumni programming target than New Zealand expatriate alumni.

Did Alumni Feel Welcome as Students in New Zealand?

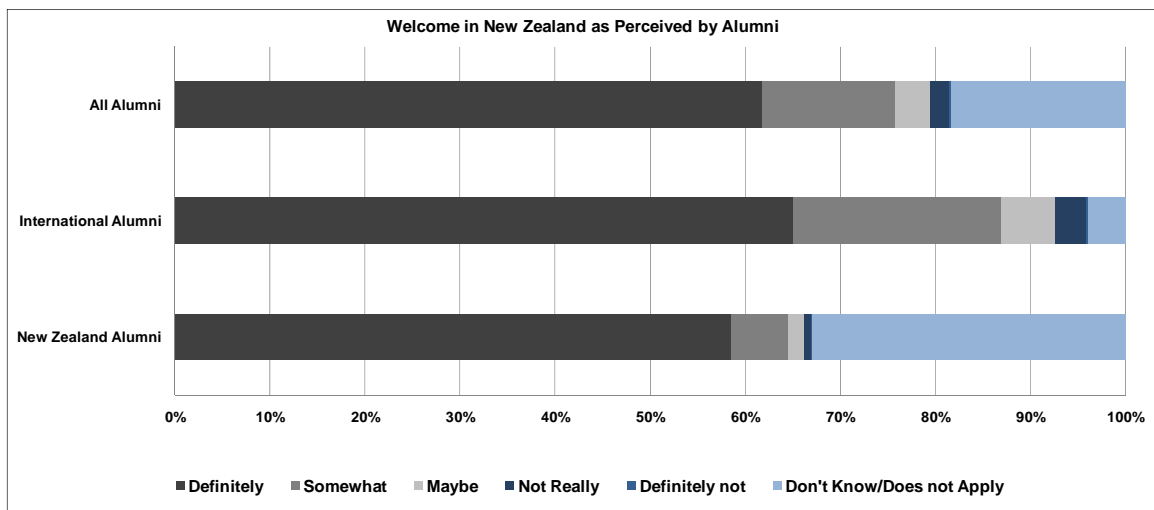
The eleventh question asked alumni to state how welcome they felt throughout their time as students in New Zealand on a five-step ordinal scale (from “definitely” to “definitely not” welcome).

This question was asked in order to probe for an important ground condition for positive affinity development vis-à-vis New Zealand. It also serves as an interpretative control question relative to questions assessing alumni relationship and engagement patterns relative to their alma mater.

The question was subject to a small and calculated degree of methodological obscurity for New Zealand alumni. To them, not only does having felt welcome in New Zealand have a different meaning than it does for international students (since New Zealand, with very few exceptions, is their home country), it also appeared somewhat ambiguous (as evidenced by free text comments in Question 20).

This problem was purposefully incurred to avoid having to break out and/or label questions as questions for a specific (sub-) group of survey participants only. The latter would have entailed the signalling of specific survey intentions, which would have been subject to bias, resistance, or survey drop-out.

Graph 20: Welcome in New Zealand as Perceived by Alumni



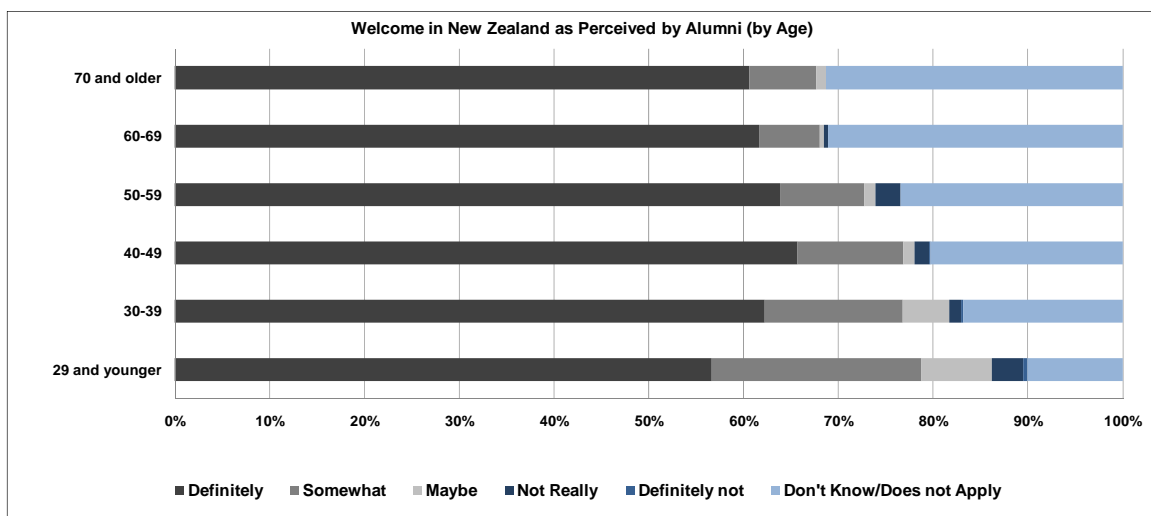
Notes: Question 11. New Zealand Alumni 1,523, International Alumni 1,536.
Source: New Zealand International Alumni Survey.

As already referenced, this question posed a conceptual challenge for some New Zealand alumni. Thus, a full one-third of New Zealand alumni opted to respond

with “Don’t know/Does not apply”. Another 59% responded with “definitely,” which is testament to the strong overall affinity of New Zealand citizens to their country.

International alumni, the true targets of this question, responded in a very positive manner. Nearly two-thirds indicated that they felt “definitely” welcome while another 22% indicated that they felt “somewhat” welcome. Only 3% felt “not really” or “definitely not” welcome. There are very few countries which can claim such positive feedback scores.

Graph 21: Feeling Welcome in New Zealand as Perceived by Alumni (by Age Category)



Notes: Questions 3 and 11. Total data points for cross tab analysis: 3,059.
Source: New Zealand International Alumni Survey.

Graph 21 is based on a cross tab analysis of alumni’s perceived level of welcome in New Zealand (Question 11) and their respective age categories (Question 3). The results from this cross tab analysis are inconclusive owing to other underlying factors such as the share of New Zealand alumni by age category which drive response patterns.

The most significant finding is that the share of “Don’t know/Does not apply” responses increased with advancing age categories from 10% to 31%, reflecting the higher share of New Zealand alumni in the latter brackets. Variations in responses reflecting positive perceptions exist as well. These appear to be largely the outcome of the aforementioned distribution pattern, and of differences between certain international student groups (by nationality).

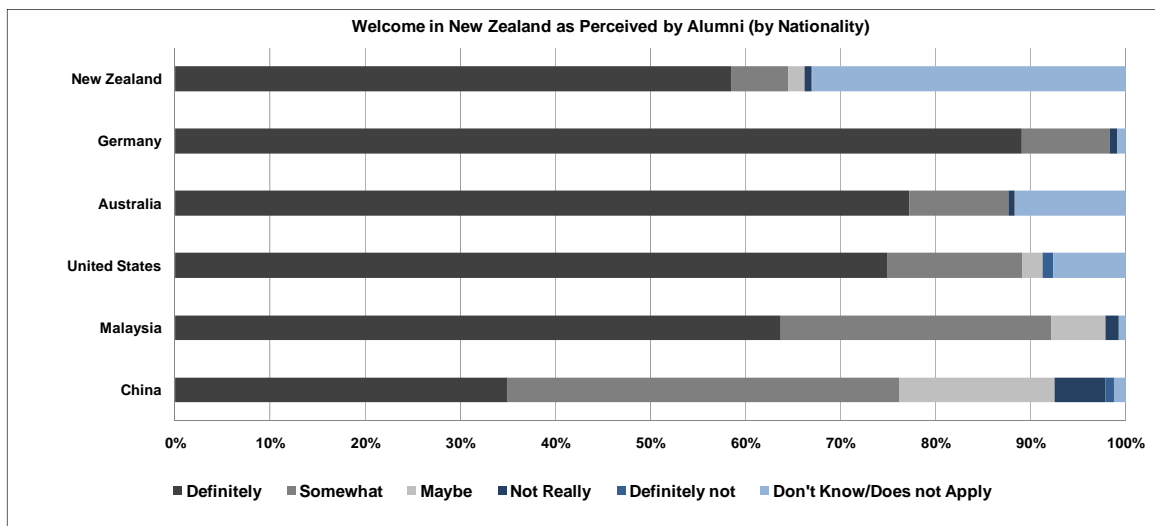
Graph 22 (below) is based on a cross tab analysis of Question 10 and Question 2 (country of nationality). Nationality as a cross tab was chosen since it provides a

more accurate picture of a perceived welcome than the demographic identified from Question 1, current country of residence.

The graph uses New Zealand as a quasi-baseline and contrasts results between the five largest international alumni groups by nationality. German alumni felt most welcome in New Zealand, reporting a combined 98% share for “definitely” (89%) and “somewhat” (9%). Alumni from the United States trailed German alumni somewhat at 75% and 14% respectively, but still indicated highly positive perceptions.

Chinese alumni, however, reported a different set of perceptions, with just 35% reporting to have felt “definitely” welcome and another 41% reporting to have felt “somewhat” welcome. Chinese alumni also reported by far the highest rate of feeling “not really” and “definitely not” welcome at over 6%.

Graph 22: Feeling Welcome in New Zealand as Perceived by Alumni (by Nationality)



Notes: Questions 2 and 11. Total data points for cross tab analysis: 2,410 (based on six countries of nationality).

Source: New Zealand International Alumni Survey.

Perspectives

Understanding the conditioning factor in driving alumni’s country-focused affinity – the perceived level of welcome as a student – at a granular level is a helpful alumni programming modifier. Survey results suggest that, for example, German alumni require limited relationship modulation since the level of base affinity to New Zealand is exceedingly high.

This stands in contrast to alumni from China, who have reported much less favourable student perceptions of New Zealand. While feedback was highly positive overall, more efforts should be placed on making sure that a number of identified nationalities are better integrated during their student days.

Connection

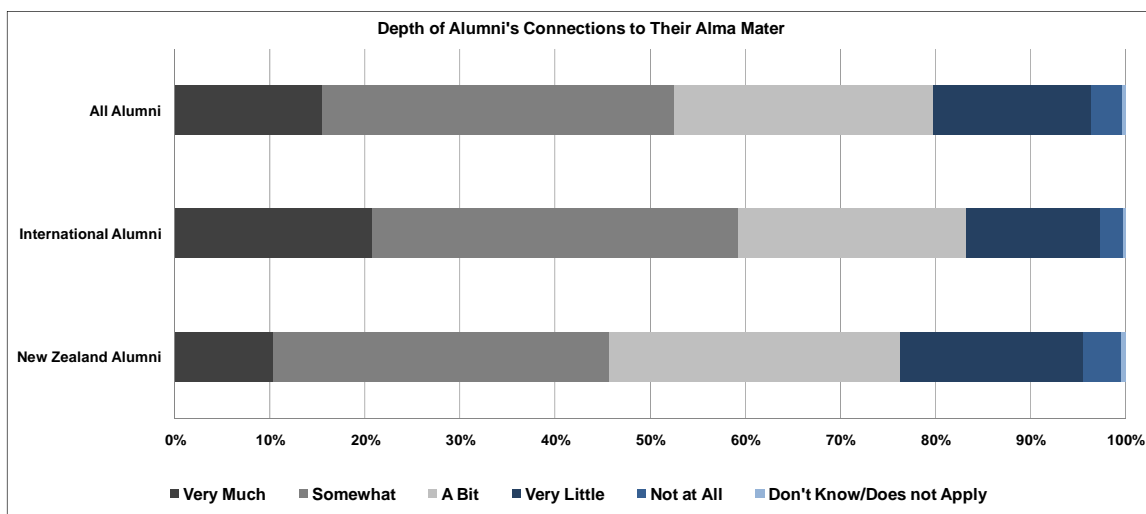
Alumni’s Connection to their Alma Mater

Question 14 asked alumni to share how connected they felt to their alma mater overall, with options ranging from “very much” to “not at all” (on a five step scale).

Responses to this question provide important control information for the rest of the survey. Alumni may profess to wanting to stay in touch and engage with their alma mater, but if their real level of connection is not deep, such preferences typically do not translate into action.

Typically, alumni’s depth of connection is influenced by experiences on campus, which often result in distinct subsequent affinity levels. To this end, this section analyses two cross tabs (alumni age category and academic unit).

Graph 23: Depth of Alumni’s Connections to their Alma Mater



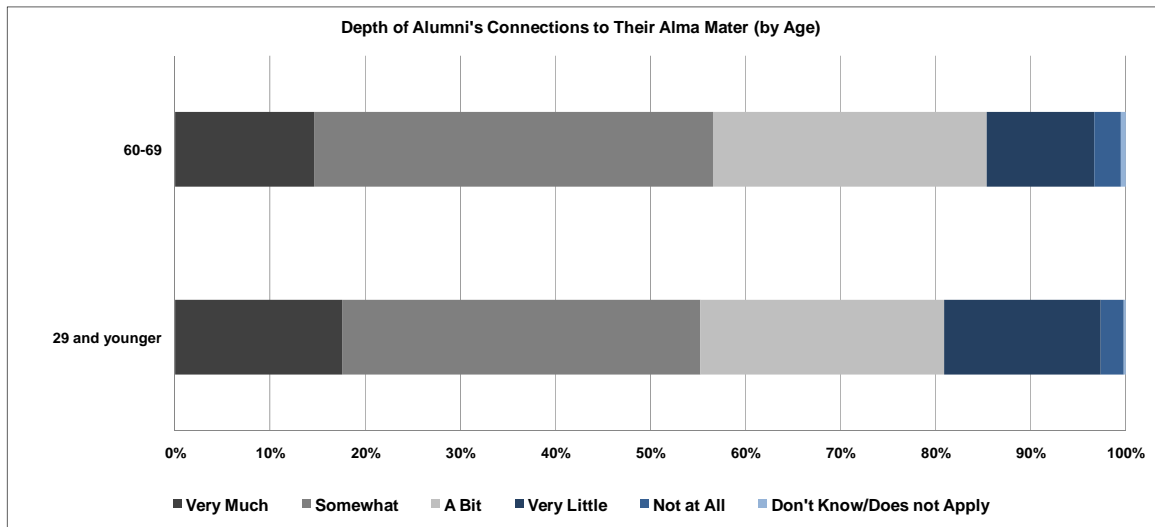
Notes: Question 14. New Zealand Alumni 1,461, International Alumni 1,471.
Source: New Zealand International Alumni Survey.

Two insights emerge from Graph 23. First, international alumni are significantly more likely to have felt “very much” connected to their alma mater than New Zealand alumni (21% versus 10%). The distribution of alumni who felt “somewhat” connected is nearly even, at 38% and 37% respectively. By contrast, only 17% of international alumni felt “very little” or “not at all” connected to their alma mater, compared to 23% of New Zealand alumni. Overall, international alumni related significantly more deeply to their alma mater than New Zealand alumni.

Second, the overall level of connection alumni indicated towards their alma mater was rather moderate. This was especially the case with New Zealand alumni, only 45% of whom professed a positive connection. Given that the survey was subject to multiple levels of positive self-selection bias, this suggests that the overall level of positive connections will be substantially lower in the overall (un-surveyed) alumni pool.

Graph 24 (below) applies a cross tab analysis of two variables: Level of connection depth relative to alumni age category. Two age categories were chosen for juxtaposition purposes: 29 years old and younger, and 60 to 69 years old. Overall, differences between these two age categories were relatively small. Younger alumni felt “very much” connected slightly more often than older alumni (18% versus 15%), but also more often “very little” connected (16% versus 11%). Alumni age as a factor thus caused only minimal differentiation in alumni’s depth of connection to their alma mater.

Graph 24: Alumni’s Connection to their Alma Mater (by Age Category)



Notes: Questions 3 and 14. Total data points for cross tab analysis: 867 (based on two age categories).

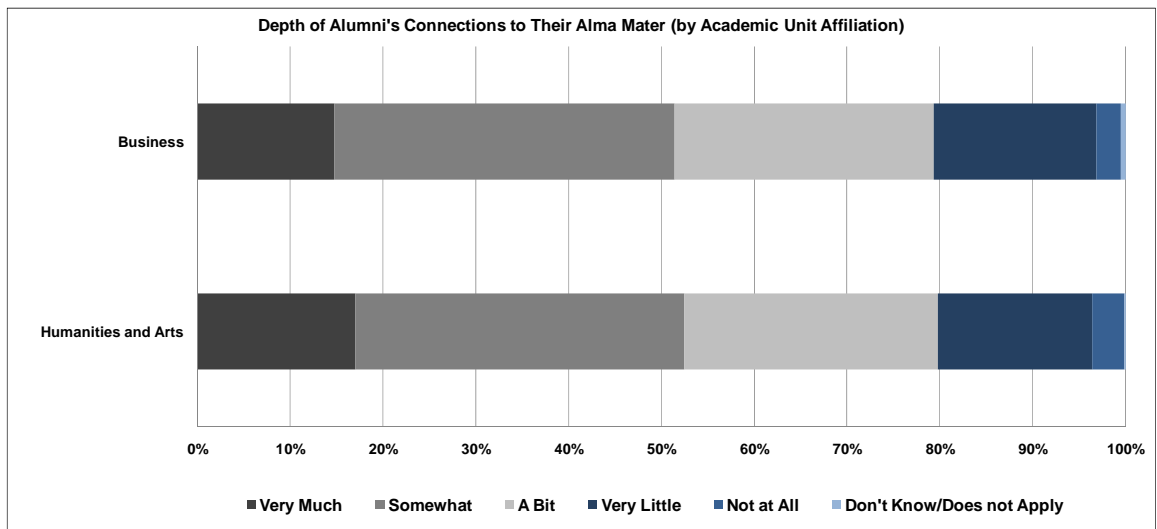
Source: New Zealand International Alumni Survey.

Graph 25 (below) deploys a second cross tab analysis: Level of connection depth relative to affiliated academic unit. Differences between alumni from different academic units (here: business vis-à-vis humanities and arts) proved to be even less notable than differences by age.

Both groups of alumni indicated that they felt “very much” or “somewhat” connected at 52%. An equally small share, 3% each, indicated that they felt “not at all” con-

nected. An alum's academic unit background can be a strong driver for connection to an alma mater. In the case of alumni from New Zealand universities, however, this was not the case.

Graph 25: Alumni's Connection to their Alma Mater (by Academic Unit)



Notes: Questions 6 and 14. Total data points for cross tab analysis: 1,741 (based on two academic units).

Source: New Zealand International Alumni Survey.

Perspectives

The key driver for differences in alumni connectedness is nationality rather than age or affiliated academic unit. The latter two factors exerted little influence, while the former clearly showed international alumni feeling more connected than domestic alumni to their alma mater.

This finding is not surprising, given the implications of a student's decision to study outside his or her home country. In general, the financial and personal investment in studying overseas is larger than when studying domestically. This initial investment finds its translation in a subsequently elevated level of connectedness (or affinity) to the university.

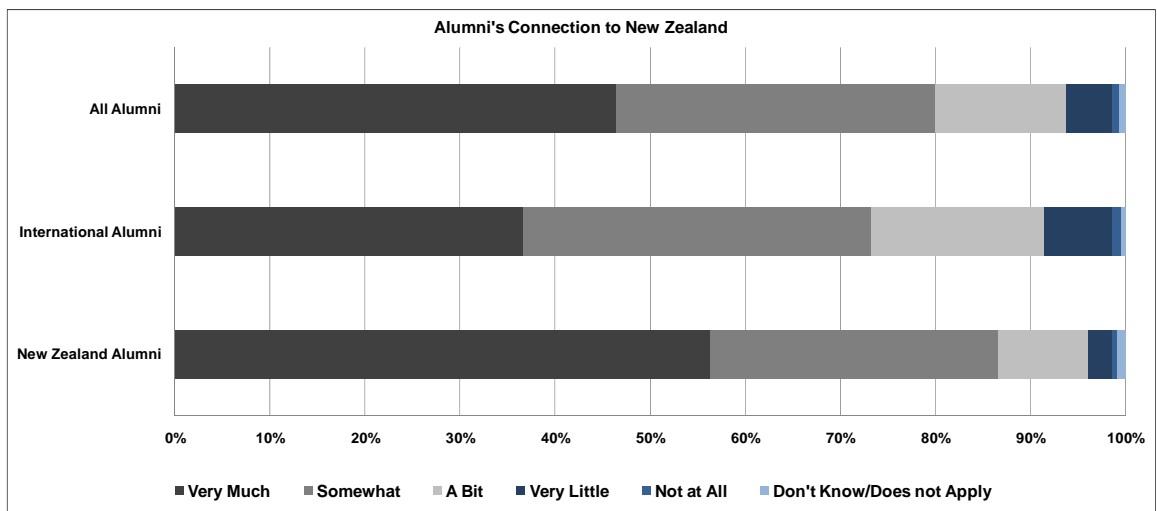
This finding provides Alumni Relations offices with a clear indication that international alumni are a good target for increased programming and networking efforts.

Alumni’s Connection to New Zealand

The fifteenth question asked alumni to share how connected they feel to New Zealand on a five step scale, ranging from “very much” to “not at all”.

This question relates to the previous question by offering a contrast between alumni’s attitudes toward their alma mater vis-à-vis New Zealand as a country. Given that about half of the survey’s respondents were non-New Zealand citizens, responses to this question provided a useful perspective on relative differences in alumni connection dynamics between former New Zealand (domestic) students and international students, as well as between former international students by nationality.

Graph 26: Alumni’s Connection to New Zealand



Notes: Question 15. New Zealand Alumni 1,468, International Alumni 1,474.
Source: New Zealand International Alumni Survey.

The survey results depicted in Graph 26 reveal three important insights. First, the level of overall alumni connection to New Zealand is high across the board: 73% of international alumni felt “very much” or “somewhat” connected to New Zealand, as did a full 87% of New Zealand alumni.

Second, the share of alumni who indicated highly positive connections to New Zealand differed significantly between New Zealand alumni (56%) and international alumni (37%). This result is not surprising, given the high affinity levels New Zealand citizens have for their home country in general.

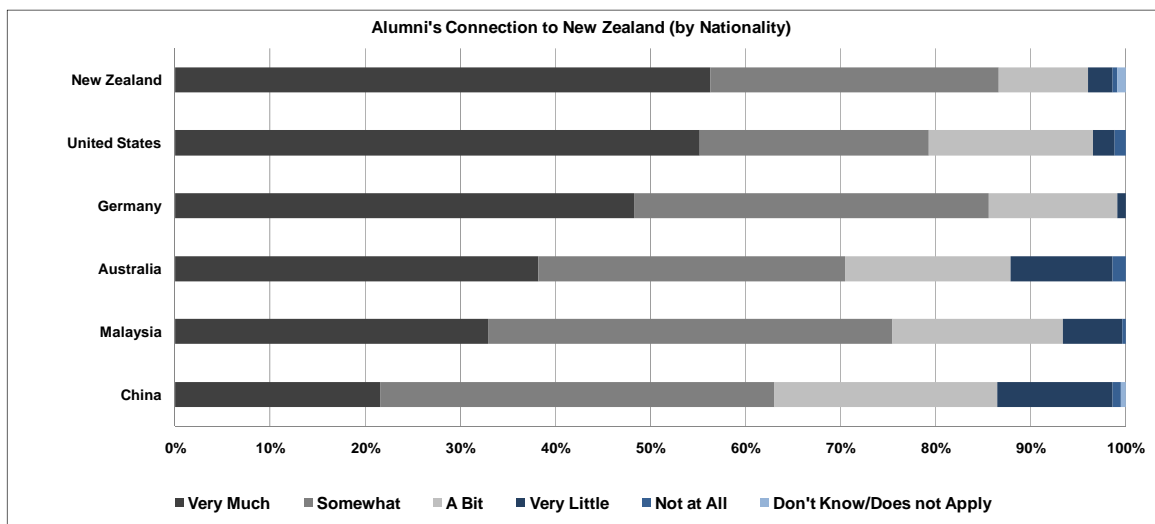
Third, alumni related much more strongly to New Zealand than to their respective alma maters. While only 10% of New Zealand alumni felt “very much” connected to their alma mater, 56% felt “very much” connected to New Zealand. The same dynamic, albeit reflecting a much reduced spread, was found among international alumni (21% versus 37%).

Differences between alumni from different countries with regard to connection level are displayed in Graph 27 (below). The cross tab graph displays data from the six largest alumni groups by nationality (including New Zealand) and is ordered by (descending) levels of alumni connectedness to New Zealand.

