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CASE Insights℠ on Alumni Engagement

Guidance Document

Updated August 2024

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Introduction

The CASE Insights on Alumni Engagement survey is the data collection for CASE's alumni engagement metrics framework. This framework is laid out in a White Paper[1] drafted by a global task force of alumni relations professionals appointed by the CASE Commission on Alumni Relations. The White Paper defines engagement as:

> *Activities that are valued by alumni, build enduring and mutually beneficial relationships, inspire loyalty and financial support, strengthen the institution's reputation and involve alumni in meaningful activities to advance the institution's mission.*

Subsequently, a group of institutions was formed to refine the framework using input from representatives of CASE's global membership, including both alumni relations and advancement services professionals. That work resulted in the launch of the first Alumni Engagement survey in 2019.

This is a global survey, and CASE has tried to frame language in this guidance document and in the survey tool in such a way to make it relevant and useful for programs representing our international membership. If you do not recognize a phrase, you might reasonably assume it is because it reflects language in a geographic region different from your own.

The Alumni Engagement survey is designed to provide a simple way to capture various types of alumni engagement each year. These metrics can be applied across the broad range of CASE member institutions.

The survey results:

- Provide data to inform unified measures of alumni engagement, such as the percentage of alumni engaged in at least one mode. While CASE seeks to build a methodology for comparison, engagement may include indicators beyond what is included here as well as activities that may never be collected in your system. Therefore, measures of engagement are indicative rather than definitive.
- Provide longitudinal data sets as the survey continues.
- Enable participating institutions to compare metrics across global peers and aspirational peers year-over-year.
- Provide data to inform initiatives supporting educational advancement.
- Help institutional leaders set goals, assess performance, build capacity, and make informed, strategic decisions regarding investments in advancement.

[1] Alumni Engagement Metrics White Paper, https://www.case.org/system/files/media/file/CASEWhitePaper_AlumniMetrics%20AUG18.pdf

The primary goal is to provide a set of measures that reveal the effect of alumni engagement on our institutions. To do that, we must start by defining engagement activities themselves. As this measurement practice becomes embedded, we can begin to understand why these activities are important. That will enable us to assess whether we, as leaders at our institutions, are doing the right things to cultivate alumni support for our institutional goals.

Taking Part in the Survey

There is no charge for institutions to submit data using CASE's survey tool. All CASE members, as a benefit of membership, will have complimentary access to survey results using CASE's online reporting tool, the CASE Insights data portal. This reporting tool will allow you to see your own institution's data, to see any other submitting institution's data, and to select and save a group of peers and/or aspirational peers to see your data aligned with others'.

All participating institutions, thereby, are agreeing to share their data with other institutions. The data will not be anonymized when shared. Participating institutions agree not to share any other institution's data with third parties or in the public domain. CASE will only share aggregate anonymized information in the public domain.

In addition to access to the results via the CASE Insights data portal, CASE members will receive a free summary benchmarking report that illustrates their results compared to a set of peer institutions selected using CASE's algorithm, which will be uploaded to the CASE Insights data portal.

Survey Documentation & Support

The online survey form includes instructions, and many of the row and column headers in the questions are clickable and will open pop-up help windows. You may need to allow pop ups for the CASE Insights survey website in your browser to view them.

You can find additional resources on the Alumni Engagement survey documentation and support webpage, including:

- The survey guidance document.
- PDFs with the survey questions on each version. See Survey Versions & Requirements below for more information about the survey versions.
- Excel data collection grids that you can use to gather your data before entering them online if you wish to do so.

Email the Alumni Engagement survey team at aem@case.org if you need assistance.

Getting Started

Access to the Alumni Engagement Survey

The survey must be completed and submitted via the CASE Insights survey website. The site requires a user account that is separate from your general CASE website member account. To request a new survey user account or make changes to your institution's existing survey contacts, email the Alumni Engagement survey team at aem@case.org. Survey contacts will receive notifications about the survey such as when the survey opens each year and reminders of the deadline.

Activating the Survey for Data Entry

After logging into the CASE Insights survey website, click on the active Alumni Engagement survey on the home page. This takes you to the survey menu. In the Survey Status section at the top, check the box that says, "My institution WILL complete this survey." You will see a popup with information about marking your survey complete when you are done. Click "I understand." This activates the survey for data entry. Your institution's survey contacts will receive reminders about the survey until it is submitted.

Opting Out

If you choose not to participate, check the Survey Status box that says, "My institution WILL NOT complete this survey." A warning that you cannot edit your survey will display. Click "I understand" You will no longer receive survey reminders for the active survey cycle. You will be invited to participate in the next survey cycle.

Survey Versions & Requirements

All submitted data should be as of the end of your institution's most recently completed fiscal year.

Under **Select Your Survey Sections** on the survey menu, you must choose whether you wish to complete the full version of the survey or the shorter minimal version. You can download PDFs with the questions on each version on the Alumni Engagement survey documentation and support webpage.

The following sections are required on both versions:

1. Basic Characteristics
2. Confidence Levels
3. Alumni Counts
4. Modes of Engagement

Important: You cannot skip required questions. If you do not have alumni who meet the criteria for a question, you must enter a "0" instead of a blank. For optional questions, leaving a field blank

means you are skipping the question; if you enter a "zero," that is interpreted to be an answer of "0" to the question.

Full Version: In the Alumni Counts and Modes of Engagement sections, alumni are divided across several detailed categories. The survey sums categories to calculate totals for all degreed/diplomaed alumni, all non-degreed alumni, and all alumni.

Minimal version: In the Alumni Counts and Modes of Engagement sections, alumni are divided into two categories: total degreed/diplomaed alumni and total non-degreed alumni. The survey sums the two categories to calculate totals for all alumni.

Engagement in the philanthropic, volunteer, and experiential modes of engagement are required on both versions of the survey. The communication mode is required on the full version but is optional on the minimal version.

Important: If you switch survey versions, data already entered will be deleted. Save a PDF of your survey before switching versions if you have entered data in case you change your mind or want to use those data to populate the new version.

Choosing Optional Questions

Both versions of the survey include the same set of optional questions. Under **Select Your Survey Sections** on the survey menu, you will select which optional questions you would like to complete. Those you do not select will be hidden from your survey form. You can go back and change your selections if you change your mind.

If you need help, email the Alumni Engagement survey team at aem@case.org.

Survey Validation and Submission

Checking Your Survey for Errors

The survey has error checks that run automatically when you try to check the box on the survey menu that says, "My survey is complete and ready for review." (See Submitting Your Survey below.) If your survey has errors, a list will display with information about each error. The checkbox that indicates your survey is complete and ready for review **will not** retain the checkmark until you fix or annotate errors.

You can also manually check your survey for errors before trying to submit if you wish by going to the **Completion Process** section at the bottom of the survey menu and clicking, "Check your survey for common problems." Note that you will see errors for any required questions that you have not yet answered in addition to any errors you have on completed questions, so you may wish to wait until you are close to completion to manually run error checks.

There are three error levels:

- Fatal errors (skull icon) must be fixed before you can mark your survey complete and ready for review.
- Serious errors (exclamation point icon) must be fixed or annotated before you can submit your survey. To annotate click, “Add Comment.”
- Warnings (question mark icon) require no specific action but indicate data may be out of the ordinary and deserve your review.

Error messages tell you which sections and specific questions have errors along with more details about the issue. Click to return to the section/question with the error or to return to the survey menu. Within a section, you will see the failed validation(s) for that section near the upper right. The survey menu will also show error icons next to sections that have errors.

Return to the survey menu **Completion Process** section to re-check your survey for common problems as you fix your errors. Failed validation messages and error icons do not disappear until you re-run the error checks. When you have no remaining errors that must be fixed or annotated, you can submit your survey.

If you need assistance on how to resolve an error, email the Alumni Engagement survey team at aem@case.org.

Submitting Your Survey

When you have finished your survey, check the Survey Status box that says, “My survey is complete and ready for review.” The built-in error checks will run automatically. If you receive any error messages, you must correct or annotate the errors. (See Checking Your Survey for Errors above.) Your survey is not submitted if it has errors.

After you have made your corrections, re-check the box to indicate your survey is complete. If no errors remain, your survey will be submitted for review, and you will see a confirmation notice onscreen.

