A Signature Experience: Integrating the Alumni Perspectives into the Evaluation of DukeEngage

Jaclyne Demarseille-Pettell
Elaine Madison
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Agenda

• WHY WE WANTED TO HEAR FROM ALUMNI

• KEY FINDINGS FROM THE SURVEY
• NEXT STEPS FOR ALUMNI ENGAGEMENT

• LESSONS WE LEARNED
• ADAPTING FOR FUTURE ALUMNI OUTREACH

• DISCUSSION AND QUESTIONS
“My DukeEngage program provided firsthand experiences with social enterprise work, field-based engineering, and sustainable development. I had just finished my first year at Duke and participated in the Engineering Frontiers FOCUS program, which had classes explicitly named after a few of these topics, but being on the ground and actually carrying out the work made this learning much, much more engaging and meaningful. Over the next three years I participated in follow-up classes, at least one of which was sponsored by DukeEngage, and sought to deepen my experiences. I returned to Uganda after my junior year as an NAE Grand Challenges Scholar and applied many of the basic civic engagement principles I had learned at DukeEngage. After I turned in my senior thesis, I remember that at first it all felt serendipitous: how my experiences all fit together. But I realize now that DukeEngage touched off a series of connections and experiences to build on. It was a key life
Why Alumni?

• RE-CONNECT AND RE-ENGAGE WITH PARTICIPANTS DATING BACK TO THE FIRST SUMMER OF DUKEENGAGE
  – BRING ALUMNI BACK TO OUR SOCIAL MEDIA AND OFFICE
  – LINK ALUMNI WITH CURRENT PROGRAMS

• BEGIN TO UNDERSTAND THE LONG-TERM IMPACTS AND INFLUENCES OF DUKEENGAGE FOR STUDENTS

• CAPTURE THE ANECDOTAL STORIES WE HAD BEEN HEARING ABOUT THE IMPORTANT ROLE DUKEENGAGE PLAYS
Outreach and Methodology

• WORKED CLOSE WITH OUR ALUMNI AFFAIRS OFFICE TO IDENTIFY POTENTIAL RESPONDENT POOL

• INITIAL INVITATIONS TO PARTICIPATE WHERE SENT BY AN ALUMNA

• PROMOTE PARTICIPATION AS PART OF HOMECOMING
Response Rate

- OF THE APPROXIMATELY 1200 ALUMNI WE CONTACTED, ABOUT 400 STARTED THE SURVEY AND 300 FINISHED.
- 33.5% RESPONSE RATE
- 24.6% COMPLETION RATE
  - 73.6% OF SURVEYS STARTED WERE COMPLETED
- LIMITATIONS:
  - DATA SLIGHTLY OVER-REPRESENTS STUDENTS COMPLETING INDEPENDENT PROJECTS
  - DATA MAY OVER-SAMPLE FROM STUDENTS WITH A MORE

PERU WAS THE MOST REPRESENTED INTERNATIONAL PROGRAM WHILE DURHAM WAS THE MOST REPRESENTED US-BASED PROGRAM.
Key Finding

Long-term academic and curricular reflect findings from enrolled participant surveys.

**IMPACT OF DUKEENGAGE ON ACADEMIC TRAJECTORY**

- **Minimal Impact**: 9.4%
- **Little/No Impact**: 8.7%
- **Some Impact**: 26.0%
- **Moderate Impact**: 21.4%
- **Great Impact**: 34.6%

