

A STUDY OF INSTITUTIONAL ADVANCEMENT IN
ASSEMBLY OF GOD COLLEGES

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CHAPTER I

INTRODUCTION

American higher education is a unique system. Owing much to the "melting pot" social structure, American higher education has become a widely diverse and flexible system (Brubacher and Rudy, 1976). Contributing to this diversity and flexibility are the small, independent colleges. However, these small colleges are on the cutting edge of those institutions which face the danger of financial disaster in the near future. Even more endangered are those institutions which have strong church denominational affiliations. These colleges must not only face the challenge of the shrinking dollar but also of declining enrollments due to stiffer competition from public colleges. All of those pressures must be handled within the confines of church affiliation, which is not an easy task. In his study, Friends, Funds, and Freshmen for Christian Colleges, Willmer (1987b) stated:

Because of their limited numbers, unique missions as Christian colleges, and unusual traditions, they face special challenges in attracting freshmen and other students, raising funds, and maintaining supportive relationships with alumni and other friends. Achieving in these areas of resource development is critical to their strength and well-being (p. 1).

Astin and Lee (1972) put these institutions into the class of invisible colleges, meaning that they are small, private, four-year liberal arts colleges that are basically unknown outside of their communities. To survive and grow, the invisible college must retain the support of alumni and actively cultivate the interest and understanding of all its

publics: parents, businesses, foundations, and churches. The New International Encyclopedia of Higher Education (1986) has stated that the role of development or institutional advancement is to create an understanding of the institution's missions, services, and accomplishments, and thereby to generate goodwill and voluntary financial support to sustain its educational objectives.

However, most research in this area has dealt with the expenditure side of the ledger rather than on increasing revenues (Willmer, 1981d). Only recently has research begun to deal with institutional advancement as a whole and with how it can deal in a positive manner with the survival of the institution (Glennon, 1986).

Statement of the Problem

There has been little previous research directed solely toward the private Christian colleges within the invisible college group. Consequently, not much is known about institutional advancement programs in small, independent, Christian colleges. In particular, no research was readily available which evaluated the institutional advancement program in the 10 colleges endorsed by the Assemblies of God.

Compounding the problem these 10 colleges faced by being invisible is the fact of heavy dependence on tuition to fund their educational and general budgets. Willmer (1987b) found that, on the average, Christian colleges similar to those in the Assemblies of God funded 67% of their educational and general budgets through tuition and fees. In the Assemblies of God colleges, this figure is almost 90%, according to the Department of Education of the Assemblies of God (Assemblies of God, 1981). Thus, the 10 colleges endorsed by the Assemblies of God face not only being invisible, but also an educational and general budget dependent on

tuition and fees. Consequently, these factors make it vitally important for these colleges to have an effective institutional advancement program. However, without research, how can they know what the level of development is for their programs and how it measures up to what it should be accomplishing?

Purpose of the Study

The purpose of this study was twofold. First, it was to be a descriptive study of the level of development in the Assembly of God colleges. Second, it was to compare the levels of effectiveness, where available and appropriate, to other institutional advancement programs in similar colleges. The results of the study will be a profile development at the colleges endorsed by the Assemblies of God.

Fortunately, there is an empirically specific model available to accomplish the first purpose. The model was developed by Willmer (1981d) in his study, The Small College Advancement Program: Managing for Results. Willmer also supplied the research necessary to accomplish the second purpose of this study. In The Small College Advancement Program: Managing for Results (1981d), A New Look at Managing the Small College Advancement Program (1987a), and Friends, Funds, and Freshmen for Christian Colleges (1987b), Willmer used the model to examine the institutional advancement programs at colleges similar in size and purpose to those Assembly of God colleges studied herein. Thus, the data needed to compare levels of effectiveness were available.

Definition of Terms

The following terms were utilized in this study:

Assemblies of God. The Assemblies of God is an aggregation of independent churches and assemblies which came together in 1914 in Hot Springs, Arkansas, to form a religious denomination. Its theology is ardently fundamentalist, with a strong belief in the infallibility and inspiration of the Bible, divine healing, baptism in the Holy Spirit, and a life of holiness. Local churches are left quite independent in polity and the conduct of local affairs. The denomination in the United States is divided into 55 geographic districts, each ordaining its own pastors. The General Council consists of all ordained ministers and one lay representative from each church. This Council elects all general officers (such as general superintendent of the church), sets the doctrinal standards, and provides for church expansion and development (Mead, 1985). Included in the General Council is an Education Department, which endorses and works with colleges and Christian day schools owned by an Assembly of God church or district. There are currently 10 colleges which offer a four-year degree program that are endorsed by the General Council.

Institutional Advancement. Institutional advancement is a relatively new term which brings together many functions that have been present in higher education for a long time. Although many still think of it as only fund raising, it has generally developed to include six major areas: (1) institutional relations, (2) fund raising, (3) alumni administration, (4) government relations, (5) publications, and (6) executive management.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter contains the results of the review of literature undertaken for this research. It has been divided into three sections. The first section deals with the early research into development programs and attempts to establish a workable model for evaluating programs. The second section covers the research of Dr. Wesley Willmer in three studies: The Small College Advancement Program: Managing for Results (1981d), A New Look at Managing the Small College Advancement Program (1987a), and Friends, Funds, and Freshmen for Christian Colleges (1987b). The third section reviews literature covering the institutional advancement program in the 10 colleges endorsed by the Assemblies of God.

Early Research

When tracing the history of institutional development, one can begin as far back as Plato, who in 347 B.C. directed that income from his fields should go toward support of the Academy near Athens (Andrews, 1953). English colleges can also trace private support back to the early days of Oxford and Cambridge (Carmichael, 1959). In this country, all of the earliest colleges were founded and supported primarily by philanthropists, usually under religious auspices. Harvard, oldest of all American colleges, was established in 1636 with a grant of 400 pounds from the

General Court and a gift of 779 pounds plus a library from the Reverend John Harvard (Andrews, 1953).

Until 1890, efforts to raise money for private colleges in the United States were largely the responsibility of the college president (Bakrow, 1961). With the establishment of the Yale Alumni Fund in 1890, an entirely new idea came into being regarding the raising of funds for colleges and universities. This event has been acknowledged to be the first systematic endeavor on the part of graduates to increase the resources of a university (Bakrow, 1961).

While the twentieth century brought about the founding of several groups and organizations specializing in areas of institutional advancement, it was not until 1958, and the "Greenbrier Report," that institutional development as it is known today began to take shape. The Greenbrier Report came about as a joint study of the American Alumni Council and the American College Public Relations Association. The study, funded by the Ford Foundation, was the first major study of the development function. It brought about a more precise definition of what was meant by development. It also brought together two major organizations which specialized in certain areas of development. This cooperation between the American Alumni Council (established in 1913), and the American College Public Relations Association (established in 1917), culminated in their merger in 1975 as the Council for the Advancement and Support of Education (Willmer, 1987a). While duplication of services and membership encouraged the merger, the overriding consideration was that the field of educational advancement needed a unity of purpose and direction in order to fulfill its obligations (Willmer, 1987a).

From 1957, the beginning of development as we now know it, to 1980, research in the field remained centered on fund raising and on methods

which were successful in raising money. The content or product of advancement programs was being studied, instead of the process of institutional advancement (Willmer, 1981d). As late as 1975, Gabrielsen (1974) stated that there was a great need for a model which could serve as an example of a successful institutional advancement program. He could find no such model in his review of literature and research available. The closest thing to a model college fund-raising effort Gabrielsen could find was one produced by Frantzreb and Prey (1970), professional fund-raising consultants. Frantzreb and Prey stated that perhaps the development function could best be described by means of a diagrammatic formula:

$$\frac{A (B/S) + (A/F) + N/O}{C = C^2 + P (R) + V} \times DP \frac{(B + S)}{(A + C + D)} (S/G) = \$\$$$

where:

A = authenticators	C = case	DP = development plan
B = governing board	C ² = conditioning	B = budget
S = sponsors/council	P = prospects	S = staff
P = plans	R = research	A = alumni
A = academic	v = volunteers	C = capital
F = financial		D = deferred giving
N = needs		S = schedule
O = opportunities		G = goals

(Frantzreb and Prey, 1970, p. 16)

Not only does the formula isolate itself to one area (fund raising), but as Gabrielsen (1974) brought out, the relationship between the functions listed in the formula itself are indistinct. And not only are the correlations between the different functions not researched, but simply identifying the areas can be difficult with the authors' use of the same letters to represent different factors.

By 1980, the term "institutional advancement" was being used to cluster all the functions of development and fund raising. Leslie (1969)

defined the advancement program as an umbrella concept typically including public relations activities, alumni programs, fund raising, publications production, student recruitment, central printing and mailing services, university press operations, and in some cases, state and federal government liaisons.

Research of Dr. Wesley K. Willmer

The need, then, was for a model which would establish benchmarks of what a successful institutional advancement program should be in all the areas included in institutional advancement. That model was what Willmer (1981d) developed in his work The Small College Advancement Program: Managing for Results. The study served as a dissertation topic for Willmer at the Graduate School of the State University of New York at Buffalo and was later published by the Council for the Advancement and Support of Education (CASE) in 1981. Using previous research and literature on development, Willmer produced a model of what an institutional advancement program should include and look like at small, independent colleges.

The framework of this model contained five major elements: (1) institutional commitment, (2) authority and organizational structure, (3) personnel resources, (4) advancement activities and functions, and (5) evaluation. An outline of the model may be found in Appendix A. A study of the research used in developing the model outline assisted in both the understanding of it and the applications it could serve.

Institutional Commitment

The institutional advancement program requires a total commitment from the entire institution, as the program has an important stake in the productivity of the institution (Jacobson, 1978). The function of

institutional advancement is as vital and essential as any of the other major functions of the college, and to achieve an effective effort it must have strong institutional commitment (Willmer, 1981b). Indications of this commitment were found in three areas: (1) articulation of goals, objectives, and long-range plans; (2) budget allocation to advancement efforts; and (3) commitment to sufficient staffing (Willmer, 1981d).

