

THE RELATIONSHIP BETWEEN STUDENT ENGAGEMENT AND
ALUMNI GIVING AT HIGHER EDUCATION INSTITUTIONS:
A COMPARATIVE CASE STUDY ANALYSIS

by

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A COMPARATIVE CASE STUDY ANALYSIS

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Dedication

I dedicate this manuscript to my dear husband, Brian, whose unwavering support meant that I could focus on my study.

To my sons, B. Keith Jr. and Kyle, whose patience is endless.

To my aunts, Arvilla Riddick, who always motivated me to excel and Dr. Gladys Cartwright Burnette, the first in our family to earn a doctorate degree, and a source of inspiration for me to pursue a higher education degree.

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The Relationship Between Student Engagement and Alumni Giving at Higher Education Institutions: A Comparative Case Study Analysis

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Abstract

This qualitative comparative case study analysis explored the relationship between undergraduate student engagement and alumni donations to their alma mater. The independent research categories are undergraduate co-curricular engagement and athletics engagement as related to the dependent research category, alumni giving. The research data were three quantitative case studies with settings at private higher education institutions in the South and Midwest; data were analyzed utilizing the Atlas.ti 8 qualitative data analysis software program. The findings of this study indicated that regarding the relationship between undergraduate co-curricular engagement and alumni giving, the results are inconclusive. Findings regarding the relationship between undergraduate athletics engagement and alumni giving indicate either a negative relationship, or no significant relationship between the two research categories. However, there is a positive relationship between student engagement and alumni giving when the undergraduates were involved in more than one category of student engagement.

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List of Abbreviations

1. HEI – Higher Education Institution
2. HBCU – Historically Black Colleges and Universities
3. PWI – Predominantly White Institutions

Chapter 1: Introduction

Introduction

For decades, higher education institutions (HEIs) have been facing a reality of steadily declining government support and must look to other constituent groups in order to survive (McDearmon, 2013). For this reason, leaders in higher education, no matter their role, have an obligation to attempt to positively influence alumni support because of the critical impact on sustainability of these institutions. Challenges for nonprofit organizations include overcoming the reality of limited resources amidst growing social needs (Schipul, 2010). Consequently, the study will focus only on a particular strategy which impacts university fundraising efforts involving alumni: student engagement. Historically Black Colleges and Universities (HBCUs), which are, by nature, nonprofit institutions, must press on because insufficient funding is considered one of the greatest threats to their survival (Andrews, No, Powell, Powell Rey, & Yigletu, 2016). Therefore, due to declining resources for funding HEIs, the only viable option for sustainability is to seek increased revenue from private fundraising sources, such as alumni (Rau, 2014) (Beamon, 2017).

Background of the Problem

Around the world, higher education has existed for centuries. The oldest established university is in Cairo, Egypt; furthermore, from a global perspective higher education has persisted from third century Egypt, to fifth century India, to sixth century China, 1088 in Bologna, Germany, and continues developing today (King, Marginson, & Naidoo, 2011) (King, Marginson, & Naidoo, 2011). The origins of philanthropy as a source of financial support for higher education is traced back to the Middle Ages (Mitch, 2016). In its early years, higher

education was created by religious organizations, which also provided all funding for operations (King, Marginson, & Naidoo, 2011) (Mitch, 2016). Government support of education is believed to have begun about two centuries ago in Europe in an effort to expand educational opportunities beyond the elite (Mitch, 2016). Queen Elizabeth I of England addressed philanthropy for universities with legislation passed in 1601, which remains a model for how the law defines charitable donations in the United Kingdom and the United States (Mitch, 2016). In Germany and France, a decline of philanthropic support for education is linked to the Reformation, with a revival of charitable giving education for occurring in the 18th century; Italian philanthropic support for education began in the 16th century in the north (Mitch, 2016). This phenomenon impacts higher education around the world today as HEIs (higher education institutions) seek to create a culture of giving beyond government support (Gallo, 2012). Among common issues for HEIs worldwide are limited resources, leading to a need to seek diverse sources of private support, such as alumni support (Daly, 2013) (Gallo, 2012) (Livshin, 2011) (Weerts, Cabrera, & Sanford, 2010).

In today's higher education environment, universities are challenged with limited financial resources, low graduation rates, and small endowments (Andrews, No, Powell, Powell Rey, & Yigletu, 2016). Because HBCUs (Historically Black Colleges and Universities) tend to matriculate a higher proportion of low-income undergraduates who are first generation college students, often students do not continue their studies due to financial constraints. In some states, HBCUs are being encouraged to merge or risk threat of closure because of limited resources and sustainability (Steward, 2014). However, this is not the case for all HBCUs. A remarkable phenomenon is that, notwithstanding the myriad of impediments faced by HBCUs, they have been successful in educating underserved communities (Gasman, 2013). A common theme

among thriving universities is an engaged alumni base, which is also an indicator for sustainability (Andrews, No, Powell, Powell Rey, & Yigletu, 2016; Best Colleges Rankings, 2016). Increasing alumni giving is one of several noted areas for HEIs to enhance their finances and thereby sustain their existence (Hernandez, 2010). Furthermore, there is a critical need for HEIs to develop funding sources beyond tuition (Hernandez, 2010).

Purpose of the Study

The purpose of the study is to explore the relationship between student engagement and alumni giving at HEIs.

Need for the Study

A foundation of the problem is that the universities need to increase and sustain revenue streams, one of which is alumni giving that is predicated by a need to engage alumni. The paucity of literature about student engagement and its impact on alumni giving at an HEI led to formation of the research problem. The literature review was conducted in a format to “build bridges between related topics” (Creswell, 2014, p. 28). The paucity of literature specifically targeted to student engagement and alumni giving at HEIs justifies the need for further research on the topic. In order to effectively influence alumni giving, one must consider all components that influence their decision-making.

Dr. Philip Clay provides key insight in a 2012 report, “HBCUs Facing the Future: A Fresh Look at Challenges and Opportunities”, published while he was a senior fellow at the Ford Foundation. Challenges of HEIs include limited resources which lead to threats of closure, declining government support, and declining enrollment. There are some who question the relevance of HBCUs, which were originally created during the period of segregation as a means to educate freed slaves and their descendants. Opportunities emerged because of the success of

HBCUs despite the challenges, however. While HCBUs only enroll about four percent of the nation's African Americans, they confer 21 percent of all undergraduate degrees earned by African Americans (Clay, 2012). Furthermore, HBCUs produce a disproportionate percentage of degrees in the sciences, although less than 15 percent of students majoring in science are enrolled at HBCUs. Nonetheless, HBCUs graduate an average of 26 percent of African Americans with undergraduate degrees in the sciences. Furthermore, eight of the top 10 American higher education producers of African American scientists in science and engineering are HBCUs. Clay (2012) posited that the way forward for HEIs is transformative leadership and enhanced strategies to attract additional resources. Clay also expounded on the culture of HBCU students, who tend to have a more favorable affinity toward community service and civic engagement than their counterparts at predominantly white institutions (PWIs). There is a need for further research into the causes and effects of engagement to influence alumni giving.

Relevance to Higher Education Leadership

Leaders “with determination are willing to assert themselves, are proactive, and have the capacity to persevere in the face of obstacles” (Northouse, 2016, p. 25). An effective leader steps up “when followers need to be directed” (Northouse, 2016, p. 25). Clay's (2012) insights on HBCUs include the statement that, “Among all of the stakeholders, the framework of support is less important than the quality of engagement” (p. 46). Therefore, to affect change, higher education leaders must engage with a community of like-minded individuals who are focused on achieving the university's goals and objectives. An expectation of Institutional Advancement leaders is that fundraising from many sources, including corporations, foundations, organizations, individuals, and alumni will continue to expand in keeping with industry trends. Therefore, via targeted outreach to different constituent groups, authentic and transformational

leaders will affect the university's growth and sustainability. Authentic leaders search for ways to maximize resources and transformational leaders try to affect change and positively influence others (Kezar, Carducci, & Contreras-McGavin, 2006). The paucity of literature on the subject matter indicates that there is a need for further study into the research topic.

Organizing (Conceptual) Boundaries

A theory that is the foundation of the scope of the study on student engagement is Astin's (1999) student development theory. Astin's (1999) theory is rooted in results from a longitudinal study published in 1975 that identified factors of college environment which were found to effect student persistence to graduation. "Quite simply, student involvement refers to the amount of physical and psychological energy that the student devotes to the academic experience" (Astin, 1999, p. 518). Astin posits that a highly-involved student is one who not only interacts often with professors, but also actively engages in student organizations, studying, and spends time with other students. Student development theory has been a foundation for institutional change and will provide the basis for further study in determining implications for alumni participation.

Research Questions

The independent research categories are undergraduate co-curricular engagement and athletics engagement as related to the dependent research category, alumni giving. Research questions that will be answered by the study are as follows.

1. What is the relationship between undergraduate co-curricular engagement and alumni giving?
2. What is the relationship between undergraduate athletics engagement and alumni giving?

Research Design

The research design is a qualitative, non-experimental comparative case study analysis. Research indicates that there are many factors influencing alumni participation. To analyze the factors, a comparative case study analysis will occur from three empirical studies relating to the dependent category, alumni giving and independent categories of undergraduate co-curricular engagement and undergraduate athletics engagement. The comparative case study will commence after application for an Institutional Review (IRB) exemption. In case study analysis, there are no research participants or data collection; therefore, a request for IRB exemption is appropriate. Conclusions and recommendations for university fundraising efforts will be drawn from the comparative case study analysis.

Data Analysis

A comparative, qualitative analysis of three currently identified case studies will be analyzed and coded for similarities, common themes, and differences. Case study analysis is appropriate because of the available data from thousands of participants, not possible with available participants at one HEI because of the current reality of insufficient engagement with alumni.

Limitations

There are several limitations to the study. These limitations, while worthy of mention, are not expected to impede the validity of the results of the study, however.

1. The study is not generalizable to all higher education institutions.
2. The study will inform strategic decision making but is limited in scope to data within three case studies.

3. The study is limited to data stored in the HEI; therefore, the accuracy is limited to other institutions' Information Technology policies for managing data.
4. Some data within the study are limited to self-reported information from participants, which is not verified (Pinion, 2016).
5. Furthermore, because data were retrieved from the institution and limited to financial content, no information was available pertaining to motivations and feelings of the alumni participants (Clarke, 2016).
6. The data are from a particular period (Pinion, 2016).
7. There may be other motivating factors to be attributed to donations from alumni to their alma mater that are not included in the study.
8. The settings of the three case studies are at private HEIs.

Delimitations

The focus of the study is limited to the scope of student engagement and a relationship to alumni giving. For purposes of the research design for the study, a rationale will be adopted considering that other factors influencing alumni giving have been addressed, such as likeability and trust of the university president, adequate number of Institutional Advancement staff responsible for alumni giving based upon the number of living alumni, and tendency that alumni representing certain majors having a stronger likelihood of supporting their alma mater financially (Tindall, 2009). Research indicates that these other factors tend to play an impactful role in influencing alumni giving. Furthermore, fundraising tools for outreach, although additional factors influencing alumni giving, such as social media as accompaniment to other typical fundraising communiques, such as letters, telephone and face to face solicitations are not included in the study.

Ethical Issues

The practice of qualitative research has a twofold purpose: to reveal new information while simultaneously preserving ethical ideals (Damianakis & Woodford, 2012). An important ethical consideration is to appropriately cite references and obtain permissions as deemed appropriate during case study analysis. (Creswell, 2013) (Creswell, 2014) (Damianakis & Woodford, 2012). During literature review, cases will be studied for assurance that informed consent when dealing with human participants is followed (Damianakis & Woodford, 2012). In addition, careful adherence to anonymity and confidentiality in handling of data are appropriate ethical concerns. Furthermore, ethical consideration will be addressed in the study based upon standards for qualitative research established within literature in the field of education and university requirements.

Definition of Terms

The following are terms that are used throughout the study.

1. Alma mater – “a term applied by former students to the school, college, or university where they have been educated” (Webster, 1985, p. 30).
2. Alumna or alumnae – “female graduate of an educational institution” (Webster, 1985, p. 31).
3. Alumni – “plural of alumnus” (Webster, 1985, p. 31).
4. Alumni of record – “those whom the institution believes it has a valid address or way to contact” (CASE, 2004, p. 69).
5. Alumni participation rate calculation – “number of individual” alumni undergraduate donors divided by the number of individual alumni “of record” (CASE, 2004, p. 69).

6. Alumnus – “former student, now graduate of an educational institution” (Webster, 1985, p. 31).
7. Donate – “to make a gift of” (Webster, 1985, p. 296).
8. Gift – “a contribution received by an institution for either restricted or unrestricted use... for which the institution has made no commitment of resources or services... (CASE, 2004, p. 23)”
9. Undergraduate – “a student of a university or college who has not received his first degree” (Webster, 1985, p. 1076).
10. Atlas.ti 8 – a specialized software for data analysis which supports coding and theming (Frieze, 2018).

Summary of Chapter 1

Nonprofit organizations and HEIs all have a common challenge: limited resources. Because of limited resources, it behooves HEIs to seek funding from a variety of stakeholders beyond government support, including corporations, foundations, individuals, and alumni. Although they only enroll a small percentage of African Americans, existence of HBCUs is inarguably impactful toward the number of degrees conferred to this population nationwide, particularly in the sciences. Alumni support is ever more significant as a tool for sustaining and transforming HEIs of tomorrow (Beamon, 2017) (Faisal, 2017). In the next chapter, there is literature that supports the need to delve deeper into ascertaining the impact of student engagement while matriculating to influencing a proclivity to future alumni donor behavior. The contribution of the research to the body of literature is likely to inform strategic decision making for both Student Affairs and Institutional Advancement leaders.

Chapter 2: Review of the Literature

Introduction

Review of literature is divided into several categories, which build upon each other and lead to the main topic. A purposeful selection of recent literature is appropriate since there is a limited selection of studies available on the research topic of undergraduate student engagement referencing athletic participation, co-curricular engagement, and alumni giving. Review of available empirical studies signifies that there exists a scarcity of scholarly, peer reviewed literature on the research topics. The most significant shortages in terms of available peer reviewed literature are in the areas of alumni giving and institutions of higher education. Furthermore, literature review from broader to more specific in reference to the literature categories, is the expected framework for qualitative literature review (Creswell, 2014). In addition, both quantitative and qualitative studies are included among the literature. Literature Review is organized using the following research categories:

- Philanthropy Models
- Policy, Law and Student Engagement
- Alumni giving
- Athletic success and alumni giving
- Student engagement and alumni giving
- Undergraduate student athletes and alumni giving

Philanthropy Models

Americans donated \$390 billion to nonprofits in 2016, with the majority, 72 percent, originating from individuals (Konrath & Handy, 2018). Philanthropy models suggest multiple

reasons that individual donors are motivated to contribute toward charitable causes. Bekkers and Wiepking (2011), in *A Literature Review of Empirical Studies of Philanthropy: Eight Mechanisms That Drive Charitable Giving*, reviewed more than 500 articles for common themes about donor motivations to contribute. Eight motivators for charitable giving are listed as the following: “need, solicitation, costs/benefits, altruism, reputation, psychological costs and benefits, values, and efficacy” (Bekkers & Wiepking, 2011, p. 928). The motivators are classified as tangible: “need, solicitation, costs/benefits, altruism” and intangible: “reputation, psychological costs and benefits, values, and efficacy” (Bekkers & Wiepking, 2011, p. 928). Need and solicitation involve communications to ensure that prospective donors are aware of the need for financial support, and solicitation is a mechanism, such as letter, donation form, both online and offline, used for supporters to contribute (Konrath & Handy, 2018) (Bekkers & Wiepking, 2011). A selection of benefits for donating include invitations to receptions, special events, and material gifts (Bekkers & Wiepking, 2011). Exchange theories suggest that donors give because of the benefits gained from contributing to charitable organizations (Konrath & Handy, 2018) (Bekkers & Wiepking, 2011) (Drew-Branch, 2011). Another tangible motivator for donating, altruism, suggests that individuals contribute to nonprofits because they care about the wellbeing of the organization or beneficiaries of their donations (Bekkers & Wiepking, 2011) (Drew-Branch, 2011). The next two motivators for giving, reputation and psychological benefits, affect donors’ social lives. Bekkers and Wiepking (2011, pp. 936-939) recounted studies suggesting that because of an individual’s desire to have a positive reputation, solicitation methods drawing upon social pressure, such as face to face requests and published lists, were more lucrative than other methods; furthermore, psychological benefits include an emotional response to giving, such as a cheerful disposition and a positive self-image. Emotional and

psychological benefits as a motivation for donating is also supported by Drew-Branch (2011). Another motivator for donating, values, indicates a higher likelihood of donations when the individual perceives that his or her values match those of the nonprofit; examples are religious or health-related causes (Bekkers & Wiepking, 2011). The final motivation for donating to nonprofits suggested by Bekkers and Weipking (2011), efficacy, refers to the donor's belief that their support has made an impact on the purpose of their donation. These motivations, when used to inform fundraising practices, can lead to improved fundraising number of donors and amounts of donations (Bekkers & Wiepking, 2011) (Konrath & Handy, 2018) (Rau, 2014). However, Konrath and Handy (2018) suggest additional motivators, such as tax deduction received and egos. Furthermore, Konrath and Handy (2018) and Rau (2014) contend that the donors' motives might be influenced by the type of organization, such as religious, which accounts for more individual donations than education institutions.

