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# CASE Global Alumni Engagement Metrics (AEM) Survey Guidance Documentation

## TAKING PART IN THE AEM 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, AMAtlas Data Miner. 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 in order 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 Data Miner, members will receive a custom Graphical Program Summary (GPS) report that illustrates your results compared to a set of peer institutions. Following analysis of the survey data by CASE staff, your institution's unique GPS report will be uploaded to Data Miner.

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## INTRODUCTION TO THIS YEAR'S SURVEY

### About the Survey

The 2022 CASE Global Alumni Engagement Metrics (AEM) survey marks the third year of data collection for CASE's alumni engagement metrics framework. This framework is laid out in a White Paper<sup>1</sup> 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 AEM 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.

### What's New

CASE continued to engage with a [global task force of volunteers](#), who decided some modest revisions were needed in the third year to ensure consistency in year-over-year reporting and to enable a wider group of institutions to take part. Specific enhancements for this data collection cycle include:

- Total count of events (virtual, in-person, and hybrid)
- Count of dues-paying alumni association members
- Specific checklists of software used for engagement

<sup>1</sup> Alumni Engagement Metrics White Paper, [https://www.case.org/system/files/media/file/CASEWhitePaper\\_AlumniMetrics%20AUG18.pdf](https://www.case.org/system/files/media/file/CASEWhitePaper_AlumniMetrics%20AUG18.pdf)

The AEM 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 in more than 80 countries.

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.

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.

Questions can be addressed to AMAtlas staff at [aem@case.org](mailto:aem@case.org).

CASE Staff contributing to this survey and guidance document:

**David Bass**  
Sr. Director,  
Research  
[dbass@case.org](mailto:dbass@case.org)  
+1 202-478-5675

**Kimberly Kane**  
Manager, Voluntary  
Support of  
Education  
[kkane@case.org](mailto:kkane@case.org)  
+1 917-979-5671

**Ann E. Kaplan**  
Sr. Director,  
Voluntary Support of  
Education  
[akaplan@case.org](mailto:akaplan@case.org)  
+1 917-979-4827

**Jenny Cooke Smith**  
Sr. Director,  
AMAtlas Services  
[jsmith@case.org](mailto:jsmith@case.org)  
+1 202-478-5555

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University of  
Melbourne

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Ringling College of Art  
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**Edgar Vladimir Lozano  
Cabrera**  
Tecnológico de  
Monterrey

**Tom Chaves**  
Saint Joseph's  
University

**Aliesha Crowe**  
Northwood Technical  
College

**Jennifer Cunningham**  
Lehigh University

**Becky Dematty**  
Franklin & Marshall  
College

**Adam Dunagin**  
Franklin College

**Susan Farrington**  
Tyler Junior College

**Nena Grceva**  
Central European  
University

**Nigel Henriques**  
University of Waterloo

**Cassie Hunt**  
Washington & Lee  
University

**Lee Ann Jourdan**  
Franklin College

**Amy Layman**  
Franklin & Marshall  
College

**Lisa Lewis**  
University of Minnesota

**Michelle Lough**  
Brown University

**Donna MacPhee**  
Columbia University

**Reshunda Mahone**  
Emory University

**Thomas McArthur**  
The College of Wooster

**Misty McCarty**  
University of New  
Hampshire

**Jane Miller**  
University of New  
South Wales

**Monica Moore**  
Occidental College

**Kerryn Newbegin**  
Monash University

**Vivek Narendra**  
Oregon State  
University

**Tommaso Panzavolta**  
Università Commerciale  
Luigi Bocconi

**Peter Papagiannis**  
European Molecular  
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**Mike Pede**  
University of Houston

**Holly Peterson**  
University of London

**Nicola Pogson**  
Imperial College  
London

**Sarah Pymm**  
Imperial College  
London

**Matthew Salvatore**  
Brown University

**Cindy Shaw**  
The Haverford School

**Emma Silva**  
United Nations  
International School of  
Hanoi

**Dina Sorrentino**  
Ringling College of Art  
& Design

**Duane Wiles**  
University of  
Tennessee

**Anna Wyeth**  
Sidwell Friends School

## SURVEY INSTRUCTIONS

When you or a representative from your institution completes the *CASE Global Alumni Engagement Metrics* survey online through CASE's survey tool, the tool automatically associates the individual completing the survey with the person's institution. [CASE recommends that one person per institution be selected to enter data into that institution's survey.](#) Contact [aem@case.org](mailto:aem@case.org) to review and make changes to the AEM survey contact(s) for your institution.

Check the box that says, **"We will complete the survey this year"** to signal your intention to participate and activate your AEM survey for data entry. When you are done entering data, check the box that says, **"We are done with the survey"** to officially submit your completed survey.

