

# CASE Insights<sup>SM</sup> on Alumni Engagement

**2022 KEY FINDINGS**

COUNCIL FOR ADVANCEMENT  
AND SUPPORT OF EDUCATION



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## Foreword

Every day, around the globe, alumni take action to support and strengthen educational institutions. Their loyalty and commitment, volunteer service, and financial support shape student, staff, and community experiences—and ultimately advance institutions' missions. Our CASE Insights<sup>SM</sup> on Alumni Engagement explores and quantifies these vital outcomes.

This year marks our fourth year of reporting on alumni engagement metrics. We have come a long way since 2016, when the CASE Commission on Alumni Relations first appointed a task force to develop an industry-wide alumni engagement framework. For decades, many institutions relied solely on the blunt tool of alumni giving participation rates to quantify alumni engagement. Our task force devised a new, more comprehensive way to measure engagement. It organized more than one hundred alumni activities into the four dimensions—volunteer, experiential, communication, and philanthropy—that underpin our [Alumni Engagement](#) survey. Since the inception of this CASE survey, institutions across all four of CASE's global regions—Asia-Pacific, Europe, Latin America, and the United States/Canada—have participated in the survey.

This report offers a snapshot of engagement data that provides an invaluable resource for benchmarking your alumni relations work with your peer institutions. With just four years of data collection and with many first-time participants, this survey is young, so we see variation in the data. In addition, the global COVID-19 pandemic upended institutions' traditional patterns in and approaches to engagement. Often, institutions responded to the upheaval in very creative ways, some of which remain in place. Time will enrich this data set and allow longer-term patterns to emerge.

What we did clearly see in the 2022 data is a resurgence of in-person engagement, across all institution types and global regions. Past survey

data indicated that when alumni are engaged in one mode (such as experiential), they are more likely to be engaged in other modes, thus enhancing their connections to their institutions. It will be interesting to see how the return to in-person activities in 2022, in addition to the continuation of virtual engagement, will affect future overall engagement.

This year, for the first time, 120 institutions reported on graduation cohorts, examining engagement at zero to five years from graduation, six to ten years out, 11 to 20 years out, and so on. We see that in those early post-graduation years, more alumni participate in experiential and communication activities than philanthropy. Giving activity begins to increase once alumni are 11 years post-graduation. Those crucial initial engagements lay important groundwork for lifelong, mutually beneficial relationships between alumni and their institutions.

This report is one of many outcomes of CASE Insights<sup>SM</sup>, CASE's research and data area, which was rebranded across our studies worldwide in 2023. Specialized CASE Insights<sup>SM</sup> data, standards, and research help advancement professionals make informed decisions, demonstrate effectiveness, highlight success stories, and define ethical practices of the profession at their institutions.

Ultimately, CASE Insights<sup>SM</sup> on Alumni Engagement underline the immense value of alumni engagement in advancing institutions and the importance of the alumni relations profession. Each communication you send, volunteer opportunity you organize, in-person or hybrid event you offer, and gift opportunity you pursue matters. We see the value of this work here. With each additional year of data, we will understand even more about the many ways that alumni engage with their institutions and contribute to the vital work of advancing education to transform lives and society.

**Sue Cunningham**  
President and CEO, CASE

## Introduction

### Survey Sample and Reporting Cohorts

The CASE Insights<sup>SM</sup> on Alumni Engagement survey was open to global participants from September 2022 to December 2022 (and through February 28, 2023, for institutions in the Asia-Pacific region, which operates on a calendar-year cycle). Responses were received from 350 institutions across 17 countries, grouped into five regions. Respondents submitted data for their most recently completed fiscal year.

Institutions' fiscal years vary, even within regions. Accordingly, data reflect each institution's particular reporting period. There are numerous error checks in the survey, which run automatically before respondents can save their data. After receipt of a completed survey, responses were further screened by CASE Insights<sup>SM</sup> research staff. If potential errors were found, survey participants were asked to confirm or correct their responses.

This report presents findings by region, type of institution, and whether the institution is public or private. A list of participating institutions by region is at the end of the report.

### Interpreting Charts

Countries Reporting by Region:

- Asia-Pacific: Australia, New Zealand, Singapore, Vietnam
- Canada
- Europe: Finland, France, Germany, Hungary, Ireland, Italy, Netherlands, United Kingdom
- Latin America: Colombia, El Salvador, Mexico
- United States

Institution Type:

While there is no global standard for categorizing institutions, CASE created groupings to allow for actionable comparison.

- Independent Schools
- Community Colleges (primarily two-year)
- Primarily Undergraduate Institutions
- Combined Undergraduate and Postgraduate Institutions
- Professional Schools (postgraduate only)

Categories of Engagement:

The study's framework categorizes engagement in four modes. See the [guidance document](#) for a full list of included activities.

- Philanthropic engagement includes counts of donors (both hard- and soft-credit).
- Volunteer engagement considers formal volunteer roles. These include, but are not limited to, serving on a governing or advisory board, recruiting students, serving as career mentors, doing public advocacy, and volunteer speaking.
- Experiential engagement includes virtual and in-person attendance at events, membership in a dues-paying alumni association, and season ticket holders (such as for athletics/sport or cultural programming).
- Communication engagement includes, but is not limited to, clicking through on emails, interacting on social media (e.g., likes and posts), completing event evaluations, and registering for events. Reporting on this mode is optional on the minimal version of the survey.

CASE member participants in the 4th edition of the alumni engagement survey receive a complimentary summary benchmarking report including interactive charts and data sets for select variables for their individual institution and associated peers. The highly interactive HTML file enables users to change chart views, review underlying chart data, and download charts for use in presentations. Member participants may also purchase a strategic benchmarking report that allows institutions to specify a group of up to 20 peers and view data for the entire survey against that group. The strategic benchmarking reports include a preview call and a one hour review call in which a CASE Insights<sup>SM</sup> staff member walks users through the report and discusses data and strategic insights. Contact the Insights<sup>SM</sup> team at [insightsolutions@case.org](mailto:insightsolutions@case.org) for further information about strategic benchmarking reports.

## Findings

### PERCENTAGE ENGAGED AND OTHER MEASURES OF AFFINITY

A key goal of the alumni engagement survey is to provide a more modern and robust measurement of alumni affinity than is provided by the outdated metric called alumni participation. While it is a more accurate measure of affinity than its predecessor, percentage engaged is still only one measure. It lays the groundwork for more complex conversations about the success of alumni engagement activities and the ability to capture and report on them.

These findings explore a range of topics related to the extent and type of alumni engagement with

alma maters. The current data support the value of an integrated approach to advancement.

Participants frequently state that completing the survey promoted collaboration among multiple teams. This feedback, which reinforced the concept that reporting on engagement is broader than measuring philanthropy, continues to guide data collection and analysis.

The survey includes a measure of confidence in the ability to capture volunteerism, experiential engagement, and communication. Elements in addition to confidence levels provide lenses to apply when interpreting survey results. No single measure should be used in isolation.

## ENGAGEMENT IS MEASURING, NOT COUNTING — UNDERSTANDING CONFIDENCE LEVELS

In contrast to reporting on philanthropy, one cannot exhaustively count the many ways alumni interact with institutions. For this reason, the survey asks respondents to indicate how confident they are in the completeness of the data provided in each of the non-philanthropic modes.

Figure 1 summarizes confidence by mode of engagement. Institutions were presumed to be confident in philanthropic data. Figures 2–4 show the percentage of institutions that were confident in their data by region, type of institution, and whether the institution is public or private.

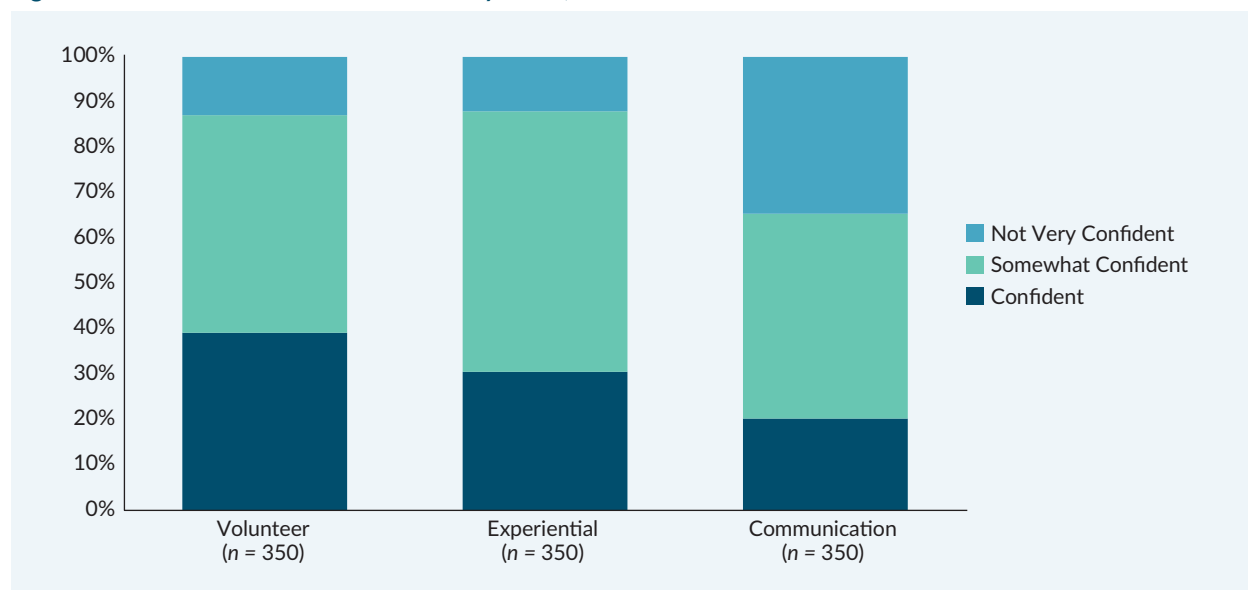
Only 20 percent of institutions reported they were confident in their ability to capture communication engagement in 2022. In 2021, 22.6 percent of respondents indicated they were confident in

how they had captured this mode. In 2020, the figure was 21.5 percent.