Email the Alumni Engagement survey team at aem@case.org if you need assistance with errors.

Required Sections

Section 1: Basic Characteristics

Enrollment, Opening Day

Provide the total number of students (total headcount, not full-time equivalent students) who were enrolled at your institution the day classes began in the year you are reporting. Do not provide a rolling headcount for the whole year or just the number of new students registering. This is a one-day capture, representing the first day enrollment was considered established.

Institutions that complete the CASE Insights on Voluntary Support of Education (VSE) survey are required to report this figure there, as well. The figure the institution submitted on the VSE survey will display. The entry on the Alumni Engagement survey must match the VSE survey.

Institution Type: Choose from the drop-down menu.

- Independent School
- Community College
- Primarily Undergraduate
- Professional Schools (Post-grad only)
- Undergraduate and Graduate

Is the institution public or private? Choose from the drop-down menu.

Does your institution have a dues-paying alumni association? Check the box only if there is an overarching, institutional alumni association. The count of participants in the association will be included in the experiential mode of engagement. Do not respond "Yes" if you only have school/college/regionally/special interest-based dues-paying associations.

Number of dues-paying alumni: If you checked the box to indicate that your alumni association has dues-paying members for question 3A, provide the number of dues-paying association members. Only include current members who paid their own annual dues in the reporting year. If you did not check the box for 3A, enter 0.

Month in which your fiscal year ends: In what month does the fiscal year on which you are reporting end? Please select the corresponding month number from the drop-down menu.

Currency in which you are reporting: What is the currency you are using for reporting purposes? Choose from the drop-down menu.

Section 2: Confidence Levels

Confidence levels measure how confident you are that the counts you provided are a comprehensive representation of alumni activities in the Volunteer, Experiential, and Communication mode. This added information provides transparency and context to your counts by mode.

Here are some scenarios for guidance:

- If your institution captures minimal data for volunteer, experiential, and/or communication modes, you should choose Not Very Confident (3) in the respective mode. Similarly, if you are completing the minimal version of the survey and leaving communication blank, you should choose Not Very Confident (3) for the communication mode.
- If your institution collects volunteer information centrally, but you know that substantial activity happens through the units, faculties, or colleges you would likely choose Somewhat Confident (2) to indicate your approximation of the activities you currently capture.
- If your institution hosts 400 events annually but you only have access to data for 200 of those events, you should choose Somewhat Confident (2) for the experiential mode.
- If you can capture *most* of the data points within any mode, then enter Confident (1), with the understanding that you will likely never capture 100% of any one category.

Section 3: Alumni Counts

In all sections of the survey, alumni are defined and numbered as described as:

> *Former students of the institution. This population includes current students who previously received a credential and are currently engaged in further study. For example, individuals who received an undergraduate degree and who are currently working on a graduate degree are alumni.*

Everyone should be counted in only one category. There is also a category for individuals who have multiple degrees from your institution. Counts provided should be as of the end of your most recently completed fiscal year. These categories include alumni who earned a credential on premises or online.

These definitions align with the *CASE Global Reporting Standards*. Visit the CASE website for additional detail and purchasing information for print and digital subscriptions.

We do not expect every institution to provide a count in every one of the degree categories. However, you should enter zero to indicate you do not have any alumni in certain categories. Only provide counts for those that are relevant for your institution. For example, if your school primarily offers undergraduate degrees, you may only have non-zero counts for categories 3, 6, and 8 on the full version of the survey. If you are at an independent school, you will only have non-zero counts

for categories 1, 5, and 8 on the full. As you review, note that there are auto-totaled columns that do not require data entry. See Appendix A (Higher Education) or Appendix B (Independent Schools).

Alumni Categories, Full Version: Higher Education

Category Number	Category Name	Description
2	Associate-Degreed	For geographies that award Associate Degrees, Technical Diplomas and/or Diploma Programs (e.g., Australia, Canada, Hong Kong, the Netherlands, and the US, among others) and for geographies that award Diplomas and Certificates (e.g., the UK, among others) or a Higher National Diploma (e.g., the UK among others): Individuals who hold one or more of these types of qualifications, but no other type of qualification. Include alumni meeting the requirements of an Associate Degree, whether or not the student has elected to be awarded the degree.
3	Undergraduate-Degreed	Individuals who hold one or more undergraduate degrees, but no other type of degree, diploma, or certificate. Count only the individuals who received Bachelor's degrees at your institution. If the individual received any additional degree or certification in another category from your institution, count the person in Category 5, "Multiple-Degreed."
4	Postgraduate-Degreed	Individuals who earned one or more professional or graduate degrees (e.g., MBA, PhD, etc.) and/or a post-graduate diploma or certificate, but no other type of degree or certificate. Count only the individuals who received Postgraduate degree(s) at your institution. If someone received additional degrees or certifications in another category from your institution, count the person in Category 5, "Multiple-Degreed."
5	Multiple-Degreed	Count any individual who meets the criteria of more than one category as Multiple-Degreed.
6	Certificate or Award	Individuals who received an award or credential and who are not counted in any of the preceding categories. Included in this category would be those who received any professional certifications and industry-recognized credentials.
7	**Total Degreed or Diplomaed Alumni**	*A sum of individuals in Categories 1-6. This field auto-totals in the full version of the survey.*

8	Non-Graduate Alumni	Individuals who completed at least one term or one semester or at least one degree-credit course in a degree-granting program with passing grades, but who are not counted in any of the preceding categories. Includes students who transferred to another institution prior to meeting degree requirements.
9	Other	This includes honorary graduates (i.e., the only degree from your institution is an honorary one), post-docs, visiting students—such as study abroad students—and any other individual your institution considers an alumnus/a not already counted in another category. *Note: It is highly unlikely that all or the majority of your alumni fall into the "other" category. If you find that all or most of your alumni are in this category, check with aem@case.org to review.*
10	**Total Non-Degreed Alumni**	*A sum of individuals in Categories 8 and 9. This auto-totals in the full version of the survey.*
11	**Total Alumni**	*A sum of individuals in Categories 7 and 10 (Total Degreed and Total Non-Degreed). This auto-totals in both versions of the survey.*

Alumni Categories, Full Version: Secondary/Independent Schools

For independent schools completing the full version of the Alumni Engagement survey, some questions may arise regarding which category applies to an alumnus/a. Independent schools that offer primary and/or secondary education often operate under a division structure (i.e., Lower School, Middle School, and Upper School). The table below provides guidance on how to assign independent school alumni to the appropriate categories based on: (1) the school's educational offerings (i.e., primary, secondary, or both) and (2) the alumnus/a's achievements during the period enrolled.

The terminal grade is defined as the highest-level education offered by a school.

Category Number	Category Name	Description
1	Secondary / Independent School Diploma	Includes individuals who earned <u>one</u> credential, the highest level available at the school. Count in this category: ○ If a secondary diploma is earned upon completion of the terminal grade of the school (i.e., the school operates an upper school), include anyone who received a secondary diploma, but did not complete the requirements for any other division operated by the school (i.e. lower and/or middle school). If the alumnus/a also completed the requirements for any other divisions operated by the school, count the person in Category 5 (Multiple-Degreed). ○ If a secondary diploma is NOT earned upon completion of the terminal grade of the school (i.e., the school does not operate an upper school): ▪ And your school <u>only</u> operates a Lower School division, include anyone who completed the requirements for the terminal grade of the lower school division. ▪ And your school operates lower <u>and</u> middle school divisions, include anyone who completed the requirements for the terminal grade of the middle school division. If the alumnus/a also completed the requirements of the lower school division, count the person in Category 5 (Multiple-Degreed).