In addition to the full version of the survey, institutions may request the minimal version, which is designed for institutions that do not yet have the level of detail to complete the full version. Please complete the minimal version only if you are not able to provide inputs for [alumni counts](#) and detail about the [modes of engagement](#) for each [category of alumni](#). To schedule an appointment for an overview of the survey or to discuss which survey version would best suit your institution, contact us at [aem@case.org](mailto:aem@case.org).

The AEM survey consists of three sections:

### **Section 1 – Alumni Counts and Alumni Relations Inputs**

The first section of both versions of the survey asks for alumni counts in several categories and basic information about your alumni association, fiscal year, and local currency. There is also an optional question on alumni relations staffing and technology.

### **Section 2 – Modes of Engagement**

There are four modes of engagement as defined by the Alumni Engagement Metrics Task Force:

- Philanthropic
- Volunteer
- Experiential
- Communication

The second section of both surveys collects counts of alumni engaged via each of these modes. The full survey also provides space to count alumni engaged in combinations of modes. Definitions of each mode appear later in this guidance document.

### **Section 3 – Operations and Technology**

Section 3 collects information about the software platform(s) your organization uses to track, report on, and understand/analyze Alumni Engagement. The questions are in the form of a checklist with the option to write in platforms not appearing in them.

Note that we only are collecting data at the institutional level. So, for higher education institutions, for example, we are not gathering data for individual schools, colleges, or faculties.



**Important:** You cannot skip required questions. If you do not have alumni who meet the criteria, 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. For all submitted data, we are collecting data as of the end of your institution’s most recently completed fiscal year.

## SECTION 1: ALUMNI COUNTS AND ALUMNI RELATIONS INPUTS

There are three questions in the Alumni Counts and Alumni Relations Inputs portion of the survey:

- Question 1. Alumni Counts - REQUIRED
- Question 2. Alumni Relations Inputs - OPTIONAL
- Question 3. Alumni Relations Additional Details - REQUIRED

Guidance for completing these survey questions is provided in Sections 1.1 through 1.3 below.

### 1.1 ALUMNI CATEGORY DEFINITIONS

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 recent completed fiscal year. These categories include alumni who earned a credential on premise or online.

These definitions align with the new 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 \(Independent Schools\)](#).

Total headcount (not FTE) of students enrolled at the beginning of the academic year:

Provide the total number of students (total headcount, not full-time equivalent students) who were enrolled at the beginning of the academic year in the reporting period. Do not provide a rolling headcount for the whole year or just the number of new students registering. Institutions that complete the CASE Voluntary Support of Education (VSE) survey are required to report this figure there, as well.

#### 1.1.1 FULL VERSION

##### **Alumni Categories: Higher Education**

If you are completing this survey for an independent school, skip to [Alumni Categories: Independent Schools](#).

Category Number	Category Name	Description
2	Associate Degreed	For geographies that award Associate’s 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’s 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 <u>only</u> 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 <u>only</u> 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 Diploma-Holding	A sum of individuals in Categories 1-6. This field auto-totals in the full version of the survey.
8	Non-Graduates	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.  <i>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 <a href="mailto:aem@case.org">aem@case.org</a> to review.</i>
10	Total Non-Degreed	A sum of individuals in Categories 8 and 9. This auto-totals in the full version of the survey.
11	Total All 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: Independent Schools Only** If you are completing this survey for a Higher Educational Institution, skip to the [next section](#).

For independent schools completing the full version of the AEM 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: <ul style="list-style-type: none"> <li>○ 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</li> </ul>

		<p>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).</p> <ul style="list-style-type: none"> <li>○ 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): <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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).</li> </ul> </li> </ul>
5	Multiple-Degreed	<p>Includes individuals who earned <u>multiple</u> credentials at your institution.</p> <p>Count in this category:</p> <ul style="list-style-type: none"> <li>○ 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 <u>and</u> completed the requirements for any other division operated by the school (i.e., lower and/or middle school).</li> <li>○ 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 <u>both</u> the lower and middle School divisions.</li> </ul>
7	Total Degreed or Diploma-Holding	A sum of individuals in Categories 1 and 5. This field auto-totals in the full version of the survey.

