Alumni Study

University of Wisconsin - Madison

June 2012

simpsonscarborough.com
Guiding Questions

• How do the University of Wisconsin-Madison’s present brand attributes and positioning statements resonate with their alumni base?
• Are they seen as accurate? Relevant? Meaningful?
• What about our brand attributes serves as an emotional trigger for alumni pride?
• Which brand messages are most appealing to alumni?
• How is the University perceived in relation to its competitors?
• What colleges and universities are seen as direct competitors to the University of Wisconsin-Madison?
Executive Summary
UW Descriptors

• When given a list of words and asked to pick the top 5 descriptors that most accurately describes UW, respondents chose beautiful, challenging, progressive, liberal, and competitive.

• When asked to choose the top 5 descriptors that most accurately differentiates UW, they picked beautiful, progressive, liberal, innovative, and Midwestern.

• When asked to choose the top 5 descriptors that most accurately makes respondents most proud of being a UW alumnus, they selected challenging, progressive, competitive, intelligent, and innovative.

• Progressive, beautiful, innovative, and spirited are important words to focus on because they were chosen frequently for both differentiating UW and alumni pride points.
Brand Attributes

- Unappealing attributes include: cold climate, large size, and party school reputation

- According to respondents UW offers the following:
  - School spirit
  - A well-rounded education
  - A progressive institution
  - A work hard and play hard mentality
  - A challenging curriculum

- Attributes to use in communications:
  - Respondents believe that the following attributes should be strongly emphasized: challenging (75%), intelligent (74%), beautiful (66%), comprehensive (63%), engaging (57%), spirited (56%), progressive (53%), and friendly (42%)
  - 42% of respondents believe that the work hard/play hard mentality should be used sparingly
  - Respondents categorized Midwestern (50%) and big (46%) as not important to UW
Positioning Statement and Brand Promise

Executive Summary

• Reaction to UW’s positioning statement:
  • The overall reaction to the positioning statement was positive
  • Respondents believe that it describes what UW should continue to strive to become (with a mean rating of 8.2 out of 10), it reinforces the academic quality of the University (7.6), it accurately describes UW (7.6), it reinforces the spirit of the University (7.5), and it is meaningful to them (7.3)

• Reaction to UW’s brand promise:
  • The overall reaction to the brand promise was positive
  • Respondents liked the following elements of the UW’s brand promise: intelligent (53%), create change (46%), work together (42%), influences (40%), world (39%), comprehensive (38%), spirited (38%), scholars (37%), educational environment (36%), and students (29%)

• 56% of respondents were familiar with the “Wisconsin Idea”
76% of alumni with a child that will attend college in 3 years would encourage their child to consider UW.

UW’s top five perceived competitors are the University of Michigan, University of Minnesota, University of Illinois, Ohio State, and Northwestern University.

Ratings of academic quality:
- Respondents rated UW as high academic quality with a mean rating of 8.7 out of 10.
- Out of the schools ranked relatively high by respondents, UC Berkeley was rated 8.9 (.2 higher than UW), Northwestern was rated the same as UW (at 8.7), and University of Michigan was rated at 8.5 (.2 lower than UW).
- Schools that have a lower academic quality mean rating than UW includes University of Minnesota (7.2), University of Illinois (7.1), Marquette (6.7), Indiana University (6.7), and University of Iowa (6.7).
Ratings of degree value:

- The ratings of degree value followed a similar trend to the academic quality ratings.
- UC Berkeley was rated the highest (8.9), followed by Northwestern (8.7), then UW (8.4), and University of Michigan (8.4).
- Lower rated schools were University of Illinois (7.2), University of Minnesota (7.2), Marquette (7.0), Indiana University (6.8), and the University of Iowa (6.7).

Ratings of the success of graduates:

- The rating for the success of graduates followed a similar trend to the degree value and academic quality ratings; however, there was a greater percentage of respondents who were unsure about the success of graduates from other universities.
- UC Berkeley was rated the highest (8.9), followed by Northwestern (8.7), then UW (8.6), and University of Michigan (8.5).
- Lower rated schools were University of Illinois (7.4), University of Minnesota (7.4), Marquette (7.3), Indiana University (7.0), and the University of Iowa (7.0).
Online Survey Data Collection Details and Respondent Characteristics
# Data Collection Details

<table>
<thead>
<tr>
<th><strong>Data Source</strong></th>
<th>University of Wisconsin - Madison</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sampling Frame</strong></td>
<td>All living alumni with an email address on file with University of Wisconsin-Madison</td>
</tr>
<tr>
<td><strong>Method of Data Collection</strong></td>
<td>Online</td>
</tr>
<tr>
<td><strong>Field Period</strong></td>
<td>April 16 – April 24, 2012</td>
</tr>
<tr>
<td><strong>Average Length</strong></td>
<td>10 minutes</td>
</tr>
<tr>
<td><strong># of Potential Respondents</strong></td>
<td>7,999</td>
</tr>
<tr>
<td><strong># of Respondents</strong></td>
<td>602</td>
</tr>
<tr>
<td><strong>Response Rate</strong></td>
<td>7%</td>
</tr>
<tr>
<td><strong>Margin of Error</strong> (95% Confidence Level)</td>
<td>+/- 3.84%</td>
</tr>
<tr>
<td><strong>Incentive</strong></td>
<td>Drawing for one $250 gift certificate to Amazon.com</td>
</tr>
</tbody>
</table>
Respondent Characteristics:
Geographic Distribution of Respondents

*map excludes 18 international respondents
Respondent Characteristics:
Geographic Distribution of Respondents (Midwest)
Respondent Characteristics

**Gender**

- Male: Respondents (N=600) - 52%, Potential Respondents (N=177,195) - 55%
- Female: Respondents (N=600) - 48%, Potential Respondents (N=177,195) - 45%