5	Multiple-Degreed	Includes individuals who earned multiple credentials at your institution. Count in this category: ○ If a secondary diploma is earned upon completion of the terminal grade of the school (i.e., the school operates an upper school), include any alumnus/a who received a secondary diploma and completed the requirements for any other division operated by the school (i.e., lower and/or middle school). ○ If a secondary diploma is NOT earned upon completion of the terminal grade of the school (i.e., the school does not operate an upper school), include any alumnus/a who completed the requirements of both the lower and middle School divisions.
7	**Total Degreed or Diplomaed Alumni**	*A sum of individuals in Categories 1 and 5. This field auto-totals in the full version of the survey.*
8	Non-Graduate Alumni	Individuals who completed at least one term or one semester but did not earn a credential. **If a secondary diploma is earned upon completion of the terminal grade of the school (i.e., the school operates an upper school):** 1. If the school operates two (middle and upper school) or three (lower, middle, and upper school) divisions, include former students who did NOT receive a secondary diploma, even if the student completed the requirements of the lower school and/or middle school. *For example:* ○ In a Pre-K to grade 12 school, the student enrolled in Pre-K and completed the requirements for the lower and middle school, but withdrew in grade 10 (i.e., did not earn a secondary diploma). 2. If the school operates an upper school only, include former students who did not receive a secondary diploma. *For example:* ○ For a grade 9 to 12 school. The student enrolled in grade 9 and withdrew in grade 11 (i.e., did not earn a secondary diploma).

		If a secondary diploma is NOT earned upon completion of the terminal grade of the school (i.e., the school does not operate an upper school) 1. If the school operates a lower school division only, include former students who did not complete the requirements for the terminal grade of the lower school. *For example:* ○ In a Pre-K to grade 5 school. The student enrolled from grade 1 through grade 4 but did not complete grade 5. 2. If the school operates a lower school and middle school, include former students who did not complete the requirements for the terminal grade of the middle school. *For example:* ○ In a Pre-K to grade 8 school, the student enrolled from grade 3 through grade 7 but did not complete grade 8.
10	**Total Non-Degreed Alumni**	*A sum of individuals in Categories 8 and 9. This field auto-totals in the full version of the survey. (Note that independent schools will have zeros in Category 9, so this total will equal Category 8.)*
11	**Total Alumni**	*A sum of individuals in Categories 7 and 10 (Total Degreed and Total Non-Degreed). This field auto-totals.*

Alumni Categories, Minimal Version

The minimal survey asks for an aggregate of the categories outlined above. This version is ideal if your institution cannot disaggregate alumni categories overall or by mode of engagement.

Category Number	Category Name	Description
1	Total Degreed or Diplomaed Alumni	An aggregate count of individuals who are defined in Categories 1, 2, 3, 4, 5, and 6 in the full version of the survey.
2	Total Non-Degreed Alumni	An aggregate count of individuals who are defined in Categories 8 and 9 in the full version of the survey.
3	**Total All Alumni**	*A sum of individuals in Categories 1 and 2 of the minimal version. This field auto-totals.*

Alumni Count Definitions

Enter the number of Living Alumni, Opted-Out Alumni, and Legally Contactable Alumni, as of the end of your most recently completed fiscal year and as defined below:

Living Alumni: An individual who is not marked as deceased in your files, whether or not you have contact information, as of the close of your most recent fiscal year. This includes former students who are "lost," but not known to be deceased.

Opted Out: An individual who is not marked as deceased, and for whom you have contact information (email, postal mail, or telephone number), but who has asked not to be contacted for any purpose, by any method. If the institution has opted-out a constituent, that individual should also be included here. Opted out counts should be as of the close of your most recent fiscal year. Do not include individuals in this category who are major donors/prospects and have opted out of mass solicitation. These alumni should be included in your legally contactable counts.

Legally Contactable: An individual who is not marked as deceased, for whom you have a means of contact(email, postal mail, or telephone number), and who does not have a total—for all purposes and by all means—no contact status. Because privacy laws differ by country, individuals may specifically need to provide opt-in consent to allow the institution to be in touch with them. In those cases, only individuals who provided such consent should be counted legally contactable.

Another way to interpret this definition is that there is nothing that restricts you from legally contacting this person because a) you have at least one of the three means of contact, b) the person is not marked as fully opted out, and/or c) the institution would be compliant with applicable law should it contact the individual.

Note About Legally Contactable: Please limit your count of Legally Contactable alumni to individuals for whom you have one or more of the following means of contact: email, postal mail, or telephone number. For the purposes of this survey, the ability to contact via social media (Twitter, Facebook, Instagram, etc.) without another method of contact is not sufficient to meet the definition.

Alumni Counts Question Grid, Full Version

Row	Category	Living Count	Opted-Out Count	Legally Contactable Count
1	Secondary/Independent School Diploma			
2	Associate Degreed			
3	Undergraduate Degreed			
4	Postgraduate Degreed			
5	Multiple Degreed			
6	Certificate or Award			
7	**Total Degreed or Diplomaed Alumni**	*Survey will auto-total*	*Survey will auto-total*	*Survey will auto-total*
8	Non-Graduate Alumni			
9	Other			
10	**Total Non-Degreed**	*Survey will auto-total*	*Survey will auto-total*	*Survey will auto-total*
11	**Total All Alumni**	*Survey will auto-total*	*Survey will auto-total*	*Survey will auto-total*

Alumni Counts Question Grid, Minimal Version

Row	Category	Living Count	Opted-Out Count	Legally Contactable Count
1	Total Degreed or Diplomaed Alumni			
2	Total Non-Degreed Alumni			
3	**Total All Alumni**	*Survey will auto-total*	*Survey will auto-total*	*Survey will auto-total*

Modes of Engagement

Modes of Engagement Definitions

This section collects counts of alumni across four modes of engagement: philanthropic, volunteer, experiential, and communication. The definitions provided for each mode of engagement are from the Alumni Engagement Metrics White Paper, August 2018. We recommend taking part in the survey, even if you do not capture extensive data for each of these modes. See Confidence Levels above for details on using confidence levels to indicate how complete your engagement data are for the volunteer, experiential, and communication modes. Unlike gift income data reported in the philanthropic mode, data collected in these three modes, are approximations. As you review definitions, you may have questions about other programs you have at your institution that are not specifically referenced here. Use your best judgement as to where to include them and, if you are not sure, email the Alumni Engagement survey team at aem@case.org for assistance.

- Data in all four modes are required for the full version of this survey.
- The communication mode is optional on the minimal version of the survey.

For each of the four modes, provide a count of alumni who engaged at any point during the most recently completed fiscal year.

PHILANTHROPIC

"Financial support that is meaningful to the donor and supports the institution's mission and strategic goals."

Include the following:

The philanthropic mode is an unduplicated count of individuals in each alumni category who received either a legal credit, hard credit, direct contribution credit, soft credit, or recognition credit for outright gifts, including pledge payments. You may also give credit for gifts-in-kind or gifts of real or tangible property, as well as the following planned gifts: gifts of life insurance or premiums paid to support those, when the institution is the owner and beneficiary of the plan; the face value of newly established charitable remainder trusts, charitable gift annuities, and pooled-income funds. Also count gifts from IRAs.

Exclude the following:

- An individual who only made a pledge (including bequest and/or legacy pledges) in the reporting year
- Individuals whose matching gift company made a gift or for whom a Gift Aid gift was received in the reporting year against a gift made by the individual in a preceding year, unless the individual made or received separate credit contributions in the reporting year

- Deceased individuals from whose estate legacy cash has been received, even though realized bequests are counted on other surveys, such as the VSE survey.
- The individual sponsors of a collecting donor individual undertaking a sponsored activity such as a marathon if the money for a sponsored activity is not paid directly to the institution.

Soft or recognition credit for philanthropic support might include a gift jointly made with someone else, a gift made through a family foundation, a privately held corporation, or a donor-advised fund. In summary, if, in your advancement system of record, you gave an individual soft or recognition credit for a transaction, that individual should be counted here.

Everyone should be counted only once. If a single individual received legal, hard, or direct contribution credit for more than one philanthropic contribution and/or received more than one recognition or soft credit, that individual would be counted only once. The counts are regardless of the size and/or purpose of the philanthropic gift(s).

VOLUNTEER

"Formally defined and rewarding volunteer roles that are endorsed by and valued by the institution."

This should be a unique count of individuals in each alumni category who participated in one or more volunteer activities. Count each person only once, even if an individual participated in more than one volunteer activity.