8	Non-Graduates	<p>Individuals who completed at least one term or one semester but did not earn a credential.</p> <p><b>If a secondary diploma is earned upon completion of the terminal grade of the school (i.e., the school operates an upper school):</b></p> <ol style="list-style-type: none"> <li>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. <i>For example:</i> <ul style="list-style-type: none"> <li>○ 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).</li> </ul> </li> <li>2. If the school operates an upper school <u>only</u>, include former students who did not receive a secondary diploma. <i>For example:</i> <ul style="list-style-type: none"> <li>○ 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).</li> </ul> </li> </ol> <p><b>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)</b></p> <ol style="list-style-type: none"> <li>1. If the school operates a lower school division <u>only</u>, include former students who did not complete the requirements for the terminal grade of the lower school. <i>For example:</i> <ul style="list-style-type: none"> <li>○ In a Pre-K to grade 5 school. The student enrolled from grade 1 through grade 4 but did not complete grade 5.</li> </ul> </li> <li>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. <i>For example:</i></li> </ol>
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		<ul style="list-style-type: none"> <li>○ In a Pre-K to grade 8 school, the student enrolled from grade 3 through grade 7 but did not complete grade 8.</li> </ul>
10	Total Non-Degreed	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 All Alumni	A sum of individuals in Categories 7 and 10 (Total Degreed and Total Non-Degreed). This field auto-totals.

### 1.1.2 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	Degree or Diploma-Holding	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	Non-degreed or Diploma-Holding	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.

## 1.2 ALUMNI COUNTS

**(Required for both versions of the survey)**

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:

### 1.2.1 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.”

### 1.2.2 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.

### 1.2.3 LEGALLY CONTACTABLE

An individual who is not marked 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. 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 and Inputs - Question 1. (Required) - Full Version example from Survey

Enter valid data for each row of alumni appropriate to your institution. If your institution does not have alumni within a specific category, enter “0” across the relevant row or rows.

Alumni Counts				
Row	Category	<u>Living Count</u>	<u>Opted-Out Count</u>	<u>Legally Contactable Count</u>
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 Diploma-Holding Alumni	<i>Survey will auto-total</i>	<i>Survey will auto-total</i>	<i>Survey will auto-total</i>

<b>8</b>	Non-Graduates			
<b>9</b>	Other			
<b>10</b>	<b>Total Non-Degreed</b>	<i>Survey will auto-total</i>	<i>Survey will auto-total</i>	<i>Survey will auto-total</i>
<b>11</b>	<b>Total All Alumni</b>	<i>Survey will auto-total</i>	<i>Survey will auto-total</i>	<i>Survey will auto-total</i>



**Alumni Counts and Inputs - Question 1. (Required) - Minimal Version example from Survey**

Alumni Counts				
Row	Category	<u>Living Count</u>	<u>Opted-Out Count</u>	<u>Legally Contactable Count</u>
1	Degreed or Diploma-Holding Alumni			
2	Total Non-Degreed Alumni			
3	<b>Total All Alumni</b>	<i>Survey will auto-total</i>	<i>Survey will auto-total</i>	<i>Survey will auto-total</i>

**1.3 ALUMNI RELATIONS INPUTS**

Alumni relations inputs seek to identify the staff size and expenditures specific to the alumni relations function(s) at your institution (Question 2) and some additional details about your school’s alumni association, fiscal year, and reporting currency (Question 3). The questions are the same for both versions of the survey.

**This applies to Question 2 of the Alumni Counts and Inputs portion of the survey.**

**1.3.1 STAFF**

Enter a count of full-time equivalents (FTEs), including salaried and hourly employees. Staff specifically identified as advancement staff (regardless of where they report) should be allocated to alumni relations on a percentage basis, based upon the work they do.

- Someone who is full-time alumni relations staff should be counted as 1.
- Someone who works in advancement and whose time is split 50/50 between alumni relations and fundraising should be allocated as 0.5 in this calculation. (It does not matter to whom the person reports. The employee might report to alumni relations, the central advancement office, president or vice-chancellor, dean, foundation, career services, or association.)
- 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.
- Finally, 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.

### 1.3.2 EXPENDITURES

Alumni relations expenditures should only include direct staff and non-staff (other programming and operational) expenditures. Exclude indirect costs. For example, exclude academic staff and administrative staff who sometimes play a role in alumni relations but who are not included in the staff FTE calculation. Also exclude the costs associated with recruiting students or promoting the institution’s research activities.

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

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 separately asked to select from a drop-down menu the three-digit abbreviation for your domestic currency. Contact [aem@case.org](mailto:aem@case.org) if you do not know the three-digit abbreviation for your currency.

### Alumni Counts Inputs - Question 2. (Optional for both versions of the survey) - Alumni Relations Staff and Expenditures Inputs

A. Alumni Relations Staff FTEs	B. Alumni Relations Staff Cost	C. Alumni Relations Staff Benefits	D. Alumni Relations Technology Cost	E. Alumni Magazine Cost	F. Non-Technology Cost

- A. **Alumni Relations Staff FTEs:** Report the number of alumni relations staff FTEs as described in Section 1.3.1.
- B. **Alumni Relations Staff FTE Salary Expenditures:** Allocate to the FTEs reported the amount paid in salary, in proportion to the time the person spends on alumni relations.
- C. **Alumni Relations Staff FTE Benefits Expenditures.** Report the benefits, if any, paid by the institution that correspond to the salary expenditures in the previous question. 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.
- D. **Technology Expenditures:** These costs should include those for which alumni relations is directly responsible, 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.

