

Get a Little, Give a Little: A Look at Philanthropy in Higher Education

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Abstract

This study aims to determine what factors may motivate current undergraduate students to give to their alma mater after graduation. The study examines the likelihood to give financially and the likelihood to give time or service after graduation. This study differs from previous research as it looks at current undergraduates (i.e. future alumni) as opposed to current alumni. Mixed methodology was used in the form of interviews and a survey. The results indicate that overall experience, volunteer participation, level of identification with the college or university, and agreement to be an active alumnus all have a positive relationship with the likelihood to give. Grade Point Average (GPA) was found to have a negative relationship with likelihood to give.

Keywords: Philanthropy, Charitable Giving, Motivation, Higher Education, Alumni, Undergraduate, Institutional Advancement

Introduction

Colleges and universities have encountered difficulty in fundraising and alumni are being solicited in order to make donations to their alma mater. Alumni must decide whether or not to give to their alma mater, whether with a financial donation or through time or service. Much research has been conducted examining what motivates current alumni to give to their colleges or universities. Many factors can affect philanthropy, such as “demographic, socio-economic, and psychographic factors”.²⁸ Likewise, several theories have been developed to explain patterns of charitable giving and philanthropy in higher education. Institutional advancements offices have made use of this research and these theories in order to increase the likelihood of receiving donations from alumni. In their book, *Fundraising and Institutional Advancement: Theory, Practice, and New Paradigms*, Drezner and Huehls discuss the theories behind motivations for giving, such as social identity theory, and how those theories can be applied to the advancement of higher education⁶. The pair also discusses how philanthropy and charitable giving in general influence individuals, such as alumni, to give to organizations and institutions.⁶ In addition to Drezner and Huehls, other researchers have found that strong identification with a college or university and positive overall experience are important factors motivating alumni to give.^{6,12,16,28,32} While there is extensive research on the motivations of alumni, there has not been much research regarding the attitudes towards philanthropy in higher education of current undergraduates (non-alumni). This study uses the factors found to motivate alumni to give and examines which of those factors may motivate current undergraduate students when deciding to give as future alumni. A survey was developed and used to analyze thirteen factors and to assess if these factors appear to have a significant influence on the likelihood to give both financially and non-financially. The purpose of this study is to help provide an understanding of what may

motivate current undergraduates to give after graduation. It is hoped that future research will expand upon the understanding of philanthropy towards higher education and how colleges and universities can increase the likelihood of receiving donations. This study shows that institutional advancement offices should not wait until students have become alumni to begin establishing relationships and soliciting donations; this should occur while students are enrolled in a college or university by encouraging students to actively participate in campus activities and by providing students with a positive college experience.

Literature Review

Throughout history people have valued higher education and have sought to supply donations to institutions that provide this education.²⁵ In higher education the terms *charitable giving* and *philanthropy* are “used to include all gifts except those from [the] State,” both financially and non-financially.²⁵ Colleges and universities, since their inceptions, have had expectations that alumni and other members of the community would behave philanthropically towards those institutions.²⁵ During the colonial period gifts were smaller in size and were not commonly received from individuals.²⁵ Many gifts are given with restrictions, as donors have the desire for their donations to be used for specific purposes (i.e. the construction of a new academic building or the establishment of a scholarship).²⁵ Donations given to educational institutions can be restricted or un-restricted, depending on the desires of the donor⁶.

During the 1700s and 1800s religious institutions had a large impact on the promotion of higher education and on the encouragement to give to educational institutions.²⁵ The founding of Harvard marked the beginning of philanthropy in higher education in the United States.²⁵ As federal and state funding of higher education decreases, colleges and universities increasingly rely on philanthropy and charitable giving for revenue and funding.^{6,12,25,32} Alumni donations

have become increasingly important and prominent in the United States as “individuals are responsible for the majority of giving” and “the majority [of the donors] are alumni”.^{6,8} While colleges and universities often reach out to their alumni for donations and support, the decision to give ultimately rests with an individual alumnus.⁹ It is increasingly important that colleges and universities establish relationships with alumni, especially nurturing the relationships with donors.^{1,28,32} Institutional advancement offices are facing “pressure to provide ever increasing economic resources” to their institutions.¹⁶ Important aspects of institutional advancement include establishing a brand identity and “strategic marketing campaigns,” active alumni relations, and fundraising.⁹ Community colleges often face lower levels of donations because they “have difficulty in developing and maintaining the alumni contacts that four-year colleges and universities find so valuable in their fund drives”.³ Likewise, community colleges do not see as many benefits as four-year colleges, since the donors perceive community colleges “as less in need of gifts because the schools are thought to receive ample state funding”.³

McCully acknowledges that the relationship between higher education and philanthropy is changing in that “higher education will need more philanthropy”.¹⁷ With the increase in technological advancement, philanthropy has undergone a transformation as people invest more in non-profit organizations that can include colleges and universities.¹⁷ Advancements in technology have made it possible for people to make online donations and for institutions to fundraise online; the use of the internet for fundraising increases the likelihood “that charitable giving will become much more common,” and institutions of higher education should take advantage of this potential by learning to fundraise online.¹⁷ McCully suggests that institutional advancement offices make use of social media in order “to build and enhance alumni spirit and institutional fealty,” enabling colleges and universities to fundraise online.¹⁷ McCully also

proposes that educational institutions foster a philanthropic lifestyle among students so that they are more encouraged to give after graduation; this lifestyle is vital for higher education as it “has always needed more philanthropy”.¹⁷ Some colleges and universities have started to make use of student philanthropy, or encouraging students to volunteer and participate in charitable activities, as a part of education.²² Through student philanthropy, students experience a greater “awareness of social needs and nonprofit organizations” and develop “attitudes, interests, intentions, and behaviors related to...social responsibility”.²² Student philanthropy “is a relatively new teaching strategy” that is likely to be seen at more colleges and universities in the future.²² Many private liberal arts colleges have been involving their students in “engagement programs” that include courses with a service learning component.³⁰ These engagement programs are used to encourage alumni to participate in fundraising efforts and to be more active participants in alumni activities.³⁰

During 2015, the Council for Aid to Education published a press release stating that “charitable contributions to colleges and universities rose to a record level” of \$40.3 billion with alumni donations being 26.9% of the total voluntary donations made to higher education.^{2,13} According to Thomason, “total giving to private colleges has grown by more than 70 percent since 1990” and “private giving to public colleges has more than doubled since 1990”.²⁷ Institutional advancement has become a larger concern in recent years and will continue to be a concern in the future for higher education.⁷

Experience and Alumni Relationships

The overall college experience of the alumnus is another important motivator when deciding to give to his or her alma mater.³² There are arguments that “graduates...acquire a link to their alma mater for life” and that whether or not an individual will give depends on that

“student’s own experience attending the institution”.⁹ There have been studies that “suggest that alumni donors...give at level in relation to the quality of their college experience”.³² This experience can include participation in clubs and organizations, participation in athletics, and relationships with faculty, staff, and fellow students.³² McDearmon found that young alumni equate a positive overall experience to their academic experience.¹⁹ In another study, he found that a positive overall experience leads to a greater likelihood to give.²⁰ Tsao and Coll observed that “the more positive the student’s experience while” at their college or university, “the greater the likelihood he or she will...make a [financial] contribution after graduation”.²⁸ Weerts and Ronca found that alumni are motivated by their perceptions of their alma mater, which includes their perceptions of their overall experience and how active they are as alumni.³² The more positive the overall experience and the more active an alumnus, the more likely that person is to give to his or her alma mater.³² Wastyn conducted a study to analyze the characteristics of non-donors.²⁹ The results indicated that, with regards to overall experiences and perceptions toward the alma mater, donors and non-donors are similar.²⁹ What differs between the two groups is how they construct their experiences.²⁹ Non-donors “consider college a commodity not a charity” and therefore feel no obligation to return a favor to their alma maters.²⁹ In addition, non-donors do not consider their alma maters to be in any need of a donation.²⁹ A study by Levine indicates that increased solicitation efforts do not necessarily yield greater donations.¹⁵ While in some instances increased communication with alumni may increase their likelihood to give, it is not a significant factor by Levine’s findings.¹⁵ Nonetheless, he found that “smaller college and universities had higher participation rates than larger” ones.¹⁵ In contrast to the findings of Levine, Gottfried and Johnson found that “solicitation efforts...provide a higher level of alumni support” based on their study.¹⁰ Newman conducted a study on the relationship between

participation in alumni associations and giving.²¹ Results indicated “that alumni association members and alumni giving are correlated,” meaning that more active alumni are more likely to give to their alma mater.²¹ From their study, Lara and Johnson found that “more active alums are more likely to give” as well¹². Their findings also indicated that students who actively participated in clubs, organizations, and athletics in school “are not more likely to give”, suggesting “that active students do not necessarily become active alums”.¹² However, encouraging undergraduates and young alumni to participate in activities that promote the welfare of the college or university is an important step in establishing active alumni that will provide needed donations.⁶ This is because the individuals will have an established habit of giving to their alma maters.⁶ McDearmon looked at the effects of attendance of athletic events after graduation on alumnus’ identity with their alma mater; he found that there is “a possible link between college athletics and...personal identity” with the college or university.¹⁸

Identification with the Alma Mater

There are many factors that motivate alumni to give, one of which is identifying with the college or university.¹ There are numerous studies on how identification with a college or university affects alumni giving. Those alumni who have a stronger personal attachment and “identification with their university [are] more likely to give”.^{1,32} Drezner and Huehls acknowledge that establishing a relationship with students while they are enrolled in a college or university is an important factor in alumni identification with their alma mater.⁷ Having a strong identification with a college or university greatly influences the likelihood to give as an alumnus.⁷ For example, a student that receives a scholarship may identify as a scholarship recipient and, consequently, be more likely to donate to a scholarship in the future.⁷ Likewise, Hou, Eason, and Zhang found that “donations were a direct result of identification”.¹¹

