

CASE InsightsSM on Alumni Engagement

2023 KEY FINDINGS

COUNCIL FOR ADVANCEMENT
AND SUPPORT OF EDUCATION



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Foreword

It is my great pleasure to introduce this report as CASE achieves two landmarks—its 50th anniversary and its fifth report with global data.

As this report is released, CASE is joyfully celebrating its 50th anniversary. Since 1974, the organization has defined standards for the advancement profession and demonstrated the value of education, serving a global community of educational and other nonprofit institutions. CASE began by merging different associations—the American Alumni Council and the American College Public Relations Association. It is fitting, therefore, that this global survey looks deeply at alumni engagement, as that work has been taking place at institutions for well beyond those 50 years.

With this report, CASE InsightsSM on Alumni Engagement marks its fifth anniversary. The Alumni Engagement survey is CASE's first global survey. It has been global since its inception. It is also our first survey offered in both English and Spanish. This achievement is an illustration of our commitment to serve the global profession of advancement. It demonstrates that data can be collected and shared across nations in every part of the world using standard reporting guidelines, definitions, and collection procedures. This in turn provides valuable comparators for every participant, not bound by country or regional borders.

The data from this survey enable member institutions to benchmark their alumni engagement results, allowing for better comparisons to institutions making similar progress in their engagement that may be outside their usual idea of a peer network. In 2023, 375 institutions from 20 countries in seven CASE regions submitted data. The results illustrate ways in which institutions and regions are similar and ways in which their diversity is evident, enabling us to celebrate both the commonality and uniqueness of our members.

I would like to thank the institutions that provided data, acknowledging that they make choices about the investment of staff time and effort. That so many institutions found value in the outcomes of this instrument evokes my deep gratitude and appreciation. It is our members who make us strong and effective. Thank you so much for participating in this landmark study on its fifth anniversary, and thank you in advance for participating again in future years and encouraging others to join you.

Sue Cunningham
President and CEO, CASE

Introduction

The CASE InsightsSM on Alumni Engagement survey, CASE's first global survey, recently closed its fifth cycle of data collection. The survey is a mechanism for institutions to learn how to assess the engagement of their alumni in four areas—communication, events, philanthropy, and volunteering. The data from the survey provided in this report are high-level observations.

These observations include higher education alumni engagement by graduation cohort. How do the modes and levels of engagement change as alumni mature and the number of years since graduation increases? This report also examines modes of engagement by region. Each CASE region has an engagement profile specific to its culture and practices, highlighting the diversity of CASE's global membership.

Among the survey's objectives is to provide a structure within which to capture engagement. Philanthropy has been studied and recorded much longer than the other modes of engagement. The report covers how each mode is defined, and it addresses some of the challenges involved in collecting complete and accurate data about each.

In addition to summary data, one of the best uses of survey results is to compare your institution with a cohort of peers. Any CASE member institution that submits a survey receives a detailed, interactive summary benchmarking report. That report includes tables and graphs, Excel data sheets that underlie those figures, and ways to download these as common file types, including PDF, PNG, Excel, and CSV. CASE uses an algorithm to select peers.

The first section of this report provides details about these valuable summary benchmarking reports. The figures shown here are static images. To explore interactive features of the summary

benchmarking report, go to: <https://www.case.org/resources/case-insights-summary-benchmarking-reports>. In the section “Summary Benchmarking Reports by Survey,” there is a sample report for CASE Insights on Alumni Engagement. That page also has samples of summary benchmarking reports CASE creates for its members that participate in other surveys. In addition, there is a link to information about strategic reports, which can be created for a fee, and offer expanded charts, detailed trend results, and the ability to select your own group of peers for comparison.

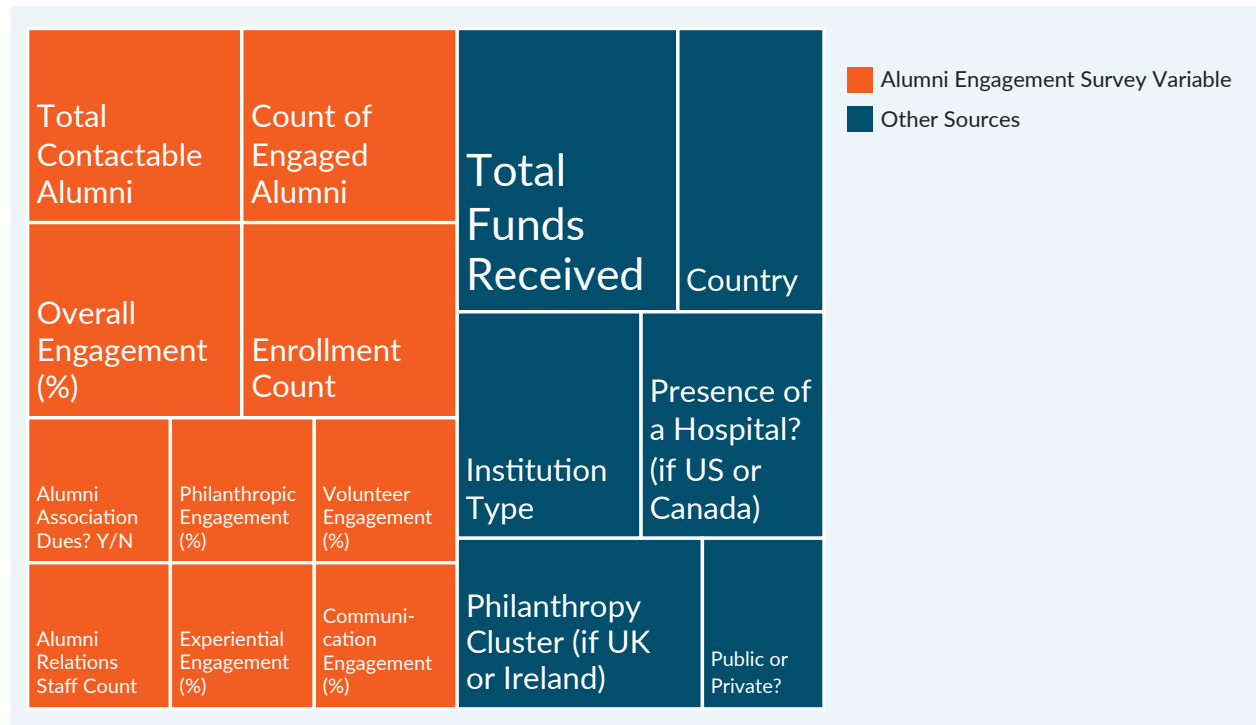
Summary Benchmarking Reports

YOUR PEER GROUP

CASE member institutions that participate in the survey can access a complimentary summary benchmarking report in the CASE InsightsSM Data Portal. The report provides an analysis of data about each institution in relationship to all survey respondents, all regional respondents, and a group of peer institutions.

An institution's peer group is derived by using an algorithm that is objective and neutral. The algorithm uses the factors shown in Figure 1. The size of the rectangles indicates the weight given to the factor. Members can create a copy of this group in the data portal for use with other queries, and they can create their own comparison groups as well.

Figure 1: Summary Benchmarking Report Peer Group Algorithm

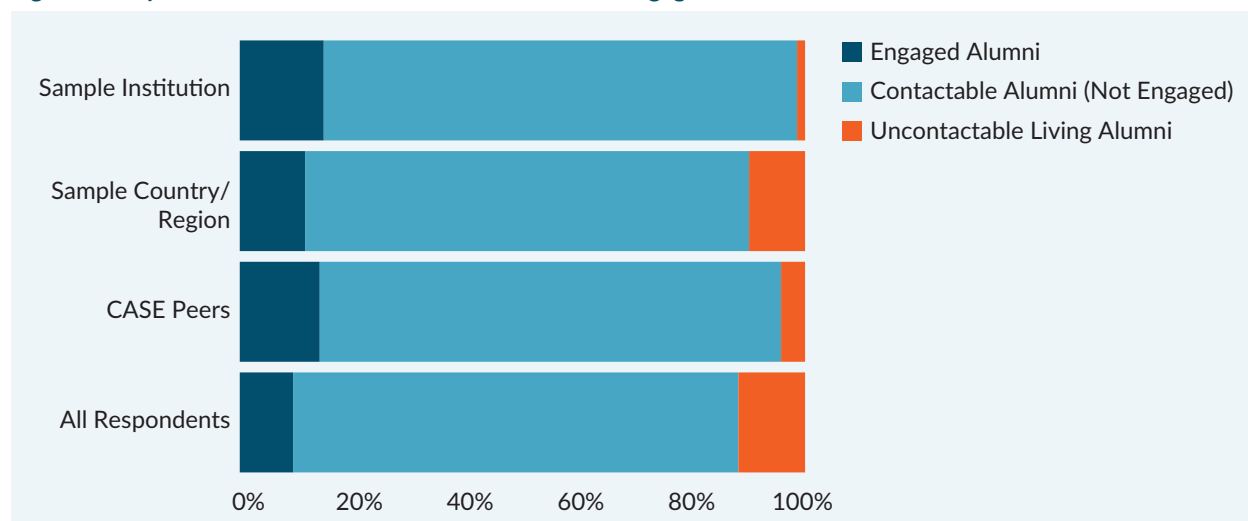


PROPORTION OF ALUMNI WHO ARE CONTACTABLE AND ENGAGED

The first figure in the online interactive summary report illustrates the percentage of contactable alumni who are engaged. The survey prompts

respondents to report how many living alumni they have, how many of them are legally contactable, and how many of those individuals are engaged in at least one mode. Figure 2 is a summary of those data.

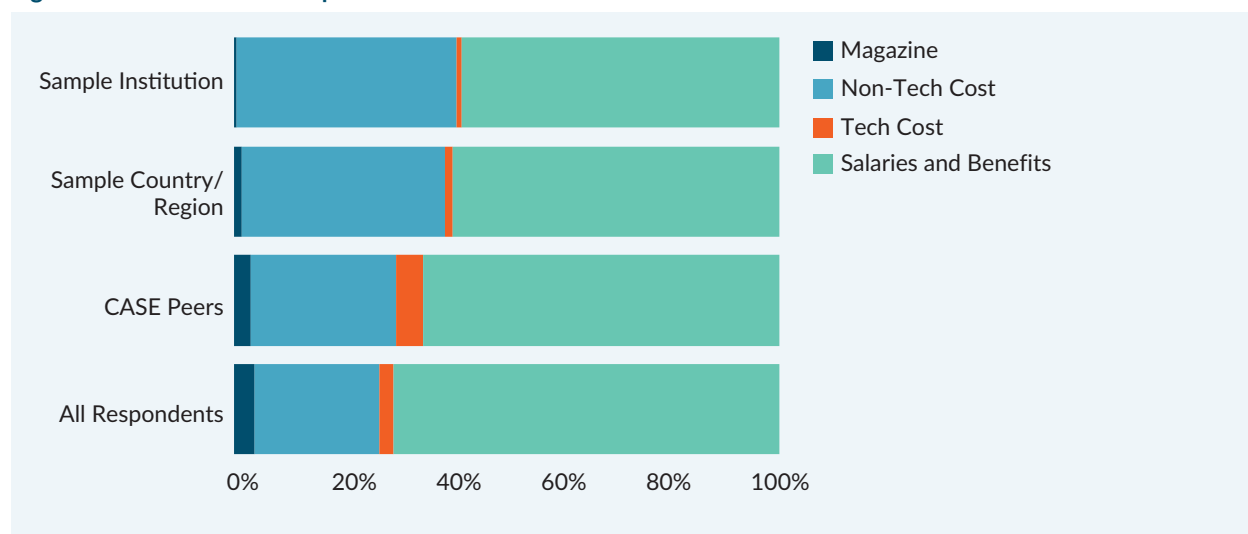
Figure 2: Proportion of Alumni Who Are Contactable and Engaged



ALUMNI RELATIONS EXPENDITURES

Responses to an optional question on alumni relations expenditures yields data for Figure 3. This question will be updated in the 2024 survey. Details about the update appear on page 25.