Nonetheless, at least some institutions were confident they successfully captured communication engagement. Also, institutions with low confidence in any of the modes usually report lower overall engagement. Confidence levels, therefore, are key to understanding if changing engagement rates are due to programming, data capture, or both.

In addition to confidence levels, alumni relations and advancement leaders said they were interested in learning more about software used to capture, measure, and report on engagement. The 2021 survey streamlined the section on software, and that section was presented in 2022 as well. Detailed information on which institutions use which platforms can be downloaded from the CASE Insights<sup>SM</sup> data portal. Instructions for how to do this begin on page 22.

**Figure 1: Distribution of Confidence Levels by Mode, 2022**



**Figure 2: Percentage of Respondents in Each Region Reporting “Confident” by Mode, 2022**

Region	Volunteer	Experiential	Communication
Asia-Pacific	16.0	20.0	20.0
Canada	47.6	28.6	28.6
Europe	40.9	25.0	15.9
Latin America	55.6	77.8	22.2
United States	40.8	31.8	20.8

**Figure 3: Percentage of Respondents from Each Institution Type Reporting “Confident” by Mode, 2022**

Institution Type	Volunteer	Experiential	Communication
Independent Schools	59.3	48.1	22.2
Community Colleges	26.7	26.7	26.7
Primarily Undergraduate	58.1	48.4	22.6
Professional Schools	66.7	50.0	33.3
Undergraduate and Postgraduate	35.8	27.2	19.6

**Figure 4: Percentage of Respondents for Each Form of Control Reporting “Confident” by Mode, 2022**

Control	Volunteer	Experiential	Communication
Private	51.4	39.6	20.1
Public	31.5	25.0	21.0

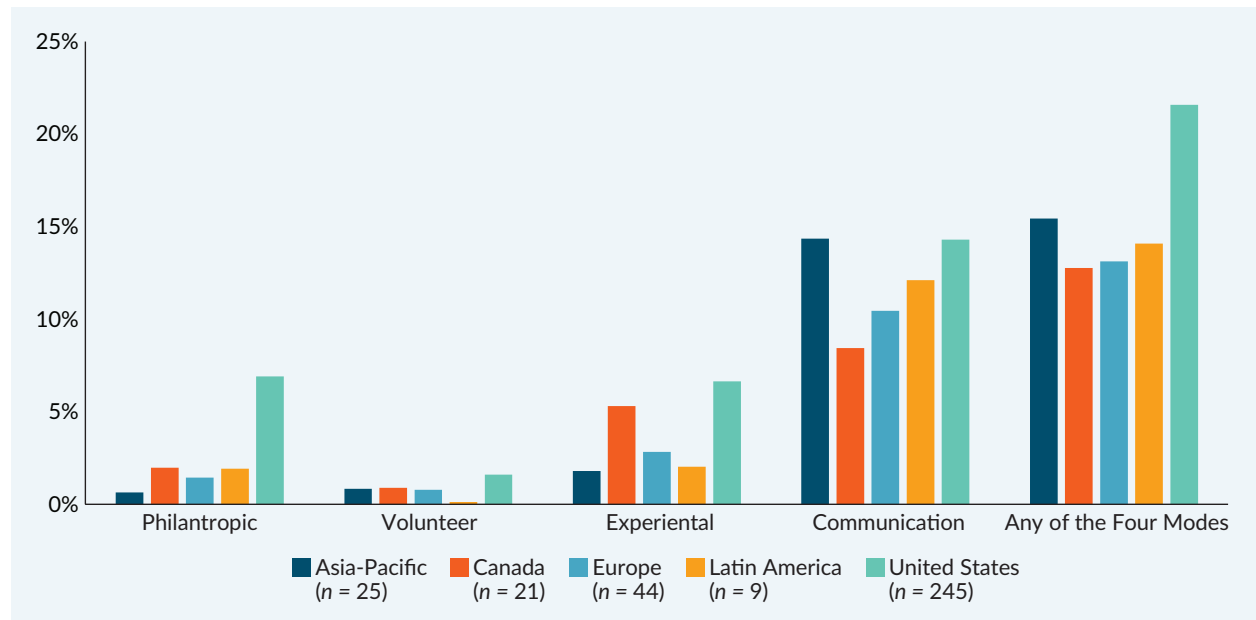


### ENGAGEMENT BY MODE, FISCAL YEAR 2022

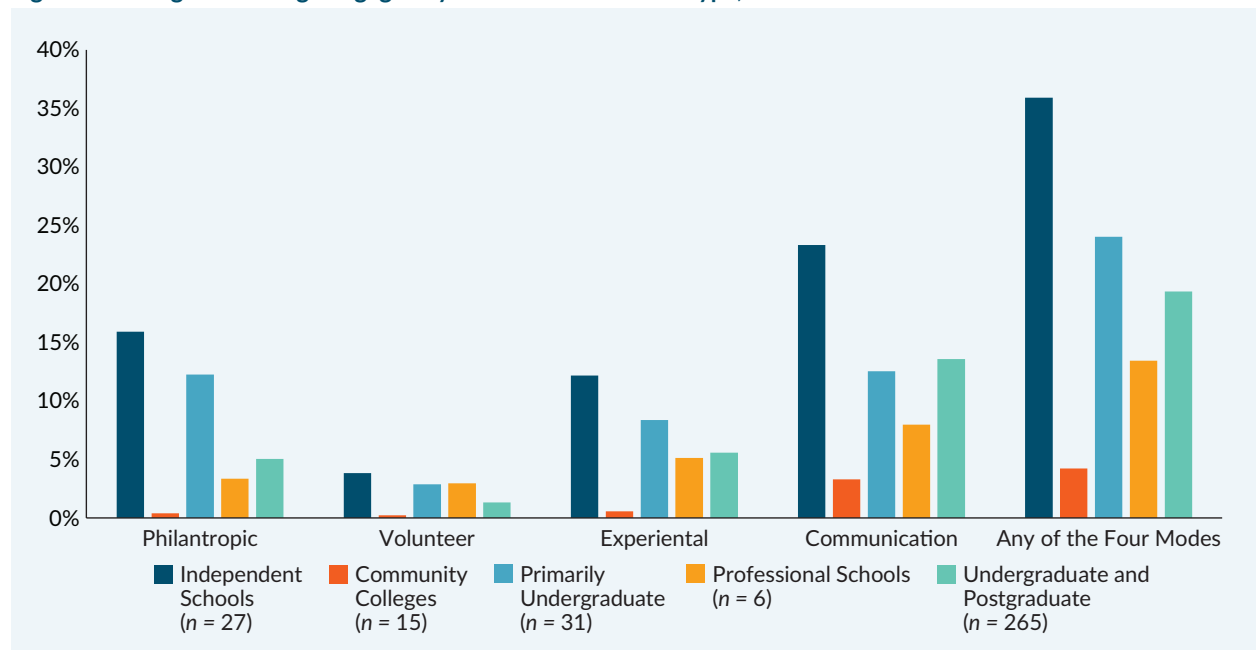
Respondents report alumni engagement in four modes: philanthropy, volunteer, experiential, and communication. Figures 5–7 depict engagement expressed as a percentage, with the count of engaged

alumni by mode as the numerator and the count of legally contactable alumni as the denominator. The responding institutions are categorized by region, institution type, and whether the institution is public or private.