McAlexander and Koenig analyzed brand communities and their relationship with alumni and philanthropic behavior in their study.¹⁶ “Brand communities are marked by...shared rituals and traditions” and relationships; these aspects can be found with alumni.¹⁶ This brand relates to institutions and alumni through how strongly an alumnus identifies with their alma mater.¹⁶ McAlexander and Koenig found that strong identification with the college or university increases the likelihood of giving and that “graduates of...smaller schools tend to have more positive feelings about their education than do their large university peers”.¹⁶ McDearmon conducted a study to analyze how alumni perceive their identities and roles at their alma maters “and how that perception relates to behaviors of support”.¹⁸ Many of the colleges and universities in the United States do not have any requirements “beyond attending an institution” in order to “maintain the role of being an alumnus”.¹⁸ For this reason, it is not expected that a student must give, either financially or non-financially, to his or her alma mater after graduation in order to receive the status as an alumnus.¹⁸ McDearmon acknowledges that there are differences between individual students in their perception of their role as an alumnus, with some students feeling an obligation to support their alma mater and others feeling no need or desire to do so.¹⁸ However, he did find that a student “who uses the role of alumnus(a) more steadily in their own identity [is] more likely to engage in” giving to the alma mater.¹⁸ Moreover, he found that alumni with a greater awareness of the usual expectations of an alumnus (i.e. attending events and making donations) more strongly identify with their alma mater.¹⁸ His study also indicates that young alumni have less of an attachment to their alma maters in general, but more of an attachment to “specific departments within each college or university”.¹⁹ Overall, individuals that plan to be active alumni, “have a greater alumni role identity,” and are aware of the ideal expectations of alumni “are more likely to engage in the support behaviors”.¹⁸ It is important for colleges and

universities to establish a strong brand community, or identity, that allows alumni to have a better overall experience and a stronger connection with their alma mater.¹⁶

Monetary Factors

Many donors in general, as well as those to higher education, consider the monetary aspects of making a donation.⁵ In order to give financial donations, alumni must have an “availability of financial resources” or else they have no means to donate.³¹ One of the monetary aspects of donating is the federal income tax deduction that “lets donors deduct their charitable contributions”.⁵ The income tax rate also affects the motivation to give. Whitehead found a negative relationship between the income tax rate and charitable giving, as “the higher the individual income tax rate, the less charitable the giving”.³³ Likewise, the amount of disposable income a person has increases the likelihood of giving and prevents those with lower incomes from giving as much.³² Weerts and Ronca made use of classification and regression trees in order to predict which alumni would be more likely to give.³² After their study, Weerts and Ronca found that “the most important characteristic” in determining which alums would give “relates to [the beliefs] about” the need for a donation.³² Therefore, one motivator for giving “is a feeling that the university [needs]” a donation and this aspect of alumni giving has been examined by analyzing alumni perceptions of the needs of their alma mater.³² If an alumnus does not believe that her donation will “make a difference,” she is less likely to give.³² It is important for alumni to be aware of any needs that an educational institution may have, so these institutions should “[raise] awareness of gift needs and [ensure] alumni that their gift makes a difference”.³² The “amount of money that the university spent on the alum” also influences the motivation to give.³² Alumni often feel obligated “to repay the institution for education” and other benefits.³² These other benefits can include a positive relationship with faculty and staff, academic rigor, and a

positive university image.³² Furthermore, alumni are often motivated by the obligation to repay the benefits of any scholarships or financial aid received.⁷

Personal Satisfaction and Rewards

There are many self-driven factors that motivate alumni to give; Drezner and Huehls describe this phenomenon as “impure altruism”.⁷ Factors that motivate alumni to donate to their alma mater vary by individual; however, according to the utility maximization framework there is a certain amount of utility that each alumnus receives from donating, regardless of other motivations.³² Lara and Johnson, along with other researchers, have conducted studies investigating the factors motivating likely donors to a college or university with the assumption that all donors expect something in return for their donation.¹² One motivator in alumni giving is the reception of “personal intangible benefits” such as “increased self-esteem or group affiliation” and praise.³² Moreover, alumni donors often expect to influence the institution, such as participating in institutional governing boards.⁶ McDearmon conducted a qualitative study on young alumni donors and found that the alumni were motivated by “incentives for making gifts and the desire to give to specific areas of the institution,” such as their specific academic programs.¹⁹ The incentives described by the young alumni were “memento[s] of appreciation or access to university services and alumni events”.¹⁹ In addition, young alumni were motivated to give to their alma mater if it would enhance the value of their degree.¹⁹ These are factors that should be considered by institutional advancement offices, as more recent alumni appear to expect some form of personal satisfaction or reward from giving.^{6,7,19,32}

Philanthropic Attitudes

Philanthropic attitudes and influences have been found as potential motivators for alumni giving. While there are individuals who are more altruistic than others, philanthropy is a concept

that can be learned.²⁸ Another important factor that seems to motivate donors is the feeling of responsibility to donate and help.¹⁴ Caviola found that people often decide which charity to donate to “based on its cost-effectiveness,” or, its effectiveness in bringing good to individuals or the community.⁴ This study examined the perceptions of donors regarding giving to charities with high administration costs⁴. Overall, donors expect that their donations will be used for charitable purposes and not to provide payment to administrators.⁴ The study also indicated that donors value “maximizing positive impact”.⁴ There are other arguments for alumni giving suggesting that alumni donors “are generally more philanthropically inclined, and thus more likely to give” to many organizations, including colleges or universities.³² Weerts and Ronca found that greater participation in volunteering and alumni activities increased the likelihood of alumni giving.³¹ Personal values and familial influence were also found to be factors motivating alumni to give.³¹ Olberding performed a long-term study on students that engaged in student philanthropy in order to examine the effects of such a program on the students’ philanthropy after graduation.²² The study indicated that students “who have participated in a student philanthropy experience are more likely to become...philanthropists than those who have not participated in” such a program.²² However, Weerts and Ronca found that “student engagement in college does not necessarily translate” into financial or non-financial giving.³¹ In his study, Whitehead found no significant correlation between volunteering and charitable giving, but that both are ways in which donors feel helpful (non-financially and financially, respectively).³³ Individuals can be philanthropically influenced by family members and non-family members, most especially at young ages.⁶ Reyniers and Bhalla looked at the influence of peer pressure on giving and found that the “knowledge that others are contributing increases contributions”.²⁴ However, their findings also showed that peer pressure led to less satisfaction from donating

because many of the donors felt coerced to give.²⁴ Parents often have a significant influence in a child's perceptions of giving.²³ There are also many theories and studies that have found that "parents' giving of time and treasure influences their children's giving," with some studies suggesting that mothers have more influence than fathers.⁷ Individuals that have witnessed their parents giving charitably, either financially or non-financially, are more likely to exhibit those behaviors as they age.⁷ There has been much researched conducted that indicates that engaging students in philanthropic activities and alumni activities while they are enrolled in a college or university increases the likelihood of creating active alumni.⁷ Fostering philanthropic attitudes among students and alumni may be an essential aspect of institutional advancement.⁶

Other Motivating Factors

In addition to those factors mentioned thus far, there are other factors, both intrinsic and extrinsic, that motivate alumni to give to their alma maters. With regards to gender, there are inconclusive results as some researchers have found that males are more likely to give and others have found that females are more likely to give.⁷ Lee and Chang found that females are more likely to give than males.¹⁴ Piper and Schnepf looked at the differences between genders with regards to charitable giving and found that men tend to be "more responsive to the price of giving" than women.²³ Piper and Schnepf also found that, overall, "women are...more likely than men to give to charities," which can include educational institutions.²³ Religion may motivate alumni to give as well. There are arguments that "the relationship between philanthropy and higher education has ties to religious...tradition" and that religious individuals may be more likely to give.⁹ In addition, some studies have included academic major as a factor. Lara and Johnson's results did not indicate a difference in likelihood to give depending on academic major.¹² Another factors that often influences donors to give to their alma mater is the

“[perception] of prestige and image”.³ Individuals that are more concerned with the image of their college or university may be more likely to give. Weerts and Hudson found that donors are often motivated by the desire to see quick results and are “more likely to give if their support yields tangible community outcomes”.³⁰ Weerts and Ronca found that many alumni have a strong family legacy at their alma mater and this legacy “adds significant financial, time, and emotional investment in a campus”.³² Moreover, their studies also found that donations have increased as grade point average (GPA) increased.³² As can be seen, several factors motivate alumni to give to their alma mater; the most prevalent factors identified by different studies will be summarized in the next section.

Overall Findings from Researchers

There are several motivating factors that influence alumni to give to their alma mater and this section will summarize the findings of numerous research studies. Drezner and Huehls found that factors that can affect alumni giving include ethnicity, age, religion, sexuality, income, and feelings of obligation.⁷ They also identified receiving recognition, personal satisfaction, receiving rewards, tax deductions, and the desire to help others as motivating factors.⁷ The factors Drezner found in his individual research include personal satisfaction, receiving recognition, feelings of obligation, the desire to help others, identification with the institution, income, being religious, being philanthropic in general, acknowledging a need at the institution, having positive experiences with faculty and staff members, “involvement in alumni activities,” participating in clubs and organizations, participating in athletics, and having a positive overall experience.⁶ Weerts and Ronca found that age, employment status, and income are important indicators of alumni giving.³¹ In another study, Weerts and Ronca found that “attitudes, beliefs, income,” “keeping in touch” with the university, “religious upbringing and values,” and