Technology costs might include CRM platforms, mobile applications, career mentoring platforms, email marketing, or website hosting.

Calculate your technology allocations only if you pay for it directly. For example:

- If alumni relations pays a vendor directly for an email marketing platform, those costs should be included in this technology bucket.
- 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.
- 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, do not include any of the 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 not be included in this bucket.

- E. **Alumni Magazine Expenditures:** Include direct costs associated with non-staff expenditures for design or content of digital or print publishing. Include the cost of mailing alumni magazines if the alumni magazine expenses come out of the alumni relations budget. Do not include newsletters in this category. Newsletters should be captured under Non-Technology. If your magazine is done in-house, you may have \$0 reported in this category, particularly if material costs do not come out of your budget.
- F. **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.

### 1.3.3 ALUMNI RELATIONS ADDITIONAL DETAILS

**(Required for both versions of the survey)**

**This applies to Question 3 of the Alumni Counts and Inputs portion of the survey.**

- A. **Dues-paying Alumni Association:** Is your Alumni Association dues-paying? Check the box only if there is an over-arching, 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.
- B. **Count of dues-paying alumni members:** 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.

- C. Fiscal Year End:** In what month does the fiscal year on which you are reporting end? Please select the corresponding month number from the drop-down menu.
- D. Currency:** What is the currency you are using for reporting purposes? Please select the corresponding currency from the drop-down menu. Contact [aem@case.org](mailto:aem@case.org) if you do not know the abbreviation for your currency.

## SECTION 2: MODES OF ENGAGEMENT

There are four questions in the Modes of Engagement portion of the survey:

- Question 1. Summary of Alumni Engagement – REQUIRED
- Question 2. Combinations of Engagement (full version) or Summary of Type of Engagement (minimal version) - OPTIONAL
- Question 3. Confidence Levels - REQUIRED
- Question 4. Count of In-Person, Virtual, and Hybrid Events Offered – OPTIONAL *(new!)*
- Question 5. Types of Attendees - OPTIONAL

Guidance for completing these survey questions is provided in Sections 2.1 through 2.5 below.

### 2.1 MODES OF ENGAGEMENT DEFINITIONS

Section 2 asks for 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 below 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, contact [aem@case.org](mailto:aem@case.org).

- Data in all four modes are required for the full version of this survey.
- The minimal version does not require data for the communication mode.

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

#### 2.1.1 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 tax deduction allowed for 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).

### 2.1.2 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
- classroom and/or commencement speakers (that are unpaid)
- 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.

### 2.1.3 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). This also includes any new categories of virtual

programming that your institution may have implemented to engage with alumni as a result of COVID-19.

- 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.

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.

#### 2.1.4 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 via postal mail or digitally
- Formally updated 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
- 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 Metrics survey does not consider the following as examples of ‘interactive, meaningful and informative communication that supports the institution’s mission, strategic goals and reputation.’

Do not include 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

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.



## 2.2 MODES OF ENGAGEMENT INPUTS

The full version requires data in all four modes of engagement.

If your institution is completing the minimal version of the survey, [skip to Section 2.2.2: Minimal Version](#).

### 2.2.1 FULL VERSION

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. Some of the combined modes are required; others are optional. If you are unable to complete the level of detail requested on this section, CASE staff can set you up with the minimal version of the survey.

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

#### Modes of Engagement - Question 1. (Required) - Summary of Alumni Engagement

**Columns A-D** seek the number of individuals in each mode of engagement. 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 number of individuals in ALL four of the modes.

In **Column F**, count individuals who engaged in ANY of the four modes. 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) and 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 an error check 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 2. (Optional) - Combinations of Engagement

**Columns A-F** seek the 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 number of individuals engaged in all three of the indicated modes.

While Question 2 is optional, it provides opportunities to analyze and benchmark deeply engaged alumni.

Refer to [Appendix C for a Sample for the Full Version](#) (sample numbers filled in for reference).

### 2.2.2 MINIMAL VERSION

*If your institution is taking part in the full version of the survey, skip to [Confidence Levels, Section 2.3](#)*

Section 2 on the minimal version of the survey is a grid, with the rows representing two rolled-up alumni categories, degreed or diploma and non-degreed/non-diploma, and the columns representing the four modes of engagement and combinations of engagement. (The communications mode is optional on the minimal survey, however.)

