

# HACC Assessment Record

Department/Campus: **Office of College Advancement**

Unit: **Alumni**

<b>Assessment Start Date:</b>	July 1, 2012	
<b>Goal:</b> ( <i>Campus, department or unit</i> )	Goal 2: Conduct ongoing research to determine alumni needs and wants and to measure alumni satisfaction with alumni programming.	
<b>Objective:</b> ( <i>Measurable</i> )	<ul style="list-style-type: none"> <li>Develop basic research plan (surveys, focus groups) to determine needs and wants of HACC alumni.</li> <li>Establish baseline information on which to measure progress of alumni programs and services by February 1, 2013.</li> </ul>	
<b>Alignment with Strategic Plan:</b>  <a href="#"><u>Alumni Office-to-Strategic Plan Matrix</u></a>	Goal III: Operational Excellence Objective 4: Engage alumni to expand support for HACC.	
<b>Sources of Evidence to be used:</b> <i>(Measures that would point to achievement of goal/objective. Examples: databases, focus group feedback, surveys. See p. 10 of Guide.)</i>	<ul style="list-style-type: none"> <li>Focus groups held at Gettysburg and Lancaster campuses during summer 2012.</li> <li>Survey sent to 30,000 alumni in November 2012. More than 500 alumni responded when it closed on Dec. 17, 2012.</li> <li>Final report, issued on Feb. 27, 2013.</li> </ul>	
<b>Type of Assessment :</b> <ul style="list-style-type: none"> <li><b>Information– Gathering</b> (<i>needs assessments, inventories, establishing baselines</i>)</li> <li><b>Performance–Evaluating</b> (<i>How well are we doing? Have we improved?</i>)</li> </ul>	Information-Gathering: Establishing baseline	
<b>IF ASSESSMENT IS PERFORMANCE-EVALUATING:</b>		
*Benchmarks and Performance Targets are critical when evaluating performance. They may or may not be as critical when gathering information, although a rubric may be developed to organize categories under consideration.	<b>Benchmarks or Standards</b> (See pp. 11 – 13 of Guide)	<b>Performance Target</b> (See pp. 13 – 17 of Guide)
	NA	NA
<b>Findings:</b> ( <i>What did we learn from this assessment? What did the evidence say?</i> )	<b>Respondent Demographics</b> <ul style="list-style-type: none"> <li>More than three in five (63.1%) are employed full-time.</li> <li>The largest (17.4%) household income group was '\$30,000 - \$44,999' and the smallest (6.4%) was '\$125,000 or more.'</li> </ul>	

- Nearly two-thirds (65.9%) were most strongly affiliated with the Harrisburg campus.
- Over one-quarter (28.5%) of the respondents were in the '41-55' age group.
- Just over two-thirds (67.0%) reported working in their field of study.

### **Survey Responses**

- Most felt that they 'receive the right amount' of communications regarding events, opportunities to give back to HACC and general news.
- The most common method of hearing about HACC activities was email, followed by the HACC website and Connections magazine.
- The preferred method of receiving information was email, followed by U.S. mail, and then the HACC website.
- Nearly one in five (19.3%) respondents was a member of Phi Theta Kappa.
- The benefits that HACC alumni are most aware of are 'career service advising' (40.1%) and 'library access' (35.2%).
- Of the benefits identified, alumni are most interested in the 'Alumni College Card' (41.8%) and 'bookstore discounts' (40.7%).
- The benefit most used by alumni is 'Connections magazine' (23.8%).
- Almost seven in ten (69.7%) indicated some or strong interest in 'professional networking,' and more than half (53.8%) indicated some or strong interest in 'community service projects.'
- More than three in seven (44.1%) wanted to know more about the Alumni Association or to become more actively involved.
- Respondents were most interested in serving as alumni mentors (55.4%), followed by volunteering for an Alumni Association committee (54.2%), and allowing students to job shadow them at work (52.6%).
- More than nine in ten (92.4%) list their HACC education on their résumé, LinkedIn profile and/or personal Web page.
- More than half (52.6%) have not contributed financially to HACC but may do so in the future.
- Nearly four in eleven (35.9%) indicated the excellent education they received at HACC would influence their decision to donate.
- The most common reason (57.1%) for not contributing to

	HACC was not being financially able to do so.
<b>Decision-Making:</b> ( <i>What changes of practice are indicated? What budget priorities are established? What accomplishments should be celebrated and showcased?</i> )	<p>The alumni strategic planning committee is scheduled to meet in June 2013 to tweak the alumni strategic plan based on the research results. Some enhancements being considered include:</p> <ul style="list-style-type: none"> <li>• Increase number of professional development and community service opportunities at the College in which alumni can get involved.</li> <li>• Enhance the Alumni College Card with more value-added benefits; develop a marketing plan to better promote the Alumni College Card.</li> <li>• Build alumni committees as outlined in the HACC Alumni Association's new bylaws to increase member involvement in the Alumni Association.</li> <li>• Hold elections to enable alumni to choose their own leaders.</li> <li>• Develop an integrated marketing communication plan to better promote the HACC Alumni Association and its volunteer opportunities and to better inform the College leadership about Alumni Association activities.</li> <li>• Provide alumni with options to which they can designate their gifts to the alumni annual giving program.</li> <li>• Provide more opportunities for student-alumni interaction to (1) get alumni more engaged with the College and (2) increase student knowledge about the HACC Alumni Association.</li> </ul>
<b>Assessment Closing Date:</b>	May 30, 2013
<b>Notes:</b>	