The most relevant finding is that the share of international alumni from different countries who felt “very much” connected differed notably, ranging from a high of 55% (USA) to a low of 22% (China). When adding “somewhat”, alumni from all displayed countries indicated positive connection levels of more than 63%, though Chinese alumni again indicated the relatively lowest level of positive connection.

Another finding is that alumni from the USA and Germany felt so closely connected to New Zealand that their positive responses exceeded those of New Zealand alumni (when taking “very much”, “somewhat”, and “a bit” into account). However, this finding, while of interest, is statistically not significant.

Graph 27: Alumni’s Connection to New Zealand (by Nationality)

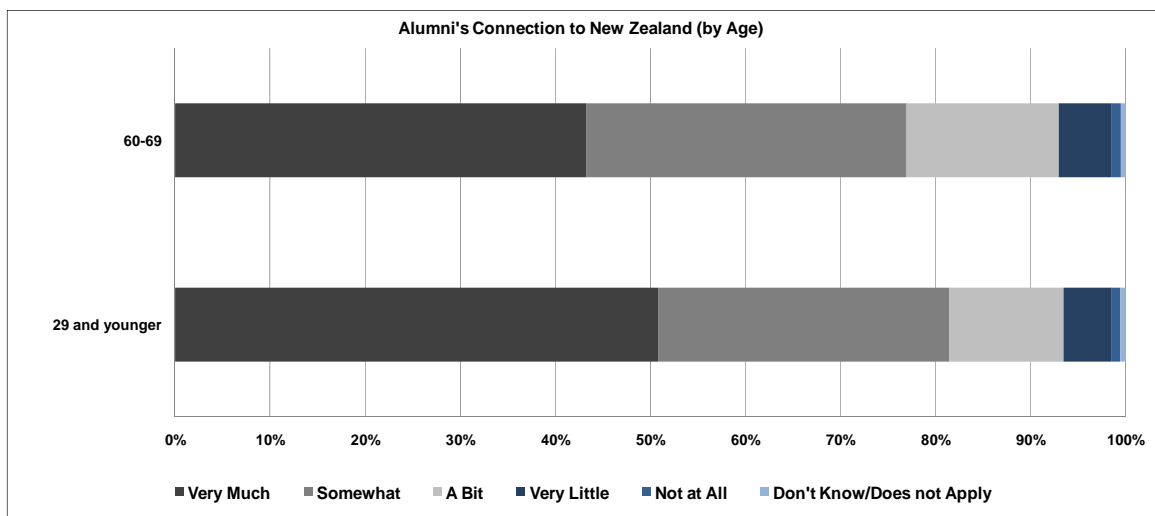


Notes: Questions 2 and 15. Total data points for cross tab analysis: 2,317 (based on six countries of nationality).

Source: New Zealand International Alumni Survey.

Graph 28 (below) is based on a cross tab analysis of Question 15 (alumni connectedness) and Question 3 (alumni age category). Survey responses revealed a slightly higher degree of connectedness amongst younger alumni (29 years old and younger) than older alumni (60 to 69 years old). This was expressed most clearly in the “very much” connected response category, which was chosen by younger alumni at a rate of 51%, relative to 43% for older alumni. It is likely that age is less of a driver for these differences than nationality.

Graph 28: Alumni’s Connection to New Zealand (by Age Category)



Notes: Questions 3 and 15. Total data points for cross tab analysis: 1,749 (based on two age categories).

Source: New Zealand International Alumni Survey.

Perspectives

New Zealand is a very well-liked country, by both its own citizens and former international students. Alumni’s survey responses reflected this fact by exhibiting a high degree of connectedness to New Zealand.

While New Zealand alumni on average connected most positively with their home country, a number of international alumni did so at similar levels (e.g. the Germans and Americans). On the other hand, alumni from other countries related much less to New Zealand (e.g. China and Malaysia).

This finding can serve as a key driver for country-specific alumni relations programming efforts by justifying the categorisation of events by theme; for example, New Zealand-themed versus other events.

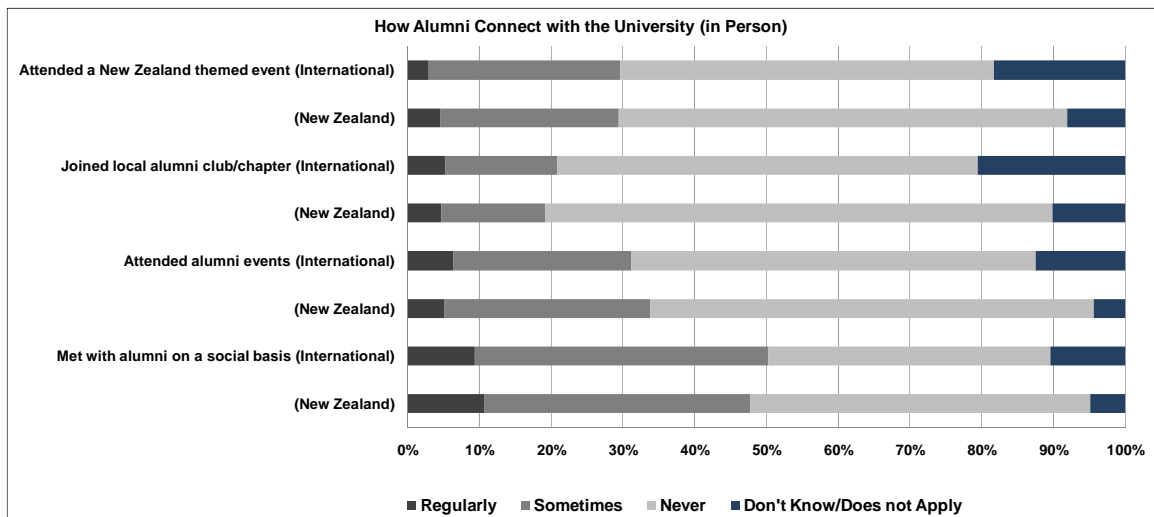
How Do Alumni Connect with their Alma Mater?

Today's alumni expect to be able to get in touch with their alma mater through multiple modes. Being aware of what connection mode is preferred by which alumni group assists Alumni Relations offices with customising their engagement and communication strategies.

The twelfth question assessed these modes in a matrix, by offering participants ten specific responses with four options each: "Regularly," "sometimes," "never" and "don't know/does not apply". Owing to the comprehensive nature of Question 12, the subsequent graphs are split to show in-person connection modes, print publication modes, e-mail connection modes, and online connection modes.

In contrast to the previous report section, which analysed (past and/or essentially passive) experiences, this section focuses on actual, active behaviour by alumni.

Graph 29: Connecting with the Alma Mater in Person (by Connection Mode)



Notes: Question 12. New Zealand Alumni 1,503, International Alumni 1,508. Response option wording is only displayed once for international alumni but also applies to the below row for New Zealand alumni.

Source: New Zealand International Alumni Survey.

Question 12 offered survey participants four response options indicating (past) in-person connection modes: Having attended a New Zealand-themed event, having joined a local alumni club/chapter, having attended alumni events, and having met with other alumni on a social basis (see Graph 29).

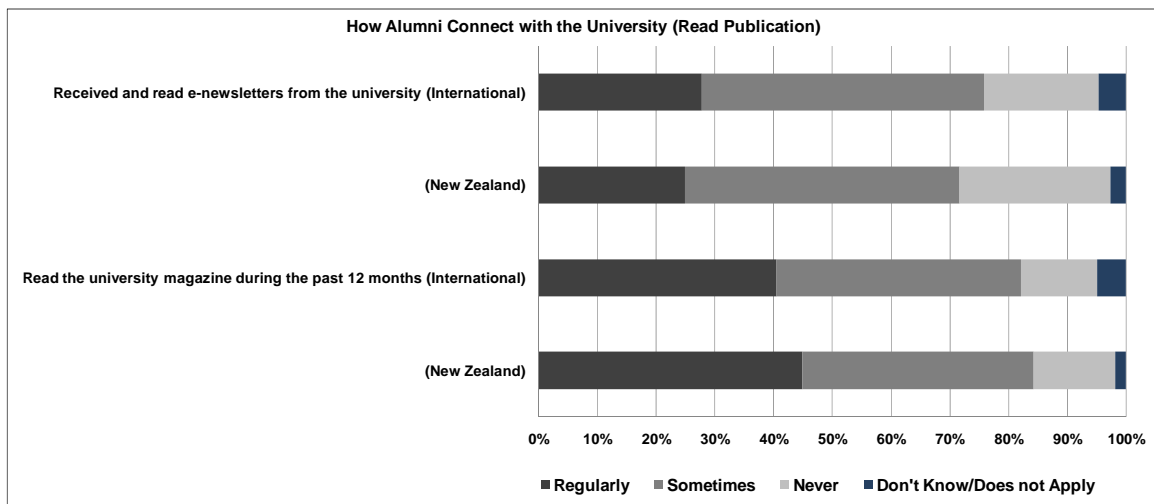
The results from this set of responses indicate a high degree of alumni passivity, regardless whether they are New Zealand or international alumni. No response

option attracted more than 11% of alumni indicating that they engage in person “regularly”. Social interaction with fellow alumni was the most popular activity.

A partial explanation for these low scores is the geographical situation of alumni who may not have access to a club or chapter, have not been privy to university-hosted alumni events, or who might not be aware of the presence of other alumni in their region.

Differences between international and New Zealand alumni with regard to engaging either “regularly” or “sometimes” proved to be minor and not of consequence for alumni relations programming purposes.

Graph 30: Connecting with the Alma Mater by Reading Publications



Notes: Question 12. New Zealand Alumni 1,503, International Alumni 1,508. Response option wording is only displayed once for international alumni but also applies to the below row for New Zealand alumni.

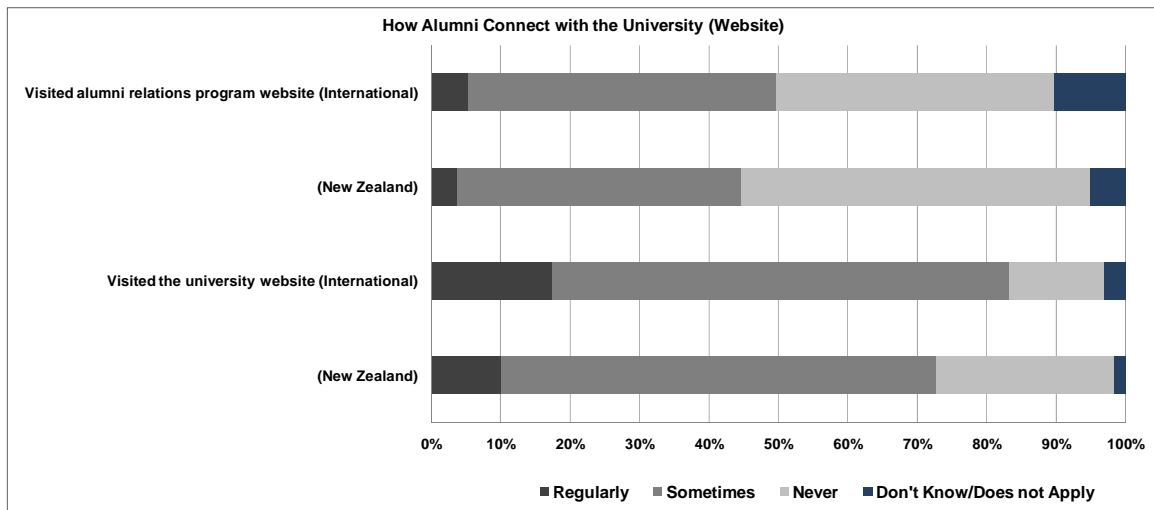
Source: New Zealand International Alumni Survey.

Question 12 also offered survey participants two response options indicating past report reading connection modes: Having received and read e-newsletters from their alma mater, and having read the university magazine during the past 12 months (see Graph 30). Receiving reports is not a truly active engagement mode for alumni; however, reading reports can be considered active alumni behaviour (albeit at the lower end of the active behaviour scale).

Overall, differences between international and New Zealand alumni again proved to be minor and not consequential. For example, a total of 82% of international alumni and 84% of New Zealand alumni indicated that they had read a given university magazine “regularly” or “sometimes” during the past twelve months. Alumni thus expressed a clear interest in reading university magazines across the board.

Electronic newsletters proved to be somewhat less popular, with combined scores of 66% (international alumni) and 62% (New Zealand alumni). This may be due to different communication preferences based on age (i.e. print being preferred over electronic communication), or to the level of attractiveness and professionalism of electronic communication by Alumni Relations offices.

Graph 31: Connecting with the Alma Mater Through the University Website



Notes: Question 12. New Zealand Alumni 1,503, International Alumni 1,508. Response option wording is only displayed once for international alumni but also applies to the below row for New Zealand alumni.

Source: New Zealand International Alumni Survey.

Institutional websites have rapidly become the most popular information sharing platform for universities worldwide. As such, university websites are the premier information “pull” medium for alumni from an information richness, timeliness, and cost-of-information acquisition view point.

Graph 31 shows that only a small number of alumni professed to “regularly” access their alma maters’ websites – 10% of New Zealand and 17% of international alumni. Yet 63% of New Zealand and 66% of international alumni have “sometimes” accessed their universities’ websites. Overall, well over 70% of a given university’s alumni utilize its website.

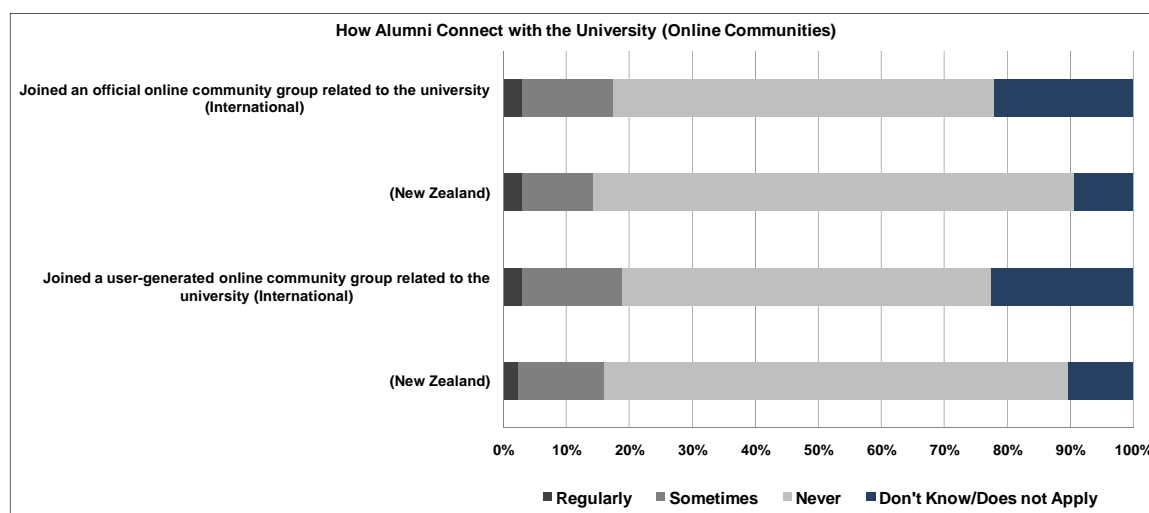
That international alumni accessed their universities’ websites more frequently than New Zealand alumni despite the fact that both groups reside outside New Zealand suggests either that New Zealand alumni utilised additional, different communication channels, or that international alumni were more active in obtaining information from their alma mater.

While university websites proved somewhat popular, Alumni Relations office websites were much less frequented by alumni. Less than 5% of all survey respondents accessed a respective website “regularly”, and less than 45% did so “sometimes”. Reasons are bound to differ and may include a lack of compelling content, a lack of specific information, or difficulties in finding an Alumni Relations office’s website.

Graph 32 (below) highlights online communities, an emerging alumni relations engagement platform. As previous data discussions have already pointed out, the utilisation of online communities to date is largely driven by younger alumni. Online communities have also proven quite popular with alumni from certain countries such as China and Hong Kong.

Overall usage patterns differed only marginally between international and New Zealand alumni, with the former showing slightly higher usage rates. Regular usage (as defined by joining a group) – either of a user-generated group or an official group – ran at 3% or less. Infrequent use (“sometimes”) ran between 11% and 16%, with neither response category attracting more than 19% usage overall. Given the recent emergence of online communities, it is reasonable to assume that usage rates will increase very notably over the next couple of years.

Graph 32: Connecting with the Alma Mater Through Online Communities



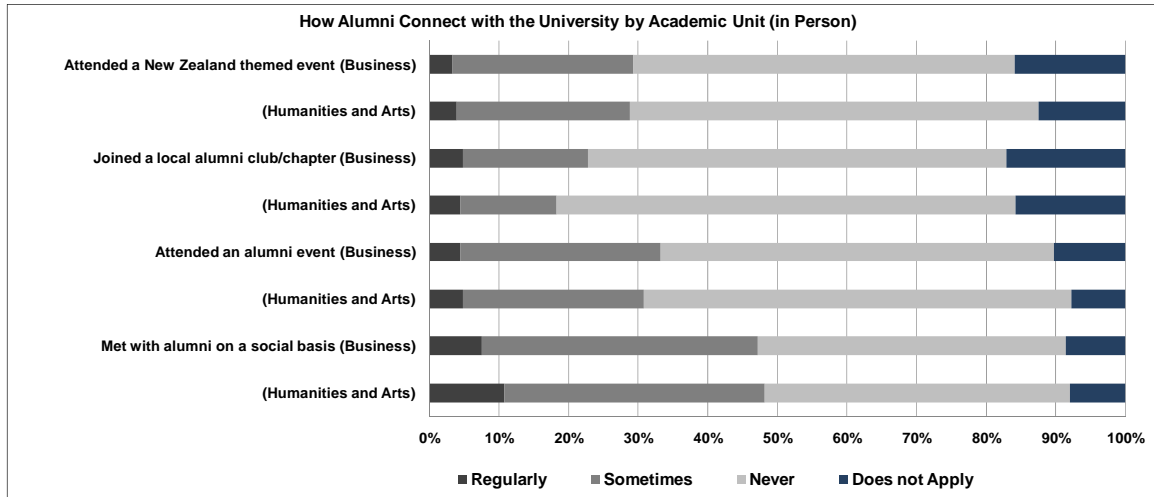
Notes: Question 12. New Zealand Alumni 1,503, International Alumni 1,508. Response option wording is only displayed once for international alumni but also applies to the below row for New Zealand alumni.

Source: New Zealand International Alumni Survey.

Graph 33 (below) is based on a cross tab analysis of alumni’s in-person connection mode (Question 12) split by academic unit affiliation (Question 6). Alumni engagement research suggests that some alumni of certain academic units engage and/or network more than others. To follow up on this research, the cross tab

analysis focused on business (and related) subjects in one group and on humanities and arts subjects in another.

Graph 33: Connecting with the Alma Mater in Person (by Academic Unit)



Notes: Questions 6 and 12. Total data points for cross tab analysis: 1,594 (based on two academic units). Response option wording is only displayed once for international alumni but also applies to the below row for New Zealand alumni.

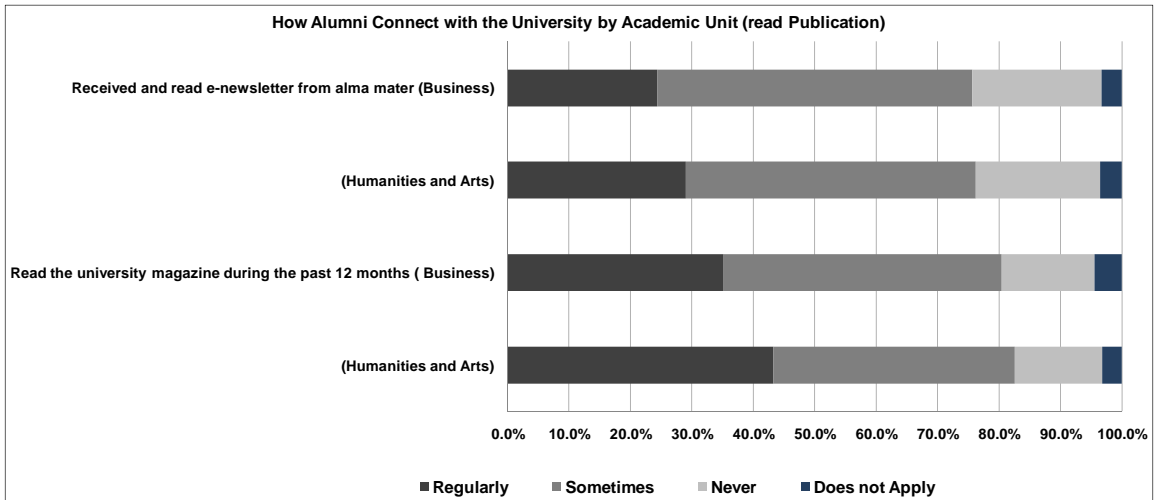
Source: New Zealand International Alumni Survey.

This survey’s result could not validate this research outright. Business alumni connected slightly more to their alma mater in-person than humanities and arts alumni in some ways, but not in others. Connection rates were somewhat higher (when combining “regularly” and “sometimes”) for more formal activities such as having “joined a local alumni club/chapter” and having “attended an alumni event”. Results for two other in-person connection activities, having “met with alumni on a social basis” and having “attended a New Zealand-themed event” were effectively level.

Additional cross tab research for business as well as humanities and arts alumni showed that differences with regard to other connection areas were also small. As Graph 34 (below) demonstrates, both alumni groups received and read e-newsletters from their alma mater at the same rate of 76% (“regularly” and “sometimes” combined).

Humanities and arts alumni read their alma mater’s university magazine at a slightly higher rate of 83% when compared to business alumni at a rate of 80%, when combining “regularly” and “sometimes”. In both categories, the differences between the groups are not meaningful.

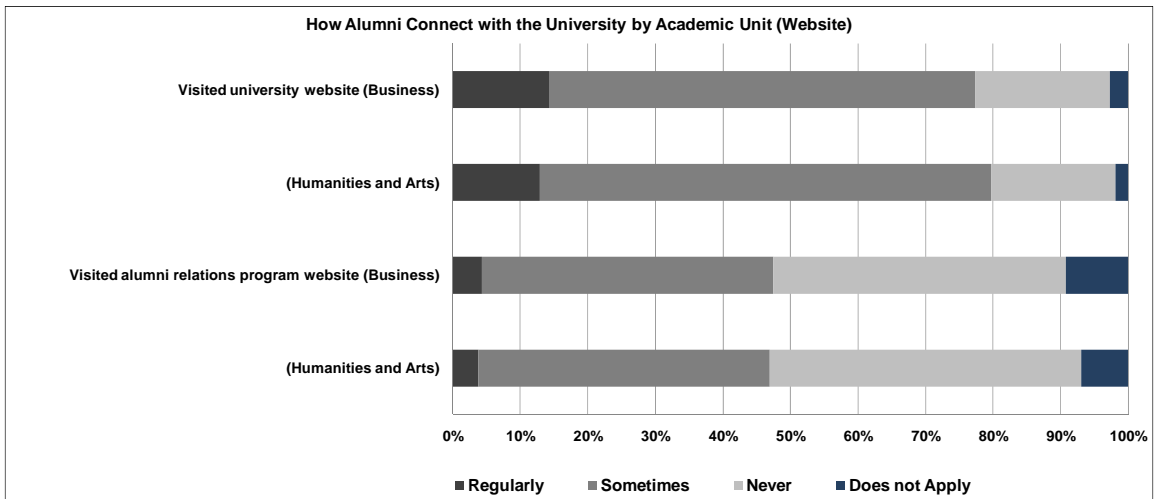
Graph 34: Connecting with the Alma Mater by Reading Publications (by Academic Unit)



Notes: Questions 6 and 12. Total data points for cross tab analysis: 1,723 (based on two academic units). Response option wording is only displayed once for international alumni but also applies to the below row for New Zealand alumni.

Source: New Zealand International Alumni Survey.