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

#### **Modes of Engagement - Question 1. (Required, except Column D, Communication) - Summary of Alumni Engagement**

**Columns A-C** seek the unduplicated number of individuals engaged in each of the indicated modes of engagement (philanthropic, volunteer, and experiential). Treat each column as a discrete question. For example, to provide the unduplicated count of volunteers, count all volunteers, whether or not they are engaged in other modes.

**Column D** seeks the unduplicated number of individuals engaged via communication and is **optional**.

**Column E** seeks the number of individuals who engaged in all four of the modes (P+V+E+C). If you do not capture data for the communications mode, include anyone engaged in P+V+E.

**Column F** seeks the number of individuals who engaged in ANY of the four modes—one or more than one (P or V or E or C). 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 individual just once in Column F.

Someone can be counted in more than one column. For example, if someone engaged in all four basic modes, that person would be counted in every column of the appropriate alumni category row. The survey has error checks that will warn you if your columns are larger or smaller than expected, based on your basic inputs for each mode. The error checks run 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 2. (Optional) - Summary of Type of Engagement**

This question seeks:

- the number of alumni who are engaged as donors, but not in other ways (Column A)
- the number of alumni who engaged in other ways, but not as donors (Column B)

In this question, optional Column A in Question 2, is a subset of required Column A in Question 1.

Optional Column B asks for alumni engaged as volunteers, experientially, or through communications but NOT as donors. This question is a subset of required Column E in Question 1.

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

Refer to [Appendix D for a Sample of the Minimal Version](#) (sample numbers filled in for reference).

### 2.3 CONFIDENCE LEVELS

**(Required for both versions of the survey)**

**This applies to Question 3 of the Modes of Engagement portion of the survey.**

Confidence levels measure how confident you are that the counts you provided are a comprehensive representation of alumni activities. 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 communications 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 communications blank, you should choose Not Very Confident (3) for the communications 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.

#### **Modes of Engagement - Question 3. (required for both versions of the survey) – Confidence Levels**

<b>For each Mode, note how confident you are that the data captured is comprehensive and representative of your efforts.</b> <b>1: Confident</b> <b>2: Somewhat Confident</b> <b>3. Not Very Confident</b>	
Volunteer	1, 2 or 3
Experiential	1, 2 or 3
Communications	1, 2 or 3

### 2.4 COUNT OF IN-PERSON, VIRTUAL, AND HYBRID EVENTS OFFERED

**(Optional for both versions of the survey)**

**This applies to Question 4 of the Modes of Engagement portion of the survey.**

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 fiscal year. Reference the experiential mode guidance for a list of events counted as experiential engagement.

Categories:

- A. 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.)
- B. 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.)
- C. Hybrid Events: Enter the number of events with both an in-person and a virtual component.
- D. Total: This cell automatically sums the counts in Columns A-C

	A. Number of Virtual Events	B. Number of In-person Events	C. Number of Hybrid Events	D. Total
Number of Events Held Most Recent Fiscal year				<i>Survey will auto-total</i>

## 2.5 TYPES OF ATTENDEES

**(Optional for both versions of the survey)**

**This applies to Question 5 of the Modes of Engagement portion of the survey.**

Report below the way in which alumni participated in the events you summarized in Question 4. That is, Question 4 is about the nature of events. This question is about individual behavior related to the events you offered. Sort alumni who attended events into (only) one of the three cells.

Each individual had an "event type" in the past fiscal year. Someone was either a virtual event type (Cell A), an in-person event type (Cell B), or someone may have participated both ways at two or more events in this reporting cycle (Cell C). Each year, a person can only have one "event type."

Modes of Attendance:

A. Virtual: Enter the number of individuals who ONLY took part in events virtually during the most recent fiscal year.

B. In-person: Enter the number of individuals who ONLY attended events in person during the fiscal year.

C. Both Virtual and In-Person: Enter the number of individuals who attended events both online and in-person. Do not count these individuals in A or B.

Note: If someone attended a hybrid event as defined in question 4, categorize the person according to the manner in which the individual attended.

**Modes of Engagement – Question 5. (Optional for both versions of the survey) – Types of Attendees**

	A. ONLY Attended Virtually	B. ONLY Attended In-Person	C. Attended Both In-Person and Virtually
Number of Alumni who Participated This Fiscal Year			

2.6 Alumni Engagement by Graduation Cohorts *(New!)*

**(Optional – only appears on the full version of the survey)**

In the grid below enter the number of alumni who engaged in each of the four basic modes 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.

The total engaged for each mode in row 9 must equal the total engaged for each of those modes in section 2, question 1, Summary of Alumni Engagement.