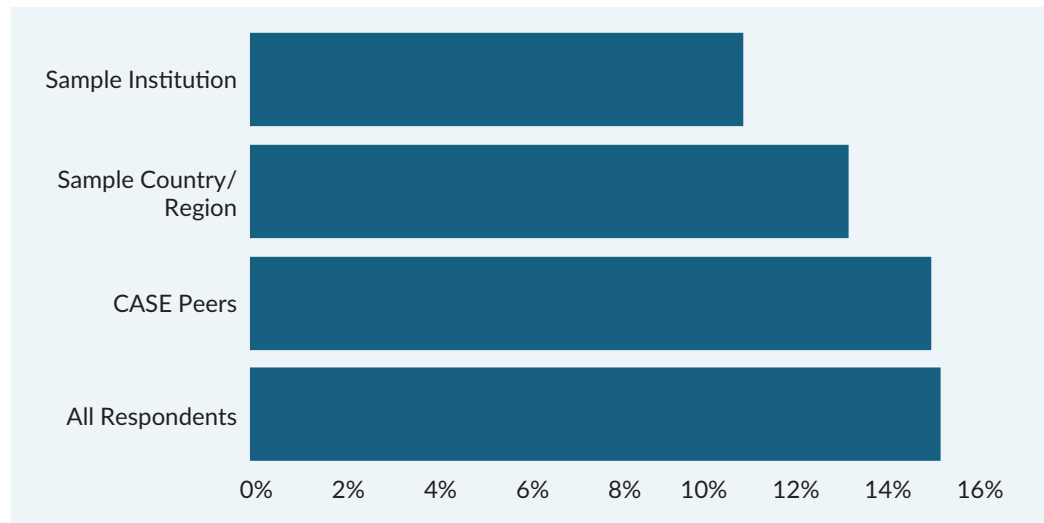
Figure 3: Alumni Relations Expenditures



PERCENTAGE OF CONTACTABLE ALUMNI ENGAGED BY MODE

Figure 4 shows engagement in a single mode. In the online interactive report, users can toggle among the four modes— Communications, Experiential, Philanthropy, and Volunteering—as well as engagement in any of the four modes.

Figure 4: Percentage of Contactable Alumni Engaged by Mode

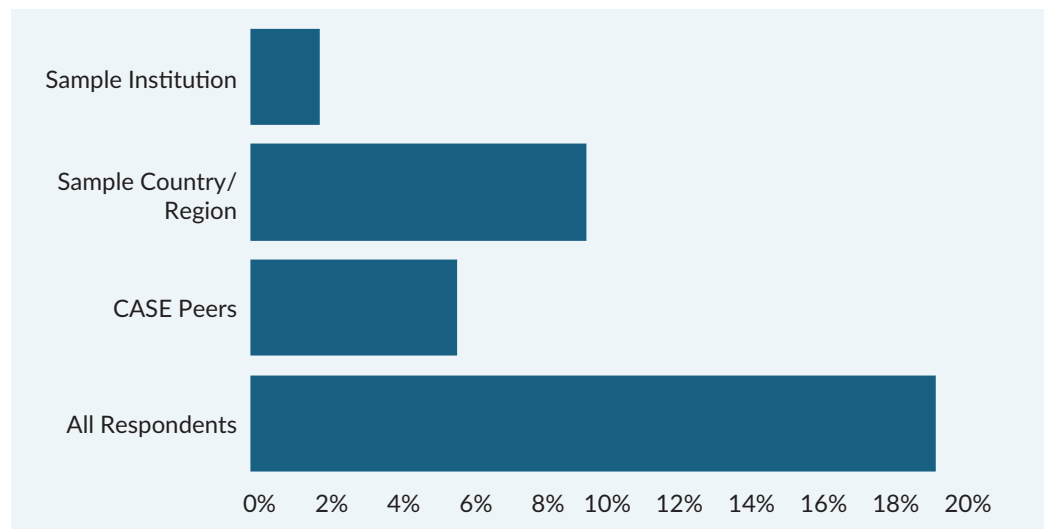


PERCENTAGE CHANGE IN ENGAGED ALUMNI BY MODE, 2022-23

As is the case in Figure 4, Figure 5 shows the percentage change in engaged alumni in a single mode.

In the online interactive report, users can toggle among the four modes—Communication, Experiential, Philanthropy, and Volunteering, as well as any of the four modes.

Figure 5: Percentage Change in Engaged Alumni by Mode, 2022-23



A Global Survey On Engagement, Year 5

GLOBAL NONPROFIT ORGANIZATIONS

When studying global organizations, it is important to consider the diversity of the sector as well as areas of similarity. In 1992, anticipating an increasingly global nonprofit sector, Independent Sector—a U.S. membership organization for nonprofits, foundations, and corporations working to strengthen civil society—published *The Nonprofit Sector in the Global Community*. In the preface, the authors posit:

Do nonprofit organizations perform similar functions across nations? Does the form of government determine the roles and strength of nonprofit organizations? Does the type of financial support that nonprofit organizations receive determine their roles and functions in any way; that is, does private philanthropy or government financing affect the functions of services of nonprofit organizations? Do cultural differences affect nonprofit form? ... What are the legal boundaries or restrictions of nonprofit organizations in various countries?¹

More than three decades later, the same questions are relevant. Cultural and governmental factors differ among nations. They also differ among countries, states, and regions within each nation. One obvious example is that, in nations that have forms of socialized medicine, the costs of hiring and retaining staff are lower because employers are not expected to provide medical insurance. When analyzing return on investment (ROI) in the alumni relations function in two regions, identifying such differences is crucial. This is an issue for most global industries. For example, it presents a problem when comparing ROI in the airline industry.

Another example is that in some countries, education is largely funded by the government. In such regions, institutions do not rely on philanthropy in the same way as their counterparts in countries that predominantly fund education privately. These institutions may be deliberately engaging alumni in nonphilanthropic modes more than in philanthropy.

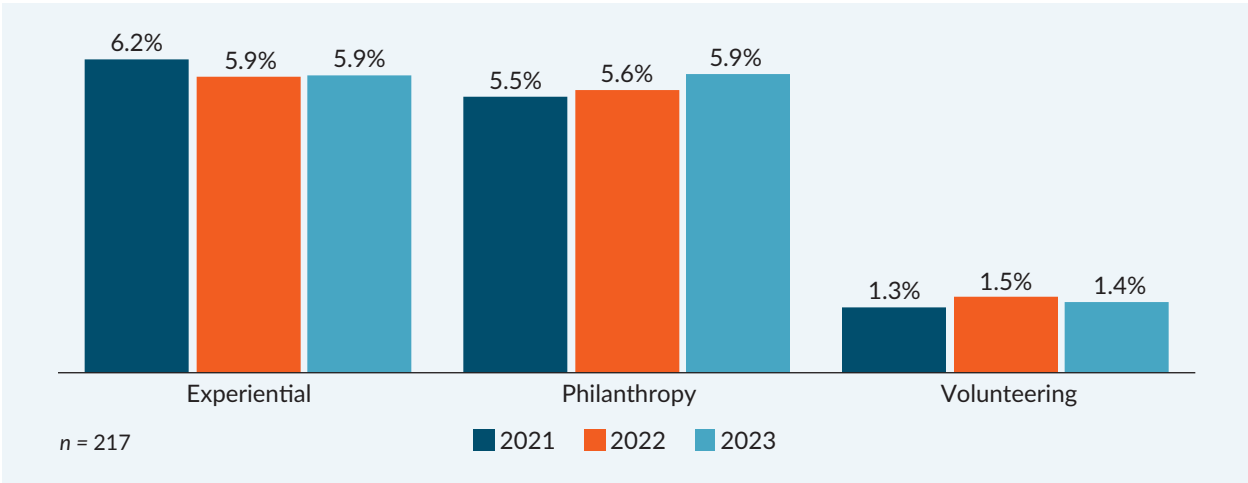
Cultural diversity, which cannot be captured as neatly as economic factors, also matters. Interpersonal caring is human nature, but its expression varies. Throughout life, changing circumstances affect how such caring expands to communities and to institutions within them.

THE CASE INSIGHTSSM ON ALUMNI ENGAGEMENT GLOBAL SURVEY

The CASE InsightsSM on Alumni Engagement survey launched in 2019. A core group of 217 institutions that participated in the survey in the three most-recent years—2021, 2022, and 2023—reported virtually no change in engagement during this period. This finding likely indicates that the survey is in a phase during which participants are learning how to gather complex data. It should be noted that 80.6 percent of the respondents in the core group are from the United States, and the data represent that country more than the others.

Figure 6 represents the percentage of alumni engaged by mode over this period. Communication is not included because some institutions do not yet report on that metric, and those that do indicate that data are difficult to capture.

Figure 6: Percentage Engaged by Mode, 2021-23



Graduation Cohorts

A group of 141 institutions responded to a question on engagement in each mode by graduation cohort. All regions except Asia-Pacific supplied data. Figure 7 shows the distribution of participation in this question by region.

Figure 7: Distribution of Participation in Question on Engagement in Each Mode by Region

Region	Number of Responding Institutions
Australia/New Zealand	10
Canada	12
Europe	1
Latin America	1
United Kingdom & Ireland	24
United States	93

Figure 8 shows the average number of legally contactable alumni per responding institution by graduation cohort. Data in Figures 9–16 are shown two ways—by percentage engaged and by average number engaged. The percentage engaged is affected

by the number of legally contactable alumni, which is the divisor in the equation. That number declines as the number of years since graduation increases, due to both loss of good contact information and mortality.

Figure 8: Average Number of Legally Contactable Alumni per Responding Institution by Graduation Cohort

0-5 Years Out	27,661
6-10 Years Out	22,194
11-20 Years Out	33,707
21-30 Years Out	24,490
31-40 Years Out	18,261
41-50 Years Out	14,605
51+ Years Out	11,741
<i>n</i> = 141	

COMMUNICATION ENGAGEMENT BY GRADUATION COHORT

Whether measured as a percentage or an average number, in the first five years after graduation, communication is the mode with the highest reported engagement. That is not surprising since

most alumni are still connected to their alma maters during that early period. After that, communication engagement wanes. That said, early communication may pave the way for other forms of engagement, which rise over the years following graduation.