**AREAS OF ACADEMIC IMPACT**

- **Classes**: 22.2%
- **Professional Goals**: 21.1%
- **Confirmed Goals**: 13.0%
- **Perspective on Issue(s)**: 17.8%
- **Research**: 10.7%
- **Other**: 5.6%
- **Major**: 9.6%
- **Other**: 5.6%
“Teaching through the WISER Bridge program in Muhuru Bay, Kenya was one of the driving forces that put me on the trajectory to my graduate school program. Having first-hand experience in public schools in Kenya sparked my interest in students learning in dominant culture languages that did not match the social languages of various post-colonial countries around the world. It was one of the formative experiences that sharpened my path towards my Masters in International Education Policy from Harvard two years later. It also helped to define my vision for my Public Policy Studies (my major) internship placement following junior year - I independently searched for opportunities in international education policy, and eventually was connected to an opportunity at a project at an international NGO in D.C. because of my experience in Kenya.”
Great impact 28.0%
Moderate impact 26.5%
Some impact 25.9%
Minimal impact 11.2%
Little/no impact 8.4%

Impact of DukeEngage on co-curricular choices and activities:

Volunteering 37.0%
Joined co-curricular activity 28.5%
Perspective on issues 5.7%
Contact with others 5.3%
Professional 3.3%
Other 20.3%

Areas of co-curricular impact:

- DukeEngage
- Challenge yourself. Change your world.
Alum Perspective

“I DROPPED A LOT OF CO-CURRICULAR ACTIVITIES AFTER RETURNING FROM DUKEENGAGE. I WAS Able TO FIGURE OUT WHICH TWO OR THREE MATTERED TO ME MOST AND STICK TO THOSE. I ALSO LEARNED THE VALUE OF FREE TIME AND REFLECTION FROM MY TIME IN HYDERABAD. DUKE HAS A CULTURE OF CONSTANT BUSINESS (BUSY-NESS). It IS OFTEN BETTER OR MORE NOBLE OR MORE IN LINE WITH SUCCESS IF ONE DOES NOT HAVE FREE TIME. BUT I DIDN’T SEE IT THAT WAY ANYMORE AFTER DUKEENGAGE. I SAW MORE VALUE IN TAKING SOME TIME TO UNDERSTAND WHY I WAS DOING THE THINGS I WAS DOING, AND HOW THEY AFFECTED ME.”

-- A.G., INDIA – HYDERABAD, 2010
Key Finding

DukeEngage alumni have slightly different career trajectories than their Duke peers.

- **MORE THAN 35% OF ALUMNI WORK IN THE NON-PROFIT SECTOR.**
- **MORE THAN 20% WORK IN BUSINESS (COMPARED TO 15.5% OF THE 2012 GRADUATING CLASS).**
  - ABOUT 12% WORK IN HEALTH-RELATED FIELDS (COMPARED TO 8%).
  - ABOUT 10% WORK IN EDUCATION (COMPARED TO 8%).
- **ALUMS REPORT ABOUT 12% OF THEIR WORK IS INTERNATIONAL, WITH ALUMS OF INTERNATIONAL PROJECTS REPORTING SLIGHTLY MORE INTERNATIONAL WORK (15%).**

**IMPACT OF DUKEENGAGE ON YOUR CAREER TRAJECTORY AND CURRENT WORK**

- GREAT: 35.0%
- MODERATE: 20.8%
- SOME: 22.7%
- MINIMAL: 11.0%
- LITTLE/NONE: 10.4%
Key Finding

It’s the service theme of programs/projects, rather than the location, that resonates in the long-term.

For the one-third of alumni in graduate school:

More than 40% see a connection between their program/project and their service theme.
• **FOR WORKING ALUMNI (WITH AN AVERAGE OF 2.1 YEARS AT THEIR CURRENT JOB):**

RELATIONSHIP BETWEEN CURRENT CAREER AND DUKEENGAGE SERVICE THEMES

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<tr>
<th>GROUP PROGRAM</th>
<th>INTERNATIONAL</th>
<th>RISING SOPHOMORE</th>
<th>RISING SENIOR</th>
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- Little/None
- Minimal
- Some
- Moderate
- Great

• **WHEN ALUMNI VOLUNTEER OR PARTICIPATE IN CIVIC EFFORTS**

RELATIONSHIP BETWEEN CURRENT ENGAGEMENT AND DUKEENGAGE SERVICE THEMES

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- Little/None
- Minimal
- Some
- Moderate
- Great
Key Finding

Duke-based program directors play an important role bridging experiences, academics and post-Duke plans.