Articulation of Goals, Objectives, and Long-Range Plans

The philosophy of a college is expressed in its long-range plan, in the goals of its institutional advancement office, and in its written objectives (Willmer, 1981a). The absence of any one of the three can be crippling to the advancement process (Willmer, 1981d). Although no empirical research has shown the impact of not having a long-range plan, all contemporary writers in advancement stress the absolute importance of a long-range plan (Willmer, 1981d). Williams (1975) pointed out that the long-range plan was essential to developing the case statement. He went on to explain that the case statement has two major components: a history (background) of organizational growth and previous accomplishments, and a projection of programs to be undertaken in the coming years. The case statement is used by the board and staff members to reflect and refine the ideas which will become the basis for specific projects and programs. After that, it becomes the cornerstone upon which all programmatic growth and resource development strategies are laid (Williams, 1975). One of the few empirical studies of the advancement process in private colleges was done by Pickett (1977). He devised a process to examine the potential of the college's advancement program and then measured the actual performance against that potential. Those programs

having low potential but high success, Pickett labeled overproductive; those with high potential but low success, he labeled underproductive. One of the variables Pickett identified with overproductive programs was the presence of a case statement. This need of long-range planning was also borne out by Leslie (1969, p. 72), who stated, "Sound planning is a prerequisite both for sound implementation of programs and for meaningful evaluation."

Along with a long-range plan, current authors in the field agree that an institution's objectives should be in writing and clearly known to the advancement officer (Willmer, 1981d). Willmer found that regardless of whether the advancement shop was small or large, the prerequisite for a successful performance of the development function was a clear and definitive statement of institutional mission. The advancement office must know the purpose, mission, philosophy, and objectives of the college (Gabrielsen, 1974).

Finally, the advancement officer should have written annual goals and objectives (Rowland, 1986). Statements of mission, goals, and objectives should be prepared for three levels: the institution, the institutional advancement program as a whole, and individual advancement programs (Jacobson, 1978). Rowland (1977) pointed out that the determination of goals was among the major concerns in the effective management of the institutional advancement program. Not only must they be all-inclusive and comprehensive, they also must be both long-range and short-range (Rowland, 1974). Rowland also pointed out that these goals should be in writing. Leslie (1969, p. 76) also supported the need for written advancement goals: "The advancement program plan details the implementation of the institution's master plan; it should be in writing, and subject to frequent revision and refinement." Other than Pickett's (1977)

study, which showed the case statement as a positive variable of the overproductive program, the only other research to look at the impact of planning was done by Glennon (1986). Her research found no correlation between the percentage of revenue generated and the existence of an institutional long-range plan or advancement officer plan. However, Glennon did find an indirect impact of planning on the amount of time that the president spent on fund-raising and a relationship between the amount of time the president spends on fund raising and the amount of revenue generated.

Budget Allocation

Wilmer (1981d) found two good measures of the advancement process that could be quantified more easily than most were the percentage of the total institutional budget committed to advancement and the cost of raising a gift dollar. Pickett's (1977) research confirmed the importance of budget allocation in overproductive programs.

The first measure Willmer (1981d) established was that 4% to 8% of the total educational and general budget should be designated for advancement. Leslie (1969) provided the pioneering effort in this area in the early 1960's and found a range of 2% to 10% of the budget was being spent on advancement in private colleges. He also found a correlation between the dollars spent and the amount of gift income realized. Glennon's (1986) research also found a correlation between dollars spent and the amount of revenue generated. Budget allocation was one of the three major variables which Pickett (1977) identified in overproductive programs in his research. How the model range of 4% to 8% was determined was not explained.

The second measure Willmer (1981d) developed was that a dollar should be raised for every 25 to 40 cents spent for the advancement process. Once again, Leslie's (1969) work provided some useful guidelines. While Leslie found a range of 10 to 29 cents, his study included both large and small, and public and private institutions. He also pointed out that the more money raised, the less it costs to raise it and that it costs private colleges more to raise money. It was unclear how Willmer (1981d) determined the range of 25 to 40 cents, but possibly he took Leslie's range and simply added to it to compensate for the increased cost of raising money in the private college.

Staffing Commitment

"The percentage of total college staff employed in institutional advancement programs can be used as an indicator of organizational commitment" (Jacobson, 1978, p. 26). This statement was consistent with Pickett's (1977) study. Willmer (1981d) found that professional staffs at private colleges ranged from three to five professionals. Rowland concluded that the minimum for an effective program was three (Rowland, 1977). Gabrielsen (1974) set the minimum at one full-time staff member. Willmer concluded that two to five professional advancement personnel and the same number of supporting staff should be employed.

Authority and Organizational Structure

For any effective advancement program to operate, a complementing organizational structure is necessary. This element of the model focused on assessing two organizational process concerns: advancement management authority and advancement function centralization and organization.

Advancement Management Authority

Jacobson (1978) found that one of the most important indicators of the advancement officer's authority was the degree to which the institutional advancement officer contributed to policy decisions of the university. He found two major factors which determined the officer's contribution. They were: (1) rank of the chief advancement officer; and (2) relationship of the chief advancement officer with the president, other executive officers, and the governing board. From this, Jacobson concluded that the chief advancement officer should have a position in the executive officer's group. Jacobson's findings were consistent with the research beginning as far back as the Greenbriar Report (American College Public Relations Association, 1958). The most recent research to confirm this was Glennon's (1986) study, which found that rank and relationship positively affected revenue generated. Willmer's (1981d) model thus concluded that the chief advancement officer should report to the president of the institution and should have a position in the top executive officer's group.

Advancement Function Centralization and Organization

Research, beginning with the Greenbriar Report (American College Public Relations Association, 1958) has consistently supported the centralization of advancement functions and authority. Willmer's (1981d) model followed this pattern in concluding that the institutional advancement function should be centrally managed and should foster centralization. However, Pickett's (1977) study of overproductive and underproductive programs found no significant difference in productivity

between centralized and noncentralized advancement programs. He concluded that while centralization was the conventional wisdom, it was unvalidated as a predictor of productivity. However, Willmer still called for centralization of the advancement program.

Personnel Resources

Willmer (1981d) concluded that the process of advancement cannot be implemented correctly without proper personnel resources (Willmer, 1981d). These personnel include the president of the institution, the advancement staff, trustees, and other volunteers (Pickett, 1977). Willmer concluded that it was as important for an institution to have competent and active personnel to advance the institution as it was to have an administration qualified to manage it.

Professional Staff

One of the conclusions of the 1958 Greenbriar Report (American College Public Relations Association, 1958) was that the chief advancement officer should have a commitment to education and the institution, a grasp of the techniques of fund raising, and an appropriate title. This emphasis on commitment and experience of the chief advancement officer has remained constant throughout the literature in the field and was a recommendation of Glennon's (1986) study. Recently, more research has centered on the academic qualifications of the chief advancement officer (Rowland, 1977). Willmer (1981d) concluded that the advancement manager should be experienced in advancement, knowledgeable of the institution, educated with preferably a doctorate, and assigned a title carrying authority. There was no research available to indicate what the ideal qualifications and experiences for the chief advancement officer were.

Since the president is in reality the chief advancement officer, research assumed that he or she was active in fund raising. Leslie (1969) found that, among private colleges, there was a correlation between the number of solicitation calls made by the president and the amount of gifts received. Drawing from his personal experience, Leslie concluded that an "active" fund-raising president is one who personally solicits 10% or more of the \$100-plus donors. Glennon (1986) also found that the president's activity in fund raising was crucial. Willmer (1981d), using Leslie's conclusion plus the opinion of other authors in the advancement field, concluded that the president should be an active fund raiser and promoter of advancement activities, making more than 10% of the \$100-plus calls and averaging more than eight calls per month.

Volunteers

Recent trends indicate movement away from volunteer gift solicitations toward presidential and advancement staff solicitations (Leslie, 1977). However, Jacobson (1978, p. 26) pointed out that "A successful program requires diverse participants and dedicated volunteers." As the Greenbriar Report (American College Public Relations Association, 1958, p. 48) indicated, "In the private institution, the board must be the central agency in fund raising, and its members must be available for assistance." Willmer (1981d) agreed with the research and concluded that trustees and other volunteers should be involved in advancement activities. The importance of trustee involvement was one of the conclusions of Pickett's (1977) study. He found that trustee involvement was related to the productivity of the college advancement program. Gabrielsen (1974) suggested that a council or committee composed of representatives

of all the central constituents of the institution be formed to become the public relations sounding board.

Advancement Activities and Functions

Activities are functions that are carried out by programs (Jacobson, 1978). These activities express quantitatively the types and levels of the institutional advancement process being conducted by small colleges, and indicate the advancement process taking place at the small, independent college. They also provide a means by which it can be assessed. The institutional advancement program should manifest itself in a carefully formulated program, not in random actions (Jacobson, 1978).

Fund-Raising Activities

Usually, there are three kinds of solicitation programs: annual unrestricted, capital, and deferred gifts (Gabrielsen, 1974). Based on his research, Pickett (1977) concluded that fund-raising efforts should be in place for all three areas for the college to raise the most money possible. Pickett also concluded that trustee involvement in fund raising was evidenced by not only their giving, but in their convincing others to give (Pickett, 1986). Willmer (1981d) added that gift acknowledgment should be made within one to three days and that the mailing list should be as large as possible. Pickett (1977) postulated that overproductive colleges had significantly larger mailing lists than did the underproductive colleges, but concluded that mailing list size was not a useful way to characterize productivity. Yet, Willmer's (1981d) model adhered to the adage that the more you ask, the more you get.

Full-Fledged Advancement Activities

Traditionally, an effective and complete institutional advancement program included six functional areas: executive management, fund raising, alumni affairs, government relations, publications, and institutional relations. The model grouped the last four together and dealt with them in this section.

First, Willmer (1981d) postulated that at least two to four voluntary government relations activities should be conducted each year. While research has pointed out the degree of government involvement even in private institutions, the amount of government activities needed in the private college seemed to be based solely on Willmer's opinion.

Next, the model proposed that small colleges should have alumni chapters, fund the alumni organization, and have a special alumni program for recent graduates. Traditionally, alumni have played a significant role in institutional advancement. Private colleges, as a whole, receive 17% to 20% of their gifts from alumni; for smaller colleges, alumni support accounts for a greater percentage of the gifts (Leslie, 1969). Institutional involvement and support is necessary for successful alumni activities, as stated in the Greenbriar Report (American College Public Relations Association, 1958). It was unclear from where Willmer (1981d) concluded that small colleges should have a special alumni program for recent graduates.

Institutional relations are a part of everything the institutional advancement office does. Willmer (1981d) postulated that between 1.4 and 2.0 professional staff full-time equivalents should be allocated to institutional relations, but it was unclear how he arrived at these figures. While research showed the importance of institutional relations,

writing news releases and producing publications, it did not cover the number of professional staff needed to adequately do that (Gabrielsen, 1974).

Finally, Willmer (1981d) accepted the need for a publication program. The model acknowledged that the publication program should include a centralized publication policy and the mailing of a principal publication at least quarterly. Willmer accepted the opinion that logic dictated the need for communication with the college's different constituencies on a regular basis.

