

2003

## **Building communities of participation through student advancement programs: A first step toward relationship fund raising**

Anita Story Friedmann  
*William & Mary - School of Education*

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**BUILDING COMMUNITIES OF PARTICIPATION THROUGH  
STUDENT ADVANCEMENT PROGRAMS:  
A FIRST STEP TOWARD RELATIONSHIP FUND RAISING**

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**A Dissertation**

**Presented to**

**The Faculty of the School of Education**

**The College of William and Mary in Virginia**

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**In Partial  
Fulfillment**

**Of the Requirements for the Degree  
Doctor of Philosophy**

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**by**

**Anita Story Friedmann**

**May 2003**

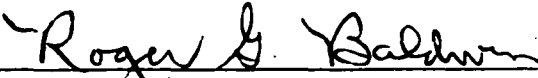
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Anita Story Friedmann

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## **DEDICATION**

**This dissertation is dedicated to my loving husband**

**John H. Friedmann**

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**BUILDING COMMUNITIES OF PARTICIPATION THROUGH  
STUDENT ADVANCEMENT PROGRAMS:  
A FIRST STEP TOWARD RELATIONSHIP FUND RAISING**

**ABSTRACT**

This quantitative and qualitative study investigated if and how student advancement programs, often known as student alumni associations and student foundations (SAA/SF), influence prosocial behavior in their student participants and how institutions' fund-raising processes encourage this behavior following graduation, as evidenced by increased alumni giving. With a foundation in social psychology theories of prosocial behavior, the concepts of communities of participation (Schervish, 1993) and relationship marketing (Berry, 1983), through its related concept of relationship fund raising (Burnett, 1992), comprised the study's conceptual framework.

This study's sample included SAA/SF programs from eight public, large, doctoral/research level institutions representing diverse regions of the United States. Annual giving information from 5,692 alumni was analyzed to compare SAA/SF alumni giving to non-SAA/SF alumni giving. Additionally, twelve SAA/SF advisors and alumni participated in interviews to investigate the impact of SAA/SF membership on alumni giving and to explore how institutional fund-raising strategies encourage SAA/SF alumni relationships with their schools following graduation.

It was concluded that significant differences in annual giving do exist between SAA/SF alumni and non-SAA/SF alumni by number of donors, cumulative giving, and size of donation. Differences in types of SAA/SF programs were also found to affect cumulative giving and the number of donors of SAA/SF alumni. It was observed,

**however, that these institutions are not using relationship strategies in a systematic way to enhance SAA/SF alumni financial or volunteer support.**

**Based on this study, an integrated fund-raising model of higher education is suggested that incorporates personal motivations with institutional fund-raising strategies to increase alumni financial support. Further study is needed to evaluate the impact of SAA/SF programs in greater depth. Additionally, research to study the proposed fund-raising model would add to the fund-raising literature.**

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**BUILDING COMMUNITIES OF PARTICIPATION THROUGH  
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## CHAPTER I: INTRODUCTION

Since its earliest beginnings, American higher education has depended on three main sources of funding: 1) government funds, 2) student-provided tuition and fees, and 3) private support (Kotler & Fox, 1985). Of these three sources, private support from individuals, corporations, foundations, and religious organizations are the most variable in terms of size and timing, and often, the most needed. As American higher education enters the 21<sup>st</sup> century, both public and private institutions have come to rely to a great extent on private donations. For some colleges and universities, these gifts supply necessary capital to keep the doors open. For others, this income provides funding to transform adequate educational programs into exceptional learning experiences. Whatever its ultimate purpose for each institution, private funding is an enduring hallmark of American higher education (Cutlip, 1965).

Private donations are increasingly important for colleges and universities. In 2002, more than \$23.9 billion was given to post-secondary institutions from private sources. Contributions from alumni comprised 25% of this total amount. In 2002, private gifts accounted for 8.1% of institutional expenditures (Council for Aid to Education, 2003). This was almost a 50% percent increase from 1980-81 when total private gifts equaled just 6% of expenditures, \$4.2 billion (Pulley, 2001). With alumni contributions accounting for a growing portion of higher education revenues, college and university administrators are under increasing pressure to develop stronger alumni giving

programs. Understanding what motivates alumni to make donations and how institutions request contributions to encourage the greatest amount of support from these individuals are important pieces of a complex puzzle.

Philanthropy, defined as voluntary actions focused on improving the long-term human condition, can be approached as a two-part process (Kelly, 1998; Pezzulo & Brittingham, 1993). The first part is focused on the individual, examining the motivations and interests of each donor. The second part, the institution's fund-raising actions, studies the strategies used to encourage donations from constituents based on a variety of individual motivations. Research is only beginning to emerge that considers this dichotomy and the intersection point between donor motivation and organizational fund-raising strategy (Kelly, 1998).

In past studies, fund raising research has focused primarily on the donor, with most studies analyzing motivating factors for giving and/or describing donor characteristics. Many studies have examined individual motivations, both extrinsic and intrinsic, for philanthropic behavior. In summary, these motivations include belief in the organization, obligation, community position, ego needs, self-interest, and self-actualization (Kelly, 1998; Pickett, 1986). In addition to this research, a number of studies have explored the significance of certain behavioral characteristics that describe alumni donors. Demographic data such as gender and age, enrollment information like major and extracurricular involvement, and post-enrollment data such as alumni involvement have been shown in particular institutions to potentially impact giving behavior (Beeler, 1982; Bristol, 1990; Haddad, 1986; Pezzullo & Brittingham, 1993; Springer, 1991). The results of these studies, however, do not offer generalized

significance for any of the factors, as each study confirmed differing characteristics as being significant at its particular institution. Additionally, in general, research has not yet described characteristics of donor motivation that can be influenced easily or encouraged by development and alumni efforts.

Fund-raising strategy research is a young field; most studies have only been conducted during the past three decades. In fact, the first theoretical perspective on fund raising was not published until Kelly's work in 1991 (Cook & Lasher, 1996). To address organizational strategies, college and university development programs look primarily to practitioner-written advice on fund-raising strategy development (Kelly, 1991). Even though development officers have growing responsibilities to increase private support, practitioners have had few theoretical concepts to guide them.

Recently, new student-centered programs have been initiated by many colleges and universities that may bridge donor motivation and institutional fund-raising strategy and result in greater alumni giving. Beginning in 1950 but not flourishing until the 1980s, student advancement programs, often known as student alumni associations or student foundations (SAA/SF), have been developed by institutional advancement offices to further the mission of colleges and universities in the areas of public and constituent relations and fund raising (Chewning, 2000). These programs are created, nurtured, and supported by alumni, development, or public relations offices. SAA/SF students participate in a variety of campus activities including hosting events, fund raising, developing alumni mentor programs, and other activities involving alumni and external constituencies. With more than 350 campus-based groups belonging to the Association of Student Advancement Programs (ASAP), thousands of students, now alumni, have a

**stronger understanding of their institution's mission and, possibly, have a greater knowledge of its needs for private support (Chewning, 2000). Do SAA/SF programs, through encouraging students' prosocial behavior, offer an approach for college and university administrators to find the intersection point between donor motivations and institutional fund-raising strategies to build a basis for encouraging alumni support following graduation?**

**This study's conceptual framework was based on social psychology theories including social learning theory and motivational theories of prosocial behavior, activities generally defined as helping and altruism (Eisenburg, 1982; Schroeder, Penner, Dovidio, & Piliavin, 1995). These behaviors were examined from the perspective of the individual toward the institution and the converse. This framework laid the foundation to examine how an individual's prosocial behavior toward an institution may be enhanced through group interaction, specifically Schervish's (1993) communities of participation, and how institutions can encourage this behavior in individuals following graduation through the use of relationship marketing (Berry, 1983; Hunt & Morgan, 1994). Communities of participation is a socialization process resulting in a participant's identity with an organization or cause that builds greater prosocial behavior. In turn, relationship marketing theory, building long-term supporters through two-way relationships, is an organizational fund-raising strategy that can be used to encourage both a continued identity with the organization and greater prosocial behavior such as volunteering and making financial contributions.**

### **Statement of the Problem**

**With the growing demand for private contributions, the problem for higher education institutional advancement programs is how to encourage greater prosocial behavior in students that will promote life-long alumni support and to couple these intrinsic and extrinsic motivations with the appropriate fund-raising processes. Few theoretical concepts have been proposed to study this issue and rarely does existing research go beyond descriptive donor characteristics to consider deeper issues of enhancing prosocial behavior and motivation. Research is just emerging that examines how student advancement programs cultivate greater philanthropic understanding in the student population and, therefore, may impact alumni giving behavior after graduation.**

**The overarching questions posed by this study were the following:**

- 1) Did student advancement programs through the concept of communities of participation develop greater prosocial behavior in student participants and influence increased alumni giving?**
- 2) How did institutions incorporate student advancement programs into their overall fund-raising strategies, such as relationship marketing, to target the particular extrinsic and intrinsic motivations developed through individuals' participation in these groups?**

**Using a mixed research design, this study addressed the questions of SAA/SF programs' impact on alumni giving and how college institutional advancement professionals approach these programs' potential influence on alumni giving.**

### Statement of Purpose

The purpose of this study was to examine if and how student advancement programs influence prosocial behavior and how institutions' fund-raising processes encourage this behavior, as evidenced by increased alumni giving. With the dramatic growth of structured development programs in the last thirty years, greater focus calls for more theoretical research to support the large quantity of practitioner literature on the topic (Carbone, 1986). The rise of SAA/SF programs across the United States and Canada mirrors this growth in institutional development activity as a whole and, like institutional advancement overall, research in the emerging field of student advancement programs is only beginning to receive scholarly attention (Chewning, 2000; Conley, 1999).

From a fund-raising perspective, raising a new dollar costs more than raising on-going support. Organizational costs are greater to encourage an alumnus to give for the first time than subsequent solicitations (Sargeant & McKenzie, 1998). As a relatively new addition to institutional advancement programs, most SAA/SF participants have been graduated in the last 20 years and this younger alumni population is an important group to study. If SAA/SF programs encourage earlier and greater giving from alumni, then relationship marketing theory suggests that encouraging student participation in these organizations is an effective fund-raising strategy to build long-term relationships resulting in greater donor lifetime value.

In addition to examining whether alumni of student advancement programs give at a greater rate than their peers, this study also attempted to generalize the results across a large population of institutions. This has not been attempted in previous studies because

no central database exists of individual donor's contributions from multiple institutions and, therefore, data collection is challenging. Also, by developing a purposeful sample of diverse but consistently strong SAA/SF programs, the study considered how certain types of student advancement groups impact alumni giving differently. The study investigated if SAA/SF groups encourage greater prosocial behavior and examined if and how campus administrators create fund-raising strategies to encourage this potential behavior.

This study's importance lies in how well it sheds light on the intersection between donor motivation and fund-raising strategy, an area of research that has not been addressed in the literature. Additionally, the results of this study inform an emerging area for fund-raising research in regard to the impact and importance of student advancement programs, groups on which institutions are spending a great deal of staff time and budgetary resources. Statistically, the study examined the impact of student advancement programs in regards to alumni giving from a multi-institutional sample. This question was addressed in only two other studies, both of which focused on single institutions (Conley, 1999; Ruma, 1992). In addition, qualitative methods were used in this study to discover administrator and alumni perceptions of student advancement programs, questions that were not addressed in the literature.

#### Significance of the Study

The results of this study have impact on practitioners and researchers, alike. With the growing demand for private donations, fund-raising strategy is becoming more complex. With a lack of scholarly research, however, these ideas may be based more on the "art" of fund raising than the "science" of development (Kelly, 1998). For practitioners, this research adds much needed information on the impact of student



advancement programs on alumni giving and suggests another method to include in an overall, institutional fund-raising strategy. The results of this study helped to build a foundation of research to support further study of student advancement programs.

Because these programs were found to have significant impact on alumni giving patterns, institutional advancement administrators have another option for developing a greater philanthropic spirit in their most important, long-term financial supporters, students, their alumni-in-residence.

For fund-raising researchers, this study incorporated both parts of the fund-raising dichotomy, donor motivation and fund-raising strategy, an area that was not examined in previous research. By using data from several institutions, this study also incorporated a much-needed but challenging aspect of fund-raising research, the inclusion of alumni from diverse institutions, thereby making the results more applicable in a variety of situations. The study offers greater understanding of the impact of student advancement programs and adds to the development of an integrated theory of higher education fund-raising.

#### Definitions of Operational Terms

Several terms and concepts were used throughout this study that relate to higher education fund raising. These included institutional advancement, development programs, and student advancement programs. Institutional advancement is an umbrella term used to describe “all activities and programs undertaken by an institution to develop understanding and support from all its constituencies in order to achieve its goals in securing such resources as students, faculty, and dollars” (Rowland, 1986, p. xiii). Institutional advancement usually includes alumni activities, fund-raising programs,

internal and external communications, public, government, and church relations, and, sometimes, enrollment management (Worth, 1993a).

Development is a component of institutional advancement programs. In general, the term “development” is interchangeable with “educational fund raising.”

Development functions include “all the programs and activities by which the college or university seeks gifts and grants from private sources to support its programs and to build long-term strength through improvements to its facilities and additions to its endowment”

(Worth, 1993a, p. 5). Development is more inclusive than simple fund-raising. In and of itself, fund raising implies tactics conceived to raise money for a specific purpose.

Development indicates a longer-term focus on creating relationships.

Student advancement programs are another component of institutional advancement programs. Student advancement programs are developed and supported primarily by development and alumni relations programs. Although they may have a variety of names, the term student alumni association, student foundation, or student ambassadors are the most commonly-used designations. The shortened phrase, SAA/SF, is often used to identify these groups as a category (Todd, 1993).

Several terms were also used regularly in regard to the theoretical framework and accompanying concepts. Prosocial behavior is most broadly defined as intentional, voluntary actions that are helpful, and/or altruistic, and/or involve cooperation (Eisenburg, 1982; Schroeder et al., 1995). According to Pintrich and Schunk (1996), intrinsic motivation is engaging in an activity for its own sake. Extrinsic motivation is engaging in an activity as a means to an end. Communities of participation is a concept developed by Paul Schervish (1993) in which he suggests an “organizational setting in

which philanthropy is expected or at least invited by the fact of being active in the organization (p. 33).” In communities of participation, a socialization process is initiated resulting in a donor’s identity with an organization or cause. Relationship marketing is defined as “establishing, developing, and maintaining successful relational exchanges” (Hunt & Morgan, 1994, p. 20). It is a theory used in the applied field of marketing that has applicability to fund-raising processes. Based on relationship marketing, relationship fund raising is a concept that focuses on donor retention as its primary focus and the key measure of success is lifetime donor value (Burnett, 1992).

#### Limitations/Delimitations

This study had two challenging limits, controlling for potential donor characteristics and the motivations of participants. They are discussed in greater detail in Chapter III. Since a variety of factors may influence a person’s desire to make a donation, it was not possible to control for every aspect of motivation. Although this study had the added benefit of including alumni information from a variety of institutions, it lacked control of possible variables that may influence motivation to give besides participation in student advancement programs. The second limitation addresses the issue of the participants themselves. Students involved in SAA/SF programs may already be inclined to become alumni donors by the very interest that drew them to involvement in student advancement programs in the first place. Because the statistical results of this study indicated that alumni who participated in SAA/SF programs did give significantly more than non-SAA/SF alumni, this may be an indicator of this predilection to be involved with the institution rather than only the effect of the program.

Two major delimitations of this study included the use of archival contribution data and sampling techniques. The use of archival data was chosen for its efficiency. The accuracy of this data, however, was dependent upon consistent data entry by each institution. For the purposes of this study, this data was not augmented by the use of alumni surveys. This was considered too time-consuming and expensive for the scope of the study. The study was also delimited by the type of sample. To focus on successful, strong programs, only SAA/SF organizations at least ten years old with particular membership, budget support, and programming were chosen to participate.

## CHAPTER II: REVIEW OF RELATED LITERATURE

With decreases in funding from federal and state governments, both public and private colleges and universities are relying to a greater extent on gifts from individuals, corporations, and foundations (Zusman, 1999). If anyone doubts the importance of private donations to higher education, consider this: in 2002, more than \$23.9 billion was given to American higher education institutions from private sources, up 17.7% from 1999's \$20.4 billion. Of this amount, alumni accounted for 25% of all contributions (Council for Aid to Education, 2003). The overall giving represents 8.1% of institutional expenditures, up from 6% in 1980-81 (Council for Aid to Education, 2003; Pulley, 2001).

Despite growing dependence on private support from alumni, many institutional development programs do not educate students on the importance of providing financial support to the institution following graduation. With pressure to raise more private dollars, college administrators may be forced to consider pre-graduation opportunities that teach the importance of philanthropy to students while they are still enrolled (Dysart, 1989). Developing students' understanding of institutional needs could serve as a foundation for encouraging alumni financial contributions after graduation.

Student advancement programs, often known as student alumni associations (SAA) or student foundations (SF), are sponsored by alumni organizations, campus development offices, or public relations offices. Their intended purpose is to help further the mission of the institution in the areas of public and constituent relations and fund

raising. More than 350 campus-based groups belong to an extension of the professional organization for alumni and development programs, the Council for the Advancement and Support of Education (CASE) (Chewning, 2000). Students in these programs participate in a variety of campus activities including hosting events, fund raising, developing alumni mentor programs, and other activities involving alumni and external constituencies (Association for Student Advancement Programs [ASAP], 2000a).

In this chapter, a conceptual framework is presented based on social psychology theories including social learning theory and motivational theories of prosocial behavior. These behaviors are examined from the perspective of the individual toward the institution and the converse. In addition, literature reviewing the growth of higher education development programs, aspects of theories and research related to fund-raising and donor motivation, concepts of relationship marketing theory as it relates to fund-raising research, and a description of student advancement programs are used to build the case for the importance of this study.

#### Conceptual framework

Why people choose to make financial contributions to their alma mater and how to encourage this giving is at the root of all college and university development activities. Social psychologists propose that prosocial behavior can be learned and internalized (Rushton, 1982). Prosocial behavior is most broadly defined as intentional, voluntary actions that are helpful, and/or altruistic, and/or involve cooperation (Eisenburg, 1982; Schroeder, Penner, Dovidio, & Piliavin, 1995). For the purpose of this research, prosocial behavior on the part of alumni is defined as making voluntary financial contributions to their alma maters. In the past 30 years, a great deal of research has been

focused on prosocial behavior encompassing not only many sub-fields of psychology but other disciplines such as anthropology, economics, political science, sociology, and even the biological disciplines such as genetics and sociobiology (Schroeder et al., 1995). This variety of research provides a broad foundation for exploring how college and university institutional advancement offices may be influencing alumni giving through the efforts of student advancement programs.

A number of studies have shown that from early childhood to old age, people experience developmental and moral reasoning changes in regards to helping others (Schroeder et al., 1995). From Cialdini's Socialization model (1976) and Bar-Tal's Cognitive-Learning model (1982), both based on development, to Kohlberg's (1985) and Eisenberg's (1982) moral reasoning models, extensive research has focused on discovering what motivates a person to exhibit prosocial behaviors. These models suggest that in early childhood, help is offered primarily for extrinsic motivation such as being ordered to help or be punished or receiving a tangible benefit. As they age, adolescents may be motivated by less tangible rewards like peer approval. The final stage is achieved in adulthood when people exhibit prosocial behavior to receive greater intrinsic motivations such as the good feelings received from helping others.

How these changes occur has also been studied in depth (Schroeder et al, 1995). Both biological and environmental models are suggested in the literature. Social/Cognitive Development models such as Piaget (1932/1965) and Flavell (1985) suggest biological stages of development influence progress in prosocial behavior. Their studies and others have shown that as certain cognitive maturation occurs, people perceive their world differently, and, therefore, perform prosocial behaviors for differing

reasons (Chandler, Fritz & Hala, 1989; Eisenberg & Fabes, 1991; Eisenberg & Miller, 1987; Piaget & Inhelder, 1971; Selman, 1980;). In addition to biological factors, learning experiences also contribute to how changes in development occur throughout life. Social learning theorists such as Rushton (1982) suggest that the socialization necessary to influence and internalize prosocial behavior is achieved by direct reinforcement (Smith, Gelfand, Hartmann & Partlow, 1979; Grusec, 1991), observing helpful and altruistic models (Ahammer & Marray, 1979; Rushton, 1975), and talking about helping and altruism (Grusec, 1982; Israel, 1978; Moore & Eisenberg, 1984). Through these efforts, greater prosocial behavior can be encouraged throughout the life cycle.

Additionally, social-psychological theories focusing only on adulthood postulate that changes in prosocial behavior are possible until the late stages of life. Many studies have shown that adults increase their own donations and other forms of help when people perceived as models displaying prosocial behavior are present (Hornstein, 1970; Macaulay, 1970; Rushton & Campbell, 1977). Also, research based on theories of self-attribution and roles has shown that when adults believe themselves to be helpful because others tell them this, they become even more helpful. In essence, they are fulfilling the role others tell them they should play (Piliavin & Callero, 1991; Swinyard & Ray, 1979). These efforts become internalized and help to form their self-identity (McCall & Simmons, 1978; Stryker, 1980; Turner, 1978).

Addressing these theories in regards to student advancement programs, they suggest that by participating in a group setting specifically designed to model appropriate alumni behavior such as contributing volunteer time and money, students are exposed to a greater understanding and importance of how individual prosocial behavior influences a



university's survival and improvement. Students' involvement with these groups may help to form feelings of interest, enjoyment, and satisfaction, classic intrinsic motivational rewards. These experiences as a member of an SAA/SF group, in turn, may help to develop stronger prosocial behavior based on intrinsic, rather than only extrinsic, motivational behavior following graduation.

Alumni of colleges and universities receive on-going, annual requests for donations. According to Pintrich and Schunk (1996), intrinsic motivation "refers to motivation to engage in an activity for its own sake." On the other hand, extrinsic motivation "is motivation to engage in an activity as a means to an end." Both intrinsic and extrinsic rewards are offered to potential donors as a result of contributing to their alma mater. Extrinsic motivators may be in the form of tangible benefits such as small gifts and invitations to campus activities. Potential donors might also be motivated by less tangible extrinsic benefits such as the social prestige of having their names listed in a publication read by their peers and appeasement of peer pressure by membership in a formal group. They may also be influenced by the perception that alumni donations improve an institution's current reputation, thereby increasing the value of their own degrees. A sense of guilt is also a negative extrinsic punishment present in appeals.

Each alumnus also may be motivated to donate so that she or he receives intrinsic rewards, such as helping others for the sake of helping. Ongoing debate in the field of psychology revolves around the importance of extrinsic versus intrinsic motivation (Sansone & Harackiewicz, 2000). Social learning theory suggests that student involvement in a group that encourages activities in support of their college or university influences students' socialization and identity with an organization, and, therefore,

increases their prosocial behaviors toward the institutions. Through this socialization process, their prosocial behavior would be influenced to a greater extent by intrinsic motivations than extrinsic as compared to their peers who did not participate. From their involvement in the student organization, they may have a better understanding of the needs of the parent institution and make financial contributions because they know they are helping a good cause.

Schervish (1993) describes these groups as “communities of participation.” This concept proposes that an individual’s philanthropic identity is developed through motivating factors, one of which is involvement in a community of participation. By participating in an “organizational setting in which philanthropy is expected or at least invited by the fact of being active in the organization (p. 33),” a socialization process is initiated resulting in a donor’s identity with an organization or cause (Schervish, 1993).

Following graduation, the process by which the institution requests donations also plays a part in alumni giving. By appealing to both an individual’s extrinsic and intrinsic need for rewards, institutions encourage donor participation. However, if different student experiences develop a variety of motivational responses toward solicitations, then the methods used to solicit alumni donations should be adapted according to the needs of individual alumni. Most fund-raising processes are derived from the more applied discipline of marketing. One such theory, relationship marketing, is based on developing relationships with donors to involve each individual’s particular interest in extrinsic and intrinsic motivational rewards. Relationship marketing is defined as “establishing, developing, and maintaining successful relational exchanges” (Hunt & Morgan, 1994, p. 20). This theory suggests that by enhancing individual students’ prosocial behavior

when they are involved in student advancement programs, institutions can continue to encourage this desired behavior following their graduation by emphasizing this continued relationship and the type of motivational rewards that are meaningful to these individuals.

### Fund-Raising History

Since its formative years, American higher education institutions have depended on private support to balance the budget, supplement student tuition, add new disciplines and fields, and sometimes, just keep the doors open. Worth (1993b) proposed three distinct phases of the history of fund raising in American higher education. They include 1636 – 1900, 1901 – 1944, and post-WWII to current activities. Over time, the fund-raising profession has grown more complex with a variety of strategies developed to increase alumni support. In this section, these three phases of institutional advancement are examined.

#### *1636 - 1900*

The earliest period of American higher education fund raising spans almost 300 years, from 1636 to the beginning of the 20<sup>th</sup> century. The first recorded fund-raising appeal dates to the origins of Harvard College. This initial solicitation, although unsuccessful, was a request for funds from John Eliot to Simonds D'Ewes in 1633 (Curti & Nash, 1965). Like this example, most fund-raising appeals until the 20<sup>th</sup> century were personal appeals between individuals.

It was during this time period, however, that many foundations for modern-day development practices were initiated. These included a variety of solicitation strategies including direct appeals, annual funds, and capital campaigns. Additionally, the solicitation of diverse types of gifts such as bequests, restricted and unrestricted

donations, and gifts-in-kind was initiated. Colleges used paid solicitors or agents. Fund-raising programs incorporated strategies such as the development of a case for giving and printed solicitation pieces (Curti & Nash, 1965). However, until the early 1900s, fund-raising in higher education relied primarily on dynamic individual solicitors' ability to inspire donations (Worth, 1993b).

Alumni organizations began the first formal fund-raising programs during the 19<sup>th</sup> century. Official alumni programs began at such institutions as Williams College in 1821, Princeton in 1826, Miami University of Ohio in 1832, and the University of Virginia in 1837. More than 100 alumni organizations were created by the late 1800s. In addition to fund raising, these organizations were formed to facilitate alumni memories, intellectual involvement, and institutional governance (Ransdell, 1986). As early as 1832, Princeton alumni engaged in a campaign to raise \$100,000. Although they raised only \$50,000, these donations were used to purchase a telescope and fund three new professors (Forman, 1989).

#### *1901 – 1944*

Even with these formal alumni organizations, a new period of fund-raising focusing on systematic solicitation plans would not fully bloom until the early 1900s (Cutlip, 1965). The second phase in educational fund-raising history, the beginning of the modern era, started with the work of Charles Sumner Ward. Ward, a YMCA official known for his success in raising funds, developed an entire strategy for campaign fund raising at the turn of the 20<sup>th</sup> century. He instituted "careful organization, picked leaders spurred by team competition, prestige leaders, powerful publicity, a large gift to be matched..., careful records, report meetings, and a definite time limit" (Cutlip, 1965,

p. 44). Ward's techniques were first introduced into higher education when the University of Pittsburgh hired him in 1914 to direct a \$3 million campaign. Men whom he hired to work on the campaign subsequently began their own fund-raising consulting businesses and spread the "Ward Method" across higher education (Cutlip, 1965).

Besides his development of management and strategy, Ward's lasting contribution to the field of development was the creation of a fund-raising professional (Worth, 1993b). This person was a strategist, managing the program but not directly soliciting gifts. This type of consultant comprised the majority of college and university fund raisers during the first half of the 20<sup>th</sup> century. As fund raising took a greater everyday role at colleges and universities, development programs were institutionalized. In 1949, a survey found that only two people employed by colleges and universities held the title of "director of development" (Pray, 1981). Today, one would be hard pressed to find any institution without a variation on this title among its employees.

#### *Post-WWII - Today*

The third phase of higher education fund-raising history began after WWII and continues today (Worth, 1993b). Three trends define educational fund raising throughout this time period: 1) increased professionalism in the field and the expanded role of the development officer within the institution, 2) growth of structured development programs at a variety of institutions, especially state-supported schools, and 3) ever-higher fund-raising goals.

The first trend, increased professionalism and refinement of development as a profession, is evident throughout institutions across the country. Although it is debatable whether fund raising should be considered a profession like medicine or law,

development is now a recognized field in higher education administration (Kelly, 1998; Worth, 1993b). Development officers are considered senior administrators and this career path is seen as a legitimate route, although less employed than advancement through academic disciplines, to the institution's presidency.

The second trend in higher education fund raising is the proliferation of development programs (Worth, 1993b). Until recently, private institutions dominated fund raising. As state colleges and universities have grown and taken on greater roles and missions, their needs for additional funding have also increased. These needs have directed public institutions to turn to private fund raising more and more. Although the University of Kansas created a foundation to accept gifts beginning in 1891, many public schools began structured development programs only in the last 30 years (Herrmann & Herrmann, 1996). In the decade of the 1980s alone, the number of public institutions with private foundations grew from 67% to 86%. Additionally, private giving to public institutions grew from just 21% of all gifts to higher education in 1972 to almost one-third in 1989 (Worth, 1993b). It may be conjectured that this shift in giving to public colleges and universities is due to the growth in development programs throughout the public sector of higher education.