Include the following:

- governing or advisory board members
- volunteer fundraisers, such as class agents/gift officers, major gift solicitation volunteers, online ambassadors
- officers (e.g., chair, deputy chair, treasurer, secretary) in a group that is endorsed by the institution
- activity/event host or organizer
- student recruitment activities
- career mentors
- public advocates
- unpaid classroom and/or commencement speakers
- interviewed for an alumni profile, regardless of whether that profile ultimately was published
- social media (blog, Instagram, Twitter, etc.) 'take-over' volunteers
- Other volunteer roles that meet the Alumni Engagement Metrics White Paper definition as noted above.

If you have volunteer programs but have not been capturing the start and end date of someone's volunteer tenure in a specific program, make your best estimate of the count for the current reporting year. We recommend you begin tracking start and end dates.

You may have staff who also are also alumni volunteers. Sometimes, it may be unclear which role they are playing when volunteering. We leave it to you to determine when to count these individuals as alumni.

EXPERIENTIAL

"Meaningful experiences that inspire alumni, are valued by the institution, promote its mission, celebrate its achievements and strengthen its reputation."

This should be a unique count of individuals in each alumni category who participated in at least one of the following examples of experiential activities. Count each person only once, even if an individual participated in more than one experiential activity. The experiential mode is based on attendance at events . Alumni who registered but did not ultimately attend were engaged in communication, and they would be counted in that mode.

Include participation in the following:

- Fee-based or free events, such as homecoming, reunion, campus-based events, regional/club/chapter/affinity-group events, community-focused events, lecture series (whether in-person or virtual), career services programming (whether in-person or virtual), alumni travel programs, athletics/sports-related events (see guidance below for attending athletic contests), donor recognition/stewardship events, campaign-related events (such as kickoffs or celebrations).
- Virtual communities of the type that might be considered alumni benefits. These would include career communities, affinity group communities, book clubs, or similar. Do not include any LinkedIn or Facebook groups with non-specific/generic content.
- Season ticket holders for athletics/sport or cultural programming. Do not count individuals who had partial-season tickets or single-event tickets.
- Dues-paying alumni association memberships, for which an individual must pay dues to a centrally managed alumni association to be a member. Do not count if all alumni are automatically considered members without making a dues payment. If you selected yes to the inputs question about having a dues-paying alumni association, you should count members in this mode. Life members should be included. If there is a joint and/or family membership, count each of the included individuals who are alumni. If the membership transaction is only considered a philanthropic contribution to the institution, count the individual in philanthropic engagement, not here.
- Signing up for access to the libraries and lending privileges through paid or unpaid membership

- Meaningful, substantive contact participation in meaningful or substantive calls or in-person meetings for which a contact report has been captured and recorded. Count all purposes of contact, including cultivation, solicitation, or stewardship.

Exclude the following:

- Students attending a graduation ceremony

Individuals who are counted as volunteers and who also participate in event roles specifically associated with those volunteer activities, should be counted in both the volunteer mode and the experiential mode. An example of this might be a career mentoring volunteer who also participated in an event related to career services programming.

Individuals who participated in more than one event or hold season tickets for more than one sport or cultural program should only be counted once. In any of the modes, a person counts one time whether the person engaged in one or more than one activity in that mode.

While your institution may have many other experiential programs that an individual took advantage of, only count those individuals involved in the programs articulated in this document. Over time, we expect this category to become more inclusive and complex.

COMMUNICATION

"Interactive, meaningful and informative communication that supports the institution's mission, strategic goals and reputation."

This should be a unique count of individuals in each alumni category who communicated in one of the following ways. Count each person only once, even if an individual engaged more than once or in more than one communication activity. This is likely the most difficult category for most institutions to report. We recognize that your institution may not be tracking all the types of activities mentioned below. We are still interested in your institution's information. Provide the counts you do have for alumni engaged in this mode based upon these examples.

- Submitted class notes
- Contacted the institution directly to formally update data such as address or employment information
- Responded to an alumni survey, such as for net promotor score, or one that is attitudinal or demographic
- Submitted an event evaluation
- Wrote one or more letters to the editor of alumni magazines, newsletters, and the like
- Meaningful email and text responses, direct messages, social media direct messages, or phone contact (do not include student fundraising calls)
- Responded to a call for nominations, awards, and the like

- Made likes or comments on owned digital content (i.e., content originally posted by the institution)
- Liked or commented on original digital content (i.e., content originally posted by someone outside the institution)
- Posted to digital groups/forums (e.g., LinkedIn, Facebook, YouTube channels, closed communities), regardless of whether such content is positive or negative
- Retweeted "owned" content (i.e., content originally posted by the institution)
- Tweeted or retweeted content in which the institution is mentioned or referenced, regardless of whether such content is positive or negative
- Posted original other social media content and/or reposted original other social media content in which the institution is mentioned or referenced, regardless of whether such content is positive or negative
- Clicked through on an email link. (Note: If an individual clicks through on a solicitation email and makes a gift, count the engagement under the Philanthropic mode.)
- Subscribed to a digital group/forum (e.g., LinkedIn, Facebook, YouTube, closed communities). Please note that this does not include alumni who simply belong to a digital group/forum. Only alumni who joined during the fiscal year.
- Registered for, but did not attend, an event.
- Downloaded a podcast produced by your institution.

The Alumni Engagement survey does not consider the following as examples of 'interactive, meaningful and informative communication that supports the institution's mission, strategic goals and reputation.'

Exclude the following, therefore:

- Simply subscribing to an email list or opting-in for certain content
- Simply being on a list of those who were sent an email
- Simply opening an email
- Simply belonging to a digital group/forum (e.g., LinkedIn, Facebook, YouTube, closed communities)
- Simply having been mailed a printed publication
- Updating data such as address or employment information on a digital group/forum (e.g., LinkedIn) for which the institution receives a notification but has no interaction with alumni
- Communications for the purposes of fundraising, engaging volunteers, registering for an event (unless the event is not ultimately attended) are not part of the communications mode.

While your institution may have many other communication touchpoints, the Alumni Engagement Metrics survey currently only qualifies those individuals involved in the programs articulated here. We expect this category to become more inclusive and complex.

Modes of Engagement Inputs

The full version is a grid with the rows representing each of the alumni categories and the columns representing the four individual modes of engagement and combinations of engagement.

The minimal version is a grid with the rows representing two rolled-up alumni categories, total degreed/diplomaed and total non-degreed/non-diplomaed, and the columns representing the four modes of engagement and combinations of engagement. (The communication mode is optional on the minimal survey, however.)

For each column, count the individual only once, even if they took part in multiple activities within each mode.

Columns A-D seek the number of individuals in each mode of engagement. All four modes are required on the full version of the survey. The communication mode is optional on the minimal version of the survey.

Treat each column as a discrete question. For example, to provide the unduplicated count of volunteers, count all volunteers, regardless of whether they are engaged in the other three modes.

Column E seeks the *unduplicated* number of individuals who engaged in ALL four of the modes (or three modes, Columns A-C, if you are completing the minimal version of the survey and skipping the communication mode).

In **Column F**, count individuals who engaged in ANY of the four modes (or three modes, Columns A-C, if you are completing the minimal version of the survey and skipping the communication mode). Count each person only once. This column will yield the total *unduplicated* number of alumni who were engaged in at least one mode. Even if someone engaged in more than one mode, count that person just once in Column F.

Someone can be counted in more than one column. For example, if someone engaged in all four modes, that person would be counted in every column of the appropriate alumni category row.

Your values in Column F must be:

- equal to or greater than the largest value in column A, B, C, or D in that row (you had at least that many engaged).
- equal to or less than the sum of columns A-D in that row (the maximum number you can have engaged but likely less because Column F is de-duplicated).

The survey has error checks built in that will warn you if your entries in a cell are larger than expected based on your inputs for each mode. The error check runs automatically when you try to mark your survey done and can also be run manually from a link on the survey menu.