**Race/Ethnicity**

- White: Respondents (N=602) - 91%
- Asian: 4%
- Hispanic/Latino: 2%
- American Indian/Alaskan Native: 1%
- Black/African American: 1%
- Other: 2%

**Degree Area (First Degree Earned)**

- Letters and Science: Respondents (N=602) - 54%, Potential Respondents (N=177,108) - 47%
- Engineering: 9%
- Business: 9%
- Education: 9%
- Agriculture/Life Sciences: 7%
- Nursing: 3%
- Human Ecology: 3%
- Pharmacy: 2%
- Law School: 2%
- Medicine/Public Health: 1%
- Veterinary Medicine: 0%
- Allied Health Program: 0%
- Environmental Studies: 0%

*Comparison data provided for potential respondents where available.*
Respondent Characteristics

Type of Degree(s) Earned at UW-Madison

- BA: 29%
- BS: 43%
- Master's: 24%
- Doctoral: 17%

Year Earned Most Recent Degree from UW-Madison

- 2005 or later: 25%
- 1990 - 2004: 31%
- 1976 - 1989: 25%
- Before 1976: 24%

Engagement Score

- (6) No engagement: 33%
- (5) Awareness: 41%
- (4) Interest: 11%
- (3) Experience: 3%
- (2) Participation: 1%
- (1) Ownership: 0%

Alumni Association Membership and Donor Status

- AA Member: 48%
- Donor: 41%

Respondents (N=602)
Potential Respondents (N=177,195)
Respondent Characteristics

### Highest Education Level Completed

- **Bachelors**: 37%
- **Masters**: 36%
- **Doctoral**: 28%

### Current Employment Status

- **Full-time**: 62%
- **Part-time**: 6%
- **Self-employed**: 5%
- **Retired**: 18%
- **Student**: 5%
- **Not employed by choice**: 2%
- **Unemployed**: 1%
- **Other**: 0%

### 2011 Annual HH Income, Before Taxes

- **Under $25K**: 9%
- **$26-50K**: 13%
- **$51-75K**: 15%
- **$76-100K**: 16%
- **$101-250K**: 37%
- **Over $250K**: 10%

### State Residency

- **WI**: 42%
- **IL**: 11%
- **CA**: 4%
- **MN**: 4%
- **NY**: 3%
- **Other U.S. State**: 31%
- **Outside U.S.**: 5%

---

**Respondents (N=600)**

**Respondents (N=601)**

**Respondents (N=572)**

**Potential Respondents (N=172,330)**

---

SIMPSON : SCARBOROUGH
Respondent Characteristics: Likelihood to Recommend UW to Children

Question Wording: Do you have any children that will be going to college in the next three years? / (if have child that will attend college within 3 years) Will you encourage your child or children to consider attending the University of Wisconsin-Madison? / (if have child that will attend college within 3 years) Have you ever felt as if you would really like for your child or children to attend an even better school than you did?
Online Survey Research Findings
UW Competitors (Unaided Awareness)

All Respondents (n=602)

Question Wording: When you think of colleges and universities that you believe represent the competition for the University of Wisconsin-Madison, which ones come to mind FIRST? (list up to FIVE) (Open-Ended)

Includes mentions of 3% or higher
Academic Quality Ratings

Scale: 1=lower academic quality, 10=higher academic quality. Don’t know=11. Don’t know responses excluded from means

Question Wording: Please rate your perception of the academic quality of each institution listed below.

Arrows indicate where stepwise differences in means are statistically significant

UC Berkeley: 68% Higher Academic Quality, 5% Lower Academic Quality
Northwestern: 62% Higher Academic Quality, 4% Lower Academic Quality
U of Wisconsin-Madison: 60% Higher Academic Quality
U of Michigan: 53% Higher Academic Quality, 4% Lower Academic Quality
U of Minnesota: 20% Higher Academic Quality, 4% Lower Academic Quality
U of Illinois: 18% Higher Academic Quality, 8% Lower Academic Quality
Marquette: 17% Higher Academic Quality, 6% Lower Academic Quality
Indiana University: 11% Higher Academic Quality, 9% Lower Academic Quality
U of Iowa: 10% Higher Academic Quality, 9% Lower Academic Quality

Mean

% Top 2 Box
% Don’t Know
Degree Value Ratings

Arrows indicate where stepwise differences in means are statistically significant

Scale: 1=not at all valuable, 10=very valuable. Don’t know=11. Don’t know responses excluded from means

Question Wording: Rate each of the following schools based on the value of their degree in the marketplace.
Success of Graduates Ratings

All Respondents (n=602)

Scale: 1=not at all successful, 10=very successful. Don’t know=11. Don’t know responses excluded from means.

Question Wording: Rate each of the following schools based on the success of its graduates.

Arrows indicate where stepwise differences in means are statistically significant.
Question Wording: Which FIVE of the following attributes do you feel MOST accurately DESCRIBES the University of Wisconsin-Madison? (mark up to 5)
### UW Descriptors (2 of 2)