Graph 35: Connecting with the Alma Mater Through the University Website (by Academic Unit)



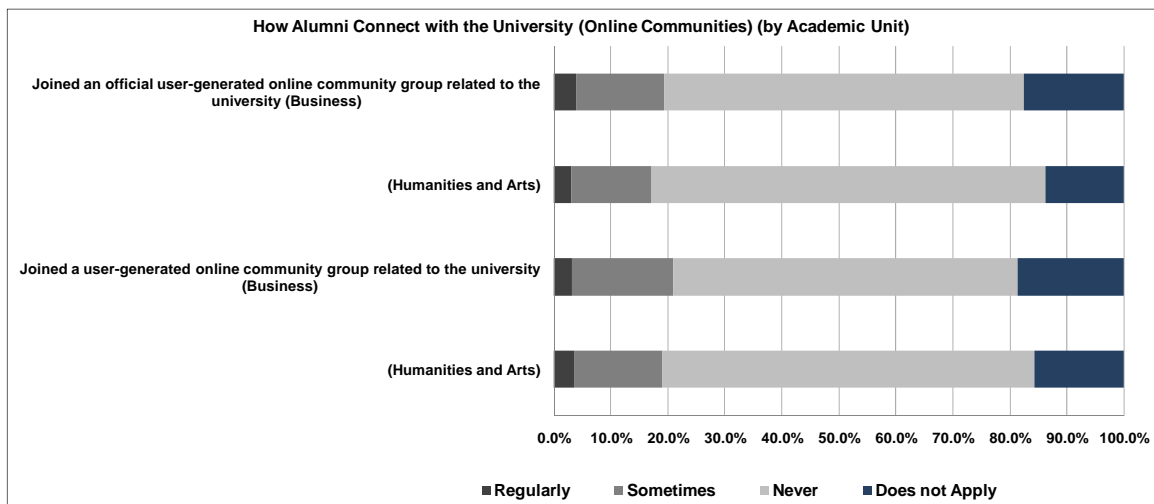
Notes: Questions 6 and 12. Total data points for cross tab analysis: 1,651 (based on two academic units). Response option wording is only displayed once for international alumni but also applies to the below row for New Zealand alumni.

Source: New Zealand International Alumni Survey.

Graph 35 further reiterates this finding by displaying analysis of the past usage of university and alumni relations programme websites, split by arts and humanities versus business alumni.

Both alumni groups accessed the university website at roughly even levels – arts and humanities alumni at 80% versus 77% of business alumni – and the alumni relations programme website at an even 47% (“regularly” and “sometimes” combined).

Graph 36: Connecting with the Alma Mater Through Online Communities (by Academic Unit)



Notes: Questions 6 and 12. Total data points for cross tab analysis: 1,544 (based on two academic units). Response option wording is only displayed once for international alumni but also applies to the below row for New Zealand alumni.

Source: New Zealand International Alumni Survey.

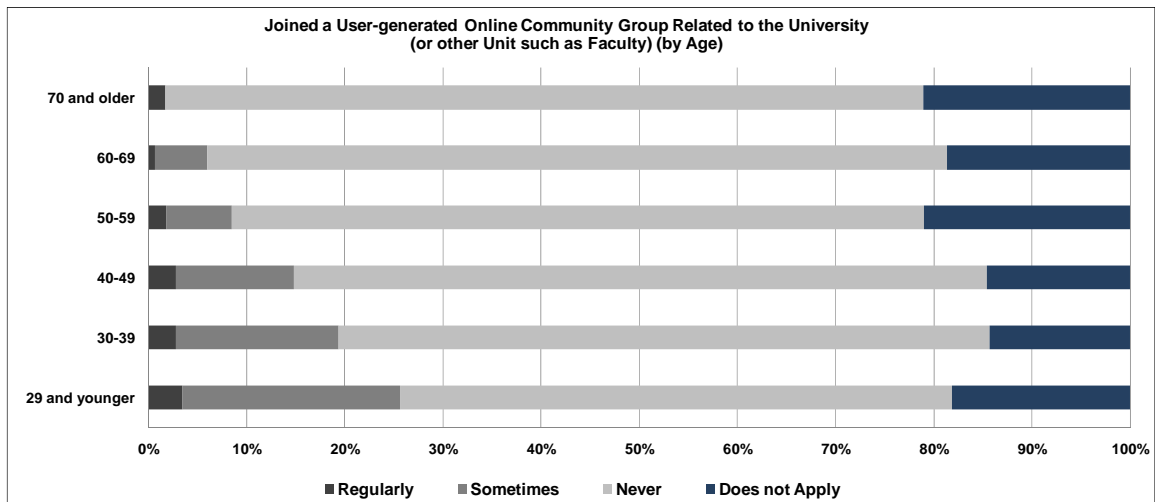
Typically, business alumni are amongst the more, if not the most, active adopters of online communities, especially for professional networking purposes. This would suggest that survey respondents with a business education background would have indicated an above average utilisation of online communities. In addition, the age composition of business alumni is somewhat younger than the age composition of arts and humanities alumni, which should have further reinforced this dynamic.

Yet, as Graph 36 reveals, while business alumni did indeed join respective university groups at higher rates, differences between both alumni groups were again quite small. Business alumni utilisation rates of official groups ran at 19% while arts and humanities alumni rates ran at 17% (“regularly” and “sometimes” combined). Rates for user-generated groups ran at 21% and 19%, respectively.

One explanation is the low overall rate of intensive users (i.e. “regularly”), which rarely exceeds 5% of a given alumni sub-group. Social network theory suggests that certain participation thresholds need to be passed before online communities become viable and eventually inevitable. The observed level of 5% of regular users is clearly not sufficient to induce either dynamic.

Another explanation is the overall lack of presence and brand supported by New Zealand’s universities. Other ICG research has evidenced a very minor brand footprint of all New Zealand universities in the most important online communities, such as Facebook and LinkedIn. While alumni can drive most of the activity, they cannot drive everything.

Graph 37: Connecting with the Alma Mater Through User-Generated Online Community Groups (by Age Category)



Notes: Questions 3 and 12. Total data points for cross tab analysis: 2,571.
Source: New Zealand International Alumni Survey.

While the previous data discussion revealed quite limited differences in alumni connection patterns by affiliated academic unit, Graphs 37 to 45 show that differences do exist when conducting a cross tab analysis by age category. Owing to the nature of the cross tab data, each of these graphs provides a single cross tab perspective (hence the need to present nine graphs).

In alignment with other age category based alumni behaviour differentiation, Graph 37 displays substantial differences with regard to alumni having joined user-generated online community groups (either reflecting a university or an academic unit such as a faculty or college).

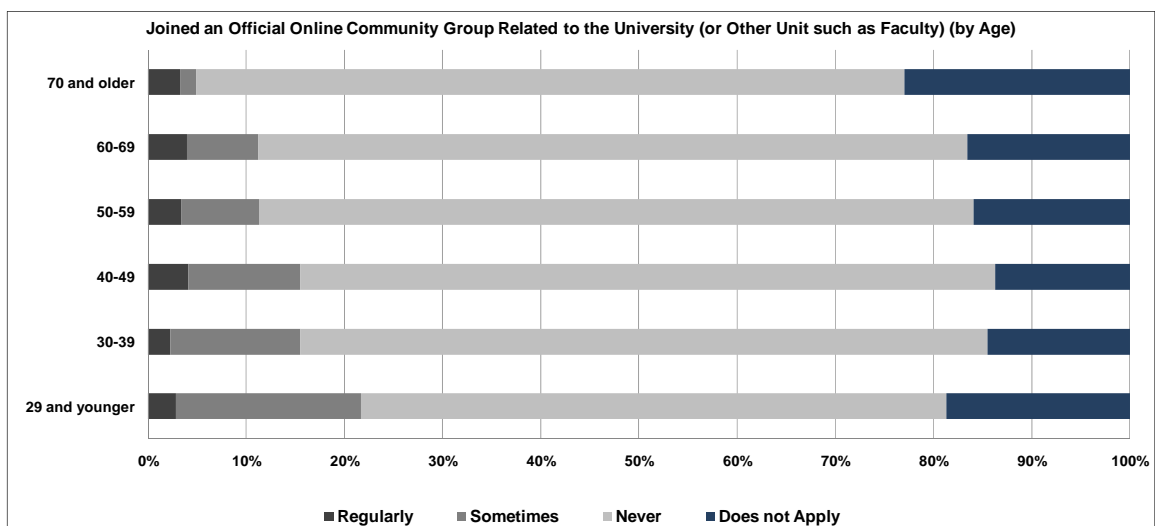
Alumni 29 years old and younger joined such groups at a rate of 26% (“regularly” and “sometimes”), while alumni 70 years and older only did so at a rate of less than 2%. Remarkably, a small core group of between 2% to 3.5% existed amongst alumni under the age of 60 who engaged in such groups “regularly”. This indicates that online community usage has its supporters across a wide age band, albeit at a low level.

Graph 38 (below) juxtaposes the preferences expressed in Graph 37. Instead of a user-generated online community group, alumni were asked whether they had joined an official online community group. A bifurcated picture emerged. Older alumni were notably more likely to join an official group than a user-generated group. The joining rate for 70 years old and older alumni increased from 2% to 5%, and from 6% to 11% for 60 to 69 years old alumni (combining “regularly” and “sometimes”).

By contrast, younger alumni were actually less likely to join official online community groups than user-generated groups. The joining rate for 29 years old and younger alumni dropped from 26% to 22%, and from 19% to 15% for 30 to 39 years old alumni (again, combined categories).

This is an important finding, since it makes quite clear that alumni relations programming in online communities is complex, driven by diverging alumni preferences, and still largely unexplored.

Graph 38: Connecting with the Alma Mater Through Official Online Community Groups (by Age Category)

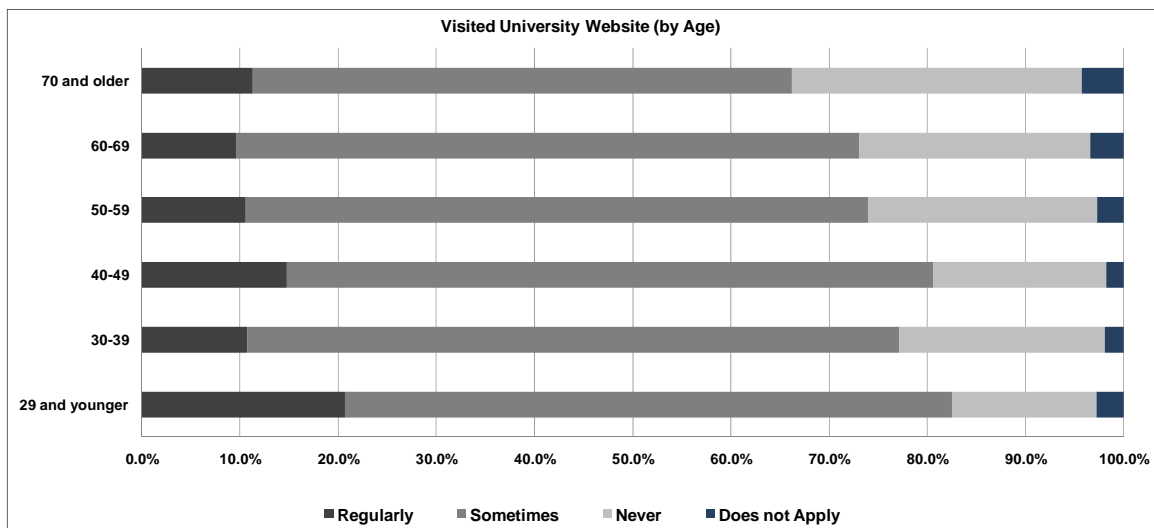


Notes: Questions 3 and 12. Total data points for cross tab analysis: 2,583.
Source: New Zealand International Alumni Survey.

Differences between age categories were apparent – yet not surprising – in the way alumni accessed university websites, as Graph 39 (below) shows. Nearly 21% of young alumni (29 years old and younger) “regularly” accessed their alma mater’s website – about twice the rate of alumni over the age of 50 years. In addition, 62% of the former accessed their alma mater’s website “sometimes”.

Yet even alumni aged 70 years and older accessed their alma mater’s website at a rate of more than two-thirds (“regularly” and “sometimes”). This result speaks as much to the ubiquity of Internet access as to the need for a high quality, attractive, and compelling website which offers information and services useful to alumni. Most but all websites of New Zealand universities face the need for significant improvements in this regard, as other ICG research has evidenced.

Graph 39: Connecting with the Alma Mater Through the University Website (by Age Category)



Notes: Questions 3 and 12. Total data points for cross tab analysis: 2,771.
Source: New Zealand International Alumni Survey.

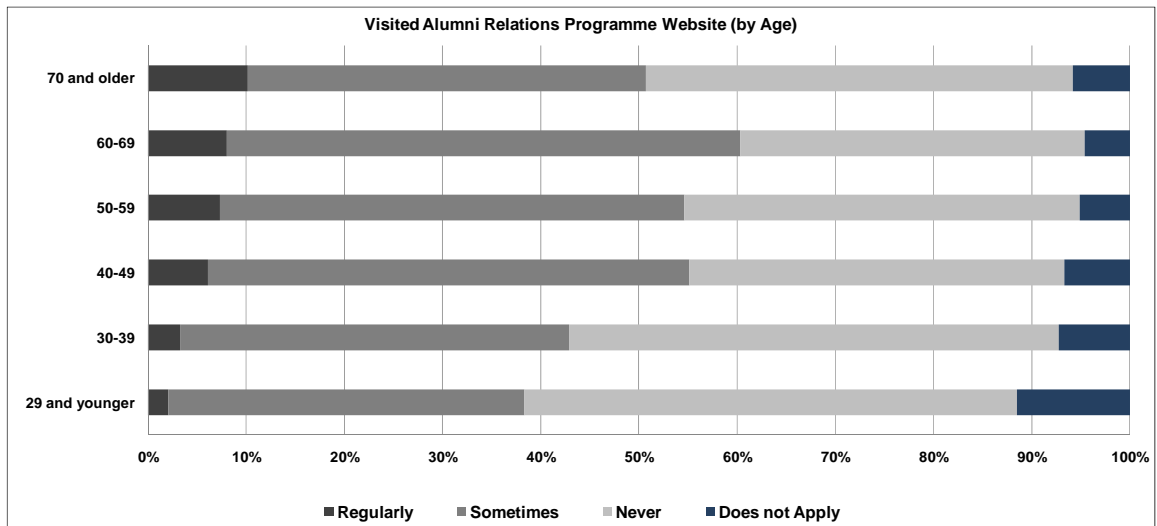
Graph 40 (below) highlights (in concurrence with the findings from other graphs) that alumni are not only less likely to access an alumni relations program website relative to a university website, but that age is a significant driver for this behaviour.

For example, the share of young alumni (29 years old or younger) who “regularly” accessed the university website shrunk from 21% to 2% for those who “regularly” accessed an alumni relations programme website. The share of those who accessed either website “sometimes” dropped from 62% to 36%.

Access rates for older age categories were also depressed for alumni relations programme websites, but increasingly less so. Eventually, alumni aged 70 years

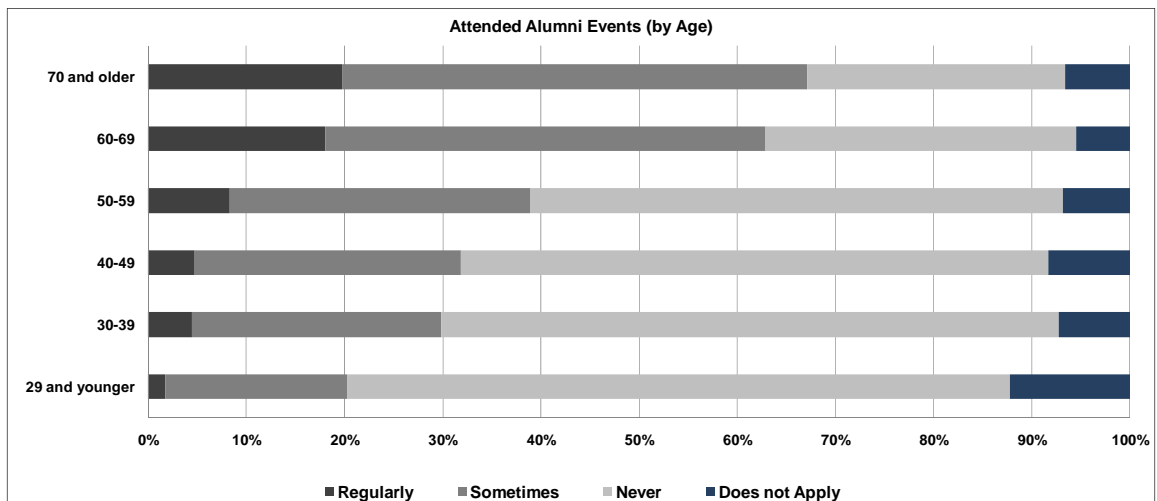
and older accessed alumni relations programme websites and university websites “regularly” at the same level. This alumni feedback indicated in quite drastic terms that young alumni see little value in alumni relations programme websites.

Graph 40: Connecting with the Alma Mater Through the Alumni Relations Programme Website (by Age Category)



Notes: Questions 3 and 12. Total data points for cross tab analysis: 2,689.
Source: New Zealand International Alumni Survey.

Graph 41: Connecting with the Alma Mater by Attending Events (Age Category)

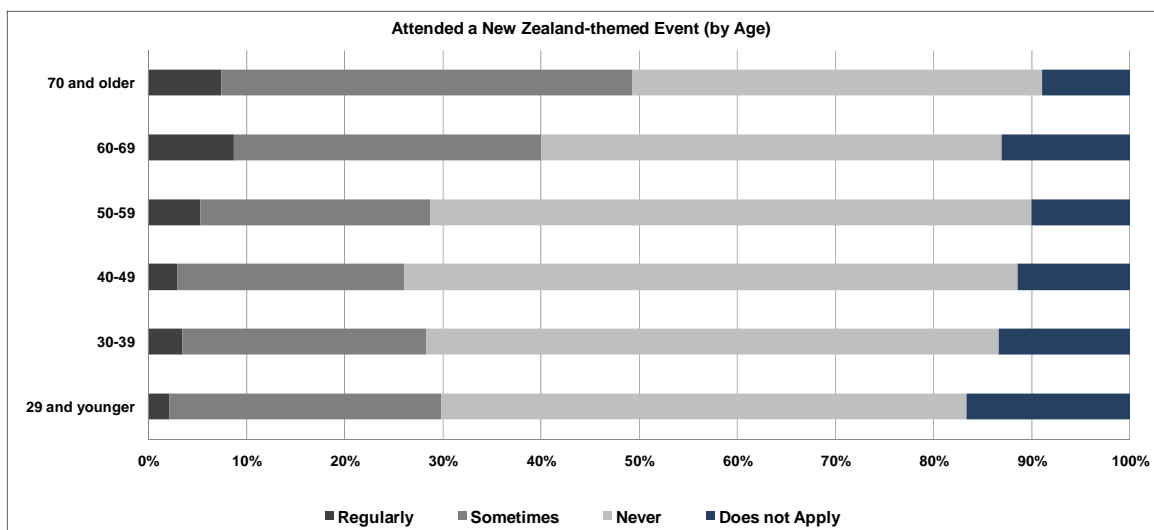


Notes: Questions 3 and 12. Total data points for cross tab analysis: 2,689.
Source: New Zealand International Alumni Survey.

Graphs 41 and 42 (below) juxtapose two kinds of event attendance: General (official) events, and events with a New Zealand-theme. In line with previous findings, Graph 41 shows that older alumni (70 years old and older) are much more likely to attend official alumni events than younger alumni (29 years old and younger), at a rate of 67% to 21% (“regularly” and “sometimes”).

Alumni younger than 60 years old displayed a sharp drop in past event attendance when compared to alumni 60 years old and older. While some of this drop can be explained by alumni life cycle theory, Alumni Relations offices should be concerned about whether the eventual rise in event attendance is an organic occurrence, or whether past non-attendance patterns of younger alumni will lead to future depressed attendance rates of (then older) alumni.

Graph 42: Connecting with the Alma Mater Through Attending New Zealand-Themed Events (by Age Category)



Notes: Questions 3 and 12. Total data points for cross tab analysis: 2,620.
Source: New Zealand International Alumni Survey.

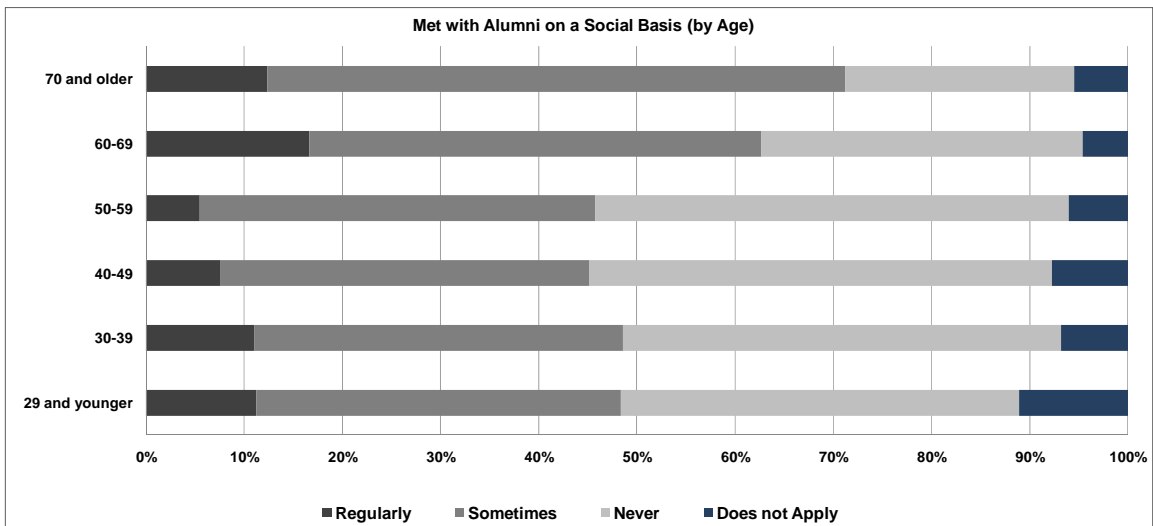
Overall, alumni indicated that they were less interested in New Zealand-themed events than official university events (see Graph 42). In particular, older alumni were much less interested. No age category group reaches a regular attendance rate of 10%, and the share of alumni who have never attended such an event ran from 42% to 62%.

A deviation from this picture was the youngest alumni age category, which saw an increase of alumni who “regularly” or “sometimes” participated in such events (30% versus 20%). This finding further confirms the quite distinct nature of young alumni across multiple behavioural dimensions.

Graph 43 (below) aligns with the two previous graphs with regard to two key insights. First, older alumni (60 to 69 years old and 70 years old and older) were partial to meeting fellow alumni on a social basis, with 12% to 17% indicating that they did so “regularly” and another 46% to 59% having met “sometimes”. Alumni in younger age categories were less interested, but still indicated at a percentage rate of mid 40s to high 40s that they “regularly” or “sometimes” met with fellow alumni on a social basis.

The social and, by extension, networking component of alumni events has shown itself to be a key driver for alumni event attendance, and thus engagement with their alma mater. This finding should be used to adjust alumni programming efforts as needed.

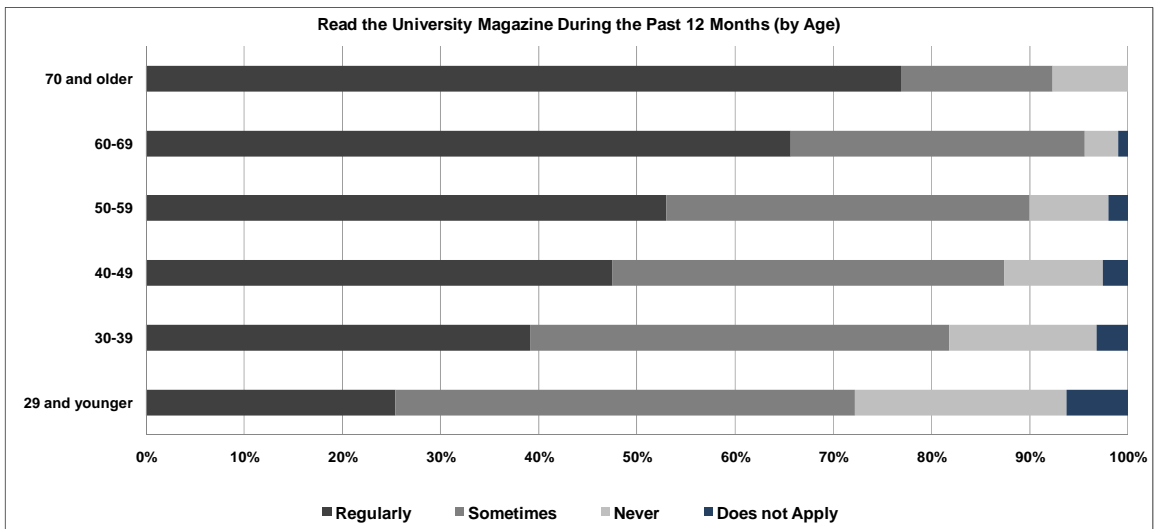
Graph 43: Connecting with the Alma Mater Through socially Meeting Alumni (by Age Category)



Notes: Questions 3 and 12. Total data points for cross tab analysis: 2,681.
Source: New Zealand International Alumni Survey.

