

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

**2025 KEY FINDINGS &  
SPECIAL SUPPLEMENT**

**COUNCIL FOR ADVANCEMENT  
AND SUPPORT OF EDUCATION**



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## Framework for Measuring CASE Insights<sup>SM</sup> on Alumni Engagement

### Measuring Engagement

$$\frac{\text{\# of alumni who participated in at least one of the four modes in a year}}{\text{\# Legally Contactable Alumni}} = \text{Alumni Engagement Rate}$$

### Key Definitions



#### Alumni

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

#### Legally Contactable Alumni

Includes anyone who is not marked as deceased and is contactable via mail, phone, or email, and who does not have a total no contact status.

**CASE Insights<sup>SM</sup> on Alumni Engagement** collects counts of alumni engaged across four modes.

### Four Modes of Engagement



#### Volunteering

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



#### Philanthropy

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



#### Communication

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



#### Experiential

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

## From CASE President and CEO

Alumni are central to the future of our institutions and have longer relationships with our institutions than any other constituency. Their lived experiences become the stories that shape public perception and strengthen ties with communities. In a time of economic and political uncertainty, the educational sector faces a pressing question: how can institutions meaningfully cultivate and sustain these alumni connections?

CASE continues to develop the tools to measure and track our progress on a global scale. For the 2025 CASE Insights<sup>SM</sup> on Alumni Engagement survey, just under 400 institutions from 18 countries contributed data. The survey measures engagement in four modes: communication, experiential, volunteering, and philanthropic to encompass the myriad ways that alumni remain connected to their institutions, including and in addition to financial support.

This year's findings reveal a complex picture. While overall alumni engagement increased, the median percentage of alumni engaged declined among institutions that participated consistently over the past three years. The data offer two reasons for the decline. First, philanthropic participation is down, mirroring trends seen in educational philanthropy across CASE regions: the value of gifts received is rising while donor counts fall. Second, the number of contactable alumni is growing faster than their levels of engagement.

There is, however, reason for optimism. Forty-two percent of participating institutions reported an increase in donors in 2025. While this leaves room for growth, it also signals that the challenges facing alumni philanthropy are not insurmountable. One promising path forward is to create more meaningful opportunities for alumni to engage in institutional life beyond giving alone—strengthening connections that may ultimately inspire philanthropic support and will benefit the

institutions in myriad other impactful ways.

CASE defines alumni broadly to include individuals with a prior academic relationship to the institution. This intentionally inclusive approach reflects the diversity of the alumni community. Alumni are vital partners in sustaining institutional mission and impact—why not cultivate as many partners as possible?

Creating purposeful connections with younger alumni remains a persistent global opportunity and challenge. With two years of collected responses on engagement by graduation cohort, data indicate promising shifts in recent graduate engagement, driven by non-financial modes. However, nearly all graduation cohorts experienced a downturn in alumni donors, another indication that donor pipeline strategies should include activities far beyond the first gift.

From the beginning of this survey, one theme has been clear: advancement professionals are eager to learn from one another. I am especially excited that, for the first time in the history of the survey, CASE asked institutions how they use the reported data. From 97 responses, the findings reveal thoughtful, practical, and creative applications—ranging from guiding strategic planning and aligning shared definitions of engagement to advocating for institutional resources.

As you explore the findings and accompanying case studies, perhaps these examples will inspire new ways for your team to apply alumni engagement data to build more meaningful connections.

Thank you to all participants for sharing your time and lending your data to this shared benchmarking initiative. We hope you will participate in the next round of data collection for the 2026 survey opening in the coming months.

**Sue Cunningham**  
President and CEO, CASE

## Introduction

In 2025, 398 institutions from 18 countries across all four regions participated in CASE Insights<sup>SM</sup> on Alumni Engagement. At a time when the education sector is facing considerable headwinds, it is encouraging to see these institutions reporting on the engagement of over 11.8 million alumni worldwide. CASE's rigorous approach provides these institutions with an industry-wide framework for defining and tracking engagement activity across four modes—communication, experiential, volunteering, and philanthropy. The data collected not only helps practitioners evaluate their programs and initiatives but also raises the visibility of their work internally and externally.

Now in its seventh year, CASE Insights<sup>SM</sup> on Alumni Engagement is playing an important role in helping institutions tell more nuanced stories of alumni connections. For the first time, the 2025 Key Findings includes a special supplement with institutional spotlights to showcase how practitioners around the world are using the framework to inform their work, deepen alumni relationships, and demonstrate impact.

**398**  
**Institutions**  
Participated



**18**  
**Countries**  
Represented

Throughout this year's report, medians are used so that readers may assess their institution's performance against the midpoint of the data. This approach is preferred to averages, which can be distorted by wide distributions. In addition, due to rounding, totals in tables and figures may not add up and percentages may not equal 100.

The forthcoming revised *CASE Global Reporting Standards, 2nd Edition* establishes key definitions for alumni and for measuring alumni engagement, reflecting evolving professional standards. CASE Standards encourage institutions to measure engagement across both degreed and nondegreed alumni, consistent with their missions.

## Observations from the Three-Year Cohort

Over the last few years, the core group of institutions providing consistent data has continued to expand, demonstrating a strong commitment to rigorously tracking alumni engagement. For 2025, the three-year cohort includes 271 institutions from all CASE regions and types except professional schools. As the cohort continues to grow, respondents can track their own progress over time as well as participate in global, regional, and peer benchmarking.

### MEDIAN PERCENTAGE ENGAGED BY ANY MODE

The core group of 271 institutions that participated in the survey across the three most recent years—2023, 2024, and 2025—reported a slight decline in the median percentage of alumni engaged by any mode, falling to 15.7% (Figure 1). Though relatively small cohorts, Asia Pacific and Latin America experienced declines across the three-year period (Figure 2). Europe and US/Canada fared slightly better: Europe improved slightly and US/Canada fell by less than one percentage point between 2024 and 2025.

Figure 1: Median Percentage Engaged by Any Mode, 2023–25

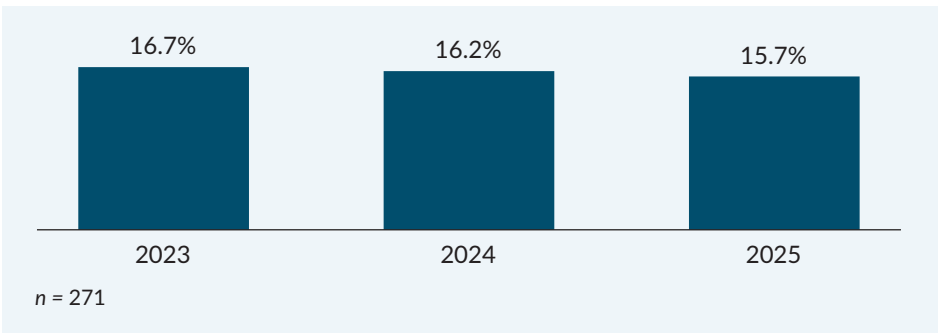
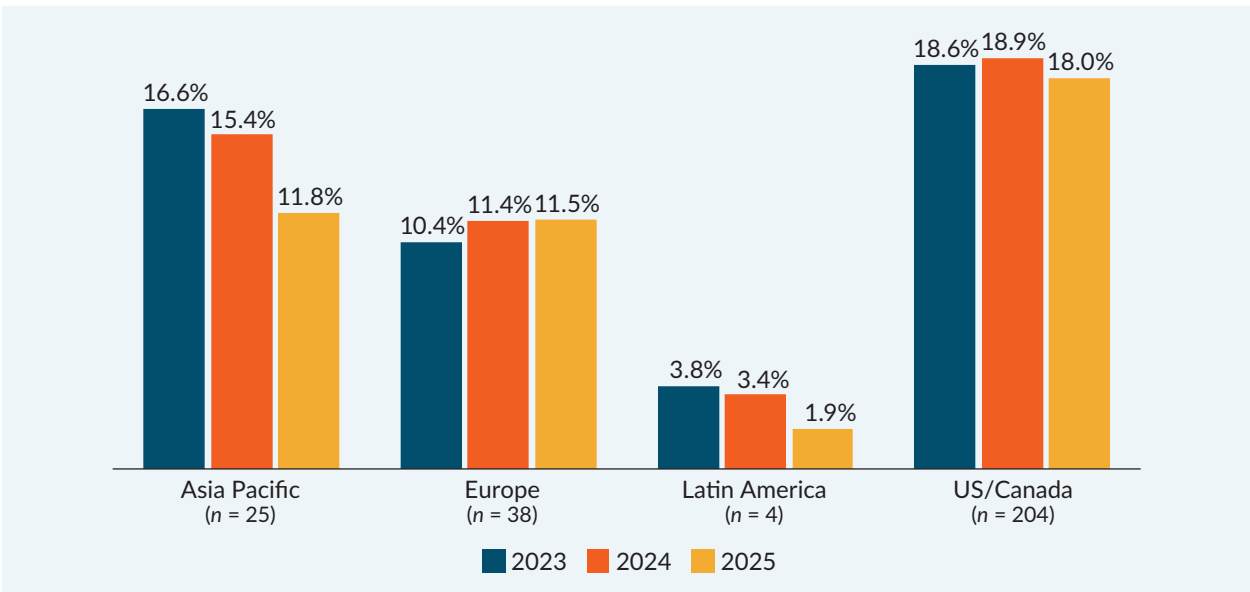


Figure 2: Median Percentage Engaged by Any Mode by Region, 2023–25



Among the three-year cohort, independent schools experienced a large increase in the median percentage engaged by any mode from 23.1% in 2024 to 28.9% in 2025 (Figure 3). While primarily

undergraduate institutions increased from 2024 to 2025, undergraduate and graduate institutions dropped slightly, from 15.3% to 14.7% over two years.

Figure 3: Median Percentage Engaged by Any Mode by Type, 2023–25

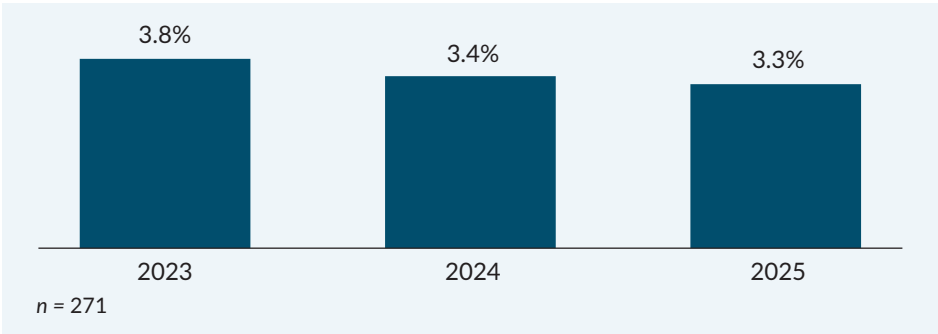
| Insitution Type            | n   | 2023  | 2024  | 2025  |
|----------------------------|-----|-------|-------|-------|
| Independent School         | 12  | 25.8% | 23.1% | 28.9% |
| Community College          | 3   | 2.4%  | 4.3%  | 3.2%  |
| Primarily Undergraduate    | 25  | 29.7% | 27.8% | 28.8% |
| Undergraduate and Graduate | 231 | 15.3% | 15.1% | 14.7% |

MEDIAN PERCENTAGE ENGAGED BY PHILANTHROPY

The decline in the median percentage engaged by any mode across the three-year cohort was driven primarily by a decrease in philanthropic engagement, which fell from 3.8% in 2023 to 3.3% in 2025 (Figure 4). This downward trend in alumni giving aligns with the broader declines in alumni donor participation observed across higher

education institutions in the United Kingdom and Ireland, Australia and New Zealand, and in both higher education institutions and independent schools in the United States as reported in the CASE Insights<sup>SM</sup> on Giving Days<sup>1</sup> research conducted in partnership with Almbase in 2025.