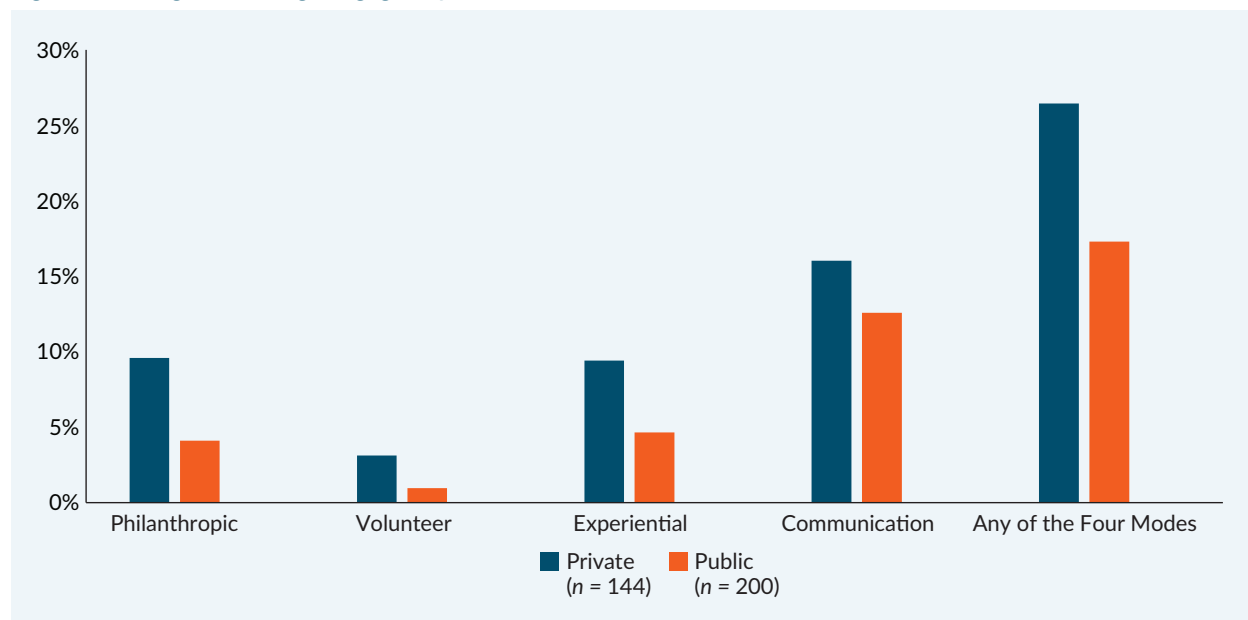
**Figure 5: Average Percentage Engaged by Mode and Region, 2022**



**Figure 6: Average Percentage Engaged by Mode and Institution Type, 2022**



**Figure 7: Average Percentage Engaged by Mode and Control, 2022**



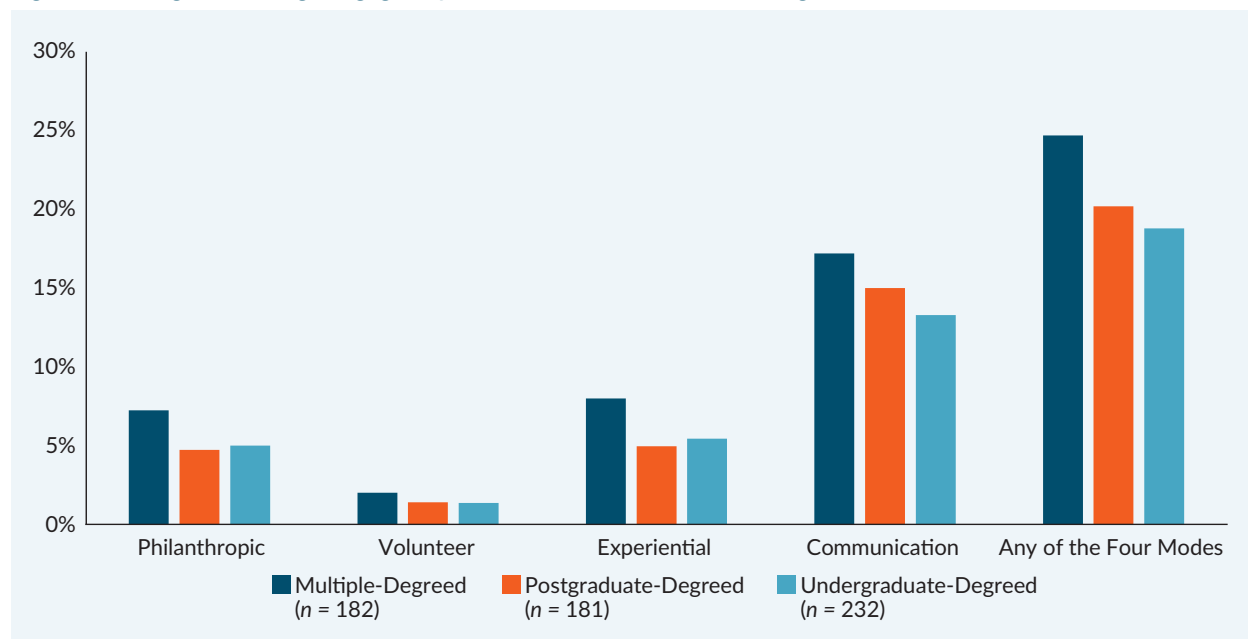
### **MULTIPLE-DEGREED ALUMNI ENGAGE AT HIGHER RATES**

Survey respondents categorized alumni as either degreed or non-degreed. The longer version of the survey, called the full survey, asked for counts of alumni by more detailed degree category. Historically, on the Voluntary Support of Education (VSE) survey (United States) alumni were categorized at three levels: undergraduate-degreed, graduate-degreed, and non-degreed, in that order of priority. For example, if an alumnus earned an undergraduate degree and a graduate degree, he was considered an undergraduate-degreed alumnus.

Categorizing multiple-degreed alumni as a distinct category reveals patterns that the older hierarchy cannot. In all four years of the Alumni

Engagement survey, multiple-degreed alumni engaged in all four modes at higher rates than other types of alumni. This finding is notable because most institutions have not messaged, created programming for, solicited, or stewarded this population in a unique way. As institutions use these results, some are beginning to test and measure the effect of further segmentation of their alumni populations. In 2022, the VSE survey offered the option of breaking down alumni into much finer categories than it had historically.

Independent schools may also record engagement for alumni who attended all levels (i.e., multiple-degreed) as opposed to those who only attended one level, such as upper or secondary school.

**Figure 8: Average Percentage Engaged by Mode and Selected Alumni Categories, 2022**

### ALUMNI RELATIONS: STAFF COUNTS AND FINANCIAL INVESTMENT

The survey asked respondents to report the number of alumni relations staff full-time equivalents as well as the monetary investment in alumni relations.

Figures 9–11 show the median number of alumni relations staff reported and the relationship between staff counts and both the number of legally contactable alumni and number of alumni engaged in at least one mode. The responding institutions are categorized by region, institution type, and whether the institution is public or private.

The question on investment in alumni relations also contains questions on expenditures. The responses to this part of the optional question are low, but in cases where full data were reported for both FTEs and expenditures, the correlation between expenditures and engagement tends to be higher than the correlation between FTEs and engagement.

There are at least two reasons for this. The first is that providing sufficient funding to the alumni relations function enables staff to be most effective. The second is that more experienced staff usually earn more than novice staff. The salary levels, therefore, tell us something about staff retention and how selective institutions can be in the hiring process. Even if an institution replaces every staff person who leaves, rendering the FTEs stable, a new staff person or an inexperienced person typically will not be as effective as a seasoned veteran.

CASE members can use the CASE Insights<sup>SM</sup> data portal to examine this pattern. Future editions of the report will address this finding when the number of respondents increases. Preliminary examination of this correlation indicates that it varies by region.

**Figure 9: Factoring in Alumni Relations Staff Counts by Region, 2022**

Region	No. Responding	Medians		
		Alumni Relations Staff FTE	Legally Contactable Alumni per Alumni Relations Staff FTE	Total Engaged Alumni per Alumni Relations Staff FTE
<b>All</b>	<b>249</b>	<b>5.8</b>	<b>12,627</b>	<b>1,533</b>
Asia-Pacific	19	4.8	25,273	2,073
Canada	19	13.1	11,051	1,402
Europe	39	6.0	16,489	1,532
Latin America	9	2.0	5,562	432
United States	163	5.5	12,125	1,548

**Figure 10: Factoring in Alumni Relations Staff Counts by Institution Type, 2022**

Institution Type	No. Responding	Medians		
		Alumni Relations Staff FTE	Legally Contactable Alumni per Alumni Relations Staff FTE	Total Engaged Alumni per Alumni Relations Staff FTE
<b>All</b>	<b>249</b>	<b>58.0</b>	<b>12,627</b>	<b>1,533</b>
Independent Schools	15	1.0	2,591	755
Community Colleges	14	2.0	55,492	1,061
Primarily Undergraduate	20	5.3	5,218	1,298
Professional Schools	6	3.3	10,277	1,126
Undergraduate and Postgraduate	194	7.6	14,052	1,757

**Figure 11: Factoring in Alumni Relations Staff Counts by Control, 2022**

Control	No. Responding	Medians		
		Alumni Relations Staff FTE	Legally Contactable Alumni per Alumni Relations Staff FTE	Total Engaged Alumni per Alumni Relations Staff FTE
<b>All</b>	<b>249</b>	<b>5.8</b>	<b>12,627</b>	<b>1,533</b>
Private	94	4.0	6,330	1,258
Public	155	7.0	16,125	1,815

## DEDICATED DATA MANAGER OR DATA MANAGEMENT TEAM

Respondents indicated whether their institution had a dedicated data manager or data management team to oversee the collection, reporting, and

analysis of alumni engagement activity. Most respondents reported they had such staffing. Figures 12–14 summarize the responses by region, institution type, and whether the institution is public or private.