Another way to connect with an alma mater is by reading a given university magazine. As Graph 44 (below) demonstrates, this was a highly popular activity for respondents. Nearly three-quarters of alumni 70 years old and older read their alma mater’s university magazine “regularly”. Amongst alumni in the youngest age category, some one-quarter still did so. Overall, the vast majority of alumni actually read university magazines at least “sometimes”.

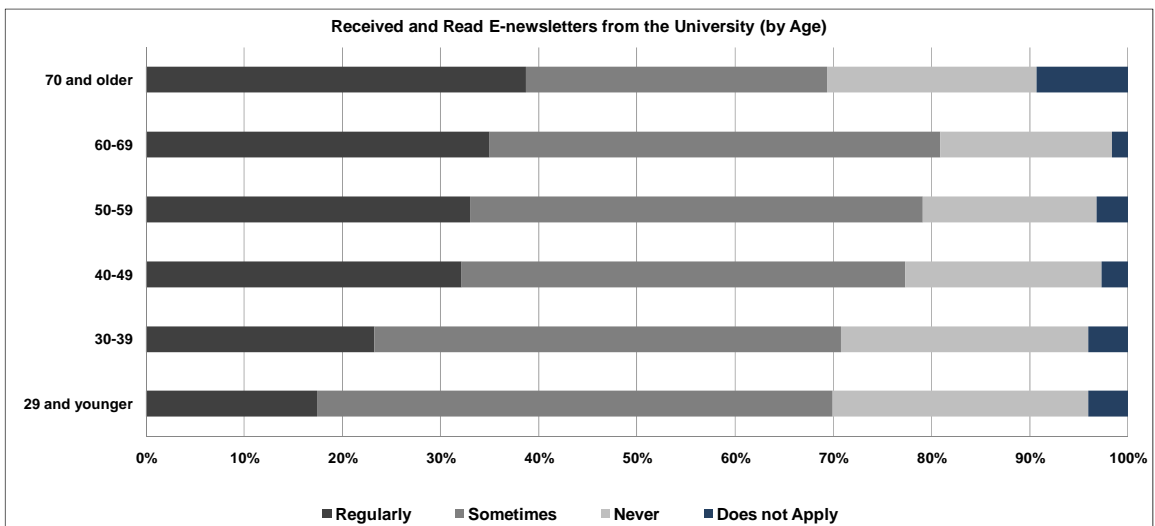
Graph 44: Connecting with the Alma Mater by Age Category (Read Magazine)



Notes: Questions 3 and 12. Total data points for cross tab analysis: 2,891.
Source: New Zealand International Alumni Survey.

Reading magazines was more popular than reading electronic newsletters (Graph 45 below). Interestingly, magazines were preferred by every alumni age category, including young alumni who had otherwise indicated an interest in electronic media and online communities.

Graph 45: Connecting with the Alma Mater by Age Category (Read E-newsletter)



Notes: Questions 3 and 12. Total data points for cross tab analysis: 2,732.
Source: New Zealand International Alumni Survey.

Though interest levels still ranged between about 70% and 80% (“regularly” and “sometimes”), the share of alumni who made a point to connect “regularly” by reading electronic newsletters was clearly diminished relative to magazine readership. Reasons are likely to differ – format, content, presentation, and reach of a given electronic newsletter could all have been possible factors. Given the cost effectiveness of electronic communication, alumni offices should consider analysing how this communication tool can be improved to increase alumni readership.

Perspectives

The analysis of alumni connection preferences with their alma mater yielded a number of relevant insights. First, alumni admitted to a relatively low level of active connection behaviour such as expressed through event attendance. The latter is of course curtailed by the availability of events for alumni in their given location. With few international alumni chapters in place and a relatively low number of events taking place this is not a surprising finding.

Second, notable differences between alumni emerged. For example, alumni age proved to be the decisive factor with regards to connection behaviour. Younger alumni were significantly more willing to utilise online communities to connect with their alma mater than older alumni. On the other hand, older alumni favoured event attendance notably more than younger alumni.

Accessing the university’s websites was a wide-spread behaviour across all age groups. A salient finding is that alumni preferred the university website by a strong margin over a given alumni relations programme’s website. This hints at the lack of relevance of the latter for alumni and should given rise to improvement efforts.

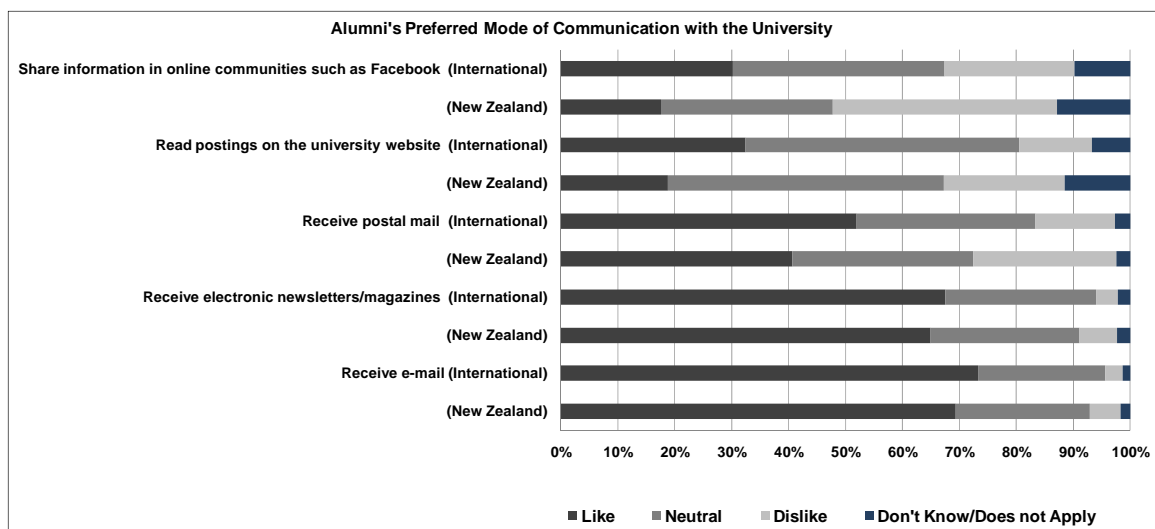
Communication

Alumni’s Preferred Mode of Communication with their Alma Mater

Question 13 asked alumni to express their preferred modes of communicating with their alma mater, by indicating their preference for different communication channels on a three step scale from “like” to “dislike”. This question followed up on Question 12 by probing more deeply for relative preferences.

Survey participants were offered a selection of five communication tools, ranging from traditional postal mail to electronic communication (e-mail, e-newsletters) to web-based communication (university website postings, online communities). These options differ in their communication structure, their push/pull nature, and their basic appeal to certain alumni segments (particularly noticeable when split by age category).

Graph 46: Preferred Mode of Communication with the Alma Mater (by Channel)



Notes: Question 13. New Zealand Alumni 1,511, International Alumni 1,508. Response option wording is only displayed once for international alumni but also applies to the below row for New Zealand alumni.

Source: New Zealand International Alumni Survey.

As Graph 46 shows, results from Question 13 reveal two distinct patterns amongst alumni. First, differences between international and New Zealand alumni were clear with regard to three communication tools. International alumni “liked” to share information in online communities at a rate of 30%, which only 18% of New Zealand alumni preferred. Similar differences existed with regard to reading university website postings (32% versus 19%), and receiving postal mail (52% versus 41%).

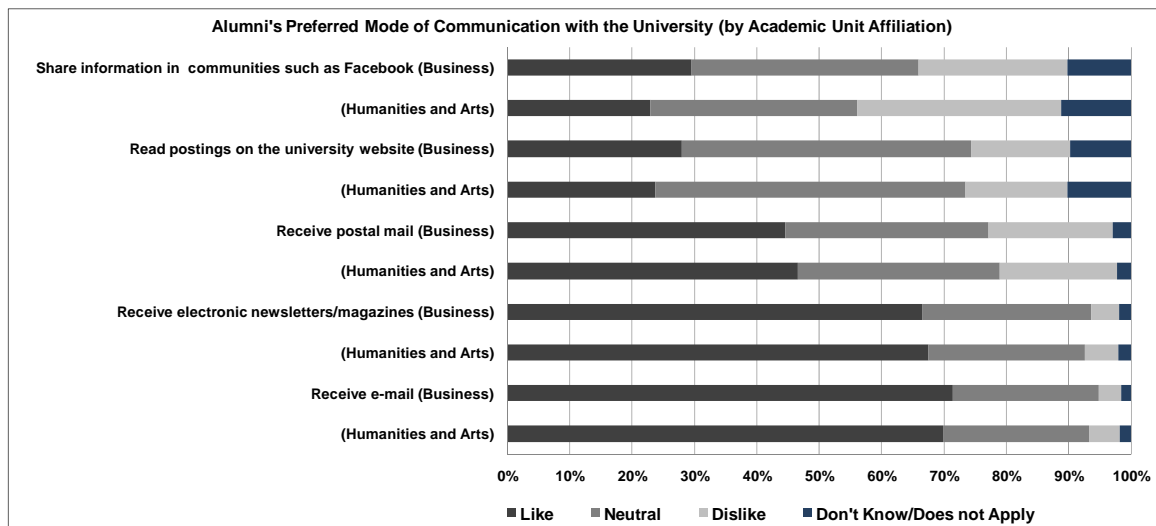
Second, overall alumni communication preferences differed between passive and active channels. Survey respondents expressed a clear preference for passive (push) communication modes such as receiving e-mail (approximately 70%) and electronic newsletters (approximately two-thirds). By contrast, active communication (pull) modes, such as accessing a university website or sharing information in online communities, were only “liked” by about one quarter of respondents.

Graph 47 (below) displays the results from a cross tab analysis which referenced alumni’s communication tool preferences to their academic unit affiliation. Differences between alumni with a business versus a humanities and arts study background were minor within three push channels (e-mail, electronic newsletters, postal mail).

Differences emerged, however, in the two pull channels: Online communities and university website postings. Alumni with a business education background claimed to “like” these channels notably more than alumni from a humanities and arts background (30% to 23% and 28% to 24%, respectively).

This suggests two dynamics: First, alumni with a business study background are more actively engaged than alumni from a humanities and arts background. Second, alumni with a business study background are slightly more prone to adopting new communication channels such as online communities.

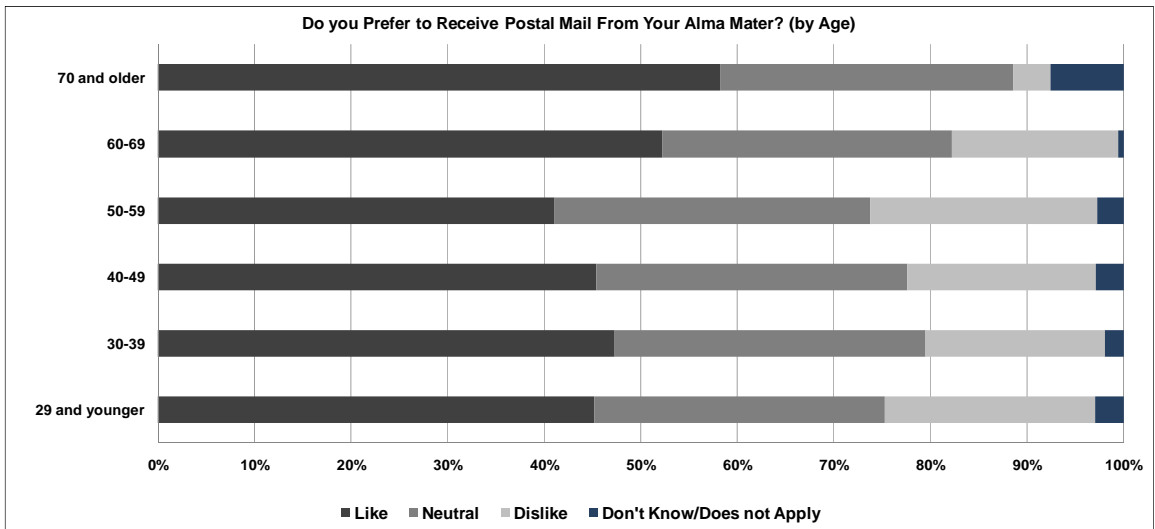
Graph 47: Preferred Mode of Communication with the Alma Mater (by Academic Unit)



Notes: Questions 6 and 13. Total data points for cross tab analysis: 8,360. Response option wording is only displayed once for international alumni but also applies to the below row for New Zealand alumni (based on two academic units).

Source: New Zealand International Alumni Survey.

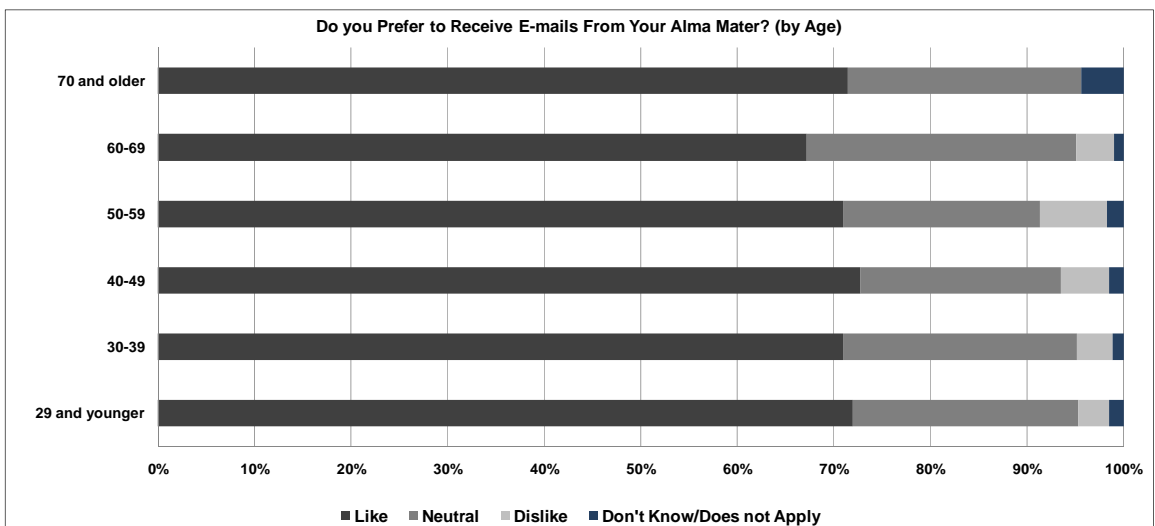
Graph 48: Communication by Postal Mail with the Alma Mater (by Age)



Notes: Questions 3 and 13. Total data points for cross tab analysis: 2,766.
Source: New Zealand International Alumni Survey.

The cross tab analysis of Question 13 with Question 3 (age) as shown in Graph 48 reveals that older alumni (over the age of 60) were especially in favour of receiving postal mail: More than 50% of alumni in this bracket indicated that they “like” this communication channel. Alumni under the age of 60 “liked” this channel at noticeably lower rates.

Graph 49: Communication by E-mail with the Alma Mater (by Age)



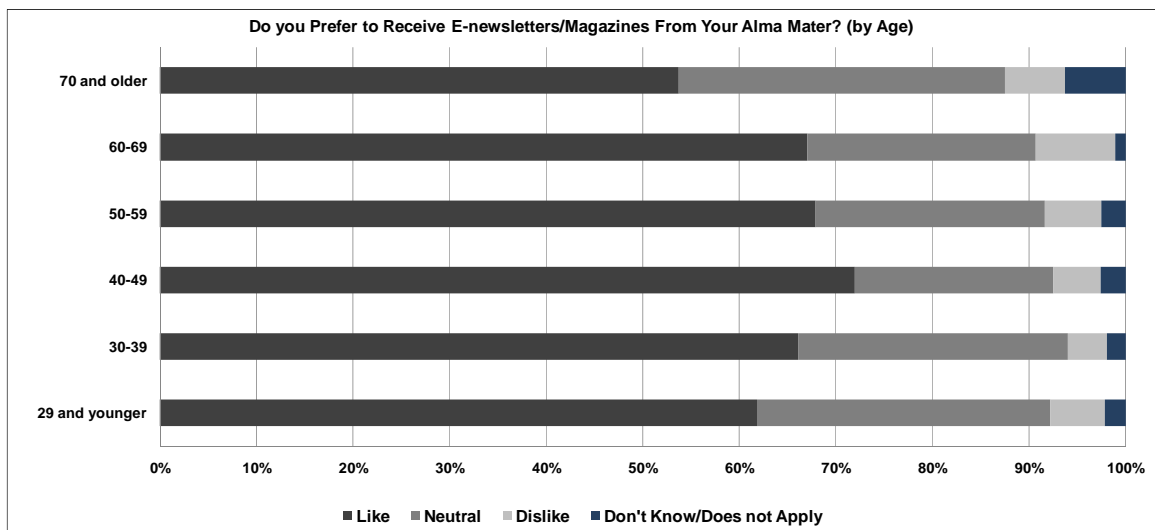
Notes: Questions 3 and 13. Total data points for cross tab analysis: 2,939.
Source: New Zealand International Alumni Survey.

Graph 49 continues the communication preferences cross tab analysis by focusing on alumni attitudes toward e-mail communication. As previously stated, alumni “like” e-mail communication across the board: Between 67% and 73% of survey participants indicated that they “like” e-mail. Only a small minority (less than 7%) of alumni in a given age category indicated that they “dislike” e-mail communication.

This makes e-mail the preferred communication tool for alumni across all age groups. Moreover, it is a low cost, flexible, and immediate tool from an Alumni Relations office perspective. Alumni who do not like e-mail communication should of course be catered to, by providing e-mail recipients with the option to opt out of receiving e-mails.

Closely related to e-mail are electronic newsletters and magazines. Graph 50 (below) shows a similar alumni preference dynamic for these two communication tools. With the exception of alumni of the ages 70 and older, all other alumni age categories indicated that they “like” to receive electronic newsletters and magazines at rates of more than 62%. Again, only a small fraction of alumni expressed a “dislike” for this communication tool.

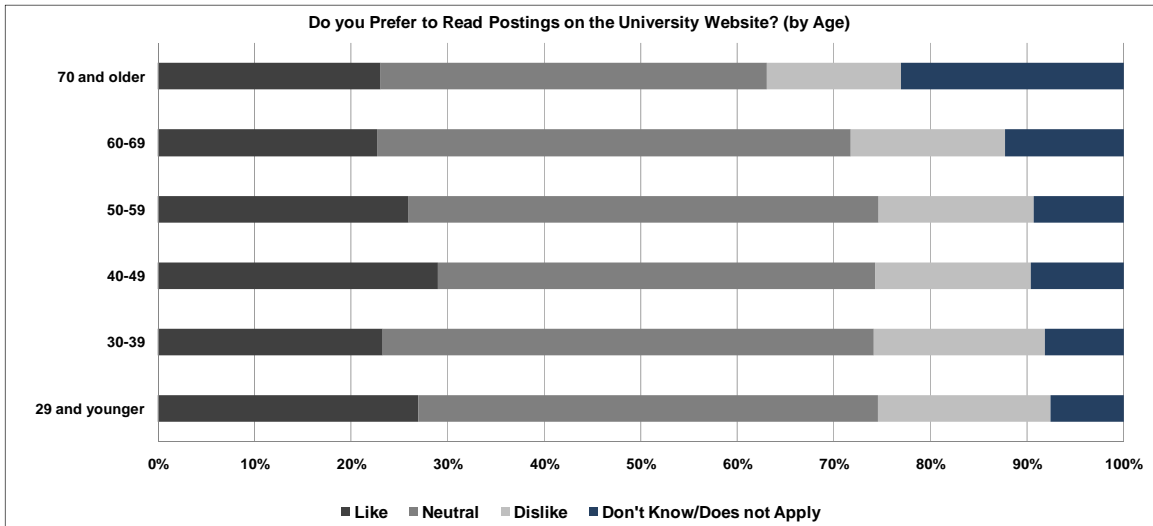
Graph 50: Communication by Newsletter with the Alma Mater (by Age)



Notes: Questions 3 and 13. Total data points for cross tab analysis: 2,871.
Source: New Zealand International Alumni Survey.

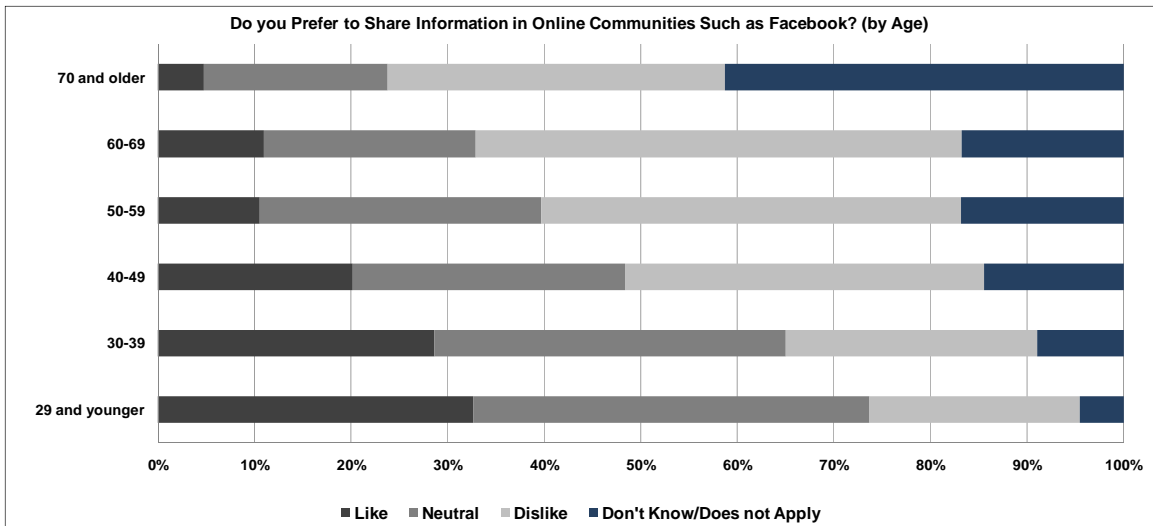
Differences between age categories became even less significant when alumni were asked whether they like or dislike to “read postings on the university website” (see Graph 51 below). While the share of alumni professing to “like” doing so dropped across all age categories, differences between age categories themselves were minor (“like” choices ranged from 23% to 29%). One reason for this drop is the pull nature of this channel, which requires an alum to be more actively engaged.

Graph 51: Communication Through the University Website with the Alma Mater (by Age)



Notes: Questions 3 and 13. Total data points for cross tab analysis: 2,680.
Source: New Zealand International Alumni Survey.

Graph 52: Communication in Online Communities with the Alma Mater (by Age)



Notes: Questions 3 and 13. Total data points for cross tab analysis: 2,674.
Source: New Zealand International Alumni Survey.

The final communication preference cross tab analysis considered alumni attitudes toward online communities (Graph 52, above). While a number of other communi-

cation channels were not subject to fundamental user preference differentiation by age, online communities proved to be different.

Approximately 30% of alumni of the ages 39 years and younger professed to “like” sharing information in online communities. Favourable opinions of this channel dropped substantially in older alumni age categories. Only about 10% of alumni aged between 50 and 69 “liked” to share information in online communities, and only half as many expressed this in the 70 years and older age category.

While these results might indicate that online communities are not a universally preferred channel for alumni relations programming efforts, quite the opposite is the case. For one, online communities are a very recent phenomenon which is experiencing rapid adoption around the globe – with the strongest growth rates occurring amongst users over the age of 40.

Second, compelling content and interaction tends to drive the adoption of online communities as much as the network effect (i.e. members of a group joining an online network because a sufficient number of other group members has joined). This effect has not yet kicked in for many older alumni, but can be expected to do so eventually.

Perspectives

Three lessons emerged from the analysis of alumni’s communication preferences. First, alumni are fond of passive, push communication channels and tools. This is generally true of alumni across the board, and reflects today’s communication landscape and time management as well as communication flow demands on alumni.

Second, electronic communication has become widely accepted. Alumni no longer insist on printed correspondence; e-mail and electronic newsletters are entirely acceptable to them. This is an affirmation of the strategy shift in many Alumni Relations offices toward electronic communication. An additional benefit is that e-mail is a highly cost effective channel.

Third, one alumni segment has emerged as being especially interested in staying in touch through electronic channels – young international alumni. As indicated by analysis in other chapters of this report, this segment should be focused on by Alumni Relations offices. Not only are these alumni likely to take on leadership roles as they mature, but they are also at the vanguard of interactive and self-organized alumni volunteer dynamics.