Figure 4: Median Percentage Engaged by Philanthropy, 2023–25



<sup>1</sup>CASE Insights<sup>SM</sup> on Giving Days in partnership with Almbase, 2025 Observations <https://www.case.org/resources/case-insights-giving-days>

In 2025, all regions saw a decline in the median percentage engaged by philanthropy across the three-year cohort (Figure 5). US/Canada experienced the largest drop, falling from 5.24% in 2023 to 4.54% in 2025, while Europe also saw a notable decrease from 0.91% to 0.71%. Among institution types, undergraduate and graduate

institutions showed a consistent downward trend from 2023 to 2025 (Figure 6). In contrast, community colleges increased their median percentage engaged in philanthropy over the three-year period while primarily undergraduate institutions remained relatively stable.

**Figure 5: Median Percentage Engaged by Philanthropy by Region, 2023–25**

| Region        | n   | 2023  | 2024  | 2025  |
|---------------|-----|-------|-------|-------|
| Asia Pacific  | 25  | 0.40% | 0.36% | 0.34% |
| Europe        | 38  | 0.91% | 0.83% | 0.71% |
| Latin America | 4   | 0.75% | 0.83% | 0.51% |
| US/Canada     | 204 | 5.24% | 4.82% | 4.54% |

**Figure 6: Median Percentage Engaged by Philanthropy by Type, 2023–25**

| Institution Type           | n   | 2023  | 2024  | 2025  |
|----------------------------|-----|-------|-------|-------|
| Independent School         | 12  | 9.4%  | 10.5% | 9.7%  |
| Community College          | 3   | 0.4%  | 2.5%  | 2.1%  |
| Primarily Undergraduate    | 25  | 16.2% | 16.0% | 16.1% |
| Undergraduate and Graduate | 231 | 3.3%  | 3.1%  | 2.9%  |

While the median percentage engaged by philanthropy declined across the three-year cohort, engagement across the other three modes increased from 2024 (Figure 7). The upward trend in volunteering likely reflects efforts at many institutions to expand the number of opportunities and ways alumni can get involved

as well as reflects strategic collaboration efforts to capture volunteerism across an institution, beyond boards and committees. While communication remains a mode where data capture continues to evolve, some of the growth is likely driven by the expanding mix of formats and channels used to reach alumni.

**Figure 7: Median Percentage Engaged by Mode, 2023–25**

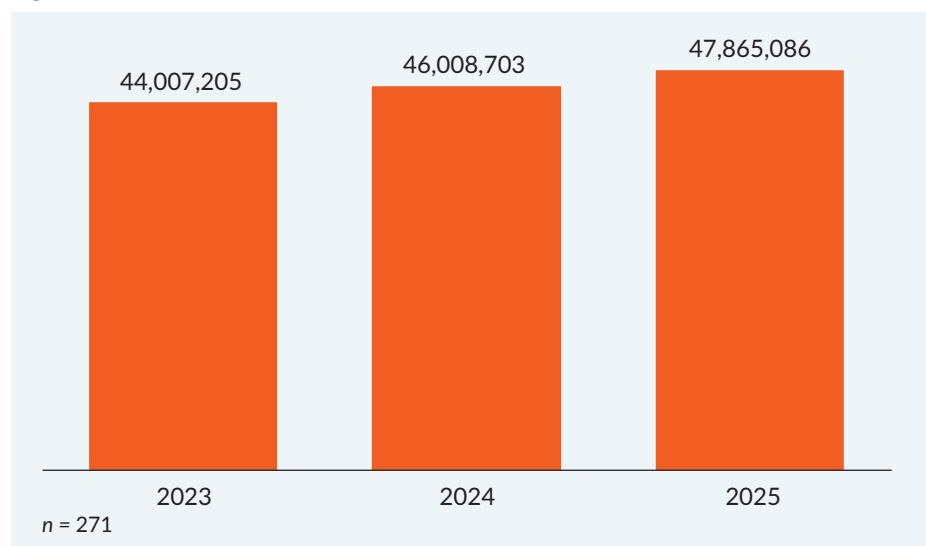
| Mode          | n   | 2023   | 2024   | 2025   |
|---------------|-----|--------|--------|--------|
| Philanthropy  | 271 | 3.79%  | 3.43%  | 3.29%  |
| Volunteering  | 271 | 0.70%  | 0.72%  | 0.74%  |
| Experiential  | 271 | 4.10%  | 4.05%  | 4.31%  |
| Communication | 223 | 11.47% | 11.19% | 11.57% |

## TRENDS IN CONTACTABLE AND ENGAGED ALUMNI

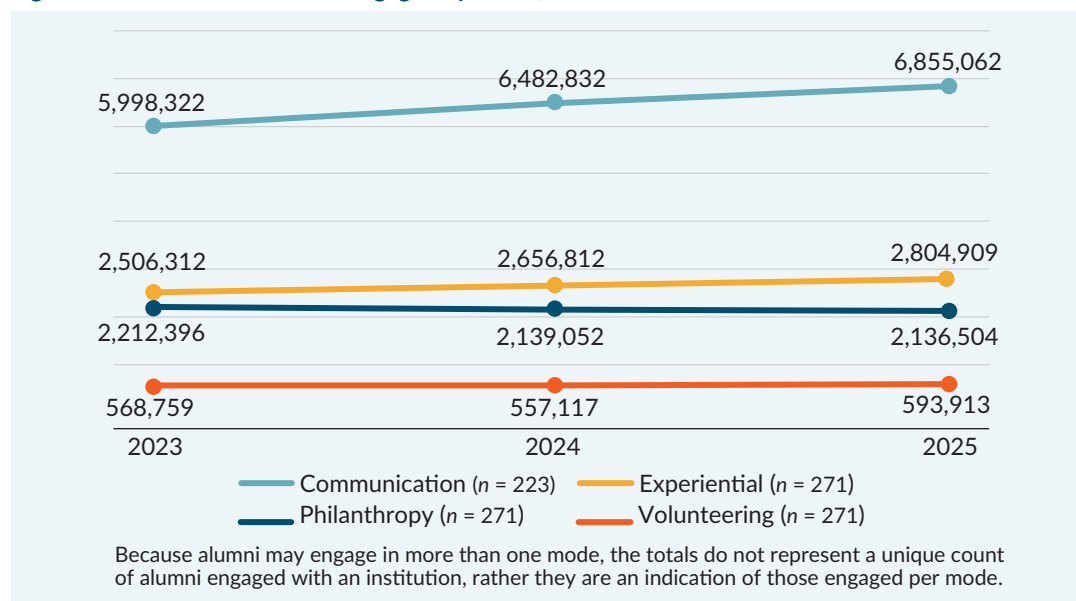
One of the unique challenges in alumni engagement is that the population of contactable alumni grows each year, making it difficult to maintain the status quo and even harder to increase the total number engaged. From 2023 to 2025, the number of contactable alumni across the three-year cohort grew by more than 3 million (Figure 8). During this same period, the number engaged through

communication increased by nearly 1 million while those participating in experiential grew by over 300,000 alumni (Figure 9). Overall, these trends emphasize both the effort required to keep pace with an expanding alumni base and the difficulty of translating that growth into higher engagement rates.

**Figure 8: Total Count of Contactable Alumni, 2023–25**



**Figure 9: Total Count of Alumni Engaged by Mode, 2023–25**



## Observations, 2025

Of the institutions that completed the 2025 survey, 56.9% reported the number of engaged alumni grew from 2024, and 43.1% reported declines (not shown). The following pages contain more detailed analysis of this year’s findings.

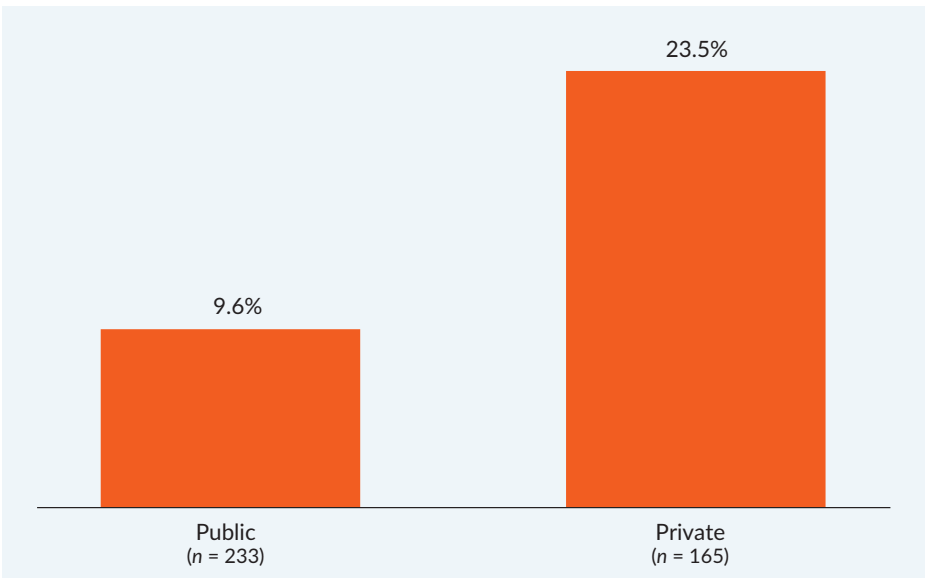
### ENGAGEMENT BY ANY MODE

In 2025, the median percentage engaged by any mode was 14.7% (Figure 10). Private institutions, including independent schools, continued to report higher levels of alumni engaged by any mode compared to public institutions, with 23.5% engaged compared to 9.6% (Figure 11).

Figure 10: Median Percentage Engaged by Any Mode, 2025

| <i>n</i> | Percentage Engaged by Any Mode (Median) |
|----------|-----------------------------------------|
| 398      | 14.7%                                   |

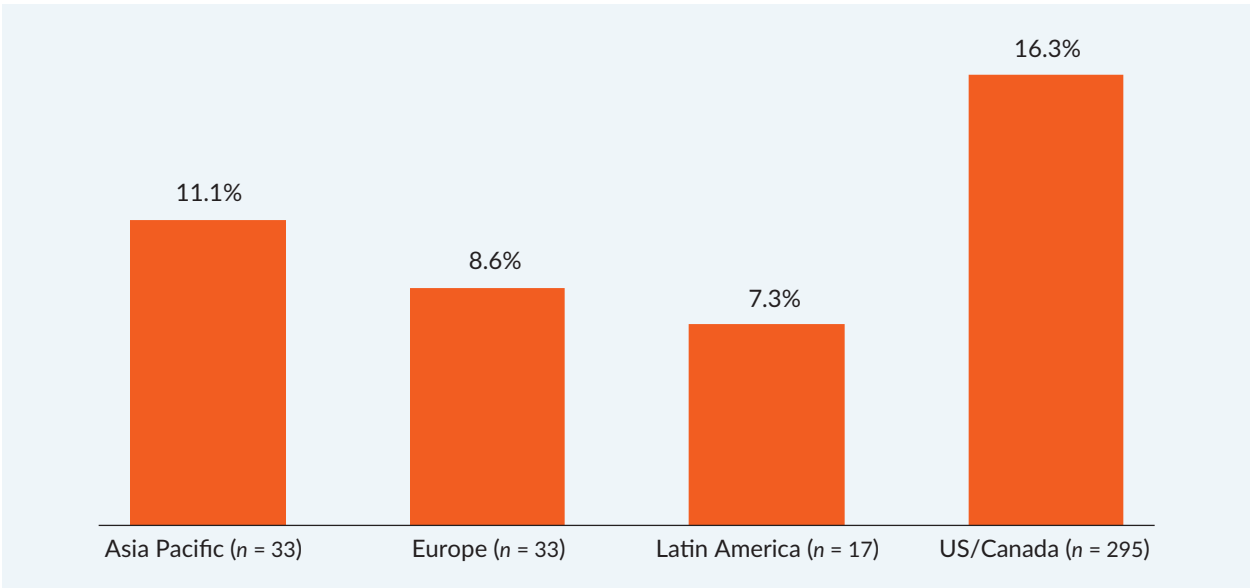
Figure 11: Median Percentage Engaged by Any Mode by Classification, 2025



US/Canada continued to be the top performing region, reporting 16.3% of alumni engaged by any mode, followed by Asia Pacific at 11.1% (Figure 12). While Europe was further behind in this figure with 8.6% engaged by any mode, the percentage engaged in this region for the three-year cohort was

11.5% (Figure 2), comparable to Asia Pacific. In Latin America, the lower engagement rate (7.3%) is likely due to challenges capturing the data. Institutions acknowledge the need to invest in technology to allow for a more complete picture of alumni engagement.