experience are all important factors that motivate alumni donors.³² Sun, Hoffman, and Grady found that alumni that were more satisfied with the quality of their academic education, that had positive relationships with faculty and fellow students, that had positive overall experiences, that “were more informed about the [college or] university” as alumni, and that were more active as alumni were more likely to give to their alma mater.²⁶ In a study of young alumni donors, McDearmon and Shirley found that “residential status, receiving financial awards and making donations to other charities” are positively correlated with donating to a college or university.²⁰ Lee and Chang conducted a study on the difference between intrinsic and extrinsic motivations for donating.¹⁴ Intrinsic motivators include personal satisfaction and relate more to non-financial donations than financial donations.¹⁴ Extrinsic motivators include age, gender, and income and relate more to financial donations than to non-financial donations.¹⁴ When an individual is more aware of a need for donations, that person is more likely to make a donation.¹⁴ Jundong, Eason, and Chi found that donors are influenced “by a desire to do good,” personal satisfaction, and the “donors’ worldview”.¹¹ Reyniers and Bhalla found that donors are motivated by the desire to help others as well as personal satisfaction (i.e. “emotional benefits”).²⁴ Borden, Shaker, and Kienker identified factors that can be used to predict alumni giving, including academic major, income, volunteer participation, level of activeness as an alumnus, marital status, number of children, and “economic confidence”.¹ Lara and Johnson found motivating factors to include personal satisfaction (i.e. feeling good about oneself), a low cost of giving, a feeling of obligation, income, age, major, participation in clubs and organizations, participation in athletics, GPA, reception of a scholarship, family legacy, participation in alumni activities after graduation, ethnicity, and gender.¹² The most important motivating factors found by Lara and Johnson were “marital status, income, age,” gender, family legacy, and distance the alum lives

from their alma mater.¹² Motivators of alumni giving, as found by Tsao and Coll, include personal values, income, college experience, the need of the institution, and alternative uses for the donor's money or time.²⁸ They also found that soliciting donations from alumni in a positive way (i.e. praising the donor) and allowing for flexible donations (i.e. the donors can decide how and when their donations are used) increase the likelihood of giving.²⁸ Other factors of alumni giving include club and organization participation, the emotional connection with the college or university, academic major, gender, family legacy, volunteer participation, academic satisfaction, the image of the college or university, and post-graduation involvement with the college or university.²⁸ It is clear that the likelihood to give financially and non-financially is not determined by one factor, but by a variety of factor mixes.

Methodology and Results

Mixed methodology was used during the course of this study in order to gain an understanding of undergraduate attitudes toward philanthropy in higher education and to predict the likelihood of giving financially and non-financially after graduation. A qualitative aspect and a quantitative aspect were included in this research. The literature review was used to drive the qualitative instrument and the qualitative results were used to drive the quantitative instrument.

Qualitative Analysis and Results

The qualitative instrument used during this study was a series of interviews. Ten undergraduate students attending Hood College, a small liberal arts college located in Frederick, Maryland, were interviewed about their college experiences, charitable experiences, and perceptions on charitable giving. Interviewees were sophomores, juniors, and seniors with differing majors and experiences. Five of the interviewees were male and five were female. A list of interviewee demographics as well as the interview questions can be found in Appendix A

and C. All ten of the interviewees were asked the questions listed in Appendix A as well as 1-5 additional questions, depending on the natural course of the interview. The purpose of the qualitative analysis was to identify current undergraduates' attitudes towards their college experiences and charitable experiences, with a specific focus on motivations and emotions. The questions asked during the interviews were based on the findings of the literature review and included such aspects as overall college experience, interactions with faculty, club and organization participation, athletics participation, and volunteer participation.

The students were asked to evaluate their undergraduate participation in clubs and organizations, as well as in athletics. Of the ten interviewees, six students were active in either clubs and organizations or athletics during the time of the interviews (Fall 2015). Of the four remaining students, three had been active in clubs and athletics in previous years, but ceased activity due to time constraints and the one remaining student was never active in clubs, organizations, or athletics. The motivations to be active in clubs, organizations, and athletics varied from personal satisfaction to the desire to put the activity on a resume. Interviewee 1 said, "I like being able to tell people I'm a commuter student and a transfer student, yet I still get involved." Interviewee 3 stated, "One reason [that I am involved in clubs] is definitely to put it on a resume." Interviewee 6 said, "I knew it was a good thing to be involved" in clubs and organizations while in college. Interviewee 8 mentioned, "I like to keep myself busy" and interviewee 5 said, "That's part of who I am. I just really like being involved." The students were also asked to discuss their level of participation in charitable activities. Motivations for participating in charitable activities included personal satisfaction, meeting service requirements, and feelings of obligation. Interviewee 2 stated, "That feeling from helping others...that's what I like achieving," and "I wouldn't keep [volunteering] if it didn't make me feel good." Interviewee

6 mentioned, “I enjoy helping out in the community” and “I have never regretted [volunteering].” Interviewee 10 said, “I liked the idea of what [the food bank was] doing, so I figured I’d contribute.” Interviewee 8 described the overall charitable atmosphere at the college by stating, “I found that a lot more students than you would expect are willing to give.” Four of the students participate in clubs and organizations with service requirements. In addition, there were varying first experiences with charitable giving or volunteering, but all interviewees recalled these first experiences from elementary school (ages 5-11). Of the ten interviewees, four students have witnessed charity from church members, six have witnessed charity from family members, and six have witnessed charity from non-family members.

The students were also asked about their overall college experience at the point of the interview. All ten interviewees indicated that they have had a positive overall experience. Interviewee 1 stated, “I have had the best college experience.” Interviewee 4 said, “The whole [college experience] has been wonderful.” The reasons stated for these positive experiences included positive interactions with faculty and staff, academic performance, course load, club and organization participation, athletics participation, and the social atmosphere of the college. Interviewee 7 mentioned, “I really like my classes,” as a reason for the positive experience. After being asked about their college experiences, students were asked to talk about their experiences with members of faculty or staff. All of the interviewees indicated that they had positive interactions with faculty and staff members and all but one of the students indicated having a personal relationship with faculty or staff members. These personal relationships included receiving academic advice, receiving career advice, and having conversations that did not involve academics or employment (i.e. personal interests). Interviewee 1 stated, “That was definitely one of my best experiences...having a mentor to go to.” When describing one of his

relationships, interviewee 9 mentioned, “He’s not just my advisor, he’s my friend.” Interviewee 6 said, “I know plenty of other students that have had really great faculty relationships, too.” The one student that did not indicate having a personal relationship stated his reasoning as “I haven’t needed help yet.” Of the nine students that had personal relationships with a member of faculty or staff, six indicated that they would maintain contact with that person after graduation. In addition, two of the students mentioned that the college was in need of improvements in its academic programs and that they would be willing to bring this need to the attention of the college’s President.

In addition to questions regarding college experiences and charitable experiences, the students were asked about their ideals for the future. When asked what their plans were after graduation, all ten interviewees mentioned the desire to get a job or to continue their education. Only one of the interviewees mentioned the desire to start and provide for a family. The students were also asked about their financial expectations. All of the respondents demonstrated uncertainty towards their financial stability in the future, but were hopeful that it would be stable within 5-10 years after graduating. When asked whether they would focus more on personal needs or community needs after graduation, all but one of the students stated that their initial focus would be self-driven. The nine students that would be initially self-concerned all acknowledged the desire to have a stable job and clearly established life goals before concerning themselves with charitable giving (financially and non-financially). Interviewee 10 stated, “I want to establish myself first” and interviewee 6 said, “If I ever make enough money to donate, I’ll definitely donate to [my] department.” The responses from the interviews were analyzed and coupled with research from the literature review in order to create the quantitative instrument.

Overall, the students interviewed have had positive overall college experiences and positive interactions with faculty and staff. Furthermore, a majority of the students interviewed were active in clubs and organizations, athletics, and volunteering activities. The students demonstrated a focus on employment and educational goals for the immediate future, while acknowledging that any form of charitable giving (financial or non-financial) would be pushed aside until they felt established and stable. This finding indicates that students may give financially and non-financially, but not until 3-10 years after graduating. In general, the students showed uncertainty about their future financial positions, but were hopeful that they would become stable within 5-10 years after graduating. There were varying first experiences with charity, with some students being influenced by family members and others being influenced by non-family members, such as members of their religious groups. However, all of these first memorable experiences occurred during elementary school ages (5-11 years old). The results of the qualitative analysis provide an indication of the types of students that may be more likely to give financially and non-financially after graduation: students with a more positive overall experience, students with more positive interactions with faculty or staff members, students that participate in clubs and organizations, students that participate in athletics, students that volunteer, students that have witnessed acts of charity (financial and non-financial), and students that believe their college or university has a need.

Quantitative Analysis and Results

The quantitative instrument used during this study was a survey. The survey included questions pertaining to college experiences, charitable experiences, and perceptions on charitable giving and volunteering. Also included in the survey were demographic questions, such as major and GPA. The survey questions were developed from the literature review and the results of the

qualitative analysis. Several survey questions were based on questions created and tested by other researchers, such as Weerts and Ronca (2009) and Tsao and Coll (2005). A version of the survey was drafted and sent to and reviewed by professionals in the Business Administration and Economics Department of Hood College before being sent to undergraduate students in the United States. The survey was developed in Survey Monkey and was distributed to undergraduate students via email, Facebook, Twitter, and other social media platforms. Due to the time constraint of this study, the survey remained opened for ten days. During the course of the ten-day period 236 undergraduate students took the survey; of those 236 surveys, 217 were completed and used in the quantitative analysis.

Table 1: Dependent Variables Used in Regression Analysis

Dependent Variable	Description	Sample Average	Sample Standard Deviation
I will support my Alma mater financially after graduation. <i>Financial</i>	1 if Strongly Disagree 2 if Disagree 3 if Neutral 4 if Agree 5 if Strongly Agree	2.931	1.009
I will support my Alma mater with time or service after graduation. <i>Time/Service</i>	1 if Strongly Disagree 2 if Disagree 3 if Neutral 4 if Agree 5 if Strongly Agree	3.005	0.960

The survey included 26 questions; a condensed version of the survey can be found in Appendix B. Two dependent variables were used in this study: likelihood to give financially after graduation and likelihood to give with time or service (i.e. non-financially) after graduation. A description of the two dependent variables can be found in Table 1. The independent variables used in this study were chosen based on the results of other research with regards to alumni giving, as well as on personal curiosity. These variables include GPA, gender, interactions with faculty, club and organization participation level, athletics participation level, volunteer participation level, reception of a scholarship, religious identification, participation in a course

with a service learning aspect, overall college experience, the importance of the prestige/image of the college, how active of an alumnus the student expects to be after graduation, and how strongly the student identifies with the college or university.