The third trend for higher education fund raising is the dramatic growth seen in campaign goals. Although just one portion of a development strategy, campaigns have taken a greater role in fund-raising programs as observed by the increase in monetary goals. For instance, in 1905 Harvard raised \$2.5 million in a campaign for faculty salaries. From 1956-1960, a Harvard campaign raised \$82 million (Cutlip, 1965). Just 35 years later, in 1995-99, Harvard completed a campaign raising more than \$2.32

billion. Harvard is not alone in the increasing growth of campaign goals. In the 1990s, five other institutions completed campaigns with goals of \$1 billion or more (Pulley, 1999).

### Fund Raising Theories and Research

Throughout these dramatic changes in the 370 years of American higher education fund raising, practitioners rarely relied on theoretical concepts to guide them. Today's literature concerning educational fund raising is mostly normative or anecdotal, offering experiential advice but not necessarily grounded theory based on rigorous, credible studies (Brittingham & Pezzullo, 1989; Carbone, 1986; Kelly, 1991). This lack of a foundation for studying development functions limits research. Kelly (1998) suggests that the paucity of theory-based research is due to the lack of an academic "home" for fund raising. A variety of disciplines such as economics, marketing, psychology, sociology, and history all offer possible theoretical grounding for higher education fund raising. Two main categories of fund-raising theories and research are discussed in this section: 1) donor motivation and 2) organizational fund-raising strategy.

#### *Historical Review of Donor Motivation*

Historically, the religious roots of the American higher education system in Colonial times influenced donors to contribute based on the concept of charity (Pezzullo & Brittingham, 1993). This approach was established on the philosophy of giving sustenance to the disadvantaged. Fortunately for higher education, charity applied to institutions as well as individuals. In the case of most early institutions, colleges themselves could be considered disadvantaged and donors gave money to help keep the

schools' doors open. In other cases, donations were sought to help financially disadvantaged youth study for the ministry (Curti & Nash, 1965).

Today, donors to higher education are prompted more by a sense of philanthropy. This attitude focuses on improving the long-term human condition (Pezzulo & Brittingham, 1993). Philosophically, attitudes in higher education fund raising have grown from the concept of charity, the direct intervention and assistance of human suffering, to a greater focus on philanthropy, a voluntary action for the public good. Philanthropy is a much more complex concept than charity (Kelly, 1998). Therefore, research examining philanthropy is, by extension, more diverse. Brittingham and Pezzullo (1989) reported that the majority of higher education fund-raising research has been surveys to discover characteristics of effective institutions, descriptions of alumni donor characteristics, or economic analyses to develop models that explain charitable giving.

#### *Theories on Donor Motivation*

One issue in which considerable research at single institutions has been conducted is the question of donor motivation. Without one particular academic department guiding fund-raising research, diverse academic disciplines have been used as the basis of donor motivation research. Pezzullo and Brittingham (1993) suggested a variety of donor characteristics that influence giving. These include charitable inclinations to help the disadvantaged and philanthropic goals such as long-term improvement of the human condition. Additionally, other factors such as "the desire to buy acclaim and friendship, the need to assuage feelings of guilt, the wish to repay society for advantages received, egotism..., investment in activities that have an indirect utility to the donor..., or tangible perquisites" also influence giving (Pezzullo & Brittingham, 1993, p. 31). Stated in



another way, donor characteristics include belief in the organization, obligation, community position, ego needs, self-interest, and self-actualization (Pickett, 1986).

These characteristics have been incorporated into several theories that can be broken down by discipline. Economics explains donor motivations through such theories as the interdependent utility thesis (Becker, 1974; Hochman & Rodgers, 1973). Sociology suggests that gifts donated by peers help to pressure donor motivation (Margolis, 1982). Psychological theories focus on the satisfaction received through public recognition and status (Harrison, Mitchell, & Peterson, 1995). In the realm of philanthropic studies, altruism, unselfish actions for the welfare of others, is another theory developed in regards to donor motivation (Burlingame, 1993).

#### *Fund-Raising Theories*

Unlike donor motivation, theoretical concepts for fund-raising strategies are less prevalent. Despite the lack of a large body of academic studies on the theory of fund raising strategy, several theories have been suggested recently to address initial research on this field. In her theoretical exploration of fund-raising practice, Kelly (1991) proposed four models of fund-raising strategy based on public relations theory.

The first, press agency, focuses on “propagandizing” a cause (p. 389). It is distinguished by a one-way communication with donors and emotional appeals where truth is not a necessary part of the message. The second model is public information. Its purpose is to disseminate the organization’s needs. Again, communication is one-way but truth is more important as its focus is to enlighten donors about the good of the cause. The third model, two-way asymmetric, focuses on scientific persuasion to encourage

donations. Communication is still one-way but formative research is used to shape the message along with strategic positioning with publics.

Unlike the previous three models, the fourth model of fund raising, two-way symmetric, is proposed by Kelly (1991) as more appropriate for today's complex fund-raising strategies. The purpose of this model is "to reach mutual understanding" (p. 498). Communication is two-way between organization and donor with the intention to create symmetrical effects. This model depends on the compatibility of the organization with its donor publics. A balance is desired between the needs of the charitable organization and the interests of the donor. Similar to the two-way symmetric model, relationship fund raising is a model derived from another academic field, marketing, which offers strategies that may be better articulated to practicing fund raisers.

#### Relationship Marketing as a Conceptual Foundation for Fund Raising

Marketing theory is often cited by practitioners as the most obvious field on which to base fund-raising research (Kelly, 1998). For philanthropy researchers, however, marketing has not been seen as an appropriate theoretical base due to its basic premise: exchange and transaction. Person A engages in exchange to acquire desired article X from Person B by offering something of value, article Y, to Person B in return. A transaction occurs when agreement is reached between the two parties involved in the exchange. Exchange and transaction focus on for-profit activities. On the surface, financial contributions to non-profit organizations do not appear to have much in common with exchange and transaction.

An outgrowth of these concepts, however, is transfer. A transfer happens when a person gives something, such as a gift or charitable contribution, to another but does not

receive anything in return. Since the person making the contribution often anticipates something in return for the gift, such as acknowledgment or improved performance on the part of the organization receiving the gift, the concept of exchange also applies to transfers. By focusing on transfers as part of the exchange concept, marketing theories can be applied to philanthropic behavior (Kotler, 1997).

In addition to the notion of transfer, fund-raising research can now look to marketing for a theoretical base due to a new paradigm in marketing theory: relationship marketing. Now considered an important concept for almost all businesses, relationship marketing was initially developed in the 1980s within the service and business-to-business industries (Gamble, Stone, & Woodcock, 1999; Sargeant & McKenzie, 1998). Fundamentally, relationship marketing purports to do exactly what its name implies, the building of long-term relationships with key constituents in order to keep their business (Gamble, et al., 1999; Kotler, 1997; McKenna, 1991). This does not sound like a revolutionary concept, but to a business world based on one-time transactions, building one-on-one relationships where customer input is an integral part of the marketing process is a radical idea. Berry (1983) suggested the concept of relationship marketing as a new paradigm when he observed that traditional short-term marketing approaches based on the Four P's of marketing, product, place, price, and promotion, were no longer the norm for marketing in services and business-to-business industries.

Relationship marketing is based on the benefit of customer retention and a customer's lifetime value to a company (Buttle, 1996; Sargeant & McKenzie, 1998). Older marketing concepts, tied to a sales mentality, focus on continued recruitment of new customers to the detriment of long-term buyers. If a firm loses 100 clients in a week

but gains 100 new buyers, they appear to break even. The costs of attracting a new customer, however, can be up to five times the cost of retaining current clients (Kotler, 1997). Therefore, sales might be similar from week to week, but a firm's overall costs increase due to a focus on new customers. Conversely, because relationship marketing is based on developing strong ties between company and consumer, over a lifetime transaction costs are cut and time to purchase decision is reduced (Gamble, et al., 1999; Kotler, 1997). "In the most successful cases, transactions move from being negotiated each time to being a matter of routine" (Kotler, 1997, p. 12).

Relationship marketing stresses equal participation on the part of both company and customer. For a company willing to make the dramatic change to relationship marketing, three broad benefits are possible (Day, Dean, & Reynolds, 1998). The first is the development of closer relationships with customers. By focusing on long-term relationships, customers build an identity with that particular firm instead of a competing firm. Relationships take time and energy. Therefore, if a customer establishes a relationship with one company, it may be reluctant to establish as strong a tie with a competing firm.

The second benefit is improvement in customer satisfaction. Through the relationship, customers share information with the company that can be used to adjust products and services to the customer's expectations. Also, patterns of interaction, such as purchases or complaints, can be better monitored. Through a close relationship, potentially companies can predict the requirements of clients before clients even know that they have a need.

The third benefit of relationship marketing is the financial rewards. A customer retained through a long-term relationship buys more from the same company and more often, thereby offering greater lifetime value to the company. Additionally, since costs decrease with repeat transactions, overall profits increase and a company will have less need to spend money on costly customer recruitment strategies. For the customer, costs may also decrease as they interact more with one company, thereby lowering their decision-making costs and offering suggestions for product improvements prior to purchase (Gamble et al., 1999).

This intense focus on building relationships was developed in industries with small client bases. The real test of relationship marketing is how well the theory can be applied to companies with hundreds of thousands of customers. For companies with many customers, improved technology in the form of complex databases is the key to building on-going relationships. These databases can track demographic, lifestyle, and purchasing decisions. With the appropriate technology, financial institutions and many other large-customer base businesses now engage in relationship marketing (Gamble, et al., 1999). The relationship is built less on person-to-person contact and more from customer input through interactions such as how and when purchases are made, what types of promotional materials prompt purchases, and feedback through surveys. A company now knows if a consumer prefers e-mail updates to direct mail pieces, telephone transactions instead of catalogue purchases, how often they like to be contacted, and what areas in which they desire product improvements.

### ***Relationship Fund Raising***

Like the for-profit sector, non-profit organizations, especially higher education, can learn a great deal from relationship marketing theory. To thrive, philanthropic organizations depend on long-term financial success. The majority of these groups have used transaction-based marketing as their central strategy for many years. People are asked to donate and a one-time transaction occurs. When the organization again needs money, they make another request, again a one-time transaction. Relationship marketing changes fund-raising strategy from this series of transactions to a focus on donor lifetime value (Sargeant & McKenzie, 1998). Burnett (1992) uses relationship marketing as a conceptual framework for his model of fund-raising strategies and refers to this new model as "relationship fund raising."

Like for-profit customers, relationships may help develop donors who produce greater value over their lifetime to an organization than just a one-time contribution. Relationship fund raising forces an organization to consider each donor as a unique person motivated by a variety of different factors and interested in different levels of customer service and organizational response. Transaction-based strategies do not consider any of these holistic issues. Sargeant & McKenzie (1998) summarize the differences between transaction-based approaches and fund raising based on relationship marketing concepts. The focus of transaction fund raising is to solicit single donations. Success is measured by immediate return on investment, amount of donation, and response rate. The orientation of the solicitation is the urgency of the cause. Fund raising is based on a short-term time scale and there is little emphasis on customer service.

**Relationship fund raising focuses on completely different outlooks than transaction-based strategies. In this paradigm, donor retention is the primary focus and the key measure of success is lifetime donor value. Strategies are oriented toward a relationship with the donor. The time scale is long-term and a major emphasis is placed on customer service.**

**An essential element of relationship fund raising is the concept of donor lifetime value. With the short-term transaction method, the cost of raising a dollar is easily calculated and success is based on the amount raised in a one-time campaign minus the costs incurred in solicitation. Relationship fund raising considers the fact that encouraging the first-time donor to make a contribution is often more expensive than the costs of on-going donations over a lifetime. Therefore, effective fund-raising programs incorporate this initial higher recruitment cost into a long-term calculation based on the cumulative donations a person is estimated to contribute over his or her lifetime. By continuing a relationship with donors during the period between solicitations, non-profit organizations can reap the benefits of decreased solicitation costs over time as a donor makes more and greater contributions to the organization (Sargeant & McKenzie, 1998).**

#### **Student Advancement Programs**

**With pressure building in contemporary American higher education to raise more funds from private sources, traditional fund-raising methods are being supplemented by more creative development strategies. The growth of student advancement programs is one example of these new ideas. With a focus on student and alumni interaction, these organizations perform a variety of functions, one of which is to increase awareness among student members of the importance of alumni financial support (Lanier, 1993).**

These relationships with students may be a possible source of connection for alumni when they consider offering financial support to their alma mater.

#### *Student Advancement Program History*

The first student advancement program was founded on the campus of Indiana University in 1949. The Indiana Student Foundation's founding purpose was to prepare current students to be dedicated and knowledgeable alumni following their graduation (Chewning, 2000). Following this first group at Indiana University, several sporadic attempts were made to develop organized student advancement programs. It was not until the mid-1970s, however, that institutions began forming student advancement programs on a large scale (Todd, 1992b). A study from 1978 showed 47 organized student advancement programs across the United States but less than half of the groups were more than five years old (Milki, 1978). In 1991, 92% of the 200 student advancement organization members of the Student Alumni Association/Student Foundation Network were founded after 1975 (Todd, 1992b).

In 1974, the first SAA/SF convention was hosted by Iowa State University (ASAP, 2000a). SAA/SF conventions were hosted by students for students and were organized on college campuses around the United States. These conferences focused on SAA/SF programming and leadership development. Due to the growth in SAA/SF programs, in 1983 a formal professional organization, the Student Alumni Association/Student Foundation Network, was created to enhance communication between groups. Initially, the SAA/SF Network was not formally linked to CASE. However, it was structured on the same geographic lines of CASE districts across the United States and Canada (Todd, 1992b). SAA/SF Network membership is based on



annual dues and membership benefits include newsletters, support and guidance from Network members, and access to district and national conferences (ASAP, 2000b).

The growing popularity of SAA/SF programs during the 1980s was reflected in the number of SAA/SF conference participants. In 1981, the University of Nebraska-Lincoln hosted 350 students at the annual SAA/SF convention. By 1990, these numbers doubled to 700 attendees at the University of Kansas conference (Wright-Chollet, 1993). Just two years later, more than 1,000 students attended the SAA/SF Network Convention at the Georgia Institute of Technology and Network membership reached almost 300 organizations (ASAP, 2000a).

As needs and demands of individual SAA/SF organizations grew, CASE responded by forming a partnership with the all-volunteer SAA/SF Network. In 1991, CASE agreed to house the SAA/SF Network at its Washington, DC offices and hired an intern to help support Network activities. This position grew into a full-time CASE staff member (ASAP, 2000a; Olson, 1992). Reflecting the reality that many student advancement programs went by a variety of names in addition to student alumni association or student foundations, the Network changed its name to the Association of Student Advancement Programs (ASAP) in 2000 (ASAP, 2000a).

In 1999-2000, ASAP membership included more than 286 organizations from 274 colleges and universities across the United States and Canada (ASAP, 2000b). At the ASAP 2000 International Assembly held in Phoenix, Arizona, more than 600 students attended 85 seminars focusing on alumni, ambassador/admissions, and foundations/fund raising programs plus public relations activities, membership issues, organizational success, and careers in advancement. Additionally, separate tracks were available for

advisers to focus on issues pertaining specifically to their roles and functions within student advancement programs (ASAP, 2000c).

#### *Student Advancement Program Structure*

From their early beginnings in the 1970s, SAA/SF organizations developed along comparable structures. Although their individual purposes differed slightly by institution, a comparison of the literature about SAA/SF programs in the 1970s to contemporary SAA/SF organizations yields basic similarities.

The responses in Milki's 1978 survey outlined the initial structure that many student advancement programs were to take over the next two decades. At that time, private institutions represented 62% of the programs and public colleges and universities made up 38%. By 1999-2000, these proportions had reversed: 72% public and 28% private (ASAP, 2000b). The initial reasons given for forming organizations were to make students aware of alumni associations, to develop alumni leaders, and to make students a part of the positive environment that must be conveyed to potential donors. Specific requirements were necessary for membership in all but three organizations in the survey sample. More than 40% of respondents replied that the administrative staff responsible for the programs were primarily from alumni offices, with only 20% overseen by development staff (Milki, 1978).

The initial goals and objectives of these programs were to serve as a link between alumni and the study body, to raise money for scholarships, and to promote goodwill and public relations for the university. Milki (1978) saw these objectives dividing into two main categories: 1) alumni relations goals – where students provided a link between the student body and alumni and 2) institutional advancement goals – goals aimed at

educating students about the institution's needs. Activities sponsored by these groups to achieve these goals were primarily focused on fund raising, public relations, and alumni activities.

Today's student advancement programs have not changed dramatically in purpose, structure, or content from early participants. Each program, although unique to its institution, focuses on one of four types of programming: student alumni associations, student foundations, student ambassadors, or spirit and traditions organizations (ASAP, 2000a; Brant, 1999; Chewning, 2000; Earle, 1993). As official campus groups, these organizations are sponsored most often by an administrative component of institutional advancement, residence life, or athletics. As a student-related extension of the sponsoring department, the student advancement program's purpose most likely follows the mission of its parent administrative unit (Chewning, 2000).

Student alumni programs are usually sponsored by the campus alumni office and focus on involvement in alumni activities such as Homecoming, alumni mentoring programs, and family and spirit programs. Student foundations are often sponsored by the institution's development office. Activities may include annual giving and phonathon programs, senior gift campaigns, and other institutionally-related fund-raising activities. Student ambassadors, sponsored most often by alumni, admissions, or the president's office, are a select group of students chosen to represent the institution. Their responsibilities may include guiding campus tours and hosting campus events. Spirit groups, focusing on loyalty and traditions, are usually sponsored by public relations, residence life, or athletics departments (ASAP, 2000a; Chewning, 2000).

Membership in SAA/SF groups is either “open,” all students interested may participate, “closed,” a selective process determines membership, or a combination of the two. Typically, closed membership is based on a process that uses personal interviews, written essays, and/or letters of recommendation. A combination of the two may involve open membership for the overall program but a selected group for executive positions or a board of directors. Each of these strategies has positive and negative aspects, each of which must be considered fully when organizing a student advancement program (Dysart, 1993).

Membership often parallels the organization’s purpose. For ambassador programs, where the mission is to present a strong, positive institutional image, selective membership is most appropriate. For student alumni programs that focus on the involvement all students in alumni interaction, open membership helps to achieve this goal. Depending on the group’s mission, a combination of open and closed membership often allows for the best of both options. By offering all interested students involvement while allowing students with special talents access to leadership positions, a larger number of students can enjoy the benefits of the organization at their particular level of ability and dedication (Brant, 1999; Chewning, 2000).

Programming provided by SAA/SF organizations is as varied as the number of representing institutions. However, four programming categories are listed in the 1999-2000 ASAP membership directory: 1) fund-raising, 2) alumni, 3) campus, and 4) organization. The first category, fund-raising, is divided into two areas: 1) institutionally-oriented and 2) activity-oriented. Institutional fund-raising activities include participation in alumni annual funds, class gifts, and phonathons. Activity-

oriented fund raising may include raffles, balloon, flower, and candy sales, and survival kits. The second programming category, alumni-related participation, includes students acting as alumni/school hosts, student and alumni interaction in career programs, student participation in Homecoming/reunions, alumni mentoring of students, student and alumni receptions/dinners, and trading places events. The third category, campus activities, is divided into two areas: 1) activities and 2) programs. Activities may include campus tours, dances, mud volleyball, speakers/lectures, and spirit/banner programs. Programs may focus on high school recruitment and activities for new students, families, senior year, or faculty/staff. Additionally, diversity and leadership workshops and scholarships/awards programs are also included. The fourth category, organization-centered activities, includes group appreciation/recognition events, community service, holiday activities, mini-conferences, newsletters, retreats, new member orientation, and membership handbooks.

Funding and staffing of student advancement programs are vital components to program success. Budgets may range from \$1,000 to more than \$100,000 depending on the size of the group and its programming (Chewning, 2000). Many groups receive funding from their sponsoring department in the form of outright financial support, office space and support such as supplies, copier service, telephone usage, and, most importantly, administrative support in the form of an adviser. Many groups, however, rely on fund-raisers and dues program to supplement their budgets, or, in some cases, to fully support their activities (Rinaldi, 1993).

SAA/SF advisers may be a full-time position at some institutions while other organizations rely on part-time support of an institutional advancement staff member.

Brant (1999) believes that the adviser wears many hats including “cheerleader, parent, dictator, dishwasher, arbitrator, counselor, teacher, confidant, mentor and protégé” (p.112). Others have compared the role to one of “mother” (Todd, 1992a). Advisers play an integral part in group dynamics and overall success. Many create strong relationships with their students that last many years following graduation (Chewning, 2000).

#### *Student Advancement Program Research*

With such growth in student advancement programs during the last two decades of the 20<sup>th</sup> century, little research has been conducted to better inform institutional advancement professionals of the efficacy of their programs. During the past 15 years, studies have shown that student involvement is often a predictor of alumni who are more likely to donate to their alma maters (Gardner, 1975; Haddad, 1986; Ikenberry, 1999; Martin, 1993; Miracle, 1977; Oglesby, 1991; Shadoian, 1989; Springer, 1991). This research, however, focused on traditional extracurricular activities such as Greek associations, athletic programs, student publications, and student government. Participation in student advancement programs, with their strong emphasis on developing student ties to the institution, may be another predictor of increased alumni donations.

Research in the area of the impact of student advancement program participation on alumni giving is limited to two recent studies, one a doctoral dissertation and the other a master’s thesis (Conley, 1999, Ruma, 1992). Conley’s (1999) study investigated lifetime donation levels of alumni who participated in Indiana University’s Student Foundation versus the institution’s general alumni population. Ruma (1992), taking a slightly different approach, examined alumni participation in activities and corresponding giving rates by those who were involved in Bowling Green State University’s student

advancement programs. Both studies found a positive significant difference in alumni financial support for those who had participated in student advancement programs compared to their peers who did not participate in these programs.

It should be noted that all earlier studies linking student extracurricular participation and alumni financial support were based on research designs involving a single educational institution. No research was found which included samples of multiple institutions. Considering the complexity of possible donor motivations and challenging data collection procedures, it is understandable that multiple institution research has not been attempted. Therefore, although previous research results suggest a positive link between student extracurricular activities, especially student advancement programs, and alumni giving, these earlier findings cannot be generalized across all institutions and student advancement programs.

## CHAPTER III: RESEARCH METHODOLOGY

### Introduction

The purpose of this study was to examine the relationship of SAA/SF student participation and alumni giving. The study was guided by the theoretical framework of social psychology, specifically social learning theories that postulate that prosocial behaviors can be learned throughout life, and motivational theories that examine extrinsic and intrinsic rewards. These theories were then examined more explicitly through the lenses of two concepts: 1) Schervish's communities of participation (1993) and 2) relationship marketing (Berry, 1983). Through involvement in a community of participation, a socialization process is initiated resulting in a donor's identity with an organization or cause. Based on this concept, students involved in SAA/SF organizations should have greater understanding and knowledge of their institution's philanthropic needs and, therefore, give at greater rates after graduation than their peers who were not involved in student advancement programs. Relationship marketing theory, the development of long-term relationships, offers a foundation to examine how institutions encourage lifetime relationships and appeal to particular intrinsic and extrinsic motivations when soliciting alumni for donations. The goal of this study was to discover the impact of student SAA/SF participation on alumni giving and to examine how institutions involve SAA/SF programs in overall development relationships.



### Research Questions

This study's research questions were divided into two phases, Phase I, a quantitative section, and Phase II, a qualitative portion. Phase I dealt with alumni giving information data and Phase II examined the attitudes of SAA/SF advisers and SAA/SF alumni through the use of personal interviews. This combined methodological approach was used so that the study could focus not only on whether alumni giving was impacted but also on why it might have been impacted. Both statistical and qualitative analyses were used to give greater depth to the understanding of alumni giving motivations.

The research questions for Phase I were divided into two categories: 1) Phase I-A, Do alumni giving rates of SAA/SF alumni differ significantly compared to alumni who were not involved in SAA/SF programs as students? and 2) Phase I-B, Are there significant differences in alumni giving based on different types of SAA/SF program characteristics and age of SAA/SF alumni? The research questions in Phase II were also divided into two categories, A and B. The initial section, Phase II-A focused on SAA/SF adviser responses and the second category, Phase II-B, focused on SAA/SF alumni reactions.

#### Phase I-A

Phase I-A focused on SAA/SF alumni giving compared to non-SAA/SF alumni giving to determine if differences exist in number of donors, cumulative giving, and size of donations between SAA/SF alumni and the general alumni population. To investigate these issues, the following null hypotheses were studied:

**Hypothesis I-A1** – No difference in the percentage of donors exists between alumni who participated in SAA/SF activities and those alumni who were not members of SAA/SF organizations as students.

**Hypothesis I-A2** – No difference in cumulative giving exists between alumni who were involved in SAA/SF groups as students and alumni who did not participate in SAA/SF programs.

**Hypothesis I-A3** – No difference in high-level giving and low-level giving exists between alumni donors who were members of SAA/SF programs as students and those alumni donors who were not participants in SAA/SF donors activities.

### **Phase I-B**

The second part of the quantitative portion of the study, Phase I-B, examined the possible effects of differences in SAA/SF programs and age of SAA/SF alumni on alumni giving. The hypotheses in this portion of the study explored the differences in SAA/SF alumni giving based on the following: 1) programming differences – SAA/SF organizations that participate in institutional fund raising compared to SAA/SF groups that do not raise funds for the institution, 2) budget differences - SAA/SF programs that receive total budget support from the institution compared to SAA/SF programs that do not receive total budget support from the institution and have to raise operating funds, and 3) age differences - older SAA/SF alumni (graduated more than ten years before the study) compared to younger SAA/SF alumni (graduated within past ten years of the study). Initially, the study design included comparing SAA/SF programs at public and private institutions and those with open and closed membership. The final group of participating schools, however, are all public institutions with mostly closed

memberships so those hypotheses were removed from the study. To examine Phase I-B research questions, the following null hypotheses were studied:

**Hypothesis I-B1** - No difference in cumulative giving exists between alumni of programs that include institutional fund raising and programs that do not include institutional fund raising.

**Hypothesis I-B2** – No difference in the percentage of donors exists between alumni of programs that include institutional fund raising and programs that do not include institutional fund raising.

**Hypothesis I-B3** - No difference in cumulative giving exists between alumni of SAA/SF programs whose institutions provide 95% or more of the programs' budgets and alumni of programs that do not receive substantial budget support from the institution.

**Hypothesis I-B4** – No difference in the percentage of donors exists between alumni of SAA/SF programs whose institutions provide 95% or more of the programs' budgets and alumni of programs that do not receive substantial budget support from the institution.

**Hypothesis I-B5** - There is no difference in cumulative giving between alumni from the earliest graduation years (graduated more than ten years previously) and newer alumni (graduated less than ten years previously).

**Hypothesis I-B6** – There is no difference in the percentage of donors from the earliest graduation years (graduated more than ten years previously) and newer alumni (graduated less than ten years previously).

## **Phase II**

Phase II examined institutional and alumni attitudes toward the role of student advancement programs and the impact of SAA/SF participation on alumni giving through interviews with both SAA/SF advisers and former SAA/SF presidents. Relationship development between an institution and its students and the role of SAA/SF programs in institutional development efforts were the primary focus of Phase II. Since two different sets of participants were involved, the research questions were adjusted to their particular outlook on student advancement programs.

### **Phase II-A**

In-depth interviews with four SAA/SF advisers and eight SAA/SF alumni examined the following research questions (See Appendices D, E, & K):

**Research Question II-A1** - How does the institution value the role of student advancement programs in developing prosocial behavior in students that might influence young alumni giving behavior following graduation?

**Research Question II-A2** - How are specific SAA/SF group programming, membership strategies, leadership development, and budgeting support used to develop prosocial behavior that encourages long-term alumni support?

**Research Question II-A3** - How does the institution consider the impact of student advancement involvement as a developer of prosocial behavior over the lifetime of SAA/SF alumni in regards to institutional support?

### **Phase II-B**

Interviews with SAA/SF alumni who had been SAA/SF presidents while students addressed the following research questions:

**Research Question II-B1 - How did SAA/SF group participation encourage prosocial behavior that relates to his/her current institutional support as an alumnus?**

**Research Question II-B2 - What particular aspects of SAA/SF group programming, membership strategies, leadership development, and budgeting support motivated his/her behavior toward institutional support as an alumnus?**

**Research Question II-B3 – Did involvement in student advancement programs affect the SAA/SF alumnus’ prosocial behavior throughout his/her lifetime in regards to institutional support?**

### **Research Design**

The conceptual framework for this study was based on integrating concepts of prosocial behavior encouragement with the fund-raising processes that promoted that continued behavior as measured by financial donations following graduation. The matrix in Table 3.1 explains the research design that addressed the two concepts that were the focus of this study. The concept of communities of participation suggests that membership in SAA/SF organizations or other groups can encourage a socialization process that results in a donor’s identity with an organization or cause. This concept was examined in the quantitative portion of the study by comparing giving data of SAA/SF alumni and non-SAA/SF alumni. Additionally, relationship marketing, the development of lifelong relationships to encourage greater alumni support, was examined during the qualitative section of this research project. This concept was studied by interviewing SAA/SF advisers and SAA/SF alumni.