#### All Respondents (n=602)

<table>
<thead>
<tr>
<th>&gt; 25% Identified as Best Describing UW</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Beautiful</td>
</tr>
<tr>
<td>- Challenging</td>
</tr>
<tr>
<td>- Progressive</td>
</tr>
<tr>
<td>- Liberal</td>
</tr>
<tr>
<td>- Competitive</td>
</tr>
<tr>
<td>- Big</td>
</tr>
<tr>
<td>- Innovative</td>
</tr>
<tr>
<td>- Fun</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10% to 25% Identified as Best Describing UW</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Midwestern</td>
</tr>
<tr>
<td>- Spirited</td>
</tr>
<tr>
<td>- Well-rounded</td>
</tr>
<tr>
<td>- Intelligent</td>
</tr>
<tr>
<td>- Open-minded</td>
</tr>
<tr>
<td>- Hard-working</td>
</tr>
<tr>
<td>- Comprehensive</td>
</tr>
<tr>
<td>- Worldly</td>
</tr>
<tr>
<td>- Professional</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>&lt; 10% Identified as Best Describing UW</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Friendly</td>
</tr>
<tr>
<td>- Analytical</td>
</tr>
<tr>
<td>- Engaging</td>
</tr>
<tr>
<td>- Community-oriented</td>
</tr>
<tr>
<td>- Creative</td>
</tr>
<tr>
<td>- Accepting</td>
</tr>
<tr>
<td>- Principled</td>
</tr>
<tr>
<td>- Involved</td>
</tr>
<tr>
<td>- Adventurous</td>
</tr>
<tr>
<td>- Intense</td>
</tr>
<tr>
<td>- Focused</td>
</tr>
<tr>
<td>- Flexible</td>
</tr>
<tr>
<td>- Serious</td>
</tr>
<tr>
<td>- Motivated</td>
</tr>
<tr>
<td>- Supportive</td>
</tr>
<tr>
<td>- Easy-going</td>
</tr>
<tr>
<td>- Relaxed</td>
</tr>
<tr>
<td>- Caring</td>
</tr>
<tr>
<td>- Warm</td>
</tr>
<tr>
<td>- Nurturing</td>
</tr>
<tr>
<td>- Understanding</td>
</tr>
<tr>
<td>- Conservative</td>
</tr>
</tbody>
</table>

**Question Wording:** Which **FIVE** of the following attributes do you feel **MOST** accurately **DESCRIBES** the University of Wisconsin-Madison? (mark up to 5)
Descriptors, Differentiators, and Pride Points (1 of 2)

All Respondents (n=602)

Question Wording: Which FIVE of the following attributes do you feel MOST accurately DESCRIBES the University of Wisconsin-Madison? (mark up to 5)/ Which FIVE of the following attributes do you feel DIFFERENTIATES the University of Wisconsin-Madison the MOST from other universities? (mark up to 5)/ Which FIVE of the following attributes make you feel the most proud of being an alumnus of the University of Wisconsin-Madison? (mark up to 5)
Descriptors, Differentiators, and Pride Points (2 of 2)

All Respondents (n=602)

Removing Descriptors Identified as TRUE by Less than 10% of Respondents*

*based on Q7 – words that accurately describe UW

Question Wording: Which FIVE of the following attributes do you feel MOST accurately DESCRIBES the University of Wisconsin-Madison? (mark up to 5)/ Which FIVE of the following attributes do you feel DIFFERENTIATES the University of Wisconsin-Madison the MOST from other universities? (mark up to 5)/ Which FIVE of the following attributes make you feel the most proud of being an alumnus of the University of Wisconsin-Madison? (mark up to 5)
Differentiators vs. Pride Points

All Respondents (n=602)

Question Wording: Which FIVE of the following attributes do you feel DIFFERENTIATES the University of Wisconsin-Madison the MOST from other universities? (mark up to 5) / Which FIVE of the following attributes make you feel the most proud of being an alumnus of the University of Wisconsin-Madison? (mark up to 5)

Chart only includes descriptors identified as being TRUE by more than 10% of respondents.
## Descriptors, Differentiators, and Pride Points: Top 5 Descriptors

**All Respondents (n=602)**

<table>
<thead>
<tr>
<th>ACCURATELY DESCRIBES UW</th>
<th>DIFFERENTIATES UW</th>
<th>MAKES YOU MOST PROUD OF BEING A UW ALUMNUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beautiful</td>
<td>Beautiful</td>
<td>Challenging</td>
</tr>
<tr>
<td>Challenging</td>
<td>Progressive</td>
<td>Progressive</td>
</tr>
<tr>
<td>Progressive</td>
<td>Liberal</td>
<td>Competitive</td>
</tr>
<tr>
<td>Liberal</td>
<td>Innovative</td>
<td>Intelligent</td>
</tr>
<tr>
<td>Competitive</td>
<td>Midwestern</td>
<td>Innovative</td>
</tr>
</tbody>
</table>

**Question Wording:**
- Which FIVE of the following attributes do you feel MOST accurately DESCRIBES the University of Wisconsin-Madison? (mark up to 5)
- Which FIVE of the following attributes do you feel DIFFERENTIATES the University of Wisconsin-Madison the MOST from other universities? (mark up to 5)
- Which FIVE of the following attributes make you feel the most proud of being an alumnus of the University of Wisconsin-Madison? (mark up to 5)
Appealing Attributes Word-Cloud

Question Wording: Which ONE word/short phrase BEST describes the MOST appealing attribute of the University of Wisconsin-Madison? (open-ended)
Question Wording: Which ONE word/short phrase BEST describes the LEAST appealing attribute of the University of Wisconsin-Madison? (open-ended)
Unappealing Attributes Word-Cloud, Removing “Cold Climate”

Question Wording: Which **ONE** word/short phrase **BEST** describes the **LEAST** appealing attribute of the University of Wisconsin-Madison? (open-ended)
Attitudes/Perceptions of UW

All Respondents (n=602)