Table 2: Independent Variables Used in Regression Analysis

Independent Variable	Variable Name	Description	Sample Average	Sample Standard Deviation
GPA	GPA	1 if 0.00-2.00 2 if 2.01-3.00 3 if 3.01-4.00	2.733	0.484
Interactions with Faculty	Interactions with Faculty	1 if Very Negative 2 if Negative 3 if Neutral 4 if Positive 5 if Very Positive	4.207	0.706
Clubs and Organizations Participation	Clubs and Org. Participation	1 if Not Active 2 if Barely Active 3 if Moderately Active 4 if Active 5 if Extremely Active	2.922	1.423
Athletics Participation	Athletics Participation	1 if Not Active 2 if Barely Active 3 if Moderately Active 4 if Active 5 if Extremely Active	2.438	1.635
Volunteer Participation	Volunteer Participation	1 if Not Active 2 if Barely Active 3 if Moderately Active 4 if Active 5 if Extremely Active	2.581	1.289
Positive overall experience	Overall Experience	1 if Strongly Disagree 2 if Disagree 3 if Neutral 4 if Agree 5 if Strongly Agree	3.945	0.815
Agreement to be an active alumnus	Active Alumnus	1 if Strongly Disagree 2 if Disagree 3 if Neutral 4 if Agree 5 if Strongly Agree	2.968	0.945
Identify with Alma mater	Identify with Alma mater	1 if Strongly Disagree 2 if Disagree 3 if Neutral 4 if Agree 5 if Strongly Agree	3.747	0.921
Service Learning Course	Service Learn Course	0 if not taken 1 if taken	0.300	0.459
Religious	Religious	0 if no 1 if yes	0.567	0.497
Received a Scholarship	Received Scholarship	0 if no 1 if yes	0.903	0.296
Prestige/Image as a reason for attending Alma mater	Prestige or Image	0 if not a reason 1 if a reason	0.203	0.403
Gender	Gender	0 if male 1 if female	0.599	0.491

Before analyzing the results of the survey, several hypotheses were made regarding each of the independent variables. A table with these hypotheses can be found in Appendix D. The relationship between the dependent variables and their respective independent variables was examined using probit regression analysis performed in Stata. Four iterations were selected each for likelihood to give financially and likelihood to give with time or service after graduation. Regression analysis was used to predict what factors may motivate current undergraduate students to give to their alma maters after graduation.

Likelihood to Give Financially

The independent variables used to analyze the likelihood to give financially after graduation can be found in Table 2. Table 3 shows the results of the regression analysis for financial giving and Table 4 shows the marginal effects. For the regressions the Likert scale used to indicate a student's level of agreement to give financially after graduation was converted into a dummy variable with responses of 1, 2, or 3 (Strongly Disagree, Disagree, or Neutral) becoming 0 and responses of 4 or 5 (Agree or Strongly Agree) becoming 1. Responses of 4 or 5 were used to demonstrate likelihood to give because they indicated that a student agreed or strongly agreed to give financially after graduation. Each variable row contains a coefficient estimate, with the t-score in parentheses below. In column 1 three of the seven variables were statistically significant either at a 5%, 1%, or 0.1% level. In column 2 three of the eight variables used were statistically significant with at least a 95% confidence level. Four of the seven variables in column 3 and four of the eight variables used in column 4 were statistically significant with at least a 95% confidence level. GPA and religiosity yielded statistically significant results in all four regressions while receiving a scholarship, the prestige or image of

the institution, interactions with faculty, club and organization participation, and athletics participation yielded no statistically significant results in any of the regressions.

Table 3: Probit Regressions for Likelihood to Give Financially

	(1)	(2)	(3)	(4)
GPA	-0.613** (-2.67)	-0.571** (-2.70)	-0.599** (-2.92)	-0.641** (-3.07)
Received Scholarship	0.575 (1.46)		0.427 (1.17)	0.411 (1.12)
Prestige or Image	-0.227 (-0.83)		0.108 (0.45)	0.00399 (0.02)
Interactions with Faculty	0.192 (1.21)			0.0861 (0.59)
Service Learn Course	0.313 (1.34)	0.412 (1.74)	0.616** (2.93)	
Religious	0.430* (1.98)	0.424* (2.03)	0.560** (2.75)	0.459* (2.32)
Active Alumnus	0.836*** (6.02)			
Identify with Alma mater		0.388* (2.57)		
Overall Experience		0.0929 (0.57)	0.347** (2.72)	0.322* (2.42)
Clubs and Org. Participation		0.0189 (0.23)		0.0181 (0.22)
Athletics Participation		-0.0185 (-0.29)	0.0216 (0.35)	
Volunteer Participation		0.150 (1.45)		0.232* (2.51)
_cons	-3.180*** (-3.32)	-1.678* (-2.31)	-1.315 (-1.86)	-1.796* (-2.26)
<i>N</i>	217	217	217	217
pseudo <i>R</i> ²	0.261	0.151	0.110	0.119

t statistics in parentheses

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 4 shows the marginal effects, demonstrating changes in the likelihood to give financially after graduation with a one-unit change in each of the independent variables. As seen

in all of the regressions, GPA is statistically significant with a 99% confidence level. The value of -0.184 in column 1 indicates that as GPA increases by one unit (i.e. from the 0.00-2.00 range to the 2.01-3.00 range or the 2.01-3.00 range to the 3.01-4.00 range), the likelihood to give financially decreases by 18.4%. From column 2 a one-unit change in GPA decreases likelihood to give financially by 18.4%. Column 3 indicates a 19.7% decrease in the probability to give and column 4 indicates a 21% decrease in likelihood to give financially with a one-unit increase in GPA. This result does not agree with the hypothesis for 'GPA' (Appendix D) or prior research.

As seen in all of the columns, being religious is statistically significant with a 95% confidence level (99% confidence level in column 3). The value of 0.126 in column 1 indicates that religious students are 12.6% more likely to give financially after graduation. Likewise, column 2 shows that religious students are 13.3% more likely to give, column 3 shows that they are 17.8% more likely to give, and column 4 shows that they are 14.6% more likely to give financially after graduation. This result agrees with the hypothesis for 'Religious' (Appendix D) and prior research. In column 3 taking a course with a service learning component is statistically significant with a 99% confidence level and indicates that students that have taken such a course are 21.5% more likely to give financially after graduation. This result agrees with the hypothesis for 'Service Learn Course' in Appendix D. A one-unit increase in agreement to be an active alumnus increases the likelihood to give financially by 25.1% as seen from column 1; this is with a 99.9% confidence level. Moreover, a one-unit increase in identifying with the alma mater (i.e. a stronger identification) increases the likelihood to give financially 12.5% at a 99% confidence level, as can be seen in column 2. Students with a more positive overall experience are more likely to give financially, as a one-unit increase in overall experience increases the likelihood to give by 11.4% (column 3) and 10.5% (column 4) with at least a 95% confidence level. This

result agrees with the hypothesis for ‘Overall Experience’ (Appendix D) and prior research. With a 95% confidence level, a one-unit increase in volunteer participation increases the likelihood to give financially by 7.6%, as seen in column 4.

Table 4: Marginal Effects for Likelihood to Give Financially

	(1)	(2)	(3)	(4)
GPA	-0.184** (-2.67)	-0.184** (-2.71)	-0.197** (-2.94)	-0.210** (-3.10)
Received Scholarship (d)	0.141 (1.88)		0.124 (1.37)	0.119 (1.30)
Prestige or Image (d)	-0.0645 (-0.89)		0.0362 (0.44)	0.00131 (0.02)
Interactions with Faculty	0.0577 (1.22)			0.0282 (0.59)
Service Learn Course (d)	0.0981 (1.29)	0.139 (1.68)	0.215** (2.84)	
Religious (d)	0.126* (2.05)	0.133* (2.10)	0.178** (2.88)	0.146* (2.40)
Active Alumnus	0.251*** (6.34)			
Identify with Alma mater		0.125** (2.61)		
Overall Experience		0.0299 (0.57)	0.114** (2.73)	0.105* (2.44)
Clubs and Org. Participation		0.00609 (0.23)		0.00593 (0.22)
Athletics Participation		-0.00596 (-0.29)	0.00711 (0.35)	
Volunteer Participation		0.0481 (1.45)		0.0760* (2.52)
<i>N</i>	217	217	217	217

Marginal effects; *t* statistics in parentheses

(d) for discrete change of dummy variable from 0 to 1

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The other independent variables were not statistically significant in any of the regressions used; however, the regressions indicate that there may be a positive relationship between receiving a

scholarship, club and organization participation, and interactions with faculty and likelihood to give financially after graduation. The regression analysis shows varied results for the prestige or image of the alma mater and athletics participation; some of the regressions indicate a negative relationship between those variables and likelihood to give financially, while others indicate a positive relationship.

Overall, there is a positive relationship between taking a course with a service learning component, being religious, agreeing to be an active alumnus, identifying with the college or university, volunteering, and having a positive overall experience and the likelihood to give financially. The results provide an indication of students that may be more likely to give financially after graduation. These students include students that have taken a course with a service learning component, students that are religious, students that expect to be an active alumnus, students that more strongly identify with their college or university, students that have had a more positive overall experience, and students that are more active in volunteering. All of these results are in agreement with the results of other researchers that have examined those factors motivating current alumni to give to their alma maters. However, it should be noted that only six of the nine variables showed statistically significant results in at least one of the regressions. The 'Religious' variable was included in all four of the regressions and yielded statistically significant results at a 95% confidence level. The marginal effects of being religious (seen in Table 4) indicate that religious students may be 12.6% to 17.8% more likely to give financially after graduation. The results show no clear indication as to whether or not selecting a college or university for its image and participating in athletics may increase a student's likelihood to give financially after graduation. In contrast to the findings of other researchers, such as Weerts and Ronca, the results indicate that as a student's GPA increases, that student's

likelihood to give financially after graduation decreases. There is a negative relationship between GPA and the likelihood to give financially in all four of the regressions with a confidence level of 99%. By taking the average of the marginal effects for GPA, a one-unit increase in GPA indicates that students may be 19.4% less likely to give financially after graduation. A discussion on the possible reasons behind this result will be included in the conclusion.

