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Keller
Graduate School of Management

Alumni Association

DeVry University 2007-08 Alumni Survey Results

Survey Methodology

Over six months in 2007-08, DeVry University's Alumni Association surveyed its graduates from the years 1997 through 2006, or those from one to 10 years into their post-DeVry careers. DeVry University was interested in knowing how alumni believed their education had helped them launch or advance their careers. The survey was administered online, and e-mails were sent to 28,079 undergraduate and 5,378 graduate alumni for whom DeVry had e-addresses. DeVry also used phone and snail-mail campaigns to help increase response rates.

Response Rates

When the survey was concluded on May 30, 2008, 2,926 undergrad and 989 graduate alumni responses had been received for a response rate of 12% for undergrad and 26% for graduate alumni. Almost 75% of responses were from 2004-06 graduates. The seven earlier graduating years provided a steady 3-4% of responses per graduating class, with sufficient numbers (90-100) in each year to draw reliable inferences about results for *all* programs, if not for particular programs in those years.

Undergraduate and graduate program responses were tracked separately and revealed interesting details related to DeVry's academic instruction, curriculum, and student services. The following key findings will be used to continue improvement of the university's programming, operations, and services.

Undergraduate Results

Overall satisfaction ratings from undergraduate alumni averaged 2.96 on a 4-point scale, with 4.0 = very satisfied, 3 = satisfied, 2 = not very satisfied, and 1 = unsatisfied (see Figure 1 below).

Figure 1. DeVry University Undergraduate Alumni Survey 2007-08: Satisfaction Ratings — by Program by Year

	ACCT	BSBA	CIS	ECT	EET	CET	NCM	BSTM	NSA	WGD	HIT	BMET	GSP	N	Ave.
2006	3.38	3.05	2.95	2.91	2.98	2.72	2.82	3.10	2.53	3.50	3.00	2.57		1079	3.00
2005	2.86	3.04	2.87	2.80	2.86	2.68	2.79	3.13	2.57	3.50	2.67			796	2.92
2004	3.80	2.87	2.71	2.67	2.74	2.81	2.74	3.18	2.60	3.50				287	2.92
2003	3.00	2.80	3.03	2.64	3.00	3.00	2.81	2.67	3.50					100	2.85
2002	3.50	3.09	2.90	3.43	2.75	3.00	2.91	2.71	1.75	4.00				114	2.93
2001	3.33	3.20	2.73	2.85	3.00		2.50	3.20	3.00					90	2.85
2000	3.67	3.00	2.94	2.71	3.36		3.00	3.25	4.00	3.50			3.00	96	3.05
1999	3.50	3.20	3.13	3.11	2.93		3.25	2.71						106	3.08
1998	3.50	3.25	2.81	2.98	3.04		2.71	4.00						98	3.00
1997	3.25	3.00	3.32	3.45	3.50		3.50	3.14						101	3.36
N	62	453	683	217	317	129	375	555	35	9	10	7	2	2867	
Ave.	3.39	3.03	2.91	2.91	2.98	2.72	2.82	3.10	2.57	3.56	2.90	2.57	3.00		2.96

In rating preparation in *curriculum areas*, undergraduate alumni placed general education competencies (communication, teamwork, critical thinking) at the top of the list. Alumni also rated the importance of curriculum-area competencies for their jobs. Results pointed to the increasing value of basic skills/competencies as alumni advance in their careers. In two of the skills areas, math and financial analysis, alumni indicated that DeVry University actually “overprepared” them relative to the needs of their work.

Higher-end ratings for quality of *academic services* — for curriculum, instruction, and labs — were in line with historical results from alumni surveys done in the 1980s, 1990s, and 2000-01. The declined ratings for Career Services in the 2001-04 period, following the dot.com bust, were echoed by a decline in ratings for all academic and student services alike. The good news is that responses from the last two graduating classes in the survey (2005-06) show improving ratings for both Career Services and all other services (see Figure 2 below).