Figure 9: Average Percentage Engaged in Communication, 2023

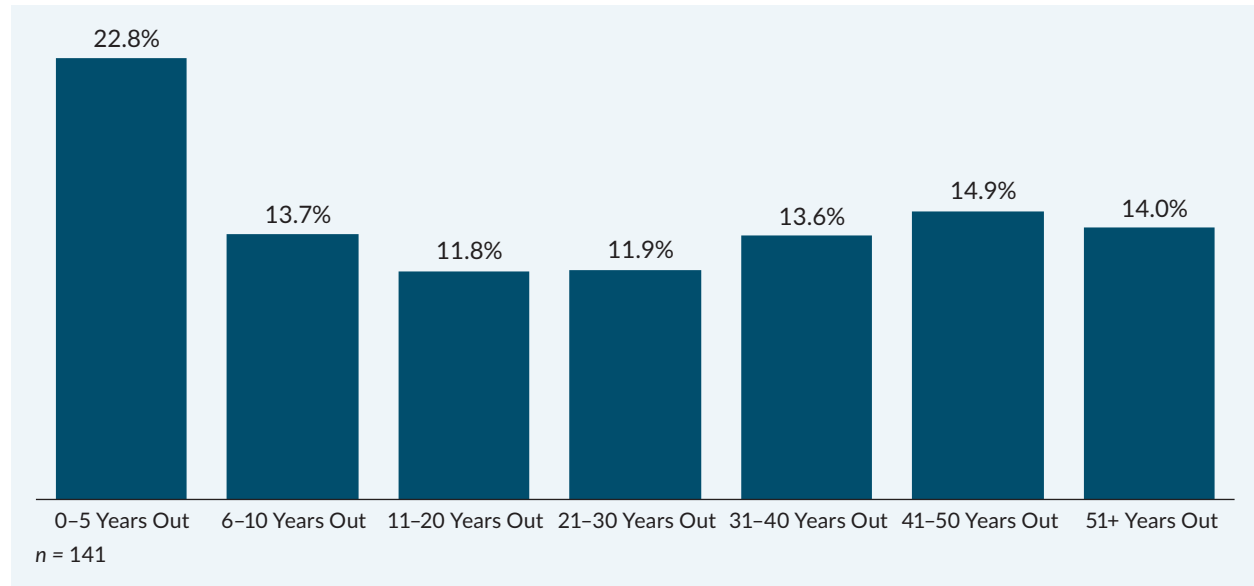
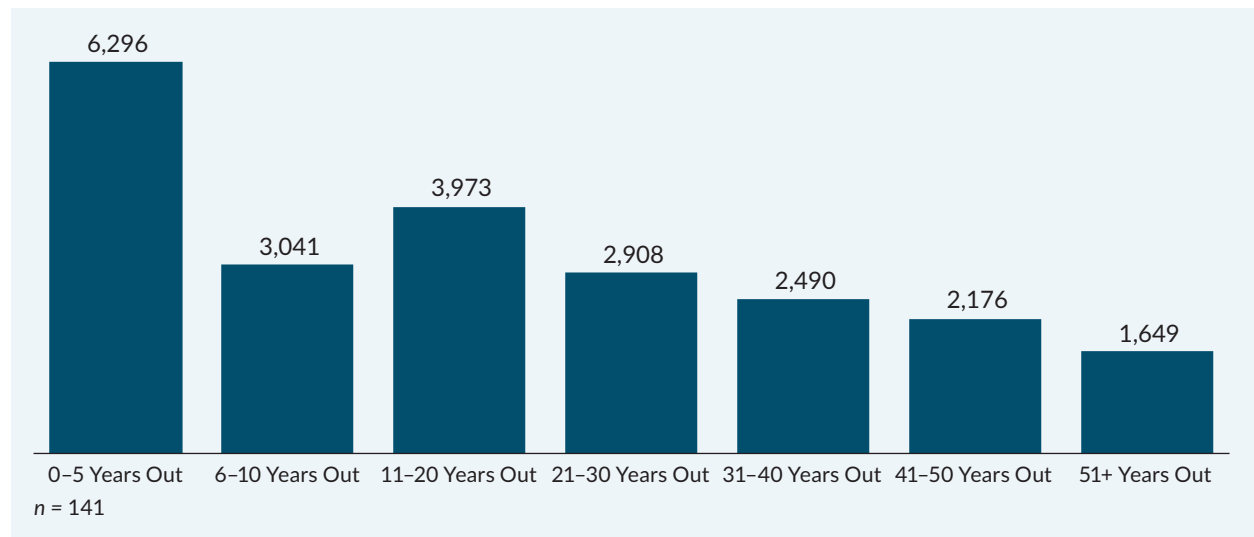


Figure 10: Average Number Engaged in Communication, 2023



EXPERIENTIAL ENGAGEMENT BY GRADUATION COHORT

Like communication engagement, experiential engagement is at its strongest in the first few years following graduation. After five years, it begins to

wane, but then it rises again. Similar to communication engagement, experiential engagement is a likely precursor to philanthropic engagement.

Figure 11: Average Percentage Engaged Experientially, 2023

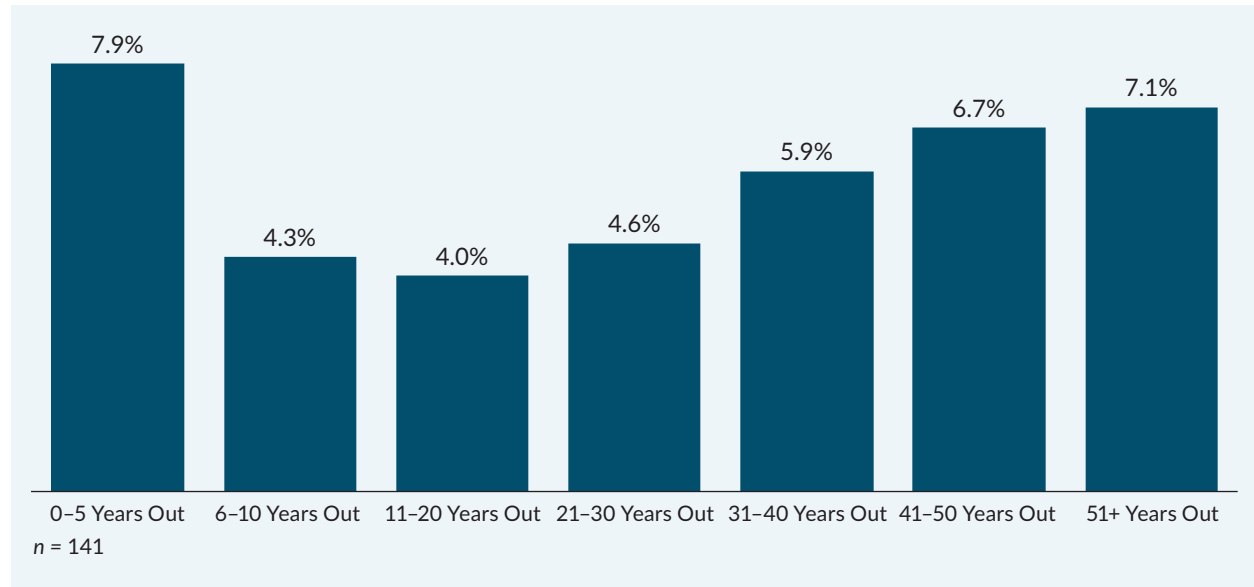
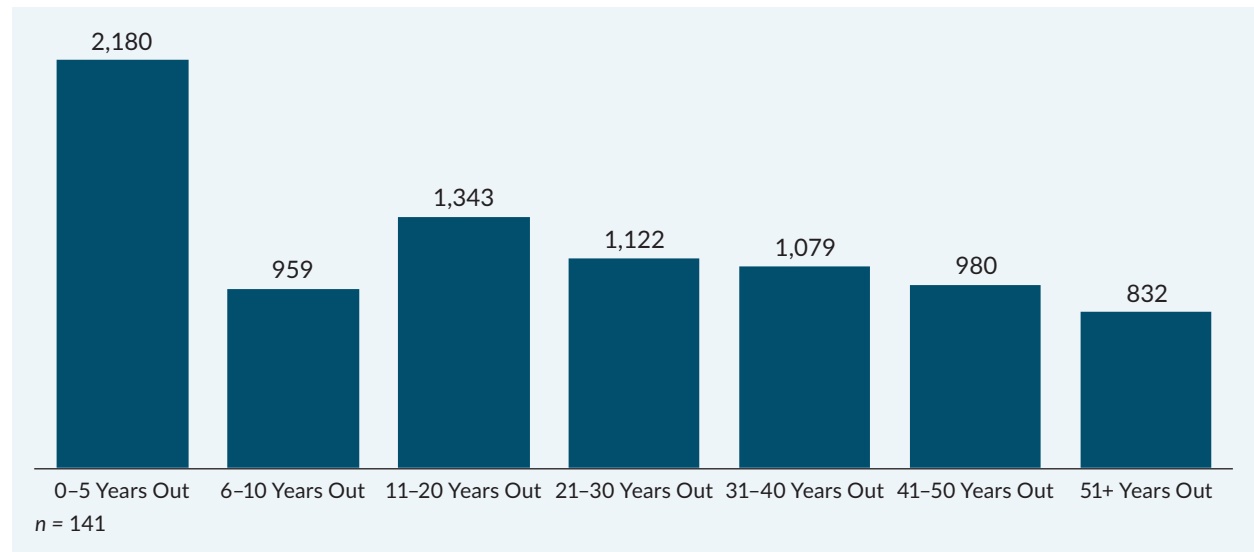


Figure 12: Average Number Engaged Experientially, 2023



PHILANTHROPIC ENGAGEMENT BY GRADUATION COHORT

In general, people engage in philanthropy more as they age. They are more secure financially, and they are more confident in the security of their families. They often have a greater capacity to give than they did in their youth, as well as greater confidence in that capacity.

However, if they are not engaged in other modes when they are younger, it is less likely they will suddenly engage in philanthropy when they are older simply because they have a greater capacity to give. Connection to their alma mater must have been established and nurtured.