Likelihood to Give with Time/Service (Non-Financially)

The independent variables used to give with time or service after graduation are the same as those included for likelihood to give financially, with the exception of reception of a scholarship and the prestige/image of the college or university. The likelihood to give with time or service also includes gender. Table 5 shows the results of the probit regression analysis for giving time or service and Table 6 shows the marginal effects. For the regressions the Likert scale used to indicate a student's level of agreement to give with time or service after graduation was converted into a dummy variable with responses of 1, 2, or 3 (Strongly Disagree, Disagree, or Neutral) becoming 0 and responses of 4 or 5 (Agree or Strongly Agree) becoming 1. Responses of 4 or 5 were used to demonstrate likelihood to give because they indicated that a student agreed or strongly agreed to give with time or service after graduation. In column 1 two of the eight variables were statistically significant either at a 0.1% level. In column 2 two of the nine variables used were statistically significant with a 99.9% confidence level. Two of the seven variables in column 3 and two of the seven variables used in column 4 were statistically significant with at least a 95% confidence level. GPA, interactions with faculty, club and organization participation, athletics participation, being religious, and gender yielded no statistically significant results in any of the regressions. Volunteer participation was statistically significant with a 99.9% confidence level in all of the regressions in which it was included.

Table 5: Probit Regressions for Likelihood to Give Time or Service (Non-financially)

	(1)	(2)	(3)	(4)
GPA	-0.408 (-1.85)	-0.397 (-1.78)	-0.340 (-1.50)	-0.127 (-0.48)
Interactions with Faculty	0.0532 (0.34)	0.0555 (0.35)		0.194 (1.00)
Clubs and Org. Participation	0.00998 (0.12)	0.0147 (0.17)		
Athletics Participation	0.0150 (0.23)	0.00879 (0.13)		
Volunteer Participation	0.380*** (3.57)	0.384*** (3.59)	0.366*** (3.98)	
Overall Experience	0.482*** (3.34)	0.482*** (3.34)	0.282 (1.67)	
Service Learn Course	0.430 (1.81)	0.424 (1.78)	0.447 (1.90)	0.675** (2.66)
Religious	0.280 (1.31)	0.277 (1.30)	0.209 (0.97)	0.296 (1.21)
Gender		-0.0795 (-0.35)	-0.0466 (-0.21)	0.208 (0.84)
Identify with Alma mater			0.341* (2.21)	0.168 (1.01)
Active Alumnus				1.299*** (6.63)
_cons	-3.044*** (-3.48)	-3.043*** (-3.47)	-3.352*** (-4.29)	-6.436*** (-5.10)
<i>N</i>	217	217	217	217
pseudo <i>R</i> ²	0.215	0.216	0.235	0.414

t statistics in parentheses

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Table 6 shows the marginal effects, demonstrating how the likelihood to give time or service after graduation changes with a one-unit change in each of the independent variables. Volunteer participation is statistically significant with a 99.9% confidence level in the three regressions in which it is included. From column 1 a one-unit increase in volunteer participation (Barely Active to Moderately Active, for example) increases the likelihood to give time or service by 11.9%.

Similarly, likelihood to give time or service increases by 12% (column 2) and by 11.2% (column 3) with a one-unit increase in volunteer participation. This results agrees with the hypothesis for ‘Volunteer Participation’ (Appendix D) and prior research.

Table 6: Marginal Effects for Likelihood to Give Time or Service (Non-financially)

	(1)	(2)	(3)	(4)
GPA	-0.127 (-1.86)	-0.124 (-1.79)	-0.104 (-1.50)	-0.0310 (-0.48)
Interactions with Faculty	0.0166 (0.34)	0.0174 (0.35)		0.0472 (1.00)
Clubs and Org. Participation	0.00312 (0.12)	0.00460 (0.17)		
Athletics Participation	0.00469 (0.23)	0.00275 (0.13)		
Volunteer Participation	0.119*** (3.58)	0.120*** (3.59)	0.112*** (3.97)	
Overall Experience	0.151*** (3.37)	0.151*** (3.36)	0.0864 (1.66)	
Service Learn Course (d)	0.142 (1.73)	0.139 (1.70)	0.145 (1.82)	0.186* (2.42)
Religious (d)	0.0862 (1.34)	0.0854 (1.32)	0.0633 (0.98)	0.0708 (1.24)
Gender (d)		-0.0250 (-0.35)	-0.0143 (-0.21)	0.0498 (0.86)
Identify with Alma mater			0.105* (2.24)	0.0409 (1.02)
Active Alumnus				0.317*** (6.85)
<i>N</i>	217	217	217	217

Marginal effects; *t* statistics in parentheses

(d) for discrete change of dummy variable from 0 to 1

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

In columns 1 and 2 overall experience is statistically significant with a 99.9% confidence level and a one-unit increase in overall experience (Positive to Very Positive, for example) increases the likelihood to give with time or service by 15.1%. Taking a course with a service

learning component was included in all four regressions and was statistically significant with a 95% confidence level in regression mix 4. Students that have taken such a course are 18.6% more likely to give with time or service after graduation. Identifying with the alma mater is statistically significant with a 95% confidence level in column 3 and the results indicate that a one-unit increase in student identification increases the likelihood to give with time or service by 10.5%. The expectation to be an active alumnus is statistically significant at a 99.9% confidence level in column 4. The results indicate that a one-unit increase in agreement to be an active alumnus (Agree to Strongly Agree, for example) increases a student's likelihood to give time or service by 31.7%. The results agree with the hypotheses for 'Overall Experience' and 'Active Alumnus' (Appendix D) and prior research. The other independent variables used were not statistically significant in any of the regressions. However, the results indicate that there may be a negative relationship between GPA and likelihood to give non-financially after graduation. The results also show that there may be a positive relationship between interactions with faculty, club and organization participation, athletics participation, and being religious and the likelihood to give with time or service after graduation. Results varied for gender as some of the regressions indicate that males are more likely to give non-financially and others indicate that females are more likely to give non-financially after graduation.

Overall, there is a positive relationship between volunteering, having a positive overall experience, taking a course with a service learning component, having a stronger identification with the college or university, and expecting to be an active alumnus and likelihood to give with time or service after graduation. The results provide an indication of the students that may be more likely to give with time or service after graduation. These students include students that are more active in volunteering, students that have a more positive overall experience, students that

have taken a course with a service learning component, students that identify with the college or university, and students that expect to be an active alumnus. These results are in agreement with the findings of other researchers that have identified the factors motivating current alumni to give to their alma maters. However, it should be noted that only five of the nine variables with a positive relationship are statistically significant. The variable ‘Volunteer Participation’ was included in three of the four regressions and yielded positive results with a 99.9% confidence level. The results indicate that a one-unit increase in volunteer participation level (Moderately Active to Active, for example) may increase a student’s likelihood to give by 11.2% to 12%. Gender yielded no statistically significant results and the relationship between gender and the likelihood to give financially was positive in one regression and negative in two regressions. This study provides no clear indication as to whether males or females are more likely to give with time or service after graduation. Similar to the results assessing likelihood to give financially, the results investigating likelihood to give with time or service show a negative relationship with GPA. However, unlike the results for likelihood to give financially, the GPA results were not statistically significant for likelihood to give with time or service. This negative relationship is not in agreement with the results of other researchers or the indications of the qualitative analysis.

Conclusions and Implications

The results, in general, agree with the findings of other researchers regarding which factors may motivate an alumnus’ likelihood to give to his or her alma mater. Students have a generally positive outlook on overall college experiences, on interactions with faculty and staff while enrolled in a college or university, and on charitable giving and philanthropy. From the quantitative analysis, taking a service learning course, agreeing to be an active alumnus,

identifying with the college or university, having a positive overall experience, and participating in volunteer activities all have a positive relationship with the likelihood to give financially and non-financially after graduation. In addition, religiosity has a positive relationship with the likelihood to give financially after graduation. It is important for students to develop a positive connection with their college or university and to enjoy positive experiences, as these factors make students more likely to give, both financially and non-financially, to their alma mater after graduation. This study indicates that interactions with faculty, club and organization participation, athletics participation, gender, reception of a scholarship, and the prestige or image of the college or university have no statistically significant impact on the likelihood to give financially or non-financially after graduation. Of particular interest is the negative relationship between GPA and the likelihood to give. In both the financial and non-financial testing, a one-unit increase in GPA decreased a student's likelihood to give; the results of the financial testing were statistically significant while the results of the non-financially testing were not statistically significant. However, these results bring into question why there may be a negative relationship between GPA and the likelihood to give. Perhaps students in a higher GPA range are more likely to pursue a degree beyond a Bachelor's degree and do not expect to have a strong connection with their undergraduate alma mater. Perhaps students in a higher GPA range thought more critically about their likelihood to give and had more pessimistic expectations for their future income. Likewise, perhaps students in a lower GPA range were more optimistic when considering their future, resulting in higher likelihood to give after graduation. In addition to these musings, the negative relationship between the likelihood to give and GPA may be due to the study's use of range options (i.e. 0.00-2.00, 2.01-3.00, and 3.01-4.00) as opposed to a continuous range from 0.00 to 4.00. Regardless of the underlying cause of this finding, colleges

and universities may not want to simply focus on students in a higher GPA range because they are not necessarily more likely to give after graduation. As colleges and universities are seeing an increased need for alumni support, institutional advancement offices should be sure to establish positive relationships with students and encourage charitable giving and philanthropy among currently enrolled students.