Policy, Law and Student Engagement

From its origins, educational policymaking has been tied to politics; for more than a century, Americans have operated with the belief that education is a tool for framing society (Heck, 2004). American citizens believed that by educating American's youth, the moral values of the nation would be preserved. Heck (2004) explained that, in more modern times, there has been a growing interest in policymaking and thus it has become even more complex. Education has played a key role in integrating immigrants and diverse ethnicities into mainstream America. Some scholars believe that, in general, policymaking has not met the educational needs of many Americans, however. There are numerous challenges in educational policymaking, such as the hierarchical nature of education, with different policies for states, districts, schools, and classrooms (Heck, 2004)

After review of the framework for policymaking, a logical next step is to determine how policymaking influences student engagement. Institutions of higher education have a societal obligation to engage with the community and prepare students to be productive citizens (Fitzgerald, Bruns, Sonka, Furco, & Swanson, 2016). In order to achieve this obligation, all of its students should have equal educational opportunities. Furthermore, institutions of higher education have an inherent need for sustainability. For decades, institutions of higher education have been facing a reality of steadily declining government support and must look to other constituent groups in order to survive (McDearmon, 2013). If it were not for the support of their alumni of both genders, institutions of higher education would not continue to survive. Prior to 1972, women were woefully underrepresented in collegiate athletics; this reality meant that colleges and universities were hindering educational progress of women (McDearmon, 2013).

Student engagement is defined as participation in campus activities including student organizations and athletics. In the preliminary stages of research, it has been noted that female athletic alumni donors manifest differently from their male counterparts in terms of giving behavior to their alma maters (Holmes, Meditz, & Sommers, 2008). Therefore, a better understanding of Title IX will enhance the study.

Meer and Rosen (2008) found that regarding a propensity for making larger donations, there were notable differences between gender. For alumna, whether their women's team was successful during their undergraduate years had little effect on their giving in the future. Also, having had a successful basketball or football team during undergraduate matriculation of female student-athletes had little effect on their future financial support of their alma mater (Meer & Rosen, 2008). The Meer and Rosen (2008) study focused only on the sports of basketball and football's effect on alumni support. However, there were significant findings indicating that if

an alumnus' team was successful during their undergraduate matriculation, there was an approximate difference of eight percent per year more than their peers. Furthermore, Meer and Rosen (2008) did not relate a finding indicating that successful football and basketball teams impacted all former student-athletes to give. In other words, former student-athletes were more likely to increase their giving if the team of which they were a member had successful seasons, particularly in their senior year of study (Meer & Rosen, 2008). These findings provide justification for reviewing Title IX for purposes of understanding how to engage former female student-athletes, since when it comes to supporting their alma mater, outlying factors such as their team's performance does not negatively impact supporting their alma mater.

The period following World War II represents when the federal government began playing a more significant involvement in educational policymaking (Yudof, Levin, Moran, Ryan, & Bowman, 2011). About half a century ago, the reality for women was that of discrimination in higher education. Many women were not admitted into institutions of higher education; additionally, they were excluded from athletic scholarships (Winslow, 2009). When female sports teams existed, they were woefully underfunded in comparison to male sports teams. The Title IX of the Education Amendments of 1972 (Title IX) was introduced and championed by two Congresswomen, Patsy Mink of Hawaii and Edith Green of Oregon. Mink, the first woman of color to be elected to Congress, had experienced first-hand discrimination in higher education; after being denied admission by 20 medical schools, she studied law but afterwards could not convince any law firm to hire her (Winslow, 2009). The two women fought for women's rights and won; the passage of the policy was almost a decade following Dr. Martin Luther King's march on Washington, D.C. for jobs and freedom. K-12 schools were required to

be Title IX compliant by 1976; however, colleges and universities were required to be compliant by 1978 (Winslow, 2009).

Following the passage of Title IX, however, there were numerous attempts to lessen its effect. Women's sports were considered non-revenue generating, and colleges fought unsuccessfully for revenue-generating sports, such as football, to be exempted from Title IX requirements (Winslow, 2009). Additionally, since 1975 there have been at least 20 court cases challenging Title IX for purposes of lessening requirements for greater gender equity in education (Winslow, 2009). In 2003, President George W. Bush renamed Title IX to "The Patsy T. Mink Equal Opportunity in Education Act in recognition of Mink's contributions (Winslow, 2009).

The purpose of Title IX policy is to provide equal rights to all individuals served by employers and educational institutions receiving federal funding (Title IX Resource Guide , 2015). Title IX indicates that all school districts or colleges that receive any amount of federal funds are required to implement the policy (Title IX Resource Guide , 2015). The educational institutions are required to have at least one person, a Title IX coordinator, whose role is to manage compliance with the policy. The intent of Title IX policy is multi-faceted to cover both prohibition of discrimination based upon gender as well as harassment in the work place and place of learning. Most people are familiar with gender protection (Title IX Resource Guide , 2015). "The essence of Title IX is that an institution may not exclude, separate, deny benefits to, or otherwise treat differently any person on the basis of sex" (Title IX Resource Guide , 2015, p. 1). The Title IX coordinator has several key functions, including publishing and managing a grievance policy, in addition to educating the institution's employees and constituents to implement the policy (Title IX Resource Guide , 2015).

“Title IX is one of the most noted and often celebrated public policies resulting in massive social change” (Druckman, Gilli, Klar, & Robison, 2014, p. 2). The impact of Title IX policy on U.S. society has thus been widespread, although this study focuses on the higher education perspective. It seems that the threat of losing federal funding is sufficient to ensure acquiescence with Title IX, since no educational institution has lost federal funding because of noncompliance (Druckman, Gilli, Klar, & Robison, 2014). Impact of the policy overall indicated compliance on a large scale, however. In 1971, seven percent, less than 295,000, of all varsity athletes in high school were girls. By 2001, the number was 2.8 million, equating to 41.5 percent of high school varsity athletes (Winslow, 2009). In higher education, the number of female athletes in 1966 was 16,000; by 2001 the number was over 150,000, about 43 percent of all collegiate athletes (Winslow, 2009). Furthermore, by 2008, the number of collegiate women’s sports teams had increased to an average of just over eight per institution (Acosta & Carpenter, 2014) (Winslow, 2009). Furthermore, by 2014, the number of women’s NCAA (National Collegiate Athletics Association) teams overall, 9,581, represents an increase of 2,080 teams over a 14-year period; the number of women’s teams is a record high for the nation (Acosta & Carpenter, 2014). This impact of Title IX is to have made a difference in the equalization of women’s sports. The growing involvement of females in intercollegiate sports programs benefits not only the athletes, but society at large (Acosta & Carpenter, 2014).

A 2016 quantitative study by Marcus Noland and Kevin Stahler, “What Goes into a Medal: Women’s Inclusion and Success at the Olympic Games”, analyzed data on female Olympic athletic participation and medaling at the Summer Olympics from 1960 to 2012 with an objective to determine whether expanded educational attainment of women was a significant factor in increased medaling for women at the Summer Olympics. However, Noland and Stahler

(2016) determined that the recent added success and participation of women at the Olympics is not limited to one factor but is reflected in three areas, including educational success, the labor force, and societal acceptance of women in sports. A limitation of the study is the negative impact of Olympics participation by boycotts during politically charged periods of time, as well as the doping scandals that have plagued the Olympics (Noland & Stahler, 2016). “Female educational attainment is strongly correlated with both the breadth of participation across sporting events, and success to those events” (Noland & Stahler, 2016). However, educational attainment is not the sole explanation for increased medaling of women at the Summer Olympics (Noland & Stahler, 2016).

Some of the protections included under Title IX policy for both women and minorities are not part of this study. These protections include punishments for sexual harassment, workplace bullying, and required employment discrimination statements and penalties for infringement (Henrick, 2013) (Title IX Resource Guide , 2015). There are in total nine other important areas covered by Title IX in addition to athletics, such as mathematics and science, technology, and access to higher education (Winslow, 2009). Furthermore, the Office of Civil Rights requires institutions to report data on class enrollment, admissions policies and etcetera; these data are then systemically analyzed and monitored to ensure compliance. While not necessarily directly linked to the study of collegiate student engagement and alumni giving, the other provisions of Title IX made significant contribution to social change for society at large.

Title IX policy protections that affect institutions of higher education beyond admissions, discrimination, and workplace requirements, include its intent to equalize athletics opportunity by gender. Institutions must operate collegiate athletics so that equal athletic opportunities and benefits exist for both genders (Title IX Resource Guide , 2015). The equal athletic

opportunities must be available for males and females “in proportion to their numbers in the undergraduate population” (Compton & Compton, 2010, p. 1). The athletic benefits include providing equal opportunity for recruitment as well as:

- 1) gear
- 2) preparation and game scheduling
- 3) travel
- 4) coaching and academic support
- 5) compensation of coaches and tutors
- 6) facilities
- 7) medical services
- 8) room and board and
- 9) public relations (Title IX Resource Guide , 2015, pp. 13, 151).

Several key court decisions have upheld Title IX and therefore ensure equal protections of men and women in educational athletics programs. However, some of the cases challenge that the proportionality clause of Title IX conflicts with its equal protection by gender. Enforcement of Title IX was strengthened following *Franklin v. Gwinnett* (1992), when the Supreme Court ruled that Title IX plaintiffs could recover monetary damages and attorney fees in case of intentional discrimination in violation of the policy (NCAA, 2008).

One of the challenged concepts of Title IX includes its proportionality clause, which ensures that the number of collegiate athletic sports opportunities should be in proportion to the gender numbers of its undergraduate population. In *Cohen v. Brown University*, 123 Educ. L. Rep. 1013, 1025 (1998), the courts addressed whether the proportionality requirement violates equal protection, based upon the argument that opportunities were distributed in a manner that

infringed upon individual ability (Compton & Compton, 2010). Brown University was permitted to reduce the number of athletic scholarships offered to male student athletes rather than be required to reinstate two additional women's sports, gymnastics and volleyball programs, to their athletic sports offerings. Additionally, in *Neal v. Board of Trustees of the California State Universities*, 198 F.3d 763 (1999), the Ninth Circuit Court of Appeals reversed a California federal court's ruling and permitted reducing the number of athletic scholarships for an over-represented gender as an acceptable method for a University to conform with Title IX requirements (Compton & Compton, 2010). Although there are perceptions that men's teams are being dropped in significant numbers because of Title IX compliance issues, research indicates, however, that men's collegiate teams in all NCAA divisions achieved a net gain of 61 men's teams from 1988 to 2002 (NCAA, 2008).

In another case, *Pederson v. LSU*, 213 F.3d 858 (2000), the court held that LSU, because of its treatment of female athletes, was in violation of Title IX since its athletic participation was only 29 percent female, while its undergraduate student population was 49 percent female (Compton & Compton, 2010). Legal representation for students Beth Pederson, Lisa Ollar and Samantha Clark alleged in the case that, by not awarding athletic opportunities based upon proportion, LSU violated Title IX; the students wanted the university to establish a women's soccer team. However, the district court also ruled that the violation was not intentional. The Fifth Circuit Court later reversed the district court's ruling and determined that the wrongdoing was an intentional violation of Title IX (Compton & Compton, 2010).

Clarification on the federal government's stance on the practice of cutting teams of one gender in order to comply with Title IX was provided in 2003 by Gerald Reynolds, then assistant

secretary for civil rights in a document entitled, “Further Clarification of Intercollegiate Athletics Policy Guidance Regarding Title IX Compliance” (NCAA, 2008)

. Further Clarification including five points of clarification including 1) the federal government’s disagreement with cutting teams in order to comply with Title IX, 2) receipt of private donations for athletic programs does not exempt the institution if it still also receives federal funding, and three other points (NCAA, 2008).

Further clarification on Title IX compliance was provided in an attempt in 2005 to alleviate controversy concerning proportion factor for measuring compliance (NCAA, 2008). The 2005 document enabled schools to be presumed in compliance of title IX if one of the following conditions is met, including:

- The percent of male and female athletes is proportionate to the percent of the gender of students enrolled at the school; or
- The school has a history of providing expanded athletic participation opportunities for the under-represented gender; or
- The school is fully accommodating the interests and abilities of the under-represented gender (NCAA, 2008, p. 150).

Since 1910, the NCAA (National Collegiate Athletic Association), which was created following a conference at the President Theodore Roosevelt White House to tackle issues related to injuries in college football, has grown from a membership of 62 colleges and universities to over 1,100 today (O'Bannon v. NCAA, 2015). One of the NCAA’s earliest ideals is the notion that collegiate athletes should be amateurs. This was reaffirmed recently with the NCAA’s prohibitions which will remove an athlete’s amateur status if the student athlete receives an endorsement, enters a professional team’s draft, or even hires an agent (O'Bannon v. NCAA,

2015). Prior to a new ruling in 2014, member colleges and universities could not provide full scholarships for athletes up to the full cost of attendance (O'Bannon v. NCAA, 2015). Prior to 1956, colleges and universities were not permitted to offer scholarships to student-athletes based upon athletic ability. These updated measures were devised to strengthen the amateur status of student athletes, a central philosophy of the NCAA. In over 100 years, there were 36 anti-trust challenges to the NCAA, via court cases; in every instance, the courts sided with the NCAA (Bolie, 2015). In 2008 the philosophy would be challenged again.

Ed O'Bannon, a former All-American basketball player at UCLA, discovered in 2008 when visiting a friend's house that his name, image and likeness (NIL) was included in a college basketball video game produced by the software company, Electronic Arts (EA) (O'Bannon v. NCAA, 2015). Some of the video games using student-athletes' NILs were NCAA March Madness, NCAA Basketball, and College Hoops. On the EA video game, O'Bannon viewed an avatar in his image which also wore his basketball team jersey number while at UCLA, 31. O'Bannon had never consented to the use of his NIL and had received no compensation. O'Bannon decided to sue the NCAA (National Collegiate Athletic Association) and its licensing agent, the Collegiate Licensing Company (CLC) because his counsel stated that the NCAA's practice of preventing student-athletes from being compensated for use of their NIL was illegal restraint of trade under Section 1 of the Sherman Act (O'Bannon v. NCAA, 2015).

In November 2013, the O'Bannon case became a class action suit including current and former student-athletes of United States NCAA Division I-A collegiate basketball and football teams from the period of 1973 – 2006. Only high-level college basketball and football players were included in the lawsuit, which is likely because of the revenue generating potential of the

collegiate sports (O'Bannon v. NCAA, 2015). In June 2014, the antitrust claims of O'Bannon v. NCAA went before the district court, with plaintiff O'Bannon and defendant NCAA.

Several ethical questions were considered in O'Bannon v. NCAA. One ethical issue of the O'Bannon case is the perceived unfairness of amateur status for college athletes. The NCAA and member colleges and universities could potentially earn significant amounts of money in the billions from revenue generating sports such as basketball and football while student athletes can only earn up to the cost of their education, which seems unfair (Reed, 2015). Another issue is that of privacy rights of student-athletes. Keller v. Electronic Arts, Inc (2013), which was briefly added to the O'Bannon case before it became a class action suit, centered on privacy, or right of publicity statues of California and Indiana since privacy is not protected by the First Amendment (Reed, 2015). Although the other ethical questions brought media attention to the case, the appeals court ignored the national debate of amateurism in collegiate athletics and focused on one central issue: reviewing the district court judgement with respect to evaluation of antitrust law infringement (O'Bannon v. NCAA, 2015).

O'Bannon received no royalties from his collegiate appearances (Boliek, 2015). By suing the NCAA and its licensing agent, O'Bannon disputed NCAA restrictions ensuring that student-athletes receive no compensation from NCAA revenue from the students' NIL, price caps on student-athlete scholarships, and inability of student-athletes to contract with third-parties for product endorsement while in school (Boliek, 2015).

The District Court found that in two markets, the college education market and the group licensing market, the NCAA had illegally restricted trade, in violation of the Sherman Act (Boliek, 2015) (O'Bannon v. NCAA, 2015). The college education market was described as the recruitment tools used by colleges and universities to attract high school talent to join their ranks

on a path to becoming professional athletics. The Court considered this market a fit under antitrust laws because there was no substitute of the bundle of goods and services provided by these colleges and universities (O'Bannon v. NCAA, 2015). The group licensing market described by the court pertained to the demand for collegiate athletes' NILs, which could be licensed for "1) live game telecasts, 2) sports video games, and 3) game rebroadcasts, advertisements, and other archival footage" (O'Bannon v. NCAA, 2015, pp. Section D-1-b).

Prior to reaching a decision, the U.S. Court of Appeals, Ninth Circuit reviewed the District Court's findings with its three-step review of the Rule of Reason for determining evidence of 1) monopolistic effects to the plaintiff within an applicable market, 2) trade limitation's procompetitive effects on the defendant, and 3) less restrictive manner of achieving the objectives of the plaintiff (O'Bannon v. NCAA, 2015). In the first step of the Rule of Reason, the Appeals Court agreed with the District Court that compensation rules of the NCAA have a monopolistic effect on the college education market. In the second step of the Rule of Reason, the Court of Appeals agreed with the District Court that plaintiffs are negatively affected by monopolistic effects by the NCAA's actions within the college education market NCAA's claim that it promoted competitive balance among NCAA schools and worked to increase output in the college education market. Rather, the court accepted two arguments of the NCAA, promoting amateurism and integrating collegiate student-athletes with the academic community at their schools (O'Bannon v. NCAA, 2015). The third step of the rule of reason involved determining whether the plaintiff offered adequate less restrictive substitutions to the NCAA's current guidelines. The alternative must be determined to be as effective without being a substantially bigger expense. In step three of the Rule of Reason, the Court of Appeals agreed with District Court on one of two points expressed. In point one, allowing NCAA member

schools to grant full scholarships covering the full cost of attendance, the Court of Appeals validated the District Court's injunction that the NCAA permit its member schools to cover the full cost of attendance for student-athletes. However, in point two, allowing student-athletes to receive cash competition for their NILs was a point of contention and the Court of Appeals ruling that the NCAA should provide deferred compensation of \$5,000 per year for use of their NILs was vacated (*O'Bannon v. NCAA*, 2015).