Evaluation: An Integral Part of Advancement

All advancement programs are subject to evaluation of some nature, either formal or informal. The coordinating manager can choose to evaluate or can allow evaluation to take place by default. Leslie (1969) pointed out that

Good management is not something which is installed in a one-time operation and then lives on forever. Continuing good management results from frequent review of practices, evaluation of performance, and improvement in techniques (p. 81).

Jacobson (1978) suggested that advancement managers must conduct evaluative studies to answer four questions:

1. Did the program reach the people that it set out to reach?
2. Did the program get its message across?
3. Did the program cause users to act?
4. Did the program change the relationship between the institution and the user(s)? (p. 39).

Willmer (1981d) concluded that the advancement program should contribute to the major public relations goals of attracting prospective students, raising funds, and building and holding good will for the institution. With these primary public relations goals, it was essential

that advancement managers know who their constituencies are and what they think. Willmer proposed three areas of analysis which were most useful: a readership survey, an evaluation of the effectiveness of the communication program among various constituencies, and an evaluation of who the donors are and why they give. No research has been conducted to determine how beneficial these follow-up methods are in the small, private college.

Summarizing, Willmer (1981d, p. 4) said, "This study addresses the need to improve the process of institutional advancement at small, independent colleges as one means of dealing with their financial stress and their preoccupation with survival." It not only served as the first project to describe comprehensively the advancement program process of small colleges, but it has also been accepted as the best study targeted at institutional advancement in the invisible colleges (Glennon, 1986).

To achieve the objective of the study, which was to study the processes of advancement rather than the products of advancement, Willmer (1981d) established "what ought to be" by developing a theoretical framework from the professional literature and then determined "what is" the advancement process by surveying a sample of small, independent colleges. By compiling the data from the two and then comparing the findings, Willmer was able to develop the model (Appendix A). The population used was the membership of the Council for the Advancement of Small Colleges as of November, 1978. The entire membership of 191 colleges was included in the study, with a mean student full-time equivalent (FTE) of approximately 950.

To collect data from the colleges, a questionnaire was devised (Appendix B). After review and testing, the questionnaire was revised and a final questionnaire was mailed. One hundred forty-nine colleges returned

their questionnaires. In the analysis stage, data were tabulated, organized, and presented in tables, graphs, and illustrations. Comparisons were then made possible by using the guidelines of the "constant comparative method" for generating theory from data in qualitative research proposed by Glaser and Strauss (1971) in their work, The Discovery of Grounded Field Theory.

Willmer updated the model in 1985. A New Look at Managing the Small College Advancement Program was published in 1987, detailing the follow-up study. Willmer took the membership of the Council of Independent Colleges (formerly the Council for the Advancement of Small Colleges) and administered an updated questionnaire based on the questionnaire and research he did in 1980. Even though he studied the same membership, of the 190 responses he received in the 1985 study, approximately 60 of the respondents in 1980 did not participate in the 1985 study. Still, Willmer's mission of updating the model and retesting it was accomplished. To date, it still remains the only empirically specific model of the institutional advancement program in the small, independent college (Glennon, 1986).

No major revisions to the model were provided by the 1985 study. However, some changes in the ranges used were recommended. Why Willmer recommended these changes was unclear, but one was led to believe they were based on what Willmer found to be commonplace in the successful programs he studied. The recommended changes in the model appear in Appendix A.

Willmer's latest work, Friends, Funds, and Freshmen for Christian Colleges (1987b), targeted the use of the model even more specifically. While maintaining the small college population, he used the membership of the Christian College coalition (about 80 colleges) as the surveyed

population. Although some overlap of membership in the earlier studies did occur, Willmer was able to isolate another segment of the higher education population which could apply the model.

No revisions of the model were proposed from this study; rather, the model was used to determine the stage or level of the institutional advancement program in the group (Willmer, 1987b). Also, where appropriate, comparisons of the study group to the findings of his earlier research groups were made, seeing how the current group fared against the small colleges studied in 1980 and 1985.

Assembly of God Colleges' Institutional Advancement Literature

The third section of this chapter was to review the specific literature of institutional advancement in the 10 colleges endorsed by the Assemblies of God. However, after careful research, no literature was found that studied institutional advancement in these colleges. Although some statistical reports were available on funding levels and sources, no research had been done on the processes of institutional advancement applying an empirically specific model such as Willmer's to the institutional advancement programs of these colleges.

CHAPTER III

METHODOLOGY

The objective of this research was to determine the level of development of the institutional advancement programs in the endorsed Assembly of God colleges and then to compare the effectiveness of those programs where possible. The first task was to find a model of what an institutional advancement program should look like and to be able to apply that model to the chosen programs. A review of previous research showed only one such model to be available. After careful study of the model, it was determined to be appropriate to use in finding the level of development of the institutional advancement programs of the 10 colleges being studied.

The five major elements contained in the model were: (1) institutional commitment, (2) authority and organizational structure, (3) personnel resources, (4) advancement activities and functions, and (5) evaluation. Based on these five major elements, appropriate research questions were descriptive in nature, as the problem was to identify "what is" in the programs studied. Due to the small number of programs studied, results were given for each of the colleges studied rather than as a group.

The second research task was to determine if there were any significant differences in the effectiveness of the 10 colleges. Again, appropriate research questions were developed and included so as to make comparisons not only between the colleges studied but also between similar

colleges which have been previously studied using this model. The data were collected through the use of a questionnaire (Appendix B). The questionnaire was the same one used to gather information used by the model.

Research Questions

The following research questions were generated from the review of Willmer's literature reported in Chapter II. The questions used to study the level of development were organized into five groups: institutional commitment, authority and organizational structure, personnel resources, advancement activities and functions, and evaluation.

Institutional Commitment

1. Does the college have articulated goals, objectives, and long-range plans for itself and the institutional advancement office? Are these goals, objectives, and plans well conceived and usable? Also, are there evaluation tools in place and used for measuring the effectiveness of both the college and the institutional advancement office in the achievement of these goals, objectives, and long-range plans? In particular, what is the institutional cost of every dollar raised by the institutional advancement office?

2. Does the college have the budget allocation and the staff necessary for the accomplishment of the goals and objectives? This question encompassed not only the budget allocation and staff in the institutional advancement office, but also examined the use and cost of consultants, faculty, other administrators such as the president of the institution, board members, and others in determining whether the commitment was present for the successful meeting of the goals and objectives.

Authority and Organizational Structure

How centralized is the institutional advancement program and to whom does the chief advancement officer report? One of the areas of particular concern here related to how many of the generally accepted institutional advancement functions listed in Chapter II were centralized in the institutional advancement office.

Personnel Resources

1. What is the role of the president of the institution in fund raising? To what extent is he or she involved in face-to-face solicitations?

2. To what extent are the trustees and other volunteers involved in advancement activities, and in what kinds of advancement activities are they involved? If not involved, are there areas where the institution would like them to be involved? Again, particular interest was paid to the extent they are involved in face-to-face solicitations.

3. What additional training or professional experience does the chief advancement officer have outside of his or her current institution?

Advancement Activities and Functions

1. What financial areas of the institution are included in fund-raising efforts? Of these areas (capital needs, annual unrestricted, and deferred gifts), is there a discernible emphasis placed on any of them and, if so, is there a discernible difference in the amount raised in that area over the others? Another area of interest was the size of the institution's endowment; specifically, if endowment size could be linked to any observable factor.

2. To what extent are the alumni involved in the institutional advancement program? Was any relationship found between the degree of emphasis placed on alumni by the institutional advancement office and the amount of involvement by the alumni in fund-raising activities? In particular, what percentage of gift income is given by the alumni and churches? It should be noted that some of the institutions studied were primarily Bible colleges for ministerial preparation. Therefore, many churches have pastors who are alumni, and thus individual church giving can be indicative of alumni support through the alumnus pastor.

3. Does the institution have a primary publication mailed at least quarterly, and to what extent are direct mail and donor lists used in fund raising? Of significance was the size and response of the institution's mailing list.

Evaluation

What kinds of evaluation does the college have in place for the institutional advancement office? For example, does it use a readership poll of publication recipients, a market analysis of the donor constituency, or even the amount of money raised compared to the effort put forth in fund raising?

Data Collection

The data were collected through the use of a questionnaire. It was mailed out to the individual college advancement offices with a cover letter. Also included in the mailing was a letter from David Bundrick, Secretary of Education for the Assemblies of God, asking for cooperation from the colleges. The questionnaire may be found in Appendix B; a copy of both cover letters appears in Appendix C. Thirty days after the

original mailing, a second letter was mailed to all those who had not responded. After receipt of the completed questionnaire, telephone interviews were conducted to allow the respondents the opportunity to expand on any of the responses they had given. No additional data was collected through the telephone interviews.

Data Analysis

Upon receipt of the returned questionnaires, the responses were coded according to the model element that they related to. Because of the small number of respondents to this study, commonly used descriptive statistics such as mean, median, mode, and range were computed by hand. Open-ended questions were also tabulated manually and were measured against the research questions to check the advancement program effectiveness. The comparisons were made against other colleges in this study, as well as to the findings of Willmer (1981c, 1981d, 1987a, 1987b).

CHAPTER IV

RESULTS OF DATA ANALYSIS

Of the 10 colleges included in this study, nine completed and returned questionnaires. It should be noted that since some of the colleges chose not to answer all questions, the numbers of some of the tables will not always equal 100%. The colleges included in the study came from all geographical regions of the United States. As shown in Tables I, II, and III, most of the colleges were small (under 1,250 students), had small educational and general budgets, and were severely underendowed. It should be noted that "Study A" indicates data drawn from Willmer's The Small College Advancement Program: Managing for Results (1981d), "Study B" indicates data from Willmer's A New Look at Managing the Small College Advancement Program (1987a), and "Study C" indicates data from Willmer's Friends, Funds, and Freshmen for Christian Colleges (1987b).

It is interesting to note that, except for the range of 751 - 1,000, the colleges' educational and general expenditures were consistently below the mean found in Study C. It was especially so in the range of 1,001 - 1,250, and the low point in the range of the lowest college in Study C was higher than the mean of the present study group.

Another area which has a great impact upon an institution's stability and one which indicates the level of institutional advancement is that of endowment size. Table III depicts the endowment size based on institution size. Care must be taken in interpreting this table since it

did not factor in the age of the institution, which can have a great impact upon the endowment size. Also, not all the colleges answered this question. Having developed a general picture of the colleges being studied, the research questions generated in Chapter III could then be examined.