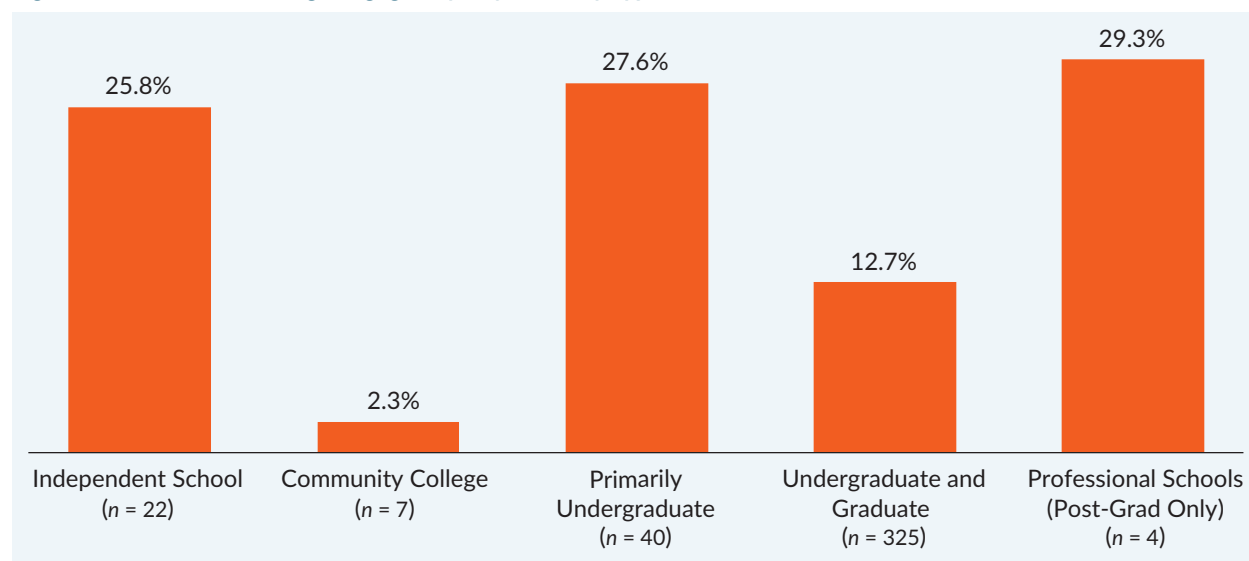
**Figure 12: Median Percentage Engaged by Any Mode by Region, 2025**



Professional schools, at 29.3%, had the highest median percentage engaged by any mode although the sample size was small (Figure 13). They were followed closely by primarily undergraduate institutions at 27.6% and independent schools at 25.8%. Community colleges had the lowest

median percentage engaged by any mode at 2.3%, reflecting both the more nascent nature of alumni engagement initiatives as well as the institution type with the largest ratio of contactable alumni compared to alumni relations staff.

**Figure 13: Median Percentage Engaged by Any Mode by Type, 2025**



## ALUMNI RELATIONS STAFF

A total of 203 institutions reported data on the number of direct alumni relations staff<sup>2</sup> in 2025. The median number of full-time employees (FTEs) was seven (Figure 14). Staffing levels, however, continued to vary across regions, with US/Canada reporting the highest median staffing count at nine FTEs (Figure 14). In looking at staffing by institution type, professional schools and undergraduate and

graduate institutions reported the largest alumni relations teams, while independent schools and community colleges operated with considerably fewer direct staff resources (Figure 15). While some institutions also provided counts of indirect alumni relations staff, accurately attributing these staff across an institution remains a work in progress, and therefore were excluded from this analysis.

**Figure 14: Median Alumni Relations FTE by Region, 2025**

| Region        | n   | Median Direct Alumni Relations FTE | Median Contactable Alumni by Direct Alumni Relations FTE |
|---------------|-----|------------------------------------|----------------------------------------------------------|
| Asia Pacific  | 15  | 5.0                                | 33,150                                                   |
| Europe        | 32  | 5.9                                | 23,089                                                   |
| Latin America | 9   | 4.0                                | 6,658                                                    |
| US/Canada     | 147 | 9.0                                | 14,902                                                   |
| All           | 203 | 7.0                                | 16,880                                                   |

<sup>2</sup>Institutions included in this section reported having a chief alumni relations officer and provided counts of direct alumni relations staff. Direct alumni relations staff are personnel who report to and whose costs are under the budgetary control of the chief alumni relations officer.

**Figure 15: Median Alumni Relations FTE by Type, 2025**

| Institution Type                      | <i>n</i> | Median Direct Alumni Relations FTE | Median Contactable Alumni by Direct Alumni Relations FTE |
|---------------------------------------|----------|------------------------------------|----------------------------------------------------------|
| Independent School                    | 2        | 1                                  | 6,739                                                    |
| Community College                     | 4        | 1.5                                | 73,241                                                   |
| Primarily Undergraduate               | 14       | 5.9                                | 5,185                                                    |
| Undergraduate and Graduate            | 181      | 7.8                                | 18,676                                                   |
| Professional Schools (Post-Grad Only) | 2        | 9.5                                | 6,088                                                    |

## CONSTITUENT RELATIONSHIP MANAGEMENT SOFTWARE AND OTHER TECHNOLOGY

Technology continues to play a critical role in helping institutions track their data and measure alumni engagement. Institutions reported using a wide range of technology platforms with 30 different constituent relationship management (CRM) systems identified in 2025. Blackbaud products were by far the most commonly reported CRM systems followed by Salesforce and Ellucian (Figure 16) products. Of the 267 institutions that responded to this optional question in both 2024

and 2025, 22% reported a change in CRM technologies. Furthermore, given the importance of technology infrastructure in supporting alumni engagement efforts, it was also notable that six institutions reported not currently using a CRM in their work (not shown). In addition to CRM systems, respondents submitted a median of eight platforms used to capture, analyze, and report various forms of engagement.

**Figure 16: Count of Top Five Constituent Relationship Management (CRM) Software**

| CRM Software System (Standardized Name)        | Count |
|------------------------------------------------|-------|
| Blackbaud (BBCRM, RE/Raiser's Edge)            | 189   |
| Salesforce (Generic/Kindsight/NPSP/SalesCloud) | 70    |
| Ellucian (Advance/Banner/CRM)                  | 62    |
| Slate                                          | 18    |
| Homegrown CRM/DMS                              | 8     |
| Abila Millennium                               | 8     |

ALUMNI ENGAGED IN NON-MONETARY MODES WHO ALSO GAVE

The data submitted by participating institutions showed the relationship between philanthropic giving and engagement through the three non-monetary modes: volunteering, experiential, or communication. Similar to results from previous years, the percentage of alumni

engaged in communication who also contributed philanthropically in 2025 was the lowest among the three modes of engagement shown (Figure 17). This difference may stem from communication being the most passive of the four modes and the most challenging to measure consistently.

Figure 17: Median Percentage of Engaged Alumni Who Also Gave by Mode, 2025

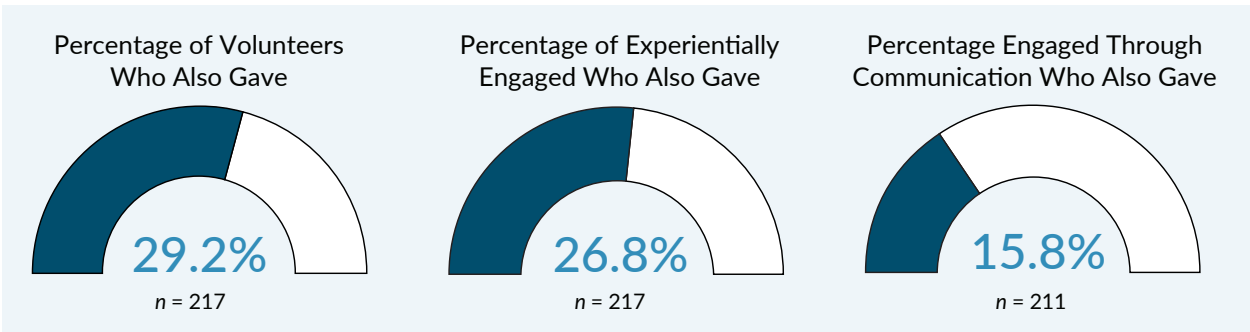
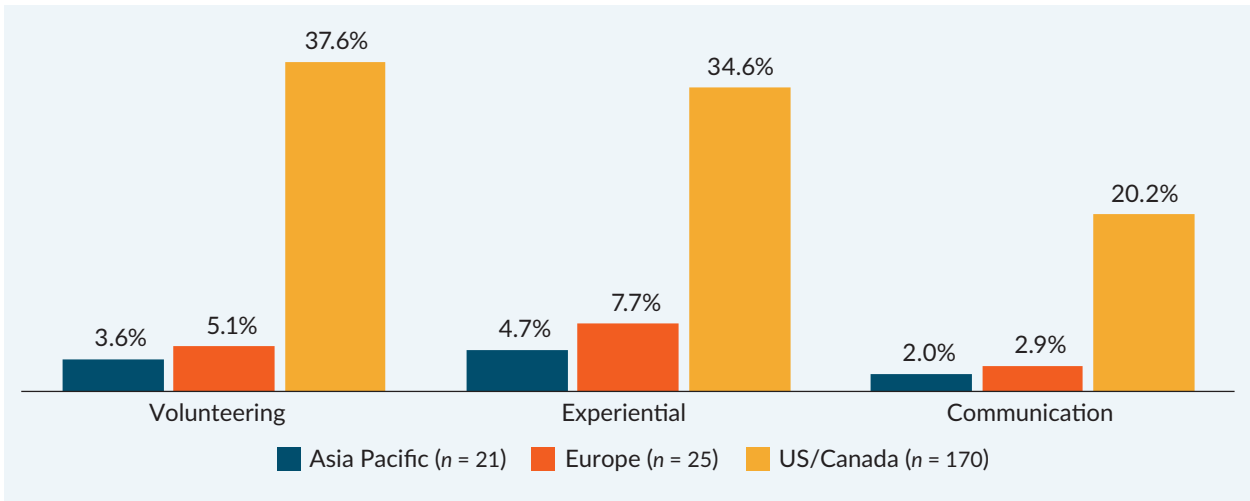


Figure 18 illustrates regional differences in the relationship between non-monetary engagement and giving. In US/Canada, the highest percentage giving occurred among alumni who were volunteers (37.6%), followed by those who engaged in experiential activities (34.6%). In this region, just over 20% of alumni who engaged through

communication also gave philanthropically. In Asia Pacific and Europe, the highest percentage giving occurred in the experiential category. In both of these regions, the percentage of alumni who engaged through communications and gave remained significantly lower than in the US/Canada.