Table 3.1

*Research Design Matrix*

Concept/Theory	Data Source/ Instrument	Independent Variable	Dependent Variables
<ul style="list-style-type: none"> <li>• Communities of Participation</li> </ul> <p>“Does involvement in student advancement programs influence alumni giving?”</p>	<ul style="list-style-type: none"> <li>• Institutional data</li> <li>• Statistical Analyses:               <ul style="list-style-type: none"> <li>- Descriptive</li> <li>- Chi Square</li> <li>- Independent samples t-tests</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SAA/SF participation</li> <li>• Type of Organization:               <ul style="list-style-type: none"> <li>- Programming</li> <li>- Budget</li> <li>- Age of alumni</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Number of gifts</li> <li>• Cumulative giving</li> <li>• High/low giving</li> </ul>
<ul style="list-style-type: none"> <li>• Relationship Marketing</li> </ul> <p>“How do institutions and alumni view the role of student advancement programs as a method of encouraging philanthropic support?”</p>	<ul style="list-style-type: none"> <li>• SAA/SF administrators &amp; alumni</li> <li>• Written surveys</li> <li>• Interviews</li> </ul>		

This study employed a mixed research design using both quantitative analyses along with qualitative methods. The purpose of this methodological design was to investigate the relationship between SAA/SF participation and alumni giving along with using inductive methods to discover participants' attitudes and opinions concerning the role of SAA/SF programs in creating relationships with potential alumni donors. By using this particular research design, the statistical analysis of alumni giving behavior could be understood more fully by examining the personal impressions and attitudes of SAA/SF advisers and participants concerning fund-raising strategies.

## **Subject Institutions and SAA/SF Administrator/Alumni Participants**

### ***Institution Criteria***

To examine SAA/SF program influence on alumni giving, a purposeful, initial sample of 62 institutions with a strong history of student advancement programs was selected and asked to participate in the study. This initial sample actually included 68 SAA/SF programs because five institutions had more than one student group and each SAA/SF program was asked to participate individually. The definition of “strong history” for this study was based on program age and consistent membership size and budget size over an extended period of time.

The criteria for the initial sample that was asked to participate in the study was based on minimum requirements which, as mentioned above, included program age, membership size, and budget size. To ensure an adequate sample size of alumni, programs were invited to participate only if they had existed since 1990 so that the study could include graduates of at least 10 years or more. Organizations were also asked to participate based on an annual membership size of at least 25 members. This ensured an adequate sample size and also satisfied the assumption that groups must have a large enough membership to develop long-term organizational impact. Finally, because budgetary support, although not essential, may be a strong indicator of program strength, student advancement programs for the initial sample were chosen based on annual budgets of \$5,000 or more provided consistently over the program’s lifetime.

To address the hypotheses discussed in Phase I-B that compared alumni giving information between types of SAA/SF groups, it was hoped that the final group of institutions that agreed to participate in the study would offer assorted program

characteristics. These would have included school type, membership type, fund-raising programming, and source of budgeting.

To create an institutionally diverse sample, the initial group of schools asked to participate in the study included twelve private institutions and 50 public institutions. The reason for inviting the lower number of private institutions was that only twelve private programs fit the criteria of program age and membership and budget sizes. Only public institutions, however, responded positively to being included and therefore, the hypothesis to examine giving differences between private and public institutions was not addressed.

Another hypothesis not dealt with in this study due to lack of participation was a comparison of membership types in SAA/SF programs. Membership selection, closed or open, may be a strong determinant in alumni giving. Different types of students might have been attracted to SAA/SF organizations and their subsequent alumni support would have been explored by including groups that opened membership to all interested students and those programs that selected members through a formal, exclusive process. Although the final group of participating programs included some with mixed membership structures, only the giving data of the closed membership alumni was contributed by these institutions mainly due to data entry issues.

Although public/private and membership policies could not be examined, this study was able to address the impact of fund-raising programming and source of budgeting on alumni giving, two hypotheses presented in Phase I-B. The participating institutions in the final sample included two types of organizations, 1) those that focused on fund-raising activities for institutional purposes such as raising money for the Annual



**Fund, scholarships, or other institutional needs and, 2) groups that may or may not have performed fund-raising projects but where none of the money raised went toward institutional support. Additionally, the final sample included organizations with two types of budgeting, 1) SAA/SF programs that received 95% or more of their budgets from their institutions and, 2) SAA/SF groups that spent a larger percentage of organizational time on fund-raising projects for annual operating expenses because they received less than 95% of their budgets from their institutions.**

#### ***Institution Selection Process***

**The 62 initial sample institutions sponsoring 68 SAA/SF programs were chosen from the population of 300+ members of the Association of Student Advancement Programs (ASAP) based on member institution-supplied information published yearly in ASAP membership directories. Although SAA/SF organizations exist that do not have ASAP membership, ASAP includes the majority of long-lived programs across the United States and Canada. A review of member organizations from 1990-91, 1995-96, and 1999-2000 ASAP directories established a sample of 68 SAA/SF programs. All of the organizations had annual budgets of \$5,000 or more in 1990, 1995, and 2000. This ensured a greater possibility of choosing organizations with consistent institutional support.**

#### ***Institutional Participation Process***

**Institutions in the initial sample were asked to participate in the study via letter from the researcher (See Appendix A). A follow-up e-mail request was sent (See Appendix H) along with telephone calls from the researcher to encourage greater participation. Institutions were asked to participate only if they had collected long-term,**

accurate information on all students who participated in SAA/SF programs. The letter included the parameters necessary for supplying the alumni giving data, a questionnaire to re-check that the initial selection criteria were correct, and a confidentiality statement (See Appendix A). The specific reasons for each institution's inclusion in the initial sample -- program age, number of members, and budget size -- were reviewed in the letter. All of the final participating institutions agreed that the information on which their initial selection was based was correct. The letter ensured the confidentiality of the data supplied by the institution and of the institutions' and participants' identities. In addition to the letter, a diskette, statement of confidentiality (See Appendix B), and return envelope were included to initial sample participants. As an added incentive for participation, the researcher offered to provide the participating institutions with research results, including their own institution's data analysis compared to the final sample as a whole, at the conclusion of the study.

Of the original sample of 68 SAA/SF programs representing 62 institutions, some form of response, whether to participate or not, was received from 51 SAA/SF programs (75%). Of these respondents, eight institutions (13%) representing eleven SAA/SF programs (16%) were able to supply data to participate in the study. Of the remaining student advancement programs, 40 (59%) responded to a short questionnaire sent by e-mail asking why each had declined involvement in the study (Appendix I). Advisers were asked to choose as many reasons as necessary to explain their decision not to participate. By far, the greatest obstacle to participation in the study was lack of time to devote to providing alumni giving data from the database (73%). The next largest problem (33%) that affected participation was staff changes in the SAA/SF program or

staff-related issues in Information Technology departments that impacted the institution's ability to provide the data. Almost one quarter (23%) of the respondents had not marked alumni in their databases as student members of the SAA/SF programs. Although lesser problems, policy issues involving confidentiality of giving information (15%) and internal political issues regarding access to giving information (18%) also impacted participation. Interestingly, only two SAA/SF advisers thought that the request was too complicated to easily configure and provide the necessary data and everyone understood the request for information.

*Participants - SAA/SF Alumni and Non-SAA/SF Alumni*

Giving information from two alumni groups was requested from each institution, SAA/SF participants and non-SAA/SF participants. Institutions supplied two groups to be considered: all alumni who were involved in SAA/SF programs and randomly, matched members of the general alumni population not involved in SAA/SF activities. To control for demographic variables within the final sample as much as possible, participants from the SAA/SF alumni group were matched to randomly selected alumni who did not participate in SAA/SF functions based on class year, major, gender, and ethnicity if possible. For instance, 50 SAA/SF 1992 alumni were compared with 50 non-SAA/SF 1992 graduates each with the same major, gender, and ethnicity. Matching for ethnicity was not possible for the entire final sample but good-faith attempts were made. Due to the high level of inconsistencies within and between institutional databases, additional information such as grade point average, extracurricular involvement, current employment, financial assets, attitudes toward institutional need and other possible donor characteristics were not collected.

**Institutionally-provided data included the following information on each alumnus: identification number, graduation year, major, gender, ethnicity, each year's annual giving amount since graduation, and cumulative annual giving. Only giving data of contributions for annual academic operating purposes was provided by each institution. Endowment gifts and contributions to athletics were excluded if possible. Due to the nature of benefits offered for athletics gifts and their influence on giving motivations, results might have been skewed by institution if these gifts were considered in cumulative giving. Gifts included all donations through the institution's most previous complete fiscal year, either 2000 or 2001. An institutional representative was asked to sign a consent letter allowing the data to be used in the study (See Appendix A).**

***Participants – SAA/SF Administrator Interviews***

**Following their initial agreement to provide alumni giving data and participate in the study, SAA/SF advisers from the final sample completed a written survey of questions based on Phase II of the study (See Appendix C). The survey responses were used as a tool to help choose interview participants. Six of the eight SAA/SF administrators offered to be interviewed for the study. In addition to using the survey responses, the four participants included in Phase II were chosen by type of SAA/SF program and region of the country in order to offer greater diversity to this portion of the study.**

***Participants – SAA/SF Alumni Interviews***

**Eight SAA/SF alumni also were selected for interviews, two each representing the same four institutions represented by the SAA/SF administrators who were interviewed. Alumni participants were selected on the basis of the SAA/SF advisers' suggestions. To**

be able to examine the attitudes of alumni who were most involved in the SAA/SF programs, advisers were asked to suggest former SAA/SF presidents as participants. In addition, to examine the possible effects on both long- and short-term alumni attitudes, advisers were asked to select an older and younger SAA/SF alumnus. After the SAA/SF advisers approached their alumni asking for their participation, the researcher then sent an e-mail to each alumnus describing the study and their involvement (See Appendix F).

### Instruments

For Phase I, institutional records of alumni giving data were provided by the participating institutions. Institutions were asked to provide the data on diskette or in an e-mail attachment in a Microsoft Excel or Access file (See Appendix A).

For Phase II, a written survey for the SAA/SF advisers was developed to gather general responses to the three overarching research questions and was used to help select the SAA/SF adviser interview participants (See Appendix C). In addition, formal interview questions were developed along with planned probes and follow-up inquiries to help answer these research questions (See Appendices D & E). The interview questions were modified slightly for each group of participants to address the differing experiences of SAA/SF advisers and alumni.

As a pilot study for the interviews, the protocols were tested by presenting the questions to a non-participating SAA/SF adviser at a large, public research university. This adviser's program could not participate in the study because SAA/SF participation had not been included on its alumni database. The pilot protocol was administered by telephone under conditions similar to the final protocol process and the adviser suggested additions and modifications based on her understanding of the questions.

### Data Collection Procedures

Data collection was conducted in two stages. The first stage focused on collecting data necessary to address Phase I research questions. Phase I data collection consisted of institution-provided data in Microsoft Excel spreadsheet format or Microsoft Access format. The data included a single row of information for each alumnus (refer to page 52 for details). The information was then converted into SPSS software for analysis.

Following analysis of the Phase I quantitative data, the qualitative portion of the study, Phase II, was undertaken. The second stage involved both a written survey to help the researcher in choosing the sample of SAA/SF advisers and personal interviews with four SAA/SF advisers and eight SAA/SF alumni to answer Phase II research questions (See Appendices C, D, & E). The interview questions addressed issues concerning the impact of SAA/SF involvement on alumni giving, the types of SAA/SF programs that influenced prosocial behavior, and the reasons for giving as alumni (See Appendix K). Questions were finalized based on quantitative results of Phase I. Due to geographic distance and to maintain consistency, interviews were conducted by telephone and each lasted 45 minutes. First, the four SAA/SF advisers were interviewed over a four day period. The SAA/SF alumni were interviewed during the following four weeks. Interviews were audio taped and transcribed. Participants were advised of confidentiality issues and were asked to sign consent forms (See Appendix G).

### Data Analysis

#### *Phase I Data Analysis*

Phase I data were analyzed prior to data collection for Phase II interviews, thereby supplying information to supplement interview questions. Phase I data analysis was

completed using SPSS data analysis software. Descriptive statistics were generated on each participating institution and for the final sample as a whole. All statistical tests that examined significance were conducted at the .05 level of significance.

*Phase I–A Data Analysis, SAA/SF and Non-SAA/SF Comparisons*

For all hypotheses in Phase I-A, the independent variable was participation in SAA/SF organizations. For Hypotheses I-A1, comparison of the percentage of donors between SAA/SF alumni and non-SAA/SF alumni, the dependent variable was cumulative giving and the data were analyzed using a Chi-Square statistical test. For Hypothesis I-A2, comparison of cumulative giving between SAA/SF alumni and non-SAA/SF alumni, the dependent variable was cumulative giving. An independent samples t-test was used to determine whether the difference in cumulative giving was statistically significant. For Hypothesis I-A3, comparison of high level and low level giving, the mean of annual giving was the dependent variable. The median level of annual giving was used to define the division between high level and low level gifts. Based on this definition, all donors were divided into high level and low level donor categories depending on whether the mean of each individual's annual gifts was above the median level or below it. A Chi-Square test was calculated to determine whether there was a significant difference in the percentage of donors in each category between the two groups.

*Phase I–B Data Analysis, Comparisons Within SAA/SF Groups*

For this portion of the quantitative analysis, the dependent variable, cumulative giving, was the same for all of the hypotheses. In Hypotheses I-B1 and I-B2, the independent variable was institutional fund-raising. For Hypotheses I-B3 and I-B4, the

independent variable was level of institutional budget support. For Hypotheses I-B5 and I-B6, the independent variable was number of years of alumni status, young alumni being defined as having graduated in the last ten years. For Hypotheses I-B1, I-B3, and I-B5, independent sample t-tests were conducted to determine if statistically significant differences in cumulative giving existed between groups based on the independent variables. For Hypotheses I-B2, I-B4, and I-B6, Chi-Square statistical tests were calculated to determine if significant differences were found between the percentage of donors based on each independent variable.

### *Phase II Data Analysis*

For the qualitative portion of the study, Phase II research questions, data analysis consisted of the analytic inductive approach of analyzing data after collection. The data were analyzed initially using strategies suggested by Bogdan & Biklen (1992) and Huberman & Miles (1994). This data analysis was accomplished through a series of analytic strategies (Creswell, 1998). First, sketching ideas was accomplished by jotting down notes in the margins of the interviews. Then, notes were taken by writing memos and reflective passages. Following this, the analysis involved working with words by examining the vocabulary used by the participants. Then the data were displayed by developing tables and matrices. From this visual display, codes were identified by noting patterns and themes. This coding information was reduced by sorting the material into broader categories. The codes were then counted for their frequency and the categories were related by noting relations among variables.

It should be noted that while analyzing the interview responses of each group, similarities in wording and attitudes of both SAA/SF advisers and SAA/SF presidents



were apparent. It was possible that because the SAA/SF presidents interacted often with SAA/SF advisers, high-level administrators, and alumni in leadership positions the SAA/SF alumni interviewed had greater connections to their institutions and an increased understanding of the needs for alumni support compared to general members of SAA/SF programs. Although all SAA/SF members, whether presidents or general members, might have responded in a similar manner as the SAA/SF advisers, it is important to note that these similarities may also have been due to the elite standing of the SAA/SF presidents and the more intensive SAA/SF experience that they received while in school.

Four layers of analysis were developed and may be reviewed in Appendix J (Anfara, Brown, and Mangione, 2002). The first layer of analysis involved basic review of the data and the development of initial factors/codes. For this study, these codes were a variety of attitudes and experiences that the interview respondents believed were developed by SAA/SF programs participation and subsequent alumni experiences. The second layer organized these codes into patterns. In this study, patterns resulted when organizing the first layer's factors into categories based on the intrinsic and extrinsic motivations of SAA/SF students and SAA/SF alumni. The third layer further categorized these motivators into broader themes. The fourth layer then connected these motivational themes to the theories of prosocial behavior development and the concepts of communities of participation and relationship marketing.

#### Limitations of the Study

This study had two particularly challenging issues, controlling for potential donor characteristics and the giving motivations of participants. The first limitation was the lack of controls for donor motivation, a highly complex issue. Many factors might have

played a role in an individual's decision to give a donation to his or her alma mater. This study used only one independent variable, SAA/SF participation, as a predictor of alumni giving. Although class year, major, gender, and ethnicity were controlled as much as possible, other characteristics that might have impacted giving could not be controlled. Therefore, the results should not be generalized without appropriate qualifiers being mentioned.

The second limitation of this study related to the participants themselves. Students who chose to be involved in SAA/SF programs may already have had a stronger inclination to support their institution than students who were not involved in SAA/SF organizations. Therefore, "chicken and the egg" questions could be raised. Was alumni giving behavior influenced by SAA/SF participation or did a student drawn to SAA/SF activities already have a predilection toward supporting his or her institution financially? Addressing this second issue was challenging. No longitudinal studies have been conducted to study the characteristics of students with an inclination to support an institution financially. Additionally, understanding the motivation for students' initial participation in SAA/SF organizations and their giving as alumni was difficult. To address this issue to a greater degree, the qualitative portion of the study was included to discuss with SAA/SF advisers and SAA/SF alumni the reasons why SAA/SF alumni were motivated to be donors. The results of this study, although limited, offer a new understanding of SAA/SF organizations' impact on alumni giving and contribute to a young, but growing literature base of fund-raising research.

## CHAPTER IV: ANALYSIS OF QUANTITATIVE RESULTS

### Introduction

This study involved the collection of personal giving data from a large sample of alumni and interview responses from a small, select group of SAA/SF advisers and former SAA/SF presidents. This chapter focuses on the quantitative portion of the study. The giving data used for the statistical analyses represents donation information from 5,692 alumni at eight public institutions of higher education from various regions of the United States. Of this sample, 2,846 alumni were former SAA/SF student members and the other 2,846 alumni were non-SAA/SF members matched to the SAA/SF group by class year, major, gender, and ethnicity.

In this chapter, in addition to an overview of the participating institutions and an explanation of outliers, the results of the quantitative portion of the study, Phase I, are presented. The research questions for Phase I were divided into two categories: 1) Phase I-A, Do alumni giving rates of SAA/SF alumni differ significantly compared to alumni who were not involved in SAA/SF programs as students? and 2) Phase I-B, Are there significant differences in alumni giving based on different types of SAA/SF program characteristics and alumni age? For this chapter, the statistical analysis of the giving data provided by each institution is presented, divided into two parts, Phase I-A and Phase I-B, and then summarized.

### Overview of Participating Institutions

A general description of the participating institutions and their SAA/SF programs is provided in Table 4.1. Although the institutions share several common characteristics, all of the schools are large, public and at the doctoral/research level, they also represent diverse regions of the United States.

**Table 4.1**

#### *Description of Participating Institutions and SAA/SF Organizations*

School	Region of U.S.A.	Type of Membership	Institutional Fund Raising	% of Budget from Sponsoring Organization	Year Founded
#1	Northeast	Closed	Yes	40%	1985
#2	Mid-Atlantic	Closed	No	99%	1986
#3	South	Mixed *	Yes	100%	1973
#4	South	Mixed *	Yes	100%	1986
#5	Southwest	Closed	No	95%	1988
#6	Midwest	Open	No	0%	1979
#7	West	Mixed *	Yes	100%	1984
#8	Northwest	Closed	No	10%	1969

\* Institutions provided closed members' data only

Four of the SAA/SF organizations have closed memberships structures. None of the three groups with mixed membership designs, however, provided giving data for all members, only data for those alumni who participated as members of the closed portion of the SAA/SF groups. Half of the SAA/SF organizations sponsor programming that

raises contributions for the institution. Similarly, more than half receive 95% or more of their budgets from the sponsoring organization or institution. On average, the SAA/SF organizations have been established for 22 years, ranging from 14 to 33 years of age.

#### Outliers Removed

The purpose of the quantitative study was to evaluate the relationship between SAA/SF student participation and annual alumni giving for academic operating support. Data from all institutions were reviewed for inconsistencies in giving behavior. Data from School #3 included two non-SAA/SF alumni donors whose contributions were dramatically larger than the other members of the sample (cumulative giving of \$25,602 and \$40,645). It was determined that these two donors' contributions were the result of special, one-time gifts, not representative of their on-going, repetitive giving to annual academic operating support which was the focus of the study. Because these unusual, non-recurring gifts skewed the study's outcomes of annual, on-going support, the outliers were removed along with their matching SAA/SF alumni members controlled by graduation year, major, and gender.

#### Phase I-A – Analysis of SAA/SF and Non-SAA/SF Alumni Giving Data

The first portion of the quantitative part of this study, Phase I-A, is a presentation of the comparison of the giving information of SAA/SF alumni and non-SAA/SF alumni based on the percentage of donors, cumulative giving rates, and percentage of high/low donors. Tests for significance were based on  $\alpha = .05$ .

#### *Descriptive Characteristics*

In Table 4.2, a general overview of the lifetime, cumulative giving characteristics of the total alumni sample is provided. Only one school, #5, had an extremely low

maximum cumulative giving amount. Two institutions, #3 and #8, had total lifetime giving means far above the total group mean and two institutions, #5 and #2, were quite low in comparison. In general, the average lifetime, cumulative giving for all of the alumni, SAA/SF and non-SAA/SF, was \$147.32.

Table 4.2

*Descriptive Statistics of Participating Institutions  
SAA/SF Alumni and Non-SAA/SF Alumni Cumulative Giving*

School	N – Total Sample Size	Minimum Cumulative	Maximum Cumulative	Mean Cumulative	Standard Deviation
#1	352	\$0	\$2,235.00	\$135.89	\$285.29
#2	264	\$0	\$4,000.00	\$30.97	\$261.96
#3	758	\$0	\$8,625.00	\$303.49	\$887.61
#4	1,240	\$0	\$5,575.00	\$145.68	\$395.15
#5	360	\$0	\$250.00	\$6.79	\$26.04
#6	670	\$0	\$5,256.96	\$72.13	\$309.76
#7	1,480	\$0	\$8,467.50	\$75.16	\$353.96
#8	568	\$0	\$11,443.00	\$369.43	\$1,052.47
<b>Total</b>	<b>5,692 alumni</b>	<b>\$0</b>	<b>\$11,443.00</b>	<b>\$147.32</b>	<b>\$559.74</b>

*Statistical Analysis of Hypothesis I-A1*

Table 4.3 describes the comparison of percentage of donors between SAA/SF alumni and non-SAA/SF. For the total sample, the crosstabulation revealed a significant (Chi-square (1) = 207.1, N= 5,692,  $p < .001$ ) difference between the percentage of SAA/SF donors (53.5%) and non-SAA/SF donors (34.6%). Interestingly, the percentage

of SAA/SF donors at five schools was higher than the total mean of 53.5% but the percentage of non-SAA/SF donors was higher than the total mean, 34.6%, at only three schools. As an outlier, for School #5 there was a non-significant difference in the percentage of donors between the two groups.

Table 4.3

*Percentage of Donors - Crosstabulation and Chi-Square Test  
SAA/SF Alumni vs. Non-SAA/SF Alumni*

School	# Never Given	# Given*	Pearson Chi-Square	Asymp. Signif. (2-sided)
#1 – SAA/SF	35 (19.9%)	141 (80.1%)	77.86	.000
Non-SAA/SF	117 (66.5%)	59 (33.5%)		
#2 – SAA/SF	100 (75.8%)	32 (24.2%)	15.26	.000
Non-SAA/SF	123 (93.2%)	9 (6.8%)		
#3 – SAA/SF	93 (24.5%)	286 (75.5%)	87.78	.000
Non-SAA/SF	220 (58.0%)	159 (42.0%)		
#4 – SAA/SF	170 (27.4%)	450 (72.6%)	47.44	.000
Non-SAA/SF	287 (46.3%)	333 (53.7%)		
#5 – SAA/SF	159 (88.3%)	21 (11.7%)	1.55	.286
Non-SAA/SF	166 (92.2%)	14 (7.8%)		
#6 – SAA/SF	153 (45.7%)	182 (54.3%)	39.11	.000
Non-SAA/SF	233 (69.6%)	102 (30.4%)		
#7 – SAA/SF	498 (67.3%)	242 (32.7%)	6.56	.011
Non-SAA/SF	543 (73.4%)	197 (26.6%)		
#8 – SAA/SF	115 (40.5%)	169 (59.5%)	23.70	.000
Non-SAA/SF	173 (60.9%)	111 (39.1%)		
<b>Total</b>				
SAA/SF	1,323 (46.5%)	1,523 (53.5%)	207.1	.000
Non-SAA/SF	1,862 (65.4%)	984 (34.6%)		

\*given at least once since graduation

*Statistical Analysis of Hypothesis I-A2*

Table 4.4 describes the general cumulative giving information and group statistics for each institution and the total sample. Schools #3 and #8 had especially strong cumulative giving for both groups of alumni compared to the total mean. Overall, the mean of cumulative giving and the maximum of cumulative giving was higher at all institutions for SAA/SF alumni compared to their non-SAA/SF peers.

**Table 4.4**

*Cumulative Giving - Descriptive Statistics - SAA/SF Alumni and Non-SAA/SF Alumni*

School	Group N	Min.	Max.	Mean	Std. Dev.	Std. Error Mean
#1 – SAA/SF	176	\$0	\$2,235.00	\$216.85	\$349.64	\$26.36
Non-SAA/SF	176	\$0	\$1,312.50	\$54.93	\$166.78	\$12.57
#2 – SAA/SF	132	\$0	\$4,000.00	\$55.47	\$367.99	\$32.03
Non-SAA/SF	132	\$0	\$335.00	\$6.47	\$33.87	\$2.95
#3 – SAA/SF	379	\$0	\$8,625.00	\$512.85	\$1,189.67	\$61.09
Non-SAA/SF	379	\$0	\$2,510.00	\$94.12	\$274.67	\$14.11
#4 – SAA/SF	620	\$0	\$5,575.00	\$228.69	\$518.90	\$20.84
Non-SAA/SF	620	\$0	\$2,300.00	\$62.66	\$171.69	\$6.90
#5 – SAA/SF	180	\$0	\$250.00	\$9.88	\$33.02	\$2.46
Non-SAA/SF	180	\$0	\$150.00	\$3.69	\$15.82	\$1.18
#6 – SAA/SF	335	\$0	\$5,256.96	\$116.50	\$424.16	\$23.17
Non-SAA/SF	335	\$0	\$950.00	\$27.75	\$91.27	\$4.99
#7 – SAA/SF	740	\$0	8,467.50	\$92.98	\$443.98	\$16.31
Non-SAA/SF	740	\$0	\$4,025.00	\$57.34	\$230.93	\$8.49
#8 – SAA/SF	284	\$0	\$11,443.00	\$532.09	\$1,341.72	\$79.62
Non-SAA/SF	284	\$0	\$5,602.00	\$206.78	\$604.97	\$35.90
<b>Total</b>						
SAA/SF	2,846	\$0	\$11,443.00	\$225.71	\$736.40	\$13.80
Non-SAA/SF	2,846	\$0	\$5,602.00	\$68.92	\$268.59	\$5.03



Table 4.5 shows the measure of significance in cumulative giving between SAA/SF alumni and non-SAA/SF alumni. As would be expected from reviewing Table 4.4, the t-test for Equality of Means confirmed that cumulative giving for SAA/SF alumni was significantly higher ( $t(5,690) = 10.67, p < .001$ ) than the lifetime giving of non-SAA/SF alumni for the total sample.

Table 4.5

*Cumulative Giving - Independent Samples Tests  
SAA/SF Alumni vs. Non-SAA/SF Alumni*

School	Levine's Test for Equality of Variance		t-test for Equality of Means			
	F	Significance	t	df	Signif. (2-tailed)	Mean Diff.
#1	31.32	.000	5.55	250.72	.000	\$161.92
#2	6.71	.010	1.52	133.22	.130	\$49.00
#3	97.17	.000	6.70	418.21	.000	\$418.73
#4	93.08	.000	7.56	752.93	.000	\$166.03
#5	20.70	.000	2.27	257.08	.024	\$6.19
#6	25.88	.000	3.74	364.86	.000	\$88.75
#7	7.02	.008	1.94	1,112.13	.053	\$35.64
#8	34.26	.000	3.73	393.50	.000	\$325.31
Total	239.30	.000	10.67	3,588.77	.000	\$156.79

Individually, five schools showed a significant difference between cumulative giving of SAA/SF alumni and non-SAA/SF alumni. Two schools, #2 and #7, showed non-significance between the cumulative giving of the two groups.