TABLE I
NUMBER OF FTE STUDENTS (FALL, 1988)

Enrollment	N	Percentage
0 - 500	3	33.3
501 - 750	2	22.2
751 - 1,000	1	11.1
1,001 - 1,250	2	22.2
1,251 - 1,500	0	0
1,501 - 1,750	1	11.1

TABLE II
INSTITUTIONAL EDUCATIONAL AND GENERAL
EXPENDITURES BY ENROLLMENT SIZE

Enrollment	N	Median	Mean	Study C Mean
0 - 500	3		\$2,533,333	\$3,088,135
501 - 750	2		3,434,221	4,713,045
751 - 1,000	1	6,957,202		5,603,751
1,001 - 1,250	2		4,575,410	8,766,349
1,251 - 1,500	0			9,786,890
1,501 - 1,750	1	11,000,000		13,281,880

TABLE III
ENDOWMENT SIZE

Enrollment	N	Range		Study C Mean
		High	Low	
0 - 500	2	\$ 150,000	0	\$1,101,033
501 - 750	2	2,300,000	91,779	1,524,075
751 - 1,000	1	3,200,000	--	3,803,772
1,001 - 1,250	2	50,000	0	4,278,522
1,251 - 1,500		--	--	5,726,031
1,501 - 1,750	1	250,000	--	10,962,331

Institutional Commitment

Research Question 1-A: Does the college have articulated goals, objectives, and long-range plans for itself and the institutional advancement office? Are these goals, objectives, and plans well-conceived and usable?

While all the colleges had articulated goals, objectives, and long-range plans in place, three out of the nine did not have them for the institutional advancement office. As to their being usable, questions were raised in that regard. When asked to name one thing to improve effectiveness, having articulated goals and objectives headed the list on two questionnaires. One of the respondents stated: "Develop a long-term strategic planning document that speaks to action rather than reaction." Interestingly, these two colleges had institutional advancement objectives in place, leading one to question whether long-range planning has been seriously approached by the colleges.

Research Question 1-B: Are there evaluation tools in place and used for measuring the effectiveness of both the college and the institutional advancement office in the achievement of these goals, objectives, and long-range plans? In particular, what is the institutional cost of every dollar raised by the institutional advancement office?

As with long-range planning, the self-evaluation processes used by the colleges seemed to lack adequate organization. Although several measurements can be used to assess the effectiveness of a program, only two were of value to this study. First, the return-on-investment was figured by calculating the ratio of income generated to cost incurred by the institution. Research suggested that one dollar should be raised for every 25 to 40 cents spent on the total development budget. The range of cost of raising one dollar was from a low of 9 to a high of 43 cents, with only one of the respondents exceeding the 40 cent level. The mean cost to raise one dollar in the programs studied was 21 cents, which compared favorably to the model expectations (Table IV).

TABLE IV
COST OF RAISING ONE DOLLAR OF GIFT INCOME

Development Budget Range (\$)	Gift Income Range (\$)	Mean Cost
320,000 to 47,161	1,897,113 to 241,000	21 cents

The second measurement used in this model area was found by asking the question, "Other than the total amount of money raised, what single criterion is the most important in measuring your fund-raising program's effectiveness?" All but one college responded with either the amount of response or amount of increase in the numbers of the mailing or donor list. Interestingly, one responded with the criterion of the integrity of the program as a whole.

Other than these two measurements, none of the other measurements included in the questionnaire, such as cost to gain a new donor, strategies for attracting new or lapsed donors, market analyses of donor constituency, or return-on-investment for various advancement strategies were used. The questions were either answered in the negative or were ignored.

Research Question 2: Does the college have the budget allocation and the staff necessary for the accomplishment of the goals and objectives?

A look at funding resources and development expenditures of the colleges was the obvious place to begin answering the question. Budget allocations for resource development activities (admissions, alumni, fund raising, and public relations) of those surveyed are shown in Table V. The lowest amount spent on advancement activities (including salaries and benefits, travel, media/promotion) was \$47,161, while the highest was \$320,000. The difference between these amounts and those of the similar Christian colleges in Willmer's (1987b) study was dramatic. The highest amount spent by any of the Assemblies of God colleges was still less than 50% of the mean of the colleges in Study C. Table VI provides a breakdown by enrollment of the percentage of educational and general

expenditures that were allocated for resource development functions at the Assembly of God colleges.

TABLE V
RESOURCE DEVELOPMENT EXPENDITURES

Enrollment	N	Range		Mean	Study C Mean
		High	Low		
0 - 500	3	98,340	47,161	76,000	346,585
501 - 750	2	258,986	112,165	185,576	527,982
751 - 1,000	1	249,811	--	--	544,015
1,001 - 1,250	1	125,500	--	--	626,196
1,501 - 2,000	1	320,000	--	--	752,043

TABLE VI
PERCENTAGE OF EXPENDITURE AND GENERAL
EXPENDITURES ALLOCATED TO
RESOURCE DEVELOPMENT

Enrollment	N	Range		Mean	Study C Mean
		High	Low		
0 - 500	3	3.6%	2.2%	3.0%	12.5%
501 - 750	2	9.4	2.7	6.1	10.6
751 - 1,000	1	3.6	--	--	10.0
1,001 - 1,250	1	3.9	--	--	8.0
1,251 - 1,500	0	--	--	--	8.0
1,501 - 2,000	1	2.9	--	--	5.3

It was interesting to note that only one college in this study spent more than 4% of its educational and general budget on resource development, and that same college had the highest percentage of gift income listed in its educational and general budget. Their percentage was almost double any of the other institutions: 26%, to the next highest of 13.6%.

While numerous essentials are required to form a productive, successful resource development team, budget and number of personnel are two of the most basic. Although the research model specified that two to five professional staff and two to five clerical staff are needed for a successful program, logic dictates that the larger the enrollment, the larger the staff needed to perform the tasks required. This trend was found in all three of Willmer's studies. The only trend noticeable in the Assembly of God colleges was that they were understaffed, especially in the number of professional staff. Tables VII and VIII show a breakdown of the number of full-time employees in the institutional advancement programs.

It was expected that the mean percentage of employees per college in this study would be lower than the previous studies, since the budget allocation was much below those in the previous studies. This expectation was confirmed. However, the difference was not as great in the comparison of clerical staff as it was in the comparison of professional staff. It would appear that since clerical salaries are lower than professional salaries, more work has been placed on the clerical staff in the programs studied in order to reduce the professional staff and to stretch budget allocation. As for plans to expand the development staff in the next two years, four colleges said they planned to do so, four

said they did not plan to do so, and one college said that they did not know whether they would do so.

TABLE VII
ADVANCEMENT PROFESSIONALS (FTE) BY
ENROLLMENT SIZE

Enrollment	N	Range		Mean	Study C Mean
		High	Low		
0 to 500	3	3.0	1.0	2.0	6.9
501 - 750	2	5.0	2.0	3.5	9.0
751 - 1,000	1	4.5	--	4.5	9.3
1,001 - 1,250	2	5.0	4.0	4.5	10.0
1,251 - 1,500	0	--	--	--	11.6
1,501 - 2,000	1	5.0	--	5.0	10.6

TABLE VIII
NUMBER OF CLERICAL/SECRETARIAL PERSONNEL IN
ADVANCEMENT (FTE) BY INSTITUTIONAL
ENROLLMENT SIZE

Enrollment	College N	Range		Employee Mean	Study C Mean
		High	Low		
0 to 500	3	2.0	1.0	1.7	3.5
501 - 750	2	7.0	2.0	4.5	5.4
751 - 1,000	1	2.0	--	--	5.0
1,001 - 1,250	2	13.0	4.0	8.5	6.7
1,251 - 1,500	0	--	--	--	6.1
1,501 - 2,000	1	4.0	--	--	9.4

Along with the budget and number of staff members, the role of the president in resource development is crucial. He or she is generally considered the chief resource development person, and effective involvement is critical to the success and promotion of the institution. Our research model told us the successful institutional advancement program will also include faculty, staff, and volunteers in meeting the goals of the advancement program. All of the institutions in this study said they used volunteers, trustees, and the president, but did not specify how. Seven of the nine also indicated they had used professional consultants in the past year in some aspect of the advancement program.

Authority and Organizational Structure

Research Question 1: How centralized is the institutional advancement program and to whom does the chief advancement officer report?

An institution's advancement program requires total commitment from the institution. In addition to sufficient budget and staff, the chief advancement officer must have sufficient authority. This authority is demonstrated in several ways. The advancement officer reports to the president; he or she is a member of the institution's executive policy-making group; he or she has written objectives, a clear mission statement, and a centralized advancement office.

The research model specified that the chief advancement officer would report to the president of the institution. All of the colleges responded that the chief officer did report directly to the president. The model also specified that the chief advancement officer would be a part of the executive policy-making group at the institution. Again, all of the colleges in this study answered affirmatively to that.

Finally, the model specified that the organization should foster centralization of the institutional advancement program. All but one of the colleges in this study answered positively to the question, "Are your institutional advancement functions managed and coordinated through one department?" However, when asked to break down the functions included in the institutional advancement office at their college, the centralization indicated earlier appeared to be less than they thought. Table IX gives a percentage breakdown of those functions included in the institutional advancement offices studied.

TABLE IX
 INSTITUTIONAL ADVANCEMENT FUNCTIONS BY
 ENROLLMENT SIZE (PERCENTAGE) (N=6)

Function	Up to 500	501- 750	751- 1,000	1,001- 1,250	1,250- 1,500	1,501- 2,000
Fund Raising	100%	100%	100%	100%	--	100%
Admissions	0	0	0	0	--	0
Alumni Affairs	100	100	100	50	--	100
Government Relations	33	100	0	0	--	0
Photo Services	0	50	100	0	--	100
Physical Plant Planning	0	50	0	50	--	0
Church Relations	100	100	100	100	--	100
Parents' Program	33	50	0	50	--	100
Placement	0	0	0	0	--	0
Public Relations	66	50	100	50	--	100
Publications	33	50	100	50	--	100
Conferences	0	100	0	50	--	100
Special Events	0	100	0	100	--	100
Others	66	50	0	50	--	100

Seldom does the small college advancement office have the luxury of having one person in charge of each advancement function; rather, everyone wears several hats. It is not easy to distinguish clear lines of functions at the small college. Public relations can include many areas, and it seems that everything the advancement office does is in some way related to enrolling students and raising funds.

Chapter I listed the generally accepted functions of the institutional advancement program. Table X breaks these functions down according to the entire study population, showing the percentage of the study group including these functions in their advancement office. Except for admissions, it would seem that the institutional advancement programs of the colleges in this study are comparable to those studied previously by Willmer and in the research model.