<table>
<thead>
<tr>
<th>Statement A</th>
<th>← Best reflects Attitude/Perceptions →</th>
<th>Statement B</th>
</tr>
</thead>
<tbody>
<tr>
<td>School spirit at UW-Madison is non-existent</td>
<td></td>
<td>School spirit at UW-Madison is very high</td>
</tr>
<tr>
<td>UW-Madison offers students a specialized education and experience</td>
<td></td>
<td>UW-Madison offers students a well-rounded education and experience</td>
</tr>
<tr>
<td>The institution is traditional</td>
<td></td>
<td>The institution is progressive</td>
</tr>
<tr>
<td>Students work hard</td>
<td></td>
<td>Students play hard</td>
</tr>
<tr>
<td>The curriculum at the University was easy</td>
<td></td>
<td>The curriculum at the University was challenging</td>
</tr>
</tbody>
</table>

Question Wording: Read each set of statements below and mark the circle on each line that BEST reflects your attitude/perceptions about the University of Wisconsin-Madison.
Attributes to be Used in Communications

**All Respondents (n=602)**

- Respondents were presented with the following attributes and asked to assign each attribute to one of the boxes to the right
  - Beautiful
  - Big
  - Challenging
  - Comprehensive
  - Engaging
  - Friendly
  - Intelligent
  - Midwestern
  - Progressive
  - Spirited
  - Work hard/play hard mentality

**Box 1:** This attribute is a true descriptor of the University and should be strongly emphasized in University communications.

**Box 2:** This attribute is a true descriptor of the University, but should be used sparingly in University communications.

**Box 3:** This attribute is a true descriptor of the University, but is not important enough to be used in University communications.

**Box 4:** This attribute is not true of the University.

**Question Wording:** Drag each of the following attributes into one of the boxes on the right based on the importance of that attribute for the University of Wisconsin-Madison:
## Attributes to be Used in Communications

**All Respondents (n=602)**

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Strongly emphasize</th>
<th>Use sparingly</th>
<th>Not important</th>
<th>Not true</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenging</td>
<td>75%</td>
<td>21%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Intelligent</td>
<td>74%</td>
<td>18%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>Beautiful</td>
<td>66%</td>
<td>26%</td>
<td>8%</td>
<td>1%</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>63%</td>
<td>24%</td>
<td>11%</td>
<td>2%</td>
</tr>
<tr>
<td>Engaging</td>
<td>57%</td>
<td>22%</td>
<td>14%</td>
<td>8%</td>
</tr>
<tr>
<td>Spirited</td>
<td>56%</td>
<td>27%</td>
<td>15%</td>
<td>3%</td>
</tr>
<tr>
<td>Progressive</td>
<td>53%</td>
<td>32%</td>
<td>12%</td>
<td>3%</td>
</tr>
<tr>
<td>Friendly</td>
<td>42%</td>
<td>31%</td>
<td>19%</td>
<td>8%</td>
</tr>
<tr>
<td>Work hard/play hard mentality</td>
<td>30%</td>
<td>42%</td>
<td>24%</td>
<td>4%</td>
</tr>
<tr>
<td>Midwestern</td>
<td>15%</td>
<td>33%</td>
<td>50%</td>
<td>3%</td>
</tr>
<tr>
<td>Big</td>
<td>6%</td>
<td>45%</td>
<td>46%</td>
<td>3%</td>
</tr>
</tbody>
</table>

**Question Wording:** Drag each of the following attributes into one of the boxes on the right based on the importance of that attribute for the University of Wisconsin-Madison:
Attributes to be Used in Communications

All Respondents (n=602)

Strongly emphasize in communications

- Friendly
- Progressive
- Spirited
- Engaging
- Comprehensive
- Beautiful
- Intelligent
- Challenging

Use sparingly in communications

- Work hard/play hard mentality

Don’t use in communications

- Big
- Midwestern

Question Wording: Drag each of the following attributes into one of the boxes on the right based on the importance of that attribute for the University of Wisconsin-Madison:
Question Wording: What ONE word comes to mind first when you think of the term “Midwestern?” (open-ended)
Reactions to UW Positioning Statement

All Respondents (n=602)

The University of Wisconsin-Madison is a catalyst, where people create change in both themselves and in the world through innovation and exploration.

Scale: 1=strongly disagree, 10=strongly agree.

Question Wording: Read the sentence about the University of Wisconsin-Madison below and indicate the extent to which you agree with each of the following statements.

Arrows indicate where stepwise differences in means are statistically significant.

- Describes what UW-M should continue to strive to become
- Reinforces the academic quality of the University
- Accurately describes UW-Madison
- Reinforces the spirit of the University
- Is meaningful to me

Mean

% Top 2 Box
Elements of UW Positioning Statement

All Respondents (n=602)

The University of Wisconsin-Madison is a catalyst, where people create change in both themselves and in the world through innovation and exploration.

Question Wording: Listed below are the same statements you just viewed. Click once on any of the underlined phrases in the statements that appeal to you the most. Click twice on any underlined phrases that appeal to you the least, if any. (select all that apply) Neutral means word/phrase was not clicked at all.
Reactions to UW’s Brand Promise

The University of Wisconsin-Madison provides a comprehensive educational environment in which intelligent, spirited students and scholars can work together to create change that influences Wisconsin and the world.

All Respondents (n=602)

Scale: 1=strongly disagree, 10=strongly agree.

Question Wording: Read the sentence about the University of Wisconsin-Madison below and indicate the extent to which you agree with each of the following statements.

Arrows indicate where stepwise differences in means are statistically significant.
Elements of UW’s Brand Promise

The University of Wisconsin-Madison provides a comprehensive educational environment in which intelligent, spirited students and scholars can work together to create change that influences Wisconsin and the world.