	A. No. Engaged: Philanthropy	B. No. Engaged: Volunteer	C. No. Engaged: Experiential	D. No. Engaged: Communication
1. 0-5 Years Out				
2. 6-10 Years Out				

<b>3. 11-20 Years Out</b>				
<b>4. 21-30 Years Out</b>				
<b>5. 31-40 Years Out</b>				
<b>6. 41-50 Years Out</b>				
<b>7. 51+ Years Out</b>				
<b>8. Non-Degreed/Non-Diploma</b>				
<b>9. Total</b>	<i>Survey will auto-total</i>	<i>Survey will auto-total</i>	<i>Survey will auto-total</i>	<i>Survey will auto-total</i>

## SECTION 3: OPERATIONS AND TECHNOLOGY

**Section 3 is optional and identical for the full and minimal versions of the survey.**

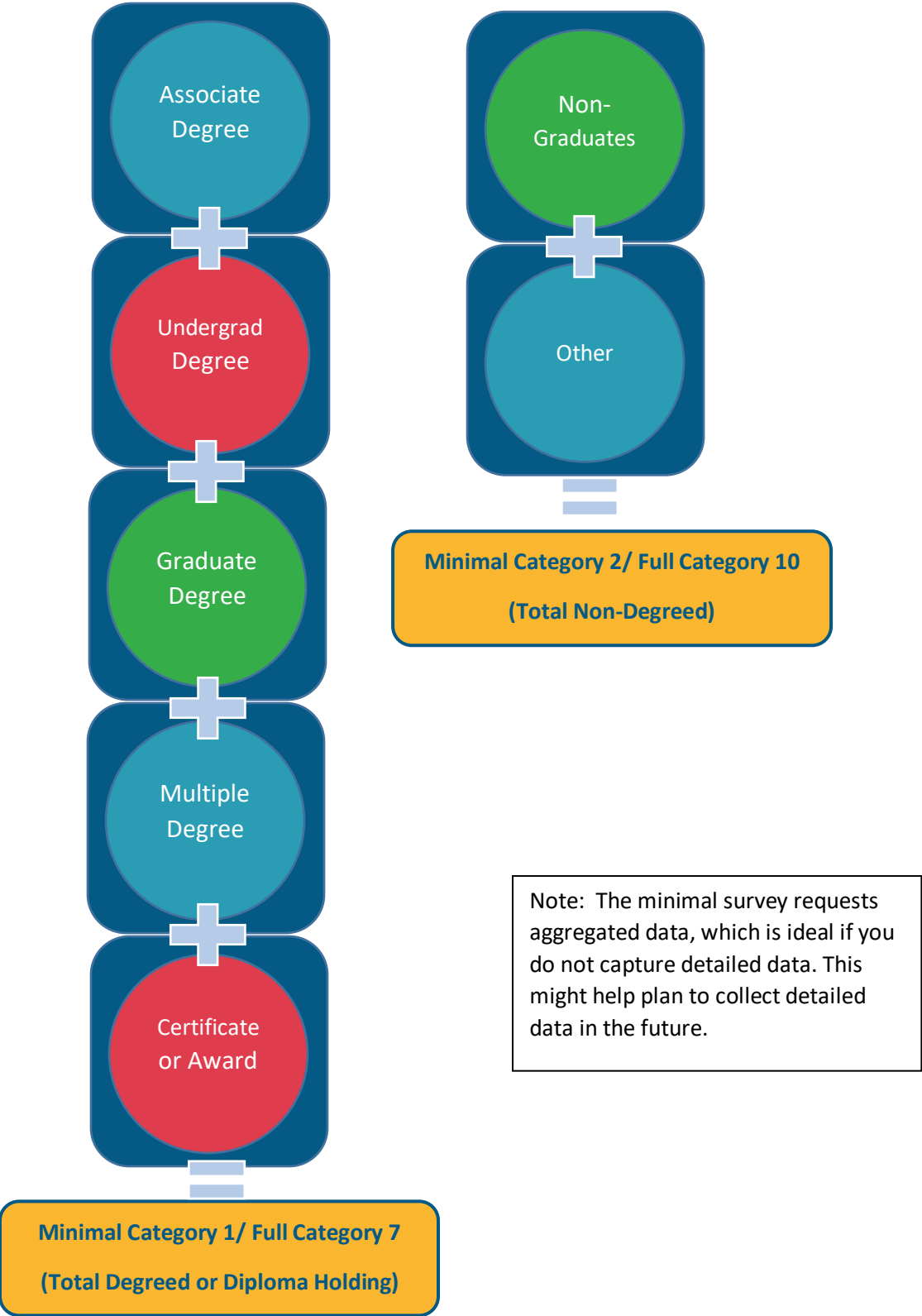
The following questions provide insight and context to your institution’s ability to capture, track, report, and analyze alumni engagement. It also captures information about what staffing resources your institution has.