TABLE X
MAJOR ADVANCEMENT FUNCTIONS INCLUDED IN
INSTITUTIONAL ADVANCEMENT PROGRAM
BY PERCENTAGES (N=9)

Major Functions	Assembly of God Colleges	Study A	Study B
Fund Raising	100%	100%	100%
Public Relations	66	96	96
Alumni Affairs	89	96	97
Admissions	0	50	42
Government Relations	33	46	43

Personnel Resources

Research Question 1: What is the role of the president of the institution in fund raising? To what extent is he or she involved in face-to-face solicitations?

Since all nine of the chief advancement officers studied reported directly to the president of the institution, it would seem that the presidents were very involved in the advancement process. One of the most effective measurements of presidential involvement is to look at the percentage of \$1,000 plus gifts that were generated by the president making a face-to-face solicitation. The revised 1987a research model found that the successful program will have the president making at least 20% of the \$1,000 plus solicitations. Willmer's (1987a) Study B found that the mean was 31.1%. Therefore, a very involved president would be expected to exceed the 31% found to be the mean of Study B.

The percentage found in this study was indeed higher. The range of percentages was from a high of 100% to a low of 20%. The mean was 70%. Table XI shows a breakdown by percentage of who generated the \$1,000 plus gifts.

Research Question 2: To what extent are the trustees and other volunteers involved in advancement activities? If not involved, are there areas where the institution would like them to be involved?

The logical beginning place for looking at trustee and volunteer involvement was in fund raising. As noted in Table XI, the institutions in this study were found to be extremely low in trustee and volunteer face-to-face solicitations. In fact, only two of the nine institutions surveyed reported any trustee or volunteer solicitations. Yet, at the same time, all but one of the institutions responded positively to the

question, "Do volunteers play an active role in your advancement efforts?" Since it has already been seen that the major thrust of the advancement programs studied was fund raising, one would expect volunteer activity to be reflected in either face-to-face solicitations or alumni fund raising. As with the volunteer solicitations, alumni fund raising was very low. Six of the nine respondents answered "no" when asked if fund raising was a responsibility of the alumni association.

TABLE XI
PERCENTAGE OF \$1,000 SOLICITATIONS (N=9)

Solicited by	Assembly of God Colleges Range		Mean	Study B Mean
	High	Low		
President	100%	20%	70%	31.1%
Staff	80	0	27.9	38.2
Trustees	10	0	1.5	10.7
Volunteers	5	0	.6	11.6
Others	0	0	0	7.2

Thus, from the data collected, a question was logically raised as to the extent of volunteer involvement. While on the surface it may appear that the programs think they are involving volunteers, the reality of the situation seemed to be a lack of effective volunteer involvement in advancement activities, as measured by the questions.

Pickett (1977) computed the fund raising potential for several colleges and compared those figures with the college's actual results. He

ranked them according to the percentage of potential actually achieved, labeling the bottom 25% as underachievers and the top 25% as overachievers. Pickett clearly identified trustee leadership as one of the three areas which made a difference between overachievers and underachievers. Undoubtedly, as the legal owners and final authorities, governing boards are significant to the success of the institution. Because of this obvious importance, several questions were included in the questionnaire to measure the involvement of the trustees in the advancement process.

As with volunteer involvement, a question was asked, "Is there an active, working trustee committee involved in your institutional advancement program?" The answer to that question was surprising. One would expect a similar response as was found in the volunteer involvement, with further study needed to ascertain the extent of that involvement. However, only two of the nine institutions responded positively to the question. This 22% involvement compared with 75% found in Willmer's (1987b) Study C. This lack of involvement was further seen in that only three of the nine boards were involved in approving the long-range plans for fund raising, and only two of the nine were involved in setting the goals for the advancement fund-raising efforts.

Another important indication of trustee involvement is how much of the gift income of an institution is given by the trustees. The range of percentages of gift income given by trustees was from a high of 7% to a low of 1%. The mean for this study was 3%, while Willmer's (1987a) Study B found a mean of 8%.

When all areas of trustee involvement were put together (face-to-face solicitation; an active, working trustee committee in advancement; long-range advancement planning; goal setting for fund raising; and gift

income), the reality was drastic. Effective trustee involvement at the Assembly of God colleges appeared to be very weak.

This evaluation was reflected in the self-evaluation question that was asked. Table XII shows how satisfied the chief advancement officers were with trustee involvement in resource development. The questionnaire asked that they rank their satisfaction on a scale of 1 to 6: (1) very satisfied, (2) satisfied, (3) somewhat satisfied, (4) somewhat dissatisfied, (5) dissatisfied, and (6) very dissatisfied. They were asked to rate the areas of making financial contributions, soliciting new donors, deciding fund-raising practices, and assisting admissions efforts. One indication of the poor trustee involvement was reflected in the fact that no one rated any trustee group a 1 (very satisfied) in any area. Furthermore, the officers rated the involvement in soliciting new donors a 6 (very dissatisfied). In general, modest dissatisfaction was expressed by the officers. The results are comparable with those found by Willmer (1987b) in Study C.

The areas of greatest dissatisfaction were in soliciting new donors and assisting admissions efforts, with 83% expressing some dissatisfaction, while only 16% expressed any satisfaction. While this finding was similar to that found in Willmer's (1987b) Study C, it should be noted that one-third of the colleges in this study were very dissatisfied with soliciting new donors. This degree of dissatisfaction was not found in any of the other research studies. Also, it was the only area to receive a very dissatisfied response, thus leading to the assumption that the opinion was strongly held.

TABLE XII
SATISFACTION WITH TRUSTEE INVOLVEMENT
(N=6)

	Making Financial Contributions	Soliciting New Donors	Deciding Fund-Raising Policy	Assisting Admissions Efforts
Very Satisfied	0%	0%	0%	0%
Satisfied	16	16	0	0
Somewhat Satisfied	67	0	50	17

Somewhat Dissatisfied	17	33	50	50
Dissatisfied	0	17	0	33
Very Dissatisfied	0	33	0	0

Although this research did not intend to establish cause and effect relationships, there were some interesting facts which surfaced concerning the composition of the trustee boards. Some of these factors could have a significant impact on the degree of trustee involvement. First, only one of the colleges studied included trustees who were not members of the Assemblies of God. Although a requirement of denomination membership was not unusual, the degree of it here was. Willmer's (1987b) Study C found that 69.8% of all trustees at similar colleges were a part of the sponsoring denomination. In the Assembly of God colleges, the figure was over 95%.

The second interesting discovery was found in the occupational composition of the trustee boards. Table XIII gives a breakdown of the

percentage of trustees involved in various occupations/professions. While a high percentage of clergy on the board of trustees of a Christian college such as those included in this study was expected, the difference between the 31% of Willmer's (1987b) Christian college study and the 67% of this study seemed significant.

TABLE XIII
BOARD OF TRUSTEES BY OCCUPATION
BY PERCENTAGE (N=9)

Occupation	Assembly of God Colleges		Mean	Study C Mean
	High	Low		
Clergy	75%	57%	67%	31%
Business	31	15	25	39
Educators	15	0	5	11
Lawyers	3	0	.5	5
Doctors	3	0	.5	6
Other	8	4	2	8

The third point of interest in trustee composition was found when asked "What percentage of your board members are capable of making a one-time gift (excluding an estate gift) of: Not more than \$5,000, \$5,000 but not more than \$25,000, \$25,000 but not more than \$100,000, more than \$100,000?" Table XIV gives the breakdown of this question by percentage.

TABLE XIV
CAPABILITY RATING OF BOARD OF TRUSTEES
(ONE-TIME AND LARGEST GIFT,
EXCLUDING ESTATE GIFT)
(N=9)

Amount	Assembly of God Colleges Mean	Study C Mean
Not more than \$5,000	74%	48%
\$5,000 but not more than \$25,000	18	25
\$25,000 but not more than \$100,000	4	17
More than \$100,000	4	10

The responses to this question were revealing in that one college in this study was located in an affluent geographical area of the country and was the only respondent under 50% on "not more than \$5,000." Four of the colleges said that they had no board member able to give \$25,000 or more. How this relates to the occupational breakdown of the boards was unknown, but one would assume a relationship of some significance.

Research Question 3: What additional training or professional experience does the chief advancement officer have outside of his or her current institution?

Since the chief advancement officer plays a vital role in the success of the advancement program at a college, it was important to study that person and position. In order to represent an institution well, the chief advancement officer must have a good knowledge and understanding of the institution. Table XV shows that 77% have been at their institutions for five years or less, with the longest tenure being six years.

TABLE XV
MANAGERS' YEARS WITH THE INSTITUTION
(N=9)

Years	Assembly of God Colleges Mean Percentage	Study B Percentage
1 - 2	33.3%	33.5%
3 - 5	44.4	19.5
6 - 12	22.2	28.6
13 - 20	0	11.6
21 +	0	6.8

Other required information was how long the chief advancement officer had been in that position. The study found that almost half of the officers had been in their current positions for less than two years, two-thirds of them for three years or less, and no one for more than four years. Table XVI compares the managers' years in their current positions in this study to Willmer's (1987a) Study B. The ranges are those used in Study B.

The final experience component was the number of years in the advancement field. In this study, it was the same as the Tables XV and XVI, because none of the chief advancement officers in this study had any advancement experience outside of his or her current institution or position. Since none of the other studies specified this, there was no other study with which to compare this finding. However, it would seem highly unusual to find this to be the case in other institutions.

TABLE XVI
MANAGERS' YEARS IN CURRENT POSITIONS
(N=9)

Years	Assembly of God Colleges Mean Percentage	Study B Percentage
1 - 2	44.4%	28.9%
2 - 3	22.2	29.4
4 - 10	33.3	33.4
11 +	0	8.3

While the research model gave some specific traits for the chief advancement officer, they seemed to vary greatly from institution to institution. This variation was caused by the wide range of constituencies served by colleges, different expectations of job performance, and many other factors. However, two factors seemed to be constant throughout the field: years of experience in the advancement field and years with the present institution. The results of this study in those two areas seemed to point out a weakness in the chief advancement officers studied.

Advancement Activities and Functions

Research Question 1: What financial areas of the institution are included in fund-raising efforts?

The research model stated that fund-raising programs should include efforts to raise annual unrestricted support, capital giving, and deferred gifts. All of the programs studied acknowledged this to be the case at their institutions.

Research Question 2: To what extent are the alumni involved in the institutional advancement program?

Although the alumni seemed not to be very involved in the advancement program, as was seen earlier in the study, it was interesting to note the percentage of gift income which was given by the alumni. Willmer's (1987a) Study B found alumni generated about 15% of the total gift income of an institution. Even though not all the respondents broke down gift income as asked, the ones who did reported a range of a high of 30% to a low of 5%. The mean was 16%, which was slightly higher than the mean of study B. Even though not all colleges responded, with the low involvement of alumni in fund raising found earlier, this figure was most surprising.