**Figure 12: Percentage of Responding Institutions with a Dedicated Data Manager or Management Team by Region, 2022**

Asia-Pacific	85.2
Canada	85.7
Europe	79.5
Latin America	77.8
United States	68.7

**Figure 13: Percentage of Responding Institutions with a Dedicated Data Manager or Management Team by Institution Type, 2022**

Independent School	74.1
Community College	66.7
Primarily Undergraduate	71.0
Professional Schools	33.3
Undergraduate & Graduate	73.8

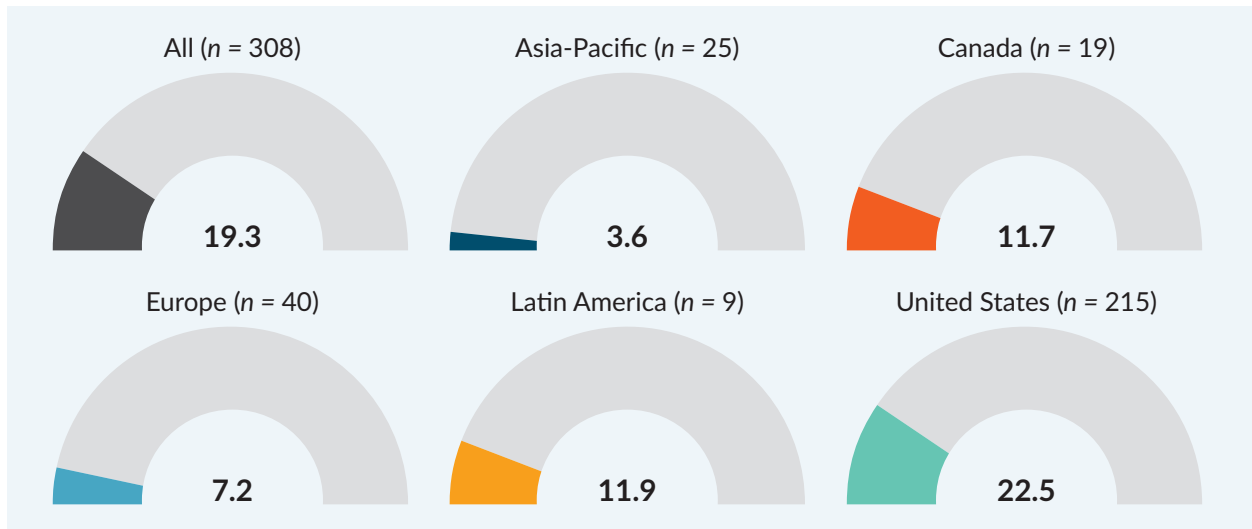
**Figure 14: Percentage of Responding Institutions with a Dedicated Data Manager or Management Team by Control, 2022**

Private	72.2
Public	72.8

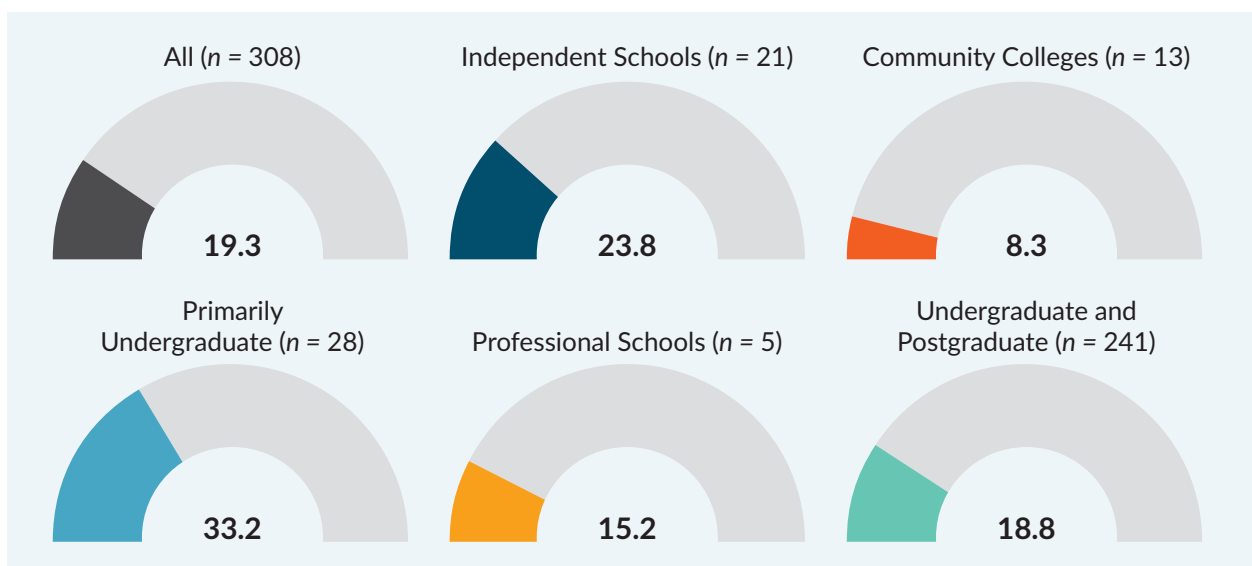
## THE RELATIONSHIP BETWEEN GIVING AND ENGAGEMENT

Philanthropy is an important outcome of engagement. Figures 15–17 illustrate the significance of philanthropic engagement by region, institution type, and whether the institution is public or private.

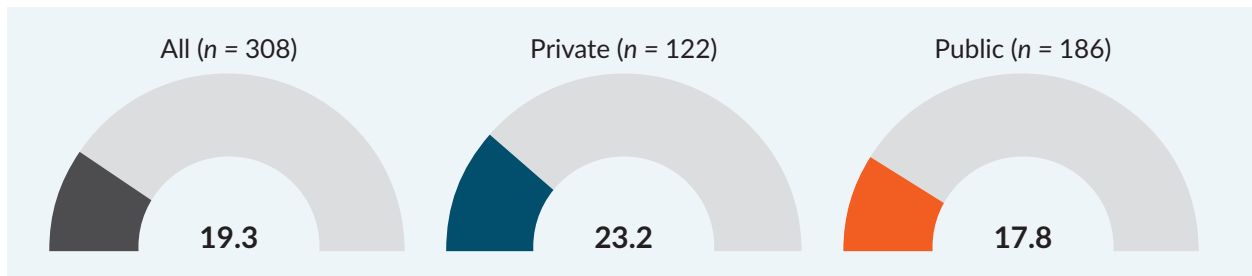
**Figure 15: Percentage of Engagement in Each Region Represented by Philanthropy, 2022**



**Figure 16: Percentage of Engagement in Each Type of Institution Represented by Philanthropy, 2022**



**Figure 17: Percentage of Engagement for Each Form of Control Represented by Philanthropy, 2022**



**CORRELATION BETWEEN PHILANTHROPY AND OTHER MODES OF ENGAGEMENT, 2022**

Figures 18–20 show the relationship between philanthropic giving and being engaged through volunteerism, experiences, or communication. The figures display the average responses by region, type of institution, and whether the institution is public or private.

The percentage of alumni engaged in communication who also contributed philanthropically was usually the lowest among the three modes of engagement shown. This difference could be because communication is the most passive and most difficult to capture of the four modes.

**Figure 18: Average Percentage of Engaged Alumni Who Also Give by Mode and Region, 2022**

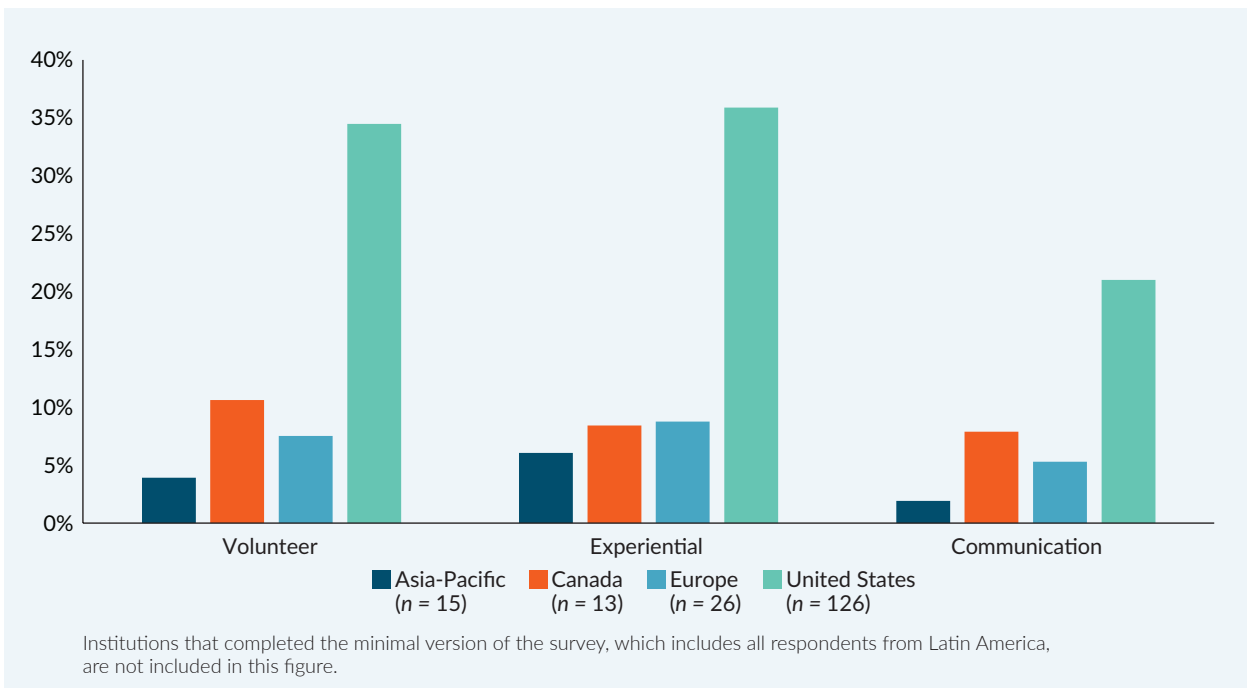


Figure 19: Average Percentage of Engaged Alumni Who Also Give by Mode and Institution Type, 2022