Several key precedents were cited by the U.S. Court of Appeals, Ninth Circuit. One, the Sherman Antitrust Act of 1890, 15 U.S.C. § 1 was devised as a tool against monopoly of emerging corporations of the period within industries such as oil and tobacco (Orlando, 2009). The main tenet of the Sherman Act declared that contracts or trust or conspiracy formed to restrain trade or commerce against several states or internationally were illegal. The act was criticized for its generality but is credited with the breakup of several corporate monopolies during the decades following its enactment (Orlando, 2009). Another precedent was cited as *Law v. National Collegiate Athletic Association* 134F.3d 1010, 1022 (10th Cir. 1998), which determined that courts should not restrict the NCAA's enforcement of amateur status of intercollegiate athletics via antitrust laws (*O'Bannon v. NCAA*, 2015). Furthermore, in *Race Tires America, Inc. v. Hoosier Racing Tire Corporation*, 614 F.3d 57, 83 (3rd Cir. 2010) a further instruction was solidified that sports-related organizations should have leeway in determining best practices for advancing their respective sports (*O'Bannon v. NCAA*, 2015). Since the Supreme Court refused to consider the *O'Bannon v. NCAA* case, the 2015 opinion of the U.S. Court of Appeals, Ninth Circuit stands.

A related lawsuit against the NCAA, CLC, and EA was initiated by Sam Keller, former starting quarterback for both the Arizona State University and University of Nebraska football

teams using the defense of First Amendment and privacy rights infringement in *Keller v. Electronic Arts, Inc.* (2013) (Reed, 2015). During pre-trial hearings, Keller's case, which had been consolidated with O'Bannon's, was dismissed by the district court because use of his NIL was determined to not have the protection of either the First Amendment or Indiana and California's privacy statutes. Keller's argument was that although Electronic Arts, Inc. (EA) omitted the players' names, it included avatars with identical features of the student-athletes, their collegiate jersey numbers and home states; consumers could easily download the players' names (Reed, 2015).

In another privacy case, *Gonzaga University v. Doe*, 536 U.S. 273, 276, 290 (2002), it was determined that the Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. §1232g does not permit civil rights claims in case of violation (Daggett, 2008). An undergraduate education student at Gonzaga University, a private institution located in Spokane, Washington, was on track to become a teacher after graduation (Alexander & Alexendar, 2017) (Cornell University Law School, 2018). Washington State's teacher certification process at the time of the lawsuit required that all new teacher candidates include with their application a moral character reference from their graduating college or university. Gonzaga's teacher certification specialist, Roberta League, overheard a student tell another that the plaintiff had engaged in sexual misconduct (Alexander & Alexendar, 2017). League began an internal investigation, but also notified the state agency responsible for teacher certification of the ongoing investigation and shared the plaintiff's name and identification information, which caused the plaintiff's teacher certification to be denied (Cornell University Law School, 2018). League then notified the plaintiff that his certification affidavit would be denied. The plaintiff sued because he claimed that his FERPA rights were violated with the release of his educational records without

the appropriate written permission. A jury awarded damages, but the Supreme Court, while acknowledging violation of the plaintiff's FERPA, also reversed the damages because FERPA enforcement does not create a provision for civil rights compensation (Alexander & Alexendar, 2017) (Cornell University Law School, 2018).

Another case, *Hill v. NCAA* (1994) relates to privacy regarding medical records. Two student athletes, Jennifer Hill and Barry McKeever, joined Simon Levant's lawsuit of 1987. All students were enrolled at Stanford University; Levant, who graduated before the suit was settled, was a diver on the swim team, McKeever was a linebacker on the football team, and Hill was a senior and co-captain of the women's soccer team (Crummy, 1994). The students objected to mandatory drug tests required by the NCAA because they felt their First Amendment rights were violated (Reed, 2015). Background for *Hill v. NCAA* is that in 1986, following concerns about drug abuse established a policy of mandatory drug-testing student athletes for banned drugs, including steroids and street drugs (Crummy, 1994). A trial court ruled for the plaintiffs in 1988 but their hopes were dashed when the California Supreme overturned the decision claiming the NCAA has a legitimate interest in safeguarding intercollegiate athletic competition (Crummy, 1994) (Reed, 2015). The Supreme Court ruled that the collegiate student athletes had an unreasonable expectation of privacy regarding drug-testing (Reed, 2015).

O'Bannon had a brief stint in the NBA following his UCLA graduation; however, his NBA performance did not match the glory days of his collegiate career. In the 2018 book that O'Bannon co-authored with Michael McCann, *Court Justice: The Inside Story of My Battle Against the NCAA*, O'Bannon relates his love for college sports and concerns for its future. Furthermore, he had no expectations of receiving a financial settlement because of the case, explaining that the lawsuit was a matter of principle: exploitation of student-athletes and the need

for justice for student-athletes, most of whom will never make it to professional sports. Shortly before the trial, EA Sports paid each of the 29,000 players from the class action lawsuit checks averaging \$1,200, with some as much as \$7,200, for using their NILs in videogames (O'Bannon & McCann, 2018). The NCAA covered the attorneys' costs and court fees. Currently, O'Bannon is a sales manager for a car dealership and part-time author (O'Bannon & McCann, 2018).

While the O'Bannon case provides, no information relating to his college experience or alumni support of his alma mater UCLA, studies such as that of Pedro, Pereira, and Carrasqueira (2017) referenced within have shown a likelihood that student experience may have a relationship to future alumni support of their alma mater. Therefore, it stands to reason that HEIs should distance themselves from NCAA restrictions that negatively affect the student experience while matriculating (Pedro, Pereira, & Carrasqueira, 2017). In its summation, the U.S. Court of Appeals, Ninth Circuit emphasized the limited scope of the decision reached (O'Bannon v. NCAA, 2015). However, because it also stated that the NCAA should be required to follow the Sherman Antitrust Act's rules, speculation is that it will affect student-athletes and their perception of fairness. The Court expressed that, in its opinion, the NCAA's rules have been more obstructive than necessary, and, in some instances, inconsistent when enforcing its practice of amateurism in the collegiate athletics market (O'Bannon v. NCAA, 2015). It also affirmed that the district court erred in requiring compensation of \$5,000 in deferred compensation per year for student-athletes beyond the full cost of attendance (O'Bannon v. NCAA, 2015).

Alumni Giving

Roy-Rasheed's (2012) research project, "Alumni Giving: A Case Study of the Factors That Influence Philanthropic Behavior of Alumni Donors of Historically Black Colleges and

Universities”, was a qualitative study of alumni donors and their giving habits at an HBCU in the South-Central Region and the effect of their engagement with the universities on alumni giving. The purpose of the study was to explore factors influencing alumni giving at two HBCUs in the South-Central Region of the United States. The problem was an identified lack of available literature on motivation for donating by a specific subset of alumni donors: local alumni. Categories explored in the study included both experiences and stimuli that influence alumni giving. The four research questions were:

1. How do HBCUs’ local alumni donors describe their experience at college, as undergraduates and after graduation?
2. How do HBCUs’ local alumni donors perceive their alma maters?
3. What events trigger HBCUs’ local alumni to donate or participate in activities?
4. What inspires HBCUs’ local alumni donors to donate or participate in activities?

(Roy-Rasheed, 2012, p. 54).

Data collection included interviews, researcher observations, file review, and further analysis from 20 participants who lived within driving distance of the HBCU that provided the setting for the phenomenological study. The researcher took care to ensure the confidentiality of the participants by securing data in flash drives and in a locked file drawer at the researcher’s home, only accessible by the researcher. Findings indicated mixed results; the author noted that the participants demonstrated characteristics of both donors and non-donors in that they shared both positive and negative experiences as undergraduates. One of the recurring themes which surfaced during analysis of the interview transcripts is that a sense of duty tends to trigger, as well as motivate, local alumni to donate to their alma mater. Another trigger for alumni support, being asked to give, relates to the process of fundraising. A limitation of the study, in addition to

it not being generalizable, is that all the participants were African American alumni from one HBCU.

Furthermore, the 2013 journal article by Andrew Tiger, Ph.D. and Landon Preston titled, *Logged in and Connected? A Quantitative Analysis of Online Course Use and Alumni Giving*, informs the research topic of alumni giving in higher education. In the introductory section of the study, Tiger and Preston (2013) justified the reason for their study by focusing on a growing trend for higher education institutions to offer online courses versus the traditional classroom. However, the long-term significance of online enrollment to alumni giving, an accepted measurement of student satisfaction, had not yet been studied in 2013 (Tiger & Preston, 2013). A comparison of the effect of e-commerce on business and education, which are two industries significantly affected by the growth of the internet, occurred during the abstract as well. Furthermore, Tiger and Preston (2013) justified the reason for the research as the long-term significance of online education in developing a loyal alumni base has yet to be studied. Immediately following the abstract, the authors related historical findings about the growth of e-commerce for business as well as education, in a section entitled, “Growth and Advantages of Online Applications in Business and Education” (Tiger & Preston, 2013).

To frame their study, the authors (Tiger & Preston, 2013) reviewed literature in order to 1) define and measure satisfaction and loyalty in both business and higher education and 2) explore factors of satisfaction and loyalty in higher education. Tiger and Preston (2013) reviewed literature from 42 sources for historical purposes and for recent theory, a combination of journals, periodicals, and dissertations, including one reference from 1979, two from 1997/1998, one from 1990 and the remainder ranging from 2000 to 2012. Literature revealed

factors of satisfaction and loyalty in higher education, including residence on campus, student involvement, age, and field of study.

The quantitative study was used to research the number of online courses taken by a student during their undergraduate experience as a means to predict alumni giving, which is the primary hypothesis of the Tiger and Preston (2013) study. The students hailed from a medium-sized, private non-profit liberal arts university in the United States; the authors reviewed data of 9,481 students (Tiger & Preston, 2013). To protect their identity, the student identification numbers and names were removed from the shared data. Several categories were used to test commonly held beliefs with technology: residence, student organization involvement, age, and undergraduate field of study. The significance of participation in online courses was used as a predicative variable for alumni giving. Two predictors were framed from student development literature and two were from advancement literature (Tiger & Preston, 2013). Five hypotheses were formed:

1. Undergraduate students taking one or more online courses will affect alumni donations.
2. Undergraduate students who lived on campus during their senior year positively affect alumni donations.
3. Undergraduate students in at least one student organization on campus positively affect alumni donations.
4. Student age positively affects alumni donations.
5. Undergraduate students majoring in business, healthcare, and pre-professional programs positively affect alumni donations (Tiger & Preston, 2013, p. 366).

The focus of the Tiger and Preston (2013) study was to examine the correlation of online course participation with alumni donations. This was accomplished via the use of logistic

regression with the dependent variable of alumni donations based on a binary variable of yes or no, not an amount (Tiger & Preston, 2013). The initial data of students and alumni were analyzed and, after removal of students who did not graduate, the total number was reduced from 9,481 to 3,450 and after testing of outliers, was reduced again to the final data set of 3,381 to be used for analysis. Results indicated a negative correlation between former students who participated in online courses and alumni giving (Tiger & Preston, 2013). Of the five hypotheses, only Hypothesis 5 was rejected because the P-value of .6 means that there was not a significant statistical difference found in the data to validate a claim that students with certain majors had a higher propensity to donate to their alma mater. The other four hypotheses indicated a significant statistical difference and returned P-values of .0002, .0001, .0001, and .001. The overall results confirmed Astin's (1985) theory of student involvement and other educational research literature that connect student satisfaction and involvement on campus (Tiger & Preston, 2013).

The authors (Tiger & Preston, 2013) summarized several limitations to the study: time, scope, and integration with student feedback. The first limitation, time, is that online courses had been popular for only 10-15 years prior to the study, which could potentially skew the results since alumni of 10-15 years have typically not reached the stage in life where they would have discretionary income, permitting them to make charitable donations (Tiger & Preston, 2013). Tigers and Preston (2013) suggest a longitudinal study to follow students and alumni for a long period. The second limitation, scope, is that the results are only from one university. The researchers recommend expansion of the study to include a minimum of two additional universities to give more credibility to the study. The third limitation is that student feedback, which is missing from the study, could be added and then evaluated with either a quantitative

study based upon review of a survey using the Likert scale, or a qualitative study of a sample of student interviews (Tiger & Preston, 2013). Integration with student feedback would provide further information to bolster the data explored by the authors. Overall, an objective for authors Tiger and Preston (2013) was to inform higher education administrators of the effect of online education on alumni philanthropy.

Another study, “Hail to Thee, Our Alma Mater: Alumni Role Identity and The Relationship to Institutional Support Behaviors” by J. Travis McDearmon, (2013), investigates how “alumni role identities relate to institutional support behaviors such as charitable giving, volunteering, or other support behaviors” (p. 284). Stryker’s (1980/2002) theory of symbolic interactionism as a theoretical position which relates that individuals perceive expectations for assigned roles and then are more likely to act accordingly, was used to frame the study. The roles are formed from societal indications and can be manipulated to expect certain behaviors (McDearmon, 2013). McDearmon’s study (2013) tested the level that alumni would act to meet expectations of their perceived roles. Stryker’s theory (1980/2002) also indicates that individuals may choose whether or not they aim to meet the duties of their perceived role (McDearmon, 2013). An example shared within the study was that of a parent and the perceived role that society places on parents; however, not all parents choose to meet the societal expectations placed upon them (McDearmon, 2013).

A quantitative research design was used to test the data obtained from the survey instrument, a questionnaire developed from research and determined to be reliable. The study was intended to be exploratory since McDearmon (2013) could not locate any research about higher education alumni giving patterned after Stryker’s (1980/2002) theory of human behavior. The author reviewed literature and grouped into role identity, alumni support, and theoretical

framework. From literature, McDearmon determined that role identity can influence support behaviors of alumni giving, one of which is charitable support for their alma mater (McDearmon, 2013). Furthermore, the McDearmon (2013) study used an unlikely comparison of a behavioral study of blood bank donors to that of college/university alumni.

Study participants for the McDearmon (2013) study were selected using a random sampling technique. The participants of a large, public research university in the Midwest, undergraduate alumni from the classes of 1940 through 2009 were emailed; the overall sample included 8,987 alumni (McDearmon, 2013). The web-based survey, surveymonkey.com, was disseminated via email to collect primary data; two reminders were sent with a result of receiving a total of 2,324 completed surveys. For data analysis, several SPSS methods were used including: t-test, binary logistic regression models using the behaviors as dependent categories and the predictors as independent categories, and correlation were used (McDearmon, 2013). Binary logistic regression models, used to analyze data containing only two desired outcomes, is used for classifying the data. Afterwards, the data can be presented with a linear graph for predicting outcomes with the independent and dependent categories. The overall findings of the study indicated that alumni who responded with a more positive outlook toward alumni role identity were also more likely to exhibit positive support behaviors. The McDearmon study (2013) is limited to alumni of one specific public university in the Midwest. Furthermore, the study minimizes the role of the institution in influencing alumni support behaviors (McDearmon, 2013).

Another article, “Philanthropy, The New Professionals and Higher Education: The Advent of Directors of Development and Alumni Relations” by Siobhan Daly in 2013, studies the effect of launching development and alumni relations offices on charitable giving in England.

Many British universities are working toward sustainability by seeking non-governmental sources of income (Daly, 2013). The overall objective of the Siobhan Daly (2013) study is to increase understanding of philanthropic fundraising for HEIs to influence charitable fundraising structure.

The Siobhan Daly (2013) study was designed using a qualitative methodological method, from analysis of 17 interviews of fundraising professionals from May to June 2011. Strategy for collection and data analysis was shaped by grounded theory but a smaller number of interviews than is typical for the theory was used (Daly, 2013). Three categories of identity for fundraising professionals were identified by Daly (2013): bounded, unbounded, and cross-boundary.

Bounded individuals follow all the HEIs guidelines for employment, unbounded display lack of regard for institutional boundaries, and cross-boundary professionals display a more moderate, flexible approach to HEI structure as they carry out their functions at work (Daly, 2013).

Notetaking was used to record all responses and most of the interviews occurred via telephone; others were face-to-face (Daly, 2013). The interview questions for the study participants centered on topics such as: “the professional backgrounds of the interviewees; their principal roles and responsibilities; their strategies and activities in relation to fundraising and alumni relations and, finally, the challenges and successes of their roles” (Daly, 2013, p. 24). After the interviews occurred, a transcript was forwarded to respondents for review of their provided answers for accuracy (Daly, 2013).

Findings suggest that fundraising professionals have some of the same challenges as those at American universities (Daly, 2013). One common issue is the challenging task of engaging with academic managers who are reluctant to change traditional academic culture to an entrepreneurial HEI (Daly, 2013). Another challenge is a need for transformational or

transactional leadership from HEI presidents in order to achieve fundraising success (Daly, 2013). Managing expectations of senior HEI management regarding fundraising and devising techniques to convince prospective donors to contribute were also common issues (Daly, 2013). The Daly (2013) study is relevant to the study of the effect of study engagement on alumni participation because it brings a global perspective to a common issue for HEIs: seeking non-governmental sources of philanthropic support in order to sustain their existence. Although the setting of the Daly (2013) study is in the United Kingdom (UK), understanding the links between relationships of fundraising professionals and other HEI professionals is key to building successful philanthropic units. The Daly (2013) study also highlights challenges in efforts to convince prospective donors to support HEIs, which may likely echo internationally. In a broad context, the Daly (2013) study adds to the body of research on professional staff in higher education.