Modes of Engagement Question Grid, Full Version

	A. Philanthropic (Phil.)	**B. Volunteer (Vol.)**	**C. Experiential (Exp.)**	**D. Communication (Com.)**
1. Secondary/Independent School Diploma				
2. Associate-Degreed				
3. Undergraduate-Degreed				
4. Postgraduate-Degreed				
5. Multiple-Degreed				
6. Certificate or Award				
7. Total Degreed or Diplomaed Alumni	*Survey will auto-total*	*Survey will auto-total*	*Survey will auto-total*	*Survey will auto-total*
8. Non-Graduate Alumni				
9. Other				
10. Total Non-Degreed Alumni	*Survey will auto-total*	*Survey will auto-total*	*Survey will auto-total*	*Survey will auto-total*
11. Total Alumni	*Survey will auto-total*	*Survey will auto-total*	*Survey will auto-total*	*Survey will auto-total*

	E. Unduplicated Number of Alumni Who Appear in ALL the Cells in a Row Above (P *and* V *and* E *and* C)	**F. Unduplicated Number of Alumni Who Appear at Least Once in the Grid Above (P *or* V *or* E *or* C)**
1. Secondary/Independent School Diploma		
2. Associate-Degreed		
3. Undergraduate-Degreed		
4. Postgraduate-Degreed		
5. Multiple-Degreed		
6. Certificate or Award		
7. Total Degreed or Diplomaed Alumni	*Survey will auto-total*	*Survey will auto-total*
8. Non-Graduate Alumni		
9. Other		
10. Total Non-Degreed Alumni	*Survey will auto-total*	*Survey will auto-total*
11. Total Alumni	*Survey will auto-total*	*Survey will auto-total*

Modes of Engagement Question Grid, Minimal Version

	A. Philanthropic (Phil.)	B. Volunteer (Vol.)	C. Experiential (Exp.)	D. Communication (Com.)
1. Total Degreed or Diplomaed Alumni				
2. Total Non-Degreed Alumni				
3. Total Alumni	*Survey will auto-total*	*Survey will auto-total*	*Survey will auto-total*	*Survey will auto-total*

	E. Unduplicated Number of Alumni Who Appear in ALL the Cells in a Row Above (P *and* V *and* E *and* C)	F. Unduplicated Number of Alumni Who Appear at Least Once in the Grid Above (P *or* V *or* E *or* C)
1. Total Degreed or Diplomaed Alumni		
2. Total Non-Degreed Alumni		
3. Total Alumni	*Survey will auto-total*	*Survey will auto-total*

Optional Questions

Alumni Relations Inputs

Alumni Relations Direct Investment: Personnel who report to and costs that are under the budgetary control of the institution's chief alumni relations officer.

Alumni Relations Indirect Investment: Personnel who do not report to and costs that are not under the budgetary control of a chief alumni relations officer. Include individuals who work toward any of the engagement goals, including fundraising, communications, and event management, where the objects of their activities are alumni.

Does your institution have a chief alumni relations officer? Choose Yes or No.

If you choose "Yes," row 1 of the question grid, Alumni Relations Direct Investment, will unlock for data entry. Row 2, Alumni Relations Indirect Investment, is open for data entry regardless of whether you choose Yes or No.

	A. Alumni Relations FTEs	B. Alumni Relations Staff Salaries	C. Alumni Relations Staff Benefits	D. Alumni Relations Technology Cost	E. Alumni Magazine Cost	F. Non-Technology Cost Excluding Magazine
Alumni Relations Direct Investment						
Alumni Relations Indirect Investment						

Staff FTEs

Enter a count of full-time equivalents (FTEs), including salaried and hourly employees. Only count advancement staff here. Count staff who report to the chief alumni relations officer in row 1 (direct investment). Count in row 2 (indirect investment) individuals who do not report to the chief alumni officer but who work toward any of the engagement goals, including fundraising, communications, and event management, where the objects of their activities are alumni. If you indicated you do not have a chief advancement officer, all FTEs will be reported in row 2.

Staff should be allocated on a percentage basis based upon the work they do.

- Someone who is full-time alumni relations staff under the budget of the chief alumni relations officer should be counted as 1 in row 1 (direct investment).
- Someone who works in advancement but is **not** under the budget of the chief advancement officer and whose time is split 50/50 between alumni relations and fundraising should be allocated as 0.5 in row 2 (indirect investment).

- Individuals, such as faculty members, who are not considered advancement staff, but who spend some time on alumni relations should not be counted in this total.
- Temporary staff or volunteers, such as student callers, individuals who help with mailings, or those who work at fundraising/alumni events should not be included.
- If someone does not work a full year, prorate that person's FTEs to account for that. For example, a person who works for three of the full twelve months in alumni relations as defined above, would be counted here as .25 FTEs on the survey grid.

Expenditures

Report the actual expenditures incurred for the fiscal year, not the original budget.

Exclude the costs associated with recruiting students or promoting the institution's research activities.

Use your institution's domestic currency when submitting financial information. The input fields are numeric and will not have a currency symbol. You will be asked to select your domestic currency in the required Basic Characteristics section.

Alumni Relations Staff FTE Salary Expenditures: Allocate to the FTEs reported in each row the amount paid in salary, in proportion to the time the person spends on alumni relations. If you indicated you do not have a chief alumni officer, you will only report on row 2.

Alumni Relations Staff FTE Benefits Expenditures. Report in each row the benefits, if any, paid by the institution that correspond to the salary expenditures in the previous question. In the United States these benefits usually include social security, medical, disability, and life insurance, and/or retirement plan contributions. Institutions outside the United States may not have additional benefit information to report. Professional staff benefits may also include car allowances, housing subsidies, memberships, and other perquisites. If you indicated you do not have a chief alumni officer, you will only report on row 2.

Technology Expenditures: Technology costs might include CRM platforms, mobile applications, career mentoring platforms, email marketing, or website hosting. The costs in row 1 should include those paid from the budget under the chief alumni relations officer (direct investment), whether they are paid directly to a vendor or paid internally to another institutional department by alumni relations for the use of a technology product. Costs paid by a central IT or advancement function and not charged back to the alumni relations budget should be counted in row 2 (indirect investment). If you indicated you do not have a chief alumni officer, you will only report on row 2.

- If alumni relations pays a vendor directly for an email marketing platform, those costs should be included in row 1.
- If the advancement department pays a vendor for an email marketing platform, and 50% of that fee is paid out of the alumni relations department's budget, that 50% should be included in row 1 (direct costs). The other 50% should be included in row 2 (indirect costs).

- If the advancement department pays a vendor for an email marketing platform, and no portion of it is paid for out of the alumni relations budget, include 100% of the costs in row 2 (indirect costs).
- If the cost of operating and maintaining an enterprise or alumni relations specific CRM or other system is paid by a central IT or advancement function and not charged back to the alumni relations budget, those costs should be included in row 2 (indirect costs).
- Exclude items or services that are part of the typical office set-up, such as computers and phones.

Alumni Magazine Expenditures: Include direct (row 1) and indirect (row 2) costs associated with non-staff expenditures for design or content of digital or print publishing. Include the cost of mailing alumni. Do not include newsletters in this category. Newsletters should be captured under Non-Technology Expenditures. If your magazine is done in-house, you may have $0 reported in this category.

Non-Technology Expenditures: Non-technology costs include newsletters, graphic design fees, outside/external consulting services, events expenses, staff travel, other operating expenses, printing and mailing expenses (excluding those relating to alumni magazines). Do not include fees for renting or using office space.

Modes of Engagement – Additional Details

See the Modes of Engagement Definitions.

You may choose to complete a condensed version of this section or a more detailed version. **The detailed version is preferred.** Choose the condensed version only if you cannot complete the detailed grid.

Condensed Question Grid

This question seeks:

- the *unduplicated* number of alumni who engaged as donors but not in other ways (Column A).
- the *unduplicated* number of alumni who engaged in one or more of the other modes (volunteering, experience, or communications) but *not* as donors (Column B).

These two data points can be useful in determining strategies for engaging two alumni groups that behave and engage differently.

	A. Donors Not Engaged in Other Modes (Only P)	**B. Engaged Alumni Not Giving (V, E, or C, but not P)**
1. Degreed		
2. Non-Degreed		
3. Total Alumni	*Survey will auto-total*	*Survey will auto-total*

Detailed Question Grid

Columns A-F seek the *unduplicated* number of individuals engaged in the two modes indicated. For example, in Column A, count individuals who engaged in both philanthropic and volunteer activities, not one or the other.

Columns G-J seek the *unduplicated* number of individuals engaged in all three of the indicated modes.

While this question is optional, it provides opportunities to analyze and benchmark deeply engaged alumni.