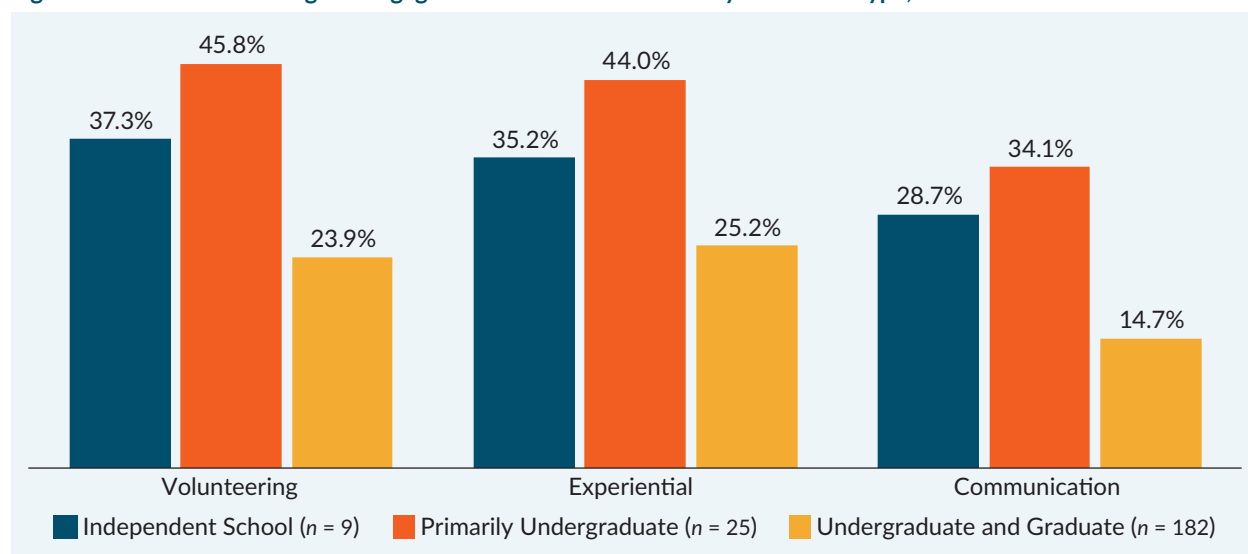
Figure 18: Median Percentage of Engaged Alumni Who Also Gave by Mode and Region, 2025



The relationship between non-monetary engagement modes and philanthropy also varied by institution type. At independent schools and primarily undergraduate institutions, alumni who engaged through volunteering had the highest percentage giving, followed by experiential (Figure 19), driven in part by reunions, which naturally provide engagement opportunities across multiple modes.

At those institution types, more than 28% of alumni who engaged through communication also gave. Alumni from undergraduate and graduate institutions were least likely to give, compared with other institution types, regardless of engagement mode. The difference was especially stark for communication engagement.

**Figure 19: Median Percentage of Engaged Alumni Who Also Gave by Mode and Type, 2025**



## ALUMNI ENGAGEMENT BY GRADUATION COHORT

In 2025, 225 institutions responded to the optional question on graduation cohorts and provided data on at least one mode. The data highlight how engagement in communication declined noticeably after the first five years, reaching its lowest point at 9.3% among alumni 11–20 years out before rebounding in later cohorts (Figure 20). In contrast,

philanthropic engagement steadily increased with age and years since graduation, rising from 1.6% among alumni 0–5 years out to 7.9% among alumni 51+ years out. Volunteer engagement was remarkably stable, and rare, across all cohorts, ranging only from 0.6% to 0.8%, indicating limited variation by graduation year.

**Figure 20: Median Percentage Engaged by Mode and Graduation Cohort, 2025**

| Years out | Communication (n = 199) | Experiential (n = 223) | Volunteering (n = 224) | Philanthropy (n = 225) |
|-----------|-------------------------|------------------------|------------------------|------------------------|
| 0–5       | 15.9%                   | 5.9%                   | 0.7%                   | 1.6%                   |
| 6–10      | 10.4%                   | 3.2%                   | 0.6%                   | 1.3%                   |
| 11–20     | 9.3%                    | 3.3%                   | 0.7%                   | 1.8%                   |
| 21–30     | 9.9%                    | 3.8%                   | 0.7%                   | 2.8%                   |
| 31–40     | 11.0%                   | 4.6%                   | 0.7%                   | 3.9%                   |
| 41–50     | 12.7%                   | 5.3%                   | 0.8%                   | 5.6%                   |
| 51+       | 14.5%                   | 5.2%                   | 0.6%                   | 7.9%                   |

Looking at the changes in graduation cohorts from 2024 to 2025, the most striking movement occurred among alumni 31–40 years out, who showed the largest rise in experiential engagement at 19.4% (Figure 21). In contrast, the largest declines were concentrated among recent graduates and mid career alumni. Those 0-5 years out experienced a sharp drop in volunteer engagement (-8.2%), while the 6-10 year cohort saw a significant decline in volunteer engagement

(-17.4%), the steepest decrease across all categories (Figure 21). Philanthropy also continued to weaken, with six of seven cohorts reporting declines, including notable decreases of 6.3%, 5.2%, and 6.5%, among older alumni. These patterns suggest growing challenges in sustaining long term giving pipelines, particularly as many of these alumni are still building their philanthropic habits and institutional affinity.

**Figure 21: Median Percentage Change in the Count of Engaged Alumni by Mode and Graduation Cohort, 2024–25**

| Years out | Communication (n = 179) | Experiential (n = 199) | Volunteering (n = 200) | Philanthropy (n = 201) |
|-----------|-------------------------|------------------------|------------------------|------------------------|
| 0–5       | -1.4%                   | 1.9%                   | -8.2%                  | 2.9%                   |
| 6–10      | -4.2%                   | -5.8%                  | -17.4%                 | -5.5%                  |
| 11–20     | 2.1%                    | 12.8%                  | 5.2%                   | -1.9%                  |
| 21–30     | -5.7%                   | 7.9%                   | 2.3%                   | -4.2%                  |
| 31–40     | -2.5%                   | 19.4%                  | 0.8%                   | -6.3%                  |
| 41–50     | -1.5%                   | 8.1%                   | 13.9%                  | -5.2%                  |
| 51+       | 2.4%                    | -6.8%                  | -6.6%                  | -6.5%                  |

## CONFIDENCE LEVELS

As part of the submission process, institutions were asked to rate their confidence in the comprehensiveness of the data captured for the three non-monetary modes: communication, experiential, and volunteering. Institutions were presumed to be confident in their reporting of philanthropy data.

Similar to previous years, institutions reported higher confidence in their experiential and volunteering data than in their communication

data (Figure 22). For the communication mode, anecdotal evidence suggests that the ongoing evolution of digital engagement strategies and the prevalence of CRM conversions may be contributing to lower confidence levels. Interviews with practitioners, summarized in this year's special supplement, highlighted how this mode remains an area where institutions are working to strengthen data quality and where additional clarification and guidance from CASE would be beneficial.

**Figure 22: Percentage of Confidence Level by Mode, 2025**

| Mode          | n   | Confident | Somewhat Confident | Not Very confident |
|---------------|-----|-----------|--------------------|--------------------|
| Communication | 398 | 16.8%     | 44.5%              | 38.7%              |
| Experiential  | 398 | 28.4%     | 60.8%              | 10.8%              |
| Volunteering  | 398 | 26.9%     | 56.3%              | 16.8%              |

## **SPECIAL SUPPLEMENT: HOW INSTITUTIONS ARE USING CASE'S ALUMNI ENGAGEMENT FRAMEWORK TO SHAPE THEIR WORK**

In 2025, for the first time, CASE added a question to the survey to gather qualitative responses on how institutions use the CASE alumni engagement framework to guide their work. In addition to collecting feedback through the survey, CASE conducted interviews with selected survey participants to gather specific examples to share.

This Special Supplement includes an analysis of the qualitative responses, providing the five main ways that institutions are using the data along with seven institutional profiles illustrating how institutions are leveraging alumni engagement data to inform strategy, assess outcomes, and deepen alumni connections.

### **Ways Institutions Use CASE's Alumni Engagement Framework**

In this year's survey, institutions were asked, "*In practice, what have you found most useful about the survey?*" Ninety-seven institutions provided data for this question, sharing a wide range of responses. Although the largest share of responses came from primarily undergraduate institutions and

undergraduate and graduate institutions, there were a handful of answers from independent schools and professional schools. An analysis of the data highlighted five main ways that institutions are using CASE's alumni engagement framework.

## 1. Guide Strategic Planning, Goal Setting, and Program Evaluation

Institutions are using the established alumni engagement framework to inform both high-level strategy and programmatic decisions. Responses highlight how the information is helping Alumni Relations teams establish baselines, set goals, refine programming, and uncover gaps in engagement opportunities.



*“Our institution uses alumni engagement metrics to establish a baseline and guide strategic growth. Submitting data in our first year allowed us to identify starting points and set measurable engagement goals for each fiscal year.”*

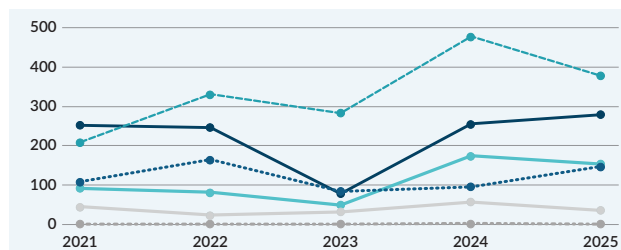
*“We ultimately look at both the total number of engaged constituents across all four areas and those in each individual area as we set annual performance goals for the alumni team.”*

*“Our alumni engagement strategic plan is modeled on CASE's four modes of engagement. We have used the four modes and metrics collected in the survey to set five key metrics that correspond to our strategic plan. We did so in an effort to create a more streamlined, sustainable, and consistent way to measure and track year to year....Overall, we use alumni engagement metrics to inform our strategy and make informed decisions about our program offerings.”*

*“We have also been adjusting our modes of engagement as we plan new and update traditional events. The survey has helped us recognize that we had not made volunteer engagement as available to our alumni as we thought.”*

## 2. Inform Longitudinal Trend Analysis and Benchmarking Initiatives

Tracking longitudinal trends is another way that institutions are using alumni engagement data, particularly to monitor progress across the four modes. Respondents also highlighted using the information for benchmarking, especially in comparison to peer institutions. Specific segments highlighted include academic peers, such as Ivy Plus institutions, athletic conferences, e.g., Big Ten universities, and regional peers like UK universities.



*"We have found the survey extremely valuable for tracking our institution's progress across each engagement mode year over year...."*

*"Alumni engagement metrics are used to benchmark our performance year-on-year and against peer institutions. They also inform strategic decisions about alumni engagement activity."*

*"We strive to be in line with our peer schools and see where our areas of opportunity are."*

*"As the number of survey participants grows, it is helpful in seeing how we compare to other institutions."*

*"We utilize the metrics to continue to benchmark with other universities....It is very helpful to get information from other CASE colleagues on new initiatives and comparisons regarding staffing, expenditures and trends in the profession."*

### 3. Develop a Shared Understanding for Tracking Engagement Across the Institution

Institutions highlighted how CASE's data are helping build greater consistency in defining and measuring engagement. This shared, industry-wide framework makes it easier for teams to collaborate and align data collection across systems. As a result, institutions are developing a more complete picture of alumni engagement and are better able to tell that story.