While the research findings contribute to the body of research, there are limitations. The Daly (2013) study is not generalizable, because although a cross section of British fundraising professionals participated in the study, there were only 17 individuals from one principality. In addition, Daly (2013) suggests that additional research is needed for analysis of HEIs and functional portfolios of fundraising professionals, which is expected to add to understanding of how to manage expectations of internal and external stakeholders.

The setting of another global philanthropy study, by Maria Gallo (2012), “Beyond Philanthropy: Recognizing the Value of Alumni to Benefit Higher Education Institutions”, is Ireland. Like the HEI landscape internationally, Irish HEIs are also challenged by dwindling state support and are attracted to diverse alternatives from state support via private fundraising (Gallo, 2012). Gallo (2012) reports that Irish HEIs are evolving and that a 2011 government

report, National Strategy on Higher Education, encourages HEIs that two actions will impact their sustainability: seeking diverse funding sources and pursuing international enrollment management. The Gallo (2012) study has a purpose to explore strategies for Institutional Advancement (IA) in building relationships with HEI alumni, which it proposes is the first step in building philanthropic programs for HEIs.

To accomplish its purpose, the Gallo (2012) study takes a three-pronged approach: review of literature on IA from primarily American sources, analysis of the literature, and a qualitative case study of an Irish university. The grounded theory approach for studying IA at the unnamed Irish university involved using multiple stages of research to gather data after forming a general theory (Creswell, 2014). In addition to eight campus visits, reviews of documents from the Irish university, such as reports, strategic plans and solicitations, interviews of IA professionals at the university also occurred during the Gallo (2012) study.

From the research, an “Alumni Relationship Building Cycle Paradigm” was determined key for IA at HEIs, including four stages of “affiliation, affinity, engagement, and support” (Gallo, 2012, p. 4). The affiliation stage begins at the HEI when students are enrolled; upon graduation, alumni are segmented into cohorts, such as graduation year, major courses of study. Gallo (2012) recommends that at this stage HEIs should invest in a proprietary software database to manage thousands of alumni records. At this stage of the cycle, there is little direct interaction between alumni and alma mater, just gathering of information to aid in targeted outreach (Gallo, 2012). The affinity stage begins with the undergraduate’s arrival to campus and continues with communication aimed to endear the alma mater to the alumni (Gallo, 2012). During the affinity stage, record of student activities on campus will enhance the relationship, followed by nostalgic communication following graduation (Gallo, 2012). Engagement begins a two-way relationship

between HEI and alumni to include social activities such as alumni participation in events, online communities, class reunions (Gallo, 2012). All of the activities should be recorded in the HEI's alumni database. The final stage of the paradigm, support, includes alumni volunteering, advocacy, and financial support for their alma mater (Gallo, 2012). Findings from the Gallo (2012) study suggest that the alumni culture of giving for Irish HEIs is underdeveloped as compared to the United Kingdom or United States; however, the study offers strategies to improve alumni relations and IA.

Gallo (2012) mentions that there is little research on the effect of student engagement while matriculating on the subsequent alumni relationship with their alma mater. Although it contributes to the IA and global philanthropy body of research, a limitation of the Gallo (2012) study is that it not generalizable because the setting occurs at one Irish university.

Another study, by David Weerts, Alberto Cabrera, and Thomas Sanford (2010), titled, *Beyond Giving: Political Advocacy and Volunteer Behaviors of Public University Alumni*, is set at a public research university in the United States. Weerts, Cabrera, and Stanford (2010) assert that non-monetary support by HEI alumni are understated. Of the \$29 billion in private donations to HEIs in 2007, approximately 28 percent is from alumni, which is important to note, given the reality of declining state support for public HEIs in the United States (Weerts, Cabrera, & Sanford, 2010). Although financial support from alumni is critical, broader roles, such as political advocacy and volunteering need further research (Weerts, Cabrera, & Sanford, 2010). The purpose of the Weerts, Cabrera, and Sanford (2010) study is to reduce the gap in literature on different roles that alumni support their alma mater beyond philanthropic support.

For the research study, Weerts, Cabrera, and Sanford (2010) used a mixed-method, sequential approach. After significant research, the qualitative methodology used focus groups

of alumni from a public research university to inform design of the survey instrument to capture quantitative data from a larger group of alumni for further research (Weerts, Cabrera, & Sanford, 2010). From a pool of over 160,000 alumni, outreach to 2,400 alumni resulted in a 60 percent response rate, from which 514 survey responses were selected for analysis; the analyzed responses were selected because they were of alumni who indicated that they engaged as alumni volunteers for the public research university (Weerts, Cabrera, & Sanford, 2010). The authors documented most common alumni support behaviors beyond financial support of their alma mater and then grouped them (Weerts, Cabrera, & Sanford, 2010). Findings indicate that political advocacy and recruitment support had been occurring under the radar of alumni relations leaders at the public research university. A concern of unstructured political advocacy and recruitment efforts on behalf of the university is that the efforts may not match university priorities (Weerts, Cabrera, & Sanford, 2010). Research also suggests that alumni should be grouped as donors, volunteers with addition of a third category, “political advocates” (Weerts, Cabrera, & Sanford, 2010).

The relevance of the Weerts, Cabrera, and Sanford (2010) study to the body of research on student engagement and alumni support is that it brings the perspective of a HEI from the United States on global philanthropy issues. Furthermore, its findings on alumni relationship with their alma mater add to the body of research on alumni engagement with HEIs. In addition, the study expands the defined dimensions of alumni support beyond donating and volunteering. Weerts, Cabrera, and Sanford (2010) acknowledge that the study is not generalizable because it is limited to a setting at one public research university in the United States.

In an empirical study, authors Ilda Maria Pedro, Luis Nobre Pereira and Hélder Brito Carrasqueira of Portugal (2017) compared findings across international colleges and universities

and deduced that there is an inherent need for higher education institutions (HEIs) to maintain a positive relationship with alumni (Pedro, Pereira, & Carrasqueira, 2017). The research questions, which centered on finding alumni motivations for a committed relationship with their alma mater, included 1) “Which items of satisfaction are determinants for the maintenance of the commitment relationship?” 2) “Which items of image are determinants?” and 3) What are motivating factors in the alumni and alma mater relationship? (Pedro, Pereira, & Carrasqueira, 2017, p. 2). The setting of the quantitative study is a public School within the University of Algarve, Portugal, which has been in existence since 1986 with an alumni base of 8,400 (Pedro, Pereira, & Carrasqueira, 2017). Hypotheses for the study were that several factors would positively influence alumni commitment to their alma mater, such as image and sanction of education, services, and social and academic environment at the HEI (Pedro, Pereira, & Carrasqueira, 2017). The research design for the Pedro, Pereira, and Carrasqueira (2017) study was guided by literature review in forming a survey instrument for measuring marketing research. The target population of the study included all alumni of two years or more; 2,544 alumni were emailed and telephoned reminders, to reach a final response rate of 25 percent or 631 questionnaires. The research sample profile was analyzed using IBM SPSS version 21 software; other software used included IBM SPSS Analysis of Moment Structures (Pedro, Pereira, & Carrasqueira, 2017).

One of the limitations of the study is that is not generalizable since the setting is at one HEI. Another limitation is that it only measured commitment via satisfaction and image, although research literature describes other potential determinants for alumni commitment to their alma mater (Pedro, Pereira, & Carrasqueira, 2017). The Pedro, Pereira, and Carrasqueira (2017) study results paralleled those of over a dozen other studies set in different settings. The

authors used a two-step modeling approach and then concluded that student experience, evaluated as “satisfaction with social and academic environment”, was one of three other motivations for a committed relationship between alumni and their alma mater (Pedro, Pereira, & Carrasqueira, 2017, p. 20). It was also determined that the committed alumni had a likelihood of giving back to their alma mater (Pedro, Pereira, & Carrasqueira, 2017).

Athletic Success and Alumni Giving

A 2008 study by Jessica A. Holmes, James A. Meditz, and Paul M. Sommers, “Athletics and Alumni Giving: Evidence from a Highly Selective Liberal Arts College”, presented evidence that a winning sports season may lead to improved alumni giving and more significant gifts (Holmes, Meditz, & Sommers, 2008). The authors examined data on alumni giving over a 14-year period. The qualitative study used both micro-level analysis and statistical methodology in order to test for potential influences on the instance and generosity of alumni donations. Overall results indicated that former athletes are more likely to give and are more generous than their non-athletic peers. In addition, a winning season led to increased alumni giving.

Several hypotheses were explored with the study. One hypothesis is that because former athletes support with more substantial contributions because of stronger ties to their alma mater. Another belief that framed the study is that participation in athletics leads to stronger linkage with one’s alma mater than involvement in other student activities. Another hypothesis tested is whether more recent athletes versus non-athletes are less generous than graduates from previous decades. Another theory is that a winning athletics team generates extensive publicity and leads to increased alumni contributions. Finally, contrasting theories on the effects of need-based financial aid or grants to alumni giving affected the study. These hypotheses led to the following research questions for the study: “Are former athletes more generous givers?; Do male athletes

give more than female athletes? (Holmes, Meditz, & Sommers, 2008, p. 539) and Why might athletic success be associated with alumni giving?” (Holmes, Meditz, & Sommers, 2008, p. 543).

To complete the study, data from more than 22,641 alumni of Middlebury College, a “highly selective” private liberal arts college in Middlebury, Vermont, were used to analyze the motivation for alumni giving (Holmes, Meditz, & Sommers, 2008, p. 538). Data were collected on annual giving from the period of 1990 to 2004. Furthermore, in addition to demographic information on alumni, data were retrieved on winning percentages for the higher profile teams at the institution, ice-hockey and football, in comparison to other sports. Holmes, Meditz, and Sommers (2008) analyzed the empirical data using a two-part statistical method for studying behavior, probit and tobit models. The regression models of propit and tobit, appropriate when the relationship of a behavior is not directly related to an action, were used simultaneously to predict the probability of an action and to predict factors contributing to an action. Propit is a linear regression tool; whereas tobit is nonlinear (Madheswaran, 2018) . The probit framework investigated the probability of an annual alumni donation to the liberal arts college; whereas, the tobit framework examined the probable factors of annual alumni generosity (Holmes, Meditz, & Sommers, 2008).

The overall findings of the study included several key results, presented under the headings of sports participation, winning seasons, and other determinants of giving (Holmes, Meditz, & Sommers, 2008). Findings for sports participation include that former athletes are slightly more prone, 22 percent, to donate to their alma mater than non-athletic peers. However, participants in other student engagement programs, such as campus leadership or undergraduate fundraising drives, had a much stronger propensity to give generously than former athletes (Holmes, Meditz, & Sommers, 2008). No correlation was found between gender of athletes and

their likelihood of becoming an alumni donor. However, results indicate a connection between age and future giving; older athletes in their 50s were determined to have a 15 percent greater tendency of being a non-donor than former athletes in their 20s (Holmes, Meditz, & Sommers, 2008). An interesting result for winning seasons was that winning season was found to have a negative correlation for football teams, but a positive correlation for the hockey team. During a winning season, alumni were seven percent less likely to give; however, successful hockey season translated to a seven percent higher likelihood of alumni giving. In addition, alumni residing closer to campus were slightly more generous in years that the hockey team had a winning season. Other determinants of giving indicated that overall, males were 30 percent less likely to give and 20 percent less generous than female alumni. Also, older alumni, married alumni, and alumni with close alumni relatives were all more likely to give than others. Furthermore, alumni residing in wealthy communities are more likely major gift donors (Holmes, Meditz, & Sommers, 2008).

A limitation of the 2008 study by Holmes, Meditz, and Sommers is that the findings are not generalizable. The study only includes results from alumni of a private college; it is unknown whether the same results would pertain to public universities.

Additionally, the impact of athletic success on donations at NCAA Division I institutions is examined in a 2007 study by Brad R. Humphreys and Michael Mondello, "Intercollegiate Athletic Success and Donations at NCAA Division I Institutions". The quantitative study used postseason appearances by football and basketball teams as a measure of athletic success and analyzed data that determined athletic success has a positive correlation to donations restricted for use by specific purposes outlined by donors. No increases of unrestricted contributions were found (Humphreys & Mondello, 2007).

Data from the IPEDS (Integrated Postsecondary Education Data System) finance and enrollment surveys of 320 colleges and universities that sponsored Division I basketball or football over the period of 1976-1995 were used for the study (Humphreys & Mondello, 2007). Of the colleges and universities, 65 percent were public, and 35 percent were private institutions. Most of the private institutions were affiliated with religious organizations; therefore, distinct differences in funding are noted. Public institutions receive funding from private sources in addition to appropriations from state and local governments. Since private institutions typically receive funding from only private sources, there are differences in the control of the institutions and level of effort devoted to fund raising, whether from two categories of constituent groups for publics versus one for privates (Humphreys & Mondello, 2007).

Foundations for the study were drawn from research that posited a mixed effect of athletic success on the likelihood of charitable donations to institutions of higher education from all sources (Humphreys & Mondello, 2007). In some cases, research reflected a change in donations; however, in other cases, no effect of athletic success was determined. Framework for the Humphreys and Mondello (2007) study also was based upon an understanding that the success of the intercollegiate sports of football and men's basketball were more likely to effect changes in donations. Humphreys and Mondello (2007) had specific measurements of athletic success. For example, in intercollegiate football, postseason appearances as well as participation in bowl games were used as indicators of athletic success; furthermore, in men's basketball, athletics success was measured as appearances in post season basketball tournaments.

Building upon framework for the Humphreys and Mondello (2007) study, the overall findings of the study indicated a positive correlation of the influence of athletic success on donations to institutions of higher education. Differences were noted for public versus private

higher education institutions. One finding is that only postseason basketball appearances was followed by increased restricted giving at private institutions, but not unrestricted giving. “Restricted gifts carry some donor-specified stipulation on their use. For example, donations made for use by the athletic department fall into this category” (Humphreys & Mondello, 2007, p. 268). Unrestricted gifts have no conditions for the purpose of the contributions. For public institutions, bowl appearances indicated were followed by a 40 percent increase in total alumni giving; basketball tournament participation led to a 35 percent increase in alumni giving (Humphreys & Mondello, 2007). Conclusions drawn from the research are that the effect of athletic success on alumni giving is a positive correlation. Furthermore, the study justifies increased spending on both football and basketball programs since success in these programs is more likely to result in increases in donations received for restricted gifts.

The study has several limitations, many of which were detailed by Humphreys and Mondello (2007). One limitation is that the results are from only one period, 1976 to 1995, so that the results are not generalizable. Furthermore, the study did not measure whether institutions of higher education also increased their fundraising strategies during the same time periods that included athletic success, which could skew the results of the study. A final limitation of the study relates to state appropriations for public institutions. Since the time of the sample for the study, state appropriations have decreased overall for higher education, which placed more emphasis on other revenue sources, including donations. These findings justify a need for further research.

Additionally, a 2007 study by Jeffrey Stinson and Dennis Howard, “Athletic Success and Private Giving to Athletic and Academic Programs at NCAA Institutions”, evaluated data from the Voluntary Support of Education to determine whether there is a relationship between

fundraising and athletic success. The quantitative study determined that there is a higher likelihood for greater influence of athletic success on lower tier academically ranked NCAA higher education institutions than top tier institutions. Nevertheless, the study indicated that athletic success affected donations for all levels of higher education institutions (Stinson & Howard, 2007).

The Stinson and Howard (2007) study examined three characteristics that might motivate charitable giving to a higher education institution, including whether the donors are alumni, the type of gift, and the academic perception of the institution. Alumni may identify with the institution because of student engagement efforts, such as academics, student activities, participation in intercollegiate athletics (Stinson & Howard, 2007). Non- alumni have a different experience with the institution which may or may not be tied to intercollegiate athletics. It is expected that athletic success measured by post season team appearances will more likely affect gifts to athletic programs versus academic programs, especially since success is more easily measured for athletics (Stinson & Howard, 2007). The authors noted that most of research indicating that athletic success on charitable giving was minimal was conducted at the setting of private and top colleges and universities. On the other hand, studies indicating a positive relationship between giving and athletic success were drawn from public institutions with lower academic rankings and prestige (Stinson & Howard, 2007). These contrasting views were justification for further research. To further explore the effect of athletic success on charitable giving, research questions for the study are as follows:

1. Do changes in on-the-field athletic-success categories explain significantly more of the variance in non-alumni giving than alumni giving?
2. Does on-the-field athletic success explain a significantly greater amount of the variance in giving to athletics than giving to academics?

3. Does athletic success explain significantly greater amounts of variance in charitable giving at institutions with lower versus higher academic reputations? (Stinson & Howard, 2007, pp. 241, 245).

The quantitative study utilized data from the Council for Aid to Education's Voluntary Support of Education (VSE) survey. Independent categories for the quantitative study included athletic success measures such as football season records, post season and bowl appearances and wins. Dependent categories included gift categories, such as totals, averages, and percentage of gift designation amounts to athletics (Stinson & Howard, 2007). The authors relied on tiered rankings reported annually by *US News and World Report* to determine academic reputes of the colleges and universities. To evaluate the quantitative data which were in hierarchical order, Stinson and Howard (2007) used linear mixed models.