Research Question 3: Does the institution have a primary publication mailed at least quarterly, and to what extent are direct mail and donor lists used in fund raising? Of significance will be the size and response of the institution's mailing list.

All of the institutions in this study had a primary publication which was mailed at least quarterly. Along with that publication, all of the colleges also used direct mail in fund raising. Although the size of the mailing list was included as a measurement of advancement activity, it is the percentage of response from that mailing list which tells the true effectiveness story.

To determine this, the questionnaire asked, "What was the total percentage of those on your mailing list who gave at least one gift in 1986?" Table XVII shows that none of the institutions had more than 20% of their mailing list donate gifts in 1986. When compared with Willmer's (1987a) Study B findings, in which only 40.5% of the institutions fell under 20%, it seemed significant.

TABLE XVII
 PERCENTAGE OF MAILING LIST GIVING
 AT LEAST ONCE IN 1986 (N=5)

Percentage of List	Percentage of Respondents	Cumulative Total (%)	Study B Percentage	Cumulative Total (%)
Below 10	40		14.4	
11 - 20	60	100	26.1	40.5
21 - 35	0	100	37.8	78.3
36 - 50	0	100	13.3	91.6
51 - 75	0	100	2.6	94.2
Over 75	0	100	5.6	99.8

Evaluation

Research Question 1: What kinds of evaluation does the college have in place for the institutional advancement office?

As stated earlier in this chapter, none of the colleges seemed to have an objective evaluation process in place for the advancement program, such as readership poll of publication recipients, market analysis of the donor constituency, or return on investment. Also, even though there were long-range plans and goals in place, they seemed not to be used for evaluation purposes.

Although not covered by any of the research questions, there were some interesting facts which emerged in the course of this study which should be presented. First, since the colleges studied have very strong ties to clergy and the church, it would be expected that they receive a significant amount of their private gifts from churches. That was exactly what was found, but it was even stronger than anticipated. The

high percentage was 40, while the low was 24.5%, with the mean being 31.1%. This compared with Willmer's (1987a) Study B of 8%, and with his Study C (Willmer, 1987b) of Christian colleges of 17%. Therefore, it must be assumed that advancement programs in the colleges studied are doing a good job of maintaining contact with the sponsoring churches and developing their support.

Second, only two of the nine accept direct government aid outside of student financial aid. Coupled with this was the fact that over half did not receive any gift income other than from churches or individuals. This can be looked upon as leaving a large untapped source of gifts (i.e., foundations, government, business and corporations, or as an indication of specific targeting by the colleges). It was unclear whether the colleges tried to raise funds from only churches and individuals or from all groups.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to describe the status of institutional advancement in the 10 colleges endorsed by the Assembly of God church and, where possible and appropriate, to compare the levels to other institutional advancement programs in similar colleges.

The Problem

The problem was that there was little known about the institutional advancement program at the small private college. In particular, no research had been conducted on the institutional advancement programs at the 10 colleges endorsed by the Assembly of God.

The Procedures

Data were obtained through questionnaires sent to the chief advancement officers of the 10 colleges. The questionnaire sought information regarding the major functions of the advancement program, and the results were compared with a model. The model, developed by Willmer (1981d), specified what a successful advancement program should include and resemble. After coding the responses, simple statistical calculations (such as mean and range) were computed and reported.

Findings

On the basis of this study, the following were found in relation to the institutional advancement programs of the Assembly of God colleges:

1. Institutional Commitment

a. While long-range plans, goals, and objectives were in place, they appeared to be used very little.

b. As for the percentage of total expenditures for advancement, all of the colleges studied fell well below the norms of the model and other colleges.

c. The return-on-investment for total resource development was 21 cents for every dollar raised. This amount compared favorably to the model expectation of 25 to 40 cents.

d. The number of professional advancement staff was well below standards. The number of clerical advancement staff was also below both the model expectations and comparable other colleges, but not as much as the professional staff.

2. Authority and Organizational Structure: The chief advancement officer in the institutions studied had sufficient authority, and the offices seemed to be properly organized. A question was raised regarding what functions were actually included in the institutional advancement offices studied, but nothing significant was noted.

3. Personnel Resources

a. The role of the presidents of the college was studied. They were found to be very involved in fund raising. In particular, they made 70% of the \$1,000 face-to-face solicitations, compared to the 20% called for by the model and the 31% found by previous studies.

b. The report for trustee and volunteer involvement was not nearly so bright. While the colleges reported that volunteer involvement was very strong, the research indicated that there was almost no volunteer involvement in fund raising, even though fund raising was the major thrust of all the advancement programs in this study. Similarly, the trustee involvement was almost nonexistent.

c. Another apparent weakness found in the advancement programs was that of the experience of the chief advancement officers. All those studied had no advancement experience or training outside of the institution they were currently serving.

4. Advancement Activities and Functions

a. While all the institutions reported raising funds in all areas, capital campaigns, unrestricted monies, and deferred gifts, the size of the endowments was small. Some of the colleges had no endowments at all.

b. The extent of alumni involvement was difficult to interpret. While all of the colleges had alumni meetings and organizations of some kind, none of them involved alumni significantly in fund raising. On the other hand, the percentage of gift income given by alumni was slightly above that found for comparable colleges.

c. All of the institutions had a primary publication which was mailed at least quarterly, but none of them knew how much good could be attributed to the publication, as none of the colleges had a follow-up program in place to measure its effectiveness. The one measurement gathered was the percentage of the mailing list that gave at least one gift in 1986. Compared with other colleges, the percentage was very low, making one think that the mailing list

should either be updated or the system of generating funds from the mailing list was poor.

5. Evaluation: No formal advancement evaluation processes were found to be in place.

In addition to these research findings, one additional finding should be noted. From the data gathered, it appeared that the colleges surveyed were doing a good job of maintaining contact with their main constituency group, the church. This conclusion was drawn from the high percentage of gift income generated by churches for these colleges compared to the percentage of church income of other Christian colleges.

Conclusions

On the basis of the findings of this study, the following conclusions have been drawn:

1. The institutional advancement offices in the colleges studied are doing an adequate job in fund raising and public relations. This was reflected by the return-on-investment ratio and the strong church giving. However, some glaring weaknesses did emerge. First, if the budget is inadequate, then it is even more important to obtain the greatest return for every dollar spent. It was unknown if this was the case in the colleges in this study, since none of them have done readership surveys on their primary publications and market analysis of donor constituency, nor did they have evaluation processes in place to rate fund-raising activities. Secondly, if there is not adequate staff (all of the colleges were extremely understaffed), it becomes imperative to have an effective volunteer program in operation. Yet, once again, none of the colleges reported strong volunteer or alumni programs. The lack of alumni participation in particular was distressing. When an institution's mission

is narrowly defined, such as a Bible college's, then the pool of individuals to raise funds from is naturally limited. Thus, alumni participation becomes imperative to effect fund raising.

2. There was not a strong institutional commitment to the advancement program at the Assembly of God colleges. This conclusion was reached by looking at the percentage of the educational and general budget designated for institutional advancement. Also, the very short tenure of the chief advancement officers made one suspect low salaries and/or low morale, both perhaps caused by lack of institutional commitment.

3. Effective presidential leadership seemed to be lacking. When considering presidential leadership at the Assembly of God colleges, one must be aware that these men do not have a higher education administration background; instead, most of them have backgrounds consisting of pastoral ministries in local churches. This lack of preparation to be a college president is especially noticeable in the institutional advancement program, since the president is in reality the chief advancement officer at a college. This lack of effectiveness was seen first by the lack of effective long-range planning at the institutions studied. Effective long-range planning is especially important in raising and maintaining a strong endowment, which none of the colleges had. This lack of effectiveness was also seen in the selection of advancement officers. One of the acid tests of an effective leader is his or her ability to attract good personnel. While realizing that ability is not solely based on experience and education, it was revealing to see that none of the chief advancement officers in this study had advancement experience outside of their current institutions. Finally, even though there was a high percentage of \$1,000 solicitations being made by the presidents, one

wonders how many \$1,000 gifts were actually generated, since the total amount raised by the institutions from individuals was not large.

4. The final conclusion drawn concerns trustee involvement and leadership. If it is important for the president to be effective in advancement, it follows that it is critical for the trustees to be involved and effective in institutional advancement. This was not the case in this study. To be effective, one first must be involved in some activity. Most of the trustees at the Assembly of God colleges were not involved at all in the advancement process. This lack of involvement related to planning, soliciting funds, goal setting, and giving. Effective trustee leadership in the advancement programs at the Assembly of God colleges was almost nonexistent. Although this study did not try to determine causation, it seemed significant that the trustee boards were overloaded with clergy and were almost exclusively Assembly of God church members. Also significant was the low expectation of a one-time gift (Table XIV, Chapter IV), which also seemed to be related to the occupational breakdown of the trustees. Most ministers are not financially able to give a one-time gift of more than \$25,000, whereas more people in other occupations and professionals are able to do so.

Recommendations

Analysis of data obtained in this study revealed certain significant findings which supported conclusions leading to application recommendations and further research recommendations. It should be remembered, however, that since the primary purpose of this study was to be descriptive, the application recommendations are general rather than specific.

Application Recommendations

1. The role of the trustees must be drastically re-evaluated. If the institutions are to continue the current trend of diversification of curriculum and student constituency, the board not only has to become involved, it must diversify its membership to reflect the diversity the institution is striving for. They no longer are just Bible colleges training ministers for the Assemblies of God churches; thus, the boards cannot remain a collection of Assembly of God ministers. Also, with the addition of academic departments and accreditation comes increased financial strain. This budgetary demand will have to be met by advancement fund raising, in which the board must take leadership.

2. Similarly, the presidents of the institutions must become better prepared to lead the advancement program of the colleges. If the trustees are to change and improve, it generally will be brought about by good, effective presidential leadership. Also, institutional expansion and diversification dictates the critical need for effective long-range planning, which must be initiated by the president.

3. Increased institutional commitment must be made to the advancement programs. This includes more and better-trained staff, an increased budget, and better planning. In particular, the lack of training for the chief advancement officer was distressing. While ministers can effectively represent the institution to the church, a minister with no advancement training or experience is at a tremendous disadvantage as the chief advancement officer. Better recruitment and training of the chief advancement officer is vital to a successful advancement program.

4. More volunteers and alumni must be brought into the advancement process. This would not only help with fund raising, but the impact of

greater alumni involvement would be far-reaching and important. Alumni make excellent trustee members, fund solicitors, and student recruiters. They need to be organized and used. Also, a recent study pointed out that someone who volunteers was significantly more likely to give money to an institution than someone who does not volunteer to help in some fashion (Goss, 1988). Thus, not only does it reduce the cost of accomplishing a task by using volunteers, it also opens the door for greater gift income.