*Statistical Analysis of Hypothesis I-A3*

Table 4.6 illustrates the difference in number of donors above and below the median of average gift amount per year for all donors, SAA/SF alumni and non-SAA/SF alumni. The median level was \$12.50. The crosstabulation test showed that there was a significant (Chi-square (1) = 57.51, N=2,501,  $p < .001$ ) difference in the number of high level donors of the SAA/SF alumni (57.3%) when compared to the number of high level donors of the non-SAA/SF group (41.8%).

Table 4.6

*Percentage of Donors - Crosstabulation and Chi-Square Test  
Low Level Donors vs. High Level Donors*

Group	Low Donors	High Donors	Pearson Chi-Square	Asymp Signif. (2-sided)
SAA/SF Donors	648 (42.7%)	875 (57.3%)	57.51	.000
Non-SAA/SF Donors	573 (58.2%)	411 (41.8%)		

Phase I-B – Analysis of SAA/SF Alumni Giving Data Only

In this portion of Phase I, comparisons of the cumulative giving rates and percentage of donors of SAA/SF alumni based on different student advancement organizational structures and age of SAA/SF alumni are presented.

*Statistical Analyses of Hypotheses I-B1 and I-B2*

According to Table 4.7, the difference in cumulative giving was non-significant ( $t(2,846) = .591, p = .555$ ) between SAA/SF alumni who participated in organizations that included institutionally-related fund-raising programming and those which did not.

Table 4.7

*Cumulative Giving - Independent Samples Tests  
Institutional Fund Raising vs. No Institutional Fund Raising (SAA/SF Alumni only)*

Instit. FR	# of Alumni	Mean	Levene's Test for Equality of Variance		t-test for Equality of Means			
			F	Signif.	t	df	Signif. (2-tailed)	Mean Diff.
Yes	1,915	\$231.40	.853	.356	.591	2,844	.555	\$17.39
No	931	\$214.01						

Table 4.8 shows a significant (Chi-square (1) = 56.96, N=2,846,  $p < .001$ ) difference between the percentage of SAA/SF donors in programs that included institutional fund raising and those that did not. Significantly more "fund-raising" alumni (58.4%) contributed at least once compared to the "non-fund-raising" alumni (43.4%).

Table 4.8

*Percentage of Donors - Crosstabulation and Chi-Square Test  
Institutional Fund Raising vs. No Institutional Fund Raising (SAA/SF Alumni only)*

Group	# Never Given	# Given*	Pearson Chi-Square	Asymp Signif. (2-sided)
Instit. FR - Yes	796 (41.6%)	1,119 (58.4%)	56.96	.000
Instit. FR - No	527 (56.6%)	404 (43.4%)		

\*given at least once since graduation

*Statistical Analyses of Hypotheses I-B3 and I-B4*

According to Table 4.9, significant ( $t(2,846) = 2.46, p < .001$ ) difference was observed between SAA/SF alumni who were members of organizations whose budgets were at the level of 95% or more from the institution and those who had to raise 5% or

more of their organizations' budgets through programming. Members of the latter group gave significantly more over their lifetimes.

Table 4.9

*Cumulative Giving - Independent Samples Tests*  
*95%+ Budget Provided vs. < 95% Budget Provided (SAA/SF Alumni only)*

95% of Budget Provided	# of Alumni	Mean	Levene's Test for Equality of Variance		t-test for Equality of Means			
			F	Signif.	t	df	Signif. (2-tailed)	Mean Diff.
Yes	2,051	\$201.89	14.97	.000	2.46	1165.64	.014	\$85.29
No	795	\$287.18						

In addition, Table 4.10 shows that SAA/SF alumni who did not have to raise budget revenues through their programming also differed significantly (Chi Square (1) = 31.09, N = 2,846,  $p < .001$ ) in number of donors (50.3%) from those who did have to raise budget revenues (61.9%). A significantly higher percentage of SAA/SF alumni who had to raise budget revenue as students became donors as compared to their non-budget-raising SAA/SF peers.

Table 4.10

*Percentage of Donors - Crosstabulation and Chi-Square Test  
95%+ Budget Provided vs. < 95% Budget Provided (SAA/SF Alumni only)*

Group	# Never Given	# Given*	Pearson Chi-Square	Asymp Signif. (2-sided)
95% Budget - Yes	1,020 (49.7%)	1,031 (50.3%)	31.09	.000
95% Budget - No	303 (38.1%)	492 (61.9%)		

\*given at least once since graduation

*Statistical Analyses of Hypotheses I-B5 and I-B6*

In Table 4.11, a significant ( $t(2,846) = 10.53, p < .001$ ) difference was measured between the cumulative giving of older SAA/SF alumni and younger SAA/SF alumni. Younger SAA/SF alumni was defined by having graduated in the ten years prior to the study. In fact, the mean cumulative giving for older alumni was more than five times larger than that of younger alumni.

Table 4.11

*Cumulative Giving - Independent Samples Tests  
Young Alumni vs. Older Alumni (SAA/SF Alumni only)*

Young Alumni	# of Alumni	Mean	Levene's Test for Equality of Variance		t-test for Equality of Means			
			F	Signif.	t	df	Signif (2-tailed)	Mean Diff.
Yes	1,842	\$90.11	384.39	.000	10.53	1071.49	.000	\$384.37
No	1,004	\$474.49						

Also, as Table 4.12 shows, there was a significant (Chi Square (1) = 204.29, N = 2,846,  $p < .001$ ) difference between the number of donors in the older SAA/SF alumni category (71.6%) as compared to the number of younger SAA/SF alumni donors (43.6%), favoring the older group.

Table 4.12

*Percentage of Donors - Crosstabulation and Chi-Square Test  
Young Alumni vs. Older Alumni (SAA/SF Alumni only)*

Group	# Never Given	# Given*	Pearson Chi-Square	Asymp Signif. (2-sided)
Young Alumni - Yes	1,038 (56.4%)	804 (43.6%)	204.29	.000
Young Alumni - No	285 (28.4%)	719 (71.6%)		

\*given at least once since graduation

#### Summary of Phase I Results

According to the results of the statistical tests in Phase I-A, student involvement in SAA/SF programs is related positively to alumni giving. Not only did significantly more SAA/SF alumni give at some point after graduation but they gave significantly more cumulatively throughout their lifetimes and at significantly higher dollar amounts than their non-SAA/SF peers.

In Phase I-B, different types of SAA/SF programming are shown to have an effect on the alumni giving of former student members. In regards to institutional fund raising, SAA/SF students who had participated in this type of programming did not give more money over their lifetimes than their peers who did not participate in institutional fund raising. Significant difference was noted, however, between the two groups in terms of

**givers and never givers. Those who participated in institutional fund raising were more inclined to have given at least once since graduation. Having to raise a portion of SAA/SF program budgets appeared to affect significantly alumni giving both in terms of cumulative giving and percentage of donors. And, as may have been expected, those SAA/SF alumni who had graduated more than ten years before the study had given significantly more, and more of this group had made at least one contribution, compared to younger SAA/SF alumni, those who had graduated during the past ten years prior to the study.**

## CHAPTER V: ANALYSIS OF QUALITATIVE RESULTS

### Introduction

The results of the statistical tests in Phase I showed that student involvement in SAA/SF programs had a significant impact on alumni giving. The next question for this research study was “why?” What specific aspects of the SAA/SF social context and the alumni fund-raising process encouraged prosocial behavior resulting in greater alumni giving rates? In Phase II, I designed a qualitative approach to help answer this question. I examined three parts of the student advancement experience to discern how prosocial behavior was developed and encouraged in: 1) SAA/SF students’ experiences, 2) SAA/SF group design approaches, and 3) SAA/SF alumni experiences.

The overarching research questions related to these three areas guided the development of the interview protocols (see Appendix K). These questions were designed to complement the statistical results and give voice to the quantitative giving information. This study used a theoretical framework provided by social learning theories of prosocial behavior and motivational theories concerning intrinsic and extrinsic rewards. With this theoretical foundation, the interviews were interpreted through the lenses of the concepts of communities of participation and relationship marketing.

The participants for this portion of the study were chosen as a purposeful sample. Based on responses from a short written questionnaire sent to each of the advisers of the SAA/SF programs that supplied alumni giving data for this study, four SAA/SF advisers



were selected to participate in individual, 45-minute, telephone interviews. Then, these four advisers each recommended two alumni who were former SAA/SF presidents at their institutions, for a total of eight SAA/SF alumni, to participate in similar 45-minute, telephone interviews (See Appendices C, D, & E).

This chapter consists of a statement of researcher bias, a general overview of the participating SAA/SF programs, and descriptions of responses from the SAA/SF adviser and SAA/SF alumni interviews. These descriptions are presented in the order of the overarching research questions addressed in the interview protocols. An analysis and interpretative summary of factors that emerged from the participants' responses and the development of properties of the study's theoretical concepts concludes the chapter.

#### Statement of Researcher Bias

As a fund-raising professional in higher education for fifteen years, encouraging increased alumni financial support has been the on-going challenge of my job. While working in an Annual Fund office, I spent five years as the adviser of a student advancement group at a public, large, doctoral/research institution in the southern U.S.

I noticed that following graduation, many of the former SAA/SF members contributed to the school's Annual Fund and at higher dollar amounts than their peers. They were also very involved in alumni volunteer projects. When I inquired about their giving habits, they told me anecdotal stories of how involvement in the SAA/SF program had influenced their current philanthropic attitudes toward the university.

While I was an SAA/SF adviser, I also served on the national board of the Association of Student Advancement Programs (ASAP). I met a number of advisers who had similar stories of SAA/SF alumni. Although the interest was apparent, no one,

however, had the time or the technical ability to statistically analyze the giving information of former SAA/SF members compared to their non-SAA/SF peers.

Armed with a strong belief in the efficacy of student advancement programs in relationship to alumni giving rates, I chose to focus this research study on the impact of participation in SAA/SF programs on alumni financial support. If SAA/SF alumni were found to give significantly greater alumni contributions, then I wanted to know if and how these programs influenced that behavior and if those influences could be widened to a broader student audience.

### Overview of the Four Participating SAA/SF programs

Based on responses from the surveys completed by the participating institutions (See Appendices A & C) and the responses of both the SAA/SF advisers and SAA/SF alumni, the following section provides a general description of the common, and where, appropriate, uncommon, characteristics of the institutions and SAA/SF programs represented by the interview participants.

The participating institutions and SAA/SF programs share several common characteristics and, also, several differences. All of the schools are large, public and at the doctoral/research level. The interview participants, however, represent four institutions from diverse geographic areas of the United States, Northeast, South, West, and Northwest.<sup>1</sup> Two of the SAA/SF organizations were formed in the late 1960s to early 1970s and the other two were established in the mid-1980s. They each are stable organizations based on the definition of longevity, budget support, and membership size and consistency discussed in Chapter III. According to the respondents, all of the

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<sup>1</sup> I will use geographic pseudonyms in place of the four institutions' names in order to protect their individual privacy, e.g., North University, etc.

participants' groups receive encouragement and support from upper level administrators and influential alumni volunteers.

The closed membership portions of the four groups range in annual size from 35 members to 120 members. Two of the organizations recently opened a general membership portion. One of these two groups boasts more than 4,000 general members and the other SAA/SF program is just beginning an open membership portion. Both of these groups with mixed forms of membership, however, consider the students in the closed membership portion to be the leaders of the organizations.

Students involved in these four SAA/SF organizations manage and participate in a number of campus-wide activities. For example, these programs include Freshman Welcome parties, Parents' Weekend, Homecoming, Spring Festivals, Survival Kit sales, and Senior Challenge fund-raising programs. Some of the programs are designed as fund-raisers to help supplement the SAA/SF programs' budget and others are activities funded by the sponsoring organization or institution.

In addition to large, campus events, the SAA/SF programs also offer a variety of smaller programs and activities. To build relationships between alumni and students, each of the SAA/SF groups sponsors career and mentoring programs and dinners with alumni. They also sponsor faculty programs and some participate in high school recruitment for their Admissions Offices. Individual SAA/SF students also act as representatives at alumni functions, university meetings, and presidential receptions.

All of the participants' SAA/SF programs foster internal leadership development and team building. Group retreats are scheduled at least annually. In addition, members are given the opportunity to attend ASAP district and international conferences. At these

conferences hosted by ASAP programs across North America, student members and SAA/SF advisers interact with their peers from student advancement programs throughout the U.S. and Canada.

According to the advisers and alumni interviewed, the SAA/SF programs are active, vibrant student organizations on each respective campus. Unlike other student groups, these SAA/SF organizations' primary focus is supporting and enhancing their Alumni Associations and institutions. Involvement in the SAA/SF organization, all of the participants commented, offers students the opportunity to improve leadership skills, learn programming responsibilities, gain insight into the workings of the university, and develop strong relationships with peers, administrators, and alumni.

#### Description of SAA/SF Adviser Responses

Based on the responses of the survey sent to program advisers of each institution, four SAA/SF advisers were chosen to participate in more detailed interviews. The participants were chosen based on interest in participating and organizational demographic and programming diversity. Table 5.1 describes the advisers and the SAA/SF programs that they support. In the interviews, the participating SAA/SF advisers were asked to share their views on the role of student advancement participation in developing students' sense of prosocial behavior that impacts current SAA/SF alumni support. They were then asked a series of questions concerning how the student advancement groups' structures assists in developing prosocial behavior. Finally, they conveyed their thoughts relating to how their institutions encourage SAA/SF alumni support following graduation.

Table 5.1

*Description of SAA/SF Advisers and their SAA/SF Organizations*

School	U.S Region	Members	Budget	Instit. Fund Raising	Sponsor	Adviser Gender	Yrs. Advising
East Univ.	Northeast	Closed	Mixed	Senior Gift	Alumni Assn.	Female	5
South Univ.	South	Mixed	Institution	Senior Gift	Alumni Assn.	Female	1
West Univ.	West	Mixed	Institution	Senior Gift	Alumni Assn.	Male	5
North Univ.	Northwest	Closed	Mixed	None (f-r for budget)	Alumni Assn.	Male	7

*Research Question II-A1 - How does the institution value the role of student advancement programs in developing prosocial behavior in students that might influence young alumni giving behavior following graduation?*

The first overarching research question for the SAA/SF advisers was answered through a series of questions in the interview protocol (See Appendices D & K) related to how the institution values the role of student advancement programs in teaching prosocial behavior to encourage long-term alumni support. I asked the advisers to share their opinions of the missions of the organizations and how students' participation in SAA/SF programs affects their prosocial behavior as alumni.

According to the adviser responses, the original purpose for developing all four organizations grew out of two goals, 1) creating connections for all students with the institution as a whole and, 2) creating connections for all students with the Alumni

**Association. The latter goal was understandable considering that the sponsoring organization for each of these student organizations was the institution's Alumni Association. For example, the adviser from North U. noted, "The basic reason of having an organization is...to build the camaraderie with fellow students while you're here and to educate other students about the Alumni Association so everybody feels good about the university." All of the respondents commented that the ultimate purpose for each group was to create stronger ties between members of the general student body and the institution that would last throughout every student's lifetime. As the West U. adviser observed, creation of the SAA/SF group was "to make the college experience more than just going to class. [SAA's purpose was] to create a bond, a connection between students and the campus so that they would want to stay connected through Alumni Association membership after they graduate."**

#### ***Mission Development***

**For each of the four groups, the first goal, connecting students with the institution, is mainly addressed through SAA/SF programming. The student organizations are tasked with developing and managing programs to create and maintain school traditions. Examples of these traditions include sponsoring "Welcome Back" parties for students at the beginning of each academic year, hosting Parents Weekend, working on Homecoming activities, and promoting the Senior Class Gift program. The initiators of the SAA/SF organizations hoped that through these traditions, the general student body would have stronger attachments and greater allegiance to the institution. East U.'s adviser said, "Planning fun events for students on campus, connecting them to the University now and having them maintain that connection once they graduate, that's**

become our main focus.” This connection could result in financial support, volunteer involvement, or, just general good will toward the institution following graduation.

Although all of the adviser respondents believe that their groups are effective, none of the institutions, sponsoring organizations, or student groups, however, has specific assessment methods to measure whether these connections actually occur after students enter the alumni population. North U.’s adviser lamented, “We don’t do as much as we should. We should be but we aren’t yet.” East U.’s adviser commented, “It [evaluation] is definitely something that most groups don’t do but something that we should be doing to prove that it is worthwhile and they [administrators] should be supporting them [SAA/SF programs].”

In regards to the second original goal of the SAA/SF programs, connecting students with the Alumni Association, in general the respondents feel that the members of their SAA/SF groups benefit from the relationships with the sponsoring organization to a greater extent than do the general student population. As the adviser from East U. observed, “Even though SAA tries to create connections for other students who aren’t in SAA to the University, SAA members still have a much greater understanding of the Alumni Association and what it is and what its purpose is.” In fact, both West. U. and South U. recently changed their membership designs to involve more students in the student advancement experience so that they could educate a greater number of students about the Alumni Association. They developed a mixed membership format involving a closed group of leadership students and an open membership for the general student body where individuals pay dues to belong to the student advancement program and receive benefits from the Alumni Association.

### *Impact of SAA/SF Participation*

All of the respondents believe that students involved in their organizations develop greater prosocial behavior and increased intrinsic motivation toward their institutions as alumni compared to members of the general student population. Each of the advisers interviewed feels that SAA/SF alumni know what is expected of volunteers and they are more understanding of the importance of staying involved as alumni. As one of the advisers replied, "They're better prepared. They're excited because they want to give back to the university."

In addition, all of the advisers feel that SAA/SF students have a greater awareness and understanding of the significance of private giving to the institution than non-SAA/SF students. All of the respondents think that alumni giving is affected positively through involvement in their student advancement programs. For example, South U.'s adviser commented, "I believe it gives them more of an awareness that giving is needed and that it also gives them more of an appreciation, I hope, of what their Alumni Association offers them along with South University as a whole."

*Research Question II-A2 - How are specific SAA/SF group programming, membership strategies, leadership development, and budgeting support used to develop prosocial behavior that encourages long-term alumni support?*

The second overarching research question discussed with the SAA/SF advisers relates to how specific SAA/SF group designs enhance prosocial behavior to encourage long-term alumni support. Advisers were asked how their program's structure creates a learning environment that would influence lifetime support of the institution. The purpose of the chosen organizational design and its impact on developing prosocial



behavior in SAA/SF students was explored through a variety of interview questions (See Appendices D & K).

According to the interview responses, the organizational structure of each student program initially developed out of the then-current design of the Alumni Association, creating student portions of the parent organization. “Back then, the students were actually selected to represent districts – the same districts that paralleled our alumni national counsel board,” one adviser remembered. Early structural alterations in the SAA/SF organizations were reactions to changes outside of the group. South U.’s adviser commented, “They did a lot of different programs and activities that have kind of branched off and other students groups are doing those things now.”

As the SAA/SF groups matured, greater organizational planning was attempted to evaluate the purpose of the program and to develop appropriate structures to achieve their goals. North U.’s adviser responded, “What we do now for the Alumni Association has drastically changed... We, at one point, were just sort of ambassadors. Over time we’ve taken on the events management type of things as well as planning and carrying them out – getting the hands on training of what it’s actually like to raise money, of what it’s like to put on an alumni event.”

In the past five years, two of the groups have taken proactive roles in evaluating the purpose of their student programs and made changes to the organizational structure to better focus on current Alumni Association and university needs that could be addressed by SAA/SF activities. South U.’s adviser noted, “A lot of research went into what some other schools were doing [to be effective].” For the most part, changes to programming, budget, and membership were attempts to create a structure more conducive to achieving

each group's goals of connecting students to the institution and educating students about the Alumni Association.

### *SAA/SF Structural Changes*

For some groups, SAA/SF programming changed initially due to the formation of a new student organization at an institution. For example, as Admissions programs became more sophisticated, two of the groups relinquished the duties of Tour Guides to new organizations sponsored by the Admissions Office. One adviser recalled, "Tours are no longer done by the [SAA] students. There's a whole new group that that's their main, sole responsibility and activity." For another group, their role in the Annual Fund's alumni phonathon was eliminated when the Development program hired paid student callers. In contrast, particular events and activities also grew in importance for some SAA/SF groups, such as involvement in Homecoming, and became greater responsibilities for the SAA/SF organization than they were initially.

Budgets for all four groups have grown dramatically since their early years of existence. Budgets have been adapted as programming was added or financing changed by the parent organization. Two of the groups receive all of their funding from institutional or Alumni Association support and two of the programs have a mixed design, part supported by the sponsoring group and part funded through programming revenues raised by the SAA/SF groups themselves. West U.'s adviser said, "Our entire budget comes from the Alumni Association...We used to have some fund-raising programs that supported their operating budgets but it was decided that the amount of effort that went into raising a pretty low dollar figure in terms of our budget wasn't worth the effort." East U.'s adviser replied, "The funding over the years has changed a little.

**We get a certain amount of money from our Alumni Association...Also what they raise themselves has significantly grown over the years as well. They're really good [at raising money]."**

**Each of the organizations started with closed membership and have retained this form of group leadership in some variant although all four groups have grown in size since their initial formation. Members are chosen through an application and interview process. All of the advisers feel that a closed membership has positive effects for the student participants. East U.'s adviser commented, "They felt special belonging to the group." The selective nature of this process makes the students feel special and elite. The adviser to a closed membership SAA/SF program believes that closed membership "created more of a family and niche for students so that they felt like they really belong to something." All of the advisers commented that the feeling of family is very strong between SAA/SF students and long-term relationships are formed among the students and between students and administrators.**

**All of the advisers commented on the need to create a fun environment so students want to be involved. Because the groups are small enough, each of the organizations plans regular group activities such as dinners and retreats for bonding experiences. East U.'s adviser observed, "They're very, very close. I think they work so well together because they play so well together."**

**Each of the advisers noted that the closed membership arrangement means that a relatively small group of students, numbered between 35 to 120 members, are responsible for some of their campus' largest student activities and each SAA/SF member has the opportunity to take on important leadership and management roles. In addition, through**

these activities, all of the advisers feel that SAA/SF students become involved in the institution and have a greater understanding and education of the school's needs and the roles of volunteers. South U.'s adviser believes, "Their products and programs are connected with giving and results...I think that creates information, and it is knowledge and it is awareness."

### *Organizational Issues*

Each respondent feels that particular SAA/SF programming, membership type, and budget sources affect the development of prosocial behavior in SAA/SF students that could impact their giving and volunteerism as alumni. Interestingly, all of the advisers have concerns about the effects of budgeting and membership on the ability to encourage alumni support. According to the adviser responses, SAA/SF programming, membership type, and budget sources have both possible positive and negative impacts on the development of prosocial behavior in SAA/SF student participants.

For the two SAA/SF groups whose budgets are provided entirely by the institution or sponsoring organization, the advisers believe that student participants may be spoiled and do not appreciate their funding. Conversely, as noted earlier, one of the same advisers commented that, "the amount of effort that went into raising a pretty low dollar figure in terms of our budget...wasn't worth the effort...We'd rather put those volunteer resources toward other programs." With total institutional funding, some advisers feel that students have more time to be involved in the group and get more out of the student experience, thereby achieving a greater understanding of the institution's needs and goals instead of focusing on fund raising for the group's budget. One student commented to an

adviser of a program funded completely by the institution, "I feel that the Alumni Association gave me a lot as a student...it's important that I give back."

Advisers of the two SAA/SF programs whose budgets are provided in part by the institution and the remainder raised through program revenue, a mixed budget design, feel that team-building is a positive outcome when students raise money for their SAA/SF budgets. One of these advisers mentioned, "I think it gives them a real sense of pride to see that they're earning...it forces them not to be spoiled." Additionally, receiving some money from the institution shows the students that their activities are important and respected by institutional administrators. These advisers, too, however, see the benefit of focusing students' energy toward programming without the concern of making a profit.

Closed membership also is a cause of concern for the respondents, although the advisers believe that it does have advantages. One adviser commented that larger, open groups do not have enough programming to involve everyone and, additionally, many students might use membership just as a resume-builder. He said, "We could have 500 people, but you're probably going to see the same 80 people around doing everything." While recognizing the powerful bond created by closed membership, all of the advisers worry that many other interested students are denied the student advancement experience. One of the advisers bemoaned, "We turn so many of them away that are wanting to get involved, wanting to be a part, wanting to be active on campus and connected to the Alumni Association." All of the advisers interviewed also showed concern that their institutions are missing out on the opportunity to educate and involve many more

students, their future alumni, on the needs of the school, experiences that only students in the closed membership currently receive.

These fears led two of the organizations to augment their closed membership with an open membership program. Although designed slightly differently, each of the two organizations continues to have a closed membership portion for group leadership and an open membership portion for the general student body. Both open memberships involve a dues-paying program, with portions of the fee helping to support the Alumni Association or Annual Fund. In turn, the student members receive benefits of Alumni Association membership.

Although, none of the advisers feels a major structural change is necessary for his or her organization to encourage greater alumni involvement from student members after they graduate, each commented on the need to continue involving students more with alumni. The advisers are turning their attentions to adding programming for students that brings them together more often with alumni and exposes them more to opportunities to be involved with the Alumni Association and the institution after they graduate.

Speaking of the current SAA/SF president, East U.'s adviser observed, "Her purpose is now to create more activities that actually bring students and alumni together which is something I think we really need to focus on more." In addition to their group members, the advisers said that they would like to educate more students in the general population about the Alumni Association and its importance and connection to the institution. The same adviser followed-up saying, "I think we need to create some more programs that do educate the current student body on what the Alumni Association is all about."

### *Developing Communities of Participation*

The advisers who were interviewed had a general consensus in regards to the ideal SAA/SF organizational structure to develop student prosocial behavior that would encourage long-term alumni support. If they possessed the freedom to accomplish this goal, they would design a student advancement group with a closed membership structure that relies on a mixed budget coupled with programming that emphasizes fun and fund raising (institutional and/or for budget purposes). The ideal SAA/SF organization would focus on making relationship connections with the SAA/SF students to develop fond memories. They also would educate students about appropriate alumni behavior, i.e. being an alumnus volunteer and financial supporter. South U.'s adviser noted, "One of the things we've discovered is that we're trying to establish a relationship with these people after they've graduated. It's too late then...The key is getting them to have fun and have a positive experience that they can relate back to in making that connection while they're here." Most of the advisers feel that involvement in fund-raising programs, such as a Senior Class Gift, creates the idea of giving to the institution while the students are still enrolled.

Not to be tied to a particular design, however, the respondents highlighted that the unique and special nature of every institution would necessitate that a student advancement organization be tailored to each individual school's needs. One adviser noted that "we kind of had to make it work with our situation." The ability to change and be fluid in organizational structure is paramount if a group is to achieve the goals of developing prosocial behavior in its student body that would be exhibited after graduation in the form of greater alumni involvement.

Interestingly, none of these organizations participates in on-going, formal evaluations to examine the long-term effects of student advancement involvement, i.e., alumni giving rates and alumni volunteer hours. Each of the groups has some degree of informal evaluation. Most evaluation is done at the programming, day-to-day level and involves the student participants, although some formal evaluation of programming is performed with the SAA/SF advisers and their Alumni Association administrators. These evaluations encourage small programming changes, but rarely generate dramatic shifts in organizational design. As West U.'s adviser remarked, "Every year one little thing changes here and there."

Major structural changes in SAA/SF organizations appear to take place based on a general consensus within the group and at the sponsoring organization level that the goals of the student advancement program could be better met through a changed format. The two organizations that had made major changes took great care and time to research possible structures and the desired outcomes. The SAA/SF advisers of these two groups believe that the students involved in the change process appear to have an even greater sense of the group's goals and needs of the institution based on the extensive time and buy-in necessary to make dramatic changes.

*Research Question II-A3 - How does the institution consider the impact of student advancement involvement as a developer of prosocial behavior over the lifetime of SAA/SF alumni in regards to institutional support?*

The third overarching question explored with SAA/SF advisers how their institutions consider the impact of student advancement involvement over the lifetime of SAA/SF alumni (See Appendices D & K). Advisers were asked to consider the attitudes



of SAA/SF alumni toward the institution. They also were asked to discuss how their institutions involve SAA/SF alumni in supporting their alma mater. Additionally, institutional expectations of alumni involvement were discussed as a factor in developing lifetime prosocial behavior.

All of the respondents believe that the significant difference shown in giving in the quantitative portion of this study is highly attributable to students' involvement in SAA/SF programs. One adviser commented, "Why you notice such a big difference [in giving] is that SAA students are so much more educated about it. They had such a good time here. They really understand the Alumni Association and its purpose and the importance of giving back. It's so, so highly attributed to their experiences in SAA." Another adviser noted, "A lot of students come to school and they think this is a state school, they get state funding, what do I need to give back for?...The more a student is involved, the more they're exposed -- the more they learn about their school and the way it functions and the needs of the university."