Figure 13: Average Percentage Engaged in Philanthropy, 2023

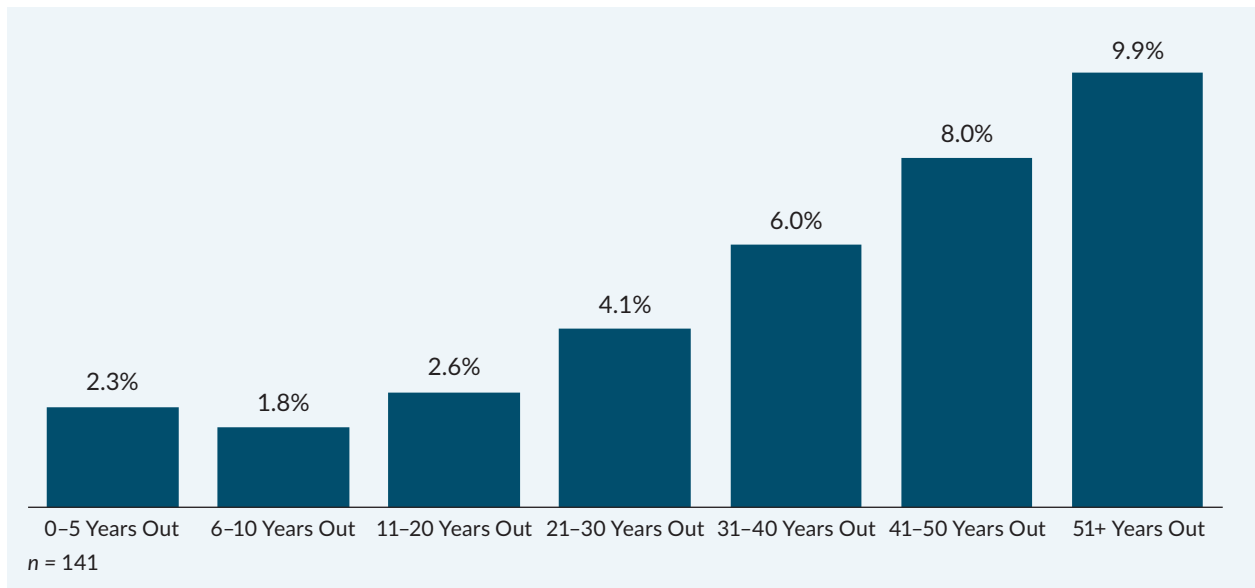
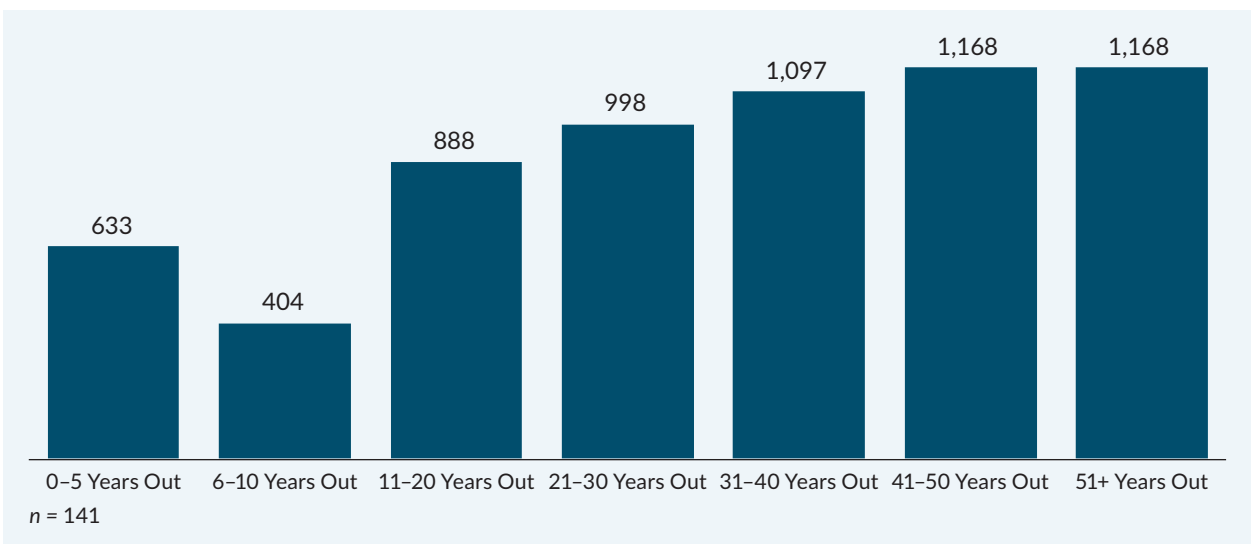


Figure 14: Average Number Engaged in Philanthropy, 2023



VOLUNTEER ENGAGEMENT BY GRADUATION COHORT

Formal volunteering is time-consuming and requires a specific type of engagement that is endorsed and valued by the institution. Some examples include serving on governing or advisory boards, organizing events (both within and outside alumni relations), and recruiting students. Given the investment of

time and effort it takes to volunteer in this formal way, low numbers and percentages are expected. There are limited opportunities for this type of engagement, too, and not all volunteers are alumni. Essentially, one percent of alumni volunteer in every cohort. The differences between the bars are very small. Where percentages are the same on bars of different sizes, it is due to rounding.

Figure 15: Average Percentage Engaged in Volunteering, 2023

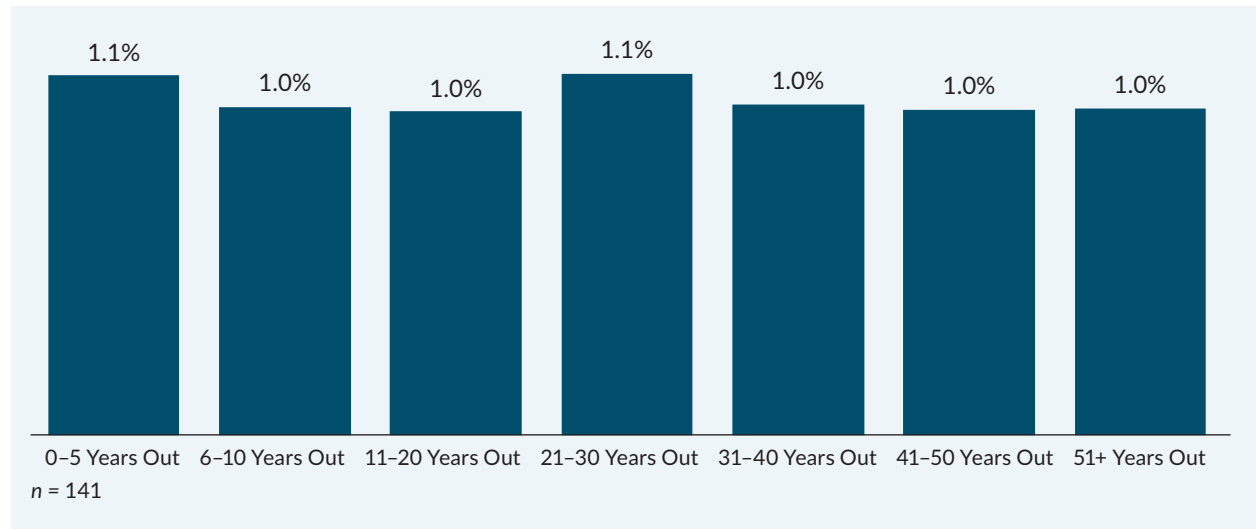
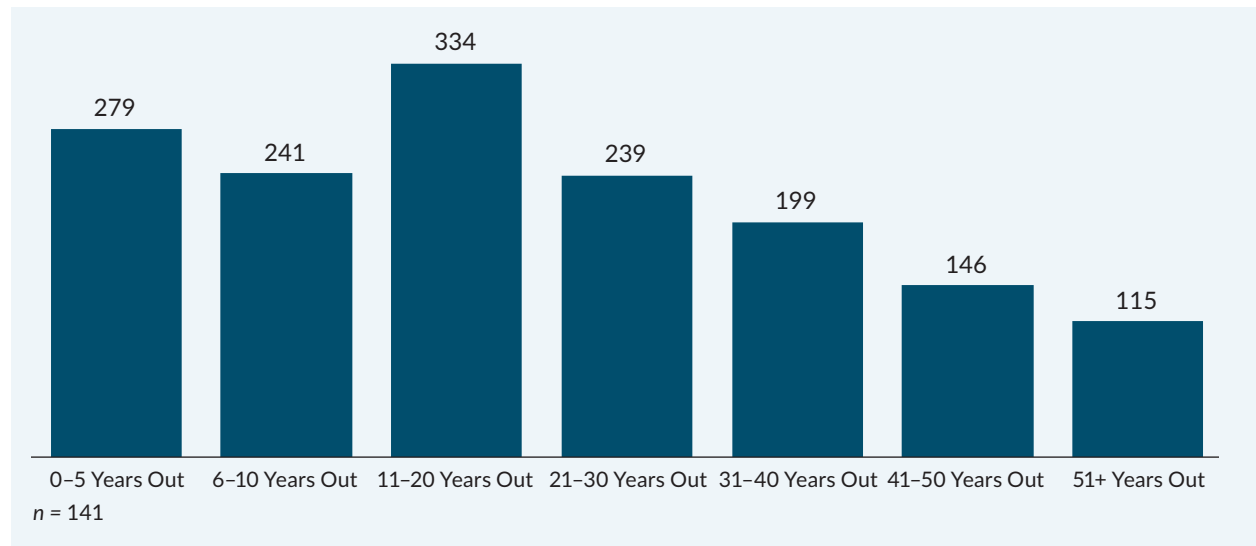


Figure 16: Average Number Engaged in Volunteering, 2023



REGIONS

Each region has a unique profile. Data shown in Figures 17–23 depict the significance of each mode in each region. We aim to answer the following question: What is the relative dominance of each mode of engagement in each region? For example, philanthropy is central in one region, while experiential engagement is the dominant form in

another. The data are illustrated with and without communication because that mode tends to dwarf other modes and obscure some of the nuances among them.

To calculate the concentration, the median number engaged in each mode is divided by the sum of the medians of all modes, once including and once excluding communication.