Question Wording: Listed below are the same statements you just viewed. Click once on any of the underlined phrases in the statements that appeal to you the most. Click twice on any underlined phrases that appeal to you the least, if any. (select all that apply) Neutral means word/phrase was not clicked at all.
The Wisconsin Idea

**Definition**

*Students, faculty, and staff are motivated by a tradition known as the Wisconsin Idea, described by UW President Charles Van Hise in 1904 as the compelling need to carry the beneficent influence of the University...to every home in the state.*
Familiarity with the “Wisconsin Idea”

All Respondents (n=602)

- The following groups are more likely than others to say they are familiar with the “Wisconsin Idea”*
  - Respondents who earned a Master’s from UW
  - Respondents who earned their most recent degree in 2000 or later
  - Alumni Association members
  - Wisconsin residents
  - Male respondents

* Secondary analysis also run by the following factors, with no significant differences: race/ethnicity, college age children, highest level of education, lifetime giver vs. non-giver

Are you familiar with the “Wisconsin Idea?”

- Yes: 56%
- No: 44%

Question Wording: Are you familiar with the “Wisconsin Idea?”
“Wisconsin Idea” Definition Word Cloud

Respondents Familiar with the “Wisconsin Idea” (n =336)

Question Wording: (If familiar with the “Wisconsin Idea”) You indicated that you are familiar with the “Wisconsin Idea.” Please describe/define it in the space below. (Open-ended) No words were removed from this word cloud. No other edits were made to responses, word cloud is representative of the frequency of words exactly as they appeared in respondents’ open-ended definitions.
“Wisconsin Idea” Definition Word Cloud

Respondents Familiar with the “Wisconsin Idea” (n = 336)

Question Wording: (If familiar with the “Wisconsin Idea”) You indicated that you are familiar with the “Wisconsin Idea.” Please describe/define it in the space below. (Open-ended)

removed the following words from word-cloud: UW, Wisconsin, Madison, state and university. No other edits were made to responses, word cloud is representative of the frequency of words exactly as they appeared in respondents’ open-ended definitions.

*removed the following words: Wisconsin, state and university
Question Wording: (If familiar with the “Wisconsin Idea”) You indicated that you are familiar with the “Wisconsin Idea.” Please describe/define it in the space below. (Open-ended) removed the following words from word-cloud: public, state, university, UW, Wisconsin, Madison. No other edits were made to responses, word cloud is representative of the frequency of words exactly as they appeared in respondents’ open-ended definitions.
Secondary Analysis
Overview of Secondary Analysis

- Secondary analysis tests were performed using the following variables:
  - Giver vs. Non-Giver (lifetime)
  - Current AA Members vs. Non-Members
  - Year of Most Recent Degree: Pre-2000 vs. 2000 or Later
  - Highest Degree Earned at UW: Bachelor’s vs. Master’s/Doctorate
  - Geographic Location: In-State vs. Out-of-State
- The table below shows which questions were tested by each variable (refer to instrument for question numbering)
- Additional analysis may be available upon request

<table>
<thead>
<tr>
<th>Secondary Variable Name</th>
<th>Questions Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Donor Status</strong></td>
<td>Q2, Q3, Q4, Q10, Q11, Q13, Q14</td>
</tr>
<tr>
<td>Giver vs. Non-Giver (Lifetime)</td>
<td></td>
</tr>
<tr>
<td><strong>AA Membership</strong></td>
<td>Q2, Q3, Q4, Q10, Q11, Q13, Q14</td>
</tr>
<tr>
<td>Current AA Members vs. Non-Members</td>
<td></td>
</tr>
<tr>
<td><strong>Degree Year</strong></td>
<td>Q2, Q3, Q4, Q10, Q11, Q13, Q14</td>
</tr>
<tr>
<td>Year of Most Recent Degree: Pre-2000 vs. 2000 or later</td>
<td></td>
</tr>
<tr>
<td><strong>Degree Type</strong></td>
<td></td>
</tr>
<tr>
<td>Highest Degree Earned at UW: Bachelor’s vs. Master’s/Doctorate</td>
<td>Q2, Q3, Q4, Q10, Q11</td>
</tr>
<tr>
<td><strong>Geographic Location</strong></td>
<td></td>
</tr>
<tr>
<td>In-State vs. Out-of State (based on reported zip code)</td>
<td>Q2, Q3, Q4, Q10, Q11, Q13, Q14</td>
</tr>
<tr>
<td></td>
<td>Q11, Q13, Q14</td>
</tr>
</tbody>
</table>
Secondary Analysis

Academic Quality Ratings (Q2)

• Givers and alumni who earned their most recent degree before 2000 rate the quality of all competitor schools except Northwestern, Berkeley and Marquette significantly higher than non-givers and more recent alumni.

• There are no differences in giving or degree year in the quality ratings of Northwestern, Berkeley and Marquette.

• AA members rate the quality of UW, Michigan and IU significantly higher than non-members.

• Alumni who have earned a Master’s or Doctorate rate the quality of Berkeley, Minnesota, Iowa and IU significantly higher than those who only earned a Bachelor’s degree from UW.

SIMPSON : SCARBOROUGH
Secondary Analysis

Academic Quality Ratings (Q2)

- Alumni living in Wisconsin rate the quality of UW, Minnesota, Marquette and Iowa significantly higher than those living out-of-state

![Graph showing significant differences in quality ratings, by geographic location](image)
Secondary Analysis

Value of Degree Ratings (Q3)

- Givers and alumni who earned their most recent degree before 2000 rate the value of degrees from almost all competitor schools higher than non-givers and more recent alumni
- AA members rate the value of degrees from UW, Northwestern, Michigan and Illinois significantly higher than non-members
- Alumni who have earned a Master’s or Doctorate rate the value of degrees from Berkeley and IU significantly higher than those who only earned a Bachelor’s degree from UW

Figure 6: Significant differences in value ratings, by donor status
Figure 7: Significant differences in value ratings, by AA membership
Figure 8: Significant differences in value ratings, by degree year
Figure 9: Significant differences in value ratings, by degree type
Secondary Analysis

Value of Degree Ratings (Q3)

- Alumni living in Wisconsin rate the value of a degree from UW, Minnesota, Marquette, IU and Iowa significantly higher than those living out-of-state.