#### *Factors of Involvement*

Involvement was the key theme discussed by all of the advisers. Involvement primarily takes two forms in regards to affecting long-term institutional support, 1) involvement in Advancement events such as being student hosts and special guests, and/or 2) involvement in the creation and execution of fund-raising events. Students involved in these programs have a heightened college experience compared to those in the general student body. Additionally, student involvement centers on fun activities that encourage their greater commitment to the organization, before and after graduation.

Each of the advisers commented on the importance of SAA/SF students participating as hosts or guests in Development and Alumni activities in regards to developing greater prosocial behavior. Through these functions, students are exposed to the purpose and importance of private giving for the institution. These activities develop more student awareness of the importance of alumni giving and involvement. West U.'s adviser noted that the alumni attending these activities are demonstrating "model alumni behavior" and the SAA/SF students are able to learn by example. For instance, another adviser heard a student after a recent Development event say, "I hope to be able to give back like they've [alumni donors] given."

The four advisers also believe that student involvement in fund-raising activities teaches both the need for private giving and the qualities necessary for volunteerism. North U.'s adviser observed that "They're actually doing fund-raising events. So they actually see what it is to do fund raising." Each adviser commented that SAA/SF students understand how to plan and carry out activities to raise funds either for their programming budget or for institutional priorities. In either category, SAA/SF students are learning the fundamentals of volunteering while honing their understanding of the needs and goals of the group and/or institution.

#### *Enhancing Prosocial Behavior*

All of the advisers feel that student advancement groups enhance prosocial behavior that impacts SAA/SF alumni throughout their lifetime in regards to institutional support. In many cases, however, the advisers believe that this long-term behavior is a by-product of the student involvement, not the initial intended outcome of membership in the SAA/SF program. Only one adviser feels that his SAA/SF group is proactively

teaching members about philanthropy through direct talks about the importance of private giving. He observed, "One thing that wasn't taking place a lot when I took over with the students was an education of what alumni relations is and why it's important...So we talked about capital campaigns. We talked about fund raising. They get some practical experience of what a fund-raising event should be." The other respondents feel that this piece is missing from their programming or that this is not a primary goal of the student organization.

Even though three of the four organizations are responsible for the Senior Class Gift, a program directly related to institutional fund raising, most of the advisers feel that they should focus a greater educational emphasis on the importance of private support for their institutions, at least with student participants and, if feasible, with the general student population. As an adviser noticed about her SAA/SF program and institution, "They're not really good at doing it [developing sense of philanthropy] with the general population...That piece is completely missing right now."

In regards to alumni financial support, the advisers interviewed generally believe that the ability and interest to take advantage of the greater prosocial behavior instilled in SAA/SF students once they become alumni varies by organization. Two of the institutions are currently segmenting Annual Fund solicitations and/or Alumni Association membership appeals by sending specific, personalized letters to former SAA/SF students while the other two schools do not but are considering it. The ability to divide former SAA/SF members from the general alumni population for the purposes of solicitation varies widely. For one school, the Alumni Association, the parent group of the SAA/SF program, actually oversees the Annual Fund solicitation of SAA/SF alumni

for on-going, academic operational support and works hand-in-hand with the staff of the Annual Fund. On the other end of the spectrum, another SAA/SF group cannot even divide out alumni by student activity due to database problems. When solicited separately, a strong response was noted. North U.'s adviser proudly remembered, "We did a mailing last summer to 250 of our [SAA] alums and we included an envelope to send back a donation to the university. I think they received over 150 gifts just from that mailing." Also, although each group does try to involve former student advancement members as alumni volunteers for the Alumni Association, only half of the respondents interviewed actively recruit SAA/SF alumni as volunteers for institutional fund raising.

#### *Communicating Expectations*

Active tracking and formal communication with SAA/SF alumni also varies by institution. Each institution actively codes alumni as former student advancement group members on their alumni databases. Only half of the advisers' institutions communicate regularly with SAA/SF alumni through formal channels such as newsletters and reunions. Some try to invite student advancement alumni to events on campus or have informal communication with alumni through e-mail and personal contact. Most of the groups interviewed involve alumni as volunteers on an as-need basis. Advisers observed that SAA/SF alumni are often more active as volunteers than their non-SAA/SF alumni peers and fill leadership roles within the Alumni Association at an earlier age. "They're definitely targeted. When it comes time for a reunion, they're asked to be a chair," one adviser commented.

Each of the SAA/SF advisers has expectations that their SAA/SF students will become alumni volunteers at a higher rate than their peers in the general alumni

population and also probably donors. These expectations vary in intensity, however, and no group has specified goals of alumni involvement following SAA/SF participation.

One adviser commented, "It's an expectation that as a former [SAA] member, you'd be the first person to be called on in a given area where we don't have alumni volunteers."

None of the respondents said that he or she has formal expectations of alumni involvement. They hope, however, that students will stay involved after graduation through volunteering, contributing financially, and institutional cheerleading. The encouragement of this behavior varies by institution at different points in the lives of the SAA/SF members. One adviser directly appeals to the SAA/SF members while they are still enrolled that they are expected to become involved as alumni. Instead of direct appeals, another adviser is more comfortable encouraging improved prosocial behavior if it is observed while SAA/SF students are participating in group activities. All of the advisers make individual requests for alumni participation and appeals for involvement through SAA/SF alumni newsletters.

One organization has very high expectations that are communicated regularly by top institutional administrators. The adviser of this group said that students are told at retreats "why it's important, why we're training them to do what we want them to do in the future...[We say to them] 'This is just the beginning of what we hope is a lifelong student alumni experience.'" Alumni of this SAA/SF group are asked to participate through appeals based on their fond memories of the organization, reminders that other alumni helped when they were students, and recollections of group traditions that stir a desire to re-connect with the institution.

On the other end of the spectrum, the adviser of another SAA/SF group said that he focuses on behavior modification by “getting [SAA/SF members] into the habit of being a member and giving back and being involved” while still students. Rather than an explicit appeal, expectations of alumni involvement are communicated through exposing students to model alumni behavior. Top alumni volunteers are asked regularly to share their stories of involvement with SAA/SF students. Developing good habits of involvement and being shown model alumni behavior and its rewards are different, but possibly very effective, tools to communicate expectations of long-term alumni involvement.

Program staffing might impact follow-through on expectations of alumni volunteerism. Only one school has a full-time staff member dedicated to young alumni programming. Two of the institutions have an employee whose responsibilities include young alumni activities as a percentage of his/her duties. One school has no staffing for any young alumni programs. As the adviser from this institution criticized, “That’s been a complaint among many staff members. If we don’t capture them within the first five years of graduating, we’re probably never going to capture them again, in terms of membership and involvement.”

All of the advisers feel that their SAA/SF students are involved in opportunities to develop prosocial behavior that would connect them to their respective institutions throughout their lifetime. Each SAA/SF group works to develop some level of expectation of alumni involvement in SAA/SF participants and, to some extent, follows through with SAA/SF alumni to involve them in institutional activities. These organizations, however, do not have formal programs that automatically focus on moving

SAA/SF students with this heightened sense of prosocial behavior into alumni activities after they graduate. For the most part, the advisers interviewed for the study expect their SAA/SF alumni to make financial donations and volunteer for alumni activities purely on their own accord without direct prompting. This attitude is based on the belief that lifelong prosocial behaviors are developed while the students are members of the SAA/SF organizations and that these behaviors would be exhibited following graduation, with or without encouragement from the institution.

#### Description of SAA/SF Alumni Responses

Each SAA/SF adviser was asked to contact two former SAA/SF presidents to participate in a detailed interview (See Appendices E & K). Table 5.2 describes the participating SAA/SF alumni. In the interviews, these SAA/SF alumni were asked to share their views on the role of student advancement participation in enhancing their sense of prosocial behavior while they were students and how their SAA/SF involvement impacted their current alumni support. They were then asked a series of questions concerning how the SAA/SF group's structure assisted in developing prosocial behavior. Finally, they were asked to discuss how their institutions encourage their financial and volunteer support following graduation.

Table 5.2

*Description of SAA/SF Alumni Interview Participants*

School	U.S. Region	Graduation Year	Sex	Hrs./wk. for SAA	Yrs. In SAA	Other Extracurricular activities
East U.	Northeast	1994	M	10	3	Radio, athletics manager
East U.	Northeast	2001	F	5	4	None
South U.	South	1999	M	5	4	Student gov't., Student Body Pres., religious group
South U.	South	2002	F	5	4	Greek life, academic volunteer org.
North U.	Northwest	1998	M	5	3	Greek life
North U.	Northwest	1999	F	5	3	Greek life
West U.	West	1993	F	20	3	None
West U.	West	2001	M	15	3	None

*Research Question II-B1 - How did SAA/SF group participation encourage prosocial behavior that relates to his/her current institutional support as an alumnus?*

The first overarching research question discussed with the SAA/SF alumni dealt with how SAA/SF group participation encouraged the development of their prosocial behavior (See Appendices E & K). Overall, the alumni interviewed believe that SAA/SF participation does influence alumni support. All of the alumni interviewed feel that as



students the SAA/SF programs developed communities of participation that led to their greater connections to their institutions. Especially important to the respondents was the special mission of SAA/SF programs' focus on the institution. While members of the SAA/SF programs, all of the SAA/SF alumni developed strong relationships and many warm memories. In addition, the alumni participants feel that they learned more about the institution than their non-SAA/SF peers because they were treated as "insiders" and had access to more educational opportunities to learn about the needs and opportunities of the institution. Each of the SAA/SF alumni feels that all of these features of SAA/SF programs helped the SAA/SF students develop strong connections to the institution and taught greater prosocial behavior.

The interview responses revealed that SAA/SF participation at their respective schools strongly affected the current institutional support that the SAA/SF alumni respondents are providing. All of the alumni interviewed feel a close connection to the student advancement program and continue to stay in touch with former SAA/SF peers through informal communication and formal activities. A majority of those questioned believe that their involvement in the SAA/SF group affects their current financial support more than any of their other extracurricular activities. As an alumna from East U. stated, "I wasn't ever really committed to something like I was committed to SAA."

Schervish (1993) defines communities of participation as a socialization process resulting in a participant's identification with an organization or cause that builds greater prosocial behavior. This definition resonated with the respondents in regards to describing the student advancement program experience and its effect on alumni giving. After being read a definition, all of those interviewed agreed that SAA/SF programs

create an environment of a community of participation. As an alumnus from East U. noted, "It fostered a group environment based on individual people that wanted to help the university." An alumnus from West U. believes that "the commitment to the organization would lead to more giving." The interview responses suggested that the ability to have a ready-made involvement in the institution is especially important to developing strong relationships between student and organization. An alumnus from North U. commented, "It's an organization which provides opportunities to be involved and...would be something that would definitely influence me and entice me to give back."

#### *Commitment to Mission*

What is special about student advancement programs, compared to other student groups, is that their mission focuses on the institution, several SAA/SF alumni noted in the interviews. SAA/SF programs attract students of diverse backgrounds who are interested, at some level, in being involved in the school. One alumnus observed, "You look at other clubs on campus and they all have some sort of affinity whether it's math club, science club, volleyball club – it's because they like those things. You look at a student advancement group, they're doing it because they like their school." The same alumnus noted that as the university's affinity group, "SAA was different from other organizations on campus because we focus entirely on North U. North U. is the purpose of the organization. I think SAA is special in that way."

The SAA/SF alumni, however, were not all institutional cheerleaders before joining SAA/SF programs. More than half of those interviewed did not seek out SAA/SF group membership due to an overwhelming desire to be more involved with the

institution. One respondent attended her first SAA/SF informational meeting because a friend she walked home with regularly wanted to go to the meeting before they returned to their residence after class. Another was introduced to the program by a Bible study group leader. A third was motivated initially by a different cause. He said, “they [SAA/SF members] said, ‘hey there’s a lot of girls in the group and we need more guys,’ and I’m like, ‘well, I’m all about that!’” Three of the SAA/SF alumni interviewed did actively seek out a student advancement opportunity, however. An alumnus from West U. commented, “I came from wanting to go to West U. since I was 12 years old so I was a [mascot] at heart.”

All of the alumni interviewed had a strong understanding of their respective student advancement group’s mission. In fact, all could easily state the slogan or mission of the organization without hesitation. In regard to the implicit mission of creating better alumni volunteers and donors through their student experiences, only two alumni of the same SAA/SF organization agreed that this other mission was stated directly to them as students. Two others suggested that it was implicit but more in regards to volunteering than giving financial support as alumni. Interestingly, all of the alumni respondents believe that explicitly discussing the goal of developing strong alumni involvement through participation in student advancement programs would have positive, long term outcomes. For example, an alumnus from South U. suggested, “[I think telling students gives] students an understanding that all of the things we have are because somebody was generous...so then our part is to continue that tradition.”

### *Personal Rewards*

The SAA/SF alumni interviewed for this study shared many similar, warm feelings about their SAA/SF experiences. A sense of belonging and the development of strong relationships, with peers and administrators, are significant outcomes of student involvement in SAA/SF programs. They feel that they contributed to the betterment of the institution while having a fun, engaging experience. Several alumni also mentioned the value of meeting a variety of students and alumni through SAA/SF activities. This diversity in relationships was something that their non-SAA/SF peers may not have experienced as easily.

Institutional needs were well-communicated to the respondents through their student advancement experience. The generally-held role of student was expanded by their participation in the SAA/SF groups. All of the alumni commented on being an institutional “insider” as a student through their SAA/SF membership. They had the opportunity to see the big picture and understand the behind-the-scenes, business-side of the institution while still a student. The comment of one alumna reflected this experience quite clearly. “As a student, I wasn’t really focused on the institution itself...I wanted a piece of paper in my hand and I was out of there. [In SAA] I had such a great time and figured, ‘hey, I can be a little bit more than just a student here on campus.’” All of the SAA/SF alumni were given the opportunity to interact with high-level administrators and alumni on a regular basis during their student experience in the SAA/SF programs. This interaction, a North U. alumna said, “gave you a better appreciation of how it all works and the effort people put into being able to teach the students.”

The interviews revealed that a variety of university activities helped build a sense of prosocial behavior in the SAA/SF alumni while they were students. By both learning about the school and Alumni Association from people they respected and creating and running fund-raising programs as SAA/SF students, those interviewed were exposed to a variety of educational opportunities that developed prosocial behavior. Understanding the needs and goals of the institution and alumni organization was gained through attending institutional meetings and Alumni/Development programs. For example, a West U. alumna feels that "it probably did most to connect me and have an understanding of the staff and administration level at a university because when you're a student you really don't think about that." Since the respondents were leaders of their organizations, many regularly attended meetings between high-level administrators and alumni leaders where university issues such as budgeting and strategic planning were discussed. Another alumnus noted, "It was a tremendous education for me and particularly having it early on in my college career that I kind of was engrained with that my whole time coming through school."

Attendance at Alumni and Development events where students interacted with alumni donors also affected the respondents' understanding of institutional needs. As one alumna noticed, SAA/SF students saw "how much money that people are willing to give back to the school...I was kind of impressed that someone would give that much money." Additionally, student participation in fund-raising programs, such as the Annual Fund's phonathon and the Senior Class Gift program, gave some SAA/SF students hands-on experience and appreciation for private financial support. As another alumnus noted, "We were really involved in activities that were fund raisers."

*Research Question II-B2 - What particular aspects of SAA/SF group programming, membership strategies, leadership development, and budgeting support motivated his/her behavior toward institutional support as an alumnus?*

The second overarching question explored with the SAA/SF alumni was how aspects of SAA/SF group design motivated their behavior toward institutional support as alumni (See Appendices E & K). Alumni respondents, in general, feel that programming, budgeting, and membership type were all important organizational issues that have influenced their future giving. To some extent, each area influences the other. Programming, activities sponsored by SAA/SF organization, is certainly affected by the size of an organization's budget because cost limits the size and number of programs the SAA/SF groups can sponsor. The number of members in the organization also influences programming because it limits or expands the number of activities the group can produce. Programming can influence budget size by focusing on revenue-creating activities that expand income. Membership is also affected by programming because particular students are drawn to organizations responsible for certain events, activities, and duties. Also, budgets influence and are influenced by the size and type of organizational membership. Smaller budgets mean fewer programs and, therefore, fewer members are needed. Conversely, larger memberships can sponsor more revenue-producing events, thereby increasing the budget of the SAA/SF group.

Larger budgets and more institutional funding of budgets is an important motivator toward alumni giving later in life according to the SAA/SF alumni who were interviewed for this study. Several alumni commented that the ability to develop high profile events through well-funded budgets helps raise awareness of the student

advancement group on campus and invokes a sense of pride in SAA/SF members. As an alumnus from a school with total institutional budget support noted, “[For other institution’s SAA/SF programs], it made the organization so much harder to run when you had to worry about the money. When you’re not concerned about the money and you know that you can make these big events then it’s easier to get membership.” Institutional support also develops a sense of gratitude in the students toward the supporting agency. An alumna of a program that received some funds from the institution and raised the other portion of the budget from fund-raisers even commented, “I was really appreciative for that [the budget support]...it’s nice that they think enough of our organization to be willing to do that and support our mission.” These SAA/SF alumni remarks were in contrast to comments by some of the SAA/SF advisers interviewed in regards to students’ attitudes toward raising budget revenue.

The interviews revealed that closed SAA/SF membership also has advantages when considering future alumni support. By being selective in membership, a West U. alumna responded that fellow SAA/SF members “influenced how positive the experience was and therefore influenced alumni giving.” Closed membership also creates intimacy and prestige that develops a special sense of pride in the future alumni. Another alumnus noted, “I think that a closed group makes for a closer group and the closer you are in a certain group makes it more special. The more special an experience you have, the more you’re going to think fondly on your years as an undergraduate. That’s going to help in contributing to the university when you graduate.” It should be noted that all of the SAA/SF alumni participated in student advancement programs that offered only closed

membership. Their perspective might have been biased toward this membership structure.

Within programming, several alumni commented on the importance of creating an environment of fun through their activities and events that develops lasting, warm memories. “We just had a lot of fun doing programs we put on,” was a typical comment. Interacting with high-level alumni and administrators at university events as hosts also influenced these SAA/SF students’ understanding of institutional needs and affected their giving later in life. For example, an alumna recalled, “At the president’s house, they used to host dinners and we met alumni and professors and we might hear about what they do to create [institutional] budgets.”

#### *Organizational Issues*

Several alumni had opinions on ways to change an SAA/SF group’s organizational structure to improve student members’ philanthropic understanding of the institution’s needs. Primarily, these changes involve programming, but comments were also made in regard to membership design and budgeting. Overwhelmingly, better education about the importance of private gifts to the university was cited by those interviewed as a strong developer of future alumni giving behavior. Several alumni observed that explaining to the SAA/SF students how the private contributions are used, the importance of alumni giving in the overall institutional budget, and the direct effect of private gifts on students would improve understanding and build prosocial behavior. An alumnus from East U. recalled, “We weren’t really sat down and told this is how it [giving] affects the bottom line. I think it might be a good idea for [SAA] to... have a better understanding of why we actually need all of this alumni support.”



The SAA/SF alumni were torn about the issue of membership structure in regard to creating a better philanthropic environment. In one view, closed membership creates unity among participants that may develop stronger memories and closer ties to the institution. Seen from a different angle, some saw closed membership as too restrictive and not allowing enough students to receive the special experience gained through student advancement programs. As the alumna of the SAA/SF program which was in the process of changing its membership to a mixed design commented, "I'd say to the open group, 'it's going to be important to get more people in contact with the Alumni Association, just some exposure to the programs there' and the message that 'hey, the reason we have all these things is because people gave.'"

One respondent also commented that increased SAA/SF budgets allows for more projects to be developed to raise money for student scholarships and institutional support. Through participating in these types of fund-raising programs, these students were taught the importance of private institutional support. One alumna who participated in a fully-funded SAA/SF group responded, "We're kind of blessed to have the money (budget) that we do...all of our fund raising that we do, the money goes toward student programs and scholarships. Instead of having to go out and work for their money (budget) to support themselves, they can go out and work to support a cause of their choice, and that makes you feel good when you're able to choose where your money goes."

Overall, each of the alumni interviewed concluded that organizational structure was an important aspect of the student advancement program in respect to building their own prosocial behavior. The alumni shared many similar opinions about how their particular SAA/SF structures influenced their attitudes toward giving. Those interviewed

also agreed that, no matter the SAA/SF group design, increased educational opportunities that explain the importance of alumni financial support could help to influence future students' prosocial behavior to a greater extent.

### *Developing Communities of Participation*

The alumni participants had several suggestions on how to develop a community of participation within a student advancement program to enhance prosocial behavior that would impact giving after graduating. These ideas focus on membership, budgeting, and programming. A South U. alumnus voiced his belief that, "The more opportunity for involvement and outreach to do with students while they're on campus, you're going to be much better served when they're off campus."

To build an ideal SAA/SF organization that develops life-long prosocial behavior, the SAA/SF alumni interviewed for this study had a number of suggestions related to membership design. The interview respondents believe that membership should be based on commitment to the organization, whether through open or closed policies. All of the alumni commented that dedicated SAA/SF members build closer, long-term relationships. Most of the alumni also feel that the environment of the organization needs to promote strong group dynamics through team-building. An alumnus from a closed membership SAA/SF group recalled, "With us, they built such a great group dynamic. Everybody loved to be with each other...working together as a group and working together for one cause."

The SAA/SF alumni also noted several other membership-related issues that are important for the creation of a community of participation. Several alumni feel that invoking a sense of privilege to be involved in the SAA/SF group is important. A

majority commented that incentives such as scholarships, awards, and conference attendance develop loyalty to the program. Half of the alumni interviewed noted the importance of developing a feeling of elite stature of SAA/SF members as compared to their peers in other campus groups. This concept of SAA/SF group significance could be achieved, it was suggested by the alumni, through demonstrations of public and private appreciation from high-level administrators. An alumnus from North U. commented, "Our [university] president is so appreciative and involved with our group...do it right and make sure they know they're appreciated for their efforts."

Most importantly, all of the alumni observed that a sense of fun is paramount to the SAA/SF membership for developing a solid group dynamic that leads to a community of participation. One alumnus noted, "It's got to be fun. It's got to be rewarding in some way." Finally, several alumni suggested that a committed adviser helps to create a cohesive culture that bonds students to the institution once they become alumni. An East U. alumna remarked, "Part of the reason [SAA group] was so successful is because [Name] was such a great adviser. She went above and beyond and we all knew it."

According to the SAA/SF alumni, programming is another important way to build an ideal SAA/SF program that encourages a community of participation. A well-defined mission helps to focus SAA/SF activities and events on the purpose of the organization. Two alumni believe that the activities need to be a constant reminder to those involved of the SAA/SF group's goals. All of the alumni commented that to develop a community of participation, the SAA/SF program should sponsor high-profile events for the general student population. One alumnus recalled, "The [event name] was so big, so visible, so well-appreciated and attended by students that it was a very key identification for us."

Several alumni also commented that a community of participation can be developed by sponsoring smaller activities involving SAA/SF students with alumni to share philanthropic stories and observe model alumni behavior. Another alumnus suggested, "I think that bringing alumni that give for a good reason and have them talk to the students...I had a story from one alumna who told me about her grandfather. A gold miner gave him some gold dust and he used that to go to school...The granddaughter said, 'this is why I give because this idea of giving was in my family from the time of the gold miners.'" All of the alumni responded that attending activities with faculty and high-level administrators also educates SAA/SF students about the institution's needs and goals. One alumna recollected, "For me, that made it feel like I was kind of part of the inner network."

The alumni respondents feel that a well-funded budget is the foundation for both successful membership development and effective programming that leads to the creation of a community of participation. Several alumni noted that offering incentives and awards, paying for travel to conferences, and funding group retreats leads to developing strong team cohesion and identification with the SAA/SF group. In addition, half of the alumni commented that the ability to produce high-end, large scale campus events creates a sense of organizational mission and a stronger campus organizational identity. Without sufficient funding, several SAA/SF alumni believe that students may feel that their efforts are not appreciated and their programming may not reach the desired audience or achieve intended outcomes. By providing ample funding, those interviewed believe, SAA/SF students can experience the full effect of student advancement programs which, in turn,

would lead to the development of greater prosocial behavior, and, hopefully increased alumni financial support.

***Research Question II-B3 – Did involvement in student advancement programs affect the SAA/SF alumnus' prosocial behavior throughout his/her lifetime in regards to institutional support?***

The third overarching research question focused on the connection between SAA/SF students and their institutions after they graduated (See Appendices E & K). Most of the SAA/SF alumni stated that they support their institutions with financial contributions based on a variety of motivating factors. Gratitude, helping future students, institutional pride, relationships forged while members in SAA/SF programs, fond memories, the insider education and understanding institutional needs were all themes that SAA/SF alumni reported as influencing current alumni support.

Financial support by alumni was a vehicle the respondents used to show gratitude to the sponsoring organization and the school. One alumna commented, "It's important to give back because you wouldn't have the money you have today if it weren't for what you did with West U. and SAA." Another said, "I had a lot of people invest in me." This feeling of reciprocity, giving back to the organization that helped them, was also seen in the language used by the respondents. Instead of saying "giving," several respondents regularly used the phrase "giving back" when talking about contributing to their institutions. One respondent from South U. noted, "then our part is to continue that tradition and to give back after what's been given to us" and a North U. alumna said, "I really feel like it's one of my responsibilities as an alumnus to give back."

The alumni's desire to improve the quality of the institution, their pride in their school, and their interest in ensuring that the next generation of students is able to enjoy similar experiences are other motivational reasons that encourage prosocial behavior through financial contributions. One alumnus recalled, "You find yourself looking back at the college with fondness...and you really want that to be there for other students as well." A South U. alumna commented, "Wanting the best for the students that are coming [is the reason she gives financial support]."

Memories of strong campus relationships and enjoyable student experiences form another group of important motivators of former SAA/SF members. An alumna remarked, "I really appreciated the education I got because of [SAA/SF group] and [Adviser name], the faculty and staff. I really felt like they did care about me." Having fond memories of positive student experiences, such as those encountered through SAA/SF programs, creates connection for alumni to their institutions. Another alumnus reminisced, "I really had a good time there. It was such a great time in my life that I want more students...to be able to have the same experience."

The interviews indicated that involvement in SAA/SF programs certainly affected the alumni financial support of the participants. One alumnus admitted, "To tell you the truth, I probably wouldn't be giving at all [without SAA/SF involvement]." Another alumnus commented that "being involved in campus made me appreciate South U. and want to give back." She then replied, "I really felt like I was part of a community there and, afterwards, I really felt like I wanted to give back." Without being prompted, more than half responded that their non-SAA/SF friends often comment that they would not contribute money to the school because they had paid tuition and bought their education.

One alumna noted, "Especially right after graduation...people resent being asked for money after paying four years worth of tuition." The SAA/SF alumni interviewed do not share this same attitude toward contributing to the institution due to their experiences in the student advancement program.

When asked their perceptions concerning their own giving, the alumni voiced remarkably similar beliefs. Most feel that they probably give more annually to the institution than both their SAA peers and their non SAA/SF peers. The vast majority believe that they give more than other alumni due to their former student involvement in SAA/SF organizations. Only one alumnus feels that income level and the amount requested by the institution are greater influences on the amount of his gift than SAA/SF involvement. Another alumna thinks that her giving level is motivated by current alumni volunteer involvement more than student activities.

The type of solicitation might affect the alumni giving of the SAA/SF participants interviewed. Although involvement in SAA/SF programs is a motivator for developing prosocial behavior, the alumni are more inclined to respond to solicitations that request a gift for a specific purpose, such as scholarships or a particular academic program. For example, one alumna observed, "The more I hear from students that are involved with things that I was involved with and the more excited that they are about it, I think the more likely I would be to give." The alumni interviewed also want their gift to have an impact on the programs that they support. Another alumna responded, "If I could be told that my money would make a difference, then, yes, I would be more than willing to give." Memories of being involved in SAA also affect giving, as an alumnus from West

U. suggested, "I think it's seeing the alumni logo and seeing the [SAA] logo...I gave all that time. I need to give back."

Only one of the alumni reported being solicited through a segmented appeal (i.e. asking him to give because he was involved in the SAA/SF group). Almost all of the respondents, however, think that appealing to student advancement alumni through a separate solicitation citing their membership in the SAA/SF would be an effective method of raising more funds. One alumnus noted, "If you're into it as an undergrad, you're probably going to have an interest when you've graduated." Another agreed saying, "I think that using that leverage is important."