Figure 17: Concentration of Engagement by Mode, Asia-Pacific, 2023

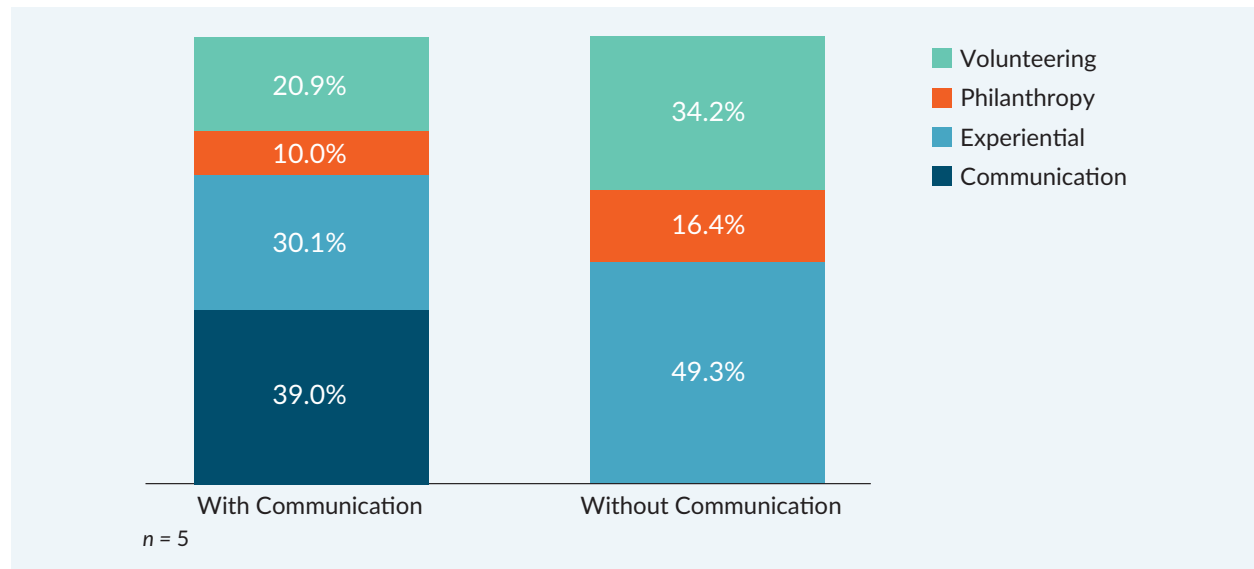


Figure 18: Concentration of Engagement by Mode, Australia/New Zealand, 2023

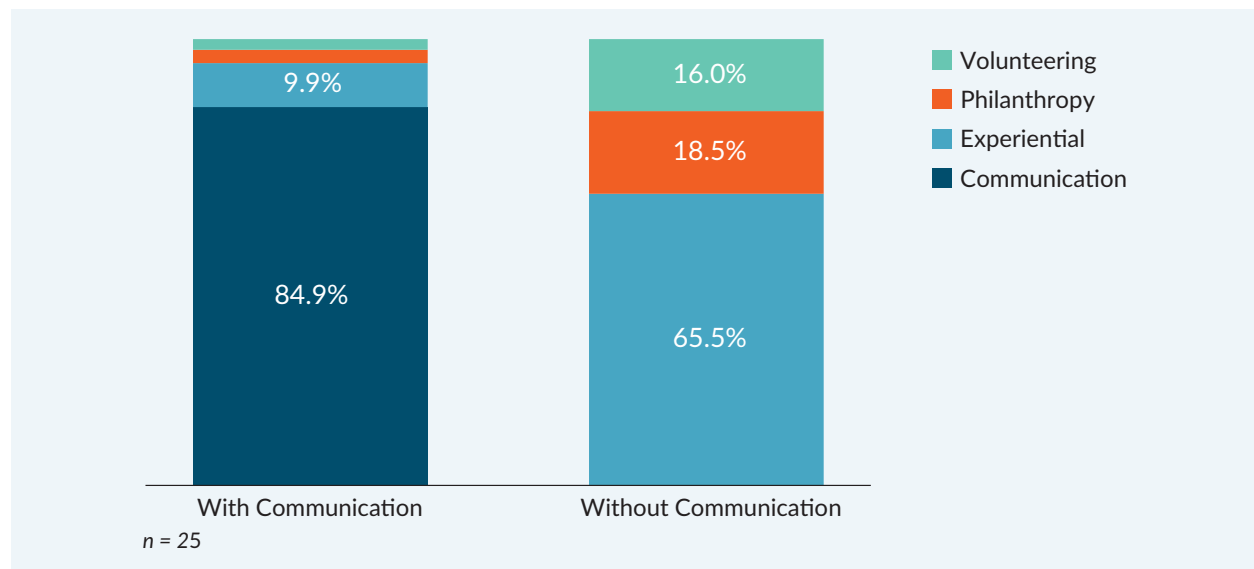


Figure 19: Concentration of Engagement by Mode, Canada, 2023

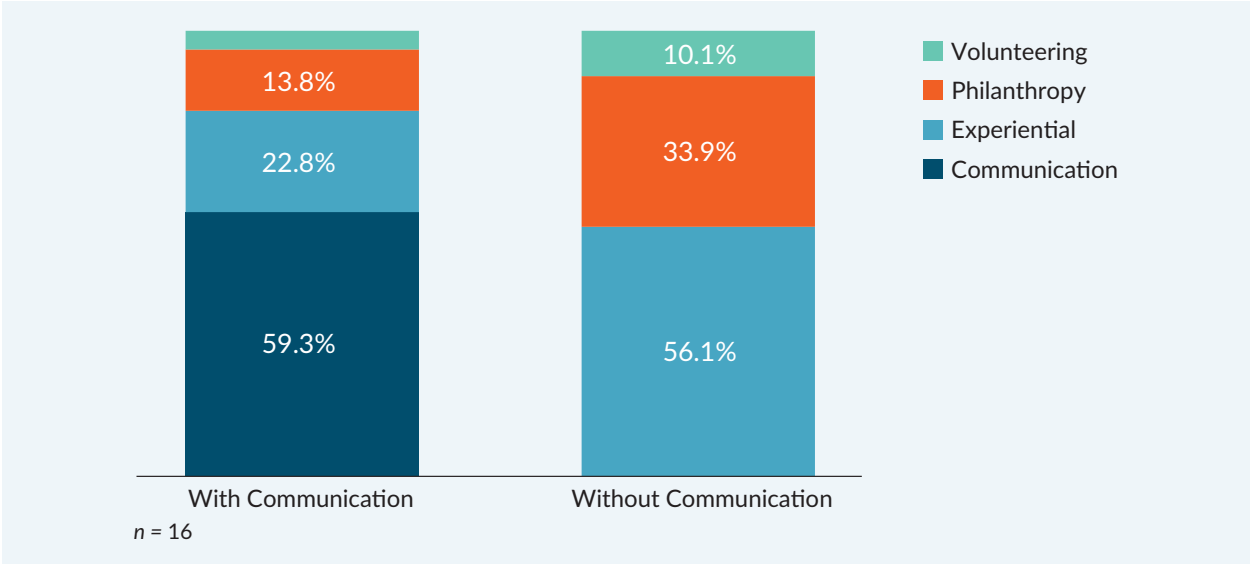


Figure 20: Concentration of Engagement by Mode, Europe, 2023

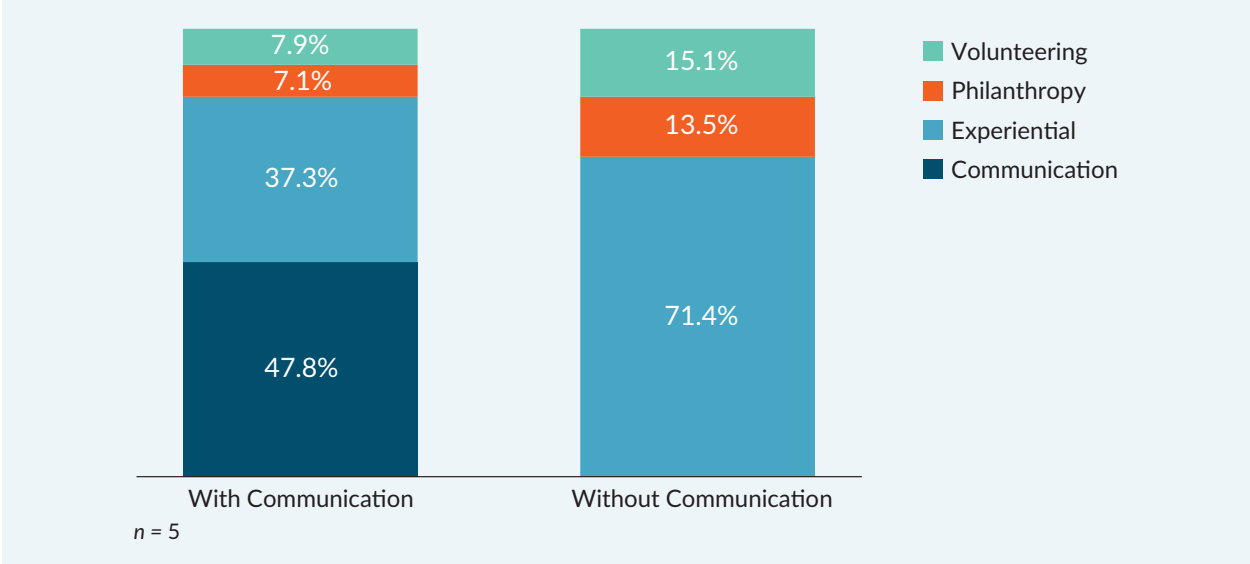


Figure 21: Concentration of Engagement by Mode, Latin America, 2023

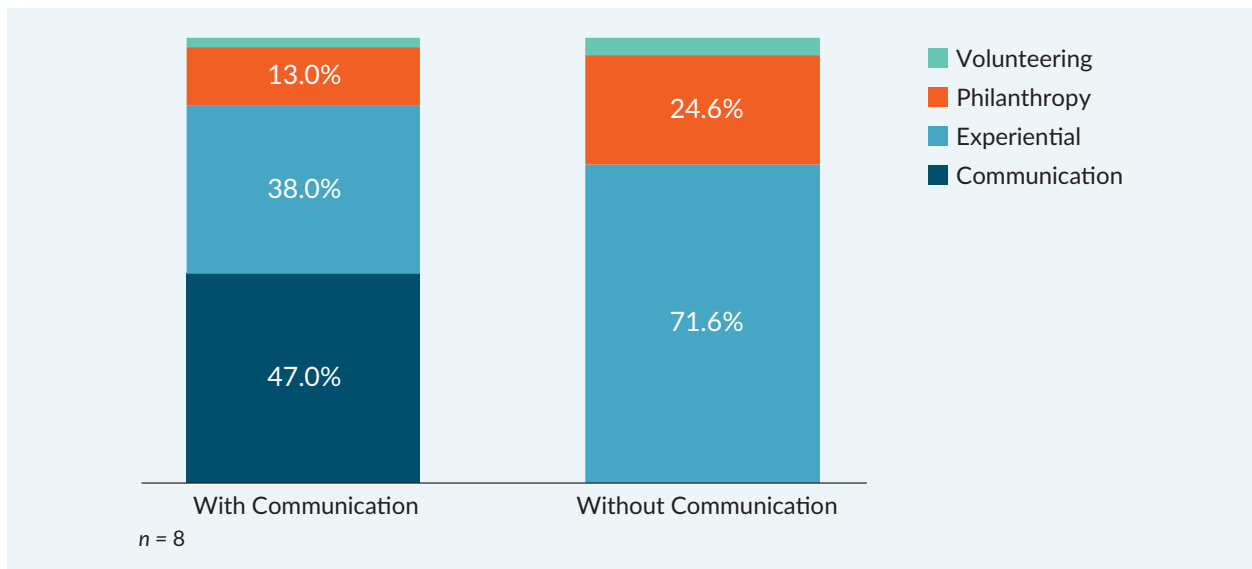


Figure 22: Concentration of Engagement by Mode, United Kingdom/Ireland, 2023

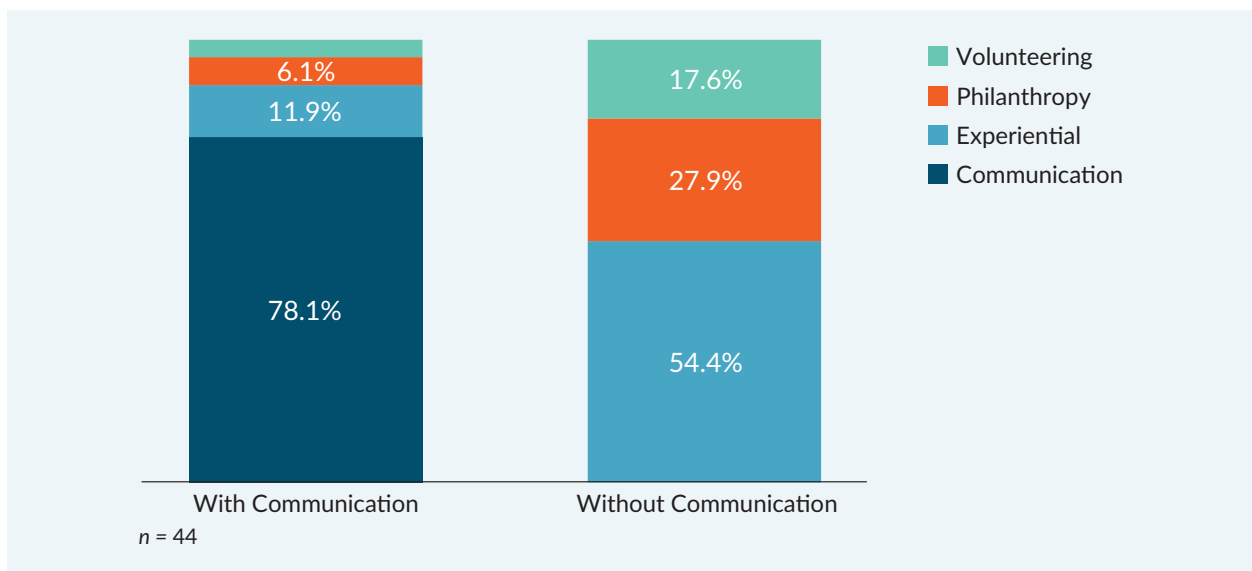
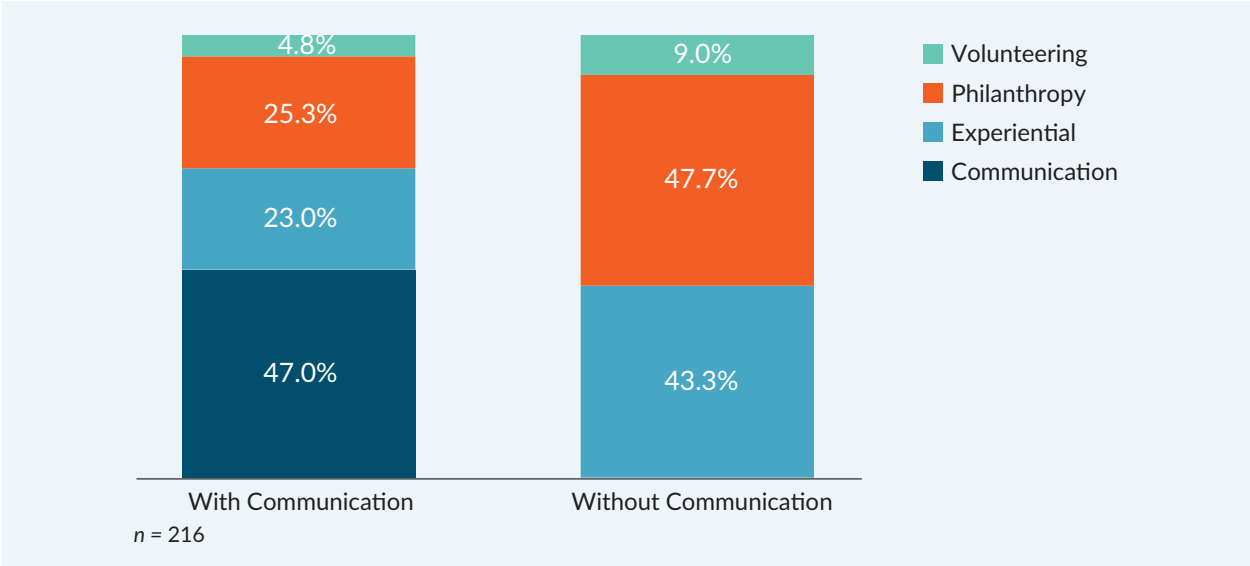


Figure 23: Concentration of Engagement by Mode, United States, 2023



COMBINATIONS OF ENGAGEMENT

The survey includes a question on combinations of types of engagement. For example, how many alumni who are engaged in communication also give? In 2023, 190 institutions provided data about combinations of two modes. There are many other ways to organize the detailed data available on combinations of modes. CASE member institutions that want to research further iterations of these combinations can do so in the CASE InsightsSM Data Portal. Instructions for using the portal appear on page 26, and training is available upon request.

Figures 24-26 summarize the average percentage of alumni engaged experientially, in communication, or in volunteering who also make charitable contributions. Given the small number of respondents, the figures provide data that cannot be described as findings.

The frequency of philanthropic engagement for each characteristic—region, institution type, or control—affects the data shown. For example, a region with a high percentage of its engagement in philanthropy will also have a higher percentage of philanthropy combined with other modes.

Figure 24: Average Percentage of Alumni Engaged in Each Mode Who Also Gave, by Region, 2023

	Number Reporting	Communication	Experiential	Volunteering
Australia/New Zealand	17	2.0%	3.7%	5.0%
Canada	10	7.3%	8.3%	13.5%
United Kingdom & Ireland	24	4.7%	6.9%	7.7%
United States	139	20.9%	33.2%	36.3%

Figure 25: Average Percentage of Alumni Engaged in Each Mode Who Also Gave, by Type of Institution, 2023

	Number Reporting	Communication	Experiential	Volunteering
Community College	3	3.3%	7.3%	6.0%
Independent School	4	45.7%	61.0%	37.2%
Primarily Undergraduate	13	38.2%	49.2%	51.7%
Undergraduate & Graduate	170	15.0%	25.9%	31.4%

Note: No Professional schools provided data on this question.

Figure 26: Average Percentage of Alumni Engaged in Each Mode Who Also Gave, by Control of Institution, 2023

	Number Reporting	Communication	Experiential	Volunteering
Private	63	25.6%	34.9%	40.8%