Research Recommendations

1. Further research is needed to compare the fund-raising potential to the actual achievement of the Assembly of God colleges.

2. Further research is needed quantifying the Willmer model. From the review of literature done in Chapter II, it appears that the research done in the field of advancement since the model was devised might indicate different ranges and the exclusion of some areas completely.

3. Using this study as a basis for comparison, other small groups of church-related colleges that have not been studied could be found to see if the results are similar to those in this study. Some possible church denominations whose colleges could fall into this group are: Independent Assemblies of God; International Pentecostal Holiness Church; Pentecostal Church of God; United Pentecostal Church International; Cleveland, Tennessee Church of God; and the Anderson Church of God.

There are no easy or simple solutions to the struggle of the small, private, church-related college. This research, by isolating one group within the "invisible" college group, has hopefully added to the collection of data needed to further understand the problems and solutions of this group.

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APPENDIXES

APPENDIX A

MODEL: PROCESS ASSESSMENT FRAMEWORK OUTLINE

PROCESS ASSESSMENT FRAMEWORK OUTLINE

I. Institutional Commitment

A. Articulation of goals, objectives, and long range plans.

1. Institutions should have a long-range plan that includes projected program changes and a long-range budget.
2. An institution's objectives should be in writing and clearly known to the advancement officer.
3. The advancement officer should have written annual goals and objectives.

B. Budget Allocation

1. Four to eight percent of the total expenditures and general budget should be used for advancement.
2. A dollar should be raised for every 25 to 40 cents spent for the advancement process.

C. Staffing Commitment

1. Two to five professional advancement personnel should be employed.
2. Two to five supporting (clerical/secretarial) staff should be employed.

II. Authority and Organizational Structure

A. Advancement Management Authority

1. The chief advancement officer should report to the president of the institution.
2. The chief advancement officer should have a position in the top executive officer's group.

B. Advancement Function Centralization and Organization

1. The institutional advancement function should be centrally managed.
2. The organizational model should foster centralization.

III. Personnel Resources

A. Professional Staff

1. The advancement manager should be experienced in advancement, knowledgeable of the institution, educated with preferably the doctorate, and assigned a title carrying authority.
2. The president should be an active fund raiser and promoter of advancement activities making more than 10 percent of the \$100-plus calls and averaging more than eight calls per month.

B. Volunteers

1. Trustees and other volunteers should be involved in advancement activities.
2. The college should have an active, working trustee committee and a public relations advisory group comprised of people outside the institution.

IV. Advancement Activities and Functions

A. Fund-Raising activities

1. Fund-raising programs should include efforts to raise annual unrestricted support, capital giving needs, and deferred gifts.
2. Gift solicitations should be made by the trustees, president, staff, and volunteers; gift acknowledgment should be made within one to three days; and the mailing list should be as large as possible.

B. Full-Fledged Advancement Programs

1. At least two to four voluntary government relations activities should be conducted each year.
2. Small colleges should have regional alumni chapters, fund the alumni organization, and have a special alumni program for recent graduates.
3. Between 1.4 and 2.0 professional staff fulltime equivalents should be allocated to institutional relations.
4. The publications program should include a centralized publication policy and the mailing of a principal publication at least quarterly.

V. Evaluation: An Integral Part of Advancement

- A. Institutional Goals and Advancement Practice: Advancement programs should contribute to the major public relations goals of attracting prospective students, raising funds, and building and holding good will for the institution.
- B. Evaluation Tools: The advancement process should include a readership poll of publication recipients and market analysis of the donor constituency and the communication program.

WILLMER'S RECOMMENDED CHANGES TO MODEL

I. Institutional commitment

B. Budget allocation

- 1. From 5 to 9 percent of the total educational and general budget should be for advancement.

C. Staffing commitment

- 1. Five to nine professional advancement personnel should be employed.
- 2. Three to seven supporting (clerical/secretarial) staff should be employed.

III. Personnel resources

- 2. The president should be an active fund raiser and promoter of advancement activities; he or she should make more than 20 percent of the \$1,000-plus calls and average more than eight calls per month.

APPENDIX B

INSTITUTIONAL ADVANCEMENT SURVEY

INSTITUTIONAL ADVANCEMENT SURVEY

The purpose of this questionnaire is to obtain descriptive data about your college's institutional advancement efforts--those programs in the broad fields of development or fund raising, admissions, public relations, and alumni affairs whose purpose is to advance the understanding and support of your college. If any answer is not readily obtainable, please use an average or an educated estimate.

INSTITUTIONAL IDENTIFICATION

Name of College: _____

Name of Respondant: _____

Respondant's Title: _____

1. Number of FTE undergraduate students - fall, 1987: _____

2. How long has your institution been in existence? _____ years

3. What is the total FY 1986-87 educational and general expenditures, including student aid, for your institution?
\$ _____

4. What is the size of your endowment? \$ _____

5. What percentage of your education & general budget is met by the following?

Tuition: _____%

Gift Income: _____%

Income from
Endowment: _____%

Other: _____% Please Specify _____

TOTAL: 100 %

6. Check the functions which are included in your institution's advancement office.

___ Fund raising

___ Admissions

___ Alumni Affairs

___ Government Relations

___ Photo Services

___ Physical Plant Planning

___ Church Relations

___ Parents Programs

___ Placement

___ PR and Publicity

___ Publications

___ Conferences

___ Special Events

___ Others - Please Specify _____

7. Total institutional expenditure, including salaries and benefits, to perform the functions checked above. \$ _____

Please subdivide into these 4 categories:

\$ _____ Fund Raising

\$ _____ Public Relations

\$ _____ Alumni Affairs

\$ _____ Admissions: including travel, media/promotional expenses

8. Has your institution's mission statement or statement of purpose been reviewed in the past 5 years? ___yes ___no ___no written statement

9. Are your institutional advancement functions managed and coordinated through one department? ___yes ___no

10. What is your total number of IA professionals? _____ (FTE)
Please subdivide:

_____ Fund Raising

_____ Public Relations

_____ Admissions

_____ Alumni

11. What is your total number of IA clerical/secretarial personnel? _____
Please subdivide:

_____ Fund Raising

_____ Public Relations

_____ Admissions

_____ Alumni

12. Do you plan to enlarge your advancement staff in the next 2 years?
___yes ___no ___do not know

13. Do volunteers play an active role in your advancement efforts?
___yes ___no

14. Please provide the following information about the chief person who manages and coordinates all your IA efforts:

_____ years with your institution

_____ years in present position

_____ years of experience in advancement field

_____ highest academic degree

_____ academic major of highest degree

_____ sex

_____ age

15. Is your chief advancement officer a member of the executive officer's policy making group? ____yes ____no
16. Who does the chief advancement officer directly report to? _____

17. Does your IA office have a written statement of objectives? _____
18. Is there an active, working trustee committee involved in your IA program? ____yes ____no
19. How many voting members do you have on your board? _____
20. Of your total voting members, how many must represent your denomination or other sponsoring group?

21. What are the professional occupations of your board?
- | | |
|-----------------|---------------|
| Clergy_____% | Lawyer_____% |
| Business_____% | Doctors_____% |
| Educators_____% | Other_____% |
| TOTAL: 100% | |
22. What percentage of your board members are capable of making a one-time gift (excluding an estate gift) of:
- | | |
|--------------------------------------|--------|
| not more than \$5,000 | _____% |
| \$5,000 but not more than \$25,000 | _____% |
| \$25,000 but not more than \$100,000 | _____% |
| more than \$100,00 | _____% |
23. To what extent are you satisfied with your trustees' involvement in the following areas:
(Please fill in the number that indicates most closely the level of your satisfaction -- "1" if you are very satisfied, ranging to "6" if you are very dissatisfied.)
- ____Assisting admissions efforts
- ____Deciding fund raising policy
- ____Making financial contributions
- ____Soliciting new donors
- ____Other: please specify - _____

24. Do you have a 3 to 5 year long range plan that sets specific goals for fund raising? yes no

25. Has it been approved by the board? yes no

26. Please answer yes(Y) or no(N) to indicate if your institution provides time and/or money for each of the following types of professional improvement:

Item	Time		Money	
magazines/newsletters	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
professional seminars	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N
education for credit	<input type="checkbox"/> Y	<input type="checkbox"/> N	<input type="checkbox"/> Y	<input type="checkbox"/> N

27. Please indicate how well trained members of your staff are in the areas of responsibility listed below: check all that apply, marking how adequately you feel those persons are trained.

Not Adequately Trained	Adequately Trained	Very Well Trained	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Admissions Strategies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Alumni Programming
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writing direct mail
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writing Public Relations Copy
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Use of computers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tracking donors
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Making management reports
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Principles of management
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Time Management
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Budgeting
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Using television and radio
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Donor relations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Planned giving
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writing grant proposals
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other _____

28. Have you used professional consultants in the management of any aspect of your advancement program in the past year? yes no

If yes, what areas? _____

29. Income goals for fund raising efforts are set by:

Board
 President
 Staff with input from board
 Other: please specify: _____

30. How many off-campus alumni meetings do you conduct annually? _____

31. Is fund raising a responsibility of the alumni association? yes no

32. Do you have a special alumni program for recent graduates? yes no

33. Is your alumni association funded by the institution? yes no

34. Do you have a legally incorporated, independent alumni organization? yes no

35. Have you conducted a capital campaign in the last 3 years? yes no

36. Do you plan to have a capital campaign in the next 3 years? yes no

37. Is your college a member of an association of colleges organized to raise funds? yes no If yes - what percentage of your annual unrestricted giving is accounted for by this association?

_____%

38. Indicate the total private gifts received during the 1986-87 FY.

Capital \$ _____ Operations \$ _____ Endowment \$ _____

39. Of all \$1,000 - plus donors and prospects solicited face-to-face, what percent were by:

_____ % Trustees

_____ % Volunteers

_____ % President

_____ % Others - please specify

_____ % Staff

40. Please indicate what percentage of your income is generated by each of the sources below. (If the item does not apply, just leave it blank.)

_____ % Alumni

_____ % Foundations

_____ % Parents

_____ % Businesses

_____ % Students

_____ % Churches

_____ % Trustees

_____ % Deferred gifts

_____ % Faculty

_____ % Government grants

_____ % Individuals

_____ % Other _____

TOTAL: 100%

41. Do you currently have a campaign to increase your endowment? yes no

42. Have you conducted market analyses (who gives and why) of your donor constituency? yes no

43. Please rank these fund raising activities according to the amount of net income generated. (1 indicates the most income, 2 indicates the second largest amount of income, etc.) Leave blank those activities you do not use.