Because of their student experiences in student advancement organizations and the prosocial behavior it may have helped to develop, these SAA/SF alumni might be highly desirable people to involve in alumni leadership positions, through financial support and/or volunteer positions. More than half of the SAA/SF alumni did not remember any explicit comments made to them as students by institutional administrators that they were expected to become active alumni leaders. Although not direct, all feel that implicit expectations were conveyed by organizational advisers and school administrators. One alumnus commented, "It's an underlying expectation, especially as president; they want you to stay as active as possible." A second alumna believes, "It's just kind of implied that if you're active in this now, you certainly will probably want to be active in it later." If explicit expectations were addressed when they were students, the SAA/SF alumni mostly remembered a focus on volunteer involvement, not on becoming a donor.



All of the SAA/SF alumni interviewed feel that they are more active as alumni, in terms of giving and volunteering, because they were in the SAA/SF organization. An alumna remarked, "I really think once you get involved, you want to just stay involved for life." Observing model alumni behavior influences future alumni involvement as noted by this alumnus, "[as a student], I saw the distinguished alumni and wanted to be one of them, wanted to be a part of it." Another alumnus commented on the importance of the student learning experiences and friendships in connection to current alumni involvement by saying, "I wouldn't know as much about the opportunities involved and wouldn't have had the relationships that kind of pulled me into some of the involvement I'm in."

Even though all of the alumni interviewed wanted to become alumni volunteers due to their positive student advancement experience, none knew of any systematic effort in place at his or her institutions to involve SAA/SF students in alumni activities and fund raising after their graduation. One alumnus complained, "Young alumni are always forgotten." Some had been asked individually to become alumni volunteers for specific leadership positions. They all believe that more Alumni and Development Office programming should be focused on young alumni and SAA/SF alumni, specifically, to involve them earlier in their alumni lives. One alumnus suggested, "I think the key to [SAA/SF] people being really philanthropic in the future is to do whatever you need to do in there in [SAA/SF] to ensure their continued Alumni Association volunteer involvement because that to me is what encourages continued giving."

### **Interpretation and Analysis of SAA/SF Adviser and SAA/SF Alumni Interviews**

Initially, several key factors emerged from the analyses of adviser and alumni interviews. These factors then were grouped into two categories, intrinsic and extrinsic motivators. Following this portion of the analysis, the factors were then arranged into larger categories that may be possible properties contributing to the overall design of communities of participation and relationship marketing (refer to Appendix J for code mapping). The development of these properties helped to connect the interview analysis to the conceptual framework of the study.

#### *Overview*

Overall, both advisers and alumni of student advancement programs believe that prosocial behavior, the motivation to do good, is developed in students through participation in SAA/SF organizations. Many characteristics of these SAA/SF groups create a strong bond between students and the institution. This connection, in turn, helps to build what Schervish (1993) terms “a community of participation.” These attributes, to varying degrees, become ingrained in the alumni of these SAA/SF organizations, according to the respondents, and aspects of the concept of relationship marketing motivate them to remain involved in the institution after graduation through volunteering and offering financial contributions.

In fact, there was a striking similarity in the responses of members of each group interviewed for this study. These parallel beliefs may have been coincidental but also could have been a consequence of the elite student experience of the SAA/SF alumni participants. As SAA/SF presidents, the alumni interviewed may have had greater interaction with their SAA/SF advisers than did their other SAA/SF peers. These

experiences may have influenced their attitudes and beliefs to mirror those of their advisers. However, the similarity in responses may also show that the final sample of participants, even though representing four geographically diverse institutions, was relatively homogenous and the similarity of their beliefs and attitudes may signify greater dependability and credibility of the qualitative findings.

*Motivators Leading to Increased Student Prosocial Behavior*

Based on the responses of both the SAA/SF advisers and SAA/SF alumni interviewed for this study, Table 5.3 is an illustration of the motivating factors that encouraged SAA/SF students to build a connection with the student advancement program, sponsoring organization, and institution. Advisers and alumni of SAA/SF programs discussed throughout their comments the value of these factors in developing prosocial behavior in students through involvement in student advancement groups. These motivations, to some extent, continued to be experienced by SAA/SF alumni.

The first category, intrinsic motivators, includes several factors related to self-motivation, feelings that occur from within the participants. A sense of self worth and pride were strong motivating reasons to be involved in the SAA/SF organization. SAA/SF students created, developed, and managed effective, high-profile events where they received peer recognition that led to increased self-worth in their own abilities. For the most part, their organizations were among the most prestigious student groups on campus. The SAA/SF participants experienced elevated feelings of pride to be chosen as members and greater feelings of accomplishment for the activities they performed as members. Leadership skills also developed out of these activities and SAA/SF students had the opportunity to express these talents in a number of ways. Friendships and a sense

Table 5.3

*Motivators Leading to Increased Student Prosocial Behavior*


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<b>Category I - Intrinsic Motivators</b>
<ul style="list-style-type: none"> <li>● Improved sense of self worth</li> <li>● Pride</li> <li>● Leadership skills</li> <li>● Friendships</li> <li>● Sense of Belonging</li> <li>● Interest in supporting the institution</li> </ul>
<b>Category II - Extrinsic Motivators</b>
<ul style="list-style-type: none"> <li>● Fun environment</li> <li>● Incentives and Rewards</li> <li>● Responsibilities</li> <li>● Interaction and relationships with distinguished alumni</li> <li>● Interaction and relationships with high level administrators</li> <li>● "Insider" education about institution</li> <li>● Education about importance of supporting the institution</li> </ul>

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of belonging were other motivating characteristics that bonded students to the SAA/SF organizations. Both as students and after graduation, SAA/SF involvement cultivated strong relationships between students. One alumnus even commented on the number of SAA/SF marriages that he had seen. The sense of belonging and being, not only a part of the university family, but a contributing member of that family created a strong reason to continue involvement in the group. By being more than "just a general student," participating members' interest in supporting their institution allowed them to do something good for others and for their school.

Complementing the intrinsic motivators, the second category, extrinsic motivators, consists of actions taken by the institution to encourage SAA/SF members'

desire to be more involved in the student advancement organization. These, in turn, developed greater connections to the school and increased prosocial behavior. Across the board, respondents feel that the fun environment created by advisers and the sponsoring organization developed a culture that encouraged connection to the institution. Incentives and rewards were also motivators to involve students and encouraged their greater participation. Awards, scholarships, and conference travel, along with free dinners, parties, and retreats, were methods used to invite greater involvement. Students were also entrusted with important responsibilities. They produced high profile activities and programs, some costing \$50,000 or more and involving hundreds or even thousands of students. They were also asked to represent the student body at prominent university events. Such experience are unusual opportunities for most 18 – 22 year old students.

Interactions with distinguished alumni and high level administrators were another incentive to be involved in the organization. Networking for jobs, developing friendships, and observing model alumni behavior were all benefits for active SAA/SF students. Access to top administrators and faculty offered greater connection to the institution and opened up special personal and professional opportunities for individual SAA/SF members.

Education about how the institution operated and its needs were additional extrinsic motivators. Being an “insider” helped SAA/SF students have a better understanding of how the school was operated. Additionally, they learned the importance of private support to accomplish the institution’s goals and affect the students’ quality of education. These “behind-the-scenes” and “big picture” educational opportunities were

provided to SAA/SF students more often than their non-SAA/SF peers thereby developing a greater understanding and desire to help the institution.

*Motivators Leading to Increased Alumni Prosocial Behavior*

Based on the responses of both the SAA/SF advisers and SAA/SF alumni interviewed for this study, Table 5.4 summarizes the motivating factors that encourage SAA/SF alumni to consider giving financial contributions to their institutions. After SAA/SF students graduate, the SAA/SF advisers and alumni responses indicated that SAA/SF alumni are motivated both intrinsically and extrinsically by factors similar to those that they experienced as SAA/SF students. They also, however, are motivated by several new factors. The combination of the repeated SAA/SF student factors along with the additional post-graduation motivators helps to influence SAA/SF alumni interaction with the institution while still encouraging continued prosocial behavior.

Table 5.4

*Motivators Leading to Increased Alumni Prosocial Behavior*

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**Category I – Intrinsic Motivators**

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- Gratitude/Reciprocity
  - Helping future students
  - Pride in institution
  - Continue/Improve quality of education
  - Memories of relationships and experiences
- 

**Category II - Extrinsic Motivators**

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- Specialized solicitations – purpose, impact, amount, and personalization
  - Reminders of SAA/SF memories
  - Explicit expectation of SAA/SF alumni involvement (conveyed while students)
  - Create habit of giving and volunteering
  - Alumni involvement through volunteerism
  - Structured young alumni programs
-

**Advisers and alumni feel that several factors are the driving intrinsic motivators to encourage alumni prosocial behavior toward the institution. Major motivations to give financial contributions to the school start for many SAA/SF alumni with expressions of gratitude toward the institution and a desire to help future students receive the same positive experiences that these SAA/SF alumni encountered as students. By giving back to the institution that gave them so many opportunities, alumni reciprocity helps to further the institution's goals for future students. The chain between those alumni who came before and the alumni of the future is created through this generosity.**

**Several other important intrinsic motivating factors emerged from the interviews. Two of these motivators are pride in the institution's success and the desire to continue a quality educational experience for other students. SAA/SF members were intimately involved in creating an atmosphere of institutional pride and traditions while they were on campus as students. SAA/SF alumni continue to share these strong feelings toward improving their institutions following graduation. Maybe most important of all, memories of strong relationships and important experiences related to involvement in the SAA/SF organization remind SAA/SF alumni of the significance of the student advancement program, sponsoring organization, and institution in their lives. These memories result in motivating SAA/SF alumni to want to give financial support to the institution that fostered these positive experiences.**

**In addition to the intrinsic motivators, according to the SAA/SF adviser and SAA/SF student respondents, several factors are also extrinsic motivators that their institutions could use to encourage the prosocial behavior of SAA/SF alumni to promote increased financial support of the schools. It should be noted, however, that the SAA/SF**

advisers and alumni interviewed for this study suggested that each of these extrinsic motivators would be helpful but all of them are not being exercised by their institutions on a regular basis. Some of the extrinsic motivators had been employed by their institutions, but others are just ideas that the SAA/SF advisers and alumni feel would be effective although they had not seen them actually in use.

The first major group of extrinsic motivators is related to the type of solicitations alumni receive asking for their support. Most of the respondents said that solicitations that draw on the connection between the alumni and their SAA/SF roles are not used by their institutions but suggest that the following factors would encourage their support. SAA/SF alumni solicitations should include a request for a specific purpose. SAA/SF alumni want to be more involved with their contributions and know where and how their money is being spent. They also want to know the impact of their gift on the institution. They want to make a difference as they had as students. Some said that a specific gift amount should be requested because student advancement alumni feel more confidence in the institution and believe that the amount requested is the amount truly needed. Most importantly, segmenting SAA/SF alumni from the general alumni population for personalized solicitations would help alumni recall fond memories of SAA/SF experiences and encourage greater response to the solicitation.

Institutional expectation is another extrinsic motivator that was considered an important factor by the participants. They believe that it is important to convey to SAA/SF students an explicit expectation on the part of the institution that SAA/SF alumni involvement in the institution is encouraged and expected of them after graduation. This is another extrinsic motivator that was not always experienced by the



respondents. According to the SAA/SF advisers and alumni participants, learning about the importance of private funding for the institution was an education process for SAA/SF students. SAA/SF students were given an insider's view of the workings of the school. As part of this process, the respondents feel that the SAA/SF students also should be educated about the importance of their giving as alumni and told that it is their role to fulfill after leaving the institution. Reminders of this explicit expectation could then be applied in SAA/SF alumni solicitations to encourage greater response.

The final group of extrinsic motivators addressed by the interview participants relates to how SAA/SF alumni volunteer involvement with the institution encourages greater SAA/SF alumni financial support. Overall, according to the SAA/SF advisers and alumni responses, by creating the habit of volunteering and giving in SAA/SF students, the institution develops routine behaviors expected of SAA/SF alumni. In other words, good student habits can breed good alumni habits.

The interview participants believe that it was much easier to continue volunteering and giving as alumni if they were already performing these actions as students. By its very nature, student membership in SAA/SF programs was considered by those interviewed to be a volunteer activity for the institution. Therefore, SAA/SF alumni volunteer involvement is an extension of SAA/SF student involvement.

Unlike volunteering, however, not all of the institutions encouraged SAA/SF students to be financial donors while they were still enrolled in school. The respondents addressed this issue by suggesting that with or without the habit of giving as students, involving former SAA/SF students in alumni volunteer activities enhances prosocial behavior that would lead to alumni giving. As alumni volunteer activities increase the

connection of the SAA/SF alumni with the institution, the interview respondents feel that the SAA/SF alumni volunteers would then be more likely to give financial support in addition to their volunteer time. In essence, these extrinsic motivators would help to build the concept of communities of participation at the alumni level.

The extrinsic motivational factors noted by those interviewed lead into the importance of creating structured young alumni programs or systematic young alumni volunteer opportunities. A structured program at the institution to encourage the involvement of alumni immediately after graduation would create a natural group for SAA/SF students to join following graduation. By building this bridge between the SAA/SF student experience and the SAA/SF alumni experience, more opportunities for connections to the institution could become available and encouraged. The SAA/SF alumni advisers and alumni feel that these alumni interactions with the institution could then lead into the promotion of prosocial behavior resulting in increased alumni giving.

#### *Relationship of Analysis to the Study's Conceptual Framework*

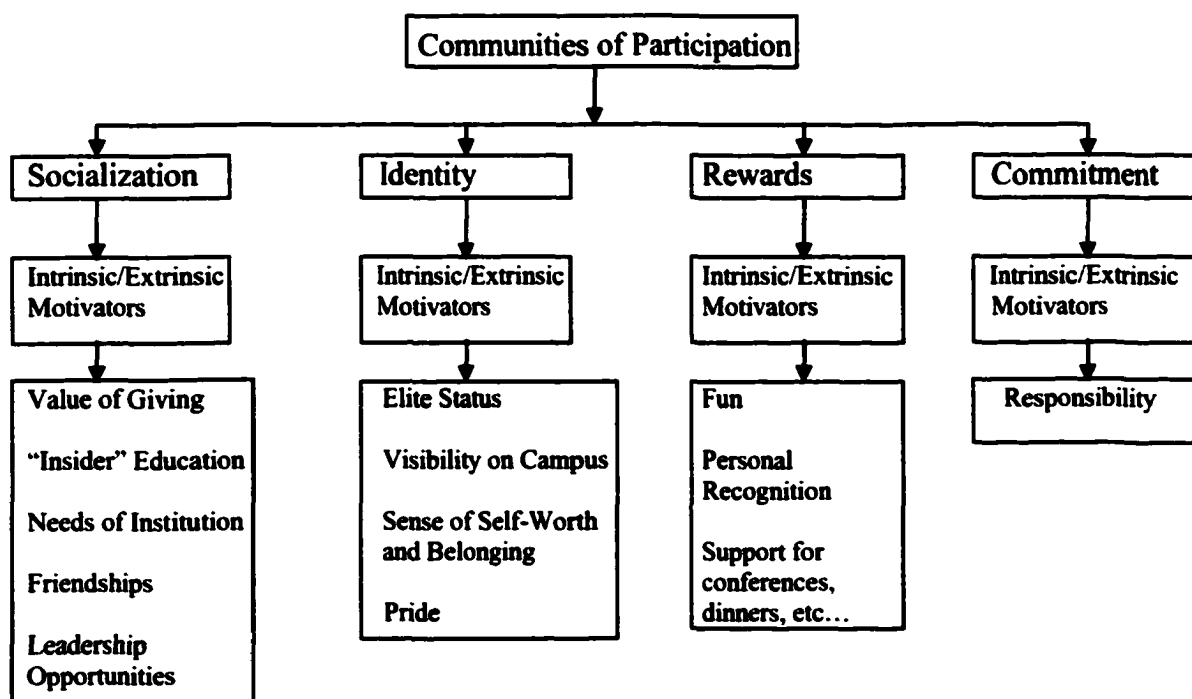
Following the initial analysis, the intrinsic and extrinsic motivators related to increased prosocial behavior for both students and alumni were grouped again into larger categories that related the participants' responses to the study's conceptual framework. Within fund-raising literature, the concepts of communities of participation and relationship marketing are suggested as methods to enhance prosocial behavior. In this emerging literature, however, researchers have not described the properties that constitute the structure of each of these concepts. Through an analysis of the participants' responses, properties of each concept are suggested that lead to a greater understanding of the development of both communities of participation and relationship marketing.

### *Properties of Communities of Participation*

The concept of communities of participation is defined as “an organizational setting in which philanthropy is expected or at least invited by the fact of being active in the organization” (Schervish, 1993). The specific properties that constitute this organizational setting, however, are not defined. Because the SAA/SF respondents agreed that student advancement programs were communities of participation, further analysis of the student-related motivating factors discussed by the study’s participants suggests possible properties of communities of participation in the SAA/SF context. These properties are illustrated in Figure 5.1. The four properties, *socialization*, *identity*, *rewards*, and *commitment*, emerged from combining the intrinsic and extrinsic motivators related to increased student prosocial behavior shown in Table 5.3.

Figure 5.1

### *Properties of Communities of Participation*



*Socialization* is a property related to developing a cohesive sense of community through involvement with the institution. The factors from this study related to this property include understanding the value of giving resulting from the interaction of SAA/SF students with alumni donors, presenting an "insider" education about the institution to SAA/SF students through relationships with high level administrators and prestigious alumni, and also communicating the needs of the institution to SAA/SF members through involvement in administrative and alumni meetings. Other factors involve developing a culture of close friendships between SAA/SF members and offering the opportunity for leadership development to SAA/SF members through sponsorship of major campus activities. These intrinsic and extrinsic factors related to socialization suggest that an institution-provided environment creates an individual and group understanding of the institution and its needs and leads to the development of communities of participation.

The property of *identity* is related to the development of the individual SAA/SF member and his or her relationship with the institution. One of the factors describing the development of identity includes creating an elite campus status for SAA/SF members and the SAA/SF group as a whole often through a closed membership structure or by giving SAA/SF members the opportunity for interaction with high level administrators and alumni. Another factor suggests that offering SAA/SF members opportunities for increased campus visibility by sponsoring major campus activities is an important part of developing identity. Other factors related to identity development involve providing SAA/SF members with experiences to form a greater sense of self-worth and belonging through accomplishing successful group activities in support of the institution's needs.

These successful activities also lead to the development of pride in the individual's and group's actions related to the institution. These factors, again both intrinsic and extrinsic motivators, help to develop an individual's identity with and within the institution and suggest an important property in the creation of a community of participation.

*Rewards* were mentioned often by the study participants as an important part of their SAA/SF experience. Primarily extrinsic in nature, these factors are related to the environment created by the institution to encourage involvement in the SAA/SF program. For instance, a fun environment was discussed as a necessary foundation for all of the student advancement programs represented by the respondents. By creating a pleasurable experience for its members, SAA/SF programs create an environment that encourages strong ties and loyalties to the institution. Personal recognition of accomplishments leads to an increased desire to participate at greater levels in the SAA/SF organization. In addition, increased connections between individual SAA/SF members and the student advancement organization are encouraged by providing financial support to attend SAA/SF conferences, giving free dinners for SAA/SF members, and offering leadership development through retreats and other activities. These rewards, in turn, help to develop allegiance to the SAA/SF organization and may be an important property of a community of participation.

The final property, *commitment*, is most obviously represented by the responsibility given to the SAA/SF members. They direct high-visibility campus events, interact with high-level administrators and prestigious alumni in social situations, and are entrusted with the role of creating successful connections between current students and alumni. These responsibilities created in the SAA/SF alumni respondents a feeling of

intense commitment to the SAA/SF organization and to their institutions as a whole. They believe that the level of trust given to them by the institution demanded an equal, if not greater, sense of commitment on their part toward the institution. Based on the respondents' comments, commitment is another property in developing communities of participation and can be developed through both intrinsic and extrinsic motivators.

#### *Properties of Relationship Marketing in Regard to Fund Raising*

Like communities of participation, properties of relationship marketing as it relates to the fund-raising process have not been described by fund-raising researchers. Relationship marketing is defined as “establishing, developing, and maintaining successful relational exchanges” (Hunt & Morgan, 1994). Its related concept, relationship fund raising, is based on a focus of donor retention and success is measured by lifetime donor value (Burnett, 1992). Although the interview participants did not feel that relationship fund-raising strategies are employed by their institutions to encourage greater alumni financial support, all believe that these strategies would be effective. When used by a college or university as its overall philosophical concept toward institutional advancement practices, the respondents suggested that relationship fund raising would consist of motivational factors that represent a two-part process incorporating both relationship management and fund-raising strategies.

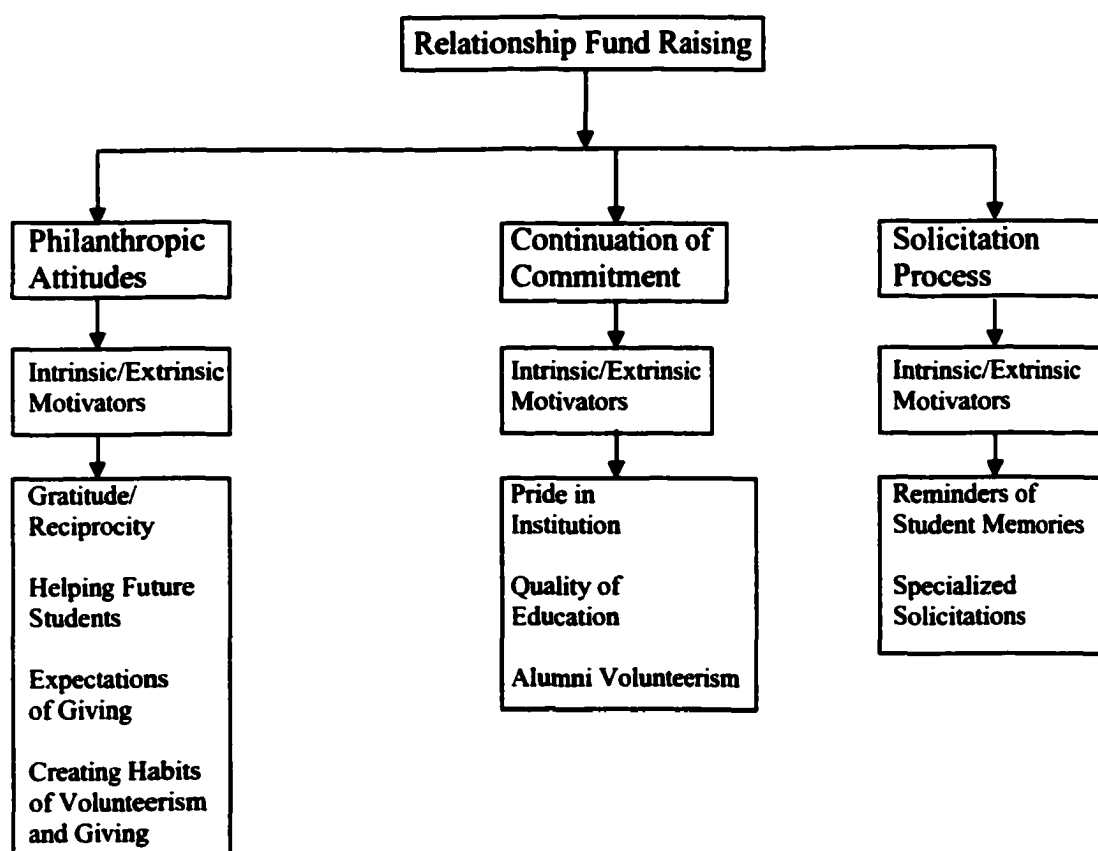
Because the SAA/SF respondents agreed that relationship fund raising might offer effective fund-raising strategies for an institution, an analysis of the alumni-related motivational factors discussed by the study's participants suggests possible properties of relationship fund raising in the SAA/SF context. The findings from this study flow into three properties that give greater understanding to the two-part process of relationship

fund raising suggested by the respondents. These properties are illustrated in Figure 5.2.

The three properties, *philanthropic attitudes*, *continuation of commitment*, and *solicitation process*, were developed from a combination of both the intrinsic and extrinsic motivators related to increasing alumni prosocial behavior discussed by the SAA/SF advisers and alumni respondents in Table 5.4.

Figure 5.2

*Properties of Relationship Fund Raising*



*Philanthropic attitudes* is a property related to developing altruistic feelings toward supporting the institution financially. From the study respondents' comments, both intrinsic and extrinsic motivators related to increased alumni giving comprise parts of this property. The motivational factors from this study relating to the property of

philanthropic attitudes include feelings of gratitude and reciprocity which lead to the desire to do something to help future students. The respondents believe that they received many benefits as SAA/SF students and it is their responsibility to show their gratitude to the institution through their financial support. In addition, the respondents commented that SAA/SF members observed model alumni behavior which included financial support of the institution and, as members of SAA/SF organizations, they were educated about the importance of alumni giving to the institution. These experiences illustrate the importance of alumni financial support and become a reminder to SAA/SF alumni that they, in turn, should give to the next generation of students. Motivators offered by the institution also lead to developing philanthropic attitudes. The SAA/SF adviser and alumni participants suggested that representatives of the institution, whether administrators or alumni, need to share explicit expectations of the role of SAA/SF alumni as donors to the institution. They also believe that creating the habit of giving and volunteering leads to on-going philanthropic attitudes. These intrinsic and extrinsic factors help to develop an individual's philanthropic attitudes in connection to the institution and suggest an important property of relationship fund raising.

The second property, *continuation of commitment*, is also comprised of both intrinsic and extrinsic motivators leading to increased alumni support. The interview participants believe that SAA/SF members' activities build strong connections between SAA/SF students and their institutions. These relationships, in turn, lead to a strong spirit of pride in the institution for the SAA/SF alumni and a desire to see its reputation continue to excel and succeed. A number of participants also commented on the importance of continuing quality, that is, the quality of education offered to the next



generation of students. It was not enough that they had received a good education; the SAA/SF respondents want future students at their institutions to receive an even better academic experience than they did as students. A third factor relating to the continuation of commitment is the importance of alumni volunteerism. According to the interview respondents, SAA/SF students are participants in a very special student experience where they learn the value and responsibilities of volunteerism. When many graduate, however, they do not have organized venues to continue their volunteer connections to the institution. Most of the respondents commented on the importance of connecting alumni, whether former SAA/SF members or not, to the institution through opportunities for volunteerism to encourage greater financial support. Together, these intrinsic and extrinsic motivators suggest that another property of relationship fund raising is the continuation of commitment from the student role to alumni status.

The third property of relationship fund raising suggested by the interview participants' responses is the *process of solicitation*, the actual how-to's of soliciting private funds from alumni. The SAA/SF advisers or alumni do not believe that their institutions are using overall strategies related to relationship fund raising in their solicitation process. They did suggest, however, several intrinsic and extrinsic motivators that they believe would encourage increased alumni support. SAA/SF alumni have strong memories of friendships and experiences from their student activities. All of the SAA/SF alumni respondents suggested that reminders of these experiences and the importance of SAA/SF membership would encourage them to respond positively to a gift solicitation. The study participants also suggested personalizing solicitations as much as possible. They feel that they were members of the inner circle of the institution while

they were SAA/SF members and that the institution should recognize that close relationship by using solicitations that show the institution understands and values those connections. They also think that it is important for them, as former SAA/SF members, to understand the importance of their gift because they had been educated as students about the importance of alumni giving. Solicitations, they suggested, should include a detailed description of the purpose of the solicited funds and the impact the gift would have on the institution and its students. The respondents also feel it is important to ask for a specific amount of money as a donation. As former SAA/SF members, they believe the institution would ask for the amount that is truly needed to accomplish the purpose of the solicitation and that, as alumni, they would try to help the institution to reach the stated goal. The respondents' comments suggest that the more an institution develops personal strategies for soliciting funds from former SAA/SF alumni, the more positive responses will be received. These intrinsic and extrinsic motivators combine to suggest that the process of solicitation is a third property of relationship fund raising.

### *Summary*

Overall, a number of key factors related to why and how SAA/SF participation impacts alumni giving emerged from the interpretation and analyses of the SAA/SF adviser and SAA/SF alumni interviews. Following the initial coding of these factors, patterns developed that illustrated two major categories, intrinsic and extrinsic motivators, and tables were created to show how they related to both SAA/SF students and SAA/SF alumni. These motivational factors were then arranged into larger categories that this study's findings suggest are possible properties contributing to the overall design of communities of participation and relationship marketing (refer to

**Appendix J for code mapping). Through the development of an integrated model of higher education fund-raising, these properties, defined by this study as patterns of student and alumni motivators, were connected to the theoretical foundation of this study, the development of prosocial behavior, and the concepts of communities of participation and relationship marketing. These connections and the model are discussed in greater detail in the following chapter.**

## CHAPTER VI: CONCLUSIONS AND IMPLICATIONS

With higher education's growing need for private contributions, an increasingly important question for educational institutions is how to raise more money from their alumni. The challenge for colleges and universities is how to develop strategies that will encourage greater prosocial behavior, coupled with appropriate fund-raising techniques that will lead to greater giving. Emerging research is now examining the two-part process of philanthropy -- individual donor's motivations and institution's fund-raising actions. Studying these complementary functions of philanthropy illustrates the intersecting points between donor motivations and organizational fund-raising strategies that lead to greater donor lifetime value.