Public	127	12.5%	24.1%	24.2%

Modes and Confidence Intervals

OVERVIEW OF THE MODES

Survey respondents report on engagement in four modes: Communication, Experiential, Philanthropy, and Volunteering. This part of the report covers some of the challenges in reporting for each mode. Each section on a mode begins with a summary of confidence in reporting on that mode.

It is important to note that engagement in any of the four modes has a value of its own, rather than the other three modes being valuable only as a gateway to philanthropy. Indeed, philanthropy may be neither the most salient nor the most useful component of alumni engagement at some institutions.

CONFIDENCE LEVELS

Survey respondents are prompted to report their level of confidence in the data supplied about each of the nonphilanthropic modes. In the next section, the summary of each mode begins with the percentage of respondents that reported each level of confidence.

Respondents indicate how confident they are in their data for three modes—Communication, Experiential, and Volunteering—using the following scale:

- 1 = Confident
- 2 = Somewhat Confident
- 3 = Not Very Confident

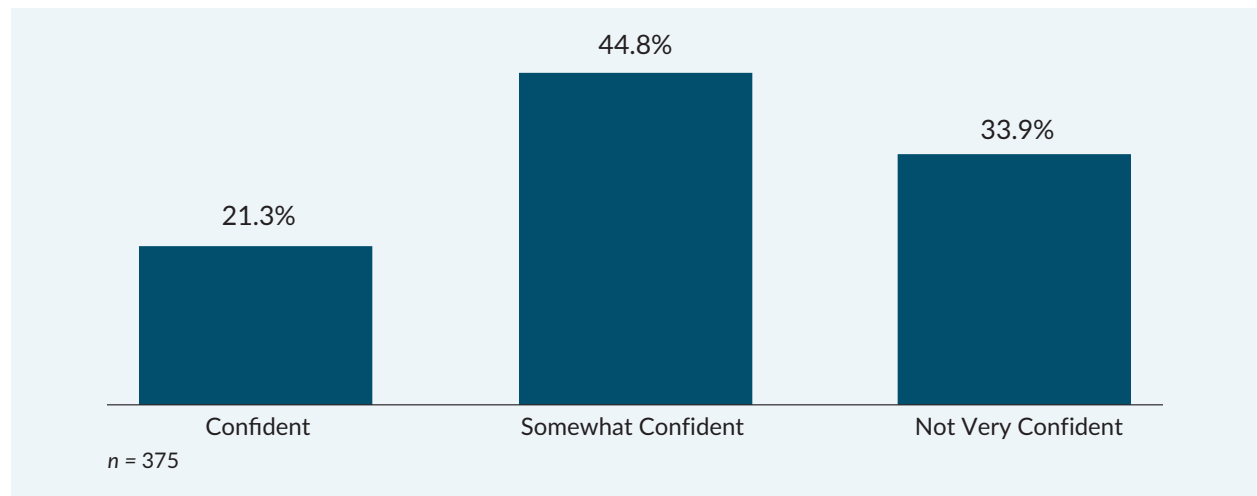
The scale is intended to indicate how complete the respondent believes the data are. It is not intended to capture how sure the respondent is that the limited data provided are accurate. Highly accurate but incomplete data are still incomplete and warrant a 2 or 3.

A primary objective of the survey, especially in these early years, is to provide a formal mechanism to identify which engagements are missing or are not being captured thoroughly. Confidence levels, if accurately estimated, are one way to identify potential areas of focus. With limited resources—and all resources are limited—professionals must identify goals that are needed and possible to achieve. Staff can select one or more areas that are incomplete in a mode or modes and identify where it is potentially feasible to make them more complete, even if incrementally so. Staff can selectively focus on areas that meet both criteria—necessity and feasibility.

Collecting data on philanthropy is well established, and we expect these data to be complete. However, even that information is complicated. Respondents are asked to report both soft- and hard-credit gifts. There is no universally accepted definition of soft credit. Also, identifying when a transaction is a gift and not, say, a contract has some nuance.

COMMUNICATION

Figure 27: Reported Levels of Confidence in Communication Data, 2023



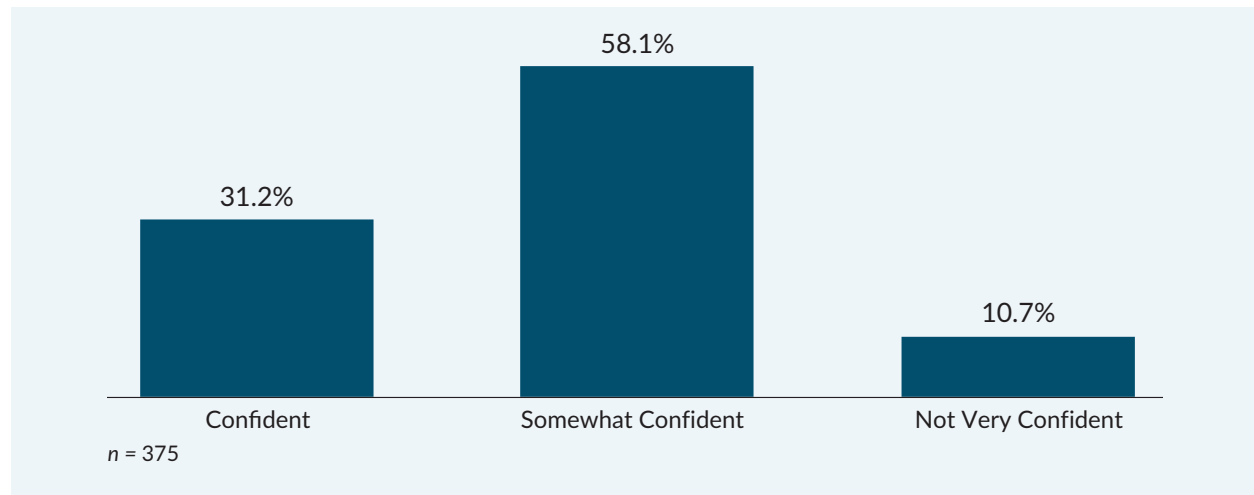
In addition to reported confidence levels, anecdotal evidence indicates many respondents were uncertain about which activities to report as Communication.