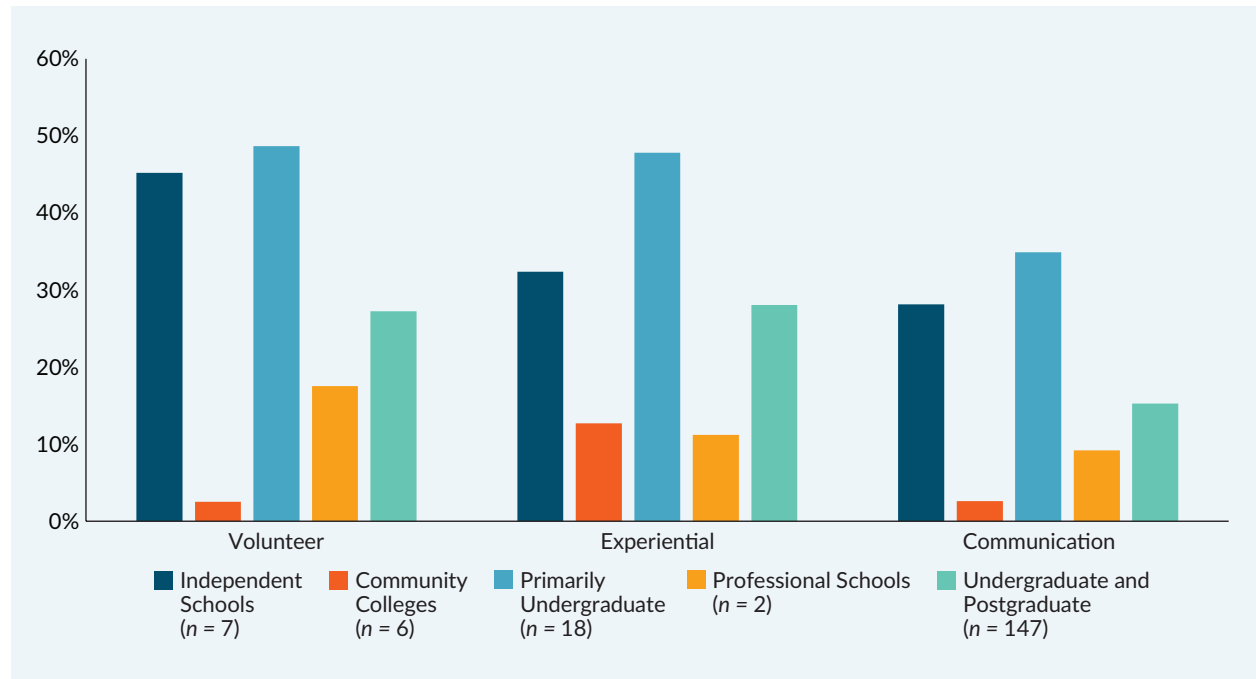
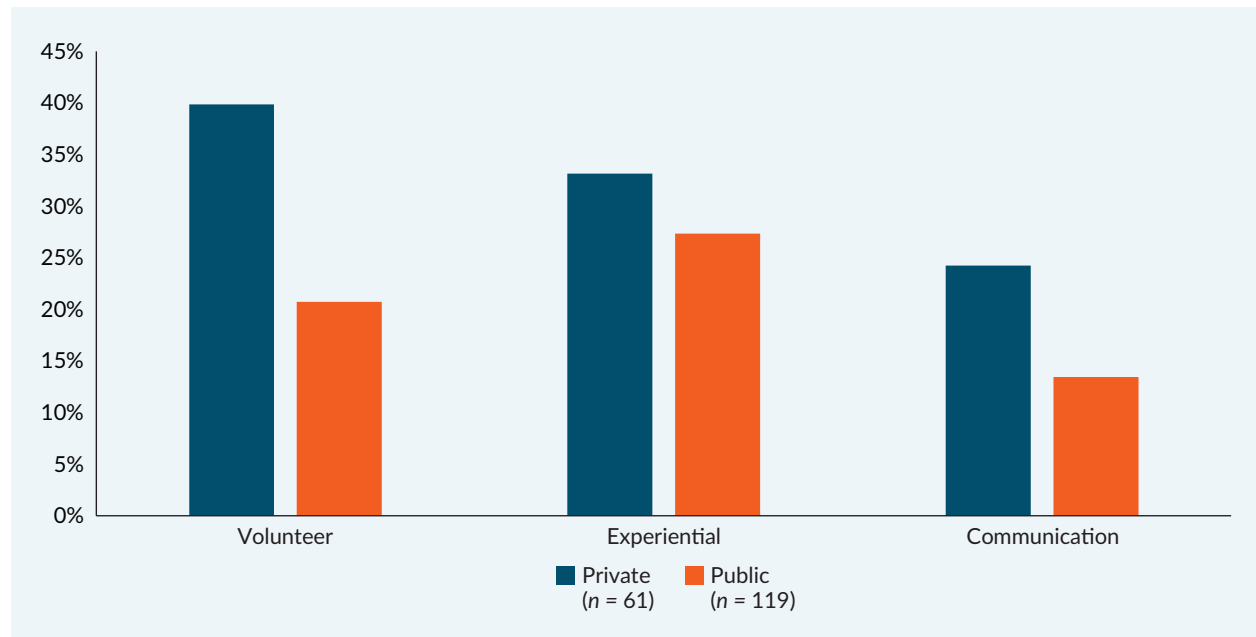


Figure 20: Average Percentage of Engaged Alumni Who Also Give by Mode and Control, 2022





## PERCENTAGE CHANGE IN ENGAGEMENT, 2021–2022

Figures 21–23 summarize the percentage change in engagement reported by respondents in each of the four modes—philanthropic, volunteerism,

experiential, and communication—as well as engagement in any of those modes. The 251 institutions that responded both years are categorized by region, institution type, and whether the institution is public or private.

**Figure 21: Percentage Change in Total Engaged in Each Region by Mode, 2021–2022**

Region	Philanthropic	Volunteer	Experiential	Communication	Any of the Four Modes
Asia-Pacific (n = 23)	-6.8	58.9	-45.9	41.0	21.1
Canada (n = 16)	0.7	-10.2	14.0	-5.6	3.7
Europe (n = 32)	-1.2	7.3	22.7	20.5	15.9
Latin America (n = 3)*	41.5	-23.8	-30.3	35.3	91.8
United States (n = 177)	0.2	13.0	2.9	3.2	9.9

\*In the cell for communications in Latin America, only one institution is included, not three. The other two reported no alumni were engaged in that mode.

**Figure 22: Percentage Change in Total Engaged in Each Type of Institution by Mode, 2021–2022**

Institution Type	Philanthropic	Volunteer	Experiential	Communication	Any of the Four Modes
Independent Schools (n = 14)	7.2	62.4	47.5	-3.1	8.3
Community Colleges (n = 9)	35.1	-5.8	-57.1	32.8	34.0
Primarily Undergraduate (n = 22)	-2.1	0.4	12.1	-11.1	-4.5
Professional Schools (Post-grad. Only) (n = 3)	-30.3	-18.8	-4.1	53.8	12.2
Undergraduate and Postgraduate (n = 203)	0.2	13.6	1.8	7.5	11.1

**Figure 23: Percentage Change in Total Engaged for Each Form of Control by Mode, 2021–2022**

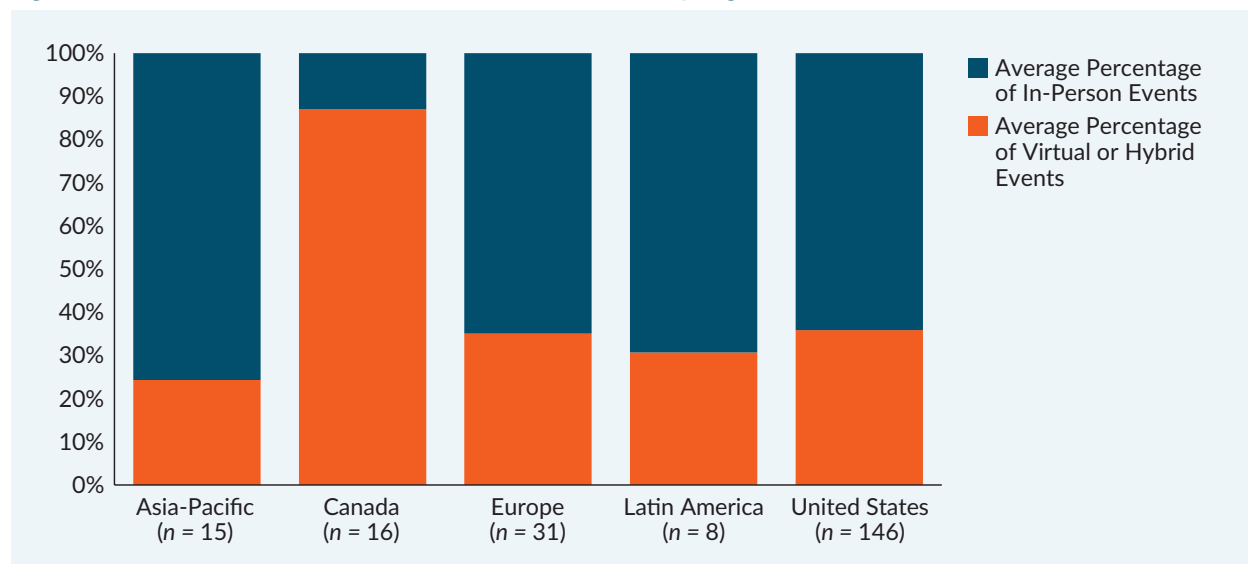
Control	Philanthropic	Volunteer	Experiential	Communication	Any of the Four Modes
Private (n = 96)	0.1	1.7	17.1	4.1	9.7
Public (n = 155)	0.1	20.5	-2.4	8.0	11.1

