

Cornell College
Departmental / Program Assessment Plan
Assessment Project Outline

Department / Program:	Alumni & College Advancement
Person Submitting this Form:	Lisa White
Date:	May 12, 2011

Outcome(s) Being Assessed:

The division of Alumni & College Advancement plans to assess the effectiveness of efforts to engage young alumni (20 years out).

Assessment Question(s):

Given the outcome(s) being assessed, what do we want to find out? What information will be useful to us?

The division of Alumni & College Advancement wants to find out who is engaged, why, and how we might increase engagement among young alumni. Our hope is to also find out who is not engaged with the college and why. "Engagement" is defined in many ways and may include: volunteering for offices (e.g. Admission or CEC), mentoring, speaking on campus, speaking off campus, attending events, participating in social networking groups, referring students, and making financial donations to the college.

Intended Uses of the Assessment:

How will the results of the assessment be used? How can we ensure the information will be useful to us?

Young alumni are the future leaders of the college. Immediate changes can be made in how we communicate with, cultivate, and provide services to our young alumni. While some results will yield immediate benefits, others might not be realized for several years. However, engagement of this segment of the population today will be very beneficial to the college for many years to come.

Gathering and Analyzing Evidence:

What is the best way to get the information we need? What evidence already exists? From whom do we need to collect information? Use the grid below – or one of your own making – to outline your plan for collecting and analyzing evidence.

Method to Collect Evidence	Method to Analyze Evidence	Assessment Question Addressed	Timeline
Outreach Event attendance: collect information on how many are attending alumni events (Lisa White)	Count by city, percentage of attendees/invitees, compare attendance at various types of events over past 5 years (Lisa White)	Participation trends among young alumni. Who is attending, how often, what type of events.	November 2011
Homecoming attendance: attendance reports (Jackie Stewart, Lisa White)	Assess participation in organized homecoming events, compare to perceived attendance of non-registered alumni (Lisa White, Jackie Stewart)	Participation trends among young alumni in homecoming events. Who is attending, who is registering.	December 2011
Collect social networking (Facebook, LinkedIn, Twitter) analytics (Jamie Kelly, Jason Napoli)	Analyze number of young alumni in Cornell social networking groups, estimate how often they are posting as compared with other segments (Jamie Kelly)	Number of young alumni engaged in social networking outlets	November 2011
Volunteer lists (Alumni Office, CEC, Admission, Centers, academic departments)	Analyze number of young alumni engaging with said offices to assist with developing a baseline. (Lisa White)	Number of young alumni engaging with the college through their service.	January 2012
Power Campus Reports: annual fund giving (DHB, Dustin Ross, Jennifer Boettger)	Giving history, class giving percentages, comparing class giving percentages over time, giving vehicles (Kristi Columbus, Dustin Ross)	Giving trends among young alumni. Who is giving, when, how often.	December 2011
Survey young alumni on engagement (Lisa White, Becki Elkins)	Analyze ranked responses, look for trends (Lisa White, Becki Elkins)	How are young alumni currently engaged, how would they most like to be engaged.	January 2012
Survey Young Alumni	Analyze current reading	How well is Cornell	Sept. 2011

Cornell Report readership (Dee Ann Rexroat)	trends among young alumni, what they value about CR (Dee Ann Rexroat)	Report serving young alumni	
Survey academic departments/centers on engagement with young alumni (Lisa White, Becki Elkins)	Analyze frequency of engagement, quality of interactions (Lisa White, Becki Elkins)	Determine whether young alumni engage more/less/equal directly with departments than through ACA opportunities	February 2012
Focus groups – gather more response to engagement (Lisa White, Becki Elkins)	Look for trends in responses, ideas for ways to improve engagement		June 2012

Method to Collect Evidence: brief description of what will be collected, how, by whom.

Method to Analyze Evidence: brief description of how evidence will be analyzed, by whom.

Assessment Question Addressed: specify which outcome / question is being addressed.

Timeline: when will data be collected and analyzed.

Interpreting Evidence:

What strategy will we use to make meaning of the results? How will we ensure we use the information? Our plan for interpreting the results and using them to inform our practice is:

The division of Alumni & College Advancement will use information gathered through the assessment project to create action items during our annual divisional strategic planning process. Ideas will first be vetted by the direct report group (VP for Alumni & College Advancement, Director of Alumni, Director of College Communications, Director of Development, and Director of Advancement Services.)

Involvement:

Who will be involved in this assessment project? What role will each of us play?

Lisa White – project manager, alumni relations data
 Jennifer Boettger – assist with database, reports
 Dee Ann Rexroat – assist with communications copy, data/surveys relating to communications
 Jamie Kelly – assist with collecting/analyzing social networking data
 Kristi Columbus, Dustin Ross – assist with analyzing donor data
 Becki Elkins – assist with creating/analyzing surveys, focus groups