Findings for research question one was that for overall giving, data did not affirm that athletic performance significantly affects charitable giving of either alumni or non-alumni (Stinson & Howard, 2007). However, charitable giving of donors to athletic programs has indications of influence by athletic success. Research question two findings, which pertained to the influence of academic success on charitable giving for academic programs versus athletics, were mixed. No notable differences were determined when evaluating the effect of athletic success on giving for academic purposes. However, results indicate that giving to athletic programs is positively correlated to athletic success (Stinson & Howard, 2007). Research question three attempted to evaluate the effect of athletic success on giving and segmented the results by academic ranking. Results of the Stinson and Howard (2007) study indicated that for top institutions, athletic success was not found to have as significant effect on charitable giving for alumni or non-alumni as compared to lower academically ranked institutions. However, results indicated a trend that for all institutions, gift designations to athletics are on the rise.

A conclusion drawn from the research suggests that athletic success may impact the college or university because in some cases, increases to athletic giving comes at the cost of reduction of gifts for academic purposes (Stinson & Howard, 2007). Another conclusion is that institutions of higher education should pay attention to shifts in gift allocations and target new donors for athletics in soliciting for academic programs. This was noted because often the new donors for athletics may not be cultivated and retained for future donations to the college or university (Stinson & Howard, 2007).

One limitation, that the study is not generalizable, is a precursor for several others. Another limitation for the study is that the source of data, the Council for Aid to Education's VSE survey, is a voluntary survey. Many institutions of higher education do not participate, which limits the comprehensive nature of survey results. One more limitation is that the study only evaluated data from NCAA schools participating in Division 1-A football in the VSE database. Furthermore, a limitation of the study is that it included a limited set of categories and used data retrieved from other sources, although reputable (Stinson & Howard, 2007).

The 2008 article, "The Impact of Athletic Performance on Alumni Giving: An Analysis of Micro Data", by Jonathan Meer, Stanford University and Harvey S. Rosen, Princeton University is an exploration of whether winning teams motivate alumni to increase contributions to their alma mater. The authors noted that they had reviewed research suggesting that student-athletes have a higher likelihood of making subsequent donations to their alma mater after graduating than their non-athletic counterparts (Meer & Rosen, 2008). By analyzing micro data, the authors sought to determine whether the performance of an alumnus's team during their undergraduate matriculation correlates to their donations post-graduation. The Meer and Rosen

(2008) article expands the literature review on the impact of student engagement, including involvement in athletics, student clubs, and organizations on alumni giving.

To complete their quantitative study, Meer and Rosen (2008) reviewed data from football and basketball teams, which are more visible teams at the setting of the study, an unnamed selective research university. In addition, the success of the former student athletes' teams was analyzed, with success meaning conference championships. The primary data source was the archives of the Development Office at the setting of the study; additional data were from the Registrar and public information regarding team performance. Annual giving was summarized to review patterns of contribution (Meer & Rosen, 2008). The data included detailed information including all extracurricular activities of the classes of 1972 and higher as well as academic information, resulting in 18,892 male alumni and 11,930 female alumnae (Meer & Rosen, 2008).

The findings of the Meer and Rosen (2008) study were divided. Regarding propensity for making larger donations, there were notable differences between gender. For alumna, whether their women's team was successful during their undergraduate year had little effect on their giving in the future. Also, having had a successful basketball or football team during undergraduate matriculation of female student-athletes had little effect on their future financial support of their alma mater (Meer & Rosen, 2008). However, there were significant findings indicating that if a male alumnus' team was successful during their undergraduate matriculation, there was an approximate difference of 8 percent per year more than their peers. Furthermore, Meer and Rosen (2008) did not relate a finding indicating that successful football and basketball teams impacted all former student-athletes to give. In other words, former student-athletes were more likely to increase their giving if the team of which they were a member had successful seasons, particularly in their senior year of study (Meer & Rosen, 2008).

There are several limitations of the Meer and Rosen (2008) study. One limitation of the study is that the results are not generalizable to other schools since the data were retrieved from only one higher education institution. Another limitation is that other factors may have attributed to increase in donations, such as the ability to give. Additionally, the study is limited because it covers a specific group of alumni since all data were not available (Meer & Rosen, 2008). Finally, the visibility of football and basketball teams has a different level of impact depending upon the institution, which further limits the study.

Student Engagement and Alumni Giving

A 2011 study by Vanessa L. Drew-Branch, “Student Engagement, Alumni Satisfaction, and Alumni Donations at a Public Four-Year Institution: An Analysis of How the Undergraduate Experience Influences Alumni Donations”, evaluated effects of undergraduate student engagement and alumni giving. The purpose of the study was an effort to inform decisions and shed light on motivation for alumni donations to their alma mater (Drew-Branch, 2011). A significance of the quantitative study is that it uncovered a relationship between student engagement while on campus to future alumni giving. In addition, the study measured alumni satisfaction and shared implications for university leaders with an objective to improve alumni giving measured by volunteering as well as providing financial support at the institution of higher education. The research questions for the Drew-Branch (2011) dissertation include:

1. To what degree does the alumni’s reported level of student engagement predict alumni satisfaction with their undergraduate experience?
2. Is there a statistically significant relationship between the alumni’s willingness to make donations to their alma mater and their satisfaction with their undergraduate experience?
3. How do the demographic characteristics gender, marital status, academic major, race, level of education, enrollment status, and primary undergraduate residence relate to alumni’s satisfaction and willingness to donate to their alma mater?” (Drew-Branch, 2011, p. 12).

Using Survey Monkey, a “Student Engagement and Alumni Satisfaction Assessment” SEASA survey was distributed by the Alumni Development Office in 2010. Two reminder emails were also sent (Drew-Branch, 2011, p. 33). The survey instrument included 10 questions on demographics, 11 on student engagement, four on alumni recollections of their student experience, and nine on willingness to donate to their alma mater. Allowable responses on the survey were a combination of multiple choice, yes or no responses, or Likert scale questions. Prior to dissemination to the entire sample size, the survey instrument was deemed valid by seven fundraising researchers and scholars and was also piloted with four undergraduate alumni (Drew-Branch, 2011).

The setting of the quantitative Drew-Branch (2011) study was a university on the east coast with over 55,000 living alumni of record. Participants were drawn from the sample population of alumni who attended the university since 1852 whose email addresses were recorded in the Development Office’s alumni database. After securing the appropriate approvals, a survey was emailed to 13,193 alumni, resulting in completion of 847 surveys from a majority of alumni who had been enrolled full-time while matriculating. Data collected from the surveys were evaluated utilizing an SPSS database. From the survey data, participants were self-identified as 51.7 percent male and 48.4 percent female; furthermore, the majority of participants were married. Most respondents were White, five percent were African American, and the majority were not the first generation in their immediate family to attend college (Drew-Branch, 2011). The highest level of education for almost half of the survey respondents was a graduate degree; 44 percent held a bachelor’s degree.

The overall findings of the Drew-Branch (2011) study included several key results indicating a favorable relationship between student engagement, alumni satisfaction and alumni giving. A majority of the participants self-identified as donors and indicated a willingness to continue to donate. However, about one-third of survey respondents could not articulate the financial need of the university; the author cited references indicating that alumni who believe that the university needs funding are more likely to provide financial support (Drew-Branch, 2011). Findings emphasize the influence of student engagement while on campus as a factor of alumni motivation, which translates to future financial contribution to their alma mater (Drew-Branch, 2011) (Faisal, 2017). In addition to research about the financial capacity to make donations, findings from the Drew-Branch (2011) study highlighted an emotional connection to the university as a motivator to give financially assistance. In addition, the most common motivator for alumni donations was a willingness to assist current students.

The Drew-Branch (2011) study has several limitations, many of which were detailed by the author relating to the size of the sample size, and access to the survey. One limitation is that the 847 respondents represents about two percent of living alumni at the setting for the study. In addition, because the survey instrument was distributed via email, only alumni who had Internet access were research participants. Access to the survey was also limited because only alumni who shared their email address with the Alumni Office were invited to participate in the study. Even with the limitations that exist, the study contributed to the body of research on motivation for alumni giving. Drew-Branch (2011) explained that insufficient response to alumni participation surveys is prevalent in the area of alumni research. It is believed that the survey respondents were more likely to have a positive view of the university, which may skew the results with higher alumni satisfaction measurements. Suggestions for future research are that a

qualitative study of alumni satisfaction would provide added knowledge that would inform educational planning for higher education administrators.

Additionally, the journal article, “I Gave at the Campus: Exploring Student Giving and Its Link to Young Alumni Donations After Graduation”, by Robert E. Freeland, Kenneth I. Spenner, and Grace McCalmon, published in 2015, studies the link of engagement on campus via a student philanthropy program to alumni giving. The 2015 study by Freeland, Spenner, and McCalmon examined the elements of student donations to their senior gift drive while enrolled at a university and correlation to whether student giving predicted subsequent alumni’s giving habits to their alma mater post-graduation (Freeland, Spenner, & McCalmon, 2015). Through research and study, the authors intended to determine predictors for indicating the likelihood of specific groups of alumni financial support to their alma mater. The setting for the study was a private university and participants were alumni from two graduating cohorts, classes of 2005 and 2006. To obtain data for the study, several surveys from participants were compared to donation data from the Development Office at the university. Pre-college surveys were reviewed from 1,209 participants and, of the 1,209 participants, 842 responded to both the pre-college survey and a senior-year survey. Research was divided into categories of demographic information, financial support, and college experience. Dependent categories included student donation data during their senior year of matriculation. The binary measure coded 1 if respondents donated any amount to their alma mater after graduation. Independent categories include demographic, financial aid data, and college experience.

Research questions for the study include:

1. “Are the determinants of student giving consistent with predictors of alumni donations?

2. Is student giving positively associated with the donation pattern of young alumni after graduation?” (Freeland, Spenner, & McCalmon, 2015, p. 769).

Results from the Freeland, Spenner, and McCalmon (2015) study are promising to the field of fundraising. The strongest predictor of future alumni support included recipients of previous financial support in the form of either parental support or from scholarships. The authors noted that parental support could be an indicator of family wealth beyond estimated family income. In addition, scholarship recipients were found to be the strongest likely alumni donors. Also, results of logistic regression indicated that senior class donors have a strong likelihood for becoming young alumni donors. While the study is a model for predicting future alumni donors, the limitation that this study presents is that it is representative of one private, elite university makes one wonder whether the same results would occur in a study of HBCU alumni.

The 2015 *Studies in Higher Education* journal article, “Global connectedness in higher education: student voices on the value of cross-cultural learning dialogue”, by Lehtomäki, Moate, and Posti-Ahokas focuses on the effect of internationalization on student engagement in higher education. An exploration occurs of the importance of diversity among HEIs (higher education institution) community leads to contribution to development of international study programs (Lehtomäki, Moate, & Posti-Ahokas, 2015).

Lehtomäki, Moate, and Posti-Ahokas (2015) were inspired for their quantitative study after international “Education for All” (EFA) seminar in Finland, organized by the University of Jyväskylä in Finland and coordinated by UNESCO (United Nations Educational, Scientific and Cultural Organization) in 2011 (p. 5). The study included analysis of learning journals from the 15 of the 150 student participants in the seminar, who were from more than 30 countries

(Lehtomäki, Moate, & Posti-Ahokas, 2015). The students were asked to create journals with written reflection on what they learned, how global learning would impact their studies and career development, and to expound upon the EFA process (Lehtomäki, Moate, & Posti-Ahokas, 2015). Most of the students participating in the study majored in Education Sciences, but a variety of majors were also included, such as Information Technology, Music Education, and Philosophy (Lehtomäki, Moate, & Posti-Ahokas, 2015). Numerous research sources were referenced indicating a need for further study on internationalization from the students' perspectives and the significance of HEIs (higher education institutions building opportunities for intercultural experiences for their students. After reviewing the journals, data were analyzed based upon themes. During the first round of reviewing the journals, three themes were determined, including, key learning experiences, favorable learning settings, and opinions on fitting together globally with other participants. The seven themes from the second round of analysis of key learning experiences linked to Fink's (2013) theory on integrated possibilities of learning experiences, and are derived from common sentiments found in journals of the student participants (Lehtomäki, Moate, & Posti-Ahokas, 2015). Findings suggest that the study achieved its overall goal, which was to expand student understanding of global issues and engagement. Findings which are significant, considering that they are pulled from student expressions, may also contribute to the development of HEI policies and practices in international student engagement (Lehtomäki, Moate, & Posti-Ahokas, 2015).

An addition to the body of research about student engagement, the article is focused on the students' perspective of learned experiences after participating in a globalization seminar (Lehtomäki, Moate, & Posti-Ahokas, 2015). Several limitations exist for the study that do not eliminate the great importance to the body of work on student engagement and international

perspectives for higher education. One limitation, as indicated by the authors of the study, is that the seminar was optional for students, so that only students with international studies were likely to participate (Lehtomäki, Moate, & Posti-Ahokas, 2015). Another limitation is that the participants in the Lehtomäki, Moate, & Posti-Ahokas (2015) study were pulled from journals of students attending one HEI, the University of Jyväskylä in Finland.

In another study, “Learning About Social Capital in a Nonprofit and Philanthropy Management Class” by Alexander Livshin in 2011, students worked in groups to invent a charitable organization in Russia. The course expanded the Russian students’ knowledge of philanthropists as agents of change for solving societal needs (Livshin, 2011).

The setting of the Livshin (2011) qualitative study was a Nonprofit and Philanthropy Management class at Moscow State University in Russia. Participants of the study were included in six project groups of five to seven each; each group was assigned to create a nonprofit organization to solve a social issue in a Russian city with population of approximately 700,000 people with hypothetical economic and social settings (Livshin, 2011). The students were required to “write a mission- statement, describe the goals of the organization and its major stakeholders, develop appropriate fundraising tools and their organization’s budget, and write a profile of the recipients” to receive support by their nonprofits (Livshin, 2011, Para. 11). The main research question explored how development of a group project to create a nonprofit organization would shape participants’ desire to participate in charitable fundraising efforts (Livshin, 2011). The research question for the Livshin (2011) study centered on the effect of the philanthropic project for class on the students’ later propensity for engagement in philanthropic activities after the class. Results were analyzed by examining qualitative and quantitative data. Qualitative data included students’ classwork, homework assignments, and concluding essays

assigned by the professor; quantitative data resulted from the responses to pre and post surveys which were taken at the beginning and end of the course (Livshin, 2011). A challenge that the author had to attempt overcoming is that the mentality of Russian students tended to lean toward a communist belief that philanthropy did not fit. The writer also noted the negative influence of the media in the current Russian experience regarding charitable giving; many students were unaware of philanthropic activity that occurred in the pre-communist period of Russian history (Livshin, 2011). Despite challenges, the overall results of the Livshin (2011) study indicated that engaging with the students positively influenced their understanding of philanthropy and most students communicated a desire to participate in philanthropic activities in their post surveys and reflective essays.

The Livshin (2011) study is relevant to the study of student engagement and alumni giving. From the Livshin (2011) results, pedagogical engagement with HEI students was shown to influence their thinking. In addition, the setting of the Livshin (2011) study is relative to the global perspective on understanding higher education.

Although the Livshin (2011) study is relevant to the study of student engagement and alumni charitable giving to their alma mater, one of several limitations is that it is not generalizable because the setting of the study is at one university in Moscow, Russia. Another limitation of the Livshin (2011) study is that the students' preconceived societal notions of philanthropy may have influenced the level of change after engagement in the classroom. Furthermore, Livshin (2011) did not indicate whether he obtained informed consent from the students to participate in the study; therefore, without informed consent, survey and essay results and subsequent analysis could be tainted.

The overall content of the 2012 journal article, “Does Student Philanthropy Work? A Study of Long-Term Effects of the "Learning by Giving" Approach”, by Julia Cencula Olberding, is a welcomed addition to the body of research on the effect of student engagement on alumni philanthropy to their alma mater. Although the Olberding (2012) article did not study and contrast the experiences of university students engaged in a philanthropy program at their alma mater while matriculating, it is a long-term study of university students enrolled in a philanthropy class at their alma mater, a slightly different subject. The author’s purpose was to explore whether participating in the philanthropy course impacted student awareness and intentions as alumni in the years following their experience in the course (Olberding, 2012).

The mixed methods study sample total of 1,349 alumni who had participated in philanthropy classes at Northern Kentucky University via the Mayerson Student Philanthropy Project was reduced to 430 for whom the university had verified email addresses; 127 survey respondents participated for a response rate of 30 percent (Olberding, 2012). The period covered by the study was 2000 to 2009. Two of the research questions were the alumni responses to their opinion on whether the philanthropy courses had an impact on their “awareness, learning, beliefs, and intentions” with non-profit organizations; the third research question centered on the comparison of survey results to the general public (Olberding, 2012). The quantitative results indicated that 86 percent of the alumni had made charitable donations and 71 percent had volunteered at nonprofits; both results are significantly higher than the national averages (Olberding, 2012). Qualitative results stemmed from open ended questions included with the surveys and provided depth regarding personal experiences of the alumni. The research design and survey instrument were founded upon literature review spanning three decades.