### TYPES OF EVENTS OFFERED, 2022

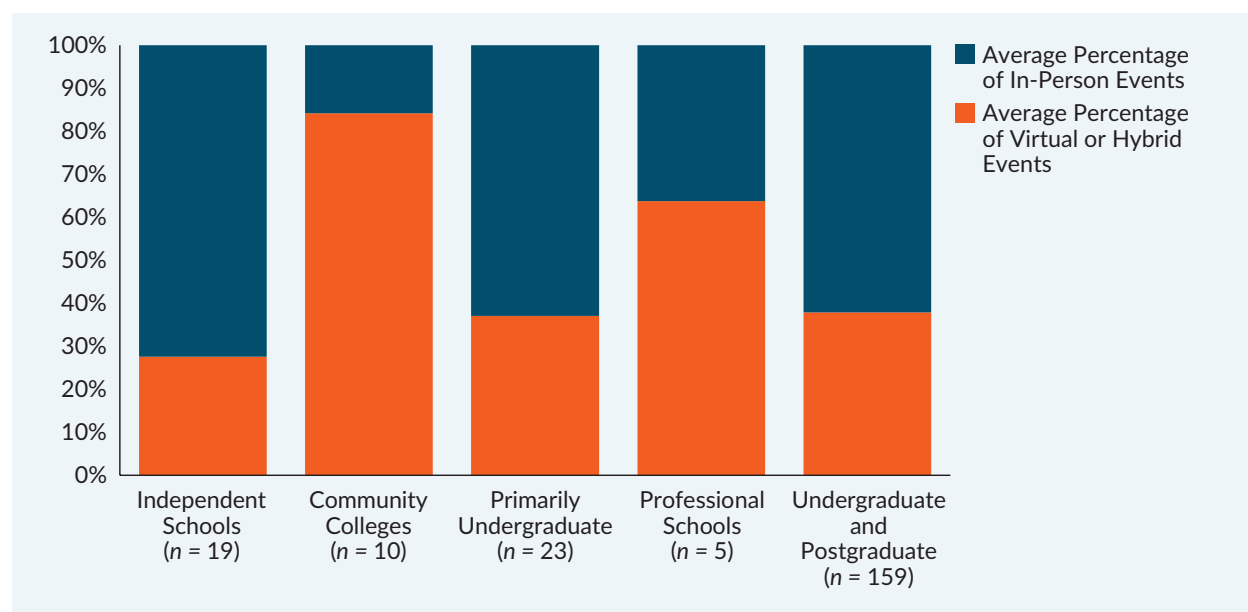
Institutions hold events virtually and in person; some events have both components and are called hybrid. Only a few responding institutions indicated they held hybrid events, and those responses

are combined with virtual events in the figures that follow. Figures 24–26 illustrate the percentage of events offered in fiscal year 2022 that were in person or either virtual or hybrid. The data show that in-person events are returning to pre-pandemic levels.

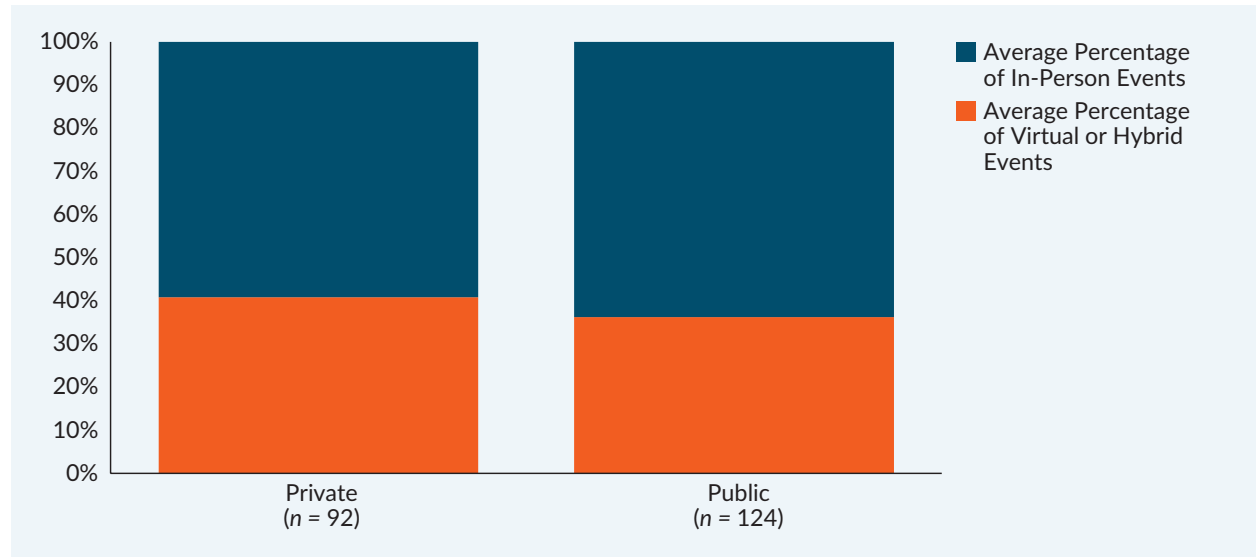
**Figure 24: Distribution of In-Person or Virtual Events Offered by Region, 2022**



