



Exploring Alumni Perceptions of the School of Management at PUCP

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Research Question:

How do graduates from the Faculty of Management and High Direction at PUCP between 2010 and 2021 experience their image, satisfaction, and identification with their university and faculty, and in what ways do these experiences influence their feelings of loyalty towards their alma mater?



Data collection

Data was collected through thirteen in-depth interviews with graduates from our previous quantitative research.



Research focus

The study was focused not only on the alumni – university relationship
BUT for the first time we researched about the alumni – School relationship.

Graduate-University Identification Model

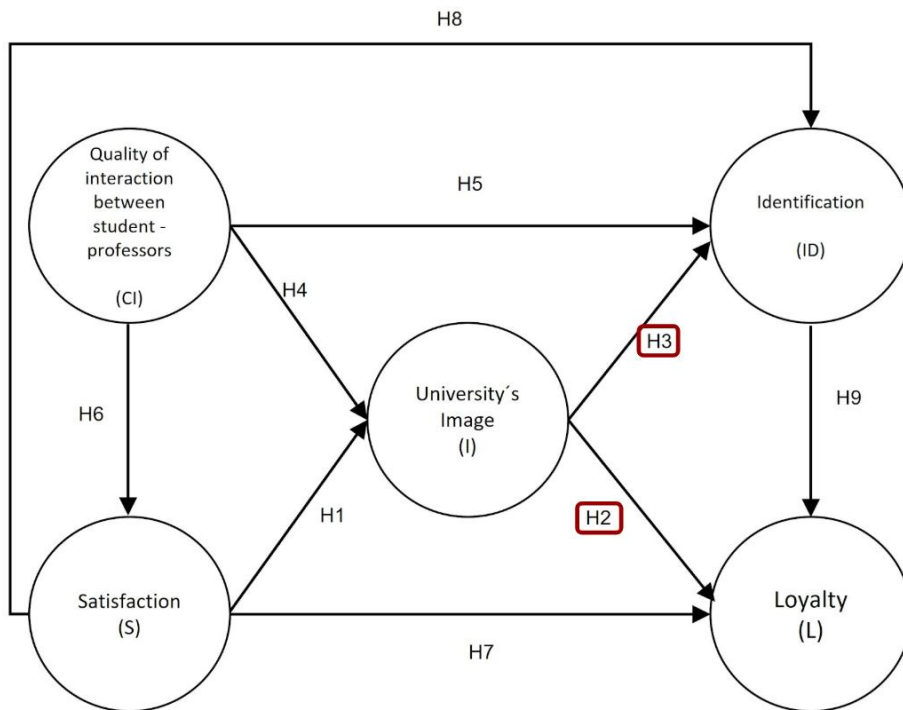


Figure 1. Theoretical model of the University-Alumni relationship (Schlesinger et al., 2014)

Key Themes

Alumni loyalty
both to the
university and
the School

Satisfaction to
the university
and the School

Identification
with the
university and
the School

**The university's
and the School's
image**

**Quality of
interaction
between students
and professors at
the School**

- **Survey:** 329 graduates of the School of Management at PUCP
- Two hypothesis were **not validated**:
 - H₂: Image (I) → Alumni loyalty (L).
 - H₃: Image (I) → Alumni-university identification (ID).

	University	School
Identification	High loyalty and pride in academic prestige, though criticisms highlight curriculum updates and alumni communication needs.	Strong alumni identification driven by academic quality and pride , yet gaps exist in post-graduation engagement and community-building .
Satisfaction	Predominantly positive evaluations of academic experience , yet teaching quality and alumni follow-up require attention.	High satisfaction with academic rigor and job readiness , but alumni seek stronger post-graduation engagement and curriculum modernization
Quality of Student-Teacher Interaction		Positive perceptions of personalized attention enhance satisfaction and loyalty, though post-graduation engagement varies and requires improvement.
Image	Prestigious academic reputation boosts careers, though political stances and faculty visibility impact perceptions.	Reputation enhances career opportunities , but visibility, practical training, and alumni communication need strengthening.
Loyalty	Strong loyalty tied to academic prestige , though some alumni feel disconnected post-graduation	Rooted in academic quality and networks , but weakened by inconsistent post-graduation engagement and alumni outreach

Emerging Key Themes

Quality of education received at the School of Management

→ High satisfaction with **foundational training**, though curriculum updates and practical skill integration are needed.

Connection with the alumni community

→ Mixed engagement levels; **digital networks aid job opportunities**, but active follow-up and events are lacking.

Influence of the **university's political stance** of PUCP

→ **Political stance** variably impacts loyalty, but academic quality and institutional pride remain central.

Comparative analysis between **specialisations**

→ Business, public and social
→ Limited systematic data, but curriculum updates and specialization specific support are suggested for alignment with labor demands.

Principal Differences

Identification with the university and with the School

- Identification with the university reflects a broader emotional bond to the institution's overall prestige and values
- Identification with the School centers on discipline-specific

Alumni loyalty to the university and to the school

- Loyalty to the university is rooted in institutional prestige, overarching values, and lifelong affiliation
- Loyalty to the School stems from discipline-specific academic experiences, faculty relationships, and perceived relevance of the program to career success.

Satisfaction with the university and the school

- Satisfaction with the university reflects a holistic evaluation of institutional reputation and extracurricular experiences
- Satisfaction with the School focuses on program-specific elements like curriculum relevance, teaching quality, and discipline-specific career preparedness.

University's and School's image

- University's image reflects its overarching reputation, values, and societal standing (e.g., prestige, political stances)
- The school's image focuses on discipline-specific perceptions, such as program quality, faculty relevance, and alignment of training with industry needs.

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