Figure 10: Significant differences in value ratings, by geographic location
Secondary Analysis

Success of Alumni Ratings (Q4)

- Givers, AA members and pre-2000 alumni rate the success of UW’s alumni slightly higher than other respondents

Figure 11: Significant differences in success ratings, by donor status

Figure 12: Significant differences in success ratings, by AA membership

Figure 13: Significant differences in success ratings, by degree year

Figure 14: Significant differences in success ratings, by degree type
Secondary Analysis

Success of Alumni Ratings (Q4)

- Alumni living in Wisconsin rate the success of alumni from UW, Minnesota and Marquette significantly higher than those living out-of-state.

![Figure 15: Significant differences in success ratings, by geographic location](image)
Secondary Analysis

Attitudes/Perceptions of UW (Q10)
• Non-members are more likely to see UW as a place where students “play hard” where members are more likely to rate UW as providing a well-rounded education and experience
• Alumni who earned a bachelor’s at UW are more likely to use the following to describe the University, as opposed to those who earned a graduate degree
  • Students play hard
  • Well-rounded education and experience
  • School spirit is high

<table>
<thead>
<tr>
<th>Membership</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=The curriculum at the University was easy: 7=The curriculum at the University was challenging</td>
<td>No significant differences</td>
</tr>
<tr>
<td>1=Students work hard: 7=Students play hard</td>
<td>Non-Member 3.94 Member 3.66</td>
</tr>
<tr>
<td>1=The institution is traditional:7=The institution is progressive</td>
<td>No significant differences</td>
</tr>
<tr>
<td>1=UW-Madison offers students a specialized education and experience: 7=UW-Madison offers students a well-rounded education and experience</td>
<td>Non-Member 4.90 Member 5.36</td>
</tr>
<tr>
<td>1=School spirit at UW-Madison is non-existent: 7=School spirit at UW-Madison is very high</td>
<td>No significant differences</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1=The curriculum at the University was easy: 7=The curriculum at the University was challenging</td>
<td>No significant differences</td>
</tr>
<tr>
<td>1=Students work hard: 7=Students play hard</td>
<td>Bachelors 3.98 Masters/Doctorate 3.73</td>
</tr>
<tr>
<td>1=The institution is traditional:7=The institution is progressive</td>
<td>No significant differences</td>
</tr>
<tr>
<td>1=UW-Madison offers students a specialized education and experience: 7=UW-Madison offers students a well-rounded education and experience</td>
<td>Bachelors 5.12 Masters/Doctorate 4.79</td>
</tr>
<tr>
<td>1=School spirit at UW-Madison is non-existent: 7=School spirit at UW-Madison is very high</td>
<td>Bachelors 6.40 Masters/Doctorate 6.15</td>
</tr>
</tbody>
</table>
Secondary Analysis

Attitudes/Perceptions of UW (Q10)

- Alumni who have donated to the University and alumni who earned a degree pre-2000 are more likely to describe UW with the following
  - Curriculum was challenging
  - Institution is progressive
- Alumni who earned a degree in 2000 or later lean more towards describing UW with
  - Students play hard
  - School spirit is high

<table>
<thead>
<tr>
<th>Donor Status</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giver</td>
<td>5.84</td>
</tr>
<tr>
<td>Non-Giver</td>
<td>5.59</td>
</tr>
<tr>
<td>No significant differences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000 or later</td>
<td>5.58</td>
</tr>
<tr>
<td>Before 2000</td>
<td>5.83</td>
</tr>
<tr>
<td>No significant differences</td>
<td></td>
</tr>
</tbody>
</table>

Figure 18: Significant differences in perceptions, by donor status

Figure 19: Significant differences in perceptions, by degree year
Secondary Analysis

Attitudes/Perceptions of UW (Q10)

- Out-of-state alumni are more likely to describe UW as having very high school spirit

<table>
<thead>
<tr>
<th>Location</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State</td>
<td>6.20</td>
</tr>
<tr>
<td>Out of State</td>
<td>6.39</td>
</tr>
</tbody>
</table>

Figure 20: Significant differences in perceptions, by geographic location
Secondary Analysis

Statement:
*The University of Wisconsin-Madison is a catalyst, where people create change in both themselves and in the world through innovation and exploration.*

Reactions to UW Positioning Statement (Q13)

- Not surprisingly, AA members and donors rate their agreement higher than others with most of but not all of the statements
- Alumni who earned their most recent degree before 2000 find the statement to be more personally meaningful
Secondary Analysis

Statement:
The University of Wisconsin-Madison provides a comprehensive educational environment in which intelligent, spirited students and scholars can work together to create change that influences Wisconsin and the world.

Reactions to UW Brand Promise (Q14)

- AA members and donors rate their agreement higher than others with most of not all of the statements
- Alumni who earned their degree before 2000 find the statement to be more personally meaningful