This study examined the impact of student SAA/SF participation on alumni giving to determine to what degree institutions with SAA/SF programs capitalize on their impact by using relationship marketing techniques. Through a mixed research design, the study investigated whether SAA/SF groups encouraged greater prosocial behavior as evidenced by alumni giving and examined if and how campus administrators employed fund-raising strategies to encourage this behavior. If SAA/SF programs encouraged steadier and greater giving from alumni, the elements that developed these positive behaviors may be expanded by institutional administrators to encompass the general student and alumni populations to increase private giving for higher education institutions far into the future.

### Overview of Results

Because the study was a mixed design, results were both statistical and qualitative. Together, they show that prosocial behavior toward their institutions is demonstrated by SAA/SF members to a greater degree than in their non-SAA/SF peers. Additionally, both phases of the study describe how the type of SAA/SF organization may influence alumni giving. Results of the qualitative portion also show that institutional fund-raising strategies are thought to influence alumni giving but are not being used to their greatest impact.

### Quantitative Results

Overall, the quantitative results demonstrate that significant differences exist in the giving behaviors of SAA/SF alumni and non-SAA/SF alumni. Significantly more SAA/SF alumni are donors and give a greater amount over their lifetimes than their non-SAA/SF peers. In addition, significantly more SAA/SF donors' individual, yearly gifts are larger compared to the gifts from non-SAA/SF donors.

When comparing giving information between SAA/SF donors by organizational design, the statistical results are enlightening. Two different purposes of fund-raising were examined: 1) institutional needs such as scholarships and annual fund contributions and, 2) SAA/SF budgetary needs. Incorporating institutional fund-raising as a part of the SAA/SF group's programming does significantly influence the number of SAA/SF alumni donors but does not result in greater cumulative giving. For SAA/SF alumni who were involved in fund-raising projects as students to support the group's budgetary needs, significantly more contribute and give more money than their SAA/SF peers who did not raise budget revenues.

The act of raising money as a student, whether for the school or for the SAA/SF program, appears to be a catalyst for giving to the institution following graduation. An outcome of the act of fund raising as a student, whatever the purpose, may be the development of prosocial behavior that leads to contributing money as alumni. In terms of size of gifts over a lifetime, however, the purpose of the fund-raising action may be more important than just the act of fund-raising.

Raising budget monies for an SAA/SF group in which a student is deeply involved may develop a greater understanding of the purpose of fund-raising, its direct impact on the bottom line of an organization, and what a program can accomplish with proper funding. This knowledge may encourage the transfer of that understanding after graduation toward the institution's budgetary needs. Conversely, for those students who are part of SAA/SF groups that do not have to raise funds for their budgets, there might be a latent tendency to think that their schools are "well-off" because they had their budgets supplied to them. This could lead, in turn, to believing that the institution needs some alumni support, but not larger-sized gifts.

The final statistical tests involved the giving habits of younger SAA/SF alumni compared to older SAA/SF alumni. For both percentage of donors and cumulative giving, significant differences are seen by age. More older SAA/SF alumni give and contribute more dollars than their younger SAA/SF peers. By virtue of time, older alumni have had a greater opportunity to make at least one contribution and to give more money since graduation than younger alumni.

### Qualitative Results

The qualitative results of the study complemented the statistical results from the perspectives of SAA/SF advisers and alumni and also added to the greater understanding of the impact of SAA/SF involvement on institutional support. From the descriptions of the interview responses, both the SAA/SF advisers and SAA/SF alumni participants of this study believe that involvement in student advancement programs influenced SAA/SF alumni support at a higher level than the level of support by the general alumni population. These assumptions are born out by the statistical analyses. Additionally, participants in both groups interviewed for the study feel that SAA/SF organizational designs may have had an impact on alumni support and involvement, notions supported by the statistical results also.

In addition, the qualitative analysis added an important dimension to the study that the statistical analysis could not provide on its own. This was a more in-depth discussion of why and how these giving differences occurred. Interestingly, responses from both SAA/SF advisers and SAA/SF alumni shared many similarities. As noted earlier, these similarities may have been, but were not necessarily, a product of the special leadership experiences of the SAA/SF presidents interviewed.

Through a comparison of the responses of the individuals, and then a comparison of the responses between groups, it is evident that all of the participants interviewed for the study share similar attitudes and experiences in regards to SAA/SF programs and the development of prosocial behavior and the concepts of communities of participation and relationship marketing. Very few outliers were noted. Through the process of analyzing the participant responses, the categories of intrinsic and extrinsic motivators

encompassed factors related to SAA/SF student and alumni involvement. The intrinsic and extrinsic student-level motivators initially developed strong connections between SAA/SF students and their institutions. At the alumni level, similar and additional intrinsic and extrinsic motivators continue those connections following graduation.

Overall, the interviews with both SAA/SF advisers and alumni revealed a number of intrinsic motivators that help to encourage students to become more involved in SAA/SF programs. An improved sense of self-worth, pride, leadership skills, friendships, a sense of belonging, and interest in supporting the institution are important self-motivators for SAA/SF students. According to interviews with both SAA/SF advisers and SAA/SF alumni, extrinsic motivations, those provided by the institution, are also important methods of encouraging greater SAA/SF student involvement. A fun environment, incentives and rewards, greater responsibilities, interaction and relationships with both distinguished alumni and high-level administrators, insider education about the institution, and education about the importance of supporting the institution all contribute to bringing students closer to the institution.

After graduation, responses from the SAA/SF alumni suggested that intrinsic motivations for supporting the institution involve fewer personal reasons and instead encompass broader, less self-interested motives. Gratitude and reciprocity toward the institution, helping future students, pride in the institution, improving the quality of education, and memories of SAA/SF relationships and experiences were motivations most often discussed by participants. According to the SAA/SF advisers and alumni participants, extrinsic motivators offered by the institution to encourage SAA/SF alumni support also changed from those experienced as students. Specialized solicitations,



reminders of SAA/SF memories, explicit expectations of SAA/SF alumni involvement, on-going habits of giving and volunteering, alumni involvement through volunteerism, and structured young alumni programs were all cited by each of the interview participants as potential methods to encourage alumni financial support. It should be noted, however, that all of the extrinsic motivators, even though mentioned as important, are not experienced regularly but were suggested as strategies that institutions should use to encourage greater financial support.

Interestingly, the intrinsic and extrinsic motivators considered important for the SAA/SF students to connect them to the institution do not remain as strong after graduation. Alumni motivations are more “distant” from the individual, more focused on the institution. Intrinsic motivations move from improving the self to greater focus on helping others. Likewise, extrinsic motivations center more on the process of solicitation and general volunteer involvement instead of focusing on the more personal rewards offered to SAA/SF members while they were students.

From the responses of both SAA/SF advisers and SAA/SF alumni, SAA/SF students appear to have had greater institutional connections while enrolled in school than they experience after graduation. They were more involved in university-related activities and experienced close, strong relationships with other SAA/SF members, administrators, and alumni. After graduation, the SAA/SF alumni appear to be less connected to the institution, receiving SAA/SF information sporadically and participating in fewer institutional activities. This “distance” from the institution may result in the shift in intrinsic motivations from more personal factors such as personal pride and strong friendships to factors related to helping others such as gratitude and reciprocity.

Certainly, it is often typical behavior for alumni to distance themselves from their institutions to some degree following graduation. It is worth considering, however, the greater connections that could exist between SAA/SF alumni and their institutions if those intrinsic and extrinsic motivations found at the student level could be continued to some extent after graduation. Prosocial behavior may continue to develop at a greater rate in SAA/SF alumni if, in addition to the less personal motivators that they currently experience as alumni, they could participate in alumni opportunities to enhance the motivators that they experienced as SAA/SF students. Intrinsic motivations such as strong friendships with peers and a sense of belonging coupled with extrinsic motivators such as responsibilities and relationships with high level administrators and distinguished alumni, may have a much more direct impact on the individual which could keep SAA/SF alumni relationships with their institution lively and strong.

#### Relationship of Study Results to the Literature

This study was guided by the theoretical framework of social psychology, specifically social learning theories that postulate that prosocial behaviors can be learned throughout life and motivational theories that examine intrinsic and extrinsic rewards (Dovidio & Piliavin, 1995; Eisenburg, 1982; Pintrich & Schunk, 1996; Schroeder et. al., 1995). These theories were then examined more explicitly through the lenses of two concepts: 1) Schervish's communities of participation (1993) and 2) relationship marketing (Berry, 1983). If SAA/SF organizations developed a sense of a community of participation, it was hypothesized that involvement in student advancement programs would influence alumni giving. Additionally, questions were designed to examine how relationship marketing strategies, as understood through its related concept of

relationship fund raising (Burnett, 1992), were used by institutions to encourage SAA/SF alumni philanthropic support following graduation.

The results of this study add to the understanding of social psychology theories suggesting that prosocial behavior can be developed and encouraged. Program advisers and SAA/SF alumni believe that student advancement programs create an environment where philanthropic behavior is expected. They consider these settings to be communities of participation where greater education and understanding of the organization leads to greater financial support. The clear-cut results of the statistical analysis showed that these expectations of support are realized by the significant difference in giving between SAA/SF alumni and their non-SAA/SF peers.

The concept of relationship marketing, as understood through its related concept of relationship fund raising, suggests that, after graduation, institutions can continue to encourage the desired prosocial behavior students learned through SAA/SF participation by emphasizing continued relationships and offering the types of motivational rewards that are meaningful to these individuals. All of the respondents in this study believe that SAA/SF programs nurtured a number of intrinsic and extrinsic motivators to connect SAA/SF students to their institutions while they were enrolled. All of the SAA/SF alumni also commented on several different intrinsic and extrinsic motivations related to their experience as alumni in regards to offering financial support. These alumni giving motivators are similar to donor motivations found in previous fund-raising studies (Kelly, 1998; Pezzulo & Brittingham, 1993; Pickett, 1986).

The study revealed, however, that following graduation consistent, strategic relationship-building techniques are not used in general to encourage greater SAA/SF

alumni involvement with the institutions studied. These strategies would have focused on developing long-term alumni relationships with the institution and creating activities to continue and enhance both the SAA/SF student and SAA/SF alumni motivators suggested by the study's participants. According to each of the respondents, relationship fund-raising techniques are not being used by the institutions in the study on a consistent basis. Instead, more traditional, transactional methods of solicitation are the norm.

Although most of the interview respondents had not personally experienced relationship fund-raising strategies in their institutions' fund-raising solicitations, all of them believe that its application could be effective in encouraging greater alumni giving. According to the SAA/SF alumni in this study, their motivations related to the encouragement of prosocial behavior changed after they graduated. The concept of relationship fund raising suggests that developing alumni opportunities to enhance similar motivational rewards that created strong relationships between the institution and SAA/SF students would impact SAA/SF alumni as well. Additionally, greater explicit expectations of both student and alumni financial support and increased education of the importance of private funding would build bridges for improved relationship fund-raising applications. To augment relationship fund-raising strategies, increased alumni giving also may be achieved by developing a community of participation at the alumni level, similar to those experienced by the interview participants as members of SAA/SF programs.

Overall, this study helps to support current social learning theory. It also examined fund-raising concepts that need more research. The results of the study suggest that prosocial behavior can be enhanced to impact alumni giving. In particular, the

development of communities of participation, “an organizational setting in which philanthropy is expected or at least invited by the fact of being active in the organization” (Shervisch, 1993), does affect alumni giving, at least as experienced by members of the SAA/SF organizations in this study. Relationship marketing was not shown to be a concept included in the fund-raising strategies of the institutions studied. Interview participants, however, feel that aspects of this concept might be an effective tool to increase alumni philanthropic behavior toward an institution.

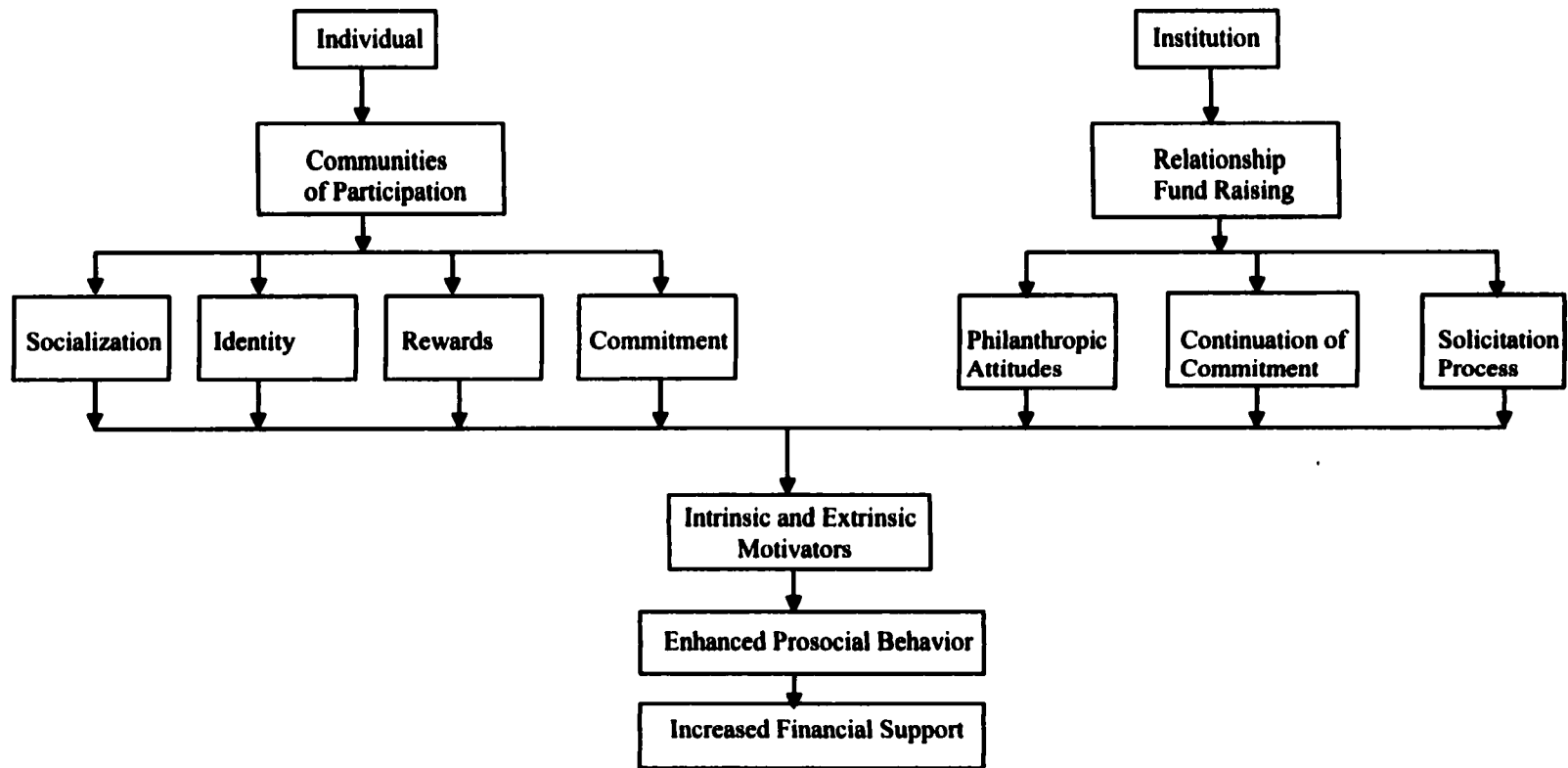
#### Integrated Fund-Raising Model for Higher Education

The results of this study suggest that a new, integrated model of higher education fund raising might be designed that bridges the various theories of personal motivations and contemporary fund-raising strategies in order to promote greater alumni giving. On their own, these individual theories partly help to explain donor outcomes but by integrating donor motivation with fund-raising strategy a greater, holistic understanding of the philanthropic picture may be developed.

The findings from this study suggest that both individual motivations and institutional strategies enhance prosocial behavior that leads to increased alumni giving. Using the analysis of motivational factors identified in Chapter V, the model in Figure 6.1 illustrates the combination of properties of communities of participation and relationship marketing, shown in its related concept of relationship fund raising, as expressed in the SAA/SF context. The intrinsic and extrinsic motivators that comprised these properties are shown in the model to lead to enhanced prosocial behavior and increased alumni giving.

Figure 6.1

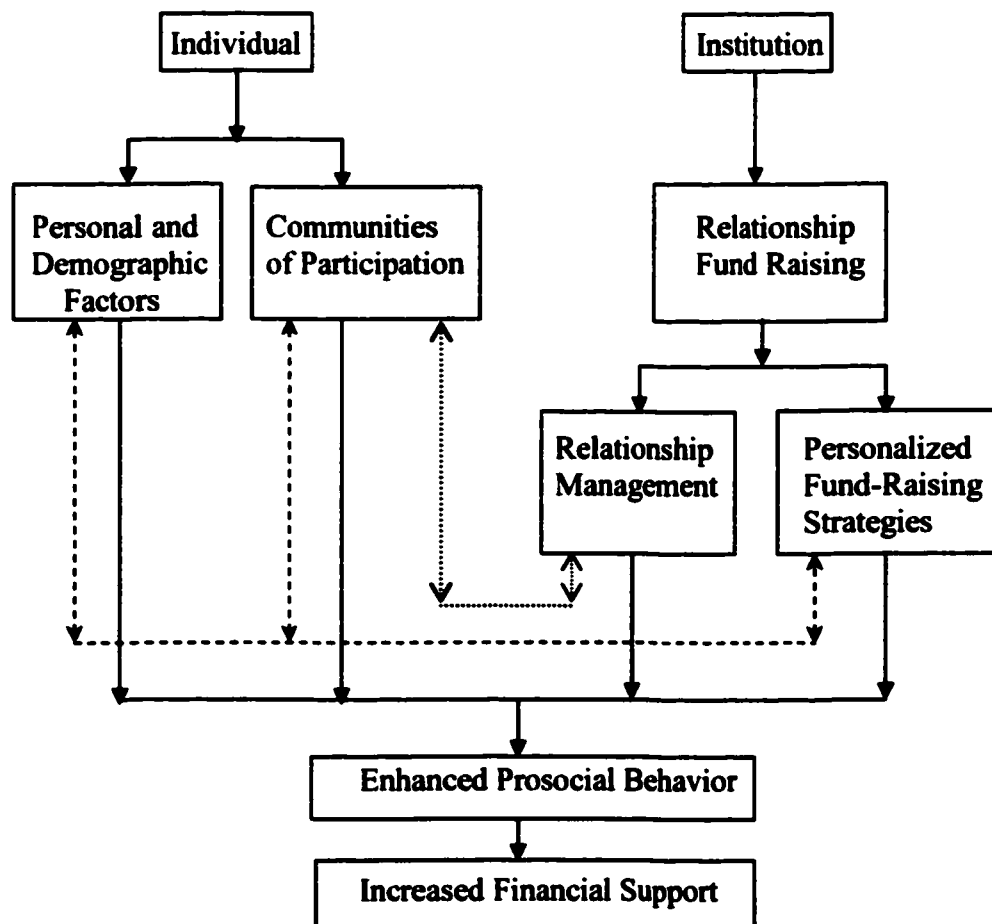
Model of Study Results



Expanding on the study's results shown in Figure 6.1, a more holistic design is suggested as an integrated fund-raising model for higher education. This model, Figure 6.2, proposes that greater lifetime donor value will be achieved by developing communities of participation to promote an individual's lifelong relationships with an institution, combining this with personal and demographic factors that impact giving, and then coupling both together with the institution's solicitation strategies. In other words, encouraging increased motivation in the individual plus implementing the most effective fund-raising strategies will result in greater lifelong donor retention and giving.

Figure 6.2

*Integrated Fund-Raising Model for Higher Education*



**This more-inclusive model incorporates the results of this study along with information from the fund-raising literature. It focuses on the importance of an individual's relationships with an institution both at the student and alumni level and how the institution creates and develops these connections. It also suggests that institutional fund-raising strategies should include the use of intrinsic and extrinsic motivators relating to both personal/demographic factors and relationships between the individual and the institution. Based on this study's initial understanding of the properties of communities of participation and relationship marketing, as shown in its related concept, relationship fund raising, this model presents a more integrated picture of the complex nature of prosocial behavior and how increased alumni giving can be encouraged.**

**It should be noted that each part of the model, with or without interaction with the other portions, may influence prosocial behavior and improve relationships that lead to increased giving. The model suggests, however, that an integrated fund-raising program that focuses on strategies to combine the donor's motivations and the institution's practices will produce greater results than relying on each section independently to encourage greater giving.**

#### ***Development of Communities of Participation***

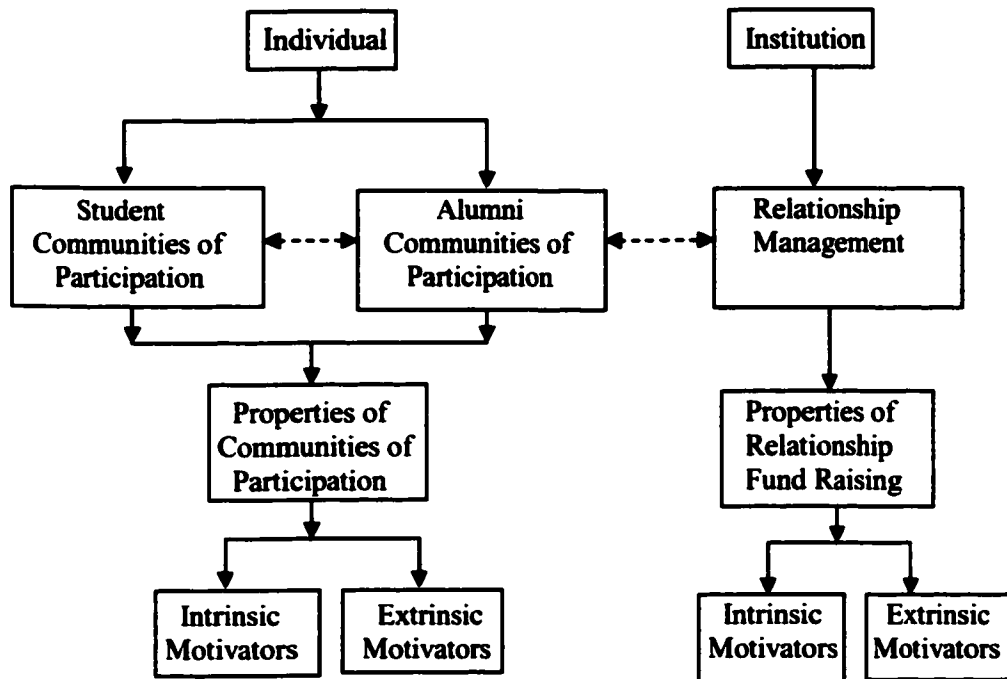
**Based on the quantitative and qualitative results of this study, one focus of the model is on the development of communities of participation to encourage the involvement of both students and alumni with the institution. The statistical results of this study showed a significant difference between the alumni giving rates of SAA/SF alumni and non-SAA/SF alumni. The SAA/SF alumni interview participants all agreed that aspects of SAA/SF organizations are the reasons for this dramatic impact on their**



giving and that these groups are communities of participation. Based on this information, Figure 6.3 is an extrapolation of the model as seen in an SAA/SF context.

Figure 6.3

*Communities of Participation in the Integrated Fund-Raising Model*



As members of communities of participation, the interview respondents experienced a number of intrinsic and extrinsic motivators that led to their increased prosocial behavior. Possible properties of the concepts of communities of participation and relationship fund raising were developed by analyzing these motivational factors. These properties, in turn, built the structure of each of these concepts. From the study's analysis, properties of communities of participation included socialization, identity, rewards, and commitment. Each of these properties, according to the responses of the participants, helps to develop student advancement programs into communities of participation. It should be noted that more research is needed to understand further the

properties of alumni communities of participation, although some portion of these properties were noted by the respondents in regards to relationship fund raising.

Because the concept of relationship fund raising focuses on relational exchanges to encourage lifelong support, this model also suggests the importance of managing relationships between individuals and the institution. Based on this study's results, relationship management focuses on creating and nurturing communities of participation at both the student and alumni levels. The respondents noted that, although their institutions do not appear to be using relationship fund-raising strategies regularly, properties of this concept could be suggested. Two of these properties, philanthropic attitudes and continuation of commitment, both relate in part to an individual's involvement in a community of participation. Through managing relationships with students and alumni, these properties of relationship fund raising may influence stronger connections between individuals and their institutions that lead to enhanced prosocial behavior and, in turn, greater alumni giving.

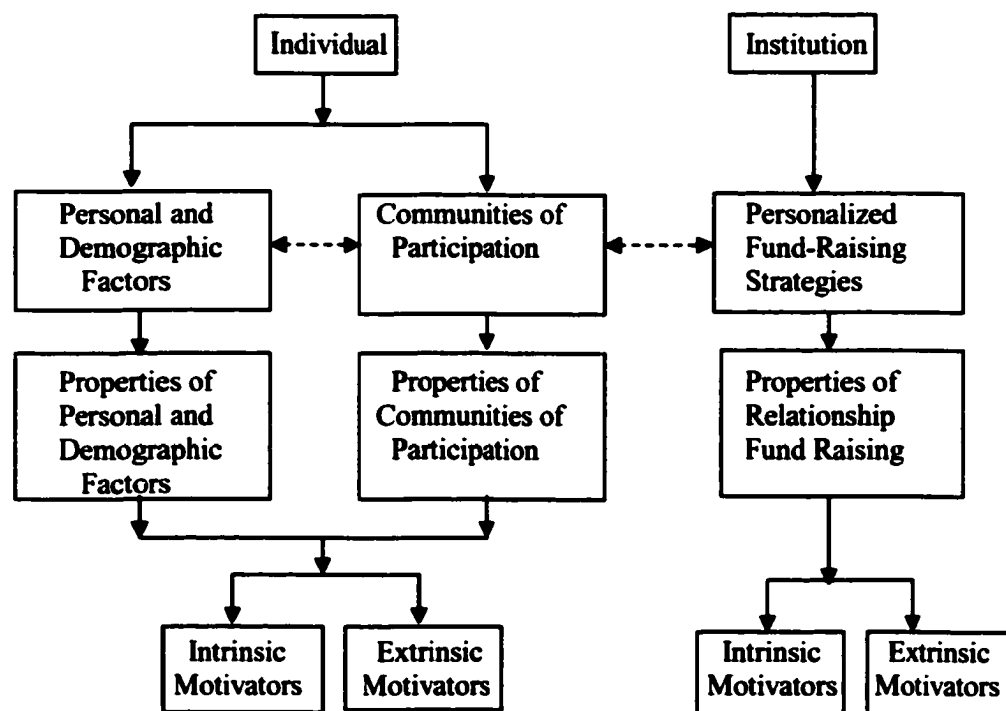
#### *Development of Relationship Fund-Raising Strategies*

Figure 6.4 focuses on another part of the integrated model based on the results of this study, the implementation of relationship fund-raising strategies to build life-long relationships with alumni donors. This portion of the model shows how using relationship fund-raising techniques to understand and encourage donor motivations can lead to increased alumni support. Like Figure 6.3, Figure 6.4 is an extrapolation of the model as seen in an SAA/SF context. Although most of the study participants had not experienced relationship fund-raising techniques in regards to their alumni giving, they commented on several intrinsic and extrinsic motivators related to the concept of

relationship fund raising that would have influenced their giving habits. These motivators suggest that another property of the concept of relationship fund raising is the solicitation process. The solicitation process in this model focuses on collecting and using the motivational information of students and alumni from their involvement in communities of participation. Since relationship fund raising is a two-way process to build a life-long relationship, the model also shows the importance of soliciting people in ways that are meaningful to them and only using strategies that appeal to each individual's personal intrinsic and extrinsic motivators.

Figure 6.4

*Relationship Fund Raising in the Integrated Fund-Raising Model*



Additionally, personal and demographic factors are included in the model.

Previous fund-raising studies have shown that personal and demographic issues may play a part in donor motivation. Although an institution may not be able to affect the

development of these particular factors, the use of personalized solicitation strategies that emphasize these motivations may encourage increased alumni giving. Examples of personal and demographic factors related to intrinsic motivators include such variables as family or cultural attitudes toward philanthropy, religious philanthropic interests, and income level. Extrinsic motivators may include factors such as income tax deductions, community social standing, material benefits, and additional philanthropic interests.

### *Database Management*

Developing relationships and learning more about the intrinsic and extrinsic motivations of students and alumni is just one of the objectives of relationship fund raising. Once these motivations are known, the institution should also focus on collecting and storing this information to develop strategic solicitation plans for each alumnus. Based on this detailed information, institutions can create more sophisticated solicitation strategies that will encourage stronger relationships between alumni and the school. Although this model does not specifically show database management as an integral part of the fund-raising process, to collect and use this information, relationship fund raising relies heavily on database development for easily storing and accessing information.