- **Alumni responses reported faculty leadership is valuable as program directors:**
  - Model how to do civic engagement
  - Influence ongoing engagement through classes, research, work-study, etc.
  - Provide advising and mentorship

### With Whom Alumni Maintain Contact

- Fellow students: 70.0%
- Program leadership: 60.0%
- Host community partner: 30.0%
- Host family: 20.0%
- Volunteer sending: 10.0%
“[DUKEENGAGE IRELAND] WAS MY ENTRY POINT TO THE KENAN INSTITUTE FOR ETHICS, THANKS TO THE MENTORSHIP OF DUKEENGAGE PROJECT DIRECTOR AND KENAN ASSOCIATE DIRECTOR SUZANNE SHANAHAN. SOPHOMORE YEAR I ENTERED THE ETHICS CERTIFICATE PROGRAM. I REMAINED CLOSELY CONNECTED TO KENAN AS AN UNDERGRADUATE AND THEN WORKED AT KENAN FOR TWO YEARS POST-GRADUATION. ANOTHER DIRECT IMPACT WAS MY CHOICE OF TAKING A HUMAN RIGHTS LAW CLASS AT LONDON SCHOOL OF ECONOMICS AFTER SOPHOMORE YEAR. THE DUKEENGAGE EXPERIENCE GUIDED MY INTEREST IN COMMUNITY DEVELOPMENT AND CIVIC ENGAGEMENT, PARTICULARLY ACROSS POINTS OF DIFFERENCE, SUCH AS RACE AND ETHNICITY. I CONSIDER IT A BUILDING BLOCK IN WHAT HAS BECOME A VOCATIONAL PATH IN MINISTRY.”

-- R.R., IRELAND 2008
Key Finding

* Alumni are eager to engage with their programs and support current and future participants.*

- **MORE THAN 85% OF ALUMNI WOULD BE INTERESTED IN OPPORTUNITIES TO MENTOR CURRENT STUDENTS.**
  - AND **ABOUT 85% WOULD LIKE TO PARTICIPATE IN SUMMER ENRICHMENT EVENTS FOR STUDENTS.**
- **MORE THAN 75% WOULD BE OPEN TO ATTENDING DUKEENGAGE SEND-OFF OR RE-ENTRY EVENTS.**
  - AN **ADDITIONAL 75% WOULD BE WILLING TO PARTICIPATE IN THE DUKEENGAGE ACADEMY.**
Next Steps to Engage Alumni

• PROVIDE ALUMNI WITH INFORMATION ABOUT OPPORTUNITIES OF INTEREST TO THEM – JOBS, FELLOWSHIPS, RESEARCH POSITIONS, ETC. – THROUGH OUR LINKEDIN GROUP, FACEBOOK AND.

• DEVELOP AN ALUMNI NEWSLETTER.

• WORK WITH THE ALUMNI ASSOCIATION TO PROMOTE DUKE ALUMS ENGAGE EVENTS, SERVICE RETREATS, ETC. FOR ALUMS.

• PROMOTE OPPORTUNITIES FOR ALUMNI TO SUPPORT CURRENT PROGRAMS, PARTICULARLY IN US CITIES.

• REPEAT THE ALUMNI SURVEY IN FALL 2018/2019 – ALIGNED WITH DUKE ALUMNI SURVEY CYCLE TO PREVENT LOW RESPONSE RATES.
Lessons Learned

• INSTITUTIONAL COLLABORATION IS NECESSARY:
  – ALUMNI AFFAIRS HELPED US IDENTIFY OUR ALUMS FROM THE LARGER POOL OF DUKE
  – INSTITUTIONAL RESEARCH HELPED US IDENTIFY AN APPROPRIATE TIME AND HELPS US SUPPLEMENT INTERNAL DATA WITH DATA FROM INSTITUTIONAL INSTRUMENTS THAT ALLOW FOR COMPARISON GROUPS

• INVOLVE ALUMNI IN THE PROCESS:
  – WORKING WITH THE ALUMNI REPRESENTATIVE TO OUR NATIONAL ADVISORY BOARD WAS CRITICAL TO OUR ROLL OUT
  – SHE COULD PERSONALIZE OUR MESSAGE AND PARTICIPATION IN A WAY THAT RESONATED WITH OTHER
Lessons Learned, con’t.