<table>
<thead>
<tr>
<th>Member</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>The statement accurately describes UW-Madison</td>
<td>7.40</td>
</tr>
<tr>
<td>The statement describes what the University of Wisconsin-Madison should continue to strive to become</td>
<td>7.92</td>
</tr>
<tr>
<td>The statement reinforces the academic quality of the University</td>
<td>7.69</td>
</tr>
<tr>
<td>The statement reinforces the spirit of the University</td>
<td>8.22</td>
</tr>
<tr>
<td>The statement is meaningful to me</td>
<td>7.42</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Member</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>The statement accurately describes UW-Madison</td>
<td>7.71</td>
</tr>
<tr>
<td>The statement describes what the University of Wisconsin-Madison should continue to strive to become</td>
<td>7.33</td>
</tr>
<tr>
<td>The statement reinforces the academic quality of the University</td>
<td>7.00</td>
</tr>
<tr>
<td>The statement reinforces the spirit of the University</td>
<td>7.35</td>
</tr>
<tr>
<td>The statement is meaningful to me</td>
<td>6.90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Member</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>The statement accurately describes UW-Madison</td>
<td>7.27</td>
</tr>
<tr>
<td>The statement describes what the University of Wisconsin-Madison should continue to strive to become</td>
<td>7.10</td>
</tr>
<tr>
<td>The statement reinforces the academic quality of the University</td>
<td>7.27</td>
</tr>
<tr>
<td>The statement reinforces the spirit of the University</td>
<td>6.80</td>
</tr>
<tr>
<td>The statement is meaningful to me</td>
<td>7.33</td>
</tr>
</tbody>
</table>
Focus Group Research Findings
Participants: Alumni

• 4 online focus groups held with 45 UW alumni on February 22 and 23, 2012
• Total of 25 male participants and 21 female
• Alumni live in a variety of locations:
  • 16 live in WI, 10 in IL, 4 in NY, 3 in CA, 2 in MN, and 1 each in AZ, CO, Costa Rica, GA, IA, NE, OH, OR, TX, VT, and WA
• Alumni graduated in a range of decades, including the 1960s (5 graduates), 1970s (10), 1980s (8), 1990s (4), 2000s (11), and 2010s (8)
• Participants received degrees, ranging from Bachelor's to Ph.D., in the following:
  • Anthropology, Sociology, Psychology
  • Business, Finance, Marketing
  • Economics
  • Education
  • Engineering
  • Foreign Languages
  • Journalism
  • Law
  • Mathematics, Computer Science
  • Political Science, History
  • Science
  • Veterinary Medicine
Positive and Negative Associations, Points of Pride, and Competition
Positives Associated with UW-Madison

• Strong research institution
• Lots of school spirit
• Highly respected around the world
• Quality education
• Lots of pride
• Strong sense of community
• Local and global focus
• Diverse
• Beautiful
• Academically rigorous
• Socially engaged
• Dynamic atmosphere

“I am constantly amazed at the high-level positions UW grads have attained, it speaks high levels to the education and the quality of the people.”

“There is a tremendous feeling of school spirit. No matter when you attended, you always carry that with you.”

“It’s just an amazing education. It’s top caliber.”

What are the positive attributes you associate with University of Wisconsin-Madison? Common themes reported in order of frequency.
Negatives Associated with UW-Madison

- Lack of diversity
- Party school reputation
- Too focused on sports
- Size of the school
  - Too big
  - You can feel lost
  - Hard to get involved
- Too liberal
- Lack of funding
- Political issues
- School can’t retain high-quality faculty

“There is a lack of diversity, the first time I was on campus I realized everyone was white. I’d never been in a situation like that before.”

“It was very hard to get involved and find friends in such a big place.”

“The state isn’t willing to increase the funding for good faculty and the school is losing what makes it great.”
Attribute Testing: Greatest Point of Pride for Alums

Which ONE of the traits makes you most proud to be an alumnus of the University of Wisconsin-Madison?

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligent</td>
<td>12</td>
</tr>
<tr>
<td>Progressive</td>
<td>11</td>
</tr>
<tr>
<td>Spirited</td>
<td>9</td>
</tr>
<tr>
<td>Challenging</td>
<td>7</td>
</tr>
<tr>
<td>Comprehensive</td>
<td>5</td>
</tr>
<tr>
<td>Engaging</td>
<td>1</td>
</tr>
<tr>
<td>Big</td>
<td>0</td>
</tr>
<tr>
<td>Friendly</td>
<td>0</td>
</tr>
<tr>
<td>Beautiful</td>
<td>0</td>
</tr>
<tr>
<td>Midwestern</td>
<td>0</td>
</tr>
</tbody>
</table>

“I think the UW fosters such a great feeling of openness and expanding your mind…I cherish that progressive trait from UW.”

- Respondents who said Intelligent was the most accurate trait mentioned the following:
  - Graduates stand out as being intelligent and better prepared for the real-world than other grads
  - Proud of the academic rigor of the institution
- Participants who said progressive claimed:
  - Students and the environment fosters openness
  - The University is progressive in all aspects, not just politics
  - The progressive nature of the school focuses on forward-thinking and grads take that with them after leaving
Points of Pride for UW Alumni

- All participants said they were proud to be graduates of UW-Madison; reason why included:
  - Great reputation
  - Academically rigorous
  - Wonderful state resource
  - Nationally ranked athletic teams
  - Strong, prideful community of alumni
  - Alumni in prominent career positions

“When I meet people, whether in the US or abroad, they think of the UW community as a dichotomy. They are a group of extreme partyers, but extremely hardworking and honest people.”

“I’m proud to be part of such a strong tradition. I mean academic quality, but there is also a tradition of it being a strong, public university.”

“I didn’t realize until I did my graduate work at Princeton, how well-recognized the UW is.”

Do you feel proud to be a graduate of the University of Wisconsin-Madison? Why?
What sets UW-Madison Graduates Apart?

- Graduates have a huge amount of pride
- They are well-balanced individuals
- They show a lot of passion
- UW alumni have a stronger, closer-knit community than alumni from other universities
- Graduates are extremely ambitious
- Alumni are well-rounded individuals
  - They care about the world around them and not solely their program of study

“Graduates I know are well-balanced. So while they are intelligent and go-getters, they also still like to have fun in life.”

“People from other well-known schools are more ambivalent about their experiences and I think it’s because it wasn’t as balanced as the UW.”