The indication that alumni who had been previously engaged as students are more likely to have positive supportive behavior toward nonprofits is deemed to add to the body of research on the impact of student engagement on their future alumni behavior. Several limitations exist for the Olberding (2012) study that do not diminish the gain of knowledge from the results. One limitation is that the study is not generalizable because the sample size is only 127 and is from one university (Olberding, 2012). At the time of the study, only a few philanthropy programs had been in existence for more than five years, limiting the populations from which the author could draw information. Furthermore, the study would have been enhanced if the resulting nonprofit behavior and perceptions of the Northern Kentucky University (NKU) alumni had been contrasted with other NKU alumni rather than with the public (Olberding, 2012).

Undergraduate Student Athletes and Alumni Giving

Adding to the body of research, a 2010 study by J. Michael Martinez, Jeffrey Stinson, Minsoo Kang, and Colby B. Jubenville, “Intercollegiate Athletics and Institutional Fundraising: A Meta-Analysis”, determined that participation in intercollegiate athletics may influence future philanthropy. The authors conducted a formal review of empirical research on the topic of the relationship between athletic success and institutional fundraising from the period of 1976, when the first known study was published, and 2008 (Martinez, Stinson, Kang, & Jubenville, 2010). An initial search of 75 publications was narrowed down from 25 to 14. Studies were removed which did not relate to the effect of athletic success on fundraising; furthermore, studies were standardized for purposes of comparison to include common dependent categories. The meta-analysis is significant because, among its findings, a stronger correlation was found between the athletic engagement and alumni donors to the university, which was higher than non-alumni donors.

The purpose of the quantitative study was to evaluate empirical research articles on the connection between intercollegiate athletic achievement and institutional philanthropy (Martinez, Stinson, Kang, & Jubenville, 2010). To achieve this, the authors searched a myriad of research databases utilizing the search words “athletic success, philanthropy, fundraising, institutional giving, and development” (p. 38). Articles from 1975 through 2008 were included; using a narrowing down process of elimination, 75 studies were reduced to 14 studies from 1979 through 2008. To refine the number of articles, Martinez, Stinson, Kang, and Jubenville (2010) removed studies that did not include criteria matching a preferred focus including 1) measures of athletic success such as rankings; 2) outcome measure of philanthropic giving; and 3) indication whether higher education institution type was public or private, specific sports, level of athletic competition, giving targets of education institution, athletics or academics, and constituent bases of all donors versus alumni donors only. During data extraction, study identifiers and moderating categories were coded for analysis. Specific moderating categories included;

- 1) institution category, (public, private, or other)
- 2) giving targets (university, athletics, or academics)
- 3) giving bases (all donors or alumni donors only)
- 4) NCAA classification division (I, I-AA, or other) and
- 5) sports of interests (football, basketball, or other) (p. 40).

The overall findings of the study included several key results. It was determined that intercollegiate athletics has an influence on philanthropic gifts to higher education institutions, which is magnified when overall institutional giving, rather than support for athletics only, is evaluated. Furthermore, alumni donors are influenced by the institution’s athletic success more than non-alumni donors. When football is offered at an institution, there was a higher likelihood

that the sport would have a major influence on giving. Philanthropic giving to both public and private institutions of higher education tended to be influenced by athletic performance at the institutions.

The study has several limitations, however. One limitation is the small amount of quantitative research in the category of intercollegiate athletics relationship and philanthropy and an even more insufficient amount of research for sports other than football and basketball and across differing NCAA classification levels. This limitation led to an insignificant effect size for the institution type moderator of the available data. It was suggested that the body of literature could be broadened by future research which includes additional categories believed to influence the relationship between athletic performance and giving, such as the marketing brand of the higher education institution; college choice and/or enrollment; and the perceived quality of academics.

A 2007 study, “An examination of factors impacting athlete alumni donations to their alma mater: a case study of a U.S. university” by Julie O’Neil and Marisa Schenke resulted in implications for universities for influencing former student athletes’ perceptions of the importance of supporting their alma mater financially. Literature was explored in the categories of evaluating the giving patterns of alumni, overall donor conduct, and social exchange theory. High profile alumni six figure donations from professional athletes to Duke University, Michigan State University were discussed, representing lucrative prospective donations from former student athletes (O’Neil & Schenke, 2007). The purpose of the study was to uncover factors that influence financial support from former student athletes of a university.

The research questions for the O’Neil and Schenke (2007) study are as follows:

1. Is there a significant difference in athlete alumni's giving amount to their alma mater based upon these demographic characteristics?
 - a. sport competed while in school,
 - b. whether the athlete received a scholarship while in school,
 - c. proximity of the athlete's residence to her or his alma mater,
 - d. gender,
 - e. age,
 - f. ethnicity, and
 - g. income.
2. What combination of factors—demographic, athletic attitudinal factors outlined in hypothesis 1, and other reasons outlined in hypothesis 2—best predict athlete alumni's giving amount to their alma mater? (O'Neil & Schenke, 2007, p. 63).

The O'Neil and Schenke (2007) study is based upon two hypotheses regarding factors affecting the donation amounts of former student athletes to their alma mater:

1. Athlete alumni's giving amount to their alma mater will be negatively related to:
 - (a) perceptions that they have already donated via their time and talent while in school
 - (b) perceptions of a negative athletic experience
 - (c) perceptions of isolation and stigmatization while in school
 - (d) perceptions that their university already benefited because of their team's performance and
 - (e) perceptions of a strong relationship with their former sports team.
2. Athlete alumni's giving amount to their alma mater will be positively related to:
 - (a) their annual contributions to other nonprofit organizations
 - (b) their family history of donations and
 - (c) the enjoyment received for recognition for their monetary gifts and will be negatively related to perceptions that their gift is not significant enough to make a difference (O'Neil & Schenke, 2007, p. 63).

The theoretical framework for the O'Neil and Schenke (2007) quantitative study was drawn from social exchange theory, which is used as a basis for understanding donor behavior. Social exchange theory purports that individuals form relationships in an effort to “maximize their benefits and minimize their costs” (O'Neil & Schenke, 2007). A decision of whether to stay in a relationship is made from comparisons of the resources needed to ensure the most benefits with the lower cost and a determination of the next best alternative relationship and

whether more benefits could be gained from that relationship. Therefore, if an individual begins to believe that their personal cost exceeds the benefits gained from the relationship, they would exit the relationship (O'Neil & Schenke, 2007). Social exchange theory, which was introduced by Thibaut and Kelley in 1959, is relevant to evaluating donor motivation which is a result of a relationship with the nonprofit organization or institution of higher education.

Study Participants for the quantitative O'Neil and Schenke (2007) study were athlete alumni of a medium-sized, private university located in the southwest University. To protect the anonymity of the participations, the university name was withheld from the study. At the setting of the study, 20 NCAA Division I sports were included in the offerings for its students, nine men's sports, and 11 women's sports. First, a survey was created based upon the hypothesis and research questions; the initial survey was distributed to 35 athlete alumni from various sports. In addition, thorough feedback was received from five alumni, which led to minor modifications before the survey instrument was validated. To conduct the study, 2,711 surveys were mailed to athlete alumni and 464 responses were received (O'Neil & Schenke, 2007). The survey questions were created to measure attitudes about five perceptions, including;

- 1) whether they had donated sufficient time or talent to their alma mater
- 2) the appropriate recognition of their donation was obtained
- 3) quality of their student engagement as an athlete
- 4) relationship with non-athlete students while on campus and
- 5) alumni pride (O'Neil & Schenke, 2007, p. 64).

The research categories for the study included the dependent variable of donations and independent categories of perceptions about giving amount and demographic characteristics.

The overall findings of the O'Neil and Schenke (2007) study included several key results. Results from the O'Neil and Schenke (2007) study indicated that three of the five athlete alumni attitudes were related to the amount of their donations when investigating 1) the former student athletes' belief that they had already supported the school sufficiently because their time and talent were not compensated while matriculating, 2) nonexistence of relationships with non-athletic students, and 3) amount of alumni pride for their alma mater. However, the relationship between donation amount and the aforementioned perceptions was minimal, indicating that the first hypothesis is only partially supported (O'Neil & Schenke, 2007). The second hypothesis is also only partially supported because the survey statements designed to measure attitudes and behavior related to giving in general resulted in a weak relationship of the factors. Research question two, which pertained to how a combination of factors would predict the giving amount by athlete alumni, was revealed to be a better predictor of giving amount (O'Neil & Schenke, 2007). Another finding is that former student athletes from the Southwest School's football team were determined to be more generous donors than other sports.

A major contribution of this study to the body of literature is that it validates a need for institutions of higher education to devote specialized attention to marketing and soliciting in order to influence athlete alumni to give back (O'Neil & Schenke, 2007). Conclusions drawn from two factors significantly impact donation amounts of athlete alumni: students' quality of athletics engagement while matriculating, and belief that they already donated because of their unpaid compensation while a student athlete. Also, social exchange theory translates that an individual's behavior of donating very little or none to their alma mater indicates a departure from the relationship (O'Neil & Schenke, 2007). A need exists for future research; for example,

surveys and interviews from athlete alumni various types of institutions of higher education would strengthen the generalizability of the O'Neil and Schenke (2007) study.

The foremost limitation of the study is that it is not generalizable, as it only surveyed athlete alumni from one university in the Southwest. Another limitation is that only self-report data were examined; self-report information may be inaccurate as it depends upon accurate recall of information that may have occurred decades before the survey was disseminated. A third limitation is the low response rate from alumni who have not donated to the Southwest School; only 17% of distributed surveys were returned (O'Neil & Schenke, 2007). A lack of engagement between the Southwest School and the athlete alumni may have deterred the former student athletes from responding.

Summary of Chapter 2

The review of literature uncovers several influences toward alumni support of their alma mater, from government policies such as Title IX, to gender, to engagement, success of athletic teams, to athletics engagement. These influences were discussed from a broad perspective of policies and laws to the concise assessment of engagement with student athletes while on campus. Organized in the research categories of Policy, Law and Student Engagement; Alumni giving; Athletic success and alumni giving; Student engagement and alumni giving; Undergraduate student athletes and alumni giving, literature review sets the stage for further exploration, which will occur in the next chapter via description of the research methods of the study.

Chapter 3: Research Methods

Introduction

Chapter 3 describes the methodology of the study and will justify the method of the study, whether quantitative versus qualitative (Education Department, 2018). Chapter 3 includes a description of research methods supporting research for the study of student engagement and alumni giving. For this qualitative, non-experimental comparative case study analysis, three cases reflect the study title and are related to this study. Chapter 3 also includes a description of the sample and population, instrumentation, as well as data collection and analysis. After a summary of the methodology, Chapter 3 concludes with a brief introduction of Chapter 4, results of the study. Components of the chapter include discussion of the qualitative paradigm, qualitative methods, the role of the researcher, data sources, data collection, data analysis, verification, ethical considerations, and a plan for the narrative study results.

The Qualitative Paradigm

To explore the relationship between student engagement and alumni participation, a qualitative study is appropriate. The structure of the study is founded upon a thorough investigation involving research about the phenomenon of voluntary donations to their alma mater by former students (Creswell, 2014). The case study aspect of design makes for an effective qualitative project (Creswell, 2013).

Qualitative Methods

The purpose of this study is to explore the relationship between student engagement and alumni giving at HEIs. The independent research categories are undergraduate co-curricular

engagement and undergraduate athletics engagement as related to the dependent research variable, alumni giving. Research questions that are answered by the study are as follows.

1. What is the relationship between undergraduate co-curricular engagement and alumni giving?
2. What is the relationship between undergraduate athletics engagement and alumni giving?

The Role of the Researcher

For qualitative research, the researcher is considered a critical instrument of the study who does not rely on others to validate information (Creswell, 2014). Although the researcher has over a decade of higher education experience in institutional advancement, the researcher must be careful to be objective when studying the data and to not manipulate the research findings to fit predetermined expectations (Creswell, 2014). However, the researcher's background in education benefits the study, particularly because of extensive experience with alumni fundraising.

Data Sources

The data sources are three case studies with the same research categories. With publication dates occurring in 2016 and 2018, the case studies represent current research on the relationship of student engagement to alumni giving. The research studies are purposely selected for comparisons which will add to the body of research on the relationship between undergraduate student engagement and alumni participation. Therefore, the case studies are the population and data sample.

Data Collection

Data collection involves purposeful selection of three case studies with independent research categories of undergraduate co-curricular engagement and undergraduate athletics

engagement as related to the dependent research variable, alumni giving. The selection of case studies includes peer reviewed studies including sample sizes of thousands of alumni for impactful exploration. Creswell (2013) notes that sample size changes with the qualitative study design; for case studies, a smaller sample size is appropriate, the number of cases is typically less than five.

Data Analysis

Data analysis of the research project used Creswell's (2013) recommendations for analysis and interpretation for case study research projects, including review of the data, coding, themes, and interpretation. During review of the data, the three case studies were thoroughly read and studied. There are predetermined sections, such as Research Questions, Answers to the Research Question or Results in Chapter 4 and the Discussion from Chapter 5, of the three case studies that were utilized. The next step of the analysis is coding and semantically networking to determine themes and the groundedness of the themes that emerged. During the process of developing codes that relate to the research categories, some of the information from the case studies was not used; a focus on relevant data were coded for further study (Creswell, 2013) (Guest, MacQueen, & Namey, 2012). Coding included unexpected patterns, expected, and usual. After coding the selected data with Atlas.ti 8 software, the data were organized into themes and then interpreted. Findings were presented in narrative format (Creswell, 2013). The case studies are as follows:

Case study one: Clarke, J. B. (2016, December). Identifying Potential Alumni Donors from a Private, Liberal Arts College by Analyzing Current Donor Characteristics (Order No. 10296877). ProQuest Dissertations & Theses Global.

A 2016 dissertation by Joshua Byram Clarke, "Identifying Potential Alumni Donors from a Private, Liberal Arts College by Analyzing Current Donor Characteristics" contributes to the

body of literature with statistical analysis indicating relationships with several demographic markers to reasonably predict patterns that influence the lifetime giving potential of alumni. The quantitative study used data collected from the Office of Institutional Advancement at a private, Christian Liberal Arts College to decrease errors typically found when evaluating self-reported information from alumni.

The purpose of the quantitative study was to determine the extent that demographic characteristics could be used to determine the likelihood of alumni giving to their alma mater as well as predict the lifetime giving amount of an alumnus.

The following are research questions for the Clarke (2016) study that will be evaluated:

1. “To what extent does membership in a nationally recognized fraternity or sorority predict alumni giving?”
2. “To what extent does participation in intercollegiate athletics predict alumni giving?”

(Clarke, 2016, p. 43)

The setting for the study participants was a Christian Liberal Arts institution in the Southern region of the United States. The study sample included the institution’s undergraduate alumni of class years 1996 through 2015; the sample size totaled 10,934 participants and represented over 60 percent of the living alumni from the higher education institution. The financial status of undergraduates is similar to that of HBCUs in that 75 percent of the student body rely on financial assistance to complete their studies and graduate. The dependent variable for the study was alumni giving, and several independent categories were included such as age, state of residence, gender. Other categories were former student athletes, undergraduate membership in a fraternity or sorority, degree, and marital status (Clarke, 2016). To protect the privacy of participants, the data received from the Institutional Advancement Office were

stripped of all personal identifying information, such as identification number, email address, and physical address. To analyze the data, independent categories were coded and then uploaded to SPSS (Statistical Package for Social Sciences) software for evaluation by logistic regression.

The overall findings of the study included several key results. Findings were organized as follows.

1. Gender was determined to be a likely predictor for alumni giving, with male alumni determined to be more likely to give.
2. Geographic region of the alumnus' primary residence was not determined to influence alumni giving.
3. Membership in a Greek fraternity or sorority was not determined to be a predictor of the likelihood of alumni giving for the study. At the setting of the study, non-Greek alumni were more likely to donate to their alma mater than Greek alumni.
4. Age was not determined to be a factor in alumni giving habits. Clarke reported that it was difficult to analyze the relationship between age and alumni because study results were inconclusive. An explanation is that since only alumni of the last 20 years was evaluated, the findings were likely slanted.
5. Degree of study was also not determined to influence alumni giving.
6. Marital status was determined to significantly influence alumni giving. Clarke found that single alumni were more likely to financially support their alma mater than married alumni.
7. Participation in intercollegiate athletics was not determined to be a predictor of future alumni giving. Clarke explained that the institution at the setting of the study has a limited number of athletic programs that were used in the study, however.

8. Significant categories were determined to factor in predicting life time giving of an alumnus. Categories of age (under 35 years old or between 41-54 years), marital status, and Greek organization membership were found to significantly predict lifetime giving; however, gender was not determined to have an influence on an alumnus' lifetime giving to their alma mater (Clarke, 2016, pp. 59 - 66).

Based upon the findings, Clarke (2016) concluded with recommendations for the Institutional Advancement Office at the Institution. A prospective demographic profile of an alumni donor for the institution to target was suggested to be single, non-Greek males who are under 35-40 or 41-54 years old. Another recommendation is that the institution should no longer segment donors by academic program or region of residence since neither of these factors were found to significantly influence alumni giving.

The Clarke study (2016) has several limitations, many of which were detailed by the author. First, the study is not generalizable to all higher education institutions since it was limited to one four-year liberal arts, private higher education institution in the Southern region of the United States. The setting of the study has a different makeup of student body than public and non-religious schools and therefore conclusions drawn from the study would not fit other higher education institutions. Also, the study was limited to data stored in the institution and relied on the institution for accuracy. Furthermore, because data were retrieved from the institution, no information was available pertaining to motivations and feelings of the alumni participants. A final limitation was that the Clarke study (2016) recorded donations to the institution by household in the case of married alumni, which made it impossible to determine which alumni made donations to their alma mater.