*"We use CASE metrics as a shared framework to understand and track alumni engagement across our strategic priorities. They help us align programs to meaningful experiences and lifelong connections, guide our KPIs, and highlight where engagement is strong or needs to grow. As we move further into our alumni data enhancement project and the transition to Salesforce, these metrics are also shaping how we design our data model, code engagement, and build more consistent reporting across the organization."*

*"The metrics help align Alumni Relations, Annual Giving, Development, Events, and Communications teams around shared definitions of engagement and strengthen our leadership reporting."*

*"It's really useful having consistent sector-wide measures across key engagement categories, which we can track over time."*

*"The mode definitions and the structure of the survey have also been useful tools for communicating the importance of utilizing central systems and ensuring that engagement activities occurring outside of the central Advancement Engagement team are shared for accurate tracking and coding."*

#### 4. Refine Segmentation Strategies and Prospect Identification Initiatives

Increasingly, institutions are using alumni engagement data as an actionable tool to guide their daily work. Some respondents shared how the information has been useful in identifying specific alumni segments to prioritize for outreach and targeted event invitations. Others reported leveraging it as an input for predictive models and affinity scoring systems. Rather than functioning as abstract data points, the information is assisting practitioners in deciding who to engage and how best to allocate limited time and resources.



*"Throughout the year we use alumni engagement metrics as a basis for looking at subgroups of our community and making decisions around marketing segmentation, program development, and staff assignments."*

*"The alumni engagement metrics have been used to finesse lists of alumni whom we want to deepen engagement, as well as those who have not been engaged that we want to target [for] specific opportunities."*

*"We use these metrics to aid in the prioritization of prospects for the major gifts team. Engagement metrics are also used for annual fund segmentation and prioritization."*

*"The data streams captured in our engagement reporting are also used in several predictive models focused on philanthropy."*

*"A particularly practical application has been using alumni engagement metric insights to identify disengaged alumni segments and design targeted strategies to move them along the engagement continuum."*

## 5. Make the Case for Resources and Demonstrate Impact

At a time when many institutions are navigating financial constraints, respondents also emphasized how they are using alumni engagement data to showcase program effectiveness and make the case for resources. Some institutions highlighted how they share top-level metrics with institutional leaders to drive accountability while others are focused on telling the story of alumni engagement and why people chose to stay connected. Overall, these data are helping practitioners make a more compelling and evidence-based case for investing in alumni engagement.



*"We use alumni engagement metrics to measure the effectiveness of [our] programs and services...and make the case for reducing or expanding programs."*

*"We also find the insights of number of engaged alumni to yield one donor to be the most impactful metric that we can share with our advancement colleagues and to the President's office, to demonstrate the impact of alumni relationship building."*

*"Similar to other institutions, our office is regularly asked how we are actively engaging with our alumni, identifying alumni for fundraising support in partnership with Development, and monitoring our return on investment."*

*"Our institution uses alumni engagement metrics to understand not only how often alumni interact with us, but also why they choose to stay connected...We look at indicators across several dimensions: event participation, volunteerism, philanthropy, digital engagement, and career support to build a more complete picture of alumni sentiment and long-term affinity. These metrics help us identify which initiatives are resonating, where engagement is growing, and where we may need to adjust our approach."*

## Institutional Profiles

In addition to collecting feedback through the survey on the ways that alumni engagement data is being used, CASE conducted interviews with selected survey participants to gather specific examples to share. The seven profiles included in this section illustrate how institutions are leveraging

alumni engagement data to inform strategy, assess outcomes, and deepen alumni connections. The goal in showcasing these mini-case studies is to highlight examples that advance professional practice and provide actionable insights that can be adapted across a range of contexts.

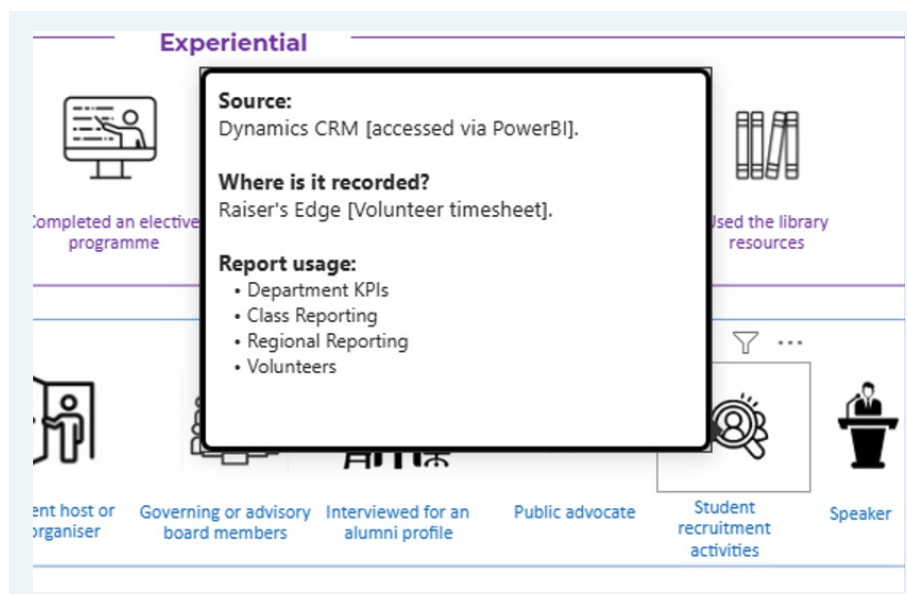
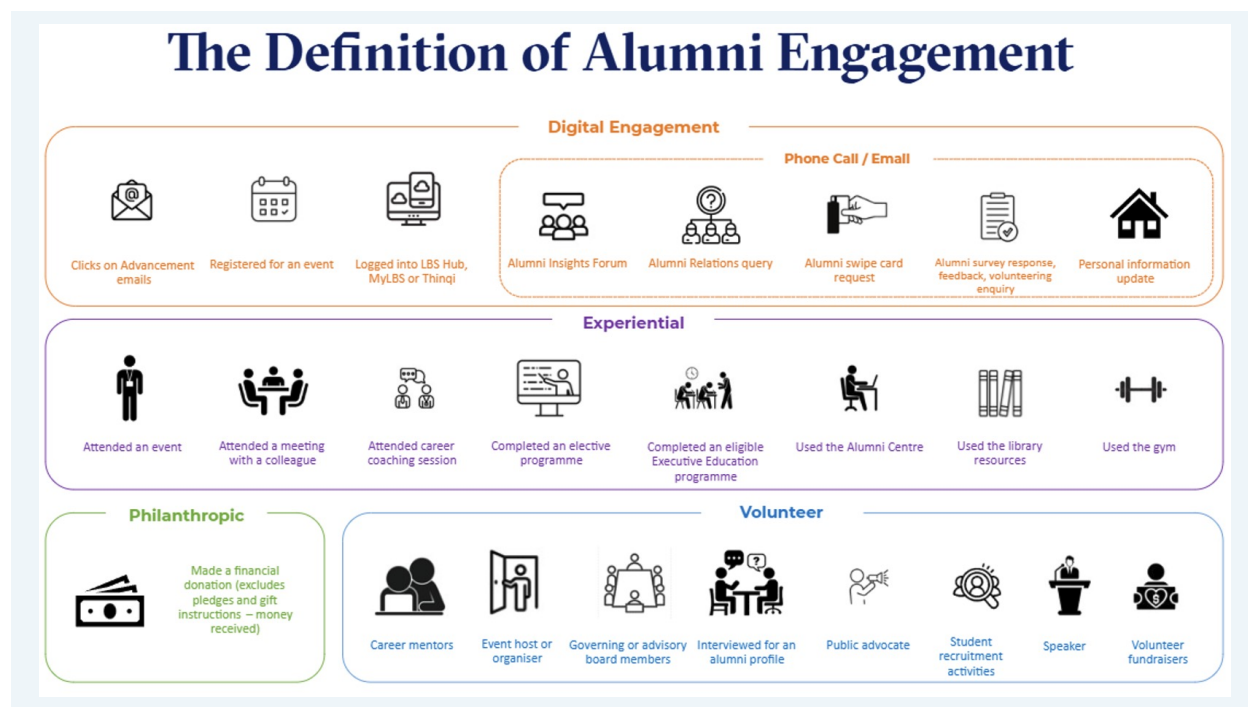
### 1. INCREASING TRANSPARENCY AROUND THE DEFINITION OF ALUMNI ENGAGEMENT (London Business School)

In 2022, London Business School began submitting data as part of *CASE Insights on Alumni Engagement*. One factor that attracted them to participate in this initiative was the broader definition of engagement, which extended beyond traditional measures like event attendance that they had historically used to evaluate alumni engagement. Grant Jones, Database and Reporting Analyst in Development, noted that “CASE’s alumni engagement initiative has been very helpful in defining what engagement is.”

With a clearer definition in place, London Business School set a target of 30% total unique alumni engaged as a key performance indicator (KPI) to guide strategy. As part of measuring progress toward this KPI, the LBS team spent over a year auditing their engagement data to better understand its sources and pinpoint potential gaps.

While the audit identified several action items, the comprehensive spreadsheet it produced was ultimately too unwieldy to share with others.

To help colleagues across the institution better understand the nuanced definition of alumni engagement and the data behind it, Grant recently created an interactive snapshot that outlines the four modes (philanthropic, volunteering, experiential, and communications), including icons showing the data tracked for each area. When someone hovers over a section, such as student recruitment activities, the snapshot shows what data feed into that area as well as where it is being stored (e.g., *The Raiser’s Edge*). They are just starting to share the snapshot internally with the Alumni and Advancement teams, but the early feedback has been overwhelmingly positive.



As a next step, they plan to take the snapshot on a roadshow across the institution. Grant also hopes to build on it by integrating the underlying data into a single report, allowing individuals across the institution to drill down into the data

themselves. Overall, he emphasized that the goal in creating the snapshot is “to make it more transparent to the school about why we are asking for this data from all these different areas and what we are doing with it.”

## 2. CUSTOMIZING REPORTING AND ANALYSIS FOR DIFFERENT STAKEHOLDERS (Davidson College)

Davidson College was an early adopter of *CASE Insights on Alumni Engagement*, participating since its launch in 2019. Over the years, the way they analyze and share the data with different stakeholders has evolved. As a first step, Lisa Combs, Associate Vice President for Engagement, creates an executive summary that highlights the college's key data points and high-level trends across the field. She also includes comparisons with previous years and integrates data from peer institutions. To help ground the conversation, she includes a page on "what we are counting because we find people need to be refreshed on what goes into the various categories." This executive summary is shared with the president and the trustee committee that oversees alumni relations and serves as a "good pulse check on how we are doing with alumni engagement."

She provides the alumni association board with the executive summary, paired with a 30- to 45-minute presentation that digs deeper into the data. This group tends to focus on ways they can use the data to enhance current offerings. For example, they typically look closely at results for young alumni in order to brainstorm new ideas for outreach and events. As Davidson is currently in the quiet phase of a campaign, they also share engagement results with the trustee planning

committee that reviews a range of metrics to ensure a strong engagement component is built into the campaign.

A subset of the alumni engagement data guides tactical sessions with the Development, Annual Giving, Prospect Research, and Alumni and Family teams. For these stakeholders, Lisa segments the data so they can look closely at groups such as 0- to 5-year young alumni, 6- to 10-year young alumni, and the identity networks. She also supplements the annual engagement results with quarterly reports that track where Davidson stands compared to previous years. The teams use this data for detailed program analysis, evaluating, for example, whether they saw the impact of a major communications push.

While the data is useful for programmatic changes, it has also shaped broader strategic conversations. Over time, tailoring data and reporting for different audiences has built momentum for this work across campus. Lisa shared that "we as a team are increasingly thinking about the overall impact of engagement, not just the initial behavior but what does that lead to? What are the outcomes we want to achieve?" As a result, this approach is helping move the conversation from participation to long-term value.