• FOCUS ON THE KEY OUTCOMES:
  – WE NARROWED OUR QUESTIONS TO FOCUS ON A FEW KEY AREAS: DO THE BIG THEMES OF DUKEENGAGE SERVICE RESONATE IN THEIR POST-PROGRAM CHOICES AND EXPERIENCE?
  – QUESTIONS THAT WERE INTERESTING, BUT NOT RELATED TO THE KEY OUTCOMES WERE NOT ASKED

• BE PREPARED FOR THE UNEXPECTED FINDING:
  – UNEXPECTED BUT NOT SURPRISING: THE ROLE FACULTY HAD IN ONGOING MENTORING
  – UNEXPECTED AND UNSURPRISING: THE INTEREST ALUMS HAVE IN TAKING ON A MENTORING OR ADVISING ROLE FOR CURRENT STUDENTS
Lessons Learned, con’t.

• USE A RELIABLE PLATFORM
  – PAPER/POSTAL DELIVERED SURVEYS WERE NOT AN OPTION GIVEN OUR TIMELINE FOR THIS PROJECT
  – WE RELIED ON QUALTRICS AS A SURVEY PLATFORM:
    • FEATURES THAT REALLY HELPED: AUTOMATED DISTRIBUTION, REMINDERS, THANK YOUS; BRANCHING BASED ON TYPE OF EXPERIENCE

• SHARE!
  – WE POSTED OUR RESULTS TO OUR SOCIAL MEDIA AND SENT OUR COMPLETED REPORT TO ALL OF OUR ALUMNI RESPONDENTS, SPARKING SEVERAL CONVERSATIONS
For the Future

• USE THIS OUTREACH AS A PERIODIC TOOL TO ENHANCE OUR REGULAR ASSESSMENT PORTFOLIO.
  – CLARIFY FINDINGS FROM THIS EFFORT: IS WHAT WE SEE A TREND OR COHORT SPECIFIC?

• ADD/ADAPT 1-2 ADDITIONAL THEMES BASED ON OUR GOALS AND PRIORITIES
  – WE WILL BE MOVING FROM OUR CURRENT STRATEGIC PLAN TO A NEW PLAN (TBD) BEFORE THE NEXT ALUMNI SURVEY
    • TWO POTENTIAL COURSES: FINAL WRAP UP ON 2017 PLAN GOALS OR BRINGING ALUMNI PERSPECTIVES/EXPERIENCES TO THE NEW GOALS WE GET
  – KEY THEMES WE’VE BECOME MORE INTERESTED IN: LEADERSHIP DEVELOPMENT, TEAMWORK GROWTH

• WORK IN CONCERT WITH THE DUKE ALUMNI SURVEY TO BEST UNDERSTAND WHAT ABOUT DUKEENGAGE RESONATES WITH PARTICIPANTS.
Read more from the Alumni report: HTTP://DUKEENGAGE.DUKE.EDU/ABOUT-DUKEENGAGE/IMPACT-ASSESSMENT

YOU CAN ALSO READ OUR MOST RECENT STUDENT OUTCOMES REPORT, PERSPECTIVES FROM OUR COMMUNITY PARTNERS, AND OUR TOP TEN ANNUAL FINDINGS.

Questions?
JACLYNE DEMARSE PURTELL
JACKI.PURTELL@DUKE.EDU

ELAINE MADISON
EMADISON@DUKE.EDU