Case study two: Moore, R. M. (2018). Examining the Relationship Between Undergraduate College Extracurricular Involvement and Post-Graduate Donations (Order No. 10808662). Retrieved from ProQuest Dissertations & Theses Global.

Another dissertation, a quantitative correlational study, “Examining the Relationship Between Undergraduate College Extracurricular Involvement and Post-Graduate Donations”, by Raphael M. Moore (2018), analyzes the relationship between undergraduate student experience and alumni giving at private HBCUs in the State of Alabama. In addition to Astin’s (1984) student involvement theory, theoretical framework included “identity/organization identity theory and social exchange theory” (Moore, 2018, p. 7). Among the independent categories included graduation year, extracurricular college involvement, and undergraduate experiences; dependent categories related to the alumni donation history, such as first donation and average annual donation. The research questions and hypothesis are:

1. How does extracurricular college involvement as an undergraduate relate to alumni donations at historically Black colleges and universities in the state of Alabama?
 - a. Hypothesis One: Extracurricular college involvement as an undergraduate does not relate to alumni donations at HCBUs in the state of Alabama.
 - b. Hypothesis Two: Extracurricular college involvement as an undergraduate is positively related alumni donations at HCBUs in the state of Alabama.
2. How does extracurricular college involvement as an undergraduate relate to alumni first-time donations at HBCUs in the state of Alabama? (Moore, 2018, p. 17).

Research instruments for the quantitative study included an alumnus giving survey and an alumni attitude survey; the participant data were self-reported (Moore, 2018). The sample size of 153 participants was derived from a pool of 2,805 alumni at the research setting, two private HBCUs in Alabama, Stillman College and Talledega College. The participants opted to respond to a survey link that had been posted in their alma mater’s social media sites, such as Facebook and Twitter. Data for the Moore (2018) study were retrieved from Survey Monkey, an online

survey apparatus for collecting anonymous data. The survey questions were developed from literature review; two instruments, Performance Enhancement Group's (2011) Alumni Attitude Survey and Pope's (2014) HBCU Alumni Giving Survey were merged into one survey (Moore, 2018). The survey was validated after evaluating feedback from a pilot study of 19 random HBCU graduates and updating some of the questions; after validation, Moore (2018) contacted senior administrators at the two private HBCUs and then began disseminating the survey final social media and electronic mail.

Data were analyzed via SPSS version 24; some of the categories were collapsed for consistency. Slightly over 20 percent of the participants self-reported past membership in an athletic team while matriculating; furthermore, 84 percent reported involvement in social activities during their undergraduate college days (Moore, 2018). Overall findings indicated that extracurricular college involvement does not directly relate to alumni donations at private HBCUs in the State of Alabama. Furthermore, former student athletes were even less likely to support their alma mater (Moore, 2018). However, the results indicated that over 60 percent of survey participants who participated in social activities were donors to their alma maters. First time alumni donations were significantly influenced by those reporting extracurricular involvement (Moore, 2018).

There are several limitations to the Moore (2018) study. First the study instrument, an electronic survey, limited the responses to those alumni proficient in utilizing the technology. Another limitation is that because the survey utilized an electronic mail-based delivery method, there may be a bias against a sample of individuals who do not regularly check their electronic mail accounts (Moore, 2018). The accuracy of the study could be compromised, because the results of the study relied on self-reported information (Moore, 2018). The final limitation of the

Moore (2018) study is that the success of the survey was reliant upon the alumni's inclination to take the survey and questionnaire.

Case study three: Pinion, T. (2016). Factors That Influence Alumni Giving at Three Private Universities. (Electronic Thesis or Dissertation).

The Tyson Pinion study (2016), "Factors that Influence Alumni Giving at Three Private Universities", most closely matched research categories of the researcher. The purpose of the Pinion quantitative study is to determine factors occurring throughout the undergraduate experience that affect future alumni financial contributions. Using Astin's (1984) Student Involvement Theory as a guide, Pinion (2016) aims to inform both advancement and student affairs units of higher education. The setting of the study is three private universities in Ohio with a combined enrollment of over 40,000: Baldwin Wallace University, Bluffton University, and Ohio Wesleyan University. Participants were alumni from any of the three universities who earned an undergraduate degree during the years of 1995 – 2005.

Research methods included the dependent variable, alumni giving and the independent variables of demographic information, co-curricular information, as well as donor information from the alumni databases of the three universities (Pinion, 2016). The data were "analyzed in Statistical Package for the Social Sciences (SPSS, version 23.0) software using a blocked form of step-wise, linear regression analysis" (Pinion, 2016, p. 46). Research questions for the Pinion (2016) study are as follows:

1. What influence, if any, does undergraduate co-curricular involvement have on the amount of donations alumni make to an alma mater?
2. What influence, if any, does undergraduate athletic involvement have on the amount of donations alumni make to an alma mater?
3. What influence, if any, does the number of undergraduate involvements have on the amount of donations alumni make to an alma mater? (p. 11).

The three universities used the same fundraising database, Raiser's Edge by Blackbaud, considered a premier tool in fundraising. Research questions were designed to ascertain the level of impact on alumni donations by several factors: demographics, fields of study, academic involvement, co-curricular involvement, athletics involvement, and undergraduate experience (Pinion, 2016). Data, which included a sample size of 10,642 reduced to 10,475 alumni donors, were reviewed using SPSS software as a tool for linear regression analysis. Overall, results indicated a direct correlation of the number of undergraduate student co-curricular activities to a likelihood of future donations to their alma mater (Pinion, 2016).

Limitations of the Pinion (2016) study include the inability to confirm validity of the database information obtained from the universities' alumni offices, and the fact that the data were from one particular period of time. The limitations do not overshadow the results of the study, which indicate that student involvement is a predictor of future alumni giving at the three universities, ensuring a window of opportunity for further research utilizing different settings and periods of time. According to the Pinion (2016) study, an implication for universities is that a lifelong relationship with undergraduate alumni should begin with cultivation while they are in residence on campus in order to achieve a higher likelihood of future financial contributions.

Verification

The verification, or validity, of the case studies to be explored occurred following the selection process. Elements of the case studies that were verified include the year of publication, peer-review, and relevancy. The year of publication, within seven years, from 2011 – 2018, is important so that the research is current. Next, only peer-reviewed case studies were included for analysis. Relevant case studies have the same independent and dependent research

categories; independent research categories are undergraduate co-curricular engagement and athletics engagement with the dependent research variable, alumni giving.

Creswell (2013) summarizes several strategies for verification that are relevant to the research project, including discussion on a description of the findings, researcher bias, and negative information. A detailed description of the research findings included a detailed disclosure of the three case studies. The case studies were presented using a comparative method; both similarities and differences were highlighted. A clarification of any bias of the researcher during interpretation of the findings ensured transparency; the researcher explained how their background could shape the findings (Creswell, 2013). Finally, while the research findings may differ from the researcher's expectations, any negative or contradictory evidence that is uncovered must be included in the description of findings, which adds to the validity of the research findings (Creswell, 2013). Using these strategies verified that the research project is deemed reliable and valid.

Ethical Considerations

Ethical consideration was addressed based upon standards for qualitative research established within literature in the field of education and university requirements. An important ethical consideration is to appropriately cite references and obtain permissions as deemed appropriate during case study analysis. It is important that the researcher follow guidelines set forth by the Institutional Review Board for protecting human participants when reviewing data from the case studies. Although the researcher will only access secondhand data from the case studies, if deductive reasoning provides clues to the identity of human subjects or the setting of studies that are not disclosed, the researcher followed ethical guidelines and did not disclose the

identities. After the research period has concluded, notes will be stored in a locked container in a secure place for time specified by the Institutional Review Board.

Plan for Narrative Study Results

Creswell (2013) suggested that there are a variety of potential models for formatting the narrative of a qualitative research project. The research project results, presented in narrative form, described themes that have emerged from the case study. First, the narrative described the three cases in detail, including a description of the research settings, methodology, and research questions. Research questions pertain to independent research categories: undergraduate co-curricular engagement and athletics engagement with the dependent research variable, alumni giving. The narrative next compared and contrasted the case study findings and revealed interesting quotes and/or interesting vignettes, if found. The final content of the narrative included a description of unexpected, unusual, and expected themes that surfaced during the analysis of the three cases.

Summary of Chapter 3

The methodology of the qualitative comparative case study includes a description of research methods supporting research for the study of student engagement and alumni giving. For comparative case study analysis, the three cases by Clarke (2016), Moore (2018), and Pinion (2016) which relate to the purpose of this study, also compile the sample size, three, and research data. The researcher is the key instrument for data collection and analysis and must not be biased by extensive experience in alumni fundraising. Data were analyzed, coded and theme evolved from further detailed review of the case studies. Verification ensured the validity of the data, which are the three cases. Ethical considerations ensured that Institutional Review Board

requirements were met prior to, during, and following the research period. The next chapter will contain analysis of the three case studies and present the results of the study in narrative form.

Chapter 4: Research Findings

Introduction

Chapter 4 analyzes the results of the comparative case study analysis to respond to this study's two research questions. The purpose of this study was to explore the relationship of student engagement and alumni giving at HEIs. Following the introduction, Analysis of Data will present codes and themes derived from the data, Results of Research Question One., and Results of Research Question Two. Additional research results provided in Chapter Four include Comparison of Theoretical Framework of the Three Case Studies and Comparison of the Results of the Three Case Studies. A summary concludes Chapter 4.

Analysis of Data

To analyze the three case studies, Atlas.ti 8, a qualitative data analysis software program, was selected as the tool. The data were uploaded into the software program, predetermined semantical codes were applied, and then emerging themes developed. The case studies were all quantitative; as a result, no vignettes were uncovered during the review process. The abbreviation, Document 1 was affixed to Case Study Three: Pinion, T. (2016). Factors That Influence Alumni Giving at Three Private Universities; Document 2 was identified as Case Study One: Clarke, J. B. (2016, December). Identifying Potential Alumni Donors from a Private, Liberal Arts College by Analyzing Current Donor Characteristics; and Document 3 was identified as Case Study Two: Moore, R. M. (2018). Examining the Relationship Between Undergraduate College Extracurricular Involvement and Post-Graduate Donations.

Before coding the documents, a word cloud of each case study was created using Atlas.ti 8 software to analyze for similarities and differences in the language of the studies. A stop list of

irrelevant words, such as prepositions and numbers as well as words that appear less than 50 times were eliminated from the word clouds. The stop list of eliminated words is found in Appendix A of this study. The three case studies similar dependent categories, including the word alumni, as evidenced by it being the most repeated word in the case studies. Donor, donation, giving, give, are common themes since the case studies all have similar goals to determine factors that influence alumni giving to their alma mater. The word clouds for the three documents are displayed below. The word cloud lists word in descending order, based upon the frequency of their appearance within the documents.

alumni education study student higher
involvement undergraduate research university
giving students alma mater donations institutions
fund-raising influence variable college analysis give experience
private academic experiences institution universities variables award
donor amount information development activities

Figure 1. Document 1 Word Cloud

alumni institution giving research
study alumnus institutions found donors give help predict
education age program studies extent donor category question
undergraduate significance

Figure 2. Document 2 Word Cloud

alumni hbcus study research involvement
college hbcu undergraduate donations black survey extracurricular
social colleges giving

Figure 3. Document 3 Word Cloud

Codes and Themes of the Three Case Studies.

Using semantics, the language of the three cases was coded using Atlas.ti 8 software for further analysis. The codes were developed using the independent and dependent research categories of this study. After the codes were identified, similar phrases and words from each case study were coded and linked for consistent utilization within Atlas.ti 8 software. The chart below identifies the semantical coding used for the three case studies.

Code	Document 1	Document 2	Document 3
Alumni giving	Donations alumni make	Alumni Donors, alumni giving	Alumni donations, post-graduate donations
Undergraduate co-curricular engagement	Undergraduate co-curricular involvement	Membership in a nationally recognized fraternity or sorority; Extracurricular college involvement as an undergraduate	Extracurricular college involvement as an undergraduate
Undergraduate athletics engagement	Undergraduate athletics involvement	Participation in intercollegiate athletics	Involved in athletics, participated in athletics

Table 1. Semantical Codes of the Three Case Studies

The diagram on the following page, Figure 4, is a code tree featuring the degree of groundedness and density for the premeditated codes. In the code tree, undergraduate athletics engagement and undergraduate co-curricular engagement are part of student engagement, while simultaneously associated with alumni giving. Undergraduate athletics engagement is grounded with 27

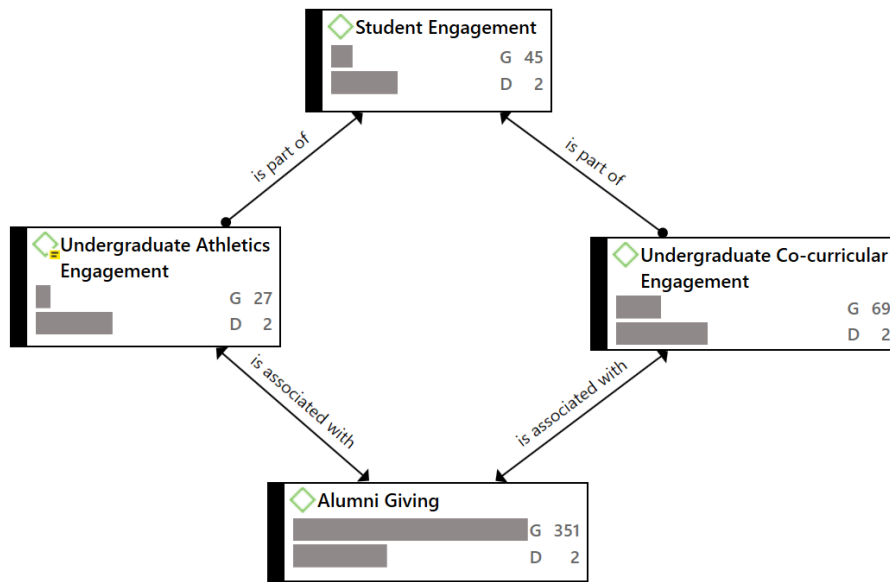


Figure 4. Code Tree of Semantical Codes

quotations and has a density of two. Undergraduate co-curricular engagement, on the other hand, is grounded with 69 instances and has a density of two.

Evolving codes were formed while reviewing the documents. The codes were discovered when reviewing the results for the case studies. The codes from quotations within the documents provide explanations for unexpected research results of some of the research questions. Several of the codes explain the unexpected result from the research questions about the relationship between intercollegiate athletics and alumni giving to their alma mater. The codes, including 1) limited athletics programs at HEI, 2) inadequate athletics resources at HEIs, and 3) time and effort, address the unexpected result that does not indicate a significant relationship between intercollegiate athletics engagement and alumni giving. Limited athletic opportunities were available at the setting of one of the cases, which explains the low number of participants who were former student athletes, skewing the results. In another case study, the HBCU at the setting

of the study had inadequate resources to support athletic programming, which negatively influenced the undergraduate students' engagement while enrolled. Another study's author, Pinion (2016), described that undergraduate student athletes commit a significant amount of time and effort in participating in intercollegiate athletics and may feel that they have already supported their alma mater. A chart displaying the emerging codes and grounded and density numbers is displayed in the figure below. Another of the codes, More Involvement Categories, explained the unexpected result that participants who were involved in more than one engagement activity as an undergraduate tended to be more likely to support their alma mater after graduation. The code, Stagnant Greek Organization at one HEI, explained results regarding the relationship between co-curricular engagement and alumni giving. The code tree for the emerging codes is displayed in Figure 5 below. The initial, G, refers to the groundedness of the

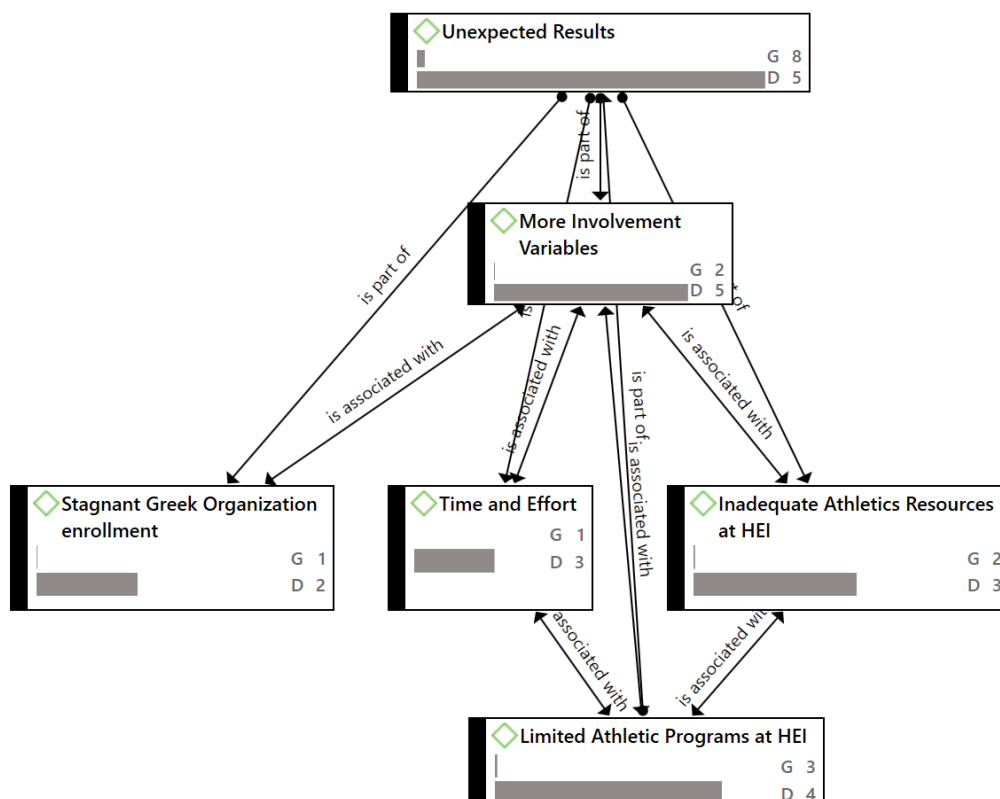


Figure 5. Code Tree for Unexpected Results from Case Studies.

codes and D refers to the density of the codes. The code, Unexpected Results, has a groundedness of eight and density of five. The grounded number and density of the remaining codes are found within the diagram.