### *Summary*

This model, developed from the results of this study and findings of other fund-raising research, suggests that creating strategies to involve students and alumni in structured activities related to the school, coupled with focused, well-planned solicitations will result in long-term relationships that may lead to greater lifetime giving. By focusing on both the individual's motivations for giving and the institution's fund-

raising strategies, this integrated model offers the possibility for fund-raising research that encompasses a more holistic conceptual framework.

#### Implications for Further Research

Although the results of this study on the impact of SAA/SF programs on alumni giving were encouraging, additional research would bring much greater understanding to the emerging field of higher education fund-raising research. Both quantitative and qualitative studies would add increased depth to the understanding of the impact of these programs on alumni giving. Furthermore, by studying student advancement groups, it may be possible to develop a greater understanding of how to increase financial support from the overall alumni population. Additionally, research to test the Integrated Fund-Raising Model for Higher Education is suggested to better understand how to integrate donor motivations with institutional fund-raising processes. Overall, in addition to higher education research, studying each of these diverse areas would add greater understanding to the fund-raising literature base as a whole.

A variety of quantitative studies should be considered for future research. For instance, more multi-institutional studies would help researchers to better generalize the findings of this study. Additionally, in-depth studies of individual institutions would help to control for a number of possible variables that influence giving. Focusing on SAA/SF programs at private schools would be helpful for considering possible differences in institutional type. Also, including more student advancement programs with open membership policies would add to the overall understanding of the different types of group design and their possible impacts on alumni support. At the individual donor level, in addition to differences in giving, it would be interesting to examine if SAA/SF alumni

are more consistent donors and increase their giving over their lifetime in comparison to non-SAA/SF peers.

Additional qualitative studies would assist in building stronger connections between alumni giving data and the factors that motivate prosocial behavior. Multi-institutional studies would give greater understanding of SAA/SF programs in general. Single institutional studies would offer more in-depth descriptions of the impacts of these programs on alumni involvement. Adding private institutions and open membership SAA/SF programs would expand the understanding of the effects of institution type and program design. Other interview participants also would offer insight into this issue. It would be interesting to discuss with development staff and high-level administrators how they believe student advancement programs fit into an institution's overall strategy. Additional research should also include the observations of general SAA/SF members, non-SAA/SF student leaders, and members of the general student body.

From the perspective of relationship marketing, studies that examine not only giving data but the strategies used by institutions to solicit their alumni would add to the theoretical understanding of fund-raising practices that currently are mostly normative concepts. Research should be designed to study how a greater focus on developing lifelong relationships with alumni influences their financial support. Greater understanding of the variety of motivations, both at the student and alumni level, would also help to better illustrate the balance between intrinsic and extrinsic motivations and their effects on individual alumni involvement.

Additionally, further research to define the properties of communities of participation and relationship fund raising would help to better understand these

important concepts. With greater knowledge of what constitutes communities of participation, institutions can develop methods to enhance prosocial behavior and influence alumni giving. Likewise, a better understanding of the properties of relationship fund raising would help institutions to develop improved solicitation strategies to incorporate a life-long approach to Institutional Advancement practices.

Based on the Integrated Fund-Raising Model suggested in Figure 6.2, studies should be developed to consider both the impact of individuals' motivations and institutions' practices on increasing donor retention and lifelong donor value. A holistic research process that involves both the person and the organization would add a much-needed foundation for the development of stronger fund-raising theories. Although an initial suggestion, the model shows that by focusing on all parts of the fund-raising equation greater understanding of philanthropic behavior can be established that would have a direct impact on policy and practice.

This model is explained in an SAA/SF context. Because of the model's attempt at an holistic approach, however, activities not related to student advancement programs may also constitute communities of participation and other fund-raising strategies may influence alumni giving. Further research on student and alumni activities outside of student advancement programs and other specific fund-raising strategies would bring greater insight and understanding to the model.

### Research Challenges

The greatest challenges for future fund-raising research relate to mounting quantitative studies, especially those focused on including data from multiple institutions. Collecting individual giving information has many obstacles for the fund-raising

researcher. Data issues, such as a lack of entering student activity attributes and other controlling factors onto individual alumni records and the development of easily run reports to access giving information, may discourage institutions from participating in fund-raising studies. Also, staffing issues like turnover and time demands may preclude consistent and efficient data collection. Once data have been received, it is necessary to compare “apples to apples,” ensuring that data received from each institution is comparable to the other participating schools. Additionally, permission to access alumni giving data often must be obtained from a variety of campus sources, some of which do not work together and may have differing agendas. Finally, it should be recognized that although studies involving multiple institutions are an important addition to the literature for the purposes of generalizing fund-raising results, it is very difficult to control for a number of factors which would be more easily accomplished through in-depth studies of individual institutions.

#### Implications for Policy and Practice

This study helps to lend credence to the importance of creating and maintaining strong student advancement programs. As evidenced by the statistical results of this study, many students involved in these programs develop strong, lasting relationships with their institutions that often endure long after graduation. By studying why participants in these programs donate at greater levels than their non-participating peers, institutions may also discover methods of encouraging increased private support from their general student body after graduation. It should be acknowledged, however, that many of the suggestions in the following section are based on institutional increases of



resources such as money, staffing, and time. Institutional limitations may restrict the implementation of some of these implications.

Because this study showed that SAA/SF programs have an impact on alumni giving, institutions should consider how they can strengthen these programs and the experiences they offer to their members. High level administrators need to understand that these programs do develop prosocial behavior in their participants and create a community of participation that encourages support following graduation. Providing the appropriate support for these programs should be a high priority for the sponsoring organizations. In addition to employing talented and dedicated advisers, institutions should consider continual evaluations of programming, membership, and budgeting to ensure robust programs year after year. Although developing in current SAA/SF members a long-term interest to become alumni supporters and volunteers of the institution might be a peripheral mission of some SAA/SF programs, student participants should be told explicitly of the expectations of the institution in regard to their involvement and support as alumni. In turn, institutions should develop more structured young alumni programs to bridge the involvement of these highly-trained students into active, alumni leaders.

Based on this study's findings, it would be beneficial for institutions to focus on developing stronger alumni volunteer opportunities that would re-create the communities of participation and the resulting intrinsic and extrinsic motivations experienced by SAA/SF students. One can only wonder at the close relationships that may result from alumni and institutional connections if stronger communities of participation at both the student and alumni level could be developed and maintained.

To develop stronger relationship marketing strategies, greater interaction between Alumni and Development offices should be encouraged in regard to SAA/SF members. Using SAA/SF students in Development activities would help these students to develop a greater understanding of the needs of the institution and to observe model alumni behavior in terms of institutional financial support. Additionally, greater personalization of SAA/SF alumni solicitations that recognizes the strong relationships developed with SAA/SF alumni while they were students would help to maintain their relationship to the institution. SAA/SF alumni may also become successful fund-raising volunteers to be used for peer solicitation. They have developed both institutional "cheerleading" skills and have a greater understanding of the institution's needs and opportunities.

A larger question facing institutions should be how to apply some of the effective practices employed with SAA/SF students and alumni to the general student and alumni population. Programs should be developed for more students that cultivate similar intrinsic and extrinsic motivations that lead to increased prosocial behavior. If an institution is able to offer more opportunities for interaction and involvement with the school for a greater number of students, although the impact may be lessened because the relationships are not as strong, some of the same motivations developed in SAA/SF participants may be experienced. Additionally, organizing greater alumni involvement that creates similar motivators to interact with the institution could lead to increased alumni support. Relationship marketing strategies to personalize the solicitation process would also be efficacious for the general alumni population. Overall, the lessons learned from student advancement programs may generate insights into philanthropic behavior that can impact the involvement and giving of all students and alumni.

## Appendix A

### *Request to Participate sent to Institutions*

August 15, 2001

«Title» «FirstName» «LastName»  
 «JobTitle», «Group»  
 «School»  
 «Address1»  
 «Address2»  
 «City», «State» «PostalCode» «Country»

Dear «FirstName»:

Your institution's involvement is needed! I am conducting a study on the impact of student advancement programs on alumni giving and would like to involve the «School» «Group». As a former student foundation adviser and member of ASAP's board, I have chosen this topic for my Ph.D. dissertation in higher education at The College of William and Mary. The study will compare annual giving between alumni who were student advancement program participants and their alumni peers who did not participate.

Your institution's program has been chosen because of its longevity, membership size, and budget level. Only 50 institutions fit the stringent parameters of this study and your involvement is crucial to understanding this important topic. As a benefit of participating, I will share with you the results of your institution's alumni giving as compared to the study's other institutions. Please see the enclosed questionnaire to verify information concerning your program and the parameters for submitting the necessary alumni giving information. Your responses, along with your institution's identity and alumni giving information, will remain confidential.

Collecting alumni giving data from many institutions is a challenge and one of the primary reasons that this study is a first of its kind. Your participation is vital in helping to achieve the most comprehensive results possible. I will contact you by August 27th to confirm your involvement in this study. If you have further questions, please call me at (757) 221-1370 or e-mail to [asfrie@wm.edu](mailto:asfrie@wm.edu).

Sincerely,

Anita Story Friedmann  
 Assistant Director, Major Gifts

Enclosures – data parameters, organization questionnaire, permission form, and data diskette

### **Parameters for Alumni Information**

To participate, your institution must have marked all «School» «Group» participants as an attribute in their individual alumni records.

Your institution's database administrator should supply two groups to be considered: all alumni who were involved in the «Group» and matched members of the general alumni population not involved in «Group» activities.

To control for demographic variables within the sample as much as possible, participants from the «Group» alumni group need to be matched to selected alumni who did not participate in «Group» functions based on class year, major, gender, and ethnicity if possible.

For instance, if 50 «Group» alumni graduated in 1992, then they should be compared with 50 non-«Group» 1992 graduates each with the same major, gender, and ethnicity. This matching may not be possible for each of these factors but best-faith attempts should be made.

Institutionally-provided data should include the following information on each alumnus: identification number, graduation year, gender, major, ethnicity, and each year's annual giving amount since graduation, and cumulative annual giving. Only gifts made to the annual fund for academic/operating purposes should be included. Endowment gifts and contributions to athletics should be excluded if possible. Due to the nature of benefits offered for athletics gifts, results may be skewed by institution if these gifts are considered in cumulative giving. Gifts should include all donations through the institution's most previous complete fiscal year, (i.e., June 30, 2001).

This data should be supplied in a Microsoft Excel or Access spreadsheet. If this is not possible, please contact the researcher to make other arrangements.

**«School» «Group» Questionnaire**

(Please return with data diskette)

The «School» «Group» was founded in \_\_\_\_\_.

The «School» «Group»'s membership is **Open/Closed/Combined** (please circle one).  
Please describe if necessary.

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Yes \_\_\_\_\_ No \_\_\_\_\_ Has the type of membership changed during the group's history.  
If yes, how has it changed?

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Yes \_\_\_\_\_ No \_\_\_\_\_ The «School» «Group»'s programming has included fund raising  
for institutional and/or academic purposes as a portion of their activities. If yes, please  
indicate what fund-raising activities the group has performed.

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Yes \_\_\_\_\_ No \_\_\_\_\_ The «School» «Group» has operated on a budget of at least \$5,000  
annually since 1990.

\_\_\_\_\_ % of the «School» «Group»'s budget is supplied by the institution.

Yes \_\_\_\_\_ No \_\_\_\_\_ Has this budget percentage changed during the lifetime of the  
organization? If yes, describe the changes.

---



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**Statement of Institutional and Alumni Confidentiality**  
(Please return with data diskette)

Enclosed is a diskette that includes alumni giving data for former «School» «Group» participants and non-participants. I understand that this data is offered voluntarily and for the exclusive use of Anita Story Friedmann's doctoral dissertation at the College of William and Mary and any related publications arising from this research. The identity of «School» and the «Group» along with all alumni giving information will remain confidential.

---

Name (please print)

Title

---

Signature

Date

**Appendix B*****Institution Consent Form*****Statement of Institutional and Alumni Confidentiality**

Enclosed is a diskette that includes alumni giving data for former <Institution name> <SAA/SF name> participants and non-participants. I understand that this data is offered voluntarily and for the exclusive use of Anita Friedmann's doctoral dissertation at the College of William and Mary and any related publications arising from this research. The identity of <Institution name> and <SAA/SF name> will remain confidential.

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**Name (please print)****Title**

---

**Signature****Date**

**Appendix C*****Written Survey*****Date****Name****Title****Institution****Address****City, State Zip****Dear Name:**

Thank you very much for volunteering to participate in my study on the impact of student advancement programs on alumni giving. I have enclosed a short survey that I would like for you to complete. This questionnaire gives you the opportunity to share with me a greater understanding of your program. **This survey should take approximately 10 minutes of your time to complete. Please return it by <date>.** As always, your responses will remain confidential. If actual quotes appear in a written document, you will be identified only as a "adviser," "administrator," or "participant." Following the quantitative portion of this study, I will be conducting further in-depth interviews with a small number of advisers and alumni. If you are interested in participating in this phase of the study, please indicate this in the appropriate portion of the survey.

Your participation is truly appreciated and I look forward to sharing with you the results of the study.

Sincerely,

Anita Story Friedmann  
Assistant Director, Major Gifts



Written Survey – SAA/SF Administrators

Name \_\_\_\_\_

Title \_\_\_\_\_

# of Years involved in student advancement programs \_\_\_\_\_

Name of institution and ASAP program \_\_\_\_\_

Involvement in regional or national ASAP programming \_\_\_\_\_

Questions

1. A. What was the original purpose(s) of your student advancement program?

Check all that apply.

 To involve students in alumni activities To help with alumni fund raising, such as the phonathon To help with student fund raising To be a campus host organization To be a campus tours organization To create a pipeline of young alumni volunteers To develop a stronger sense of philanthropy within the student body Do not know Other \_\_\_\_\_

B. Yes \_\_\_\_\_ No \_\_\_\_\_ Has the original purpose changed over time? If yes, how has it changed? \_\_\_\_\_

2) What methods do you use, if any, to keep SAA/SF students involved after graduation?

 SAA/SF Alumni Advisory Board Directly ask them to volunteer for alumni programming Directly ask them to volunteer for alumni fund raising Alumni leadership activities such as boards or advisory groups Other No direct efforts are made to involve former SAA/SF participants following graduation

- 3) Yes \_\_\_\_\_ No \_\_\_\_\_ Do you keep in direct contact with SAA/SF alumni? If yes, what methods do you use to contact them? E-mail\_\_ Letters\_\_ Phone\_\_ In person\_\_
- 4) Yes \_\_\_\_\_ No \_\_\_\_\_ Are your SAA/SF alumni involved with alumni activities after graduation? What percentage stay involved as alumni?\_\_\_\_\_
- 5) Yes \_\_\_\_\_ No \_\_\_\_\_ If they are alumni volunteers, are they better prepared and more involved than alumni who did not participate in your student advancement program?
- 6) Yes \_\_\_\_\_ No \_\_\_\_\_. Do you have staff that focus their efforts on young alumni involvement, monetarily or otherwise? If yes, what are their job responsibilities? \_\_\_\_\_
- 
- 7) Yes \_\_\_\_\_ No \_\_\_\_\_ Has your group's structural design, i.e. type of membership, programming, and budget support, changed over time? If yes, what has changed and how?\_\_\_\_\_
- 
- 8) Yes \_\_\_\_\_ No \_\_\_\_\_ Is there any particular characteristic(s) about your group's structural design that helps your program achieve its goals more effectively? \_\_\_\_\_
- 
- 9) Yes \_\_\_\_\_ No \_\_\_\_\_ Do you have a formal evaluation process for your SAA/SF program? If yes, do you consider alumni involvement, either volunteer or financial, in this evaluation?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Type \_\_\_\_\_
- 
- 10) Yes \_\_\_\_\_ No \_\_\_\_\_ Do you think that students' involvement in your SAA/SF group impacts their alumni giving and volunteer participation?
- 11) Yes \_\_\_\_\_ No \_\_\_\_\_ Does your group work to develop a sense of philanthropy in students while they were in school?
- 12) Yes \_\_\_\_\_ No \_\_\_\_\_ Do you segment annual fund appeals by student advancement involvement?
- 13) Yes \_\_\_\_\_ No \_\_\_\_\_ Do you actively recruit former group members as fund-raising volunteers?
- 14) Yes \_\_\_\_\_ No \_\_\_\_\_ Do you actively track SAA/SF alumni and have any formal communication with them because they were members of the group. Informally?

15) Yes \_\_\_\_\_ No \_\_\_\_\_ Does your institution expect any of involvement, volunteer or financial, from SAA/SF alumni? \_\_\_\_\_

16) Do you have any other observations about your group and/or your institution's fund-raising process that you think would be of interest to other institutions if they were to start a new student advancement group? \_\_\_\_\_

17) Yes \_\_\_\_\_ No \_\_\_\_\_ I would (not) like to participate in an interview that would take approximately 30 – 60 minutes. I understand that if I volunteer for this portion of the study that I will be asked to suggest two former <SAA/SF group name> presidents to participate in a similar in-depth interview.

## Appendix D

### *Interview Protocol for SAA/SF Administrators*

- 1) Tell me about the history of your student advancement program?
- 2) What were the original motivating factors to develop the program? How have they changed over time?
- 3) In what ways do you keep SAA/SF students involved after graduation?
- 4) What type of feedback do you hear from alumni after they have been involved with students? Are they still interested in participating? Are they better prepared as volunteers?
- 5) Do you have staff that focus their efforts on young alumni involvement, monetarily or otherwise?
- 6) How do you think alumni participation is affected by involvement as students in your SAA/SF?
- 7) Why was your group “designed” with its particular configuration of membership, programming, and budget support? Was it situational at the time or was there a long-term plan involved?
- 8) Have any of these areas changed over time? What was the catalyst for these, if any, changes?
- 9) How do you think your particular group design works to encourage alumni support of your former participants? Prompts: feel special due to closed membership, understand institution’s fund raising needs because helped as student, etc...
- 10) Would you change your current design to encourage greater involvement as alumni? In what ways?
- 11) What do you think is the group “ideal” design to encourage the greatest amount of support after a student graduates?
- 12) How do you evaluate your student advancement program? Do you consider alumni involvement, either volunteer or financial, in this evaluation?
- 13) Quantitative data collected in this study showed \_\_\_\_\_. Your institution in particular had an outcome of \_\_\_\_\_. Do these numbers surprise you? To what extent would you attribute these statistics to students’ involvement your group?
- 14) How does your group work to develop a sense of philanthropy in students while they were in school?
- 15) Do you segment annual fund appeals by student advancement involvement?
- 16) Do you actively recruit former group members as fund-raising volunteers?
- 17) Do you actively track your former members’ and have any formal communication with them because they were members of the group. Informally?
- 18) What type of involvement, volunteer or financial, do you and your institution expect from former members? How do you communicate these expectations to current student members? Alumni former members?
- 19) Do you have any other observations about your group and your institution’s fund-raising process that you think would be of interest to other institutions if they were to start a new student advancement group?

## Appendix E

### *Interview Protocol for SAA/SF Alumni*

- 1) Tell me about your involvement as a member of your group? What did you do? How much time would you estimate that you spent on group activities?
- 2) How do you feel that your involvement helped to build your understanding of your institutions' needs?
- 3) Would you describe your experience as a "community of participation?" (Define for interviewee.)
- 4) Do you stay in touch with former members? Is through formal or informal activities and communication?
- 5) How would you compare your involvement in this group to other school-related activities in regards to its importance in your current support of your school?
- 6) What was the mission of your group? Did any administrator ever say that this group was designed to teach philanthropy and involvement so that you and your peers would give more and be more involved as alumni? How would you have felt about this "other" mission" (if it wasn't already stated openly)?
- 7) What did you like most about your SAA/SF experience? Why? Does it still affect you today?
- 8) Were there particular elements that helped to build your understanding of the institution's needs better than others?
- 9) What elements of the SAA/SF group (programming, membership, budget), influence your financial support of the institution today?
- 10) How would you change the group's design to improve students' philanthropic understanding of your institution's needs? Would you increase/decrease budget from administration? Change type of membership? Change programming? Why?
- 11) What do you think influences you to give money to your institution?
- 12) Is there a particular request or "ask" that is really a hot button for you due to your involvement in the group?
- 13) Compared to your peers, do you think you give less, the same, or more than they do? Is how much you give related to your involvement in the group? Is their's (involvement or lack of involvement)?
- 14) Does your institution ask you for contributions and state specifically your involvement in the student advancement organization (i.e. "because you were a member, we're asking you to...)?
- 15) Did an administrator ever tell you as students that you would be expected to become leaders and donors as alumni because of your involvement in the group? Was this an open expectation or underlying in your participation?
- 16) Should the institution do more to segment members of the group once they are alumni to encourage their support? Would this help to raise more money? How?
- 17) Do you think you are more involved as an alumnus because you were in this group as a student?
- 18) What can your institution do to "connect" your involvement as a student to you now as an alumnus? Should they do this?

**19) If another institution was starting a SAA/SF group, what advice would you give them that would build a “community of participation?” How would you design the alumni fund-raising process to take advantage of a person’s involvement in a student advancement program?**

**Appendix F*****Alumni Interview Participation Letter*****Date****Name****Address****City, State, Zip****Dear Name:**

**Your <Institution name> <SAA/SF group> spirit is needed! <Administrator name> has suggested your name as a participant in a study I am conducting for my doctoral dissertation at the College of William and Mary concerning the impact of participation in student advancement programs on alumni giving. Your leadership involvement with <Institution name>'s <SAA/SF group> as a student and your current financial support as an alumnus gives you a unique perspective on student advancement programs. Your participation will involve a telephone interview of approximately 30 - 45 minutes. Your identity and responses, along with the name of your institution, will remain confidential. Only four institutions, including four student advancement advisers and eight alumni, have been chosen for this portion of the study. Your involvement is extremely important and will offer detailed insight into this emerging research topic.**

**I will contact you by telephone to confirm your involvement in this study by <Date>. Thank you for your consider and I hope that you choose to participate.**

**Sincerely,**

**Anita Friedmann  
Assistant Director, Major Gifts**

**Appendix G*****Statement of Confidentiality – SAA/SF Advisers and SAA/SF Alumni******Statement of Confidentiality***

I understand that my responses to this interview are voluntary and for the exclusive use of Anita Friedmann's doctoral dissertation at the College of William and Mary and any related publications arising from this research. My identity and responses will remain confidential. If actual quotes appear in a written document, I will be identified only as a "adviser," "administrator," "alumnus," or "participant."

---

Name (please print)

---

Signature

Date



## Appendix H

### *E-mail to initial sample institutions requesting participation*

«WorkPhone»

Dear «FirstName»,

Have you ever wondered how involvement in the «Group» affects alumni gifts to «School» after your students graduate? I know I did when I was adviser of the Georgia Tech Student Foundation from 1989 – 1994. Unfortunately, I never had the time during my busy work schedule to figure it out. The good news is I want to help you, but I need your help!

For my dissertation, I'm working on a study comparing alumni giving of student advancement participants to their peers who were not members. I've been working with Paul Chewning and the folks at CASE to develop this study. Having worked with alumni databases for many years, I understand the challenge this request presents for many schools! To get the best results of an international sample, I really need your help to get the data and it may take a little bit of work on your part to get this information out of your database. As I'm sure you already know, your program is the cream of the crop and the information you provide will give us great insight into the effects of a strong student advancement program on alumni giving.

We all know that dollars are not the only way to study the impact of student advancement programs. However, alumni giving information can be a quick, black and white description of just how important these programs can be to a college or university. As a bonus to participating, I will share with you how your student advancement alumni compared to fellow alumni who were not members and how your institution compared to the overall sample.

In the next day or two, you should receive a packet inviting you to participate in this study and giving you the details of the type of data that I need. I know that you may not be in charge of your database and/or have to go through a variety of administrators to collect this data. I will be happy to contact directly any people you feel need a personal explanation of the study. Also, if you can only offer certain portions of the data, I am happy to discuss those details with you.

This will be the first quantitative, multi-institutional look at student advancement programs and I theorize, without too much bias I hope, that we will have yet another indicator of the potential that these student programs offer for our institutions.

Thanks so much for you help. Please feel free to e-mail me with any questions or call me at (757) 221-1370.

Anita

**Appendix I*****E-mail to initial sample non-participating institutions***

**This is a very short follow-up questionnaire in regards to material I sent you in the Fall '01 concerning a study I am conducting on alumni giving and student advancement program participation. If you could please take a moment to answer the following questions, I would be very grateful. Also, it's not too late to participate! If your circumstances have changed and you would like to be included in the study please refer to Question #2.**

**Question #1 - «School» did not participate in the study because of the following (pick one or more):**

- 1) Did not have time to devote to pulling data from database.**
- 2) Request was too complicated to easily configure data.**
- 3) Have not marked alumni as members of «Group» in alumni records.**
- 4) Did not want to give out alumni giving information.**
- 5) Could not access alumni giving information (or other data \_\_\_\_\_).**
- 6) Staff changes/issues affected our ability to provide data.**
- 7) Did not understand the request for information.**
- 8) Other (please specify) \_\_\_\_\_.**

**Question #2 – The «School» «Group» would like to participate in this study. Please contact me about further information.**

- 1) Yes**
- 2) No**

**Thanks for your response and I hope you have a successful and happy New Year!**

**- Anita**

## Appendix J

*Code Mapping: Four Iterations of Analysis (to be read from the bottom up)*

<b>(Fourth Iteration: Application to Theory/Concepts)</b>			
1. Development of Community of Participation		2. Development of Relationship Marketing/Fund Raising	
3. Fund-Raising Model - Development of Prosocial Behavior through Communities of Participation and Relationship Fund Raising leads to increased alumni giving			
<b>(Third Iteration: Properties of Theory/Concepts)</b>			
1. Socialization		2. Philanthropic Attitudes	
1. Identity		2. Continuation of Commitment	
1. Rewards		2. Solicitation Process	
1. Commitment			
<b>(Second Iteration: Pattern Variables)</b>			
1A. Intrinsic Motivators for Students		2A. Intrinsic Motivators for Alumni	
1B. Extrinsic Motivators for Students		2B. Extrinsic Motivators for Alumni	
<b>(First Iteration: Initial Factors/Codes)</b>			
1A. Improved sense of self worth		2A. Gratitude/Reciprocity	
1A. Pride		2A. Helping future students	
1A. Leadership skills		2A. Pride in institution	
1A. Friendships		2A. Continue/Improve quality of education	
1A. Sense of Belonging		2A. Memories of relationships and experiences	
1A. Interest in supporting the institution			
1B. Fun environment		2B. Specialized solicitations – purpose, impact, amount, and personalization	
1B. Incentives and Rewards		2B. Reminders of SAA/SF memories	
1B. Responsibilities		2B. Explicit expectation of SAA/SF alumni involvement (conveyed while students)	
1B. Interaction and relationships with distinguished alumni		2B. Create habit of giving and volunteering	
1B. Interaction and relationships with high level administrators		2B. Alumni involvement through volunteerism	
1B. “Insider” education about institution		2B. Structured young alumni programs	
1B. Education about importance of supporting the institution			
DATA	DATA	DATA	DATA

## Appendix K

*Research Questions in Relation to Interview Questions*

Research Questions	Interview Questions
<p><i>Phase II-A. SAA/SF Advisers</i></p> <p>II-A1) How did the institution value the role of student advancement programs in developing prosocial behavior in students that might have influenced young alumni behavior following graduation?</p> <p>II-A2) How were specific SAA/SF group programming, membership strategies, leadership development, and budgeting support used to develop prosocial behavior that encouraged long-term alumni support?</p> <p>II-A3) How did the institution consider the impact of student advancement involvement as a developer of prosocial behavior over the lifetime of SAA/SF alumni in regards to institutional support?</p>	<p><i>SAA/SF Advisers Interview Protocol</i></p> <p>1, 2, 3, 4, 5, 6, 14, 18</p> <p>7, 8, 9, 10, 11, 12,</p> <p>3, 4, 5, 13, 14, 15, 16, 17, 18, 19</p>
<p><i>Phase II-B. SAA/SF Alumni</i></p> <p>II-B1) How did SAA/SF group participation encourage prosocial behavior that related to his/her current institutional support as an alumnus?</p> <p>II-B2) What particular aspects of SAA/SF group programming, membership strategies, leadership development, and budgeting support motivated his/her behavior toward institutional support as an alumnus?</p> <p>II-B3) Did involvement in student advancement programs affect the SAA/SF alumnus' prosocial behavior throughout his/her lifetime in regards to institutional support?</p>	<p><i>SAA/SF Alumni Interview Protocol</i></p> <p>1, 2, 3, 4, 5, 6, 7, 8, 15</p> <p>9, 10, 19</p> <p>6, 7, 11, 12, 13, 14, 15, 16, 17, 18, 19</p>

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