Limitations and Future Research

There were several limitations in this study, the largest of which was the time constraint. This constraint made it difficult to have a larger sample size for both the qualitative and quantitative aspects of the study. Only ten students were interviewed for this study and the results of those interviews were used, in part, to develop the survey. The interview process provided another limitation. While students were interviewed on a volunteer basis and were told that the interview would be recorded, they expressed discomfort upon seeing the recording device. Students may have been more reluctant to talk and to be completely honest in their responses due to this discomfort. Likewise, while the purpose of this study was to begin looking at how current undergraduates may give as alumni, students may have been reluctant to consider giving to their alma mater after graduation. This reluctance may be due to focusing on academics (i.e. the student has no job and therefore no source of income), the large amount of student debt, and the feeling that the college or university has been given enough money. However, this reluctance to give to a college or university is an attitude that can be seen in alumni as well.

This research could be taken in several other directions and could be expanded in the future. It would be compelling to conduct a longitudinal study with the students in order to compare their attitudes on giving to their alma mater while still enrolled to their actual giving 1-20 years after graduation. This study would make the research on current undergraduates more

applicable to institutional advancement offices. In this study, GPA only had range options (i.e. 0.00-2.00, 2.01-3.00, or 3.01-4.00). The analysis on the relationship of GPA to giving may have been more accurate if students were asked to type-in their current GPA, making the GPA variable continuous from 0.00-4.00 rather than being restricted to range options. The quantitative instrument provided several different independent variables that could be analyzed and only 13 of those variables were analyzed for this study. It would be interesting to see how commuter students and resident students differ in their likelihood to give, as from the qualitative analysis commuter students appear to have greater difficulty in establishing relationships at their college or university. Likewise, it would be intriguing to focus on how attitudes of charitable giving and philanthropy in general impact the likelihood to give to higher education. Another interesting focus for future studies could involve how the different reasons for choosing to attend a college or university impact a student's likelihood to give to his or her alma mater. From the given responses, some students appear to have a more positive outlook on life in general, so it would be of interest to see how optimism and pessimism may affect the likelihood to give. It would also be fascinating to see if having the title of 'alum' would impact giving (i.e. having to donate time or money after graduation in order to earn the title versus receiving the title upon graduation). Since there have been more technological advances in recent years, it would be interesting to see how the nature of philanthropy is changing. Alumni may find it more appealing to make online donations as they can be done at any time and with ease.

Appendix A – Interview Questions

1. What is your major and why did you choose that major?
2. How involved are you in your school (ex. sports, clubs, etc.)? Why?
3. Tell me about the first time you witnessed someone doing something charitable. How old were you? Who was it? How did witnessing that action make you feel?
4. Tell me about a time you gave charitably. When was it (i.e. how old were you)? How did it make you feel?
5. Tell me about a time you were happy with your college experience. What made you happy in that moment? How does thinking about that moment make you feel today?
6. Tell me about a time you were not happy with your college experience. What made you unhappy in that moment? How does thinking about that moment make you feel today?
7. Tell me about a good experience you have had with a member of faculty or staff. Why was it such a good experience? How did interacting with that person make you feel? Would you remain in contact with that person after graduation? Why?
8. What do you see yourself doing after graduation (ex. looking for a job, starting a family, etc.)?

Appendix B – Condensed Quantitative Instrument

1. What is your age?
 - 16-19
 - 20-29
 - 30-39
 - 40+
2. What is your gender identification?
 - Male
 - Female
3. What is your class standing?
 - Freshman
 - Sophomore
 - Junior
 - Senior
4. What type of college/university do you attend?
 - Public college/university
 - Private college/university
 - Community college
5. What is your current GPA?
 - 0.00-2.00
 - 2.01-3.00
 - 3.01-4.00
6. What is your enrollment status?
 - Full-time student
 - Part-time student
7. What is your major?
 - Humanities
 - Professional
 - Natural sciences
 - Social sciences
8. What is your residential living status?
 - Resident
 - Commuter
9. Have you received any scholarship from your college/university? Check all that apply.
 - Academic scholarship
 - Athletic scholarship
 - Need-based scholarship
 - No scholarship
10. Why did you choose to attend your college/university? Check all that apply.
 - Location close to home
 - Family ties
 - Specific academic programs
 - Specific athletic programs
 - Received a scholarship
 - Prestige/image of the college/university
 - Physical appearance of the campus
 - Social atmosphere of the college/university
 - Friends attending the same college/university
 - Towns or cities surrounding the college/university

11. Please indicate how the following items contribute to your overall experience [1=Very Negative, 2=Negative, 3=Neutral, 4=Positive, 5=Very Positive].
 - The interactions with faculty³²
 - The interactions with staff³²
 - The general social atmosphere³²
 - The intellectual rigor of your academic program³²
 - The physical appearance of the campus³²
12. Are you a transfer student at your current college/university?
 - Yes
 - No
13. Do you expect to transfer from your college/university?
 - Yes
 - No
14. How many family members (excluding yourself) have attending your college/university?
15. Please indicate your level of participation in the following areas³² [1=Not Active, 2=Barely Active, 3=Moderately Active, 4=Active, 5=Extremely Active].
 - Clubs and organizations
 - Athletics
 - Volunteering or service
16. Please indicate your level of agreement with the following [1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree].
 - My college/university needs my charitable contributions to improve its academic programs.^{31,32}
 - My college/university needs my charitable contributions to improve its athletic programs.^{31,32}
 - It is important for alumni to support their Alma mater.^{18,31,32}
 - I will support my Alma mater financially after graduation.
 - I will support my Alma mater with time or service after graduation.
 - I will be an active alumnus after graduation.
 - It is important to attend athletic events in which my college/university participates.³²
 - It is important to participate in clubs and organizations while enrolled in a college/university.
 - It is important to participate in athletics while enrolled in a college/university.
 - It is important to volunteer or give charitably.
 - I am satisfied with the quality of my academic courses at my college/university.²⁸
 - I have had a positive overall experience at my college/university thus far.³²
 - I identify with my college/university.
17. Will you be continuing your education after your undergraduate career?
 - Yes
 - No
 - Undecided
18. If your response to the previous question was 'Yes,' will you be continuing your education at your current college/university?
 - Yes
 - No
 - N/A
19. Have you taken any courses with a service learning component?
 - Yes
 - No
20. Why do you volunteer or give charitably? Check all that apply.
 - I do not volunteer or give charitably.
 - I am required to volunteer/give.
 - I enjoy volunteering/giving.

- I want to put the experience on my resume.
 - I was raised to believe that I should volunteer/give.
21. How often do you volunteer or give charitably?²²
- I do no volunteer or give charitably
 - Less than once a year
 - Once a year
 - Once a month
 - Once a week
 - Daily
22. What type of volunteer service or charitable giving do you participate in? Check all that apply.
- I do not volunteer or give charitably.
 - I volunteer/give to organizations involving people.
 - I volunteer/give to organizations involving plants/the environment.
 - I volunteer/give to organizations involving animals.
23. Who had the most influence on your perceptions of volunteering or charitable giving?
- Family members
 - Non-family members
24. What is your expected income 1-5 years after graduation?
- \$0-\$50,000
 - \$50,0001-\$100,000
 - \$100,001-\$150,000
 - \$150,000+
25. Do you identify with any religion?
- Yes
 - No
26. Do you consider yourself to be spiritual?
- Yes
 - No

Appendix C – Qualitative Demographics

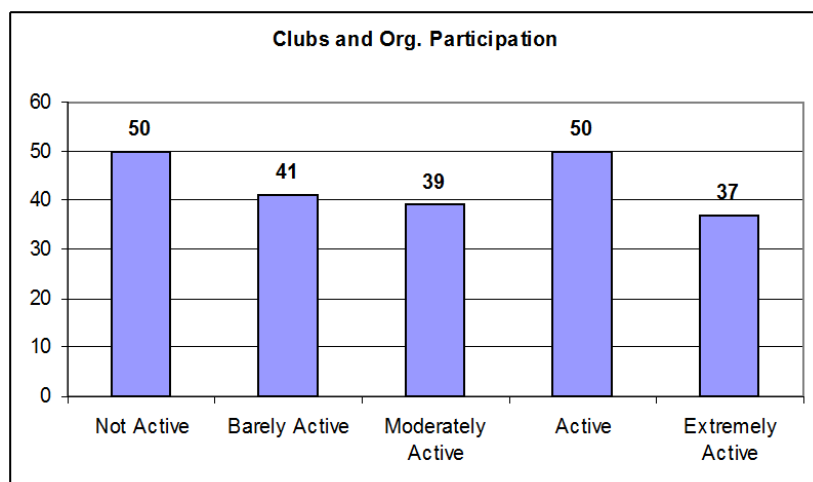
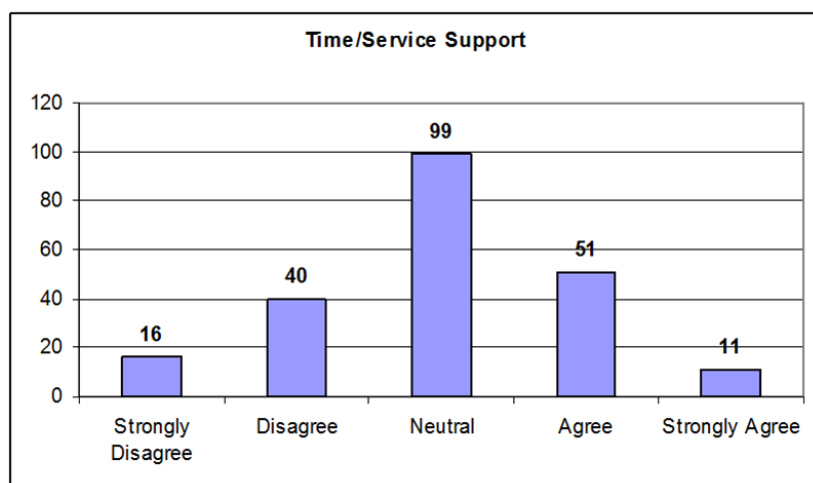
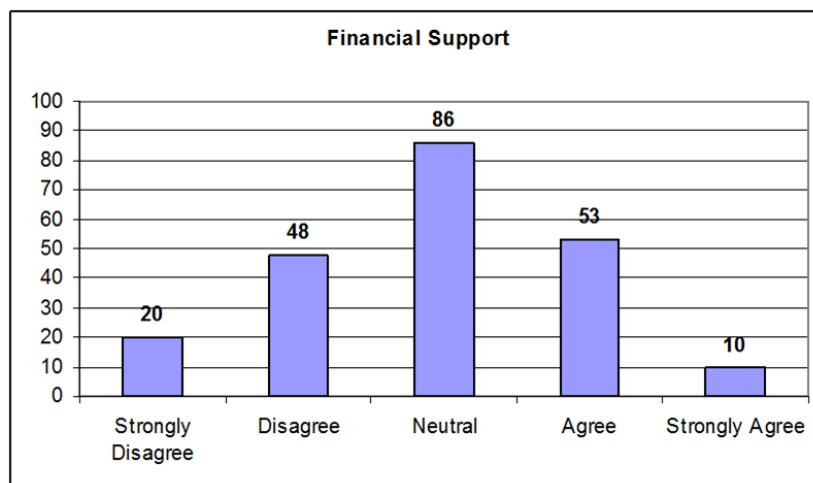
Table 7: Interviewee Demographics