For example, according to the reporting guidelines, a key determinant about whether an activity constitutes a communication engagement is that the alumni must act. Therefore, the institution sending an email or letter is not a communication. The recipient must click through the email or respond to the letter for it to count.

A second gray area about communication data is that most other forms of engagement include a communication component, which partly explains the high level at which communication engagement is reported. However, communication that results in a charitable gift should only be counted in philanthropy. Registering for an event and then attending the event should only be recorded as experiential engagement. (Only in the case where a person registered but did not attend should the registration be recorded as Communication.)

EXPERIENTIAL

Figure 28: Reported Levels of Confidence in Experiential Data, 2023

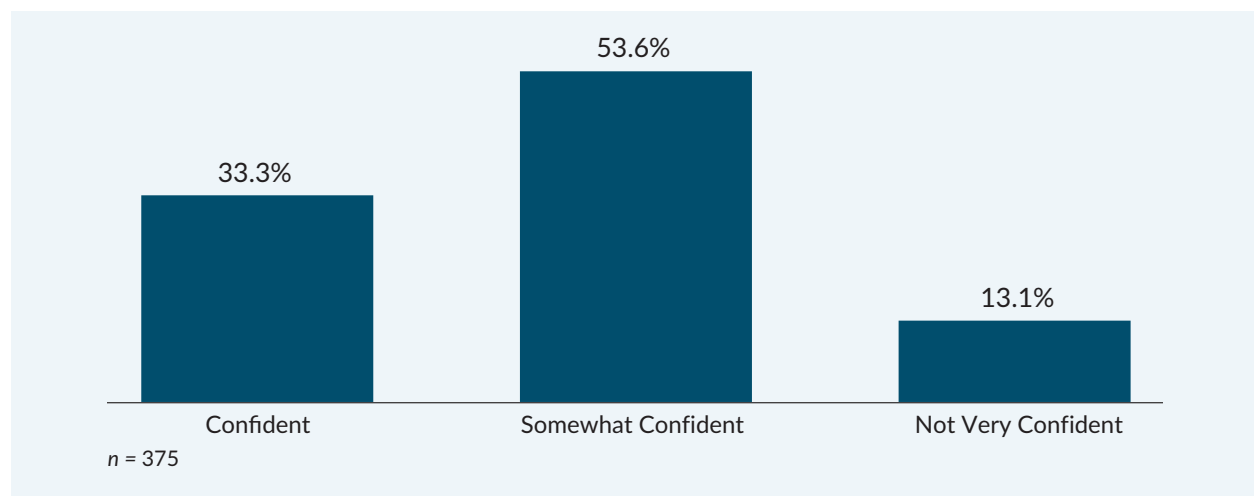


A primary uncertainty observed about the reporting of experiential engagement is that respondents did not always have access to records about event attendance outside the alumni relations area.

Therefore, they could not report on sporting or arts events, to cite two examples. It is still important to report on what is known, even if that knowledge is limited.

VOLUNTEERING

Figure 29: Reported Levels of Confidence in Volunteering Data, 2023



Volunteering is less common than communication or experiential engagement. Because it is a formal and not very common arrangement, institutions usually have reasonably good records of this activity, even if it is outside the alumni relations area. One

thing to note is that when alumni volunteer to host or chair an event, even one that resides outside the area of alumni relations, they are engaged in two modes, Volunteering and Experiential. Volunteering can accompany other modes.

PHILANTHROPY

Philanthropic engagement is easier to track than the other modes. As stated previously, soft credits are reported on this survey. This makes the counts of donors on the alumni engagement survey less uniform than they are in the fundraising surveys. However, that does not mean they are less accurate than hard-credit transactions in assessing philanthropic engagement.

DATA ABOUT MODES FROM THE SURVEY

Figures 17-23 suggest that engagement is concentrated in different modes, depending on where an institution is located. To reiterate, all modes of engagement have value. Some even have monetary value that is not charitable in nature and, therefore, not captured in the philanthropy mode.

For example, the following forms of engagement and many others are of great value to institutions—monetarily and otherwise—though none are included in the philanthropy mode.

- Sending a child to the institution, which is valuable in itself and may also involve paying tuition, room, and board
- Acting as a brand ambassador
- Advocating for the institution with external audiences, such as prospective students and legislatures
- Providing actionable feedback
- Enhancing the reputation of the institution

If an institution or group of institutions has focused on cultivating volunteer, communication, or experiential engagement more than philanthropy, that does not mean it is less successful than one that focuses on and receives charitable gifts from many alumni.

Even when philanthropy is an institution's primary long-term goal, the extent of that engagement is related to engagement in the other modes. For example, growth in communication engagement sets the stage for monetary engagement. The previous section on graduation cohorts illustrates that the capacity and inclination to give takes time to develop. It stands to reason that the more engaged a donor is with an institution prior to achieving financial security, the more likely that individual will be to select the institution as a recipient of support when the person is able to donate.

Year 6: What Is New in the 2024 Survey?

The optional question about staffing and expenditure inputs will be updated for the 2024 cycle. The question as it currently exists does not necessarily gather comparable data from different institutions. Respondents have been asked to report the inputs for which their alumni relations team is responsible. However, in some institutions, many inputs, both staffing and budgetary, come from areas outside the primary function, and those would not appear in the collected data. Therefore, in 2024, the question will ask about direct and indirect investment in alumni relations.

While it can be a challenge to gather data from outside your own department, *the question is not required*. It is preferable to leave it blank rather than supply incomplete data, as that leads to undercounting. For example, if an event for alumni is organized outside the alumni relations area, the

alumni magazine is staffed or paid for with resources outside of alumni relations, or essential alumni relations software is provided centrally, total institutional investment in alumni relations will be undercounted if those indirect costs are not reported.

Below is a mock-up of the new version of the question. First, responding institutions will indicate whether they have a chief alumni officer. If “yes” is checked, the first row unlocks to allow data entry. If “no” is checked, the row will stay locked, and no data can be entered there.

The second row provides a place to enter data about inputs that do not roll up to a chief alumni officer and that person’s team. If there are none, the respondent would enter zero. However, there usually are inputs from outside a central team.

Alumni Relations Inputs

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

Use Row 1 to report on personnel who report to and costs that are under the budgetary control of your chief alumni relations officer.

Use Row 2 to report on personnel who do not report to and costs that are not under the budgetary control of that person. Include individuals who work toward any of the engagement goals, including fundraising, communications, and event management where the objects of their activities are alumni.

	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
Alumni Relations Direct Investment:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Alumni Relations Indirect Investment:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Another change is that the software used to conduct this survey has been upgraded. Only this question has changed. All other questions are the

same and are still offered, but the user experience will be vastly improved. Contact akaplan@case.org if you would like a preview of the enhanced platform.

Institution-Level Alumni Engagement Survey Data in the CASE InsightsSM Data Portal

Institution-level data from the Alumni Engagement survey are available exclusively in the CASE InsightsSM Data Portal, previously called AMAtlas Data Miner. The data portal is CASE's longitudinal and comparative metrics online-reporting solution. Access to the data portal is a CASE member benefit. Email aem@case.org to request a member user account. Access to the portal is also available to CASE Educational Partners and other corporations by subscription, but Alumni Engagement data are only visible to CASE nonprofit member institutions.

The data portal affords access to all the Alumni Engagement survey variables across its five years. You can create and save your own groups of institutions for comparison or use comparison groups created by the CASE InsightsSM team. One of those comparison groups is "Alumni Engagement Survey Participants – 2023 (AEM)." There is a group for each survey year.

You can save the reports you create and download them as CSV files. There are also reports created by the CASE InsightsSM team that you can customize and download. A summary data report on this survey is in the Recommended Reports section of the portal's home page. That report contains 34 variables. Data portal users can customize the report with the comparison group, institutions, and year of their choosing and download the report as a CSV file.

Downloading Summary Alumni Engagement Data in the CASE InsightsSM Data Portal

The CASE InsightsSM Data Portal includes a summary report for the 2023 Alumni Engagement survey. Here are instructions for downloading the report:

- Log in to the portal at amatlasdata.case.org. Don't have an account yet? Contact the CASE InsightsSM team at aem@case.org or +1-917-336-4023 to request one.
- The report is located under **Recommended Reports** on the home page.
- Click the yellow **Open** icon to open the Alumni Engagement report. It may take a few seconds to load.
- Click the **Copy** button at the upper right to create a copy of the report that you can save and then edit.
- Click the **Edit Inputs** button. On the right side of the screen, you will see the default comparison group, variables, and year included in the report.
- To change the comparison group, use **X [Delete]** next to the default to remove it.
- On the left side of the screen, browse or search for the comparison group or institutions you would like included in the report.*
- Use **+ [Add]** next to the desired group or institutions to add them to the report.**
- Click the yellow **Run Report** button below the report inputs.
- After the report loads, click the yellow **Save** button to save your copy of the modified report.
- Click **Download** on the right and choose **Detail** to download the report as a CSV file.
- If you need assistance, contact the CASE InsightsSM team at aem@case.org or +1-917-336-4023.

* There are preexisting comparison groups created by the CASE InsightsSM team, including one that has all the respondents to this year's survey. You can also use a comparison group that you created.

** You can add multiple institutions, but you can only use one comparison group at a time, as this is a large report. After you download the report, you can edit the inputs and run the report again to download it for a different group and/or year.

Summary Benchmarking Reports in the CASE InsightsSM Data Portal

The introduction to this report provides some details on summary benchmarking reports. The report is a free customized report that is a benefit for CASE members that participate in the Alumni Engagement survey. The report provides a visual representation of year-over-year trends comparing your institution with a group of CASE-defined peers, with all survey participants from your region, and with all Alumni Engagement survey participants. Your peer group is based on a combination of data from the Alumni Engagement survey and other sources. An algorithm selects the institutions most like yours based on data for the most recent fiscal year. Although these peers may not necessarily be your academic or aspirational peer group, understanding your trends alongside those most like your institution can provide actionable insight.

To access your free summary benchmarking report, log in to the CASE InsightsSM Data Portal at amatlasdata.case.org. You will see the report in the **Downloadable Reports** section on the home page. If you do not have a login, contact aem@case.org to request one. More information on summary benchmarking reports, including a link to a sample report, can be found at <https://www.case.org/resources/case-insights-summary-benchmarking-reports>.