## 3. BUILDING CAMPUS PARTNERSHIPS TO GROW ALUMNI ENGAGEMENT (University of North Carolina Wilmington)

In 2022, University of North Carolina Wilmington (UNCW) created a new role to implement the *CASE Insights on Alumni Engagement* framework at the institution. As a next step, the Development Operations and Alumni Engagement teams audited their systems to assess what data they already had, what they could begin collecting moving forward, and what information was missing. Colleen O'Neil, Director of Alumni Engagement Programming,

noted that "in the first year, we only submitted the simplified survey that included events, giving, and volunteerism that we had on record because we didn't have a process of collecting communication data. We wanted to identify an initial baseline to work from and grow. For our first year submitting to CASE, we were at 3.9% engaged alumni out of nearly 97,000 alumni, and all I saw was opportunity."

After their first year submitting the data, UNCW's Development Operations and Alumni Engagement teams heavily collaborated to identify the best ways to use their data system to store and track data moving forward. Once these processes for measuring engagement were in place, they focused on cross-campus educational initiatives in subsequent years noting how "we had to get out on campus, share the metrics, and reinforce that we needed this data from our partners." The Alumni Engagement team also used these interactions to build partnerships that would support data reporting and tracking efforts. Colleen shared that "we know there is a significant amount of alumni engagement happening across campus. Securing buy-in from leadership, including the chancellor, deans, and faculty, helped reinforce the importance of capturing these touchpoints and elevating alumni engagement as a shared priority." For example, a collaboration with one college ultimately led to the creation of their alumni reporting form, establishing a consistent, campus-wide standard for tracking alumni engagement. "The dean played a key role in setting the expectation that any faculty or staff working with alumni volunteers—whether inviting them into the classroom or engaging them on panels—would complete the form so these interactions could be captured." This leadership support was critical to launching the initiative and increasing the number of volunteers tracked annually. While these numbers haven't skyrocketed, UNCW is intentionally building a sustainable process that can grow and strengthen year over year.

Building campus partnerships also helped UNCW improve overall data quality. Judy Schieck,

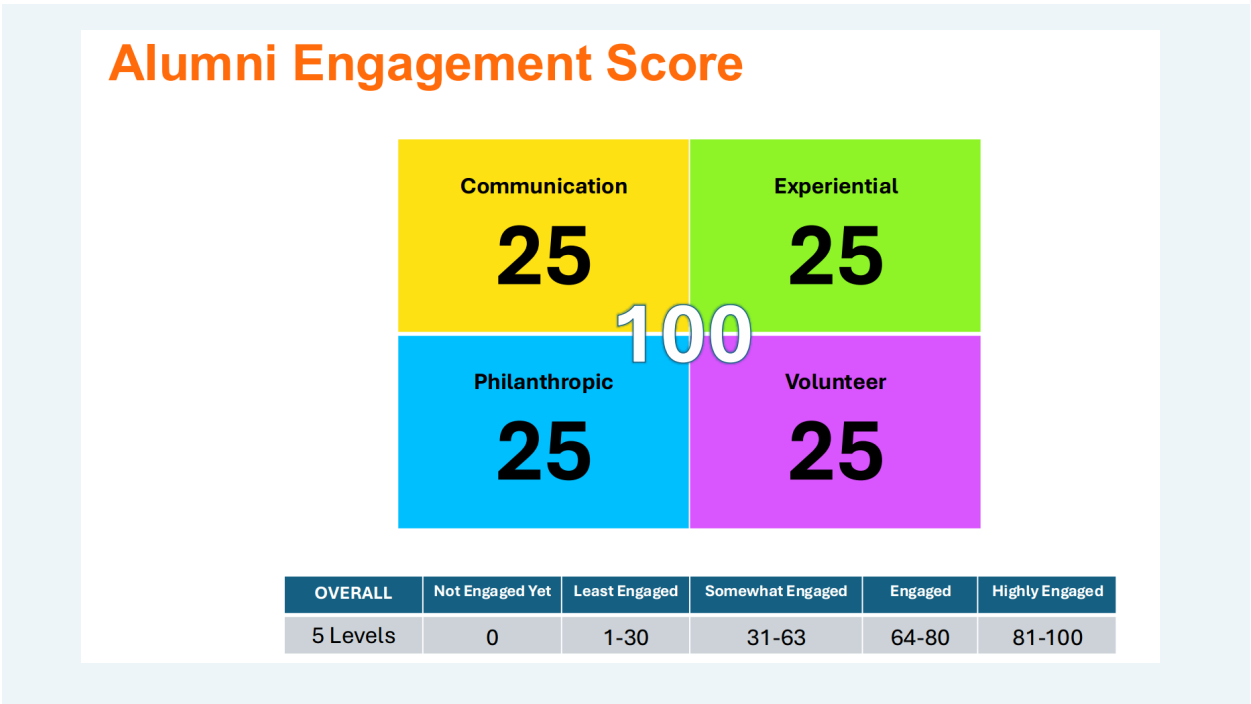
Assistant Vice Chancellor for Development Operations, underscored how "the process of capturing and coding alumni engagement metrics in our systems created an opportunity to develop a more complete picture of our alumni." For example, they worked with the registrar to obtain more complete official records, allowing the team to fill in gaps around primary degree year, degree type, and status. As UNCW begins implementing a new events management system, staff are already working with partners across campus to explore how they can use this new platform to improve data collection, especially for events run by the individual colleges.

This focus on campus partnerships has been critical as UNCW works toward its goal of engaging 10% of total unique alumni by 2030. As alumni engagement has increased in recent years, Colleen shared that it is "exciting for people across campus to start to recognize all the ways our alumni engage beyond just making a gift." This has broadened the understanding of alumni engagement work and its impact on the institution as a whole. It has also raised the visibility of both Alumni Engagement and Development Operations. At UNCW, the conversation has shifted from hosting events to how the Alumni Engagement team "can make sure our alumni are celebrated when they get a new job or have a baby, as well as help them to find opportunities to get involved through our campus partnerships." Ultimately, this is creating a more coordinated and meaningful framework for how alumni connect with the institution.

4. DEVELOPING ALUMNI ENGAGEMENT SCORES TO INFORM DECISION-MAKING  
(California Institute of Technology)

In 2025, the Advancement and Alumni Relations division at the California Institute of Technology (Caltech) launched an internal project to develop alumni engagement scores. These new scores would be additive to the CASE engagement metrics that Caltech utilizes to benchmark with other universities. The goal of this initiative was to shift from a subjective, anecdotal approach to evaluating alumni engagement toward a more evidence-based model. The thirteen-person project team included representatives from Alumni Communications,

Advancement Analytics, Alumni Engagement, Strategic Initiatives, and Advancement Information Services. Mark Longo, Senior Director of Strategic Initiatives and Development Administrative Management, emphasized that the team’s goal was “to identify who our most engaged alumni were, rather than focusing on the specific ways they were engaged.” After reviewing scoring models at peer institutions, Caltech opted to develop its own 100-point system grounded in CASE’s four-mode framework.



The team used a rigorous process to build the various elements of the scoring model. As a first step, they audited all existing datasets and reviewed 180 individual data points. For each engagement mode, they evaluated a range of potential inputs before selecting a defined set of measurable activities. In the experiential mode, for example, they considered factors such as attendance at regional

events and first active year before identifying five core metrics: engagement in the last year, reengagement potential, annual engagement since graduation, annual engagement during active years, and engagement trends over the past five years. The team also explored different approaches to weighing the metrics before ultimately voting as a group to determine the best approach for each mode.

## Experiential: Strategies

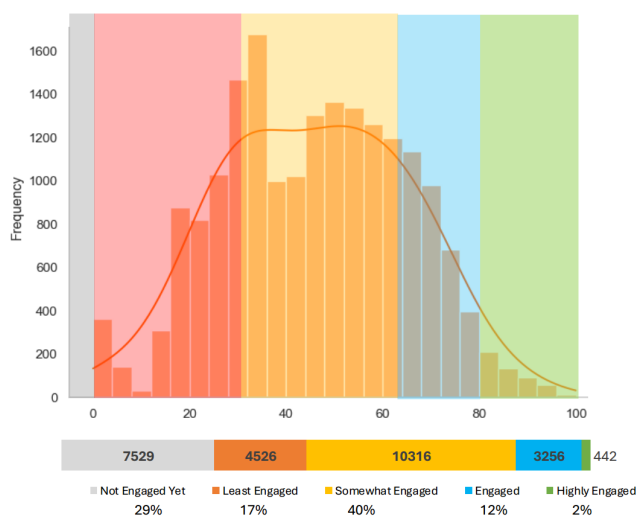
Experiential



After the team finalized the metrics and weighting for each mode, they tested the model on four alumni profiles drawn from their current database to assess its validity. They also ran it against the total alumni population to better

understand the percentage of alumni engaged at each level. Mark highlighted that they are now measuring the engagement level of the alumni base on a quarterly basis in order to track trends and overall progress.

## Overall: Score and Level



# 71%

**18,501**  
Alumni were Engaged  
at different levels.

Currently, all staff in the Advancement and Alumni Relations division have access to these scores through Tableau dashboards and they are using the data to better segment communications, guide event strategy, and identify potential candidates for volunteer boards. The project's sponsor, Mario Peraza, Assistant Vice President of Alumni Relations noted that "the alumni relations team has been charged to measure the impact and success of their events, programs, and communications by moving the needle on connecting with those in the lower three engagement categories. We are always looking

to cast the widest net and bring more people into the Techer community."

As they consider future enhancements, Mark shared that Caltech plans to incorporate click-through data into the communications component and focus on identifying individuals with rapidly rising or falling scores to enable proactive intervention. Overall, Caltech's scoring model provides staff with a valuable tool to evaluate alumni engagement in a standardized and transparent way, helping to inform programming decisions, strategy, and resource allocation.

## 5. ESTABLISHING ALUMNI ENGAGEMENT AS A UNIVERSITY-WIDE STRATEGIC PRIORITY (University of Texas at Arlington)

In 2021, the University of Texas at Arlington (UTA) announced the launch of its new strategic plan, *UTA 2030: Shared Dreams, Bright Future*. One of the five pillars in the new plan focused on Alumni and Community Engagement and outlined a goal of cultivating an engaged and active alumni base. As alumni engagement emerged as a key theme in the new plan, Ryan Boyd, Assistant Vice President for Alumni and Donor Engagement, and Selma Permenter, Assistant Vice President for

Development Services and Administration, held a series of discussions with the Vice President for Development and Alumni Relations. These conversations explored what it would mean to measure alumni engagement, what data was currently available at the institution, and which outcomes should be included in the strategic plan. As a result, they set a target of increasing engaged alumni by 40% by 2030.



With a clear target in place, engagement became a more visible and intentional focus across the institution. Ryan noted how, “If the President cares about this metric, then everyone on campus does as well.” As a result, it created new opportunities to educate and raise awareness about alumni engagement initiatives with partners across campus. UT Arlington employs a two-pronged approach: while Ryan socializes the CASE metrics with senior leaders, such as deans, to help them understand what is included in the four modes and what is being tracked, each member of his Alumni Relations team serves as a liaison to a designated area of campus, sharing this information in meetings and one-on-one interactions. Together, these efforts are building a shared understanding of engagement and embedding it more deeply across the institution.

To further advance this work, UTA is also investing in tools that make alumni engagement data far more accessible. Currently, the data team is building Microsoft Power BI dashboards for the metrics that will be updated at least monthly. When completed, partners across campus will be able to see their own alumni engagement metrics as well as apply filters, such as engagement mode by school/unit. Selma also highlighted how the new dashboards will be useful “in uncovering gaps in the current data and putting systems into place to make tracking it easier moving forward.” Overall, these efforts underscore the institutional impact of elevating alumni engagement as a pillar within the university’s 2030 plan and establishing it as a measurable priority.