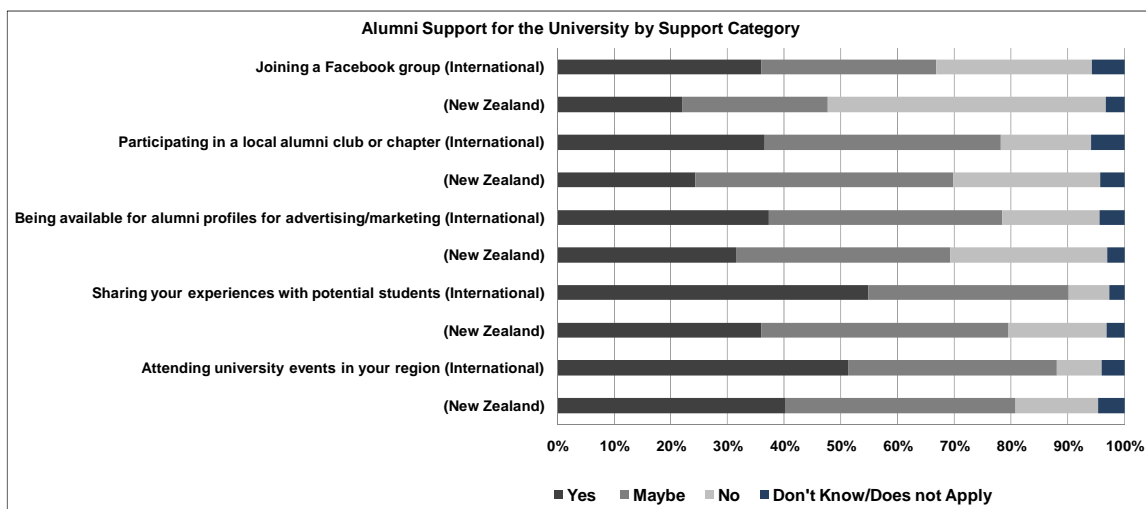
Engagement

Alumni’s Readiness to Support their Alma Mater

Question 16 inquired into alumni’s readiness to actively support their alma mater by ranking their willingness to participate in a diverse set of activities. Response options were offered on a three step scale: “Yes”, “maybe”, and “no”, as well as “do not know/does not apply”. The alumni programming categories investigated included event participation, club activities, online engagement, and marketing support.

Beginning with Question 16, the survey shifted from asking alumni about their experiences and preferences to inquiring about actual, tangible engagement behaviour. This question, in combination with Questions 17 to 19, thus provides insight into the likely levels of engagement alumni can be expected to show for their alma mater and/or New Zealand.

Graph 53: Readiness to Support the Alma Mater (by Support Category)



Notes: Question 16. New Zealand Alumni 1,477, International Alumni 1,476. Response option wording is only displayed once for international alumni but also applies to the below row for New Zealand alumni.

Source: New Zealand International Alumni Survey.

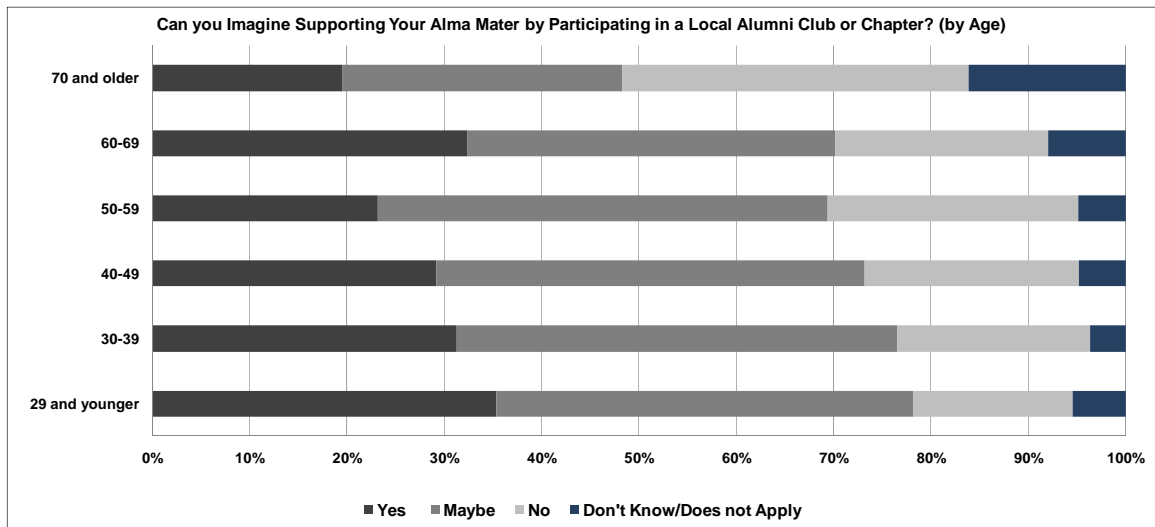
Question 16 asked survey participants “Can you imagine supporting [name of university] by...”, followed by the five response categories depicted in Graph 53. Alumni responses to this question can be summarised into three dynamics. First, international students expressed a stronger willingness to support their alma mater, with affirmative responses (“yes”) leading New Zealand alumni by 6% to 19% in each response category.

Second, attending events and sharing experiences with potential students proved to be the two most popular activities for respondents, with affirmative response rates of 36% to 55%. Club or chapter participation and joining a Facebook group found notably less support.

Third, the proportion of alumni who stated that they did not want to get involved were small to moderate. The exception was New Zealand alumni, a considerable 49% of whom stated “no” when asked if they would consider joining a Facebook group. In general, New Zealand alumni demonstrated a more pronounced unwillingness to support their alma mater in each response category.

Graph 54 (below) breaks down the support analysis further, by conducting a cross tab analysis with alumni age category. Response patterns show a gradual age category-based weakening of alumni willingness to participate in a local club or chapter, declining from a relatively high support level of 78% in the bracket 29 years old and younger, to 70% in the bracket 60 to 69 years old (“yes” and “maybe” combined). Alumni aged 70 years and older indicated much less willingness to participate in this way, a preference that is no doubt partially driven by personal logistics and mobility considerations.

Graph 54: Readiness to Support the Alma Mater by Club/Chapter Participation (by Age Category)



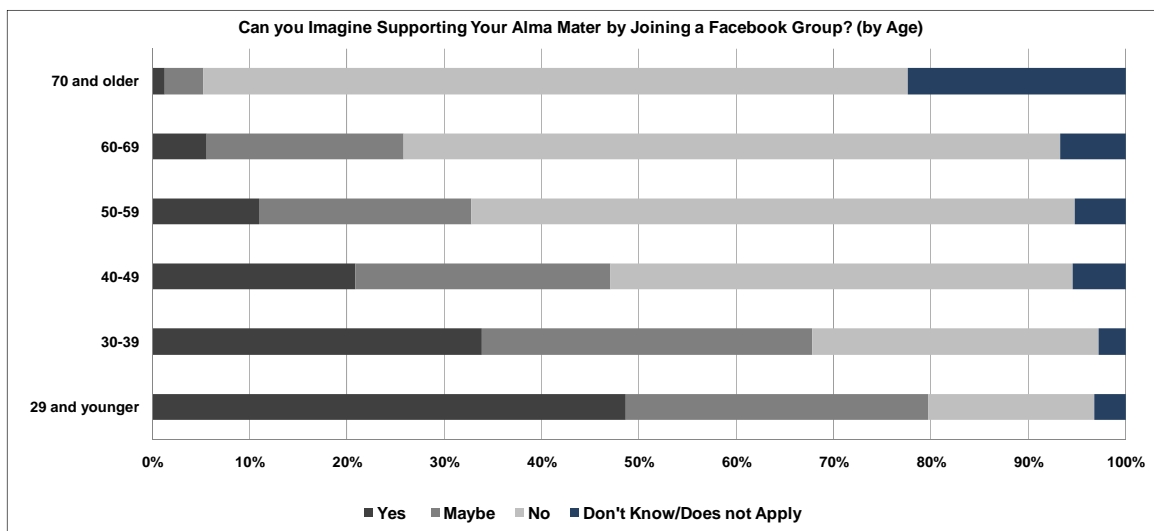
Notes: Questions 3 and 16. Total data points for cross tab analysis: 2,851.
Source: New Zealand International Alumni Survey.

Creating and maintaining an alumni club or chapter requires a relatively high degree of organizational capability, for both alumni and a given Alumni Relations office. By contrast, joining and/or creating a Facebook group is a near effortless ac-

tivity. Graph 55 (below) disaggregates survey respondents' willingness to join a university-themed Facebook group with an age category-based cross tab analysis.

In line with previous analysis, younger alumni (under the age of 40) shared a sustained willingness to join such a Facebook group at rates of 34% to 49% ("yes" responses). Interest levels dropped severely amongst older alumni, with only 1% of alumni aged 70 years and older expressing a definitive interest ("yes" responses).

Graph 55: Readiness to Support the Alma Mater by Joining a Facebook Group (by Age Category)



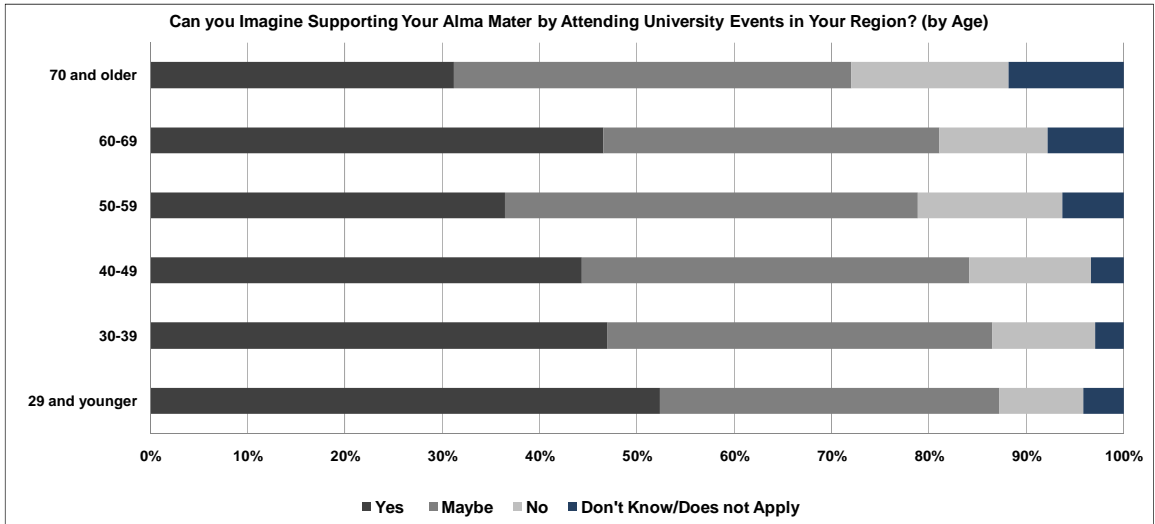
Notes: Questions 3 and 16. Total data points for cross tab analysis: 2,810.

Source: New Zealand International Alumni Survey.

Regional university events are another alumni activity which typically experiences differentiated support rates based on alumni age. Often, younger alumni are more interested in specific networking events, and are less interested in attending general, university-centric alumni events.

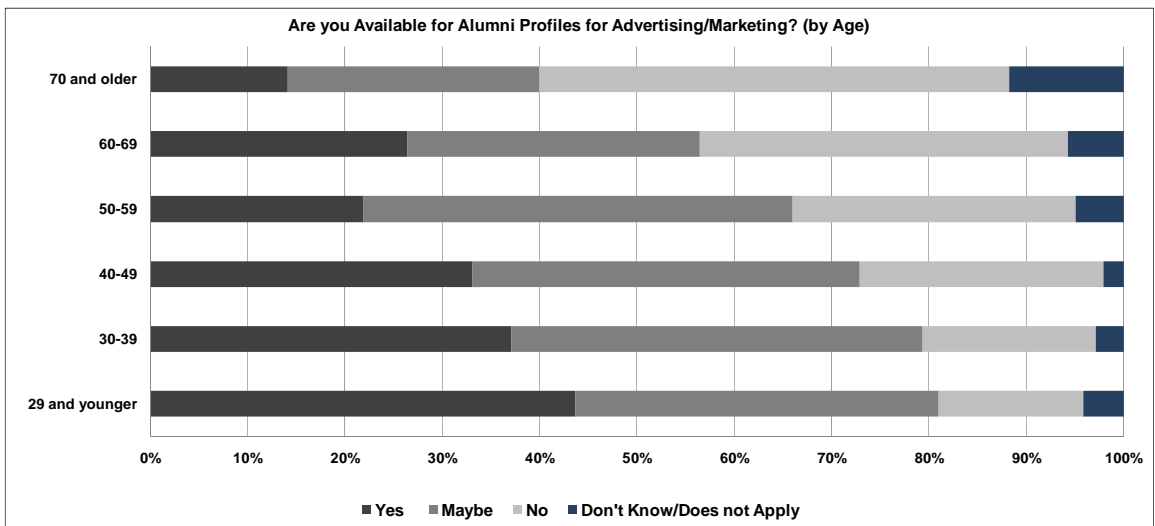
As Graph 56 (below) shows, this dynamic does not hold for New Zealand's young alumni. Indeed, alumni aged 29 years old and younger demonstrated the greatest interest in university events, with 52% indicating "yes" when asked if they would attend them. By contrast, alumni in the oldest age category (70 years and older) only indicated interest at a rate of 1%. This squarely hints at the elevated networking needs of young alumni which, so far, do not appear to be satisfactorily addressed.

Graph 56: Readiness to Support the Alma Mater by Attending Regional University Events (by Age Category)



Notes: Questions 3 and 16. Total data points for cross tab analysis: 2,898.
Source: New Zealand International Alumni Survey.

Graph 57: Readiness to Support the Alma Mater by Volunteering for Advertising/Marketing Profiles (by Age Category)



Notes: Questions 3 and 16. Total data points for cross tab analysis: 2,842.
Source: New Zealand International Alumni Survey.

Graph 57 is based on an analysis of alumni responses to the question of whether they would be available for alumni profiles for university advertising and/or marketing purposes. Such profiles have proven popular amongst potential students and

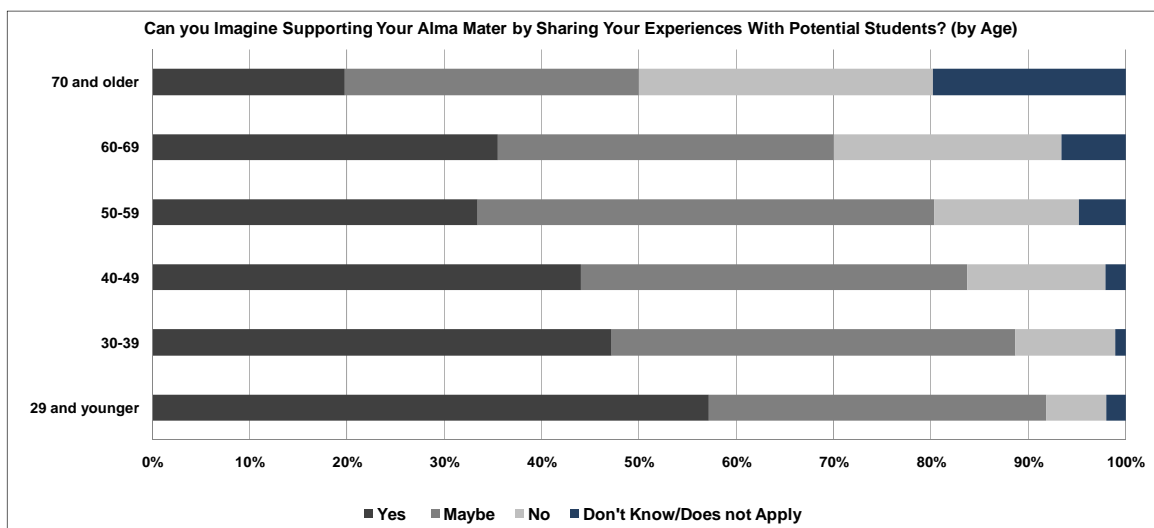
fellow alumni, and are one of the most authentic marketing tools a university can draw on. Some universities deploy both alumni and student profiles to great effect. An example is the London School of Economics, which has offered hundreds of such profiles over the years.

Similar to the response dynamics depicted in the immediately preceding graphs, younger alumni indicated the highest levels of support for this, with more than 80% responding “yes” or “maybe”. By contrast, alumni aged 70 years and older indicated a combined support level of just 40%.

A related question asked alumni whether they could imagine supporting their alma mater by sharing their experiences with potential students. To do so, alumni would have to get personally engaged and make a substantial personal commitment. Graph 58 (below) displays the results, which are largely in line with the response patterns to previous questions.

Younger alumni indicated a willingness to support their alma mater in this way at higher rates than older alumni. However, support rates (“yes” and “maybe”, combined) were high for all alumni under the age of 60, ranging from 80% to 92%. Older alumni were again less likely to volunteer for this activity, with support rates for the 70 years and older age category dropping to 50% (“yes” and “maybe” combined).

Graph 58: Readiness to Support the Alma Mater by Sharing Experiences with Potential Students (by Age Category)



Notes: Questions 3 and 16. Total data points for cross tab analysis: 2,872.
Source: New Zealand International Alumni Survey.

Perspectives

Actively supporting an alma mater requires a higher engagement level from alumni than the passive reception of communication pieces such as e-mail. The willingness to engage with potential students or participate in a local club are expressions of active affinity behaviour. The positive news emerging from the analysis of Question 16 is that alumni respondents expressed a high level of readiness to support their respective alma mater in these active ways.

Support levels differed between international and New Zealand alumni, with the former persistently indicating greater levels of commitment in their responses. Alumni age was also an influencing factor, albeit in an atypical way. The survey demonstrated that younger alumni were typically more engaged or more willing to be engaged than older alumni, which is somewhat unusual. It should be noted that this dynamic is partially driven by the sustained shift in alumni nationality and country of residence composition towards a more internationalized alumni pool over time.

However, while somewhat unusual, this finding is, again, positive news for New Zealand universities' alumni relations programming. Young alumni, if appropriately engaged by a given university, are likely to carry their positive engagement attitude forward. Over time, the alumni networks of New Zealand universities should benefit from a much raised alumni engagement level – if proper institutional efforts are made.

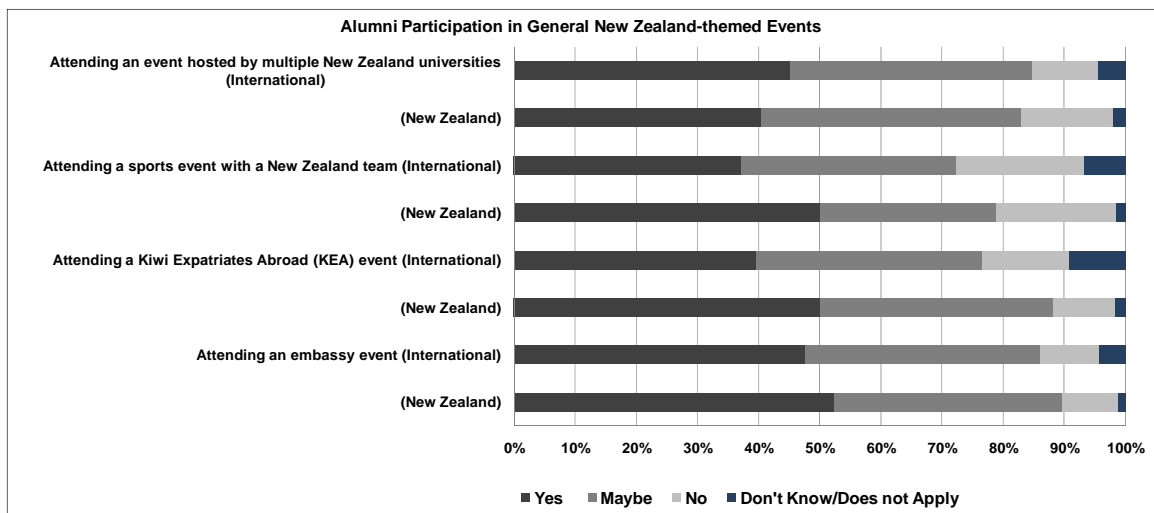
These efforts should pay particular focus to the group of alumni – possibly constituting 40% of the overall alumni pool – who are open to more and deeper engagement dynamics with their respective alma mater, but who responded to this question with “maybe”. Engaging and winning over this group will be a critical task for alumni relations offices.

Alumni’s Interest in Participating in New Zealand-themed Events

Question 17 investigated alumni interest in participating in New Zealand-themed events. Response options included four distinct event types – a multi-institutional event (hosted by multiple universities), an entertainment-driven event (sports), a networking event (Kiwi Expatriates Abroad), and a formal event (hosted by a New Zealand embassy).

A driver for asking survey participants specific questions in this context was to determine if alumni hold specific preferences with regard to events which move beyond institutional boundaries. Understanding such preferences is especially relevant to situations in which a given university does not have sufficient capacity to hold events on its own, or to situations in which alumni may benefit from a broader event context.

Graph 59: Participating in New Zealand-themed Events (by Event Category)



Notes: Question 17. New Zealand Alumni 1,461, International Alumni 1,451. Response option wording is only displayed once for international alumni but also applies to the below row for New Zealand alumni.

Source: New Zealand International Alumni Survey.

Question 17 asked survey participants “Can you imagine participating in general New Zealand-themed events?”, followed by four response categories (see Graph 59). Alumni responses can be summarised into two dynamics.

First, events with a highly specific New Zealand theme were more attractive to New Zealand alumni. Both of the “Attending a sports event with a New Zealand team” and “Attending a Kiwi Expatriates Abroad (KEA) event” categories were notably popular with New Zealand alumni, who indicated a 50% “yes” response rate in

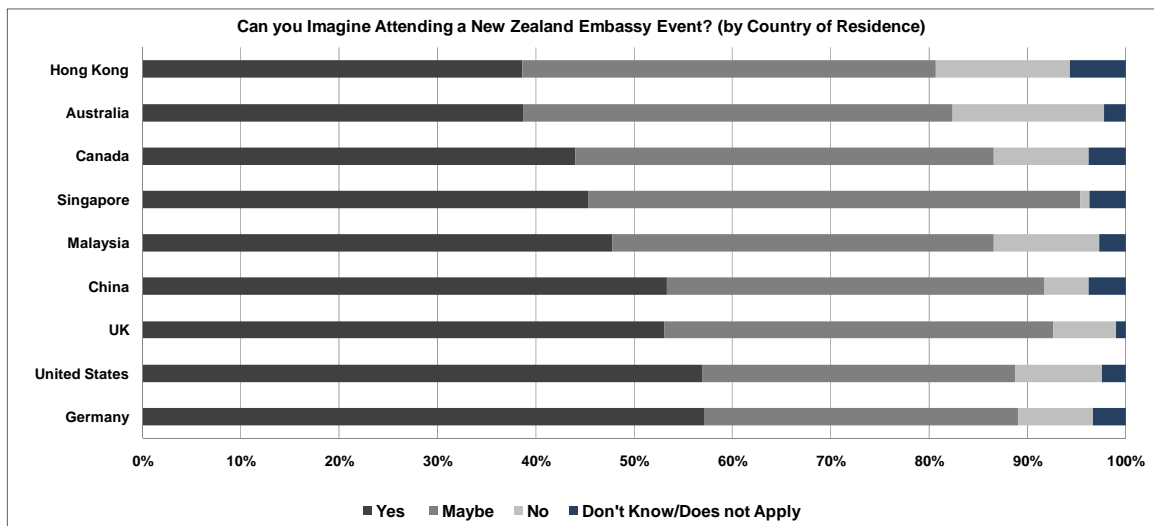
each. It is rather surprising that close to 40% of international alumni signalled their interest in such events too (“yes” responses).

Second, somewhat more formal events – such as embassy events or events hosted by multiple New Zealand universities – proved to be especially popular, with potential participation levels coming in at 83% to 90% (“yes” and “maybe”, combined). This is due in part to the fact that, for alumni, these are essentially leverage events.

This finding suggests that alumni are interested in events which will expose them to a larger number of alumni than they would meet at an event individually hosted by their own alma mater, and in events which provide a framework for professional networking.

Graph 60 (below) highlights a further variable which shapes alumni preferences for a leverage event, such an embassy event: Country of residence. This factor matters for two reasons. First, a given country of residence must have a New Zealand embassy present to allow for this to even be an option. Second, while in most countries alumni nationality aligns with their chosen country of residence, this is not always the case (most notably in Australia, which is home to a sizeable contingent of New Zealand expatriate alumni). This fact is bound to have an effect on response (event attendance?) rates.

Graph 60: Participating in a New Zealand Embassy Event (by Country of Residence)



Notes: Questions 1 and 17. Total data points for cross tab analysis: 2,326 (for ten countries of residence).