	A. **P & V**	**B.** **P & E**	**C.** **P & C**	**D.** **V & E**	**E.** **V & C**	**F.** **E & C**	**G.** **P & V & E**	**H.** **P & V & C**	**I.** **P & E & C**	**J.** **V & E & C**
1. Secondary/ Independent School Diploma										
2. Associate-Degreed										
3. Undergraduate-Degreed										
4. Postgraduate-Degreed										
5. Multiple-Degreed										
6. Certificate or Award										
7. Total Degreed or Diplomaed Alumni	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*
8. Non-Graduate Alumni										
9. Other										
10. Total Non-Degreed Alumni	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*
11. Total Alumni	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*	*Survey auto-totals*

Events Offered

Count of In-Person, Virtual, and Hybrid Events Offered

To better understand the evolving types of events offered by institutions, provide a count of the number of events your institution held in each category during the reporting year. Reference the experiential mode guidance in Modes of Engagement Definitions for a list of events counted as experiential engagement.

Virtual Only Events: Enter the number of virtual events hosted by your institution in the fiscal year. (Do not include hybrid events that have a virtual component in this cell. Report those in cell C.)

In-Person Only Events: Enter the number of in-person events hosted by your institution during the fiscal year. (Do not include hybrid events that have an in-person component in this cell. Report those in cell C.)

Hybrid Events: Enter the number of events with both an in-person and a virtual component.

	A. Number of Virtual Events	B. Number of In-Person Events	C. Number of Hybrid Events	D. Total
Number of Events Held in the Reporting Year				*Survey will auto-total*

Event Attendance

Report the way in which alumni participated in the events you summarized in **Events Offered** above. Sort alumni who attended events into only one of the three cells.

Note: If someone attended a hybrid event as defined in **Events Offered**, categorize the individual according to the manner in which the person attended.

	A. ONLY Attended Virtually	B. ONLY Attended In Person	C. Attended Both In Person and Virtually
Number of Alumni Who Participated in the Reporting Year			

Graduation Cohorts

If you completed the minimal version of Section 4 (Modes of Engagement), did you report communication engagement? Choose Yes or No.

If you choose "No," the column for communication engagement will gray out. You can only report communication data in this question if you completed the communication mode in section 4.

In the question grid, enter the number of legally contactable alumni and alumni who engaged in each of the four basic modes categorized by graduation cohort. If someone received more than one degree from your institution, the cohort is determined by the first degree the person received. If someone attended the institution but did not receive a degree or diploma, enter that person on row 8, Non-Degreed/Non-Diploma.

- The total for number of legally contactable alumni must equal the total legally contactable in the required **Alumni Counts** question.
- The total engaged for each mode in row 9 must equal the total engaged for each of those modes in the required **Modes of Engagement** question.
- For ease of reconciling, the total legally contactable alumni reported in **Alumni Counts** and the total engaged for each mode reported in **Modes of Engagement** will display below the question grid.

	A. No. Legally Contactable	B. No. Engaged: Philanthropy	C. No. Engaged: Volunteer	D. No. Engaged: Experiential	E. No. Engaged: Communication
1. 0-5 Years Out					
2. 6-10 Years Out					
3. 11-20 Years Out					
4. 21-30 Years Out					
5. 31-40 Years Out					
6. 41-50 Years Out					
7. 51+ Years Out					
8. Non-Degreed/ Non-Diploma					
9. Total	*Survey will auto-total*	*Survey will auto-total*	*Survey will auto-total*	*Survey will auto-total*	*Survey will auto-total*

	A. Legally Contactable Alumni From Section 3	B. No. Engaged in Philanthropy From Section 4	C. No. Engaged in Volunteering From Section 4	D. No. Engaged Experientially From Section 4	E. No. Engaged in Communication From Section 4
These are the values entered in Section 3: Alumni Counts and Section 4: Alumni Engagement. The values on Row 9 must match those values.	*Auto displays*	*Auto displays*	*Auto displays*	*Auto displays*	*Auto displays*

Operations & Technology

The following questions provide insight and context to your institution's ability to capture, track, report, and analyze alumni engagement. It also captures information about what staffing resources your institution has.

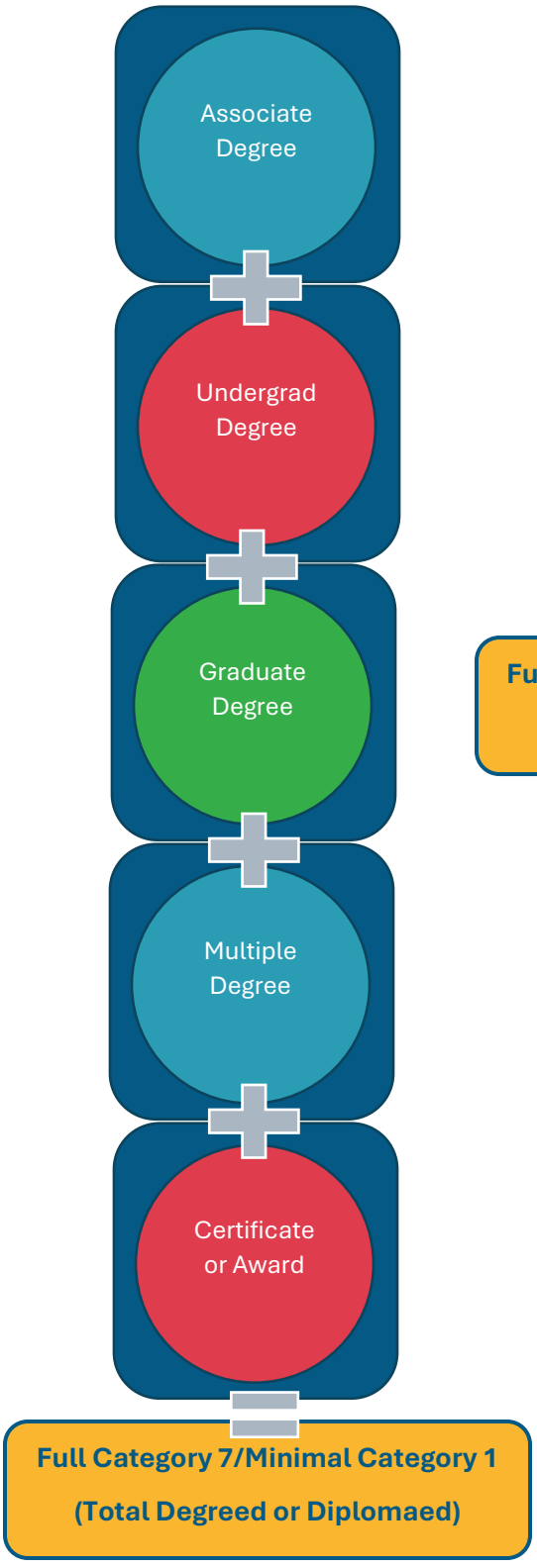
Does your institution have a dedicated data manager or data management team that oversees the collection, reporting, and analysis of alumni engagement activity? Choose Yes or No.

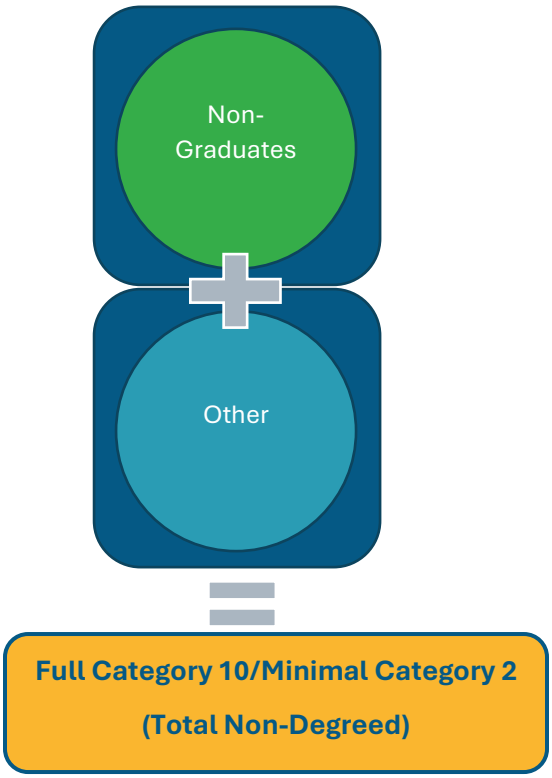
Which software platform(s) does your organization use to track, report on, and understand/analyze Alumni Engagement? Check all that apply in each category. If your institution uses software not listed, type in the provided space at the bottom of the category list for "Other Software." To list multiple platforms in the space, use a semicolon between product names. Because vendors often offer platforms in multiple categories, make sure to review Parts I-VI before inputting in this cell to ensure the software is not already included in another category. Only mark "None" if your institution does not use any software in the given category. The options shown represent the highest volume of responses received in the 2020 Alumni Engagement survey and therefore do not include all vendors and providers.