## **6. ELEVATING ENGAGEMENT IN A “DUAL GOAL” CAMPAIGN FRAMEWORK (University of Iowa)**

The University of Iowa kicked off the silent phase of the “Together Hawkeyes” campaign in July 2019 with a “dual goal” framework that elevated engagement alongside financial targets for the first time in the institution’s history. While the university set a \$3 billion fundraising goal at the outset of the campaign, the process of defining the engagement goals proved far more complex and time-intensive. Several challenges quickly emerged, including the lack of a shared definition of engagement across the institution, concerns about the quality of the existing alumni dataset, and limited peer examples among the Big Ten and/or public Research 1<sup>3</sup> institutions for establishing campaign engagement goals.<sup>4</sup>

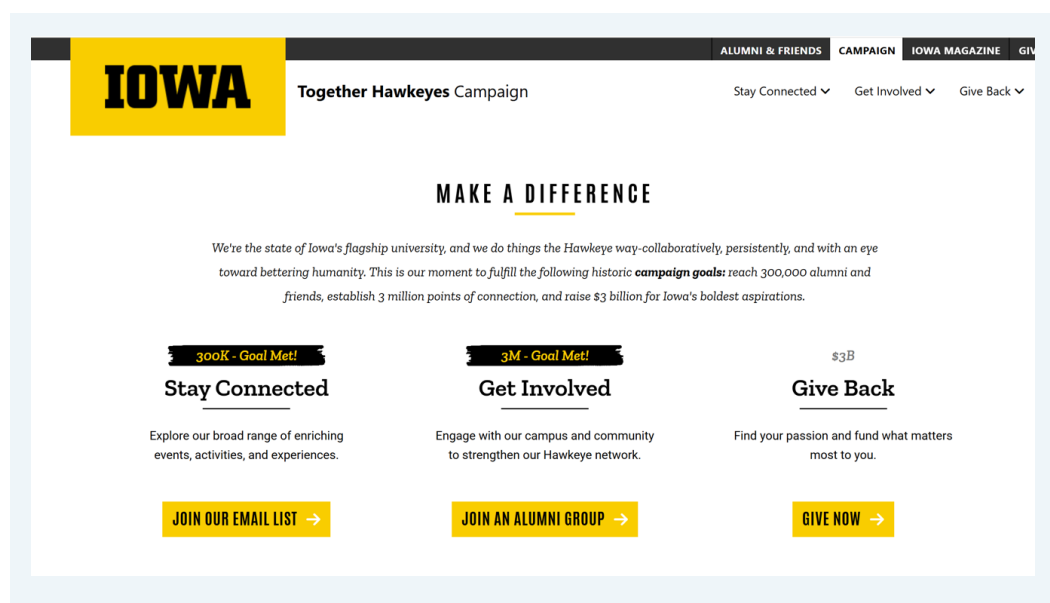
Colin Hennessy, Vice President for Alumni and Donor Engagement, emphasized how the launch of CASE Insights on Alumni Engagement in 2019, with its rigorous four-mode approach “allowed us

to take a hard look at what we were doing with our metrics and consolidate into these modes.” This also prompted a key follow-up question: whose engagement would be tracked and counted as part of the campaign? Colin emphasized that as a public institution, “it was really important to say that anyone who loves this university can be part of this campaign. If you are a fan, a patient, a parent, or someone who attends arts events on campus, you are part of this.” This broad definition led the team to frame its goals around constituent engagement rather than alumni. As the conversation around engagement goals continued to evolve, it also became clear that the Iowa team needed to capture “both the depth and breadth of engagement” across the institution. The 2023 public campaign launch ultimately reflected this approach, focusing on “300,000 constituents engaged, 3 million points of engagement, and \$3 billion raised.”

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<sup>3</sup>U.S. doctoral universities with the very highest research activity

<sup>4</sup>Hennessy, Colin D., ‘Leading Together: The University of Iowa’s strategic engagement goals in its most ambitious comprehensive campaign yet,’ *Journal of Education Advancement & Marketing* (Summer 2025).



The “Together Hawkeyes” campaign (<https://together.foriowa.org/>) reached its engagement goals within a year of the public launch. As the institution sets new aspirational engagement targets, Colin underscored that the team continues to refine its approach. For example, when the campaign went live, they were initially counting behaviors across all four modes, but as Caitlin Clark gained increased recognition for the women’s basketball team, they became more intentional about how they counted behaviors in the communication mode. Currently, if a constituent’s only engagement with Iowa is “likes” on social media posts, they are not included as engaged. If the person later makes a gift to the university, “they would be counted in philanthropy and retroactively counted in the communications mode.” Similarly, if the person later attends an event or volunteers, they would be counted in the corresponding mode and then retroactively counted in communications. Following this change, they now have greater confidence in the rigor and reliability of their data.

As they work toward the successful conclusion of the campaign in 2028, the Iowa team is diving deep into the data to help articulate the “so what?” of engagement. Colin emphasized that “for a long

time in this field we haven’t had the data to back up our assumptions on engagement and giving. We are investing staff and resources here, so we need to be able to articulate the demonstrable outcomes.” Currently, staff are analyzing the engagement data for gifts below \$50,000 to explore questions including:

1. Is there a difference in the average annual gift if a person has one measurable behavior in one or more modes?
2. Does the number of engagement points matter across a year?
3. Does it matter which mode someone is engaged in?

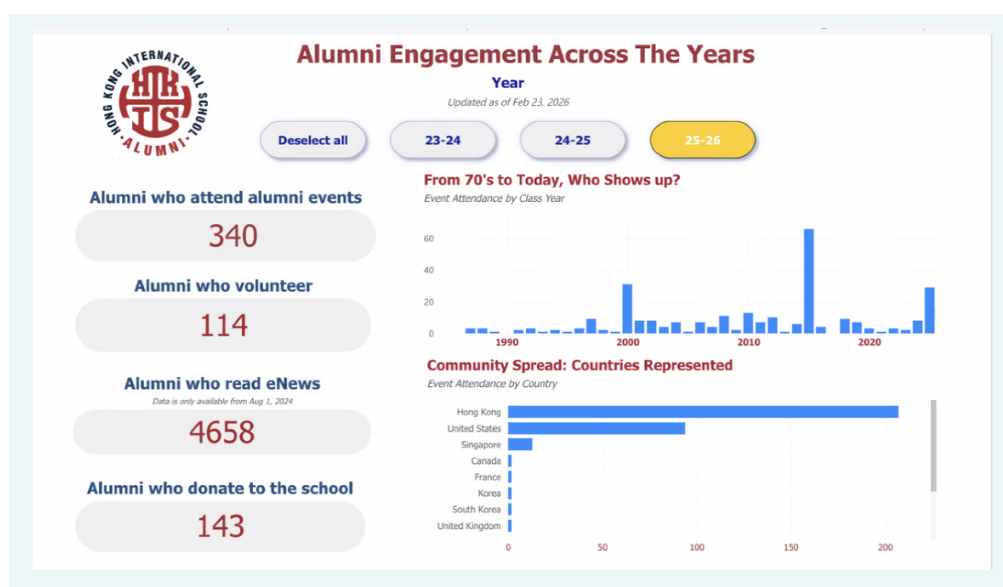
The insights generated through this analysis are already shaping event communications and segmentation strategies. However, this work is also laying the foundation for the next campaign. Colin noted that “this data allows us to test new strategies and see whether increases in giving pan out. While we are learning a great deal during this campaign, it is also positioning us really well for the next one.” In the long term, this work is helping to ensure that engagement is valued alongside fundraising as a key measure of campaign impact at Iowa.

## 7. MAKING THE CASE FOR INCREASED INVESTMENT IN ALUMNI ENGAGEMENT (Hong Kong International School)

Across the past two decades, Hong Kong International School (HKIS) has experienced a significant demographic shift in its student population. Previously, students attended the institution for two to three years while their parents worked in Hong Kong before moving to schools in other countries as their families relocated. As a result, HKIS alumni often attended two to five different institutions during their primary and secondary school years. Today, however, the average student tenure is eight to ten years, with HKIS typically representing their longest school experience. This shift has led to stronger affinity for the institution as well as laid the groundwork for HKIS to participate in *CASE Insights on Alumni Engagement* starting in 2024. As Heath Hignight, Chief Advancement Officer, noted, “Driving

towards completing the CASE survey was a multi-year process to get our database configured and to understand how and where we could gather this data so that it would be sustainable and replicable each year.”

Once the data infrastructure was in place, Heath and his team created Power BI dashboards for the Head of School and the Board of Trustees focused on alumni engagement. These dashboards are set up in Microsoft Teams and display real-time data drawn from *The Raiser’s Edge* on alumni giving, event attendance, volunteers, and e-newsletter readership. The dashboards are intentionally streamlined to focus on a handful of core metrics rather than including every available data point. For example, users can drill into events data by class and by the country where alumni currently reside.



Heath shared how these alumni engagement dashboards have played a key role in helping to secure resources for HKIS’s reunion program. In the first year of this initiative (2023/24), they launched a series of one-night reunions in a handful of cities in the US and the UK. Alumni not only showed up for these events, but the institution was also able to

re-engage them in its communication stream by collecting updated contact information. The success of these reunions led HKIS to expand the program over the next few years. Currently, they hold events in 15 cities globally including in the US, Canada, UK, Singapore, and South Korea. While these events require a significant investment of resources, alumni

engagement data helps demonstrate the return on investment (ROI) to the head of school and the board. Heath underscored that “because we are doing these gatherings, the numbers will go up and to the right, which is what everyone wants to see. We are demonstrating that right now with event attendance and giving.”

Having access to the engagement metrics and dashboards has also changed the nature of the conversations between the advancement team and the board. Rather than focusing on participation

rates, Heath shared how the board is now exploring “what resources do we need to find more of our alumni who are out there...which gives us a chance to educate them about alumni contactability, the quality of our data, and ways to augment our existing records moving forward.” Ultimately, these conversations and metrics give Heath, as Chief Advancement Officer, a clear “roadmap to justify significant investment in alumni engagement activities.”

## The Next Phase of Alumni Engagement Data

As more institutions around the world adopt CASE's framework, alumni engagement is increasingly being viewed through a strategic, decision-oriented lens rather than as a counting exercise. New questions are emerging as some institutions dig deeper into what meaningful engagement looks like across the alumni lifecycle while others are

leveraging the data to tell the unique story of alumni engagement at their institution. Practitioners are also recognizing the potential of new tools, such as AI, to unlock deeper insights. The perspectives reflected in the quotes below illustrate the ongoing evolution of the field and the nature of alumni engagement.

"As a small liberal arts college, our alumni expect us to know them. However, we haven't yet shown that we understand the signals our alumni are giving us through their behavior. With the engagement data, we are getting closer now to demonstrating we know who you are, what you like, and what programs you want to attend....Therefore the next phase is making educated guesses based on that information to recommend to our alumni what they might do next [in their relationship with the institution]."

Lisa Combs  
*Associate Vice President of Engagement*  
Davidson College

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"Using the CASE alumni engagement framework has been a game changer for us. Thanks to strong collaboration with our colleagues in Development Operations, Dev Ops produced, for the first time this year, a monthly alumni engagement report alongside the philanthropic and donor reports for our division. Being included in that broader suite of University Advancement reporting really reinforces that our engagement work matters.

It's helped elevate the visibility of alumni engagement and development operations. It positions our work alongside annual giving and major giving in a meaningful way—highlighting that we're all contributing to moving the institution forward. Just as importantly, it gives us something to measure against and holds us accountable as we continue to grow."