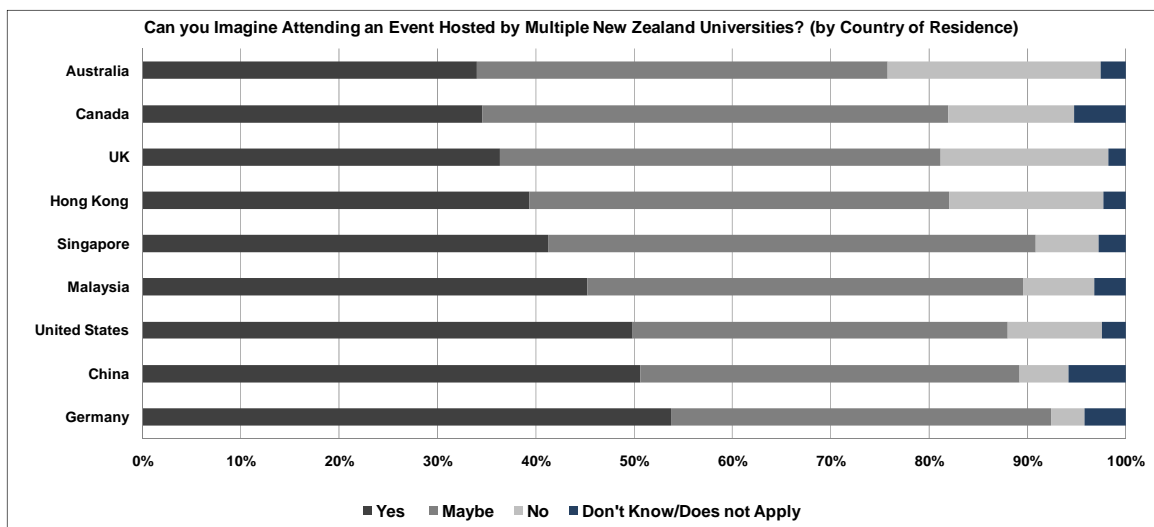
Source: New Zealand International Alumni Survey.

Overall interest levels in embassy events were high, with percentage shares of “yes” responses ranging from the high 30s to the high 50s. When including “maybe” responses, potential interest levels exceed 80% across all displayed countries. Other than this, no single conclusive perspective emerges; responses were specific to each country.

Graph 61 (below) applies the country of residence cross tab analysis to the response category regarding events hosted by multiple New Zealand universities. While, again, no overarching theme emerged, clear differences between countries came into view.

Alumni in Germany, China, and the United States were the most open to potential multi-university events, with 50% or more indicating “yes”. By contrast, alumni in Australia, Canada, and the United Kingdom were the least interested, with “yes” response rates of less than 36%. A sizeable contingent of “maybe” responses moves the share of alumni in these countries who would be generally favourable beyond the 80% marker (“yes” and “maybe”, combined), with the exception of Australia. Thus, while there is little outright resistance to multi-institutional events, alumni in some countries are notably more favourably disposed to such events than those in other countries, a fact that alumni programming efforts should take into account.

Graph 61: Participating in a Multi-University Event (by Country of Residence)



Notes: Questions 1 and 17. Total data points for cross tab analysis: 2,311 (for ten countries of residence).

Source: New Zealand International Alumni Survey.

Perspectives

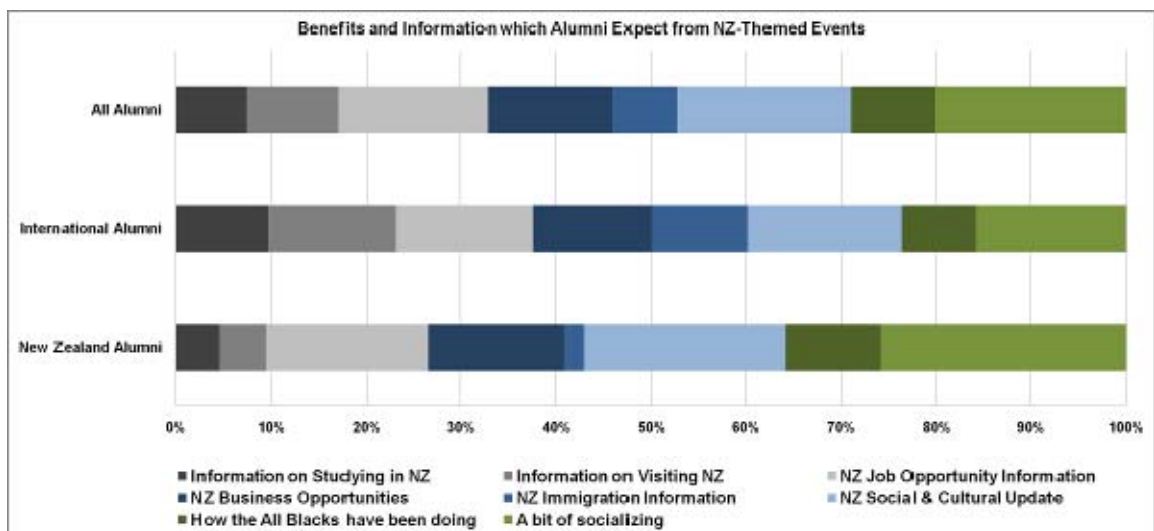
Survey respondents were generally open to participating in New Zealand-themed events. It is worth noting that this is another proof of the attractiveness of New Zealand. For example, German survey respondents were highly positive in their attitudes toward New Zealand, contrasting with the fact that a much smaller share would attend Germany-themed events. While differences exist on an event category and potential host country level, there is little reason not to integrate more New Zealand-themed events into international alumni events.

Benefits and Information which Alumni Expect from New Zealand-Themed Events

Question 18 followed up on Question 17 by asking respondents for their concrete expectations of New Zealand-themed events (expected benefits and information from event attendance). This question was asked in a multiple choice format. Response options covered eight distinct areas of interest, ranging from immigration information to business opportunities to simple socializing.

This question was intended to provide granular information about alumni’s specific needs and expectations when attending an event. It was hoped that patterns emerging from the analysis of responses to this question would assist Alumni Relations offices with their programming efforts.

Graph 62: Benefits and Information Expected from New Zealand-Themed Events



Notes: Question 18. New Zealand Alumni 1,423, International Alumni 1,449.
Source: New Zealand International Alumni Survey.

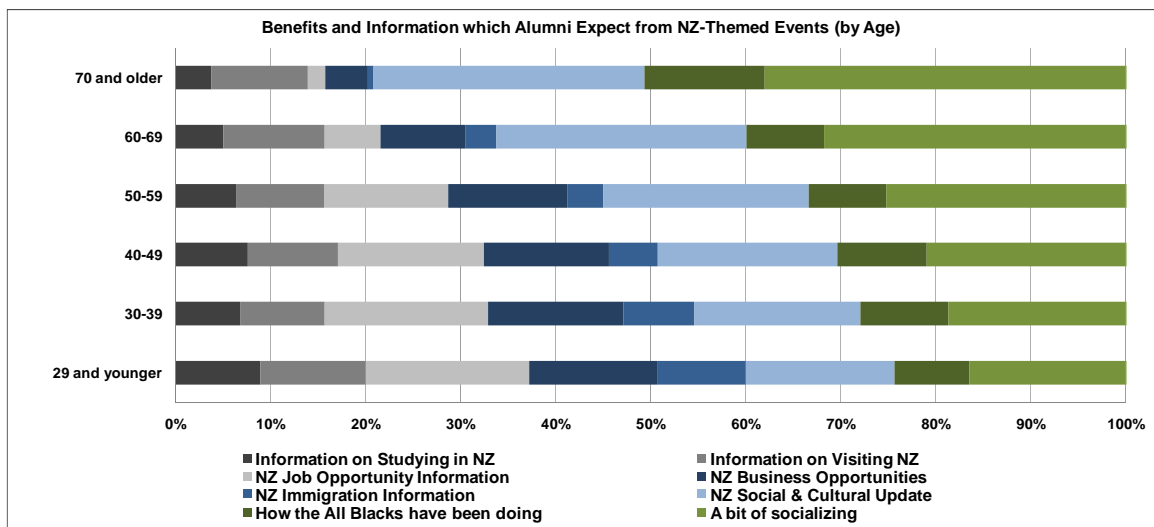
Graph 62 reveals a number of response patterns that were more or less expected. Alumni nationality had a strong impact on overall event expectations and desired benefits. International alumni, for example, were much more likely to look for forward-looking themes and activities such as “information on studying in New Zealand”, “information on visiting New Zealand”, and “New Zealand immigration information”.

In contrast, New Zealand alumni were more interested in backward looking (i.e. sentimental), social, and relationship-oriented events, indicating a preference for themes such as “a bit of socializing”, “New Zealand social and cultural updates”, and “how the All Blacks have been doing”.

Alumni age is generally considered to be a key influencing factor with regard to alumni expectations. Graph 63 (below) bears this assumption out by displaying the (at times pronounced) differences in event expectations between alumni age categories. Younger alumni – broadly speaking, under the age of 50 – were much more interested in pragmatic, career-enabling, and mobility enhancing themes than older alumni. This is a natural outcome of alumni life cycles.

For older alumni (70 years and older), nearly three-quarters of their overall interests were accounted for by two themes: Socializing, and social and cultural updates. These two themes combined accounted for just 40% of mid-age alumni’s interests (40 to 49 years old) – not too dissimilar from the youngest group of alumni (29 years old and younger) at 32%. Past alumni relations practice developments have seen the introduction of dedicated “young alumni” events. It may well be asked whether Alumni Relations offices should not also consider the outright creation of “older alumni events”.

Graph 63: Benefits and Information Expected from New Zealand-Themed Events (by Age Category)

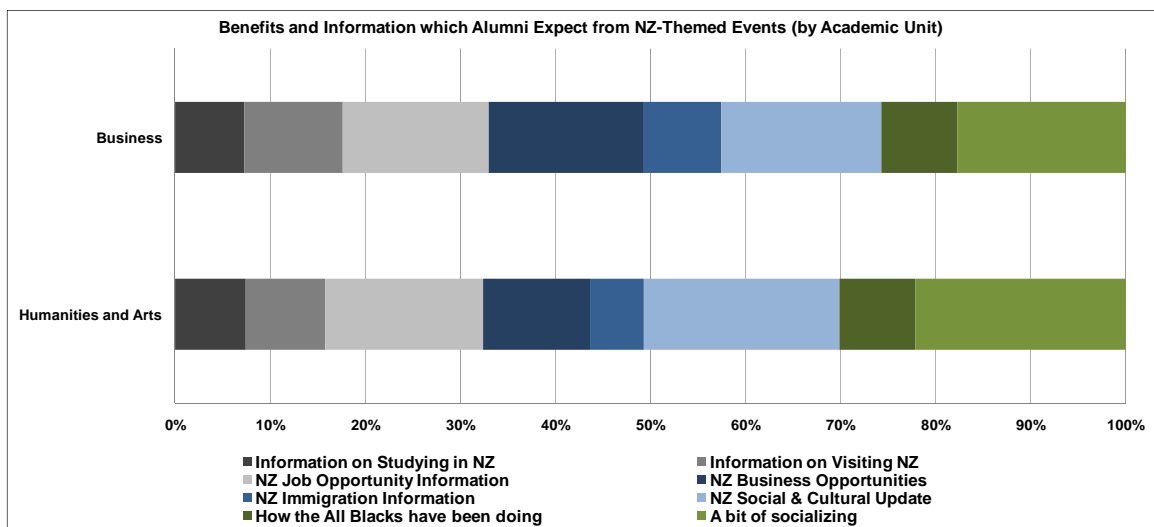


Notes: Questions 3 and 18. Total data points for cross tab analysis: 10,220.
Source: New Zealand International Alumni Survey.

Another factor widely considered to influence alumni’s event expectations is an alum’s academic unit affiliation, with alumni from professional and business degree backgrounds supposedly being more interested in professional and networking opportunities than other alumni. Graph 64 (below) validates this view to some degree. The analysis contained in the graph uses a cross tab analysis of Question 18 with academic unit affiliation. Two academic unit categories, business and humanities and arts, were selected as showcases for this view.

As expected, alumni with a business background were notably more interested in business opportunities and immigration information than alumni with a humanities and arts background. The latter showed an elevated level of interest in social and cultural updates as well as socializing. This finding confirms some widely held beliefs – which, while sounding rather stereotypical, are important information points in event planning considerations.

Graph 64: Benefits and Information Expected from New Zealand-Themed Events (by Academic Unit)



Notes: Questions 6 and 18. Total data points for cross tab analysis: 6,373 (based on two academic units).

Source: New Zealand International Alumni Survey.

Perspectives

Planning international events for alumni is a challenge on many levels, of which geographic distance, cost, and lack of ground support are just a few. Ensuring that events address alumni’s expectations as much as possible is therefore of great importance. Otherwise, events are likely to be less effective at best and under-attended and unsuccessful at worst.

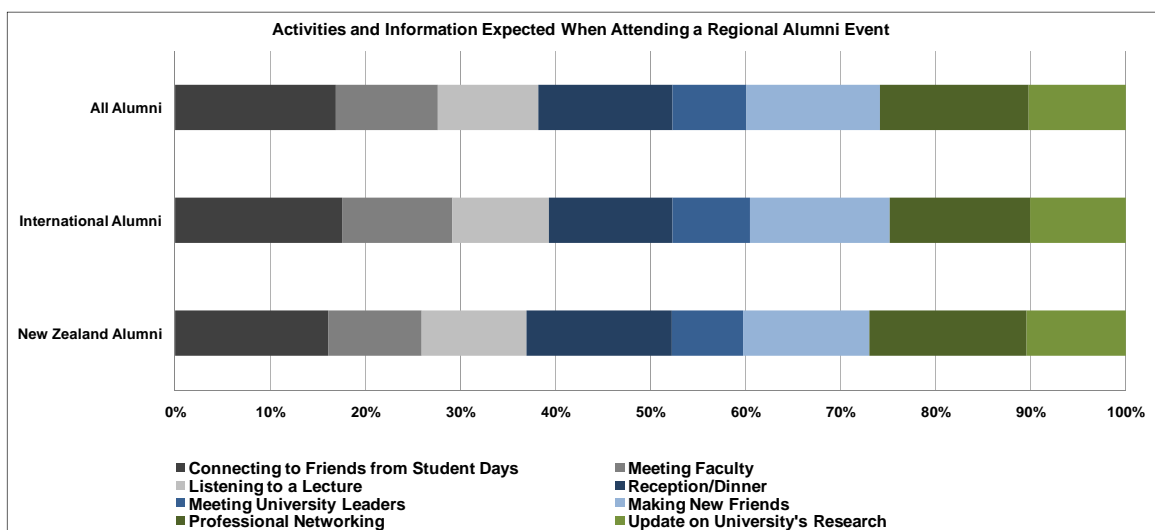
The data and analysis presented in this section paint a granular picture of alumni event expectations. Key drivers are, as demonstrated, age, nationality, and academic unit affiliation. Advanced planning of New Zealand-themed events is therefore well advised. Alumni relations offices should match these expressed needs and expectations with the composition of alumni in a given region, in order to draw up events which would fit those alumni best.

Activities and Information which Alumni Expect from Regional Alumni Events

Question 19 asked respondents to specify their specific expectations concerning regional (i.e. local) alumni events. Survey respondents were offered eight response categories in a multiple choice format, ranging from purely social aspects to professional networking to receiving updates on their alma mater’s research accomplishments (identical to Question 18).

Regional events are an important tool in international alumni relations programming, given the “lighthouse” function of such events for many international alumni, for whom a local event may be the only way to connect with their alma mater in a physical sense, for many years or at all. New Zealand-themed events of course serve this function well, but typically occur less often, especially if the physical representation of alma mater staff is needed.

Graph 65: Benefits and Information Expected from Regional Events



Notes: Question 19. New Zealand Alumni 1,412, International Alumni 1,444.
Source: New Zealand International Alumni Survey.

Graph 65 shows relatively small variations between New Zealand and international alumni with regard to their regional event expectations, which stands in contrast to alumni’s expectations of New Zealand-themed events. Small differences emerged nonetheless.

International alumni showed a slightly more pronounced preference for “meeting faculty” (12% to 10%) and “making new friends” (15% to 13%). In contrast, New Zealand alumni were slightly more interested in “receptions and dinners” (15% to

13%), and “professional networking” (16% to 15%). Meeting university leadership was the least favourite category (8% or less) which tends to run, at times, counter to university leadership’s self-perception.

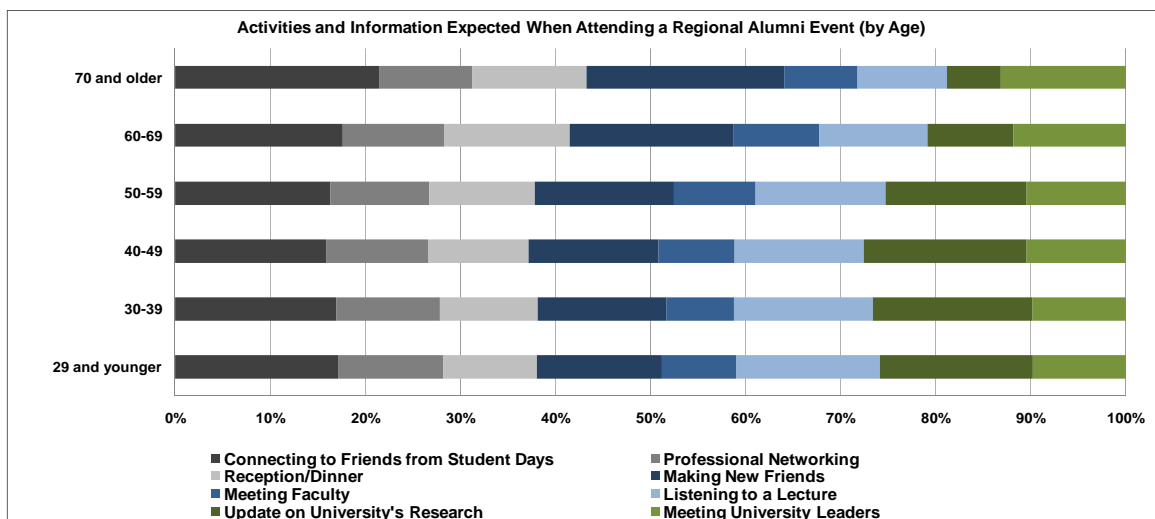
A noteworthy finding is that alumni indicated an interest in learning opportunities, with 20% of responses being directed at “listening to a lecture” and receiving an “update on the university’s research”. This is an area which is likely to see growing alumni interest, given the ongoing transition in many countries toward a knowledge driven economy.

The above compressed expectation differences, which were visible with regard to New Zealand-themed events, are also evident when Question 19 is analysed with alumni age as a cross tab factor. Graph 66 (below) shows expectations amongst different age categories, which are not too dissimilar, with two exceptions.

Older alumni (60 years and older) were notably less interested in an “update on [a] university’s research” and “listening to a lecture”. Instead, they favoured more socially oriented themes, such as “connecting to friends from student days” and “making new friends”. This is in line with previous findings regarding these age categories and their focus on social interaction.

Differences in expectations amongst alumni under the age of 50 turned out to be fairly minor. This is an interesting finding, insofar as it questions whether “young alumni” events are truly a reflection of young alumni’s needs and preferences, or an attempt to programme into a non-existent segment.

Graph 66: Benefits and Information Expected from Regional Events (by Age Category)

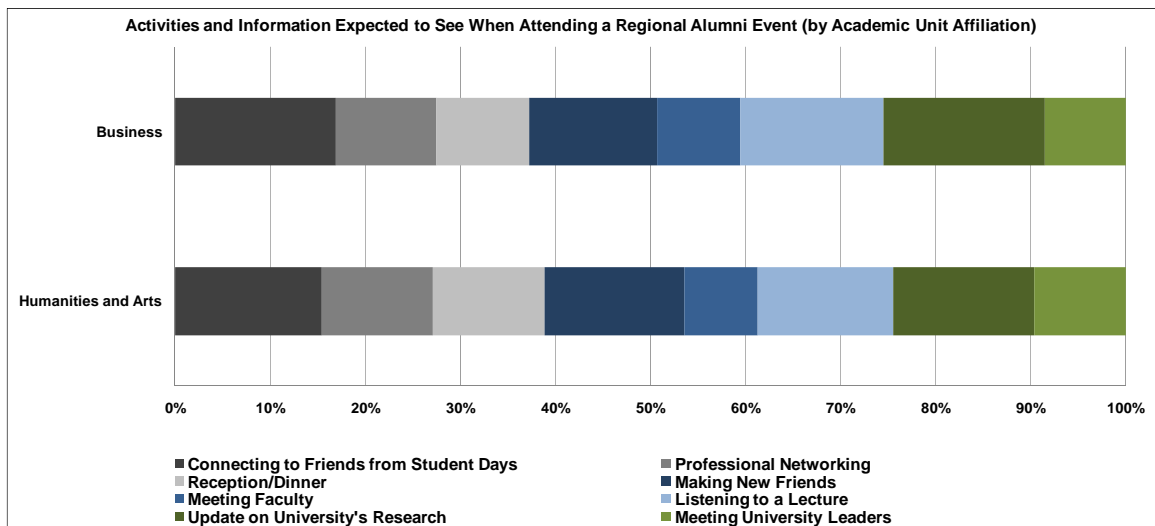


Notes: Questions 3 and 18. Total data points for cross tab analysis: 12,290.
Source: New Zealand International Alumni Survey.

The final graph (Graph 67) addresses the question of whether alumni's expectations regarding regional events are influenced by an alum's academic unit affiliation. Again, business as well as humanities and arts were used as analytical categories with the assumption that differences would emerge.

Differences, while present, were even smaller than the corresponding differences regarding New Zealand-themed events. Alumni with a business background were in slightly greater favour of "connecting to friends from student days" (17% to 15%) and receiving an "update on the university's research" (17% to 15%). Alumni with a humanities and arts background were slightly more interested in a "reception or dinner" (12% to 10%), and "making new friends" (15% to 13%). None of the differences are of significance for alumni relations programming efforts.

Graph 67: Benefits and Information Expected from Regional Events (by Academic Unit)



Notes: Questions 6 and 18. Total data points for cross tab analysis: 7,332 (based on two academic units).

Source: New Zealand International Alumni Survey.

Perspectives

Two key lessons emerged from the responses to Question 19. Overall, expectations of international and New Zealand alumni with regard to regional (local) events are quite – and somewhat surprisingly – similar. The strongest differentiation was visible based on age categories, which mirrors many of the other differentiation dynamics previously discussed.

The implication for alumni event programming is that local events are easier to target at alumni, not least because alumni are more likely to be involved in the conception and execution of such events.

Open-ended Commentary

The survey's final question was open-ended. Out of the 3,417 survey respondents – of which 3,210 were deemed qualified – a total of 766 alumni submitted open-ended commentary. That nearly one-quarter of respondents made the effort to add to their structured survey responses is testament to the high level of engagement in this core group of alumni.

Due to the nature of open-ended commentary, no deep statistical analysis was attempted. The personal nature of many comments made any analysis difficult without the benefit of proper context. Instead, responses were grouped by response type, and then counted.

It is important to point out that most of the commentary reflects alumni's experiences within specific alumni relations programmes, as well as their time as a student at a given university. However, since this report focuses on the overall perspective of alumni, individual institutions have not been identified. The content of institution-specific commentary was made individually available to the eight participating universities.

The following list provides an overview of free-text commentary grouped by major theme:

- Praise
 - Several hundred alumni expressed pride in being an alum of a given university. Others expressed appreciation for specific events. Well over 50 shared that they appreciated the survey itself, which was viewed as an effort to reach out to alumni.
- Criticism
 - Approximately 200 alumni shared critical feedback. The key complaint was that alumni are not being properly tapped to support their respective alma mater. Another often-cited disappointment was the lack of consistency (and/or existence) of university communication with alumni. A small but vocal group of alumni pointed to specific instances of communications that they took to be misguided fundraising attempts.
- Suggestions (Events)
 - Approximately 100 alumni offered suggestions with regard to events. More than 50 alumni specifically requested regional events. Others shared suggestions pertaining to event foci (e.g. by age or faculty), kind (e.g. reunions or embassy events), and organizational tasks, an area in which many thought alumni should be more involved.