CASE InsightsSM offers additional options for building solutions and making strategic decisions:

- Strategic benchmarking reports comprise in-depth analysis using data from 20 peers of your choice. The CASE InsightsSM Solutions team can help you select this peer group if you would like.
- You can also choose a version of this service that includes phone and video consultations. This option includes a preview session and a 60-minute review over Zoom with the CASE InsightsSM team. A written overview is also provided.
- CASE also offers an Alumni Engagement Benchmarking Cohort to collaborate, problem solve, and discuss the stories behind the data. Participating institutions receive a strategic benchmarking report, a cohort report, and two seats at an in-person meeting. Participation is limited to 20 institutions.

Contact the CASE InsightsSM Solutions team at insightsolutions@case.org for further information about any of these options.

Responding Institutions by Region

The following list includes the institutions that completed a survey at the time data were downloaded for analysis. Additional respondents may appear in the data portal, and CASE encourages institutions that would like to submit

a 2023 survey but missed the deadline to contact aem@case.org. Staff will open a form for data entry. Likewise, if an institution discovers errors in its own or another institution's data, they should email the staff, who will assist with corrections.

ASIA-PACIFIC

International School of Beijing
NIST International School
Singapore Management University
United Nations International
School of Hanoi
United World College of South
East Asia

AUSTRALIA/NEW ZEALAND

Bond University
CQUniversity Australia
Curtin University
Deakin University
Edith Cowan University
Flinders University
Griffith University
Hutchins School
La Trobe University
Massey University
Monash University
Royal Melbourne Institute
of Technology
University of Adelaide
University of Auckland
University of Canberra
University of Canterbury
University of Newcastle
University of Otago
University of Queensland
University of South Australia
University of Sydney
University of Tasmania
University of Western Australia
University of Wollongong
Victoria University
Victoria University of Wellington

CANADA

Brock University
Concordia University
McGill University
McMaster University
Mount Royal University
Simon Fraser University
Southern Alberta Institute
of Technology
St. Lawrence College
Université de Montréal
University of Alberta
University of British Columbia
University of Calgary
University of Manitoba
University of Regina
University of Saskatchewan
University of Toronto
University of Victoria
University of Waterloo
York University

EUROPE

American College of Greece
Bocconi University
Central European University
European Molecular Biology
Laboratory
University of Helsinki

LATIN AMERICA

CETYS Universidad
Colegio Los Nogales
Escuela Superior Politécnica
del Litoral
Instituto Militar de Engenharia
Pontificia Universidad Católica
del Perú
Pontificia Universidad Javeriana

Universidad Anáhuac Mayab
Universidad del Valle de Puebla
Universidad Madero
Universidad Panamericana,
Ciudad de México

UNITED KINGDOM & IRELAND

Anglia Ruskin University
Bangor University
Brunel University London
Cardiff University
City, University of London
Cranfield University
Dublin City University
Durham University
Edinburgh Napier University
Imperial College London
Keele University
King's College London and
King's Health Partners
Kingston University
Lancaster University
London Business School
London School of Economics and
Political Science
Loughborough University
Manchester Metropolitan University
Newcastle University
Royal College of Surgeons in Ireland
Royal Holloway, University
of London
Swansea University
The University of Sheffield
The University of Warwick
Trinity College Dublin
Trinity Laban Conservatoire
of Music and Dance
University College Cork

University College Dublin
 University of Birmingham
 University of Bristol
 University of Cambridge
 University of Cumbria
 University of Dundee
 University of East Anglia
 University of Glasgow
 University of Hull
 University of Leeds
 University of Lincoln
 University of Liverpool
 University of London
 University of Oxford
 University of Plymouth
 University of Southampton
 University of St Andrews
 University of Surrey
 University of York

UNITED STATES

All Saints' Episcopal School
 Alvernia University
 American University
 Amherst College
 Anderson University
 Arizona State University
 Auburn University-Main Campus
 Augusta University
 Baylor University
 Bentley University
 Bloomsburg University of
 Pennsylvania
 Brown University
 Bryant University
 Buena Vista University
 California Institute of Technology
 California Lutheran University
 California State Polytechnic
 University-Pomona
 California State University-
 Bakersfield
 California State University-
 Long Beach
 California State University-
 Northridge
 California State University-
 San Bernardino
 Carnegie Mellon University
 Case Western Reserve University

Cate School
 Catlin Gabel School
 Central Community College
 Central Michigan University
 Citadel Military College of
 South Carolina
 Claremont McKenna College
 Colby-Sawyer College
 College for Creative Studies
 College of Charleston
 College of Saint Scholastica
 College of Wooster
 Collegiate School
 Colorado College
 Colorado State University
 Columbia University
 Community College of
 Baltimore County
 Cornell University
 Creighton University
 CUNY Bernard M. Baruch College
 Cuyahoga Community
 College District
 Dartmouth College
 Davidson College
 DePaul University
 DePauw University
 Dickinson College
 Doane University
 Drake University
 Drexel University
 Duke University
 Duquesne University
 Earlham College
 East Tennessee State University
 Elmhurst University
 Emory University
 Emporia State University
 Episcopal High School
 Ferris State University
 Flint Hill School
 Florida Polytechnic University
 Florida South Western State College
 Florida State University
 Fort Hays State University
 Franklin College
 Fuller Theological Seminary
 Furman University
 George Washington University
 Georgetown University

Georgia Institute of Technology-
 Main Campus
 Gettysburg College
 Gonzaga University
 Harvard University
 Harvey Mudd College
 Haverford School
 Hobart and William Smith Colleges
 Hollins University
 Howard University
 Indiana University
 Iowa State University
 Ithaca College
 Jacksonville University
 Johns Hopkins University
 Kennesaw State University
 Kenyon College
 Kirkwood Community College
 Kutztown University of Pennsylvania
 Lafayette College
 Lehigh University
 Lock Haven University
 Loyola University Chicago
 Lycoming College
 Macalester College
 Manchester University
 Marian University
 Marquette University
 Maryville College
 Massachusetts Institute
 of Technology
 McCallie School
 Metropolitan State University
 Metropolitan State University
 of Denver
 Michigan State University
 Monmouth University
 Montclair State University
 Mount Holyoke College
 Muhlenberg College
 Neumann University
 New York University
 North Carolina State University
 Northeast Ohio Medical University
 Northeastern University
 Northern Arizona University
 Northwest College
 Northwestern Michigan College
 Northwestern University
 Nueva School

Ohio State University	Texas State University	University of Nebraska-Lincoln
Ohio University	The University of Tennessee Southern	University of North Carolina at Charlotte
Oklahoma State University- Main Campus	Tiffin University	University of North Carolina School of the Arts
Oregon State University	Trinity College	University of North Carolina Wilmington
Pacific University	Trinity School	University of North Texas
Peddie School	Trinity University	University of North Texas at Dallas
Pomona College	Trinity Valley School	University of Northern Colorado
Portland State University	Tufts University	University of Northern Iowa
Pratt Institute	Tulane University of Louisiana	University of Oregon
Purdue University	Tyler Junior College	University of Pittsburgh-Pittsburgh Campus
Reed College	United States Military Academy	University of Rhode Island
Rhodes College	University at Buffalo	University of Richmond
Rice University	University of Arkansas	University of Rochester
Rider University	University of California-Berkeley	University of San Diego
Ringling College of Art and Design	University of California-Davis	University of San Francisco
Ripon College	University of California-Irvine	University of South Carolina
Rochester Institute of Technology	University of California-Los Angeles	University of South Florida System
Rollins College	University of California-Merced	University of St. Thomas
Rowan University	University of California-Riverside	University of Tennessee
Rutgers University	University of California-Santa Cruz	University of Tennessee at Chattanooga
Saint Joseph's University	University of Central Florida	University of Tennessee Health Science Center
San Diego State University	University of Chicago	University of Tennessee-Martin
San Jose State University	University of Colorado at Boulder	University of Texas at Arlington
Santa Clara University	University of Connecticut	University of Texas at Austin
Seattle University	University of Dayton	University of Texas at El Paso
Seton Hall University	University of Delaware	University of Texas at San Antonio
ShIPLEY School	University of Denver	University of Texas Health Science Center at Houston
Sidwell Friends School	University of Georgia	University of Texas Health Science Center at San Antonio
Smith College	University of Hawaii System	University of the Pacific
Southern Adventist University	University of Health Sciences and Pharmacy in St. Louis	University of Utah
Southern Illinois University Edwardsville	University of Houston	University of Virginia-Main Campus
Southern New Hampshire University	University of Illinois at Chicago	University of Washington
Spelman College	University of Illinois at Chicago	University of West Georgia
St. Anne's-Belfield School	University of Illinois at Urbana-Champaign	University of Wisconsin-Stevens Point
St. Edward's University	University of Iowa	Ursinus College
St. John Fisher University	University of Kentucky	Ursuline Academy of Dallas
St. John's College	University of Louisiana at Lafayette	Utah State University
Stevens Institute of Technology	University of Massachusetts-Boston	Valparaiso University
Suffolk University	University of Michigan	Vanderbilt University
SUNY Binghamton University	University of Michigan-Dearborn	Virginia Commonwealth University
SUNY Cortland	University of Michigan-Flint	Virginia Polytechnic Institute and State University
SUNY College of Technology at Alfred	University of Minnesota-Twin Cities	
Susquehanna University	University of Nebraska	
Syracuse University	University of Nebraska at Kearney	
Taylor University	University of Nebraska Medical Center	
Temple University	University of Nebraska Omaha	
Texas Christian University		

Volunteer State Community College
Wake Forest University
Washburn University
Washington and Lee University
Washington University in St. Louis
Webb Schools
West Chester University of
Pennsylvania
Western Carolina University
Western Washington University
Williamson College of the Trades
Wright State University-
Main Campus
Yale University
York College of Pennsylvania

Endnote

1. McCarthy, Kathleen D., Hodgkinson, Virginia A., Sumariwalla, Russy D. et al., *The Nonprofit Sector in the Global Community: Voices from Many Nations*. (Washington, D.C.: Independent Sector, 1992), p. XIV.

CASE is the home for advancement professionals at not-for-profit education and education-related institutions. It inspires, challenges, and equips institutions to pursue success effectively and ethically. CASE defines the competencies and standards for the profession of advancement and champions their dissemination and application through its network of more than 97,000 advancement professionals at 3,100 member institutions.

Broad and growing communities of professionals gather under the global CASE umbrella. Currently, the CASE network includes professionals who work in alumni relations, development and advancement services, communications, fundraising, government relations, and marketing. These professionals are at all stages of their careers and may work at universities, schools, colleges, cultural institutions, or other not-for-profit organizations. In addition to the expertise of its staff, CASE uses the intellectual capital and professional talents of a community of international volunteers to advance its work. Its membership also includes many educational partners that work closely with the education sector, further enriching the CASE experience.

As the world leader in offering data about advancement outcomes provided through its CASE InsightsSM division, CASE helps professionals in the education sector achieve their objectives by making data-driven decisions. CASE provides detailed benchmarking data that enable colleges, universities, and independent schools to compare themselves with peer and aspirant institutions as well as with themselves over time. In addition, CASE publishes research reports about emerging issues and summary information relative to advancement.

Headquartered in Washington, D.C., CASE works across six continents from its regional offices in London, Singapore, and Mexico City to achieve a seamless experience for its stakeholders, particularly its members, volunteers, and staff.

CASE InsightsSM



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