Colleen O'Neil  
*Director of Alumni Engagement Programming*  
University of North Carolina Wilmington

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"The model around which the CASE metrics were designed aims to increase the number of alumni engaging in each of the behavioral categories every year—and then retaining (and growing) them year over year. Is that realistic based on where they are in the alumni lifecycle? Is that realistic human behavior? The biggest questions for me moving forward are: How much is enough? and What is most meaningful?"

Willa Vincitore  
*Associate Vice President for Engagement*  
Vassar College

"As an institution, our school hasn't thought as much about how our alumni are the product of our school's daily work. We don't have a complete portrait of our alumni because of the incompleteness of our data, but we are heading there. Now that we are getting the alumni engagement and giving data, we want to show the connections between their HKIS experience, college majors, and careers....We want to talk more about alumni life journeys and use them as the ultimate theme for remarketing to current parents, and marketing to future parents."

Heath K. Hignight, CFRE  
*Chief Advancement Officer*  
Hong Kong International School

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"Initially, we focused on counting and reporting alumni engagement. Then as we wanted to get to the next level, we needed to focus on data as an asset and extracting the insights to drive our strategy and approaches. Now we have AI, which is a turning point as even lay people can start interacting with the data and use smart prompts to ask sophisticated questions. This type of analysis is easier than ever before because you don't need to be a coder to unlock this information. This is the inflection point that CASE is approaching. There is such an exciting opportunity for CASE to play a role in scaffolding institutions' ability to interact with the alumni engagement dataset."

Barbara Dick  
*Assistant Vice President for Alumni Relations*  
University of Toronto

## Acknowledgments

We are grateful to all institutions that provided alumni engagement metrics to support the publication of the *CASE Insights on Alumni Engagement, 2025 Key Findings*. We also extend a special thanks to the interview participants who generously shared their time and expertise that brought additional perspective and context to this year's special supplement.

### **Bentley University**

Allison Kerivan

*Executive Director, Advancement Relations*

Kaylee King, EdD

*Director of Program Development and  
Engagement Events*

### **California Institute of Technology**

Mark Longo

*Senior Director of Strategic Initiatives and  
Development Administrative Management*

### **Davidson College**

Lisa Combs

*Associate Vice President for Engagement*

### **Hong Kong International School**

Heath K. Hignight, CFRE

*Chief Advancement Officer*

### **London Business School**

Grant Jones

*Database and Reporting Analyst in Development*

### **University College Dublin**

Yiru Huang

*Senior Database Manager at UCD Foundation*

### **University of Iowa**

Colin Hennessy, EdD

*Vice President for Alumni and Donor Engagement*

### **Universidad Madero**

Donaciano Alvarado Hernandez

*Vice-Rector for Institutional Development*

### **University of North Carolina Wilmington**

Colleen O'Neil

*Director of Alumni Engagement Programming*

Judy Schieck

*Assistant Vice Chancellor of Development Operations*

### **University of Texas Arlington**

Ryan Boyd

*Assistant Vice President for Alumni and Donor  
Engagement*

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## Additional CASE Insights<sup>SM</sup> Data and Services

### INSTITUTION-LEVEL ALUMNI ENGAGEMENT SURVEY DATA IN THE CASE INSIGHTS<sup>SM</sup> SURVEY AND DATA PLATFORM

Institution-level data from the Alumni Engagement survey are available exclusively in the CASE Insights<sup>SM</sup> survey and data platform, located here: [insightsdata.case.org](https://insightsdata.case.org). The platform is CASE's longitudinal and comparative metrics online-reporting solution as well as the place that houses CASE's Insights<sup>SM</sup> surveys. Access to survey data is a CASE member benefit. Email [insights@case.org](mailto:insights@case.org) to request a member user account.

The Insights platform affords access to all the Alumni Engagement survey variables across its seven years. You can create and save your own groups of institutions for comparison or use comparison groups created by the CASE Insights<sup>SM</sup> team. One of those comparison groups is "Alumni Engagement Survey Participants – 2025." There is a group for each survey year.

You can save the reports you create and download them as CSV files. There are also reports created by the CASE Insights<sup>SM</sup> team that you can customize and download. A summary data report on this survey is in the Slide Shows section under the Benchmarking tab. That report contains 34 variables. Members can customize the report with the comparison group and year of their choosing and download the report as a CSV file.

### DOWNLOADING THE ALUMNI ENGAGEMENT SUMMARY REPORT IN THE CASE INSIGHTS<sup>SM</sup> SURVEY AND DATA PLATFORM

The CASE Insights<sup>SM</sup> platform includes a summary report for the 2025 Alumni Engagement survey. Here are instructions for downloading the report:

- Log in to the portal at [insightsdata.case.org](https://insightsdata.case.org). If you do not have an account, contact the CASE Insights<sup>SM</sup> team at [insights@case.org](mailto:insights@case.org) to request one.
- The report is located in **Slide Shows** under the **Benchmarking** tab.
- Click the link to open the Alumni Engagement Summary Report.
- Select the comparison group you want to use from the drop-down list. There is an Alumni Engagement Survey Respondents – 2025 group, but you can select another group if you prefer.\*
- Choose HTML if you want to download the report as a CSV file.
- If you check "Use Reporting Years saved with slide," you will get 2025 data. You do not have to select alternative years unless you do not want 2025 data. If you want to change the year, select another from the dropdown, and uncheck "Use Reporting Years saved with slide."
- There are no currency variables in the report, so you do not have to choose currency.
- Leave the "Include Focus Institution" box checked.
- Then click "View Slide Show."
- If you need assistance, contact the CASE Insights<sup>SM</sup> team at [insights@case.org](mailto:insights@case.org).

\* You select the comparison groups that appear in your drop-down list. To do so, go to Comparison Groups under the Benchmarking menu. Check the boxes beside the groups you want to appear in the list, and then click Save Changes at the bottom of the screen.

## **SUMMARY BENCHMARKING REPORTS IN THE CASE INSIGHTS<sup>SM</sup> SURVEY AND DATA PLATFORM**

Each CASE member institution that completes the Alumni Engagement survey receives a free customized report. The report provides a visual representation of year-over-year trends comparing your institution with a group of CASE-defined peers, with all survey participants from your region, and with all Alumni Engagement survey participants.

Your peer group is based on a combination of data from the Alumni Engagement survey and other sources. An algorithm selects the institutions most like yours based on data for the most recent fiscal year. Although these peers may not necessarily be your academic or aspirational peer group, understanding your trends alongside those most like your institution can provide actionable insight.

To access your free summary benchmarking report, log in to the CASE Insights survey and data platform at [insightsdata.case.org](https://insightsdata.case.org). You will see the report under the **Resources** tab. If you do not have a login or do not see a **Resources** tab, contact [insights@case.org](mailto:insights@case.org). More information on summary benchmarking reports, including a link to a sample report, can be found at <https://www.case.org/resources/case-insights-summary-benchmarking-reports>.

## **ADDITIONAL OPTIONS FOR BUILDING SOLUTIONS AND MAKING STRATEGIC DECISIONS**

CASE Insights<sup>SM</sup> offers the following additional, fee-based, options for building solutions and making strategic decisions:

- You can also choose a version of this service that includes phone and video consultations. This option includes a preview session and a 60-minute review over Zoom with the CASE Insights<sup>SM</sup> team. A written overview is also provided.
  - CASE also offers an Alumni Engagement Benchmarking Cohort to collaborate, problem solve, and discuss the stories behind the data. Participating institutions receive a strategic benchmarking report, a cohort report, and two seats at an in-person meeting. Participation is limited to 20 institutions.
- Contact the CASE Insights<sup>SM</sup> Solutions team at [insightsolutions@case.org](mailto:insightsolutions@case.org) for further information about any of these options.
- Strategic benchmarking reports comprise in-depth analysis using data from 20 peers of your choice. The CASE Insights<sup>SM</sup> Solutions team can help you select this peer group if you would like.

## What Is CASE Insights<sup>SM</sup>?

Specialized CASE Insights data, standards, and research ensure advancement professionals are able to make data-informed decisions, demonstrate strategic impact, highlight success stories, and define ethical practices of the advancement profession at their institutions.

### Global Standards and CASE Insights<sup>SM</sup>

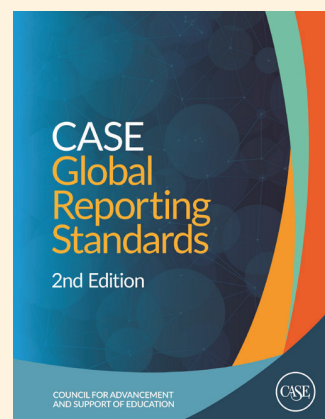


### Alumni Engagement is one of five areas

where CASE provides data, research, and frameworks for measuring Advancement activities. Our data collection is based around the CASE Global Reporting Standards. Creating and adhering to a set of methods, standards, and guidelines for reporting fundraising activities allows schools, colleges, and universities to represent the work of all institutions in transparent ways.

## Why We Use Standards

- Provide** common foundation
- Guide** ethical decisions
- Reflect** global perspective
- Ensure** transparency and consistency
- Enable** benchmarking



Learn more at  
**[case.org/insights](https://case.org/insights)**

## Data. Standards. Research.

CASE is the world leader in helping advancement professionals in colleges, universities, and schools make data-informed decisions. Institutions of any size, type, or location around the globe will find CASE Insights<sup>SM</sup> data, standards, and research are valuable tools to help drive success.

Through your CASE membership, you already have access to free CASE Insights<sup>SM</sup> resources, along with additional services to meet your institution's specialized needs. Explore peer comparisons, detailed benchmarking data, research reports about emerging issues, and other options you can use to expand your institution's impact.

Start your journey now. Find a variety of resources and build your expertise. Visit us at [case.org/insights](https://case.org/insights) or connect with the CASE Insights<sup>SM</sup> Solutions team directly at [insightsolutions@case.org](mailto:insightsolutions@case.org).

### Insights for getting started

Discover the many ways data can contribute to your institution's success. CASE Insights<sup>SM</sup> foundational tools include key metrics, advancement trends, standards and principles, surveys, upcoming events, and FAQs.

### Insights for today's opportunities

Stay up to date on active surveys, new reports, and learning opportunities.

### Insights for building solutions

Create greater impact for your institution with in-depth resources. Strategic benchmarking reports, data access and toolkits, specialized trainings, and more will help you move to a data-informed strategy.

### Cara Giacomini

Vice President, Data, Research and Technology

## Solutions

### Key Findings Reports and Data Portal

**All members gain** understanding of the larger landscape of philanthropy trends and access full, detailed results through the data portal.

### Summary Benchmarking Reports

**All survey participants** can take a closer look at their own institutional benchmarks compared to CASE Peers through Summary Benchmarking Report (member benefit).

### Strategic Benchmarking Reports

**Survey participants (\$)** can partner with the Solutions team to use results by purchasing a Strategic Benchmarking Report. Select your peers, review full findings, and participate in calls to focus on next steps.

CASE—the Council for Advancement and Support of Education—is a global, not-for-profit membership association with a vision to advance education to transform lives and society.

CASE is the home for advancement professionals, inspiring, challenging, and equipping them to act effectively and with integrity to champion the success of their institutions. CASE defines the competencies and standards for the profession of advancement, leading and championing their dissemination and application for more than 90,000 advancement professionals at 3,000 member institutions in 80 countries.

Broad and growing communities of professionals gather under the global CASE umbrella. Currently, these professionals include individuals working in alumni relations, development, and advancement services, communications, fundraising, government relations, and marketing. These professionals are at all stages of their careers and may be working at universities, schools, colleges, cultural institutions, or other not-for-profit organizations.

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 all of its stakeholders, particularly its members, volunteers, and staff.