**Figure 25: Distribution of In-Person or Virtual Events Offered by Institution Type, 2022**



**Figure 26: Distribution of In-Person or Virtual Events Offered by Control, 2022**

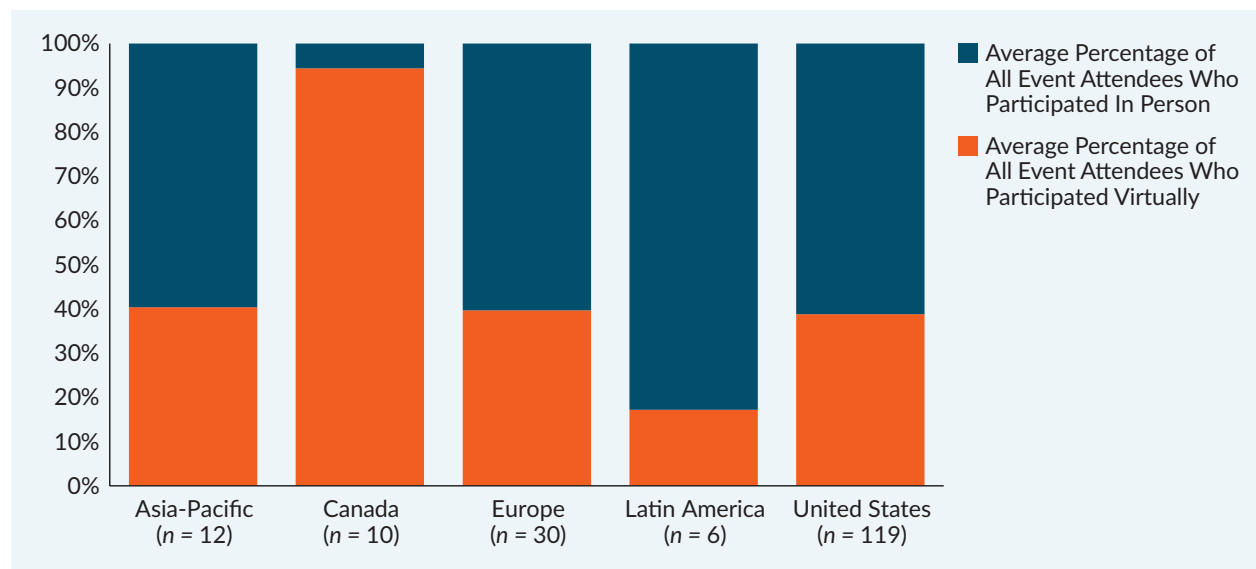


**EVENT ATTENDANCE, 2022**

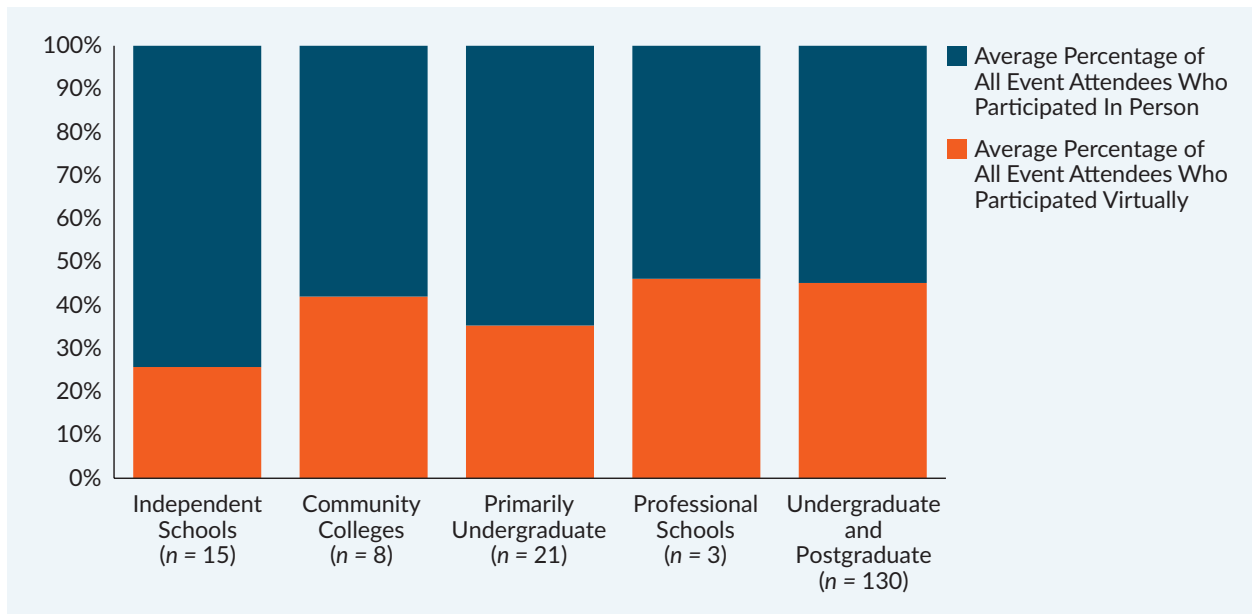
Alumni attended events both in person and virtually in 2022. The figures that follow illustrate

modes of attendance by region, institution type, and whether the institution holding the events is public or private.

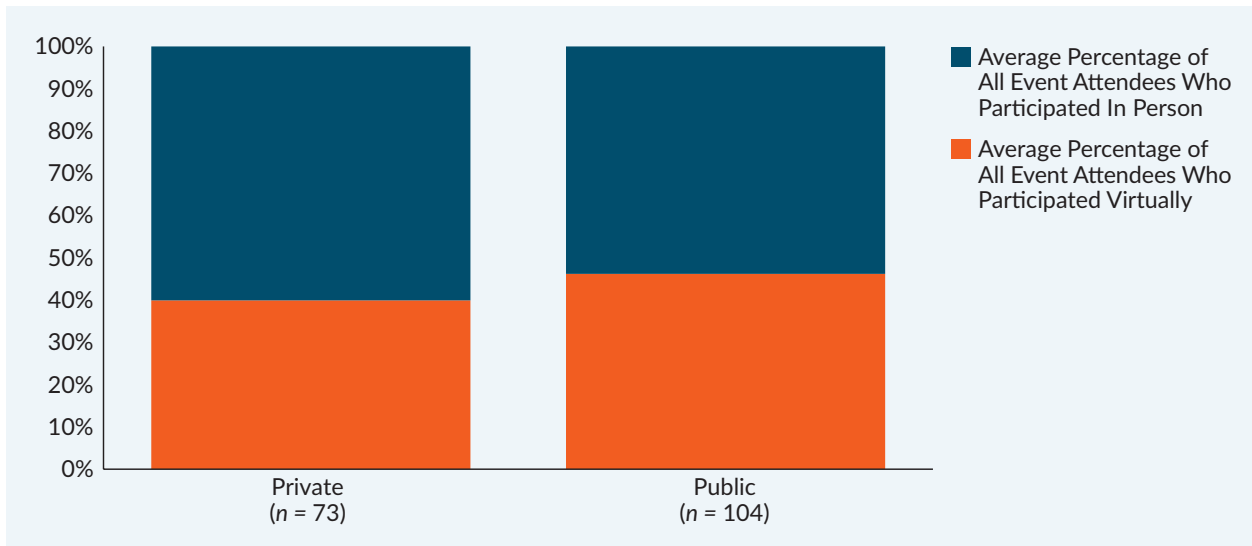
**Figure 27: Distribution of Event Attendees by Type of Participation and Region, 2022**



**Figure 28: Distribution of Event Attendees by Type of Participation and Institution Type, 2022**



**Figure 29: Distribution of Event Attendees by Type of Participation and Control, 2022**



## ENGAGEMENT BY GRADUATION COHORT, 2022

A question on giving by graduation cohort was added to the full version of the survey in 2022. The data show that, among 120 institutions that responded to the prompt, alumni give more frequently once

they are 11 years out from completing their studies at an institution. However, these alumni are engaged through experiences and communication in the earlier years. The data suggest that engaging recent alumni matters, even though their participation may not be monetary at first.

**Figure 30: Average Number Engaged by Cohort and Mode of Engagement**

Cohort	Philanthropy	Volunteer	Experience	Communication
0–5 Years Out	771	459	2,123	5,922
6–10 Years Out	475	371	932	3,062
11–20 Years Out	1,038	447	1,310	4,046
21–30 Years Out	1,143	301	1,177	3,091
31–40 Years Out	1,225	257	1,159	2,606
41–50 Years Out	1,283	180	1,040	2,209
51+	1,238	133	867	1,665
Non-Degreed	174	61	198	530
<b>Total</b> (n = 120)	<b>7,347</b>	<b>2,209</b>	<b>8,807</b>	<b>23,131</b>

## Resources and Information

### USING ALUMNI ENGAGEMENT BENCHMARKS IN THE CASE INSIGHTS<sup>SM</sup> DATA PORTAL

Individual institutions' results often deviate from the median or average, particularly for institutions with lower confidence in the three non-philanthropic modes. CASE members can access full responses from all survey participants in the data portal. Please email [dataminer@case.org](mailto:dataminer@case.org) for assistance.

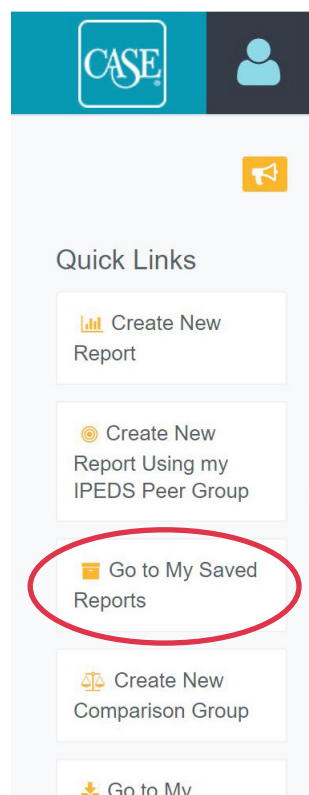
CASE member institutions that participated in the survey also receive a summary benchmarking report that shows key measures compared to a small group of peers, as identified by an algorithm based on survey responses, country, and institutional characteristics. This report can be used to understand your strengths and weaknesses compared to peers and help guide strategy and goals. Log into your data portal account to view and download the report.

In addition to the complimentary report in the data portal, member institutions can purchase strategic benchmarking reports that provide a comprehensive, interactive overview of all survey data for an institution compared to data from self-selected peer institutions. This additional analysis includes individual review sessions to discuss and highlight key findings.

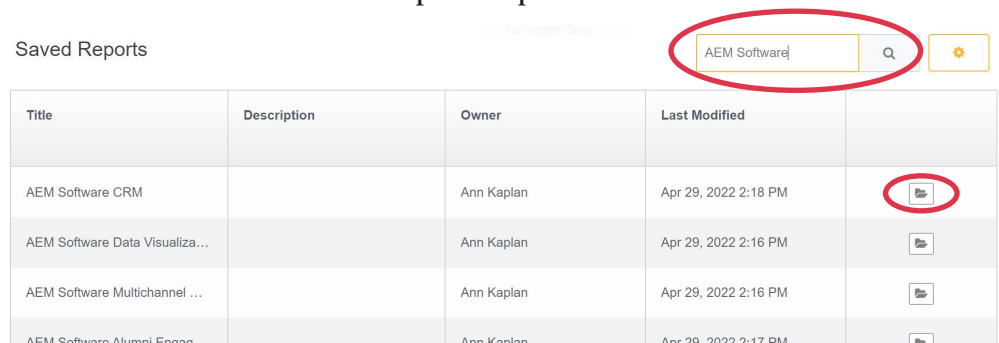
### SOFTWARE

Institutions provided the names of software products used to aid in the alumni engagement effort. CASE member institutions can access the brand names of software used by respondents in the data portal. To access this information, log in to your data portal account and follow the steps below. If you do not have an account yet, email [dataminer@case.org](mailto:dataminer@case.org) and request one. The data portal is not yet single sign-on (SSO).

#### STEP I: Click on Go to My Saved Reports

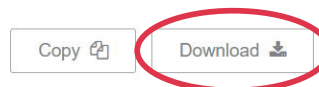


**STEP II:** In the search window, type “AEM Software.” The reports for the various categories of software will be displayed. Click the folder icon next to a report to open it.



**STEP III:** Download the data in a CSV file. If you wish to edit the report, copy and save it. Then you can edit the report inputs.