- direct mail
 telemarketing (phonathons)
 radio programs/spots
 TV programs/spots
 area representatives
 personal contact
 special events (banquets, etc.)
 other - please specify - _____

44. What do you think is the main reason individual donors give to your institution?

45. What is the main reason they do not give? _____

46. What is the main reason foundations or corporations give to your institution?

47. Other than the total amount of money raised, what single criterion is the most important in measuring your fund raising program's effectiveness?

48. Do you actively solicit:

- bequests/wills yes no
 annuities yes no
 trusts yes no
 other deferred gifts - please specify _____

49. Do you keep a written record of your return-on-investment (ratio of income generated to costs incurred) for your various advancement strategies? yes no

50. What is the average turn-around time in acknowledging a gift?
 same day over 8 working days
 within 3 working days no acknowledgement sent
 4 - 7 working days
51. What is the size of your total mailing list? _____
52. What was the total percentage of those on your mailing list who gave at least one gift in 1986?
 0 - 10%
 11 - 20%
 21 - 35%
 36 - 50%
 51 - 75%
 over 75%
 not sure
53. How many times did you mail the following in 1986 to your clientele?
 (For any category which does not apply, please leave blank.)
- News letters/magazines
 General appeal letters for funds
 segmented appeals:
 to major donors
 to regular donors
 to lapsed donors
 to non-donors
 to follow up first-time givers
 Other: please specify _____
54. Have you conducted a readership survey of your primary publication in the past 3 years?
 yes no we do not have a publication
55. Do you have a strategy to attract new donors? yes no
56. On the average, how much did it cost you in the past year to gain a new donor? (Divide the total expenditures for this purpose by the total number of new donors.)
 Do not know \$76 to \$100
 Under \$40 Over \$100
 \$41 to \$75
57. Do you have a strategy to renew donors who have not given the past year or more? yes no
58. Is at least 50% of one professional staff member's time spent soliciting bequests/wills, annuities, trusts, and other deferred gift activity?
 yes no
59. Do you accept direct institutional government aid, not including student aid?
 yes no - State
 yes no - Federal

60. Estimate the source of your funds: Christian _____%
 Secular _____%
 Really Don't Know _____%
61. Does your institution present a clear and consistent image of itself?
 _____ yes _____ no
62. If a prospective donor comes to you, what would you like to hear him say about your college?

63. I think that our image should be modified to more adequately satisfy the needs of our clientele. (Please mark the appropriate section on the scale.)
 Strongly _____ Strongly
 Agree _____/_____/_____/_____/_____/ Disagree
64. Using the indicated code, specify the importance of the following public relations goals for your institution: (For each goal, indicate "1" if of great importance, ranging to "4" if of little importance.)
 _____ attract prospective students
 _____ add to the college's reputation
 _____ report news
 _____ raise funds
 _____ provide a community service
 _____ favorable relations with faculty
 _____ favorable relations with the community
 _____ educate the public about higher education
 _____ show the importance of religion in education
 _____ build and hold good will for the institution
65. Is the advancement office responsible for the publication of student recruitment literature? _____ yes _____ no
66. When describing your college to various constituencies, what do you highlight?

67. What kind of an image is your institution trying to convey? Prioritize these image elements from 1 - 8, "1" being the most important, "8" the least.
 _____ quality academics _____ Christian character
 _____ fiscal stability _____ research activity
 _____ service to community _____ service to church
 _____ teaching quality _____ "Christian" occupations of alumni

68. Do you have a written, budgeted plan to improve your image in the community? yes no
69. Within the past year, how many voluntary activities have you conducted to improve your relationship with a state or federal agency? _____

70. What is your annual recruiting budget for:

printing \$ _____

space advertising \$ _____

other promotion \$ _____

TOTAL: \$ _____

71. What percentage of enrollment growth or decline do you expect in the next 3 years? _____%

72. Are you experiencing enrollment growth or decline compared with 3 years ago? growth decline

73. To whom does your chief admissions officer report?

president

vice-president for academic affairs

vice-president for student affairs

vice-president for finance

vice-president for advancement

other: please specify: _____

74. If you could change one thing to improve your institution's advancement effectiveness, what would it be?

THANK YOU VERY MUCH FOR YOUR TIME AND COOPERATION.

APPENDIX C
CORRESPONDENCE

September 15, 1987

Council for Advancement and Support
of Education
Suite 400
11 Dupont Circle
Washington, D.C. 20036

Dear Sir:

I am writing to ask permission to use a questionnaire published in The Small College Advancement Program: Managing for Results, written by Wesley Kenneth Willmer, 1981. I am currently writing my Ed.D. dissertation at Oklahoma State University and plan to use the questionnaire to collect data.

Also, would you please send me a copy of the above mentioned book, plus the one Dr. Willmer just published through you this past year on the same topic? Any cost incurred will be gladly returned to you immediately, as I am projecting a January, 1988 completion date on my dissertation.

Thank you again for your help.

Sincerely,

David D. Myers
Box 905
Glenpool, OK 74033

September 16, 1987

Dr. Wesley Willmer
Director of Development
Wheaton College
Wheaton, IL 60187

Dear Dr. Willmer:

Choice Christian Greetings!

Thank you so much for taking time to visit with me on the phone about your studies in Institutional Advancement programs. As a confirmation of my request to use your questionnaire and your permission, please accept this letter. I will be more than happy to share my findings with you upon completion of my study and do appreciate the offer of assistance from you in this matter.

Once again, thank you for allowing me to use your questionnaire.

Sincerely,

David Myers
Box 905
Glenpool, OK 74033

The General Council of
The ASSEMBLIES of GOD
 1445 BOONVILLE AVENUE SPRINGFIELD, MISSOURI 65802 TELEPHONE (417) 862-2781
 DIVISION OF CHRISTIAN EDUCATION

EDUCATION DEPARTMENT
 DAVID R. BUNDRICK, SECRETARY

March 18, 1988

Rev. Robert Jernigan
 American Indian Bible College
 10020 N. 15th Avenue
 Phoenix, AZ 85021

Dear Brother Jernigan:

Choice Christian greetings!

This letter serves to introduce David Myers, a doctoral candidate at Oklahoma State University, who is an active layman at Glenpool Assembly of God in Sapulpa, Oklahoma. Brother Myers formerly served on the staffs of First Assembly of God, Sapulpa, and Central Assembly of God, Enid, Oklahoma.

Dave is currently working on his dissertation which studies the advancement programs at endorsed Assemblies of God colleges. The research will be compared against findings of other Christian colleges to determine the effectiveness and state of development of our programs.

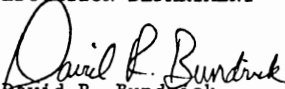
I think you will find the research to be of great interest and assistance to you, as I feel it will be to the colleges in general.

I am asking you to please take time to assist him in this research. Brother Myers has agreed to present the findings of the research at a future A/G college development officers conference.

Thank you in advance for your cooperation. I trust this effort will be one means by which our development programs may be strengthened together. May the Lord bless and multiply your endeavors in the advancement of His Kingdom.

Sincerely,

EDUCATION DEPARTMENT


 David R. Bundrick
 Secretary

DRB:zw

March 25, 1988

Rev. Robert Jernigan
American Indian Bible College
10020 N. 15th Avenue
Phoenix, AZ 85021

Dear Brother Jernigan;

Warm Christian Greetings!

As you have already read, I am researching the Institutional Advancement programs at our endorsed colleges for my dissertation topic. As we all know, this is becoming more and more a vital lifeline to the existence of our colleges. Thus, I trust this research will benefit the Lord's work in your efforts to educate our students.

The enclosed questionnaire will collect data which, using a model developed by Dr. Wesley Willmer, can be studied to determine the level of development and, to some extent, the level of effectiveness of your program. Because of the small number of colleges in my study, it is vital to get a return from each college. Please note the following:

1. The study will respect the anonymity of each institution.
2. After receipt of the completed questionnaire, I will set up an appointment to visit on the phone with each respondent to allow him/her the opportunity to expand on any of the responses they may wish.
3. I will not only present the findings to the next Development Officers Seminar, but I will be glad to share the findings from your institution's responses with you personally if you so wish.
4. If possible, please return the completed questionnaire by April 27, 1988.

Thank you so much for your help in this matter. I am looking forward to hearing back from you.

Sincerely,

David Myers

David Myers
Box 905
Glenpool, Oklahoma 74033

May 11, 1988

Rev. Maddox
Vice-President for Development
Bethany Bible College
800 Bethany Drive
Scotts Vallie, California

Dear Rev. Maddox:

Greetings in the name of our Lord and Saviour Jesus Christ!

Just a friendly reminder about the survey I mailed to you a few weeks ago. I am currently awaiting your response to conclude my research on the Institutional Advancement Programs at our Assembly of God colleges. If possible, please take time to finish and return the data to me this week. I appreciate your participation and thank you for your time in completing the questionnaire.

Sincerely,

David Myers
Box 905
Glenpool, OK 74033

APPENDIX D

ENDORSED ASSEMBLY OF GOD COLLEGES

ENDORSED ASSEMBLY OF GOD COLLEGES

Bethany Bible College
Scotts Valley, California

Central Bible College
Springfield, Missouri

Evangel College
Springfield, Missouri

North Central Bible College
Minneapolis, Minnesota

Northwest College of the Assemblies of God
Kirkland, Washington

Southeastern College of the Assemblies of God
Lakeland, Florida

Southern California College
Costa Mesa, California

Southwestern Assemblies of God College
Waxahachie, Texas

Trinity Bible College
Ellendale, North Dakota

Valley Forge Christian College
Phoenixville, Pennsylvania

VITA

David D. Myers, Jr.

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF INSTITUTIONAL ADVANCEMENT IN ASSEMBLY OF GOD COLLEGES

Major Field: Higher Education

Biographical:

Personal Data: Born July 18, 1955, in Wichita Kansas, the son of David and Colleen Myers. Married to Joyce Dingess in May, 1975; three daughters, LaRena, LaQuita, and LaNita.

Education: Received Bachelor of Science degree in Secondary Education from Phillips University in 1977; received Master of Education degree from Phillips University in 1978; completed requirements for the Doctor of Education degree at Oklahoma State University in July, 1989.

Professional Experience: High School Social Studies Teacher and Department Head, Drummond Public Schools, Drummond, Oklahoma, 1977-79; Elementary and Junior High School Principal, Jet-Nash Public Schools, Jet, Oklahoma, 1979-80; Dean of Student Services, Claremore State College, Claremore, Oklahoma, 1980-81; Superintendent of Schools, Community Christian School, Sapulpa, Oklahoma, 1981-87;