“There is a strong feeling of community around UW-Madison that is different and stronger than graduates from other schools.”
UW-Madison’s Top Competition

• Athletically, participants cited other Big 10 schools as competitors
• Academically, the following were frequently cited as competitors:
  • University of Michigan
  • University of California-Berkeley
  • University of Illinois
  • The University of Texas at Austin
  • University of Indiana
  • University of Iowa
  • Penn State University

“Academically, we are better than Indiana, but Michigan still has an edge on UW.”

“Coming from an out-of-state perspective, I would say Iowa, Indiana, and Illinois are big competitors.”

“I think of UC-Berkeley, both have a strong education and progressive lifestyles.”

“I think of Penn State University because like the UW, people show a lot of pride for going to school there.”
Brand Statement Testing
The University of Wisconsin-Madison is a catalyst, where people create change in both themselves and in the world through innovation and exploration.
Reactions to Positioning Statement

- Many said the statement was an accurate description of the University; however some said it was generic and did not apply to all aspects of the University
  - Those who said it was accurate, claimed that the statement captures the spirit of the University
- Many offered suggestions on ways to improve the statement; frequently heard suggestions were:
  - Remove “change themselves” from the statement
  - The word change is overused today, they need to pick another verb
  - ‘Develop’ is more accurate than ‘change’
  - Need to add exploration and research to our positioning
  - Spirited and progressive are missing

“This is very accurate. I think it captures the spirit of the University.”

“I don’t know if this really differentiates UW from any other school. It sounds good, but is true of a number of universities.”

“This statement embodies the progressive spirit we’ve been talking about.”

“I struggle with the word change, I did not go to school to change myself.”
The University of Wisconsin-Madison provides a comprehensive educational environment in which intelligent, spirited students and scholars can work together to create change that influences Wisconsin and the world.
Reactions to Brand Promise

• Few participants found the brand promise accurate and appealing; many described it as: bland, cheesy, unexciting, or could be used to describe any other university

• Many offered insights and suggestions to the brand promise to make it more authentic, including:
  • Shorten the length of the statement
  • Take out the word “can” and replace with the word “do” so the statement would read “spirited students and scholars do work together”
  • Replace the word change
  • Remove spirited as a descriptor of students because it has a negative connotation
  • Remove Wisconsin from this phrase because the University has such a global reach today

“How appealing is this brand promise to you? Common themes reported in order of frequency.

“It doesn’t excite me one way or the other. I recognize that it is a true statement, but it doesn’t make me want to put on my tri-cornered cheesehead hat and march around the office.”

“It doesn’t convey anything new or unique as a brand.”

“There’s an expectation that great things will happen when you leave and you’re expected to do that: to serve the state and the world. That is not captured here.”
The University of Wisconsin-Madison will be a model public university in the 21st century, serving as a resource to the public and working to enhance the quality of life in the state, the nation, and the world.
Reactions to Vision Statement

• Many respondents saw relevance and meaning in the vision statement, and something positive to focus on for the next 5-10 years, following are common reactions of participants in regards to the vision statement:
  • This is what the University should focus on
  • It’s a relevant and meaningful statement
  • I like that it says enhance instead of change
  • It is and needs to continue to be a strong resource to the public
  • Promotes public education
• A few respondents did not think it captured anything unique about UW-Madison and said the statement does not differentiate the UW from other state schools

“I like it except in the very beginning when it says it will be a model university, it implies that the University wasn’t in the past. It needs to say ‘will continue to be a model University.’”

“I like the message ‘enhance the quality of life.’ Enhance is a better word than change.”

“I like the use of public university because I think it really sends a pro public university message.”

Do you feel this vision statement is an accurate description of what the University of Wisconsin-Madison should be focusing on in the next 5-10 years? Why or why not? Common themes reported in order of frequency.
Mission Statement

To create, integrate, transfer and apply knowledge through innovative programs of research, teaching and public service.
Reactions to Mission Statement

• The respondents were split in terms of the appeal of the statement; the following was frequently mentioned (4+ times):
  • Mission statement is narrow and dry
  • The message is accurate, this is the same message relayed in other University publications
  • The statement needs to be more holistic
• The following were often mentioned to describe the mission statement (2+ times):
  • There was confusion over using the word “transfer”
  • Participants said the University is trying to do too much with this statement
  • Need to add the word education to this statement
  • This statement overemphasizes research over teaching

“It’s missing the idea of people learning for the sake of learning.”

“There should be something more holistic that represents the whole experience.”

“It doesn’t use the word educate. The word education would supplant a lot of the words in there.”

“I think this says exactly what we are doing.”
Students, faculty, and staff are motivated by a tradition known as the Wisconsin Idea, described by UW President Charles Van Hise in 1904 as the compelling need to carry the beneficent influence of the University...to every home in the state.
Reactions to UW-Madison’s Inspiration

• The majority of participants did not know what the Wisconsin Idea is; the few who did know said it was only because they grew up in the state of Wisconsin
• Frequent responses were:
  • This is not appealing
  • It sounds archaic/outdated/stuffy
  • The University is global today and this statement needs to reflect that
  • State borders are insignificant today
• The most agreed upon suggestion for improving this phrase was to incorporate the state motto—Forward
  • Forward doesn’t need explanation
  • The inspiration should be: “Bringing the state, nation, and world’s people forward, utilizing a good foundation of education and knowledge.”

“No one knows what the Wisconsin idea is, if there was something more identifiable people could relate to relate to this better.”

“It sounds archaic to me and a lot of people don’t understand what the Wisconsin Idea is. Until you define that, people from out-of-state and out-of-country are not going to understand this.”

“The state motto ‘Forward’ is appealing and everyone understands it.”