Figure 2. DeVry University Undergraduate Alumni Survey 2007-08: Ratings of Academic and Student Services

	Curriculum Quality	Teaching Quality	Lab Facilities	Library	Academic Advising	Financial Aid Advising	Career Services	Student Activities	Average Ratings
2006	3.16	3.19	3.02	2.95	2.83	2.51	2.54	2.36	2.82
2005	3.14	3.07	3.03	2.90	2.82	2.61	2.45	2.26	2.79
2004	3.00	2.92	3.03	2.87	2.73	2.55	2.29	2.18	2.70
2003	3.16	3.05	3.10	2.82	2.78	2.46	2.20	2.00	2.70
2002	3.04	2.98	3.09	2.80	2.61	2.60	2.25	2.24	2.70
2001	3.09	3.01	3.00	2.79	2.64	2.67	2.28	2.09	2.70
2000	3.16	3.19	3.08	2.83	2.86	2.75	2.61	2.30	2.85
1999	3.18	3.14	3.11	2.65	2.89	2.77	2.85	2.31	2.86
1998	3.32	3.23	3.05	2.76	2.88	2.74	2.80	2.34	2.89
1997	3.40	3.36	3.29	2.93	3.16	3.07	3.05	2.54	3.10
N	2866	2866	2851	2839	2866	2866	2865	2866	
Average Rating	3.15	3.11	3.04	2.89	2.82	2.59	2.50	2.29	

Through this survey, DeVry University learned that the salaries of undergraduate alumni have been growing at a robust 6% compounded rate per year over the 10-year period. This growth rate, measured against a successively larger base in each previous year, is well ahead of the annual inflation rates of 2-3% over the survey period. Another positive indicator of the success of DeVry University graduates was the 78% level of satisfaction with their careers and the 80% level for those who are holding advanced or management/supervisory positions.

With 29% of respondents either working on or having already earned an advanced degree, DeVry University’s undergraduate alumni are active, lifelong learners. Overall, 61% of bachelor’s degree graduates have intentions of seeking a post-DeVry degree. Many alumni also indicated that DeVry University’s Keller Graduate School of Management would be a part of their future. Thus, DeVry graduates are fashioning rich and growth-oriented careers complemented by additional education and vigorous professional development activities such as consulting, conference presentations, and others.

Graduate Results

Keller Graduate School of Management alumni responses were more evenly distributed across years 2002–06 (78.2%), not just in the last three years as for the undergraduate responses. The 1997–99 period, however, provided a low number of responses and insufficient numbers in all programs except the master of business administration (MBA) for the purpose of drawing reliable inferences.

MBA program graduates provided the bulk of responses across all years (59.5%), with master of project management (MPM) and master of information systems management (MISM) contributing an additional 24%, for a proportion of 83.5% of responses from these three programs.

KGSM alumni satisfaction ratings were strong overall regardless of their year of graduation. Correspondingly, satisfaction ratings for core competencies were all high. Strategic/analytical/critical thinking emerged as the highest-rated competencies and among the most important career skills. The largest gap between preparation and career importance occurred for interpersonal/team skills. These skills, along with decision making, were highest-rated for career importance.

The compounded annual growth rate of KGSM alumni salaries also achieved a vigorous 6%, on par with the rate for undergraduate-program alumni. (Note: The growth-rate calculation for *all* programs was based on reasonable sample sizes in most years; calculations for particular programs and years may yield divergent results because of insufficient data and sample size.)

Overall, 63% of respondents saw a link between their Keller Graduate School degree and a positive change in their careers.

Summary

DeVry University has always been proud of the success of its graduates throughout its 77-year history. Today, DeVry and Keller alumni are reaching new heights in their professional endeavors. DeVry grads are helping corporations operate more efficiently, directing healthcare facilities, developing new technologies, and managing their own companies. They are also giving back to their communities, serving as career mentors and donating time to help others.

There is no better validation of the quality of education and services offered at DeVry University and its Keller Graduate School of Management than the positive feedback offered by alumni. Evaluation of these results will help us further improve our programs and services. DeVry's Alumni Association will continue to survey alumni to learn how they are doing and how DeVry can maintain mutually beneficial relationships with them.

Many thanks to all who participated in the 2007–08 alumni survey!