Results of Research Question One.

What is the relationship between undergraduate co-curricular engagement and alumni giving? The results are inconclusive. Depending upon the case study, undergraduates involved in co-curricular activities are either 1) more likely to later become alumni financial supporters of their alma mater, 2) less likely, or 3) there is no significant relationship between the two research categories.

Results of Research Question Two.

What is the relationship between undergraduate athletics engagement and alumni giving? The results indicate that there is either 1) a negative relationship, as indicated by two case studies or 2) no significant relationship between the two research categories, as indicated by one case study.

Comparison of Theoretical Framework of the Three Case Studies

The authors, Moore (2018), Clarke (2016), and Pinion (2016) used research and theory to shape their studies. Moore (2018) and Pinion (2016) used similar theories, while Clarke (2016) relied more heavily on research without naming a theory. All the three cases had similar goals, to use research to predict the likelihood of alumni support of their alma mater based upon their undergraduate student experience while matriculating.

Theoretical framework of the Moore (2018) study is drawn from three concepts: involvement theory, social exchange theory, and social identity theory. Astin's (1984) involvement theory posits that positive student experiences in co-curricular activities influence

student persistence for matriculation to graduation (Moore, 2018). Furthermore, alumni who experienced positive undergraduate experiences tend to be more engaged with their alma mater (Moore, 2018). Social identity theory in the Moore (2018) study frames discussion on alumni motivation to donate to their alma mater because they personally identify with the organization. These theories guided the development of research for the Moore (2018) study and shaped examination of how undergraduate experience relates to their alumni propensity to financially support their alma mater.

Theoretical framework for the Clarke (2016) study is built around engaging with undergraduates and continuing a relationship for the lifetime of the donor but does not identify any engagement theory. In addition to discussing literature on whether positive undergraduate experiences such as engagement in intercollegiate athletics and involvement in a fraternity or sorority influence alumni giving, the Clarke (2016) study explores other aspects that could predict alumni support of their alma mater such as gender, financial aid, peer influence, and degree of study.

The Pinion (2016) study is built around theoretical framework that also includes Astin's (1984) Theory of Student Involvement to explore how undergraduate involvement in Greek organizations, intercollegiate athletics, academics, and other extracurricular activities influence alumni propensity to donate to their alma mater. Astin's (1984) theory stresses that HEIs should elevate programs based upon whether they can be measured to increase student engagement and that more involvement leads to better satisfaction with their HEI.

Comparison of the Results of the Three Case Studies

The settings of the case studies were different, and it is, therefore, not surprising that the three case studies did not yield the same results. The Moore (2018) study had a setting at two

private HBCUs in the state of Alabama; three HBCUs had been invited to participate, but one declined to do so, yielding a sample population of 153. The setting of the Clarke (2016) study was at a private, liberal arts Christian College in the South, and yielded a sample population of 10,934. The Pinion (2016) study was set at three private universities in the state of Ohio; the sample population was 10,642.

The results of the Moore (2018) study indicate unexpected results for its research questions. In response to Research Question One, referencing whether extracurricular college involvement of students relate to alumni donations at Alabama HBCUs, co-curricular activities increased the likelihood of alumni donations to their alma mater, but intercollegiate athletic involvement did not. In one model, Moore (2018) found that former student athletes were 61.6 percent less likely to donate to their alma mater; in another model the likelihood increased to 79.8 percent. These results are unexpected, and do not match findings from other research, such as the meta-analysis study of Martinez, Stinson, Kang, and Jubenville (2010), which indicated that involvement in intercollegiate athletics increased the likelihood of later alumni support of their alma mater. The response of the Moore (2018) study for Research Question Two, which referred to whether extracurricular undergraduate involvement relates to the first time donation of alumni financial support of their alma mater, indicated that the majority of former student athletes were not likely to make a first time donation to the HEI.

Results of the Clarke (2016) study were similar to those of the Moore (2018) study. For the Clarke (2016) study, the research question pertaining to the relationship between membership in a Greek organization and alumni giving, there was not a significance found to predict alumni giving. Greek members were less likely to later become alumni donors. Results from another research question, which addressed the relationship of participation in intercollegiate athletics to

alumni donations to their alma mater, there was not found a significant relationship between the two categories. This finding conflicts with the Holmes, Meditz, and Sommers (2008) study, which indicated in its results that former athletes are more likely to give and are more generous than their non-athletic peers. It also differed from the Drew-Branch (2011) quantitative study, which uncovered a relationship between student engagement while on campus to future alumni giving. However, it was noted that there is a limited number of athletic programs at the setting of the Clarke (2016) study.

Results of the Pinion (2016) study also differed from other research in some respects. For the research question that analyzed the influence of co-curricular engagement on alumni donations to their alma mater, there were no findings suggesting an influence. For the next research question, which explored whether engagement in intercollegiate athletics influenced alumni donations to their alma mater, former student athletes donated less to their alma mater than non-athletic alumni.

However, more engaged students were determined to influence their future alumni donations to their alma mater. Another of Pinion's (2016) research questions combined three involvement categories to explore whether there was an influence on alumni giving: academics, athletics, and co-curricular. This resulted in the likeliest positive predictor of alumni giving; alumni who were engaged in three involvements as undergraduates were more likely to financially support their alma mater than alumni who participated in two or less involvements (Pinion, 2016). These findings suggest that more engaged undergraduates have a higher propensity to support their alma mater than lesser engaged students (Moore, 2018) (Pinion, 2016). The overall results confirmed Astin's (1984) theory of student involvement and other

research literature that connect student satisfaction and alumni engagement with the campus (Drew-Branch, 2011) (Tiger & Preston, 2013).

The circumstances surrounding recruitment of participants in the Moore (2018) study may have contributed to results that differ from that of several other researchers. Rather than a selective recruitment of university alumni from a development database, the 153 participants were recruited from a survey that was posted on the university's social media webpages (Moore, 2018). Nevertheless, the results of the Moore (2018) study are similar to results of the Pinion (2016) and Clarke (2016) studies when analyzing the case studies.

Summary of Chapter Four

The research data, the three case studies, were analyzed from a broad to specific perspective, appropriate for comparative case study analysis (Creswell, 2014). First, word clouds of the three case studies were reviewed to ascertain language similarities. Second, predetermined codes were developed from the research categories of alumni giving, co-curricular undergraduate engagement, and athletics undergraduate engagement. Careful review of the case studies resulted in emerging codes and themes that explained unexpected results of the case studies. The response for research question one, which addressed the relationship between co-curricular engagement and alumni giving, was that the results are inconclusive. The response for research question two, which addressed the relationship between intercollegiate undergraduate engagement and alumni giving leaned toward a negative relationship versus no significant relationship between the two research categories. While the three case studies had similar goals but different settings, the research findings were similar. Conclusions of this study are discussed in Chapter 5.

Chapter 5: Conclusions

Introduction

Chapter 4: Research Findings, reviewed a comparative analysis and results of the three case studies to provide responses to this study's two research questions. Chapter 5 provides further discussion of the findings and their implications. After an overview of this study and discussion of research findings, the chapter continues with discussion of Astin's (1999) theory of student engagement, recommendations for higher education philanthropy, and suggestions for future research. A final summary of this study concludes Chapter 5.

Overview of the Study

Chapter 1 included a description of this study in addition to its relevance to higher education leadership and a need for the study. Chapter 2 provided an in-depth look at the previous research that had been completed and further justified this study. The extensive literature cited throughout Chapter 2 was presented from broad to general in relationship to the research categories of co-curricular student engagement, athletics student engagement and alumni engagement. The review of literature spanned from philanthropy models, policy, law and student engagement, alumni giving, athletic success and alumni giving, student engagement and alumni giving, to undergraduate student athletes and alumni giving. Chapter 3 included an overview of research methods for this study as well as a discussion on the data, which includes the three case studies that were analyzed in Chapter 4. Chapter 3 introduced three case studies, which were written during the years 2016 and 2018 covering alumni from a span of the years of 1995 through 2015. The combined total sample size contains 21,729 alumni, from two regions of the United States, Southern and Midwest. Lastly, Chapter 4 presented the research results that

were found by the researcher using qualitative data software analyzation tool, Atlas.ti 8 for Windows. This study included two research questions that provided the foundation for research.

Discussion of Research Findings

The results were inconclusive for the first research question regarding the relationship between undergraduate co-curricular engagement and alumni giving because each of the case studies had a different result. From the case studies, undergraduates involved in co-curricular activities are either 1) more likely to later become alumni financial supporters of their alma mater, 2) less likely, or 3) there is no significant relationship between the two research categories. The finding that undergraduates involved in co-curricular activities are more likely to become donors was from the Moore (2018) study, set at private HBCUs in Alabama; the Moore (2018) study of 153 participants, representing 0.7 percent of the 21,729-sample size, which invalidates the findings relative to the other case studies. Therefore, one can deduce that based upon research of most of the research participants, 99.2 percent, alumni who were involved in co-curricular activities as undergraduates are 50.3 percent less likely to become donors. Furthermore, for 48.9 percent of the participants there is no significant relationship between co-curricular participation and their becoming an alumni donor.

The results for research question two regarding the relationship between undergraduate athletics engagement and alumni giving indicate the same for two of the studies. The results indicate that there is either 1) a negative relationship, as indicated by two case studies or 2) no significant relationship between the two research categories, as indicated by one case study. The findings of a negative relationship between undergraduate participation in intercollegiate athletics and alumni giving are from the Moore (2018) and Pinion (2016) studies, which represent 49.6 percent of the total research participants. The finding of no significant

relationship between undergraduate participation in intercollegiate athletics and alumni giving is from the Clarke (2016) study, representing 50.3 percent of the research participants. Therefore, one can deduce that participation in intercollegiate athletics can equally result in a negative relationship or no relationship to alumni giving.

Other findings relate to unexpected results coding of this study. One code, more involvement variables, from the Pinion (2016) and Moore (2018) studies, represented findings that undergraduates with more involvement categories were more likely to become alumni financial supporters of their alma mater. Undergraduates participating in intercollegiate athletics and co-curricular activities or more than one co-curricular activity demonstrated a more significant likelihood of becoming alumni donors. Unexpected results including 1) limited athletics programs at HEI, 2) inadequate athletics resources at HEIs, and 3) time and effort, explain research findings that are dissimilar from other literature of this study. The codes limited athletics programs at HEI, inadequate athletics resources at HEIs, and time and effort address the unexpected result that does not indicate a significant relationship between intercollegiate athletics engagement and alumni giving. At private institutions, Moore (2018) and Pinion (2016) relate that there are limited opportunities for participation in intercollegiate athletics because of the inadequate resources available for including this programming at the HEIs. Moore (2018) indicated that at HBCUs, limited resources were available for athletics programming; therefore, student experiences while participating in intercollegiate athletics were negatively affected. Moore (2018) recants the history of HBCUs and segregation that meant that for minorities, HBCUs were the only option for intercollegiate sports participation. With segregation, HBCUs lost a significant amount of minority talent to other HEIs that could offer more scholarships. Therefore, majority white HEIs benefited from integration by gaining minority athletics talent,

thus enhancing their athletic programs. Furthermore, Pinion (2016) suggests that former student athletes may feel that because of the time and effort involved with supporting intercollegiate athletics, they have already supported their alma mater.

Astin's Theory of Student Involvement

As discussed in Chapter 1, Astin's (1999) theory of student involvement is a foundational theory of this study. Astin's (1999) theory suggests that different types of involvement "produce different outcomes for different types of students" (p. 527). Student involvement theory "directs attention away from [academics] and toward the motivation and behavior of the student" and for this study, how that behavior affects their behavior as alumni (Astin, 1999, p. 529). The findings of this study, particularly the positive relationship between the behavior of more involved undergraduates and alumni giving, support Astin's (1999) theory of student involvement.

Recommendations for Higher Education Philanthropy

Recommendations for higher education leaders in philanthropy are drawn from the two research question findings and unexpected results discovered while analyzing the data. These recommendations will inform strategic decision making for higher education philanthropy leaders. This study did not include research into the more effective communication strategies; consequently, no recommendations pertain to specific methods of solicitation.

Recommendations are for leaders of Institutional Advancement to maximize limited resources for solicitation of prospective alumni donors by segmenting alumni as to levels of engagement during their undergraduate years.

Leaders of Advancement and Student Affairs units should work more closely together to manage student engagement while on campus, which will likely influence their level of engagement as alumni. Student Affairs leaders should share data on membership in co-curricular

activity with Advancement so that with limited resources, Advancement can update fundraising databases and then strategize for solicitations to first target alumni who were engaged while on campus. Because for approximately half of the participants of this study, there is a positive relationship between engagement in co-curricular activities and alumni giving; these findings add to the body of research for higher education philanthropy.

To influence engagement of student athletes, Institutional Advancement should collaborate with the leadership within the Athletics Department to provide opportunities for student athletes to engage with administrators during their off seasons. The Athletics Department should share data on the specific intercollegiate engagement of undergraduates so that Institutional Advancement may capture it in its fundraising databases. Collaboration between Advancement and Athletics units is critical since research indicates that without intervention, participation in intercollegiate athletics could result in a negative relationship between participation in intercollegiate athletics and alumni giving. Without research on its importance, a relationship between the two units may be tenuous since one engages with undergraduates and the other with alumni.

Although fundraising tools for outreach were not included in this study, Advancement leaders should maximize outreach tools that are less costly, such as social media and online giving tools as accompaniment to other typical fundraising communiques, for example, letters, telephone and face to face solicitations are not included in the study. Segmented communication with alumni should be prepared from the perspective of engagement while undergraduates to encourage nostalgia and positive remembrance of their time on campus. A key takeaway for Institutional Advancement is that engagement with alumni should be a targeted and segmented approach rather than a lackadaisical, uninformed approach. If resources permit outreach to all

alumni, then by all means do so. However, in today's reality of limited resources for outreach, a segmented approach for soliciting alumni is warranted.

Suggestions for Future Research

Because a limitation of this study, which includes settings at a variety of private HEIs, is not generalizable to all higher education institutions, a variety of opportunities for future research exist. A qualitative research study on the motivation and feelings of the nondonor alumni participants about donating to their public or private alma mater would add to the body of literature. In the preliminary stages of research, it has been noted that female athletic alumni donors manifest differently from their male counterparts in terms of giving behavior to their alma maters (Holmes, Meditz, & Sommers, 2008). Therefore, a comparative analysis of alumni motivation for providing financial support of their alma mater based upon gender would provide more scientific information about alumni giving. Another opportunity for research would be a qualitative study about demographic factors to be attributed to donations from alumni to their alma mater that are not included in this study, such as age, gender, marital status, race, and etcetera. This study is limited to the settings of the three case studies, which are private HEIs in the Southern and Midwestern regions of the United States; additional research is needed with settings in other regions of the United States. Furthermore, since public and private HEIs have different levels of resources, a likely option is to conduct a longitudinal study set at public HEIs. Finally, a qualitative study consisting of a series of interviews of alumni donors would add to the body of research with information on attitudes and beliefs regarding their undergraduate student experience and its relationship to their status as financial supporters of their alma mater.

Conclusion

This qualitative comparative analysis of three case studies had a purpose to add to the body of literature on the relationship between student engagement and alumni giving. The categories of student engagement are intercollegiate participation in athletics and co-curricular engagement, such as membership in Greek organizations, student clubs, and organizations while an undergraduate at an HEI. Alumni giving refers to financial donations to their alma mater. While the responses to this study's two research questions were unexpected, an emerging theme indicates that engagement in several categories of co-curricular and athletic engagement are more likely to result in a positive relationship between undergraduate student engagement and alumni giving. This research guides recommendations that Institutional Advancement leaders collaborate with Student Affairs and Department of Athletics leaders for maximization of limited resources to solicit prospective alumni donors. Furthermore, the research supports Astin's (1999) theory of student involvement, indicating that the behaviors of students result in different outcomes when they are more engaged. Recommendations for future research in different settings and at public HEIs will inform future leaders.

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Appendix A

Stop List for Word Cloud: Unnecessary Words, Letters, Numbers, and Symbols

Word or Symbol		
&	each	three
.....	et	to
0	for	used
000	from	w
1	gasman	was
10	has	were
1993	have	what
1995	her	which
1997	his	while
1999	http	who
2	i	will
2005	if	with
2009	in	you
2011	into	your
2012	is	
2013	it	
2014	its	
2015	j	
3	l	
4	less	
5	m	
6	may	
7	more	
8	n	
a	not	
al	o	
all	of	
an	on	
and	or	
any	other	
are	p	
as	r	
at	retrieved	
b	s	
back	such	

be	talladega
between	than
but	that
by	the
c	their
can	there
d	these
data	they
does	this
e	those