Software Categories:

- PART I: Constituent Relationship Management (CRM) Software
- PART II: Reporting and Data Visualization Tools
- PART III: Multichannel Marketing and Communications Software
- PART IV: Alumni Engagement and Career Platforms
- PART V: Research and Fundraising Management
- PART VI: Event Management & Ticketing Software

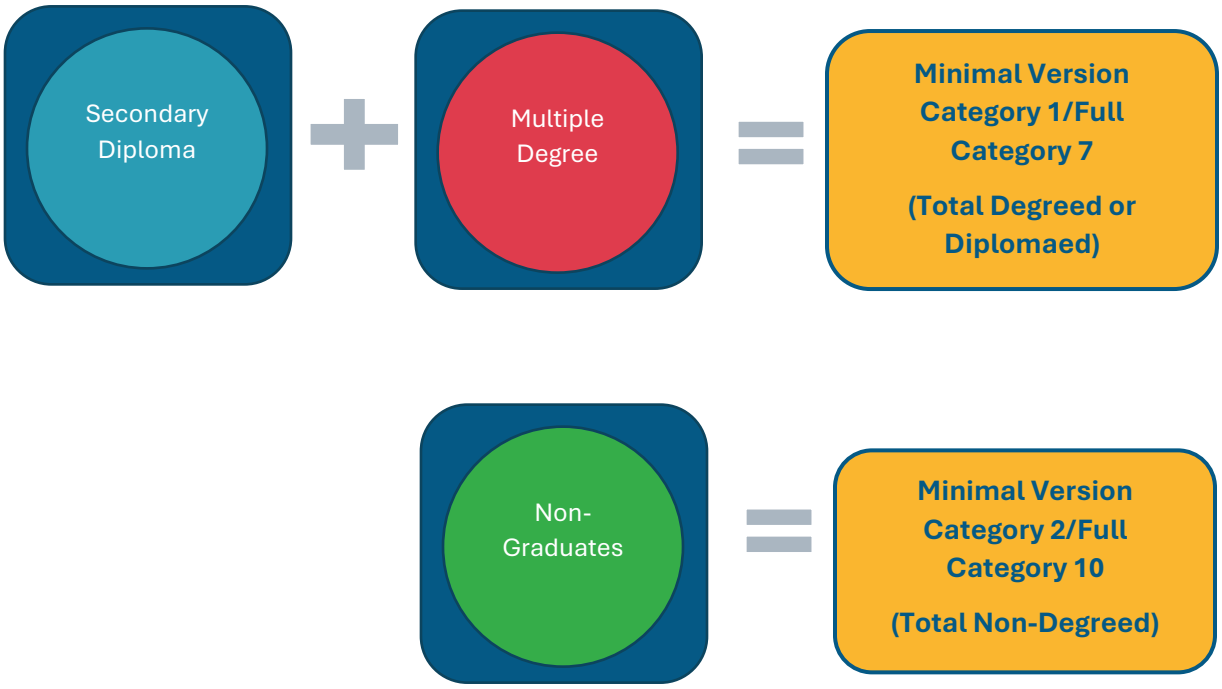
APPENDIX A: Relationship Between Full and Minimal Version Categories – Higher Education





Note: The minimal survey requests aggregated data, which is ideal if you do not capture detailed data. This might help plan to collect detailed data in the future.

APPENDIX B: Relationship Between Full and Minimal Version Categories – Independent Schools



Note: The minimal survey requests aggregated data, which is ideal if you do not capture detailed data. This might help plan to collect detailed data in the future.

APPENDIX C: Full Version Modes of Engagement Example

The Sample Institution has the following Legally Contactable Alumni counts, by mode:

- Philanthropic: 2,500
- Volunteer: 100
- Experiential: 3,000
- Communication: 4,000

The sample below shows how this data would be entered in Section 4. Modes of Engagement. Shaded total columns auto-total when data are entered in the survey.

Columns A-D: Categorize each mode by Alumni Category.

Rows	Alumni Category	Philanthropic (Phil.)	Volunteer (Vol.)	Experiential (Exp.)	Communication (Com.)
1	Secondary/Independent School Diploma	0	0	0	0
2	Associate-Degreed	200	15	500	600
3	Undergraduate-Degreed	1,000	40	1,500	2,000
4	Graduate-Degreed	750	15	250	1,000
5	Multiple-Degreed	300	10	100	250
6	Certificate or Award	90	10	50	50
7	**Total Degreed or Diplomaed Alumni**	2,340	90	2,400	3,900
8	Non-Graduate Alumni	70	0	100	50
9	Other	90	10	500	50
10	**Total Non-Degreed Alumni**	160	10	600	100
11	**Total Alumni**	2,500	100	3,000	4,000

Column E: ALL Four Modes

The next column asks for a count of legally contactable alumni engaged in all four modes. This is an *unduplicated* count of individuals who were counted in every mode of engagement. This figure should be less than or equal to the smallest number in columns A-D.

Row	Alumni Category	Phil. *and* Vol. *and* Exp. *and* Com.
1	Secondary/Independent School Diploma	0
2	Associate-Degreed	5
3	Undergraduate-Degreed	14
4	Graduate-Degreed	1
5	Multiple-Degreed	0
6	Certificate or Award	1
7	**Total Degreed or Diplomaed Alumni**	21
8	Non-Graduate Alumni	0
9	Other	1
10	**Total Non-Degreed Alumni**	1
11	**Total Alumni**	22

Column F: ANY Mode

This column is used for the numerator to calculate Alumni Engagement.

The final column asks for the count of Legally Contactable Alumni engaged in ANY of the four modes. That means they may only engage in one mode, more than one mode, or all four. It is an *unduplicated* count, meaning that if someone is engaged in all four modes, they are still only counted one time here. **Do not add Columns A-D to complete this column as presumably those columns will not have unduplicated counts.**

Row	Alumni Category	Phil. *or* Vol. *or* Exp. *or* Com.
1	Secondary/Independent School Diploma	0
2	Associate-Degreed	704
3	Undergraduate-Degreed	3,732
4	Graduate-Degreed	1,301
5	Multiple-Degreed	375
6	Certificate or Award	130
7	**Total Degreed or Diplomaed Alumni**	6,242
8	Non-Graduate Alumni	176
9	Other	520
10	**Total Non-Degreed Alumni**	696
11	**Total Alumni**	6,938

APPENDIX D: Minimal Version Modes of Engagement Example

The Sample Institution has the following number of legally contactable alumni counts by mode:

- Philanthropic: 2,500
- Volunteer: 100
- Experiential: 3,000
- Communication: 4,000

The sample below shows how these data would be entered in Section 4. Modes of Engagement. All total shaded columns auto-total when data are entered in the survey.

Row	Alumni Category	Philanthropic (Phil.)	Volunteer (Vol.)	Experiential (Exp.)	Communication (Com.)
1	Total Degreed or Diplomaed Alumni	2,340	90	2,400	3,900
2	Total Non-Degreed Alumni	160	10	600	100
3	**Total Alumni**	2,500	100	3,000	4,000

Column E:

The next column asks for an *unduplicated* count of legally contactable alumni engaged in all four modes. This is a subset of all previous columns and, therefore, should also be less than or equal to the smallest number in the previous columns.

Following this logic, there are 90 degreed or diplomaed alumni who are volunteers (cell B1 above, shaded in blue). Therefore, E1, highlighted in yellow below, must be less than or equal to 90. Entering 90 in that cell would mean that *all* 90 of the volunteers were also donors, event attendees, and engaged in communication.