AEM Software CRM



The downloaded report is populated with the data for each 2022 survey respondent by name. The spreadsheet will display all the brands of software listed in the AEM survey as columns. If an institution indicated that it uses a software brand, the number 1 will appear in the cell. The diagram below is truncated for illustration purposes.

Institution	Brand 1	Brand 2	Brand 3	Brand 4	Write-In Brand
Institution A	1			1	
Institution B		1	1		Brand Name
Institution C				1	
Institution D	1			1	Brand Name
My Institution	1		1		
Institution F			1		
Institution G					
Sum Downloaded Data Manually:	3	1	3	3	

My Institution uses Brand 1 and Brand 3. If you would like to see the total number of times a specific software brand is used, you can manually sum the data.

If you want to edit the report – for example, to use a different cohort of institutions – first copy and then save the report. Then you will see the prompt to “edit inputs.”

You can also add other Alumni Engagement survey variables to correlate with software types. For example, you could see if philanthropic engagement is correlated with the use of a specific software platform.

If you need assistance using the data portal, contact us at [dataminer@case.org](mailto:dataminer@case.org).

### **PARTICIPATE IN THE SURVEY IN 2023**

Email [aem@case.org](mailto:aem@case.org) to learn more about how your institution can participate in the fiscal year 2023 data collection process, which begins in September 2023.

## Participating Institutions by Region

### ASIA-PACIFIC

Bond University  
CQUniversity Australia  
Charles Sturt University  
Curtin University  
Deakin University  
Griffith University  
Hutchins School  
La Trobe University  
Massey University  
Monash University  
National University of Singapore  
QUT  
Royal Melbourne Institute  
of Technology  
United Nations International  
School of Hanoi  
United World College  
of South East Asia  
University of Adelaide  
University of Auckland  
University of Canberra  
University of Canterbury  
University of Melbourne  
University of Newcastle  
University of Otago  
University of Queensland  
University of South Australia  
University of Tasmania  
University of Western Australia  
University of Wollongong

### CANADA

British Columbia Institute  
of Technology  
Brock University  
Humber Institute of Technology  
and Advanced Learning  
McGill University  
McMaster University  
Mount Royal University  
Northern Alberta Institute  
of Technology  
Seneca College  
Simon Fraser University  
Southern Alberta Institute  
of Technology  
St. Lawrence College

Université de Montréal  
University of Alberta  
University of British Columbia  
University of Guelph  
University of Manitoba  
University of Regina  
University of Saskatchewan  
University of Toronto  
University of Waterloo  
York University

### EUROPE

American School of Paris  
Bocconi University  
Cardiff University  
Central European University  
City University of London  
Cranfield University  
European Molecular Biology  
Laboratory  
Imperial College London  
Keele University  
King's College London and  
King's Health Partners  
Kingston University  
Lancaster University  
London School of Economics  
and Political Science  
London School of Hygiene and  
Tropical Medicine  
Loughborough University  
Manchester Metropolitan University  
Northumbria University  
Queen Mary University of London  
Queen's University Belfast  
Royal College of Surgeons in Ireland  
Scotland's Rural College (SRUC)  
Swansea University  
The University of Warwick  
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 Greenwich  
University of Groningen  
University of Helsinki  
University of Leeds  
University of Liverpool  
University of Oxford  
University of St Andrews  
University of Salford  
University of Surrey  
University of Westminster  
University of York

### LATIN AMERICA

Colegio Los Nogales  
Pontificia Universidad Javeriana  
Universidad Anahuac Mayab  
Universidad Anahuac Puebla  
Universidad Centroamericana José  
Simeón Cañas  
Universidad del Valle de Puebla  
Universidad Externado de Columbia  
Universidad Madero  
Universidad Panamericana

### UNITED STATES

Alvernia University  
American University  
Amherst College  
Anderson University  
Arizona State University  
Auburn University-Main Campus  
Augusta University  
Baylor College of Medicine  
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-Fullerton  
California State University-  
Long Beach



California State University- Los Angeles	Franklin College	Ohio State University
California State University- Northridge	Fuller Theological Seminary	Ohio University
California State University- San Bernardino	Furman University	Oregon Health & Science University
Carnegie Mellon University	George Washington University	Oregon State University
Carroll College	Georgetown University	Peddie School
Cate School	Georgia Institute of Technology- Main Campus	Pingry School
Catlin Gabel School	Gettysburg College	Pomona College
Central Community College	Grove City College	Portland State University
Central Michigan University	Harford Community College	Princeton University
Chatham Hall	Harvey Mudd College	Purdue University
Citadel Military College of South Carolina	Haverford School	Reed College
Claremont McKenna College	Hotchkiss School	Rhode Island School of Design
Colby-Sawyer College	Illinois State University	Rhodes College
College of Charleston	Indiana University	Rice University
College of Saint Scholastica	Iowa State University	Rider University
College of Wooster	Jacksonville University	Ringling College of Art and Design
Collegiate School	Kennesaw State University	Ripon College
Colorado School of Mines	Kenyon College	Rollins College
Colorado State University	Kirkwood Community College	Rowan University
Columbia University	Kutztown University of Pennsylvania	St. Anne's-Belfield School
Community College of Baltimore County	Lafayette College	St. Edward's University
Cornell University	Latin School of Chicago	St. John Fisher University
CUNY Bernard M. Baruch College	Lawrenceville School	St. John's College
Cuyahoga Community College District	Lehigh University	Saint Joseph's University
Davidson College	Lewis University	San Diego State University
Denison University	Lock Haven University	San Jose State University
DePaul University	Loyola Academy	Seattle University
DePauw University	Lycoming College	ShIPLEY School
Dickinson College	Lynn University	Sidwell Friends School
Doane University	Macalester College	Smith College
Drexel University	Marietta College	Southern Adventist University
Duke University	Maryville College	Southern Illinois University Edwardsville
Duquesne University	Massachusetts Institute of Technology	Southern New Hampshire University
Earlham College	McCallie School	Stevens Institute of Technology
East Tennessee State University	Metropolitan State University of Denver	Suffolk University
Elizabeth City State University	Monmouth University	SUNY College at Cortland
Emory University	Montclair State University	SUNY College of Technology at Alfred
Emporia State University	Mount Holyoke College	Susquehanna University
Episcopal High School	Muhlenberg College	Syracuse University
Flint Hill School	Murray State University	Taylor University
Florida Institute of Technology	New Jersey Institute of Technology	Temple University
Florida SouthWestern State College	North Carolina State University	Texas Christian University
Florida State University	Northeast Ohio Medical University	Texas State University
Fort Hays State University	Northwest College	Texas Wesleyan University
	Northwestern Michigan College	The University of Tennessee Southern
	Northwestern University	Tiffin University
	Notre Dame of Maryland University	Trinity School

Trinity University	University of North Carolina at Chapel Hill	Wilkes University
Tulane University of Louisiana	University of North Carolina at Charlotte	Williamson College of the Trades
Tyler Junior College	University of Northern Colorado	Wright State University- Main Campus
United States Military Academy	University of Northern Iowa	Yale University
University at Buffalo	University of Oregon	York College of Pennsylvania
University of Arkansas	University of Pittsburgh- Pittsburgh Campus	
University of California-Berkeley	University of Rhode Island	
University of California-Davis	University of Richmond	
University of California-Irvine	University of Rochester	
University of California-Los Angeles	University of St. Thomas	
University of California-Merced	University of San Diego	
University of California-Riverside	University of San Francisco	
University of California-San Diego	University of South Carolina	
University of California- San Francisco	University of Tennessee	
University of California-Santa Cruz	University of Tennessee at Chattanooga	
University of Central Florida	University of Tennessee Health Science Center	
University of Chicago	University of Tennessee-Martin	
University of Colorado at Boulder	University of Texas at Arlington	
University of Connecticut	University of Texas at Austin	
University of Dayton	University of Texas at El Paso	
University of Denver	University of Texas at San Antonio	
University of Georgia	University of Texas Health Science Center at Houston	
University of Hawaii System	University of Utah	
University of Health Sciences and Pharmacy in St. Louis	University of Virginia-Main Campus	
University of Houston	University of Washington	
University of Illinois at Chicago	University of West Georgia	
University of Illinois at Springfield	University of Wisconsin-Madison	
University of Illinois at Urbana- Champaign	Ursuline Academy of Dallas	
University of Iowa	Utah State University	
University of Kentucky	Valencia College	
University of Louisiana at Lafayette	Valparaiso University	
University of Mary Washington	Virginia Commonwealth University	
University of Maryland-College Park	Virginia Polytechnic Institute and State University	
University of Massachusetts Amherst	Wake Forest University	
University of Massachusetts-Boston	Washburn University	
University of Michigan	Washington and Lee University	
University of Michigan-Dearborn	Washington University in St. Louis	
University of Michigan-Flint	Webb Schools	
University of Minnesota-Twin Cities	Wentworth Institute of Technology	
University of Missouri-Columbia	West Chester University of Pennsylvania	
University of Nebraska	Western Carolina University	
University of Nebraska at Kearney	Western Colorado University	
University of Nebraska Medical Center		
University of Nebraska Omaha		
University of Nebraska-Lincoln		

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 in 80 countries.

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 Insights<sup>SM</sup> 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 all 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 Insights<sup>SM</sup>**



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