MEASURING ALUMNI SATISFACTION: DEVELOPING AN INSTRUMENT WITH STRONG TECHNICAL PROPERTIES

Results

We identified an item as loaded if it was .50 or higher on the factor.

Factor 1 – Educational Quality - 15 items; measured how our alumni were satisfied with the quality of education; Cronbach’s alpha was 0.963; Inter-Item Correlation Matrix - average correlation among the items was .641

Factor 2 – Preparation - 11 items; measured how our alumni were satisfied with the preparations for future work and academic development; Cronbach’s alpha was 0.964; Inter-Item Correlation Matrix - average correlation among items was .821

Factor 3 – Diversity - 6 items; measured how our alumni were satisfied with the respect for the diversity in the school; Cronbach’s alpha is 0.942; Inter-Item Correlation Matrix - average correlation was .614

Based on the factor analysis and the reliability analyses, 32 items were suggested to be retained. The three hypothesized factors (Education Quality, Diversity, and Preparation) are the three extracted factors from the factor analysis, and each item represents its corresponding factors as we expected.

Methodology

Overall question: What are the underlying dimensions/dམdomains and associated reliabilities of this scale?

The study used a purposive sample in a quantitative paradigm. All alumni who graduated from the Neag School of Education in the past 10 years were invited to participate. A total of 763 responses were obtained. All the items in the satisfaction 32-item rating scale are answered on the six-point Likert scale (1 = Very Unsatisfied; 2 = Moderately Unsatisfied; 3 = Somewhat Unsatisfied; 4 = Somewhat Satisfied; 5 = Moderately Satisfied; 6 = Very Satisfied). We applied a Principal Component Analysis (CFA) with an oblique rotation, and also used the Kaiser-Guttman rule and the Scree Plot.

Implications / Future Avenues

Based on the factor analysis and the reliability analyses, 32 items were suggested to be retained. The three hypothesized factors (Education Quality, Diversity, and Preparation) are the three extracted factors from the factor analysis, and each item represents its corresponding factors as we expected. With the development and use of this instrument, surveying students and the subsequent development of alumni databases enables education programs to collect and archive information which may be used to evaluate current practices and inform plans for the future (Davidson-Shivers, Inpornjivit, & Sellers, 2004). Thus, higher education can obtain valuable feedback from alumni.