- Suggestions (Structure)
 - More than 50 alumni voiced their desire to be better integrated in their alma maters' alumni programming efforts. Some offered to tap into their own networks, and to provide grassroots (as opposed to centralized) support for university efforts.
- Suggestions (Technology and Community)
 - Close to 50 alumni collectively produced a long list of largely technical suggestions, including: Moving from paper to electronic communication; utilising online communities (either internal communities or public ones, such as Facebook or LinkedIn); and improving university websites in a variety of (specified) ways.
- Anecdotes
 - Please note that the following anecdotes have been selected based on their poignancy, and should not be taken as representative:
 - “Very proud of being [...] Alumni!”
 - “Some alumni events seem to be for aliens.”
 - “I had a really great time in New Zealand. I can say that my experience as an exchange student at [...] University changed my life. I have been connected with NZ ever since.”
 - “Surely there is more to NZ than the All Blacks.”
 - “It would be great if we can start to connect with other alumni in [F]acebook, ...”
 - “I believe Facebook is an unsuitable & unprofessional method of communication & contact.”

Overall, the open-ended comments tended to reiterate preceding survey responses. Many comments were positive, and most of the critical comments made concrete suggestions for improvement. Only a small fraction of alumni voiced strongly negative sentiments.

While open-ended commentary provides colour, it is suggested that specific comments not be given too much focus, since – as mentioned above – critical context is missing. In addition, anecdotes, at best, do not lend themselves to systematic alumni relations programming development – and, at worst, distract attention away from more critical systematic issues.

IMPLICATIONS OF FINDINGS

New Zealand Networking

A key question which drove the genesis of the New Zealand International Alumni Survey was whether and to what degree alumni of New Zealand universities would be willing to support their alma maters and by extension New Zealand as a country. The survey's findings have indicated a clear case for improved and expanded efforts on behalf of each New Zealand university, but also by the New Zealand Government, to support alumni networking efforts.

Alumni indicated consistently that they were interested in broader, New Zealand-wide networking efforts. For example, more than 40% stated they would attend an event hosted by multiple New Zealand universities, and nearly 50% indicated they would attend an embassy event (answers indicating "yes"). The high overall level of affinity to New Zealand should make such programming efforts relatively easy.

Differences in interest levels of course exist and therefore a granular approach would be required. Alumni from one university, for example, indicated they would not prefer multi-university events but rather focus on events focused on their own alma mater. In some countries, alumni were much less keen on embassy events than in others (most notably: Australia).

An emerging and by definition broad networking platform are online communities. The survey revealed that only a small minority of mostly young alumni currently use online communities to connect with their alma mater and each other. This is partially a function of such platforms just being adopted, and the near complete lack of compelling New Zealand universities online community networking groups.

Given globally observed adoption dynamics and the inherent network-centric nature of these platforms, these platforms should be integrated into programming efforts as soon as possible. While an outright "all New Zealand" approach might not be suitable, various implicit and explicit aggregation scenarios of more focused networking efforts would serve to support the overall New Zealand brand position.

In practical terms, networking efforts should consider that alumni are increasingly taking charge of networking dynamics on their own, either through traditional vehicles such as clubs or chapters, or online. Both universities and the New Zealand Government should therefore carefully and selectively aid efforts without appearing to be heavy handed. In addition, attempts to introduce artificial networking dynamics (such as a purported "New Zealand alumni network") would appear bound to fail. Instead, alumni preferences expressed in this survey should be used as a guide for engaging with alumni on their terms.

University Alumni Offices and Networks

This full, New Zealand-wide report was drawn up to provide a broad perspective on alumni of all New Zealand universities. Results for the eight participating universities were made available in separate reports, including recommendations on how alumni relations programming efforts could be improved.

Therefore, the following comments will focus on general observations:

- Alumni Relations offices and efforts differ notably amongst New Zealand's eight universities. A few are well resourced and adequately staffed. The majority operates with a minimum of staff and what can only be deemed inadequate resources. A few are close to being non-functional owing to a compound lack of staff, training, and resources. Given this diverse landscape, no unified view on Alumni Relations offices is possible and in turn, these offices cannot support alumni networking efforts in any remotely similar fashion.
- The technical capabilities of Alumni Relations Offices mirror the differences described above. A few have built functional databases, designed adequate websites, and rolled out a diverse set of programs and networking initiatives. Yet most other offices, despite staff members' best efforts, continue to struggle to offer their alumni compelling services and benefits because the aforementioned programming and infrastructure components on their respective campus do not give rise to a clearly articulated and compelling product from an alumni perspective. Again, under-resourcing, under-staffing, and a lack of training are key culprits.
- Alumni networking support outside New Zealand is a prism through which many of the listed issues can be seen quite clearly. A few universities have managed to create a basic infrastructure for alumni residing outside New Zealand to connect and network. The majority of New Zealand universities has not. Reasons can be again found in the lack of resources, but also in the relative geographic remoteness which limits the number of on-site visits and centrally organized events. Moreover, reflecting changing student recruiting patterns, alumni are increasingly geographically dispersed.

In conjunction with alumni preferences expressed in the survey, it is therefore recommended to utilise (organisational) leverage models to improve the networking experience for alumni. This will require devolving network organisation tasks to alumni themselves, as well as to increasingly and rapidly engage on relevant social online community platforms such as Facebook or LinkedIn. In addition, most New Zealand universities will have to revisit the question whether the resources they make available to alumni programming efforts are sufficient; this report has shown clear evidence that they are not.

Additional Recommendations

At the conclusion of the report, three additional recommendations are offered:

- As the survey demonstrated, alumni perspectives are substantially shaped by alumni's experiences as a student. While many alumni reported highly positive experiences, positive perceptions slipped amongst some younger alumni age categories and most notably for alumni from a number of Asian countries. In order to arrest if not reverse any of these dynamics, it is recommended to create targeted student services programmes which address this issue head on.
- Technology could be considered somewhat of an Achilles heel of the participating university Alumni Relations offices. Challenges included the alumni databases, communication applications, respective websites, and the ability to track and analyse alumni behaviour. In addition, the minor and non-strategic uptake of online communities with the ensuing lack of alumni data integration – a topic of major discussion amongst alumni relations professionals since 2008 – is worrisome. It is recommended to address this issue by conducting an audit of current practices with a view on both institutional and possibly cross-institutional improvements.
- A final recommendation concerns staff training. Alumni relations as a profession is facing a rapid shift in staff skills requirements, on-campus organisational role, and new tools becoming available. At the same time, demands on Alumni Relations offices have risen while resourcing has rarely reflected these added demands. It is thus recommended to bridge these conflicting strands by conducting repeated, high quality training of alumni relations staff in order to equip them with the necessary skills to respond to these challenges.

APPENDIX

Introduction

The full project documentation includes multiple documents:

- The full report (i.e. this document).
- An executive summary of the full report.
- A PDF document of the alumni survey itself (master version).
- A set of MS Excel files which contains all survey data.
- An individual report for each of the eight New Zealand universities.
- A PDF document of the alumni survey itself for each of the eight New Zealand universities (university versions).
- A MS Excel file with individual survey data for each of the eight New Zealand universities.

Any questions regarding data, calculations, and methodology should be directed to Mr. Simon Lange (e-mail: lange@illuminategroup.com). Any questions concerning the overall conduct of the survey or the interpretation of data should be directed to Dr. Daniel J. Guhr (e-mail: guhr@illuminategroup.com).

APPENDIX – SURVEY

The survey was built and executed on the surveymonkey.com platform. A PDF file which contains a graphic representation of the actual survey is available as a separate document labelled: “new zealand alumni survey master final.pdf”.

APPENDIX – SELECT DATA TABLES

Introductory Notes

The New Zealand international alumni survey produced nine data sets: One for each university (reflecting customized surveys), and a merged data set which aggregated the individual university data set while harmonizing the individual surveys' customized sections.

University survey data sets have been made available to each respective university. The merged data set has been made available to the Ministry of Education.

The master data file contains more than 300,000 data points and hundreds of linked calculations. Therefore, the following pages only contain a select set of data and calculations.

Any questions regarding data, calculations, and methodology should be directed to Mr. Simon Lange (e-mail: lange@illuminategroup.com), or Dr. Daniel J. Guhr (e-mail: guhr@illuminategroup.com).

New Zealand Universities' Core Alumni Data

	All Alumni	All International Alumni	All Domestic Alumni	International Alumni Share	Total International Alumni with E-mail	Share of International Alumni with E-mail
Auckland University of Technology	40,704	2,203	38,501	5.4%	1,342	60.9%
Lincoln University	28,800	2,000	26,800	6.9%	880	44.0%
Massey University	99,119	6,549	92,570	6.6%	3,399	51.9%
University of Auckland	131,045	11,720	119,325	8.9%	6,535	55.8%
University of Canterbury	108,937	5,824	103,113	5.3%	2,643	45.4%
University of Otago	110,689	14,237	96,452	12.9%	6,716	47.2%
University of Waikato	47,800	11,179	36,621	23.4%	1,657	14.8%
Victoria University Wellington	74,980	7,855	67,125	10.5%	3,704	47.2%
New Zealand	642,074	61,567	580,507	9.6%	26,876	43.7%

Notes: Otago total alumni including lost and deceased, international alumni excluding lost and deceased.

Sources: New Zealand Universities' Alumni Offices, ICG.

New Zealand Universities' Core Survey Data

	Survey Invitations	Bounce Backs etc.	Total Responses	Qualified Responses	Response Rate
Auckland University of Technology	1,342	188	272	264	20.3%
Lincoln University	880(e)	n/a	35	33	4.0%
Massey University	3,371	258	731	708	21.7%
University of Auckland	2,000	50	257	249	12.9%
University of Canterbury	3,548	237	634	533	17.9%
University of Otago	2,710	284	753	732	27.8%
University of Waikato	1,574	2	390	373	24.8%
Victoria University Wellington	2,116	161	345	318	16.3%
New Zealand	17,541	1,180	3,417	3210	19.5%

Notes: Lincoln survey invitation figure is estimated based on information from Lincoln. Bounce back numbers for Lincoln were not available. Invitations from Auckland, Otago, and Wellington were down sampled. Canterbury sent out invitations to a non-survey pool, related responses were subsequently disqualified.

Sources: New Zealand Universities' Alumni Offices, ICG.

Survey Response by Alumni Country of Residence (I)

	Australia	Cambodia	Canada	China	France	Germany	Greece	Hong Kong
Count								
New Zealand Alumni	613	2	64	35	17	15	2	46
International Alumni	198	2	74	245	7	105	1	49
All Alumni	811	4	138	280	24	120	3	95
Percentage								
New Zealand Alumni	37.8%	0.1%	4.0%	2.2%	1.0%	0.9%	0.1%	2.8%
International Alumni	12.5%	0.1%	4.7%	15.4%	0.4%	6.6%	0.1%	3.1%
All Alumni	25.3%	0.1%	4.3%	8.7%	0.7%	3.7%	0.1%	3.0%

Notes: Question 1. Alphabetical listing A-H. Please note that all responses from alumni residing in New Zealand were disqualified.

Sources: New Zealand International Alumni Survey, ICG.

Survey Response by Alumni Country of Residence (II)

	India	Indonesia	Ireland	Italy	Japan	Korea	Malaysia	Netherlands
Count								
New Zealand Alumni	2	0	9	3	27	8	6	13
International Alumni	18	34	2	1	24	18	232	6
All Alumni	20	34	11	4	51	26	238	19
Percentage								
New Zealand Alumni	0.1%	0.0%	0.6%	0.2%	1.7%	0.5%	0.4%	0.8%
International Alumni	1.1%	2.1%	0.1%	0.1%	1.5%	1.1%	14.6%	0.4%
All Alumni	0.6%	1.1%	0.3%	0.1%	1.6%	0.8%	7.4%	0.6%

Notes: Question 1. Alphabetical listing I-N.

Sources: New Zealand International Alumni Survey, ICG.

Survey Response by Alumni Country of Residence (III)

	New Zealand	Norway	Pakistan	Philippines	Russia	Singapore	South Africa	Spain
Count								
New Zealand Alumni	0	1	0	0	0	31	5	4
International Alumni	0	8	0	23	1	87	4	1
All Alumni	0	9	0	23	1	118	9	5
Percentage								
New Zealand Alumni	0.0%	0.1%	0.0%	0.0%	0.0%	1.9%	0.3%	0.2%
International Alumni	0.0%	0.5%	0.0%	1.4%	0.1%	5.5%	0.3%	0.1%
All Alumni	0.0%	0.3%	0.0%	0.7%	0.0%	3.7%	0.3%	0.2%

Notes: Question 1. Alphabetical listing N-S.

Sources: New Zealand International Alumni Survey, ICG.

Survey Response by Alumni Country of Residence (IV)

	Switzerland	Taiwan	Thailand	United Kingdom	United States	Vietnam	Other	Total
Count								
New Zealand Alumni	13	11	11	380	215	4	83	1,620
International Alumni	8	14	53	56	114	16	189	1,590
All Alumni	21	25	64	436	329	20	272	3,210
Percentage								
New Zealand Alumni	0.8%	0.7%	0.7%	23.5%	13.3%	0.2%	5.1%	100.0%
International Alumni	0.5%	0.9%	3.3%	3.5%	7.2%	1.0%	11.9%	100.0%
All Alumni	0.7%	0.8%	2.0%	13.6%	10.2%	0.6%	8.5%	100.0%

Notes: Question 1. Alphabetical listing S-V. Other was offered as a “catch all” option without the ability to add further information.

Sources: New Zealand International Alumni Survey, ICG.

Survey Response by Alumni Country of Nationality (I)

	Australia	Cambodia	Canada	China	France	Germany	Greece	Hong Kong
Count								
Auckland University of Technology	7	0	3	43	0	12	0	9
Lincoln University	3	0	1	0	0	1	0	0
Massey University	40	0	7	84	1	17	0	4
University of Auckland	14	1	3	11	0	7	0	7
University of Canterbury	24	0	15	42	3	17	1	5
University of Otago	48	0	25	17	2	19	0	11
University of Waikato	13	0	9	37	0	18	0	2
Victoria University Wellington	16	1	2	19	1	28	0	2
All Alumni	165	2	65	253	7	119	1	40
Percentage								
Auckland University of Technology	2.7%	0.0%	1.1%	16.3%	0.0%	4.5%	0.0%	3.4%
Lincoln University	9.1%	0.0%	3.0%	0.0%	0.0%	3.0%	0.0%	0.0%
Massey University	5.6%	0.0%	1.0%	11.9%	0.1%	2.4%	0.0%	0.6%
University of Auckland	5.6%	0.4%	1.2%	4.4%	0.0%	2.8%	0.0%	2.8%
University of Canterbury	4.5%	0.0%	2.8%	7.9%	0.6%	3.2%	0.2%	0.9%
University of Otago	6.6%	0.0%	3.4%	2.3%	0.3%	2.6%	0.0%	1.5%
University of Waikato	3.5%	0.0%	2.4%	9.9%	0.0%	4.8%	0.0%	0.5%
Victoria University Wellington	5.0%	0.3%	0.6%	6.0%	0.3%	8.8%	0.0%	0.6%
All Alumni	5.1%	0.1%	2.0%	7.9%	0.2%	3.7%	0.0%	1.2%

Notes: Question 2. Alphabetical listing A-H.

Sources: New Zealand International Alumni Survey, ICG.

Survey Response by Alumni Country of Nationality (II)

	India	Indonesia	Ireland	Italy	Japan	Korea	Malaysia	Netherlands
Count								
Auckland University of Technology	8	3	0	0	1	4	29	1
Lincoln University	0	1	0	0	0	0	6	0
Massey University	7	12	0	1	4	5	24	2
University of Auckland	2	6	1	0	2	2	11	1
University of Canterbury	3	4	0	0	7	1	86	0
University of Otago	1	3	1	0	6	4	76	5
University of Waikato	1	8	0	0	2	1	27	3
Victoria University Wellington	1	3	1	0	1	1	25	1
All Alumni	23	40	3	1	23	18	284	13
Percentage								
Auckland University of Technology	3.0%	1.1%	0.0%	0.0%	0.4%	1.5%	11.0%	0.4%
Lincoln University	0.0%	3.0%	0.0%	0.0%	0.0%	0.0%	18.2%	0.0%
Massey University	1.0%	1.7%	0.0%	0.1%	0.6%	0.7%	3.4%	0.3%
University of Auckland	0.8%	2.4%	0.4%	0.0%	0.8%	0.8%	4.4%	0.4%
University of Canterbury	0.6%	0.8%	0.0%	0.0%	1.3%	0.2%	16.1%	0.0%
University of Otago	0.1%	0.4%	0.1%	0.0%	0.8%	0.5%	10.4%	0.7%
University of Waikato	0.3%	2.1%	0.0%	0.0%	0.5%	0.3%	7.2%	0.8%
Victoria University Wellington	0.3%	0.9%	0.3%	0.0%	0.3%	0.3%	7.9%	0.3%
All Alumni	0.7%	1.2%	0.1%	0.0%	0.7%	0.6%	8.8%	0.4%

Notes: Question 2. Alphabetical listing I-N.

Sources: New Zealand International Alumni Survey, ICG.

Survey Response by Alumni Country of Nationality (III)

	New Zealand	Norway	Pakistan	Philip-pines	Russia	Singapore	South Africa	Spain
Count								
Auckland University of Technology	81	3	0	0	0	0	1	0
Lincoln University	17	0	0	0	0	0	0	0
Massey University	368	2	0	8	0	15	0	0
University of Auckland	146	0	0	3	0	2	2	0
University of Canterbury	269	0	0	1	1	9	0	0
University of Otago	388	4	0	2	0	15	1	0
University of Waikato	185	0	0	5	1	4	0	0
Victoria University Wellington	166	0	0	1	0	7	0	0
All Alumni	1,620	9	0	20	2	52	4	0
Percentage								
Auckland University of Technology	30.7%	1.1%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%
Lincoln University	51.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Massey University	52.0%	0.3%	0.0%	1.1%	0.0%	2.1%	0.0%	0.0%
University of Auckland	58.6%	0.0%	0.0%	1.2%	0.0%	0.8%	0.8%	0.0%
University of Canterbury	50.5%	0.0%	0.0%	0.2%	0.2%	1.7%	0.0%	0.0%
University of Otago	53.0%	0.5%	0.0%	0.3%	0.0%	2.0%	0.1%	0.0%
University of Waikato	49.6%	0.0%	0.0%	1.3%	0.3%	1.1%	0.0%	0.0%
Victoria University Wellington	52.2%	0.0%	0.0%	0.3%	0.0%	2.2%	0.0%	0.0%
All Alumni	50.5%	0.3%	0.0%	0.6%	0.1%	1.6%	0.1%	0.0%

Notes: Question 2. Alphabetical listing N-S.

Sources: New Zealand International Alumni Survey, ICG.

Survey Response by Alumni Country of Nationality (IV)

	Switzer-land	Taiwan	Thailand	United Kingdom	United States	Vietnam	Other	Total
Count								
Auckland University of Technology	2	3	4	1	4	5	40	264
Lincoln University	0	0	0	0	0	0	4	33
Massey University	2	5	16	13	14	2	55	708
University of Auckland	0	3	0	6	10	0	9	249
University of Canterbury	0	4	4	7	21	0	9	533
University of Otago	1	2	11	23	31	2	34	732
University of Waikato	2	1	12	5	4	1	32	373
Victoria University Wellington	0	2	5	10	10	5	10	318
All Alumni	7	20	52	65	94	15	193	3,210
Percentage								
Auckland University of Technology	0.8%	1.1%	1.5%	0.4%	1.5%	1.9%	15.2%	100.0%
Lincoln University	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	12.1%	100.0%
Massey University	0.3%	0.7%	2.3%	1.8%	2.0%	0.3%	7.8%	100.0%
University of Auckland	0.0%	1.2%	0.0%	2.4%	4.0%	0.0%	3.6%	100.0%
University of Canterbury	0.0%	0.8%	0.8%	1.3%	3.9%	0.0%	1.7%	100.0%
University of Otago	0.1%	0.3%	1.5%	3.1%	4.2%	0.3%	4.6%	100.0%
University of Waikato	0.5%	0.3%	3.2%	1.3%	1.1%	0.3%	8.6%	100.0%
Victoria University Wellington	0.0%	0.6%	1.6%	3.1%	3.1%	1.6%	3.1%	100.0%
All Alumni	0.2%	0.6%	1.6%	2.0%	2.9%	0.5%	6.0%	100.0%

Notes: Question 2. Alphabetical listing S-V. Other was offered as a “catch all” option without the ability to add further information.

Sources: New Zealand International Alumni Survey, ICG.

Survey Response by Alumni Age Category

	29 and younger	30-39	40-49	50-59	60-69	70 and older	Do not want to share	Total
Count								
New Zealand Alumni	228	528	409	267	140	47	1	1,620
International Alumni	481	516	257	180	92	59	5	1,590
All Alumni	709	1,044	666	447	232	106	6	3,210
Percentage								
New Zealand Alumni	14.1%	32.6%	25.2%	16.5%	8.6%	2.9%	0.1%	100.0%
International Alumni	30.3%	32.5%	16.2%	11.3%	5.8%	3.7%	0.3%	100.0%
All Alumni	22.1%	32.5%	20.7%	13.9%	7.2%	3.3%	0.2%	100.0%

Notes: Question 3.

Sources: New Zealand International Alumni Survey, ICG.

Survey Response by Gender

	Female	Male	Do not want to share	Total
Count				
New Zealand Alumni	668	947	5	1,620
International Alumni	677	909	4	1,590
All Alumni	1,345	1,856	9	3,210
Percentage				
New Zealand Alumni	41.2%	58.5%	0.3%	100.0%
International Alumni	42.6%	57.2%	0.3%	100.0%
All Alumni	41.9%	57.8%	0.3%	100.0%

Notes: Question 4.

Sources: New Zealand International Alumni Survey, ICG.

Survey Response by Alumni Degree (I)

	Bachelor (including Hons.)	Diploma	Under- graduate Certificate / Diploma	Graduate Diploma	Graduate Certificate	Postgraduate Diploma
Count						
New Zealand Alumni	1,337	117	9	117	40	68
International Alumni	887	85	4	96	81	51
All Alumni	2,224	202	13	213	121	119
Percentage						
New Zealand Alumni	57.5%	5.0%	0.4%	5.0%	1.7%	2.9%
International Alumni	47.9%	4.6%	0.2%	5.2%	4.4%	2.8%
All Alumni	53.3%	4.8%	0.3%	5.1%	2.9%	2.9%

Notes: Question 5. This question allowed for customization by university; degrees thus reflect the range of degrees which are and have been offered by NZ universities. This was a multiple choice question and could be skipped. Therefore, the “Total Responses” figure reflects the number of responses to this question specifically, not the total number of respondents for the survey.

Sources: New Zealand International Alumni Survey, ICG.

Survey Response by Alumni Degree (II)

	Postgraduate Certificate	Master (coursework and research)	Doctorate / PhD	Non-degree	Other award course	Other / Does not ap- ply
Count						
New Zealand Alumni	13	388	156	21	48	11
International Alumni	18	433	113	36	22	24
All Alumni	31	821	269	57	70	35
Percentage						
New Zealand Alumni	0.6%	16.7%	6.7%	0.9%	2.1%	0.5%
International Alumni	1.0%	23.4%	6.1%	1.9%	1.2%	1.3%
All Alumni	0.7%	19.7%	6.4%	1.4%	1.7%	0.8%

Notes: Question 5.

Sources: New Zealand International Alumni Survey, ICG.

Survey Response by Alumni College, Department, Faculty, or School (I)

	Arts / Humanities / Social Sciences	Business / Commerce / Economics / Management	Science	Law	Education	Engineering
Count						
New Zealand Alumni	490	496	421	89	74	111
International Alumni	323	603	335	57	57	103
All Alumni	813	1,099	756	146	131	214
Percentage						
New Zealand Alumni	25.7%	26.0%	22.1%	4.7%	3.9%	5.8%
International Alumni	19.2%	35.8%	19.9%	3.4%	3.4%	6.1%
All Alumni	22.6%	30.6%	21.0%	4.1%	3.6%	6.0%

Notes: Question 6. Alphabetical listing A-E. This question allowed for customization by university; thus, the 10 specific response options reflect a range of organizational entities present (or having been present) in New Zealand universities. Please note that, due to the varied usage of labelling organizational units within universities, it was necessary to provide the full range of institutional naming conventions. There is no one single term which would allow alumni to unambiguously identify the institutional unit they attended as a student, especially since organizational changes over time may have led to renaming of said units. This was a multiple choice question and could be skipped. Therefore, the "Total Responses" figure reflects the number of responses to this question specifically, not the total number of respondents for the survey.

Sources: New Zealand International Alumni Survey, ICG.

Survey Response by Alumni College, Department, Faculty, or School (II)

	Medicine / Health Sciences	Creative Technology and Design	Computing	Pathways College	Other	Total
Count						
New Zealand Alumni	180	22	22	0	1	1,906
International Alumni	143	46	16	0	3	1,686
All Alumni	323	68	38	0	4	3,592
Percentage						
New Zealand Alumni	9.4%	1.2%	1.2%	0.0%	0.1%	100.0%
International Alumni	8.5%	2.7%	0.9%	0.0%	0.2%	100.0%
All Alumni	9.0%	1.9%	1.1%	0.0%	0.1%	100.0%

Notes: Question 6. Alphabetical listing M-P.