Row	Alumni Category	Phil. *and* Vol. *and* Exp. *and* Com.
1	Total Degreed or Diplomaed Alumni	21
2	Total Non-Degreed Alumni	1
3	**Total Alumni**	22

Column F:

In this final column, report the number of legally contactable alumni engaged in *any* of the four modes. To be counted, a person might engage in one mode, any combination of two or three modes, or all four modes. Note that this is an *unduplicated* count, meaning that if someone is engaged in all four modes, the person is still only counted once. **Do not add Columns A-D to complete column F as presumably those columns will not have unduplicated counts.**

Another way to think of it is that the word "and" (Column E) in logic indicates there are several criteria you must meet to be included. The word "or" (Column F) provides several pathways for inclusion, and you are only required to meet one of the criteria to be counted. It is a looser standard. For that reason, the "or" individuals outnumber the "and" individuals.

*This column is **required** as it is the numerator used to calculate Alumni Engagement.*

Row	Alumni Category	Phil. *or* Vol. *or* Exp. *or* Com.
1	Total Degreed or Diplomaed	6,242
2	Total Non-Degreed	696
3	**Total Alumni**	6,938

APPENDIX E: Modes of Engagement – Additional Details Examples

This section is optional on both the full version and minimal version of the survey. You can select:

- A detailed version of the question, which collects counts for those engaged in combinations of two and three modes, OR
- A condensed version of the question, which collects counts for those engaged only philanthropically and those engaged in any of the other modes but not philanthropically.

The detailed grid is preferred. Only complete the condensed grid if you cannot complete the detailed grid.

Condensed Grid

Column A, donors not engaged in other modes (only P), is a subset of and thus should be equal to or, more likely, less than the values reported in the philanthropic mode in section 4, Modes of Engagement. This is because in this question you are narrowing down your donors to those donors who contribute financially but are not otherwise engaged.

Column B, engaged alumni not giving, is a subset of the values reported in Column F in section 4, Modes of Engagement. To be included in Column F, one could be engaged in any of the four modes, and only some of the alumni counted there were donors. Therefore, the amount in Column B, below, should be equal to or, more likely, less than the amount reported in section 4, Column F.

Row	Alumni Category	A. Donors Not Engaged in Other Modes (Only P)	B. Engaged Alumni Not Giving (V *or* E *or* C, but not P)
1	Degreed or Diplomaed	1,250	3,000
2	Non-Degreed/Non-Diploma	80	550
3	**Total**	1,330	3,550

Detailed Grid

Columns A-F:

The following columns ask for *unduplicated* counts of legally contactable alumni engaged in *at least two*, but not limited to two, modes. The count must be less than or equal to the smallest number in Columns A-D in Modes of Engagement. For example, the sample Full Version Modes of Engagement above indicates there are 15 volunteers with an associate's degree. Therefore, cell A2 (highlighted in green below) for associate's-degreed alumni who engaged philanthropically *and* by volunteering must be less than or equal to 15. (Indeed, the value of the cell can only be 15 if *all* 15 associate's-degreed volunteers contributed financially as well.)

Rows	Alumni Category	Phil. *and* Vol.	Phil. *and* Exp.	Phil. *and* Com.	Vol. *and* Exp.	Vol. *and* Com.	Exp. *and* Com.
1	Secondary/ Independent School Diploma	-	-	-	-	-	-
2	Associate-Degreed	10	110	140	14	15	315
3	Undergraduate-Degreed	30	732	723	25	36	1245
4	Graduate-Degreed	12	110	251	10	8	174
5	Multiple-Degreed	4	75	154	7	3	36
6	Certificate or Award	2	30	32	6	2	24
7	**Total Degreed or Diplomaed Alumni**	58	1,057	1,300	62	64	1,794
8	Non-Graduate Alumni	0	23	40	0	0	30
9	Other	11	65	30	5	17	42

10	**Total Non-Degreed Alumni**	11	88	70	5	17	72
11	**Total Alumni**	69	1,145	1,370	67	81	1,866

Columns G-J:

In these columns report the *unduplicated* number of legally contactable alumni engaged in *at least* three, but not limited to three, modes. These must now be less than or equal to the smallest corresponding data in Columns A-F (two modes). For example, above, highlighted in green, there were 10 associate's-degreed alumni who engaged both philanthropically and as volunteers. Therefore, the number of alumni engaged philanthropically, as volunteers, *and* experientially (cell G2 below, highlighted in pink) must be less than or equal to 10.

Rows	Alumni Category	Phil. *and* Vol. *and* Exp.	Phil. *and* Vol. *and* Com.	Phil. *and* Exp. *and* Com.	Vol. *and* Exp. *and* Com.
1	Secondary/ Independent School Diploma	-	-	-	-
2	Associate-Degreed	6	7	60	15
3	Undergraduate-Degreed	14	28	514	36
4	Graduate-Degreed	1	3	47	8
5	Multiple-Degreed	0	1	20	3
6	Certificate or Award	1	2	12	2
7	**Total Degreed or Diplomaed Alumni**	22	41	653	64
8	Non-Graduate Alumni	0	0	8	0

9	Other	2	3	21	17
10	**Total Non-Degreed Alumni**	2	3	29	17
11	**Total Alumni**	24	44	682	81

APPENDIX F: Definitions

Alumni: Graduates of the institution and others with a prior academic relationship, including non-graduates, certificate and credential holders, distance learners, lifelong learners, residents, post-docs, honorary degree recipients, and honorary alumni.

Alumni Engagement: Activities that are valued by alumni, build enduring and mutually beneficial relationships, inspire loyalty and financial support, strengthen the institution's reputation, and involve alumni in meaningful activities to advance the institution's mission. Alumni engagement is calculated as the number of legally contactable alumni engaged in at least one mode divided by the total number of legally contactable alumni.

Benchmarking Cohorts: A fee-based service that brings together similar institutions to discuss the stories behind the data for the philanthropy, alumni relations, and communications and marketing practice areas. Participants receive strategic benchmarking reports (defined below) and an invitation for three seats at the practice-area benchmarking meetings. Contact the Insights Solutions team at insightsolutions@case.org for more information.

CASE Insights: Specialized CASE data, standards, and research that enable advancement professionals to make data-informed decisions, demonstrate strategic impact, highlight success stories, and understand ethical practices of the advancement profession at their institutions.

CASE Insights Data Portal: CASE's longitudinal and comparative metrics online reporting tool with data from the CASE Insights on Alumni Engagement survey and data on charitable giving to U.S. educational institutions collected through the CASE Insights on Voluntary Support of Education (VSE) survey. The data portal's functionality enables users to create groups of institutions to study—called comparison groups. These can be designed manually—by listing institutions—or they can be designed by querying the system for like features, such as location, control, type of institution, and more.

Communication Engagement: Interactive, meaningful, and informative communication that supports the institution's mission, strategic goals, and reputation.

Experiential Engagement: Meaningful experiences that inspire alumni, are valued by the institution, promote its mission, celebrate its achievements, and strengthen its reputation.

Legally Contactable: An individual who is not marked as deceased, for whom you have a means of contact, and who does not have a total (for all purposes and by all means) no contact status.

Living Alumni: An individual who is not marked as deceased on your files at the close of your most recent fiscal year, whether or not you have contact information.

Opted Out: An individual who is not marked as deceased, and for whom you have contact information (email, postal mail, or telephone number) but who has asked not to be contacted for any purpose, by any method.

Philanthropic Engagement: Financial support that is meaningful to the donor and supports the institution's mission and strategic goals.

Strategic Benchmarking Report: A fee-based In-depth analysis where institutions can select up to 20 peers for specific, visual analysis. The static HTML file provides interactive dashboards for all four modes of engagement as well as analysis on deeply engaged alumni (those engaged in multiple ways at your institution). Purchase of the analysis includes a review session with CASE consulting staff. Contact the Insights Solutions team at insightsolutions@case.org for more information.

Summary Benchmarking Report: A report that provides a visual representation of your year-over-year trends in comparison with a group of CASE Insights peers, respondents in your region, and all respondents. CASE member institutions that participate in the survey will receive a complimentary Alumni Engagement summary benchmarking report made available in the CASE Insights data portal.

Volunteer Engagement: Formally defined and rewarding volunteer roles that are endorsed by and valued by the institution.