<b>Operations and Technology</b>	
Does your institution have a dedicated data manager or data management team that oversees the collection, reporting, and analysis of alumni engagement activity?	Y/N
Which software platform(s) does your organization use to track, report on, and understand/analyze Alumni Engagement? This includes software used to administer events, social monitoring, communications platforms, business intelligence, and CRM.	Parts I-VI include options for selecting software. See Below for details.

**For Parts I-VI:** If your institution uses software not listed, type in the provided space at the bottom of the list for each part marked “Other.” To list multiple platforms in the comments, use a semi-colon 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 AEM survey and therefore do not include all vendors and providers.

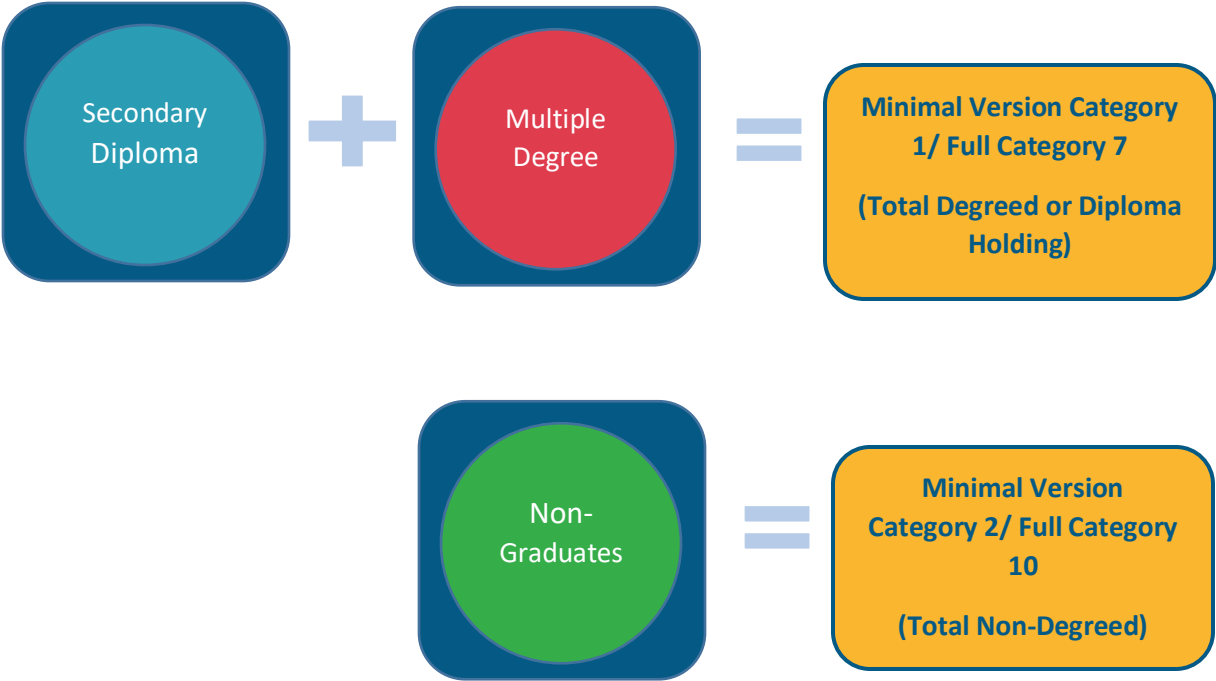
- Part I: Constituent Relationship Management (CRM) Software
- Part II: Reporting and Data Visualization Tools
- Part III: Multi-channel Marketing and Communications Software
- Part VI: Alumni Engagement and Career Platforms
- Part V: Research and Fundraising Management
- Part VI: Event Management and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

APPENDIX A: RELATIONSHIP BETWEEN FULL AND MINIMAL VERSION CATEGORIES – Higher Education





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 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 2. Modes of Engagement](#). Shaded total columns auto-total when data are entered in the survey.

**Question 1. Summary of Engagement: Columns A-D: Categorize each mode by Alumni Category.**

Rows	Alumni Category	Column A	Column B	Column C	Column D
		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	1000	40	1500	2000
4	Graduate-Degreed	750	15	250	1000
5	Multiple-Degreed	300	10	100	250
6	Certificate or Award	90	10	50	50
7	Total Degreed or Diploma-Holding Alumni	2,340	90	2,400	3,900
8	Non-Graduates	70	0	100	50
9	Other	90	10	500	50
10	Total Non-Graduates	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 should be less than or equal the smallest number in columns A-D. If you also complete the Optional Question 2, Column E will also be less than or equal to columns within that grid.