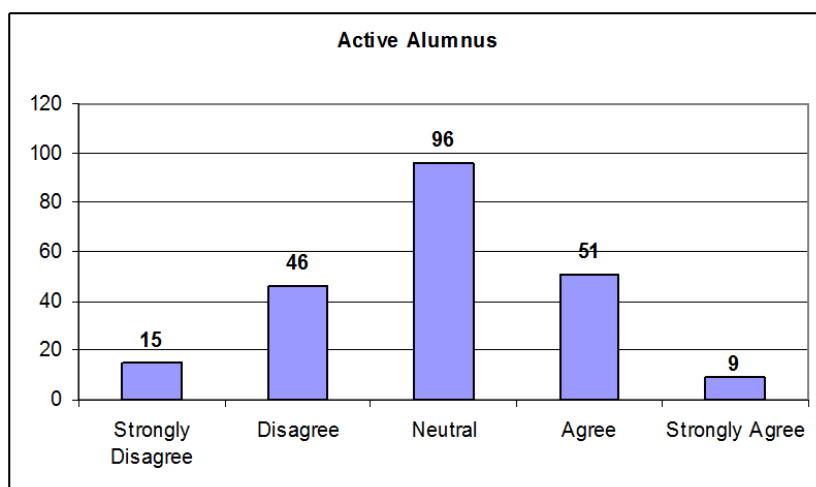
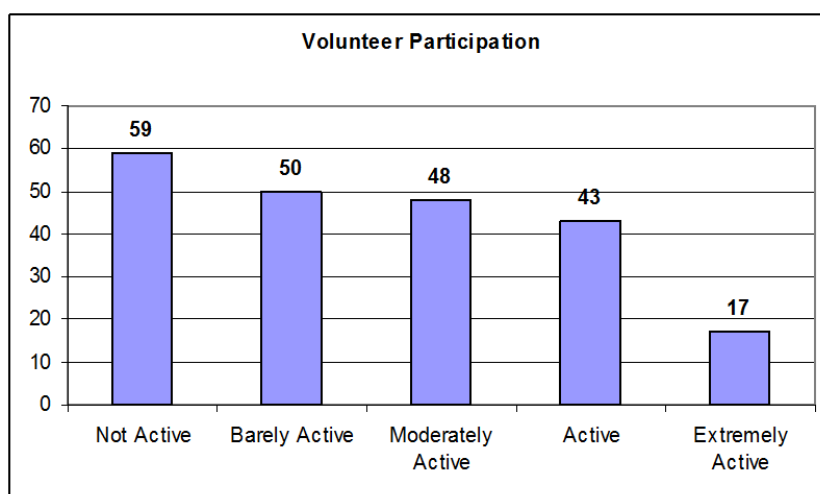
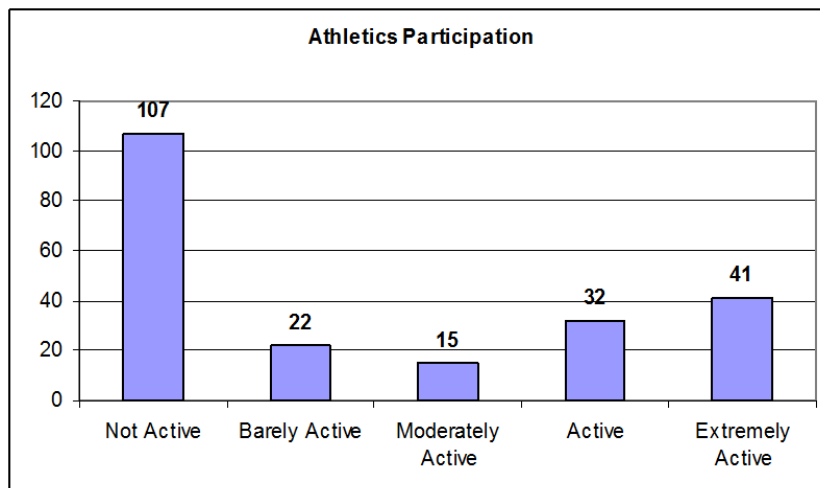
Interviewee Number	Gender	Major Type	Campus Residential Living Status	Class Standing
1	Female	Humanities	Commuter	Senior
2	Female	Natural Sciences	Commuter	Senior
3	Male	Natural Sciences	Commuter	Junior
4	Male	Professional	Resident	Senior
5	Female	Humanities	Commuter	Senior
6	Female	Humanities	Resident	Senior
7	Male	Professional	Commuter	Sophomore
8	Female	Social Sciences	Resident	Senior
9	Male	Professional	Resident	Junior
10	Male	Natural Sciences	Resident	Senior

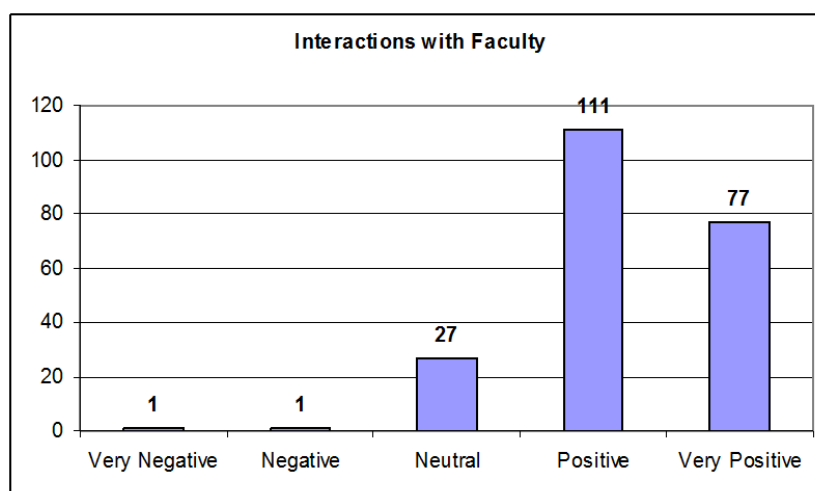
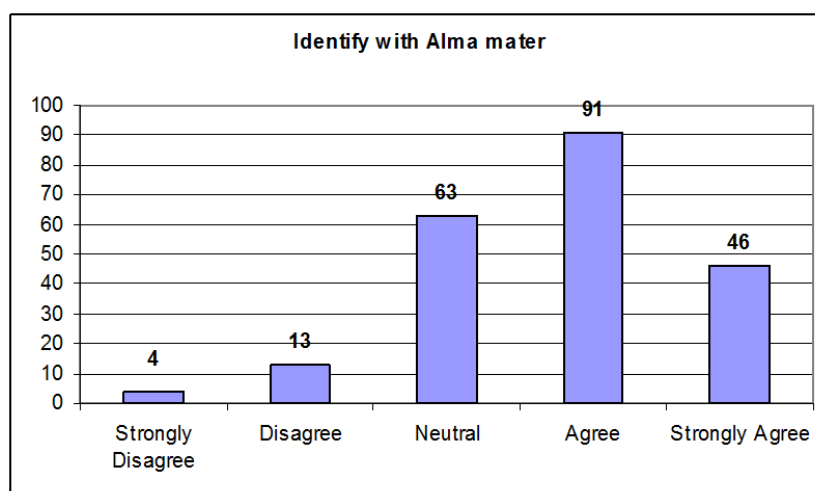
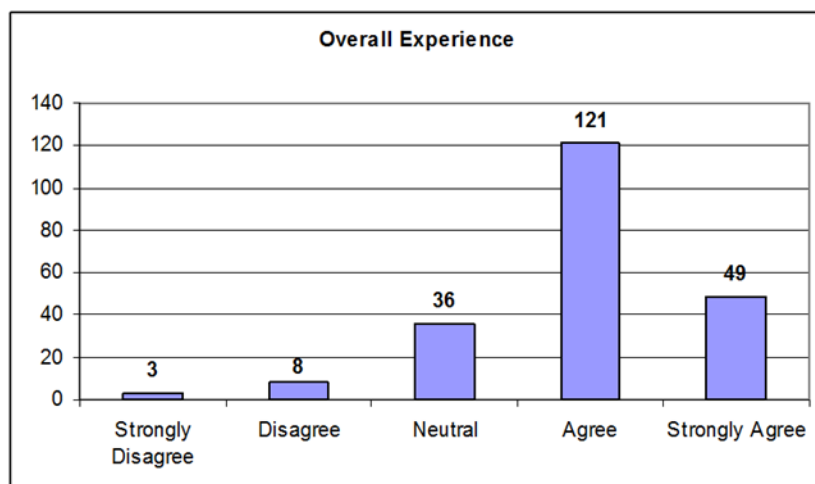
Appendix D – Quantitative Hypotheses