Sources: New Zealand International Alumni Survey, ICG.

New Zealand Funding Sources (I)

	NZAID / NZODA Scholarship Recipients	Disqualified Answers	Third Party Scholarships (non-NZ)	Qualified Answers (NZ scholarships)	Total
All Alumni	126	85	15	782	882

Notes: Question 7. The question asked: “Did you receive a scholarship from a New Zealand source?”. Owing to the free text nature of this question, the cleanliness of response data is impaired. Nearly one-ninth of answers had to be disqualified for various reasons.

Sources: New Zealand International Alumni Survey, ICG.

New Zealand Funding Sources (II)

	Very much	Somewhat	A bit	Very little	Not at all	Do not know / Does not apply
Non-Scholarship Recipients (International Alumni)	34.0%	36.2%	20.4%	8.0%	1.0%	0.4%
Recipients of scholarships from Third Countries (International Alumni)	30.8%	53.8%	15.4%	0.0%	0.0%	0.0%
NZAID/NZODA Recipients (International Alumni)	49.1%	37.5%	5.4%	7.1%	0.9%	0.0%

Notes: This table is a cross tab analysis of two questions (Q7 and Q15). Question 7 asked, “Did you receive a scholarship from a New Zealand source?” with an open-ended response. Question 15 asked, “How well do you feel connected to New Zealand in general?”. Given the diversity of answers due to question 7’s open-response nature, the NZAID and NZODA scholarships were chosen to represent NZ aid to non-New Zealand nationals.

Sources: New Zealand International Alumni Survey, ICG.

Alumni Institutional Educational Experience

	Very positive	Positive	Neutral	Negative	Very negative	Don't Know / Does not Apply	Total responses
Count							
New Zealand Alumni	612	797	84	8	3	6	1,510
International Alumni	655	737	104	12	1	13	1,522
All Alumni	1,267	1,534	188	20	4	19	3,032
Percentage							
New Zealand Alumni	40.5%	52.8%	5.6%	0.5%	0.2%	0.4%	100.0%
International Alumni	43.0%	48.4%	6.8%	0.8%	0.1%	0.9%	100.0%
All Alumni	41.8%	50.6%	6.2%	0.7%	0.1%	0.6%	100.0%

Notes: Question 8. The survey question focused on a rating of respondents' educational experiences as a student at the University (e.g. teaching, libraries, laboratories).

Sources: New Zealand International Alumni Survey, ICG.

Alumni Educational Service Experience

	Very positive	Positive	Neutral	Negative	Very negative	Don't Know / Does not Apply	Total responses
Count							
New Zealand Alumni	289	784	323	41	9	60	1,506
International Alumni	425	747	258	37	11	43	1,521
All Alumni	714	1,531	581	78	20	103	3,027
Percentage							
New Zealand Alumni	19.2%	52.1%	21.4%	2.7%	0.6%	4.0%	100.0%
International Alumni	27.9%	49.1%	17.0%	2.4%	0.7%	2.8%	100.0%
All Alumni	23.6%	50.6%	19.2%	2.6%	0.7%	3.4%	100.0%

Notes: Question 9. The survey question focused on a rating of respondents' service experiences as a student at the University (e.g. availability of facilities, career counselling, internet access).

Sources: New Zealand International Alumni Survey, ICG.

Important Personal Contacts During an Alum’s Student Life

	NZ Students	Students from my Home Country	International Students	Administrative Staff	Faculty Members	Local Residents	Friends in Online Communities	Other	Total responses
Count									
New Zealand Alumni	1,184	239	248	122	493	571	25	213	3,095
International Alumni	815	779	894	357	650	665	81	176	4,417
All Alumni	1,999	1,018	1,142	479	1,143	1,236	106	389	7,512
Percentage									
New Zealand Alumni	38.3%	7.7%	8.0%	3.9%	15.9%	18.4%	0.8%	6.9%	100.0%
International Alumni	18.5%	17.6%	20.2%	8.1%	14.7%	15.1%	1.8%	4.0%	100.0%
All Alumni	26.6%	13.6%	15.2%	6.4%	15.2%	16.5%	1.4%	5.2%	100.0%

Notes: Question 10. This question invited alumni to enrich the close-ended response options by specifying important personal contacts. To do so they had to check “Other.” For the purpose of this survey’s quantitative analysis, respondents’ qualitative answers were merely counted (see “Other”). This was a multiple choice question and could be skipped. Therefore, the “Total Responses” figure reflects the number of responses to this question specifically, not the total number of respondents for the survey.

Sources: New Zealand International Alumni Survey, ICG.

Welcome in New Zealand as Perceived by Alumni

	Definitely	Somewhat	Maybe	Not Really	Definitely not	Don’t know / Does not apply	Total responses
Count							
New Zealand Alumni	892	91	26	11	2	502	1,524
International Alumni	999	336	88	48	4	60	1,535
All Alumni	1,891	427	114	59	6	562	3,059
Percentage							
New Zealand Alumni	58.5%	6.0%	1.7%	0.7%	0.1%	32.9%	100.0%
International Alumni	65.1%	21.9%	5.7%	3.1%	0.3%	3.9%	100.0%
All Alumni	61.8%	14.0%	3.7%	1.9%	0.2%	18.4%	100.0%

Notes: Question 11. We ran a combined survey for New Zealand citizens and former international students, and this question addressed former international students more than New Zealand citizens. This question would have been difficult for New Zealand citizens to answer, which accounts for the high “Don’t know/Does not apply” response rate.

Sources: New Zealand International Alumni Survey, ICG.

Alumni Connection with their Respective Alma Mater (I)

	Joined a user-generated online community group related to the university (or other unit such as faculty)			
	Regularly	Sometimes	Never	Does not Apply
Count				
New Zealand Alumni	30	171	921	130
International Alumni	39	210	773	297
All Alumni	69	381	1,694	427
Percentage				
New Zealand Alumni	2.4%	13.7%	73.6%	10.4%
International Alumni	3.0%	15.9%	58.6%	22.5%
All Alumni	2.7%	14.8%	65.9%	16.6%

Notes: Question 12.

Sources: New Zealand International Alumni Survey, ICG.

Alumni Connection with their Respective Alma Mater (II)

	Attended alumni events			
	Regularly	Sometimes	Never	Does not Apply
Count				
New Zealand Alumni	67	381	818	58
International Alumni	86	336	764	169
All Alumni	153	717	1,582	227
Percentage				
New Zealand Alumni	5.1%	28.8%	61.8%	4.4%
International Alumni	6.3%	24.8%	56.4%	12.5%
All Alumni	5.7%	26.8%	59.1%	8.5%

Notes: Question 12.

Sources: New Zealand International Alumni Survey, ICG.

Alumni Connection with their Respective Alma Mater (III)

	Read the university magazine during the past 12 months			
	Regularly	Sometimes	Never	Does not Apply
Count				
New Zealand Alumni	647	568	202	26
International Alumni	587	602	188	71
All Alumni	1,234	1,170	390	97
Percentage				
New Zealand Alumni	44.8%	39.4%	14.0%	1.8%
International Alumni	40.5%	41.6%	13.0%	4.9%
All Alumni	42.7%	40.5%	13.5%	3.4%

Notes: Question 12. Whenever requested by universities, names of university magazines were specified in the question.

Sources: New Zealand International Alumni Survey, ICG.

Alumni Connection with their Respective Alma Mater (IV)

	Met with alumni on a social basis			
	Regularly	Sometimes	Never	Does not Apply
Count				
New Zealand Alumni	141	488	625	65
International Alumni	128	557	535	142
All Alumni	269	1,045	1,160	207
Percentage				
New Zealand Alumni	10.7%	37.0%	47.4%	4.9%
International Alumni	9.4%	40.9%	39.3%	10.4%
All Alumni	10.0%	39.0%	43.3%	7.7%

Notes: Question 12.

Sources: New Zealand International Alumni Survey, ICG.

Alumni Connection with their Respective Alma Mater (V)

	Joined local alumni club / chapter			
	Regularly	Sometimes	Never	Does not Apply
Count				
New Zealand Alumni	60	184	901	129
International Alumni	71	209	786	275
All Alumni	131	393	1,687	404
Percentage				
New Zealand Alumni	4.7%	14.4%	70.7%	10.1%
International Alumni	5.3%	15.6%	58.6%	20.5%
All Alumni	5.0%	15.0%	64.5%	15.4%

Notes: Question 12.

Sources: New Zealand International Alumni Survey, ICG.

Alumni Connection with their Respective Alma Mater (VI)

	Visited alumni relations program website			
	Regularly	Sometimes	Never	Does not Apply
Count				
New Zealand Alumni	50	541	666	67
International Alumni	74	603	549	139
All Alumni	124	1,144	1,215	206
Percentage				
New Zealand Alumni	3.8%	40.9%	50.3%	5.1%
International Alumni	5.4%	44.2%	40.2%	10.2%
All Alumni	4.6%	42.5%	45.2%	7.7%

Notes: Question 12.

Sources: New Zealand International Alumni Survey, ICG.

Alumni Connection with their Respective Alma Mater (VII)

	Visited university website			
	Regularly	Sometimes	Never	Does not Apply
Count				
New Zealand Alumni	138	854	348	23
International Alumni	246	928	191	43
All Alumni	384	1,782	539	66
Percentage				
New Zealand Alumni	10.1%	62.7%	25.5%	1.7%
International Alumni	17.5%	65.9%	13.6%	3.1%
All Alumni	13.9%	64.3%	19.5%	2.4%

Notes: Question 12.

Sources: New Zealand International Alumni Survey, ICG.

Alumni Connection with their Respective Alma Mater (VIII)

	Attended a New Zealand-themed event			
	Regularly	Sometimes	Never	Does not Apply
Count				
New Zealand Alumni	59	321	807	105
International Alumni	39	354	692	243
All Alumni	98	675	1,499	348
Percentage				
New Zealand Alumni	4.6%	24.8%	62.5%	8.1%
International Alumni	2.9%	26.7%	52.1%	18.3%
All Alumni	3.7%	25.8%	57.2%	13.3%

Notes: Question 12.

Sources: New Zealand International Alumni Survey, ICG.

Alumni Connection with their respective Alma Mater (IX)

	Joined an official online community group related to the university (or other unit such as faculty)			
	Regularly	Sometimes	Never	Does not Apply
Count				
New Zealand Alumni	38	144	967	119
International Alumni	40	190	794	291
All Alumni	78	334	1,761	410
Percentage				
New Zealand Alumni	3.0%	11.4%	76.3%	9.4%
International Alumni	3.0%	14.4%	60.4%	22.1%
All Alumni	3.0%	12.9%	68.2%	15.9%

Notes: Question 12.

Sources: New Zealand International Alumni Survey, ICG.

Alumni Connection with their Respective Alma Mater (X)

	Received and read e-newsletters from the university			
	Regularly	Sometimes	Never	Does not Apply
Count				
New Zealand Alumni	343	641	353	37
International Alumni	377	653	265	63
All Alumni	720	1,294	618	100
Percentage				
New Zealand Alumni	25.0%	46.7%	25.7%	2.7%
International Alumni	27.8%	48.1%	19.5%	4.6%
All Alumni	26.4%	47.4%	22.6%	3.7%

Notes: Question 12. Whenever requested by universities, names of university e-newsletters were specified in the question.

	Total Responses
New Zealand Alumni	13,233
International Alumni	13,599
All Alumni	26,832

Notes: Question 12. This was a multiple choice question and could be skipped. Therefore, the "Total Responses" figure reflects the number of responses to this question specifically, not the total number of respondents for the survey.

Sources: New Zealand International Alumni Survey, ICG.

Preferred Mode of Communication with University (I)

	Receive postal mail			
	Like	Neutral	Dislike	Don't know / Does not apply
Count				
New Zealand Alumni	564	442	350	33
International Alumni	716	431	193	37
All Alumni	1,280	873	543	70
Percentage				
New Zealand Alumni	40.6%	31.8%	25.2%	2.4%
International Alumni	52.0%	31.3%	14.0%	2.7%
All Alumni	46.3%	31.6%	19.6%	2.5%

Notes: Question 13.

Sources: New Zealand International Alumni Survey, ICG.

Preferred Mode of Communication with University (II)

	Receive e-mail			
	Like	Neutral	Dislike	Don't know / Does not apply
Count				
New Zealand Alumni	1,015	346	79	24
International Alumni	1,081	330	44	20
All Alumni	2,096	676	123	44
Percentage				
New Zealand Alumni	69.3%	23.6%	5.4%	1.6%
International Alumni	73.3%	22.4%	3.0%	1.4%
All Alumni	71.3%	23.0%	4.2%	1.5%

Notes: Question 13.

Sources: New Zealand International Alumni Survey, ICG.

Preferred Mode of Communication with University (III)

	Receive electronic newsletters/magazines			
	Like	Neutral	Dislike	Don't know / Does not apply
Count				
New Zealand Alumni	934	375	94	34
International Alumni	969	379	55	31
All Alumni	1,903	754	149	65
Percentage				
New Zealand Alumni	65.0%	26.1%	6.5%	2.4%
International Alumni	67.6%	26.4%	3.8%	2.2%
All Alumni	66.3%	26.3%	5.2%	2.3%

Notes: Question 13. Whenever requested by universities, names of university e-newsletters were included in the question.

Sources: New Zealand International Alumni Survey, ICG.

Preferred Mode of Communication with University (IV)

	Read postings on the university website			
	Like	Neutral	Dislike	Don't know / Does not apply
Count				
New Zealand Alumni	250	646	282	153
International Alumni	438	648	173	90
All Alumni	688	1,294	455	243
Percentage				
New Zealand Alumni	18.8%	48.5%	21.2%	11.5%
International Alumni	32.5%	48.0%	12.8%	6.7%
All Alumni	25.7%	48.3%	17.0%	9.1%

Notes: Question 13.

Sources: New Zealand International Alumni Survey, ICG.

Preferred Mode of Communication with University (V)

	Share information in online communities such as Facebook			
	Like	Neutral	Dislike	Don't know / Does not apply
Count				
New Zealand Alumni	235	404	528	172
International Alumni	404	495	306	130
All Alumni	639	899	834	302
Percentage				
New Zealand Alumni	17.6%	30.2%	39.4%	12.8%
International Alumni	30.3%	37.1%	22.9%	9.7%
All Alumni	23.9%	33.6%	31.2%	11.3%

Notes: Question 13.

	Total Responses
New Zealand Alumni	6,960
International Alumni	6,970
All Alumni	13,930

Notes: Question 13. This was a multiple choice question and could be skipped. Therefore, the "Total Responses" figure reflects the number of responses to this question specifically, not the total number of respondents for the survey.

Sources: New Zealand International Alumni Survey, ICG.

Perceived Alumni Connection to their Respective Alma Mater

	Very Much	Somewhat	A Bit	Very Little	Not at All	Don't know / Does not apply	Total responses
Count							
New Zealand Alumni	151	516	448	281	59	6	1,461
International Alumni	305	566	353	208	36	3	1,471
All Alumni	456	1,082	801	489	95	9	2,932
Percentage							
New Zealand Alumni	10.3%	35.3%	30.7%	19.2%	4.0%	0.4%	10.3%
International Alumni	20.7%	38.5%	24.0%	14.1%	2.4%	0.2%	20.7%
All Alumni	15.6%	36.9%	27.3%	16.7%	3.2%	0.3%	15.6%

Notes: Question 14. The question asked, “How well do you feel connected to...”

Sources: New Zealand International Alumni Survey, ICG.

Perceived Alumni Connection to New Zealand

	Very Much	Somewhat	A Bit	Very Little	Not at All	Don't know / Does not apply	Total responses
Count							
New Zealand Alumni	827	445	138	38	8	12	1,468
International Alumni	540	540	268	105	15	6	1,474
All Alumni	1,367	985	406	143	23	18	2,942
Percentage							
New Zealand Alumni	56.3%	30.3%	9.4%	2.6%	0.5%	0.8%	56.3%
International Alumni	36.6%	36.6%	18.2%	7.1%	1.0%	0.4%	36.6%
All Alumni	46.5%	33.5%	13.8%	4.9%	0.8%	0.6%	46.5%

Notes: Question 15. The question asked, “How well do you feel connected to New Zealand in general?”

Sources: New Zealand International Alumni Survey, ICG.

Alumni Readiness to Support their Respective Alma Mater (I)

	Being available for alumni profiles for advertising / marketing			
	Yes	Maybe	No	Don't know / Does not apply
Count				
New Zealand Alumni	449	541	395	43
International Alumni	527	582	242	63
All Alumni	976	1,123	637	106
Percentage				
New Zealand Alumni	31.4%	37.9%	27.7%	3.0%
International Alumni	37.3%	41.2%	17.1%	4.5%
All Alumni	34.3%	39.5%	22.4%	3.7%

Notes: Question 16. This was a multiple choice question.

Sources: New Zealand International Alumni Survey, ICG.

Alumni Readiness to Support their Respective Alma Mater (II)

	Participating in a local alumni club or chapter			
	Yes	Maybe	No	Don't know / Does not apply
Count				
New Zealand Alumni	349	651	371	62
International Alumni	518	591	225	84
All Alumni	867	1,242	596	146
Percentage				
New Zealand Alumni	24.4%	45.4%	25.9%	4.3%
International Alumni	36.5%	41.7%	15.9%	5.9%
All Alumni	30.4%	43.6%	20.9%	5.1%

Notes: Question 16.

Sources: New Zealand International Alumni Survey, ICG.

Alumni Readiness to Support their Respective Alma Mater (III)

	Joining a Facebook group			
	Yes	Maybe	No	Don't know / Does not apply
Count				
New Zealand Alumni	312	366	697	47
International Alumni	498	430	380	80
All Alumni	810	796	1,077	127
Percentage				
New Zealand Alumni	21.9%	25.7%	49.0%	3.3%
International Alumni	35.9%	31.0%	27.4%	5.8%
All Alumni	28.8%	28.3%	38.3%	4.5%

Notes: Question 16.

Sources: New Zealand International Alumni Survey, ICG.

Alumni Readiness to Support their Respective Alma Mater (IV)

	Attending university events in your region			
	Yes	Maybe	No	Don't know / Does not apply
Count				
New Zealand Alumni	587	592	213	69
International Alumni	737	528	114	58
All Alumni	1,324	1,120	327	127
Percentage				
New Zealand Alumni	40.2%	40.5%	14.6%	4.7%
International Alumni	51.3%	36.7%	7.9%	4.0%
All Alumni	45.7%	38.6%	11.3%	4.4%

Notes: Question 16.

Sources: New Zealand International Alumni Survey, ICG.

Alumni Readiness to Support their Respective Alma Mater (V)

	Sharing your experiences with potential students				Total Responses
	Yes	Maybe	No	Don't know/ Does not apply	
Count					
New Zealand Alumni	517	625	250	45	7,181
International Alumni	786	508	102	39	7,092
All Alumni	1,303	1,133	352	84	14,273
Percentage					
New Zealand Alumni	36.0%	43.5%	17.4%	3.1%	100.0%
International Alumni	54.8%	35.4%	7.1%	2.7%	100.0%
All Alumni	45.4%	39.4%	12.3%	2.9%	100.0%

Notes: Question 16.

Sources: New Zealand International Alumni Survey, ICG.

Alumni Interest in Participating in NZ-themed Events (I)

	Attending an embassy event			
	Yes	Maybe	No	Don't know / Does not apply
Count				
New Zealand Alumni	766	543	135	17
International Alumni	689	560	140	62
All Alumni	1,455	1,103	275	79
Percentage				
New Zealand Alumni	52.4%	37.2%	9.2%	1.2%
International Alumni	47.5%	38.6%	9.6%	4.3%
All Alumni	50.0%	37.9%	9.4%	2.7%

Notes: Question 17.

Sources: New Zealand International Alumni Survey, ICG.

Alumni Interest in Participating in NZ-themed Events (II)

	Attending a sports event with a New Zealand team			
	Yes	Maybe	No	Don't know / Does not apply
Count				
New Zealand Alumni	730	419	284	23
International Alumni	527	499	297	97
All Alumni	1,257	918	581	120
Percentage				
New Zealand Alumni	50.1%	28.8%	19.5%	1.6%
International Alumni	37.1%	35.1%	20.9%	6.8%
All Alumni	43.7%	31.9%	20.2%	4.2%

Notes: Question 17.

Sources: New Zealand International Alumni Survey, ICG.

Alumni Interest in Participating in NZ-themed Events (III)

	Attending an event hosted by multiple New Zealand universities			
	Yes	Maybe	No	Don't know / Does not apply
Count				
New Zealand Alumni	590	615	220	29
International Alumni	650	571	157	63
All Alumni	1,240	1,186	377	92
Percentage				
New Zealand Alumni	40.6%	42.3%	15.1%	2.0%
International Alumni	45.1%	39.6%	10.9%	4.4%
All Alumni	42.8%	41.0%	13.0%	3.2%

Notes: Question 17.

Sources: New Zealand International Alumni Survey, ICG.

Alumni Interest in Participating in NZ-themed Events (IV)

	Attending a Kiwi Expatriates Abroad (KEA) event				Total Responses
	Yes	Maybe	No	Don't know / Does not apply	
Count					
New Zealand Alumni	738	562	150	25	5,846
International Alumni	568	533	203	133	5,749
All Alumni	1,306	1,095	353	158	11,595
Percentage					
New Zealand Alumni	50.0%	38.1%	10.2%	1.7%	100.0%
International Alumni	39.5%	37.1%	14.1%	9.3%	100.0%
All Alumni	44.8%	37.6%	12.1%	5.4%	100.0%

Notes: Question 17.

Sources: New Zealand International Alumni Survey, ICG.

Benefits and Information which Alumni Expect from NZ-themed Event (I)

	Information on Studying in NZ	Information on Visiting NZ	NZ Job Opportunity Information	NZ Business Opportunities
Count				
New Zealand Alumni	199	221	763	635
International Alumni	557	775	831	718
All Alumni	756	996	1,594	1,353
Percentage				
New Zealand Alumni	4.5%	5.0%	17.1%	14.3%
International Alumni	9.7%	13.4%	14.4%	12.5%
All Alumni	7.4%	9.7%	15.6%	13.2%

Notes: Question 18. This was a multiple choice question and could be skipped. Therefore, the “Total Responses” figure reflects the number of responses to this question specifically, not the total number of respondents for the survey.

Sources: New Zealand International Alumni Survey, ICG.

Benefits and Information which Alumni Expect from NZ-themed Event (II)

	NZ Immigration Information	NZ Social & Cultural Update	How the All Blacks have been doing	A bit of socializing	Total Responses
Count					
New Zealand Alumni	98	939	452	1,149	4,456
International Alumni	592	934	445	912	5,764
All Alumni	690	1,873	897	2,061	10,220
Percentage					
New Zealand Alumni	2.2%	21.1%	10.1%	25.8%	100.0%
International Alumni	10.3%	16.2%	7.7%	15.8%	100.0%
All Alumni	6.8%	18.3%	8.8%	20.2%	100.0%

Notes: Question 18.

Sources: New Zealand International Alumni Survey, ICG.

Activities Alumni Expect to See at Regional NZ-themed Event (I)

	Connecting to Friends from Student Days	Meeting Faculty	Listening to a Lecture	Reception / Dinner
Count				
New Zealand Alumni	937	574	645	890
International Alumni	1,137	749	658	838
All Alumni	2,074	1,323	1,303	1,728
Percentage				
New Zealand Alumni	16.1%	9.9%	11.1%	15.3%
International Alumni	17.6%	11.6%	10.2%	13.0%
All Alumni	16.9%	10.8%	10.6%	14.1%

Notes: Question 19. This was a multiple choice question and could be skipped. Therefore, the “Total Responses” figure reflects the number of responses to this question specifically, not the total number of respondents for the survey.

Sources: New Zealand International Alumni Survey, ICG.

Activities Alumni Expect to See at Regional NZ-themed Event (II)

	Meeting University Leaders	Making New Friends	Professional Networking	Update on University's Research	Total Responses
Count					
New Zealand Alumni	435	777	961	607	5,826
International Alumni	527	951	957	647	6,464
All Alumni	962	1,728	1,918	1,254	12,290
Percentage					
New Zealand Alumni	7.5%	13.3%	16.5%	10.4%	100.0%
International Alumni	8.2%	14.7%	14.8%	10.0%	100.0%
All Alumni	7.8%	14.1%	15.6%	10.2%	100.0%

Notes: Question 19.

Sources: New Zealand International Alumni Survey, ICG.

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