<b>Rows</b>	<b>Alumni Category</b>	<b>Column E</b>
		<b>Phi. and Vol. and Exp. and Com.</b>
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 Diploma-holding Alumni	21
8	Non-Graduates	0
9	Other	1
10	Total Non-Graduates	1
11	Total Alumni	22

**Column F:** *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, or all four. It is also an unduplicated count, meaning that if someone is engaged in all four modes, they are still only counted one time. Do not add Columns A-D to complete this column as presumably those columns will not have unduplicated counts.

Rows	Alumni Category	Column F
		<u>P or V or E or C</u>
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 Diploma-holding Alumni	6,242
8	Non-Graduates	176
9	Other	520
10	Total Non-Graduates	696
11	Total Alumni	6,938

## 2. Combinations of Engagement – Optional

### Columns A-F:

The following columns ask for 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 of the data in Question 1, Columns A-D. For example, Column B in Question 1 (above) indicates there are 15 volunteers with an associate’s degree. Therefore, cell A2 (highlighted in green) 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 volunteers reported in Question 1, cell B2, contributed financially as well.)

Rows		Column A	Column B	Column C	Column D	Column E	Column F
	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
	Total Degreed or Diploma-Holding Alumni	58	1,057	1,300	62	64	1,794
7	Non-Graduates	0	23	40	0	0	30
8	Other	11	65	30	5	17	42
	Total Non-Graduates	11	88	70	5	17	72
9	Total Alumni	69	1,145	1,370	67	81	1,866

**Columns G-J:**

In these columns report the 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 blue) must be less than or equal to 10.

Rows		Column G	Column H	Column I	Column J
	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 Diploma-holding Alumni (auto)	22	41	653	64
8	Non-Graduates	0	0	8	0
9	Other	2	3	21	17
10	Total Non-Graduates	2	3	29	17

11	Total Alumni	24	44	682	81
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## APPENDIX D: MINIMAL VERSION EXAMPLE

### Question 1 – Summary of Alumni Engagement

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 2. Modes of Engagement](#). All total shaded columns auto-total when data are entered in the survey.

Row	Alumni Category	Column A	Column B	Column C	Column D
		<b>Philanthropic (Phil.)</b>	<b>Volunteer (Vol.)</b>	<b>Experiential (Exp.)</b>	<b>Communication (Com.)</b>
1	Degreed or Diploma	2,340	90	2,400	3,900
2	Non-Degreed/Non-Diploma	160	10	600	100
3	Total Alumni	2,500	100	3,000	4,000

### Column E:

Row	Alumni Category	Column E
		<b>Phil. and Vol. and Exp. and Com.</b>
1	Degreed or Diploma	21

2	Non-Degreed/Non-Diploma	1
3	Total (auto)	22

The next column asks for a 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 measure in the previous columns.

Following this logic, there are 90 degreed or diplomaed alumni who are volunteers (cell B1 above, shaded in orange). Therefore, E1, highlighted in yellow, 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.

### 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.

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	Column F
		<b>Phil. or Vol. or Exp. or Com.</b>
1	Degreed or Diplomaed	6,242
2	Non-Degreed/Non-Diploma	696
3	Total	6,938



## Question 2. Summary of Type of Engagement

Column A is a subset of Question 1, Column A, above. Donors not engaged in other modes (only P) should be equal to or, more likely, less than the values reported in the philanthropic mode in Question 1, Column A. 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 is a subset of Question 1, Column F, above. To be included in Question 1, 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 Question 2, Column B, should be equal to or, more likely, less than the amount reported in Question 1, Column F.

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

## APPENDIX E: 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.

**AMAtlas:** A new global resource for educational advancement-related metrics, benchmarks, and analytics. This new initiative serves as a comprehensive, data-rich resource for schools, universities, and

colleges that are eager to use data to inform their work in alumni relations, communications, fundraising, marketing, and allied areas of advancement. The data collected will be used to help inform thought leadership, best practices, and curriculum for conferences, webinars, articles, and advocacy efforts.

**AMAtlas Data Miner:** CASE's longitudinal and comparative metrics online reporting solution with data on charitable giving to U.S. educational institutions collected through the Voluntary Support of Education (VSE) survey and data from the AEM survey. AMAtlas Data Miner'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.

**Facilitated Cohorts:** A new 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 made-to-order GPS reports (defined below) and an invitation for three seats at the practice-area benchmarking meetings. Contact [jsmith@case.org](mailto:jsmith@case.org) for more information.

**Graphical Program Summary (GPS) Report:** A report that provides a visual representation of your year-over-year trends in comparison with your AMAtlas peers and all higher education institutions that complete the Alumni Engagement Metrics (AEM) Survey. CASE member institutions that participate in the AEM survey will receive a complimentary AEM GPS report.

**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.

**Made-to-Order GPS Report:** A fee-based version of the GPS report 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 [jsmith@case.org](mailto:jsmith@case.org) for more 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.

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