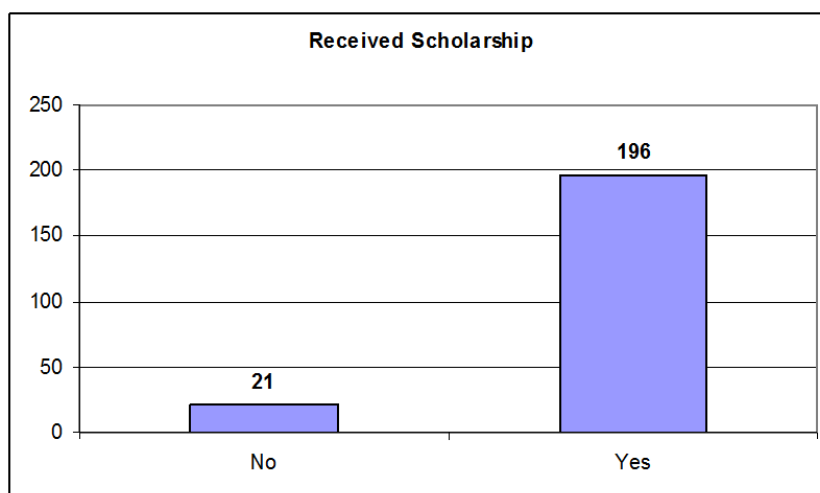
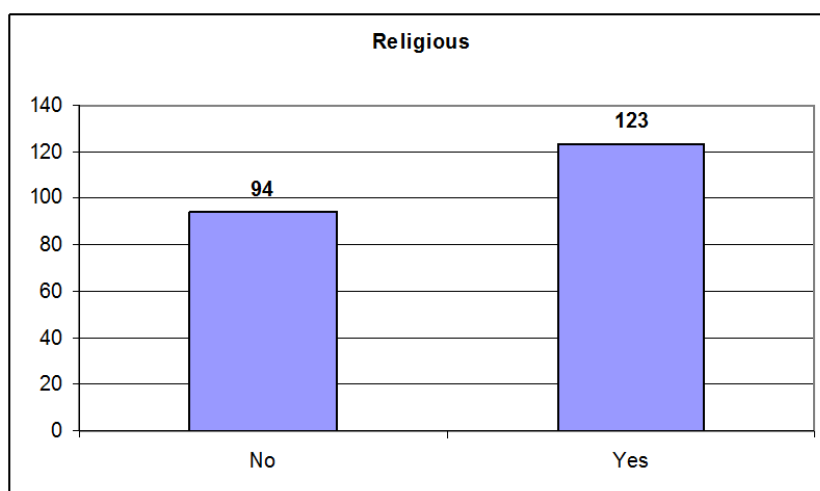
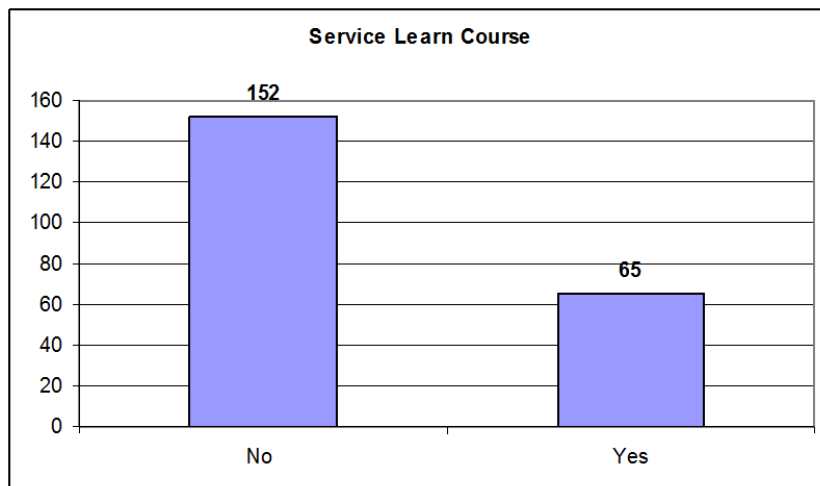
Table 8: Hypotheses for Independent Variables

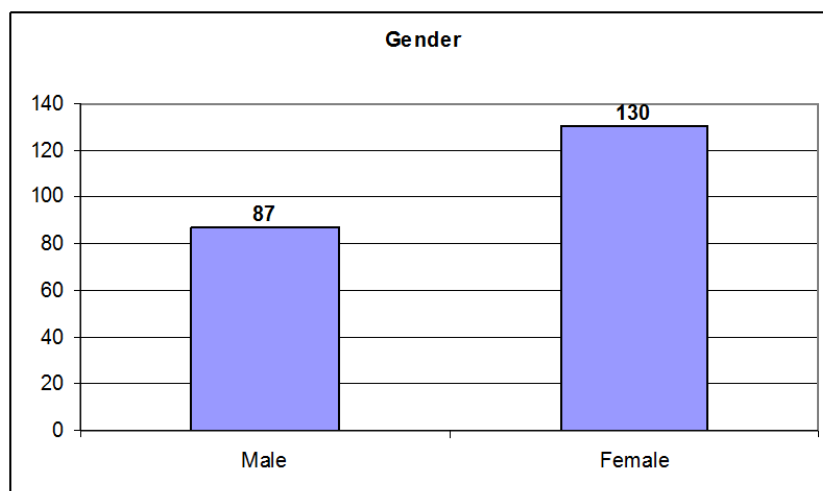
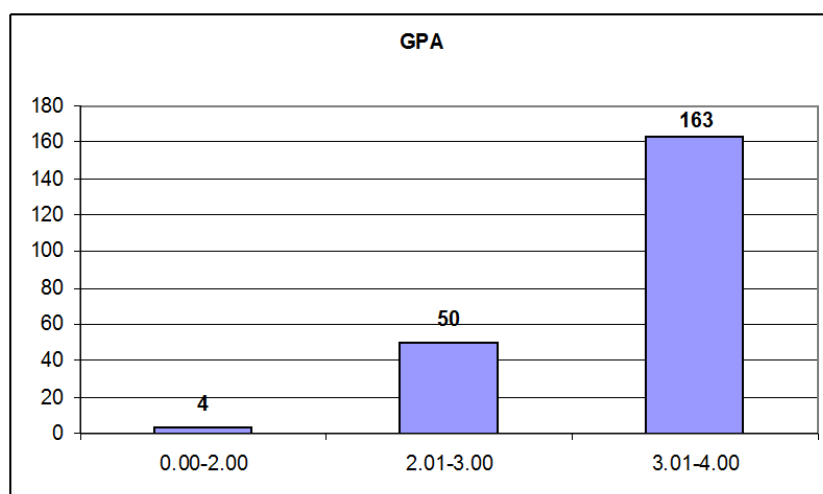
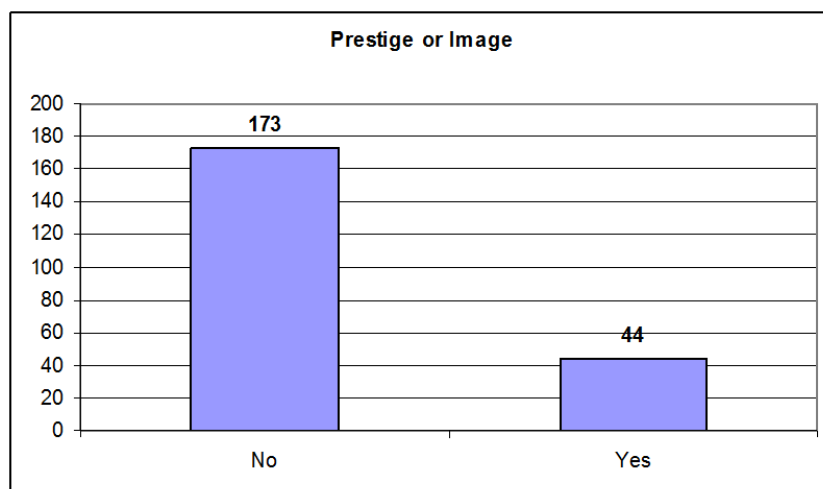
Independent Variable	Hypothesis
GPA	I predict that as GPA increases, the likelihood to give financially and non-financially will increase. Results will not be statistically significant.
Interactions with Faculty	I predict that as students indicate more positive interactions with faculty, the likelihood to give financially and non-financially will increase. Results will be statistically significant.
Clubs and Org. Participation	I predict that as students are more active in clubs and organizations, the likelihood to give financially and non-financially will increase because of a stronger identity with the college or university. Results will be statistically significant.
Athletics Participation	I predict that as students are more active in athletics, the likelihood to give financially and non-financially will increase because of a stronger identity with the college or university. Results will be statistically significant.
Volunteer Participation	I predict that as students are more active in volunteering, the likelihood to give financially and non-financially will increase. Results will be statistically significant.
Overall experience	I predict that as students have a more positive overall experience, the likelihood to give financially and non-financially will increase. Results will be statistically significant.
Active Alumnus	I predict that as the likelihood to be an active alumnus increases, the likelihood to give financially and non-financially will increase. Results will be statistically significant.
Identify with Alma mater	I predict that the students with a stronger identification with their Alma mater will be more likely to give financially and non-financially. Results will be statistically significant.
Service Learn Course	I predict that students that have taken a course with a service learning component will be more likely to give financially and non-financially. Results will be statistically significant.
Religious	I predict that students that indicate they are religious will be more likely to give financially and non-financially. Results will be statistically significant.
Received Scholarship	I predict that students that receive a scholarship will be more likely to give financially. Results will be statistically significant.
Prestige or Image	I predict that students that chose to attend their college or university for its prestige or image will be more likely to give financially. Results will be statistically significant.
Gender	I predict that females will be more likely to give non-financially. Results will not be statistically significant.

Appendix E – Charts for Counts of Responses for Used Variables









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